

THAI BASIC COURSE

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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 considered 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.

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- (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.

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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.

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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:

mǎo (khon) doctor (medical)

khâw paj to enter (away from the speaker)

khâw maa to enter (towards the speaker)

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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

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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.

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A PROGRAMMED INTRODUCTION TO THAI PHONOLOGY

(Student's Text)

Part I is on Tape only.¹

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

<u>Frame</u>	<u>Content</u>
11	Observe the way this word is written in the special writing system used in this book: phaa
12	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'.
13	Observe the way this word is written. Notice particularly the symbol above the vowels. phâa
14	The 'hat' or 'circumflex accent' over the first vowel is used to indicate that the vowel is pronounced with a <u>high falling</u> pitch contour.
15	Pronounce this word 3 times: phâa After each attempt listen to the tape for confirmation.

-
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.

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<u>Frame</u>	<u>Content</u>
16	If no mark is written above the vowel, that is indication that the word is to be pronounced with a <u>mid level</u> pitch contour. Listen to the pronunciation of <u>phaa</u> .
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) phâa (2) phaa (3) phaa (4) phâa (5) phâa
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) phâa (3) phaa (4) phâa (5) phaa
19	This word has <u>low rising</u> pitch. It is written <u>phǎa</u> .
20	The mark / ˘ / is written above the vowel to indicate that it is to be pronounced with a <u>low rising</u> pitch contour.
21	Read the following words. Check your response by the Tape. (1) phǎa (2) phaa (3) phâa (4) phaa (5) phâa (6) phǎa
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) phâa (2) phǎa (3) phaa (4) phâa (5) phǎa (6) phǎa (7) phaa (8) phâa

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<u>Frame</u>	<u>Content</u>
23	Transcribe the following words: (1) (2) (3) (4) (5) (6) (7) (8) (9) (10)
Answers:	(1) phǎa (2) phaa (3) phâa (4) phǎa (5) phâa (6) phaa (7) phâa (8) phaa (9) phǎa (10) phâa

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

<u>Frame</u>	<u>Content</u>
18	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. (1) naa (2) nǎa (3) laa (4) hâa (5) khâa (6) mǎa (7) phaa (8) maa (9) sǎa (10) thâa (11) khaa (12) lǎa (13) daa (14) bâa (15) wâa (16) thaa (17) nâa (18) phâa (19) hǎa (20) saa
19	This time write the words you hear on the tape in the spaces below using the special writing system: (1) (2) (3) (4) (5) (6) (7) (8) (9) (10) (11) (12) (13) (14) (15) (16) (17) (18) (19) (20)
Answers:	(1) phâa (2) maa (3) thǎa (4) bâa (5) khâa (6) fǎa (7) haa (8) phǎa (9) nâa (10) thaa (11) khǎa (12) laa (13) hǎa (14) nâa (15) phaa (16) saa (17) thǎa (18) khaa (19) hâa (20) mǎa

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

<u>Frame</u>	<u>Content</u>
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) chaan (2) maà (3) laan (4) khaa

Answers: (1) cháan (2) máa (3) láan (4) khaáa

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

21	Indicate the pitch contour of the following words by writing / ^ / for high falling pitch; / ' / for High; and nothing for mid level. (1) khaan (2) khaan (3) khaan (4) khaan (5) khaan
----	--

Answer: (1) khâan (2) khaán (3) khaan (4) khâan (5) khaán

22	Listen to these words and transcribe them below:
----	--

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

(6) (7) (8)

Answers: (1) khaán (2) khâan (3) khaan (4) khaán
(5) khâan (6) khaan (7) khaán (8) khâan

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

(1) khaán (2) khaan (3) khâan (4) khaan
(5) khâan (6) khaán (7) khaán (8) khâan

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Part II, Section 2 Drills, Frames 1-9 are on Tape only.

<u>Frame</u>	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) nâam (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 phít
- 7 Write this word: _____
- Answer: phít
- 8 This word is written phít
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

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Frame

Content

32 Write the words you hear in the space below:

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

Answers: (1) phàan (2) mǎa (3) phàa (4) khǎan
(5) nǎa (6) phàat (7) thǎa (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

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

<u>Name</u>	<u>Content</u>
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) thaان (11) tii (12) thii (13) thaa (14) tii (15) tûu (16) thûu (17) thaان (18) tii
12	Listen to a series of Thai words. If a word begins with an aspirated <u>t</u> , write <u>th</u> in the space beside its number; if it begins with an unaspirated <u>t</u> , write <u>t</u> 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. _____ 9. _____ 10. _____ 11. _____ 12. _____ 13. _____ 14. _____ 15. _____ 16. _____
Answers:	1. taa 2. thaان 3. taان 4. thaa 5. thaان 6. thii 7. too 8. tii 9. thoo 10. taa 11. tii 12. thaان 13. thaa 14. taان 15. thaان 16. taa

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

<u>Frame</u>	<u>Content</u>
5	It begins with an <u>unaspirated t</u> (it doesn't have a puff of air after it) and it is written <u>tii</u> in the special alphabet.

Frames 6-8 are on Tape only.

9	It begins with <u>d</u> and is written <u>dii</u>
---	---

Frames 10-14 are on Tape only.

15	Identify the following words by writing <u>d</u> , <u>t</u> , or <u>th</u> 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.

6	This word is written <u>phaa</u> . The 'h' after the 'p' shows that the 'p' is <u>aspirated</u> .
7	Does this word begin with an 'aspirated p'?
8	How would you write this word?: _____

Answer: phaa

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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. _____

Answers: 1. p 2. ph 3. ph 4. ph 5. p 6. ph 7. p
8. p 9. ph 10. p

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

1. pâaj 2. phûu 3. pàa 4. pâa 5. pàa
6. pûu 7. phaان 8. phàa 9. phâa 10. phàn
11. paan 12. phâa 13. phaان 14. pii 15. phĩi

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<u>Frame</u>	<u>Content</u>
13	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
6. pàa 7. phâa 8. phâa 9. pâa 10. pàa
11. phàa 12. pûu 13. phûu 14. pâaj 15. phaa

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

- 9 Read the following words and check your readings with the tape.
(1) pâa (2) bâa (3) pâa (4) bâa (5) pâa
- 10 A pair of words will be spoken, if they sound the same, say 'Same!'; if different, say 'Different!'.
(1) pît (2) baj (3) bâan (4) pàak (5) pân
(6) pàa (7) bàa (8) baan (9) pâa (10) bît
(11) paa

THAI BASIC COURSE

Frame

Content

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. p̄aa 2. b̄aa 3. p̄aa 4. b̄aa 5. paa
6. b̄aan 7. paan 8. b̄aan 9. p̄aat 10. p̄aak

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.

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

(1) baan (2) p̄et (3) b̄aat (4) ph̄uu
(5) ph̄ăn (6) b̄aa (7) piī (8) ph̄aa
(9) paan (10) baan (11) b̄aan (12) ph̄at
(13) p̄aa (14) plaa (15) p̄aaj

4 Write the words you hear in transcription below:

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

Answers: (1) paa (2) ph̄aa (3) baan (4) p̄aa (5) pen
(6) phaa (7) b̄aa (8) ph̄aan (9) ph̄it (10) plaa

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Part III, Section 5, Frames 1-7 are on Tape only.

<u>Frame</u>	<u>Content</u>
8	In transcription <u>aspirated k</u> is written <u>kh</u> . The 'h' stands for the air stream. Write the symbol for the initial sound in these words: (1) (2) (3) (4)

Answer: To all 4: kh

Frames 9-12 are on Tape only.

13	Unaspirated <u>k</u> is written 'k'. In the spaces below write the symbol for the initial consonant sound in these words: (1) (2) (3) (4)
----	---

Answer: In each case is k.

Frames 14-17 are on Tape only.

18	Listen to these words. If a word begins with aspirated <u>k</u> , write <u>kh</u> opposite its number; if unaspirated <u>k</u> , write <u>k</u> . (1) (2) (3) (4) (5) (6)
----	---

Answers: 1. kh, 2. k, 4. kh, 5. k, 6. kh

19	Read the words below. Check your responses with the tape: (1) kàap (2) khìi (3) kin (4) kaan (5) kàp (6) klâj (7) khâaŋ (8) kûŋ (9) kàj (10) khàat (11) khaa (12) kâan
----	--

THAI BASIC COURSE

Frame

Content

- 20 Write these words:
- | | | | |
|-----|------|------|------|
| (1) | (2) | (3) | (4) |
| (5) | (6) | (7) | (8) |
| (9) | (10) | (11) | (12) |

Answers: (1) kaan (2) khaa (3) kâaŋ (4) khàp
(5) khâaŋ (6) khǎn (7) kàj (8) kâan
(9) khâaŋ (10) klaj (11) khàat (12) kàp

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)

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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) chàt (2) càk (3) caŋ (4) chan
(5) châat (6) cuan (7) châaw (8) cèt
(9) cèp (10) chàp (11) càak (12) càt
(13) chaa (14) caŋ (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) càak (2) cham (3) cèt (4) châat
(5) chin (6) câm (7) com (8) còp
(9) choŋ (10) chaan (11) còt (12) coom
(13) caan (14) chàt

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 ŋ in phonetic writing. Please observe that ŋ is like n with a long bent tail on it.

5 The velar nasal /ŋ/ 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.

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<u>Frame</u>	<u>Content</u>
6	This Thai word ends in a velar nasal like <u>bring</u> in English.
7	What sound do these words end in?
Answer:	ŋ
8	The final sound in these words would be written /ŋ/. True or false?
9	These words end in a nasal sound also but not the velar nasal. Listen to these words. What is the final sound?
10	Now you will hear some pairs of words. The first member of the pair ends in the velar nasal; the second, in <u>n</u> . Listen to the difference.
11	The velar nasal occurs at the beginning of some Thai words. Listen to these examples:
12	Contrast these words beginning with /ŋ/ with those beginning with /n/.
Frame 13-16 are on Tape only.	
17	Read the following words: (1) ɲaa (2) ɲaan (3) ɲaam (4) ɲan (5) ɲuu (6) ɲâaj (7) ɲəən (8) ɲaj
18	Write the following words: (1) (2) (3) (4)
Answers:	(1) ɲaa (2) ɲaam (3) ɲâaj (4) ɲaj

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

<u>Frame</u>	<u>Content</u>
5.	If you said 'an old oak' (with clear separation between <u>old</u> and <u>oak</u>), what you said would be written phonetically as follows: æen 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) sǎ (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

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Part III, Section 10, Frames 1-4 are on Tape only.

<u>Frame</u>	<u>Content</u>
5	Write the final sound of these words in the space below (use ? for glottal stop):
	(1) (2) (3) (4) (5)
	(6) (7) (8) (9) (10)

Answers: 1. p 2. k 3. ? 4. t 5. ? 6. t 7. t
8. ? 9. p 10. ?

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)

Answers: 1. âa 2. t 3. k 4. âa 5. p 6. k 7. p
8. âa 9. k 10. âa

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.

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Frames 8-10 are on Tape only.

<u>Frame</u>	<u>Content</u>
11	The diphthong in this word could be written <u>aaw</u> . The first part is a long <u>a</u> and the second part is a <u>w</u> glide.
12	The <u>aa</u> and the <u>w</u> glide are about equally loud but the <u>aa</u> is considerably longer than the <u>w</u> glide. This is called a <u>long diphthong</u> .

Frames 13-18 are on Tape only.

- 19 Read the following words:
- (1) khâw (2) chaaw (3) mâw (4) plàaw
(5) sǎaw (6) câw (7) kâw (8) cháaw
- 20 Write these words in the space below:
- (1) (2) (3) (4)
(5) (6) (7) (8)

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

Part IV, Section 2.

- 1 This word ends in a diphthong.
- 2 The diphthong in this word is written /aj/ which means that it begins with an ah sound and ends with an 'ee' glide.
- 3 The ah sound and the ee glide are about equally loud, but the ee glide is longer.

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Frames 4-9 are on Tape only.

<u>Frame</u>	<u>Content</u>
10	The long diphthong in these words is written <u>aa</u> j. Write the words you hear below: (1) (2) (3) (4) (5) (6)

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

Frames 11-13 are on Tape only.

14	Read the words below and check your responses with the tape: (1) paj (2) dâj (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)

Answers: 1. naj 2. dâj 3. chaaj 4. klaaj 5. hâj
6. khǎaj 7. jàj 8. thaj 9. klâj 10. bàaj

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

<u>Frame</u>	<u>Content</u>
15	Read the following words: (1) càak (2) chán (3) faŋ (4) sǎam (5) ráan (6) khan (7) thaan (8) lǎŋ (9) phâak (10) wan
16	Write the following words: (1) (2) (3) (4) (5) (6) (7) (8) (9) (10)

Answers: 1. wǎŋ 2. khâaŋ 3. tàaŋ 4. phan 5. láan
6. naan 7. tham 8. dâam 9. thaan 10. caŋ

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

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

- 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.

THAI BASIC COURSE

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

<u>Symbol</u>	<u>Usual English Letter</u>	<u>Approximate Pronunciation</u>
b	b	similar to English <u>b</u> in <u>Samba</u> .
p	p (after <u>s</u>)	like the <u>p</u> in <u>spy</u> (no puff of air after p)

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

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<u>Symbol</u>	<u>Usual English Letter</u>	<u>Approximate Pronunciation</u>
i	i	<u>i</u> in <u>sip</u>
ii	ee, ea	<u>ee</u> as in <u>see</u>
e	e	<u>e</u> as in <u>pet</u>
ee	a, ay	<u>a</u> as in <u>made</u>
ε	a	<u>a</u> as in <u>and</u>
εε	a	<u>a</u> as in <u>fan</u>
y	..	<u>u</u> in <u>sugar</u> is somewhat similar
yy
ə	..	somewhat similar to <u>-er</u> in <u>baker</u> but shorter and without 'r' quality
əə	..	similar to <u>ə</u> but longer. British pronunciation of <u>sir</u>
a	u	somewhat similar to <u>u</u> in <u>fun</u>
aa	a	<u>a</u> as in <u>father</u>
u	oo	<u>oo</u> as in <u>look</u>
uu	ou	<u>ou</u> as in <u>you</u>
o	o	<u>o</u> as in <u>cone</u> but shorter
oo	o	<u>o</u> as in <u>so</u>
o
oo	aw	<u>aw</u> as in <u>law</u>
iw

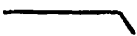








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<u>Symbol</u>	<u>Usual English Letter</u>	<u>Approximate Pronunciation</u>
ew
eew
ɛw
aw	ow	<u>ow</u> as in <u>cow</u>
aaw	ow	<u>ow</u> as in <u>cow</u> (longer than aw)
uj
ooj
ɔj	oy	<u>oy</u> as in <u>toy</u>
ooj	oy	<u>oy</u> as in <u>toy</u> (longer than ɔj)
aj	y, i	<u>y</u> as in <u>my</u>
aaaj	y, i	<u>y</u> as in <u>my</u> (longer than aj)
ia	ee, ie, e	<u>ee</u> as in <u>beer</u> (without <u>r</u>)
ya
ua	oo	<u>oo</u> as in <u>poor</u> (without <u>r</u>)
law	eo	<u>eo</u> as in <u>Leo</u>
yaj

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THAI TONE CHART

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

Written Examples:	khaa	khàa	khâa	kháa	khǎa
Approximate Pitch Range					
Name of Contour	Mid Level	Low	High Falling	High	Low Rising
Symbol	No Mark				

THAI BASIC COURSE

LESSON ONE

1.0 BASIC DIALOG: Greeting Someone

- A. sawàtdii khráp Hello.
khun sabaajdii rý khráp How are you?
- B. phǒm sabaajdii khráp I'm fine.
khòp khun Thank you.
léew khun la khráp And you?
- A. phǒm sabaajdii 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.



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1.2 GRAMMAR NOTES

- a) phǒm, dichǎn, khun, and khǎw are pronouns in Thai.
phǒm means 'I' and is used by males only.
dichán or dihán (or in formal usage dichǎn) means 'I' and is used only by females.
khun is a polite form for 'you'.
kháw (in slow distinct speech khǎw) means 'he, she, or they'.
- b) sabaajdii 'to be well, to be in good health' is a verb. The verb in Thai does not undergo changes in form, hence sabaajdii might be translated 'am, is, are fine' according to its subject.
- c) The subject precedes the verb in Thai, hence the sentence phǒm sabaajdii is the most common type of statement.
- d) Statements may be changed into questions by adding a question word at the end.
Statement: khun sabaajdii 'You are well.'
Question: khun sabaajdii rǎy 'Are you well?'
- e) rǎy 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: lǎy, lǎə, rǎy, rǎə, əə
Before kháp (khá): rý, lý, lé, ré, é, ý
- f) kháp (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.

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- g) khâ is a particle used as the final element of a statement. It indicates that the speaker is female. It may be pronounced hâ in rapid speech.
- h) khá is similar in usage to khâ except that it is used at the end of a question. In rapid speech há 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: phǒm sabaajdii 'I'm fine.'
Echo question: léew khun la khráp 'And how are you?'

1.3 GRAMMAR DRILLS

a) Expansion Drill

sabaaj	(am) fine
sabaaj dii	(am) fine
phǒm sabaaj dii	I (male) am fine.
phǒm 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.

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b) Substitution Drill

<u>Cue</u>	<u>Pattern</u>	
	phǒm sabaajdii khráp	<u>I</u> am fine.
<u>khun</u>	<u>khun</u> sabaajdii khráp	<u>You</u> are fine.
<u>kháw</u>	<u>kháw</u> sabaajdii khráp	<u>He/she/they</u> is/are fine.
<u>khun</u>	<u>khun</u> sabaajdii khráp	<u>You</u> are fine.
<u>phǒm</u>	<u>phǒm</u> sabaajdii khráp	<u>I</u> am fine.

Repeat the drill using dichán / khâ for phǒm / khráp

c) Substitution Drill

<u>Cue</u>	<u>Pattern</u>	
	léew <u>khun</u> la khráp	And <u>you</u> ?
<u>kháw</u>	léew <u>kháw</u> la khráp	And he?
<u>khun</u>	léew <u>khun</u> la khráp	And <u>you</u> ?
<u>kháw</u>	léew <u>kháw</u> la khráp	And <u>they</u> ?
<u>khun</u>	léew <u>khun</u> la khráp	And <u>you</u> ?

d) Substitution Drill

<u>Cue</u>	<u>Pattern</u>
	phǒm sabaajdii léew <u>khun</u> la khráp
<u>kháw</u>	phǒm sabaajdii léew <u>kháw</u> la khráp
<u>khun</u>	phǒm sabaajdii léew <u>khun</u> la khráp
<u>kháw</u>	phǒm sabaajdii léew <u>kháw</u> la khráp
<u>khun</u>	phǒm sabaajdii léew <u>khun</u> la khráp

Repeat the drill using dichán / khá for phǒm / khráp.

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e) Transformation Drill (Change into questions with rǎy)

<u>Statement</u>	<u>Question</u>	
khun sabaajdi1	khun sabaajdi1 <u>rǎy</u>	Are you well?
kháw sabaajdi1	kháw sabaajdi1 <u>rǎy</u>	Is she well?
khun sabaajdi1	khun sabaajdi1 <u>rǎy</u>	Are you well?
kháw sabaajdi1	kháw sabaajdi1 <u>rǎy</u>	Are they well?

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

dichăn, dichán	I (female speaker)
dii	(to be) good
khâ, hâ	polite particle, <u>statement</u> by a female
khá, há	polite particle, <u>question</u> by a female
khăw, kháw	he, she; they (third person, singular and plural). It does <u>not</u> refer to things.
khòopkhun	thank you
kháp, há?, kháp	polite particle, used in statements and questions by males
khun	you (singular only) polite form
la	question word
lěw	and (sentence connective)
phôm	I (male speaker)
rỷ, rý, lỷ, lý	question word
sabaajdi	to feel well, be in good health
sawàtdii	hello (used for greeting or leavetaking)