CAMBODIAN

BASIC COURSE
VOLUME ONE
UNITS 1-45

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By
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with the assistance of
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DEPARTMENT OF STATE
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 L. Partle, 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 Thoun Sopheasy, Rebecca Moreton and Herbert Purnell. The book was typed by Irma C. Ponce.

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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 khnom. Please say after me: 'khmaet sruol rien.'

'Khmer is easy to learn.'

All Students Together

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

Teacher to Students

5. tylaw, soum thaa khlia nih men? Now, please say the sentence one person at a time.

medcoon.

First Student (Man or Woman)

6. khlia dodat? The same sentence?

Man Teacher to First Student

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

Woman Teacher to First Student

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

Second Student (Man or Woman)

8. né?nas mun? Who's first?

Teacher to Second Student (Man)


Teacher to Second Student (Woman)

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

Second Student

10. khmaet sruol rien. Khmer is easy to learn.
Teacher to Second Student

11. tee, cam tha taam khnöm:  No, wait and repeat after me:
    'khnöm srwol rién.'  'Khmer is easy to learn.'

Second Student

12. khnöm srwol rién.  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 of the forms involved; many others will be added as the course progresses.

<table>
<thead>
<tr>
<th>English</th>
<th>Man</th>
<th>Woman</th>
</tr>
</thead>
<tbody>
<tr>
<td>'I, me'</td>
<td>khnöm</td>
<td>khnöm</td>
</tr>
<tr>
<td>'you'</td>
<td>look</td>
<td>look sréy</td>
</tr>
<tr>
<td>'teacher' (form of address)</td>
<td>look kruu</td>
<td>né? kruu</td>
</tr>
<tr>
<td>'yes' 'I hear you'</td>
<td>baat</td>
<td>cah</td>
</tr>
<tr>
<td>'no'</td>
<td>tee</td>
<td>tee</td>
</tr>
<tr>
<td>'no' (polite)</td>
<td>baat tee</td>
<td>cah tee</td>
</tr>
</tbody>
</table>

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 (sl), (sz) 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 khfom:
   'khmäˆ srul rien.'
4. (ss) khmäˆ srul rien.
5. eylew, soum thaa khlia nih mené? meodoŋ.
6. (s1) khlia dodaël?
7. baat, khlia dodaël.
8. (s2) né?naa mun?
9. look mun.
10. (s2) khmäˆ srul rien.
11. tee, cam thaa taam khfom:
    'khmäˆ srul rien.'
12. (s2) khmäˆ srul 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 khfom:
   'khmäˆ srul rien.'
4. (ss) khmäˆ srul rien.
5. eylew soum thaa khlia nih mené? meodoŋ.
6. (s1) khlia dodaël?
7. baat, khlia dodaël.
8. (s2) né?naa mun?
9. look srty mun.
10. (s2) khmäˆ srul rien.
11. tee, cam thaa taam khfom:
    'khmäˆ srul rien.'
12. (s2) khmäˆ srul 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 khfom:
   'khmäˆ srul rien.'
4. (ss) khmäˆ srul rien.
5. eylew, soum thaa khlia nih mené? meodoŋ.
6. (s1) khlia dodaël?
7. cah, khlia dodaël.
8. (s2) né?naa mun?
9. look mun.
10. (s2) khmäˆ srul rien.
11. tee, cam thaa taam khfom:
    'khmäˆ srul rien.'
12. (s2) khmäˆ srul rien.
13. cah, baan.
UNIT 1

CAMBODIAN BASIC COURSE

Variation four: Woman Teacher and Women Students

1. soum bet siew-phiw.  
2. (ss) cah, né kruu.

3. soum thaa taam khnom:
   'khmæc srul rien.'  
4. (ss) khmæc srul rien.

5. sylaw, soum thaa khlia nih
   mené médocq.  
6. (s1) khlia dodacl

7. cah, khlia dodacl.  
8. (s2) né'nas mun?

9. look srect mun.  
10. (s2) khmæc srul rien.

11. tee, cam thaa taam khnom:
    'khmæc srul rien.'  
12. (s2) khmæc srul rien.

13. cah, baan.

Drill A.

MODEL: Teacher: khlia dodacl (beat)  
        Student: baat, khlia dodacl.  

1. khlia dodacl? (cach)  
   cah, khlia dodacl.  
   The same sentence? (Yes)
   Yes, the same sentence.

2. siew-phiw dodacl? (beat)  
   baat, siew-phiw dodacl.  
   The same book? (Yes)
   Yes, the same book.

3. look kruu mun? (cach)  
   cah, look kruu mun.  
   The teacher first? (Yes, F)
   Yes, the teacher first.

4. né kruu mun? (beat)  
   baat, né kruu mun.  
   The teacher (F) first? (Yes)
   Yes, the teacher first.

Drill B.

MODEL: Teacher: né'nas mun? (look)  
        Student: look mun.  

1. né'nas mun? (look srcty)  
   look srcty mun.  
   Who's first? (you, F)
   You're first.

2. né'nas mun? (look kruu)  
   look kruu mun.  
   Who's first? (the teacher)
   The teacher's first.

3. né'nas mun? (né kruu)  
   né kruu mun.  
   Who's first? (the teacher, F)
   The teacher's first.

4. khlia nha mun? (khlia nih)  
   khlia nih mun.  
   Which sentence is first? (this one)
   This sentence is first.

5. siew-phiw nha mun? (nih)  
   siew-phiw nih mun.  
   Which book is first? (this one)
   This book is first.

6. né'nas mun? (khnom)  
   khnom 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 mene? medoŋ.
4. eylew soum thaa khlia nih taam khñom mene? medoŋ.
5. eylew soum thaa khlia nih taam khñom mene? medoŋ: khmač srul 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. eylew soum thaa khlia nih taam khñom mene? medoŋ: khmač srul rien.
2. eylew soum thaa khlia nih taam khñom mene? medoŋ: khmač srul rien.
4. eylew soum thaa taam khñom: khmač srul rien.
5. soum thaa taam khñom: khmač srul rien.
6. khmač srul 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 medong tiet; Please say it again:
   'khmer srul rien.' 'Khmer is easy to learn.'

First Student

2. ...khmer srul rien... [tse-tse] ...Khmer is easy to learn... [softly]

Teacher to First Student

3. thaa aoy khael nteo. Say it a little louder.
tse nah, khfom sdap min lli tee. It's too soft; I can't hear it.

First Student

4. khmer srul rien!! [thaa khael] Khmer is easy to learn!! [louder]
   look lli tee? Can you hear it?

Teacher

5. bat (cah). né? bontôp; Yes. Next person:
   'khmer srul rien.
   'Khmer is easy to learn.'

Second Student

6. khmer srul...rien. [yite-yite] Khmer...is easy...to learn. [slowly]

Teacher to Second Student

7. kom thaa yite peek. Don't say it so slowly.
khom thaa aoy fôp nteo. Try saying it a little faster.

Second Student

8. khmer srul rien. [thaa fôp] Khmer is easy to learn. [faster]

Teacher

9. baan l'oo. né? bontôp: Good. Next person:
   'khmer srul rien.
   'Khmer is easy to learn.'

Third Student

10. khmer srul rien. [fôp nah] Khmer is easy to learn. [very fast]

Teacher to Third Student

11. fôp peek. khfom sdap min That's too fast. I can't baan tee.
    understand it.
Third Student

12. khmêr srul rien. [thaâ hôp lemôom] yîit lemôom tee?
   Khmer is easy to learn. [Says it at the right speed] Is that slow enough?

Teacher to Third Student

13. baat, baan.
   tyôl khñom sadap baan haëy.
   Yes, that's all right.
   Now I can understand you.

DIALOGUE FOR COMPREHENSION

Teacher [kruu bovrâen]                      Students [koun seh]

1. soûm thaâ medoong tiêt:
   'khmêr srul rien.'                      2. ...khmêr srul rien...

3. thaâ aoy khlang nteâ.
   tte nâh, khñom sadap min lîl tee.
   4. khamêr srul rien!!!
   look lîl tee?

5. baat. né? bontôp: khmêr srul rien.

7. kom thaâ yîit peek.
   khom thaâ aoy hôp nteâ.

9. baan lòo. né? bontôp:
   'khmêr srul rien.

11. hôp peek. khñom sadap min baan tee.

12. khmêr srul rien.
   yîit lemôom tee?

13. baat, baan. tyôl khñom sadap
   baan haëy.

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 /medoong tiêt/ 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.
- cam thaa taam khñom.
- kom thaa yill peek.
- khom thaa aoy ñöp nttc.

Please close the books.
Wait and repeat after me.
Don't say it so slowly.
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 khlaq nttc.
- khom thaa medoong tiet aoy yill nttc.
- thaa khlia dodaël aoy ñöp nttc.

Please say it (so that it's) a little louder.
Try saying it again (so that it's) a little slower.
Say the same sentence (so that it's) a little faster.

2) **In Statements, Subject-Verb-Predicate**

- khñom sruol rien.
- khñom sdap min lli tee.
- tylew khñom sdap baan haeg.

Khmer is easy to learn.
I cannot hear.
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 dodaël 'the same sentence' and ne bontóp 'next person.'

**SUBSTITUTION DRILLS**

**Drill A:**

1. soum thaa taam khñom.  
2. cam thaa taam khñom.  
3. kom thaa taam khñom.  
4. khom thaa taam khñom.  
5. soum thaa taam khñom.

Please say it after me.
Wait and say it after me.
Don't say it after me.
Try saying it after me.
Please say it after me.

**Drill B:**

1. soum thaa medoong tiet.  
2. soum thaa taam khñom.  
3. soum thaa khlia nih.  
4. soum thaa mënó? medoong.  
5. soum thaa medoong tiet.

Please say it again.
Please say it after me.
Please say this sentence.
Please say it one at a time.
Please say it again.
**Drill C:**

1. kom thaa yiit peek.  
   Don't say it so slowly.
2. kom thaa fôp peek.  
   Don't say it so fast.
3. kom thaa khlaŋ peek.  
   Don't say it so loud.
4. kom thaa tcc peek.  
   Don't say it so softly.
5. kom thaa yiit peek.  
   Don't say it so slowly.

**Drill D:**

1. khom thaa aoy fôp ntcc.  
   Try saying it a little faster.
2. khom thaa aoy khlaŋ ntcc.  
   Try saying it a little louder.
3. khom thaa aoy yiit ntcc.  
   Try saying it a little slower.
4. khom thaa aoy tcc ntcc.  
   Try saying it a little softer.
5. khom thaa aoy fôp ntcc.  
   Try saying it a little faster.

**RESPONSE DRILL**  
(Respond as directed by commands)

<table>
<thead>
<tr>
<th>Command</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. soum thaa taam khôm: khmaē sruol rien.</td>
<td>khmaē sruol rien.</td>
</tr>
<tr>
<td>2. kom thaa taam khôm: khmaē sruol rien.</td>
<td>(silence)</td>
</tr>
<tr>
<td>3. soum thaa taam khôm, khlia dodaēl.</td>
<td>khmaē sruol rien.</td>
</tr>
<tr>
<td>4. soum thaa mëdoôg tiet, khlia dodaēl.</td>
<td>khmaē sruol rien.</td>
</tr>
<tr>
<td>5. cam thaa taam khôm: khmaē sruol rien.</td>
<td>khmaē sruol rien.</td>
</tr>
<tr>
<td>6. soum thaa mëdoôg tiet, aoy khlaŋ ntcc.</td>
<td>KHMAE SRUOL RIEN.</td>
</tr>
<tr>
<td>7. soum thaa mëdoôg tiet, aoy yiit ntcc.</td>
<td>khmaē... sruol... rien.</td>
</tr>
<tr>
<td>8. yiit peek. khom thaa aoy fôp ntcc.</td>
<td>khmaē sruolrien.</td>
</tr>
<tr>
<td>9. kom thaa fôp peek. khom thaa aoy fôp lemōom.</td>
<td>khmaē sruol rien.</td>
</tr>
<tr>
<td>10. bæan lôō. eylw soum thaa khlia dodaēl, aoy tcc-tcc.</td>
<td>...khmaē sruol rien...</td>
</tr>
<tr>
<td>11. khôm sôap min lîi tcc. soum thaa mëdoôg tiet aoy khlaŋ ntcc.</td>
<td>khmaē sruol rien.</td>
</tr>
<tr>
<td>12. cam thaa taam khôm: khmaē sruol rien.</td>
<td>khmaē sruol rien.</td>
</tr>
<tr>
<td>13. bæan lôō. eylw soum bet siew-phud, thaa mëdoôg tiet.</td>
<td>(close book) (repeat whole exercise with tape cues only)</td>
</tr>
</tbody>
</table>
UNIT 3

BASIC DIALOGUE

Teacher (kruu bo$prien)

1. $ylew soum baek siew-phiw look tump$a tii-buon.
   Now please open your books to page four.

First Student (koun seh tii-muoy)

2. siew-phiw naa?
   Which book?

Teacher

siew-phiw lie$p.
   The yellow book.

Second Student (koun seh tii-pii)

4. tump$a tii-pemaan?
   Which page?

Teacher

5. tump$a tii-buon. look kheefh khlia tii-pii tee?
   Page four. Do you see sentence number two?

Third Student (koun seh tii-bty)

6. khlia tii-bty?
   Sentence number three?

Teacher

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

8. look t$e$-oh khnia r$oo$ kheefh tee?
   Have you all found it?

Students (koun seh t$e$-oh)

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

Teacher

10. $ylew meel bont$t tii-bty, khlia tii-pii.
    Now look at line three of sentence two.

First Student

11. bont$t tii-pii?
    The second line?

Teacher

12. tee, bont$t tii-bty.
    No, the third line.
    bont$t kraoy bo$p-o$h.
    The last line of all.
First Student

13. ou, bontôt nịŋ!    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

**Cambodian**          **English**

siew-phīw     'book'

mee-rień     'lesson'

tumpóąa     'page'

khlia     'sentence'

bontôt     'line'

kruu boprięn     'teacher'

koun seh     'student'

né°     'person'

muoy     'one'

pii     'two'

bty     'three'

buon     'four'

pram     'five'

mün kee bong-oh     'first of all'

mün nịŋ     'before that'

kracoy kee bong-oh     'last of all'

kracoy nịŋ     'after that'

bontôt     'next'

DIALOGUE FOR COMPREHENSION

**Cambodian**          **English**

kruu boprięn

1. tylew soum baek siew-phīw look
tumpóąa tii-buon.    koun seh (tii-muoy, tii-pii,
tii-bty, tén-oh)

2. siew-phīw nua?

3. siew-phīw laęŋ.

4. tumpóąa tii-pemaan?

5. tumpóąa tii-buon. look kheef
khlia tii-pii tee?

6. khlia tii-bty?

7. tee, khlia mun nịŋ, khlia tii-pii.

8. look téŋ-oh khnia róō keeřf tee?

9. baat, kheef haey.

10. tylew meel bontôt tii-bty, khlia
tii-pii.

11. bontôt tii-pii?

12. tee, bontôt tii-bty.
bontôt kraoy bong-oh.

13. ou, bontôt nịŋ!
Variation One:

1. ɛylaw 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 kheeñ khlia tii-bey tee?
6. khlia tii-pii?
7. tee, khlia kraoy nīŋ, khlia tii-bey.
8. look têŋ-oh khnia rōo? kheeñ tee?
9. baat, kheeñ haey, look kruu.
10. ɛylaw meel bontôt tii-pii, khlia tii-bey.
11. bontôt tii-bey?
12. tee, bontôt tii-pii, bontôt mun nīŋ.
13. ou, bontôt nīŋ.

Variation Two:

1. ɛylaw soum baek siew-phiw look mee-rieng tii-bey.
2. siew-phiw naa?
3. siew-phiw liŋ.
4. mee-rieng tii-pemaan?
5. mee-rieng tii-bey. look kheeñ khlia tii-muoy tee?
6. khlia tii-boung?
7. tee, khlia mun kee boŋ-oh.
8. look rōo? khlia tii-muoy kheeñ tee?
9. ou, khlia nīŋ!
10. ɛylaw meel bontôt tii-pram, khlia tii-muoy.
11. bontôt naa, look kruu?
12. bontôt tii-pram. bontôt kraoy kee boŋ-oh.
13. cah, kheeñ 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 /neŋ bontọp/ '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**

<table>
<thead>
<tr>
<th>Cambodian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>khlia dodcčl.</td>
<td>The same sentence.</td>
</tr>
<tr>
<td>bontót mun kee bɔŋ-oh.</td>
<td>The-very-first line.</td>
</tr>
<tr>
<td>ně̄̄ bontóp.</td>
<td>The-next person.</td>
</tr>
<tr>
<td>tumpóa kraoy bɔŋ-oh.</td>
<td>The-last page.</td>
</tr>
<tr>
<td>koun seh tii-pii.</td>
<td>The-second student.</td>
</tr>
</tbody>
</table>

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**

<table>
<thead>
<tr>
<th>Cambodian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>yiiṭ peek.</td>
<td>Too slow.</td>
</tr>
<tr>
<td>khlaŋ ntiɛc.</td>
<td>A-little louder.</td>
</tr>
<tr>
<td>ɓóp nah.</td>
<td>Very fast.</td>
</tr>
<tr>
<td>kraoy kee bɔŋ-oh.</td>
<td>The-very last.</td>
</tr>
</tbody>
</table>

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**

<table>
<thead>
<tr>
<th>Cambodian</th>
<th>English</th>
<th>(English: HM)</th>
</tr>
</thead>
<tbody>
<tr>
<td>medoŋ tiet</td>
<td>another time</td>
<td>(once more)</td>
</tr>
<tr>
<td>ɓóp ləmōon</td>
<td>sufficiently fast</td>
<td>(fast enough)</td>
</tr>
<tr>
<td>khlia tii-pii</td>
<td>the-second sentence</td>
<td>(sentence two)</td>
</tr>
<tr>
<td>tumpóa tii-buon</td>
<td>the-fourth page</td>
<td>(page four)</td>
</tr>
<tr>
<td>look téŋ-oh kñmía</td>
<td>all-of you</td>
<td>(you all)</td>
</tr>
<tr>
<td>mun kee bɔŋ-oh</td>
<td>the-very first</td>
<td>(first of-all)</td>
</tr>
</tbody>
</table>

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. soum baek siew-phiiw look.
2. kom baek siew-phiiw look.
3. soum bet siew-phiiw look.
4. kom bet siew-phiiw look.
5. soum meel siew-phiiw look.
6. kom meel siew-phiiw look.
7. soum baek siew-phiiw look.

Please open your books.
Don't open your books.
Please close your books.
Don't close your books.
Please look at your books.
Don't look at your books.
Please open your books.

Drill B
1. look khee khlia lii-pii tee? 
2. look khee bontot lii-pii tee?
3. look khee tumpoa lii-pii tee?
4. look khee mee-rien lii-pii tee?
5. look khee siew-phiw lii-pii tee?
6. look khee koun seh lii-pii tee?
7. look khee khlia lii-pii tee?

Do you see sentence two?
Do you see line two?
Do you see page two?
Do you see lesson two?
Do you see book two?
Do you see the second student?
Do you see sentence two?

Drill C
1. sylew meel khlia lii-pii.
2. sylew meel khlia lii-muoy.
3. sylew meel khlia lii-bry.
4. sylew meel khlia lii-pram.
5. sylew meel khlia mun muh.
6. sylew meel khlia kreo boy-oh.
7. sylew meel khlia lii-buon.
8. sylew meel khlia lii-pii.

Now look at sentence two.
Now look at the first sentence.
Now look at sentence three.
Now look at sentence five.
Now look at the sentence before that.
Now look at the last sentence.
Now look at sentence four.
Now look at sentence two.

RESPONSE DRILLS

Drill A

MODEL: Teacher: khlia lii-pram? (tee, mun nühl)
Student: tee, khlia mun nühl, khlia lii-buon.

Sentence five? (no, before that)
No, the sentence before that, sentence four.

Sentence four? (no, before that)
No, the one before that, sentence three.

Sentence three? (no, before that)
No, the one before that, sentence two.

1. khlia lii-buon? (tee, mun nühl)
tee, khlia mun nühl, khlia lii-bry.

2. khlia lii-bry? (tee, mun nühl)
tee, khlia mun nühl, khlia lii-pii.
3. khlia tii-pii? (tee, mun kee boŋ-oh)  
tee, khlia mun kee boŋ-oh, khlia  
tii-muoy.

4. khlia tii-muoy? (tee, kraoy kee  
boŋ-oh, pram)  
tee, khlia kraoy kee boŋ-oh, khlia  
tii-pram.

Drill B

MODEL: Teacher: tumpóa tii-muoy?  
(tee, kraoy)  
Student: tee, tumpóa kraoy niŋ,  
tumpóa tii-pii.

1. tumpóa tii-pii? (tee, kraoy)  
tee, tumpóa kraoy niŋ, tumpóa tii-bey.

2. tumpóa tii-bey? (tee, kraoy)  
tee, tumpóa kraoy niŋ, tumpóa  
tii-buon.

3. tumpóa tii-buon? (tee, kraoy kee  
boŋ-oh, pram)  
tee, tumpóa kraoy kee boŋ-oh, tumpóa  
tii-pram.

4. tumpóa tii-pram? (tee, mun kee boŋ-oh)  
tee, tumpóa mun kee boŋ-oh, tumpóa  
tii-muoy.

Drill C

MODEL: Teacher: koun seh tii-muoy?  
(tee, bontóp)  
Student: tee, né? bontóp, koun  
seh tii-pii.

1. koun seh tii-pii? (tee, bontóp)  
tee, né? bontóp, koun seh tii-bey.

2. koun seh tii-bey? (tee, bontóp)  
tee, né? bontóp, koun seh tii-buon.

3. koun seh tii-buon? (tee, bontóp)  
tee, né? bontóp, koun seh tii-pram.

The first student? (no, next one)  
No, the next one, the  
second student.

The second student? (no, next one)  
No, the next one, the third  
student.

The third student? (no, next one)  
No, the next one, the fourth  
student.

The fourth student? (no, next one)  
No, the next one, the fifth  
student.
4. koun seh tii-pram? (tee, kruu bôrrien)  
etee, kruu bôrrien.  
The fifth student? (no, the teacher)  
No, the teacher.

Drill D

MODEL: Teacher: siew-phîw nai? (lieŋ)  
Student: siew-phîw lieŋ.  
Which book? (yellow)  
The yellow book.

1. mee-rien tii-pêmaan? (pram)  
mee-rien tii-pram.  
Which lesson? (five)  
The fifth lesson.

2. tumpoa tii-pêmaan? (kraoy kee bôr-ch)  
tumpoa kraoy kee bôr-ch.  
Which page? (the last)  
The last page.

3. khlia tii-pêmaan? (buon)  
khlia tii-buon.  
Which sentence? (four)  
Sentence four.

4. bôntôt nai? (mun bôr-ch)  
bôntôt mun bôr-ch.  
Which line? (the very first)  
The very first line.

5. koun seh nai? (bêy)  
koun seh tii-bêy.  
Which student? (the third)  
The third student.

6. siew-phîw nai? (lieŋ)  
siew-phîw lieŋ.  
Which book? (yellow)  
The yellow book.
UNIT 4

BASIC DIALOGUE

Teacher
1. bontót nigung meel thaai mec? How does that line read?

First Student
2. meel thaai khmae sruol rien. It reads: 'Khmer is easy to learn.'

Teacher
3. pia ey kraoy kee boq-oh, khnoq bontót nigung? What word is last of all in the line?

Second Student
4. pia ey kraoy kee boq-oh kil 'rien'. The word 'learn' is last of all.

Teacher
5. haey pia? mun pia? nigung? And the word before that?

Third Student
6. pia? mun nigung kil 'sruol'. The word before that is 'easy'.

Teacher
7. tew haey, haey pia? ey mun kee boq-oh? That's correct. And what's the very first word?

Fourth Student
8. pia? mun kee boq-oh kil 'khmae'. The very first word is 'Khmer'.

Teacher
9. khlia nigung, look teq-oh khnia yuL tee? Do you all understand this sentence?

Students
10. baat, yuL haey. Yes, We understand it.

First Student
11. khlia nih qiay yuL nah. This sentence is very easy to understand.

Teacher
12. min pibaaq tee. It's not difficult.
DIALOGUE FOR COMPREHENSION

<table>
<thead>
<tr>
<th>kruu bôngrien</th>
<th>koun seh</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. khlia nih giey yul nah.</td>
<td></td>
</tr>
</tbody>
</table>

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 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:

<table>
<thead>
<tr>
<th>Question</th>
<th>'Yes' answer</th>
<th>'No' answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>khlia dodael?</td>
<td>baat, khlia dodael.</td>
<td>tee, khlia mun.</td>
</tr>
<tr>
<td>The same sentence?</td>
<td>Yes, the same sentence.</td>
<td>No, the sentence before.</td>
</tr>
<tr>
<td>bontot tii-pii?</td>
<td>baat, bontot tii-pii.</td>
<td>tee, bontot tii-bey.</td>
</tr>
<tr>
<td>Line two?</td>
<td>Yes, line two.</td>
<td>No, line three.</td>
</tr>
<tr>
<td>khfom mun?</td>
<td>baat, look mun.</td>
<td>tee, khfom mun.</td>
</tr>
<tr>
<td>Me first?</td>
<td>Yes, you first.</td>
<td>No, me first.</td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>Question</th>
<th>'Yes' answer</th>
<th>'No' answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>look tép-oh kmnia yúl tee? Do you all understand?</td>
<td>baat, yúl haey. Yes, (we) do. tee, min yúl tee.</td>
<td>No, (we) don't.</td>
</tr>
<tr>
<td>look kheøø khlia tii-píi tee? Do you see sentence two?</td>
<td>baat, kheøø haey. Yes, I see it. tee, min kheøø tee.</td>
<td>No, I don't see it.</td>
</tr>
<tr>
<td>look róo? tumpóa tii-buñu kheøø tee? Have you found page four?</td>
<td>baat, róo? kheøø haey. tee, róo? min kheøø tee. Yes, I've found it.</td>
<td>No, I haven't found it.</td>
</tr>
</tbody>
</table>

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'
- mëc 'how'
- nèe naa 'who'

Answers to information questions containing these words may begin with baat or caah (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:

<table>
<thead>
<tr>
<th>Question</th>
<th>Short Answer</th>
<th>Full Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>né’vea mun?</td>
<td>look.</td>
<td>look mun.</td>
</tr>
<tr>
<td>look kheək né’vea?</td>
<td>kruu boŋriən.</td>
<td>khnom kheək kruu boŋriən.</td>
</tr>
<tr>
<td>Who do you see?</td>
<td>The teacher.</td>
<td>I see the teacher.</td>
</tr>
<tr>
<td>look kruu kheək né’vea?</td>
<td>khnom.</td>
<td>look kruu kheək khnom.</td>
</tr>
<tr>
<td>Who does the teacher see?</td>
<td>Me.</td>
<td>The teacher sees me.</td>
</tr>
<tr>
<td>What word is first of all?</td>
<td>'Khmer'</td>
<td>The word 'Khmer' is first.</td>
</tr>
<tr>
<td>look kheək ey?</td>
<td>siew-phiəw.</td>
<td>khnom kheək siew-phiəw.</td>
</tr>
<tr>
<td>What do you see?</td>
<td>The book.</td>
<td>I see the book.</td>
</tr>
<tr>
<td>Which book are you looking for?</td>
<td>The yellow book.</td>
<td>I'm looking for the yellow book.</td>
</tr>
<tr>
<td>look sdap khlia tii-pemaan?</td>
<td>khlia tii-pram.</td>
<td>khnom sdap khlia tii-pram.</td>
</tr>
<tr>
<td>Which sentence are you listening to?</td>
<td>Sentence five.</td>
<td>I'm listening to sentence five.</td>
</tr>
<tr>
<td>How does that line read?</td>
<td>Khmer is easy to learn.</td>
<td>It reads: 'Khmer is easy to learn.'</td>
</tr>
</tbody>
</table>

RESPONSE DRILLS

Drill A.

**MODEL:**

<table>
<thead>
<tr>
<th>Teacher:</th>
<th>khlia dodaəl? (baat)</th>
<th>The same sentence? (yes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student:</td>
<td>baat, khlia dodaəl.</td>
<td>Yes, the same sentence.</td>
</tr>
<tr>
<td>Teacher:</td>
<td>(tee, mun)</td>
<td>(no, before that)</td>
</tr>
<tr>
<td>Student:</td>
<td>tee, khlia mun nig.</td>
<td>No, the sentence before that.</td>
</tr>
</tbody>
</table>

1. siew-phiəw liəŋ? (baat)
   - The yellow book? (yes)
   - Yes, the yellow book.
   - (no, this one)
   - No, this book.

2. khnom mun? (baat)
   - Me first? (yes)
   - Yes, you first.
(tee, look kruu)
(tee, look kruu mun.)
(no, the teacher)
No, the teacher first.

3. bontôt tii-buon? (baat)
   baat, bontôt tii-buon.
   (tee, muoy)
   tee, bontôt tii-muoy.
   Line four? (yes)
   Yes, line four.
   (no, one)
   No, line one.

4. pia⁷ mun pia⁷ niŋ⁷ (baat)
   baat, pia⁷ mun pia⁷ niŋ⁷.
   (tee, kraoy)
   tee, pia⁷ kraoy pia⁷ niŋ⁷.
   The word before that word? (yes)
   Yes, the word before that word.
   (no, after)
   No, the word after that word.

Drill B.

MODEL: Teacher: look l11 tee? (l11)
   Student: baat, khñom l11.
   Teacher: (min l11 tee)
   Student: tee, khñom min l11 tee.

Do you hear? (hear)
   Yes, I hear.
   (not hear)
   No, I don't hear.

1. look yúl tee? (yúl haey)
   baat, khñom yúl haey.
   (min yúl tee)
   tee, khñom min yúl tee.

   Do you understand? (understand already)
   Yes, I understand.
   (not understand)
   No, I don't understand.

2. look sdap l11 tee? (sdap l11)
   baat, khñom sdap l11.
   (sdap min l11 tee)
   tee, khñom sdap min l11 tee.

   Can you hear? (listen hear)
   Yes, I can hear.
   (listen not hear)
   No, I can't hear.

3. look sdap baan tee? (sdap baan)
   baat, khñom sdap baan haey.
   (sdap min baan tee)
   tee, khñom sdap min baan tee.

   Can you understand? (listen get)
   Yes, I can understand.
   (listen not get)
   No, I can't understand.

4. look khea⁷ tee? (khea⁷ haey)
   baat, khñom khea⁷ haey.
   (min khea⁷ tee)
   tee, khñom min khea⁷ tee.

   Do you see? (see already)
   Yes, I see.
   (not see)
   No, I don't see.
5. look róo? kheeñ tee? (róo? kheeñ haey)
   baat, khñom róo? kheeñ haey.
   (róo? min kheeñ tee)
   tee, khñom róo? min kheeñ tee.

6. pia? nih trew tee? (trew haey)
   baat, pia? nih trew haey.
   (min trew tee)
   tee, pia? nih min trew tee.

Have you found it? (find already)
Yes, I've found it.
(look for not see)
No, I can't find it.

Is this word right? (right already)
Yes, that word is right.
(not right)
No, that word is not right.

Drill C.

MODEL: Teacher: nö?näa mun? (koun seh)
         Student: koun seh mun.

1. look kheeñ nö?näa?
   khñom kheeñ look kruu.

2. nö?näa thaa kraoy kee böɨ̂-oh?
   (koun seh tii-pram)
   koun seh tii-pram thaa kraoy kee böɨ̂-oh.

3. look meel siew-phw nää? (lieŋ)
   khñom meel siew-phw lieŋ.

4. pia? ey mun kee böɨ̂-oh? (sruol)
   pia? sruol mun kee böɨ̂-oh.

5. look róo? ey? (tumpōa tii-bey)
   khñom róo? tumpōa tii-bey.

6. look róo? khliëa tii-pëmaan?
   (khliëa tii-pii)
   khñom róo? khliëa tii-pii.

7. khliëa tii-pii meel thaa mëc?
   (khñom yūl haey)
   khliëa tii-pii meel thaa: khñom
   yūl haey.

Who's first? (students)
The students are first.
Who do you see? (the teacher)
I see the teacher.
Who speaks last of all?
   (the fifth student)
The fifth student speaks last
   of all.
Which book are you looking at?
   (yellow book)
I'm looking at the yellow book.
What is the first word of all?
   (the word 'easy')
The word 'easy' is the first
   word of all.
What are you looking for?
   (page three)
I'm looking for page three.
Which sentence are you looking
   for? (sentence two)
I'm looking for sentence two.
How does sentence two read?
   ('I understand now.')
Sentence two says: 'I understand
   now.'
Drill D  (Respond as directed)

**Teacher**

1. ខ្មែរ សម្រាប់ បារាំង ស៊ីវ-ផ្លាស់ look.  baat, look kruu. [book should be open]
2. រក់ ខ្មែរ ត្រូព័៖ ឆ្នែក បារ័ាំង ទិនិ-បារ័ាំង (baat) baat, ខ្មែរ ខៅ។
3. រក់ ខ្មែរ រូឈ៉ា តូឈឺ-មុីង ទិនិ (baat) baat, ខ្មែរ ខៅ។
4. រក់ ខ្មែរ បង់តែតូឈឺ-ពី ទិនិ (baat) baat, ខ្មែរ ខៅ។
5. បង់តែ នីម សេីល តឹម ទិនិ (កំណុីយ សំបូល បារាំង) bontot níng meel thaa meo: khīnom səp bāan.
6. សេីល បារាំង នីម កំណុីយ: khīnom səp bāan. khīnom səp bāan.
7. រូឈ៉ា នីម, រក់ យឺ ទិនិ (baat) baat, yúl haay.
8. សេីល បារាំង មេចាឈឺតិម, រូឈ៉ា ដឹឈាន. khīnom səp bāan.
11. ខៅ ពី? បើ មុន កុេមេឈឺ-ឈឺ kī pia? 'khīnom'.
12. ខ្មែរ សេីល រូឈ៉ា ធាំ-ឈឺ ឈឺ មេចាឈឺ tīm. khīnom səp bāan.
13. បារាំង រូឈ៉ា ដឹឈាន, សម្រាប់ ពី? 'khīnom'. səp bāan.
14. បារាំង រូឈ៉ា ដឹឈាន, សម្រាប់ ពី? 'baan'. khīnom səp.
15. ខ្មែរ សេីល បារាំង ស៊ីវ-ផ្លាស់ look. baat, look kruu. [book should be closed]

**Student**

**FLUENCY DRILLS**

Drill A. **Expansion**

1. រក់ ខ្មែរ ទិនិ?
2. រក់ រូឈ៉ា ខ្មែរ ទិនិ?
3. រក់ រូឈ៉ា មេចាឈឺ-ឈឺ ខ្មែរ ទិនិ?
4. រក់ រូឈ៉ា មេចាឈឺ-ឈឺ កុេមេឈឺ ស៊ីវ-ផ្លាស់ លីង ខ្មែរ ទិនិ?
5. រក់ ធាំ-ឈឺ រូឈ៉ា រូឈ៉ា មេចាឈឺ-ឈឺ កុេមេឈឺ ស៊ីវ-ផ្លាស់ លីង ខ្មែរ ទិនិ?
6. រក់ ធាំ-ឈឺ រូឈ៉ា រូឈ៉ា កុេមេឈឺ ក្តញ្េែ មេចាឈឺ-ឈឺ កុេមេឈឺ ស៊ីវ-ផ្លាស់ លីង, ខ្មែរ ទិនិ?

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 têŋ-ôh khnia rôô? khlia kraoy boŋ-ôh, mee-rien tîi-bêy khnon siew-phîw liêŋ, kheaêñ tee?
2. look têŋ-ôh khnia rôô? khlia kraoy boŋ-ôh, mee-rien tîi-bêy, kheaêñ tee?
3. look rôô? khlia kraoy boŋ-ôh, mee-rien tîi-bêy, kheaêñ tee?
4. look rôô? khlia kraoy boŋ-ôh kheaêñ tee?
5. look rôô? kheaêñ tee?
6. look kheaêñ 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 boygien aoy koun seh tópez oh khnia bet siew-phiw.
2. haey koun seh thaa taam kruu boygien prōm khnia: khmēr srual rien.
3. ruoc haey, kruu boygien aoy koun seh thaa taam mené° mēdoong.
4. tae mian koun seh mené° suō thaa: look kruu cōng aoy thaa khlia doasăl?
5. kruu boygien chlaey thaa: bāat, khlia doasăl.
6. mian koun seh mēnē° tiēt suō: look kruu cōng aoy nē°naa thaa mun?
7. kruu boygien chlaey thaa: khfōm cōng aoy look thaa mun.

1. The teacher has all the student 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 seh tópez oh khnia thaa taam kruu mené° mēdoong.
9. koun seh daēl thaa taam tēc-tēc mūh, kruu prap aoy thaa khlaŋ nttēc.
10. koun seh daēl thaa taam yiēt-yiēt mūh, kruu prap aoy thaa fōp lēmōom.
11. koun seh tópez oh khnia khom thaa taam kruu khlaŋ lēmōom, haey fōp lēmōom.
12. thaa tēc nah, kruu sdap mēn līi thee.
13. thaa fōp peek, kruu sdap mēn baan thee.

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. khrāy mō°, kruu boygien aoy koun seh bāek siew-phiw viēk.
15. khee nīŋ rīn siew-phiw līēng, tūmōā tīi-būn, khlia tīi-pīī, bōntōt tīi-bēy.
16. koun seh daēl mīn yūl, suō sommuo tīw kruu.
17. khee suō thaa: siew-phiw naa, tūmōā tīi-pēmaan, khlia tīi-pēmaan, bōntōt tīi-pēmaan?
18. kruu boygien chlaey sommuo kēe.
19. haey koun seh tópez oh khnia rō° bōntōt nīŋ 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 niŋ meel thaa mtc?
22. haey kruu bopriën suo sommuo tiet.
   pia? ey? pia? mun boŋ-oh k11 pia? ey?
25. kruu bopriën khoen thaa kee yûl khlia niŋ têŋ-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 iden-
tified 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 sen-
tences. 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**

<table>
<thead>
<tr>
<th>Cambodian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>thaa</td>
<td>to say, speak;</td>
</tr>
<tr>
<td>mené? medoʊŋ</td>
<td>as follows</td>
</tr>
<tr>
<td>prap</td>
<td>prôm khnia</td>
</tr>
<tr>
<td>suō</td>
<td>coŋ</td>
</tr>
<tr>
<td>(sommuo) (question)</td>
<td>coŋ aoy</td>
</tr>
<tr>
<td>chlaepy</td>
<td>to answer</td>
</tr>
<tr>
<td>tiw kruu</td>
<td>mian... mené?</td>
</tr>
<tr>
<td>tiw kôt</td>
<td>to the teacher mian... mené tiet</td>
</tr>
</tbody>
</table>

2) **Procedural Conjunctions and Adverbs**

<table>
<thead>
<tr>
<th>Cambodian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>haey</td>
<td>and, then</td>
</tr>
<tr>
<td>kraoy móŋ</td>
<td>later</td>
</tr>
<tr>
<td>ruoc haey</td>
<td>after that, then</td>
</tr>
<tr>
<td>dael</td>
<td>which, who</td>
</tr>
<tr>
<td>taē</td>
<td>but</td>
</tr>
<tr>
<td>viē</td>
<td>again, back</td>
</tr>
<tr>
<td>haey niŋ</td>
<td>and (in a series) tiet</td>
</tr>
<tr>
<td></td>
<td>more, other</td>
</tr>
</tbody>
</table>
Aside from the new vocabulary, of course, there are many purely grammatical changes made in the narrative style. For example, note the use of aoy 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 /aoy/ is 'to have someone do something' (note its other use in direct commands—e.g. /tha aoy khlaŋ/ 'Say it loud!'). Another grammatical aspect of the narrative style is the occurrence of doubled adjectives: /yiit-yiit/ '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

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>hōp</td>
<td>to be fast</td>
</tr>
<tr>
<td>hōp-hōp</td>
<td>rapidly</td>
</tr>
<tr>
<td>yiit</td>
<td>to be slow</td>
</tr>
<tr>
<td>yiit-yiit</td>
<td>slowly</td>
</tr>
<tr>
<td>khlaŋ</td>
<td>to be loud, strong</td>
</tr>
<tr>
<td>khlaŋ-khlaŋ</td>
<td>loudly</td>
</tr>
<tr>
<td>tēc</td>
<td>to be small, few</td>
</tr>
<tr>
<td>tēc-tēc</td>
<td>softly</td>
</tr>
</tbody>
</table>

very fast

a little slower

loud enough

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 bogrien aoy koun seh tēŋ-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 tēŋ-oh khnia yūl tee?

2. khlia nih, look tēŋ-oh khnia sdap līl tee?

3. khlia nih, nō? kruu sdap līl tee?

4. sommuo khfiom, nō? kruu sdap līl tee?

5. sommuo khfiom, nō? kruu sdap bean tee?

6. sommuo khfiom, look arey sdap bean tee?

Do you all understand this sentence?

Did you all hear this sentence?

Did the teacher (F) hear this sentence?

Did the teacher (F) hear my question?

Did the teacher (F) understand my question?

Did you (F) understand my question?
7. bontôt til-pii, look srey sdap baan tee? Did you (F) understand line two?
8. bontôt tili-pii, look srey róo? kheēn tee? Have you (F) found line two?
9. bontôt tili-pii, look têŋ-oh khnia róo? kheēn tee? Have you all found line two?
10. khlia nih, look têŋ-oh khnia róo? kheēn tee? Have you all found this sentence?
11. khlia nih, look têŋ-oh khnia yul tee? Do you all understand this sentence?

Drill B

1. pia? kraoy kee bon-oh kii 'rien'. The last word of all is 'learn'.
2. pia? kraoy pia? nîn kii 'rien'. The word after that is 'learn'.
3. pia? kraoy pia? nîn meel thaa mec? The word after that reads how?
4. pia? mun pia? nîn meel thaa mec? The word before that reads how?
5. pia? mun pia? nîn meel thaa 'srůol'. The word before that reads 'easy'.
6. pia? mun pia? nîn kii 'srůol'. The word before that is 'easy'.
7. pia? mun kee bon-oh kii 'srůol'. The first word of all is 'easy'.
8. pia? mun kee bon-oh kii 'khmer'. The first word of all is 'Khmer'.
9. pia? mun kee bon-oh kii pia? ey? The first word of all is what word?
10. pia? kraoy kee bon-oh kii pia? ey? The last word of all is what word?
11. pia? kraoy kee bon-oh kii pia? 'rien'. The last word of all is 'learn'.

Drill C

1. look kruu coŋ aco khenom thaa khlia naa? Which sentence do you want me to say (teacher)?
2. look kruu coŋ aco khenom meel khlia naa? Which sentence do you want me to read?
3. look kruu coŋ aco koun seh meel khlia naa? Which sentence do you want the students to read?
4. look kruu coŋ aco koun seh meel siew-phîw naa? Which book do you want the students to read?
5. look kruu prap aoy koun seh meel siew-phiw naa?
   Which book did you tell the students to read?

6. look kruu prap aoy koun seh baek siew-phiw naa?
   Which book did you tell the students to open?

7. look kruu prap aoy koun seh baek tumpóa naa?
   Which page did you tell the students to open to?

8. look kruu cong aoy koun seh bakh tumpóa naa?
   Which page do you want the students to open to?

9. look kruu cong aoy koun seh ròc? tumpóa naa?
   Which page do you want the students to look for?

10. look kruu cong aoy khñom ròc? tumpóa naa?
    Which page do you want me to look for?

11. look kruu cong aoy khñom ròc? khlia naa?
    Which sentence do you want me to look for?

12. look kruu cong aoy khñom thaa khlia naa?
    Which sentence do you want me to say?

TRANSFORMATION DRILLS

Drill A. Doubling the Adjective

MODEL: Teacher: khom thaa aoy fòp nteč. Try to say it a little faster.
Student: koun seh nıŋ thaa yııt-yııt. That student is saying it slowly.

1. khom chlaey aoy fòp nteč.
   koun seh nıŋ chlaey yııt-yııt. Try to answer a little faster.
   That student is answering slowly.

2. khom meel aoy khlaŋ nteč.
   koun seh nıŋ meel tte-tte. Try to read a little louder.
   That student is reading softly.

3. khom thaa aoy khlaŋ nteč.
   koun seh nıŋ thaa tte-tte. Try to say it a little louder.
   That student is saying it softly.

4. khom suu sommo aoy pibaa? nteč.
   koun seh nıŋ suu sommo sruol-sruol. Try to ask harder questions.
   That student is asking easy questions.
Drill B. Describing Commands

MODEL: Teacher: soum bat siew-phiw.
Student: kruu con aoy bet siew-phiw.

1. soum baek siew-phiw.
   kruu con aoy baek siew-phiw.
   Please open the books.
The teacher wants the books opened.

2. soum chlaey somnuo khnom.
   kruu con aoy chlaey somnuo kot.
   Please answer my question.
The teacher wants his question answered.

3. soum look ten-oh thaa khlia dodai.
   kruu con aoy koun seh ten-oh thaa khlia dodai.
   All of you please say the same sentence.
The teacher wants all the students to say the same sentence.

4. nev bontop, soum thaa madooy tiet.
   kruu con aoy nev bontop thaa madooy tiet.
   Next person, please say it again.
The teacher wants the next person to say it again.

Drill C. Moving the Object of the Verb

MODEL: Teacher: khlia nih, look ten-oh klnia yul tee?
Student: look ten-oh klnia yul khlia nih tee?

1. pia? nih, nev kruu sdap l11 tee?
   This sentence, do you all understand?
   Do you all understand this sentence?

2. somnuo khnom, look arty sdap baan tee?
   My question, did you (P) understand it?

3. bontot tii-pi, look roo? kheef tee?
   Did you understand my question?

4. tee-rin nih, look ten-oh klnia yul tee?
   Have you found it?
   Have you found line two?

4. soum baek siew-phiw.
   kruu con aoy baek siew-phiw.
   Please open the books.
The teacher wants the books opened.

2. soum chlaey somnuo khnom.
   kruu con aoy chlaey somnuo kot.
   Please answer my question.
The teacher wants his question answered.

3. soum look ten-oh thaa khlia dodai.
   kruu con aoy koun seh ten-oh thaa khlia dodai.
   All of you please say the same sentence.
The teacher wants all the students to say the same sentence.

4. nev bontop, soum thaa madooy tiet.
   kruu con aoy nev bontop thaa madooy tiet.
   Next person, please say it again.
The teacher wants the next person to say it again.

Drill C. Moving the Object of the Verb

MODEL: Teacher: khlia nih, look ten-oh klnia yul tee?
Student: look ten-oh klnia yul khlia nih tee?

1. pia? nih, nev kruu sdap l11 tee?
   This sentence, do you all understand?
   Do you all understand this sentence?

2. somnuo khnom, look arty sdap baan tee?
   My question, did you (P) understand it?

3. bontot tii-pi, look roo? kheef tee?
   Did you understand my question?

4. tee-rin nih, look ten-oh klnia yul tee?
   Have you found it?
   Have you found line two?

4. soum baek siew-phiw.
   kruu con aoy baek siew-phiw.
   Please open the books.
The teacher wants the books opened.

2. soum chlaey somnuo khnom.
   kruu con aoy chlaey somnuo kot.
   Please answer my question.
The teacher wants his question answered.

3. soum look ten-oh thaa khlia dodai.
   kruu con aoy koun seh ten-oh thaa khlia dodai.
   All of you please say the same sentence.
The teacher wants all the students to say the same sentence.

4. nev bontop, soum thaa madooy tiet.
   kruu con aoy nev bontop thaa madooy tiet.
   Next person, please say it again.
The teacher wants the next person to say it again.
EQUIVALENCE DRILLS

Drill A. Reversing Negative Commands.

MODEL: Teacher: kom thaa yiit peek. 
Student: khom thaa aoy hîp ntlc.

Don't say it so slowly. 
Try saying it faster.

1. kom chlaey yiit peek. 
  khom chlaey aoy hîp ntlc. 
  Don't answer so slowly. 
  Try answering faster.

2. kom meol hîp peek. 
  khom meol aoy yiit ntlc. 
  Don't read so fast. 
  Try reading slower.

3. kom thaa tnlc peek. 
  khom thaa aoy khlaq ntlc. 
  Don't say it so softly. 
  Try saying it louder.

4. kom suon somnuo sruol peek. 
  khom suon somnuo aoy pibaa? ntlc. 
  Don't ask such easy questions. 
  Try asking harder questions.

Drill B. Reversing Directions

MODEL: Teacher: pia? mun pia? 'rien' 
  kii 'sruol'. 
Student: pia? kraoy pia? 'sruol' 
  kii 'rien'. 

The word before 'learn' is 
'easy'. 
The word after 'easy' is 
'learn'.

1. pia? mun pia? 'sruol' kii 'khmer'. 
  pia? kraoy pia? 'khmer' kii 'sruol'. 
  The word before 'easy' is 'Khmer'.
  The word after 'Khmer' is 'easy'.

2. pia? kraoy pia? 'sdap' kii 'lin'. 
  pia? mun pia? 'lin' kii 'sdap'. 
  The word after 'listen' is 'hear'.
  The word before 'hear' is 'listen'.

3. tumpôa mun tumpôa tii-bûy kii 
  tumpôa tii-pii. 
  tumpôa kraoy tumpôa tii-pii kii 
  tumpôa tii-bûy. 
  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-phīw. (baek) Please close the books. (open)
Student: kom baek siew-phīw. Don't open the books.

1. soum baek siew-phīw. (bet) Please open the books. (close)
kom bet siew-phīw. Don't close the books.
2. soum thaa taam prōom khnia. Please repeat all together (one
(mêné̃ mëdoŋ) at a time)
kom thaa taam mêné̃ mëdoŋ. Don't repeat one at a time.
3. soum adap somnuo khñom. (chlaey) Please listen to my question.
(kom chlaey somnuo khñom. (answer)
4. soum meel bontôt kraoy. (dodaél) Don't answer my question.
(kom meel bontôt dodaél) Please look at the next line.
(the same line) Don't look at the same line.
UNIT 6

BASIC DIALOGUE

**Teacher**

1. ռիռի ռում բեռ սյև-փին մեծուն եռան.  
   Now please close your books again.

**Students**

2. բեռ հայի, եոո կրուու.  
   They are closed, Teacher.

**Teacher**

3. մեծուն նիհ, թաա ճիա մուիու:  
   This time, say in English: 'Khmer is easy to learn.'

   **First Student**
   (Repeats the Cambodian sentence)

4. խմաէ սրուուլ եռան.

**Teacher**

5. թեե, կուո տեե.  
   No, that's wrong.

6. քհոմ կոն աոի լոուք պրաչ.  
   I want you to translate-- do you understand?

   **First Student**
   Yes, I understand.

7. բաատ, քհոմ յուի հայի.

**Teacher**

8. մեկոթ! թաա ճիա մուիու.  
   Well, then! Say it in English.

   **First Student**
   (Says the sentence in English)

9. Khmer is easy to learn.

**Teacher**

10. բաան. նեբ բոնթոպ, թաա ճիա մուիու:  
    Okay. Next person, say in English:  'Is Khmer easy to learn?'

   **Second Student**
   (Says in English) 'Khmer is easy to learn.'

11. Khmer is easy to learn.

**Teacher**

12. թեե, կուո տեե.  Ժուուա թաա:  
    No, that's wrong. Please listen:  'Is Khmer easy to learn?'

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

Teacher

That's correct.

DIALOGUE FOR COMPREHENSION

1. cylew soum bot siew-pheu meodoŋ tiet.

2. bet haey, look kruu.

3. meodoŋ nih, thaa cia onglee; khmat
   sruoŋ rien.

4. khmat sruoŋ rien.

5. tee, khoh tee.

6. khieom cong aoy look prat. look yul tee?

7. baat, khieom yul haey.

8. efčeeŋ; thaa cia onglee.

9. Khmer is easy to learn.

10. baan. nó? bontóp, thaa cia onglee:
    khmat sruoŋ rien tee?

11. Khmer is easy to learn.

12. tee, khoh tee. soum adap; khmat
    sruoŋ rien tee?

13. Is Khmer easy to learn?

14. trew haey.

NOTE: Positive Statements; the Particle /haey/

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

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

1) Responses to Yes-no Questions

look yul tee? Do you understand?
baat, yul haey. Yes, (now) I do.
look khoes tee? Do you see it?
baat, khoes haey. Yes, (now) I do.
2) **Responses to Commands**

soum bæk siew-phiw.  
Open your books.

bæk 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.  
Please close your books.

**Student:** bet haey, look kruu.  
They **are** closed, teacher.

1. soum bæk siew-phiw medsoŋ tiêt.  
bæk haey, look kruu.  
Please open your books once more.  
They **are** open, teacher.

2. khom sáp khlia nîŋ acy yûl.  
yûl haey, look kruu.  
Try to understand the sentence.  
We **do** understand, teacher.

3. soum sáp sommûo.  
sáp haey, look kruu.  
Listen to the question.  
I **am** listening, teacher.

4. soum róo⁰ tumpôa tîl-prâm.  
róo⁰ haey, look kruu.  
Look for page five.  
We **are** looking for it, teacher.

Drill B.

**MODEL:**  
**Teacher:** siew-phiw look bet tee?  
Is your book closed?

**Student:** baat, bet haey.  
Yes, it **is**.

1. siew-phiw look bæk tee?  
baat, bæk haey.  
Is your book open?  
Yes, it **is**.

2. look yûl khlia nîŋ tee?  
baat, yûl haey.  
Do you understand the sentence?  
Yes, I **do**.

3. look lîi sommûo nîŋ tee?  
baat, lîi haey.  
Did you hear the question?  
Yes, I **did**.

4. look róo⁰ tumpôa tîl-prâm kheef tee?  
baat, kheef haey.  
Did you find page five?  
Yes, I **did**.

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SUBSTITUTION DRILLS

Drill A.

1. khnom cong aoy look praē. I want you to translate.
2. khnom cong aoy look thaa cia onglee. I want you to say it in English.
3. khnom cong aoy look thaa cia khmaē. I want you to say it in Khmer.
4. khnom cong aoy look chlaey somnuo khnom. I want you to answer my question.
5. khnom cong aoy look sdap somnuo khnom. I want you to listen to my question.
6. khnom cong aoy look bet siew-phīw. I want you to close your book.
7. khnom cong aoy look baek siew-phīw. I want you to open your book.
8. khnom cong aoy look thaa taam khnom. I want you to repeat after me.
9. khnom cong aoy look praē. I want you to translate.

Drill B.

1. khnom cong aoy look praē. I want you to translate.
2. khnom cong aoy look tép-oh khnia praē. I want all of you to translate.
3. khnom cong aoy néō bontōp praē. I want the next person to translate.
4. look kruu cong aoy néō bontōp praē. The teacher wants the next person to translate.
5. look kruu cong aoy look tép-oh khnia praē. The teacher wants all of you to translate.
6. look kruu cong aoy look srey tép-oh khnia praē. The teacher wants all of you (f) to translate.
7. look kruu cong aoy look srey praē. The teacher wants you (f) to translate.
8. look kruu cong aoy look praē. The teacher wants you (m) to translate.
9. néō kruu cong aoy look praē. The teacher (f) wants you to translate.
10. khnom cong aoy look praē. I want you to translate.
Drill C.

1. khmaet sruol rien.
2. ongleee sruol rien.
3. mee-rien nih sruol rien.
4. mee-rien nih niay yul.
5. somnuo nih niay yul.
6. somnuo nih niay chlasy.
7. somnuo nih niay prat.
8. khlia nih niay prat.
9. khlia nih sruol rien.
10. khmaet sruol rien.

Khmer is easy to learn.
English is easy to learn.
This lesson is easy to learn.
This lesson is easy to understand.
This question is easy to understand.
This question is easy to answer.
This question is easy to translate.
This sentence is easy to translate.
This sentence is easy to learn.
Khmer is easy to learn.

Drill D.

1. khmaet sruol rien tee?
2. khmaet pibaa? sruol rien tee?
3. ongleee pibaa? sruol rien tee?
4. mee-rien nih pibaa? sruol rien tee?
5. mee-rien nih pibaa? yul tee?
6. mee-rien nih sruol yul tee?
7. mee-rien nih sruol prat tee?
8. mee-rien nih sruol rien tee?
9. ongleee sruol rien tee?
10. khmaet sruol rien tee?

Is Khmer easy to learn?
Is Khmer difficult to learn?
Is English difficult to learn?
Is this lesson difficult to learn?
Is this lesson difficult to understand?
Is this lesson easy to understand?
Is this lesson easy to translate?
Is this lesson easy to learn?
Is English easy to learn?
Is Khmer 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.

<table>
<thead>
<tr>
<th>First Voice</th>
<th>Second Voice</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. soum thaam khnom:</td>
<td>khmatsruol rien.</td>
<td>trew haey.</td>
</tr>
<tr>
<td></td>
<td>khmatsruolrien.</td>
<td></td>
</tr>
<tr>
<td>2. soum thaam cia onglee:</td>
<td>khmer is difficult to learn.</td>
<td>khoh tee. khmer is easy to learn.</td>
</tr>
<tr>
<td></td>
<td>khmatsruolrien.</td>
<td></td>
</tr>
<tr>
<td>3. soum thaam cia khmats</td>
<td>onglee sruol rien.</td>
<td>trew haey.</td>
</tr>
<tr>
<td></td>
<td>English is easy to learn.</td>
<td></td>
</tr>
<tr>
<td>4. soum look prate onglee</td>
<td>English is easy to learn.</td>
<td>trew haey.</td>
</tr>
<tr>
<td></td>
<td>sruolrien.</td>
<td></td>
</tr>
<tr>
<td>5. soum chlaey somnuokhnom:</td>
<td>khmatsruolrien tee?</td>
<td>khoh tee. baat, khmatsruolrien.</td>
</tr>
<tr>
<td></td>
<td>khmatsruolrien tee?</td>
<td></td>
</tr>
<tr>
<td>6. soum thaam khnom:</td>
<td>baat, onglee pibaarien.</td>
<td>khoh tee. onglee pibaarien tee?</td>
</tr>
<tr>
<td></td>
<td>onglee pibaarien tee?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>onglee pibaarien tee?</td>
<td></td>
</tr>
<tr>
<td>8. chlaey baat. onglee</td>
<td>baat, onglee pibaarien.</td>
<td>trew haey.</td>
</tr>
<tr>
<td></td>
<td>pibaarien tee?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>tee, onglee sruolrien tee.</td>
<td></td>
</tr>
<tr>
<td>10. soum look prate tee,</td>
<td>No, English is not easy to learn.</td>
<td>khoh tee. English is easy to learn.</td>
</tr>
<tr>
<td></td>
<td>onglee sruolrien tee.</td>
<td></td>
</tr>
</tbody>
</table>
UNIT 7

BASIC DIALOGUE

Teacher
1. ɛylɛw chlaey somnuo kʰnom.
   Now answer my question.

First Student
2. somnuo ɛy?
   What question?

Teacher
3. somnuo datl kʰnom nɪŋ suŋ ɛylɛw.
   soum sɑdː pʰmɛt aruol rien
tee?
   The question that I'm going to
   ask now. Listen: 'Is Khmer
   easy to learn?'

Second Student
4. baat, aruol.
   Yes, it's easy.

Teacher
5. thaa khliia tɛŋ-ɔh.
   Say the whole sentence.

Second Student
6. khmaet aruol rien.
   Khmer is easy to learn.

Teacher
7. nɛ' bɔntoŋ, soum chlaey kʰnom;
   khmaet pibəa? rien tee?
   Next person, please answer me:
   Is Khmer hard to learn?

Third Student
8. tee, min pibəa? tee,
   No, it's not hard.

Teacher
9. lɔoɔ. ɛylɛw suŋ kʰnom viŋ,
   khliia dɔdæi.
   Good. Now ask me back, the
   same question.

Third Student
10. khmaet pibəa? rien tee?
    Is Khmer hard to learn?

Teacher
11. tee, aruol tee.
    No, it's easy.

Teacher
12. nɛ' bontóŋ, suŋ kʰnom tæ
    oŋlɛe aruol rien tee?
    Next person, ask me if English
    is easy to learn.
Fourth Student

13. ơnglee srul rieng tee?
    Is English easy to learn?

Teacher

14. baat, srul.
    Yes, it's easy.

DIALOGUE AND VARIATIONS FOR COMPREHENSION

**kruu bopriem**

1. sylew chlaey somnuo khôom.
2. somnuo ty?

3. somnuo dael khôom ninj suo sylew. soum
dap: khmaè srul rieng tee?
4. baat, srul.

5. thaa khlia têŋ-ooh.
6. khmaè srul rieng.

7. nê bontôp, soum chlaey khôom: khmaè
    pibaa? rieng tee?
8. tee, min pibaa? tee.

9. l'oo. sylew suo khôom viïf, khlia dodaël.
10. khmaè pibaa? rieng tee?

11. tee, srul rieng.
12. nê bontôp, suo khôom tae ơnglee srul
    rieng tee?
13. ơnglee srul rieng tee?

14. baat, srul.

**koun seh**

Variation One:

1. sylew chlaey somnuo khôom.
2. somnuo ty?

2. somnuo dodaël. tae mèoøg ninj chlaey
    'tee'. khmaè srul rieng tee?
4. tee, min srul rieng.

5. thaa khlia têŋ-ooh.
6. khmaè min srul rieng.

7. nê bontôp, soum chlaey 'baat'.
    khmaè pibaa? rieng tee?
8. baat, pibaa? rieng.
    khmaè pibaa? rieng.

9. l'oo. sylew suo khôom viïf,
    khlia dodaël.
10. khmaè pibaa? rieng tee?

11. tee, srul rieng.
12. nê bontôp, suo khôom tae ơnglee
    pibaa? rieng tee?
13. ơnglee pibaa? rieng tee?


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**Variation Two:**

1.  sylew soum look prač khlia nih.  
2.  khlia naa?
3.  khlia dael khfom niŋ thaa sylew. soum sdaŋ: onglee srulrien tee?  
4.  Is English easy to learn?
5.  sylew thaa cia khmat.  
6.  onglee srulrien tee?
7.  néʔ bontopot, soum chlaʃy khfom: onglee srulrien tee?  
8.  baat, srul. onglee srulrien.
9.  lʊʔ. sylew sou khfom viʔ, somnuo doقاع.  
10.  onglee srulrien tee?
11.  tee, pibaaʔ rien nah!
12.  néʔ bontopot, soum khfom thaa tae onglee pibaaʔ rien tee?  
13.  onglee pibaaʔ rien tee?
14.  baat, pibaaʔ 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:**

   khfom rōʔ khlia niŋ min khßeʔ tee.  
   I can't find that sentence.
   khmat min pibaaʔ rien tee.  
   Khmer is not difficult to learn.

2) **In emphatic positive statements:**

   khmat srul rien tee.  
   Khmer is **easy** to learn.
   slight-phaw look lieŋ tee.  
   Your book is **yellow**.

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 bæk siew-phiw. Don't open the book.
- kom thaa hóp 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 niŋ tee. I don't understand the sentence.

**TRANSFORMATION DRILLS**

Drill A. **Yes-No Questions From Statements**

**MODEL:** Teacher: khmaŋ srul rien. Khmer is easy to learn.

**Student:** khmaŋ srul rien tee? Is Khmer easy to learn?

1. oŋglee pibaaŋ rien. English is difficult to learn.
   oŋglee pibaaŋ rien tee?

2. mee-rien nih srul yul. This lesson is easy to understand.
   mee-rien nih srul yul tee?

3. somnuo look kruu pibaaŋ chlaey. The teacher's questions are hard to answer.
   somnuo look kruu pibaaŋ chlaey tee?

4. koun seŋ thaa taam khlaŋ lemōom. The students repeat loud enough.
   koun seŋ thaa taam khlaŋ lemōom tee?

5. khnom praŋ hóp lemōom. I translate fast enough.
   khnom praŋ hóp lemōom tee?

6. piaŋ niŋ srul thaa cia oŋglee. That word is easy to say in English.
   piaŋ niŋ srul thaa cia oŋglee tee?
Drill B. Emphatic Positive Statements From Negative Statements

MODEL: Teacher: khmât mín srul rień tee.  Khmer is not easy to learn. 
Student: khmât pibaa? rień tee.  Khmer is difficult to learn.

1. oglee mín pibaa? rień tee.  English is not hard to learn.
   oglee srul rień tee.

2. mee-rień nih mín srul yûl tee.  English is easy to learn.
   mee-rień nih pibaa? yûl tee.

3. somnuo look kruu mín pibaa?  This lesson is not easy to get.
   chlaëy tee.  This lesson is hard to get.
   somnuo look kruu srul chlaëy tee.

4. koun seh thaa taam mín khlaëy tee.  The teacher's questions are not
   koun seh thaa taam têc-têc tee.  hard to answer.

5. khfîom praè khlia nîg mín hôp tee.  The teacher's questions are easy
   khfîom praè khlia nîg yîit-yîit tee.  to answer.

6. pia? nîg mín ñîey praè tee.  The students don't repeat loudly.
   pia? nîg pibaa praè tee.  The students repeat softly.
   
Will C. Making Relative Clauses with /datl/

MODEL: Teacher: khfîom nîg suo somnuo.  I'm going to ask a question.
   cam sáp.  Please listen.

Student: cam sáp somnuo datl  Please listen to the question
   khfîom nîg suo.  I'm going to ask.

1. look kruu nîg suo somnuo.  The teacher's going to ask a
   cam chlaëy.  question. Please answer it.
   cam chlaëy somnuo datl look kruu  Please answer the question the
   nîg suo.  teacher asks.

2. khfîom nîg meel khlia nîh. look  I'm going to read this sentence.
   cam praè.  Please translate it.
   cam praè khlia datl khfîom nîg meel.  Please translate the sentence I'm

3. khfîom nîg meel bontôt tiï-piï cia  going to read.
   oglee.  cam praè cia khmât.  I'm going to read line two in
   cam praè cia khmât bontôt tiï-piï  English. Please say it in Khmer.
   datl khfîom nîg meel cia oglee.  Please say in Khmer line two, which

   I'm going to read in English.
4. koun seh suo somnuo. look kruu khom chlaey.  
look kruu khom chlaey somnuo datl 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 /datl/

MODEL:  Teacher: look kruu suo somnuo muoy.  
koun seh sdap min baan tee.  
look kruu suo somnuo datl khhom chlaey min baan.  
The teacher asks a question.  
The students don’t understand it.  
The teacher asks a question that the students don’t understand.

1. look kruu suo somnuo muoy. khhom chlaey min baan tee.  
look kruu suo somnuo datl khhom chlaey min baan.  
The teacher asks a question. I can’t answer it.  
The teacher asks a question that I can’t answer.

2. khhom meel khlia muoy. look kruu sdap min baan tee.  
khhom meel khlia datl 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 pia⁰ muoy. khhom rō⁰ min kheefi tee.  
koun seh meel pia⁰ muoy datl khhom rō⁰ 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. khhom sdap min lii tee.  
look kruu meel khlia muoy datl khhom sdap min lii.  
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)

2. soum sdap khlia nih, kom thaa taam
   Open book.
   (It's open.)

   Please listen to this sentence;
   don't repeat after me: 'English
   is hard to learn.'
   (Silence)

3. medocq nih, thaa taam khmom:
   oglee pibaa? rien.
   oglee pibaa? rien.
   This time, repeat after me:
   'English is hard to learn.'
   English is hard to learn.

4. tylew khmom coq acy look prat.
   look yul tee.
   baat, yul haey.
   Now I want you to translate. Do
   you understand?
   Yes, I understand.

5. efecq. thaa cia oglee: oglee
   pibaa? rien.
   English is hard to learn.
   Well, then. Say in English:
   'English is hard to learn.'
   (Says it in English)

6. kom chlaey sommuo datl khmom
   nq svo tylew. oglee pibaa?
   rien tee?
   Don't answer the question that I
   am going to ask now. Is English
   hard to learn?
   (Silence)

7. tylew chlaey 'baat', oglee
   pibaa? rien tee?
   baat, oglee pibaa? rien.
   Now answer yes to the question:
   Is English hard to learn?
   Yes, it's hard to learn.

8. tylew chlaey 'tee, sruol',
   sommuo dodacl.
   tee, sruol tee.
   Now answer 'No, easy' to the same
   question.
   No, it's easy.

9. thaa khlia toq-oh.
   oglee sruol rien.
   Say the whole sentence.
   English is easy to learn.

10. tylew svo khmom vif:
    oglee
    sruol rien tee?
    oglee sruol rien tee?
    Now ask me back: 'Is English
    easy to learn?'
    Is English easy to learn?

    No, it's hard.
    No, it's hard. Please translate.
    (Gives English) No, it's hard.

12. tylew, soum bet siew-phiw vif.
    (bet haey)
    Now close your book again.
    (It's closed)
UNIT 8

BASIC DIALOGUE

Teacher
1. pia? 'rien' ong lsea thaa me?  What's the English word for 'rien'?  

First Student
2. ong lsea thaa 'learn'.  The English is 'learn'.

Teacher
3. 'difficult' khmec thaa me?  How do you say 'difficult' in Khmer?

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

Teacher
5. pia? 'srucol' mian ney thaa me?  What does the word 'srucol' mean?

Third Student
6. mian ney thaa 'gee'.  It means 'easy'. (Mispronounces the word /giy/)

Teacher
7. khoh tee.  That's wrong!

8. soum thaa medooy tiet, giy.  Please say it again: 'easy'.

Third Student
9. giy.  'Easy'. (Says it correctly)

Teacher
10. trow haxy. né' bontop giy.  That's correct. Next person: 'easy'.

Fourth Student
11. giy.  'Easy'. (Mispronounces the word)

Teacher
12. kom prae a' sco noo. prae  Don't use the consonant n. Use a' sco noo vîkh. thaa 'giy'.  ng instead. Say /giy/.

Fourth Student
13. giy.  'Easy'. (Says it correctly)  
yii, khmec pibaa? rien nah.  Gee, Khmer is certainly hard to learn.
DIALOGUE FOR COMPREHENSION

**kruu bôrnien**

1. pia? 'rien' onglee tha th c\textsuperscript{2}c?  
2. onglee tha th 'learn'.

3. 'difficult' khm\textsuperscript{2}c tha th c\textsuperscript{2}c?  
4. kee tha th 'pibaa?'.

5. pia? 'sruol' m\textsuperscript{3}n ey tha th c\textsuperscript{2}c?  
6. m\textsuperscript{3}n ey tha th 'яee'.

7. kh\textsuperscript{3}h tee.

8. soum tha th m\textsuperscript{3}doong ti\textsuperscript{s}t: яey.  
9. яey.

11. яey.

12. kom pra\textsuperscript{e} sra\textsuperscript{e} nô.  
pra\textsuperscript{e} sra\textsuperscript{e} nô vif. tha th 'яey'.  
13. яey.

**koun seh**

In the last two units we have seen the relationship between the final particles /hai\textsuperscript{y}/ and /tee/, especially in connection with positive and negative statements. There is a third member of this set of particles, the item /vif/, '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 /vif/ 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.

- **яiyew su\textsuperscript{o} khñom vif.**  
  Now ask me (back, instead).

- **kom pra\textsuperscript{e} sra\textsuperscript{e} nï, pra\textsuperscript{e} sra\textsuperscript{e} nï vif.**  
  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 vif.**  
  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. piaʔ nɪŋ, khmaɛ thaa mɛc?
2. piaʔ nɪŋ, ongleeh thaa mɛc?
3. piaʔ nɪŋ mian ney thaa mɛc?
4. piaʔ nɪŋ look yu’il tee?
5. piaʔ nɪŋ look roʔoʔ khemp tee?
6. piaʔ nɪŋ look sap baan tee?
7. piaʔ nɪŋ, khmaɛ thaa mɛc?

How do you say that word in Khmer?
How do you say that word in English?
What does that word mean?
Do you understand that word?
Have you found that word?
Did you hear that word?
How do you say that word in Khmer?

Drill B.

1. piaʔ nɪŋ, khmaɛ thaa mɛc?
2. piaʔ 'difficult', khmaɛ thaa mɛc?
3. piaʔ mən kee bon-oh, khmaɛ thaa mɛc?
4. piaʔ kræcy kee bon-oh, khmaɛ thaa mɛc?
5. piaʔ mən nɪŋ, khmaɛ thaa mɛc?
6. piaʔ kræcy nɪŋ, khmaɛ thaa mɛc?
7. piaʔ nɪŋ, khmaɛ thaa mɛc?

How do you say that word in Khmer?
How do you say 'difficult' in Khmer?
How do you say the very first word in Khmer?
How do you say the very last word in Khmer?
How do you say the word before that in Khmer?
How do you say the word after that in Khmer?
How do you say that word in Khmer?

Drill C.

1. srəʔ nɪŋ koh te.
2. səːsəʔ nɪŋ koh te.
3. piaʔ nɪŋ koh te.
4. piaʔ nɪŋ pibaaʔ thaa nah.
5. səːsəʔ nɪŋ pibaaʔ thaa nah.
6. srəʔ nɪŋ pibaaʔ thaa nah.
7. srəʔa nɪŋ koh te.

That vowel is wrong.
That consonant is wrong.
That word is wrong.
That word is very hard to say.
That consonant is very hard to say.
That vowel is very hard to say.
That vowel is wrong.
TRANSFORMATION DRILLS

Drill A.

MODEL:  
Teacher: kom prae a*ssoo nōō. (ŋōo)  
Student: prae a*ssoo nōō viñ.  
  Don't use the consonant n. (ng)  
  Use the consonant ng instead.

1. kom prae sra? nīŋ (sra? nīh)  
   prae sra? nīh viñ.  
   Don't use that vowel. (this vowel)  
   Use this vowel instead.

2. kom prae a*ssoo nīŋ. (a*ssoo nīh)  
   prae a*ssoo nīh viñ.  
   Don't use that consonant. (this one)  
   Use this consonant instead.

3. kom prae pia? 'qiēy'. (sruol')  
   prae pia? 'sruol' viñ.  
   Don't use the word 'qiēy'. (sruol')  
   Use the word 'sruol' instead.

4. kom meel tumpōa tīi-bcy. (tīi-pil)  
   meel tumpōa tīi-pil viñ.  
   Don't read page three. (page two)  
   Read page two instead.

5. kom bāek siew-phīw līęŋ. (siew-phīw nīh)  
   bāek siew-phīw nīh viñ.  
   Don't open the yellow book. (this book)  
   Open this book instead.

6. kom rīen mee-rięn bontōp. (mee-rięn dōdatl)  
   rīen mee-rięn dōdatl viñ.  
   Don't study the next lesson. (the same one)  
   Study the same lesson instead.

7. kom meel bontōt tīi-buon. (tīi-pram)  
   meel bontōt tīi-pram viñ.  
   Don't read line four. (line five)  
   Read line five instead.

8. kom sāp koun səh. (krūu boŋrięn)  
   sāp kruu boŋrięn viñ.  
   Don't listen to the students. (the teacher)  
   Listen to the teacher instead.

Drill B.

MODEL:  
Teacher: pia? 'rīen' onglee thaa 'learn'.  
Student: pia? 'learn' khmāt thaa 'rīen'.  
  The English word for 'rīen' is 'learn'.  
  The Khmer word for 'learn' is 'rīen'.

1. pia? 'siew-phīw' onglee thaa 'book'.  
   pia? 'book' khmāt thaa 'siew-phīw'.  
   The English word for 'siew-phīw' is 'book'.  
   The Khmer word for 'book' is 'siew-phīw'.

2. pia? 'yīlīt' onglee thaa 'slow'.  
   pia? 'slow' khmāt thaa 'yīlīt'.  
   The English word for 'yīlīt' is 'slow'.  
   The Khmer word for 'slow' is 'yīlīt'.

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3. 'trew haey' ogglee thaa 'That's right.'
'That's right' khmat thaa 'trew haey.'

4. 'khoh tee' ogglee thaa 'That's wrong.'
'That's wrong' khmat thaa 'khoh tee.'

Drill C.

MODEL: Teacher: pia' 'srul' mian ney thaa 'qiey.'
Student: pia' 'qiey' mian ney thaa 'srul.'

The word 'srul' means 'srul.'
The word 'qiey' means 'qiey.'

1. pia' 'lil' mian ney thaa 'sdap baan.'
pia' 'sdap baan' mian ney thaa 'lil.'

The word 'lil' means 'sdap baan.'
The word 'sdap baan' means 'lil.'

2. 'khoh tee' mian ney thaa 'min'trew tee.'
'min trew tee' mian ney thaa 'khoh tee.'

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

3. 'khnom yul haey' mian ney thaa
 'khnom sdap baan haey.'
 'khnom sdap baan haey' mian ney thaa 'khnom yul haey.'

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

4. pia' 'ne' kruu mian ney thaa
 'kruu bopriren srey.'
pia' 'kruu bopriren srey' mian ney thaa 'ne' kruu.'

The word 'ne' kruu' means 'lady teacher.'
The word 'kruu bopriren srey' means 'lady teacher.'

Drill D.

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

Wait and say it after me.
(I say)

I say it, and then you say it.

1. cam meel taam khnom. (khnom meel)
khnom meel haey, look meel.

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

2. cam claey sommuo khnom. (khnom suo)
khnom suo haey, look claey.

Wait and answer my question. (I ask)
I ask and then you answer.
3. cam suo khñom vîn. (Khñom suo)
   khñom suo haey, look suo.
   Wait and ask me back. (I ask)
   I ask, and then you ask.
4. cam praè somnuo khñom. (Khñom suo)
   khñom suo haey, look praè.
   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-phïw' oqglee thaa mèc?
   ('book')
   oqglee thaa 'book.'
   What is the English word for
   'siew-phïw'? ('book')
   The English word is 'book.'
2. pia? 'book' khmat thaa mèc?
   ('siew-phïw')
   kee thaa 'siew-phïw.'
   What is the Khmer for 'book'?
   (siew-phïw)
   They say 'siew-phïw.'
3. pia? 'qïey' mian ney thaa mèc?
   ('srûol')
   pia? 'qïey' mian ney thaa 'srûol.'
   What does the word 'qïey' mean?
   ('srûol')
   The word 'qïey' means 'srûol.'
4. pia? 'vowel' khmat thaa mèc?
   ('srâ')
   kee thaa 'srâ.'
   What is the Khmer for 'vowel'?
   ('srâ')
   They say 'srâ.'
5. pia? 'lîl' mian ney thaa mèc?
   ('sdap baén')
   pia? 'lîl' mian ney thaa 'sdap baén.'
   What's the meaning of the word
   'lîl'? ('sdap baén')
   The word 'lîl' means 'sdap baén.'
6. khnoq pia? 'qïey' kee praè a'soo
   né° rîn? (tee, nóô)
   tee, kee praè a'soo néô tee.
   In the word 'qïey' is the consonant
   n used? (no, ng)
   No, they use the letter ng.
7. khnoŋ piaŋ 'néŋ' kẹe praŋ aŋ sọo sọy (nōo) kẹe praŋ aŋ sọo nōo.
   In the word 'nēŋ' what consonant do they use? (n).
   They use the consonant n.

8. kẹe praŋ aŋ sọo nōo khnoŋ piaŋ sọy ('ŋieŋ') khnoŋ piaŋ 'ŋieŋ.'
   In what word do they use the letter ng? ('ŋieŋ')
   In the word 'ŋieŋ.'
UNIT 9

BASIC DIALOGUE

Teacher
1. thvee douchnesh hau thaa meot? [kruu thvee boqhaañ] What do you call this action? [He illustrates a writing motion]

First Student
2. kee hau thaa 'sosce.' That's called 'writing.'

Teacher
3. thaa taam khnom lep-oh khnia: khmae pibaa’ sosce. Everyone repeat after me, all together: Khmer is difficult to write.

Students
4. khmae pibaa’ sosce. Khmer is difficult to write.

Teacher
5. tylew da' pia? 'srul' khnoq khlia nih: khmae pibaa’ sosce. Now put the word 'easy' in this sentence: Khmer is difficult to write.

Second Student
6. khmae srulong sosce. Khmer is easy to write.

Teacher
7. laoo. neo bontop, thaa khlia dodael. Good. Next person, say the same sentence.

Third Student
8. khmae srulong sosce. Khmer is easy to write.

Teacher
9. tylew da' pia? 'khmwaw-day nih.' Now put in the words 'this pencil.'

Third Student
10. khmaw-day nih srulong sosce. This pencil is easy to write with.

Teacher
11. neo bontop, da' pia? 'pibaa?.' Next person, put in the word 'difficult.'

Fourth Student
12. khmaw-day nih pibaa? sosce. This pencil is difficult to write with.
13. da? pia? 'khmæc.'
   Teacher
   Put in the word 'Khmer.'

   First Student
   Khmer is difficult to write.

15. da? pia? 'riem.'
   Teacher
   Put in the word 'learn.'

   Second Student
   Khmer is difficult to learn.

17. rien khmæc min pibaa? tee,
   Teacher
   Studying Khmer is not hard, is it?
   metn tee?

**DIALOGUE AND VARIATIONS FOR COMPREHENSION**

<table>
<thead>
<tr>
<th>kruu boprien</th>
<th>koun seh</th>
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<td>1. three doucchnth hau thaa mæc?</td>
<td>2. kee hau thaa 'soste.'</td>
</tr>
<tr>
<td>3. thaak taam khnom tæng-oh khnia;</td>
<td>4. khmæc pibaa? soste.</td>
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<tr>
<td>khmæc pibaa? soste.</td>
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<tr>
<td>nih: khmæc pibaa? soste.</td>
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<tr>
<td>dodael.</td>
<td></td>
</tr>
<tr>
<td>17. rien khmæc min pibaa? tee, metn tee?</td>
<td></td>
</tr>
</tbody>
</table>

**Variation One:**

1. three doucchnh hau thaa mæc?       | 2. kee hau thaa 'meel.'
3. thaak taam khnom tæng-oh khnia;     | 4. khmæc pibaa? meel.
   khmæc pibaa? meel.                   |
   nih: khmæc pibaa? meel.             |
CAMBODIAN BASIC COURSE

UNIT 9

7. nép bontôp, daa pia' 'oglee.'
8. ooglee srul meel.
9. sylew daa pia' 'soste.'
10. ooglee srul soste.
11. daa pia' 'pibaa?' vîn.
12. ooglee pibaa' soste.
13. nép bontôp, daa pia' 'khmae.'
14. khmae pibaa' soste.
15. sylew daa pia' 'meel' vîn.
16. khmae pibaa' meel.
17. looc. min pibaa? tee, meen tee?

Variation Two:

1. three doucenth hau thaa méc?
2. kee hau thaa 'soste.'
3. thaa taam khفهم tén-on khnia;
   khmae srul soste.
4. khmae srul soste.
5. sylew daa pia' 'khmaw-day nih' khnoq
   khlia nih: khmae srul soste.
6. khmaw-day nih srul soste.
7. looc. nép bontôp, daa pia' 'pibaa?'
   khnoq khlia dodaël.
8. khmaw-day nih pibaa' soste.
9. sylew daa pia' 'khmaw-day lieng.'
10. khmaw-day lieng pibaa' soste
11. daa pia' 'khفهم.'
12. khmaw-day khفهم pibaa' soste.
13. sylew daa pia' 'srul' vîn.
14. khmaw-day khفهم srul soste.
15. daa pia' 'khmae.'
16. khmae srul soste.
17. srul meh, ehmec, 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 yûl tee, meen tee? You don't understand, do you?
khmae srul rien, meen tee? Cambodian is easy to learn, isn't it?
bontôt 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 /i/ 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 /rih/) 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 yuł tee.  You don't understand.
look min yuł tee?  You don't understand?
look min yuł tee!?  Don't you understand?

3) The Particle /nah/

Related to this whole subject in several different ways is the sentence particle /nah/. This /nah/ is somewhat like /mten 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 /mten 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 /?/, for the item 'very,' and / . / or / , /, for the sentence particle. Examples:

1?oo nah.  That's good.
1?oo nah!  Very good!
sruol nah, ọfeq.  It's easy, that way.
sruol nah; ọfeq.  It's very easy that way.

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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? soste eh.  This pencil is hard to write with.  (nah)
look min yul tee eh?  Don't you understand?  (rih)

SUBSTITUTION DRILLS

Drill A.

1. khmaw-day nih pibaa? soste nah.  This pencil is hard to write with.
2. khmaw-day khnom pibaa? soste nah.  My pencil is hard to write with.
3. khmaw-day look pibaa? soste nah.  Your pencil is hard to write with.
4. khmaw-day leeg pibaa? soste nah.  The yellow pencil is hard to write with.
5. khmaw-day nih pibaa? soste nah.  That pencil is hard to write with.
6. khmaw-day look kruu pibaa? soste nah.  The teacher's pencil is hard to write with.
7. khmaw-day nih pibaa? soste nah.  This pencil is hard to write with.

Drill B.

1. khmaw-day nih pibaa? soste eh.  This pencil is hard to write with.
2. pia? nih pibaa? soste eh.  This word is hard to write.
3. khlia nih pibaa? soste eh.  This sentence is hard to write.
4. khlia nih pibaa? meel eh.  This sentence is hard to read.
5. bontot nih pibaa? meel eh.  This line is hard to read.
6. tumpa nih pibaa? meel eh.  This page is hard to read.
7. mee-rien nih pibaa? meel eh.  This lesson is hard to read.
8. mee-rien nih pibaa? soste eh.  This lesson is hard to write.
9. khmaw-day nih pibaa? soste eh.  This pencil is hard to write with.
UNIT 9  CAMBODIAN BASIC COURSE

Drill C.

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

RESPONSE DRILLS

Drill A.

MODEL: Teacher: khmae sruol rien, mean tee?  
        (baat)

        Student: baat, khmae sruol rien.  

        Yes, that's right. Khmer is easy to learn.

1. khmae pibaa? rien, mean tee?  
   (baat)  
   baat, khmae pibaa? rien.  
   Khmer is hard to learn, isn't it? (yes)  
   Yes, Khmer is hard to learn.

2. onglee sruol meel, mean tee?  
   (baat)  
   baat, onglee sruol meel.  
   English is easy to read, isn't it? (yes)  
   Yes, English is easy to read.

3. khmaew-day nih pibaa? seste, mean tee?  
   (baat)  
   baat, khmaew-day nih pibaa? seste.  
   This pencil is hard to write with,  
   isn't it? (yes)  
   Yes this pencil is hard to write with.

4. pia? ngy giye yul, mean tee?  
   (baat)  
   baat, pia? ngy giye yul.  
   That word is easy to understand,  
   isn't it?  
   Yes, that word is easy to understand.
Drill B.

MODEL: Teacher:  khmâc srul rien, mën tee? (tee)
Student:  tee, khmâc min srul rien tee.

1. khmâc pibaa? rien, mën tee? (tee)
   tee, khmâc min pibaa? rien tee.

2. onglee srul meol, mën tee? (tee)
   tee, onglee min srul meol tee.

3. khmaw-day nih pibaa? soste, mën tee? (tee)
   tee, khmaw-day nih min pibaa? soste tee.

4. pia? ning niyey yul, mën tee? (tee)
   tee, pia? ning min niyey yul tee.

Khmer is easy to learn, isn't it? (no)
No, that's not so. Khmer isn't easy to learn.

Khmer is hard to learn, isn't it? (no)
No, Khmer isn't hard to learn.

English is easy to read, isn't it? (no)
No, English isn't easy to read.

This pencil is hard to write with, isn't it? (no)
No, this pencil isn't hard to write.

That word is easy to understand, isn't it? (no)
No, that word isn't easy to understand.

Drill C.

MODEL: Teacher:  look min yul tee!? (min yul)
Student:  baat, khômom min yul tee.
Teacher:  look min yul tee!? (yul)
Student:  baat, khômom yul haey!

1. look rôc pia? ning min kheəf tee!? (min kheəf)
   baat, khômom rôc min kheəf tee.

2. look rôc pia? ning min kheəf tee!? (kheəf)
   baat, khômom kheəf haey!

1. look rôc pia? ning min kheəf tee!? (min kheəf)
   baat, khômom rôc min kheəf tee.

Can't you find the word? (can't find)
No, I can't find the word.

Can't you find the word? (can find)
Sure I can find the word!

Didn't you hear the question? (didn't hear)
No, I didn't hear the question.
UNIT 9 CAMBODIAN BASIC COURSE

look sdap somnuo min baan tee??
(baan)
baat, khôm sdap baan haey!

3. kee min baek siew-phiw tee??
(min baek)
baat, kee min baek siew-phiw tee.
kee min baek siew-phiw tee??
(baek)
baat, kee baek siew-phiw haey!

4. look kruu min præ tee??
(min præ)
baat, look kruu min præ tee.
look kruu min præ tee??
(præ)
baat, look kruu præ haey!

Didn't you hear the question? (did hear)
Sure, I heard the question!

Didn't they open their books? (didn't open)
No, they didn't open their books.

Didn't they open their books? (did open)
Sure, they opened their books!

Didn't the teacher translate it? (didn't translate)
No, the teacher didn't translate it.

Didn't the teacher translate it? (did translate)
Sure, the teacher translated it!

Drill D. (Respond as directed)

1. soum thaa taam khôm: khmae sruol rien.
   khmae sruol rien.
2. pia? ey kroay kee bong-oh khnoq khlia nih?
   pia? 'rien.'
3. pia? 'rien' onglee thaa mec?
   onglee thaa 'learn.'
4. soum thaa khlia teq-oh medoon tiet.
   khmae sruol rien.
   khmae pibaa? rien.
6. 'difficult' khmae thaa mec?
   kee thaa 'pibaa?.'
7. pia? 'miey' mian ney thaa mec?
   mian ney thaa 'srual.'
8. soum suo khôm: tae khmae pibaa? sosse tee?
   khmae pibaa? sosse tee?
9. eylew soum chlaey somnua ning 'baat.'
   baat, khmae pibaa? sosse.
10. soum thaa medoon tiet, kom præ pia? 'baat.'
    khmae pibaa? sosse.
    onglee pibaa? sosse.
12. pia? ey mun kee bong-oh khnoq khlia nih?
    pia? 'onglee.'
13. pia? 'onglee' onglee thaa mec?
    onglee thaa 'English.'
    onglee pibaa? sosse.
15. min pibaa? tee, mecn tee?
    [baat, sruol haey.]
CAMBODIAN BASIC COURSE

UNIT 10

NARRATION

1. kruu boqrion prap aoy koun seh bet siew-phiw medoong tiet.
2. medoong nih kruu boqrion coŋ aoy koun seh thaa cia onglee.
3. taq mian koun seh mené kee min yul, kee thaa taam kruu cia khmat.
4. haey kruu prap koun seh téŋ-oh thaa trow-taq prat, kom thaa taam.
5. mian koun seh mené tiet dael prat min trow.
6. kruu thaa khlia nih cia khmaet medoong tiet aoy kee səap.
7. medoong nih koun seh nuh prat trow.

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.

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8. ruoc haey, kruu boqrion prap aoy koun seh chlaey sommuo dael kót nih suō.
9. koun seh dael chlaey kat, kruu prap aoy thaa khlia téŋ-oh.
10. koun seh dael chlaey trow, kruu thaa: baan lôo.
11. kraey móo, kruu aoy koun seh suō sommuo khlah viêk.
12. medoong nih, kruu chlaey sommuo dael koun seh suō tiw kót.
13. sommuo dael kee suō khlia kii: 'khmaet sruol rien tee?' haey nih 'khmaet 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 boqrion suo koun seh pia' khlah dael kee rien haey.
15. kruu suo thaa: 'pia' nih onglee thaa məc?' 'pia' nuh khmaet thaa məc?'
   'khlia nih mian ney thaa məc?'
16. koun seh cəən-təq chlaey trow.

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17. tae mian pia? muoy dael kee thaa min chbah, kil pia? 'qley.'
18. koun seh khlah thaa a'soo qo' min chbah tee.
19. koun seh khlah tiet prae sra? khoh.

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 'qley.'
18. Some students don't say the consonant ng clearly.
19. Other students use the wrong vowel.
20. The word 'qley' is a very hard word to say.

21. kraoy moo?, kruu soste aoy koun seh meel.
22. kruu soo: thvee douchnh hau thaa mee?
23. koun seh chlaey thaa, kee hau thaa soste.
24. haey kruu prae pia? 'soste' thvee khlia muoy kil: 'khmae pibaa? soste.'

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

- traw-tae... must, should
- craen-tae... mostly, usually
- ...kat short-cut
- ...chbah clear
- taam... according to

1) Verb Modifiers

trew-tae prae must translate
craen-tae chlaey for the most part answer
chlaey kat answer briefly
thaa min chbah say unclearly
taam dael... according to what, in
whatever way that
2) **Noun Modifiers**

...khlah  some (pluralizer)  sommo khlah  (some) questions  
   pia² khlah  (some) words  

...khlah,   some..., others...  
   koun seh khlah,  some students,  
   koun seh khlah tiet  other students  

...aktiet  others  
   pia² aktiet  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:** sylow soun bet siew-phïw mëdöoŋ tiet.  
**Student:** kruu boprien prap acy koun seh bet siew-phïw mëdöoŋ 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:**  
   pia² mun kee boq-oh k11 khmat.  
   'The first word of all is Khmer.' (/k11/ is not a verb.)

**Adjective Predicate:**  
   sra² nĂ khoh tee.  
   'That vowel is wrong.'

**Verb Predicate:**  
   koun seh bet siew-phïw.  
   '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).  

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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

Khmer is easy to learn.
Khmer is not easy to learn.

English is hard to write.
English is not hard to write.

This sentence is easy to understand.
This sentence is not easy to understand.

Negative: not AV

Positive: VA

The students translate correctly.
The students translate incorrectly.

They say it clearly.
They don't say it clearly.

Negative: V not A

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

Want to do
Don't want to do

Try to say
Don't try to say

Negative: not VV

2) Positive: VV

Able to hear
Not able to hear

Able to understand
Not able to understand

Able to find
Not able to find

Negative: V not V
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:

<table>
<thead>
<tr>
<th>Before the Verb</th>
<th>After the Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>ˈsoun</td>
<td>ˈhaeyJ</td>
</tr>
<tr>
<td>ˈkom</td>
<td>ˈtee</td>
</tr>
<tr>
<td>ˈcam</td>
<td>ˈteeʔ</td>
</tr>
<tr>
<td>ˈsay</td>
<td>ˈvĬN</td>
</tr>
<tr>
<td>ˈnĬŋ</td>
<td>ˈˈwill</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ˈemphatic word</td>
<td>ˈquestion particle</td>
</tr>
</tbody>
</table>

TRANSFORMATION DRILLS

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

MODEL: Teacher: khmăt sruoľ rieN. Khmer is easy to learn.
Student: khmăt min sruoľ rieN tee. Khmer is not easy to learn.

1. khmaw-day nih sruoľ soste. This pencil is easy to write with.
   khmaw-day nih min sruoľ soste tee. This pencil is not easy to write with.

2. siew-phiw nih pibaaʔ meel. This book is hard to read.
   siew-phiw nih min pibaaʔ meel tee. This book is not hard to read.

3. mee-riiN nih ƣiey yǔl. This lesson is easy to understand.
   mee-riiN nih min ƣiey yǔl tee. This lesson is not easy to understand.

4. khfom coN rieN khmăt. I want to learn Khmer.
   khfom min coN rieN khmăt tee. I don't want to learn Khmer.

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

MODEL: Teacher: kouN seh adap baan haeyJ. The students understand.
Student: kouN seh adap min baan tee. The students do not understand.

1. look kruu adap look līl haeyJ. The teacher can hear you.
   look kruu adap look min līl tee. The teacher cannot hear you.

2. khfom rōm tumpōa tii-pram kheēN haeyJ. I have found page five.
   khfom rōm tumpōa tii-pram min kheēN tee. I can't find page five.
3. look tha aw soo poo chbah nah.
   look tha aw soo poo min chbah tee.
You say the consonant ng very clearly.
You don't say the consonant ng clearly.

4. kee prat khlia tii-buon trow hae y.
   kee prat khlia tii-buon min trow tee.
They translated sentence four correctly.
They didn't translate sentence four correctly.

Drill C. Forming Negative Questions.

MODEL: Teacher: look sdap baan tee?
         Student: look sdap min baan tee tee?? (rih?)
Do you understand?
Don't you understand?

1. look r-ooh khea9 tee??
   look r-ooh min khea9 tee??
Have you found it?
Haven't you found it?

2. look coong rien oonglee tee??
   look min coong rien oonglee tee??
Do you want to learn English?
Don't you want to learn English?

3. kee thaa taam kruu chbah tee??
   kee thaa taam kruu min chbah tee??
Do they repeat after the teacher clearly?
Don't they repeat after the teacher clearly?

4. kee chlaey somnuo trow tee??
   kee chlaey somnuo min trow tee??
Do they answer the questions right?
Don't they answer the questions right?

PROGRESSIVE SUBSTITUTION DRILLS

Drill A.

1. khmaat sruc ruen nah.
   Khmer is quite easy to learn.

2. khmaat sruc soste nah.
   Khmer is quite easy to write.

3. khmaw-day nih sruc soste nah.
   This pencil is quite easy to write with.

4. khmaw-day nih pibaa? soste nah.
   This pencil is quite hard to write with.

5. pia9 nih pibaa? soste nah.
   This word is quite hard to write.

6. pia9 nih pibaa? yul nah.
   This word is quite hard to understand.

7. pia9 nih piey yul nah.
   This word is quite easy to understand.

8. oonglee piey yul nah.
   English is quite easy to understand.

9. oonglee pibaa? yul nah.
   English is quite hard to understand.

10. oonglee pibaa? ruen nah.
    English is quite hard to learn.

11. khmaat pibaa? ruen nah.
    Khmer is quite hard to learn.

12. khmaat sruc ruen nah.
    Khmer is quite easy to learn.
Drill B.

1. three douchnh kee haw thaa soste. This action is called 'soste.'
2. three douchnh khmae thaa soste. This action is 'soste' in Khmer.
3. pia? 'write' khmae thaa soste. The word 'write' is 'soste' in Khmer.
4. pia? mun nii khmae thaa soste. The word before that is 'soste' in Khmer.
5. pia? mun nii meel thaa soste. The word before that is read 'soste.'
6. pia? mun nii meel thaa srul. The word before that is read 'srul.'
7. pia? mun nii mian ney thaa srul. The word before that means 'srul.'
8. pia? nley mian ney thaa srul. The word 'nley' means 'srul.'
9. pia? nley mian ney thaa 'easy.' The word 'nley' means 'easy.'
10. pia? nley englee thaa 'easy.' The word 'nley' in English is 'easy.'

Drill C.

1. khom thaa a'soo noo aoy khlaan nte. Try to say the n a little louder.
2. khom thaa srar nii aoy khlaan nte. Try to say the vowel a little louder.
3. khom thaa srar nii aoy yult nte. Try to say the vowel a little slower.
4. khom thaa srar khron pia nih. Try to say the vowel in this word.
5. kom thaa srar nii khron pia nih. Don't say that vowel in this word.
6. kom thaa a'soo noo khron pia nih. Don't say n in this word.
7. khom thaa a'soo noo khron pia nih. Try to say n in this word.
8. khom thaa a'soo noo aoy hop nte. Try to say the n a little faster.
9. khom thaa a'soo noo aoy khlaan nte. Try to say the n a little louder.

EQUIVALENCE DRILLS

Drill A. Negatives in Context.

MODEL: Teacher: eylouh khnom adap baan haey. Now I understand.
Student: mun nii khnom adap min baan tee. Before this, I didn't understand.

1. eylouh khnom r'oo bontot tiibi kheeh haey. Now I've found line three.
   mun nii khnom r'oo bontot tiibi kheeh min kheeh tee. Before this, I couldn't find line three.

2. eylouh khnom adap look kruu llii haey. Now I can hear the teacher.
   mun nii khnom adap look kruu min llii tee. Before this, I couldn't hear the teacher.
3. tylew look thaa sraŋ niŋ chbah haey.
   mun niŋ look thaa sraŋ niŋ min chbah tee.
   Now you say that vowel very clearly.
   Before this, you didn’t say the vowel clearly.

4. tylew look prae piaŋ niŋ trew haey.
   mun niŋ look prae piaŋ niŋ min trew tee.
   Now you are using that word correctly.
   Before this you used the word incorrectly.

Drill B. Opposites in Context.

MODEL:  Teacher:  pii mun look meel yiit nah.
        Student:  kroay mōo look meel fop ntǒc.
        Before, you were reading very slowly.
        Later, you read faster.

1. pii mun koun seh thaa team tɛɛ-tɛɛ.
   kroay mōo koun seh thaa team khlaŋ ntɛɛ.
   Before, the students were repeating softly.
   Later, the students repeated louder.

2. pii mun kee chlaey somnuo srul-srul.
   kroay mōo kee chlaey somnuo pibaa ntɛɛ.
   Before, they were answering easy questions.
   Later they answered harder ones.

3. pii mun look kruu meel fop nah.
   kroay mōo look kruu meel yiit ntɛɛ.
   Before, the teacher was reading very fast.
   Later the teacher read slower.

4. pii mun kee thaa khmɛɛ pibaa rien nah.
   kroay mōo kee thaa khmɛɛ srul rien ntɛɛ.
   Before, they said Khmer was very hard to learn.
   Later, they said Khmer was easier to learn.

Drill C. Negatives and Opposites.

MODEL:  Teacher:  look thaa yiit nah.
        Student:  look thaa min fop tee.
        You speak very slowly.
        You don’t speak fast.

1. look thaa fop nah.
   look thaa min yiit tee.
   You speak very fast.
   You don’t speak slowly.

2. look thaa trew haey.
   look thaa min khoh tee.
   You said it correctly.
   You didn’t say it wrong.

3. mee-rien niŋ srul nah.
   mee-rien niŋ min pibaa⁹ tee.
   This lesson is easy.
   This lesson is not difficult.

4. khlia niŋ pibaa⁹ yúl nah.
   khlia niŋ min piɛɛ yúl tee.
   That sentence is hard to understand.
   That sentence is not easy to understand.
UNIT 11

BASIC DIALOGUE

1. aarih sêy?
   Teacher: What's this?

2. nih cia khmaw-day.
   First Student: This is a pencil.

3. haey aamuh?
   Teacher: And what's that?

4. muh cia siew-phiw.
   Second Student: That's a book.

5. reboh pii niw-aenoh cia ovty?
   Teacher: What are those two things there?

6. muh cia ruup thoot.
   Third Student: Those are pictures (photographs).

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

8. baat, mian ruup thoot bey niw cifcey.
   Third Student: Yes, there are three pictures on the wall.

9. atmaa?
   Teacher: Where?

10. cifcey kraoy khnooy look.
    Third Student: The wall behind you.

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

12. khnom kheek ruup thoot pram niw cifcey.
    First Student: I see five pictures on the wall.

13. tee, pii muh cia phaen-tii, min meen ruup thoot tee.
    Teacher: No, two of them are maps, not pictures.
DIALOGUE FOR COMPREHENSION

1. aamih sôey?
2. nih cia khmaaw-day.
3. haey aamuh?
4. muh cia siew-phiw.
5. roboh pii niw-sënoh cia sôey?
6. muh cia ruup thoot.
7. mian ruup thoot tee, niw sënoh?
8. baat, mian ruup thoot bey niw cìñég.
9. sënaat
10. cìñég kraoy khnoot look.
11. baat, trew haey.
12. khnöm kheen ruup thoot pram niw cìñég.
13. tee, pii muh cia phaen-tii, min mën 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:


koun seh mënë? tiet. One more student, another student.
roboh pii. Two things.
phaen-tii pii tiet. Two more books.
khmaaw-day bey ruup thoot bey tiet. Three pencils.
siew-phiw buon. Three more pictures.
roboh pram. Four books.

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-don-dop '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 /pëam/.
The numerals:

<table>
<thead>
<tr>
<th>Standard</th>
<th>Rapid</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-10</td>
<td>6-10</td>
</tr>
<tr>
<td>6. prammuoy</td>
<td>pmmuoy</td>
</tr>
<tr>
<td>7. prampli</td>
<td>pmpil</td>
</tr>
<tr>
<td>8. prambey</td>
<td>pmbey</td>
</tr>
<tr>
<td>9. prambuon</td>
<td>pmbuon</td>
</tr>
<tr>
<td>10. dop</td>
<td>dop</td>
</tr>
<tr>
<td>11-19</td>
<td></td>
</tr>
<tr>
<td>11. dopmuoy</td>
<td>muoy-ndop (mendop)</td>
</tr>
<tr>
<td>12. doppli</td>
<td>pii-ndop</td>
</tr>
<tr>
<td>13. dopbey</td>
<td>bey-ndop</td>
</tr>
<tr>
<td>14. dopbuon</td>
<td>buon-ndop</td>
</tr>
<tr>
<td>15. dopram</td>
<td>pèam-ndop</td>
</tr>
<tr>
<td>16. dop-pmmuoy</td>
<td>pmmuoy-ndop</td>
</tr>
<tr>
<td>17. dop-pmpil</td>
<td>pmpil-ndop</td>
</tr>
<tr>
<td>18. dop-pmbey</td>
<td>pmbey-ndop</td>
</tr>
<tr>
<td>19. dop-pmbuon</td>
<td>pmbuon-ndop</td>
</tr>
</tbody>
</table>

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:**

<table>
<thead>
<tr>
<th>kruu bogriem</th>
<th>koun seh</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. mian ruup thoot tiet tee, niw-aenoh?</td>
<td>8. baat, mian ruup thoot pmbey tiet niw ciñcèg.</td>
</tr>
<tr>
<td>12. khnom kheèe ruup thoot dop-buon niw ciñcèg.</td>
<td>13. tee, pmmuoy nuh cia phæn-tii, min meèn ruup thoot tee.</td>
</tr>
</tbody>
</table>

**Variation Two:**

<table>
<thead>
<tr>
<th></th>
<th>koun seh</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. khnom kheèe ruup thoot pmmuoy-ndop niw ciñcèg.</td>
<td>13. tee, pmbuon nuh cia ruup thoot, min meèn phæn-tii tee.</td>
</tr>
</tbody>
</table>
RESPONSE DRILL

Drill A.

MODEL: Teacher: aanih svey? (khmaw-day) What's this? (pencil)
Student: aanih cia khmaw-day. This is a pencil.

   aanuh cia siew-phiw.
   That is a book.

2. aanih svey? (ciñcey) What's this? (wall)
   aanih cia ciñcey.
   This is a wall.

3. reboh piq niw-aenoh cia ovvy? What are those two things there? (maps)
   (phaen-tii)
   reboh piq niw-aenoh cia phaen-tii.
   Those two things are maps.

4. reboh btrq nih svey? (ruup thoot) What're these three things? (pictures)
   reboh btrq nih cia ruup thoot.
   These three things are pictures.

5. aanuh cia siew-phiw ty? What kind of a book is that? (reading)
   (siew-phiw meel)
   aanuh cia siew-phiw meel.
   That's a book for reading.

6. aanih cia siew-phiw ty? What kind of a book is this? (notebook)
   (siew-phiw soste) This is a notebook.
   aanih cia siew-phiw soste.

Drill B.

MODEL: Teacher: mian ruup thoot tee, Are there any pictures, niw-aenoh? (btrq) over there? (three)
Student: baat, mian btrq niw-aenoh. Yes, there are three over there.

1. mian siew-phiw tee, niw nih? Are there any books here? (nine)
   (pmbuon)
   baat, mian pmbuon niw nih.
   Yes, there are nine here.

2. mian phaen-tii tee, niw ciñcey? Are there any maps on the wall? (six)
   (pmmuoy)
   baat, mian pmmuoy niw ciñcey.
   Yes, there are six over there.

3. mian khmaw-day tee, niw-aenoh? Are there any pencils over there? (fifteen)
   baat, mian doppram niw-aenoh.
   Yes, there are fifteen over there.

4. mian koun seh tee, niw nih? Are there any students here? (seven)
   (pmpal nê?)
   baat, mian pmpal nê? niw nih.
   Yes, there are seven here.
Drill C.

MODEL: Teacher:  aamən cia ruup thoott, məen tee? (tee, phaːn-tii)

Student:  tee, muh cia phaːn-tii, məen cia ruup thoott tee.

That's a picture, isn't it? (no, a map)

No, that's a map; it's not a picture.

1. muh cia siew-phiiw meel, məen tee? (tee, siew-phiiw sosəe)

tee, muh cia siew-phiiw sosəe, məen cia siew-phiiw meel tee.

That's a reading book, isn't it? (no, a notebook)

No, that's a notebook; it's not a reading book.

2. köt cia kruu boŋriən, məen tee? (tee, koun seh)

tee, köt cia koun seh, məen cia kruu boŋriən tee,

He's a teacher, isn't he? (no, a student)

No, he's a student; he's not a teacher.

3. aamən cia phaːn-tii, məen tee? (tee, ruup thoott)

tee, aamən cia ruup thoott, məen cia phaːn-tii tee.

This is a map, isn't it? (no, a picture)

No, this is a picture; it's not a map.

4. pii nə? muh cia koun seh, məen tee? (tee, kruu boŋriən)

tee, pii nə? muh cia kruu boŋriən, məen cia koun seh tee.

Those two persons are students, aren't they? (no, teachers)

No, those two persons are teachers; they're not students.

SUBSTITUTION DRILLS

Drill A.

1. mian ruup thoott bəy tiet niw ciiŋčēq.

There are three more pictures on the wall.

2. mian ruup thoott bəy tiet niw-aŋnöh.

There are three more pictures over there.

3. mian ruup thoott bəy tiet niw kراay khṃʊŋ loøk.

There are three more pictures behind you.

4. mian ruup thoott bəy tiet niw-nịh.

There are three more pictures here.

5. mian ruup thoott bəy tiet niw-aŋnöh.

There are three more pictures over there.

6. mian ruup thoott bəy tiet niw ciiŋčēq.

There are three more pictures on the wall.
Drill B.

1. khľom kheči ruup thoot pram nīw cičcéng.
   I see five pictures on the wall.
2. khľom kheči phaṅ-tii pmbey nīw cičcéng.
   I see eight maps on the wall.
3. khľom kheči ruup thoot dopmuoy nīw cičcéng.
   I see eleven pictures on the wall.
4. khľom kheči phaṅ-tii buon-ndop nīw cičcéng.
   I see fourteen maps on the wall.
5. khľom kheči phaṅ-tii dopbey nīw cičcéng.
   I see thirteen maps on the wall.
6. khľom kheči ruup thoot pram nīw cičcéng.
   I see five pictures on the wall.

Drill C.

1. mīan ruup thoot tee, nīw-aención?
   Are there any pictures over there?
2. mīan khmaw-day tee, nīw-aención?
   Are there any pencils over there?
3. mīan sīw-phīw tee, nīw-aębō?<
   Are there any books over there?
4. mīan phaṅ-tii tee, nīw-aębō?
   Are there any maps over there?
5. mīan reboh tee, nīw-aębō?
   Are there any things over there?
6. mīan ruup thoot tee, nīw-aębō.
   Are there any pictures over there?

Drill D.

1. reboh pil nīw-aębō cia ovēy?
   What are those two things there?
2. reboh pil nīw-aębō cia phaṅ-tii.
   Those two things there are maps.
3. reboh pil nīw-aębō cia ruup thoot.
   Those two things there are pictures.
4. reboh pil nīw-aębō cia khmaw-day.
   Those two things there are pencils.
5. reboh pil nīw-aębō cia sīw-phīw.
   Those two things there are books.
6. reboh pil nīw-aębō cia ovēy?
   What are those two things there?
FLUENCY DRILLS

Drill A. Expansion

1. mian ruup thoot.
2. mian ruup thoot niw ciñćeŋ.
3. mian ruup thoot bey niw ciñćeŋ.
4. mian ruup thoot bey niw ciñćeŋ kraqy khnooc look.
5. mian ruup thoot bey tiet niw ciñćeŋ kraqy khnooc look.
6. khñom kheef mian ruup thoot bey tiet niw ciñćeŋ kraqy khnooc 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 kheef mian ruup thoot bey tiet niw ciñćeŋ kraqy khnooc look.
2. khñom kheef mian ruup thoot bey niw ciñćeŋ kraqy khnooc look.
3. khñom kheef mian ruup thoot bey kraqy khnooc look.
4. khñom kheef ruup thoot bey kraqy khnooc look.
5. khñom kheef ruup thoot bey.
6. khñom kheef 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 three pictures behind you.
4. I see three pictures behind you.
5. I see three pictures.
6. I see three.
UNIT 12

BASIC DIALOGUE

Teacher
1. phæn-tii khaaŋ-sdam cia phæn-tii ey?
   What is the map on the right a map of?

First Student
2. baat, phæn-tii srok khmaat.
   It's a map of Cambodia.

Teacher
3. coh aamuoy khaaŋ-chvøey?
   And the one on the left?

Second Student
4. taam khfrøm smaan, cia phæn-tii tii-kroŋ phnum-piŋ.
   I think it's a map of the city of Phnom Penh.

Third Student
5. coh phæn-tii ey niw-aënøh?
   What is that map over there?

Teacher
6. phæn-tii naa-muøy?
   Which one?

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

Teacher
8. ou, nhu min mœn phæn-tii tee.
   cia kumnuu tee.
   Oh, that's not a map. That's a chart.

First Student
9. kumnuu ey?
   What kind of a chart?

Teacher
10. cia kumnuu somrap bogrïen a³soo khmaat.
    It's a chart for teaching the Khmer alphabet.

Second Student
11. yeœŋ rien sylœw (rih)?
    Are we going to study that now?

Teacher
12. tee, ntac tiet baan yeœŋ rien.
    No, we're going to study it a little later.
DIALOGUE FOR COMPREHENSION

1. phæn-tii khaap-sdam cia phæn-tii ʔy?
2. baat, phæn-tii srok khmae.
3. coh aamuoy khaap-chveəy?
4. taam khnom smean, cia phæn-tii tii-kroŋ phnum piə.
5. coh phæn-tii ʔy niw-atnoh?
6. phæn-tii nəa-muoy?
7. aamuoy niw cit khdaa-khiaen.
8. ou, nuh mən mən phæn-tii tee.
cia kumnuu tee.
9. kumnuu ʔy?
10. cia kumnuu somrap boŋriən aʔsoo khmae.
11. yeəŋ rien ʔyləw (rih)?
12. tee, ntec tiət baan yeəŋ 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 /khlaa/ 'some' to the noun. Both /muoy/ and /khlaa/ in these cases are noun modifiers; /muoy/ itself is a numeral, while /khlaa/ is a numeral substitute—that is, it stands for any number from 'two' upward. Note the following:

siew-phəw  'book,' 'books'  'the book,' 'the books'
siew-phəw μuoy  'one book,' 'a book,' (never 'the book')
siew-phəw khlaa  'some books,' 'books,' (never 'the books')

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

<table>
<thead>
<tr>
<th>Indeterminate</th>
<th>'Singular'</th>
<th>'Plural'</th>
</tr>
</thead>
<tbody>
<tr>
<td>μuoy</td>
<td>'one'</td>
<td>khlaa  'some'</td>
</tr>
<tr>
<td>aamuoy</td>
<td>'the one'</td>
<td></td>
</tr>
<tr>
<td>nəa</td>
<td>'which'</td>
<td>nəa-μuoy  'which one'</td>
</tr>
<tr>
<td>ʔy</td>
<td>'what'</td>
<td>ʔy-khlaa  'what ones'</td>
</tr>
<tr>
<td>tii-pəmən</td>
<td>'which in a series'</td>
<td></td>
</tr>
<tr>
<td>atection 'other(s)'</td>
<td>μuoy tiiət  'another'</td>
<td>khlaa tiiət  'other ones'</td>
</tr>
</tbody>
</table>

Still another use of /muoy/ and /khlaa/ is as noun substitutes. Like /nəa/ and /ʔy/, 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 /khlaa/ still means 'some' (rarely 'the ones'). The most common context is the one exemplified by sentences 6 and 7 of the Basic Dialogue.
phasn-tii n’aa-muoy?

sa-muoy n’iw cith khdaa-khiem.

"Which map?"

"The one near the blackboard."

Compare also sentence 3:

coh sa-muoy khaaŋ-chvteeŋ?

"And the one on the left?"

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

phasn-tii n’aa-khlah?

phasn-tii n’iw cith khdaa-khiem.

coh phasn-tii khaaŋ-chvteeŋ?

"Which maps?"

"The maps near the blackboard."

"And the maps on the left?"

RESPONSE DRILLS

Drill A.

MODEL: Teacher: phasn-tii n’aa-muoy?

(cith khdaa-khiem)

Which map? (near the blackboard)

Student: muoy n’iw cith khdaa-khiem.

The one near the blackboard.

1. ruup thoot n’aa-muoy? (kraoy khnooy look kruu)

muoy n’iw kraoy khnooy look kruu.

Which picture? (behind the teacher)

The one behind the teacher.

2. kumnu n’aa-muoy? (khaaŋ-chvteeŋ)

muoy n’iw khaaŋ-chvteeŋ.

Which chart? (to the left)

The one to the left.

3. siwp-hiw n’aa-muoy? (khaaŋ-sdam)

muoy n’iw khaaŋ-sdam.

Which book? (to the right)

The one to the right.

4. khmaaw-day n’aa-muoy? (cith look)

muoy n’iw cith look.

Which pencil? (near you)

The one near you.

5. phasn-tii n’aa-muoy? (khaaŋ-sdam look)

muoy n’iw khaaŋ-sdam look.

Which map? (to your right)

The one to your right.

6. ruup thoot n’aa-muoy? (khaaŋ-chvteeŋ khdaa-khiem)

muoy n’iw khaaŋ-chvteeŋ khdaa-khiem.

Which picture? (to the left of the blackboard)

The one to the left of the blackboard.
Drill B.

**MODEL:** Teacher: phaṃ-tii naa-khlah? (buon, niw-añnoh)  
Student: phaṃ-tii buon niw-añnoh.  

Which maps? (four, over there)
The four maps over there.

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

1. ruup thoot naa-khlah? (ruup pii) ruup pii niw-añnoh.  
   Which pictures? (two)  
The two pictures over there.

2. siew-phiw naa-khlah? (aaby) aaby niw-añnoh.  
   Which books? (three)  
The three over there.

3. néʔ-naa khlah? (pram néʔ) pram néʔ niw-añnoh.  
   Which people? (five)  
The five people over there.

   Which maps? (two)  
The two maps over there.

Drill C.

**MODEL:** Teacher: phaṃ-tii khaan-sdam cia phaṃ-tii ey? (srok khmat)  
Student: phaṃ-tii khaan-sdam cia phaṃ-tii srok khmat.  

What is the map to the right a map of? (Cambodia)  
The map to the right is a map of Cambodia.

1. ruup thoot khaan-chvteq cia ruup thoot ey? (look kruu) ruup thoot khaan-chvteq cia ruup thoot look kruu.  
   What is the picture to the left a picture of? (the teacher)  
The picture to the left is a picture of the teacher.

2. kummuu niw cit khdza-khien cia kummuu ey? (aʔsсо khmat) kummuu niw cit khdza khien cia kummuu aʔsсо khmat.  
   What is the chart near the blackboard a chart of? (Khmer letters)  
The chart near the blackboard is a chart of Khmer letters.

3. siew-phiw kroat khnocq look cia siew-phiw ey? (onglee) siew-phiw kroat khnocq khnom cia siew-phiw onglee.  
   What kind of a book is the book behind you? (English)  
The book behind me is an English book.

   What is the map over there a map of? (the city of Phnom Penh)  
The map over there is a map of the city of Phnom Penh.
Drill D.

MODEL: Teacher: yeang rien sylew? (ntec tiet) We're going to study now? (a little later)

Student: tee, ntec tiet baan yeang rien. No, we won't study until later.

1. yeang thvee sylew? (ntec tiet) We're going to do it now? (later)
tee, ntec tiet baan yeang thvee. No, we won't do it until later.

2. yeang ssoe sylew? (ntec tiet) We're going to write now? (later)
tee, ntec tiet baan yeang ssoe. No, we won't write until later.

3. yeang meol sylew? (ntec tiet) We're going to read now? (later)
tee, ntec tiet baan yeang meol. No, we won't read until later.

4. yeang prac sylew? (ntec tiet) We're going to translate now? (later)
tee, ntec tiet baan yeang prac. No, we won't translate until later.

Drill E.

MODEL: Teacher: muoy khaan-sama cia phaen-tii, The one on the right is a
meen tee? (tee, kummuu) map, isn't it? (no, a chart)

Student: ou, nuh min meen phaen-tii Oh, that's not a map. It's
tee. kummuu tee. a chart.

1. muoy khaan-chvee cia kummuu, The one on the left is a chart,
meen tee? (tee, ruup thoot) isn't it? (no, a picture)
ou, nuh min meen kummuu 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 a
phaen-tii tee. map.

3. muoy khaan-sama look cia siew-phiw The one to the right of you is a
ssoe, meen tee? (tee, siew-phiw meol) notebook, isn't it? (no, a book)
ou, nuh min meen siew-phiw ssoe tee. Oh, that's not a notebook. It's a
siew-phiw meol tee.

4. muoy khaan-chvee look cia siew-phiw The one to the left of you is a
meel, meen tee? (tee, siew-phiw ssoe) 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 ssoe tee.

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Substitution Drills

Drill A.

1. yeý rié síew-phíw ey?
What book are we studying?

2. yeý rié síew-phíw ey-khláh?
What books are we studying?

3. yeý rié síew-phíw nea-muoy?
Which book are we studying?

4. yeý rié síew-phíw nea-khláh?
Which books are we studying?

5. yeý rié tumpóá tii-pêام?
What page are we studying?

6. yeý rié tumpóá neâ?
Which page are we studying?

7. yeý rié tumpóá nea-khláh?
Which pages are we studying?

8. yeý rié síew-phíw ey?
What book are we studying?

Drill B.

1. cia kumnuu somrap boêqrié a’’sôo khmâè.
It’s a chart for teaching Khmer consonants.

2. cia kumnuu somrap boêqrié sra’’ khmâè.
It’s a chart for teaching Khmer vowels.

3. cia kumnuu somrap boêqrié sra’’ ongleè.
It’s a chart for teaching English vowels.

4. cia kumnuu somrap boêqrié a’’sôo ongleè.
It’s a chart for teaching English consonants.

5. cia síew-phíw somrap boêqrié a’’sôo ongleè.
It’s a book for teaching English consonants.

6. cia síew-phíw somrap boêqrié sra’’ khmâè.
It’s a book for teaching Khmer vowels.

7. cia síew-phíw somrap boêqrié a’’sôo khmâè.
It’s a book for teaching Khmer consonants.

8. cia kumnuu somrap boêqrié a’’sôo khmâè.
It’s a chart for teaching Khmer consonants.

Drill C.

1. tâam khhôom smaan, cia phaên-tii srok khmâè.
I would guess it’s a map of Cambodia.

2. tâam khhôom smaan, cia phaên-tii srok amèrik.
I would guess it’s a map of America.
3. taam khnąm smaan, gia phaen-tii
tii-kron phnum piñ.
I would guess it's a map of the
city of Phnom Penh.

4. taam khnąm smaan, gia phaen-tii
tii-kron vasentaon.
I would guess it's a map of the
city of Washington.

5. taam khnąm smaan, gia ruup thoot
look kruu.
I would guess it's a picture
of the teacher (m).

6. taam khnąm smaan, gia ruup thoot
né' kruu.
I would guess it's a picture
of the teacher (f).

7. taam khnąm smaan, gia phaen-tii
srok khmat.
I would guess it's a map of
Cambodia.

FLUENCY DRILLS

Drill A. Expansion
1. gia kumnuu.
2. muoy khaap-sdam gia kumnuu.
3. muoy khaap-sdam gia kumnuu somrap bogriən.
4. taam khnąm smaan, muoy khaap-sdam gia kumnuu somrap bogriən.
5. taam khnąm smaan, muoy khaap-sdam gia kumnuu somrap bogriən aʔ sco khmat.
6. taam khnąm smaan, muoy khaap-sdam gia kumnuu somrap bogriən aʔ sco khmat
somrap koun seh ʊngleə.

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 khnąm smaan, muoy khaap-sdam gia kumnuu somrap bogriən aʔ sco khmat
somrap koun seh ʊngleə.
2. taam khnąm smaan, gia kumnuu somrap bogriən aʔ sco khmat somrap koun seh ʊngleə.
3. somrap koun seh ʊngleə.
4. taam khnąm smaan, gia kumnuu somrap bogriən.
5. gia kumnuu somrap bogriən.
6. gia 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.

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UNIT 13

BASIC DIALOGUE

Teacher
1. khnom mian khmaw-day pemasn nŋ?
   How many pencils do I have here?

First Student
2. baat, look mian bŋy.
   You have three.

Teacher
3. muoy niw khaŋ-chveŋ nŋ pɔa ʔy?
   What color is the one on the left here?

Second Student
4. baat, pɔa liŋ.
   It's yellow.

Teacher
5. nASY muoy khaŋ-adam pɔa ʔy?
   And what color is the one on the right?

Third Student
6. baat, pɔa kliɛw.
   It's blue.

Teacher
7. coh muoy kondaal pɔa ʔy?
   And the one in the middle, what color is it?

Fourth Student
8. baat, pɔa krohoɔm.
   It's red.

Teacher
9. nASY reboh attet nŋ cia khmaw-day dat riʔ-ʔy?
   And this other thing, is it a pencil too?

First Student
10. tee, mɔn mɛn tee. cia doŋ paka tɔo.
    No, it isn't. It's a (fountain) pen.

Teacher
11. doŋ paka pɔa ʔy?
    What color (is the) pen?

First Student
12. baat, pɔa khmaw.
    It's black.
Teacher

13. mian khmaw-day póa 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. khfom mian khmaw-day pemaan niuy?  2. baat, look mian bey.
5. haey muoy khaap-sdam póa ey?  6. baat, póa khiew.
7. coh muoy kondaal póa ey?  8. baat, póa krohoom.
9. haey reboh aetiet nih cia khmaw-day  10. tee, min mën tee. cia dooy pakaa
daet ri-ey?  tee.

Variation One:

1. look mian khmaw-day pemaan?  2. baat, khfom mian dop-pmbuon.
9. haey reboh aetiet mih min mën  10. baat, cia dooy pakaa.
khmaw-day tee riuh?
11. look mian dooy pakaa pemaan niuy?  12. baat, khfom mian bey, póa khmaw
13. mian dooy pakaa póa khiew tee?  pi, póa krohoom muoy.

Variation Two:

1. niw cit khaa-khien mih mian  2. baat, mian bey.
3. muoy niw khaap-chveeq mih srok naa?  6. baat, mih cia phaën-tii tii-kroŋ
5. haey muoy khaap-sdam srok naa?  phnum piñ tee.
7. ooh muoy kondaal?
8. muoy kondaal cia phæn-tii phnum piñ dat.
9. hæy robch attiet cia phæn-tii ri-cy?
10. tee, mën tee. cia ruup thoot.
11. ruup thoot cy?
12. ruup thoot srok khmæ.
13. mian ruup thoot phnum piñ tee?
14. tee, khmiam 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:

khwæw-day póa lieńg.  
'The yellow pencils.' or 'The pencils are yellow.'

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

khwæw-day mën mën póa lieńg tee.  
'The pencils are not yellow.'

khmian khwæw-day póa lieńg tee.  
'There are no yellow pencils.'

khwæw-day póa cy?  
'What color are the pencils.'

mian khwæw-day póa lieńg tee?  
'Are there any yellow pencils?'

khwæw-day póa lieńg, mën tee?  
'Are the pencils yellow?'

Note that the negative form of an equational sentence is made with /mën mën/, rather than /mën/ 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 /mën tee?/ rather than with /tee?/ alone.

**SUBSTITUTION DRILLS**

**Drill A.**

1. look mian khwæw-day pæmaan?
2. look mian siæw-p łw pæmaan?
3. look mian ruup thoot pæmaan?
4. look mian phæn-tii pæmaan?
5. look mian khmæw pæmaan?
6. look mian doon pækaa pæmaan?
7. look mian khwæw-day pæmaan?

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 niw khaen-chveen pôa ey?
2. khmaw-day niw khaen-sdam pôa ey?
3. khmaw-day niw kondaal pôa ey?
4. ruup thost niw kondaal pôa ey?
5. ruup thost niw cit khdaa khien pôa ey?
6. ruup thost niw krayy khnoor look kruu pôa ey?
7. ruup thost niw khaen-chveen pôa ey?
8. khmaw-day niw khaen-chveen pôa 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 pôa liey?
2. khmaw-day naa-muoy pôa krohoom?
3. khmaw-day naa-muoy pôa khiew?
4. khmaw-day naa-muoy pôa khmaw?
5. doog pakaa naa-muoy pôa khmaw?
6. doog pakaa naa-muoy pôa krohoom?
7. doog pakaa naa-muoy pôa liey?
8. khmaw-day naa-muoy pôa liey?

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. reboh nih cia khmaw-day ri-ey?
2. reboh khaen-sdam muh cia khmaw-day ri-ey?
3. reboh khaen-chveen muh cia khmaw-day ri-ey?
4. reboh niw kondaal muh cia khmaw-day ri-ey?
5. reboh niw kondaal muh cia phaen-tii ri-ey?
6. reboh cit khdaa-khien nuh cia phaen-tii ri-ty?
7. reboh attiet nuh cia phaen-tii ri-ty?
8. reboh attiet nuh cia khmaaw-day ri-ty?

1. Is this thing a pencil (or what?)
2. Is that thing on the right a pencil?
3. Is that thing on the left a pencil?
4. Is that thing in the middle a pencil?
5. Is that thing in the middle a map?
6. Is that thing near the blackboard a map?
7. Is this other thing a map?
8. Is that other thing a pencil?

RESPONSE DRILLS

Drill A.

MODEL: Teacher: khfom mian khmaaw-day pemaan nry? (bry)
Student: look mian khmaaw-day bry.

How many pencils do I have? (three)
You have three pencils.

1. khfom mian siew-phiw pemaan nry? (prampil)
look mian siew-phiw prampil.
How many books do I have? (seven)
You have seven books.

2. khfom mian phaen-tii pemaan nry? (prambuon)
look mian phaen-tii prambuon.
How many maps do I have? (nine)
You have nine maps.

3. khfom mian kummuu pemaan nry? (pram)
look mian kummuu pram.
How many charts do I have? (five)
You have five charts.

4. khfom mian doong pakaa pemaan nry? (pli-ndop)
look mian doong-pakaa pli-ndop.
How many pens do I have? (twelve)
You have twelve pens.

Drill B.

MODEL: Teacher: khmaaw-day niw khaar-chrteq poa sy? (lieng)
Student: muoy khaar-chrteq poa lieng.

What color is the pencil on the left? (yellow)
The one on the left is yellow.

1. siew-phiw niw khaar-adam poa sy? (khmaaw)
muoy khaar-adam poa khmaaw.
What color is the book on the right? (black)
The one on the right is black.

2. ruup thoot niw cit khdaa-khien poa sy? (khiew)
muoy niw cit khdaa-khien poa khiew.
What color is the picture near the blackboard? (blue)
The one near the blackboard is blue.
3. phæn-tii kraoy khnoɔŋ look kruu póa ey? (krohoom) muoy niw kraoy khnoɔŋ look kruu póa krohoom.
   What color is the map behind the teacher? (red)
   The one behind the teacher is red.

4. kummu somrap bogrien aʔsɔo khmaɛ póa ey? (khmaw) muoy somrap bogrien aʔsɔo khmaɛ póa khmaɛ.
   What color is the chart for teaching Khmer consonants? (black)
   The one for teaching Khmer consonants is black.

5. doŋ pakaa niw kondaal póa ey? (khiew) muoy niw kondaal póa khiew.
   What color is the pen in the middle? (blue)
   The one in the middle is blue.

6. reboh aetjet muh póa ey? (līɛŋ niŋ krohoom) muoy tiet muh póa līɛŋ niŋ krohoom.
   What color is that other thing? (yellow and red)
   The other one is yellow and red.

Drill C.

MODEL: Teacher: khmaw-day naa-muoy póa līɛŋ? (khaaŋ-chveŋ) Student: muoy khaaŋ-chveŋ póa līɛŋ. The one on the left is yellow.

1. siew-phiiw naa-muoy somrap bogrien aʔsɔo ongleeʔ (khaaŋ-sdam) muoy khaaŋ-sdam somrap bogrien aʔsɔo onglee.
   Which pencil is yellow? (on the left)
   The one on the right is for teaching English letters.

2. ruup thoot naa-muoy cia ruup thoot tii-kroŋ phnum pīnʔ (niw cīt khaaŋ-khien) muoy niw cīt khaaŋ-khien cia ruup thoot tii-kroŋ phnum pīnʔ.
   Which book is for teaching English letters? (on the right)
   The one near the blackboard is a picture of the city of Phnom Penh.

3. phæn-tii naa-muoy cia phæn-tii srok khmaɛʔ (kraoy khnoɔŋ look kruu) muoy kraoy khnoɔŋ look kruu cia phæn-tii srok khmaɛ.
   Which map is a map of Cambodia? (behind the teacher)
   The one behind the teacher is a map of Cambodia.

4. kummu naa-muoy somrap bogrien aʔsɔo khmaɛʔ (niw cīt phæn-tii srok khmaɛ) muoy niw cīt phæn-tii srok khmaɛ cia kummu somrap bogrien aʔsɔo khmaɛ.
   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.
5. ɗoŋ pakaŋ naa-муoy pọa khmaw?
   (mıw kondaal)
muoy mıw kondaal cia ɗoŋ pakaŋ pọa khmaw.

6. siew-phiw naa-μuoy pọa khìew?
   (mıw kхааŋ-muŋ look)
u removing mıw kхааŋ-muŋ look cia siew-phiw pọa khìew.

Which pen is black? (in the middle)
The one in the middle is the black pen.
Which book is blue? (in front of you)
The one in front of you is the blue book.

Drill D.

MODEL: Teacher: nih cia khmaw-day riț-ty?
         (tee, ɗoŋ pakaŋ)
Student: tee, mıı mëŋ khmaw-day tee. nih cia ɗoŋ pakaŋ tee.

Is this a pencil or what? (no, a pen)
No, that's not a pencil. It's a pen.

1. nih cia siew-phiw soste riț-ty?
   (tee, siew-phiw meel)
tee, mıı mëŋ siew-phiw soste tee. nih cia siew-phiw meel tee.

Is this a notebook or what? (no, a book)
No, that's not a notebook. It's a book.

2. nih cia kummuu riț-ty? (tee, phaennentii)
tee, mıı mëŋ kummuu tee. nih cia phaennentii tee.

Is this a chart or what? (no, a map)
No, that's not a chart. It's a map.

3. nih cia phaennentii riț-ty?
   (tee, ruup thoot)
tee, mıı mëŋ phaennentii tee. nih cia ruup thoot tee.

Is this a map or what? (no, a picture)
No, that's not a map. It's a picture.

4. nih cia ɗoŋ pakaŋ riț-ty?
   (tee, khmaw-day)
tee, mıı mëŋ ɗoŋ pakaŋ tee. nih cia khmaw-day tee.

Is this a pen or what? (no, a pencil)
No, that's not a pen. It's a pencil.
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.

<table>
<thead>
<tr>
<th>pōa</th>
<th>khaaŋ-chvteŋ</th>
<th>kondaal</th>
<th>khaaŋ-sdam</th>
</tr>
</thead>
<tbody>
<tr>
<td>lieng</td>
<td>khmaiw-day 3</td>
<td>khmaiw-day 2</td>
<td>khmaiw-day 5</td>
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<tr>
<td></td>
<td>doŋ paka 2</td>
<td>doŋ paka 0</td>
<td>doŋ paka 1</td>
</tr>
<tr>
<td>khiew</td>
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<td>khmaiw-day 1</td>
<td>khmaiw-day 4</td>
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<td></td>
<td>doŋ paka 1</td>
<td>doŋ paka 3</td>
<td>doŋ paka 5</td>
</tr>
<tr>
<td>krohoom</td>
<td>khmaiw-day 5</td>
<td>khmaiw-day 4</td>
<td>khmaiw-day 6</td>
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<tr>
<td></td>
<td>doŋ paka 3</td>
<td>doŋ paka 2</td>
<td>doŋ paka 1</td>
</tr>
<tr>
<td>khmaiw</td>
<td>khmaiw-day 0</td>
<td>khmaiw-day 1</td>
<td>khmaiw-day 2</td>
</tr>
<tr>
<td></td>
<td>doŋ paka 6</td>
<td>doŋ paka 8</td>
<td>doŋ paka 4</td>
</tr>
</tbody>
</table>

Questions

1. niw khaaŋ-chvteŋ mian khmaiw-day lieng pemaan? (3)
2. niw khaaŋ-chvteŋ mian khmaiw-day khiew pemaan? (2)
3. niw khaaŋ-chvteŋ mian khmaiw-day krohoom pemaan? (5)
4. niw khaaŋ-chvteŋ mian khmaiw-day khmaiw teef? (tee)
5. niw khaaŋ-chvteŋ mian khmaiw-day teŋ-oh pemaan? (10)
6. niw kondaal mian khmaiw-day lieng pemaan? (2)
7. niw kondaal mian khmaiw-day khiew pemaan? (1)
8. niw kondaal mian khmaiw-day krohoom pemaan? (4)
9. niw kondaal mian khmaiw-day khmaiw pemaan? (1)
10. niw kondaal mian khmaiw-day teŋ-oh pemaan? (8)
11. niw khaaŋ-sdam mian khmaiw-day lieng pemaan? (5)
12. niw khaaŋ-sdam mian khmaiw-day khiew pemaan? (4)
13. niw khaaŋ-sdam mian khmaiw-day krohoom pemaan? (6)
14. niw khaaŋ-sdam mian khmaiw-day khmaiw pemaan? (2)
15. niw khaaŋ-sdam mian khmaiw-day teŋ-oh pemaan? (17)
16. khmaiw-day lieng teŋ-oh pemaan? (10)
17. khmaiw-day khiew teŋ-oh pemaan? (7)
18. khmaiw-day krohoom teŋ-oh pemaan? (15)
19. khmaiw-day khmaiw teŋ-oh pemaan? (3)
20. khmaiw-day dop-pram nuh pōa ey? (pōa krohoom)
21. niw khaaŋ-chvteŋ mian doŋ paka lieng pemaan? (2)
22. niw khaaŋ-chvteŋ mian doŋ paka lieng pemaan? (1)
23. និង កាល-ចំណាត់ មាន ដូង ពីការ ក្រហម ពេលមាន? (3)
24. និង កាល-ចំណាត់ មាន ដូង ពីការ ក្រមោ ពេលមាន? (6)
25. និង កាល-ចំណាត់ មាន ដូង ពីការ បំពង-ឈី ពេលមាន? (12)
26. និង ក់ដារ មាន ដូង ពីការ លីន ឈី? (tee)
27. និង ក់ដារ មាន ដូង ពីការ ចិញ្ចឹម ពេលមាន? (3)
28. និង ក់ដារ មាន ដូង ពីការ ក្រហម ពេលមាន? (2)
29. និង ក់ដារ មាន ដូង ពីការ ក្រមោ ពេលមាន? (8)
30. និង ក់ដារ មាន ដូង ពីការ បំពង-ឈី ពេលមាន? (13)
31. និង កាល-ស្តុង មាន ដូង ពីការ លីន ពេលមាន? (1)
32. និង កាល-ស្តុង មាន ដូង ពីការ ចិញ្ចឹម ពេលមាន? (5)
33. និង កាល-ស្តុង មាន ដូង ពីការ ក្រហម ពេលមាន? (1)
34. និង កាល-ស្តុង មាន ដូង ពីការ ក្រមោ ពេលមាន? (4)
35. និង កាល-ស្តុង មាន ដូង ពីការ បំពង-ឈី ពេលមាន? (11)
36. ដូង ពីការ លីន បំពង-ឈី ពេលមាន? (3)
37. ដូង ពីការ ចិញ្ចឹម បំពង-ឈី ពេលមាន? (9)
38. ដូង ពីការ ក្រហម បំពង-ឈី ពេលមាន? (6)
39. ដូង ពីការ ក្រមោ បំពង-ឈី ពេលមាន? (18)
40. ដូង ពីការ ដើម-ប្រួត នឹង បូស ឈី? (póa khmaw)
UNIT 14

BASIC DIALOGUE

Teacher
1. khmaw-day naa-muoy ʋɛɛŋ ciaŋ kee böŋ-oh? Which pencil is the longest?

First Student
2. khmaw-day póa liŋ. The yellow pencil.

Teacher
3. khmaw-day naa-muoy khlɛŋ ciaŋ kee böŋ-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 ʋɛɛŋ ciaŋ khmaw day póa khiew, tɔɛ khlɛŋ ciaŋ khmaw day póa liŋ. The red pencil is larger than the green one, but shorter than the yellow one.

Teacher
7. coh dɔɔŋ pakaa haeɔ niŋ khmaw-day póa khiew, aanaa ʋɛɛŋ ciaŋ? Which is larger, the pen or the blue pencil?

Fourth Student
8. khmaw-day ʋɛɛŋ ciaŋ. The pencil is larger.

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

First Student
10. niw kɔŋdaal khmaw-day pii tist. Between the other two pencils.

Teacher
11. haeɔ khmaw-day póa liŋ niw troŋnaa? And where is the yellow pencil?
12. nīw khaaŋ-chveeŋ.  
Second Student  
It's on the left.

Teacher  
/  

13. muoy khaaŋ-sdam pōa ēy?  
What color is the one on the right?

Third Student  
It's blue.

14. pōa khiew.

DIALOUGE FOR COMPREHENSION

kruu bonrien  

1. khmaw-day nāa-muoy vēŋ ciaŋ  
   kee bon-oh?

2. khmaw-day pōa lieŋ.

3. khmaw-day nāa-muoy khlyey ciaŋ  
   kee bon-oh?

4. pōa khiew.

5. coh khmaw-day pōa krohoom?

6. khmaw-day pōa krohoom vēŋ ciaŋ  
   khmaw-day pōa khiew, tae khlyey  
   ciaŋ khmaw-day pōa lieŋ.

7. coh doong pakaα haeŋ nīw khmaw-day,  
   aanaa vēŋ ciaŋ?

8. khmaw-day vēŋ ciaŋ.

koun seh

9. haeŋ khmaw-day pōa lieŋ nīw troŋnaa?

10. nīw khaaŋ-chveeŋ.

11. haeŋ khmaw-day pōa lieŋ nīw troŋnaa?

12. nīw khaaŋ-chveeŋ.

13. muoy khaaŋ-sdam pōa ēy?

14. pōa 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 bomphot 'most,' but the latter is usually replaced in colloquial speech by the phrase ciaŋ kee bon-oh 'more than all of them (others).' We have already encountered part of this phrase, kee bon-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 kracay belong to a different category of words which we can call prepositions.)

mun  'before'

kracay  'after'

mun (kee) bon-oh  'first of all'

kracay (kee) bon-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 bon-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:

\[
\begin{align*}
\text{vep} & \quad \text{vep ciag} & \quad \text{vep ciag} X & \quad \text{vep ciag kee bor-oh} \\
\text{'long'} & \quad \text{'longer'} & \quad \text{'longer than X'} & \quad \text{'longest of all'} \\
\text{khley} & \quad \text{khley ciag} & \quad \text{khley ciag} X & \quad \text{khley ciag kee bor-oh} \\
\text{'short'} & \quad \text{'shorter'} & \quad \text{'shorter than X'} & \quad \text{'shortest of all'}
\end{align*}
\]

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

\[
\begin{align*}
\text{lher} & \quad \text{'good'} & \quad \text{khlaq} & \quad \text{'strong, loud'} \\
\text{sruol} & \quad \text{'easy'} & \quad \text{tec} & \quad \text{'little, soft'} \\
\text{piasa} & \quad \text{'hard'} & \quad \text{nop} & \quad \text{'fast'} \\
\text{nyley} & \quad \text{'easy'} & \quad \text{yil} & \quad \text{'slow'}
\end{align*}
\]

RESPONSE DRILLS

Drill A.

**MODEL:** Teacher: khmaaw-day naa-muoy khley ciag kee bor-oh? (poa khiew) Which pencil is the shortest? (blue)

**Student:** khmaaw-day poa khiew khley ciag kee bor-oh. The blue pencil is the shortest.

1. doou pakaa naa-muoy khley ciag kee bor-oh? (poa khmaaw) Which pen is the shortest? (black)
   doou pakaa poa khmaaw khley ciag kee bor-oh. The black pen is the shortest.

2. khmaaw-day naa-muoy vep ciag kee bor-oh? (poa liang) Which pencil is the longest? (yellow)
   khmaaw-day poa liang vep ciag kee bor-oh. The yellow pencil is the longest.

3. doou pakaa naa-muoy vep ciag kee bor-oh? (poa krooom) Which pen is the longest? (red)
   doou pakaa poa krooom vep ciag kee bor-oh. The red pen is the longest.

4. mee-rrien naa sruol ciag kee bor-oh? (til-muoy) Which lesson is the easiest? (first)
   mee-rrien til-muoy sruol ciag kee bor-oh. The first lesson is the easiest.

5. khlia til-pmaan piisa ciag kee bor-oh? (til-pmmuoy) Which sentence is the hardest? (sixth)
   khlia til-pmmuoy piisa ciag kee bor-oh. The sixth sentence is the hardest.
6. khlia tii-pəmaan vəŋ ciąŋ kee bọŋ-oh? (tii-pii)
thlia tii-pii vəŋ ciąŋ kee bọŋ-oh.

Which sentence is the longest?
(Second)
The second sentence is the longest.

Drill B.

MODEL: Teacher: dɔɔŋ pakaŋ həsy nīŋ
khmaaw-day pọa khiew,
aanaa vəŋ ciąŋ?
(khmaaw-day pọa khiew)
Student: khmaaw-day pọa khiew vəŋ
ciąŋ.

Which is longer, the pen or
the blue pencil? (blue
color)
The blue pencil is longer.

1. khmaaw-day pọa lięŋ həsy nīŋ khmaaw-day
pọa krohoom, aanaa khīt ciąŋ?
(khmaaw-day pọa krohoom)
khmaaw-day pọa krohoom khīt ciąŋ.

Which is shorter, the yellow pencil
or the red pencil? (red pencil)
The red pencil is shorter.

2. mee-riən tii-dɔpby həsy nīŋ mee-riən
 tii-dɔpbun, aanaa srul ciąŋ?
tii-dɔpbty)
mee-riən tii-dɔpbty srul ciąŋ.

Which is easier, lesson 13 or
lesson 14? (13)
Lesson 13 is easier.

3. aŋsɔɔ oŋglee həsy nīŋ aŋsɔɔ khmaa,
aanaa pibaa9 ciąŋ. (Khmaa)
aŋsɔɔ khmaa pibaa9 ciąŋ.

Which is harder, the English
alphabet or the Khmer alphabet?
(Khmer)
The Khmer alphabet is harder.

4. koun seə həsy nīŋ kruu, nənnaa
meəl ṭọp ciąŋ? (kruu)
kruu meəl ṭọp ciąŋ.

Who reads faster, the students or
the teacher? (teacher)
The teacher reads faster.

Drill C.

MODEL: Teacher: khmaaw-day pọa krohoom
niw troynaa9 (niw kondaal)
Student: khmaaw-day pọa krohoom niw
kondaal.

Where is the red pencil?
in the middle
(The red pencil is in the
middle.

1. khmaaw-day pọa lięŋ niw troynaa9
(khaaŋ-sdəm)
hemaw-day pọa lięŋ niw khaaŋ-sdəm.

Where is the yellow pencil?
on the right
(The yellow pencil is on the right.

2. khmaaw-day pọa khiew niw troynaa9
(khaaŋ-sdəm)
hemaw-day pọa khiew niw khaaŋ-sdəm.

Where is the blue pencil? on
the right
(The blue pencil is on the right.

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3.  doog pakaa póa khmaw niw trognaei (khaan-muk look)
dooq pakaa póa khmaw niw khaan-muk khfom.

4.  ruup thoot look kruu niw trognaei (cit khdaa-khien)
ruup thoot look kruu niw cit khdaa-khien.

5.  phaen-tii srok khmaei niw trognaei (kondaal phaen-tii pii tiet)
phaen-tii srok khmaei niw kondaal phaen-tii pii tiet.

6.  kumnuu somrap bogriien aso khmaei niw trognaei (kraoy khnooy khfom)
kumnuu somrap bogriien aso khmaei niw kraoy khnooy look.

Where is the black pen?
in front of you.
The black pen is in front of me.

Where is the teacher's picture?
(near the blackboard)
The teacher's picture is near the blackboard.

Where is the map of Cambodia?
between the other two pictures.
The map of Cambodia is between the other two pictures.

Where is the chart for teaching Khmer letters?
(behind me)
The chart for teaching Khmer letters is behind you.

EQUIVALENCE DRILLS

Drill A.

MODEL: Teacher: khmaw-day póa liøy vet Ley
ciaa khmaw-day póa krooom.
Student: khmaw-day póa krooom khley
ciaa khmaw-day póa liøy.

1. doog pakaa póa khmaw khley ciaa
doog pakaa póa khiew.
doog pakaa póa khiew vet Ley ciaa doog
doola pótá khmaw.

2. mee-ríen tii-dopbuon pibaa? ciaa
mee-ríen tii-dopbey.
mee-ríen tii-dopbey srúol ciaa
mee-ríen tii-dopbuon.

3. asoó oonglee srúol ciaa asoó
khamae.
asoó khmaae pibaa ciay asoó
onglee.

4. koon seh meol yit ciaa kruu.
kruu meol fóp ciaa koon seh.

The yellow pencil is longer than the red pencil.
The red pencil is shorter than the yellow pencil.

The black pen is shorter than the blue pen.
The blue pen is longer than the black pen.
Lesson 14 is harder than Lesson 13.
Lesson 13 is easier than Lesson 14.
The English alphabet is easier than the Khmer alphabet.
The Khmer alphabet is harder than the English alphabet.
The students read slower than the teacher.
The teacher reads faster than the students.
5. look thaa khlaŋ ciəŋ khfnm.
   khfnm thaa tɛc ciəŋ look.
   You say it louder than I do.
   I say it softer than you do.

6. khlia nih yɨey yûl ciəŋ khlia kraiy.
   khlia kraiy pibaaŋ yûl ciəŋ khlia
   nih.
   This sentence is easier to under-
   stand than the next one.
   The next sentence is harder to
   understand than this one.

Drill B.

MODEL:  Teacher:  khmaw-day póa khiew
         khlty. khmaw-day
         attiet vɛŋ.
         The blue pencil is short.
         The other pencils are
         long.
         The blue pencil is the
         shortest of all.

Student: khmaw-day póa khiew
         khlty ciəŋ kee bɔŋ-oh.

1. dɔŋ pakaa póa krohoɔm vɛŋ. dɔŋ
   pakaa attietkhley.
   dɔŋ pakaa póa krohoɔm vɛŋ ciəŋ
   kee bɔŋ-oh.
   The red pen is long. The other
   pens are short.
   The red pen is the longest of all.

2. mee-rień nih pibaaŋ. mee-rień
   attiet srulɔ.
   mee-rień nih pibaaŋ ciąŋ kee bɔŋ-oh.
   This lesson is hard. The other
   lessons are easy.
   This lesson is the hardest of all.

3. khlia tii-pmmuɔy vɛŋ. khlia
   attiet khley.
   khlia tii-pmmuɔy vɛŋ ciąŋ kee bɔŋ-oh.
   Sentence six is long. The other
   sentences are short.
   Sentence six is the longest of all.

4. siew-phim nih sruluɔ.
   siew-phim attiet pibaaŋ.
   siew-phim nih sruluɔ ciąŋ kee bɔŋ-oh.
   This yellow book is easy. The
   other books are hard.
   This yellow book is the easiest
   of all.

5. koun seh khaŋ-sadam meel fɔp.
   koun seh attiet meel yɨit.
   koun seh khaŋ-sadam meel fɔp ciąŋ
   kee bɔŋ-oh.
   The student on the right reads
   fast. The other students read
   slow.
   The student on the right reads
   fastest of all.

6. ruup thọut khaŋ-chvɛŋ lʔoɔ.
   ruup thọut attiet min lʔoɔ tee.
   ruup thọut khaŋ-chvɛŋ lʔoɔ ciąŋ
   kee bɔŋ-oh.
   The picture on the left is good.
   The other pictures are no good.
   The picture on the left is the
   best of all.
Drill C.

MODEL: Teacher: khmaw-day póa krohoom niw kondaal khmaw-day pii tiet. The red pencil is between two other pencils.

Student: mian khmaw-day muoy niw khaap-chvēen, haey mian khmaw-day muoy tiet niw khaap-sdam.

There is one pencil to the left, and another one to the right.

1. siew-phīw póa lieng niw kondaal siew-phīw pii tiet. The yellow book is between two other books.

mian siew-phīw muoy niw khaap-chvēen, haey mian siew-phīw muoy tiet niw khaap-sdam.

There is one book to the left, and another one to the right.

2. phaen-tii tii-kroŋ phnom pii niw kondaal phaen-tii pii tiet. The map of Phnom Penh is between two other maps.

mian phaen-tii muoy niw khaap-chvēen, haey mian phaen-tii muoy tiet niw khaap-sdam.

There is one map to the left and another one to the right.

3. doong pakaa póa khmaw niw kondaal doong pakaa pii tiet. The black pen is between two other pens.

mian doong pakaa muoy niw khaap-chvēen, haey mian doong pakaa muoy tiet niw khaap-sdam.

There is one pen to the left and another one to the right.

4. ruup thoot look kruu niw kondaal ruup thoot pii tiet. The teacher's picture is between two other pictures.

mian ruup thoot muoy niw khaap-chvēen, haey mian ruup thoot muoy tiet niw khaap-sdam.

There is one picture to the left, and another one to the right.

Drill D.

MODEL: Teacher: khmaw-day póa krohoom vēŋ lomoom. The red pencil is of average length.

Student: khmaw-day póa krohoom vēŋ ciŋ khmaw-day khlah, khley ciŋ khmaw-day khlah. The red pencil is longer than some pencils and shorter than others.

1. mee-rīen tii-doppīi srul lomoom. Lesson 12 is of average difficulty.

mee-rīen tii-doppīi srul ciŋ mee-rīen khlah, pibae? ciŋ mee-rīen khlah. Lesson 12 is easier than some lessons and harder than others.
2. koun seh khaap-chvæng muh meel hop lemøom.  
   koun seh khaap-chvæng muh meel  
   hop ciæg koun seh khlah, yit  
   ciæg koun seh khlah.  

   The student on the left reads  
   at the proper speed.  

   The student on the left reads  
   faster than some students and  
   slower than others.  

3. koun seh khaap-sdam muh niyiey khlaø  
   lemøom.  

   koun seh khaap-sdam muh niyiey khlaø  
   ciæg koun seh khlah, tæ ciæg koun  
   seh khlah.  

   The student on the right speaks  
   just loud enough.  

   The student on the right speaks  
   louder than some students and  
   softer than others.  

4. khlia tii-pmpil vєø lemøom.  
   khlia tii-pmpil vєø ciæg khlia  
   khlah, khly ciæg khlia khlah.  

   Sentence seven is of average length.  

   Sentence seven is longer than some  
   sentences and shorter than others.
UNIT 15

NARRATION

1. kee niyley ompii reboh khlah niw khnoq bontup rien.
2. kruu suO tiw koun seh niw somnuo khlah, doucia: anih s?ey?
3. kruu bophaak khmaw-day tiw koun seh.
4. koun seh men? chlaey somnuo kruu.
5. kee thaa: niw cia khmaw-day.
6. kruu co?ol tiw siew-phiw, haey suO thaa: coh aamuh?
8. mian reboh khlah tiet dael kee niyley khnya niw khnoq bontup rien.
9. s?ey niw cifoeng, kruu suO tiw koun seh.

11. haey kruu suO tiet thaa: phaen-tii srok ey?
12. koun seh tii-muoy chlaey thaa: phaen-tii srok khmat.
13. kee chlaey trew, pontac kOt coq deq ompii ruup muoy tiet dael niw khaaq-chvteq.
14. koun seh nuh ko prap tiw kruu thaa, cia phaen-tii tii-koq phnum pi?.
15. taO mian kumnuu muoy tiet niw cit khdaa khien.
16. kruu coq deq thaa, tae kumnuu nuh somrap thvee over?
18. koun seh men? tiet suO tiw kruu thaa: tae kee rien sosse avsco cylew niq?
19. kruu ko prap tiw kee thaa: nteO tiet baan yeq riq.
20. haey koun seh koO chup suo.

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

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21. kruu kan khmaw-day niw day, haey suo tiw koun seh.
22. kót suo tiw kee thaa: khfom mián khmaw-day penaam?
23. koun seh mené? chlaey thaa: look kruu mián khmaw-day bey.
24. medooŋ nih kee niyiey ompii póa.
25. khmaw-day khaŋ-chvën póa ey?
27. kraoy móo', kruu suo tiw kee tiet thaa;
28. muoy niw khaŋ-sdam haey niŋ niw kondaal póa ey?
29. kee chlaey thaa: muoy niw khaŋ-sdam póa khiew, muoy niw kondaal póa krohoom.
30. ruoc haey, kee niyiey khnia ompii doŋ pakaa, haey niŋ póa ney doŋ pakaa téŋ-oh nhu.

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

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31. medooŋ nih kruu kan khmaw-day pii niw day.
32. kót suo tiw koun seh thaa: khmaw-day naa muoy vën ciang kee boŋ-oh?
33. koun seh mené? yûl sommuo, koo chlaey thaa: khmaw-day póa lieŋ vën ciang kee boŋ-oh.
34. kruu ko suo tiw koun seh mené? tiet:
35. coh khmaw-day naa khly ciaŋ kee boŋ-oh?

36. kee ohsæy thaa; khmaw-day póa krohoom khly ciaŋ kee boŋ-oh.

37. kraoy pii nih, kee niyiey ompii dooŋ pakaa haey niŋ khmaw-day.

38. kruu boŋriën, kót coŋ deŋ thaa tae khmaw-day póa khiew veŋ ciaŋ dooŋ pakaa ri-ty?

39. koun seh mené? chlaey khoh.

40. haey kruu koo boŋkóp aoy koun seh mené? tiet ohsæy somnuo dodatl.

31. This time the teacher holds two pencils in his hand.

32. He asks the students: 'Which pencil is longest?'

33. A student understands the question and replies that the yellow pencil is longest.

34. So the teacher asks another student:

35. 'And which pencil is shortest?'

36. He answers: 'The red pencil is shortest.'

37. After this, they talk about pens and pencils.

38. The teacher would like to know whether the blue pencil is longer than the pen.

39. One of the students answers wrong.

40. So then the teacher orders another student to answer the same question.

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NEW VOCABULARY

New items used in the Narration above include the following:

1. **Verbs**

   niyiey  to speak, talk  kan  to hold
   boŋhaffi  to show  boŋkóp  to order, command
   coʊŋol  to point out
   kraek  to get up
   chōo  to stand
   deŋ  to know
   chup  to stop

2. **Nouns**

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

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3. Functional Words

çylew níŋ    immediately (cf. çylew níh)
ovey = ey    what
ompili    about, concerning
nèw    at, in

(suo... nèw sommuo khlaŋ 'ask (in) various questions');
douccla 'such as' (douc 'like' – cia 'to be');
bœn (introducing a clause) 'only then, no sooner then that';
ko, koo 'so, then' (corrects clauses);
tae 'whether' (introduces included questions; see below.)

NOTE: Included Quotations; /tha/ and /tae/

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

kee haw /tha/ siew-phiw.
meel /tha/ kmët srulo rień.
köt chlæy /tha/: nœh cia siew-phiw.

/kruu sœh præp tw kruu /tha/ cia phœñ-tii.

"They call it 'book.'
'It reads 'Khmer is easy to learn.'
'He answered, 'That's a book.'
'He answered that that was a book.'
'The student told the teacher, 'It's a map.'
'The student told the teacher that it was a map.

/kruu sœh tiet /tha/ phœñ-tii srok ey?

"The teacher asked further; 'What country is it a map of?'
'The students ask the teacher 'Are we going to learn to write right away?'
'The students ask the teacher whether they are going to learn to write right away.

/kruu conq deŋ /tha/ tae kumnuu nœh somrap thœes œvty?

"The teacher wants to know, 'What is that chart used for?'
"The teacher wants to know what 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 /tha/, 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 /tha/ in Khmer:
niyley 'to speak'  
deq 'to know'

prap 'to tell'  
kit 'to think'

suo 'to ask'  
meel 'to read'

chlaey 'to answer'  
soste 'to write'

haw 'to call'  
boŋkôp 'to order'

*təə* 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 təə. But after expressions like cóp deq 'wants to know' (see last example) the tendency to introduce even information questions with təə is a strong one. Yes-no questions introduced by təə are often followed by ri-ty? instead of təə. Example:

kót cóq deq təə təə khamaw-day póa khlew  
vetŋ ciŋ doong pakaay ri-ty?

*He wants to know whether the blue 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 khamaw-day.  
(koun seh mënè? chlaey)

Student: koun seh mënè? chlaey thas:  
nih cia khamaw-day.

**This is a pencil. (One student answers)**

This is a map of Phnom Penh.  
(The student tells the teacher)

**1. nih cia phaen-tii tli-kroŋ phnum piŋ.**  
(koun seh nhu prap tiw kruu)  
koun seh nhu prap tiw kruu thas:  
nih cia phaen-tii tli-kroŋ phnum piŋ.

This is a map of Phnom Penh.  
(The student tells the teacher)

2. mian reboh khla nh khnôŋ bontup rien. (kee niyley)  
kee niyley thas mian reboh khla nh khnôŋ bontup rien.

There are some things in the classroom. (They say)

3. khmae srul rien. (khlia mun boŋ-oh meel)  
khlia mun boŋ-oh meel thas khmae srul rien.

Khmer is easy to learn. (The first sentence reads)  
The first sentence reads: 'Khmer is easy to learn.'

4. ntəə tiet baan yeŋ rien.  
(kruu chlaey tiw kee)

kruu chlaey tiw kee thas: ntəə tiet baan yeŋ rien.

It'll be a little while before we study it. (The teacher tells them)

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)?

1. kee rien soste a'soo cylew ni? (koun seh suq tiw kruu)
koun seh suq tiw kruu thaa: kee rien soste a'soo cylew ni? (rih)?

2. s?ey niw cificé? (kruu suo tiw koun seh)
kruu suo tiw koun seh thaa: s?ey niw cificé?

3. kumnuu nuh somrap thvee cy? (kruu coq deq)
kruu coq deq thaa: kumnuu nuh somrap thvee cy?

4. khfoom mian khmaw-day pemaan ni? (kót suo tiw kee)
kót suo tiw kee thaa: khfoom mian khmaw-day pemaan ni?

Is that a book? (The teacher asks)
The teacher asks whether that's a book.

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.

What's on the wall? (The teacher asks the students)
The teacher asks the students what's on the wall.

What's that chart for? (The teacher wants to know)
The teacher wants to know what that chart is for.

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: khmat srual rien tee? (khfoom suq)
Student: khfoom suq thaa tae khmat srual rien tee?

1. look l11 tee? (khfoom suq)
khfoom suq thaa tae look l11 tee?

2. look têq-oh khnia rô? khoek tee? (khfoom suq)
khfoom suq thaa tae look têq-oh khnia rô? khoek tee?

3. yïlt lemôom tee, look kruu? (khfoom suq)
khfoom suq thaa tae yïlt lemôom tee, look kruu?

Is Khmer easy to learn? (I'm asking)
I'm asking if Khmer is easy to learn.

Do you hear? (I'm asking)
I'm asking if you hear.

Have you all found it? (I'm asking)
I'm asking if you have all found it.

Is that slow enough, teacher? (I'm asking)
I'm asking if that's slow enough, teacher.
4. né? bontóp, oyglee pibaa sosée tee? (khñom suo né? bontóp)
khñom suo né? bontóp thaa tae oyglee pibaa sosée tee?

5. khlia nih, look têŋ-oh khnia yûl tee? (khñom suo look têŋ-oh khnia)
kñom suo look têŋ-oh khnia thaa tae yûl 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 vêŋ, tae aanuh vêŋ ciąŋ.
Student: aanuh vêŋ ciąŋ aanih.

This one is long, but that one is longer.
That one is longer than this one.

1. khmaw-day krohoom khljy, tae aakhiew khljy ciąŋ.
khnaw-day khieł khljy ciąŋ khmaw-day krohoom.
The red pencil is short, but the blue one is shorter.
The blue pencil is shorter than the red one.

2. mee-ríen tii-dóp béy pibaa?, tae mee-ríen nih pibaa ciąŋ.
mee-ríen nih pibaa ciąŋ mee-ríen tii-dóp béy.
Lesson 13 is hard, but this lesson is harder.
This lesson is harder than Lesson 13.

3. doon paka póa khmaw srul soste, tae doon paka póa lieŋ srul ciąŋ.
doon paka póa lieŋ srul soste ciąŋ doon paka 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 fôp, tae look kruu meel fôp ciąŋ.
look kruu meel fôp ciąŋ look.
You read fast, but the teacher reads faster.
The teacher reads faster than you do.

5. khmaw-day khaaŋ-chvẹng póa krohoom, tae muoy kondaal krohoom ciąŋ.
muoy kondaal krohoom ciąŋ khmaw-day khaaŋ-chvẹng.
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 thoot nih lōko, tae muoy crih khdas-khien lōko ciŋ. muoy crih khdas khien lōko ciŋ ruup thoot 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 póa khiew khlny ciŋ kee bôγ-oh. Student: khmaw-day póa khiew khlny; khmaw-day astti śt vēziγ.

1. doγ pakaa póa krohoom vēziγ ciŋ kee bôγ-oh. The red pen is the longest of all.
   doγ pakaa póa krohoom vēziγ; doγ pakaa astti śt khlny. The red pen is long. The other pens are short.

2. mee-rīn nih pīβaa? ciŋ kee bôγ-oh. This lesson is the hardest of all.
   mee-rīn nih pīβaa?; mee-rīn astti śt sruol. This lesson is hard. The other lessons are easy.

3. sīw-phīw liēγ sruol ciŋ kee bôγ-oh. The yellow book is the easiest of all.
   sīw-phīw liēγ sruol; sīw-phīw astti śt pīβaa?. The yellow book is easy. The other books are hard.

4. kōun seh khaŋ-sdam nū mën fōp ciŋ kee bôγ-oh. The student on the right reads fastest of all.
   kōun seh khaŋ-sdam nū mën fōp; kōun seh astti śt mēl yīit. The student on the right reads fast.
   The other students read slowly.

5. phaŋ-tii khaŋ-chvēŋ nū lōko ciŋ kee bôγ-oh. That map on the left is the best of all.
   phaŋ-tii khaŋ-chvēŋ nū lōko; phaŋ-tii astti śt mēl lōko te. That map on the left is good. The other maps are not (as) good.
Drill C.

MODEL: Teacher: khmaw-day muoy niw khaap-chvteq
khmaw-day nih, haey khmaw-day
muoy tiet niw khaap-sdam
khmaw-day nih.

Student: khmaw-day nih niw kondaal
khmaw-day pii tiet.

1. phan-tii muoy niw khaap-chvteq
phan-tii nih, haey phan-tii
muoy tiet niw khaap-sdam
phan-tii nih.
phan-tii nih niw kondaal phan-tii
pii tiet.

One pencil is to the left of this pencil, and
another is to the right of it.
The pencil is between two other pencils.

One map is to the left of this map, and
another to the right of it.
The map is between two other maps.

One book is in front of this book, and another behind it.
The book is between two other books.

One chart is to the left of this chart, and another to the right of it.
The chart is between two other charts.

One pen is to the left of this pen, and another to the right of it.
The pen is between two other pens.

1. siew-phiw muoy niw khaap-muk siew-phiw
nih, haey siew-phaw muoy tiet niw
khaap-kroey siew-phiw nih.
siew-phiw nih niw kondaal siew-phiw
pii tiet.

2. kumnuu muoy niw khaap-sdam kumnuu
nih, haey kumnuu muoy tiet niw
khaap-chvteq kumnuu nih.
kumnuu nih niw kondaal kumnuu pii
tiet.

3. dooy pakaa muoy niw khaap-chvteq
dooy pakaa nih, haey dooy pakaa
muoy tiet niw khaap-sdam dooy
pakaa nih.
dooy pakaa nih niw kondaal dooy
pakaa pii tiet.

4. One pencil is to the left of this pencil, and
another is to the right of it.
The pencil is between two other pencils.
UNIT 16

BASIC DIALOGUE

Teacher
1. siew-phiw mekunno hnh, téng-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 khaan-lee póa ey? What color is the one on top?

Second Student
4. póa khiew cah. It's dark blue.

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

Third Student
6. póa meesk. It's sky-blue.

Teacher
7. haey coh aamuoy bontóp pii sakraom 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 sáalee kee boŋ-oh? And how about the one next to the one on the top?

Second Student
10. póa lieng tum. It's orange.

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

Third Student
12. tee, min mën tee. nuh cia siew-phiw sosée tee. No, it isn't. That's a (writing) notebook.
Dialogue and Variations for Comprehension

Kruu Bonriern

1. siew-phiw meknnoo nih, teuy-oh pemaen?
2. baat, mian siew-phiw buon.
3. amuoy khaay-lee póa sy?
4. póa khiew cah.
5. ooh amuoy khaay-kraom póa sy?
6. póa meek.
7. haey ooh amuoy bontôp pii aakraom kee bor-oh?
8. siew-phiw mûh póa soo.
9. haey ooh amuoy bontôp pii aalee kee bor-oh?
10. póa lieuy tum.
11. coh stey khmaw nuh, cia siew-phiw meol datit?
12. tee, mian meen tee. nuh cia siew-phiw sostee.

Variation One:

Kruu Bonriern

1. look mian siew-phiw sostee pemaen niw nuh?
2. khñom mian buon.
3. amuoy khaay-lee póa sy?
4. póa krooom.
5. ooh amuoy khaay-kraom póa sy?
6. póa lieuy.
7. haey ooh amuoy bontôp pii aakraom kee bor-oh?
8. siew-phiw mûh póa khiew.
9. haey ooh amuoy bontôp pii aalee kee bor-oh?
10. póa khmaw.
11. coh stey póa soo nuh, cia siew-phiw sostee datit?
12. tee, mian meen tee. nuh cia siew-phiw meel tee.

Variation Two:

1. siew-phiw teuy-oh pemaen, meknnoo nuh?
2. khñom mian siew-phiw prambey niw niw.
3. siew-phiw pii khaay-lee póa sy?
4. pii khaay-lee póa khiew cah.
5. ooh pii khaay-kraom póa sy?
6. póa meek.
7. haey coh siew-phiw pii bontôp pii siew-phiw kraom kee bor-oh?
8. siew-phiw pii mûh póa soo.

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9. haey coh siew-phiw pii bontōp pii
   siew-phiw lee kee boŋ-oh?
10. póa lieng tum.
11. coh sə̄y khmaw nuh, cia siew-phiw
    meel dat?/
12. tee, min meen tee. nuh
    cia siew-phiw soseə.

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

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>nə̄-nəa</td>
<td>'who'</td>
<td>look</td>
</tr>
<tr>
<td>tə̄y</td>
<td>'what?'</td>
<td>siew-phiw</td>
</tr>
<tr>
<td>sə̄ty</td>
<td>'what sort of thing?'</td>
<td>khном</td>
</tr>
<tr>
<td></td>
<td>'something or other'</td>
<td>mee-rien</td>
</tr>
<tr>
<td>oyə̄y</td>
<td>'what? what sort of thing?'</td>
<td>koun seh</td>
</tr>
</tbody>
</table>

The difference between /tə̄y/ and /sə̄ty/ is partly semantic and partly functional. /sə̄ty/ corresponds to the full phrase /cia oyə̄y/ 'to be what, to be something,' and in colloquial speech even replaces /reboh/ 'thing' in some of its uses. /sə̄ty/ is more common than /tə̄y/ as a noun replacement, but it does not itself occur as a noun modifier (as does /tə̄y/ - see below). The difference between /oyə̄y/ and the other two words for 'what?' is partly stylistic and partly phonetically determined: /oyə̄y/ is the literary version of /tə̄y/, 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 thəəoyə̄y/ 'for doing what, for what purpose?'

2) Replacing Noun Modifiers

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>tə̄y</td>
<td>'what?'</td>
<td>siew-phiw tə̄y</td>
</tr>
<tr>
<td>nə̄a</td>
<td>'which?'</td>
<td>siew-phiw nə̄a</td>
</tr>
<tr>
<td>tii-pemaan</td>
<td>'which in a series?'</td>
<td>tumpoa tii-pemaan</td>
</tr>
<tr>
<td>pemaan</td>
<td>'how many?'</td>
<td>siew-phiw pemaan</td>
</tr>
<tr>
<td>nə̄-nəa</td>
<td>'whose?'</td>
<td>siew-phiw nə̄-nəa</td>
</tr>
<tr>
<td>póa tə̄y</td>
<td>'what color?'</td>
<td>siew-phiw póa tə̄y</td>
</tr>
<tr>
<td>(yaap) məc</td>
<td>'what kind of'</td>
<td>siew-phiw yaap məc</td>
</tr>
<tr>
<td>or yaap-nəa</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3) Replacing Verbal or Prepositional Phrases

Example

*atn=aa* 'where?'
*ciit khdaa khien, niw-nih*

*torng-naa* 'which place?'
*niw kha=ng-chveq niw lee*

*(ya=t=ng)* mce 'how? why?'
*yiit-yiit, srul nah*

*(ya=t=ng-naa)* '!!'
*yiit-yiit, srul nah*

*thvee ovyy* 'for what purpose?'
*soste a=s=oo khmae*

*pemaam* 'to what extent?'
*tec, craen*

*(tha=aa) mce* 'in what words'
*(quotation)*

RESPONSE DRILLS

Drill A. Nouns and Noun Phrases

**MODEL:** Teacher: sô=ey khmaw nuh?
*(siew-phiw soste)*

Student: nuh cia siew-phiw soste.

That's a notebook.

1. sô=ey niw ciit khdaa khien?
   *(ruup thoot)*
   *ruup thoot niw ciit khdaa khien.*
   What's that near the blackboard?
   *(picture)*
   That's a picture near the blackboard.

2. ne=on=aa ni=ey=ey mun kee boq=sh?
   *(look kruu)*
   *look kruu ni=ey=ey mun kee boq=sh.*
   Who speaks first of all?
   *(the teacher)*
   The teacher speaks first of all.

3. look kruu suo taw ne=on=aa?
   *(koun seh tii-bey)*
   *look kruu suo taw koun seh tii-bey.*
   Who is the teacher asking?
   *(the third student)*
   The teacher is asking the third student.

4. sô=ey niw kreaoy khnooy khnom?
   *(siew-phiw meel)*
   *siew-phiw meel niw kreaoy khnooy look.*
   What's that behind me?
   *(a book)*
   That's a book behind you.

5. koun seh ni=ey thvee ey?
   *(rien khmae)*
   *koun seh ni=ey rien khmae.*
   What's that student doing?
   *(studying Khmer)*
   The student's studying Khmer.

6. look meel ey? *(kummuu)*
   *khnom meel kummuu.*
   What are you looking at? *(chart)*
   I'm looking at a chart.

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Drill B. Noun Modifiers

MODEL: Teacher: look mian siew-phiw pemaan? (pil)
Student: khfom mian siew-phiw pil.

1. kmaw-day naa-muoy veet ciang kee bop-oh? (poa khiew cah)
   kmaw-day poa khiew cah veet ciang kee bop-oh.
   Which pencil is the longest? (dark blue)
The dark blue pencil is the longest.

2. look kruu coq aoy khfom baek siew-phiw ty? (lieq)
   look kruu coq aoy look baek siew-phiw liet.
   What book does the teacher want me to open? (yellow)
The teacher wants you to open the yellow book.

3. look meel mee-rien tii-pemaan? (dop-pmmuoy)
   khfom meel mee-rien tii-dop-pmmuoy.
   Which lesson are you reading? (sixteen)
I'm reading Lesson 16.

4. dgoq pakaa poa ty l00 ciang kee bop-oh? (poa meek)
   dgoq pakaa poa meek l00 ciang kee bop-oh.
   What color pen is the best? (sky-blue)
The sky-blue pen is the best.

5. nuh cia ruup-thoot neq-naa?
   (look kruu)
   nuh cia ruup-thoot look kruu.
   Whose picture is that? (the teacher)
That's the teacher's picture.

6. look mian siew-phiw soste pemaan? (prampil)
   khfom mian siew-phiw soste prampil.
   How many notebooks do you have? (seven)
I have seven books.

Drill C. Replacing Verbal and Prepositional Phrases

MODEL: Teacher: siew-phiw poa soo niw-atnaa? (khaap-kraom)
Student: siew-phiw poa soo niw khaap-kraom.

Where is the white book? (on the bottom)
The white book is on the bottom.

1. kmaw-day poa lieq niw tron-naa? (khaap-sdam)
   kmaw-day poa lieq niw khaap-sdam.
   Where is the yellow pencil? (on the right)
The yellow pencil is on the right.

2. kumnuu nuh somrap three cy? (bopriem a'soo kmcaet)
   kumnuu nuh somrap bopriem a'soo kmcaet.
   What is that chart for? (teaching the Khmer alphabet)
That chart is for teaching the Khmer alphabet.

3. look kruu coq aoy khfom niisyey yaq mec? (y1it leomom)
   look kruu coq aoy look niisyey y1it leomom.
   How does the teacher want me to speak? (at the proper slow speed)
The teacher wants you to speak at the proper slow speed.
4. phaet-ti til-kro gö phnum piñ
naw-aenaa? (kracy khnoong look)
phan-ti til-kro gö phnum piñ niw
kracy khnoong khnom.

Where is the map of the city of
Phnom Penh? (behind you)
The map of the city of Phnom Penh
is behind me.

5. koun seh nuh niemy thaa ntcy
(khmæ pibaa riën)
koun seh nuh niemy thaa; khmæ
pibaa riën.

What did that student say?
(Khmer is hard to learn)
The student said that Khmer is
hard to learn.

6. look kruu cong aoy khnom sōste pemaan
tiêt? (muọt tumpoa tiêt)
look kruu cong aoy sōste
metumpoa tiêt.

How much more does the teacher
want me to write? (one more page)
The teacher wants you to write
one more page.

TRANSFORMATION DRILLS

Drill A. Replacing Information with Interrogative Words

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

Teacher: look kruu niemy mun kee
boŋ-oh. (look kruu)
The teacher speaks first
of all. (the teacher)

Student: nō?naa niemy mun kee boŋ-oh? Who speaks first of all?

1. kraøy khnooy khnom mian phaet-ti
muoy. (phaet-ti muoy)

Behind me there is a map.
(a map)

2. koun seh niý rięn soste aʔsso khmæ.
(soste aʔsso khmæ)
koun seh niý rięn thée ey?
The student is learning how to
write Khmer letters. (write
Khmer letters)

What is the student learning how
to do?

3. koun seh tɔʔ-oŋ khnią mēl kummuu.
(kummuu)
koun seh tɔʔ-oŋ khnią mēl ey?
All the students are looking at
the chart. (the chart)

What are all the students looking
at?

4. khmaw-day póa khigw caḥ vęćh ciaŋ
kee boŋ-øh. (pōa khigw caḥ)
khmaw-day nāa-muoy vęćh ciaŋ kee
boŋ-øh?
The dark blue pencil is the
longest. (dark blue)

Which pencil is the longest?

5. khnom mian siew-phiw soste prampił.
(prampił)
khnom mian siew-phiw soste pemaaŋ?
I have seven notebooks.
(seven)

How many notebooks do you have?

6. look kruu cong aoy yęŋ niemy fōp
ntć. (fōp ntć)
look kruu cong aoy yęŋ niemy yaaŋ
nāa?
The teacher wants us to speak a
little faster. (a little faster)

How does the teacher want us to
speak?
7. khmaw-day póa lieŋ tum niw kondaal kee. (niw kondaal kee)
khmaw-day póa lieŋ tum niw-a? (niw-a)

8. yeŋ rien mee-rieng tii-dop-pmnuoy.
(tii-dop-pmnuoy)
yeŋ rien mee-rieng tii-pamaan?

9. doŋ pakaa póa meek cia rebôk look
kruu. (look kruu)
doŋ pakaa póa meek cia rebôk
né?naa?

10. koun seh niyey thaa khmaet srul
rien. (khmaet srul rien)

koun seh niyey thaa mecf?

The orange pencil is in the middle.
(in the middle)
Where is the orange pencil?

We are studying Lesson 16. (16)
Which lesson are we studying?

The sky-blue pen belongs to the
teacher. (the teacher)
Who does the sky-blue pen belong
to?

The students say that Khmer is
easy to learn. (Khmer is easy
to learn)
What do the students say?

Drill B. Progressive Replacement with Interrogative Words

MODEL: (Used in all drill sentences)
Teacher: koun seh meel siew-phiw
khmaet póa lieŋ niw
khnoŋ bontup leek pram.
(koun seh)
Student: né?naa meel siew-phiw khmaet
póa lieŋ niw khnoŋ bontup
leek pram?

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

1. koun seh meel siew-phiw khmaet póa
lieŋ niw khnoŋ bontup leek pram.
(siew-phiw khmaet)
koun seh meel ëy póa lieŋ niw
khnoŋ bontup leek pram?

The students are reading the yellow
Khmer book in Classroom Five.
(Khmer book)
What is the yellow thing the stu-
dents are reading in Classroom
Five?

2. koun seh meel siew-phiw khmaet póa
lieŋ niw khnoŋ bontup leek pram.
(khmaet)
koun seh meel siew-phiw ëy póa lieŋ
niw khnoŋ bontup leek pram?

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

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3. koun seh meel siew-phiw khmat póa
   liёŋ niw khnoŋ bontup leek pram.
   (póa liёŋ)
   koun seh meel siew-phiw khmat póa
   sy 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 khmat póa
   liёŋ niw khnoŋ bontup leek pram.
   (bontup leek pram)
   koun seh meel siew-phiw khmat póa
   liёŋ niw-atnai?

   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 khmat póa
   liёŋ niw khnoŋ bontup leek pram.
   (leek pram)
   koun seh meel siew-phiw khmat póa
   liёŋ 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-phìw nàa thom ciaŋ kee boŋ-oh? Which books are the biggest?

First Student
2. siew-phìw pii nìw khaŋ-kraom thom ciaŋ kee boŋ-oh. The two books on the bottom are the biggest.

Teacher
3. siew-phìw nàa touc ciaŋ kee boŋ-oh? Which books are the smallest?

Second Student
4. siew-phìw pii nìw khaŋ-lee touc ciaŋ kee boŋ-oh. The two books on top are the smallest.

Teacher
5. coh siew-phìw sostee? And the notebooks?

Third Student
6. siew-phìw sostee thom ciaŋ siew-phìw meel teŋ-buon. The notebooks are bigger than all four books.

Teacher
7. siew-phìw póa meek nìw-atnaa? Where is the light blue book?

First Student
8. nìw kraom kee. It's on the bottom.

Teacher
9. coh siew-phìw póa khiew can? And the dark blue book?

Second Student
10. nìw lee kee. It's on the top.

Teacher
11. haŋ siew-phìw pii tìet nìw-atnaa? And where are the other two books?

Third Student
12. nìw kondaal kee. They're in the middle.

Teacher
13. baan, lòó. Good.
DIALOGUE FOR COMPREHENSION

kruu bonprien

1. siew-phiw naa thom ciaŋ kee bon-oh?
2. siew-phiw pií niw khaŋ-kraom thom ciaŋ kee bon-oh.
3. siew-phiw naa touc ciaŋ kee bon-oh?
4. siew-phiw pií niw khaŋ-lee touc ciaŋ kee bon-oh.
5. coh siew-phiw sosce?
6. siew-phiw sosce thom ciaŋ siew-phiw meel teŋ-buon.
7. siew-phiw póa meek niw-atnaat?
8. niw kraom kee.
9. coh siew-phiw póa khiew cah?
10. niw lee kee.
11. haey siew-phiw pií tiet niw-atnaat?
12. niw kondaal kee.
13. baan, loo.

koun seh

NOTE: The Four Most Common Verbs

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

1. cia 2. niw 3. mian 4. kīl 5. mēn 6. (zero)

Examples:

1. niw cia siew-phiw. This is a book.
2. siew-phiw póa khiew niw kraom kee. The blue book is on the bottom.
3. mian siew-phiw pií. There are two books.
4. siew-phiw thom ciaŋ kee bon-oh kīl siew phew kraom kee bon-oh. The biggest book of all is the one on the very bottom.

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/mīn... tee/ formula. The following table of negative constructions shows that there are only four verbs involved (not five), plus the negative equational type.

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>cia</td>
<td>mīn-mēn cia</td>
<td>niw mīn-mēn cia siew-phiw tee. 'This is not a book.'</td>
</tr>
</tbody>
</table>
Positive      Negative      Example
2. niw        min-meen niw  siew-phiw póa khiew min-meen niw
              khaan-kraom tee.
              'The blue book is not on the bottom.'
3. mian       khmian (min mian)  khmian siew-phiw tee.
              'There aren't any books.'
4. kil        min meen       nuh min meen siew-phiw khnom tee.
              'That isn't my book.'
5. (zero)     min meen       siew-phiw khnom min meen póa soo tee.
              'My book is not white.'

Note that the negative forms of /kil/ and the equational sentence type are
identical: /min meen/; and also that /kil/ does not occur after any negative,
nor /meen/ without some kind of a negative in front of it. For this reason we
can say that /kil/ and /meen/ are actually two different forms of the 'same'
verb. There is another /meen/, however, which functions as the substitute for
'zero' in the equational type of sentence, and also in the negative forms of /cia/
and /niw/; it is perhaps simpler to regard the whole sequence /min meen/ as a
compound negative in these occurrences, and hyphenate it to show that it is dif-
ferent from the /min meen/ which is the negative of /kil/. (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 a'
2. niw       'to be located in the position of'   'to be at'
3. mian      'to exist; there is, there are'
              (with preceding subject: 'to have' –/khnom mian pil/, 'I have two.')
4. kil       'to be equivalent to'       'to be the'
5. (zero)    'to be characterized by'    'to be'

SUBSTITUTION DRILLS

Drill A. /cia/

1. khnom cia koun seh. I'm a student.
2. khnom cia kruu bogrien. I'm a teacher.
3. look cia kruu bogrien. You're a teacher.
4. look srey cia kruu bogrien. You (f) are a teacher.
5. look srey cia koun seh. You (f) are a student.
6. look cia koun seh. You (m) are a student.
7. khnom cia koun seh. I'm a student.
Drill B. /niw/

1. khmaw-day póa lieng tum niw khaan-sdam.  The orange pencil is on the right.
2. khmaw-day póa lieng tum niw khaan-chven.  The orange pencil is on the left.
3. siew-phiew póa soo niw khaan-chven.  The white book is on the left.
4. siew-phiew póa soo niw kondaal kee.  The white book is in the middle.
5. ruup thoot look kruu niw kondaal kee.  The teacher's picture is in the middle.
6. ruup thoot look kruu niw khaan-sdam.  The teacher's picture is on the right.
7. khmaw-day póa lieng tum niw khaan-sdam.  The orange pencil is on the right.

Drill C. /mian/

1. khfom mian doong pakaa póa khiew cah.  I have a dark blue pen.
2. look kruu mian doong pakaa póa khiew cah.  The teacher has a dark blue pen.
3. look kruu mian siew-phiew bey.  The teacher has three books.
4. makumnôo nih mian siew-phiew bey.  In this pile there are three books.
5. makumnôo nih mian kumnuu prampil.  In this pile there are seven charts.
6. khfom mian kumnuu prampil.  I have seven charts.
7. khfom mian doong pakaa póa khiew cah.  I have a dark blue pen.

Drill D. /k11/

1. muoy khaan-kraom k11 phaen-t11 tii-kroŋ phnum piŋ.  The one below is the map of the city of Phnom Penh.
2. muoy khaan-kraom k11 ruup thoot khfom.  The one below is my picture.
3. ruup thoot touc ciaŋ kee bop-oh k11 ruup thoot khfom.  The smallest picture is my picture.
4. ruup thoot touc ciaŋ kee bop-oh k11 ruup thoot look kruu.  The smallest picture is the teacher's picture.
5. muoy khaan-sdam k11 ruup thoot look kruu.  The one on the right is the teacher's picture.
6. muoy khaŋ-sdám kili phañ-tii tili-kron phnum piñ.
The one on the right is the map of the city of Phnom Penh.

7. muoy khaŋ-kraon kili phañ-tii tili-kron phnum piñ.
The one below is the map of the city of Phnom Penh.

Drill E. Equational Sentences

1. kham-dāy nīŋ pōa līęŋ. That pencil is yellow.
2. siew-phëw meel khăom pōa līęŋ. My book is yellow.
4. đoon pakaa lōok sāry pōa meek. Madame's pen is sky-blue.
5. siew-phëw thom cian kēe bōŋ-ōh pōa meek. The biggest book of all is sky-blue.
6. siew-phëw thom cian kēe bōŋ-ōh pōa līęŋ. The biggest book of all is yellow.
7. khmaw-dāy nīŋ pōa līęŋ. That pencil is yellow.

TRANSFORMATION DRILLS

Drill A. Negating /cīa/

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

Teacher: siew-phëw pōa meek niw kraom keē. The sky-blue book is underneath.
Student: siew-phëw pōa meek min-mēn niw kraom keē tee. The sky-blue book is not underneath.

1. khōm cīa koun sēh. khōm min-mēn cīa koun sēh tee. I'm a student. I'm not a student.
2. lōok cīa kruū boyrien. lōok min-mēn cīa kruū boyrien tee. You're a teacher. You're not a teacher.
3. sānīh cīa siew-phëw sōste. sānīh min-mēn cīa siew-phëw sōste tee. This is a notebook. This is not a notebook.
4. rōboh pīi nūh cīa đoon pakaa. rōboh pīi nūh min-mēn cīa đoon pakaa tee. Those two things are pens. Those two things are not pens.
Drill B. Negating /niw/

1. khmaw-day póa lieng tum niw khaang-sdam.
khmaw-day póa lieng tum min-meen niw khaang-sdam tee.

2. siaw-phiw touc ciag kee boeng-oh niw khaang-lee.
siaw-phiw touc ciag kee boeng-oh min-meen niw khaang-lee tee.

3. ruup thoot look kruu niw kondaal kee.
ruup thoot look kruu min-meen niw kondaal kee tee.

4. khlia niw niw khnooy tumpoa tii-doppram.
khlia niw min-meen niw khooy tumpoa tii-doppram tee.

The orange pencil is on the right.
The orange pencil is not on the right.
The smallest book of all is on top.
The smallest book of all is not on top.
The teacher's picture is in the middle.
The teacher's picture is not in the middle.
This sentence is on page fifteen.
This sentence is not on page fifteen.

Drill C. Negating /mian/

1. khnoom mian kumnuu somrap boengien a?soo khmee.
khnoom khmian kumnuu somrap boengien a?soo khmee tee.

2. look kruu mian doog pakaa poa khiew cah.
look kruu khmian doog pakaa poa khiew cah tee.

3. niw khaang-chveeq mian phaen-tii srok khmee.
niw khaang-chveeq khmian phaen-tii srok khmee tee.

4. kraoy khnooy khnoom mian koun seh mene?.
kraoy khnooy khnoom khmian koun seh mene? tee.

I have a chart for teaching the Khmer alphabet.
I don't have a chart for teaching the Khmer alphabet.
The teacher has a dark blue pen.
The teacher doesn't have a dark blue pen.
On the left there is a map of Cambodian.
On the left there's no map of Cambodian.
Behind me there's a student.
There's no student behind me.
Drill D. Negating /kɪl/

1. piə krəɔy kəe bɔŋ-ɔh kɪl 'rɪɛn.'
   The last word of all is 'rien.'
   piə krəoy kəe bɔŋ-ɔh mîn mɛɛn 'rɪɛn' tɛe.
   The last word of all isn't 'rien.'

2. sɪɛw-phil thɔm ciaŋ kəe bɔŋ-ɔh kɪl
   sɪɛw-phil nîw kʁɔm kəe.
   The biggest book is the book on the bottom.
   sɪɛw-phil thɔm ciaŋ kəe bɔŋ-ɔh mîn mɛɛn sɪɛw-phil nîw kʁɔm kəe tɛe.
   The biggest book isn't the book on the bottom.

3. khmaw-dây pɔa mʊɛm nîw khaan-sdam
   kɪl khmaw-dây kʰnom.
   The sky-blue pencil that's on the right is my pencil.
   khmaw-dây pɔa mʊɛm nîw khaan-sdam mîn mɛɛn khmaw-dây kʰnom tɛe.
   The sky-blue pencil that's on the right isn't my pencil.

4. muɔy khaan-kʁam kɪl phəɛn-tii
   tii-kɾɔŋ phnum pɪf.
   The one underneath is the map of the city of Phnom Penh.
   muɔy khaan-kʁam mîn mɛɛn phəɛn-tii tii-kɾɔŋ phnum pɪf tɛe.
   The one underneath isn't the map of the city of Phnom Penh.

Drill E. Making Equational Sentences Negative.

1. khmaw-dây nîŋ pɔa lîɛŋ.
   khmaw-dây nîŋ mɛɛn pɔa lîɛŋ tɛe.
   That pencil is yellow.
   That pencil isn't yellow.

2. sɪɛw-phil tɔu ciaŋ kəe bɔŋ-ɔh pɔa
   sɔɔ.
   The smallest book of all is white.
   sɪɛw-phil tɔu ciaŋ kəe bɔŋ-ɔh mîn-mɛɛn pɔa sɔɔ tɛe.
   The smallest book of all isn't white.

3. kumnu nîŋ somrap bɔŋriɛn aʔsɔɔ
   ɔŋglee.
   This chart is for teaching the English alphabet.
   kumnu nîŋ mîn-mɛɛn somrap bɔŋriɛn
   aʔsɔɔ ɔŋglee tɛe.
   This chart isn't for teaching the English alphabet.

4. dɔɔŋ paaŋa nîŋ pɔa kɾɔhɔom.
   That pen is red.
   dɔɔŋ paaŋa nîŋ mîn-mɛɛn pɔa
   kɾɔhɔom tɛe.
   That pen isn't red.
EQUIVALENCE DRILLS

Drill A. Replacing /niw/ with Zero.

MODEL: Teacher: siew-phiw póa meek niw kraom kee. The sky-blue book is underneath.
        Student: siew-phiw kraom kee nuh póa meek. That book underneath is sky-blue.

1. khmaw-day póa krohoom niw kondaal koe. The red pencil is in the middle.
   khmaw-day kondaal kee nuh póa krohoom. That pencil in the middle is red.

2. doong pakaa póa khmaw niw khaaŋ-chvœŋ. The black pen is on the left.
   doong pakaa niw khaaŋ-chvœŋ nuh póa khmaw. That pen on the left is black.

3. siew-phiw póa khiew cah niw lee kee. The dark blue book is on top.
   siew-phiw niw lee kee nuh póa khiew cah. That book on top is dark blue.

4. khmaw-day póa lieŋ niw khaaŋ-sdam. The yellow pencil is on the right.
   khmaw-day niw khaaŋ-sdam nuh póa lieŋ. That pencil on the right is yellow.

Drill B. Replacing /mian/ with /cia/

MODEL: Teacher: mian siew-phiw sosœ muoy niw lee kee. There's a notebook on top.
        Student: muoy lee kee, cia siew-phiw sosœ. The one on top-- it's a notebook.

1. mian doong pakaa muoy niw khaaŋ-chvœŋ. There's a pen on the left.
   muoy khaaŋ-chvœŋ, cia doong pakaa. The one on the left-- it's a pen.

2. mian kummuu muoy niw cît khdaa-khien. There's a chart near the blackboard.
   muoy cît khdaa-khien, cia kummuu. The one near the blackboard-- it's a chart.

3. mian phaŋ-tïi muoy niw khaaŋ-sdam. There's a map on the right.
   muoy khaaŋ-sdam, cia phaŋ-tïi. The one on the right-- it's a map.

4. mian siew-phiw meel muoy niw kraom kee. There's a book underneath there.
   muoy kraom kee, cia siew-phiw meel. The one underneath there-- it's a book.
Drill C. **Replacing Zero with /k1/**

MODEL: Teacher: siew-phiw pii nīw khaaŋ-lee
touc ciaŋ kee boŋ-oh.

Student: siew-phiw touc ciaŋ kee
boŋ-oh k11 siew-phiw
pii nīw khaaŋ-lee.

The two books on top are the smallest of all.
The smallest books of all are the two on top.

1. khamaw-day póa khiew vɛɛŋ ciaŋ kee boŋ-oh.
   khamaw-day vɛɛŋ ciaŋ kee boŋ-oh
   k11 khamaw-day póa khiew.
   The blue pencil is the longest of all.
The longest pencil of all is the blue one.
The picture on the left is the biggest of all.
The biggest picture of all is the one on the left.

2. ruup thoot khaaŋ-chvɛŋ thom ciaŋ kee boŋ-oh.
   ruup thoot thom ciaŋ kee boŋ-oh
   k11 ruup thoot khaaŋ-chvɛŋ.
   The pen in the middle is the shortest of all.
The shortest pen of all is the one in the middle.

3. dooŋ pakaa nīw kondaal kee khlay
ciaŋ kee boŋ-oh.
   dooŋ pakaa khlay ciaŋ kee boŋ-oh
   k11 dooŋ pakaa nīw kondaal kee.
   Lesson One is the easiest of all.

4. mee-rien tii-muoy srul ciaŋ kee boŋ-oh.
   mee-rien srul ciaŋ kee boŋ-oh
   k11 mee-rien tii-muoy.
   The easiest lesson of all is Lesson One.
UNIT 18

BASIC DIALOGUE

Teacher

1.  syl w yees nuk cap meel.
    scum baek siew-phiw khiew.

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

First Student

2.  ruup sy niw les kroop siew-phiw
    nih? tuong ciat khmae?

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

Teacher

3.  tee, min-meun tuong ciat tee.
    krong-tat cia kumnuu tee.

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

First Student

4.  ou, efcan2

Oh, is that so?

Teacher

5.  scum baek tumpoa ti-nuoy.
    yees nuk cap rien meel.

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

Second Student

6.  yees cap rien soste dat?

Are we going to start learning
to write too?

Teacher

7.  tee, min ton tee. krong-tat
    meel tee.

No, not yet. Only to read.

Third Student

8.  soste lee siew-phiw baan tee?

May I write in the book?

Teacher

9.  kom soste lee siew-phiw.
    prae krodah psean tiw.

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

Fourth Student

10. prae dvooy pakaa baan tee?

Can we use a pen?

Teacher

11. kom prae dvooy pakaa. prae
    khmaw-day srul ciaq.

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

kruu bonrien

1. styəə yəə nɨŋ cap meel.
soum back siew-phəw khîəw.

2. ruuŋ tə niə leə kɾûŋ siew-phəw
nɨŋ? tɨŋ ciat khməə?

3. tee, mɨŋ-məentɨŋ ciat tee.
kɾôn-təə cia kumnuu tee.

4. ou, ənɨŋ?

5. soum back tumpə tɨɨ-nuχɨ. yǝə
nɨŋ cap rien meel.

6. yǝə cap rien səsə daə?

7. tee, mɨŋ tən tee. kɾôn-təə meel tee.

8. səsə leə siew-phəw baan tee?

9. kom səsə leə siew-phəw praə krodah
pseŋ tɨə.

10. praə dɔŋ pakaə baan tee?

11. kom praə dɔŋ pakaə. praə khmaw-day
sruəl ciaə.

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) Before Verb 2) Before or After Verb 3) After Verb

cap meel 'begin reading'

meel baan 'can read'

kɾôn-təə meel 'only read'

baan meel 'has read'

meel daə 'already read'

meel daə 'read also'

Another verbal modifier, which occurs for the first time in this unit as a predic-
cate, is mɨŋ tən '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 characteristicallly followed
by an unstressed particle, either /təə/ or /nɨŋ/ (like kɾôn-təə 'only'). Here is
a list of the single pre-verbal modifiers you have had so far:

soum 'please'

nip 'will'

kom 'don't'

cap 'begin'

khôm 'try to'

kit 'intend'

cam 'wait and'

səy 'to let, have'

The modifiers in the first column form a mutually exclusive set, which has addi-
tional 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. nip cap, nip səy, kit səy, etc.); they are characteristic of statements.

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The second type of preverbal modifier, represented by krun-tat '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. sylaw yeey niŋ cap meel. Now we are going to start reading.
2. sylaw yeey niŋ cap rien meel. Now we are going to start studying reading.
3. sylaw yeey niŋ cap rien soste. Now we are going to start studying writing.
4. sylaw koun seh niŋ cap rien soste. Now the students are going to start studying writing.
5. sylaw koun seh niŋ cap soste. Now the students are going to start writing.
6. sylaw koun seh niŋ cap meel. Now the students are going to start reading.
7. sylaw yeey niŋ cap meel. Now we are going to start reading.

Drill B.

1. ruup thoot ey niw lee kroop siew-phiw niŋ? What's the picture on the cover of this book?
2. kummuu ey niw lee kroop siew-phiw niŋ? What's the design on the cover of this book?
3. kummuu ey niw lee khdaa khien niŋ? What's the design on this blackboard?
4. aʔsco ey niw lee khdaa khien niŋ? What are the letters on this blackboard?
5. aʔsco ey niw lee krodah niŋ? What are the letters on this paper?
6. ruup ey niw lee krodah niŋ? What's the picture on this paper?
7. ruup ey niw lee kroop siew-phiw niŋ? What's the picture on the cover of this book?

Drill C.

1. praŋ krodah pseŋ tiw. Use other paper.
2. praŋ dōŋ pakaa pseŋ tiw. Use another pen.
3. praŋ khraw-day pseŋ tiw. Use another pencil.
4. praŋ khraw-day suol ciaŋ. It's better to use pencil.
5. praŋ dōŋ pakaa suol ciaŋ. It's better to use pen.
6. praekrodah srulol ciaŋ. It's better to use paper.
7. praekrodah pseaq tiw. Use other paper.

Drill D.

1. nih cia tûŋ ciat khmæ? Is this the Cambodian flag (or what)?
2. nih cia kumnuu somrap boorien sōçi? Is this a chart for teaching the alphabet?
3. nih cia ruup thoot look kruu? Is this the teacher's picture?
4. nih cia phær-tee āro kkhæ? Is this a map of Cambodia?
5. nih cia sîw-phîw ongłe? Is this an English book?
6. nih cia tûŋ ciat ongłe? Is this the English flag?
7. nih cia tûŋ ciat khmæ? Is this the Cambodian flag?

Drill E.

1. praedonj pakaa baan tee? Is it all right to use pen?
2. praekhmaw-day baan tee? Is it all right to use pencil?
3. praesîw-phîw baan tee? Is it all right to use the book?
4. soôtlee sîw-phîw baan tee? Is it all right to write on the book?
5. soôtlee krodah nih baan tee? Is it all right to write on this paper?
6. praekrodah nih baan tee? Is it all right to use this paper?
7. praedonj pakaa nih baan tee? Is it all right to use this pen?

TRANSFORMATION DRILLS

Drill A.

MODEL: Teacher: nih cia tûŋ ciat khmæ (rí-eý)? (tee kumnuu) Is this the Cambodian flag? (no, design)
Student: tee, nîŋ min-mëen cia tûŋ ciat khmæ tee. krôntaè cia kumnuu tee. No, that's not the Cambodian flag. That's just a design.
1. nih cia kumnuu (rí-eý)? (tee, ruup thoot) tee, nîŋ min-mëen cia kumnuu tee. krôntaè cia ruup thoot tee. Is this a design? (no, picture) No, that's not a design. It's just a picture.

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2. nih cia ruup thoot (ri-cy)?
   (tee, phoën-tii)
   tee, nigm min-meun cia ruup thoot tee. krôn-taek cia phoën-tii tee.
   Is this a picture? (no, map)
   No, that's not a picture. It's just a map.

3. nih cia siew-phiw meel (ri-cy)?
   (tee, siew-phiw sosse)
   tee, nigm min-meun cia siew-phiw meel tee. krôn-taek cia siew-phiw sosse tee.
   Is this a book for reading? (no, notebook)
   No, that's not a book for reading. It's just a notebook.

4. nih cia doug pakaa (ri-cy)?
   (tee, khmaw-day)
   tee, nigm min-meun cia doug pakaa tee. krôn-taek cia khmaw-day tee.
   Is this a pen? (no, pencil)
   No, that's not a pen. It's just a pencil.

Drill B.

MODEL: Teacher: yeœn nigm cap rien sosse dae?? (tee, meel)
Student: min tôn tee. krôn-taek rien meel tee.

1. yeœn nigm cap rien meel dae??
   (tee, niyi-ey)
   min tôn tee. krôn-taek rien niyi-ey tee. Not yet. Just to speak.
   We're going to start learning to read too? (no, to read)

2. yeœn nigm cap rien niyi-ey dae??
   (tee, sâp)
   min tôn tee. krôn-taek rien sâp tee. Not yet. Just to listen.
   We're going to start learning to speak too? (no, to listen)

3. yeœn nigm cap rien praâ dae??
   (tee, thaa taam)
   min tôn tee. krôn-taek rien thaa taam tee. Not yet. Just to repeat.
   We're going to start learning to translate too? (no, to repeat)

4. yeœn nigm cap rien suo dae??
   (tee, chla-ey)
   min tôn tee. krôn-taek rien chla-ey tee. Not yet. Just to answer.
   We're going to start learning to ask too? (no, to answer)

Drill C.

MODEL: Teacher: sosse lêe siew-phiw baan tee?
   (kom, praâ krodhah pșteq tiw)
   Is it all right to write in the book? (don't, use other paper)
   Don't write in the book.
Student: kom sosse lêe siew-phiw.
   praâ krodhah pșteq tiw.
   Use other paper.
1. praē doŋ pakaŋ baan tee? (kom, praē khmaŋ-day tiw, srul ciāŋ)
   kom praē doŋ pakaŋ. praē khmaŋ-day tiw, srul ciāŋ.
   Is it all right to use pen? (don’t, better to use pencil)
   Don’t use pen. Use a pencil, it’s better.

2. soste lee khdaa khien baan tee?
   (kom, praē krodah tiw, srul ciāŋ)
   kom soste lee khdaa khien. praē krodah tiw, srul ciāŋ.
   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.

3. praē khmaŋ-day niŋ baan tee?
   (kom, praē khmaŋ-day psteŋ tiw)
   kom praē khmaŋ-day niŋ. praē khmaŋ-day psteŋ tiw.
   Is it all right to use this pencil? (don’t, use other pencil)
   Don’t use this pencil. Use another pencil.

4. soste lee krōp baan tee? (kom,
   soste khaang-khnoŋ tiw, srul ciāŋ)
   kom soste lee krōp. soste khaang-khnoŋ tiw, srul ciāŋ.
   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.

5. daŋ piaŋ ‘giēy’ baan tee?
   (kom, daŋ piaŋ ‘srul’ tiw)
   kom daŋ piaŋ ‘giēy’. daŋ piaŋ ‘srul’ tiw.
   Is it all right to use the word ‘giēy’? (don’t; use the word ‘srul’)
   Don’t use the word ‘giēy.’ Use the word ‘srul.’

**FLUENCY DRILLS**

Drill A. **Expansion**

1. yeq niŋ meel.
2. yeq niŋ cap meel.
3. eylew yeq niŋ cap meel.
4. eylew yeq niŋ cap meel mee-rien tii-18.
5. eylew yeq niŋ cap rien meel mee-rien tii-18.
6. eylew yeq niŋ cap rien meel mee-rien tii-18, meeŋ 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. sylow yees yeeu cap rien meel mee-rien tii-18, meen tee?
2. sylow yees yeeu rien meel mee-rien tii-18, meen tee?
3. yees yeeu rien meel mee-rien tii-18, meen tee?
4. yees yeeu rien meel, meen tee?
5. yees yeeu rien meel.
6. yees yeeu rien meel.

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. យ៉ះកាបុព្វឃុំណាស់?  Where do we begin?
   Teacher
2. បេីម៉ូត់នឹងមក, ហាង  Start from line two, and stop at
   ឈឺមុំនឹងម៉ូត់នឹងមុន។  line four.

First Student
3. យ៉ះម៉ូត់សឹង 111 បាល់តែ?  Can we read aloud?
   Teacher
4. តែ,ម៉ូត់កៅកៅ។  No, read silently.
5. ការនឹងម៉ូត់កុម, ឈឺមក  When you have finished reading,
   ថ្លែងថ្លែង.  raise your hand.

Second Student
6. កូមម៉ូត់កុមហាង.  I've finished reading.
   Teacher
7. ថ្លែងយឺត់តែមាន?  Do you understand all of it?
   Second Student
8. បាល. កូមត់មុំនឹងមុំនឹងមុំ  Yes. All these sentences are easy
   ស្តុងយឺត.  to understand.

Teacher
9. ការនឹងម៉ូត់កុមមកត់មាន  When all of you have finished
   កូមនឹងមុំនឹងមុំមុំនឹងមុំ  reading, we'll practice reading
   សឹង111. aloud.

Third Student
10. កូមម៉ូត់កុមមានតែ.  I haven't finished yet. Please
   សិលាចម្រើនសុតិ  wait a minute.
   Teacher
11. មិនឈឺតាមុំ. កូមម៉ូត់  That's all right. I'll wait.
   Third Student
12. មិនស្រួលម៉ូត់សឹង.  It's not at all easy to read.

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DIALOGUE FOR COMPREHENSION

kritu bonriyen                        koun seh
1. yeeŋ cap pii troŋ-naa?
2. cap pii bontôt tií-pii, haey chup
    niw bontôt tií-buon.
3. yeeŋ meel aoy lîl baan tee?
4. tee, meel ksep-ksep.
5. kaalnaa look meel cop, leek day.
6. khffom meel cop haey.
7. look yûl têŋ-ch tee?
8. baat. khlia têŋ-ch nih srul
    yûl tee.
9. kaalnaa look meel cop têŋ-ch khnia,
    yeeŋ nîh hat meel aoy lîl.
10. khffom meel min-tôn cop tee.
    soum cam mephelett.
11. min ey tee. khffom cam.
    12. min srul meel soh.

NOTES: The Negative /min-tôn/

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

1) Q. yeeŋ cap rién soste dat rihn?
   'Are we going to start studying writing too?'
   A. tee, min tón tee.
   'No, not yet.'

2) khffom min-tôn cop 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-tôn/ 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-tôn/ 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-nîw/.

Example:

Q. look kheeff khlia tîi-pîi haey ri-nîw?
   'Have you seen sentence two yet?'
A. [Yes] baat, kheeff haey.
   'Yes, I have.'
A. [No] tee, min-tôn kheeff tee.
   'No. I haven't.'
Like /haey/, however, /min-tön/ can also occur in answer to straight yes-no questions ending in /...tee?/

Example:

Q.  look kheef tee?
    'Do you see it?'
A.  tee, min-tön kheef 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-tön/ normally corresponds to that of the ordinary negative /min/ (see Note, Unit 10).

Examples:

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
</table>
| róo kheef  
'has found' | róo min-tön kheef  
'hasn't found yet' |
| sdap līl  
'can hear' | sdap min-tön līl  
'can't hear yet' |
| meel cop  
'finished reading' | meel min-tön cop  
'hasn't finished reading yet' |

But:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| cong rīn  
'wants to study' | min-tön cong rīn  
'doesn't yet want to study' |
| chup sosse  
'finished writing' | min-tón chup sosse  
'hasn't finished writing yet' |
| hat niyley  
'practices speaking' | min-tön hat niyley  
'doesn't practice speaking yet' |
| cap meel  
'started reading' | min-tön cap meel  
'hasn't started reading' |

In still other cases, /min-tön/ 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-tön sdap baan  
'hasn't understood (may not even have listened, either)'
min-tön róo kheef  
'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 aruol meel sch  
'It's not at all easy to read.'

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No similar replacement in:

srul meel tee?
'Is it easy to read?'

srul meel tee.
'It's easy to read.'

Example after /min-tón/
khnom min-tón khefn soh.
'I haven't seen it at all.'

RESPONSE DRILLS

Drill A.

MODEL: Teacher: look róo' tumpóa tii-buon khefn tee? (baat)

Student: baat, khefn haey.
Teacher: (tee)
Student: tee, min-tón khefn tee.

Have you found page four yet? (yes)
Yes, I've found it.
(No)
No, I haven't found it yet.

1. look róo' siew-phiw lieng khefn tee? (baat)
   baat, khefn haey. (tee)
   tee, min-tón khefn tee.

Have you found the yellow book? (yes)
Yes, I've found it. (no)
No, I haven't found it yet.

2. look sdap khnom niysey lli tee? (baat)
   baat, lli haey. (tee)
   tee, min-tón lli tee.

Can you hear what I say? (yes)
Yes, I can hear it. (no)
No, I can't hear it yet.

3. look tép-oh khnia yul mee-rien nih tee? (baat)
   baat, yul haey. (tee)
   tee, min-tón yul tee,

Do you all understand this lesson? (yes)
Yes, we understand it. (no)
No, we don't understand it yet.

4. look meel tumpóa nih cop haey ri-niw? (baat)
   baat, cop haey. (tee)
   tee, min-tón cop tee.

Have you finished reading this page? (yes)
Yes, I've finished. (no)
No, I haven't finished yet.

5. kee chup rien khmat haey ri-niw? (baat)
   baat, chup haey (tee)
   tee, min-tón chup tee.

Have they stopped studying Cambodian yet? (yes)
Yes, they have stopped. (no)
No, they haven't stopped yet.
6. look sreý cap rien ouglee haey rî-nîw? (baat)
   baat, cap rien haey. (tee)
   tee, min-tôn cap rien tee.

   Has she started studying English yet? (yes)
   Yes, she's started studying English. (no)
   No, she hasn't started studying English.

Drill B.

MODEL: Teacher: yeøj cap rien pii troŋ-naa? (bontôt tii-pii)
        Student: cap pii bontôt tii-pii.

        Where do we start studying from? (line two)
        Start from line two.

1. yeøj cap meel pii-troŋ-naa?
   (khlia mun kee boŋ-oh)
   cap pii khlia mun kee boŋ-oh.

   Where do we start reading from?
   (the first sentence of all)
   Start from the first sentence of all.

2. yeøj chup meel niw troŋ-naa?
   (khlia kraoy kee boŋ-oh)
   chup niw khlia kraoy kee boŋ-oh.

   Where do we stop reading? (The last sentence of all)
   Stop at the last sentence of all.

comloç [new word] 'to copy'

3. yeøj cap comloç pii troŋ-naa?
   (tumpôa tii-dop)
   cap comloç pii tumpôa tii-dop.

   Where do we start copying?
   (page ten)
   Start copying from page 10.

4. yeøj chup comloç niw troŋ-naa?
   (tumpôa tii-dop-pmby)
   chup comloç niw tumpôa tii-dop-pmby.

   Where do we stop copying?
   (page eighteen)
   Stop copying at page 18.

5. yeøj cap meel aøy lii pii troŋ-naa?
   (bontôt tii-muoy)
   cap pii bontôt tii-muoy.

   Where do we start reading aloud?
   (line 1)
   Start from line 1.

Drill C.

MODEL: Teacher: kaalnaa koun seh meel cop, kee niŋ three ey?
            (look day)
        Student: kaalnaa koun seh meel cop,
                 kee niŋ look day.

        When the students have finished reading, what are they going to do?
        (raise their hands)
        When the students have finished reading, they are going to raise their hands.

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1. kaalnàa koun seh meel cop
téng-oh khnia, kee niŋ thvée
ty? (hat meel acoy l11)

kaalnàa koun seh meel cop téng-oh
khnia, kee niŋ hat meel acoy
l11.

2. kaalnàa look rien khmae cop haey,
look niŋ thvée ty?
(rien baaràk)
kaalnàa khfìom rien khmae cop haey,
khfìom niŋ rien baaràk.

3. kaalnàa kót chup meel ksep-ksep,
kót niŋ thvée ty? (meel acoy
l11)
kaalnàa kót chìp meel ksep-ksep,
kót niŋ meel acoy l11.

4. kaalnàa kruu boŋrieh meel cop haey,
koun seh niŋ thvée ty? (praŋ
mènè? mèdòcò)
kaalnàa kruu boŋrieh meel cop haey,
koun seh niŋ praŋ mènè? mèdòcò.

When all of the students are
finished reading, what are they
going to do? (practice reading
aloud)

When all of the students are
finished reading, they are going
to practice reading aloud.

When you have finished studying
Cambodian, what are you going
to do? (study French)

When I have finished studying
Cambodian, I am going to study
French.

When he stops reading silently,
what is he going to do?
(read aloud)

When he stops reading silently, he
is going to read aloud.

When the teacher finishes reading,
what are the students going to
do? (translate one at a time)

When the teacher finishes reading,
the students are going to trans-
late one at a time.

Drill D.

MODEL:  Teacher: kaalnàa look meel cop,
leek day.

Student: soum cam mèphlèt, khfìom
min-tòn cop tee.

When you finish reading,
raise your hand.

Please wait a moment, I
haven't finished yet.

When you finish writing, close
your book.

Please wait a moment, I haven't
finished yet.

When you understand this sentence,
raise your hand.

Please wait a moment, I haven't
understood yet.
3. kaalnaa look rōō kheef, meel ksep-ksep.
soum cam mephlēstt, khfom rōō min-tón kheef tee.

When you find it, read it silently.
Please wait a moment, I haven't found it yet.

4. kaalnaa look sadap baan haey,
   baek siew-phiw.
soum cam mephlēstt, khfom sadap 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: Teacher: siew-phiw liēn, khfom rōō min-tón kheef tee.
Student: khfom rōō tumpōa tii-buon min-tón kheef tee.

The yellow book, I haven't found yet.
I haven't found the yellow book yet.

1. tumpōa tii-buon, khfom rōō min-tón kheef tee.
khfom rōō tumpōa tii-buon min-tón kheef tee.

Page 4, I haven't found yet.
I haven't found page 4 yet.

2. look niyiey, khfom sadap min-tón baan tee.
khfom sadap look niyiey min-tón baan tee.

What you said, I haven't understood yet.
I haven't understood what you said yet.

3. mee-rień nih, yeeŋ rien min-tón cop tee.
yeeŋ rien mee-rień nih min-tón cop tee.

This lesson, we haven't finished studying yet.
We haven't finished studying this lesson yet.

4. tumpōa nih, yeeŋ min-tón cap meel tee.
yeeŋ min-tón cap meel tumpōa nih tee.

This page, we haven't started reading yet.
We haven't started reading this page yet.

5. khlia mun, kót sōsē min-tón cop tee.
kót sōsē khlia mun min-tón cop tee.

The previous sentence, he has not finished writing yet.
He has not finished writing the previous sentence yet.
6. siew-phîw liêk, yeeq mîn-tôn
    chup rien tee.
    yeeq mîn-tôn chup rien siew-phîw
    liêk tee.
The yellow book, we haven't
stopped studying yet.
We haven't stopped studying the
yellow book yet.

Drill B. Changing /tee/ to /haey/

MODEL: Teacher: pii mun, khîom rôô mîn-tôn
         kheef tee.
         Student: sylew, khîom rôô kheef haey.  Now I have found it.

Previously, I hadn't
         found it yet.

1. pii mun, khîom sîdap mîn-tôn lîl tee.
   sylew, khîom sîdap lîl haey.
   Previously, I hadn't heard it yet.
   Now I have heard it.

2. pii mun, khîom meel mîn-tôn kheef tee.
   sylew, khîom meel kheef haey.
   Previously, I hadn't seen it yet.
   Now, I have seen it.

3. pii mun, kôt sîdap mîn baan tee.
   sylew, kôt sîdap baan haey.
   Previously, he didn't understand.
   Now, he does understand.

4. pii mun, kôt rôô mîn kheef tee.
   sylew, kôt rôô kheef haey.
   Previously, he couldn't find it.
   Now he has found it.

Drill C. Changing /haey/ to /mîn-tôn/

MODEL: Teacher: sylew, khîom rôô kheef haey.  Now I have found it.
         Student: khîom rôô mîn-tôn kheef tee.  I haven't found it yet.

1. sylew, khîom sîdap lîl haey.
   khîom sîdap mîn-tôn lîl tee.
   Now I have heard it.
   I haven't heard it yet.

2. sylew, khîom meel kheef haey.
   khîom meel mîn-tôn kheef tee.
   Now I have seen it.
   I haven't seen it yet.

3. sylew, kôt sîdap baan haey.
   kôt sîdap mîn-tôn baan tee.
   Now he understands.
   He doesn't understand yet.

4. sylew, kôt rôô kheef haey.
   kôt rôô mîn-tôn kheef tee.
   Now he has found it.
   He hasn't found it yet.
Drill D. Changing /min-tón/ to /haey r1-n1w?/

MODEL: Teacher: khñôm róō min-tón kheēñ tee. I haven't found it yet.
Student: look róō kheēñ haey r1-n1w? Now have you found it?

1. khñôm saap min-tón lii tee. I haven't heard it yet.
   look saap lii haey r1-n1w? Now have you heard it?

2. khñôm meel min-tón kheēñ tee. I haven't seen it yet.
   look meel kheēñ haey r1-n1w? Now have you seen it?

3. kót saap min-tón baan tee. He hasn't understood yet.
   kót saap baan haey r1-n1w? Now does he understand?

4. kót róō min-tón kheēñ tee. He hasn't found it yet.
   kót róō kheēñ haey r1-n1w? Now has he found it?

Drill E. Negating with /min...soc/  

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

1. piaś nih srul thaa.  
   This word is easy to say.
   piaś nih min srul thaa soc.  
   This word is not at all easy to say.

2. khlia nih niēy yúl nah.  
   This sentence is easy to understand.
   khlia nih niēy yúl soc.  
   This sentence is not at all easy to understand.

3. rien khmeak pibasoc nha.  
   Learning Khmer is very hard.
   rien khmeak min pibasoc soc.  
   Learning Khmer is not hard at all.

4. look thaa taam khñôm trew nah.  
   You repeat after me quite correctly.
   look thaa taam khñôm min trew soc.  
   You don't repeat after me correctly at all.
UNIT 20

NARRATION

1. look oth rôp tee?
2. bae look min oth tee, soum look cam sdap.
3. tylew kruu suo tiw seh thaa: look min siew-phiw pemaan téy-oh?
4. koun seh chlaey thaa: khñom min siew-phiw buon.
5. tylew kee niyiey ompió póa medoong.
6. póa téy-nuh kii: póa meek, póa soo póa khmaw, haey niŋ póa lieng tum.
7. kruu suo thaa: siew-phiw khaap-kraom póa ty?
8. koun seh mené’ chlaey phliem: póa meek.
9. koun seh prap kruu tiet thaa siew-phiw lée kee póa soo.
10. tae koun seh mené’ tiet niyiey too: póa khmaw nuh min mënn siew-phiw meel tee, kii siew-phiw soste.

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

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11. tylew kee niyiey ompió tumhum medoong.
12. kruu suo tiw seh: siew-phiw naa thom ciaŋ kee boŋ-oh?
13. koun seh mené’ chlaey thaa: siew-phiw dael niw kraom kee nuh thom ciaŋ kee boŋ-oh.
14. tylew kót coŋ déŋ thaa tae siew-phiw naa touc ciaŋ kee.
15. koun seh mené’ dael yúl somnuo koo chlaey thaa;
16. siew-phiw dael niw leek boŋ-oh touc ciaŋ kee.
17. kruu koo suo tiet thaa: siew-phiw dael thom ciaŋ kee póa ty?
18. koun seh mené’ dael déŋ obhoh chlaey thaa: póa meek, min mënn póa khiew tee.
19. coh siew-phiw khiew niw troŋ-naa, kruu suo tiet tiw seh.
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: 'The book that's on the very top is the smallest.'
16. Then the teacher asks further: 'What color is the biggest book?'
17. A student who knows for sure answers: 'It's light blue, not dark blue.'
18. 'Then where is the dark blue book?' the teacher asks the students.
19. A student comes back with: 'That book is in the middle.'

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21. သាវល កំបាលរឹងដំបូង.
22. គ្មានអស់កុរេ សំហ្ច យឺត សំញុធម្មតាដែលមួយ؟
23. ហើយកុរេ សំហ្ច ម័រ្ កំហុនគុំយឺតនៃនោះគ្មានសំញុធម្មតាដែលមួយ.
24. កុរេគ្មានជើងពីកុរេឈាម: នឹងចុងចុងចុងខ្លាំងទេ?
25. គ្មានអស់ពីកុរេឈាម: គួយ អនុរុំនៃនោះគ្មានគួយ.
26. តាវលសំដែរបានជូប់ជាជនជីវិត, គ្មានអស់ពីកុរេឈាម។
27. កុរេឈាមពីកុរេឈាម: ជាណិសំបួរ គ្មានអស់ចុងចុងឆ្នាំង?
28. គ្មានអស់ពីកុរេឈាមពីកុរេឈាម: មិន-តំនុកគ្មានអស់ចុងចុងឆ្នាំង. គួយ.
29. កុរេឈាមពីកុរេឈាម: គ្មានអស់ពីលុកពីលុកជាមនុស្ស.
30. កុរេគ្មានអស់ពីកុរេធាង ក្តីដូចជាមិនស្ថិតនៃនោះ.

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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.

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31. តាវល កំបាលរឹងដំបូង.
32. គ្មានអស់មុនកុរេឈាម តាវល គ្មានអស់ពីលុកពីលុកប្រាប់ពីកុរេជាមនុស្ស?
33. គ្មានអស់ពីកុរេឈាមពីកុរេឈាម: គ្មានអស់ពីលុកពីលុកប្រាប់ពីកុរេជាមនុស្សប្រាប់ពីកុរេជាមនុស្សប្រាប់ពីកុរេជាមនុស្ស.
34. គ្មានអស់ពីកុរេឈាមពីកុរេឈាម: គ្មានអស់កុរេឈាមកំុកកំុក គ្មានអស់ពីលុកពីលុកប្រាប់ពីកុរេជាមនុស្ស.
35. គ្មានអស់ពីកុរេឈាមពីកុរេឈាម: គ្មានអស់ពីលុកពីលុក.
36. គ្មានអស់ពីលុកពីលុកក្រសាចីកុរេ គ្មានអស់កុរេឈាមពីកុរេឈាម.
37. គ្មានអស់ពីលុកពីលុក: គ្មានអស់ពីលុកពីលុកប្រាប់ពីកុរេឈាមពីកុរេឈាម.
38. kruu prap aoy koun seh meel próom khnia.
39. tæ koun seh khlah meel min-sew dac.
40. kruu aoy kee meel tól-taɛ cop.
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
   rop  'to count'
   cumriap  'to address someone'
   tumhum  'size' (cf. them 'big')
   kroop  'cover'
   oth... 'to know how to'
   ...dac  'to be able to, to be skillful at'
   punyul  'to explain' (cf. yul 'understand!')
   y'oo''... 'to take (up)'
   (mo'o)

2. Functional Words
   bae  'if'
   tiw-nuh  'all those'
   phlum  'immediately'
   too  'further, in continuation'
   min-sew  'hardly, not very'
   tiw kan  'toward, to'
   tiw dol  'up to'
   toil-taɛ  'until'
   luh  'following, upon, after'

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.

1. 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 sotte  'study writing'
         cap meel  'start to read'
         chup comloog  'stop copying'
hat niyey 'practice speaking'
cnh pra'c '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: srul rien 'easy to learn'
pibaa? soste 'hard to write'
qiye yul 'easy to understand'

3. Verb-Compleitive Verb. Negatives, objects, and included modifiers (see 5. below) normally come between the verb and the completive verb. The completive verb is also the head of the typical construction. Examples:

r0c? kheen 'able to find'
meel kheen 'able to see'
meel dac 'able to read'
sdap baan 'understand'
sdap l11 'able to hear'
rien cop '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 /acy/ is almost mandatorily inserted between the verb and the adjective. Examples:

thaa khlaq 'say it loud'
niyisy tec-tec 'speak softly'
soste hop 'write fast'
meel y11t 'read slow'
three l0o 'do it well'
yul 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: kr0n-ta?t rien meel 'only study reading'

n1n meel kheen 'will be able to see'

One such modifier even precedes the subject:

baan yep 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.

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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: róŋ mí̄n kheān
miĕ̄y aóy khlaŋ
meeł töl-tat cop
'unable to find'
'speak louder'
'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: (khām) yûl hāy.
trew hāy.
chłaỳ phliem nah.
sruöl nah.
sruöl tee.
min sruöl tee.
min sruöl sôh.
sruöl tee?
min sruöl tee?'
pree tīw.
cap rien sōsē rīh?
'Now I understand.' (Verb head)
'That's right.' (Adjective head, /hāy/
almost automatic)
'Answer right away,
will you?' (Verb head)
'It's quite easy.' (Adjective head)
'It's easy.'
'It's not easy.' (Automatic after /min/)
'It's not at all easy.'
'Is it easy.'
'Isn't it easy?'
'Go ahead and use it.'
'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.

<table>
<thead>
<tr>
<th>Prior Modifier</th>
<th>Included Modifier</th>
<th>Subsequent Modifier</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commands: kom</td>
<td>(none)</td>
<td>(none)</td>
</tr>
<tr>
<td>Dependent Clauses: min, min-sëw, min-tôn</td>
<td>(none)</td>
<td>(none)</td>
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<td>(none)</td>
<td>min, min-sëw, min-tôn</td>
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<tr>
<td>Statements: min, min-sëw, min-tôn</td>
<td>(none)</td>
<td>tee, sôh.</td>
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<td>(none)</td>
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<td>tee, sôh.</td>
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<td>Questions: min, min-sëw, min-tôn</td>
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<td>tee rīh?, tee?</td>
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<tr>
<td>(none)</td>
<td>min, min-sëw, min-tôn</td>
<td>tee rīh?, tee?</td>
</tr>
</tbody>
</table>
TRANFORMATION DRILLS

Drill A. Insertion of Negatives

MODEL: Teacher: koun seh klah meel dac. (min-sew)
Student: koun seh klah meel min-sew dac tee.

1. koun seh klah déŋ chbah.
   (min-sew)
koun seh klah déŋ min-sew chbah tee.
   Some of the students can read. (not much)
   Some of the students can't read much.

2. mee-rien klah giεy yúl. (min-sew)
mee-rien klah min-sew giεy yúl tee.
   Some of the lessons are easy to understand. (not very)
   Some of the lessons are not very easy to understand.

3. kruu boŋrien klah niyiey khląŋ.
   (min-sew)
kruu boŋrien klah niyiey min-sew khląŋ tee.
   Some of the teachers speak loudly. (not very)
   Some of the teachers don't speak very loudly.

4. koun seh klah meel cop hæy.
   (min-tón)
koun seh klah meel min-tón cop tee.
   Some of the students have finished reading already. (not yet)
   Some of the students have not finished reading yet.

5. piə klah pibaə sosəe nah.
   (min-sew)
piə klah min-sew pibaə sosəe tee.
   Some of the words are hard to write. (not very)
   Some of the words are not very hard to write.

6. koun seh klah róε kheøf.
   (min-tón)
koun seh klah róε min-tón kheøf tee.
   Some of the students have found it. (not yet)
   Some of the students haven't found it yet.

7. koun seh klah sdap baan. (min)
koun seh klah sdap min baan tee.
   Some of the students understand it. (not)
   Some of the students don't understand.

8. tumpóa klah srucol meel nah.
   (min-sew)
tumpóa klah min-sew srucol 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-taɛ/

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-taɛ 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 deg min-sew chbah (kruu aoy kee rien)

bae koun seh deg min-sew chbah, kruu aoy kee rien tól-taɛ 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-taɛ 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. plai⁷ naa pibaa⁷ thaa. (kruu koo aoy kee thaa, chbah)

plai⁷ naa pibaa⁷ thaa, kruu koo aoy kee thaa tól-taɛ 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 róo⁷ min kheẽñi. (kruu aoy kee róo⁷)

bae koun seh róo⁷ min kheẽñi, kruu aoy kee róo⁷ tól-taɛ kheẽñi.

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 punyil aoy kee)

bae koun seh sdap min baan, kruu punyil aoy kee sdap tól-taɛ 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 līl.  
   (kruu niyiey aoy khlaŋ)  
   bae koun seh sdap min-sew līl, kruu niyiey aoy khlaŋ töl-tat kee sdap līl.  
   The student don't hear it very well. (the teacher says it louder)  
   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: khnöm min cēh rōp tee.  
         (min baan)  
         Student: khnöm rōp min baan tee.  
         I don't know how to count.  
         (not able to)  
         I can't count.

1. khnöm min cēh niyiey khmāt tee.  
   khnöm niyiey khmāt min baan tee.  
   I don't know how to speak Cambodian.  
   I can't speak Cambodian.

2. khnöm min cēh mel oglee tee.  
   khnöm mel oglee min baan tee.  
   I don't know how to read English.  
   I can't read English.

3. khnöm min cēh sosse khmāt tee.  
   khnöm sosse khmāt min baan tee.  
   I don't know how to write Cambodian.  
   I can't write Cambodian.

4. khnöm min cēh prae dooj pakaa tee.  
   khnöm prae dooj pakaa min baan tee.  
   I don't know how to use a pen.  
   I can't use a pen.

5. khnöm min cēh bask tee.  
   khnöm bask min baan tee.  
   I don't know how to open it.  
   I can't open it.

6. khnöm min cēh rōo° tee.  
   khnöm rōo° min baan tee.  
   I don't know how to look for it.  
   I can't find it.

REVIEW DRILLS

MULTIPLE SUBSTITUTION

Drill A.

1. yeeq cap pii naa?  
   Where do we start from?

2. yeeq cap pii tumpōa naa?  
   What page do we start from?

3. look cap pii tumpōa naa?  
   What page do you start from?

4. look cap pii troŋ nih.  
   You start from here.

5. khnöm cap pii troŋ nih.  
   I start from here.

6. look cap pii troŋ nih.  
   You start from here.

7. yeeq cap pii troŋ nih.  
   We start from here.

8. yeeq cap pii troŋ naa?  
   Where do we start from?
Drill B.

1. khñom meel cop haey.
I have finished reading.

2. khñom præt cop haey.
I have finished translating.

3. look præt cop haey.
You have finished translating.

4. look niyiey cop haey.
You have finished speaking.

5. yeq niyiey cop haey.
We have finished speaking.

6. yeq præt cop haey.
We have finished translating.

7. look kruu præt cop haey.
The teacher has finished translating.

8. look kruu meel cop haey.
The teacher has finished reading.

9. khñom meel cop haey.
I have finished reading.

Drill C.

1. kaalnaa look meel cop haey look day.
When you have finished reading, raise your hand.

2. kaalnaa look niyiey cop haey look day.

When you have finished speaking, raise your hand.

3. kaalnaa look niyiey cop haey præt khñom.
When you have finished speaking, tell me.

4. bae look niyiey cop haey præt khñom.
If you have finished speaking, tell me.

5. bae look yul haey præt khñom.
If you have understood, tell me.

6. bae look yul haey look day.
If you have understood, raise your hand.

7. bae look meel cop haey look day.
If you have finished reading, raise your hand.

8. kaalnaa look meel cop haey look day.

Drill D.

1. baat, khlia téŋ-ch inh sruol yul tee.
Yes, all these sentences are easy to understand.

2. baat, piaʔ téŋ-ch inh sruol yul tee.
Yes, all these words are easy to understand.

3. baat, piaʔ téŋ-ch inh sruol meel tee.
Yes, all these words are easy to read.

4. baat, piaʔ píi-bey inh sruol meel tee.
Yes, these few words are easy to read.

5. baat, piaʔ píi-bey inh min sruol meel tee.
Yes, these few words are not easy to read.

6. baat, khlia píi-bey inh min sruol meel tee.
Yes, these few sentences are not easy to read.
7. baat, khlia pii-bey nih srul meol tee. Yes, these few sentences are easy to read.
8. baat, khlia têp-oh nih srul meol tee. Yes, all these sentences are easy to read.
9. baat, khlia têp-oh nih srul yul tee. Yes, all these sentences are easy to understand.

RESPONSE DRILLS

Drill A.

MODEL: Teacher: yeeng cap meel pii troq
naaq (bontot tii-buon) Where do we start reading
Student: yeeng cap meel pii bontot
from? (line four)
tii-buon. We start reading from line
four.

1. yeeng cap rien siew-phiw nna mun? Which book do we start studying first?
(siew-phiw khiew) (the blue book)
yeeng cap rien siew-phiw khiew mun. We start studying the blue book first.

2. yeeng cap niieey ompli ey mun? What do we start speaking about first?
(srok khmaet) (Cambodia)
yeeng cap niieey ompli srok
khmaet mun. We start speaking about Cambodia
first.

3. yeeng cap rien ey mun? What do we start learning first?
(meel khmaet) (to read Cambodian)
yeeng cap rien meel khmaet mun. We start learning to read Cambodian
first.

4. yeeng cap thvee ey mun? What are we going to start to do
(rien khmaet) first? (study Cambodian)
yeeng cap rien khmaet mun. We are going to start studying
Cambodian first.

Drill B.

MODEL: Teacher: khlia têp-oh nih srul yul tee? Are all these sentences easy
too understand?
Student: baat, khlia têp-oh nih srul yul nah. Yes, all these sentences are quite easy to understand.

1. siew-phiw nih srul meel tee? Is this book easy to read?
baat, siew-phiw nih srul meel nah. Yes, this book is quite easy to read.
2. pia nih srul prae tee? 
   baat, pia nih srul prae nah. 
   Is this word easy to use? 
   Yes, this word is quite easy to use.

3. pia nih srul thaa tee? 
   baat, pia nih srul thaa nah. 
   Is that word easy to say? 
   Yes, that word is quite easy to say.

4. bontot tii-buon srul prae tee. 
   baat, bontot tii-buon srul prae nah. 
   Is line four easy to translate? 
   Yes, line four is quite easy to translate.

Drill C.

MODEL: Teacher: look yul têp-oh tee? 
Student: tee, look kruu, khnom yul ntec-ntec.

Do you understand all of it? 
No, teacher, I understand (only) a little of it.

1. look prae baan têp-oh tee? 
   tee, look kruu, khnom prae baan ntec-ntec. 
   Can you translate all of it? 
   No, teacher, I can (only) translate a little of it.

2. look meel dac têp-oh tee? 
   tee, look kruu, khnom meel dac ntec-ntec. 
   Can you read all of it? 
   No, teacher, I can (only) read a little of it.

3. look three têp-oh baan tee? 
   tee, look kruu, khnom three baan ntec-ntec. 
   Can you do all of it? 
   No, teacher, I can (only) do a little of it.

Drill D.

MODEL: Teacher: look cop haey ri-niw? 
   (cam) 
   khnom min-tón cop tee, soum cam khnom mephlest. 
   Have you finished yet? 
   (wait) 
   I haven't finished yet, please wait for me a moment.

Student: 

1. look yul haey ri-niw? (punyul) 
   khnom min-tón yul tee, soum punyul khnom mephlest. 
   Have you understood yet? (explain) 
   I haven't understood yet, please explain to me a moment.

2. look deg haey ri-niw? (prap) 
   khnom min-tón deg tee, soum prap khnom mephlest. 
   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? 
   (borpheañ) 
   khnom min-tón ceh prae tee, soum borpheañ khnom mephlest. 
   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 khfiom meel (rih)? (thaa taam)

Student: tee, look kruu krón-tae aoy look thaa taam tee.

Does the teacher want me to read? (repeat after him)

No, the teacher only wants you to repeat after him.

1. kee aoy khfiom tiw niw srok khmaet rih? (tiw rien)
   tee, kee krón-tae aoy look tiw rien tee.

Do they want me to go live in Cambodia? (go study)

No, they only want you to go study there.

2. yeet cap rien sosfexe khmaet rih? (rien meel)
   tee, yeet krón-tae rien meel tee.

Are we going to start to learn to write Cambodian? (learn to read)

No, we are only going to learn to read it.

3. siex-phiw rih, kee aoy look rih? (praex)
   tee, kee krón-tae aoy khfiom praex tee.

Did they give this book to you? (to use)

No, they only let me use it.
UNIT 21

BASIC DIALOGUE

1. cmiep suol
   Teacher
   Hello!

2. cmiep suol
   James
   Hello!

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

4. baat, khnom sok sebaay' cia tee.
   James
   I'm fine.
   coh look kuu.
   And you, teacher?

5. ou, khnom sok sebaay douc thomeadaa.
   Teacher
   Oh, I'm well as usual.
   look James, nih' e, kaanaa vansi'i e.
   James, this is Vansy.

6. cmiep suol
   James
   Hello!
   soum tooh, khnom sdap chmuh
   m ton' eh:
   Excuse me, I didn't catch your
   name.

7. caah, khnom chmuh vansi.
   Vansy
   My name is Vansy.

8. oo kun. chmuh nih loo ah
   James
   Thank you. That's very nice name.

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

10. baat, khnom cia anupun niw
    ambasaat amerik'kan.
    James
    I'm an attaché at the American
    Embassy.

11. coh look inch, cia puoo-maa'
    look' ih?
    Vansy
    And that gentleman, is he a friend
    of yours?
12. baat, soum tooh, kaffiaa.  
look Jones cia puo'?-maa?  
khfom cit-det' nah.  
James  
Yes, excuse me, Miss.  
Mr. Jones is a very close friend of mine.  
Vansy  

13. omiep suo, look Jones.  
Janes  
Hello, Mr. Jones.  
Vansy  

14. omiep suo!  
Janes  
Hello.  
Vansy  

15. caah, khfom thee niw kesuoc  
kaa-boorsteh, khaa vzoppethoa.  
Vansy  
I work at the Foreign Ministry, in the cultural field.  
Janes  

16. baat, soum tooh, khaa vz ey?  
Janes  
Excuse me, what field?  
Vansy  

17. caah, khaa vzoppethoa.  
Janes  
The cultural field.  
Vansy  

18. ou, khaa vzoppethoa!  
baat, khfom sadap baan' eh.  
Janes  
Oh, the cultural field!  
Now I understand.  
Vansy  

19. look och niwyley khmace l?oo' ah.  
Vansy  
You speak Cambodian very well.  
Janes  

20. oo, khfom cmnaay peel ceen'  
ah, dmbey-ng rien khmace.  
Janes  
Well, I put in a lot of time trying to learn Cambodian.  

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 krosuoq  PPn kesuoc  'ministry'  
Std daembeq  PPn dmbey  'in order to'  
Std cmnaay  PPn cmnaay  'spend'  
Std soste  PPn teste  'write'
2) **A simplification of initial and medial consonant clusters often occurs, even in stressed syllables, in Phnom Penh speech.**

Example: Std three PPN thee 'to do'

This simplification always takes place in PPN when the second consonant of the cluster is Std /t/; 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 paɛ 'translate'
- Std kruu PPN kuu 'teacher'
- Std craen PPN cɛn 'much, many'
- Std cumrieep PPN cmiep 'to greet'
- Std bogrien PPN buiɛn, pgiɛn '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 tiw PPN te 'go and'
- Std mõo PPN me, mõ 'come and'
- Std tee PPN teh, eh (negative or interrogative particle)
- Std nah PPN ah 'very, isn't it'
- Std haey PPN oh, eyh 'already'
- Std r11, r1h PPN ih (interrogative particle)
- Std tiw 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 bonprien**

1. cumriep suoj
2. cumriep suoj

3. look sok sebasy cia tee?
4. baat, khnom sok sebaay cia tee; coh look kruu.

5. ou, khnom sok sebaay douc thommedaa.
   look James, nih kaffaa vansii.
6. cumriep suoj;
   soum tooh, khnom adap chmuh
   min ton tee;

7. caah, khnom chmuh vansii.
8. oo kun. chmuh niq loo nah.

**kaffaa vansii**

9. oo kun. look three kaa ey?
10. baat, khnom cia anu?pun niw
    ambasat ameri?kaaj.

11. coh look aenoh, cia puro?-maa?
    look rih?
12. baat, soum tooh, kaffaa.
    look Jones cia puro?-maa? khnom
    cil-det nah.

13. cumriep suoj, look Jones.
14. cumriep suoj;
    kaffaa three kas niw-aenaa?

15. caah, khnom three niw krosuog
    kaa-booreteh, khaaq voppethoa.
16. baat, soum tooh, khaaq ey?

17. caah, khaaq voppethoa.
18. ou, khaaq voppethoa;
    baat, khnom adap baan haey.

19. look ceh niiyey khmat loo nah.
20. oo, khnom comaay peak cean
    nah, daembey niq rien khmat.

NOTE: /tôn/ as a Completive Verb

Closely related to the negative /min-ton/ '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 /cop/ 'to finish'
(see Note 3., Unit 20).

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

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

m-tó:n sdap baan  m-tó:n sdap lì 1
'still didn't understand'  'still didn't hear'  
(in both cases, may or may not have actually listened)

sdap m-tó:n baan  sdap m-tó:n lì 1
'still didn't understand'  'still couldn't hear'
(in both cases, definitely was listening)

sdap m tó:n
'didn't catch it'
(i.e. didn't listen in time)

Following are some other common completable-verb constructions involving /tó:n/ as the second constituent:

mèl tó:n  'to catch something visually (to have time to look)'
aan tó:n  'to have time to read'  (/aan/ means only 'read!'
rien tó:n  'to have time to study, to learn in time'
teste tó:n  'to have time to write'
pèt tó:n  'to have time to translate'
thee tó:n  '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.)

<table>
<thead>
<tr>
<th>Language and Nationality Terms</th>
<th>Reading and Writing Terms</th>
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<tr>
<td>khmer</td>
<td>sephew (siew-ph1w)</td>
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<tr>
<td>amerǐkaŋ</td>
<td>mèl</td>
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<tr>
<td>onglee</td>
<td>aan</td>
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<tr>
<td>pēn (baarŋ)</td>
<td>teste (sse)</td>
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<td>allemor</td>
<td>kasat&quot;</td>
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<td>phumia</td>
<td>Burmese</td>
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For the forms /kasat'n and /sebot'n/ see Note, Unit 22.
DRILLS

Drill A: Response

MODEL: Teacher: cmiep suō (look) Hello: (you, sir)
     Student: cmiep suō, look. Hello, sir.

1. cmiep suō (look sēy) Hello: (You, madam)
   cmiep suō, look sēy. Hello, ma'am.

2. cmiep suō (kañaa) Hello: (You, miss)
   cmiep suō, kañaa. Hello, miss.

3. cmiep suō (look kūu) Hello: (You, teacher)
   cmiep suō, look kūu. Hello, teacher.

4. cmiep suō (look tp-oh khnia) Hello: (All of you)

5. cmiep suō (vansii) Hello: (Vansy)
   cmiep suō, vansii. Hello, Vansy.

Drill B: Substitution

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

2. look sēy sok sebaay' cia teh? How are you, ma'am?

3. kañaa sok sebaay' cia teh? How are you, miss?

4. look kūu sok sebaay' cia teh? How are you, teacher?

5. look tp-oh khnia sok sebaay' cia teh? How are you all?

6. vansii sok sebaay' cia teh? How are you, Vansy?

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 sēy) How are you? (ma'am)
   coh look sēy. 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 kūu) How are you? (teacher)
   coh look kūu. sok sebaay' cia teh? And you, teacher, how are you?
4. sok sebaay' cia teh? (look tp-oh khnia)
   coh look tp-oh 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, khfiom adap m tön' eh!
   Excuse me, I didn't catch it!
   (Didn't have time to listen)
2. soum tooh, khfiom meel m tön' eh!
   Excuse me, I didn't have time to
   look at it!
3. soum tooh, khfiom aan m tön' eh!
   Excuse me, I didn't have time to
   read it!
4. soum tooh, khfiom rien m tön eh!
   Excuse me, I didn't have time to
   learn it!
5. soum tooh, khfiom taam m tön' eh!
   Excuse me, I couldn't catch up!
   (Didn't have time to follow)
6. soum tooh, khfiom tesee m tön' eh!
   Excuse me, I didn't have time to
   write it!
7. soum tooh, khfiom pàt m tön' eh!
   Excuse me, I didn't have time to
   translate it!
8. soum tooh, khfiom thee m tön' eh!
   Excuse me, I didn't have time to
   do it!

Drill E: Negative Response

1. look adap tön' eh?
   tee, khfiom adap m tön' eh!
   Did you catch it?
   No, I didn't catch it.
2. look meel tön' eh?
   tee, khfiom meel m tön' eh!
   Did you have time to look at it?
   No, I didn't have time to look
   at it.
3. look aan tön' eh?
   tee, khfiom aan m tön' eh!
   Did you have time to read it?
   No, I didn't have time to read it.
4. look rien tön' eh?
   tee, khfiom rien m tön' eh!
   Did you have time to learn it?
   No, I didn't have time to learn it.
5. look taam tön' eh?
   tee, khfiom taam m tön' eh!
   Could you catch up to it?
   No, I couldn't catch up to it.
6. look tesee tön' eh?
   tee, khfiom tesee m tön' eh!
   Did you have time to write it?
   No, I didn't have time to write it.
7. look pæc tón' eh
   tee, khñom pæc 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 teste tón' eh?
   baat, khñom teste tón' eh.

   Did you have time to write it?
   Yes, I had time to write it.

7. look pæc tón' eh?
   baat, khñom pæc 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 chhmuk ey? (vansíi)  What is your name, miss? (Vansy)
        Student: caah, khñom chhmuk vansíi. My name is Vansy.

1. kañaa meel ey? (kasætt)
   caah, khñom meel kasætt'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? (khmæ)
   caah, khñom rien khmæ.

   What are you studying, miss? (Cambodian)
   I am studying Cambodian.

4. kañaa teste ey? (sebot)
   caah, khñom tesse sebot'n.

   What are you writing, miss? (a letter)
   I'm writing a letter.

5. kañaa coul-cet ey? (kañee)
   caah, khñom coul-cet kañee.

   What do you like, miss? (coffee)
   I like coffee.
Drill H: Response (Male student)

MODEL: Teacher: look chmúh ey? (saw) What is your name, sir? (Sau)
Student: baat, khñom chmúh saw. My name is Sau.

1. look meel ey? (kasæt) What are you looking at, sir? (a magazine)
   baat, khñom meel kasæt'n. I'm looking at a magazine.

2. look aan ey? (onglee) What are you reading, sir? (English)
   baat, khñom meel onglee. I'm reading English.

3. look rien ey? (khmaæ) What are you studying, sir? (Cambodian)
   baat, khñom rien khmaæ. I am studying Cambodian.

4. look tese ey? (sebot) What are you writing, sir? (a letter)
   baat, khñom tese sebot'n. I'm writing a letter.

5. look coul-cet ey? (kaætæ) What do you like, sir? (coffee)
   baat, khñom coul-cet kaætæ. I like coffee.

Drill I: Substitution

1. look ceh ni'yiey khmaæ 1°00' ah. You know how to speak Cambodian very well.

2. look ceh ni'yiey onglee 1°00' ah. You know how to speak English very well.

3. look ceh ni'yiey pean 1°00' ah. You know how to speak French very well.

4. look ceh ni'yiey allemon 1°00' ah. You know how to speak German very well.

5. look ceh ni'yiey cen 1°00' ah. You know how to speak Chinese very well.

6. look ceh ni'yiey yuon 1°00' ah. You know how to speak Vietnamese very well.

7. look ceh ni'yiey siem 1°00' ah. You know how to speak Thai very well.

8. look ceh ni'yiey liaw 1°00' ah. You know how to speak Lao very well.

9. look ceh ni'yiey español 1°00' ah. You know how to speak Spanish very well.
Drill J: Expansion

1. look saw.
2. look saw cch.
3. look saw cch onglee.
4. look saw cch ni?yiey onglee.
5. look saw cch ni?yiey onglee 1?oo' ah.
6. look saw cch ni?yiey onglee 1?oo' ah, m?en' eht

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 cch ni?yiey onglee 1?oo' ah, m?en' eht
2. look saw cch ni?yiey onglee 1?oo' ah.
3. look saw cch ni?yiey onglee.
4. look saw cch onglee.
5. look saw cch.
6. look saw.

1. Mr. Sau know how to speak English very well, doesn't he?
2. Mr. Sau knows how to speak English very well.
3. Mr. Sau knows how to speak English.
4. Mr. Sau knows English.
5. Mr. Sau knows.
6. Mr. Sau.
UNIT 22

BASIC DIALOGUE

Teacher

1. kañaa vansii cia khmaê, mën' eh? Miss Vansy is Cambodian, isn't she?
   First Student

2. baat, pekot' eh. Yes, that's right.
   kañaa vansii, kôt cia khmaê. Miss Vansy is a Cambodian.
   Teacher

3. look cam' eh, kôt thee kaa ëy? Do you remember what work she does?
   First Student

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

5. nenaa' niw cam? Who still remembers?
   Second Student

6. baat, khñom! I do!
   kôt thee kaa niw kesuøy kaa-booreteh, phmaêk khaaç vóppethóa. She works at the Foreign Ministry in the cultural section.
   Teacher

7. look nik kheëf' iniw? (Have you thought of it yet?)
   Do you remember now?
   First Student

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

9. menuh dæl ni'yisy emuøy kañaa Who were the people who were
evanñii chmûñ ëy-khlah? talking with Miss Vansy?
   Third Student

10. baat, kil look Smith niy look
    Jones. They were Mr. Smith and Mr. Jones.
    Teacher

11. look Smith thee kaa ëy? What is Mr. Smith's job?
    First Student

12. baat, look Smith cia anu?pûn niw Mr. Smith is an Attaché at the
    ambasaat amerî'kaç. American Embassy.

13. look Jones, min deq kôt thee I don't know what Mr. Jones does.
    ëy' teh!
14. kaɱaa vansii methee cy? Teacher
What did Miss Vansy come for?

15. baat, kot moleeg. Second Student
She came to visit.

16. kaɱaa vansii tow cemtoc' ng look kuu? Teacher
What relation is Miss Vansy to the teacher?

17. baat, kaɱaa vansii cia poun sii lebok look kuu. Second Student
Miss Vansy is the younger sister of the teacher.

18. kaɱaa vansii ceh niyley oglee' teh? Teacher
Does Miss Vansy know how to speak English?

19. baat, kot niyley oglee baan 1?oo kuo-som. Third Student
Yes, she can speak English rather well.

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

21. baat, khnom coul-cet kot' nah. Third Student
Yes, I like her a lot.

22. kot kuo-som, haey reo-té? nah. She's nice, and she's very cordial.

DIALOGUE FOR COMPREHENSION

\[
\begin{align*}
1. & \quad \text{kruu bgprien} \quad \text{koun seh} \\
& \quad \text{kaɱaa vansii, cia khmae, mete tee?} \\
& \quad \text{baat, prakot haey.} \\
& \quad \text{kruu bgprien} \\
3. & \quad \text{look cam tee, kot thvee kaa cy?} \\
& \quad \text{baat, khnom phlic haey.} \\
& \quad \text{kruu bgprien} \\
5. & \quad \text{néo-naa niw cam?} \\
& \quad \text{baat, khnom kót thvee kee niw krosuoŋ kaa-booreteh, phnaék khaŋ vöppethoa.} \\
& \quad \text{kruu bgprien} \\
7. & \quad \text{look nik kheef haey ri-niw?} \\
& \quad \text{baat, khnom nik kheef haey.} \\
& \quad \text{kruu bgprien} \\
9. & \quad \text{menuh dael niyley cia-muoy kaɱaa vansii chmúh cy-khillah?} \\
& \quad \text{baat, k11 look Smith niŋ look Jones.}
\end{align*}
\]
11. look Smith thee kaa ty?

12. baat, look Smith cia anu'pún niw ambasat ameri'kaŋ.

13. look Jones, min den kót thee ty tee.

14. kaффaa vansii móó' thee ovey?

15. baat, kót móó' leey.

16. kaффaa vansii trew cia mec niŋ look kruu?'

17. baat, kaффaa vansii cia p'oun srey reboh look kruu.

18. kaффaa vansii cth niyiey oglee tee?

19. baat, kót niyiey oglee baan l'oo ku-so-m.

20. look coul-cet kót tee?

21. baat, kh fon coul-cet kót nah.

22. kót kuo-som, haey ré'-tē' 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. nênaa' niw cam? 'Who still remembers?'
          2. kh fon phlic' eh. 'I've forgotten (already).'
          3. kót cia khmat. 'She's a Cambodian.'

In the third example, the last heavily stressed syllable is /khmat/, 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)     dëh (dæ)
             eh (haey)    dëh (dæ)
             lh (rìl)     ng (niŋ)

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

<table>
<thead>
<tr>
<th>Without Enclitic</th>
<th>With Enclitic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Normal:</td>
<td></td>
</tr>
<tr>
<td>kót cia khmat.</td>
<td>kót cia khmat' dëh.</td>
</tr>
<tr>
<td>'She's Cambodian.'</td>
<td>She's Cambodian, too.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assertive:</th>
<th>With Enclitic</th>
</tr>
</thead>
<tbody>
<tr>
<td>kót cia khmat!</td>
<td>kót cia khmat! teh!</td>
</tr>
<tr>
<td>'She is Cambodian.'</td>
<td>She's Cambodian.</td>
</tr>
</tbody>
</table>
Interrogative: kót cia khmaʔ?  kót cia khmaʔ' teh?
'She's Cambodian?
'Is she Cambodian?

Surprised Int: kót cia khmaʔ?  kót cia khmaʔ' lh?
'She's Cambodian?
'Is she Cambodian?'

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:

a) 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.

b) 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, ɳ/, 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: beat, kót móo sdap'm. Yes, she came to listen.
            beat, kót meel kasatt'n. Yes, she's reading a newspaper.
            beat, khfom coul-cet ntc'ŋ. Yes, I like it somewhat.
            beat, khfom móo' pi amerik'ŋ. Yes, I come from America.
            beat, pibas'ŋ. Yes, it's difficult.
            beat, nwh ciť 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'
(moo) cam  'to (come and) wait'
(niw) cam  'to (still) remember'

nik  'to think, feel'
kit  'to think, calculate'

nik kheenh  'to think of, remember'

leeng  'to see (someone), visit, play, do something for fun'

leeng baal  'to play ball'

baan  'to get'
tetoul (tootoul)  'to receive, greet (in person)
cmi'ep (cumriepp)  'to address, greet (with words)'
cuop  'to meet'
coul-cet  'to like'
l'oo  'good, nice'

uego  'proper, fitting'

re'-tp  'correct in manners, hospitable'
l'oo kuo-som  'rather well, quite well'

DRILLS

Drill A: Substitution

1. ka'naa cia khmat, metn' eh?
   You're Cambodian aren't you?
2. ka'naa cia onglee, metn' eh?
   You're English aren't you?
3. ka'naa cia pean, metn' eh?
   You're French aren't you?
4. ka'naa cia allemon, metn' eh?
   You're German aren't you?
5. ka'naa cia cen, metn' eh?
   You're Chinese aren't you?
6. ka'naa cia yuon, metn' eh?
   You're Vietnamese aren't you?
7. ka'naa cia siem, metn' eh?
   You're Thai aren't you?
8. ka'naa cia laew, metn' eh?
   You're Lao aren't you?
9. ka'naa cia español metn' eh?
   You're Spanish aren't you?
Drill B. Response

MODEL: Teacher: kaňaa vansii cia khmae, mœn' eh?
Student: baat, pekot' eh.. kaňaa vansii, kót cia khmae.
Miss Vansy is Cambodian, isn't she?
Yes, that's right. Miss Vansy is Cambodian.

1. kaňaa vansii cia ɔ̃glee, mœn' eh?
   baat, pekot' eh.. kaňaa vansii, kót cia ɔ̃glee.
   Miss Vansy is English, isn't she?
   Yes, that's right, Miss Vansy is English.

2. kaňaa vansii cia péañ, mœn' eyt
   baat, pekot' eh.. kaňaa vansii, kót cia péañ.
   Miss Vansy is French, isn't she?
   Yes, that's right, Miss Vansy is French.

3. kaňaa vansii cia allemon, mœn' eh?
   baat, pekot' eh.. kaňaa vansii, kót cia allemon.
   Miss Vansy is German, isn't she?
   Yes, that's right, Miss Vansy is German.

4. kaňaa vansii cia cen, mœn' eh?
   baat, pekot' eh.. kaňaa vansii, kót cia cen.
   Miss Vansy is Chinese, isn't she?
   Yes, that's right, Miss Vansy is Chinese.

5. kaňaa vansii cia yuon, mœn' eh?
   baat, pekot' eh.. kaňaa vansii, kót cia yuon.
   Miss Vansy is Vietnamese, isn't she?
   Yes, that's right. Miss Vansy is Vietnamese.

6. kaňaa vansii cia siem, mœn' eh?
   baat, pekot' eh.. kaňaa vansii, kót cia siem.
   Miss Vansy is Thai, isn't she?
   Yes, that's right, Miss Vansy is Thai.

7. kaňaa vansii cia liaw, mœn' eh?
   baat, pekot' eh.. kaňaa vansii, kót cia liaw.
   Miss Vansy is Lao, isn't she?
   Yes, that's right, Miss Vansy is Lao.

8. kaňaa vansii cia español, mœn' eh?
   baat, pekot' eh.. kaňaa vansii, kót cia español.
   Miss Vansy is Spanish, isn't she?
   Yes, that's right, Miss Vansy is Spanish.
Drill C. Response

MODEL: Teacher: look cam' eh, kót theè sy? (kûu bôlen)
Student: baat, kót theè kûu bôlen.  
Do you remember what she does? (teacher)
Yes, she works as a teacher.

1. look cam' eh, kót chmûh sy? (vansîî)
   baat, kót chmûh vansîî.  
   Do you remember what her name is?
   (Vansy)
   Yes, her name is Vansy.

2. look cam' eh, kót meel sy? (kasaēt)
   baat, kót meel kasaēt'n.  
   Do you remember what she was looking at?
   (magazine)
   Yes, she was looking at a magazine.

3. look cam' eh, kót rien sy? (khmai)
   baat, kót rien khmai.  
   Do you remember what she was studying?
   (Cambodian)
   Yes, she was studying Cambodian.

4. look cam' eh, kót tese sy? (sēbot)
   baat, kót tese sēbot'n.  
   Do you remember what she was writing?
   (a letter)
   Yes, she was writing a letter.

5. look cam'eh, kót sān sy? (ōnglee)
   baat, kót sān ōnglee.  
   Do you remember what she was reading?
   (English)
   Yes, she was reading English.

6. look cam' eh, kót pâc sy? (kasaēt)
   baat, kót pâc kasaēt'n.  
   Do you remember what she was translating?
   (magazine)
   Yes, she was translating a magazine.

Drill D. Response

MODEL: Teacher: nenaa' niw cam? (khfom)
Student: baat, khfom' niw cam.  
Who still remembers? (me)
I still remember.

1. nenaa' niw cam? (look Jones)
   baat, look Jones' niw cam.  
   Who still remembers? (Mr. Jones)
   Mr. Jones still remembers.

2. nenaa' niw cam? (kaafaa vansîî)
   baat, kaafaa vansîî' niw cam.  
   Who still remembers? (Miss Vansy)
   Miss Vansy still remembers.

3. nenaa' niw cam? (kót)
   baat, kót' niw cam.  
   Who still remembers? (him)
   He still remembers.

4. nenaa' niw cam? (yeeŋ tçois khnia)
   baat, yeeŋ t cioè khnia' niw cam.  
   Who still remembers? (all of us)
   All of us still remember.


Drill E. Positive Response

1. look nik kheəŋ' iniw? baat, khɵm nik kheəŋ' ʂh. Have you remembered it? Yes, I have remembered it now.

2. look rien' iniw? baat, khɵm rien' ʂh. Have you studied it? Yes, I have studied it.

3. look meəl' iniw? baat, khɵm meəl' ʂh. Have you looked at it? Yes, I have looked at it.

4. look sdap baan' iniw? baat, khɵm sdap baan' ʂh. Have you understood? Yes, I have understood.

5. look yʊl' iniw? baat, khɵm yʊl' ʂh. Do you understand? Yes, I understand now.

6. look kheəŋ' iniw? baat, khɵm kheəŋ' ʂh. Do you see it yet? Yes, I see it now.

7. look thee' iniw? baat, khɵm thee' ʂh. Have you done it yet? Yes, I've done it.


Drill F. Negative Response

1. look nik kheəŋ' iniw? baat, khɵm m tön nik kheəŋ' ʂh! Have you remembered it? No, I haven't remembered it yet.

2. look rien' iniw? baat, khɵm m tön rien' ʂh! Have you studied it? No, I haven't studied it yet.

3. look meəl' iniw? baat, khɵm m tön meəl' ʂh! Have you looked at it? No, I haven't looked at it yet.

4. look sdap baan' iniw? baat, khɵm m tön sdap baan' ʂh! Have you understood? No, I haven't understood yet.

5. look yʊl' iniw? baat, khɵm m tön yʊl' ʂh! Do you understand? No, I haven't understood it.

6. look kheəŋ' iniw? baat, khɵm m tön kheəŋ' ʂh! Do you see it yet? No, I haven't seen it yet.
7. look thee' imw?
   baat, khilom m tôn thee' eh?
   Have you done it yet?
   No, I haven't done it yet.
   No, I haven't gotten it yet.

8. look baan' imw?
   baat, khilom m tôn baan' eh!

Drill G. Response

MODEL: Teacher: kaññaa vansii móó thee
cy? (leen)
   Student: baat, kót móó leeq.
   What did Miss Vansy come for? (to visit)
   She came to visit.

1. kaññaa vansii móó thee cy?
   (riën)
   baat, kót móó rien.
   What did Miss Vansy come for?
   (to study)
   She came to study.

2. kaññaa vansii móó thee cy?
   (meel)
   baat, kót móó meel.
   What did Miss Vansy come for?
   (to look)
   She came to look.

3. kaññaa vansii móó thee cy?
   (bylën)
   baat, kót móó bylën.
   What did Miss Vansy come for?
   (to teach)
   She came to teach.

4. kaññaa vansii móó thee cy?
   (sdat)
   baat, kót móó sdat'm.
   What did Miss Vansy come for?
   (to listen)
   She came to listen.

5. kaññaa vansii móó thee cy?
   (cam look kũu)
   baat, kót móó cam look kũu.
   What did Miss Vansy come for?
   (to wait for the teacher)
   She came to wait for the teacher.

6. kaññaa vansii móó thee cy?
   (tetuol look kũu)
   baat, kót móó tetuol look kũu.
   What did Miss Vansy come for?
   (to greet the teacher)
   She came to greet the teacher.

7. kaññaa vansii móó thee cy?
   (cùop look kũu)
   baat, kót móó' cùop look kũu.
   What did Miss Vansy come for?
   (to meet the teacher)
   She came to meet the teacher.
Drill H. Response

MODEL: Teacher: look saw ceh ni`yiey onglee' teh?
Student: baat, kót ni`yiey onglee
baan l?oo kuo-som.

Does Mr. Sau know how to speak English?
Yes, he can speak English quite well.

1. look saw ceh ni`yiey khmae' teh?
baat, kót ni`yiey khmae' baan l?oo
kuo-som.

Does Mr. Sau know how to speak Cambodian?
Yes, he can speak Cambodian quite well.

2. look saw ceh ni`yiey cee' teh?
baat, kót ni`yiey cee baan l?oo
kuo-som.

Does Mr. Sau know how to speak Chinese?
Yes, he can speak Chinese quite well.

3. look saw ceh ni`yiey yuon' teh?
baat, kót ni`yiey yuon baan l?oo
kuo-som.

Does Mr. Sau know how to speak Vietnamese?
Yes, he can speak Vietnamese quite well.

4. look saw ceh ni`yiey siem' teh?
baat, kót ni`yiey siem baan l?oo
kuo-som.

Does Mr. Sau know how to speak Thai?
Yes, he can speak Thai quite well.

5. look saw ceh ni`yiey liaw' teh?
baat, kót ni`yiey liaw baan l?oo
kuo-som.

Does Mr. Sau know how to speak Lao?
Yes, he can speak Lao quite well.

6. look saw ceh ni`yiey pean' teh?
baat, kót ni`yiey pean baan l?oo
kuo-som.

Does Mr. Sau know how to speak French?
Yes, he can speak French quite well.

7. look saw ceh ni`yiey allemon' teh?
baat, kót ni`yiey allemon baan l?oo
kuo-som.

Does Mr. Sau know how to speak German?
Yes, he can speak German quite well.

8. look saw ceh ni`yiey espanhol' teh?
baat, kót ni`yiey espanhol baan l?oo kuo-som.

Does Mr. Sau know how to speak Spanish?
Yes, he can speak Spanish quite well.
Drill I. Substitution

1. look coul-cet kôt' eh?  Do you like her?
2. look coul-cet kaffè' teh?  Do you like coffee?
3. look coul-cet rien' eh?  Do you like to study?
4. look coul-cet look Smith' eh?  Do you like Mr. Smith?
5. look coul-cet ni'yi-sîy khmaë' teh?  Do you like to speak Cambodian?
6. look coul-cet meel kasàêt' eh?  Do you like to look at magazines?
7. look coul-cet leêng baal' leh?  Do you like to play ball?
8. look coul-cet kañaa vansii' teh?  Do you like Miss Vansy?
UNIT 23

BASIC DIALOGUE

look Smith
1. kuosaa leboh kaфаа niw mpǐńh? Is your family in Phnom Penh?
   kaфаа vansii
2. caah, kuosaa kh陧om niw mpǐńh. Yes, my family is in Phnom Penh.

look Smith
3. coh ṭıpuk-medasy kaфаа, k`t thee sy? And what do your mother and
   father do?
   kaфаа vansii
4. caah, paa kh Necklace, k`t thee
    kiu bylen. ma? kh Necklace, k`t
    cia chmoop.
    My dad is a teacher, and my mom is
    a midwife.

look Smith
5. kaфаа mian boong-p`oun pemaan
    név? How many brothers and sisters do
    you have?
   kaфаа vansii
6. caah, kh Necklace mian boong-p`oun
    pmpil név. I have seven brothers and sisters.

look Smith
7. s`y pemaan? p`ooh pemaan? How many sisters? How many brothers?
   kaфаа vansii
8. caah, s`y bey név, p`ooh buon
    név. Three sisters and four brothers.

look Smith
9. kaфаа cia koun chboong, mėn` eh? You're the oldest, are you?
   kaфаа vansii
10. caah, m mėn` teh!
    kh Necklace cia koun tii-buon! No, I'm not!
        I am the fourth child.

look Smith
11. pht`eh kaфаа niw t`(n-aa? Where is your house?
    kaфаа vansii
12. caah, pht`eh kh Necklace niw phlew
    yu`kanthoo, leek mephey-pmpil. My house is on Yukanthor Street,
    No. 27.
look Smith

13. opuk-mêdaay kafaa, kôt ayu° pemaa'n' eh?

How old are your mother and father?

kafaa vansii

14. caah, opuk khôm, kôt ayu° hoksep chnam.. mëdaay khôm, kôt ayu° haasep-pëam chnam.

My father is sixty years old, and my mother is fifty-five years old.

look Smith

15. soum tooh, boor-p'soun kafaa, kee niw cëmuoy khnia tç' oh' alew?

Excuse me, but are your brothers and sisters all living together now?

kafaa vansii

16. caah teel boor khôm bey nê°, kee mian pd'ty-pepun' eh.

No. Three of my older siblings are married already.

look Smith

17. kee mian phtéh sebatç khlun-ctç haey' ih?

They have their own separate households then?

kafaa vansii

18. caah! khnom haey-niç p'oun khôm bey nê° tiet niw cëmuoy opuk-mêdaay khôm.

Yes. Three of my younger brothers and sisters and myself live with our parents.

look Smith

19. opuk kafaa, kôt retratt haey, mét'n' eh?

Your father has retired, has he?

kafaa vansii

20. caah, kôt tèw retratt' eh, ptaè riechkaa som oy kôt thee kaa too-tetist!

Well he should have retired already, but the government asked him to keep on working.

look Smith

21. khôm soum oo kun kafaa cèen ah.

I want to thank you very much.
DIALOGUE FOR COMPREHENSION

look Smith

1. kruosaa rebok ka-pages niw phnum piñ rih?

2. caah, kruosaa khñom niw phnum piñ.

3. coh ewpuk-medaay ka-pages, kót three ey?

4. caah, paa khñom kót three kruu boyrien. ma? khñom, kót cia cmoop.

5. ka-pages mian boong-poun ponmaan né??.

6. caah, khñom mian boong-poun prampil né?.

7. srcy ponmaan? proh ponmaan?

8. caah, srcy bey né?, proh buon né?.

9. ka-pages cia koun chboong, mɛen tee?

10. caah, min mɛen teel khñom cia koun tii-buon!

11. phtéh ka-pages niw trog-naa?

12. caah, phtéh khñom niw phlew yuankanthoo, leek mephpay-prampil.

13. ewpuk-medaay ka-pages, kót aayu? ponmaan haey?


15. soum tooh, boong-poun ka-pages, kee niw cia-muoy teu-ch eylou?

16. caah teel boong khñom bey né?, kee mian pdey-propún haey.

17. kee mian phtéh sombaay khluoan-aay haey rih?


19. ewpuk ka-pages, kót retract haey, mɛen tee?

20. caah, kót trew retract haey, ponte rieochkaa soum aay kót three kaa too tiw tiet.

21. khñom soum oo kun ka-pages craen 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:

<table>
<thead>
<tr>
<th>Titles</th>
<th>Kinship Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>look mister, you, he</td>
<td>paa father, you, I</td>
</tr>
<tr>
<td>look srey madam, you, she</td>
<td>ma? mother, you, I</td>
</tr>
<tr>
<td>kaffaa miss, you, she</td>
<td>koun child, you, I</td>
</tr>
<tr>
<td>niag child, you, he, she</td>
<td>boog older sibling, you, I</td>
</tr>
<tr>
<td>look kruu teacher, you, he</td>
<td>p?oun younger sibling, you, I</td>
</tr>
<tr>
<td>no? kruu teacher, you, she</td>
<td></td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>father</th>
<th>mother</th>
</tr>
</thead>
<tbody>
<tr>
<td>ewpuk</td>
<td>paa</td>
</tr>
<tr>
<td>dad (you, I)</td>
<td>mom (you, I)</td>
</tr>
</tbody>
</table>

Kinship terms, like titles, are frequently compounds:

<table>
<thead>
<tr>
<th>koun proh son</th>
<th>boog-p?oun siblings (olders and younger)</th>
</tr>
</thead>
<tbody>
<tr>
<td>koun srey daughter</td>
<td>ewpuk-medaay parents</td>
</tr>
<tr>
<td>boog proh older brother</td>
<td>p?dey-pepun husband and wife</td>
</tr>
<tr>
<td>p?oun srey younger sister</td>
<td></td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>boog older sibling</th>
<th>koun child</th>
</tr>
</thead>
<tbody>
<tr>
<td>p?oun younger sibling</td>
<td></td>
</tr>
</tbody>
</table>

When the sex of the person is specified, a compound form is used (/boog 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 kh?nom 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: khnom  I  kót  he, she, they  
            yaaŋ  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:  boong prab khnom, kót cis kruu boigrieh.  'My older brother, he's a teacher.'
            proun sry khnom, kee thoe kaa niw srok amerik.  'My younger sister, she works in America.'
            koun khnom, via min thoe 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.

<table>
<thead>
<tr>
<th>20-90</th>
<th>Higher Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>mephey 20</td>
<td>merócy 100</td>
</tr>
<tr>
<td>saamsep 30</td>
<td>pli róoy 200</td>
</tr>
<tr>
<td>sa'tsep 40</td>
<td>mepón 1,000</td>
</tr>
<tr>
<td>haasæp 50</td>
<td>bey pón 3,000</td>
</tr>
<tr>
<td>hoksæp 60</td>
<td>momeän 10,000</td>
</tr>
<tr>
<td>cetsep 70</td>
<td>buon meän 40,000</td>
</tr>
<tr>
<td>pa'tsep 80</td>
<td>mæsæn 100,000</td>
</tr>
<tr>
<td>kawsæp 90</td>
<td>præm saın 500,000</td>
</tr>
<tr>
<td></td>
<td>melian 1,000,000</td>
</tr>
<tr>
<td></td>
<td>pmmuoy lian 6,000,000</td>
</tr>
</tbody>
</table>

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 hoksæp-pram  '1965'
DRILLS

Drill A. Substitution

1. kùosaa leboh kañaa niw mpiñ/ī? Is your family in Phnom Penh, miss?
2. kùosaa leboh look sèy niw mpiñ/ī? Is your family in Phnom Penh, m'am?
3. kùosaa leboh look niw mpiñ/ī? Is your family in Phnom Penh, sir?
4. kùosaa leboh look kùu niw mpiñ/ī? Is your family in Phnom Penh, teacher?
5. kùosaa leboh nián niw mpiñ/ī? Is your family in Phnom Penh, miss?
6. kùosaa leboh vənşi niw mpiñ/ī? Is your family in Phnom Penh, Vangy?
7. kùosaa leboh look tru-oh kñnia niw mpiñ/ī? Are all of your families in Phnom Penh?

Drill B. Substitution

1. coh mëdaay look, kót niw-inæa? And your mother, where is she?
2. coh opük look, kót niw inæa? And your father, where is he?
3. coh boon look, kót niw inæa? And your older siblings, where are they?
4. coh p'oun look, kót niw inæa? And your younger siblings, where are they?
5. coh opük-mëdaay look, kót niw inæa? And your parents, where are they?
6. coh boon-p'oun look, kót niw inæa? And your brothers and sisters, where are they?

Drill C. Positive Response

1. kùosaa leboh kañaa niw mpiñ/ī? Your family is in Phnom Penh?
cañh, kùosaa leboh khñom niw mpiñ/ī. Yes, my family is in Phnom Penh.
2. kùosaa leboh look sèy niw vassentaon/ī? Your family is in Washington?
cañh, kùosaa leboh khñom niw vassentaon. Yes, my family is in Washington.
3. kùosaa leboh look niw sòk khmaet/ī? Your family is in Cambodia?
baat, kùosaa leboh khñom niw sòk khmaet. Yes, my family is in Cambodia.
4. kùosaa leboh kót niw sòk amerik' ìh? His family is in America?
baat, kùosaa leboh kót niw sòk amerik'n. Yes, his family is in America.
5. opük-mëdaay look niw phlew yu?kanthōo/ī? Your parents are on Yukanthor Street?
baat, opük-mëdaay khñom niw phlew yu?kanthōo. Yes, my parents are on Yukanthor Street.
6. opuk-medaay kañaa niw parii?! 
  caah, opuk-medaay khñom niw parii.
  Your parents are in Paris? 
  Yes, my parents are in Paris.

7. boon-pou n kañaa niw sōk nih?! 
  caah, boon-pou n khñom niw sōk 
  nih'ñ.
  Your brothers and sisters are in 
  this country? 
  Yes, my brothers and sisters are in 
  this country.

Drill D. Negative Response

MODEL: Teacher: kuõsa kañaa niw parii?! 
  (tee, vaasentaon)
  Student: tee, kuõsa khñom niw 
  vaasentaon.
  Your family is in Paris? 
  (No, Washington)
  No, my family is in 
  Washington.

1. kuõsa kañaa niw vaasentaon? 
  (tee, mpiñ)
  tee, kuõsa khñom niw mpiñ.
  Your family is in Washington? 
  (No, Phnom Penh)
  No, my family is in Phnom Penh.

2. kuõsa kañaa niw sōk khmaè? 
  (tee, sōk amerik)
  tee, kuõsa khñom niw sōk amerik'ñ.
  Your family is in Cambodia? 
  (No, America)
  No, my family is in America.

3. kuõsa kañaa niw parii? 
  (tee, mpiñ)
  tee, kuõsa khñom niw mpiñ.
  Your family is in Paris? 
  (No, Phnom Penh)
  No, my family is in Phnom Penh.

4. kuõsa kañaa niw sōk amerik' 1ñ? 
  (tee, sōk khmaè)
  tee, kuõsa khñom niw sōk khmaè.
  Your family is in America? 
  (No, Cambodia)
  No, my family is in Cambodia.

5. kuõsa kañaa niw sōk khmaè? 
  (tee, sōk nih)
  tee, kuõsa khñom niw sōk nih'ñ.
  Your family is in Cambodia? 
  (No, this country)
  No, my family is in this country.

6. kuõsa kañaa niw sōk nih' 1ñ? 
  (tee, sōk khmaè)
  tee, kuõsa khñom niw sōk khmaè.
  Your family is in this country? 
  (No, Cambodia)
  No, my family is in Cambodia.

Drill E. Response

MODEL: Teacher: kañaa mian boon pemaan nè? 
  (pram)
  Student: caah, khñom mian boon pram nè?. I have five older siblings.
  How many older siblings do 
  you have? (five)

1. kañaa mian p'oun pemaan nè?? 
  (bey)
  caah, khñom mian p'oun bey nè?. I have three younger siblings.
  How many younger siblings do you 
  have? (three)
2. kañaa mian boon-poun pemaa nê? (pmbey)
caañ, khñom mian boon-poun pmbey nê? I have eight brothers and sisters.

3. kañaa mian koun pemaa nê? (piñ)
caañ, khñom mian koun piñ nê.

4. kañaa mian koun proh pemaa nê? (menê?)
caañ, khñom mian koun proh menê.

5. kañaa mian koun srey pemaa nê? (menê?)
caañ, khñom mian koun srey menê.

6. kañaa mian boon-poun proh pemaa nê? (bey)
caañ, khñom mian boon-poun proh bey nê.

7. kañaa mian boon-poun srey pemaa nê? (buon)
caañ, khñom mian boon-poun srey nê? buon nê?

8. kañaa mian boon pemaa nê? (khmian soh, cia koun chboon)
caañ, khñom khmian boon soh. khñom cia koun chboon!

How many brothers and sisters do you have? (eight)

I have two children.

I have one son.

I have one daughter.

I have three brothers.

I have four sisters.

I don't have any older siblings at all, I am the oldest child.

Drill F. Response

MODEL: Teacher: opuk kañaa, kôt ayu? pemaa' eh? (haasep)
Student: caañ, opuk khñom, kôt ayu? haasep chnam' eh.

How old is your father? (fifty)

My father is fifty years old.

1. medaay kañaa, kôt ayu? pemaa' eh? (saßsep)
caañ, medaay khñom, kôt ayu? saßsep chnam' eh.

How old is your mother? (forty)

My mother is forty years old.

2. poun kañaa, kee ayu? pemaa' eh? (dop)
caañ, poun khñom, kee ayu? dop chnam' eh.

How old is your younger sibling? (ten)

My younger sibling is ten years old.
3. boon kañaa, kót ayu pemaan’ eh?
   (mephey pram)
   caah, boon khñom kót ayu mephey pram chnam’ eh.

4. boon sry kañaa, kót ayu pemaan’ eh.
   (mephey bey)
   caah, boon sry khñom, kót ayu mephey bey chnam’ eh.

5. boon proh kañaa, kót ayu pemaan’ eh?
   (mephey pmbe)
   caah, boon proh khñom, kót ayu mephey pmbe chnam’ eh.

6. p’oun sry kañaa, kee ayu pemaan’ eh?
   (pëam-ndop)
   caah, p’oun sry khñom, kee ayu pëam-ndop chnam’ eh.

7. p’oun proh kañaa, kee ayu pemaan’ eh?
   (pmbe)
   caah, p’oun proh khñom, kee ayu pmbe chnam’ eh.

Drill G. Positive Response

1. opuk-medaaay kañaa niw cemuoy khnia??
   caah, opuk-medaaay khñom, kót niw cemuoy khnia.

2. boon-p’oun kañaa niw cemuoy khnia??
   caah, boon-p’oun khñom, kót niw cemuoy khnia.

3. kañaa niq medaay kañaa niw cemuoy khnia??
   caah, khñom niq medaay khñom niw cemuoy khnia.

4. kañaa niq opuk kañaa niw cemuoy khnia??
   caah, khñom niq opuk khñom niw cemuoy khnia.

   How old is your older sibling?
   (twenty-five)
   My older sibling is twenty-five years old.

   How old is your older sister?
   (twenty-three)
   My older sister is twenty-three years old.

   How old is your older brother?
   (twenty-eight)
   My older brother is twenty-eight years old.

   How old is your younger sister?
   (fifteen)
   My younger sister is fifteen years old.

   How old is your younger brother?
   (eight)
   My younger brother is eight years old.

Are your parents still together?
Yes, my parents are still together.

Are your brothers and sisters still together?
Yes, my brothers and sisters are still together.

Are you and your mother still together?
Yes, my mother and I are still together.

Are you and your father still together?
Yes, my father and I are still together.
5. kaβaα nûg p'oun kaβaα nûg cémûoy khnîa?
csaα, kʰîfom nûg p'oun kʰîfom nûg cémûoy khnîa.

6. kaβaα nûg booq kaβaα nûg cémûoy khnîa?
csaα, kʰîfom nûg booq kʰîfom nûg cémûoy khnîa.

Drill H. Negative Response

MODEL: Teacher: booq-p'oun look nûg cémûoy khnîa τq'-oh' alew?
(baat teé, mîaα pʰêh sômbaα khlouν-ârî' eλ)

Student: baat teé, booq-p'oun kʰîfom, kee mîaα pʰêh sômbaα khlouν-ârî' eλ.

Are you and your younger siblings still together?
Yes, my younger siblings and I are still together.

Are you and your older siblings still together?
Yes, my older siblings and I are still together.

Are your brothers and sisters all together now?
(No, they have their own separate households)

No, my brothers and sisters have their own separate households now.

1. booq-p'oun look nûg cémûoy τq'-oh' alew?
(baat teé, bêy nê' mîaα pʰêh-pêpûn' eλ)

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. booq-p'oun look nûg cémûoy khnîa τq'-oh' alew?
(baat teé, tæ p'oun buon nê' teh)

Are all your brothers and sisters together now?
(No, only four younger siblings)

No, only four of my younger siblings are together.

3. booq-p'oun look nûg cémûoy khnîa τq'-oh' alew?
(baat teé, booq mênê' mîaα pêpûn' eλ)

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. booq-p'oun look nûg cémûoy khnîa τq'-oh' alew?
(baat teé, p'oun pîl nê' mîaα pʰêh eλ)

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 khfom, kót thee kûu bûlên.
   My dad is a teacher.
2. boq khfom, kót thee kûu bûlên.
   My older brother is a teacher.
3. boq khfom, kót cia anûpûn niw
   ambasaat khmê.
   My older brother is an attaché
   in the Cambodian Embassy.
4. pooun khfom, kee cia anûpûn niw
   ambasaat khmê.
   My younger brother is an attaché
   in the Cambodian Embassy.
5. pooun khfom, kee thee kaa niw
    kesaun kaa-booreth.
   My younger brother works in the
   Ministry of Foreign Affairs.
6. pooun khfom, kee cia chmooop.
   My younger sister is a midwife.
7. ma' khfom, kót cia chmooop.
   My mom is a midwife.
8. ma' khfom, kót retrast haey.
   My mom has retired.
9. paa khfom, kót retrast haey.
   My dad has retired.
10. paa khfom, kót thee kûu bûlên.
    My dad is a teacher.

Drill J. Expansion

1. phléw yu'kanthôô.
   Yukanthor Street.
2. niw phléw yu'kanthôô.
   On Yukanthor Street.
3. khfom niw phléw yu'kanthôô.
   I am on Yukanthor Street.
4. khfom niw phléw yu'kanthôô,
    leek mephey pmpil.
   I am on Yukanthor Street,
   Number 27.
5. phtêh khfom niw phléw yu'kanthôô,
    leek mephey pmpil.
   My house is on Yukanthor Street,
   Number 27.
6. phtêh khfom niw phnum piñ, phléw
    yu'kanthôô, leek mephey pmpil.
   My house is in Phnom Penh,
   Number 27.
7. caah, phtêh khfom niw phnum piñ,
    phléw yu'kanthôô, leek mephey
    pmpil.
   Yes, my house is in Phnom Penh,
   Yukantor Street, Number 27.

Drill K. Reduction

1. caah, phtêh khfom niw phnum piñ,
    phléw yu'kanthôô, leek mephey
    pmpil.
   Yes, my house is in Phnom Penh,
   Yukantor Street, Number 27.
2. caah, phtêh niw phnum piñ, phléw
    yu'kanthôô, leek mephey pmpil.
   Yes, the house is in Phnom Penh,
   Yukantor Street, Number 27.
3. caah, phtêh niw phnum piñ, phléw
    yu'kanthôô.
   Yes, the house is in Phnom Penh,
   Yukantor Street.
4. caah, phtêh niw phnum piñ.
   Yes, it's in Phnom Penh.
5. caah, niw phnum piñ.
6. niw phnum piñ.
7. phnum piñ.
UNIT 24

BASIC DIALOGUE

1. look chmůh éy?  
   Sok  What's your name?

2. khnom chmůh pool.
   Paul  My name is Paul.

3. look thee kaa éy?
   Sok  What's your job?

4. baat, khnom thee kaa niw kesoŋ khoosanaaka amsrí'kaŋ.
   Paul  I work at the American Information Service.

5. coh look inoh, thee kaa niw-inaa' deh?
   Sok  And you over there sir, where do you work?

6. baat, khnom thee kaa niw ambasaat amsrí'kaŋ.
   James  I work at the American Embassy.

7. look fceph medol mpiŋ pil ngkaal?
   Sok  When did you arrive in Phnom Penh?

8. baat, khnom medol mpiŋ cit mekhať' eh.
   James  I arrived in Phnom Penh almost a month ago.

9. alew look somna¨-asey niw-inaa?
   Sok  Where are you staying now?

10. ou, khnom niw otãl cemuoy look pool.
    James  Oh, I'm in the hotel with Paul.

11. otãl naa?
    Sok  Which hotel?

12. baat, otãl róoyal.
    James  The Hotel Royale.

13. coh look pesaa baay niw-inaa?
    Sok  And where do you eat?
14. baat, khñom fiam baay niw khnoq otaêl niq dat. kee mian mehoup khmat chqáoh ah. Paul
I eat right in the hotel.
They have very delicious Cambodian food.

Sok

15. baat, meênh eh. khñom thlôp tiw fiam baay niw kelâey muh pií-bty dooq' dth. Sok
Yes, that's right.
I have gone to eat there two or three times myself.

Paul

16. nih cia otaêl loo ciay kee bô-oh, taam khñom smaan. Paul
This is the best hotel of all, I believe.

Sok

17. baat, pekot' eh. Sok
Yes, that's right.

James

18. con phtêh look' niw tông-naa? James
And where is your house?

Sok

19. baat, phtêh khñom leek mehôoy mephey, mehâa-vîhtsy monivûng. Sok
My house is Number 120, Monivong Avenue.

James

20. rîcey m chqáasy pêmaân pií kelâey khñom niw' dth. James
Then it's not too far from where I live.

DIALOGUE FOR COMPREHENSION

Sok

1. look chmu'h cy? 2. khñom chmu'h pool.
3. look thvee kaa ovéy? 4. baat, khñom thvee kaa niw krosuq khoosenaaka ameri'kaq.
13. coh look piisaa baay niw-sænnaa?

14. baat, khñom fiam baay niw khnon outañ niñ, dat.
   kee mian mèhoup khmat chñañ nah.

15. baat, méén haey.
   khñom thîlp tiw fiam baay niw konlæñ
   mîh piï-bëy dööñ dat.

16. niñ cia outañ ñoo ciñañ kee
   boñ-oh, taam khñom smaan.

17. baat, prakot haey.

18. coh phéñ look niw tron-naa?

19. baat, phéñ khñom leek mèèñg mopheý,
   mohaa-vîthçy mòonilivúñ.

20. efîcæñ niñ chñaay ponnaan piï
    konlæñ khñom niw dat.

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 common-place activities such as eating, sleeping, and moving from place to place:

sîl baay to eat (crude)
iw to be located, stay (in a place)

fîm baay to eat (familiar)
ruh niw to live (in a place)

tetuol-tian baay to eat (impersonal)
somnã-æsæy niw to reside (more honorific than first two)

pesaa baay to eat (polite)
deek to sleep (ordinary)

æsæy (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.
b) I dine at the hotel.
c) The teacher eats dinner at the hotel.
d) The teacher dines at the hotel.
The closest Cambodian equivalents of the sentences would be something like the following:

a) khnom ñam basy niw otael.  
   "c) look kruu ñam basy niw otael.

   "b) khnom pesaa basy niw otael.  
   d) look kruu pesaa basy 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 lowest person such as /khnom/, '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 /tscekh/ (/officer/). This item occurs directly before the verb of motion; other pre-verbal modifiers precede it.

Examples:

khnom tîw.     I'm going.
look tîcëuh tîw.   You're going.
kee mûo?.  They're coming.
look stû tîcëuh mûo?.  She's (you're) coming.
khnom thlôp tîw.   I have been there.
look thlôp tîcëuh tîw.  You have been there.

(The pre-verbal modifier /thlôp/ means 'at least once in the past; have.... (done, been, or gone))

Since you will find this same item /tcekh/ as a main verb meaning 'invite,' with a direct object (Unit 26), 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

| thnay  | daytime  |
| yip    | nighttime |
| pêk (prsk) | morning |
| thnay tøq (tron) | noon |
| asiel (róosiel) | afternoon |
| lëpiec | evening |
| atiet (aatriet) | night |

2) Days of Week

| (thnay-) atit (aatit) | Sunday |
| (thnay-) can | Monday |
| (thnay-) ñkia (ñkia) | Tuesday |
| (thnay-) put | Wednesday |
| (thnay-) pehôh (prohôh) | Thursday |
| (thnay-) sok | Friday |
| (thnay-) saw | Saturday |

3) Other Calendar and Time Terms

| chnam | year  |
| khat | month |
| atit (aatit) | week |
| thnay | day |

mechnam  one year
mekhat one month
me-atit one week
me-thnay, meay one day

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doog time (occurrence) medooq once
peel time (general) medooq-pii once or twice
qkal (qkal) when (usually future) pii-bey doog two or three times
pii qkal when, since when (past)

4) Places
kelaq (konlaq) place otael hotel
(tot) (tota) spot poh post-office
phte h house (small place vey palace
of business)
haaq shop (larger place gaa, gaa r.r. station
of business)
salaa hall salaa rien school
phte basy restaurant
haaq basy

5) Proper Names
rcoyal Royale (Hotel) la-tavén Le Taverne (Restaurant)
petli trikotèni Petit Tricotin vial vuy Vealvong (suburb)
exténsyononal International (Hotel) oqko Angkor (Hotel) (also
name of old capital)

DRILLS

Drill A. Substitution
1. look thee kaa cy? What is your job?
2. look thee kaa niw-inaa? Where do you work?
3. look thee kaa niw tón-naa? At what place do you work?
4. look thee kaa cemoy nanaa? Who do you work with?
5. look thee kaa thray naa-khlaq? What days do you work?
6. look thee kaa pemaaan khat haey? How many months have you worked?
7. look thee kaa yup rii thray? Do you work nights or days?
8. look thee kaa suol rii pebaa? Is your work easy or hard?

Drill B. Response
1. look thee kaa cy? (kùu bgièn) What is your job? (teacher)
khióm thee kùu bgièn. I am a teacher.
2. look thee kaa niw-inaa? Where do you work? (Ambassador)
(ambasaat amerikàkaq)
khióm thee kaa niw embasaat amerikàkaq. I work at the American Embassy.
3. look thee kaa niw tøg-naa?
   (cit poh)
   khfom thee kaa niw cit poh'ŋ.
   At what place do you work?
   (near the Post Office)
   I work near the Post Office.

4. look thee kaa cemuoy nenaa?
   (pepún look pool)
   khfom thee kaa cemuoy pepún look pool. I work with Paul's wife.

5. look thee kaa pemaan khaë' eh?
   (pëam-ndop khaë' eh)
   khfom thee kaa pëam-ndop khaë' eh. I've been working for 15 months.
   How many months have you been working? (15 months)

6. look thee kaa thqay naa-khlah?
   (thqay saw nq thqay can)
   khfom thee kaa thqay saw nq thqay can. I work Saturdays and Sundays.
   Which days do you work?
   (Saturday and Sunday)

7. look thee kaa yup rïi thqay?
   (yup)
   khfom thee kaa yup' m. I work nights.
   Do you work nights or days?
   (nights)

8. look thee kaa suol rïi pebas??
   (suo1 tee1)
   khfom thee kaa suol' eh!
   My work is easy!
   Is your work easy or hard?
   (easy!)

Drill C. Negative Response

1. look thee kuu bølen' ih? (tee, tehian)
   teee, khfom thee tehian.
   Are you a teacher? (No, soldier)
   No, I am a soldier.

2. look thee kaa niw ambasat' ih?
   (tee, ota† rooyal)
   teee, khfom thee kaa niw ota† rooyal.
   Do you work at the Embassy?
   (No, Hotel Royale)
   No, I work at the Hotel Royale.

3. look thee kaa niw cit veø' ih?
   (tee, niw cit gea)
   teee, khfom thee kaa niw cit gea.
   Do you work near the Palace?
   (No, near the railroad station)
   No, I work near the railroad station.

4. look thee kaa thqay sok nq thqay
   atit' ih? (tee, thqay put nq saw)
   teee, khfom thee kaa thqay put nq saw.
   Do you work Fridays and Sundays?
   (No, Wednesdays and Saturdays)
   No, I work Wednesdays and Saturdays.

5. look thee kaa yup' ih? (tee, thqay)
   teee, khfom thee kaa thqay.
   Do you work nights? (No, days)
   No, I work days.

Drill D. Substitution

1. alew look sommap-assay niw-inaa?
   Where are you staying now?

2. alew look fam basy niw-inaa?
   Where do you eat now?

3. alew look thee kaa niw-inaa?
   Where do you work now?

4. alew look tiw niw inaa?
   Where are you going to go now?

5. alew look assay basy niw-inaa?
   Where do you take your meals now?
6. alew look mian phtéh niw-inaa?
    Where do you have your house now?
7. alew look pesaa baay niw-inaa?
    Where do you eat now?
8. alew look rien niw-inaa?
    Where do you study now?

Drill E. Response

1. alew look somma?–asèay niw-inaa?
   Where are you staying now?
   (otael róoyal)
   baat, khfom somma?–asèay niw otael róoyal.
   (Hotel Royale)
   I am staying at the Hotel Royale.
2. alew look fam baay niw-inaa?
   Where do you eat now?
   (petii trikotthi)
   baat, khfom fam baay niw petii trikotthi.
   (Petit Tricotin)
   I eat at the Petit Tricotin.
3. alew look thee kaa niw-inaa?
   Where are you working now?
   (ambasaat yuon)
   baat, khfom thee kaa niw ambasaat yuon.
   (the Vietnamese Embassy)
   I am working at the Vietnamese Embassy.
4. alew look tìw niw' inaa?
   Where are you going to go now?
   (otael entènasional)
   baat, khfom tìw niw otael entènasional.
   (Hotel International)
   I am going to go to the Hotel International.
5. alew look asèay baay niw-inaa?
   Where do you take your meals now?
   (la-tavén)
   baat, khfom asèay baay niw la-tavén.
   (La Taverne)
   I take my meals at La Taverne.
6. alew look mian phtéh niw-inaa?
   Where do you have your house now?
   (vial vûq)
   baat, khfom mian phtéh niw vial vûq.
   (Véalvong)
   I have my house at Véalvong.
7. alew look pesaa baay niw-inaa?
   Where do you eat now?
   (otael onkôo)
   baat, khfom fam baay niw otael onkôo.
   (Hotel Angkor)
   I eat at the Hotel Angkor.
8. alew look rien niw-inaa? (F.S.I.)
   Where are you studying now? (F.S.I.)
   baat, khfom rien niw F.S.I.
   Yes, I'm studying at F.S.I.

Drill F. Response

1. look medol pii rkaal?
   When did you arrive?
   (cit mekhàe' eh)
   khfom medol cit mekhàe' eh.
   (almost a month ago)
2. look tìw dol rkaal? (khæt kôoy)
   When will you get there? (next month)
   khfom tìw dol khæt kôoy.

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3. look móo? viñ ñkaal? (atit kòoy)
kхаm móo? viñ atit kòoy.
When are you coming back?
(next Sunday)
I'm coming back next Sunday.

4. look tiw viñ ñkaal? (thȝay saamsep)
kхаm tiw viñ thȝay saamsep.
When are you going back? (the 30th)
I'm going back on the 30th.

5. look coul rien ñkaal?
(thȝay can nih)
kхаm coul rien thȝay can nih.
When do you start studying?
(this Monday)
I start studying this Monday.

6. look tiw sòk khmae ñkaal?
(chnам kòoy)
kхаm tiw sòk khmae chnam kòoy.
When will you go to Cambodia?
(next year)
I'm going to Cambodia next year.

7. look móo? leen kхаm ñkaal?
(khae kòoy)
kхаm meleen look khae kòoy.
When are you coming to visit me?
(next month)
I'll come to visit you next month.

Drill G. Responses

1. look niw otael cemuooy nenaa?
   (look pool)
kхаm niw otael cemuooy look pool.
Who are you staying in the hotel with?
   (Paul)
I'm staying in the hotel with Paul.

2. look psgiay baay cemuooy nenaa?
   (pepuñ kхаm)
kхаm kiay baay cemuooy pepuñ kхаm.
Who do you eat meals with?
   (my wife)
I eat meals with my wife.

3. look rien cemuooy nenaa? (look Jones)
kхаm rien cemuooy look Jones.
Who do you study with? (Mr. Jones)
I study with Mr. Jones.

4. look fceefi tiw salaa cemuooy nenaa? (look smith)
kхаm tiw salaa cemuooy look smith.
Who do you go to school with?
   (Mr. Smith)
I go to school with Mr. Smith.

5. look psgiay baay cemuooy nenaa?
   (kañaa vansii)
kхаm kiay baay cemuooy kañaa vansii.
Who do you eat meals with?
   (Miss Vansy)
I eat meals with Miss Vansy.

6. look thee kaay cemuooy nenaa?
   (p'oun kхаm)
khaft thee kaay cemuooy p'oun khaft.
Who do you work with?
   (my younger brother)
I work with my younger brother.
Drill H. Substitution

1. khnom medol pii thay atit mun.  
   I arrived last Sunday.
2. khnom medol pii thay cean mun.  
   I arrived last Monday.
3. khnom medol pii thay phaia mun.  
   I arrived last Tuesday.
4. khnom medol pii thay put mun.  
   I arrived last Wednesday.
5. khnom medol pii thay pahoe mun.  
   I arrived last Thursday.
6. khnom medol pii thay sok mun.  
   I arrived last Friday.
7. khnom medol pii thay saw mun.  
   I arrived last Saturday.
8. khnom medol pii thay atit mun.  
   I arrived last Sunday.

Drill I. Transformation

MODEL: Teacher: khnom moo dol phnum pii cit mekhaet' eh.  
               (fceseh moo)
               I arrived in Phnom Penh almost a month ago.  
               ((you) arrived)

Student: look fceseh moo dol phnum pii cit mekhaet' eh,  
               meen' eh?  
               You arrived in Phnom Penh almost a month ago,  
               didn't you?

1. khnom niw otael rooyal.  
   (somnaʔ-aseay niw)  
   Look somnaʔ-aseay niw otael rooyal,  
   meen' eh?  
   I'm at the Hotel Royale.  
   (staying at)  
   You're staying at the Hotel Royale, aren't you?

2. khnom ham baay niw khnoŋ otael niɣ' deh.  
   (pesaa baay)  
   Look pesaa baay niw khnoŋ otael niɣ deat, meen' eh?  
   I eat at that hotel too.  
   ((you) eat)  
   You eat at that hotel too,  
   don't you?

3. thay put, khnom tiw leeq pheth  
   Look smith.  
   (fceseh tiw)  
   Thay put, look fceseh tiw leeq pheth 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. khnom thlop tiw ham baay niw kelaŋ  
   Nuh pii-bey deon' deh.  
   (fceseh tiw pesaa)  
   Look thlop fceseh tiw pesaa baay niw  
   Kelaŋ nuh pii-bey doon dat, 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 tiw ñam basy niw kelaŋ nuh pil-béy doon' dsh.
   I have been to eat at that place two or three times myself.

2. khñom thlóp thee kaa niw kelaŋ nuh pil-béy doon' dsh.
   I have worked at that place two or three times myself.

3. khñom thlóp thee kaa niw tôn nuh pil-béy doon' dsh.
   I have worked at that spot two or three times myself.

4. khñom thlóp thee kaa niw tôn nuh møoon-piil' dsh.
   I have worked at that spot once or twice myself.

5. khñom thlóp ñam basy niw tôn nuh møoon-piil' dsh.
   I have eaten at that spot once or twice myself.

6. khñom thlóp ñam basy niw kelaŋ nuh møoon-piil' dsh.
   I have eaten at that place once or twice myself.

7. khñom thlóp ñam basy niw kelaŋ nuh pil-béy doon' dsh.
   I have eaten at that place two or three times myself.
UNIT 25

BASIC DIALOGUE

1. look hièn khmät niw-inaa?
   A Cambodian
   Where did you study Cambodian?

2. beat, khnom hièn khmät niw
   sok amerik'g...,niw F.S.I.
   An American
   I studied Cambodian in America
   at F.S.I.

3. F.S.I. cia salaa aèkècün, rì1
   cia salaa saathiareaa?
   Cambodian
   Is F.S.I. a private school or
   a public school?

4. beat, F.S.I. cia salaa leboh
   riechkkaa, koo pontat m-mèn
   cia salaa saathiareaa?, teh?
   American
   Well, F.S.I. is a government school,
   but it's not exactly a public
   school.

5. cia salaa leboh kesuòg kaa-
   booreteh, mèn' eh?
   Cambodian
   It's a school belonging to the
   State Department, isn't it?

6. beat, pèkot', eh.
   American
   Yes, that's right.

7. nènèa' by'èn khmät niw kelaèg
   nuh?
   Cambodian
   Who teaches Cambodian there?

8. beat, look sok niy look saw'
   cia kùu by'èn niw kelaèg nuh.
   American
   Mr. Sok and Mr. Sau are the teachers
   there.

9. kòt khmät, mèn' eh?
   Cambodian
   They are Cambodians, aren't they?

10. beat, kòt khmät.
    American
    Yes, they're Cambodians.

11. niw F.S.I., kee by'èn ëy-khlah?
    Cambodian
    What all do they teach at F.S.I.?

12. beat, F.S.I. kee càesk cia pil
    phnaèk...mekhaàg, khaàg nèyoobaaay,
    mèkhaàg, khaàg phìaasa.
    American
    F.S.I. is divided into two sections:
    On the one hand, foreign affairs;
    on the other hand, languages.
13. kee bplen phiasaa ty-khlah' niw kelei nuh?  
   **Cambodian**  
   What languages do they teach there?

14. baat, kee bplien phiasaa cèn' ah.. douccia péaŋ, 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 niŋ' niw tòp-nsa?  
   **Cambodian**  
   Where is the school located?

16. baat, niw khnoŋ tii-kroŋ saalıtont.  
   **American**  
   It's in the town of Arlington.

17. khöm smaan te niw khnoŋ kroŋ vaasantacn!!  
   **Cambodian**  
   Oh, I thought it was in Washington!

18. tee, m mèn' teh!  
   **American**  
   No, that's not right.

19. look niŋyiey khmət l'oo' ah.  
   **Cambodian**  
   You speak Cambodian very well.

20. baat, ço kun!  
   **American**  
   Thank you!

**DIALOGUE FOR COMPREHENSION**

<table>
<thead>
<tr>
<th>Khmət</th>
<th>Ameriʔkan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. look riŋ khmət niw-sənsaʔ?</td>
<td>2. baat, khöm riŋ khmət niw srok amerik.. niw F.S.I.</td>
</tr>
<tr>
<td>5. cia salaa rəboh krosuŋ kaa-booreteh, mèn tee?</td>
<td>6. baat, prakot hæs.</td>
</tr>
</tbody>
</table>


17. khion saman thaa niw khouq kroq vaesentaon!! 18. tee, min meen tee!

19. look niyi ey khmaez 1'000 nah! 20. baat, zo 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, rih, 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 very 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 countour); 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):

<table>
<thead>
<tr>
<th>a) End-stressed</th>
<th>b) With enclitic</th>
<th>c) Prior-stressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Question</td>
<td>Gradual rise in</td>
<td>Gradual rise, with</td>
</tr>
<tr>
<td></td>
<td>pitch throughout</td>
<td>enclitic much higher</td>
</tr>
<tr>
<td></td>
<td>the sentence</td>
<td>than last preceding</td>
</tr>
<tr>
<td></td>
<td></td>
<td>syllable</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Examples: A, 1, 11 B, 5, 9 I, 7, 13, 15
2) **Normal Statement**

Gradual drop in pitch, with pronounced rise on last syllable

Examples: E, F, 10, 16

Gradual drop, with enclitic much higher than last preceding syllable

Examples: 6, 19

Level or slight rise to stressed syllable, gradual drop thereafter

Examples: D, 8

3) **Emphatic Statement**

Slight rise or level pitch, with sharp drop on last syllable.

Examples: H, 20

Slight fall or level pitch to stressed syllable, with sharp drop on enclitic.

Examples: C, 18, 4

(No examples in this unit)

The use of the symbols commas /,./ 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:

mekhān, khaaŋ neyoobaay,, mekhān, 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.'

khīnom smaan te niw khnoŋ väasentaon!!

'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
  - salaa rien: school
  - atkēcūn: private
  - saathiarena?: public
  - līsee: lycée (French secondary school)
  - siisovat: Sisowat (name of a lycée)
  - vitthyialay: other secondary school
  - pēy-ŋkōo (prey-nokōo): Saigon
  - bāŋkōo?: Bangkok
  - pārii: Paris
  - loŋ ŋōndre?: London
  - līsbon: Lisbon
  - niw yōok: New York
  - ʂikagou: Chicago
DRILLS

1. look hien khmae niw-inaa?
2. look hien yuon niw-inaa?
3. look hien sien niw-inaa?
4. look hien liaw niw-inaa?
5. look hien con niw-inaa?
6. look hien peag niw-inaa?
7. look hien espanol niw-inaa?
8. look hien cipun niw-inaa?
9. look hien rusii niw-inaa?
10. look hien anglee niw-inaa?

Where did you study Cambodian?
Where did you study Vietnamese?
Where did you study Thai?
Where did you study Lao?
Where did you study Chinese?
Where did you study French?
Where did you study Spanish?
Where did you study Japanese?
Where did you study Russian?
Where did you study English?

Drill B. Multiple Substitution (No Model)

1. F.S.I. cia salaa asekcu'n' ih?
2. F.S.I. cia salaa leboh riechkaa' ih?
3. liisee siisovat cia salaa leboh riechkaa' ih?
4. salaa t'oh niw sok amerik cia salaa leboh riechkaa' ih?
5. salaa t'oh niw sok amerik cia salaa asekcu'n' ih?
6. liisee siisovat cia salaa asekcu'n' ih?
7. F.S.I. cia salaa asekcu'n' ih?

Is F.S.I. a private school?
If F.S.I. a government school?
Is Lycée Sisowath a government school?
Are all the schools in America government schools?
Are all the schools in America private schools?
Is Lycée Sisowath a private school?
Is F.S.I. a private school?

Drill C. Negative Response

1. F.S.I. cia salaa asekcu'n' ih?
   tee. F.S.I. m-meen cia salaa asekcu'n' teh!
2. liisee siisovat cia salaa leboh kesuon kaa-booreteh' ih?
   tee. liisee siisovat m-meen cia salaa leboh kesuon kaa-booreteh' teh!

Is F.S.I. a private school?
No. F.S.I. is not a private school.
Is Lycée Sisowath a school belonging to the Foreign Ministry?
No. Lycée Sisowath is not a school belonging to the Foreign Ministry.
3. lisee siisovat cia salaa aekcûn' ih? tee. lisee siisovat m-mêt en cia salaa aekcûn' teh!

4. salaa tê-ônh nhw sôk amêrik cia salaa aekcûn' ih? tee. salaa tê-ônh nhw sôk amêrik m-mêt en cia salaa aekcûn' teh!

5. salaa tê-ônh nhw sôk khmêt cia salaa lebôh riecchkaa' ih? tee. salaa tê-ônh nhw sôk khmêt m-mêt en cia salaa lebôh riecchkaa' teh!


Drill D. Response

MODEL: Teacher: nenaa' bêien khmêt nhw kelaêng nuh? (look saw) Who teachers Cambodian there? (Mr. Sau)

Student: baat, look saw' bêien khmêt nhw kelaêng nuh. Mr. Sau teaches Cambodian there.

1. nenaa' hien khmêt nhw kelaêng nuh? (look Jones) Who teaches Cambodian there? (Mr. Jones)
   baat, look Jones' hien khmêt nhw kelaêng nuh. Mr. Jones teaches Cambodian there.

2. nenaa' thee kaa nhw kelaêng nuh? (look sok) Who works there? (Mr. Sok)
   baat, look sok' thee kaa nhw kelaêng nuh. Mr. Sok works there.

3. nenaa' tiw nhw kelaêng nuh? (look James) Who is going to go there? (James)
   baat, look James tiw nhw kelaêng nuh. James is going to go there.

4. nenaa' kit tiw nhw kelaêng nuh? (kaêaas vansii) Who is thinking of going there? (Miss Vansy)
   baat, kaêaas vansii' kit tiw nhw kelaêng nuh. Miss Vansy is thinking of going there.
5. នៅកើស នឹងមើលការស្នួលញូ?  
(khnom)  
បាយ, khnom នឹងមើលការស្នួលញូ.  
Who wants to come stay here?  
(me)  
I want to come stay here.  

Drill E. Positive Response (No Model)  

1. កើតខ្មៅ, មាន' ញូ?  
បាយ, កើតខ្មៅ.  
He's Cambodian, isn't he?  
Yes, he's Cambodian.  

2. កើតបុរី, មាន' ញូ?  
បាយ, កើតបុរី.  
He's English, isn't he?  
Yes, he's English.  

3. កើតចំនុំ, មាន' ញូ?  
បាយ, កើតចំនុំ.  
He's Chinese, isn't he?  
Yes, he's Chinese.  

4. កើតមាន, មាន' ញូ?  
បាយ, កើតមាន.  
He's Vietnamese, isn't he?  
Yes, he's Vietnamese.  

5. កើតជាមិត្ត, មាន' ញូ?  
បាយ, កើតជាមិត្ត.  
He's Thai, isn't he?  
Yes, he's Thai.  

6. កើតល៊ូ, មាន' ញូ?  
បាយ, កើតល៊ូ.  
He's Lao, isn't he?  
Yes, he's Lao.  

7. កើតអំំរីកា឴ូ, មាន' ញូ?  
បាយ, កើតអំំរីកា឴ូ.  
He's French, isn't he?  
Yes, he's French.  

8. កើតអំំរីកា឴ូ, មាន' ញូ?  
បាយ, កើតអំំរីកា឴ូ.  
He's American, isn't he?  
Yes, he's American.  

Drill F. Negative Response  

MODEL: Teacher: កើតខ្មៅ, មាន' ញូ?  
(tee, yuon)  
He's Cambodian, isn't he?  
(No, Vietnamese)  
No, he's Vietnamese.  

Student: tee, កើត មាន' ញូ.  

1. កើតបុរី, មាន' ញូ?  
(tee, ameri'kan)  
He's English, isn't he?  
(No, American)  
No, he's American.  

2. កើតមាន, មាន' ញូ?  
(tee, liaw)  
He's Thai isn't he?  
(No, Lao)  
No, he's Lao.  

3. កើតអំំរីកា឴ូ, មាន' ញូ?  
(tee, oanglee)  
He's American isn't he?  
(No, English)  
No, he's English.
4. kót yuon, mën’ eh? (tee, khmâe) tee, kót khmâe.
   He’s Vietnamese, isn’t he? (No, Cambodian)
   No, he’s Cambodian.

5. kót pèaŋ, mën’ eh? (tee, amerî?kaŋ) tee, kót amerî?kaŋ.
   He’s French, isn’t he? (No, American)
   No, he’s American.

6. kót liaw, mën’ 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: niw khnog tii-kroŋ saligton’ ih? (vaasentaon) (Washington)
   Student: khfom smaan te niw khnog kroŋ vaasentaon!!
   I thought it was in Washington!!

1. niw khnog tii-kroŋ loŋ’ ih? (pari) khfom smaan te niw khnog kroŋ pari!!
   In the city of London? (Paris)
   I thought it was in Paris!!

2. niw khnog tii-kroŋ phnum pif’ ih? (prey-neko) khfom smaan te niw khnog kroŋ prey-neko!!
   In the city of Phnom Penh? (Saigon)
   I thought it was in Saigon!!

3. niw khnog tii-kroŋ son-froŋsiskoe’ ih? (los ofьеle) khfom smaan te niw khnog kron los-ofьеle!!
   In the city of San Francisco? (Los Angeles)
   I thought it was in Los Angeles!!

4. niw khnog tii-kroŋ roum’ ih? (lisbon) khfom smaan te niw khnog kroŋ lisbon!!
   In the city of Rome? (Lisbon)
   I thought it was in Lisbon!!

5. niw khnog tii-kroŋ niw-yóok’ ih? (šikagou) khfom smaan te niw khnog kroŋ šikagou!!
   In the city of New York? (Chicago)
   I thought it was in Chicago!!
Drill H. Multiple Substitution

1. khñom thee kaa niw kesuop khoosenaakaa ameri'kaŋ! I work in the U.S. Information Service.
2. khñom thee kaa niw ambasat ameri'kaŋ! I work in the American Embassy.
3. khñom cia anu'pun niw ambasat ameri'kaŋ! I am an attaché in the American Embassy.
4. khñom cia kruu bohriu niw ambasat ameri'kaŋ! I am a teacher in the American Embassy.
5. khñom cia kruu bohriu niw sala saathicen muoy! I am a teacher in a private school.
6. khñom cia kruu bohriu niw sala asek'een muoy! I am a teacher in a public school.
7. khñom thee kaa niw sala saathicen muoy! I work in a public school.
8. khñom thee kaa niw kesuop kaa-booreteh! I work in the State Department.
9. khñom thee kaa niw kesuop khoosenaakaa ameri'kaŋ! I work in the U.S. Information Service.

Drill I. Substitution

1. kee byien sy-khlah' niw ke-latŋ nuh? What all do they teach there?
2. kee byien phiisua sy-khlah' niw ke-latŋ nuh? What languages do they teach there?
3. kee byien phiisua khamt' niw ke-latŋ nuh? Do they teach Cambodian there?
4. kee byien phiisua conglo' niw ke-latŋ nuh? Do they teach English there?
5. kee byien sy-khlah' niw ke-latŋ nuh? What all do they teach there?
6. kee byien sy-khlah khaŋ neyooesaay niw ke-latŋ nuh? What in the way of foreign affairs do they teach there?
7. kee byien sy-khlah khaŋ voppeth'oa niw ke-latŋ nuh? What in the way of cultural affairs do they teach there?
Drill J. Transformation

MODEL: Teacher: keek cak cia pii phnaek.
(neyoobaay, phiasaa)

Student: mekhaay, khaay neyoobaay,
mekhaay, khaay phiasaa.

They divide it into two sections. (diplomacy,
languages)

One side is diplomacy; the
other side is languages.

1. keek cak cia pii puoo?
(neyoobaay, phiasaa)
mepuo?, khaay neyoobaay,, mepuo?,
khaay phiasaa.

The divide it into two groups.
(diplomacy, languages)

One group is diplomacy; the other
group is languages.

2. keek cak cia pii phnaek.
(neyoobaay, voppethoa)
mekhaay, khaay neyoobaay,, mekhaay,
 khaay voppethoa.

They divide it into two sections.
(diplomacy, cultural affairs)

One side is diplomacy; the other
side is cultural affairs.

3. keek cak cia pii puoo?.
(kaa-booreteh, khoosenaaka)
mekhaay, khaay kaa-booreteh,, mekhaay,
 khaay khoosenaaka.

They divide it into two groups.
(foreign affairs, information)

One side is foreign affairs; the
other side is information.

4. keek cak cia pii phnaek.
(phiasaa, voppethoa)
mekhaay, khaay phiasaa,, mekhaay,
 khaay voppethoa.

They divide it into two sections.
(languages, cultural affairs)

One side is languages; the other
side is cultural affairs.
UNIT 26

BASIC DIALOGUE

1. cmìep suo, look sìy.  Mr. Smith  Hello, madame.

2. caah, cmìep suo!  Mrs. Saat  Hello.

3. pdty look sìy niw phtéh' teh?  Mr. Smith  Is your husband at home?

4. caah, kót niw phtéh' teh!  Mrs. Saat  Yes, he's at home.

ñcaen coul móo, look.  Please come in, sir.

5. baat, so kun!  Mr. Smith  Thank you.

6. look sìy, koun-caw' tý,  Mrs. Saat  Are your children well, madame?

sok sebaay' cia teh?

7. caah, sok sebaay' cia teh!  Yes, they are well.

7. look sìy mian kaa tý' ih,  Is your wife so busy that she

baan-cia m baan móó leeg?  couldn't come to see us?

8. baat, khmian levúl thee tý' teh!  Mr. Smith  No, she is not busy.

10. tæ mesel meñ pèap khñom thaa  But yesterday, she told me that

m-sew süol khluon!  she wasn't feeling very well.

9. baat, khmian levúl thee tý' teh!  Mrs. Saat  Do you have any urgent business?

11. look mian kaa tý peñap' teh?  My husband is getting dressed.

pdty khñom kerpúç alie? pè?.

12. tee, khñom khmian kaa tý' teh!  Mr. Smith  No, I don't have any business.

13. cef pil thee kaa, coul moo leeg  When I left work I dropped in to
tæ medooy' tih.  see you, that's all.

14. khaan cuop khnia yuu' eh.  We haven't seen each other for a

long time.
15. look ɓee ɓee sêy nteɔ' tiw ih?
Mrs. Saat
Will you have something to drink?

16. khfiom miaw kafte.. taɔ.. visκii..
Mr. Smith
I have coffee, tea, whiskey...

17. baat, ɓee ɓee sουm kafte mereey' moh.
Mrs. Saat
Well, in that case, let me have a cup of coffee, will you?

18. look coul-cet kafte khmaw, rii kafte tik-doh-koo?
Mr. Smith
Do you like black coffee, or coffee with cream?

19. baat, som da' tik-doh-koo' nteɔ, haey-ng skoo' nteɔ.
Mrs. Saat
Please put a little cream in and a little sugar.

20. caah, ɓee ɓee ngkuy leeg nteɔ' tih. khfiom tiw yoo mecuun!
Mr. Smith (to Mr. Saat)
Please have a seat. I'll go get it for you.

21. mɛc, saat.. cmiep suo! sok sebaay?
Mr. Saat
Well, Saat, hello! Are you well?

22. baat, sok sebaay' teh!
Mr. Saat
Yes, I'm fine.

23. mɛc koo m nóɔm popun meleeng phooŋ?
Mr. Smith
Why didn't you bring your wife along too?

24. kee thaa m-sew suɔl khlun!
Mr. Saat
She says she isn't very well.

25. mɛc, chii ey?
Mr. Saat
How's that, what's wrong with her?

26. oo, khmian chii ey thkim'teh!
kɔan-te pdaŋ-saay nteɔ-ntuoc'fi.
Mr. Smith
Oh, she doesn't have anything serious. She just has a little cold.
DIALOGUE FOR COMPREHENSION

look smith

1. cumriep suo, look srey.
2. caah, cumriep suo!
3. pdty look srey niw ptêh tee?
4. caah, kôt niw ptêh tee.
   efceeñ coul mōo?, look.
5. baat, oo kun!
6. look srey, koun caaw.. sok sebaay cia tee?
7. caah, sok sebaay cia tee.
8. look srey mian kaa ey rih,
   baan-cia min baan mōo? leeg?
9. baat, khmian revûl thvæ ey tee.
10. tat mesel mën, prap khñom thaa
    min-sew srul khloun.
11. look mian kaa ey profap tee?
    pdty khñom kompuñ slie? pé?
12. tee, khñom khmian kaa ey tee.
13. ceeñ pií thvæ kaa, coul mooo? leeg
    tat medoong tiw..
14. khaan cuop khnia yu y haey.
15. look efceeñ pisaa sêy ntec
tiw rih?
16. khñom mian kafe.. tat.. viskii..
17. baat, efceeñ soum kafe mepêy mōo?.
18. look coul-cet kafe khmaw, rîl
    kafe tik-doh-koo?
19. baat, soum da? tik-doh-koo ntec,
    haey niŋ skoo ntec.
20. caah, efceeñ oøykuy leeg ntec
tiw.
    khñom tiw yöo? mōo? cuun.

look saat

21. mtec, saat! cumriep suo! sok sebaay?
22. baat, sok sebaay tee.
23. mtec koo min nôm propûn mōo?
    leeg phooŋ?
24. kee thaa min-sew srul khloun.
25. mtec, chî ey?
26. oo, khmian chî ey thûun tee.
   krôn-tat pdah-saay bontce-bontuoc.
NOTES: Some More Verbal Modifiers

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

/baan-cia/ and /aoy-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 leeg?
'What business did you have that you couldn't come visit?'
look mian kaa ey, aoy-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/ (/tiw/) and /moh/ (/moo/) /

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 /tiw/, refers to actions away from or far from the speaker, while /moh/, like the verb /moo/, refers to actions toward or near the speaker.

Examples: fceen ȝkuy leeg ntcc tih. 'Please (just) have a seat.'
ceen piil thee kaa, khfom coul móo leeg te medon tih.
'When I left work, I just dropped in for a visit.'
look fceen possa s?ey ntcc tiw ih?
'Won't you just have a little something to drink?'
fceen soum kaffe meštcc moh.
'In that case, just let me have a cup of coffee.'

More examples occur in Drills I and K.
3. /képún/ and képún-te/ (/kompún-taʔ/)

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 khnom képún slieʔ péʔ. 'My husband is getting dressed.'
pdey khnom képún-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 /dɛh/ and /phooŋ/:

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/, /teʔ/, and /soh/. Actually, their meanings are quite different. /daɛ/ (which has an enclitic form /dɛh/) means 'too' in the sense of 'likewise, in similar fashion,' while /phooŋ/ always means 'in addition, as well.' (Note that after prior negatives, /daɛ/ often translates as 'either,' but /phooŋ/ usually remains 'too' in English.)

Examples: kót nóm pepún kót tiw leeq phooŋ.
'He took his wife along to visit them too (as an additional person).'
kót nóm pepún kót tiw leeq daɛ.
'He took his wife along to visit them, too (like someone else).'

mec koo m nóm pepún meleeq phooŋ?
'Why didn't you bring your wife along too?'
look m nóm pepún meleeq 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 /phooŋ/ in Drill F. below. Both items occur in parallel constructions: /...daɛ,...daɛ/ and /...phooŋ,...phooŋ/; 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 /stʔ/ (/stʔŋ/) 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 /lokʔ/ in direct address; /lokʔ tæʔ 'Grandpa', /lokʔ mlin/ 'Aunt.' The kinship terms for the older generations are also used to address unrelated people of appropriate age: /yieʔ/ 'old lady', /puu/ 'fellow.'
In direct address to people of the same generation, only /boon/ and /oun/ (for /poun/) are common; husbands and wives often use these terms to address each other, the husband always being /boon/ 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. /miay/, /kaña/.

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

<table>
<thead>
<tr>
<th>More Formal Term</th>
<th>English</th>
<th>Less Formal Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>opuk (əwpuk)</td>
<td>father</td>
<td>paa, sw (rural)</td>
</tr>
<tr>
<td>meday</td>
<td>mother</td>
<td>maa?, maɛ (rural)</td>
</tr>
<tr>
<td>opuk khmɛk</td>
<td>father-in-law</td>
<td>paa khmɛk</td>
</tr>
<tr>
<td>meday khmɛk</td>
<td>mother-in-law</td>
<td>maa? khmɛk</td>
</tr>
<tr>
<td>mía</td>
<td>younger uncle</td>
<td>puu</td>
</tr>
<tr>
<td>meday mígy</td>
<td>younger aunt</td>
<td>mígy</td>
</tr>
<tr>
<td>opuk thom</td>
<td>elder uncle</td>
<td>om, om pòh</td>
</tr>
<tr>
<td>meday thom</td>
<td>elder aunt</td>
<td>om, om sty</td>
</tr>
<tr>
<td>ciita</td>
<td>grandfather</td>
<td>taa</td>
</tr>
<tr>
<td>ciidoun</td>
<td>grandmother</td>
<td>doun, yiay</td>
</tr>
</tbody>
</table>

2. Relatives of Same Generation

- boon-poun
- boon
- boon kee bp-oh
- poun
- poun piw
- boon thlay
- poun thlay
- boon-poun ciidoun muoy
- pdey
- pepún (propún)

siblings (may also include cousins)
older sibling
oldest sibling
younger sibling
youngest sibling
older sibling-in-law
younger sibling-in-law
first cousins
husband
wife

3. Relatives of Younger Generations

- koun-caw
- koun chboon
- koun
- koun piw
- koun pesaa

children and grandchildren (may also include nieces and nephews)
oldest child
child
youngest child
son - or daughter-in-law
khmuoy  nephew or niece
cau  grandchild
caw tuoct  great-grandchild
caw lucot  great-great-grandchild
caw lia  great-great-great-grandchild

DRILLS

Drill A. Substitution

1. pepún look niw phtéh teh?  Is your wife at home, sir?
2. psý look sỳ niw phtéh' teh?  Is your husband at home, madame?
3. p'ou'n look niw phtéh' teh?  Is your younger brother at home, sir?
4. koun look sỳ niw phtéh' teh?  Is your child at home, madame?
5. mënay kafaa niw phtéh' teh?  Is your mother at home, miss?
6. opuk khmék look niw phtéh' teh?  Is your father-in-law at home, sir?
7. mënay khmék niąŋ niw phtéh' teh?  Is your mother-in-law at home, young lady?
8. boon thlay look sỳ niw phtéh' teh?  Is your older brother-in-law at home, madame?
9. p'ou'n thlay kafaa niw phtéh' teh?  Is your younger sister-in-law at home, miss?
10. khmuoy look niw phtéh' teh?  Is your nephew at home, sir?
11. mią niąŋ niw phtéh' teh?  Is your uncle at home, miss?
12. mënay miąn look niw phtéh' teh?  Is your aunt at home, sir?
13. opuk thom look sỳ niw phtéh' teh?  Is your elder uncle at home, madame?
14. mënay thom look niw phtéh' teh?  Is your elder aunt at home, sir?

Drill B. Response

MODEL:  Teacher:  pepún look niw phtéh' teh?  Is your wife at home, sir?
         Student:  baat, pepún khfiom niw-iniŋ.  Yes, my wife is here.
1. p'ou'n look niw phtéh' teh?  Is your younger brother at home?
   baat, p'ou'n khfiom niw-iniŋ.  Yes, my younger brother is here.
2. koun look niw phtéh' teh?  Is your son at home?
   baat, koun khfiom niw-iniŋ.  Yes, my son is here.
3. medaay look niw phtéh' teh?
   baat, medaay khľom niw-iniŋ.  
   Is your mother at home?
   Yes, my mother is here.

4. opuk khmťek look niw phtéh' teh?
   baat, opuk khmťek khľom niw-iniŋ.  
   Is your father-in-law at home?
   Yes, my father-in-law is here.

5. medaay khmťek look niw phtéh' teh?
   baat, medaay khmťek khľom niw-iniŋ.  
   Is your mother-in-law at home?
   Yes, my mother-in-law is here.

6. boon thlay look niw phtéh' teh?
   baat, boon thlay khľom niw-iniŋ.  
   Is your older brother-in-law at home?
   Yes, my older brother-in-law is here.

7. poun thlay look niw phtéh' teh?
   baat, poun thlay khľom niw-iniŋ.  
   Is your younger sister-in-law at home?
   Yes, my younger sister-in-law is here.

8. khmuoy look niw phtéh'teh?
   baat, khmuoy khľom niw-iniŋ.  
   Is your niece at home?
   Yes, my niece is here.

9. mia look niw phtéh' teh?
   baat, mia khľom niw-iniŋ.  
   Is your uncle at home?
   Yes, my uncle is here.

10. medaay miŋ look niw phtéh' teh?
   baat, medaay miŋ khľom niw-iniŋ.  
   Is your aunt at home?
   Yes, my aunt is here.

11. opuk thom look niw phtéh' teh?
    baat, opuk thom khľom niw-iniŋ.  
    Is your elder uncle at home?
    Yes, my elder uncle is here.

12. medaay thom look niw phtéh' teh?
    baat, medaay thom khľom niw-iniŋ.  
    Is your elder aunt at home?
    Yes, my elder aunt is here.

Drill C. Response

MODEL: Teacher: pčy look sty, kót sok sebaay' cia teh?
   cia teh?
   Your husband, how is he?
   My husband is fine.

Student: caah, pčy khľom, kót sok sebaay' cia teh!

1. medaay look, kót sok sebaay' cia teh?
   baat, medaay khľom, kót sok sebaay' cia teh!
   Your mother, how is she?
   My mother is fine.

2. opuk khmťek niŋ, kót sok sebaay' cia teh?
   caah, opuk khmťek khľom, kót sok sebaay' cia teh!
   Your father-in-law, how is he?
   My father-in-law is fine.

3. medaay kaľaa, kót sok sebaay' cia teh?
   caah, medaay khľom, kót sok sebaay' cia teh!
   Your mother, how is she?
   My mother is fine.

4. boon thlay look sty, kót sok sebaay' cia teh?
   caah, boon thlay khľom, kót sok sebaay' cia teh!
   Your brother-in-law, how is he?
   My brother-in-law is fine.

5. mia look, kót sok sebaay' cia teh?
   baat, mia khľom, kót sok sebaay' cia teh!
   Your uncle, how is he?
   My uncle is fine.
6. medaay miŋ kafnaa, kót sok sebaay' cia teh?    Your aunt, how is she? 
caañ, medaay miŋ kñom, kót sok sebaay' cia teh! My aunt is fine.
7. opuk thom niañ, kót sok sebaay' cia teh?    Your elder uncle, how is he? 
caañ, opuk thom kñom, kót sok sebaay' cia teh! My elder uncle is fine.
8. medaay thom look, kót sok sebaay' cia teh?    Your elder aunt, how is she? 
baar, medaay thom kñom, kót sok sebaay' cia teh! My elder aunt is fine.

Drill D. Substitution

1. look s'īy mian kaa ęy, baan-cia m baan mōo leeq?    Is your wife so busy that she couldn't come to see us? 
2. proun look mian kaa ęy, baan-cia m baan mōo leeq?    Is your younger brother so busy that he couldn't come to see us? 
3. koun look mian kaa ęy, baan-cia m baan mōo leeq?    Is your child so busy that he couldn't come to see us? 
4. medaay look mian kaa ęy, baan-cia m baan mōo leeq?    Is your mother so busy that she couldn't come to see us? 
5. opuk khmīek look mian kaa ęy, baan-cia m baan mōo leeq?    Is your father-in-law so busy that he couldn't come to see us? 
6. medaay khmīek look mian kaa ęy, baan-cia m baan mōo leeq?    Is your mother-in-law so busy that she couldn't come to see us? 
7. boon thlay look mian kaa ęy, baan-cia m baan mōo leeq?    Is your brother-in-law so busy that he couldn't come to see us? 
8. proun thlay look mian kaa ęy, baan-cia m baan mōo leeq?    Is your sister-in-law so busy that she couldn't come to see us? 
9. khmuoy look mian kaa ęy, baan-cia m baan mōo leeq?    Is your niece so busy that she couldn't come to see us? 
10. mia look mian kaa ęy, baan-cia m baan mōo leeq?    Is your uncle so busy that he couldn't come to see us? 
11. medaay miŋ look mian kaa ęy, baan-cia m baan mōo leeq?    Is your aunt so busy that she couldn't come to see us? 
12. opuk thom look mian kaa ęy, baan-cia m baan mōo leeq?    Is your elder uncle so busy that he couldn't come to see us? 
13. medaay thom look mian kaa ęy, baan-cia m baan mōo leeq?    Is your elder aunt so busy that she couldn't come to see us?
Drill E. Response

MODEL: Teacher: look sêy mian kaa ây, baan-cia m baan móo leey? (khmian levul thee ây)

Student: baat, khmian levul thee ây' teh!

1. look sêy m-sêw sùol khluon' teh, baan-cia m baan móo leey? (khmian chil ây thûn)
   baat, khmian chil ây thûn' teh!

2. look mian kaa ây peñap, oy-baan cougl móo m baan? (khmian kaa ây peñap)
   baat, khmian kaa ây peñap' teh!

3. look sêy chilâ? baan-cia m baan móo leey? (khmian chil ây soh)
   baat, khmian chil ây soh!

4. look sêy levul, baan-cia m baan móo leey? (khmian levul)
   baat, khmian levul' ây' teh!

Is your wife very well that she can't come to see us? (Not seriously ill)
No, she's not seriously ill.

Are you in such a hurry that you can't come in the house? (Not in such a hurry)
No, I'm not in such a big hurry.

Is your wife sick that she couldn't come to see us? (Not sick at all)
No, she isn't sick at all.

Is your wife so busy that she couldn't come to see us? (Not busy)
No, she's not busy.

Drill F. Substitution

1. mec koo m nôm look sêy móo phooy?
   Why didn't you bring your wife along too?

2. mec koo m nôm koun móo phooy?
   Why didn't you bring your children along too?

3. mec koo m nôm poun móo phooy?
   Why didn't you bring your younger brother along too?

4. mec koo m pêap khîom phooy?
   Why didn't you tell me too?

5. mec koo m pêap look sêy phooy?
   Why didn't you tell madame too?

6. mec koo m fûsak look sêy móo phooy?
   Why didn't you invite madame to come too?

7. mec koo m nôm look sêy móo phooy?
   Why didn't you bring your wife along too?
Drill G. Substitution

1. khnom kham kaa ey peâap' teh! I don't have any urgent business.
2. khnom kham kaa ey somkhan' teh! I don't have any important business.
3. khnom kham chii ey thqûn' teh! I don't have any serious illness.
4. khnom kham larul thee ey teh! I don't have anything to do.
5. khnom kham kaa ey thee' teh! I don't have any work to do.
6. khnom kham kaa ey peâap' teh! I don't have any urgent business.

Drill H. Multiple Substitution

1. pdey khnom kepûq-te slie' pé?. My husband is getting dressed.
2. pdey khnom kepûq-te meal kaseet. My husband is reading a magazine.
3. pepûn khnom kepûq-te meal kaseet. My wife is reading a magazine.
4. pepûn khnom kepûq-te ñam basy. My wife is eating.
5. pdey khnom kepûq-te ñam basy. My husband is eating.
6. pdey khnom kepûq-te rien onglee. My husband is studying English.
7. pdey khnom kepûq-te slie' pé?. My husband is getting dressed.

Drill I. Substitution-Expansion

1. soum kafee mepeey' moh. Please give me a cup of coffee.
2. soum taê mepeey' moh. Please give me a cup of tea.
3. soum kafee da? skoo mepeey' moh. Please give me a cup of coffee with sugar.
4. soum taê da? skoo mepeey' moh. Please give me a cup of tea with sugar.
5. soum kafee tik-doh-koo mepeey' moh. Please give me a cup of coffee with cream.
6. soum taê tik-doh-koo mepeey' moh. Please give me a cup of tea with cream.
7. soum kafee da? tik-doh-koo haey-nn skoo mepeey' moh. Please give me a cup of coffee with cream and sugar.
Drill J. Transformation. Inserting Objects

MODEL: Teacher: khnom tiw yöo mecuun! (kafte) I'll go get it for you. (coffee)
Student: khnom tiw yöo kafte mecuun! I'll go get the coffee for you.

1. khnom tiw yöo mecuun! (tae)
   I'll go get it for you. (tea)
   khnom tiw yöo taè mecuun!
2. koun khnom tiw yöo mecuun!
   (kafte)
   My daughter will go get it for you. (coffee)
koun khnom tiw yöo kafte mecuun!
   My daughter will go get the coffee for you.

3. pepún khnom tiw yöo mecuun!
   (sëey nteèc)
   My wife will go get it for you.
   pepún khnom tiw yöo sëey nteèc
   (a little something)
   mecuun!
   My wife will go get a little something for you.

4. khnom tiw yöo mecuun! (kafte khmaw)
   I'll go get it for you. (black coffee)
   khnom tiw yöo kafte khmaw mecuun!
   I'll go get the black coffee for you.

5. khnom tiw yöo mecuun! (kafte
   tik-doh-koo)
   I'll go get it for you. (coffee with
   khnom tiw yöo kafte tik-doh-koo
   cream)
   mecuun!
   I'll go get the coffee with cream for you.

6. pepún khnom tiw yöo mecuun!
   (kafte)
   My wife will go get it for you.
   pepún khnom tiw yöo kafte mecuun!
   (coffee)
   My wife will go get the coffee for you.

Drill K. Substitution.

1. êceëñ coul móo ñephleët’ tih, look.
   Please come in for a minute, Sir.
2. êceëñ pesaa sëey nteèc’ tih, look.
   Please have a little something to
drink, Sir.
3. êceëñ pesaa kafte nteèc’ tih, look.
   Please have a little coffee to
   drink, Sir.
4. êceëñ pesaa taè nteèc’ tih, look.
   Please have a little tea to drink,
   Sir.
5. êceëñ pesaa vëksìí nteèc’ tih,
   look.
   Please have a little whiskey to
drink, Sir.
6. êceëñ nkuy lëen nteèc’ tih, look.
   Please have a seat for a moment, Sir.
7. êceëñ coul móo ñephleët’ tih, look.
   Please come in for a moment, Sir.
Drill L. Transformation

MODEL: Teacher:  cafe pii thee kaa, coul moc leve te medoong' tiw! (salaan rien, fam kafee)  
When I left work, I just dropped in for a visit. (school, drink coffee)

Student: cafe pii salaan rien, coul moc fam kafee te medoong' tiw!  
When I left school, I just dropped in to drink some coffee.

1. cafe pii thee kaa, coul moc leve te medoong' tiw! (phteh baay, meel kasat)  
After I left work, I just dropped in for a visit. (restaurant, read a magazine)  
cafe pii phteh baay, coul moc meel kasat te medoong' tiw!  
After I left the restaurant, I just dropped in to read a magazine.

2. cafe pii thee kaa, coul moc leve te medoong' tiw! (ambasat, leve puo'-maa')  
After I left work, I just dropped in for a visit. (Embassy, visit friends)  
cafe pii ambasat, coul moc leve puo'-maa' te medoong' tiw!  
After I left the Embassy I just dropped in to visit some friends.

3. cafe pii thee kaa, coul moc leve te medoong' tiw! (kuosoung kaa-booreteh, tiw meel kon)  
After work, I just dropped in for a visit. (Ministry of Foreign Affairs, go see a movie)  
cafe pii kuosoung kaa-booreteh, tiw meel kon te medoong' tiw!  
After I left the Ministry of Foreign Affairs, I just dropped in to see a movie.

4. cafe pii thee kaa, coul moc leve te medoong' tiw! (berou, tiw meel)  
After I left work, I just dropped in for a visit. (office, go and see)  
cafe pii berou, tiw meel te medoong' tiw!  
After I left the office, I just dropped in to see.

5. cafe pii thee kaa, coul moc leve te medoong' tiw! (meel kon, tiw fam baay)  
After I left work, I just dropped in for a visit. (see a movie, go and eat)  
cafe pii meel kon, tiw fam baay te medoong' tiw!  
After I left the movies, I just went to eat.
UNIT 27

BASIC DIALOGUE

1. phtéh look sêy s’aat’ ah.
   thee pemaañ 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 ciaŋ
   phtéh look sêy mun’ neh.
   Mr. Smith
   Say, it’s really big! It’s bigger
   than your former house, isn’t it?

4. caah, thom ciaŋ!
   Mrs. Saat
   Yes, it’s bigger.

5. cóñ knaŋ-lee mian ktup pemaañ?
   Mr. Smith
   How many rooms are there upstairs?

6. caah, mian pèam ktup...
   ktup khñom muoy, ktup smèap
   phñiew muoy, haey-nq ktup
   koun bey!
   Mrs. Saat
   There are five rooms: my room, a
   guest room, and three children’s
   rooms.

7. coh niw cóñ nih mian ktup
   cy-khlah?
   Mr. Smith
   And on this floor what rooms are
   there?

8. caah, ktup têtuol phñiew muoy,
   haey-nq berou pdèy 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 cy?
   Mr. Smith
   And what’s that room for?

10. ou, nuh cia ktup da? cy-van,
    haey niw knaŋ-sdam nuh cia
    cêkèan baay haey-nq ktup
    khmeèq chnuol!
    Mrs. Saat
    Oh, that’s a store room, and on
    the right there is the kitchen
    and the servant’s room.
11. look sêy mian ktup deek pêmaan nîw côn nih?
Mr. Smith
How many bedrooms do you have on this floor?

12. caah, mian te muoy' teh! ktup khmeeq chnuol.
Mrs. Saat
Well, there's only one. The servant's room.

13. look sêy mian suon chbaa thom l'oo' ah.
Mr. Smith
You have a nice big garden, don't you.

14. caah, khñom coul-cet phkaas' nah.
Mrs. Saat
Yes, I like flowers a lot.

15. look sêy tiî phkaas pîi naa' moh?
Mr. Smith
Where did you buy these flowers?

16. caah, khñom tiî kaal coul chnam cen, nîw muk gea.
Mrs. Saat
Oh, I brought them at Chinese New Years, in front of the station.

17. look sêy pehael 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. pêpûn khñom, kee coul-cet phkaas' nah dat!
Mr. Smith
My wife likes flowers a lot too.

20. caah, sêy-sêy ficer' eh.. nenaa ko douc nenaa' dth!
Mrs. Saat
Yes, that's the way women are--everyone of them is like every other one.

21. yii, khñom som cmiep lia
look sêy sen' eh. lepiec' 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, khnom oo kun cean' ah_
    ceh bean chliet coul leaq.

Well, thank you very much for
taking the time to go out of
your way to stop in.

DIALOGUE FOR COMPREHENSION

look smith

1.  phtheh look srey saat naah
    thvee porrnaan chnam haey?

2.  caah, pli chnam haey.

3.  yii, thom naah: thom cnga phtheh
    look srey mun?

4.  caah, thom cnga.

5.  con khaang-leh mian bontup porrnaan?

6.  caah, mian pram bontup..bontup
    khnom muoy, bontup somrap
    phnieu muoy, haey niq bontup
    koun bey.

7.  coh niw con nih mian bontup ey-khlah?

8.  caah, bontup tootuol phnieu
    muoy, haey niq berou ppte
    khnom kee thvee kaah.

9.  coh bontup nuh somrap thvee svey?

10. ou, nuh cia bontup da? ey-van,
     haey niw khaang-sdam nuh cia
     coqdraan haey haey niq bontup
     khmeay chnuol.

11. look srey mian bontup dek porrnaan
    niw con nih?

12. caah, mian ta? muoy tee..
    bontup khmeay chnuol.

13. look srey mian suon chbaa thom
    l?oo naa?

14. caah, khnom coul-cet phkaa naah.

15. look srey ti? phkaa pli ruh moo?

16. caah, khnom ti? kaal coul chnam
    cen, niw muk gaa.

17. look srey prohael mian phkaa
    koulaap craen naah.

18. caah, phia? craen, craen ta?
    phkaa koulaap.

19. propun khnom kee coul-cet phkaa
    naah dat.

20. caah. srey-srey efceg haey..
    ne?naa koo douc ne?naa dat!
21. yii, khnom scum cumriep lia look
    sręt son hæy. legiecz nah hæy?

22. caah, khnom oo kun look cren
    nah.. oeh baan chlieoul
    leeg.

NOTE: The Interrogative Word /naa/

The word /naa/ 'which, where' and its derivatives constitute an important area in the system of Khmer interogatives, comparable to /ty/ '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 (to) where' and in the second case it usually means 'which (of several)'.

sephaw naa?
look tiw naa?

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:

sephaw naa-muoy?
sephaw naa-khlah?

When no noun is present, a substantive form of /naa/ occurs, formed with the prefix /aa-/: 

sephaw naa thom ciaq?
anaa thom ciaq?

More examples of the substantive /anaaa/ occur in Drill F of this unit.

As a modifier of a stative verb (e.g. /niw/ 'be located'), or as a sentence constituent in its own right, /naa/ 'where' is nearly always prefixed by /i-/ (equivalent to /aai-/ in careful standard speech):

inaa look siy?
look siy niw-inaa?
look siy niw-anaa?

We have already encountered the phrase /piii naa/ 'from where' in sentences like the following:

look fœe hı moó piii naa? Which did you come from?

A new use of this phrase, with a slightly different meaning, occurs in this unit (Basic Sentence 19 and Drills G and H). The preposition /piii/, in time expressions, always refers to past time:

khnom tıf mehoup thay can. I buy food on Monday(s).
khnom tıf mehoup pii tıf thay can. I bought (the) food (last) Monday.

The phrase /piii naa/, by association with this use of /piii/, often refers to past time even when no time expression is present:

look siy tıf phklaa piii naa' moh? Where did you buy the flowers?

(Note, however, the enclitic /moh/, which is itself associated with past time.)

Finally, the question-word /nenaa/ (/ne'-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...' daε.

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: sephe̋ naa ko baan' dar. Any book will do.
tiw naa ko baan' dar. One can go anywhere.

In Sentence 2 of the Basic Dialogue, and in Drill K, /nænta/ occurs twice in a variation of this pattern:

nænta ko douc nænta' dar. Every person is like every (other) one.

NEW VOCABULARY: Household Terms

1. General

phtéh house, home
haaŋ shop, store
salaa hall, school
sakla building (large)
egá (gaa) station
vén palace
vôt wat, temple
cón floor, storey
suon garden
suon chbaa flower garden
phkaa flower
phkaa koulaap rose
tyvan goods, things
mehoup food
saw coats, upper garments
khao pants, lower garments
kho-saw (khao-saw) clothing
muő hats
sbaek ceεq shoes
2. Rooms and Furniture

ptup, ktup (bontup) room
.. sméap (somrap) phníew guest-room
.. tätuol (tóotuol) phníew parlor, living room ("for receiving guests")
.. dēek bedroom
.. khmèn chnuol servant's room
.. da? eyvan storeroom
.. tek (tik) bathroom
.. fiam baay dining-room
phtéh baay restaurant, dining-room, or kitchen office
berou
cekán (coopkraan) baay kitchen
kè' (krèc) bed
kaw-cy chair
tok (to?) table
thvia door

3. Verbs and Adjectives

riep-com baay prepare food
dam baay cook rice
sli baay to eat (crude)
sâm baay to eat (common)
tätuol-tian baay (tóotuol-) to eat (general polite)
pesaa (pisaa) baay to eat (honorific)
slié? put on lower garments
slié? khao put on pants
slié? sback ceèŋ put on shoes
pè' put on upper garments
pè' aaw put on coat
pè' muo' put on hat
slié' -pê to get dressed
ekat to cut
kat khao-saw to make clothing
cuol to rent, hire
chnuol rented, hired
tik to buy
lu? to sell
da? to put, store
lé' to do something for fun
dae leeq  go for a walk
leeq baal  to play ball
tiw leeq  to go visit
chliet  go out of one's way
s?aat  nice, clean
selah (so?lah)  comfortable

4. Personal Nouns
khmeeq  child (not one's own)
khmeeq chnuol  servant
khmeeq-khmeeq  children in general
s?y (srey)  woman
s?y-s?y  women in general
p?h (proh)  man
p?h-p?h  men in general
phliew  guest

DRILLS

Drill A. Substitution

1. pht?h look s?y s?aat' ah.  Your house is very nice.
2. pht?h baay look s?y s?aat' ah.  Your dining room is very nice.
3. soun chbaa look s?y s?aat' ah.  Your garden is very nice.
4. ptup tek look s?y s?aat' ah.  Your bathroom is very nice.
5. ptup tetuoul phliew look s?y s?aat' ah. Your guest room is very nice.
6. can?an baay look s?y s?aat' ah.  Your kitchen is very nice.
7. koun look s?y s?aat' ah.  Your children are very nice.
8. p?oun look s?y s?aat' ah.  Your younger brother is very nice.

Drill B. Response

MODEL: Teacher: pht?h baay kh?nom s?aat' eh?  What do you think of my dining room? '(Literally, is my dining room nice?)'

Student: baat, pht?h baay look s?y s?aat' ah.  Your dining room is very nice.

1. pht?h kh?nom thom' eh?  What do you think of my house?
   baat, pht?h look s?y thom' ah.  Your house is very big.
2. soun chbaa khnom looo' teh
   baat, suon chbaa look sby looo' ah.
   What do you think of my garden?
   Your garden is very nice.
   baat, ptup tok khnom thom' eh?
3. ptup tok khnom thom' eh?
   baat, ptup tok look sby thom' ah.
   What do you think of my bathroom?
   Your bathroom is very big.
   baat, ptup tetouol phniew khnom selah' teh?
4. ptup tetouol phniew khnom selah' teh?
   baat, ptup tetouol phniew look sby
   selah' nah.
   What do you think of my parlor?
   Your parlor is very comfortable.
   baat, cekèan basy khnom looo' teh?
5. cekèan basy khnom looo' teh?
   baat, cekèan basy look sby looo' ah.
   What do you think of my kitchen?
   Your kitchen is very nice.
   baat, koun khnom cth' teh?
6. koun khnom cth' teh?
   baat, koun look sby cth' nah.
   What do you think of my children?
   Your children are very capable.

Drill C. Response

MODEL: Teacher: phtéh look sby thee
    pemaan chnam' eh? (pil)
Student: caah, phtéh khnom thee
    pil chnam' eh.
   How many years ago was your
   house built? (2)
   My house was built two
   years ago.

   1. laan look tif pemaan chnam'
      eh? (bey)
      baat, laan khnom tif bey
      chnam' eh.
   How many years ago did you buy
   your car? (3)
   My car was bought three years
   ago.
   phtéh look sby cuol pemaan chnam'
   eh? (pèam)
   caah, phtéh khnom cuol pèam
   chnam' eh.
   How many years have you rented
   your house? (2)
   My house has been rented for
   five years.
   aaw look kat pemaan khaèt' eh?
   (pmmuoy)
   baat, aaw khnom kat pmmuoy khaèt' eh.
   How many months ago did you get
   that coat made? (6)
   This coat was made six months ago.
   pepùn look medol pemaan thjay' eh?
   (pèam-ndop)
   baat, pepùn khnom medol pèam-ndop
   thjay' eh.
   How many days ago did your wife
   arrive? (15)
   My wife arrived 15 days ago.
   koun look coul rien pemaan khaèt'
   eh? (bey)
   baat, koun khnom coul rien bey
   khaèt' eh.
   How many months have your children
   been going to school? (3)
   My children have been going to
   school for three months.
   kôt tw dol pemaan khaèt' eh?
   (pil)
   baat, kôt tw dol pil khaèt' eh.
   How many months ago did he
   arrive? (2)
   He arrived two months ago.
Drill D. Multiple Substitution

1. còn khaŋ-lee mian pemaan ktup? How many rooms does the upstairs have?
2. còn khaŋ-kōom mian pemaan ktup? How many rooms does the downstairs have?
3. còn khaŋ-kōom mian ktup ey-khlah? What rooms does the downstairs have?
4. còn nih mian ktup ey-khlah? What rooms does this floor have?
5. còn nih mian ktup dēek pemaan? How many bedrooms does this floor have?
6. còn khaŋ-kōom mian ktup dēek pemaan? How many bedrooms does the downstairs have?
7. còn khaŋ-lee mian ktup dēek pemaan? How many bedrooms does the upstairs have?
8. còn khaŋ-lee mian pemaan ktup? How many rooms does the upstairs have?

Drill E. Response

MODEL: Teacher: look sëy mian ktup dēek pemaan? How many bedrooms do you have? (Upstairs two, downstairs one)
(leu pii, kraom muoy)
Student: caah, mian bëy... khaaŋ-lee pi, khaaŋ-kraom muoy. There are three of them: two upstairs and one downstairs.

1. look sëy mian ktup têtuol phniêw pemaan? (leu muoy, kraom muoy) How many parlors do you have? (upstairs one, downstairs one)
caaah, mian pii... khaaŋ-lee muoy, khaaŋ-kraom muoy.

2. look sëy mian ktup khmēŋ chnuol pemaan? (leu muoy, kraom pii) How many servant's rooms do you have? (one upstairs, two downstairs)
caaah, mian bëy... khaaŋ-lee muoy, khaaŋ-kraom pii.

3. look sëy mian ktup dēek pemaan? (leu bëy, kraom pii) How many bedrooms do you have? (three upstairs, two downstairs)
caaah, mian pram... khaaŋ-lee bëy, khaaŋ-kraom pii.

There are five of them: three upstairs and two downstairs.
4. look sêy mian ktup têng-ooh pemaan? (lee buon, kram pammuoy) caan, mien dop... khaan-lee buon, khaan-kram pammuoy.

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 sêy mun nîg phtéh nih, aana thom ciaq? (phtéh nih)
Student: baat, phtéh nih thom ciaq!

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

1. ktup somrap têtuol phniew nîg ktup ñam baay, aana thom ciaq? (ktup somrap têtuol phniew)
   baat, ktup somrap têtuol phniew thom ciaq!

Which is bigger, the parlor or the dining room? (the parlor)
The parlor is bigger.

2. ktup koun look nîg ktup khmeeng chnuol, aanaa touc ciaq? (ktup koun)
   baat, ktup koun touc ciaq!

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? sy-van nîg sekraan baay, aana thom ciaq? (sekraan baay)
   baat, sekraan baay thom ciaq!

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

4. ktup tek nîg ktup da? sy-van, aanaa touc ciaq? (ktup tek)
   baat, ktup tek touc ciaq!

Which is smaller, the bathroom or the storeroom? (bathroom)
The bathroom is smaller.

5. suon chbaa khañ-muk nîg suon chbaa khañ-kôoy, aanaa thom ciaq? (khañ-kôoy)
   baat, suon chbaa khañ-kôoy thom ciaq!

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 sêy tîf phkâa pîi naa' moh?
   Where did you buy the flowers?

2. look sêy tîf sy-van pîi naa' moh?
   Where did you buy these things.

3. look sêy tîf mehoup pîi naa' moh?
   Where did you buy the food?

4. look sêy tîf ruup thoot pîi naa' moh?
   Where did you buy the pictures?

5. look sêy tîf khmaaw-day pîi naa' moh?
   Where did you buy the pencils?
6. look sêy tǐn kedañh piï naa’ moh? Where did you buy the paper?

7. look sêy tǐn dooŋ pakaas piï naa’ moh? Where did you buy the pens?

8. look sêy tǐn phk̡aa piï naa’ moh? Where did you buy the flowers?

Drill H. Response

MODEL: Teacher: look sêy tǐn phk̡aa
piï naa’ moh?
(coul chnam cən, muk gēañ)

Student: caañ, khïom tǐn kaal coul
chnam cən, niw muk gēañ.

1. look sêy tǐn ñy-vən piï naa’ moh?
(pii thığay saw, pəa thmêy)
caañ, khïom tǐn kaal piï thığay
saw, niw pəa thmêy.

2. look sêy tǐn moheu ppiï naa’ moh?
(pii méæel méñ, pəa cañ)
caañ, khïom tǐn kaal piï méæel
méñ, niw pəa cañ’ñañ.

3. look sêy tǐn ruup thɔoñ ppiï naa’ moh?
(pii thığay put, muk vēñ)
caañ, khïom tǐn kaal piï thığay
put’n, niw muk vēñ.

4. look sêy tǐn khmaw-day ppiï naa’ moh?
(pii khaæ mun, salaa)
caañ, khïom tǐn kaal piï khaæ mun,
niwa salaa.

5. look sêy tǐn phk̡aa koulaap ppiï
naa’ moh? (pii thığay can, muk
gēañ)
caañ, khïom tǐn kaal piï thığay can,
niwa muk gēañ.

6. look sêy tǐn dooŋ pakaas ppiï naa’ moh?
(pii chnam mun, sōk amerik)
caañ, khïom tǐn kaal piï chnam mun,
niwa sōk amerik’ññ.
Drill I. Response

MODEL: Teacher: look pehaįl mian phkaa kooluąp
cèen' ah!
Student: baat, phiaį cèen, cèen-te
phkaa kooluąp'm.

You seem to have quite a lot of roses.
Yes, most of the flowers are roses.

1. look pehaįl mian koun seh ameriįkαn
cèen' ah!
baat, phiaį cèen, cèen-te ameriįkαn.
You seem to have quite a lot of American students.
Yes, most of them are Americans.

2. look pehaįl mian khmaw-day póa lięŋ
cèen' ah!
baat, phiaį cèen, cèen-te póa lięŋ.
You seem to have quite a lot of yellow pencils.
Yes, most of them are yellow.

3. look pehaįl mian khmeeŋ chnuol sęy
cèen' ah!
baat, phiaį cèen, cèen-te sęy.
You seem to have quite a lot of women servants.
Yes, most of them are women.

4. look pehaįl mian phtęį pii cón
cèen' ah!
baat, phiaį cèen, cèen-te pii cón.
You seem to have quite a lot of two story houses.
Yes, most of them are two stories.

5. look pehaįl mian ktup deek cèen' ah!
baat, phiaį cèen, cèen-te ktup deek'y.
You seem to have a lot of bedrooms.
Yes, most of them are bedrooms.

6. look pehaįl mian phaen-tįį sok khmez
cèen' ah!
baat, phiaį cèen, cèen-te phaen-tįį
sok khmez.
You seem to have a lot of maps of Cambodia.
Yes, most of the maps are of Cambodia.

Drill J. Transformation

MODEL: Teacher: khņom coul-cet phkaa' ah!
(pepũn khņom)
Student: pepũn khņom kee coul-cet
phkaa nah daę.

I certainly like flowers!
My wife likes flowers a lot too.

1. khņom coul-cet leęq baal' ah!
pouęn khņom
baal nah daę.
I certainly like to play ball.
My younger brother likes to play ball a lot too.

2. khņom coul-cet mehoup cęn' ah!
(pęty khņom)
My husband likes Chinese food a lot too.

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3. khñom coul-cet tiw meel kon' ah!
   (puo'-maa' baarç' khñom)
puo'-maa baarç' khñom, kee coul-cet
   tiw meel kon nah dat.
4. khñom coul-cet flam baay' ah!
   (pepún' khñom)
pepún' khñom kee coul-cet flam
   baay' nah dat.
5. khñom coul-cet dat leeq' ah!
   (boog' khñom)
boog' khñom kee coul-cet dat leeq.
   nah dat.

I certainly like to go to see movies.
   (my French friends)
My French friends like to go to see
movies a lot too.
I certainly like to eat.
   (my wife)
My wife likes very much to eat too.
I certainly like to go for walks.
   (my older brother)
My older brother likes to go for
   walks a lot too.

Drill K. Transformation

MODEL: Teacher: pepún khñom kee coul-cet phkaa' ah. (sty-sty)
Student: caah, sty-sty ficen' eh..
   nenaa ko douc nenaa' dth.

1. poun khñom kee coul-cet leeq' baal'
   ah! (khmeeng-khmeeng)
   caah, khmeeng-khmeeng ficen' eh..
   nenaa ko douc nenaa' dth.
My younger brother certainly likes
   to play ball. (children)
Yes, children are like that--everyone
   of them is like every other one.

2. pdty khñom kot coul-cet mehoup
   cen' ah. (po'h-po'h)
   caah, po'h-po'h ficen' eh.. nenaa
   ko douc nenaa' dth.
My husband really likes Chinese
   food! (men)
Yes, men are like that--everyone
   of them is like every other one.

3. puo'-maa' khñom kee coul-cet
   sephow' ah. (koun seh)
   caah, koun seh ficen' eh.. nenaa
   ko douc nenaa' dth.
My friends certainly do like books.
   (students)
Yes, students are like that--everyone
   of them is like every other one.

4. poun sty khñom kee coul-cet kon
   ameri'kaal' ah! (khmeeng sty)
   caah, khmeeng sty ficen' eh.. nenaa
   ko douc nenaa' dth.
My younger sister really likes to
   see American movies! (girls)
Yes, girls are like that--everyone
   of them is like every other one.

5. koun khñom kee coul-cet meel tii-vii'
   ah. (khmeeng-khmeeng)
   caah, khmeeng-khmeeng ficen' eh.. nenaa
   ko douc nenaa' dth.
My children certainly do like to
   watch television. (children)
Yes, children are like that--everyone
   of them is like every other one.
UNIT 28

BASIC DIALOGUE

A Cambodian

1. thpny saw' nîy, look tmnee' tee ih?

Are you free this Saturday?

An American

2. baat, pehatl tmnee' tee, meel tiw.

Yes, I guess I am free.

Cambodian

3. khnom conj fìceø look móo pesaa baay phtëh khnom.

I'd like to invite you to come and eat at my house.

American

4. baat, mían cy?

Sure, why not?

Cambodian

5. look skôl phtëh khnom' iniw?

Do you know where my house is yet?

American

6. baat, khnom skôl m-sew chbah' teh!

Well, I don't remember too clearly.

Cambodian

7. leek pii hôoy haa-sep phløj paste1... niw cit ambasaat amerîkañ.

Number 250 Pasteur Street, near the American Embassy.

American

8. ou, fìceø khnom m-bac baek laan' teh!

Oh, in that case I won't have to drive my car.

Cambodian

9. look mían fìceø phløj móo cèen' teh?

Have you invited a lot of guests?

American

10. baat, mîn-ce cèen pemaañ' teh!

No, not very many.

Cambodian

11. khnom haw te puo'-maa? khnom pii-b ey né' teh!

I've just asked two or three of my friends.

American

12. fìceø sûol' eh.

Well, that's nice.
13. look coŋ fiám mëhoup eŋ, soum pëap khñõm' mëh.  

   Cambodian  
   Whatever kind of food you want to eat, just let me know.

14. baat, mëhoup eŋ ko baan' dëh, taε khñõm coŋ saa? mëhoup khmãe mëdoong!  

   American  
   Well, any kind of food is all right, but I would like to try Cambodian food once.

   Cambodian  
   That's good. My wife is very skillful at making Cambodian food.

15. fìceŋ sœul' eŋ. pëpûn khñõm pesop thee mëhoup khmãe' nah.  

16. coh sœa, look coul-cet sœa eŋ?  

   American  
   And what about liquor, what kind of liquor do you like?

17. baat, vîskïi' ko baan,, bye' ko baan.  

   American  
   Oh, either whiskey or beer would be fine.

18. look coul-cet sœa tepeng basy-çuu' eŋ?  

   Cambodian  
   Do you like wine?

19. baat, sœa tepeng basy-çuu, khñõm douc min cmnoul pëmaan' teh!  

   American  
   Well, I don't particularly care for wine.

20. fìceŋ thasy saaw macŋ pmmuoy fisceŋ móō' neh?  

   Cambodian  
   Then you'll come on Saturday at 6 o'clock, will you?

21. baat! fìceŋ khñõm som lia sen' neh.  

   American  
   Sure! Well, I'll be seeing you.
**Dialogue for Comprehension**

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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 ...' dat. 'all Q are equivalent'

(as in /nena ko douc nena' dat/, '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: viskîl ko baan,, byçe 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 (tas)...' teh (tea); '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:

khñîm tif sephîw te muoy' teh! 'I bought only one book.'

(the total number of books I bought was one.)

khñîm tif te sephîw muoy' teh! 'I bought only a book.'

(all I bought was a book)

Note that if the restriction applies to the whole predicate, /krônto, is usually used instead of /te/ by itself:

khñîm krônto tif sephîw muoy' teh! 'I only bought a book.'

(all I did was buy a book)

khñîm hav te puo?-maa tif sephîw muoy' teh! 'I just asked two or three of my pîi-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-cia/ are prior negatives. The whole construction is equivalent to the negative /min-sew/.

Examples:

bea't min-ce cêen pemaan' teh! 'No, not very many.'

sea tepeq baay-ouu, khñîm douc min omnoul pemaan' teh! 'Wine, I (guess I) don't very much care for.'

More examples are in Drills G and L.

d) ficeño (efceño).../ 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 /ficeño/
the meaning is not 'invitation' but 'honorable 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 Ḿćeĕfühl môo pĕsaa băay aŭsw' ih?
'Are you coming to eat now?'

趺ćeĕfühl look môo pĕsaa băay aŭsw' neh.
'Please (I invite you to) come eat now.'

趺ćeĕfühl thĕy săw măaō pĕmmucy趺ćeĕfühl môo' 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)...' mĕeh (mĕel) 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 /趺ćeĕfühl/, a whole subject-predicate complex may be bracketed.

Examples:

som look cam mĕphlet' neh. 'Please wait a moment, will you?'

som pĕap kĥŏm' mĕeh. 'Please just tell me.'

Other examples are in Drills H and I.

As pre-verbal modifiers, both /som/ and /趺ćeĕfühl/ can have subjects and prior modifiers of their own:

kĥŏm con Ḿćeĕfühl look môo pĕsaa băay.
'I want to invite you to come eat.'

kĥŏm som līa sĕn' neh.
'I (beg to) say goodbye for a while.'

Other examples are in Drills B and G.

f) pehătel (prohătel)..., mĕel tĭw. 'perhaps, I guess'

This construction brackets an entire predicate. The subject may come either before or after /pehătel/ when it occurs.

Examples:

bat, pehătel tĕmne' tēe, mĕel tĭw.
'Yes, (I) guess (I) am free.'

or bat, kĥŏm pehătel tĕmne' tēe, mĕel tĭw.

or bat, pehătel kĥŏm tĕmne' tēe, mĕel tĭw.

Very similar to /pehătel/ are /douc/ and /douc-ćiă/ 'apparently, it seems,' which may also occur in discontinuous construction with /mĕel tĭw/.

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, /mĕn... pĕmaăn/:

kĥŏm douc mĭn cĕmnoōl pĕmaăn' tēh!
'I don't (seem to) particularly care for it.'

Other examples of /douc/ and /pehătel/ 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-tön/, /m-sew/, etc.) since it has no corresponding positive form /bac/. Its logical opposite is /tew/ or /tew-te/ (/tew-tac/) 'have to.' (The negative of the latter form, /m-tew/, is rare, and means 'shouldn't, mustn't' rather than 'not have to. ')

Examples:

 فأق kʰnom m-bac baek laan' teh!

'In that case, I won't (don't) have to drive.'

look ʰtəw-te baek.

'You have to drive.'

kʰnom m-təw baek 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.

cog

coul-cət

cmnoul (cmnoul)

cth

cesop (prosop)

'want (to)'

'like (to)'

'take to, care for'

'be able to, know (how to)'

'to be skillful at'

Examples are in Drills J, K, and L.

DRILLS

Drill A. Substitution

1. thqay saw' nih, look tmnee' tee ih? Are you free this Saturday?
2. thqay stət' nih, look tmnee' tee ih? Are you free this Sunday?
3. thqay sok' nih, look tmnee' tee ih? Are you free this Friday?
4. thqay pesəh' nih, look tmnee' tee ih? Are you free this Thursday?
5. thqay can' nih, look tmnee' tee ih? Are you free this Monday?
6. thqay nhia' nih, look tmnee' tee ih? Are you free this Tuesday?
7. thqay put' nih, look tmnee' tee ih? Are you free this Wednesday?
Drill B. Double Substitution

MODEL: Teacher: thøy⁶ saw⁴ nih, khñom coŋ fêe⁴⁴ look móo pesaa baay phtéh khñom. (sok, fam)

Student: thøy⁶ sok'⁴ nih, khñom coŋ fêe⁴⁴ look móo pesaa baay phtéh khñom.

1. thøy⁶ atit'⁴ nih, khñom coŋ fêe⁴⁴ look móo meel kon phtéh khñom. (saw, pesaa baay)
thøy⁶ saw⁴ nih, khñom coŋ fêe⁴⁴ look móo pesaa baay phtéh khñom.

This Saturday, I would like to invite you to come and have a meal at my house. (Friday, eat)

This Saturday, I would like to invite you to come and eat at my house.

2. thøy⁶ sok'⁴ nih, khñom coŋ fêe⁴⁴ look móo leeq phtéh khñom. (saw, rien)
thøy⁶ saw⁴ nih, khñom coŋ fêe⁴⁴ look móorien phtéh khñom.

This Friday, I would like to invite you to come and visit my house. (Saturday, study)

This Saturday, I would like to invite you to come and study at my house.

3. thøy⁶ can'⁴ nih, khñom coŋ fêe⁴⁴ look móo fam kafe phtéh khñom. (atit, leeq)
thøy⁶ atit'⁴ nih, khñom coŋ fêe⁴⁴ look móo leeq phtéh khñom.

This Monday, I would like to invite you to come and have coffee at my house. (Sunday, visit)

This Sunday, I would like to invite you to visit my house.

4. thøy⁶ put'⁴ nih, khñom coŋ fêe⁴⁴ look móo meel ti-vi⁴ phtéh khñom. (sok, leeq)
thøy⁶ sok'⁴ nih, khñom coŋ fêe⁴⁴ look móo leeq phtéh khñom.

This Wednesday, I would like to invite you to come and watch T.V. at my house. (Friday, visit)

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 khma⁷ 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 kheef' iniw?  
   baat, khñom m-tón kheef'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 tiw phtéh' teh!  
   I won't have to go to the house.

3. khñom m-bac rien' neh!  
   I won't have to study.

4. khñom m-bac thee' teh!  
   I won't have to do it.

5. khñom m-bac p à' teh!  
   I won't have to translate it.

6. khñom m-bac cuop' eh!  
   I won't have to meet them.

7. khñom m-bac sdap' eh!  
   I won't have to listen to it.

8. khñom m-bac meel' leh!  
   I won't have to look at it.

Drill E. Response

MODEL:  Teacher: look baek laan' neh!  
Student: tee, khñom m-bac baek laan' neh!  
   Are you driving your car?  
   No, I won't have to drive it.

1. look tiw phtéh' teh?  
   tee, khñom m-bac tiw 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 p à' teh?  
   tee, khñom m-bac p à' 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)
       Student: tee, look tèw-te baek!
I won't have to drive the car. (you)
No, you'll have to drive it.

1. khñom m-bac tìw pht'éh' teh! (look sêy)
tee, look sêy tèw-te tìw!
I won't have to go to the house. (you)
No, you'll have to go there.

2. khñom m-bac rën' neh! (kañaa)
tee, kañaa tèw-te rën!
I won't have to study it. (you)
No, you'll have to study it.

3. khñom m-bac the' teh! (kôt)
tee, kôt tèw-te thee!
I won't have to do it. (he)
No, he'll have to do it.

4. khñom m-bac pàt' teh! (look kùu)
tee, look kùu tèw-te pàt!
I won't have to translate it.
   (the teacher)
No, the teacher will have to translate it.

5. khñom m-bac cuop' eh! (pepún khñom)
tee, pepún khñom tèw-te cuop!
I won't have to meet them. (my wife)
No, my wife will have to meet them.

6. khñom m-bac sdap' eh! (koun sêh)
tee, koun sêh tèw-te sdap!
I won't have to listen to it.
   (the students)
No, the students will have to listen to it.

7. khñom m-bac meel' teh! (boôy khñom)
tee, boôy khñom tèw-te meel!
I won't have to look at it. (my older brother)
No, my older brother will have to look at it.

Drill G. Response

MODEL: Teacher: look mián fíceøf phñièw mòö çœen' teh! (puoø'-maa' pil-bêy né?)
Student: baat, mi-n-ce çœen pëmaan' teh! No, not very many. I just
         khñom haw te puöö'-maa khñom pil-bêy né?' teh!
Have you invited very many guests? (2 or 3 friends)
No, not very many. I just asked two or three friends
of mine.

1. look mián fíceøf phñièw mòö çœen' teh! (koun sêh buon né?)
baat, mi-n-ce çœen pëmaan' teh!
kñom haw te koun sêh kñom
buon né?' teh!
Have you invited very many guests? (4 students)
No, not very many. I just asked
four students of mine.
2. look mian ficseñ phñiew móo cœen' teh? (booy-poun)
   baat, min-ce cœen pemaa'n teh!
   khñom haw te booy poun khñom' teh!

3. look mian ficseñ phñiew móo cœen' teh? (puo?-maa' mené-piil)
   baat, min-ce cœen pemaa'n teh!
   khñom haw te puo?-maa' khñom
   mené-piil' teh!

4. look mian ficseñ phñiew móo cœen' teh? (né' cit-khaaŋ
   pmmuoy-pmpil né?)
   baat, min-ce cœen pemaa'n teh!
   khñom haw te né' cit-khaaŋ
   khñom pmmuoy-pmpil né' teh!

5. look mian ficseñ phñiew móo cœen' teh? (puo?-maa' pepün khñom
   buon-peam né?)
   baat, min-ce cœen pemaa'n teh!
   khñom haw te puo?-maa' pepün
   khñom buon-peam né?' teh!

Drill H. Substitution

1. look cong fam mehoup cy, som pèap
   khñom meel.

2. look cong meel kon cy, som pèap
   khñom meel.

3. look cong pesaa see cy, som pèap
   khñom meel.

4. look cong aasn sophliw cy, som pèap
   khñom meel.

5. look cong baek laan cy, som pèap
   khñom meel.

6. look cong cuop nenaar, som pèap
   khñom meel.

7. look cong tiw leen inaa, som pèap
   khñom meel.

Have you invited very many guests?
   (brothers and sisters)
No, not very many. I just asked
my brothers and sisters.

Have you invited very many guests?
   (one or two friends)
No, not very many. I just asked
one or two friends of mine.

Have you invited very many guests?
   (six or seven neighbors)
No, not very many. I just asked
six or seven neighbors of mine.

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.

Whatever kind of food you want to eat, please let me know.

Whatever movie you want to see, please let me know.

Whatever kind of liquor you want to drink, please let me know.

Whatever book you want to read, please let me know.

Whatever kind of car you want to drive, please let me know.

Whoever you want to meet, please let me know.

Wherever you want to go, please let me know.
8. look çoŋ theê yeang mēc, som pèap khñom meel. However you want to do it, please let me know.
9. look çoŋ fâm mehoup ey, som pèap khñom meel. Whatever kind of food you want to eat, please let me know.

Drill I. Response

MODEL: Teacher: look çoŋ fâm mehoup ey, som pèap khñom meel. (saaʔ, mehoup khñae) Whatever kind of food you want to eat, please let me know. (try, Cambodian food)

Student: beaŋ, mehoup ey ko baan' dae, tæ khñom çoŋ saaʔ mehoup khñae mēcñoŋ! Well, any kind of food is all right, but I would like to try Cambodian food once.

1. look çoŋ meel kon ey, som pèap khñom meel. (meel, kon pèay) Whatever movie you would like to see, please let me know. (to see, French movie)

baaŋ, kon ey ko baan' dae, tæ khñom çoŋ meel kon pèay mēcñoŋ!

2. look çoŋ pasaa səa ey som pèap khñom meel. (saaʔ, səa tæpèq bəaʔ-kuu) Whatever kind of liquor you would like to have, please let me know. (try, wine)

baaŋ, səa ey ko baan' dae, tæ khñom çoŋ saaʔ tæpèq bəaʔ-kuu mēcñoŋ!

3. look çoŋ aan səpîw ey, som pèap khñom meel. (meel, kasaet əŋglee) Whatever book you would like to read, please let me know. (read, English magazines)

baaŋ, səpîw ey ko baan' dae, tæ khñom çoŋ meel kasaet əŋglee mēcñoŋ!

4. look çoŋ baek laaŋ ey, som pèap khñom meel (baek, laaŋ amerîʔkaŋ) Whatever car you would like to drive, please let me know. (drive, American car)

baaŋ, laaŋ ey ko baan' dae, tæ khñom çoŋ baek amerîʔkaŋ mēcñoŋ! Well, any kind of car is all right, but I would like to drive an American car.
5. look cøy tiw leen inaa, som pêap khôm meel. (leen, muk vég)
   baat, tiw inaa ko baan' dae, taê khôm cøy tiw leen muk vég mêsôonj.

Drill J. Multiple Substitution

1. pepún khôm pesop thee mehoup khmâe' ah.
   My wife is very skillful at making Cambodian food.

2. kañaa vansii pesop thee mehoup khmâe' ah.
   Miss Vansy is very skillful at making Cambodian food.

3. kañaa vansii cch niyiey onglee' ah.
   Miss Vansy is very good at speaking English.

4. look saw cch niyiey onglee' ah.
   Mr. Sau is very good at speaking English.

5. look saw cmnoul sëa tepég baay-cuu' ah.
   Mr. Sau is fond of wine.

6. look smith cmnoul sëa tepég baay-cuu' ah.
   Mr. Smith is fond of wine.

7. look smith cmnoul mehoup khmâe' ah.
   Mr. Smith is fond of Cambodian food.

8. look smith pesop thee mehoup khmâe' ah.
   Mr. Smith is very skillful at making Cambodian food.

9. pepún khôm pesop thee mehoup khmâe' ah.
   My wife is very skillful at making Cambodian food.

Drill K. Response

MODEL: Teacher: look coul- cet sëa sy? (viskii, byte)
   What kind of liquor do you like? (whiskey, beer)
   Student: baat, viskii' ko baan,, byte' ko baan.
   Well, whiskey would be fine, and beer would be fine.

1. look coul- cet mehoup sy? (khmâe, ameri'kan)
   What kind of food do you like?
   (Cambodian, American)
   baat, mehoup khmâe' ko baan,, mehoup ameri'kan' ko baan.
   Well, Cambodian food would be fine, and American food would be fine.
2. look coŋ pâe  ey, dmbeŋ tō̄stè sebobô?  
(khmaw-day, doŋ paka)  
baat, khmaw-day' ko baan, doŋ paka ko baan.

3. look coŋ niyoe phiasaa  ey?  
(onglee, pèaŋ)  
baat, onglee' ko baan, pèaŋ ko baan.

4. look coul-cet rien peel naa?  
(yup, thgay)  
baat, yup' ko baan, thgay' ko baan.

5. look coŋ pesaa baay niw-inaa?  
(phthé khñom, phthé baay)  
baat, phthé khñom' ko baan, phthé baay' ko baan.

Drill L. Response

MODEL: Teacher: look coul-cet sèa  têpén  
   bay-cuu' teh?  
Student: baat, sèa têpén baay-cuu,  
   khñom douc min cmnoul pëmaan' neh!  

Do you like wine?

1. look coul-cet mehoup ameri'kaŋ eh?  
   baat, mehoup ameri'kaŋ, khñom douc  
   min cmnoul pëmaan' neh!

2. look coul-cet viskiis' teh?  
   baat, viskiis, khñom douc min  
   cmnoul pëmaan' neh!

3. look coul-cet mehoup cen' neh?  
   baat, mehoup cen, khñom douc min  
   cmnoul pëmaan' neh!

4. look coul-cet tek-tat tek-koo' teh?  
   baat, tek-tat tek-koo', khñom douc  
   min cmnoul pëmaan' neh!

5. look coul-cet kafsee tek-doh-koo' teh?  
   baat, kafsee tek-doh-koo, khñom douc  
   min cmnoul pëmaan' neh!

Drill L. Response

Do you like American food?

Well, I don't particularly care for American food.

Do you like whiskey?

Well, I don't particularly care for whiskey.

Do you like Chinese food?

Well, I don't particularly care for Chinese food.

Do you like iced tea?

Well, I don't particularly care for iced tea.

Do you like coffee with cream?

Well, I don't particularly care for coffee with cream.
6. lookoul-cet mshoup pêñ' eh? baat, mshoup pêñ', khñom douc mim cmnoul pêmaan' neh!

Drill M. Response

MODEL: Teacher: ficeñ, thgay saw, fceefi móc phte hkhñom' neh? Student: baat, thgay saw, khñom pehawl m baan móc phte' 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. ficeñ thgay atit, fceefi móc bêrou khñom' neh? baat, thgay atit, khñom pehawl m baan móc bêrou 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. ficeñ thgay sok, fceefi móc outaél khñom' neh? baat, thgay sok, khñom pehawl m baan móc outaél 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. ficeñ thgay pehôh, fceefi móc kelatêh khñom' neh? baat, thgay pehôh, khñom pehawl m baan móc kelatêh 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. ficeñ thgay can, fceefi móc haañ khñom' neh? baat, thgay can, khñom pehawl m baan móc haañ 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. ficeñ thgay put, fceefi móc ktup khñom' neh? baat, thgay put, khñom pehawl m baan móc 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. cmiep suo, sarin! coul' moh.. khan cuop yuu' eh.  
   **Sareth**  
   Hello, Sarin! Come on in. I haven't seen you for a long time.

2. som tooh' neh.. laan khnom khouc kedaaal phlew, baan-ce yuu ntle'nh.  
   **Sarin**  
   Sorry, my car broke down on the and that's why I am a little bit late.

3. inaa' look sëy?  
   **Sareth**  
   Where's your wife?

4. baat, m baan mó' teh! mian thuré' ntle'!  
   **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 coq mó' nah dae, tae mesel meu tew twi batteboon, prúh medaay khmeek khnom kót m-sew suol kluon!  
   **Sarin**  
   She wanted to come, too, but yesterday she had to go to Battambong, because my mother-in-law isn't very well.

7. nkaal kót ficeëkh mó' vfi?  
   **Sareth**  
   When will she be back?

8. taam kee pëap khnom, thaa telop mó' vfi lëgiec Ini' eh.  
   **Sarin**  
   According to what she told me, she'll be back this evening.

9. mte', kit khlaëm éy ntle-ntuoc sen' 1h?  
   **Sareth**  
   Well, will you have a little something to drink?

10. mian 1y? mian 1y-khlah?  
    **Sarin**  
    Why not? What do you have?

11. baat, khnom mian viskii, byëe kouha?!.  
    **Sareth**  
    Well, I have whiskey, beer, cognac.
12. អំពីសុភាព​សុខិស្សែដែល​មាត់ឯ នឹងចូល ពីរៀនម្រូម មេ. បន្ទុកក្នុង ក្បាលខ្លួនឯង មិញមាន យុវតាំង ទេ ដូច្នេះ ឈ្មោះ និង។

14. អាចទោសពីស្វែង កុម្មុជា ខ្លីជាង នេះទេ? សារីម៉ូ

15. ហិរញ្ញវត្ថុ និង ធ្វើឬនិង ភ្លេង ប្រឹក្សាទៅ តែទោស ក្នុង ការគ្រប់គ្រង ក្នុងក្នុង ការប្រកួត អាច មាន ដោយច្រើន នេះដំបូង។

16. អាចទោសពីអត្ថប្រយោជន៍ ដែលក្លែងឈ្មោះ យុវតាំង បាន ដោយ ការាត់ អត្ថប្រយោជន៍ គឺ រីបចំ ជាង នេះ។

17. សារីម៉ូ សម្រប អី ព័ត៌មាន ទោស ធ្វើឬនិង ធ្វើឬ ក្រុង មាន មាន អត្ថប្រយោជន៍ អំពី អាទិត្យ-ព្យាយាម ម៉េឈឺ សម្រាប់ មាន មាន អត្ថប្រយោជន៍ ប្រកួត អាច មាន ដោយច្រើន នេះដំបូង។

18. សារីម៉ូ សម្រប អី ព័ត៌មាន ទោស ធ្វើឬនិង ធ្វើឬ ក្រុង មាន មាន អត្ថប្រយោជន៍ ប្រកួត អាច មាន ដោយច្រើន នេះដំបូង។

19. បាល។

**DIALOGUE FOR COMPREHENSION**

**look Sarin**

1. កត់សំណើ សុភាពរី សុភាព មិញ ម្រូម? ហេតុឬ ក្រុង អាច មាន ម្រូម សុភាព អាច មាន ម្រូម ដោយ ក្រុង សុភាព

3. ទូទាក់ វិញ

5. យុវតាំង នាងទេ?

7. កូន បៀរ ម្រូម មាន វិញ?

**look Sareth**

2. សុភាព ឈុត សុភាព កើតឈុត ក្រុង ក្រុង ម្រូម សុភាព ម្រូម សុភាព

4. បាល មាន ម្រូម មាន អាច មាន អាច មាន តែ ទេ មាន ម្រូម

6. កូន សុភាព ឈុត ដំបូង ដំបូង ម្រូម សុភាព មាន អាច មាន ម្រូម សុភាព

8. តាម កូន បៀរ កើតឈុត សុភាព មាន ម្រូម សុភាព ម្រូម
9. mɛc, kit khsām ey bontɛc-bontuoc sen riŋ?
10. mian ey? mian ey-khlahi
11. baat, khɔm mian viʔki, bytɛ, kouʔa?
12. eʃɛŋ soum viʔki soudaa mɛketaɛ móo?.
13. niyiey eʃɛŋ, khɔm niw min baan yuu teet, leqiec niŋ.
14. mian ey? proʃap tiw naa riŋ?
15. ou, khɔm trew tiw tetuol propor khɔm niw gaa rótia-hphleeq, maq dop konlah.
16. mian ey? tumróm dol peel niŋ, yeeŋ ham baay ruoc haɛy.
18. eʃɛŋ proʃap sroh-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 /khɔmian/ 'doesn't have, there isn't,' /khaaŋ/ 'didn't, won't,' and /khlaaɛ/ 'for fear that, so that...not.' Only /khɔmian/ 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 khaaŋ/ 'not fail' and /m khlaaɛ/ '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,' /métɛn/ 'to be the one,' and the item /baaŋ/ 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. /khɔmian/ is the equivalent of /m mian/ 'not have' and also of the negative /mmin/ itself, when reference is made to a single event in the past.

Examples: khɔm mian sɛphew. 'I have books.'
khɔm khaamian sɛphew teh! 'I don't have books.'
khɔm min ʃɛeq phhiew mão cœn! teh! 'I didn't invite a lot of guests.'
khɔm khaamian ʃɛeq phhiew mão cœn! teh! 'I haven't invited a lot of guests.'

2. /khaaŋ/ 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 /m min/ itself when it refers to a long stretch of time (usually in the past); /m khaaŋ/ 'without fail' is the equivalent of /métɛn/ 'certainly.'

Examples: m baan coup khnia yuu! 'We didn't get to see each other for a long time.'
khaan cuop khnia yuu' eh. 'We haven't seen each other for a long time.'
kot m moo leeq yuu' eh. 'He didn't come to visit us for a long time.'
kot khaan moo leeq yuu' eh. 'He hasn't come to visit us in a long time.'
khnom tiw leeq phtéh look meen!! 'I sure will go to your house!'
khnom tiw leeq phtéh look m khaan. 'I'll go to your house without fail.'

3. /klaac/ is, in a sense, the opposite of /oy-baan/ 'so that,' since it means 'so that...not.'

khnom cih sikhoul tiw, oy-baan dol chap. 'I'm taking a cyclo, so that I'll get there fast.'
khnom cih sikhoul tiw, khaac todol yit. 'I'm taking a cyclo, so that I won't 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:

pek (prek) 'morning' asial (róssial) 'afternoon'
thay 'daytime' lepiet 'late afternoon, evening'
thay troq (troq) 'noon' yuop '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 /maq bey asial/ or /maq bey lepiet/. There is never any ambiguity, however, as to whether 'a.m.' or 'p.m.' is meant.

/maq/ '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/ of /hnatii/, the former being more common in urban areas. Note that word order is of primary importance wherever /maq/ and /kelah/ are involved:

bey maq 'three hours' (duration) maq bey 'three o'clock' (time of day)
kelah maq 'half an hour' maq kelah 'an hour and a half'
bey maq kelah 'three and a half hours' maq bey kelah '3:30'
DRILLS

Drill A. Substitution

1. soma tooh' neh, laan khnom khouc!
2. soma tooh' neh, too pawkaa khnom khouc!
3. soma tooh' neh, leboh khnom khouc!
4. soma tooh' neh, leboh khnom ba?
5. soma tooh' neh, khaaw-day khnom ba?
6. soma tooh' neh, khaaw-day khnom m l'oo' teh!
7. soma tooh' neh, laan khnom m l'oo' teh!
8. soma tooh' neh, laan khnom khouc!

Drill B. Substitution

1. soma tooh' neh, laan khnom khouc,
   baan-ce yuu nte' la.
2. soma tooh' neh, khnom m sool kluon,
   baan-ce yuu nte' la.
3. soma tooh' neh, khnom tiw meel kon,
   baan-ce yuu nte' la.
4. soma tooh' neh, khnom tiw tiw phteh,
   baan-ce yuu nte' la.
5. soma tooh' neh, khnom tiw rien khmat,
   baan-ce yuu nte' la.
6. soma tooh' neh, khnom tiw cam pepun
   khnom, baan-ce yuu nte' la.
7. soma tooh' neh, khnom tiw cuop n ko't,
   baan-ce yuu nte' la.
8. soma tooh' neh, laan khnom khouc,
   baan-ce yuu nte' la.

Sorry, my car broke down.
Sorry, my pen stopped working.
Sorry, mine stopped working.
Sorry, mine is broken.
Sorry, my pencil is broken.
Sorry, my pencil is no good.
Sorry, my car is no good.
Sorry, my car broke down.
Sorry, my car broke down and so I was a little late.
Sorry, I didn’t feel well and so I was a little late.
Sorry, I went to a movie and so I was a little late.
Sorry, I had to go home and so I was a little late.
Sorry, I had to study Cambodian so I was a little late.
Sorry, I had to wait for my wife so I was a little late.
Sorry, I had to meet him so I was a little late.
Sorry, my car broke down so I was a little late.
Drill C. Response

MODEL: Teacher: inaa' look sêy? (mian thure? ntec)
Student: baat, m baan móo' teh, mian thure? ntec!

1. inaa' look sêy? (m sûol khluon)
   baat, m baan móo' teh, m sûol khluon!
   Where is your wife? (She got a little tied up)
   Well, she couldn't come, she got a little tied up.

2. inaa' look sêy? (tèw tiw battebooy)
   baat, m baan móo' teh, tèw tiw battebooy!
   Where is your wife? (not well)
   Well she couldn't come, she's not well.

3. inaa' look sêy? (tèw tiw rien)
   baat, m baan móo' teh, tèw tiw rien!
   Where is your wife? (had to go to Battambong)
   Well she couldn't come, she had to go to Battambong.

4. inaa' look sêy? (tèw cuop ñ kee ntec)
   baat, m baan móo' teh, tèw cuop ñ kee ntec!
   Where is your wife? (had to go study)
   Well she couldn't come, she had to go study.

Drill D. Response

MODEL: Teacher: kee cuöc móo nah dat. (kôt, tèw tiw battebooy)
Student: kôt cuöc móo nah dat, tèw tiw battebooy!

1. kee cuöc móo nah dat. (pèpèn khphom, m-sèw sûol khluon)
   pèpèn khphom cuöc móo nah dat, tèw m-sèw sûol khluon!
   They wanted to come, too. (he, had to go to Battambong)
   He wanted to come, too, but he had to go to Battambong.

2. kee cuöc móo nah dat. (pèhoun khphom, mian thure? ntec)
   pèhoun khphom cuöc móo nah dat, mian thure? ntec!
   They wanted to come, too. (my wife, not very well)
   My wife wanted to come, too, but she wasn't very well.

3. kee cuöc móo nah dat. (boöy khphom, tèw tiw rien)
   boöy khphom cuöc móo nah dat, tèw tiw rien!
   They wanted to come, too. (my younger brother, had some business)
   My younger brother wanted to come, too, but he had some business.

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4. kee coŋ môo nahn dat. (medaay khïnom, tèw cuop ǹg kee) medaay khïnom coŋ môo nahn dat, tæ tèw cuop ǹg 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 coŋ môo nahn dat. (opuk khïnom, mian thure? ntæ) opuk khïnom coŋ môo nahn dat, tæ mian thure? ntæ! 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. niïey ǹceq, khïnom niw m baan yuu' teh! By the way, I can't stay very long.
2. niïey ǹceq, khïnom rien m baan yuu' teh! By the way, I can't study very long.
3. niïey ǹceq, khïnom meel séphiw m baan yuu' teh! By the way, I can't look at the books very long.
4. niïey ǹceq, khïnom teste m baan yuu' teh! By the way, I can't write very long.
5. niïey ǹceq, khïnom meel kon m baan yuu' teh! By the way, I can't watch the movie very long.
6. niïey ǹceq, khïnom móo m baan yuu' teh! By the way, I can't come for very long.
7. niïey ǹceq, khïnom cuop kót m baan yuu' teh! By the way, I can't meet with him very long.
8. niïey ǹceq, khïnom niw nuh m baan yuu' teh! By the way, I can't stay there very long.

Drill F. Response

MODEL: Teacher: ǹkæal kót ǹceq môo viñ? (laŋiec niŋ) When is she coming back?
(Student: taam kee pèap khïnom, thaa telop môo viñ laŋiec According to what she told
niŋ'oh. me, she is coming back this evening.

1. ǹkæal kót ǹceq môo viñ? (pèk s'atk) When is she coming back? (tomorrow
taam kee pèap khïnom, thaa telop morning)
môo viñ pèk s'atk' eh. According to what she told me,
she is coming back tomorrow morning.
2. ។ကည် ကြည် မှာ ကြည်
   (မိုးပျင်း ပျင်း)
   သာမိကြည် ကျပ် ကျွမ်း၊ သာမိကြည်
   မှာ ကြည် မိုးပျင်း ပျင်း ပျင်း ကြည် သူ.

3. ។ကည် ကြည် မှာ ကြည်
   (မိုးရ္ ရ္)
   သာမိကြည် ကျပ် ကျွမ်း၊ သာမိကြည်
   မှာ ကြည် မိုးရ္ ရ္ ရ္ ကြည် သူ.

4. ។ကည် ကြည် မှာ ကြည် (ဆောက်)
   သာမိကြည် ကျပ် ကျွမ်း၊ သာမိကြည်
   မှာ ကြည် ဆောက် ဆောက် ကြည် သူ.

5. ។ကည် ကြည် မှာ ကြည်
   (မိုးဗ္ဗံ မိုးဗ္ဗံ)
   သာမိကြည် ကျပ် ကျွမ်း၊ သာမိကြည်
   မှာ ကြည် မိုးဗ္ဗံ မိုးဗ္ဗံ ကြည် သူ.

Drill G. Multiple Substitution

1. soum viskii soudaa mekaew' moh.
   Please give me a glass of whiskey soda.

2. soum viskii soudaa pii kaew' moh.
   Please give me two glasses of whiskey soda.

3. soum byee pii kaew' moh.
   Please give me two glasses of beer.

4. soum tik-tac pii kaew' moh.
   Please give me two glasses of tea.

5. soum tik-tac mekaew' moh.
   Please give me a glass of tea.

6. soum viskii mekaew' moh.
   Please give me a glass of whiskey.

7. soum kouña? mekaew' moh.
   Please give me a glass of cognac.

8. soum viskii soudaa mekaew' moh.
   Please give me a glass of whiskey soda.

Drill H. Multiple Substitution

1. khñom têw tiw tseuol pepún khñom
   niw géa atiah-phleeq maong dop kelah.
   I have to go meet my wife at the railroad station at 10:30.

2. khñom têw tiw tseuol pepún khñom
   niw vial yún-hoh maong dop kelah.
   I have to go meet my wife at the airport at 10:30.

3. khñom têw tiw tseuol pepún khñom
   niw vial yún-hoh maong pmpil kelah.
   I have to go meet my wife at the airport at 7:30.
4. khnom tew tiw tetuol poun khnom
   niw vial yun-hoh maqg pmpil kelah.
   I have to go meet my younger brother
   at the airport at 7:30.
5. khnom tew tiw tetuol poun khnom
   niw vial yun-hoh maqg buon kelah.
   I have to go meet my younger brother
   at the airport at 4:30.
6. khnom tew tiw tetuol poun khnom
   niw gea atiah-phleen maqg buon
   kelah.
   I have to go meet my younger brother
   at the railroad station at 4:30.
7. khnom tew tiw tetuol poun khnom
   niw gea atiah-phleen maqg buon
   kelah.
   I have to go meet my wife at the
   railroad station at 4:30.
8. khnom tew tiw tetuol poun khnom
   niw gea atiah-phleen maqg dop
   kelah.
   I have to go meet my wife at the
   railroad station at 10:30.

Drill I. Multiple Substitution

1. mian sy, tumrom dol peel nq,
   yeeg ham baay ruoc' eh.
   So what, by that time we'll be
   finished eating.
2. mian sy, tumrom dol peel nq,
   yeeg meel kon ruoc' eh.
   So what, by that time we'll be
   finished watching the movie.
3. mian sy, tumrom dol maqg bty,
   yeeg meel kon ruoc' eh.
   So what, by 3 o'clock we'll be
   finished watching the movie.
4. mian sy, tumrom dol maqg bty,
   yeeg soh-soup ruoc' eh.
   So what, by 3 o'clock we'll be
   finished having a bite to eat.
5. mian sy, tumrom dol maqg pmbuon,
   yeeg soh-soup ruoc' eh.
   So what, by 9 o'clock we'll be
   finished having a bite to eat.
6. mian sy, tumrom dol maqg pmbuon,
   yeeg ham baay ruoc' eh.
   So what, by 9 o'clock we'll be
   finished eating.
7. mian sy, tumrom dol peel nq,
   yeeg ham baay ruoc' eh.
   So what, by that time we'll be
   finished eating.
Drill J. Response

MODEL: Teacher: mɛc, pɛfnap' ih? (atiah-phleoŋ)
Student: baat, pɛfnap'm. khlaac atiah-phleoŋ medol mun maøŋ.

1. mɛc, pɛfnap' ih? (laan chnuol)
   baat, pɛfnap'm. khlaac laan chnuol medol mun maøŋ.
   Say, what's the hurry? (train)
   Well, I am in a hurry. I am afraid the train will get here ahead of time.
   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, pɛfnap' ih? (phȵiew)
   baat, pɛfnap'm. khlaac phȵiew medol mun maøŋ.
   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, pɛfnap' ih? (yunix-hoh)
   baat, pɛfnap'm. khlaac yunix-hoh medol mun maøŋ.
   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, pɛfnap' ih? (koun seh)
   baat, pɛfnap'm. khlaac koun seh medol mun maøŋ.
   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, pɛfnap' ih? (pɕoun khɨmɨn)
   baat, pɛfnap'm. khlaac pɕoun khɨmɨn medol mun maøŋ.
   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 sɛt sɛt mɨŋ look sɨy saat m baan kheeŋ khmiao yuu' eh.
Student: look sɛt sɛt mɨŋ look sɨy saat khaan kheeŋ khmiao yuu' eh.

1. look smith mɨŋ fɨсеf phŋiɛw móo cён' teh!
   Look smith khmian fɨсеf phŋiɛw móo cён' teh!
   Mr. Smith hasn't invited very many guests.
   Mr. Smith hasn't invited very many guests.

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.
2. kañaa vānsiī m móo leen⁠ yuu' əh.
kañaa vānsiī khaa̍n móo leen⁠ yuu' əh.

Miss Vansy didn't come to visit for a long time.
Miss Vansy has failed to come to visit for a long time.

3. kʰǐm douccia m mian kaa thee cœ̂n' teh!
kʰǐm douccia khmian kaa thee cœ̂n' teh!

I guess I don't have very much work to do.
I guess I don't have very much work to do.

4. kʰǐm tiw leen⁠ phtēh look mœn!
kʰǐm tiw leen⁠ phtēh look m khaan!

I will certainly go visit your house!
I will go visit your house without fail!
UNIT 30

NARRATION

1. rôl prik, thômmedaa khôm phôm pi pêy keeŋ maŋ prampîl.
2. khôm baek raedyou adap domnèng, ruoc hay khôm tiw bontup tik.
3. khôm lup-liəŋ muk khôm niŋ sêbuu, doh thêmîf, kao pulmôt.
4. ruoc khôm pût tik, koŋ sô?
5. luh pût tik ruoc haye, khôm yöŋ konseŋmôo cuît khlouon.
6. haey khôm khiŋ koo sêt soo.

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 môo, khôm khiŋ trolop tiw khnôŋ bontup keeŋ khôm viŋ, daembeŋ niŋ sliep pêp?
8. kraøy môo, khôm coh tiw kraom, tiw khnôŋ phtêh basy.
9. niw nhu, khôm khiŋ khiŋ propûn khôm kômpuŋ-taŋ rieng-com basy prik aoy khôm.
10. niw lec tok, khôm khiŋ mian pôoŋ môŋ cian, bôboô, nummô, kafse, laa.
11. thômmedaa khôm stam kafse pîi rií beŋ pêy niw peel basy prik.
12. niw peel nhu, khôm taŋ-taŋ meel kasæə.

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 stam basy ruoc haye, khôm khiŋ koo kuh chee-kuh, stam barsey.
14. propûn khôm, thômmedaa kee stam sukkelaas rií tik-taŋ.
15. kôt taŋ-taŋ coul-cat nîleye pîi-nih pîi-nuh, niw peel yeŋ kômpuŋ stam basy.

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. maŋ prambîy cît konlah haye, khôm coul tiw khnôŋ bontup tik medoŋ tiet, daembeŋ-niŋ liâŋ day kepul môt.
17. maŋ prambîy konlah haye, propûn khôm yöŋ katep haye-niŋ muo aoy khôm.
18. khôm peŋ mûo, ruoc haye khôm theap liâ propûn khôm.
19. khôm cît pîi phtêh, ruoc baek laan tiw thwee 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

dēsk to lie down, sleep
lúʔ to fall asleep
phē to wake up, get up
liaŋ to wash (general)
ɳuut, ɳuut tik to bathe (Cambodian style), shower
muc, muc tik to bathe (immerse)
kepul (kompul) móŋ to wipe (the mouth)
lup (lup muk) to wash (the face)
cuut to dry
dao to shave
koŋ, koŋ sɔŋ to wash (the hair)
sæt, sæt sɔŋ to comb (the hair)
doh, doh thmïŋ to brush (the teeth)
slïeʔ to put on lower garments
pæŋ to put on upper garments
doh to take off (clothes)
kúh to light, strike
thaŋ to kiss

2. Nouns

kæcæ bed
tok (toŋ) table
khluon body
day hands, arms
ceeq feet, legs
muk face
móŋ mouth
tek (tik) water
sebʻu soap
keææ (konsæŋ) towel
puk móŋ beard, mustache
sɔŋ hair (on head)
kèah (krah) comb
thmîf teeth
cèah (crah) brush
khao-aaw clothing
tasaap briefcase
chekuh (chee-kuh) match
barcy cigarettes

3. Phrases

dtek m lu⁷ to be unable to sleep
phsê pî keeq to get out of bed
lup-liaŋ muk to wash the face, wipe the face
kapul mó to wipe the mouth
liaŋ day to wash the hands
kao puk mó to shave the face
kèah set-so⁷ a comb
cèah doh-thmîf a toothbrush
doh khao-aaw to take off clothing
thaep-lia pepun to kiss one's wife goodbye
kuh chekuh to light a match
flam barcy 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
- krapy  
  after
- tumróm  
  as soon as, by the time that
- tedol (tıl dol)  
  until
- taŋ piĩ  
  since
- piĩ  
  at (the past time of), when
- nɨw, nɨw peel  
  at (the time of), when
- dol  
  at (the future time of), when
- rewiaŋ (róoviąŋ)  
  while, during
- smeap (somrap)  
  for (the purpose of), in order to
- pũ (prũh)  
  because of, because
- ról  
  each, every (followed by classifier), each time
- têŋ  
  all of (followed by number or classifier)

2. **Subordinate Clause Introducers**  (Conjunctions)

- mun-n (mun nɨŋ)  
- krapy piĩ, luh  
- luh
- tedol, tedol peel daɛl
- taŋ piĩ, taŋ piĩ peel daɛl
- piĩ peel daɛl
- nɨw peel daɛl, kaalnaa
- dol, dol peel daɛl, ṁkaal
- nɨw peel daɛl, kaalnaa
- daambɛy-nɨŋ (daambɛy nɨŋ)
- pũh, piĩ-pũh
- 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
- tsep-m (tsep nɨŋ)  
  just now
- nɨw-te, m-tön  
  still, not yet
- koŋũ (koŋũ)  
  right now is... ing
- koŋũ-te  
  is about to

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4. Main Clause Introducers (Conjunctions)

kaal-pimun  previously
kaal-pidaem  originally
haey  then
ruoc haey  just after that
steep  just now
thommedaa  normally, usually
nîw peel nuh (nîh, nîy)  at the time (this, that time)
kraoy móo  after that
too móo  later on
fieη, koo  so, then
baan  by that time
baan-cia, cy-baan  so that

5. Question Words

<table>
<thead>
<tr>
<th></th>
<th>Past</th>
<th>General</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>when</td>
<td>pii rkaal</td>
<td>kaalnaa</td>
<td>rkaal</td>
</tr>
<tr>
<td>what time</td>
<td>pii peelnaa</td>
<td>maoη pemaan</td>
<td>(dol) peelnaa</td>
</tr>
<tr>
<td>what day</td>
<td>pii thnay naa</td>
<td>thnay cy</td>
<td>(dol) thnay naa</td>
</tr>
<tr>
<td>what month</td>
<td>pii khaε naa</td>
<td>khaε cy</td>
<td>(dol) khaε naa</td>
</tr>
<tr>
<td>what year</td>
<td>pii chnam naa</td>
<td>chnam cy</td>
<td>(dol) chnam naa</td>
</tr>
<tr>
<td>how, why</td>
<td>hact cy (baan-cia)</td>
<td>mεc</td>
<td>theε cy</td>
</tr>
<tr>
<td></td>
<td>mεt (baan-cia)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Numeral Words

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

7. Classifiers

dooq, peel  time, occasion
maq  hour (after numeral)
ŋay, thŋay  day
khaε  month
chnam  year
8. **Numeral-Classifier Phrases**

<table>
<thead>
<tr>
<th>Phrase</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ról pèk (prek)</td>
<td>every morning</td>
</tr>
<tr>
<td>ról yup</td>
<td>every evening</td>
</tr>
<tr>
<td>medoŋ</td>
<td>once</td>
</tr>
<tr>
<td>memaŋ</td>
<td>one hour, per hour</td>
</tr>
<tr>
<td>meŋay</td>
<td>a day, per day</td>
</tr>
<tr>
<td>mechnam</td>
<td>one year, per year</td>
</tr>
<tr>
<td>keľah maŋ</td>
<td>half an hour</td>
</tr>
<tr>
<td>keľah chnam</td>
<td>half a year</td>
</tr>
<tr>
<td>ról peel</td>
<td>every time</td>
</tr>
<tr>
<td>ról khaet</td>
<td>every month</td>
</tr>
<tr>
<td>téŋ yup</td>
<td>all evening, even in the evening</td>
</tr>
<tr>
<td>téŋ khaet</td>
<td>all month, a whole month</td>
</tr>
</tbody>
</table>

**DRILLS**

**Drill A. Response**

**MODEL:** _Teacher:_ ról prik look phhê maŋ pemaŋ? (pmpil keľah)

**Student:** ról prik khǐom phhê maŋ pmpil keľah!

1. **Teacher:** What time do you wake up every morning? (7:30)

   **Student:** I wake up every morning at 7:30

2. **Teacher:** What time do you go to school every morning? (8)

   **Student:** I go to school at 8 every morning.

3. **Teacher:** What time do you go to the market every morning? (10)

   **Student:** I go to the market at 10 every morning.

4. **Teacher:** What time do you go to eat every morning? (9:30)

   **Student:** I go to eat at 9:30 every morning.

5. **Teacher:** What time do you leave the house every morning? (8:30)

   **Student:** I leave the house at 8:30 every morning.
Drill B. Response

MODEL: Teacher: kraoy phné? pii keen,  
look thee ey?  
(bask raadyou)

Student: kraoy phné? pii keen,  
khñom baek raadyou!

1. mun-n tiw rien, look thee ey?  
(fam kafte)  
mun-n tiw rien, khñom fam kafte!

2. kraoy cef pi rien, look thee ey?  
(haek laan tiw phtéh)  
kraoy cef pi rien, khñom baek laan tiw phtéh!

3. mun-n tiw phtéh, look thee ey?  
(tiw tiñ sephiw)  
mun-n tiw phtéh, khñom tiw tiñ sephiw!

4. mun-n cef pi phtéh, look thee ey?  
(thae pepún khñom)  
mun-n cef pi phtéh, khñom thae pepún khñom!

After getting out of bed,  
what do you do?  
(turn on the radio)

After getting out of bed,  
I turn on the radio.

Before going to study, what do  
you do? (drink coffee)  
Before going to study, I drink  
coffee.

After leaving the school, what do  
you do? (drive home)  
After leaving the school, I drive  
home.

Before going home, what do you do?  
(go buy books)  
Before going home, I go buy books.

Before leaving the house, what do  
you do? (kiss my wife)  
Before leaving the house, I kiss  
my wife.

Drill C. Substitution

1. luh quut tik ruoc haey, khñom  
doh thmíñ.

2. luh fam baay ruoc haey, khñom  
doh thmíñ.

3. luh fam baay ruoc haey, khñom  
lian day.

4. luh kao puk mót ruoc haey, khñom  
lian day.

5. luh kao puk mót ruoc haey, khñom  
ko? so?.

6. luh lup-liañ muk ruoc haey, khñom  
ko? so?.

7. luh lup-liañ muk ruoc haey, khñom  
kao puk mót.

When I finish taking a bath, I  
brush my teeth.

When I finish eating, I brush my  
teeth.

When I finish eating, I wash my  
hands.

When I finish shaving, I wash my  
hands.

When I finish shaving, I comb my  
hair.

When I finish washing my face, I  
comb my hair.

When I finish washing my face, I  
shave.
8. luh ṛuut tik ruoc hæy, khľom kao puk mót.

When I finish taking a bath, I shave.

9. luh ṛuut tik ruoc hæy, khľom doh thmif.

When I finish taking a bath, I brush my teeth.

Drill D. Progressive Transformation

MODEL: Teacher: khľom bæk raadyou sdap dmneq. (tiw ptup tik)
      Student: luh sdap dmneq ruoc hæy, khľom tiw ptup tik.

I turn on the radio and listen to the news.
      (go to the bathroom)

      After I finish listening to the news, I go to the bathroom.

1. khľom tiw ptup tik. (fam kafse)
   luh tiw ptup tik ruoc hæy, khľom fam kafse.
   I go to the bathroom. (drink coffee)
   After I finish going to the bathroom, I drink coffee.

2. khľom fam dafse. (mæel kasaĂŠt)
   luh fam kafse ruoc hæy, khľom mæel kasaĂŠt.
   I drink coffee. (read the newspaper)
   After I finish drinking coffee, I read the newspaper.

3. khľom mæel kasaĂŠt. (tiw ṛuut tik)
   luh mæel kasaĂŚt ruoc hæy, khľom tiw ṛuut tik.
   I read the newspaper. (go take a bath)
   After I finish reading the newspaper, I go take a bath.

4. khľom tiw ṛuut tik. (tiw lup muk)
   luh ṛuut tik ruoc hæy, khľom tiw lup muk.
   I go take a bath. (go dry my face)
   After I finish taking a bath, I go dry my face.

5. khľom tiw lup muk. (tiw doh thmif)
   luh lup muk ruoc hæy, khľom tiw doh thmif.
   I go dry my face. (go brush my teeth)
   After I finish drying my face, I go brush my teeth.

6. khľom tiw doh thmif. (fam baây)
   luh doh thmif ruoc hæy, khľom fam baây.
   I go brush my teeth. (eat)
   After I finish brushing my teeth, I eat.
Drill E. Double Substitution

MODEL: Teacher: too múoŋ, khñom ko tiw ptup dek, dmbey-ng réi khmaet (tiw phtéh baay, ñam kafte)

Student: too múoŋ, khñom ko tiw phtéh baay, dmbey-ng ñam kafte.

1. too múoŋ, khñom ko tiw phtéh baay, dmbey-ng ñam kafte. (tiw salaa, rien khmaet)
   too múoŋ, khñom ko tiw salaa, dmbey-ng rien khmaet.

2. too múoŋ, khñom ko tiw salaa, dmbey-ng rien khmaet. (baek raadyou, adap dmneŋ)
   too múoŋ, khñom ko baek raadyou, dmbey-ng adap dmneŋ.

3. too múoŋ, khñom ko baek raadyou, dmbey-ng adap dmneŋ. (coul khñom ptup tik, kao puk móŋ)
   too múoŋ, khñom ko coul khñom ptup tik, dmbey-ng kao puk móŋ.

4. too múoŋ, khñom ko coul khñom ptup tik, dmbey-ng kao puk móŋ. (tiw phtéh baay, ñam baay)
   too múoŋ, khñom ko tiw phtéh baay, dmbey-ng ñam baay.

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.
Later on, I went to the restaurant, in order to study Khmer.

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.
Later on, I turned on the radio, in order to listen to the news.

Later on, I went into the bathroom, in order to shave. (went into the bathroom, to shave)
Later on, I went into the bathroom.
Later on, I went into the bathroom.

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. niw nuh, khñom kheeŋ pepún khñom kepúŋ riép-com basy.

2. niw nuh, khñom kheeŋ koun khñom kepúŋ riép-com basy.

3. niw nuh, khñom kheeŋ koun khñom kepúŋ rien.

There, I saw my wife preparing a meal.
There, I saw my daughter preparing a meal.
There, I saw my daughter studying.
4. niw nuh, khnom kheeñ koun khnom kepûñ fâm baay.
There, I saw my daughter eating.

5. niw nuh, khnom kheeñ pepûn khnom kepûñ fâm baay.
There, I saw my wife eating.

6. niw nuh, khnom kheeñ pepûn khnom kepûñ meal kasatt.
There, I saw my wife reading the newspaper.

7. niw nuh, khnom kheeñ pepûn khnom kepûñ dam baay.
There, I saw my wife cooking rice.

8. niw nuh, khnom kheeñ pepûn khnom kepûñ rièp-com baay.
There, I saw my wife preparing a meal.

Drill G. Transformation

MODEL: Teacher: kraoy móø, khnom tiw phtéh baay. (pepûn, rièp-com baay)
After that, I went to the kitchen. (wife, preparing a meal)
Student: niw nuh, khnom kheeñ pepûn khnom kepûñ rièp-com baay.
There, I saw my wife preparing a meal.

1. kraoy móø, khnom tiw phtéh baay.
After that, I went to the kitchen.
(pepûn, rien)
(wife, studying)
niw nuh, khnom kheeñ pepûn khnom kepûñ rien.
There, I saw my wife studying.

2. kraoy móø, khnom tiw phtéh baay.
After that, I went to the kitchen.
(p’oun, meal kasatt)
(younger brother, reading paper)
niw nuh, khnom kheeñ p’oun khnom kepûñ meal kasatt.
There, I saw my younger brother reading the paper.

3. kraoy móø, khnom tiw phtéh baay.
After that, I went to the kitchen.
(pepûn, dam baay)
(wife, cooking rice)
niw nuh, khnom kheeñ pepûn khnom kepûñ dam baay.
There, I saw my wife cooking rice.

4. kraoy móø, khnom tiw phtéh baay.
After that, I went to the kitchen.
(koun, fâm baay)
(son, eating)
niw nuh, khnom kheeñ koun khnom kepûñ fâm baay.
There, I saw my son eating.
5. kraoy mó*, khñom tiw phtéh baay. (koun, rien)
   niw nuh, khñom kheéf koun khñom kepúŋ rien.

6. kraoy mó*, khñom tiw phtéh baay. (pepúŋ, fam baay)
   niw nuh, khñom kheéf pepúŋ khñom kepúŋ fam baay.

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

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

Drill H. Equivalence

MODEL: Teacher: khñom sdap dmñeg, ruoc haey khñom tiw ptup tik. (mun níŋ)
Student: khñom sdap dmñeg mun-n tiw ptup tik.

1. khñom tiw ptup tik, ruoc haey khñom fam kafse. (mun níŋ)
   khñom tiw ptup tik mun-n fam kafse.
I went to the bathroom, and then
I drank coffee. (before)
I listened to the news before going to the bathroom.

2. khñom fam kafse, ruoc haey khñom meel kasaet. (mun níŋ)
   khñom fam kafse 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 tiw guut tik. (mun níŋ)
   khñom meel kasaet mun-n tiw guut 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 tiw guut tik, ruoc haey khñom tiw lup muk. (mun níŋ)
   khñom tiw guut tik mun-n tiw 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 tiw lup muk, ruoc haey khñom tiw doh thmíf. (mun níŋ)
   khñom tiw lup muk mun-n tiw doh thmíf.
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 tiw doh thmíf, ruoc haey khñom tiw fam baay. (mun níŋ)
   khñom tiw doh thmíf mun-n tiw fam 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:** khfom ko tiw ptup deak, dmbey-nq slie? pé?. (khfom coŋ slie? pé?)  
**Student:** khfom coŋ slie? pé?, fceŋ khfom ko tiw ptup deak.  
I wanted to get dressed, so I went to the bedroom.

1. khfom ko tiw phtēh baay, dmbey-nq fiam kafte. (khfom coŋ fiam kafte)  
khfom coŋ fiam kafte, fceŋ khfom ko tiw phtēh baay.  
Then I went to the restaurant, in order to drink coffee.  
(I wanted to drink coffee)

2. khfom ko tiw salaa, dmbey-nq rien khmæ. (khfom coŋ rien khmæ)  
khfom coŋ rien khmæ, fceŋ khfom ko tiw salaa.  
Then I went to school, in order to study Khmer.  
(I wanted to study Khmer)

3. khfom ko tiw baek raedyou, dmbey-nq sdap dmneŋ. (khfom coŋ sdap dmneŋ)  
khfom coŋ sdap dmneŋ, fceŋ khfom ko tiw baek raedyou.  
Then I went to turn on the radio, in order to listen to the news.  
(I wanted to listen to the news)

4. khfom ko souł khnoŋ ptup tik, dmbey-dmbey-nq kao puk möt. (khfom coŋ kao puk möt)  
khfom coŋ kao puk möt, fceŋ khfom ko souł khnoŋ ptup tik.  
Then I went into the bathroom, in order to shave.  
(I wanted to shave)

Then I wanted to get dressed, so I went to the bedroom.

Then I went to the restaurant, in order to drink coffee.

Then I went to school, in order to study Khmer.

Then I went to turn on the radio, in order to listen to the news.

Then I went into the bathroom, in order to shave.
Drill J. **Transformation**

**MODEL:** Teacher: khnom t'w phtèh basay.
   n'w n'w khnom kheef
   pep'un khnom kepúug
   rièp-com basay.

**Student:** pep'un khnom kepúug rièp-com
   basay, n'w peal dael khnom
coul móó.

1. khnom t'w phtèh basay.
   n'w n'w khnom
   kheef pep'un khnom kepúug rièn.
   pep'un khnom kepúug rièn, n'w peal
dael khnom coul móó.

2. khnom coul t'w phtèh basay.
   n'w n'w khnom kheef pep'un khnom kepúug
   meel kasatt.
   pep'un khnom kepúug meel kasatt n'w
   peal dael khnom coul móó.

3. khnom t'w phtèh basay.
   n'w n'w khnom kheef pep'un khnom kepúug
   dam basay.
   pep'un khnom kepúug dam basay, n'w
   peal dael khnom coul móó.

4. khnom t'w phtèh basay.
   n'w n'w khnom kheef koun khnom kepúug
   fiam basay.
   koun khnom kepúug fiam basay, n'w
   peal dael khnom coul móó.

5. khnom t'w phtèh basay.
   n'w n'w khnom kheef koun khnom kepúug
   rièn.
   koun khnom kepúug rièn, n'w peal
dael khnom coul móó.

6. khnom t'w phtèh basay.
   n'w n'w khnom kheef pep'un khnom kepúug
   fiam basay.
   pep'un khnom kepúug fiam basay, n'w
   peal dael khnom coul móó.

I went to the kitchen. There, I saw my wife studying.
My wife was studying at the time I came in.

I went in to the kitchen. There, I saw my wife reading the paper.
My wife was reading the paper at the time I came in.

I went to the kitchen. There, I saw my wife cooking rice.
My wife was cooking rice at the time I came in.

I went to the kitchen. There, I saw my son eating.
My son was eating at the time I came in.

I went to the kitchen. There, I saw my son studying.
My son was studying at the time I came in.

I went to the kitchen. There, I saw my wife eating.
My wife was eating at the time I came in.
UNIT 31

BASIC DIALOGUE

1. som toch\ j mian restor\u0103\ niw
   cit nih\ teh?

   Stranger
   Excuse me! Is there a restaurant
   near here?

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

2. baat mian\ tae min-ce cit
   pemaan' neh!

   Stranger
   Where is the restaurant?

   Phnompenh
   Well, you go straight ahead, and
   when you get to the red light
   turn right and go along Monivong
   Street.

3. restor\u0103\ nuh niw t\u0143g-nsa?

   Phnompenh
   About how far is it from the
   turn?

4. baat, som look n\n\n   t\u0111g. dol phleeq kehoom
   bot sdam, t\u0111am phlew
   moniv\u0103ng

   Phnompenh
   Oh, it's about two hundred meters.

5. c\n\n   phlel pemaan pii
   phlew bot?

   Stranger
   Is there a hotel near the
   restaurant?

6. ou, phlel pii hooy met'n.

   Phnompenh
   Yes, there's a very good hotel.

7. niw cit restor\u0103\, mian otael'
   leh?

   Phnompenh
   If you want to go eat there,
   you can.

8. baat, mian otael muoy loo'
   ah.

9. bas look con f\n\n   pesaa
   baay niw kelat\u0103n
   mah, koo
   baan' dth.

10. yii, khfom khmian luy soh!

11. niw cit nuh, mian boq' teh?
    khfom con tebaek luy khlah
    y\c\-mecaay!!

   Stranger
   Say, I don't have any money!

   Phnompenh
   Is there a bank near there? I
   want to go draw out some money
   to use.

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12. បាហេ, នឹង តែង ញឹង, មេន បឹង
  ដំណឹង រូ ។

  PhnompenhOis
  Yes, there are lots of banks there.

13. បញ្ហ នារី ឈី ញឹង ឈី ញឹង រូ កែ?

  Stranger
  Which bank is the closest?

14. បាហេ, តែង ក្តេង ស្លាយនធ, បញ្ហ
  ញឹង ឈី ញឹង រូ កែ?

  PhnompenhOis
  Well, I think that the Khmer Bank is the closest.

15. ឃុំ ក្តេង មួយ ឈី ញឹង ញឹង
  ឈី ញឹង មួយ ឈី ញឹង តែង ចាប់ ឈី ញឹង បន្ទា

  Stranger
  And if I want to go to the Khmer Bank from the hotel which way do I go?

16. បាហេ, តែង ចាប់ ឈី ញឹង ពោលឈី
  មនីវតាខេ ឈី ញឹង, ដំយី បឹង
  ចែរ ឈី ញឹង ពោលឈី!

  PhnompenhOis
  Well, you go straight along Monivong Street for two blocks, and then turn left for three blocks.

17. ឃុំ, ដុំ-ចិន ញេតាកុ

  Stranger
  My goodness, that seems like a long way.

18. បាហេ, មេន-ញូ ញេតាកុ បង្ការស្ដេាណ
  ដំយី បឹង ដំ ដឹ សមេតី,
  ដឹលី ញូ.

  PhnompenhOis
  No, it's not so very far. You can walk there in ten minutes.

19. ឃុំ, ញូចម ញេតាកុ លម្ហ

  Stranger
  Oh, in that case it's not so far.

20. ក្តេង សុី ឈី កូន ដំណឹង រូ ។

  Thank you very much.

DIALOGUE FOR COMPREHENSION

1. សុី តាអុតី, មេន រ៉េតាកុ ឈី
  ញឹង ឈី ញឹង តែង?

2. បាហេ, មេន តែង ឈី ញឹង រូ កែ?

3. រ៉េតាកុ មួយ ឈី ញឹង រូ កែ?

4. បាហេ, សុី តាអុតី ឈី ញឹង រូ កែ
  ដឹលី ញឹង ក្តេសុី ដំ សារេ,
  ឈី ញឹង ចាប់ ឈី ញឹង មនីវតាខេ!
5. compaaey prohael pomean pil phlew bot?
7. niw cil restorop, mian outaex tee?
10. yii, khnom kmian luy soh!
11. niw cil muh, mian boq tee?
   khnom coq tiw baek luy khlah,
   yoo mooy caay.
13. boq nas-muoy niw cil ciaj kee?
15. coh bae khnom coq tiw boq kmnex pil outaex, khnom trew tiw
taam naa?
17. yii, douc-cia cheaay nah!
19. ou, efceey min cheaay tee.
20. khnom soum co kun craem nah!

6. ou, prohael pil rooy maet.
8. baat, mian outaex muoy l900 nah.
9. bae look coq eficeex tiw pisa
   baay niw konlaey nuh, koo
   baan dae.
12. baat, niw troq niu, mian boq
    craem nah.
14. baat, taam khnom smaan, boq
    khmaat niw cil ciaj kee.
16. baat, look tiw troq taam phlew
    mooonivyug pil phlew, haey
    bot cheoey bey phlew.
18. baat, min cia cheaay pomeaen
    tee dae taex dop minut, dol
    haey.

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. /klaey/ can hardly be associated with any standard vocabulary item other than /konlaey/. 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. /cheaay/ 'far' contrasts grammatically with /ceeyaay/ 'distance' (standard /compaaay/). 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: chyaay teh?
   'Is it far?'
ceptaay pemaan?
   'How far is it? (how much distance)'

More about this special kind of grammatical relationship (between adjectives and the nouns derived from them) will be found in Unit 55.

Other types of grammatical contrast, such as those involving enclitics--e.g. the minute difference in sound between such items as /dch/ 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 /tw/ 'go' and /moo?/ 'come' (see also Note, Unit 26). The following is an example from the present unit:

ta- (tw)... yoa me- (moo)
'get something and do something else with it'
khnom coq tebak luy khlah yoa mecaay!!
'I want to draw out some money to spend.'

Note that there other, more formal, ways of saying essentially the same thing--e.g. with /dmbey-ny/:
khnom coq baek luy khlah dmbey-ny ti h mehoup!
'I want to draw out some money in order to buy food.'

This pattern is repeated many times in Drill E below.

Two items of grammatical importance, standard /tw/ and /tae/, both have a reduced form /te/ in colloquial style. It is always necessary, therefore, to listen carefully for clues elsewhere in the sentence to understand or analyze utterances containing /te/. Consider this example from the present unit:

daeh te menut dol' ey.
'It only takes ten minutes to get there.'

The pattern, standard /tae... dol haey/, reveals that the literal translation of this sentence is something like 'Walk only ten minutes, arrive already (and there you are)' and hence that the /te/ stands for /tae/. This particular /te/ cannot stand for /tw/, because it would then terminate a verb phrase /daeh tiw/ 'walk along' and would have to have its full form /tw/:
daeh tiw dop menut dol' ey.
'(After) walking along for ten minutes (we) got there.'

Therefore /te/ in the original sentence must stand for /tae/, a priori element in the noun phrase /tae dop menut/. (See also Drill H).

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

Examples: mecuun
   'come and give'
m cuun' teh
   'doesn't give'
NEW VOCABULARY: More Place and Proper Names

restaurant
bank
pharmacy (drugs and medicines only)
dance hall, place to dance
post office
station
hotel
telephone
red light, stop-light
Thai San Restaurant
The Khmer Bank
The Central Pharmacy
The Cambodia (a dance hall)
The Central Post Office
railroad station
The Hotel Royale

DRILLS

Drill A. Substitution

1. som toox, mian restorox niw
cit niŋ' teh?

2. som toox, mian bɔŋ niw cit niŋ' teh?

3. som toox, mian otael niw cit niŋ' teh?

4. som toox, mian faamasii niw cit
niŋ' teh?

5. som toox, mian kelaŋ rōm niw
cit niŋ' teh?

6. som toox, mian telefoun niw cit
niŋ' teh?

7. som toox, mian poh niw cit
niŋ' teh?

8. som toox, mian restorox niw cit
niŋ' teh?

Excuse me, is there a restaurant near here?

Excuse me, is there a bank near here?

Excuse me, is there a hotel near here?

Excuse me, is there a drug store near here?

Excuse me, is there a dance hall near here?

Excuse me, is there a telephone near here?

Excuse me, is there a post office near here?

Excuse me, is there a restaurant near here?
Drill B. **Substitution**

1. tac min-co cit pem' an' eh!
   But it's not so very near.
2. tac min-co sûol pem' an' eh!
   But it's not so very easy.
3. tac min-co sêbasi pem' an' eh!
   But it's not so very comfortable.
4. tac min-co thom pem' an' eh!
   But it's not so very big.
5. tac min-co loo pem' an' eh!
   But it's not so very good.
6. tac min-co chnay pem' an' eh!
   But it's not so very far.
7. tac min-co thlay pem' an' eh!
   But it's not so very expensive.
8. tac min-co cit pem' an' eh!
   But it's not so very near.

Drill C. **Double Substitution**

1. niw cit restorôc mian otael' teh?
   Is there a hotel near the restaurant?
2. niw cit poh mian faamasii' teh?
   Is there a drug store near the post office?
3. niw cit gêa mian restorôc' teh?
   Is there a restaurant near the station?
4. niw cit poh mian otael' teh?
   Is there a hotel near the post office?
5. niw cit otael mian poh' teh?
   Is there a post office near the hotel?
6. niw cit poh mian restorôc' teh?
   Is there a restaurant near the post office?

Drill D. **Response**

**MODEL:** Teacher: niw tôrg nhu mian boŋ' teh? (cêen' ah)
   Is there a bank there? (lots of them)
**Student:** baat, niw tôrg nhu mian boŋ cêen' ah.
   Yes, there are lots of banks there.

1. niw tôrg nhu mian otael' teh? (piil-bêy)
   Is there a hotel there? (2 or 3)
   baat, niw tôrg nhu mian otael piil-bêy!
   Yes, there are two or three there.

2. niw tôrg nhu mian poh' teh? (muoy)
   Is there a post office there? (one)
   baat, niw tôrg nhu mian poh muoy!
   Yes, there is a post office there.
3. niw tôq nhu mian faamasii' teh? (muçy-piil)
   baat, niw tôq nhu mian faamasii muçy-piil/
   Is there a drugstore there?
   (one or two)
   Yes, there are one or two drug stores there.

4. niw tôq nhu mian resstroq' teh? (cèen' ah)
   baat, niw tôq nhu mian resstroq cèen' ah.
   Is there a restaurant there?
   (lots of them)
   Yes, there are lots of restaurants there.

5. niw tôq nhu mian salaa rien' teh? (piil-bey)
   baat, niw tôq nhu mian salaa rien piil-bey.
   Is there a school there?
   (two or three)
   Yes, there are two or three schools there.

**Drill E. Substitution**

1. khôm coç tebaek luy klah yöo mecaayj.
   I want to draw out some money to use.

2. khôm coç tebaek luy klah yöo metûk sephywj.
   I want to draw out some money to buy books with.

3. khôm coç tebaek luy klah yöo metûk mehoupj.
   I want to draw out some money to buy food with.

4. khôm coç tebaek luy klah yöo mecuun lookj.
   I want to draw out some money to give you.

5. khôm coç tebaek luy klah yöo me-oci pépun khômj.
   I want to draw out some to give my wife.

6. khôm coç tebaek luy klah yöo metûk sevanj.
   I want to draw out some money to buy things with.

7. khôm coç tebaek luy klah yöo mecaayj.
   I want to draw out some money to use.

**Drill F. Response**

MODEL: Teacher: boç naa-muoy niw cit ciâq keej? (boç khmæ) Which bank is the closest? (the Khmer Bank)
Student: baat, team khôm smaan, boç khmæ niw cit ciâq keej? Well, I think that the Khmer Bank is the closest.

1. otael naa-muoy niw cit ciâq keej? (róoyal) Which hotel is the closest? (Royale)
   baat, team khôm smaan, otael róoyal niw cit ciâq keej? Well, I think that the Hotel Royale is the closest.
2. restorong naa-muoy niw cit ciat kee? (thay-saan)
   baat, taam khnom smaan, restorong
   thay-saan niw cit ciat kee!
Which restaurant is the closest?
   (Thai San)
   Well, I think that the Thai San
   Restaurant is the closest.
3. faamasii naa-muoy niw cit ciat kee? (sontral)
   baat, taam khnom smaan, faamasii
   sontral niw cit ciat kee!
Which drug store is the closest?
   (Centrale)
   Well, I think that the Pharmacie
   Centrale is the closest.
4. salaa naa-muoy niw cit ciat kee? (sisovat)
   baat, taam khnom smaan, salaa
   sisovat niw cit ciat kee!
Which school is the closest?
   (Sisowath)
   Well, I think that the Sisowath
   School is the closest.
5. poh naa-muoy niw cit ciat kee? (sontral)
   baat, taam khnom smaan, poh
   sontral niw cit ciat kee!
Which post office is the closest?
   (Central)
   Well, I think that the Central
   Post Office is the closest.

Drill G. Response

MODEL: Teacher: khnom trew tiw taam naa?
   (tiw troq pil phlow,
    bot chveeg bey phlow)
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.
Student: baat, look tiw troq pil
   phlow, haey bot chveeg
   bey phlow.

1. khnom trew tiw taam naa? (tiw troq
   bey phlow, bot sam pil phlow)
   baat, look tiw troq bey phlow, haey
   bot sam pil phlow.
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.
2. khnom trew tiw taam naa? (bot sam
   mephlow, bot chveeg pil phlow)
   baat, look bot sam mephlow, haey
   bot chveeg pil phlow.
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.
3. khnom trew tiw taam naa? (bot
   chveeg mephlow, bot sam bey
   phlow)
   baat, look bot chveeg mephlow,
   haey bot sam bey phlow.
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.
4. khnom trow tiw taam naat
   (tiw troq buon phlaw, bot
   sdam mephlaw)
   baat, look tiw troq buon phlaw,
   haey bot sdam mephlaw.

   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 dop menut dol' eh.
   You can walk there in ten minutes.

2. dae te peam menut dol' eh.
   You can walk there in five minutes.

3. cih sikhlou te peam menut dol' eh.
   You can get there by cyclo in five
   minutes.

4. cih sikhlou te peam-ndop menut
dol' eh.
   You can get there by cyclo in
   fifteen minutes.

5. baek laan te peam-ndop menut
dol' eh.
   You can get there by car in
   fifteen minutes.

6. baek laan te dop menut dol' eh.
   You can get there by car in ten
   minutes.

7. dae te dop menut dol' eh.
   You can walk there in ten minutes.

Drill I. Response

MODEL: Teacher: yii, douc-cia chrasy' nah. Say, that seems quite far!
   Student: baat, min-ce chrasy' teh! No, it's not so far.

1. yii, douc-cia thlay' ah.
   baat, min-ce thlay' teh!
   Say, that seems quite expensive!
   No, it's not so expensive.

2. yii, douc-cia cit' ah.
   baat, min-ce cit' teh!
   Say, that seems quite close!
   No, it's not so close.

3. yii, douc-cia thom' ah.
   baat, min-ce thom' teh!
   Say, that seems quite big!
   No, it's not so big.

4. yii, douc-cia l?oo' ah.
   baat, min-ce l?oo' teh!
   Say, that seems quite good!
   No, it's not so good.

5. yii, douc-cia suol' ah.
   baat, min-ce suol' teh!
   Say, that seems quite easy!
   No, it's not so easy.

6. yii, douc-cia sebaay' ah.
   baat, min-ce sebaay' teh!
   Say, that seems quite comfortable!
   No, it's not so comfortable.
Drill J. Multiple Substitution

1.  ceqaasay pehaal pemaan pii phlew bot?
   About how far is it from the place you turn?
2.  ceqaasay pehaal pemaan pii phlew yu'kanthōo'.
   About how far is it from Yukanthor Street?
3.  ceqaasay pehaal merōcy mast pii phlew yu'kanthōo.
   It's about 100 meters from Yukanthor Street.
4.  ceqaasay pehaal merōcy mast pii phlew monivūn.
   It's about 100 meters from Monivong Street.
5.  ceqaasay pehaal pii rōcy mast pii phlew monivūn.
   It's about 200 meters from Monivong Street.
6.  ceqaasay pehaal pii rōcy mast pii phlew bot.
   It's about 200 meters from the place you turn.
7.  ceqaasay pehaal pemaan pii phlew bot?
   About how far is it from the place you turn?

Drill K. Response

MODEL:  Teacher:  niw cit restorong mian otael' teh? (pessa baay)
         Student:  baat, mian! bae look con fioeèh tiw pessa baay niw kelaèg nuh, ko baan' deh.

1.  niw cit otael mian poh' teh? (phfaas sebot)
   baat, mian! bae look con fioeèh tiw phfaas sebot niw kelaèg nuh, ko baan' deh.
   Is there a hotel near the restaurant? (eat meals)
   Yes, there is. If you want to go there to eat meals, you can.

2.  niw cit otael mian boq' teh? (baek luy)
   baat, mian! bae look con fioeèh tiw baek luy niw kelaèg nuh, ko 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.

   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. nàw cit otaël mian kéléăng róm' teh? (róm)
   baat, mian! bae look cong kóoën
tiw róm nàw kéléăng nuh, ko baan' déh.

   Is there a dance hall near the hotel? (dance)
   Yes, there is. If you want to go there to dance, you can.

4. nàw cit otaël mian faamasii' teh? (tíñ thnam)
   baat, mian! bae look cong kóoën
tiw tíñ thnam nàw kéléăng nuh, ko baan' déh.

   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

1. som tooh, som pèap phlèw khñom tiw poh mephleest, baan' eh?
   Stranger: Excuse me, can you tell me the way to get to the post office, please?

2. baat, mian ey phlèw tiw poh sùol' eh! look dae' ko baan,, cih sikhlou' ko baan.
   Phnompenhôa: Sure! It's easy to get to the Post Office. You can walk there or you can take a cyclo.

3. bae khñom tiw dae, khñom tiw taam naa?
   Stranger: If I walk there, which way do I go?

4. baat, pii niê tiw, min pebaa? ' teh!
   Phnompenhôa: Well, going from here, it's not hard.

5. look dae tiw ceeŋ toŋ taam phlèw norodom!
   You walk straight north along Norodom Street.

6. tedol vòt phnum, bot-te khaarŋ kast pii phlèw, dol' eh.
   When you get to Wat Phnom, you turn east for two blocks and there you are.

7. khñom coŋ vay telegraam ntc khñom tiw inaa' tih?
   Stranger: I want to send a telegram, too. Where do I go?

8. ou, sùol' eh.. look tiw poh sèap'm.
   Phnompenhôa: Oh, that's easy. You go to the Post Office.

9. dol look tedol poh, suö kee' tih.. kee peap' eh.
   When you get to the Post Office, just ask them.

10. poh, kee bet maŋ pemaan?
    Stranger: What time do they close the Post Office?

11. baat, niw kelaŋ muh, kee bæk tól phlí!
    Phnompenhôa: Well, here they stay open all night.
12. khnom lìi kee thaa, niw muk poh mian otael muoy, mën' eh?
Stranger
I have heard it said that in front of the Post Office there is a hotel, is that right?

Phnompenhôis
Yes, there certainly is. That hotel is small, but it's quite nice.
It's called the Hotel de la Poste.

13. baat, mian mën' otael nhu touc' tee, tae-pente a'aat kuosom!
14. chmûh otael delaa poost!
Stranger
Near the hotel is there anyplace to go for a stroll?

Phnompenhôis
Yes, you can go for a stroll at Wat Phnom.
Or you can go to a dance hall called the Cambodia, which is opposite the station.

15. niw cît otael' niy, mian kelaen dae leen kmsaan' teh?
16. baat, look aac tiw dae leen niw vôt phnum.
17. rîi tiw kulaen röm muoy chmûh kampucia, niw túl muk gêa.

18. coh be khnom coç tetiîn cyvan ntse-ntuoc, khnom tiw inaa' tiw?
Stranger
And if I want to do a little shopping, where should I go?

Phnompenhôis
Well, around there there are lots of places that sell goods.
Especially along the Rue Chier.

19. baat, niw inîg mian kelaen lû? cyvan cœen' ah.
20. cia pîsh, niw taam ruy ouyee!

21. chnaay' teh?
22. tee, m chnaay' teh! ceñ pii otael delaa poh, bot-te thbouq pii phlow, dol' eh.
Stranger
Is it far?

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

23. ou, süol' eh, ñceñ. khnom som co kun cœen' ah.

24. mian cy? be mian kaa cy tiet, som suo khnom' moh.
Stranger
Oh, that's quite easy. Thanks very much.

Phnompenhôis
You're welcome. If there is anything else I can do for you please ask me.
DIALOGUE FOR COMPREHENSION

1. soum tooh, soum prap phlew khnom
tiw poh mephleet, baan tee?

2. baat, mian ey phlew tiw poh
sroul tee. look dae koo
baan,, cih sikhou koo baan.

3. bae khnom tiw dae, khnom tiw
taam naa?

4. baat, pi\n nig tiw, min pibaa\n tee.

5. look dae tiw ceen troc taam
phlew noroodom.

6. tiw dol vot phum, bot tiw
khaq kast pi phlew, dol
haey.

7. khnom cong vay telegraam bontec
phoong. khnom tiw aenaa tiw?

8. ou, srulu haey. look tiw poh
srup.

9. dol look tiw dol poh, suo kee
tiw, kee prap haey.

10. poh, kee bet maot ponnaai?

11. baat, niw konlaeg nuh, kee
beak tol phlin.

12. khnom lil kee thaa, niw muk poh
mian outael muoy, meen tee?

13. baat, mian meen. outael nuh
touc tee, tae-pontaet saat
kuom.

14. chmuh outael delaa poost.

15. niw cit outael nig, mian konlaeg
dae leen komsaan tee?

16. baat, look aac tiw dae leeng
niw vot phum.

17. ril tiw konlaeg ron muoy chmuh
kampuucia, niw tul muk gas.

18. coh bae khnom cong tiw ti\n ey-van
bontec-bontuooc, khnom tiw aenaa tiw?

19. baat, niw aenaa mian konlaeg
lu ey-van craen nah.

20. cia piish, niw taam ruy oouyee.

21. chaay tee?

22. tee, min chaay tee. c\n pi
outael delaa poost, bot tiw
thbouy pi phlew, dol haey.
23. ou, srnol haey, ǝfceŋ. khoŋm
souv oʊ kun craen nahl. 24. mian ǝy bae mian kaa ǝy
tiet, soum soo khoŋm mòo?.

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, yil), 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) bae look mian kaa ǝy tiet, som suo khoŋm' moh.
'If you have any other business, please ask me.'

som soo khoŋm' moh, bae look mian kaa ǝy 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 tɯw leeq votr phnum, ri1 tɯw kołaŋ tɔm kampucia.
'You might go see Wat Phnom, or go to the Cambodia Dance Hall.'

'/ri1 tɯw kołaŋ tɔm kampucia, look aac tɯw leeq votr phnum/ is meaningless.

2. The most common coordinating conjunctions are the following:

haey then, and, and then thaa as follows (quote)
ri1 or, otherwise ǝfceŋ so
tæ, pntæ (ponsæ), coh and, on the other hand
tæ-pente but (see Drill H)

(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/, /ri1/ and /coh/ also occur as sentence enclitics (corresponding to colloquial /sh, ih, coh/).

/haey/ and /ǝfceŋ/ 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 (baa)  if  mun-n (mun-nai) before

dol  when (future)  luh  after, right after

púh (prúh, pií-prúh) because  baan  by that time

tap-pil  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 /taa/ 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 khnom coq tif syvan nttc-ntuoc, khnom tii ima' 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) coh piil otatl delaa poh, bot tiiw thbouq piil phlew, 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 sikhlou' ko baan!
   'You can walk, (or) you can take a cyclo.'
   (More examples in Drill C)

4. One related construction, /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 sap nú moy, dael khnom tif piil mesel meñ.
   '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:

kelatq nuh haey, dael kee vay teleagram.
   '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

<table>
<thead>
<tr>
<th>Khmer</th>
<th>English</th>
<th>Khmer</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ភាសេ</td>
<td>north</td>
<td>ភាសេ</td>
<td>street (general), block</td>
</tr>
<tr>
<td>កាល</td>
<td>east</td>
<td>ភាសេ មនិវិធី</td>
<td>Monivong Street</td>
</tr>
<tr>
<td>ភ្នះ</td>
<td>south</td>
<td>បូឈ្លារ</td>
<td>boulevard</td>
</tr>
<tr>
<td>វែត</td>
<td>west</td>
<td>បូឈ្លារ នរ៉ុនដែន</td>
<td>Norodom Boulevard</td>
</tr>
<tr>
<td>ពីគីម (ត្រូង)</td>
<td>go straight</td>
<td>រុយ</td>
<td>street (small)</td>
</tr>
<tr>
<td>បត</td>
<td>turn</td>
<td>រុយ ឈុយសី</td>
<td>Ochier Street</td>
</tr>
<tr>
<td>បត-ទែ (បត ពីគី)</td>
<td>turn toward</td>
<td>ច្រើន ភាសេ</td>
<td>street corner</td>
</tr>
<tr>
<td>បត-ទែ សាល់</td>
<td>turn right</td>
<td>ធុង</td>
<td>road, highway</td>
</tr>
<tr>
<td>បត-ទែ ច្រៅ</td>
<td>turn left</td>
<td>សៀវ</td>
<td>bridge</td>
</tr>
<tr>
<td>បត-ទែ ភាសេ</td>
<td>turn north</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DRILLS

Drill A. Substitution

1. som tooh, som ពៃោះ ភាសេ កោនុក ពីគី។ អាហារ-ភាសេ ម៉ែលែត, បាត' ឈោ?  Excuse me, could you please tell me the way to get to the railroad station?
2. som tooh, som ពៃោះ ភាសេ កោនុក ពីគី រុយ ម៉ែលែត, បាត' ឈោ?  Excuse me, could you please tell me the way to get to the Post Office?
3. som tooh, som ពៃោះ ភាសេ កោនុក ពីគី ម៉ែលែត រ៉ែបែរ, បាត' ឈោ?  Excuse me, could you please tell me the way to get to the Hotel Royale?
4. som tooh, som ពៃោះ ភាសេ កោនុក ពីគី ៗ សំសាលែរ សំសាលែរ ម៉ែលែត, បាត' ឈោ?  Excuse me, could you please tell me the way to get to the Pharmacie Centrale?
5. som tooh, som ពៃោះ ភាសេ កោនុក ពីគី រ៉ែតូរែ ម៉ែលែត, បាត' ឈោ?  Excuse me, could you please tell me the way to get to the Thai San Restaurant?
6. som tooh, som ពៃោះ ភាសេ កោនុក ពីគី វែល កែន-កែន ម៉ែលែត, បាត' ឈោ?  Excuse me, could you please tell me the way to get to the airport?
7. som tooh, som ពៃោះ ភាសេ កោនុក ពីគី ម៉ែលែត សេរីស័យស៊ែរ, បាត' ឈោ?  Excuse me, could you please tell me the way to get to the International Hotel?
8. soom tooh, som ពៃោះ ភាសេ កោនុក ពីគី រុយ ផូន ម៉ែលែត, បាត' ឈោ?  Excuse me, could you please tell me the way to get to Wat Phnom?
Drill B.  Response

MODEL: Teacher:  som  pĕap phlew khfonm tıw poh mephleøt, ban' teh? (tıw troq, sadam bey phlew)

Student:  baat, mian ey? look tıw troq, bot sadam bey phlew, dol' eh.

1. som  pĕap phlew khfonm tıw gëa atiah-phleøg mephleøt, ban' teh? (bot chveøg pil phlew, bot sadam pĕam phlew)

baat, mian ey? look bot chveøg pil phlew, bot sadam pĕam phlew, dol' eh.

2. som  pĕap phlew khfonm tıw otaël roøyal mephleøt, ban' teh? (tıw troq taam phlew monivùng, bot sadam mephleø)

baat, mian ey? look tıw troq taam phlew monivùng, bot sadam mephleø, dol' eh.

3. som  pĕap phlew khfonm tıw faamasĭl sontral mephleøt, ban' teh? (tıw droq dol bułeøaa nerodom, bot chveøg ntøø)

baat, mian ey? look tıw troq dol bułeøaa nerodom, bot chveøg ntøø, dol' eh.

4. som  pĕap phlew khfonm tıw vial kpal-hoh mephleøt, ban' teh? (tıw troq pĕaøl pmbuon kelou, bae kheøø vial thom muøy)

baat, mian ey? look tıw troq pĕaøl pmbuon kelou, bae kheøø vial thom muøy, dol' eh.

Could you please tell me the way to get to the Post Office? (go straight, turn right three blocks)

Sure! You go straight, turn right three blocks, and there you are.

Could you please tell me the way to get to the railroad station? (turn left two blocks, turn right five blocks)

Sure! You turn left two blocks, turn right five blocks and there you are.

Could you please tell me the way to get to the Hotel Royale? (go straight along Monivong Street, turn right one block)

Sure! You go straight along Monivong Street and you turn right one block and there you are.

Could you please tell me the way to get to the Pharmacie Centrale? (Go straight along Norodom Boulevard, turn left a little)

Sure! You go straight along Norodom Boulevard, turn left a little and there you are.

Could you please tell me the way to the airport? (go straight about five kilometers, when you see a big field)

Sure! You go straight for about five kilometers, and when you see a big field there you are.
Drill C. Response

MODEL: Teacher: tiw poh, tiw taam ey' suol? (dae, cih sikhlou)
Student: look dae' ko baan,, cih sikhlou' ko 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. tiw pey-nejoo, tiw taam ey' suol? (baek laan, cih kpal hoh)
look baek laan' ko baan,, cih kpal hoh' ko 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. tiw bankkoov, tiw taam ey' suol? (cih kpal hoh, cih atiah phleeg)
look cih kpal hoh' ko baan,, cih atiah phleeg' ko 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. tiw nkoo bót, tiw taam ey' suol? (cih laan chnuol, baek laan look tiw)
look cih laan chnuol' ko baan,, baek laan look tiw' ko 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. tiw çuyoy qyaa, tiw taam ey' suol? (cih sikhlou, cih kpal)
look cih sikhlou' ko baan,, cih kpal' ko 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. tiw gêa atiah-phleeg, tiw taam ey' suol? (dae, cih sikhlou)
look dae' ko baan,, cih sikhlou' ko 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. tiw dol vót phnum, bot-te kast pii phlew, dol' eh. When you get to Wat Phnom, turn east for two blocks and there you are.
2. tiw dol vót phnum, bot-te thboung pii phlew, dol' eh. When you get to Wat Phnom, turn south for two blocks and there you are.
3. tiw dol vót phnum, bot-te lec pii phlew, dol' eh. When you get to Wat Phnom, turn west for two blocks and there you are.
4. tiw dol vót phnum, bot-te ceeq pii phlew, dol' eh. When you get to Wat Phnom, turn north for two blocks and there you are.
5. tiw dol vót phnum, bot-te adam pii phlew, dol' eh. When you get to Wat Phnom, turn right for two blocks and there you are.
6. tiw dol vót phnum, bot-te chvetq pii phlew, dol' eh. When you get to Wat Phnom, turn left for two blocks and there you are.
7. tiw dol vót phnum, tiw tòon pii phlew, dol' eh. When you get to Wat Phnom, go straight for two blocks and there you are.
8. tiw dol vót phnum, bot-te kast pii phlew, dol' eh. When you get to Wat Phnom, turn east for two blocks and there you are.

Drill E. Response

MODEL: Teacher: khnöm conŋ vay telegraam ntëc phoong. khnöm tiw inaa' tih? (poh)
Student: ou, sùol' eh. look tiw poh seap'm.. kelaŋ mun haey, daël kee vay telegraam. I want to send a telegram, too. Where shall I go? (Post Office)

1. khnöm conŋ telefooun ntëc phoong. khnöm tiw inaa' tih? (poh)
ou, sùol' eh. look tiw poh seap'm.. kelaŋ mun haey, daël kee telefooun. I want to telephone, too. Where shall I go? (Post Office)

Oh, that's easy. You just go to the Post Office—that's where they send telegrams.
Oh, that's easy. You just go to the Post Office—that's where you telephone from.
UNIT 32 CAMBODIAN BASIC COURSE

2. khnom con tihn sepih phoeng. khnom tiw inaa' tihn? (phlaw monivung, kee lu?)
   ou, sool' eh. look tiw phlaw monivung seap'm. kelaeng nuh haey, dael kee lu? sepih.
   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. khnom con baox luuy phoeng. khnom tiw inaa' tihn? (boc)
   ou, sool' eh. look tiw boc seap'm. kelaeng nuh haey, dael kee baox luuy.
   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. khnom con thee visa phoeng. khnom tiw inaa' tiw? (ambasaat)
   ou, sool' eh. look tiw ambasaat seap'm. kelaeng nuh haey, dael kee thee visa.
   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. khnom con rom phoeng. khnom tiw inaa' tihn? (otael royoal)
   ou, sool' eh. look tiw otael royoal seap'm. kelaeng nuh haey, dael kee rom.
   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. khnom con tihn thnam phoeng. khnom tiw inaa' tihn' (faamasii, kee lu?)
   ou, sool' eh. look tiw faamasii seap'm. kelaeng nuh haey, dael kee lu? 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 maog pemsan? (baex tol phli) What time does the Post Office close? (It's open all night)
   Student: baat, niw keelaeng nuh, kee baex tol phli. Well, that place is open all night.

1. faamasii conral, kee bet maog pemsan? (maog pmpil yup) What time does the Central Pharmacy close? (7 p.m.)
   bearet, niw keelaeng nuh, kee bet maog pmpil yup. Well, that place closes at 7 p.m.
2.  boon, kee baek maon peamaa? (maon pbuon pek)
    baat, niw kelaq nuh, kee baek maon pbuon pek.

What time does the bank open?
(9 a.m.)
Well, that place opens at 9 a.m.

3.  ambasaat, kee bet maon peamaa? (maon peam lepiec)
    baat, niw kelaq nuh, kee bet maon peam lepiec.

What time does the embassy close?
(5 p.m.)
Well, that place closes at 5 p.m.

4.  restoroon laa-taavon, kee baek maon peamaan? (maon me'ndop pek)
    baat, niw kelaq nuh, kee baek maon me'ndop pek.

What time does the La Taverne Restaurant open?
(11 a.m.)
Well, that place opens at 11 a.m.

5.  gea stiaah-pleen, kee bet maon peamaan? (baek tol ph11)
    baat, niw kelaq nuh, kee baek tol ph11.

What time does the railroad station close? (it's open all night)
Well, that place is open all night.

Drill G.  Transformation

MODEL:  Teacher:  niw muk poh mian outa1
         muoy! (khfom l11)
         I've heard that there is a hotel in front of the post
         office.  (I've heard)

Student:  khfom l11 kee thaa, niw
         muk poh mian outa1
         muoy!

Near the station is a restaurant.
(I ask)

1.  niw cit gea mian restoroon muoy!
    (khfom suo)

I ask them whether there is a
restaurant near the station.

khfom suo kee thaa, niw cit gea
mian restoroon muoy!

2.  niw khaa thbouq outa1 mian
    faamasii muoy? (khfom de9)

To the south of the hotel, there
is a drug store.  (I know)

khfom de9 thaa, niw khaa thbouq
outa1 mian faamasii muoy!

3.  niw khaa kaet vial kpai-hoh mian
    outa1 muoy! (khfom l11)

I've heard that there is a hotel
to the east of the airport.

khfom l11 kee thaa niw khaa kaet
vial kpai-hoh mian outa1 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: khnom l11 kee tha, niw muk poh mian outael muoy, meen' eh? (touc, touc, s'aat)
Student: baat, mian meen! outael nuph touc' tee, tas-pente s'aat kuo-som!

I've heard that there is a hotel in front of the post office, is that right?
(small, nice)
Yes, there certainly is. That hotel is small, but it's quite nice.

1. khnom l11 kee tha, niw cit gya mian restorong muoy, meen' eh? (thlay nah, mehoup changh)
brat, mian meen! restorong muh thlay nah, tas-pente mehoup changh kuo-som!

I've heard that there is a restaurant near the station, is that right?
(very expensive, food is delicious)
Yes, there certainly is. That hotel is expensive, but the food is quite delicious.

2. khnom l11 kee tha, niw khaang thbouq outael mian faamasi muoy, meen' eh? (touc, thao)
brat, mian meen! faamasi nuph touc' tee, tas-pente thao kuo-som!

I've heard that there is a drug store to the south of the hotel, is that right? (small, cheap)
Yes, there certainly is. That drug store is small, but quite cheap.

3. khnom l11 kee tha, niw khaang kaet vial kpal-hoh mian outael muoy, meen' eh? (thlay nah, s'aat)
brat, mian meen! outael nuph thlay nah, tas-pente s'aat kuo-som!

I've heard that there is a hotel to the east of the airport, is that right? (very expensive, nice)
Yes, there certainly is. That hotel is very expensive, but quite nice.

4. khnom l11 kee tha, niw k'oo yeg mian vot muoy, meen' eh? (touc, l'odu)
brat, mian meen! vot muh touc' tee, tas-pente l'odu kuo-som!

I've heard that there is a temple behind the palace, is that right? (small, good)
Yes, there certainly is. That temple is small, but it's quite a good one.
5.  khnom līi kee thaa, niw túl muk ġa mian kelaŋŋ rōm muoy, mēn' eh? (m-saw s'aat, thaaok)
    baat, mian mēn' kelaŋŋ rōm muh m-saw s'aat' tee, tae-pente thaaok khuo-som!
    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. niw-inŋ mian kelaŋŋ lū? tyvan cēen' ah.
    Around there, there are lots of places that sell things.

2. niw team ruy cuyee mian kelaŋŋ lū? tyvan cēen' ah.
    Along Rue Ohiër, there are lots of places that sell things.

3. niw team ruy cuyee mian kelaŋŋ lū? doon paka cēen' ah.
    Along Rue Ohiër, there are lots of places that sell pens.

4. niw team bulevaa nerodom mian kelaŋŋ lū? doon paka cēen' ah.
    Along Norodom Boulevard, there are lots of places that sell pens.

5. niw team bulevaa nerodom mian kelaŋŋ lū? sephīw cēen' ah.
    Along Norodom Boulevard, there are lots of places that sell books.

6. niw cît poh mian kelaŋŋ lū? sephīw cēen' ah.
    Near the post office there are lots of places that sell books.

7. niw cît poh mian kelaŋŋ lū? tyvan cēen' ah.
    Near the post office there are lots of places that sell things.

8. niw-inŋ mian kelaŋŋ lū? tyvan cēen' ah.
    Around there, there are lots of places that sell things.

Drill J. Response

MODEL: Teacher: chchāay' teh? (otaël delaa poh, thboun, pi plhlew)
        Is it far? (Hotel de la Poste, south, two blocks)
Student: tee, m chchāay' teh' cēŋ pi plhlew, doł' eh.
         No, it's not far. Coming out of the Hotel de la Poste, turn south two blocks and there you are.

1. chchāay' teh? (gōa, kaet, bęy phlew)
    Is it far? (station, east, three blocks)
    tee, m chchāay' teh' cēŋ pi plhlew, doł' eh.
    No, it's not far. Coming out of the station, turn east three blocks and there you are.
2.  chhāay' teh? (ambasaat, lsc, mephlew)
    tee, m chhāay' teh? cēn piì
    ambasaat, bot-te lsc 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.  chhāay' teh? (restoron, cēn,
    piì phlew)
    tee, m chhāay' teh? cēn piì
    restoron, bot-te cēn piì
    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.  chhāay' teh? (kelaɛŋ rōm,
    sdam, mephlew)
    tee, m chhāay' teh? cēn piì
    kelaɛŋ rōm, 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

1.  mtc, look pool!  kit tiw naa ntc' ih?
    Sarin    Well, Paul! Do you feel like going anywhere?

2.  mian ey? cong tiw naa, sec-te lee look' eh!
    Paul     Sure! Wherever you want to go, it's up to you.

3.  yii, thayy nih khnom douc cong tiw vôt phnum medosg!
    Sarin    Gee, today I guess I'd like to go to Wat Phnom.

4.  tiw vôt phnum' ko tiw.
    Paul     Well, let's go to Wat Phnom then.

5.  niw vôt phnum, mian ey-khlah? khnom m-da'el tiw soh!
    Paul     What do they have at Wat Phnom? I've never been there.

6.  ou, look m deq' tee... vôt phnum cia daem kmnaat phnum pif.
    Sarin    Oh, you don't know. Wat Phnom is the birthplace of Phnom Penh.

7.  ou, ficeq' khnom cong tiw meel' ah.
    Paul     Oh, is that so! I'd like to go see it.

8.  som look niyiy ey pêap khnom piil vôt phnum ntc' tiel' meeh.
    Paul     Could you please tell me something more about Wat Phnom.

9.  baat, niw nhu, mian phnum touc muoy. haey niw lee kepaul phnum nhu mian cay-dëy muoy, haey-nq pehia muoy!
    Sarin    Well, there is a little hill there, and on the top of the hill there is a stupa and a temple.

10. mian look son' teh, niw-iniŋ'?
    Paul     Are there any priests there?

11. ou, mian look son meŋ-pii dae.
    Sarin    Oh, there are one or two priests.

12. mtc, kit tiw alew' ih?
    Paul     Well, shall we go now?
13. taam khnom, khnom thaa cam moeng pmmuoy, sem tiw!

Sarin
As far as I'm concerned, I say let's wait until six o'clock to go.

14. puh niw moeng pmmuoy, mian kee leeng phleeq phoor, niw kelaeq nuh.

Because at six o'clock, they play music there, too.

15. mian cy' fieq.. sacak te lee look' coh.

Paul
All right, then. It's up to you.

16. niw nuh mian cy' kon-an meel tiit' eh?

Is there anything else there that we should see?

17. baat, they m mian? mian suon chbaa loo' coo' nah, niw cumvifh vot phnum.

Sarin
Sure, there is. There is a nice flower garden, around Wat Phnom.

18. mian meunh tiw leeng ceen' teh?

Paul
Do lots of people go there?

19. oo, thay nih, thay saw phoor. pehatl meunh ceen' ah.

Sarin
Oh, today is Saturday. There will probably be a lot of people there.

20. fieq pehatl sebaay' ah, meel tiw. kee tiw thee cy' nih?

Paul
It must be very nice there, then. What do they do?

21. oo, kee tiw sap phleeq phoor, nöm koun-caw kee tiw leeng phoor!

Sarin
Oh, they either go listen to the music, or they take their children there to play.

22. puh niw kulaeq nuh, mian keelaeq smeap khmeeq leeng muoy loo' coo' ah.

Because there is a very nice place for children to play there.

23. khnom kit cong tiw pil-thay' ntsc.

Paul
I think I'd like to go while it's still daylight.

24. puh khnom cong dae meel kee aeq' ntsc.

Because I'd like to walk around and see them for myself.
25. mian sɛ fɛcɛŋ. riap-com
   khluon oy hæy' tih. maŋ
   pɛam kelah, yeeŋ tiv.

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

26. khfom hæy alew' eh. cam
    mœphlæst' neh.

   Paul
   I'm just about ready. Wait a
   minute.

DIALOGUE FOR COMPREHENSION

look sarin
1. mɛc, look pool' kit tiw naa
   bontec rih?

2. mian sɛ? cong tiw naa, srac-tæc
   lee look tee.

3. yîi, thpæy nih khfom douc
   cong tiw vɔt phnum meðoŋ.

4. tiw vɔt phnum koo tiw.

5. niw vɔt phnum mian sɛ khlah?

6. ou, look mɛŋ teɛ. vɔt phnum
   cia daem kommaet phnum pif.

7. ou, efnceŋ! khfom cong tiw meel
   neh.

8. soum look nîyîay prap khfom
   ompîi vɔt phnum bontec tiet
   meel.

9. baat, niw nuh mian phnum touc muoy,
   hæy niw lee kompûul phnum nuh
   mian cædey hæy-niŋ præh-vihia muoy.

10. mian look sɔŋ teɛ, niw-aɛneŋ?

look pool
11. ou, mian look sɔŋ mœŋ-piŋ daæ.

12. mɛc, kit tiw tylew rih?

13. taam khfom, khfom thea cam maŋ
    præmmuoy sem tiw.

14. pruŋ niw maŋ præmmuoy mian kee leeg
    phleŋ phoʊŋ, niw konlaŋ nuh.

15. mian sɛ, efnceŋ. srac-tæc lee
    look coh.

16. niw nuh mian sɛ krɔn-niŋ meel
    tiet teɛ?

17. baat, three-sɛ mɛŋ mian?
    mian suon
    chbaa ɨ'oo nah niw cumvĩŋ vɔt phnum.

18. mian menuh tiw leeq creaŋ teɛ?
19. ក្រម្លាក់ និង ក្រម្លាក់ សំអាខ អ្វី មុយ ក្រាស ណាំ ឆ្លៀង ណាម

prohael menuh craan nah.

20. ស្វេចគ្រូ សេប្រយើន ណាំ មេ ឆ្លៀង ៣៣ ៣៣ ៩ ឈញ ឈញ?

tiw.  kee tiw three owth ny?

21. ដោយ តើ១ សំរឹង ភ្លឺរុង ណាម

koun-caw kee tiw leey phoom.

22. ព្រែង ធូ ក្លេ ណាំ មុ ក្លេ ណាំ

somrap khavee leey muoy ១០០ ណាំ.

23. ក្លេ ណាំ កូត សុម ធូ ធូ រុង ណាំ

khnom kit coq tiw pi ti thnej bontec.

24. ព្រែង ក្លេ ណាំ សុេ ណាំ មេ ណ៌ ក្លេ ណាំ បន្ត់

pruh khnom coq dae meel kee aey bontec.

25. ប្រភេទ ឈឺ ស្វែង រីអ៊ូ កូអ៊ូ អុី

haye tiw. moq pram konlah yeey tiw. 26. ក្លេ ណាំ បាួ យំល បាួ យំ

khnom hase yolew hase. cam
mephitst 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. ក្លេ ណាំ m-daet tiw soh!

I've never gone there at all.
(See also Unit 19). (More examples in Drill C of this unit.)

8. សុី៍ look nileye peap khnom pi ti vout phnum ntst tiet' meeh.
Please tell me a little more about Wat Phnom.
(More examples in Drill D).

20. ស្វេច prohael 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 vout 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).

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21. oo, k ee tiw sadp phleq phoom, n o m koun-caw k ee tiw leeq phoom! /phoom/
   Oh, they go to listen to the music, and they take their children there to play too.
   (See also Note on /phoom/, Unit 26.)

The meaning of the double /phoom/ can be either 'simultaneous action' or 'successive action.' In the last drill of this unit, you are asked to transform this construction into a sentence containing the conjunction /ruoc/ 'then.'
(See Drills F and J).

3. Two other new discontinuous constructions are based on the occurrence of interrogative words (see Unit 16) in the first of two clauses.

/Q, s éac-te lee... teh!

2. coq tiw mae, s éac-te lee look' eh!
   Wherever you want to go, it's up to you.
   (It's all right with me.)

The first clause can contain any kind of interrogative word, and the object in the second clause can be any kind of noun, but is usually a personal pronoun.
(More examples in Drill H). Note also that the expression /s éac-te lee/ (/srae-ta e lee/) 'it's up to' can take either /teh/ or /coh/ at the end of its clause Example with /coh/:

15. s éac-te lee look' coh!
   It's up to you/

/Q koa-n... teh?/

16. niiw nhuh mian sy koa-n meel tie t' eh?
   Is there anything else we should see there?

The preverbal modifier in this expression /koa-n/ (/krôm-nie/) is slightly different in form and meaning from one you have already had: /koa-te/ (/krôm-tie/) 'only'. (See Note, Unit 18). It is translatable as 'should' in this case, but has other meanings as well. (Other examples of the discontinuous construction are in Drill I).

4. The remaining new complex constructions of this unit involve unpredictable word orders, rather than discontinuous elements.

/douc oon/ 'apparently want to'

3. yii, thpay nih kkhom douc oon tiw vôt phnum medoon!
   'Well, today I guess I'd like to go to Wat Phnom (for once).
The point here is that preverbal modifiers of the class of /douc/, /douc-ce/ (/douc-cia/), /prohat/ (/prohatl/) meaning 'maybe,' etc. precede other modifiers, such as the class of auxiliary verbs meaning 'like,' etc. (See Note 2, Unit 28), e.g. /con/.

(More examples in Drill A.)

/me?qon-pii/ 'one or two (monks)'

11. ou, mian look son me?qon pii dat.
   '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:

<table>
<thead>
<tr>
<th>Classifier</th>
<th>'1-2'</th>
<th>'2-3'</th>
</tr>
</thead>
<tbody>
<tr>
<td>(none)</td>
<td>muoy-pii</td>
<td>pii-bey</td>
</tr>
<tr>
<td>og</td>
<td>'Buddhist monk'</td>
<td>me?qon-pii</td>
</tr>
<tr>
<td>ne³</td>
<td>'person'</td>
<td>me³-ne³-pii</td>
</tr>
<tr>
<td>doq‡</td>
<td>'time'</td>
<td>me³-doq‡-pii</td>
</tr>
<tr>
<td>róoy</td>
<td>'hundred'</td>
<td>me³-roy-pii</td>
</tr>
</tbody>
</table>

(More examples are in Drill G.)

/teh?/ in the middle of a sentence.

10. mian look son' teh, nhw-iniŋ?
   'Are there any monks, in that place?'

Occasionally the interrogative /teh?/ 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, ....2/ as above. (Other examples in Drill G.)
NEW VOCABULARY

The following new words occur in the drills of this unit:

penmaa (ponmaa) 'what kind, to what extent'
peyul (punyul) 'to explain (based on /yul/ 'to understand')
thmey-thmyey 'new, recent'
psaep-psaep 'different, various'
muy-muy 'few, scarce'
thyay bon 'festival day, holiday'
thyay chup 'day off, holiday'

DRILLS

Drill A. Multiple Substitution

1. thuyay nih khnom douc cong tiw vyt phnum medoon!
   Today I guess I'd like to go to Wat Phnom.
2. thuyay nih khnom douc cong tiw poocentoq medoon!
   Today I guess I'd like to go to Pochentong.
3. styak khnom douc cong tiw poocentoq medoon!
   Tomorrow I guess I'd like to go to Pochentong.
4. styak khnom douc cong tiw m-pi fi medoon!
   Tomorrow I guess I'd like to go to Phnom Penh.
5. styak khnom douc cong tiw m-pi fi vi fi!
   Tomorrow I guess I'd like to go back to Phnom Penh.
6. styak khnom douc cong telop tiw m-pi fi vi fi!
   Tomorrow I guess I'd like to return to Phnom Penh.
7. thuyay nih khnom douc cong telop tiw m-pi fi vi fi!
   Today I guess I'd like to return to Phnom Penh.
8. thuyay nih khnom douc cong tiw m-pi fi vi fi.
   Today I guess I'd like to go back to Phnom Penh.
9. thuyay nih khnom douc cong tiw m-pi fi medoon!
   Today I guess I'd like to go to Phnom Penh.
10. thuyay nih khnom douc cong tiw vyt phnum medoon!
    Today I guess I'd like to go to Wat Phnom.
Drill B. Response

MODEL: Teacher: tiw vôt phnum' ih?
            tiw meel kon' ko tiw.
Student: tiw vôt phnum' ih?
            tiw meel kon' ko tiw.

1. tiw meel kon' ih?
   tiw meel kon' ko tiw.
Shall we go see a movie?
Sure, let's go see a movie.

2. tiw nyut tek' ih?
   tiw nyut tek' ko tiw.
Shall we go take a shower?
Sure, let's go take a shower.

3. tiw rôm' ih?
   tiw rôm' ko tiw.
Shall we go dance?
Sure, let's go dance.

4. tiw sap phleen' ih?
   tiw sap phleen' ko tiw.
Shall we go listen to the music?
Sure, let's go listen to the music.

5. tiw flam basy' ih?
   tiw flam basy' ko tiw.
Shall we go eat?
Sure, let's go eat.

6. tiw leéq vaasentaon' ih?
   tiw leéq vaasentaon' ko tiw.
Shall we go visit Washington?
Sure, let's go visit Washington.

7. tiw psaa' ih?
   tiw psaa' ko tiw.
Shall we go to the market?
Sure, let's go to the market.

Drill C. Multiple Substitution

1. vôt phnum mian sy-khlah?
   khâom m-daël tiw soh/
What do they have at Wat Phnom?
I've never been there.

2. phtéh look mian sy-khlah?
   khâom m-daël tiw soh/
What do you have at your house?
I've never been there.

3. phtéh look mian sy-khlah?
   khâom m-daël kheèh soh/
What do you have at your house?
I've never seen it.

4. phtéh look penaa?
   khâom m-daël kheèh soh/
What's your house like?
I've never seen it.

5. phtéh look penaa?
   khâom m-daël tiw soh/
What's your house like?
I've never been there.

6. vôt phnum penaa?
   khâom m-daël tiw soh/
What's Wat Phnom like?
I've never been there.

7. vôt phnum mian sy-khlah?
   khâom m-daël tiw soh/
What do they have at Wat Phnom?
I've never been there.
Drill D. Multiple Substitution

1. som nıyey pêap khñom pi ép vót phnum ntêc tiet' meeh.
   Please tell me a little bit more about Wat Phnom.

2. som nıyey pêap khñom pi ép vót phnum medon tiet' meeh.
   Please tell me again about Wat Phnom.

3. som nıyey pêap khñom pi sók khmaè medon tiet' meeh.
   Please tell me again about Cambodia.

4. som pêyûl khñom pi sók khmaè medon tiet' meeh.
   Please explain to me again about Cambodia.

5. som pêyûl khñom pi sók khmaè ntêc tiet' meeh.
   Please explain to me a little bit more about Cambodia.

6. som nıyey pêap khñom pi sók khmaè ntêc tiet' meeh.
   Please tell me a little bit more about Cambodia.

7. som nıyey pêap khñom pi vót phnum ntêc tiet' meeh.
   Please tell me a little bit more about Wat Phnom.

Drill E. Response

MODEL: Teacher: thây nîg mian menuh cœen' teh? (thây saw, cœen' ah)
       Will there be a lot of people today? (Saturday, a lot)

Student: oo, thây nih, thây saw..
       Oh, today is Saturday. There will probably be a lot of people.

1. thây nîg mian menuh cœen' teh?
   (thây atit, khmian menuh' teh)
   oo, thây nih, thây atit'n..
   pêhêl 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. thây nîg mian laan cœen' teh?
   (thây bon, cœen' ah)
   oo, thây nih, thây bon..
   pêhêl mian laan cœen' 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. thây nîg mian laan cœen' teh?
   (thây can, khmian laan' teh)
   oo, thây nih, thây can..
   pêhêl 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. thây nîg mian laan cœen' teh?
   (thây chup, mian laan muoy-muoy)
   oo, thây nih, thây chup'm..
   pêhêl 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.
Drill F. Response

MODEL: Teacher: koe tw thee ey' nîk?  
(daε leeq, sdap phleeg)  
What do they do there?  
(Stroll around, listen to music)

Student: koe tw dae laaq phoong,  
sdap phleeg phoong  
They stroll around some, and they listen to music some.

1. koe tw thee ey' nîk?  
(rîen, meel kon)  
koe tw rien phoong, meel kon phoong  
What do they do there?  
(Study, watch movies)

They study some, and they watch movies some.

2. koe tw thee ey' nîk?  
(bakl luy, tîf eyvan)  
koe tw bakl luy phoong,  
tîf eyvan phoong  
What do they do there?  
(Draw out money, buy things)

They draw out money, and they buy things.

3. koe tw thee ey' nîk?  
(leeq, mian kaa)  
koe tw leeq phoong, mian kaa phoong  
What do they do there?  
(Go for pleasure, go for business)

They sometimes go for pleasure, and they sometimes go for business.

4. koe tw thee ey' nîk?  
(rîen, thee kaa)  
koe tw rien phoong, thee kaa phoong  
What do they do there?  
(Study, work)

They study some, and they work some.

5. koe tw thee ey' nîk?  
(bqîen, rîen)  
koe tw bqîen phoong, rîen phoong  
What do they do there?  
(Teach, study)

They teach some and they study some.

Drill G. Response

MODEL: Teacher: mian look soŋ' teh,  
nîw-inîg (meθɔŋ-pii)  
Are there any priests there?  
(One or two)

Student: ou, mian look soŋ  
meθɔŋ-pii' dae  
Oh, there are one or two priests.

1. mian look soŋ' teh, nîw-inîg?  
(pii-bey ɔŋ)  
ou, mian look soŋ pii-bey ɔŋ'  
daε.  
Are there any priests there?  
(Two or three)

Oh, there are two or three priests there.

2. mian kuu bqîen' teh, nîw-inîg?  
(menoe-pii)  
ou, mian kuu bqîen menoe-pii'  
daε.  
Are there any teachers there?  
(One or two)

Oh, there are one or two teachers there.
3. mian koun seh' teh, niw-iniy? (buon-peam né?)
   ou, mian koun seh buon-peam né? 'dat.
4. mian pêaq' teh, niw-iniy? (cên)
   ou, mian pêaq' cên' dat.
5. mian look son' teh, niw-iniy? (bêy-buon ou)
   ou, mian look son' bêy-buon ou' dat.

Are there any students there?
(Four or five)
Oh, there are four or five students there.
Are there any French there? (A lot)
Oh, there are a lot of French there.
Are there any priests there?
(Three or four)
Oh, there are three or four priests there.

Drill H. Response

MODEL: Teacher: mèc, look pool! kit tiw ntae' ih?
         (sèac-te lee look)
Student: mian ey? cong tiw ntae,
         sèac-te lee look' teh!

1. mèc, look pool! kit tiw leeq maq pemaan? (sèac-te lee look)
   mian ey? cong tiw maq pemaan,
   sèac-te lee look' teh!
Well, Paul! What time do you feel like going anywhere?
(Up to you)
It doesn't matter! Whatever time you want to go, it's up to you.
Well, Miss Vanay! 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.
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.
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.

2. mèc, kafma vansii! kit tiw ntae' ih? (sèac-te lee look sèy)
   mian ey? cong tiw ntae, sèac-te lee look sèy' teh!
Well, Paul! Do you feel like going? (Up to you)
Sure! Wherever you'd like to go, it's up to you.

3. mèc, look! kit pesaa ey ntae' ih? (sèac-te lee look)
   mian ey? cong pesaa ey, sèac-te lee look' teh!

4. mèc, look sèy! kit tiw kelatq niq' ih? (sèac-te lee look)
   mian ey? cong tiw kelatq nia,
   sèac-te lee look' teh!

5. mèc, look pool! kit tiw maq pemaan? (sèac-te lee look)
   mian ey? cong tiw maq pemaan,
   sèac-te lee look' teh!
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.

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Drill I. Response

MODEL: Teacher: niw nuh, mian ey koan-n meel tiet’ eh?
(suon chbaa 1’00’ ah)
Student: baat, they m mian? mian
suon chbaa 1’00’ ah.

Is there anything else we should see there?
(A nice flower garden)
Sure there is! There is a
nice flower garden.

1. niw nuh, mian ey koan-n aan
tiet’ eh?
(kasat thmey-thmey ceen’ ah)
baat, they m mian? mian kasat
thmey-thmey ceen’ an.

Is there anything else we should
read there?
(Lots of new newspapers)
Sure there is! There are lots of
new newspapers there.

2. niw vot phnum, mian ey koan-n meel
tiet’ eh? (phnum touc muoy,
cay-dy muoy, pehia muoy)
baat, they m mian? mian phnum touc
muoy, cay-dy muoy, haey-nq 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. niw nuh, mian ey koan-n tiff
tiet’ eh?
(syvan pseo-pseo thaok’ ah)
baat, they m mian? mian eyvan
pseo-pseo 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. niw otaiI royoal, mian ey koan-n
kmsaan tiet’ eh?
(kelaey rom 1’00’ ah)
baat, they m mian? mian kelaey
rom 1’00’ 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. niw nuh, mian ey koan-n nom
koun-caw tiw leeg tiet’ eh?
(kelaey smeap khmeeg leeg muoy
1’00’ ah)
baat, they m mian? mian kelaey
smeap khmeeg leeg muoy 1’00’ 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.

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Drill J. Transformation

MODEL:  
Teacher:  
kee tiw dae leen phoon,  
tiw sdap phleen phoon!

Student:  
kee tiw dae leen, ruoc tiw  
     sdap phleen!

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

1.  
kee tiw rien phoon,, tiw meel kon phoon!  
kee tiw rien, ruoc tiw meel kon.

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

2.  
kee tiw baek luy phoon,, tiw tihf cyan phoon!  
kee tiw baek luy, ruoc tiw tihf cyan!

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 tiw rien phoon,, tiw thee kea phoon!  
kee tiw rien, ruoc tiw thee kea!

They go to study, and also to work.
They go to study and then they go to work.

4.  
kee tiw byien phoon,, tiw rien phoon!  
kee tiw byien, ruoc tiw rien!

They go to teach, and also to study.
They go to teach and then they go to study.
UNIT 34

BASIC DIALOGUE

1. Look dael tiw Ṯkōo vôt' eh? 
   Have you ever been to Angkor Wat?
   A Cambodian

2. baat, m dael soh!
   No, I never have.
   An American

3. mec, coŋ atit niŋ, bae khmian
   kaa ey' teh, tiw leey cemuooy
   khñom' ih?
   Well, this weekend, if you're not
   busy, will you go there with
   me?
   A Cambodian

4. baat, khñom khmian levúl
   thee ey' teh!
   Sure, I don't have anything to
   do.
   An American

5. fceŋ, tiw cemuooy khñom tiw' ih?
   In that case, you'll go with
   me?
   A Cambodian

6. look kit fceø̞ f tiw Ṯkaal?
   When were you thinking of going?
   An American

7. khñom coŋ cem tiw lẹŋiec
   thray sok!
   I would like to leave Friday
   evening.
   A Cambodian

8. look kit fceø̞ f tiw taam ey?
   How do you plan to go?
   An American

9. khñom mael tiw, pehæl baæk
   laan khñom tiw' eh!
   I guess I will drive my car
   there.
   A Cambodian

10. mian nənəa tiw cemuooy look' eh?
    Is anyone going with you?
    An American

11. baat, mian puco'-mæa? khñom
    men' kee coŋ tiw cemuooy
    khñom' deh.
    Yes, one of my friends wants to
    go with me too.
    A Cambodian

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12. be look aoy khnom tiw cemuy phoeq, khnom so kun con' ah.
   An American
   If you let me go along, I'd be very grateful to you.

13. som tooh, tiw pemman macq baan dol?
   A Cambodian
   Excuse me, how many hours does it take to get there?

14. ou, pehael pem-pemmuoy macq dol' eh.
   An American
   Oh, it takes perhaps five or six hours.

15. fieq, chaay kuosom dat' neh.
   A Cambodian
   In that case, it's quite far, isn't it?

16. taam khnom smaan, look cong chup kedaal phlew meel kebaq pseug-pseug' eh, meel tiw.
   An American
   I should imagine that you would want to stop along the way to see different places, wouldn't you?

17. baat, niw kedaal phlew, miang kebaq naa kuo coul meel' teh?
   A Cambodian
   Yes. Are there any places along the way that would be interesting to stop and see?

18. baat! khnom cong chup niw kepug thom mephleet, puh niw cong phlew tiw siem riap dat.
   An American
   Yes. I would like to stop at Kompong Thom, because it's right on the way to Siem Reap.

19. fieq suol' eh.
   A Cambodian
   That would be nice.

20. fieq thqay sok, cef pi pi these kaa yeay tiw pdacy' neh.
   An American
   So on Friday, we'll go straight from work, all right?

21. baat!
   A Cambodian
   Yes.
DIALOGUE FOR COMPREHENSION

khmer  

1.  look dael tiw okkoo vot tee?  
3.  mec, cong aatit ni, bae khmian kaa ey tee, tiw leeg cia-muoy khrnom rih?  
5.  efceef, tiw cia-muoy khrnom tiw, naa?  
7.  khrnom cong ceh tiw logiec thay sok.  
9.  khrnom meel tiw, prohael baek laan khrnom tiw haey.  
11. baat, mian puo-naa khrnom menee, kee cong tiw cia-muoy khrnom dae.  
16. taam khrnom smean, look cong chup kondaal phlow, meel konalgy ptey-pteey haey, meel tiw.  
18. baat, khrnom cong chup niw kompuuy thom meplleet, pruh niw com phlow tiw siem riap dae.  
20. efceef thay sok, ceh pii three kaa, yeeg tiw pdacy naa?  

americang  

2. baat, min dael sch.  
4. baat, khrnom khmian roovul three ovvy tee.  
6. look kit efceef tiw okkaal?  
8. look kit efceef tiw taam ey?  
10. mian nee-naa tiw cia-muoy look tee?  
12. bae look aoy khrnom tiw cia-muoy phooch, khrnom co kon craen nah.  
13. soum tooh, tiw ponmaan maong baan dol?  
15. efceef, chpaaey kuo-som dae, naa?  
17. baat, niw kondaal phlow mian konalgy naa kuo coul meel tee?  
19. efceef srul ol haey.  
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 /rool/ vs. /meel khee/ and /rool khee/), and whether or not an action is real or hypothetical (/bean/ vs. /cy-bean/).

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 twi nko vot' eh?
'Have you ever gone to Angkor Wat?'

Pre-verbal modifiers such as /dael/ 'ever' and /thlop/ 'used to, once did,' and their negatives are infallible signals of the past. Less dependable are /bean/ and /miel/ (see Drills B, E, and G), which only sometimes refer to the past. Modifiers such as /coq/ 'want to' and /kut/ 'plan to' usually signal future, hypothetical, or incomplete action— /coq/ is substituted for /dael/ in this drill to point up the contrast.

Drill B.  meo, coq stit nq, look khmian kaa sy teo?'
'How about it, don't you have anything to do this weekend?'

The main verb /miel/ and its negative /khmian/ (see Note, Unit 29) give no signal as to time. It is the expression /coq stit nq/ 'this weekend' that furnishes the clue here. The same is true of the /miel/ and /khmian/ before other verbs (example taken from response to sentence 2 of the same drill):
baat, khnom khmian twi naa teh:
'I don't have anywhere to go.'
(Could also mean 'I didn't go anywhere.')

Drill C.  khnom meel twi, pheael baak laan khnom twi' eh.
'I guess I'll probably drive my car there.'

The expression /meel twi, pheael/ is a fairly dependable sign of the future. The corresponding discontinuous construction /pheael... meel twi/ (see Note, Unit 28, end) is different, and often implies a reconstruction of past events.

Drill D.  look ccfn twi nkaal?
'When are you leaving?'

The occurrence of question-words referring to time, such as /nkaal/ and the others in this drill, without /pi/ 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 pemmaan maon 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.  fiseb thqay sok, ceo pil thee kaa yeon tw (cy) pdayo' neh.
   'So on Friday, when we leave work we'll go there directly, 
   shall we?'

   Since /thqay 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 /cy/ 'so that' before the adjective /pdayo/
   'direct.' (This does not happen before /te medon/, an adverbial expression
   meaning almost the same thing.)

Drill G.  tee, logicx thqay saw, baan khnom tw!
   '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 acoy khnom tw cemmuoy phooy, khnom co kun ceen' ah.
   'If you let me go along with you, I'll be very grateful.'

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

Drill I. and J.  khnom coq chup tw kep'g thom mepheit!
   'I want to stop in Kompong Thom a while.'

   look kit fiseb tw saam laan dat'? 
   '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 tw ndko' vot' eh?  Have you ever been to Angkor Wat?
2. look dael kheo' ndko' vot' eh?  Have you ever seen Angkor Wat?
3. look dael kheo' phtheh khnom' eh?  Have you ever seen my house?
4. look coq kheo' phtheh khnom' eh?  Do you want to see my house?
5. look coq kheo' ndko' vot' eh?  Do you want to see Angkor Wat?
6. look coq tw ndko' vot' eh?  Do you want to go to Angkor Wat?
7. look dael tw ndko' vot' eh?  Have you ever been to Angkor Wat?
Drill B. Response

MODEL: Teacher: mɛc, cɔŋ atit nịŋ, look khmian kaa ɛy teɛ!?  
Student: baat, khʃom khmian kaa ɛy' teh!

1. mɛc, cɔŋ atit nịŋ, look levúl' eh!  
   baat, khʃom khmian levúl' eh!  
   Well, this weekend you don't have anything to do, do you?  
   No, I don't have anything to do.

2. mɛc, cɔŋ atit nịŋ, look tìw naa' teh?  
   baat, khʃom khmian tìw naa' teh!  
   Well, this weekend are you going anywhere?  
   No, I'm not going anywhere.

3. mɛc, cɔŋ atit nịŋ, look cɔŋ cuɔp  
   look serin' teh?  
   baat, khʃom khmian cɔŋ cuɔp' eh!  
   Well, this weekend you want to meet Mr. Sarin, don't you?  
   No, I don't want to meet him.

4. mɛc, cɔŋ atit nịŋ, look cɔŋ tìw naa' teh?  
   baat, khʃom khmian cɔŋ tìw naa' teh!  
   Well, this weekend you want to go somewhere, don't you?  
   No, I don't want to go anywhere.

5. mɛc, cɔŋ atit nịŋ, look kit thee  
   ɛy' teh?  
   baat, khʃom khmian kit thee  
   ɛy' 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. khʃom meel tìw, pɛhaʃl baek laan  
   khmian tìw' eh.  
   I guess I will drive my car there.

2. khʃom meel tìw, pɛhaʃl vʊo' laan  
   khmian tìw' eh.  
   I guess I will take my car there.

3. khʃom meel tìw, pɛhaʃl kʃɛy laan  
   kee tìw' eh.  
   I guess I will borrow a car to go there.

4. khʃom meel tìw, pɛhaʃl cuɔl laan  
   kee tìw' eh.  
   I guess I will rent a car to go there.

5. khʃom kit cuɔl laan kee tìw' eh.  
   I'm thinking of renting a car to go there.

6. khʃom kit baek laan khʃom tìw' eh.  
   I'm thinking of driving my car there.

7. khʃom meel tìw, pɛhaʃl baek laan  
   khmian tìw' eh.  
   I guess I'll drive my car there.
Drill D. Response

MODEL: Teacher: look cên tiw ṣkaal?
(lêgîeç thgay sok)
Student: khñom cên tiw lêgîeç thgay sok'ô.

1. look cên tiw maoq pêmaan?
(maoq pêmboon yup)
khñom cên tiw maoq pêmboon yup'ô.
2. look cên tiw maoq pêmaan?
(maoq pêam phlîl)
khñom cên tiw maoq pêam phlîl.
3. look cên tiw taam naa?
(phlêw pêy-ṣkôô)
khñom cên tiw taam phlêw pêy-ṣkôô.
4. look cên tiw taam eyî (laan)
khñom cên tiw taam laan.

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

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 pêmaan maoq baan dol?
Student: baat, baek laan pêam maoq dol' oô.

1. cih kpal-hôh pêmaan maoq baan dol?
(pîi maoq kelâh)
baat, cih kpal-hôh pîi maoq kelâh dol' oô.
2. cih kôg pêmaan thgay baan dol?
(pîi thgay)
baat, cih kôg pîi thgay dol' oô.
3. dæ pêmaan maoq baan dol?
(mâmaq)
baat, dæ mâmaq dol' oô.

How many hours does it take to drive a car there?
It takes five hours to get there by car.

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.
4. cih sikhlou pëmësan maoŋ baŋ dol? (këlah maoŋ) baat, cih sikhlou këlah maoŋ dol' eh.
How many hours does it take to get there by cyclo? (half an hour)
It takes a half an hour to get there by cyclo.

5. cih kpal pëmësan maoŋ baŋ dol? (pëmmúy maoŋ) baat, cih kpal pëmmúy maoŋ dol' eh.
How many hours does it take to get there by boat? (six hours)
It takes six hours to get there by boat.

Drill F. Multiple Substitution

1. fceŋ thngay sok, cëñ piì thee kaa yeŋ tiw pdasoy' neh.
So on Friday, we'll leave directly from work.

2. fceŋ thngay sok, cëñ piì rien yeŋ tiw pdasoy' neh.
So on Friday we'll leave directly from school.

3. fceŋ thngay sok, cëñ piì rien yeŋ tiw te mëndoŋ/
So on Friday, we'll leave right from school.

4. fceŋ thngay saw, cëñ piì rien yeŋ tiw te mëndoŋ/
So on Saturday, we'll go right from work.

5. fceŋ thngay saw, móo piì thee kaa yeŋ tiw te mëndoŋ/
So on Saturday, we'll go right from work.

6. fceŋ thngay saw, móo piì thee kaa yeŋ tiw pdasoy' neh.
So on Saturday, we'll go directly from work.

7. fceŋ thngay sok, móo piì thee kaa yeŋ tiw pdasoy' neh.
So on Friday, we'll go directly from work.

8. fceŋ thngay sok, cëñ piì thee kaa yeŋ tiw pdasoy' neh.
So on Friday, we'll leave directly from work.
Drill G. Response

**MODEL:** Teacher: look tiw vifh leu\texttieq\textcapek thqay sok' ih (thqay saw)

**Student:** tee, leu\texttieq\textcapek thqay saw baan kh\textcapom tiw!

Are you going back on Friday evening? (Saturday)

No, it won't be until Saturday evening that I go.

1. look tiw thqay nih' ih? (s\textcapek)
   tee, s\textcapek baan kh\textcapom tiw!

Are you going today? (tomorrow)

No, it won't be until tomorrow that I go.

2. look m\textcapeo vinf s\textcapek' ih?
   (thqay atit)
   tee, thqay atit baan kh\textcapom m\textcapeo vifh!

Are you coming back tomorrow? (Sunday)

No, it won't be until Sunday that I come back.

3. look m\textcapeo vifh maq\textcapep pm\textcapeby' ih?
   (maq\textcapep pl\textcapei\textcapendop)
   tee, maq\textcapep pl\textcapei\textcapendop baan kh\textcapom m\textcapeo vifh!

Are you coming back at eight o'clock? (twelve o'clock)

No, it won't be until twelve o'clock that I come back.

4. look tiw vifh ale\textcapew' ih?
   (be\textcapey maq\textcapep tiqet)
   tee, be\textcapey maq\textcapep tiqet baan kh\textcapom tiw vifh!

Are you going back now?

(three more hours)

No, it won't be for three more hours that I go back.

5. look coul rien ale\textcapew' ih?
   (mek\textcapeh\textcapee tiet)
   tee, mek\textcapeh\textcapee tiet baan kh\textcapom coul rien!

Are you going to start studying now? (a month from now)

No, it won't be until a month from now that I start studying.

Drill H. Multiple Substitution

1. be look acoy kh\textcapom tiw cemuoy phoq, kh\textcapom oo kun c\textcapoen' ah.

If you'll let me go along with you, I will be very grateful to you.

2. be look acoy pu\textcapon kh\textcapom tiw cemuoy phoq, kh\textcapom oo kun c\textcapoen' ah.

If you'll let my younger brother go along with you I will be very grateful to you.

3. be look acoy pu\textcapon kh\textcapom rien cemuoy phoq, kh\textcapom oo kun c\textcapoen' ah.

If you'll let my younger brother study along with you, I will be very grateful to you.

4. be look acoy look sty rien cemuoy phoq, kh\textcapom oo kun c\textcapoen' ah.

If you'll let Madame study along with you, I will be very grateful to you.
5. be look aøy look sêy tiw ceam oy phoon, khîm coo kun ceen' ah.

If you'll let Madame go along with you, I will be very grateful to you.

6. be look aøy boon khîm tiw ceam oy phoon, khîm coo kun ceen' ah.

If you'll let my older brother go along with you, I will be very grateful to you.

7. be look aøy khîm tiw ceam oy phoon, khîm coo kun ceen' ah.

If you'll let me go along with you, I will be very grateful to you.

Drill I. Double Substitution

MODEL: Teacher: khîm coo chup niw kepún thom meplêt, pûh niw com phlêw tiw siem riap dæ. (kêpôôt, kêp)

Student: khîm coo chup niw kepôôt meplêt, pûh niw com phlêw tiw kêp dæ. I want to stop off in Kompong Thom for awhile, because it's right on the way to Siem Reap. (Kampot, Kep)

1. (pêek kdam, kepûn caam)
khîm coo chup niw pêek kdam meplêt, pûh niw com phlêw tiw kepûn 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 riêng, pey-gkôô)
kîhîm coo chup niw svaay riêng meplêt, pûh niw com phlêw tiw com phlêw tiw pey-gkôô 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. (pôosat, batteboon)
kîhîm coo chup niw pôosat meplêt, pûh niw com phlêw tiw batteboon dæ.

(Pursat, Battambong)
I want to stop off in Pursat for a while because it's right on the way to Battambong.

4. (kêpôôt, kepûn saom)
kîhîm coo chup niw kepôôt meplêt, pûh niw com phlêw tiw kepûn 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. (kepûn caam, rôttane kerii)
kîhîm coo chup niw kepûn caam meplêt, pûh niw com phlêw tiw rôttane kerii dæ.

(Kompong Cham, Ratanakiri)
I want to stop off in Kompong Cham for a while because it's right on the way to Ratanakiri.
Drill J. Transformation

MODEL: Teacher: khnōm mēl tiw, pěhāl baek laan khnōm tiw' ehj (look)
Student: look kit fīcēn tiw team laan dæj?
I guess I'll drive my car there. (you)
Are you thinking of going by car too?

1. khnōm mēl tiw, pěhāl cih sīkhlou tiw' ehj (look sēy)
look sēy kit fīcēn tiw team sīkhlou dæj?
I guess I'll take a cyclo there.
(you, madam)
Are you thinking of going by cyclo too, madam?

2. khnōm mēl tiw, pěhāl cih kpāl hoh tiw' ehj (look kūu)
look kūu kit fīcēn tiw team kpāl hoh dæj?
I guess I'll take a plane there.
(the teacher)
Is the teacher thinking of going there by plane too?

3. khnōm mēl tiw, pěhāl cuol laan kee tiw' ehj (kānān)
kānān kit fīcēn tiw team laan dæj?
I guess I'll rent a car to go there. (you, miss)
Are you thinking of going by car too, miss?

4. khnōm mēl tiw, pěhāl cih kpāl tiw' ehj (look)
look kit fīcēn tiw team kpāl dæj?
I guess I'll take a boat there.
(you)
Are you thinking of going by boat too?

5. khnōm mēl tiw, pěhāl cih laan chnuol tiw' ehj (look sēy)
look sēy kit fīcēn tiw team laan chnuol dæj?
I guess I'll take a bus there.
(you, madam)
Are you thinking of going by bus too, madam?
UNIT 35

BASIC DIALOGUE

1. som tooh, ṣḳóō vót ceŋaay pemaan pii siem riap?
   American: Excuse me, how far is Angkor Wat from Siem Reap?

2. ou, min-ce chŋaay pemaan' teh! team khñom smaan, pehatl dop kelou.
   Cambodian: Oh, it’s not very far at all. I think it must be about 10 kilometers.

3. niw cɨt ṣḳóō vót, mian restoroŋ, mian otael' ey teh?
   American: Are there restaurants and hotels near Angkor Wat?

4. baat, mian dat, taŋ yeŋ tiw niw siem riap' teh!
   Cambodian: Yes, there are, but we’re going to stay in Siem Reap.

5. ṣḳóō vót thon' eh? meŋey dae meel ko'ăn' eh?
   American: Is Angkor Wat a big place? Can you walk around and see it all in one day?

6. yii, ṣḳóō vót thon' nah... dae meel meʔatit m sop' phoŋ.
   Cambodian: Gee, Angkor Wat is huge. You can’t see it all even in a week.

7. mian kelaŋ cœen' neh'... baan-te meel meʔatit m sop'm.
   American: There must be a lot of (different) locations, then, if you can’t see it all in a week.

8. baat, cœen' ah!
   Cambodian: Yes, there are a lot.

9. kaal-pidaeŋ ṣḳóō vót cia riec-thianii sök khmat.
   In ancient times Angkor Wat was the royal capital of Cambodia.

10. yeŋ kit temeel sv̊ey-khlah?
    American: What things should we plan to see?

11. khñom coŋ nóm look tiw meel pessat ṣḳóō vót haey-ng ṣḳóō thonj
    Cambodian: I want to take you to see the temples of Angkor Wat and Angkor Thom.
12.  kelaeq toh niq niw cit-cit khnia?  
   **American**  Are all the locations close together?

   **Cambodian**

13.  baat, min-ce cit khnia pemaaan' teh!  
   **American**  No, they're not very close together.

   **Cambodian**

14.  phlew bawk laan tiw, suol' eh?  
   **American**  Are the roads (for cars) good?

   **Cambodian**

15.  baat, mian ey?  
   **American**  Sure, they are.

   **Cambodian**

16.  tiw kelaeq nuh, kee yoo luy' teh?  
   **American**  Do they charge you for going to those places?

   **Cambodian**

17.  ou, kee yoo ntcc-ntuoc' nh.  
   **American**  Oh, they charge a little bit.

   **Cambodian**

18.  kee aoy thoot ruup' teh?  
   **American**  Do they let you take pictures?

   **Cambodian**

19.  they m aoy?  
   **American**  Sure, they do.

   **Cambodian**

20.  ficnc khnom kite yoo fil aoy cecen' tiw.  
    **American**  In that case, I'll plan to take a lot of film along.

21.  khnom cong bean ruup thoot khlah, phmae tiw opuk-medaay khnom.  
    **American**  I want to get some pictures to send to my parents.

    **Cambodian**

**DIALOGUE FOR COMPREHENSION**

**ameriikan**  

1.  soum tooh, oqko ovt commaay ponmaan pii siem riap?

2.  ou, min-cia chyaay ponmaan tee. taam khnom smaan, prohael dop kilou.

3.  niw cit oqko ovt mian restoroq, mian outael ey tee?

4.  baat, mian dae, taey yeex tiw niw siem riap tee!
5. ơŋkōo vôt thom tee? máthnay
    dea meel krôn tee?

6. yīi, ơŋkōo vôt thom nah! dea
    meel me-saet min sop poöŋ.

7. miən konlæŋ craen, baan-taë
    meel me-saet min sop?

8. baat, craen nah!

9. kaal pli-daem ơŋkōo vôt cia
    riess-šia-nil srok khmaet.

10. yeeŋ kit tīw meel ov‐ky‐khlaḥ?

11. khñoŋ coŋ nóm look tīw meel
    prōsaat ơŋkōo vôt hae‐nyŋ
    ơŋkōo thom.

12. konlæŋ tēr‐oh niŋ niw cit‐cit
    khnia rīh?

13. baat, min‐cia cit khnia ponmaan
    tee.

14. phluw baek laan tīw srucel tee?

15. baat, miən ey?

16. tīw konlæŋ nhu, kee yōo dui tee?

17. ou, kee yōo bontec‐boentuc.

18. kee aoy thoot ruup tee?

19. the‐ey min aoy?

20. eñceŋ khñoŋ kit yōo fiil aoy
craen tīw.

21. khñoŋ coŋ baan ruup thoot khlaḥ,
    phñae tīw ēwpuk‐medaay khñoŋ.

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
   lemōn enough
   peek   too much
   kuosom rather
   cian   more than

   (see also Note, Unit 14)

Examples are in Drill C.
2. Adjectives, besides being negated with simple negatives like /m/ and /m-sow/, are frequently bracketed by the discontinuous negative construction /min-ce... pomaen' teh/ 'not so very much' (see Note, Unit 26). Examples are in Drill E.

3. Adjectives frequently occur in pairs of antonyms ('big-small'). In such cases there is often a derived noun, based on the more 'positive' member of the pair, which expresses an abstraction common to both the adjectives.

<table>
<thead>
<tr>
<th>Positive</th>
<th>Derived Noun</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>chnikaay 'far'</td>
<td>cecaay 'distance'</td>
<td>cik 'rear'</td>
</tr>
<tr>
<td>thlay 'expensive'</td>
<td>dmlay 'price'</td>
<td>thaoeck 'cheap'</td>
</tr>
<tr>
<td>thom 'big'</td>
<td>tmhum 'size'</td>
<td>touc 'small'</td>
</tr>
</tbody>
</table>

For more examples of adjective antonyms, see Drill G.

4. In hypothetical predicates (commands, predications about the future, exhortations, expressions of volition, etc.), adjectives which are not the first member of the predicate are usually preceded by /cy/ (/acy/) 'so that.' See examples in Drill H.

5. In the second position of a two-part predicate, adjectives behave exactly like completive verbs (see Note 3, Unit 20). This relationship is pointed up in Drills I and J, where the adjective /koan/ (/kron/) 'to be complete (as a set)′ fills the same position as /sop/ 'to finish'. (Note that /koan/ here has a meaning still different from /koan-te/ 'only' and /koan-n/ 'should.')

6. Finally, some adjectives have homonyms which belong to other classes of words. For example /cit/ 'near' also belongs to the class of prepositions (see Drill B), and /ceen/'many' fills out a small class of restricted non-adjectival noun-modifiers that includes /khlah/ 'some' (see Drill K).

**DRILLS**

**Drill A. Response**

**MODEL:** Teacher: ɲkóo vót cęyaay pomaen
pií siem riap? (dop kelou)  Siem Reap? (10 kilometers)
Student: baat, pehael dop kelou.  It's about ten kilometers.

1. niw yók cęyaay pomaen pií vaasentaon?  How far is New York from Washington?
   (buon róoy mophey pęam kelou)  (425 kilometers)
   baat, pehael buon róoy mophey pęam kelou.  It's about 425 kilometers.

2. siem riap cęyaay pomaen pií phnum  How far is Siem Reap from Phnom Penh? (400 kilometers)
pifft (buon róoy kelou)
   baat, pehael buon róoy kelou.  It's about 400 kilometers.
3.  pêy-ŋkôô cêñasy pemãan pii phnum pii? (pii rôoy mephay kelou) baat, pehael pii rôoy mephay kelou. How far is Saigon from Phnom Penh? (220 kilometers)
   It's about 220 kilometers.
4.  phnum pii cêñasy pemãan pii vaasêntaon? (mephay pôn kelou) baat, pehael mephay pôn kelou. How far is Phnom Penh from Washington? (2,000 kilometers)
    It's about two thousand kilometers.

Drill B. Multiple Substitution

1. niw cît ŋkôô vôt mian restorön' teh? Are there any restaurants near Angkor Wat?
2. niw khbât ŋkôô vôt mian restorön' teh? Are there any restaurants next to Angkor Wat?
3. niw khbât ŋkôô vôt mian vôt' eh? Are there any temples next to Angkor Wat?
4. niw khbât ŋkôô vôt mian otael' eh? Are there any hotels next to Angkor Wat?
5. niw khbât phlew mian otael' eh? Are there any hotels next to the road?
6. niw taam phlew mian otael eh? Are there any hotels along the road?
7. niw taam phlew mian restorön' teh? Are there any restaurants along the road?
8. niw cît phlew mian restorön' teh? Are there any restaurants near the road?
9. niw cît ŋkôô vôt mian restorön' teh? Are there any restaurants near Angkor Wat?

Drill C. Response

MODEL: Teacher: ŋkôô vôt thom' eh? (nah) Is Angkor Wat big? (very)
Student: ŋkôô vôt thom' ah. Angkor Wat is very big.

1. phtéh look thom' eh? (lemôom)
   phtéh khfiom thom lemôom. I your house big? (enough)
    My house is big enough.
2. phtéh look s'aat' eh? (kuosom)
   phtéh khfiom s'aat kuosom. Is your house nice? (rather)
    My house is rather nice.
3. phtéh look l'oo' teh? (dat)
   phtéh khfiom l'oo dat. Is your house pretty? (all right)
    My house is pretty, all right.
4. ctael nhu thlay' teh?  
   (kuosom dae)  
   ctael nhu thlay kuosom dae.

5. ctael nhu s'aat' eh?  
   (ciaq kee by-oh)  
   ctael nhu :s'aat ciaq kee by-oh!

6. siem riap chaay' teh?  
   (ciaq poosat)  
   siem riap chaay ciaq poosat!

Is that hotel expensive?  
   (rather, at that)  
That hotel is rather expensive,  
at that.

Is that hotel nice?  
   (most of all)  
That hotel is the nicest of all.

Is Siem Reap far?  
   (more than Pursat)  
Siem Reap is farther than Pursat.

Drill D. Multiple Substitution

1. yeeq kit temeel s'ey-khlah?  
   What things shall we plan to go see?

2. look kit temeel s'ey-khlah?  
   What things will you plan to go see?

3. look kit tet inclination s'ey-khlah?  
   What things will you plan to go buy?

4. look kit tet inclination inaa?  
   Where will you plan to go buy them?

5. look con tet inclination inaa?  
   Where do you want to go buy them?

6. look con tet inclination s'ey-khlah?  
   What things do you want to go buy?

7. look con temeel s'ey-khlah?  
   What things do you want to go see?

8. look kit temeel s'ey-khlah?  
   What things will you plan to go see?

9. yeeq kit temeel s'ey-khlah?  
   What things shall we plan to go see?

Drill E. Response

MODEL: Teacher: kelatg ts-oh nung niw  
               cit-cit khnia?  
   Are all those places close  
together?

Student: baat, min-ce cit khnia  
pemaan' teh!  
No, they're not very close  
together.

1. yokko vot ning yokko thom douc  
   khnia?  
   Are Angkor Wat and Angkor Thom  
similar?
   baat, min-ce douc khnia pemaan teh!  
   No, they're not very similar.

2. phteh look ning phteh look pool  
   niw chaay pii khnia?  
   Are your house and Paul's house  
   far from each other?
   baat, min-ce chaay pii khnia  
pemaan' teh!  
   No, they're not very far apart.
3. yuon nŋ khmae coul-cet khnia?! Do Vietnamese and Cambodians like each other?
bast, min-ce coul-cet khnia pemaa'n teh! No, they don't like each other very much.
4. aʔsəo khmae nŋ aʔsəo pəŋ douc khnia? Are Khmer and French letters similar?
bast, min-ce douc khnia pemaa'n teh! No, they're not very similar.

Drill F. Multiple Substitution

1. phlew bæk laan tìw, sùol' eʔ? Are the roads for cars smooth?
2. phlew bæk laan tìw, lʊʊ' teʔ? Are the roads for cars good?
3. kelaʔ bæk laan tìw lʊʊ' teʔ? Are the places for cars good?
4. kelaʔ bæk laan tìw sùol' eʔ? Are the places for cars smooth?
5. kelaʔ coul laan tìw sùol eʔ? Are the entrances for cars smooth?
6. kelaʔ coul laan tìw thom' eʔ? Are the entrances for cars big?
7. phlew coul laan tìw thom' eʔ? Are the driveways for cars big?
8. phlew bæk laan tìw, thom' eʔ? Are the roads for cars big?
9. phlew bæk laan tìw, sùol' eʔ? Are the roads for cars smooth?

Drill G. Equivalence

MODEL: Teacher: siem riap cıaŋ cıaŋ póosat ntcı (cit)
Student: póosat cit cıaŋ siem riap ntcı

1. otaʔl róyol thlāy cıaŋ otaʔl ykóo ntcı (thack) The Hotel Royale is more expensive than the Hotel Angkor. (cheap)
otaʔl ykóo thəak cıaŋ otaʔl róyol ntcı! (thack)
2. phtēh khfom thom cıaŋ phtēh look ntcı! (touc) My house is bigger than your house. (small)
phtēh look touc cıaŋ phtēh khfom ntcı!
3. phlew tìw pèy-ŋkóo lʊʊ cıaŋ The road to Saigon is better than the road to Siem Reap. (bad)
phlew tìw siem riap ntcı! (akəɔ) The road to Siem Reap is worse than the road to Saigon.
phlew tìw siem riap akəɔ cıaŋ
4. niw yöok s'saat ciang šikagou ntec! (kekvo?)
šikagou kekvo ciang niw yöok ntec!

5. pëy-nkóo thom ciang mpiñ ntec!
 mpiñ touc ciang pëy-nkóo ntec!

Drill H. Substitution

1. ficaŋ khñom kit yö fil oy cœen' tiw.
So I plan to take a lot of film along.

2. ficaŋ khñom kit yö luy oy cœen' tiw.
So I plan to take a lot of money along.

3. ficaŋ khñom con yö luy oy cœen' tiw.
So I want to take a lot of money along.

4. ficaŋ khñom con menuh oy cœen' tiw.
So I want to take a lot of people along.

5. ficaŋ khñom con nó menuh oy cœen' tiw.
So I want to take a lot of people along.

6. ficaŋ khñom kit nó menuh oy cœen' tiw.
So I plan to take a lot of people along.

7. ficaŋ khñom kit yö menuh oy cœen' tiw.
So I plan to take a lot of people along.

8. ficaŋ khñom kit yö fil oy cœen' tiw.
So I plan to take a lot of film along.

Drill I. Response.

MODEL: Teacher: škóo vót thom' eh mègay dae meel köan' eh? (mèvatit m sop)
Student: yii, škóo vót thom nah dae... meel mèvatit m sop' phoog.

1. prëh vihia thom' eh mëmaoq dae meel köan' eh? (mègay m sop)
yii, prëh vihia thom nah dae... meel mègay m sop' phoog.

Is Angkor Wat big? Can you see it all in one day? (a week not enough)
Man, Angkor Wat is huge. You can't even see it all in a week.

Is Preah Vihear big? Can you see it all in an hour? (a day not enough)
Man, Preah Vihear is huge. You can't even see it all in a day.
2. battboong thom' eh? meay dat meel ko'an' eh? (meatatit met sop)
yii, battboong thom nah dat...
    meel meatatit m sop' phcoon.
   Is Battambong big? Can you see it all in a day? (a week not enough)
   Man, Battambong is huge. You can't even see it all in a week.

3. pesaat petey sêy thom' eh?
    memaoq dat meel ko'an' eh?
    (meay m sop)
    yii, pesaat petey sêy thom nah dat...
    meel meay m sop' phcoon.
   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.

4. riec-thiâni phnum piñ thom' eh?
   meatatit dae meel ko'an' eh?
   (mekhae m sop)
   yii, riec-thiâni phnum piñ thom
    nah dat...
    meel mekhae m sop' phcoon.
   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.

Drill J. Multiple Substitution

1. mian kelâng cêen?.. baan-te meel meatatit m sop' m.
   Are there so many places that you can't see them all in a week?

2. mian pesaat cêen?.. baan-te meel meatatit m sop' m.
   Are there so many temples that you can't see them all in a week?

3. mian pesaat cêen?.. baan-te meel mekhae m sop' m.
   Are there so many temples that you can't see them all in a month?

4. mian pesaat cêen?.. baan-te meel megay m sop' m.
   Are there so many temples that you can't see them all in a day?

5. mian kelâng cêen?.. baan-te meel megay m sop' m.
   Are there so many places that you can't see them all in a day?

6. mian kelâng cêen?.. baan-te dae meel meatatit m sop' m.
   Are there so many places that you can't walk around and see them all in a day?

7. mian kelâng cêen?.. baan-te dae meel meatatit m sop' m.
   Are there so many places that you can't walk around and see them all in a week?

8. mian kelâng cêen?.. baan-te meel meatatit m sop' m.
   Are there so many places that you can't see them all in a week?
Drill K. Multiple Substitution

1. khnom cong baan ruup thoot khlah, phnum tiw opuk-medasya khnom.
   I want to get some pictures to send to my parents.

2. khnom cong ruup thoot ceen, phnum tiw opuk-medasya khnom.
   I want to get a lot of pictures to send to my parents.

3. khnom cong thoot ruup ceen, phnum tiw opuk-medasya khnom.
   I want to take a lot of pictures to send to my parents.

4. khnom cong thoot ruup ceen, phnum tiw puo?-maa khnom.
   I want to take a lot of pictures to send to my friends.

5. khnom cong baan ruup thoot ceen, phnum tiw puo?-maa khnom.
   I want to get a lot of pictures to send to my friends.

6. khnom cong baan ruup thoot ceen, phnum tiw koun khnom.
   I want to get a lot of pictures to send to my children.

7. khnom cong baan ruup thoot khlah, phnum tiw koun khnom.
   I want to get some pictures to send to my children.

8. khnom cong baan ruup thoot khlah, phnum tiw opuk-medasya khnom.
   I want to get some pictures to send to my parents.
UNIT 36

BASIC DIALOGUE

1.  mẹc, yeeŋ kit cuol tuuk muoy
teleeng koh nsaay' ih?

Sareth

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

2.  mian cy' tac tecuol inaa?

Sarith

All right - but where do we go to
rent it?

3.  ou, khnom m deŋ dat.. cam
khnom tesuo kee' meeh.

Sareth

Oh, I don't know. Wait for me
while I go to ask them.

4.  tiw ty-pii nọ' ih?

Sarith

Should both of us go?

5.  m cy' teh! khluon nɨw iniq,
khnom tiw te-mené' aeq
baan' eh.

Sareth

It doesn't matter. You stay here.
I can go alone.

6.  ficeŋ tiw coh! khnom nɨw cam!

Sarith

In that case, go on. I'll stay
and wait.

7.  khnom cuol baan' eh.

Sareth

I was able to rent one.

8.  thlay pemaan?

Sarith

How much does it cost?

9.  m thlay' teh! pəam hɔoy
meqay.

Sareth

Not expensive, five hundred (riels)
a day.

10. coh mian suo kee' teh?.. tiw
pemaan maŋ baan dol?

Sarith

And did you ask them how long it
will take to get there?

11. m tẹŋ' teh! kee thaa pehəel
beŋ maŋ, bae mian khyol l'oo.

Sareth

It depends. They said about threee
hours if there's a good wind.

12. nɨw muh mian kee lʉ? mehoup eh?

Sarith

Do they sell food there?

13. kom pɔuy cy sch'... yóo m
oh' teh!

Sareth

Don't worry about anything at all.
They've got plenty of it!
14. maon pemaan, yeaq cef tiw?

Sarin

What time will we leave?

15. tiw alew' oh.

Sareth

We'll go right now.

16. maon pemaan, yeaq moo vif?

Sarin

What time will we come back?

17. kom kii kuu ey... tiw nyut tik me-setuh, fam baay, sme'a? mephteet, sem moo vif!

Sareth

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

18. kom niw yuu peek' neh!

Sarin

Don't stay too long.

19. pru' khrom tew tiw cuop kee mpih phoog!

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

DIALOGUE FOR COMPREHENSION

1. mec, yeaq kit cuol tuuk muoy tiw leeq koh tunsasy rih?

2. mian ey? taex tiw cuol aenaa?

3. ou, khrom min daq dae. cam khrom tiw suo kee meel.

4. tiw teq-pii no? rih?

5. min ey tee. khluon niw aenaa, khrom tiw taex mehe' ari baan haey.

6. aenaa tiw coh! khrom niw cam.

7. khrom cuol baan haey.

8. thlay ponmaan?

9. min thlay tee. pram rooy methay.

10. coh mian suo kee tee, tiw ponmaan maon baan dol?

11. min tieq tee. kee thea prohael bey maon, bae mian khyol loco.

12. niw nih mian kee lu? mehoup tee?

13. kom pruoy ey soh. yoo? min oh tee.

14. maon ponmaan, baan yeaq cef tiw?

15. tiw eylaw haey.

16. maon ponmaan, baan yeaq moo vif?

17. kom kit kuu ey, tiw nyut tik me-setuh, fam baay, somraa? mephteet, sem moo vif!

18. kom niw yuu peek, naa!

19. pru' khrom tew tiw cuop kee aeq phnum pif phoog.
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. te (tae) 'only'  ton (ten) 'all of, as many as'

These two functional words both occur before numerals, and have opposite meanings in this position.

Examples: 4. tiw to-pii ne'  ih
'Shall both of us go? ("all two")

5. kem to-ten' aen baan' ah.
'I can go by myself.' ("only one")

More examples are in Drills C and J of this unit.

Note that both /tae/ and /ten/ 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. ah (hasy) 'already'  m-ton (min-ton) 'not yet'

These two items occur in different parts of the sentence: /ah/ is an enclitic (see Notes, Units 6 and 22) and /m-ton/ 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: /hasy-iniw/ (/hasy-riniv/). 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/:

khom cuol laan baan pii' ah.
'I (was able to) rent two cars.'

3. teh (tee) 'on the contrary'  vih '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 /vih/ 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'  sem '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 /sem/
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:

\[\text{tiw quut tik me-setuh, fam baay, smèa? mephšt, sem móo vîf!}\]

'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 I.

NEW VOCABULARY

1. Boating and Waterways

<table>
<thead>
<tr>
<th>English</th>
<th>Khmer</th>
</tr>
</thead>
<tbody>
<tr>
<td>the Mekong River</td>
<td>telee (tunlee) meekuŋ</td>
</tr>
<tr>
<td>the Tonle Sap (great lake of Cambodia)</td>
<td>telee (tunlee) saap</td>
</tr>
<tr>
<td>Rabbit Island (an island in the river near Phnom Penh)</td>
<td>koh nsaay (tûnsaay)</td>
</tr>
<tr>
<td>Kep (a resort town on the southern coast)</td>
<td>keap</td>
</tr>
<tr>
<td>Sihanoukville (the main ocean port of Cambodia)</td>
<td>kroŋ préh siihanu</td>
</tr>
<tr>
<td>Kratie (an inland city on the Mekong)</td>
<td>keceh (kroceh)</td>
</tr>
<tr>
<td>ordinary small boat</td>
<td>tuuk</td>
</tr>
<tr>
<td>motorboat</td>
<td>kanout</td>
</tr>
<tr>
<td>to swim</td>
<td>haël tik</td>
</tr>
</tbody>
</table>

2. Professions (for Drill I)

<table>
<thead>
<tr>
<th>English</th>
<th>Khmer</th>
</tr>
</thead>
<tbody>
<tr>
<td>to hire, rent</td>
<td>cuol</td>
</tr>
<tr>
<td>hired, rented, servant</td>
<td>chnuol</td>
</tr>
<tr>
<td>military man</td>
<td>tehian</td>
</tr>
<tr>
<td>enlisted man</td>
<td>koun tehian</td>
</tr>
<tr>
<td>officer</td>
<td>mee tehian (nièy tehian)</td>
</tr>
<tr>
<td>doctor</td>
<td>doktei (kruu pêt)</td>
</tr>
<tr>
<td>lawyer</td>
<td>aavekaa</td>
</tr>
<tr>
<td>provincial governor</td>
<td>cawvaay khaêt</td>
</tr>
<tr>
<td>minister (cabinet)</td>
<td>rottemuntrey</td>
</tr>
</tbody>
</table>
DRILLS

Drill A. Substitution

1. mēc, yeeng kit cuol tuuk muoy
teleeng koh nsaay' ih?
Well, shall we rent a boat and go
visit Rabbit Island?

2. mēc, yeeng kit cuol tuuk muoy
teleeng kaeōp' ih?
Well, shall we rent a boat and go
visit Kep?

3. mēc, yeeng kit cuol laan muoy
teleeng kaeōp' ih?
Well, shall we rent a car and go
visit Kep?

4. mēc, look kit cuol laan muoy
teleeng kaeōp' ih?
Well, are you thinking of renting
a car and going to Kep?

5. mēc, look kit cuol laan muoy
teleeng kroŋ prēh sihanu⁰' ih?
Well, are you thinking of renting
a car and going to Sihanoukville?

6. mēc, look kit cuol kpal-hoh muoy
teleeng kroŋ prēh sihanu⁰' ih?
Well, are you thinking of renting
a plane and going to Sihanoukville?

7. mēc, yeeng kit cuol kpal-hoh muoy
teleeng kroŋ prēh sihanu⁰' ih?
Well, shall we rent a plane and
go visit Sihanoukville?

8. mēc, yeeng kit cuol kpal-hoh muoy
teleeng koeōh' ih?
Well, shall we rent a plane and
go visit Kratié?

9. mēc, yeeng kit cuol tuuk muoy
teleeng koeōh' ih?
Well, shall we rent a boat and go
visit Kratié?

10. mēc, look kit cuol tuuk muoy
teleeng koeōh' ih?
Well, are you thinking of renting
a boat and going to Kratié?

11. mēc, look kit cuol tuuk muoy
teleeng koh nsaay' ih?
Well, are you thinking of renting
a boat and going to Rabbit Island?

12. mēc, yeeng kit cuol tuuk muoy
teleeng koh nsaay' ih?
Well, shall we rent a boat and go
visit Rabbit Island?

Drill B. Substitution

1. mian sy? tae tecuol laan
ināa?
All right, but where do we go to
rent a car?

2. mian sy? tae tecuol kpal-hoh
ināa?
All right, but where do we go to
rent a plane?

3. mian sy? tae teethe kpal-hoh
ināa?
All right, but where do we go to
have the plane repaired?
4. mian sy? tat teethee laan inaa?
   All right, but where do we go to have the car repaired?

5. mian sy? tat teti m laan inaa?
   All right, but where do we go to buy a car?

6. mian sy? tat teti m kanout inaa?
   All right, but where do we go to buy a motorboat?

7. mian sy? tat teethee kanout inaa?
   All right, but where do we go to have the motorboat repaired?

8. mian sy? tat teethee tuuk inaa?
   All right, but where do we go to have the boat repaired?

9. mian sy? tat tecuol tuuk inaa?
   All right, but where do we go to rent a boat?

Drill C. Substitution

1. khnom tiw te-mene' aeng baan' eh.
   I can go alone (by myself)

2. khnom teese te-mene' aeng baan' eh.
   I can write it myself.

3. look teese te-mene' aeng baan' eh.
   You can write it yourself.

4. look thee te-mene' aeng baan' eh.
   You can do it yourself.

5. khot thee te-mene' aeng baan' eh.
   He can do it himself.

6. khot meel te-mene' aeng baan' eh.
   He can read it by himself.

7. via meel te-mene' aeng baan' eh.
   He can read it by himself.

8. via dae te-mene' aeng baan' eh.
   He can walk by himself.

9. khnom dae te-mene' aeng baan' eh.
   I can walk by myself.

10. khnom tiw te-mene' aeng baan' eh.
    I can go alone.

Drill D. Substitution

1. khnom cuol laan baan pii' eh.
   I rented two cars.

2. khnom cuol tuuk baan pii' eh.
   I rented two boats.

3. khnom cuol tuuk baan bey' eh.
   I rented three boats.

4. kee cuol tuuk baan bey' eh.
   They rented three boats.

5. kee cuol kanout baan bey' eh.
   They rented three motorboats.

6. kee cuol kanout baan muoy' eh.
   They rented one motorboat.

7. khnom cuol kanout baan muoy' eh.
   I rented one motorboat.

8. khnom cuol laan baan muoy' eh.
   I rented one car.

9. khnom cuol laan baan pii' eh.
   I rented two cars.
Drill E. Substitution

1. khfom m-tôn cuol chnuol baan' teh!
   I didn't hire a servant yet.

2. khfom m-tôn cuol laan baan' teh!
   I didn't rent a car yet.

3. yeen m-tôn cuol laan baan' teh!
   We didn't rent a car yet.

4. yeen m-tôn cuol phteh baan' teh!
   We didn't rent a house yet.

5. kee m-tôn cuol phteh baan' teh!
   They didn't rent a house yet.

6. kee m-tôn cuol tuuk baan' teh!
   They didn't rent a boat yet.

7. khfom m-tôn cuol tuuk baan' teh!
   I didn't rent a boat yet.

8. khfom m-tôn cuol chnuol baan' teh!
   I didn't hire a servant yet.

9. yeen m-tôn cuol chnuol baan' teh!
   We didn't hire a servant yet.

Drill F. Substitution

1. look cuol haey-iniw?
   Did you rent it yet?

2. look tase haey-iniw?
   Did you write it yet?

3. kot tase haey-iniw?
   Did he write it yet?

4. kot thee haey-iniw?
   Did he do it yet?

5. thee haey-iniw?
   Did he buy it yet?

6. thee haey-iniw?
   Did you buy it yet?

7. look ti' haey-iniw?
   Did you rent it yet?

8. look cuol haey-iniw?

Drill G. Substitution

1. m thlay' teh, merócy pii-rócy menay.
   It's not expensive, 100 or 200 (riels) a day.

2. m thlay' teh, pii-bey rócy menay.
   It's not expensive, 200 or 300 a day.

3. m thlay' teh, buon-peam rócy menay.
   It's not expensive, 400 or 500 a day.

4. thaoch' nah, buon-peam rócy menay.
   It's very cheap, 400 or 500 a day.

5. thaoch' nah, pii-bey rócy menay.
   It's very cheap, 200 or 300 a day.

6. thaoch' nah, merócy-pi' menay.
   It's very cheap, 100 or 200 a day.

7. m thlay' teh, merócy-pi' menay.
   It's not expensive 100 or 200 a day.
Drill H.  **Response**

**Model:**  
**Teacher:**  
mc, tiw kecch naam kpal' 
lah? (laan) 
Student:  
tee, tiw naam laan' vif. 

---

1. mc, tiw kecch naam laan' lah? 
(kanout) 
tee, tiw naam kanout' vif. 

2. mc, tiw kaep taam kpal-hoh' lah? 
(kanout) 
tee, tiw naam kanout' vif. 

3. mc, tiw kaep taam kpal-hoh' lah? 
(kpal) 
tee, tiw naam kpal' vif. 

4. mc, tiw kepug caam taam kanout' 
lah? (kpal) 
tee, tiw naam kpal' vif. 

5. mc, tiw krogh phreh siihanu? taam 
kpal-hoh' lah? (laan) 
tee, tiw naam laan' vif. 

6. mc, tiw batteboog taam laan' lah? 
(kpal-hoh) 
tee, tiw naam kpal-hoh' vif. 

7. mc, tiw siem hjap taam kpal-hoh' 
lah? (laan) 
tee, tiw naam laan' vif. 

---

**Drill I.  **Response**

**Model:**  
**Teacher:**  
kot cia saykaa' lah? 
(koun tahan) 
Student:  
tee, khoom lii thaa kot 
cia koun tahan' teh! 

---

1. kot cia dokteel' lah? (saykaa) 
tee, khoom lii thaa kot cia 
saykaa' teh! 

2. kot cia saykaa' lah? (mee-tahan) 
tee, khoom lii thaa kot cia 
mee-tahan' teh!
3. kôt cia rôttəmunrɛy' ih? (cawvaay khæst)
tee, khfïom lîî thaa kôt cia caawvaay khæst' teh!
Is he a minister?  (provincial governor)
No, I heard he was a provincial governor.

4. kôt cia yuon' ih? (çoèn)
tee, khfïom lîî thaa kôt cia çoèn' teh?
Is he Vietnamese? (Chinese)
No, I heard he was Chinese.

5. kôt cia ɔnglee' ih? (pèəŋ)
tee, khfïom lîî thaa kôt cia pèəŋ' teh!
Is he English? (French)
No, I heard he was French.

6. kôt cia caawvaay khæst' ih? (rôttəmunrɛy)
tee, khfïom lîî thaa kôt cia rôttəmunrɛy' teh!
Is he a provincial governor? (minister)
No, I heard he was a minister.

7. kôt cia kûu bjàən' ih? (doktɛə)
tee, khfïom lîî thaa kôt cia doktɛə' teh!
Is he a teacher? (doctor)
No, I heard he was a doctor.

Drill J. Double Response: Positive and Negative

POSITIVE MODEL:
Teacher: tiw tɔ-pêəm né? ih? (pêəm)
Student: baat, yæəg tiw tɔ-pêəm né?ə. Yes, all five of us are going.
Are all five of us going? (five)

NEGATIVE MODEL:
Teacher: tiw tɔ-pêəm né?' ih? (te-mənɛə aəŋ)
Student: tee, khfïom tiw te-mənɛə aəŋ' teh!
No, I'm going alone.
Are all five of us going? (alone)

1. tiw tɔ-piî né?' ih? (piî)
baat, yæəg tiw tɔ-piî né?'ə. Yes, we're both going.
Are both of us going? (two)

2. tiw tɔ-piî né? ih? (te-mənɛə aəŋ)
tee, khfïom tiw te-mənɛə aəŋ' teh!
No, I'm going alone.
Are both of us going? (alone)

3. tiw tɔ-oh khnîa' ih? (tɔ-oh khnîa)
baat, yæəg tiw tɔ-oh khnîa.
Yes, we're all going.
Are all of us going? (all)

4. tiw tɔ-oh khnîa' ih? (te-mənɛə aəŋ)
tee, khfïom tiw te-mənɛə aəŋ' teh!
No, I'm going alone.
Are all of us going? (alone)

5. tiw tɔ-bëy né? ih? (bëy)
baat, yæəg tiw tɔ-bëy né?'ə. Yes, all three of us are going.
Are all three of us going? (three)

6. tiw tɔ-bëy né? ih? (te-mənɛə aəŋ)
tee, khfïom tiw te-mənɛə aəŋ' teh!
No, I'm going alone.
Are all three of us going? (alone)
Drill K. Transformation

MODEL: Teacher: khňom coŋ tehaél tik. khňom chì chì khlaŋ' ah.
Student: khňom m tiw haél tik' teh, púh khňom chì chì khlaŋ' ah.

1. khňom coŋ tehaél tik. khňom oh komlaŋ.
   khňom m tiw haél tik' teh, púh khňom oh komlaŋ.
   I wanted to go swimming. I was tired.
   I didn't go swimming because I was tired.

2. khňom coŋ tehaél tik. yup peek.
   khňom m tiw haél tik' teh, púh yup peek.
   I wanted to go swimming. It was too late.
   I didn't go swimming because it was too late.

3. khňom coŋ tehaél tik. khňom levúl peek.
   khňom m tiw haél tik' teh, púh khňom levúl peek.
   I wanted to go swimming. I was too busy.
   I didn't go swimming because I was too busy.

4. khňom coŋ tehaél tik. leŋit peek.
   khňom m tiw haél tik' teh, púh leŋit peek.
   I wanted to go swimming. It was too dark.
   I didn't go swimming, because it was too dark.

5. khňom coŋ tehaél tik. khňom mian kaa.
   khňom m tiw haél tik' teh, púh khňom mian kaa.
   I wanted to go swimming. I was tied up.
   I didn't go swimming because I was tied up.

6. khňom coŋ tehaél tik. khňom m-tón ūm baay' teh.
   khňom m tiw haél tik' teh, púh khňom m-tón ūm baay' teh.
   I wanted to go swimming. I hadn't eaten yet.
   I didn't go swimming, because I hadn't eaten yet.
Drill L. Response

MODEL: Teacher: tiw alaw' ih?
Student: tee, flam baay haey, sem yeeng tiw!

1. rien alaw' ih?
   tee, flam baay haey, sem yeeng rien!
   Shall we study now?
   We'll eat, then we'll study.

2. guut tik alaw' ih?
   tee, flam baay haey, sem yeeng guut tik!
   Shall we swim now?
   We'll eat, then we'll swim.

3. tiw psaa alaw' ih?
   tee, flam baay haey, sem yeeng tiw psaa!
   Shall we go to the market now?
   We'll eat, then we'll go to the market.

4. cuol tuuk alaw' ih?
   tee, flam baay haey, sem yeeng cuol tuuk!
   Shall we rent the boat now?
   We'll eat, then we'll rent the boat.

5. tiw meel kon alaw' ih?
   tee, flam baay haey, sem yeeng tiw meel kon!
   Shall we go to the movies now?
   We'll eat, then we'll go to the movies.

6. telop tiw m-piñ alaw' ih?
   tee, flam baay haey, sem yeeng telop tiw m-piñ!
   Shall we return to Phnom Penh now?
   We'll eat, then we'll return to Phnom Penh.

7. tiw phtéh alaw' ih?
   tee, flam baay haey, sem yeeng tiw phtéh!
   Shall we go home now?
   We'll eat, then we'll go home.
UNIT 37

BASIC DIALOGUE

1. yseh cit dol m-pif' haey ih?
   Sareth
   Are we about to arrive in Phnom Penh?

2. baat, niw-te kelah maor tiet'
   eh, kpal-hoh coh' haey.
   Sarin
   Yes, (there is) only half an hour
   left, the plane is descending
   already.

3. look thlôp môo m-pif' eh?
   Sareth
   Have you ever come to Phnom Penh
   (before)?

4. ou, khfénom môo m-pif piil-bœy
   dooy' eh.
   Sarin
   Oh, I've come to Phnom Penh two
   or three times.

5. m-pif sebaay' teh?
   Sareth
   Is Phnom Penh nice?

6. baat, mian sy' m-pif touc' teh,
   tat s'aat' nah.
   Sarin
   Sure, it is! Phnom Penh is small,
   but it's very nice.

7. vial kpal-hoh chûaay piil
   m-pif' eh?
   Sareth
   Is the airport far from Phnom
   Penh?

8. baat, min-ce chûaay pemaan'
   eh.. taam khônom smaan, pêhâel
   dop kelou.
   Sarin
   No, it's not very far - I think
   it's about ten kilometers.

9. coh kee chaek sy-khlah' tiw?...
   niw vial kpal-hoh'û.
   Sareth
   And what do they check, at the
   airport?

10. oo, mun debouq, look têw pêhaañ
    sbot peet tiw kee, ruoc paspôo,
    ruoc haey look tiw khaaq kôoy!
    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 pemaman' nih?" Sareth
   "How much time does that take?"

12. "Ou, pehael-cia memaoŋ." Sarin
   "Oh, about an hour."

13. "Look mian k ee móo tetuol' eh?" Sareth
   "Do you have someone coming to pick you up?"

14. "Baat, khmian' eh!" Sarin
   "No one."

15. "Ficeŋ look tiw cemuoy khnom tiw!" Sareth
   "In that case, you go with me."

16. "Mian k ee yöo laan móo tetuol khnom dol-te pii-brey."
    Sarin
    "There are people bringing cars to meet me, as many as two or three."

17. "Ficeŋ suol' eh. khnom som oo kun cœen' ah." Sareth
    "It's fine that way. Thank you, very much."

**DIALOGUE FOR COMPREHENSION**

<table>
<thead>
<tr>
<th>Sareth</th>
<th>Sarin</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. yeey ciit dol phnum pii fi haey rih?</td>
<td>2. baat, niw-taet konlah maŋ tiet tee, kpal-hoh coh haey.</td>
</tr>
<tr>
<td>5. phnum pii sebaay tee?</td>
<td>6. baat, mian eyi phnum pii touc tee, taat saat nah.</td>
</tr>
<tr>
<td>7. vial kpal-hoh chnaay pii phnum pii tee?</td>
<td>8. baat, min-cia chnaay ponmaan tee. taam khnom smaan, prohael dop kilou.</td>
</tr>
</tbody>
</table>

15. ɤɕcm, look tiw cia-muoy khñom tiw.

16. mian kee yöo? laan möo? tóotuel
    khñom dol-tiw pli-bey.
    17. ɤɕcm sruc kick haey. khñom soum ɕc
        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)
 ot mian not to have, to be out of (I)
oh to be used up (11)
krón, krup-krón to be complete, filled up (opposite of /oh/)

2. Pre-Verbal Modifiers

thlóp used to, did at least once (3)
daél ever, did at least once (D, M)
asass often does, often did (D, M)
tacŋ-te (tacŋ-tacŋ) always does, always did (A, B)
niŋ-te (niŋ-tacŋ) still does
ot doesn’t, didn’t (in Phnom Penh, equivalent to /min/)
cit almost does, almost did (1, F)

3. Pre-Numeral Modifiers

tŋ (tŋ) all of, as many as (see 37, Note 1)
tə (təc) only, as few as (see 37, Note 1)
niŋ-te...teh! (there remains) only (2, F)
dol-te (dol-tiw) up to, as many as (16, H)
prehāl (prohāl) approximately (8)

4. Noun Expression Brackets

təc...teh! only (see 28, Note 1)
tęŋ...phoŋ! including...as well (L)
5. **Conjunctions**

- **teə, pentat**: but, only (6)
- **təŋ**: even when, even though (C)
- **təŋ-piə**: since, counting from (M)

6. **Numeral Substitutes**

- **cuən**: some
- **rəl**: each, every (distributively) (A)
- **krup**: all of, every (collectively) (114)
- **khlaə**: 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 menuh dol-te mophey laan.
'Vere as many as twenty carsful of people.'
```

Since the normal classifier for people is /nəʔ/ (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-hohn/ 'planesful', 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 /dol-te/ (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 (/mən/), and hundred thousand (/saכn/) 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 pmmuəy mən pram põn
or hok-sap pram põn

300,000 bəy saכn
or bəy rūgy põn

Some complex numerals occur in Drill K of this unit.
NEW VOCABULARY:  Travel Terms

1. Place Names

pooññtong  Pochentong (Phnom Penh's airport)
boukoo, phnum boukoo  Bokor (a resort)
kepuñ (kompuñ) saom  Kompong Som (a seaside resort)
kirirom  Kirirom (a resort)
sçk këaw (srok kraw)  abroad, foreign countries
hoñ-köñ  Hong Kong
vien-can  Vientiane
bangkoñ  Bangkok
jaakastañ  Jakarta
sëñkapoo (sëñkapóo)  Singapore
khlèñ  India, Indian

2. Formalities

paspóò  passport
vizia (visaa)  visa
kôoy  customs
sbot pëét  doctor's certificate, immunization certificate
kaat  identity card (required of Cambodian citizens)
pëmiñ (pëmiñh) bañk laañ  driver's license
sbot  ticket
valiiz (valiïh)  valise
hep  suitcase, trunk
chaek  to check

3. Adjectives and Weather Terms

laññit (gôññit)  dark
phlïñ  light, bright
chl  sick, ill
cia  well, healthy
kdañ  hot, warm
tçññ (troçññ)  cool, cold
(masïn tçññ)  (air-conditioner)
phlíññ  rain, to rain
miñ  rich
kroñ  poor
DRILLS

Drill A. Substitution

1. khnom taeŋ-te tiw kaep ról thnay atit’n. I always go to Kep every Sunday.
2. khnom taeŋ-te tiw rien phtēh puoʔ-maaʔ khnom ról thnay atit’n. I always go to study at my friend’s house every Sunday.
3. khnom taeŋ-te tiw rien phtēh puoʔ-maaʔ khnom ról coŋ atit’n. I always go to study at my friend’s house every weekend.
4. khnom taeŋ-te tiw leŋ opuk-mādaay khnom ról coŋ atit’n. I always go to visit my parents every weekend.
5. khnom taeŋ-te tiw leŋ opuk-mādaay khnom ról thnay chup rien. I always go to visit my parents every school holiday.
6. khnom taeŋ-te tiw kaep ról thnay chup rien. I always go to Kep every school holiday.
7. khnom taeŋ-te tiw kaep ról thnay chup’m. I always go to Kep every holiday.
8. khnom taeŋ-te tiw kaep ról thnay atit’n. I always go to Kep every Sunday.

Drill B. Substitution

1. khae kdw kee taeŋ-te nóm khnia tiw leŋ kaŋp! In the hot months they usually go to Kep.
2. khae kdw kee taeŋ-te nóm khnia tiw flam baay i-poosentong! In the hot months they usually go to Pochentong to eat.
3. khae kdw kee taeŋ-te nóm khnia tiw leŋ phnum boukoo! In the hot months they usually go to Bokor.
4. khae kdw kee taeŋ-te nóm khnia tiw leŋ kepŋ saom! In the hot months they usually go to Kompong Som.
5. khae kdw kee taeŋ-te nóm khnia tiw leŋ kirirom! In the hot months they usually go to Kiriroth.
6. khae kdw kee taeŋ-te nóm khnia tiw hael tik! In the hot months they usually go swimming.
7. khae kdw kee taeŋ-te nóm khnia tiw leŋ kaŋp! In the hot months they usually go to Kep.
Drill C. Substitution

1. kót meel sephiw tê layit!
   He's reading the book even though it's dark.

2. kee meel sephiw tê layit!
   They're reading the book even though it's dark.

3. kee meel sephiw tê chill!
   They're reading the book even though they're sick.

4. kee thee kaa tê chill!
   They're working even though they're sick.

5. kót thee kaa tê chill!
   He's working even though he's sick.

6. kót thee kaa tê phliêng!
   He's working even though it's raining.

7. kót meleen khñom tê phliêng!
   He comes to visit me even though it's raining.

8. kee meleen khñom tê phliêng!
   They come to visit me even though it's raining.

Drill D. Response

MODEL: Teacher: look dâl tiw sôk
        look' eh?
        Student: baat, khñom aasaa
        tiw' ah.

1. look dâl fâm baay con' eh?
   baat, khñom aasaa fâm' nah.
   Have you ever eaten Chinese food?
   Yes, I have eaten it quite often.

2. pepûn look dâl môô m-pînh' 
   eh?
   baat, pepûn khñom aasaa môô' ah.
   Has your wife ever come to Phnom Penh?
   Yes, my wife has come quite often.

3. koun look dâl têhatl tik i-kærp' 
   eh?
   baat, koun khñom aasaa tiw' ah.
   Has your son ever gone to swim in Kep?
   Yes, my son has gone quite often.

4. opûk look dâl teleen nkûûn' 
   teh?
   baat, opûk khñom aasaa tiw' ah.
   Has your father ever gone to visit Angkor?
   Yes, my father has gone quite often.

5. puû-nêe dô look dâl tieste sbot 
   tiw sôk khûmêk' teh?
   baat, kôt aasaa tees' nah.
   Has your friend ever written a
   letter to Cambodia?
   Yes, he has written quite often.

6. look dâl thee basy' 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:**

**Teacher:** look mian luy sòk kèaw' teh? (baat, yuon)

**Student:** baat, khñom mian luy yuon' khlah!

**Teacher:** Do you have any foreign money? (yes, Vietnamese)

**Student:** Yes, I have some Vietnamese money.

**NEGATIVE MODEL:**

**Teacher:** look mian luy sòk kèaw' teh? (tee)

**Student:** tee, khñom khmian' eh!

**Teacher:** Do you have any foreign money? (no)

**Student:** No, I don't have any.

1. **look mian luy sòk kèaw' teh?** (baat, siem)
   baat, khñom mian luy siem' khlah!
   **Teacher:** Do you have any foreign money? (yes, Thai)
   **Student:** Yes, I have some Thai money.

2. **look mian luy sòk kèaw' teh?** (baat, pèaŋ)
   baat, khñom mian luy pèaŋ' khlah!
   **Teacher:** Do you have any foreign money? (yes, French)
   **Student:** Yes, I have some French money.

3. **look mian luy sòk kèaw' teh?** (tee)
   tee, khñom khmian' eh!
   **Teacher:** Do you have any foreign money? (no)
   **Student:** No, I don't have any.

4. **look mian luy sòk kèaw' teh?** (baat, amerikaŋ)
   baat, khñom mian luy amerikaŋ' khlah!
   **Teacher:** Do you have any foreign money? (yes, American)
   **Student:** Yes, I have some American money.

5. **look mian luy sòk kèaw' teh?** (baat, khleŋ)
   baat, khñom mian luy khleŋ' khlah!
   **Teacher:** Do you have any foreign money? (yes, Indian)
   **Student:** Yes, I have some Indian money.

6. **look mian luy sòk kèaw' teh?** (lee)
   tee, khñom khmian' eh!
   **Teacher:** Do you have any foreign money? (no)
   **Student:** No, I don't have any.

7. **look mian luy sòk kèaw' teh?** (baat, hop-coŋ)
   baat, khñom mian luy hop-coŋ' khlah!
   **Teacher:** Do you have any foreign money? (yes, Hongkong)
   **Student:** Yes, I have some Hongkong money.
Drill E. Response

MODEL: Teacher: yeey cit dol m-pikh??
(dop menut)
Student: baat, niw-te dop menut
tiet' eh!

1. yeey cit dol pey-gkoc?!
(kelah maq)
baat, niw-te kelah maq tiet' eh!

2. yeey cit dol viex-can?!
(memoaq)
baat, niw-te memoaq tiet' eh!

3. yeey cit dol bangko' eh ih?
(pem-ndop menut)
baat, niw-te pem-dop menut
tiet' eh!

4. yeey cit dol jaakaataa?!
(pem menut)
baat, niw-te pem menut tiet' eh!

5. yeey cit dol seckapoo?!
(mephey menut)
baat, niw-te mephey menut tiet' eh!

Are we about to arrive in
Phnom Penh? (ten minutes)
Yes, only ten more minutes.

Are we about to arrive in
Saigon? (half an hour)
Yes, only half an hour more.

We are about to arrive in Vientiane?
(an hour)
Yes, only an hour more.

Are we about to arrive in Bangkok?
(fifteen minutes)
Yes, only fifteen minutes more.

Are we about to arrive in Jakarta?
(five minutes)
Yes, only five minutes more.

Are we about to arrive in Singapore?
(twenty minutes)
Yes, only twenty minutes more.

Drill G. Response

MODEL: Teacher: paspoo look thee niw-inaa?
(wasenton)
Student: paspoo khnom thee niw
wasenton.

1. sbot pext look thee niw-inaa?
(file yock)
sbot pext khnom thee niw file yock'g.

2. kaat look thee niw-inaa?
(kepuq caam)
kaat khnom thee niw kepuq caam.

Where was your passport issued?
(Washington)
My passport was issued in
Washington.

Where was your health card issued?
(New York)
My health card was issued in
New York.

Where was your identity card issued?
(Kompong Cham)
My identity card was issued in
Kompong Cham.
3. paspóo look thee niw-inaa?  
   (m-pǐñ)  
   paspóo khñom thee niw m-pǐñ.  
   Where was your passport issued?  
   (Phnom Penh)  
   My passport was issued in Phnom Penh.

4. sbot pęst look thee niw-inaa?  
   (pari1)  
   sbot pęst khñom thee niw pari.  
   Where was your health card issued?  
   (Paris)  
   My health card was issued in Paris.

5. kaat look thee niw-inaa?  
   (m-pǐñ)  
   kaat khñom thee niw m-pǐñ.  
   Where was your identity card issued?  
   (Phnom Penh)  
   My identity card was issued in Phnom Penh.

Drill H. Response

MODEL: yii, mënuh cœn' ah.  
       (mehpey laan)  
       baat, mënuh dol-te mehpey laan.  
       My, there are a lot of people!  
       (twenty carsful)  
       Yes, there are as many as twenty carsful.

1. yii, mënuh cœn' ah.  
   (mekpal-hoh)  
   baat, mënuh dol-te mekpal-hoh'ŋ.  
   My, there are a lot of people!  
   (one airplaneful)  
   Yes, there are as many as one airplaneful.

2. yii, mënuh cœn' ah.  
   (pii kpal-hoh)  
   baat, mënuh dol-te pii kpal-hoh'ŋ.  
   My, there are a lot of people!  
   (two airplanesful)  
   Yes, there are as many as two airplanesful.

3. yii, mënuh cœn' ah.  
   (pii kpal)  
   baat, mënuh dol-te pii kpal.  
   My, there are a lot of people!  
   (two boatsful)  
   Yes, there are as many as two boatsful.

4. yii, mënuh cœn' ah.  
   (dop laan)  
   baat, mënuh dol-te dop laan.  
   My, there are a lot of people!  
   (ten carsful)  
   Yes, there are as many as ten carsful.

5. yii, mënuh cœn' ah.  
   (mekpal)  
   baat, mënuh dol-te mekpal.  
   My, there are a lot of people!  
   (one boatful)  
   Yes, there are as many as one boatful.
6. yii, menuh cên' ah.  
(pêam laan)  
beaat, mian menuh dol-te pêam laan.  

My, there are a lot of people!  
(five carsful)  
Yes, there are as many as five carsful.

Drill I. Response

MODEL: Teacher: soum pehaañ paspóó khñom!  
Student: khñom ot mian paspóó' teh!  

Please show me your passport.  
I don't have a passport.

1. soum pehaañ pérmii baek-laan  
khñom!  
khñom ot mian pé'mii baek-laan' teh!  

Please show me your driver's license.  
I don't have a driver's license.

2. soum pehaañ shot pëet khñom!  
khñom ot mian shot pëet' teh!  

Please show me your health card.  
I don't have a health card.

3. soum pehaañ kitaat khñom!  
khñom ot mian kitaat' teh!  

Please, show me your I.D. card.  
I don't have an I.D. card.

4. soum pehaañ shot khñom!  
khñom ot mian shot' teh!  

Please show me your ticket.  
I don't have a ticket.

5. soum pehaañ valiiz khñom!  
khñom ot mian valiiz' teh!  

Please show me your valise.  
I don't have a valise.

6. soum pehaañ hop khñom!  
khñom ot mian hop' teh!  

Please show me your suitcase.  
I don't have a suitcase.

7. soum pehaañ vizaa khñom!  
khñom ot mian vizaa' teh!  

Please, show me your visa.  
I don't have a visa.

Drill J. Substitution

1. soum look chup mephleét, khñom  
trew chaut paspóó look!  

Please stop a moment, sir-- I must check your passport.

2. soum look chup mephleét, khñom  
trew chaut hop look!  

Please stop a moment, sir-- I must check your suitcase.

3. soum look chup mephleét, khñom  
trew chaut valiiz look!  

Please stop a moment, sir-- I must check your valise.

4. soum look chup mephleét, khñom  
trew chaut shot pëet look!  

Please stop a moment, sir-- I must check your health card.

5. soum look chup mephleét, khñom  
trew chaut kitaat look!  

Please stop a moment, sir-- I must check your identity card.
6. soum look chup mephlút, khñom
trew chak phmii baek-laan look!

7. soum look chup mephlút, khñom
trew chak sbot look!

Please stop a moment, sir-- I must
check your driver's license.

Please stop a moment, sir-- I must
check your ticket.

Drill K. Response

MODEL: Teacher: sbot look leek pêmaan?
           (3, 100)
Student: sbot khñom leek bty pôn
         meróoy!

What's the number of your
ticket? (3, 100)
The number of my ticket is
3, 100.

1. sbot look leek pêmaan?
   (3, 942)
sbot khñom leek bty pôn 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 pêmaan? (25)
   ktup khñom leek mphay pêam.

What's the number of your room? (25)
My room number is 25.

3. paspóo look leek pêmaan?
   (4, 982)
paspóo khñom leek buon pôn
   pmbuon róoy paet-sep pii!

What's the number of your passport?
(4, 982)
My passport number is 4, 982.

4. phtéh look leek pêmaan?
   (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 pêmaan?
   (2, 914)
kaat khñom leek pîl pôn 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. phmii baek-laan look leek
   pêmaan? (560)
   phmii baek-laan khñom leek
   pêam 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

MODEL: Teacher: phthé khñom lòo, haey s'aat tiet! (kèlaèg hael tik)
        Student: phthé khñom lòo haey s'aat tiet, mian tŋ kèlaèg hael tik phoong!

1. vial kpal-hoh thom, haey lòo tiet! (kèlaèg lù? baay)
   vial kpal-hoh thom haey lòo tiet, mian tŋ kèlaèg lù? baay phoong!
   The airport is large, and attractive too. (restaurant)
   The airport is large and attractive too-- it even has a
   restaurant.

2. niaŋ níh s'aat, haey mian tiet! (kpal-hoh muoy)
   niaŋ níh s'aat haey mian tiet, mian tŋ kpal-hoh muoy phoong!
   This young lady is pretty, and rich too. (an airplane)
   This young lady is pretty and rich too-- she even has an airplane.

3. laan khñom thom, haey lòo tiet! (raadyou)
   laan khñom thom haey lòo tiet, mian tŋ raadyou phoong!
   My car is large, and pretty too. (radio)
   My car is large and pretty too-- it even has a radio.

4. kèlaèg níh mian menuh móo pil krup srok! (eskiimou)
   kèlaèg níh mian menuh móo pil krup srok, mian tŋ eskiimou phoong!
   This place has people who come from every country. (Eskimos)
   This place has people who come from every country-- it even has Eskimos.

5. phthé khñom mian reboh cren nah! (masin tecé?)
   phthé khñom mian reboh cren nah, mian tŋ masin tecé phoong!
   My house has a lot of things in it. (air-conditioner)
   My house has a lot of things in it-- it even has an air-conditioner.
Drill M. Transformation

MODEL: Teacher: ta%p-pi% khnom mo% s%k amerik, khnom m-da%l f%m mehoup con% eh? (pe%a\n
Student: ta%p-pi% khnom mo% s%k amerik, khnom m-da%l f%m mehoup con% eh, peta% khnom aasa%a f%m mehoup pe%a\n
Since coming to America, I've never eaten Chinese food. (French)
Since coming to America, I've never eaten Chinese food, but I've often eaten French food.

1. ta%p-pi% khnom mo% s%k khm%a%, khnom m-da%l meel sephiw o%glee' teh? (khmae)
ta%p-pi% khnom mo% s%k khm%a%, khnom m-da%l meel sephiw o%glee' teh, peta% khnom aasa%a meel sephiw khm%a% nah.
Since coming to Cambodia, I've never read English books. (Cambodian)
Since coming to Cambodia, I've never read English books, but I've often read Cambodian books.

2. ta%p-pi% khnom mo% s%k khm%a%, khnom m-da%l meel kon amerika% teh? (khmae)
ta%p-pi% khnom mo% s%k khm%a%, khnom m-da%l meel kon amerika% teh, peta% khnom aasa%a meel kon khm%a% nah.
Since coming to Cambodia, I've never seen American movies. (Cambodian)
Since coming to Cambodia, I've never seen American movies, but I've often seen Cambodian movies.

3. ta%p-pi% khnom mo% s%k pe%a, khnom m-da%l tetuol sbot pli s%k amerik' teh? (s%k khmae)
ta%p-pi% khnom mo% s%k pe%a, khnom m-da%l tetuol sbot pli s%k amerik' teh, peta% khnom aasa%a tutuol sbot pli s%k khma% nah.
Since coming to France, I've never received any letters from America. (Cambodia)
Since coming to France I've never received any letters from America, but I've often received letters from Cambodia.

4. ta%p-pi% khnom mo% s%k amerik, khnom m-da%l meel sephiw' teh? (kasa%aet)
ta%p-pi% khnom mo% s%k amerik, khnom m-da%l meel sephiw' teh, peta% khnom aasa%a meel kasa%aet' ah.
Since coming to America, I've never read any books. (magazines)
Since coming to America I've never read any books, but I've often read magazines.

5. ta%p-pi% khnom mo% s%k amerik, khnom m-da%l cuop k%t' eh? (telefoun t%w k%t)
ta%p-pi% khnom mo% s%k amerik, khnom m-da%l cuop k%t' eh, peta% khnom aasa%a telefoun t%w k%t' ah.
Since coming to America, I've never seen him. (telephoned to him)
Since coming to America, I've never seen him, but I've often telephoned to him.
Drill N. Special Response Drill

(You will hear a statement, followed by a question. Answer the question.)

1. s'æk kót tiw m-piñ! ot tooh, kót tiw inaa? baat, kót tiw m-piñ!
   Tomorrow he's going to Phnom Penh. Pardon me, where is he going? He's going to Phnom Penh.

2. s'æk kót tiw m-piñ!
   ot tooh, kót tiw ṇkaal?
   baat, kót tiw s'æk!
   Tomorrow he's going to Phnom Penh. Excuse me, when is he going? He's going tomorrow.

3. s'æk im tiw m-piñ?
   ot tooh, néʔ-naa tiw m-piñ?
   baat, im tiw m-piñ!
   Tomorrow Im's going to Phnom Penh. Pardon me, who's going to Phnom Penh? Im's going to Phnom Penh.

4. s'æk kót tiw m-piñ taam kpal-hoh!
   ot tooh, kót tiw taam éy?
   baat, kót tiw taam kpal-hoh!
   Tomorrow he's going to Phnom Penh by plane. Excuse me, how's he going? He's going by plane.

5. s'æk kót tiw m-piñ tīf laan!
   ot tooh, kót tiw m-piñ tīf éy?
   baat, kót tiw m-piñ tīf 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. s'æk kót tiw m-piñ cemuoy sim!
   ot tooh, kót tiw m-piñ cemuoy néʔ-naa?
   baat, kót tiw 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

1. khôm coq tîf sêbot muoy tiw pôoy-pêt!
   Traveler: I want to buy a ticket to Poipet.

2. st toch' alew oh kelaet' eh.
   niw mian te maon pîi-ndop yup'm.
   Official: I'm sorry. All the seats are taken now. There is still (space) only on the midnight (train).

3. m ey' teh' khôm khmian pêflap pêmaan' teh'
   Traveler: That's all right. I'm in no hurry.

4. thee tîmae yup, ko sôol meyaagh dae, pûh tecô' phoong.
   Official: Travelling at night is nice, in one way, because it's cool.

5. coh look coq baan sêbot thômedaa, rîi coq mian ktup keeg?
   Official: Sir, do you want an ordinary ticket, or do you want to have a sleeping compartment?

6. khôm coq baan ktup muoy te-menê' aèg;
   Traveler: I want a compartment, all by myself.

7. ou, thlay nttc' eh.
   Official: Oh, that's a little expensive!

8. mian ey' atiah-phleaeg tedol pôoy-pêt maon pêmaan?
   Traveler: That's all right. At what time does the train arrive in Poipet?

9. ou, pehael maon dop pêk khaag-s'âek'êg.
   Official: Oh, about ten o'clock in the morning day after tomorrow.

10. pûh look têw-te cam atiah-phleaeg
    niw batteboon meay!
    Because you must wait for the train one day in Battambang.

11. coh dol khôm tedol pôoy-pêt,
    khôm thee mec' tiw?
    Traveler: And then, when I arrive in Poipet, what do I do?
official
12. baat, look töw-te pdou atish-phleey
niw póoy-pest.
You have to change trains in Poipet.
Poipet.

13. püh alew atish-phleey m coul sòk
siem' teh'
Because now the trains don't go
into Thailand.

14. dol tedol sòk siem, thee
mec' deh?
When I arrive in Thailand, what
do I do then?

15. ou, khmian cmaact' teh'
Oh there's no problem.

16. look tiw tèp'-tòoŋ ng pelih siem'
tiw. kee cuoy nat-nóm look' eh.
You go and contact the Thai police,
and they'll help guide you.

DIALOGUE FOR COMPREHENSION

néo' thanee domnæ

1. khnum cong tiik sombot muoy tiw
póoy-pest.

2. ot toch! tylèw oh konlaey haey.
niwe mian tæt maøy piì-dondop
yup.

3. min ey teey! khnum khmian prönap
ponmaan tee.

4. thanee domnæ yup koo srulol meyay
dat, prüh troccë phoog.

5. coh look cong baan sombot thömmeda,
ril cong mian bontup keey?

6. khnum cong baan bontup muoy tæ
menë aey.

7. ou, thlay bontec haey!

8. mian ey? röotiai-phleey tiw dol
póoy-pest maøy ponmaan?

9. ou, prohael maøy dop prek
khyaë-s'awl.

10. prüh look trew-tæt cam röotiai-
phleey niw batdombooy methray.

11. coh dol khnum tiw dol póoy-pest, 
khnum thanee mec tiw?

12. baat, look trew-tæt pdou röotiai-
phleey niw póoy-pest.

13. prüh tylèw röotiai-phleey min
coul srok siem tee.

14. dol tiw dol srok siem, thanee
mec dat?

15. ou, khmian cmaact tee.

16. look tiw tèp'-tòoŋ ng pelih siem tiw.
kec cuoy nat-nóm look haey.
NOTE: Classifiers

1. Noun-Numeral Constructions

Some quantity expressions in Cambodian involve only nouns, plus verbs like /mian/, its negatives, /ch/ and /krup/ (see Unit 37, Note 1). One such pattern, with the verb /ch/, 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) \( XN: \)  
   pmmuy maoq  
   dop kelou  
   meroqy riel  
   pii sephiw  
   \( \text{six hours} \)  
   \( \text{ten kilometers} \)  
   \( \text{one hundred riels} \)  
   \( \text{two volumes (of the same work)} \)

b) \( NX: \)  
   otael muoy  
   laan pram  
   sephiw pii  
   \( \text{a hotel} \)  
   \( \text{five cars} \)  
   \( \text{two books} \)

c) \( NXN: \)  
   koun seh pii no?  
   look soq byo oy  
   kenat buon maet  
   memuh pram laan  
   \( \text{two students} \)  
   \( \text{three priests} \)  
   \( \text{four yards of cloth} \)  
   \( \text{five carful of people} \)

d) \( N \ (ti, \ leek) X: \)  
   thay tii-mephy  
   ptup leek saam-sep  
   thma? leek-pii  
   maoq pmmuy  
   \( \text{the twentieth (day)} \)  
   \( \text{room no. 30} \)  
   \( \text{second class} \)  
   \( \text{six o'clock (the sixth hour)} \)

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 /medoog-pii/ '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 pii/ 'two bills' plus a) /dop riel/ 'ten riels' gives: 
   /kedah dop-riel pii/ 'two ten-riell bills.'

b) /sebot by? 'three tickets' plus d) /thma? leek-muoy/ 'first class' gives: /sebot thma?~leek-muoy by?/ 'three first-class tickets.'

Superficially, constructions b) and d) often appear identical:

b) laan pii  
   \( \text{two cars} \)

d) maoq pii  
   \( \text{two o'clock (the second hour)} \)
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:

khnom tifi laan bean 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 sao-koo khnom me-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) sephew pii two books
- c) sephew/pii laan two carloads of books
  (not sephew 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:  
pemaan maoq how many hours?
  rol thray every day
  kelah maoq half an hour
  kruup muk all kinds
  cuon kaal sometimes

b) NX:  
maoq pemaan what time? (how many o'clock)
  otael khlah some hotels
  mekhat kelah a month and a half

(Note that the last example is a very special case)

c) NXN:  
Same patterns as a) XN.

d) N (leek, 
tii) X:  
thray tii-pemaan what date?
  ptup leek-pemaan what number 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. /naŋ/ and /ŋŋ/), 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:

- nāa 'which'
- nīŋ 'the, that'
- nīh 'this'
- nūh 'that, yonder'

**Examples:**

- selōk-naa 'which sheet (of paper)'
- kuu-nīh 'this pair (of shoes)'
- oŋ-nīŋ 'that one (monk)'
- khaan-nūh '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 nāa? 'which pencil?'
- laan nūh '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-/

- aanaa veəŋ ciəŋ? 'Which one is longer?'
- aannih thom ciəŋ! 'This one 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:

aakhleow thom ciaŋj '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 /ne-/, /doon/, and /meōŋ/ have special forms, /mene-/, /menē-/, and /mēoŋ-nih/ respectively, in the identifying construction:

né-qual 'who?'
piii né- 'two people'
piii doon 'twice'
menē-qual 'which one (person)?'
menē-ruh 'that one (person)'
meoŋ-nih 'this time'

NEW VOCABULARY (including some old words)

1. Nouns

kelaŋ (konlaŋ) space, room
sebōt (sombot) ticket, letter
kōp (krōp) bullet
luy money
sac meat
sac-koo beef
shōk-seeŋ shoes
paom apples
bya (byáa) beer
kedah (krodaah) paper, bank-note
somley cotton
thmoo stone
pēa- (pra-) silver, money
mīeh gold
spian bridge
atiah-phleŋ railroad
outosy diesel train
tehian military
sīal civilian

2. Verbs and Adjectives

chłoŋ to cross
cōŋ thnam to inject (medicine)
cōp firm, durable
phoy unstable, flimsy
pekaŋ (pukaŋ) skillful, clever
sāal (sraal) light (in weight)
3. Classifiers

a) Containers
kaew  glass
peàq  cup
doop  bottle
caan  dish
sàom (sraom)  envelope
sepia (slaap-pria)  spoonful
laan  carful
kpai  boatful
kpai-hoh  planeful
thuq  basket
pesop (prosop)  box
koop (koçoop)  pack

b) Measures
kêloù (kilou)  kilo (-gram, -meter)
mêt (mat)  meter
kraam  gram
liit  litre
riel  riel, piastre
menut, niatii  minute
màq  hour, o’clock
thqay  day
atit  week
khàt  month
chnam  year
doàq  time (instance)

c) Unit Classifiers
néò  person
òq  revered person
kom (krom)  group
kuu  a pair
khaàq  one of a pair
selek (sonlek)  sheet, slice
chbap                copy
kɔap (krap)  pill, grain
mat                  mouthful

Classifier                        Used for (Examples)
neʔ                  kruu, tehian  teacher, soldier
ɔŋ                   look sonŋ    monk
kôm                  krom phleeŋ  orchestra
kuu                  sbat-seeŋ   shoes
khaŋ                  sbat, lɛc, kaet  shoes, west, east
selek                 kedah    paper
chbap                 mee-rien  lesson
kɔap                  baay, thnam  rice, medicine
mat                   piaʔ     word

DRILLS

Drill A. Response: Positive.

MODEL: Teacher: oh kelaŋ haey-śniw? Is the space all used up?
Student: baat, oh kelaŋ' eh. Yes, it's all used up.

1. oh sebot haey-śniw? Are the tickets all gone?
   baat, oh sebot' eh. Yes, they're all gone.
2. oh baay haey' sniw? Is the rice all gone?
   baat, oh baay' eh. Yes, it's all gone.
3. oh kɔap haey-śniw? Are the bullets all gone?
   baat, oh kɔap' eh. Yes, they're all gone.
4. oh luy haey-śniw? Are (you) out of money?
   baat, oh luy' eh. Yes, (I'm) all out.
5. oh sac haey-śniw? Is the meat all gone?
   baat, oh sac' eh. Yes, it's all gone.
6. oh mənuh haey-śniw? Is that the last of the people?
   baat, oh mənuh' eh. Yes, that's the last of them.

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Drill B. Response: Negative.

MODEL: Teacher: oh kelatŋ haey-iniw? Is the space all used up?
Student: baat, m-tón oh kelatŋ' 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 köap haey-iniw? Are the bullets all gone?
   baat, m-tón oh köap' 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 khfom bty Can I have three kilos of
   kelou' moh. (me-kelou) beef? (one kilo)
   baat, khfom niw mian te Well, I only have one kilo
   me-kelou' teh! left.

1. aoy sac-koo khfom me-kelou' teh! Let me have a kilo of beef?
   (kelah kelou)
   baat, khfom niw mian te kelah (half a kilo)
   kelou' teh!

2. aoy sbæk-ceeq khfom bty kuu' Can you give me three pairs of
   moh. (mekuu) shoes? (one pair)
   baat, khfom niw mian te mekuu' teh!
   Well, I only have one pair left.

3. aoy sephiw khfom bty' moh. Let me have three of the books?
   (muoy) (one)
   baat, khfom niw mian te muoy' teh!
   Well, I only have one left.

4. aoy paom khfom pèam kelou' moh. Could I have five kilos of apples?
   (pi kelou) (two kilos)
   baat, khfom niw mian te píi
   kelou' teh!
   Well, I only have two kilos left.

5. aoy luy khfom mepón' moh. Can you let me have a thousand
   (pèam róoy) (riels)? (500)
   baat, khfom niw mian te pèam
   róoy' teh!
   Well, I only have five hundred
   left.
6. aoy bye khnom buon doop' moh.  
(bey doop)  
baat, khnom niw mian tê bey  
doop' teh!  
Give me four bottles of beer?  
(three bottles)  
Well, I only have three left.

7. aoy kedah khnom bey selek' moh.  
(me-selek)  
baat, khnom niw mian tê me-selek'  
teh!  
Let me have three sheets of paper?  
(one sheet)  
Well, I only have one sheet left.

Drill D. Transformation

MODEL: Teacher: khnom têw-kaa sac-koo  
me-kelou!  
Student: aoy sac-koo khnom  
me-kelou' moh.  
I want a kilo of beef.  
Give me a kilo of beef.

1. khnom têw-kaa sbaek-ceeq mekuu;  
aoy sbaek-ceeq khnom mekuu' moh.  
I want a pair of shoes.  
Give me a pair of shoes.

2. khnom têw-kaa sêphiw bey!  
aoy sêphiw khnom bey' moh.  
I want three books.  
Give me three books.

3. khnom têw-kaa paom pêam kelou!  
aoy paom khnom pêam kelou' moh.  
I want five kilos of apples.  
Give me five kilos of apples.

4. khnom têw-kaa luy mepón riël!  
aoy luy khnom mepón riël' moh.  
I want a thousand riels.  
Give me a thousand riels.

5. khnom têw-kaa bye buon doop!  
aoy bye khnom buon doop' moh.  
I want four bottles of beer.  
Give me four bottles of beer.

6. khnom têw-kaa kedah pií selek!  
aoy kedah khnom pií selek' moh.  
I want two sheets of paper.  
Give me two sheets of paper.

Drill E. Response.

MODEL: Teacher: mun-n slië-pê' yeen  
têw thee ey? (quut tik)  
What must we do before  
getting dressed? (bathe)  
Teacher: mun-n slië-pê' yeen  
têw quut tik.  
Before getting dressed we  
must bathe.

1. mun-n coul sok siem look têw  
thee ey? (dae chloog spian muoy)  
mun-n coul sok siem look têw dæ  
chloog spian muoy.  
What must he do before entering  
Thailand? (walk across a bridge)  
In order to enter Thailand he must  
walk across a bridge.
2. mun-n fiam baay look tèw thee ey?  
   (liaŋ day)  
   mun-n fiam baay look tèw liaŋ day.  
   What should he do before eating?  
   (wash hands)  
   Before eating he should wash his hands.

3. mun-n tiw hien look tèw thee ey?  
   (tiw psaa)  
   mun-n tiw hien look tèw tiw psaa.  
   Before studying what must he do?  
   (go to market)  
   Before studying he must go to the market.

4. mun-n lup muk look tèw thee ey?  
   (doh thmifì)  
   mun-n lup muk look tèw doh thmifì.  
   What should he do before washing his face? (brush teeth)  
   He should brush his teeth before washing his face.

5. mun-n cefì tiw sòk kòaw look tèw thee ey?  
   (caŋ thnam)  
   mun-n cefì tiw sòk kòaw look tèw caŋ thnam.  
   What does he have to do before going abroad? (get shots)  
   Before going abroad he has to get shots.

6. mun-n coul meel kon look tèw thee ey?  
   (tìfi sebot)  
   mun-n coul meel kon look tèw tìfi sebot.  
   What must he do before going in to see the show? (buy tickets)  
   He must buy tickets before going in to see the show.

7. mun-n niyley look tèw thee ey?  
   (kit)  
   mun-n niyley look tèw kit.  
   Before speaking, what should he do? (think)  
   Before speaking, he should think.

Drill F. Response.

MODEL: Teacher: pemaan kelou tiet dol?  
         (pemmuoy)  
         Student: pemmuoy kelou tiet dol' eh.  
         How many more kilometers till (we) get there? (6)  
         Six more kilometers.

1. pemaan menut tiet cop?  
   (mephey)  
   mepey menut tiet cop' eh.  
   How many more minutes till it's over? (20)  
   It'll be over in twenty minutes.

2. pemaan thmqay tiet haey?  
   (bjy)  
   bjy thmqay tiet haey' eh.  
   How many more days before it's over? (3)  
   Three more days.

3. pemaan né' tiet krup?  
   (pram)  
   pram né' tiet krup' eh.  
   How many more people still to come? (5)  
   Five more people and they'll all be here.
4. pemaaan lii tiet piṅ' (dop)
dop lii tiet piṅ' eh.
How many more litres before it's full? (10)
Ten more litres.

5. pemaaan caan tiet caa't? (piī)
piī caan tiet caa't eh.
How many more bowls before you're full? (2)
Two more bowls.

6. pemaaan kaaḥ tiet kōt mōo viṅ? (buon)
buon kāḥ tiet kōt mōo viṅ' eh.
How many more months before he'll be back? (4)
He'll be back in four months.

Drill G. Response.

MODEL: Teacher: aakheōom haey-ŋ aakhiew,
            aannaa thom ciaŋ? (aakhiew) or the blue one? (blue one)
Student: aakhiew thom ciaŋ!
The blue one is bigger.

1. ootoray niŋ stīng-phleŋ, aannaa
   lien ciaŋ? (ooteray)
   ootoray lien ciaŋ?
Which is faster, the diesel or the steam train? (diesel)
The diesel is faster.

2. peāŋ haey-ŋ mieh, aannaa thlay
   ciaŋ? (mieh)
   mieh thlay ciaŋ?
Which costs more, silver or gold? (gold)
Gold costs more.

3. kadiyē' haey-ŋ liŋkōn, aannaa
   lōo ciŋ? (liŋkōn)
   liŋkōn lōo ciŋ?
Which is better, a Cadillac or a Lincoln? (Lincoln)
A Lincoln is better.

4. somlēy haey-ŋ thmōo, aannaa thūŋ
   ciaŋ? (thmōo)
   thmōo thūŋ ciaŋ?
Which is heavier, cotton or stone? (stone)
Stone is heavier.

5. aatouc haey-ŋ aathom, aannaa lōo
   ciaŋ? (aatouc)
   aatouc lōo ciaŋ?
Which is better, the little one or the big one?
The little one is better.

6. aasōo haey-ŋ aakhmaw, aannaa cōp
   ciaŋ? (aasōo)
   aasōo cōp ciaŋ?
Which is more durable, the white one or the big one? (little one)
The white one is more durable.

7. mēmāin haey-ŋ mēsān, aannaa cōen
   ciaŋ? (mēsān)
   mēsān cōen ciaŋ?
Which is more, 10,000 or 100,000? (100,000)
100,000 is more.
Drill H. Response.

MODEL: Teacher: khaãŋ-ceen hae-y-nîŋ
               khaãŋ-thboun, khaãŋ-naa
               khlaŋ ciâŋ? (khaãŋ-thboun) (the South)

Student: khaãŋ-thboun khlaŋ ciâŋ!

Which side is stronger, the North or the South?
The South is stronger.

1. tehnîŋ hae-y-nîŋ sîvil, khaãŋ-naa
   sîvil ciâŋ? (sîvil)
sîvil sîvil ciâŋ!

2. khaãŋ-lec hae-y-nîŋ khaãŋ-kast,
   khaãŋ-naa khlaŋ ciâŋ? (khaãŋ-lec)
   khaãŋ-lec khlaŋ ciâŋ!

Which side is preferable, the military or civilian? (civilian)
The civilian (side) is preferable.

Which side is stronger, the West or the East?
The West is stronger.

3. khaãŋ-nîŋ hae-y-nîŋ khaãŋ-nuh,
   khaãŋ-naa pekêt ciâŋ? (khaãŋ-nîŋ)
   khaãŋ-nîŋ pekêt ciâŋ!

Which side is more skillful, this one or that one? (this side)
This side is more skillful.

4. khaãŋ-chveîŋ hae-y-nîŋ khaãŋ-sdam,
   khaãŋ-naa pekêt ciâŋ?
   (khaãŋ-sdam)
   khaãŋ-sdam pekêt ciâŋ!

Which is more skillful, the left side or the right side? (right side)
The right side is more skillful.

5. khaãŋ-thboun hae-y-nîŋ khaãŋ-ceen,
   khaãŋ-naa mîn tehnîŋ cèen ciâŋ?
   (khaãŋ-ceen)
   khaãŋ-ceen mîn tehnîŋ cèen ciâŋ!

Which side has more troops, the South or the North? (the North)
The North has more troops.

6. khañ vônpeôhôa hae-y-nîŋ khañ
   neyoobaay, khañ-naa pebaa? ciâŋ?
   (khañ-neyoobaay)
   khañ-neyoobaay pebaa? ciâŋ!

Which is harder, cultural affairs or political affairs?
Political affairs are harder.

Drill I. Transformation

MODEL: Teacher: aakhíew thom ciâŋ
               aakheoom!

Student: aakhíew hae-y-ng aakheoom,
           aanaa thom ciâŋ?

The blue one is bigger than the red one.
Which is bigger, the blue one or the red one?

The diesel is faster than the steam train.
Which is faster, the diesel or the steam train?

1. outoray lien ciâŋ atiah-phleen!
   outoray hae-y-ng atiah-phleen,
   aanaa lien ciâŋ?

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2. mieh thlay ciaŋ pêa?!
mieh haey-mŋ pêa?, aanaa thlay ciaŋ?

Gold is worth more than silver. Which is worth more, gold or silver?

3. linKon 1000 ciaŋ kadyé?!
linKon haey-mŋ kadyé?, aanaa 1000 ciaŋ?

Lincolns are better than Cadillacs. Which are better, Lincolns or Cadillacs?

4. thmoc thgûn ciaŋ somley!
thmoc haey-mŋ somley, aanaa thgûn ciaŋ?

Stone is heavier than cotton. Which is heavier, stone or cotton?

5. aatouc 1000 ciaŋ aathom!
aatouc haey-mŋ aathom, aanaa 1000 ciaŋ?

The little one is better than the big one. Which is better, the little one or the big one?

6. aasoc cóp ciaŋ aakhmaw!
aasoc haey-mŋ aakhmaw, aanaa cóp ciaŋ?

The white one is firmer than the black one. Which is firmer, the white one or the black one?

7. mesæn cèen ciaŋ memeĩn!
mesæn haey-mŋ memeĩn, aanaa cèen ciaŋ?

100,000 is more than 10,000. Which is more, 100,000 or 10,000?

Drill J. Transformation.

MODEL: Teacher: aakhïew thom ciaŋ aakhoom! (touc)
Student: aakhoom touc ciaŋ aakhïew!

The blue one is bigger than the red one. (smaller)
The red one is smaller than the blue one.

1. outoray lien ciaŋ atiah-phleeŋ!
aiah-phleeŋ yït ciaŋ outoray!

The diesel is faster than the steam train. (slower)
The steam train is slower than the diesel.

2. mieh thlay ciaŋ pêa?!
(thaok)
pêa? thaok ciaŋ mieh!

Gold is more expensive than silver. (cheaper)
Silver is cheaper than gold.

3. kadyé? thaok ciaŋ linKon!
(thlay)
linKon thlay ciaŋ kadyé?!

Cadillacs are cheaper than Lincolns. (more expensive)
Lincolns are more expensive than Cadillacs.
4. thmōt th’en ciaŋ somley!  
   (srəal)  
   somley srəal ciaŋ thmōt!  
   Stone is heavier than cotton.  
   (lighter)  
   Cotton is lighter than stone.
5. satouc l’ō ciąŋ saathom!  
   (akroʔ)  
   saathom akroʔ ciąŋ satouc!  
   The little one is better than the big one. (worse)  
   The big one is worse than the little one.
6. sasco cōp ciaŋ asakhmaw!  
   (phoy)  
   asakhmaw phoy ciaŋ asasco!  
   The white one is firmer than the black one. (less firm)  
   The black one is less firm than the white one.
7. mēsən cēn ciaŋ mēmēn!  
   (tcc)  
   mēmēn tcc ciaŋ mēsən!  
   100,000 is more than 10,000. (less)  
   10,000 is less than 100,000.

Drill K. Response.

MODEL: Teacher: koun seh piś néʔ! muh,  
   mēnēʔ-naa cēh ciaŋ?  
   (mēnēʔ-nih)  
   Of those two student, which  
   one is smarter?  
   (this one)
   Student: baat, mēnēʔ-nih cēh ciaŋ!  
   This one is smarter.

1. look scoŋ piś ćō’! muh, ćō-naa  
   cēh ciaŋ? (ćō-nih)  
   baat, ćō-nih cēh ciaŋ!  
   Of those two monks, which one is  
   older? (this one)  
   This one is older.
2. byēs piś doop’! muh, doop-naa  
   chraj ciąŋ? (doop-nih)  
   baat, doop-nih chraj ciąŋ!  
   Of those two bottles of beer, which  
   is better-tasting? (this one)  
   This one is better-tasting.
3. kədah piś selek’! muh, selek-naa  
   sdaęŋ ciąŋ? (selek-nih)  
   baat, selek-nih sdaęŋ ciąŋ!  
   Of those two sheets of paper, which  
   one is thinner? (this one)  
   This one is thinner.
4. sbæk-ceęŋ piś ku’! nih, ku’-naa  
   l’ō ciąŋ? (ku’-nih)  
   baat, ku’-nii hu’-čō ciąŋ!  
   Of those two pairs of shoes, which  
   is better? (this pair)  
   This pair is better.
5. sepbiw piś! muh, aanaa thəok  
   ciąŋ? (aanih)  
   baat, aanih thəok ciąŋ!  
   Of those two books, which one is  
   cheaper? (this one)  
   This one is cheaper.
UNIT 39

BASIC DIALOGUE

1. laan khñom m chh, pëhaël oh akuy' eh.
   **Driver**
   My car won't start-- the battery must be run down.

2. mëc baan-te look thaa ficøy?
   **Friend**
   Why do you say that?

3. baan-te khñom thaa ficøy, pûh faa m chh,, siflee m lli,, raadyou m chh..
   **Driver**
   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.

4. ficøy pëhaël oh akuy mëtn' eh.
   **Friend**
   Then I guess it really is run down.

5. nîh' ë, laan khñom' ë.
   **Driver**
   Here's my car.

6. meel deemarœ! moeh.
   **Friend**
   Try the starter once.

7. m chh' teh! töl-te rôö ciay' eh.
   It doesn't start. Have to find a mechanic (before it will).

8. coh térôö ciay inaa' tiw?
   **Driver**
   Well where can we find a mechanic?

9. baat, mian garaaah mûcuy niw cit vôt peloom.
   **Friend**
   There's a garage near Wat Pralome.

10. coh haw kee móó pechth mëphleët, baan' teh?
    **Driver**
    Could we ask them to come and start it up?

11. mian ey?
    **Friend**
    Sure, why not.

12. kee yöö pemaañ' tiw.
    **Driver**
    How much will they charge for it?

13. baat, thömëdaa mëróoy haasøp'm.
    **Friend**
    Normally it's a hundred and fifty.
14. ńceę look cuun khñom tiw mephleęt, baan' teh?
    Driver
    Then would you mind taking me there?

15. mian ty?
    Friend
    Why not?

**DIALOGUE FOR COMPREHENSION**

**né? baek-laan**

1. laan khñom mın cneh. prohaël oh aakuy haey.

2. méc baan-taë look thaa ńceę?

3. baan-taë khñom thaa ńceę, prúh faa mın cneh, silflee mın lìë, raadyou mìn cneh.

4. ńceę prohaël oh aakuy mën haey.

5. ních laan khñom.

6. mëel deemareë mëel.

7. mìn cneh tee. töl-taë róò cian haey.

8. coh tiw róò cian ænnaaa tiw?

9. mian garaaż muoy niw cít vót proloom.

10. coh haw kee móò bıñchët mephleęt baan tee?

11. mian ty?

12. kee yöò pommaan tiw?

13. baat, thömmedaa mëróoy haasep.

14. ńceę look cuun khñom tiw mephleęt baan tee?

15. mian ty?

**NOTE: Two-Clause Constructions**

The drills of this unit emphasize sequences of two clauses forming a single sentence construction. Such sequences are characterized by conjunctions or other signals (such as modifiers referring to time or cause and effect) in the first clause, in the second clause, or in both clauses. Other sequences have no conjunction or other signal in either clause— in such cases, the clauses are bound together by intonation alone. Below are the patterns, with a key to the Basic Sentences and Drills in which they occur.

**Drill**

A, B

1. laan khñom m cneh, prohaël oh aakuy' eh.
   'My car won't start— the battery must be dead.'

No conjunction, time, or cause-and-effect word; connection made by intonation only. Note that the association of the two clauses is closer in Drill B than in Drill A, where the first clause ends in /teh/.
3.  bean-te khnom thaa fieŋ, pūh faa m chēh!
   '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.

7.  m chēh' teh! tōl-te rō ciŋ' eh.
   'It won't start unless we find a mechanic!
   (It won't start-- we'll have to find a mechanic.)

The conjunction /tōl-te/ (/tōl-taə/) in the second clause makes
the only connection.

F. (Student's response)

khnom pah' eh, niw-te m teŋ.
'I patched (the tire) already, (but) it's
still not full.

Opposition of the antonyms /eh/ (/hæ/)'already' at the end
of the first clause with /niw-to/ (/niw-taə/) 'still' at the
beginning of the second clause makes the connection, although
neither item is a conjunction.

G. (Student's response)

coh, oy kee mee pah, kee yōo pemaan' tiw?
'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 khnom douc-cia oh akuy' eh, baan-cia m chēh'ŋ.
'My car must have a run-down battery so that
(as a result of which) it doesn't start!'
NEW VOCABULARY: Automobile Terms

**Nouns**

<table>
<thead>
<tr>
<th>Cambodian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>laan</td>
<td>car, spring (watch)</td>
</tr>
<tr>
<td>motou</td>
<td>motorbike; motor</td>
</tr>
<tr>
<td>koŋ</td>
<td>bicycle; wheel</td>
</tr>
<tr>
<td>sikh lou</td>
<td>cyclo, pedicab</td>
</tr>
<tr>
<td>masin (masiin)</td>
<td>engine, machine</td>
</tr>
<tr>
<td>sikh lou masin</td>
<td>motor-cyclo</td>
</tr>
<tr>
<td>raadyou</td>
<td>radio</td>
</tr>
<tr>
<td>nialikaa</td>
<td>watch, clock</td>
</tr>
<tr>
<td>garaah (garaaž)</td>
<td>garage</td>
</tr>
<tr>
<td>phleeŋ</td>
<td>fire, electricity</td>
</tr>
<tr>
<td>akuy (aakuy)</td>
<td>electricity</td>
</tr>
<tr>
<td>thuŋ</td>
<td>tank, bucket</td>
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<tr>
<td>thuŋ tik</td>
<td>radiator</td>
</tr>
<tr>
<td>thuŋ akuy, akuy</td>
<td>battery (car)</td>
</tr>
<tr>
<td>pil (pill)</td>
<td>battery (small)</td>
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<tr>
<td>faa</td>
<td>lamp, headlight</td>
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<tr>
<td>siflee (saphlee)</td>
<td>horn</td>
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<tr>
<td>deemarə́i</td>
<td>starter</td>
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<tr>
<td>kontaʔ</td>
<td>contact, ignition</td>
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<tr>
<td>frɛŋ (fraŋ)</td>
<td>brakes</td>
</tr>
<tr>
<td>ambreyaaŋ</td>
<td>clutch</td>
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<td>pil day</td>
<td>flashlight</td>
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<tr>
<td>frɛŋ day</td>
<td>hand-brake</td>
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<tr>
<td>frɛŋ ceen</td>
<td>foot-brake</td>
</tr>
<tr>
<td>pɛŋ (preeŋ)</td>
<td>petroleum, oil</td>
</tr>
<tr>
<td>pɛŋ saŋ, saŋ</td>
<td>gasoline</td>
</tr>
<tr>
<td>ciŋŋ</td>
<td>artisan, mechanic (expert with hands)</td>
</tr>
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</table>

**Verbs and Adjectives**

<table>
<thead>
<tr>
<th>Cambodian</th>
<th>English</th>
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<tbody>
<tr>
<td>baek laan</td>
<td>drive a car</td>
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<tr>
<td>oh</td>
<td>out of, used up, run down</td>
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<tr>
<td>sop koŋ</td>
<td>inflate a tire</td>
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<tr>
<td>thɛ́ sikhlou</td>
<td>paddle a cyclo</td>
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<td>pdou</td>
<td>to exchange</td>
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<tr>
<td>pdou masin</td>
<td>change engines</td>
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<tr>
<td>pelut (poolut)</td>
<td>to disconnect</td>
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<tr>
<td>pelut masin</td>
<td>turn off the motor</td>
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</tbody>
</table>
thee laeug thmey to repair (general)
chey to burn, light, go on
pechey (bofichey) to (cause to) burn, etc.
pah koey patch a tire
bmpif (bompif) to fill up
saahee to charge (electricity)
tey firm, full, inflated
phlii bright, lit up
l1i loud, to sound
s1ol (smol) easy, smooth
bæk kon1a turn on ignition
theu frey step on the brakes
khoe broken, lost, not operating
bæk broken, smashed, punctured
da1 to run, operate right
dac broken by separation
thay to add
ruuf to pull
tey to push
tiw muk to go forward
thooey kooy (kraoy) to back up

DRILLS

Drill A. Substitution

1. laan khöm m chëh' teh, peheal khouc' eh. My car won't start-- it must be broken.
2. laan khöm m chëh' teh, peheal oh akuy' eh. My car won't start-- the battery must be run down.
3. motou khöm m chëh' teh, peheal oh akuy' eh. My motorbike won't start-- the battery must be run down.
4. motou khöm m chëh' teh, peheal oh sa'p' eh. My motorbike won't start-- it must be out of gas.
5. motou khöm m tiw muk' teh, peheal oh sa'p' eh. My motorbike won't go forward-- it must be out of gas.
6. laan khöm m tiw muk' teh, peheal oh sa'p' eh. My car won't go forward-- it must be out of gas.
7. laan khnom m tiw muk' teh, pehael khouc' eh.  
My car won't go forward-- it must be broken.

8. laan khnom m cheh' teh, pehael khouc' eh.  
My car won't start-- it must be broken.

Drill B. Response

MODEL: Teacher: laan khnom m cheh!  
My car won't start.  
(oh akuy)  
(battery run down)  
Student: laan khnom m cheh, pehael oh akuy' eh.  
My car won't start-- the battery must be run down.

1. laan khnom m tiw muk!  
My car won't go forward.  
(oh saŋ)  
(out of gas)  
laan khnom m tiw muk, pehael oh saŋ' eh.  
My car won't go forward-- it must be out of gas.

2. raadyou khnom m cheh!  
My radio won't come on.  
(oh pil)  
(battery dead)  
raadyou khnom m cheh, pehael oh pil' eh.  
My radio won't come on-- the battery must be dead.

3. kong laan khnom m teŋ!  
My car-tire isn't inflated.  
(back)  
(punctured)  
kong laan khnom m teŋ, pehael back' eh.  
My tire is low-- it must be punctured.

4. faa khnom m phl11!  
My headlights don't go on.  
(dae)  
(disconnected)  
faa khnom m phl11, pehael dae' eh.  
My headlights don't go on-- they must be disconnected.

5. siflee khnom m l11! (oh phleoŋ)  
My horn doesn't sound. (no juice)  
siflee khnom m l11, pehael oh phleoŋ' eh.  
My horn doesn't sound-- it must not be getting any juice.

6. nialikaa khnom m dael  
My watch won't run.  
(oh laan)  
(spring worn out)  
nialikaa khnom m dael, pehael oh laan' eh.  
My watch won't run-- the spring must be worn out.
Drill C. Transformation

MODEL: Teacher: laan khnom oh akuy' eh.  
              (m cheh)
Student: baan-te khnom thaa ficeq, püh via m cheh!

1. laan khnom oh saŋ' eh.  
              (m tiw muk)
    baan-te khnom thaa ficeq, püh via m tiw muk!
My car's battery is run down.  
              (won't start)
The reason I say that is that it won't start.

2. raadyou khnom oh pil' eh.  
              (m cheh)
    baan-te khnom thaa ficeq, püh via m cheh!
My radio battery is run down.  
              (won't come on)
The reason I say that is that it won't go forward.

3. kong laan khnom back' eh.  
              (m teŋ)
    baan-te khnom thaa ficeq, püh via m teŋ!
My car-tire is punctured.  
              (not inflated)
The reason I say that is that it's not inflated.

4. faa khnom dac' eh.  
              (m phlii)
    baan-te khnom thaa ficeq, püh via m phlii!
My lights are broken.  
              (won't go on)
The reason I say that is that they won't go on.

5. nialikaa khnom oh laan' eh.  
              (m dae)
    baan-te khnom thaa ficeq, püh via m dae!
My watch-spring is worn out.  
              (won't run)
The reason I say that is that it won't run.

Drill D. Transformation and Response

MODEL: Teacher: laan khnom oh akuy' eh.  
              (m cheh)
    baan-te khnom thaa ficeq, püh via m cheh!
Student: ficeq pehael oh akuy  
          mään' eh.

1. laan khnom oh saŋ' eh.  
              (m tiw muk)
    baan-te khnom thaa ficeq, püh via m tiw muk!
    ficeq pehael oh saŋ mään' eh.
My car's out of gas.  
              (won't go forward)
The reason I say that is that it won't go forward.
Then it really must be run down.

Then it really must be out of gas.
2. raadyou khnom oh pil' eh.
   (m cheh)
   baan-te khnom thaa fcey, puh
   via m cheh!
   fcey pehaul oh pil meen' eh.

3. koq laan khnom baek' eh.
   (m tey)
   baan-te khnom thaa fcey' puh
   via m tey!
   fcey pehaul baek meen' eh.

4. faa khnom dac' eh. (m phi11)
   baan-te khnom thaa fcey, puh
   via m phi11!
   fcey pehaul dac meen' eh.

5. nialikaa khnom oh laan' eh.
   (m dao)
   baan-te khnom thaa fcey, puh
   via m dao!
   fcey pehaul oh laan 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.

My car-tire is punctured.
(not inflated)
The reason I say that is that
it's not inflate.
Then it really must be punctured.
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.

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 cheh' teh!
          (roo ciaay)
Student: baat, pehaul m cheh' teh, tol-te roo ciaay eh.

1. m tey' teh! (pah)
   baat, pehaul m tey' teh,
   tol-te pah' eh.

2. m suol' teh! (thaem peey)
   baat, pehaul m suol' teh, tol-te
   thaem peey' eh.

3. m lien' eh! (pdou masin)
   baat, pehaul m lien' eh, tol-te
   pdou masin' eh.

4. m cheh' teh! (saazee akuy)
   baat, pehaul m cheh' teh, tol-te
   saazee akuy' eh.

It won't start.
(find a mechanic)
It won't start unless we
find a mechanic.

It won't inflate. (patch it)
It won't inflate until it's
patched.

It's not smooth. (add oil)
It won't be smooth until we add
oil.

It's not fast. (change engine)
It won't be fast unless we change
the engine.

It won't start. (charge the battery)
It won't start until we charge the
battery.
5. m tiw' teh! (ruñ)  
   baat, pshaël 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, pshaël 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 chh' teh! (baek kanta?)  
   baat, pshaël m chh' teh, tól-te  
   baek kanta' eh.

   It won't start. (turn on ignition)
   It won't start unless you turn on the ignition.

Drill F. Transformation and Response

MODEL: Teacher: m teŋ' teh!  
   baat, m teŋ' teh,  
   tól-te pah' haey.

Student: baat, khñom pah' eh,  
   niw-te m teŋ.

   It won't inflate.
   It won't inflate until it's patched.
   Well I patched it, and it still won't inflate.

1. m sùol' eh!  
   baat, m sùol' eh, tól-te thæm  
   ŕeŋ' eh.

   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.

   baat, khñom thæm ŕeŋ' eh,  
   niw-te m sùol.

2. m lien' eh!  
   baat, m lien' eh, tól-te  
   pdou masin' eh.

   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.

   baat, khñom pdou masin' eh,  
   niw-te m lien.

3. m chh' teh!  
   baat, m chh' teh, tól-te šaaţee  
   akuy' eh.

   It won't start.
   It won't start until the battery is charged.
   Well, I charged the battery, and it still won't start.

   baat, khñom šaaţee akuy' eh,  
   niw-te m chh'ŋ.

4. m tiw' teh!  
   baat, m tiw' teh, tól-te ruñ' eh.

   It won't go.
   It won't go unless we push it.
   Well, I pushed it, and it still won't go.

   baat, khñom ruñ' eh, niw-te m tiw.
5. m chup' eh!
   baat, m chup' eh, tól-te pelut
   masin' eh.
   baat, khfom pelut masin' eh,
   niw-te m chup'm.

   It won't stop.
   It won't stop until you turn off
   the engine.
   Well, I turned off the engine,
   and it still won't stop.

6. m chth' teh!
   baat, m chch' teh, tól-te
   baek konta? eh.
   baat, khfom baek konta? eh,
   niw-te m chth'ŋ.

   It won't start.
   It won't start until you turn
   on the key.
   Well, I turned on the key, and
   it still won't start.

Drill G. Response

MODEL: Teacher: m teŋ' teh! (pah)
        Student: coh, oy kee mepah, kee
                  yöo pemaa'n tiw?

        It won't inflate.
        Well, how much will it cost
        to have them come and patch
        it?

1. m suol' eh! (thaem pêəŋ)
   coh, oy kee methaem pêəŋ, kee
   yöo pemaa'n tiw?
   It doesn't run smooth. (add oil)
   Well, how much will it cost to
   have them come and add oil?

2. m lien' eh! (pdou masin)
   coh, oy kee me-pdou masin, kee
   yöo pemaa'n tiw.
   It doesn't run fast.
   (change the engine)
   Well, how much will it cost to
   have them come and change the
   engine?

3. m chth' teh! (saaze akuy)
   coh, oy kee mošaaze akuy, kee
   yöo pemaa'n tiw?.
   It won't start. (charge the battery)
   Well, how much will it cost to have
   them come and charge the battery?

4. m tiw' teh! (rufī)
   coh, oy kee merufi, kee yöo
   pemaa'n tiw.
   It won't go. (push)
   Well, how much will it cost to
   have them come and push it?

5. m chup' teh! (pelut masin)
   coh, oy kee mepelut masin, kee
   yöo pemaa'n tiw?
   It won't stop. (turn off the engine)
   Well, how much will it cost to have
   them come and turn off the engine?

6. m chth' teh! (baek konta?ŋ)
   coh, oy kee mebaek konta?ŋ, kee
   yöo pemaa'n tiw?
   It won't start. (open the switch)
   Well, how much will it cost to
   have them come and open the
   switch?
Drill H. **Substitution**

1. coh haw kee móó pêchh mâphlêt, baan' eh?
   - Well, could we call them to come and start it?

2. coh haw kee móó pah mâphlêt, baan' eh?
   - Well, could we call them to come and patch it?

3. fieŋ look cuoy pah mâphlêt, baan' eh?
   - Then could you help me to patch it?

4. fieŋ look cuoy ruñ mâphlêt, baan' eh?
   - Then could you help me to push it?

5. fieŋ look cuoy pêdou masing mâphlêt, baan' eh?
   - Then could you help me to change the engine?

6. coh haw kee móó pêdou masing mâphlêt, baan' eh?
   - Well, could we call them to come and change the engine?

7. coh haw kee móó thäm pêen mâphlêt, baan' eh?
   - Well, could we call them to come and add some oil?

8. coh haw kee móó ñaañee akuy mâphlêt, baan' eh?
   - Well, could we call them to come and charge the battery?

9. coh haw kee móó pêchh mâphlêt, baan' eh?
   - Well, could we call them to come and start it?

Drill I. **Response.**

**MODEL:** Teacher: meel deemarei' meeh. (m chch' teh, róo ciaŋ)
   - Try the starter once.
   - (won't start, find a mechanic)

   Student: m chch' teh, tól-te róo ciaŋ' eh.
   - It won't start-- we'll have to find a mechanic.

1. meel saŋ' meeh.
   - Take a look at the gas.
   - (all gone, add)
   - (oh haey, thäm)
   - It's all gone-- we'll have to add some.

   oh haey, tól-te thäm' eh.

2. meel koŋ' meeh.
   - Take a look at the tire.
   - (m tør' teh, pah)
   - (not inflated, patch)
   - (m tør' teh, tól-te pah' eh)

   It's not inflated-- we'll have to patch it.

3. meel ñeŋ' meeh.
   - Try the brakes once.
   - (khóoc' eh, róo ciaŋ)
   - (don't work, call mechanic)
   - khóoc' eh, tól-te róo ciaŋ' eh.
   - They don't work-- we'll have to call a mechanic.
4. meal raadyou' meeh.
   (oh pil' eh, rōo ciaŋ)
   oh pil' eh, tōl-te rōo ciaŋ' eh.
   Try the radio once.
   (battery dead, call a mechanic)
   The battery's dead-- we'll have to
call a mechanic.

5. meal faa' meeh.
   (m phli1 teh, pdo1)
   m phli1 teh, tōl-te pdo1 eh.
   Try the lights once.
   (don't light, change)
The lights don't light-- we'll
have to change them.

6. meal motou' meeh.
   (m suol' eh, thasm pēŋ)
   m suol' eh, tōl-te thasm pēŋ' eh.
   Try the motor.
   (not smooth, add oil)
   It's not smooth-- we'll have to
add some oil.

7. meal siflee' meeh.
   (m lī1 teh, rōo ciaŋ)
   m lī1 teh, tōl-te rōo ciaŋ' eh.
   Try the horn once.
   (doesn't sound, call a mechanic)
   It doesn't sound-- we'll have to
call a mechanic.

Drill J. Transformation.

MODEL: Teacher: laan khōm m chēh' pehāl
          oh akuy' eh.
Student: laan khōm douc-cia oh
         akuy' eh, baan-cia m
         chēh'ŋ.
         My car won't start. The
         battery must be run down.
         My car's battery must be run
down, and that's why it
         won't start.

1. laan khōm m tiw muk' pehāl
   oh saŋ' eh.
   laan khōm douc-cia oh saŋ' eh,
   baan-cia m tiw muk'ŋ.
   My car won't go forward. It must
   be out of gas.
   My car must be out of gas, and
   that's why it won't go forward.

2. raadyou khōm m chēh' pehāl
   oh pil' eh.
   raadyou khōm douc-cia oh pil' eh,
   baan-cia m chēh'ŋ.
   My radio won't come on. The
   battery must be dead.
   My radio's battery must be dead,
   and that's why it won't come on.

3. faa khōm m phli1 pehāl
   cah' haŋ.
   faa khōm douc-cia cah' eh,
   baan-cia m phli1.
   My lights aren't bright. They
   must be old (burning out).
   My lights must be burning out,
   and that's why they aren't bright.
4. siflee khñom m lîlî pêhaêl
cah' hæy.
siflee khñom douc-cia cah' òh,
baan-cia m lîlî.

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 daël pêhaêl
ôh laan' òh.
nialikaa khñom douc-cia ôh laan' òh, baan-cia m daë.

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 tiw, khnom baan thsee domnae cmuii piiphup look.
2. khnom cei piu vassentaon thgay ti-l-muoy, khae vickkaa.
3. piu vassentaon tiw fiw yook, khnom cih rotia-h phlehug.
4. khnom chup niw fiw yook mthnay.
5. thgay bontop, khnom koo laoy kpalo-hoh chpuih tiw ti-l-kroj log.

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. kpalo-hoh dael khnom cih tiw log thom nah.
7. kee mian bohcaq kon aoy meel phooc, niw peel kpalo-hoh kompuq hoh.
8. tiw dol log, khnom koo pdoi tiw kpalo-hoh muoy tiet rebh krom-hun la fraq.
9. domnae piu log tiw pariil chap nah. oh peel tei memaoy tee.

6. The plane that I rode to London was a very big one.
7. They showed movies for us to see, too, while the plane was in flight.
8. On arriving in London, I transferred to another plane belonging to the
   Air France (Company).
9. The trip from London to Paris was very quick. It took only an hour.

10. bey thgay kroaj mooy, khnom trew thsee domnae veeg nah, kii piu pariil tiw
    phnum piñ.
11. kpalo hoh dael khnom cih tiw phnum piñ chup tei piu domnae tee, kii staen
    ha haey-nil kaarachii.
12. khnom ot mian dou kpalo-hoh tee.
13. luh khnom tiw dol poocentou, khnom khmiem khae ci neoy-naa mooy tetuol khnom tee.
14. doucchnh haey, khnom trew cih laan chnuol tiw phnum piñ.
15. luh tiw dol phnum piñ, khnom koo cih sikhou tiw phtheh khnom.

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. khnom chup leeŋ niw phnum piŋ ciŋ piŋ sasit.
17. khnom cap thve domaŋ móo' sahan' rot amerik viŋ thngay tili-mephay, khae doddal.
18. khnom chup niw hoŋ-koŋ piŋ thngay, hays-niŋ niw havay bey thngay.
19. khnom móo' dol vassentaon thngay mephay-prambuon, khae vicceksa.
20. khnom coh niw vial kpal-hoh dulles.
21. vial kpal-hoh niŋ 1000 nah, hays taam khnom smaan, cia vial kpal-hoh 1000 ciŋ kee khnoŋ piliphup look.
22. niŋ cia domaŋ muuy roboh khnom, datl khnom min saa 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.
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 /nas/ in Unit 27, and of /nas/ 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 /koʊ/, the effect is 'anything, anywhere, anybody.' Examples of both kinds of construction:

Negatives: m sy' teh! (m ści teg.)
'It's nothing. (Never mind. Don't mention it.)

khmian nesaŋ niw phṭeh' teh!
'There was nobody at home.'

min-će liem pemaŋ' teh!
'It's to no extent fast. (It's not very fast at all.)

they m miən?
'Of course there are some. (Why wouldn't there be any?)
Conjunctions: thee cy ko baan' dat.
   '(You) can do anything (you like).'

nenae ko baan.
   'Anybody will do.'

look coŋ tiw naa, kee ko naɛ-nɔm 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):

mec baan-te look thaa ʃceŋ?
   'Why do you say a thing like that?'

ponmaan maŋ baan dol?
   'How long does it take to get there?'

The four basic question-words in Cambodian, /cy, naa, pemaan, mec/, 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. cy (ovcy) 'what, something, anything, nothing'
   s'ey (cia-cy) 'what'
   mian ey 'sure, why not'
   they (thee-cy) 'why'

2. naa 'where, somewhere, anywhere, nowhere; which, either, neither'
   inaa (æɛnaa) 'where'
   yaaŋ-naa 'how, what kind'
   tenna (tiw naa) 'where to'
   ksalnaa 'when'
   ðkaal 'when'

3. pemaan (ponmaan) 'how many, how much, any amount, some amount, none'
   tii-pemaan (tiil-pemnaan) 'which in a series'

4. mec (madɛc) 'how, why, somehow, anyhow, any way, no way'
   yaaŋ-mec 'how'
   thaa mec 'in what words'
   mec baan-te 'why, how come'
   (mec baan-cia)
NEW VOCABULARY: Months

Names for the months of the year in Cambodian exist in three varieties: 1) numbering systems, 2) names derived from the French names for months, and 3) official names for the months, ultimately derived from Sanskrit and Pali names. The first two kinds of names are subject to considerable variation—the numbering systems start at different points of departure (not always in January, and not always on the first day of the Western calendar), and the French names vary widely in pronunciation, depending mainly on how well the speaker knows French and who he first learned the names from. The official names of months are more stable, both as to reference and pronunciation, but they have only recently been introduced and at present there are still many Cambodian speakers who have never heard of them.

The official names, with current standard pronunciation, are listed below.

<table>
<thead>
<tr>
<th>Month</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>me̤v koraa</td>
<td>January</td>
</tr>
<tr>
<td>komphê</td>
<td>February</td>
</tr>
<tr>
<td>minaa (miṇia)</td>
<td>March</td>
</tr>
<tr>
<td>mesaa</td>
<td>April</td>
</tr>
<tr>
<td>ohsæphia</td>
<td>May</td>
</tr>
<tr>
<td>mitthoṇaa</td>
<td>June</td>
</tr>
<tr>
<td>kakkôdaa</td>
<td>July</td>
</tr>
<tr>
<td>styhaa</td>
<td>August</td>
</tr>
<tr>
<td>kaṇña</td>
<td>September</td>
</tr>
<tr>
<td>tollaa (toḷaa)</td>
<td>October</td>
</tr>
<tr>
<td>viccekaa</td>
<td>November</td>
</tr>
<tr>
<td>thnuu</td>
<td>December</td>
</tr>
</tbody>
</table>

DRILLS

Drill A. Substitution

1. chnam tiw, khñom baan thae domnæ cũmvĩn pilphup lookį
   Last year I took a trip around the world.

2. chnam tiw, khñom baan thae domnæ tiw pay-ŋkooį
   Last year I took a trip to Saigon.

3. chnam tiw, khñom baan cuun kee tiw pay-ŋkooį
   Last year I took them to Saigon.

4. chnam tiw, look baan cuun kee tiw pay-ŋkooį
   Last year you took them to Saigon.

5. chnam tiw, look baan thae domnæ tiw pay-ŋkooį
   Last year you took a trip to Saigon.

6. chnam tiw, khñom baan thae domnæ tiw pay-ŋkooį
   Last year I took a trip to Saigon.

7. chnam tiw, khñom baan thae domnæ cũmvĩn pilphup lookį
   Last year I took a trip around the world.
Drill B. Response

**MODEL:** Teacher: look ឈុង ភូវសំណាក់ ថ្នាក់ជី-ពារណាក (ធ្ងន់់មួយ)   On what date did you leave Washington? (the first)

**Student:** ឈុង ភូវសំណាក់ ថ្នាក់ជី-ពារណាក I left Washington on the first.

1. look ឈុង ភូវសំណាក់ កុំព្យូទ័រ?   (កុំព្យូទ័រវិនីការ)  What month did you leave Washington?

   ឈុង ភូវសំណាក់ កុំព្យូទ័រ ឈុង វិនីការ! I left Washington in November.

2. look ឈុង ភូវសំណាក់ មាន់ពារណាក? (មាន់ពារណាកពីរ)  What time did you leave Washington?

   ឈុង ភូវសំណាក់ មាន់ពារណាក ពីរ! I left Washington at two a.m.

3. look ឈុង ភូវសំណាក់ សុខមួយៗ នាពេល? (សុខមួយៗ មិន)  Who did you leave Washington with? (alone)

   ឈុង ភូវសំណាក់ សុខមួយៗ មិន I left Washington alone.

4. look ឈុង ភូវសំណាក់ កាលឹះ (កាលឹះអាហារ-គ្រឹះក)  How (by what) did you leave Washington? (by train)

   ឈុង ភូវសំណាក់ កាលឹះអាហារ-គ្រឹះក! I left Washington by train.

5. look ឈុង ភូវសំណាក់ ដឹកវិញពារណាក? (ដឹកវិញពារណាកថាមិនសមញ្ចេះ)  By what route did you leave Washington? (by Route 40)

   ឈុង ភូវសំសុី ដឹកវិញពារណាក! I left Washington by Route 40.

Drill C. Transformation: Question from Statement

**MODEL:** Teacher: ឈុង ភូវសំណាក់ ថ្នាក់ជី-ពារណាក! I left Washington on the first.

**Student:** look ឈុង ភូវសំណាក់ ថ្នាក់ជី-ពារណាក?  What day did you leave Washington?

1. ឈុង ភូវសំណាក់ កុំព្យូទ័រ វិនីការ! I left Washington in November.

2. ឈុង ភូវសំណាក់ មាន់ពារណាក ពីរ! I left Washington at two a.m.

   look ឈុង ភូវសំណាក់ មាន់ពារណាក ពីរ?  What time did you leave Washington?
3.  khnom cən pi vaasentaon mené
look cən pi vaasentaon cəmuoy
nenaa?

4.  khnom cən pi vaasentaon taam
atiah-phleep!
look cən pi vaasentaon taam ey?

5.  khnom cən pi vaasentaon taam
phlow leek saəsəp!
look cən pi vaasentaon taam phlow
leek pemaan?

I left Washington alone.
Who did you leave Washington with?
I left Washington by train.
How (by what) did you leave Washington?
I left Washington by Route 40.
By what route did you leave Washington?

Drill D. Substitution

1.  khnom cən pi vaasentaon thpay
tii-muoy, khaet viccekaa!

2.  khnom cən pi fiw yóok thpay
tii-muoy, khaet viccekaa!

3.  look cən pi vaasentaon thpay
tii-muoy, khaet viccekaa!

4.  look cən pi fiw yóok thpay
tii-muoy, khaet thnuu!

5.  look cən pi fiw yóok thpay
tii-pram, khaet thnuu!

6.  khnom cən pi fiw yóok thpay
tii-pram, khaet thnuu!

7.  khnom cən pi fiw yóok thpay
tii-pram, khaet viccekaa!

8.  khnom cən pi vaasentaon thpay
tii-pram, khaet viccekaa!

9.  khnom cən pi vaasentaon thpay
tii-muoy, khaet viccekaa!

I left Washington on the first of November.
I left New York on the first of November.
You left New York on the first of November.
You left New York on the first of December.
You left New York on the fifth of December.
I left New York on the fifth of December.
I left New York on the fifth of November.
I left Washington on the fifth of November.
I left Washington on the first of November.
Drill E. Response

MODEL: Teacher: look cih sy pií vaassentaon tiw fliw yóok? (atiah-phleøn)
Student: khñom cih atiah-phleøn pií vaassentaon tiw fliw yóok!

1. look tiw fliw yóok taam phlew náa? (leek saæsep)
   khñom tiw fliw yóok taam phlew leek saæsep!

2. look baek laan oh peel pemaañ? (buon maøŋ)
   khñom baek laan oh buon maøŋ!

3. look coul-cet tiw taam sy? (kpal-hoh)
   khñom coul-cet tiw taam kpal-hoh!

4. look tiw dol fliw yóok maøŋ pemaañ? (maøŋ pram)
   khñom tiw dol fliw yóok maøŋ pram!

5. look tiw fliw yóok thee sy? (tïî syvan)
   khñom tiw fliw yóok tïî syvan!

What did you take (ride) from Washington to New York? (train)
I took the train from Washington to New York.

What route did you take to New York? (number 40)
I took Route 40 to New York.

How many hours did you drive? (four hours)
I drove for four hours.

How do you like to go? (plane)
I like to go by plane.

What time did you get to New York? (five o'clock)
I got to New York at five o'clock.

Why did you go to New York? (to shop)
I went to New York to shop.

Drill F. Substitution

1. kpal-hoh dael khñom cih tiw log, thom' nah.
   The plane that I took to London was a very big one.

2. kpal-hoh dael khñom cih tiw log, liën' nah.
   The plane that I took to London was a very fast one.

3. laan dael khñom cih tiw log, liën' nah.
   The car that I took to London was a very fast one.

4. laan dael khñom cih tiw log, touc' nah.
   The car that I took to London was a very small one.

5. laan dael khñom cih tiw log, lço' nah.
   The car that I took to London was a very good one.

6. atiah-phleøn dael khñom cih tiw log, lço' nah.
   The train that I took to London was a very good one.
UNIT 40
CAMBODIAN BASIC COURSE

7. atiah-phleëg datl khñom cîh tîw log, vêêg' nah.
The train that I took to London was a very long one.

8. atiah-phleëg datl khñom cîh tîw log, liêmen' nah.
The train that I took to London was a very fast one.

9. kpâl-hoh datl khñom cîh tîw log, liênen' nah.
The plane that I took to London was a very fast one.

10. kpâl-hoh datl khñom cîh tîw log, thom' nah.
The plane that I took to London was a very big one.

Drill G. Response

MODEL: Teacher: kee thée ey niw peel kpâl-hoh kpûng hoh? (pêcâng kon)
Student: kee pêcâng kon niw peel kpâl-hoh kpûng hoh?

1. kpâl-hoh kee thée ey niw peel kpâl-hoh kpûng hoh? (keêng)
kñom kee thée ey niw peel kpâl-hoh kpûng hoh!
What do I do while the plane is in flight? (sleep)
I sleep while the plane is in flight.

2. kpâl-hoh kee thée ey niw peel look kpûng fâm basy? (teleñoun)
kñom teleñoun niw peel look kpûng fâm basy!
What do I do while you're eating? (telephone)
I telephone while you're eating.

3. særêêt thée ey niw peel kpâl-hoh kpûng rîen? (ɥuût tik)
særêêt ɥuût tik niw peel kpâl-hoh kpûng rîen!
What does Sareath do while I'm studying? (take a shower)
Sareath takes a shower while I'm studying.

4. koun seh thée ey niw peel kruu bôyriem kpûng nîiyeiy!
(meel sêphiw)
koun seh meel sêphiw niw peel kruu bôyriem kpûng nîiyeiy!
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 nenaak moo tetuol
            khnomi (cih laan chnuol
            tiw phnom piv)

Student: khmian nenaak moo tetuol
           khnomi doucchnth haeuy,
           khnom trew cih laan
           chnuol tiw phnom piv!

1. khmian nenaak niw phteh!
   (telefon haw pepun khnom)
   Nobody came to meet me.
   (take the bus into Phnom
   Penh)

   Nobody came to meet me, so
   I had to take the bus
   into Phnom Penh

2. laan khnom khouc kedaw phlew!
   (cih ta?si tiw thee kaa)
   Nobody was home.
   (call my wife on the phone)

   Nobody was home, so I had to
call my wife on the phone.

3. khnom roo? phteh pucor-maa? khnom
   m kheefi (tiw niw otat1)
   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 nenaak niw phteh! (niw phteh)
   khmian nenaak niw phteh!
   doucchnth haeuy,
   khnom trew niw phteh!
   Nobody was home. (stay home)

   Nobody was home, so I had to
   stay home.
Drill I. Response

MODEL: Teacher:  mtc baan-te look cih laan chnuol tiw phnum piň? (khmian nena zm0 tɛtʊol khño0m)
Student: khño0m cih laan chnuol tiw phnum piň, prúh khmian nena zm0 tɛtʊol khño0m;

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. mtc baan-te look telefoun haw pepúń look? (khmian nena zm w phtɛh)
khño0m telefoun haw pepúń khño0m, prúh khmian nena zm w phtɛh!

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. mtc baan-te look cih ta0sii tiw thee ka0 (laan khño0m khouc kɛdaal phlɛw)
khño0m cih ta0sii tiw thee ka0, prúh laan khño0m khouc kɛdaal phlɛw!

How come you took a taxi to work? (my car broke down along the way)
I took a taxi to work because my car broke down along the way.

3. mtc baan-te look tiw zm w ota0l? (khño0m r00 phtɛh pu0-ma0 khño0m m kheef)
khño0m tiw zm w ota0l, prúh khño0m r00 phtɛh pu0-ma0 khño0m m kheef!

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. mtc baan-te look zm w phtɛh? (khmian nena zm w phtɛh)
kĥño0m zm w phtɛh, prúh khmian nena zm w phtɛh!

How come you stayed home? (nobody at home)
I stayed home because there was nobody at home.
Drill J. Transformation

MODEL: Teacher: khnom cih laan chnuol tiw phnum piñ, prúh khmian nenaa móo tetuol khnom!

Student: khmian nenaa móo tetuol khnom. doucchnêh haeý, khnom trew cih laan chnuol tiw phnum piñ!

I took the bus into Phnom Penh because nobody came to meet me.
Nobody came to meet me, so I had to take the bus into Phnom Penh.

1. khnom telefoun haw pupún khnom,
   prúh khmian nenaa niw phtéh!

   khmian nenaa niw phtéh. doucchnêh haeý, khnom trew telefoun haw pepún khnom!

I called my wife on the phone because there was nobody at home.
There was nobody at home, so I had to call my wife on the phone.

2. khnom cih ta'sii tiw thee kaa, prúh laan khnom khouc kedaal phlew!
   laan khnom khouc kedaal phlew.
   doucchnêh haeý, khnom 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 had to take a taxi to work.

3. khnom tiw niw otaé1, prúh khnom róo? phtéh puo' j-maa? khnom m kheéfi!
   khnom róo? phtéh puo' j-maa? khnom m kheéfi. doucchnêh haeý, khnom trew tiw niw otaé1!

I went to stay in a hotel, because I couldn't find my friends' house.
I couldn't find my friends' house, so I had to go stay in a hotel.

4. khnom niw phtéh, prúh khmian nenaa niw phtéh!
   khmian nenaa niw phtéh. doucchnêh haeý, khnom 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

1. khnom kit teti' khnom' enat kat króa'et me-kmphlee!
   Sareth
   I'm going to go buy some cloth
   for a cord suit.

2. cong tiw cemuoy khnom' ah?
   You want to go with me?

3. tiw tii nh
   Sarin
   Where are you going to buy it?

4. tiw tii nh haang khlen cip psaa thmsy!
   Sareth
   At the Indian store near the New
   Market.

5. phtéh naa-muoy?
   Sarin
   Which one?

6. oo petii bombay!
   Sarin
   'Au Petit Bombay.'

7. kom tiw keala nh, thlay' ah.
   Sarin
   Don't go there, it's too expensive.

8. tiw paloe deswaa' vii.
   Go to the 'Palais de Soie.'

9. cia píth, bae look coul-cet laen!
   Especially if you like wool.

10. khnom m coul-cet laen' eh, kdaw' ah.
    Sarath
    I don't like wool, it's too hot.

11. khnom kit teróo tii dhakron' vii.
    I'm going to try to find dacron.

12. púh tecé' haey súol bokh phooy!
    Because it's cool and also easy
    to wash.

13. súol' eh, taé douc-cia m-sew
    Sarin
    Okay, but I don't think it's
    nearly as good as wool.

14. tiw paloe deswaa' këtiw.
    Sareth
    Let's go to the Palais de Soie,
    then.
(At the store)

15. aanih memet thlay pemaan?  
   Sareth  How much is one meter of this?

16. baat, bey hocoy haasep' memet.  
   Clerk  350 a meter.

17. mian sanaa thaoq ciag nih' teh?  
   Sareth  Do you have any cheaper than this?

18. baat, mian! aanih memet pii hocoy haasep'm.  
   Clerk  Yes, we do. This is 250 a meter.

19. khnom douc-cia m coul-cet poa niq' teh!  
   Sareth  I guess I don't like that color.

20. cih aanih, pii hocoy haasep dae.  
   Clerk  How about that one? It's 250 too.

21. aanih douc-cia kuosom ntecl.  
   Sareth  This one seems a little more suitable.

22. kay acy khnom bey met kelah' moh.  
   Sareth  Give me three and a half meters of it.

DIALOGUE FOR COMPREHENSION

sereit  serin

1. khnom kit tiw tifh kronat kat 
   króazte muoy komphlee.  3. tiw tifh aënaa?

2. coq tiw cia-muoy khnom tee?  4. tiw tifh haex khleq cit psaa thmey. 
   5. phéh naa-muoy?

6. oo petii bombasy.  7. kom tiw konlaq niq. thlay nah.  

8. tiw palee de swaa viñ.  9. cia piisth, bae look coul-cet laeñ. 

10. khnom min coul-cet laen tee. kdaw nah.

11. khnom kit tiw roo? tifh daakron viñ.

12. prúh troco? haey sruiol back phoön.  13. sruiol haey, tae douc-cia min-sëw  

14. tiw palee de swaa ko tiw.  17oo douc laeñ tee.

- - - - - - - - - -
15. saan nh memaat thlay pommaan?  
16. baat, bey rooy haa-sep memaat.

17. mi'an aanaa thaaq ciq nh teet?  
18. baat, mi'an. saan nh memaat pi'i
rooy haa-sep.

19. khnom douc-cia mi'n coul-cet po'a
niq teet.  
20. coh amuh, pi'i rooy haa-sep daet.

21. saan nh douc-cia kou-som bontec.

22. kat soy khnom bey maet konlah moq?.

NOTE: Expressions of Similarity

Consider the following sentences, all taken from the present unit, and all
having to do with the idea of similarity:

11-12. khnom k1 teroo tiq daekron' viq.
poo tecq? haey suol back phoon!
'I think I'd rather hunt for dacron, because
it's cool, and easy to wash too.'

13. douc-cia m-sow l1oo douc laen' eh!
'I don't think it's quite as nice as wool.'

18-20. saan nh memet pi'i hooy haa-sep'm.
coh amuh pi'i hooy haa-sep daet.
'This one is 250 a meter, and that one is 250 too.'

Drill 1. laan khlah lien,, khlah m lien.
m douc kohnia ty-oh' teh!
'Some cars are fast, others are not-- they're not
all the same.'

The crucial words here are /phoon/ 'too, in addition,' /dacl 'too, similarly,'
and /douc/ 'like, as, similar' (which also occurs as part of /douc-cia/ 'appar-
ently, I guess' and /douc kohnia/ 'are the same'). The essential difference between
/phoon/ and /dacl/, both of which occur in the same part of the sentence as predi-
cate modifiers, is that /phoon/ refers to different actions or states of the same
subject, while /dacl/ refers to similar actions or states of different subjects.

When two successive clauses containing one of the above items are collapsed
into one, the modifier /douc kohnia/ corresponds to /dacl/, and the discontinuous
construction ...phoon, ...phoon corresponds to the single /phoon/. This can
be formulated as follows, with A and B standing for different subjects, X and Y
for different predicates:

First pattern
A is X, and B is dacl.
A and B are X douc kohnia.

Second pattern
A is X, and A is Y phoon.
A is X phoon,, Y phoon.
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 repre- sented in Drill I-- note the use in this drill of/...khal, ...khal/ 'some..., others...,' which, as a noun modifier, performs a function exactly parallel to that of the predicate modifier/...phoon, ...phoon/.

Other drills of this unit review the use of question-words (B, C) or adject- ival 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 (kronet) cloth (general)
   khao-aaw clothing (general
   kôazze (krôazze) twall, cord
   kmphlee (komphlee) suit (also classifier)
   latn wool
   daakron dacron
   sout silk
   mboh (omboh) cotton
   mêt (matt) meter
   maa (maak) brand, trademark
   thnam medicine, drugs
   pelcey, perey (barry) cigarettes, tobacco

2. Adjective Opposites
   kpúh tall, high
   tiap short, squat
   phliu light, lit up
   leqit (nqoqit) dark, extinguished
   chlaat smart, clever
   leqúq stupid, slow
   kdaw hot, warm
   tecé (trocé) cold, cool
DRILLS

Drill A. Substitution

1. look coul-cet póa nīŋ' teh?
   Do you like that color?
2. look coul-cet maa? nīŋ' teh?
   Do you like that brand?
3. via coul-cet maa? nīŋ' teh?
   Does he like that brand?
4. via con baan maa? nīŋ' teh?
   Does he want to get that brand?
5. via con baan maa? nuh' teh?
   Does he want to get the other brand?
6. via con baan póa nuh' teh?
   Does he want to get the other color?
7. via coul-cet póa nuh' teh?
   Does he like the other color?
8. look coul-cet póa nuh' teh?
   Do you like the other color?
9. look coul-cet póa nīŋ' teh?
   Do you like this color?
10. look coul-cet póa nīŋ' teh?
    Do you like that color?

Drill B. Response: No Model

(Information supplied in first sentence. Reply to question)

1. s'æk bounaa tiw psaa!
   Tomorrow Bo-Na is going to the market.
   Q: s'æk bounaa tiw maa?
   A: s'æk bounaa tiw psaa!
   Q: Where is Bo-Na going tomorrow?
   A: Bo-Na is going to the market tomorrow.

2. s'æk bounaa tiw psaa tīf kenat!
   Tomorrow Bo-Na is going to market to buy cloth.
   Q: s'æk bounaa tiw psaa thee ey?
   A: s'æk bounaa tiw psaa tīf kenat!
   Q: What is Bo-Na going to market for tomorrow?
   A: Bo-Na is going to market to buy cloth tomorrow.

3. s'æk bounaa tiw psaa cemuoy sereet!
   Tomorrow Bo-Na is going to market with Sareth.
   Q: s'æk bounaa tiw psaa cemuoy neezaa?
   A: s'æk bounaa tiw psaa cemuoy sereet!
   Q: Who is Bo-Na going to market tomorrow with?
   A: Bo-Na is going to market tomorrow with Sareth.
4. sœût bounaa tiw psaa taam laan!
   Q: sœût bounaa tiw psaa taam ey?
   A: sœût bounaa tiw psaa taam laan!

   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.

5. sœût bounaa tiw psaa maœg peâm!
   Q: sœût bounaa tiw psaa maœg pêmaan?
   A: sœût bounaa tiw psaa maœg peâm.

   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.

6. sœût bounaa tiw psaa mêen!
   Q: sœût bounaa tiw psaa mêen' eh?
   A: sœût bounaa tiw psaa mêen!

   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: sœût bounaa tiw psaa!
   (tiw psaa)
   Student: sœût bounaa tiw nasa?

   Tomorrow Bo-Na is going to the market. (to the market)
   Where is Bo-Na going tomorrow?

1. sœût bounaa tiw psaa tif kœnat!
   (tif kœnat)
   sœût bounaa tiw psaa tif 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. sœût bounaa tiw psaa cœmuoy sœrœet!
   (cœmuoy sœrœet)
   sœût bounaa tiw psaa cœmuoy nœemaa?

   Tomorrow Bo-Na is going to the market with Sareth. (with Sareth)
   Who is Bo-Na going to the market with tomorrow?

3. sœût bounaa tiw psaa taam laan!
   (taam laan)
   sœût 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. sʰək bounaa tiw psaa maŋ pəam! (maŋ pəam)
sʰək bounaa tiw psaa maŋ pemaan?

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. sʰək bounaa tiw psaa mə̀en! (mə̀en)
sʰək bounaa tiw psaa mə̀en' eh?

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 nɪŋ' teh? (tee, leboh nɪŋ)
Student: tee, khfóm m coul-cet leboh nɪŋ' teh!

Do you like that color? (no, thing)
No, I don't like that thing.

1. look coul-cet leboh nɪŋ' teh? (tee, kruu pət)
tee, khfóm m coul-cet kruu pət nɪŋ' teh!

Do you like that thing? (no, doctor)
No, I don't like that doctor.

2. look coul-cet kruu pət nɪŋ' teh? (tee, thnam)
tee, khfóm m coul-cet thnam nɪŋ' teh!

Do you like that doctor? (no, medicine)
No, I don't like that medicine.

3. look coul-cet thnam nɪŋ' teh? (tee, perty)
tee, khfóm m coul-cet perty nɪŋ' teh!

Do you like that medicine? (no, cigarette)
No, I don't like that cigarette.

4. look coul-cet perty nɪŋ' teh? (tee, mehoup)
tee, khfóm m coul-cet mehoup nɪŋ' teh!

Do you like that cigarette? (no, food)
No, I don't like that food.

5. look coul-cet mehoup nɪŋ' teh? (tee, rɪŋ)
tee, khfóm m coul-cet rɪŋ nɪŋ' teh!

Do you like that food? (no, story)
No, I don't like that story.

6. look coul-cet rɪŋ nɪŋ' teh? (tee, leboh)
tee, khfóm m coul-cet leboh nɪŋ teh!

Do you like that story? (no, thing)
No, I don't like that thing.
Drill E. Response

MODEL: Teacher: laan look liën' ah.
Student: laan khñom min-ce liën pemaan' eh!

Your car sure is fast.
My car isn't so fast.

1. phtéh look thom' ah.
phtéh khñom min-ce thom pemaan' eh.
Your house sure is big.
My house isn't so big.

2. ĭebôh look thlay' ah.
îebôh khñom min-ce thlay pemaan' eh!
Your things sure are expensive.
My things aren't so expensive.

3. koun look cèen' ah.
koun khñom min-ce cèen pemaan' eh!
You sure have a lot of children.
I don't have so many children.

4. pepún look l'oo' ah.
pepún khñom min-ce l'oo pemaan' eh!
Your wife sure is pretty.
My wife isn't so pretty.

5. look pekaē' ah.
kñom min-ce pekaē pemaan' eh!
You sure are good at it.
I'm not so good at it.

6. look kpûh' nah.
kñom min-ce kpûh pemaan' eh!
You sure are tall.
I'm not so tall.

Drill F. Transformation

MODEL: Teacher: laan khñom min-ce liën pemaan' eh!
Student: laan khñom min-ce liën pemaan' eh, pntât laan look liën' ah.

My car isn't so very fast.
My car isn't so very fast, but your car certainly is.

1. phtéh khñom min-ce thom pemaan' eh!
phtéh khñom min-ce thom pemaan' eh, pntât phtéh look thom' ah.
My house isn't so very big.
My house isn't so very big, but your house certainly is.

2. ĭebôh khñom min-ce thlay pemaan' eh!
îebôh khñom min-ce thlay pemaan' eh, pntât ĭebôh look thlay' ah.
My things aren't so very expensive.
My things aren't so very expensive, but your certainly are.

3. koun khñom min-ce cèen pemaan' eh!
koun khñom min-ce cèen pemaan' eh, pntât koun look cèen' ah.
I don't have so very many children.
I don't have so very many children, but you certainly do.

4. pepún khñom min-ce l'oo pemaan' eh.
pepún khñom min-ce l'oo pemaan' eh, pntât pepún look l'oo' ah.
My wife isn't so very pretty.
My wife isn't so very pretty, but your wife certainly is.
5. khfiom min-ce peka’ pemaa’ eh!  I'm not very good at it.
   khfiom min-ce peka’ pemaa’ eh,
   pntat look peka’ ah.  I'm not very good at it, but
   you certainly are.

6. khfiom min-ce kph’ pemaa’ eh!  I'm not so very tall.
   khfiom min-ce kph’ pemaa’ eh,
   pntat look kph’ nah.  I'm not so very tall, but you
   certainly are.

Drill G. Substitution

1. niw sôk khma’ khao-saw thlay’ teh?  Is clothing expensive in Cambodia?
2. niw sôk amerik khao-saw thlay’ teh?  Is clothing expensive in America?
3. niw sôk amerik khao-saw thao’k’ teh?  Is clothing cheap in America?
4. niw sôk amerik laan thao’k’ teh?  Are automobiles cheap in America?
5. niw sôk amerik cyvan thao’k’ teh?  Is merchandise cheap in America?
6. niw sôk baran cyvan thao’k’ teh?  Is merchandise cheap in France?
7. niw sôk baran mehoup thao’k’ teh?  Is food cheap in France?
8. niw sôk khma’ mehoup thao’k’ teh?  Is food cheap in Cambodia?
9. niw sôk khma’ khao-saw thao’k’ teh?  Is clothing cheap in Cambodia?
10. niw sôk khma’ khao-saw thlay’ teh?  Is clothing expensive in Cambodia?

Drill H. Transformation: Two Sentences into One.

MODEL: Teacher: sèy cen coul-cet slie?  Chinese women like to wear
   khao;  trousers.
   sèy ciipun coul-cet slie?  Japanese women like to wear
   khao’ déh;  trousers too.

Student: sèy cen ní₃ sèy ciipun,  Both Chinese and Japanese
   coul-cet slie? khao  women like to wear trousers.
   douc khnia!

1. khfiom coul-cet basy peang’ I like French food.
   look coul-cet basy peang’ déh!  You like French food also.
   look ní₃ khfiom coul-cet basy  You and I both like French food.
   peang douc khnia!

2. pepün khfiom coul-cet phleen’ My wife likes music.
   pepün look coul-cet phleen’ déh!  Your wife likes music too.
   pepün khfiom ní₃ pepün look coul-cet  My wife and your wife both like
   phleen douc khnia.  music.
3. laan khăm Ông pôa soô' 
   laan look pôa soô' deh! 
   laan look nị̀g laan khăm Ông 
   soô douc khniejs! 
   My car is white. Your car is 
   Your car is white too. 
   Your car and my car are both 
   white.

4. khăm mian koun pîi! 
   look mian koun pîi' deh! 
   look nị̀g khăm mian koun pîi 
   douc khniejs! 
   I have two children. 
   You have two children too. 
   You and I both have two children.

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

MODEL: Teacher: laan... lien 
Student: laan khlah lien,, khlah 
   m lien. m douc kh新西 
   to-ô' teh! 
   Cars... fast 
   Some cars are fast, others 
   are not, they're not all 
   the same.

1. kenató... lôo 
   kenat khlah lôo,, khlah m lôo. 
   m douc kh新西 to-ô' teh! 
   Cloth... good. 
   Some cloth is good, some is not; 
   it's not all the same.

2. paom... chqàf 
   paom khlah chqàf,, khlah m chqàf. 
   m douc kh新西 to-ô' teh! 
   Apples... delicious.
   Some apples are delicious, others 
   are not; they're not all the same.

3. menuh... sruol 
   menuh khlah sruol,, khlah 
   m sruol. 
   m douc kh新西 to-ô' teh! 
   People... easy-going. 
   Some people are easy-going, others 
   are not; they're not all the same.

4. kon.. lôo meel 
   kon khlah lôo meel,, khlah 
   m lôo meel. 
   m douc kh新西 to-ô' teh! 
   Movies... interesting. 
   Some movies are interesting, 
   others are not; they're not 
   all the same.

5. thnam... pekaè 
   thnam khlah pekaè,, khlah 
   m pekaè. 
   m douc kh新西 to-ô' teh! 
   Medicines... effective. 
   Some medicines are effective, 
   others are not; they're not 
   all the same.

6. pery.. khlaq 
   pery khlah khlaq,, khlah 
   m khlaq. 
   m douc kh新西 to-ô' teh! 
   Cigarettes... strong 
   Some cigarettes are strong, others 
   are not; they're not all the same.
Drill J. Response

MODEL: Teacher: laan look lien' ah. (yiit)   Your car is very fast.
        Student: laan khnom yiit' ah.      My car is quite slow.

1. pepun look l'oo' nah. (skro')    Your wife is very pretty.
    pepun khnom akro' nah.   My wife is quite unattractive.

2. phteh look thom' ah. (touc)   Your house is very large.
    phteh khnom touc' nah.   My house is quite small.

3. ktup look phlii' nah. (leqit)   Your room is very bright.
    ktup khnom leqit' nah.   My room is quite dark.

4. koun look chlaat' nah. (lequgh)   Your children are very smart.
    koun khnom lequgh' nah.   My children are quite stupid.

5. koun look creen' ah. (tce)   You have a lot of children.
    koun khnom tce' nah.     I have very few children.

6. pepun look kpuh' nah. (tiap)   Your wife is very tall.
    pepun khnom tiap' nah.   My wife is quite short.
UNIT 42

BASIC DIALOGUE

1. look mian skól kàu tiey' teh?

Sareth
Do you know any soothsayers?

2. baat, khñom skól mën' dth, niw cit phtêh khñom.

Sarin
Yes, I know one, right near my house.

Sareth
Does he go around telling fortunes, or is the only way to go to his house?

3. kót dø tiey' teh, rii tól-te yseŋ tiw phtêh kót?

Sarin
Oh, he comes to tell my fortune quite often.

It's easy, all he needs to know is your birth date.

Sareth
Like me, I was born in 1936, on a Sunday.

4. ou, kót mëtiy oy khñom te-fik'ŋ te-fik'ŋ.

Sarin
If I'm not wrong, 1936 was the Year of the Rat, or mouse. [two names given]

5. sùl' ah. deŋ te chnam thgay kaet baan' ah.

Sareth
And what are the other Years?

Sarin
The Year of the Tiger, the Snake, the Dog, the Pig. This year is the Year of the Snake.

6. douc-cia khñom, khñom kaet niw chnam mepôn pmбуон hòoy saam-sep pmmuoy, thgay atit!

Sareth
And what else does he predict about?

Sarin
Oh, he knows whether you are rich or poor, whether you've had a lot of sickness or have never been sick.
12. hsea kót aac tièy anaakút
    look dae!
    And he may be able to foretell your future.
    Sareth

13. sêy tiet?
    Sareth
    What else?
    Sarin

14. look mian pepun ɲkam, mian
    koun cèen ri1 ti c?
    When you get married, whether you have a lot of children or only a few.
    Sareth

15. coh kót déŋ pi-laa' moh?
    Well, where does he find all this out from?
    Sareth
    Sarin

16. ou, kót mian kbuon smeap tièy!
    coŋ tièy pi-lét ko baan' dēh.
    Oh, he has a book for predictions. But he can make predictions from anything.
    Sareth
    Sarin

17. douc-cia sêy?
    Like what?
    Sareth
    Sarin

18. douc-cia thŋay nih thŋay lêcō. r1 ri1 thŋay akco'!?
    Like whether the day is a lucky day or an unlucky day.
    Sareth
    Whether you have good luck or bad luck.

19. look mian smeają, ri1 khmian smeają!

20. súol' eh, ficoŋ.. thee mōc baan cuopp n kót?
    That's great. How can I get to meet him?
    Sareth
    Sarin

21. m êy' teh! cam khnom aoy kee
tecuopp ñ kót!
    Nothing to it. Just let me take you to meet him.
1.  look mian skol kruu tiey tey?  
2.  baat, khnom skol men dwi, niw cat phteh khnom.

3.  Kot dae tiey tey? ri1 tol-tat yeay tiw phteh kot?  
4.  ou, kot moom tiey acy khnom tatkik.

5.  sruol nakh. dey tae chnam thgay kaet baan hae.

6.  douc-cia khnom, khnom kaet niw chnam mepon prambuon rodey saam-sep prammuoy, thgay satit.  
7.  bae khnom min crolom tee, chnam mepon prambuon rodey saam-sep prammuoy cia chnam cuut, chnam kondao.

8.  chnam mian chnam ty-khlaah tiet?  
9.  chnam khlaa, chnam puuh, chnam chkeh, chnam cruuk. chnam niw cia chnam puuh.

10. coh kot tiey ty-khlaah tiw?  
11.  ou, kot dey thaa tae look mian ri1 kroo, look chil cren ri1 min-datl chil tee.

12.  hae y kot sae tiey ansakut look dae.

13.  srey tiet?  
14.  look mian propun opkaal, mian koun cren ri1 ttc.

15.  coh kot dey pil naa moom?  
16.  ou, kot mian kbuon somrap tiey.

17.  douc-cia srey?  
18.  douc-cia thgay nih thgay lvo, ri1 thgay sakroo.

19.  look mian sommaa, ri1 khmian sommaa.

20.  sruol hae, efIcey... thvee mea baan cuop niw kót?  
21.  min ty tee. cam khnom acy kee tiw cuop niw 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 püh
   'This year is the Year of the Snake.'

18. thpāy nih thpāy 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 /rīl/ 'or' between two phrases or clauses of parallel construction, as in the following example:

3. kót dae tīyeh teh, rīl tōl-ṭe yeęq tiw phṭēh kót
   'Does he walk around telling fortunes, or is the only way to go to his house?'

The conjunction /rīl/, 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 /tōl-ṭe/ 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 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.

<table>
<thead>
<tr>
<th>Common Khmer Term</th>
<th>English</th>
<th>Formal Khmer Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>kedaọ (kondaọ)</td>
<td>Mouse, Rat</td>
<td>cuuṭ</td>
</tr>
<tr>
<td>koo</td>
<td>Cow</td>
<td>chlōw</td>
</tr>
<tr>
<td>khlaas</td>
<td>Tiger</td>
<td>khaal</td>
</tr>
</tbody>
</table>
Common Khmer Term | English | Formal Khmer Term
--- | --- | ---
n̄saay (túnsaay) | Rabbit | thōh
niaʔ | Dragon | rooŋ
púŋ | Snake | mēsaŋ
sh | Horse | mēmī (móomī)
pépēc (póopec) | Goat | mēmēc (móomēc)
svaʔ | Monkey | vōoʔ
mōn | Chicken | rekaa (róokaa)
chkae | Dog | cōo
cruuk | Pig | kao

DRILLS

Drill A. Response

MODEL: Teacher: look ciaw kruu tiey' ih? (kruu byriem)
Student: tee, m mēn' teh' khnom cia kruu byriem!

1. look ciaw kruu byriem' ih? (pet sat) tee, m mēn' teh' khnom cia pet sat!
You're a teacher? (veterinarian) No, I'm not, I'm a teacher.

2. look ciaw pet sat' ih? (nē? rieccakaa) tee, m mēn' teh' khnom cia nē? rieccakaa!
You're a veterinarian? (civil servant) No, I'm not, I'm a civil servant.

3. look ciaw nē? rieccakaa' ih? (tehian) tee, m mēn' teh' khnom cia tehian.
You're a civil servant? (military man) No, I'm not, I'm a military man.

4. look ciaw tehian' ih? (kruu pet) tee, m mēn' teh' khnom cia kruu pet.
You're a military man? (doctor) No, I'm not, I'm a doctor.

5. look ciaw kruu pet' ih? (koun seh) tee, m mēn' teh' khnom cia koun seh!
You're a doctor? (student) No, I'm not, I'm a student.

6. look ciaw koun seh' ih? (kammekoo) tee, m mēn' teh' khnom cia kammekoo!
You're a student? (laborer) No, I'm not, I'm a laborer.

7. look ciaw kammekoo' ih? (kruu tiey) tee, m mēn' teh' khnom cia kruu tiey!
You're a laborer? (soothsayer) No, I'm not, I'm a soothsayer.
Drill B. Transformation

MODEL: Teacher:  khñom nîŋ look ceh tiëy tông oh khñia!
Student:  khñom ceh tiëy,, look ko ceh tiëy... yeø q ceh tiëy tông oh khñia!

1. khñom nîŋ look ceh niëyë peñ tông oh khñia!
kñom ceh niëyë peñ,, look ko ceh niëyë peñ.. yeø q ceh niëyë peñ tông oh khñia!
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 nîŋ look ceh haël tik tông oh khñia!
kñom ceh haël tik,, look ko ceh haël tik... yeø q ceh haël tik tông oh khñia!
You and I both know how to swim.
I know how to swim and so do you.
We both know how to swim.

3. kñom nîŋ look ceh dam basy tông oh khñia!
kñom ceh dam basy,, look ko ceh dam basy... yeø q ceh dam basy tông oh khñia!
You and I both know how to cook.
I know how to cook and so do you.
We both know how to cook.

4. kñom nîŋ look ceh ñam kafe tông oh khñia.
kñom ceh ñam kafe,, look ko ceh ñam kafe... yeø q ceh ñam kafe tông oh khñia!
You and I both drink coffee.
I drink coffee and so do you.
We both drink coffee.

5. kñom nîŋ look ceh leen bia tông oh khñia!
kñom ceh leen bia,, look ko ceh leen bia... yeø q ceh leen bia tông oh khñia!
You and I both know how to gamble.
I know how to gamble and so do you. We both know how to gamble.

6. kñom nîŋ look ceh laøn tông oh khñia!
kñom ceh baëk laøn,, look ko ceh baëk laøn... yeø q ceh baëk laøn tông oh khñia!
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. khfom niŋ look oth loot paarasut
   tp-oh khnia/
khfom oth loot paarasut, look ko
   oth loot paarasut. yeeg oth
   loot paarasut tp-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 pi̓i-naa' moh?
   And where did he find out from?
2. coh kee deŋ pi̓i-naa' moh?
   And where do they find out from?
3. coh kee oth pi̓i-naa' moh?
   And how do they learn how?
4. coh yeeg oth pi̓i-naa' moh?
   And how do we learn how?
5. coh yeeg rien pi̓i-naa' moh?
   And where do we learn it from?
6. coh kee rien pi̓i-naa' moh?
   And where do they learn it from?
7. coh kót rien pi̓i-naa' moh?
   And where does he learn it from?
8. coh kót deŋ pi̓i-naa' moh?
   And where did he find out from?

Drill D. Substitution

1. thee mec, been cuop u kót?
   How can I get to meet him?
2. thee mec, been cuop u via?
   How can I get to meet him?
3. thee mec, been niyiay u via?
   How can I get to talk with him?
4. thee mec, been niyiay u look saw?
   How can I get to talk with Sau?
5. thee mec, been té̄-tōoa u look saw?
   How can I get in touch with Sau?
6. thee mec, been té̄-tōoa u via?
   How can I get in touch with him?
7. thee mec, been té̄-tōoa u kót?
   How can I get to meet him?
8. thee mec, been cuop u kót?

Drill E. Substitution

1. kót deŋ thaa look mian rīl
   krool!
   He knows whether you are rich
   or poor.
2. kót deŋ thaa saw mian rīl
   krool!
   He knows whether Sau is rich or
   poor.
3. kót deŋ thaa saw sōo rīl
   khmaw/
   He knows whether Sau is white
   or black.
4. kót déq thaa via sóo rii
   khmaw!
   He knows whether it's white or black.

5. kót m déq thaa via sóo rii
   khmaw!
   He doesn't know whether it's white or black.

6. kót m déq thaa saw sóo rii
   khmaw!
   He doesn't know whether Sau is white or black.

7. kót m déq thaa saw mian rii
   krool!
   He doesn't know whether Sau is rich or poor.

8. kót m déq thaa look mian rii
   krool!
   He doesn't know whether you're rich or poor.

9. kót déq thaa look mian rii
   krool!
   He knows whether you're rich or poor.

Drill F. Substitution

1. kót aac tiey anaakút look dae!
   He may be able to foretell your future.

2. kót aac tiey kumnit miyiat
   look dae!
   He may be able to guess your character.

3. kee aac tiey kumnit miyiat
   look dae!
   They may be able to guess your character.

4. kee aac déq kumnit miyiat
   look dae!
   They may even know your character.

5. kót aac déq kumnit miyiat
   look dae!
   He may even know your character.

6. kót aac praè kumnit miyiat
   look dae!
   He may be able to change your character.

7. kót aac praè anaakút look dae!
   He may be able to change your future.

8. kót aac tiey anaakút look dae!
   He may be able to foretell your future.
Drill G. Positive Response

MODEL: Teacher: look cia kruu pɛɛt, mɛɛn' teh?
Student: baat, khñom cia kruu pɛɛt.

1. look cia tehian, mɛɛn' teh?
   baat, khñom cia tehian.
   You're a military man, aren't you?
   Yes, I'm a military man.

2. look cia koun seh, mɛɛn' teh?
   baat, khñom cia koun seh'ŋ.
   You're a student, aren't you?
   Yes, I'm a student.

3. look cia diiphloumaat, mɛɛn' teh?
   baat, khñom cia diiphloumaat'n.
   You're a diplomat, aren't you?
   Yes, I'm a diplomat.

4. look cia röttemuntrrey, mɛɛn' teh?
   baat, khñom cia röttemuntrrey.
   You're a cabinet minister, aren't you?
   Yes, I'm a cabinet minister.

5. look cia tehian ceŋ tik, mɛɛn' teh?
   baat, khñom cia tehian ceŋ tik'ŋ.
   You're a marine, aren't you?
   Yes, I'm a marine.

6. look cia né? riecckaa, mɛɛn' teh?
   baat, khñom cia né? riecckaa.
   You're a civil servant, aren't you?
   Yes, I'm a civil servant.

7. look cia niy tehian, mɛɛn' teh?
   baat, khñom cia niy tehian.
   You're an officer, aren't you?
   Yes, I'm an officer.

Drill H. Negative Response

MODEL: Teacher: look cia kruu pɛɛt, mɛɛn' teh?
Student: tee, khñom m-mɛɛn cia kruu pɛɛt' teh!

1. look cia tehian, mɛɛn' teh?
   tee, khñom m-mɛɛn cia koun seh' teh!
   You're a military man, aren't you?
   No, I'm not a military man.

2. look cia koun seh, mɛɛn' teh?
   tee, khñom m-mɛɛn cia koun seh' teh!
   You're a student, aren't you?
   No, I'm not a student.

3. look cia diiphloumaat, mɛɛn' teh?
   tee, khñom m-mɛɛn cia diiphloumaat teh!
   You're a diplomat, aren't you?
   No, I'm not a diplomat.

4. look cia röttemuntrrey, mɛɛn' teh?
   tee, khñom m-mɛɛn cia röttemuntrrey' teh!
   You're a cabinet minister, aren't you?
   No, I'm not a cabinet minister.
5. look cia tehian ceeŋ tik, m een' teh' tee, khñom m-meen cia tehian ceeŋ tik' teh'
You're a marine, aren't you?
No, I'm not a marine.

6. look cia ne' riecckeaa, m een' teh'
You're a civil servant, aren't you?
No, I'm not a civil servant.

7. look cia niey tehian, m een' teh' baat, khñom m-meen 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, m een' teh?
I'm a doctor.
You're a doctor, aren't you?

1. khñom cia tehian!
look cia tehian, m een' teh?
I'm a military man.
You're a military man, aren't you?

2. khñom cia koun seh!
look cia koun seh, m een' teh?
I'm a student.
You're a student, aren't you?

3. khñom cia diiploumaat!
look cia diiploumaat, m een' teh?
I'm a diplomat.
You're a diplomat, aren't you?

4. khñom cia röttemuntry!
look cia röttemuntry, m een' teh?
I'm a cabinet minister.
You're a cabinet minister, aren't you?

5. khñom cia tehian ceeŋ tik!
look cia tehian ceeŋ tik, m een' teh?
I'm a marine.
You're a marine, aren't you?

6. khñom cia ne' riecckeaa!
look cia ne' riecckeaa, m een' teh?
I'm a civil servant.
You're a civil servant, aren't you?

7. khñom cia niey tehian!
look cia niey tehian, m een' teh?
I'm an officer.
You're an officer, aren't you?
Drill J. Response

MODEL: Teacher: look mian skol kruu tiey' teh? Do you know any soothsayers? (mené?)
Student: baat, khñom skol kruu tiey' mené? pil dëh, niw cit phtéh
khñom. Yes, I know a soothsayer—
(once)

1. look mian skol kruu péé' teh? Do you know any doctors?
    (mené?-piá)
    baat, khñom skol kruu péé
    mené?-piá dëh, niw cit
    phtéh khñom.
    Yes, I know a couple of doctors—
2. look mian skol diiphloumaat' teh? Do you know any diplomats?
    (pil-béy né')
    baat, khñom skol diiphloumaat
    pil-béy né' dëh, niw cit
    phtéh khñom.
    Yes, I know two or three diplomats—
3. look mian skol niey tehian' teh? Do you know any officers?
    (bry-buon né')
    baat, khñom skol niey tehian
    bry-buon né' dëh, niw cit
    phtéh khñom.
    Yes, I know three or four officers—
4. look mian skol né' rieccekaa' teh? Do you know any civil servants?
    (buon-pèam né')
    baat, khñom skol né' rieccekaa
    buon-pèam né' dëh, niw cit
    phtéh khñom.
    Yes, I know four or five civil
    servants— they're near my
    home.
UNIT 43

BASIC DIALOGUE

1. ឈាមឈឺលោកលេះ្តម៉ែលាក់កូន៖ បាង។
   dol veen look alew' eh.
   Barber
   Please have a seat for a moment.
   It'll be your turn right away.

2. baat, m ey' teh! សឹង kyun neh.
   Customer
   Never mind, thanks.

3. baat, som ឈាមឈឺាយ!
   Barber
   Sure, come on!

4. ou, khnom niw cam puu inoh' teh!
   Customer
   Oh, I'll wait for you over there.

5. ឈាមឈឺលោកលេះ្តម៉ែល sepiw
   leen' teh.
   Barber
   Have a seat and read a magazine.

(Later on)

6. som ឈាមឈឺាយ, look.. look sok
   sebaay' cia teh?
   Barber
   Next, sir. How are you?

7. baat, khnom sok sebaay' cia teh!
   coh puu mian ey phlaek' teh?
   Customer
   I'm fine.
   What's new with you?

8. baat, khmian ey phlaek' teh!
   Barber
   Nothing much new.

9. ta¢ meaol mea, pepun khnom chlooŋ
    thlee, baan koun sey mocy!
   Customer
   Yesterday my wife gave birth,
   and we have a daughter.

10. coh kót sok sebaay' cia teh?
    Barber
    How are they, all right?

11. baat!
    Customer
    Sure.

12. look cong lebiep mec, mecoon nih?
    Barber
    What style do you want this time?

13. ou, khnom cong tuk oy veen mecoon!
    Customer
    Oh, I guess leave it long.

14. baat, mian ey?
    Barber
    Okay.

15. peñap ntec' neh. khnom mian
    kaa phooŋ!
    Customer
    Hurry a little, will you? I've
    got something else to do.
16. m-bac kao puk mót oy khfom' teh!
   Barber
   You don't have to give me a shave.
17. look pesnap tiw nna?
   Customer
   Where are you hurrying off to?
18. baat, khfom tccuun kee lăng
    kpal-hoh, mañ pmbuon nîng' e!
   Barber
   Well, I'm taking somebody to the
   plane at nine o'clock.
19. kao puk mót they m tôn?
    niw ciang memaoy tiet dat.
   Barber
   Why wouldn't there be time for
   a shave, then?
   You still have more than an hour.
20. fìe ng kao ko kao' tih.
   Customer
   All right then, give me a shave.
21. nënna, ke tiw nna?
   Barber
   Who's going where?
22. baat, p'oun khfom kee tiw sok
    amerik!
   Customer
   It's my younger brother, he's
   going to America.
23. ou, kót tiw thee cy?
   Barber
   Oh? what's he going to do there?
24. baat, tiw rien!
   Customer
   He's going to study.
25. puu, viiek cshieq tiw khoan-chvæn
    medoons' nenh.
   Barber
   Say, put the part a little more
   to the left, will you?
26. baat! look ko? so' teh?
   Customer
   All right. Want a shampoo?
27. m bac' teh! oo kun' nenh.
   No, thanks.

DIALOGUE FOR COMPREHENSION

ciàng kat so?

1. sêceành oàkuy le*n mephest tiw.
   dol veen look sylaw haev.
   2. baat, min së yee te* oo kun' nna.
2. baat, min së yee te* oo kun' nna.

3. baat, soum sêceành!
   4. ou, khfom niw cam puu atnoh te*

5. sêceành oàkuy le*n meal siew-phiw
   leen tiw.

   - - - - - - - - - - - -
6.  Scum eñceñ, look. look sok
    sebaay cia tee?

    Cohn puu mian tê phlañk tee?

8.  Baat, khmian tê phlañk tee.

9.  Tae mën mën, propun khñom chloong
    thlee, baan koun arêy muoy.

10. Coh kôt sok sebaay cia tee?


12. Look cong rôobiep mæc mèدوong niñ?

13. Ou, khñom cong tuk aoy vêy môdoong.

14. Baat, mian tê?

15. Proñap bontec, naa. khñom
    mian kaa phooq.

16. Min bac kao puk móy aoy khñom
    tee.

17. Look proñap tiw náa?

18. Baat, khñom tiw cuun kee laen
    kpal-hoh, mañ prambuon niñ.

19. Kao puk móy they min tôn?
    Nîw ciñg muoy mañ Ꙝî tît dat.

20. Eñceñ kao koo kao tiw.

21. Nëñ-nàa kee tiw náa?

22. Baat, p'oun khñom kee tiw srok
    amerik.

23. Ou, kôt tiw thgee ovêy?


25. Puu, veek combieïp tiw
    khaan-chvêng mèdoong, nàa.

26. Baat. look koñ soñ tee?

27. Min bac tee. co kun nàa.

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**NOTE: Expressions of Completion**

Many Cambodian verbs refer to actions which are conceived as incomplete unless there is definite evidence to the effect that they have been completed. Obvious examples are the verbs of motion:

- **tiw** to go
- **móø** to come
- **tedol (tiw dol)** to arrive, get there
- **medol (móø dol)** to arrive, get here

Other clear examples are pairs of verbs and associated completive verbs (discussed in Note 1, Unit 19). These pairs are usually represented in English by totally different verbs:

- **róo?** to look for
- **sdap** to listen to
- **(róo?) kheñn** to find
- **(sdap) lîi** to hear

Some Khmer verbs, however, have to be translated by different English verbs, depending on whether the action has been completed or not—evidence for this is sometimes lacking, moreover, in the Cambodian sentence.
rień to study to learn
tiff to shop for, try to buy to buy
bāń sat to hunt (animals) to shoot (animals)
stuuc trey to fish to catch fish
chloooq thlee to be crossing a river (lit.) to get across a river
carloooq 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: rień cop to graduate, finish studying
tiento to learn (all of)
bāń oh to buy up (all of)
tiff 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 /kheek/ and /līl/, for example). The position of the negative is the same: between the prior verb and the completive verb.

'thē m koan' 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 meń khñom tiw bāń sat, baan caap muoy!
'Yesterday I went hunting and got a sparrow.'

mesel meń khñom tiw stuuç trey baan trey muoy!
'Yesterday I went fishing and caught one.'

mesel meń pēpûn khñom chlooq 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 /tön/ '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 mōt they m tön?
'Why wouldn’t you have time for a shave?

mćeę koo koo tiw.
'In that case go ahead and shave me.'

Other incomplete-action patterns reviewed in this unit are /mćeę... tiw/ (Drill C), /m-bac/ (Drill D-- see Note 2, Unit 28) and /cy/ plus adjective (Drills E and F-- see Note 4, Unit 35).
Besides /bən/ and /tô/, the most common general completive verbs are /kɔːn/ (/kron/) 'to be complete, enough', /ch/ 'to be exhausted, used up' and /dol/ '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 sbæk-ceeq to shine shoes
thee tessay to massage
kao puk mét to shave
crep puk mét to trim the beard
veek ceheeq to make a part
ut sāw to press a coat
liaŋ day to wash hands
cam veen to wait ones turn

(See also Vocabulary, Unit 30)

2. Completive Actions

chloŋ thlee (baan) cross a river, have a baby (see grammar note)
baǐ sat (baan) shoot animals
stuuq trey (baan) catch fish
thōot ruup take pictures
ruup thōot photographs
thōot ruup baan can take pictures
baan ruup thōot get photographs
tīf kepheeŋ (baan) buy guns
veen look dol haey it's your turn now

3. Adjective Opposites

kèah (krah) thick sdaeq thin
veeq long khley short
sʔaat clean kəkhvɔ̄r dirty
teq firm, full thuu loose, slack
DRILLS

Drill A. Double Substitution

MODEL: Teacher:  pêpûn khôm chlooŋ thlee... My wife gave birth... had
baan koun srey muoy. a daughter.
Student: mêsêl mûñi pêpûn khôm chlooŋ Yesterday my wife gave birth
thlee, baan koun srey to a daughter.
muoy!

1. khôm tiw bañ sat... caap I went hunting... sparrow.
mêsêl mûñi khôm tiw bañ sat, Yesterday I went hunting and got
baan caap muoy! a sparrow.

2. p'oun khôm tiw stuuc trey... My younger brother went fishing...
trey. fish.
mêsêl mûñi p'oun khôm tiw stuuc Yesterday I went hunting and got
trey, baan trey muoy! a sparrow.

3. boôŋ khôm tiw cuol biis... koun My older brother want to hire a
laan. bus... small car.
mêsêl mûñi boôŋ khôm 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:  kào pük môt they m Sure there'll be time for a
tôn? shave!
Student:  fîcoeŋ kào ko kâo' tih. In that case, go ahead and
shave me.

1. kat so' they m tôn? Sure there'll be time for a haircut!
fîcoeŋ kat ko kat' tih. In that case, go ahead and cut it.

2. ko' so' they m tôn? Sure there'll be time for a shampoo!
fîcoeŋ ko' ko ko' tih. In that case go ahead and give me one.

3. khat sbâk-çeŋ they m tôn? Sure there'll be time to shine your shoes!
fîcoeŋ khat ko' khat' tih. In that case go ahead and shine them.

4. thee teay they m tôn? Sure there'll be time for a massage!
fîcoeŋ thee ko thee' tih. In that case go ahead and give me one.

5. kat saw they m tôn? Sure there'll be time to make the shirt.
fîcoeŋ kat ko kat' tih. In that case go ahead and make it.

6. šâm baay they m tôn? Sure there'll be time to eat!
fîcoeŋ šâm ko šâm' tih. In that case (let's) go ahead and eat.
Drill C. Substitution

1. ṇceēŋ nguy leẹŋ mephlee' tih.
   Please have a seat for a moment.
2. ṇceēŋ nguy meel səphiv leẹŋ' tih.
   Please sit down and read a magazine.
3. ṇceēŋ coul mōo meel səphiv leẹŋ' tih.
   Please come in and read a magazine.
4. ṇceēŋ coul mōo cam veen look' tih.
   Please come in and wait your turn.
5. ṇceēŋ nguy cam veen look' tih.
   Please have a seat and wait your turn.
6. soum look nguy cam veen look' tih.
   Won't you have a seat and wait your turn.
7. soum look nguy meel səphiv leẹŋ' tih.
   Won't you have a seat and read a magazine.
8. soum look nguy leẹŋ mephlee' tih.
   Won't you have a seat for a moment.
9. ṇceēŋ nguy leẹŋ mephlee' tih.
   Please have a seat for a moment.

Drill D. Response

MODEL: Teacher: look koʊ soʊ' teh?
Student: m-bac koʊ soʊ oy khnɔm' teh!

1. look kao puŋ môt' teh?
   m-bac kao puŋ môt oy khnɔm' teh!
   How about a shave?
   It's not necessary to give me a shave.
2. look thee tesay' teh?
   m-bac thee tesay oy khnɔm' teh!
   How about a massage?
   It's not necessary to give me a massage.
3. look vəèk cehen' teh?
   m-bac vəèk cehen oy khnɔm teh!
   How about moving the part?
   It's not necessary to move the part.
4. look khat səbæk-cəeŋ' teh?
   m-bac khat səbæk-cəeŋ oy khnɔm' teh!
   How about a shoeshine?
   It's not necessary to shine my shoes.
5. look crap puŋ môt' teh?
   m-bac crap puŋ môt oy khnɔm' teh!
   How about a mustache trim?
   It's not necessary to trim my mustache.
6. look ut aaw' teh?
   m-bac ut aaw oy khnɔm' teh!
   How about pressing your coat?
   It's not necessary to press my coat.
Drill E. Response

MODEL: Teacher: so? kat oy khley nteC, look? (tuk oy yeeN)
Student: tee, tuk oy yeeN medooN!
The hair, shall I cut it a little short? (leave long)
No, leave it long.

1. sac, kat oy sdaeng nteC, look? (tuk oy krah)
tee, tuk oy krah medooN!
The meat, shall I cut it a little thin? (leave thick)
No, leave it thick.

2. smaw, kat oy khley nteC, look? (tuk oy yeeN)
tee, tuk oy yeeN medooN!
The grass, shall I cut it a little short? (leave long)
No, leave it long.

3. laen, liang oy saat nteC, look? (tuk oy kekkho)
tee, tuk oy kekkho? medooN!
The car, shall I clean it up a little? (leave dirty)
No, leave it dirty.

4. kon, sop oy teq nteC, look? (tuk oy thuN)
tee, tuk oy thuN medooN!
The tire, shall I pump it up a little more? (leave low)
No, leave it low.

5. nialikkaa, da? oy lien nteC, look? (tuk oy yiiit)
tee, tuk oy yiiit medooN!
The watch, shall I set it forward a little? (leave slow)
No, just leave it slow.

Drill F. Response with Antonyms

MODEL: Teacher: tuk oy yeeN medooN, look? (kat oy khley)
Student: tee, kat oy khley' nteC.
Shall I just leave it long? (cut short)
No, cut it a little short.

1. tuk oy krah medooN, look? (kat oy sdaeng)
tee, kat oy sdaeng' nteC.
Shall I just leave it thick? (cut thin)
No, cut it a little thin.

2. tuk oy yeeN medooN, look? (kat oy khley)
tee, kat oy khley' nteC.
Shall I just leave it long? (cut short)
No, cut it a little short.

3. tuk oy kekkho? medooN, look? (liang oy saat)
tee, liang oy saat' nteC.
Shall I just leave it dirty? (clean up)
No, clean it up a little.

4. tuk oy thuN medooN, look? (sop oy teq)
tee, sop oy teq' nteC.
Shall I just leave it low? (pump up)
No, pump it up a little.

5. tuk oy yiiit medooN, look? (da? oy lien)
tee, da? oy lien' nteC.
Shall I just leave it slow? (set fast)
No, set it a little fast.
Drill G. **Transformation:** One Sentence from Two.

**MODEL:** Teacher: khñom cuuŋ pepún khñom laŋ kpal-hoh! kót tiw sôk amerik!
Student: khñom cuuŋ pepún khñom laŋ kpal-hoh tiw sôk amerik!

1. sqæk khñom cuuŋ p'oun khñom tiw pssa! via nîŋ kat so?!
   Tomorrow I'm taking my younger brother to the market. He's going to get a haircut.
   Tomorrow I'm taking my younger brother to the market to get a haircut.

2. sqæk khñom cuuŋ pepún khñom tiw leê-zaat! kót nîŋ thoot ruup!
   thñay saw khñom nîŋ nóm koun khñom tiw pssa! kee nîŋ tîŋ kênat!
   Tomorrow I'm taking my wife to Le Jade. She's going to get her picture taken.
   Tomorrow I'm taking my wife to Le Jade to get her picture taken.

3. thñay saw khñom nîŋ nóm koun khñom tiw pssa! kee nîŋ tîŋ kênat!
   thñay saw khñom nîŋ nóm koun khñom tiw pssa! tiñ kênat!
   On Saturday I'm taking my son to the market. He's going to buy cloth.
   On Saturday I'm taking my son to the market to buy cloth.

4. leqiec nîŋ khñom tiw pssa! khñom nîŋ tîŋ kephleø muoy!
   leqiec nîŋ khñom tiw pssa! tiñ kephleø muoy!
   This evening I'm going to the market. I'm going to buy a gun.
   This evening I'm going to the market to buy a gun.

5. atit krazy khñom tiw nîw yóök! khñom nîŋ meel kon!
   atit krazy khñom tiw nîw yóök meel kon!
   Next week I'm going to New York.
   I'm going to see a movie.
   Next week I'm going to New York to see a movie.
Drill H. **Transformation**

**MODEL:** Teacher: kao puk mót they m tôn? niw ciaŋ memaŋq tiet dae.
Student: ciaŋ memaŋq, kao puk mót tôn' eh.

**Sure there's time for a shave.**
**You have more than an hour.**
**With more than an hour, there's time for a shave.**

1. baek they m dol? niw ciaŋ bēy liit tiet dae.
ciaŋ bēy liit'nh, baek dol' eh.

**Sure we can make it!**
**There's over three litres left.**
**With over three litres, we can make it there.**

2. thee they m kōan? niw ciaŋ pēam selek tiet dae.
ciaŋ pēam selek'ng, thee kōan' eh.

**Sure there's enough to make it!**
**There's over five sheets left.**
**With over five sheets, there's enough to make it.**

3. tiw they m tôn? niw ciaŋ kēlah maŋq tiet dae.
ciaŋ kēlah maŋq, tiw tôn' eh.

**Sure we'll be there in time!**
**There's over half an hour left.**
**With over half an hour, we'll be there in time.**

4. fiam they m kōan? niw ciaŋ me-ke-lou tiet dae.
ciaŋ me-ke-lou, fiam kōan' eh.

**Sure there's enough to eat!**
**There's more than a kilo left.**
**With more than a kilo, there'll be enough to eat.**

5. thee they m baan? niw ciaŋ mērōqy tiet dae.
ciaŋ mērōqy, thee baan' eh.

**Sure it can be done!**
**There's over 100 left.**
**With over 100, it can be done.**
Drill I. Transformation

MODEL: Teacher: ciąŋ memaoŋ, kao puk mót tón' eš.  
Student: kao puk mót they m tón? niw ciąŋ memaoŋ tiet dat. 

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. ciąŋ bęy liit' n, baęk dol' eš. 
   baęk they m dol? niw ciąŋ bęy liit tiet dat. 
   With over three litres, we can make it there. 
   Sure we can make it! There's over three litres left.

2. ciąŋ pęam selek' y, thee kɔən' eš. 
   thee they m kɔən? niw ciąŋ pęam selek tiet dat. 
   With over five sheets, there's enough to make it. 
   Sure there's enough to make it! 
   There's over five sheets left.

3. ciąŋ kelah maŋ, tiw tón' eš. 
   tiw they m tón? niw ciąŋ kelah maŋ tiet dat. 
   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. ciąŋ me-kelou, flăm kɔən' eš. 
   flăm they m kɔən? niw ciąŋ me-kelou tiet dat. 
   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. ciąŋ meroɔy, thee baan' eš. 
   thee they m baan? niw ciąŋ meroɔy tiet dat. 
   With over 100, it can be done. 
   Sure it can be done! There's over 100 left.
Drill J. **Response:** Double Cue

**MODEL:** Teacher: nênaa ke tiw inaa? (pōoun khêm, srok amerik)  
Student: baat, pōoun khêm ke tiw srok amerik!

Who's going where? (my younger brother, America)  
My younger brother's going to America.

1. nênaa ke tiw inaa? (boōŋ khêm, kēpuŋ caam)  
baat, boōŋ khêm ke tiw kēpuŋ caam!

Who's going where? (my older brother, Kompong Cham)  
My older brother's going to Kompong Cham.

2. nênaa ke tiw thee ey?  
(pōoun khêm, rien)  
baat, pōoun khêm ke tiw rien!

Who's going to do what?  
(my younger brother, study)  
My younger brother's going to study.

3. nênaa ke tiw thee ey?  
(koun khêm, kát so?)  
baat, koun khêm ke tiw kát so?!

Who's going to do what?  
(my son, get a haircut)  
My son's going to get a haircut.

4. kee tiw thee ey niw-inaa?  
(rień, srok amerik)  
baat, kee tiw rien srok amerik!

What are they going to do where?  
(study, America)  
They're going to study in America.

5. kee tiw thee ey niw-inaa?  
(bgien, sôk pêañ)  
baat, kee tiw bgien sôk pêañ!

What are they going to do where?  
(teach, France)  
They're going to teach in France.
UNIT 44

BASIC DIALOGUE

1. ot tooh! look cia tehian' ih? Civilian
   Pardon me, are you a soldier?
2. baat! Soldier
   Yes.
3. look mòo? pii-naa? Civilian
   Where do you come from?
4. baat, khñom kaet nìw kẹpụŋ sp11. Soldier
   I was born in Kompong Speu.
5. petae kracy khñom coul thee tehian,
   kee pecuun khñom tiw svaay rieŋ! Civilian
   But after I became a soldier, they sent me to Svaï Rieng.
6. look pé? sa' pemaan? Soldier
   What rank are you?
7. baat, khñom pé? sa' muøy! Civilian
   I'm a second lieutenant.
8. look coul-cet' teh, thee tehian? Soldier
   Do you like being a soldier?
9. khñom pebaa? thaas.. Civilian
   That's hard to say.
10. look daël tiw chbaŋ' teh? Soldier
    Have you ever gone to fight?
11. chbaŋ inaa? khñom teep-m cefi
    pil salaa chnam tiw. Civilian
    What do you mean fight? I just
got out of school last year.
12. mec baan-te look methée tehian? Soldier
    How did you come to be a soldier?
13. khñom m dęŋ dat, petae khñom
    coul-cet tehian taŋ-pii
touc' mih. Civilian
    I don't know, but I liked
soldiering since I was small.
14. pebaa'? teh, thee tehian? Soldier
    Is it hard to be a soldier?
15. pebaa? ntec dae, mian
    chbaŋ-telōp cèen' ah. Civilian
    It's a little hard, there are a
lot of regulations.
16. look mroŋ thee tehian lehout' rh?  

Civilian  
Do you intend to be a soldier from now on (as a career)?

Soldier  
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 móo? pii-naa?  
4. baat, khñom kaet niw kompun spil.

5. ponte krœy khñom coul three tehian, kee boñcuun khñom tiw svay rieŋ!

6. look pé? sa? ponmaan?  
7. baat, khñom pé? sa? muoy!

8. look coul-cet tee, three tehian?  

10. look daeil tiw chbaŋ' tee?  
11. chbaŋ aënaa? khñom teep-nil cei pii salaa chnam tiw.

12. mec baan-cia look móo? three tehian?  
13. khñom min déŋ dae, ponte khñom coul-cet tehian taŋ-pii touc melch.

14. pibaa? tee, three tehian?  
15. pibaa? bontec dae, mian chbaŋ-tumlöp craen nah.

16. look bomroŋ three tehian róohout rih?  
17. meel tiw róohout haëy, prúh cei tiw, min déŋ three ey tee.
NOTE: Expressions of Quoting

You are already familiar with the use of the conjunction /thaə/ to introduce quotations of words actually spoken (see Note, Unit 15). Another similar use of /thaə/ 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:

<table>
<thead>
<tr>
<th>Verb</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ðəø</td>
<td>to know</td>
</tr>
<tr>
<td>kìt</td>
<td>to think</td>
</tr>
<tr>
<td>nìk-khøøf</td>
<td>to think of</td>
</tr>
<tr>
<td>sìman</td>
<td>to think, surmise</td>
</tr>
<tr>
<td>lìl</td>
<td>to hear</td>
</tr>
<tr>
<td>yûl</td>
<td>to understand</td>
</tr>
<tr>
<td>cam</td>
<td>to remember</td>
</tr>
<tr>
<td>phìlìc</td>
<td>to forget</td>
</tr>
<tr>
<td>cìø, cìø-cë'</td>
<td>to believe</td>
</tr>
<tr>
<td>apkhiøm</td>
<td>to hope</td>
</tr>
<tr>
<td>khìaøc</td>
<td>to fear</td>
</tr>
</tbody>
</table>

Note that /thaə/ does not invariably follow such verbs, however, even when quoted material is included. /thaə/ occurs only when the verbal construction parallels that of the verbs referring to actual speaking.

Examples:  kee ðëø phìøøm ðhaə kót cìø kruu pììt.
            'They told me that he's a doctor.'

            khìøøm ðøø ðhaə kót cìø kruu pììt.
            'I know that he's a doctor.'

            tøam khìøøm ðøø, kót cìø kruu pììt.
            '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 /dàøy/ instead of /thaə/. 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:  khìøøm trøøk-øø' nah, dàøy baøøn skøøl lòøøk.
            'I'm very glad that I got to know you.'

Some of the other uses of /dàøy/ are introduced in the next unit (45, Drills B, F, G), but the parallel pattern of 'quotation,' with /dàøy/ instead of /thaə/, 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 /teøp-m/ (/teøp-nìø/) 'just now, recently, just' (C) and the conjunction /tøø-pìì/ 'since' (I, J).
NEW VOCABULARY: Military Terms

1. Branches of Service

thee (three) tehian          do military service
 tehian                      member of armed forces
 tehian ceeq kook            soldier, infantryman
 tehian ceeq tik             sailor, marine
 tehian chat yoog            paratrooper
 tehian kpal-hoh             airman

2. Army Units

koɔŋ                        unit (general)
koɔŋ pul thom                division
koɔŋ veréʔ- sɛnaa thom       regiment
koɔŋ veréʔ- sɛnaa touc       battalion
koɔŋ anuʔ- sɛnaa thom        company
koɔŋ anuʔ- sɛnaa touc        platoon
tóp lebaat                   patrol, squad

3. Ranks (translated in terms of the Army—naval ranks are similar)

niey tehian, mee tehian       officer
 udom-sɛneey                   general
 veréʔ-sɛneey aęk              colonel
 veréʔ-sɛneey too              lieutenant colonel
 veréʔ-sɛneey tɾeỳ             major
 anuʔ-sɛneey aęk (pęʔ saʔ bcy)  captain
 anuʔ-sɛneey too (pęʔ saʔ pil)  1st lieutenant
 anuʔ-sɛneey tɾeỳ (pęʔ saʔ moy  2nd lieutenant
 nиеy cоmомŋ                   warrant officer
 koun tehian                   enlisted man
 pul-baal aęk                  sgt. major
 pul-baal tɾeỳ                 chief sergeant
 pul-baal too                  sergeant
 nиеy aęk                      chief corporal
 nиеy too                      corporal
 pul aęk                       p.f.c.
púl too                        private
DRILLS

Drill A. Substitution

1. look coul-cet' eh?.. thee tehian.
   Do you like being a soldier?
2. look coul-cet' eh?.. thee smien.
   Do you like being a secretary?
3. kót coul-cet' eh?.. thee smien.
   Does he like being a secretary?
4. kót coul-cet' eh?.. thee kruu.
   Does he like being a teacher?
5. via coul-cet' eh?.. thee kruu.
   Does he like being a teacher?
6. via coul-cet' eh?.. thee srae.
   Does he like being a farmer?
7. kée coul-cet' eh?.. thee srae.
   Do they like being farmers?
8. kée coul-cet' eh?.. thee tehian.
   Do they like being soldiers?
9. look coul-cet' eh?.. thee tehian.
   Do you like being a soldier?

Drill B. Substitution

1. pèbas? eh?.. thee tehian.
   Is it hard to be a soldier?
2. pèbas? eh?.. thee smien.
   Is it hard to be a secretary?
3. pèbas? eh?.. thee kruu.
   Is it hard to be a teacher?
4. pèbas? eh?.. thee srae.
   Is it hard to be a farmer?
5. pèbas? eh?.. thee cîap kát so? 'ŋ.
   Is it hard to be a barber?
6. pèbas? eh?.. thee cîap kát khac-saw.
   Is it hard to be a tailor?
7. pèbas? eh?.. thee tehian.
   Is it hard to be a soldier?

Drill C. Substitution

1. khñom teep-m móo pií sèl saa.
   I just came from school.
2. khñom teep-m móo pií svaa y ríen.
   I just came from Svaa Rieng.
3. kée teep-m móo pií svaa y ríen.
   They just came from Svaa Rieng.
4. kée teep-m móo pií poh'ŋ.
   They just came from the post office.
5. kót teep-m móo pií poh'ŋ.
   He just came from the post office.
6. kót teep-m móo pií m-píñ.
   He just came from Phnom Penh.
7. look teep-m móo pií m-píñ.
   He (you) just came from Phnom Penh.
8. look teep-m móo pií otael.
   He (you) just came from the hotel.
9. khñom teep-m móo pií otael.
   I just came from the hotel.
10. khnôm teêp-m mòo piì m-piñ. I just came from Phnom Penh.
11. via teêp-m mòo piì m-piñ. He just came from Phnom Penh.
12. via teêp-m mòo piì salaa. He just came from school.
13. khnôm teêp-m mòo piì salaa. I just came from school.

Drill D. Positive Response

MODEL: Teacher: kót cia saavêkaa, mên' eh? He's a lawyer, isn't he?
Student: baat, kót cia saavêkaa mên! Yes, he is a lawyer.

1. kót cia kruu peêt, mên' eh? He's a doctor, isn't he?
   baat, kót cia kruu peêt mên!
   Yes, he is a doctor.
2. kót cia cawvaay khaêt, mên' eh? He's a governor, isn't he?
   baat, kót cia cawvaay khaêt mên!
   Yes, he is a governor.
3. kót cia koun tehian, mên' eh? He's an enlisted man, isn't he?
   baat, kót cia koun tehian mên!
   Yes, he is an enlisted man.
4. kót cia niyeh tehian, mên' eh? He's an officer, isn't he?
   baat, kót cia niyeh tehian mên!
   Yes, he is an officer!
5. kót cia rôtmuntry, mên' eh? He's a cabinet minister, isn't he?
   baat, kót cia rôtmuntry mên!
   Yes, he is a cabinet minister.
6. kót cia kruu, mên' eh? He's a teacher, isn't he?
   baat, kót cia kruu mên!
   Yes, he is a teacher.

Drill E. Positive and Negative Response: Double Model.

POSITIVE MODEL:
Teacher: kót cia saavêkaa, mên' eh? He's a lawyer, isn't he?
(savekaa) (lawyer)
Student: baat, kót cia saavêkaa mên!
Yes, he's a lawyer.

NEGATIVE MODEL:
Teacher: kót cia saavêkaa, mên' eh? He's a lawyer, isn't he?
(kruu) (teacher)
Student: tee, m mên' teh! kót cia kruu!
No, he's not. He's a teacher.

1. kót cia kruu peêt, mên' eh? He's a doctor, isn't he?
(niyeh tehian) (officer)
tee, m mên' teh! kót cia niyeh tehian!
No, he's not. He's an officer.
2. kót cia kruu pêt, mën' eh? (kruu pêt)
   baat, kót cia kruu pêt mën'
   He's a doctor, isn't he?
   (doctor)
   Yes, he's a doctor.

3. kót cia cawvaay khaêt, mën' eh? (rôtmunrey)
   tee, m mën' teh! kót cia rôtmunrey!
   He's a governor, isn't he?
   (minister)
   No, he's not. He's a minister.

4. kót cia koun tehian, mën' eh? (niy tehian)
   tee, m mën' teh! kót cia niy tehian!
   He's an enlisted man, isn't he?
   (officer)
   No, he's not. He's an officer.

5. kót cia niy tehian, mën' eh? (niy tehian)
   baat, kót cia niy tehian mën'
   He's an officer, isn't he.
   (officer)
   Yes, he's an officer.

6. kót cia rôtmunrey, mën' eh? (cawvaay khaêt)
   tee, m mën' teh! kót cia cawvaay khaêt!
   He's a minister, isn't he?
   (governor)
   No, he's not. He's a governor.

7. kót cia kruu, mën' eh? (koun tehian)
   tee, m mën' teh! kót cia koun tehian!
   He's a teacher, isn't he?
   (enlisted man)
   No, he's not. He's an enlisted man.

8. kót cia koun tehian, mën' eh? (koun tehian)
   baat, kót cia koun tehian mën'
   He's an enlisted man, isn't he?
   (enlisted man)
   Yes, he's an enlisted man.

Drill F. Substitution

1. khñiom lî thaa kót cia cawvaay khaêt!
   I heard that he was a governor.

2. khñiom lî thaa kót cia rôtmunrey!
   I heard that he was a minister.

3. taam khñiom smaan kót cia rôtmunrey!
   In my opinion he is a minister.

4. taam khñiom smaan kót cia aavkaa!
   In my opinion he is a lawyer.

5. kee pêp khñiom thaa kót cia aavkaa!
   They tell me that he is a lawyer.

6. kee pêp khñiom thaa kót cia kruu pêt!
   They tell me that he is a doctor.

7. taam khñiom den kót cia kruu pêt.
   As far as I know he is a doctor.
8. taam khnom dem khot cia niay tehian! As far as I know he is an officer.
9. khnom dem chbah thaa khot cia niay tehian! I know for sure that he is an officer.
10. khnom cenh chbah thaa khot cia koun tehian! I know for sure that he is an enlisted man.
11. khnom smaan thaa khot cia koun tehian! I think that he is an enlisted man.
12. khnom smaan thaa khot cia cawvaay khat! I think that he is the governor.
13. khnom lli thaa khot cia cawvaay khat! I heard that he was the governor.

Drill G. Substitution

1. khnom lli thaa khot cia cawvaay khat! I heard that he was the governor.
2. khnom lli thaa khot cia tehian! I heard that he was a soldier.
3. khnom phlic haey thaa khot cia I forgot that he was a soldier.
4. khnom phlic haey thaa khot cia tehian! I forgot that he was a government official.
5. khnom cie-cë? thaa khot cia né? riecckaa! I believe that he is a government official.
6. khnom cie-cë? thaa khot cia smien! I believe that he is a secretary.
7. khnom cam thaa khot cia smien! I remember that he is a secretary.
8. khnom cam thaa khot cia koun tehian! I remember that he is an enlisted man.
9. khnom cam thaa khot cia cawvaay khat. I remember that he is the governor.
10. khnom lli thaa khot cia cawvaay khat! I heard that he was the governor.

Drill H. Substitution

1. puo?-mä? khot cia tehian! His friend is a serviceman.
2. puo?-mä? khot cia tehian cëen kook! His friend is a soldier.
3. puo?-mä? khot cia tehian cëen tik! His friend is a sailor.
4. puo?-mä? khot cia tehian chat yoor! His friend is a paratrooper.
5. puo?-mä? khot cia tehian kpal-hoh! His friend is an airman.
6. puo?-mä? khot cia tehian! His friend is a serviceman.
Drill I. Substitution

1. khnom coul-cet tehian taŋ-piŋ touc'fi.
   I liked being a soldier since I was small.
2. kót coul-cet tehian taŋ-piŋ touc'fi.
   He liked being a soldier since he was small.
3. kót coul-cet tehian taŋ-piŋ khmeañ.
   He liked being a soldier since he was young.
4. viu coul-cet tehian taŋ-piŋ khmeañ.
   He liked being a soldier since he was young.
5. viu coul-cet tehian taŋ-piŋ yuu nah móó haey.
   He liked being a soldier since a long time ago.
6. khnom coul-cet tehian taŋ-piŋ yuu nah móó haey.
   I like being a soldier since a long time ago.
7. khnom coul-cet tehian taŋ-piŋ daem' móó.
   I liked being a soldier from the beginning.
8. kee coul-cet tehian taŋ-piŋ daem' móó.
   They liked being soldiers from the beginning.
9. kee coul-cet tehian taŋ-piŋ touc'fi.
   They liked being soldiers since they were small.
10. khnom coul-cet tehian taŋ-piŋ touc'fi.
    I liked being a soldier since I was small.

Drill J. Response

MODEL: Teacher: look thee tehian taŋ-piŋ chnam naa' móó? (hoksep-bty)
Student: khnom thee tehian taŋ-piŋ chnam hoksep-bty!
Since what year have you been in the service? ('63)
I've been in the service since '63.

1. look thee tehian taŋ-piŋ chnam naa' móó? (haasep-pmp1l)
khnom thee tehian taŋ-piŋ chnam haasep-pmp1l!
Since what year have you been in the service? ('57)
I've been in the service since '57.

2. look thee tehian ceęż kook taŋ-piŋ chnam naa' móó? (haasep-pmmuyoy)
khnom thee tehian ceęż kook taŋ-piŋ chnam haasep-pmmuyoy!
Since what year have you been an infantryman? ('56)
I've been an infantryman since '56.

3. look thee tehian ceęż tik taŋ-piŋ chnam naa' móó? (haasep-pem1)
khnom thee tehian ceęż tik taŋ-piŋ chnam haasep-pem1!
Since what year have you been a sailor? ('55)
I've been a sailor since '55.
4. look thee tehian chat yong tan-pii chnam naa' mō? (hoksep-muoy)
khnom thee tehian chat yong tan-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 tan-pii chnam naa' mō? (hoksep-pii)
khnom thee tehian kpal-hoh tan-pii chnam hoksep-pii!
Since what year have you been an airman? ('62)
I've been an airman since '62.

6. look thee sauvekaa tan-pii chnam naa' mō? (haasep-pmbey)
khnom thee sauvekaa tan-pii chnam haasep-pmbey!
Since what year have you been a lawyer? ('58)
I've been a lawyer since '58.

7. look thee kuu brien tan-pii chnam naa' mō? (haasep-pmbuon)
khnom thee kuu brien tan-pii chnam haasep-pmbuon!
Since what year have you been a teacher? ('59)
I've been a teacher since '59.

8. look thee tehian tan-pii chnam naa' mō? (hoksep-bey)
khnom thee tehian tan-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: Teacher: look cef pi tehian pemaan chnam' eh? (mendop)
Student: khnom cef pi tehian pemaan chnam' eh!
How long ago did you leave the service? (eleven)
I left the service eleven years ago.

1. look cef pi tehian ceeq kook pemaan chnam' eh? (bey-ndop)
khnom cef pi tehian ceeq kook bey-ndop chnam' eh!
How long ago did you leave the army? (thirteen)
I left the army thirteen years ago.

2. look cef pi tehian ceeq tik pemaan chnam' eh? (buon-ndop)
khnom cef pi tehian ceeq tik buon-ndop chnam' eh!
How long ago did you leave the navy? (fourteen)
I left the navy fourteen years ago.
3. look cɛi pii tehian chat yooq pɛmaan chnam' eh? (pɛam-ndop) kʰnom cɛi pii tehian chat yooq pɛam-ndop chnam' eh!
   How long ago did you leave the paratroops? (fifteen)
   I left the paratroops fifteen years ago.

4. look cɛi pii tehian kpal-hoh pɛmaan chnam' eh? (pɛmuɔy-ndop) kʰnom cɛi pii tehian kpal-hoh pɛmuɔy-ndop chnam' eh!
   How long ago did you leave the air force? (sixteen)
   I left the air force sixteen years ago.

5. look cɛi pii tehian pɛmaan chnam' eh? (pɛmuɔl-ndop) kʰnom cɛi pii tehian pɛmuɔl-ndop chnam' eh!
   How long ago did you leave the service? (seventeen)
   I left the service seventeen years ago.
UNIT 45

NARRATION

2. kot thee tehian.
4. kot coul-cet daa leq' nah.
5. coq atit mun nih, khnom daa leq ceuoy kot oh peel methay.

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 dombouq, yenq tiw psaa thmy. ruoc haey yenq tiw roo tiq kenaat.
7. yenq coul haaq luo? kenaat pii-bey.
8. krayq tiq kenaat ruoc haey, yenq ko tiw phteh dae khaao-aaw.
9. maq cit dop-pii haey, yenq ko coul fiq baq niw restorooq muoy, niw kraom otaq delaa poost.

6. First of all, we went to the New Market. Then we went shopping for cloth.
7. We went into two or three cloth stores.
8. After we had bought the cloth, we then went to a tailor shop.
9. Near twelve o'clock, we went in to eat at a restaurant, behind the Hotel de la Poste.

10. luh fiq baq ruoc, yenq ko nom khnia tiw kat soq.
11. daqy kot cia tehian, puo-maa? khnom kot coul-cet kat soq khley.
12. khnom, khnom coul-cet tuk soq yeeq.
13. krayq yenq kat soq ruoc haey, khnom coq tiw phteh.

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. kôt suo khñom thaː look daːl aoy kee tìey aoy' teh?
16. khñom ko chlaey thaː khton m-daːl aoy nonaa tìey aoy khñom soh!
17. doucchnth haey, kôt koo nóm khñom tiw phtèh kruu tìey mené?.
18. yees niyiey leen cœmyoo kruu tìey oh peel pehael memaooq.
19. too pli nuh yees ko talop tiw phtèh.
20. daoy oh komlaŋ peek, yees ko coul keeŋ.

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.

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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/:

phœa taam yùn-hoh.
phœa daoy yùn-hoh.

'Send it by plane.'

As a conjunction, however, /daoy/ is used to introduce subordinate clauses in two distinct ways. If the /daoy/-clause comes after the main clause, the connection between the two clauses is one of close accompaniment:

khñom treek-oo' nah, daoy baan skol 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 kôt cia tehian, puoŋ-maa khñom coul-cet kat soŋ khlyt.

'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 /ko/, which comes immediately after the subject of the second clause, the cause-effect relationship is much stronger, and /daoy/ here is nearly equivalent to /prûh/ 'because':

daoy oh komlaŋ peek, yeeŋ ko coul keeŋ.

'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 /doucneh hasy/ '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. /nöm/ 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 /nöm/ or /cuun/ and the second is a verb of motion with the object always coming between:

köt nöm khnom tiw phteh kruu tiey menê.
'He took me to the house of a fortune teller.'

khnom cuun p'oun khnom mòo leen.
'I brought my younger brother to visit (you).'</nöm/ and /cuun/ is very slight in this construction—both mean essentially 'to lead.' Note, however, that /cuun/ is also a polite version of /soy/ 'give,' while /nöm/ is not used this way:

khnom tiw yòo' kafe mòo cuun.
'I'll go get the coffee for you (to give you).'</nöm/ and /cuun/ are two-verb expressions such as /yoo'/... mòo/ (in the example above) where physical carrying, rather than mere accompaniment, is involved. Also parallel in construction is the following example:

yeeng nöm khnia tiw kat so?
'We went together to get our hair cut.'

Although this kind of example presents difficulties of translation, the literal meaning is 'We took each other to get our hair cut,' which is exactly parallel to other /nöm... V/ constructions. Note that /cuun/ is seldom used in this way.

Expressions of accompaniment with /nöm/ are illustrated in Drills J and K, where they are transformed into equivalent expressions using /nir/ 'with' and /camuoy khnia/ 'together,' the common prepositions designating accompaniment. /camuoy/ '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-daêl/ 'never' (D, E).
DRILLS

Drill A. Substitution

1. conat mun nih, khnom dae leen
cemuoy kôt oh peel meathnay.
   Last weekend, I walked around
   with him for a whole day.

2. khae mun nih, khnom dae leen
cemuoy kôt oh peel meathnay.
   Last month, I walked around with
   him for a whole day.

3. khae mun nih, khnom dae leen
cemuoy kôt oh peel buon thnay.
   Last month, I walked around with
   him for four days.

4. khae mun nih, khnom thae dmnæ
cemuoy kôt oh peel buon thnay.
   Last month, I took a trip with
   him for four days.

5. chnam tiw, khnom thae dmnæ cemuoy
   kôt oh peel buon thnay.
   Last year, I took a trip with him
   for four days.

6. chnam tiw, khnom dae leen cemuoy
   kôt oh peel me-atit.
   Last year, I took a trip with him
   for a week.

7. chnam tiw, khnom dae leen cemuoy
   kôt oh peel me-atit.
   Last year, I walked around with
   him for a week.

8. khae viccekae, khnom dae leen
   cemuoy kôt oh peel me-atit.
   In November, I walked around with
   for a week.

9. khae viccekae, khnom dae leen
   cemuoy kôt oh peel meathnay.
   In November, I walked around with
   him for a whole day.

10. conat mun nih, khnom dae leen
    cemuoy kôt oh peel meathnay.
    Last weekend, I walked around
    with him for a whole day.

Drill B. Substitution

1. daoys kôt cia tæhian, puo?-mæa
   khnom coul-cet kat so? khley.
   Being in the service, my friend
   likes his hair cut short.

2. daoys kôt cia tæhian, puo?-mæa khnom
   coul-cet tif thøvan thaox-thaox.
   Being in the service, my friend
   likes to buy inexpensive things.

3. daoys kôt cia koun seh, puo?-mæa
   khnom coul-cet tif thøvan
   thaox-thaox.
   Being a student, my friend likes
   to buy inexpensive things.

4. daoys kôt cia koun seh, puo?-mæa
   khnom coul-cet tuk so? veen.
   Being a student, my friend likes
   to leave his hair long.

5. daoys kôt cia kruu tiey, puo?-mæa
   khnom coul-cet tuk so? veen.
   Being a fortune teller, my friend
   likes to leave his hair long.
6. daoy kót cia kruu tiey, puoʔ-мааʔ khmalı coul-cet meaʔ riэơг bouraаn.
   Being a fortune teller, my friend likes to read ancient legends.

7. daoy kót cia kruu bopriен, puoʔ-мааʔ khmalı coul-cet meaʔ riэơг bouraаn.
   Being a teacher, my friend likes to read ancient legends.

8. daoy kót cia kruu bopriен, puoʔ-мааʔ khmalı coul-cet coul keэп піп pelуп.
   Being a teacher, my friend likes to go to bed early.

9. daoy kót cia теhian, puoʔ-мааʔ khmalı coul-cet coul keэп піп pelуп.
   Being in the service, my friend likes to go to bed early.

10. daoy kót cia теhian, puoʔ-мааʔ khmalı coul-cet кат soʔ khley.
    Being in the service, my friend likes his hair cut short.

Drill C. Transformation

MODEL: Teacher: puoʔ-мааʔ khmalı coul-cet кат soʔ khley.
       (tuk soʔ vэеp)
Student: khњım, khњım coul-cet tuk soʔ vэеp.

1. puoʔ-мааʔ khњım coul-cet тїп kхао-saw thакk-thаck. (thlay)
   khњım, khњım coul-cet тїп kхао-saw thlay.
   My friend likes to buy inexpensive clothing. (expensive)
   Me, I like to buy expensive clothing.

2. puoʔ-мааʔ khњım coul-cet meэ Commercial bouraаn. (semay)
   khњım, khњım coul-cet meэ Commercial semay.
   My friend likes to read ancient stories. (modern)
   Me, I like to read modern stories.

3. puoʔ-мааʔ khњım coul-cet coul keэп піп pelуп. (yup ntэc)
   khњım, khњım coul-cet coul keэп yup ntэc.
   My friend likes to go to bed early. (rather late)
   Me, I like to go to bed rather late.

4. puoʔ-мааʔ khњım coul-cet laan thом. (тouc)
   khњım, khњım coul-cet laan touc.
   My friend likes big cars. (small)
   Me, I like small cars.

5. puoʔ-мааʔ khњım coul-cet sbaэk-ceэп thым. (sраal)
   khњım, khњım coul-cet sbaэk-ceэп sраal.
   My friend likes heavy shoes. (light)
   Me, I like light shoes.
6. puo-noh moo coul-cet baek laan lien. (yiit) khñom, khñom coul-cet baek laan yiit.
   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?
Student: khñom m-dael aoy nenaa tiey aoy khñom sok!
   Have you ever had your fortune told?
   I've never had my fortune told by anybody at all.

1. look dael aoy kee ca? thnam aoy' teh?
   khñom m-dael aoy nenaa ca? thnam aoy khñom sok!
   Have you ever had an inoculation?
   I've never had anybody inoculate me at all.

2. look dael aoy kee kao puk mot teh?
   khñom m-dael aoy nenaa kao puk mot aoy khñom sok!
   Have you ever had someone shave you?
   I've never had anyone shave me at all.

3. look dael aoy kee thee tsey aoy' teh?
   khñom m-dael aoy nenaa thee tsey aoy khñom sok!
   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 nenaa sa? aoy khñom sok!
   Have you ever been tattooed?
   I've never had anyone tattoo me at all.

5. look dael aoy nenaa meel day aoy' teh?
   khñom m-dael aoy nenaa meel day aoy khñom sok!
   Have you ever had your palm read?
   I've never had anyone read my palm at all.

6. look dael aoy nenaa thee thmif aoy' teh?
   khñom m-dael aoy nenaa thee thmif aoy khñom sok!
   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: khnom m-dael aoy nenaa tiey aoy khnom soh!
Student: look dael aoy kee tiey aoy' teh?

1. khnom m-dael aoy nenaa ca' thnam aoy khnom soh!
look dael aoy kee ca' thnam aoy' teh?
I've never had anybody inoculate me at all. Have you ever had an inoculation?

2. khnom m-dael aoy nenaa kao puk mót aoy khnom soh!
look dael aoy kee kao puk mót aoy' teh?
I've never had anyone shave me at all. Have you ever had someone shave you?

3. khnom m-dael aoy nenaa thee tesay aoy' khnom soh!
look dael aoy kee thee tesay aoy' teh?
I've never had anyone massage me at all. Have you ever had a massage?

4. khnom m-dael aoy nenaa sa' aoy khnom soh!
look dael aoy kee sa' aoy' teh?
I've never had anyone tattoo me at all. Have you ever been tattooed?

5. khnom m-dael aoy nenaa meel day aoy' khnom soh!
look dael aoy kee meel day aoy' teh?
I've never had anyone read my palm at all. Have you ever had your palm read?

6. khnom m-dael aoy kee thee thmil aoy khnom soh!
look dael aoy kee thee thmil aoy' teh?
I've never had anyone work on my teeth at all. Have you ever had your teeth worked on?

Drill F. Substitution

1. dacy oh komlaang peek, yeeng ko coul keeg.
Being so tired, we went to bed.

2. dacy oh komlaang peek, yeeng ko telop tiw otael vifi.
Being so tired, we went back to the hotel.

3. dacy m-sew mian luy, yeeng ko telop tiw otael vifi.
Not having much money, we went back to the hotel.

4. dacy m-sew mian luy, yeeng ko cih alkhlon tiw.
Not having much money, we took a cyclo.
5. dacy mian peel craen, yeeng ko cih sikhlou tiw.  Having lots of time, we took a cyclo.

6. dacy mian peel craen, yeeng ko cih laan chnuol tiw.  Having lots of time, we took a bus.

7. dacy oh komlan peek, yeeng ko cih laan chnuol tiw.  Being so tired, we took a bus.

8. dacy oh komlan peek, yeeng ko coul keeng.  Being so tired, we went to bed.

Drill G. Transformation

MODEL: Teacher: yeeng oh komlan peek. doucchnh hasy yeeng coul keeng.
                      Student: dacy oh komlan peek, yeeng ko coul keeng.

1. yeeng oh komlan peek. doucchnh hasy, yeeng telop tiw otael viN.  We were so tired. Therefore, we went to bed.
   dacy oh komlan peek, yeeng ko telop tiw otael viN.

2. yeeng m-sew mian luy. doucchnh hasy, yeeng telop tiw otael viN.  We were so tired. Therefore, we went back to the hotel.
   dacy m-sew mian luy, yeeng ko telop tiw otael viN.

3. yeeng m-sew mian luy. doucchnh hasy, yeeng cih sikhlou tiw.  We didn't have much money. Therefore, we went back to the hotel.
   dacy m-sew mian luy, yeeng ko cih sikhlou tiw.

4. yeeng mian peel craen. doucchnh hasy, yeeng cih sikhlou tiw.  We didn't have much money. Therefore, we took a cyclo.
   dacy mian peel craen, yeeng ko cih sikhlou tiw.

5. yeeng mian peel craen. doucchnh hasy, yeeng cih laan chnuol tiw.  We had lots of time. Therefore, we took a cyclo.
   dacy mian peel craen, yeeng ko cih laan chnuol tiw.

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6. យ៉ាង ចុះ កៅលាយ ភោះ. ដឹកជញ្ចំ ហា឴យ, យ៉ាង ន៌សោល ចុះ ទឹក. ដាល ឈើ កៅលាយ ភោះ, យ៉ាង កុង ន៌សោល ចុះ ទឹក.
   We were so tired. Therefore, we took a bus. Being so tired, we took a bus.

7. យ៉ាង ចុះ កៅលាយ ភោះ. ដឹកជញ្ចំ ហា឴យ យ៉ាង មិន កំពុង កំពុង. ដាល ឈើ កៅលាយ ភោះ, យ៉ាង កុង មិន កំពុង កំពុង.
   We were so tired. Therefore, we went to bed. Being so tired, we went to bed.

Drill H. Substitution

1. យ៉ាង និយ៍យំ លោក ចេមឈឺ ក្រុម តួយ ន័យ ពោល មេមា្ង.
   We were talking with the fortune teller for an hour.

2. យ៉ាង និយ៍យំ លោក ចេមឈឺ និយ៍ តំបោះ លោក មេមា្ង.
   We were talking with the officer for an hour.

3. យ៉ាង និយ៍យំ លោក ចេមឈឺ និយ៍ តំបោះ ន័យ ពោល រាជានិក.
   We were talking with the officer for half an hour.

4. ខ៍ ញឈឺ និយ៍យំ លោក ចេមឈឺ និយ៍ តំបោះ ន័យ ពោល រាជានិក.
   He was talking with the officer for half an hour.

5. ខ៍ ញឈឺ និយ៍យំ លោក ចេមឈឺ ក្រុម តួយ ន័យ ពោល រាជានិក.
   He was talking with the fortune teller for half an hour.

6. ខ៍ ញឈឺ និយ៍យំ លោក ចេមឈឺ ក្រុម តួយ ន័យ ពោល រាជានិក រាជានិក.
   He was talking with the fortune teller for an hour and a half.

7. យ៉ាង និយ៍យំ លោក ចេមឈឺ ក្រុម តួយ ន័យ ពោល រាជានិក រាជានិក.
   We were talking with the fortune teller for an hour and a half.

8. យ៉ាង និយ៍យំ លោក ចេមឈឺ ក្រុម តួយ ន័យ ពោល មេមា្ង.
   We were talking with the fortune teller for an hour.

Drill I. Double Substitution (No Model)

1. តស់ ពី ញូ យ៉ាង កុង ទឹក ពោតិឈឺ.
   Following that, we went back home.

2. ក្រសិកដូក យ៉ាង កុង ទឹក សោវ ឈឺ ធានី.
   Later on, we went to the New Market.

3. រុីឆ្ល ហា឴យ យ៉ាង កុង ទឹក រ៉ុត ធានី កាលា្ត.
   After we finished, we went shopping for cloth.

4. ក្រសិកដូក យ៉ាង កុង ទឹក ពោតិឈឺ ថៃ កាល់ សោវ ឈឺ សោវ ឈឺ.
   Later on, we went to the tailor shop.
5. maen cit pii-ndoap hasy, yeeng ko coul flam basy.
Near twelve o'clock, we went to eat.

6. luh flam basy ruoc, yeeng ko nom khnia tiw kat so?.
After finishing eating, we went together to get our hair cut.

7. kat so? ruoc hasy, yeeng ko telop tiw otael vii.
After the haircut, we went back to the hotel.

8. douccnemh hasy, yeeng ko tiw phteh kruu tiey.
Therefore, we went to the house of the fortune teller.

9. too pii muh, yeeng ko telop tiw phteh.
Following that, we went back home.

Drill J. Transformation

MODEL: Teacher: yeeng tiw phteh kruu tiey cemuy khnia!
(kot nom khfom)
Student: kot nom khfom tiw phteh kruu tiey!

1. yeeng tiw psaa thmey cemuy khnia!
(khfom nom kot)
khfom nom kot tiw psaa thmey!
We went to the New Market together.
(I took him)
I took him to the New Market.

2. yeeng tiw roo kenat cemuy khnia!
(khfom cuun pepun khfom)
khfom cuun pepun khfom tiw roo tiw kenat!
We went shopping for cloth together.
(I took my wife)
I took my wife shopping for cloth.

3. yeeng tiw phteh dea khao-saw
cemuy khnia! (pepun khfom
nom khfom)
pepun khfom nom khfom tiw phteh
dea khao-saw!
We went to the tailor shop together. (My wife took me.)
My wife took me to the tailor shop.

4. yeeng tiw kat so? cemuy khnia!
(peou-maa? khfom nom khfom)
pou-maa? khfom nom khfom tiw
kat so?!
We went to get a haircut together.
(My friend took me.)
My friend took me to get a haircut.

5. yeeng tiw flam basy niw restorog
cemuy khnia!
(khfom cuun look srey)
khfom cuun look srey tiw flam basy niw restorog.
We went to eat in a restaurant together. (I took the lady)
I took the lady to eat in a restaurant.
Drill K. Transformation

**MODEL:** Teacher: kót nóm kʰnom tīw phtēh kruu tiey mēnê?
Student: kót nîŋ kʰnom nóm khnia tīw phtēh kruu tiey mēnê?

He took me to the house of a fortune teller.
He and I went together to the house of a fortune teller.

1. kʰnom nóm kót tīw pṣaa thmēy?
kʰnom nîŋ kót nóm khnia tīw pṣaa thmēy?
I took him to the New Market.
I and he went to the New Market together.

2. kʰnom cuun pepûn kʰnom tīw rōo tīf kenat?
kʰnom nîŋ pepûn kʰnom nóm khnia tīw rōo tīf kenat?
I took my wife cloth shopping.
I and my wife went cloth shopping together.

3. pepûn kʰnom nóm kót tīw phtēh dē khao-saw!
pepûn kʰnom nîŋ kót nóm khnia tīw phtēh dē khao-saw!
My wife took me to the tailor shop.
My wife and I went together to the tailor shop.

4. puoʔ-маэ? kʰnom nóm kʰnom tīw kat soʔ?
puoʔ-маэ? kʰnom nîŋ kʰnom nóm khnia tīw kat soʔ?
My friend took me to get a haircut.
My friend and I went together to get a haircut.

5. kʰnom cuun look srey tīw fâm baay niw restorôn!
kʰnom nîŋ look srey nóm khnia tīw fâm baay niw restorôn!
I took the lady to eat in a restaurant.
I and the lady went together to eat in a restaurant.