INTONATION IN THAI

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This volume consists of 4 Appendices.

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(This Appendix is relevant to Chapter II.)

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* Each set of the records begins with the static tones: high, mid, and low, followed by the dynamic tones: rise, fall.

(This Appendix is relevant to Chapter III.)
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APPENDIX I
Appendix I

Examples of disyllabic, trisyllabic, and tetrasyllabic monomorphemic words which have the combination of the component syllables as the hypothetical combinations.

1. Disyllabic Words

(a) L 'L  
ระบะ, ลัก, ถม, กระ, ขรุ, ชับ, กา, นะ, ฉะ, รวย, ขอ, ขนำ, ดลบ, ดับ, ตะบ, ตะ, ดลบ, ตะ

(b) L 'O  
ตับ, ละ, ยก, ตี, นรธร, หล่, กระธุก, หล่ม, บุษ, บรรลุ, บุษ, ผู, รัง, ผู, นย, น้ำ, น้ำ, น้ำ, น้ำ, น้ำ

(c) 'O 'O  
ล้าฟ้า, ผ่าน, ฝัง, เกียร, ปุณฑ, ปุณฑ, ค้าง, ค้าง, ค้าง, ค้าง, ค้าง, ค้าง, ค้าง, ค้าง, ค้าง, ค้าง, ค้าง, ค้าง, ค้าง, ค้าง

(d) 'O 'L  
สระ, ราว, แกม, กับ, กลม, กลม, กลม, กลม, กลม, กลม, กลม, กลม, กลม, กลม, กลม, กลม, กลม, กลม, กลม, กลม, กลม

2. Trisyllabic Words

(a) 'L L 'L  
สระ, สะ, ประ, จร, พัน, ฝัง, กระ, ลับ, วัต, กระ, กระ, กระ, กระ, กระ, กระ, กระ, กระ, กระ, กระ, กระ, กระ, กระ

(b) 'L L 'O  
สระ, สระ, สระ, สระ, สระ, สระ, สระ, สระ, สระ, สระ, สระ, สระ, สระ, สระ, สระ, สระ, สระ, สระ, สระ, สระ, สระ

(c) L 'O 'O  
กระทิง, กัลยา, ประ, ประ, ประ, ประ, ประ, ประ, ประ, ประ, ประ, ประ, ประ, ประ, ประ, ประ, ประ, ประ, ประ, ประ, ประ
3. Tetrasyllabic Words

(a) (')L(')L L 'L ปรารถณ์, ธรรมดา
(b) (')L(')L L 'O ถวายที่, กระเทย, บัลลังก์, บรรพบุรี, บรรพต, บรรพศี, บรรหาร, ปราสาท
(c) (')L(')L O 'O สมบัติ, สมเด็จ, สมภพ, สมคุณ, สมกิจ, สมจรรย์, สมภาพ, สมสถาน, สมราช
(d) (')L(')L O 'L ประชวร, ทรงพิภพ, ทรงจำ, พิษภัย, พิษภัย, พิษภัย, พิษภัย, พิษภัย, พิษภัย
(e) (')0(')0 O 'O สมคุณภพ, สมคุณภพ, สมคุณภพ, สมคุณภพ, สมคุณภพ, สมคุณภพ, สมคุณภพ, สมคุณภพ, สมคุณภพ
(f) (')0(')0 O 'L สมคุณภพ, สมคุณภพ, สมคุณภพ, สมคุณภพ, สมคุณภพ, สมคุณภพ, สมคุณภพ, สมคุณภพ, สมคุณภพ
Reading pronunciation of the 5 tones on /khaːl/.
Reading pronunciation of the 6 tones on /khaːl/.
Reading pronunciation of the 5 tones on "khai."
Reading pronunciation of the tones on long closed syllable words /khaːt/ and on short closed syllable words /khat/.
Reading pronunciation of the tones on long closed syllable words /kha:t/, /f/ and on short closed syllable words /kha:t h, f/.
Reading pronunciation of the tones on long closed syllable words "khat l, f" and on short closed syllable words "khat h, l."
Reading pronunciation of the set of open syllable words used in the experiment.
Reading pronunciation of the set of open syllable words used in the experiment.
Reading pronunciation of the 8 closed syllable words (2 long and 2 short) used in the experiment: /khaːt ʰ/, /khoːt ʰ/, /khoːt ʰ/, and /phit ʰ/.
Reading pronunciation of the 4 closed syllable words (2 long and 2 short) used in the experiment: /kha:t\'l, /kho:t\'l, /kha:t\'l, and /phi:t\'l."
Reading pronunciation of the 4 closed syllable words (2 long and 2 short) used in the experiment: /khaːt l/, /khoːt l/, /khot l/, and /phil l/.
Fig 3.13 - 3.14 illustrate the acoustic and the auditory records of the phonemic high tone in the word /pham/ uttered with 4 contrastive grammatical meanings:

1.a Statement

1.b Unfinished statement

1.c Consultative code label of agreement ('telephone yes')

1.d Yes/no question.
Fig 3.15 - 3.16 illustrate the acoustic and the auditory records of the phonetic high tone in the word /bhoj/ uttered with a

Contrastive grammatical meanings

l.a Statement
l.b Unfinished statement
l.c Consultative code label of agreement ("telephone yes")

1.d Yes/no question.

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Fig 3.17 - 3.18 illustrate the acoustic and the auditory records of the phonemic mid tone in the word /ke:m/ uttered with 4 contrastive grammatical meanings:

1.a Statement
1.b Unfinished statement
1.c Consultative code label of agreement ('telephone yes')
1.d Yes/no question.
Fig 3.19 - 3.20 illustrate the acoustic and the auditory records of the phonemic low tone in the word /thi₁/ uttered with 4 contrastive grammatical meanings:

1.a Statement

1.b Unfinished statement

1.c Consultative code label of agreement ('telephone yes')

1.d Yes/no question.
Fig 3.21 - 3.22 illustrate the acoustic and the auditory records of the phonemic low tone in the word /khaːt/ uttered with 4 contrastive grammatical meanings:

1.a Statement
1.b Unfinished statement
1.c Consultative code label of agreement ('telephone yes')
1.d Yes/no question.
Fig 3.23 - 3.24 illustrate the acoustic and the auditory records of the phonemic low tone in the word /phit[^1]/ uttered with 4 contrastive grammatical meanings:

1.a Statement
1.b Unfinished statement
1.c Consultative code label of agreement ('telephone yes')
1.d Yes/no question.
Fig 3.25 - 3.26 illustrate the acoustic and the auditory records of the phonemic rising tone in the word /khs/ uttered with 4 contrastive grammatical meanings:

1.a Statement
1.b Unfinished statement
1.c Consultative code label of agreement ('telephone yes')
1.d Yes/no question.
Fig 3.27 - 3.28 illustrate the acoustic and the auditory records of the phonemic falling tone in the word /ca: /^ uttered with 4 contrastive grammatical meanings:

1.a Statement
1.b Unfinished statement
1.c Consultative code label of agreement ('telephone yes')
1.d Yes/no question.
Fig 3.29 - 3.30 illustrate the acoustic and the auditory records of the phonemic falling tone in the word /khot/ uttered with 4 contrastive grammatical meanings:

1.a Statement
1.b Unfinished statement
1.c Consultative code label of agreement ('telephone yes')
1.d Yes/no question.
Fig 3.31 - 3.32 illustrate the acoustic and the auditory records of the phonemic high tone in the word /phəm/ uttered with 2 contrative attitudinal meanings:

2.a Neutral (unemphatic)

2.b Emphatic.
Fig 3.33 - 3.34 illustrate the acoustic and the auditory records of the phonemic high tone in the word/phrase uttered with 2 contrasting attitudinal meanings:

2a Neutral (unemphatic)

2b Emphatic
Fig 3.35 - 3.36 illustrate the acoustic and the auditory records of the phonemic mid tone in the word /ks/ uttered with 2 contrastive attitudinal meanings:

2.a Neutral (unemphatic)
2.b Emphatic.
Fig 3.37 - 3.38 illustrate the acoustic and the auditory records of the phonemic low tone in the word /thi:/ uttered with 2 contrastive attitudinal meanings:

2.a Neutral (unemphatic)
2.b Emphatic.
Fig 3.39 - 3.40 illustrate the acoustic and the auditory records of the phonemic low tone in the word "what"/"what/ uttered with 2 contrastive attitudinal meanings:

2.a Neutral (unemphatic)
2.b Emphatic
Fig 3.41 - 3.43 illustrate the acoustic and the auditory records of the phonemic low tone in the word /piat/ uttered with 2 contrastive attitudinal meanings:

2.a Neutral (unemphatic)
2.b Emphatic.
Fig 3.43 - 3.44 illustrate the acoustic and the auditory records of the phonemic rising tone in the word /khaːf/ uttered with 2 contrastive attitudinal meanings:

2.a Neutral (unemphatic)
2.b Emphatic.
Fig 3.45 - 3.46 illustrate the acoustic and the auditory records of the phonemic falling tone in the word /caś/ uttered with 2 contrastive attitudinal meanings:

2.a Neutral (unemphatic)
2.b Emphatic.
Fig 3.47 - 3.48 illustrate the acoustic and the auditory records of the phonemic falling tone in the word /khɔːt/ uttered with 2 contrastive attitudinal meanings:

2.a Neutral (unemphatic)
2.b Emphatic.
Fig 3.49 - 3.50 illustrate the acoustic and the auditory records of the phonemic high tone in the word /phmʰ/ uttered with 3 contrastive attitudinal meanings:

3.a Neutral
3.b Very angry answer
3.c Answer with concealed anger.
Fig 3.51 - 3.52 illustrate the acoustic and the auditory records of the phonemic high tone in the word /khot/ uttered with 3 contrastive attitudinal meanings:

3.a Neutral
3.b Very angry answer
3.c Answer with concealed anger.
Fig 3.53 - 3.54 illustrate the acoustic and the auditory records of the phonemic mid tone in the word /ke^m/ uttered with 3 contrastive attitudinal meanings:

3.a Neutral
3.b Very angry answer
3.c Answer with concealed anger.
Fig 3.55 - 3.56 illustrate the acoustic and the auditory records of the phonemic low tone in the word /thiː/ uttered with 3 contrastive attitudinal meanings:

1. a Neutral
2. b Very angry answer
3. c Answer with concealed anger.
Fig 3.57 - 3.58 illustrate the acoustic and the auditory records of the phonemic low tone in the word /khaːt/ uttered with 3 contrastive attitudinal meanings:

3.a Neutral

3.b Very angry answer

3.c Answer with concealed anger.
Fig 3.59 - 3.60 illustrate the acoustic and the auditory records of the phonemic low
tone in the word /phit/ uttered with 3 contrastive attitudinal meanings:

3.a Neutral
3.b Very angry answer
3.c Answer with concealed anger.
Fig 3.61 - 3.62 illustrate the acoustic and the auditory records of the phonemic rising tone in the word /khaː/ uttered with 3 contrastive attitudinal meanings:

3.a Neutral
3.b Very angry answer
3.c Answer with concealed anger.
Fig 3.63 - 3.64 illustrate the acoustic and the auditory records of the phonemic falling tone in the word /caɾ/ uttered with 3 contrastive attitudinal meanings:

1. a Neutral
2. b Very angry answer
3. c Answer with concealed anger.
Fig 3.65 - 3.66 illustrate the acoustic and the auditory records of the phonemic falling tone in the word /kho怡/ uttered with 3 contrastive attitudinal meanings:

3.a Neutral
3.b Very angry answer
3.c Answer with concealed anger.
Fig 3.69 - 3.70 illustrate the acoustic and the auditory records of the phonemic high tone in the word /khotʰ/ uttered with 3 contrastive attitudinal meanings:

4.a Agreeable attitude
4.b Neutral
4.c Disagreeable attitude.
Fig 3.71 - 3.72 illustrate the acoustic and the auditory records of the phonemic mid tone in the word /keːm/ uttered with 3 contrastive attitudinal meanings:

4.a Agreeable attitude
4.b Neutral
4.c Disagreeable attitude.
Fig 3.73 - 3.74 illustrate the acoustic and the auditory records of the phonemic low tone in the word /θi:3/ uttered with 3 contrastive attitudinal meanings:

4.a Agreeable attitude
4.b Neutral
4.c Disagreeable attitude.
Fig 3.75 - 3.76 illustrate the acoustic and the auditory records of the phonemic low

tone in the word /khā:-t/ uttered with 3 contrastive attitudinal meanings:

4.a Agreeable attitude
4.b Neutral
4.c Disagreeable attitude.
Fig 3.79 - 3.80 illustrate the acoustic and the auditory records of the phonemic rising tone in the word /kheːr/ uttered with 3 contrastive attitudinal meanings:

4.a Agreeable attitude
4.b Neutral
4.c Disagreeable attitude.
Fig 3.61 - 3.82 illustrate the acoustic and the auditory records of the phonemic falling tones in the word /caf/, uttered with 3 contrasting attitudinal meanings:

4a. Agreeable attitude
4b. Neutral
4c. Disagreeable attitude.
Fig 3.83 - 3.84 illustrate the acoustic and the auditory records of the phonemic falling tone in the word /khot/ uttered with 3 contrastive attitudinal meanings

4.a Agreeable attitude
4.b Neutral
4.c Disagreeable attitude.
*Note* The subjects sometimes used a higher pitch and a louder degree of loudness to express boredom. The behaviour is similar to the emphatic one. This might be due to the semantic overlapping of the bored and the annoyed attitude.

Fig 3.85 - 3.86 illustrate the acoustic and the auditory records of the phonemic high tone in the word /phm\ h/ uttered with 3 contrastive attitudinal meanings:

5.a Neutral
5.b Interested attitude
5.c Bored attitude.
Fig 3.87 - 3.88 illustrate the acoustic and the auditory records of the phonetic high tone in the word /mon/ uttered with 3 contrastive attitudinal meanings.

3.a Neutral

3.b Interested attitude

3.c Bored attitude.
Fig 3.89 - 3.90 illustrate the acoustic and the auditory records of the phonemic mid tone in the word /kæ:/ uttered with 3 contrastive attitudinal meanings:

1. a Neutral
2. b Interested attitude
3. c Bored attitude.
Fig 3.91 - 3.92 illustrate the acoustic and the auditory records of the phonemic low tone in the word /this/ uttered with 3 contrastive attitudinal meanings:

5.a Neutral
5.b Interested attitude
5.c Bored attitude.
Fig 3.93 - 3.94 illustrate the acoustic and the auditory records of the phonemic low tone in the word /khart/ uttered with 3 contrastive attitudinal meanings:

5.a Neutral
5.b Interested attitude
5.c Bored attitude.
Fig 3.95 - 3.96 illustrate the acoustic and the auditory records of the phonemic low tone in the word /phiː/ uttered with 3 contrastive attitudinal meanings:
5.a Neutral
5.b Interested attitude
5.c Bored attitude.
Fig 3.97 - 3.98 illustrate the acoustic and the auditory records of the phonemic rising tone in the word /khe:] uttered with 3 contrastive attitudinal meanings:

5.a Neutral
5.b Interested attitude
5.c Bored attitude.
Fig 3.99 - 3.100 illustrate the acoustic and the auditory records of the phonemic falling tone in the word /caːf/ uttered with 3 contrastive attitudinal meanings:

5.a Neutral
5.b Interested attitude
5.c Bored attitude.
Fig. 3.101 - 3.102 illustrate the acoustic and the auditory records of the phonemic falling tone in the word /khort/ uttered with 3 contrastive attitudinal meanings:

5.a Neutral
5.b Interested attitude
5.c Bored attitude.
Fig 3.103 - 3.104 illustrate the acoustic and the auditory records of the phonemic high tone in the word /phmː/ uttered with 3 contrastive attitudinal meanings:

6.a Believing attitude
6.b Neutral
6.c Disbelieving attitude.
Fig 3.105 - 3.106 illustrate the acoustic and the auditory records of the phonemic high tone in the word /hot/ uttered with 3 contrastive attitudinal meanings:

6.a Believing attitude
6.b Neutral
6.c Disbelieving attitude
Fig 3.107 - 3.108 illustrate the acoustic and the auditory records of the phonemic mid tone in the word /ke:/ uttered with 3 contrastive attitudinal meanings:

6.a Believing attitude
6.b Neutral
6.c Disbelieving attitude.
Fig 3.109 - 3.110 illustrate the acoustic and the auditory records of the phonemic low tone in the word /θi, i/ uttered with 3 contrastive attitudinal meanings:

6.a Believing attitude
6.b Neutral
6.c Disbelieving attitude.
Fig. 3.111 - 3.112 illustrate the acoustic and the auditory records of the phonemic low tones in the word /Abi/ uttered with 3 contrasting attitudinal meanings:

6. a Believing attitude
6. b Neutral
6. c Disbelieving attitude.
Fig 3.113 - 3.114 illustrate the acoustic and the auditory records of the phonemic low tone in the word /phit/ uttered with 3 contrastive attitudinal meanings:

6.a Believing attitude
6.b Neutral
6.c Disbelieving attitude.
Fig 3.115 - 3.116 illustrate the acoustic and the auditory records of the phonemic rising tone in the word /keʃ:/ uttered with 3 contrastive attitudinal meanings:

6.a Believing attitude
6.b Neutral
6.c Disbelieving attitude.
Fig 3.117—3.118 illustrate the acoustic and the auditory records of the phonemic falling tone in the word /caːf/ uttered with 3 contrastive attitudinal meanings:

6.a Believing attitude
6.b Neutral
6.c Disbelieving attitude.
Fig 3.1-19 illustrates the acoustic and the auditory records of the phonemic falling tone in the word /f/ uttered with three contrasting attitudinal meanings:

- 6.1 Believing attitude
- 6.b Neutral
- 6.c Disbelieving attitude.
Fig 3.121 - 3.122 illustrate the acoustic and the auditory records of the phonemic high tone in the word /pam/ uttered with 3 contrastive attitudinal meanings:

7.a Neutral
7.b Authoritative attitude
7.c Submissive attitude

* Note The second subject (AS) constantly used a higher pitch height to express the submissive attitude. This is similar to the behaviour of utterances expressed with politeness from my observation. See discussion on page 177, note 1.
Fig 3.123 - 3.124 illustrate the acoustic and the auditory records of the phonemic high tone in the word /khot/ uttered with 3 contrastive attitudinal meanings:

7a. Neutral
7b. Authoritative attitude
7c. Submissive attitude.
Fig 3.125 - 3.126 illustrate the acoustic and the auditory records of the phonemic aid
tone in the word /ke:m/ uttered with 3 contrastive attitudinal meanings:

7.a Neutral
7.b Authoritative attitude
7.c Submissive attitude.

3.125
Fig 3.127 - 3.128 illustrate the acoustic and the auditory records of the phonemic low tone in the word /thl/ uttered with 3 contrastive attitudinal meanings:

7.a Neutral
7.b Authoritative attitude
7.c Submissive attitude.
Fig 3.129 - 3.130 illustrate the acoustic and the auditory records of the phonemic low tone in the word /khaːt/ uttered with 3 contrastive attitudinal meanings:

7.a Neutral
7.b Authoritative attitude
7.c Submissive attitude.
Fig 3.131 - 3.132 illustrate the acoustic and the auditory records of the phonemic low tone in the word /phit/ uttered with 3 contrastive attitudinal meanings:

7.a Neutral
7.b Authoritative
7.c Submissive attitude.
Fig 3.133 - 3.134 illustrate the acoustic and the auditory records of the phonemic rising tone in the word /khe:/ uttered with 3 contrastive attitudinal meanings:

7.a Neutral
7.b Authoritative attitude
7.c Submissive attitude.
Fig 3.135 - 3.136 illustrate the acoustic and the auditory records of the phonemic falling tone in the word /caːf/ uttered with 3 contrastive attitudinal meanings:

7.a Neutral
7.b Authoritative attitude
7.c Submissive attitude.
Fig 3.137 - 3.138 illustrate the acoustic and the auditory records of the phonemic falling tone in the word /khor[tʃ]/ uttered with 3 contrastive attitudinal meanings:

7. a Neutral
7. b Authoritative attitude
7. c Submissive attitude.
Fig 3.139 - 3.140 illustrate the acoustic and the auditory records of the phonemic high tone in the word /phum:/ uttered with 2 contrastive attitudinal meanings:

8.a Surprised attitude
8.b Neutral.
Fig 3.141 - 3.142 illustrate the acoustic and the auditory records of the phonemic high tone in the word /khot/ uttered with 2 contrastive attitudinal meanings:

8.a Surprised attitude

8.b Neutral.
Fig 3.143. - 3.144 illustrates the acoustic and the auditory records of the phonemic aid tone in the word /æ:/, uttered with 2 contrasting attitudinal meanings:

a. Suprised attitude

b. Neutral
Fig 3.145 - 3.146 illustrate the acoustic and the auditory records of the phonemic low.

a. Surprised attitude
b. Neutral
Fig 3.147 - 3.148 illustrate the acoustic and the auditory records of the phonemic low tone in the word /khaːrː/ uttered with 2 contrastive attitudinal meanings:

8.a Surprised attitude
8.b Neutral.
Fig 3.149 - This figure illustrates the auditory records of the phonemic low tones in the word 'shy'.

- a) Surprised attitude
- b) Neutral
Fig 3.151 - 3.152 illustrate the acoustic and the auditory records of the phonemic rising tone in the word /kheːr/ uttered with 2 contrastive attitudinal meanings:

8.a Surprised attitude

8.b Neutral.
Fig 3.153 - 3.154 illustrate the acoustic and the auditory records of the phonemic falling tone in the word /ca:/ uttered with 2 contrastive attitudinal meanings:

8.a Surprised attitude
8.b Neutral.
Fig 3.155 - 3.156 illustrate the acoustic and the auditory records of the phonemic falling tone in the word /khoːt/ uttered with 2 contrastive attitudinal meanings:

8.a Surprised attitude

8.b Neutral.
Mingograms illustrating the actual distribution of the tonic, the foot, and the tone group boundary of the 59 sentences discussed in 4.4.

The sentences are set in pairs. Each pair has the same consonant and vowel make up (in Hiranburana terms, they are phonologically identical), but different accentual pattern. Expressive focus is realized with marked tonality or marked tonicity.

Example 8

Example 9

Example 10

Example 11
Example 12

(She put on a coat and wrapped herself up so that she looked beautiful.)

Example 14

(Aunt Khaaw is very good.)

Example 16

(Keep it in front of Lang, O.K.)

Example 13

(She put on a beautiful coat.)

Example 15

(Aunt has a very fair complexion.)

Example 17

(Keep it until the dry season. O.K.)

EXAMPLE 12-17
Example 18:

(He is a criminal. You must imprison him, O.K.?)

Example 19:

(He is a dangerous criminal, you know?)

Example 20:

(Mine are in the cupboard.)

Example 21:

(The facial expression is not good.)

Example 22:

(As for) Muang, (his facial expression is not good.)

Example 23:

(My belongings are in the cupboard.)

Example 18-23
Example 36

'It is likely to be hot (since) there is no wind.'

Example 37

'There is no wind in the summer.'

Example 38

(My husband's mother.)

Example 39

(My dear wife.)

Example 40

(For blinding whose eyes.)

Example 41

(For whose window screen.)
Example 42

(As to) the things (that were left... return them...)

Example 44

((She is my) niece's daughter.)

Example 46

(The car hit the people (and they) died (from) pain.)

Example 43

(They are leftovers.)

Example 45

((They are my) descendants.)

Example 47

(The car hit the patient (and he) died.)
Example 48

Example 50

Example 52

Example 49

Example 51

Example 53

(Master should take it.)

(There is water left on the grass.)

(The broker will take it.)

(Have you finished with the newspaper yet?)

Example 48-53
Appendix IV

Appendix IV consists of six conversational dialogues. These dialogues exemplify the system of tonality, tonicity, and tune in Thai conversational speech.

The description of the intonation of the utterances in the dialogues is based on the reading of three subjects:

1. Mrs. Theraphan Luangthongkum
2. Miss Sasi Jungsathitkul
3. Mrs. Sudaporn Luksaneeyanawin.

The notation used in the description is the same as in the previous discussion:

# indicates tone group boundary.
/ indicates foot boundary.
under the syllable indicates that the syllable is the tonic syllable, and the word is the tonic word or the tonic.
^ indicates silent stress.
... indicates pause.

The figure 1, l+, 2, 2+, 33, 3+, or 4 at the beginning of the tone group indicates the tune being used.

* indicates that the tune is stylized. (See Chapter 5.)
Dialogue 1

A: Dang is going to apply to be a soldier in the Hunter Battalion.
B: He will really go?
A: I think he will certainly go. He looks extremely enthusiastic.
B: He will go or not, tomorrow we will know. (I'm sure he is not going. Everybody knows how he is, he always looks enthusiastic at things but he is not serious about things.)

Dialogue 2

A: There is a seminar at the department tomorrow, do we have to go?
B: It does not matter whether you go or not. They usually argue about non-sense subjects. I am careless of going.
A: Yesterday when Too arrived home I don't know what he was angry at. He kept banging this and that.
B: Well, it happened to rain and his new pair of suede shoes was spoiled.
A: Good gracious! He bought suede shoes to wear during the rainy season?
B: He is always fashionable as usual. Actually fashion keeps changing, eh?
A: Right. The tight-legged trousers return to fashion again.
A: // 2+ ณิศิ/วาน/มทู/1 ฯ/klap/ทมิท/มท์//
// 1 ฯ/มทิ/รู/1 ฯ/croี้/1 ฯ/ก้า/1 /... // 1 ฯ/ก้า/1 ฯ/ทมิท/มท์/เรา/1 ฯ/ทมิท/มท์//
B: // 2+ โฟน/ผิว/มทู/1 ฯ/tö/1 /... // 4 ฯ/ร่อี้/1 ฯ/ทาว/1 ฯ/ก้า/1 ฯ/klap/ทู/1 ฯ/กลุ่ม/1 ฯ/ช่อ/1 //
A: // 4 ฯ/มทิ/ผิว/1 /... // 2 ฯ/ร่อี้/1 ฯ/ทาว/1 ฯ/ก้า/1 ฯ/klap/ผิว/1 ฯ/พา/1 ฯ/ทู/1 //
B: // 1 ฯ/ขาว/1 ฯ/ดา/1 ฯ/ต่อ/1 /... // 4 ฯ/ทิศ/1 ฯ/ชิ่ง/1 ฯ/มัน/1 ฯ/กลุ่ม/1 ฯ/มัน/1 ฯ/กลุ่ม/1 ฯ/ช่อ/1 //
A: // 4 (reference) // 4 ฯ/มทิ/1 ฯ/ก้า/1 ฯ/ก้า/1 ฯ/อม/1 ฯ/ขาว/1 //
// 1 ฯ/กลุ่ม/1 ฯ/ริล/1 ฯ/ยิ่ง/1 //

Dialogue 4

ก: เนื่องจากพบร่างแล้ว ให้สุ่งเรื่องนั้นด่วน

ข: คุณบอกเขามั้ย?

ก: ยัง

ข: ยัง? แล้วว่าจะเรื่องอะไรกัน

ก: เรื่องงานของป้อง

ข: เอม นี่ก่อนจะชุดให้มันรู้แล้วว่ารุ้งกลับไป
As Yesterday I met Dang. I have talked to him about the matter.

B: You told him already?
A: Not yet.
B: Not yet? Then what have you been talking about?
A: We talked about Pong's work.
B: Dear! I thought that you would talk it over with him once and for all.

Dialogue 5

A: Yesterday I met Dang. I have talked to him about the matter.
B: You told him already?
A: Not yet.
B: Not yet? Then what have you been talking about?
A: We talked about Pong's work.
B: Dear! I thought that you would talk it over with him once and for all.

A: 2+ mem f /wai m /phut m /mu h /... / 1 da f /phut f /
A: 2+ na m /du i f /
B: 2 kha n /bok khaw f /haw h /
A: 4 la f /
B: 2 la f /... / 2 phut f /du i f /a? 1 raj m /ka m /ka h /
A: 3 du i f /gan m /khi f /ra m /
B: 2 h f /... / 3 mu h wa f /ra f /ha f /ma m ru f /haw h

Dialogue 5

A: ที่ช่างคุณผ่ำวลีเป็นหน้า ๆ หรือยังไง
B: ผ่ำวลีจะต้องกล่าว มีผ่ำวลีผ่ำวลีอย่างเราหรอก
A: ฉันจะคุณผ่ำวลี น้ำไม่เท่าแม่นายนะ
B: โอ่! เทสถานค่ะ จะทำให้ผ่ำวลีไปเป็นผ่ำวลีทั่วทุก(toluaกี่ นั่งหน้านั่งเทสนามศรี
A: เราจะไปเล่นน้ำจะไร้ บอกว่าเครื่องสุนั่นเล่นหรือเครื่องสุนั่นไม่พบ ก็จบกัน
A: How is the rainy season in England?

B: It rains all the time. There is no rainy season as we have it here.

A: What? It rains every season? Wouldn't it be badly flooded?

B: Well! Their municipal corporation is good. Ours has to be shameful, any time it rains there is always a flood, just to make the Lord Mayor loose his face.

A: Why is he going to loose his face? He can just say that the water pumps are out of order or there are not enough water pumps because they do not have any budget. Then it will finish the matter.

A: 

B: 

A: 

B: 

A: 

B: 

A: 

B: 

A: 

B: 

A: 

B: 
Dialogue 6

A: Look at that dress. It's quite beautiful, eh?
B: You think the dress is beautiful? I would rather say that the model is beautiful.
A: That's true. She is very beautiful.
B: If the models are beautiful, the dresses look beautiful too.
A: You are right. Look at this one. Do they call it beautiful?
I couldn't stand it.

A: // l du:\m/suajf tua\m/nan\h si\?h // 2+ suajf di:\m/na\h /
B: // 2\x khu\m/wai\f/suajf/suajf // ... // 1\x chan\f/wai\f na\g/bai\p //
   suajf ma\k/f/kwai\h //
A: // 2+ nan\f/na\h/si\?h //. // 4 \x suajf/ suajf/na\h //
B: // 2\x thai\f/lem\f/na\g/bai\p suajf/suajf // 1 suajf ko:\f du:\m/
   suajf paj\m/duajf //
A: // 1 cin\m/duajf // . // 4 du:\m/bai\p/ni\h/si\? // 2 ja\n/ni\h/
   /ry\x khaw\x/ri\f/wai\f/suajf // ... // 3\x chan\x/ ca\l/pen\m/lo\m //