

Kuy Grammar Sketch

A basic grammar sketch of the Kuy Ntua language in Cambodia

Kees Jan Bos

Sil Mainland Southeast Asia Group

International Cooperation Cambodia

First draft August 2009

With gratitude
to the facilitators of the Grammar Workshop in Phnom Penh in February
2009, during which this work was commenced, and to my language assistant
Lee Sophen from Promey village in Preah Vihear province, Cambodia

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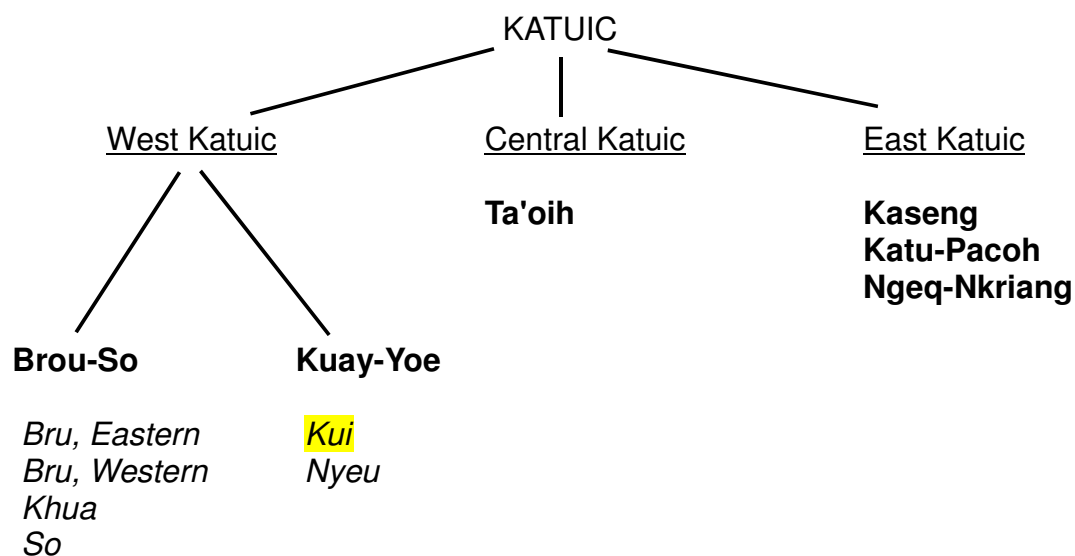
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1 The Kui people of Cambodia and their language

The Kui are found in three countries: Thailand, Laos and Cambodia, with an estimated total population between 300,000 to 400,000. The Ethnologue (Grimes, 2000) classifies Kui as a Katuic language in the West-Katuic branch (see below).



In Cambodia, the 20,000 to 30,000 Kui live in the central northern provinces of Preah Vihear, Kampong Thom, Stung Treng and Kratie. Due to political and economical factors, low self-esteem and schooling exclusively in Khmer, the Kui are being assimilated rapidly into the dominant Khmer society. There is a shift to monolingualism in Khmer. There are only a few pockets of (the more remote) villages left where Kui is still being used as first language.

In a comparative study of Kui varieties in Cambodia (Markowski, 2005), four dialects were analyzed: Kui Ntra, Kui Ntua, Kui Mla and Kui M'ai. The first two have the most speakers and are still used in many villages, while the latter two are on the brink of extinction.

Recently language preservation and language-based development efforts have been

started in a number of Kui communities (Bos *et al*, 2008). Members of both major dialects were involved in developing a Kui script and writing system, which is based on that of Khmer. This work was officially recognized by the Institute of National Language of the Royal Academy of Cambodia in July 2008. The current research aims to provide a brief grammatical description of the Kui Ntua dialect¹.

1 In the remaining body of text, whenever the word Kui refers to language, the Kui Ntua dialect is implied (unless otherwise specified).

2 Kui phonology and morphology

2.1 Phonology

A description of Kui phonology (and of orthography) is attached as separate document. A brief summary of the phonology is presented below.

As is typical for Mon-Khmer languages, Kui has both monosyllabic and sesqui-syllabic syllable patterns. In the latter, the main syllable is prefixed with an unstressed minor syllable with a general structure of $C_1(C_2)_3(N)$ or consists of a syllabic nasal (N). The main syllable is derived from the general structure $C_1(C_2)V(C_3)$. Kui has 22 consonant phonemes and a broad inventory of 35 vowel phonemes (representing both heavy and light register vowels). Register contrast is most distinct in the open-mid and open vowels. Some heavy register vowels have changed into diphthongs by a progressive process of diphthongization (Huffman, 1976).

2.2 Morphology

Kui is predominantly isolating language with no inflectional morphology. Grammatical relations are structurally realized without morphological marking. The following observations were made in relation to morphological processes.

2.2.1 Reduplication

Interestingly, animal names, in particular of smaller creatures, are often composed of a duplicated base word. The individual components have no inherent meaning. The following examples were encountered:

[1]	<i>c3crɛh</i>	(from <i>crɛh crɛh</i>)	flying termites
[2]	<i>lep lap</i>	(sometimes <i>lap lap</i>)	butterfly
[3]	<i>tak tak</i>		woodpecker
[4]	<i>m3mɔŋ</i>	(from <i>mɔŋ mɔŋ</i>)	k.o. little fly
[5]	<i>kud kud</i>		k.o. millipede
[6]	<i>cvk cvk</i>		small lizzard

For reduplication see also Section 7.10.

2.2.2 Compounding

A few types of verbal compounds have been analyzed so far.

Coordinated compounds as a conjunction of opposites:

[7]	<i>ciə cɔw</i>	"to and fro"	made up from "to go" and "to come"
[8]	<i>sɔh sɛŋ</i>	"up and down"	made up from "to ascend" and "to descend"

As a composition to create a new meaning:

[9]	<i>bɛc ca:</i>	"being idle, unprofitable"	made up from "to rest/sleep" and "to eat"
-----	----------------	----------------------------	---

As a head with a rhyming 'servant word', the latter having no real semantic function (Ourn & Haiman, 2000):

[10]	<i>p3t pɔŋ</i>	"gone/lost"	made up from "to be lost" and the 'servant word'
------	----------------	-------------	--

For nominal compounds see section 6.7.

2.2.3 Elaborate expressions

So far no examples have been found of elaborate expressions in Kui.

2.2.4 Productive affixes

Causation increases the valence of the verb by one (see Section 8.2.1 and Section 7.12).

Morphological causation is marked on intransitive verbs by productive prefixation or infixation. Prefixation is of the form *p_vN-* and occurs on monosyllabic roots. Infixation is of the form *-N-* and placed in between the minor and major syllable. Here, nasal assimilation to the onset of the main syllable is incomplete since [+front] is preserved before [k] in [t₃-m-kəw] but not before a velar nasal in [p₃-ŋ-ʔ₃:l].

[11]

	Prefix <i>p_vN-</i>	Infix <i>-N-</i>
ɸo:l (drunk)	p ₃ mbo:l (intoxicate)	---
ɸo:l (run)	p ₃ mbɔ:l (cause to run)	---
ɸɛc (sleep)	c ₃ mbɛc (cause to sleep)	---
t ₃ j ₃ ŋ (stand)	---	t ₃ mj ₃ ŋ (cause to stand)
k ₃ cɛ:t (dead)	---	k ₃ mcɛ:t (kill)
ŋtruɸ (fall)	p ₃ ntruɸ (drop)	---
p ₃ ʔ ₃ :l (scared)	---	p ₃ ŋʔ ₃ :l (scare)
t ₃ kəw (sit)	---	t ₃ mkəw (cause to sit)
t ₃ liej (broken)	---	t ₃ mliej (break)
lɛp (stupid)	p ₃ nlɛp (cheat)	---

3 Basic Kui clause structure

3.1 Basic order of clause constituents

The basic order of clause constituents in pragmatically neutral clauses is Subject-Verb-Object (SVO). See examples [12-16] below.

- [12]

NPsub

VP

ណាញ បីច
naŋ bæc
 boy rest.sleep

The boy is sleeping

- [13]

NPsub

VP

NPobj

ចូស គី ចៅ: ឆ្កង
cuəh tɔʔ cəh cətɔ:ŋ
 man there plant beans

That man is planting beans

- [14]

NPsub

VP

NPobj

NPobj2

គ្រូពេត អន បេក អី គ្រីនចាញ់ មុង
kru:pɛt ʔən bæʔ ʔi: krən caŋ muŋ
 doctor give person be.ill malaria mosquito.net

The doctor gives the malaria patient a mosquito net.

- [15]

NPsub

VP

PPobl

យាក់ គី ភ្លីវ ឡើង រយោល
yaʔ tɔʔ tɜkw lɜŋ rɜyo:l
 woman that.those sit in hammock

The woman is sitting in a hammock.

[16]	XPadj	NPsub	VP	NPobj	PPobl
	គី៖ត្បែរ	អ្នកកេក គី	ប៉ាញ់ ចូសថាវ	នី	ហៀត ដុំ ណាវ
	tʰə təbay	ʔəwkeːʔ	kəː paŋ	cuəh tʰaːw niː	biət dɔŋ naːw
	yesterday	uncle	I shoot	tiger this.these	near house 3p

Yesterday my uncle shot this tiger near his house.

The subject in the subject phrase, when it concerns a third person, is often followed by the generic third person pronoun *naːw* (see Section 6.6 on Appositives).

Equally frequently, in normal speech, subjects or objects are omitted (zero-anaphora).

Since there is no agreement marking on the verb, the referents are interpreted based on the immediate context. Some examples are given below:

[17]	ប៉ែរ	ន្ទីវ
	pəːr	nduw
	look.for	what

What [are you] looking for?

[18]	ម៉ែ	ចៀ	ផ្សារ	ដែល	ទេ	មី	ប៊ីន	ចៀ	អី
	may	ciə	pʰsar	dɛːl	tɛː	mɜːʔ	bəːn	ciə	ʔəː
	you	go	market	also.too	No!	not	can	go	emphasis

Are you going to the market too? No.

[I] cannot go [to the market]

The Kui noun phrase has an overall structure of:

NP: [N (Adj) (Num(CLSF)) (NPposs) (Dem) (Rel)]

Some complex examples are:

[19]

N	AdjP	Num	Dem
ដុង	ទី	បារ	ត្បី
<i>dɔŋ</i>	<i>t̚iː</i>	<i>baː</i>	<i>tɔː</i>
house	tall.high	two	that.those

[the] two tall houses over there.

[20]

NP	VP	NP	Rel
អ្នក	ហៃ	គេៈ ច	អឹង លឹម កាប់ ហៃ គីៈត្បៃ
<i>ʔɔw</i>	<i>hay</i>	<i>tɛh</i>	<i>cvː ʔɛŋ ləm kap hay tʂh tɔbay</i>
father	I.we	kill	dog that REL bite I.we yesterday

My father killed the dog that bit me yesterday.

Each component of the Kui noun phrase is described in more detail in Chapter 6.

3.2 Additional word order statement

The table below gives an overview of the order of various constituents of the Kui clause.

constituents	basic order	example
adjective and noun	N-Adj	<p>ដុំ ព័ត</p> <p>dɔŋ pɛt</p> <p>house large.big</p> <p>big house</p>
relative clause and noun	N-Rel	<p>ក្មួយ លឹម ចៀ ផ្សារ</p> <p>kuəy ləm cia p^hsar</p> <p>person.people REL go market</p> <p>people that went to the market</p>
demonstrative and noun	N-Dem	<p>យាក់ អ័ង</p> <p>yaʔ ʔeŋ</p> <p>woman that.those</p> <p>that woman</p>
numeral and noun	N-Num	<p>ច ប្អាត</p> <p>cv: tɔpɔt</p> <p>dog six</p> <p>six dogs</p>
degree word and adjective	Adj-Deg	<p>កា ភ្លឺង មែនមែន</p> <p>ka: kɔlɔŋ mɛ:n tɛ:n</p> <p>fish many.much very</p> <p>very many fish</p>
negative and verb	Neg-V	<p>ក៏ មី ក្អាំង អី</p> <p>kə: mɔʔ kɔcaŋ ʔə:</p> <p>I not laugh confirmative</p> <p>I'm not laughing</p>
adposition and noun phrase	Prep-NP	<p>ក្រប ពពា</p> <p>kɔɓvɔp pɔpiar</p> <p>down.under mat</p> <p>under the mat</p>

4 Non-verbal clauses

In this chapter predication that lack a semantically rich lexical verb are described.

4.1 Equative clauses

Predicate nominals are formed by NP-NP juxtaposition:

[21/22]	NP	NP	NP	NP
	ណាវ	បេក	ព្រមី	ប៉េន ជូកម៉ាក ក៏
	<i>na:w</i>	<i>be:ʔ</i>	<i>prɜmɨː</i>	<i>pɛ:n pʰo:k mɑ:k kə:</i>
	3p	person	Promey	Pen friend I
	3p	n	Nprop	Nprop n lp
	They are from Promey			Pen is my friend

A copular verb is used in the presence of tense, aspect and modality (TAM) markers.

Compare:

[23]	NP	NP
	ជួស គី	គ្រូ ក៏
	<i>cuəh tɔʔ</i>	<i>krɯː kə:</i>
	man that.those	teacher I
	n Dem	n lp

The man over there is my teacher.

[24]	NP	VP	NP
	ជួស គី	ឆ្ងាប់ រីវ គ្រូ ក៏	
	<i>cuəh tɔʔ</i>	<i>tɜlɜp βuw krɯː kə:</i>	
	man that.those	used.to teacher	I
	n Dem	Asp COP n	lp

The man over there used to be my teacher.

4.2 Attributive clauses

Like equative clauses, predicate adjectives are also juxtaposed. The adjectival phrase, however, always occurs with modifiers, such as intensifiers [25,26] or aspect markers [27]

[25]

NP		AP	
ជាក	នី	ត្រង	*(នៈ)
daːʔ	nɨː	cɜkɔːk	(naːh)
water	this	cold	too(much)
n	Dem	adv	intens

This water is too cold.

[26]

NP		AP	
មែ	ហៃ	ប្លែម	មែនទែន
mɛː	hay	plɜm	mɛːn tɛːn
mother	I.we	fat	very
n	1p	Adj	intens

My mother is fat indeed.

[27]

NP		AP	
ស្វាយ	ត្រី	ច្រែន	*(ហើយ)
sɔay	tɔːʔ	cɛn	(həy)
mango	that.those	ripe.cooked	completion
n	Dem	adv	Asp

That mango there is already ripe.

Another word sometimes used to intensify or emphasize an attribute is the word *haːw*, though the word order is different.

[28]

NP		AP	
មែ	ក៏	ហាវ	ប្លែម
mɛː	kəː	haːw	plɜm
mother	I	indeed	fat
n	1p	intens	Adj

My mother is fat indeed.

4.3 Locative clauses

Predicate locatives are formed using the locative word *kuə* "be.at" followed by a prepositional phrase (see also section 6.1.8). In the prepositional phrase the location word precedes the nominal.

- [29]
- | NP | | | <i>kuə</i> | PP | |
|------------|-------------|------------|--------------|--------------|-------------|
| <i>លីក</i> | <i>អ្នក</i> | <i>ហៃ</i> | <i>ក្នុង</i> | <i>ទ្រុង</i> | |
| <i>lik</i> | <i>ʔow</i> | <i>hay</i> | <i>kuə</i> | <i>lɔŋ</i> | <i>truŋ</i> |
| pig | father | I.we | be.at | in | cage |
| n | n | 1p | v | Prep | n |

My father's pigs are in the pen.

- [30]
- | NP | | | <i>kuə</i> | PP | |
|--------------------------|---------------|------------|--------------|-------------|------------|
| <i>សៀវភៅ</i> | <i>យាយ</i> | <i>ហៃ</i> | <i>ក្នុង</i> | <i>បង</i> | <i>តុ</i> |
| <i>sɿp^how</i> | <i>yay</i> | <i>hay</i> | <i>kuə</i> | <i>pɔ:ŋ</i> | <i>to?</i> |
| book | sibling.older | I.we | be.at | on | table |
| n | n | 1p | v | Prep | n |

My older brother's book is on the table.

- [31]
- | NP | | | <i>kuə</i> | PP | |
|-------------|-------------|--------------|------------|--------------|-----------------|
| <i>រោង</i> | <i>ចូស</i> | <i>ច្រើន</i> | <i>ហៃ</i> | <i>ក្នុង</i> | <i>អា</i> |
| <i>rɔ:ŋ</i> | <i>cuəh</i> | <i>kre:ŋ</i> | <i>hay</i> | <i>kuə</i> | <i>ʔa: srɛ:</i> |
| hut.shelter | man | old | I.we | be | at fields |
| n | n | n | 1p | v | Prep n |

My grandfather's hut is in the fields.

4.4 Existential clauses

Existential constructions are formed using the verb *kɜ:t* "to.exist". The following phrase orders are possible: (PP-*kɜ:t*-NP) and (*kɜ:t*-NP-PP).

- [32]
- | | | | |
|----|-----|------|----|
| NP | Neg | k3:t | NP |
|----|-----|------|----|
- ខាងទី៖ ប្រូវ មី កើត កោះ
- k^haŋ bɾɔw mɜʔ k3:t kɔh
- other.side mountain not exist forest
- n n Negative v n

There is no forest on the other side of the mountain.

- [33]
- | | | |
|------|----|----|
| k3:t | NP | PP |
|------|----|----|
- កើត ចូស ទី បារ ណាក់ ក្នុង ផ្ទះ ដុំ
- k3:t cuəh t̚iː b̌aːr naʔ kuə lɜŋ ďɔŋ
- exist man tall.high two person be.at in house
- v n Adj Cardnum Nclf v Prep n

There are two big tall men in the house.

- [34]
- | | | |
|----|------|----|
| PP | k3:t | NP |
|----|------|----|
- ផ្ទៃក្នុង ទូ អីច កើត ច ក្អែក ប័បារ (*ក្លាំ)
- lɜŋ t̚iː ʔeŋ k3:t cɔː k3cɛt pɜb̌aːr klam
- in.inside wardrobe that.those exist dog die two piece
- Prep n Dem v n v Cardnum Nclf

In that wardrobe are two dead dogs.

- [35]
- | | | | |
|------|----|----|-----|
| k3:t | NP | PP | Asp |
|------|----|----|-----|
- កើត ស្រ ផ្ទះ ដុំ ហើយ
- k3:t sɾɔː lɜŋ ďɔŋ ȟəy
- exist rice in house completion
- v n Prep n Asp

There is already rice in the house.

4.5 Possessive clauses

Like the existential clauses, possessive constructions also use the copula verb *k3:t* "to have". In the case of inalienable possession the two noun phrases are juxtaposed [37].

[36] NP k3:t NP
 ហៃ កើត ស្បែក សង់
hay k3:t s3p^how sv:ŋ
 I.we have book five
 1p v n Cardnum

I have five books.

[37] NP NP
 ម៉ែ ហៃ កន សង់
mɛ: hay kɔ:n sv:ŋ
 mother I.we child five
 n 1p n Cardnum

My mother has five children.

[38] NP k3:t NP
 ម្តាយ កើត កាក់ ម្ចា
may k3:t ka? m3nia
 you be.have money how.much
 2.sg v n Qword

How much money do you have?

4.6 Weather verbs

This last clause type consists of noun phrase plus modifiers, such as intensifier and aspect.

[39] NP Asp
 មា ធ្លាប់ មេនទេន ហ៊ឺយ
mia cənap mɛ:n tɛ:n həy
 rain strong very already
 n adv intens ASP

It's raining very hard.

5 Word classes

The two open classes of 'noun' and 'verb' are omitted in this grammar sketch.

5.1 Adjectives

Kui has a class of verb-like adjectives (Dixon, 2004) that can fill the intransitive predicate slot. They can be distinguished from verbs, though, by the following criteria.

a) Only adjectives can be intensified by adverbs like *nəh* "too (much etc.)" and *mɛ:n tɛ:n* "very". The latter doesn't work so well since it also has a sense of "truly", which can go with a verb, like "He truly fell".

[40]	*ជុំង	នៈ	[41]	ជុំង	ធ្លាប់	នៈ
	speak	too		speak	strong	too
	v	intens		v	adv	intens
	?			speaking	too strongly	

b) In comparative constructions adjectives, but not verbs, can be compared using the word *lə:h*.

[42]	ក្រែង	ប្រា	លើស	ធ្លាយ
	black	bad	superlative	white
	Adj	adv	adv	Adj

Black is worse than white.

[43]	*ណាវ	ក្អែក	លើស	ហៃ
	3p	sit	superlative	I.we
	3p	v	adv	1p

They sit [more] than us.

[44]	*ច នី	កាប់ លើស	ច ត្បី
	dog this.these	bite superlative	dog that.those
	n Dem	v adv	n Dem

This dog bites [more] than that dog.

Several tests have been explored to distinguish between certain subclasses of adjectives (such as core and peripheral adjectives) but a good test has not been established yet. The tests explored are:

- c) Can all adjectives modify the head of a NP? As observed so far, yes.
- d) Can all adjectives predicate negative imperative construction? As observed so far, yes.
- e) Can all adjectives occur with imperfective making particles ("continue" and "keep on doing")? As observed so far, yes.

However, some adjectives belong to a subclass that has been called 'descriptive verbs' or 'descriptives' (see e.g. Enfield, 2004 and Pascale, 2002). See the example phrases below, in which the adjective has verb-like behaviour.

[45]	The adjective "delicious":	អិម ភោស
		delicious mouth
		adj n
		Delicious to the mouth

[46]	The adjective "easy":	ឆ្មប ម៉ូតូ
		easy motorcycle
		adj n
		Easy for the motorcycle

[47]	The adjective "beautiful/good":	រីក មី
		beautiful.good look
		adj v
		Good to look at/beautiful to see

[48] The adjective "fragrant":

ŋʊ *sɿ*
fragrant cake
adj n

pleasant-smelling cake

[49] Age adjectives

tɜma:j "new" vs. *tiə* "old" inanimate

krɜnɛn "young" vs. *kre:ŋ* "old" for animate

[50] Dimension adjectives

pɿt "large" vs. *ki:ʔ* "small"

ti: "tall, high" vs. *tiap* "small, low"

ndri:ŋ "long" vs. *ŋkɛh* "short"

ndru: "deep" vs. *ndv:r* "shallow"

tɜbal "full" vs. *mat* "empty"

[51] Colour adjectives

ɬla:j "white"

tɜβɛ:ŋ "black"

k^hiəw "blue, green"

hliəŋ "yellow"

krɜhɔ:m "red"

[52] Value adjectives

cɜʔv:p "easy, well" vs. *pɜbək* "hard, difficult"

ruwk "good, beautiful" vs. *brɔ:* "bad, ugly"

kraj "correct, right" vs. *lɔ:h* "false, wrong"

[53] Physical property adjectives

<i>ḡha:l</i>	"light weight"	vs.	<i>ndəŋ</i>	"heavy"
<i>kətaw</i>	"hot"	vs.	<i>cətɛ:t</i>	"cold"
<i>cɛ:n</i>	"ripe, cooked"	vs.	<i>həw</i>	"uncooked"
<i>kəŋ</i>	"hard"	vs.	<i>lɜmə:n</i>	"soft"
<i>trɜβe:k</i>	"dark"	vs.	<i>bɜra:ŋ</i>	"light, clear"

[54] Human propensity

<i>cɜciəh</i>	stubborn
<i>c^hla:t</i>	clever
<i>mɔ:ŋ</i>	stupid/crazy
<i>ʔɜ:k</i>	happy/grateful
<i>tuəŋ</i>	scared
<i>kɾɔ:</i>	poor

[55] Speed adjectives

<i>lə:n</i>	"fast"	vs.	<i>jɪ:t</i>	"slow"
<i>rɜhah</i>	"quickly"			

5.2 Adverbs

Adverbs are an open class and they occur in the sentence periphery, most commonly clause initially. Temporal adverbs have some structural freedom as to where they can occur in the sentence, see below. Other adverbial functions are explored in Section 7.10.

The time adverb "yesterday" can occur in the following places:

[56] (1) *l'ũs* (2) *nm̩r̩ h̩s k̩ s̩ ɔ̩* (?3)

Pen 3p give I cake eat
Nprop 3p Vd 1p n v

- (1) Yesterday Pen gave me a cake to eat.
(2) Pen, yesterday, he gave me a cake to eat.
(?3) Pen gave me a cake to eat yesterday.

(For the adverb in position 2, see also Section 6.6).

[57] Time adverbs

<i>r̩: d̩ʔm̩</i>	in ancient times
<i>k̩m̩uŋ</i>	(a) long (while) ago (non-specific)
<i>k̩m̩ɔ: t̩h</i>	last year
<i>t̩h ndr̩ɔ̃m̩</i>	five days ago
<i>t̩h ndr̩ɔ̃t̩</i>	four days ago
<i>t̩h ndr̩ɔ̃y</i>	three days ago
<i>t̩h ndr̩ɔ̃ɔ̃</i>	day before yesterday
<i>m̩m̩bay</i>	last night
<i>t̩h t̩bay</i>	yesterday
<i>t̩hd̩ʔh</i>	a minute ago
<i>r̩ʔn̩eŋ</i>	at this moment
<i>r̩ʔŋay</i>	presently, today
<i>pr̩ʔn̩ɔ:</i>	tomorrow
<i>nd̩ɔ̃ɔ̃</i>	day after tomorrow
<i>nd̩ɔ̃ɔ̃y</i>	two days after tomorrow
<i>nd̩ɔ̃ɔ̃t̩</i>	three days after tomorrow
<i>nd̩ɔ̃ɔ̃m̩</i>	four days after tomorrow
<i>k̩m̩ɔ: ŋ̩ɔ̃ar</i>	next year

5.3 Demonstratives and determiners

Demonstratives encode for three degrees of distance from the speaker:

[58]	<i>ni:</i>	this/these, (close)
	<i>tɔʔ</i>	that/those, (distant)
	<i>tih</i>	that/those, (out of sight)

Within a discourse (where there is shared knowledge between the discourse participants) a set of three demonstratives is used:

[59]	<i>nɛŋ</i>	this/these
	<i>ʔɛŋ</i>	that/those
	<i>ʔɛŋ</i>	that/those (but with emphasis)

When the time referred to is unspecified (for past, but in particular for future, the demonstrative *kaj* ("that") is used. It occurs with adverbs of time ("that day" etc.) but not with nouns.

[60]	<i>ɦs</i>	<i>ɔb</i>	<i>ɦ:</i>	<i>kʰ</i>	<i>ʔi</i>	<i>ɦ</i>	<i>ɦʔ</i>
	learn	finalized	time	that	you	do	what
	v	adv	n	Dem	2.sg	v	Qword

When you finish your studies, what are you going to do?

See also words related to *kaj* in Section 9.2.2 under Wh-questions.

Finally, there is a set of determiners with a pronominal function.

ʔa: pronominal for masculine subjects (used generically too).

mɛ: pronominal for feminine subjects.

These pronominals replace the nouns (participants) in a discourse.

[61/62]	<i>ɦɦɦɦ</i>	<i>ɦɦɦ</i>	<i>ɦɦɦɦ</i> (from <i>ɦɦɦ ɦɦɦɦ</i>)	<i>ɦɦɦ</i>
	male.person	that.those	female.person	that.those
	n	Dem	n	Dem
	That (young) man		That (young) woman	

[63/64]	<i>អ</i>	<i>ក្រុង</i>	<i>ម៉ែ</i>	<i>ព្រាយ</i>
	referent	black	referent	white
	Det	Adj	Det	Adj
	The black one (masc)		The white one (fem)	

These determiners is also used with names of people in the direct known context of hearer and speaker, in a non-polite way. People talking together informally can even address each other by calling *ʔa:*.

[65]	<i>អ</i>	<i>ប៉ែន</i>
	referent	Pen
	Det	Nprop
	(Mr.) Pen	

For female persons *is* prefixed to their name, but the determiner is further modified, and assimilates to the place of articulation of the initial consonant of a proper name.

$p^h\text{iap} \rightarrow [m\epsilon: p^h\text{iap}] \rightarrow k3mp^h\text{iap}$

$t^h\text{un} \rightarrow [m\epsilon: t^h\text{un}] \rightarrow k3nt^h\text{un}$

The word *ʔa:* can also be a location word, see Section 5.8.1.

5.4 Numerals

Kui has a decimal numbering system. Cardinal numbers 1-10 are uniquely Kui. 'Zero' and numbers 11 and up follow the Khmer counting system.

Kui cardinal numbers:

[66]

មួយ	បាវ	ប្រៃ	បីន	សង	ប្លាត់	ត្រោល	ត្រីល	ត្រីស	ចិត
<i>muy</i>	<i>bar</i>	<i>pay</i>	<i>ppn</i>	<i>snɛŋ</i>	<i>tɔpɔt</i>	<i>tɔpɔ:l</i>	<i>tɔkuɔl</i>	<i>təkɛ:h</i>	<i>cɛt</i>
one	two	three	four	five	six	seven	eight	nine	ten
Cardnum	Cardnum	Cardnum	Cardnum	Cardnum	Cardnum	Cardnum	Cardnum	Cardnum	Cardnum

When counting real objects (i.e. non-abstract counting), numbers two, three, four, and ten are often prefixed, as shown below. However, these cannot occur with a classifier, see example [34].

[67]

ប័បាវ	ប័ប្រៃ	ប័បីន	ម្ភិត
<i>pɔb̥ar</i>	<i>pɔpay</i>	<i>pɔppn</i>	<i>mɔcɛt</i>
two	three	four	ten
Cardnum	Cardnum	Cardnum	Cardnum

Here follow some examples of counting. Lower numbers precede the bases they modify, and the sequence descends from the largest to the smallest base. (Underscore where Khmer numbering is followed):

- 5 *se:ŋ* (*five*)
15 *pramtɔndɛp* or *ɛp-pram* (*five-ten* or *ten-five*)
205 *b̥ar-r̥uej se:ŋ* (*two-hundred five*)
3,112 *paj-pɔn mu:j-r̥uej ɛp-pi:* (*three-thousand one-hundred ten-two*)

Kui has one numeral interrogative *mɔnia* (how many/much). Some of its uses are exemplified below [68-70]. The overall syntactic form is: [NP *mɔnia* {clsf/countword}]

[68]

វិការ	មួយ	ថ្ងៃ	បីន	រង្កាវ	ម្នា	ក្ប័ង
labour	one	day	have.get	rice	how.many	tin
v	Cardnum	n	v	n	Qword	n

How many cans of rice do you get for one day's labour?

[69]	អាយុ ម្ចា	ត្រូវ	ដែល ក្បាល
	<i>ʔayʉ? mɜnia</i>	<i>kray</i>	<i>ʔɛ:l kɜyak</i>
	age	how.many	must.should take husband
	n	Qword	v Vd n

What's the right age to take a husband?

[70]	ម្តី អ្នក កណ្តាប់	ម្ខាង ម្ខាង
	<i>may rɛ:k kɜndap</i>	<i>mɜk^ha:ŋ mɜnia</i>
	you carry bunch	one.side how.many
	2.sg v clsf	n Qword

You are carrying bunches of seedlings - how many [bunches] on each side?

5.5 Non-numeral quantifiers

Members of this subclass specify the general quantity of an entity without indicating the exact number or measure. The quantifier phrase has the formula QP: [N Quant (CLSF)]. Depending on which classifier, mass nouns and/or count nouns are modified. In casual speech the boundaries for count/mass are not very strict.

[71]	<i>kɜlɜŋ</i>	many/much (count/mass)
	<i>tɜŋ mat</i>	all (count)
	<i>mu:j mu:j</i>	each (count) such as in: " <i>na? mu:j na? mu:j</i> " (each person).
	<i>rɜ:l</i>	every (count) for things related to time, such as year, times etc.
	<i>nɛ:c</i>	some (count/mass)
	<i>nia nɛ:c</i>	some (count), " <i>nia</i> " can be glossed "which", so in this case the statement is true for some but not for others (of a selection).
	<i>ŋkɪt</i>	a little (mass)
	<i>tɜdɪ:</i>	half
	<i>kɜmpɛh</i>	abundant (count/mass) when actually seeing
	<i>sɜmbor</i>	abundant, plentiful (count/mass) when talking about it

5.6 Classifiers

This class has the general schema of [NP Num (CLSF)]. The classifier for "person" is *na?* (a generic classifier for people of any status). For people the classifier is obligatory and is encountered even when the NP is omitted. See examples [72-74].

- [72] *ឆ្មេង បារ ណាក់ អីង*
 cuəh bar na? ?eŋ
 man two person that.those
 n Cardnum Nclf Dem

Those two men.

- [73] **ឆ្មេង ប័បារ អីង*
 cuəh pɔbar ?eŋ
 man two that.those
 n Cardnum Dem

*Those two men.

- [74] *បារ ណាក់ អីង*
 bar na? ?eŋ
 two person that.those
 Cardnum Nclf Dem

Those two [persons].

Otherwise the classifiers were found to be optional. The subclasses below all fill the classifier spot in the general schema.

[75] Natural groups

This subclass counts the number of natural groups that are formed by particular entities.

- | | |
|------------------------|--|
| <i>p^hoŋ</i> | e.g. a flock of cattle, swarm of parrots, school of fish and even ants |
| <i>ksaj</i> | e.g. an extended 'stream' of marching ants; or for roads |
| <i>ta:j</i> | bunch of coconuts |

<i>cəŋkə:m</i>	bunch, generic, for other fruits
<i>trə:m</i>	e.g. a large growing bunch of bamboo

[76] Proportion measures

These are based on body-part dimensions. Examples are:

<i>stia</i>	from tip of the thumb to the tip of the index finger
<i>kət</i>	from finger tips to elbow
<i>lɛk</i>	from finger tips to armpit
<i>cəŋ</i>	both arms stretched out wide

[77] Capacity measures

<i>kəpəŋ</i>	tin, as in a tin of rice, used as a standard measure
<i>tənpə:m</i>	a classifier for trees (primarily)
<i>sɾəla:</i>	used to count for pages, sheets and the like
<i>klam</i>	a generic classifier for objects and animals, also young children

[78]	<i>ndrəj sal</i>	<i>bar</i>	<i>klam</i>
	leftover chicken	two	piece
	n	Cardnum	Nclf

two leftover chickens.

[79] Portion measures

<i>cəmriək</i>	part (a part of anything that's been e.g. cut up)
----------------	---

[80] Empirical measures

These are borrowed from Khmer or have their origin even in the international ones.

[81] Temporal measures

This subgroup is somewhat different, since these temporal measure do not modify a NP

but rather an event.

<i>mɔːŋ</i>	hour
<i>tʃɪay</i>	day (of 24 hours)
<i>trɜbiː</i>	night (e.g. staying so many nights)
<i>crɜlah</i>	morning (as a part of the day)
<i>ʔaːtət</i>	week
<i>ksay</i>	month
<i>kɜmɔː</i>	year

[82] Abstract classifiers

<i>ɸɔːn</i>	for location
<i>tʰiː</i>	model, kind
<i>lɔːk</i>	event, issue
<i>ɸɔːŋ</i>	event (focus on counting)
<i>cɔːŋ</i>	event (focus on journey)

5.7 Auxiliaries/verbal particles

Below is an overview. The aspectual particles are discussed in detail in Section 7.6.

Preverbal		Base Verbs	Postverbal		
Aspect	Main Verb		Directionals (Section 7.4)	Obj	Aspect
<i>ndəp k3?</i> (just)	see modal verbs in Section 7.7		<i>ciə</i> (go)		<i>bəm</i> (accomplishment)
<i>t3l3p</i> (ever)			<i>cdw</i> (come)		<i>həj</i> (perfective)
<i>m3? dɛ:l</i> (never)			<i>səh</i> (ascend)		<i>rɔ:c</i> (active achievement)
<i>k3mpuŋ k3?</i> (continue)			<i>sɛŋ</i> (descend)		
<i>cɛh k3?</i> (keep on doing)			<i>mɯt</i> (enter)		
<i>c^hɔp</i> (stop, quit)			<i>lɔh</i> (exit)		
<i>kɔp p3d3:m</i> (start)			<i>kat</i> (through)		
<i>m3? t3n (nd3n)</i> (not yet)					
<i>nɔŋ (k3?)</i> (still, not yet)					
<i>ði</i> (almost)					

5.8 Adpositions

5.8.1 Prepositions

Prepositions are a closed set of nouns that take another noun as an argument. A prepositional phrase follows the schema: [(Dem) P NP]. Examples:

- [83] *kra:w* outside
 t3ndi: middle
 k3dɔp under
 pɔ:ŋ on

<i>tam</i>	right
<i>βɛr</i>	left
<i>pɜnɛ:k</i>	in front of
<i>krɔ:y</i>	behind
<i>lɜŋ</i>	in, inside

5.9 Expressives

Kui is rich in expressives. They are adverbial in nature and add extra information (such as visual, auditory and sensory impressions) to the clause. They often come in pairs, in which the two words are phonetically similar. A few expressives are described below:

1) The verb 'to walk' plus: *kɜkɜdaʔ kɜkɜduŋ* or *pɜpruŋ pɜpra:w*

Both expressions mean "walk stomping loudly". The first word in each pair cannot be used on its own. Independently the words *kɜduŋ* and *pra:w* mean 'hard sound'.

2) The verb 'to be tired' plus: *lɜhɜt lɜhay*

The expression means that a person is very tired and without strength. The pair of words cannot be used on its own, and the individual words in the pair have no meaning.

3) The physical nature of a surface: *rɜkɔp rɜkɔ:l* or *rɜkaʔ rɜkɔp*

The expression describes an uneven surface, with high and low spots. Individuals words in these pairs are never used on their own.

4) The verb 'to shiver' plus: *pɜpraʔ pɜpra:k*

The expression means to shiver or shake intensely/uncontrolably.

5) The verb 'to shout/cry' plus: *kuwŋ rɜmpuŋ*

When shouting is heard from afar. The word *rɜmpuŋ* means 'from a distance'.

5.10 Interrogative pronouns and particles

The table below summarizes Kui question words and particles.

Q Word/particle	IPA	Gloss	Position in the clause
វ៉ា ក	βa:ʔ	---	clause final
ហើយ	hɜ:y	already	clause final
រឺ មឺ	rɜ: mɜʔ	or not	part of clause-final constituent
បើ	ɓɜ:	tag question	clause final
រឺ	rɜ:	either/or	conjunction (between conjoined constituents e.g. [XP rɜ: XP] _{XP})
ម្ល៉ា	mɜnia	how much	in situ
ឆ្លើ	ɲdue	what	part of clause-final constituent
ចឆ្លើ	cɜntue	what (broad sense)	part of clause-final constituent
កើតឆ្លើ	kɜ:t ɲdue	why	clause initial
នា	nia	which	in situ
យ៉ាងនា	jaŋ nia	how	in situ
ពេះនា	pɛh nia	when (future)	in situ
តិះណា	tɜh na:	when (past)	in situ
ណា	na:	where	clause initial or final
ងាយ	ŋkuəy	who	in situ

6 Kui noun phrase

6.1 Structure and order of constituents

6.1.1 Summary statement

The basic order of possible NP constituents is captured in the formula below:

NP: [N (Adj) (Num/Quant (CLSF)) (NPposs) (Dem)]

6.1.2 Heads

The head noun is the noun that is modified by all the other constituents in the NP. It is the first constituent of the NP. The head of the NP can be any of the following types of nouns.

Common noun as head:

NP				
[84]	ណាវ ត្រង់	<u>ឆ្មាសថាវ</u>	ពីត	អ៊ឹង
	na:w tuəŋ	cuəh t ^h a:w	pɪt	?eŋ
	3p be.afraid	tiger	large	that.those
	3p v	n	Adj	Dem
	They are afraid of that big tiger			

Pronoun as head (see Pronoun table in section 6.2):

NP			
[85]	<u>ហៃ</u> ប៊ីន	សាច់	ចា
	haj bə:n	sac	ca:
	I.we have.get	meat	eat
	1p v	n	v
	I obtained meat to eat		

Proper noun as head:

- [86] NP
- ប៉ែន ពេយ គេ៖ ក្រាស ក្អី ឡើង ក្នុង ប្រៃស
- pɛn pɔːy tɛh kraːh kuə lɔŋ sɾay*
- Pen chase kill k.o.squirrel be.at in.inside plantation
- Nprop v v n v Prep n
- Pen is chasing the squirrel in the plantation

Compound noun as head:

- [87] NP
- សែមសាយ ហៃ ក្អី អា ព្រមី
- sɛm sɑy hay kuə ʔaː prɔmɨː*
- siblings.relatives I.we be.at referent Promey
- n lp v Det Nprop
- My relatives live in Promey.

With the pronominal determiner as head:

- [88] NP
- អា ក្លាយ អីង ក្អី ឡើង ក្នុង ឈើ
- ʔaː blaːy ʔɛŋ kuə lɔŋ tɜnɔːm luɔŋ*
- referent white that.those be.at in tree
- Det Adj Dem v Prep n
- The white one is in the tree

6.1.3 Adjectives

In the NP the head noun is directly followed by the adjective. A sequence of more than one adjective is rather forced (cf. Lerthirunwong, 1980, p.48). Adjectives (whether core or peripheral) within the NP cannot be followed by an intensifier. See the possessive NP example [89] below.

- [89]

NP

កង់ ថ្មី មែនទេន ក៏
kon̩ tɕmaɪ mɛ:n tɛ:n ka:
 bicycle new very I
 n Adj intens 1p
 My *(very) new bicycle

- [90]

NP

ត្រី ឆ្អឹង ៗ ត្បី
triə? plɜm (repeat) tɔ?
 buffalo fat (repeat) that.those
 n Adj Prt Dem
 That fat buffalo / those fat buffalo's

The word for "fat" can be reduplicated, in which case it intuitively refers to more than one buffalo.

A subset of adjectives can be reduplicated and pre-nasalized. In that way the characteristic becomes a generic one (see examples [91-94]):

- [91] **ពេត ចូរ ចាត់ អន កន គីក អ៊ង**
pɛ:t cɔw cat ʔɔ:n kon ki? ʔɛŋ
 doctor come stab.inject for child small that.those
 n v v benefactive n Adj Dem
 The doctor will give that small child an injection.

- [92] **ពេត ចូរ ចាត់ អន កន គីក ៗ ត្បី**
pɛ:t cɔw cat ʔɔ:n kon ki? tɔ?
 doctor come stab.inject for child small (repeat) that.those
 n v v benefactive n Adj Prt Dem
 The doctor will give that small child/those small children an injection.

- [93] **ពេត ចូរ ចាត់ អន កន ឡឹក ៗ**
pɛ:t cɔw cat ʔɔ:n kon ɲki?
 doctor come stab.inject for child small (repeat)
 n v v benefactive n adv Prt
 The doctor will give injections to small children

- [94] * ពេត ចូរ ចាត់ អន កន ផ្អែក អីង
 pɛ:t cɔw cat ʔɔn kɔ:n ʔkɨ:ʔ ʔɛŋ
 doctor come stab.inject for child small that.those
 n v v benefactive n adv Dem

* The doctor will give injections to that small child.

Similarly, relating to specific/non-specific:

- [95] ហៃ ចូរ គូរ អា ពឹត ៗ
 hay cɔw to:r ʔa: pɛ:t
 I.we come buy referent large (repeat)
 1p v v Det Adj Prt

I've come to buy the big one/those big ones.

- [96] ហៃ ចូរ គូរ អា ម៉ឺត ៗ
 hay cɔw to:r ʔa: mɔ̀t
 I.we come buy referent large (repeat)
 1p v v Det adv Prt

I've come to buy big ones.

6.1.4 Noun phrase possessor

Possessors in the NP are themselves expressed as NPs and allow for recursion (see section 6.3). When the NP_{poss} slot is filled, this is then the final element of the NP, except for a subsequent relative clause.

Simple juxtaposition of a possessed noun and possessor is used both with noun and pronominal possessors.

6.1.5 Numerals and classifiers

Classifiers are not a necessary element of the NP (cf. Waranya, 2007). By far the most frequently encountered classifier is the one for person. In contrast, the generic classifier *klam* is most appropriately used when only a few of certain objects are left (it has connotations of affection: the sadness over only a few that are left). When it concerns more than ten objects the use of *klam* is particularly awkward; counting then follows the Khmer system.

6.1.6 Prepositional modifiers

The head noun in the NP can be modified by prepositional phrases that are adverbial in nature.

[97]

<i>កន</i>	<i>ក្រណែន</i>	<i>ឡើង</i>	<i>ដុំ</i>	<i>ត្នី</i>	<i>ណាវ</i>	<i>ភ្លង</i>	<i>ភ្លូច</i>	<i>មេនមេន</i>
<i>kn</i>	<i>krɔnɛn</i>	<i>lɔŋ</i>	<i>ɗɔŋ</i>	<i>tɔʔ</i>	<i>naʋ</i>	<i>tuəŋ</i>	<i>kɔmo:c</i>	<i>mɛn tɛn</i>
child	young	in.inside	house	that.those	3p	be.afraid	spirit	very
n	n	Prep	n	Dem	3p	v	n	intens

The children in that house over there are very afraid of spirits [of the dead]

6.1.7 Demonstratives

In the NP demonstratives are phrase-final.

[98] NP [N Dem]

<i>ដុំ</i>	<i>ត្នី</i>
house	that.those
n	Dem

That house

[99] NP [N *Poss Dem]

<i>*ដុំ</i>	<i>កី</i>	<i>ត្នី</i>	<i>ត្នី</i>	<i>ដុំ</i>	<i>កី</i>
house	I	that.those	that.those	house	I
n	1p	Dem	Dem	n	1p

*That my house →

That is my house

[100] NP [N Num (CLSF) Dem]

ស្បែក ប្រាំ ក្នុង អ៊ីង
book two book that.those
n Cardnum clsf Dem

Those two books

[101] NP [N all-Num Dem]

ក្បាលក្រ គឺង ប្រាំ អ៊ីង
piglet incl. three that.those
n Det Cardnum Dem

All those three piglets

[102] NP [N Quant Dem]

ក្បាលក្រ គឺងម្ចាត់ អ៊ីង
piglet all.every that.those
n Quant Dem

All those piglets

6.1.8 Relative clauses

Kui has unmarked relative constructions, such as already encountered in example [33].

The example sentences is repeated below in both forms.

[103]

PP					NP	
ឡើង ដុំ កើត ចូល ទី					ប្រាំ	នាក់
lɔŋ	dɔŋ	kɜ:t	cuəh	tɿ:	ba:r	na?
in	house	exist	man	tall.high	two	person
Prep	n	v	n	Adj	Cardnum	Nclf

There are two tall men in the house

[104]

NP					REL		
កើត ចូល ទី					ប្រាំ	នាក់	ក្នុង ឡើង ដុំ
kɜ:t	cuəh	tɿ:	ba:r	na?	kuə	lɔŋ	dɔŋ
exist	man	tall.high	two	person	be.at	in	house
v	n	Adj	Cardnum	Nclf	v	Prep	n

There are two tall men, who are in the house

The marker *ləm* introduces relative clauses that relativize only past events. Relative clauses are externally headed (N-Rel). By employing the gap strategy both subjects and direct objects can be relativized, as exemplified below.

Rel clause: Subject relativized

[105]

NP	Rel					
អ្នក	អា	ល្មឹម	Ø	កម្រិត	យ៉ាត់	ប្រឹក
may	ʔa:	ləm		kəmcet	jak	bə:n
you	referent	Rel		kill	giant	can
2.sg	Det	Rel		v	n	v

You who Ø managed to kill the giant

Rel clause: Direct object relativized

[106]

NP		Rel			
<i>អាវ</i>	<i>នី</i>	<i>ល្មឹម</i>	<i>ណាវ</i>	<i>បែក</i>	\emptyset <i>ប្រឹក</i>
<i>ʔaw</i>	<i>ni:</i>	<i>ləm</i>	<i>na:w</i>	<i>hɛ:k</i>	<i>bə:n</i>
shirt	this	Rel	3p	tear	can
n	Dem	Rel	3p	v	v

This shirt that he managed to tore up \emptyset

Rel clause: Pronominally headed relative

[107]	Rel					
	អា	ល្មឹម	ក្មួយ	បន់ស្រន់	ម្នា	ៗ
	ʔa:	ləm	kuəy	bən sɔn	mɔnia	(repeat)
	referent	Rel	person.people	beg.ask	how.many	(repeat)
	Det	Rel	n	v	Qword	Prt
That which the people had begged [during the past year]						

This as far as Kui relative clauses are in line with the theory. However, the marker *ləm* has

a wider use, as shown in the following example sentences. The marker always refers to some activity in the past.

- [108] ចូសថាវ អីង ចេះក៏ មោះ លឹម លឹម
cuəh tʰaːw ʔeŋ cɛh kɜʔ mɔh ləɯ ləɯ
 tiger that.those keep.on ask Rel Rel
 n Dem v v Rel Rel

The tiger kept on asking [the same thing that he asked before]

- [109] ម៉ែ ង៉ច លឹម ក៏ ម៉ែ មី រអៀក វ៉ក
may ŋuɔc ləɯ kəː may mɜʔ rɜʔiək βaːʔ
 you drink Rel I you not disgust Q
 2.sg v Rel 1p 2.sg Negative v Qword

You drink [the water/beaker] of mine. You don't mind?

- [110] ក៏ ជក់ ប្រាវ លឹម ភួយ អី
kəː cək pɜkaːw ləɯ kuaj ʔəː
 I smoke tobacco Rel person.people confirmative
 1p v n Rel n Prt

I smoke tobacco that people [had discarded].

6.2 Pronouns

For an inventory of free pronouns, see table below.

	singular	plural	comment
1st person	<i>kəː</i>		informal, used when speaking with younger audience or people having a similar age
	<i>hay</i>	<i>hay</i>	polite form, inclusive
	<i>sɔːl</i>		a rather out-dated form; still used with in-laws and with respected persons
2nd person	<i>may</i>	<i>muɔŋ</i>	
3rd person	<i>naːw</i>	<i>naːw</i>	a generic third person form;

As regards 1st and 2nd person there is no distinction for animate/inanimate. The generic 3rd person pronoun is often inserted after the subject (as noted before), thus becoming subject and extraposing the normal NP material (for discussion see Section 6.6).

6.3 Possession

In a possessive NP the possessor follows the possessed item.

[111/112/113]	ដុង កី	ងាវ ថៃ	ម្បាះ នាវ
	<i>ɗɔŋ kəː</i>	<i>ŋiaw may</i>	<i>ɱbɔvɰ narw</i>
house I	cat you	well 3p	
n 1p	n 2.sg	n 3p	
my house	your cat	their well	

NP possessors can be recursive (see section 6.1.4):

[114]

ន្រ្ទីក់	ជួកម៉ាក	គ្រូ	សែមក្របី	ហៃ
ndrɨk	p ^h o:k ma:k	krɯː	sɛm krɜpay	hay
cow	friend	teacher	sister.younger	I.we
n	n	n	n.comp	lp

My younger sister's teacher's friend's cow.

Inalienable objects, such as body parts or family members, have an identical phrase structure as the alienable objects in the examples above

•

[115]	NP _{poss}				
	ពេត	ណាវ	មី	ក្រដយ តី	ណោញ
	<i>pɛ:t</i>	<i>na:w</i>	<i>mj:</i>		<i>na:n</i>
	doctor	3p	look	finger	boy
	n	3p	v	n	n

The doctor examines the boy's finger

NP_{poss}

- [116] *មែ ភ្នំ ក៏ ណាវ ចៀ ផ្សារ*
mɛː kʰmɔːn kəː naːw ciə pʰsar
 mother nephew.niece I 3p go market
 n n 1p 3p v n

My mother's nephew goes to the market.

In specific situation when it involves sharing of objects between people, the possessive particle *hɔn* is optionable. However, this particle is ungrammatical when it concerns inalienable objects. Compare the examples below.

- [117/118] *ភ្នំ ឃ្លី ក៏* *ភ្នំ ឃ្លី នី* *ហន់ មែ*
klɔːŋ kʰliː kəː *klɔːŋ kʰliː niː* *hɔn may*
 marbles I marbles this.these of you
 n 1p n Dem Possessive 2.sg
- My marbles These are your marbles

- [119/120] *ប្ល ក៏* **ប្ល ហន់ ក៏*
plɔː kəː *plɔː hɔn kəː*
 head I head of I
 n 1p n Possessive 1p
- My head *My head

There is another particle relating to possession, *ʔay* that refers to a possessor retrievable from the context. It can be translated by "its". The generic third person pronoun *naːw* can replace *ʔay*, but then it weakens the relationship between the two objects. The use of *ʔay* for human being is impolite.

- [121] *ទ្រីក តុ?* *កន អែ រក* *ណា*
ndrɔːk tɔː? *kɔːn ʔay ruːk* *naː*
 cow that.those child its beautiful.good isn't it?
 n Dem n Possessive adv Expl

That cow - it's calf is beautiful, isn't it?

6.4 Quantification

The quantifier phrase generally follows the formula: QP: [N Quant (CLSF)]. See examples [122-125] are found below:

- [122] *កើត ល្បែង ភ្លើង ធំ*
kɔ:t sɔp^how kɔlɔŋ t^hɛ̃
 exist book many.much model.kind
 v n Quant clsf

There are many kinds of books.

- [123] *ស្រ ភ្លី ក្បែង*
sɔv tɔdɿː kɔpɔŋ
 rice half tin
 n Quant clsf

Half a can of rice.

- [124] *ភ្លង បារ តាយ*
tɔŋ bar tɔy
 coconut two bunch
 n Cardnum Nclf

Two bunches of coconuts.

- [125] *លីក គឺងម៉ាត់ តុំ*
lɿːk tɔŋ mat tɔ?
 pig all.every that.those
 n Quant Dem

All the pigs over there.

6.5 Noun phrase coordination

Sequential nouns in a NP are simply juxtaposed [126,127]

- [126] ថ្ងៃ មួយ ហែ ចូរ ទី ប្រណាក គក់ ប្រូរ លោកតា ពើក
tɕaj mɯy hay cɔw rɜː prɜnak tok brow ɭɔ:k taː pɔː?
 day one I.we come from PV town at.until mountain local.spirit see
 n Cardnum 1p v Prep Nprop Prep n n v

Nouns

- ត្រៀក ស្រីក់ ប៉ស (ណាវ) ដីល ឃ្លា
triə? ɲdrɔk pɔːh naːw cəl kʰnia
 buffalo cow k.o.deer 3p fight together
 n n n 3p v Reciprocal

One day, when I came back from town, at the Spirit Mountain, I saw a buffalo, a cow and a deer fighting together.

Nouns

- [127] គឹះត្បៃ ហែ ពើក លឹក ច ងាវ (ណាវ) ប៉ក ប៉ណ្តើរ ឃ្លា
tɕh tɔbay hay pɔː? ɭik cɔː ɲiaw naːw pɔː? pɜntɕr kʰnia
 yesterday I.we see pig dog cat 3p walk one.behind.other together
 adv 1p v n n n 3p v adv Reciprocal

Yesterday I saw a pig, a dog and a cat walking in a row.

Likewise for sequential NPs in a sentence:

- [128] អ្នក គឺ ចៀ ប៉ក តាច់ ស្វាយ ភ្លាវ ប្តី ភ្នំ មួយ
ɲɔw kəː ciə pɔː? tac sɕay kɕlaːw pɕləy toŋ mɯy
 father I go walk sell mango unripe fruit coconut one
 n 1p v v v n adv n n Cardnum

NP

- តាយ សាច់ អាំង អន បេក ព្រមី
taːy sac ɲaŋ ɲɔːn beː? prɜmɨː
 bunch.of.coconuts bbq-ed meat for person Promey
 Nclf n benefactive Det Nprop

My father went to sell green mango's, a bunch of coconuts and bbq-ed meat to the people in Promey.

NPs in conjunction can occur in Sub [129] Obj [130] and Obl [131] position:

	Sub									
[129]	ប៉ែន រឺ ម៉ាប ចៀ ប៉ក ដាក់ ស្របៀត គេក ស្រែ ណាវ									
	<i>pɛn</i>	<i>rɜː</i>	<i>map</i>	<i>ciə</i>	<i>pvː?</i>	<i>dak</i>	<i>srɜbiət</i>	<i>teː?</i>	<i>sreː</i>	<i>naːw</i>
	Pen	and	Map	go	walk	put.place	trap	place	fields	3p
	Nprop	Conn	Nprop	v	v	v	n	Dem	n	3p

Pen and Map went to set a trap in their fields.

[130]

Obj

ហៃ ពើក ច ផ្ទុកម៉ាក ហៃ រឺ ភ្លៀង គី កាប់ ឬរ
hay pəː? cvː pʰoːk maːk hay rɜː tɜlɔŋ tə? kap kʰnia
 I.we see dog friend I.we and monkey that.those bite together
 lp v n n lp Conn n Dem v Reciprocal

I saw my friend's dog and that monkey biting each other.

	Obl							
[131]	ជេ៖ ហៃ អន តហៀន រឺ លោក ស្តៅ រន							
	<i>cɛh</i>	<i>hay</i>	<i>ʔɔːn</i>	<i>teːhiən</i>	<i>rɜː</i>	<i>lɔːk</i>	<i>sɜpʰɔw</i>	<i>rɛːn</i>
	let's...!	I.we	give	soldier	and	monk	book	learn
	Prt	lp	Vd	n	Conn	n	n	v

Let's give that soldier and the monk a study book.

Other types of conjunctions are found split into two separate clauses, not coordinated.

See also Chapter 10 on clause combinations.

6.6 Appositive noun phrases

So far the only possible evidence of apposition is in the use of the generic pronoun *naːw*, such as already encountered in examples [115, 116]. Example [115] is repeated below. An adverbial phrase like 'yesterday' can be inserted between the NP and *naːw*. Therefore, *naːw* is then the subject and the NP is extraposed.

[132] ពេទ្យ ណាវ មី ក្រដយ គឺ ណាញ

<i>pɛ:t</i>	<i>naw</i>	<i>mɨ:</i>	<i>krɔdɔy</i>	<i>təy</i>	<i>na:n</i>
doctor	3p	look	finger		boy
n	3p	v	n		n

The doctor inspects the boy's fingers.

[133] ពេទ្យ គីៈត្បុរ ណាវ មី ក្រដយ គឺ ណាញ ហឺយ

<i>pɛ:t</i>	<i>tsh</i>	<i>tabay</i>	<i>naw</i>	<i>mɨ:</i>	<i>krɔdɔy</i>	<i>təy</i>	<i>na:n</i>	<i>həy</i>
doctor	yesterday	3p	look	finger	boy		completion	
n	adv	3p	v	n	n		Asp	

Yesterday, the doctor already inspected the boy's fingers.

A similar situation can occur in the second person, e.g. when husband addresses his wife, as in the example below.

[134] មែ មែ អង់ដយ ហើយ

<i>mɛ:</i>	<i>may</i>	<i>ʔɔŋ</i>	<i>dɔy</i>	<i>hɜ:y</i>
mother	you	cook		already?
n	2.sg	v		Qword

Have you already cooked a meal?

6.7 Nominal compounds

This section aims to classify Kui nominal compounds based on the work by Bisetto & Scalise (2005). Firstly compounds are sorted on the grammatical relations between the two constituents of the compound. This relation can be one of subordination, coordination or attribution. Compounds in these three classes can both be endocentric and exocentric. They are often in the form of generic/specific.

Subordinate compounds

exocentric

prɔŋ (hole) *tʃkɔŋ* (neck) = "throat"

klɔŋ (round object) *mɔt* (eyes) = "eye balls"

hla: leaf-like object) *luwŋ* (wood) = "leaf"

pɔləy "fruit" *luwŋ* (wood) = "fruit"

endocentric (all generic/specific type)

ka: (fish) *sɔmoŋ* (name) = "k.o. fish"

ta:k (metal) *kɛh* (to snap) = "lighter"

klɔ: (snail) *pieh* (name) = "k.o. snail"

tɔnɔ:m pole-like object) *priət* (banana) = "banana tree"

pɔləy (fruit) *kro:c* (name) = "citrus fruit"

ɔlwŋ (alc.beverage) *tɔnɔ:t* (sugarpalm) = "palm wine"

kʰɔ: (wear 'bottom half') *li:ʔo*: (name) = "underwear"

sa:la: (assembly building) *rɛ:n* (to study) = "school"

tʃkɔy (horns) *ndrɔk* (cow) = "cow horns"

krɔŋ (gen.??) *nɛ:n* (addictive) = "addictive drugs"

Attributive compounds

exocentric

exocentric

ɔlwŋ (alc.beverage) *kɔpɔŋ* (can) = "canned beer"

ka: (fish) *kɔpɔŋ* (can) = "tinned fish"

dɔŋ (dwelling house) *tɔma:w* (stone) = "brick house"

ɛ:k (medicine) *da:ʔ* (liquid) = "liquid medicine"

Coordinate compounds

exocentric

exocentric

sɛ:m (younger sibl.) *sa:y* (older sibl.) = "siblings, relatives"

kɔ:n (child??) *ɛ:m* (to keep) = "animal"

tɔnɔ:m (pole.like object) *luwŋ* (wood) = "tree"

muh (nose) *mɔt* (eyes) = "face"

kɔtɛ:k (ground) *lo*: (plot) = "plot of land"

ɔləy (white) *ruwɔk* (good) = "blameless"

ʔɔw (father) *kre:ŋ* (old) = "older uncle"

mɛ: (mother) *ke:ʔ* (small) = "younger aunt"

kɔ:n (child) *ŋa*: (little) = "newborn"

kɔ:n (child) *ndrɔk* (cow) = "calf"

kɔ:n (child) *kuəy* (man) = "doll"

7 Verbal and clausal operators

7.1 Negation

Negation in Kui employs the pre-verbal particle *m3?*, both for clausal and constituent negation. There is no derivational negation. Normally, negative statements (in response to a question, or contrary belief) are emphasized by the clause-final particle *ʔa:*. In telling others about one's own actions/ideas the particle *ʔa:* is not used e.g. [179]. In a command sentence the weakening particle is *də:* [139] (see also section 9.3).

[135]

<i>ប្រណវ</i>	<i>ណាវ</i>	<i>ចៀ</i>	<i>ប៉ាច់</i>	<i>អ៊ុស</i>
<i>pr3nɔ:</i>	<i>na:w</i>	<i>ciə</i>	<i>pac</i>	<i>ʔu:h</i>
tomorrow	3p	go	cut.log.hit	fire.wood
adv	3p	v	v	n

Tomorrow they go and log firewood.

[136]

<i>ប្រណវ</i>	<i>កី</i>	<i>មី</i>	<i>ចៀ</i>	<i>ប៉ាច់</i>	<i>អ៊ុស</i>
<i>pr3nɔ:</i>	<i>kə:</i>	<i>m3?</i>	<i>ciə</i>	<i>pac</i>	<i>ʔu:h</i>
tomorrow	I	not	go	cut.log.hit	fire.wood
adv	1p	Negative	v	v	n

Tomorrow I won't go and log firewood [telling others about myself].

[137]

<i>ប្រណវ</i>	<i>ណាវ</i>	<i>មី</i>	<i>ចៀ</i>	<i>ប៉ាច់</i>	<i>អ៊ុស</i>	<i>អី</i>
<i>pr3nɔ:</i>	<i>na:w</i>	<i>m3?</i>	<i>ciə</i>	<i>pac</i>	<i>ʔu:h</i>	<i>ʔa:</i>
tomorrow	3p	not	go	cut.log.hit	fire.wood	emphasis
adv	3p	Negative	v	v	n	Prt

Tomorrow they won't go and log firewood.

[138]

<i>ណាវ</i>	<i>ប៉ាច់</i>	<i>អ៊ុស</i>	<i>មី</i>	<i>ច្បាប់</i>	<i>អី</i>
<i>naw</i>	<i>pac</i>	<i>ʔuʰ</i>	<i>mɜʔ</i>	<i>cənap</i>	<i>ʔə:</i>
3p	cut.log.hit	fire.wood	not	strong	emphasis
3p	v	n	Negative	adv	Prt

They are not doing well logging firewood.

[139]

<i>ក្រែក</i>	<i>ប៉ាច់</i>	<i>អ៊ុស</i>	<i>ដី</i>
<i>krək</i>	<i>pac</i>	<i>ʔuʰ</i>	<i>də:</i>
don't	cut.log.hit	fire.wood	'softening'
Negative	v	n	Prt

Don't log firewood.

To assert to the contrary one can respond with the single word *tɛ:* "no!" (probably similar to the 'discourse contradictor' of Pascal (xxxx) chpt 4.8). Though this can be a single response, often it is followed by a full negative clause explaining why the initial clause was refuted. See dialogue below.

A:

[140]

<i>ម៉ែ</i>	<i>ចេញ</i>	<i>ផ្សារ</i>	<i>ភ័ក</i>
<i>may</i>	<i>ciə</i>	<i>pʰsar</i>	<i>βa:ʔ</i>
you	go	market	Q
2.sg	v	n	Qword

B:

<i>ទេ</i>	<i>ថ្ងៃ</i>	<i>នី</i>	<i>ហៃ</i>	<i>មី</i>	<i>ប៊ែន</i>	<i>ចេញ</i>	<i>អី</i>
<i>tɛ:</i>	<i>tɜŋay</i>	<i>nɨ:</i>	<i>hay</i>	<i>mɜʔ</i>	<i>bən</i>	<i>ciə</i>	<i>ʔə:</i>
No!	day	this.these	I.we	not	can	go	emphasis
Negative	n	Dem	1p	Negative	v	v	Prt

A: Are you going to the market? B: No! Today I cannot go.

Below an example of NP negation:

[141]	ក្មួយ	ណាវ	ចា	ដយ	ក៏	ម៉ាត់	ក្លោក
	kuəy	na:w	ca:	ɗɔ:y	kə:	mat	klɔ:k
	person.people	3p	eat	cooked.rice	I	empty	empty
	n	3p	v	n	1p	adv	intens

People have eaten up my rice to the last grain.

7.2 Agreement

In Kui there is no agreement on the verb for person, number and/or gender.

7.3 Permission and ability

This section reviews several modal functions in Kui. As far as 'permission' is concerned the verb for "to give" is used:

[142]	តេហៀន	អន	បេក	ស្រុក	អាវ	លឹង	ឡឹង	កោះ	ពិត
	tehian	ʔɔ:n	bɛ:ʔ	sɾɔk	ʔar	luŋ	lɜŋ	kɔh	pɪt
	soldier	for	person	village	saw	wood	in.inside	forest	large.big
	n	permission	Det	n	v	n	Prep	n	Adj

The soldiers allowed the villagers to cut wood in the forest.

Concerning ability there are various levels:

"kɜβɛn"	(able to - from birth? not sure yet. It is less and less used)
"ciaŋ"	(able to - acquired by learning? not sure yet. Mostly used nowadays)
"bɔ:n"	(can - circumstances allow it)
"sa:k mi:"	(to try)

[143]	ចា	ដយ	ហៃ	អា:	គី	វេ	មី	ក្លែន	អី
	ca:	ɗɔ:y	hay	ʔɔh	təy	βɛ:r	mɜ?	kɜβɛn	ʔa:
	eat	cooked.rice	I.we	scoop	hand	left	not	can	emphasis
	v	n	1p	v	n	adv	Negative	v	Prt

When I eat, I cannot serve rice with my left hand.

[144] ហៃ មី ជាង ជិះ កង់ អី បើ ហៃ មី ដែល
hay m3? cianh cih kɔŋ ʔə: bɔ: hay m3? dɛ:l
 I.we not can drive.ride bicycle 'emphasis' is.that.so? I.we not ever
 1p Negative v v n Prt Qword 1p Negative adv

រន

re:n
 learn
 v

I cannot ride a bike, since I've never learned to.

[145] កាក់ អីង ហៃ សង់ ប៊ីន ដែល អី ម៉ង់ ន្ទាន់
ka? ʔeŋ hay sɔ:ŋ bɔ:n dɛ:l ʔə: mɔ:ŋ ɲdʒn
 money that.those I.we repay can also.too emphasis but not.yet
 n Dem 1p v v adv Prt Coordconn adv

I can pay that money back, but I won't do it yet.

[146] ចាំ មី វ៉ សាក មី សិន
cam mɨ: βuɔ sa:k mɨ: sen
 wait.guard look do.make try look first
 v v v v v adv

Wait, I'll try it first.

7.4 Directionals

The spatial grounding of an event is not marked on the verb but realized by directional co-verbs (such as to go/come, to ascend/descend) depending whether the event takes place away from the speaker or at the place of the speech act etc. Together with the main verb, these co-verbs are often part of a serial-verb-construction (Section 7.11). The directional co-verb occurs after the main verb if the main verb is a motion verb. But example [148] indicates that the directional co-verb precedes the main verb if the latter is a non-motion

verb.

See examples given below:

[147]

ឆ្នះ	សោះ	លោក	សែង	ចូរ	រឺ	ប្រូរ
<i>c3lah</i>	<i>səh</i>	<i>lə:k</i>	<i>sɛŋ</i>	<i>cɔw</i>	<i>r3:</i>	<i>brɔw</i>
morning	up	monk	descend	direction	from	mountain
n	DIR	n	v	DIR	Prep	n

In the morning the monk came down from the mountain.

[148]

ចូស	អីង	ដែល	រៀន	ចៀ	តាច	អា	ផ្សារ
<i>cuəh</i>	<i>ʔɛŋ</i>	<i>ʔɛ:l</i>	<i>r3ŋka:w</i>	<i>ciə</i>	<i>tac</i>	<i>ʔa:</i>	<i>pʰsar</i>
man	that.those	take	rice	direction	sell	referent	market
n	Dem	Vd	n	DIR	v	Det	n

The man went to sell rice at the market.

[149]

ងាវ	បោល	សោះ	ចៀ	ទី
<i>ŋiaw</i>	<i>bɔ:l</i>	<i>səh</i>	<i>ciə</i>	<i>tj:</i>
cat	run	ascend	direction	tall.high
n	v	v	DIR	Adj

The cat run up in [the tree].

[150]

គ្រូ	បំក	លោះ	ឆ្លក់	រឺ	កន	សិស្ស
<i>krɯ:</i>	<i>pɔ:ʔ</i>	<i>ləh</i>	<i>c3ɔbʔ</i>	<i>r3:</i>	<i>kn:n</i>	<i>s3h</i>
teacher	walk	away	angry	by.with	students	
n	v	DIR	adv	Prep	n	

The teacher walked away, angry with the students.

[151]

ចូ	ត្រី	លោត	មុត	ឡើង	ប្រៀង
<i>tʰo:</i>	<i>tɔʔ</i>	<i>lə:t</i>	<i>mɯ:t</i>	<i>l3ŋ</i>	<i>prɔŋ</i>
spider	that.those	jump	enter	in	hole
n	Dem	v	DIR	Prep	n

That spider jumped into a hole.

7.5 Tense

For Kui there is no tense system. Temporal relationships are made clear by aspect marking and explicit temporal adverbs. Kui makes a distinction between non-future vs. future. The latter is marked by the auxiliary *tɜŋ* immediately preceding the main verb [152], while both present and past are left unmarked. For *tɜŋ* see also Section 10.1.

[152]	គី៖ត្បុរ	ណាវ	គីង	ចៀ	ស្រែ	ម៉ង	ចូរឡើ	ណាវ	អី
	yesterday	3p	will	go	plantation	but	because	3p	be.ill
	adv	3p	Verbprt	v	n	Coordconn	Coordconn	3p	v
	គ្រីនចាញ់	ណាវ	មី	បីន	ចៀ				
	malaria	3p	not	accom'mnt	go				
	n	3p	Negative	Asp	v				

Yesterday he was going to go to the plantation, but since he got malaria he wasn't able (didn't manage) to go.

7.6 Aspect

Aspect deals with the internal temporal shape of events or states. Each of the aspectual particles of the table in Section 5.7 is discussed below.

[153] Preverbal particles

<i>ndəp kɜ?</i>	"just"	completive; a recent change of state
<i>tɜlɜp</i>	"ever"	perfect, habitual; a current relevant state brought about by the situation (normally an event) expressed by the verb
<i>mɜ? dɛ:l</i>	"never"	(irrealis)
<i>kɜmpuŋ kɜ?</i>	"continue"	progressive; an ongoing, dynamic process
<i>cɛh kɜ?</i>	"keep on"	progressive for durative verbs, iterative for inherently punctual verbs; the action requires force

or energy.

<i>cʰɔp</i>	"stop, quit"	perfective; the end of a state or ongoing event
<i>kv:p pɜdɜ:m</i>	"start"	inceptive; the starting point of an event
<i>mɜ? tɜn (ndɜn)</i>	"not yet"	(irrealis, in anticipation of happening though)
<i>nvŋ (kɜ?)</i>	"still"	progressive; in anticipation of ending
<i>bih (tɜŋ)</i>	"almost"	(irrealis) on the verge of doing/going/dying etc.
<i>kɜlɜŋ (kɜ?)</i>	"always"	often or always

The aspect marker precedes the main verb.

	A			B		
[154]	<i>ម៉ែ</i>	<i>ដាក់</i>	<i>ទ្រ</i>	<i>ហើយ</i>	<i>ឆ្លើបក៏</i>	<i>រេប</i>
	<i>maj</i>	<i>dak</i>	<i>trɯ</i>	<i>hɜ:y</i>	<i>ndə:p kɜ?</i>	<i>rɛ:p</i>
	you	put.place	k.o.fish trap	already?	just	prepare
	2.sg	v	n	Qword	Asp	v

Have you set the fish trap already? [I have] just got it ready

[155]	<i>ម៉ែ</i>	<i>ទ្រាប់</i>	<i>បំក</i>	<i>ចេញ</i>	<i>កោះ</i>	<i>រឺយ</i>	<i>ៗ</i>	<i>ប៉ូច</i>	<i>អ្នក</i>
	<i>maj</i>	<i>tɜlɜp</i>	<i>pv:?</i>	<i>ciə</i>	<i>kvh</i>	<i>rɜ:y</i>	<i>(repeat)</i>	<i>po:c</i>	<i>rey</i>
	you	ever	walk	direction	forest	frequent	(repeat)	uproot.pull out	rattan
	2.sg	Asp	v	DIR	n	adv	Prt	v	n

<i>អន</i>	<i>ក៏</i>	<i>មួយ</i>	<i>ភ្លម</i>
<i>ʔv:n</i>	<i>kə:</i>	<i>mɯ:y</i>	<i>tɜnm:m</i>
for	I	one	long.object
benefactive	1p	Cardnum	Nclf

Since you frequently go to the forest - [Can you] take one stem of rattan for me?

[156]	<i>ហៃ</i>	<i>ចេញ</i>	<i>ឆ្លុះ</i>	<i>ម្តីដែល</i>	<i>បាញ់</i>	<i>បីន</i>	<i>យ៉ាង</i>	<i>ណាវ</i>
	<i>hay</i>	<i>ciə</i>	<i>cʰlɔh</i>	<i>mɜ? dɛ:l</i>	<i>paŋ</i>	<i>ɓə:n</i>	<i>yaŋ</i>	<i>na:w</i>
	I.we	go	illuminate	never	shoot	have.get	as.like	3p
	1p	v	v	Asp	v	v	Prep	3p

I have been hunting, but never shot [an animal] like they did.

[157] ណាវ កំពុងកី ង់ច ន្ទាន់ ម៉ាត់ ប្លង់ ណាវ អី

na:w kɔmpuŋ kɜʔ ɲuɔc ɲdʒn mat ɓɓɔŋ na:w ʔa:

3p progressive drink not.yet empty wine 3p emphasis
3p Asp v Asp adv n 3p Prt

They are still drinking. Their wine isn't finished yet.

[158] លឹក ភ័ មី សង់ បើ ទ្រង់ ក្បា ណាវ ចេះកី ចៀ

lɨ:k tɔʔ mɜʔ sɔŋ ɓɜ: tɾe:ŋ kɜya: na:w cɛh kɜʔ ciə

pig that.those not hear if owner.lord call 3p can.only go
n Dem Negative v Prt n v 3p v v

That pig over there doesn't hear. When it's owner calls it always walks away.

[159] ចូស ទ្រង់ ណាវ ឆ្ងប់ សោះ ភ្នោត ហើយ

cuəh kre:ŋ na:w cʰɔp sɔh tɜnɔ:t həy

elderly man 3p stop ascend palm.tree completion
n 3p v v n Asp

That old man has already stopped climbing palm trees.

[160] កែវ ណាង កួយ ណាវ កបប្លើម សាប ស្រ ហើយ

ksay nɛŋ kuəy na:w kɔp pɜdɜ:m sap sɾɔ: həy

month this person.people 3p start sow.seed rice completion
n Dem n 3p v v n Asp

This month the people have made a start sowing rice.

[161] វី ន្ទាន់ បីន អី

βuɔ ɲdʒn ɓa:n ʔa:

do.make not.yet accom'mnt emphasis
v Asp Asp Prt

[I] haven't finished the job yet.

[162] ណាងកី កើត លឹក ទ្រីង កោះ

noŋ kɜʔ kɜ:t lɨ:k lɜŋ kɔh

still.yet exist pig in forest
adv v n Prep n

Their are still [wild] pigs in the forest.

[163]

ទ្រោយ ក៏ បី៖ ក៏ង ក្អែត
 ʔdroːy kəː bih tɜŋ kɜcɛt
 chicken I almost incl dead
 n 1p Asp Det adv

My chicken is almost dead.

Brief discussion on the particle *kɜ*?

This word has several uses and functions similar to the word "tae" in Khmer.

1) It can mean "only", as in the example below.

[164]

ណាវ បីន កន ក៏ មួយ
 3p have.get child only one
 3p v n Det Cardnum

They got only one child.

2) It functions as connector/story line marker in narrative (Somsonge, 1990), see short story below.

[165]

កើត ក្មួយ កន្លែង ម្នាក់ ដែល កណ្តាល
 exist person.people male one.person take wife
 v n Adj Nelf Vd n

There was a man who took a wife,

ក៏ មី បីន ការ អី គ្រាន់ក៏ សែន
 DiscourseM not accom'mnt marry emphatic only.solely offer
 Negative Asp v Prt adv v

but they didn't marry [properly], [they] only offered [to ancestors]

ក៏	បីន	កន	មួយ	កន	ក្រប្បី
DiscourseM	have.get	child	one	child	female
	v	n	Cardnum	n	Adj

They got one child, a girl.

3) It is a meaningless element in compound words (such as adverbs) like the list [153].

Postverbal particles

ba:n is related to the word *ba:n* in Khmer and has several functions (see Haiman, 1999). It's overarching meaning has to do with reaching a change of state.

1) As the main verb in the clause it carries the meaning "to get, receive". See examples [166,167]. The receiving is a change of state.

2) Postverbal it carries the meaning of "ability". See example [168]. When one can do something, one creates a change of state.

3) In the preverbal position it creates a sense of active accomplishment: a dynamic process is in focus that can (or cannot) be brought to completion. When followed by the auxiliary *ha:j* it signals perfect or completive aspect (see [169,172] in the subsection *ha:j* below. (Besides, the preverbal *ba:n* in Khmer signifies past tense.)

A:

[166]	មែ	ចេញ	បាញ់	លើក	លើក	នី	បីន	ម្នា	ក្លា
	may	ciə	paŋ	lɨk	lɔ:k	nɨ:	ba:n	mɜnia	klam
	you	go	shoot	pig	time	this.these	have.get	how.many	piece
	2.sg	v	v	n	n	Dem	v	Qword	Nelf

You went hunting [wild] pigs. How many did you get this time?

B:

<u>បីន</u>	បាវ	ក្លា
<i>bə:n</i>	<i>bɑ:r</i>	<i>klam</i>
have.get	two	piece
v	Cardnum	Nclf

Only two.

[167]

<u>ហៃ</u>	<u>ស្បៃ</u>	<u>បីន</u>	តាក	ប្រក់	ដុង
<i>hay</i>	<i>sɔʔiə</i>	<i>bə:n</i>	<i>tak</i>	<i>prək</i>	<i>dɔŋ</i>
I.we	want	have.get	iron.metal	do.roofing	house
1p	v	v	n	v	n

I want to get corrugated iron to make a roof for my house

[168]

<u>គ្រាន់ក៏</u>	<u>ខូច</u>	<u>រឹង</u>	<u>កង់</u>	<u>ហៃ</u>	<u>រី</u>	<u>បីន</u>
<i>krɜ:n kɜ?</i>	<i>kʰo:c</i>	<i>ruɔc</i>	<i>kɔŋ</i>	<i>hay</i>	<i>βuɔ</i>	<i>bə:n</i>
only.solely	broken	inner.tube	bicycle	I.we	do.make	can
adv	adv	n	n	1p	v	v

Only the inner tube is punctured. I can fix it.

həj signifies perfect, perfective and completive aspect. It focusses on the endpoint of any kind of dynamic process or the change of state. Instantaneous changes, such as the one described in example [171] below cannot take the particle *bə:n*.

[169]

<u>ហៃ</u>	<u>រី</u>	<u>បីន</u>	<u>ហើយ</u>
<i>hay</i>	<i>βuɔ</i>	<i>bə:n</i>	<i>hə:y</i>
I.we	do.make	accom'mnt	completion
1p	v	Asp	Asp

I have done/completed it.

[170]

គ្រាប់ មីន ឆ្ក័រៈ ហ៊ីយ

krɔp min pɔdɔh hɔy
object mine explode completion
n n v Asp

The mine has already exploded

[171]

*គ្រាប់ មីន ឆ្ក័រៈ ប៊ីន ហ៊ីយ

krɔp min pɔdɔh bɔ:n hɔy
object mine explode accom'mnt completion
n n v Asp Asp

*The mine has already exploded

[172]

ហៃ ប៉ាច់ ប័ណ្ណោល រំបង ប៊ីន ហ៊ីយ

hay pac pɔŋko:l rɔmbɔ:ŋ bɔ:n hɔy
I.we cut.log.hit pole fence accom'mnt completion
lp v n n Asp Asp

I have logged fence poles already

rɔ:c signifies an active achievement. This word is similar to the word "*ruac*" in Khmer, but its use is really limited to only this one in Kui.

[173]

ក្សែ ណាង កួយ ស្ទង់ រោច ហ៊ីយ

ksay neŋ kuay sɔtɔ:ŋ rɔ:c hɔy
month this person.people plant.rice act.achi'mnt completion
n Dem n v adv Asp

This months the people completed the rice planting

[174]

កា កី ដក ឡើង ទ្រង់ រោច ម៉ាត់

ka: kə: dɔ:ʔ lɔŋ truŋ rɔ:c mat
fish I keep.put in.inside cage.fold act.achi'mnt empty
n lp v Prep n adv adv

The fish that I kept in the cage have all escaped.

ʔɔ:n is similar to the word "*ʔaoi*" in Khmer and has several meanings.

1) Benefactive in SVC

[175]

<i>គ្រូ</i>	<i>ចែក</i>	<i>សៀវភៅ</i>	<i>អន</i>	<i>សិស្ស</i>	<i>មី</i>
<i>krɯː</i>	<i>cɛ:k</i>	<i>sɜpʰɔw</i>	<i>ʔɔ:n</i>	<i>sɜh</i>	<i>mɿː</i>
teacher	divide.dispense	book	for	student	look
n	v	n	benefactive	n	v

The teacher dispersed the books for the students to read.

2) As the verb "to give"

[176]

<i>គ្រូ</i>	<i>អន</i>	<i>សិស្ស</i>	<i>សៀវភៅ</i>
<i>krɯː</i>	<i>ʔɔ:n</i>	<i>sɜh</i>	<i>sɜpʰɔw</i>
teacher	give	student	book
n	Vd	n	n

The teacher gave books to the students.

3) As the verb "to let, allow"

[177]

<i>គ្រូ</i>	<i>អន</i>	<i>សិស្ស</i>	<i>មី</i>	<i>សៀវភៅ</i>
<i>krɯː</i>	<i>ʔɔ:n</i>	<i>sɜh</i>	<i>mɿː</i>	<i>sɜpʰɔw</i>
teacher	let	student	look	book
n	v	n	v	n

The teacher let/allowed the students to read the book.

4) As complementizer in causative constructions

[178]

គ្រូ	បង្ខំ	អន	សិស្ស	មី	សៀវភៅ
<i>kruː</i>	<i>pɔŋkʰɔm</i>	<i>ʔɔːn</i>	<i>sɔh</i>	<i>miː</i>	<i>sɔpʰɔw</i>
teacher	force		student	look	book
n	v	Complmentizer	n	v	n

The teacher forced the students to read the book.

See also Section 7.12 where the word *ʔɔːn* has a resultative reading.

7.7 Modality

Modality is an indication of what the speaker wants to do with the proposition. It is expressed by modal verbs. A two-fold distinction can be drawn between agent-oriented and speaker-oriented modality.

Agent-oriented modality (includes Deontic - necessity, possibility)

Abilitative	see Section 7.3	
Desiderative	<i>sɔʔiə</i>	(to want)
Directive	<i>pɔŋcia</i>	(to command)
	<i>pɔŋkʰɔm</i>	(to force)
	<i>prɜː</i>	(to use)
	<i>suəɾ</i>	(to tell)
	<i>tiaɾ</i>	(to ask, beg)
Obligatory	<i>kɾay</i>	(should)
	<i>kɾay kɜʔ</i>	(have to)
	<i>kɾay kaɾ</i>	(need to)
Permissive	see Section 7.3	

Examples of each type are given below:

[179]

ហៃ ស្មៀន អន សែមសាយ ប្លឺ មៀន ម៉ង មី កើត
 hay s3ʔia ʔɔ:n sɛm say p3ləy miən mɔ:ŋ m3ʔ k3:t
 I.we want give siblings.relatives fruit k.o.fruit but not be.have
 lp v Vd n n n Coordconn Negative v

ក្លីង

k3l3ŋ
 many.much
 Quant

I want to give fruit to my relatives, but [I] don't have many

[180]

ចូស កែន ស្មៀន អន សែមសាយ ជោយ វី រន្តល
 cuəh s3ʔia ʔɔ:n sɛm say cɔ:y βuɔ r3ndɔ:l
 man Ken want siblings.relatives help do.make bridge
 n Nprop v complementizer> n v v n

Mr. Ken wants the people to help making a bridge.

The verb for "to want" can also be used in the sense of "tend to, drive". See example below:

[181]

ស្មៀន មោង ចាក់ អែង
 s3ʔia mɔ:ŋ cak ʔɛŋ
 tend to.drive mad.possessed body self
 v adv n Reflexive

It drives me crazy

[182]

មេ តេហៀន ប៉ុញ្ហា / ប៉ង្គី / ប្រើ / សួរ / ទាវ អន យាក់
 mɛ: tɛ:hian p3ɲcia p3ŋkʰɔm prɜ: suər tiar ʔɔ:n jɑʔ
 leader soldier command force use tell ask woman
 n n v v v v v complementizer n

អង់ជយ

ʔɔŋ dɔ:y
 cook
 v

The army chief commanded/forced/used/told/asked the woman to cook food.

[183] ហៃ ក្រែ ប៊ីន ម៉ង់ ពេះ ណាវ ចែក មេនទេន ហៃ
hay kray bə:n mɔ:ŋ pɔ:h na:w cɛ:k mɛ:n tɛ:n hay
 I.we should have.get but when 3p divide.dispense indeed I.we
 1p v v Coordconn adv 3p v intens 1p

មី ប៊ីន
mɜ:ʔ bə:n
 not have.get
 Negative v

I should get [one] but when they distributed [them] I didn't get [one]

[184] ប្រណវ ហៃ ក្រែកី ចៀ ប្រណាក បើ មី ចៀ មី ប៊ីន
prɔ:nɔ: hay kray kɜ:ʔ ciə prɔ:nɔ:k bɜ: mɜ:ʔ ciə mɜ:ʔ bə:n
 tomorrow I.we have.to go PV town if not go not can
 adv 1p v v Nprop Prt Negative v Negative v

អី ហៃ ម៉ាត់ ន្ទ័វន្ទ័វ តាច
ʔə: hay mat ɲduw ɲdɨ: tac
 emphasis I.we empty stuff.goods sell
 Prt 1p adv n v

Tomorrow I have to go to the town. [I] cannot not go. I have no more goods to sell.

[185] ហៃ ក្រែការ តាកគោល ភ្នាត់ សុង
hay kray kar ta:k kɔ:l tɜ:pɜ:t sɔŋ
 I.we need nails six pack
 1p v n Cardnum clsf

I need six packs of nails.

Speaker-oriented modality (includes Epistemic - knowledge, believe)

Dubitative *trɔŋ* (to doubt, in one's own mind)
 sɜ:ma:n (to guess)

Hearsay	<i>svŋ pa:y</i>	(hear-say)
Non-factive	<i>cə:</i>	(to believe)
	<i>kət</i>	(to think)
Pretense	<i>βua taŋ</i>	(to pretend)

Examples of each modal verb are given below with the modals in various positions in the sentence. Almost each one of these speaker-oriented modal verbs co-occurs with the complementizer *pa:y* (that) in a subordinative construction.

[186]	<u>ទ្រង់</u>	ប៉ាយ	កើត	កា	ត្រពាំង	នី
	<i>trəŋ</i>	<i>pa:y</i>	<i>kɜ:t</i>	<i>ka:</i>	<i>trəpaŋ</i>	<i>nɨ:</i>
	not.sure	Comp	be.have	fish	natural.pond	this.these
	adv	Subordconn	v	n	n	Dem

[said to oneself:] I wonder if there are fish in this pond

[187]	ត្រពាំង	នី	កើត	កា	<u>ទ្រង់</u>
	<i>trəpaŋ</i>	<i>nɨ:</i>	<i>kɜ:t</i>	<i>ka:</i>	<i>trəŋ</i>
	natural.pond	this.these	be.have	fish	not.sure
	n	Dem	v	n	adv

[said to oneself:] I wonder if there are fish in this pond

[188]	ល្បយ	ចៀ	ទី:	<u>ទ្រង់</u>	ប៉ាយ	ពាច
	<i>luwɟ</i>	<i>ciə</i>	<i>tɨh</i>	<i>trəŋ</i>	<i>pa:y</i>	<i>rɔ:c</i>
	swim	direction	over.there	not.sure	Comp	act achiv'mnt
	v	DIR	Dem	adv	Subordconn	adv

To swim all the way there, [I] think [he] can do it.

[189]	ណាវ	<u>ស្មាន</u>	ប៉ាយ	កើត	កា	ហ៊ីយ	បើ	ណាវ	កាន់
	<i>na:w</i>	<i>sɜma:n</i>	<i>pa:y</i>	<i>kɜ:t</i>	<i>ka:</i>	<i>hə:j</i>	<i>ɓɜ:</i>	<i>na:w</i>	<i>kan</i>
	3p	guess	Comp	be.have	fish	completion	now.that	3p	hold.carry
	3p	v	Subordconn	v	n	Asp	Subordconn	3p	v

[ន្ទឹក ចៀ]

ndrət ciə

k.o. cage direction
n DIR

She thinks that there are already fish, seeing that she's taking a cage [there].

[190]

ហៃ ស្មាន បាយ ចៀ ជាន់

hay sɔma:n paɣ ciə cɜr

I.we guess Comp go tap.resin
1p v Subordconn v v

I think that [he] went to tap rubber

[191]

សង់ ក្លាយ បាយ ណាវ ប្តី៖ កណ្តាល ហើយ

səŋ kuəɣ paɣ na:w pɔtah kɔnteɪl həɣ

hear person.people say 3p divorce wife completion
v n v 3p v n Asp

[I] heard people say that he already divorced his wife

[192]

ណាវ ប្តី៖ កណ្តាល ហើយ សង់ ក្លាយ បាយ

na:w pɔtah kɔnteɪl həɣ səŋ kuəɣ paɣ

3p divorce wife completion hear person.people say
3p v n Asp v n v

[I] heard people say that he already divorced his wife

[193]

ហៃ ជឿ បាយ ដាក់ សោះ មេន

hay cə: paɣ dɑ:ʔ sɔh mɛ:n

I.we believe Comp water ascend emphasis
1p v Subordconn n v Expressive

I believe that the water has really risen.

[194]

រឿង ដាក់ សោះ ក្លាយ ណាវ ជឿ ថ្នាប័ មេន

rə:ŋ dɑ:ʔ sɔh kuəɣ na:w cə: cɔnap mɛ:n

story.problem water ascend person.people 3p believe strong emphasis
n n v n 3p v adv Expressive

People strongly believe that the water has risen.

[195]	<u>ហៃ</u>	<u>គិត</u>	បាយ	ម៉ាស៊ីន	ម៉ាត់	ប្រេង	បើ	ណាវ	ក្បាត់
	hay	kət	paɣ	maːsm	mat	preŋ	bɜː	naʋ	ksat
	I.we	think	Comp	machine	empty	(engine)oil	now.that	3p	extinguish
	1p	v	Subordconn	n	adv	n	Subordconn	3p	v

I think that the engine run out of gas, since it stopped working

[196]	<u>វ៉តាំង</u>	លេត	សិន	ញ៉ាក់	អន	កន	ណាវ	ក្បា
	βuw tan	ləŋeːt	sen	ɲp?	ʔɔːn	kn	naʋ	kɜyaː
	act like.pretend	go.to.sleep	first	don't		child	3p	call
	v	adv	adv	Negative	permission	n	3p	v

[I] pretend to sleep, so that the children will not call [me]

7.8 Mood

In this section mood is interpreted according to Kroeger (2004) in that mood expresses what the speaker is doing, such as commanding or asking. Three major types of mood are dealt with in Chapter 9.

7.9 Politeness

Since Kui culture is not socially hierarchical, it does not lexically encode social status (unlike Khmer). However, Kui has some particles to express politeness when addressing somebody. The clause-final particle *naː* softens the speech act. See also section 9.3

7.10 Adverbs

Adverbs occur in the periphery and have influence over the entire clause. Manner adverbs can be formed by reduplication of the core adjectives. Below follows a short exploration of this issue.

Adverbial use of 'fat':

[197]	ត្រីក	ក្នុង	ទីវាល	ត្រី	ណាស់	ប្លែក
	triəʔ	kuə	lɜŋ	sreː	toʔ	naːw plɜm
	buffalo	be.at	in.inside	fields	that.those	3p fat
	n	v	Prep	n	Dem	3p Adj

The buffalo/s in the rice field over there is/are fat

Reduplication of the word for "fat" is possible and doesn't really alter the meaning.

In a complement (non-verbal) construction the adverb cannot be reduplicated:

[198/199]	ឡាន គឺ យឺត	*ឡាន គឺ យឺត ៗ
	laːn kəː yɛt	laːn kəː yɛt
	car I slow	car I slow (repeat)
	n lp adv	n lp adv Prt

My car is slow

*My car is slowly

The adverbial 'slow' is reduplicated indeed:

[200]	ឡាន គឺ បើក យឺត ៗ
	laːn kəː bɛːk yɛt
	car I drive slow (repeat)
	n lp v adv Prt

My car is driving slowly

Below an initial analysis to explored how some possibly adverbial concepts are encoded in Kui.

[201]	ណាស់ ឆ្លៀត ស្ងាត់ ៗ	ឃ្លាត ណាស់
	3p want offer silent (repeat) alone 3p	
	3p v v v Prt adv 3p	

He wants to offer (to the spirits) quietly by himself. [event modifying, reduplication]

[202] ណាវ រប ពិធី អីង រ៉ក អម្ពម មេនទេន
 3p prepare ceremony that.those good correctly very
 3p v n Dem adv adv intens
 They prepared the ceremony very decently. [event modifying, with intensifier]

[203] ណាវ ជិះ កង់ ភ្លិន ក្រណា តឹង ឆ្លក់ ឡង់
 3p drive.ride bicycle on.along road incl. angry too.as.well.as
 3p v n Prep n Det adv adv
 He rides his bike along the road angrily. [agent modifying, using *tɜŋ*]

[204] ម៉ាត់ រដ្ឋាវ ហ៊ីយ ក្រៃ ប៉ិច ប្រៀង
 empty.all rice completion should dig edible.root
 adv n Asp v v n
 (We) finished the rice and now should/have to dig for roots. [epistemic, modal verb]

[205] ណាវ ជាង ក្រង់ ទ្រូ ឆ្មាប់ មេនទេន
 3p can plait k.o.fish trap strong very
 3p v v n adv intens
 He is very good in making fish traps. [event modifying, with intensifier]

7.11 Compound verbs

A verbal compound typically consists of a verb followed by another verb, a noun or adverb to form a single lexical unit that refers to a single event. Examples are:

<i>lɔŋy dɑːʔ</i>	swim+water	(v+n)	to swim
<i>cɑː dɔːy</i>	eat+rice	(v+n)	to eat
<i>bɛc lɜŋɛt</i>	rest+asleep	(v+adv)	to sleep
<i>bɛc cɑː</i>	rest+eat	(v+v)	to be idle
<i>ŋceː suər</i>	speak+tell	(v+v)	to tell a story
<i>dɔːʔ cɜpɔːh</i>	keep+discard	(v+v)	to desert
<i>ʔiː plɔː</i>	sore+head	(v+n)	to be headachy

7.12 Serial verb constructions

See also Section 7.4 on Directionals. SVC's are very common in Kui. They describe a single event, even though the main verb and the co-verb(s) may be in different parts of the clause. Five major classes of SVC's have been identified: Motion, Instrumental, Causative (see also Sections 2.2.4 and 8.2.1) Resultative, Benefactive. Examples of each are presented below:

Motion

This type uses the co-verb for 'to walk' in a figurative way, which expresses that the action/motion is taking place at a place other than that of the speech act. When the manner of motion is specifically mentioned by the enquirer (e.g. ride, drive), then the co-verb in the response could be that same one too, and not the generic 'to walk'.

- [206]
- | | | | | |
|------------|-------------|--------------|---------------|-------------|
| <i>ciə</i> | <i>pv:ʔ</i> | <i>tʂmə:</i> | <i>tʂnɔ:m</i> | <i>luwŋ</i> |
| go | motion | fell | tree | |
| v | v | v | n | |

[I] go fell trees.

Instrumental

This is often linked with intention. NP objects can be interwoven with the serial verbs.

- [207]
- | | | | | | |
|------------|-------------|----------------|------------|-------------|--------------|
| <i>hay</i> | <i>ʔɛ:l</i> | <i>krɜtɜ:l</i> | <i>ʔay</i> | <i>pv:ʔ</i> | <i>krɔwp</i> |
| I.we | take | cover.lid | its | motion | cover |
| 1p | Vd | n | Possessive | v | v |

I took the lid to cover the pot.

[208] ណាវ លើក ស្មាតេះ ប៉ាញ់ ឆ្កៀន
na:w lə:k sɜna: tɛh paŋ ɲdro:y
 3p lift k.o. crossbow shoot chicken
 3p v n v n

He lifted the crossbow to shoot the chicken.

Causative

Here the construction *βuw* ("to do" or "to make") with a resultative *ʔɔ:n* is used as a series of verbs to express causation. See also Sections 2.2.4 and 8.2.1

[209] ហៃ បើក កំពុង មា រី អន កើត ហូរ
hay pɔ:ʔ kɜmpuŋ mia βuw ʔɔ:n kɜ:t ho:r
 I.we walk progressive rain do.make result.in exist cold.flu
 1p v Asp n v resultative v n

I got a cold from walking in the rain.

[210] បើ ណាវ មី មា យ៉ាង ណាង រី អន ខូច ស្រ ដែល
bɜ: na:w mɜʔ mia yaŋ nɛŋ βuw ʔɔ:n kʰo:c sɔp: dɛ:l
 if 3p not rain as.like this do.make result.in broken rice also.too
 Prt 3p Negative n Prep Dem v resultative adv n adv

អី

វា:

emphasis

Prt

If there will be no rain, then this will cause the rice plants to die.

Resultative

[211]

SVC							
ចូរឺ	គិត	មី	ពើក	ប៊ន	រ៉	មី	រ៉ក
<i>ɕw rɜː</i>	<i>kət</i>	<i>mɜː?</i>	<i>pəː?</i>	<i>bən</i>	<i>βw</i>	<i>mɜː?</i>	<i>ruək</i>
because	think	not	see	accom'mnt	do.make	not	beautiful.good
Coord conn	v	Negative	v	Asp	v	Negative	adv

because [I] couldn't think of it [I] didn't do a good job.

[212]

SVC							
ភ្លឺ	អង់	ណាវ	ប៊រ	ពើក	ភូច	ឡើង	កោះ
<i>tɕb̥ɿː</i>	<i>ʔeŋ</i>	<i>naːw</i>	<i>pəːr</i>	<i>pəː?</i>	<i>kɜmoːc</i>	<i>lɜŋ</i>	<i>kəh</i>
late.afternoon	that.those	3p	look.for	see	corps	in	forest
adv	Dem	3p	v	v	n	Prep	n

That afternoon they found the dead body in the woods.

Benefactive

[213]

ណាវ	តាក់	តូង	ចូរ	អន	ហៃ
<i>naːw</i>	<i>ta?</i>	<i>toːŋ</i>	<i>ɕw</i>	<i>ʔən</i>	<i>hay</i>
3p	pick	coconut	direction	for	I.we
3p	v	n	DIR	benefactive	1p

He picks coconuts for me.

[214]

ភ្នំ	នី	ណាវ	រ៉	ស្រែ	អន	អូរ	ណាវ
<i>kɜmɔː</i>	<i>nɿː</i>	<i>naːw</i>	<i>βw</i>	<i>sreː</i>	<i>ʔən</i>	<i>ʔw</i>	<i>naːw</i>
year	this.these	3p	do.make	fields	for	father	3p
n	Dem	3p	v	n	benefactive	n	3p

This year he plants rice fields for his father.

8 Voice and valence

8.1 *Passive*

No such constructions have yet been analyzed in which the agent of the proposition is demoted.

8.2 *Grammatically marked valence alterations*

8.2.1 Causatives

Morphological causatives

These increase the valence of the proposition by one. See also Sections 2.2.4 and 7.12.

Periphrastic causatives

Causation of both transitive and intransitive verbs can be realized by involving a separate causative verbal phrase. This type of causation is less direct than the morphological type described above. This periphrastic type is a possible way to express causation, but it may lean towards the Khmer way of causation. An other possibly more genuine way is found after this type.

Verb	Caus affix + verb	Phrasal caus + verb
kɜcɛ:t (to.die) (intr)	kɜmcɛ:t (to.kill)	βue ʔe:n kɜcɛ:t (cause.to.die)
ŋuec (to.drink) (trans)	*ŋuec	βue ʔe:n ŋuec (cause.to.drink)

Example [209] is repeated here as a possible way of periphrastic causation. But the resultative sentence [216] is a better way to express the concept.

[215] ហៃ ប័ក កំពុង មា រី អន កើត ហូរ
hay pɔːʔ kəmpuŋ mia βuɔ ʔɔːn kɜːt hoːr
 I.we walk progressive rain do.make result.in exist cold.flu
 1p v Asp n v resultative v n

I got a cold from walking in the rain.

[216] ឆ្ងរឺ ប័ក កំពុង មា បីន ហៃ កើត ហូរ
cɔw rɜː pɔːʔ kəmpuŋ mia ʔɔːn hay kɜːt hoːr
 because walk progressive rain accom'mnt I.we exist cold.flu
 Coord conn v Asp n Asp 1p v n

It's from walking in the rain that I now have a cold.

8.2.2 Reciprocals and reflexives

The reciprocal *k^hnia* decreases the valence of the clause by one. The expression *nɜːm* *k^hnia* [219] is still somewhat reciprocal in that people start out to do a certain concerted effort. The reciprocal uses follow the verb (replacing NPobj) but the comitative uses follow the NPsubject.

[217] កើត ច កាប់ ឃ្លា
kɜːt cɔː kap k^hnia
 be.have dog bite together
 v n v Reciprocal

Dogs are biting each other

[218] ភ្លយ ណាវ ពើក ឃ្លា
kuəy naːw pɔːʔ k^hnia
 person.people 3p see together
 n 3p v Reciprocal

Those people see each other

[219] ណាវ នាំ ឃ្លា ភឹម ច
naːw nɜːm k^hnia tɜːm cɔː
 3p together hit.whip dog
 3p adv v n

They hit the dog together

Analytical reflexives are realized by the words *cak ʔeŋ* (the first word meaning "body"). In these cases the reflexive replaces an NP argument, see [220,221].

[220]	<i>ម្តង</i>	<i>អីង</i>	<i>តឹម</i>	<u><i>ចាក់</i></u>	<u><i>អែង</i></u>
	<i>mɔdɛŋ</i>	<i>ʔeŋ</i>	<i>tɔm</i>	<i>cak</i>	<i>ʔeŋ</i>
	woman	that.those	hit.whip	body	self
	n	Dem	v	n	Reflexive

That woman is beating herself.

[221]	<i>ហៃ</i>	<i>សសើរ</i>	<u><i>ចាក់</i></u>	<u><i>អែង</i></u>
	<i>hay</i>	<i>sɔsɔ:r</i>	<i>cak</i>	<i>ʔeŋ</i>
	I.we	praise	body	self
	1p	v	n	Reflexive

I praise myself.

An emphatic form is formed by the words *hɔn ʔeŋ* see the two examples below. In these cases the action of the verb is emphasized as undertaken solely by the argument.

[222]	<i>កី</i>	<i>តឹង</i>	<i>តឹម</i>	<i>ច</i>	<i>ត្បី</i>	<u><i>ហន់</i></u>	<i>(កី)</i>	<u><i>អែង</i></u>
	<i>kə:</i>	<i>tɔŋ</i>	<i>tɔm</i>	<i>cɔ:</i>	<i>tɔ?</i>	<i>hɔn</i>	<i>kə:</i>	<i>ʔeŋ</i>
	I	about.to	hit.whip	dog	that.those	by	I	self
	1p	Verbprt	v	n	Dem	Adp	1p	Reflexive

I myself hit that dog over there (i.e. in my own strength).

[223]	<i>ណាវ</i>	<i>ចៀ</i>	<i>បើយ</i>	<u><i>ហន់</i></u>	<i>(ណាវ)</i>	<u><i>អែង</i></u>
	<i>na:w</i>	<i>ciə</i>	<i>pɜ:y</i>	<i>hɔn</i>	<i>na:w</i>	<i>ʔeŋ</i>
	3p	go	bathe	by	3p	self
	3p	v	v	Adp	3p	Reflexive

They went to bathe solely by themselves (i.e. in their own strength).

9 Sentence types

9.1 Statements (declarative)

Statements exhibit standard word order and have neutral intonation.

[224]

ហៃ	ពើក	ឆ្មាសថាវ	បិច	ក្នុង	ឡើង	ពើង	ប្រូវ
hay	pə:ʔ	cuəh tʰa:w	bɛc	kuə	lɜŋ	pə:ŋ	brɔw
I.we	see	tiger	rest.sleep	be.at	in	cave	mountain
1p	v	n	v	v	Prep	n	n

I saw a tiger sleeping in a cave.

[225]

ហៃ	មី	ពើក	ឆ្មាសថាវ	បិច	ក្នុង	ឡើង	ពើង	ប្រូវ	អី
hay	mɜʔ	pə:ʔ	cuəh tʰa:w	bɛc	kuə	lɜŋ	pə:ŋ	brɔw	ʔə:
I.we	not	see	tiger	rest.sleep	be.at	in	cave	mountain	emphasis
1p	Negative	v	n	v	v	Prep	n	n	Prt

I didn't see a tiger sleeping in a cave.

9.2 Questions (interrogative)

9.2.1 Yes-no questions

A yes-no question can be asked by just a change in pitch clause finally:

[226/227]

នី	អាវ	ម៉ែ	↑	អាវ	ម៉ែ	នី	↓
nɨ:	ʔa:w	may		ʔa:w	may	nɨ:	
this	shirt	you		shirt	you	this	
Dem	n	2.sg		n	2.sg	Dem	

Is this your shirt?

Is this your shirt?


[228]

ម៉ែ	ពើក	ឆ្មាសថាវ	បិច	ក្នុង	ឡើង	ពើង	ប្រូវ	↑
may	pə:ʔ	cuəh tʰa:w	bɛc	kuə	lɜŋ	pə:ŋ	brɔw	
you	see	tiger	rest.sleep	be.at	in	cave	mountain	
2.sg	v	n	v	v	Prep	n	n	

Did you see a tiger sleeping in a cave?


A number of clause-final particles can give rise to closed questions:

$\beta a:?$ for a simple yes-no question:

[229]	ម៉ែ	ពើក	ចូសថាវ	បិច	ក្នុង	ឡើង	ពើង	ប្រូវ	ភ័ក	
	may	pə:ʔ	cuəh tʰa:w	bɛc	kuə	lɜŋ	pə:ŋ	brɔw	βa:ʔ	
	you	see	tiger	sleep	be.at	in	cave	mountain	Q	
	2.sg	v	n	v	v	Prep	n	n	Qword	

Did you see a tiger sleeping in a cave?

$hɜ:j$ to ask about the completion of an event, which can be answered by saying "not yet" or "already".

[230]	ម៉ែ	ពើក	ចូសថាវ	បិច	ក្នុង	ឡើង	ពើង	ប្រូវ	ហើយ	
	maj	pə:ʔ	cuəh tʰa:w	bɛc	kuə	lɜŋ	pə:ŋ	brɔw	hɜ:j	
	you	see	tiger	rest.sleep	be.at	in	cave	mountain	already	
	2.sg	v	n	v	v	Prep	n	n	Qword	


Have you already seen the tiger sleeping in the cave?

$rɜ: mɜ:?$ meaning "or not" for an alternative question:

[231]	ម៉ែ	ពើក	ចូសថាវ	បិច	ក្នុង	ឡើង	ពើង	ប្រូវ	ឬ	មី
	maj	pə:ʔ	cuəh tʰa:w	bɛc	kuə	lɜŋ	pə:ŋ	brɔw	rɜ:	mɜ:ʔ
	you	see	tiger	rest.sleep	be.at	in	cave	mountain	or	not
	2.sg	v	n	v	v	Prep	n	n	Conn	Negative

Did you see the tiger sleeping in a cave or not?

$\deltaɜ:$ using a tag question. (In the example below [232] one can imagine frightened people running down the mountain and somebody asking whether they had seen e.g. a tiger.)

[232]	ណាវ	ពើក	ចូសថាវ	ក្នុង	ឡើង	ប្រូវ	បើ	
	na:w	pə:ʔ	cuəh tʰa:w	kuə	lɜŋ	brɔw	ɸɜ:	
	3p	see	tiger	be.at	in	mountain	tagQ	
	3p	v	n	v	Prep	n	Qword	

They saw a tiger on the mountain, didn't they?

9.2.2 Content questions

either/or:

- [233] ដី៖ មែ ង័ច ជាក រឿ ង័ច កាក្យ
d3h may ɲuɔc dɑːʔ rɜː ɲuɔc kɑːkβeː
just you drink water or drink coffee
adv 2.sg v n Conn v n

Are you drinking water or coffee?

quantity:

The question word for quantity is *mɜːnia* (how much/many) which is used for both mass and count. The quantity word follows the object it refers to, and can be followed by the noun classifier. The NP that it modifies occurs *in situ*.

- [234] មែ កើត កាក់ ម្នា
may kɜːt kaʔ mɜːnia
you be.have money how.many
2.sg v n Qword

How much money do you have?

- [235] មែ កើត កង់ ម្នា
may kɜːt kɔŋ mɜːnia
you be.have bicycle how.many
2.sg v n Qword

How many bicycles do you have?

- [236] មែ កើត កង់ ម្នា ភ្នំ
may kɜːt kɔŋ mɜːnia klam
you be.have bicycle how.many piece
2.sg v n Qword Nclf

How many bicycles do you have?

- [237] ម្តង កើត ម្នា (pause) កង់
may kɜ:t mɜ:niə kɔŋ
you be.have how.many bicycle
2.sg v Qword n

?How many bicycles do you have?

In the last example [237] the object is displaced.

Wh questions

In the case of Wh-questions the question word is usually accompanied by rising intonation.

what? *nduw* and *cɜntuw*

- [238] ម្តង ឆ្ងល់ ចា ឡើយ
may sɜʔiə ca: nduw
you want eat what
2.sg v v Qword

What do you want to eat?

- [239] ចុំឡើយ នី
cɜntuw nɪ:
what this.these
Qword Dem

What's this?

The two forms *nduw* and *cɜntuw* differ slightly in meaning. The latter form is used for things outside the usual context (e.g. in "God created everything" (things known and unknown) this form is used). Apart from being a Wh-question word both forms can also mean "whatever", see below:

[240/241]	ម៉ែ ល្អ ចា ឆ្ងៃ	ចឆ្ងៃ ក៏ ប៉ន
	may s3ʔiə ca: nduɯ	c3ntuɯ k3ʔ ʔə:n
	you want eat what	what can
	2.sg v v Qword	Qword Coordconn v
	What do you want to eat?	Whatever!

An even more unspecific form of saying "whatever" or "whichever" uses the forms *ŋkay* and *c3ŋkay*. These two words are related to the word *kay* and are used when the time, place or thing talked about is unspecified (see Section 5.3). These words are often interjected in normal speech.

In the following example two persons talk together. They need to buy two things: sugar and salt. A tells B to buy sugar; then B replies that A is to buy salt.

A:	
[242]	ប៉ែន ម៉ែ ចៀ ត្រា ស្ករ ចៀ
	Pen you go buy sugar command
	Nprop 2.sg v v n Prt
	Pen, you go and buy sugar!

B:	
[243]	អ្វី ម៉ែ ចៀ ត្រា ពោះ ចៀ
	Then you go buy salt command
	Expl 2.sg v v n Prt
	Well then, then you go and buy salt!

The question word *why*?

The question word *k3:t nduɯ* ("why") can only be clause-initial.

[244]	កើតឆ្ងៃ ណាវ អី ទ្រង់ លីក មី រោច
	k3:t nduɯ na:w ʔuɯ truŋ lɨ:k m3ʔ rɔ:c
	why 3p do.make cage.fold pig not completed
	Qword 3p v n n Negative adv
	Why did they not manage to make the pig's pen?

The question word *Which (one)*?

The question particle *nia* occurs *in situ*.

[245]

ម៉ែ	ស្បែក	តាច់	អា	នា	អា	គឺក	រើ	អា	ពិត	អា
may	s3ɿə	tac	ʔa:	<u>nia</u>	ʔa:	ki:	r3:	ʔa:	pɪt	ʔa:
you	want	sell	referent	which	referent	small	or	referent	large	referent
2.sg	v	v	Det	Qword	Det	Adj	Conn	Det	Adj	Det

កាន់	រើ	អា	ត្រាស់
kan	r3:	ʔa:	trɔ:h
female	or	referent	male
adv	Conn	Det	Adj

Which one do you want to sell? The small or the big one; the female or the male one?

[246]

អា	នា	ហន់	ម៉ែ
ʔa:	<u>nia</u>	hɔn	may
referent	which	of	you
Det	Qword	Possessive	2.sg

Which one is yours?

The question word *How*?

The word *nia* is also used in conjunction with *yan* (can be glossed: "as" or "like") to create how-questions. It occurs in the same position in the clause as for *nia* above.

[247]

យ៉ាងនា	ភួយ	ណាវ	រើ	ទ្រង់	លឹក
<u>yan nia</u>	kuəy	na:w	βuɔ	truŋ	li:k
how	person.people	3p	do.make	cage.fold	pig
Qword	n	3p	v	n	n

How do people make a pig's pen?

[248]

<i>ក្លាយ</i>	<i>ណាវ វ៉ី</i>	<i>ទ្រុង</i>	<i>លឹក យ៉ាងនា</i>
<i>kuəy</i>	<i>na:w βuw</i>	<i>truŋ</i>	<i>l̥i:k <u>yaŋ nia</u></i>
person.people	3p do.make	cage.fold	pig how
n	3p v	n	n Qword

[252]

ចេញ ណា

ciə na:

go where
v Qword

Where [do you] go?

[253]

ណា ទ្រង់ ផ្ទះ

na: ទ្រង់ ផ្ទះ

where owner.master house
Qword n n

Where is the landlord?

The question word *Who*?

The question word *ηkuəy* ("who") occurs *in situ* (in the examples below it occurs in the subject, object and indirect object position).

[254]

អ្នក ធ្វើ គ្រង លើក តើ

ηkuəy ធ្វើ គ្រង លើក តើ

who do.make cage.fold pig that.those
Qword v n n Dem

Who made that pig's pen over there?

[255]

ម្ចាស់ ចេញ អី អ្នក

may ciə rɜ: ηkuəy

you go by.with who
2.sg v Prep Qword

With whom do you go?

[256]

ហើយ អន អ្នក សៀវភៅ

hay ʔɔ:n ηkuəy sɜp^hɔw

I.we give who book
1p Vd Qword n

To whom do I give the book?

9.3 Commands (*imperative*)

Kui imperatives are formed using the command word *ciə* which is also the verb "to go". It is found clause-final but in addition can be clause initial too for greater effect. Of course, non-verbal language plays an important role here.

An example of a strong imperative would be an angry father commanding his child to go into the house:

[257] ទៅ មែ លា: ដំ ទៅ
 ciə may *səh* *dəŋ* ciə
 command you ascend house "command"
 Prt 2.sg v n Prt

Go into the house!

A much softer form to mobilize someone to do something is to use a first person inclusive word, *cəh* ("let's"; hortative mood), like when you want an official guest to enter the house. With the word *cəh* the speaker is always included in the action.

[258] ជ: លា: ដំ ផ្លា ដាក់ សិន
 cəh *səh* *dəŋ* *ŋwɔc* *dɑː?* *sɛn*
 let's...! ascend house drink water first
 Prt v n v n adv

Let's go into the house (and drink something) first!

Imperatives use a special form of negation *ŋɨp?* ("don't"). This negation is found just before the verb, like the negation word *mɜ?* (see section 7.1). The word *dɑː* can be added clause

finally for softening effect. Without the softening the imperative is stronger indeed.

[259] ម៉ែ ញ៉ាក់ សោះ ដូង ដី
 may nyɔʔ svh dɔŋ də:
 you don't ascend house emphasis
 2.sg Negative v n Prt

Don't go into the house!

There is another use of the negative imperative *nyɔʔ* in the sense of "if it hadn't been for..." which is a conditional adverbial clause type (see Section 10.2.2).

10 Clause combinations

10.1 Coordination

Coordination takes place between elements of equal ranking. Two elements are either juxtaposed or connected using a conjunction. Kui uses the following conjunctions:

<i>rɜ:</i>	"and" or "or"	only at NP level (Section 6.5) and VP level
<i>mɔ:ŋ</i>	"but"	only on sentence level
<i>tɜŋ / lɔŋ</i>	"as well as"	

rɜ: functions on NP level (see Section 6.5 for NP coordination) and VP level [266] but doesn't coordinate clauses. *mɔ:ŋ* only functions on sentence level [263,264].

Clausal coordination

Juxtaposed clauses:

	Clause 1						Clause 2	
[260]	កន ហៃ ន្ទ្រះ សែង វើ ដុំ គ្គិះ ផ្លាង ប្រាញ							
	<i>kɔ:n</i>	<i>hay</i>	<i>ndruh</i>	<i>sɛŋ</i>	<i>rɜ:</i>	<i>dɔŋ</i>	<i>tɜkiɰ</i>	<i>ŋhaŋbɜraŋ</i>
	child	I.we	fall	"down"	from	house	break.snap	rib
	n	1p	v	DIR	prep	n	v	n

My child fell from the house and broke a rib.

	Clause 1				Clause 2		
[261]	បេក រេន វៃល កង់ ជិះ ចៀ ដុំ ចៀ ក្រោយ						
	<i>bɛ:ʔ</i>	<i>rɛ:n</i>	<i>ʔɛ:l</i>	<i>kɔŋ</i>	<i>ciɰ</i>	<i>ciə</i>	<i>dɔŋ ciə</i>
	student	take	bicycle	drive.ride	direction	house	back.return
	n	Vd	n	v	DIR	n	adv

The students took their bikes and rode back home.

In both previous examples the second clause can be negated, indicating that the juxtaposed clauses are dealing with separate events. Moreover, the two clauses can be split by inserting an aspectual particle (*bə:n*), as shown below:

	Clause 1				Clause 2				
[262]	បេក រេន វៃល កង់ ប៊ីន (ណាវ) ជិះ ចៀ ដុំ ចៀ ក្រោយ								
	<i>bɛ:ʔ</i>	<i>rɛ:n</i>	<i>ʔɛ:l</i>	<i>kɔŋ</i>	<i>bə:n</i>	<i>na:w</i>	<i>ciɰ</i>	<i>ciə</i>	<i>dɔŋ ciə</i>
	student	take	bicycle	accom'mnt	3p	drive.ride	go	house	back.return
	n	Vd	n	Asp	3p	v	v	n	adv

After the students had taken their bikes they rode back home.

With clausal coordinator *mmɔŋ*

	Clause 1				Conj	Clause 2			
[263]	កើត មាវ ចា ភ្លើង ម៉ង់ ហៃ មី ល្បះ អី								
	<i>kɜ:t</i>	<i>mɜ:r</i>	<i>ca:</i>	<i>kɜlɜŋ</i>	<i>mmɔŋ</i>	<i>hay</i>	<i>mɜ?</i>	<i>pɜyɰh</i>	<i>ʔə:</i>
	be.have	thing	eat	many.much	but	I.we	not	hungry	emphasis
	v	n	v	Quant	Coordconn	1p	Negative	adv	Prt

There is much to eat but I am not hungry.

	Clause 1					Conj	Clause 2				
[264]	មែ	ក៏	ស្រ្តី	អន	ក៏	ចៀ	ម៉ង	ក៏	ក្លិល	ចៀ	ហ៊ីយ
	mɛː	kəː	sɔʔiə	ʔnːn	kəː	ciə	mɔːŋ	kəː	kɔcəl	ciə	həːy
	mother	I	want		I	go	but	I	lazy	go	completion
	n	1p	v	resultative	1p	v	Coordconn	1p	adv	v	Asp

My mother wants me to go, but I cant' be bothered to.

Verb phrase coordination

In a clause that contains sequential verb phrases the VPs are juxtaposed.

[265]

				VP			VP		VP		
	ឆ្នះ	ដី:	ហែ	ចៀ	ត្រូវ	រថ	កង	ត្រូវ	ល្អី	ត្រូវ	ស្ករ
	cɜlah	dʒh	hay	ciə	to:r	ruwc	kɔŋ	to:r	lɜpi:	to:r	səkɔ:r
	morning	just	I.we	go	buy	inner.tube	bicycle	buy	fishy.food	buy	sugar
	n	adv	1p	v	v	n	n	v	n	v	n

This morning I went to buy inner tubes, 'fishy food' and sugar.

For a sequence of events that is to take place, the conjunction ល្ប ("as well as") is used.

	VP					
[266]	ប្រណវ	ហែ	ចៀ	ស្រែ	ច្រក	ស្រ ឡង់
	prɜnɔː	hay	ciə	sreː	croːt	sroː lɔŋ
	tomorrow	I.we	go	fields	harvest	rice
	adv	1p	v	n	v	n

VP				VP			
វៈ	ដាក់	ស្រែ	ឡង់	(រឺ)	តាក់	ប្លី	ឆ្កង ឡង់
βəh	dɑːʔ	sreː	lɔŋ	rɜː	taʔ	pɜləy	cɜtɔːŋ lɔŋ
make.incision	water	fields		and	pick.pluck	fruit	beans
v	n	n	Coordconn	Conn	v	n	Coordconn

Tomorrow I go to the fields to harvest, to regulate the water and to pick beans.

Contrastive (negative) coordination

The construction 'both... and' is realized by the word *tɜŋ* ("including") or by *lɔŋ* or by a combination of the two:

[267]

<i>ពេត</i>	<i>នី</i>	<i>ជាង</i>	<i>តឹង</i>	<i>ចាត់</i>	<i>ជាង</i>	<i>តឹង</i>	<i>ដេរ</i>
<i>pɛ:t</i>	<i>nɨ:</i>	<i>ciɑŋ</i>	<i>tɜŋ</i>	<i>cat</i>	<i>ciɑŋ</i>	<i>tɜŋ</i>	<i>dɛr</i>
doctor	this.these	can	incl.	stab.inject	can	incl.	sow
n	Dem	v	Det	v	v	Det	v

This doctor can both do injections and stitches.

[268]

<i>ពេត</i>	<i>នី</i>	<i>ជាង</i>	<i>ចាត់</i>	<i>ឡង់</i>	<i>ជាង</i>	<i>ដេរ</i>	<i>ឡង់</i>
<i>pɛ:t</i>	<i>nɨ:</i>	<i>ciɑŋ</i>	<i>cat</i>	<i>lɔŋ</i>	<i>ciɑŋ</i>	<i>dɛr</i>	<i>lɔŋ</i>
doctor	this.these	can	stab.inject	too.as.well.as	can	sow	too.as.well.as
n	Dem	v	v	adv	v	v	adv

This doctor can both do injections and stitches.

The negative construction is realized by juxtaposition or with *tɜŋ*. The word *lɔŋ* is here ungrammatical.

[269]

<i>ពេត</i>	<i>នី</i>	<i>មី</i>	<i>ជាង</i>	<i>(តឹង)</i>	<i>ចាត់</i>	<i>មី</i>	<i>ជាង</i>	<i>(តឹង)</i>	<i>ដេរ</i>
<i>pɛ:t</i>	<i>nɨ:</i>	<i>mɜ?</i>	<i>ciɑŋ</i>	<i>tɜŋ</i>	<i>cat</i>	<i>mɜ?</i>	<i>ciɑŋ</i>	<i>tɜŋ</i>	<i>dɛr</i>
doctor	this.these	not	can	incl.	stab.inject	not	can	incl.	sow
n	Dem	Negative	v	Det	v	Negative	v	Det	v

This doctor can neither do injections nor do stitches.

10.2 Subordination

10.2.1 Complementation

A sentential complement clause functions as an argument of another clause. Sentential complements can fill the object position or be introduced by the complementizers *pɑy* and *ʔɔn*. Different verbs use different complementizers. Examples are:

	Complement				
[270]	ហៃ ជឿ រឿង ក្បាក កណ្តាល ប្តី៖ ឃ្លា				
	hay	cəː	rəːŋ	kzyaːk	kɔntɛːl pɔtah kʰnia
	I.we	believe	story.problem	husband	wife
	1p	v	n	n	v

I believe the story of the man and woman who got divorced.

	Complement				
[271]	ហៃ គិត ប៉ាយ ដាក់ ខៀល ហៃ សុត មេន ទេន				
	hay	kət	paːy	daːʔ kʰial	hay sət meːn tɛːn
	I.we	think	Comp	honey	I.we pure indeed
	1p	v	Subordconn	n	1p Adj intens

I think that my honey is pure indeed.

	Complement				
[272]	តហៀន បង្ខំ អន ចូស ក្រេង រាំ				
	tɕhian	pɔŋkʰɔm	ʔɔːn	cuəh kreːŋ	rɔːm
	soldier	force		man	old
	n	v	Subordconn	n	n

The soldiers forced the old man to dance.

	Complement							
[273]	យាក់ តុំ ពញ្ជា អន ចៅ ណាវ អិត ដាក់ អន							
	jaːʔ	tɔːʔ	pɛŋcia	ʔɔːn	caw	naːw	ʔɔt	daːʔ ʔɔːn
	woman	that.those	command		grandchild	3p	draw	water
	n	Dem	v	Subordconn	n	3p	v	n

That woman commanded her grandchild to draw water for her.

10.2.2 Adverbial clauses

Adverbial clauses function as adjuncts to a full proposition, adding extra information to it.

They are not an argument of the clause, though. Adverbial clauses can express information such as time, location, manner and reason. Examples of several kinds are shown below. In the English gloss it is indicated whether the main clause and the

subordinate clause can be swapped around (with slight modifications).

(See also Section 9.3)

Time (before, when)

	Adv Clause						
[274]	ញោង	ចៀ	ប្រណាក	ហៃ	រប	កាក់	សិន
	<i>ɲoːŋ</i>	<i>ciə</i>	<i>prɜnək</i>	<i>hay</i>	<i>rɛp</i>	<i>kaʔ</i>	<i>sɛn</i>
	before	go	PV town	I.we	prepare	money	first
	adv	v	Nprop	1p	v	n	adv

Before going to the Town, I'll first count my money [can be swapped around, see below]

	Adv Clause						
[275]	ហៃ	រប	កាក់	សិន	ញោង	ចៀ	ប្រណាក
	<i>hay</i>	<i>rɛp</i>	<i>kaʔ</i>	<i>sɛn</i>	<i>ɲoːŋ</i>	<i>ciə</i>	<i>prɜnək</i>
	I.we	prepare	money	first	before	go	PV town
	1p	v	n	adv	adv	v	Nprop

I'll first count my money, before going to the Town.

	Adv Clause									
[276]	ពេ៖	ចែន	បីន	កួយ	ណាវ	តាក់	ចា	ស្វាយ	តុំ	
	<i>pɸh</i>	<i>cɛn</i>	<i>bə:n</i>	<i>kuəy</i>	<i>na:w</i>	<i>taʔ</i>	<i>ca:</i>	<i>sɸa:y</i>	<i>tɔʔ</i>	
	when	ripe.cooked	have.get	person.people	3p	pick	eat	mango	that.those	
	adv	adv	v	n	3p	v	v	n	Dem	

When [they are] ripe, people will pick and eat those mango's over there [cannot be swapped around]

Location (where, right at)

	Adv Clause						
[277]	ណាវ	រ៉ី	រន្តល	ន្រ្ទឹម	កួយ	ធ្លាក់ ដាក់	រ៉ីញោង
	na:w	βuw	rɜndɔ:l	ɲdrəm	kuəy	cɜlɔk daʔ	rɜ:ɲoːŋ
	3p	do.make	bridge	up.to	person.people	drown	before
	3p	v	n	Prep	n	v	Adv

They make the bridge where that person had drowned [can possibly be swapped around]

Adv Clause

[278]

ណាវ បាញ់ លីក ចំ បេះដូង វៃ

na:w paŋ lɨk cɔm bɛh do:ŋ ʔay
3p shoot pig exactly heart its
3p v n adv n Possessive

They shoot the pig right in its heart [cannot be swapped around]

Manner (like, according)

Adv Clause

[279]

សិស្ស ណាវ សរសេរ ឡើង លើ គូន គ្រូ សួរ

s3h na:w s3ser l3ŋ luŋ to:n kru: suə
disciple 3p write in.inside wood follow teacher tell
n 3p v Prep n v n v

The students wrote on the wood, as the teacher had instructed [cannot be swapped around]

Adv Clause

[280]

កន ហៃ ជាង ជិះ គ្រឿក យ៉ាង ហៃ វើដើម

kn:m hay ciaŋ cih triə? yaŋ hay r3: d3:m
child I.we can drive.ride buffalo as.like I.we in.the.past
n 1p v v n Prep 1p adv

My child can ride a buffalo, just like me when I was young [can possibly be swapped around]

Reason (because, because of)

Adv Clause

[281]

ថ្ងៃ វើ ណាវ ស្បៀ ប៊ិន ប៊ិន ណាវ ខំ វីការ ថ្នាប័

cɔw r3: na:w s3ʔiə bə:n bə:n na:w kʰɔm βuŋ ka:r c3nap
because 3p want have.get have.get 3p try.hard labour strong
adv 3p v v v 3p v v adv

It's because he wants to have (a lot of goods) that he's working so hard [can be swapped around]

Adv Clause

[282]

ច្បោះ មែ មី វី អឹង ប៊ិន មែ មី ប៊ិន

c3bɔh may m3? βuŋ ʔeŋ bə:n may m3? bə:n
because you not do.make that.those accom'mnt you not have.get
adv 2.sg Negative v Dem asp 2.sg Negative v

It's because you won't do it that you now don't have it [cannot be swapped around]

			Adv Clause		
[283]	មែ ប្ដីន	អាសារកី កី អី			
	may bə:n	ʔa:sar kɜʔ kə: ʔə:			
	you have.get	because.of I emphasis			
	2.sg v	Conn 1p Prt			

You got [it] because of me [cannot be swapped around]

'Subtractive' (except)

						Adv Clause			
[284]	ណាវ ជាង ជួង	កួយ គឹងម៉ាត់ យូ	មីកី	លេក	កាន់	កាក			
	na:w	ciaŋ cɜmuŋ	kuay tɜŋ mat	kʰnia	mɜʔ kɜʔ	bɛ:ʔ	kan	kaʔ	
	3p can speak	Kui all.every together	except	person	hold.carry	money			
	3p v v	nProp Quant Reciprocal	adv	Det v	n				

They all can speak Kui, except the person who handles the money [cannot be swapped around]

Conditional ("if" or "if it were not for")

			Adv Clause				
[285]	ប្រណវ	បើ មា ធ្លាប់ លិច	ទ័ន	ហើយ	ក្រណា		
	prɜnɔ:	bɜ: mia cɜnap	lic	tuɔn hə:y	krɜna:		
	tomorrow	if rain strong	sink.flood	more completion	road		
	adv	Prt n adv v	adv Asp		n		

If it rains hard tomorrow the road will be flooded again.

			Adv Clause			
[286]	លិច	ហើយ	ក្រណា	បើ ប្រណវ	មា ទ័ន	
	lic	hə:y	krɜna:	bɜ: prɜnɔ:	mia tuɔn	
	sink.flood	completion	road	if tomorrow	rain more	
	v	Asp	n	Prt adv	n adv	

The road will be flooded if it rains again tomorrow.

Adv Clause								
[287]	ស្បែក គឺ បើ មែ អែល អន ច្បស អា							
	s3trɔp kə:	ɲɔp?	bə:n	may	ʔɛ:l	ʔɔ:n	cɔpɔh	ʔa:
	shoes I	if.not.for	accom'mnt	you	take	result.in	discard	referent
	n 1p	adv	asp	2.sg	Vd	resultative	v	Det

អង ហ៊យ
 ʔɛŋ həy
 that.those completion
 Dem Asp

My shoes - if you hadn't brought them - I would have counted them lost!

10.2.3 Relative clauses

See discussion in section 6.1.7.

10.3 Direct quotation

Direct and indirect speech are treated differently. Between the two types, as the reference point shifts, there are changes in pronouns, demonstratives and question words. Four types of direct and indirect speech are compared below.

Direct quotation (statement)

[288]	ប៉ែន សួរ បាយ គឺ មី ហាន មុត បាង នី អី							
	pɛ:n suəɾ pa:y	kə: mɔ?	ha:n	mɯ:t	ba:ŋ	ni:	ʔa:	
	Pen tell "quotation"	I not	dare	enter	stream	this.these	emphasis	
	Nprop v quotation	1p Negative	v	v	n	Dem	Prt	

Pen said: "I don't dare to enter this stream".

Indirect statement

[289]	ប៉ែន សួរ បាយ ណាវ មី ហាន មុត បាង អង អី							
	pɛ:n suəɾ pa:y	na:w	mɔ?	ha:n	mɯ:t	ba:ŋ	ʔɛŋ	ʔa:
	Pen tell Comp	3p	not	dare	enter	stream	that.those	emphasis
	Nprop v Subordconn	3p	Negative	v	v	n	Dem	Prt

Pen says he doesn't dare to enter that stream.

There's a shift in pronoun and here in demonstrative too, though the latter does not change when the indirect statement is made at the place of the action.

Direct statement (content question)

[290] ម៉ាប៍ មោះ ប៉ាយ ង្គុយ ចៀ គ្នាល ត្រៀក ហៃ
 map mɔ̃h pa:y ŋkuay ciə kɜβial ɲdrɔk hay
 Map ask "quotation" who go tend.herd cow I.we
 Nprop v quotation Qword v v n 1p

Map asked: "Who will tend my cows?"

Indirect content question

[291] ម៉ាប៍ មោះ ប៉ាយ ង្គុយ ចៀ គ្នាល ត្រៀក ណាវ
 map mɔ̃h pa:y ŋkuay ciə kɜβial ɲdrɔk na:w
 Map ask Comp who go tend.herd cow 3p
 Nprop v Subordconn Qword v v n 3p

Map asked who will tend his cows

Here there's only a change in pronoun from first to third person.

Direct quotation (yes-no question)

[292] ចួស ឆោន មោះ ប៉ាយ ខូច ប្លូវ អៃ ជាង រ៉ី ដែល ភ៉ក
 cuəh cʰɔn mɔ̃h pa:y kʰo:c ɓlɔw ʔay ciəŋ ɓuw dɛ:l ɓa:ʔ
 man Chon ask "quotation" broken axle of.it can do.make also.too Q
 n Nprop v quotation adv n Possessive v v adv Qword

Mr. Chon asked: "The axle is broken. Can you fix that?"

Indirect yes-no question

[293] ចួស ឆោន ណាវ ចួរ មោះ ប៉ែន តឹះត្បែរ ខូច ប្លូវ អៃ
 cuəh cʰɔn na:w cɔw mɔ̃h pɛ:n tɜh tɔɓay kʰo:c ɓlɔw ʔay
 man Chon 3p come ask Pen yesterday broken axle its
 n Nprop 3p v v Nprop adv adv n Possessive

ណាវ ជាង វី ដែល បើ
na:w ciaŋ βuɐ dɛ:l bɜ:
 3p can do.make also.too is.that.so?
 3p v v adv Qword

Mr. Chon came to ask Pen yesterday and wondered if Pen was able to fix it or not.

Again a change from first to third person pronoun in the quotation. Moreover, the question word *βa:ʔ* is replaced by the tag question particle *bɜ:*, here in the sense of "whether or not".

Direct quotation (command)

[294] **ប៉េន បាយ ញ៉ាប់ កែល ពែក ដី**
pɛ:n pa:y ɲɔp? kɛ:l pɛʔ dɔ:
 Pen "quotation" don't play mud softening
 Nprop quotation Negative v n Prt

Pen said: "Don't play in the mud".

Indirect command

[295] **ប៉េន សួរ កន ណាវ ញ៉ាប់ អន កែល ពែក**
pɛ:n suəɾ kɔ:n na:w ɲɔp? ʔɔ:n kɛ:l pɛʔ
 Pen tell child 3p don't let play mud
 Nprop v n 3p Negative permission v n

Pen tells his child not to play in the mud.

The above is more like a paraphrase of the direct command. Actually, it can be paraphrased in more than one way, but it would always contain the verb "to allow, let" (here with the negative).

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