

Basic Khmer

Basic Khmer

VATHANAK SOK

RAJIV RANJAN

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EAST LANSING



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First of all, I would like to express my gratitude to all my students for their active participation in learning Khmer language. Their feedback on my courses helped me to develop and tailor this online textbook according to their needs and concerns.

I am deeply grateful to Regina Gong and her team members, who work for Open Educational Resources (OER) at Michigan State University Libraries, for their support. I must also thank the Department of Linguistics, Languages, and Cultures at MSU, particularly Danielle Steider and Dr. Ranjan, for their advice and many helpful suggestions during the preparation of this textbook.

Last, but not least, my thanks to my family. This work is dedicated to them: particularly to my father, my mother, and my wife, who have always been supportive.

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Foreword

The book called *Basic Hindu I*, by Dr. Rajiv Ranjan, gave me a scaffolding to start writing this book. Dr. Ranjan is a tech wizard and he has guided me through the H5P program to develop learning activities that provide immediate and constructive feedback.

Dr. Ranjan and Danielle Steider, Coordinator of Less Commonly Taught Languages Program, have helped me build the structure of the book including clear learning outcomes, so that learners come to a common understanding about the purpose and goals of each chapter; a review of previous chapters that provides a smooth transition to the next one; and a review of the vocabulary, grammar points, and cultural notes.


Danielle has carefully examined all the grammar points of each chapter to make sure they are presented in a meaningful context that fits the learning objective and learner's level. Danielle also helped to think of additional learning activities, providing more opportunities for the student to practice what they have learned.

Dr. Ranjan and Danielle Steider have been supportive during the entire development process of this textbook. Their expertise have shaped the knowledge I put into this book, and it has become an indispensable resource for both independent learners and students taking courses in Cambodian/Khmer.



PREFACE



Basic Khmer is funded by Open Educational Resources at Michigan State University. It is an online, interactive theme-based textbook for the beginner of the Khmer language. This book aims to provide a practical introduction to speaking, listening, and reading. By the end of this course, students will be at B1 level of the Common Framework for Language and at the low-intermediate level on the ACFTL proficiency scales.








This book contains eight chapters. In the first five chapters, each chapter is divided into two parts. The first part is based on a conversation and presents the grammar and vocabulary necessary to deal with everyday situations. The Cambodian script and sound system are introduced in the second part of each chapter.

Topics covered in Chapters 1 & 2 include: polite and colloquial greetings, introducing oneself; addressing people properly; the 16 individual consonants and their meanings; polite and colloquial farewells; question words “what” and “where”; numbers 1-10; kinship terms in combination with the verb to be “អ””; and the combination of consonants and/or with diacritic.

Topics covered in Chapter 3 include: asking and talking about families; Khmer classifiers; question word “how many”; the verb “to have/has”; asking and talking about ages; possessive adjectives; numbers 11-100; an introduction to vowels and the position of vowels; and the first and second series of consonants.

Topics covered in Chapters 4 & 5 include: asking and telling time with particle “ម៉ោង” and “ថ្ងៃ”, asking and talking about different days of the week and months of the year, time of the day, and other expressions related to time; asking and telling phone numbers using pattern “do you have?”; and numbers 100-1,000,000.

Topics covered in Chapters 6 & 7 include: past tense; “used to” to talk about habits or repeated actions in the past; past expressions; first and second series vowel sounds; occupations and professions in Khmer; the expressions “to want to be/become”; Khmer modifiers (not very much/not so and adverbs (too/as well); special pronoun “អ្នក” and “អ្នកណា”; and sub-consonants and consonant clusters.

Topics covered in Chapter 8 include: making appointments in-person and via telephone; making requests with the pattern “តើ...ឬទេ?”; expressing politeness and respect with the word “ត្រង់”; the adverb of time (before and after); diacritic “្រ” and “្រ”; and conjunctions ប៉ុន្តែ and ដូច្នេះ (“But” and “So”).

Each chapter has clear learning outcomes, a review of the previous chapter, a review of the previous vocabulary, grammar points, and cultural notes. The layout of each chapter is followed by three modes of communication (interpretative, interpersonal, and presentation mode) across the four skills. Each chapter also has a listening, speaking, reading, and grammar section, followed by interactive activities. Cultural notes and a few online materials related to the theme of the chapter are also introduced. Each chapter ends with key vocabulary/expressions and a grammar summary.

Vocabulary in reading and listening is built in the conversation with the English translation, so that learners can infer the meaning in the given context. Learning activities have been developed by using H5P so that learners can get immediate constructive feedback.

This book is an online resource; your constructive feedback will help me keep this book updated. If you find any errors and/or have suggestions, please do not hesitate to write to sokvatha@msu.edu. I hope that this textbook will be an indispensable resource that helps both independent learners and students who are taking courses in Cambodian/Khmer.

INTRODUCTION

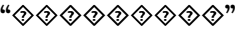
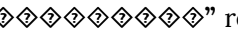
1. General Information about the Language

Cambodian, also known as Khmer, is the official language of the Kingdom of Cambodia. Dialects are spoken by a few million people in north-eastern Thailand (Surin Khmer) and in the Mekong Delta region of Southern Vietnam (Khmer Kraom).

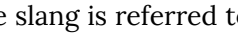
Cambodian has inevitably influenced the development of other languages in neighboring areas: western neighbour, Thai; eastern neighbour, Vietnamese. In the nineteenth century, Cambodia was colonized by France and most of the technical vocabulary used in science and medical practice today consists of transliterations of the French terms.

The majority of original Cambodian words consist of one or two syllables. Words with three or more syllables are almost certainly loanwords or newly coined ones using components borrowed from Sanskrit and Pali, two major ancient languages in India. Cambodian has borrowed much of its administrative, military, and literary vocabulary from Sanskrit, but with advent of Theravada Buddhism at the beginning of the fifteenth century, Pali became the major source of neologisms.

2. Regional Variants and Dialects

The modern Khmer language: “” translates as ‘written Khmer’, a version of the language that tends to include a substantial number of words that are closer to Sanskrit and Pali forms than words in spoken Khmer. Secondly, “” refers to the language as ordinarily spoken; the standard spoken Khmer. It should be noticed that a few words principally used in written Khmer (rather than in spoken language) can, nevertheless, be found in conversation from time to time.

The spoken Khmer language is a confluence of three ‘languages’: standard or classroom version, slang, and rural dialect variations.

“Slang” (including rough or crude slang is referred to as “” or “bottom-of-the-market” talk) tends to add mainly new words (i.e. words not found in standard spoken Khmer) rather than changing the pronunciation of standard spoken words.

There are dialectical differences in the speech of Cambodian natives from Siem Reap, the north (Battambang), or other areas of Cambodia, as compared with the speakers in Phnom Penh. “Rural dialect” tends to add both new words and new pronunciations of standard spoken words, which vary from the generally standard pronunciation one would hear in Phnom Penh.

In Khmer, as indeed in most languages, words are subject to some variation in pronunciation from region to region and indeed, from individual to individual. While a Khmer word has a “standard pronunciation”, an additional pronunciation which is very widely used or commonly heard is considered an “alternate pronunciation” or AP.

The degree to which alternate pronunciation occurs is high and can present problems if a student of the language is unaware which sort of transformations he/she is hearing.

Alternate pronunciations aren’t new words, but non-standard pronunciations, which tend to change or drop beginning/ending consonants or syllables: Mook “**្រ្រ**” (to come), for example, becomes Moo “**្រ**”. Alternate pronunciation, spoken rapidly, tends to compress the sound of the syllable or the word, e.g. Khnhom “**្រ្រ្រ្រ្រ**” (the pronoun ‘I’) becomes Nhom “**្រ្រ្រ**”.

3. Guide to Khmer Transliteration, Pronunciation

There is no standardization or universally accepted system for Cambodian in Romanization or transliteration. Therefore, different transliterations are used for Khmer script. However, the transliteration used in this book is adapted from the International Phonetic Alphabet (IPA) and the transliteration might not be the same as other sources.

Cambodian has 44 consonants including 33 regular symbols and 11 others modified by diacritics. While many of the vowel sounds have no comparable sound in English, many consonants have a corresponding sound in English, so they can be transliterated into the equivalent English symbol. For example: **្រ**=S, **្រ**=N, **្រ**=l and **្រ**=V. Other consonants have aspirated and unaspirated forms.

For example:

/kh/ aspirated “k” as the word “kettle”

/k/ unaspirated “k” as the word “skull”

/ch/ aspirated “ch” as the word “chalk”

/c/ unaspirated “ch” as the word “peach”

/th/ aspirated “t” as the word “tell”

/t/ unaspirated “t” as the word “stall”

/ph/ aspirated “p” as the word “pull”

/p/ unaspirated “p” as the word “spill”

Consonants and phonetic transcriptions

1. Velars	ឍ (k ១ ១)	ឍ (kh ១ ១)	ឍ (koo)	ឍ (khoo)	ឍ (ngoo)
2. Palatals	ឍ (j ១ ១)	ឍ (ch ១ ១)	ឍ (choo)	ឍ (joo)	ឍ (nhoo)
3. Retroflexes	ឍ (d ១ ១)	ឍ (t ១ ១)	ឍ (doo)	ឍ (thoo)	ឍ (n ១ ១)
4. Dentals	ឍ (dt ១ ១)	ឍ (t ១ ១)	ឍ (dtoo)	ឍ (thoo)	ឍ (noo)
5. Labials	ឍ (b ១ ១)	ឍ (p ១ ១)	ឍ (bpoo)	ឍ (phoo)	ឍ (moo)
6. Miscellaneous	ឍ (yoo)	ឍ (roo)	ឍ (loo)	ឍ (voo)	ឍ (s ១ ១)
	y-/-y	r-/-r	l-/-l	v-/-v	s-/-h-
	ឍ (h ១ ១)	ឍ (l ១ ១)	ឍ (១ ១)		
	h-	l-	១ ១ -		

There are 24 dependent vowel symbols. Cambodian vowels can be short and long, and each vowel can have two sounds depending on the consonant used. When combined with the first series consonant, it takes the first series value (in bold), and when combined with a second series consonant, it takes the second series value. Each vowel is pronounced in two different ways. However, there are five vowel symbols (in italic) that are pronounced the same regardless of the series of the consonants.

Vowels and phonetic transcriptions

Vowels		IPA	Examples
1	◊	o	◊◊ (table)
		u	◊◊◊ (money)
2	◊	oo	◊◊◊ (stream)
		uu	◊◊ (to draw)
3	◊	ua	◊◊◊ (to ask)
4	◊	ee	◊◊ (otter)
5	◊	ae	◊◊ (to correct)
		ee	◊◊ (otter)
6	◊	ai	◊◊ (hand)
		ey	◊◊ (cicada)
7	◊	aa	◊◊ (cup)
		ia	◊◊ (duck)
8	◊◊	am	◊◊◊ (to wait)
		oam	◊◊◊ (to dance)
9	◊	ao	◊◊ (to shave)
		oo	◊◊◊ (stream)
10	◊	au	◊◊ (grandson)
		ouw	◊◊ (to go)
11	◊	e	◊◊◊ (west)
		i	◊◊◊◊ (March)
12	◊	ey	◊◊ (three)
		ii	◊◊◊ (two)
13	◊	əə	◊◊ (to burp)
		eu	◊◊ (sick)
14	◊	ə	◊◊◊ (to transport)
15	◊◊	eh	◊◊◊ (to pick up fruit)
		ih	◊◊◊ (this)
16	◊◊	ɔh	◊◊◊ (island)
		uah	◊◊◊ (to knock)
17	◊	ɔm	◊◊ (to pound)
		əm	◊◊ (big)

Vowels		IPA	Examples
18	◊◊	om	◊◊◊ (to ask for something)
		əm	◊◊◊ (ripe)
19	◊	ah	◊◊ (to heal)
		eah	◊◊ (to slap)
20	◊◊	oh	◊◊◊ (to grow)
		uh	◊◊◊ (to be boiling water)
21	◊	ia	◊◊◊ (beer)
22	◊	oeur	◊◊ (to believe)
23	◊	aə	◊◊ (if)
		əə	◊◊ (on)
24	◊◊	ih	◊◊◊ (to ride)

Long and short vowels and diphthongs can be distinguished using the International Phonetic Alphabet.

For examples:

a) Long vowels: /aa, ɔ ɒ , əə, uu, ee/

b) Long diphthongs: /ia, au, ua, oa, ae/

c) Short vowels: / ɔ , i, e, o, u, ə/

d) Short diphthongs: /ai, ey/

PART I

CHAPTER I: WHAT IS YOUR NAME?



១២៣៤៥៦៧៨៩ ១០១១១២១៣១៤១៥១៦១៧១៨១៩២០?

At the end of this chapter, you will be able to:

- greet social peers and elders/teachers appropriately in Khmer.
- use subject pronouns “I, you, he/she, and they”.
- read and write the first 16 individual consonants and their meanings.
- ask and respond to very basic questions regarding your name and country using the question words “what and where”.

I.1 Informal Conversation

I. Listening

Listen to the conversation between Sok (A) and John (B). Then pause, play, and practice saying the sentences out loud.



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://openbooks.lib.msu.edu/basickhmer/?p=156#video-156-1>

2. Speaking

Record yourself greeting and introducing in Khmer, then compare with the conversation above.



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3. Reading

- Read the conversation below and then answer the following questions.

A: Sua-sdey[1]! Sok-sa-baay dtee?

B: Sua-sdey! Khnhom sok-sa-baay. ១ ១ -kun.

A: Khnhom chmuah Sok. Neak chmuah ey?

B: Khnhom chmuah John. Khnhom mook bpri bpr ១ ១ -dteh[2] aa-mee-rik. Neak mook bpri bpr ១ ១ -dteh naa?

A: Oh! Khnhom mook bpri bpr ១ ១ -dteh kam-bpu-jia.

B: Rik-riay dael baan juab neak.

A: Khnhom k ១ ១ ey-jəng daer.



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- Read the conversation again, choose the expressions you think they are about exchanging personal information.



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[1] The formal and polite greeting in Khmer is “**Jom-riab-sua**” and “**Sua- sdey**” is informal is reserved for casual situations and it is equivalent to the English word “**Hello**”.

[2] The expression **Bprɔɔ-dteh** “country” can be placed before a country name. However, it is often omitted in spoken language.

I.2 Formal Conversation

I. Reading

Read the conversation between Thida (A) and Visak (B) and then highlight words/expressions in the conversation where you think they are indicating the formal and polite languages.



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2. Listening

After reading, listen to the conversation and answer the following questions.



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Do you know?

Greeting in Cambodia

The formal and respectful way to say hello in Cambodia is “**Jom-riap-sua**”, with the salute gesture **sampeah** (clasping your hands together in a lotus bud form, as if in praying and bowing your head). Where you place the sampeah in front of your body depends on the age and relationship of the person you are greeting. The higher your sampeah, and the lower your bow, the more respect you are showing.



3. Reading

Read another conversation between a student (A) and a teacher (B) and fill in the blanks using the formal and polite languages.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/basickhmer/?p=123#h5p-12>

[1] The formal and polite greeting in Khmer is “**Jom-riab-sua**”. “**Sua-sdey**” is informal, and is reserved for casual situations; it is equivalent to the English word “Hello”. “**Jom-riab-lia**” is also the formal good-bye.

[2] Title nouns such as “**Look**” (Sir, Mr., you for male speaker) and “**Look-srey**” (Madam, Mrs., you for female) can be used as pronouns to denote formality and politeness.

[3] **Baat** (for male speakers) and **Jaa** (for female speaker) are the terms for the English word “Yes”. When the word “**Baat**” or “**Jaa**” precedes the sentence, it denotes the politeness; for example, **Jaa/Baat**, jom-riab-lia, look. = Goodbye, Sir.

1.3 The First 16 Consonants

Cambodian has 44 consonants including 33 regular symbols and 11 others modified by diacritics. In this chapter, we are focusing on the first 16 consonants. We will be discussing the other regular symbols and the 11 consonants modified by diacritics in the future chapters, and then we will move onto the vowels symbols.

The First 16 Consonants




















Use the audio and Table 1 below to learn how to pronounce the consonants.



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://openbooks.lib.msu.edu/basickhmer/?p=92#audio-92-1>

Table 1

Consonant	English	Consonant	English
1. 	neck	9. 	mute
2. 	to cheat	10. 	the Year of Dog
3. 	dock	11. 	white
4. 	to carry a baby	12. 	baking oven
5. 	to lie	13. 	sulky
6. 	to try something on	14.  	to stand
7. 	to be happy, glad, joyful.	15. 	to connect
8. 	kind of thick stew	16. 	gutter

I. Speaking

Record yourself reading each consonant out loud and share it with your friends/teacher for further feedback.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/basickhmer/?p=92#h5p-4>

2. Reading

Read through the consonants in Table 2 and decide whether each consonant corresponds with the translation in English. Then check your answers against the Table 1.

Table 2

Consonant	English	Consonant	English
ㄱ	gutter	ㄴ	to lie
ㄷ	white	ㄷ	dock
ㄷ	the Year of Dog	ㄷ	to cheat
ㄷ	to stand	ㄷ	mute
ㄷ	to connect	ㄷ	sulky
ㄷ	to try something on	ㄷ(ㄷ)	to carry a baby
ㄷ	to be happy, glad, joyful.	ㄷ	baking oven
ㄷ	kind of thick stew	ㄷ	neck

3. Writing

Download the worksheet below to practice writing consonants by following the directional arrows.

[Worksheet 1](#)

4. Reading

Read the first 16 consonants again. Please read the consonants that are highlighted in blue only, we will discuss the rest of the consonants in the next chapter. (List of highlighted consonants: ㄱ, ㄴ, ㄷ, ㄷ, ㄷ, ㄷ, ㄷ, ㄷ, ㄷ, ㄷ, ㄷ, ㄷ, ㄷ, ㄷ, ㄷ, ㄷ.)

Consonants and phonetic transcriptions

Table 3

1. Velars	ក (k ១ ១)	កខ (kh ១ ១)	កូ (koo)	កខូ (khoo)	កងូ (ngoo)
2. Palatals	ច (j ១ ១)	ចខ (ch ១ ១)	ចូ (choo)	ចូ (joo)	ងូ (nhoo)
3. Retroflexes	ត (d ១ ១)	តខ (t ១ ១)	តូ (doo)	តខូ (thoo)	ន (n ១ ១)
4. Dentals	ត (១ ១)	តខ (t ១ ១)	តូ (dtoo)	តខូ (thoo)	នូ (noo)
5. Labials	ប (b ១ ១)	បខ (p ១ ១)	បូ (bpoo)	បខូ (phoo)	មូ (moo)
6. Miscellaneous	យូ (yoo)	រូ (roo)	លូ (loo)	វូ (voo)	ស (s ១ ១)
	y-/-y	r-/-r	l-/-l	v-/-v	s-/-h-
	អ (h ១ ១)	ល (l ១ ១)	ត (១ ១)		
	h-	l-	១ ១ -		

5. Dictation

Please listen carefully and write what you hear. Note that you need to install Khmer fonts in order to complete this exercise.



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<https://openbooks.lib.msu.edu/basickhmer/?p=92#h5p-15>

I.4 The Question Words for "What and Where"

The word for “what” is “**Ey**”. Sometimes it is pronounced **A-vey**, a formal word. In contrast to English, it comes at the end of a sentence.

Examples:

- Neak[1] chmuah **ey**? “**What** is your name?”

The word for “where” is “**Naa**”. Like “**Ey**”, this question word comes at the end of the sentence.

Examples:

- Neak mook bpïi bpr ១ ១ -dteh **naa**? “**Where** are you from?”

Test Yourself


I. Speaking

Suppose you do not know the people in the pictures, how would you ask the following questions in Cambodian?


	
<p>What's her name? ----- Where is she from? -----</p>	<p>What's her name? ----- Where is she from? -----</p>

2. Listening

Listen to the conversation between Smith (A) and Sokha (B) and then indicate the order of the sentences by dragging a number to its corresponding sentence.



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<https://openbooks.lib.msu.edu/basickhmer/?p=235#audio-235-1>



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<https://openbooks.lib.msu.edu/basickhmer/?p=235#h5p-112>

3. Reading



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<https://openbooks.lib.msu.edu/basickhmer/?p=235#h5p-113>

[1] The word “**Neak**” is the general term for “you”. It is commonly used by both genders of the same age.

[2] “**Lia-sən-haəy**” is informal for “good-bye”. The formal and polite good-bye is “**Jom-riab-lia**”

1.5 Key Vocabulary and Useful Expressions

Key Vocabulary

IPA	English
bpr ɔ ɔ -dteh	country
ey/a-vey	what
naa	where
chmuah	name
juab	to meet

Useful Expressions

IPA	English
Rik-riay dael baan juab neak.	Nice to meet you.
Sok-sa-baay dtee?	How are you?
Khnhom sok-sa-baay, ɔ ɔ -kun.	I am fine, thank you.
Khnhom mook bpïi bpr ɔ ɔ -dteh ii-taa-lii.	I am from Italy.
Khnhom chumah ____.	My name is ____.
Joh-neak-venh?	What about you?
Khnhom k ɔ ɔ ey-jəŋg daer.	Nice to meet you too.

Summary of Grammar Points

Grammar Points	Summary
Subject pronouns	<p>There are some common pronouns used by beginners. However, bpuak-kee is replaced by bpuak-koat when the context is clear: the person who is referred to was previously mentioned. The word Niang (she) is not commonly used in spoken language and the word Koat is preferable.</p>
Title nouns	<p>Title nouns such as “look” (Sir, Mr., you for male speaker) and “look-srey” (Madam, Mrs., you for female speaker) can be used as pronouns to denote formality and politeness.</p> <ul style="list-style-type: none">• Look chmuah ey? = What is your name, sir?• Look-srey mook bpïi bpr ១ ១ -dteh naa? = Where are you from, madam? <p>Similarly, when the term “look” is combined with kinship terms such as: Kruu “teacher”; Dtaa “Grandfather”; Bpuu “Uncle”, it denotes respect, politeness, and even endearment.</p> <ul style="list-style-type: none">• Look-dtaa sok-sa-baay dtee? = How are you, grandfather?
	<p>“Yes” in Khmer</p> <p>Baat (for male speakers) and Jaa (for female speaker) are the terms for the English word “Yes”. When the word “Baat” or “Jaa” precedes the sentence, it denotes the politeness, for example:</p> <p>Jaa/baat, Jom-riab-lia, look. = Goodbye, Sir.</p>

2.1 Review from Chapter I

1. How do you say the following sentences in Cambodian?

Record yourself saying the following sentences in Cambodian and share it with your friends/teacher for further feedback.

- How are you?
- What is your name?
- My name is John.
- I am fine. Thank you.
- Where are you from?
- I am from Cambodia.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/basickhmer/?p=362#h5p-22>

2. Choose the correct translations for the following consonants.



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<https://openbooks.lib.msu.edu/basickhmer/?p=362#h5p-23>

3. Complete the following conversation with the correct words provided.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/basickhmer/?p=362#h5p-101>

2.2 Conversation: I am a teacher.

Simple Statements with Jia “to be”

Like English, the basic word order of a simple sentence with Jia “to be” consists of subject+to be+object.

Examples:

- Khnhom **jia** kruu-bpeet. “I **am** a doctor”.
- Koat **jia** kruu-b ɔ ng-rian. “He **is** a teacher.”

I. Listening

Listen to the following conversations and then spot the differences in the following conversations.

Conversation 1



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<https://openbooks.lib.msu.edu/basickhmer/?p=243#video-243-1>

Conversation 2



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://openbooks.lib.msu.edu/basickhmer/?p=243#video-243-2>

2. Speaking

Watch both conversations again and then merge the conversations where possible to create your own conversation. Record the conversation created and share it with your friends/teacher for further feedback.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/basickhmer/?p=243#h5p-16>

3. Listening

Listen and compare your conversation created with the following conversation.



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<https://openbooks.lib.msu.edu/basickhmer/?p=243#audio-243-1>

After listening, complete the conversation using the words provided.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/basickhmer/?p=243#h5p-72>

2.3 Subject Pronouns with Verb "To be" in Khmer

Personal Pronouns with Verb “to be”

The word for “To be” is **Jia**. However, **Jia** is omitted when it is used with adjective. For example, “she is beautiful” = Niang **jia** s’art.

Examples:

- Khnhom **jia** kruu-b ɔ ng-rian. “I **am** a teacher.”
- Koat **jia** kruu-bpeet. “He **is** a doctor.”

Table 1

Singular Pronouns and Verb “to be”			Plural Pronouns and Verb “to be”		
Transliteration	English	Khmer	Transliteration	English	Khmer
Khnhom jia_.	I am_.	ខ្ញុំ ខ្ញុំ ខ្ញុំ ខ្ញុំ ខ្ញុំ ខ្ញុំ	Neak jia_.	You are_.	គាត់ គាត់ គាត់ គាត់
Neak jia_.	You are_.	គាត់ គាត់ គាត់ គាត់	Yəəng jia_.	We are_.	យើង យើង យើង
Koat jia_.	He is_.	គាត់ គាត់ គាត់ គាត់	Bpuak-kee jia_.	They are_.	គាត់ គាត់ គាត់ / គាត់ គាត់ គាត់ គាត់ គាត់ គាត់
Niang/Koat jia_.	She is_.	នាង នាង នាង			

1. Listening and Reading

Listen to following conversation and put the sentences of the conversation in the correct order.





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<https://openbooks.lib.msu.edu/basickhmer/?p=251#video-251-1>



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/basickhmer/?p=251#h5p-73>

2.4 Negative Formers: ទ ត...dtee" and "mən...dtee"

The negative former “**ទត...dtee**” and “**mən...dtee**” are used interchangeably. “**ទត**” or “**mən**” are placed before the main verb and “**dtee**” is placed at the end of the statement. However, “**Dtee**” is optional and is omitted in spoken language.

Examples:

- khnhom ទត mook bpri bpr ទ ត -dteh thai **dtee**. “I **do not** come from Thailand.”
- Koat ទត b ទ ng-rian pia-saa Khmer **dtee**. “He **does not** teach Khmer.”

However, when **jia** “to be” is the main verb of the sentence, the negative “**mən**” or “**ទត**” is replaced with “**mən-meen**”.

Examples:

- Koat **mən-meen** jia kru-b ទ ng-rian **dtee**. “He is **not** a teacher.”
- Khnhom **mən-meen** jia kru-bpeet **dtee**. “I am **not** a doctor.”

I. Listening

Listen to the conversation between Sokha (A) and John (B) and say what John felt sorry about.



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<https://openbooks.lib.msu.edu/basickhmer/?p=272#h5p-19>

2. Reading

Read the conversation again and choose the correct responses.



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<https://openbooks.lib.msu.edu/basickhmer/?p=272#h5p-18>

2.5 Conversation: Addressing People in Cambodia

Title Nouns and Kinship Terms

Title nouns such as “**look**” (Sir, Mr., you for male speaker) and “**look-srey**” (Madam, Mrs., you for female) can be used as pronouns to denote formality and politeness.

Examples:

- **Look** chmuah ey? “What is your name, sir?”
- **Look-srey** mook bpri bpr ១ ១ -dteh naa? “Where are you from, madam?”









Similarly, when the term “**look**” is combined with kinship terms, such as **Kruu** “teacher”; **Dtaa** “Grandfather”; **Bpuu** “Uncle”; and **Kmuay** “Nephew/Niece”, it denotes respect, politeness, and even endearment.

Examples:

- **Look-dtaa** sok-sa-baay dtee? “How are you, grandfather?”
- **Look-bpuu** sok-sa-baay dtee? “How are you, uncle?”

Figure 1:

Kinship terms:

Oon “/ ”= This term is used when speaking to someone younger than yourself, but not young enough to be your own children.

Bpuu “ឈ្មោះ”= This means “uncle” and is used to address males who are approximately as old as your father, or who have the same age as your uncle.

Ming “ម៉ែ”= This means “aunt” and is used to address females who are approximately as old as your father, or who has the same age as your aunt.

Kmuay “កូន”= This word means “niece” or “nephew” and used to address someone about the same age as your children.

Yiay “យាយ”= This means “grandmother” and is used to address someone who is the same age as your grandmother.

Dtaa “តា”= This means “grandfather” and is used to address someone who is the same age as your grandfather.

Om “អ៊ុំ”= This is used to address someone who is older than your parents, regardless of gender.

Look-kruu “គ្រូប្រុស”= This term is used when speaking to a male teacher.

Neak-kruu “គ្រូស្រី”= This term is used when speaking to a female teacher.

I. Listening

Listen to a conversation between Sokha (A) and a senior teacher (B) at a school in Phnom Penh where Sokha (A) first started teaching.



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openbooks.lib.msu.edu/basickhmer/?p=298#audio-298-1>

After listening, answer the following questions.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openbooks.lib.msu.edu/basickhmer/?p=298#h5p-74>

2.6 Combination of Consonants and Combination of Consonants with Diacritic

“❖”

Combination of Consonants

Please note that when final consonants—❖ (k ɔ ɔ), ❖ (ngoo), ❖ (dt ɔ ɔ), ❖ (nhoo), ❖ (moo), ❖ (b ɔ ɔ), ❖ (loo), ❖ (noo)—occur at the end of a word, their sounds are slightly changed from when they occur at the beginning.

Examples:

- ❖❖= b ɔ ɔ ng (not b ɔ ɔ -ngoo)
- ❖❖= s ɔ ɔ k (not s ɔ ɔ -k ɔ ɔ)
- ❖❖= j ɔ ɔ t (not j ɔ ɔ -dt ɔ ɔ)
- ❖❖= s ɔ ɔ m (not s ɔ ɔ -moo)

Use the audio and Table 1 below to learn how to pronounce the words and the final consonants.



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openbooks.lib.msu.edu/basickhmer/?p=301#audio-301-1>

Table 1

No.	Combination of Consonants	English
1	្ក្ក	to park
2	្ក្ក	to shed
3	្ក្ក	to haunt
4	្ក្ក	stem
5	្ក្ក	type of Khmer musical instrument
6	្ក្ក	bracelet
7	្ក្ក	frozen
8	្ក្ក	bald
9	្ក្ក	to subtract (from)
10	្ក្ក	bump
11	្ក្ក	carrying stick
12	្ក្ក	to tie up
13	្ក្ក	to pay back
14	្ក្ក	egg

I. Reading and Writing

Read the words in Table 2 and provide the missing consonants. Then check your answer against Table 1.

An example is given.

Table 2

Word	Missing consonants
to park	◊+◊
to tie up	_+_
to pay back	_+_
to haunt	_+_
to subtract from	_+_
to shed	_+_
bald	_+_
frozen	_+_
egg	_+_
carrying stick	_+_
bracelet	_+_
bump	_+_

Combination of Consonants with Diacritic Bəntək “◊”

The diacritic Bəntək “◊” is placed over the final consonant symbol to shorten the vowel sound of that syllable and change the meaning of the word completely.

Examples:

- ◊◊ “frozen” to ◊◊◊ “to book”.
- ◊◊ “to tie up” to ◊◊◊ “to want”.

Use the audio and Table 3 below to learn how to pronounce the combination of consonants with diacritic Bəntək “◊”.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.lib.msu.edu/basickhmer/?p=301#audio-301-2>

Table 3

No.	Combination of consonants with diacritic	English
1	ប៊ីប៊ីប៊ី	to build
2	ហ៊ីហ៊ីហ៊ី	hair
3	ផ្គីផ្គីផ្គី	flag
4	ត្បីត្បីត្បី	to drown
5	ប៊ីប៊ីប៊ី	to book
6	ហ៊ីហ៊ីហ៊ី	to be electrocuted
7	ផ្គីផ្គីផ្គី	bicycle
8	ត្បីត្បីត្បី	to want
9	ប៊ីប៊ីប៊ី	bitter

2. Reading

Match the Khmer words with the English words.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openbooks.lib.msu.edu/basickhmer/?p=301#h5p-139>

2.7 Tell us more about yourself.

I. Writing and Speaking

Write something about the following people using the information provided in Table 1 below.

Table 1

No.	Chmuah (Name)	Jon-jiat [1] (Nationality)	Bpr័-dteh (Country)	Kaa-ngia (Occupation)	K្រន-laeng tv៉ា-kaa (Workplace)
1	Francesco	ii-dtaa-lii	ii-dtaa-lii	kruu-bpeet	maa-lee-sii
Example 1	Francesco mook bpіi bpr័-dteh ii-dtaa-lii. Koat jia jon-jiat ii-dtaa-lii. Koat jia kruu-bpeet. Koat tv៉ា-kaa nouw maa-lee-sii. Francesco is from Italy. He is Italian. He is a doctor. He works in Malaysia.				
2	Jasmine	in-dia	in-dia	kruu-b័ ng-rian	thai
3	Andrew	bpree-sil	bpree-sil	ni-sət	aa-mee-rik
4	John	័ ng-lee	័ ng-lee	kruu-bpeet	kam-bpu-jia

Then record yourself answering the following questions and share it with your friends/teacher for further feedback.

Question:	Neak chmuah ey?	Neak jia jon-jiat ey?	Neak mook bpіi bpr័-dteh naa?	Naek tv៉ា-kaa ey?	Neak tv៉ា-kaa nouw [2] naa?
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An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openbooks.lib.msu.edu/basickhmer/?p=318#h5p-24>

[1] The word **Jon-jiat** “Nationality” is placed in front of the country and it is often omitted in spoken language. For example: jon-jiat kaa-naa-daa “Canadian”.

[2] **Nouw** “at” is placed before **Naa** when asking about the location. For example: saa-laa neak nouw naa?
“Where is your school?”

2.8 Key Vocabulary and Useful Expressions

Key Vocabulary

IPA	English
kruu-b ɔ ng-rian	teacher
kruu-bpeet	doctor
jon-jiat	nationality
tvəə-kaa	to work
k ɔ n-laeng tvəə-kaa	workplace
kaa-gnia	occupation/job

Useful Expressions

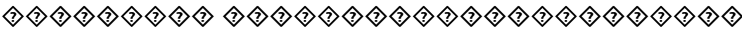
IPA	English
khnhom jia kruu-b ɔ ng-rian	I am a teacher.
joh-neak-venh?	how about you?
lia-sən-haəy!	bye!
khnhom mən-meen jia kruu-b ɔ ng-rian dtee.	I am not a teacher.
som-toh	I am sorry.
ɔ t-ey-dtee	That is alright.

Summary of Grammar Points

Grammar Point	Summary
“Yes” in Khmer:	Baat (for male speaker) and Jaa (for female speaker) are the terms for the English word “Yes”
Question sentence with “Dtau” and “Dtee”	<p>“Dtau” is the initial particle in a question sentence. However, it is commonly used in written language and in formal situations. “Dtee” is another question particle placed at the end of the question sentence.</p> <ul style="list-style-type: none"> · Dtau neak sok-sab-baay dtee? = How are you? · Neak sok-sa-baay dtee? = How are you?
Seeking confirmation with question mee-dtee “Is that right?”	The word “ meen-dtee ” can be translated as “right?” or “isn’t that so?”, and is placed at the end of a statement to seek confirmation or to confirm that you have made a correct assumption. There are several ways to respond to meen-dtee questions. You can either say meen-haay or baat (if it is male) and jaa (if it is female).
Negative formers: o t-dtee and men-dtee	The negative former “ ɔt-dtee and mən-dtee ” are placed before the main verb and dtee at the end of the statement.
Question word: “Where”	<p>The word Naa is the contraction of Ae-naa. However, Naa and Ey can be interchangeable when asking about the country you are from.</p> <p>Nouw “at” is placed before Naa when asking about the location. For example: saa-laa neak nouw naa? “Where is your school?”</p>

PART III

CHAPTER III: I HAVE ONE SIBLING.



At the end of this chapter, you will be able to:

- read and write the second series of consonants.
- ask and talk about families and ages.
- count to 100.
- use the question word “how many” in different contexts.
- begin using Khmer classifiers appropriately.
- use the possessive adjective properly.
- read and write vowels.
- understand the combination of consonant and vowel (CV).