THAI

BASIC COURSE
Volume 1

This work was compiled and published with the support of the Office of Education, Department of Health, Education and Welfare, United States of America.

WARREN G. YATES and ABSORN TRYON
FOREIGN SERVICE INSTITUTE
WASHINGTON, D.C.
1970
FOREIGN SERVICE INSTITUTE
BASIC COURSE SERIES
Edited by
AUGUSTUS A. KOSKI
PREFACE

The FSI Thai Basic Course, Volumes I and II, provides introductory materials in modern spoken Thai for the student who wants to learn to speak and understand the language used by an estimated 20 to 22 million people in Thailand.

The programmed introduction to Thai phonology which occupies the first 25 pages of Volume I is the work of Warren G. Yates, chairman of the Department of East Asian Languages at the Foreign Service Institute. Dr. Yates and Absorn Tryon, Thai language instructor at FSI, are co-authors of the 40 lessons comprising the core of the course.

In the early stages of the project Richard B. Noss, then chairman of the FSI Department of East Asian Languages made valuable suggestions. The authors have made extensive use of Dr. Noss's Thai Reference Grammar in the preparation of these volumes, and users will find that they are often referred to it for fuller explanations.

Mr. Prapas Kanchanandul contributed drills and assisted in matters of Thai language usage. Mrs. Tryon re-read the entire text of both volumes in Thailand in late 1969 and suggested changes to make the materials current.

Mrs. Phongchan Nabangchang collected and organized the items in the glossaries which appear at the end of each lesson and the comprehensive glossary for both volumes which appears at the end of Volume I. Irma C. Ponce typed the camera copy of the entire text while Miss Chotchai Kambhu, Mr. Prasert Crupiti and Mr. Thaworn Jimreivat assisted in proofreading, having previously participated in the classroom trials of the new materials in pre-publication form. Thai language textual material was tape recorded in the FSI Language Laboratory under the direction of Gary Alley with technical assistance from Jose M. Ramirez and Arthur Young.

The Foreign Service Institute gratefully acknowledges the financial assistance of the U.S. Office of Education which has made the preparation and publication of these volumes possible.

James R. Frith, Dean
School of Language Studies
Foreign Service Institute
Department of State
### TABLE OF CONTENTS

**Volume 1**

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PREFACE</strong></td>
<td>111</td>
</tr>
<tr>
<td><strong>INTRODUCTORY SECTION</strong></td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td>x</td>
</tr>
<tr>
<td>Organization and Use of This Course</td>
<td>xi</td>
</tr>
<tr>
<td>Instructions to the Student on Use of Programmed Introduction to Thai Phonology</td>
<td>xiv</td>
</tr>
<tr>
<td>Programmed Introduction to Thai Phonology</td>
<td>xvi</td>
</tr>
<tr>
<td>Reference Chart of Special Symbols Used in Thai Basic Course</td>
<td>xxxvii</td>
</tr>
<tr>
<td><strong>LESSON 1.</strong></td>
<td></td>
</tr>
<tr>
<td>BASIC DIALOG</td>
<td>1</td>
</tr>
<tr>
<td>Notes on the Basic Dialog</td>
<td>1</td>
</tr>
<tr>
<td>Grammar Notes</td>
<td>2</td>
</tr>
<tr>
<td>1. The Personal Pronouns</td>
<td>2</td>
</tr>
<tr>
<td>2. Word Order in the Sentence</td>
<td>2</td>
</tr>
<tr>
<td>3. The Question Word 'rŭy'</td>
<td>2</td>
</tr>
<tr>
<td>4. Final Polite Particles</td>
<td>2</td>
</tr>
<tr>
<td>DRILLS</td>
<td>3</td>
</tr>
<tr>
<td>EXERCISES</td>
<td>5</td>
</tr>
<tr>
<td>VOCABULARY</td>
<td>6</td>
</tr>
<tr>
<td><strong>LESSON 2.</strong></td>
<td></td>
</tr>
<tr>
<td>BASIC DIALOG</td>
<td>7</td>
</tr>
<tr>
<td>Notes on the Basic Dialog</td>
<td>8</td>
</tr>
<tr>
<td>Grammar Notes</td>
<td>8</td>
</tr>
<tr>
<td>1. The Question Word 'araj'</td>
<td>8</td>
</tr>
<tr>
<td>2. Use of 'châj măj ?' in Confirmation</td>
<td>9</td>
</tr>
<tr>
<td>3. Use of 'măj châj' in Disagreement</td>
<td>9</td>
</tr>
<tr>
<td>4. Responding to Questions with 'rŭy'</td>
<td>10</td>
</tr>
<tr>
<td>DRILLS</td>
<td>10</td>
</tr>
<tr>
<td>EXERCISES</td>
<td>16</td>
</tr>
<tr>
<td>VOCABULARY</td>
<td>17</td>
</tr>
<tr>
<td>CLASSROOM EXPRESSIONS</td>
<td>19</td>
</tr>
<tr>
<td><strong>LESSON 3.</strong></td>
<td></td>
</tr>
<tr>
<td>BASIC DIALOG</td>
<td>20</td>
</tr>
<tr>
<td>Notes on the Basic Dialog</td>
<td>21</td>
</tr>
<tr>
<td>Grammar Notes</td>
<td>21</td>
</tr>
</tbody>
</table>
THAI BASIC COURSE

1. Stative Verbs .............................................. 21
2. Omission of the Subject ................................. 21
3. Negation of the Verb .................................... 21
4. Use of the Question Word 'máj' ......................... 22
5. 'Plurality' in the Noun .................................. 22
6. 'jàa' in Negative Request ............................... 22
7. 'nǐì, năn, nəon' in Verbless Sentences ............... 22
8. 'rýy' in Negative Questions ......................... 22

DRILLS ......................................................... 23
EXERCISES .................................................. 32
VOCABULARY ................................................ 33

LESSON 4.

BASIC DIALOG ..................................................... 35
Grammar Notes ..................................................... 36
1. Use of Unit Classifiers .................................... 36
2. The Classifier Phrase as a Noun Replacement ... 37
3. 'khəon' Used to Indicate 'Possession' ................ 37
4. The Position of 'khraj' in the Sentence .............. 38
5. How to Express 'Being' .................................... 38

DRILLS ......................................................... 39
EXERCISES ..................................................... 49
VOCABULARY .................................................. 50

LESSON 5.

BASIC DIALOG ..................................................... 52
Notes on the Basic Dialog ...................................... 52
Grammar Notes ..................................................... 56
1. Ways of Expressing Negation .............................. 56
   2. pen jangaj Meaning 'What is it like to...?' ........ 56

DRILLS ......................................................... 57
EXERCISES ..................................................... 60
VOCABULARY .................................................. 62

LESSON 6.

BASIC DIALOG ..................................................... 64
Grammar Notes ..................................................... 64
1. can as an Intensifier of Stative Verbs ............... 64
2. kən with Noun Phrases and Verb Phrases ............. 64
3. Verbs with Obligatory Complements .................... 65
4. Terms Used to Refer to People ......................... 65
5. Words Relating to Names of Cities and Countries .... 66
6. Another Use of khraj ..................................... 66
LESSON 7.
BASIC DIALOG ................................................................. 86
Notes on the Basic Dialog ................................................. 86
Grammar Notes ................................................................. 87
1. kheaj to Indicate Past Experience .............................. 87
2. paj + Place Expressions .............................................. 87
3. Lack of Verb Inflection ............................................... 87
4. Omission of Subject Pronoun ...................................... 88
5. Sentence + daj to Indicate 'possibility' or 'suitability' ... 88
6. Sentence + pen to Indicate 'ability to perform some activity' 88
7. Use of kheaj + pen / daj ............................................. 89

LESSON 8.
BASIC DIALOG ................................................................. 115
Grammar Notes ................................................................. 115
1. Compounds ............................................................... 115
2. juu + Place Expressions ............................................ 118
3. Responses to thamnaan araj ......................................... 118
4. Difference between paj naij and paj thinanlj .............. 118

LESSON 9.
BASIC DIALOG ................................................................. 135
Grammar Notes ................................................................. 135
1. Means of Indicating 'Time' and 'Aspect' of the Verb ....... 135
2. Function of the Question Words .................................. 137

THAI BASIC COURSE

v1
THAI BASIC COURSE

LESSON 10.
BASIC EPISODE ......................................................... 160
Questions on Basic Episode ........................................... 160
DRILLS ................................................................. 161
EXERCISE ............................................................. 170
VOCABULARY .......................................................... 170

LESSON 11.
BASIC DIALOG .......................................................... 171
Grammar Notes ......................................................... 172
  1. Use of kan to Indicate 'Mutuality' and 'Plurality' ............... 172
  2. araj, khraj, and nāj as Indefinite Pronouns ...................... 172
  3. Numerals ............................................................. 173
  4. thīi with Included Modifiers or Specifiers ...................... 174
  5. yyn yyn as a Pluralizer ........................................... 175
DRILLS ................................................................. 175
EXERCISES ............................................................. 188
VOCABULARY .......................................................... 189

LESSON 12.
BASIC DIALOG .......................................................... 191
Notes on the Basic Dialog ............................................. 192
Grammar Notes ......................................................... 193
  1. Ordinal Numbers .................................................. 193
  2. rëek as a Number ................................................... 193
  3. Ordinal Numbers After Classifiers ............................. 194
  4. Expressing 'Age' .................................................... 194
  5. lësw and jan to Express State of an Action .................... 194
  6. jan māj... Versus jan māj dâj ................................... 195
  7. Position of Classifier Phrases Referring to Pronoun Subject . 195
DRILLS ................................................................. 195
EXERCISES ............................................................. 212
VOCABULARY .......................................................... 212

LESSON 13.
BASIC DIALOG .......................................................... 215
Notes on the Basic Dialog ............................................. 215
Grammar Notes ......................................................... 216
  1. lik... ca for Future Time ....................................... 216
  2. pāj as an Indicator of Excess with chaa and rew ............ 216
DRILLS ................................................................. 217
EXERCISES ............................................................. 229
VOCABULARY .......................................................... 231
### THAI BASIC COURSE

#### LESSON 14.
- BASIC DIALOG .......................................................... 233
- Grammar Notes ......................................................... 234
  1. klaj and klâj ....................................................... 234
  2. Extent of Distance Constructions ......................... 235
  3. mlî Indicating 'existence' ...................................... 235
- DRILLS ................................................................. 236
- EXERCISES ............................................................ 254
- VOCABULARY .......................................................... 254

#### LESSON 15.
- BASIC DIALOG .......................................................... 257
- Questions on the Interview ....................................... 259
- EXERCISES ............................................................. 260
- VOCABULARY .......................................................... 260

#### LESSON 16.
- BASIC DIALOG .......................................................... 262
- DRILLS ................................................................. 263
- EXERCISES ............................................................. 273
- VOCABULARY .......................................................... 274

#### LESSON 17.
- BASIC DIALOG ..........................................................
- Grammar Notes ......................................................... 276
  1. pâj / maa used to Indicate Direction of Motion .......... 276
  2. Prepositions in Compounds .................................... 277
- DRILLS ................................................................. 277
- EXERCISES ............................................................. 286
- VOCABULARY .......................................................... 286

#### LESSON 18.
- BASIC DIALOG ..........................................................
- Notes on the Basic Dialog ........................................ 290
- Grammar Notes ......................................................... 291
  Sentence Embedding ............................................... 291
- DRILLS ................................................................. 293
- EXERCISES ............................................................. 306
- VOCABULARY .......................................................... 308

#### LESSON 19.
- BASIC DIALOG ..........................................................
- Grammar Drills ........................................................ 310
- EXERCISES ............................................................. 317
- VOCABULARY .......................................................... 318
LESSON 20.

BASIC EPISODE .................................................. 319
Questions on the Basic Episode ................................ 320
EXERCISES ......................................................... 322
VOCABULARY ...................................................... 323

TEXT GLOSSARY .................................................. G-1
THAI BASIC COURSE

INTRODUCTORY SECTION

Introduction

This is the first volume of a three-volume course designed to teach Standard Thai. Standard Thai is the national spoken language of Thailand and is the dialect of educated speakers of Bangkok and Central Thailand. Standard Thai in spoken and written form is known to some extent by nearly all Thais. There are approximately 20 million speakers.

The materials contained in the first two volumes consist of the following:

(1) A Programmed Introduction to Thai Phonology,
(2) A standard text of 40 lessons, and
(3) A text glossary.

Not included in the text but considred to be an integral part of the course are a series of tapes consisting of taped portions of the text and other supplementary materials.

These materials were designed to be used in a course of instruction where the main focus is on teaching the student to speak and understand Thai. This is not to say that reading and writing should be ignored, but that additional materials would be required for that purpose.

Basic to the approach recommended by the authors of this text are the following tenets:

(1) In the classroom only Thai should be spoken.
(2) The teacher should be either a native speaker of Thai, or a non-native with excellent control of the language.
(3) Every effort should be made to make the instruction both in and out of class approximate 'real' use of the language.
(4) The use of audio-visual devices of all kinds (charts, films, objects, etc.) is encouraged, but they must be used in such a way as to function as an integrated part of the instruction and not just as an interesting appendage.
(5) Language learning is a largely a function of the student's interest, motivation, and application; therefore, every effort should be made to interest and motivate him to make the requisite effort to learn the language. Next to the student, the language teacher is the most important element in the learning process; it is, therefore, imperative that the teacher not be restricted to following slavishly any particular course of study. With this in mind we encourage Thai language instructors to look upon this text and the accompanying tapes as useful devices which may be modified as required and should in no sense be thought of as the sole or even the main instruments for teaching Thai.

ORGANIZATION AND USE OF THIS COURSE

1. Basic Dialog

There is a basic dialog at the beginning of each lesson. It consists of a limited number of exchanges between two or sometimes more persons. It represents a somewhat modified version of a 'real' dialog, since hesitation phenomena, false starts, and other features regularly occurring in real speech have been eliminated. It does present what two educated Thai speakers might say in a given situation if they were being particularly careful to avoid the features referred to above.

If the student has memorized the dialogs, he will have a store of language that is readily available when needed (assuming he is in a situation comparable to that of a particular dialog). It is, therefore, suggested that some time be spent for this purpose. Most of this time should be outside of the classroom with the tape recorder, since different students memorize at different rates, and if many class hours are used for this purpose, it will prove very boring to quick learners and very frustrating to slow ones.
2. **Notes**

There are three kinds of notes in this text: notes on the dialog, vocabulary notes, and grammar notes. Notes on the dialog present some information that is useful for understanding the dialog. It is often cultural. Vocabulary notes are used to explain the meaning of a word in somewhat greater depth than is included in the lesson glossary. Grammar notes provide a general understanding of Thai grammar. They are written in such a manner as to be useful to even the most linguistically unsophisticated learner. All types of notes should be read and studied outside of class. If some points are still unclear, the instructor may clarify further by giving additional examples, paraphrasing, or by explaining in Thai.

3. **Drills**

The drills in this textbook are for the purpose of providing an opportunity for the student to isolate a particular feature (grammatical or semantic) of the language and to practice it in a limited context until he understands well how to use it and can say it with good fluency and pronunciation.

It should be clearly understood that drills of any kind are simply devices for actuating practice having a particular focus and with a limited objective, and as such they do not represent 'real communication' in language no matter how cleverly they are arranged; therefore, the instructor should be constantly alert to signs of boredom and should switch to a different type of activity before that point is reached.

All this is not to say that drills do not have a place in language teaching. It is probable that a certain number of drills are very helpful if not absolutely indispensable in learning to speaking language well.

Various kinds of drill (substitution, transformation, etc.) are found in this textbook. In most cases it is obvious from the format of the drill what procedure (substitution of an item in a sentence, rearrangement of a sentence, expansion of a sentence or phrase, etc.) is called for. In those instances where it might not be clear, special instructions are provided.
4. **Exercises**

"Exercises" (as the term is used in this textbook) are distinguishable from drills mainly by the type of response they elicit. Drills are designed to elicit one particular response and any other response (even if it is correct in form and meaning) is unacceptable; whereas, the only requirement in an exercise is that the response conform logically with the original request (i.e. if you are asked where a certain building is, you don't respond with a description of it instead).

The exercises in any particular lessons in this text have two basic purposes: to provide (1) a setting in which communication of a restricted kind can take place and (2) a means for the instructor to test the ability of the students to use the material in the lesson in more realistic situations.

The exercises in the lessons are an especially important part of the lesson and should be done at the end of the lesson. If students are unable to perform well the tasks presented to them, the instructor should review any parts of the lesson that seem necessary for successful completion of those tasks. In no case should students go to the next lesson until they can do the exercises easily, rapidly, and correctly.

5. **Lesson and Text Glossaries**

At the end of each lesson there is a list of all words occurring for the first time in that lesson and at the end of the volume there is a complete list of words in the first volume.

All entries are listed in alphabetical order (English alphabet) and are written in a phonemic transcription using Roman letters. With each noun is its unit classifier. A limited number of the more useful noun and verb compounds are included. Two examples are given below:

měх (khon) ....... doctor (medical)
khâw pāj ....... to enter (away from the speaker)
khâw māa ....... to enter (towards the speaker)
6. **Taped Material**

Besides the tapes which form a major part of the Programmed Introduction to Thai Phonology, there are tapes of various kinds that accompany each lesson. The dialogs and most of the essential drills are recorded on the lesson tapes; however, they are recorded in such a manner as not to be an exact duplicate of the way in which the drill will be conducted in class, since the purpose of the tapes is to supplement not replace classroom work. Special pronunciation drills and remarks are included on the tapes.

**INSTRUCTIONS TO THE STUDENT ON USE OF PROGRAMMED INTRODUCTION TO THAI PHONOLOGY**

The purpose of this material is to acquaint you with the significant features of the Thai sound system. 'Significant' as used here refers to those features which distinguish words; for example, in English the words sit and set are distinguished only by the quality of the two vowels; therefore, we can say that **vowel quality** is significant in English (i.e. if you say sit instead of set, you may be misunderstood.) It is, therefore, important that you learn to hear and produce **vowel quality**. On the other hand, it doesn't matter whether you pronounce the vowel in **hit** long or short. You may find it a little harder to understand a Southerner who pronounces **hit** with a slightly longer vowel than you do, but you will not confuse it with **heat**, which has different **vowel quality**. We can see then that **vowel quality** is significant, but **vowel length** isn't in English.

The significant features of the Thai sound system referred to here relate to contrasts in pitch contour, length of vowels and diphthongs, aspiration of consonants, and syllable prominence.

In addition to the sound features referred to, you will be taught to read and write the special phonetic transcription which is used in the Thai Basic Course that follows this instruction.

The following procedure should be used with these materials:

(1) Put tape 1 of the Programmed Introduction on the tape recorder and proceed through it carrying out the instructions you hear on the tape. You will
not need to refer to the text except for those portions of the material where you are asked to read or write something.

(2) When you are asked to write something, write it in the text and check your answers. If you need more time than is provided on the tape for checking your answers, stop the machine.

(3) If at any time in the program, you are confused about something, stop the tape, rewind it and listen to that particular part again.

(4) Although the program was designed primarily for use before beginning lesson one in the text, all of it or parts of it can be used profitably at later stages in the course as well.

(5) It is suggested that you do not work for longer periods of time than 30 minutes. Take a short break, and then return. All of the tapes can be completed in one day.

(6) Since almost all of the material is only on tape, it would be clearly impossible to do the program without the tapes and a tape recorder.
A PROGRAMMED INTRODUCTION TO THAI PHONOLOGY

(Student's Text)

Part I is on Tape only.  

Part II, Section 1, Frames 1-10, are on Tape only.

<table>
<thead>
<tr>
<th>Frame</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Observe the way this word is written in the special writing system used in this book: phaa</td>
</tr>
<tr>
<td>12</td>
<td>The 'ph' is used to represent the initial consonant in the word, which sounds like the 'p' in 'pat' in English. The 'aa' stands for 'long a', which sounds like 'ah' in 'father'.</td>
</tr>
<tr>
<td>13</td>
<td>Observe the way this word is written. Notice particularly the symbol above the vowels. phâa</td>
</tr>
<tr>
<td>14</td>
<td>The 'hat' or 'circumflex accent' over the first vowel is used to indicate that the vowel is pronounced with a high falling pitch contour.</td>
</tr>
<tr>
<td>15</td>
<td>Pronounce this word 3 times: phâa After each attempt listen to the tape for confirmation.</td>
</tr>
</tbody>
</table>

1. The only 'frames' that are written out in this text are those where you are asked to look at how something is written, otherwise, the content of the frame is voiced only.

2. You will be notified by the tape when you are to refer to the written text. Be sure to cover the answer when doing a written frame.
<table>
<thead>
<tr>
<th>Frame</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>If no mark is written above the vowel, that is indication that the word is to be pronounced with a <strong>mid level</strong> pitch contour. Listen to the pronunciation of phaa.</td>
</tr>
</tbody>
</table>
| 17    | Listen to the pronunciation of the following words and write a mark above the vowel when necessary:  
   (1) phaa  (2) phaa  (3) phaa  (4) phaa  (5) phaa |
|       | **Answers:**  (1) phãa  (2) phaa  (3) phaa  (4) phãa  (5) phãa |
| 18    | Listen to the following words and write them in the Thai transcription in the spaces below:  
   (1)       (2)       (3)       (4)       (5) |
|       | **Answers:**  (1) phaa  (2) phãa  (3) phaa  (4) phãa  (5) phaa |
| 19    | This word has **low rising** pitch. It is written phãa. |
| 20    | The mark /˘/ is written above the vowel to indicate that it is to be pronounced with a **low rising** pitch contour. |
| 21    | Read the following words. Check your response by the Tape.  
   (1) phãa  (2) phaa  (3) phãa  (4) phaa  (5) phãa  
   (6) phãa |
| 22    | Put the tone markers on the following words after they are pronounced on the tape.  
   (1) phaa  (2) phaa  (3) phaa  (4) phaa  (5) phaa  
   (6) phaa  (7) phaa  (8) phaa |
|       | **Answers:**  (1) phãa  (2) phãa  (3) phaa  (4) phãa  (5) phãa  
   (6) phãa  (7) phaa  (8) phãa |
## THAI BASIC COURSE

### Frame 23

**Content**

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td>Transcribe the following words:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
<td>(5)</td>
</tr>
<tr>
<td>(6)</td>
<td>(7)</td>
<td>(8)</td>
<td>(9)</td>
<td>(10)</td>
</tr>
</tbody>
</table>

**Answers:**

(1) phảa  (2) phaa  (3) phâa  (4) phảa  (5) phâa  
(6) phaa  (7) phâa  (8) phaa  (9) phảa  (10) phâa  

Part II Section 1, Drills, Frames 1-17 are on tape only.

### Frame 18

**Content**

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>This time look at the words below as they are read on the tape. Note carefully how they are written in the special writing system.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1)</td>
<td>nää</td>
<td>(2)</td>
<td>nää</td>
<td>(3)</td>
</tr>
<tr>
<td>(6)</td>
<td>mää</td>
<td>(7)</td>
<td>phaa</td>
<td>(8)</td>
</tr>
<tr>
<td>(11)</td>
<td>khaa</td>
<td>(12)</td>
<td>lâa</td>
<td>(13)</td>
</tr>
<tr>
<td>(16)</td>
<td>thaa</td>
<td>(17)</td>
<td>nâa</td>
<td>(18)</td>
</tr>
</tbody>
</table>

### Frame 19

**Content**

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>This time write the words you hear on the tape in the spaces below using the special writing system:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
<td>(5)</td>
</tr>
<tr>
<td>(6)</td>
<td>(7)</td>
<td>(8)</td>
<td>(9)</td>
<td>(10)</td>
</tr>
<tr>
<td>(11)</td>
<td>(12)</td>
<td>(13)</td>
<td>(14)</td>
<td>(15)</td>
</tr>
<tr>
<td>(16)</td>
<td>(17)</td>
<td>(18)</td>
<td>(19)</td>
<td>(20)</td>
</tr>
</tbody>
</table>

**Answers:**

(1) phâa  (2) maa  (3) thâa  (4) bâa  (5) khâa  
(6) râa  (7) haa  (8) phâa  (9) nâa  (10) thaa  
(11) khâa  (12) laa  (13) hâa  (14) nâa  (15) phaa  
(16) saa  (17) thâa  (18) khaa  (19) hâa  (20) mää

xviii
Part II Section 2, Frames 1-10 are on Tape only.

Frame 11  
The symbol /´/ above the vowel is used to indicate High pitch contour. Put the correct tone marker above the vowel in the words below:

(1) chaañ (2) maa (3) laan (4) khaa

Answers: (1) cháañ (2) máa (3) láan (4) kháa

Part II, Section 2, Frames 12-20 are on Tape only.

Frame 21  
Indicate the pitch contour of the following words by writing /´/ for high falling pitch; /'/ for High; and nothing for mid level.

(1) khaañ (2) khaañ (3) khaañ (4) khaañ (5) khaañ

Answer: (1) khâañ (2) khâañ (3) khaañ (4) khâañ (5) khâañ

Frame 22  
Listen to these words and transcribe them below!

(1) (2) (3) (4) (5) (6) (7) (8)

Answers: (1) kháañ (2) khaañ (3) khaañ (4) kháañ (5) khâañ (6) khaañ (7) khâañ (8) khâañ

Frame 23  
Read the following words and listen to the tape for pronunciation check:

(1) kháañ (2) khaañ (3) khâañ (4) khaañ (5) khâañ (6) khaañ (7) khâañ (8) khâañ
Part II, Section 2 Drills, Frames 1-9 are on Tape only.

Frame Content
10 Read the following words:
   (1) kháa (2) nâan (3) phâat (4) máa
   (5) wâa (6) thâa (7) kháan (8) mâak
11 Write the words you hear below:
   (1)  (2)  (3)  (4)
   (5)  (6)  (7)  (8)
Answers: (1) phâa (2) náam (3) máa (4) thâa
   (5) láa (6) náa (7) mâak (8) kháan

Part II, Section 3, Frames 1-5 are on Tape only.

6 This word is written as follows phît

7 Write this word: __________ __________

Answer: phît

8 This word is written phît
What is the pitch contour on this word?

9 Do these two words sound the same?

10 Do these two words sound the same?

11 True or false? The symbol /`/ is used to indicate low pitch contour.

Answer: True
<table>
<thead>
<tr>
<th>Frame</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>The symbol /ˈ/ is used to indicate high falling pitch contour. True or false?</td>
</tr>
<tr>
<td>Answer:</td>
<td>True</td>
</tr>
<tr>
<td>13</td>
<td>/ph/ is used to transcribe a sound that is like the 'p' in the English word pit. True or false?</td>
</tr>
<tr>
<td>Answer:</td>
<td>True</td>
</tr>
</tbody>
</table>

Frames 14-17 are on Tape only.

18 | This word is written khâat |
19 | This word is written khàat |
20 | Transcribe this word: ________ ________ |
| Answer: | khâat |

21 | Transcribe this word: ________ ________ |
| Answer: | khàat |

22 | Pronounce these words after the tape: |
(1) phît (2) khâat (3) khàat (4) phît (5) khàat (6) phît (7) phît (8) khâat (9) phît (10) khàat |

23 | Read these words. Check your responses with the tape. |
(1) phît (2) khâat (3) khàat (4) phît (5) khàat (6) phît (7) phît (8) khâat (9) phît (10) khàat |

Part II, Section 3, Frames 24-30 are on Tape only.

31 | Read the words below: |
(1) phàa (2) maaS (3) thàaŋ (4) thàam (5) thàan (6) khàan (7) nàam (8) naaS |
Frame | Content
--- | ---
32 | Write the words you hear in the space below:
(1) (2) (3) (4) (5) (6) (7) (8)
Answers: (1) phàan (2) màa (3) phàa (4) khần
(5) màa (6) phàat (7) thàa (8) thàan

Part III, Section 1, Frames 1-23 are on Tape only.

24 | In the special phonetic alphabet used in the Thai Basic Course, aspirated t is written th
(The h stands for aspiration).

25 | How would you write this word in the special alphabet?

Answer: thaa

Frames 26-36 are on the Tape only.

37 | The word meaning 'eye' is written taa in the special phonetic alphabet.

38 | Write these words in a phonetic transcription as you hear them.
1. ______ 2. ______ 3. ______ 4. ______
5. ______ 6. ______ 7. ______ 8. ______
Answers: 1. taa 2. thaa 3. thaa 4. taa
5. taa 6. thaa 7. taa 8. thaa
Part III, Section 1 Drill, Frames 1-10 are on Tape only.

<table>
<thead>
<tr>
<th>Frame</th>
<th>Content</th>
</tr>
</thead>
</table>
| 11    | Listen to the following words as they are pronounced on the tape:  
(1) thaa  (2) taa  (3) tûu  (4) thûu  
(5) tii  (6) thii  (7) taa  (8) thaa  
(9) taan  (10) thaan  (11) tii  (12) thii  
(13) thaa  (14) tii  (15) tûu  (16) thûu  
(17) thaan  (18) tii |
| 12    | Listen to a series of Thai words. If a word begins with an aspirated \( t \), write \( th \) in the space beside its number, if it begins with an unaspirated \( t \), write \( t \) after its number.  
1. _____  2. _____  3. _____  4. _____  
5. _____  6. _____  7. _____  8. _____  
9. _____  10. _____  
Answers: 1. t  2. th  3. t  4. th  5. t  
6. th  7. th  8. th  9. t  10. t |
| 13    | Transcribe the words you hear in the spaces below:  
1. _____  2. _____  3. _____  4. _____  
5. _____  6. _____  7. _____  8. _____  
Answers: 1. taa  2. thaan  3. taan  4. thaa  5. thaan  
6. thii  7. too  8. tii  9. thoo  10. taa  
16. taa  

xxiii
Part III, Section 2, Frames 1-4 are on Tape only.

Frame 5
It begins with an un-aspirated t (it doesn't have a puff of air after it) and it is written ติิิ in the special alphabet.

Frames 6-8 are on Tape only.

Frame 9
It begins with d and is written ดิิ

Frames 10-14 are on Tape only.

Frame 15
Identify the following words by writing d, t, or th in the blank by their numbers, after you hear them on tape.

(1) (2) (3) (4) (5)
(6) (7) (8) (9) (10)

Answers: 1. d  2. th  3. th  4. t  5. d
          6. th  7. d  8. t  9. th  10. d

Part III, Section 3, Frame 1-5 are on Tape only.

Frame 6
This word is written ปาง.

The 'h' after the 'p' shows that the 'p' is aspirated.

Frame 7
Does this word begin with an 'aspirated p'?

Frame 8
How would you write this word?:

Answer: ปาง

xxiv
Frames 9-18 are on Tape only.

19 The word meaning 'father's elder sister' is written pâa in the special writing system used in the text. Listen to it.

20 The word meaning 'cloth' is written phâa

21 You will now hear several repetitions of these two words. As you hear each one, write it in transcription in the space below:

1. _____ 2. _____ 3. _____ 4. _____
5. _____ 6. _____ 7. _____ 8. _____

Answers: (1) pâa (2) pâa (3) phâa (4) pâa
(5) phâa (6) phâa (7) pâa (8) phâa

Part III, Section 3 Drill, Frames 1-10 are on Tape only.

11 Listen to a series of Thai words. If a word begins with an aspirated p, write ph in the space beside its number; if it begins with an unaspirated p, write p after its number.

1. ____ 2. ____ 3. ____ 4. ____ 5. ____
6. ____ 7. ____ 8. ____ 9. ____ 10. ____

8. p 9. ph 10. p

12 Listen to the following words as they are pronounced on the tape:

1. pâaj 2. phâu 3. pàa 4. pâa 5. pàa
THAI BASIC COURSE

Frame 13

Content

Write the words you hear in the phonetic transcription in the spaces below:

1. ______ 2. ______ 3. ______ 4. ______
5. ______ 6. ______ 7. ______ 8. ______
9. ______ 10. ______ 11. ______ 12. ______
13. ______ 14. ______ 15. ______

Answers: 1. phaa 2. pâa 3. phâa 4. paan 5. phaan

Part III, Section 4, Frames 1-8 are on Tape only.

Frame 9

Read the following words and check your readings with the tape.
(1) pâa  (2) bâa  (3) pâa  (4) bâa  (5) pâa

Frame 10

A pair of words will be spoken, if they sound the same, say 'Same!'; if different, say 'Different'.

Frame 11

Look at the following words as they are read on the tape. Notice in particular the tone marks above the vowels;
(1) plêt  (2) baj  (3) bân  (4) pâak  (5) pân
(6) pâa  (7) bâa  (8) bân  (9) pâa  (10) bêt
(11) paa

xxvi
Frame 12

Write the words you hear on the tape in the spaces below:

(1) (2) (3) (4) (5)
(6) (7) (8) (9) (10)

Answers: 1. pâa 2. bàa 3. pàa 4. bàa 5. paa
6. bân 7. paan 8. bân 9. pàat 10. pàak

Note: If you didn't get most of them right including the correct tone mark, use a clean piece of paper and repeat the drill, as well as frame 11 above.

Part III, Section 4 Drill, Frames 1 and 2 are on Tape only.

Frame 3

Read the words below. Check with the tape for pronunciation.

(1) baañ (2) pêt (3) bàat (4) phûu
(5) phän (6) bàa (7) pii (8) phâa
(9) paan (10) baan (11) bân (12) phat
(13) pàa (14) plaa (15) pâaj

Frame 4

Write the words you hear in transcription below:

(1) (2) (3) (4)
(5) (6) (7) (8)
(9) (10)

Answers: (1) paa (2) phûa (3) baan (4) pàa (5) pen
(6) phaa (7) bàa (8) phàn (9) phît (10) plaa
Part III, Section 5, Frames 1-7 are on Tape only.

<table>
<thead>
<tr>
<th>Frame</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>In transcription aspirated k is writthen kh. The 'h' stands for the air stream. Write the symbol for the initial sound in these words:</td>
</tr>
<tr>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td>Answer: To all 4: kh</td>
<td></td>
</tr>
</tbody>
</table>

Frames 9-12 are on Tape only.

<table>
<thead>
<tr>
<th>Frame</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Unaspirated k is written 'k'. In the spaces below write the symbol for the initial consonant sound in these words:</td>
</tr>
<tr>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td>Answer: In each case is k.</td>
<td></td>
</tr>
</tbody>
</table>

Frames 14-17 are on Tape only.

<table>
<thead>
<tr>
<th>Frame</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>Listen to these words. If a word begins with aspirated k, write kh opposite its number; if unaspirated k, write k.</td>
</tr>
<tr>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td>(5) (6)</td>
<td></td>
</tr>
<tr>
<td>Answers: 1. kh, 2. k, 4. kh, 5. k, 6. kh</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Frame</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>Read the words below. Check your responses with the tape:</td>
</tr>
<tr>
<td></td>
<td>(1) kàap</td>
</tr>
<tr>
<td>(5) kàp</td>
<td>(6) klâj</td>
</tr>
<tr>
<td>(9) kâj</td>
<td>(10) khàat</td>
</tr>
<tr>
<td>Frame</td>
<td>Content</td>
</tr>
<tr>
<td>-------</td>
<td>---------</td>
</tr>
<tr>
<td>20</td>
<td>Write these words:</td>
</tr>
<tr>
<td></td>
<td>(1) (2) (3) (4)</td>
</tr>
<tr>
<td></td>
<td>(5) (6) (7) (8)</td>
</tr>
<tr>
<td></td>
<td>(9) (10) (11) (12)</td>
</tr>
<tr>
<td></td>
<td>Answers: (1) kaan (2) khaa (3) kâañ (4) khàp</td>
</tr>
<tr>
<td></td>
<td>(5) khâañ (6) khàñ (7) kàj (8) kâan</td>
</tr>
<tr>
<td></td>
<td>(9) khâañ (10) klañ (11) khàat (12) kàp</td>
</tr>
</tbody>
</table>

Part III, Section 6, Frames 1-9 are on Tape only.

10  The symbol ch is used to write the initial consonant in these words. The 'c' indicates the sound is made at the hard palate ('the ceiling of the mouth') and the 'h' indicates that there is a stream of air after the 'c'. Write the initial consonant of these words in the spaces below:

| (1) | (2) | (3) | (4) |

The answer in each case above is ch. (Don't forget: 'c' for 'ceiling' and 'h' for aspiration.)

11  The initial sound in this Thai word is also made with the tongue on the hard palate (i.e. 'the ceiling' of the mouth).

12  There is no aspiration after the initial consonant.

13  This sound that is made at the hard palate and is without aspiration is written 'c'. Write the initial sound of these words in the space below:

| (1) | (2) | (3) | (4) |

xxix
Frame Content

Answers to 13: (1) c (2) c (3) c (4) c

Frames 14-19 are on Tape only.

20 Read the following words:

(1) chat (2) caak (3) can (4) chan
(5) chat (6) cuan (7) chaw (8) cet
(9) cep (10) chap (11) caak (12) cat
(13) chaa (14) can (15) cam

21 Write the following words in the spaces below:

(1) (2) (3) (4)
(5) (6) (7) (8)
(9) (10) (11) (12)
(13) (14)

Answers: (1) caak (2) cham (3) cet (4) chat
(5) chin (6) cam (7) com (8) cop
(9) chon (10) chaan (11) cot (12) coom
(13) caan (14) chat

Part III, Section 7, Frames 1-3 are on Tape only.

4 You can hear the quality of this sound easily by saying ing several times. This sound is called a velar nasal and is written η in phonetic writing. Please observe that η is like n with a long bent tail on it.

5 The velar nasal /η/ occurs finally in many English words (bring, sing, etc.) and it also occurs medially in some words (singer, etc.), but it never occurs in initial position.
<table>
<thead>
<tr>
<th>Frame</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>This Thai word ends in a velar nasal like bring in English.</td>
</tr>
<tr>
<td>7</td>
<td>What sound do these words end in?</td>
</tr>
<tr>
<td></td>
<td>Answer: η</td>
</tr>
<tr>
<td>8</td>
<td>The final sound in these words would be written /η/. True or false?</td>
</tr>
<tr>
<td>9</td>
<td>These words end in a nasal sound also but not the velar nasal. Listen to these words. What is the final sound?</td>
</tr>
<tr>
<td>10</td>
<td>Now you will hear some pairs of words. The first member of the pair ends in the velar nasal; the second, in η. Listen to the difference.</td>
</tr>
<tr>
<td>11</td>
<td>The velar nasal occurs at the beginning of some Thai words. Listen to these examples:</td>
</tr>
<tr>
<td>12</td>
<td>Contrast these words beginning with /η/ with those beginning with /n/.</td>
</tr>
</tbody>
</table>

Frame 13-16 are on Tape only.

17 | Read the following words:  
    | (1) ηαα (2) ηααν (3) ηααม (4) ηααν  
    | (5) ηαυυ (6) ηααη (7) ηεεη (8) ηααη |

18 | Write the following words:  
    | (1)  (2)  (3)  (4)  

Answers: (1) ηαα (2) ηααμ (3) ηααη (4) ηααη
Part III, Section 8, Frames 1-4 are on Tape only.

<table>
<thead>
<tr>
<th>Frame</th>
<th>Content</th>
</tr>
</thead>
</table>
| 5     | If you said 'an old oak' (with clear separation between old and oak), what you said would be written phonetically as follows:  
æn owld ? owk (The symbol ? represents the glottal stop) |

Frames 6-9 are on Tape only.

10 Being careful to put a glottal stop at the end of each syllable, pronounce the following words when you hear the number:

(1) ná (2) sì (3) phrá (4) há (5) mí

(Note: The glottal stop symbol is not usually written after short vowels since its occurrence is predictable.)

Part III, Section 9, Frames 1-15 are on Tape only.

16 Listen to these words and write the final stops (p, t, or k) in the space below:

(1) (2) (3) (4) (5)  
(6) (7) (8) (9) (10)  

Answers: (1) p (2) t (3) k (4) p (5) k  
(6) t (7) k (8) p (9) p (10) k
Part III, Section 10, Frames 1-4 are on Tape only.

<table>
<thead>
<tr>
<th>Frame</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Write the final sound of these words in the space below (use ʔ for glottal stop):</td>
</tr>
<tr>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td></td>
<td>(6)</td>
</tr>
</tbody>
</table>


Frames 6-9 are on Tape only.

10 Write the final sound of these words below:

|       | (1)    | (2) | (3) | (4) | (5) |
|       | (6)    | (7) | (8) | (9) | (10)|


Part IV, Section 1, Frames 1-2 are on Tape only.

3 The diphthong is made up of two parts:
   a as in bah plus a glide like w
   It would be written /haw/ in phonetic transcription.

Frames 4-6 are on Tape only.

7 The diphthong in this word could be written /aw/.
   The first part is a and the last part is a w glide.
Frames 8-10 are on Tape only.

Frame 11
The diphthong in this word could be written aaw. The first part is a long a and the second part is a w glide.

Frame 12
The aa and the w glide are about equally loud but the aa is considerably longer than the w glide. This is called a long diphthong.

Frames 13-18 are on Tape only.

Frame 19
Read the following words:

(1) khâw (2) chaaw (3) mâw (4) plàaw
(5) sãaw (6) câw (7) kâw (8) cháaw

Frame 20
Write these words in the space below:

(1) (2) (3) (4)
(5) (6) (7) (8)

Answers: (1) khãaw (2) sâw (3) cháaw (4) lâw
(5) nãaw (6) khâaw (7) raw (8) khâw

Part IV, Section 2.

Frame 1
This word ends in a diphthong.

Frame 2
The diphthong in this word is written /aj/ which means that it begins with an ah sound and ends with an 'ee' glide.

Frame 3
The ah sound and the ee glide are about equally loud, but the ee glide is longer.
Frames 4-9 are on Tape only.

<table>
<thead>
<tr>
<th>Frame</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>The long diphthong in these words is written aaaj. Write the words you hear below:</td>
</tr>
<tr>
<td>(1)</td>
<td>(2)</td>
</tr>
<tr>
<td>(5)</td>
<td>(6)</td>
</tr>
</tbody>
</table>

Answers: 1. chaaj 2. daaj 3. naaj 4. thaaj 5. khâaj 6. bàaj

Frames 11-13 are on Tape only.

14 Read the words below and check your responses with the tape:

(1) paj (2) dåj (3) chaaj (4) hâj (5) bàaj (6) thaj

15 Write the words you hear below:

(1) (2) (3) (4) (5) (6) (7) (8) (9) (10)

THAI BASIC COURSE

Part IV, Section 3, Frames 1-14 are on Tape only.

Frame 15

Read the following words:
(1) càak (2) chán (3) faŋ (4) sǎam (5) ráan
(6) khān (7) thaaŋ (8) lǎŋ (9) phâak (10) wan

Frame 16

Write the following words:
(1) (2) (3) (4) (5)
(6) (7) (8) (9) (10)

Answers: 1. wǎŋ 2. khāan 3. tāŋ 4. phān 5. lǎan
6. nāan 7. tham 8. dāam 9. thaaŋ 10. caŋ

Part V, Section 1, Frames 1-13 are on Tape only.

Part V, Section 2, Frames 1-8 are on Tape only.

Frame 9

A syllable in Thai has 4 parts to it: an initial consonant, a vocalism, an optional final consonant and a pitch contour. Here are examples of each of the types of syllables:

(a) Consonant plus long vowel (phaa)
(b) Consonant plus long vowel plus nasal (phàan)
(c) Consonant plus long vowel plus glide (fàaj)
(d) Consonant plus long vowel plus stop (khàat)
(e) Consonant plus short vowel plus nasal (phan)
(f) Consonant plus short vowel plus glide (paj)
(g) Consonant plus short vowel plus stop (kàt)

Frames 10-14 are on Tape only.

This is the end of The Programmed Introduction to Thai Phonology.

xxxvi
REFERENCE CHART OF SPECIAL SYMBOLS
USED IN THAI BASIC COURSE

When Thais write Thai they use the regular writing system, which is a rather complex system based on Sanscrit. After you have been studying the spoken language for 6 to 8 weeks, you will begin to learn to read in this system. Since it is fairly difficult to learn regular Thai orthography, it is considered inadvisable to require you to learn it in addition to learning the spoken language at the beginning; therefore, a special system of transcription is used throughout the first volume of the Thai Basic Course. In this system regular Roman letters plus a few phonetic symbols are used. The system is completely regular, and you will learn to read it rather quickly. In fact, if you have already finished the Programmed Introduction, you may already know most of it. Please keep in mind that no writing system reflects accurately and precisely the sound system of a language, so rely on your ears and not on any written symbols (including the regular Thai orthography) for the pronunciation of Thai words and sentences.

It will help you understand the summary of the transcription system that follows, if you are aware of 3 conventions that are used in it: (1) Vowel length is indicated by a doubling of the vowel symbol, (2) An 'h' after an initial consonant indicates that the consonant is 'aspirated', and (3) Pitch contours are indicated by placing certain kinds of symbols above vowels; thus phâa refers to an 'aspirated p', followed by 'long a', which has a 'high falling' pitch contour.

REFERENCE CHART

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Usual English Letter</th>
<th>Approximate Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>b</td>
<td>similar to English  b in Samba.</td>
</tr>
<tr>
<td>p</td>
<td>p (after s)</td>
<td>like the p in spy (no puff of air after p)</td>
</tr>
</tbody>
</table>

xxxvii
<table>
<thead>
<tr>
<th>Symbol</th>
<th>Usual English Letter</th>
<th>Approximate Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>ph</td>
<td>p</td>
<td>like the p in pie (puff of air after p)</td>
</tr>
<tr>
<td>d</td>
<td>d</td>
<td>similar to English d in Sunday</td>
</tr>
<tr>
<td>t</td>
<td>t (after s)</td>
<td>like the t in sty (no puff of air after t)</td>
</tr>
<tr>
<td>th</td>
<td>t</td>
<td>like the t in tie (puff of air after t)</td>
</tr>
<tr>
<td>k</td>
<td>k (after s)</td>
<td>like the k in ski</td>
</tr>
<tr>
<td>kh</td>
<td>k</td>
<td>like the k in Korea</td>
</tr>
<tr>
<td>c</td>
<td>.</td>
<td>between English jet and Chet</td>
</tr>
<tr>
<td>ch</td>
<td>ch</td>
<td>between ch in cheat and sh in sheet</td>
</tr>
<tr>
<td>r</td>
<td>r</td>
<td>r as in red may be used (rarely occurs in Bangkok dialect)</td>
</tr>
<tr>
<td>l</td>
<td>l</td>
<td>l as in long</td>
</tr>
<tr>
<td>m</td>
<td>m</td>
<td>m as in me</td>
</tr>
<tr>
<td>h</td>
<td>h</td>
<td>h as in hen</td>
</tr>
<tr>
<td>f</td>
<td>f</td>
<td>f as in fun</td>
</tr>
<tr>
<td>s</td>
<td>s</td>
<td>s as in see</td>
</tr>
<tr>
<td>n</td>
<td>n</td>
<td>n as need</td>
</tr>
<tr>
<td>η</td>
<td>-ng (only final)</td>
<td>like -ng in sing</td>
</tr>
<tr>
<td>w</td>
<td>w</td>
<td>w as in we</td>
</tr>
<tr>
<td>j</td>
<td>y</td>
<td>y as in yet</td>
</tr>
</tbody>
</table>

xxxviii
<table>
<thead>
<tr>
<th>Symbol</th>
<th>Usual English Letter</th>
<th>Approximate Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>І і</td>
<td>і</td>
<td>і in sip</td>
</tr>
<tr>
<td>ІІ ee</td>
<td>ee, ea</td>
<td>ee as in see</td>
</tr>
<tr>
<td>ІІІ</td>
<td>е</td>
<td>е as in pet</td>
</tr>
<tr>
<td>ІІІІ</td>
<td>а, ay</td>
<td>а as in made</td>
</tr>
<tr>
<td>ІІІІІ</td>
<td>а</td>
<td>а as in and</td>
</tr>
<tr>
<td>ІІІІІІ</td>
<td>а</td>
<td>а as in fan</td>
</tr>
<tr>
<td>ІІІІІІІ</td>
<td>у</td>
<td>u in sugar is somewhat similar</td>
</tr>
<tr>
<td>ІІІІІІІІ</td>
<td>....</td>
<td>....</td>
</tr>
<tr>
<td>ІІІІІІІІІ</td>
<td>е</td>
<td>somewhat similar to -er in baker but shorter and without 'r' quality</td>
</tr>
<tr>
<td>ІІІІІІІІІІ</td>
<td>е</td>
<td>similar to е but longer. British pronunciation of sir</td>
</tr>
<tr>
<td>ІІІІІІІІІІІ</td>
<td>а</td>
<td>somewhat similar to у in fun</td>
</tr>
<tr>
<td>ІІІІІІІІІІІІ</td>
<td>а</td>
<td>а as in father</td>
</tr>
<tr>
<td>ІІІІІІІІІІІІІ</td>
<td>у</td>
<td>oo as in look</td>
</tr>
<tr>
<td>ІІІІІІІІІІІІІІ</td>
<td>uu</td>
<td>ou as in you</td>
</tr>
<tr>
<td>ІІІІІІІІІІІІІІІ</td>
<td>о</td>
<td>o as in cone but shorter</td>
</tr>
<tr>
<td>ІІІІІІІІІІІІІІІІ</td>
<td>oo</td>
<td>o as in so</td>
</tr>
<tr>
<td>ІІІІІІІІІІІІІІІІІ</td>
<td>о</td>
<td>....</td>
</tr>
<tr>
<td>ІІІІІІІІІІІІІІІІІІ</td>
<td>oo</td>
<td>aw as in law</td>
</tr>
<tr>
<td>ІІІІІІІІІІІІІІІІІІІ</td>
<td>і</td>
<td>....</td>
</tr>
</tbody>
</table>

xxxix
<table>
<thead>
<tr>
<th>Symbol</th>
<th>Usual English Letter</th>
<th>Approximate Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>ew</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>eew</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>ew</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>aw</td>
<td>ow</td>
<td>ow as in cow</td>
</tr>
<tr>
<td>aaw</td>
<td>ow</td>
<td>ow as in cow (longer than aw)</td>
</tr>
<tr>
<td>uj.</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>ooj</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>oj</td>
<td>oy</td>
<td>oy as in toy</td>
</tr>
<tr>
<td>ooj</td>
<td>oy</td>
<td>oy as in toy (longer than oj)</td>
</tr>
<tr>
<td>aj</td>
<td>y, i</td>
<td>y as in my</td>
</tr>
<tr>
<td>aaj</td>
<td>y, i</td>
<td>y as in my (longer than aj)</td>
</tr>
<tr>
<td>ia</td>
<td>ee, ie, e</td>
<td>ee as in beer (without r)</td>
</tr>
<tr>
<td>ya</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>ua</td>
<td>oo</td>
<td>oo as in poor (without r)</td>
</tr>
<tr>
<td>iaw</td>
<td>eo</td>
<td>eo as in Leo</td>
</tr>
<tr>
<td>yaj</td>
<td>..</td>
<td>..</td>
</tr>
</tbody>
</table>
THAI TONE CHART

The shapes, names and symbols used for five significant pitch contours in Thai are given below:

<table>
<thead>
<tr>
<th>Written Examples:</th>
<th>khaa</th>
<th>khàa</th>
<th>khâa</th>
<th>kháa</th>
<th>khǎa</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approximate Pitch Range</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>Name of Contour</td>
<td>Mid Level</td>
<td>Low</td>
<td>High Falling</td>
<td>High Rising</td>
<td>Low</td>
</tr>
<tr>
<td>Symbol</td>
<td>No Mark</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
</tbody>
</table>
LESSON ONE

1.0 BASIC DIALOG: Greeting Someone

A. sawàtdii khráp
   khun sawàtdii rý khráp
   Hello.
   How are you?

B. phôm sabaajdíi khráp
   khòóphkhun
   lèéw khun la khráp
   I'm fine.
   Thank you.
   And you?

A. phôm sabaajdíi khráp
   I'm fine.

1.1 NOTE ON THE DIALOG

sawàtdii is a very common salute in Thailand. It may be used for greeting someone or for leavetaking. It is usually accompanied by a 'wai' (wâj).

The 'wai' is illustrated in the picture below. The height of the hands in the 'wai' is in inverse ratio to the age and social position of the participants. In the picture below the woman is older and is of equal or higher social status than the man.

![Diagram of 'wai' gesture]
1.2 GRAMMAR NOTES

a) phôm, dichăn, khun, and khâw are pronouns in Thai. phôm means 'I' and is used by males only.

dichăn or dihán (or in formal usage dichăn) means 'I' and is used only by females.

khun is a polite form for 'you'.

khâw (in slow distinct speech khâw) means 'he, she, or they'.

b) sabaajdiî 'to be well, to be in good health' is a verb. The verb in Thai does not undergo changes in form, hence sabaajdiî might be translated 'am, is, are fine' according to its subject.

c) The subject precedes the verb in Thai, hence the sentence phôm sabaajdiî is the most common type of statement.

d) Statements may be changed into questions by adding a question word at the end.

Statement: khun sabaajdiî 'You are well.'
Question: khun sabaajdiî rûy 'Are you well?'

e) rûy is a question word that is used to ask for verification. It may occur after words, phrases, or sentences. It is usually unstressed and may be pronounced in any of the following ways:

When sentence final: lûy, lês, rûy, rês, sês
Before khráp (khá): rý, lý, lê, ré, ê, ý

f) khráp (or kháp) is a particle used as the final element of statements or questions. It indicates that the speaker is male. It is often pronounced há? in rapid speech.
g) khâ is a particle used as the final element of a statement. It indicates that the speaker is female. It may be pronounced Hà in rapid speech.

h) khâ is similar in usage to khá except that it is used at the end of a question. In rapid speech Hà may be used instead of khá.

i) The omission of the polite particles khráp, khâ, and khá may result in rather abrupt-sounding or impolite speech; it is, therefore, advisable to put one in at least once in each utterance.

j) léew 'and' is used to connect sentences.

k) léew (khun, kháw, etc.) la (khráp, khá) is a kind of echo type question; that is, it forms a question which is based on the previous statement.

Statement: phôm sabaaj dii 'I'm fine.'
Echo question: lêew khun la khráp 'And how are you?'

1.3 GRAMMAR DRILLS

a) Expansion Drill

sabaaj (am) fine
sabaaj dii (am) fine
phôm sabaaj dii I (male) am fine.
phôm sabaaj dii khráp I (male) am fine.
sabaaj (am) fine
sabaaj dii (am) fine
dichán sabaaj dii I (female) am fine.
dichán sabaaj dii khâ I (female) am fine.
b) Substitution Drill

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>phŏm</td>
<td>sabaad dii khráp</td>
</tr>
<tr>
<td>khun</td>
<td>khun sabaad dii khráp</td>
</tr>
<tr>
<td>kháw</td>
<td>kháw sabaad dii khráp</td>
</tr>
<tr>
<td>khun</td>
<td>khun sabaad dii khráp</td>
</tr>
<tr>
<td>phŏm</td>
<td>phŏm sabaad dii khráp</td>
</tr>
</tbody>
</table>

I am fine.  
You are fine.  
He/she/they is/are fine.  
You are fine.  
I am fine.

Repeat the drill using dichán / khâ for phŏm / khráp.

c) Substitution Drill

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>lēsw</td>
<td>khun la khráp</td>
</tr>
<tr>
<td>kháw</td>
<td>lēsw kháw la khráp</td>
</tr>
<tr>
<td>khun</td>
<td>lēsw khun la khráp</td>
</tr>
<tr>
<td>kháw</td>
<td>lēsw kháw la khráp</td>
</tr>
<tr>
<td>khun</td>
<td>lēsw khun la khráp</td>
</tr>
</tbody>
</table>

And you?  
And he?  
And you?  
And they?  
And you?

d) Substitution Drill

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>phŏm</td>
<td>sabaad dii lēsw khun la khráp</td>
</tr>
<tr>
<td>kháw</td>
<td>phŏm sabaad dii lēsw kháw la khráp</td>
</tr>
<tr>
<td>khun</td>
<td>phŏm sabaad dii lēsw khun la khráp</td>
</tr>
<tr>
<td>kháw</td>
<td>phŏm sabaad dii lēsw kháw la khráp</td>
</tr>
<tr>
<td>khun</td>
<td>phŏm sabaad dii lēsw khun la khráp</td>
</tr>
</tbody>
</table>

Repeat the drill using dichán / khâ for phŏm / khráp.
e) Transformation Drill (Change into questions with rŏy)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>khun sabaaajdii</td>
<td>khun sabaaajdii rŏy Are you well?</td>
</tr>
<tr>
<td>khāw sabaaajdii</td>
<td>khāw sabaaajdii rŏy Is she well?</td>
</tr>
<tr>
<td>khun sabaaajdii</td>
<td>khun sabaaajdii rŏy Are you well?</td>
</tr>
<tr>
<td>khāw sabaaajdii</td>
<td>khāw sabaaajdii rŏy Are they well?</td>
</tr>
</tbody>
</table>

f) Dialog Variation Drill

If there are female members of the class, repeat the basic dialog using female pronouns and polite words.

1.4 EXERCISES

a) Each person inquires about the health of the person next to him, to which that person replies that he is fine.

b) The instructor asks each student how he is, and each student replies.

c) Each student asks the instructor how he is, and the instructor responds.

d) The instructor has student A ask student B how student C's health is, to which student B replies that it is good. (The instructor should continue this exercise until every student has asked and responded at least once.)
### THAI BASIC COURSE

1.5 **VOCABULARY**

<table>
<thead>
<tr>
<th>Thai Word</th>
<th>English Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>dichǎn, dichán</td>
<td>I (female speaker)</td>
</tr>
<tr>
<td>dīi</td>
<td>(to be) good</td>
</tr>
<tr>
<td>khâ, hâ</td>
<td>polite particle, <strong>statement</strong> by a female</td>
</tr>
<tr>
<td>khá, há</td>
<td>polite particle, <strong>question</strong> by a female</td>
</tr>
<tr>
<td>khǎw, kháw</td>
<td>he, she; they (third person, singular and plural). It does <strong>not</strong> refer to things.</td>
</tr>
<tr>
<td>khòopkhun</td>
<td>thank you</td>
</tr>
<tr>
<td>khráp, há?, kháp</td>
<td>polite particle, used in statements and questions by males</td>
</tr>
<tr>
<td>khun</td>
<td>you (singular only) polite form</td>
</tr>
<tr>
<td>lâ</td>
<td>question word</td>
</tr>
<tr>
<td>lēēw</td>
<td>and (sentence connective)</td>
</tr>
<tr>
<td>phŏm</td>
<td>I (male speaker)</td>
</tr>
<tr>
<td>rỳy, rỳ, lỳy, lỳ</td>
<td>question word</td>
</tr>
<tr>
<td>sabaajdziī</td>
<td>to feel well, be in <strong>good</strong> health</td>
</tr>
<tr>
<td>sawàtdziī</td>
<td>hello (used for greeting or leavetaking)</td>
</tr>
</tbody>
</table>
THAI BASIC COURSE

LESSON TWO

2.0 BASIC DIALOG: Finding Out Someone's Name

Prabas: sawàtdii khráp
phôm chîy praphâat
khôothôt, khun chîy
araj khráp.
Hello.
My name is Prabas.
Excuse me. What's your
name?

John: phôm chîy coön khráp
My name's John.

Prabas: khôothôt, khun chîy
araj nakhráp
karunaa phûut lik thii,
dâj máj khráp
Excuse me. What's your
name?
Could you please repeat
that?

John: phôm chîy coön khráp
My name's John.
khôothôt, khun praphâat
naamsakun araj khráp
Excuse me, Mr. Prabas
what? (family name)

Prabas: phôm naamsakun rákthaj
khráp
khôothôt, khun coön
naamsakun samít, châj
máj khráp
My family name's Rakthaí.
Excuse me, Mr. John
Smith, isn't it?

NOTE: For female members of the class use Mary (mérsří) and the
appropriate pronouns and particles instead of John. If
the instructor is female, malí may be used instead of
praphâat with appropriate changes.
John:  ม.adj châj khráp        No, it isn't.  
       phôm naamsakun braawn       My family name's Brown.

Prabas:  coon braaw rôkhráp        John Brown, huh?

John:  khráp                  That's right.

2.1 NOTES ON THE DIALOG

a)  chûy means 'name' or 'to be named' but refers only to 
    the first or given name.

b)  naamsakun means 'family or last name'.

c)  khôôthôot means 'excuse me' or 'pardon me' and is used 
    in the same way as the English words.

d)  karunaa means 'please, kindly...' and is followed by a 
    request form.

e)  lik thii 'again' means literally 'an additional time.'

f)  khun is a polite title that may be used with names of 
    either sex. It is normally put before a person's given 
    name, since that is the name that one is usually addressed 
    by in Thailand.

    khun aarii 'Miss Aree', khun thâawoon 'Mr. Thaworn',
    khun nonkhraan 'Mrs. Nongkran'

    khun may be placed before the family names of foreigners, 
    thus khun braawn 'Mr. Brown'.

2.2 GRAMMAR NOTFS

a)  The word  rôj 'what?' occupies the same position in the 
    sentence as the word it refers to:

    Question:  khun chûy arôj    'What's your name?'
    Answer:  phôm chûy coon       'My name's John.'
b) When ฆ่าจ มาย is added to a statement, it becomes a question. It is used when the speaker is seeking confirmation of something. It is very similar in usage to รีว (see 1.2e) which it can replace in many situations.

Question: ฆ่าจ มาย thãawoon, 'Your name's Thaworn,
ฆ่าจ มาย khráp isn't it?

Affirmative response:
ฆ่าจ khráp 'Yes, it is.'

Negative response:
ฆ่าจ มาย khráp 'No, it isn't.'

c) If one wishes to disagree with a question with ชี้ว and give additional information, it can be done in either of the following ways:

Question: ฆ่าจ ชี้ว sômsàk, 'Your name's Somsak,
ฆ่าจ มาย khráp isn't it?'

Negative response 1:
ฆ่าจ มาย khráp 'No, it's not.'
ฆ่าจ ชี้ว prichaa¹ 'My name's Pricha.'
ฆ่าจ มาย sômsàk 'It isn't Somsak.'

Negative response 2:
ฆ่าจ ชี้ว prichaa 'My name's Pricha.'
ฆ่าจ มาย dâj ชี้ว Sômsàk 'I'm not named Somsak.'

Observe that มาย ฆ่าจ can occur before a name (a noun) but not before ชี้ว (a verb). มาย dâj must be used before ชี้ว.

¹Do not use contrastive stress as you would in English ('My name's Prichaa. It isn't Somsak.').
d) Questions ending with รู้ย are normally answered affirmatively with ขอร่าย, which indicates that what the speaker assumed to be true is indeed true.

Question: คุณช่วย prayat รู้ยขอร่าย 'You’re named Prapas?'

Affirmative response:
ขอร่าย 'That’s right.'

The usual negative response to questions with รู้ย is ไม่ช่วย, thus

Question: คุณช่วย priicha 'You’re) Pricha?'

Negative response:
ไม่ช่วยขอร่าย 'No, I’m not.'
(พ่อ... ช่วย... I’m...

If one wishes to register strong disagreement with a รู้ย question, he may respond with ไม่.

Question: ถ้าช่วย priicha 'He’s named Pricha?'

Negative response:
ไม่ขอร้าย, ถ้าไม่ช่วย 'No, he’s not named Pricha. He’s Somsak.'

2.3 GRAMMAR DRILLS

a) Expansion Drills

araj
araj ขอร่าย
ช่วย araj ขอร่าย
khun ชัย อาจ คราป
khośothōt, khun ชัย อาจ คราป
cōn
cōn คราป
chiy cōn คราป
phōm chiy cōn คราป

araj
araj คราป
chiy อาจ คราป
khāw chiy อาจ คราป
dīk
dīk คราป
chiy dīk คราป
khāw chiy dīk คราป

b) Recognition and Familiarization Drills

1. A: khośothōt, khun chiy อาจ คราป
   John: phōm chiy cōn คราป

2. A: khośothōt, khun chiy อาจ คราป
   Mary: dichān chiy mērī khā

3. A: khośothōt, khun chiy อาจ คราป
   Bill: phōm chiy bin คราป

4. A: khośothōt, khun chiy อาจ คราป
   George: phōm chiy cōn คราป

5. A: khośothōt, khun chiy อาจ คราป
   Dick: phōm chiy dīk คราป

1 Whenever masculine pronouns and polite forms occur, the instructor may replace them with the equivalent feminine forms. To save space generally only the masculine forms will be given.
c) **Response Drill**

The teacher asks the question **khun chûy aranj** (What's your name?) and each student responds with **phôm chûy _____** --- (My name is ______.) giving his correct name.

d) **Response Drill**

The teacher has each student address the following question to him: **khun chûy aranj** and the teacher responds with his correct name.

e) **Response Drill**

Teacher asks each student the following question: **khôothoot**, **khun chûy aranj** and each student responds with his correct name. **phôm chûy _____**.

f) **Response Drill**

Pairs of students take turns asking and answering the question: **khôothoot khun chûy aranj**

g) **Response Drill**

Each student asks another student his name using an incorrect name, to which the student responds by giving his correct name.

h) **Response Drill**

The following question is to be asked using the real names of the students:

**Question:** **khun chûy (X), châj máj khráp?**

**Answer:** **châj khráp, phôm chûy (X)**

i) **Response Drill**

**Question:** **khun chûy (X), châj máj khráp**

**Answer:** **mâj châj khráp, phôm chûy (Y)**
j) **Response Drill**

The question following may be used with the correct or incorrect name of the student addressed. The answer given will depend on the question.

**Question:** khun  чъ́у (X), _chart máj khráp

**Answer:** máj /chart khráp,  phôm  чъ́у (Y)

_{chart} khráp,  phôm  чъ́у (X).

Drills h, i, and j, may be repeated with  kĥọ tĥọt preceding each question if desired.

k) **Response Drill**

The teacher has each student address to him the question khun  чъ́у (X), _chart máj using an incorrect name to which he gives the following response:

маж _chart khráп That's not right,

phôm  чъ́у (Y) my name is Y.

маж _chart (X) It isn't X.

or

phôm  чъ́у (Y) My name is Y.

phôm máj dâj чъ́у (X) My name isn't X.

l) **Transformation Drill** (Use actual names of students.)

<table>
<thead>
<tr>
<th>Student 1</th>
<th>Student 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>phôm  чъ́у coon</td>
<td>sawàtdii khráp, khun coon</td>
</tr>
<tr>
<td>dichán  чъ́у meerți</td>
<td>sawàtdii khráp, khun meerți</td>
</tr>
</tbody>
</table>

_or_ sawàtdii khâ, khun meerți
m) **Substitution Drill**

Have the students (in pairs) participate in short dialogs like the model below using their actual names:

S-1: khun chûy araj khráp  What's your name?
S-2: phôm chûy cōon        My name's John.

S-1: cōon rēkhrap          It's John, is it?
   mâj châj côoc rēkhrap    It isn't George?
S-2: mâj châj khráp         No, it isn't.

n) **Expansion Drill**

nakhráp                    (Question)
araj nakhráp                What?
chûy araj nakhráp           What is your name?

nakhráp                    (Question)
araj nakhráp                What?
naamsakun araj nakhráp      What's your family name?

nakhráp                    (Question)
araj nakhráp                What?
wâa araj nakhráp            ...
phûut wâa araj nakhráp      What did (you) say?
khun phûut wâa araj nakhráp What did you say?
o) **Progressive Substitution Drill**

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>khun</td>
<td>chîy araj nakhráp</td>
</tr>
<tr>
<td>kháw</td>
<td>chîy araj nakhráp</td>
</tr>
<tr>
<td>naamsakun</td>
<td>kháw naamsakun araj nakhráp</td>
</tr>
<tr>
<td>khōothōt, khun</td>
<td>khōothōt, khun naamsakun araj nakhráp</td>
</tr>
<tr>
<td>chîy</td>
<td>khun chîy araj nakhráp</td>
</tr>
<tr>
<td>kháw</td>
<td>chîy araj nakhráp</td>
</tr>
<tr>
<td>naamsakun</td>
<td>kháw naamsakun araj nakhráp</td>
</tr>
<tr>
<td>khōothōt, khun</td>
<td>khōothōt, khun naamsakun araj nakhráp</td>
</tr>
<tr>
<td>chîy</td>
<td>khun chîy araj nakhráp</td>
</tr>
</tbody>
</table>

p) **Transformation Drill** (Asking for repetitions)

**MODEL:** Instructor: phôm chîy praphâat khráp

**Student:** khōothōt, khun chîy araj nakhráp

karunaa phûut lik thii, dâj már khráp

**Instructor:** phôm chîy praphâat khráp

**Cue:**
1. kháw chîy pricha.
2. dichán naamsakun kamphuu
3. kháw naamsakun rákthaj
4. phôm chîy sômsâk
q) **Response Drill**

**Affirmative:**  
**Instructor:**  
brawn rěkhráp  
Yes.

**Student:**
khráp  
Yes (It is).

**Negative:**  
**Instructor:**  
brawn rěkhráp  
It's Brown, is it?  
No.

**Student:**  
māj châj khráp  
No (It isn't).

<table>
<thead>
<tr>
<th><strong>Cue</strong></th>
<th><strong>Question</strong></th>
<th><strong>Response</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
<td>chųy coon rěkhráp</td>
<td>khráp</td>
</tr>
<tr>
<td>no</td>
<td>khun thăawcoon rěkhráp</td>
<td>māj châj khráp</td>
</tr>
<tr>
<td>yes</td>
<td>kháw ŗe khráp</td>
<td>khráp</td>
</tr>
<tr>
<td>no</td>
<td>samít ŗe khráp</td>
<td>māj châj khráp</td>
</tr>
<tr>
<td>yes</td>
<td>naamsakun samít rěkhráp</td>
<td>khráp</td>
</tr>
</tbody>
</table>

2.4 **EXERCISES** (Students are to take the roles below:)

a) Mr. Jones meets Mr. Smith on the street. They greet each other and inquire about each other's health.

b) Mr. Wichai meets Miss Nongkhraan and says, 'Excuse me. Isn't your name Absorn'. Miss Nongkhraan says that is not correct but that her correct name is Nongkhraan.

c) Mr. Pricha sees Mr. Wichai and says, 'Hello, Mr. Somsak.' Mr. Wichai says, 'Excuse me.' My name is not Somsak. It's Wichai.'
d) Mr. Smith meets a Thai at the Embassy and says, 'Excuse me. What is your name?' The man says, 'My name is Prichaa. What's yours?' Smith gives his name.

e) Miss Nongkhraan accidentally bumps Mr. Wichai and asks his pardon.

The teacher asks the students to bring in pictures of well-known persons. In class the students ask each other the names of the persons pictured, sometimes intentionally using the incorrect name.

2.5 VOCABULARY

araj what (question word)
lik in addition, more
lik thii again, one more time
bin Bill (name)
braaw(n) Brown (name)
châj to be so, to be it, be the one (meant, intended)
châj máj Isn't it so? Isn't it the one?
chûy name, to be named
côc George (name)
coon John (name)
dâj máj Can (you)? Could (you)? Are (you) able to?
dîk Dick (name)
kamphuu Kambhu (Thai family name)
karunaa please, kindly
khôothôot excuse me
khun Mr., Mrs., Miss (a polite title)
malí Malee (Thai girl's name)
mâj châj It is not so. It is not the one (meant). (Negative response)
<table>
<thead>
<tr>
<th>Thai Word</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>măj, máj</td>
<td>question word</td>
</tr>
<tr>
<td>mœerîi</td>
<td>Mary (name)</td>
</tr>
<tr>
<td>na, ná</td>
<td>particle used to make the question sound less abrupt</td>
</tr>
<tr>
<td>naamsakun</td>
<td>family name</td>
</tr>
<tr>
<td>phûut</td>
<td>to speak, talk, say</td>
</tr>
<tr>
<td>plàaw</td>
<td>No (it isn't so). Particle indicating strong disagreement with the information content of the question</td>
</tr>
<tr>
<td>praphâat</td>
<td>Prabas (Thai male first name)</td>
</tr>
<tr>
<td>prichaa</td>
<td>Pricha (Thai male first name)</td>
</tr>
<tr>
<td>râkthaj</td>
<td>Rakthai (Thai family name)</td>
</tr>
<tr>
<td>samít</td>
<td>Smith (name)</td>
</tr>
<tr>
<td>thâawoon</td>
<td>Thaworn (Thai male first name)</td>
</tr>
<tr>
<td>thii</td>
<td>instance, case, time</td>
</tr>
<tr>
<td>wâa</td>
<td>that (when used with verbs like phûut)</td>
</tr>
</tbody>
</table>
CLASSROOM EXPRESSIONS

phûut lik thîi
Please repeat.

phûut taam phôm/dichăn
Please repeat after me.

faŋ
Please listen.

khun phûut phît
You said it wrong.

khun phûut thûuk lêêw
You said it right.

lœôh phûut lik thîi
Try to say it.

sîaŋ khun phît
Your tone is wrong.

sîaŋ khun thûuk
Your tone is right.

phûut phaasãa thaj
Please speak in Thai.

jàa phûut phaasãa ankût
Don`t speak English.

phûut phróom kan
Please say it in chorus

tôop thîi la khon
Answer one at a time.

phûut dan dan nòoj
Speak louder.

pèet nànsûy
Open your book.

pît nànsûy
Close your book.

jàa duu nànsûy
Don`t look at your book.
LESSON THREE

3.0 BASIC DIALOG: Identifying Objects

A: khun mîi phûenthîî mâj khrâp
B: mîi khrâp
   Do you have a map?
   I do.
A: dîi mâj khrâp
B: dîi khrâp
   Is it good?
   It's good.
A: nîî araj khrâp
B: nân rûup khrâp
   What's this?
   That's a picture.
A: rûup araj khrâp
B: rûup wât khrâp
   A picture of what?
   A picture of a temple.
A: sûaj mâj khrâp
B: sûaj khrâp
   Is it pretty?
   It's pretty.
A: lêsw nîî rîak wâa araj khrâp
B: rîak wâa nâatâan khrâp
A: khîothôot, jàa pêêt nâatâan
    khrâp
   And what's this called?
   It's called a 'window'.
   Excuse me. Don't open
   the window.
B: khîothôot, khun phûut wâa
   araj khrâp
   Excuse me. What did
   you say?
   phôm mâj khâwcaj
   I didn't understand.
   karunaa phûut chàa chàa nîîo,j,
   Could you please speak
   dâj mâj khrâp
   slowly.
   A: phôm phûut wâa jàa pêêt
   nâatâan
   I said, 'Don't open
   the window.'

NOTE: The instructor should have the objects referred to
before him and should point to them when necessary.
3.1 NOTES ON THE DIALOG

a) wát is used to refer to the Buddhist temple compound. This includes the temple and other related buildings in the compound (usually fenced in with a gate). It may be translated as 'church, etc.' when referring to places of worship for other religions.

b) năaw means 'cold' when referring to the weather or a person's feeling about the weather.

c) cháa means 'slow(ly)'. It is repeated for emphasis.

d) nîi refers to a place near the speaker; nân away from the speaker; and nôn, still farther away from the speaker, but within view.

3.2 GRAMMAR NOTES

a) dîi, sŭaj, năaw, and rón are called stative verbs in Thai. They can be translated as 'to be good!', 'to be pretty!', 'to be cold!', and 'to be hot!'.

b) When the meaning is clear the subject of the sentence may be omitted, thus:

Question: mîi tô mâj khráp Do (you) have a table?
Answer: mîi khráp (I) do.

c) A negative sentence is formed by repeating mâj before the main verb:

mâj mîi 'don't have'

mâj dîi '(is) not good!', etc.

d) mâj (in slow speech mâj) is a question word that is used when a simple YES or NO answer is expected. The affirmative answer is a repetition of the main verb:

Question: mîi nàŋsỳy mâj khráp Do you have a book?
Answer: mîi khráp I do.
In the negative answer māj is repeated before the main verb:

Question:  mîi nayšy māj  Do you have a book?
Answer:  māj mîi khráp  (No) I don't.

e) There is no distinction in form between the singular and plural of nouns in Thai, thus tó means 'a table' or 'tables' (in general).

However, plurality in general may be indicated by other forms in the Noun Phrase, thus:

    tó dîi dîi
'some good tables'

where repeating the stative verb dîi serves this purpose.

f) When jáa 'don't' is repeated before a command or request form, it is changed into a negative command or request:

        pâet pratu khráp  Open the door.
    jáa pâet pratu khráp  Don't open the door.

g) After verbs like phûut 'to say', rîak 'to be called', etc. wâa must be used.

       _phôm phûut wâa jáa pâet pratu  'I said, "Don't open the door."'

h) When nîi 'this', nân 'that', or nôn 'that one over there' is the subject, the sentence has no verb expressed.

        nîi tó  'This (is) a table.'

(Note: In rather formal usage khyy 'to be' could be used.)

i) When Yes-No type questions are asked in the negative, rîy is the question word used. māj can not be used.
Negative question:
\texttt{roontian \textit{m\`{a}j} di\textit{i} r\'{y}y} \quad 'Isn't the school any good?'

Confirmatory response:
\text{kh\textit{r}áp} \quad 'No, it isn't.'

Since \textit{kh\textit{r}áp} is used to indicate that the information in the question is correct, and the information was given in the negative, it must be translated as 'No, it isn't.' \textit{plàaw} as a response would indicate that the information in the question was incorrect, and it would be translated something like 'On the contrary'. \textit{plàaw} is usually followed by a sentence giving the correct information:

Negative question:
\texttt{aah\textit{h}an \textit{m\`{a}j} di\textit{i} \textit{r\textk{e}khr\textit{r}áp}} \quad 'The food isn't any good, huh?'

Contradictory response:
\texttt{plàaw \textit{kh\textit{r}áp, di\textit{i}}} \quad 'On the contrary it's good.'

3.3 GRAMMAR DRILLS

a) \textbf{Substitution Drill}

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
<th>What's that?</th>
</tr>
</thead>
<tbody>
<tr>
<td>nân</td>
<td>nân araj kh\textit{r}áp</td>
<td></td>
</tr>
<tr>
<td>nôn</td>
<td>nôn araj kh\textit{r}áp</td>
<td></td>
</tr>
<tr>
<td>nûi</td>
<td>nûi araj kh\textit{r}áp</td>
<td></td>
</tr>
<tr>
<td>nân</td>
<td>nân araj kh\textit{r}áp</td>
<td></td>
</tr>
<tr>
<td>nôn</td>
<td>nôn araj kh\textit{r}áp</td>
<td></td>
</tr>
<tr>
<td>nûi</td>
<td>nûi araj kh\textit{r}áp</td>
<td></td>
</tr>
<tr>
<td>nân</td>
<td>nân araj kh\textit{r}áp</td>
<td></td>
</tr>
</tbody>
</table>

23
b) **Recognition and Familiarization Drill**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) น่าน อาเรจ ข่างพรำ</td>
<td>น่าน รกหวู ข่างพรำ 'door'</td>
</tr>
<tr>
<td>2) น่าน อาเรจ ข่างน่าต้าง ข่างพรำ</td>
<td>น่าน รกหวู ข่างพรำ 'window'</td>
</tr>
<tr>
<td>3) น่าน อาเรจ ข่างพรำ ต้อ ข่างพรำ</td>
<td>'table'</td>
</tr>
<tr>
<td>4) น่าน อาเรจ ข่างพรำ น่างสี้ย ข่างพรำ</td>
<td>'book'</td>
</tr>
<tr>
<td>5) น่าน อาเรจ ข่างพรำ สมูต ข่างพรำ</td>
<td>'notebook'</td>
</tr>
<tr>
<td>6) น่าน อาเรจ ข่างพรำ ภังค์ทิว ข่างพรำ</td>
<td>'map'</td>
</tr>
<tr>
<td>7) น่าน อาเรจ ข่างพรำ คราแฉมแอม ข่างพรำ</td>
<td>'blackboard'</td>
</tr>
<tr>
<td>8) น่าน อาเรจ ข่างพรำ ดินส์โอ ข่างพรำ</td>
<td>'pencil'</td>
</tr>
<tr>
<td>9) น่าน อาเรจ ข่างพรำ ผักก้า ข่างพรำ</td>
<td>'pen'</td>
</tr>
</tbody>
</table>

**Note:** The instructor points at the object referred to during the drill.

c) **Response Drill**

While pointing at the objects referred to in Drill b, the instructor asks questions and the students respond as in the following example:

**Instructor:** นี่อาเรจ ข่างพรำ  **Student:** น่าน น่างสี้ย ข่างพรำ

d) **Recognition and Familiarization Drill**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) น่าน รกหว่า อาเรจ ข่างพรำ</td>
<td>รกหวู ข่างพรำ</td>
</tr>
<tr>
<td>2) นี่ รกหว่า อาเรจ ข่างพรำ</td>
<td>น่างสี้ย ข่างพรำ</td>
</tr>
<tr>
<td>3) นอง รกหว่า อาเรจ ข่างพรำ</td>
<td>คราแฉมแอม ข่างพรagram</td>
</tr>
<tr>
<td>4) นี่ รกหว่า อาเรจ ข่างพรำ</td>
<td>ต้อ ข่างพรagram</td>
</tr>
<tr>
<td>5) น่าน รกหว่า อาเรจ ข่างพรำ</td>
<td>น้าลิค้า ข่างพรagram</td>
</tr>
<tr>
<td>6) นี่ รกหว่า อาเรจ ข่างพรำ</td>
<td>ผักก้า ข่างพรagram</td>
</tr>
<tr>
<td>7) นี่ รกหว่า อาเรจ ข่างพรagram</td>
<td>ค่วยี ข่างพรagram</td>
</tr>
</tbody>
</table>

**Note:** The instructor points at the object referred to during the drill.
e) **Response Drill**

While pointing at the objects in Drill d, the instructor asks questions and the students respond as in the following example:

**Instructor:** น่าน ริ๊ก ว่าา อาระจ .krhap

**Student:** น่าน ริ๊ก ว่าา  kradaandam krhap

**What’s that called?**

**That’s a blackboard.**

f) **Substitution Response Drill**

The instructor points at one of the objects previously named, and two students carry on an exchange like the following:

**Instructor:** (Pointing at the door of the classroom)

**Student 1:** น่าน ริ๊ก ว่าา อาระจ krhap

**Student 2:** pratuu krhap

**Student 1:** (น่าน) ริ๊ก ว่าา pratuu rikhrap

**Student 2:** krhap

g) **Substitution Drill**

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
<th>Do you have a...</th>
</tr>
</thead>
<tbody>
<tr>
<td>khun mii</td>
<td>ภพฑิฆ์ ม้จร krhap</td>
<td>map</td>
</tr>
<tr>
<td>náns̄̄y</td>
<td>khun mii นังษ์ย ม้จร krhap</td>
<td>book</td>
</tr>
<tr>
<td>samùt</td>
<td>khun mii samùt ม้จร krhap</td>
<td>notebook</td>
</tr>
<tr>
<td>dins̄̄o</td>
<td>khun mii dins̄̄o ม้จร krhap</td>
<td>pencil</td>
</tr>
<tr>
<td>naalikaa</td>
<td>khun mii naalikaa ม้จร krhap</td>
<td>watch</td>
</tr>
<tr>
<td>bur̪̄i</td>
<td>khun mii bur̪̄i ม้จร krhap</td>
<td>cigarette</td>
</tr>
<tr>
<td>นีน</td>
<td>khun mii นีน ม้จร krhap</td>
<td>money</td>
</tr>
<tr>
<td>náns̄̄yphim</td>
<td>khun mii นังษ์ยปักษ์ ม้จร krhap</td>
<td>newspaper</td>
</tr>
<tr>
<td>kradàat</td>
<td>khun mii kradàat ม้จร krhap</td>
<td>paper</td>
</tr>
</tbody>
</table>
h) Response Drill

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
<td>khun mii náŋsýy māj khráp</td>
<td>mii khráp</td>
</tr>
<tr>
<td>no</td>
<td>khun mii kradàat māj khráp</td>
<td>mâj mii khráp</td>
</tr>
<tr>
<td>yes</td>
<td>khun mii samùt māj khráp</td>
<td>mii khráp</td>
</tr>
<tr>
<td>no</td>
<td>khun mii dinsǒo māj khráp</td>
<td>mâj mii khráp</td>
</tr>
<tr>
<td>yes</td>
<td>khun mii phέşnthīi māj khráp</td>
<td>mii khráp</td>
</tr>
<tr>
<td>no</td>
<td>khun mii burīi māj khráp</td>
<td>mâj mii khráp</td>
</tr>
<tr>
<td>no</td>
<td>khun mii rûup māj khráp</td>
<td>mâj mii khráp</td>
</tr>
</tbody>
</table>

i) Response Drill

<table>
<thead>
<tr>
<th>Cue</th>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
<td>kháw dìi māj</td>
<td>dìi khráp</td>
</tr>
<tr>
<td>no</td>
<td>kháw dìi māj</td>
<td>mâj dìi khráp</td>
</tr>
<tr>
<td>yes</td>
<td>roonrian dìi māj</td>
<td>dìi khráp</td>
</tr>
<tr>
<td>no</td>
<td>khun róon māj</td>
<td>mâj róon khráp</td>
</tr>
<tr>
<td>yes</td>
<td>aakàat nǎaw māj</td>
<td>nǎaw khráp</td>
</tr>
<tr>
<td>no</td>
<td>aahşan dìi māj</td>
<td>mâj dìi khráp</td>
</tr>
<tr>
<td>yes</td>
<td>rûup sǔaj māj</td>
<td>sǔaj khráp</td>
</tr>
<tr>
<td>no</td>
<td>náŋsýy dìi māj</td>
<td>mâj dìi khráp</td>
</tr>
</tbody>
</table>

j) Substitution Drill

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>phέşnthīi dìi māj</td>
<td>Is the map good?</td>
</tr>
<tr>
<td>náŋsýy</td>
<td>náŋsýy dìi māj</td>
<td>Is the book good?</td>
</tr>
<tr>
<td>kháw</td>
<td>kháw dìi māj</td>
<td>Is he good?</td>
</tr>
<tr>
<td>roonrian</td>
<td>roonrian dìi māj</td>
<td>Is the school good?</td>
</tr>
<tr>
<td>khruuu</td>
<td>khruuu dìi māj</td>
<td>Is the teacher good?</td>
</tr>
<tr>
<td>pàakkaa</td>
<td>pàakkaa dìi māj</td>
<td>Is the pen good?</td>
</tr>
</tbody>
</table>
THAI BASIC COURSE

dinsǒo  dinsǒo dii máj  Is the pencil good?
kradaandum  kradaandum dii máj  Is the blackboard good?
nalikaa  nalikaa dii máj  Is the watch good?
kradàat  kradàat dii máj  Is the paper good?
aahāan  aahāan dii máj  Is the food good?

k)  Progressive Substitution Drill

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>nāaw</td>
<td>aakàat dii</td>
<td>The weather's good.</td>
</tr>
<tr>
<td>phǒm</td>
<td>aakàat nāaw</td>
<td>The weather's cold.</td>
</tr>
<tr>
<td>khāw</td>
<td>phǒm nāaw</td>
<td>I'm cold.</td>
</tr>
<tr>
<td>sūaj</td>
<td>khāw nāaw</td>
<td>They're cold.</td>
</tr>
<tr>
<td>rùup</td>
<td>khāw sūaj</td>
<td>They're pretty.</td>
</tr>
<tr>
<td>pàakkaa</td>
<td>rùup sūaj</td>
<td>The picture's pretty.</td>
</tr>
<tr>
<td>dii</td>
<td>pàakkaa dii</td>
<td>The pen's pretty.</td>
</tr>
<tr>
<td>aahāan</td>
<td>pàakkaa dii</td>
<td>The pen's good.</td>
</tr>
<tr>
<td>róon</td>
<td>aahāan dii</td>
<td>The food's good.</td>
</tr>
<tr>
<td>khāw</td>
<td>aahāan róon</td>
<td>The food's hot.</td>
</tr>
<tr>
<td>dii</td>
<td>khāw róon</td>
<td>He's hot.</td>
</tr>
<tr>
<td></td>
<td>khāw dii</td>
<td>He's good.</td>
</tr>
</tbody>
</table>

1)  Transformation Drill  (Change statements into questions)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>roonriyan dii</td>
<td>roonriyan dii máj</td>
</tr>
<tr>
<td>rùup sūaj</td>
<td>rùup sūaj máj</td>
</tr>
<tr>
<td>wát sūaj</td>
<td>wát sūaj máj</td>
</tr>
<tr>
<td>aakàat nāaw</td>
<td>aakàat nāaw máj</td>
</tr>
<tr>
<td>aahāan dii</td>
<td>aahāan dii máj</td>
</tr>
<tr>
<td>khun róon</td>
<td>khun róon máj</td>
</tr>
</tbody>
</table>
m) **Transformation Drill** (Change statements into the negative)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>roongrian dii</td>
<td>roongrian māj dii</td>
</tr>
<tr>
<td>aakàat nāaw</td>
<td>aakàat māj nāaw</td>
</tr>
<tr>
<td>kháw róon</td>
<td>kháw māj róon</td>
</tr>
<tr>
<td>aahšan dii</td>
<td>aahšan māj dii</td>
</tr>
<tr>
<td>rûup sūaj</td>
<td>rûup māj sūaj</td>
</tr>
<tr>
<td>khruu dii</td>
<td>khruu māj dii</td>
</tr>
</tbody>
</table>

n) **Transformation Drill** (Change from Negative Statement to Negative Question)

<table>
<thead>
<tr>
<th>Negative Statement</th>
<th>Negative Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. roongrian māj dii</td>
<td>roongrian māj dii rûy</td>
</tr>
<tr>
<td>2. aakùat māj nāaw</td>
<td>aakùat māj nāaw rûy</td>
</tr>
<tr>
<td>3. kháw māj róon</td>
<td>kháw māj róon rûy</td>
</tr>
<tr>
<td>4. rûup māj sūaj</td>
<td>rûup māj sūaj rûy</td>
</tr>
<tr>
<td>5. khruu māj dii</td>
<td>khruu māj dii rûy</td>
</tr>
</tbody>
</table>

o) **Transformation Drill** (Change the statements into questions)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>kháw dii</td>
<td>kháw dii māj khráp</td>
</tr>
<tr>
<td>kháw māj dii</td>
<td>kháw māj dii rĕ khráp</td>
</tr>
<tr>
<td>kháw róon</td>
<td>kháw róon māj khráp</td>
</tr>
<tr>
<td>aahšan māj róon</td>
<td>aahšan māj róon rĕkhráp</td>
</tr>
<tr>
<td>rûup māj sūaj</td>
<td>rûup māj sūaj rĕkhráp</td>
</tr>
<tr>
<td>roongrian dii</td>
<td>roongrian dii māj khráp</td>
</tr>
<tr>
<td>khruu dii</td>
<td>khruu dii māj khráp</td>
</tr>
<tr>
<td>phěnthīi māj dii</td>
<td>phěnthīi māj dii rĕkhráp</td>
</tr>
<tr>
<td>aahšan māj dii</td>
<td>aahšan māj dii rĕkhráp</td>
</tr>
<tr>
<td>kháw sūaj</td>
<td>kháw sūaj māj khráp</td>
</tr>
</tbody>
</table>
p) **Response Drill**

Students will indicate they are in agreement with the instructor's questions.

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) naalikaa dii rŏkhráp</td>
<td>khráp (dii)</td>
</tr>
<tr>
<td>2) roongrian mâj dii rŏkhráp</td>
<td>khráp (mâj dii)</td>
</tr>
<tr>
<td>3) khun năaw rŏkhráp</td>
<td>khráp (năaw)</td>
</tr>
<tr>
<td>4) aahăn mâj dii rŏkhráp</td>
<td>khráp (mâj dii)</td>
</tr>
<tr>
<td>5) rûup sŭaj rŏkhráp</td>
<td>khráp (sŭaj)</td>
</tr>
</tbody>
</table>

q) **Response Drill**

Students will indicate they are in strong disagreement with the instructor's question.

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) naalikaa dii rŏkhráp</td>
<td>plàaw khráp (mâj dii)</td>
</tr>
<tr>
<td>2) roongrian mâj dii rŏkhráp</td>
<td>plàaw khráp (dii)</td>
</tr>
<tr>
<td>3) khun năaw rŏkhráp</td>
<td>plàaw khráp (mâj năaw)</td>
</tr>
<tr>
<td>4) aahăn mâj dii rŏkhráp</td>
<td>plàaw khráp (dii)</td>
</tr>
<tr>
<td>5) rûup sŭaj rŏkhráp</td>
<td>plàaw khráp (mâj sŭaj)</td>
</tr>
</tbody>
</table>

r) **Transformation Drill** (Change the sentences into Noun Phrases - Noun + Modifier).

<table>
<thead>
<tr>
<th>Sentence</th>
<th>BECOMES</th>
<th>Noun Phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>nánsyỳ dii</td>
<td>nánsyỳ dii dii</td>
<td>'The book(s) is/are good.'</td>
</tr>
<tr>
<td></td>
<td></td>
<td>'(some) good books'</td>
</tr>
<tr>
<td>1) phĕnthîl dii</td>
<td>phĕnthîl dii dii</td>
<td></td>
</tr>
<tr>
<td>2) aahăn dii</td>
<td>aahăn dii dii</td>
<td></td>
</tr>
<tr>
<td>3) pàakkaa dii</td>
<td>pàakkaa dii dii</td>
<td></td>
</tr>
</tbody>
</table>
4) roønrián dìì  
5) rûup súaj  
6) khruu dìì  

s) Expansion Drill

The instructor has the students give an expanded form of the noun; for example, pàakkaa becomes pàakkaa dìì dìì, etc.

<table>
<thead>
<tr>
<th>Cue</th>
<th>Expanded Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>khun mìì pàakkaa mâj</td>
<td>khun mìì pàakkaa dìì dìì mâj</td>
</tr>
<tr>
<td>khun mìì dinsõo mâj</td>
<td>khun mìì dinsõo dìì dìì mâj</td>
</tr>
<tr>
<td>khun mìì khruu mâj</td>
<td>khun mìì khruu dìì dìì mâj</td>
</tr>
<tr>
<td>khun mìì roønrián mâj</td>
<td>khun mìì roønrián dìì dìì mâj</td>
</tr>
<tr>
<td>khun mìì phûan mâj</td>
<td>khun mìì phûan dìì dìì mâj</td>
</tr>
<tr>
<td>khun mìì rûup mâj</td>
<td>khun mìì rûup dìì dìì mâj</td>
</tr>
<tr>
<td>khun mìì nánsûy mâj</td>
<td>khun mìì nánsûy dìì dìì mâj</td>
</tr>
</tbody>
</table>

r) Substitution Drill

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern (Request Form)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>pøet pratuu khráp Open the door.</td>
</tr>
<tr>
<td>nánsûy</td>
<td>pøet nánsûy khráp Open (your) book(s).</td>
</tr>
<tr>
<td>faj</td>
<td>pøet faj khráp Turn on the lights.</td>
</tr>
<tr>
<td>nátaaâñ</td>
<td>pøet nátaaâñ khráp Open the window.</td>
</tr>
<tr>
<td>samût</td>
<td>pøet samût khráp Open (your) notebook.</td>
</tr>
<tr>
<td>pratuu</td>
<td>pøet pratuu khráp Open the door.</td>
</tr>
</tbody>
</table>

Note to the instructor: Have the students perform some of the actions referred to above.
u) **Transformation Drill** (Change the request forms into the negative.)

<table>
<thead>
<tr>
<th>Request Form</th>
<th>Negative Request Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>pèet nàatàaan khráp</td>
<td>jàa pèet nàatàaan khráp</td>
</tr>
<tr>
<td>plít faj khráp</td>
<td>jàa plít faj khráp</td>
</tr>
<tr>
<td>duu nánsỳy khráp</td>
<td>jàa duu nánsỳy khráp</td>
</tr>
<tr>
<td>duu naalikaa khráp</td>
<td>jàa duu naalikaa khráp</td>
</tr>
<tr>
<td>plít pratuu khráp</td>
<td>jàa plít pratuu khráp</td>
</tr>
</tbody>
</table>

v) **Transformation Drill** (Change the sentences below to others having similar meaning, egs. don't open: close.)

<table>
<thead>
<tr>
<th>Pattern 1</th>
<th>Pattern 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>jàa pèet nánsỳy</td>
<td>plít nánsỳy</td>
</tr>
<tr>
<td>jàa pèet pratuu</td>
<td>plít pratuu</td>
</tr>
<tr>
<td>plít faj</td>
<td>jàa pèet faj</td>
</tr>
<tr>
<td>plít nàatàaan</td>
<td>jàa pèet nàatàaan</td>
</tr>
</tbody>
</table>

Drills t, u, and v may be repeated with karunaa 'kindly' or pròot 'please' before the affirmative and negative request forms. This will result in more polite forms.

1) jàa plít pratuu becomes karunaa jàa plít pratuu
2) pèet faj becomes pròot pèet faj

The forms with karunaa, can be made even more formal and polite by adding dâj mài khráp:

1) plít pratuu becomes karunaa plít pratuu (nòoj), dâj mài khráp 'Would you be so kind as to close the door'.
w) Response Drill

The instructor asks the question: khun phûut wâa araj khrâp 'What did you say?' and gives the cue sentences. The student combines phôm phûut wâa... 'I said' with the cue sentence.

<table>
<thead>
<tr>
<th>Cue</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>jàa pèet nâatâan</td>
<td>phôm phûut wâa jàa pèet nâatâan</td>
</tr>
<tr>
<td>jàa duu nánsyî</td>
<td>phôm phûut wâa jàa duu nánsyî</td>
</tr>
<tr>
<td>pît nánsyî</td>
<td>phôm phûut wâa pît nánsyî</td>
</tr>
<tr>
<td>phûut taam khruu</td>
<td>phôm phûut wâa phûut taam khruu</td>
</tr>
<tr>
<td>(phûut taam 'repeat after')</td>
<td></td>
</tr>
<tr>
<td>phûut cháacháa nôcç</td>
<td>phôm phûut wâa phûut cháacháa cháacháa nôcç</td>
</tr>
<tr>
<td>phôm nâaw</td>
<td>phôm phûut wâa phôm nâaw</td>
</tr>
</tbody>
</table>

3.4 Exercises

a) Find out from some of the other students or the instructor what the names of some of the objects in the classroom are.

b) Ask some of the other students or the instructor about their possessions (i.e. what they have).

c) Get an opinion (whether something is 'good' or 'beautiful') about some of the objects in the room.

d) Tell another student that you are either cold, beautiful, or hot and find out if he (or she) is hot, beautiful, or cold.

e) Ask another student to perform certain acts (close the door, etc.) for you. Use different kinds of request forms.

f) Ask another student not to do certain things.
g) The instructor asks a student if he has a (watch, etc.). If the student says he does have a (watch, etc.), the instructor says, 'This is your (watch, etc.), isn't it? (pointing at a watch). The student responds to the question.

3.5 VOCABULARY

<table>
<thead>
<tr>
<th>Thai</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>aakāat</td>
<td>weather, air</td>
</tr>
<tr>
<td>aahāan</td>
<td>food</td>
</tr>
<tr>
<td>burīi</td>
<td>cigarette</td>
</tr>
<tr>
<td>cháa</td>
<td>slow(ly)</td>
</tr>
<tr>
<td>dinsō</td>
<td>pencil</td>
</tr>
<tr>
<td>duu</td>
<td>to look at</td>
</tr>
<tr>
<td>faj (fāa)</td>
<td>electric light, electricity</td>
</tr>
<tr>
<td>kāwīi</td>
<td>chair</td>
</tr>
<tr>
<td>khâwcaj</td>
<td>to understand</td>
</tr>
<tr>
<td>khruu</td>
<td>teacher</td>
</tr>
<tr>
<td>kradaandam</td>
<td>blackboard</td>
</tr>
<tr>
<td>kràat</td>
<td>paper</td>
</tr>
<tr>
<td>jàa</td>
<td>don't (negative request form)</td>
</tr>
<tr>
<td>mîi</td>
<td>to have</td>
</tr>
<tr>
<td>naalikaa</td>
<td>watch, clock</td>
</tr>
<tr>
<td>nâatàan</td>
<td>window</td>
</tr>
<tr>
<td>nàaw</td>
<td>(to be) cold</td>
</tr>
<tr>
<td>nân</td>
<td>that (one), there</td>
</tr>
<tr>
<td>náŋsǐyphim</td>
<td>newspaper</td>
</tr>
<tr>
<td>nīi</td>
<td>this (one), here</td>
</tr>
<tr>
<td>nǒon</td>
<td>that (one) over there, over there</td>
</tr>
<tr>
<td>nòoj</td>
<td>here nòoj is used to make the request less abrupt</td>
</tr>
<tr>
<td>ñeén</td>
<td>money</td>
</tr>
<tr>
<td>Thai Word</td>
<td>English Translation</td>
</tr>
<tr>
<td>-----------</td>
<td>-------------------</td>
</tr>
<tr>
<td>pàakkaa</td>
<td>pen</td>
</tr>
<tr>
<td>pèêt</td>
<td>to open, turn on (lights)</td>
</tr>
<tr>
<td>pit</td>
<td>to close, turn off (lights)</td>
</tr>
<tr>
<td>phēnthîi</td>
<td>map</td>
</tr>
<tr>
<td>phûut</td>
<td>to say, speak</td>
</tr>
<tr>
<td>phûut taam</td>
<td>to repeat after</td>
</tr>
<tr>
<td>phûan</td>
<td>friend</td>
</tr>
<tr>
<td>pratuu</td>
<td>door, gate</td>
</tr>
<tr>
<td>pròot</td>
<td>please (request form)</td>
</tr>
<tr>
<td>rîak wâa</td>
<td>to be called</td>
</tr>
<tr>
<td>roongrian</td>
<td>school</td>
</tr>
<tr>
<td>róon</td>
<td>to be hot (temperature)</td>
</tr>
<tr>
<td>rûup</td>
<td>picture</td>
</tr>
<tr>
<td>samût</td>
<td>notebook</td>
</tr>
<tr>
<td>sũaj</td>
<td>(to be) pretty, beautiful</td>
</tr>
<tr>
<td>tó</td>
<td>table, desk</td>
</tr>
<tr>
<td>wát</td>
<td>temple, temple compound</td>
</tr>
</tbody>
</table>

34
4.0 BASIC DIALOG: Establishing Identity and Ownership of Objects.

A: ชูอาจ โสอง หนังสือ เล่มหนึ่ง
    จงให้เข้าหนึ่ง เจ้ามีหนังสือ

B: ได้หนังสือ
    หนังสือเล่มหนึ่งดีไหม
    คุณใครค่ะ หนังสือ

A: คุณเพื่อนนี้ หนังสือ

B: เพื่อนนี้ ครูภูพนิธารค่ะ

A: (เรียกชื่อ) คุณหนังสือ

B: คุณนายชื่อนี้คุณหนังสือ

A: คุณน้องหนังสือ

B: เลือกนั้น คนหนังสือ

A: พูดคุยรู้พูดคุยหนังสือ

B: พูดคุยหนังสือ

A: น่าประทับ รู้พูดคุยหนังสือ

B: ครูรู้ค่า หน้าหนึ่งมีหนังสือ

A: รู้ค่าหนังสือ

B: หน้าหนึ่งคุณหนังสือ

A: หน้าหนึ่งเพื่อนนี้ หนังสือ

Could you hand me that book?

Yes.

This book is good.

Whose is it?

A friend of mine.

What's your friend's name?

His name's John.

Which person is named John?

That person over there.

Then who's (that) there?

The woman or the man?

The man.

That's a student.

Do you know him?

Yes, I do.

Who is he?

He's my friend.
4.1 GRAMMAR NOTES

a) The following type of construction is used to indicate the number of items when referring to concrete nouns:

\[
\text{Noun} \quad + \quad \text{Number} \quad + \quad \text{Unit Classifier}^1
\]

<table>
<thead>
<tr>
<th>Noun</th>
<th>Number</th>
<th>Unit Classifier</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>น้ำสั้น</td>
<td>ส่อน</td>
<td>ล่อม</td>
<td>'two books'</td>
</tr>
<tr>
<td>นักเรียน</td>
<td>ส่อน</td>
<td>ขอน</td>
<td>'two students'</td>
</tr>
<tr>
<td>กวี</td>
<td>ส่อน</td>
<td>ตูา</td>
<td>'two chairs'</td>
</tr>
</tbody>
</table>

When specifying a particular noun in a class, the following type of construction is used:

\[
\text{Noun} \quad + \quad \text{Unit Classifier} \quad + \quad \text{Determiner}
\]

<table>
<thead>
<tr>
<th>Noun</th>
<th>Unit Classifier</th>
<th>Determiner</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ผยาน</td>
<td>ขอน</td>
<td>น่าน</td>
<td>'That friend'</td>
</tr>
<tr>
<td>สัมพันธ์</td>
<td>ล่อม</td>
<td>นิ่ม</td>
<td>'This notebook'</td>
</tr>
<tr>
<td>ปากก้าา</td>
<td>ด้าม</td>
<td>น้ำจิ</td>
<td>'which pen?'</td>
</tr>
</tbody>
</table>

A unit classifier is one of a special class of nouns which are used in constructions to enumerate or specify concrete nouns. There are about 200 unit classifiers in Thai, and each of them is normally used with a large number of concrete nouns of very different meanings.

Since the unit classifier must be used in any situation in which you wish to indicate the number of items (of concrete nouns) or wish to specify a particular item out of a group (of concrete nouns), you will have to learn which unit classifier is used with each noun. Since there is usually no obvious connection between the classifier and its Noun, using the correct one will be a matter of having learned it.

There are a few classifiers for which noun reference is relatively predictable:

---

### Unit Classifier | Noun Reference
--- | ---
khon | People (professions and positions held by people)
tua | animals, objects with arms and legs
phèen | flat objects
baj | containers
thên | sticks

b) After a noun has been mentioned or otherwise identified, Classifier+Determiner or Number+Classifier can replace it in sentences following immediately:

1) A: **nî1 nânsîy 2 lêm**
   \[\text{x} \]
   \[\text{lêm nâj khǒñ khun} \text{x}\]
   'Here are 2 books. Which is yours?'

   B: **lêm nán khráp**
   'That one!'

2) A: **mî1 nânsîy mài**
   \[\text{x}\]

   B: **mî1 sôñ lêm khráp**
   'I have two.'

The classifier functions like a substitute word here, but it can not occur without either a number before it or a determiner after it.

c) khǒñ 'of' or 'belonging to' is used to indicate 'possession'. It occurs after the thing possessed and before the possessor. Its occurrence in the Noun Phrase is optional when the head noun (thing possessed) is present, thus:

nânsîy khǒñ khâw     'his book'
or น่ากษ์ย์ ข้าว  'his book'

but the occurrence of ข้าว is obligatory when the head noun is not present, thus:

ข้าว ข้าว  'his'

The head noun can be omitted only after it has been identified since ข้าว ข้าว acts as a replacement for the whole Noun Phrase.

d) ข้าว like อะไร (see 2.2a) has the same position in the sentence as the noun it refers to, thus:

Question: ข้าว ป็น ข้าว (lit: he is who)  What is he?
Answer: ข้าว ป็น ภักษา ผู้มี 'He's my friend.'

Question: คุณ คือนั่น ป็น ข้าว (lit: John is who)  What is John?
Answer: คุณ คือนั่น ป็น ครู ผู้มี 'John's my teacher.'

When the main verb in the sentence is ป็น, ข้าว normally occurs in the predicate. Observe that it may be translated 'what' in some situations.

e) The verb 'to be' is translated differently according to its subject and complement. Observe the following examples:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Complement</th>
</tr>
</thead>
<tbody>
<tr>
<td>นิ้ว</td>
<td>(khyy)</td>
<td>ภักษา ข้าว  'This is his friend.'</td>
</tr>
<tr>
<td>คุณ คือนั่น</td>
<td>ป็น</td>
<td>ครู ผู้มี  'John is my teacher.'</td>
</tr>
<tr>
<td>ข้าว</td>
<td>ช้ำย</td>
<td>คือนั่น  'He is (named) John.'</td>
</tr>
</tbody>
</table>
4.2 GRAMMAR DRILLS

a) Response Drill

The instructor points at a student as he asks the question and gives the actual name of the student as the cue. He asks every student the question.

Questions: น่าน/นี่ khrāj khrāp  Who is that/this?
Cue:  (actual name of student pointed at)
Answers: นี่/น่าน khun (Joe)  This/that is (Joe).
                  khrāp

b) Response Drill

The instructor gives a cue and points at a student. One student asks and another answers questions like the following:

Instructor:  khun thǎawoon (pointing at a student)
Student 1: น่าน/นี่ khraj thǎawoon,  That/this is Mr.
              châj máj khrāp   Thaworn, isn't it?
Student 2:  māj châj khrāp  No, it isn't.
Student 1: น่าน/นี่ khraj khrāp  Who is that/this?
Student 2: (น่าน/นี่) khun ___  (That/this is) __

1. khun cim  4. khun coon
2. khruu  5. khruu khâw
3. khun meerfi  6. khun prasèet

Repeat the drill using actual names of students in the class.
c) **Substitution Drill**

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
<th>Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>naalikaa</td>
<td>naalikaa khraj khráp</td>
<td>Whose watch (is it)?</td>
</tr>
<tr>
<td>dinsño</td>
<td>dinsño khraj khráp</td>
<td>Whose pencil (is it)?</td>
</tr>
<tr>
<td>rûup</td>
<td>rûup khraj khráp</td>
<td>Whose picture (is it)?</td>
</tr>
<tr>
<td>kâwîi</td>
<td>kâwîi khraj khráp</td>
<td>Whose chair (is it)?</td>
</tr>
<tr>
<td>pàakkaa</td>
<td>pàakkaa khraj khráp</td>
<td>Whose pen (is it)?</td>
</tr>
<tr>
<td>nánsûyphim</td>
<td>nánsûyphim khraj khráp</td>
<td>Whose newspaper (is it)?</td>
</tr>
<tr>
<td>burîi</td>
<td>burîi khraj khráp</td>
<td>Whose cigarette (is it)?</td>
</tr>
<tr>
<td>nánsûy</td>
<td>nánsûy khraj khráp</td>
<td>Whose book (is it)?</td>
</tr>
</tbody>
</table>

**d) Response Drill**

The instructor points at an object near a student and asks him whose is it. The student’s response indicates the actual owner.)

**MODEL:** **Instructor:** nân/nîi nánsûy khraj khráp

'Whose book is that/this?'

**Student:** không phôm/kháw/khun cîm

'Mine/his/Jim's'

1. dinsño
2. naalikaa
3. rûup
4. pàakkaa
5. samût
6. nánsûyphim
7. nánsûy
8. burîi
9. kâwîi

This drill may be repeated one time with students repeating the thing referred to in the answer: nánsûy không phôm and one time with students repeating the thing referred to and nân / nîi: nîi nánsûy phôm
e) **Expansion Drill**

<table>
<thead>
<tr>
<th>Cue</th>
<th>Expansion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>khǒŋ khraj khráp</td>
</tr>
<tr>
<td>nán</td>
<td>nán nánsỳy khǒŋ khraj khráp</td>
</tr>
<tr>
<td>nán</td>
<td>nán nánsỳy khǒŋ khraj khráp</td>
</tr>
<tr>
<td>2)</td>
<td>khǒŋ khraj khráp</td>
</tr>
<tr>
<td>pàakkáa</td>
<td>pàakkáa khǒŋ khraj khráp</td>
</tr>
<tr>
<td>nán</td>
<td>nán pàakkáa khǒŋ khraj khráp</td>
</tr>
<tr>
<td>3)</td>
<td>khǒŋ khraj khráp</td>
</tr>
<tr>
<td>samùt</td>
<td>samùt khǒŋ khraj khráp</td>
</tr>
<tr>
<td>nī</td>
<td>nī samùt khǒŋ khraj khráp</td>
</tr>
<tr>
<td>4)</td>
<td>khǒŋ khraj khráp</td>
</tr>
<tr>
<td>dinsòö</td>
<td>dinsòö khǒŋ khraj khráp</td>
</tr>
<tr>
<td>nán</td>
<td>nán dinsòö khǒŋ khraj khráp</td>
</tr>
</tbody>
</table>

f) **Reduction Drill** (Change from Pattern 1 to Pattern 2)

<table>
<thead>
<tr>
<th>Pattern 1</th>
<th>Pattern 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>nánsỳy khǒŋ khraj</td>
<td>nánsỳy khraj</td>
</tr>
<tr>
<td>pàakkáa khǒŋ khraj</td>
<td>pàakkáa khraj</td>
</tr>
<tr>
<td>phỳan khǒŋ phōm</td>
<td>phỳan phōm</td>
</tr>
<tr>
<td>kâwī khǒŋ khraj</td>
<td>kâwī khraj</td>
</tr>
<tr>
<td>samùt khǒŋ nákriān</td>
<td>samùt nákriān</td>
</tr>
<tr>
<td>phanrajāa khǒŋ khun coon</td>
<td>phanrajāa khun coon</td>
</tr>
<tr>
<td>khruū khǒŋ raw</td>
<td>khruū raw</td>
</tr>
<tr>
<td>saāmii khǒŋ khāw</td>
<td>saāmii khāw</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Whose book?</td>
</tr>
<tr>
<td></td>
<td>Whose pen?</td>
</tr>
<tr>
<td></td>
<td>My friend.</td>
</tr>
<tr>
<td></td>
<td>Whose chair.</td>
</tr>
<tr>
<td></td>
<td>Student's notebook.</td>
</tr>
<tr>
<td></td>
<td>Johā's wife.</td>
</tr>
<tr>
<td></td>
<td>Our teacher.</td>
</tr>
<tr>
<td></td>
<td>Her husband.</td>
</tr>
</tbody>
</table>
g) Recognition and Familiarization Drill

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>khon nǎj chīy coon</td>
<td>khon nán khráp</td>
<td>Which person is named John?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>That one.</td>
</tr>
<tr>
<td>khon nǎj chīy cim</td>
<td>khon nóon khráp</td>
<td>Which person is named Jim?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The one over there.</td>
</tr>
<tr>
<td>khon nǎj chīy mēerī</td>
<td>khon nán khráp</td>
<td>Which person is named Mary?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>That one.</td>
</tr>
<tr>
<td>khon nǎj pen phỳankhun</td>
<td>khon nóon khráp</td>
<td>Which person is your friend?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The one over there.</td>
</tr>
<tr>
<td>khon nǎj pen khruu</td>
<td>khon nán khráp</td>
<td>Which person is the teacher?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>That one.</td>
</tr>
<tr>
<td>khon nǎj pen nákrian</td>
<td>khon nán khráp</td>
<td>Which person is a student?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>That one.</td>
</tr>
</tbody>
</table>

h) Response Drill (The instructor asks the names of students.)

Instructor: khon nǎj chīy _____ Which person is named _____ (actual name) _____ _____?

Student: khon ní1/nán
(pointing to the student): This/that person.

1) Expansion Drill

1) nǎj
   khon nǎj Which?
   nákrian khon nǎj Which one (person)?
   nákrian phûuchaaaj khon nǎj Which student?

2) ní1
   khon ní1 Which male student?
   phûujîng khon ní1
   nákrian phûujîng khon ní1
   This
   This one (person).
   This female.
   This female student.
3) nón
khôn nón
khruu khôn nón
khruu khồŋ khun khôn nón

That over there.
That one over there.
That teacher over there.
That teacher of yours over there.

4) nán
khôn nán
phýan khôn nán
phýan khồŋ khun khôn nán
phýan phưųjìŋ khồŋ khun khôn nán

That.
That one (person).
That friend.
That friend of yours.
That female friend of yours.

j) Expansion Drill

1) khôn náŋ chųy coon
nákrià̄n
nákrià̄n khôn náŋ chųy coon
phųuchaāj
nákrià̄n phųuchaāj khôn náŋ chųy coon

Which person is named John?
Which student is named John?
Which male student is named John?

2) khôn nán chųy nonjaw
phýan phôm
phýan phôm khôn nán chųy nonjaw
phųųjìŋ
phýan phųųjìŋ phôm khôn nán chųy nonjaw

That person is named Nongyaw.
That friend of mine is named Nongyaw.
That female friend of mine is named Nongyaw.

3) náŋšįyy lêm nán dii
khòŋ khun
náŋšįyy khòŋ khun lêm nán dii

That book is good.
That book of yours is good.
4) khon nán sǔaj

phỳan phỳan khon nán sǔaj
khơŋ thun phỳan khơŋ thun khon nán sǔaj
phỳujỳŋ phỳan phỳujỳŋ khơŋ thun khon nán sǔaj

That one (person) is pretty.
That friend is pretty.
That friend of yours is pretty.
That female friend of yours is pretty.

k) Transformation Drill

<table>
<thead>
<tr>
<th>Pattern 1</th>
<th>Pattern 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>khon náj chỳy cím</td>
<td>khun cím, khon náj</td>
<td>Which one (person) is Jim?</td>
</tr>
<tr>
<td>khon náj chỳy praphâat</td>
<td>khun praphâat, khon náj</td>
<td>Which one is Prabas?</td>
</tr>
<tr>
<td>khon náj chỳy prasèet</td>
<td>khun prasèet, khon náj</td>
<td>Which one is Prasert?</td>
</tr>
<tr>
<td>khon náj chỳy nútchanan</td>
<td>khun nútchanan, khon náj</td>
<td>Which one is Nuchanan?</td>
</tr>
<tr>
<td>khon náj pen khruu thâawoon</td>
<td>khruu khơŋ thun, khon náj</td>
<td>Which is your teacher?</td>
</tr>
<tr>
<td>khon náj pen phanrajaa khun thâawoon</td>
<td>phanrajaa khun thâawoon, khon náj</td>
<td>Which one is Thaworn's wife?</td>
</tr>
<tr>
<td>khon náj pen sàamì khun méérìi</td>
<td>sàamì khun méérìi, khon náj</td>
<td>Which one is Mary's husband?</td>
</tr>
</tbody>
</table>
1) Recognition and Familiarization Drill

**Question** | **Response**
--- | ---
phûu jûn rû phûuchaaj | phûuchaaj khráp | Woman or man? Man.
chûy coûn rû cîm | cîm khráp | Is (he) named John or Jim? Jim
khôn nán rû khôn nóon | khôn nóon khráp | That one or the one over there? The one over there.
khâw pen khrûu rû nákrian | nákrian khráp | Is he teacher or a student? A student.
dîi rû mâj dîi | dîi khráp | (Is it) good or not? (It's) good.
sûaj rû mâj sûaj | mâj sûaj khráp | (Is she) pretty or not? (She is) not (pretty).
khô ön khun rû khô ön khâw | khô ön khâw khráp | Yours or his? His.

m) Response Drill (Pairs of students engage in an exchange of the following kind using actual names of other students).

**Student 1:** khâw chûy _______ (actual name)

**Student 2:** khraj khráp, khôn nîi rû khôn nán (pointing at students)

**Student 1:** khôn nîi/nân khráp
n) **Response Drill**

<table>
<thead>
<tr>
<th>Cue</th>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>cîm</td>
<td>cîy coon rî cîm</td>
<td>(cîy) cîm khráp</td>
</tr>
<tr>
<td>nôn</td>
<td>khon nân rî khon nôn</td>
<td>khon nôn khráp</td>
</tr>
<tr>
<td>khruu</td>
<td>pen phîyan rî pen khruu</td>
<td>(pen) khruu khráp</td>
</tr>
<tr>
<td>khun</td>
<td>khôn khun rî khôn phôm</td>
<td>khôn khun khráp</td>
</tr>
<tr>
<td>sûaj</td>
<td>phûujîn khon nân sûaj rî mâj sûaj</td>
<td>sûaj khráp</td>
</tr>
<tr>
<td>mâj</td>
<td>cîy nîi dîi rî mâj dîi</td>
<td>mâj dîi khráp</td>
</tr>
</tbody>
</table>

o) **Response Drill**

<table>
<thead>
<tr>
<th>Cue</th>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>cîy cîm</td>
<td>khâw pen khraj</td>
<td>khâw cîy cîm</td>
</tr>
<tr>
<td>pen phîyan phôm</td>
<td>khâw pen khraj</td>
<td>khâw pen phîyan phôm</td>
</tr>
<tr>
<td>cîy cîm, pen phîyan phôm</td>
<td>khôn nân pen khraj</td>
<td>khôw cîy cîm, pen phôm</td>
</tr>
<tr>
<td>cîy mërrîî, pen phanrajaa khon coon</td>
<td>khâw pen khraj</td>
<td>khôw cîy mërrîî, pen phanrajaa khon coon</td>
</tr>
<tr>
<td>cîy praphâat</td>
<td>khâw pen khraj</td>
<td>khôw cîy praphâat</td>
</tr>
<tr>
<td>pen khruu phôm</td>
<td>khâw pen khraj</td>
<td>khôw pen khruu phôm</td>
</tr>
<tr>
<td>cîy praphâat, pen khruu phôm</td>
<td>khâw pen khraj</td>
<td>khôw cîy praphâat, pen khruu phôm</td>
</tr>
<tr>
<td>cîy khun chôtchôoîj</td>
<td>khôn nân pen khraj</td>
<td>khôw cîy khun chôtchôoîj</td>
</tr>
<tr>
<td>pen khruu</td>
<td>khôn nôn pen khraj</td>
<td>khôw pen khruu</td>
</tr>
<tr>
<td>cîy coon, pen phîyan phôm</td>
<td>khôn nîi pen khraj</td>
<td>khôw cîy coon, pen phîyan phôm</td>
</tr>
</tbody>
</table>
p) Recognition and Familiarization Drill

The instructor points at two or more of the objects as he asks the question and selects one of them as he gives the response.

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) náŋs̄ṭȳ lēm nāj dīi</td>
<td>lēm nān</td>
</tr>
<tr>
<td></td>
<td>Which book is good? That one.</td>
</tr>
<tr>
<td>2) pàakkaa dāam nāj dīi</td>
<td>dāam nīi</td>
</tr>
<tr>
<td></td>
<td>Which pen is good? This one.</td>
</tr>
<tr>
<td>3) dīns̄ość thēn nāj dīi</td>
<td>thēn nīi</td>
</tr>
<tr>
<td></td>
<td>Which pencil is good? This one.</td>
</tr>
<tr>
<td>4) kāwīi tua nāj dīi</td>
<td>tua nān</td>
</tr>
<tr>
<td></td>
<td>Which chair is good? That one.</td>
</tr>
<tr>
<td>5) phēsnthīi phēn nāj dīi</td>
<td>phēn nīi</td>
</tr>
<tr>
<td></td>
<td>Which map is good? This one.</td>
</tr>
</tbody>
</table>

q) Response Drill (Selecting two each of the objects listed below, the instructor asks questions about ownership using the following model):

Instructor: nīi náŋs̄ṭȳ sōng lēm, Here are 2 books. lēm nāj khōng khun Which (one) is yours?

Student: lēm nīi/nān This one/that one.

1) kāwīi 3) dīns̄остью 5) naalikaa
2) samūt 4) pàakkaa

In the question khun may be replaced by khāw or phōm / dichán.
### Substitution Drill

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>samùt</td>
<td>samùt lèm ní dii</td>
</tr>
<tr>
<td>pàakkaa</td>
<td>pàakkaa dâam ní dii</td>
</tr>
<tr>
<td>dinsǒo</td>
<td>dinsǒo thèn ní dii</td>
</tr>
<tr>
<td>tó (tua)</td>
<td>tó tua ní dii</td>
</tr>
<tr>
<td>phěnthīi</td>
<td>phěnthīi phèen ní dii</td>
</tr>
<tr>
<td>rûup (baj)</td>
<td>rûup baj ní dii</td>
</tr>
<tr>
<td>nákriam</td>
<td>nákriam khon ní dii</td>
</tr>
<tr>
<td>khruu</td>
<td>khruu khon ní dii</td>
</tr>
<tr>
<td>naalikaa</td>
<td>naalikaa ryan ní dii</td>
</tr>
<tr>
<td>nánṣỳy</td>
<td>nánṣỳy lèm ní dii</td>
</tr>
</tbody>
</table>

### Substitution Drill

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>chúaj sôn nánṣỳy lèm nán hâj phôm nòoŋ, dâj máj khráp</td>
<td></td>
</tr>
<tr>
<td>pàakkaa, nóon</td>
<td>chúaj sôn pàakkaa dâam nóon hâj phôm nòoŋ, dâj máj khráp</td>
</tr>
<tr>
<td>rûup, nán</td>
<td>chúaj sôn rûup baj nán hâj phôm nòoŋ, dâj máj khráp</td>
</tr>
<tr>
<td>phěnthīi, nán</td>
<td>chúaj sôn phěnthīi phèen nán hâj phôm nòoŋ, dâj máj khráp</td>
</tr>
<tr>
<td>nánṣỳy, nóon</td>
<td>chúaj sôn nánṣỳy lèm nóon hâj phôm nòoŋ, dâj máj khráp</td>
</tr>
</tbody>
</table>
dinsǒo, nán  chûaj sòn dinsǒo thên nán hâj phôm
nòoj, dâj mây khráp

naalikaa, nán  chûaj sòn naalikaa ryan nán hâj phôm
nòoj, dâj mây khráp

4.3 EXERCISE

a) One student points at an object and asks who it belongs to. Another student (the actual owner) says that it's his. Continue until ownership has been established for all the objects the students are familiar with.

b) Find out the names of all the students by asking questions like this: What's the name of that person? A student will respond with the real name.

c) Find out the names of all the students by asking questions like this: Who is named _____? (using the names of students). The student with the name will respond: I am (named) _____.

d) One student will point to an object and will ask another student if it's his. He will respond that it is.

e) Find out if other students think various objects in the room are good or beautiful.

f) Ask someone to pass you something. He pretends he isn't sure which one you want and asks, 'This one or that one'. You indicate which one and he passes it. You thank him.
4.4 VOCABULARY

baj classifier for 'picture', etc.
cim Jim (name)
chótchooj Chotchoi (Thai female first name)
chûaj please
dâm classifier for 'pen', etc.
dâj can, could, be able
hâj for (the benefit of)
khôn (khon)¹ people, also classifier for humans
không of, belonging to
khraj who, what (in some constructions)
lêm classifier for 'book'
nôngjaw Nongyaw (Thai female first name)
nákrian (khon) student, pupil
nán, nân that (determiner)
nâj which (one(s)) (determiner)
nī, nî this (determiner)
nûtchanan Nuchanan (female first name)
nôn, nôn the one over there (determiner)
pen to be
phanraja, pharîjaa, wife (elegant term)
phanja (khon)
phèen classifier for 'map, picture, paper'
sheet-like
phûuchaaaj (khon) man, boy (male human of any age)
phûujîn (khon) woman, girl (female human of any age)

¹The unit classifier for each noun is given after the noun.
<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>prasèet</td>
<td>Prasert (male first name)</td>
</tr>
<tr>
<td>raw</td>
<td>we, our, us</td>
</tr>
<tr>
<td>rúucàk</td>
<td>to know, to be acquainted with, to be familiar with</td>
</tr>
<tr>
<td>rýy, rý, etc.</td>
<td>or</td>
</tr>
<tr>
<td>ryan</td>
<td>classifier for 'watch, clock'</td>
</tr>
<tr>
<td>sãamii (khon)</td>
<td>husband (elegant term)</td>
</tr>
<tr>
<td>sòŋ</td>
<td>to pass, to hand (someone something)</td>
</tr>
<tr>
<td>s göŋ</td>
<td>two</td>
</tr>
<tr>
<td>tua</td>
<td>classifier for 'animals, objects with legs (chairs, tables, etc.)'</td>
</tr>
<tr>
<td>thên</td>
<td>classifier for 'pencil', etc.</td>
</tr>
</tbody>
</table>
LESSON FIVE

5.0 BASIC DIALOG: Social Formulae

A: sawàtdii khráp, khun prichaa
B: sawàtdii khráp, khun sômsàk pen jaññaj bânâŋ khráp
Hello, Pricha.
Hello, Somsak.
How are you?
A: kô rýaj rýaj khráp
B: ṽo, khun prichaa khráp
nîi khun ccoon,
nân khun mœerîi,
phanrajaa khun ccoon
O.K. (so, so)
Oh, Pricha.
This is John.
That's Mary.
John's wife.

A: sawàtdii khráp
B: sawàtdii khráp
Hello.
Hello.

John: sawàtdii khráp
Mary: sawàtdii khâ
(10 minutes later)
Hello.

A: kh̄oosthôot, phôm paj kòon na khráp
B: cheen khráp, phôp kan màj khráp
Excuse me, I must go.
All right, I'll see you again.

5.1 NOTES ON THE DIALOG

a) The particular form used by one Thai when greeting another is dependent on the social status and age of the two participants. Within this framework three groups can be distinguished: (1) Equals, (2) Superiors, and (3) Inferiors. Equals are persons of the same status and greater age. Inferiors are persons of lower status, or of equal status and lesser age. Within these social groups there are formal and informal types of discourse.
Observe the following examples:

1. GREETINGS

a) Between Equals

1) Formal
   A: sawàtdii khráp
   B: sawàtdii khráp

(The exchange may continue as in 1.0)

ii) Informal (especially between intimates)
   A: (sa) wàt dii khráp
   B: (sa) wàt dii khráp

or A: pen (jaŋ) ḏaj bāŋ khráp  How are you?
   B: kô rûaj rûaj  So so.

or B: jëz  Terrible.

or A: paj nāj khráp  Where are you going?
   B: paj \{thîaw khráp
        thurá
         Out for pleasure.
         Out for business.

or A: paj nāj maa khráp  Where are you coming from?
   B: paj \{thîaw maa khráp
        thurá
         From pleasure.
         From business.
b) **Inferior or Superior**

i) **Formal**

Inferior: sawàtdii khráp  
(accompanied by a wai (wâj). See 1.1)

Superior: (sawàtdii)  
(sometimes only wais in return.)

**NOTE:** The height of the hands when wailing is in inverse ratio to the age and social position of the participants.

or  

Inferior: thâan sabaajdii ñë khráp
Superior: sabaajdii, khòocaj

ii) There is no informal greeting from inferior to superior.

c) **Superior to Inferior**

i) **Informal**

Superior: pen (jân) ñaj bân

Inferior: sabaajdii khráp

ii) There is no formal greeting from superior to inferior.

**NOTE:** A greeting between superior and inferior may be no more than an exchange of wais with the inferior waiting first.

2 **INTRODUCTIONS**

a) **Between Equals**

A: khun sômèsàk khráp
nîi khun prîchaa

sômèsàk: sawàtdii khráp
prîchaa: sawàtdii khráp
b) **Between Inferiors and Superiors**

(An inferior is always introduced to a superior)

A: khun (name of inferior) khráp
nī thān ______ (rank, position)
khun ______ (name)

Inferior: sawàtdīi khráp (accompanied by a wai)

**NOTE:** jindī thī dâj rúucâk 'glad to know (you)' is added after sawatdīi in many social groups. Among equals a woman is introduced to a man. The woman usually wails before the greeting. If one woman is introduced to another, the wai is not necessary but is considered as polite.

3. **LEAVETAKING** (at all levels)

A: khɔothɔot, phɔm paj kòon 'Excuse me, I must go!'
na khráp

B: chèen khráp, phóp kan 'All right, I'll see you again.' màj khráp

4. **INVITATION**

chèen khráp is used as an invitation to a person.

a) to take some action which is beneficial to himself (eat food, come in, sit down, etc.)

or  b) to do something the person has already indicated he wants to do (take leave, etc.).

**Special Note to the Student:**

a) Social status and age are very important in Thailand. Most Thais are very conscious of the social status and age of the people they meet, and act accordingly. The American who has been assigned to work in Thailand may
not be aware of his social position. Depending on his age and the position he holds in the government agency his status will vary from high to very high; consequently, he should use the forms designated as 'between equals' for most of the Thais he meets in his work and reserve the 'inferior to superior' forms for greeting higher ranking officials. With taxi drivers and servants he might choose to use the 'superior to inferior' forms. If he should meet the King of Thailand or a Buddhist priest, none of the forms given would be correct.

b) The following are some common titles and forms of address:

1) ท่าน  It replaces คุณ when speaking to a superior.
    ท่าน + Title (position): ท่าน ทูต "Mr. Ambassador"

2) มี: (คุณ) + มี + Name 'Doctor X' (M.D)

3) ดอก: ดอก + Name 'Doctor Y' (Ph.D.)

4) แคน: แคน + Name 'Mr./Mrs.' (College teacher)

5) ครู: ครู + Name 'Mr./Mrs.' (teacher)

5.2 GRAMMAR NOTES

a) There are several ways to indicate negation in Thai. The choice of ways is determined by (1) the form class (noun, verb, etc.) of the thing to be negated and (2) the kind of negative meaning to be expressed.

1. ไม่ 'not, the contrary, etc.' is used to negate all types of verbs (stative, modals, motion, etc.)
   
   aakàat ไม่ róon 'The weather isn't hot.'
   phôm ไม่ mii naalikaa 'I don't have a watch.'

2. ไม่ 'not, not as assumed to be' is used to negate verbs of motion, action verbs, and pen and ช่วย. It is used often in past situations and in present situations that are contrary to expectations.

---

1See Noss, 138-143 for a fuller treatment.
phôm mâj dâj pit faj 'I didn't turn off the lights.'
khâw mâj dâj chîy sômsàk 'He's not named Somsak.'

3. mâj châj 'not a case of' is used most frequently to negate Noun Phrases as complements in Equational sentences (sentences without verbs).

nîî mâj châj dinsô khâw 'This isn't his pencil'.
nâalikaa ryan nîî mâj châj 'This watch isn't yours.'
khôn khun.

In sentences with pen as the connective verb (khâw pen nákrian, etc.) either of two types of negation may occur according to the situation.

As an initial statement:
khâw mâj dâj pen nákrian 'He isn't a student.'

As a response to a question:
kâhâw pen khruu (khâw) mâj 'He's the teacher. He
châj nákrian isn't a student.'

b) pen jannaj 'How is/are...?' can be used with subject like aakaat, etc.
aâkàat pen jannaj 'How's the weather?'
(kaan) rîan phaasâa thâj pen jannaj 'How is studying Thai?'

5.3 GRAMMAR DRILLS

a) Response Drill

Have pairs of students practice the following exchange (with accompanying wâi when appropriate):

1. A: pen (jân) râj bân khrap
   B: \{kô rôaj rôaj
       jê\}
2. A: paj näj khráp  
    B: paj
    \cdot thlaw khráp  
    \cdot thura

3. A: paj näj maa khráp  
    B: paj
    \cdot thlaw maa khráp  
    \cdot thura

b. **Response Drill**

Have sets of 3 students participate in the following exchanges (with *wai* when appropriate):

1. A: khun (name of student)  
    nīi khun (name of student)  
    **Student 1**: sawàtdii khráp  
    **Student 2**: sawàtdii khráp

2. A: khun (name of a student)  
    nīi khun (name of student)  
    **Student 1**: sawàtdii khráp  
    jindii thīi dāj rúcàk (khun)  
    **Student 2**: sawàtdii khráp  
    jindii thīi dāj rúcàk (khun)
3. Have one student take the part of Foreign Minister, Thanat Khoman.

A: khun (name of student)

nîî khun thanât khoôman

Student: sawàtdii khráp

c) Response Drill

Have pairs of students practice the following exchange:

A: khôothôot, phóm paj kòon nakhráp

B: cheên khráp, phóp kan màj khráp

d) Substitution Transformation Drill

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern 1</th>
<th>Pattern 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>prasèet</td>
<td>kháw chỳy prichaâa</td>
<td>kháw màj dâj chỳy prasèet</td>
</tr>
<tr>
<td>coon</td>
<td>kháw chỳy cîm</td>
<td>kháw màj dâj chỳy coon</td>
</tr>
<tr>
<td>praphâat</td>
<td>kháw chỳy wîchaj</td>
<td>kháw màj dâj chỳy praphâat</td>
</tr>
<tr>
<td>kaandaa</td>
<td>kháw chỳy waanîi</td>
<td>kháw màj dâj chỳy kaandaa</td>
</tr>
</tbody>
</table>

1nîî thân râthamontrii krasuαn tàαn prathēet

or nîî thân râthamontrii krasuαn tàαn prathēet, khun thanât khoôman

'Mr. Foreign Minister',

'Mr. Foreign Minister, Mr. Thanat Khoman'

might be used.
### e) Substitution Transformation Drill

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern 1</th>
<th>Pattern 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>kháw</td>
<td>khun malíkaa pen khruu phôm</td>
<td>khun malíkaa mâj dâj pen khruu kháw</td>
</tr>
<tr>
<td>khun</td>
<td>khun nonlák pen phyan kháw</td>
<td>khun nonlák mâj dâj pen phyan khun</td>
</tr>
<tr>
<td>khun coon</td>
<td>mœrți pen phanrajaa khun cim</td>
<td>mœrți mâj dâj pen phanrajaa khun coon</td>
</tr>
</tbody>
</table>

### f) Substitution Transformation Drill

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern 1</th>
<th>Pattern 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>nàatàan</td>
<td>nân pratuu</td>
<td>nân mâj châj nàatàan</td>
</tr>
<tr>
<td>dinsŏo</td>
<td>nîi pàakkaa</td>
<td>nîi mâj châj dinsŏo</td>
</tr>
<tr>
<td>wát</td>
<td>nôn roonrîian</td>
<td>nôn mâj châj wát</td>
</tr>
<tr>
<td>tô</td>
<td>nân kâwîi</td>
<td>nân mâj châj tô</td>
</tr>
<tr>
<td>samùt</td>
<td>nîi nânsîy</td>
<td>nîi mâj châj samùt</td>
</tr>
<tr>
<td>rûup wát</td>
<td>nân rûup roonrîian</td>
<td>nân mâj châj rûup wát</td>
</tr>
</tbody>
</table>

**NOTE:** Point at the objects referred to in this drill.

### 5.4 Exercises

a) Have the students discuss various objects in the room in terms of:

1. What they are and what they are not,
2. What they are called,
3. Which ones are good, or beautiful.
4. Who has them, and
5. Who they belong to.
b) Have the students discuss various people in the classroom in terms of:

1. Their names,
2. Whether they are teachers, wives, or friends, and if so, of whom,
3. Whether they (the students) are good, pretty, hot, or cold,
4. Whether they are feeling well, terrible, or so so,
5. Whether one particular student is acquainted with another particular one,
6. If anyone in the room is named sōmcīt, ubon, reenuu, or malīkāa, and
7. If there is anything else interesting about the people in the room (including the instructor) that the students know how to ask about.

c) Using students act out the following social situations:

1. **Greetings**
   a) A student Mr. Brown greets a Thai friend of his from the Foreign Ministry, Mr. Praphaat.
   b) A Thai Minister, Mr. Arun, is greeted by one of the people in his ministry.
   c) A servant greets his boss, Mr. Jones.
   d) Two Thai women friend, Mrs. Aarii and Mrs. Amphoon, meet and greet each other.
   e) Two Thai men, Mr. Somchit and Mr. Pridaa, greet each other. One says he feels terrible.

2. **Introductions**
   a) A friend introduces two men (Mr. Prasēet and Mr. Somsak) who work in the same office.
   b) Someone introduces a lady, Mrs. Wilaj to Mr. Prasit, a high ranking officer in the Ministry of Interior.
   c) Mrs. Nonglak is introduced to Mr. Wichaj. Both are teachers in the same school.
3. **Leavetaking**

One student says he wants to leave; another agrees.

4. **Invitations**

a) One student knocks at the door; another invites him to come in.

b) A lady and a gentleman are standing at the open door of the elevator. He invites her to get on.

c) You have invited a friend to dinner. After you have sat down, you invite him to eat.

5.5 **VOCABULARY**

<table>
<thead>
<tr>
<th>Thai</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>aacaan (khon)</td>
<td>college or university teacher</td>
</tr>
<tr>
<td>aarlī</td>
<td>Aree (male or female first name)</td>
</tr>
<tr>
<td>amphoon</td>
<td>Amphorn (male or female first name)</td>
</tr>
<tr>
<td>๓๐</td>
<td>Oh!</td>
</tr>
<tr>
<td>ubon</td>
<td>Ubon (female first name)</td>
</tr>
<tr>
<td>bān̄</td>
<td>some, any (pronominal)</td>
</tr>
<tr>
<td>cheēn</td>
<td>please, go ahead and...</td>
</tr>
<tr>
<td>dōktē (khon)</td>
<td>doctor (Ph.D.)</td>
</tr>
<tr>
<td>jaŋraj, jaŋraŋ, raj</td>
<td>how (question word)</td>
</tr>
<tr>
<td>jindī</td>
<td>(to be) glad</td>
</tr>
<tr>
<td>jēs</td>
<td>(to be) terrible, to be in a bad way</td>
</tr>
<tr>
<td>kan</td>
<td>together (particle indicating mutuality or reciprocity)</td>
</tr>
<tr>
<td>kaandaa</td>
<td>Kanda (female first name)</td>
</tr>
<tr>
<td>kō</td>
<td>connective particle; not to be translated in kō rûaj rûaj.</td>
</tr>
<tr>
<td>kòn</td>
<td>before, first</td>
</tr>
<tr>
<td>krasuan (krasuan)</td>
<td>ministry (division of the government)</td>
</tr>
<tr>
<td>khōopcaj</td>
<td>thank you (superior to inferior)</td>
</tr>
</tbody>
</table>
maa to come
maalíkaa Malika (female first name)
màj again, new
màj dâj not, not as assumed to be
mđo (khon) medical doctor
nonlák Nonglak (female first name)
ŋaj variant form of ḫajrâŋ
paj to go
paj... maa to come from
paj kën to go first, to go ahead
prathēet (prathēet) country, nation
phóp to meet, run into (someone)
phóp... kan to meet or see each other
râthhamontrîi minister (head of a ministry)
reenuu Renu (male or female first name)
rýaj rýaj so so (as a response to a greeting)
sōmcît Somchit (male or female first name)
sōmsâk Somsak (male first name)
tànŋ (to be) different, separate
tànŋ prathēet foreign
thanât khooman Mr. Thanat Khoman, Foreign Minister of Thailand
thân you, he, she (for persons of superior status)
thîl that, which (connective)
thurá business, affairs, errands
paj thurá to go out on business
thiaw for pleasure
paj thiaw to go out for pleasure
waanîi Wannee (female first name)
wîchaj Wichai (male first name)
LESSON SIX

6.0 BASIC DIALOG: Mr. Smith meets a Thai in the provinces.

(Part I)

A: sawàtdii khráp
B: khun phûut phaaśàa thaj kèn caŋ pen khon chàat araj khráp

Hello.
You speak Thai very well.
What nationality are you?

A: phōm pen khon ameerikan khráp
B: khun phûut phaaśàa thaj dâj dii mâak khráp

I'm an American.
You (can) speak Thai very well.

A: khòophkhun khráp
phōm phûut dâj nîtnòocj thâwnán khráp

Thank you.
I can only speak a little.

B: khraj sōon phaaśàa thaj khun khráp

Who taught you Thai?

A: khun noŋnùt khráp
khâw pen khruu phaaśàa thaj thîi roonrian sōon phaaśàa

Miss Nongnut.
She is a Thai language teacher at the language school.

6.1 GRAMMAR NOTES

a) caŋ 'extremely, a great deal, very much' is used as an intensifier for stative verbs like kèn, dii, sùaj, etc. It is used in making comments primarily. It never occurs in questions.

b) kèn means 'to be skillful, adept, expert (at something)'. It occurs after Verb Phrases (rian nānsỳy, etc.) or before Noun Phrases (phaaśàa thaj, etc.).

1. khâw rian nānsỳy kèn
(He learns with facility)
'He's a good student.'
2. kháw lèn dontrii mûj këñ  
   'He plays (music) poorly.'

3. khruu kháw këñ phaasãa juan  
   'His teacher is good in Vietnamese.'

c) The verbs rian 'study, learn', khëan 'write', àan 'read',
and sôn 'to teach' do not occur without object complements;
if there is no other complement, nängsy is used, thus rian
nängsy 'to study (in a school)', khëan nängsy 'to write
(books)', àan nängsy 'to read', and sôn nängsy 'to teach'.

d) The Thais use the following terms to refer to people of
various nationalities:

1. For all nationalities: khon + Name of Country
   khon thaj  
   'a Thai'
   khon jìipûn  
   'a Japanese'
   khon phaamâa  
   'a Burmese'
   khon jëeraman  
   'a German'
   khon iijîp  
   'an Egyptian', etc.

2. For people from Malaya, Indonesia, India, and the
Middle East only: khëek + Name of Country.
   khëek malajuu  
   'a Malayan'
   khëek iijîp  
   'an Egyptian'
   khëek india  
   'an Indian', etc.

3. The terms khëek and faràn are used alone to refer
to certain large groups of people.

   a) faràn refers to white-skinned people, including
      Europeans, Australians, and white Americans.
      Q: kháw pen faràn,  
      'He's a 'farang',
      châj máj  
      isn't he?'

      A: châj khráp, kháw  
      'That's right. He's
      pen khon sapeen  
      Spanish.'
b) khèek refers to people from Malaya, Indonesia, India, Ceylon, and the Middle East. (Normally dark-skinned people).

kháw pen khèek, maa càak 'He's a khèek.' 'He comes from India.'

4. The Moslem people living in South Thailand are referred to as thaj ìtsalaam 'Thai Moslem'.

e) myañ + (name of city) or name of city alone is used in colloquial language to refer to cities, thus myañ wùochintàn (or) wùochintàn 'Washington'. In the mass media kruŋ + (name of city) is used to refer to some capitol cities, thus kruŋ room 'Rome', kruŋ parfit 'Paris', etc.

f) myañ + (name of country) or name of country alone is frequently used in spoken Thai to refer to a country instead of prathêet + (name of country) which is more formal and is used in newspapers, speeches, etc.

kháw maa càak jìipùn 'He comes from Japan'.
kháw maa càak myañ jìipùn 'He comes from Japan'.
kháw maa càak prathêet jìipùn 'He comes from Japan'.

g) As was indicated in 4.1, khraj usually occurs in the complement position after pen (kháw pen khraj, etc.); in some situations khraj precedes pen. Observe the following two examples:

1. 'Juliet' pen khraj
   'Who's Juliet?' (I never heard of her.)

2. khraj pen 'Juliet'
   'Who's Juliet?' (Who is playing the part of Juliet in the play by Shakespeare.)

When the main verb in the sentence is khyy 'to be', if the subject of the sentence is a pronoun, khraj is in the complement position.
kháw khyy khraj  'Who is he?'

With noun subjects khraj may precede or follow khyy optionally:

khun nonnút khyy khraj  'Who is Nongnut?'

or  khraj khyy khun nonnút

With verbs besides pen and khyy, khraj may occupy the subject or complement position:

khraj sǒon phaasāa thaj  'Who teaches Thai?'

khun praphâat sǒon

phaasāa thaj hâj khraj  'Who is Prapas teaching Thai to?'

6.2 GRAMMAR DRILLS

a) Recognition and Familiarization Drill

1. kháw pen (khon) thaj  He's a Thai.
2. kháw pen (khon) ameerikan  He's an American.
3. kháw pen (khon) ankrît  He's an Englishman.
4. kháw pen (khon) farânsèet  He's a Frenchman.
5. kháw pen (khon) jeéraman  He's a German.
6. kháw pen (khon) ciin  He's a Chinese.
7. kháw pen (khon) jīpùn  He's a Japanese.
8. kháw pen (khon) laaw  He's a Lao.
9. kháw pen (khon) juan  He's a Vietnamese.
10. kháw pen (khon) phamāa  He's a Burmese.
11. kháw pen (khon) khamēen  He's a Cambodian.
12. kháw pen (khon) kawlīi  He's a Korean.
b) **Substitution Drill**

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>kháw pen khon thaj</td>
<td>khun pen khon thaj</td>
</tr>
<tr>
<td>khon ankrít</td>
<td>khun pen khon ankrít</td>
</tr>
<tr>
<td>khon ameerikan</td>
<td>khun pen khon ameerikan</td>
</tr>
<tr>
<td>kháw</td>
<td>kháw pen khon ameerikan</td>
</tr>
<tr>
<td>khun coon</td>
<td>khun coon pen khon ameerikan</td>
</tr>
<tr>
<td>phýan phôm</td>
<td>phýan phôm pen khon ameerikan</td>
</tr>
<tr>
<td>khon ciin</td>
<td>phýan phôm pen khon ciin</td>
</tr>
<tr>
<td>kháw</td>
<td>kháw pen khon ciin</td>
</tr>
<tr>
<td>khon phamâa</td>
<td>kháw pen khon phamâa</td>
</tr>
<tr>
<td>khun</td>
<td>khun pen khon phamâa</td>
</tr>
<tr>
<td>thaj</td>
<td>khun pen khon thaj</td>
</tr>
</tbody>
</table>

c) **Recognition and Familiarization Drill**

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. kháw pen khon châat araj</td>
<td>kháw pen khon thaj</td>
</tr>
<tr>
<td>What nationality is he?</td>
<td>He's a Thai.</td>
</tr>
<tr>
<td>2. kháw pen khon châat araj</td>
<td>kháw pen juan</td>
</tr>
<tr>
<td>What nationality is he?</td>
<td>He's a Vietnamese.</td>
</tr>
<tr>
<td>3. kháw pen khon châat araj</td>
<td>kháw pen khon ameerikan</td>
</tr>
<tr>
<td>What nationality is he?</td>
<td>He's American.</td>
</tr>
<tr>
<td>4. kháw pen khon châat araj</td>
<td>kháw pen khon phamâa</td>
</tr>
<tr>
<td>What nationality is he?</td>
<td>He's Burmese.</td>
</tr>
<tr>
<td>5. kháw pen khon châat araj</td>
<td>kháw pen ciin</td>
</tr>
<tr>
<td>What nationality is he?</td>
<td>He's Chinese.</td>
</tr>
</tbody>
</table>
d) **Transformation Drill** (Change to the negative in two ways.)

<table>
<thead>
<tr>
<th>Affirmative Pattern</th>
<th>Negative 1-Pattern</th>
<th>Negative 2-Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>kháw pen khon jīpùn</td>
<td>kháw màj châj khon jīpùn</td>
<td>kháw màj dâj pen khon jīpùn</td>
</tr>
<tr>
<td>kháw pen laaw</td>
<td>kháw màj châj laaw</td>
<td>kháw màj dâj pen laaw</td>
</tr>
<tr>
<td>kháw pen khon ankrît</td>
<td>kháw màj châj khon ankrît</td>
<td>kháw màj dâj pen khon ankrît</td>
</tr>
<tr>
<td>kháw pen juan</td>
<td>kháw màj châj juan</td>
<td>kháw màj dâj pen juan</td>
</tr>
</tbody>
</table>

e) **Response Drill**

<table>
<thead>
<tr>
<th>Cue</th>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>ciin</td>
<td>kháw pen khon thaj,</td>
<td>màj châj</td>
</tr>
<tr>
<td></td>
<td>châj màj</td>
<td>kháw pen khon ciin</td>
</tr>
<tr>
<td></td>
<td></td>
<td>màj châj khon thaj</td>
</tr>
<tr>
<td></td>
<td>He's Thai, isn't he?</td>
<td>No, he isn't.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>He's Chinese.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>He isn't Thai.</td>
</tr>
<tr>
<td>laaw</td>
<td>kháw pen khon thaj,</td>
<td>màj châj,</td>
</tr>
<tr>
<td></td>
<td>châj màj</td>
<td>kháw pen khon laaw</td>
</tr>
<tr>
<td></td>
<td></td>
<td>màj châj khon thaj</td>
</tr>
<tr>
<td></td>
<td>He's Thai, isn't he?</td>
<td>No, he isn't.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>He's Lao.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>He isn't Thai.</td>
</tr>
</tbody>
</table>
laaw knun pen khon thaj plàaw (or)
rýplàaw phôm pen khon laaw mâj châj khon thaj

Are you Thai? No, I'm not. / I'm not. I'm Lao.
I'm not a Thai.

phonlaryan khun pen thahãan lê plàaw
mâj châj
phôm pen phonlaryan mâj châj thahãan

You're a soldier? No, I am not.
No, I'm not.
I'm a civilian.
I'm not a soldier.

câwnâathîi khun pen câwnâathîi mâj châj
sathãanthûut juusít lê plàaw
phôm pen câwnâathîi sathãanthûut mâj châj câwnâathîi juusít

You are a USIS official? No, I'm not.
No, I am not.
I'm an Embassy official.
I'm not a USIS official.
khon

tàañ cañwàt

khun pen khon kruñthêep

châj mâj

phôm pen khon
tàañ cañwàt
mâj châj khon
kruñthêep

You are a Bangkokker, aren't you?

phýan

kháw pen phanrajaa khun
coön lê

mâj châj
kháw pen phýan
mâj châj phanrajaa

She's John's wife?

f) Substitution Drill

Cue | Pattern | He's from Thailand.
---|---|---
kháw maa càak (prathêet) | thaj
ameerikaa | kháw maa càak (prathêet) ameerikaa
farânsèet | kháw maa càak (prathêet) farânsèet
wîatnaam | kháw maa càak (prathêet) wîatnaam

He's from America.
He's from France.
He's from Vietnam.
phamâa  kháw maa càak (prathêet)  He's from Burma.

phamâa

rátsia  kháw maa càak (prathêet)  He's from Russia.

rátsia

ciin  kháw maa càak (prathêet)  He's from China.

ciin

khamêen  kháw maa càak (prathêet)  He's from Cambodia.

khamêen

malajuu  kháw maa càak (prathêet)  He's from Malaya.

malajuu

filíppin  kháw maa càak (prathêet)  He's from the Philippines.

filíppin

g) Transformation Drill

<table>
<thead>
<tr>
<th>Pattern 1</th>
<th>Pattern 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>kháw pen khon thaj</td>
<td>kháw maa càak (prathêet) thaj</td>
</tr>
<tr>
<td>kháw pen khon ankrít</td>
<td>kháw maa càak (prathêet) ankrít</td>
</tr>
<tr>
<td>kháw pen juan</td>
<td>kháw maa càak (prathêet) wîatnaam</td>
</tr>
<tr>
<td>kháw pen khon rátsia</td>
<td>kháw maa càak (prathêet) rátsia</td>
</tr>
<tr>
<td>kháw pen jîipûn</td>
<td>kháw maa càak (prathêet) jîipûn</td>
</tr>
<tr>
<td>kháw pen khêsk india</td>
<td>kháw maa càak (prathêet) india</td>
</tr>
</tbody>
</table>
h) **Substitution Drill**

Have two students do the following exchange substituting the cue words for those underlined.

Student 1: kháw pen **juán**, châj máj khráp  
Student 2: máj châj, pen khon **thaj** khráp  

Student 1: maa càak prathêt **thaj** rý khráp  
Student 2: khráp

1. jëéràman, faràñsèet  
2. laaw, kawlìyi  
3. jìipùn, ciin  
4. rátsia, sapeen  
5. ankrít, ameerika(a)(n)

---

i) **Substitution Drill**

<table>
<thead>
<tr>
<th>Cue</th>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>kruñthêep</td>
<td>khun maa càak myañ araj</td>
<td>phôm maa càak kruñ room</td>
</tr>
<tr>
<td></td>
<td>What city do you come from?</td>
<td>Bangkok.</td>
</tr>
<tr>
<td>wùochintân</td>
<td>khun maa càak myañ araj</td>
<td>phôm maa càak wùochintân</td>
</tr>
<tr>
<td></td>
<td>What city do you come from?</td>
<td>Washington.</td>
</tr>
<tr>
<td>njuu jóok</td>
<td>khun maa càak myañ araj</td>
<td>phôm maa càak njuu jóok</td>
</tr>
<tr>
<td>kruñ room</td>
<td>khun maa càak myañ araj</td>
<td>phôm maa càak kruñ room</td>
</tr>
<tr>
<td></td>
<td>What city do you come from?</td>
<td>Rome.</td>
</tr>
<tr>
<td>kruñ lɔɔndon</td>
<td>khun maa càak myañ araj</td>
<td>phôm maa càak kruñ lɔɔndon</td>
</tr>
<tr>
<td></td>
<td>What city do you come from?</td>
<td>London.</td>
</tr>
</tbody>
</table>
loondon  khun maa câak myañ araj  phôm maa câak loondon
What city do you come from?  London.

denwâe  khun maa câak myañ araj  phôm maa câak denwâe
What city do you come from?  Denver.

saan  khun maa câak myañ araj  phôm maa câak saan
fransisko  What city do you come from?  San Francisco.

j) Substitution Transformation Drill

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern 1</th>
<th>Pattern 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>ankrít, ameerikaa</td>
<td>kháw maa câak ankrít</td>
<td>kháw māj dāj maa câak ameerikaa</td>
</tr>
<tr>
<td>loondon, njuu jôok</td>
<td>kháw maa câak loondon</td>
<td>kháw māj dāj maa câak njuu jôok</td>
</tr>
<tr>
<td>parît, tookiaw</td>
<td>kháw maa câak (kruŋ) parît</td>
<td>kháw māj dāj maa câak (kruŋ) tookiaw</td>
</tr>
<tr>
<td>woochİntân, denwâe</td>
<td>kháw maa câak woochİntân</td>
<td>kháw māj dāj maa câak denwâe</td>
</tr>
<tr>
<td>farânsėet, jeéraman</td>
<td>kháw maa câak farânsėet</td>
<td>kháw māj dāj maa câak jeéraman</td>
</tr>
</tbody>
</table>
k) Recognition and Familiarization Drill

1. kháw pen faràŋ, maa càak parfit
   He's a 'farang'.
   He comes from Paris.

2. kháw pen khèék, maa càak malajuuu
   He's a 'khèék'.
   He comes from Malaya.

3. kháw pen khon thaj, maa càak myaŋ thaj
   He's a Thai.
   He comes from Thailand.

4. kháw pen khèék, maa càak prathêteet india
   He's a 'khèék'.
   He comes from India.

5. kháw pen faràŋ, maa càak prathêteet ankrit
   He's 'farang'!
   He comes from England.

6. kháw pen khon ciin, maa càak hòngkonj
   He's Chinese.
   He comes from Hong Kong.

7. kháw pen khon thaj ńtsalaam,
   maa càak pàttanii
   He's a Thai Moslem.
   He comes from Pattani.

8. kháw pen faràŋ, maa càak woonchìntān
   He's a 'farang'.
   He comes from Washington.

1) Substitution Drill

Substitute the cue words in one of the exchanges below
(only one will fit the cue word):

MODEL I: (for khèék)       Cue word: khon malajuuu
A: phỳan khon pen faràŋ, chàj màj
B: màj chàj, pen khèék
A: maa càak prathêteet nǎj
B: maa càak (prathêteet) malajuuu

75
MODEL II: (for others) Cue word: khon faransëet (or) thaj

A: ph yan khun pen faran, chaj maj
B: chaj khrap, pen khon faransëet maj chaj khrap, pen khon thaj

1. jtipun 6. khamën
2. india 7. sapeen
3. ratsia 8. malajuu
4. ameerikan 9. phamâa
5. indooniisia 10. laaw

m) Recognition and Familiarization Drill

1. khonthaj phûut phaasãa thaj Thais speak Thai.
2. khon ameerikan phûut phaasãa ankrít Americans speak English.
3. khon ankrít phûut phaasãa ankrít Englishmen speak English.
4. khon ciin phûut phaasãa ciin Chinese speak Chinese.
5. khon laaw phûut phaasãa laaw Lao speak Laotian.
6. khèck malajuu phûut phaasãa malajuu Malays speak Malay.
7. khon juan phûut phaasãa juan Vietnamese speak Vietnamese.
8. khon ősatreelia phûut phaasãa ankrít Australians speak English.

n) Substitution Drill

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>ratsia</td>
<td>khon ratsia phûut phaasãa ratsia</td>
</tr>
<tr>
<td>kawlyi</td>
<td>khon kawlyi phûut phaasãa kawlyi</td>
</tr>
<tr>
<td>jtipun</td>
<td>khon jtipun phûut phaasãa jtipun</td>
</tr>
<tr>
<td>khamën</td>
<td>khon khamën phûut phaasãa khamën</td>
</tr>
<tr>
<td>phamâa</td>
<td>khon phamâa phûut phaasãa phamâa</td>
</tr>
</tbody>
</table>
o) **Substitution Drill**

Have two students engage in the following exchange, substituting the cue words below for those underlined:

Cue: phamâa, ciin

**Student 1:** thîi phamâa, kháw phûut phaasâa ciin, châj máj
**Student 2:** maç châj, kháw phûut phaasâa phamâa
kháw maç dâj phûut phaasâa ciin.

1. farànsêet, jeërâman  
2. indooniìsìa, jìipùn  
3. sapeen, italìan 
4. myänthaj, thaj  
5. ameerikaa, anàkrit  
6. khamën, laaw  
7. hînkonj, wïatnaam  
8. thaj, malajuù  
9. njuu jòok, kawlìì  
10. rât mîchîkëen, thaj  
11. bòssâtân, ràtsia  
12. rât indiana, ânpkrit

p) **Substitution Drill**

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
<th>He can speak</th>
</tr>
</thead>
<tbody>
<tr>
<td>thaj</td>
<td>kháw phûut phaasâa thaj dâj</td>
<td>Thai</td>
</tr>
<tr>
<td>laaw</td>
<td>kháw phûut phaasâa laaw dâj</td>
<td>Lao</td>
</tr>
<tr>
<td>jeërâman</td>
<td>kháw phûut phaasâa jeërâman dâj</td>
<td>German</td>
</tr>
<tr>
<td>sapeen</td>
<td>kháw phûut phaasâa sapeen dâj</td>
<td>Spanish</td>
</tr>
<tr>
<td>ràtsia</td>
<td>kháw phûut phaasâa ràtsia dâj</td>
<td>Russian</td>
</tr>
<tr>
<td>ciin</td>
<td>kháw phûut phaasâa ciin dâj</td>
<td>Chinese</td>
</tr>
<tr>
<td>juan</td>
<td>kháw phûut phaasâa juan dâj</td>
<td>Vietnamese</td>
</tr>
<tr>
<td>malajuù</td>
<td>kháw phûut phaasâa malajuù dâj</td>
<td>Malayan</td>
</tr>
<tr>
<td>phamâa</td>
<td>kháw phûut phaasâa phamâa dâj</td>
<td>Burmese</td>
</tr>
</tbody>
</table>
q) **Substitution Drill**

Ask the students what languages they can speak, using the following patterns:

**Instructor:** khun phûut phaasãa (_______) dâj mâj khráp
Can you speak ______?

**Student:** dâj khráp                      Yes, I can.
mâj dâj khráp                      No, I can't.

r) **Substitution Drill**

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>nákrián</td>
<td>khon níí kèn phaasãa</td>
</tr>
<tr>
<td></td>
<td>thaj mâj</td>
</tr>
<tr>
<td>khun coon</td>
<td>khun coon kèn phaasãa thaj mâj</td>
</tr>
<tr>
<td>ankrít</td>
<td>khun coon kèn phaasãa ankrít mâj</td>
</tr>
<tr>
<td>prichaa</td>
<td>khun prichaa kèn phaasãa ankrít mâj</td>
</tr>
<tr>
<td>farânsèet</td>
<td>khun prichaa kèn phaasãa farânsèet mâj</td>
</tr>
<tr>
<td>khruu khâw</td>
<td>khruu khâw kèn phaasãa farânsèet mâj</td>
</tr>
<tr>
<td>laaw</td>
<td>khruu khâw kèn phaasãa laaw mâj</td>
</tr>
</tbody>
</table>

Is that student good in Thai?
Is John good in Thai?
Is John good in English?
Is Prichaa good in English?
Is Prichaa good in French?
Is his teacher good in French?
Is his teacher good in Lao?
s) **Substitution Drill**

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>nákrian khon nán rian nánsyy kêń</td>
<td>That student learns rapidly.</td>
<td></td>
</tr>
<tr>
<td>kháw</td>
<td>kháw rian nánsyy kêń</td>
<td>He learns rapidly.</td>
</tr>
<tr>
<td>khían nánsyy thaj</td>
<td>kháw khían nánsyy thaj kêń</td>
<td>He writes Thai well.</td>
</tr>
<tr>
<td>khun</td>
<td>khun khían nánsyy thaj kêń</td>
<td>You write Thai well.</td>
</tr>
<tr>
<td>phùut phaasáa juan</td>
<td>khun phùut phaasáa juan kêń</td>
<td>You speak Vietnamese well.</td>
</tr>
<tr>
<td>khruu phôm phùut phaasáa</td>
<td>My teacher speaks Vietnamese well.</td>
<td></td>
</tr>
<tr>
<td>sôn nánsyy</td>
<td>khruu phôm sôn nánsyy kêń</td>
<td>My teacher teaches well.</td>
</tr>
</tbody>
</table>

6.3 **EXERCISES**

a) Using a weekly news magazine or daily newspaper have one student find out from another what the nationality of various people is.\(^1\)

b) Have one student find out from another what languages are spoken in Asia. (Use map on page 85.)

c) Have students find out what languages other students speak and how well.

d) Have students find out what city and state other students come from.

---

\(^1\) **To the instructor:** Have the students ask the questions in as many different ways as possible.
6.4 COMPREHENSION TEST

The teacher reads each of the passages below two times at normal speed with a pause between the two readings. The students listen and take notes if they wish. Then the teacher asks them the questions below. The students are not to look at the book during this time.

A.  phôm miŋ phýan. kháw pen khêek, maa càak malaju. kháw phûut phaasâa malaju mâj.
   1. phýan phôm phûut phaasâa malaju mâj máj
   2. kháw pen farəŋ, châj máj khráp
   3. kháw maa càak prathêet năj

B.  khruu phôm këng phaasâa phaamaha. kháw pen khon ameerikan phanrajaa kháw thamñaan thî1 juusît
   1. phanrajaa khrûk phôm mâj dâj thamñaan rý khráp
   2. khruu phôm phûut phaasâa phaamaha dâj máj
   3. khruu pen farəŋ, châj máj

C.  thahâan maa càak prathêet jëeraman. kháw pen khon jëeraman phanrajaa kháw pen khruu phaasâa thaj.
   1. thahâan miŋ phanrajaa rý khráp
   2. khruu phaasâa thaj pen khon jëeraman, châj máj
   3. thahâan pen khêek, châj máj

D.  kháw pen khêek, maa càak prathêet india. kháw pen môo, thamñaan thî1 roonphajabaan culaa. kháw chûy waanii.
   1. khun môo chûy araj
   2. kháw thamñaan rýplâaw
   3. kháw thamñaan thî1năj
4. kháw pen khèek, châj máj
5. kháw maa càak prathêt malajuu, châj máj
6. khun waanii pen araj thìi rooŋphajabaan culaa

E. nákrian pen khèek indoniisia. kháw rian phaasāa juan.
kháw rian kẽŋ màak. phanrajaa kháw pen farànŋ, maa càak
parīt. khun mê kháw maa càak kruŋ jaakaatâa

1. nákrian rian phaasāa araj
2. kháw rian kẽŋ máj
3. phanrajaa kháw màj dâj pen khèek rýkhráp
4. khun mê maa càak nãj
5. nákrian kẽŋ phaasāa juan máj
6. nákrian pen farànŋ, châj máj
7. thìi kruŋ jaakaatâa kháw phûut phaasāa ciin, châj
máj khráp

F. phýan phôm kẽŋ phaasāa kawlıi. kháw pen farànŋ, maa càak
prathêt italîi. kháw thamŋaan thìi kruŋ room. kháw pen
thahāan

1. phýan khun pen mõo châj máj khráp
2. kháw kẽŋ phaasāa araj
3. kháw pen khon châat araj
4. kháw maa càak prathêt nãj
5. kháw pen khèek, châj máj
6. kháw thamŋaan rýplàaw
7. kháw thamŋaan thìnãj
6.5 VOCABULARY

ameerikaa  America
ameerikan  American
angkril  England, English
india  India, Indian
indoniisia  Indonesia, Indonesian
indianâa  Indiana
italian  Italian (itali 'Italy')
ôosatreelia  Australia, Australian
bóssatân  Boston
càak  from
can  extremely, a great deal
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>châat (châat)</td>
<td>nationality, nation, race</td>
</tr>
<tr>
<td>ciin</td>
<td>China, Chinese</td>
</tr>
<tr>
<td>denwèê</td>
<td>Denver</td>
</tr>
<tr>
<td>faràŋ (khon)</td>
<td>white-skinned people, including Europeans, Australians, white Americans, etc.</td>
</tr>
<tr>
<td>faràŋsèet</td>
<td>France, French</td>
</tr>
<tr>
<td>filíppin</td>
<td>Philippines, Philippine</td>
</tr>
<tr>
<td>hângkong</td>
<td>Hong Kong</td>
</tr>
<tr>
<td>jeéraman</td>
<td>Germany, German</td>
</tr>
<tr>
<td>jîipùn</td>
<td>Japan, Japanese</td>
</tr>
<tr>
<td>Juan</td>
<td>Vietnam, Vietnamese</td>
</tr>
<tr>
<td>kawlîi</td>
<td>Korea, Korean</td>
</tr>
<tr>
<td>kèŋ</td>
<td>to be expert, skillful (at doing something)</td>
</tr>
<tr>
<td>khamêen</td>
<td>Cambodia, Cambodian</td>
</tr>
<tr>
<td>khèeck (khon)</td>
<td>dark-skinned people, Moslems and Hindus in particular</td>
</tr>
<tr>
<td>khîan</td>
<td>to write</td>
</tr>
<tr>
<td>kruŋ (kruŋ)</td>
<td>city (used to refer to some capitol cities)</td>
</tr>
<tr>
<td>kruŋthêep</td>
<td>Bangkok</td>
</tr>
<tr>
<td>laaw</td>
<td>Laos, Lao, Laotian</td>
</tr>
<tr>
<td>loonmoom</td>
<td>London</td>
</tr>
<tr>
<td>Word</td>
<td>Translation</td>
</tr>
<tr>
<td>--------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>mâak</td>
<td>very much, a lot of</td>
</tr>
<tr>
<td>malaju</td>
<td>Malaya</td>
</tr>
<tr>
<td>michíkeen</td>
<td>Michigan</td>
</tr>
<tr>
<td>myañ (myañ)</td>
<td>city, country (nation)</td>
</tr>
<tr>
<td>nít nòoj</td>
<td>a little</td>
</tr>
<tr>
<td>njuu jòck</td>
<td>New York</td>
</tr>
<tr>
<td>parît</td>
<td>Paris</td>
</tr>
<tr>
<td>pattanîl</td>
<td>Pattini (city in South Thailand)</td>
</tr>
<tr>
<td>phaasãa (phaasãa)</td>
<td>language, speech</td>
</tr>
<tr>
<td>phamâa</td>
<td>Burma, Burmese</td>
</tr>
<tr>
<td>rát (rát)</td>
<td>state, nation</td>
</tr>
<tr>
<td>rian</td>
<td>to study, learn</td>
</tr>
<tr>
<td>room</td>
<td>Rome</td>
</tr>
<tr>
<td>sapeen</td>
<td>Spain</td>
</tr>
<tr>
<td>saan fransisko</td>
<td>San Francisco</td>
</tr>
<tr>
<td>sǒon</td>
<td>to teach</td>
</tr>
<tr>
<td>thaj</td>
<td>Thai</td>
</tr>
<tr>
<td>thâwnán</td>
<td>only, only that (much)</td>
</tr>
<tr>
<td>tooklaw</td>
<td>Tokyo</td>
</tr>
<tr>
<td>wiatnaam</td>
<td>Vietnam, Vietnamese</td>
</tr>
</tbody>
</table>
LESSON SEVEN

7.0 BASIC DIALOG: Mr. Smith meets a Thai in the Provinces

(Part II)

A:  paj näj khráp     Where are you going?
B:  paj talàat khráp  To the market.

A:  khun phūut phaasãa thaj kẽn
    canŋ pen khon châat araj
You speak Thai very well.

B:  phôm pen khon ameerikan khráp
    khõothõot, khun phūut phaasãa
    âŋkrit pen mâj khráp
What is your nationality?

I'm an American.

A:  mâj pen khráp     Excuse me, do you speak
B:  khun pen chaaw caŋwàt ní
    rýplàaw khráp    English?

No, I don't.

Are you a native of this changwat?

A:  plàaw khráp, phôm maa càak
    caŋwàt lampaan
    khun khêej paj mâj khráp
No, I'm from Lampang changwat.

B:  mâj khêej khráp
    juû thî1 näj khráp
Have you ever been there?

No, I haven't.

A:  jùu naj phâæk nŷa
    Where is it?

In the North.

7.1 NOTES ON THE DIALOG

a)  a caŋwàt is an administrative unit in the Thai government. It may be translated 'province'. There are 71 in Thailand.

b)  chaaw means 'resident' or 'native'.
c) Observe the difference in meaning between เถUnified 'good' (in the sense of skillful) and ดี 'good' (in general).

ก็ว๋ pen khon ดี 'He's a good (or nice) person.'

ก็ว๋ rian นั่งสี่ย๋ เถ Unified 'He's a good student (studies well).'

d) ผาจ น้ำ is frequently used as a casual greeting.

7.2 GRAMMAR NOTES

a) เบเอจ + Verb Phrase is used to refer to experience in the past.

ก็ว๋ เบเอจ pen khruu 'He used to be a teacher.'

คุณ เบเอจ ผาจ ยานทาย ม่า 'Have you ever been to Thailand?'

The affirmative response to เบเอจ + Verb Phrase + ม่า questions is เบเอจ; the negative response is ม่า เเบเอจ.

b) ผาจ 'to go' and มา 'to come' may be followed by place expressions (รูนี่, etc.) or by Verb Phrases indicating an activity (สั่ง ค่ำ, 'buy things!', etc.). Either the place expression or Verb Phrase may be replaced by น้ำ in questions, thus

Q: ผาจ น้ำ 'Where are you going? (or) 'What are you going (someplace) to do?'

A: ผาจ รูนี่ 'I'm going to school.'

(or) ผาจ สั่ง ค่ำ 'I'm going shopping.'

c) Since the verb in Thai does not have changes in form to correlate with changes in time (tense changes), a sentence like ผทยํ ผาจ รูนี่ might be interpreted as 'I'm going to school', 'I go to school', or 'I went to school'. This does not usually result in ambiguity, however, since the context the utterance occurs in usually makes it clear which interpretation is intended.
d) The pronoun subject may be omitted anytime its omission does not result in misunderstanding. Observe these examples:

B:  päj nāj  'Where are (you) going?'
A:  päj talàat khráp  '(I'm) going to the market.'

The pronoun is sometimes omitted in statements; it is frequently omitted in questions, and is almost always omitted in responses to questions.

e) The sentence + dâj construction is used to indicate that something is 'possible, suitable, all right', thus

phōm phûut phaasāa thaj dâj  'I can speak Thai.'
khûn phûut phaasāa thaj dâj mâj  'Can you speak Thai?'

Affirmative response:  dâj khráp  'Yes, I can.'
Negative response:  mâj dâj khráp  'No, I can't.'

Since dâj is considered to be the main verb in constructions of this type, the negative mâj is placed just before it in negative statements, thus:

khāw päj talàat mâj dâj  'She is unable to go to the market.'

The subject of the sentence is the sentence khāw päj talàat.

f) The Sentence + pen construction is used to indicate that 'someone knows how to perform some activity', thus:

Statement:  phōm khâp rôt pen  'I know how to drive a car.'

Negative statement:

khâw lèn dontriī mâj pen  'He doesn't know how to play a musical instrument.'

Question:  khun lèn dontriī thaj pen mâj  'Can you play a Thai music?'

88
Affirmative response: pen khráp 'Yes, I can.'
Negative response: mâj pen khráp 'No, I can't.'

Pen is considered the main verb in constructions of this type; consequently, the negative mâj is placed just in front of it, and it is the normal response to questions. The sentence khun lênn dontrii thaj is the subject of the combined sentence.

g) In situations where ability to do something is a matter of having learned the technique of doing it, either pen or dâj may be used interchangeably, thus:

phôm phûut phaasãa thaj \begin{array}{l} \underline{dâj} \\ \underline{pen} \end{array} 'I can speak Thai.'

In situations in which inability to do something results not from a lack of technique or skill but for other reasons, only dâj and not pen can be used.

phôm khàp rôt pen, têe wanníi khàp mâj dâj. phôm mâj sabaaj 'I know how to drive a car, but I can't drive today. I don't feel well.'

h) Both khæaj 'used to' and dâj or pen can occur in the same sentence, thus:

kháw khæaj lênn dontrii pen 'He used to be able to play music.'
khun khæaj phûut phaasãa ciin pen mâj 'Were you formerly able to speak Chinese?'

The affirmative response to this question is khæaj 'Yes, I was.', the negative response is mâj khæaj 'No, I wasn't.'
7.3 **GRAMMAR DRILLS**

a) **Substitution Drill**

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ráanaahān</td>
<td>paj ráanaahān khráp</td>
<td>(I'm) going to the restaurant.</td>
</tr>
<tr>
<td>2. roonriian</td>
<td>paj roonriian khráp</td>
<td>(I'm) going to the school.</td>
</tr>
<tr>
<td>3. thīithamnaan</td>
<td>paj thīithamnaan khráp</td>
<td>(I'm) going to the office.</td>
</tr>
<tr>
<td>4. talàat</td>
<td>paj talàat khráp</td>
<td>(I'm) going to the market.</td>
</tr>
<tr>
<td>5. roonphajabaan</td>
<td>paj roonphajabaan khráp</td>
<td>(I'm) going to the hospital.</td>
</tr>
<tr>
<td>6. thanakhaan</td>
<td>paj thanakhaan khráp</td>
<td>(I'm) going to the bank.</td>
</tr>
<tr>
<td>7. bāan</td>
<td>klàp bāan khráp</td>
<td>(I'm) going home.</td>
</tr>
<tr>
<td>8. prajsanii</td>
<td>paj prajsanii khráp</td>
<td>(I'm) going to the Post Office.</td>
</tr>
<tr>
<td>9. ráankhāajkhōŋ</td>
<td>paj ráankhāajkhōŋ khráp</td>
<td>(I'm) going to the shops.</td>
</tr>
<tr>
<td>10. roonresm</td>
<td>paj roonresm eerawan khráp</td>
<td>(I'm) going to the Erawan Hotel.</td>
</tr>
<tr>
<td></td>
<td>eerawan</td>
<td></td>
</tr>
</tbody>
</table>

b) **Response Drill**

<table>
<thead>
<tr>
<th>Cue</th>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>roonriian</td>
<td>paj nǎj khráp</td>
<td>paj roonriian khráp To school.</td>
</tr>
<tr>
<td></td>
<td>Where are you going?</td>
<td>To school.</td>
</tr>
<tr>
<td>thīithamnaan</td>
<td>paj nǎj khráp</td>
<td>paj thīithamnaan khráp</td>
</tr>
<tr>
<td></td>
<td>Where are you going?</td>
<td>To the office.</td>
</tr>
<tr>
<td>ráanaahān</td>
<td>paj nǎj khráp</td>
<td>paj ráanaahāan khráp</td>
</tr>
<tr>
<td></td>
<td>Where are you going?</td>
<td>To the restaurant?</td>
</tr>
</tbody>
</table>
praï̆sàññiī  pàj nāj khráp  pàj praï̆sàññiī khráp
Where are you going? To the Post Office.
rá̆nkháaj khñ̄̄ ön  pàj nāj khráp  pàj rá̆nkháaj khñ̄̄ ön khráp
Where are you going? To the shops.
thánaa khñ̄̄aahn  pàj nāj khráp  pàj thánaa khñ̄̄aahn khráp
Where are you going? To the bank.
talaat  pàj nāj khráp  pàj talaat khráp
Where are you going? To the market.
báan  pàj nāj khráp  klàp báan khráp
Where are you going? Home.

c) Substitution Drill

Cue            Pattern                                  
phōm pāj thāmñāañ khráp  I went\(^1\) to work.
rian nā̆nsỳy phōm pāj rian nā̆nsỳy khráp  I went to school.
kháaw kháaw pāj rian nā̆nsỳy khráp  He went to school.
tháaw kháaw pāj tháaw khráp  He went out (for fun).
sỳy khñ̄̄ ön kháaw pāj sỳy khñ̄̄ ön khráp  He went shopping.
kin kaafse kháaw pāj kin kaafse khráp  He went to drink coffee.
kì̆n khñ̄̄ aaw kháaw pāj kin khñ̄̄ aaw khráp  He went to eat.
sōñ cōtmāaj kháaw pāj sōñ cōtmāaj khráp  He went to mail a letter.
phōm phōm pāj sōñ cōtmāaj khráp  I went to mail off a letter.
hāa móo phōm pāj hāa móo khráp  I went to see a doctor.
thaawras̄ap phōm pāj thaawras̄ap khráp  I went to telephone.
thāmñāañ phōm pāj thāmñāañ khráp  I went to work.

\(^1\) pāj could be translated as 'go, is/are going, or went'.
### d) Response Drill

<table>
<thead>
<tr>
<th><strong>Cue</strong></th>
<th><strong>Question</strong></th>
<th><strong>Response</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>thamnaan</td>
<td>paj nāj khráp</td>
<td>paj thamnaan khráp To work.</td>
</tr>
<tr>
<td></td>
<td>Where are you going?</td>
<td></td>
</tr>
<tr>
<td>roonrian</td>
<td>paj nāj khráp</td>
<td>paj roonrian khráp To school.</td>
</tr>
<tr>
<td></td>
<td>Where are you going?</td>
<td></td>
</tr>
<tr>
<td>rian nānsyy</td>
<td>paj nāj khráp</td>
<td>paj rian nānsyy khráp To study.</td>
</tr>
<tr>
<td></td>
<td>Where are you going?</td>
<td></td>
</tr>
<tr>
<td>sýy khōon</td>
<td>paj nāj khráp</td>
<td>paj sýy khōon thīráan khráp To buy something at a shop.</td>
</tr>
<tr>
<td>thīráan</td>
<td>Where are you going?</td>
<td></td>
</tr>
<tr>
<td>sōn cōtmāj</td>
<td>paj nāj khráp</td>
<td>paj sōn cōtmāj khráp To mail a letter.</td>
</tr>
<tr>
<td></td>
<td>Where are you going?</td>
<td></td>
</tr>
<tr>
<td>thoo rasāp</td>
<td>paj nāj khráp</td>
<td>paj thoo rasāp khráp To telephone.</td>
</tr>
<tr>
<td></td>
<td>Where are you going?</td>
<td></td>
</tr>
<tr>
<td>thamnaan</td>
<td>paj nāj khráp</td>
<td>paj thamnaan khráp To work.</td>
</tr>
<tr>
<td></td>
<td>Where are you going?</td>
<td></td>
</tr>
<tr>
<td>kin kāfēe</td>
<td>paj nāj khráp</td>
<td>paj kin kāfēe thīráan thīp thop To drink coffee at the Tip Top shop.</td>
</tr>
<tr>
<td>thīráan</td>
<td>Where are you going?</td>
<td></td>
</tr>
<tr>
<td>thīp thop</td>
<td>Where are you going?</td>
<td></td>
</tr>
<tr>
<td>kin khāaw thī</td>
<td>paj nāj khráp</td>
<td>paj kin khāaw thī raamāa To eat at the Rama.</td>
</tr>
<tr>
<td>raamāa</td>
<td>Where are you going?</td>
<td></td>
</tr>
<tr>
<td>hāa mōo thī</td>
<td>paj nāj khráp</td>
<td>paj hāa mōo thī sāathoon To see a doctor on Sathorn (street).</td>
</tr>
<tr>
<td>sāathoon</td>
<td>Where are you going?</td>
<td></td>
</tr>
</tbody>
</table>
thīaw  

paj nǎj khráp
Where are you going?

paj thīaw
Out (for pleasure).

thīaw talàatnát  

paj nǎj khráp
Where are you going?

paj thīaw talàatnát
Out to the market (special one day market) for fun.

thurá thīì  

paj nǎj khráp
Where are you going?

paj thurá thīì sathǎan thûut
To the embassy on business.

e) Substitution Drill

table

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. chiańmàj</td>
<td>khâw maa càak canwàt chiańmàj</td>
</tr>
<tr>
<td></td>
<td>He comes from Chiangmai Province.</td>
</tr>
<tr>
<td>2. ùttaradít</td>
<td>khâw maa càak canwàt ùttaradít</td>
</tr>
<tr>
<td></td>
<td>He comes from Uttaradit Province.</td>
</tr>
<tr>
<td>3. phîtsanulôok</td>
<td>khâw maa càak canwàt phîtsanulôok.</td>
</tr>
<tr>
<td></td>
<td>He comes from Pitsanuloke Province.</td>
</tr>
<tr>
<td>4. udöon</td>
<td>khâw maa càak canwàt udöon.</td>
</tr>
<tr>
<td></td>
<td>He comes from Udorn Province.</td>
</tr>
<tr>
<td>5. khôn kèen</td>
<td>khâw maa càak canwàt khôn kèen.</td>
</tr>
<tr>
<td></td>
<td>He comes from Khonkaen Province.</td>
</tr>
<tr>
<td>6. nakhoon râatchasímmaa</td>
<td>khâw maa càak canwàt nakhoon râatchasímmaa</td>
</tr>
<tr>
<td></td>
<td>He comes from Korat Province.</td>
</tr>
<tr>
<td>7. lópburii</td>
<td>khâw maa càak canwàt lópburii.</td>
</tr>
<tr>
<td></td>
<td>He comes from Lopburi Province.</td>
</tr>
</tbody>
</table>

93
8. ajútthajaa  kháw maa càak cañwàt ajútthajaa.  
   He comes from Ayuthaya Province.

9. krunthēep  kháw maa càak krunthēep.¹  
   He comes from Bangkok.

10. raátburii  kháw maa càak cañwàt râatburii.  
    He comes from Ratburi Province.

11. nakhoon sīi  kháw maa càak cañwàt nakhoon sīi thammarâat.  
    thammarâat  He comes from Nakorn Sri Thammarat Province.

12. phétburii  kháw maa càak cañwàt phétburii.  
    He comes from Phetburi Province.

13. sŏnkhlāa  kháw maa càak cañwàt sŏnkhlāa  
    He comes from Songkla Province.

14. jalaa  kháw maa càak cañwàt jalaa.  
    He comes from Yala Province.

15. ubon  kháw maa càak cañwàt ubon.

f) Substitution Drill

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. jalaa</td>
<td>kháw pen chaaw jalaa.</td>
</tr>
<tr>
<td></td>
<td>He's a native of Yala.</td>
</tr>
<tr>
<td>2. sŏnkhlāa</td>
<td>kháw pen chaaw sŏnkhlāa.</td>
</tr>
<tr>
<td></td>
<td>He's a native of Songkla.</td>
</tr>
<tr>
<td>3. nakhoon sīi thammarâat</td>
<td>kháw pen chaaw nakhoon sīi thammarâat.</td>
</tr>
<tr>
<td></td>
<td>He's a native of Nakorn Sri Thammarat.</td>
</tr>
</tbody>
</table>

¹By government division it is called cañwàt phránakhoon.
4. phétburii  kháw pen chaaw phétburii.  
   He's a native of Phetburi.
5. râatburii  kháw pen chaaw râatburii.  
   He's a native of Ratburi.
6. kruŋthēep  kháw pen chaaw kruŋthēep.  
   He's a native of Bangkok.
7. ajútthajaa  kháw pen chaaw ajútthajaa.  
   He's a native of Ayuthaya.
8. lópburi  kháw pen chaaw lópburi.  
   He's a native of Lopburi.
9. khoorâat  kháw pen chaaw khoorâat.  
   He's a native of Khorat.
10. ubon  kháw pen chaaw ubon.  
    He's a native of Ubon.
11. khõon kèen  kháw pen chaaw khõon kèen  
    He's a native of Khonkaen.
12. udcoon  kháw pen chaaw udcoon  
    He's a native of Udorn.
13. phítsanulôok  kháw pen chaaw phítsanulôok  
    He's a native of Pitsanuloke.
14. uttaradît  kháw pen chaaw uttaradît.  
    He's a native of Uttaradit.
15. chiangmâj  kháw pen chaaw chiangmâj  
    He's a native of Chiangmai.
g) **Response Drill**

<table>
<thead>
<tr>
<th>Cue</th>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>klaan</td>
<td>lópburi jùu naj phâak araj</td>
<td>jùu naj phâak klaan</td>
</tr>
<tr>
<td></td>
<td>What part (of Thailand) is Lopburi in?</td>
<td>It's in the Central part.</td>
</tr>
<tr>
<td>nỳa</td>
<td>chiangmâj jùu naj phâak araj</td>
<td>jùu naj phâak nỳa</td>
</tr>
<tr>
<td></td>
<td>What part is Chiangmai in?</td>
<td>It's in the Northern part.</td>
</tr>
<tr>
<td>isâan</td>
<td>udorn jùu naj phâak araj</td>
<td>jùu naj phâak isâan</td>
</tr>
<tr>
<td></td>
<td>What part is Udorn in?</td>
<td>It's in the N.E. part.</td>
</tr>
<tr>
<td>nỳa</td>
<td>uttaradît jùu naj phâak araj</td>
<td>jùu naj phâak nỳa</td>
</tr>
<tr>
<td></td>
<td>What part is Uttaradit in?</td>
<td>It's in the Northern part.</td>
</tr>
<tr>
<td>isâan</td>
<td>khônkèên jùu naj phâak araj</td>
<td>jùu naj phâak isâan</td>
</tr>
<tr>
<td></td>
<td>What part is Konkaen in?</td>
<td>It's in the N.E. part.</td>
</tr>
<tr>
<td>klaan</td>
<td>phêtburí jùu naj phâak araj</td>
<td>jùu naj phâak klaan</td>
</tr>
<tr>
<td></td>
<td>What part is Petburí in?</td>
<td>It's in the Central part.</td>
</tr>
<tr>
<td>tôj</td>
<td>sônkhlâa jùu naj phâak araj</td>
<td>jùu naj pàk tôj</td>
</tr>
<tr>
<td></td>
<td>What part is Songkla in?</td>
<td>It's in the Southern part.</td>
</tr>
<tr>
<td>isâan</td>
<td>khoorâat jùu naj phâak araj</td>
<td>jùu naj phâak isâan</td>
</tr>
<tr>
<td></td>
<td>What part is Korat in?</td>
<td>It's in the N.E. part.</td>
</tr>
<tr>
<td>tôj</td>
<td>jalaa jùu naj phâak araj</td>
<td>jùu naj pàk tôj</td>
</tr>
<tr>
<td></td>
<td>What part is Yala in?</td>
<td>It's in the Southern part.</td>
</tr>
<tr>
<td>isâan</td>
<td>ubon jùu naj phâak araj</td>
<td>jùu naj phâak isâan</td>
</tr>
<tr>
<td></td>
<td>What part is Ubol in?</td>
<td>It's in the N.E. part.</td>
</tr>
</tbody>
</table>
h) **Transformation Drill**

**Pattern 1**

1. kháw maa càak cañwàt chiànmàj.
   He comes from Chiangmai Province.

2. kháw maa càak cañwàt jalaà.
   He comes from Yala Province.

3. kháw maa càak cañwàt lópburiì.
   He comes from Lopburi Province.

4. kháw maa càak cañwàt ajuçthajàa.
   He comes from Ayuthaya Province.

5. kháw maa càak cañwàt ùttaradít.
   He comes from Uttaradit Province.

6. kháw maa càak cañwàt phítsanulôok
   He comes from Pitsanuloke Province.

7. kháw maa càak krunçhèep
   He comes from Bangkok.

8. kháw maa càak tàancàñwàt
   He's from the provinces.

**Pattern 2**

- kháw pen khon chiànmàj.
  He's a native of Chiangmai Province.

- kháw pen khon jalaà.
  He's a native of Yala Province.

- kháw pen khon lópburiì.
  He's a native of Lopburi Province.

- kháw pen khon ajuçthajàa.
  He's a native of Ayuthaya Province.

- kháw pen khon ùttaradít
  He's a native of Uttaradit Province.

- kháw pen khon phítsanulôok
  He's a native of Pitsanuloke Province.

- kháw pen khon krunçhèep
  He's a 'Bangkoker'.

- kháw pen khon tàancàñwàt
  He's a 'out-of-towner.'
1) **Response Drill**

**Teacher:** jalaa

**Student 1:** kháw maa càak canwát jalaa. **He comes from Yala Province.**

**Student 2:** kháw pen khon jalaa rè khráp **He's a native of Yala, is he?**

**Student 1:** khráp **Yes (he is).**

Continue the drill by substituting the following names for Yala:

1. ubon
2. udoon
3. lópburi
4. ajúthajan
5. chiamáj
6. râatburi
7. phétburi
8. sǒŋkláa
9. ùttaradílt
10. phítsanulòok
11. khâonkèen
12. nakhon sìi thammarâat
13. nakhon râat chasýimaa
14. phrânakhon / krunthèep
15. jalaa

j) **Transformation Drill**

**Pattern 1**  
kháw pen khon lópburi.  
kháw pen khon jalaa.  
kháw pen khon sǒŋkláa  
kháw pen khon phítsanulòok  
kháw pen khon khâonkèen  
kháw pen khon krunthèep  
kháw pen khon tâantaawát

**Pattern 2**

kháw pen chaaw lópburi.  
kháw pen chaaw jalaa.  
kháw pen chaaw sǒŋkláa  
kháw pen chaaw phítsanulòok  
kháw pen chaaw khâonkèen  
kháw pen chaaw krunthèep  
kháw pen chaaw tâantaawát
THAI BASIC COURSE

k) **Response Drill**

**Teacher:** kháw pen khon canwàt araj udoon  
What province is he native of? Udorn.

**Student:** kháw pen khon / chaaw udoon  
He's a native of Udorn (Province).

Continue the drill by substituting the following names for Udorn:

1. Jala  
2. sōŋkhlaa  
3. nakhoon sìi thammarât  
4. phétburi  
5. râatburi  
6. krungthêep  
7. ajútthajaa  
8. lópburi  
9. khoorâat  
10. ubon  
11. phítsanulôok  
12. uttarat  
13. chianmâj  
14. udoon  
15. lópburi

1) **Recognition and Familiarization Drill**

1. kháw maa càak phâak nỳa.  
He comes from the North.

2. kháw maa càak phâak isàan  
He comes from the Northeast (of Thailand)

3. kháw maa càak phâak klaan  
He comes from the Central part.

4. kháw maa càak pàk tâj  
He comes from the South (of Thailand).

**NOTE:** isàan refers only to the Northeastern part of Thailand. It is not the usual word for Northeast. Likewise pàk rather than phâak is used to refer to the Southern part of Thailand.
m) Substitution Drill

Teacher: khâw maa câak phâak klaŋ  He comes from the Central part.
       : isânan  Northeast.

Student: khâw maa câak phâak isân  He comes from the Northeast.

Continue the drill by substituting the following items after phâak:

1. n̄ya  4. klaŋ  8. klaŋ
2. tâj  5. isân  9. tâj
3. isân  6. tâj  10. klaŋ
7. n̄ya

n) Substitution Drill

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern 1</th>
<th>Pattern 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. n̄ya</td>
<td>khâw maa câak phâak n̄ya.  He comes from the North.</td>
<td>khâw pen khon phâak n̄ya.  He's a Northerner.</td>
</tr>
<tr>
<td>2. isân</td>
<td>khâw maa câak phâak isân.  He comes from the Northeast.</td>
<td>khâw pen khon phâak isân.  He's a 'Northeasterner'.</td>
</tr>
<tr>
<td>3. tâj</td>
<td>khâw maa câak pâk tâj.  He comes from the South.</td>
<td>khâw pen khon pâk tâj.  He's a Southerner.</td>
</tr>
<tr>
<td>4. klaŋ</td>
<td>khâw maa câak phâak klaŋ  He comes from the Central part.</td>
<td>khâw pen khon phâak klaŋ  He's a native of the Central part.</td>
</tr>
</tbody>
</table>
o) **Substitution Drill**

Teacher: tâj  
South

Student 1: kháw maa càak pàk tâj  
He comes from the South.

Student 2: kháw pen khon pàk tâj rûy  
Is he a Southerner?

Student 1: khráp  
Yes, he is.

Continue the drill by substituting the following items for tâj:

1. klaan  4. tâj  8. tâj
2. nûa  5. nûa  9. nûa
3. isâan  6. isâan  10. isâan
7. klaan

p) **Substitution Drill**

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern 1</th>
<th>Pattern 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. nûa</td>
<td>kháw pen khon phâak nûa.</td>
<td>kháw pen chaaw nûa.</td>
</tr>
<tr>
<td></td>
<td>He's a Northerner.</td>
<td>He's a Northerner.</td>
</tr>
<tr>
<td>2. isâan</td>
<td>kháw pen khon phâak isâan</td>
<td>kháw pen chaaw isâan</td>
</tr>
<tr>
<td></td>
<td>He's a Northeasterner.</td>
<td>He's a Northeasterner.</td>
</tr>
<tr>
<td>3. tâj</td>
<td>kháw pen khon pàk tâj.</td>
<td>kháw pen chaaw tâj.</td>
</tr>
<tr>
<td></td>
<td>He's a Southerner.</td>
<td>He's a Southerner.</td>
</tr>
<tr>
<td>4. klaan</td>
<td>kháw pen khon phâak klaan</td>
<td>kháw pen chaaw phâak klaan</td>
</tr>
<tr>
<td></td>
<td>He's a native of the</td>
<td>He's a Central Thai</td>
</tr>
<tr>
<td></td>
<td>Central part.</td>
<td>resident.</td>
</tr>
</tbody>
</table>
q) **Response Drill**

Teacher:  tâj  

**Student 1:*** khun maa càak phâak nǎj  

What part do you come from?

**Student 2:*** pàk tâj  

From the South.

**Student 1:*** ̀o, khun pen chaaw pàk tâj rĕkhráp  

Oh, you’re a Southerner?

**Student 2:*** khráp  

Yes, I am.

Continue the drill by substituting the following words for tâj:

1. nỳa  
2. isăan  
3. klaañ  
4. tâj  
5. nỳa  
6. tâj  
7. isăan  
8. nỳa

r) **Recognition and Familiarization Drill**

1. khon phâak klaañ phûut phaaśâa krunthēep  

People from Central Thailand speak Bangkok Thai.

2. khon pàk tâj phûut phaaśâa pàk tâj  

Southerners speak Southern Thai.

3. khon phâak isăan phûut phaaśâa (phâak) isăan  

Northeasterners speak Northeastern Thai.

4. khon phâak nỳa phûut phaaśâa (phâak) nỳa  

Northerners speak Northern Thai.
s) **Substitution Drill**

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>khun khøej  pøj  myaŋthaj máj</td>
<td>Have you ever been to Thailand?</td>
</tr>
<tr>
<td>khun khøej  rúucàk kháw máj</td>
<td>Have you ever met him?</td>
</tr>
<tr>
<td>khun khøej  pøj  chiammâj máj</td>
<td>Have you ever been to Chiangmai?</td>
</tr>
<tr>
<td>khun khøej  rian phaasāa farànsèet máj.</td>
<td>Have you ever studied French?</td>
</tr>
<tr>
<td>khun khøej  jùu táanprathêet máj</td>
<td>Have you ever lived abroad?</td>
</tr>
<tr>
<td>khun khøej  thamñaan kàp kháw máj</td>
<td>Have you ever worked with him?</td>
</tr>
<tr>
<td>khun khøej  pen khruu máj</td>
<td>Were you ever a teacher?</td>
</tr>
<tr>
<td>khun khøej  lèn dontrii pen máj</td>
<td>Did you used to be able to play music?</td>
</tr>
</tbody>
</table>

**t) Response Drill** (Answers based on facts)

**MODEL:** Teacher: khun khøej  pøj  myaŋthaj máj  Have you ever been to Thailand?

**Student:** máj khøej khrâp  No, I haven't.
   khøej khrâp  Yes, I have.

1. khun khøej thaan aahāan thaj máj  Have you ever eaten Thai food?
2. khun kheaj rúucàk diin ras(k) máj Have you ever met Dean Rusk?
3. khun kheaj paj thìaw júróop máj Have you ever been to Europe?
4. khun kheaj paj thamnàan kàp khun Have you ever worked with (name of a student) máj ________?
5. khun kheaj phùut phaasàa thaj Have you ever talked Thai kàp khon thaj máj with a Thai?
6. khun kheaj phùut phaasàa ciin Did you used to be able to dâj. máj speak Chinese?

u) Combination Drill (Combine these sentences with dâj.)

1. kháw phùut phaasàa thaj
2. phanrjaaj kháw paj thìaw
3. phûujîŋ khon nán tènram
4. thahān khon nán wâajnáam
5. nákrian khon níi ìàn nàŋsỳy thaj
6. khèek malajuu phùut phaasàa thaj
7. khruu faràŋsèet khon nán phùut phaasàa jeeramán
8. khun prasèet lēn dontrîi
9. khun prapâat paj lēn kóof
10. faràŋ khon nán lēn dontrîi thaj

v) Combination Drill (Combine the sentences in drill s with màj dâj.)

w) Response Drill (Give an affirmative response to each questions.)

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. kháw phùut phaasàa jìipùn dâj máj Can he speak Japanese?</td>
<td>dâj khráp</td>
</tr>
</tbody>
</table>
2. phanrajaa kháw paj thîaw dâj mâj
   Can his wife go out for pleasure?
dâj khráp
   Yes, she can.

3. khun pèet nâatatâñ dâj mâj
   Can you open the window?
dâj khráp
   Yes, I can.

4. nákrian khon nán duu nánsîy dâj mâj
   Is that student able to look at the book (or do homework)?
dâj khráp
   Yes, he is.

5. khon ciin phût phaasâa ciin dâj mâj
   Can Chinese people speak Chinese?
dâj khráp
   Yes, they can.

6. chûaj söç dinsôc hâj phôm dâj mâj
   Can you hand me the pencil, please?
dâj khráp
   Yes, I can.

7. khruu phyan khun sâon phaasâa ankrît dâj mâj
   Can your friend's teacher teach English?
dâj khráp
   Yes, she can.

8. kháw paj sîy khôn dâj mâj
   Can she go shopping?
dâj khráp
   Yes, she can.

9. khun jùu tàanprathêet dâj mâj
   Can you live abroad?
dâj khráp
   Yes, I can.

10. kháw rian phaasâa phamâa dâj mâj
    Is he able to study Burmese?
dâj khráp
    Yes, he is.

x) Response Drill. (Give negative responses to the questions in drill u.)
y) **Combination Drill**  (Combine the following sentences with pen.)

1. kháw khàp rót
2. phôm lèn dontríi
3. phanrajaa kháw tham kàpkhâaw
4. kháw kh'yan phaasâa ciin
5. khun thâawoon phim náŋsýy
6. phûuchâawchaan khon nán lèn tennít
7. nákriàn khon nán phûut phaasâa tâañprathêet
8. phûn khun këe rót
9. khruu kháw sôn nánsýy
10. phôm phûut phaasâa rátsia

z) **Combination Drill**  (Combine the sentences in drill w with mão pen.)

**aa) Response Drill**

Respond to the following questions affirmatively or negatively as the situation indicates using pen or mão pen.

1. khun tham kàpkhâaw pen mão
2. khèesk india phûut phaasâa juan pen mão
3. nákriàn thîinî wâaj nàam pen mão
4. khon juan phûut phaasâa phamâa pen mão
5. khruu khun sôn nánsýy pen mão
6. khun lèn dontríi pen mão
7. phûn khon thaj khôon khun këe rót pen mão
8. faràngh khon nán phûut phaasâa thaj pen mão
9. sàamîi khun mërîi sîy aahàan pen mão
10. phûn khun khàp rya pen mão
**Situation Response Drill**

Listen to the description of the situation and to the cue words, then one student forms a question with *pen* or *dâj* and another answers it. Both the question and the answer should fit the situation.

<table>
<thead>
<tr>
<th>Situation</th>
<th>Cue words</th>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. khâw mâj sabaaj</td>
<td>khâp rôt</td>
<td>khâw khâp rôt</td>
<td>mâj dâj khráp</td>
</tr>
<tr>
<td>He's ill.</td>
<td>drive</td>
<td></td>
<td>dâj mâj</td>
</tr>
<tr>
<td></td>
<td>(a car)</td>
<td>Can he drive?</td>
<td>No, he can't.</td>
</tr>
<tr>
<td>2. khâw mâj khêaj</td>
<td>lên dontrii</td>
<td>khâw lên</td>
<td>mâj pen</td>
</tr>
<tr>
<td>lên dontrii</td>
<td></td>
<td>dontrii pen</td>
<td>mâj</td>
</tr>
<tr>
<td>He's never</td>
<td>play music</td>
<td>Can he play</td>
<td>No, he can't.</td>
</tr>
<tr>
<td>played music</td>
<td></td>
<td>music?</td>
<td></td>
</tr>
<tr>
<td>3. khun malîcan</td>
<td>tham kâpkhâaw</td>
<td>khâw tham</td>
<td>pen khráp</td>
</tr>
<tr>
<td>tham kâpkhâaw</td>
<td></td>
<td>kâpkhâaw</td>
<td>pen mâj</td>
</tr>
<tr>
<td>thûk wan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Malichanh cooks</td>
<td>cook</td>
<td>Can she cook?</td>
<td>Yes, she can.</td>
</tr>
<tr>
<td>everyday.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. khâw pen khon</td>
<td>phûut phaasâa</td>
<td>khâw phûut</td>
<td>dâj khráp</td>
</tr>
<tr>
<td>faràngsêet</td>
<td>faràngsêet</td>
<td>phaasâa</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>faràngsêet</td>
<td>mâj</td>
</tr>
<tr>
<td>He's French.</td>
<td>speak French</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Can he speak</td>
<td>Yes, he can.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>French?</td>
<td></td>
</tr>
</tbody>
</table>
5. kháw pen phôokháa  khâaj khôon  khâw khâaj  pen khráp
    khôon pen
    máj

    He's a merchant.  sell things  Can he sell  Yes, he can.
    things?

6. khâw máj keej  khîan phaasaáa  khâw khîan  máj dâj khráp
    rian phaasaáa  thaj  phaasaáa thaj  dâj máj
    thaj
    He has never  write Thai  Can he write  No, he can't.
    studied Thai.
    Thai?

7. khâw pen thahañ  wâaj náam  khâw wâaj náam  pen khráp
    rya  pen máj
    Can he swim?  Yes, he can.

    He's a sailor.  swim

8. khâw keej pen  phûut phaasaáa  khâw phûut  dâj khráp
    khruu phasaáa  ciin  phaasaáa ciin  dâj máj
    ciin
    He used to be a  speak  Can he speak  Yes, he can.
    Chinese teacher.
    Chinese?

9. phâyân khôon phôm  khàprôt  khâw khâp rût  máj pen khráp
    máj keej khâp  pen máj
    rût lêej
    My friend has  drive a car  Can he drive  No, he can't.
    never driven a
    car at all.
    a car?

10. saamŷi khun  sûy kâpkhâaw  khâw sûy  pen khráp
    nonjkhraan paj  kâpkhâaw
    talâat thûk wan  pen máj
    Nongkran's
    husband goes  buy food  Does he know  Yes, he does.
    to the market  how to shop
    everyday.  for food?
7.4 EXERCISES

a) Find out what section and province different instructors come from.

b) Find out which students in the class know how to:

1. drive a car
2. cook
3. play tennis
4. swim
5. dance
6. type
7. play music
8. repair a car

Find out if they do the above things well.

c) Ask a student if he is able to:

1. close the classroom door
2. open the window
3. open his book
4. turn off the lights
5. open the door
6. close his notebook

If he says he is able to do so, ask him to do it.
If he says he is unable to do so, tell him not to do it.

d) Find out if different student in the class have ever:

1. been to various countries
2. lived in different provinces in Thailand
3. been to different cities and countries on pleasure trips
4. lived in various cities and states in the U.S.

e) Give each student in the class an index card, on which he is to write 6 items of information taken from the following categories:

I. Name: self, wife, relations, teacher, friend, etc.

II. Occupation

III. Location of occupation: place, city, country, part of country, etc.
IV. **Nationality:** country, state, province, etc.

V. **Language speaking ability:** native, others, dialects of languages

VI. **Travel experience:** Travel or residence, for pleasure or business

VII. **Skills:** driving a car, playing tennis, playing music, etc.

The students take turns asking questions so as to find out what has been written on the card. All students take notes.

As soon as the information on a card has been discovered, another student is quizzed about the information on his card. Continue this until all cards have been examined.

7.5 **VOCABULARY**

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ajútthajaa</td>
<td>Ayuthaya (city in Central Thailand)</td>
</tr>
<tr>
<td>eerawan</td>
<td>Erawan (name of hotel)</td>
</tr>
<tr>
<td>isăan</td>
<td>northeast (in Thailand)</td>
</tr>
<tr>
<td>ubon</td>
<td>Ubon (city in Northeast Thailand)</td>
</tr>
<tr>
<td>udcoon</td>
<td>Udorn (city in Northeast Thailand)</td>
</tr>
<tr>
<td>ùttaradit</td>
<td>Uttaradit (city in North Thailand)</td>
</tr>
<tr>
<td>băañ (lăŋ)</td>
<td>house, home</td>
</tr>
<tr>
<td>canwăt</td>
<td>province</td>
</tr>
<tr>
<td>chaaw (khon)</td>
<td>resident, native</td>
</tr>
<tr>
<td>chiañmâj</td>
<td>Chiangmai (city in North Thailand)</td>
</tr>
<tr>
<td>còtmăaj (chabăp)</td>
<td>letter (to mail)</td>
</tr>
<tr>
<td>diin ras(k)</td>
<td>Dean Rusk</td>
</tr>
<tr>
<td>dontrii</td>
<td>music</td>
</tr>
<tr>
<td>hăa</td>
<td>(to go) to see, visit, to look for, seek</td>
</tr>
<tr>
<td>jalaa</td>
<td>Yala (city in South Thailand)</td>
</tr>
</tbody>
</table>
jùu to live, stay; to be located at
júròop Europe
kaafës coffee
kàp, ka- with
kàpkhâaw food, something to eat with rice
kèè to fix, correct (something)
khâaw rice
khàp réò to drive a car
kheèj to have ever (done something) used to (be something, etc.)
khɔ̌ńkèéñ Khonkaen (city in Northeastern Thailand
khɔ̌ñ thing, object, of, belonging to
kin to eat or drink something (common usage)
klàaŋ central, middle, neutral
klàp... (paj/maa) to go back (return), to come back
lèn to play (games, music, etc.)
lòpburi Lopburi (city in Central Thailand)
mɔ̌ñ (khon) doctor (medical)
nakhoɔn râatchasimaa Korat (Nakorn Ratchasima) (city in Northeastern Thailand)
nakhoɔnςùi thammarâat Nakorn Sri Thammarat (city in Southern Thailand)
nỳa north, above
pàk part (with pàk tâj 'Southern Part' only)
phàak (phâak) part, region, section
phètburi Phetburi (city in Central Thailand)
phìm (dïit) to typewrite
phít sansulòok Pitsanuloke (city in Northern Thailand)
phìranakoɔn Bangkok (official name of the province the city of Bangkok is located in)
prajsanii the post office
<table>
<thead>
<tr>
<th>Thai Word</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>raamâa</td>
<td>the Rama (name of a hotel in Bangkok)</td>
</tr>
<tr>
<td>ráan (hèn, ráan)</td>
<td>shop, store</td>
</tr>
<tr>
<td>ráanaahâan (ráan)</td>
<td>restaurant</td>
</tr>
<tr>
<td>ráankhâajkhɔɔŋ (ráan)</td>
<td>shop, store</td>
</tr>
<tr>
<td>râatburii</td>
<td>Ratburi (city in Central Thailand)</td>
</tr>
<tr>
<td>roonphajabaan (roon, hèn)</td>
<td>hospital</td>
</tr>
<tr>
<td>roonrâem (roonrâem-hèn)</td>
<td>hotel</td>
</tr>
<tr>
<td>rôt (khan)</td>
<td>car</td>
</tr>
<tr>
<td>rýplâaw</td>
<td>question word (negative)</td>
</tr>
<tr>
<td>sâathoön</td>
<td>Sathorn (street in Bangkok)</td>
</tr>
<tr>
<td>sathâanthùut (hèn)</td>
<td>embassy</td>
</tr>
<tr>
<td>sõŋkhlâa</td>
<td>Songkla (city in South Thailand)</td>
</tr>
<tr>
<td>sýy</td>
<td>to buy, (with khɔɔŋ 'to shop')</td>
</tr>
<tr>
<td>tàançanâwàt</td>
<td>in the provinces, out-of-town</td>
</tr>
<tr>
<td>tâj</td>
<td>South, under</td>
</tr>
<tr>
<td>talàat (hèn)</td>
<td>market</td>
</tr>
<tr>
<td>talàat nát (hèn)</td>
<td>a special kind of market which is open regularly on a certain day</td>
</tr>
<tr>
<td>tennít</td>
<td>tennis</td>
</tr>
<tr>
<td>tênram</td>
<td>to dance (Western style)</td>
</tr>
<tr>
<td>thaan</td>
<td>to eat, drink (elegant term)</td>
</tr>
<tr>
<td>tham</td>
<td>to do, make</td>
</tr>
<tr>
<td>thamnàan</td>
<td>to work</td>
</tr>
<tr>
<td>thanaakhaan (hèn)</td>
<td>bank</td>
</tr>
<tr>
<td>thîithamnàan (hèn, thîi)</td>
<td>office</td>
</tr>
<tr>
<td>thîp thôop</td>
<td>Tip Top (name of a coffee shop)</td>
</tr>
<tr>
<td>thoorasàap</td>
<td>to telephone, a telephone</td>
</tr>
<tr>
<td>wâajnáam</td>
<td>to swim</td>
</tr>
</tbody>
</table>
MAP SHOWING SOME THAI PROVINCES

1-chiangmai
2-uttaradit
3-phitsanulok
4-udon
5-khonkaen
6-ubon
7-khorat (city)\(^1\)
8-lopburi
9-ajutthaya
10-kruangdee
11-rahatbi
12-phetchburi
13-nakhon si thammarat
14-songkla
15-jala

\(^1\)The province is called nakhon ratchasima
CHART SHOWING COMPASS POINTS

n̄a N.

N.W. tawantok ch̄aŋ n̄a

W. tawantok

tawan̄ok N.E. ch̄aŋ n̄a

tawan̄ok E.

S.W. tawantok ch̄aŋ tâj

tawan̄ok S.E. ch̄aŋ tâj

tâj S.
LESSON EIGHT

8.0 BASIC DIALOG: Americans at Work in Bangkok.

A: paj nąj khráp
B: paj thamṇaan khráp

Where are you going?
I'm going to work.

A: khun thamṇaan thīnāj khráp
B: phōm thamṇaan thī sathāanthūt ameerikan khráp

Where do you work?
I work at the American Embassy.

A: phīan khōon khun thamṇaan thī sathāanthūt mỳankan rōkhráp
B: plāaw khráp

Does your friend work at the Embassy too?
No, he doesn't.

A: khāw thamṇaan araj khráp
B: khāw pen cāwnāathī jusūt khráp

What does he do?
He's a USIS officer.

A: thīthamṇaan khōon khāw jū thīnāj khráp
B: jūu thī thīn thānōn sāathōon tāj khráp

Where's his office?
On South Sathorn Street.

8.1 GRAMMAR NOTES

a) Thai Compounds

Thai compounds like those of any other language can be explained in terms of the regular rules of syntax of the language. If asked, the native speaker can provide a derivation for any particular compound. For example, if asked to explain (provide a derivation) for the compound Parking permit, a native speaker of English would probably say 'It's a permit for parking your car', or 'It's a permit needed for parking your car', or something like that. Although there is an obvious meaning relationship between these derivations and the compound, the syntax is not the same.
The relationship between a compound and any of its derivations in Thai reveals the same kind of similarities and differences. If you do not know the meaning of a Thai compound, ask any of your instructors. They will provide you with a derivation that should make the meaning clear. If you decide to originate Thai compounds, you will find that you have only limited success. This should not inhibit you from doing this, but you should check your efforts with the native speaker before using them.

In this text compounds will be analyzed into their constituent parts and the meaning of each part will be given, and the meaning of the compound as a whole will be given. In some cases the form class of the parts will be given, thus: Noun + Noun: sathāan 'place' + thūut 'Ambassador', This will be done to illustrate the different kinds of compounds in Thai.

1. Noun Compound: Noun + Noun

sathānthūut 'embassy': sathāan 'place' + thūut 'ambassador'

cāwnâathī 'official, officer, staff member': cāw 'ruler' + nāathī 'duty'. This word is normally followed by a particular office, as in cāwnâathī tamrūat 'police official', etc.

thahāanbök 'soldier': thahāan 'military person' + bök 'earth'; rya 'boat', aakaat 'air', thus thahāanrya 'sailor' and thahāanaakāat 'airman'.

khārâatchakaan 'government employee'. khāa 'servant' + râatcha- 'pertaining to the king' + kaan 'work, affairs' khārâatchakaan thahāan 'military government employee' khārâatchakaan phonlaryan 'civilian government employee', krasuan taan prathēet 'Ministry of Foreign Affairs': krasuan 'ministry' + taan 'different, other' + prathēet 'country'. krasuan + kalaahōom 'defense' means 'Ministry of Defense'.

krom tamrūat 'police Department': krom 'department' (major subdivision of a ministry) + tamrūat 'police'.

116
koon tháp bòk 'The Army': koon tháp 'military forces' + bòk 'land'; koon tháp rya 'The Navy'; koon tháp + rya 'boat'; koon tháp aakaat 'The Air Forces': koon tháp + aakaat 'air'.

nîtsit was used originally to refer to students who lived in. Now only part of the students live at Chulalongkorn, Kasetsart, and the Fine Arts University, but students at those universities are still called nîtsit. Students at Thammasart University are called nâksyksâa. Other students are called nâkrian.

chaawnâa 'rice farmer'; chaawsûan 'gardener, orchardist', or 'person who works on a rubber plantation'; chaawrâj 'an upland farmer who grows crops like tobacco, tapioca, corn, etc. phôokhâa 'merchant'; phôo 'male engaged in' + khâa 'trade'. roonphajabaan 'hospital': roon 'building' + phajabaan 'to nurse'.

naanphajabaan 'female nurse': naan 'woman' + phajabaan

2. Noun Compound: Noun + Verb

phûuchlawchaan 'expert': phûu 'person, one who' + chlawchaan 'to be expert, experienced.

nâksyksâa 'student (in college or university): nák- 'one who (agent noun) + syksâa 'to study'

phûu occurs before a large number of verbs to form agent noun compounds (like -er in English farmer). It rarely occurs alone.

nák- 'expert, authority' occurs before a limited number of verbs to form agent nouns. It can not occur alone. Other examples are nâkkhîyan 'author', nâkdontrîi 'musician', etc.

b) Noun compounds (like those just described) take the same position as single nouns in compounds, for example:

câwnâathîi tamruat khon nîi 'This police official'
nâksyksâa sîi khon nán 'Those 4 students'
c) จุุว 'to be located at, live at' is normally followed by place expressions:

จุุwsôm จุุw thîı thsnôn phétburi  'USOM is on Petburi Street'.

d) The question กูน ทัมป้าน อาเจ 'What do you do?' can be answered in either of the following ways:

พーム pen (câwnâathîı juusît, etc.) 'I am a USIS officer, etc.'

พーム ทัมป้าน thîı (sathãanthûut ameerikan, etc.) 'I work at the American Embassy, etc.'

e) Although both ผ้า น้ำจ (see 7.2b) and ผ้า ทิ่นั้จ mean 'Where are (you) going?!', they are used in different situations and receive different answers:

Q: ผ้า น้ำจ 'Where are you going?'
A: ผ้า ท้าน กหาร  'I'm going to eat.'

Q: ค้า ผ้า ท้าน ทิ่นั้จ 'Where are you going to eat?'
A: (ทิ่จ) ราณาาหาน sôn deén 'at the Red Arrow Restaurant'.

ผ้า ทิ่นั้จ is used when you wish to specify the place.

8.2 GRAMMAR DRILLS

a) Recognition and Familiarization Drill

1. kháw pen khruu.  He's a teacher.
2. kháw pen nâkriian.  He's a student.
3. kháw pen môo.  He's a doctor.
4. kháw pen mêsbaan.  She's a housewife.
5. kháw pen naanphajabaan.  She's a nurse.

6. kháw pen thahâan

\[
\begin{align*}
\text{rya} & \quad \text{sailor} \\
\text{bôk} & \quad \text{soldier} \\
\text{aakåat} & \quad \text{airman}
\end{align*}
\]

118
7. kháw pen phôokháa. He's a merchant.
8. kháw pen phûuchfawchaan. He's an expert (or specialist).
9. kháw pen wîtsawâkoon. He's an engineer.
10. kháw pen phátthanaakoön. He's a community development worker.
11. kháw pen khâarâatchakaan. They're government employees.
12. kháw pen tamrûat. He's a policeman.
13. kháw pen chaawnnaa. He's a rice farmer.
14. kháw pen chaawsûan. He's a gardener.
15. kháw pen chaawráj. He's a crop farmer.

b) Substitution Drill

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
<th>He's a teacher.</th>
</tr>
</thead>
<tbody>
<tr>
<td>phôm</td>
<td>phôm pen khruu</td>
<td>I'm a teacher.</td>
</tr>
<tr>
<td>tamrûat</td>
<td>phôm pen tamrûat</td>
<td>I'm a policeman.</td>
</tr>
<tr>
<td>mâo</td>
<td>phôm pen mâo</td>
<td>I'm a doctor.</td>
</tr>
<tr>
<td>thahâan rya</td>
<td>phôm pen thahâan rya</td>
<td>I'm a sailor.</td>
</tr>
<tr>
<td>phôokháa</td>
<td>phôm pen phôokháa</td>
<td>I'm a merchant.</td>
</tr>
<tr>
<td>kháw</td>
<td>kháw pen phôokháa</td>
<td>He's a merchant.</td>
</tr>
<tr>
<td>chaawnnaa</td>
<td>kháw pen chaawnna</td>
<td>He's a farmer.</td>
</tr>
<tr>
<td>naanphajabaan</td>
<td>kháw pen naanphajabaan</td>
<td>She's a nurse.</td>
</tr>
<tr>
<td>phátthanaakoön</td>
<td>kháw pen phátthanaakoön</td>
<td>He's a community development worker.</td>
</tr>
<tr>
<td>phôm</td>
<td>phôm pen phátthanaakoön</td>
<td>I'm a community development worker.</td>
</tr>
<tr>
<td>wîtsawâkoon</td>
<td>phôm pen wîtsawâkoon</td>
<td>I'm an engineer.</td>
</tr>
<tr>
<td>tamrûat</td>
<td>phôm pen tamrûat</td>
<td>I'm a policeman.</td>
</tr>
<tr>
<td>khun</td>
<td>khun pen tamrûat</td>
<td>You are a policeman.</td>
</tr>
</tbody>
</table>
kháw
thahšanbòk
phûuchíawchaan
khâarâat
chakaan
kháw pen tamrùat
kháw pen thahšanbòk
kháw pen phûuchíawchaan
kháw pen khâarâatchakaan
He's a policeman.
He's a soldier.
He's an expert.
They are government employees.

c) **Substitution Drill**

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>khun thamñaan araj khráp</td>
<td>What do you do (for a living?)</td>
</tr>
<tr>
<td>kháw</td>
<td>kháw thamñaan araj khráp</td>
</tr>
<tr>
<td>khon níí</td>
<td>khon níí thamñaan araj khráp</td>
</tr>
<tr>
<td>khon nán</td>
<td>khon nán thamñaan araj khráp</td>
</tr>
<tr>
<td>khun prichaa</td>
<td>khun prichaa thamñaan araj khráp</td>
</tr>
</tbody>
</table>


d) **Substitution Drill**

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>khun thamñaan araj khráp</td>
<td></td>
</tr>
<tr>
<td>khun prichaa</td>
<td>khun prichaa thamñaan araj khráp</td>
</tr>
<tr>
<td>khun coon</td>
<td>khun coon thamñaan araj khráp</td>
</tr>
<tr>
<td>khon nán</td>
<td>khon nán thamñaan araj khráp</td>
</tr>
<tr>
<td>khon níí</td>
<td>khon níí thamñaan araj khráp</td>
</tr>
<tr>
<td>khun</td>
<td>khun thamñaan araj khráp</td>
</tr>
<tr>
<td>kháw</td>
<td>kháw thamñaan araj khráp</td>
</tr>
</tbody>
</table>
e) **Response Drill**

<table>
<thead>
<tr>
<th>Cue</th>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>teacher</td>
<td>khun thamnaan araj</td>
<td>phoom pen khruu</td>
</tr>
<tr>
<td>nurse</td>
<td>khun thamnaan araj</td>
<td>dichan pen naamphajabaan</td>
</tr>
<tr>
<td>doctor</td>
<td>khun thamnaan araj</td>
<td>phoom pen mo</td>
</tr>
<tr>
<td>soldier</td>
<td>khun thamnaan araj</td>
<td>phoom pen thahaan bok</td>
</tr>
<tr>
<td>engineer</td>
<td>khun thamnaan araj</td>
<td>phoom pen witsawakoon</td>
</tr>
<tr>
<td>civilian government</td>
<td>khun thamnaan araj</td>
<td>dichan pen khaaratchakaan</td>
</tr>
<tr>
<td>employee</td>
<td></td>
<td>phonlaryan</td>
</tr>
<tr>
<td>rice farmer</td>
<td>khun thamnaan araj</td>
<td>phoom pen chaawnnaa</td>
</tr>
<tr>
<td>community development</td>
<td>khun thamnaan araj</td>
<td>phoom pen phatthanaakoong</td>
</tr>
<tr>
<td>worker</td>
<td></td>
<td></td>
</tr>
<tr>
<td>merchant</td>
<td>khun thamnaan araj</td>
<td>phoom pen phoekoaa</td>
</tr>
<tr>
<td>airman</td>
<td>khun thamnaan araj</td>
<td>phoom pen thahaan aakat</td>
</tr>
<tr>
<td>expert</td>
<td>khun thamnaan araj</td>
<td>phoom pen phuuchawchaan</td>
</tr>
<tr>
<td>university student</td>
<td>khun thamnaan araj</td>
<td>dichan pen naksyksaa</td>
</tr>
</tbody>
</table>

f) **Recognition and Familiarization Drill**

1. phoom thamnaan thii roophajabaan. **I work at the hospital.**
2. phoom thamnaan thii rooprian. **I work at the school.**
3. phoom thamnaan thii juusit. **I work at USIS.**
4. phoom thamnaan thii juusoom. **I work at USOM.**
5. phoom thamnaan thii ee-aj-dii. **I work at AID.**
6. phoom thamnaan thii cat-sa-meek **I work at JUSMAG.**
7. phoom thamnaan thii sathaan thuut. **I work at the Embassy.**
8. phoom thamnaan thii krasuan taaaj prathet. **I work at the State Department.**
9. phoom thamnaan thii krasuan kalaahoom **I work at the Ministry of Defense.**
g) **Substitution Drill**

**MODEL:** Teacher:  phŏm thamŋaan thī1 roonphajabaan.
   (éf-és-āj)

   **Student:**  phŏm thamŋaan thī1 éf-és-āj.

Continue substitution using the following words:

1. juusít          4. juusSom
2. cátsamèek       5. sathānthūut ameerikan
3. krasuan kalaa hŏom  6. krasuan tana phathēet

h) **Response Drill**

**MODEL:** Teacher:  khun thamŋaan thī1nāj  Where do you work?

   **Student:**  phŏm thamŋaan thī1 ____  (Actual place of work)

Continue until all students have responded.

i) **Response Drill**

**MODEL:** Teacher:  khun thamŋaan thī1 ___,  You work at ___,
   chāj máj khráp  don't you?

   **Student:**  máj chāj, phŏm thamŋaan  No, I don't.
   thī1 ____.  I work at ___.

   or:  khráp  Yes, I do.
   (whichever answer is correct.)

Continue until all students have responded at least once.
j) **Response Drill**

**MODEL:**  **Teacher:** khun ____ thamŋaan  
              thîi ____ châj  
              màj khráp  

**Student:** châj khráp  
or: màj châj khráp, khâw thamŋaan thîi ____  

Mr. ____, works at ____ doesn't he?  
Yes, he does.  
No, he doesn't.  
He works at ____.

k) **Recognition and Familiarization Drill**

1. phôm pen khruu thîi roongrian nîí  
2. phôm pen mûo thîi roonphajabaan culaa  
3. phôm pen nákrian thîi éf és aj  
4. phôm pen thahâñanbôk thîi krasuan kalaahsom  
5. phôm pen wîtsawâkoon thîi juusît  
6. phôm pen phâtthanaakoon thîi juusûm

I'm a teacher at (this) school.  
I'm a doctor at Chula hospital.  
I'm a student at FSI.  
I'm a soldier at the Ministry of Defense.  
I'm an engineer at USIS.  
I'm a community development worker at USOM.

1) **Substitution Drill**

**Cue**  
phôm pen nákrian thîinî
éf-ès-aj phôm pen nákrian thîi éf és aj  
khruu phôm pen khruu thîi éf és aj

**Pattern**  
I'm a student here.  
I'm a student at FSI.  
I'm a teacher at FSI.

---

¹Chula is an abbreviation for Chulalonghorn.
krasuan | phôm pen khruu thîi  
  kalaahõom | krasuan kalaahõom  
  I'm a teacher at 
  the Ministry of 
  Defense.

thahãan rya | phôm pen thahãan rya thîi  
  krasuan kalaahõom  
  I'm a sailor at 
  the Ministry of 
  Defense.

mõo | phôm pen mõo thîi krasuan 
  kalaahõom  
  I'm a doctor at the 
  Ministry of Defense.

krasuan | phôm pen mõo thîi krasuan 
  tàanprathêet  
  tàanprathêet  
  I'm a doctor at the 
  Foreign Ministry.

khâarâatchakaan | phôm pen khâarâatchakaan 
  thîi krasuan tàanprathêet  
  I'm an employee of 
  the Foreign Ministry.

juusít | phôm pen khâarâatchakaan 
  thîi juusít  
  I'm an employee of 
  USIS.

câwnâathîi | phôm pen câwnâathîi thîi 
  juusít  
  I'm an official of 
  USIS.

sathâanthûut | phôm pen câwnâathîi thîi 
  sathâanthûut  
  I'm an official at 
  the Embassy.

m) Transformation Drill

Combine the two sentences on the left to form one sentence.

Sentences 1 and 2  

1. kháw pen nâksỳksãa  
   kháw rian thîi  
   mahâawîththajaalaj thammasàat

2. kháw pen khâarâatchakaan 
   kháw thamnąan thîi 
   sathâanthûut

Sentence 3  

kháw pen nâksỳksãa thammasàat. 
"He's a student at Thammasart.

kháw pen khâarâatchakaan 
  sathâanthûut
"He's an Embassy employee.
3. phôm pen khârarâatchakaan
   phôm thamñaan thîi
   krasuan tàanprathêet

4. khâw pen khârarâatchakaan
   khâw thamñaan thîi
   krasuan mahàatthaj

5. khâw pen nákriian
   khâw rian thîi rooŋrianníi

6. khâw pen nîtsít
   khâw rian thîi culaa

n) Transformation Drill

Pattern 1

khâw maa càak juusít
khâw maa càak cátsamèek
khon nán maa càak krasuan
   tàanprathêet
phâtthanaakoön khon nán maa
càak krasuan mahàatthaj
phôm maa càak sathâanthùut
   ameerikan
phûuchiâwchaan khon nán maa
càak juusîom

Pattern 2

khâw pen câwnâathíi juusít
khâw pen câwnâathíi cátsamèek
khon nán pen câwnâathíi krasuan
   tàanprathêet
phâtthanaakoön khon nán pen
câwnâathíi krasuan mahàatthaj
phôm pen câwnâathíi sathâanthùut
   ameerikan
phûuthiâwchaan khon nán pen
câwnâathíi juusîom
thahan khon nān maa cãak koonthāpbok ameerikan
phūuchaaj khon nān maa cãak krom tamrùat

o) Transformation Drill (Combine Sentences 1 and 2 into 3)

1. khaw pen khārāatchakaan phonlaryan
   khaw jùu thī1 krasuanj kalaahsom

2. khaw pen khruu phasāa thaj
   khaw jùu thī1 ēf ēs aj

3. khaw pen khārāatchakaan thahan
   khaw jùu thī1 pentaakoon

4. khaw pen mōthahanān
   khaw jùu thī1 roonphajabaan nān

5. khaw pen phūuchψawchaan thaaŋ kaset
   khaw jùu thī1 juusōm

6. khaw pen cāwnāathī1 tamrùat
   khaw jùu thī1 (canwát) udoon

thahan khon nān pen cāwnāathī1 koonthāpbok ameerikan
phūuchaaj khon nān pen cāwnāathī1 tamrùat
khaw pen khārāatchakaan phonlaryan jùu thī1 krasuanj kalaahsom
khaw pen khruu phasāa ι'aŋ jùu thī1 ēf ēs aj
khaw pen khārāatchakaan thahan jùu thī1 pentakoon
khaw pen mōthahanān jùu thī1 roonphajabaan nān
khaw pen phūuchψawchaan thaaŋ kaset jùu thī1 juusōm
khaw pen cāwnāathī1 tamrùat jùu thī1 (canwát) udoon

126
p) **Recognition and Familiarization Drill**

1. sathãaniirótfaj jùu thîi thanôn phráraam slî
   The train station is on Rama 4 Street.

2. hũalamphoong jùu thîi thanôn phráraam slî
   Hualamphong is on Rama 4 Street.

3. sathãaniirótfaj hũalamphoong jùu thîi thanôn phráraam slî
   Hualamphong station is on Rama 4 Street.

4. sathãanthûut jùu thîi thanôn wîtthajú
   The Embassy is on Wireless Road.

5. sathãanthûut ameerikan jùu thîi thanôn wîtthajú
   The American Embassy is on Wireless Road.

6. sãalaa ameerikan jùu thîi thanôn phát phon
   The USIS auditorium is on Pat Pong Street.

7. juusôm jùu thîi thanôn phétburii
   USOM is on Petburi Street.

8. juusít jùu thîi thanôn sãathoon tâj
   USIS is on South Sathorn Street.

9. cát-sa-mèek jùu thîi thanôn sãathoon tâj
   JUSMAG is on South Sathorn Street.

10. thanaakhaan ameerikan jùu thîi thanôn suriwon
    The Bank of America is on Suriwong Street.

11. phii-éks jùu thîi khloon têej
    The PX is at Klong Toei.

12. sapûot khláp jùu thîi thanôn sanãam màa
    The Sports Club is on Race Track Road.
13. prajsani klaan juu thiinaj khrap
   The Main Post Office is on Charoen Krung Street.

q) Substitution Drill

Cue

juuSoom juu thiinaj khrap
   Where is USOM?

Juusit

juusit juu thiinaj khrap
   Where is USIS?

sathaanii rotfaj

sathaanii rotfaj hualamphoon juu thiinaj khrap
   Where is Hualampong Railroad Station?

hualamphoon

sathanthuut ameerikan

sathanthuut ameerikan juu thiinaj khrap
   Where is the American Embassy?

ameerikan

thanaakhaan thaj

thanaakhaan thaj juu thiinaj khrap
   Where is the Thai Bank?

thanaakhaan

sapoot khlap

sapoot khlap juu thiinaj khrap
   Where is the Sports Club?

catsamek

catsamek juu thiinaj khrap
   Where is JUSMAG?

roorream eerawan

roorream eerawan juu thiinaj khrap
   Where is the Erawan Hotel?

roorream
saalaa ameerikan

saalaa ameerikan juu thiinaj khrap
   Where is the USIS Auditorium?

saalaa

juuSoom

juuSoom juu thiinaj khrap
   Where is USOM?
r) **Response Drill**

**MODEL:**

**Teacher:** juusôm jùu thîi nàj khráp
thanôn phétburii

**Where is USOM?**

**Petburi Street**

**Student:** juu sôm jùu thanôn
phétburii

**USOM is on Petburi Street.**

The teacher will continue the drill using real names and places on the map of Bangkok accompanying this lesson as the cues.

s) **Variations on the Dialog:** (Repeat the basic dialog using the following sets.)

1. krom tamrùat, câwnâathîi krasuan mahàatthaj, thanôn rachadamnên
2. roonphajabaan jîn, mîô thîi roonphajabaan faràn, thanôn phétburii
3. juusît, câwnâathîi thanaakhan ameerikan, thanôn suriwoñ
4. ee-aj-dîi, nîtsît kasètsàat, thanôn phahônjoothîn
5. cátsamèesk, naanphajabaan thîi roonphajabaan jîn, thanôn râatchawítthîi

8.3 **EXERCISES**

a) Find out where various kinds of buildings in the neighborhood are located.

For example: 1. banks 4. hotels
2. universities 5. schools
3. embassies 6. the Post Office

b) Find out the occupations and places of work of the students, the wives of students, and the friends of the students.
8.4 VOCABULARY

ee aj diî A.I.D. (Agency for International Development)

ee juu ee A.U.A. (American University Association)

bòk land (as opposed to sea)

cærêen kruŋ Charoen Krung (name of a street in Bangkok)

cátsamèsk JUSMAG (Joint Military Assistance Group)

câw ruler (literally 'prince')

câwnâathîi (khon) official, officer, staff member

chaawnâa (khon) rice farmer

chaawráj (khon) a crop farmer

chaawsúan (khon) gardener, orchardist

culaa Chula (an abbreviation for Chulalongkorn University)

éf és aj F.S.I. (Foreign Service Institute)

húalamphoon Hualampong (name of the main train station in Bangkok)

juusít U.S.I.S. (United States Information Service)

juusžom U.S.O.M. (United States Operations Mission)

kasètsàat agriculture; also the name of the university of agriculture in Bangkok

kháâ to trade, engage in trade

khârâatchakaan (khon) government employee

khârâatchakaan civilian government employee

phonlaryan

khârâatchakaan military government employee

thahnâan (khon)

khloôn teaj Klong Toei (Section of Bangkok)

koon division (subdivision of a krom)
<table>
<thead>
<tr>
<th>Thai Word</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>koontháp</td>
<td>the armed forces (of a country)</td>
</tr>
<tr>
<td>koontháp aakàat</td>
<td>the Air Forces</td>
</tr>
<tr>
<td>koontháp bôk</td>
<td>the Army</td>
</tr>
<tr>
<td>koontháp rya</td>
<td>the Navy</td>
</tr>
<tr>
<td>kaan</td>
<td>work, affairs</td>
</tr>
<tr>
<td>krasuan kalaahõom</td>
<td>Ministry of Defense</td>
</tr>
<tr>
<td>krasuan mahàatthaj</td>
<td>Ministry of the Interior</td>
</tr>
<tr>
<td>krasuan tàanprathêet</td>
<td>Ministry of Foreign Affairs</td>
</tr>
<tr>
<td>krom</td>
<td>department (major subdivision of a ministry)</td>
</tr>
<tr>
<td>krom tamrùat</td>
<td>police department</td>
</tr>
<tr>
<td>mahãawítthajaalaj</td>
<td>university</td>
</tr>
<tr>
<td>mêsabân (khon)</td>
<td>housewife</td>
</tr>
<tr>
<td>myâankan</td>
<td>too, also</td>
</tr>
<tr>
<td>naŋ (khon)</td>
<td>female, Mrs.</td>
</tr>
<tr>
<td>naŋphajaabaan (khon)</td>
<td>female nurse</td>
</tr>
<tr>
<td>nãathîi</td>
<td>duty</td>
</tr>
<tr>
<td>náksyksãa (khon)</td>
<td>student</td>
</tr>
<tr>
<td>nítsit (khon)</td>
<td>student (at Chulalongkorn, Kasetsart, and the Fine Arts Universities)</td>
</tr>
<tr>
<td>ŋaan</td>
<td>work</td>
</tr>
<tr>
<td>pentaakoön</td>
<td>the Pentagon</td>
</tr>
<tr>
<td>phahônjoothin</td>
<td>Phahonyothin Road (in Bangkok)</td>
</tr>
<tr>
<td>phát phon</td>
<td>Þat Pong Street (in Bangkok)</td>
</tr>
<tr>
<td>phátthanaakoön (khon)</td>
<td>a community development worker</td>
</tr>
<tr>
<td>phi-eks</td>
<td>the PX (Post Exchange)</td>
</tr>
<tr>
<td>phonlaryan (khon)</td>
<td>civilian</td>
</tr>
<tr>
<td>phôô (khon)</td>
<td>father, male engaged in...</td>
</tr>
<tr>
<td>phôô kháá</td>
<td>merchant</td>
</tr>
<tr>
<td>phráaathít</td>
<td>Pra-aathit Street (in Bangkok)</td>
</tr>
<tr>
<td>phráraam sîi</td>
<td>Rama the Fourth (street)</td>
</tr>
</tbody>
</table>
prajsani klahaj  the main post office
phuuchoawchaan (khon)  an expert
rotfaj (khabuan)  a train
salaalaa (laaj)  a pavilion, a hall, a public building
salaalaa ameerikan  the USIS auditorium
ratchadamnoen  Rachadamnoen (Road)
ratchadamrl  Rachadamrl (Road)
ratchawithyi  Rajawitthee (Road)
roon  building
rya (lam)  boat
sanlam ma  race track (name of a street in Bangkok)
sapoot khlap  The Royal Bangkok Sports Club
sathan (heej)  place, location
sathani (heej)  station
sathani rotfaj (heej)  the railroad station
sathchoon taj  South Sathorn (street in Bangkok)
si  four
soon deej  Red Arrow (name of a restaurant in Bangkok)
suriwon  Suriwong (street in Bangkok)
sykaa  to study, learn
tamruat (khon)  police
thaan kaset  agricultural
thahan aakat (khon)  airman
thahan bok (khon)  soldier
thahan rya (khon)  sailor
thammasaat  Thammasart (university in Bangkok)
thanaakhaan ameerikan  the Bank of America (the American bank)
thanaakhaan thaj  the Bank of Thailand
thanon (saj)  street, road

132
thīi nǎj  where (as question word); anywhere
     (in negative statement)

thīi nī  here

thûut (khon)  the ambassador (common usage)
wîtswâkoon (khon)  an engineer

wîtthajú  Withayu (Thai name of a street),
            Wireless Road (English name)
1. จูส้อง
2. ท่านากบาน ทาย
3. รูงรีเซม เอราวาน
4. สะพานทูต อเมริกา
5. สะพอ คลั่ป
6. คาร์สม์
7. พีเอ็ม
8. สะหลา  อเมริกา
9. จูสิท
10. สะพานนิรัตฟาย
    หัวลำพูน
11. พร้าสานี ก้าว
12. ท่านากบาน อเมริกา
LESSON NINE

9.0 BASIC DIALOG: Going to Don Muang to Pick up a Friend.

A: paj nǎj maa khráp
Where have you been?

B: paj duu nǎñ maa
To a movie.
khuñ kamlañ ca paj nǎñ
Where are you about to
go to?

A: paj duon myañ
To Don Muang (airport).
paj dûajkən máj
Want to go along?

B: mâj ahá
No, (thanks)
khuñ ca paj thammaj
Why are you going?

A: paj ráp phýan
To pick up a friend.
B: msérîi mâj jùu lě
Mary isn't home?

A: jùu
She is.

B: kháw mâj dâj paj ajúthajaa lě
She didn't go to Ayuthaya?

A: khráp
That's right.
mâj dâj paj
She didn't go.

B: kháw kamlañ tham araaj
What's she doing?

A: duu náñsyýy
She's studying.

9.1 GRAMMAR NOTES

a) Thai verbs do not have tense, i.e. there are no changes in form that correlate with time as in English (see saw, etc.) The time or state of an action is indicated by the use of time (ca, etc.) and aspect (kamlan, etc.) particles. The use and meaning of these particles and various words relating to time and frequency of occurrence are illustrated on the chart on the next page, which is arranged in normal sentence word order.
<table>
<thead>
<tr>
<th>Time Words</th>
<th>Subject</th>
<th>Time and aspect particles</th>
<th>Verb Phrases</th>
<th>Freq. Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>(phôm)</td>
<td></td>
<td></td>
<td>paj talàat</td>
<td></td>
<td>Time Unspecified(1)</td>
</tr>
<tr>
<td>(phôm)</td>
<td></td>
<td></td>
<td>paj talàat</td>
<td>thúkwan(2)</td>
<td>Repeated action</td>
</tr>
<tr>
<td>weelaa níi khanàníí(3)</td>
<td>(phôm)</td>
<td>kamlaŋ</td>
<td>paj talàat</td>
<td></td>
<td>Present time action in progress</td>
</tr>
<tr>
<td></td>
<td>(phôm)</td>
<td>ca</td>
<td>paj talàat</td>
<td></td>
<td>Action imminent</td>
</tr>
<tr>
<td></td>
<td>(phôm)</td>
<td></td>
<td>ca</td>
<td></td>
<td>Future</td>
</tr>
<tr>
<td>dìlaw wanníí phrùñníí(4)</td>
<td>(phôm)</td>
<td>ca</td>
<td>paj talàat</td>
<td></td>
<td>Future</td>
</tr>
<tr>
<td>mỳawaanníí mỳa k̩ñíí wanníí(5)</td>
<td>(phôm)</td>
<td></td>
<td>paj talàat</td>
<td></td>
<td>Past</td>
</tr>
<tr>
<td></td>
<td>(phôm)</td>
<td>kheej</td>
<td>paj talàat</td>
<td></td>
<td>Indefinite Past</td>
</tr>
<tr>
<td></td>
<td>(phôm)</td>
<td></td>
<td>paj talàat maa</td>
<td></td>
<td>Action just completed, returned to former place</td>
</tr>
</tbody>
</table>
NOTES: 1) 'Time unspecified' means only that there is no formal indication of time in the sentence.

2) ทุก wan  'everyday'

3) วิเชียร นิย 'at this time', ทานั นิย 'at present'

4) ดีว  'soon', วันนิย 'today', พรุณี่นิย 'tomorrow'

5) มีวัน 'yesterday', มีกำลัง 'a short time ago'

b) In questions the question word may play a role in the indication of time or of the state of the action. For example,

   Future time:  ค้า ป้าย ตาย 'Will you go?'

   Past time:    ป้าย รุ่นแล้ว 'Did you go?'

   Habitual action:  ป้าย ทุก wan รุ่นแล้ว 'Do you go everyday?'

The question word may also serve to signify the speaker's purpose in asking the question: seeking information, issuing an invitation, asking for confirmation of something he is more or less sure about, indicating surprise, etc. The chart below illustrates the meaning and use of various question words.

<table>
<thead>
<tr>
<th>Sentence Type</th>
<th>Question Word</th>
<th>Meaning</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Affirmative</td>
</tr>
<tr>
<td>paj</td>
<td>ตาย</td>
<td>Invitation</td>
<td>paj</td>
</tr>
<tr>
<td>ca paj</td>
<td>ตาย</td>
<td>Future</td>
<td>paj</td>
</tr>
<tr>
<td>paj ทุก wan</td>
<td>รุ่นแล้ว</td>
<td>Habitual</td>
<td>ทุก wan</td>
</tr>
<tr>
<td>Sentence Type</td>
<td>Question Word</td>
<td>Meaning</td>
<td>Response Affirmative</td>
</tr>
<tr>
<td>------------------------</td>
<td>---------------</td>
<td>-----------</td>
<td>----------------------</td>
</tr>
<tr>
<td>minhaanní...</td>
<td>rýplàaw</td>
<td>Past</td>
<td>paj</td>
</tr>
<tr>
<td>paj</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>khâw ca paj sîy khâon</td>
<td>châj mâj</td>
<td>Confirmation of what one is very sure about</td>
<td>hûy, khráp mâj châj plàaw</td>
</tr>
<tr>
<td>minhaanní khâw paj sîy khâon</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>khâw paj sîy khâon maa</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>khâw {ca kamlañ ca</td>
<td>lê</td>
<td>Confirmation of what one is less sure about</td>
<td>{khráp hûy plàaw}</td>
</tr>
<tr>
<td>paj sîy khâon</td>
<td>lêhá</td>
<td></td>
<td></td>
</tr>
<tr>
<td>khâw kamlañ paj sîy khâon</td>
<td>rûy khráp</td>
<td></td>
<td></td>
</tr>
<tr>
<td>minaanní</td>
<td>lê</td>
<td>Confirmation of what one is less sure about</td>
<td>{khráp hûy plàaw mâj dâj paj}</td>
</tr>
<tr>
<td>khâw paj sîy khâon maa</td>
<td>lêhá</td>
<td></td>
<td></td>
</tr>
<tr>
<td>minaanní</td>
<td>rûy khráp</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### NEGATIVE QUESTIONS

<table>
<thead>
<tr>
<th>Sentence Type</th>
<th>Question Word</th>
<th>Meaning</th>
<th>Response Affirmative</th>
<th>Response Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>khâw ca mâj paj sîy khâon</td>
<td></td>
<td>Future</td>
<td>paj</td>
<td>{hûy, khráp mâj paj}</td>
</tr>
<tr>
<td>khun mâj paj sîy khâon</td>
<td>lê</td>
<td>Intention</td>
<td>paj</td>
<td>{hûy, khráp mâj (paj)}</td>
</tr>
<tr>
<td>(minaanní) mâj dâj paj sîy khâon</td>
<td>rûy</td>
<td>Past</td>
<td>paj</td>
<td>{hûy, khráp mâj dâj paj}</td>
</tr>
</tbody>
</table>

**NOTE:** Between intimates hûy (pronounced with strong nasal quality) may replace khráp.
### 9.2 GRAMMAR DRILLS

#### a) Response Drill

<table>
<thead>
<tr>
<th>Cue</th>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>thúrá</td>
<td>paj nǎj maa</td>
<td>paj thúrá maa 'Out on business.'</td>
</tr>
<tr>
<td></td>
<td>Where have you been?</td>
<td></td>
</tr>
<tr>
<td>thīaw ajútthajaa</td>
<td>paj nǎj maa</td>
<td>paj thīaw ajútthajaa maa On excursion to Ayuthaya.</td>
</tr>
<tr>
<td></td>
<td>Where have you been?</td>
<td></td>
</tr>
<tr>
<td>duu nǎŋ</td>
<td>paj nǎj maa</td>
<td>paj duu nǎŋ maa To a movie.</td>
</tr>
<tr>
<td></td>
<td>Where have you been?</td>
<td></td>
</tr>
<tr>
<td>thaan khâaw</td>
<td>paj nǎj maa</td>
<td>paj thaan khâaw maa To eat.</td>
</tr>
<tr>
<td></td>
<td>Where have you been?</td>
<td></td>
</tr>
<tr>
<td>sýy khõŋ</td>
<td>paj nǎj maa</td>
<td>paj sýy khõŋ maa Shopping.</td>
</tr>
<tr>
<td></td>
<td>Where have you been?</td>
<td></td>
</tr>
<tr>
<td>hôŋsamùt</td>
<td>paj nǎj maa</td>
<td>paj hôŋsamùt maa To the library.</td>
</tr>
<tr>
<td></td>
<td>Where have you been?</td>
<td></td>
</tr>
</tbody>
</table>
b) **Substitution Drill**

**Cue**

1. hênsamùt  
   dîaw (khun) ca paj hênsamùt mâj  
   Are you going to the library soon?

2. hênlèep  
   dîaw ca paj hênlèep mâj  
   Are you going to the laboratory soon?

3. hên aahăan  
   dîaw ca paj hênaahăan mâj  
   Are you going to the dining room soon?

4. hênnám  
   dîaw ca paj hênnám mâj  
   Are you going to the toilet soon?

5. hênrian  
   dîaw ca paj hênrian mâj  
   Are you going to the classroom soon?

6. hênrian phaaśăa thaj  
   dîaw ca paj hênrian phaaśăa thaj mâj  
   Are you going to the Thai classroom soon?

7. hênthamńaan  
   dîaw ca paj hênthamńaan mâj  
   Are you going to the work room soon?

8. hênthhabian  
   dîaw ca paj hênthhabian mâj  
   Are you going to the registrar's soon?

9. hênthoorasâp  
   dîaw ca paj hênthoorasâp mâj  
   Are you going to the telephone room soon?

10. hênaahăan  
    dîaw ca paj hênaahăan mâj  
    Are you going to the dining hall soon?
c) **Response Drill** (Respond according to situation.)

**MODEL:**  
**Teacher:** dũaw (khun) ca paj hûnìèep máj  
Are you going to the laboratory soon?

**Student:** Affirmative: paj khráč I am.  
Negative: máj paj khráč I am not.

1. dũaw khun ca paj hûnìamùt máj  
   Are you going to the library soon?

2. dũaw khun ca paj hûnìaarnáan máj  
   Are you going to the dining room soon?

3. dũaw khun ca paj hûnìám máj  
   Are you going to the toilet soon?

4. dũaw khun ca paj hûnìrìan máj  
   Are you going to the classroom soon?

5. dũaw khun ca paj hûnìrìan phaasáa thaj máj  
   Are you going to the Thai classroom soon?

6. dũaw khun ca paj hûnìhàmàan máj  
   Are you going to the work room soon?

7. dũaw khun ca paj sathãanìi rótfaj máj  
   Are you going to the Railroad Station soon?

8. dũaw khun ca paj rîoŋrêem raamâa máj  
   Are you going to Hotel Rama soon?

9. dũaw khun ca paj hûnìthàbìan máj  
   Are you going to the registrar's room soon?

10. dũaw khun ca paj sanãambil máj  
    Are you going to the Airport soon?

(Students ask each other the same questions.)
d) **Response Drill**

**MODEL 1:**  
**Cue:** No  
**Question:** wanníi (khun) ca paj ráanaahăn máj  
**Response:** mâj paj khráp

**MODEL 2:**  
**Cue:** Yes.  
**Question:** wanníi (khun) ca paj ráankhāajkhšon máj  
**Response:** paj khráp

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>no</td>
<td>wanníi ca paj ráankaafes máj</td>
<td>mâj paj khráp</td>
</tr>
<tr>
<td>yes</td>
<td>wanníi ca paj thīithamṇaan máj</td>
<td>paj khráp</td>
</tr>
<tr>
<td>no</td>
<td>wanníi ca paj talàat máj</td>
<td>mâj paj khráp</td>
</tr>
<tr>
<td>yes</td>
<td>wanníi ca paj hônligp máj</td>
<td>paj khráp</td>
</tr>
<tr>
<td>yes</td>
<td>wanníi ca paj hōnsamūt máj</td>
<td>paj khráp</td>
</tr>
<tr>
<td>no</td>
<td>wanníi ca paj thīaw máj</td>
<td>mâj paj khráp</td>
</tr>
<tr>
<td>no</td>
<td>wanníi ca paj hāa mōć máj</td>
<td>mâj paj khráp</td>
</tr>
<tr>
<td>yes</td>
<td>wanníi ca pajthurá máj</td>
<td>paj khráp</td>
</tr>
<tr>
<td>no</td>
<td></td>
<td>mâj paj khráp</td>
</tr>
</tbody>
</table>

e) **Substitution Drill**

**Cue**  
**Pattern**

dỳaw (khun) ca paj rōonrian máj  
Are you going to school soon?

praįsanii  
dỳaw (khun) ca paj praįsanii máj  
Are you going to the post office soon?
wanníi  wanníi ca paj prajsanii máj  
Are you going to the Post Office today?

sathañthûut  wanníi ca paj sathañthûut máj  
Are you going to the embassy today?

phrûnníi  phrûnníi ca paj sathañthûut máj  
Are you going to the embassy tomorrow?

juusít  phrûnníi ca paj juusít máj  
Are you going to USIS tomorrow?

dyaw  dyaw ca paj juusít máj  
Are you going to USIS soon?

thanakhaan ameerikan  dyaw ca paj thanakhaan ameerikan máj  
Are you going to the Bank of America soon?

phrûnníi  phrûnníi ca paj thanakhaan ameerikan máj  
Are you going to the Bank of America tomorrow?

f) Response Drill

<table>
<thead>
<tr>
<th>Cue</th>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. no</td>
<td>dyaw máj paj ráanaahàan rûkhûráp</td>
<td>khráp máj (paj)</td>
</tr>
<tr>
<td></td>
<td>Aren't you going to the restaurant soon?</td>
<td>No, I don't intend to.</td>
</tr>
<tr>
<td>2. yes</td>
<td>wanníi máj paj hênlèêp rûkhûráp</td>
<td>paj khráp</td>
</tr>
<tr>
<td></td>
<td>Aren't you going to the lab today?</td>
<td>Yes, I am.</td>
</tr>
<tr>
<td>3. no</td>
<td>phrûnníi máj paj sathañthûut rûkhûráp</td>
<td>khráp máj (paj)</td>
</tr>
<tr>
<td></td>
<td>Aren't you going to the embassy tomorrow?</td>
<td>No, I don't intend to.</td>
</tr>
</tbody>
</table>
4. yes phrûnníî mâj paj juusít rěkhráp
   Aren't you going to USIS tomorrow?
   paj khráp
   Yes, I am.

5. no wanníî mâj paj krasuantāan prathêet rěkhráp
   khráp
   mâj (paj)
   No, I don't intend to.

6. yes dỳaw mâj paj hûnsamût rěkhráp
   Aren't you going to the library soon?
   paj khráp
   Yes, I am.

7. no dỳaw mâj paj ráanaahăan rěkhráp
   Aren't you going to the library soon?
   khráp
   mâj (paj)
   No, I don't intend to.

8. yes wanníî mâj paj hûnpachum rěkhráp
   Aren't you going to the auditorium soon?
   paj khráp
   Yes, I am.

9. no wanníî mâj paj roonphajaabaan rěkhráp
   Aren't you going to the hospital today?
   khráp
   mâj (paj)
   No, I don't intend to.

10. yes phrûnníî mâj paj talàat rěkhráp
    Aren't you going to the market tomorrow?
    paj khráp
    Yes, I am.
g) **Substitution Drill**

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>thitthamnaan</td>
<td>khun paj thitthamnaan thuk wan yiplaw</td>
</tr>
<tr>
<td></td>
<td>Do you go to the office every day?</td>
</tr>
<tr>
<td>thanakhaan</td>
<td>khun paj thanakhaan thuk wan yiplaw</td>
</tr>
<tr>
<td></td>
<td>Do you go to the bank every day?</td>
</tr>
<tr>
<td>ranaahaan</td>
<td>khun paj ranaahaan thuk wan yiplaw</td>
</tr>
<tr>
<td></td>
<td>Do you go to the restaurant every day?</td>
</tr>
<tr>
<td>krasuan tan prathet</td>
<td>khun paj krasuan tanprathet thuk wan yiplaw</td>
</tr>
<tr>
<td></td>
<td>Do you go to the State Department every day?</td>
</tr>
<tr>
<td>juusom</td>
<td>khun paj juusom thuk wan yiplaw</td>
</tr>
<tr>
<td></td>
<td>Do you go to USOM every day?</td>
</tr>
<tr>
<td>juusit</td>
<td>khun paj juusit thuk wan yiplaw</td>
</tr>
<tr>
<td></td>
<td>Do you go to USIS everyday?</td>
</tr>
<tr>
<td>ban</td>
<td>khun klap ban thuk wan yiplaw</td>
</tr>
<tr>
<td></td>
<td>Do you go home every day?</td>
</tr>
</tbody>
</table>
**Response Drill**

**MODEL:**  
Teacher: khun paj thîithamnâa thúk wan rûplàaw  
Do you go to the office everyday?

**Affirmative Answer:** thúk wan khráp  
Yes, everyday.

**Negative Answer:** mûj thúk wan khráp  
No, not everyday.

<table>
<thead>
<tr>
<th>Cue</th>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
</table>
| 1. yes | khun paj thanakhaan thúk rûplàaw?  
Do you go to the bank everyday? | thúk wan khráp  
Yes, everyday. |
| 2. no | khun paj talâat thúk wan rûplàaw  
Do you go to the market everyday? | mûj thúk won  
No, not everyday. |
| 3. yes | khun paj krasuanthâa prathêt thúk wan rûplàaw  
Do you go to the Foreign Ministry everyday? | thúk wan khráp  
Yes, everyday. |
| 4. yes | khun paj roongrîan thúk wan rûplàaw  
Do you go to the school everyday? | thúk wan khráp  
Yes, everyday. |
| 5. no | khun paj roonphajaabaan thúk wan rûplàaw  
Do you go to the hospital everyday? | mûj thúk wan  
No, not everyday. |
| 6. no | khun paj prajsanii thúk wan rûplàaw  
Do you go to the post office everyday? | mûj thúk wan  
No, not everyday. |
| 7. yes | khun paj thamnâa thúk wan rûplàaw  
Do you go to work everyday? | thúk wan khráp  
Yes, everyday. |
8. no khun paj sathãanthûut thûk wan rýplàaw
   Do you go to the Embassy everyday? No, not everyday.
   mâj thûk wan

9. yes khun paj krasuan tânprathêet thûk wan rýplàaw
   Do you go to the Department of State everyday? Yes, everyday.
   thûk wan khráp

10. yes khun paj sîy kàpkhâw thûk wan rýplàaw
    Do you go buy food everyday? Yes, everyday.
    thûk wan khráp

11. no khun paj sathãankoûnsûn thûk wan rýplàaw
    Do you go to the Consulate everyday. No, not everyday.
    thûk wan khráp

12. yes khun paj hûnlès thûk wan rýplàaw
    Do you go to the laboratory everyday? Yes, everyday.
    thûk wan khráp

1) Transformation Drill

Pattern 1

1. khun paj krasuan tânprathêet thûk wan rýplàaw
   Do you go to the State Department every day?

2. khun paj roonriân thûk wan rýplàaw
   Do you go to the school everyday?

Pattern 2

khun mâj dâj paj krasuan tân prathêet thûk wan rûkhráp
Don't you go to the State Department everyday?

khun mâj dâj paj roonriân thûk wan rûkhráp
Don't you go to the school everyday?
3. khun paj lèn kóof thúk wan rýplàaw
   Do you go play golf everyday?

4. khun paj wâaj nâm thúk wan rěkhráp
   Do you go swimming everyday?

5. khun paj ráankhâajkhǒon thúk wan rýplàaw
   Do you go to the shops everyday?

6. khun paj hŋnlèep thúk wan rýplàaw
   Do you go to the laboratory everyday?

7. khun paj sỳy kàpkhâw thúk wan rýplàaw
   Do you go buy food everyday?

8. khun paj talâat thúk wan rýplàaw
   Do you go to the market everyday?
j) Response Drill

MODEL: 

Cue: Yes

Question: khun mâj dâj paj sathañanthûut thûk wan rûkhráp

Response: paj (thûk wan) khráp Yes, I do.

Cue: No

Question: khun mâj dâj paj sathañanthûut thûk wan rûkhráp

Response: khráp mâj dâj paj (thûk wan) khráp No, I don't.

Cue Pattern

1. yes khun mâj dâj paj juusôm thûk wan rûkhráp
2. no khun mâj dâj paj thî1 thamraan thûk wan rûkhráp
3. yes khun mâj dâj lèn thennît thûk wan rûkhráp
4. no khun mâj dâj paj hâa mòc thûk wan rûkhráp
5. yes khun mâj dâj paj roongrian thûk wan rûkhráp
6. no khun mâj dâj wâaj nâm thûk wan rûkhráp
7. yes khun mâj dâj paj sapôot khláp thûk wan rûkhráp
8. no khun mâj dâj paj thanakhaan ameerikan thûk wan rûkhráp
9. yes khun mâj dâj paj thurâ thûk wan rûkhráp

Yes indicates that the answer is in the affirmative; No, in the negative. However, since the question is in the negative, a No answer confirms the question; whereas, a Yes answer denies it.
### Thai Basic Course

#### k) Substitution Drill

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>m̥awaannīi</em> phôm paj sathāanthûut</td>
<td><em>Yesterday I went to the embassy.</em></td>
</tr>
<tr>
<td><em>m̥akīinīi</em></td>
<td><em>m̥akīinīi</em> phôm paj sathāanthûut</td>
</tr>
<tr>
<td><em>hænám</em></td>
<td><em>m̥akīinīi</em> phôm paj hænám</td>
</tr>
<tr>
<td><em>hænsamùt</em></td>
<td><em>m̥akīinīi</em> phôm paj hænsamùt</td>
</tr>
<tr>
<td><em>faŋ théep thîi</em></td>
<td><em>m̥akīinīi</em> phôm paj <em>faŋ théep thîi</em> hænlèep</td>
</tr>
<tr>
<td><em>hænlèep</em></td>
<td></td>
</tr>
<tr>
<td><em>thaan aahāan</em></td>
<td><em>m̥akīinīi</em> phôm paj <em>thaan aahāan</em></td>
</tr>
<tr>
<td><em>sûy kh̥ông thîi</em></td>
<td><em>m̥akīinīi</em> phôm paj <em>sûy kh̥ông thîi</em> talàat</td>
</tr>
<tr>
<td><em>talàat</em></td>
<td></td>
</tr>
<tr>
<td><em>m̥awaannīi</em></td>
<td><em>m̥awaannīi</em> phôm paj <em>sûy kh̥ông thîi</em> talàat</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><em>prajsanīi</em></td>
<td><em>m̥awaannīi</em> phôm paj <em>prajsanīi</em></td>
</tr>
</tbody>
</table>
1) **Transformation Drill** (Affirmative to Negative Statements)

<table>
<thead>
<tr>
<th>Pattern 1</th>
<th>Pattern 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>m̄ṇawaan̄nī phōm paj talàat</td>
<td>m̄ṇawaan̄nī phōm mâj dāj paj talàat</td>
</tr>
<tr>
<td>m̄ṇawaan̄nī phōm paj thaan</td>
<td>m̄ṇawaan̄nī phōm mâj dāj paj thaan</td>
</tr>
<tr>
<td>aahān thīi roongrēm eerawan</td>
<td>aahān thīi roongrēm eerawan</td>
</tr>
<tr>
<td>m̄ṇawaan̄nī phōm paj roongrian</td>
<td>m̄ṇawaan̄nī phōm mâj dāj paj roongrian</td>
</tr>
<tr>
<td>m̄ṇawaan̄nī phōm paj sathāanthūut</td>
<td>m̄ṇawaan̄nī phōm mâj dāj paj sathāanthūut</td>
</tr>
<tr>
<td>m̄ṇawaan̄nī phōm paj thūra</td>
<td>m̄ṇawaan̄nī phōm mâj dāj paj thūra</td>
</tr>
<tr>
<td>thīi prajsanīi</td>
<td>thurā thīi prajsanīi</td>
</tr>
<tr>
<td>m̄ṇakīnīi phōm paj h̄n̄lēep</td>
<td>m̄ṇakīnīi phōm mâj dāj paj h̄n̄lēep</td>
</tr>
</tbody>
</table>

m) **Substitution Drill**

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>m̄ṇawaan̄nī khun paj talàat rýplàaw khráp</td>
<td></td>
</tr>
<tr>
<td>sathāanthūut</td>
<td>m̄ṇawaan̄nī khun paj sathāanthūut rýplàaw khráp</td>
</tr>
<tr>
<td>m̄ṇakīnīi₁</td>
<td>m̄ṇakīnīi khun paj sathāanthūut rýplàaw khráp</td>
</tr>
<tr>
<td>h̄n̄sāmūt</td>
<td>m̄ṇakīnīi khun paj h̄n̄sāmūt rýplàaw khráp</td>
</tr>
<tr>
<td>h̄n̄thooorasāp</td>
<td>m̄ṇakīnīi khun paj h̄n̄ thooorasāp rýplàaw khráp</td>
</tr>
</tbody>
</table>

₁m̄ṇakīnīi may be pronounced m̄ṇakīnīi or m̄ṇakī or m̄ṇakī.
n) **Response Drill**

<table>
<thead>
<tr>
<th>Cue</th>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>no</td>
<td>мяваанні kjun paj talàat ñýplàaw</td>
<td>{мàj dàj paj plàaw kh-ràp</td>
</tr>
<tr>
<td></td>
<td>Did you go to the market yesterday?</td>
<td>No, I didn’t.</td>
</tr>
<tr>
<td>yes</td>
<td>мяваанні kjun paj talàat ñýplàaw</td>
<td>paj kh-ràp</td>
</tr>
<tr>
<td></td>
<td>Did you go to the market yesterday?</td>
<td>Yes, I did.</td>
</tr>
<tr>
<td>no</td>
<td>мяваанні kjun paj thurà thîi thanaakhaan ñýplàaw</td>
<td>{мàj dàj paj plàaw kh-ràp</td>
</tr>
<tr>
<td>yes</td>
<td>мяваанні kjun paj krasuan tân prathêet ñýplàaw</td>
<td>paj kh-ràp</td>
</tr>
<tr>
<td>no</td>
<td>мяваанні kjun paj thamnaan ñýplàaw</td>
<td>{мàj dàj paj plàaw kh-ràp</td>
</tr>
<tr>
<td>yes</td>
<td>мяваанні kjun paj ààn nànsûy thîi</td>
<td>paj kh-ràp</td>
</tr>
<tr>
<td></td>
<td>hûnsamût ñýplàaw</td>
<td></td>
</tr>
<tr>
<td>no</td>
<td>мяваанні kjun paj sòn còtmàaj ñýplàaw</td>
<td>{мàj dàj paj plàaw kh-ràp</td>
</tr>
</tbody>
</table>
yes  myawaanníi khun paj fañ theép thïi hông  mâj dâj paj
      lèep rýplàaw  paj khráp

no  myawaanníi khun paj lèn thennít thïi  { mâj dâj paj
    sapòot khláp rýplàaw  plàaw khráp

o) Transformation Drill (Affirmative to Negative Question)

Pattern 1  Pattern 2

myawaanníi khun paj thïaw rýplàaw  myawaanníi khun mâj dâj paj
      thïaw rëkhrrâp

myawaanníi khun paj roonphajaabaan  myawaanníi khun mâj dâj paj
    rýplàaw  roonphajaabaan rëkhrrâp

myawaanníi khun maa rïan phaasãa  myawaanníi khun mâj dâj maa
    thaj thïi éf-és-aj rýplàaw  rïan phaasãathaj thïi
                          éf-és-aj rëkhrrâp

myawaanníi khun paj thamnãaan  myawaanníi khun mâj dâj paj
    rýplàaw  thamnãaan rëkhrrâp

myawaanníi khun phöp khâw thïi  myawaanníi khun mâj dâj phöp
    sathãanii rötfaj rýplàaw  khâw thïi sathãanii rötfaj
                                   rëkhrrâp

myawaanníi khun paj kin aahãan  myawaanníi khun mâj dâj paj
    thaj thïi ráanaahãan cennïi  kin aahãanthaj thïi ráanaahãan
    rýplàaw  cennïi rëkhrrâp
mỳawaanníi khun paj ráp phỳan thî1
sanñambin nèschanan rỳplàaw
mỳawaanníi khun mâj dâj paj
ráp phỳan thî1 sanñambin
nèschanan rỳkhráp

mỳawaanníi khun tham kàpkhâaw
thî1 bâan rỳplàaw
mỳawaanníi khun mâj dâj tham
kàp khâaw thî1 bâan rỳkhráp

Ask each student one of the affirmative questions above, and then ask him the same question in the negative (or in reverse order). His answers should be based on the facts of the situation.

p) Response Drill (Give negative responses to the questions)

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. mỳawaanníi khun mâj dâj paj ajútthajaa lỳkhráp</td>
<td>{kráp (mâj dâj paj) mâj dâj paj}</td>
</tr>
<tr>
<td>Didn't you go to Ayuthaya yesterday?</td>
<td>No, I didn't.</td>
</tr>
<tr>
<td>2. khun mâj dâj paj duu nành lès</td>
<td>{kráp (mâj dâj paj) mâj dâj paj}</td>
</tr>
<tr>
<td>Did you go to the movies?</td>
<td>No, I didn't.</td>
</tr>
<tr>
<td>3. dỳaw khun ca paj hôñsamùt máj</td>
<td>{mâj mâj paj}</td>
</tr>
<tr>
<td>Are you going to the library soon?</td>
<td>No, I'm not.</td>
</tr>
<tr>
<td>4. wanníi khun ca paj lèn thennít máj</td>
<td>{mâj mâj paj}</td>
</tr>
<tr>
<td>Are you going to play tennis today?</td>
<td>No, I'm not.</td>
</tr>
</tbody>
</table>
5. phrûnní khun ca paj bân kháw máj

\{máj

\{máj paj

Are you going to his house tomorrow? No, I'm not.

q) **Response Drill** (Response negatively or affirmatively according to the cue word.)

<table>
<thead>
<tr>
<th>Cue</th>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
<td>kháw máj dâj paj ajúthajaa lès</td>
<td>paj</td>
</tr>
<tr>
<td></td>
<td>He didn't go to Ayuthaya?</td>
<td>Yes, he went.</td>
</tr>
<tr>
<td>yes</td>
<td>kháw máj dâj paj krasuãŋ tảnprathêet lès</td>
<td>paj</td>
</tr>
<tr>
<td></td>
<td>Didn't he go to the Ministry of Foreign Affairs?</td>
<td>Yes, he went.</td>
</tr>
<tr>
<td>yes</td>
<td>kháw máj dâj paj ráp phýan thîi doon myaŋ lès</td>
<td>paj</td>
</tr>
<tr>
<td></td>
<td>Didn't he go pick up his friend at Don Muang?</td>
<td>Yes, he went.</td>
</tr>
<tr>
<td>no</td>
<td>mseríi máj dâj paj ajúthajaa lès</td>
<td>khráp (máj dâj paj)</td>
</tr>
<tr>
<td></td>
<td>Didn't Mary go to Ayuthaya?</td>
<td>máj dâj paj No, she didn't.</td>
</tr>
<tr>
<td>no</td>
<td>khun máj dâj paj hûŋlès̄p lès</td>
<td>khráp (máj dâj paj)</td>
</tr>
<tr>
<td></td>
<td>Didn't you go to the lab?</td>
<td>máj dâj paj No, I didn't.</td>
</tr>
<tr>
<td>no</td>
<td>khun máj dâj paj thaan khâaw maa lès</td>
<td>khráp (máj dâj paj)</td>
</tr>
<tr>
<td></td>
<td>Haven't you been to eat?</td>
<td>máj dâj paj No, I haven't.</td>
</tr>
</tbody>
</table>
r) **Substitution Drill** (Student 2 is to supply an 'activity' that fits the location given.)

**MODEL:** **Cue words:** wanníi... prajsanii

**Student 1:** wanníi phôm ca paj prajsanii

**Student 2:** khun ca paj sòŋ còtmǎaj rĕkhráp

**Student 1:** khráp

1. dỳaw... ráanaahān
2. phrũŋníi... roonphajabaan
3. wanníi... talàat
4. mỳawaanníi... thanakhaan (thurá)
5. dỳaw... hônthooraśāp
6. mỳakíi... hônsamùt
7. wanníi... sanšambin döon myañ
8. dỳaw... hônleĕp
9. mỳawaanníi... thîithamñaan
10. dỳaw... ráankaafēe

**Note to the instructor:** If the students have difficulty supplying an activity to go with drill, the instructor may suggest one.

9.4 **EXERCISES**

Find out from other students:

a. If they went to any of the following places **yesterday**:

   1. school
   2. post office
   3. Bank of America
   4. market
   5. work
   6. a restaurant
b) Where they will go tomorrow.

c) Where they did any of the following things:

1. went to work
2. went shopping
3. went to see the doctor
4. went to mail a letter
5. went for a walk
6. played tennis

d) If they went to the following places a short time ago.

1. laboratory
2. library
3. home
4. school
5. a restaurant
6. to work
7. Boston

e) Who did any of the following things a short time ago.

1. go to the bank
2. play golf
3. go home
4. go to the hospital
5. repair a car
6. cook food
7. do some typing
8. read a book
9. make a phone call

f) What they do everyday.

g) If they didn't do any of the following things yesterday:

1. drink coffee
2. eat food
3. go shopping
4. go to the lab
5. speak Thai
6. go to the Registrar's
7. study (at home)
8. speak English
9. went to pick up a friend
10. work
h) If they will do any of the following things today:

1. go to the doctor's
2. play music
3. teach
4. go on business
5. write a book
6. go to work
7. go home
8. go to the library
9. swim
10. eat

9.5 VOCABULARY

bín to fly
cá will, shall (future particle)
cenn̂i Jenny (name)
d̄aw soon
dóon myan Don Muang (The name of the main commercial airport in Bangkok)

fáŋ to listen
hŏn (hŏn) room
hŏn aahān (hŏn) dining room, dining hall
hŏn ṭēp (hŏn) laboratory (English loan 'lab')
hŏn nám (hŏn) toilet
hŏn prachum (hŏn) auditorium
hŏn samùt (hŏn) library
hŏn thabian (hŏn) registrar's (office)
hŏn thamŋaa (hŏn) work room
hŏn thoorasāp (hŏn) telephone room
kamlāŋ aspect particle indicating action in process
kàp, ka- with
khāaj to sell

158
koŋsûn (khon) the Consul
koŋ golf
lêep (hên) lab (English loan)
mûa kîi nîi, mûakîi, a short time ago
mûakîi
mûawaanníi yesterday
phrûnníi tomorrow
ráan kaafè (ráan) coffee shop
ráp to receive, accept
(paj / maa) râp to go meet someone, to go get something
samâe always, regularly, consistently
sanâam (hên) field (as in airfield, sports field, etc.)
sanâam bin (hên) airport
sathâan koŋsûn (hên) the Consulate
sôn to send or ship something; to see someone off, to take someone somewhere

tàøe but
thammaj why (question word)
thèep tape (English loan word)
thúk every, each
wanníi today
LESSON TEN
(REVIEW)

10.0 BASIC EPISODE:

khun coön naamsakun samít pen khon amerikan. kháw thamñaan thfüi sath FrançÊit amerikan. bän khôn kháw jüu thfüi thanôn wîthhajú. bän khôn kháw jàj lé sabaaj.

khun coön maa cãak myan denwéë rát khoolooradôo. phanrajaa khôn kháw chîy maaria, maa cãak myan saprinfil rát wëcinia. phanrajaa khun coön sűaj mâak.

khun coön phûut phaasâa thaj kêj mâak. kháw kheëj rian phaasâa thaj thfüi roönriân sôn phaasâa khôn krasuan tânprathëet. kháw àan phaasâa thaj dâj dil tê kháw khïên mäj pen. kháw chîp phûut phaasâa thaj kàp khon thaj samëë. phanrajaa khôn kháw phûut phaasâa thaj dâj dil mïyàankan. kháw mâj kheëj rian phaasâa thaj thfüi roönriân. kháw rian cãak khon thaj naj talåat, rânkhôajkhôn lé taam thanôn.

10.1 QUESTIONS ON BASIC EPISODE

1. khun coön naamsakun araj
2. kháw pen khon chàat araj
3. kháw thamñaan thfëinëj
4. bän khôn kháw jüu thfëinëj
5. khun cōon maa càak rāt araj, myaŋ araj
6. phanrajaa kh getSource(52):n khāw chīy araj
7. phanrajaa kh.getSource(52):n khāw maa càak nāj
8. khun cōon phūut phaasāa thaj dāj mâj
9. khāw ân phaasāa thaj dāj mâj
10. khāw khyan phaasāa thaj dāj mâj
11. phanrajaa kh getSource(52):n khāw phūut phaasāa thaj dāj mâj
12. khāw khæej rian thīi roŋrian mâj
13. khāw rian phaasāa thaj càak khraj

10.2 GRAMMAR DRILLS¹

a) Response Drill

MODEL: Teacher: mī burīi mâj khrāp
       Do you have a cigarette?

       Student: Affirmative: mī khrāp       Yes, I do.
                   Negative: mâj mī khrāp       No, I don't.

Cue words: dīnści       nāṃṣỳy       phēsentedī
             kāwīi        nāṃṣỳyphim      rûup
             kradăat      ñeen        samût
             faj          pàakkāa        tô
             naalikaa     phyan        khruu

Repeat the above drill using negative questions.
(mâj mī burīi rîkhrāp).

¹The purpose of drills a through o is to improve fluency, therefore, they should be done rapidly, so that the student will learn to respond automatically.
b) **Response Drill**  (Perform as in Drill a)

**MODEL:**  Teacher:  phĕnth̄ī dii máj

Is the map good?

**Student:**  **Affirmative:**  dii khráp  Yes, it is.

**Negative:**  mâj dii khráp  No, it isn't.

**Cue words:**  náns̄ȳ  dins̄o
kháw  naalikaa
roon̄rian  samût
khruu  aak̄aat
pàakkaa  kradaat

Repeat this drill using negative questions.

c) **Response Drill**  (As in Drill a)

**MODEL:**  Teacher:  aak̄aat dii máj

Is the weather good?

**Student:**  **Affirmative:**  dii khráp  Yes, it is.

**Negative:**  mâj dii khráp  No, it isn't.

**Cue words:**  nãaw  dii
khun  aahs̄an
sûaj  rōs̄ın
rûup  kháw
pàakkaa  dii

Repeat the drill using negative questions.
d) **Response Drill**

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. nánsỳy lèm nǎj dìi</td>
<td>lèm nán</td>
</tr>
<tr>
<td>2. kâwii tua nǎj dìi</td>
<td>tua nán</td>
</tr>
<tr>
<td>3. phûuchaaj khon nǎj phûut phaaàa thai kèn</td>
<td>khon nán</td>
</tr>
<tr>
<td>4. naâp haâbaan khon nǎj sùaj</td>
<td>khon nán</td>
</tr>
<tr>
<td>5. dinsòo thèn nǎj dìi</td>
<td>thèn nán</td>
</tr>
<tr>
<td>6. tò tua nǎj sùaj</td>
<td>tua nán</td>
</tr>
<tr>
<td>7. càw nàathìi khon nǎj nàaw</td>
<td>khon nán</td>
</tr>
<tr>
<td>8. rûup baj nǎj sùaj</td>
<td>baj nán</td>
</tr>
<tr>
<td>9. phèenthìi phèn nǎj dìi</td>
<td>phèn nán</td>
</tr>
<tr>
<td>10. khruu khon nǎj chûy coon</td>
<td>khon nán</td>
</tr>
</tbody>
</table>

Repeat this drill using nìi for nán in the responses.

e) **Response Drill**

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. khun kheàj pen thahɔán màj</td>
<td>kheàj khrâp</td>
</tr>
<tr>
<td>2. khun kheàj paj parfìt màj</td>
<td>kheàj khrâp</td>
</tr>
<tr>
<td>3. khun kheàj paj thìaw krùn room màj</td>
<td>kheàj khrâp</td>
</tr>
<tr>
<td>4. khun kheàj thamâaan thìì juusìt màj</td>
<td>kheàj khrâp</td>
</tr>
<tr>
<td>5. khun kheàj rian phaaàa phamâa màj</td>
<td>kheàj khrâp</td>
</tr>
<tr>
<td>6. khun kheàj jùu tàan prathêet màj</td>
<td>kheàj khrâp</td>
</tr>
<tr>
<td>7. khun kheàj kin aahâan thaj màj</td>
<td>kheàj khrâp</td>
</tr>
<tr>
<td>8. khun kheàj pen nîtsît culaa màj</td>
<td>kheàj khrâp</td>
</tr>
<tr>
<td>9. khun kheàj sɔɔn nánsỳy màj</td>
<td>kheàj khrâp</td>
</tr>
<tr>
<td>10. khun kheàj mìì rôt faràñ màj</td>
<td>kheàj khrâp</td>
</tr>
</tbody>
</table>

Repeat the above drill with negative responses: (màj kheàj).
Repeat the above drill using negative questions.

163
f) **Response Drill**

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. khun kháp rót pen máj</td>
<td>pen khráp</td>
</tr>
<tr>
<td>2. khun tham kàp khâaw pen máj</td>
<td>pen khráp</td>
</tr>
<tr>
<td>3. khun lèn dontrii pen máj</td>
<td>pen khráp</td>
</tr>
<tr>
<td>4. khun wâaj nâm pen máj</td>
<td>pen khráp</td>
</tr>
<tr>
<td>5. khun phím nánsyy pen máj</td>
<td>pen khráp</td>
</tr>
<tr>
<td>6. khun àan nánsyy thaj pen máj</td>
<td>pen khráp</td>
</tr>
<tr>
<td>7. khun phûut phaasaa juan pen máj</td>
<td>pen khráp</td>
</tr>
</tbody>
</table>

Repeat the drill with negative responses: **(mâj pen)**.

g) **Response Drill** (Repeat drill f substituting dâj for pen in questions and responses).

h) **Response Drill** (Repeat drill f substituting kèn for pen in questions and responses.)

**NOTE:** In Drills f, g, and h, the questions may be asked in the negative, as in the following examples:

- From drill f: khun kháp rót mâj pen râkhráp
- From drill g: khun kháp rót mâj dâj râkhráp
- From drill h: khun kháp rót mâj kèn râkhráp

1) **Response Drill** (Repeat drill f substituting dâj dìì for pen in the questions and dìì for pen in answers.)
J) **Response Drill** (Give a negative response to each question).

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. mỳawaanníi paj thanaakhan rýplàaw</td>
<td>màj dâj paj</td>
</tr>
<tr>
<td>Did you go to the bank yesterday?</td>
<td>No, I didn’t.</td>
</tr>
<tr>
<td>2. mỳawaanníi paj duu nǎn rýplàaw</td>
<td>màj dâj paj</td>
</tr>
<tr>
<td>Did you go to the movies yesterday?</td>
<td>No, I didn’t.</td>
</tr>
<tr>
<td>3. mỳakiiníi paj thaan kaafse rýplàaw</td>
<td>màj dâj paj</td>
</tr>
<tr>
<td>Did you go drink coffee a short time ago?</td>
<td>No, I didn’t.</td>
</tr>
<tr>
<td>4. mỳakhyyynníi duu thii wii rýplàaw</td>
<td>màj dâj duu</td>
</tr>
<tr>
<td>Did you watch TV last night?</td>
<td>No, I didn’t.</td>
</tr>
<tr>
<td>5. mỳacháawníi maa roonriam rýplàaw</td>
<td>màj dâj maa</td>
</tr>
<tr>
<td>Did you come to school this morning?</td>
<td>No, I didn’t.</td>
</tr>
<tr>
<td>6. mỳawaanníi paj wâaj nám rýplàaw</td>
<td>màj dâj paj</td>
</tr>
<tr>
<td>Did you go swimming yesterday?</td>
<td>No, I didn’t.</td>
</tr>
</tbody>
</table>

k) **Response Drill** (Respond negatively to the questions.)

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. kháw jùu máj</td>
<td>màj jùu</td>
</tr>
<tr>
<td>Is he in?</td>
<td>No, he isn’t.</td>
</tr>
<tr>
<td>2. khruu jùu máj</td>
<td>màj jùu</td>
</tr>
<tr>
<td>Is the teacher in?</td>
<td>No, she isn’t.</td>
</tr>
<tr>
<td>3. phanrajaa khun jùu máj</td>
<td>màj jùu</td>
</tr>
<tr>
<td>Is your wife in?</td>
<td>No, she isn’t.</td>
</tr>
</tbody>
</table>
4. มีคุณหมอมาใช้?
   Is the doctor in?
   ไม่มีคุณหมอ
   No, he isn't.

5. น้องสาวคุณมี?
   Is your younger sister in?
   ไม่มีน้องสาว
   No, she isn't.

Respond affirmatively to the questions above.

1) Response Drill (Respond negatively to these questions.)¹

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. โรงเรียนนั่นคุณมีกรุงเทพฯปริมณฑลไหม้</td>
<td>ไม่มี disbelief</td>
</tr>
<tr>
<td>Is that school in Bangkok?</td>
<td>No, it isn't.</td>
</tr>
<tr>
<td>2. อุดร คุณมีภักดีมีเมนท์ปริมณฑลไหม้</td>
<td>ไม่มี disbelief</td>
</tr>
<tr>
<td>Is Udorn in N.E. Thailand?</td>
<td>No, it isn't.</td>
</tr>
<tr>
<td>3. สถานที่คนสูญเสียหายคุณมีที่จีนไหม้</td>
<td>ไม่มี disbelief</td>
</tr>
<tr>
<td>Is the Thai consulate in New York city?</td>
<td>No, it isn't.</td>
</tr>
<tr>
<td>4. จุฬาลงกรณ์คุณมีสิ่งปลุกเสกปริมณฑลไหม้</td>
<td>ไม่มี disbelief</td>
</tr>
<tr>
<td>Is USOM on Silom Street?</td>
<td>No, it isn't.</td>
</tr>
<tr>
<td>5. บ้านคุณมีสิ่งปลุกเสกเสาะทองปริมณฑลไหม้</td>
<td>ไม่มี disbelief</td>
</tr>
<tr>
<td>Is your house on Sathorn Street?</td>
<td>No, it isn't.</td>
</tr>
</tbody>
</table>

NOTE: Respond affirmatively to the questions above.

¹In drill K the subject of the sentence is an animate noun; in drill L it is an inanimate noun. Observe the contrast in usage:
Drill K: Question: ...จุลุนมา? Answer: ไม่มีจุลุน
Drill L: Question: ...จุลุน...ปริมณฑล Answer: ไม่มี disbelief
m) **Response Drill** (Respond affirmatively to the invitations.)

**Invitation**

1. paj kin khâaw dûajkan máj
   Shall we go eat together?
   
   Response
   
   paj khráp
   Yes, let's.

2. paj thîaw myaŋ thaj dûajkan máj
   Shall we take a pleasure trip to Thailand?

   Response
   
   paj khráp
   Yes, let's do that.

3. paj duu näŋ dûajkan máj
   Shall we go to a movie?

   Response
   
   paj khráp
   Yes, let's go.

4. paj sýy khơŋ dûajkan máj
   Shall we go shopping?

   Response
   
   paj khráp
   Yes, let's.

5. paj ráp phîan thîi sathâanii rôtfaj dûajkan máj
   Shall we go pick up (our) friend at the train station?

   Response
   
   paj khráp
   Yes, let's go.

   (Respond negatively to the above invitations (mâj paj).

n) **Response Drill** (Give negative responses to the questions.)

**Questions**

1. khâw ca paj sýy khơŋ lĕ
   Is he going shopping?

   Response
   
   plàaw khráp
   No, he isn't.

2. khâw ca paj thîaw lĕ
   Is he going out?

   Response
   
   plàaw khráp
   No, he isn't.
3. khun ca tham aahän lëh  
   Are you going to cook?  
   plàaw khráp  
   No, I'm not.

4. khun ca khån còtmäj lëh  
   Are you going to write a letter?  
   plàaw khráp  
   No, I'm not.

5. phanrajaă khun ca paj wïatnaam lëh  
   Is your wife going to Vietnam?  
   plàaw khráp  
   No, she isn't.

Give affirmative answers (khráp) to the above questions.

   o) **Response Drill** (Give affirmative answers.)

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. khun kamlâñ ca paj sỳy khôn rýkhráp</td>
<td>khráp</td>
</tr>
<tr>
<td>Are you on the point of going shopping?</td>
<td>Yes, I am.</td>
</tr>
<tr>
<td>2. phanrajaă khun kamlâñ ca paj duu nôn rýkhráp</td>
<td>khráp</td>
</tr>
<tr>
<td>Is your wife just about ready to go to a movie?</td>
<td>Yes, she is.</td>
</tr>
<tr>
<td>3. khun kamlâñ ca sôn nánsỳy rýkhráp</td>
<td>khráp</td>
</tr>
<tr>
<td>Are you about to begin teaching?</td>
<td>Yes, I am.</td>
</tr>
<tr>
<td>4. lûuk khun kamlâñ ca paj roonrian rýkhráp</td>
<td>khráp</td>
</tr>
<tr>
<td>Are your children just about to leave for school?</td>
<td>Yes, they are.</td>
</tr>
<tr>
<td>5. khruu kamlâñ ca paj hôn lèsèp rýkhráp</td>
<td>khráp</td>
</tr>
<tr>
<td>Is the teacher on the point of going to the language lab?</td>
<td>Yes, he is.</td>
</tr>
</tbody>
</table>

Respond negatively to the above questions.
p) **Sentence Combination Drill**

Using ตั้ง 'but' as a linking word combine the two sentences to form a new one, as in the example below:

**Sentence 1:** ข้าวผุ้ут พหัสกำท้าย AUT pen  
He can speak Thai.

**Sentence 2:** ข้าวคัย (พหัสกำท้าย) ไม่ผ้ำน AUT pen  
He can't write Thai.

**New Sentence:** ข้าวผุ้ут พหัสกำท้าย pen ตั้ง คัย ไม่ผ้ำน AUT pen  
He can speak Thai, but (he) can't write it.

**Sentences 1 and 2**

1. ข้าวผุ้ут หน่ำน  
ข้าวผุ้ут หน่ำน ตั้ง ไม่ผ้ำน

2. ข้าวผุ้ут หน่ำน  
ข้าวผุ้ут หน่ำน ตั้ง ไม่ผ้ำน

3. ข้าวผุ้ут หน่ำน  
ข้าวผุ้ут หน่ำน ตั้ง ไม่ผ้ำน

4. ข้าวผุ้ут พหัสกำท้าย  
ข้าวผุ้ут พหัสกำท้าย ตั้ง ไม่ผ้ำน

5. ข้าวผุ้ут ไม่ผ้ำน  
ข้าวผุ้ут ไม่ผ้ำน ตั้ง ไม่ผ้ำน

6. ข้าวผุ้ут พหัสกำท้าย  
ข้าวผุ้ут พหัสกำท้าย ตั้ง ไม่ผ้ำน

169
7. ผมพูดว่า 'ชุดจ๋นสอน
    น้ำสียนตะจ๊ะ!
    ขอสอนพักพัก

8. น้ำแพร่จราบันจู
    เมื่อมาจู

9. ผมทามาฮานสารเษตรดาย
    ผมทามาฮานสารเษตร
    มาเจ้

10. ข้าวเล่น THENNIIT ดาย
     ข้าวเล่น THENNIIT มาเจ้

10.3 EXERCISE

a) Have each student tell his own life story in the
    manner of the Basic Episode (10.0).

b) When student A has finished his short biography,
    student B will ask student C questions about it.
    This procedure should continue until each student
    has taken all three roles.

10.4 VOCABULARY

`aan              to read
chēap            to like, be fond of
khoolooradōo     Colorado
saprinfil        Springfield
taam             along, after; to follow
weecinia         Virginia
11.0 BASIC DIALOG: At the Language School

A: thîi roongrian sōn phaasāa
    thîi khun rian mîi khonthaj
    lêaj khon màaj

B: lêaj khon

A: mîi nákrian phaasāa thaj thâwraj

B: màj sâap khráp

A: naj chán khun mîi nákrian
    kli khon

B: hâa khon khráp

A: khun rian araj kan bâan

B: àan, phûut, khîan lé pleè

A: khâw sōn phaasāa araj bâan

B: lêaj phaasāa khráp, mîi phaasāa
    juan, laaw, farànsèet, sapeen,
    lé phaasāa yyn yyn

A: mîi khruu châat tâan tâan
    (thànmòt) thâwraj khráp

B: lêaj slîp khon khráp

At the language school
where you studied are
there many Thais?

Yes, many.

How many Thai language
students are there?

I don't know.

How many students are
there in your class?

Five.

What (things) are you
studying?

Reading, speaking,
writing, and translating.

What languages do they
Teach?

Many languages. Viet-
namese, Lao, French,
Spanish, and other
languages.

Altogether how many
teachers of different
nationalities are there?

Several tens (less than
a hundred).
11.1 GRAMMAR NOTES

a) kan 'each other, mutually, as a group' can be used
   1. As a pluralizer of the subject of the sentence:
      *pit pratuu kan 'you (plural) shut the door' or
   2. to indicate that two or more persons or things
      are mutually involved in some activity or are
      related in some other way.

<table>
<thead>
<tr>
<th>A</th>
<th>khruu</th>
<th>nákrian</th>
<th>phûut phaasãa thaj</th>
<th>kàp nákrian</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A + B</td>
<td>khruu</td>
<td>lé</td>
<td>nákrian</td>
<td>phûut phaasãa thaj</td>
</tr>
<tr>
<td></td>
<td></td>
<td>kàp</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A: 'The teacher speaks Thai with the student'.
B: 'The student speaks Thai with the teacher'.
A + B: 'The teacher and student speak Thai with each other'.

b) araj, khraj, and nàj all have interrogative and indefinite meaning (neither singular or plural). When used in negative sentences the meaning is indefinite:

phôm mâj dâj duu araj 'I didn't see anything'.
mâj mîi khraj sàap (There is no one that knows) 'No one knows'.
khu̱n mâj dâj pàj nàj râ 'Didn't you go anywhere'.
araj, khraj, and nǎj can be made plural by the addition of bāan. (Here they have interrogative meaning.)

mii nāŋsyy araj bāan  'What books are there?'
k hun ca paj nǎj bāan  'What places are you going to?'
k hun phût phaa thaj kàp khraj bāan  'Who all do you speak Thai with with?'

c) Numerals\(^1\) include all of the cardinal numbers plus some other quantity words. Numerals occur in constructions before classifiers. Some of the quantity words are lāaj 'many, several', baŋ 'some', kli 'how many?', thûk 'each, every', nōj 'few', and māj-kli 'not many'.

khruu lāaj khon  'several teachers'
nāŋsyy baŋ lêm  'some books'
tó kli tua  'how many books?'
dinsço māj-kli thēn  'not many pencils'
nákriñ nōj khon  'few students'

The Thai numerical system is a decimal system, and with a few exceptions compound numbers are made by multiplying by and / or adding to the numbers from 1 to 10.

The numbers from 1 to 10 are: nỳñ '1', sōoŋ '2', sǎam '3', sî '4', hâa '5', hûk '6', cêt '7', pèst '8', kâaw '9', sîp '10'.

Multiples of ten (except 20) are made by putting the multiplier in front of ten, thus 30 is sǎam sîp (3 x 10),

---

\(^1\) For a full treatment of numerals, see Noss, 109 ff.
70 is ค่ำ สิบ (7 x 10), etc. Numbers to be added to 10 or multiples of 10 occur afterwards, thus 13 is สิบสาม (1 x 10 + 3), 34 is สัม สิบ สิบ (3 x 10 + 4), etc. 20 is สอง สิบ; 22 is สี่ สิบ สอง.

Except for the number 'one' itself, เด is used for 'one', thus 21 is สี่ สิบ เด; 51 is ห้า สิบ เด, etc.

100 is หนึ่ง ร้อย or ร้อย, but 101 is ร้อย เด. 400 is สี่ ร้อย; 423 is สี่ ร้อย สี่ สิบ สาม, etc.

1000 is หนึ่งพัน or พัน; 10,000 is หนึ่ง หมื่น or หมื่น.

100,000 is หนึ่ง แสน or แสน, and 1,000,000 is หนึ่ง ล้าน or ล้าน.

15,000 is (หนึ่ง หมื่น) ห้า พัน (1 x 10,000 plus 5 x 1,000). สิบ ห้า พัน (15 x 1,000) is not acceptable.

450,000 is สี่ สี่ แสน ห้า มี หมื่น (4 x 100,000 plus 5 x 10,000), สี่ ร้อย ห้า สิบ พัน (450 x 1,000) is not acceptable.

d) One sentence may be included in another and serve as a modifier or specifier of some part of that sentence. ที่ may serve as a connector between the main sentence and the included sentence.

<table>
<thead>
<tr>
<th>Main sentence:</th>
<th>หนังสือ</th>
<th>di1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Included sentence:</td>
<td>หนังสือ ที่</td>
<td>หนังสือ ที่</td>
</tr>
<tr>
<td>Resultant sentence:</td>
<td>หนังสือ ที่</td>
<td>หนังสือ ที่</td>
</tr>
<tr>
<td>khāw khān</td>
<td>khāw khān</td>
<td>khāw khān</td>
</tr>
</tbody>
</table>

'The books he writes are good.'
thīi khāw khīyan serves as a modifier of nāṃsīy. A response to the question nāṃsīy araį aįi dii 'what books are good?' could be nāṃsīy thīi khaw khīyan 'the books he writes'.

| Main sentence: | nāṃsīy lēm nān | dii |
| Included sentence: | khāw khīyan |
| Resultant sentence: | nāṃsīy lēm thīi | khāw khīyan | dii |

'The book he wrote is good'.

thīi khāw khīyan serves as a specifier of (nāṃsīy) lēm. A response to the question nāṃsīy lēm nāj dii 'Which book is good?' could be lēm thīi khaw khīyan 'the one he wrote'.

e) ÿyn means 'other' in the sense of a different one not an additional one of the same kind. ÿyn ÿyn means 'others'; it acts as a pluralizer after nouns.

phaasāa ÿyn 'another (different) language'
phaasāa ÿyn ÿyn 'other (different) language'
... lē ÿyn ÿyn (lit. 'and others') 'et cetera'

11.2 GRAMMAR DRILLS

a) Recognition and Familiarization Drill

1. khāw phūt phaasāathaj kāp phōm
   phōm phūt phaasāathaj kāp khāw
   raw phūt phaasāathaj kan
   He speaks Thai with me. I speak Thai with him. We speak Thai together.

2. khāw rūcāk khon nān
   khon nān rūcāk khāw
   khāw rūcāk kan
   He knows that person. That person knows him. They know each other.
3. ผม รียน ภาษาไทย I study Thai.
    ผม รียน ภาษาไทย ที่ My friend studies Thai.
    รับ รียน ภาษาไทย แต่ We both study Thai.

b) **Combination Drill**

**Patterns 1 and 2**

1. ผม PHPUnit ภาษาไทย อยู่ ที่ ข้า วเท่านี้
   ข้า วที่ พูดภาษาไทย อยู่ ที่ ผม

2. คุณ PHPUnit ภาษาไทย กับ นักเรียน
   นักเรียน ที่ พูดภาษาไทย กับ คุณ

3. พ่อ คุณ พูดภาษาไทย เจริญ
   พ่อ คุณ พูดภาษาไทย เจริญ

**Pattern 3**

4. ภานพ่อ รูขวัญ พ่อ
   พ่อ รูขวัญ ภานพ่อ

5. คุณ มีรู้ ภาพ ที่ คุณ เช็น
   คุณ เช็น ภาพ ที่ คุณ มีรู้

6. คุณ ค่อน ภาพ รูนร์
   คุณ ค่อน ภาพ รูนร์
c) Recognition and Familiarization Drill

1. khon nán phûut phaäsãa araj
dâj bân
khâw phûut phaäsãa ankritt,
farânsèet, lé thaj

What languages does that person speak?

He speaks English, French, and Thai.

2. khon nán phûut phaäsãa araj
khâw phûut phaäsãa thaj

What language does that person speak?

He speaks Thai.

3. thînîi mîi khrâj
thînîi mîi nákriân

Who is here?
There are students here.

4. thînîi mîi khrâj bân
thînîi mîi khruû, nákriân lé
nákphaäsãa

Who is here?
There are teachers, students, and linguists.

5. naj eesia mîi prathêet araj bân
naj eesia mîi prathêet india, ciin,
jîipûn, thaj lé prathêet ñyn ñyn

What are some of the countries in Asia?
In Asia there are India, China, Japan, Thailand, and other countries.

6. naj jûrôop mîi prathêet araj bân
naj jûrôop mîi prathêet farânsèet,
sapeen, italîi, jëeraman, lé
prathêet ñyn ñyn

What are some of the countries in Europe?
In Europe there are France, Spain, Italy, Germany, and other countries.
7. naj ameerikaa mii rát araj bānŋ
   naj ameerikaa mii rát njuu jök,
   mæsch着手et, michikסэн, khælfoučia,
   lē rát yỳn yỳn.
   What are some of the states in America?
   In America there are the states of New York, Massachusetts, Michigan, California, and other states.

8. thī sàhàprachaachâat mii khon
    châat araj bānŋ
   thī sàhàprachaachâat mii khon ânkrlt
    farànseet, khon eesia lē châat yỳn
    yỳn
   What are some of the nationalities in the U.N.?
   In the U.N. there are Englishmen, Frenchmen, Asians, and other nationalities.

9. khun tham araj pen bānŋ
   phôm khīyan lê phûut phaasāa
   ânkrlt pen
   What do you know how to do?
   I can write and speak English.

10. khâw tham araj pen baâŋ
    khâw tham aahān lê liāŋ dēk pen
    What does she know how to do?
    She can cook and take care of children.

11. khâw kèŋ araj baâŋ
    khâw rian nâŋšyỳ kèŋ, lèn kiilaa
    kèŋ lē thamŋaankèŋ
    What things is he good at?
    He's a good student, a good athlete, and a good worker.
d) **Response Drill**

<table>
<thead>
<tr>
<th>Cue</th>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>ankrít</td>
<td>kháw phûut phaasãa araj</td>
<td>kháw phûut phaasãa ankrít</td>
</tr>
<tr>
<td></td>
<td>What language does he speak?</td>
<td>He speaks English.</td>
</tr>
<tr>
<td>thaj lé ankrít</td>
<td>kháw phûut phaasãa araj</td>
<td>kháw phûut phaasãa</td>
</tr>
<tr>
<td></td>
<td>bâan</td>
<td>thaj lé ankrít</td>
</tr>
<tr>
<td></td>
<td>What languages does he speak?</td>
<td>He speaks Thai and English.</td>
</tr>
<tr>
<td>nákrian</td>
<td>naj hônnân mîi khraj</td>
<td>mîi nákrian</td>
</tr>
<tr>
<td></td>
<td>Who's in that room?</td>
<td>Students.</td>
</tr>
<tr>
<td>khruu lé nákrian</td>
<td>naj hônnân mîi khraj bâan</td>
<td>mîi khruu lé nákrian</td>
</tr>
<tr>
<td></td>
<td>Who is in that room?</td>
<td>. Teachers and students.</td>
</tr>
<tr>
<td>lâaj châat</td>
<td>thîl sahàprachâachât mîi khôn</td>
<td>mîi khon châat lâaj</td>
</tr>
<tr>
<td></td>
<td>châat bâan araj</td>
<td>châat</td>
</tr>
<tr>
<td></td>
<td>What nationalities are there at</td>
<td>There are many.</td>
</tr>
<tr>
<td></td>
<td>the U.N.?</td>
<td></td>
</tr>
<tr>
<td>thîthamnãaan</td>
<td>wanní khun ca paj náj</td>
<td>paj thîthamnãaan</td>
</tr>
<tr>
<td></td>
<td>Where are you going today?</td>
<td>To the office.</td>
</tr>
<tr>
<td>talàat, prajsanii</td>
<td>wanní khun ca paj náj bâan</td>
<td>paj talàat lé prajsanii</td>
</tr>
<tr>
<td></td>
<td>Where (all) are you going today?</td>
<td>To the market and the Post Office.</td>
</tr>
<tr>
<td>khelifoonia,</td>
<td>naj ameerikaa mîi rât araj</td>
<td>mîi rât khelifoonia</td>
</tr>
<tr>
<td>njuujóok, floridâ</td>
<td>bâan</td>
<td>njuujóok lé floridâ</td>
</tr>
<tr>
<td></td>
<td>What are some of the states in</td>
<td>California, New York and Florida</td>
</tr>
<tr>
<td></td>
<td>America?</td>
<td></td>
</tr>
</tbody>
</table>
thaj, ciin, nai eesia mii prathēet
jīpūn, lé araj bān
prathēet
yyn yyn What are some of the
countries in Asia?

phránakhoon, myañ thaj mii canwät araj
ubon, bān
chianmàj What are some of the
provinces in Thailand?

chianmàj, phāak nǐa mii canwät
ùttaradit araj bān
What are some of the
provinces in Northern
Thailand?

ubon lē udōon phāak isān mii canwät
araj bān
What are some of the
provinces in N. E.
Thailand?

krūnthēep khon phāak klaan phūt
phaasāa araj
What language do Central
Thai speak?

krūnthēep lē khon pàk tāj phūt phaasāa
pàk tāj araj bān
What languages do Southern
(Thai) people speak?

mii prathēet thaj, ciin,
jīpūn, lé prathēet
yyn yyn
Thailand, China,
Japan, etc.

mii canwät phránakhoon,
ubon, lé chiañmàj
Phranakorn, Ubol,
and Chiangmai.

mii canwät chiañmàj
lé ùttaradit
Chiangmai and
Uttaradit.

mii canwät ubon lē
udōon
Ubol and Udorn.

khāw phūt phaasāa
krūnthēep
Bangkok Thai.

khāw phūt phaasāa
krūnthēep lē phaasāa
pàk tāj
Bangkok Thai and
Southern Thai.

180
### e) Substitution Drill

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>nákrian</td>
<td>nákrian hâa khon</td>
<td>5 students</td>
</tr>
<tr>
<td>khruu</td>
<td>khruu hâa khon</td>
<td>5 teachers</td>
</tr>
<tr>
<td>nỳŋ</td>
<td>khruu nỳŋ khon</td>
<td>1 teacher</td>
</tr>
<tr>
<td>m̀ɔ̀</td>
<td>m̀ɔ̀ nỳŋ khon</td>
<td>1 doctor</td>
</tr>
<tr>
<td>hòk</td>
<td>m̀ɔ̀ hòk khon</td>
<td>6 doctors</td>
</tr>
<tr>
<td>chaaw ameerikan</td>
<td>chaaw ameerikan hòk khon</td>
<td>6 Americans</td>
</tr>
<tr>
<td>sîp</td>
<td>chaaw ameerikan sîp khon</td>
<td>10 Americans</td>
</tr>
<tr>
<td>thaहाan bòk</td>
<td>thaहाanbòk sîp khon</td>
<td>10 soldiers</td>
</tr>
<tr>
<td>róɔj</td>
<td>thaहाanbòk róɔj khon</td>
<td>100 soldiers</td>
</tr>
<tr>
<td>khon</td>
<td>(khon) róɔj khon</td>
<td>100 people</td>
</tr>
</tbody>
</table>

### f) Substitution Drill

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>lǎaj</td>
<td>nákrian lǎaj khon</td>
<td>many students</td>
</tr>
<tr>
<td>khruu</td>
<td>khruu lǎaj khon</td>
<td>many teachers</td>
</tr>
<tr>
<td>lǎaj sîp</td>
<td>khruu lǎaj sîp khon</td>
<td>many tens of teachers</td>
</tr>
<tr>
<td>thaहाan</td>
<td>thaहाan lǎaj sîp khon</td>
<td>many tens of soldiers</td>
</tr>
<tr>
<td>phátthanaakoon</td>
<td>phátthanaakoon lǎaj sîp khon</td>
<td>many tens of community Development workers</td>
</tr>
</tbody>
</table>
lāaj róoj phátthanaakoon lāaj róoj khon
many hundreds of Community Development workers

khāarâatchakaan thaj lāaj róoj khon
many hundreds of Thai government employees

lāaj phan khāarâatchakaan thaj lāaj phan khon
many thousands of Thai government employees

g) Substitution Drill

MODEL:  A: khun sỳy náŋsýy rýkhráp 'You bought some books?'
        B: khráp 'Yes, I did.'

        A: (sỳy) kìì lèm khráp 'How many?'
        B: hòk lèm khráp 'Six.'

Pairs of students are to go through the exchange above substituting the following cue words for those underlined and making other changes where appropriate:

1. naalika, nỳŋ
2. dinsɔo, sàam
3. pàakkaa, sɔonŋ
4. kàwɔi, sîp
5. phɛsnthi, sli
6. náŋsýyphim, hâa
7. rûup, cêt
8. samùt, kâw

Repeat the drill above using khǎaj and mìi for sỳy.
h) **Substitution Drill**

**MODEL:**

A: นักเรียน ไป ร่วม 'Did the students go?'

B: นักเรียน 'Yes, they did.'

A. (นัก) กลับ กลับ 'How many (went)?'

B. ห้อง กลับ 'Six.'

Substitute the following cue words for the underlined words above:

1. ครู, 3
2. นัก, 11
3. ชาว อเมริกัน, 5,000
4. ทหาร, 5,000

5. ทหาร, 40
6. ทหารอเมริกา, 25
7. ทหาร, 100

---

i) **Substitution Drill**

<table>
<thead>
<tr>
<th><strong>Cue</strong></th>
<th><strong>Pattern</strong></th>
<th><strong>Pattern</strong></th>
<th><strong>Pattern</strong></th>
<th><strong>Pattern</strong></th>
<th><strong>Pattern</strong></th>
<th><strong>Pattern</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>ครู</td>
<td>ครู บ้าน กลับ</td>
<td>ครู บ้าน กลับ</td>
<td>some teachers</td>
<td>ครู บ้าน กลับ</td>
<td>ครู บ้าน กลับ</td>
<td>ครู บ้าน กลับ</td>
</tr>
<tr>
<td>ที่นั่ง</td>
<td>ครู นั่ง กลับ</td>
<td>ครู นั่ง กลับ</td>
<td>22 teachers</td>
<td>ครู นั่ง กลับ</td>
<td>ครู นั่ง กลับ</td>
<td>ครู นั่ง กลับ</td>
</tr>
<tr>
<td>ผับ</td>
<td>ครู ผับ กลับ</td>
<td>ครู ผับ กลับ</td>
<td>18 teachers</td>
<td>ครู ผับ กลับ</td>
<td>ครู ผับ กลับ</td>
<td>ครู ผับ กลับ</td>
</tr>
<tr>
<td>สับ</td>
<td>ครู สับ กลับ</td>
<td>ครู สับ กลับ</td>
<td>40 teachers</td>
<td>ครู สับ กลับ</td>
<td>ครู สับ กลับ</td>
<td>ครู สับ กลับ</td>
</tr>
<tr>
<td>ห้อง</td>
<td>ครู ห้อง สับ แก้ว</td>
<td>ครู ห้อง สับ แก้ว</td>
<td>67 teachers</td>
<td>ครู ห้อง สับ แก้ว</td>
<td>ครู ห้อง สับ แก้ว</td>
<td>ครู ห้อง สับ แก้ว</td>
</tr>
<tr>
<td>สาม</td>
<td>ครู สาม แก้ว</td>
<td>ครู สาม แก้ว</td>
<td>300 teachers</td>
<td>ครู สาม แก้ว</td>
<td>ครู สาม แก้ว</td>
<td>ครู สาม แก้ว</td>
</tr>
<tr>
<td>ก้าว</td>
<td>ครู ก้าว แก้ว</td>
<td>ครู ก้าว แก้ว</td>
<td>91 teachers</td>
<td>ครู ก้าว แก้ว</td>
<td>ครู ก้าว แก้ว</td>
<td>ครู ก้าว แก้ว</td>
</tr>
<tr>
<td>สาม-สับ</td>
<td>ครู สาม สับ</td>
<td>ครู สาม สับ</td>
<td>34 teachers</td>
<td>ครู สาม สับ</td>
<td>ครู สาม สับ</td>
<td>ครู สาม สับ</td>
</tr>
<tr>
<td>นัก</td>
<td>ครู นัก กลับ</td>
<td>ครู นัก กลับ</td>
<td>few teachers</td>
<td>ครู นัก กลับ</td>
<td>ครู นัก กลับ</td>
<td>ครู นัก กลับ</td>
</tr>
<tr>
<td>ทุก</td>
<td>ครู ทุก กลับ</td>
<td>ครู ทุก กลับ</td>
<td>every teacher</td>
<td>ครู ทุก กลับ</td>
<td>ครู ทุก กลับ</td>
<td>ครู ทุก กลับ</td>
</tr>
</tbody>
</table>
j) **Recognition and Familiarization Drill**

1. roonrian ไถ่กุณรียน คือ คณครูผาเสยาทาย ล้าจกหอน
   The school you're studying at has many Thai language teachers.

2. มหาราชาชักกาน ไถ่ ค้า ปาย ยานทาย ต้อง รียน ผาเสย่าทาย
   Government employees that are going to Thailand must study Thai.

3. นักเรียน ไถ่ รียน ไถ่ยินดี ปень คุณ อมีริกัน.
   Students who study here are Americans.

4. คุณ ไถ่ ทาม ราชาชักกาน ฝ้าย ว้า มหาราชาชักกาน.
   People who do government work are government employees.

5. คุณ ไถ่ จู บ้าน นาน ปень ภายน ปลอม
   The people who live in that house are my friends.

6. พี่วัย ไถ่ ปาย กลาง คุณ ซูจ
   The girl who goes with you is pretty.

7. คุณ ไถ่ ค้า รียน ผาเสยา ดำ ดิ้น ต้อง ผูด ผาเสย่า นาน สามะ
   People who are going to learn a language well must speak it constantly.
### Expansion Drill
(Combine Sentences 1 and 2 and form Sentence 3.)

<table>
<thead>
<tr>
<th>Sentence 1</th>
<th>Sentence 2</th>
<th>Sentence 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>bàan sūaj the house is pretty</td>
<td>thī1 khun jùu that you live in</td>
<td>bàan thī1 khun jùu sūaj The house you live in is pretty.</td>
</tr>
<tr>
<td>nānsūy diī book is good</td>
<td>thī1 khun sỳ that you bought</td>
<td>nānsūy thī1 khun sỳ diī The book you bought is good.</td>
</tr>
<tr>
<td>roonrīan diī school is good</td>
<td>thī1 kháw kheāj rīan that he used to study (at)</td>
<td>roonrīan thī1 kháw kheāj rīan diī The school he used to study at is good.</td>
</tr>
<tr>
<td>nānsūy diī book is good</td>
<td>thī1 kháw khān that he wrote</td>
<td>nānsūy thī1 kháw khān diī The book he wrote is good.</td>
</tr>
<tr>
<td>ráanāahān diī restaurant is good</td>
<td>thī1 khun bōk that you told (about)</td>
<td>ráanāahān thī1 khun bōk diī The restaurant that you told (me about) is good.</td>
</tr>
<tr>
<td>caŋwāt diī province is good</td>
<td>thī1 khun ca paj that you are going (to)</td>
<td>caŋwāt thī1 khun ca paj diī The province you are going to is good.</td>
</tr>
</tbody>
</table>
mii khruu thaj læaj thîi khun rian
khon thîi roongrian

There are many Thai teachers at
the school.

rôt súaj thîi phûujîn
khonnân khâp

car is pretty that that woman
is driving

The car that woman is

driving is pretty.

1) **Sentence Combination Drill**  (Combine sentences 1, 2, 3
to form sentence 4.)

<table>
<thead>
<tr>
<th>Sentences 1, 2, 3</th>
<th>Sentence 4¹</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. khâw pen khruu</td>
<td>khruu thîi sôon phaasâathaj</td>
</tr>
<tr>
<td>khâw sôon phaasâathaj</td>
<td>pen khonthaaj</td>
</tr>
<tr>
<td>khâw pen khonthaaj</td>
<td></td>
</tr>
<tr>
<td>2. khâw pen phûujîn</td>
<td>phûujîn thîi paj kàp khun súaj</td>
</tr>
<tr>
<td>khâw paj kàp khun</td>
<td></td>
</tr>
<tr>
<td>khâw súaj</td>
<td></td>
</tr>
<tr>
<td>3. khâw pen nákrian</td>
<td>nákrian thîi rian thîinîi pen</td>
</tr>
<tr>
<td>khâw rian thîinîi</td>
<td>khon ameerikan</td>
</tr>
<tr>
<td>khâw pen khon ameerikan</td>
<td></td>
</tr>
</tbody>
</table>

¹The student may give an acceptable response which differs
from the one given here.
4. kháw pen nákrian  
   kháw jàak phùut phaas dåa  
   tànprathêet kêng  
   kháw tôông phùut samâe  
nákrian thîi jàak phùut phaas dåa  
tânprathêet kêng tôông phùut  
samâe

5. kháw pen khâarâatchakaan  
   krasuân tànprathêet  
   kháw ca paj myânthaj  
   kháw tôông rian phaasâthaj  
khâarâatchakaan krasuân  
tânprathêet thîi ca paj myânthaj  
thôông rian phaasâthaj

m) Response Drill

<table>
<thead>
<tr>
<th>Cue</th>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
</table>
| 1. thîi kháw khîyan  
   that he wrote | nân'sîy lêm nák dii  
   Which book is good? | lêm thîi kháw khîyan  
   The one he wrote. |
| 2. thîi chîy phîmpaâa  
   who is named Pimpa | phîujîn khôn nák  
   süaj  
   Which woman is pretty? | khôn thîi chîy phîmpaâa  
   The one named Pimpa. |
| 3. thîi maa câàk  
   juusît  
   who came from USIS | nákrian khôn nák  
   kêng  
   Which student is smart? | khôn thîi maa câàk  
   juusît  
   The one from USIS. |
| 4. thîi khun sôn  
   hâj phôm  
   that you sent me | pákkaa dâm nák  
   dii  
   Which pen is good? | dâm thîi khun sôn  
   hâj phôm  
   The one you sent me. |
5. thīi kamlan phūt
   who is speaking
   khun thāawōon, khon nāj
   Which person is Thaworn?
   khon thīi kamlan phūt
   The one who is speaking.

6. thīi phūt rew
   that speaks fast
   khun mēsrīi, khon nāj
   Which person is Mary?
   khon thīi phūt rew
   The one who speaks fast.

7. thīi thamṇaan thīi juusōom
   who works at
   khun cōon, khonnāj
   Which person is John?
   khon thīi thamṇaan thīi juusōom
   The one who works at USOM.

11.3 EXERCISES

a) Find out what some of the activities are that students engage in with their wives, friends, and others.

b) Ask questions about the number of various kinds of objects (windows, pencils, etc.) there are in your classroom.

c) Ask and answer questions concerning the number of people employed in various institutions (e.g., State Department, etc.)

d) Ask and answer questions about the following:

1. countries in Asia and Europe
2. provinces in Thailand
3. cities in the U.S., and in Thailand
4. nationalities in the U.N., in Asia, in Europe, and in Thailand
5. provinces and cities in various parts of Thailand

188
e) Find out how many people in the classroom have various skills, such as the ability to drive a car, play tennis, etc.

f) Find out which objects in the classroom are considered to be good by other students.

g) The instructor will put problems in addition on the board beginning with easy ones and proceeding to more difficult ones, thus

$$6 + 7 = ?$$  The students are to read the problems and supply the correct answers.

11.4 VOCABULARY

<table>
<thead>
<tr>
<th>Thai</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>eesía</td>
<td>Asia</td>
</tr>
<tr>
<td>ýyn ýyn</td>
<td>other, others, other ones</td>
</tr>
<tr>
<td>bòök</td>
<td>to tell</td>
</tr>
<tr>
<td>cèt</td>
<td>seven</td>
</tr>
<tr>
<td>chán</td>
<td>class, rank, grade, floor (in a building)</td>
</tr>
<tr>
<td>floridâa</td>
<td>Florida</td>
</tr>
<tr>
<td>h̄a</td>
<td>five</td>
</tr>
<tr>
<td>hòk</td>
<td>six</td>
</tr>
<tr>
<td>hòk-sìp</td>
<td>sixty</td>
</tr>
<tr>
<td>jàak</td>
<td>to want to</td>
</tr>
<tr>
<td>jìi-sìp</td>
<td>twenty</td>
</tr>
<tr>
<td>kâaw</td>
<td>nine</td>
</tr>
<tr>
<td>kâw-sìp</td>
<td>ninety</td>
</tr>
<tr>
<td>kâw-sìp èt</td>
<td>ninety one</td>
</tr>
<tr>
<td>khélifeonia</td>
<td>California</td>
</tr>
<tr>
<td>kii</td>
<td>how many, how much (question word)</td>
</tr>
<tr>
<td>kiilaa</td>
<td>sport(s), athletics</td>
</tr>
</tbody>
</table>

189
lăaj          many, several
lăän          million
lé            and
lían dèk      to take care of children, to raise children
michikṣen     Michigan
mæsachusèt    Massachusetts
mỳýn          ten thousand
naj            in, inside
nákphaasãa    linguistic scientist
nóój           few
nỳŋ (nỳŋ)     one
pèșt           eight
phan           thousand
phimphaa      Pimpa (female first name)
rew            fast, soon
róój           hundred
sàhàprachaachâat The United Nations
sàam           three
sàam-sìp      thirty
sëên           hundred thousand
sìli-sìp      forty
sìp            ten
thàrmòt       altogether
thâwrają      how many, how much (question word)
th безопасности there
tônica         must, have to
LESSON TWELVE

12.0 BASIC DIALOG: My Family

A: khun mii phfinóœŋ lāaj khon máj khráp
Do you have many brothers and sisters?

B: khun phọœ khun mês phọœ mii lûuk hâa khon khráp
My parents have five children.

A: khun pen khon thîi thâwràj
Which are you?

B: phọœm pen khon klaan mii phîchaaj sœœn khon, nôœnsâaw sœœn khon
I'm the middle one.

There are two older brothers, two younger sisters.

A: phîchaaj khşœœn khun têŋnaan rýjaŋ
Are your older brothers married (yet)?

B: têŋ lêœw khon nyŋ, ëik khon nyŋ jaŋ pen sôot
One is married, and one is (still) single.

A: khôœothôœt lêœw khun la khráp
And you?

B: phọœm mii khrôœpkrhua lêœw khráp
I have a family.

A: khôœothôœt, khun mii büt rýplâaw khráp
Do you have children?

B: mii khon diaw khráp pen phûuchaaaj
I have only one.

He's a boy.

A: aajú thâwràj khráp
How old is he?

B: hôk khùap khráp
Six.
12.1 NOTES ON THE DIALOG

a) The chart below gives the terms used in Thai for different members of the immediate family in terms of age, sex, and relationship to the speaker (Ego):

```
<table>
<thead>
<tr>
<th></th>
<th>'My Family'</th>
</tr>
</thead>
<tbody>
<tr>
<td>phāo 'father'</td>
<td></td>
</tr>
<tr>
<td>mēs 'mother'</td>
<td></td>
</tr>
</tbody>
</table>

1. nóon alone means: 'younger brothers and/or sisters'
2. phī alone means: 'older brothers and/or sisters'
3. phīnśōn alone means: 'older and younger brothers and/or sisters'
```

192
2. บุ轭 = ลูก 'child' บุ is more elegant; ลูก is more common.

3. ลูกขอนนนหน means 'a child'
   ลูกนี่นขอน means 'one child'
   ลูกขอนได์ means 'only one child'.

b) แต่งาน 'to marry'; แต่น 'decorate, adorn' + นาน 'ceremony' แต่ง is a verb and นาน is its noun complement. In responses to questions only the verb is necessary.

12.2 GRAMMAR NOTES

a) Ordinal number constructions consist of ที่ 'thi' + cardinal numbers (or question word replacements for them)

   ที่สี่    'fourth'    : ที่ + สี่    '4'
   ที่เจ็ด    'seventh'    : ที่ + เจ็ด    '7'
   ที่หนึ่ง  'hundredth' : ที่ + หนึ่ง '100', etc.
   ที่หนึ่งน ๆ 'the how manyeth': ที่ + หนึ่งน ๆ 'how many'

b) เรศก means 'to be first in time, quality, in a series or sequence, or from point of origin.

    บคม ป็น ลูกสิดขอน    'I was his first student.'
    เรศก ข่อน    เข้า

    ที่หนึ่งน refers to the first item in a numbered series of lessons, floors (in a building), etc.

    ชั้น ที่หนึ่งน    'the first floor'
    ผล ที่หนึ่งน    'lesson one'
c) Ordinal numbers occur immediately after classifiers and in construction with them.

lûuk khon thîi sãam  'the third child'
nânsyî lêm thîi cêt  'the seventh book'

d) aajû 'age' is a noun and is used in equational sentences like the following:

Noun Phrase  =  Noun Phrase
khâw  aajû jîi-sîp pii
'He (is) 20 (age-20-year).'

In questions aajû thâwrâj is used generally for asking someone's age but aajû kîi pii may used for younger persons. The response is usually (number of years) + pii but for persons under 12, (number of years) + khûap is used.

For example:

Q: lûuk khon lék aajû kîi pii  'How old is your youngest?'
A: hûk khûap  '(He's) six.'

Q: khun phîn khun aajû thâwrâj  'How old is your father?'
A: nâa-sîp sãam pii  '53'

e) lêsâw rî jân 'or not yet?' is used in questions to find out the state of an action (complete or not complete). lêsâw is often omitted or occurs in reduced form in lýjan or lájan. It may occur as ýjan or ëjan in very rapid speech. The responses to it are either:

1. jân 'not yet' (or) 2. Verb + lêsâw 'Action completed'.
   Q: khun thaan khâaw lêsâw rî jân  'Have you eaten yet?'
   R: Negative: jân khîrâp  'No.' (lit. 'not yet.')
      Affirmative: thaan lêsâw khîrâp  '(Yes), I have.'
f) Observe the use of จาน ม้า and จาน ม้า ด้วย in the examples below:

1. ข่าว จาน จูน ทิ้งิินิ..
   ข่าว จาน ม้า ป้า.
   'She's still here.
   'She hasn't gone yet.'

2. พ่อม กิด ว้า ข่าว ป้า
   ธาร่า เลื่อน ตื่น ข่าว
   จาน ม้า ด้วย ป้า
   'I thought he had gone on business already, but he hadn't.'

The meaning of the first example is 'He hasn't gone yet (because he doesn't want or need to), but he may go yet'. The meaning of the second example is 'He could (or should) have gone, but he didn't. (See 5.2a).

g) When classifier phrases with ด้ำว or ล้าจ refer to the pronoun subject of the sentence, they occur after the main verb, usually at the end of the sentence.

ข่าว ป้า ค่า ด้ำว
   'He went by himself.'
ข่าว ป้า ค่า ล้าจ ค่อน
   'Several of them went together.'

12.3 GRAMMAR DRILLS

a) Transformation Drill

Pattern 1

1. ข่าวน ป้า พิจิจ่า ป้า
   He is my older brother.

2. ถ้าน ป้า คุณ ป้า ป้า
   He is my father.

3. ข่าวน ป้า คุณ ป้า พูจิจ
   ข่าน น่าน
   He's that girl's father.

Pattern 2

1. ป้า ป้า ป้า พิจิจ่า ข่าวน
   I am his younger brother.

2. ป้า ป้า ป้า ลูก ป้า ถ้าน
   I am his son.

3. ป้า ป้า ป้า พูจิจ
   ข่าน น่าน ป้า ลูกสั้ว ข่าวน
   That girl is his daughter.
4. kháw pen nóŋchaaj phôm
   He is my younger brother.
   phôm pen phńichaaj kháw
   I'm his older brother.

5. kháw pen nóŋsääw phôm
   She's my younger sister.
   phôm pen phńichaaj kháw
   I'm her older brother.

6. kháw pen nóŋsääw dichán
   She is my younger sister.
   dichán pen phńisääw kháw
   I'm her older sister.

7. kháw pen phńisääw phôm
   She's my older sister.
   phôm pen nóŋchaaj kháw
   I'm her younger brother.

8. kháw pen phńichaaj phôm
   He's my older brother.
   phôm pen nóŋchaaj kháw
   I'm his younger brother.

9. kháw pen nóŋchaaj dichán
   He's my younger brother.
   dichán pen phńisääw kháw
   I'm his older sister.

10. thāan pen khun mēː phôm
    She's my mother.
    phôm pen lūukchaaj thāan
    I'm her son.

b) Substitution Drill

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
<th>He's the oldest child.</th>
</tr>
</thead>
<tbody>
<tr>
<td>too</td>
<td>kháw pen lūuk khon too</td>
<td></td>
</tr>
<tr>
<td>sōŋ</td>
<td>kháw pen lūuk khon thī sōŋ</td>
<td>She's the second child.</td>
</tr>
<tr>
<td>reēk</td>
<td>kháw pen lūuk khon reēk</td>
<td>He's the first child.</td>
</tr>
<tr>
<td>sāam</td>
<td>kháw pen lūuk khon thī sāam</td>
<td>She's the third child.</td>
</tr>
<tr>
<td>klaan</td>
<td>kháw pen lūuk khon klaan</td>
<td>He's the middle child.</td>
</tr>
<tr>
<td>hāa</td>
<td>kháw pen lūuk khon thī hāa</td>
<td>He's the fifth child.</td>
</tr>
<tr>
<td>lék</td>
<td>kháw pen lūuk khon lék</td>
<td>She's the smallest child.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(youngest)</td>
</tr>
</tbody>
</table>
c) **Response Drill**

<table>
<thead>
<tr>
<th>Cue</th>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. sāam lûukchaaj khon thîi thâwràj</td>
<td>Which son (is it)?</td>
<td>(lûukchaaj) khon thîi sāam</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The third.</td>
</tr>
<tr>
<td>2. sîi nákrían khon thîi thâwràj</td>
<td>Which student (is it)?</td>
<td>(nákrían) khon thîi sîi</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The fourth.</td>
</tr>
<tr>
<td>3. hòk khruu khon thîi thâwràj</td>
<td>Which teacher (is it)?</td>
<td>(khruu) khon thîi hòk</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The sixth.</td>
</tr>
<tr>
<td>4. sŏn mŏo khon thîi thâwràj</td>
<td>Which doctor (is it)?</td>
<td>(mŏo) khon thîi sŏn</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The second.</td>
</tr>
<tr>
<td>5. sāam chaawnaa khon thîi thâwràj</td>
<td>Which farmer (is it)?</td>
<td>(chaawnaa) khon thîi sāam</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The third.</td>
</tr>
<tr>
<td>6. nỳn nánsy y lèm thîi thâwràj</td>
<td>Which book (is it)?</td>
<td>(nánsy y) lèm thîi nỳn</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The first.</td>
</tr>
<tr>
<td>7. sŏn pàakkaa dâm thîi thâwràj</td>
<td>Which pen (is it)?</td>
<td>(pàakkaa) dâm thîi sŏn</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The second.</td>
</tr>
<tr>
<td>8. pëst rôt khan thîi thâwràj</td>
<td>Which car (is it)?</td>
<td>(rôt) khan thîi pëst</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The eighth.</td>
</tr>
</tbody>
</table>
9. cèt krâdâat phèn thîi thâwràj (krâdâat) phèn thîi cèt
Which sheet of paper (is it)? The first.

10. nỳŋ bòtnán bòt thîi thâwràj (bòtnán) bòt thîi nỳŋ
Which lesson (is it)? The first.

d) Response Drill

1. lék khâw pen lûuk khon thîi khâw pen lûuk khon lék thâwràj He's the youngest (child).
Which child is he?

2. too khâw pen lûukchaaj khon too khâw pen lûukchaaj khon thîi thâwràj He's the oldest (son).
Which son is he?

3. klaan khun pen lûuk khon thîi phôm pen lûuk khon klaan thâwràj I'm the middle child.
Which child are you?

4. too khâw pen lûuksâaw khon too khâw pen lûuksâaw khon thîi thâwràj She's the oldest daughter.
Which daughter is she?

5. lék khun pen lûukchaaj khon phôm pen lûukchaaj khon thîi thâwràj lék I'm the youngest son.
Which son are you?

6. klaan dèk khon nán pen lûuk khon dèk khon nán pen lûuk khon thîi thâwràj khôon khâw klaan khôon khâw
Which of his children That child is his is that child? middle child.
7. lék dèk khonníi pen nọọ́n khon thíi thâwrâj khọọ́n khâw
Which of his younger siblings is this child?
dèk khonníi pen nọọ́n khon lék khọọ́n khâw
That child is the youngest of his siblings.

8. too khun pen lûuk khon thíi thâwrâj
Which child are you?
phôm pen lûuk khon too
I'm the oldest (child).

e) Recognition and Familiarization Drill

1. phôm pen lûuksìt khon rësk khọọ́n khâw
   I was his first student.

2. khâw pen khruu phaaSâthaj khon rësk khọọ́n êf-ês-aj
   She was the first Thai teacher at FSI.

3. nánsyỳ lêm níi pen nánsyỳ lêm rësk thíi khâw khyan
   This book was the first book he wrote.

4. rôt khan níi pen rôt khan rësk khọọ́n phôm
   This car is my first car.

5. phaaSâthaj pen phaaSâa tàanpratnëet phaaSâarësk thíi phôm rian
   Thai is the first foreign language I studied.

6. khâw pen khon rësk thíi phôm rûucàk
   He is the first person I met.
7. มือ ก่อนนั้น หมอ มือ ก่อน รัก
naj caṃwàt níi

That doctor was the first
doctor in this province.

8. prathaaanaathípbadii woochíntán
pen prathaaanaathípbadii khon
rêsk khóng ameerikaa

President Washington was
the first American
president.

f) Response Drill

<table>
<thead>
<tr>
<th>Cues</th>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. phûuyîn khonnán kîi pìi</td>
<td>phûuyîn khonnán aajú kîi pìi</td>
<td>khâw aajú sîp hîk pìi</td>
</tr>
<tr>
<td></td>
<td>How old is that woman?</td>
<td>She's 16.</td>
</tr>
<tr>
<td>2. khun phîc khun, thâwràj (50)</td>
<td>khun phîc khun aajú thâwràj</td>
<td>thâan aajú nâa sîp pìi</td>
</tr>
<tr>
<td></td>
<td>How old is your father?</td>
<td>He's 50.</td>
</tr>
<tr>
<td>3. phîyan khun, thâwràj (30)</td>
<td>phîyan khun aajú thâwràj</td>
<td>khâw aajú sāam-sîp pìi</td>
</tr>
<tr>
<td></td>
<td>How old is your friend?</td>
<td>She's thirty.</td>
</tr>
<tr>
<td>4. phîchaaj khun, thâwràj (29)</td>
<td>phîchaaj khun aajú thâwràj</td>
<td>khâw aajú jîi-sîp kâw pìi</td>
</tr>
<tr>
<td></td>
<td>How old is your older brother?</td>
<td>He's 29.</td>
</tr>
<tr>
<td>5. lûukchaaj khun, kîi khùap (2)</td>
<td>lûukchaaj khun aajú kîi khùap</td>
<td>khâw aajú sôn khùap</td>
</tr>
<tr>
<td></td>
<td>How old is your son?</td>
<td>He's 2.</td>
</tr>
</tbody>
</table>
6. nōoŋsǎaw khun, nōoŋsǎaw khun aajú khāw aajú slp thâwràj (10) thâwràj khùap

   How old is your sister? She's 10.

g) Recognition and Familiarization Drill

1. khāw mìi lûuk \{ khon nyŋ
   nỳŋ khon

   khon diaw

   He has only one child.

   He has a child.

   He has one child.

2. khāw mìi phanrajaa \{ khon nyŋ
   nỳŋ khon

   khon diaw

   He has only one wife.

   He has a wife.

   He has one wife.

3. phôm mìi nāŋsỳy \{ lêm nyŋ
   nỳŋ leêm

   lêm diaw

   I have only one book.

   I have a book.

   I have one book.

4. phôm mìi pàakkaa \{ dâam nyŋ
   nỳŋ dâam

   dâam diaw

   I have only one pen.

   I have a pen.

   I have one pen.

5. khāw mìi nàkrian \{ khon nyŋ
   nỳŋ khon

   khon diaw

   He has only one student.

   He has a student.

   He has one student.
### h) Response Drill

<table>
<thead>
<tr>
<th>Cue</th>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. diaw</td>
<td>kháw mìi lûuk kìi khon How many children does he have?</td>
<td>kháw mìi lûuk khon diaw He has only one child.</td>
</tr>
<tr>
<td>2. lǎaj</td>
<td>kháw mìi phýan kìi khon How many friends does he have?</td>
<td>kháw mìi phýan lǎaj khon He has many friends.</td>
</tr>
<tr>
<td>3. diaw</td>
<td>kháw mìi náŋsýy kìi lêm How many books does he have?</td>
<td>kháw mìi náŋsýy lêm diaw He has only one book.</td>
</tr>
<tr>
<td>4. diaw</td>
<td>kháw sýy samùt kìi lêm How many notebooks did he buy?</td>
<td>kháw sýy samùt lêm diaw He bought only one notebook.</td>
</tr>
<tr>
<td>5. lǎaj</td>
<td>kháw rúucàk khon thaj kìi khon How many Thais does he know?</td>
<td>kháw rúucàk khon thaj lǎaj khon He knows many Thais.</td>
</tr>
<tr>
<td>6. diaw</td>
<td>kháw rúucàk khon ankrìt kìi khon How many Englishmen does he know?</td>
<td>kháw rúucàk khon ankrìt khon diaw He knows only one Englishman.</td>
</tr>
<tr>
<td>7. diaw</td>
<td>kháw paj kàp khraj Who did he go with?</td>
<td>kháw paj khon diaw He went by himself.</td>
</tr>
</tbody>
</table>
8. lāaj kháw paj kàp khraj
   Who did they go with?
   kháw paj kan lāaj khon
   Several of them went together.

9. diaw kháw thaan khâaw kàp khraj
   Who does he eat with?
   kháw thaan khon diaw
   He eats alone.

1) Substitution Drill

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. chỳy cim, coon</td>
<td>khon nyn chỳy cim, lìk khon nyn chỳy coon</td>
</tr>
<tr>
<td></td>
<td>One person is named Jim; another, John.</td>
</tr>
<tr>
<td>2. pen thaj, ameerikan</td>
<td>khon nyn pen thaj, lìk khon nyn pen ameerikan</td>
</tr>
<tr>
<td></td>
<td>One person is Thai; another, American.</td>
</tr>
<tr>
<td>3. pen khruu, thahāan</td>
<td>khon nyn pen khruu, lìk khon nyn pen thahāan</td>
</tr>
<tr>
<td></td>
<td>One person is a teacher; another, a soldier.</td>
</tr>
<tr>
<td>4. pen phīi, nōŋ</td>
<td>khon nyn pen phīi, lìk khon nyn pen nōŋ</td>
</tr>
<tr>
<td></td>
<td>One is an older sibling; another is a younger sibling.</td>
</tr>
<tr>
<td>5. sūaj, māj sūaj</td>
<td>khon nyn sūaj, lìk khon nyn māj sūaj</td>
</tr>
<tr>
<td></td>
<td>One person is pretty; another, not.</td>
</tr>
<tr>
<td>6. kēŋ, māj kēŋ</td>
<td>khon nyn kēŋ, lìk khon nyn māj kēŋ</td>
</tr>
<tr>
<td></td>
<td>One person is skillful; another isn't.</td>
</tr>
<tr>
<td>7. phùut phaasāa</td>
<td>khon nyn phùut phaasāa ankrīt dāj,</td>
</tr>
<tr>
<td>ankrīt dāj,</td>
<td>lìk khon nyn phùut māj dāj</td>
</tr>
<tr>
<td>māj dāj</td>
<td>One person can speak English; another can't.</td>
</tr>
</tbody>
</table>

203
8. jùu myän thaj, jùu ameerikaa  
khon nyøŋ jûu myán thaj, lik khon nyøŋ jûu ameerikaa  
One person is in Thailand; another in America.

9. tènñaan lëew, jan pen sòot  
khon nyøŋ tènñaan lëew, lik khon nyøŋ jan pen sòot  
One person is married; another is still single.

10. paj lëew, jan jùu  
khon nyøŋ paj lëew, lik khon nyøŋ jan jùu  
One person has gone; another is still here.

j) Response Drill

<table>
<thead>
<tr>
<th>Cue</th>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
</table>
| 1. cim, coon | sòøŋ khon nán chûy araj  
What are those two people named? | chûy cim khon nyøŋ, lik khon nyøŋ chûy coon  
One is named Jim, the other John. |
| 2. tèn lëew, jan pen sòot | nòøn'chaaj khun tènñaan lëew rýjan  
Are your younger brothers married yet? | tèn lëew khon nyøŋ, lik khon nyøŋ jan pen sòot  
One is; one isn't. |
| 3. pen mño, pen khâarâatchakaan | phûøn khun sòøŋ khon nán thamñaan araj khráp  
What do your two friends do for a living? | pen mño khon nyøŋ, lik khon nyøŋ pen khâarâatchakaan  
One's a doctor; the other a government employee. |
4.  phûut dâj  s'ôn khon nán phûut  phûut dâj khon nyê
phûut mâj dâj  phaasãa âŋkîrt dâj  lik khon nyê phûut
mâj  mâj dâj

5.  dîl, mâj dîl  nânśûy s'ôn lêm nân  dîl lêm nyê, lik
  dîl mâj  lêm nyê mâj dîl
        Are those two books good? One is good, the other isn't.

k) Substitution Drill

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. râucàk phýan phôm</td>
<td>khun râucàk phýan phôm lêsw rýjan khráp Have you met my friend yet?</td>
</tr>
<tr>
<td>2. khâw râucàk</td>
<td>khâw râucàk phýan phôm lêsw rýjan khráp Has he met my friend yet?</td>
</tr>
<tr>
<td>3. paj thamñaan</td>
<td>khâw paj thamñaan lêsw rýjan khráp Has he gone to work yet?</td>
</tr>
<tr>
<td>4. phûut phaasãa</td>
<td>khâw phûut phaasãa thaj dâj lêsw rýjan khráp Can he speak Thai yet?</td>
</tr>
<tr>
<td></td>
<td>thaj dâj</td>
</tr>
<tr>
<td>5. khun</td>
<td>khun phûut phaasãa thaj dâj lêsw rýjan khráp Can you speak Thai yet?</td>
</tr>
<tr>
<td>6. sýy nânśûy</td>
<td>khun sýy nânśûy lêsw rýjan khráp Have you bought the books yet?</td>
</tr>
</tbody>
</table>
7.  thaan khâaw
   khun thaan khâaw léew rýjaŋ khráp
   Have you eaten yet?

8.  mîi khrûõphrua
   khun mîi khrûõphrua léew rýjaŋ khráp
   Do you have a family yet?

9.  àan nânsûy lêm nân
   khun àan nânsûy lêm nân léew rýjaŋ khráp
   Have you read that book yet?

10. rian bôt thîi sîp
    khun rian bôt thîi sîp léew rýjaŋ khráp
    Have you studied lesson 10 yet?

1)  **Response Drill**

<table>
<thead>
<tr>
<th>Cue</th>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.  yes</td>
<td>khun rian bôt thîi sîp léew rýjaŋ khráp</td>
<td>rian léew khráp</td>
</tr>
<tr>
<td></td>
<td>Have you studied lesson 10 already?</td>
<td>Yes, we have.</td>
</tr>
<tr>
<td>2.  no</td>
<td>khun thaan khâaw léew rýjaŋ khráp</td>
<td>jâñ khráp</td>
</tr>
<tr>
<td></td>
<td>Have you eaten yet?</td>
<td>Not yet.</td>
</tr>
<tr>
<td>3.  yes</td>
<td>khâw paj thamnûaan léew rýjaŋ khráp</td>
<td>paj léew khráp</td>
</tr>
<tr>
<td></td>
<td>Has he gone to work yet?</td>
<td>Yes, he has.</td>
</tr>
<tr>
<td>4.  no</td>
<td>khun sûn khon rûucàk kan léew rýjaŋ khráp</td>
<td>jâñ khráp</td>
</tr>
<tr>
<td></td>
<td>Have you two met yet?</td>
<td>Not yet.</td>
</tr>
<tr>
<td>5.  no</td>
<td>khâw mîi nânsûy léew rýjaŋ khráp</td>
<td>jâñ khráp</td>
</tr>
<tr>
<td></td>
<td>Does he have the books yet?</td>
<td>Not yet.</td>
</tr>
</tbody>
</table>
6. yes  thîinân aakàat nàaw rýjaŋ  
Is it cold there yet?  
nàaw lèsâw khrâp  
Yes, it is.

7. no  khun phûut kàp khâw lèsâw rýjaŋ khrâp  
Have you spoken with him yet?  
jaŋ khrâp  
Not yet.

8. yes  khun phûut phâasâa thaj dâj lèsâw rýjaŋ khrâp  
Can you speak Thai yet?  
dâj lèsâw  
Yes, I can.

9. no  khun khîan phâasâa thaj dâj lèsâw rýjaŋ khrâp  
Can you write Thai yet?  
jaŋ khrâp  
Not yet.

10. yes  khâw khâp rôt pen lèsâw rýjaŋ khrâp  
Does he know how to drive yet?  
pen lèsâw khrâp  
Yes, he does.

11. no  khâw wâaj nâm pen lèsâw rýjaŋ  
Can he swim yet?  
jaŋ khrâp  
Not yet.

m) Transformation Drill (Add a negative statement with jaŋ to the affirmative statement.)

**Affirmative Statement**  
**Negative Statement**

1. phôm maa lèsâw  
I've come already  
tèe khâw jaŋ mâj maa but he hasn't yet.

2. phôm mii nânsûy lèsâw  
I have books already  
tèe khâw jaŋ mâj mii but he doesn't yet.

3. phâasâa thaj phôm dii lèsâw  
My Thai's good already  
tèe phâasâa thaj khônâ khâw jaŋ mâj dii but his isn't yet.

207
4. khun kên léew
   You are already good
   (at something)
   têê khâw jan mâj kên
   but he isn't yet.

5. phôm khêej paj myan thaj léew
   I've already been to Thailand
   têê khâw jan mâj khêej
   but he hasn't yet.

6. phôm khâp rôt pen léew
   I already know how to drive
   têê khâw jan mâj pen
   but he doesn't yet.

7. phôm rúcàk khun léew
   I've already met you
   têê khâw jan mâj rúcàk
   but he hasn't yet.

n) Substitution Drill

Cue

1. klàp bân
   khâw jan mâj klàp bân
   He hasn't gone home yet.

2. khêej thaan
   khâw jan mâj khêej thaan aahâan thaj
   aahâan thaj
   He hasn't ever eaten Thai food.

3. kên
   khâw jan mâj kên
   He isn't good (at doing something) yet.

4. phûut phaasâathaj
   { phûut phaasâa thaj jan mâj kên
   jan phûut phaasâa thaj mâj kên
   Khâw
   He doesn't speak Thai well yet.

5. pen
   khâw jan mâj pen
   He doesn't know how to do it yet.
6.  wâaj nám pen  kháw {wâaj nám jâj mâj pen
                                           {jâj wâaj nám mâj pen
                                               He doesn't know how to swim yet.

7.  dâj         kháw jâj mâj dâj
                    He is unable to do it yet.

8.  paj thamnaan dâj  kháw {jâj paj thamnaan mâj dâj
                                       {paj thamnaan jâj mâj dâj
                                               He is unable to go to work yet.

o)  Transformation Drill  (Add a negative statement with
               jâj mâj dâj to the affirmative
statement.)

**Affirmative Statement**                  **Negative Statement**

1.  phôm khít wâa kháw paj lésw         tèê kháw jâj mâj dâj paj
                                           I thought he had gone already,
                                           but he hadn't.

2.  phôm khít wâa kháw tham lésw        tèê kháw jâj mâj dâj tham
                                           I thought he had already done it,
                                           but he hadn't.

3.  phôm khít wâa kháw rian bòt nî      tèê kháw jâj mâj dâj rian
                                           lésw
                                           I thought he had already
                                           studied this lesson,
                                           but he hadn't.

4.  phôm khít wâa kháw than lésw         tèê kháw jâj mâj dâj than
                                           I thought he had already eaten,
                                           but he hadn't.

5.  phôm khít wâa kháw pen konsún lésw  tèê kháw jâj mâj dâj pen
                                           I thought he was already the
                                           consul,
                                           but he wasn't.

209
6. ภธม ขิ้ว ว้ากหัว [section] ตอน ขันไถ่แว้ ลำไย ข้าว ที่ เก้า จาน แม่ ได้ แว้ ตอน บุต หัว แว้
   I thought he had already taught it to you,
   แต่ เก้า จาน แม่ ได้ แว้ ตอน บุต หัว แว้.

7. ภธม ขิ้ว ว้ากหัว แาน น้ำใส่ย ล่ำนิ่ม ลำไย ข้าว ที่ เก้า จาน แม่ ได้ แว้ ตอน บุต หัว แว้
   I thought he had already read this book,
   แต่ เก้า จาน แม่ ได้ แว้ ตอน บุต หัว แว้.

8. ภธม ขิ้ว ว้ากหัว พิม ค่อหมาจ ลำไย ข้าว ที่ เก้า จาน แม่ ได้ พิม แว้
   I thought he had already typed the letter,
   แต่ เก้า จาน แม่ ได้ แว้ ตอน บุต หัว แว้.

9. ภธม ขิ้ว ว้ากหัว ส้วย น้ำใส่ย ล่ำนัน ลำไย ข้าว ที่ เก้า จาน แม่ ได้ ส้วย แว้
   I thought he had already bought that book,
   แต่ เก้า จาน แม่ ได้ แว้ ตอน บุต หัว แว้.

10. ภธม ขิ้ว ว้ากหัว แานเทีป อัน ลำไย ข้าว ที่ เก้า จาน แม่ ได้ แว้ แานเทีป แว้
    I thought he had already listened to this tape,
    แต่ เก้า จาน แม่ ได้ แว้ แานเทีป แว้.
p) Sentence Construction Drill

One student forms a sentence like Sentence 1 and another forms a question like Sentence 2 from the cues given. The first student answers the question.

<table>
<thead>
<tr>
<th>Cue</th>
<th>Sentence 1</th>
<th>Sentence 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. paj sôn còtmajaj</td>
<td>phôm jan màj dāj paj sôn còtmajaj</td>
<td>khun jan màj dāj paj sôn còtmajaj rōkhrāp</td>
</tr>
<tr>
<td></td>
<td>I haven't mailed the letters yet.</td>
<td>Haven't you mailed the letters yet?</td>
</tr>
<tr>
<td>2. thaan aahāan klaanwan</td>
<td>phôm jan màj dāj thaan aahāan klaanwan</td>
<td>khun jan màj dāj thaan aahāan klaanwan rōkhrāp</td>
</tr>
<tr>
<td></td>
<td>I haven't eaten lunch yet.</td>
<td>Haven't you eaten lunch yet?</td>
</tr>
<tr>
<td>3. kēn</td>
<td>phôm jan màj kēn</td>
<td>khun jan màj kēn rōkhrāp</td>
</tr>
<tr>
<td></td>
<td>I'm not good yet.</td>
<td>Aren't you good yet?</td>
</tr>
<tr>
<td>4. phūut phaaśāthaj</td>
<td>phôm phūut phaaśā thaj jan màj dāj</td>
<td>khun phūut phaaśā thaj jan màj dāj rōkhrāp</td>
</tr>
<tr>
<td></td>
<td>(phôm phūut phaaśā thaj màj dāj)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I can't speak Thai yet.</td>
<td>Can't you speak Thai yet?</td>
</tr>
<tr>
<td>5. rūucàk khāw</td>
<td>phôm jan màj rūucàk khāw</td>
<td>khun jan màj rūucàk khāw rōkhrāp</td>
</tr>
<tr>
<td></td>
<td>I haven't met her yet.</td>
<td>Haven't you met her yet?</td>
</tr>
</tbody>
</table>
6. sýy vánsýy phôm jáñ màj dâj sýy khun jáñ màj dâj sýy
   vánsýy
   I haven't bought
   books yet.
   vánsýy rěkhráp
   Haven't you bought
   books yet?

12.4 EXERCISES

a) Make up a family chart (like the one in 12.1) for each
   member of the class and the tutor.

b) Ask questions about each memeber of the family in order
   to find out the following information:

1. name
2. age
3. present and past occupations
4. residence
5. place of work
6. travel experience
7. languages spoken
8. skill in sports and other activities

c) If some of the people in the class have children, find
   out the name, sex, and age of them.

12.5 VOCABULARY

aahān klaanwan lunch, noontime meal
aajú age (in years)
an classifiers of things
bôt (bôt) lesson (in a textbook)
bût (khon) child (elegant usage) (one's direct
descendant)
dèk (khon) child (immature person)
diaw one only, only
jan still, not yet
khan classifier for cars, and other vehicles
khít to think
khon klaan the middle one (of children)
khon lék the youngest one (of children)
khon sùt thóon the youngest one (of children)
khon too the oldest one (of children)
khrō̄əphkrúa the family
(khrō̄əphkrúa)
khùap year (of age for people under 14 years)
khun phôc parents (polite usage)
khun mēe (khon)
klaanwan in the daytime, by day
lék small, little (in size)
lésw already (used to indicate completed action)
lésw rȳ jan or not yet? (used in questions)
lésw lý jan
lésw le jan
lésw ȳ jan
lésw é jan
lûuk (khon) child (common usage, refers to one's direct descendant)
lûuksît (khon) student, pupil
mēe (khon) mother
nóon (khon) younger brothers and/or sisters
nóon chaaj (khon) younger brother(s)
nóon sāaw (khon) younger sister(s)
ñaan ceremony
phîî (khon) older brother(s) and/or sister(s)
phîî chaaj (khon) older brother(s)
phîî nûoŋ (khon) brother(s) and sister(s)
phîî sâaw (khon) older sister(s)
phôo (khon) father
pîi year

prathaan

aathîpboodi (khon) the president of a country

rêsk to be first
rýjaŋ yet (question word)
sôot to be single, unmarried
tên to decorate, adorn (the verb in têŋ ñaan)
tên ñaan to marry, to get married, to be married
thîî form that is used with numerals to form ordinal numbers, hence thîî sâam 'third', etc.

too big, large, mature
LESSON THIRTEEN

13.0 BASIC DIALOG: Telling Time

A: klî mooŋ lêêw khrâp
B: hâa mooŋ cháaw kwàa lêêw khrâp
   naalikaa khôm khun weelaa
   thâwrâj khrâp
A: naalikaa phôm ēk hâa naathii
   ca hâa mooŋ cháaw
B: naalikaa khun cháaw paj sêp hâa
   naathii khrâp
A: nán, phôm hên ca tôn rîf
   paj diawníi
B: khun ca rîf paj nàj khrâp
A: ca paj aw nên thîi thanaakaan
   kôon, lêêw ca paj prajsaníi
B: ca klâp mîyaràj khrâp
A: toon bâaj bâaj khrâp

What time is it?  It's after 11 a.m.
What time is it by your watch?
By my watch it's five minutes to 11 a.m.
Your watch is fifteen minutes slow.
In that case, it seems I will have to hurry.
Where are you hurrying to?
I'll go get some money at the bank first, then go to the Post Office.
When will you return?
Sometime in the afternoon.

13.1 NOTES ON THE DIALOG

a) kwàa 'more than, to a greater extent or degree'
   hâa mooŋ cháaw kwàa lêêw
   (11 (lit. 5) o'clock a.m. more than already)
   'It's after 11 a.m.'
b) **khrûn** 'half'

sɔɔŋ mooŋ cháaw khrûn

(8 [lit. 2] o'clock a.m. half [hour])

'8:30 a.m.'

c) **tron** 'exactly, sharp (of time)'

hâa mooŋ cháaw tron

(11 [lit. 5] o'clock a.m. sharp)

'11 a.m. sharp'

13.2 GRAMMAR NOTES

a) **lik... ca** is used to indicate time in the future.

<table>
<thead>
<tr>
<th>lik</th>
<th>Period of Time</th>
<th>ca</th>
<th>Clock Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>lik</td>
<td>hâa naathîi</td>
<td>ca</td>
<td>sâam mooŋ cháaw</td>
</tr>
<tr>
<td>(additional)</td>
<td>5 minutes</td>
<td>will be</td>
<td>9 a.m.</td>
</tr>
</tbody>
</table>

'It's five minutes to 9 a.m.'

b) To indicate the extent of error of a timepiece the following construction is used:

<table>
<thead>
<tr>
<th>Direction of Error</th>
<th>Excess</th>
<th>Amount of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>cháa / rew (slow / fast)</td>
<td>paj too much</td>
<td>hâa naathîi 5 minutes</td>
</tr>
</tbody>
</table>

'(It's) five minutes slow/fast.'

216
13.3 GRAMMAR DRILLS

a) Recognition and Familiarization Drill

klaañwan 'daytime'

12 thíañ 'noon'

chaaw .......... 9
'morning'

1 2 3

4 chaaw mûyt
'early morning'

5 6

chaaw: hòk mooñ chaaw '6 a.m.'
moøn chaaw '7 a.m.'
sõøn mooñ chaaw '8 a.m.'
sañm mooñ chaaw '9 a.m.'
sïi mooñ chaaw '10 a.m.'
hâa mooñ chaaw '11 a.m.'
thíañ 'noon'

chaaw mûyt: tii sïi '4 a.m.'
tii hâa '5 a.m.'

1Bangkok speakers prefer mooñ chaaw, but many other persons say cèt mooñ chaaw.

Note to the Instructor: A real clock or a facsimile clock face should be used in performing many of the drills in this lesson.
b) Recognition and Familiarization Drill

klaaŋwan 'daytime'

12 thian 'noon'

---

bàaj: bàaj mooŋ  '1 p.m.'
bàaj sōŋ mooŋ  '12 p.m.'
bàaj sāam mooŋ  '13 p.m.'
bàaj sī mooŋ  '14 p.m.

jen: sī mooŋ jen  '14 p.m.'
hāa mooŋ jen  '15 p.m.'
hōk mooŋ jen  '16 p.m.'

---

¹Both bàaj sī mooŋ and sī mooŋ jen are used for 4 p.m.
c) Recognition and Familiarization Drill

klaañkhyyrn 'nighttime'

3 tìì sàam
'3 a.m.'

nỳò thùm
'7 p.m.'
sëò thùm
'8 p.m.'
sàam thùm
'9 p.m.'
sîì thùm
'10 p.m.'
hàa thùm
'11 p.m.'
thìàñ khyyrn
'12' (midnight)

tìì nỳò
'1 a.m.'
tìì sëò
'2 a.m.'
tìì sàam
'3 a.m.'
d) **Response Drill** (Point at the time on the clock face.)

<table>
<thead>
<tr>
<th>Cue</th>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 11 a.m.</td>
<td>k̄i mooŋ léew khráp</td>
<td>hāa mooŋ cháaw léew khráp 11 a.m.</td>
</tr>
<tr>
<td></td>
<td>What time is it?</td>
<td></td>
</tr>
<tr>
<td>2. 9 a.m.</td>
<td>k̄i mooŋ léew khráp</td>
<td>sân mooŋ cháaw khráp 9 a.m.</td>
</tr>
<tr>
<td></td>
<td>What time is it?</td>
<td></td>
</tr>
<tr>
<td>3. 10 a.m.</td>
<td>k̄i mooŋ léew khráp</td>
<td>sīi mooŋ cháaw khráp 10 a.m.</td>
</tr>
<tr>
<td></td>
<td>What time is it?</td>
<td></td>
</tr>
<tr>
<td>4. 12 a.m.</td>
<td>k̄i mooŋ léew khráp</td>
<td>tʰiāŋ léew khráp It's noon.</td>
</tr>
<tr>
<td></td>
<td>What time is it?</td>
<td></td>
</tr>
<tr>
<td>5. 1 p.m.</td>
<td>k̄i mooŋ léew khráp</td>
<td>bāaj mooŋ khráp 1 p.m.</td>
</tr>
<tr>
<td></td>
<td>What time is it?</td>
<td></td>
</tr>
<tr>
<td>6. 3 p.m.</td>
<td>k̄i mooŋ léew khráp</td>
<td>bāaj sân mooŋ khráp 3 p.m.</td>
</tr>
<tr>
<td></td>
<td>What time is it?</td>
<td></td>
</tr>
<tr>
<td>7. 4 p.m.</td>
<td>k̄i mooŋ léew khráp</td>
<td>sīi mooŋ jen khráp 4 p.m.</td>
</tr>
<tr>
<td></td>
<td>What time is it?</td>
<td></td>
</tr>
<tr>
<td>8. 6 p.m.</td>
<td>k̄i mooŋ léew khráp</td>
<td>hōk mooŋ jen khráp 6 p.m.</td>
</tr>
<tr>
<td></td>
<td>What time is it?</td>
<td></td>
</tr>
</tbody>
</table>
e) Response Drill

<table>
<thead>
<tr>
<th>Cue</th>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 7 p.m.</td>
<td>kli thûm lëaw khrâp</td>
<td>nûŋ thûm (lëaw) khrâp</td>
</tr>
<tr>
<td></td>
<td>What time is it?</td>
<td>7 p.m.</td>
</tr>
<tr>
<td>2. 8 p.m.</td>
<td>kli thûm lëaw khrâp</td>
<td>sôn thûm khrâp</td>
</tr>
<tr>
<td></td>
<td>What time is it?</td>
<td>8 p.m.</td>
</tr>
<tr>
<td>3. 10 p.m.</td>
<td>kli thûm lëaw khrâp</td>
<td>sîi thûm khrâp</td>
</tr>
<tr>
<td></td>
<td>What time is it?</td>
<td>10 p.m.</td>
</tr>
<tr>
<td>4. 11 p.m.</td>
<td>kli thûm lëaw khrâp</td>
<td>hâa thûm khrâp</td>
</tr>
<tr>
<td></td>
<td>What time is it?</td>
<td>11 p.m.</td>
</tr>
<tr>
<td>5. Midnight</td>
<td>kli thûm lëaw khrâp</td>
<td>thîaŋ khyyn</td>
</tr>
<tr>
<td></td>
<td>What time is it?</td>
<td>Midnight.</td>
</tr>
<tr>
<td>6. 2 a.m.</td>
<td>kli thûm lëaw khrâp</td>
<td>tîi sôn khrâp</td>
</tr>
<tr>
<td></td>
<td>What time is it?</td>
<td>2 a.m.</td>
</tr>
</tbody>
</table>

f) Recognition and Familiarization Drill

1. tîi sîi sáam naathii       4:03 a.m.
2. tîi hâa sôn naathii        5:02 a.m.
3. hôk mooŋ cháaw sîp hâa naathii 6:15 a.m.
4. mooŋ cháaw jîi-sîp naathii 7:20 a.m.
5. sôn mooŋ cháaw khrûŋ        8:30 a.m.
6. sáam mooŋ cháaw sîi sîp hâa naathii 9:45 a.m.
7. hâa mooŋ cháaw troŋ         11:00 a.m.
8. thîaŋ khrûŋ                 12:30 p.m.
9. bàaj mooŋ hâa-sîp naathii   1:50 p.m.
10. ห้ามมอนเจ่น จิ๊-สิป ห้ามนำทิ้น
11. ทุมขยน
12. ทิ้นขยน มอนห้านำทิ้น

5:25 p.m.
7:30 p.m.
12:05 a.m.

g) Recognition and Familiarization Drill

1. ลิก จิ๊-สิป นำทิ้น เข้าสัมมอนเจ็น ชาย 8:40 a.m.
2. ลิก สิป ห้ามนำทิ้น เข้าสัมมอนชาย 10:45 a.m.
3. ลิก สิป สอน นำทิ้น เข้าทิ้น 11:48 a.m.
4. ลิก เข็ม นำทิ้น เข้าบ้าจมอน 12:53 p.m.
5. ลิก ห้ามนำทิ้น เข้าสิ่งมอนเจ็น 3:55 p.m.
6. ลิก เพี้ยน นำทิ้น เข้าสัมมอนชาย 11:22 a.m.
7. ลิก จิ๊-สิป ห้ามนำทิ้น เข้าทิ้นขยน 11:35 p.m.

h) Substitution Drill

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. สิป เข็ม</td>
<td>นาลิก้า พ่อ ม่อนชาย ป้า สิป เข็ม นำทิ้น</td>
</tr>
<tr>
<td></td>
<td>My watch is seventeen minutes slow.</td>
</tr>
<tr>
<td>2. ฆุน</td>
<td>นาลิก้า ฆุน ม่อนชาย ป้า สิป เข็ม นำทิ้น</td>
</tr>
<tr>
<td></td>
<td>Your watch is 17 minutes slow.</td>
</tr>
<tr>
<td>3. ขยน ฆูมอน</td>
<td>นาลิก้า ฆุน ม่อนชาย ป้า ขยน ฆูมอน</td>
</tr>
<tr>
<td></td>
<td>Your watch is half an hour slow.</td>
</tr>
<tr>
<td>4. จิ๊ สิป สอน</td>
<td>นาลิก้า ฆุน ม่อนชาย ป้า จิ๊-สิป สอน นำทิ้น</td>
</tr>
<tr>
<td></td>
<td>Your watch is 22 minutes slow.</td>
</tr>
<tr>
<td>5. พ่อ</td>
<td>นาลิก้า พ่อ ม่อนชาย ป้า จิ๊-สิป สอน นำทิ้น</td>
</tr>
<tr>
<td></td>
<td>My watch is 22 minutes slow.</td>
</tr>
</tbody>
</table>
1) Substitution Drill

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
</tr>
</thead>
</table>
| 1. kâaw | naalikaa phôm rew paj kâaw naathii  
My watch is 9 minutes fast. |
| 2. khrûñ chûamoon | naalikaa phôm rew paj khrûñ chûamoon  
My watch is half an hour fast. |
| 3. khâw | naalikaa khâw rew paj khrûñ chûamoon  
His watch is half an hour fast. |
| 4. sip hâa naathii | naalikaa khâw rew paj sip hâa naathii  
His watch is 15 minutes fast. |

j) Recognition and Familiarization Drill  (Parts of the Day)

1. toon cháaw  
5 a.m. to 9:00 a.m.¹
2. toon sâaj  
9 a.m. to 11:59 a.m.
3. toon thîañg  
12 a.m. to 12:50 p.m.
4. toon bàaj  
1 p.m. to 4:00 p.m.
5. toon jen  
4 p.m. to 6:30 p.m.
6. toon khâm  
From 6:30 p.m. until around midnight
7. toon hûakhâm  
6:30 p.m. to 9 p.m.
8. toon dûk  
10:00 p.m. to 3 a.m.

¹ Time periods are approximate only.
k) **Transformation Drill**

Change from one pattern to the other.

- *toon cháaw*
- *toon sãaj*
- *toon thian*
- *toon bàaj*
- *toon jen*
- *toon khâm*

weelaa cháaw
weelaa sãaj
weelaa thian
weelaa bàaj
weelaa jen
weelaa khâm

1) **Transformation Drill**

(Change from Pattern 1 to Pattern 2.)

**Pattern 1:**
- cháaw
- *toon cháaw*

'In the morning'

**Pattern 2:**
- cháaw cháaw
- *toon cháaw cháaw*

'Sometime in the morning'

---

Pattern 1

- toon cháaw
- In the morning.

- toon sãaj
- In the late morning.

- toon thian
- At noon.

Pattern 2

- toon cháaw cháaw
- Sometime in the morning.

- toon sãaj sãaj
- Sometime in the late morning.

- toon thian thian
- Sometime around noon.

---

The meaning of these two patterns is the same. They are given in drill 'j'

224
toon bàaj  
In the afternoon.  
Sometime in the afternoon.

toon jen  
In the late afternoon.  
Sometime in the late afternoon.

toon khâm khâm  
In the evening.  
Sometime in the evening.

toon dýk  
Late at night.  
Sometime late at night.

m) **Response Drill**

<table>
<thead>
<tr>
<th>Cue</th>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
</table>
| 1. toon bàaj bàaj | khun ca klàp mýarâj | (klàp) toon bàaj bàaj khráp  
When will you return?  
Sometime in the afternoon. |
| 2. toon khâm khâm | khun ca duu náŋsýy mýarâj | (duu) toon khâm khâm khráp  
When will you study?  
In the evening. |
| 3. toon thian thian | khun ca thaan khâaw mýarâj | (thaan) toon thian thian khráp  
When will you eat?  
Sometime around noon. |
| 4. toon jen jen | khun ca paj bâan khâw mýarâj | (paj) toon jen jen khráp  
When will you go to his house?  
Sometime in the late afternoon. |
5. ทอนบ้าจ คุณจะไปหาเงินเมื่อ nào
กินร้าย
When will you go get the money?
In the afternoon.

6. ทอนหาโม่นช้าว
คุณจะไปดูเพื่อนอย่างไร
ภานกินร้าย
When will you see your friend off?
At 11 a.m.

7. ทอนเจนเจน
คุณจะไปน้ำมันเมื่อ nào
กินร้าย
When will you go swimming?
Sometime late in the afternoon.

8. ทอนดึก
คุณมาเมื่อไหร่
กินร้าย
When did he come?
Late at night.

9. มยาวานนิล
คุณไปเมื่อไหร่
กินร้าย
When did he go?
Yesterday.

10. มยาบ้าจส่อนโม่น
คุณไปเมื่อไหร่
กินร้าย
When did she go?
At 2 p.m.

11. มยาคินิล
คุณพูดกับคุณเมื่อไหร่
กินร้าย
When did he speak to you?
A short time ago.
n) **Transformation Drill**

Observe the following examples:

A: bàaj níi 'this afternoon' (Present or future time)  
mża bàaj níi 'this afternoon' (Past time)

B: khyynníi 'tonight' (Present or future time)  
mża khyynníi 'tonight' (Past time)

<table>
<thead>
<tr>
<th>Pattern 1</th>
<th>Pattern 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. jenníi</td>
<td>mżajenníi</td>
</tr>
<tr>
<td>this afternoon</td>
<td>this afternoon</td>
</tr>
<tr>
<td>2. bàaj sǎam mooŋ</td>
<td>mża bàaj sǎam mooŋ</td>
</tr>
<tr>
<td>3 p.m.</td>
<td>3 p.m.</td>
</tr>
<tr>
<td>3. cháawníi</td>
<td>mżacháawníi</td>
</tr>
<tr>
<td>this morning</td>
<td>this morning</td>
</tr>
<tr>
<td>4. knâmníi</td>
<td>mżaknâmníi</td>
</tr>
<tr>
<td>this evening</td>
<td>this evening</td>
</tr>
<tr>
<td>5. thńanníi</td>
<td>mżathńanníi</td>
</tr>
<tr>
<td>this noon</td>
<td>this noon</td>
</tr>
<tr>
<td>6. sli mooŋ jen</td>
<td>mża sli mooŋ jen</td>
</tr>
<tr>
<td>4 p.m.</td>
<td>4 p.m.</td>
</tr>
<tr>
<td>7. sǎam mooŋ cháaw</td>
<td>mża sǎam mooŋ cháaw</td>
</tr>
<tr>
<td>9 a.m.</td>
<td>9 a.m.</td>
</tr>
</tbody>
</table>
0) **Substitution Drill**

Using the cues given form pairs of sentences like the following with *léèw* as the connective:

**Cue:** paj aw ṇën, paj prajsanii

**Sentences:** ca paj aw ṇën kòon, léèw ca paj prajsanii

I'll get the money (first), then go to the Post Office.

<table>
<thead>
<tr>
<th></th>
<th>Pattern</th>
</tr>
</thead>
</table>
| 1.    | ca paj aw náŋsïýy kòon, léèw ca paj hôñrian
      | I'll get a book first, then go to the classroom. |
| 2.    | ca paj thaan khâaw kòon, léèw ca paj duu nāŋ
      | I'll eat first, then go to the movies. |
| 3.    | ca paj fàŋ théep kòon, léèw ca paj hôñsamût
      | I'll listen to tapes first, then go to the library. |
| 4.    | ca paj talàat kòon, léèw ca paj bâan
      | I'll go to the market, then home. |
| 5.    | ca paj jùu krun thëep kòon, léèw ca paj jùu tàañcænwat
      | I'll go live in Bangkok first, then go live in the provinces. |
p) **Response Drill**

<table>
<thead>
<tr>
<th>Cue</th>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. thıaŋ</td>
<td>thıaŋ rýjaŋ</td>
<td>jan màj thıaŋ</td>
</tr>
<tr>
<td></td>
<td>Is it noon yet?</td>
<td>Not yet.</td>
</tr>
<tr>
<td>2. bàaj</td>
<td>bàaj rýjaŋ</td>
<td>jan màj bàaj</td>
</tr>
<tr>
<td></td>
<td>Is it afternoon yet?</td>
<td>Not yet.</td>
</tr>
<tr>
<td>3. khâm</td>
<td>khâm rýjaŋ</td>
<td>jan màj khâm</td>
</tr>
<tr>
<td></td>
<td>Is it evening yet?</td>
<td>Not yet.</td>
</tr>
<tr>
<td>4. dỳk</td>
<td>dỳk rýjaŋ</td>
<td>jan màj dỳk</td>
</tr>
<tr>
<td></td>
<td>Is it late (at night) yet?</td>
<td>Not yet.</td>
</tr>
<tr>
<td>5. cháaw</td>
<td>cháaw rýjaŋ</td>
<td>jan màj cháaw</td>
</tr>
<tr>
<td></td>
<td>Is it morning yet?</td>
<td>Not yet.</td>
</tr>
</tbody>
</table>

**13.4 EXERCISES** (Use a cardboard clock face with movable hands with the following exercises.)

a) Set the hands on the clock face. One student asks what time it is and another responds according to the position of the hands.

b) Set the hands on the clock face, then ask different students what time it will be in ten minutes, twenty minutes, one hour, etc.

c) One student asks another what time it is by his watch; when he responds, the first student says that his watch is slow or fast by a certain number of minutes according to the time indicated by the classroom clock.
d) Set the clock hands. Student A announces the time indicated. Student B asks Student C if it is (part of the day) (toon baaj, toon jen, etc.) yet. Student C responds either (1) that it is, or (2) that it isn't yet according to the time announced by Student A.

e) Concerning the activities listed below, find out from other students:

1. If they did any of them yesterday, and if so, at what time;
2. If they will do any of them tomorrow, and if so, at what time;
3. If they do any of them every day, and if so, at what time; and
4. If they have done any of them yet. If the reply is that they haven't yet, find out if they will do any of them tomorrow, and if so, at what time.

Activities:

a) come to school  b) go mail a letter
  c) play music     d) drive a car
  e) go to the bank f) drink coffee
  g) go see a doctor h) go for a walk
  i) go shopping    j) go eat in a restaurant
  k) go to work     l) write a letter
  m) study lessons  n) play tennis
  o) go to the market
13.5 VOCABULARY

aw to get, to take
bàaj / bàaj bàaj afternoon, o'clock used for the time 1 p.m. - 4 p.m.
cháa late, slow
cháaw morning, a.m.
.cháawmûyt early morning
chûamoon hour (measure of Time)
diywníi right now
dyûk 11 p.m. - 3 a.m.
hën to see
hën ca think
hênsamùt (hên) library
hûakham 6 p.m. - 9 p.m.
jen evening (used for 4 p.m. - 6 p.m.)
khâm 6 p.m. - 12 a.m.
khrûn half
khyyn to be night
khynñíi tonight
klañkhyyyn night time (used for 7 p.m. - 3 a.m.)
kwàa more than, to a greater extent or degree
lëw then
moøn o'clock, time
mûa used for past time
mûaràj when, question word
mûyt dark
naathii minutes
ñan in that case
(cháa) paj too much
<table>
<thead>
<tr>
<th>Thai Word</th>
<th>English Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>rew</td>
<td>early, fast</td>
</tr>
<tr>
<td>riip</td>
<td>to hurry</td>
</tr>
<tr>
<td>sāaj</td>
<td>late, the time 9 a.m. - 11:59 a.m.</td>
</tr>
<tr>
<td>thīañ</td>
<td>noon</td>
</tr>
<tr>
<td>thīañ khyyn</td>
<td>midnight</td>
</tr>
<tr>
<td>thûm</td>
<td>o'clock, used for 7 p.m. - 11 p.m.</td>
</tr>
<tr>
<td>tii</td>
<td>o'clock (for the time 1 a.m. - 5 a.m.)</td>
</tr>
<tr>
<td>toon</td>
<td>sometime, time, part of (something)</td>
</tr>
<tr>
<td>tron</td>
<td>exactly, sharp (of time)</td>
</tr>
<tr>
<td>weelaa</td>
<td>time</td>
</tr>
</tbody>
</table>
THAI BASIC COURSE

LESSON FOURTEEN

14.0 BASIC DIALOG: Directions (1)

A: thēswníi mii ráantātphōm mâj khráp
B: mii khráp, jùu fànnōon

A: jùu trònnāj khráp
B: jùu khâänkhâañ ráankaaffē¹

A: jùu thaânsâaj rý thaâŋkhwâa khráp
B: jùu thaânsâaj

A: thaâŋkhwâa khōñg ráankaaffē pen araj khráp
B: pen ráanaahāan

A: chûy khīnōot, châj mâj khráp
B: mâj châj khráp

A: thanôn thîi jùu thaâŋ khwâa nân chûy thanôn araj khráp
B: thanôn nán rêkhráp

A: What's the name of the street on the right?
B: That street?

A: Is there a barber shop around here?
B: Yes, there is. On the other side (of the street)

A: To the left or right?
B: To the left.

A: What's to the right of the coffee shop?
B: A restaurant.

A: It's named 'Key Note' isn't it?
B: No, it isn't.

A: The Key Note is over there.

¹Bangkok is a rapidly changing city. Here today, gone tomorrow.
A: (thanŏn surîwŏn) phăan sathān̄thûut ameerikan māj khrāp
B: māj phăan khrāp sathān̄thûut ameerikan jūu thēsw thanŏn phlēncit klâj klâj kāp sîijēk rāatprasŏn

Does it (Suriwong Street) pass the American Embassy?
No, it doesn't.
The American Embassy is in the Ploenchit street area very near Ratprasong Corner.

14.1 GRAMMAR NOTES

a) Constructions with klâj 'near' and klaj 'far' are illustrated below:

<table>
<thead>
<tr>
<th>klaj</th>
<th>càak</th>
<th>kruŋthēep</th>
<th>'far from Bangkok'</th>
</tr>
</thead>
<tbody>
<tr>
<td>jūu</td>
<td>kāp</td>
<td>kruŋthēep</td>
<td>'near Bangkok'</td>
</tr>
<tr>
<td>klâj</td>
<td>ka-</td>
<td>kruŋthēep</td>
<td></td>
</tr>
</tbody>
</table>

ka can only be used after klâj when the word following begins with a consonant.

b) The pairs of sentences below are equivalent in meaning:

A: kruŋthēep jūu klaj càak udōon

'Bangkok is far from Udorn.'

B: kruŋthēep kāp udōon jūu klaj kan

'Bangkok and Udorn are far apart.'
A: sathäsenthûut ameerikan jùu klâj kàp sathäsenthûut ankrît
B: sathäsenthûut ameerikan kàp sath┛antasyûut ankrít jùu klâj kan

'The American Embassy is near the British Embassy.'
'The American Embassy and the British Embassy are close to each other.'

c) The extent of the distance between two places can be indicated by constructions like the following:

<table>
<thead>
<tr>
<th>NP1</th>
<th>Verb Phrase</th>
<th>NP2</th>
<th>Extent of distance</th>
</tr>
</thead>
<tbody>
<tr>
<td>krunthêep</td>
<td>jùu klaj càak</td>
<td>chiañmàj</td>
<td>kli kiloo</td>
</tr>
<tr>
<td>krunthêep</td>
<td>jùu klaj càak</td>
<td>chiañmàj</td>
<td>900 kiloo</td>
</tr>
</tbody>
</table>

'How far (how many kilometers) is Bangkok from Chiangmai?'
'Bangkok is 900 kilometers from Chiangmai.'

d) mîi has the meaning 'to be in existence' in constructions like the one below:

<table>
<thead>
<tr>
<th>Location (optional)</th>
<th>mîi</th>
<th>NP Complement</th>
</tr>
</thead>
<tbody>
<tr>
<td>(thċēw nîi)</td>
<td>mîi</td>
<td>ráantatphôm</td>
</tr>
</tbody>
</table>

'In this area (there) is a barber shop.'

There is no subject of the sentence.
14.2 GRAMMAR DRILLS

a) Substitution Drills

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
<th>Meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ráantạtphɔm</td>
<td>thɛswníi mìi ráantạtphɔm māj khrāp</td>
<td>Is there a barber shop in this area?</td>
</tr>
<tr>
<td>2. ráantạtsɔya</td>
<td>thɛswníi mìi ráantạtsɔya māj khrāp</td>
<td>Is there a tailor shop in this area?</td>
</tr>
<tr>
<td>3. ráankhạaj nānṣyphim</td>
<td>thɛswníi mìi rá ankhạaj nānṣyphim māj</td>
<td>Is there a newsstand in this area?</td>
</tr>
<tr>
<td>4. pāmnāmann</td>
<td>thɛswníi mìi pāmnāmann māj khrāp</td>
<td>Is there a gas pump in this area?</td>
</tr>
<tr>
<td>5. thoorasàp sātharaanā  thɛswníi mìi thoorasàp sātharaanā māj khrāp</td>
<td>Is there a public telephone in this area?</td>
<td></td>
</tr>
<tr>
<td>6. ráanmɔo</td>
<td>thɛswníi mìi ráanmɔo māj khrāp</td>
<td>Is there a doctor's place in this area?</td>
</tr>
<tr>
<td>7. ráankhạaj jaa</td>
<td>thɛswníi mìi rá ankhạaj jaa māj khrāp</td>
<td>Is there a pharmacy in this area?</td>
</tr>
<tr>
<td>8. ráanaahān diidii</td>
<td>thɛswníi mìi ráanaahān diidii diidii māj khrāp</td>
<td>Are there good restaurants in this area?</td>
</tr>
</tbody>
</table>
b) **Progressive Substitution Drill**

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>rääntätphōm</td>
<td>thēswǐi mīi rääntätphōm māj</td>
<td>Are there any barber shops in the area?</td>
</tr>
<tr>
<td>thaan khwāa</td>
<td>thaan khwāa mīi rääntätphōm māj</td>
<td>Are there any barbershops to the right?</td>
</tr>
<tr>
<td>thǐi hooten</td>
<td>thǐi hooten mīi rääntätphōm māj</td>
<td>Are there any barbershops at the hotel?</td>
</tr>
<tr>
<td>thoorasāp</td>
<td>thǐi hooten mīi thoorasāp māj</td>
<td>Are there telephones at the hotel?</td>
</tr>
<tr>
<td>thǐinǐi</td>
<td>thǐinǐi mīi thoorasāp māj</td>
<td>Are there telephones here?</td>
</tr>
<tr>
<td>aahān farān khǎaj</td>
<td>thǐinǐi mīi aahān farān khǎaj māj</td>
<td>Is there foreign food for sale here?</td>
</tr>
<tr>
<td>thǐi ráan nān</td>
<td>thǐi ráan nān mīi aahān farān khǎaj māj</td>
<td>Is there foreign food for sale at that shop?</td>
</tr>
<tr>
<td>thēsw nān</td>
<td>thēsw nān mīi aahān farān khǎaj māj</td>
<td>Is there foreign food for sale in this area?</td>
</tr>
<tr>
<td>rāankaafēːs</td>
<td>thēsw nān mīi rāankaafēːs māj</td>
<td>Are there coffee shops around here?</td>
</tr>
</tbody>
</table>
10. klâj klâj (kàp) klâj klâj (kàp) thîlthamñaan mîi ráankaafes thîlthamñaan mâj

Are there coffee shops near the office?

c) **Response Drill**

<table>
<thead>
<tr>
<th>Cue</th>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. pratuu náam</td>
<td>juusôom jùu thîinâj khráp</td>
<td>jùu (thîî) pratuu náam khráp</td>
</tr>
<tr>
<td>2. doon myân</td>
<td>sanãambil doon myân jùu thîinâj khráp</td>
<td>jùu thîî doon myân khráp</td>
</tr>
<tr>
<td></td>
<td>Where's Don Muang airport?</td>
<td>At Don Muang.</td>
</tr>
<tr>
<td>3. saphaan khwaaj</td>
<td>roonreêm kééppitñôon jùu thîinâj khráp</td>
<td>jùu (thîî) saphaan khwaaj khráp</td>
</tr>
<tr>
<td></td>
<td>Where's the Capitol Hotel?</td>
<td>At the Water Buffalo bridge.</td>
</tr>
<tr>
<td>4. sîijêek pathumwan</td>
<td>sanãam kiila jùu thîinâj khráp</td>
<td>jùu (thîî) sîijêek pathumwan</td>
</tr>
<tr>
<td></td>
<td>Where's the Sports Stadium?</td>
<td>At Pathumwan Corner.</td>
</tr>
<tr>
<td>5. baankapi</td>
<td>bân khun jùu thîî nâj</td>
<td>jùu baankapi</td>
</tr>
<tr>
<td></td>
<td>Where's your house?</td>
<td>At Bangkapi.</td>
</tr>
</tbody>
</table>
### THAI BASIC COURSE

**d) Response Drill**

**Cue Words:**  bāan khun.... baan kapī

**Student 1:**  bāan khun jùu thīnāj  Where's your house?  khrāp

**Student 2:**  jùu baankapī khrāp  In Bangkapi.

<table>
<thead>
<tr>
<th>Cue</th>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. sanāam kilaa, thēew slijēsk pathumwan</td>
<td>sanāam kilaa jùu thīnāj</td>
<td>jùu (thīi) thēew slijēsk pathumwan Near Pathumwan Corner.</td>
</tr>
<tr>
<td>2. juusɔɔm, pratuunáam</td>
<td>juusɔɔm jùu thīnāj Where is USOM?</td>
<td>jùu thīi pratuunáam At Pratunam.</td>
</tr>
<tr>
<td>3. bāan khun, klâj klâj (kàp) anúsāawarii</td>
<td>bāan khun jùu thīnāj Where's your house?</td>
<td>jùu klâj klâj (kàp) anúsāawarii Quite close to the monument.</td>
</tr>
<tr>
<td>4. roonrēem kēspitōn, saphaan khwaaj</td>
<td>roonrēem kēspitōn jùu thīnāj Where's the Capitol Hotel?</td>
<td>jùu (thīi) saphaan khwaaj Near the Water Buffalo Bridge.</td>
</tr>
<tr>
<td>5. sanāmbin doon myan, doon myan</td>
<td>sanāmbin doon myan jùu thīnāj Where's Don Muang Airport?</td>
<td>jùu (thīi) doon myan jùu thīnāj At Don Muang.</td>
</tr>
</tbody>
</table>
e) Substitution Drill  (Use street chart on next page)

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. khwãa</td>
<td>ráantätpôm jùù thaan'khwãã</td>
</tr>
<tr>
<td></td>
<td>The barber shop is to the right.</td>
</tr>
<tr>
<td>2. ráanaahãan</td>
<td>ráanaahãan jùù thaan'khwãã</td>
</tr>
<tr>
<td></td>
<td>The restaurant is to the right.</td>
</tr>
<tr>
<td>3. boorisàt nâmman</td>
<td>boorisàt nâmman jùù thaan'khwãã</td>
</tr>
<tr>
<td></td>
<td>The oil company is on the right.</td>
</tr>
<tr>
<td>4. thanõn suriwon</td>
<td>thanõn suriwon jùù thaan'khwãã</td>
</tr>
<tr>
<td></td>
<td>Suriwong street is on the right.</td>
</tr>
<tr>
<td>5. hooten plaasâa</td>
<td>hooten plaasâa jùù thaan'khwãã</td>
</tr>
<tr>
<td></td>
<td>The Plaza Hotel is on the right.</td>
</tr>
</tbody>
</table>

f) Substitution Drill  (Use street chart on next page)

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. sáaj</td>
<td>roonphpa'jàabaan jùù thaan'sáaj</td>
</tr>
<tr>
<td></td>
<td>The hospital is to the left.</td>
</tr>
<tr>
<td>2. thanõn sìlom</td>
<td>thanõn sílom jùù thaan'sáaj</td>
</tr>
<tr>
<td></td>
<td>Silom Street is to the left.</td>
</tr>
<tr>
<td>3. boorisàt aj-bèk</td>
<td>boorisàt aj-bèk jùù thaan'sáaj</td>
</tr>
<tr>
<td></td>
<td>I.B.E.C. is on the left.</td>
</tr>
</tbody>
</table>

Continue the drill with additional examples from the map on the next page.
g) **Expansion Drill** (Combine the cue words to form place expressions)

<table>
<thead>
<tr>
<th>Cue:</th>
<th>Cue:</th>
<th>Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>nǐi</td>
<td>thīi</td>
<td>thīinīi here</td>
</tr>
<tr>
<td>nān</td>
<td>thīi</td>
<td>thīinān there</td>
</tr>
<tr>
<td>nōon</td>
<td>thīi</td>
<td>thīinōon way over there</td>
</tr>
</tbody>
</table>

241
h) **Response Drill**

**Cue**

1. นี่ บ้าน คุณ อยู่ ที่ไหน?
    Where's your house?
    (บ้าน phoon) อยู่ ที่นี่
    It's here.

2. นั้น สถานทูต อยู่ ที่ไหน?
    Where's the Embassy?
    (สถานทูต) อยู่ ที่นั้น
    It's there.

3. น้อง สอง ตระการสอน อยู่ ที่ไหน?
    Where's Ratprasong Intersection?
    (สอง ตระการสอน) อยู่ ที่นี่
    It's way over there.

4. นี่ พี่น้อง คุณ อยู่ ที่ไหน?
    Where's your friend?
    (พี่น้อง phoon) อยู่ ที่นี่
    (My friend) is here.

5. นั้น น้องชาย คุณ อยู่ ที่ไหน?
    Where's your book?
    (น้องชาย phoon) อยู่ ที่นั้น
    It's there.

6. น้อง รถยนต์ อยู่ ที่ไหน?
    Where's the car?
    (รถยนต์) อยู่ ที่นี่
    It's way over there.

1) **Expansion Drill**  (Combine the cue words to form place expressions.)

<table>
<thead>
<tr>
<th>Cue</th>
<th>Cue</th>
<th>Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. นี่</td>
<td>ถนน</td>
<td>ถนน นี่</td>
</tr>
<tr>
<td>2. นั้น</td>
<td>ถนน</td>
<td>ถนน นั้น</td>
</tr>
<tr>
<td>3. น้อง</td>
<td>ถนน</td>
<td>ถนน น้อง</td>
</tr>
<tr>
<td>4. นี่</td>
<td>ถนน</td>
<td>ถนน นี่</td>
</tr>
<tr>
<td>5. นั้น</td>
<td>ถนน</td>
<td>ถนน นั้น</td>
</tr>
</tbody>
</table>
6. น่อน ที่ส่วน ที่ส่วนน่อน (in) that section over there
7. นี่ ฝั่ง ฝั่งนี่ (on) this side (of the street)
8. น่อน ฝั่ง ฝั่งน่อน (on) the far side (of the street)

j) Response Drill  (Have one student form a question from cue 1, and another respond to it using cue 2.)

<table>
<thead>
<tr>
<th>Cue 1</th>
<th>Question</th>
<th>Cue 2</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ที่นี่ ที่นินำจ</td>
<td>นี่</td>
<td>ที่นิ่นิ</td>
<td>Here.</td>
</tr>
<tr>
<td></td>
<td>Where?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. ตรง ตรงนินำจ</td>
<td>นี่</td>
<td>ตรงนินิ</td>
<td>Right here.</td>
</tr>
<tr>
<td></td>
<td>(Exactly) where?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. ที่ส่วน ที่ส่วนนินำจ</td>
<td>น่อน</td>
<td>ที่ส่วนน้องน</td>
<td>(In) that section.</td>
</tr>
<tr>
<td></td>
<td>(in) which section?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. ฝั่ง ฝั่งนินำจ</td>
<td>นี่</td>
<td>ฝั่งนินิ</td>
<td>This side.</td>
</tr>
<tr>
<td></td>
<td>Which side?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. ที่นี่ ที่นินำจ</td>
<td>น้อง</td>
<td>ที่นิ่น้องน</td>
<td>Way over there</td>
</tr>
<tr>
<td></td>
<td>Where?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. ตรง ตรงนินำจ</td>
<td>น่อน</td>
<td>ตรงน้องน</td>
<td>Right over there</td>
</tr>
<tr>
<td></td>
<td>(Exactly) where?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
k) **Response Drill** (Have one student form a question with the first cue, and a second student respond to it using the second cue.)

**Cue**

1. ráanaahāan, thaanjkhwāa
   - ráanaahāan jùu thīināj
   - rāanaahāan jùu thaanjkhwāa khrāp
   - Where's the restaurant?
   - It's on the right.

2. ráantātpõôm, thaaŋsāaj
   - ráantātpõôm jùu thīināj
   - rāantātpõôm jùu thaaŋsāaj khrāp
   - Where's the barber shop?
   - It's on the left.

3. roongrõem eerawan
   - roongrõem eerawan jùu thēsw sīljēk
   - roongrõem eerawan jùu thīināj thēsw sīljēk rāatprasõn
   - Where's the Erawan Hotel?
   - It's Ratprasong Corner area.

4. talāat, tronnōon
   - talāat jùu thīināj talāat jùu tronnōon
   - Where's the market?
   - It's right over there.

1) **Recognition and Familiarization Drill**

1. sathāanthūut ameerikan jùu klaj càak krasuantwortāañ prathēet.
   - The American Embassy is far from the Foreign Ministry.

2. roongrõem kēep-pi-tõon jùu klaj càak cátsamèek
   - The Capitol Hotel is far from JUSMAG.

3. sanǎambin dcoon myaŋ jùu klaj càak juusít
   - Don Muang Airport is far from USIS.
4. phií-éks jùu kłaj càak jùusõm  
   The PX is far from USOM.

5. talàat jùu kłaj càak bâan phôm.  
   The market is far from my house.

6. sathâanii rótfaj jùu kłaj càak bâan khâw  
   The R.R. station is far from his house.

7. hêŋ aahšan jùu kłaj càak hêŋ rian.  
   The dining room is far from the classroom.

m) **Transformation Drill**

<table>
<thead>
<tr>
<th>Pattern 1</th>
<th>Pattern 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. sathâanthûut jùu kłaj càak krasuañ tàaŋ prathêet</td>
<td>sathâanthûut kàp krasuañ tàaŋ prathêet jùu kłaj kan.</td>
</tr>
<tr>
<td></td>
<td>The Embassy is far from the Foreign Ministry.</td>
</tr>
<tr>
<td></td>
<td>The Embassy and the Foreign Ministry are far apart.</td>
</tr>
<tr>
<td>2. doon myaŋ jùu kłaj càak sathâanthûut</td>
<td>doon myaŋ kàp sathâanthûut jùu kłaj kan.</td>
</tr>
<tr>
<td></td>
<td>Don Muang is far from the Embassy.</td>
</tr>
<tr>
<td></td>
<td>Don Muang and the Embassy are far apart.</td>
</tr>
<tr>
<td>3. roonrêêm oorianten jùu kłaj càak roonrêêm eerawan</td>
<td>roonrêêm oorianten kàp roonrêêm eerawan jùu kłaj kan.</td>
</tr>
<tr>
<td></td>
<td>The Oriental Hotel is far from the Erawan Hotel.</td>
</tr>
<tr>
<td></td>
<td>The Oriental Hotel and the Erawan Hotel are far apart.</td>
</tr>
</tbody>
</table>
4. bàn phóm jùu klaj càak bàn phóm kaban khun jùu klaj kan
   My house is far from
   your house.
   My house and your house
   are far apart.

5. can låt sŏnkhlăa jùu klaj can låt sŏnkhlăa kàp can låt
càak can låt udŏn udŏn jùu klaj kan
   Songkla Province is far
   from Udorn Province.
   Songkla Province and Udorn
   Province are far apart.

6. thanŏn wítthajú jùu klaj thanŏn wítthajú kàp thanŏn
càak thanŏn phahŏnjoothin phahŏnjoothin jùu klaj kan
   Wireless Road is far from
   Paholyotin Street.
   Wireless Road and Paholyotin
   Street are far apart.

n) **Response Drill**

<table>
<thead>
<tr>
<th>Cue</th>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. praĵsanii (no)</td>
<td>praĵsanii jùu klaj càak nîi máj</td>
<td>mâj klaj khráp</td>
</tr>
<tr>
<td></td>
<td>Is the Post Office</td>
<td></td>
</tr>
<tr>
<td></td>
<td>far from here?</td>
<td>No, it isn't.</td>
</tr>
<tr>
<td>2. krasuaŋ tàaŋ</td>
<td>krasuaŋ tàaŋprathēet jùu klaj càak nîi máj</td>
<td>klaj khráp</td>
</tr>
<tr>
<td>prathēet (yes)</td>
<td>Is the Foreign Ministry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>far from here?</td>
<td>Yes, it is.</td>
</tr>
<tr>
<td>3. sanŏmbin doon</td>
<td>sanŏmbin doon myan jùu klaj càak nîi máj</td>
<td>mâj klaj khráp</td>
</tr>
<tr>
<td>myan (no)</td>
<td>Is Don Muang Airport</td>
<td></td>
</tr>
<tr>
<td></td>
<td>far from here?</td>
<td>No, it isn't.</td>
</tr>
</tbody>
</table>

246
4. juusɔm (yes)  juusɔm jùu kłaj càak  klaj khráp
    níi máj
    Is USOM far from here?  Yes, it is.

5. hɔŋ prachum (no)  hɔŋ prachum jùu kłaj càak  mâj kłaj khráp
    níi máj
    Is the auditorium far from here?  No, it isn't.

6. thanakhaan (yes)  thanakhaan jùu kłaj càak  klaj khráp
    níi máj
    Is the bank far from here?  Yes, it is.

7. sathañanii tamrùat  sathañanii tamrùat jùu kłaj càak níi máj
    klaj khráp
    Is the Police Station far from here?  Yes, it is.

8. prathēet  prathēet faràŋsèet jùu kłaj càak níi máj
    klaj khráp
    Is France far from here?  Yes, it is.

   o) Recognition and Familiarization Drill

1. sathañanthùut ameerikan jùu kłaj kàp roongrem eerawan
    The American Embassy is near the Erawan Hotel.

2. cátsamèek jùu kłaj kàp juusít.
    JUSMAG is near USIS.

3. slijèek râatprasön jùu kłaj kàp thanön wíthhajú.
    The Ratprasong Intersection is near Wireless Road.
4. thonburii jùu klâj kàp krûnthêep
   Thonburi is near Bangkok.

5. sapòot khîáp jùu klâj kàp culaa.
   The Sports Club is near Chula.

6. sanâam lûan jùu klâj kàp thammasâat
   The Pramane Grounds are near Thammasart (University).

7. bân phôm jùu klâj kàp talâat
   My house is near the market.

Note to the instructor: Repeat the drill using ka- for kâp.

p) Substitution Drill

Cue

1. talâat  bân khâw jùu klâj talâat
   His house is near the market.

2. roonphajabaan  bân khâw jùu klâj roonphajabaan.
   His house is near the hospital.

3. thanôn sîlom  bân khâw jùu klâj thanôn sîlom
   His house is near Silom Street.

4. hôngsamût  bân khâw jùu klâj hôngsamût
   His house is near the library.

5. thîithamnâan  bân khâw jùu klâj thîithamnâan
   His house is near the office.
6. hooten ramâa  bân kháw jùu klâj hooten ramâa
   His house is near Rama Hotel.

7. thanôn jàj  bân kháw jùu klâj thanôn jàj
   His house is near the main street.

8. roonñaan  bân kháw jùu klâj roonñaan
   His house is near the factory.

9. tua muan  bân kháw jùu klâj tua muan
   His house is near down town.

q) Sentence Formation Drill

Cue

1. talát, thîithamnñaan  talát jùu klâj thîithamnñaan máj
   Is the market near the office?

2. bân khun, bân khun  bân khun jùu klâj bân khun thãawoon máj
   Is your house near Thaworn's?

3. thîithamnñaan khun, prajsanii  thîithamnñaan khun jùu klâj prajsanii máj
   Is your office near the Post Office?

4. sathãanthûut  sathãanthûut ameerikan jùu klâj juusõom máj
   Is the American Embassy near USOM?

5. krûnthêep, ajúthajaa  krûnthêep jùu klâj ajúthajaa máj
   Is Bangkok near Ayuthaya?

6. prathêet jîipùn, prathêet jeéraman  prathêet jîipùn jùu klâj prathêet jeéraman máj
   Is Japan near Germany?
r) Transformation Drill

**Pattern 1**

1.  
   cátsamèk jùu klâj kàp juusít  
   JUSMAG is near USIS.

2.  
   sathǎanthùut õossatreelia jùu klâj kàp sathǎanthùut filíppin  
   The Australian Embassy is near the Philippine Embassy.

3.  
   rooŋræm ammarin jùu klâj kàp rooŋræm eerawan  
   The Amarin Hotel is near the Erawan Hotel.

4.  
   juusõom jùu klâj kàp talàat pratuunám  
   USOM is near the Pratunam Market.

5.  
   ee-juu-ee jùu klâj kàp rooŋræm eerawan  
   A.U.A. is near the Erawan Hotel.

6.  
   wòochiêtân jùu klâj kàp wee-ci-nia  
   Washington is near Virginia.

**Pattern 2**

1.  
   cátsamèk kàp juusít jùu klâj kan  
   JUSMAG and USIS are near each other.

2.  
   sathǎanthùut õossatreelia kàp sathǎanthùut filíppin jùu klâj kan.  
   The Australian Embassy and the Philippine Embassy are near each other.

3.  
   rooŋræm ammarin kàp rooŋræm eerawan jùu klâj kan  
   The Amarin Hotel and the Erawan Hotel are near each other.

4.  
   juusõom kàp talàat pratuunám jùu klâj kan  
   USOM and the Pratunam Market are close together.

5.  
   ee-juu-ee kàp rooŋræm eerawan jùu klâj kan  
   The A.U.A. and the Erawan Hotel are close together.

6.  
   wòochiêtân kàp wee-cinia jùu klâj kan  
   Washington and Virginia are close together.
s) Transformation Drill

**Pattern 1**

1. ráanaahāan jùu thaanḵhwāa
   - The restaurant is on the right.

2. bāan khǒn kháw jùu thǐinǒon
   - His house is over there.

3. talàat jùu thaanšáaj
   - The market is to the left.

4. prajsani jùu tronñoon
   - The P.O. is right over there.

5. sathāanthūt jùu thaanšáaj
   - The Embassy is to the left.

6. nānṣy khǒnkhun jùu thǐinǒon
   - Your book is over there.

7. sāalaa ameerkān jùu thī thanǒn nóon
   - The USIS auditorium is on the street over there.

**Pattern 2**

ráanaahāan māj dāj jùu thaanšáaj
- The restaurant is not on the left.

bāan khǒn kháw māj dāj jùu thǐinǐ
- His house isn't here.

talàat māj dāj jùu thaanḵhwāa
- The market is not to the right.

prajsani māj dāj jùu tronńi
- The P.O. is not right here.

sathāanthūt māj dāj jùu thaanḵhwāa
- The Embassy is not to the right.

nānṣy khǒnkhun māj dāj jùu thǐinǐ
- Your book isn't here.

sāalaa ameerkān māj dāj jùu thī thanǒn nǐ
- The USIS auditorium is not on this street.
t) Transformation Drill

Pattern 1

1. ráanaahān jùu thaŋkhwăa

The restaurant is on the right.

2. hooten jùu thaŋsaáj

The hotel is to the left.

3. bāan khışıŋkháw jùu thēswnóon

His house is in the area over there.

4. rót khışıŋ phôm jùu troñníi

My car is right here.

5. talàat jùu thaŋsaáj

The market is on the left.

Pattern 2

ráanaahān jùu thaŋkhwăa,
mâj châj thaŋsaáj

The restaurant is on the right. It's not on the left.

hooten jùu thaŋsaáj, mâj châj thaŋkhwăa

The hotel is to the left. It's not to the right.

bāan khışıŋkháw jùu thēswnóon,
mâj châj thēswníi

His house is in the area over there. It's not in this area.

rót khışıŋ phôm jùu troñníi, mâj châj troñnóon

My car is right here.

talàat jùu thaŋsaáj, mâj châj thaŋkhwăa

The market is on the left. It isn't on the right.
u) **Transformation Drill**  (Change to the Negative.)

**Pattern 1**

1. ร่องร่ม ศรีวาน จูม กลาง
ka สะท้านทุต
The Erawan Hotel is near the Embassy.

2. ร่องร่ม ศรีวาน จูม กลาง
ka พระสันนิษฐาน
The Oriental Hotel is near the Central Post Office.

3. สะท้านทุต สะพี จูม กลาง
ka สะท้านทุต บริเวณอเมริกัน
The Spanish Embassy is near the American Embassy.

4. แคตสมัศ จูม กลาง ค้า จูสิต
JUSMAG is near USIS.

5. สิลิยศ สะพารัฐ จูม กลาง
ka สิลิยศ รัตปรระสก
Sapratum Corner is near Ratprasong Corner.

**Pattern 2**

1. ร่องร่ม ศรีวาน จูม กลาง
kladj้าก สะท้านทุต
The Erawan Hotel is not far from the Embassy.

2. ร่องร่ม ศรีวาน จูม กลาง
kladj้าก พระสันนิษฐาน
The Oriental Hotel is not far from the Central Post Office.

3. สะท้านทุต สะพี จูม กลาง
kladj้าก สะท้านทุต บริเวณอเมริกัน
The Spanish Embassy is not far from the American Embassy.

4. แคตสมัศ จูม กลาง kladj้าก จูสิต
JUSMAG is not far from USIS.

5. สิลิยศ สะพารัฐ จูม กลาง
càak สิลิยศ รัตปรระสก
Sapratum Corner is not far from Ratprasong Corner.
14.3 EXERCISES

a) Find out if any of the following things are in this area: barber shop, bank, restaurant, Post Office, gas pump, oil company, public telephone, pharmacy, coffee shop, hospital, railroad station, airport, police station.

b) Starting from some particular spot (in front of a bank, etc.) find out where other buildings are in relation (to the left, right over there, etc.) to your position.

c) Using the map following page 133, discuss what places are near each other and which are far apart in Bangkok.

d) Using the map following page 112 discuss what provinces are near each other and which are far apart.

e) Ask other students if particular buildings are near their homes.

f) Ask where particular buildings are located. In the answer you will be told that they are near other buildings.

14.4 VOCABULARY

aj bèk (bōrisāt) I.B.E.C., Name of a company
ammarin Amarin, name of a hotel in Bangkok
anúsāwaril (hèn) monument
és fráans Air France, name of an airline
əorianten Oriental, name of a hotel in Bangkok
baankapi Bangkapi (section of Bangkok)
boorisāt company
boorisāt námman Oil Company
fàn side (of the street/river/canal/sea)
hôn aahāan (hôn) dining room
hooten hotel
jaa
jâj
kêspit3on
khâaŋ
khiinóot
khrítsatian
klaj
klâj
mít su
pâaj (pâaj)
pâaj rôtme (pâaj)
pámnámman
pathumwan
phàan
phahônjoothin
plaasâa
praajsani2 klaaŋ
pratuunám
ráankháaj-
nânsyphím (ráan)
ráan khâajjaa (ráan)
ráanm3o (ráan)
râantâtphôm (ráan)
râantâtsja (ráan)
râatprasôŋ
roonŋnaan (roon)
rôtme (khan)
sâalaa ameerrikan
sâathaaraná
sanâam (hëŋ)

medicine
big, large
The Capitol (name of a hotel in Bangkok)
next to (something or someone), side
keynote (name)
Christian (name of a hospital)
to be far
to be near, close
Mitsu (name of a restaurant)
poster, sign, tag
bus stop
a gas pump
Patoomwan, (section of Bangkok)
to pass, to go past
Phaholyotin Street in Bangkok
Plaza, name of a hotel in Bangkok
The Central Post Office
Pratunam (name of the section in Bangkok)
a newstand
a pharmacy
a doctor's office
a barber shop
a tailor shop
Ratprasong (section of Bangkok)
factory
bus
the USIS Auditorium
public (not private)
field, yard, lawn
sanāam kilaa (hèŋ) the sports stadium
sanāam lūaŋ (hèŋ) the Pramane Grounds in Bangkok
saphaan (saphaan, an) bridge (a structure)
saphaan khwaaj (saphaan, an) the Water Buffalo Bridge (name of a bridge in Bangkok)
sāprāthum Saprathum (name of the corner and section in Bangkok)
sathānii tamrùat (hèŋ) police station
slijēsk corner
sīilom Silom (name of the street in Bangkok)
thaŋ way, path, direction, means
thaŋ khwāa to the right
thaangsáaj to the left
thanōn jàj the main street
thi at
thi cōt rót (thīi) parking lot
thīinôon way over there
thōkew section, district (of a town)
thōnburi Thonburi, Name of a province in Thailand, used to be the capital during the year 1767 through 1782
tron right, exactly
tron (nāj) (exactly) where
15.0 BASIC DIALOG: An Interview at Korat.

A: sawàtdii khráp, phôm chûy thoom
Hello, my name is Tom.

B: phôm chûy méen khráp
My name is Maen.

A: jîndîi thîi dâj rûucàk
Glad to meet you.

B: khun pen thahãan rûkhráp
You're a soldier, aren't you?

A: plàaw khráp
No, I'm not.

phôm pen phonlaryan
I'm a civilian.

B: khun phûut phaasñà thaj kën màak
You speak Thai very well.

A: khôopkhun khráp
‘Thank you.

B: khun maa tham araj thîinîi khráp
What did you come here to do?

A: phôm maa thamñaan thîi juusît
To work at USIS.

khráp
B: khôothôot, khun mîi khrôopkhrua
Do you have a family?

léew rûyan khráp

A: mîi léew khráp, tê weelaání, I do, but at present
phôm jùu khondiaw
I live by myself.

B: thammaj lâ khráp, phanrajaa ka
Why? Are your wife and
lûuklûuk khşon khun jùu thîi children in America?
ameerikaà rûkhráp
A: plàaw khráp
   kháw jaŋ jùu thīi kruǒnthēep, phró
   kòon thīi phóm ca maa thīinīi,
   phóm thanńaan thīi kruǒnthēep
B: khun mìi bùt kli khon khráp

A: sǒŋ khon khráp
B: phūujīŋ rý phūuchaaaj khráp

A: khontoo pen phūujīŋ, khonlék
   pen phūuchaaaj
B: aajú thâwraaj khráp

A: khontoo aajú slp khùap,
   khonlék aajú hàa khùap
B: rian nāńśyy thīināj khráp

A: lūuk phóm rēkhráp
   khonnñí rian thīi roońrīan
   naanaachâat, lik khonnñí jaŋ
   mâj rian nāńśyy
B: roońrīan naanaachâat pen roońrīan
   khōoń ameerikan, châj mâj khráp

A: châj khráp
   tèe kháw mìi khruu lé nákriān
   châat yyn yyn lāaj khon
B: roońrīan nìi jùu thīināj khráp

No, they aren't.
They're still in Bangkok, because before I came here I worked in Bangkok.

How many children do you have?

Two.
Girls or boys?

The oldest is a girl; the youngest, a boy.

What ages?

The oldest is 10; the youngest is 5.

Where do they go to school?

My children?
One goes to the International School; the other doesn't go to school yet.

The International School is the American School, isn't it?

Yes, it is.
But they have many teachers and students of other nationalities.

Where is that school?
A: jùu ƃhi sooj rûamcaj, thannôń sukhûmwít khráp
B: phôm jań mâj khèəj paj sâmnâkñaan juusít ləəj, jùu thîinâj khráp

A: jùu klâjklâj katalàat khráp. wanlân wanlân cheen paj jîam raw bân jakhárâp
B: khoòpkhun khráp thîíthamñaan khoñkhun pèət kli mood khráp

A: hônsamût pèət weela thîan, pit raaw nyethûm tès phôm khâw thamñaan weela sôŋ mood khryôn, lôek hâa mood jen
B: nân, wanlân phôm ca paj jîam khun. phôm laa kôon nakhráp. ca rïlip paj thûrá

A: khráp
wàn wâa raw khoñ dâj phôp kan lîk

It's at Ruamchaj Lane Sukhumwit Road.
I've never been to (the USIS (office). Where is it?

It's quite close to the market. Why don't you come over and visit us some day?
Thank you.
When does your office open?

The library opens at noon, (and) closes around 7 p.m. but I begin at 8:30 a.m.,
and quit at 5 p.m.

Then someday I'll go visit you. I'll say 'Goodbye'. I have urgent business (to
take care of).

All right.
I hope we'll meet again.

15.1 QUESTIONS ON THE INTERVIEW

a) khun thoom phôp khraj
b) khâw khèəj rûucàk kan mâj
c) khun thoom pen khraj
d) khun thoom têŋñaan lëswick rûjaŋ
e) weelaanīh khun thōom jùu kakhraj, thammaj
f) thammaj phanrajaa kalûuklûuk khšöŋkhâw jaŋ jùu thîi
    kruŋthēep
g) lûuk khontoo khšöŋkhun thōom aajú thâwrâj
h) khâw rian nāŋṣyy thîinâj
i) rooŋriang naanaachâat mîi khon châat ĭyn ĭyn máj
j) sâmnâkŋaan juusît thîi khoorâat jûu klaj căak talâat máj
k) khun thōom khâw thamŋaen kîi mooŋ
l) khâw lĕek ŋaan kîi mooŋ
m) hûsamût pëet kîi mooŋ, pît kîi mooŋ
n) khun méen ca rîip paj nâj

15.2 EXERCISES

One student will take the part of a Thai and will interview another student who will take the part of an American who has just arrived in a provincial city in Thailand for duty. The interview should follow the general format of the one in 15.0 but additional material may be included. As far as possible, all information given should be correct. The other students in the class should take notes on the interview and be prepared to answer questions about the information contained in it.

15.3 VOCABULARY

jîam  to visit
khâw  to begin (to work, to learn), enter
khon (ca)  probably
lāa  to say goodbye (said only by person leaving)
lĕek  quit, finish, to be over or through
mëen  Maen (male or female first name)
<table>
<thead>
<tr>
<th>Thai Word</th>
<th>English Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>phonlaryan (khon)</td>
<td>civilian</td>
</tr>
<tr>
<td>phró</td>
<td>because</td>
</tr>
<tr>
<td>raaw</td>
<td>around, about</td>
</tr>
<tr>
<td>rîip</td>
<td>to hurry, to be urgent</td>
</tr>
<tr>
<td>roonrìan naanaachâat (roonrìan)</td>
<td>The International School</td>
</tr>
<tr>
<td>rûam caj</td>
<td>Ruam chaj (name of lane on Sukhumwit Road)</td>
</tr>
<tr>
<td>sâmna-knaan (hèŋ)</td>
<td>office (of an agency, etc.)</td>
</tr>
<tr>
<td>sôj</td>
<td>lane (narrow street)</td>
</tr>
<tr>
<td>sukhûmwit</td>
<td>Sukhumwit Road</td>
</tr>
<tr>
<td>thoom</td>
<td>Tom (a name)</td>
</tr>
<tr>
<td>thammaj</td>
<td>why (question word)</td>
</tr>
<tr>
<td>wanlæŋ</td>
<td>some day (in the future)</td>
</tr>
<tr>
<td>wãŋ</td>
<td>to hope</td>
</tr>
<tr>
<td>weelaaní1</td>
<td>at present</td>
</tr>
</tbody>
</table>
LESSON SIXTEEN

16.0 BASIC DIALOG: Directions (2)

A: khōothōot khráp, prajsani kłaan
   paj thaanñāj
B: tron paj khaaññāa khráp

A: khōopkhun khráp
   
B: Thank you.

(10 minutes later)

A: khōothōot khráp, nīi prajsani
   kłaan, chāj máj

B: chāj khráp

A: thīisōn thooralēek jūu tronñāj,
   sāap máj khráp

B: jūu khaaññaj khráp

A: paj thaanñāj khráp

B: deen tron khāw paj khaaññaj,
   lēcw liaw khwāa, thīisōn
   thooralēek ca jūu thaanñsāaj
   (myy) (khōon) khun

A: khōopkhun mâak khráp
B: māj pen raj khráp

262
16.1 GRAMMAR DRILLS

a) Transformation Drill

**Pattern 1**

1. náŋsyỳ phôm jùu naj hôn
   My book is in the room.

2. thîisôn thooralêek jùu naj tûk
   The place to send telegrams
   is in the building.

3. thîi thamkaan prajsaniì jùu
   naj roonrêem
   The office of the Post
   Office is in the hotel.

4. khruu jùu naj hônleèp
   The teacher is in the lab.

5. lûuksâaw phôm jùu naj hôn
   My daughter is in the room.

6. hônthabian jùu naj tûk
   The registrar's room is
   in the building.

7. khun wîchaj jùu naj sãalaa
   ameerikan
   Wichai is in the USIS
   auditorium.

**Pattern 2**

náŋsyỳ phôm jùu khâañnaj
My book is inside.

thîisôn thooralêek jùu khâañnaj
The place to send telegrams
is inside.

thîi thamkaan prajsaniì jùu
khâañnaj
The office of the Post
Office is inside.

khruu jùu khâañnaj
The teacher is inside.

lûuksâaw phôm jùu khâañnaj
My daughter is inside.

hônthabian jùu khâañnaj
The registrar's room
is inside.

khun wîchaj jùu khâañnaj
Wichai is inside.
b) **Transformation Drill**

<table>
<thead>
<tr>
<th>Pattern 1</th>
<th>Pattern 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 픈appendChild น콕หงรี่น</td>
<td>yenappendChild นสาวกห้างน้อง</td>
</tr>
<tr>
<td>My friend is outside the classroom.</td>
<td>My friend is outside.</td>
</tr>
<tr>
<td>2. 𝓻องรอดจู่น콕บ้าน</td>
<td>rôonrôt jùu khâaနိုက္</td>
</tr>
<tr>
<td>The garage is outside the house.</td>
<td>The garage is outside.</td>
</tr>
<tr>
<td>3. พรรณเจ้าappendChild นكوكบ้าน</td>
<td>phansaaappendChild นнюю กห่างน้อง</td>
</tr>
<tr>
<td>My wife is outside the house.</td>
<td>My wife is outside.</td>
</tr>
<tr>
<td>4. ร้านาัน anus นكوكตี้ค ริัน</td>
<td>râanaahān jùu khâaနိုက္</td>
</tr>
<tr>
<td>The restaurant is outside the school building.</td>
<td>The restaurant is outside.</td>
</tr>
<tr>
<td>5. ครัว จู่น콕หงรี่น</td>
<td>khruu jùu khâaနိုက္</td>
</tr>
<tr>
<td>The teacher is outside the classroom.</td>
<td>The teacher is outside.</td>
</tr>
<tr>
<td>6. ลูกappendChild นكوكบ้าน</td>
<td>lûukappendChild นสาวกห้างน้อง</td>
</tr>
<tr>
<td>My children are outside the house.</td>
<td>My children are outside.</td>
</tr>
</tbody>
</table>
c) **Transformation Drill**

**Pattern 1**

1. kháw jùu nāa raw  
   He is in front of us.

2. khruu jùu nāa cháñ  
   The teacher is in front of the class.

3. pâajrótmee jùu nāa rooŋriñ  
   The bus stop is in front of the school.

4. ráanaaññan jùu nāa hooten  
   The restaurant is in front of the hotel.

5. rót jùu nāa bāñ  
   The car is in front of the house.

**Pattern 2**

kháw jùu khâaññâa  
He is in front.

khruu jùu khâaññâa  
The teacher is in front.

pâajrótmee jùu khâaññâa  
The bus stop is in front.

ráanaaññan jùu khâaññâa  
The restaurant is in front.

rót jùu khâaññâa  
The car is in front.

d) **Transformation Drill**

**Pattern 1**

1. thîi còot rót jùu lâñ bâñ  
   The parking lot is behind the house.

2. kâw tî jùu lâñ cháñ  
   The chairs are in the back of the class.

**Pattern 2**

thîi còot rót jùu khâañlâñ  
The parking lot is in the back.

kâw tî jùu khâañlâñ  
The chairs are in back.
3. บ้าน พระ พระ จุล ล่าห ฮุต en
   His house is behind the hotel.

4. พระ พระ จุล พระ พระ ฮุต en
   The gas pump is behind the Embassy.

   e)  Response Drill

<table>
<thead>
<tr>
<th>Cue</th>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. พระ ด้าน</td>
<td>พระ พระ น้ำจ นั้น</td>
<td>พระ พระ น้ำจ นั้น</td>
</tr>
<tr>
<td>ahead</td>
<td>Go which way?</td>
<td>Go straight ahead.</td>
</tr>
<tr>
<td>2. พระ พระ พระ น้ำจ นั้น</td>
<td>พระ พระ น้ำจ นั้น</td>
<td>พระ พระ น้ำจ นั้น</td>
</tr>
<tr>
<td>left</td>
<td>Go which way?</td>
<td>Go to the left.</td>
</tr>
<tr>
<td>3. นี้</td>
<td>พระ พระ น้ำจ นั้น</td>
<td>พระ พระ น้ำจ นั้น</td>
</tr>
<tr>
<td>this</td>
<td>Go which way.</td>
<td>Go this way.</td>
</tr>
<tr>
<td>4. พระ ด้าน</td>
<td>พระ พระ น้ำจ นั้น</td>
<td>พระ พระ น้ำจ นั้น</td>
</tr>
<tr>
<td>ahead</td>
<td>Go which way?</td>
<td>Go straight ahead.</td>
</tr>
<tr>
<td>5. พระ พระ พระ น้ำจ นั้น</td>
<td>พระ พระ พระ น้ำจ นั้น</td>
<td>พระ พระ พระ น้ำจ นั้น</td>
</tr>
<tr>
<td>right</td>
<td>Go which way?</td>
<td>Go to the right.</td>
</tr>
<tr>
<td>6. พระ พระ พระ น้ำจ นั้น</td>
<td>พระ พระ พระ น้ำจ นั้น</td>
<td>พระ พระ พระ น้ำจ นั้น</td>
</tr>
<tr>
<td>left</td>
<td>Go which way?</td>
<td>Go to the left.</td>
</tr>
</tbody>
</table>
### f) Response Drill

<table>
<thead>
<tr>
<th>Cue</th>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. mâj líaw</td>
<td>tron paj rý líaw</td>
<td>tron paj</td>
</tr>
<tr>
<td>not turn</td>
<td>Straight ahead or turn?</td>
<td>Straight ahead.</td>
</tr>
<tr>
<td>2. khwãa</td>
<td>líaw sáaj rý líaw khwãa</td>
<td>líaw khwãa</td>
</tr>
<tr>
<td>right</td>
<td>Turn left or turn right?</td>
<td>Turn right.</td>
</tr>
<tr>
<td>3. sáaj</td>
<td>líaw sáaj rý líaw khwãa</td>
<td>líaw sáaj</td>
</tr>
<tr>
<td>left</td>
<td>Turn left or turn right?</td>
<td>Turn left.</td>
</tr>
<tr>
<td>4. mâj tron paj</td>
<td>tron paj rýy líaw</td>
<td>líaw</td>
</tr>
<tr>
<td>not go</td>
<td>Go straight ahead or turn?</td>
<td>Turn.</td>
</tr>
<tr>
<td>straight</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ahead</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. mâj líaw</td>
<td>tron paj rý líaw</td>
<td>tron paj</td>
</tr>
<tr>
<td>not turn</td>
<td>Go straight ahead or turn?</td>
<td>Go straight</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ahead.</td>
</tr>
<tr>
<td>6. khwãa</td>
<td>líaw khwãa rýy líaw sáaj</td>
<td>líaw khwãa</td>
</tr>
<tr>
<td>right</td>
<td>Turn right or turn left?</td>
<td>Turn right.</td>
</tr>
<tr>
<td>7. sáaj</td>
<td>líaw sáaj rý líaw khwãa</td>
<td>líaw sáaj</td>
</tr>
<tr>
<td>left</td>
<td>Turn left or turn right?</td>
<td>Turn left.</td>
</tr>
</tbody>
</table>
g) **Substitution Drill**

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. hônprian</td>
<td>khâw kamlan khâw paj naj hônprian</td>
<td>He's going into the classroom.</td>
</tr>
<tr>
<td></td>
<td>He's going into the classroom.</td>
<td></td>
</tr>
<tr>
<td>2. bân khun</td>
<td>khâw kamlan khâw paj naj bân khun</td>
<td>He's going into your house.</td>
</tr>
<tr>
<td>3. hônksamùt</td>
<td>khâw kamlan khâw paj naj hônksamùt</td>
<td>He's going into the library.</td>
</tr>
<tr>
<td></td>
<td>He's going into the library.</td>
<td></td>
</tr>
<tr>
<td>4. thanaakhaan</td>
<td>khâw kamlan khâw paj naj thanaakhaan</td>
<td>He's going into the bank.</td>
</tr>
<tr>
<td>5. prajsanii</td>
<td>khâw kamlan khâw paj naj prajsanii</td>
<td>He's going into the Post Office.</td>
</tr>
<tr>
<td>6. râanaahâan</td>
<td>khâw kamlan khâw paj naj râanaahâan</td>
<td>He's going into the restaurant.</td>
</tr>
<tr>
<td>7. roongreem</td>
<td>khâw kamlan khâw paj naj roongreem</td>
<td>He's going into the hotel.</td>
</tr>
<tr>
<td>8. hônthoorasâp</td>
<td>khâw kamlan khâw paj naj hônthoorasâp</td>
<td>He's going into the telephone booth.</td>
</tr>
</tbody>
</table>
h) Substitution Drill

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
</tr>
</thead>
</table>
| 1. kháw | kháw kamlån ̀ok paj kháannñôk  
He's going outside. |
| 2. khruu | khruu kamlån ̀ok paj kháannñôk  
The teacher's going outside. |
| 3. nákrian | nákrian kamlån ̀ok paj kháannñôk  
The student's going outside. |
| 4. khun ceennîi | khun ceennîi kamlån ̀ok paj kháannñôk  
Jenny's going outside. |
| 5. phanrajaa kháw | phanrajaa kháw kamlån ̀ok paj kháannñôk  
His wife's going outside. |
| 6. lûuksåaw khöön kháw | lûuksåaw khöön kháw kamlån ̀ok paj kháannñôk  
His daughter's going outside. |
| 7. phyân dichán (phôm) | phyân dichán kamlån ̀ok paj kháannñôk  
My friend's going outside. |
| 8. khun m̀sé | khun m̀sé kamlån ̀ok paj kháannñôk  
The doctor's going outside. |
| 9. khun | khun kamlån ̀ok paj kháannñôk  
You're going outside. |

1) Substitution Drill (Repeat Drill g, using kháw maa  'come in' for kháw paj  'go in'.)

269
j) **Substitution Drill**  (Repeat Drill h, using งออก maa 'come out!' for งออก paj 'go out'.)

k) **Substitution Drill**

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. kháw</td>
<td>kháw งออก maa เลื้อยร้ายยัง</td>
<td>Has he come out yet?</td>
</tr>
<tr>
<td>2. thahān</td>
<td>thahān งออก maa เลื้อยร้ายยัง</td>
<td>Has the soldier come out yet?</td>
</tr>
<tr>
<td>3. mōo</td>
<td>mōo งออก maa เลื้อยร้ายยัง</td>
<td>Has the doctor come out yet?</td>
</tr>
<tr>
<td>4. khruu</td>
<td>khruu งออก maa เลื้อยร้ายยัง</td>
<td>Has the teacher come out yet?</td>
</tr>
<tr>
<td>5. naanphajabaan</td>
<td>naanphajabaan งออก maa เลื้อยร้ายยัง</td>
<td>Has the nurse come out yet?</td>
</tr>
<tr>
<td>6. khon ankrít</td>
<td>khon ankrít งออก maa เลื้อยร้ายยัง</td>
<td>Has the Englishman come out yet?</td>
</tr>
<tr>
<td>7. phanrajaa kháw</td>
<td>phanrajaa kháw งออก maa เลื้อยร้ายยัง</td>
<td>Has his wife come out yet?</td>
</tr>
<tr>
<td>8. lûukchaaj phôm</td>
<td>lûukchaaj phôm งออก maa เลื้อยร้ายยัง</td>
<td>Has my son come out yet?</td>
</tr>
<tr>
<td>9. sāamii khun</td>
<td>sāamii khun งออก maa เลื้อยร้ายยัง</td>
<td>Has your husband come out yet?</td>
</tr>
<tr>
<td>10. tamrùat</td>
<td>tamrùat งออก maa เลื้อยร้ายยัง</td>
<td>Has the policeman come out yet?</td>
</tr>
</tbody>
</table>
1) **Response Drill**

<table>
<thead>
<tr>
<th>Cue</th>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. no</td>
<td>thahǎan òk maa léèw rýjañ</td>
<td>jan khráp Not yet.</td>
</tr>
<tr>
<td></td>
<td>Has the soldier come out yet?</td>
<td></td>
</tr>
<tr>
<td>2. yes</td>
<td>m̀̀o òk maa léèw rýjañ</td>
<td>òk maa léèw khráp Yes, he has.</td>
</tr>
<tr>
<td></td>
<td>Has the doctor come out yet?</td>
<td></td>
</tr>
<tr>
<td>3. no</td>
<td>khruu òk maa léèw rýjañ</td>
<td>jan khráp Not yet.</td>
</tr>
<tr>
<td></td>
<td>Has the teacher come out yet?</td>
<td></td>
</tr>
<tr>
<td>4. no</td>
<td>lùukchaaj khàw òk maa léèw rýjañ</td>
<td>jan khráp Not yet.</td>
</tr>
<tr>
<td></td>
<td>Has his son come out yet?</td>
<td></td>
</tr>
<tr>
<td>5. yes</td>
<td>phỳankhun òk maa léèw rýjañ</td>
<td>òk maa léèw khráp Yes, he has.</td>
</tr>
<tr>
<td></td>
<td>Has your friend come out yet?</td>
<td></td>
</tr>
<tr>
<td>6. yes</td>
<td>chaawnàa òk maa léèw rýjañ</td>
<td>òk maa léèw khráp Yes, he has.</td>
</tr>
<tr>
<td></td>
<td>Has the farmer come out yet?</td>
<td></td>
</tr>
</tbody>
</table>

m) **Response Drill**

<table>
<thead>
<tr>
<th>Cue</th>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. yes</td>
<td>kháw khàw paj naj hònrian rýplàaw</td>
<td>khráp, khâw paj Yes, he did.</td>
</tr>
<tr>
<td></td>
<td>Did he go into the classroom?</td>
<td></td>
</tr>
<tr>
<td>2. no</td>
<td>kháw khàw paj naj roonphajabaan rýplàaw</td>
<td>plàaw khráp No, he didn't.</td>
</tr>
<tr>
<td></td>
<td>Did he go into the hospital?</td>
<td></td>
</tr>
<tr>
<td>3. no</td>
<td>kháw khàw paj naj thanakhaan rýplàaw</td>
<td>plàaw khráp No, he didn't.</td>
</tr>
<tr>
<td></td>
<td>Did he go into the bank?</td>
<td></td>
</tr>
<tr>
<td>4. yes</td>
<td>kháw khàw paj naj ràanaahàan rýplàaw</td>
<td>khráp, khâw paj Yes, he did.</td>
</tr>
<tr>
<td></td>
<td>Did he go into the restaurant?</td>
<td></td>
</tr>
</tbody>
</table>
5. no khâw khâw paj naj sathâanthûut plàaw khrâp
   ameerikan rýplàaw
   Did he go into the American Embassy? No, he didn't.

6. yes khâw khâw paj naj sathâanii khrâp, khâw paj
   tamrûat rýplàaw
   Did he go into the police station? Yes, he did.

n) Response Drill

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
</table>
| 1. prajsanii jùu tron paj khâañnâa, phôm deen tron paj khrâp
   khuan ca deen tron paj rû líaw |
   If the Post Office is straight ahead, should I go straight or turn? Go straight ahead. |

| 2. râanaahäan jùu thaan khwâa, phôm khuan líaw paj thaan khwâa khrâp
   ca líaw paj thaan näaj |
   If the restaurant is to the right, which way should I turn? Turn to the right. |

| 3. roonriian jùu thaan sâaj, phôm khuan líaw paj thaan sâaj khrâp
   ca líaw paj thaan näaj |
   If the school is to the left, which way should I turn? Turn to the left. |

| 4. sathâanii rôtfaj jùu tron paj khâañnâa, deen tron paj khrâp
   phôm khuan ca líaw paj thaan näaj |
   If the train station is straight ahead, which way should I turn? Go straight ahead. |
16.2 EXERCISES

a) Have students take turns playing the following roles:

**Student** : Goes in and out of the classroom.

**Student** : Who is sitting in the classroom, describes what Student A is doing ("He is going out of the classroom, he is coming in (to) the classroom!", etc.)

**Student** : Who is standing outside the classroom, also says what student A is doing.

b) Have students take turns playing the following roles.

**Student** : Goes in and out of the classroom.

**Student** : Asks Student C questions about Student A's actions (for example, "Has he gone out of the classroom yet?, etc.) (Both Student B and C are in the classroom).

**Student** : Responds to Student B's questions according to where Student A is at the time.

c) Repeat exercise (b) with Student B and C standing outside the classroom.

d) Ask various students to give directions to places in the neighborhood starting from where they are.

e) Starting from specific places in the neighborhood, ask how you go to get to other specific places. (For Example, "I'm at X. Which way do I go to get to Y,? etc.)
16.3 VOCABULARY

 ska / maa come out
  paj go out
 chán class
 dêên to walk
 nê nthoorasàp (hê) telephone booth
 khâañlân the back, behind
 khâañnâa ahead, in front
 khâañnaj inside
 khâañnêok outside
 khuan ca should
 làñ behind
 liaw to turn
 myy hand
 nâà in front; face
 nêok outside
 araj what (question word)
 roonrôt (roon) garage, carport
 sâap to know (a fact)
 thaan way, path, direction
 thîisôn thoorâêek the place to send telegrams
 thîî thamkaan the office
 thoorâêek telegram
 tron straight
 têk (làñ) building
Chart illustrating use of khāw paj 'go in', ̀ök maa 'come out', khāw maa 'come in', and ̀ök paj 'go out'.

khāw kamlāŋ
khāwpaj
khāŋ naj

khāw kamlāŋ
̀ök maa
khāŋ ǹök

khāw kamlāŋ
khāw maa
khāŋ naj

khāw kamlāŋ
̀ök paj
khāŋ ǹök
THAI BASIC COURSE

LESSON SEVENTEEN

17.0 BASIC DIALOG: Directions (3)

A: khǭothǭt khráp
    khun sâap máj khráp wâa
    roongrēm prêsidên jûu thîinâaj

B: thîi thanôn keeôn khráp

   Excuse me, do you know where the President Hotel is?

   It's on Gaysorn street.

A: paj thaan nâj khráp

B: dêu tron paj thaan nî
    thynn slîjsêk
    khâam thanôn paj
    lêsâ dêu paj thaan khwaâa
    hooten ca jûu thaan sâaj myy

   Which direction is it?
   Go straight this way to the corner
   cross the street, then go to the right.
   The hotel is on the left.

A: jûu tron kan khâam kâp roongrēm
    eerawan, châj máj khráp

B: jûu jyâñ kan nôj khráp

   It's directly opposite the Erawan Hotel, isn't it?
   It's catercornered to it.

17.1 GRAMMAR NOTES

a) The verbs paj and maa occur as postpositions with other verbs to indicate direction of motion; paj 'motion away from the speaker' and maa 'motion toward the speaker'. Observe the following examples:

   khâw maa¹ 'enter (towards the speaker)'
   khâw paj  'enter (away from the speaker)'
   ǹok maa    'exit (towards the speakers)'

¹The meaning of khâw paj, khâw maa, ǹok maa, and ǹok paj is illustrated in the chart on the preceding page.
b) Prepositions such as naj 'in', nèk 'outside of', etc. may occur with nouns like khaann (or khan) 'side' and thaang 'way, path' to form derivatives with the meaning 'space relationship'. The following are examples:

khaannaj 'inside', khaannèk 'outside', khaannâa 'in front of', khaannbon 'up above', khaannlân 'behind', khaannlân 'down below', thaanassaaj 'to the left', thaankhwaâ 'to the right', thaanñyaw 'North', thaanñtâj 'South'.

17.2 GRAMMAR DRILLS

a) Transformation Drill\(^2\) (Change from pattern 1 to 2.)

<table>
<thead>
<tr>
<th>Pattern 1</th>
<th>Pattern 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. roongreem présidên jùu tronkan khâam kàp roongreem ammarin</td>
<td>roongreem présidên kàp roongreem ammarin jùu tron khâam kan</td>
</tr>
<tr>
<td>The President Hotel is opposite the Amarin.</td>
<td>The President Hotel and the Amarin are across from each other.</td>
</tr>
</tbody>
</table>

\(^1\)For a fuller description see Noss, 147 ff.

\(^2\)The instructor can extend this drill and the three that follow by using other place names from the map on page 289.
2. roonreb eerawan jùu tronk kan khâam kàp krom tamruit
   The Erawan Hotel is opposite the Police Department.

3. roonreb sajāam intā jùu tronk kan khâam kàp roonnnāŋ sajāam
   The Siam International is opposite the Siam Cinema.

4. sapōt khlâp jùu tron kān khâam kàp culaa
   The Sports Club is opposite Chula (longkorn).

b) Transformation Drill

Pattern 1

1. diisaaj thaj jùu jyāŋ kàp roonreb prêsidēn
   Design Thai is diagonally across from the President.

2. roonphajaabaan culaa jùu jyāŋ kàp (mahāawítthajaalaj) culaa
   Chula Hospital is diagonally across from Chula (University).

Pattern 2

1. diisaaj thaj ka roonreb prêsidēn jùu jyāŋ kān
   Design Thai and the President are diagonally across from each other.

2. roonphajaabaan culaa jùu jyāŋ kàp culaa (lōnkoon mahāawítthajaalaj) jùu jyāŋ kān
   Chula Hospital and Chula-longkorn University are diagonally across from each other.
3. ร้านมีจูจ้านกับร้านบี  
Shop A and Shop B are diagonally across from each other.

4. รอนนานฯ ลิตโด จูจ้านกับรอนเรื่อม  
    รอนเรื่อมสำอาเมินดี  
    The Lido Cinema and the Siam International Hotel are diagonally across from each other.

**c) Substitution Drill**

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ดีนผายท่าณส้าก</td>
<td>ข้ามถนนผาย, เลียวดีนผายท่าณส้าก</td>
</tr>
</tbody>
</table>
    - Cross the street, then go to the left. |
| 2. ดีนผายท่าณนิิ | ข้ามถนนผาย, เลียวดีนผายท่าณนิิ |
    - Cross the street, then go this way. |
| 3. ดีนทรอนผายข้าณนานะ | ข้ามถนนผาย, เลียวดีนทรอนผายข้าณนานะ |
    - Cross the street, then do straight ahead. |
| 4. ดีนผายท่าณขว่าา | ข้ามถนนผาย, เลียวดีนผายท่าณขว่าา |
    - Cross the street, then go to the right. |
5) líaw sáaj
khâam thanôn paj, lésw líaw sáaj
Cross the street, then turn left.

6. dën troŋ paj khâannâa
khâam thanôn paj, lésw dën troŋ paj khâannâa
Cross the street, then go straight ahead.

7. líaw khwâa
khâam thanôn paj, lésw líaw khwâa
Cross the street, then turn right.

d) Response Drill

Cue

1. sáaj
khâam thanôn, lésw dën paj thaŋ nāj
Cross the street, and go which way?
khâam thanôn, lésw dën paj thaŋ sáaj
Cross the street, and go to the left.

2. khwâa
khâam thanôn, lésw dën paj thaŋ nāj
Cross the street, and go which way?
khâam thanôn, lésw dën paj thaŋ khwâa
Cross the street and go to the right.

3. troŋ paj
khâam thanôn, lésw dën paj thaŋ nāj
Cross the street, and go which way?
khâam thanôn, lésw dën troŋ paj
Cross the street and go straight.

4. troŋ paj
khâam thanôn, lésw dën khâan nāa
khâam thanôn, lésw dën troŋ paj khâan nāa
Cross the street, and go which way?
Cross the street, and go straight ahead.

280
5. sáaj
kham thanón, léew déen
paj thaan náj
khâam thanón, léew déen
paj thaan sáaj

Cross the street
and go which way?

Cross the street, and
go to the left.

e) **Response Drill**

**Cue**

1. bàaj mooŋ
weelaa thîaj khun ca
cal maa bàaj mooŋ
paj kín khâaw, cal klâp
khâaw
phük mooŋ khráp

You're going to eat
at noon. When will
you return?

I'll be back at 1 p.m.

2. sôon thûm
khun ca paj râp pîyan
ca klâp maa sôon thûm
weelaa jen, cal klâp

You're going to pick
up a friend in the
late afternoon. When
will you return?

At 8 p.m.

3. hâa mooŋ
khun paj fân thée pî
ca klâp maa hâa mooŋ
hôn lîesp toon cháaw, cal
klâp maa kli mooŋ

You're going to listen
to tapes in the lab in
the morning. When will
you come back?

At 11 p.m.
4.  khâm khâm  khun paj sýy khǝŋ thîî  ca klàp maa khâm khâm
talàat weelaa jen, ca  
klàp maa klì mooŋ

You're going shopping  
at the market in the  
late afternoon. When  
will you be back?  

Sometime in the evening.

5.  hòk mooŋ  mýawaannîî kháw paj  kháw ca klàp maa hòk  
jen  bòosatân.wannîî kháw  mooŋ jen  
ca klàp maa klì mooŋ  

Yesterday he went to  
Boston. What time  
today will he get  
back?  

At 6 p.m.

6.  sàam mooŋ  khun ca paj prachum  ca klàp maa sàam mooŋ  
weelaa bàaj sòŋ  mooŋ  khun ca klàp  
kli mooŋ

You are going to the  
meeting at 2 p.m.  
What time will you  
eget back?  

At 3 p.m.

f)  Response Drill

<table>
<thead>
<tr>
<th>Cue</th>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>sìi mooŋ</td>
<td>khun maa roønrian sàam jen mooŋ cháaw, ca klàp (paj) bàan klì mooŋ</td>
<td>sìi mooŋ jen khráp (paj) bàan klì mooŋ</td>
</tr>
</tbody>
</table>

You came to school  
at 9. What time are  
you going home?  

At 4 p.m.
2. ห้าม มอง คุณมาที่ที่แบบมอง ค่ากลับ (พาย) บ้าน ห้ามมองค่าถึง
    คุณ
    You came to the office
    at 7. When will you go
    home?
    At 5:30 p.m.

3. จน จน บ้านนี่คุณจะมี ค่ากลับ (พาย) บ้านค่า
    จะกลับบ้าน
    คุณ
    คุณจะไปที่หมอ
    วันนี้
    What time will you go home?
    Sometime
    the late after-
    noon.

4. ที่าน พรานนี่ที่มาคุณจะไป
    เหลี่ยม
    ผ่าน
    คุณจะมีค่ากลับ คุณจะ
    คุณจะไปตามนุ้น
    คุณจะไปตามนุ้น
    คุณจะไปตามนุ้น
    明日早上你将
    去找朋友
    at Don Muang. What
time will you get back to
    the
    office?
    Around noon.

5. บ้าจ สาม คุณจะมี
    ฝ่าว่า
    คุณจะมีค่ากลับ คุณจะ
    คุณจะไปตามนุ้น
    Yesterday you went to the
    Embassy. What time did
    you get back to school?
    At 3 p.m.
6. sii thûm khaw maa ñaanliñ thii baan phôm welaa nny thûm. khaw klàp (paj) bân sii thûm klàp (paj) bân ñi thûm

He came to a party at my house at 7 p.m. What time did he get home?

At 10 p.m.

g) **Response Drill**

<table>
<thead>
<tr>
<th>Cue</th>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>no</td>
<td>mjàcháawníi khun deen maa rooñrían rýplàaw khráp</td>
<td>plàaw khráp (mâj dâj deen)</td>
</tr>
<tr>
<td></td>
<td>Did you walk to school this morning?</td>
<td>No, I didn't.</td>
</tr>
<tr>
<td>yes</td>
<td>bàajníi khun ca deen paj bân rýplàaw khráp</td>
<td>deen khráp</td>
</tr>
<tr>
<td></td>
<td>Are you going to walk home this afternoon?</td>
<td>Yes, I am.</td>
</tr>
<tr>
<td>no</td>
<td>phrûññíi khun ca deen maa rooñrían rýplàaw khráp</td>
<td>plàaw khráp (mâj deen)</td>
</tr>
<tr>
<td></td>
<td>Are you going to walk to school tomorrow?</td>
<td>No, I'm not.</td>
</tr>
<tr>
<td>no</td>
<td>mjàkíiníi khun deen paj prajsaníi rýplàaw khráp</td>
<td>plàaw khráp (mâj dâj deen)</td>
</tr>
<tr>
<td></td>
<td>Did you walk to the Post Office a short time ago?</td>
<td>No, I didn't.</td>
</tr>
</tbody>
</table>
h) **Substitution Dialog:** thoo maa : thoo paj

**MODEL:**

A: *phanrajaa* thoo maa hāa khun  
   'Your wife called.'
B: bòok wâa araj khráp  
   'What did she say?'
A: khōo hâj thoo paj hāa khâw  
   'Please call her.'

Repeat the dialog substituting the following words for *phanrajaa*:

1. phỳan khun
2. lûukchaaj khâw
3. khon thaj
4. phīsāaw khun
5. khruu khŏoŋ khun
6. khèsk malajuu

1) **Substitution Dialog**

**MODEL:**

A: khun thoo paj hāa  
   'Have you called your 
   *phanrajaa* lēew rýjaŋ  
   wife yet?'
B: thoo lēew khráp  
   'I did.'

A: khâw bòok wâa araj  
   'What did she say?'
B: (bòok wâa) bàaj mooŋ (She said) she would come  
   ca maa hāa phŏm  
   to see me at 1 p.m.

Repeat the dialog substituting the following words for *phanrajaa*.

1. lûuksāaw khun
2. phỳan khun
3. nōoŋchaaj khun
4. khun phŏo
5. khruu khun
6. khun mê
17.3 EXERCISES (Use the maps on pages 288 and 289 with exercise a.)

a) One student asks another if he knows where various buildings are. A second student gives the location either in terms of another building (directly opposite the Erawan Hotel, etc.) or gives directions as to how to get there (cross the street, go to the corner, etc.) Use the points marked A, B, C, D, and E as starting points for directions.

b) One student reports to another that someone has telephoned him. There follows an exchange concerning (1) the person that called, (2) time of the call, and (3) the contents of the message.

c) One student tells another one that he called him up last night (or yesterday, etc.). They discuss the time of the call and the message.

d) Each student describes a 'trip' he has made recently in terms of places visited and times of visits. Another student asks questions about the trip (the location of places visited, the time he left home, the time he returned home, etc.).

17.4 VOCABULARY

aŋrii duray          Henri Durant (name of a street)
amarin               Amarin (name of a hotel)
bon                   above, on top of
dîisaaj thaj          Design Thai (name of a dress shop)
jýaŋ kàp /ka kan      diagonally across
khâam                 to cross, across
khâaŋbon              up above
khâaŋlâaŋ              down below
lidôo                 Lido (name)
mum                   corner
nàanlîaŋ               party (entertainment)
présidên
roŏm nâŋ
sajăâm
sajăâm intêê
sanšam máa (hèn)
sâap
sỳaphâa (tua, chút)
thaânnỳa
thaântâj
thỳŋ
tronkhâam kan kàp/ka

President (English name)
movie house, cinema
Siam (former name for Thailand)
Siam International Hotel
race track
to know
cloth
North
South
to reach, get to
opposite
LESSON EIGHTEEN

18.0 BASIC DIALOG: An Appointment

A: maa hää khraj khá
B: khun sawát jùu máj khráp

A: máj jùu khá
  õok paj khânnënok
B: ca kláp mỳaràj, sâap máj khráp

A: khâw bòok wâa ca kláp kòon thìàn
  cheen khâw maa näŋ khooj
  knàng naj kòon sikhà
B: khòopkhun khráp

(khun B khâw maa naj hôn rápkhexk):  (Mr. B comes into the reception room):

B: ̀o khôothôot, thîinîi mìi
    thoorasàp máj khráp
A: mìi khâ

B: (phôm) cháj (thoorasàp)
  nòo ñâj máj khráp
A: cheen khâ
  jùu bon tó tua nán
  hën máj khâ

B: hën léèw khráp, khòopkhun mâak

Who did you come to see?
Is Mr. Sawat in?
No, he isn't.
He went out.
Do you know when he'll be back?
He said he'd be back before noon.
Please come in (and) sit down and wait.
Thank you.

Excuse me, is there a telephone here?
Yes, there is.
May I use it?
Go ahead.
It's on that desk.
Do you see it?
I see it. Thanks very much.
18.1 NOTES ON THE DIALOG:

a) maa hāa means to come to see someone.

b) Both sâap and rúu mean to know a fact. sâap is more formal than rúu. In many constructions they are interchangeable, but not in all. In the following examples only rúu may be used.

kháw rúu náŋšyŷ 'He's literate'.
kháw rúu phaasăa ankrît 'He knows English'.
phaasăa thaj khwōŋ kháw jēe mâak. phôm fâŋ mâj rúu rŷaŋ 'His Thai is very bad. I don't understand what he's saying.'

c) rúucâk means to be acquainted with a person or thing.

18.2 GRAMMAR NOTES

a) Sentence embedding

One sentence (called a 'constituent sentence') may be embedded in another sentence (called a 'matrix sentence'). The embedded sentence stands in a particular relationship to the matrix sentence; for example, it may serve as object complement of the main verb, or in some other relationship. The examples below illustrate this.

(1) jùu + Location with Motion Verbs

<table>
<thead>
<tr>
<th>A: kháw</th>
<th>nãŋ</th>
<th>jùu khâaŋnâa</th>
<th>He's sitting.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B: kháw</td>
<td></td>
<td>jùu khâaŋnâa</td>
<td>He's in front.</td>
</tr>
<tr>
<td>A/B: kháw</td>
<td>nãŋ</td>
<td>jùu khâaŋnâa</td>
<td>He's sitting in front.</td>
</tr>
</tbody>
</table>

The sentence jùu + Location is embedded in the sentence kháw nãŋ and indicates the location of the action. It has the same function when it occurs with other verbs of motion like jyyn, paj, etc.
(11) Included sentence as Object Complement of Main verb.

<table>
<thead>
<tr>
<th>A:</th>
<th>khun sâap</th>
<th>...</th>
<th>B:</th>
<th>kháw jùu thînâj</th>
<th>You know.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A/B:</td>
<td>khun sâap</td>
<td>wâa</td>
<td>kháw jùu thînâj</td>
<td>Where does he live?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>You know where he lives.</td>
<td></td>
</tr>
</tbody>
</table>

Certain verbs like sâap 'to know a fact', phûut 'to speak', etc. normally have sentences as object complements. wâa serves as an obligatory connector when the verb precedes its object.

(iii) khóo as Request Form

<table>
<thead>
<tr>
<th>A:</th>
<th>phôm</th>
<th>khóo</th>
<th>B:</th>
<th>phôm</th>
<th>cháj thoorasàp</th>
<th>I request....</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I use the telephone.</td>
</tr>
<tr>
<td>A/B: 1)</td>
<td>phôm</td>
<td>khóo</td>
<td></td>
<td>phôm</td>
<td>cháj thoorasàp</td>
<td>I request (to be allowed) to use the telephone.</td>
</tr>
<tr>
<td>A/B: 2)</td>
<td></td>
<td>khóo</td>
<td></td>
<td></td>
<td>cháj thoorasàp</td>
<td>'May I use the telephone?'</td>
</tr>
<tr>
<td>A/B: 3)</td>
<td></td>
<td>khóo</td>
<td></td>
<td></td>
<td>cháj thoorasàp</td>
<td></td>
</tr>
</tbody>
</table>

Either (1), (2), or (3) may be used. (3) is probably more common than (1) or (2). There is no difference in meaning in the three. The subject pronoun may be omitted only when it is phôm or dichán.

This request form is often followed by dâj máj khráp as in khóo cháj thoorasàp (nòoij), dâj máj khráp, to which the response is dâj khráp 'go ahead'.

292
18.3 GRAMMAR DRILLS

a) **Response Drill** (Use Chart I.)

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. thoorasàp jùu thîinăj</td>
<td>jùu bon tô</td>
</tr>
<tr>
<td>Where's the telephone?</td>
<td>On the table.</td>
</tr>
<tr>
<td>2. thuâj kaafè jùu thîinăj</td>
<td>jùu bon nánsýy (tô)</td>
</tr>
<tr>
<td>Where's the coffee cup?</td>
<td>On the book. (table)</td>
</tr>
<tr>
<td>3. krapăw jùu thîinăj</td>
<td>jùu bon phýyn</td>
</tr>
<tr>
<td>Where's the suitcase?</td>
<td>On the floor.</td>
</tr>
<tr>
<td>4. phěnthîî jùu thîinăj</td>
<td>jùu bon făa</td>
</tr>
<tr>
<td>Where's the map?</td>
<td>On the wall.</td>
</tr>
<tr>
<td>5. kháw jùu thîinăj</td>
<td>jùu bon bâan</td>
</tr>
<tr>
<td>Where is he?</td>
<td>In the house.</td>
</tr>
<tr>
<td>6. rót jùu thîinăj</td>
<td>jùu bon thanǒn</td>
</tr>
<tr>
<td>Where's the car?</td>
<td>On the street.</td>
</tr>
<tr>
<td>ชาร์ท 1 (Chart I)</td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td></td>
</tr>
<tr>
<td>นาฬิกา จู๋ บอนนำ (นาฬิกา จู๋ บอน นำ)</td>
<td></td>
</tr>
<tr>
<td>กระเป๋า จู๋ บอน (กระเป๋า จู๋ บอน)</td>
<td></td>
</tr>
<tr>
<td>เฟิร์สทีม จู๋ บอนนำ (เฟิร์สทีม จู๋ บอน นำ)</td>
<td></td>
</tr>
<tr>
<td>รูป จู๋ บอน (รูป จู๋ บอน)</td>
<td></td>
</tr>
<tr>
<td>ตัวนาฬิกา จู๋ บอนนำ (ตัวนาฬิกา จู๋ บอน นำ)</td>
<td></td>
</tr>
<tr>
<td>ก้าว จู๋ บอน (ก้าว จู๋ บอน)</td>
<td></td>
</tr>
<tr>
<td>รถ จู๋ บอน (รถ จู๋ บอน)</td>
<td></td>
</tr>
</tbody>
</table>

294
b) **Response Drill** (Use Chart II.)

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. roongtháaw jùu thîinąj</td>
<td>jùu tâj tó. Under the table.</td>
</tr>
<tr>
<td>Where are the shoes?</td>
<td></td>
</tr>
<tr>
<td>2. nánsỳy jùu thîinąj</td>
<td>jùu bon tó On the table...</td>
</tr>
<tr>
<td>Where's the book?</td>
<td>tâj thûaj kaafee under the coffee cup.</td>
</tr>
<tr>
<td>3. khon jùu thîinąj</td>
<td>jùu bon bāan In the house.</td>
</tr>
<tr>
<td>Where is the person?</td>
<td></td>
</tr>
<tr>
<td>4. mãa jùu thîinąj</td>
<td>jùu tâjthũn bāan In the space under the</td>
</tr>
<tr>
<td>Where's the dog?</td>
<td>house.</td>
</tr>
<tr>
<td>5. canwát udoön jùu thîinąj</td>
<td>jùu nya khônkèen It's north of Konkaen.</td>
</tr>
<tr>
<td>Where's Udorn Province?</td>
<td></td>
</tr>
<tr>
<td>6. canwát khônkèn jùu thîinąj</td>
<td>jùu {nya khoorâat tâj udoön</td>
</tr>
<tr>
<td>Where's Konkaen Province?</td>
<td>It's north of Korat/ south of Udorn.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>7. naalikaa jùu thîinąj</td>
<td>jùu nya kradaandam. It's above the blackboard.</td>
</tr>
<tr>
<td>Where's the clock?</td>
<td></td>
</tr>
<tr>
<td>8. kradaandam jùu thîinąj</td>
<td>jùu tâj naalikaa It's below the clock.</td>
</tr>
</tbody>
</table>
tāj - bon

CHART II

tāj
nāṃsû yùu tāj thūaj kaafees
roomtháaw jùu tāj tò

bon
thūaj kaafees jùu bon nāṃsûy

tājthun bāan : bon bāan

tāj
māa jùu tājthun bāan

bon
khon jùu bon bāan

tāj - nāa

nāa
naalikaa jùu nāa
kradaandam

tāj
kradandam jùu
tāj naalikaa

nāa
udcoon jùu nāa khǒnkèen
khǒnkèen jùu nāa khooràat

tāj
khǒnkèen jùu tāj udoon
khooràat jùu tāj khǒnkèen

296
c) **Sentence Combination Drill**

<table>
<thead>
<tr>
<th>Pattern 1 and 2</th>
<th>Pattern 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. kháw náŋ</td>
<td>kháw náŋ jùu khâanña</td>
</tr>
<tr>
<td>kháw jùu khâanña</td>
<td></td>
</tr>
<tr>
<td>2. kháw jyyñ</td>
<td>kháw jyyñ jùu khâñkhâañ pratuu</td>
</tr>
<tr>
<td>kháw jùu khâñkhâañ pratuu</td>
<td></td>
</tr>
<tr>
<td>3. kháw noon</td>
<td>kháw noon jùu bon tian</td>
</tr>
<tr>
<td>kháw jùu bon tian</td>
<td></td>
</tr>
<tr>
<td>4. kháw náŋ</td>
<td>kháw náŋ jùu naj rót</td>
</tr>
<tr>
<td>kháw jùu naj rót</td>
<td></td>
</tr>
<tr>
<td>5. kháw jyyñ</td>
<td>kháw jyyñ jùu thíi slijëék</td>
</tr>
<tr>
<td>kháw jùu thíi slijëék</td>
<td></td>
</tr>
<tr>
<td>6. kháw náŋ</td>
<td>kháw náŋ jùu thíi kâwïi</td>
</tr>
<tr>
<td>kháw jùu thíi kâwïi</td>
<td></td>
</tr>
<tr>
<td>7. kháw náŋ</td>
<td>kháw náŋ jùu thañkhwãa</td>
</tr>
<tr>
<td>kháw jùu thañkhwãa</td>
<td></td>
</tr>
<tr>
<td>8. kháw jyyñ</td>
<td>kháw jyyñ jùu thânsáaj phôm</td>
</tr>
<tr>
<td>kháw jùu thânsáaj phôm</td>
<td></td>
</tr>
<tr>
<td>9. kháw náŋ</td>
<td>kháw náŋ jùu bon bâan</td>
</tr>
<tr>
<td>kháw jùu bon bâan</td>
<td></td>
</tr>
</tbody>
</table>
d) Expansion Drill

1. นำ

นำซีกร์
นำค่อนซีกร์
เช่นน้ำค่อนซีกร์
เช่นน้ำ ทชินจิค่อนซีกร์
เช่นน้ำ ข้อง ทชินจิค่อนซีกร์

2. หัวล้า

หัวล้าซีกร์
หัวล้าค่อนซีกร์
เช่นหัวล้าค่อนซีกร์
เช่นหัวล้าล้าล้านักค่อนซีกร์
เช่นหัวล้าล้านักค่อนซีกร์
เช่นหัวล้าล้านักข้องค่อนซีกร์

e) Transformation Drill

<table>
<thead>
<tr>
<th>Pattern 1</th>
<th>Pattern 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. (หัว) คำ คลับ หม่ารัจ,  (หนุ่ม) ล้า แม่ ข้องร์</td>
<td>หุ่น ล้าแม่ข้องร์ ว้าา หัว คำ คลับ หม่ารัจ</td>
</tr>
<tr>
<td></td>
<td>Do you know when he will return?</td>
</tr>
<tr>
<td>2. (หัว) ผาย หม่ารัจ  (หนุ่ม) ล้า แม่ ข้องร์</td>
<td>หุ่น ล้าแม่ข้องร์ ว้าา หัว ผาย หม่ารัจ</td>
</tr>
<tr>
<td></td>
<td>Do you know when he went?</td>
</tr>
<tr>
<td>3. (หัว) ทามโคัน ทืนจิ  (หนุ่ม) ล้า แม่ ข้องร์</td>
<td>หุ่น ล้าแม่ข้องร์ ว้าา หัว ทามโคัน ทืนจิ</td>
</tr>
<tr>
<td></td>
<td>Do you know where he works?</td>
</tr>
</tbody>
</table>
4. (kháw) chûy araj
   (khun) sâap máj khráp
   khun sâap máj khráp wâa
   kháw chûy araj
   Do you know what his name is?

5. sathãanthûut âŋkrit jùu thîinãj
   (khun) sâap máj khráp
   sathãanthûut âŋkrit jùu thîinãj
   Do you know where the British Embassy is?

6. kháw pen khraj
   khun sâap máj khráp
   wâa kháw pen khraj
   Do you know who (what) he is?

7. kháw ca paj kîi wan
   khun sâap máj khráp
   wâa kháw ca paj kîi wan.
   Do you know how many days he'll be gone?

8. thîi sathãanthûut mîi khon thâwrâj
   khun sâap máj khráp wâa thîi
   sathãanthûut mîi khon thâwrâj
   Do you know how many people are at the embassy?

f) Substitution Drill

Cue                  Pattern
1. ryân        kháw rûu ryân
   He understands.
2. ryân nîi    kháw rûu ryân nîi
   He understands this matter.
3. ryâŋ khon ameerikan
   kháw rúu ryâŋ khon ameerikan
   He understands Americans.

4. bêe thoorasàp phôm
   kháw rúu bêe thoorasàp phôm
   He knows my telephone number.

5. wâa khun pen khraj
   kháw rúu wâa khun pen khraj
   He knows who you are.

6. wâa phôm mâj châop kháw
   kháw rúu wâa phôm mâj châop kháw
   He knows I don't like him.

g) Substitution Drill

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.  khun</td>
<td>kháw rúucâk khun</td>
</tr>
<tr>
<td></td>
<td>He knows you.</td>
</tr>
<tr>
<td>2.  phôm</td>
<td>kháw rúucâk phôm</td>
</tr>
<tr>
<td></td>
<td>He knows me.</td>
</tr>
<tr>
<td>3.  chêy khun</td>
<td>kháw rúucâk chêy khun</td>
</tr>
<tr>
<td></td>
<td>He knows your name.</td>
</tr>
<tr>
<td>4.  sanâamlûaŋ</td>
<td>kháw rúucâk sanâamlûaŋ</td>
</tr>
<tr>
<td></td>
<td>He's acquainted with (knows where it is) the Pramane Grounds.</td>
</tr>
<tr>
<td>5.  kham nîi</td>
<td>kháw rúucâk kham nîi</td>
</tr>
<tr>
<td></td>
<td>He's familiar with this word.</td>
</tr>
</tbody>
</table>
6. khonthaj lāaj khon

kháw rúucàk khonthaj lāaj khon
He knows many Thais.

7. thaan paj bāan khun

kháw rúucàk thaan paj bāan khun
He knows the way to your house.

h) **Combination Drill**

**Pattern 1 and 2**

1. talàat jùu thínāj
phóm sâap

phóm sâap wâa talàat jùu thínāj
I know where the market is.

2. kháw thamñaan araj
phóm sâap

phóm sâap wâa kháw thamñaan araj.
I know where he works.

3. kháw pen khon dìi
phóm sâap

phóm sâap wâa kháw pen khondìi
I know he's a good person.

4. thèew nāj mìi ráanaahǎan
dìdìi
kháw sâap

kháw sâap wâa thèew nāj
mìi ráanaahǎan didìì
He knows in which section there are good restaurants.

5. khun kèn
kháw sâap

kháw sâap wâa khun kèn
He knows you are skillful.
1) **Combination Drill**

**Pattern 1 and 2**

1. น่าน, ขวาง
   Khun săap màj
   Khun săap màj

2. ห้องช้อป areaจ
   Khun săap màj krááp wâa
   Khaw châop areaจ

3. ห้องสมุด จูวูทิมยัจ
   Khun săap màj krááp wâa
   Hônsamùt juu thimânj

4. ห้อง mâyâraj
   Khun săap màj krááp wâa
   Khaw mâyâraj

5. ห้อง krâáp ca mâyâraj
   Khun săap màj krááp wâa phruûññî
   Khaw ca mâyâraj

6. มายา wanní krâáp paj
   Khun săap màj wâa mâyawaanní krâáp
   Thamnaan rîplâaw
   Paj thamnaan rîplâaw

7. ห้อง พูทพ้ำาทเท่จ
   Khun săap màj krááp wâa
   Dâj rîplâaw
   Khaw phûut phaaâathaj dâj rîplâaw

**Pattern 3**

1. Khun săap màj wâa nân krâaj
   Do you know who that over there is?

2. Khun săap màj krâáp wâa
   Khaw châop areaจ
   Do you know what he likes?

3. Khun săap màj krâáp wâa
   Hônsamùt juu thimânj
   Do you know where the library is?

4. Khun săap màj krâáp wâa
   Khaw mâyâraj
   Do you know when he came?

5. Khun săap màj krâáp wâa phruûññî
   Khaw ca mâyâraj
   Do you know if he’s coming tomorrow?

6. Khun săap màj wâa mâyawaanní krâáp
   Thamnaan rîplâaw
   Paj thamnaan rîplâaw
   Do you know whether he went to work yesterday or not?

7. Khun săap màj krâáp wâa
   Khaw phûut phaaâathaj dâj rîplâaw
   Do you know if he speaks Thai or not?
8. kháw phimdlit dâj dii rý plàaw
   khun săap máj
   khun săap máj khráp wâa
   kháw phimdlit dâj dii rý plàaw
   Do you know whether he can type well?

9. kháw chîop thaan aahăn
   farâng rý plàaw
   khun săap máj
   khun săap máj khráp wâa
   kháw chîop thaan
   aahăn farâng rý plàaw
   Do you know if he likes foreign food?

j) Combination Drill

Pattern 1 and 2

1. kháw nân jûu thîinâj
   phôm máj săap
   phôm máj săap wâa kháw
   nân jûu thîinâj
   I don't know where she's sitting.

2. khun máj chîop khâw
   phôm máj săap
   phôm máj săap wâa khun máj chîop khâw
   I didn't know that you didn't like her.

3. kháw jân pen sôt
   phôm máj săap
   phôm máj săap wâa kháw jân pen sôt
   I didn't know that he was still single.

4. kháw tênnaân lësw rý jân
   phôm máj săap
   phôm máj săap wâa kháw tênnaân lësw rý jân
   I didn't know whether he was married or not.
5. kháw ca maa máj phôm máj sâap wâa kháw ca maa máj
   phôm máj sâap
   I don't know if she will come or not.

k) **Combination Drill**

**Pattern 1 and 2**

1. kháw tham dâj rû plàaw phôm máj dâj thâam (kháw)
   kháw tham dâj rû plàaw
   I didn't ask if he could do it.

2. kháw ca klàp maa máj phôm máj dâj thâam
   kháw ca klàp maa máj
   I didn't ask if he would return.

3. kháw kheaj thamnaan araj phôm máj dâj thâam wâa
   kháw kheaj thamnaan araj
   I didn't ask what he used to do.

4. kháw pen khondii máj khun thâam phyan khun
   khun thâam phyan khun
   rûplàaw wâa kháw pen khondii máj
   Did you ask your friend if he is a good person?

5. kháw jùu thîinâj
   khun thâam kháw rû plàaw
   wâa kháw jùu thîinâj
   Did you ask him where he lived?

304
6. kháw kháwcaj máj
   khun thǎam kháw rýplàaw
   khun thǎam kháw rý plàaw
   wâa khâw kháwcaj máj
   Did you ask him if he understood?

7. khun sōmsâk jùu rý máj jùu
   khun thǎam kháw rýplàaw wâa
   khun sōmsâk jùu rý máj jùu
   Did you ask him if Somsak was in or not?

8. kháw ca maa dâj máj
   khun thǎam kháw rýplàaw wâa
   kháw ca maa dâj máj
   Did you ask him if he would be able to come?

1) **Recognition and Familiarization Drill**

1. khõõ cháj thoorasâp nòo, dâj máj khráp
   May I use the telephone?

2. khõõ thǎam araj nòo, dâj máj khráp
   May I ask something?

3. khõõ duu nòo, dâj máj khráp
   May I look?

4. khõõ òok kòon weelaa, dâj máj khráp
   May I leave ahead of time?

5. khõõ òok kòon weelaa sák slphans naathii, dâj máj khráp
   May I leave 15 minutes ahead of time?

Repeat the drill above two times. Use phõm khõõ... one time and khõõ phõm... one time.
m) **Substitution Drill**

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. บ๊อย (book)</td>
<td>ขำว บ๊อย วำา ค้า คละป ก่อน ที่าน</td>
</tr>
<tr>
<td></td>
<td>He said he would return before noon.</td>
</tr>
<tr>
<td>2. ขนิท (khít)</td>
<td>ขำว ขนิท วำา ค้า คละป ก่อน ที่าน</td>
</tr>
<tr>
<td></td>
<td>He thought he would return before noon.</td>
</tr>
<tr>
<td>3. ผูุ้ท (phûut)</td>
<td>ขำว ผูุ้ท วำา ค้า คละป ก่อน ที่าน</td>
</tr>
<tr>
<td></td>
<td>He said he would return before noon.</td>
</tr>
<tr>
<td>4. สำัน (sàn)</td>
<td>ขำว สำัน วำา ค้า คละป ก่อน ที่าน</td>
</tr>
<tr>
<td></td>
<td>He left a message that he would return before noon.</td>
</tr>
<tr>
<td>5. ทู่ แม่ บ๊อย (thoo maa book)</td>
<td>ขำว ทู่ แม่ บ๊อย วำา ขำว ค้า คละป ก่อน ที่าน</td>
</tr>
<tr>
<td></td>
<td>He called and said he would return before noon.</td>
</tr>
</tbody>
</table>

**18.4 EXERCISES**

a) One student asks another where various classroom objects are; another responds that they are **on**, **above**, **under**, etc. other objects.

b) Using the map following page 74 (or a classroom map) discuss the relative positions ('north of', 'south of') of various Thai cities and provinces.

c) Different students assume different positions in the classroom (standing by the door, sitting on the table, etc.). Other students describe the positions they are in.
d) Have the students find out information about each other (where they live, whether they play tennis, if they are cold, etc.). Use conversational exchanges like the one below:

Student A: Do you know where Mr. C lives?
Student B: No, I don't.

(to Student D): Where does Mr. C live?
Student D: I think he lives on Birch Street.
Student C: No, I don't. I live on Elm Street.

(Student A to Student B): Did you ask Mr. C where he lives?
Student B: No, I didn't. I asked Mr. D.
Student A: What did Mr. D say?
Student B: He said he didn't know.
Student A: Then you didn't ask Mr. C?
Student B: No, I didn't.
Student A: Ask him now.

(Student B to Student C): Where do you live?
Student C: On Elm Street.
Student B: He said he lived on Elm Street.
Student A: Thanks very much.

e) Student A asks Student B if he is familiar with a certain person or place. Student B responds that he is not familiar with the person or place and asks for further information (where a thing is or who a person is). Student A provides the information.

f) Student A asks the instructor for permission to perform some act (close the window, open his book, etc.) The instructor responds to the request either negatively or affirmatively.

g) One student asks another his opinion about something. The second student gives an opinion.
18.5 VOCABULARY

ชือ  

ชื่อ (ชื่อ)  

ยื่น  

เห็น  

ห้องพัก  

ว่าที่  

ระย้า (ระย้า)  

รู้่ฉ่ำ (รู้่ฉ่ำ)  

รู้่ฉ่ำ  

รู้่ฉ่ำ  

สัก  

sanām luan  

ส่าม  

the Pramane Grounds

number (for rooms, telephone, clothing size, etc.)

please

to like

to see

reception room, living room

to stand

word

to think

person (classifier for person)
to request, ask

to wait

suitcase, bag, purse

dog

to sit

to sleep

to type, print

floor

shoes (pair)
to understand

story (about), about (classifier for story)
a little, bit

to order, to leave instructions or a message

308
<table>
<thead>
<tr>
<th>Thai Word</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>sawàt</td>
<td>Sawat (name)</td>
</tr>
<tr>
<td>sii, sí</td>
<td>particle indicating definiteness or emphasis</td>
</tr>
<tr>
<td>tâj</td>
<td>under</td>
</tr>
<tr>
<td>tâjthǔn</td>
<td>the space under the house</td>
</tr>
<tr>
<td>thǎam</td>
<td>to ask, (a question)</td>
</tr>
<tr>
<td>thuâj (baj)</td>
<td>cup (classifier for a cup of something)</td>
</tr>
<tr>
<td>tiaŋ (tian)</td>
<td>bed (to sleep on)</td>
</tr>
<tr>
<td>tua náŋśỳy (tua)</td>
<td>letter (of the alphabet)</td>
</tr>
<tr>
<td>wan (wan)</td>
<td>day (classifier for day)</td>
</tr>
</tbody>
</table>
THAI BASIC COURSE

LESSON NINETEEN

19.0 BASIC DIALOG: Directions to the Bathroom

A: khōothōot, hīnnám sàmràp
phûuchaaj jùu thîinṱj khráp
Excuse me, where's the men's bathroom?

B: hīnnám phûuchaaj lê
jùu khāaŋlāaŋ
The men's bathroom?
It's downstairs.

A: paj thaanŋnāj khráp
Which way?

B: paj thaanŋnī
Go this way.

lon kradaj paj, lēsw līaw khwāa
Go down the stairs, then
hīnnám ca jùu thaan khwāa myy
turn right. The bathroom
will be on your right.

A: khōopkhun khráp
Thank you.

B: māj pen raj khráp
You're welcome.

19.1 GRAMMAR DRILLS

a) Expansion Drill

1. lon̄
lon̄ paj
down
Go down.
lon̄ kradaj paj
Go down the stairs.
deen lon̄ kradaj paj
Walk down the stairs.

2. lon̄
lon̄ paj
down
Go down.
lon̄ lif paj
Go down on the elevator.
lon̄ lif paj chān s̀ọŋ
Go down to the second
floor on the elevator.
3. khûn
   khûn paj
   khûn kradaj paj
   dœn khûn kradaj paj
   dœn khûn kradaj paj chûn pëst
   up
   Go up.
   Go up the stairs.
   Walk up the stairs.
   Walk up the stairs to the eighth floor.

4. khûn
   khûn paj
   khûn láf paj
   khûn láf paj khâñbon
   up
   Go up.
   Go up on the elevator.
   Go upstairs on the elevator.

5. lonj
   lonj maa
   lonj kradaj maa
   dœn lonj kradaj maa
   down
   Come down.
   Come down the stairs.
   Walk down the stairs.

6. lonj
   lonj maa
   lonj láf maa
   down
   Come down.
   Come down on the elevator.

7. khûn
   khûn maa
   khûn kradaj maa
   dœn khûn kradaj maa
   up
   Come up.
   Come up the stairs.
   Walk up the stairs.
   (towards the speaker)

8. khûn
   khûn maa
   khûn láf maa
   up
   Come up.
   Come up on the elevator.

311
9.  khünk
   khünk maa
   chëen khünk maa kënam sikhráp
   chëen khünk maa bon bëan kënam sikhráp
   up
   Come up.
   Please come up first.
   Please come in the house first.

b) **Response Drill** (See Chart I)

1. **Teacher:** khawn kamløn dëen paj hënsamût
   She's walking to the library.

   **Question**
   khawn kamløn tham araj
   khawn kamløn dëen
   What is she doing?
   She's walking.

   khawn kamløn ca paj nãj
   paj hënsamût
   Where is she going?
   To the library.

   khawn paj janaj
   khawn kamløn dëen
   How is she going?
   She's walking.

2. **Teacher:** khawn kamløn dëen maa hënrian
   She's coming to the classroom.

   **Question**
   khawn kamløn tham araj
   dëen
   What's she doing?
   Walking.

   khawn kamløn ca paj nãj
   maa hënrian
   Where is she going?
   To school.
kháw maa jaññaj                   deën maa.
How is she coming?             Walking.

3. **Teacher**: kháw kamlaŋ nāŋ lor bon kâwîî
   She's sitting down on the chair.

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>kháw kamlaŋ tham araj</td>
<td>nāŋ</td>
</tr>
<tr>
<td>What is she doing?</td>
<td>(She's) sitting.</td>
</tr>
<tr>
<td>kháw nāŋ lor bon¹ araj</td>
<td>bon kâwîî</td>
</tr>
<tr>
<td>What is she sitting on?</td>
<td>On a chair.</td>
</tr>
</tbody>
</table>

4. **Teacher**: kháw kamlaŋ nōn lor bon tian
   He's lying down on the bed.

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>kháw kamlaŋ tham araj</td>
<td>nōn</td>
</tr>
<tr>
<td>What's he doing?</td>
<td>Lying.</td>
</tr>
<tr>
<td>nōn lor bon araj</td>
<td>bon tian</td>
</tr>
<tr>
<td>What's he lying on?</td>
<td>On the bed.</td>
</tr>
</tbody>
</table>

5. **Teacher**: kháw kamlaŋ jyun khîn
   She's standing.

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>kháw kamlaŋ tham araj</td>
<td>jyun khîn</td>
</tr>
<tr>
<td>What's she doing?</td>
<td>Standing (up).</td>
</tr>
</tbody>
</table>

1. This type of question is not common. It is used here in order to elicit a certain kind of response.
6. **Teacher:** kháw kamlan lúk khýn càak tian
   He's getting up out of bed.

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>kháw kamlan tham araj</td>
<td>lúk khýn</td>
</tr>
<tr>
<td>What's he doing?</td>
<td>Getting up.</td>
</tr>
<tr>
<td>lúk khýn càak araj</td>
<td>càak tian</td>
</tr>
<tr>
<td>What is he getting up from?</td>
<td>From bed.</td>
</tr>
</tbody>
</table>

**c) Contraction Drill**

<table>
<thead>
<tr>
<th>Pattern 1</th>
<th>Pattern 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. hñnám sám pamięta phûuchaaaj</td>
<td>hñnám phûuchaaaj</td>
</tr>
<tr>
<td>Men's toilet</td>
<td>Men's toilet</td>
</tr>
<tr>
<td>2. hñnám sámربية phûujín</td>
<td>hñnám phûujín</td>
</tr>
<tr>
<td>Women's toilet</td>
<td>Women's toilet</td>
</tr>
<tr>
<td>3. nánsyy sémràp dék</td>
<td>nánsyy dék</td>
</tr>
<tr>
<td>4. rót sámሚ thút</td>
<td>rót thút</td>
</tr>
<tr>
<td>The ambassador's car</td>
<td>The ambassador's car</td>
</tr>
<tr>
<td>5. thîì cöst rót sám食べる câwnâathîì</td>
<td>thîì cöst rót câwnâathîì</td>
</tr>
<tr>
<td>The parking place for officials</td>
<td>The parking place for officials</td>
</tr>
</tbody>
</table>

1 This type of question is not common. It is used in this exercise only in order to get a certain kind of response.
CHART I

1. kháw kamlaŋ deen paj (th†i) hôngsamut

2. kháw kamlaŋ deen maa (th†i) hôngrian

3. kháw kamlaŋ nãŋ log bon kāwli

4. kháw kamlaŋ noon log bon tiáp

5. kháw kamlaŋ jyyn khyn

6. kháw kamlaŋ lúk khyn cáak tiáp
6. ต่อ ฆ่ารหัส ฆ่ารหัส
   The teacher's desk.
   The teacher's desk.

   d) Transformation Drill

<table>
<thead>
<tr>
<th>Cue</th>
<th>Pattern 1</th>
<th>Pattern 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ภูเขิน</td>
<td>นิ่ม ห้องน้ำ ฆ่ารหัส ฆ่ารหัส</td>
<td>ฆ่าจ่าย ฆ่ารหัส ฆ่ารหัส</td>
</tr>
<tr>
<td></td>
<td>ฆ่าเข้าห้องน้ำ</td>
<td>ฆ่าเข้าห้องน้ำ</td>
</tr>
<tr>
<td></td>
<td>This is a men's toilet.</td>
<td>It's not for women.</td>
</tr>
<tr>
<td>2. ภูเขย้</td>
<td>นิ่ม น้ำส้ม ฆ่ารหัส ฆ่ารหัส ฆ่ารหัส</td>
<td>ฆ่าจ่าย ฆ่ารหัส ฆ่ารหัส ฆ่ารหัส</td>
</tr>
<tr>
<td></td>
<td>This is a book for children.</td>
<td>It's not for adults.</td>
</tr>
<tr>
<td>3. นักเรียน</td>
<td>นิ่ม ฆ่ารหัส ฆ่ารหัส ฆ่ารหัส</td>
<td>ฆ่าจ่าย ฆ่ารหัส ฆ่ารหัส ฆ่ารหัส</td>
</tr>
<tr>
<td></td>
<td>This is the teacher's desk.</td>
<td>It's not for students.</td>
</tr>
<tr>
<td>4. ด้วยม</td>
<td>นิ่ม น้ำมัน ฆ่ารหัส ฆ่ารหัส</td>
<td>ฆ่าจ่าย ฆ่ารหัส ฆ่ารหัส ฆ่ารหัส</td>
</tr>
<tr>
<td></td>
<td>This is water for use.</td>
<td>It's not for drinking.</td>
</tr>
<tr>
<td>5. คอน</td>
<td>นิ่ม บ้าน ฆ่ารหัส ฆ่ารหัส ฆ่ารหัส</td>
<td>ฆ่าจ่าย ฆ่ารหัส ฆ่ารหัส ฆ่ารหัส</td>
</tr>
<tr>
<td></td>
<td>This is a house for rich people.</td>
<td>It is not for poor people.</td>
</tr>
<tr>
<td>6. รี่ยน</td>
<td>นิ่ม น้ำส้ม ฆ่ารหัส ฆ่ารหัส</td>
<td>ฆ่าจ่าย ฆ่ารหัส ฆ่ารหัส ฆ่ารหัส</td>
</tr>
<tr>
<td></td>
<td>This is a book to read for pleasure.</td>
<td>It is not a text to study.</td>
</tr>
</tbody>
</table>
7. thahăn

nîi khrýañbin sámràp phonlaryan

mâj châj sámràp thahăn

This is a plane for civilians.

It is not for soldiers.

8. prathaan

nîi rôt sámràp thûut aathípodii

mâj châj sámràp prathaanaathípodii

This is the car for the Ambassador.

It is not for the President.

9. chaawnaa

nîi khrýañmyy sámràp chaawsñan

mâj châj sámràp chaawnaa

This is a tool for gardeners.

It is not for rice farmers.

19.2 EXERCISES

a) The instructor will ask different students to do different things (stand up, sit down, sit down on the table, etc.). As the student performs the action, another student will ask a third student questions like these: (1) What's he doing? (2) What's he doing it on? (If appropriate)

b) Ask directions to: 1. Registrar's room.

2. The library.

3. Language laboratory.

4. The restaurant.

5. Other places in the vicinity.
19.3 VOCABULARY

<table>
<thead>
<tr>
<th>Thai</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ช็ยจ</td>
<td>to use</td>
</tr>
<tr>
<td>ชัณ</td>
<td>floor, story</td>
</tr>
<tr>
<td>คอน</td>
<td>to be poor (in wealth)</td>
</tr>
<tr>
<td>ค้อต</td>
<td>to park</td>
</tr>
<tr>
<td>ด้วยม</td>
<td>to drink</td>
</tr>
<tr>
<td>ห้องน้ำม</td>
<td>bathroom</td>
</tr>
<tr>
<td>ยยน</td>
<td>to stand</td>
</tr>
<tr>
<td>ขยวันยน bin (ขยวันย)</td>
<td>airplane</td>
</tr>
<tr>
<td>ขยวันมยย (ขยวันย)</td>
<td>tool</td>
</tr>
<tr>
<td>ขยวน</td>
<td>(to go) up</td>
</tr>
<tr>
<td>กระดาย</td>
<td>stairs, steps</td>
</tr>
<tr>
<td>โล่ง</td>
<td>to (go) down</td>
</tr>
<tr>
<td>ลิว</td>
<td>to turn</td>
</tr>
<tr>
<td>ลิฟ</td>
<td>elevator</td>
</tr>
<tr>
<td>ลูก</td>
<td>to get up</td>
</tr>
<tr>
<td>มยย</td>
<td>hand</td>
</tr>
<tr>
<td>ผู้วัย (กhon)</td>
<td>an adult</td>
</tr>
<tr>
<td>พระหลากหลายป้องบดิล</td>
<td>The President</td>
</tr>
<tr>
<td>รัวจ</td>
<td>to be rich, wealthy</td>
</tr>
<tr>
<td>สัมรภ</td>
<td>for</td>
</tr>
<tr>
<td>ที่จยว็องต์</td>
<td>parking place</td>
</tr>
</tbody>
</table>
LESSON TWENTY

20.0 BASIC EPISODE: Tambon Bangchak

นี่ข่าย tambon baançàak. tambon ní jùu naj carñwat
hèŋ nỳŋ naj phàak klaaŋ. tambonníi tèŋ jùu rim khłoøŋ
wát pen sùunklaaŋ khñoøŋ tambon níi. wát jùu rim khłoøŋ.
khaàŋkhàaan wát mìi roorníi. roorníi níi pen roorníi
léklék, mìi khruu hâa khon. khonnyn maa càak kruñthêep,
lik sìi khon pen khon carñwàtníi. thiī roorníi mìi
nàkriøn raawraaw ròøj khon.

fàñ trònkan khâam kàp wát mìi talàat, ràan lè sathâanìi
tamrùat. talàat jùu jỳañ kàp wát. khâangkhâaan talàat mìi
ráan tààntàan chèn ràànkhaajkhñoøŋ, rààntàìtpôm. thiī
tambon níi màj mìi roornàañ, roornàeøm lè praìsanìi. roon-
phàaøjabaan kò màj mìi tè mìi sùksâalaa. thiī sùksâalaa
mìi naønpàaøjabaan sêøø khon. sùksâalaa jùu klàj kàp
talàat. thiìnìi mìi sathàanìi tamrùat. sathâanìi tamrùat
jùu màj klàj càak talàat.

tambonníi mìi ròtfaj phàan. sathâanìi ròtfaj jùu klàj càak
talàat.

hùanâa khñoøŋ tambon rìak wàa kamnan. khàw chỳy naaj pràslèt
kènøøaø. naaj pràslèt pen chaawnaa mỳøankan. chaaw baançàak
kỳap thúk khon pen chaawnaa. bàan kamnan pràslèt jùu fàñ
dìaw kàp wát tè jùu klàj càak wát lè talàat. nàabàøn khàw
pen khñoøŋ. lỳøbàøø pen naa.
20.1 QUESTIONS ON THE BASIC EPISODE

1. tambonníi chûy araj
2. tambonníi jùu naj phâak náj
3. tambonníi tân jùu bon khlooŋ rûy mèénám
4. araj pen sûunklaaŋ khôoŋ tambon níi
5. roonrian jùu thîi náj
6. thîi roonrian mîi khruu kli khon. mîi nákrian thâwrâj
7. khruu maa càak thîinâj bânâŋ
8. fàŋ tronkân khâam kàp wât mîi araj bânâŋ
9. thîi tambonníi mîi roonphajaabaan màj
10. thîi tambonníi mîi sathhâanìi tamrùat màj. jùu thîinâj
11. tambonníi mîi rótfaj phàan màj
12. hûanâa khôoŋ tambon rìak wâa araj
13. chaaw baancàak kyàp thûk khon thamnâaan araj
14. bân kamnam prasit jùu thîinâj
15. nàa bân khôoŋ khâw pen araj. lân bân pen araj

320
Translation of the Basic Episode

This is Bangchak tambon.\(^1\) This tambon is in a province in the central part. This tambon is located on a canal. The temple is the center of this tambon. The temple is on the bank of the canal. Beside the temple is the school. This school is a very small school. It has five teachers. One comes from Bangkok; the other four are natives of this province. At the school there are around one hundred and fifty pupils.

On the opposite bank from the temple are the market, shops, and the police station. The market is diagonally opposite the temple. Next to the market are various shops, such as a store, and a barber shop. There is no movie house, hotel, or post office in this tambon. There is no hospital either, but there is a public health center. At the center are two nurses. The center is near the market. There is a police station here. The police station is not far from the market.

The train passes through this tambon. The train station is far from the market.

---

\(^1\) A tambon is a subdivision of an amphoe, which is a subdivision of a changwat. Changwat, amphoe, and tambon may be translated roughly as province, district, and precinct.
The head of the tambon is called the kamnan. He is Mr. Prasit Kengngan. Mr. Prasit is also a rice farmer. Almost all the residents of Bangchak are rice farmers. Kamnan Prasit's house is on the same side of the canal (lit. bank) as the temple, but is far from the temple and the market. In front of his house is the canal. Behind are rice fields.

20.2 EXERCISE

Student A takes the part of a resident of Bangchak (precinct).
Student B takes the part of an American writer who has just come to Bangchak with the intention of writing a magazine article about it. He asks questions of one or more residents in order to get information of the following kind:

a) People (how many there are, ages, how many children they have, etc.)

b) Physical layout of the tambon (location of buildings, rice fields, the canal, etc.)

c) Occupations of people.

d) Daily habits (time of eating, going to bed, going to work, etc.)

e) Weather

f) Religion (if there is a wat, where it is, when people go to it).

g) Market (where it is located, when it is open, who goes there, etc.)

h) Language (which dialect of Thai is spoken in the tambon, in the school, etc.)
1) Health Facilities (where does one go when he is sick, if there is a clinic, how many doctors and nurses does it have, etc.)

j) Travel experience of people (have they been outside the tambon, to Bangkok, to some other place, etc.)

k) Any other information that may be of interest

Students should take turns carrying out each of the roles in the interview. Students not participating should be taking notes on the conversation. After each interview students not taking part in it may question other students about information contained in it.

20.3 VOCABULARY

ampheē (ampheē)  district, a subdivision of a changwat
baangcaak  Bangchak, name of tambon in Thailand
chên  such as
fàn  bank (of a river, street)
hẹn  classifier for places
hūanâa (khon)  the chief, head (of an organization)
kamnan (khon)  kamnan, the chief of the tambon
kènnaan  Kengngan (last name)
kô  then, also, too, consequently
kyàp  almost
khyy  to be (in written language or formal speech)
khlocn (khlocn)  canal
mènâm (sâaj)  river
naa (râj)  rice field
naaj (khon)  Mr. (title)
prasit  Prasit (male first name)
phàan
raaw/raawraaw
rim
sùksàalaa (hèŋ)
sùunklaŋ (hèŋ)
tambon (tambon)
tâŋ
troŋkan khâam
to pass
around, approximately
bank, edge
public health center or clinic
center
precinct, subdivision of an amphoe
to be located
opposite
THAI BASIC COURSE

COMPREHENSIVE GLOSSARY

For Volumes I and II

This glossary contains all of the words that have been used in this volume, a total of approximately 1400 entries. It gives the following information about each entry:

(1) A phonemic transcription using Roman letters with some special symbols added, and (2) English definitions or equivalents.

The entries are arranged in the order of the English alphabet except that all words beginning with vowels are placed at the beginning of the glossary in the following order:

a, e, s, ã, i, o, õ, u, and y.

Noun and Verb Compounds that occur in the text are listed after the head of the compound, thus

hûa (hûa) .... head
hûakhâm .... early evening (6 to 9 p.m.)

a

aacaan (khon)
aachíp
áafarikaa (thawíp)
aahţan (jăan, mûy)
aahţan klaarwan
aajú
aakăat
àan
aarii
aa sii ee
aathít
âaw
aj bèk (borisât)
college or university teacher
profession
Africa (continent)
food
lunch, noontime meal
age (in years)
weather, air
to read
Aree (male or female first name)
R.C.A.
week
oh! (excl. of surprise, dismay)
I.B.E.C. (name of a company)

G-1
ajpaanaa
ajútthajaa
ameerikaa
ameerikan
ammarin
amphее (amphее)
amphoon
an
anujâat ... ( nâj)
anúrõot
anúšāwarii ( hêŋ)
akkîlt
anrii duranŋ
apháatmēn ( lāŋ)
araj
â t
athîbaaj
aw
aw māj

Ipana
Ayuthaya (city in Central Thailand)
America
American
Amarin (name of a hotel in Bangkok)
district, a subdivision of a changwat
Amphorn (male or female first name)
classifier for inanimate objects. Careless speakers often use an as a substitute for other classifiers.
to permit
Anuroj (male first name)
monument
England, English
Henri Durant. (name of a street in Bangkok)
apartment
what (question word)
to tape, to copy
to explain
to get, to take; to want (to have) cf. tēŋkaan
will you accept? (question word. It is similar in usage to dii māj.)
THAI BASIC COURSE

\[ e \]

ee-aj-dii

A.I.D. (Agency for International Development)

ee-juu-ee

A.U.A. (American University Association)

een

by himself, herself, themselves, etc., without outside help of influence

tua phŏm een

I (myself)

... khāw een

he (himself)

... raw een

we (ourselves), more emphatic than 'tua' alone

een

is used to emphasize the shortness of the distance in klāj khēcnií een 'right near here'.

eerawan

Erawan (name of hotel)

eesia (thawfip)

Asia

eethén

Athens

éf-és-aj

F.S.I. (Foreign Service Institute)

\[ e \]

eé fráans

Air France (name of an airline)

éspân (lùuk, phôn, baj)

apple

ésspahjrin (mèt)

aspirin

\[ æ \]

by the way

G-3


1

lik
lik thii
imphiriian
india (prathêet)
indianâa (rât)
indoniisia (prathêet)
isâan (phâak)
italian
îtsalaam

in addition, more
again, one more time
Imperial (name of a hotel in Bangkok)
India, Indian
Indiana
Indonesia, Indonesian
northeast (in Thailand)
Italian (italiî 'Italy')
Moslem

0

ookàat (khrâŋ)
okinaawaa (kô)
ø

chance, occasion
Okinawa
classifier for Buddha images, King, Queen

2

³o
³ø
õøk (øen)
õøk maa
... pøj
õøk siîŋ
(khít)
(nyk)
õøk

Oh, yes! (suddenly remembering something)
Oh! (I see, I get it.)
to put up the money for, to pay for, to stand good for
to come out
to go out
to pronounce, to voice
(to figure) out (a complective verb)
ton

corinten

osatreelia (prathet)

light (color)

Oriental, name of a hotel in Bangkok

Australia, Australian

u

uan

ubon

ubon

udoon

utnun

uttaradit

(to be) fat, stout

Ubon (female first name)

Ubon (city in Northeast Thailand)

Udon (city in Northeast Thailand)

to support, assist (financially)

to patronize

Uttaradit (city in North Thailand)

y

yyn yyn

other, others, other ones

b

baaj

baan

bahan (lana)

banchaw (lana)

banmajaaj (lana)

bantyak (lana)

ban

ban, man

afternoon, o'clock (used for the time 1 p.m. - 4 p.m.)

classifier for door

house, home

a house to rent

a wooden house

a stucco home, brick house (building)

(to be) thin

some (out of a number), somewhat, in part, partly, to some extent

G-5
| baancaak   | Bangchak, (name of tambon in Thailand) |
| baankapi | Bangkapi (section of Bangkok) |
| baanpuu   | Bangpu (name of a tambon) |
| bat       | 'baht' (Thai unit of currency) |
| baj       | classifier for 'picture', etc. |
| baj la ha | 5 baht bank note |
| bajmaaj   | leaf |
| baw       | (to be) light (in weight) |
| beep      | model, type, style |
| benjaj    | small bill (change) |
| bøe (bøe) | number (for rooms, telephone, clothing size, etc.) |
| bøek      | to withdraw (money), to requisition (as from a storeroom) |
| bøek ñan  | to get money (from the bank) |
| bin       | to fly |
| bin       | Bill (name) |
| bøk       | land (as opposed to sea) |
| bon       | above, on top of |
| boolin    | bowling |
| boßsatän | Boston |
| bøt (bøt) | lesson (in a textbook) |
| bøok      | to tell |
| boorisät  | company |
| boorisät námman | Oil company |
| booriewen | compound, area, grounds (around a building), vicinity |
| braaw(n)  | Brown (name) |
| burli (muan) | cigarette |
| büt (khon) | child (elegant usage) (one's direct descendant) |
| bỳa       | (to be) bored |
ca

càaj (ฉัน)

will, shall (future particle)
to pay refers to the actual expenditure of funds on a specific occasion)

from

a bicycle
to remember
amount

extremely, a great deal
province

Charoen Krung (name of a street in Bangkok)
JUSMAG (Joint Military Assistance Group)
ruler (literally 'prince!')

owner

official, officer, staff member, the man in charge
bridegroom
bride

Jenny (name)

seven

to meet with unexpectedly
China, Chinese
Jim (name)
That's true.
(to be) poor (in wealth)

Joe
còp  to complete a task (often of prescribed duration, such as a course of study)

còtmãaj (chabàp) letter (to mail)
cóoc George (name)
coon John (name)
cōot to park
culaa Chula (abbreviation for Chulalonghorn University)

ch

cháa (to be) late, slow
chaaj (hèŋ) edge, rim, border
chaajthalee (hèŋ) the beach
chaam salàt (baj, lûuk) salad bowl
chaan (chaan) patio, porch without a roof
chāañ- a person who has skill in some craft or trade. (It is the head noun in many noun compounds.)

châat (châat) nationality, nation, race
chaaw (khon) resident, native
chaawnaa (khon) rice farmer
chaawrâj (khon) a crop farmer
chaawsûan (khon) gardener, orchardist
cháaw morning, a.m.
cháawmûyt early morning
chabàp classifier for letter or newspaper
châj to be so, to be it, be the one (meant, intended)
châj máj  Isn't it so? Isn't it the one?
châj  to use (to do something), be used for, to spend (money),
to use up, require, take (an amount of time, effort, people, etc.)
châlǐn (châlǐn)  terrace, balcony, porch
chán  I, me. (Man speaking to persons of inferior status. Women use it more often with persons of inferior social status, to strangers, acquaintances, friends and intimates)

chán  class, rank, grade, floor (in a building), story
chánbon  upstairs
chándiaw  one story
chánkhrûŋ  one and a half story
chánlâaŋ  downstairs
chanít  kind, type (emphasis on type)
cháþ  plain(ly), clear(ly), distinct(ly)
châw  to rent
chên  such as
chêen  please, go ahead and...
chîaŋmâj  Chiangmai (city in North Thailand)

chiaw  really, very, indeed (When it occurs after a quantitative expression, it indicates that the speaker thinks the quantity referred to is larger than he expected.)
chîawchaan  (to be) expert, experienced
chîkhaakôo  Chicago
chîn  piece (of anything whole), hence classifier for piece of clothing, furniture, bread, meat, bones, work (a specific task), etc.
chom  to look at, to admire, look at with pleasure, to praise
chomphûu  rose apple
chôtchôoj  Chotchol (Thai female first name)
chôo  bunch, classifier of fruit in a bunch
chôap  to like, be fond of
chûaj  please (do something); help
chûammonj  hour (60 minutes)
chuan  to invite, urge, persuade someone to do something
chút  classifier for suit (e.g. of clothing), suite (of furniture), set (e.g. of ornaments, glass-ware, books), for a committee, cabinet (of ministers, for a team)
chûtrápkhês (chút)  living room furniture
chûtthaankâaw (chút)  a dining set
chûyak  rope, cord, classifier for 'elephant'
chûy  name, to be named
d

dāam  classifier for 'pen', etc.
dâj  can, could, be able
dâj  to get, obtain, procure
(hǎa) dâj  to get (it indicates that the speaker was able to get the things he was looking for.)
dâjjin  to hear
(sīi) dam  black (color)
dañ  loud
deevit  David
dèk (khon)  child (immature person)
denwēe  Denver
(sīi) dēen  (to be) red (color)
dēen  to walk
dēenthaan  to travel
dichǎn, dichán  I (female speaker)
dii  (to be) good
diicaj  (to be) glad
diaw  one only, only
díawnfī  right now
díaw  soon
díaw  or else, otherwise
diiin rās(k)  Dean Rusk
diisaj thaj  Design Thai (name of a dress shop)
dík  Dick (name)
dinsǒo (thēn)  pencil
dontrii  music
dooj  by (means of transportation)
doojtron  directly

G-11
doctor (Ph.D.)

Dr. West

flower

dollar

Don Muang (the name of the main commercial airport in Bangkok)

to observe the operation (e.g. of a system), observe (something) in operation

also, too, as well

to look at

month

late at night (11 p.m. - 3 a.m.)

to drink

wall

sky (sky blue)

to deposit; to ask a person to carry on some business for you

to deposit money (in the bank)

electric light, electricity

tooth

to listen

bank (of a river), side (of the street)

white-skinned people, including Europeans, Australians, white Americans, etc.
farà̄nṣèt (prathêet)  France, French
fæn (khon)  girl or boy friend
filîppin (prathêet)  Philippines, Philippine
fîi myy  manual skill, craftsmanship
floridâa (ràt)  Florida
fòot  a Ford (brand name)
frét  Fred (name)
frîi  to be free (no cost)
frút  foot, English system

hā and há

há?  They replace the polite female particles khâ and khá respectively in informal use.

hẳa  It replaces the male polite particle khrâp in informal use.
      (to go) to see, visit, to look for, seek
      to meet with (indicates that the search resulted in meeting with persons or things)

hẳa  five

hẳaj (paj)  to disappear, vanish, to be missing, be lost from sight

eàaŋ  to be far apart, to be separate, to be distant

haawaj (kò)  Hawaii

hâj  for the benefit or in place of someone else

hâj jyym  to let someone borrow, to lend

hanlơo  Hello.

(fỳk)hàt  to practice, drill, train
hềñh
hềñ ca
dèñ
hèk
dèk cèt
dèk-sìp
hooten
dèt
hèò

hèom
hèñ (hèñ)
hèñahàèan (hèñ)
hèñkèèpkhòòñ (hèñ)
hèñkhùria (hèñ)
hèñlèèp (hèñ)
hèñnàáam
hèñprachum (hèñ)
hèñráèkphèèk (hèñ)
hèñriàñ (hèñ)
hèñsamùt (hòè)
hèñthàbian (hèñ)
hèñthàmàñàñ (hèñ)
hèñthoòrassàp (hèñ)
hèñkoñ
hùà (hùà)
hùakhàèm
hùànàà (khon)
hùàlamphooñ

to see, perceive
to think
classifier for places
six
6 or 7
sixty
hotel
to shrink
carton, classifier for packages
or things wrapped in paper
to smell sweet
room
dining room, dining hall
storage, space, storage room
kitchen
laboratory (English loan 'lab')
bathroom
auditorium
reception room, living room
classroom
library
registrar's (office)
work room
telephone room
Hong Kong
head
early evening (6 p.m. - 9 p.m.
the chief, head (of an organiza-
tion)
Hualampong (name of the main
train station in Bangkok)
jaa (jàaŋ) medicine, chemical compound
jaa hɔom nice-smelling inhalants
jaasįifan toothpaste
jàa don't (negative request form)
jàa grass

jàaj \{ maa + jùu \)
paj to move (in)

jàak (to be) difficult
jàak hâj to want to, would like to
jàaŋ kind, type (with emphasis on quality); classifier for things

jàaŋdii good quality
jàaŋ mâak at most
jàaŋ nóoj at least
jàat (khon) relative(s)
jà (to be) large, big, major, main
jalaa Yala (city in South Thailand)
jan still, not yet
jaŋraj, janŋaj, naj how (question word)
janŋán, jàaŋnán so
jáp to wrinkle
jeel Yale (University)
jen evening (used for 4 p.m. - 6 p.m.
jé, jéjé (to be) a whole lot, a great deal, plenty; plentifully
jêe (to be) terrible, to be in a bad way
jeeraman (prathet)
Germany, German
to go to see, to visit
brand or trade name
Japan, Japanese
twenty
(to be) glad
ending of the months that have 30 days
to dye (cloth)
Vietnam, Vietnamese
Europe
to stop
to take a break
to live, stay, to be located at
U.S.I.S. (United States Information Service)
U.S.O.M. (United States Operations Mission)
(to be) diagonally across(from)
to stand
to guess, estimate
coffee
work, affairs
lecturing, narration
choice, selection (as an action)
a meeting conference, session
classifier for matches
Kanda (female first name)
kaąŋkeę́ (tua)  trousers, pants  
kąaw  nine  
kąw-sǐp  ninety  
kąw-sǐp ɛt  ninety one  
kamląŋ  aspect particle indicating action in process  
kamląŋ phoodii  just right  
kamnan (khon)  kamnan, the chief of the tambon  
kamphuu  Kambhu (Thai family name)  
kan  together (particle indicating mutuality or reciprocity)  
kanjaa (jon)  September  
kąp, ka-  with  
kąpkhąaw  food, something to eat with rice  
kaprooŋ  woman's skirt  
karaákkadąa (khom)  July  
karaunaa  please, kindly  
kāsètsàat  agriculture, also the name of the university of agriculture in Bangkok  
kąw  (to be) old (of non living things), former (of living and non-living things)  
kąwįį (tua)  chair  
kawliįį (prathèet)  Korea, Korean  
keem (keem)  game (sports)  
kèŋ  (to be) expert, skillful (at doing something)  
kèŋŋaaan  Kengngan (last name)  
keę́  he, she, they (in the third person) for children, intimates, persons of equal status
<table>
<thead>
<tr>
<th>Thai Word</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>kēsē</td>
<td>to fix, correct (something)</td>
</tr>
<tr>
<td>kēsē</td>
<td>dark (color)</td>
</tr>
<tr>
<td>kēsē</td>
<td>to, for</td>
</tr>
<tr>
<td>kēsēpitθon</td>
<td>The Capitol (name of a hotel in Bangkok)</td>
</tr>
<tr>
<td>kēsalàk</td>
<td>to carve or chisel (as wood)</td>
</tr>
<tr>
<td>kəən</td>
<td>too much</td>
</tr>
<tr>
<td>kəən paj</td>
<td>too..., in excess</td>
</tr>
<tr>
<td>klaw kàp</td>
<td>about, concerning</td>
</tr>
<tr>
<td>kli</td>
<td>how many, (question word)</td>
</tr>
<tr>
<td>kiilaa</td>
<td>Sport(s), athletics</td>
</tr>
<tr>
<td>kiloo</td>
<td>kilometer</td>
</tr>
<tr>
<td>kiloo(kram)</td>
<td>kilogram (metric system)</td>
</tr>
<tr>
<td>kiloo(meet)</td>
<td>kilometer (metric system)</td>
</tr>
<tr>
<td>kin</td>
<td>to eat or drink something (common usage)</td>
</tr>
<tr>
<td>klaañ</td>
<td>central, middle, neutral</td>
</tr>
<tr>
<td>klaañkàw klaañmàj</td>
<td>not old but not new</td>
</tr>
<tr>
<td>klaañkhyyyn</td>
<td>night time (used for 7 p.m. - 3 a.m.)</td>
</tr>
<tr>
<td>klaañwan</td>
<td>in the daytime, by day</td>
</tr>
<tr>
<td>klaj</td>
<td>(to be) far</td>
</tr>
<tr>
<td>klâj</td>
<td>(to be) near, close</td>
</tr>
<tr>
<td>klàk</td>
<td>small case or box, classifier</td>
</tr>
<tr>
<td></td>
<td>for things in such containers</td>
</tr>
<tr>
<td></td>
<td>hence, box of matches, etc.</td>
</tr>
<tr>
<td>klàp... (paj/maa)</td>
<td>to go back (return), to come back</td>
</tr>
<tr>
<td>klètthoon</td>
<td>Gold Flake (name of cigarettes)</td>
</tr>
<tr>
<td>klòn̄</td>
<td>a small carton or plastic box</td>
</tr>
<tr>
<td>klɔn̄thaajrûup (an)</td>
<td>camera</td>
</tr>
</tbody>
</table>
klua
klûaj (lûuk)
konûn (khon)
kô
kô rỳaj rỳaj
kô lèsâw kan

golf
bump, cube, bar (classifier for
bumpy objects, e.g. rocks,
lumps of clay or sugar, cubes
of sugar, chunks or hunks of
coal or charcoal, bricks,
broken bricks, cake of soap,
clouds, and figuratively,
sums of money)

kòn

koon
koontháp
koontháp aakàat
koontháp bòk
koontháp rya
kracòk (baan, phèn)
kradaan
kradaandam (phèn)
kradàat (phèn)
kradaj
kram

to be afraid of
banana
the Consul
then, also, too, consequently
(connective particle)
so so
used in affirmative sentences
to indicate preference for a
particular course of action
and to urge another to agree
to it.
before, first; used to emphasize
the fact that the action is to
be of very short duration
division (subdivision of a krom)
the armed forces (of a country)
the Air Forces
the Army
the Navy
glass
board
blackboard
dpaper
stairs, steps
gram (metric system)
krapawn (baj)
suitcase, bag, purse

krasuan (krasuan)
ministry (division of the
government)

krasuan (kaan)taan prathet
State Department, Foreign
Ministry

krasuan kalahom
Ministry of Defense

krasuan mahatthaj
Ministry of the Interior

krataj (tua)
rabbit

kratknam (baj)
thermos bottle

kritsakaraat
Christian Era (A.D.)

department (major subdivision
of a ministry)

krom

krom tamruat
police department

kromathaa
navy blue, dark blue

kruñ (kruñ)
city (used to refer to some
capital cities)

kruñthep
Bangkok

kumpheaa (phan)
February

kwaa
more than, to a greater extent
or degree

kwaan
(to be) broad, wide

kwaan khwaan
(to be) wide, to be large, to
be roomy

kyap
almost

kh

khâ
polite particle, statement by
a female

khâ
polite particle, question by
a female

khâa
servant (as in khâarâatchakaan)

khâa
fee, cost, price, value

G-20
khāacāan̄h    wage, wages, pay
khāachâw    the rent
khāadoojsaan    fare
khāajùu    lodging
khāakéss    gas bill
khāalâwrian    tuition
khâarót    carfare
khâatîlttân̄h    installation fee
khâarâatchakaan (khon)    government employee
khâarâatchakaan phonlaryan (khon)    civilian government employee
khâarâatchakaan thaahāan (khon)    military government employee
kháa    to trade, engage in trade
khâaj    to sell
khâam    to cross, across
khâan̄    next to (something or someone), side
khâan̄bon    up above
khâan̄lâan̄    down below
khâan̄lân̄    the back, behind
khâan̄nâa    ahead, in front
khâan̄naj    inside
khâan̄nāok    outside
khâat (tês)    to be lacking, missing shortage of, short (of)
khâat tua    no bargaining
khâaw    rice
khâaw    white
(pen) khâaj    (to have) (a) fever
(pen) khâjwât    (to have) flu
khâm    word
khambanjaaj (khāo)  lecture
khamthāam (khāo)  question
khamtōop (khāo)  the answer
kham  evening
khamēen (prathēet)  Cambodia, Cambodian
khamooj (khon)  thief, robber
khan  classifier for cars, and other vehicles

khānn̄en (baj)  silver bowl

khanàat  size
khanáthî1  while
khàp rōt  to drive a car
khanseèn (khanseèn)  grade, score point(s)
khāw  to begin (to work, to learn), enter
khâwcaj  to understand
khâw hûn  to team up, to go into partnership
khâw, khâw  he, she; they (third person, singular and plural). It does not refer to things
khēek (khon)  dark-skinned people, Moslems and Hindus in particular
khelifornia  California
khēj  (to be) hard, firm, strong, stiff
khēe̟p  (to be) narrow
khēej  to have ever (done something), to be used to (be something, etc.)
khšen  to lacquer
khyan  to write
khýaw  green (in color)
khýaw ġon  light green
khiinóot  keynote (name)
khlit  to strike, scratch
khít  to figure or reckon, to think
khít jaññaj  how is it figured (what is included in the calculations)
khít  bók  to figure out
   ni
khês  {  nán
khloön (khloön)  canal
khloön teêj  Klong Toei (Section of Bangkok)
-khom
khon (khon)  ending of months that have 31 days
people, also classifier for humans
khoncháj (khon)  servant
khonkhâj (khon)  patients
khonkhàprót (khon  chauffeur, driver
khonklaañ (khon)  the middle one (of children)
khonlék (khon)  the youngest one (of children)
khonnaj (khon)  insider
khonnõk (khon)  outsider or layman
khonsùtthóñ (khon)  the youngest one (of children)
khon too (khon)  the oldest one (of children)
khon (ca)  probably
khoolooradô (rát)  Colorado
khêm  softly, low (of sound)
khol  to request, ask
khło  to borrow
khło jyym/jyym  excuse me
khšothšot  to wait
khooj
khoolkèet
Colgate (trade name)

khōnkèen
Khonkaen (city in Northeastern Thailand)

khōn
thing, object; of, belonging to

khōnchâj (jàañ, an, chín)
something useful, utensils, things for use

khōn hâj lỳak
selections (of merchandise, things, etc.)

khōnkhwãñ (jàañ)
present, gift

khōnìèn (jàañ)
toys

khōnkèsalàk (jàañ)
carvings

(khōn)naj (jàañ)
is used to refer to products made in Thailand or in country

(khōn)nãok (jàañ)
is used to refer to any product made outside of Thailand or country

khôopcaj
thank you (superior to inferior)

khôopkhun
Thank you.

khoosòo
A.D.

khraaw
time(s) (occasion)

khrâj
who, what (in some constructions)

time(s) (occasion) classifier for time

khrấp, háʔ, kháp
polite particle, used in statements and questions by males

khřítsâkàrâåt (khoɔ sɔɔ)
Christian Era

khřítsamâat
Christmas

khřítsatian
Christian (name of a hospital)

khroonkaan
project

khřóp
to be complete (in quantity) to include all the members of a limited set of items

khř̄ɔpkhuʁua (khř̄ɔpkhuʁua)
the family
khruu (khon)
khrýañ
khrýañbin (khrýañ)
khrýañátthéeep (an)
khrýañ (cák) (an)
khrýañfajfáa (khrýañ)
khrýañchájfajfáa (khrýañ)
khrýañjon (khrýañ)
khrýañkhñen
khrýañkhrua (khrýañ)
khrýañmuy (khrýañ)
khrýaññen
khrýañpêêtkrapáñ (an)
khrýaññhét khrýañthoou
khrýañpràpaakàat (khrýañ)
khrýañryan (chút)
khrýañsákhñâa (khrýañ)
khrýañthôm
khrýañthoouñsámrit
khrýañthoouñ
khrýañtiikhàj (khrýañ)
khrýñ
khryñ lâa
khuan ca
khùap
khuj
khun
khun

teacher
engine; -ware
airplane
tape recorder
machine
electrical equipment
electrical
glass engine
lacquerware
kitchen utensils
tool
silverware
an electric can opener
jewelry
air conditioning
furniture
washing machine
nielloware
bronzeware
things of gold
an electric (egg) beater
half
half yard
should
year (of age for people under 14 years)
to converse
you (singular only) polite form
Mr., Mrs., Miss (a polite title)
khun phọ
khuu
khwaamcĩŋ
khwaamhĕn
khwaamkhíthĕn
kwâanonymous
khyn
khyn nĕn
khyy
khyyyn
khyyynnī

la
la, là
laa
lāa
lāakhrîŋ
lāaj
lāan
laansàat (lûuk, phŏn)
laaw (prathēet)
làks
lamb̀ak
lāŋ
lāŋ

parents (polite usage)
pair
truthfully, actually
opinion
opinion
(to be) wide, to be broad
(to go) up
to cash a check
to be (in written language or formal speech)
night

question word
per, a, the
to say goodbye (said only by person leaving)
yard (36\text{\textquotedbl \textquotedbl})
one and one half yards
many, several
million
bangsa (small fruit)
Laos, Lao, Laotian
Lux (brand name)
(to be) hard, difficult, troublesome
behind
classifier for houses and buildings
<table>
<thead>
<tr>
<th>Thai Word</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>lâw (khùat)</td>
<td>liquor, alcohol (bottle)</td>
</tr>
<tr>
<td>làwnǐ</td>
<td>these, this group</td>
</tr>
<tr>
<td>làwnán</td>
<td>those, that group</td>
</tr>
<tr>
<td>lèek</td>
<td>iron, steel</td>
</tr>
<tr>
<td>lék</td>
<td>(to be) small, little (in size)</td>
</tr>
<tr>
<td>lékchêe (khêo)</td>
<td>lecture</td>
</tr>
<tr>
<td>lêm</td>
<td>classifier for 'book'</td>
</tr>
<tr>
<td>lên</td>
<td>to play (games, music, etc.)</td>
</tr>
<tr>
<td>lé</td>
<td>and</td>
</tr>
<tr>
<td>leew</td>
<td>to be bad, poor (in quality); low (in character)</td>
</tr>
<tr>
<td>lèspr (hêŋ)</td>
<td>lab (English loan)</td>
</tr>
<tr>
<td>léew</td>
<td>and then (sentence connective)</td>
</tr>
<tr>
<td>léew</td>
<td>(used to indicate completed action)</td>
</tr>
<tr>
<td>léew ry jāŋ</td>
<td>or not yet? (used in questions)</td>
</tr>
<tr>
<td>léew lỳ jāŋ</td>
<td>quite</td>
</tr>
<tr>
<td>léew lé jāŋ</td>
<td>at all (after a negative); so, then, consequently</td>
</tr>
<tr>
<td>léew y jāŋ</td>
<td>to be over, to end, to quit, discontinue, to give up, to break up</td>
</tr>
<tr>
<td>léew é jāŋ</td>
<td>to take care of children, to raise children</td>
</tr>
<tr>
<td>lēej</td>
<td>Lido (name)</td>
</tr>
<tr>
<td>lēej</td>
<td>to turn</td>
</tr>
<tr>
<td>lēek</td>
<td>elevator</td>
</tr>
<tr>
<td>Thai</td>
<td>Translation</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>ลิตร</td>
<td>liter (metric system)</td>
</tr>
<tr>
<td>ลง</td>
<td>to (go) down</td>
</tr>
<tr>
<td>โลก</td>
<td>world</td>
</tr>
<tr>
<td>ลพบุรี</td>
<td>Lopburi (city in Central Thailand)</td>
</tr>
<tr>
<td>ลด</td>
<td>to reduce (the price), to lower, discount</td>
</tr>
<tr>
<td>ลอนดอน (กรุง)</td>
<td>London</td>
</tr>
<tr>
<td>ล้อ</td>
<td>classifier for tube, tube of toothpaste</td>
</tr>
<tr>
<td>ลอดไฟ (ล้อ)</td>
<td>light bulb</td>
</tr>
<tr>
<td>อาร์เยา</td>
<td>in advance</td>
</tr>
<tr>
<td>อุ้ย</td>
<td>to get up</td>
</tr>
<tr>
<td>อุ้ยก (ขอน)</td>
<td>child (common usage, refers to one's direct descendant)</td>
</tr>
<tr>
<td>อุ้ยก</td>
<td>classifier for fruit</td>
</tr>
<tr>
<td>อุ้ยกน้อย (ขอน)</td>
<td>subordinate (employee)</td>
</tr>
<tr>
<td>อุ้ยกท้อ (ลูก)</td>
<td>peach (a Chinese loan word)</td>
</tr>
<tr>
<td>อุ้ยกสิ้น (ขอน)</td>
<td>student, pupil</td>
</tr>
<tr>
<td>ยกแคะแย่</td>
<td>too..., so...</td>
</tr>
<tr>
<td>ยก</td>
<td>to choose, pick out, select, elect</td>
</tr>
<tr>
<td>ยกต่าง</td>
<td>to elect (as in a political election)</td>
</tr>
<tr>
<td>ยำ</td>
<td>(to be) yellow</td>
</tr>
<tr>
<td>ลืม</td>
<td>to forget</td>
</tr>
</tbody>
</table>
maa  
to come
(paj)... maa  
to come from
maa kòon  
previously
maa lèw  
ago
maa thỳŋ  
to arrive (towards speaker)
màa (tua)  
horse
màa (tua)  
dog
máaj (an, phèen)  
wood, stick
máajkèsalak  
woodcarvings
májkhlit (faj)  
matches
máaj sàk  
teak
mâak  
(to be) much, many; a lot; very
maalíkaa  
Malika (female first name)
mahànasàk  
Mahasak (last name)
mahàawítthajjalaj  
university
mai  
mile
màj, máj  
question word
màj  
again, new
màj  
no, not (a negative word)
màj châj  
It is not so. It is not the
one (meant). (Negative
response)
màj dâj  
not, not as assumed to be
màj khøj (ca)  
scarcely, hardly, not quite, not very
màj wàj  
can't do it, unable to, is
incapable of (because of
lack of physical strength
of energy)
mák ca
mâŋ
malajuu
malaköö (lûuk)
malí
mamûaŋ (lûuk)
mankhút (lûuk)
maryynníí
míchíkeen (rát)
meesãa(jon)
méet
mêsachusèt(rát)
mé t
mêe (khon)
mêebâan (khon)
mêekháa (khon;)
mêenâm (sãaj;)
méen
mëërëi
mïë
mïë
mïë... jùu
mëënäa(khom)
mëssís
mìste
mìchâñ

usually, likely to
some, any (pronominal, another
form of bâaŋ)
Malaya
papaya (fruit)
Malee (Thai girl's name)
mango (fruit)
mangosteen (fruit)
the day after tomorrow
Michigan
April
meter (metric system)
Massachusetts
seed, grain, pill; classifier
for small round objects
(pills, etc.)
mother
housewife
salesperson (female)
river
Maen (male or female first name)
Mary (name)
to have
there is, are (existence)
has, have, is, are in possession
of, is are in existence, is,
are to be found
March
Mrs.
Mr.
Mission (name of a hospital
in Bangkok)
míthunaa (jon)  June
mítrakphâap  Friendship (name of a highway in Thailand)
mít su  Mitsu (name of a restaurant)
mókkaraa (khom)  January
mooŋ  o'clock, time
mño (khon)  medical doctor
muan  classifier for cigarette, cigar corner
mun (mum)  mosquito net
mūŋ (lāŋ)  screen (for window, etc.)
mūnluat (lāŋ)  used for past time
mýa  a short time ago
mýakíkíñí, mýakí, mýakíñí  yesterday
mýawaanníí  when, question word
mýarâj  too, also
mýankan, mýankan  city, country (nation)
myaŋ (myaŋ)  hand
myy (myy)  ten thousand
mỳyn  (to be) dark
mỳyt

n  particle used to make the question sound less abrupt

na, ná  rice field
naa (râj)  in front; face
nâa kwaan  width (for fabric)
nâa  narrow
nâa khiâep  worthy of, leading to, or -able - (It combines with other verbs to form verb compounds)
nâa

G-31
nâa-àan
nâaabỳa
nâacháj
nâachàw
nâaduu
nâafaŋ
nâajùu
nâakháp
nâarák
nâasñoancaj
nâasño
nâasỳy
nâathaan
nâatàan (nâatàaŋ)
nàa

naaj (khon)
naajnâa (khon)
naajjók
naajjók rátthamontri1
naalikaa (ryan)
aamsakun
naan
naanaaphan
naañ (khon)
aanphhaajaabaan (khon)
aathî1
nâathî1
nãaw
naj

interesting to read
(to be) dull
(to be) nice to use
(to be) nice to rent
(to be) interesting to look at
(to be) interesting to listen to
(to be) cozy, livable
(to be) nice to drive
(to be) lovable, cute
(to be) interesting
(to be) nice to teach
(to be) nice to buy
to look delicious
window
(to be) heavy (of material), heavy texture

Mr. (title)
agent
prime minister (short form)
prime minister (official name)
watch, clock
family name
(to be) long (in time)
Nanaphan (name of a shop)
female, Mrs.
female nurse
minute
duty
(to be) cold
in, inside

G-32
(khון) naj is used to refer to products made in Thailand or country

näßj which (one(s)) (determiner)
nák- one who - (agent noun) (never alone)

nàk (to be) heavy (in weight); hard (of work); severely, very

nák so, so much

nákkanmyan (khon) a politician

nákphaasáa (khon) linguistic scientist, linguist

nákrián (khon) student, pupil

nákrián kàw (khon) former student

nákrián nàk (khon) Thais educated in Thailand

nákrián nêok (khon) Thais who were educated abroad

nákksyksa (khon) student

nakhöon râatchasimaà Korat (Nàkorn rachasima) (city in Northeastern Thailand)
nakkhoonsïi thammârâat Nakorn Sri Thammarat (city in Southern Thailand)

(sïi) námñen (to be) blue (in color)

(sïi) námtaaan (to be) brown (in color), sugar

nàn that (one), there

năn, nân that (determiner)

nàŋ (ryan) movie (story)

nåŋ (lêm) a book

nåŋsyýphim (chabàp) newspaper

nåŋ to sit

nénam to introduce, to advise, to suggest

khamnénam advice, suggestion, instruction

nìi this (one), here
nîi, nîi  
this (determiner)

nît nòoj  
a little

nîtâlt (khon)  
student (at Chulalongkorn, Kasetart, and the Fine Arts Universities)

nîw delhîi  
New Delhi

nîw  
in (English system)

njuu jóok  
New York

nôk (tua)  
bird

nôkjuun (tua)  
peacock

nôkkêsw (tua)  
parrot

nonjaw  
Nongyaw (Thai female first name)

nonlák  
Nonglak (female first name)

nôn  
over there

nôn  
that (one) over there, over there (pronominal)

nôn, nôn  
the one over there (determiner)

nôoj  
maybe used to make a request less abrupt

nôoj  
few

nôoj  
(to be) little, small, less, slight (in quantity)

nôok  
outside, external

(khôn) nôok  
is used to refer to any product made outside of Thailand

noon  
to sleep

nôn (tua)  
worm

nôn (khon)  
younger brothers and/or sisters

nônchaaaj (khon)  
younger brother(s)

nônghâaw (khon)  
younger sister(s)

noonrawee (prathêet)  
Norway
nútchanan
nýa
nýaphāa
nýk
nýk ̀ok
nýn, nýŋ

Nuchanan (female first name)
north, above
texture of cloth
think about, can recall, can remember
to be able to recall to memory
one, a

η

nâaj
naan
naan
naanlínŋ
naan phátthanaa
naj
nán
nën
nënbièek
nënthonoon
ños (lûuk)
nuânnoon

to be simple, easy
ceremony
work
party (entertainment)
community development
variant form of janraj
in that case
silver, money
a deposit (in a bank)
change (money returned)
rambuttan (fruit)
to be sleepy

P

pâaj (pâaj)

(traffic) stop sign, tag, sign
poster

pâaj rótmee (pâaj)
bus stop

pàak (pàak)
mouth, beak, lips, opening

pàaknáam
Paknam (name of an Amphoe)

pàaksöoj
the entrance into a lane
pàak kâe
paj
paj kòon
paj maa
paj thîn
(cháa) paj
pàk
pànkâmman
parît (krun)
râthumwan
pattanii
pen
temsilweenia
pentaakoon
pèêt
pèêt
pîi
pît
plaasâa
pláatsatîk
plàaw
ples
plesk (plèsk)
plootphaj
pen
Parker
to go
to go first, to go ahead
to come from
to arrive (away from speaker)
too (much)
part (with pàk tâj 'Southern Part' only)
a gas pump
Paris
Patoomwan, (section of Bangkok)
Pattini (city in South Thailand)
to be
Pennsylvania
the Pentagon
eight
to open, turn on (lights)
year
to close, turn off (lights)
Plaza, name of a hotel in Bangkok
plastic
no (it isn't so) - particle indicating strong disagreement with the information content of the question
to translate
(to be) unusual, (to be) strange
to be safe, out of danger
plyañ  to use up, to consume, to waste (e.g. money, time resources) the expenses; to be expensive
poon  pound (weight)
pracam  to be stationed
prachathíppataj  freedom (also the name of a monument in Bangkok)
prachum  to meet (in a group), to hold a meeting; meeting, assembly
pradlit  Pradit (given name)
prajsanii  the post office
prajsaniiklaan  The Central Post Office
pramaan  about, to approximate, to estimate
praphâat  Prabas (Thai male first name)
prasàat  Prasat, male first name
prasèet  Prasert (male first name)
prasít  Prasit (male first name)
prathaan (khon)  president, chairman
prathaan aathípboodii (khon)  the president of a country
country, nation
prathêet (prathêet)  door, gate
pratuuu (baan)  Pratunam (name of the section in Bangkok)
pratuanáam
présidên  President (English name)
préen (préen)  brush
préenšîfan (préen)  toothbrush
prichaa  Pricha (Thai male first name)
pròot  please (request form)
prỳksaā  to talk it over, consult
to ache, have a pain
pùat
phaa... \{ paj
  \{ maa
phâafâaj
phâamâj
phâanajlôn
phâak (phâak)
phàan
phaasăa (phaasăa)
phahônjoothin
phajabaan
phâk
phák phon
phâmâa (pratheet)
phan
-phan
phanâknaan (khon)
phanrajaa, pharijaa,
phanjaa (khon)
phâtłom (khrynû)
phát phon
phâtthanaakoon (khon)
phêt
phêtplooj
phêtburii
phèen
phènsyan

{ to take, or escort someone
cotton
silk
nylon
part, region, section
to pass, to go past
language, speech
phahonyothin Road (in Bangkok)
to nurse
to stay at, to stop at
(hotel, etc.)
to rest
Burma, Burmese
thousand
ending for month of February
employee
wife (elegant term)
electric fan
Pat Pong Street (in Bangkok)
a community development worker
diamond
jewelry
Phetburi (city in Central Thailand)
classifier for 'map, picture, paper' sheet-like
records (phonograph)
phéenthī (phén)
map
(phèn) (to be) expensive
phèn
just (immediately before)
phíchaj
Phichai (male first name)
phīi (khon)
older brother(s) and/or sister(s)
phīichaaj (khon)
older brother(s)
phīinōoŋ (khon)
brother(s) and sister(s)
phīisāaw (khon)
older sister(s)
phim
to type
phim (dīit)
to typewrite, print
phimphaa
Pimpa (female first name)
phimsēen
smelling salts
phīt
(to be) incorrect, a mistake
phītsanulōok
Pitsanuloke (city in Northern Thailand)
phīi-éks
the PX (Post Exchange)
phīoọj
precious stones, such as sapphires, rubies, etc.
phōm
I (male speaker)
phōn
classifier for fruit
phōnlamǎaj
fruit
civilian
phonlaryan (khon)
to meet, run into (someone)
phōp
to meet or see each other
phōp... kan
to be enough, sufficient
phōo
father, male engaged in...
phōom
(to be) thin (not fat)
phōokhāa (khon)
merchant
phōosōo
B.E.
phrá-aathít
Phra-aathit Street (in Bangkok)

phrácan (thâa)
Phracan ('moon'), name of the port in Bangkok across the Chaophraya River

phráraam slî
Rama the Fourth (street)

phránakcoon
Bangkok (official name of the province the city of Bangkok is located in)

phró ... (wâa)
because

phrōom
to be ready, set, completed

phrûnnî
tomorrow

phrût(sa)cikkaa(jon)
November

phrûtsaphaa(khom)
May

phuanj
bunch, classifier for fruit in a bunch

phútthá sàkàrâat (phoosño)
Buddhist Era

phûu
person, one who

phûuchaaaj (khon)
man, boy (male human of any age)

phûuchâw (khon)
tenant

phûuchfawchaan (khon)
an expert

phûujàj (khon)
an adult

phûujîn (khon)
woman, girl (female human of any age)

to speak, talk, say

to repeat after

phûut
friend

phûut taam

phûyan (khon)

phûyn
floor
raaj la-lat
raakhaa
raamâa
ráan (hèŋ, ráan)
ráanaahāan (ráan)
ráankaafëe (ráan)
ráankhāajjaa (ráan)
ráankhāajkhōŋ (ráan)
ráannāŋsyỳphim (ráan)
ráannmë(o (ráan)
ráantätphôm (ráan)
ráantâtsëa (ráan)
raangel (jàan)
râatcha-
râatburii
râatchadamnœøen
râatchadamrl
râatchawithyi
râatprasœŋ
raaw, raawraaw
rabian (rabian)
râk
râkthaj
râp
(paj/maa) râp
details
price
the Rama (name of a hotel in Bangkok)
shop, store
restaurant
coffee shop
a pharmacy
shop, store
a newstand
a doctor's office
a barber shop
a tailor shop
prize (kind)
pertaining to the king
Ratburi (city in Central Thailand)
Rachadamnoen (Road)
Rachadamrl (Road)
Rajawithee (Road)
Ratprasong (section of Bangkok)
around, approximately
corridor
to love
Rakthai (Thai family name)
to receive, accept, to take on, to eat (something)
to go meet someone, to go get something
ráproon dâj
rát (rât)
rátsia (prathêet)
ráthamontrii
raw
reenuu
rew
rêek
rêenthian
rêem
rik wâa
rian
ryan
rif
rif
rim (rim)
(pen) rôok âhiwaa
(pen) rôok bit
(pen) rôok sâjtan
room (kruŋ)
roon (roon)
roonnân (roon)
roonnân khin (roon)
roonrian (hên)
roonrian naanaachâat (roonrian)
roonrôt (roon)
roonnaan (roon)
roonphajabaan (roon, hên)
guarantee, can guarantee
state, nation
Russia
minister (head of a ministry)
we, our, us
Renu (male or female first name)
fast, soon, early
to be first
watt (measure of electricity)
to start
to be called
to study, learn
coin, dollars
to hurry, to be urgent
to iron (cloth)
edge, rim, bank
(to have) cholera
(to have) dysentery
(to have) appendicitis
Rome
building
movie house, cinema
King's Cinema
school
The International School
garage, carport
factory
hospital
rŏn̄r̄ĕm (rŏn̄r̄ĕm, hē̄n̄) hotel
rōpkuan to bother, trouble (someone)
rōt (khan) car
rōttūktūk (khan) a small 3-wheeled car used
mainly as taxis
rōtfaj (khabuan) a train
rōtjon (khan) car, motor car
rōtmee (khan) bus
rōtsāamlōo (khan) samlor (3 wheeled vehicle)
flavor
rōt particle often used with
statement of negation
rōc̄j hundred
rōon (to be) hot (temperature)
rŏnthāw (khūu, khāñ) shoes (pair; one of a pair)
ruaj (to be) rich, wealthy
ruam include, to combine, add,
add up, sum up
Ruam caj Ruam chaj (name of lane on
Sukhumwit Road)
Ruam rýdii Ruam Rudi, name of a lane off
Sukhumwit Road
rúucàk to know, to be acquainted with,
to be familiar with
to understand (a subject)
picture
ruu ryāñ question word
ruup (baj) question word
ré, rīy, rý, līy, lý yet (question word)
ryāñ question word (negative)
rýplāaw or
rīy, rý
rya bĭn (lam, khrīyāñ) airplane
khrīyāñ
rya (lam)  boat
ryabaj (lam)  sail boat
ryacâan (lam)  rented boat
ryan  classifier for 'watch, clock'
ryaj ryan  so so (as a response to a
greeting)
ryan (læŋ)  house (in older Thai)
ryankhonchâj (læŋ)  servants' quarters
ryan  story (about), about
(classifier for story)

sà wâajnáam  swimming pool
sa-àat  to be clean
sâaj  late, the time (9 a.m.-11:59 a.m.)
sâaj

1. classifier for rivers, canals, roads, for ornamental chains, necklaces for wires, cables, and for other line like objects.
2. line (esp. in the fig. sense of a channel, route, as in 'telephone line')

sâalaa (læŋ)  a pavillion, a hall, a public
building
sâalaa ameerikan  the USIS auditorium
sâam  three
sâam-sîp  thirty
sâamii (khon)  husband (elegant term)
saan fransisko  San Francisco
sâap  to know (a fact)
sâathaaranâ  public (not private)
sâathoon  Sathorn (street in Bangkok)
săathoon tâj  South Sathorn (street in Bangkok)
sabaajdiî  to feel well, be in good health
sabûuhom (khôn)  toilet soap
sabûu(láks) (khôn)  (Lux) soap
sabûunaj (khôn)  local soap
sabûunôk (khôn)  imported soap
sabûusákphâa (khôn)  laundry soap
sabûuthaj (khôn)  Thai soap
sadûak  to be convenient
sajăam  Siam (former name for Thailand)
sajăam intëe  Siam International Hotel
sànàprachaachâat  The United Nations
sâk (or) sâk  a little, bit
sâk pradlaw  a minute
sâk  to wash (cloth only), to launder
to dry clean
to wash (in water), to be washable
to spell (words)
sakôt  one fourth yard
sakruu  Saman, male or female first name
time, period, era, age, reign
samâj  modern
samâj màj  always, regularly, consistently
samêë  office (of an agency, etc.)
sâmñákñaan (ñêñ)  for
sâmrap  Smith (name)
samít  club, association
samoosñon  notebook
samût (lêm)
samùt thoorasàp (lêm) a phone book
sân (to be) short (in length)
sanãam (sanãam) yard, field, (golf) course
sanãam (hèŋ) field, (as in airfield, sports field, etc.)
sanãamjâa (sanãam) lawn, yard
sanãambil (hèŋ) airport
sanãamkilaâ (hèŋ) the sports stadium
sanãamlûañ (hèŋ) the Pramane Grounds in Bangkok
sanãammâa (hèŋ) race track
sanît extremely (sweet, etc.), close, intimate (of friends, etc.)
sânjaachâw (baj) a lease
sanûk (to be) amusing, to be fun, to have a good time
sawàt Sawat (name)
sawàtdiî hello (used for greeting or leavetaking)
sawít (prathêet) Switzerland
sàŋ to order, to leave instructions or a message
sàŋ (hâj) to order
sàpdaâa, sàppadâa week (elegant usage)
s apeen (prathêet) Spain
saphaâan (saphaâan, an) bridge (a structure)
saphaâan khwaaj (saphaâan, an) the Water Buffalo Bridge (name of a bridge in Bangkok on Phaholyothin Road)
sapòot khláp The Royal Bangkok Sports Club
sàpparôt (lûuk, baj) pineapple
sàpràthum Saprathum (name of the corner and section in Bangkok)
sapriñfil
sät (tua)
...lían (tua)
satàan
sathãan (hèn)
sathãankošsùn (hèn)
sathãani (hèn)
sathãaniírótçaj (hèn)
sathãaniitamrüat (hèn)
sathãanthïî (hèn)
sathãanthûut (hèn)
säw
sèet satàan
sen (tikram)
sen (timéét)
sên
sèt
sësn
si
si, sì, sí
sïa
sïa (khâa)

Springfield
animal
pet
satang (Thai coinage)
place, location
the Consulate
station
the railroad station
police station
place, site (place equipped for particular kind of work, activity, etc.)
embassy
Saturday
change (in coin)
centigram (metric system)
centimeter (metric system)
for rope, cord
to finish some activity (often of indefinite length and of temporary nature)
hundred thousand
particle indicating definiteness or emphasis
to request someone to do something, to urge someone to do something that he has failed to do on the first request or obviously needs doing
to pay out (money) to waste, lose (time) to be obligated to pay
to pay for something (a bill, etc.)
sli
sljøek
sl1-slø
sy1 (sy1)
sy1
to polish
sy1lom
Silom (name of the street in Bangkok)
sy1sà
head (elegant word)
syinkháa thaj
Thai merchandise
syinhãa(khom)
August
slø
ten
sirirâat
Siriraj, name of the hospital in Thonburi
søkkaprök
to be dirty
søm (lûuk)
orange
søm oo (lûuk)
pomelo
sømsàk
Somsak (male first name)
søn
to pass, to hand (someone something)
søn
to send or ship something; to see someone off, to take someone somewhere
sønkhlàa
Songkla (city in South Thailand)
sømchít
Somchit (male or female first name)
søot (khon)
to be single, unmarried state single person, bachelor, spinster
søt
(to be) fresh (of fruit, etc.)
søoøj
lane (narrow street)
søon
to teach
søon døen
Red Arrow (name of a restaurant in Bangkok)
<table>
<thead>
<tr>
<th>_POSTFIELDS</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>甚么 (scotmaaj)</td>
<td>classifier for cigarettes; envelope</td>
</tr>
<tr>
<td>甚么 (scotmaaj)</td>
<td>envelope</td>
</tr>
<tr>
<td>甚么 (scotmaaj)</td>
<td>two</td>
</tr>
<tr>
<td>甚么 (scotmaaj)</td>
<td>two story</td>
</tr>
<tr>
<td>甚么 (scotmaaj)</td>
<td>war</td>
</tr>
<tr>
<td>甚么 (scotmaaj)</td>
<td>to test, be tested</td>
</tr>
<tr>
<td>甚么 (scotmaaj)</td>
<td>(to be) pretty, beautiful</td>
</tr>
<tr>
<td>甚么 (scotmaaj)</td>
<td>garden</td>
</tr>
<tr>
<td>甚么 (scotmaaj)</td>
<td>flower garden</td>
</tr>
<tr>
<td>甚么 (scotmaaj)</td>
<td>most of, in the main</td>
</tr>
<tr>
<td>甚么 (scotmaaj)</td>
<td>to be ripe</td>
</tr>
<tr>
<td>甚么 (scotmaaj)</td>
<td>public health center or clinic</td>
</tr>
<tr>
<td>甚么 (scotmaaj)</td>
<td>Sukhumwit Road</td>
</tr>
<tr>
<td>甚么 (scotmaaj)</td>
<td>Sunthorn (male first name)</td>
</tr>
<tr>
<td>甚么 (scotmaaj)</td>
<td>Suriwong (street in Bangkok)</td>
</tr>
<tr>
<td>甚么 (scotmaaj)</td>
<td>last, final</td>
</tr>
<tr>
<td>甚么 (scotmaaj)</td>
<td>center</td>
</tr>
<tr>
<td>甚么 (scotmaaj)</td>
<td>to be high, tall</td>
</tr>
<tr>
<td>甚么 (scotmaaj)</td>
<td>refers to top garments, such as shirts and blouses; woman's dress</td>
</tr>
<tr>
<td>甚么 (scotmaaj)</td>
<td>suit of clothes (for men) any ensemble of clothes that includes an upper garment and slacks or pants. (e.g. women's blouse and slacks, children's coveralls, pajamas, etc.)</td>
</tr>
<tr>
<td>甚么 (scotmaaj)</td>
<td>jacket</td>
</tr>
<tr>
<td>甚么 (scotmaaj)</td>
<td>cloth</td>
</tr>
<tr>
<td>甚么 (scotmaaj)</td>
<td>tiger</td>
</tr>
</tbody>
</table>
sýksǎa
sýy
sýy...{paŋ}...fǎak

sýy...{maa}...

t
taām
tàaŋ
tàaŋ ḋàp

tàaŋcaŋwàt 
(jùu) tàaŋhàak
tàaŋ prathēet
tàj
tàjthünk

talàat (hèŋ)
talàat nàam

talàat nát (hèŋ)
ein the provinces, out-of-town
to be separate
foreign
South, under 
the space under the house
market
the Floating Market in Thonburi 
a special kind of market which is open regularly on a certain day
precinct, subdivision of an amphoe
position (rank)
police
as much as, as many as
to be located
from (such and such a time or starting point), since
to cut, sever
taw (taw)  | stove
---|---
tawkéss (taw)  | gas stove
tawrít (an)  | to iron (for clothing)
teeharaan (myan)  | Teheran
tenít  | tennis
tenram  | to dance (Western style)
tès  | but
tès  | very early
ta  | watermelon
tsêngmo (lûuk)  | to decorate, adorn (the verb in tèn  naan)
tèn  | to marry, to get married, to be married
tèn  naan  |
tia  | to be short, low (in height)
tiā (tian)  | bed (to sleep on)
tii  | o'clock (for the time 1 a.m. - 5 a.m.)
tît  | to get stuck (to, in), to connect, to stick (to), to attach (to)
rot tít  | the traffic's heavy	lti (mûnlûat)  | to (be) screen(ed)
tîttan  | to install
tîttòo kàp  | to contact or get in touch with someone
tó (tua)  | table, desk
tòk  | to fade (of colors), to drop, to fall (straight) down (from, into, onto), to fall or drop off, decrease, diminish, to set (of the sun, moon)
tòkloŋ  
right, O.K.; to agree (to something)

tônmaaj (tôn)  
plant, tree

too  
(to be) big, large, mature

tookiaw (kruŋ)  
Tokyo

tòo (raakhaa)  
to bargain

tòo (thoorasàp)  
to make a phone call

toon  
sometime, time, part of (something)

toon (thfi)  
during, section (of space or time), part

tôn  
must, have to

tônkaan  
to want, need

tòop  
to answer

traa  
brand, trademark (It is sometimes attached to the name of the product in advertising.)

tronŋ  
right, exactly sharp (of time)

tronŋ (nǎj)  
(exactly) where

tronŋ  
{ ka-
\| kàp

tronŋkan khâam  
opposite

tronŋkhâam kan kàp  
opposite

tua  
classifier for 'animals, objects with legs (chairs, tables, etc.)'

tua phôm een  
I (myself)

... khâw ...  
he (himself), etc. tua... een is more emphatic than tua alone.

tua myaŋ  
the business district

tua nânśỳy (tua)  
letter (of the alphabet)
tulaa (khom)
tu (baj)
tuujen (tuu)
tyk (læŋ)

October
chest of drawers, cabinets, (book)cases, wardrobe
refrigerator
building

th

thaa (sǐi)
thāa (thāa, hēŋ)
thàaj rûup
thãam
thaan
thàanfajchaaj (kɔɔn)
thaŋ
thaŋkhwaǎa
thaŋljak
thaŋn̥a
thaŋsáaj
thaŋtâj
thaŋkasèt
thaŋwoɔɔn
thahǎan (khon)
thahǎan aakàat (khon)
thahǎan bòk (khon)
thahǎan rya (khon)
thaŋ
thalee
tham
thamŋnaan
to smear, spread (on), to paint
port, harbor
to take pictures
to ask, (a question)
to eat, drink (elegant term)
flashlight batteries
way, path, direction, means
to the right
choice (as a means)
North
to the left
South
agricultural
Thaworn (Thai male first name)
serviceman
airman
soldier
sailor
Thai
sea
to do, make
to work

G-53
<table>
<thead>
<tr>
<th>Thai Word</th>
<th>English Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>than</td>
<td>time, to have time to, to catch up to</td>
</tr>
<tr>
<td>than samāj</td>
<td>modern, up-to-date</td>
</tr>
<tr>
<td>thân</td>
<td>you, he, she (for persons of superior status)</td>
</tr>
<tr>
<td>thanakaahna (hèn)</td>
<td>bank</td>
</tr>
<tr>
<td>thanakaahna ameerikan</td>
<td>the Bank of America (the American bank)</td>
</tr>
<tr>
<td>thanakaahna thaj</td>
<td>the Bank of Thailand</td>
</tr>
<tr>
<td>thanat khooman</td>
<td>Mr. Thanat Khoman, Foreign Minister of Thailand</td>
</tr>
<tr>
<td>thanon (sǎaj)</td>
<td>street, road</td>
</tr>
<tr>
<td>thanon jàj</td>
<td>the main street</td>
</tr>
<tr>
<td>thanwaa(khom)</td>
<td>December</td>
</tr>
<tr>
<td>thàŋ (baj)</td>
<td>pail</td>
</tr>
<tr>
<td>thàŋmòt</td>
<td>altogether</td>
</tr>
<tr>
<td>thaw</td>
<td>grey (color)</td>
</tr>
<tr>
<td>thâw kàp</td>
<td>equal, same in size or quantity</td>
</tr>
<tr>
<td>thàwnán</td>
<td>only, only that (much)</td>
</tr>
<tr>
<td>thâwraj</td>
<td>how many, how much (question word)</td>
</tr>
<tr>
<td>théep</td>
<td>tape (English loan word)</td>
</tr>
<tr>
<td>thêŋ</td>
<td>classifier for 'pencil', etc.</td>
</tr>
<tr>
<td>thêeksîli (khan)</td>
<td>taxi</td>
</tr>
<tr>
<td>thêšw</td>
<td>section, district (of a town)</td>
</tr>
<tr>
<td>thêšwnán</td>
<td>over there, that area</td>
</tr>
<tr>
<td>English</td>
<td>Thai</td>
</tr>
<tr>
<td>---------</td>
<td>------</td>
</tr>
<tr>
<td>why not, let's</td>
<td>(kan) thè, (thē, thèēt)</td>
</tr>
<tr>
<td>noon</td>
<td>thīnāŋ</td>
</tr>
<tr>
<td>midnight</td>
<td>thīnāŋ khuyyn</td>
</tr>
<tr>
<td>for pleasure</td>
<td>thīaw</td>
</tr>
<tr>
<td>to go out for pleasure</td>
<td>paj thīaw</td>
</tr>
<tr>
<td>instance, case, time</td>
<td>thīi</td>
</tr>
<tr>
<td>exactly, quite, very</td>
<td>thīidiaw</td>
</tr>
<tr>
<td>may be used in the place of</td>
<td>thīi</td>
</tr>
<tr>
<td>nījī to soften a request</td>
<td></td>
</tr>
<tr>
<td>if something is to be done</td>
<td></td>
</tr>
<tr>
<td>for the speaker</td>
<td></td>
</tr>
<tr>
<td>TV</td>
<td>thīi wī (khrīaŋ)</td>
</tr>
<tr>
<td>place; at, in (means 'place</td>
<td>thīi</td>
</tr>
<tr>
<td>where' as head of noun</td>
<td></td>
</tr>
<tr>
<td>compounds)</td>
<td>thīi nāj</td>
</tr>
<tr>
<td>where (as question word); anywhere (in negative statement)</td>
<td>thīinān</td>
</tr>
<tr>
<td>there</td>
<td>thīinīi</td>
</tr>
<tr>
<td>here</td>
<td>thīinōon</td>
</tr>
<tr>
<td>way over there</td>
<td>thīicōːtrōt (thīi)</td>
</tr>
<tr>
<td>parking lot</td>
<td>thīilēskṇen</td>
</tr>
<tr>
<td>place to exchange money</td>
<td>thīiprachum (hēŋ)</td>
</tr>
<tr>
<td>a meeting (place), assembly, gathering (of people)</td>
<td>thīisōŋ thooralēek</td>
</tr>
<tr>
<td>the place to send telegrams</td>
<td>thīithamŋaan (hēŋ, thīi)</td>
</tr>
<tr>
<td>office</td>
<td>thīithamkaan</td>
</tr>
<tr>
<td>the office</td>
<td>thīi</td>
</tr>
<tr>
<td>form that is used with numerals to form ordinal numbers, hence thīi såam 'third', etc.</td>
<td>thīi nūŋ</td>
</tr>
<tr>
<td>first</td>
<td>thīi såam</td>
</tr>
<tr>
<td>third</td>
<td></td>
</tr>
</tbody>
</table>

G-55
thîi slî
thîi sëon
thîisût

thîi
thîi lësw
(aathít) thîi lësw
thîi-

thîitiîkhàj (thîi)
thîipèëtkrapǒŋ (thîi)
thîip
thîp thóop
thôm
thon
thonabàt
thonburîi

thoomás
thooralêek (chabàp)
thoo (rasàp)
.... (rasàp) paj
.... (rasàp) maa
thoorarathát (khîyan)
thoo (phâa)
thoom
thoon

fourth
second, etc.
superlative most, -est (occurs in construction with stative verbs)
that, which (connective)
ago
last (week, etc.)
means 'simple device' when used as the head of certain noun compounds.
an ordinary (egg) beater
an ordinary can opener
to ride, pedal
Tip Top (name of a coffee shop)
to make nielloware
to be durable, lasting, to last, to endure
bank note

Thonburii, name of a province in Thailand. It used to be the capital during the period from 1767 through 1782.

Thomas
telegram
to telephone, to call
T.V.
to weave cloth
Tom (a name)
to give change (money)
<table>
<thead>
<tr>
<th>Thai Word</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>thoon</td>
<td>gold</td>
</tr>
<tr>
<td>thoon (thoon)</td>
<td>stomach, intestinal area</td>
</tr>
<tr>
<td>thoonluang</td>
<td>bronze (the market term)</td>
</tr>
<tr>
<td>thoonksamrit</td>
<td>bronze (technical name)</td>
</tr>
<tr>
<td>thuaj (baj)</td>
<td>cup (classifier for a cup of something)</td>
</tr>
<tr>
<td>thuun</td>
<td>exactly (in amount), complete (exact in amount), in a round number</td>
</tr>
<tr>
<td>thuuk</td>
<td>every, each</td>
</tr>
<tr>
<td>thun (thun)</td>
<td>a grant, fund, investment, a scholarship, a fellowship</td>
</tr>
<tr>
<td>thun (baj)</td>
<td>a bag</td>
</tr>
<tr>
<td>thum</td>
<td>o'clock, (used for 7 p.m. - 11 p.m.)</td>
</tr>
<tr>
<td>thura</td>
<td>business, affairs, errands</td>
</tr>
<tr>
<td>paj thura</td>
<td>to go out on business</td>
</tr>
<tr>
<td>thurian (luk)</td>
<td>durian (fruit)</td>
</tr>
<tr>
<td>thuuuk</td>
<td>(to be) right, correct</td>
</tr>
<tr>
<td>thuut (khon)</td>
<td>the ambassador (common usage)</td>
</tr>
<tr>
<td>thyn, thyn</td>
<td>to reach, get to; that, so, then, if it comes to the point that</td>
</tr>
</tbody>
</table>

**w**

<table>
<thead>
<tr>
<th>Thai Word</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>waa</td>
<td>to say, criticize, to think, to have an opinion; that (when used with verbs like phuut)</td>
</tr>
<tr>
<td>wajaanam</td>
<td>to swim</td>
</tr>
<tr>
<td>waansyun(ni)</td>
<td>the day before yesterday</td>
</tr>
<tr>
<td>wanan</td>
<td>(to be) sweet (in flavor)</td>
</tr>
</tbody>
</table>
waanii Wannee (female first name)
wâan (to be) free, not busy, not occupied
wâj a salute made by placing the hands palm to palm and raising them towards the face
wájt White (English name)
wan (wan) day (classifier for day)
wanní1 today
wanarkhaan Tuesday
wanathít Sunday
wancan Monday
wanph(a)rýhát Thursday
wanphút Wednesday
wansāw Saturday
wansùk Friday
wanlǎŋ some day (in the future)
wanphrá Buddhist day of worship
wanthíi date; (the... th)
wǎŋ to hope
(pen) wàt (to have) a cold
wát (wát) temple, temple compound
wátthanátham culture
weelaa time (to do something, etc.)
weelaaníi at present
wé to stop in, over
wéećinia (rát) Virginia
wíatnaam (prathëet) Vietnam, Vietnamese
wichaj Wichai (male first name)
wíi bunch, classifier for bunch of bananas
<table>
<thead>
<tr>
<th>Thai Word</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>wítsawákōn (khon)</td>
<td>an engineer</td>
</tr>
<tr>
<td>wíthhajú (khřyan, an)</td>
<td>radio; Withayu (Thai name of a street); Wireless Road (English name)</td>
</tr>
<tr>
<td>wocchııntān</td>
<td>Washington</td>
</tr>
</tbody>
</table>