

INTONATION IN THAI

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702

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APPENDICES

This volume consists of 4 Appendices.

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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.)

- APPENDIX III The Mingograms Illustrating, Utterances with 160
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- APPENDIX IV Conversational Dialogues Illustrating the 169
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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 ระยะ, สัละ, ตบะ, กะทะ, ชะพลู, กร, กะบะ, กะปะ, กะวะ, ษณะ, ขยะ, คณะ, ฆนะ, ษณะ, ฉะกะ, ตละ, ตละ, ตะกละ
- (b) L 'O ฉับ, ละคร, อโศก, สัหส์, กระตูก, สัวิส, บะหมี่, ฝรั่งค์, ตบ, ระลอก, ระเบียบ, ประสา, ขน, คษา, ตะกุก, ตลิ่ง, ตลิ่ง, ฉตุ, ฉมุก, ฉะเข้, ฉะปั้ง, ตะลุง, ฉกรรค์, ช้รา, ตลาด, ฉกาจ, ฉกรรค์, ฉงน, สัสั, ช้ตา, ช้มี, ช้วา, ช้มด
- (c) 'O 'O สัหส์, ตำนาน, สังสาร, แก้ว, ทุเรียน, ปรากฏ, ค้างคาว, สัริต, วนัย, บรรยาย, ช้มี, ฉรรจ, ช้ยา, ช้ยานุ, ช้เรา, ช้วิต, ช้วิ, ช้สี, ช้ลอน
- (d) 'O 'L สัระ, วาระ, กาละ, กัษะ, ช้คคะ, ช้ษะ, ช้ระ, เขะชะ, คัษะ, คิมหะ, เคหะ, โคปะ, โฆปะ, ฐะปะ, ช้ตะ, ช้ษะ, ช้ษะ, ฐานะ, คิวะ, ตรรก, ตัตตะ, ช้ระ, ช้ระ, เกระ

2. Trisyllabic Words

- (a) 'L L 'L สัระตะ, สัมตะ, ปรมะ, ฉระณะ, พลันะ, สัษณะ, ษระตะ, สัษณะ, วจนะ, ษระณะ, คคณะ, คณนะ, ษระหะ, ฉลนะ, ฐุปะนะ, ตปะนะ, นษนะ, สัษณะ
- (b) 'L L 'O สัระระแห่น, กะละมัง, ปรดี, มะละกอก, ฉระเข้, ษควา, ษทสี, ษมลา, ฉลมี, คคนางค์, คคณา, ษระหา, ฉระละเม็ด, ช้คดี, สัระระดี, ตระลา, ตระลา, นฤพาน, ปกติ
- (c) L 'O 'O ษระหัมหมัน, มโหรี, สัระวานนา, ษะราสี, ตะแลงแกง, ษมิตา, ษมิกมันต์, ษมิกการ์, คคิกา, ษเนจร, ษระวาล์, ตถาคต, ช้ปะบาโต, ตระลาการ, ตะสิงปลิง, มลาญ

- (d) L 'O 'L สัระ, สภาวะ, มณีกะ, กณิยะ, กษิระ, ขณิกะ, คมิกะ, คริระ, ครุกะ, จตุระ, ตติยะ, นฤปะ
- (e) 'O O 'O กิริยา, ไนสีเรีย, คูลิกา, ตอร์ปีโต, ปตุจฉา, ปตุลา, โล่เกฬ, คาบาเร้ต์, จาตุรงค์, เจนิวา, รัลลุกา, ฐานันดร, ตากาล็อก, อาคามิ, เชลลุลอยด์, นาฬิกา
- (f) 'O O 'L สัมภาระ, วิริยะ, กรรปุระ, ชัตติยะ, คิมหามะ, จาตุระ, เจติยะ, ชัลลุก, ช่านุกะ, ฐุกุระ, ฐานิยะ, ธุริยะ, โยตีกะ, ช่ากุระ, ฐักุระ, กาลิกะ
- (g) 'O L 'L ภารตะ, ภัทระ, ปิงคละ, พาหนะ, พัดมะ มั๊กกฏะ, บุรณะ, กัณฑะ, ชันธกะ, คัคณะ, กฤษณะ, โคปนะ, โคตมะ, ฉันทะ, ช่าคระ, มรณะ, ชุณณะ, เข่วณะ, ฉาปนะ, ญาตกะ ทรรคณะ
- (h) 'O L 'O จ้าละห้วน, กิรติ, ติระพร, โฆษณา, คุตทะราต, คุปติ, ช่ามะนาต, ช่ามะเสียง, ชุ้มเรียง ฌัลลกันฐ์, ทรัลตี, เทคณา, ฝาละมี, พัดมา, อาละวาด, โพระตก, กาช่ลอง, โคตมี, โฆษณา, จาระโน, จาระปี, จาระเม็ต, อาละวาด, ตารณี, ชันนะตุ

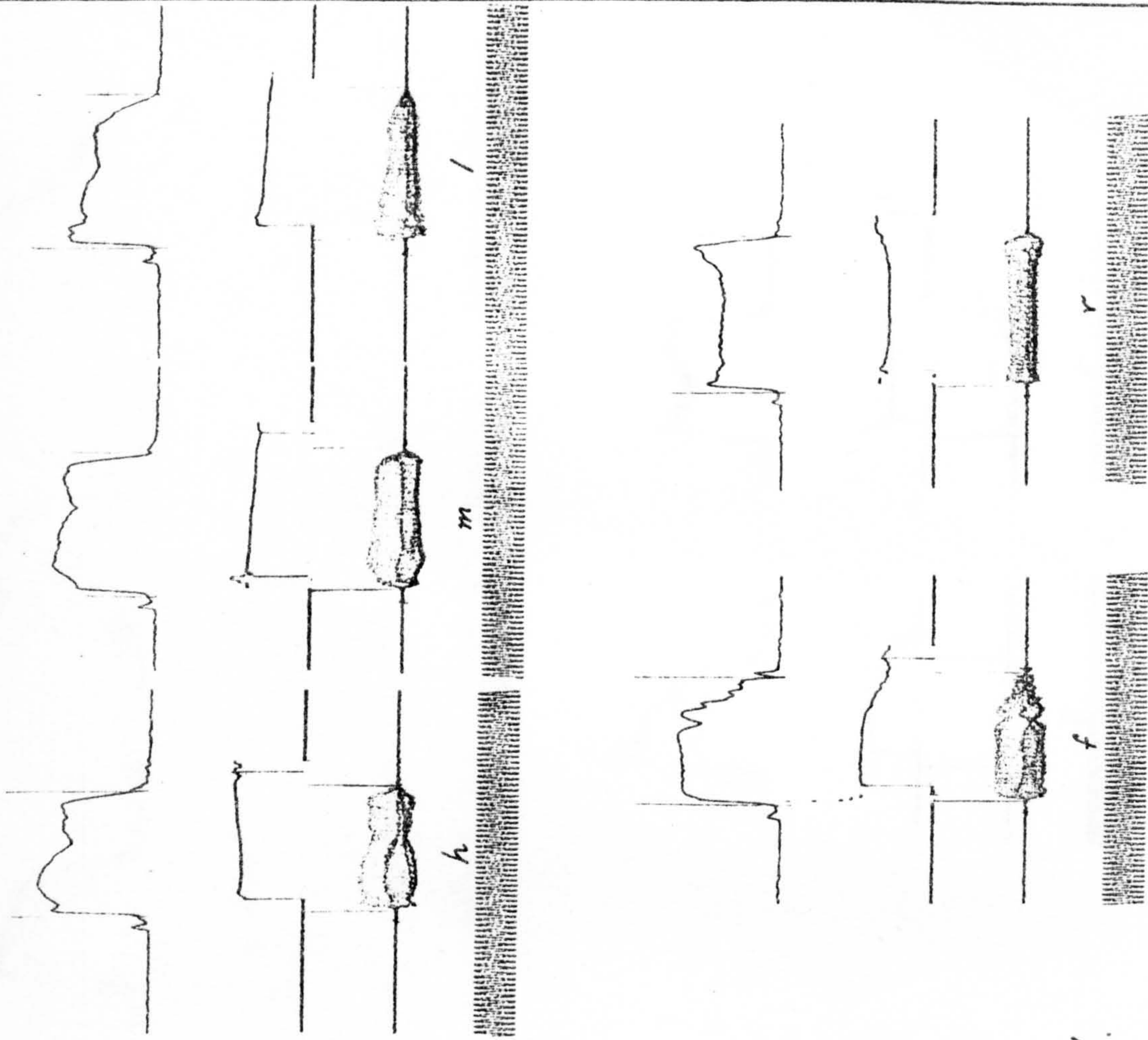
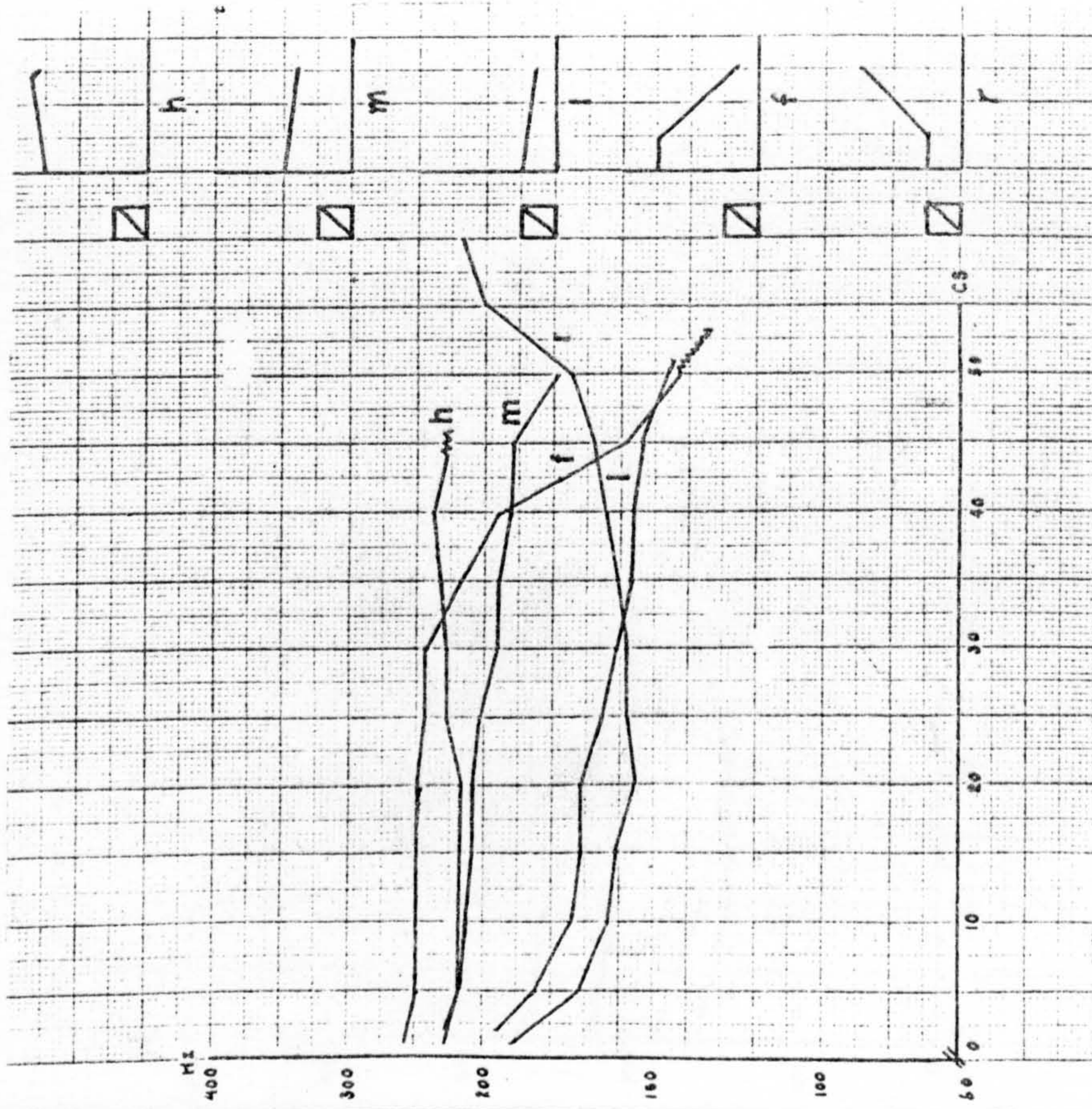
3. Tetrasyllabic Words

- (a) (')L(')L L 'L ปรมตะ, กรณะ
- (b) (')L(')L L 'O กรกวรรษ, กรกฏา, ปรัตเยก, ครหณี, จรณบุตร, ภรมรี, ภควตี, ภรตวรรษ, ปรมจารย์
- (c) (')L(')L O 'O คมนาคม, ปรมานุ, กรกามพู, กะละบังหา, พยติปาต, มกราคม, คคเนจร, คมนาการ, ช่วฮณี, นครารธ, นรกามัย, กตเวท
- (d) (')L(')L O 'L ปรมะ, กรณิยะ, ตปณิยะ, ฐูปณิยะ, ปกติกะ, มทณิยะ, สัระวิญญะ
- (e) (')O(')O O 'O กรรมาธิการ, เปคส์ลการ์, คาเฟทีเรีย, ตันกันฮิกา, ทุเรปาตี, ฌคารากัว, ทารานากิ, อาร์เจนตินา, มาตาก็ล็กัน
- (f) (')O(')O O 'L กรรติเกยะ, ปาวามัลละ, ติมิงคิละ, วิกัปปิตะ, ตาโลลามะ, ทัชมาบูกะ, โทวาริกะ, เนลส์ฮิกะ, ปาจิตติยะ

- (g) (·)O(·)O L 'L ตัวยกยะ, มาตามหะ, ศัพโภทร, เนมิตตกะ, ปัพพายณะ, ล่าธารณะ, ติมิงคละ, นิหัลลันนะ, นิรันตริ, นิสิตนนะ, ปักขิปณะ, พิภูษณะ, วิลารทะ
- (h) (·)O(·)O L 'O เนรัญชรา, อารารณา, กรรณาวธาน, กรรโมปกรณ, คุญูปการ, คุโณปการ, ปาณาภข่าติ, พาราณสี, วิชขูลดา, อารารณา, ทูลาวะล่า, นาคาญจนา, พงค้ำวตาร,
- (i) L 'O O 'O ลัตโรเบอร์, ปทานุกรม, อเมริกา, ลัวิลเชอร์แลนด, ทวิติกา, ปฏิมากร, ปทานุกรม, กตุสันโร, ประสันนากการ, มะลารอกัน, มะฮอกกาณ
- (j) L 'O O 'L ลัวิลติกะ, ลัวิลติกะ, ทวาริกะ, ทวิตียะ, มฤททุกะ, มหิตถีย
- (k) L 'O L 'O ลัสถาปนา, ปฏูปทา, กอสิฬลัด, จตุรภูมิ, จตุรพรรณ, จตุลลตมภ, ภาสันทลา, มะโหระกิก, มะฮ็อกกะณ, กตัญยัส; ฐเรคตริ,
- ปวารณา, พยุหบาตร, มหิจลตา, มะตาทะรี
- (l) L 'O L 'L กหาปณะ, ปกณณะกะ, กชณะยะ, ลัสถาปณะ, ปฏิลลัวะ, มหัทธนะ, มหัลลกะ; มหานลัชะ, กัณณิกกะ, กโยภว, ทลิตทกะ, มหัทธนะ, มหิตถย, อรัยวะ, คัรริกะ
- (m) 'O L O 'O กัลปังหา, ศักนัมพร, กรรภักกัณ, กากนาสุร, กาลกณิ, ธรรมจารี, สักเรคัว, บัจจยาการ, ทรัพยาการ, ทฤษทุบล, กิพโยทก, โทหฬิ,
- นายกาธิป, พิมเนคัว, พิมพการัง, มั๊กกะโรณ
- (n) 'O L O 'L กัลยาณะ, ขาทะณียะ, ปุขณียะ, พะฮิตพะอม, ติตถียะ, ฐาปณียะ,
- (o) 'O L L 'O ฌาปนกิจ, นิลลักรัน, ครอบวดี, สันทนรล, ฆณณริ, คฤทฐี,
- บรณณริ, บุรพท, บุรณมิ, เปคัลมัรย
- (p) 'O L L 'L กัณฐกะ, ภาลัวะระ, มั๊กกฏกะ, ภูงลันกะ, อายตนะ

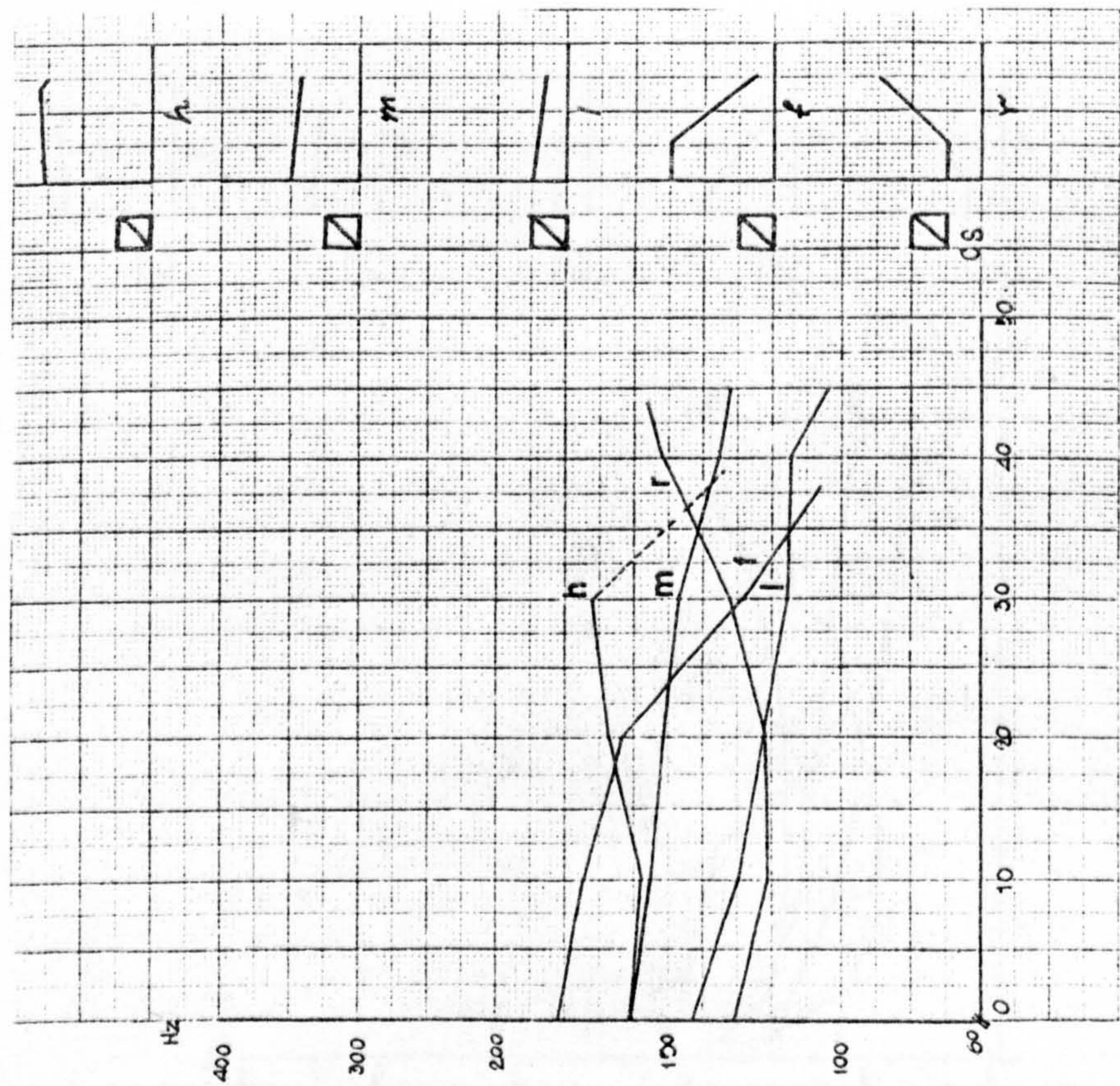
APPENDIX II

LS

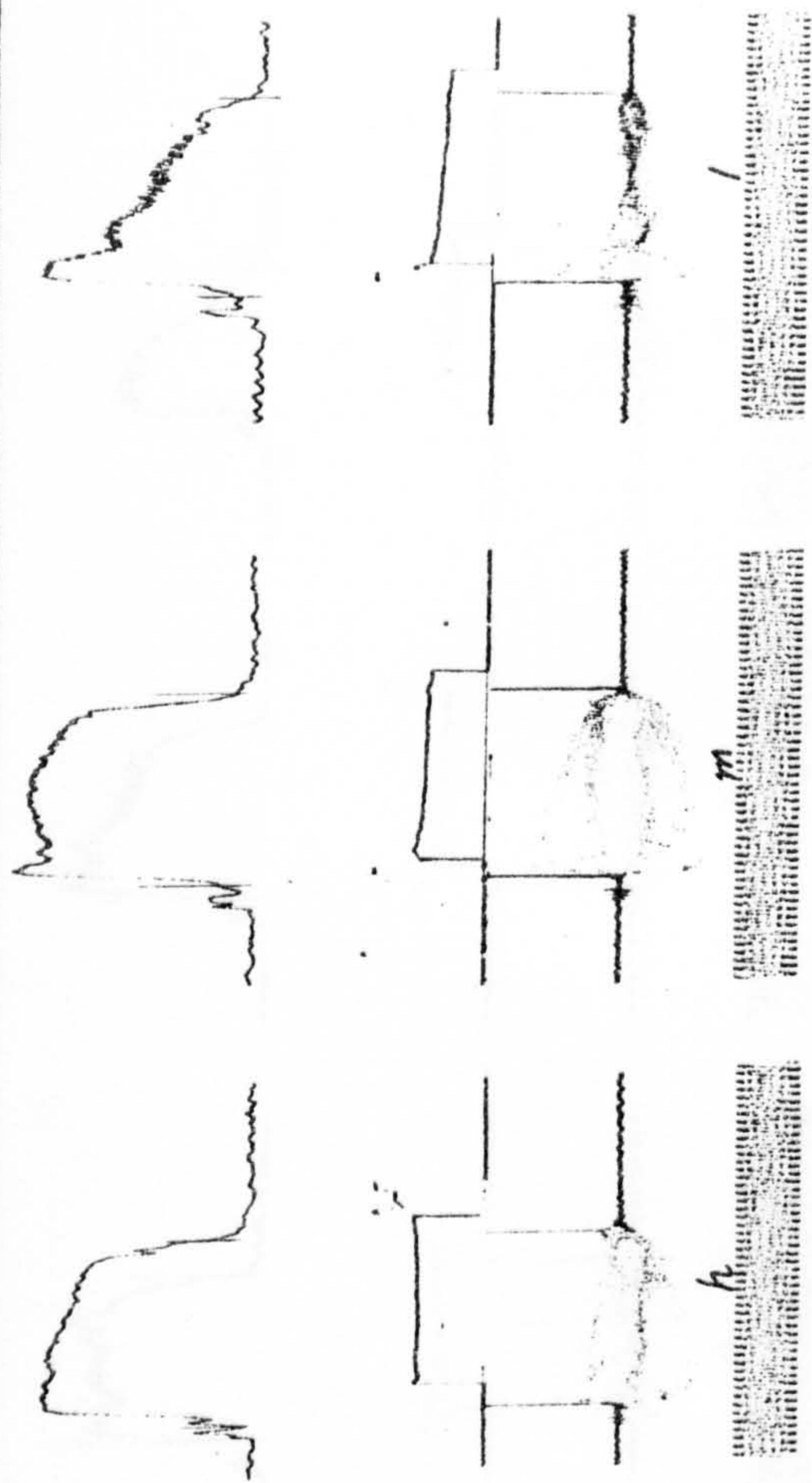


Reading pronunciation of the 5 tones on /kha:l/.

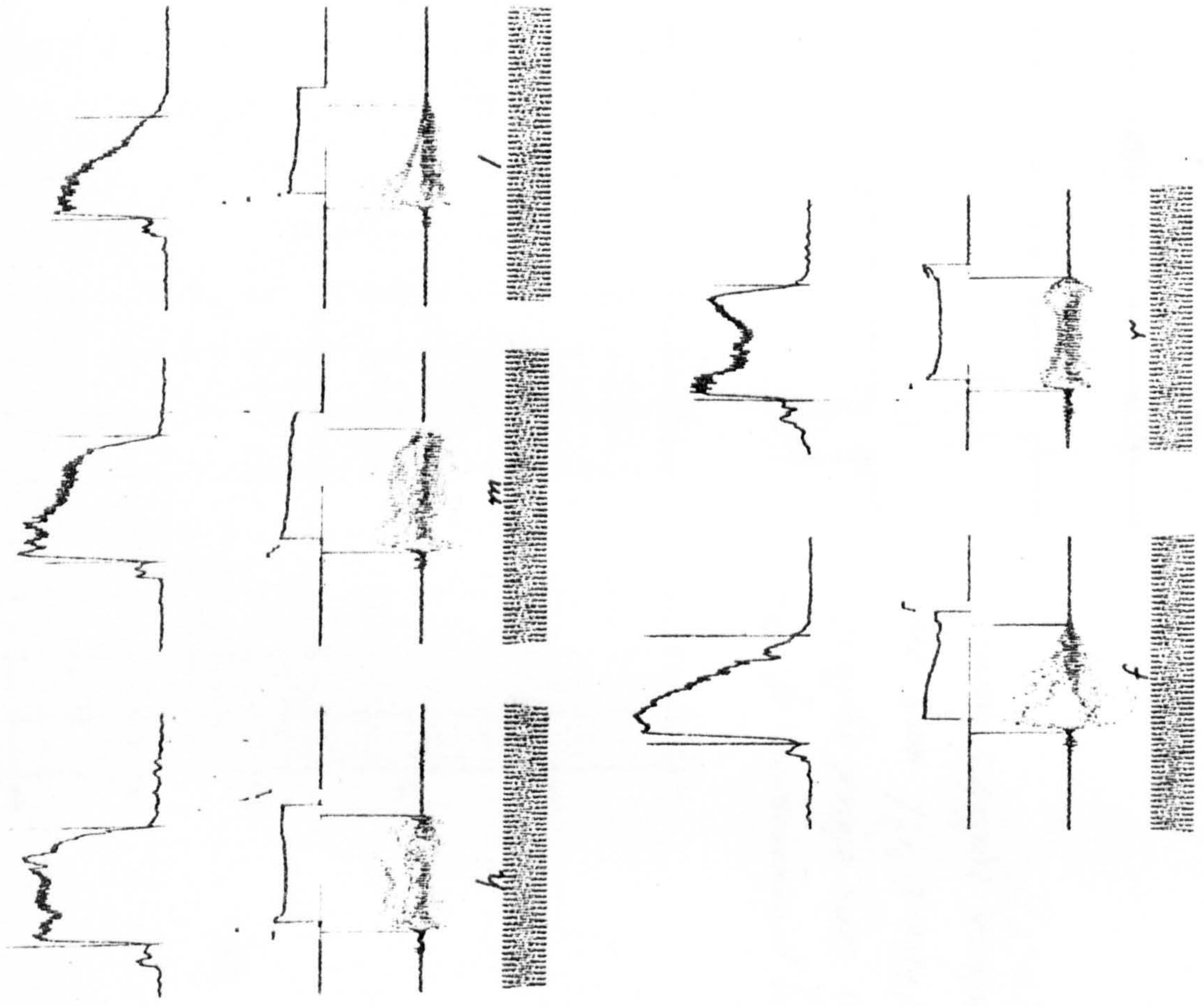
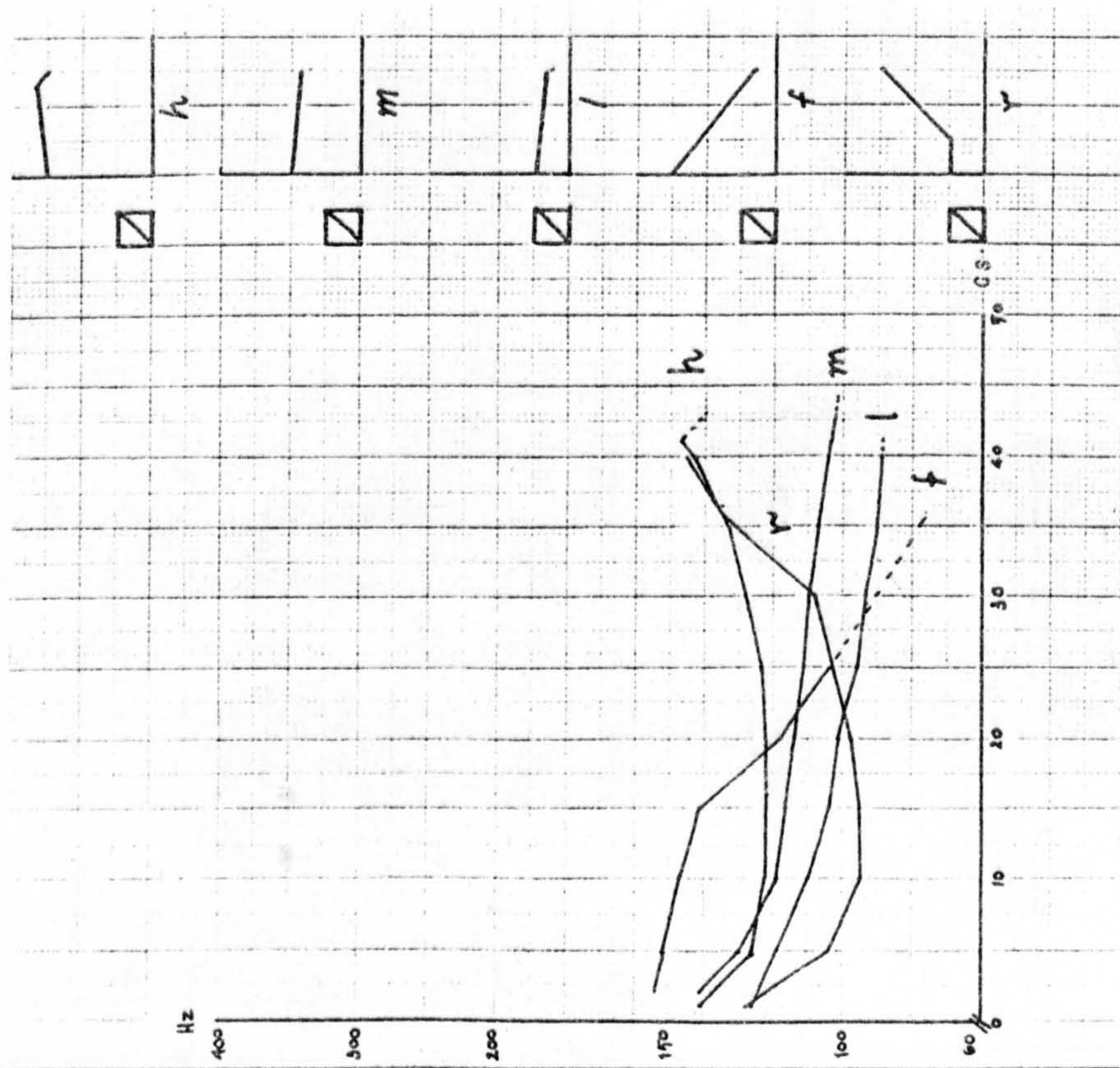
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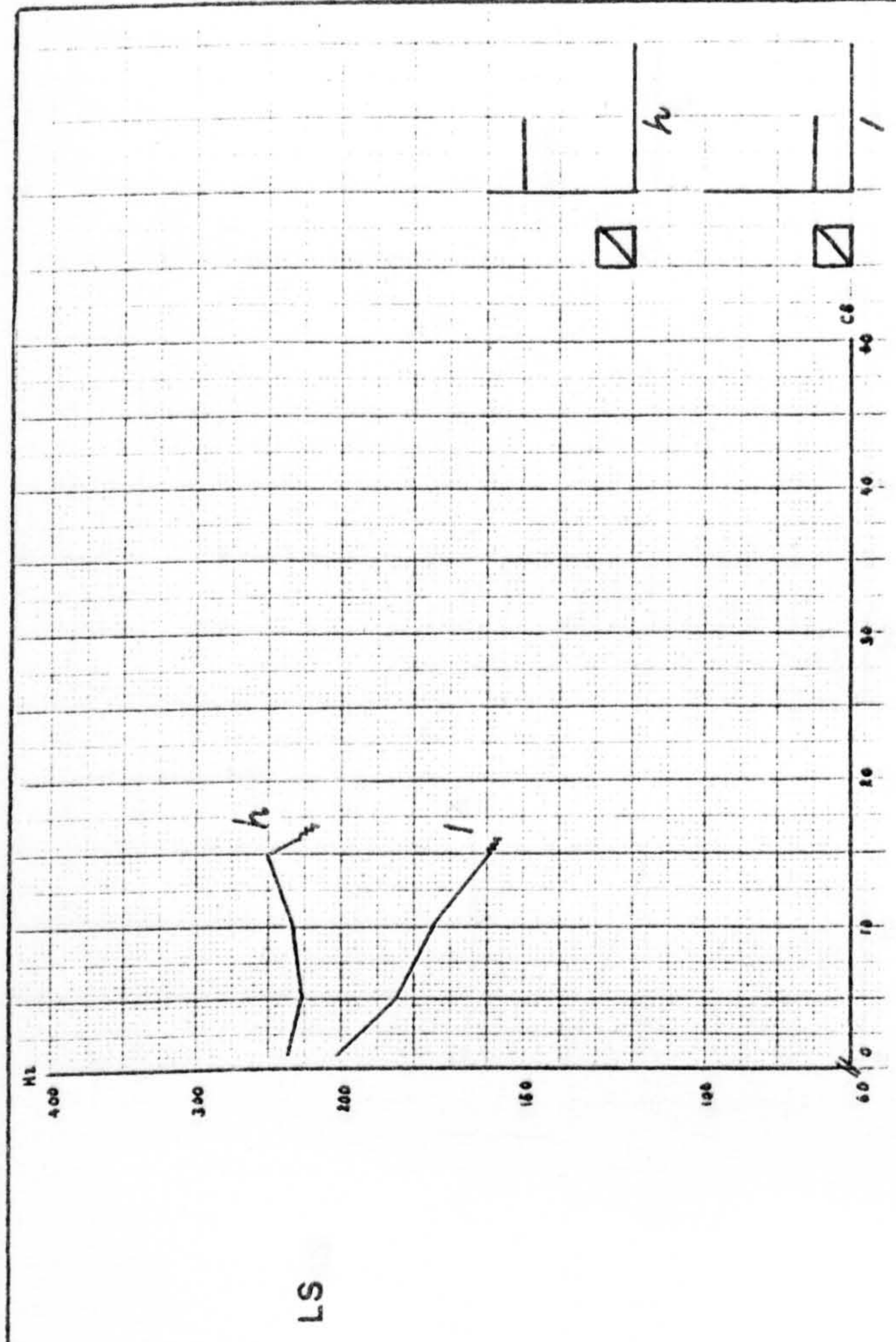
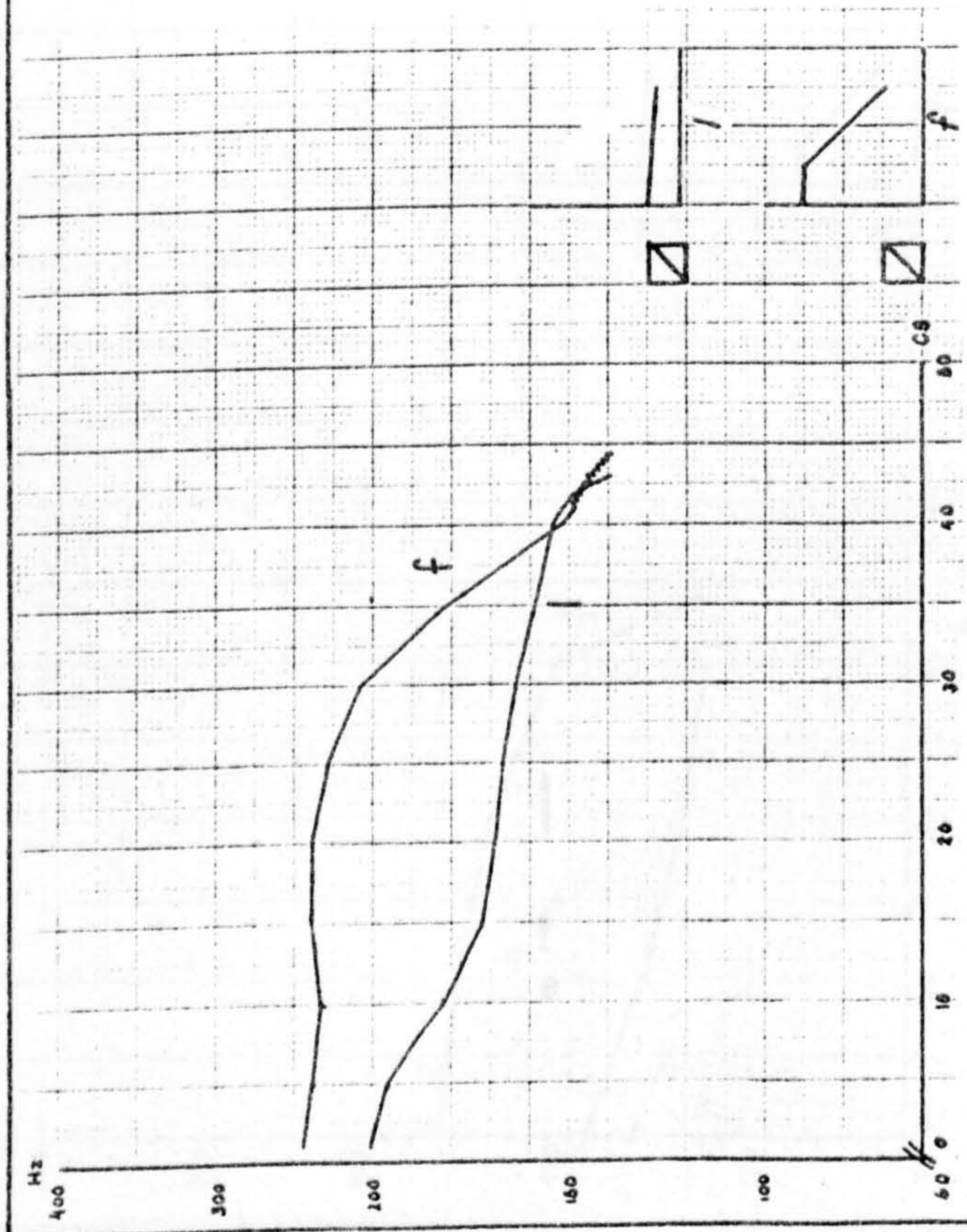
Reading pronunciation of the 6 tones on /kha:l/.



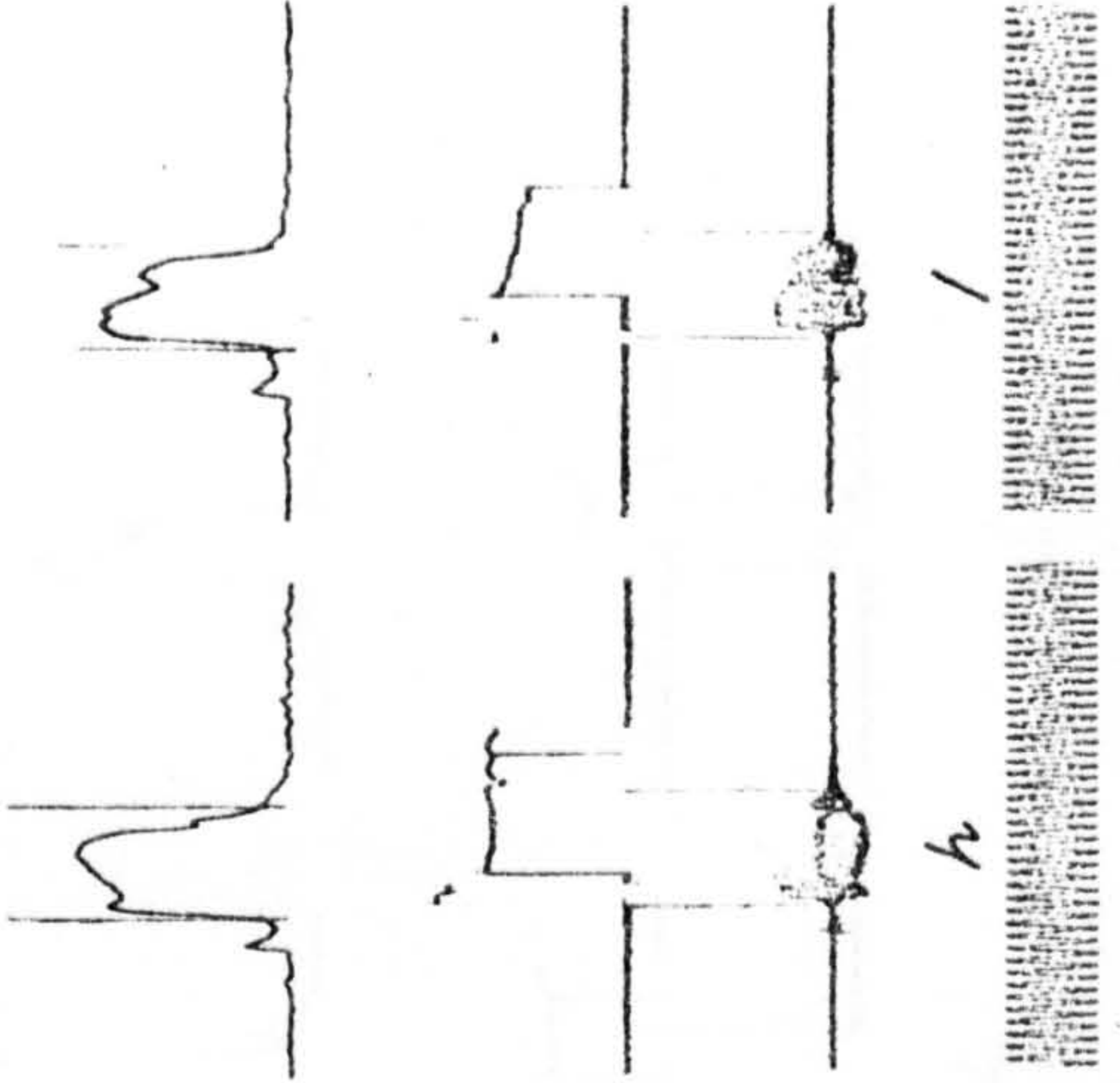
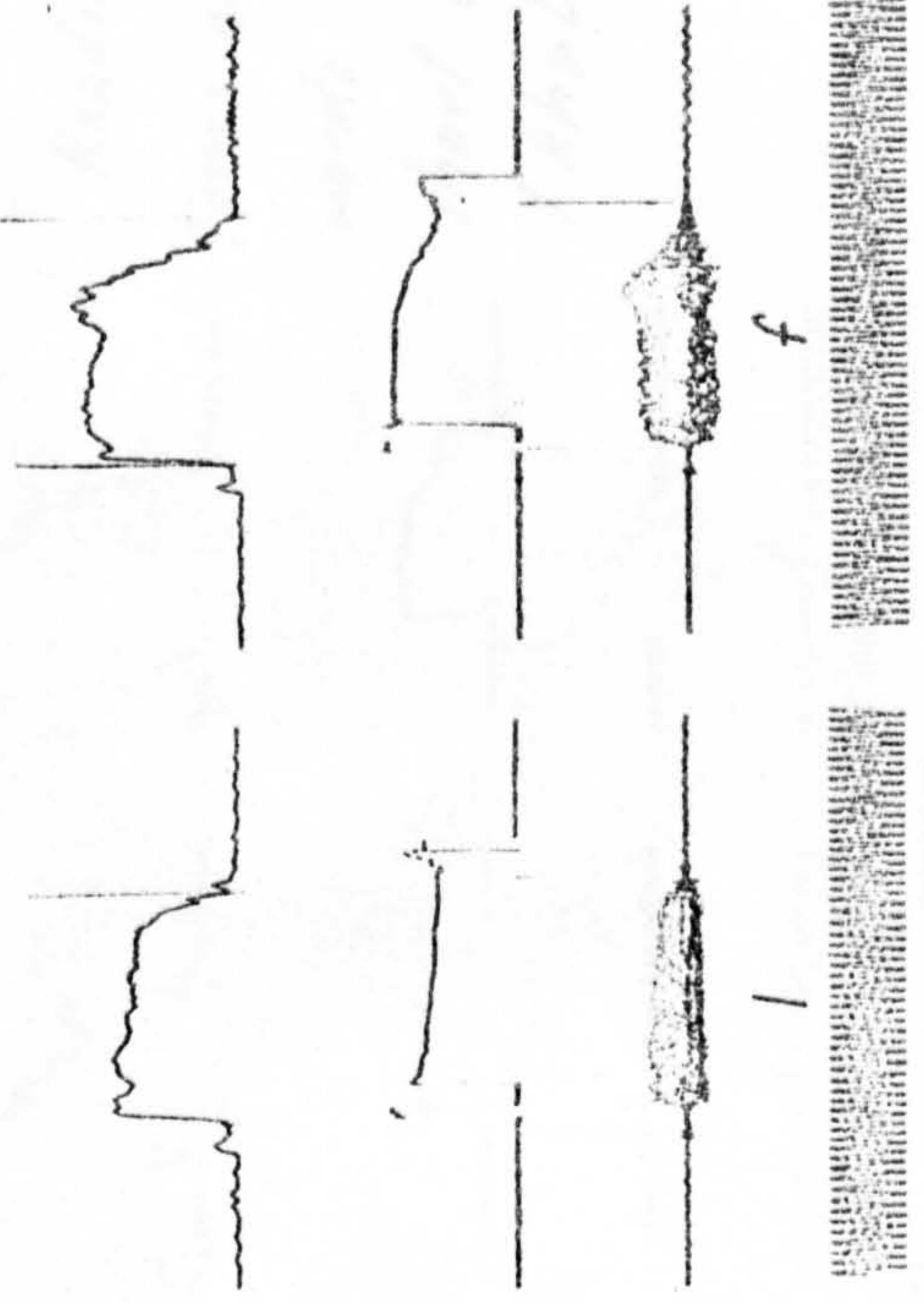
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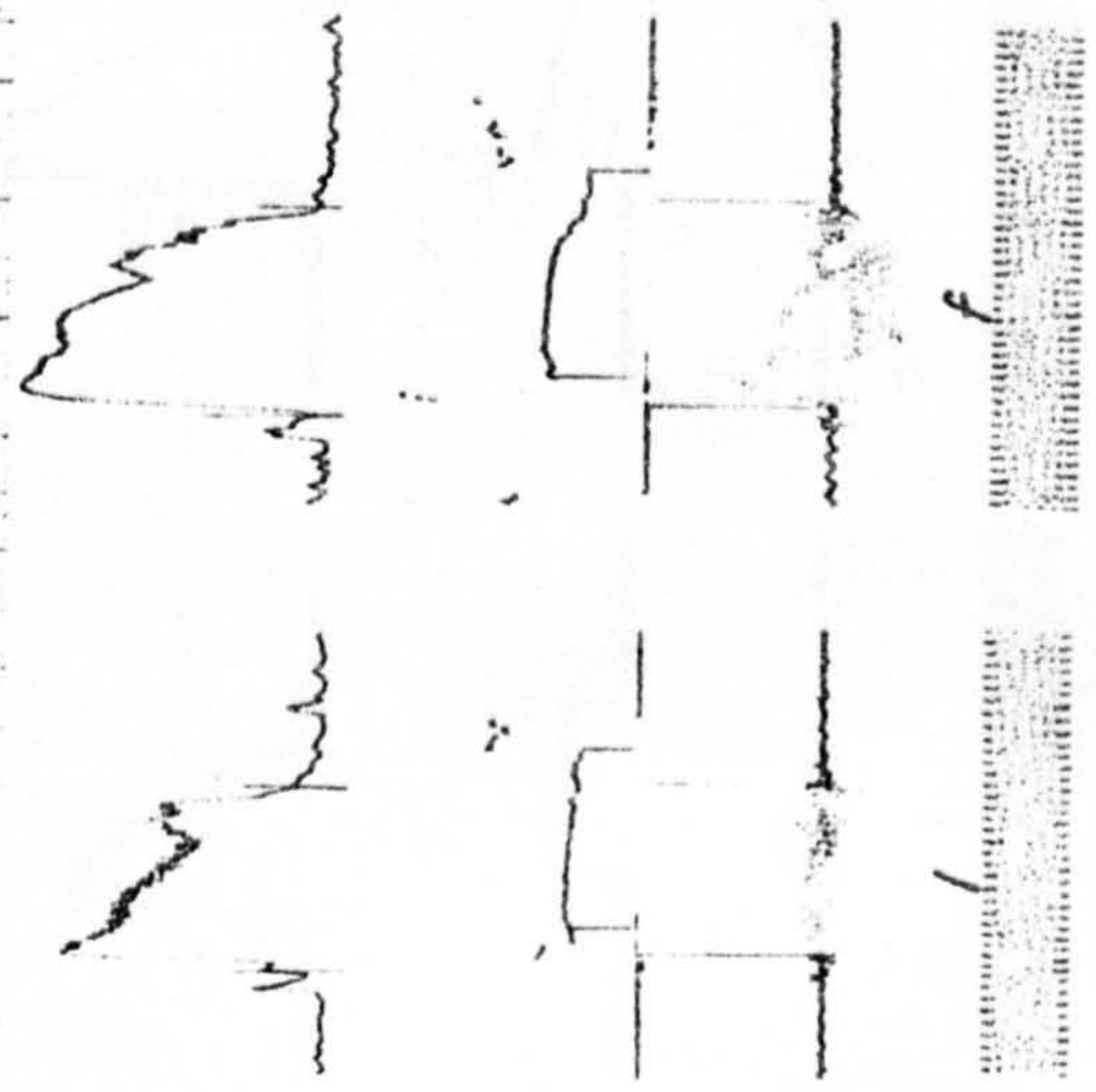
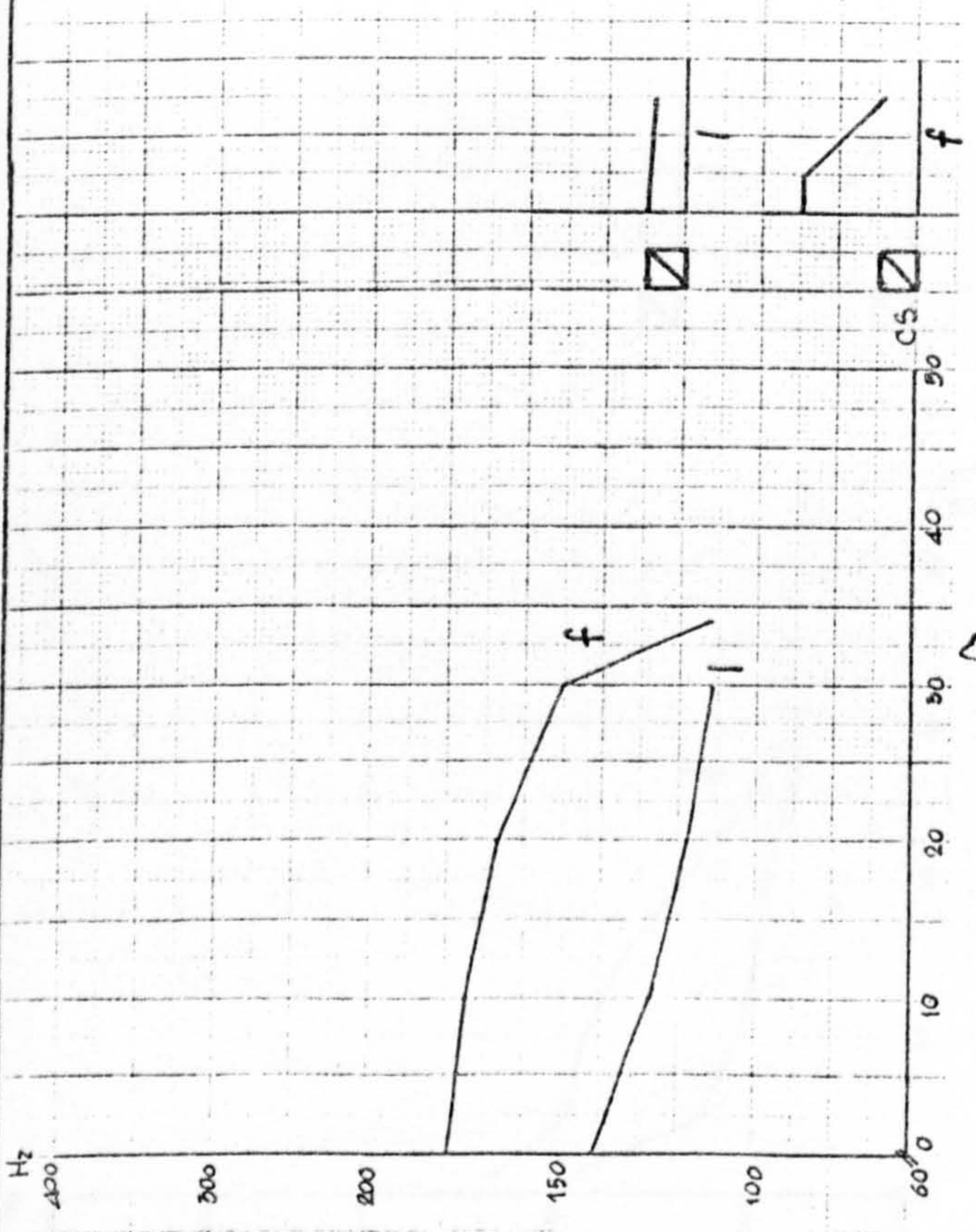
Reading pronunciation of the 5 tones on /kha:l/.



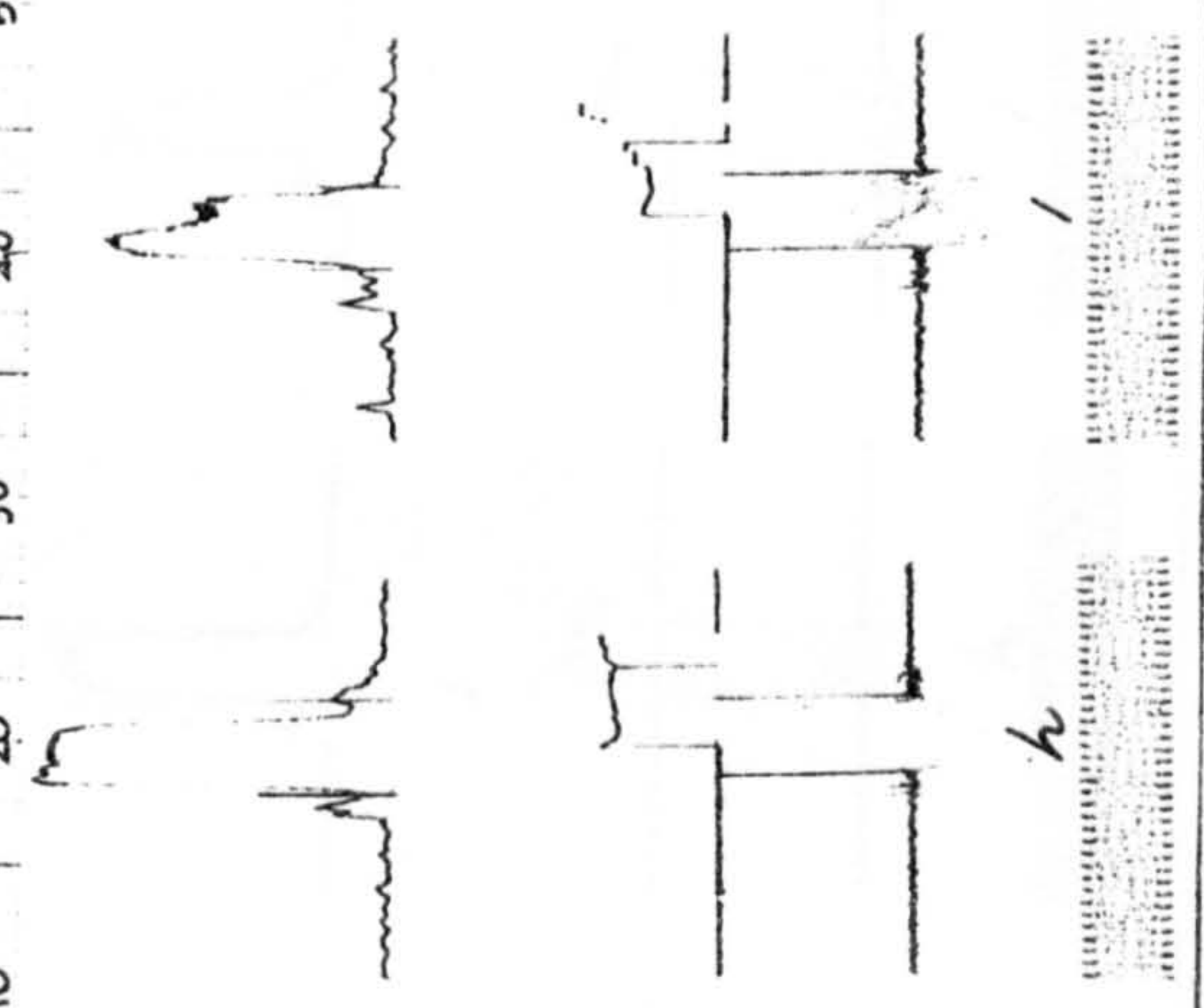
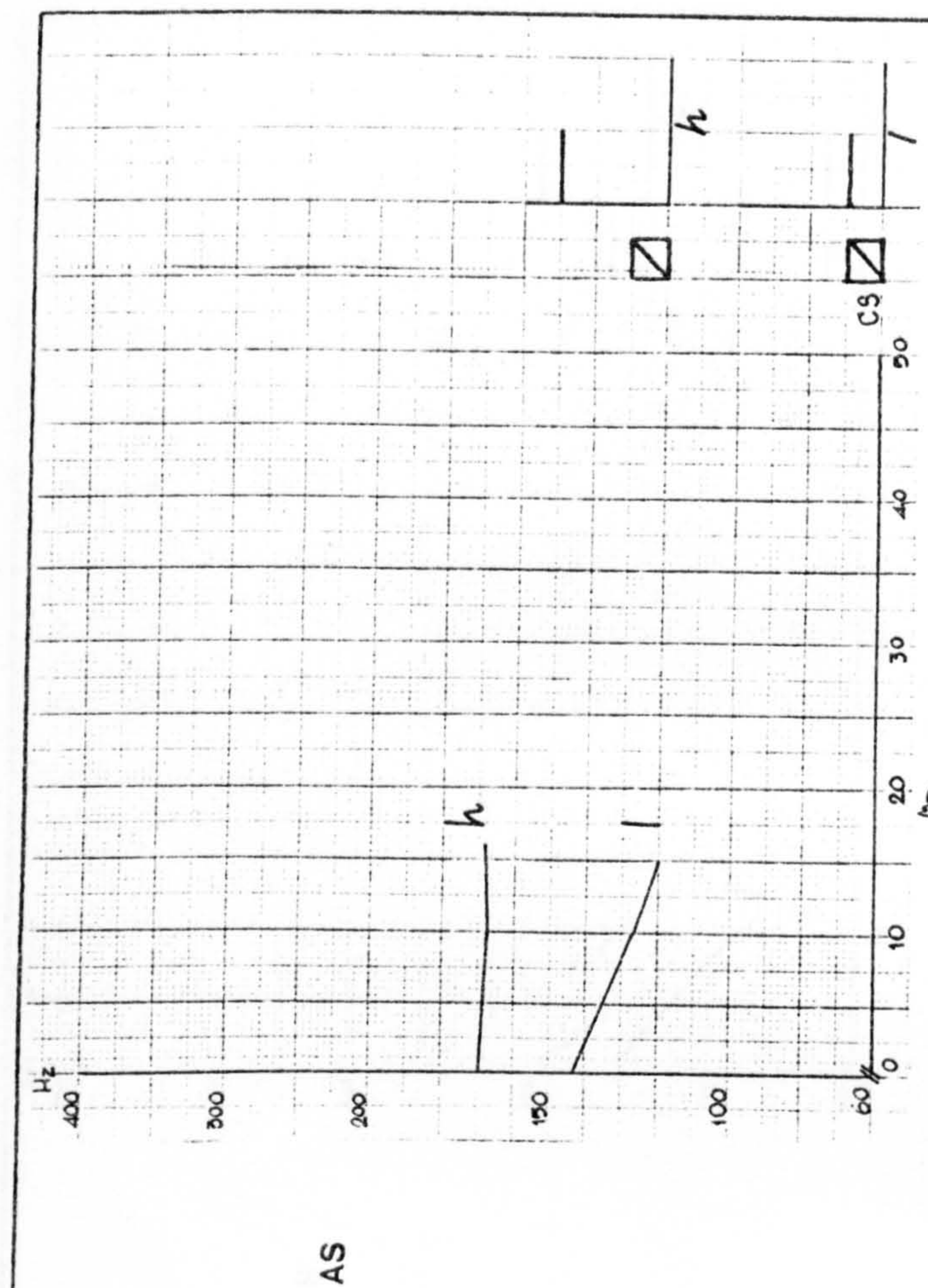
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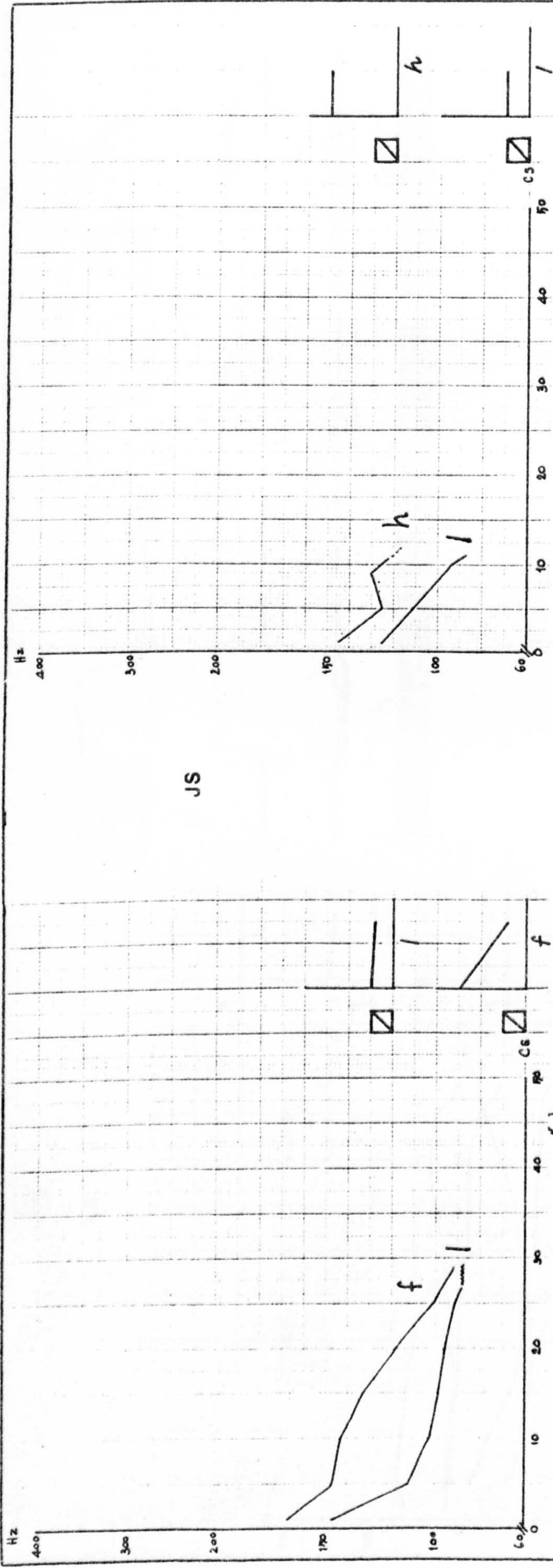


Reading pronunciation of the
 tones on long closed syllable
 words /kha:t', f/ and on
 short closed syllable words
 /khat'h, 'i/.



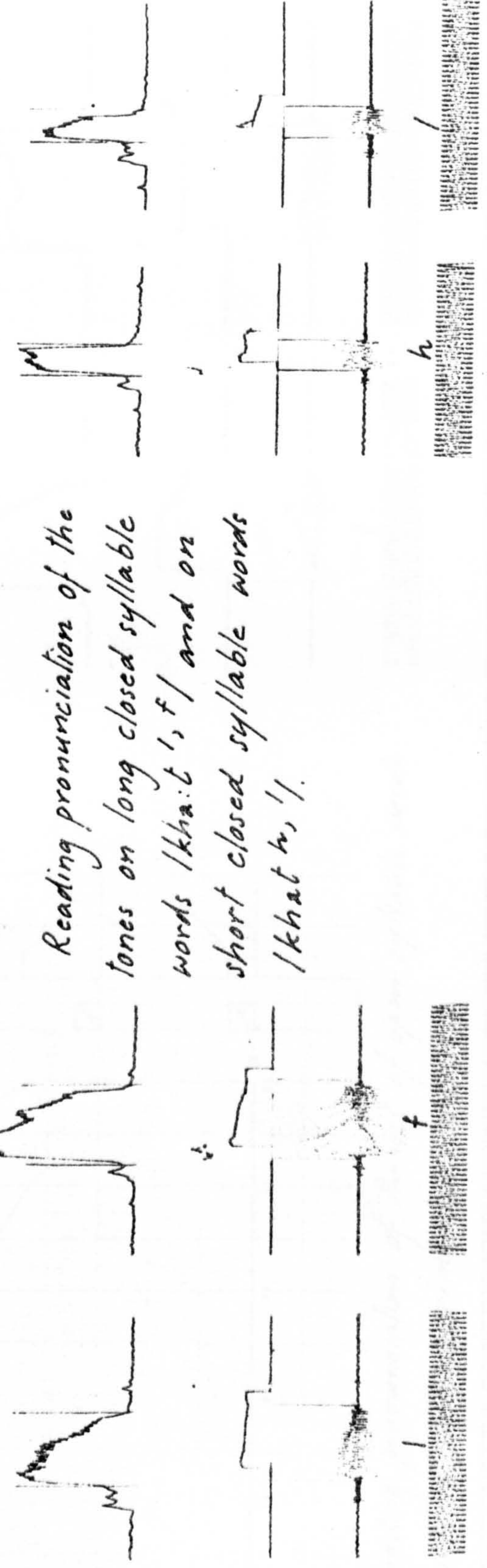
Reading pronunciation of the
 Tones on long closed syllable
 words /kha:t', f/ and on
 short closed syllable words
 /khat h, 'l/.



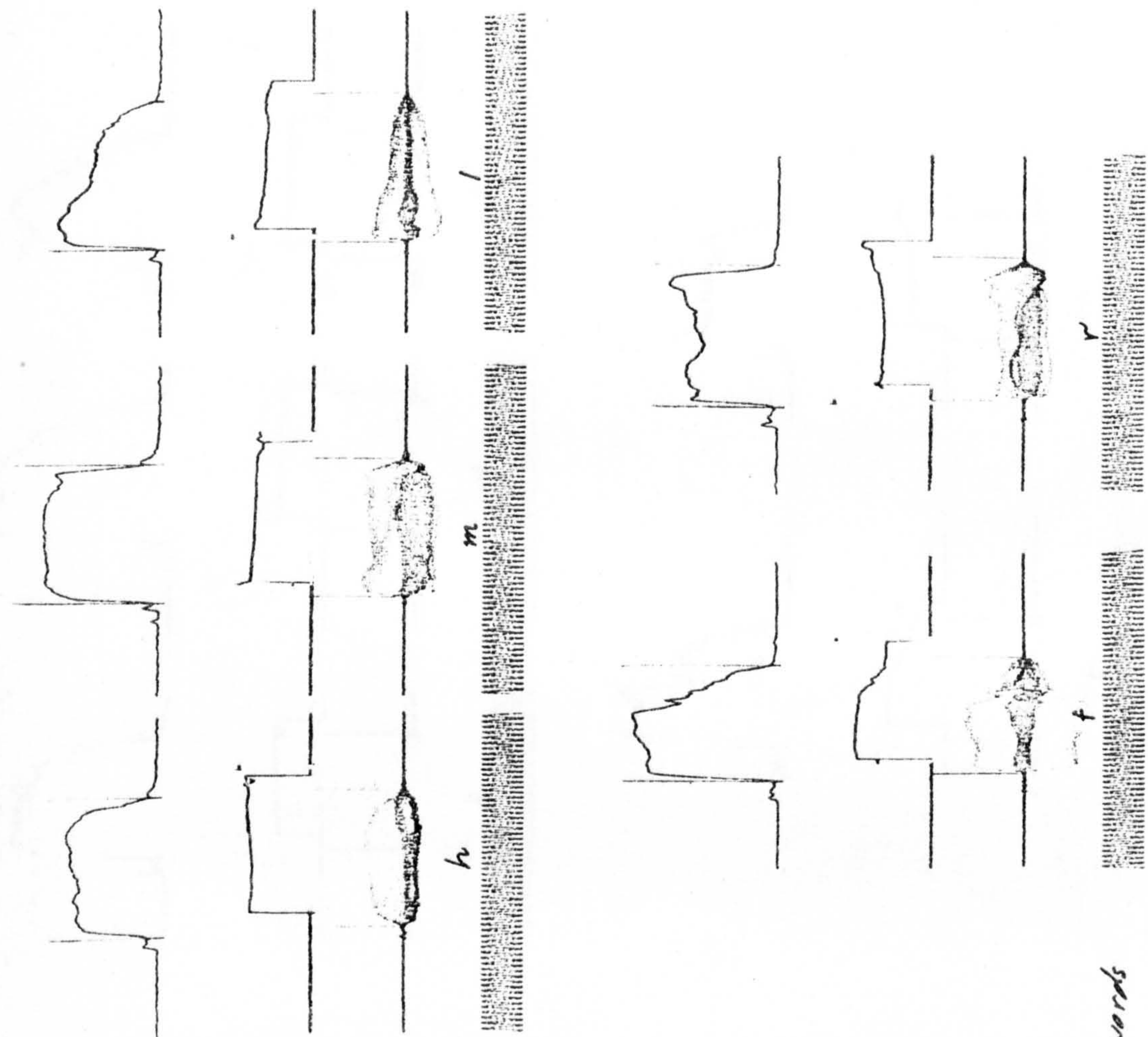
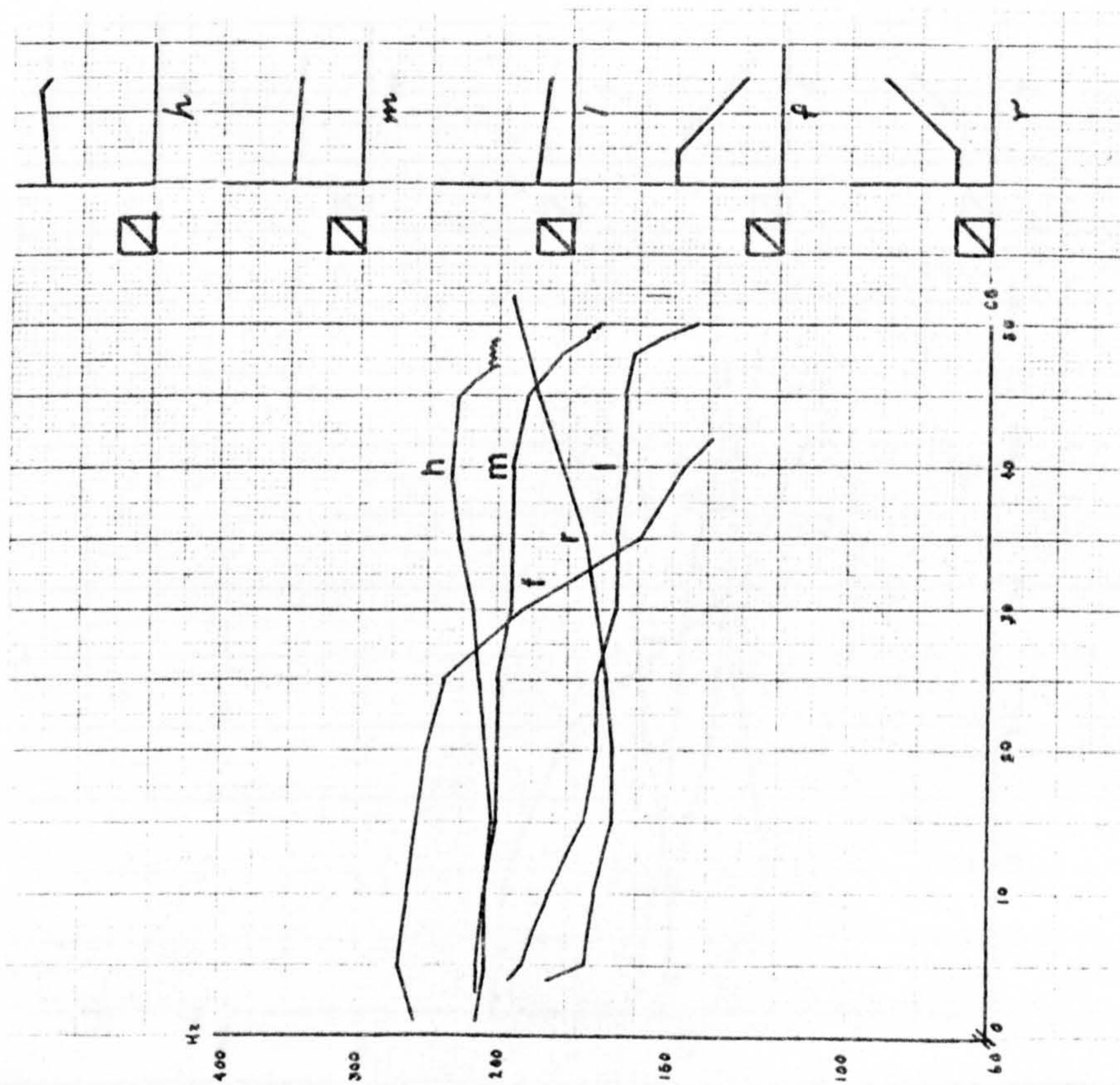


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Reading pronunciation of the tones on long closed syllable words /kha:t', f/ and on short closed syllable words /khat h, 'l/.

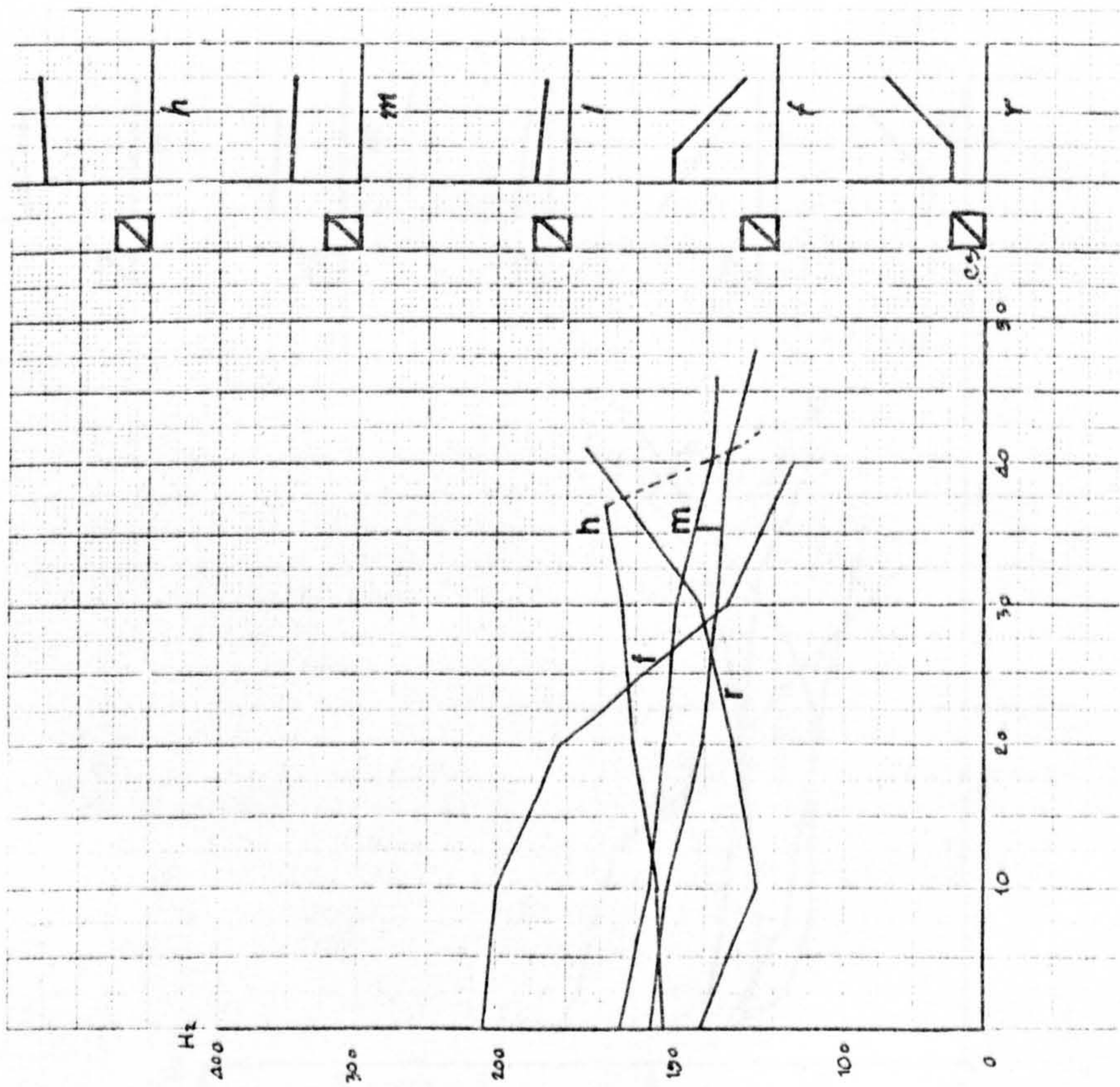


LS

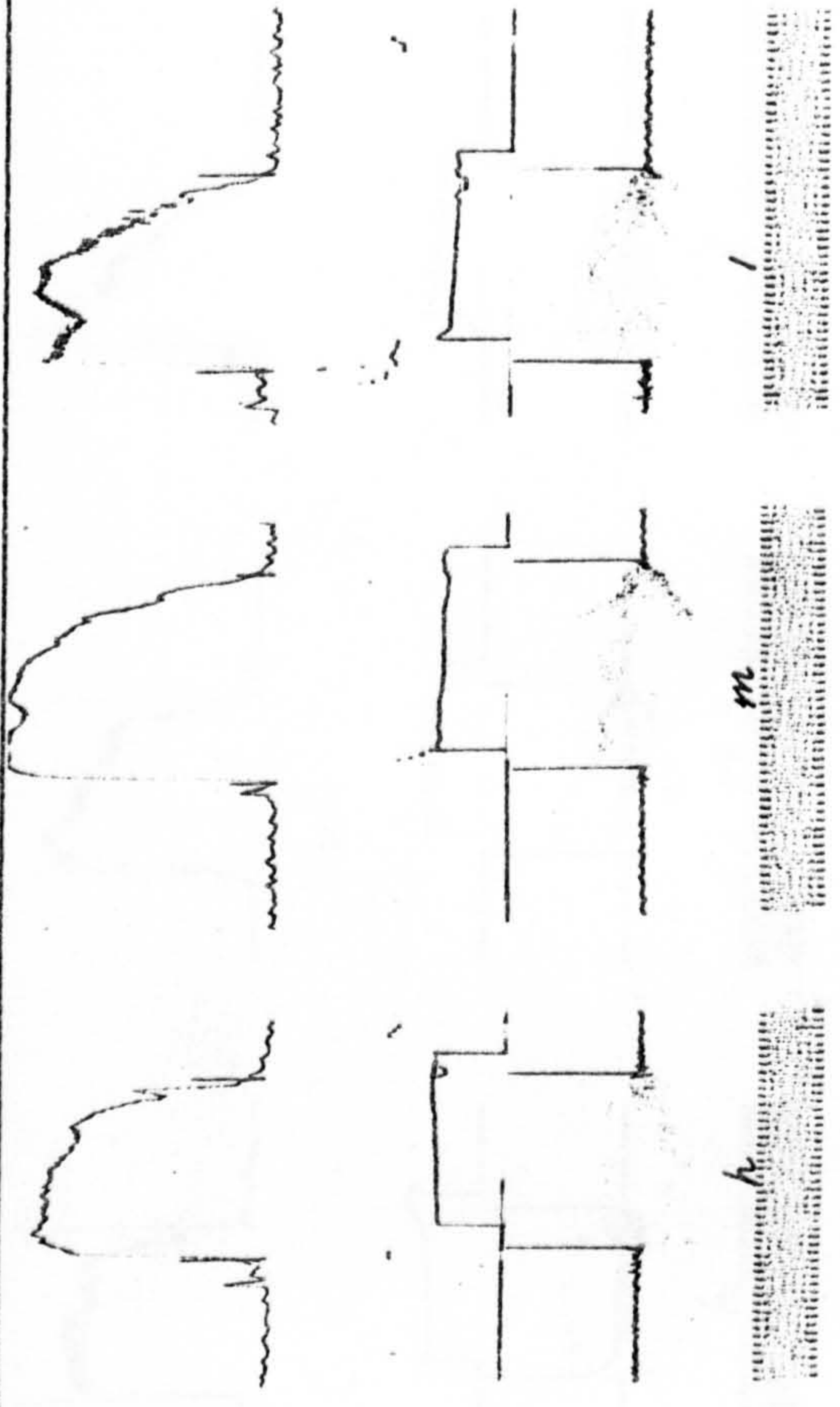


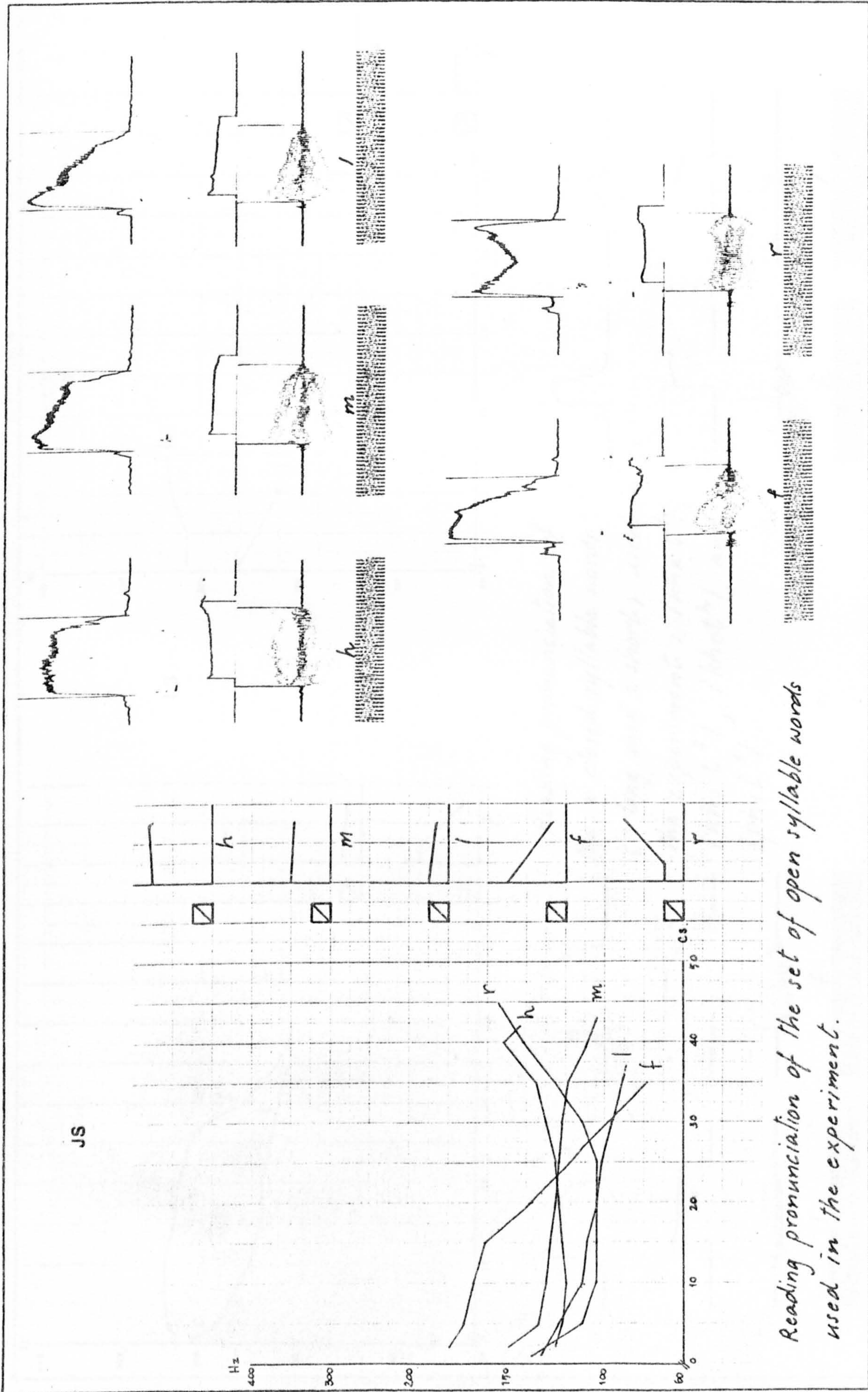
Reading pronunciation of the set of open syllable words used in the experiment.

AS

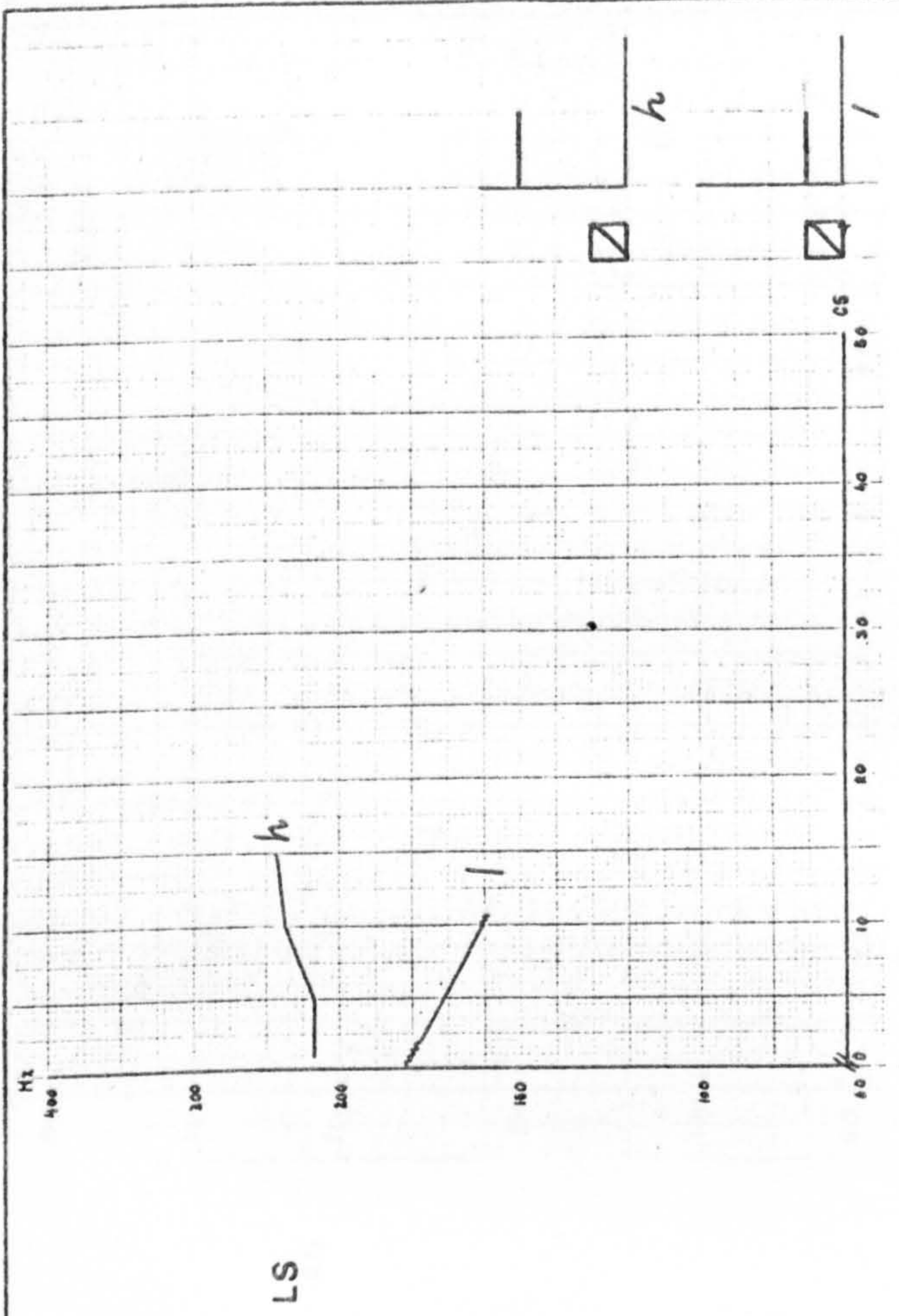
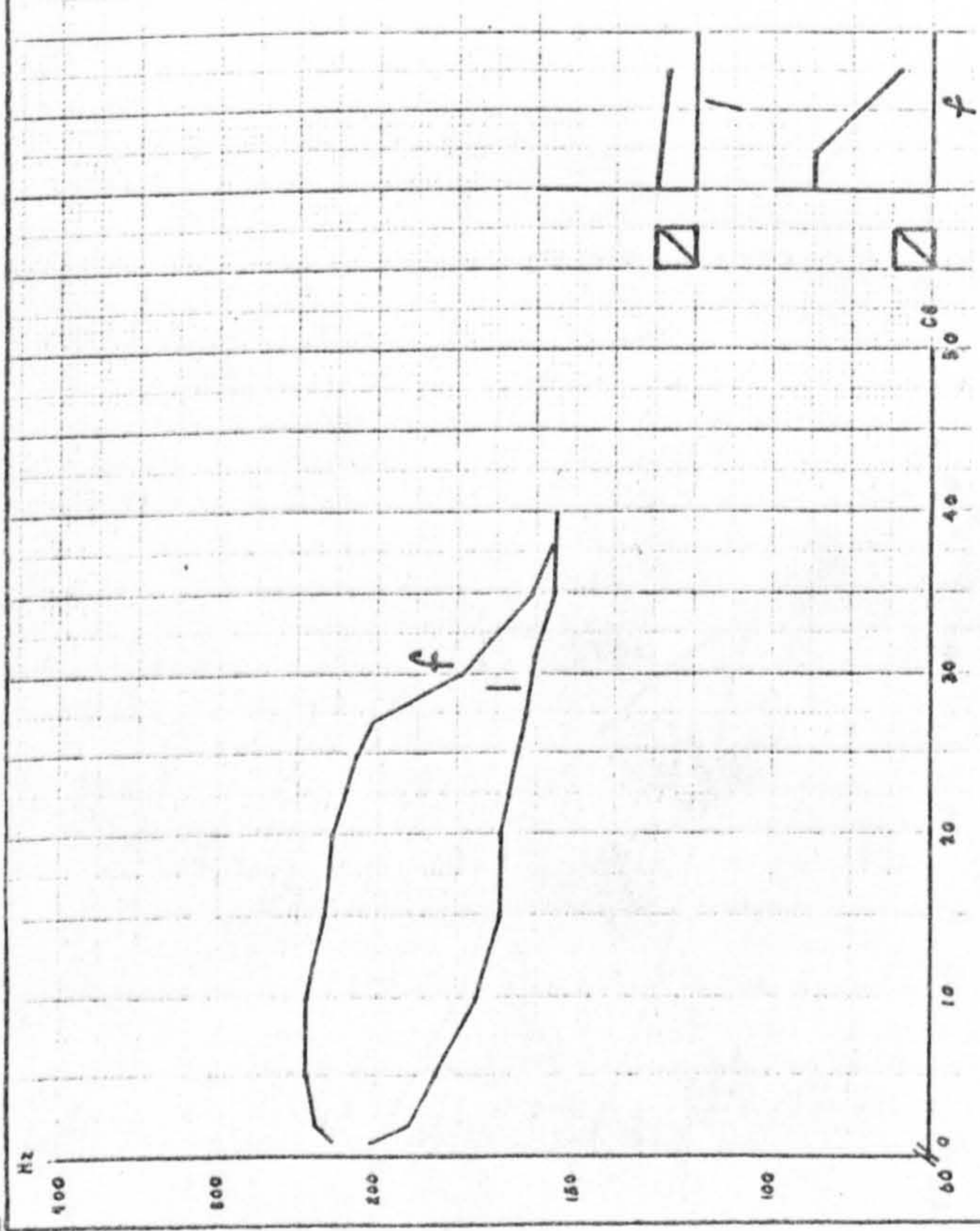


Reading pronunciation of the set of open syllable words used in the experiment.



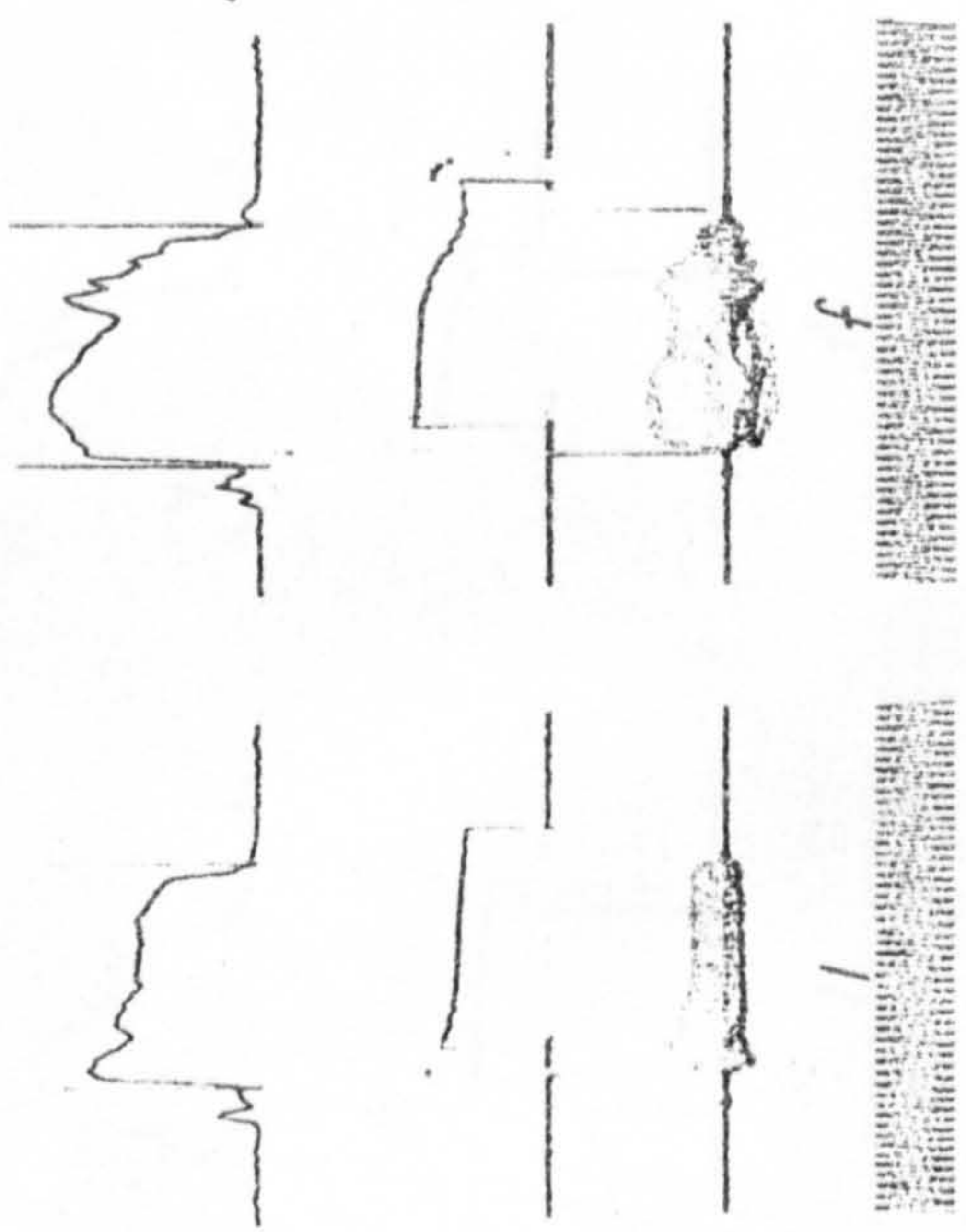


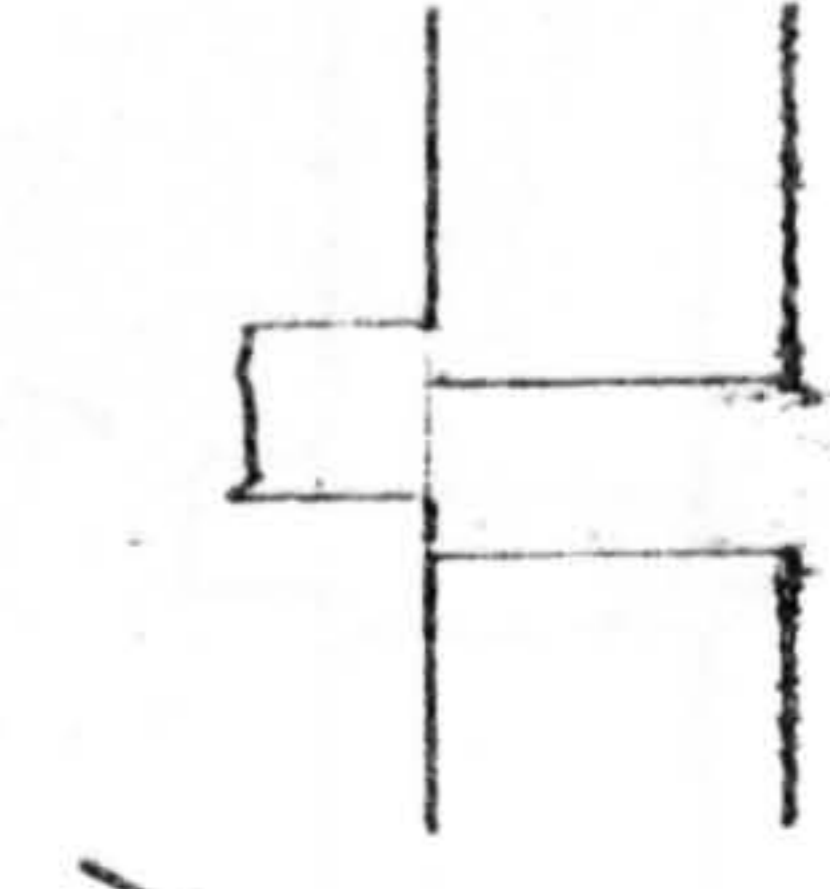
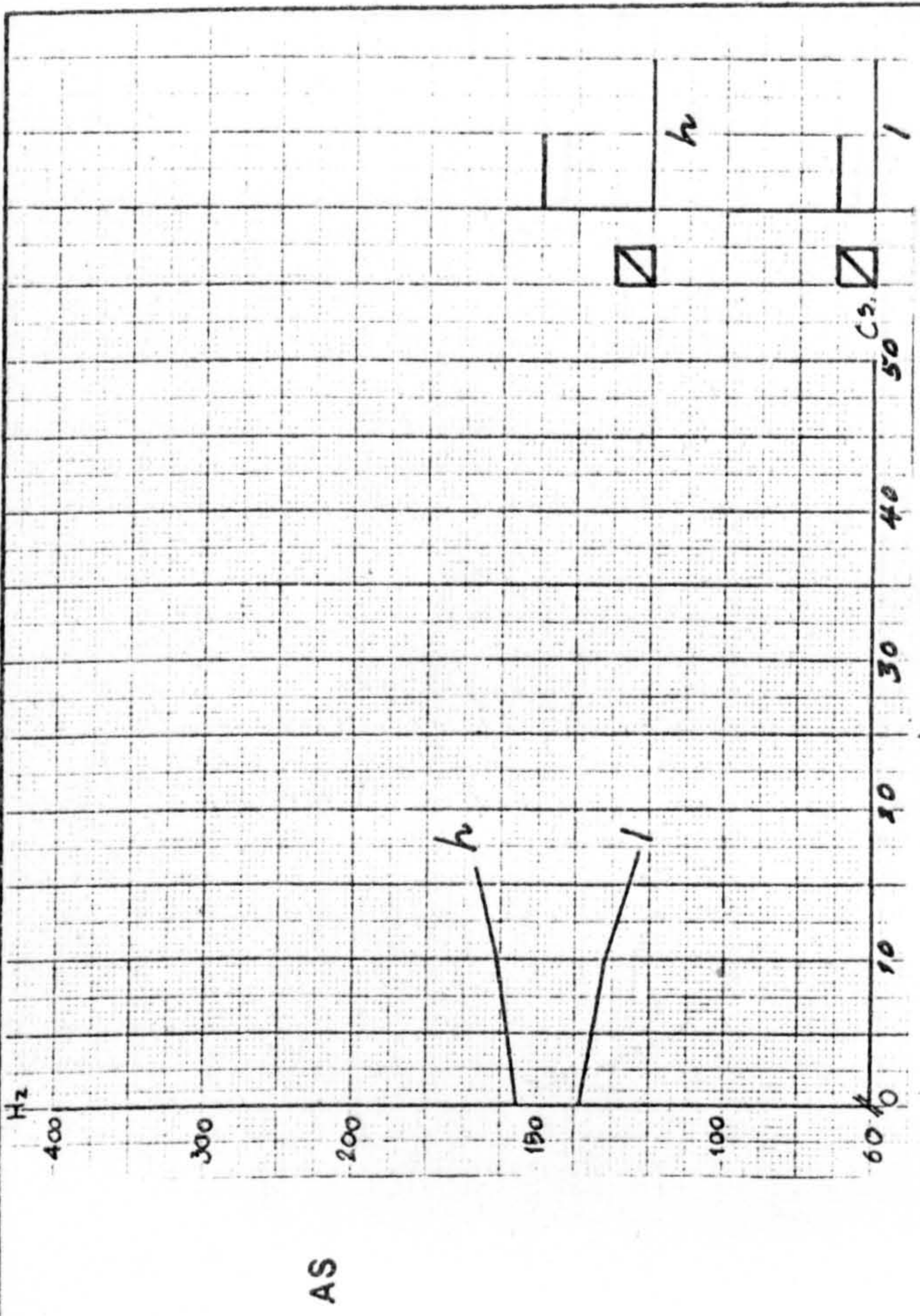
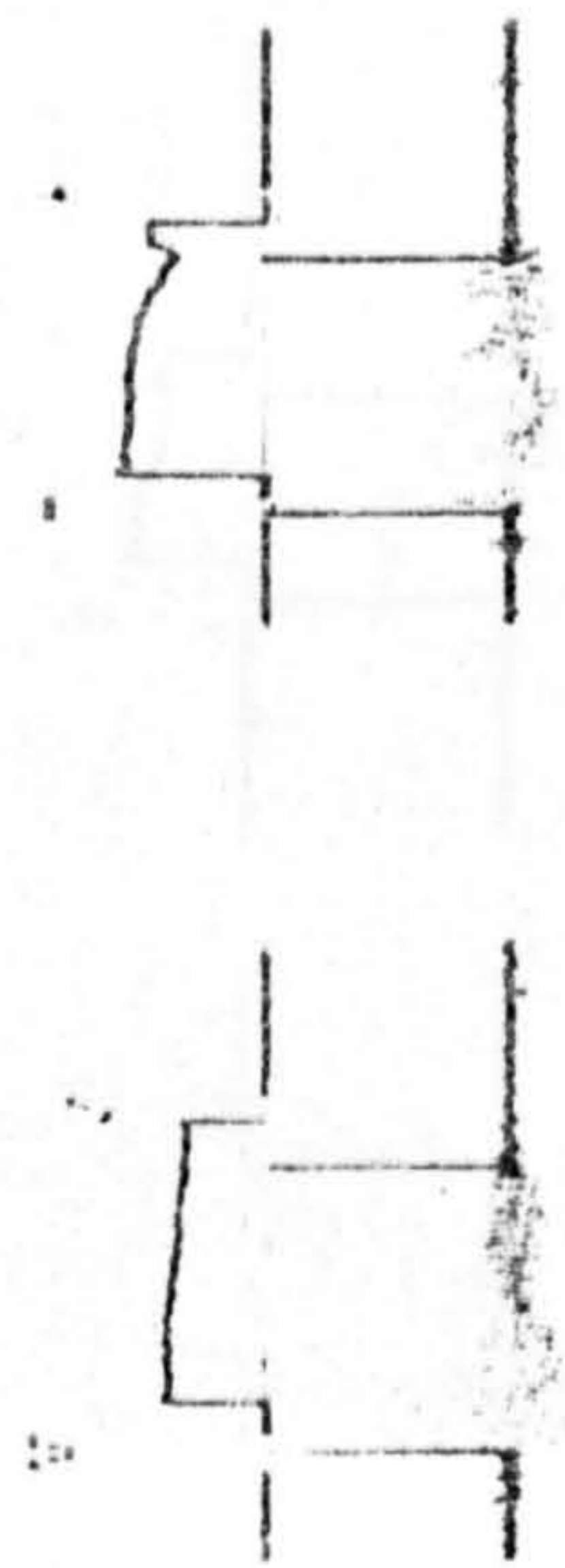
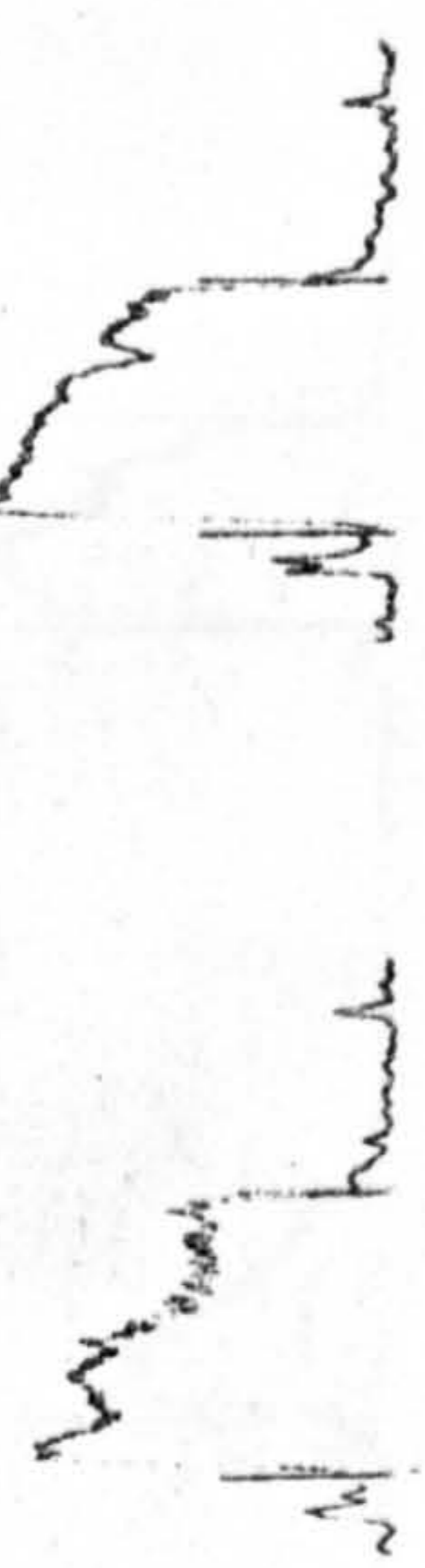
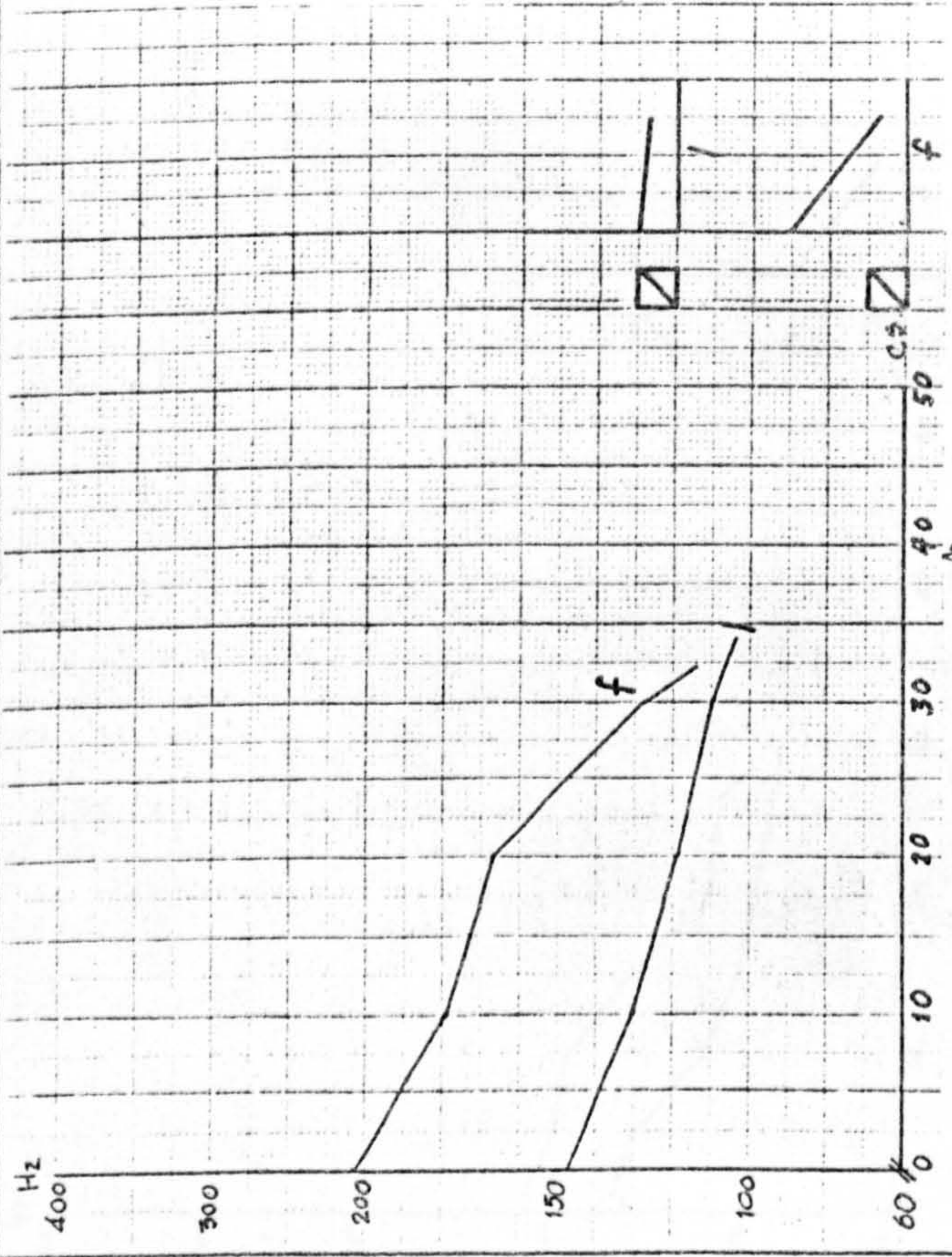
Reading pronunciation of the set of open syllable words used in the experiment.



LS

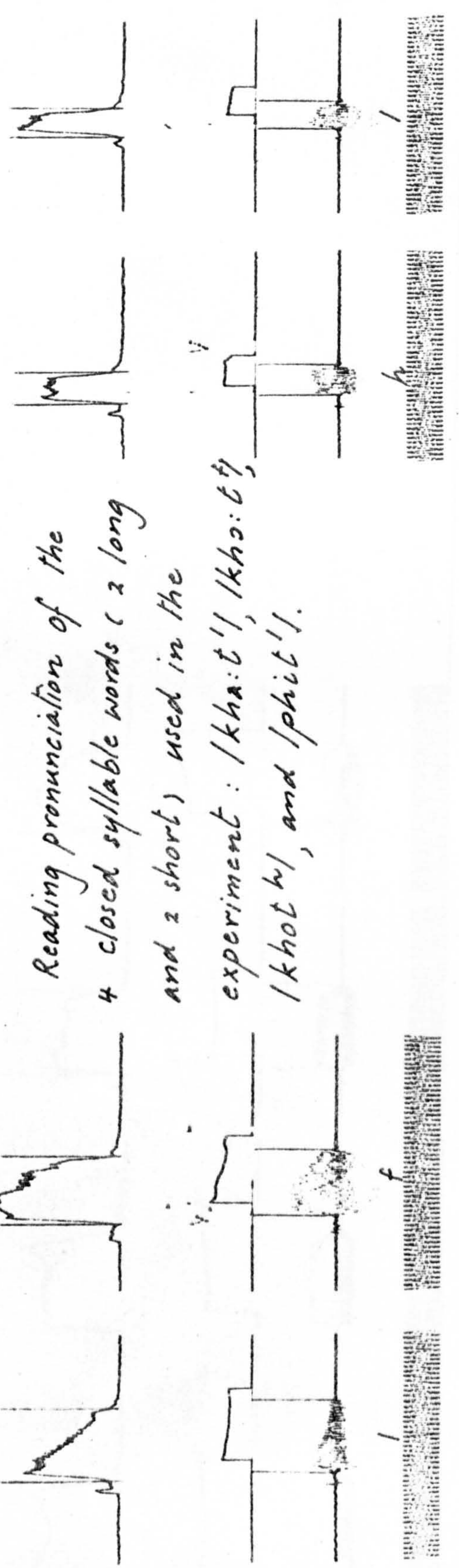
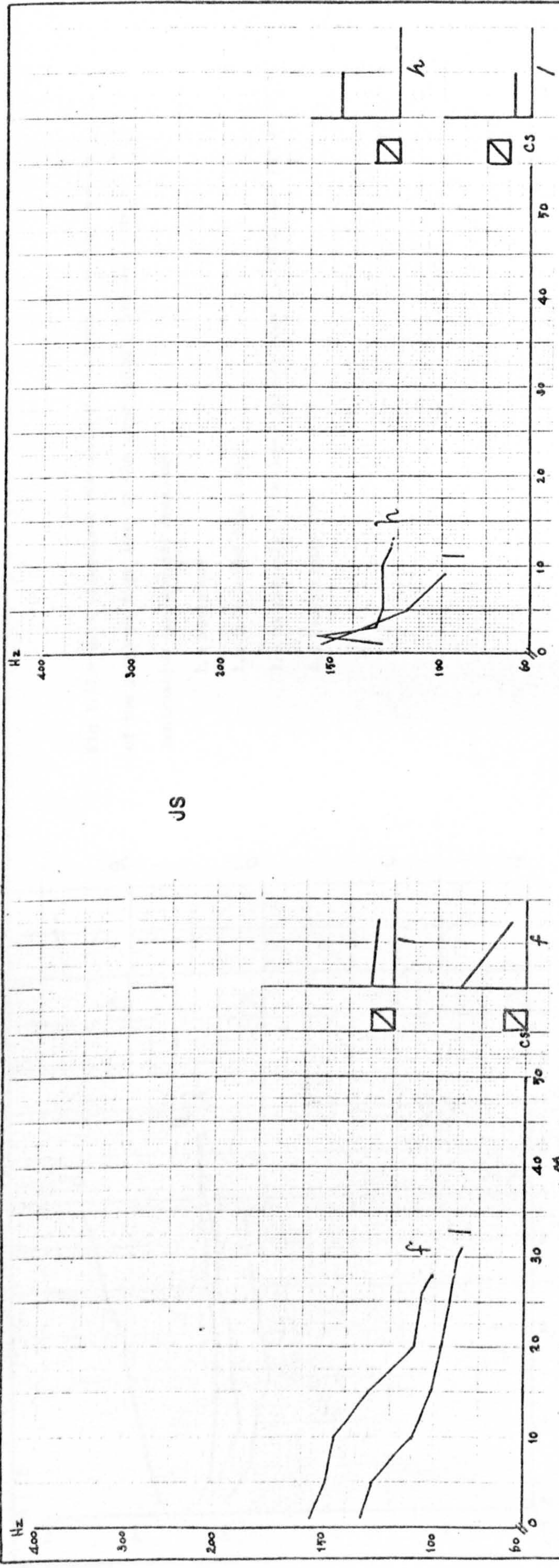
Reading pronunciation of
 the 4 closed syllable words
 (2 long and 2 short) used in
 the experiment: /kha:tʰ/,
 /kho:tʰ/, /khotʰ/, and
 /phitʰ/.





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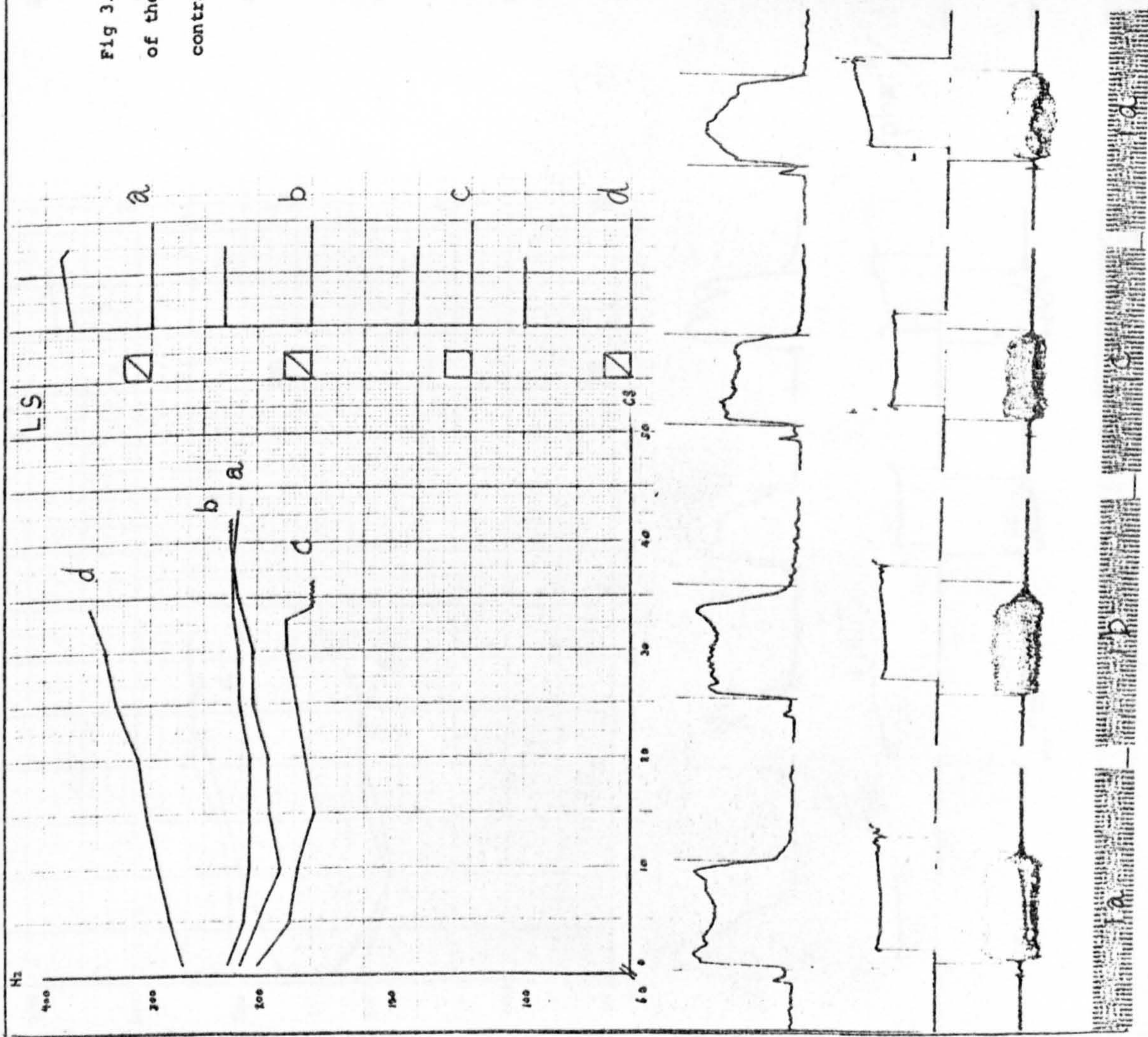
Reading pronunciation of
 the 4 closed syllable words
 (2 long and 2 short) used
 in the experiment: /kha:t'/
 /kha:tʰ/, /khotʰ/, and
 /phit'/.



Reading pronunciation of the
 4 closed syllable words (2 long
 and 2 short) used in the
 experiment: /kha:t', /kha:t',
 /khot w/, and /phit'.

Fig 3.13 - 3.14 illustrate the acoustic and the auditory records of the phonemic high tone in the word /pha:h/ 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.



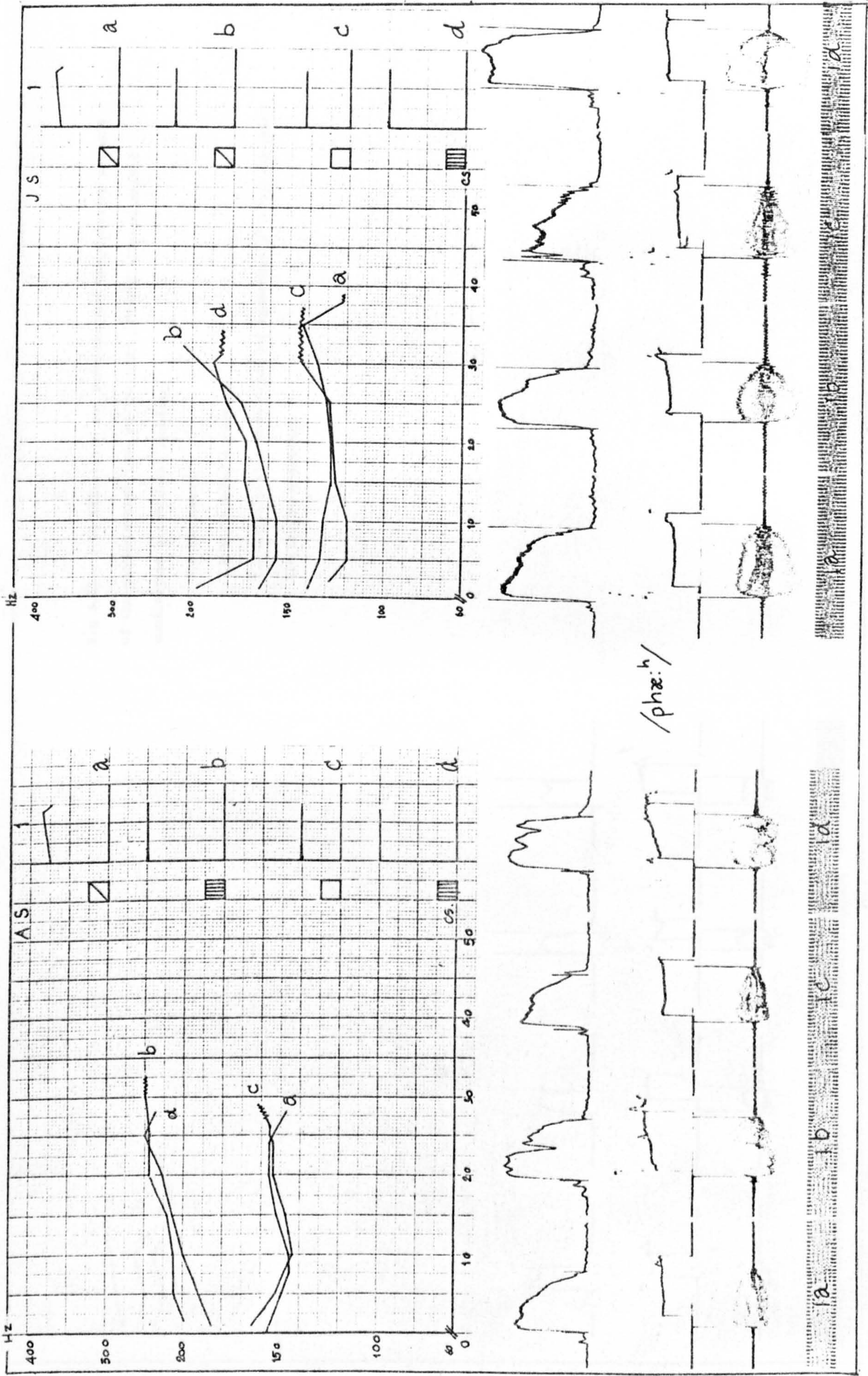


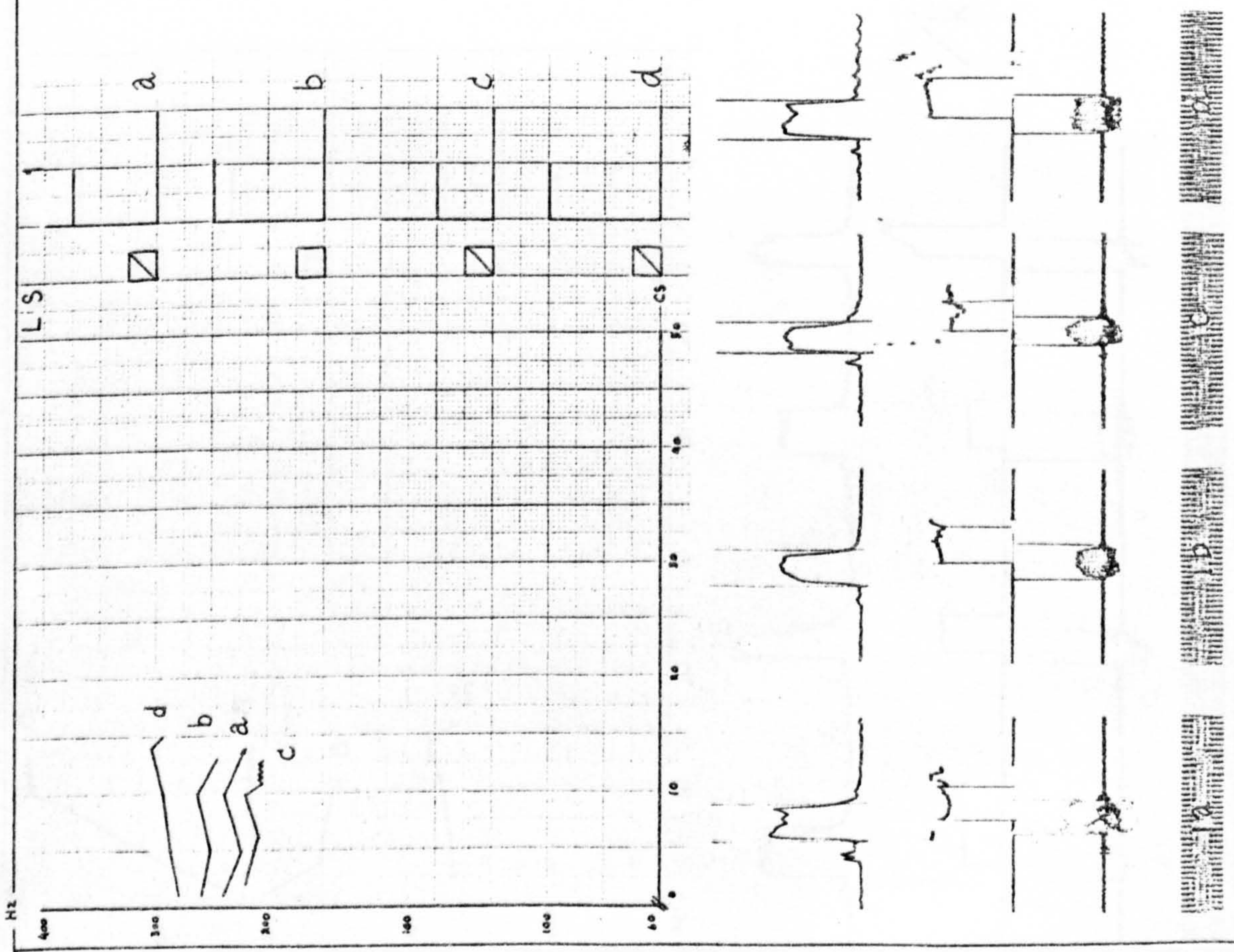
Fig 3.15 - 3.16 illustrate the acoustic and the auditory records of the phonemic high tone in the word /khoth/ uttered with 4 contrastive grammatical meanings

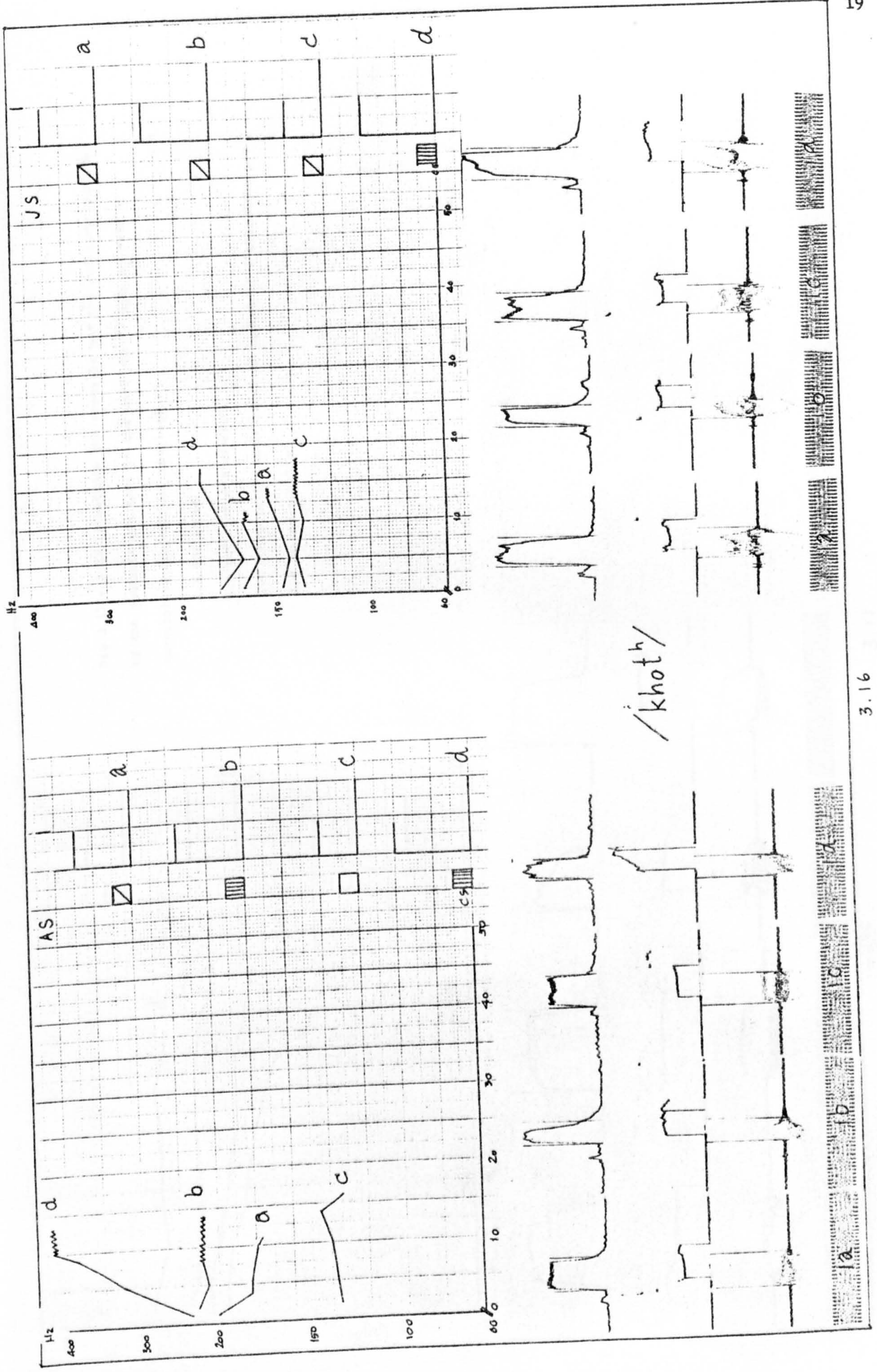
1.a Statement

1.b Unfinished statement

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

1.d Yes/no question.





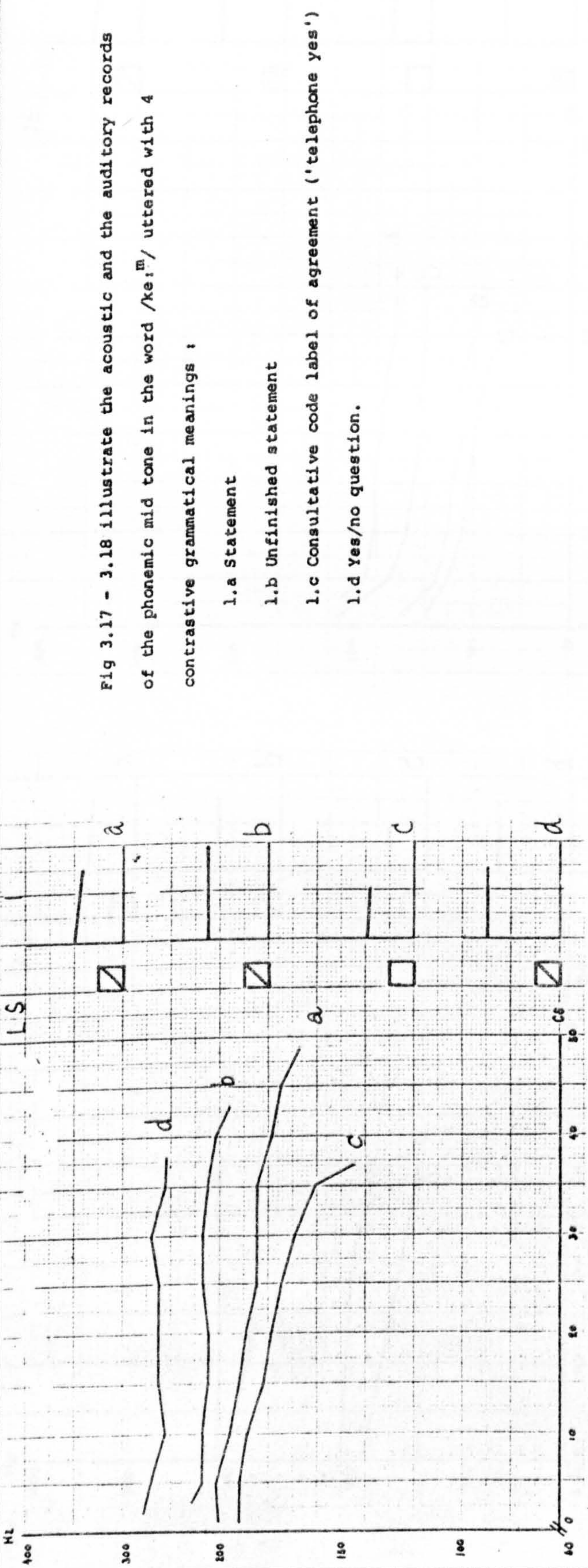
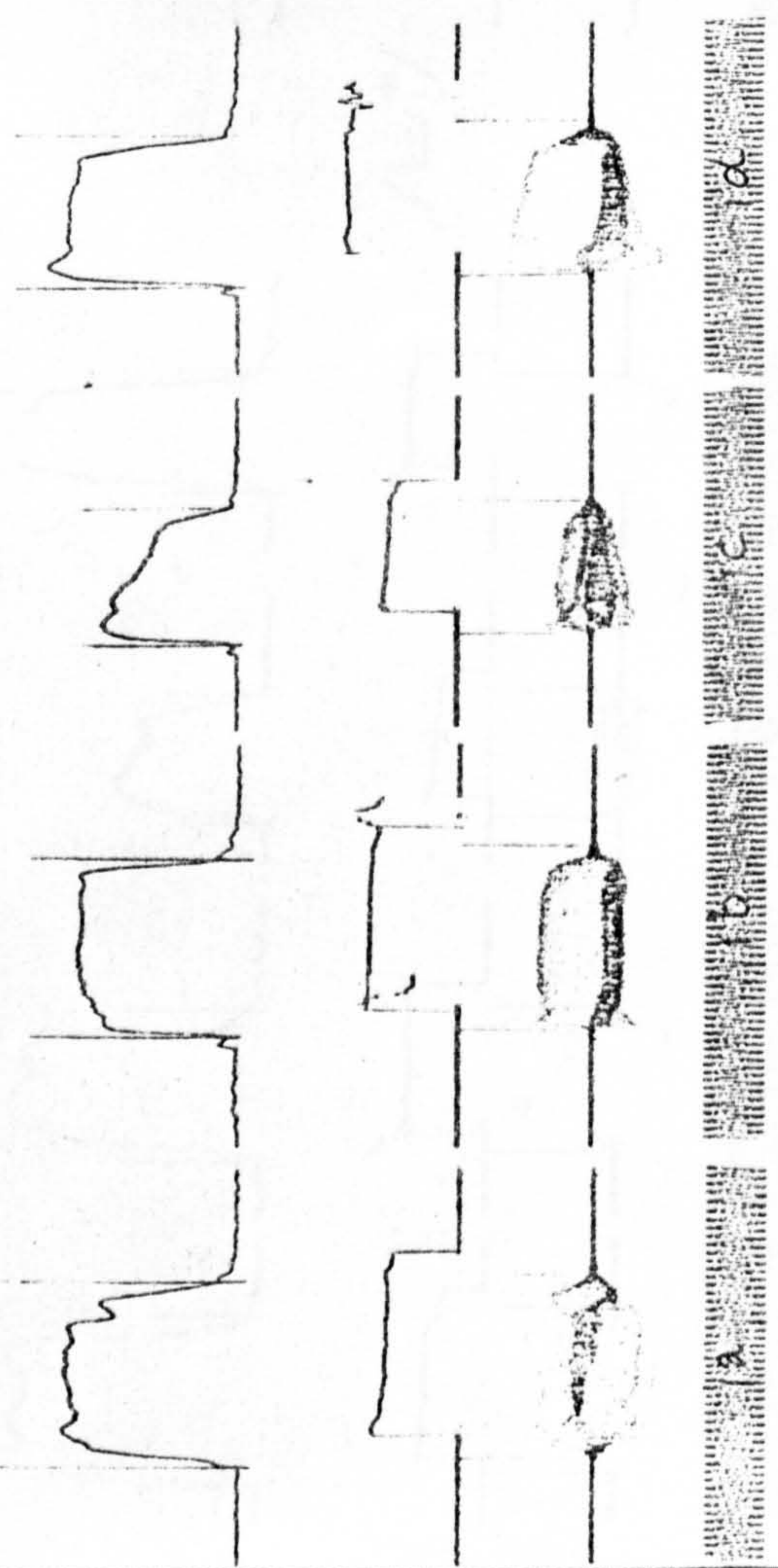


Fig 3.17 - 3.18 illustrate the acoustic and the auditory records of the phonemic mid tone in the word /ke:ᵐ/ uttered with 4 contrastive grammatical meanings :

- 1.a Statement
- 1.b Unfinished statement
- 1.c Consultative code label of agreement ('telephone yes')
- 1.d Yes/no question.



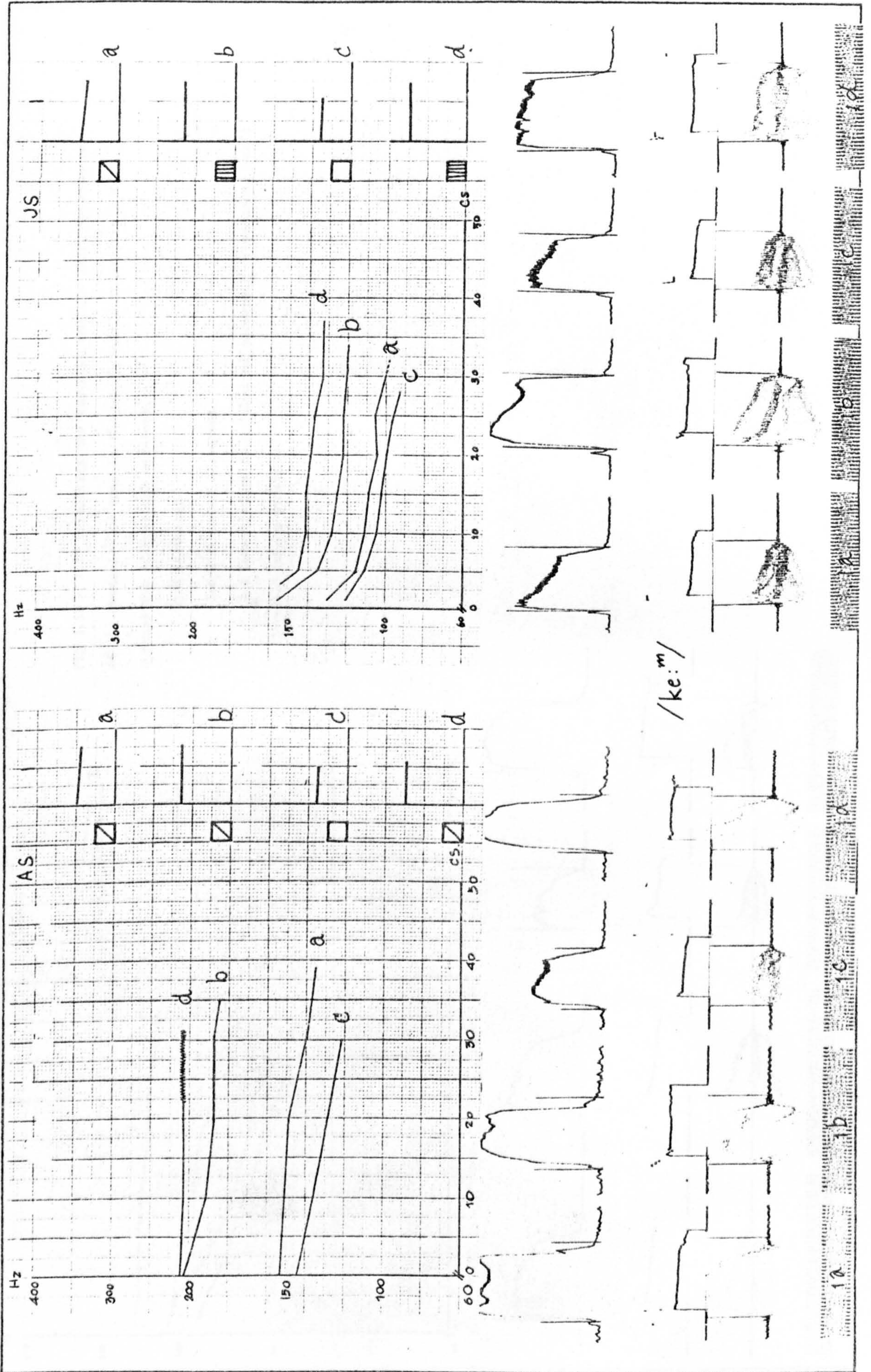
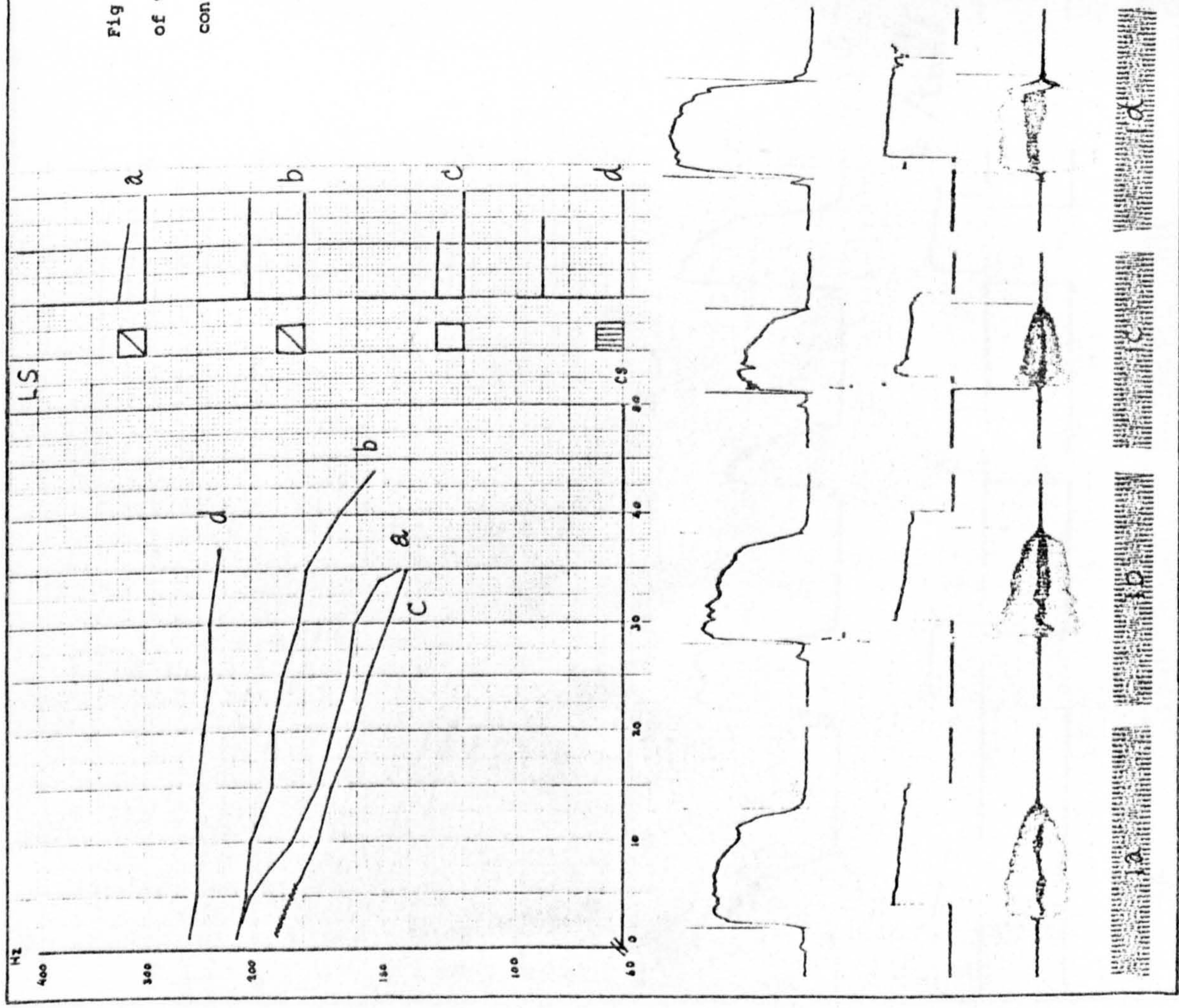


Fig 3.19 - 3.20 illustrate the acoustic and the auditory records of the phonemic low tone in the word /thi:¹/ uttered with 4 contrastive grammatical meanings :

- 1.a Statement
- 1.b Unfinished statement
- 1.c Consultative code label of agreement ('telephone yes')
- 1.d Yes/no question.



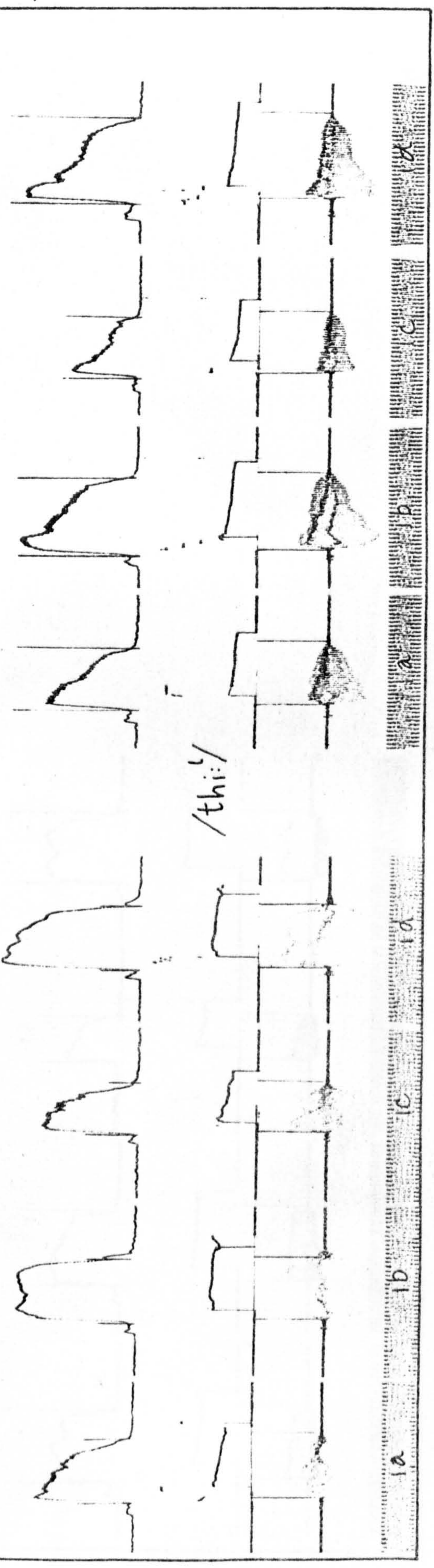
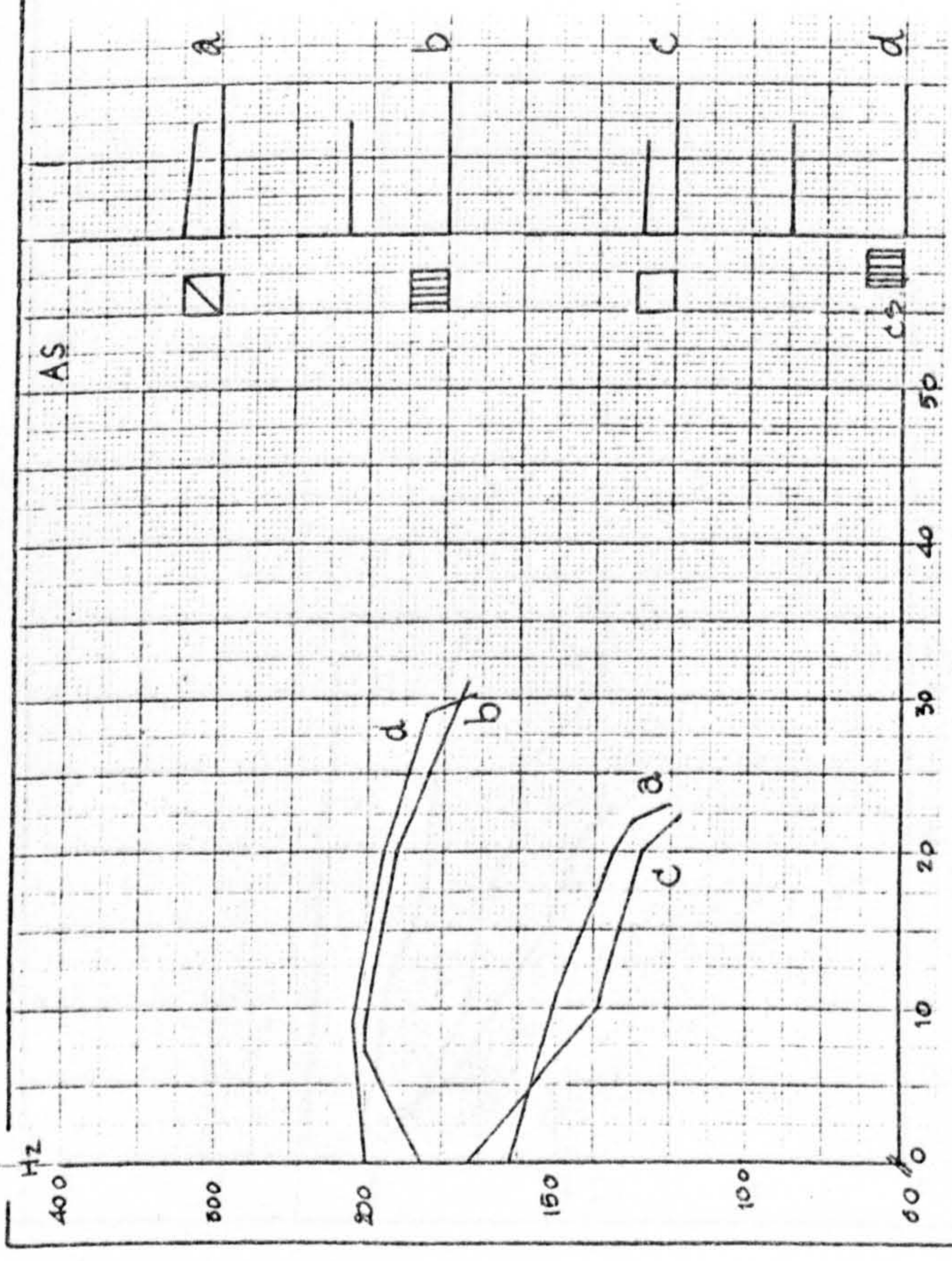
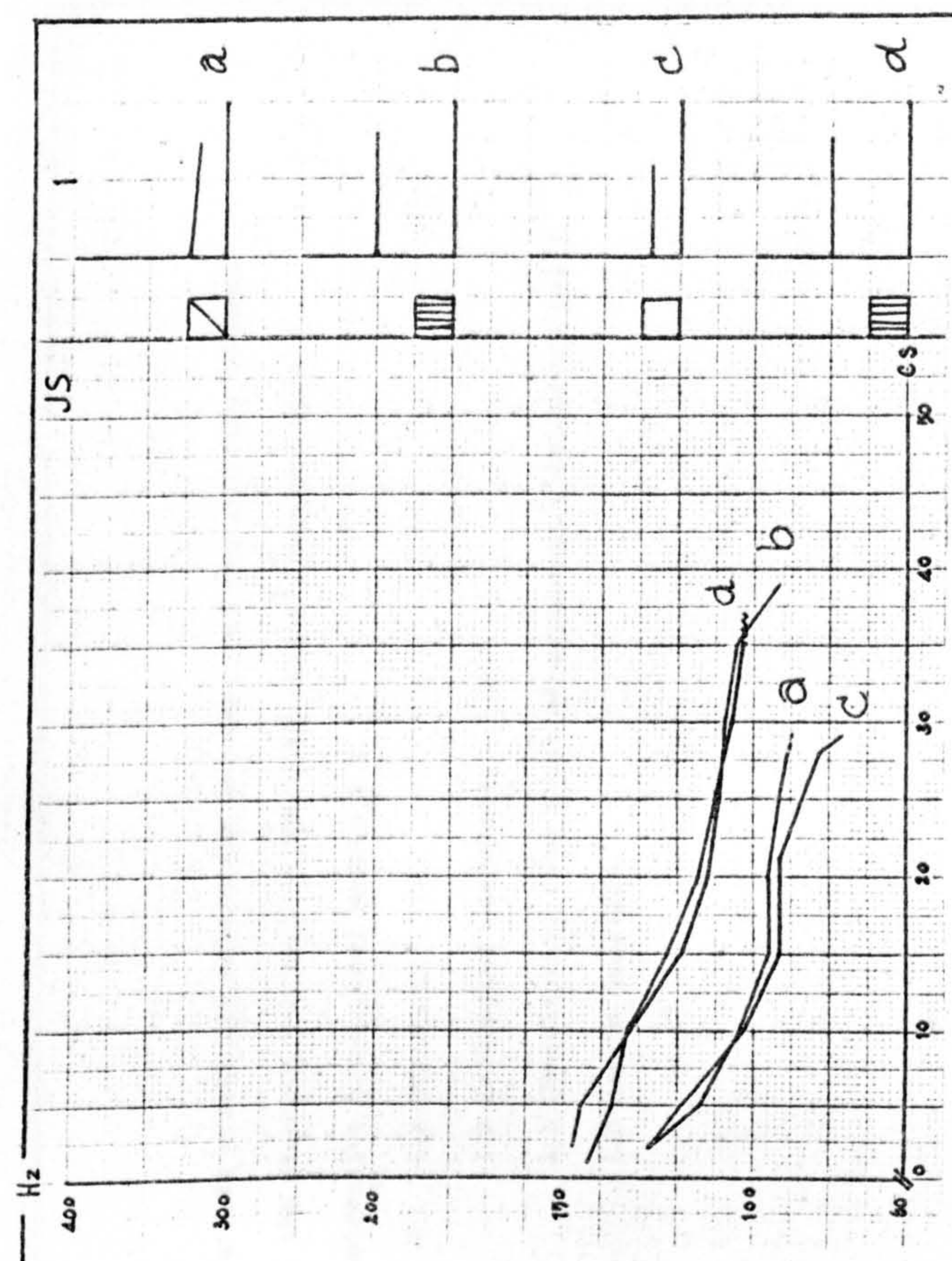
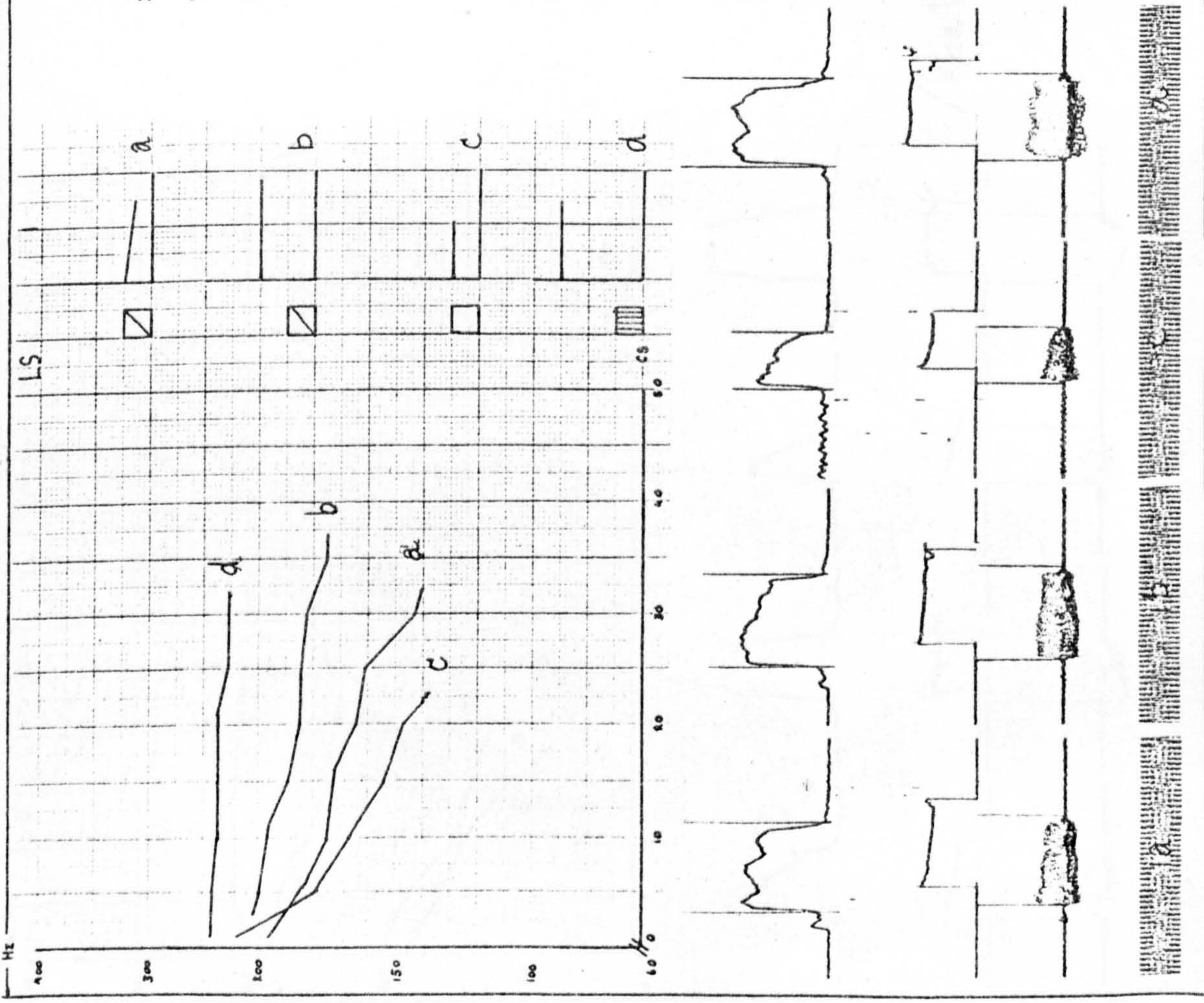
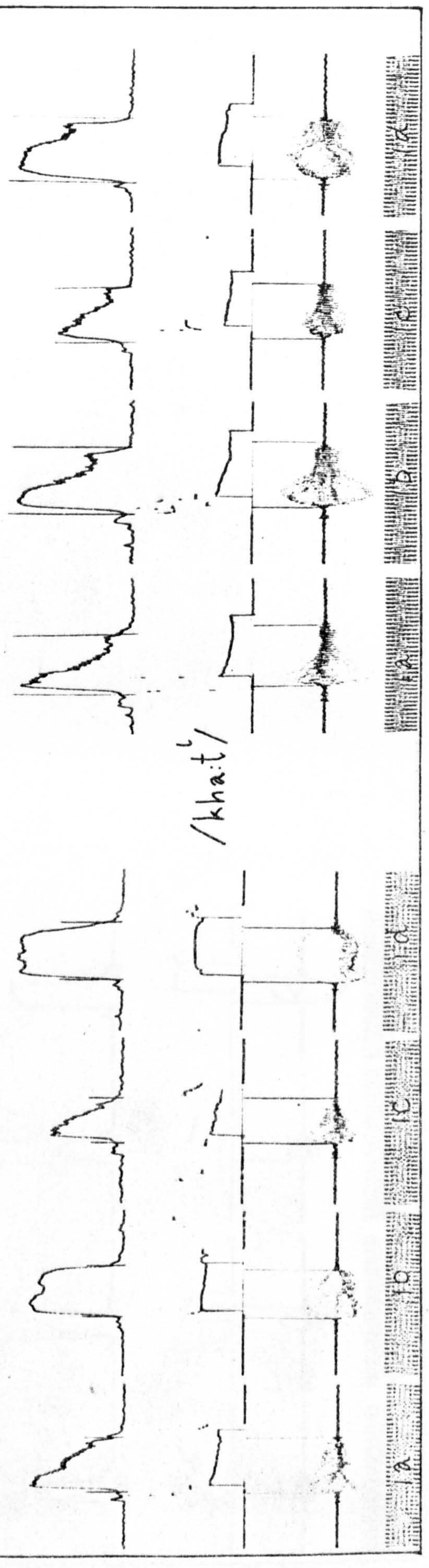
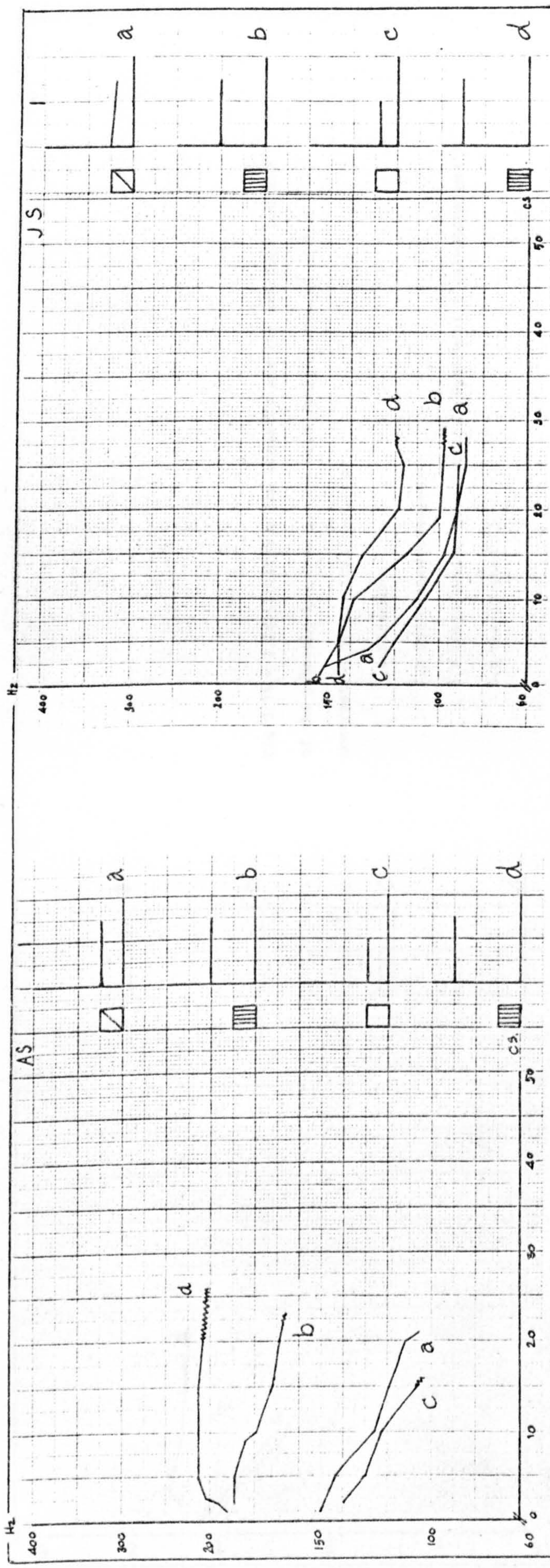


Fig 3.21 - 3.22 illustrate the acoustic and the auditory records of the phonemic low tone in the word /kha:t¹/ uttered with 4 contrastive grammatical meanings :

- 1.a Statement
- 1.b Unfinished statement
- 1.c Consultative code label of agreement ('telephone yes')
- 1.d Yes/no question.





/kha:t/

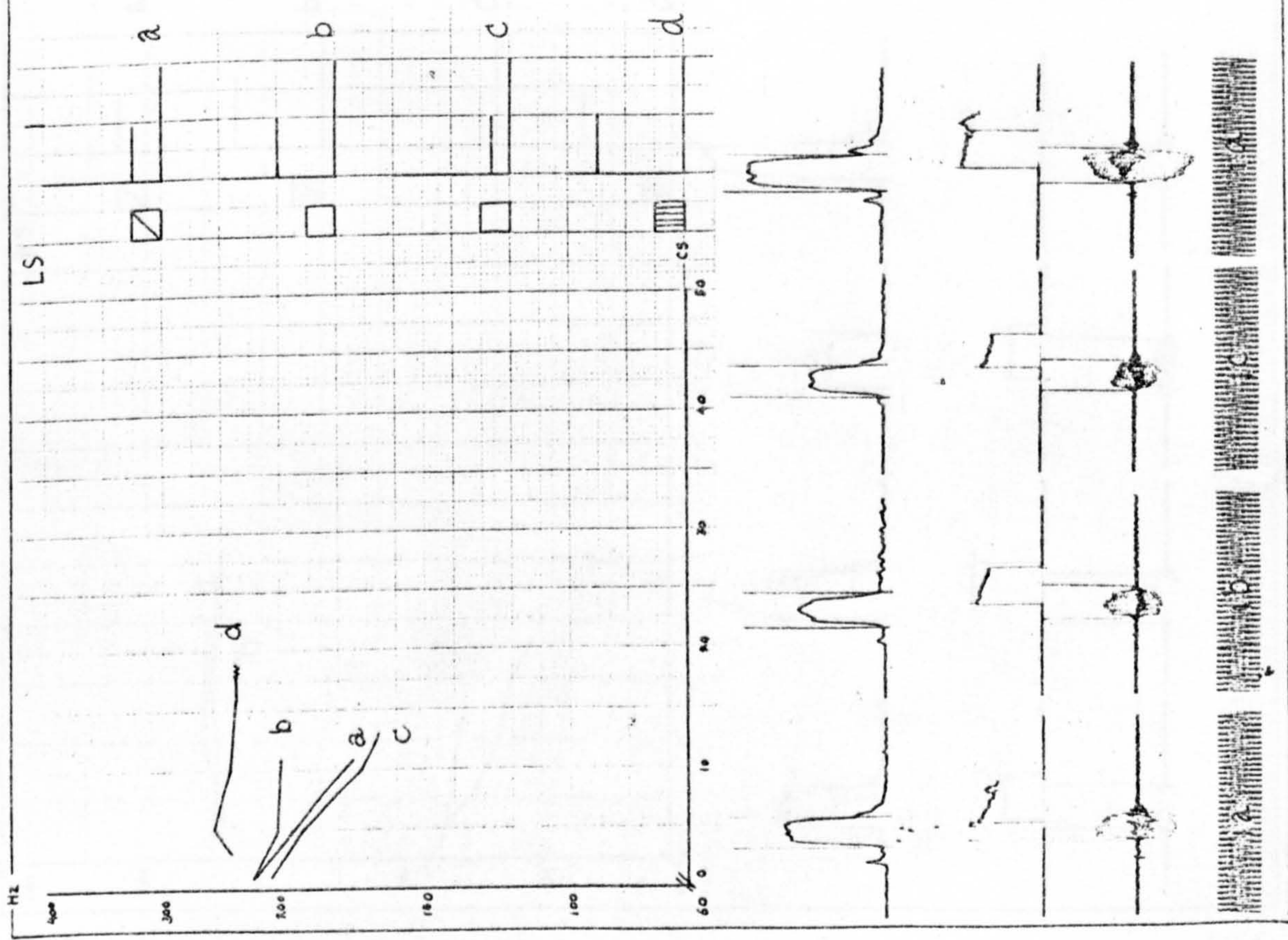


Fig 3.23 - 3.24 illustrate the acoustic and the auditory records of the phonemic low tone in the word /phit¹/ uttered with 4

contrastive grammatical meanings :

- 1.a Statement
- 1.b Unfinished statement
- 1.c Consultative code label of agreement ('telephone yes')
- 1.d Yes/no question.

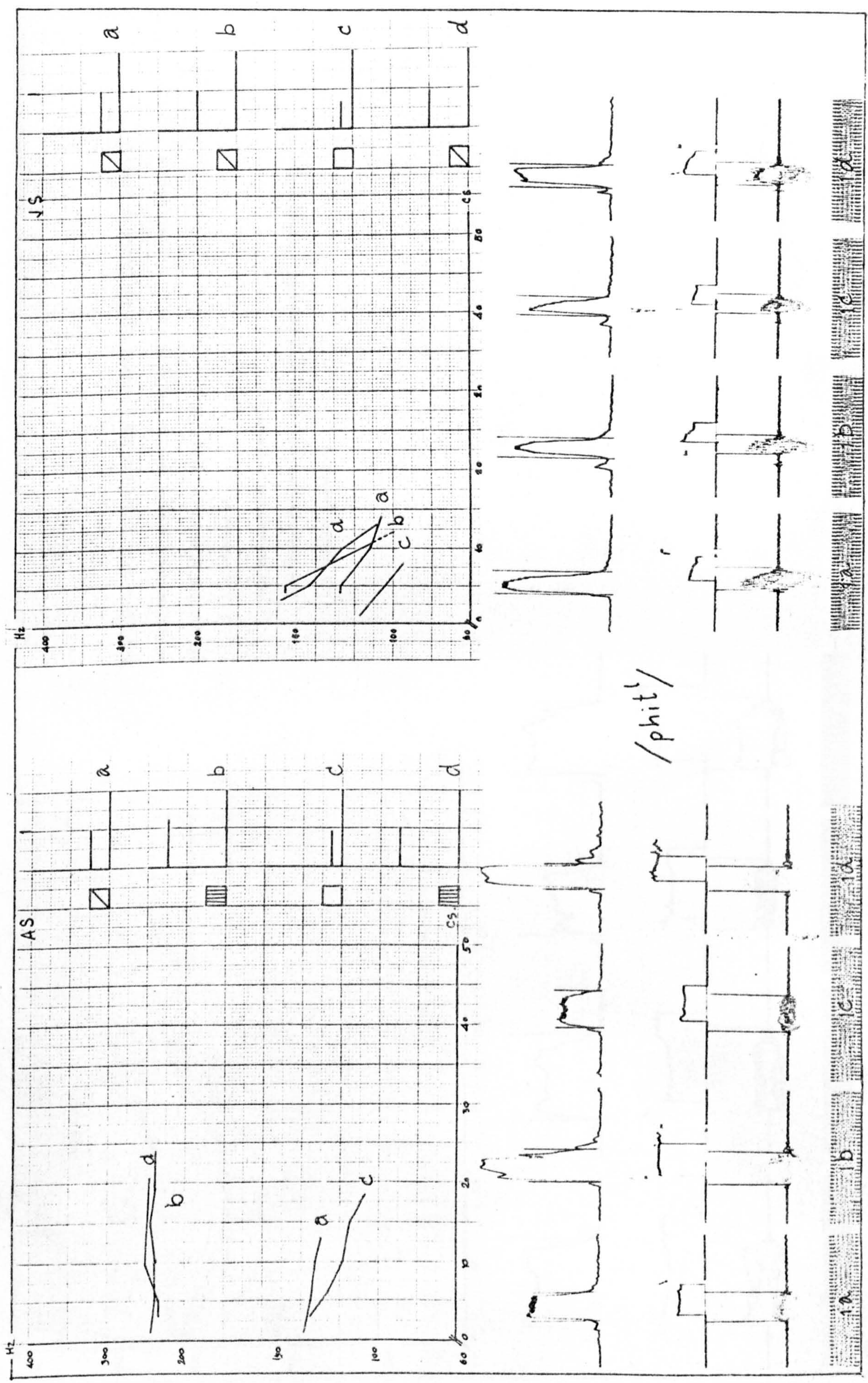
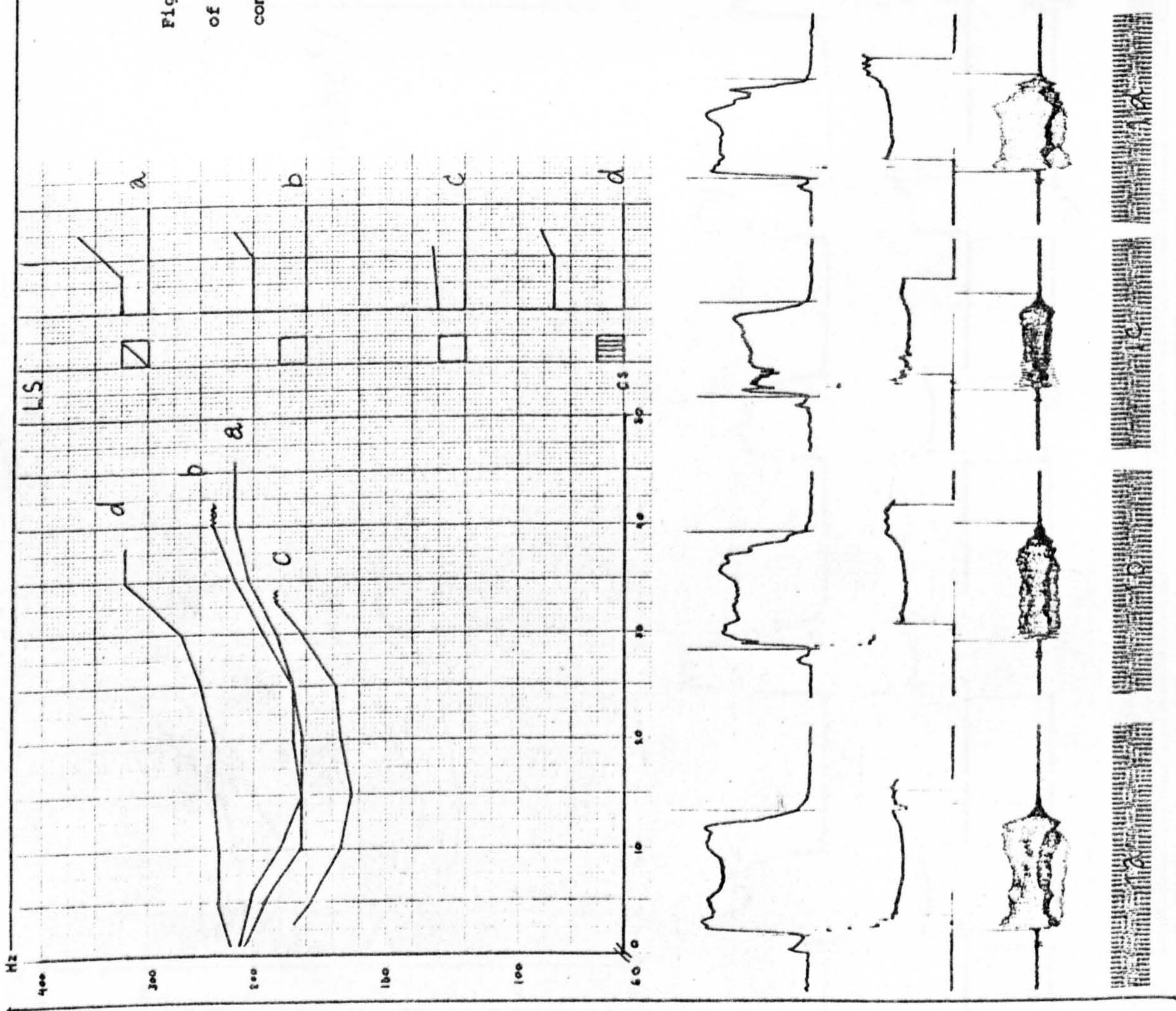


Fig 3.25 - 3.26 illustrate the acoustic and the auditory records of the phonemic rising tone in the word /khe:ɪ/ uttered with 4 contrastive grammatical meanings :

- 1.a Statement
- 1.b Unfinished statement
- 1.c Consultative code label of agreement ('telephone yes')
- 1.d Yes/no question.



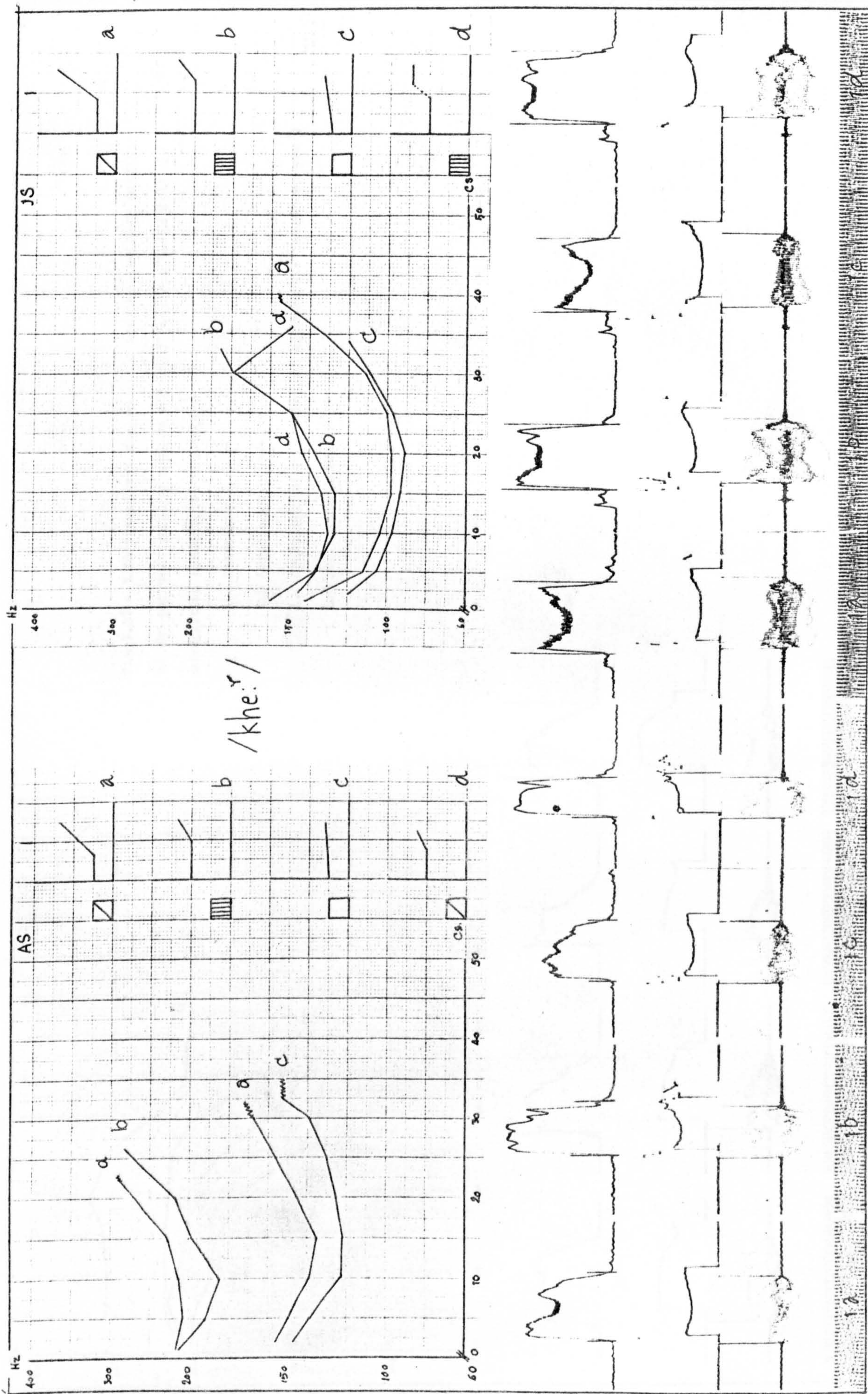
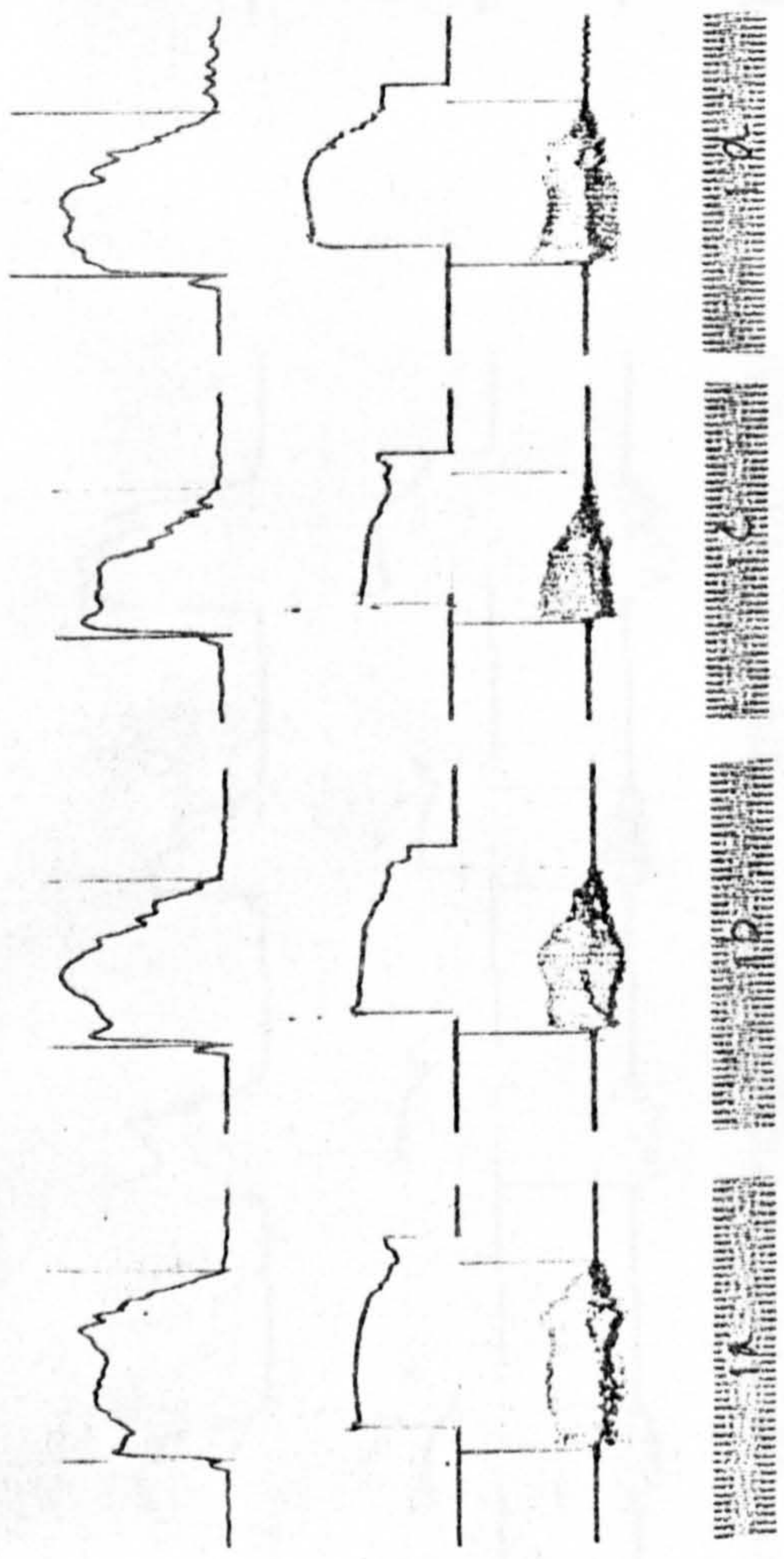
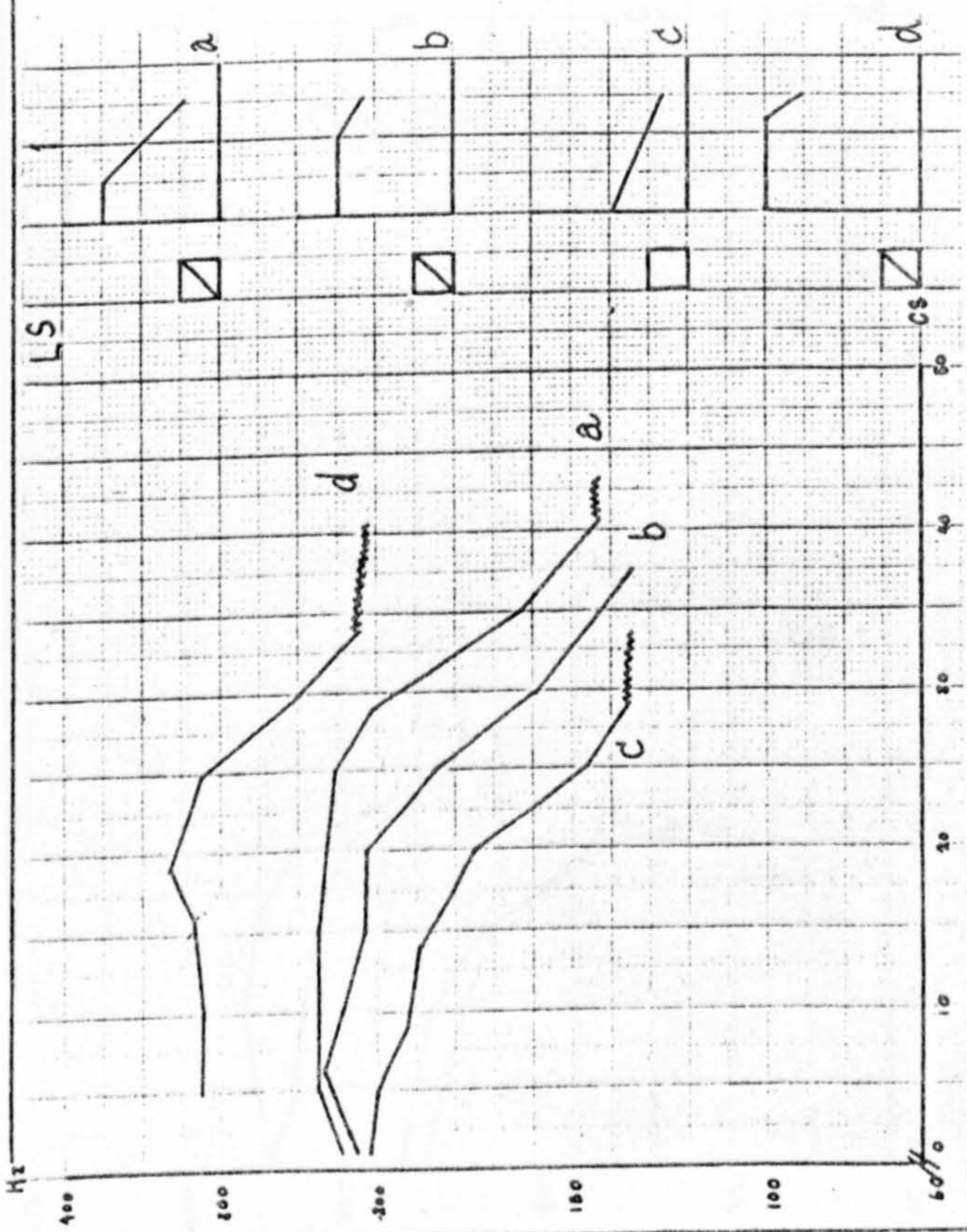


Fig 3.27 - 3.28 illustrate the acoustic and the auditory records of the phonemic falling tone in the word /ca:f/ uttered with 4 contrastive grammatical meanings :

- 1.a Statement
- 1.b Unfinished statement
- 1.c Consultative code label of agreement ('telephone yes')
- 1.d Yes/no question.



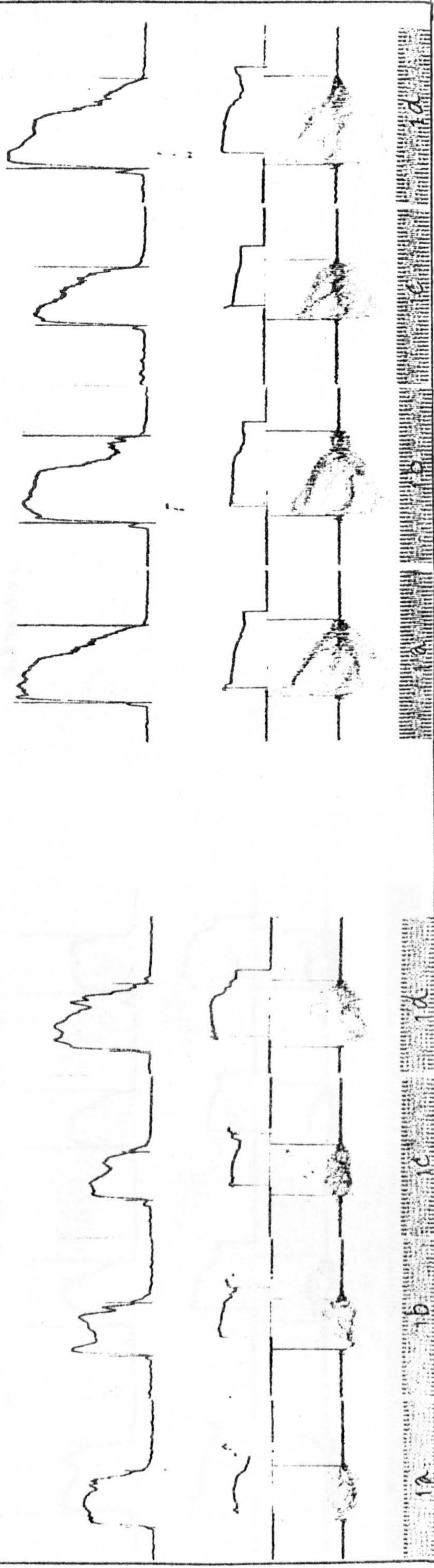
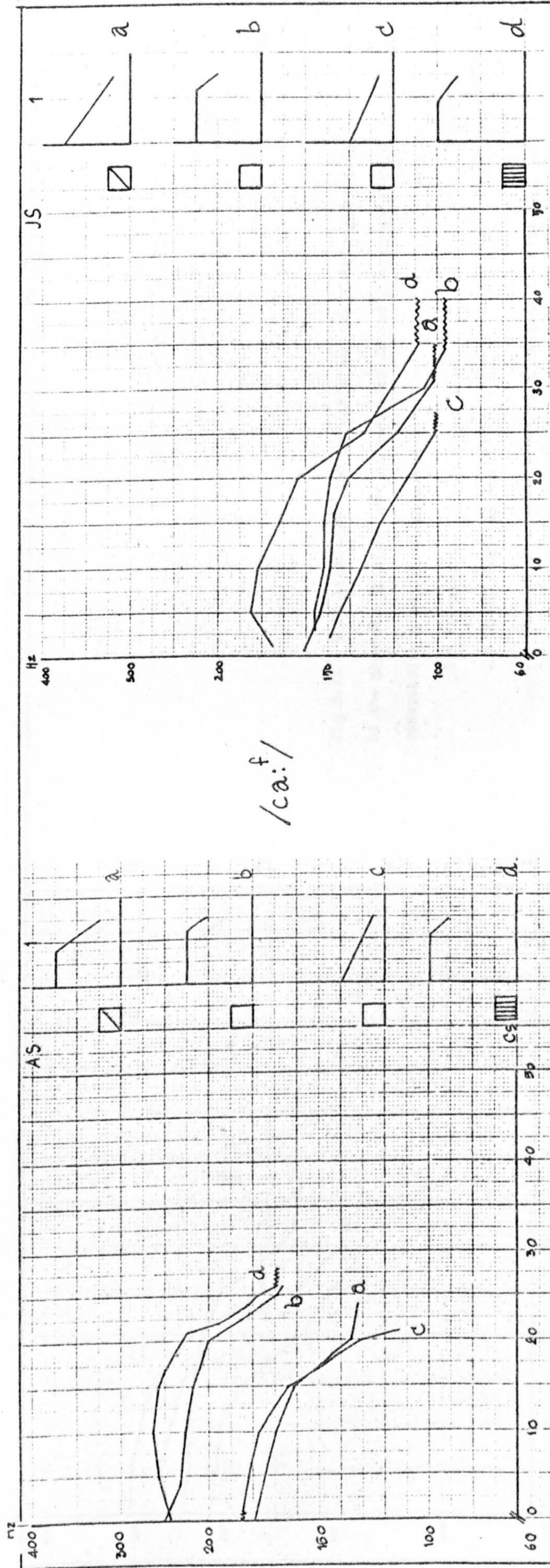
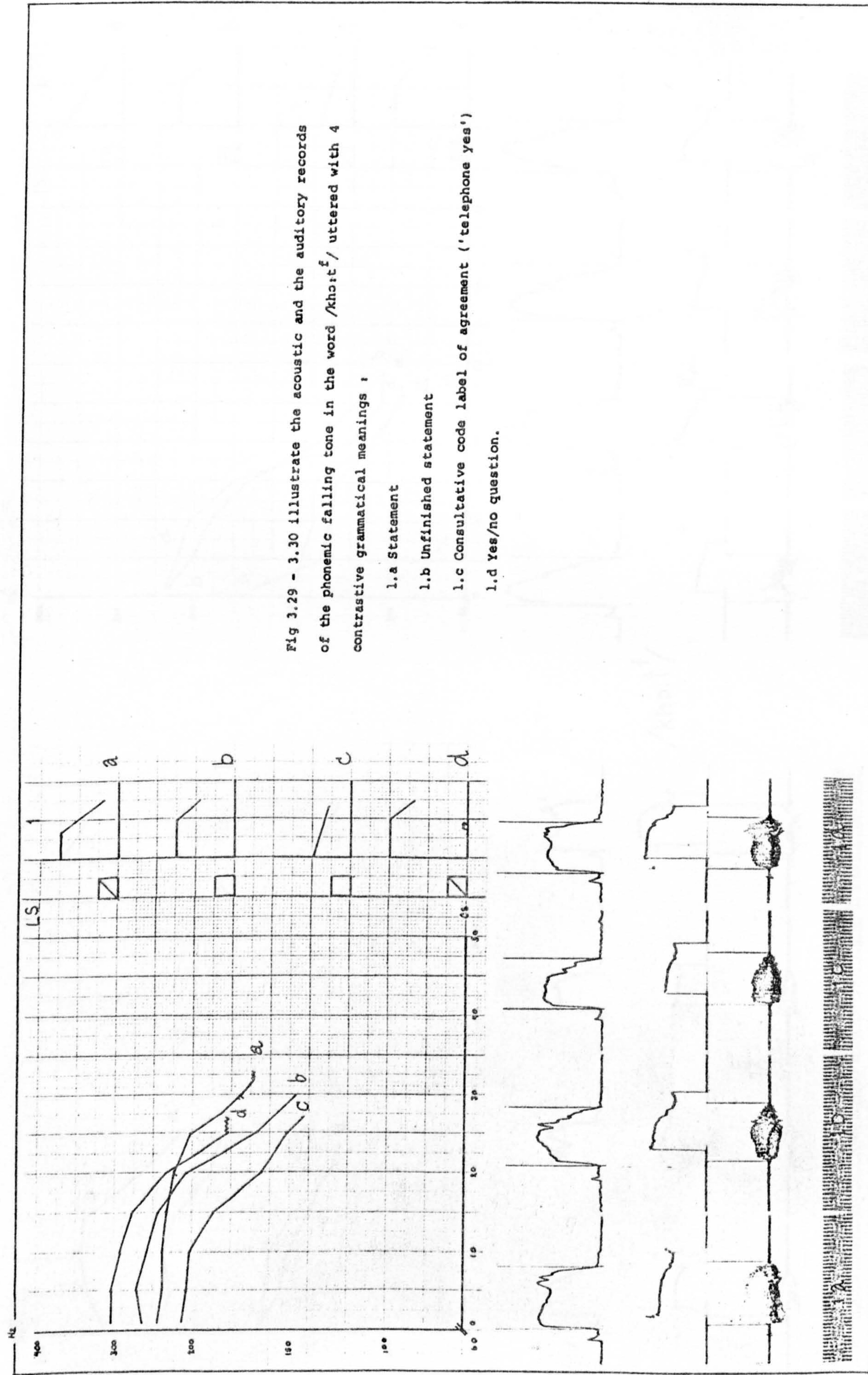
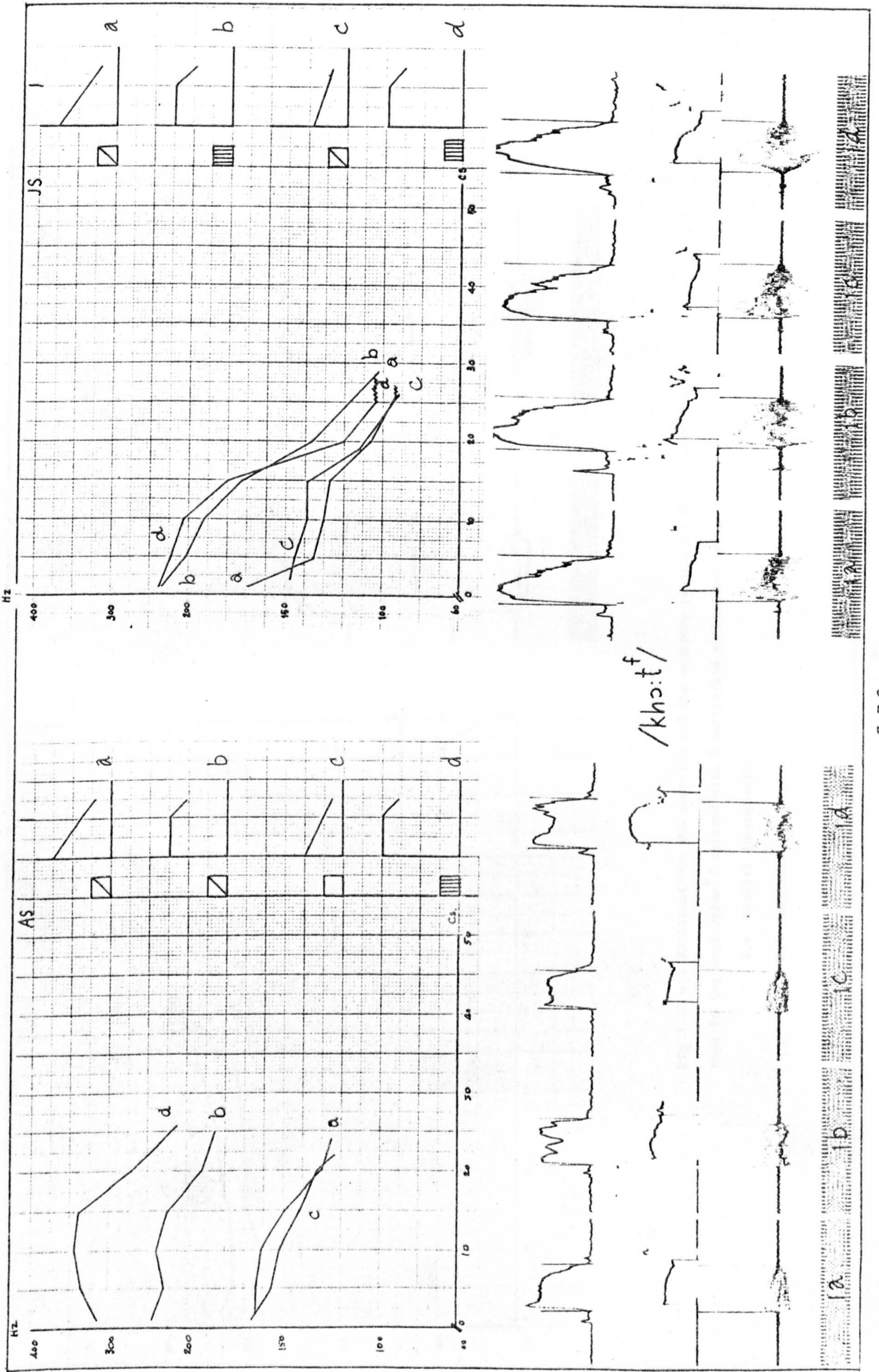


Fig 3.29 - 3.30 illustrate the acoustic and the auditory records of the phonemic falling tone in the word /kho:t^f/ uttered with 4 contrastive grammatical meanings :

- 1.a Statement
- 1.b Unfinished statement
- 1.c Consultative code label of agreement ('telephone yes')
- 1.d Yes/no question.





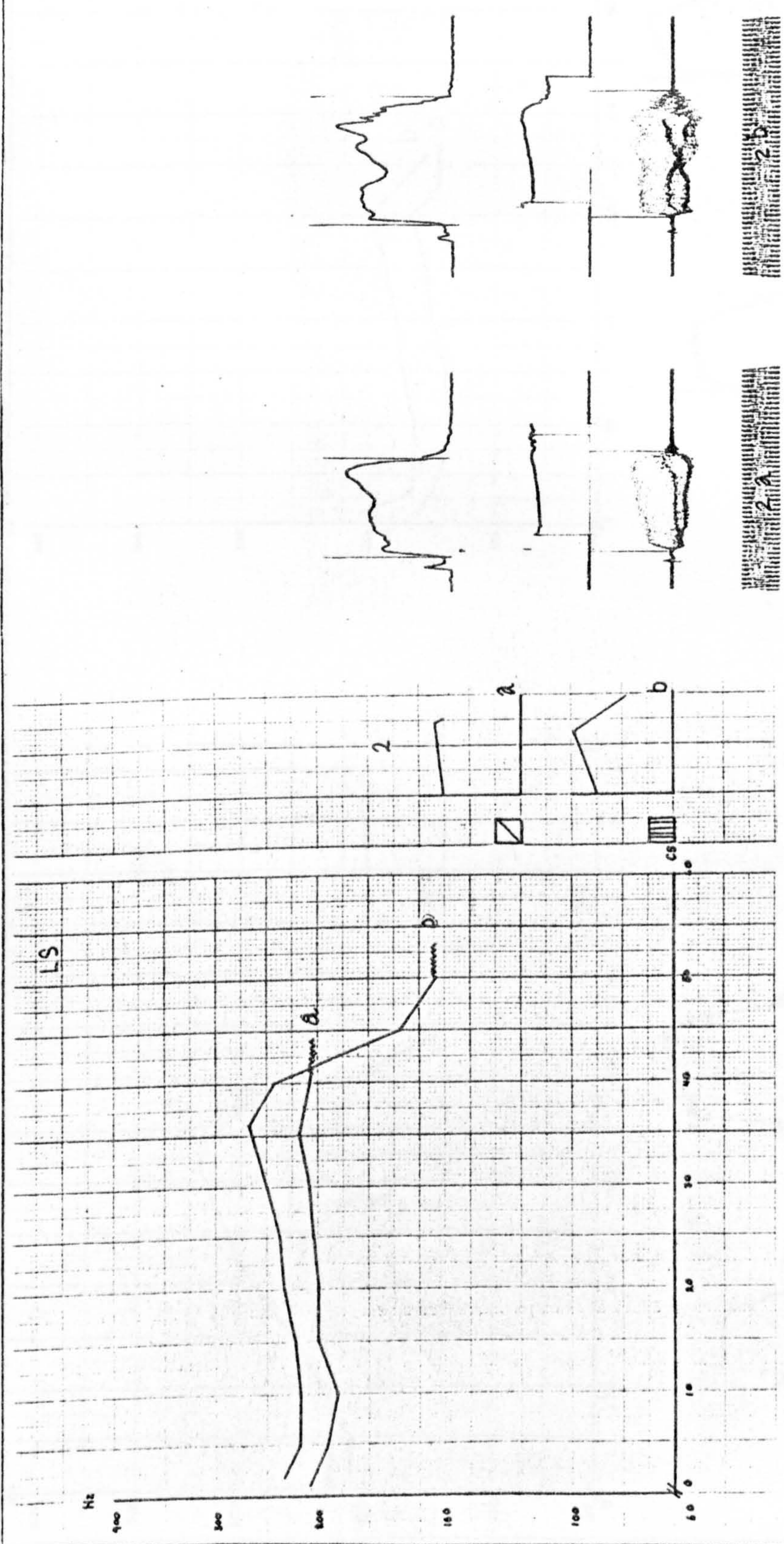
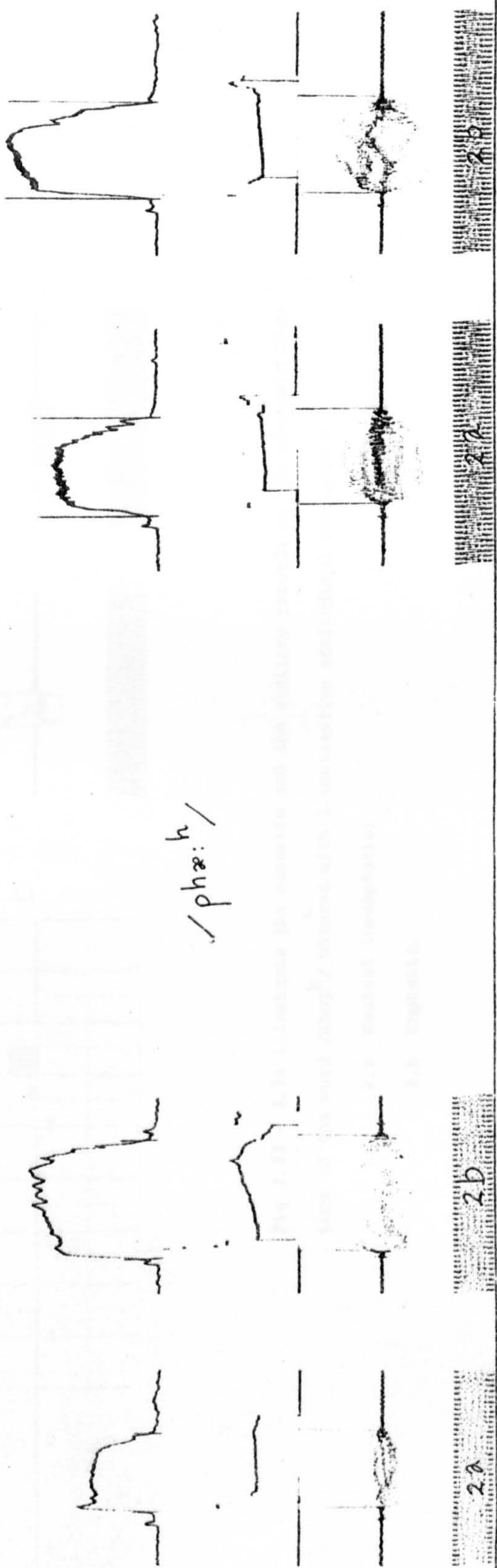
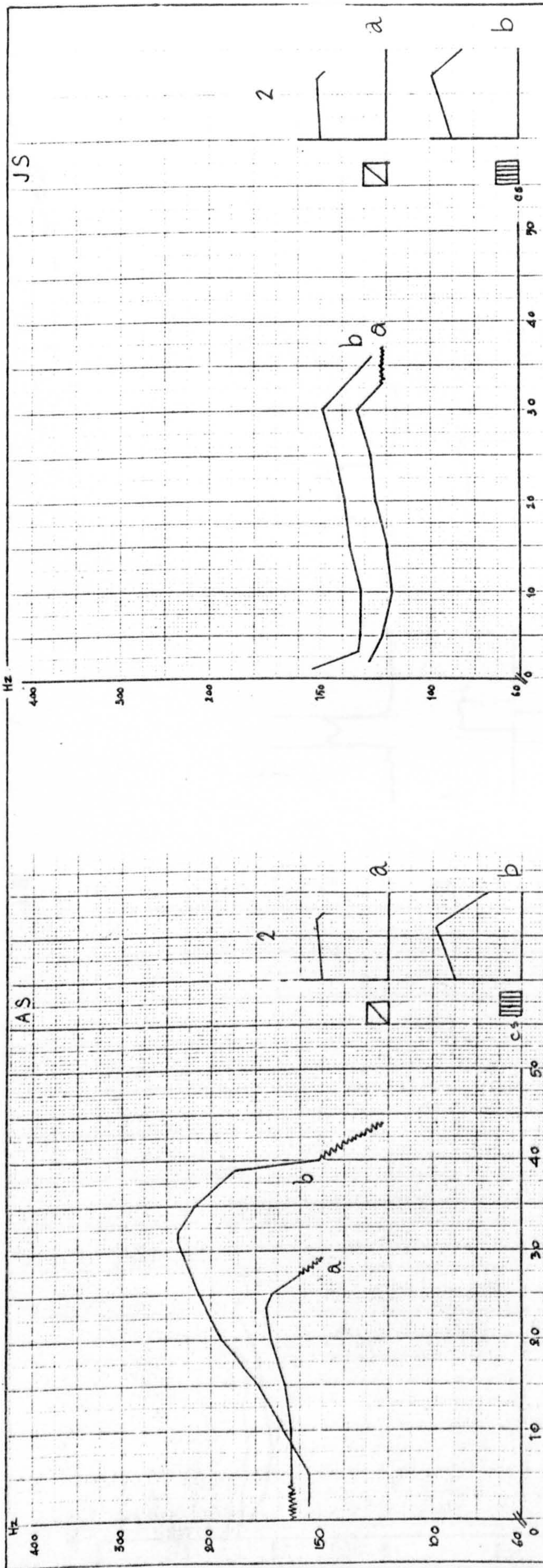


Fig 3.31 - 3.32 illustrate the acoustic and the auditory records of the phonemic high

tone in the word /pha:ʰ/ uttered with 2 contrastive attitudinal meanings :

2.a Neutral (unemphatic)

2.b Emphatic.



20 20

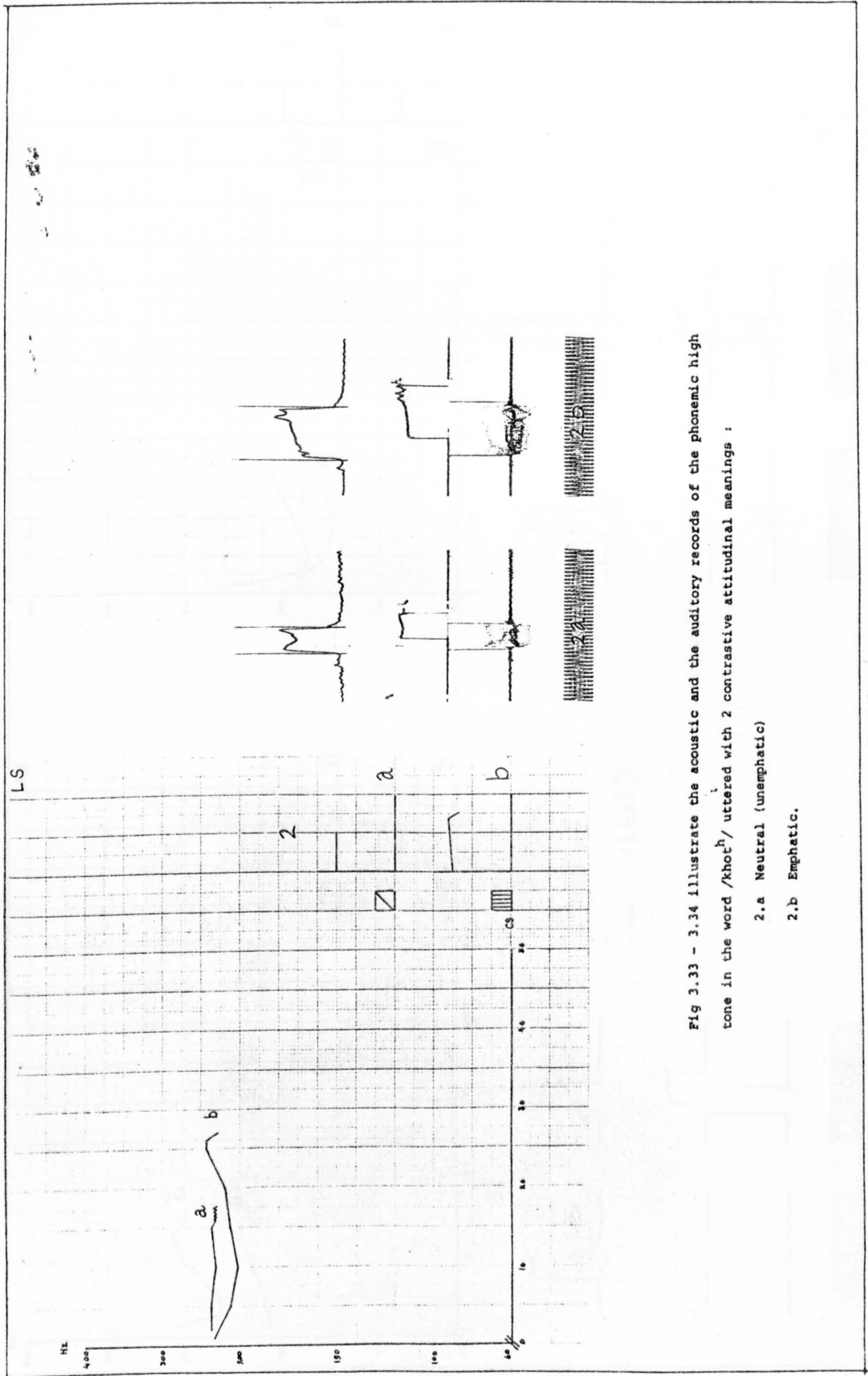
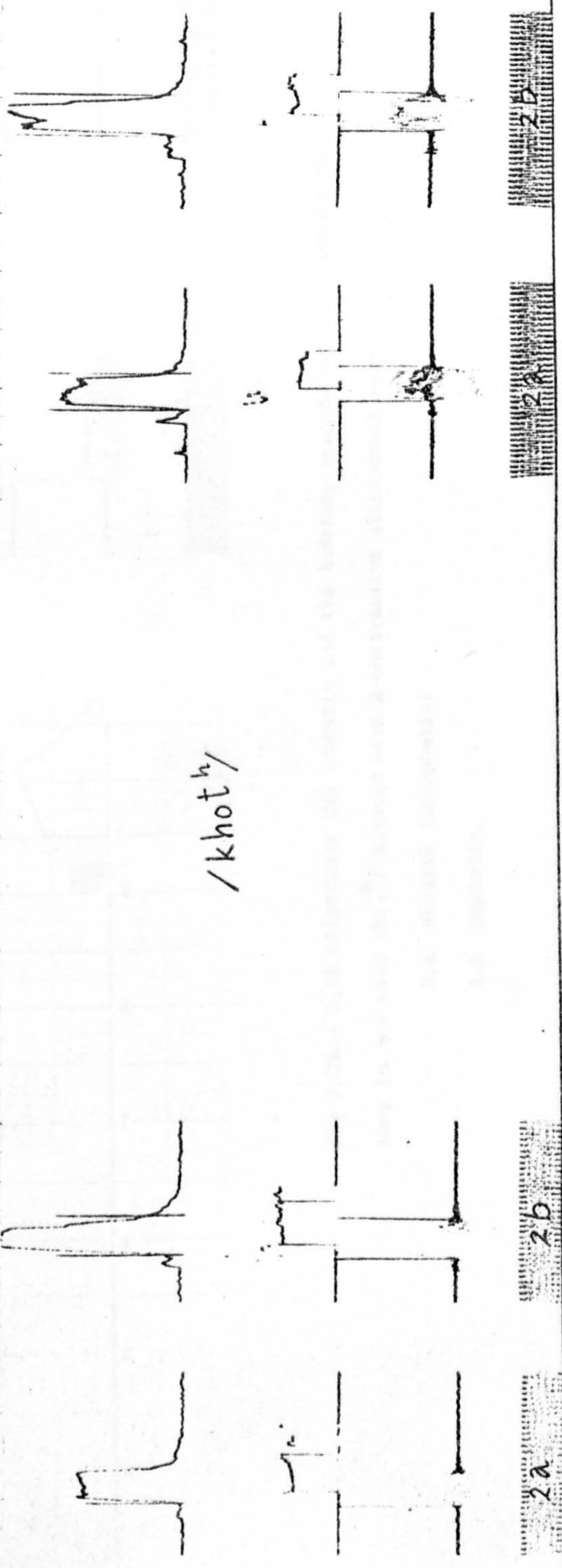
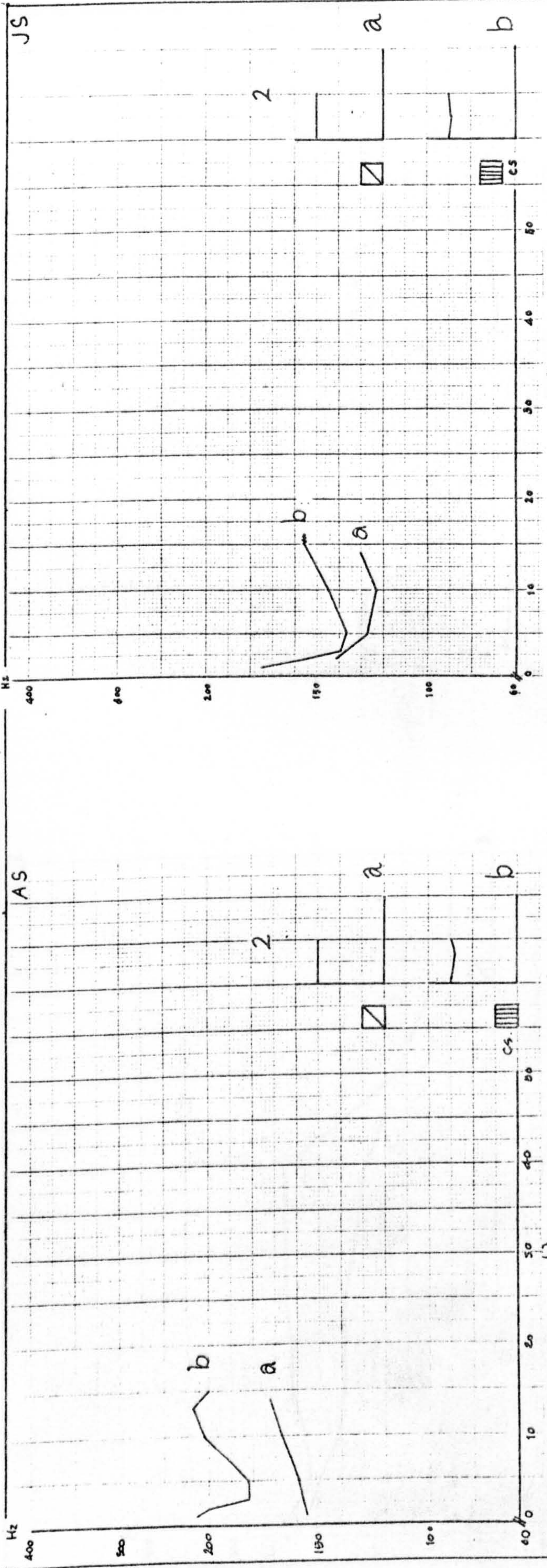


Fig 3.33 - 3.34 illustrate the acoustic and the auditory records of the phonemic high tone in the word /khotʰ/ uttered with 2 contrastive attitudinal meanings :

2.a Neutral (unemphatic)
 2.b Emphatic.



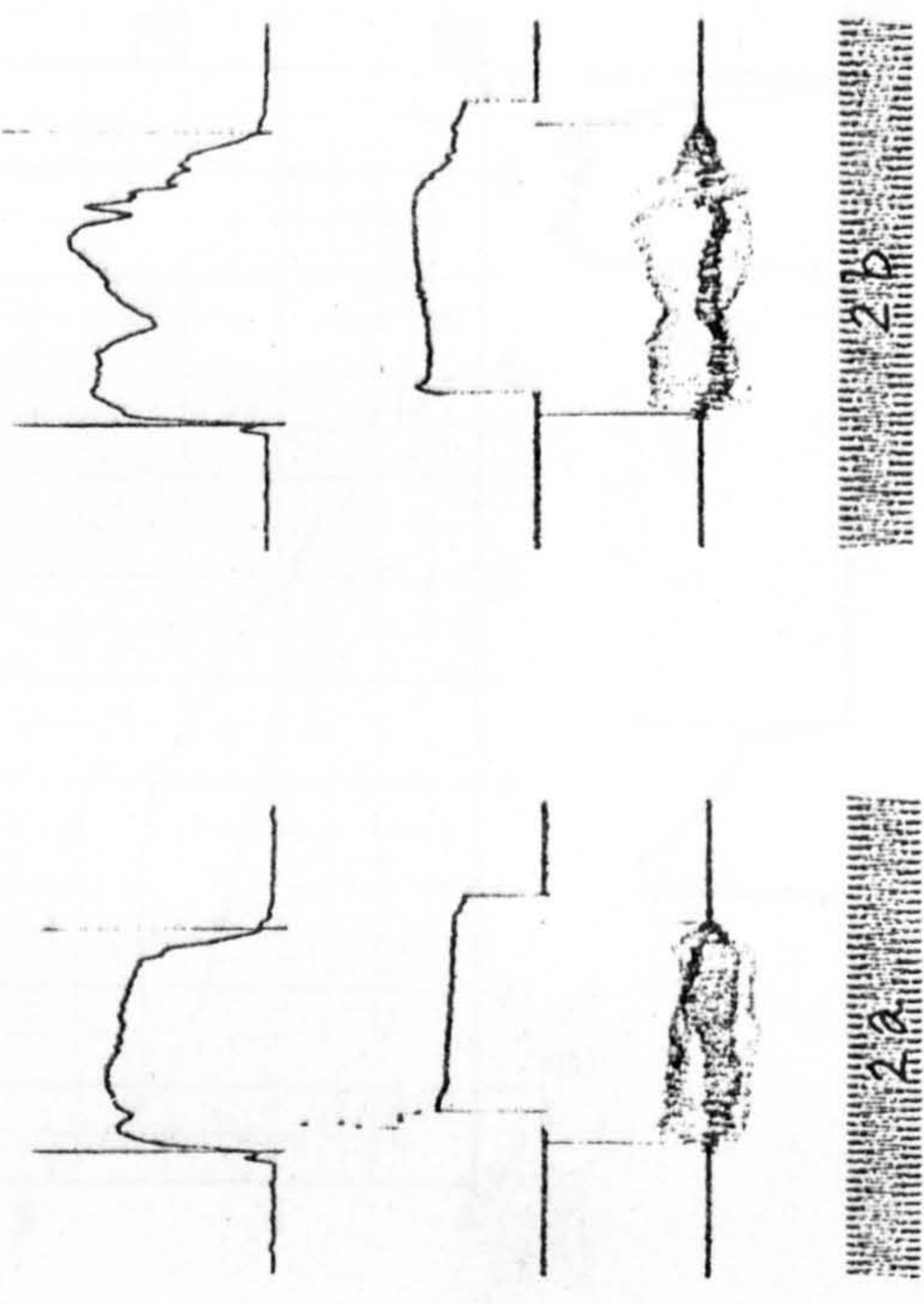
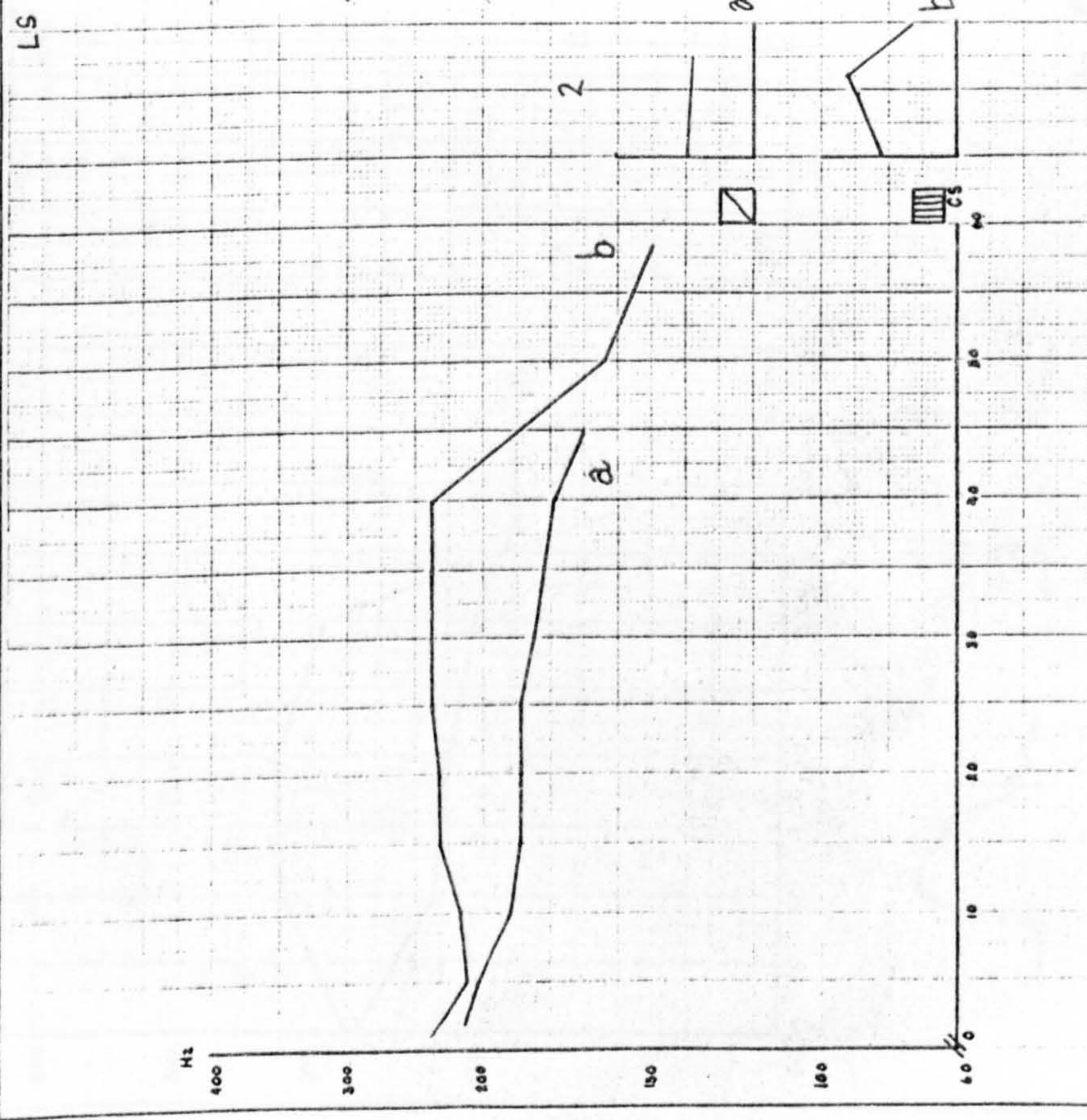
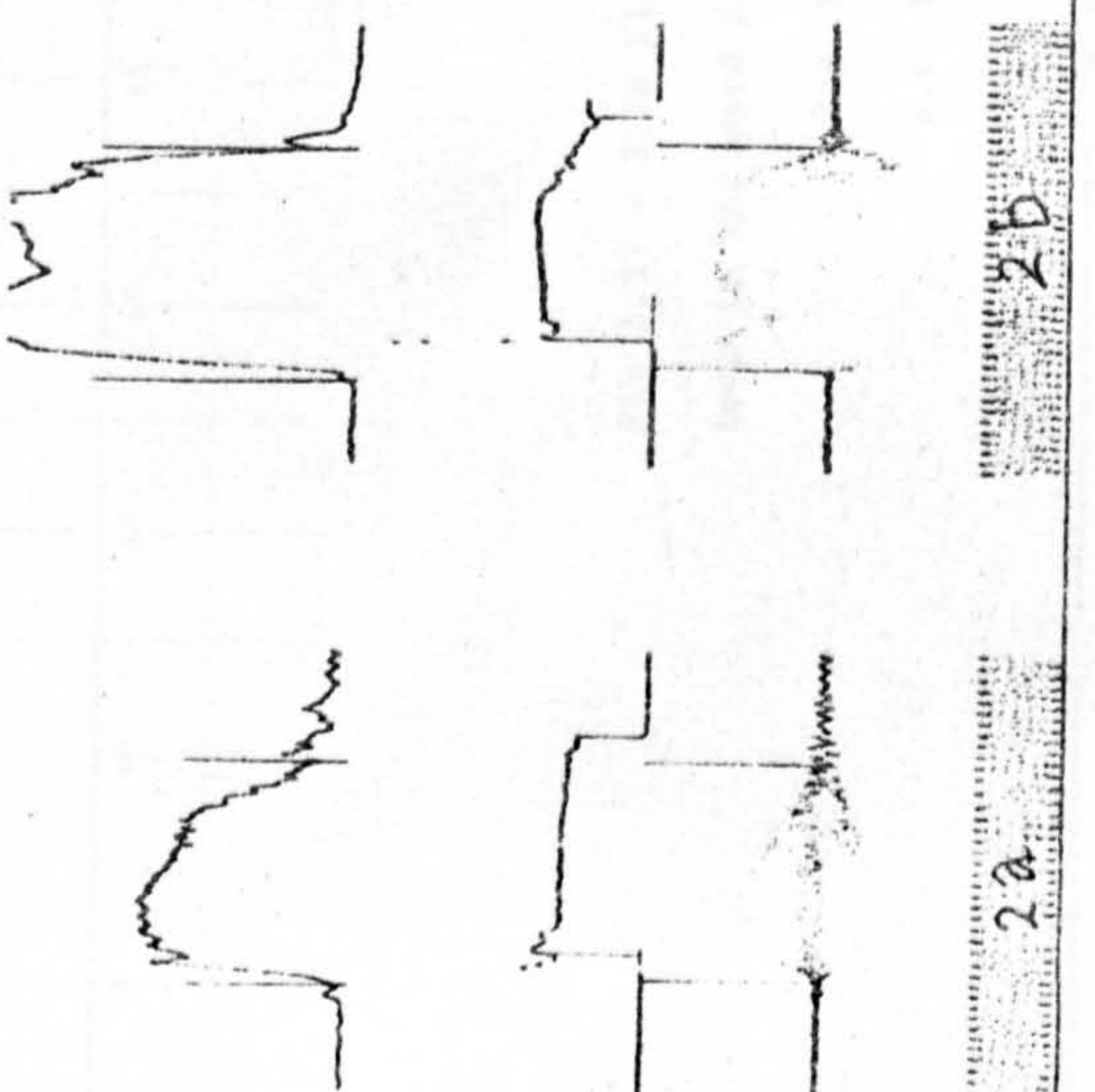
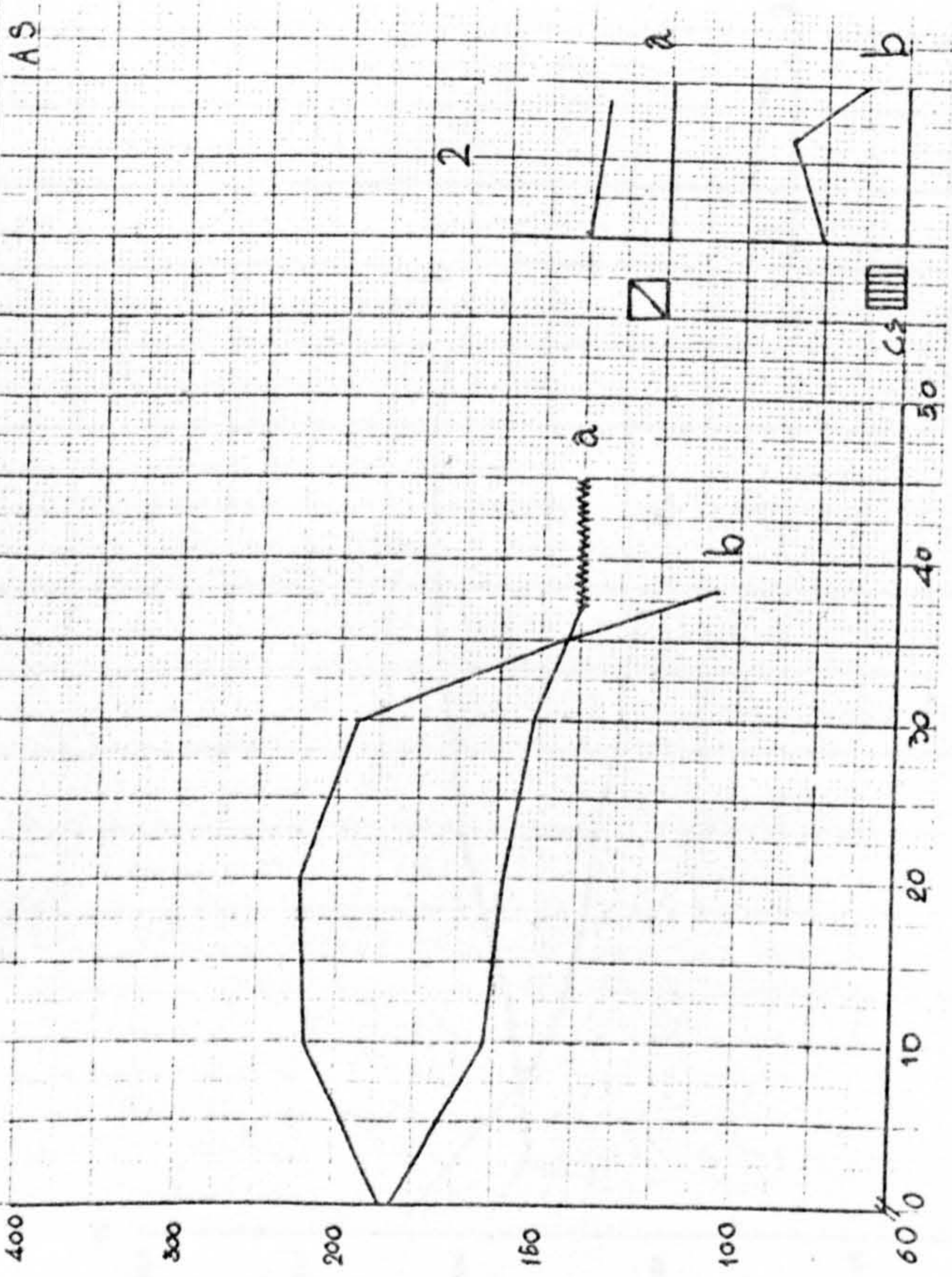
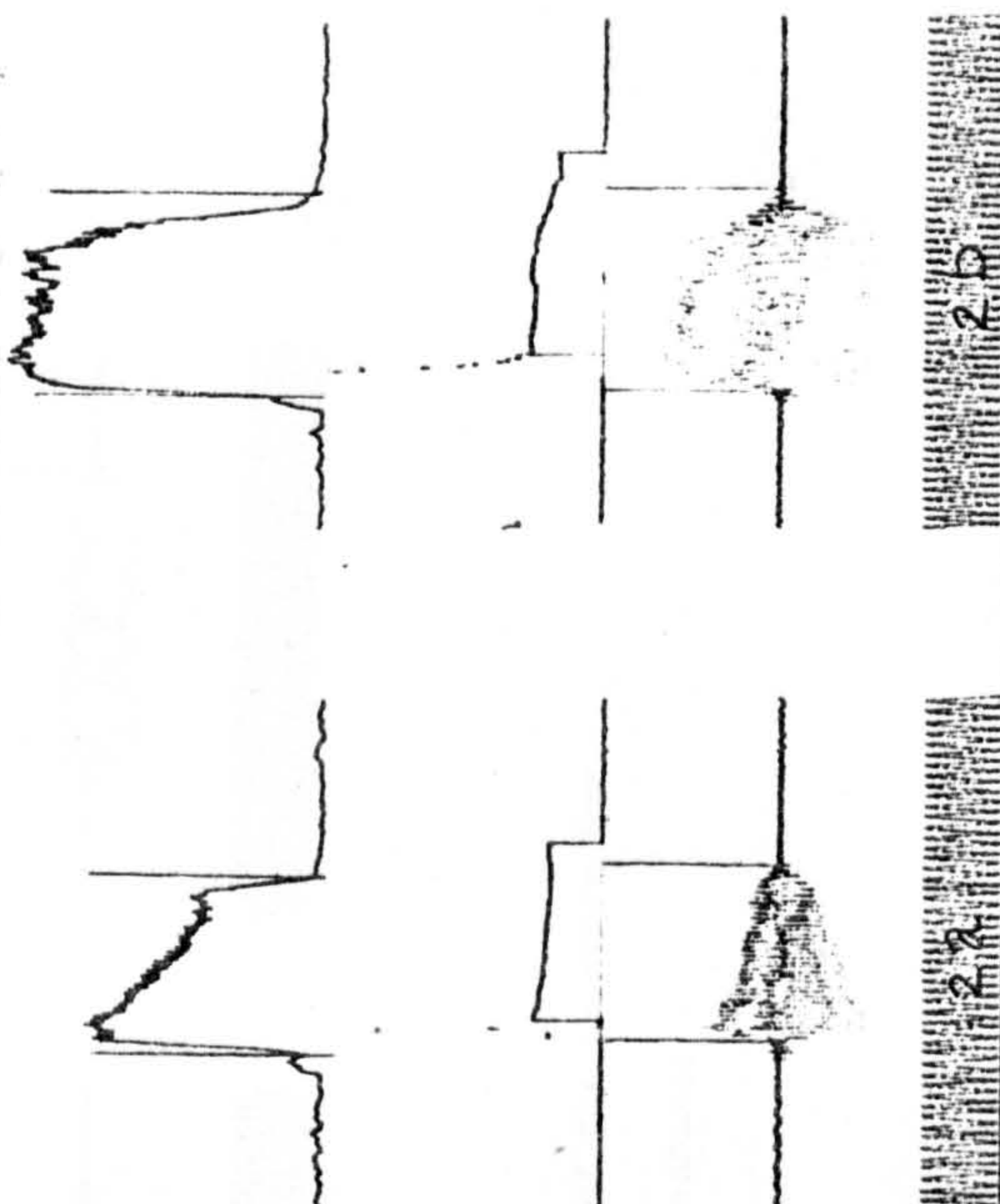
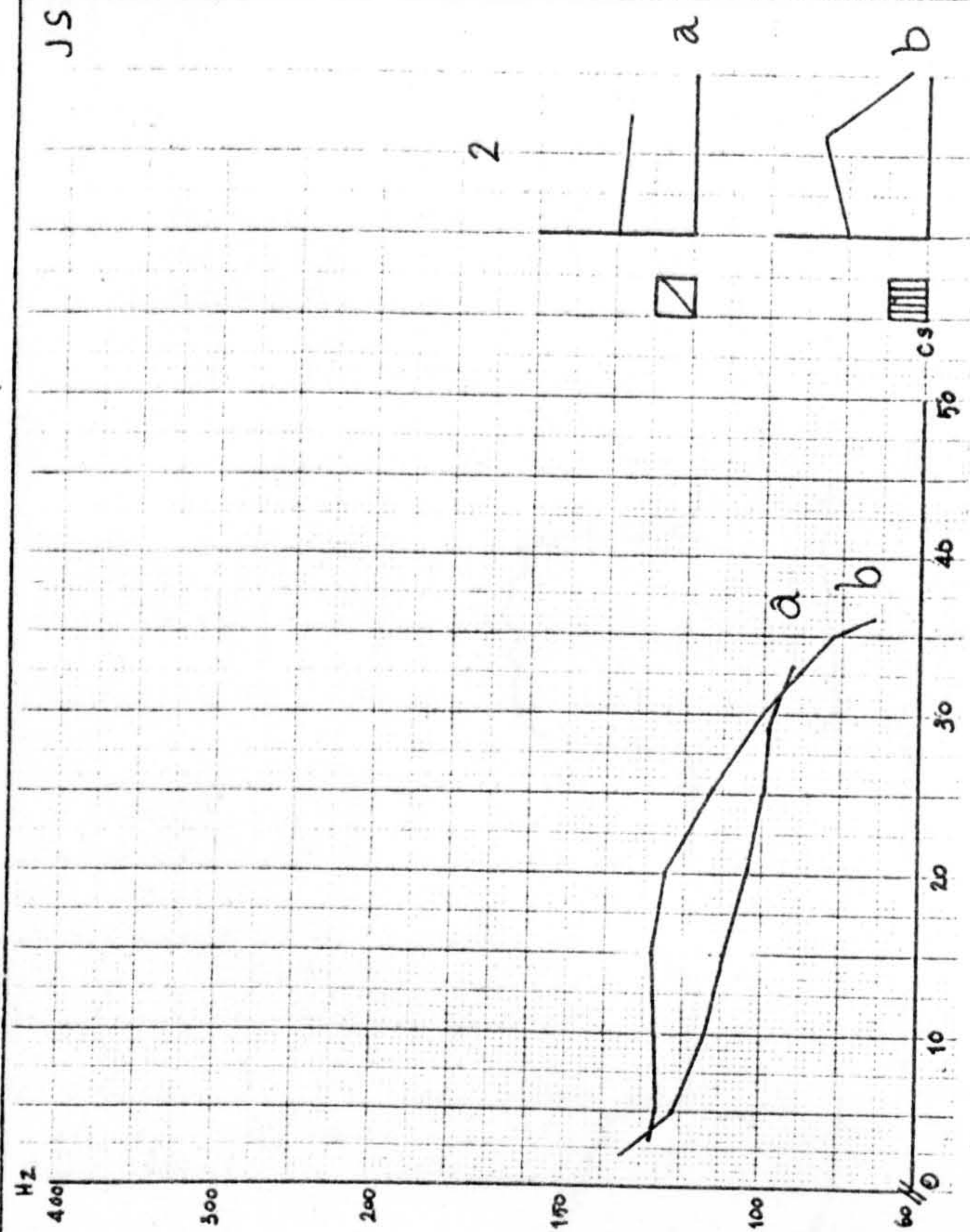


Fig 3.35 - 3.36 illustrate the acoustic and the auditory records of the phonemic mid tone in the word /ke:^m/ uttered with 2 contrastive attitudinal meanings :

- 2.a Neutral (unemphatic)
- 2.b Emphatic.



/ke: m/

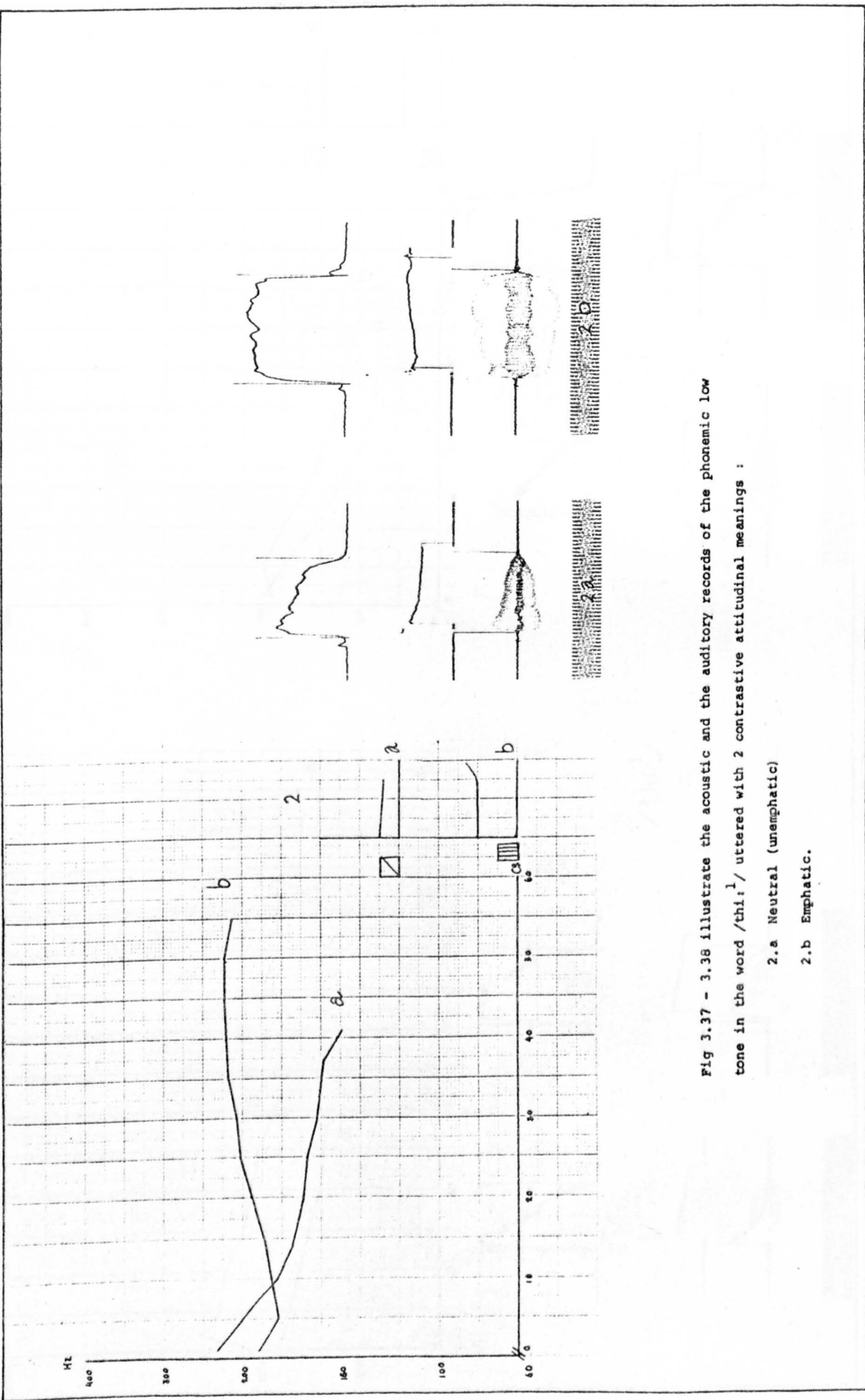
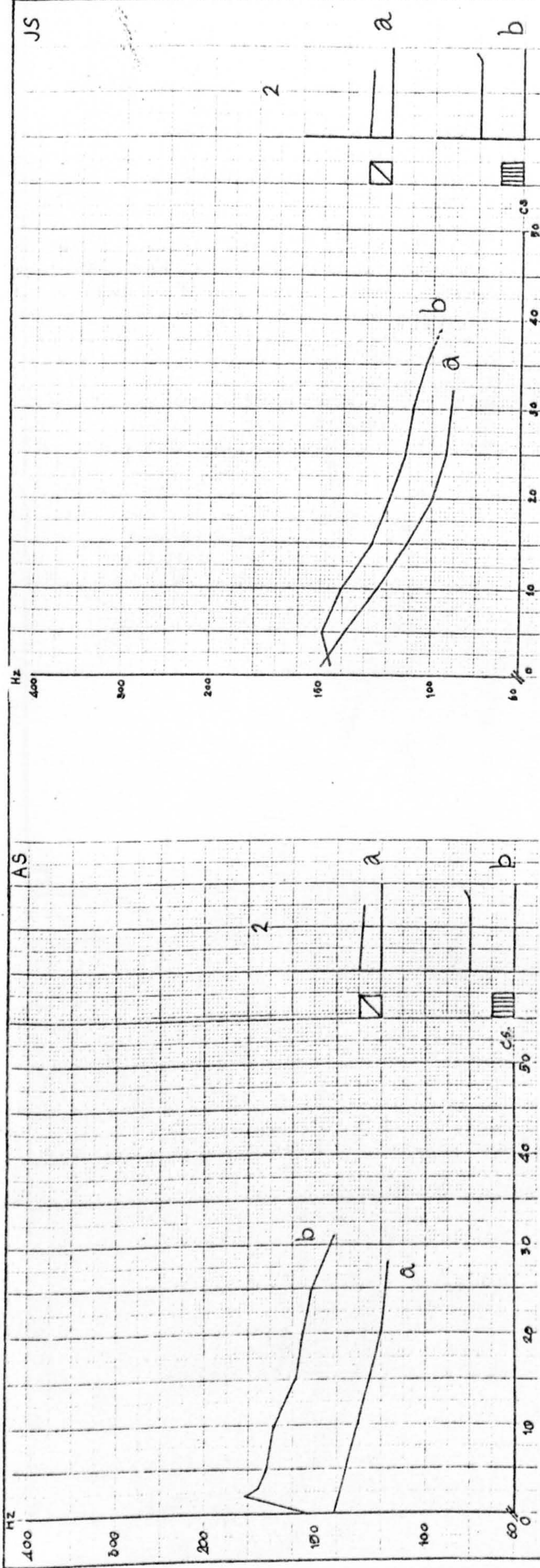


Fig 3.37 - 3.38 illustrate the acoustic and the auditory records of the phonemic low tone in the word /thi:¹/ uttered with 2 contrastive attitudinal meanings :

- 2.a Neutral (unemphatic)
- 2.b Emphatic.



/thi:1/

3.38

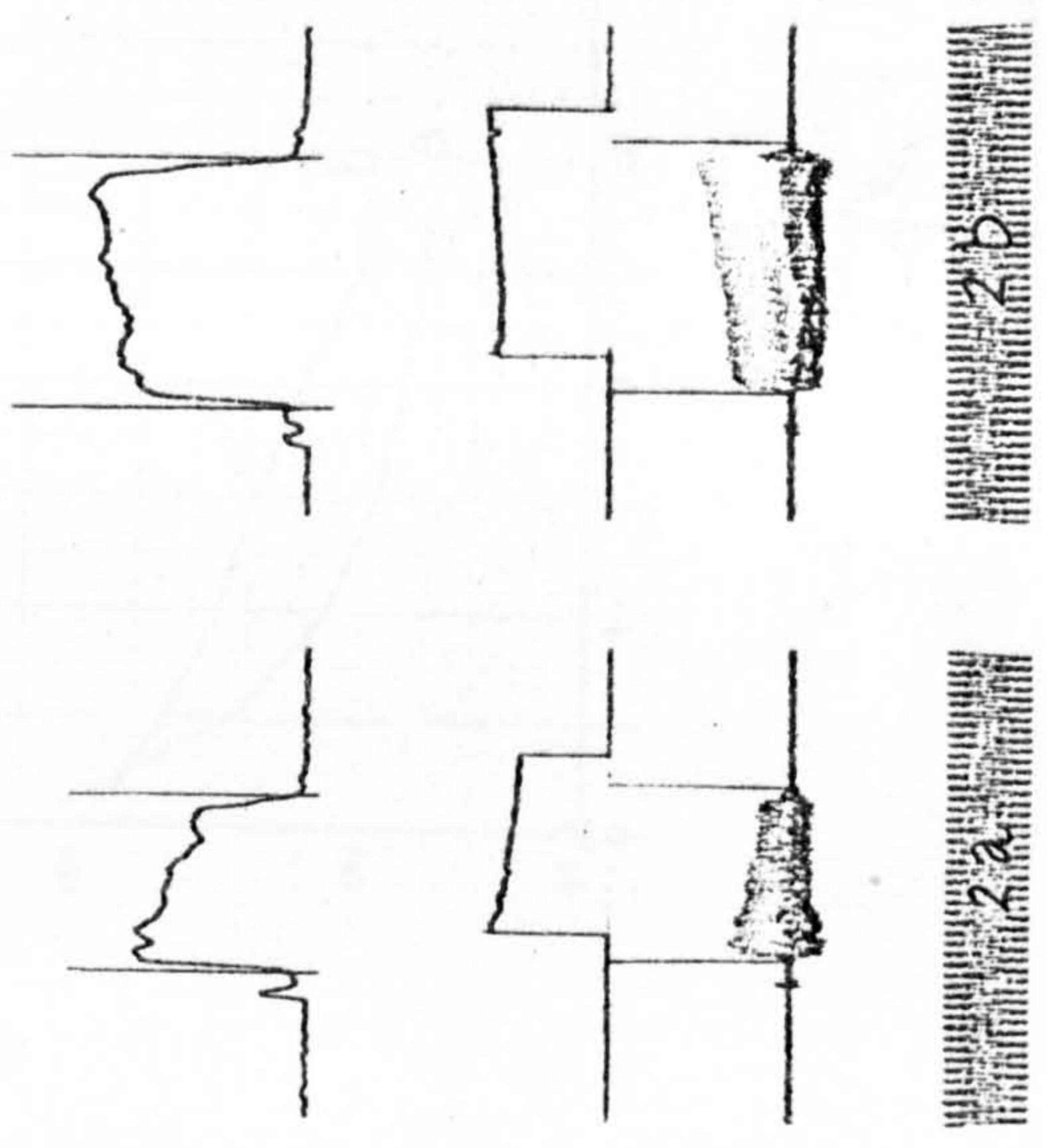
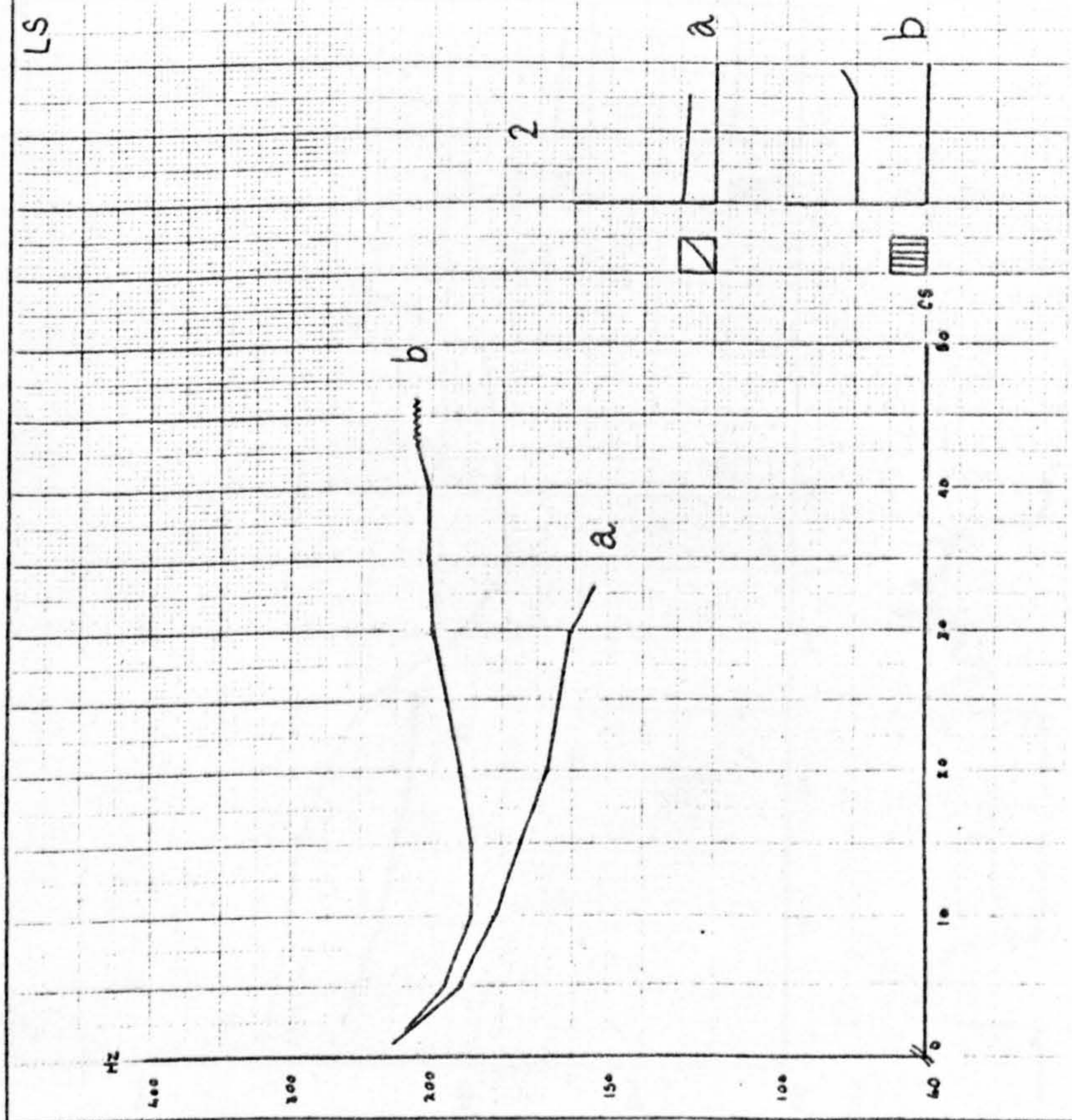
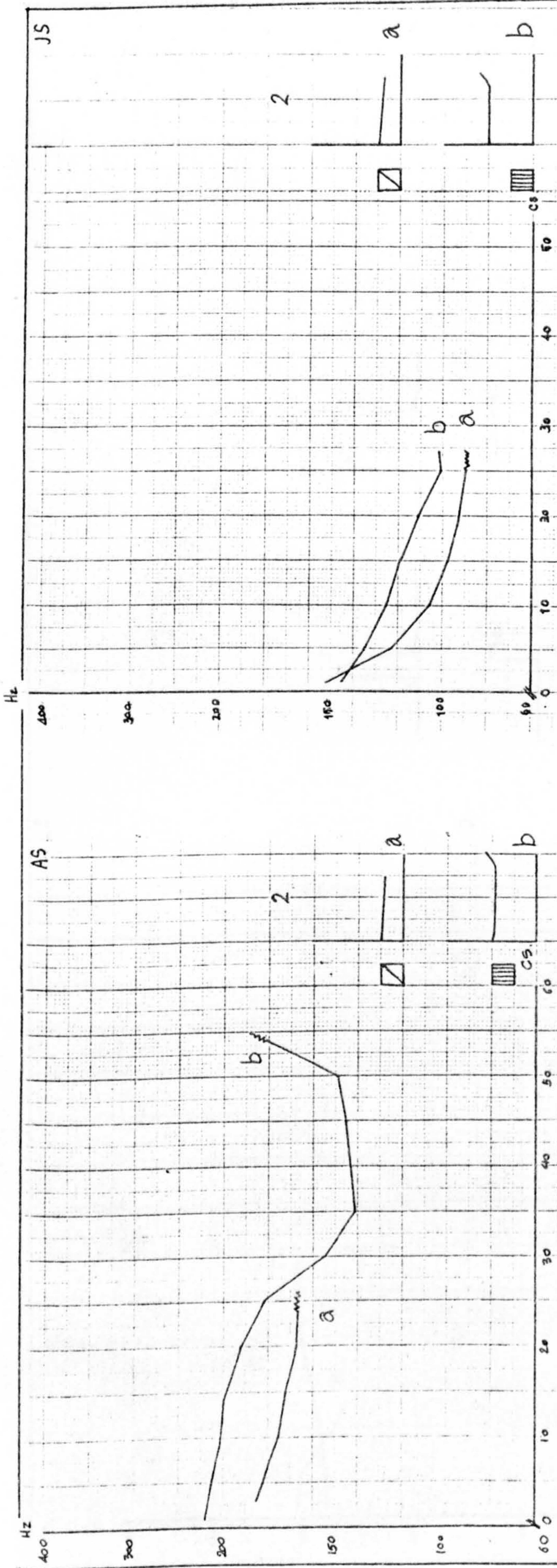


Fig 3.39 - 3.40 illustrate the acoustic and the auditory records of the phonemic low

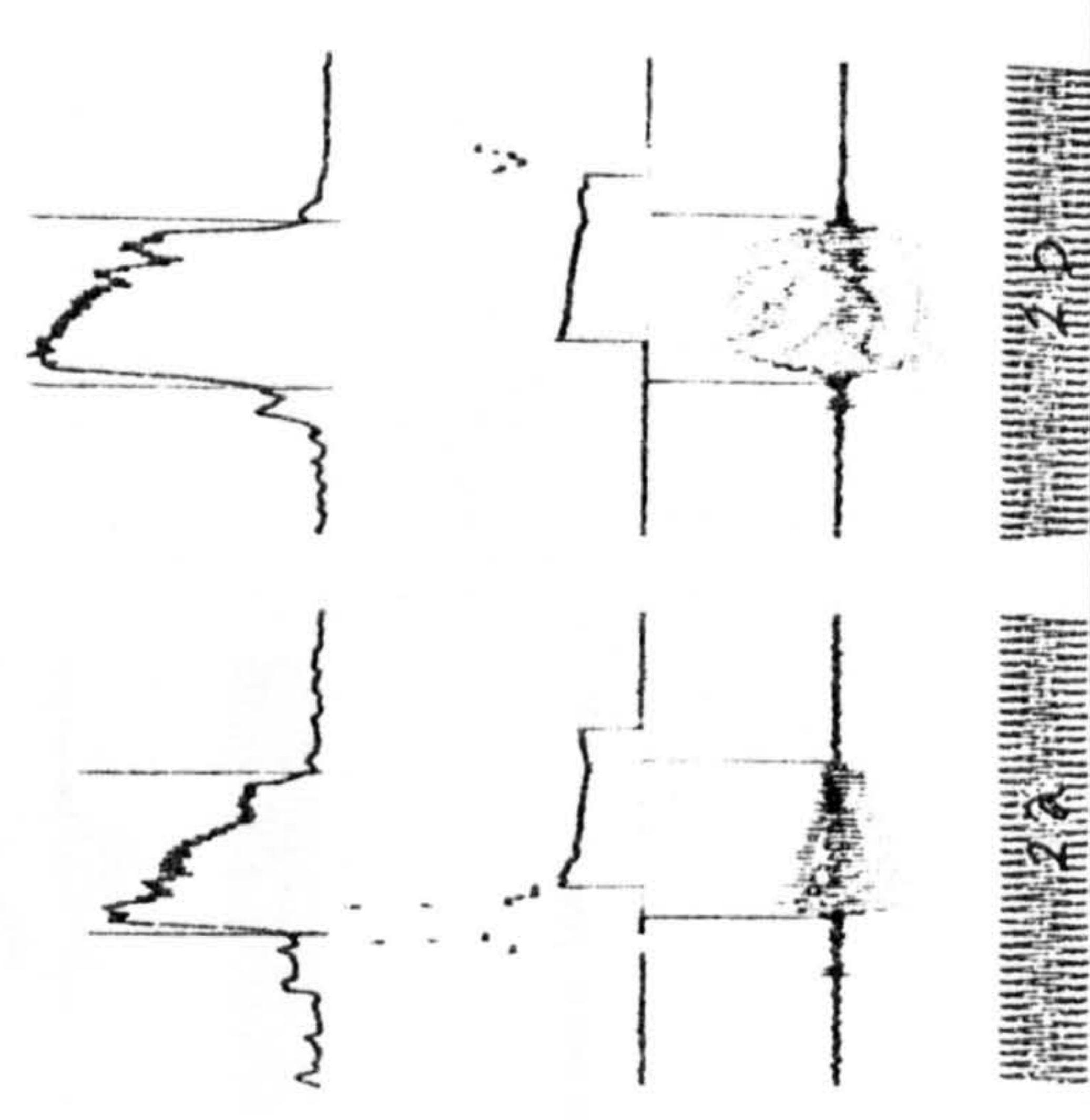
tone in the word /kha:t/ uttered with 2 contrastive attitudinal meanings :

2.a Neutral (unemphatic)

2.b Emphatic.



/kha:t/



LS

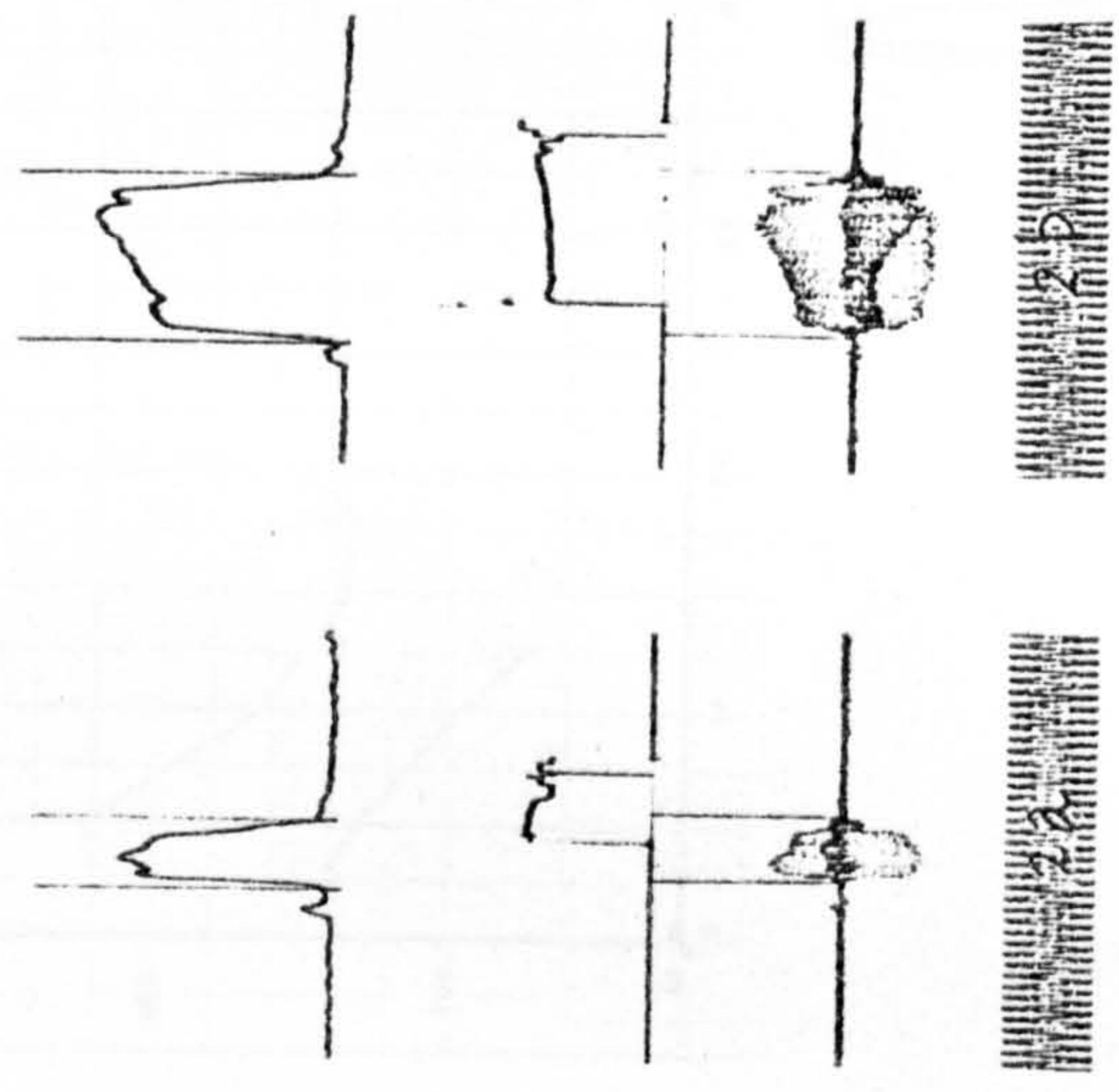
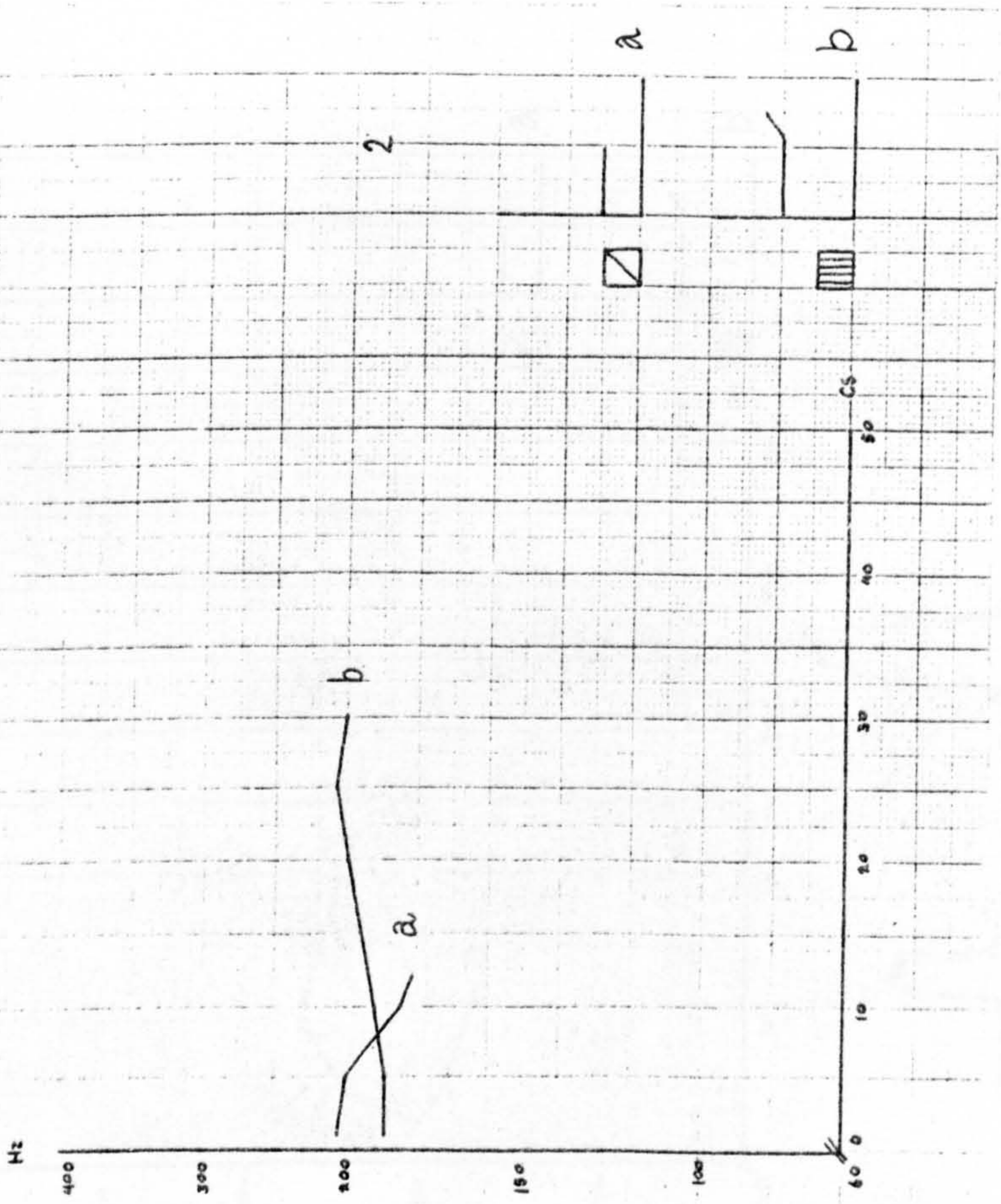
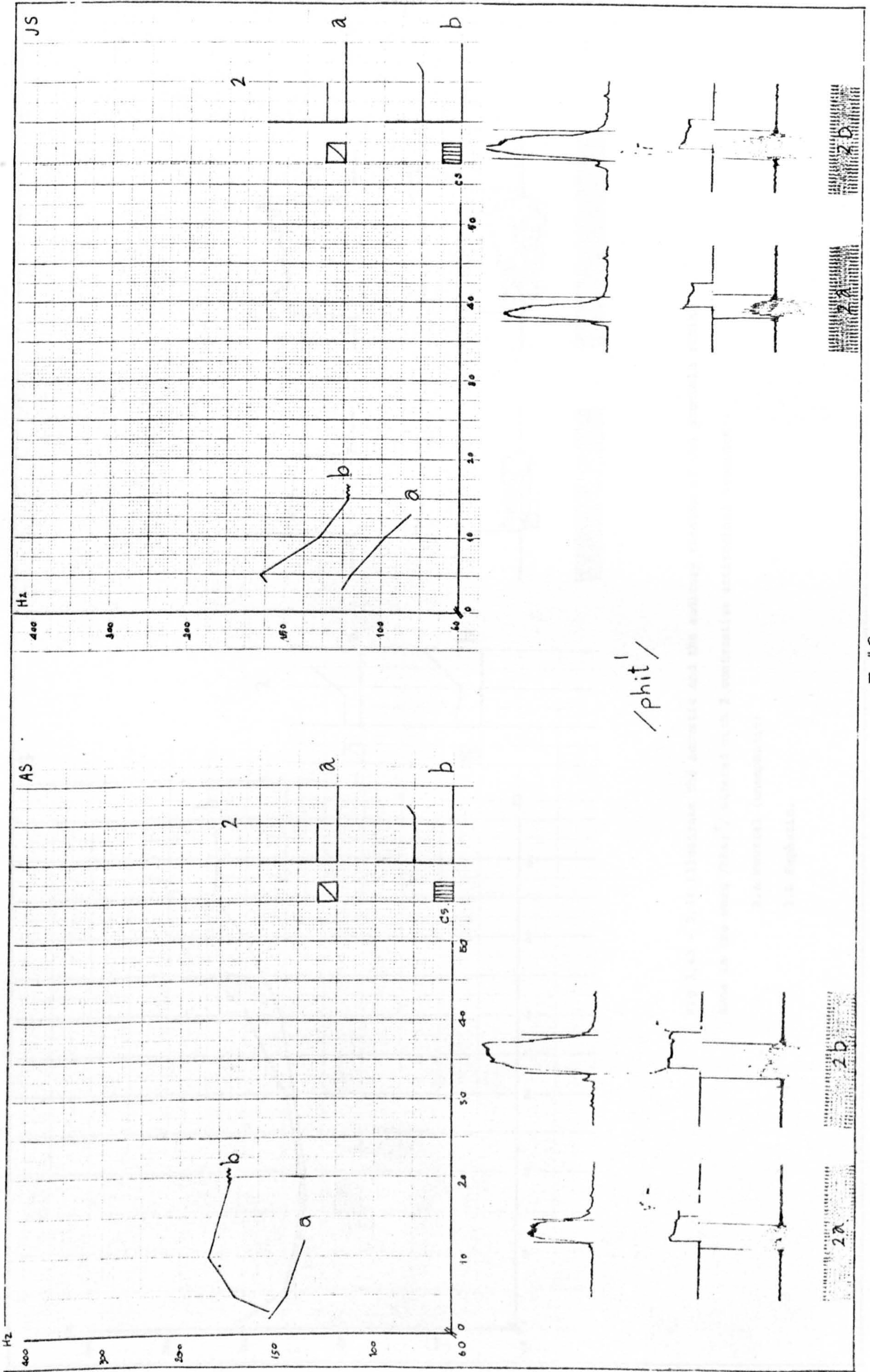


Fig 3.41 - 3.42 illustrate the acoustic and the auditory records of the phonemic low

tone in the word /hit/ uttered with 2 contrastive attitudinal meanings :

2.a Neutral (unemphatic)

2.b Emphatic.



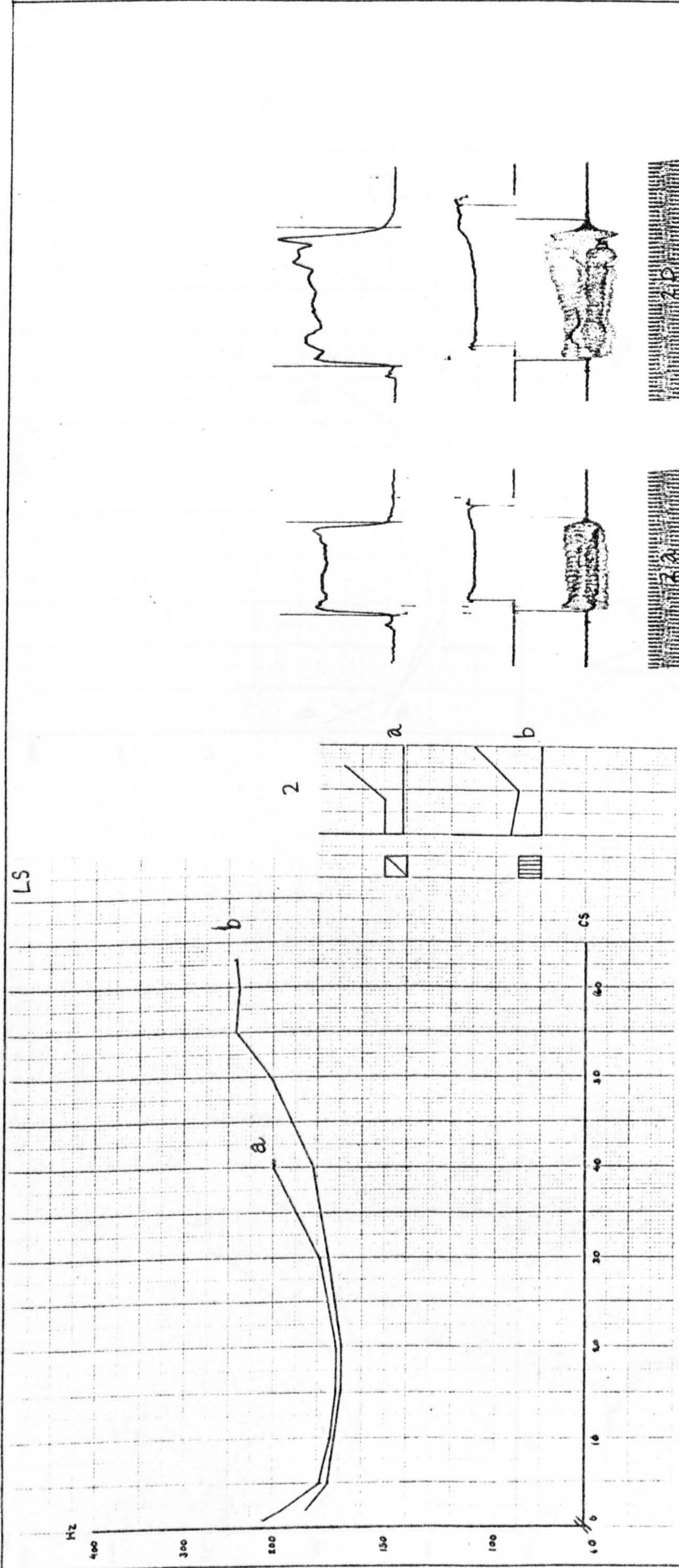
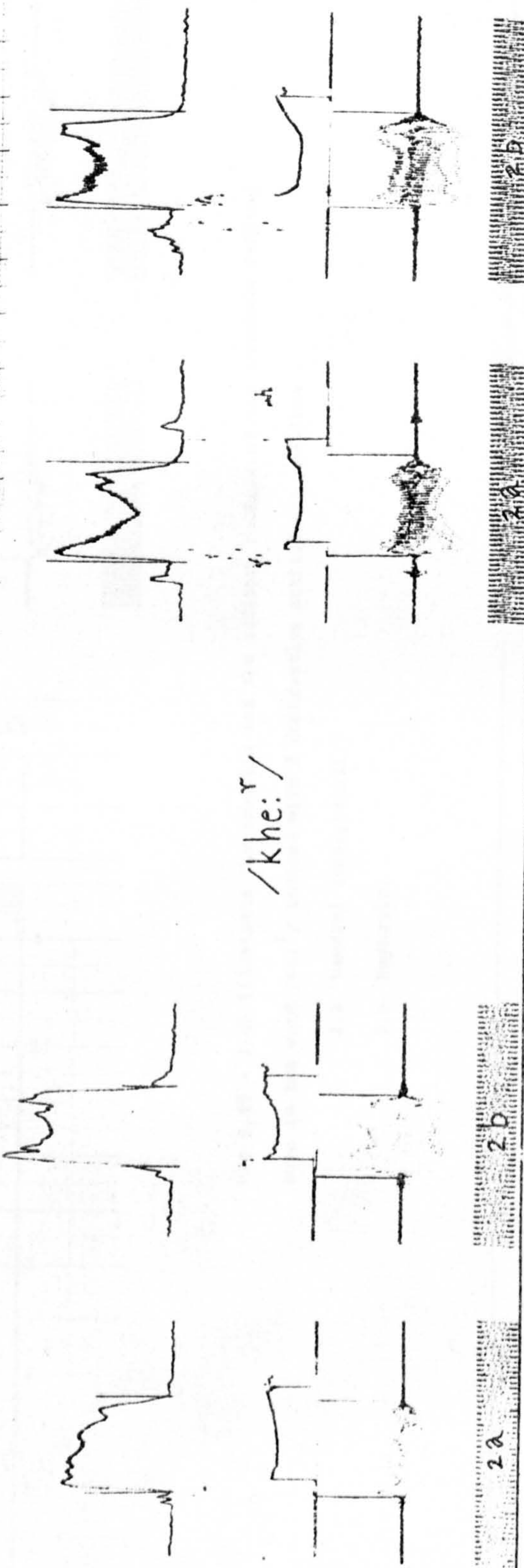
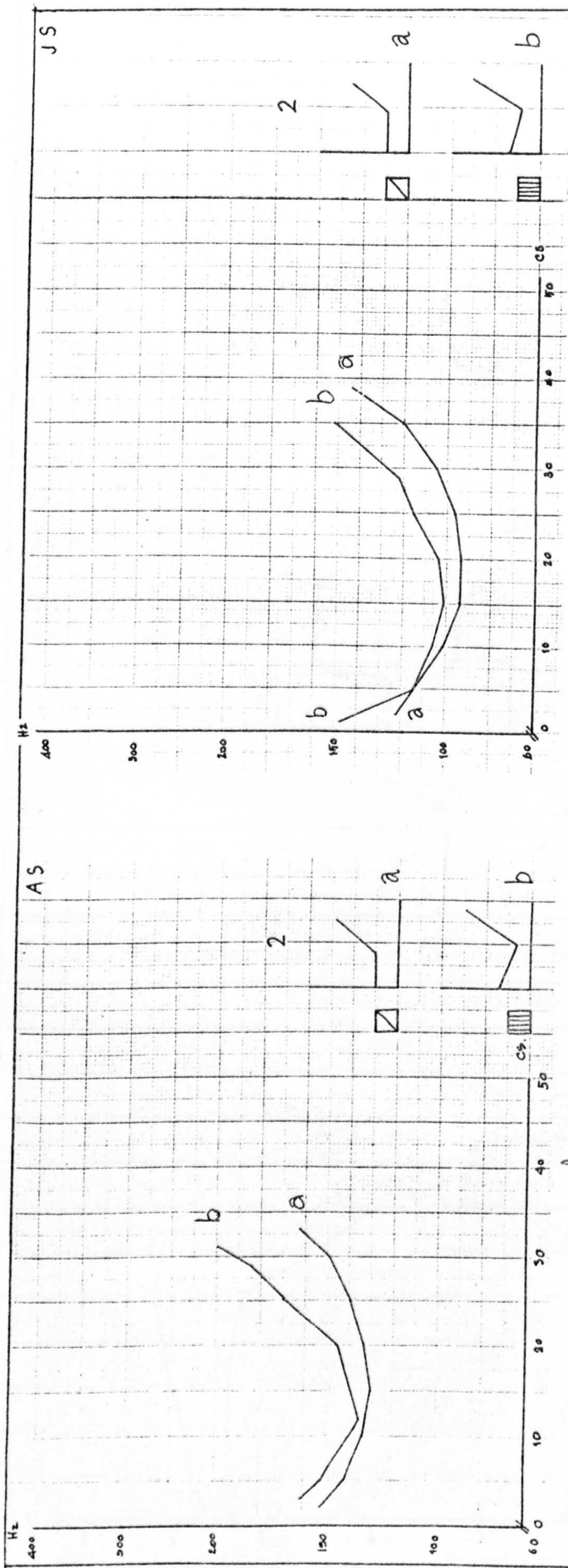


Fig 3.43 - 3.44 illustrate the acoustic and the auditory records of the phonemic rising

tone in the word /khe:/ uttered with 2 contrastive attitudinal meanings :

2.a Neutral (unemphatic)

2.b Emphatic.



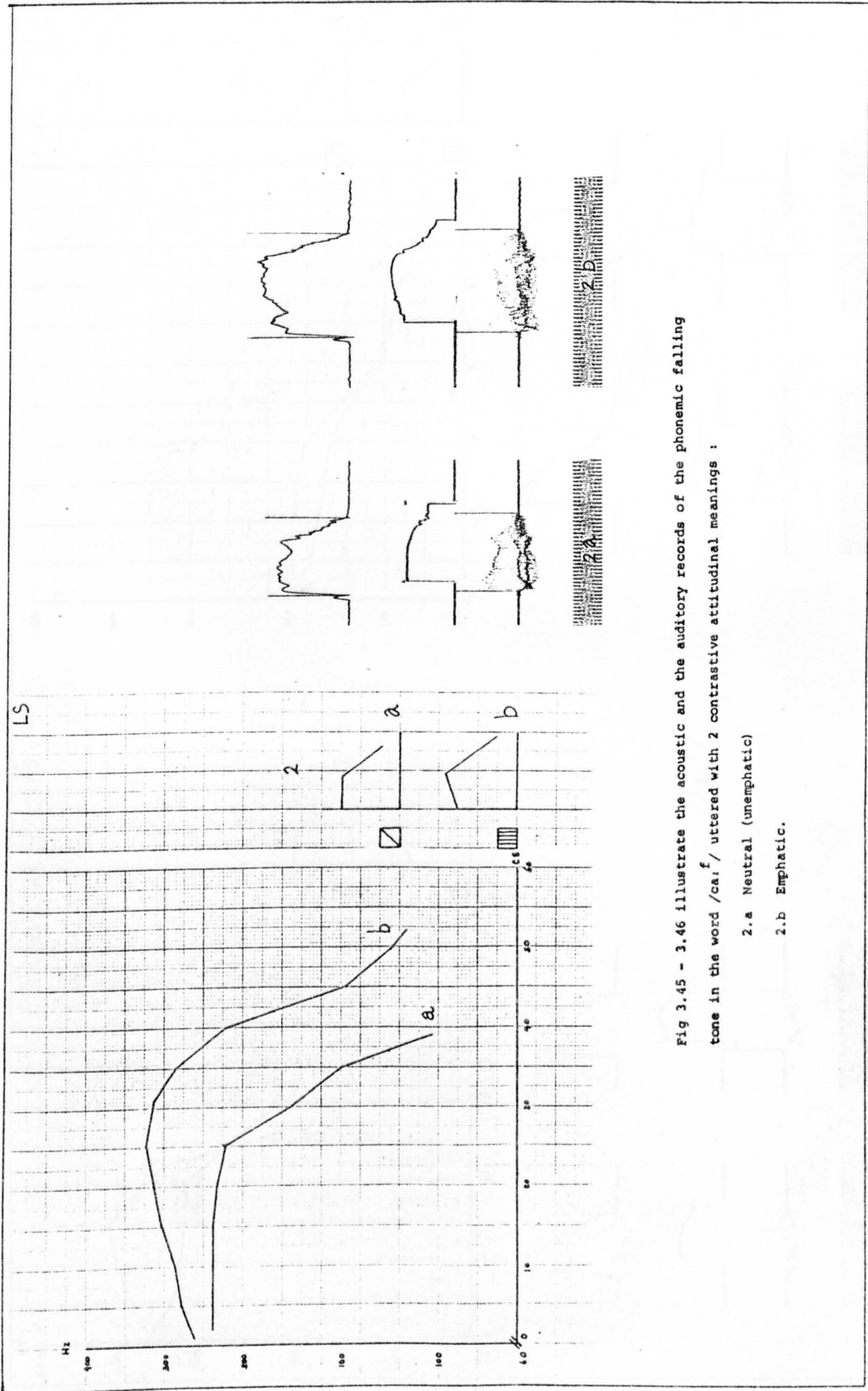
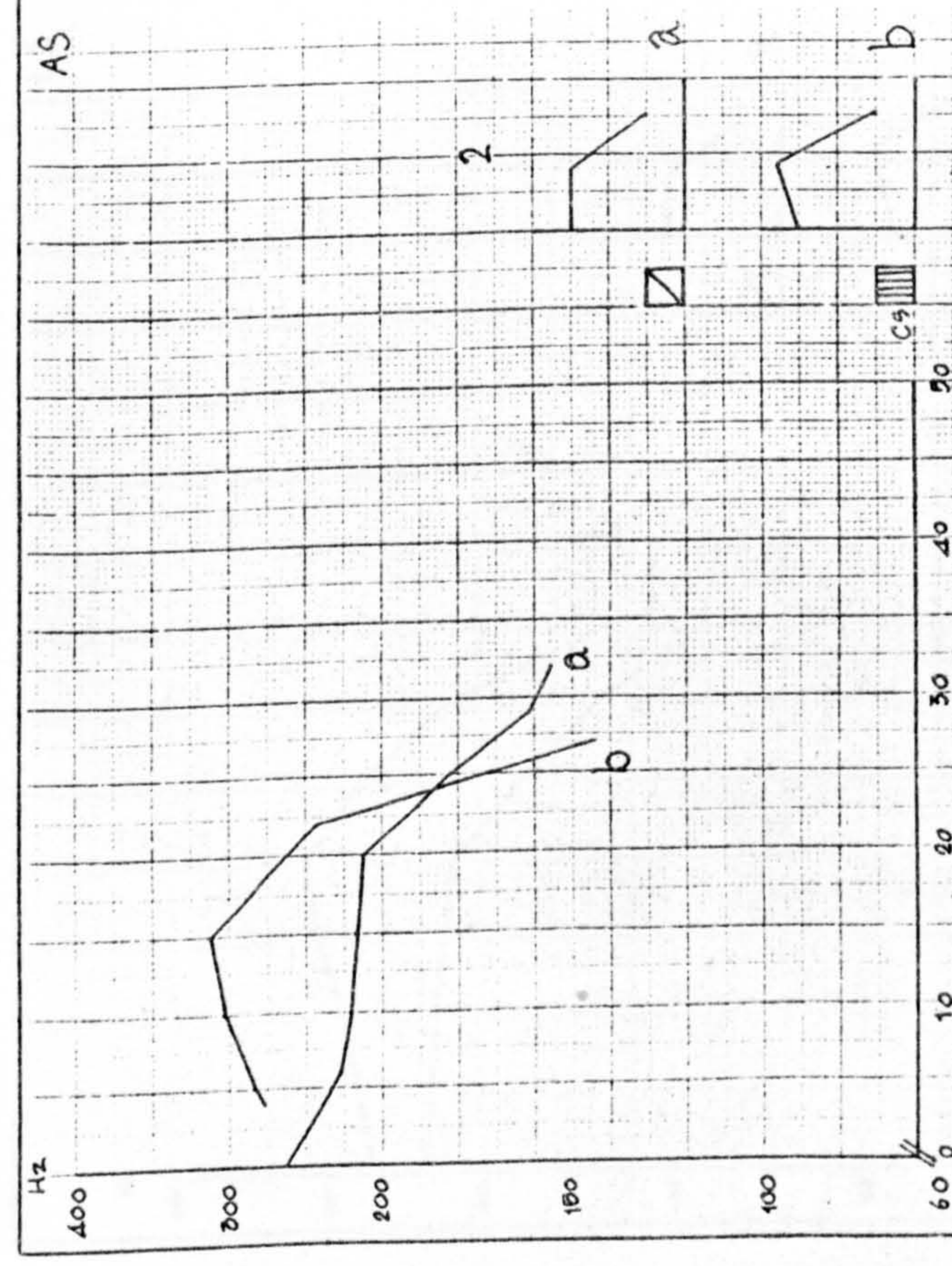
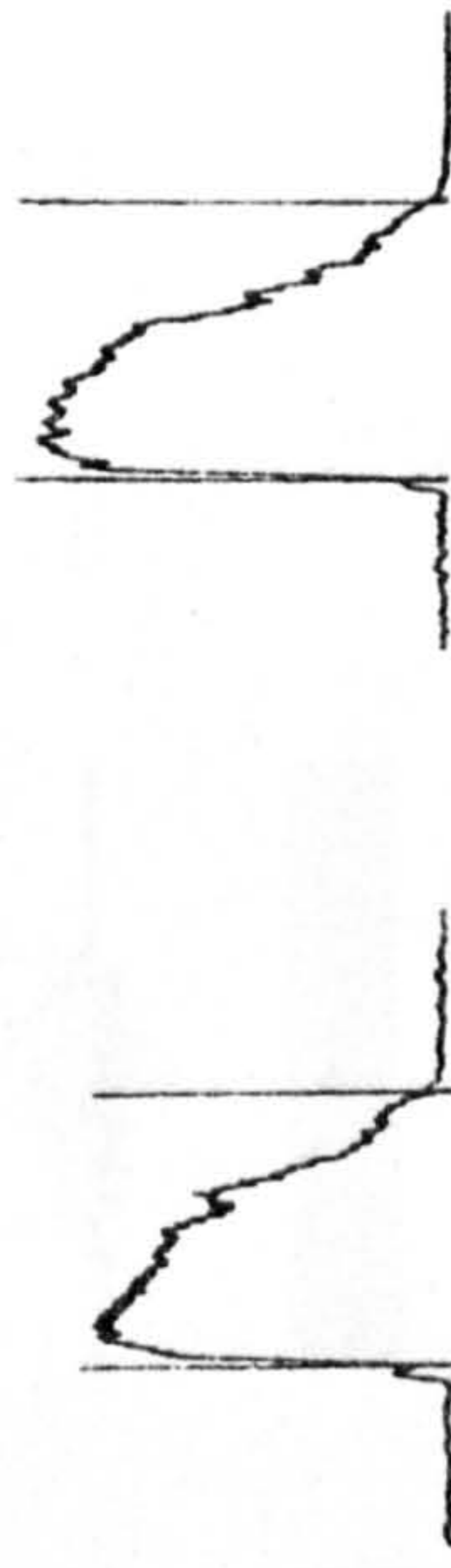
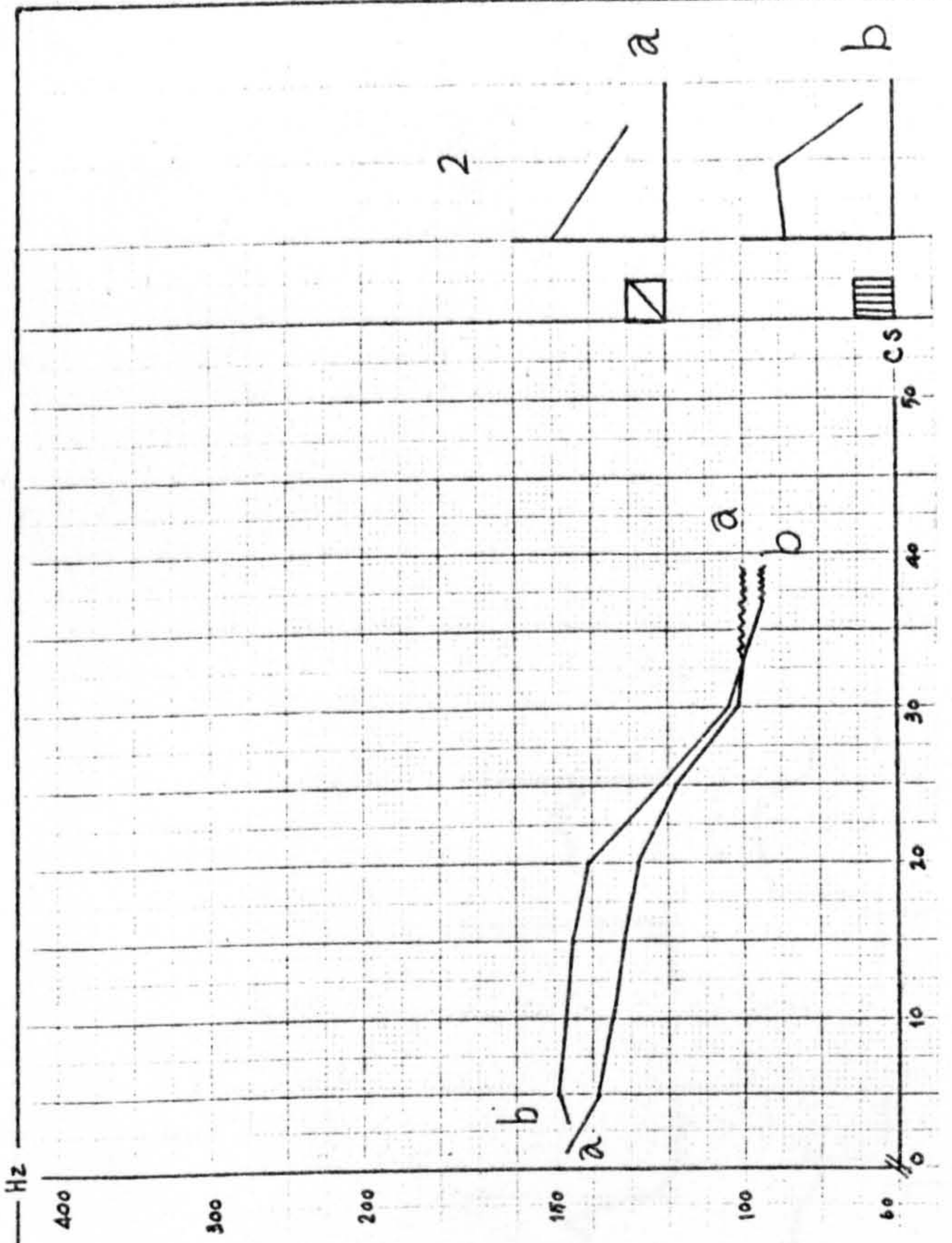


Fig 3.45 - 3.46 illustrate the acoustic and the auditory records of the phonemic falling

tone in the word /ca: / uttered with 2 contrastive attitudinal meanings :

2.a Neutral (unemphatic)

2.b Emphatic.



/ca: f /



2a

2b

2a

2b

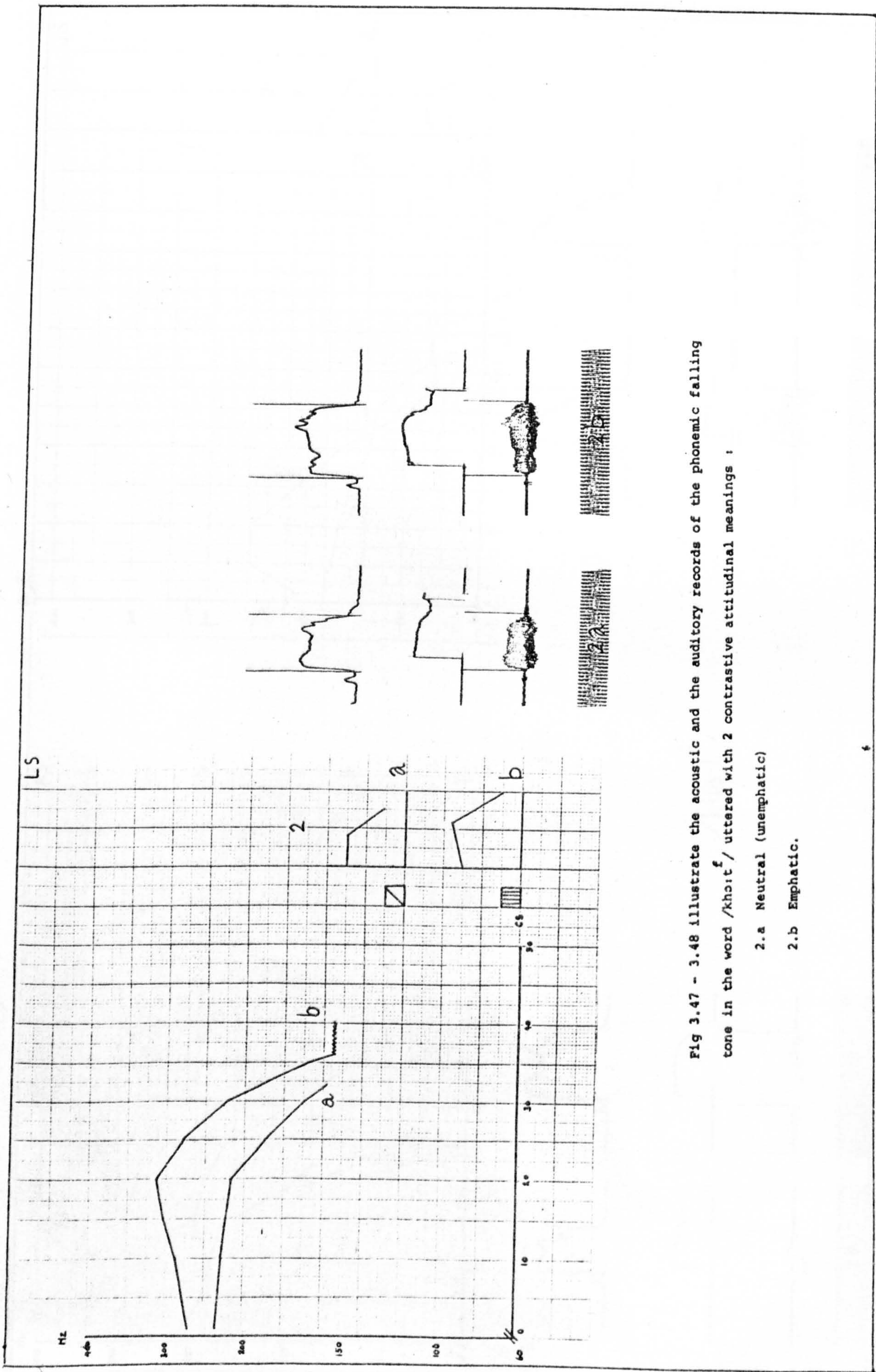
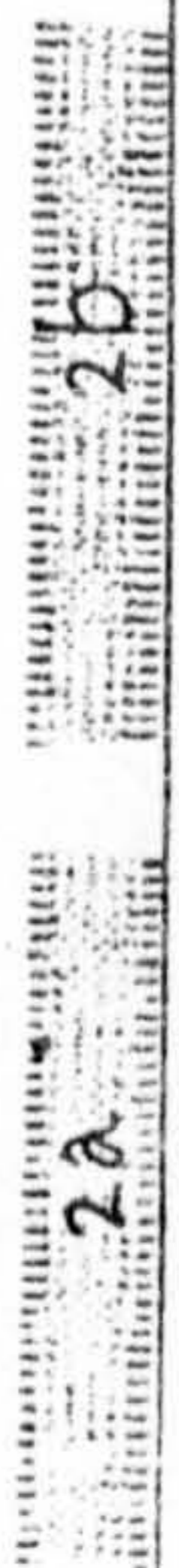
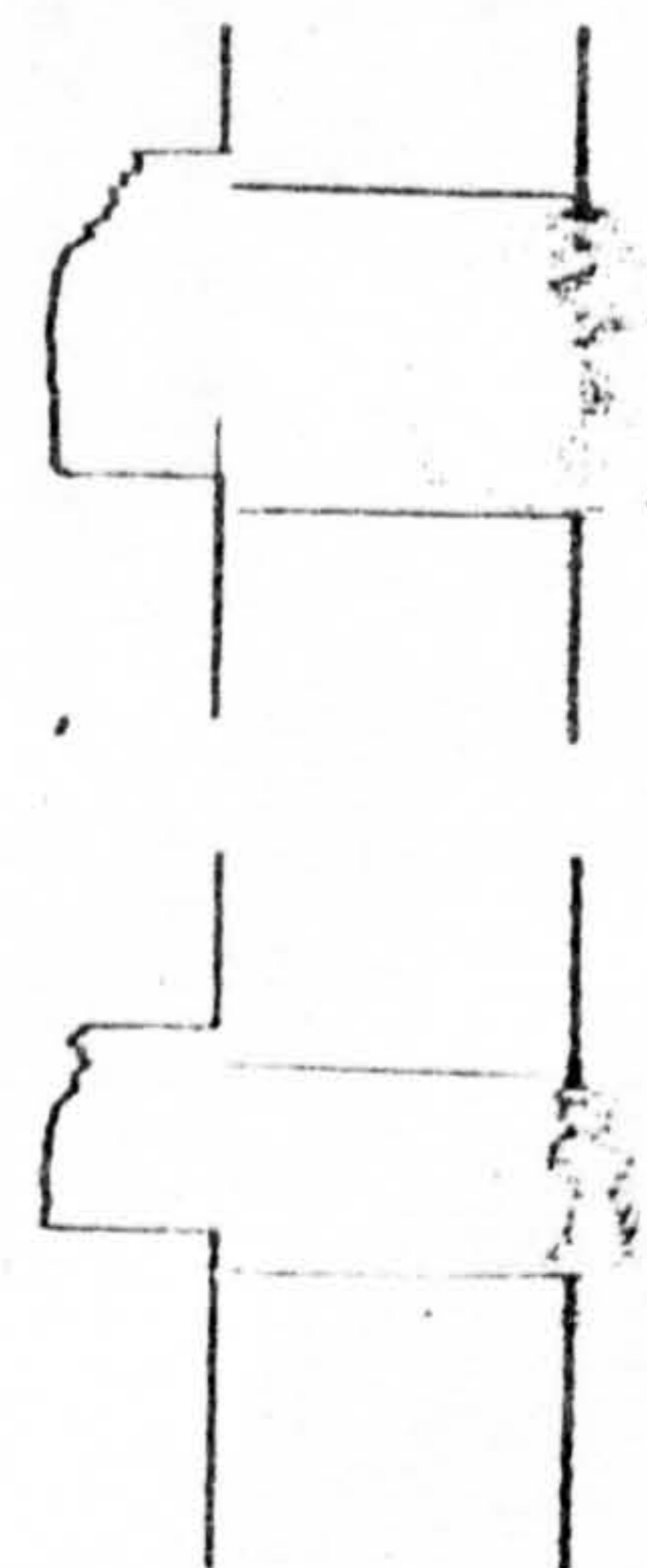
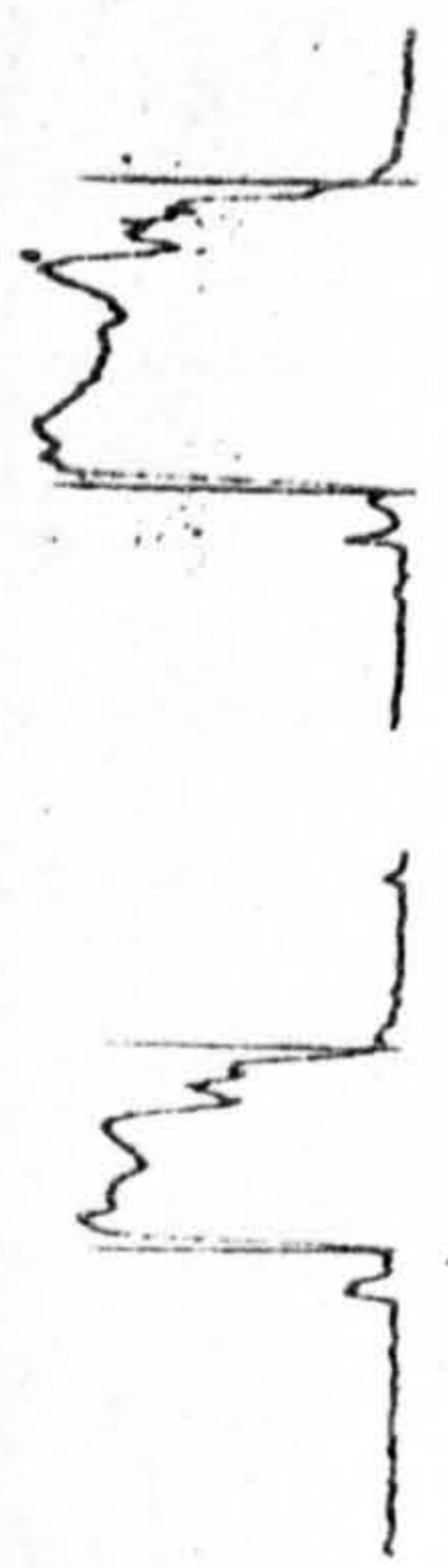
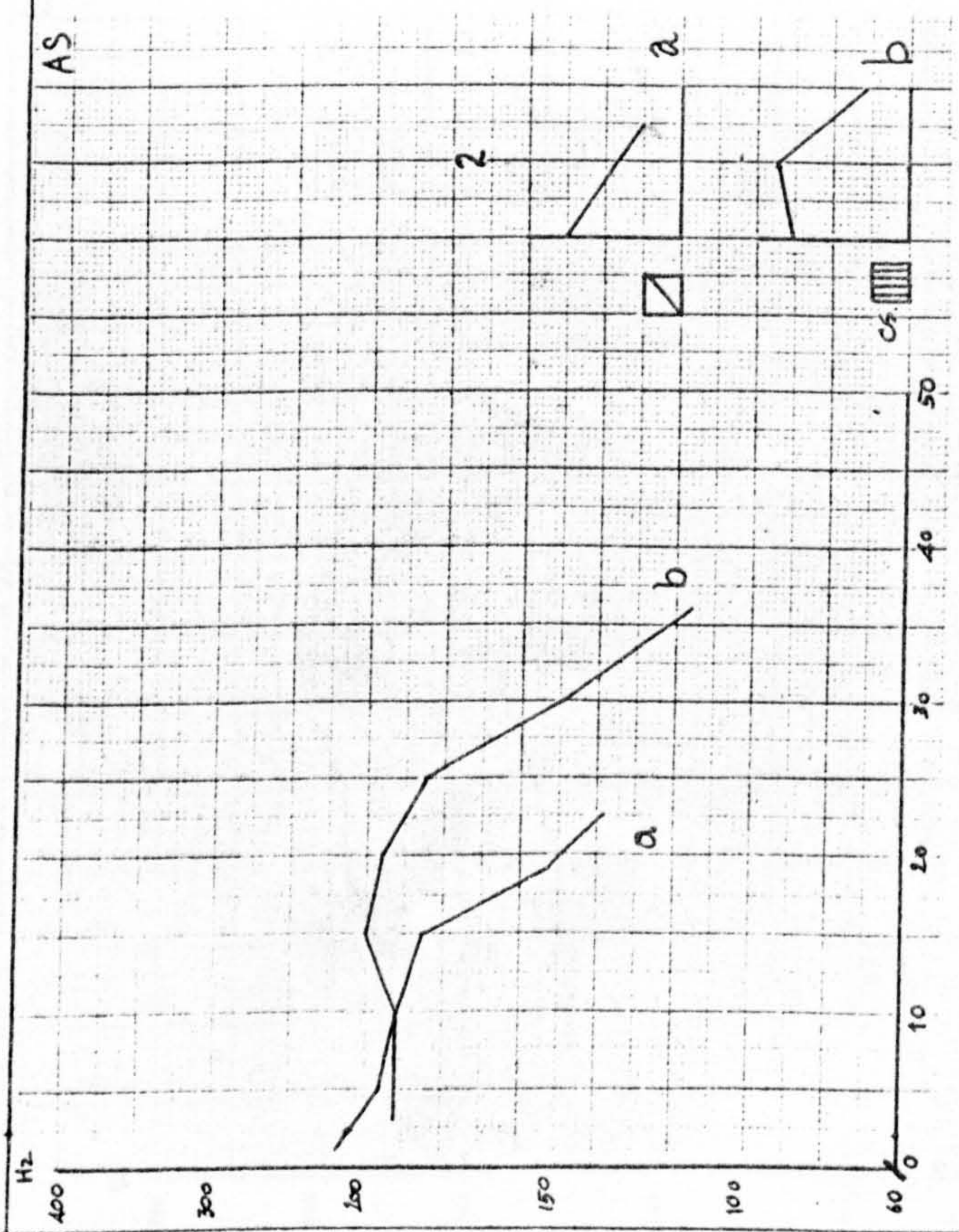
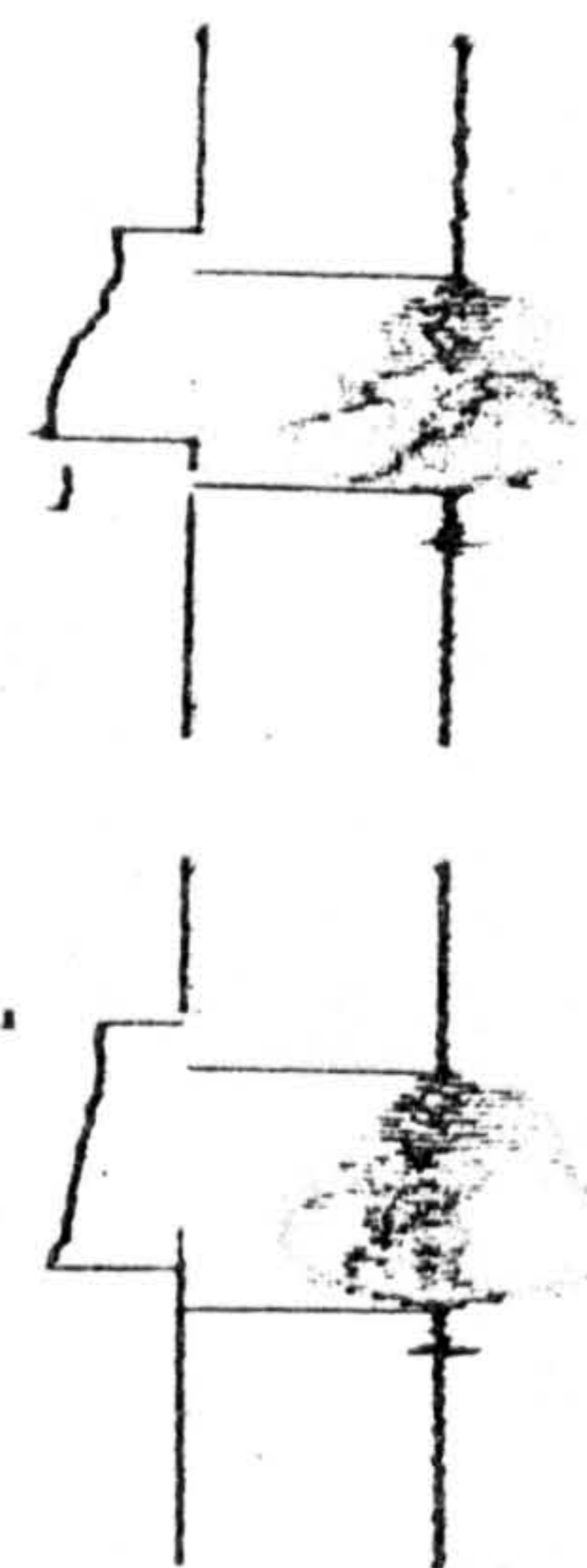
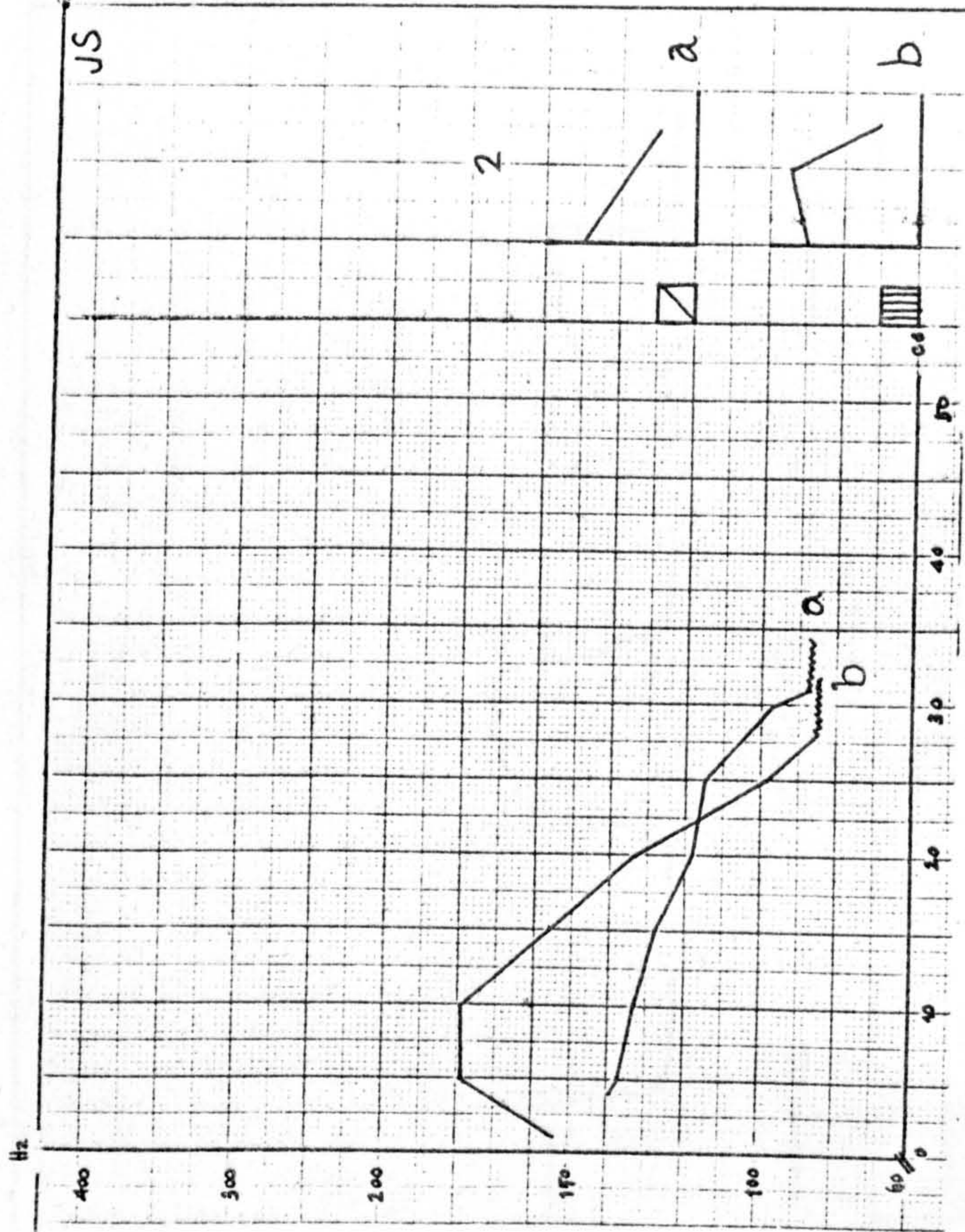


Fig 3.47 - 3.48 illustrate the acoustic and the auditory records of the phonemic falling tone in the word /khitʰ/ uttered with 2 contrastive attitudinal meanings :

- 2.a Neutral (unemphatic)
- 2.b Emphatic.



/khs:t/



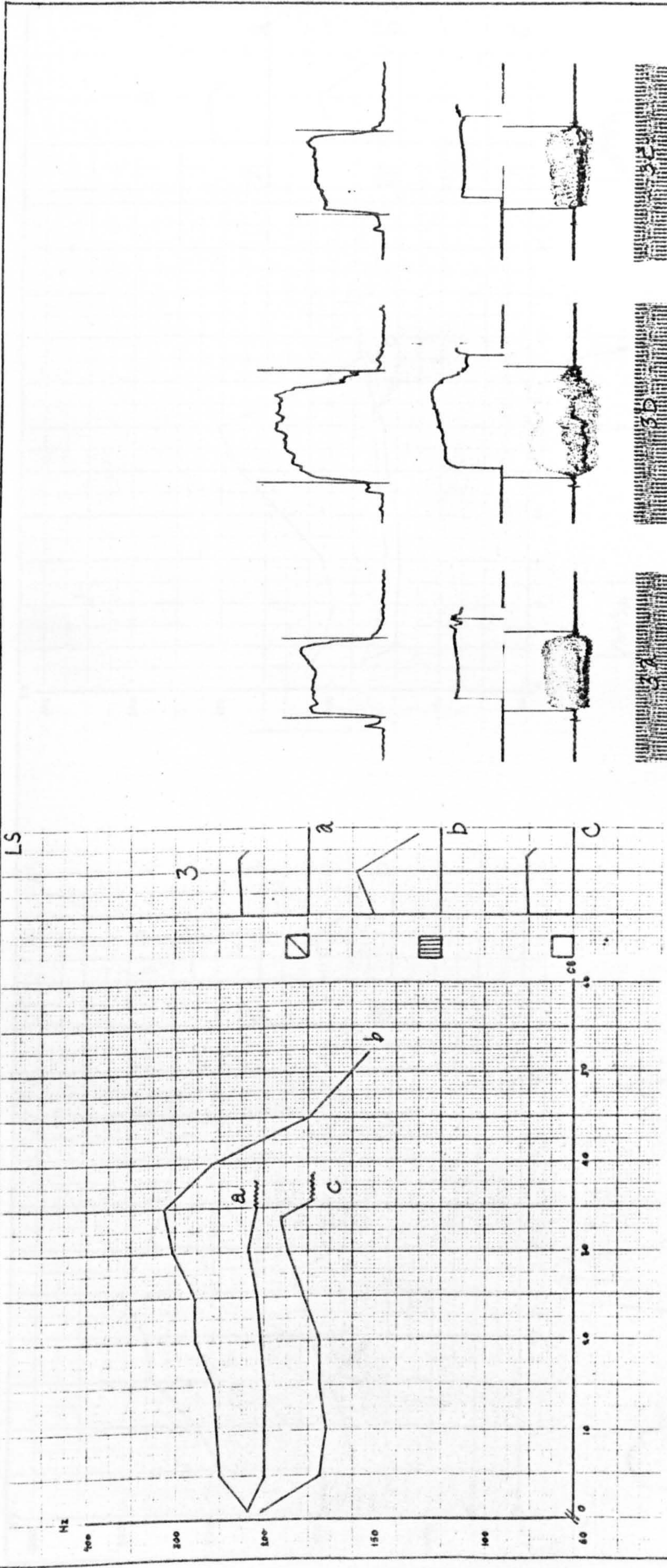


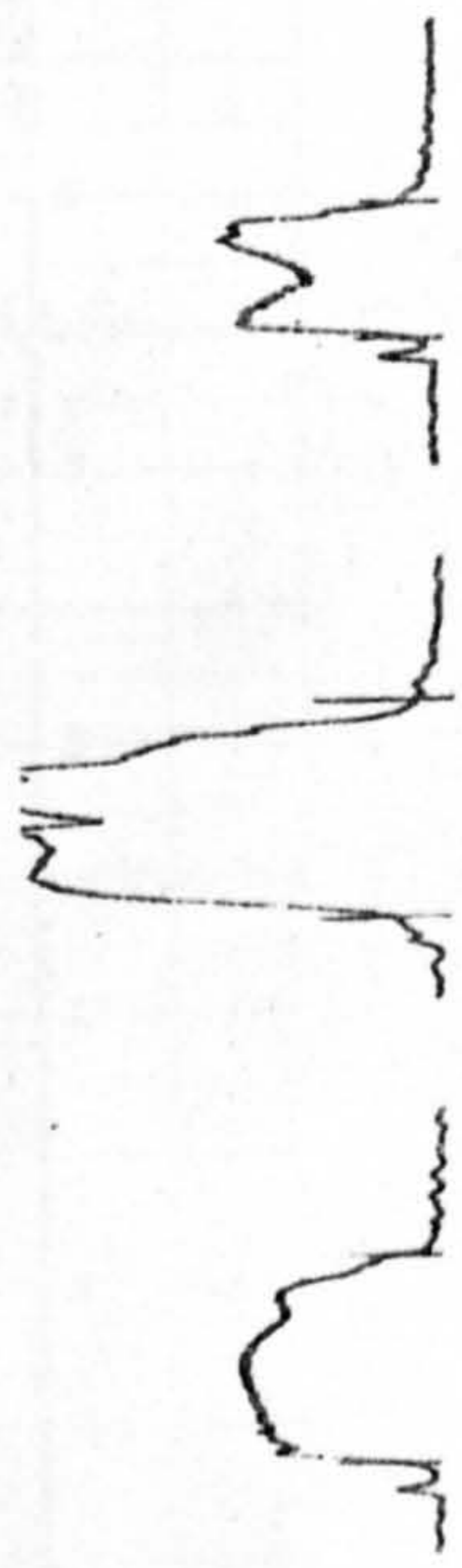
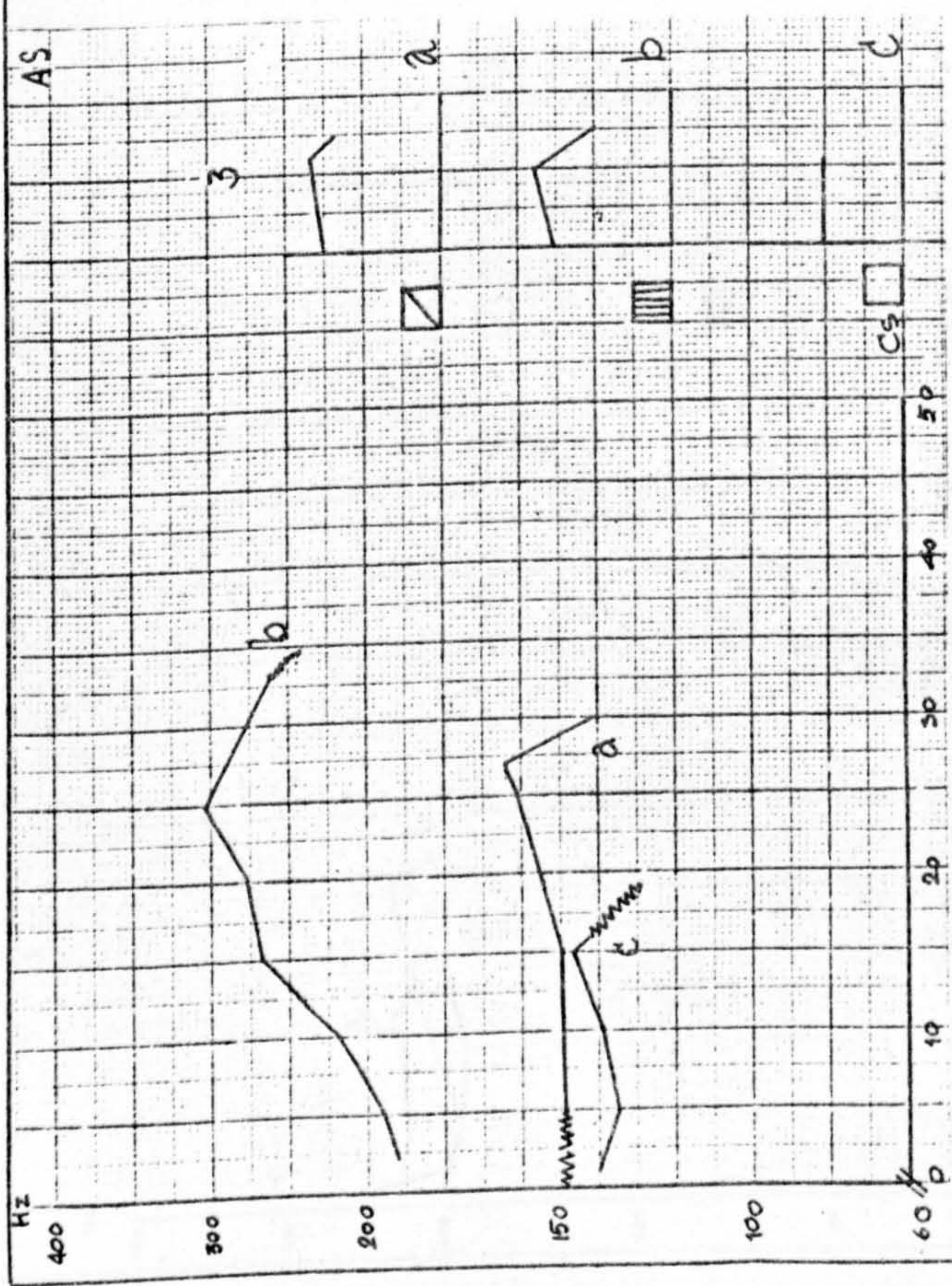
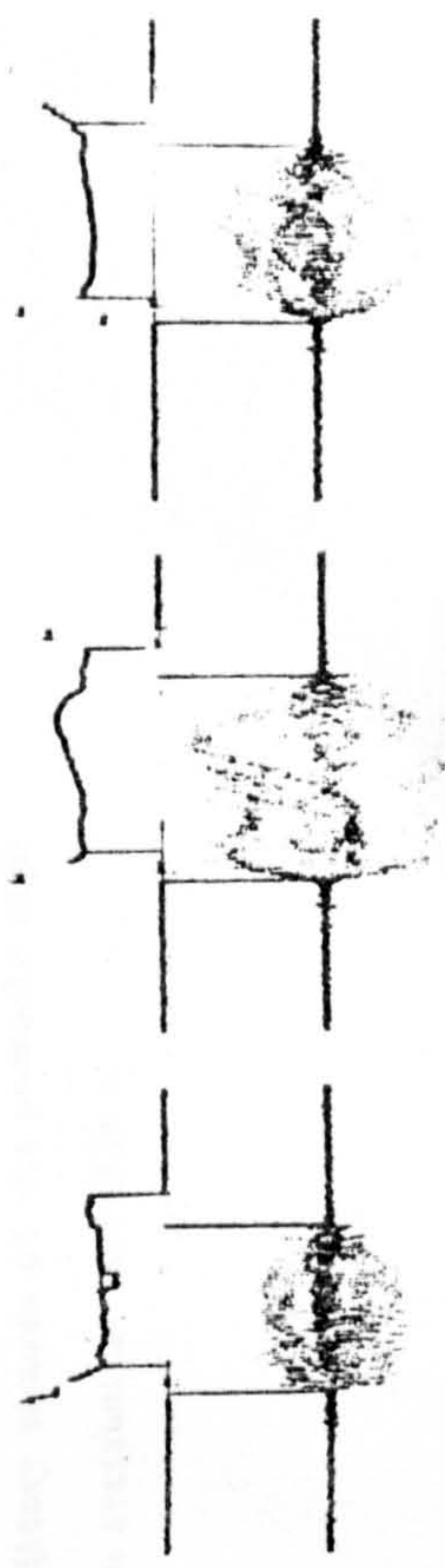
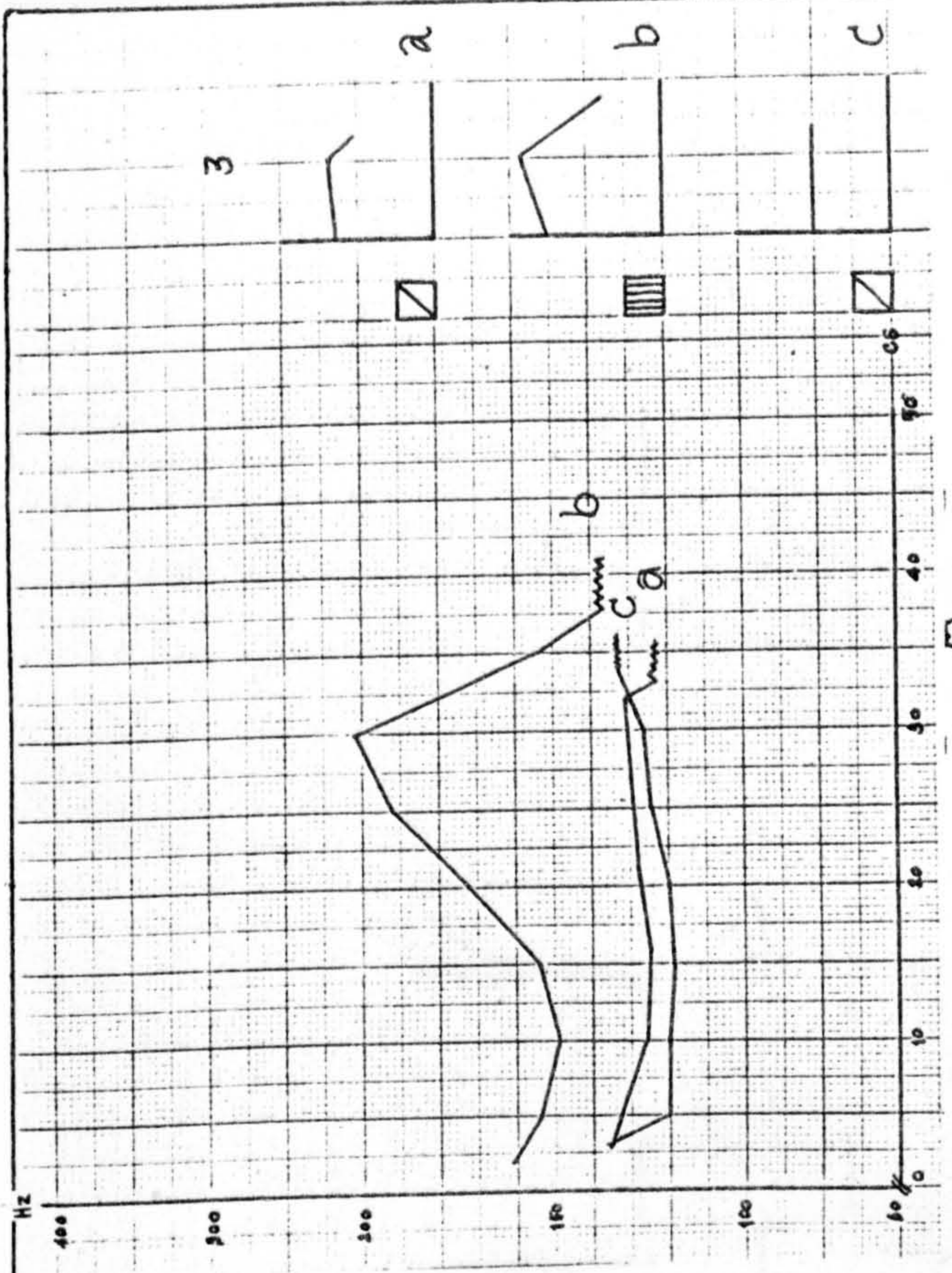
Fig 3.49 - 3.50 illustrate the acoustic and the auditory records of the phonemic high

tone in the word /pha:ʰ/ uttered with 3 contrastive attitudinal meanings :

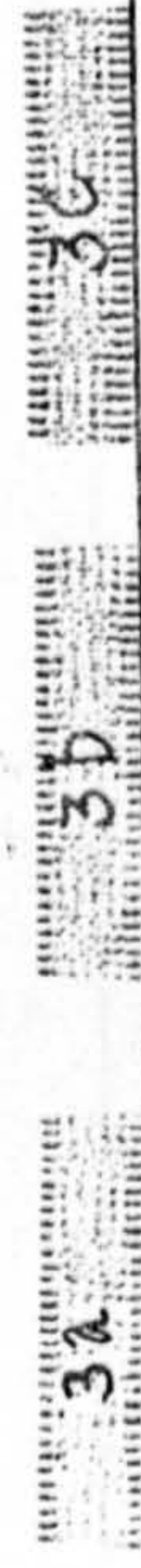
3.a Neutral

3.b Very angry answer

3.c Answer with concealed anger.



/phase/



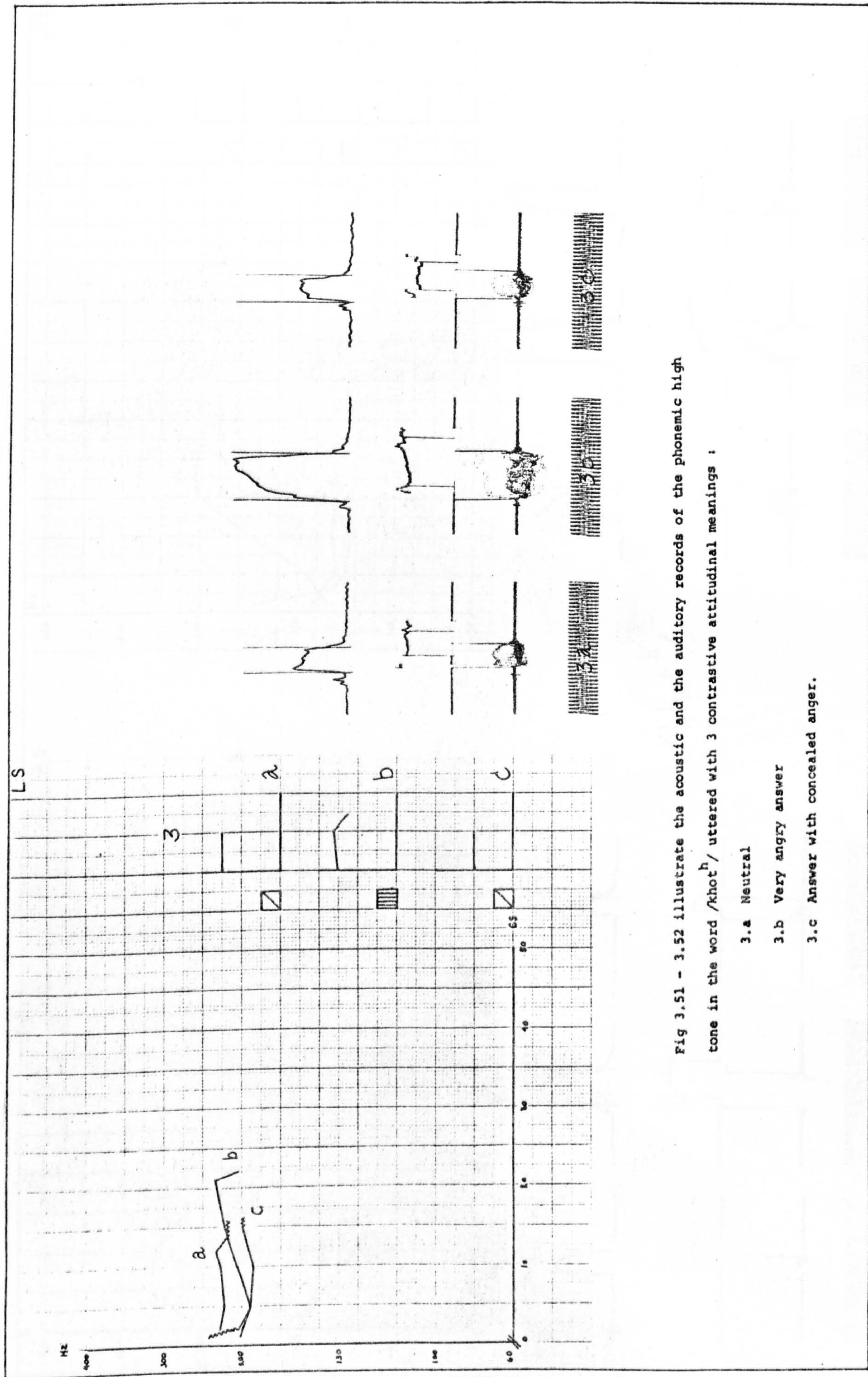


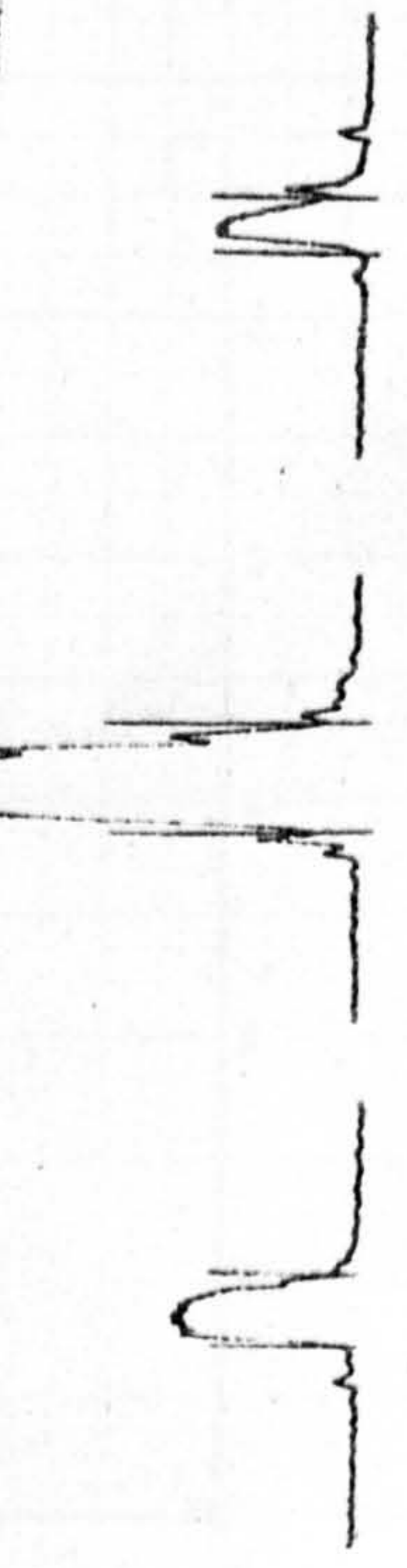
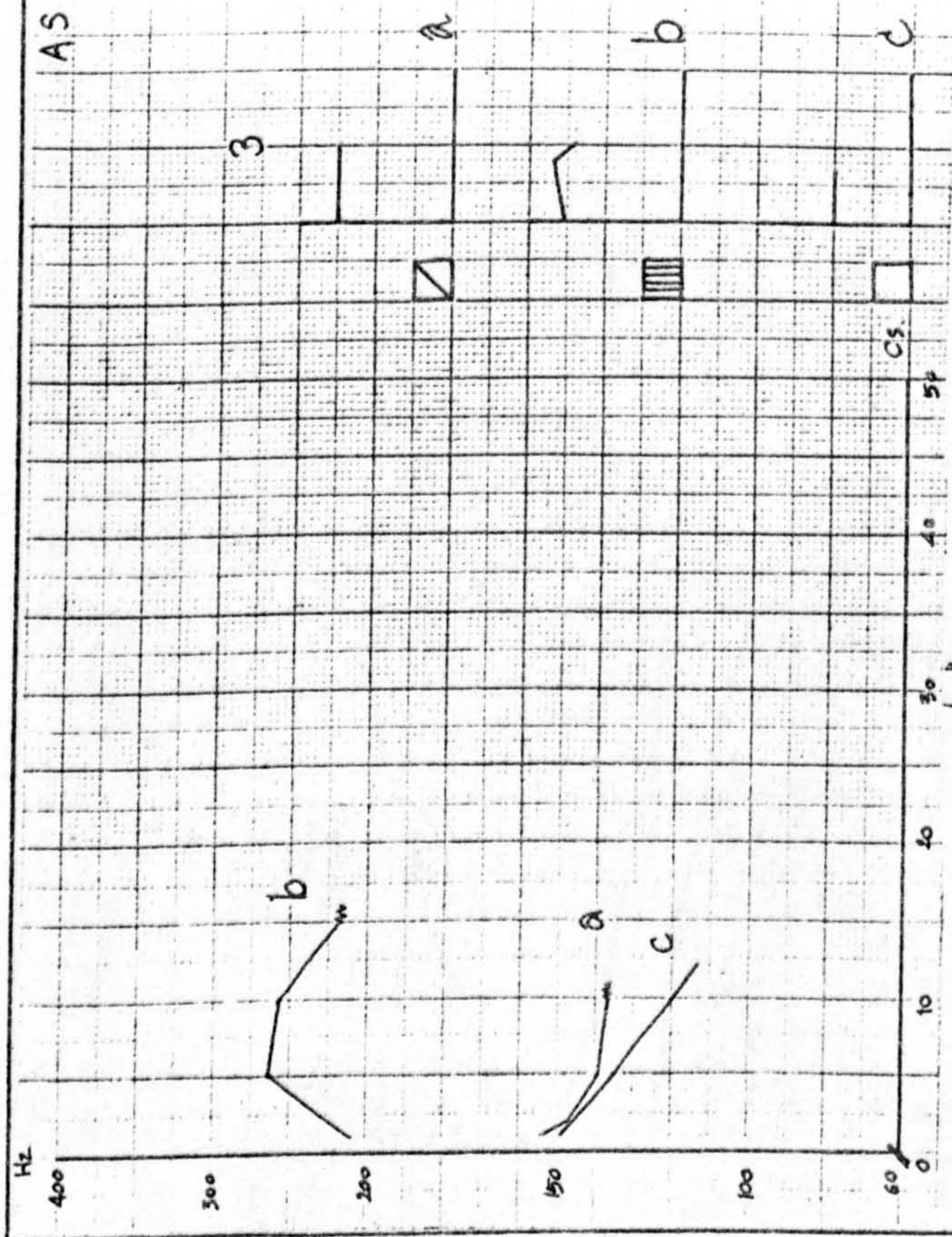
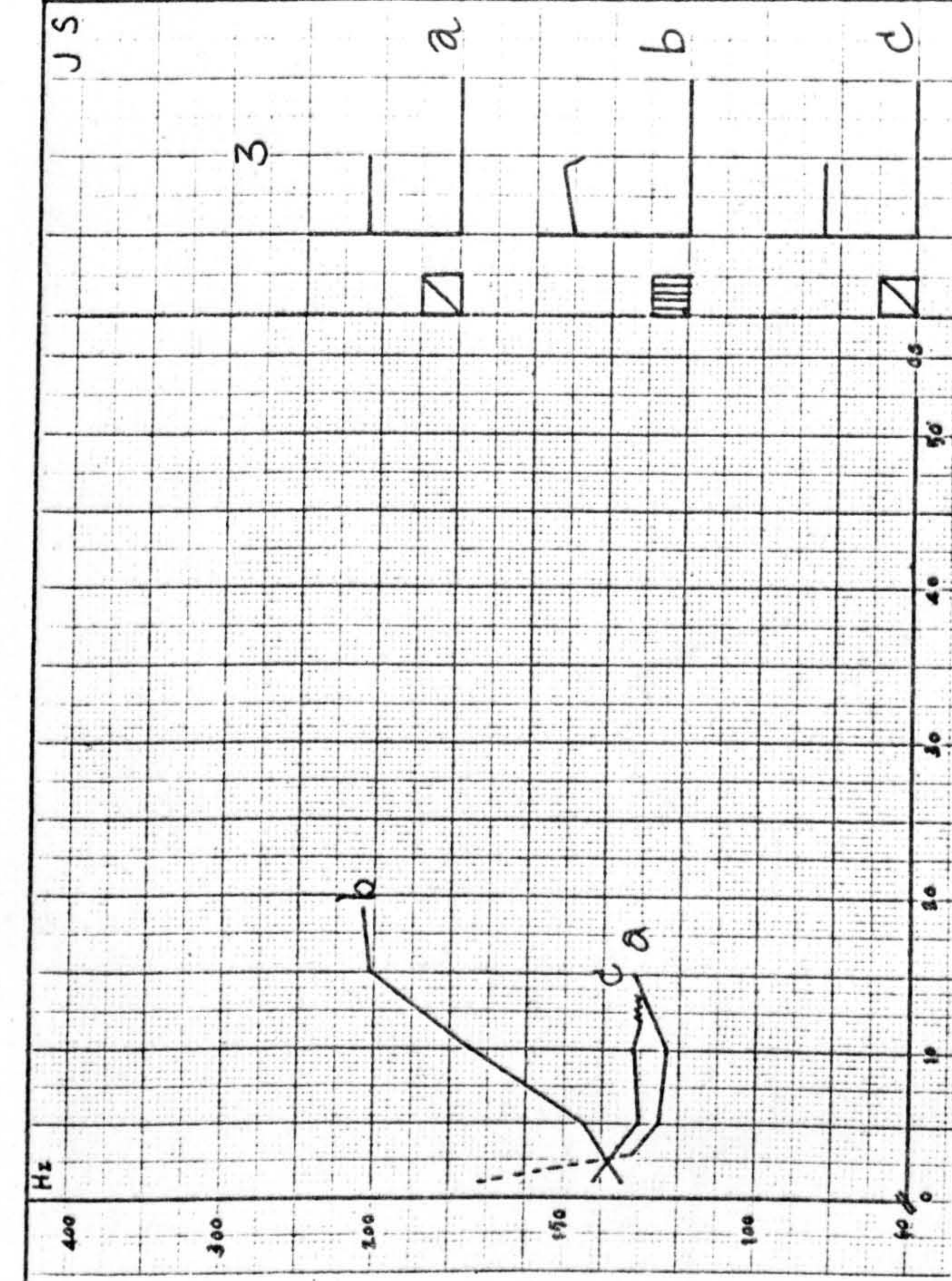
Fig 3.51 - 3.52 illustrate the acoustic and the auditory records of the phonemic high

tone in the word /khot^h/ uttered with 3 contrastive attitudinal meanings :

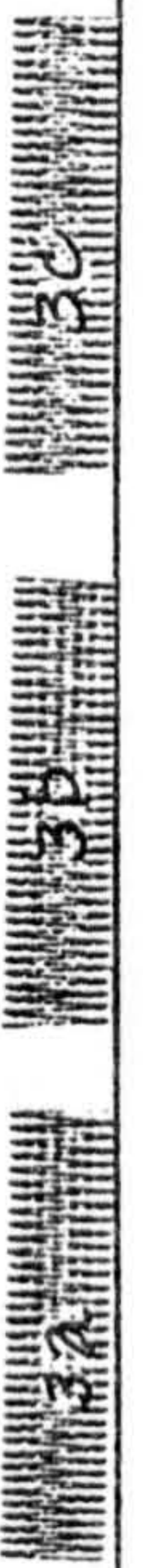
3.a Neutral

3.b Very angry answer

3.c Answer with concealed anger.



/khot^h



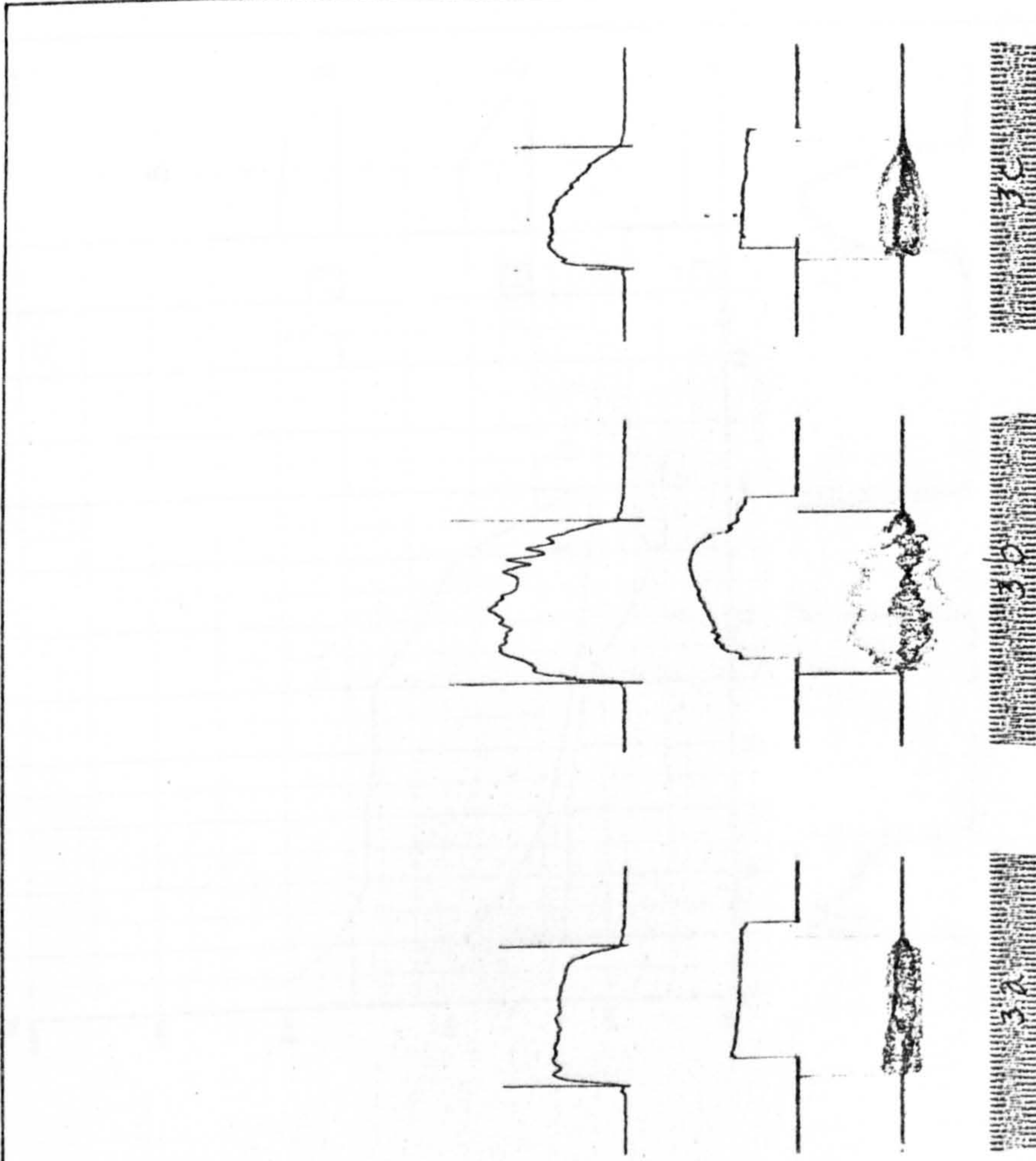
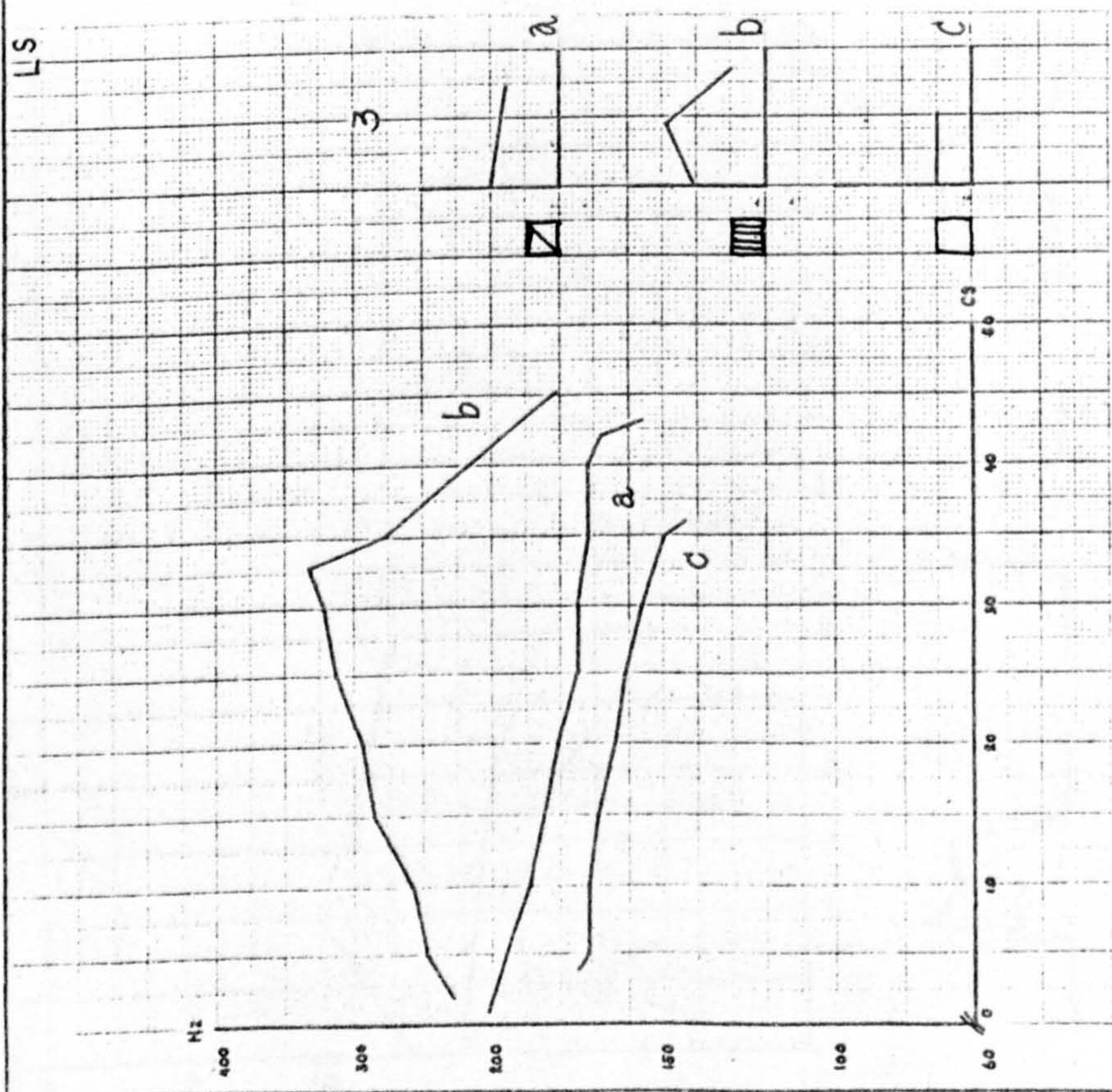
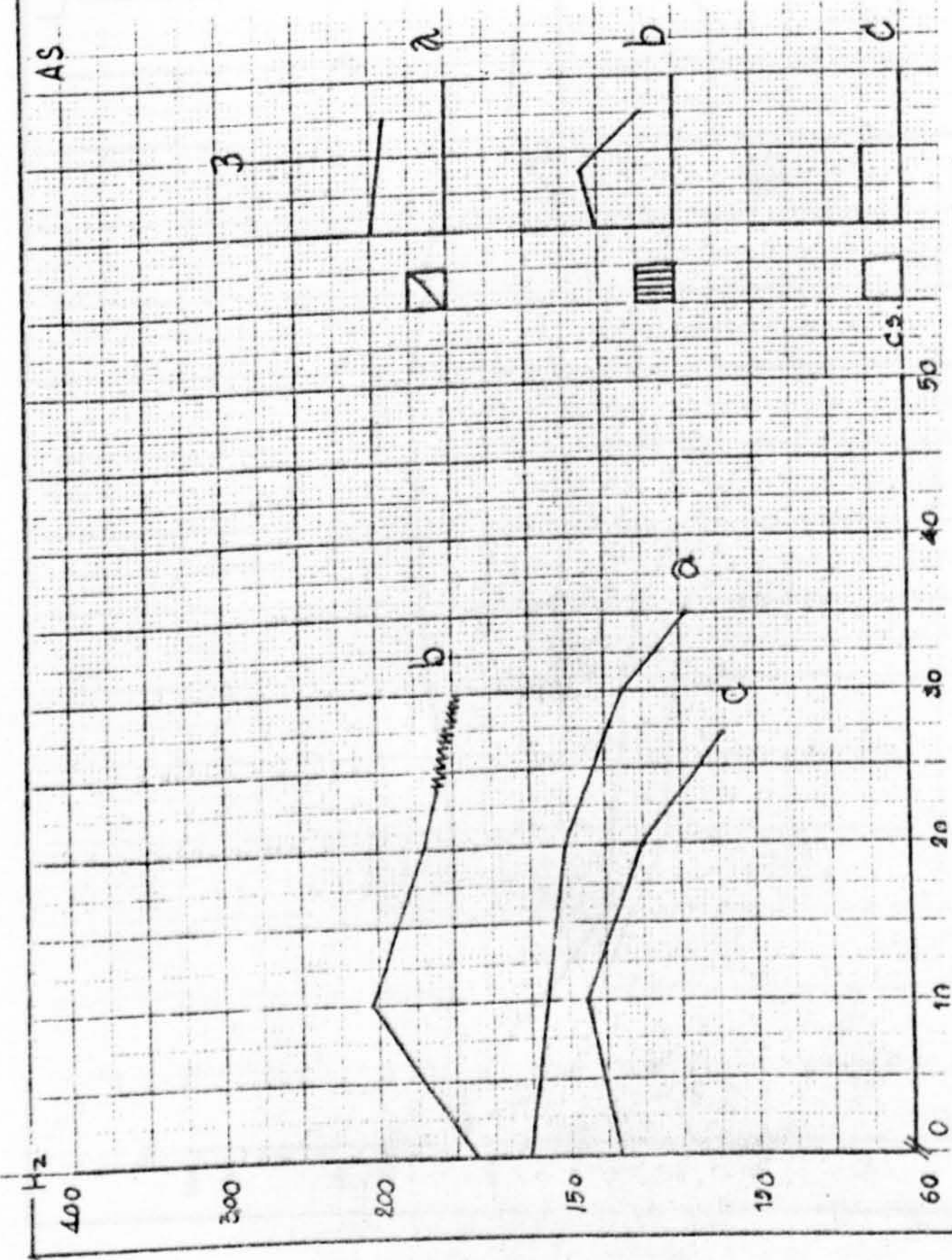


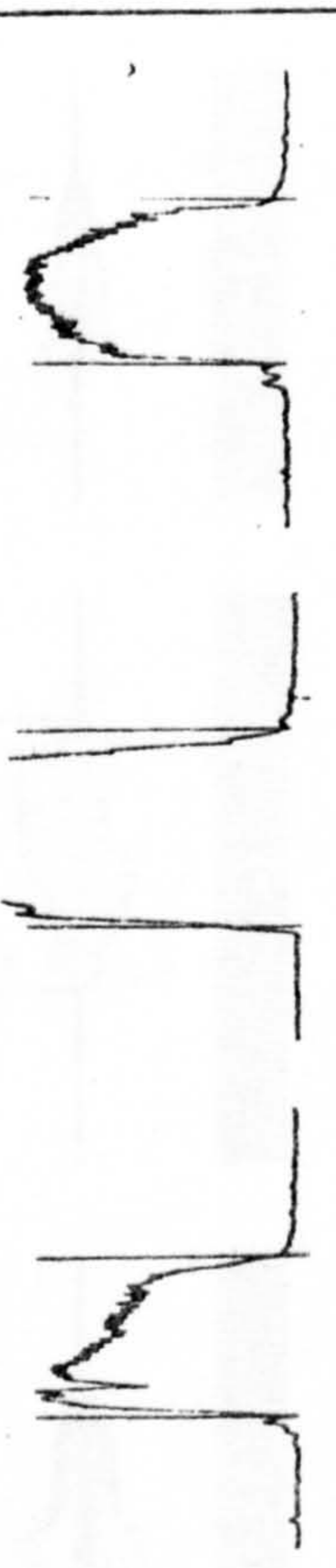
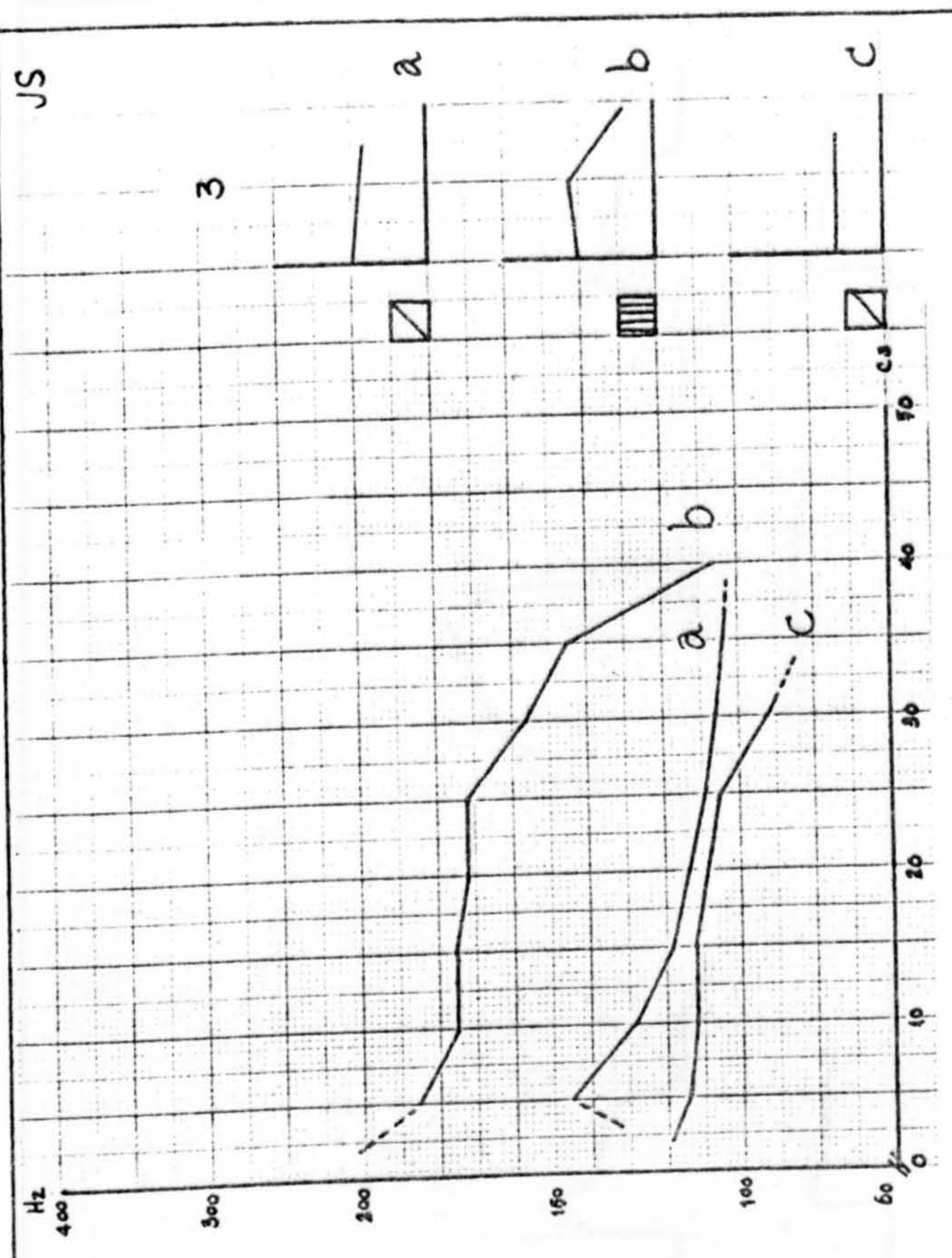
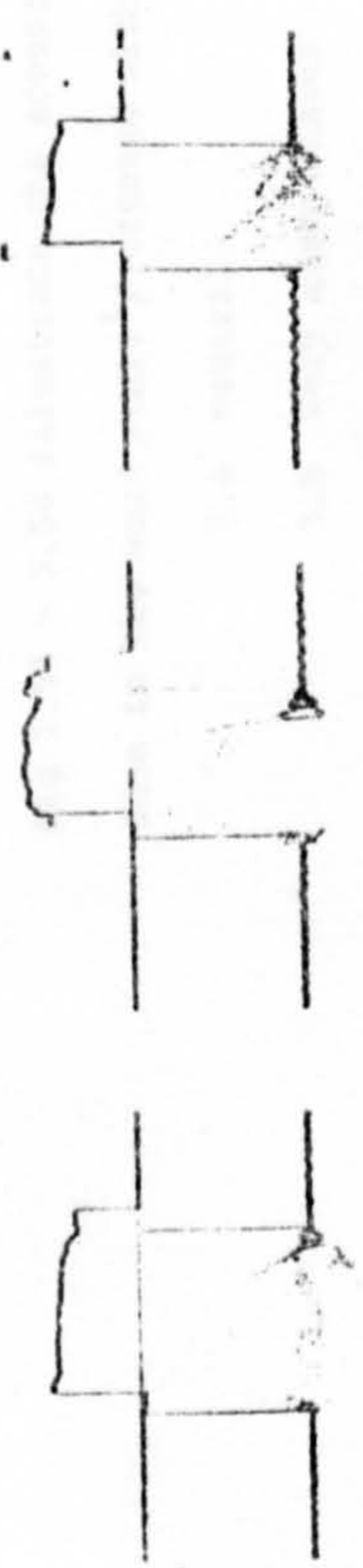
Fig 3.53 - 3.54 illustrate the acoustic and the auditory records of the phonemic mid

tone in the word /ke:^m/ uttered with 3 contrastive attitudinal meanings :

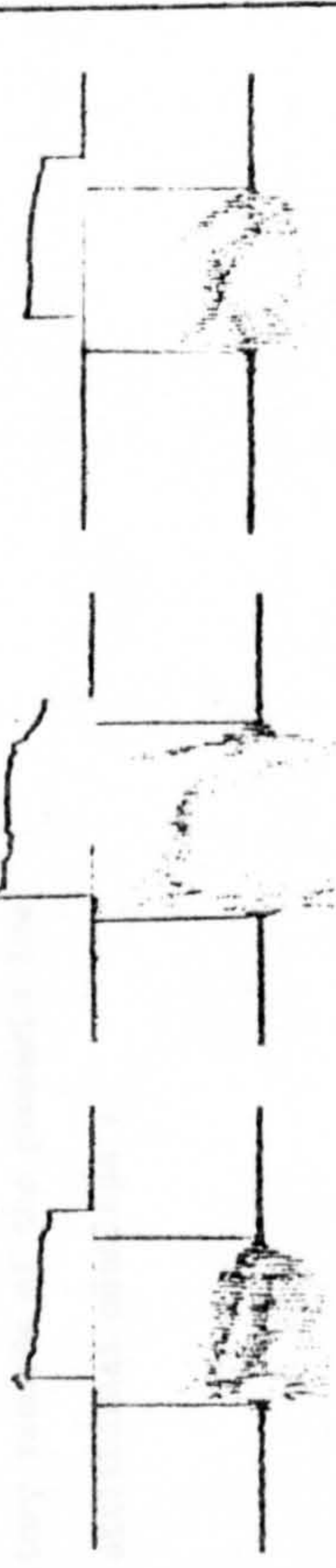
- 3.a Neutral
- 3.b Very angry answer
- 3.c Answer with concealed anger.



/ke: m/



/ke: m/



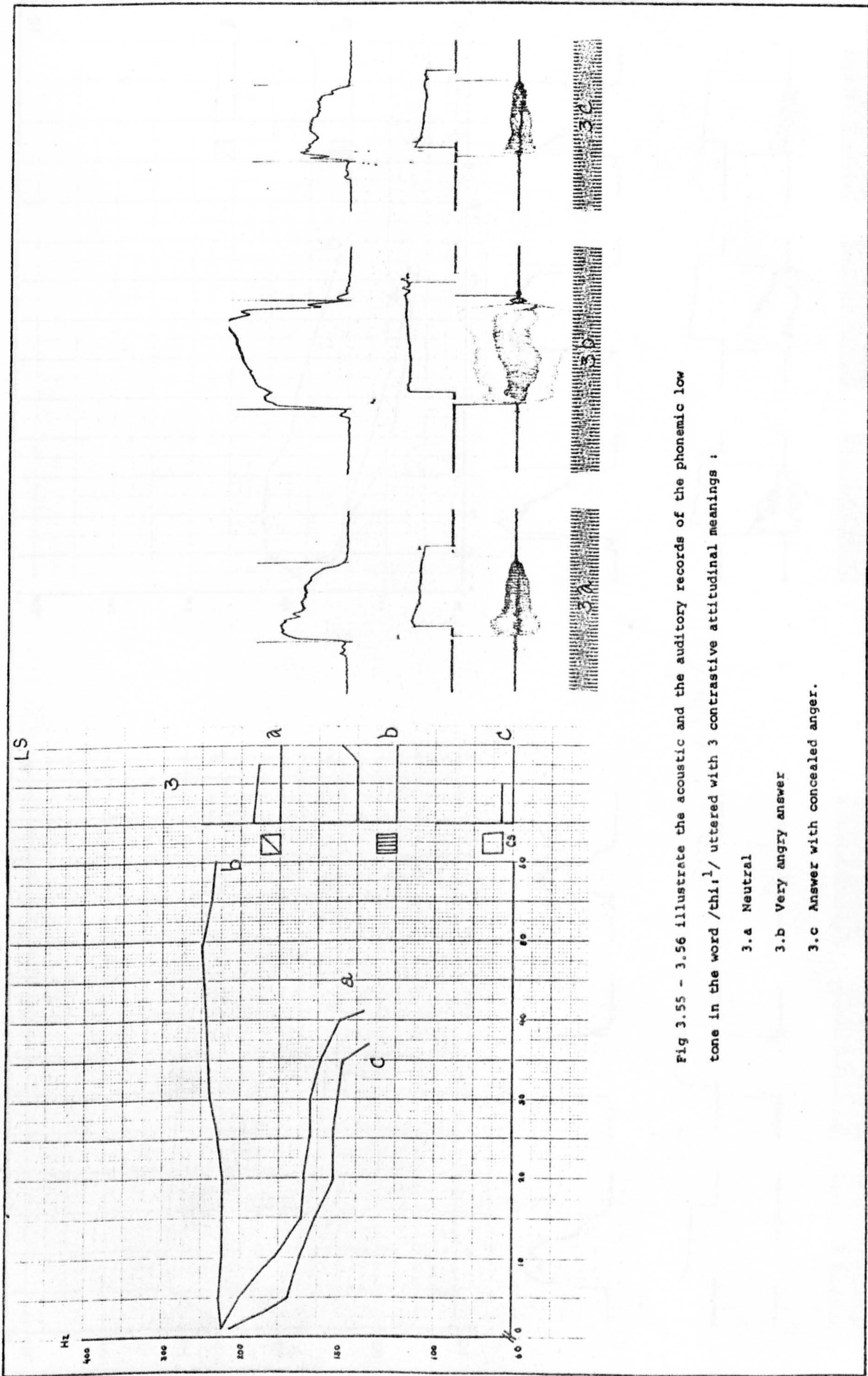
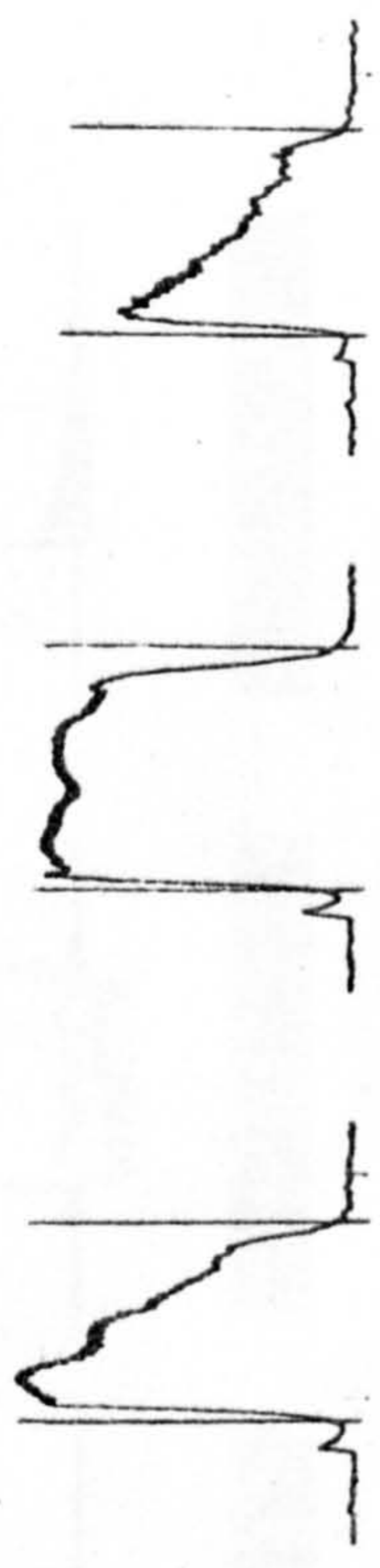
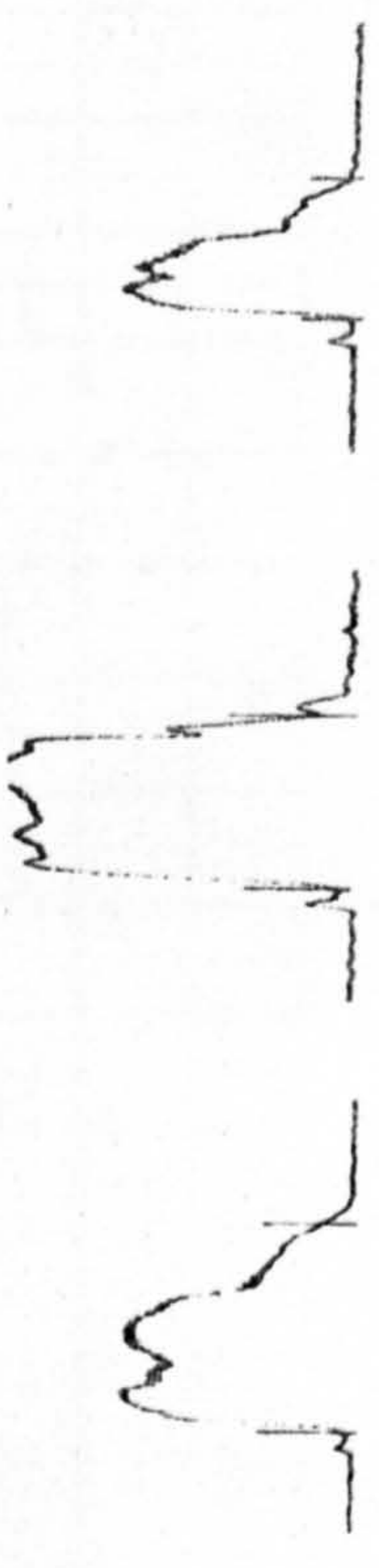
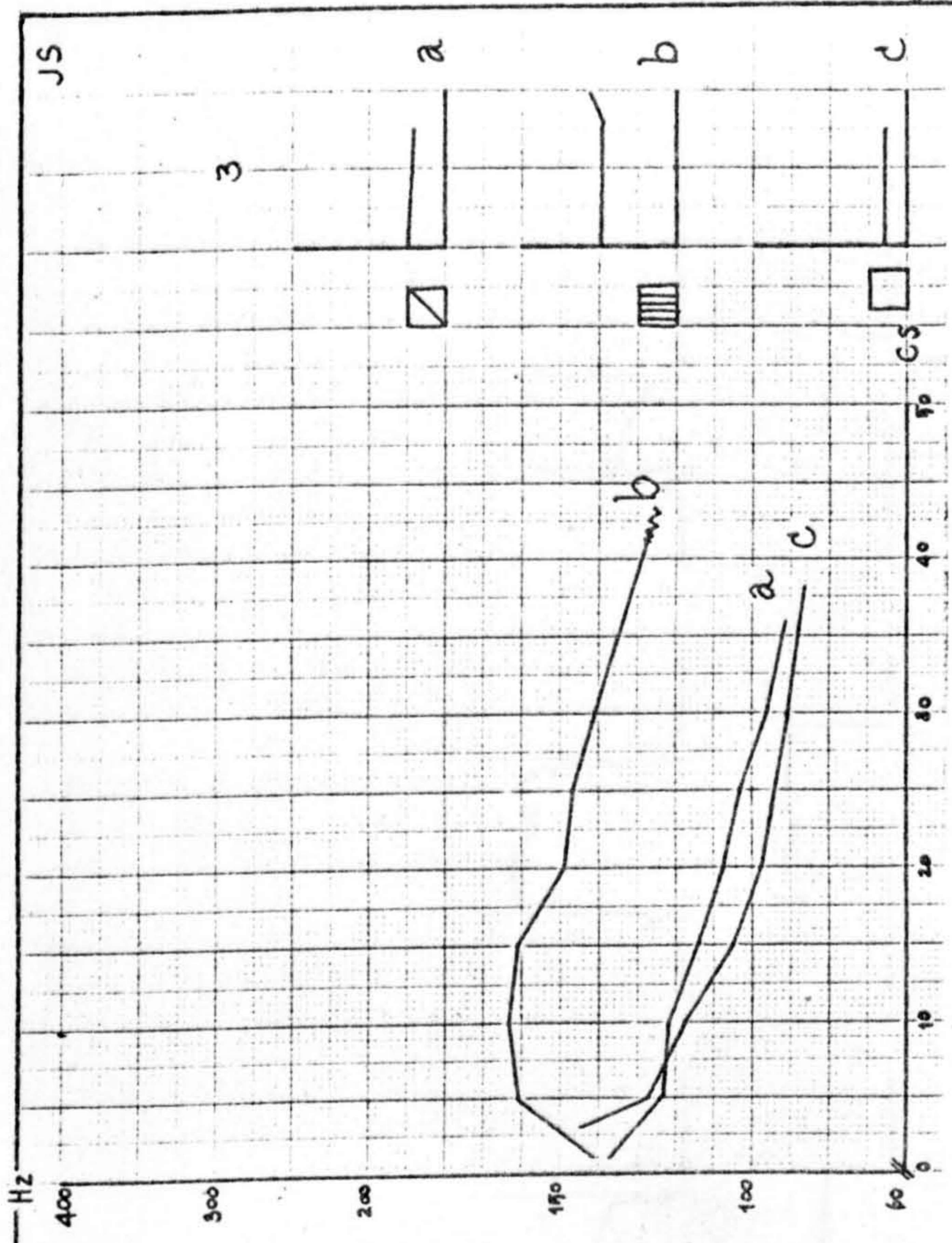
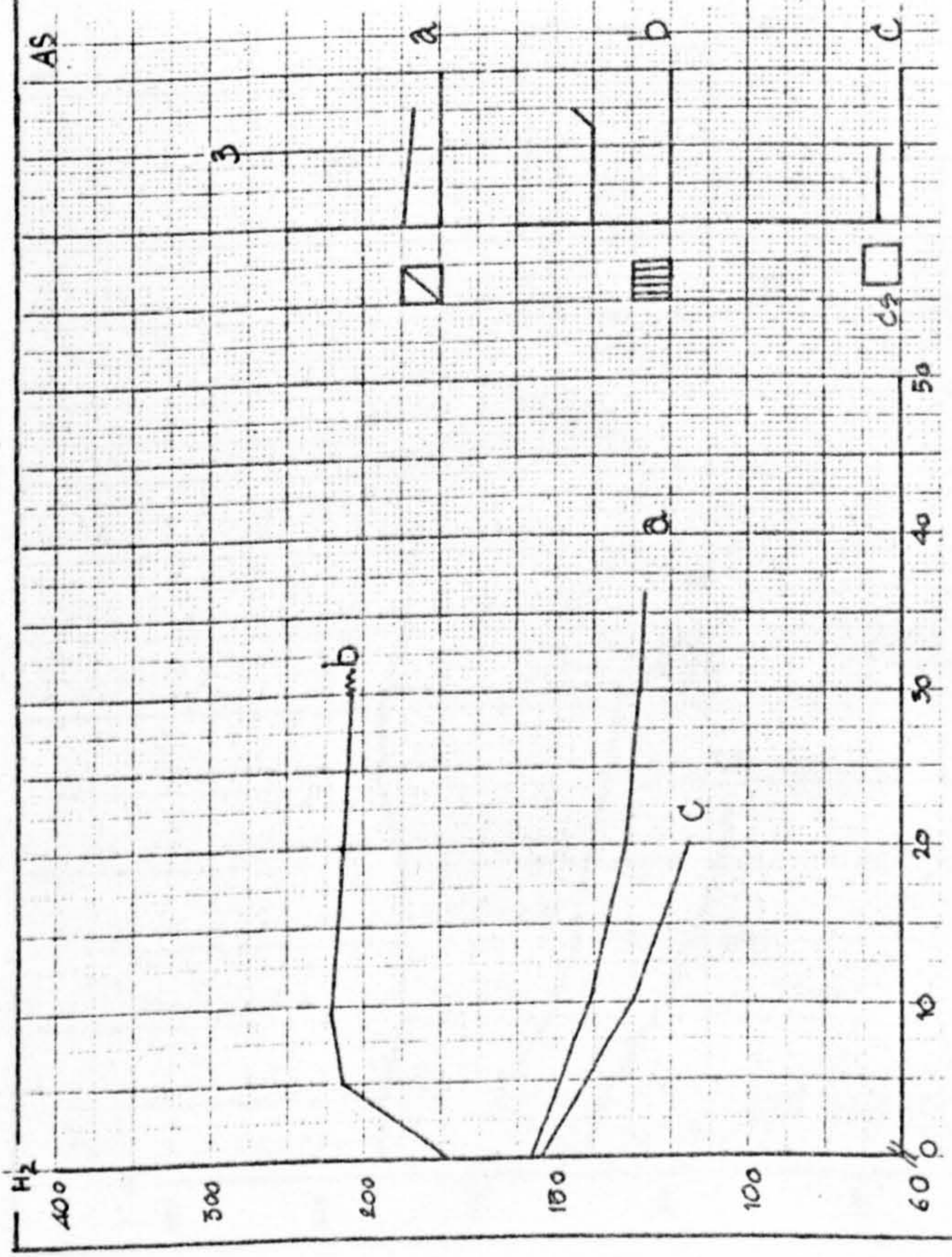


Fig 3.55 - 3.56 illustrate the acoustic and the auditory records of the phonemic low tone in the word /thi:l/ uttered with 3 contrastive attitudinal meanings :

- 3.a Neutral
- 3.b Very angry answer
- 3.c Answer with concealed anger.



/thi:/



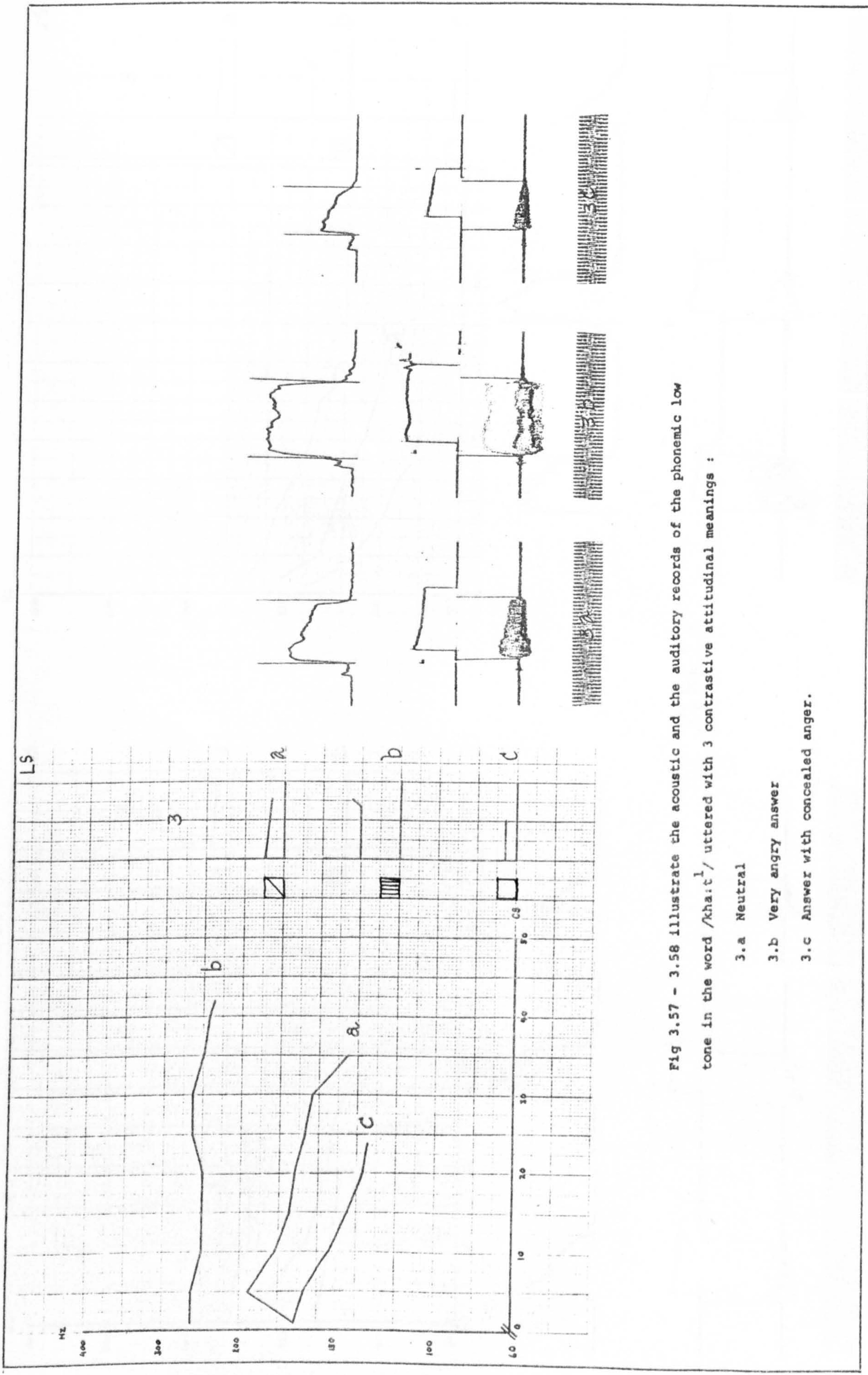
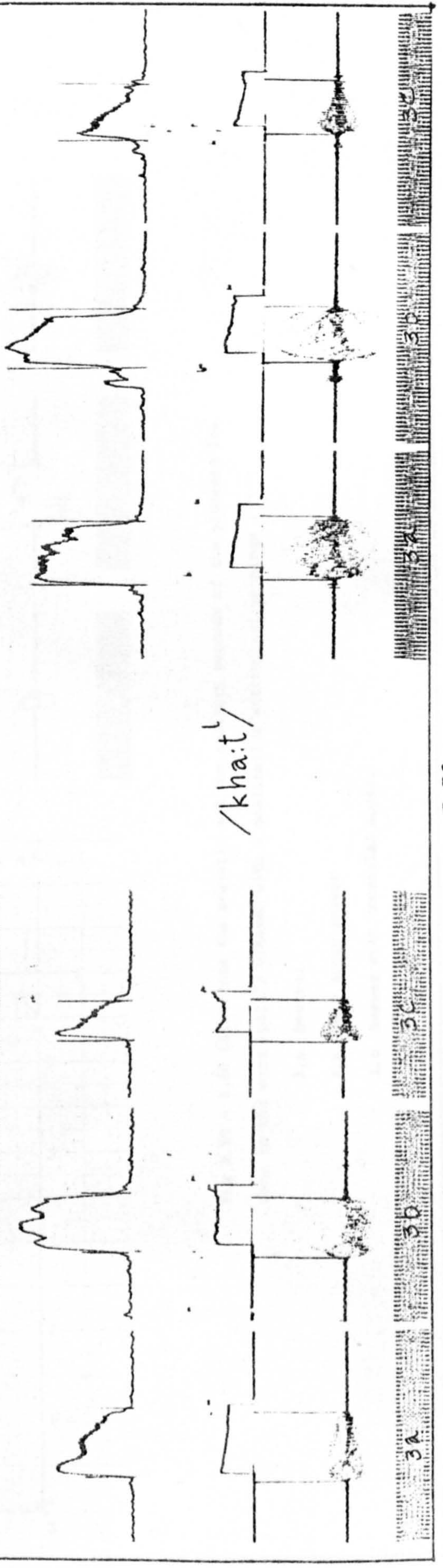
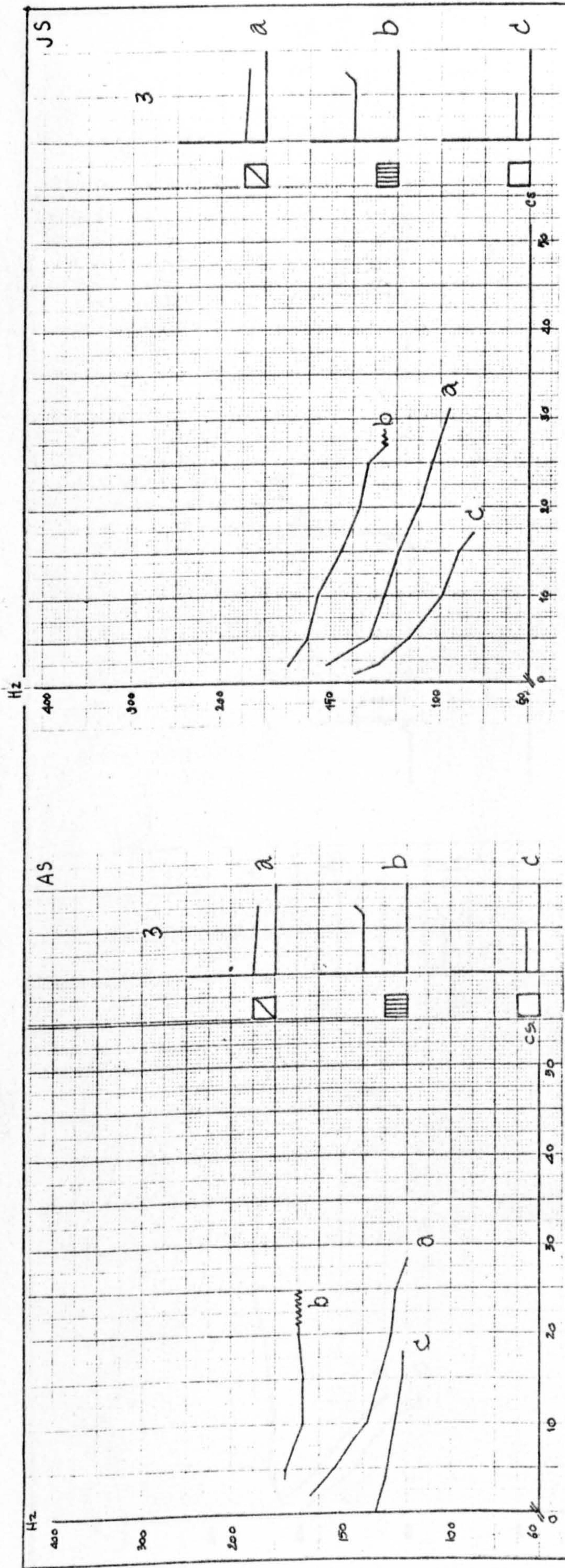


Fig 3.57 - 3.58 illustrate the acoustic and the auditory records of the phonemic low tone in the word /kha:t¹/ uttered with 3 contrastive attitudinal meanings :

- 3.a Neutral
- 3.b Very angry answer
- 3.c Answer with concealed anger.



/khat/

3A 3B 3C

3A 3B 3C

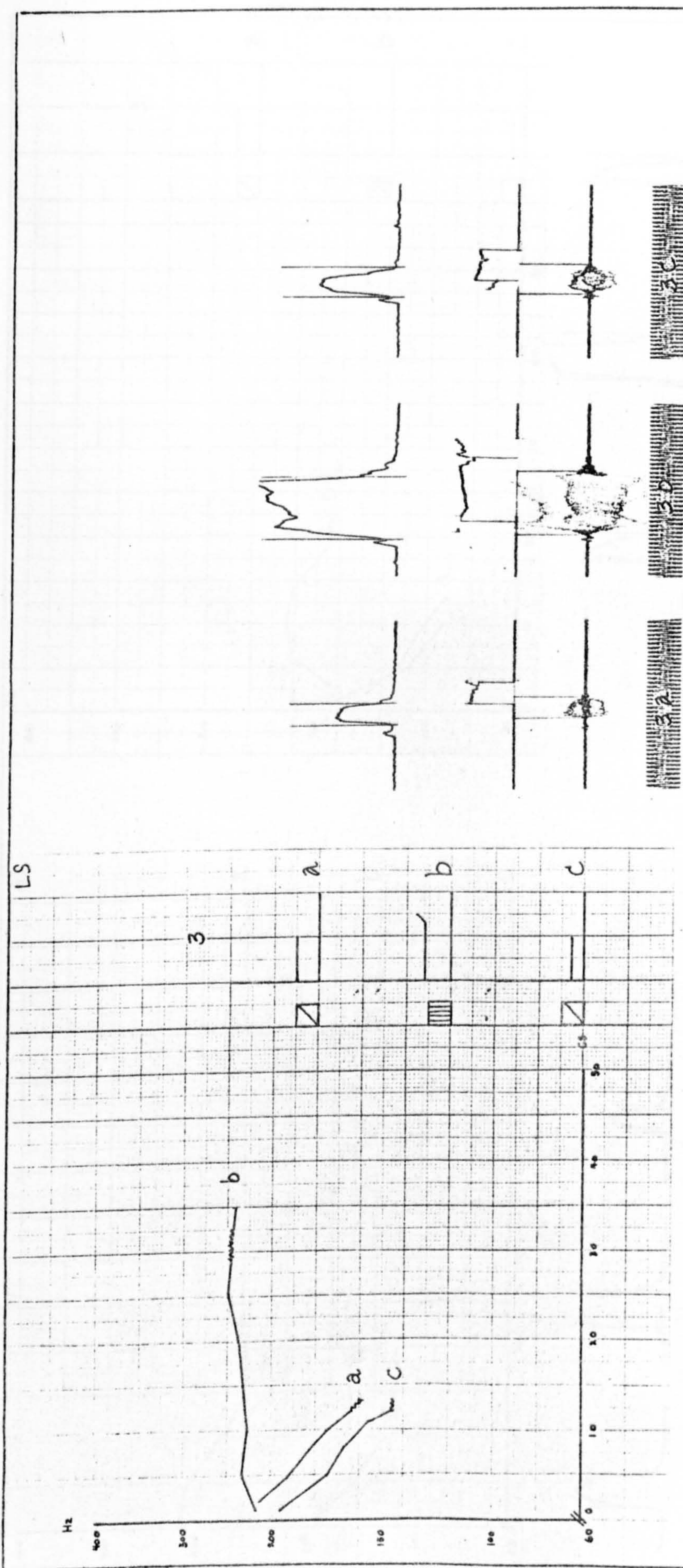
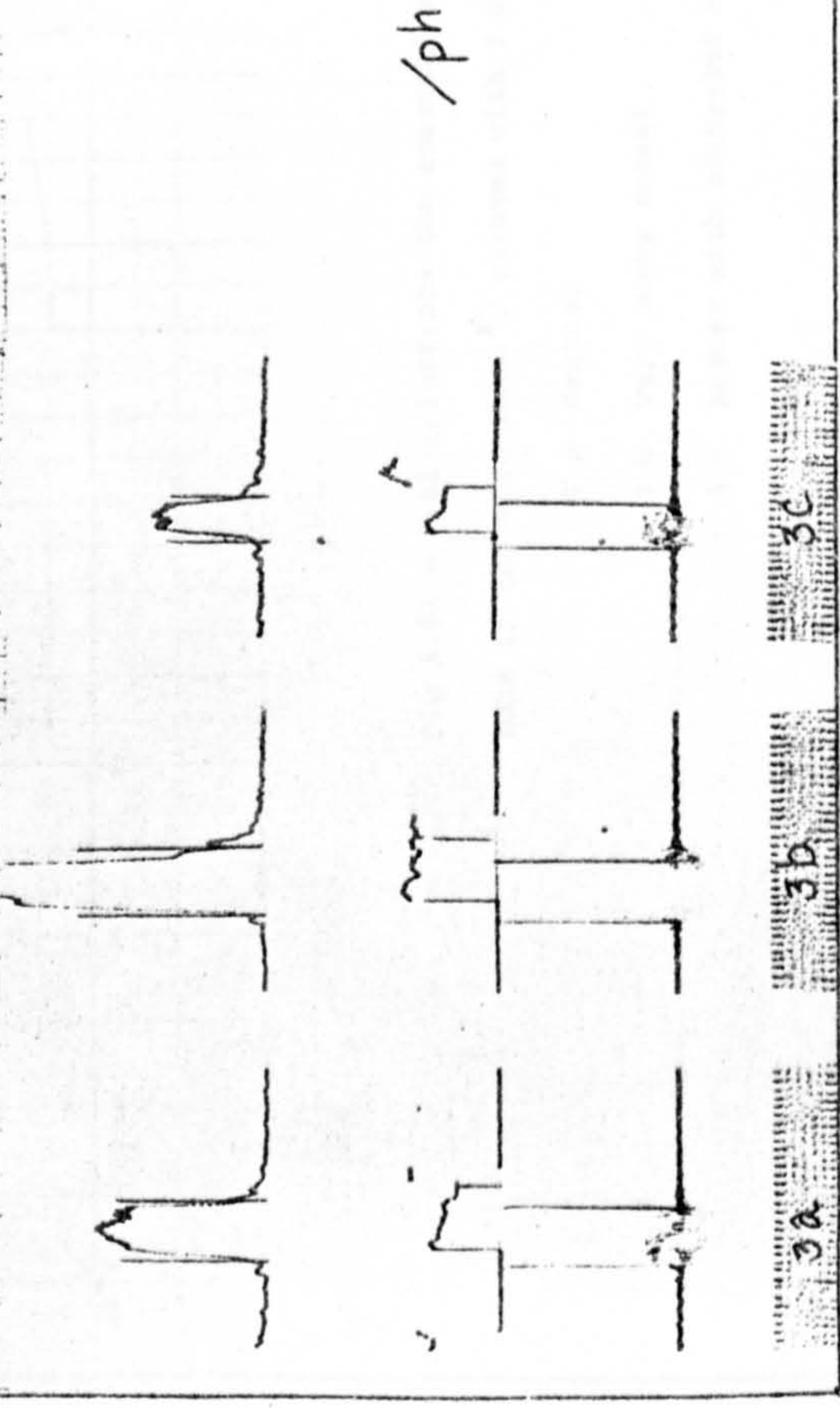
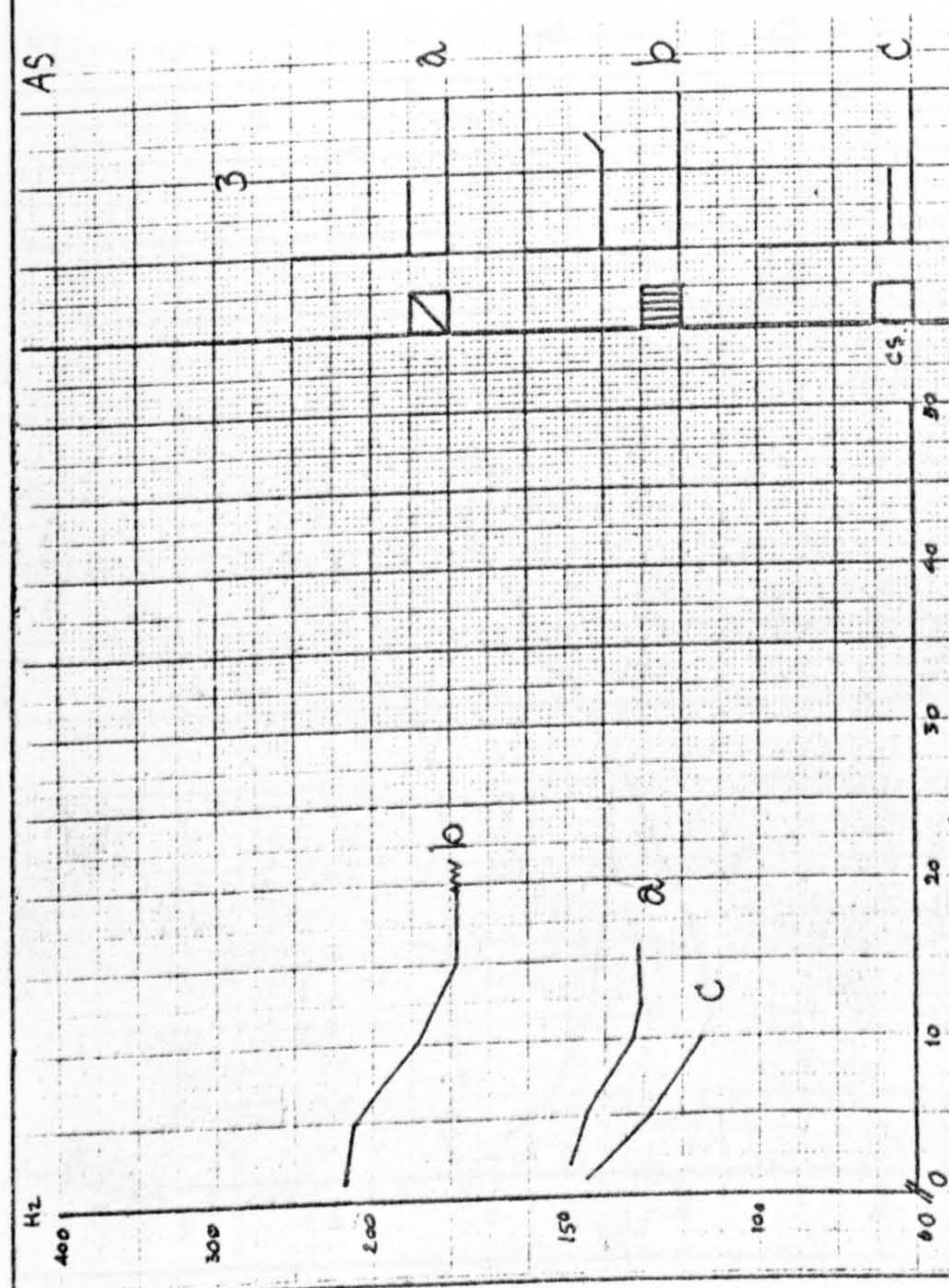
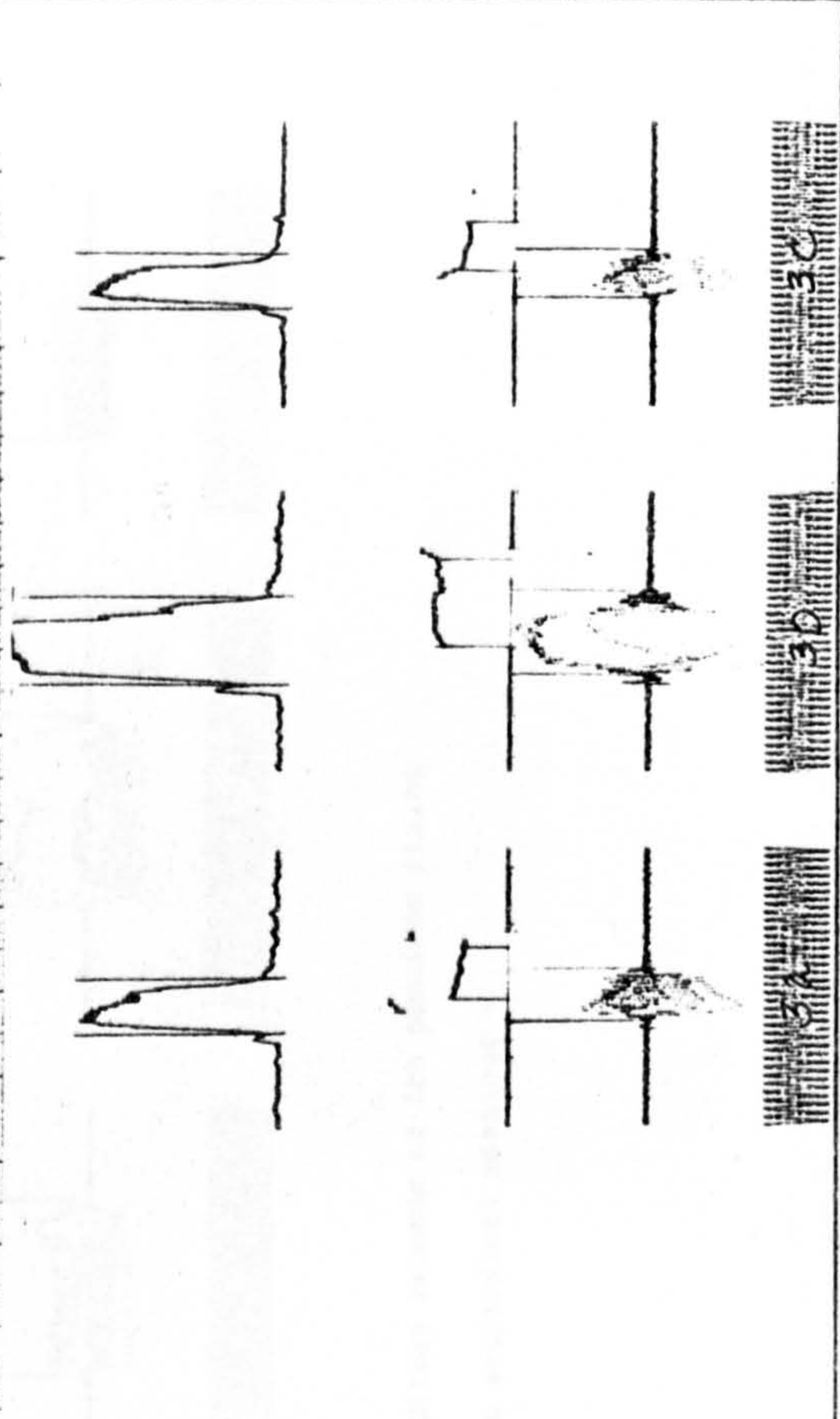
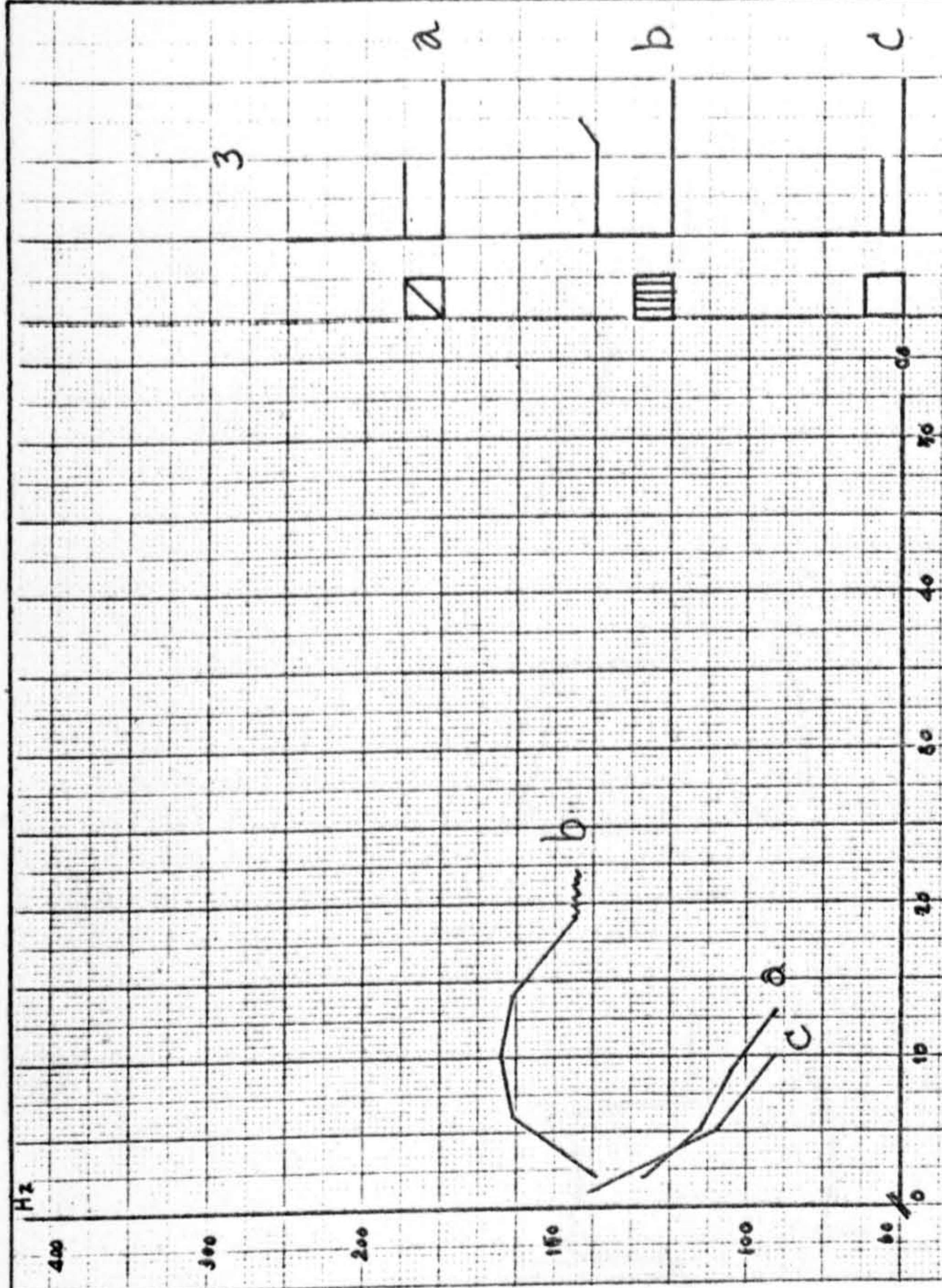


Fig 3.59 - 3.60 illustrate the acoustic and the auditory records of the phonemic low tone in the word /phit¹/ uttered with 3 contrastive attitudinal meanings :

3.a Neutral

3.b Very angry answer

3.c Answer with concealed anger.



/phit/

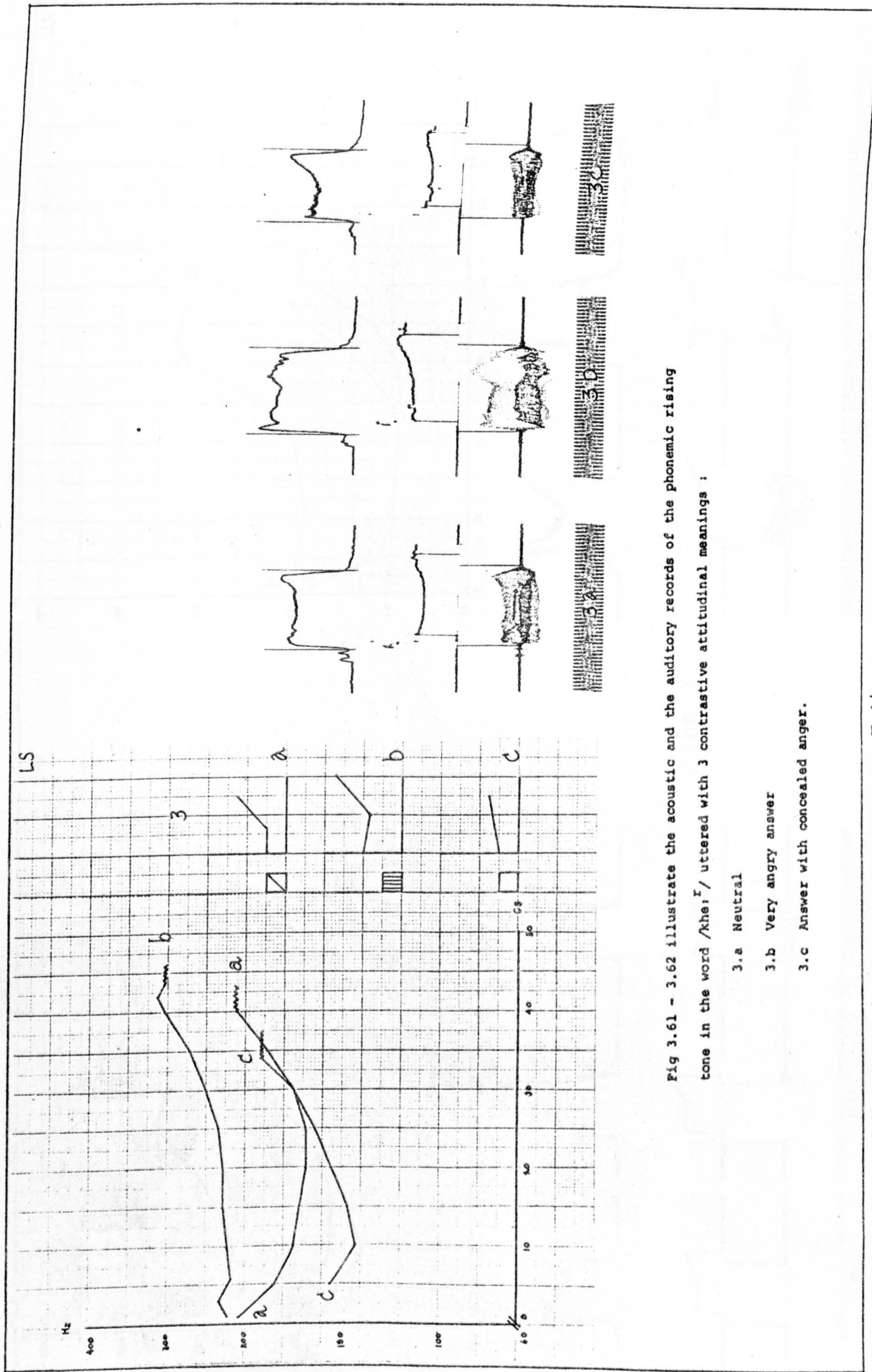
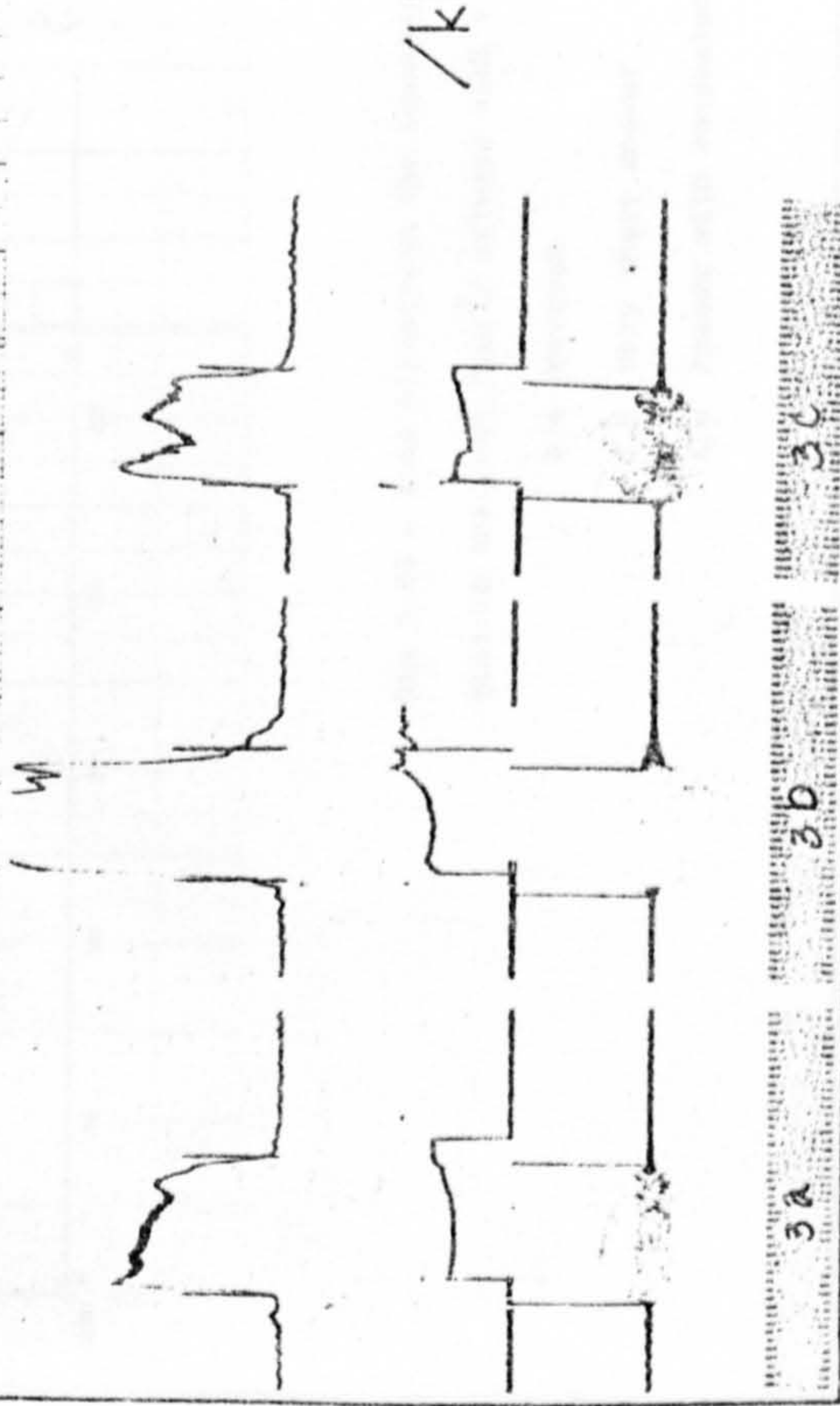
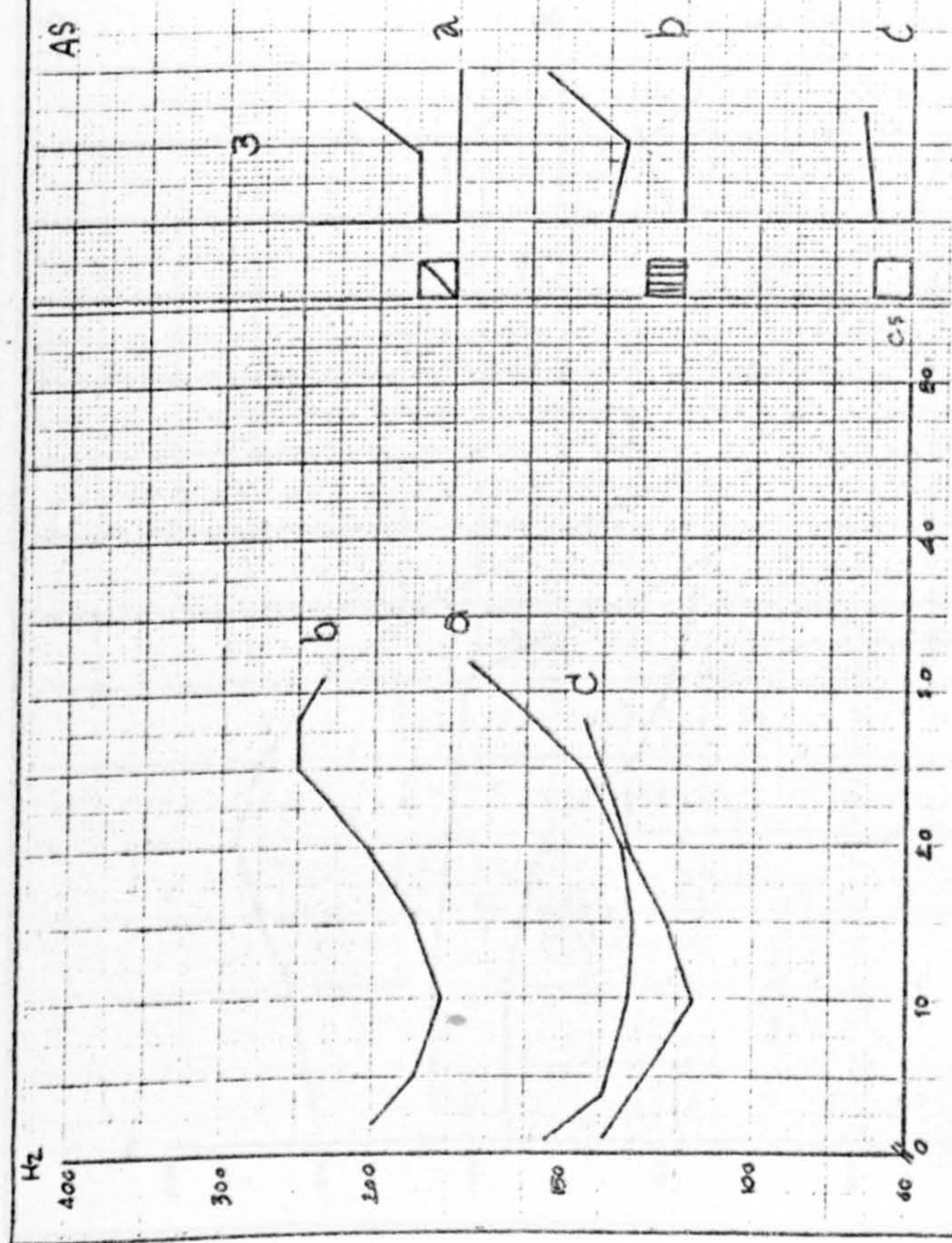
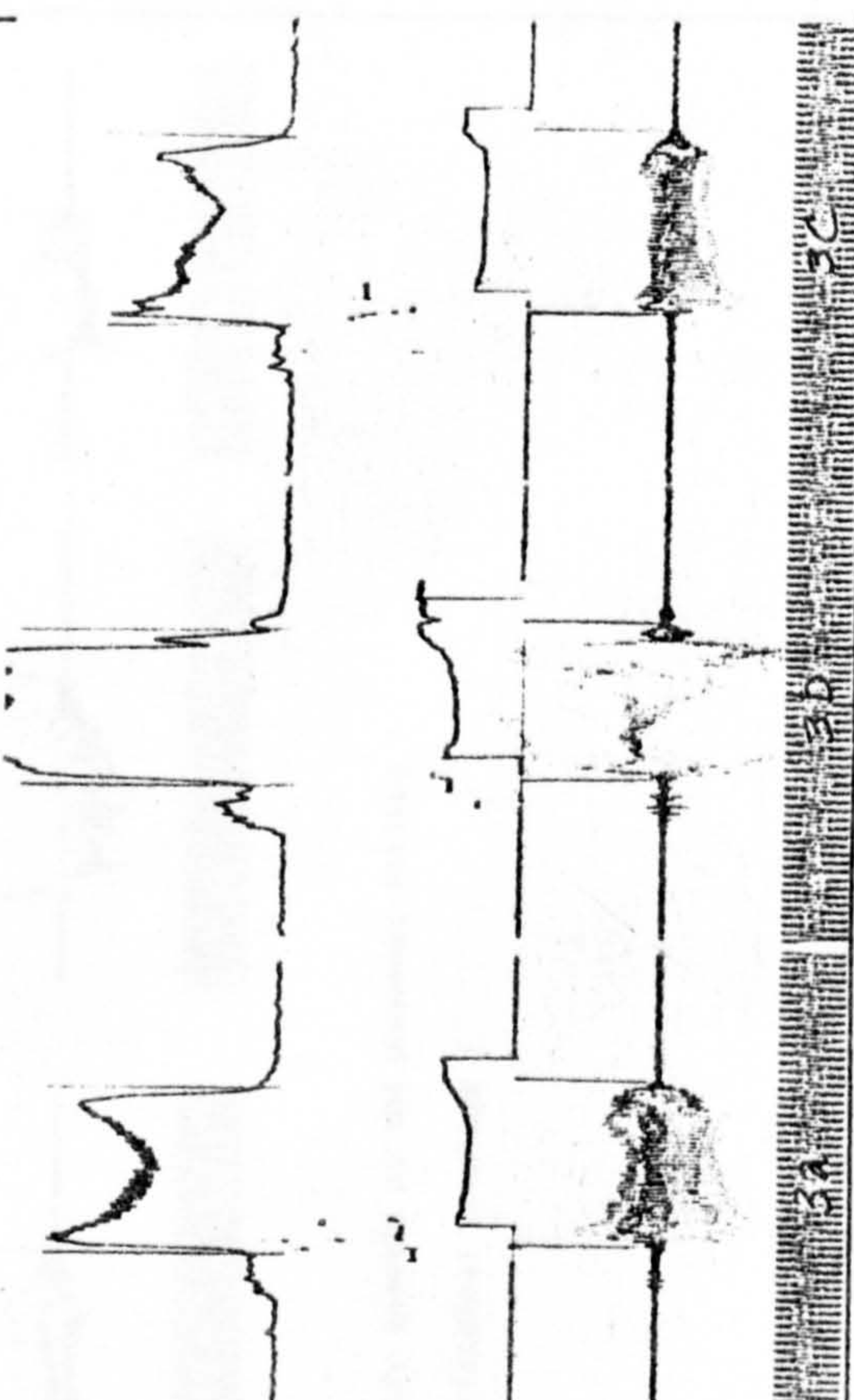
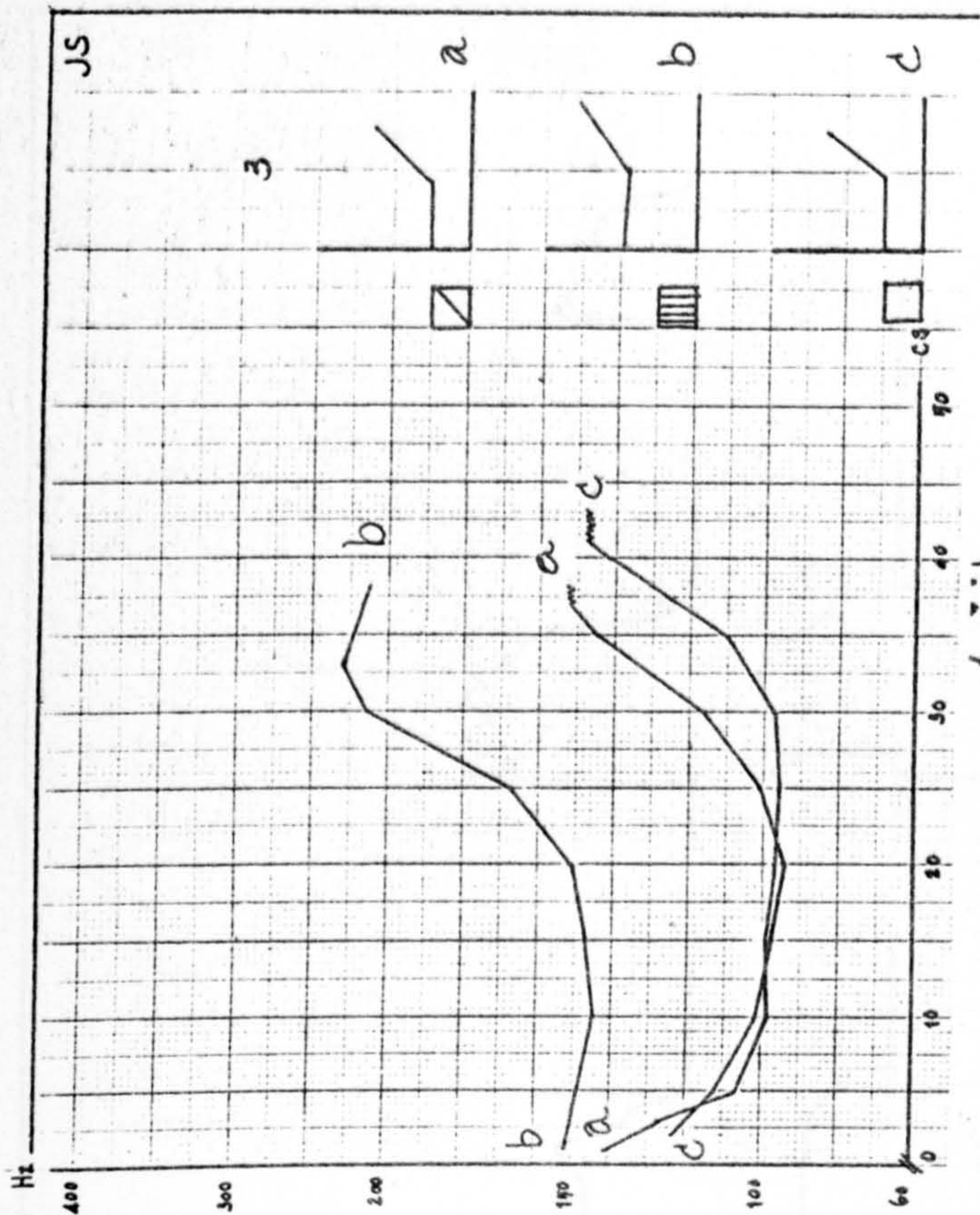


Fig 3.61 - 3.62 illustrate the acoustic and the auditory records of the phonemic rising tone in the word /khe:/ uttered with 3 contrastive attitudinal meanings :

3.a Neutral

3.b Very angry answer

3.c Answer with concealed anger.



/khe:r/

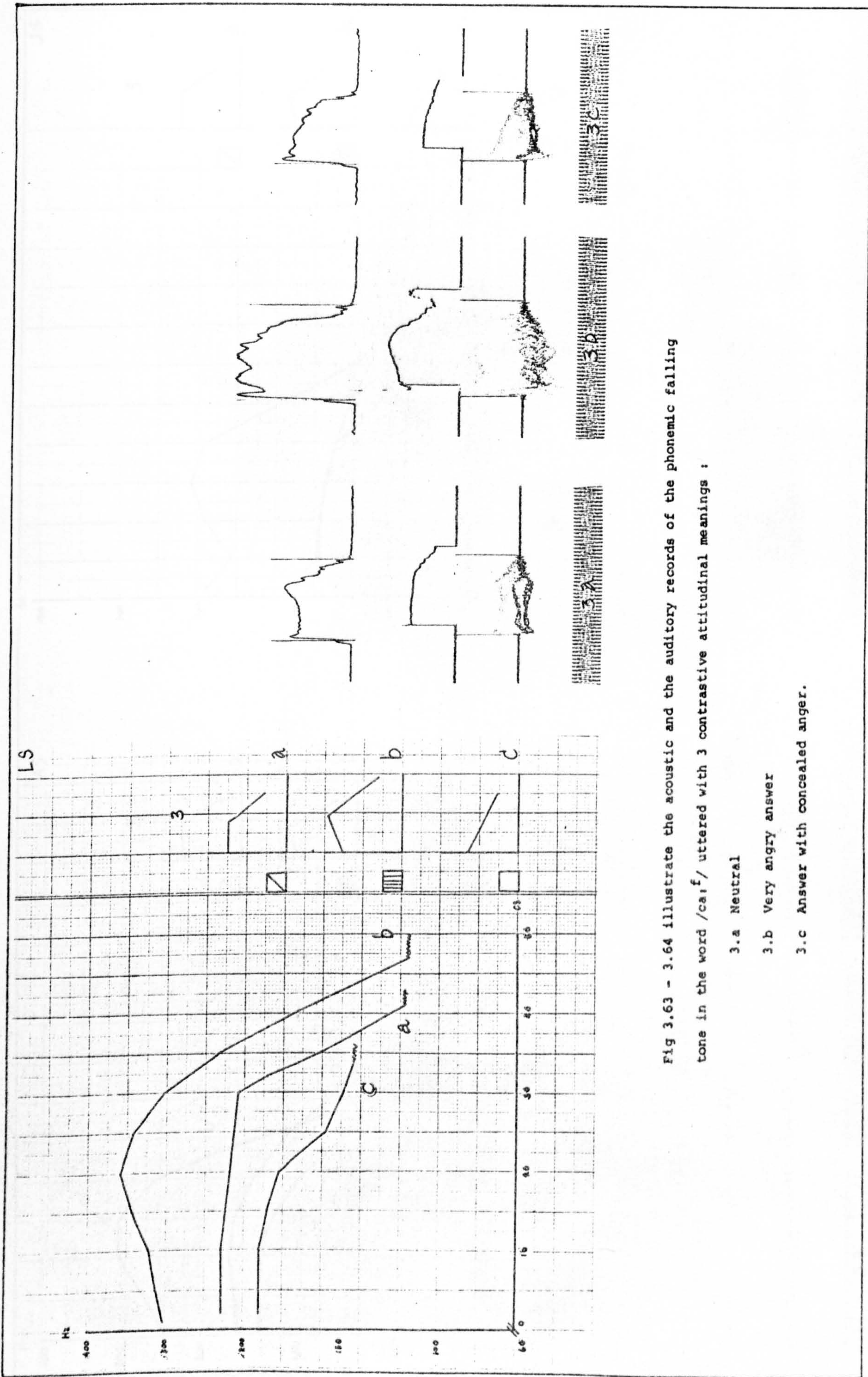
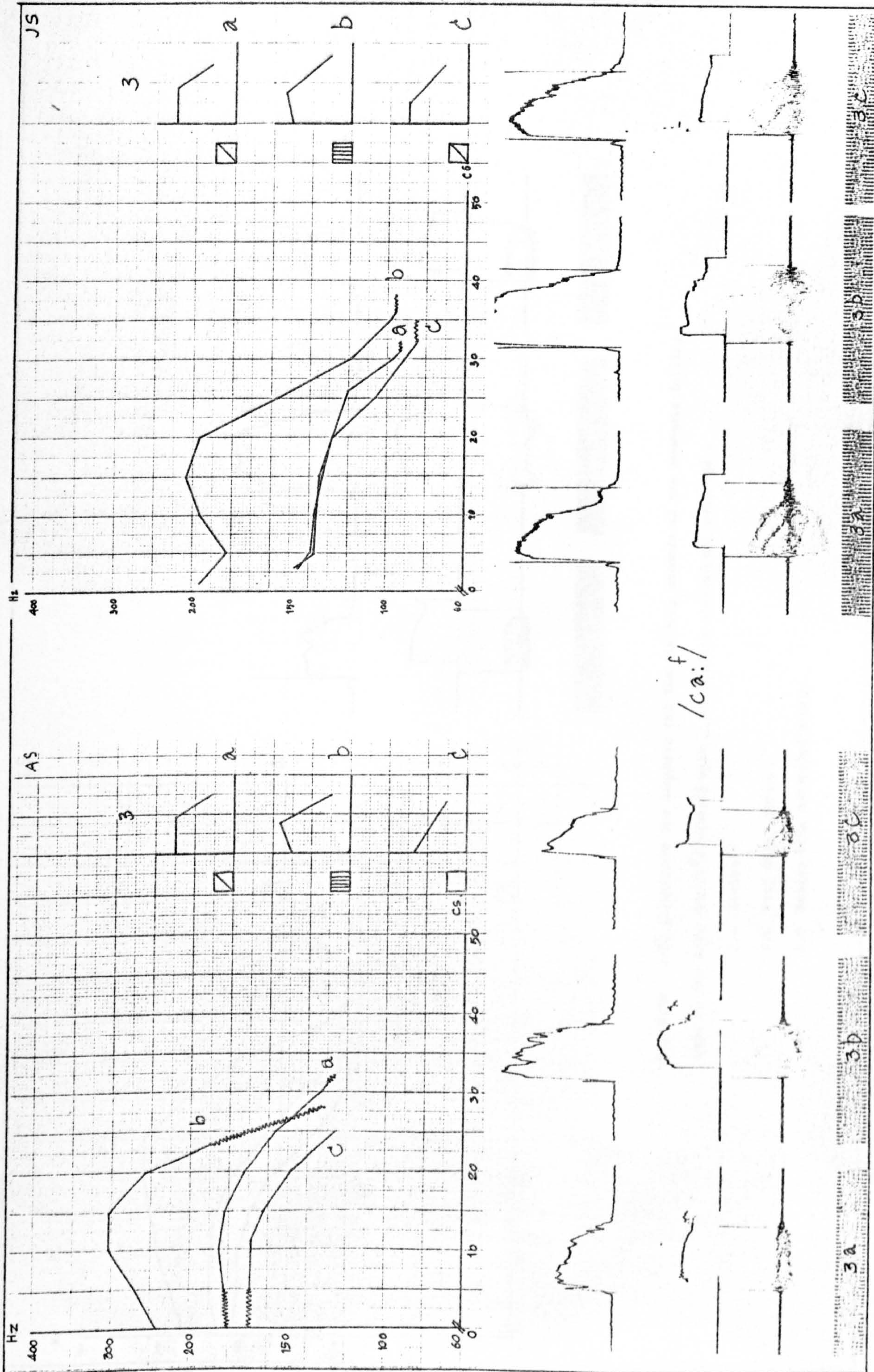


Fig 3.63 - 3.64 illustrate the acoustic and the auditory records of the phonemic falling tone in the word /ca:f/ uttered with 3 contrastive attitudinal meanings :

3.a Neutral

3.b Very angry answer

3.c Answer with concealed anger.



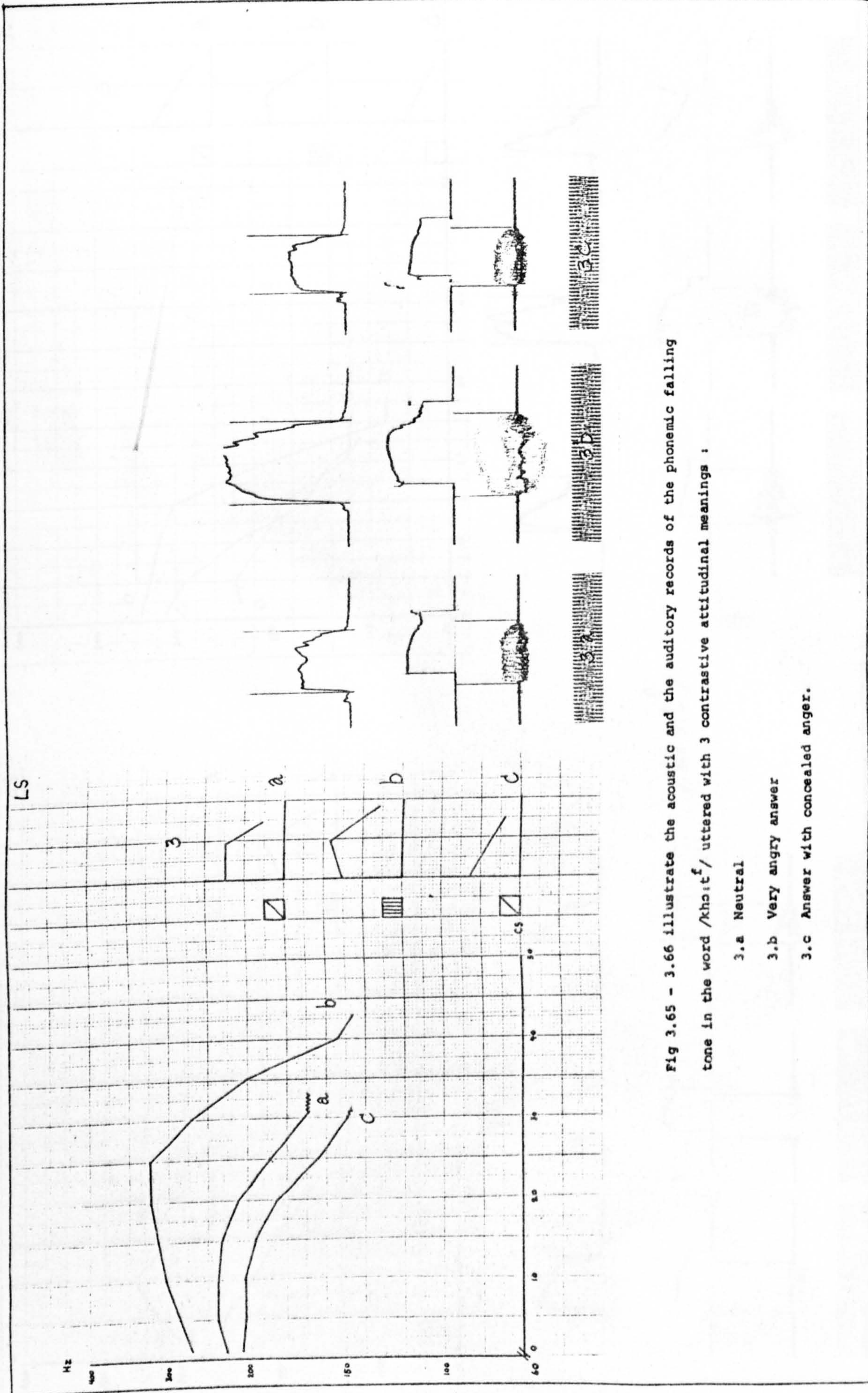
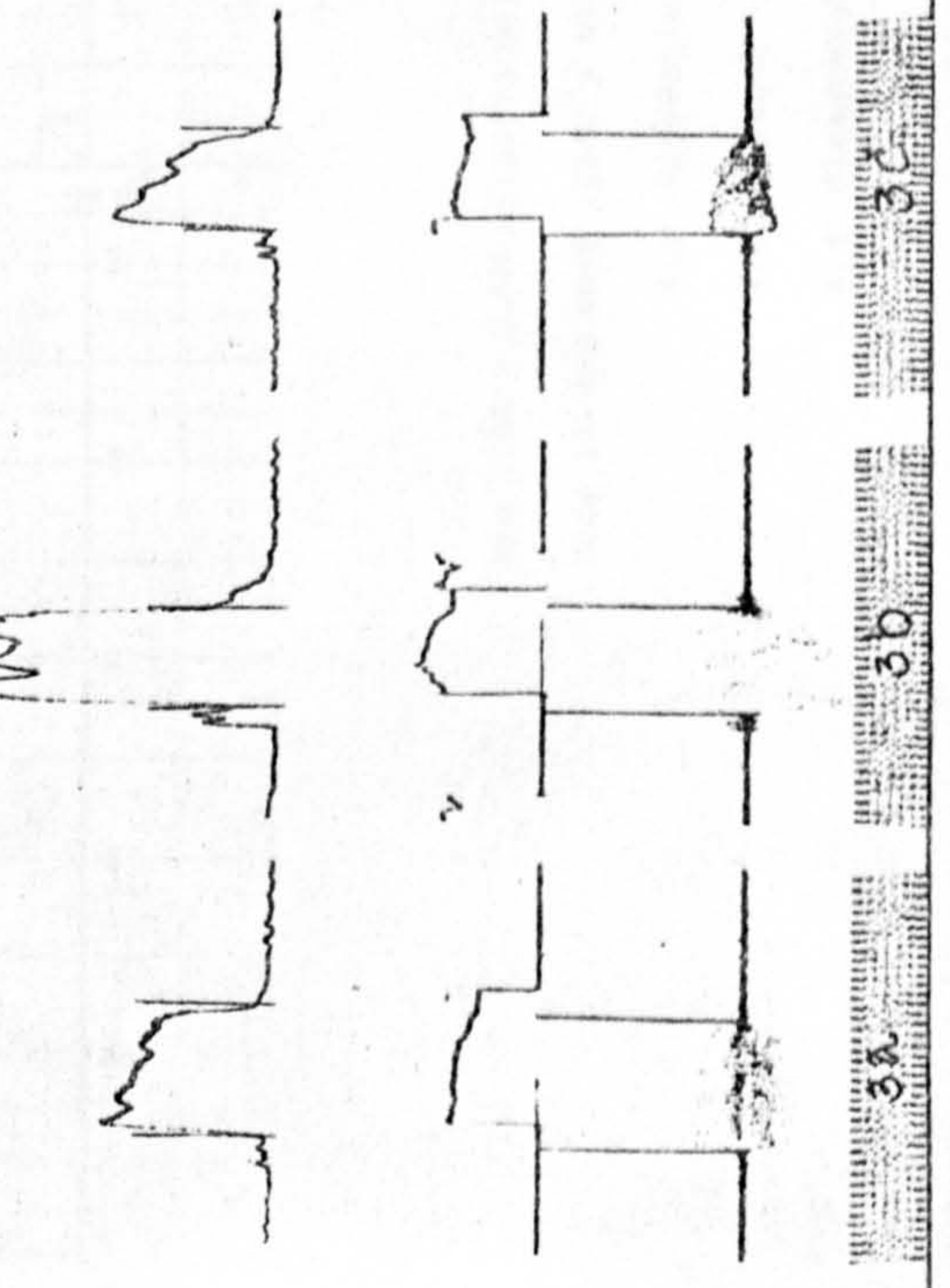
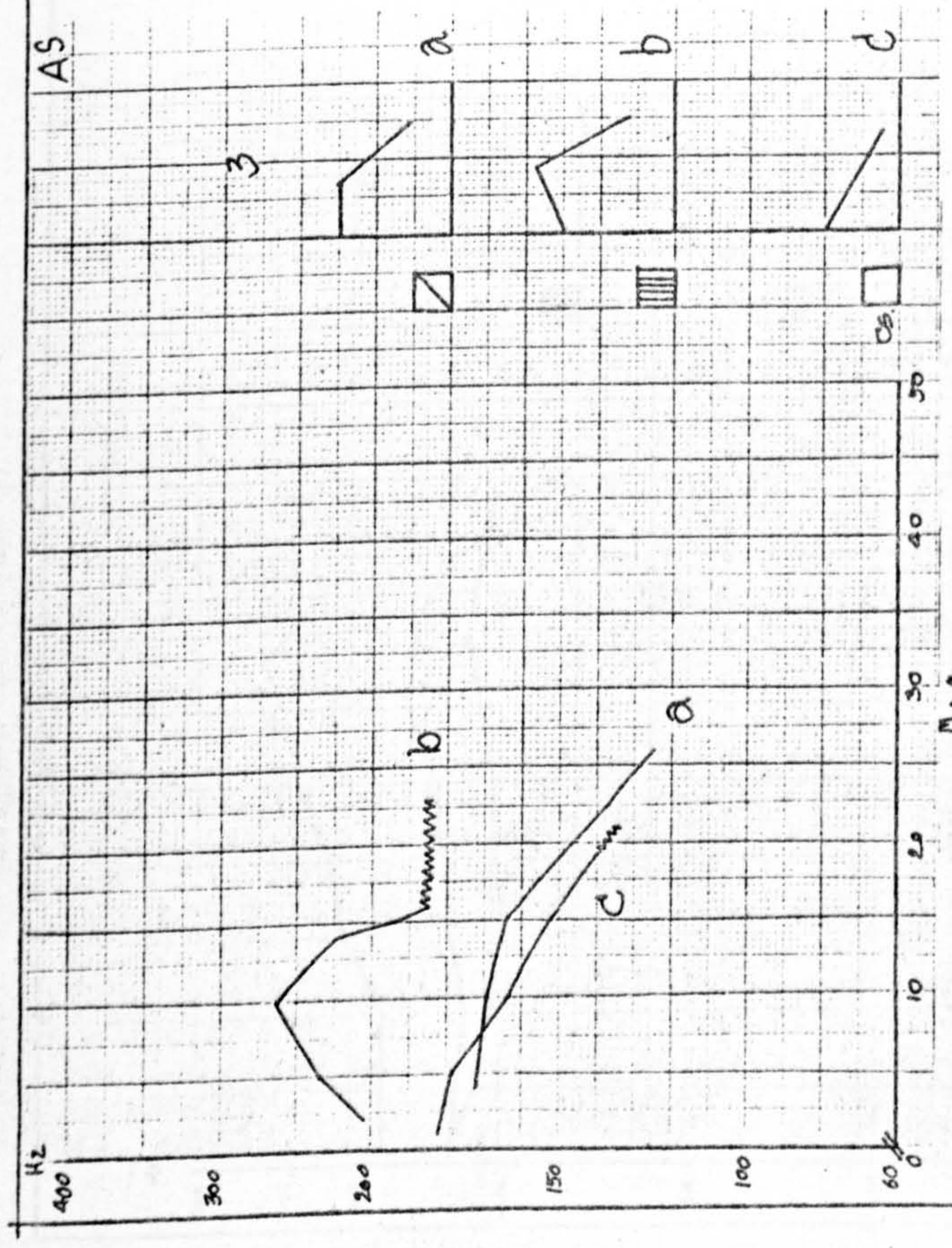
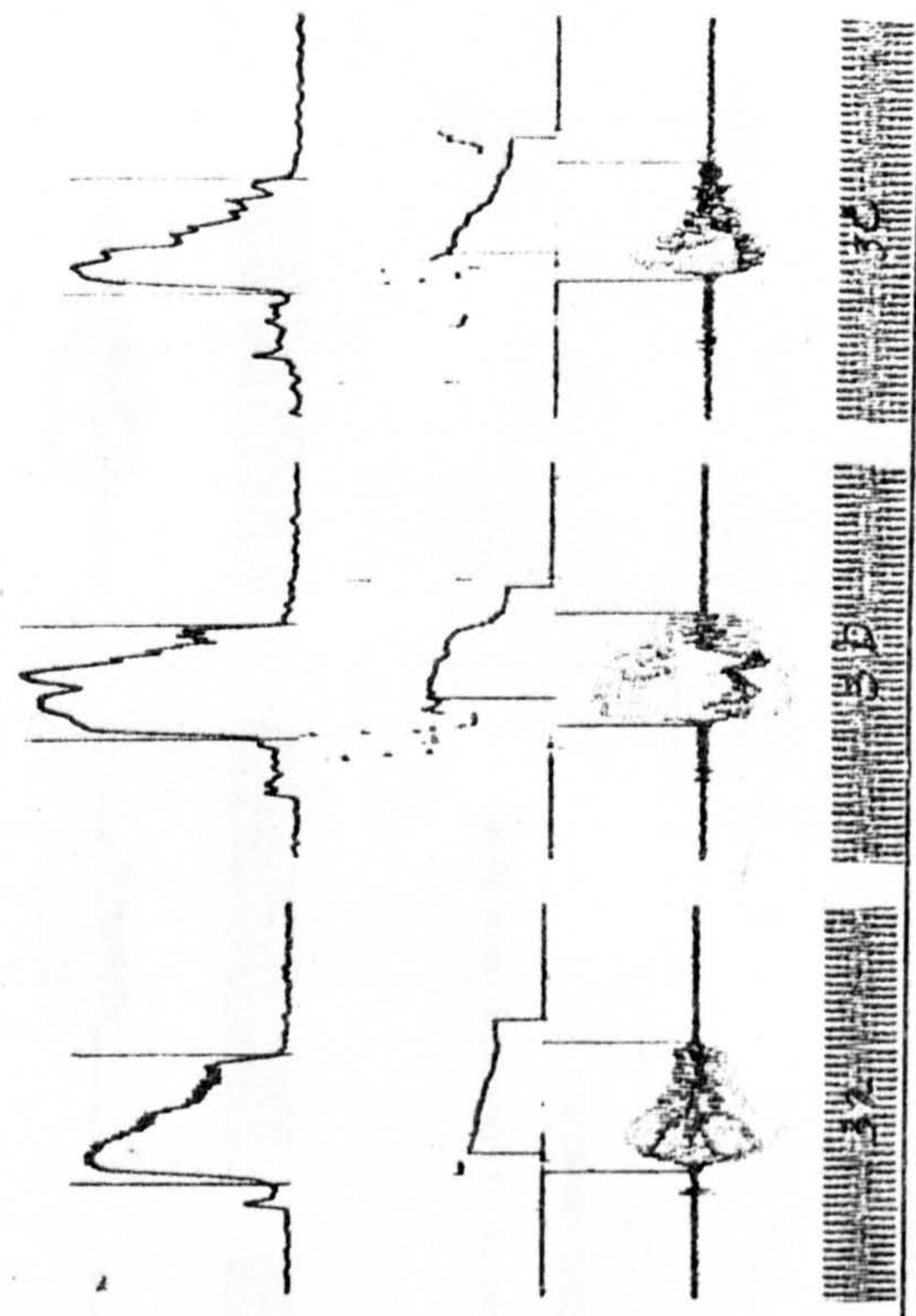
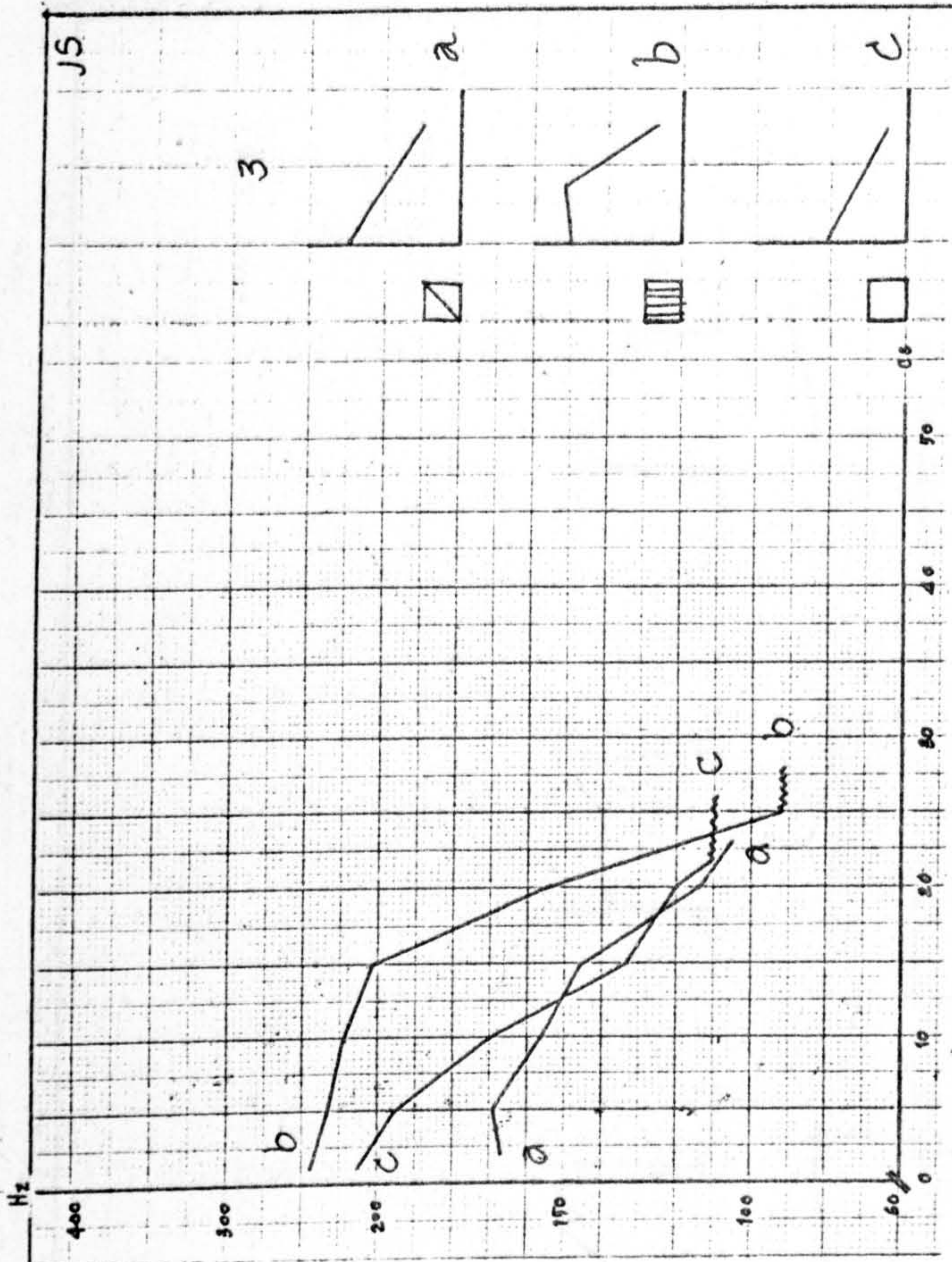


Fig 3.65 - 3.66 illustrate the acoustic and the auditory records of the phonemic falling tone in the word /kho:it^f/ uttered with 3 contrastive attitudinal meanings :

- 3.a Neutral
- 3.b Very angry answer
- 3.c Answer with concealed anger.



/kno:t^f/

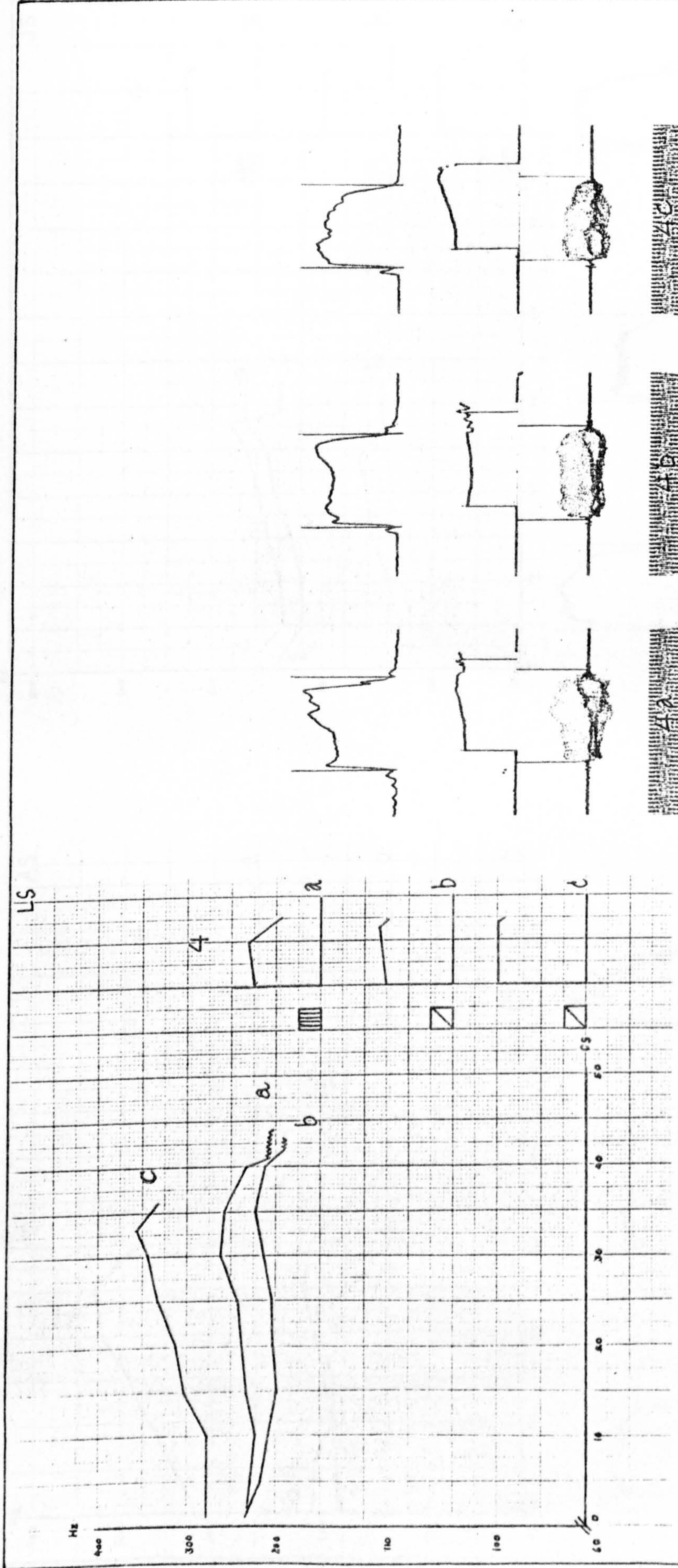
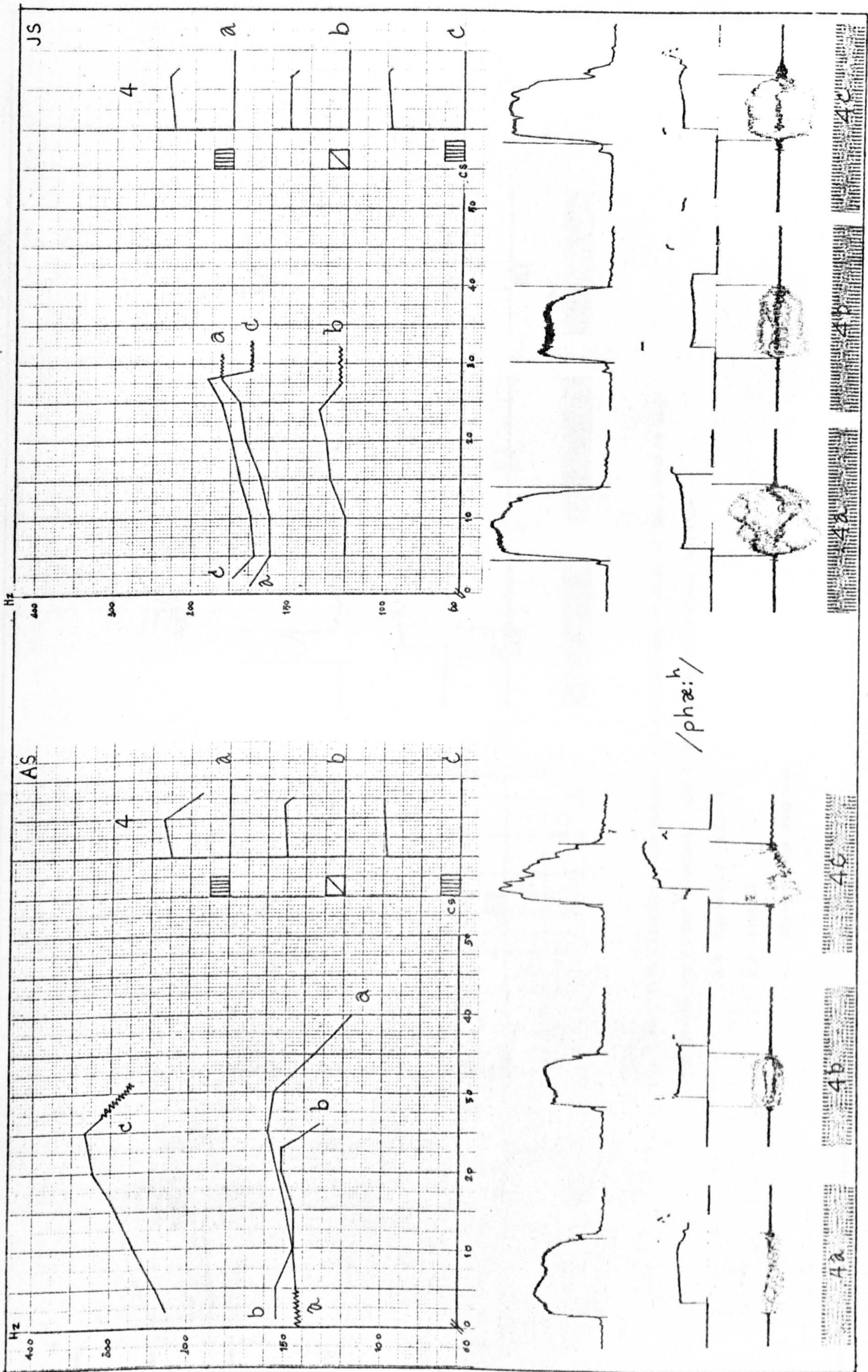


Fig 3.67 - 3.68 illustrate the acoustic and the auditory records of the phonemic high tone in the word /phæ:h/ uttered with 3 contrastive attitudinal meanings :

- 4.a Agreeable attitude
- 4.b Neutral
- 4.c Disagreeable attitude.



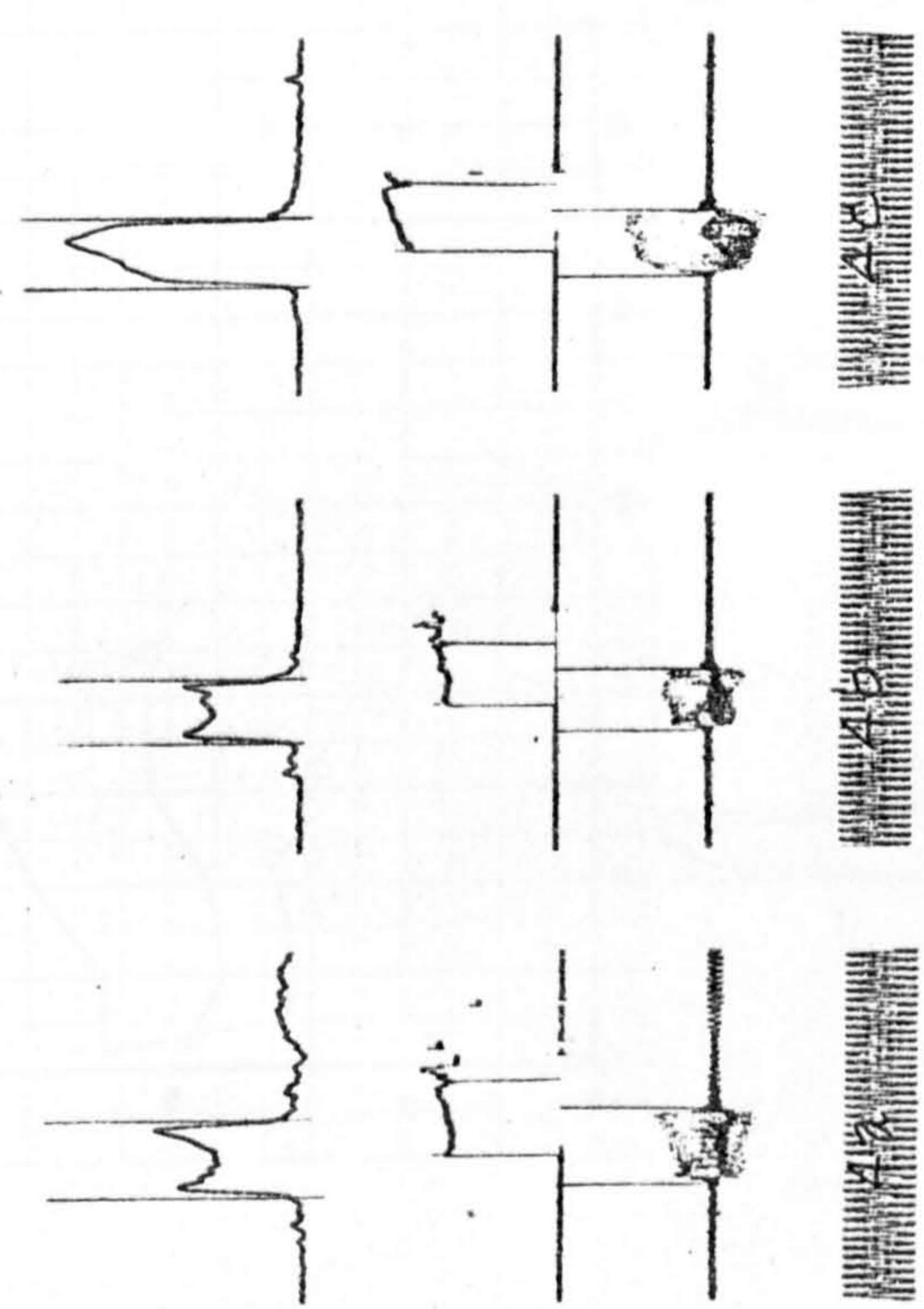
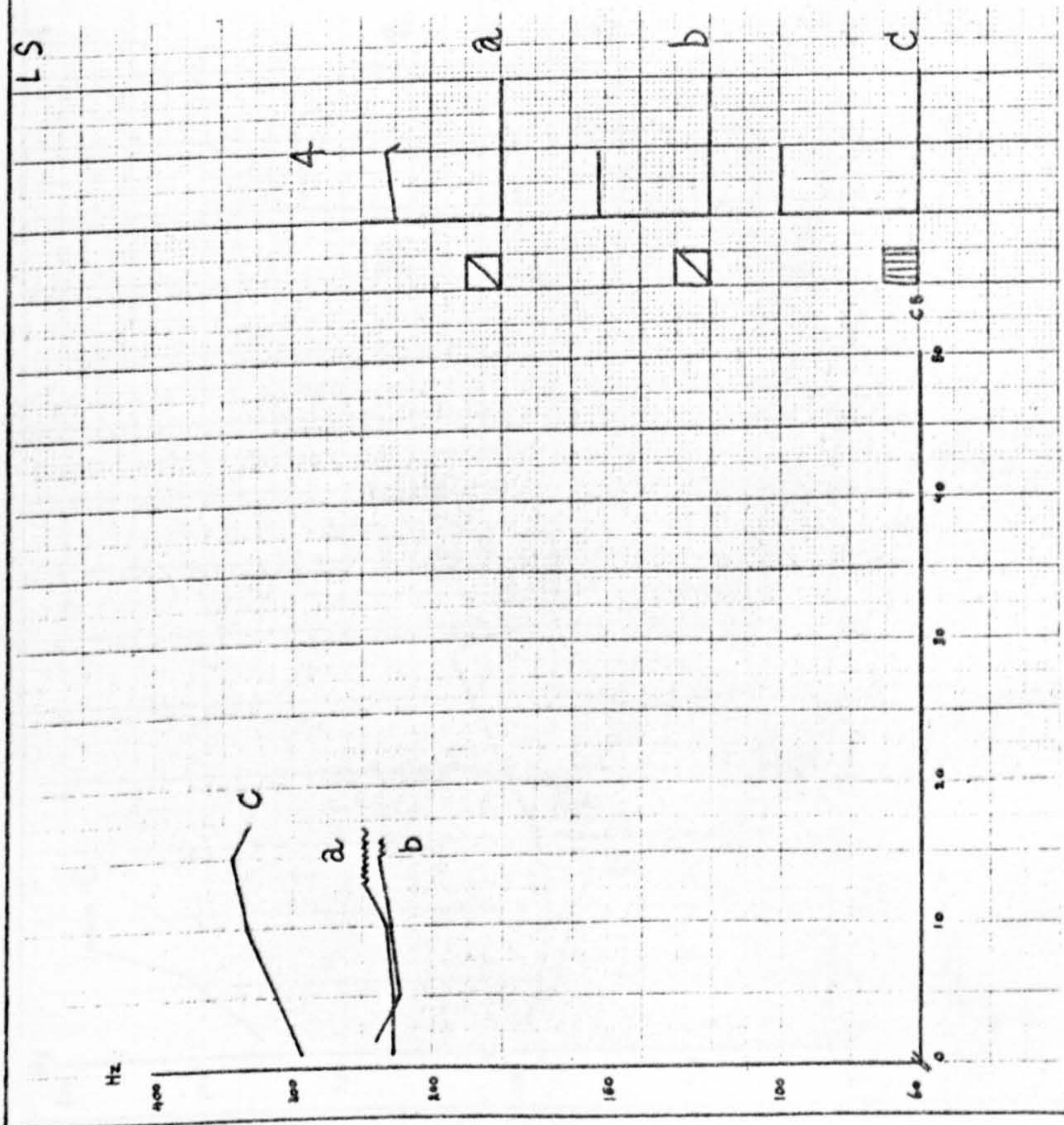
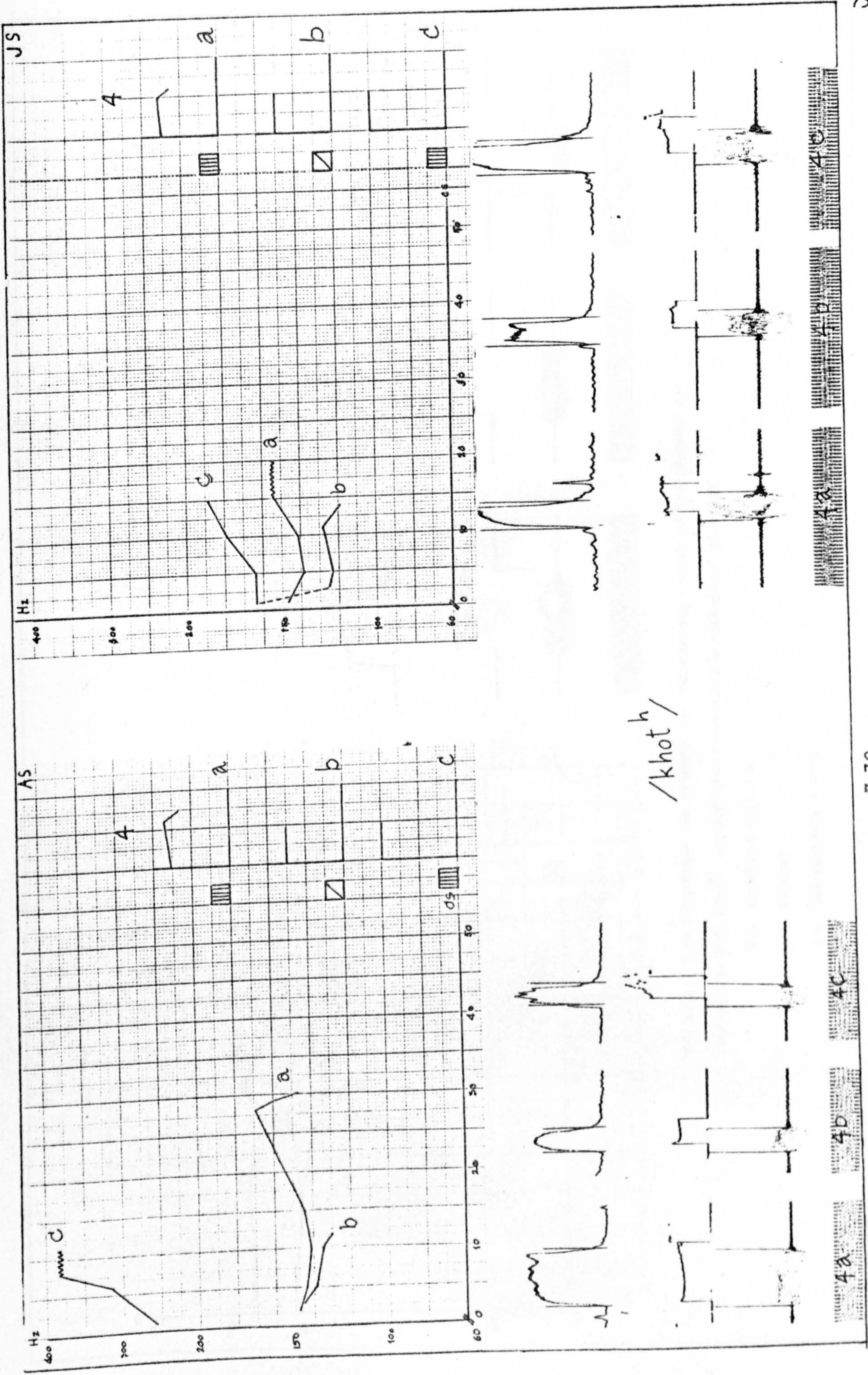


Fig 3.69 - 3.70 illustrate the acoustic and the auditory records of the phonemic high tone in the word /khot^h/ uttered with 3 contrastive attitudinal meanings :

- 4.a Agreeable attitude
- 4.b Neutral
- 4.c Disagreeable attitude.



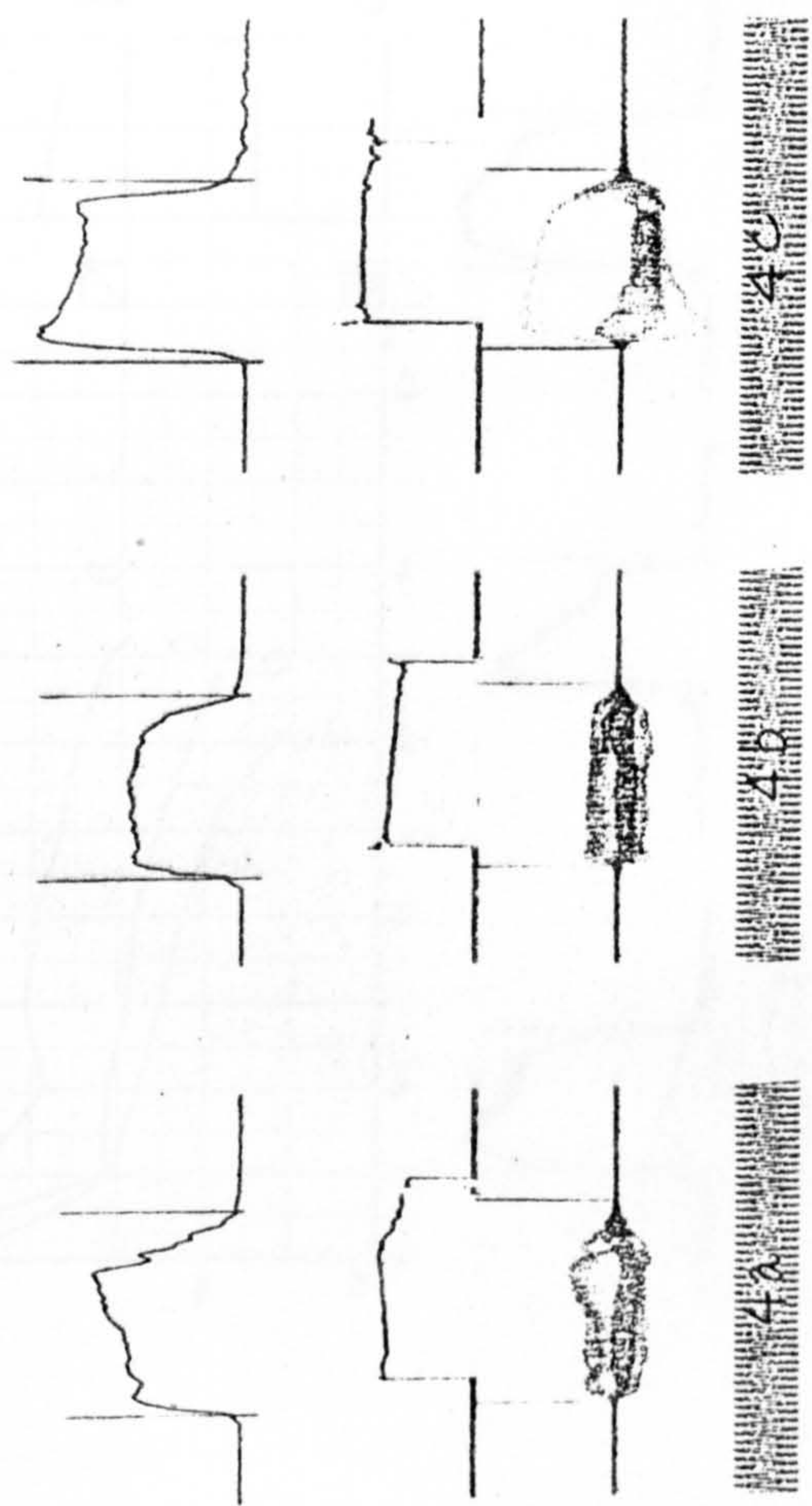
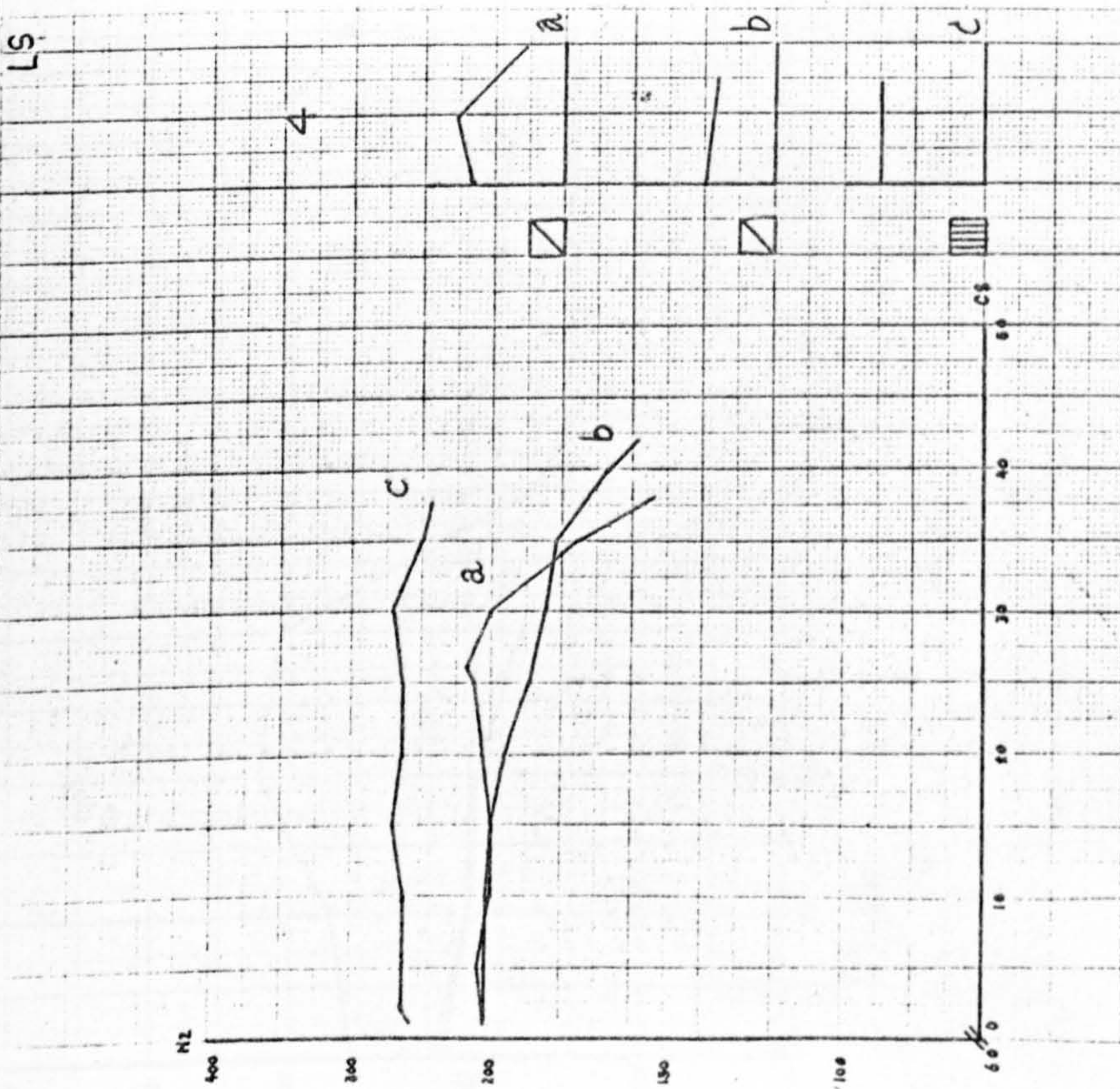
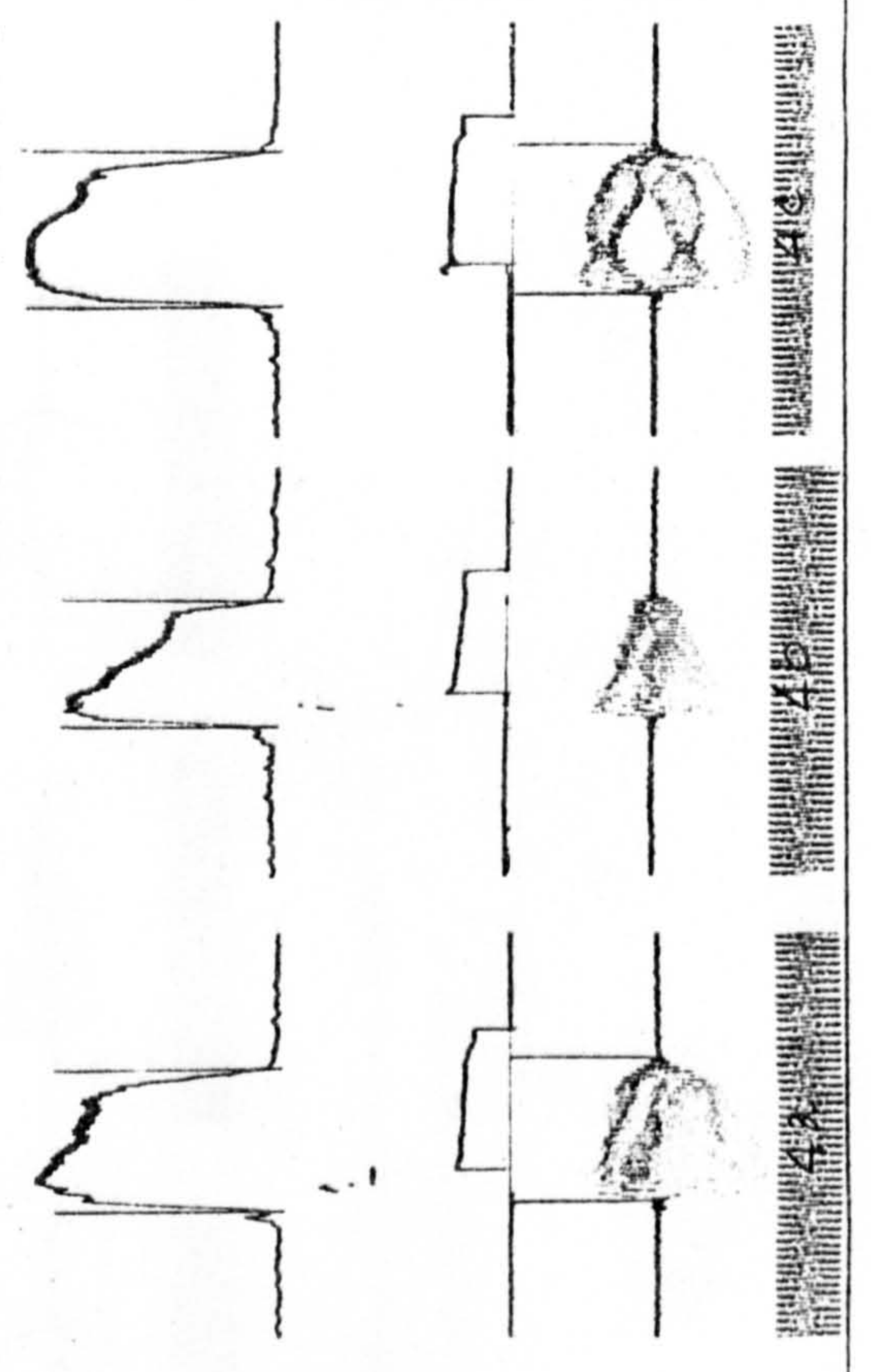
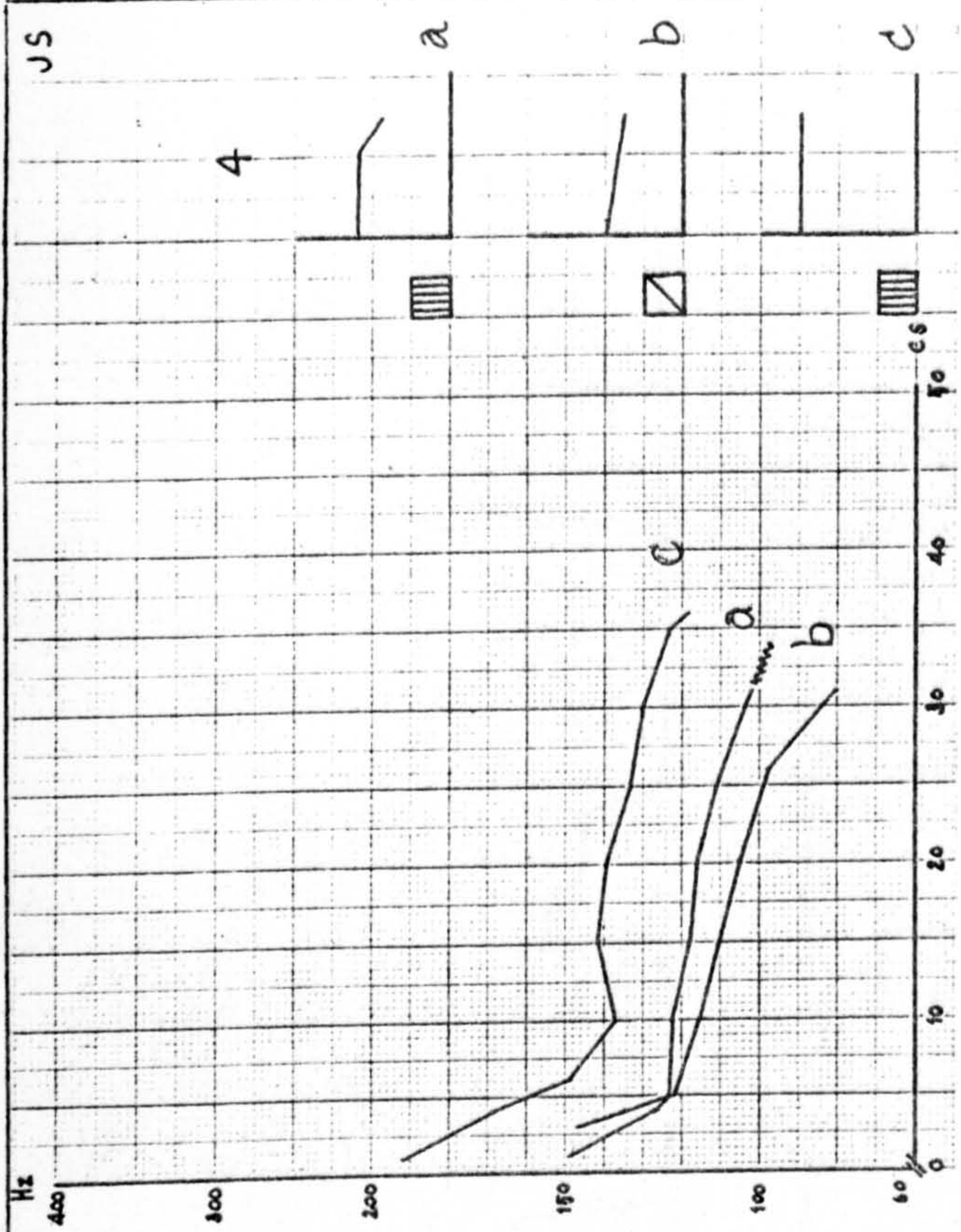
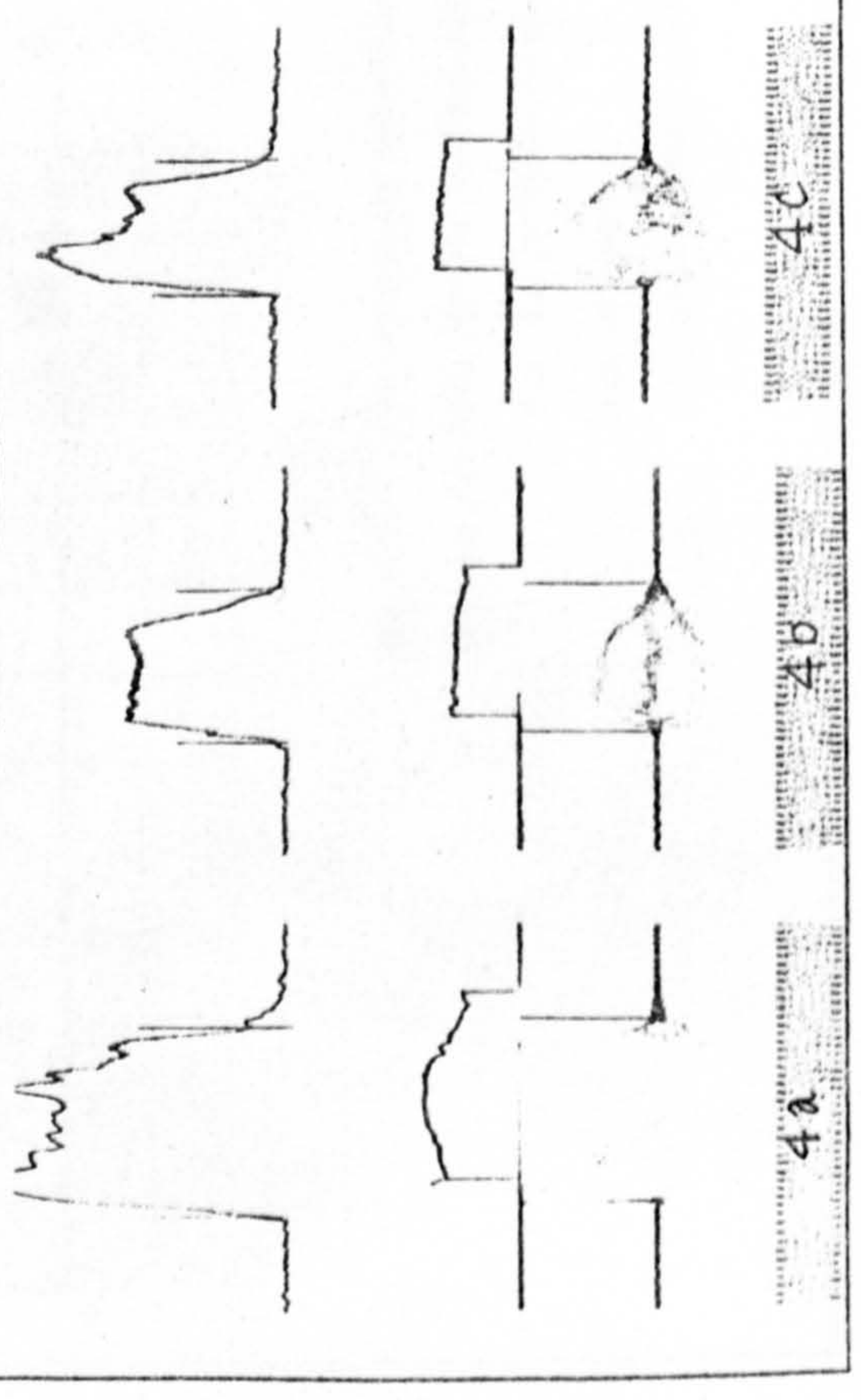
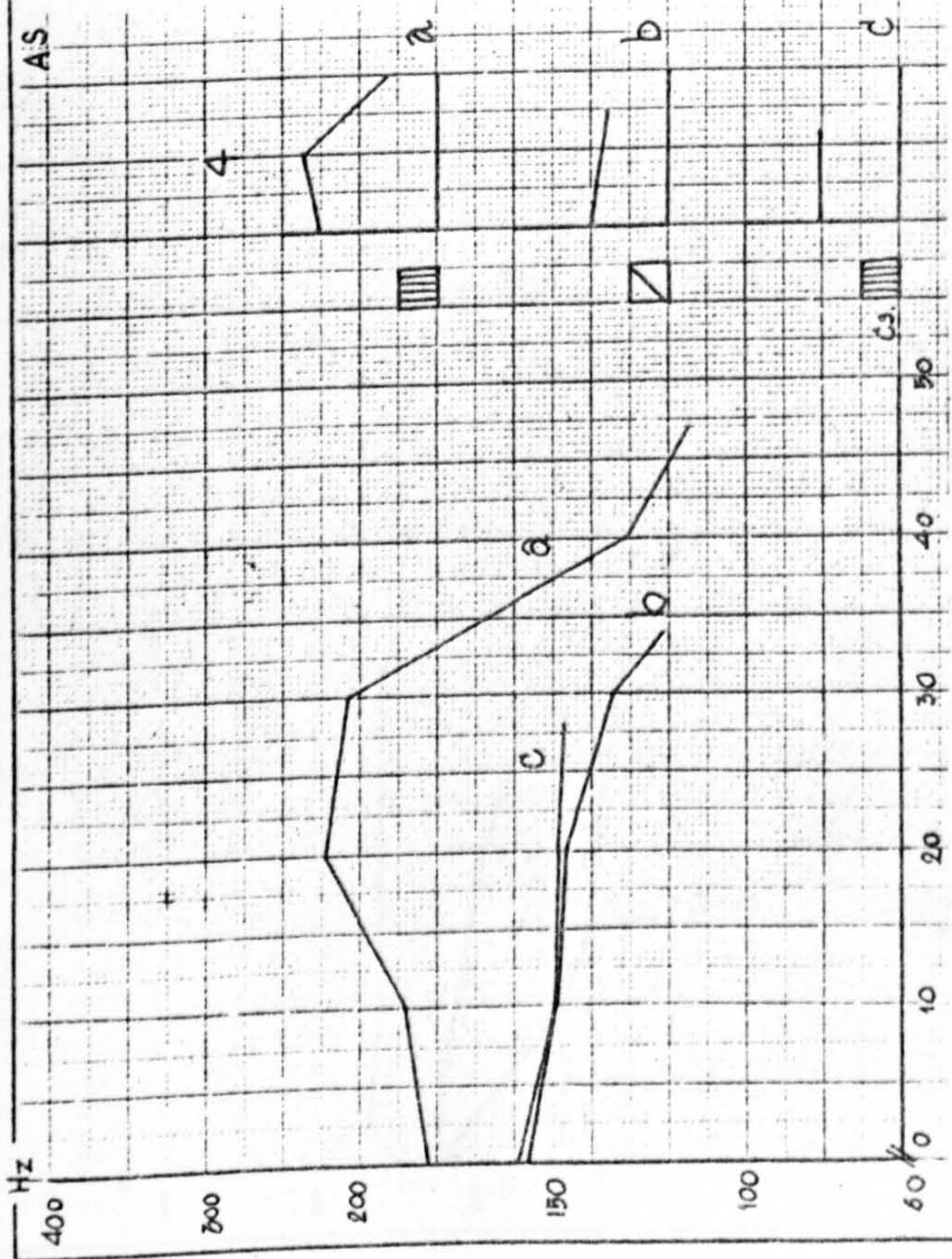


Fig 3.71 - 3.72 illustrate the acoustic and the auditory records of the phonemic mid

tone in the word /ke:m/ uttered with 3 contrastive attitudinal meanings :

- 4.a Agreeable attitude
- 4.b Neutral
- 4.c Disagreeable attitude.



/ke:™/

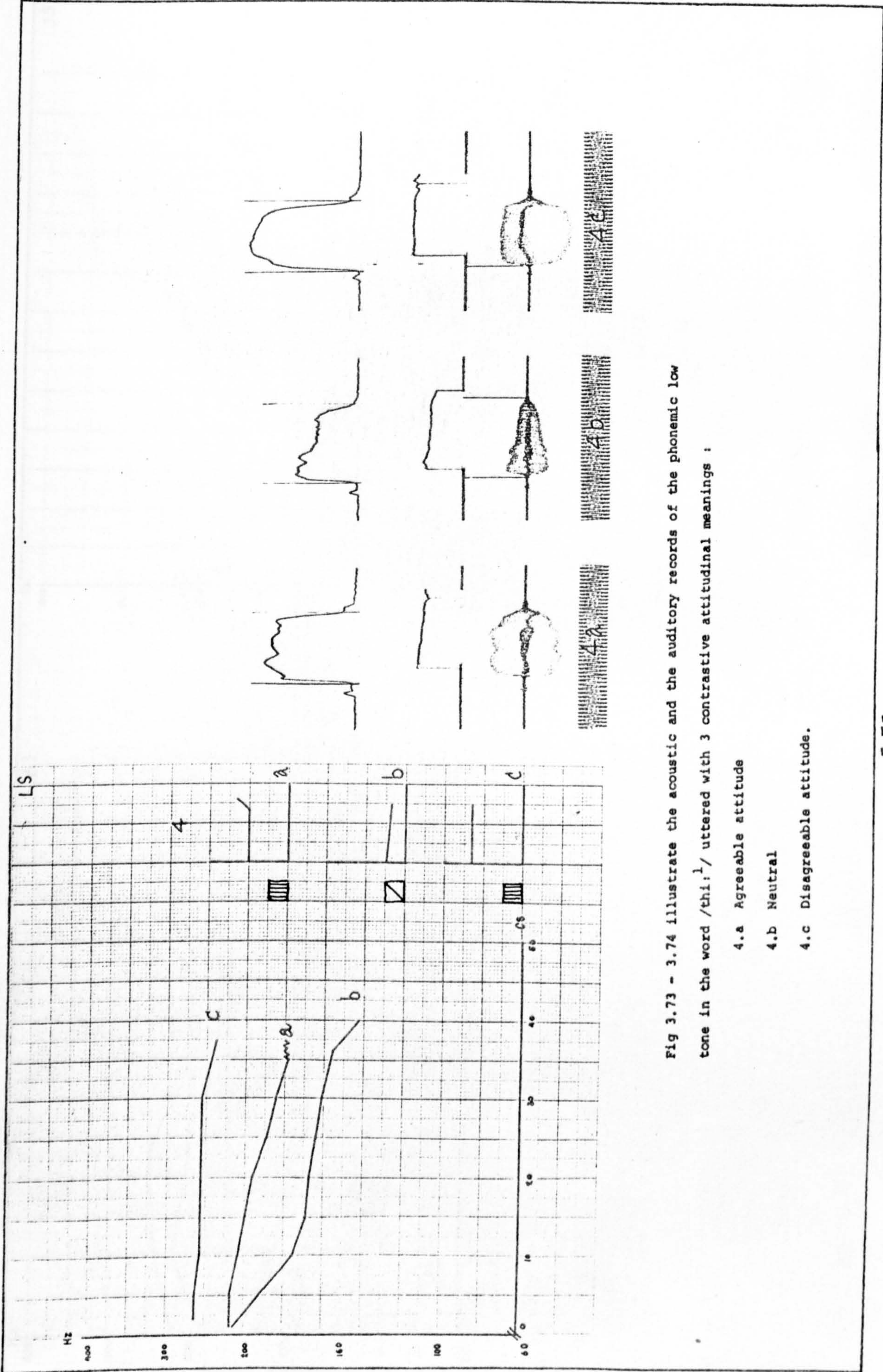
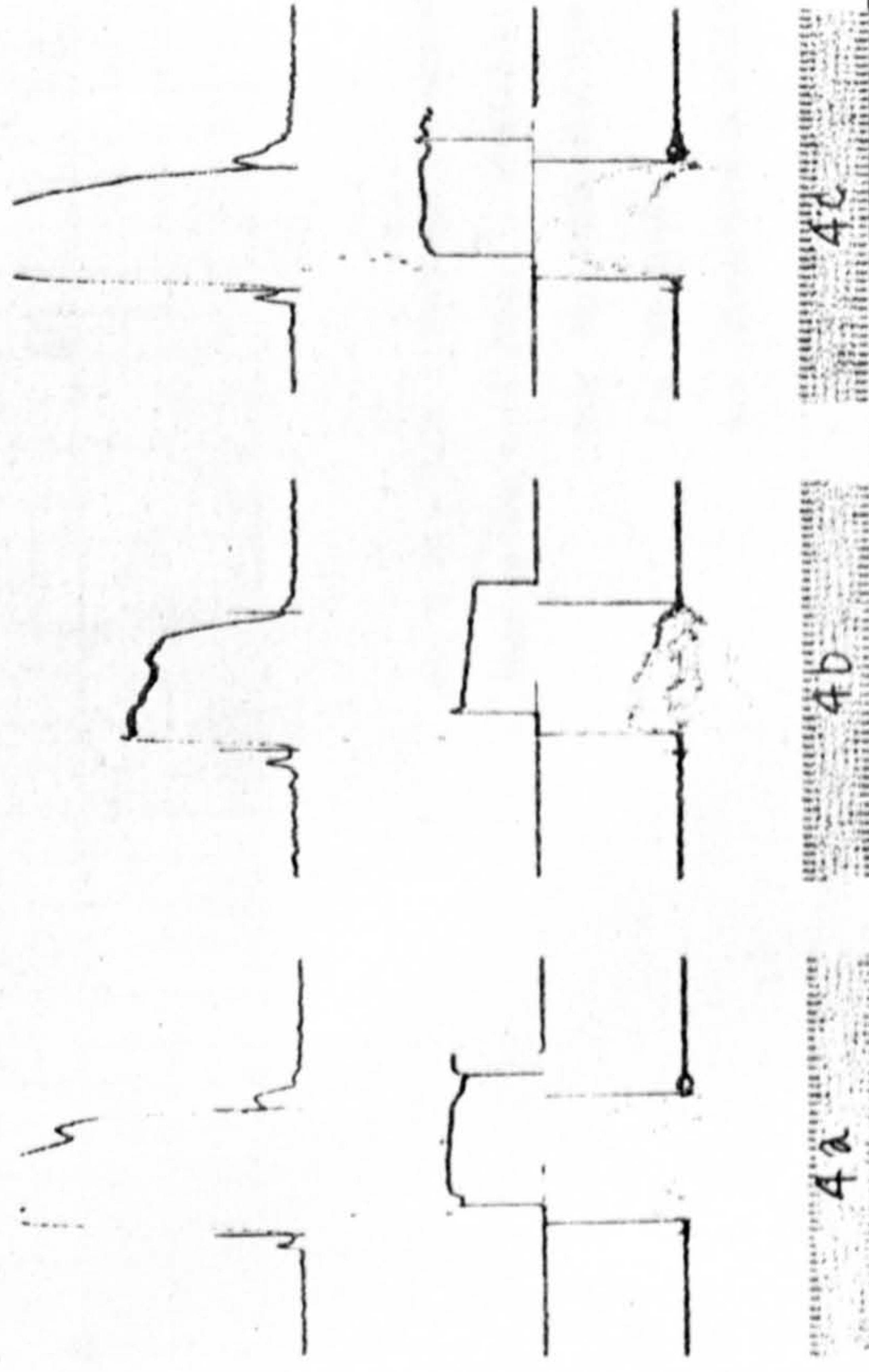
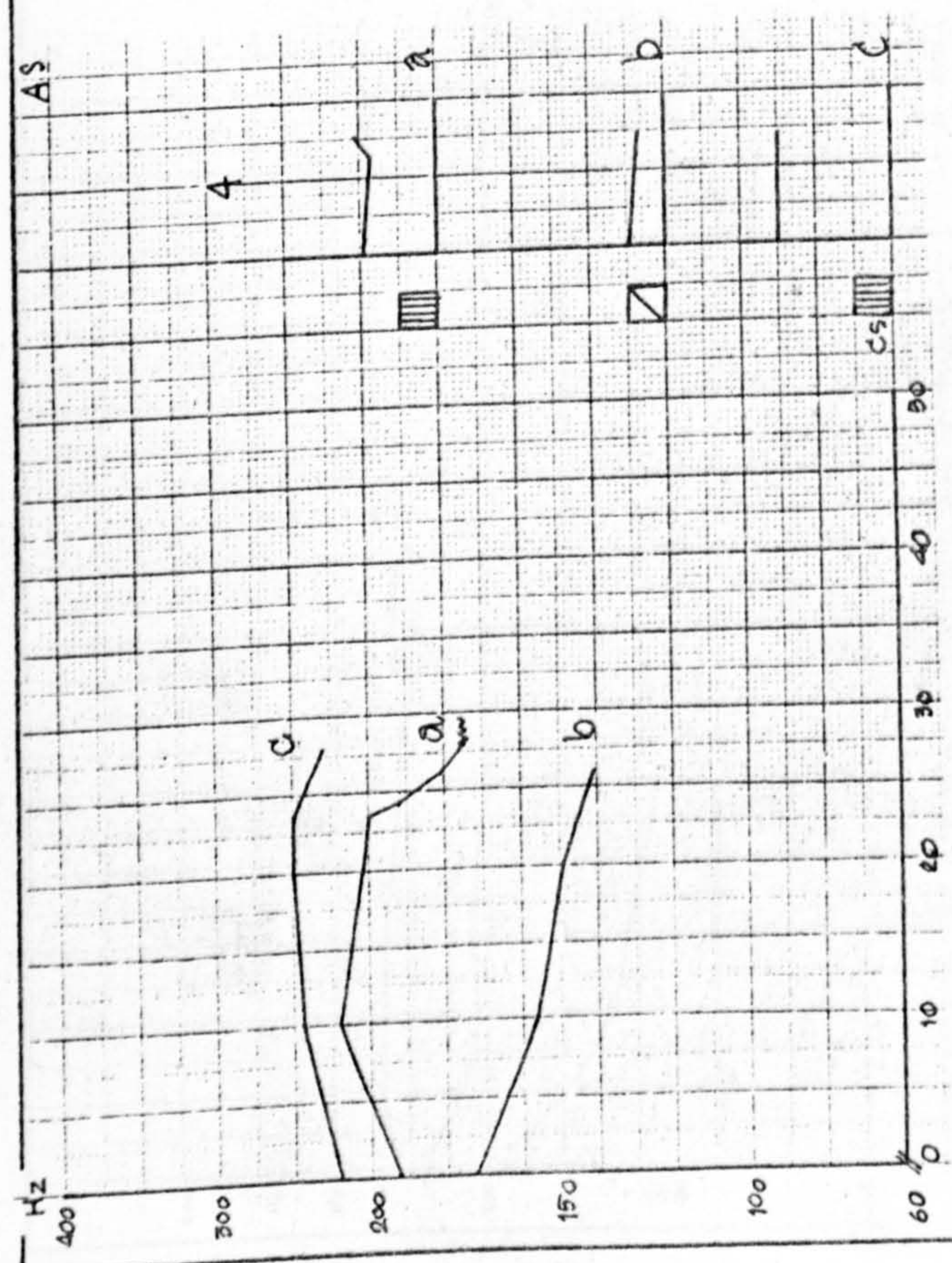
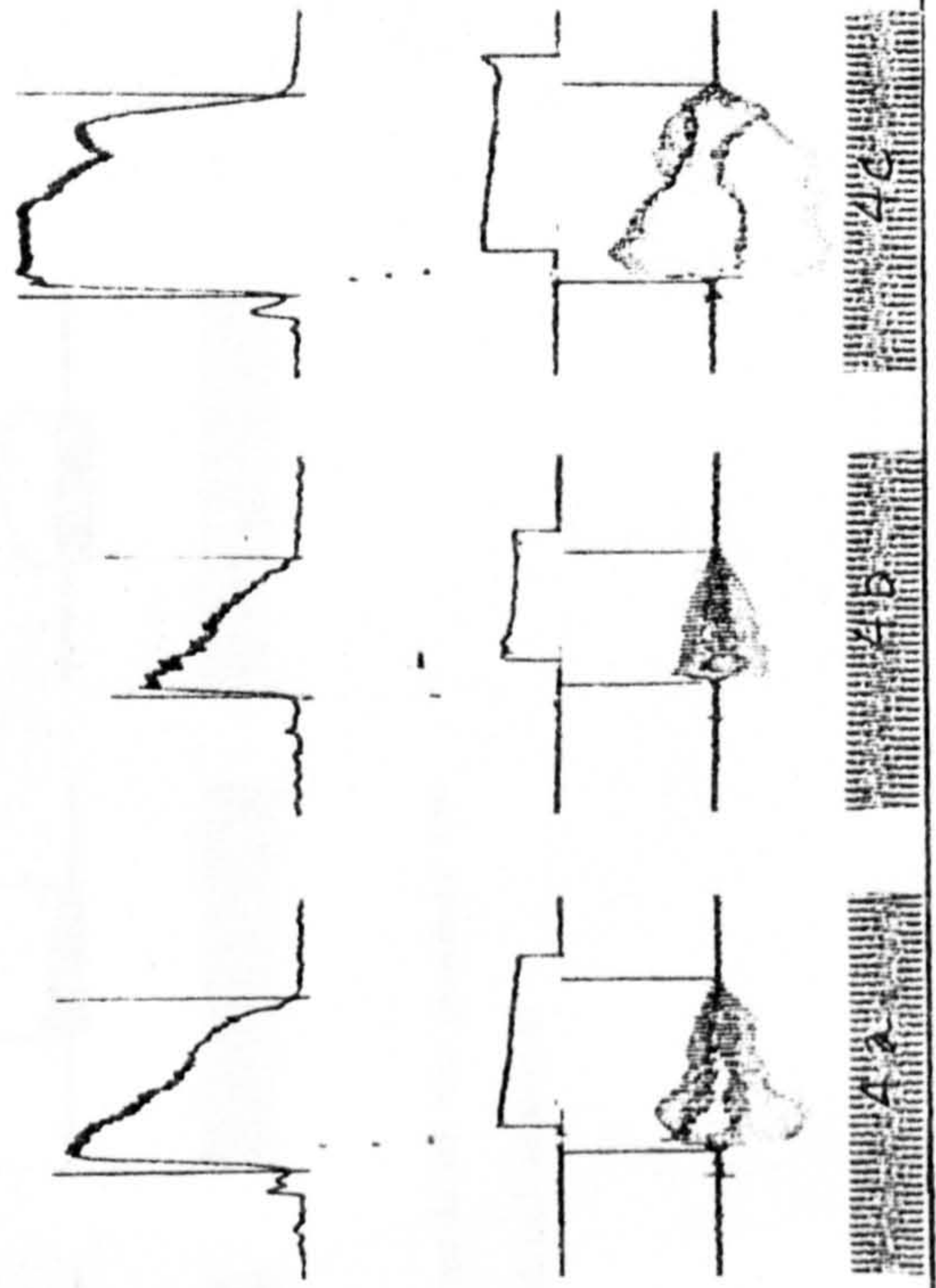
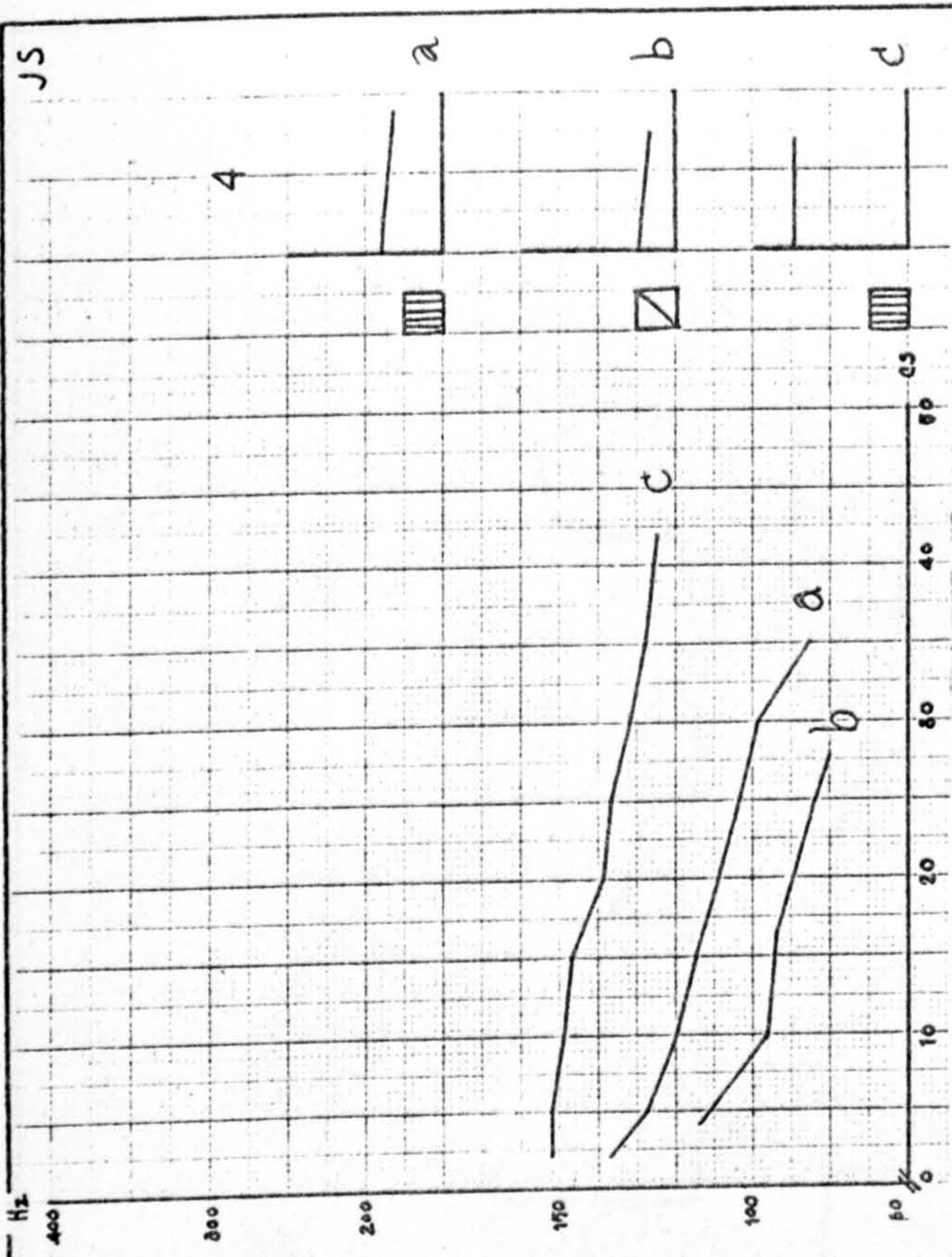


Fig 3.73 - 3.74 illustrate the acoustic and the auditory records of the phonemic low tone in the word /thi:1/ uttered with 3 contrastive attitudinal meanings :

4.a Agreeable attitude

4.b Neutral

4.c Disagreeable attitude.



/thi:/

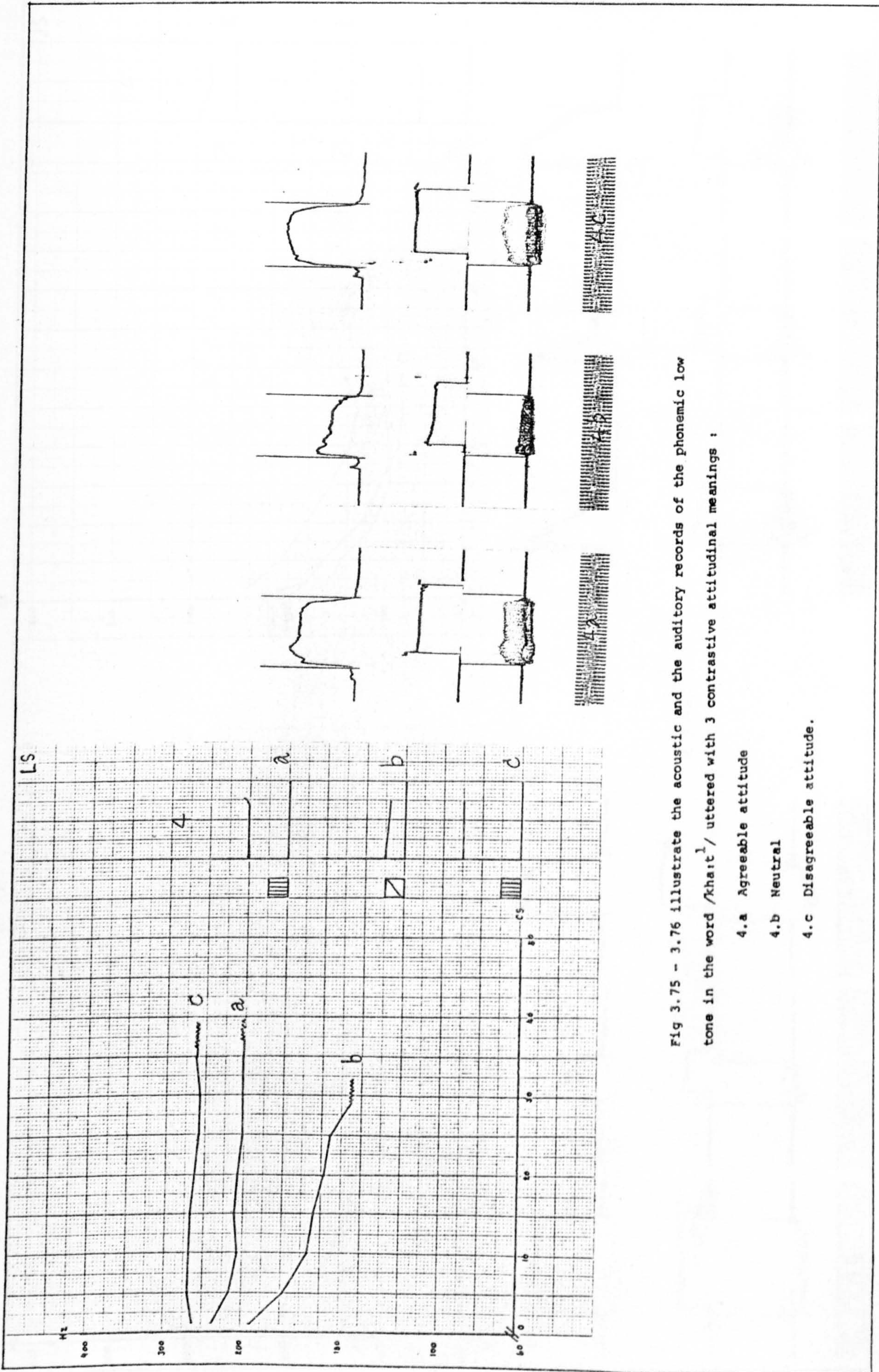
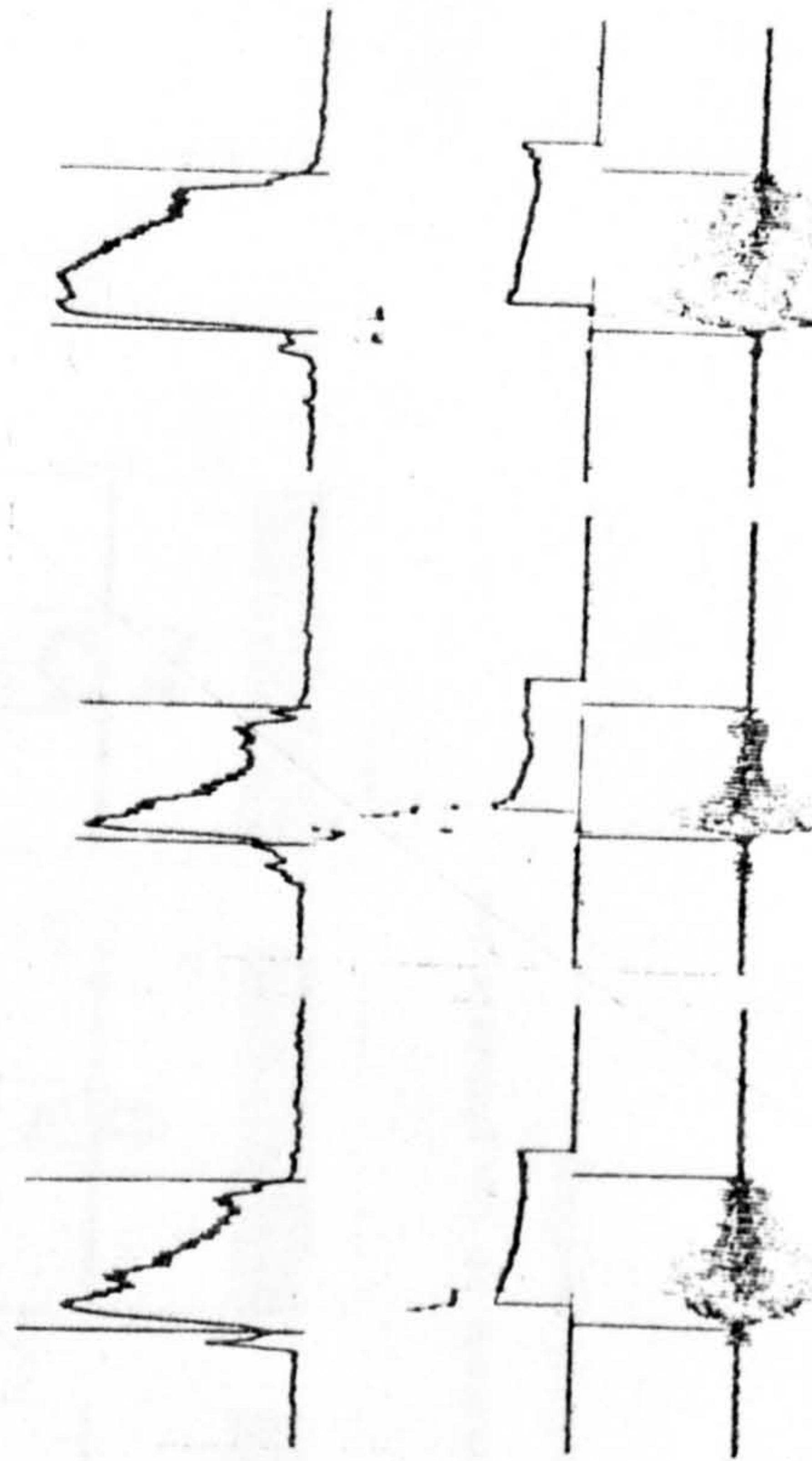
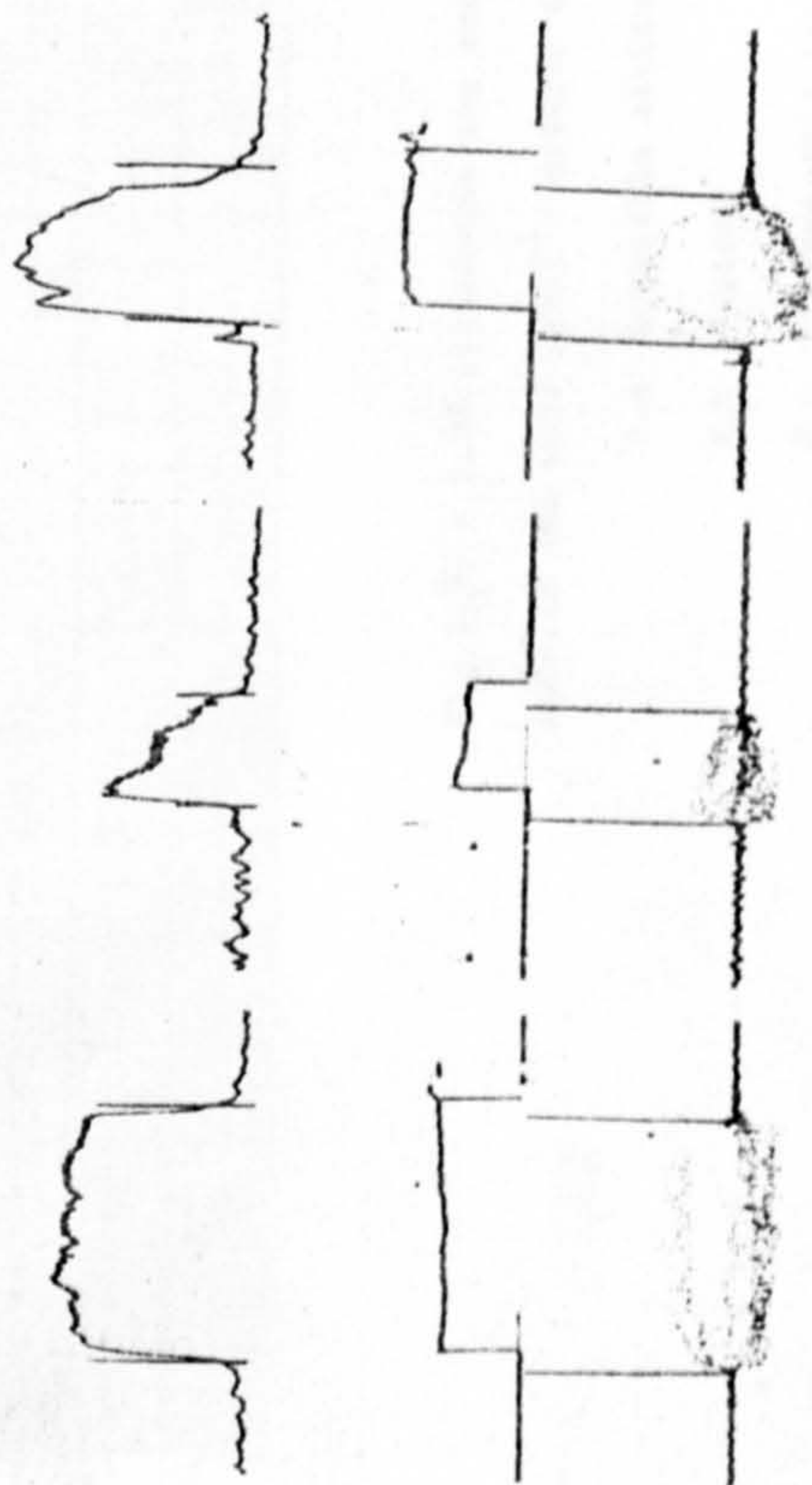
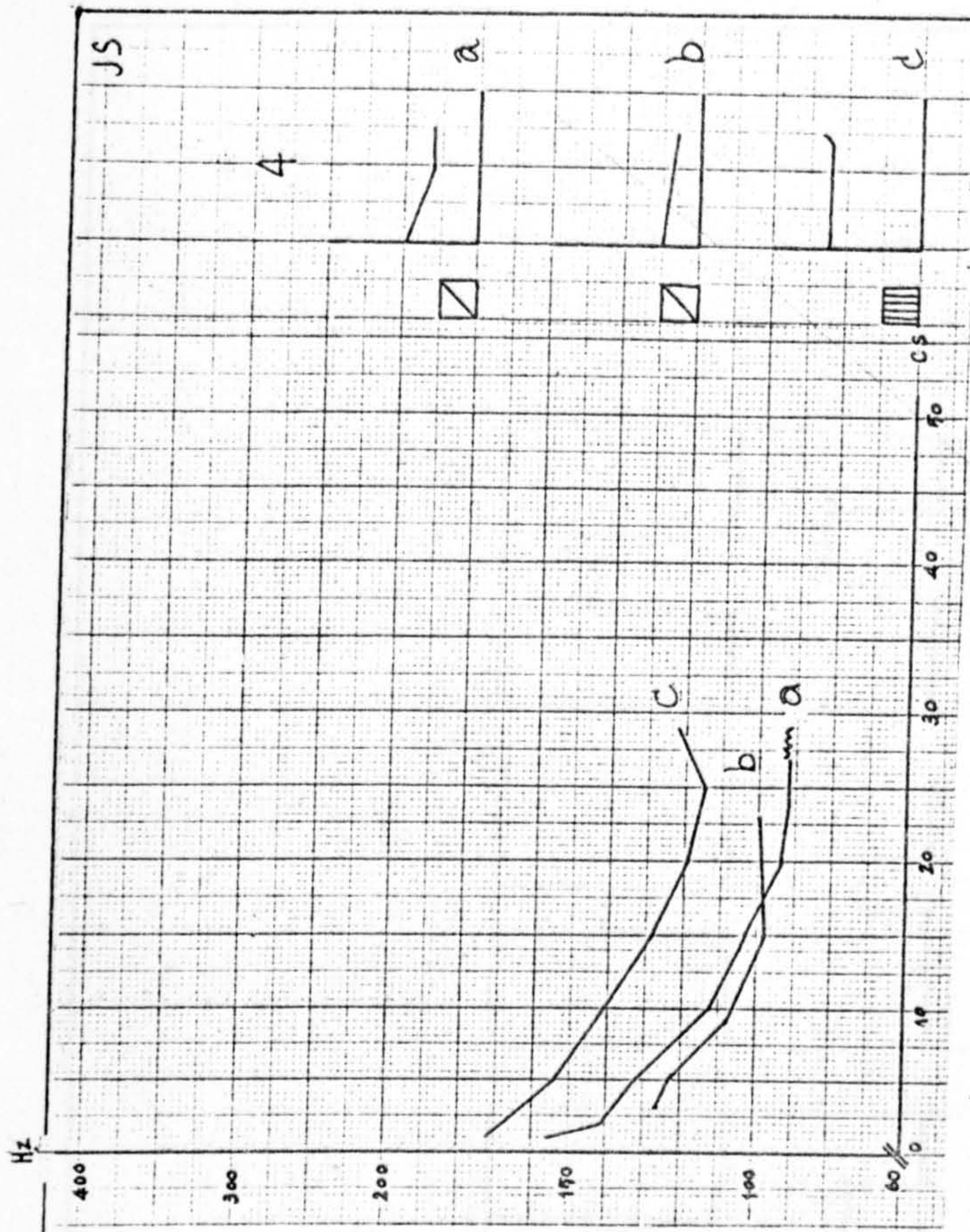
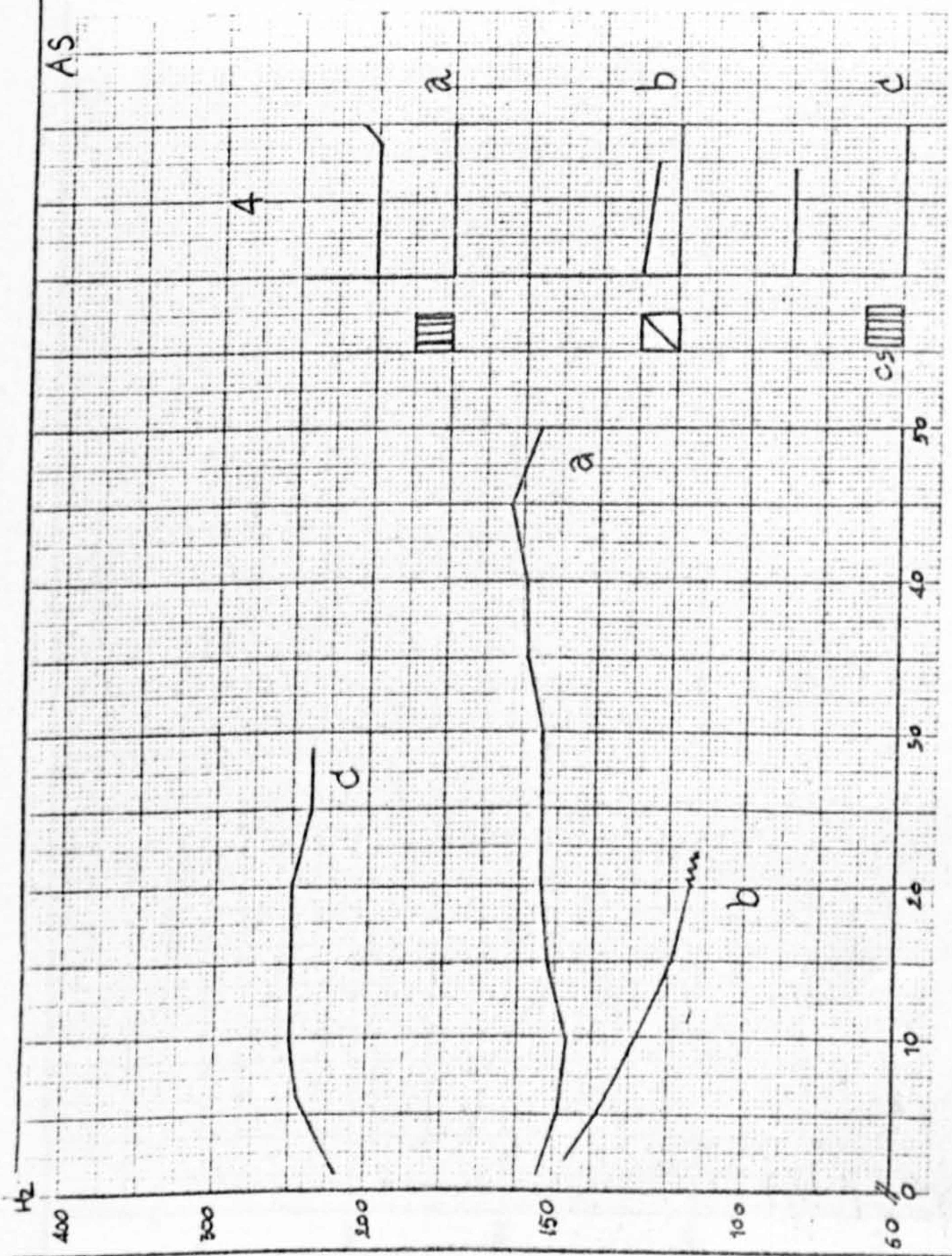
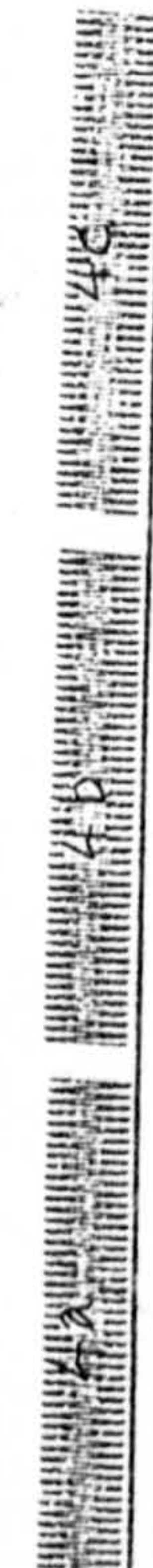
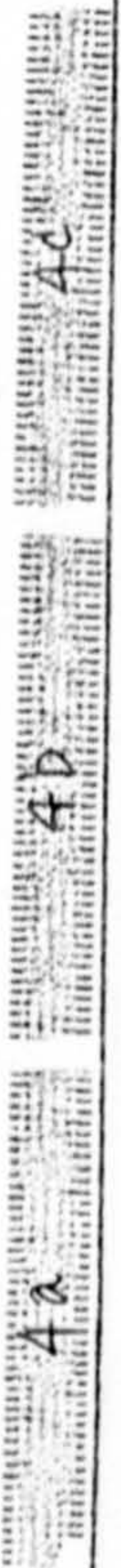


Fig 3.75 - 3.76 illustrate the acoustic and the auditory records of the phonemic low tone in the word /khaɪt¹/ uttered with 3 contrastive attitudinal meanings :

- 4.a Agreeable attitude
- 4.b Neutral
- 4.c Disagreeable attitude.



/kha:t/



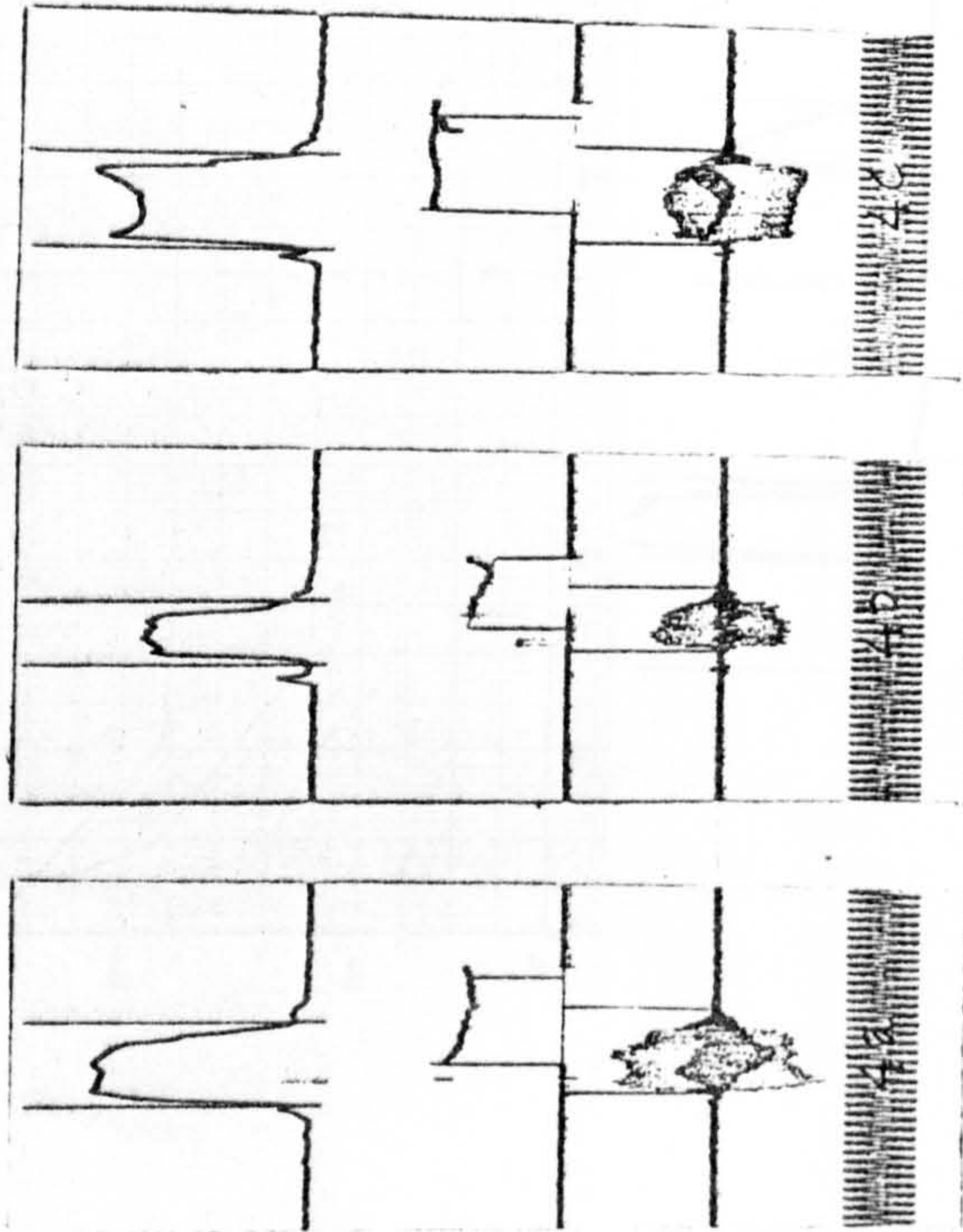
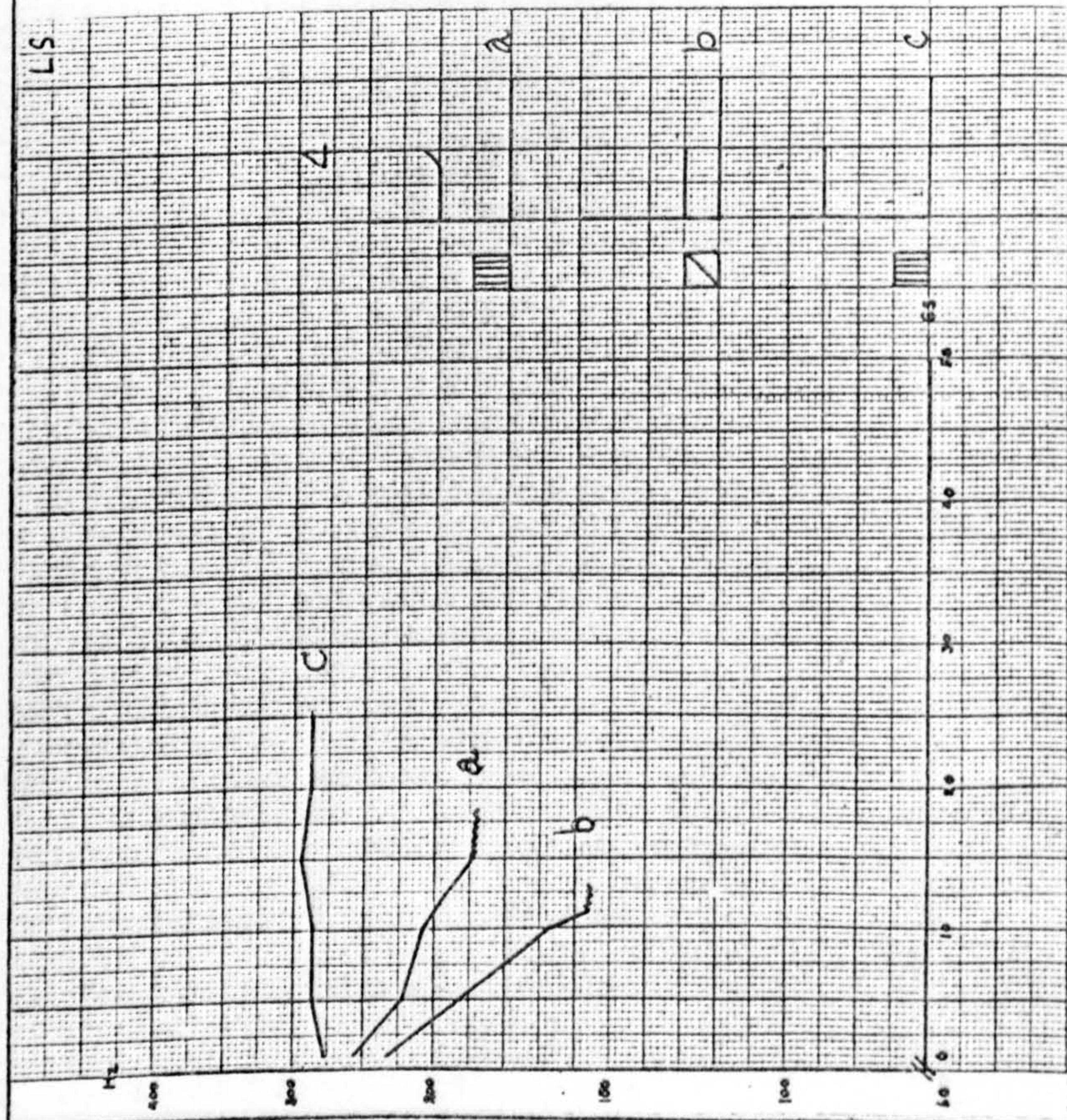
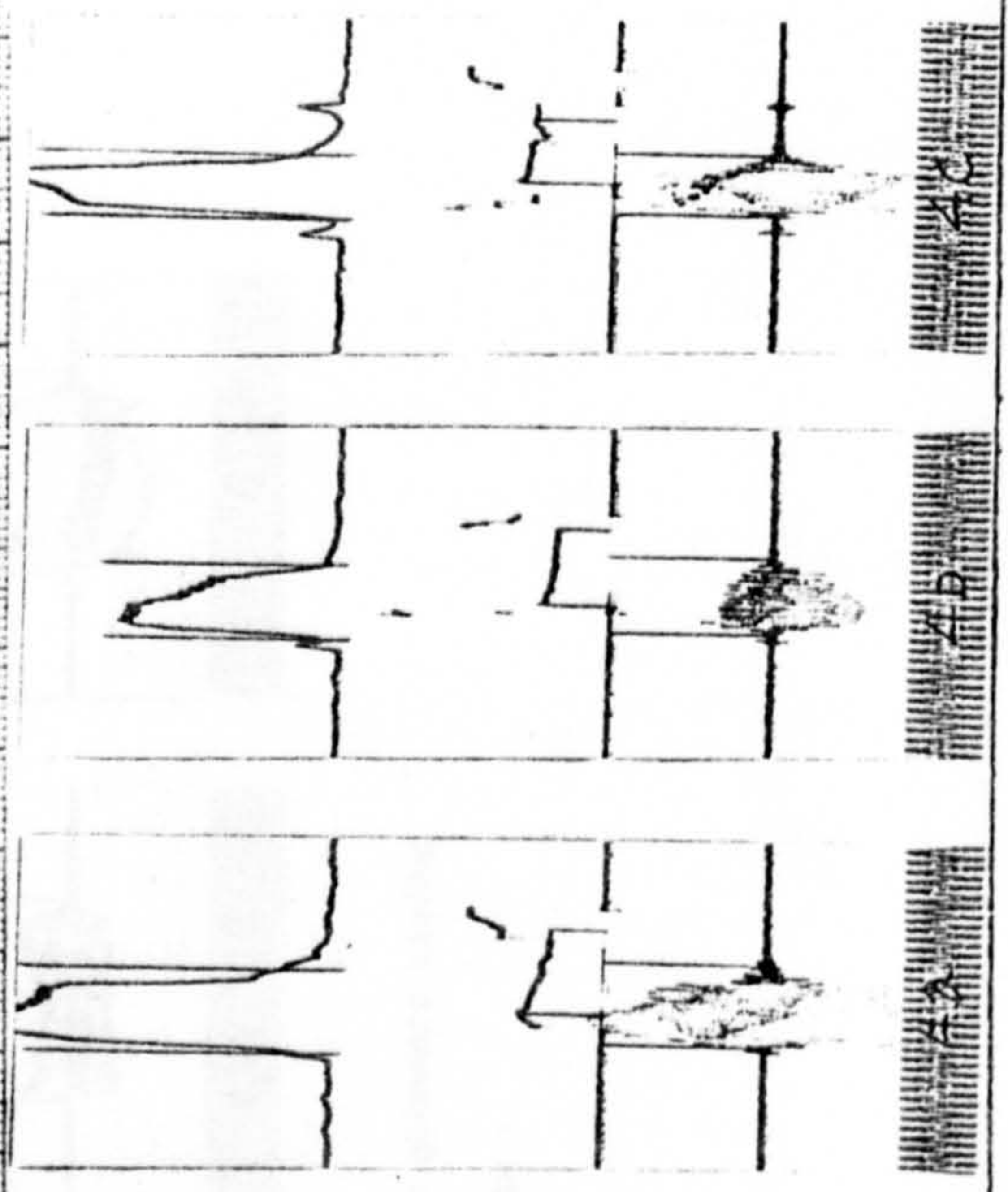
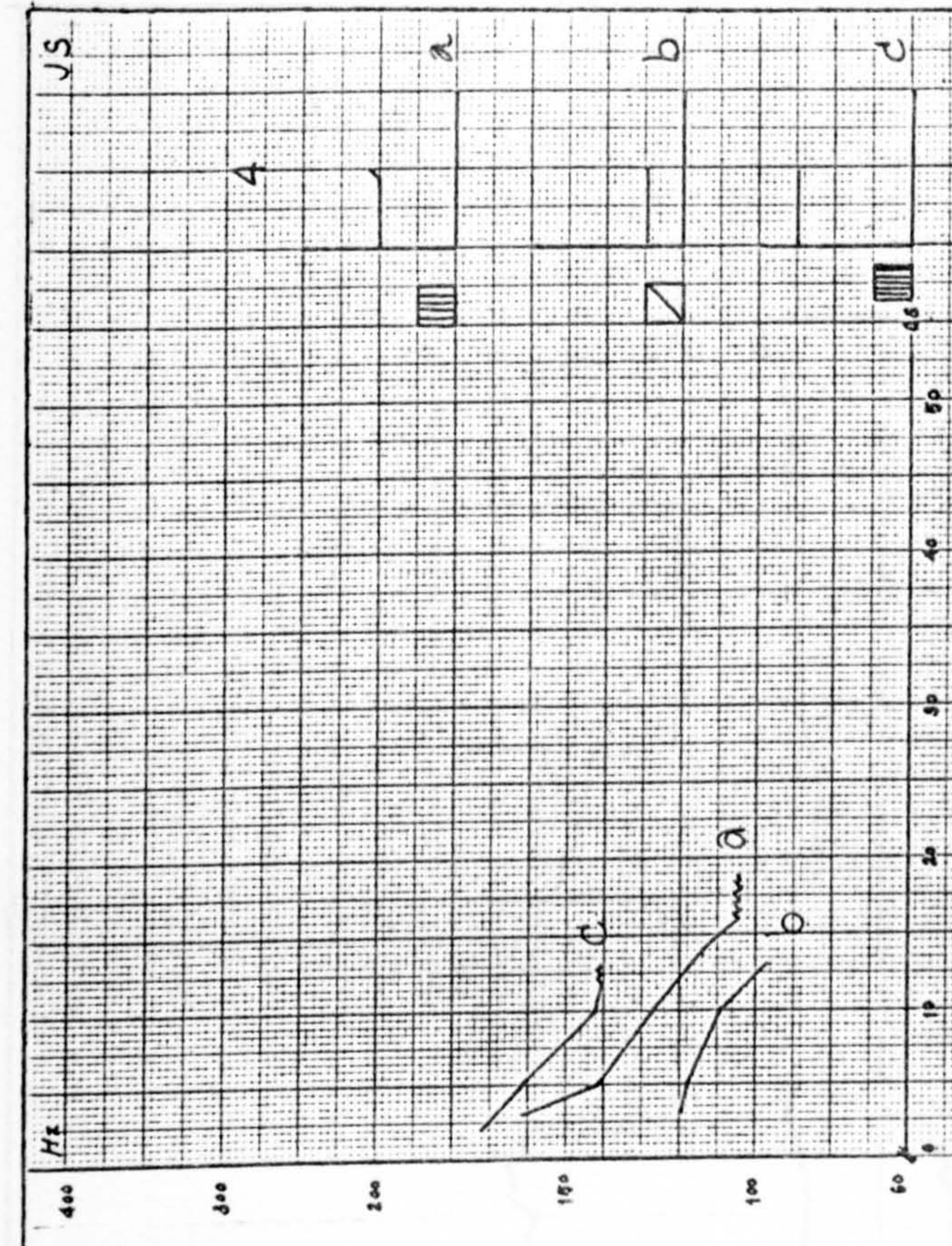
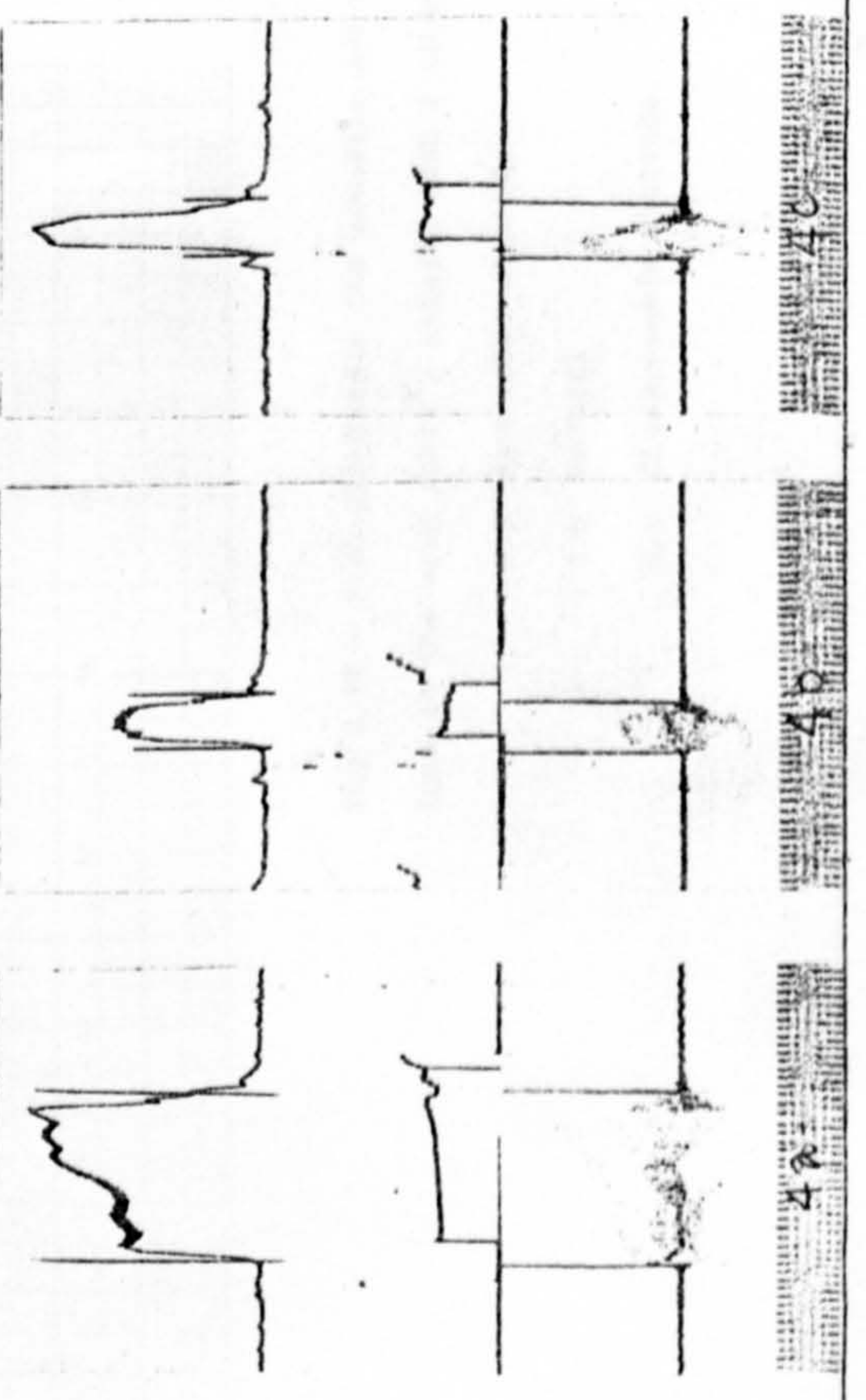
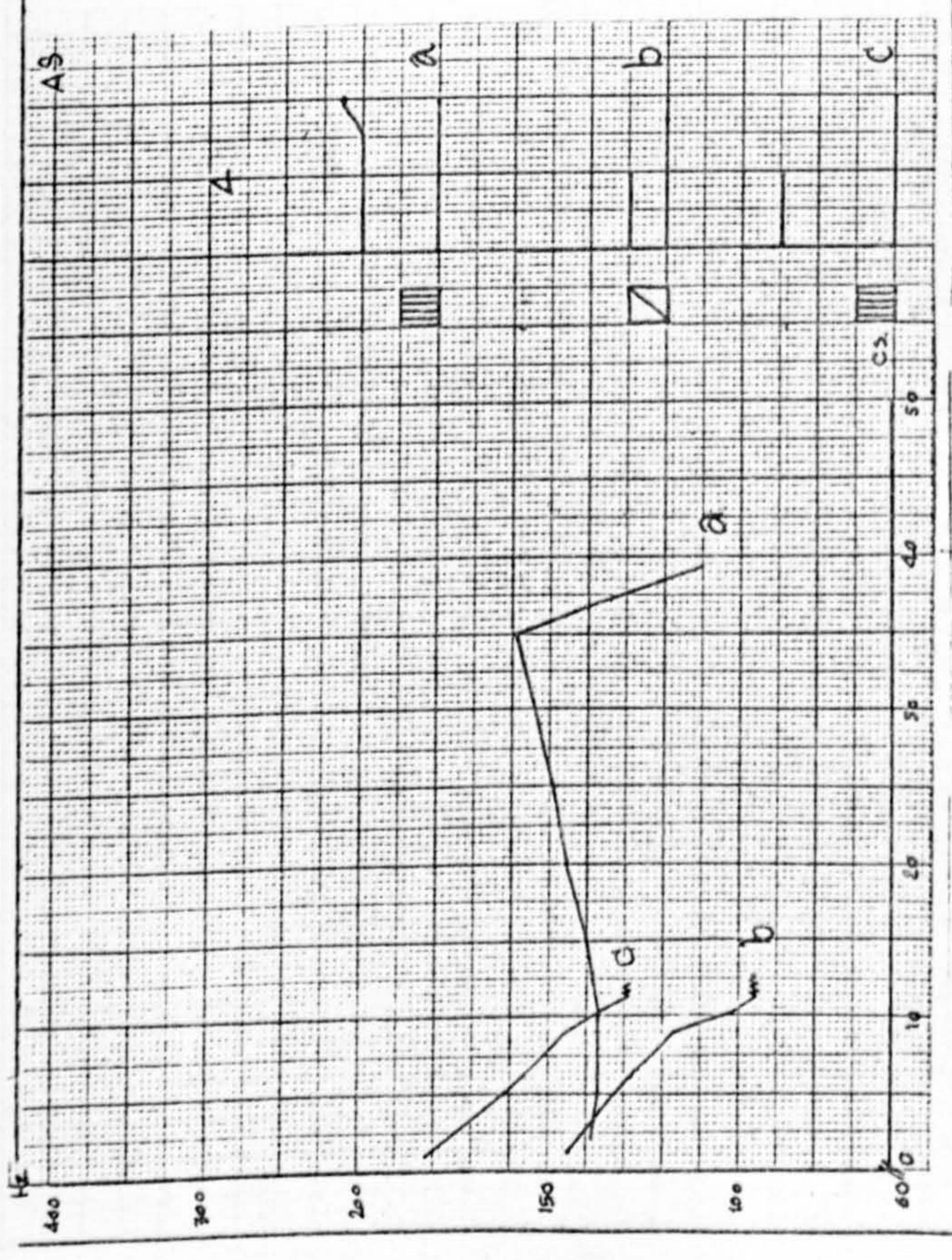


Fig 3.77 - 3.78 illustrate the acoustic and the auditory records of the phonemic low tone in the word /hit¹/ uttered with 3 contrastive attitudinal meanings :

4.a Agreeable attitude

4.b Neutral

4.c Disagreeable attitude.



/phit/

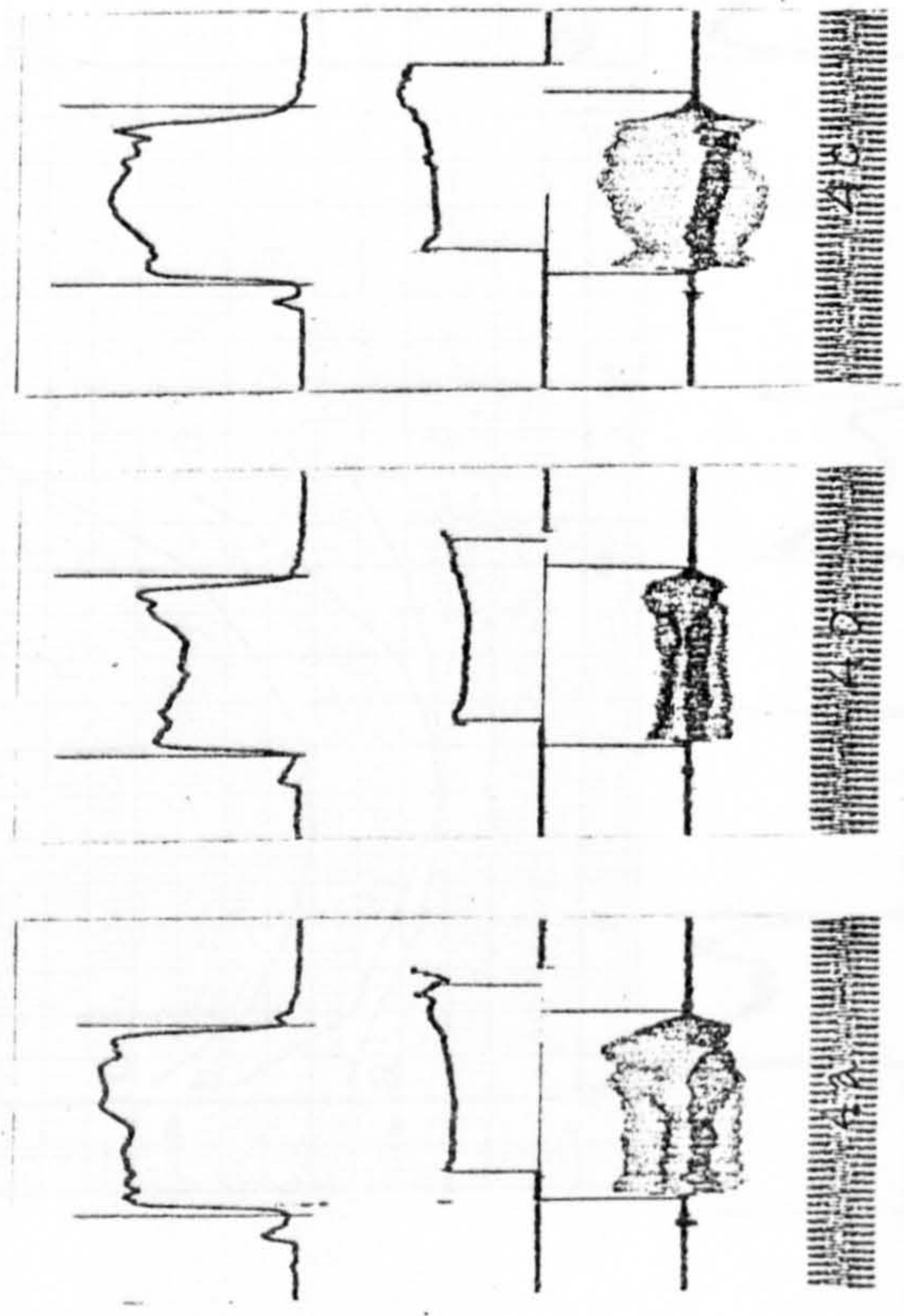
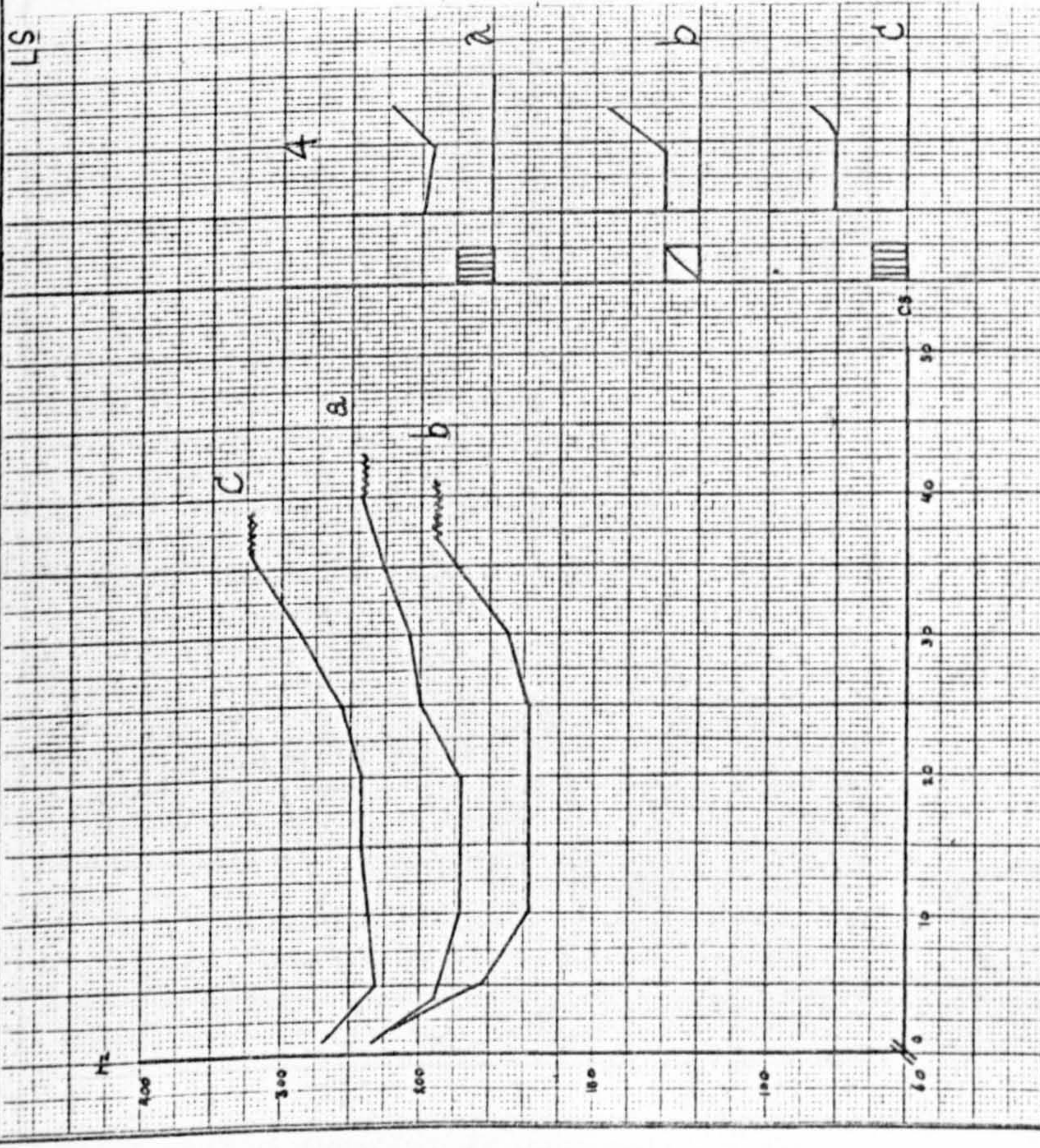
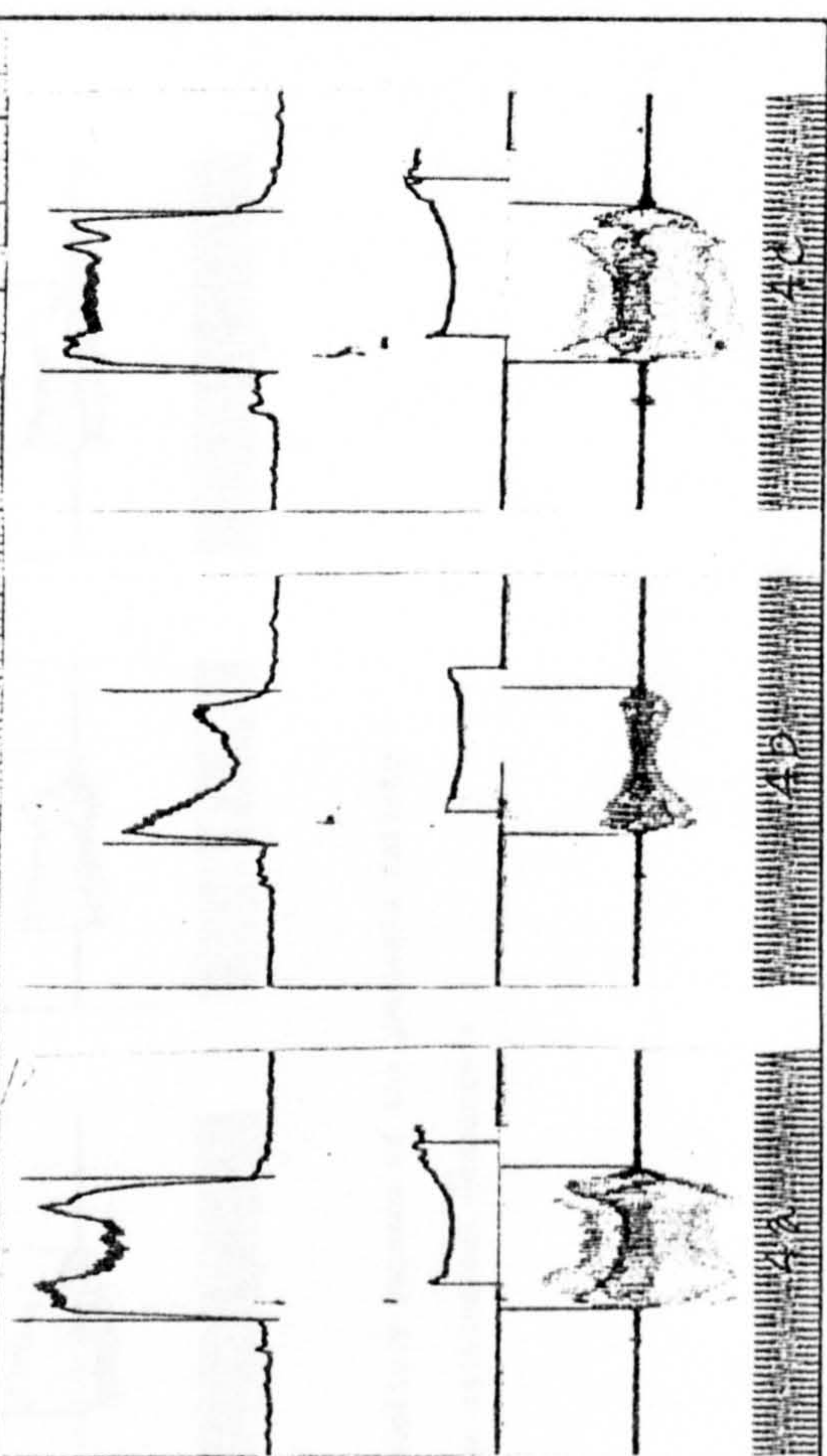
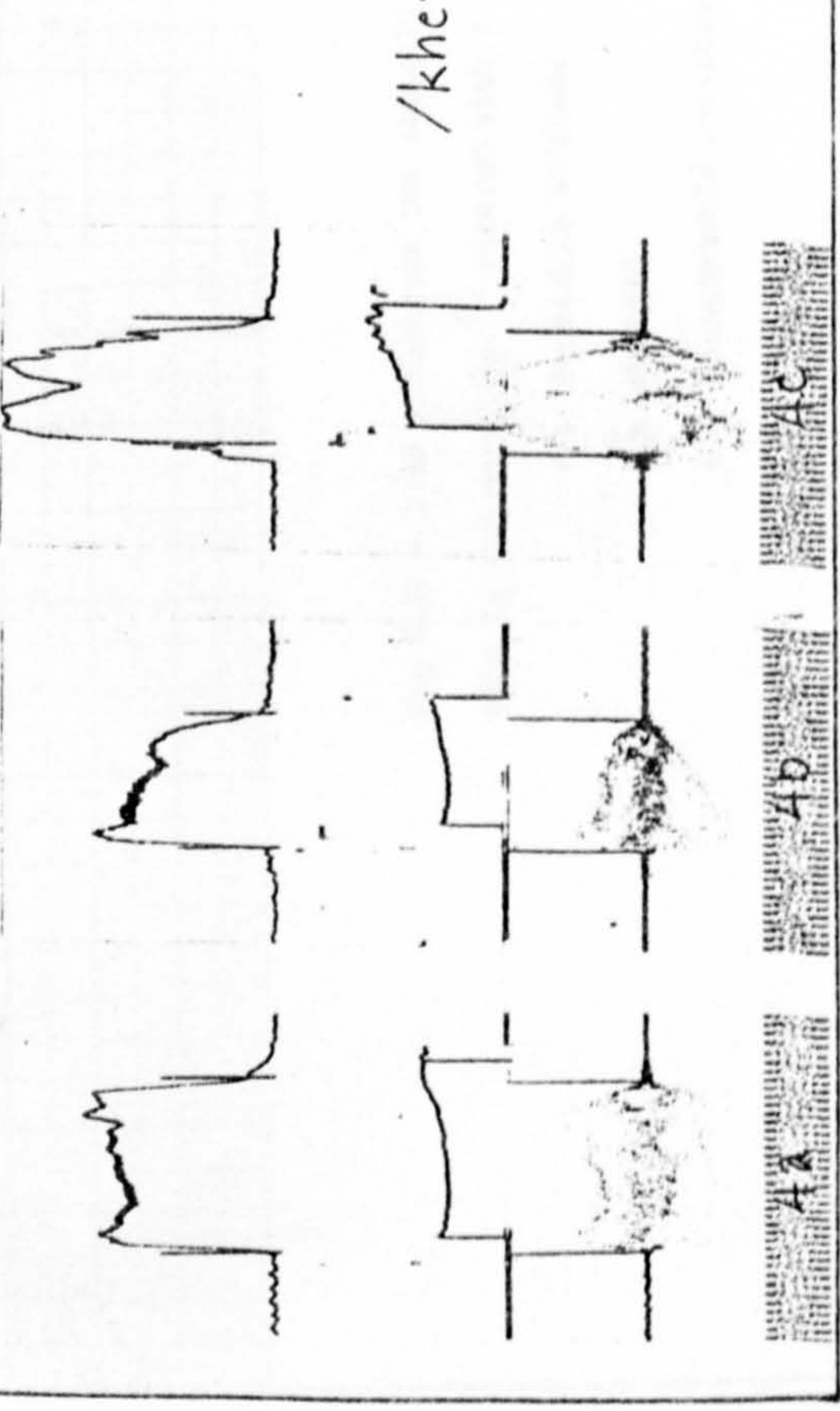
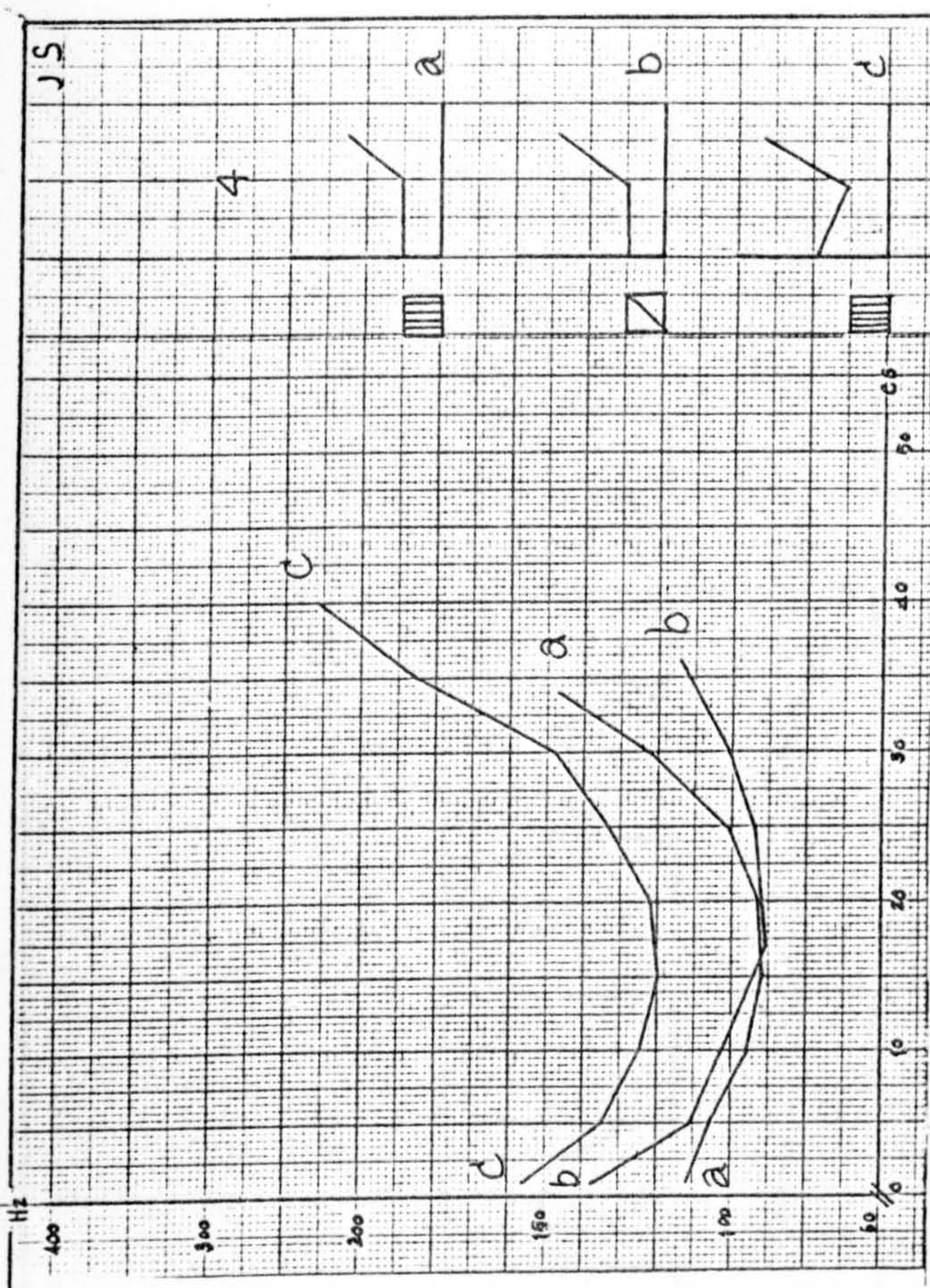
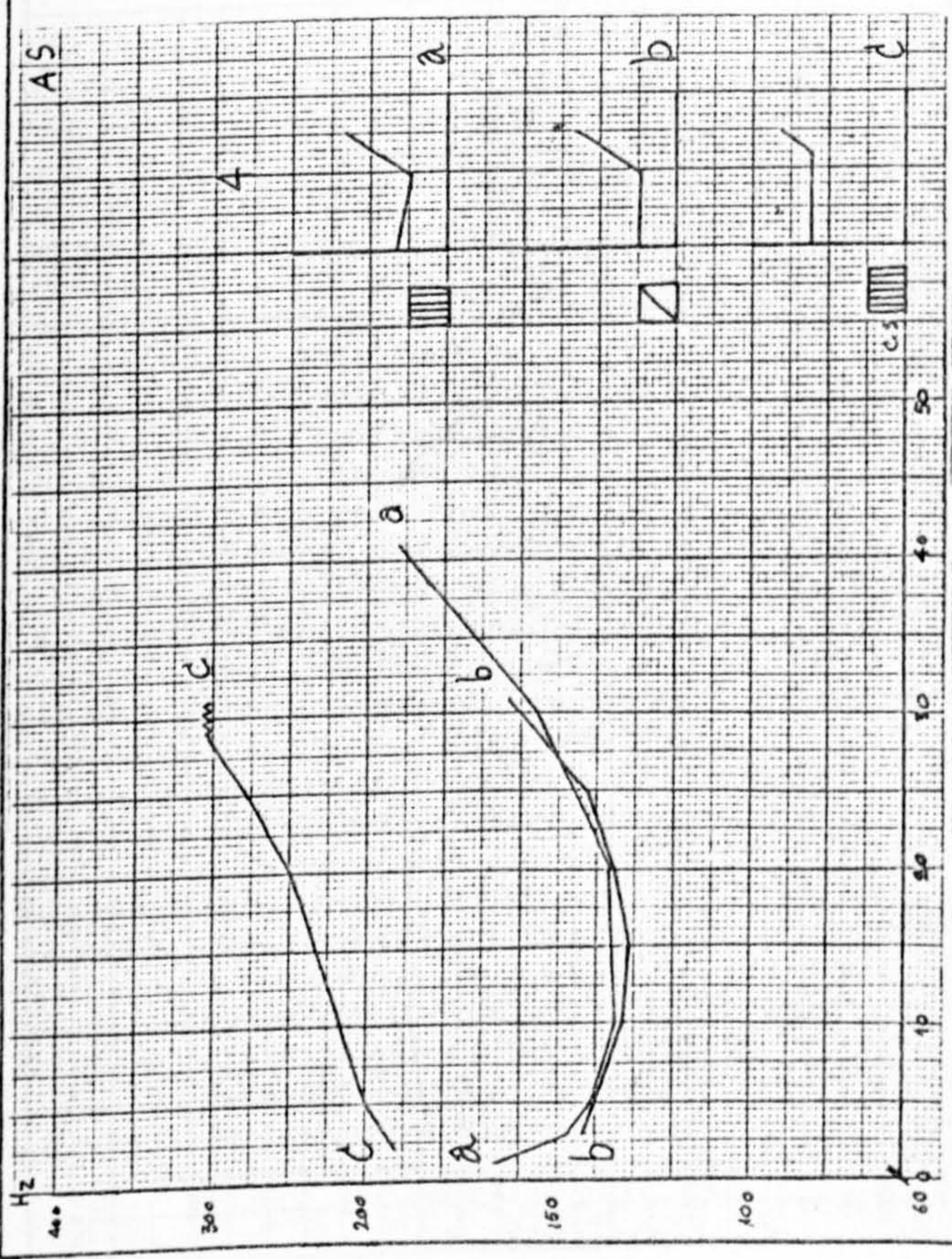


Fig 3.79 - 3.80 illustrate the acoustic and the auditory records of the phonemic rising tone in the word /khe: / uttered with 3 contrastive attitudinal meanings :

- 4.a Agreeable attitude
- 4.b Neutral
- 4.c Disagreeable attitude.



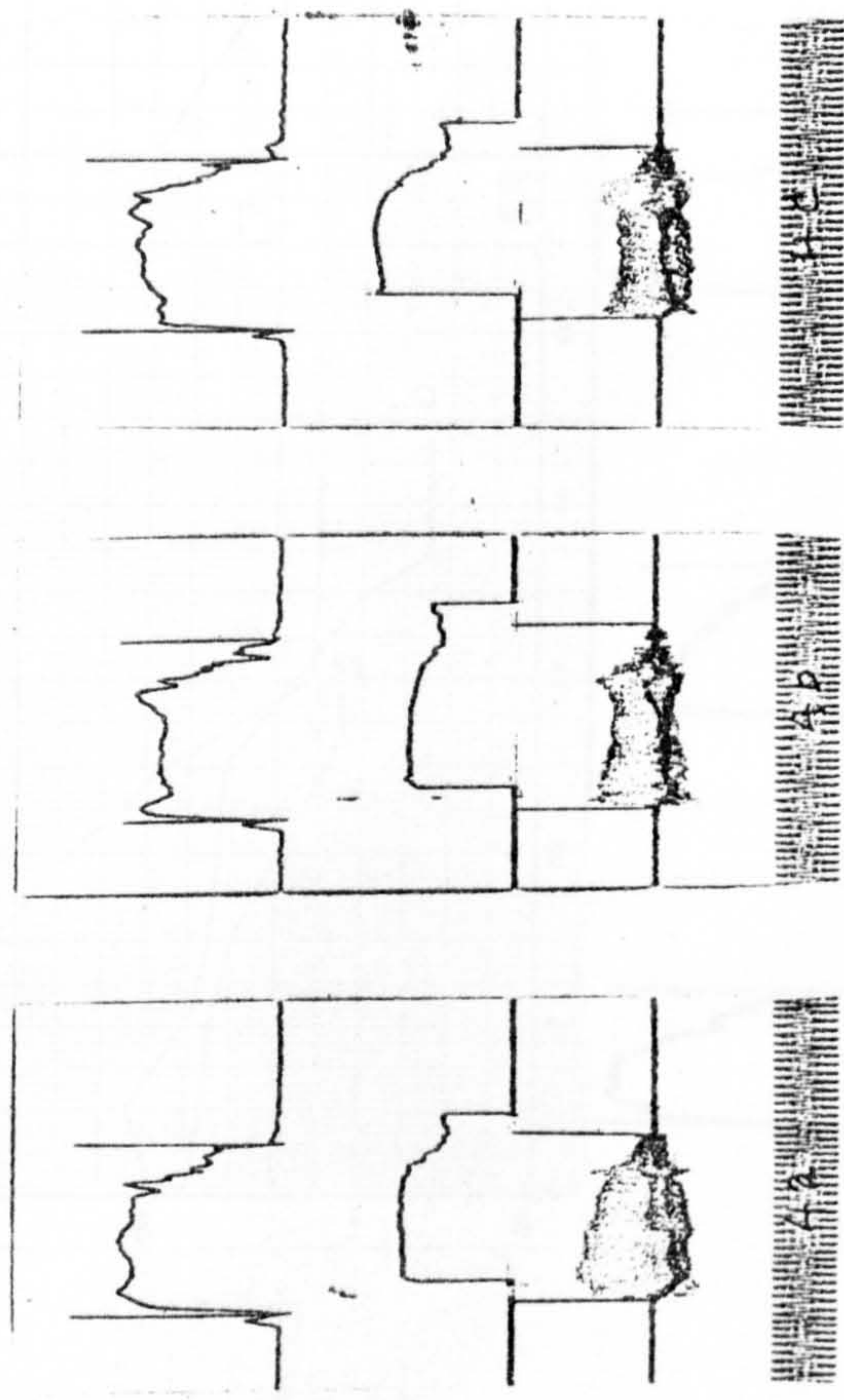
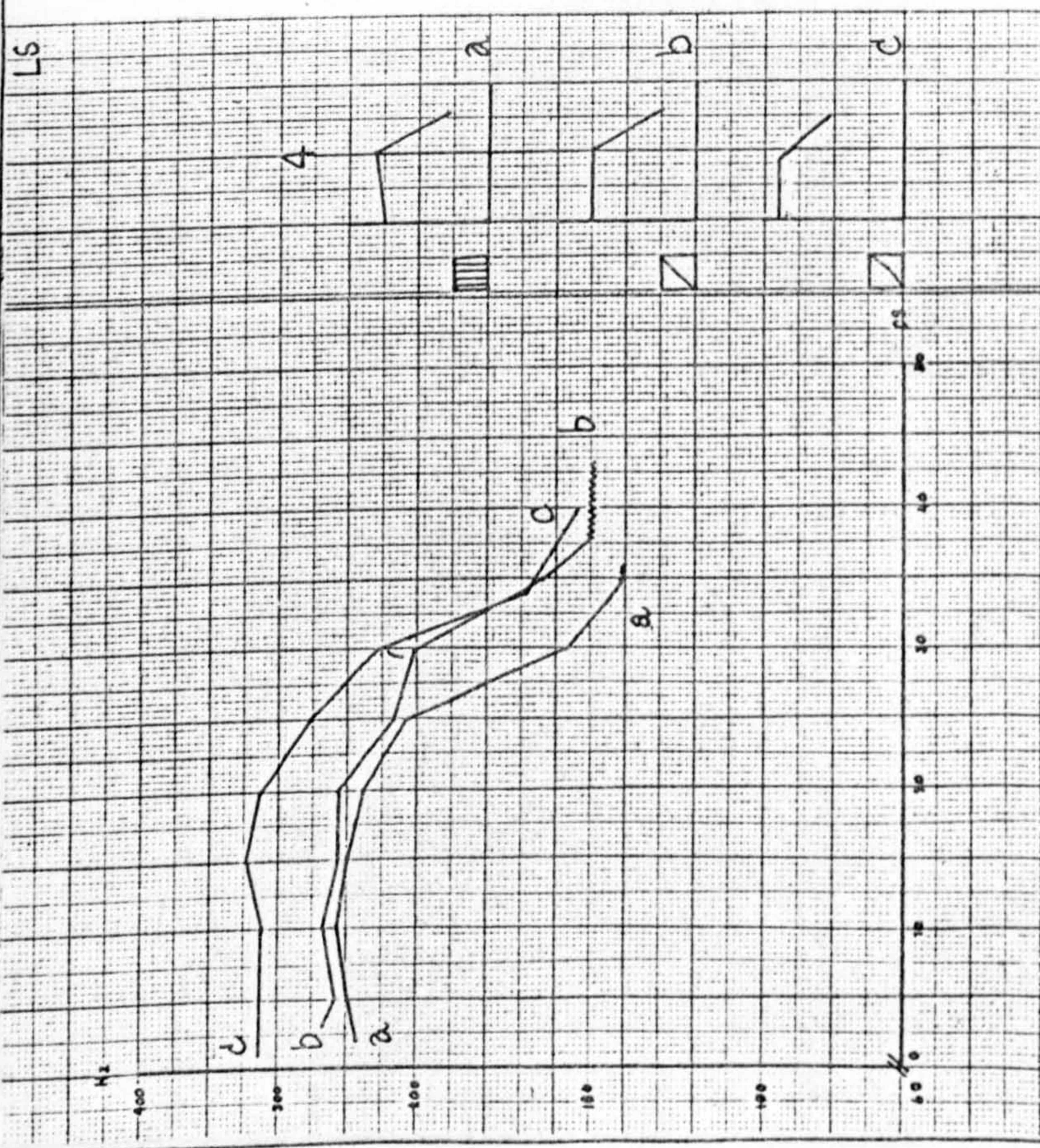
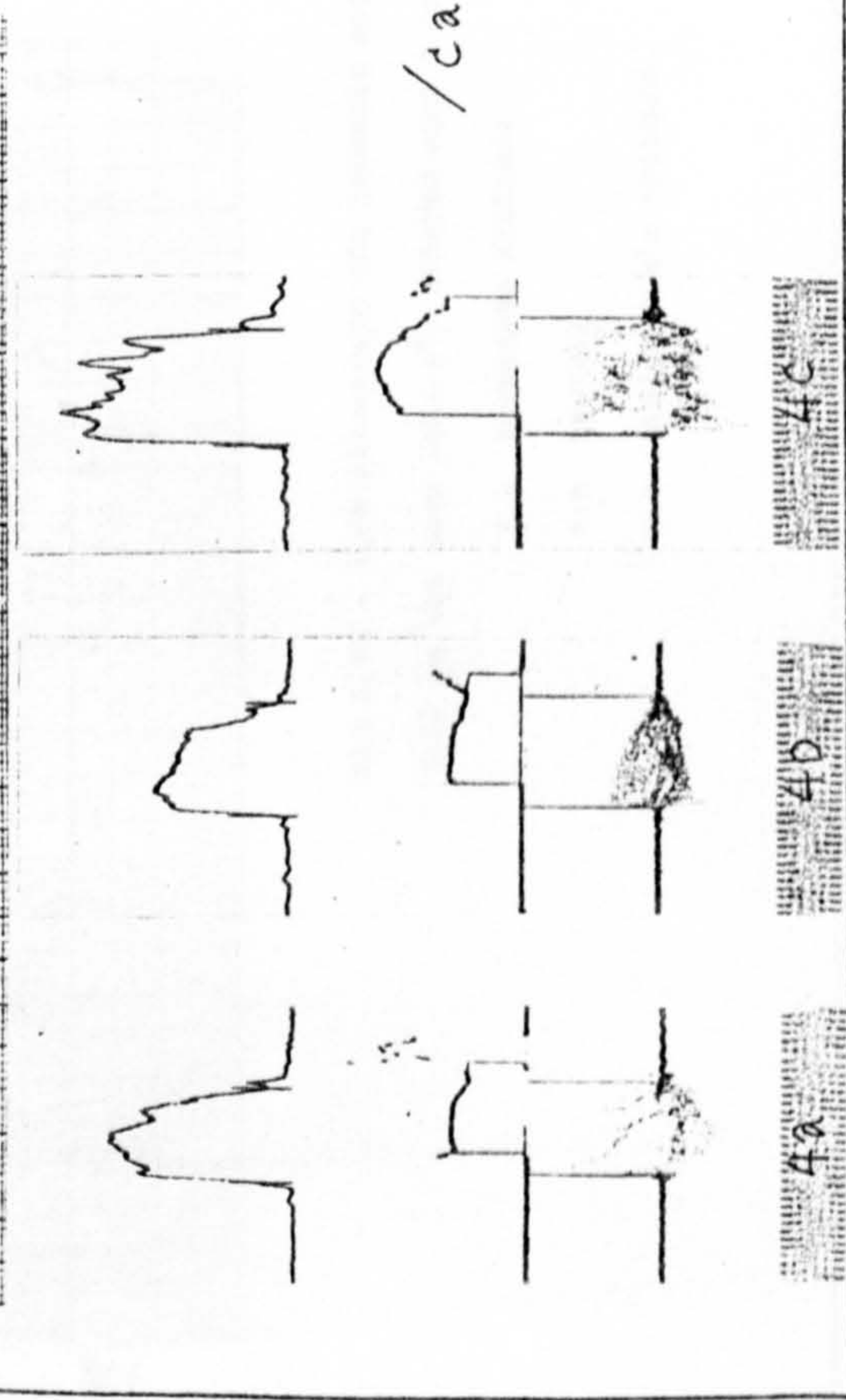
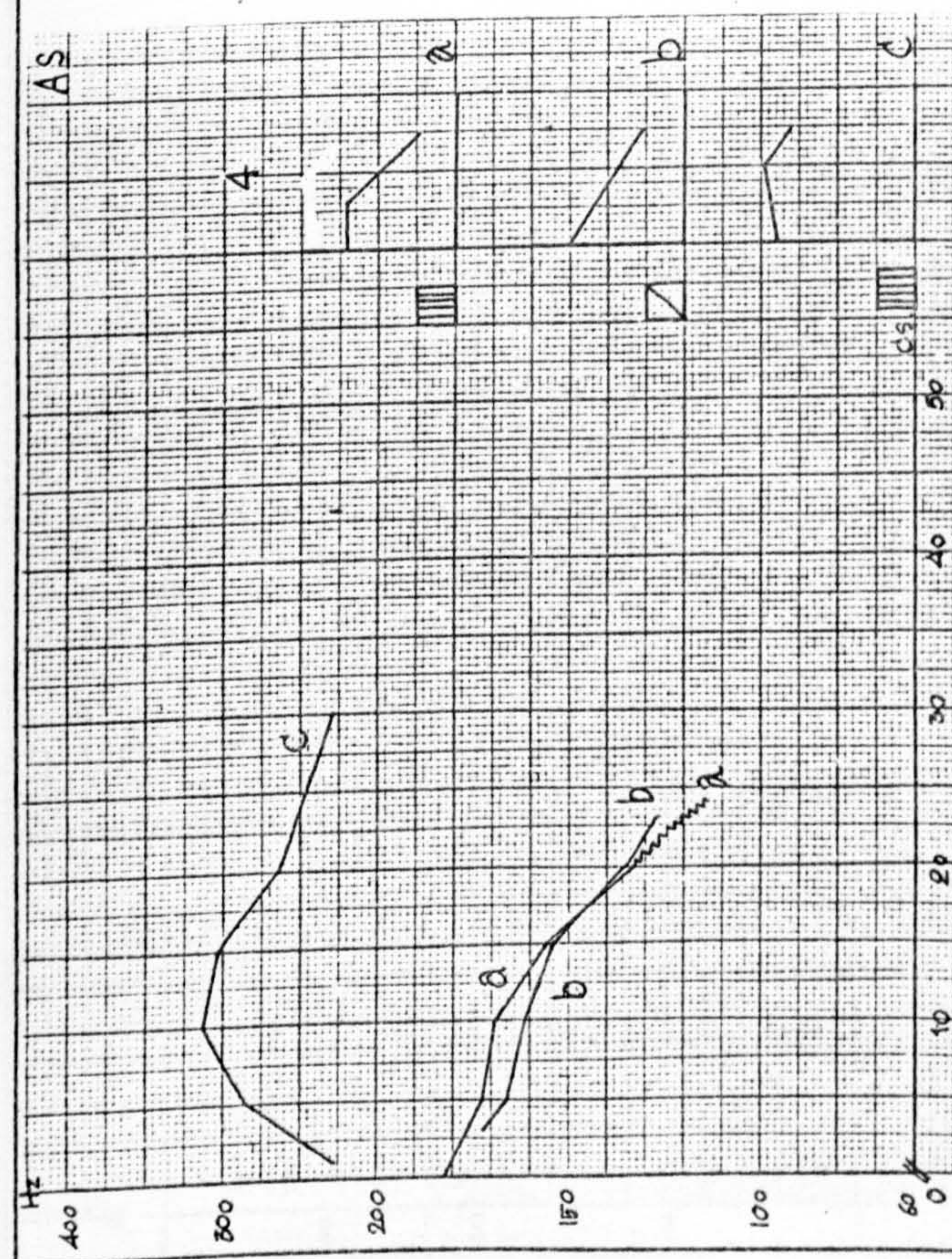
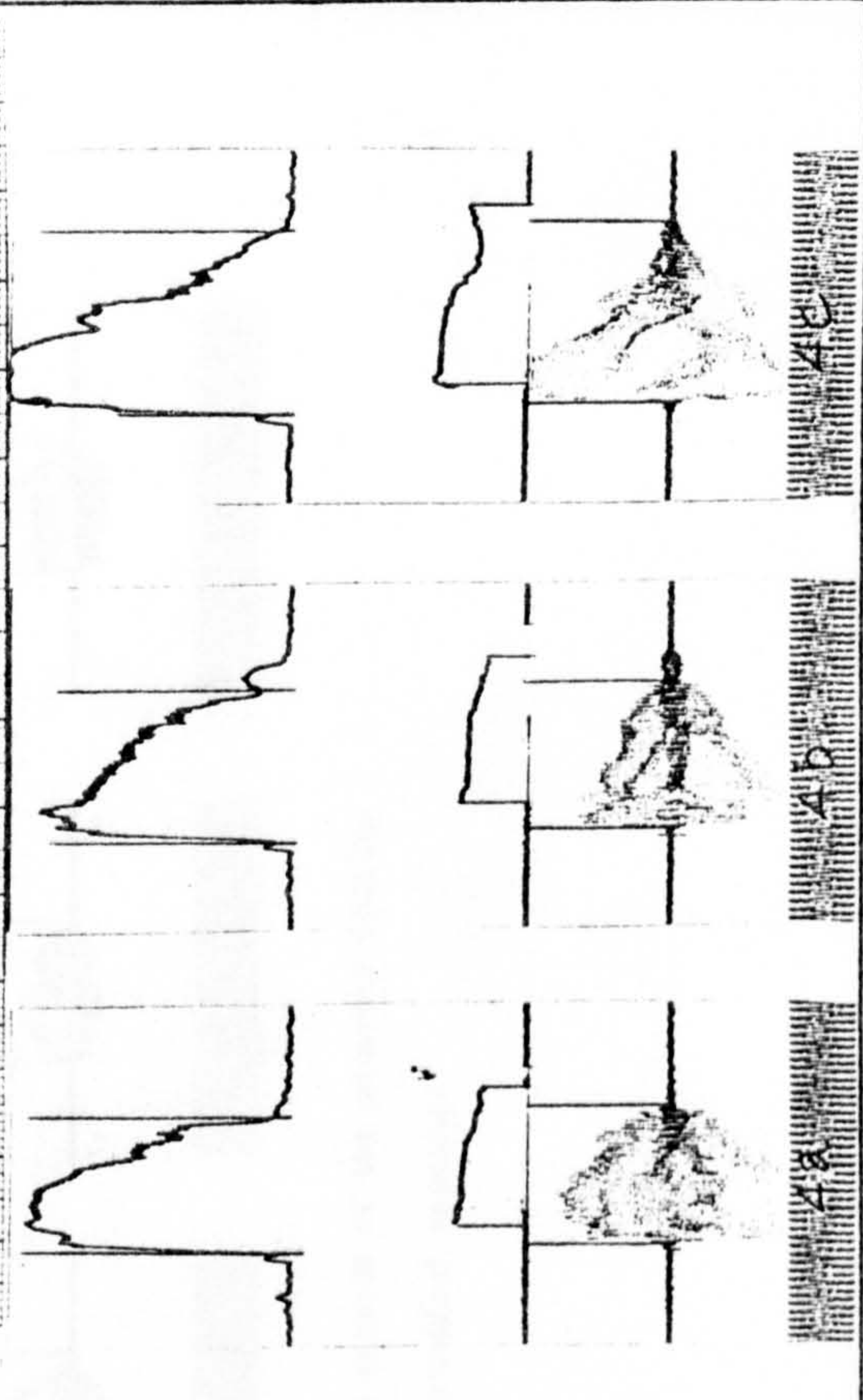
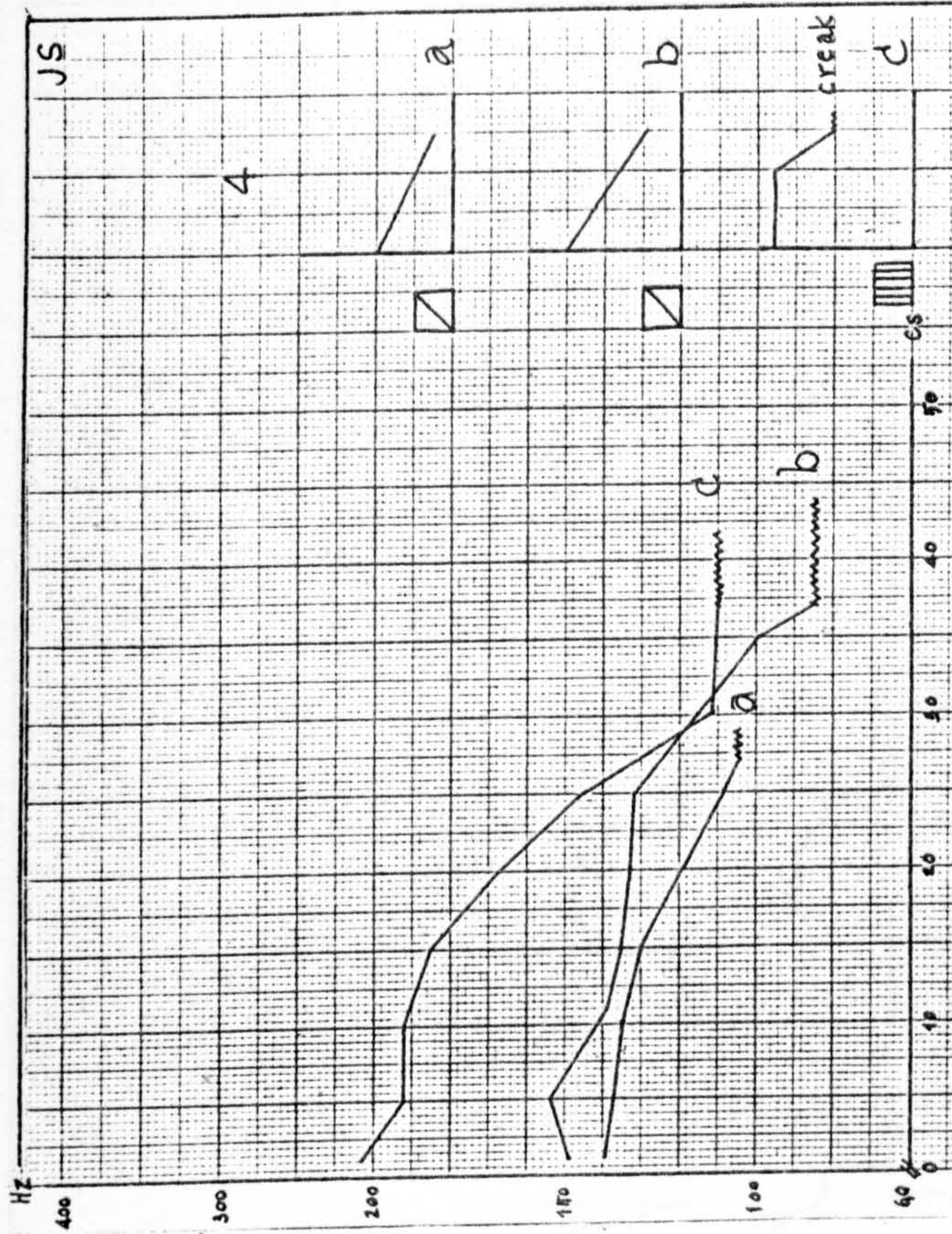


Fig 3.81 - 3.82 illustrate the acoustic and the auditory records of the phonemic falling

tone in the word /ca:/ uttered with 3 contrastive attitudinal meanings :

- 4.a Agreeable attitude
- 4.b Neutral
- 4.c Disagreeable attitude.



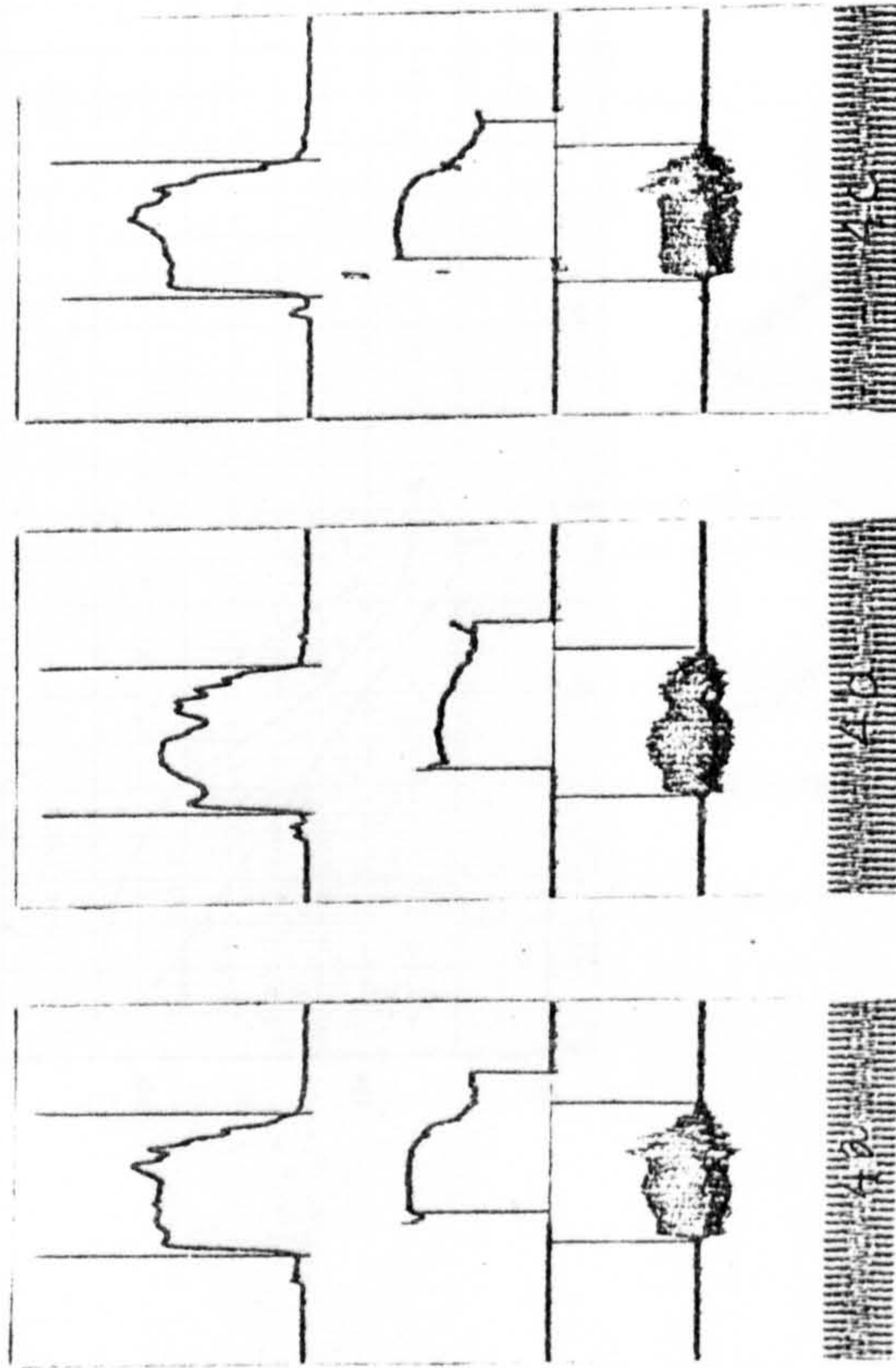
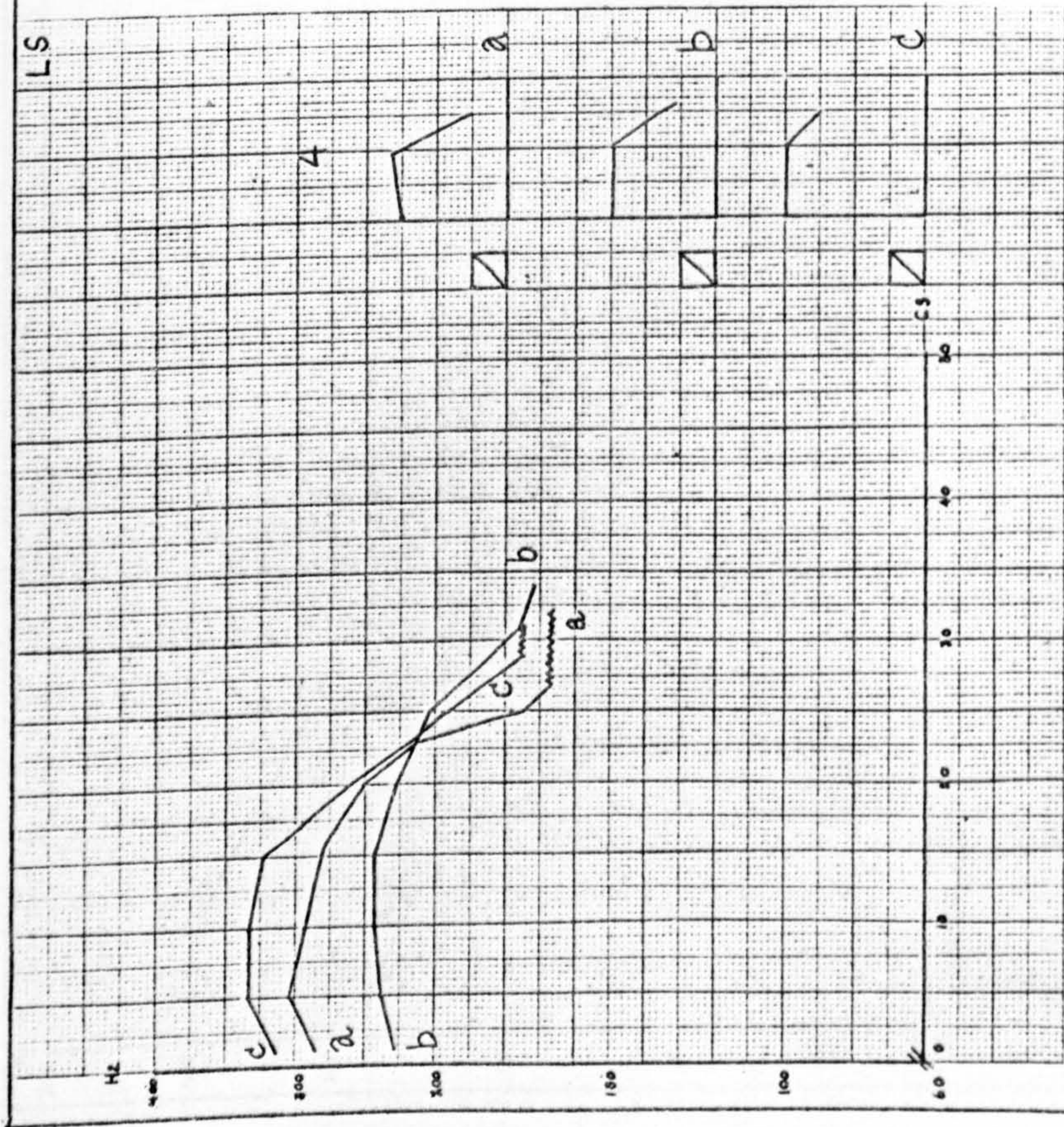
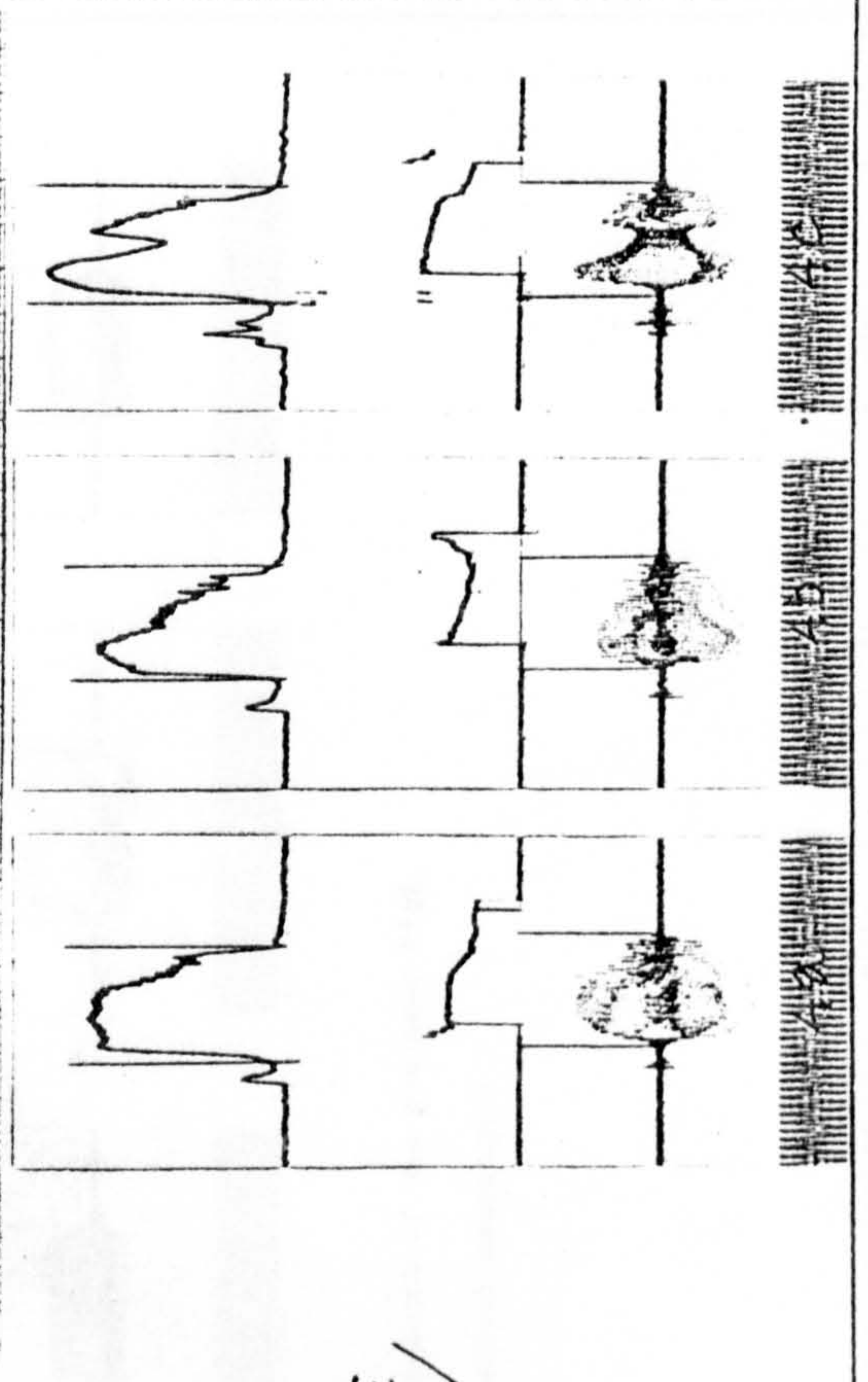
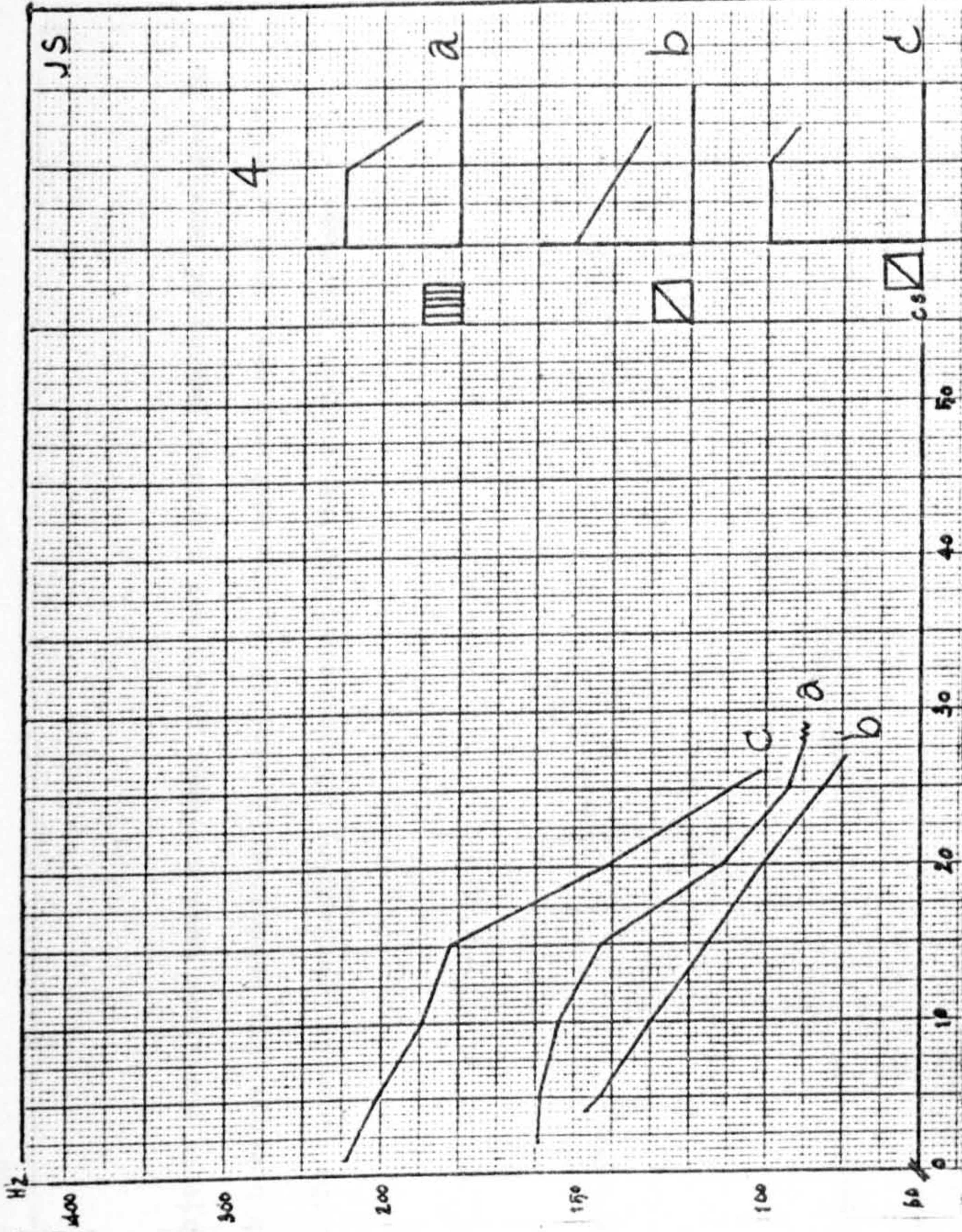


Fig 3.83 - 3.84 illustrate the acoustic and the auditory records of the phonemic falling tone in the word /khit^f/ uttered with 3 contrastive attitudinal meanings

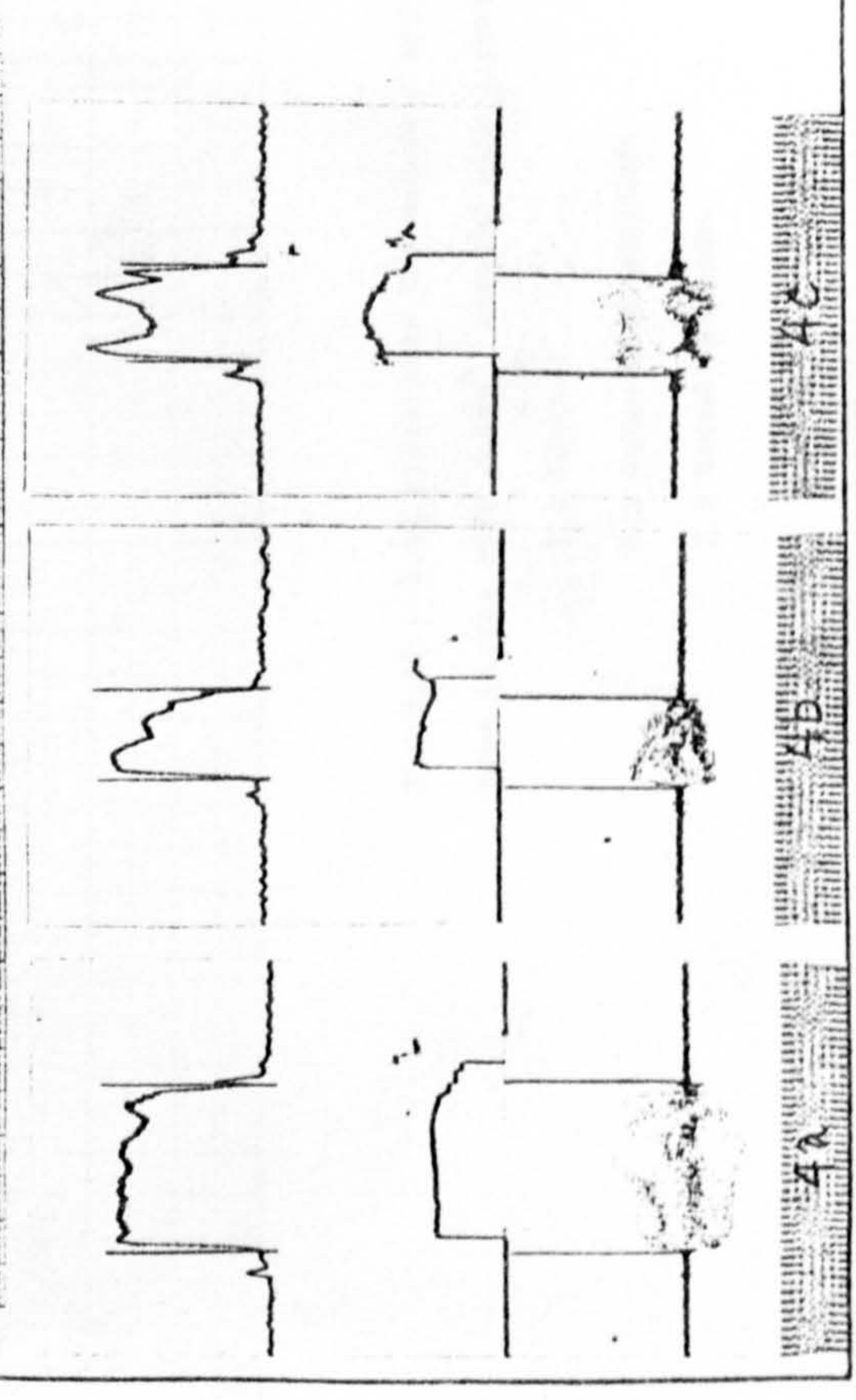
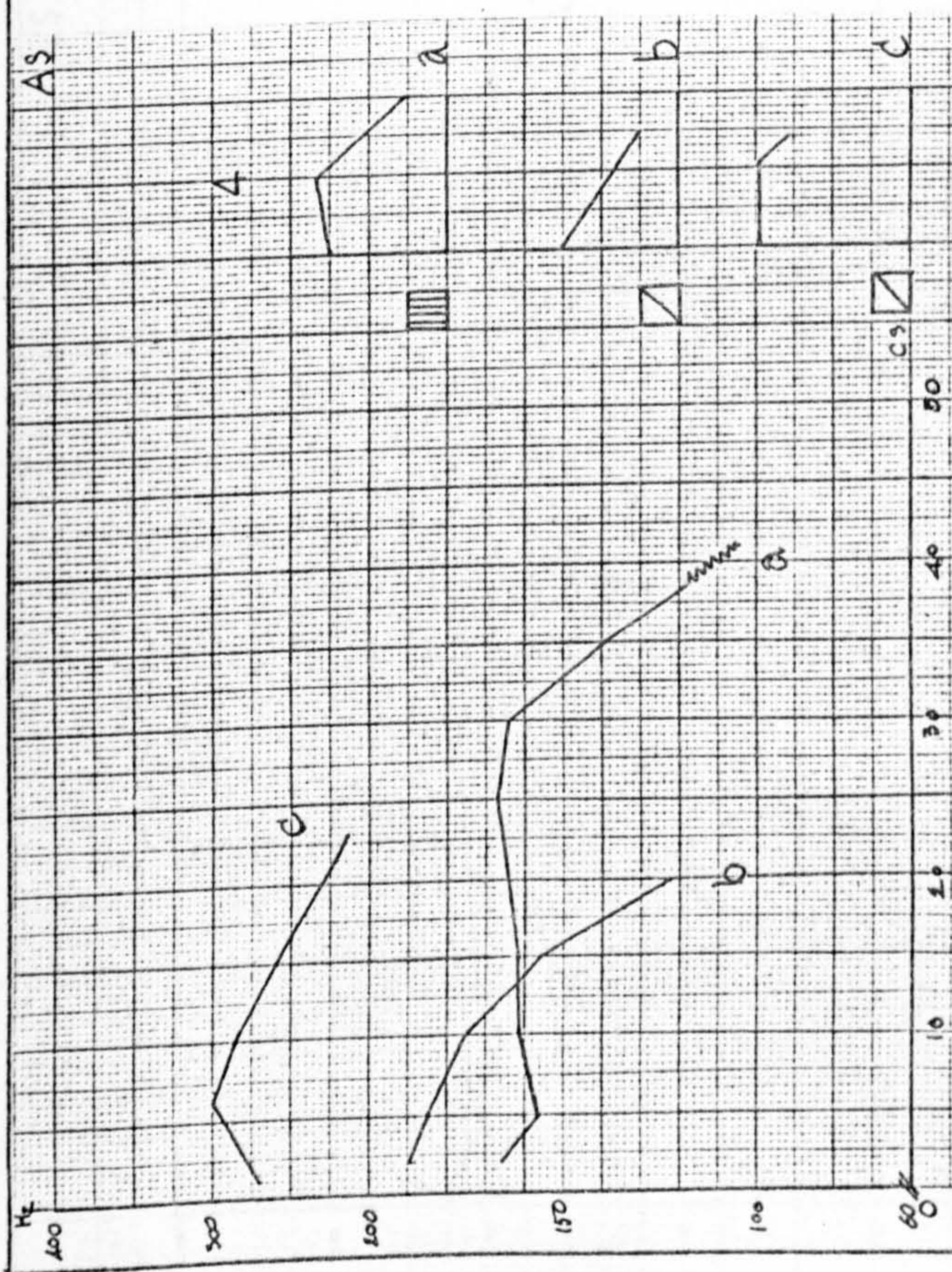
4.a Agreeable attitude

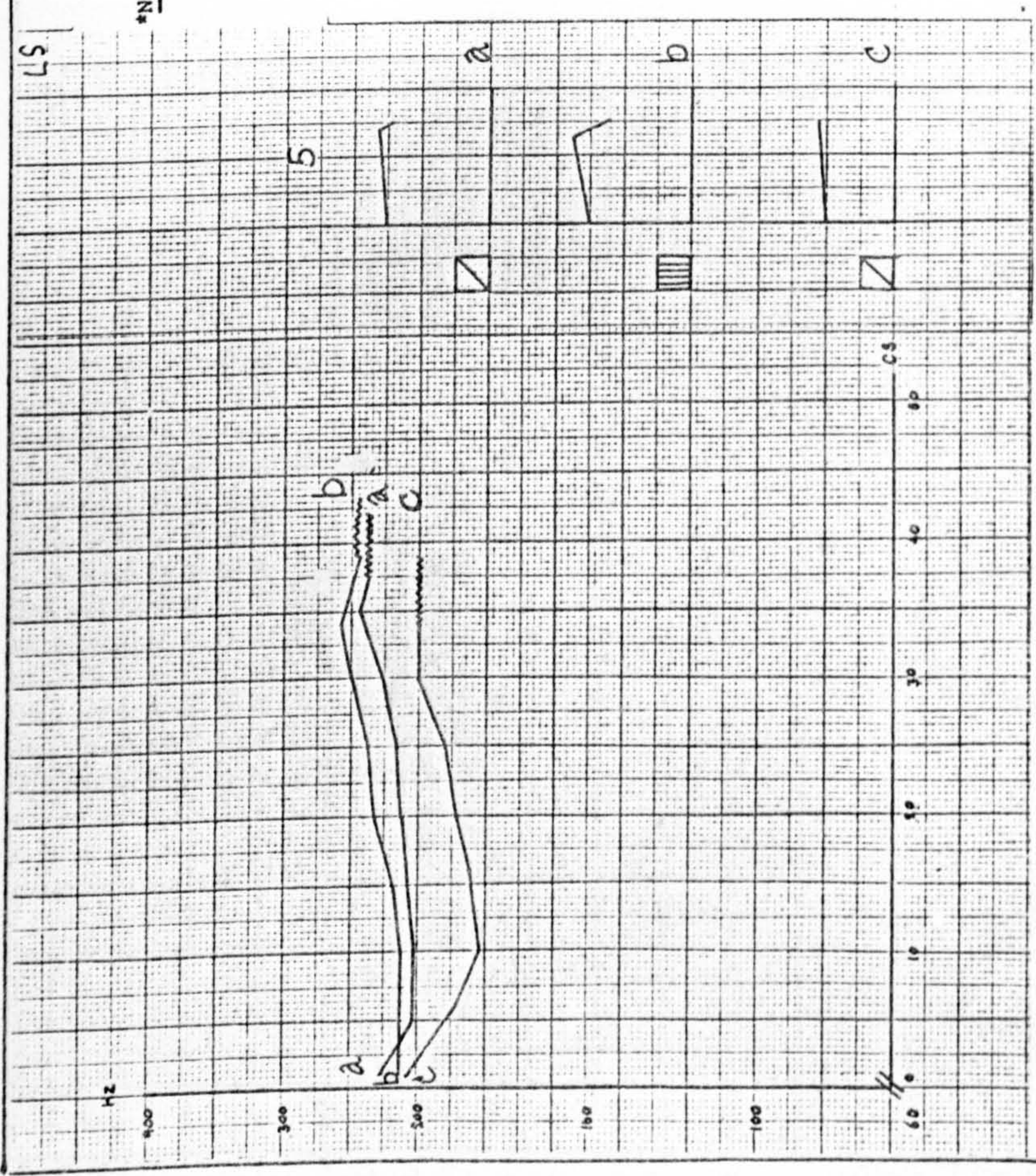
4.b Neutral

4.c Disagreeable attitude.



/kho:t/





*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.

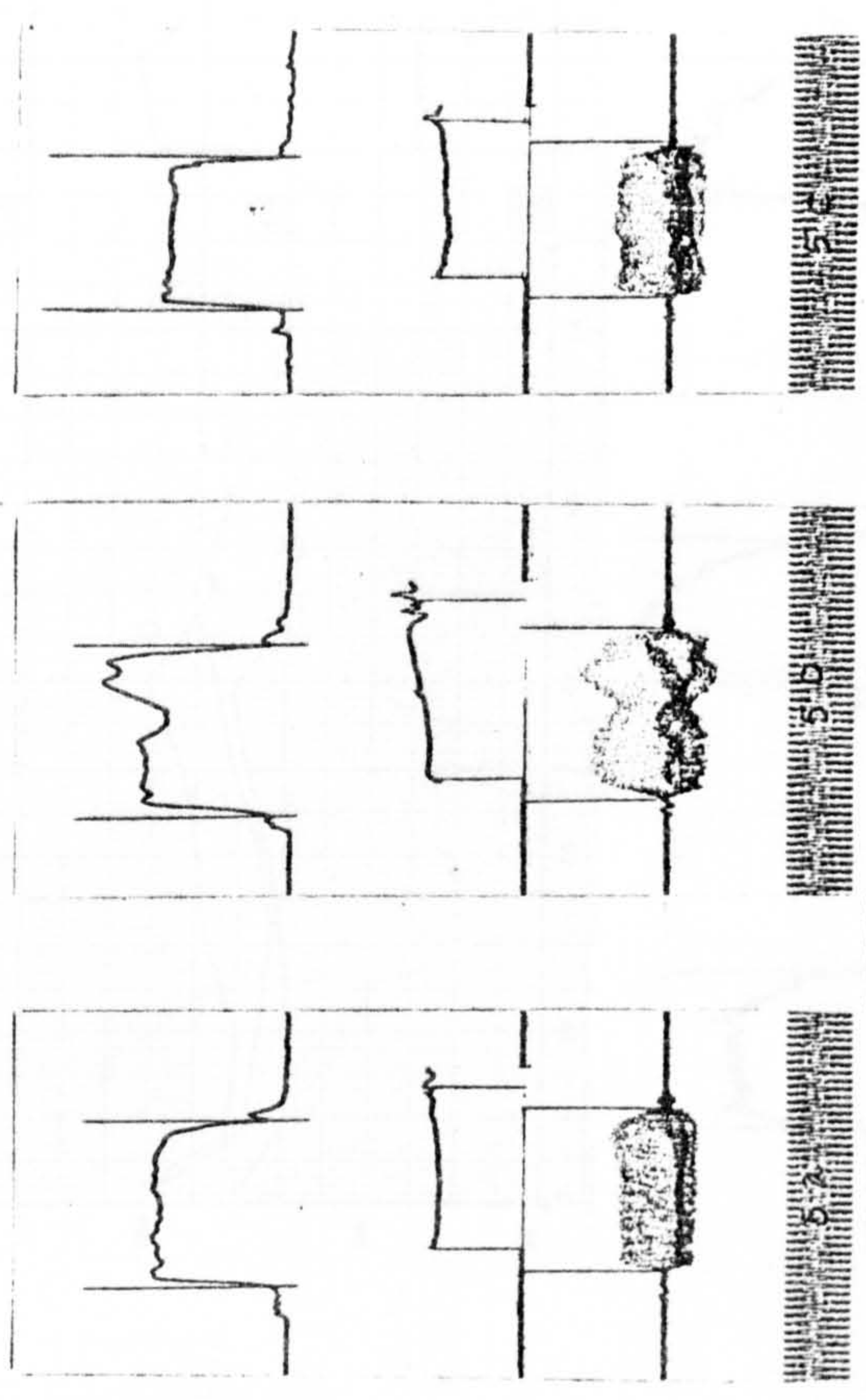
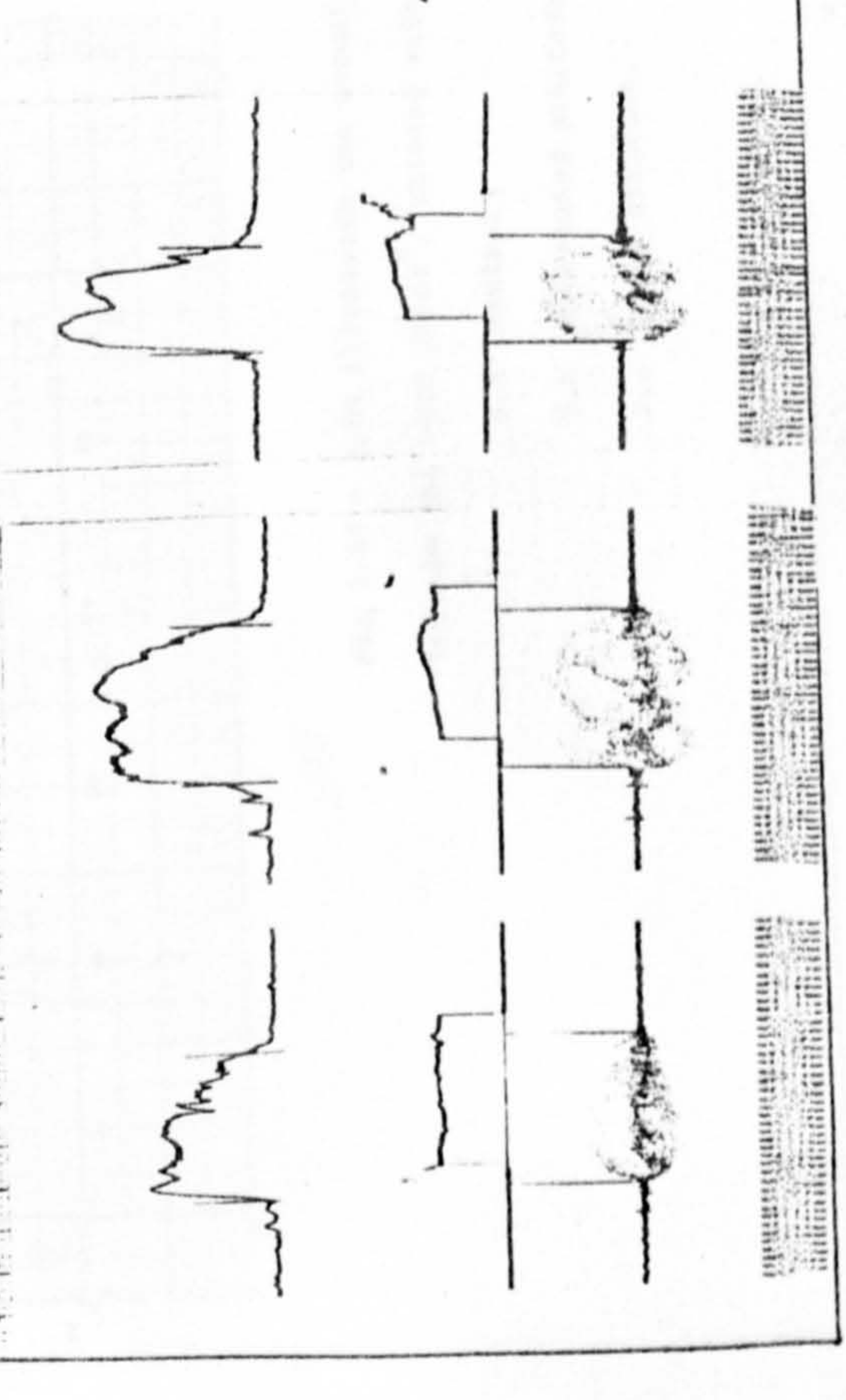
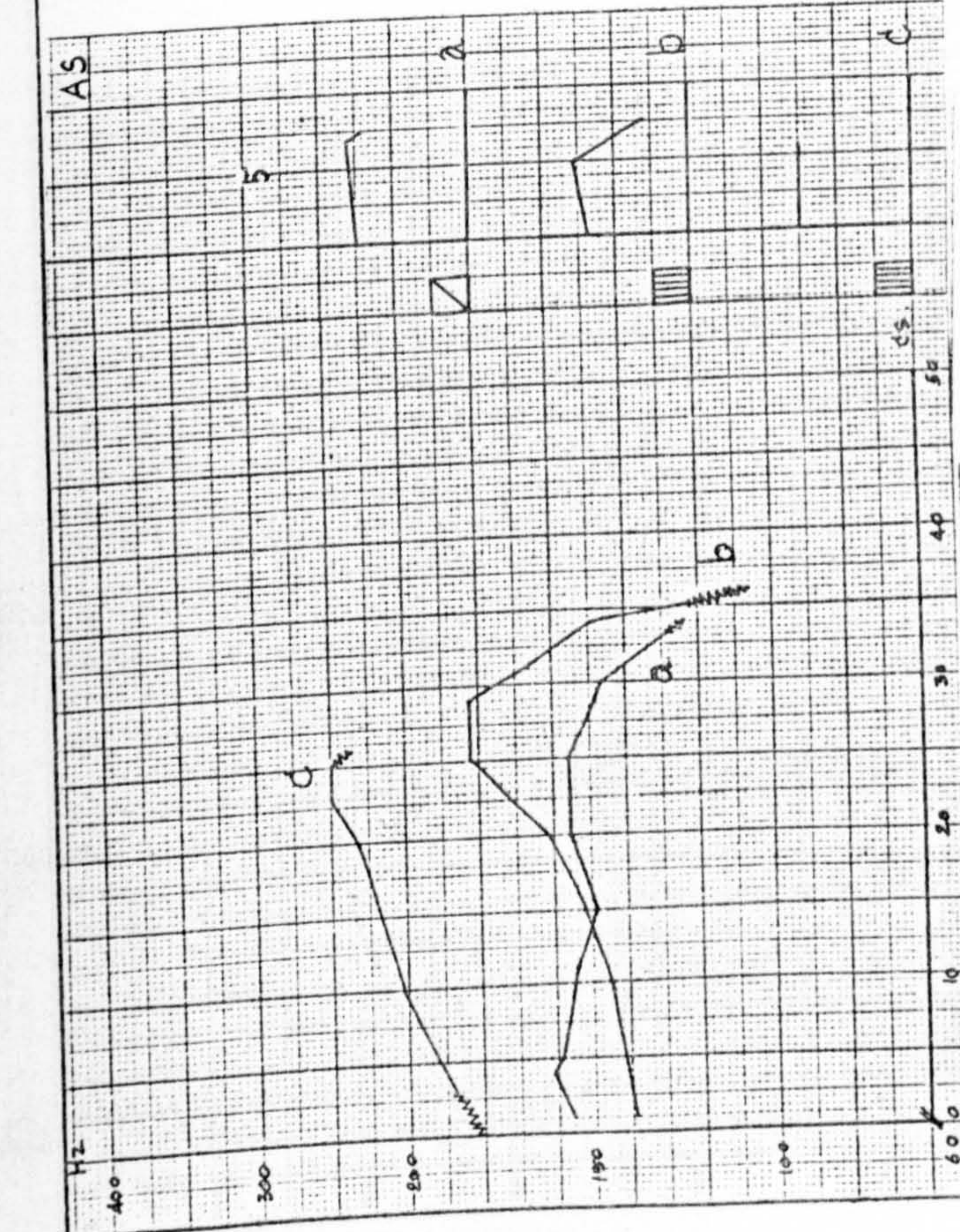
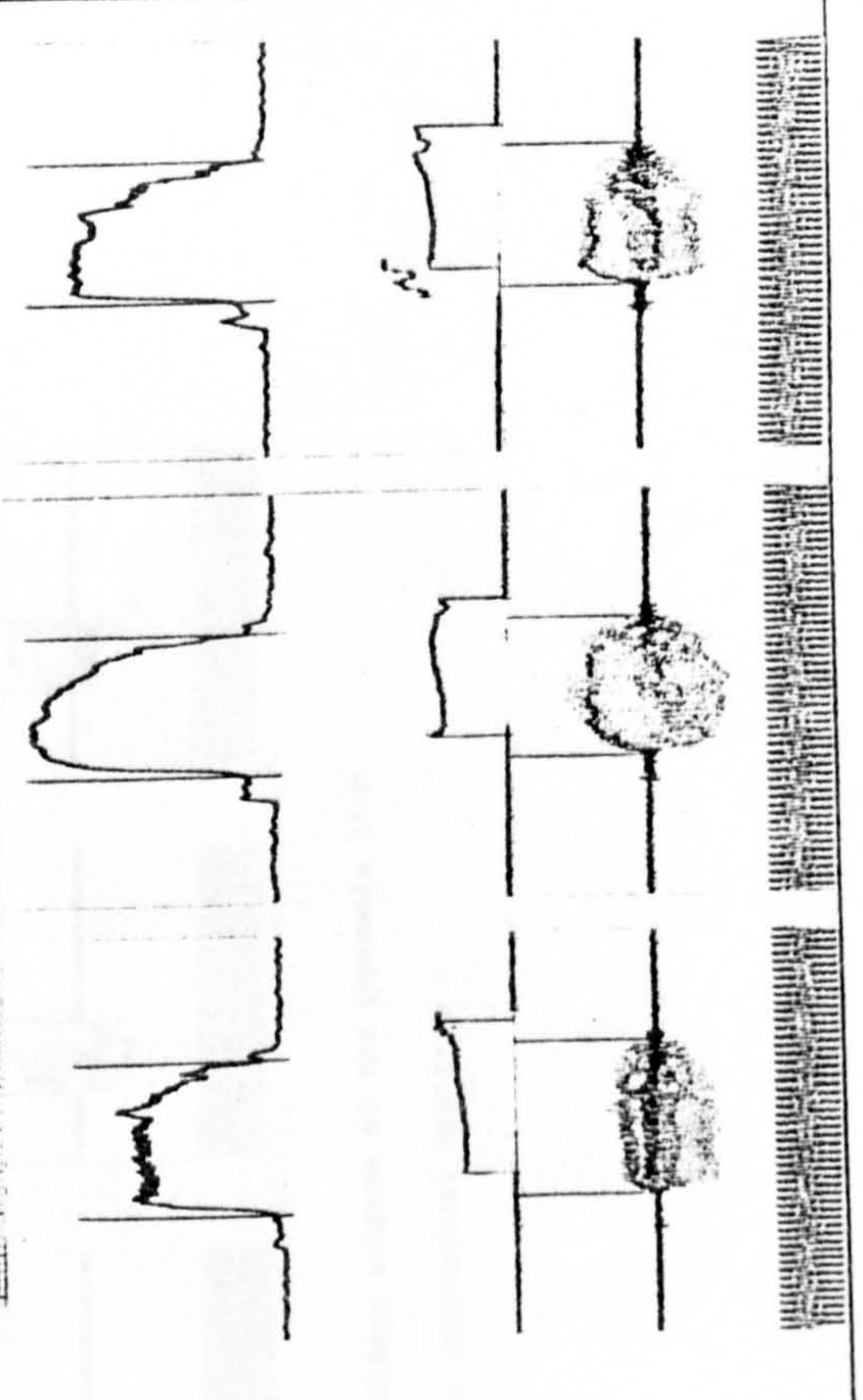
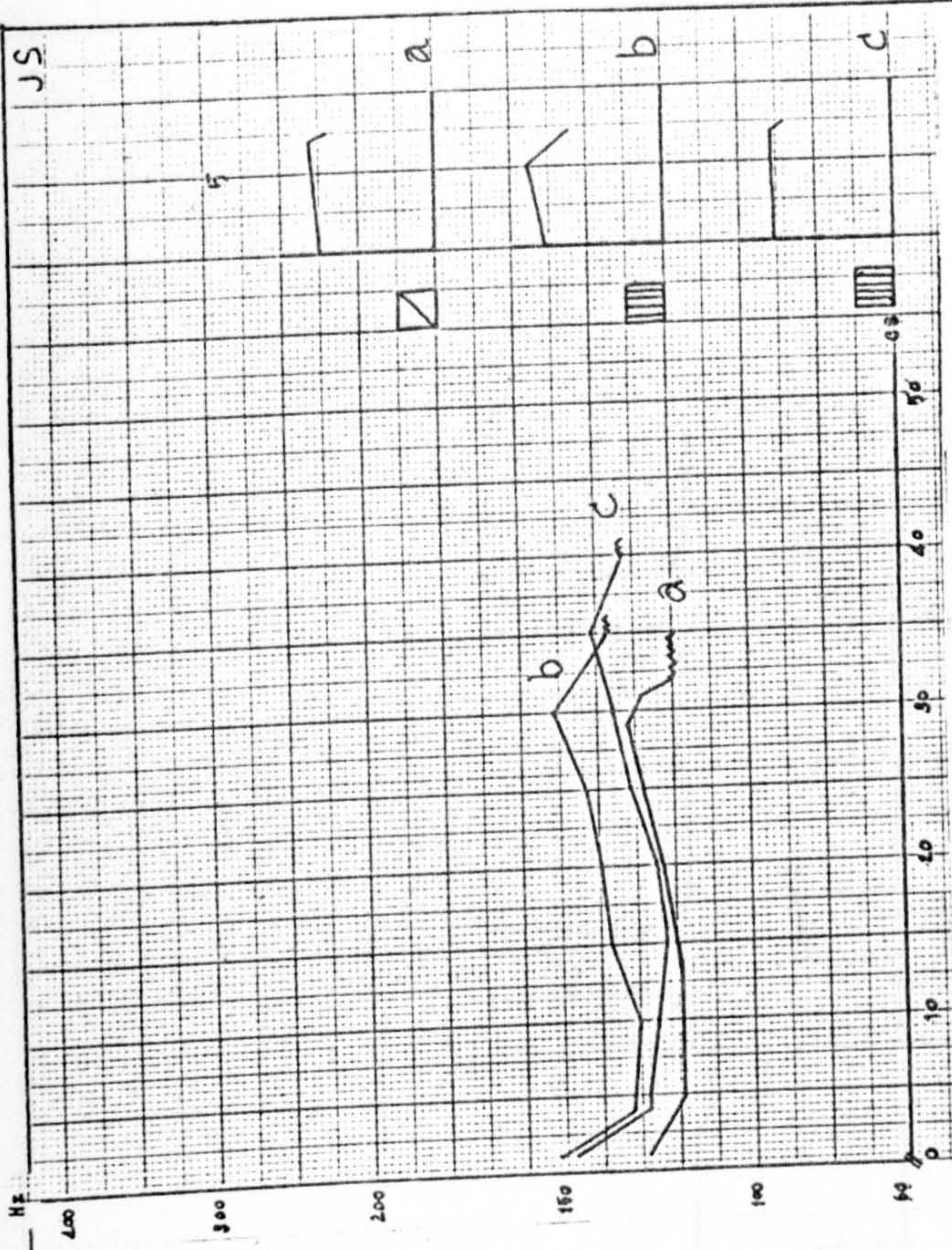


Fig 3.85 - 3.86 illustrate the acoustic and the auditory records of the phonemic high tone in the word /phm:/ uttered with 3 contrastive attitudinal meanings :

- 5. a Neutral
- 5. b Interested attitude
- 5. c Bored attitude.



/phase/

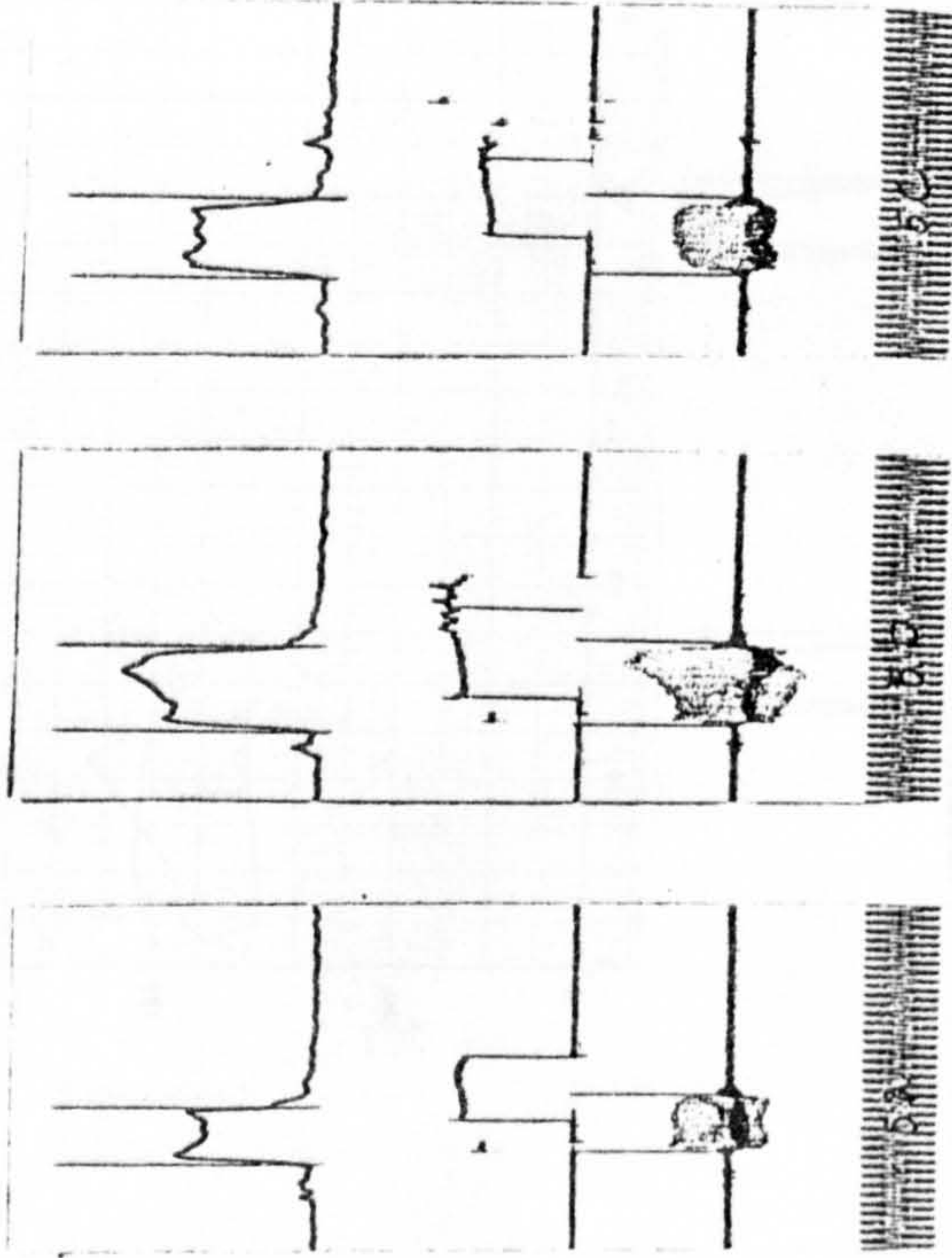
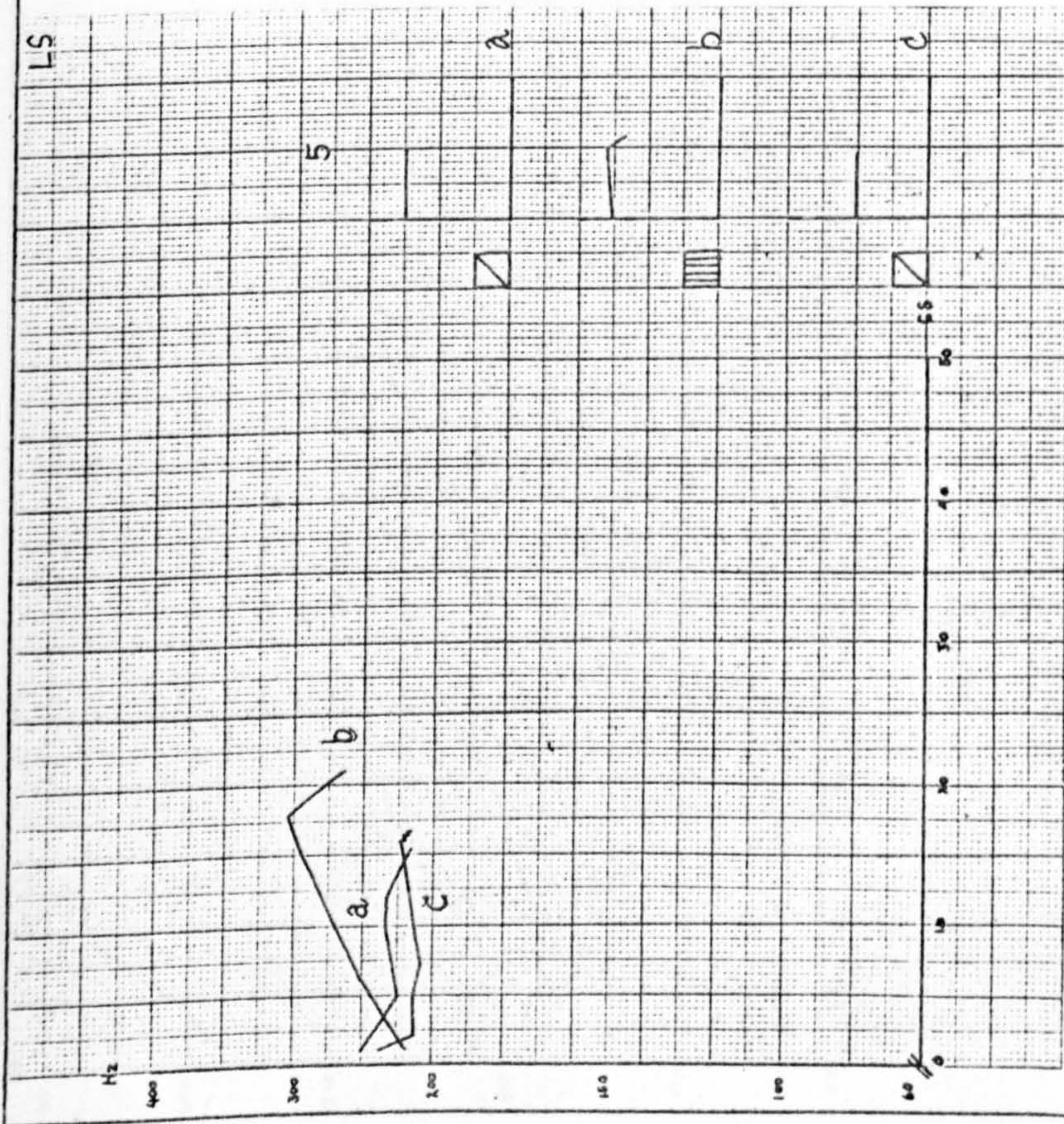
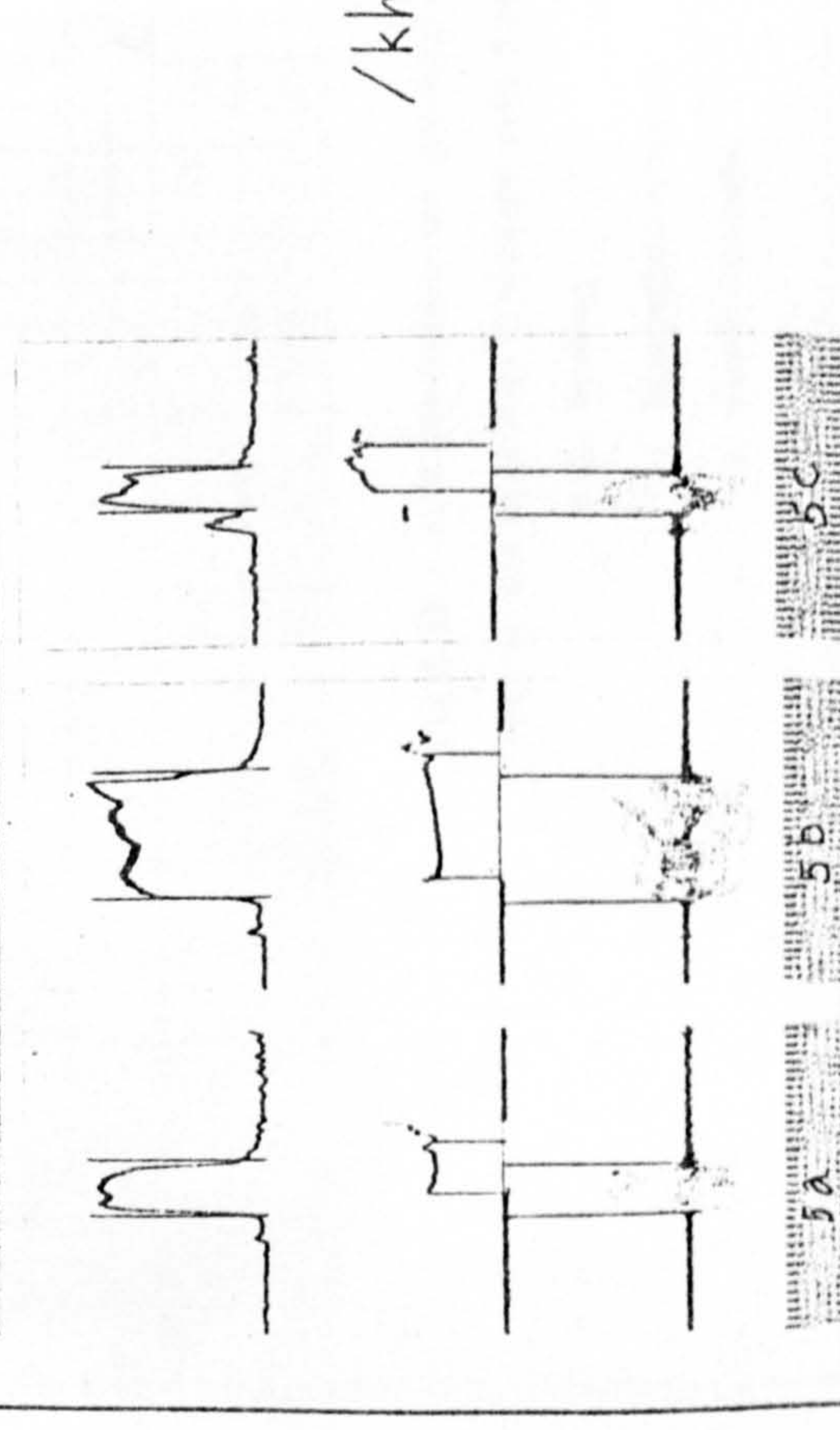
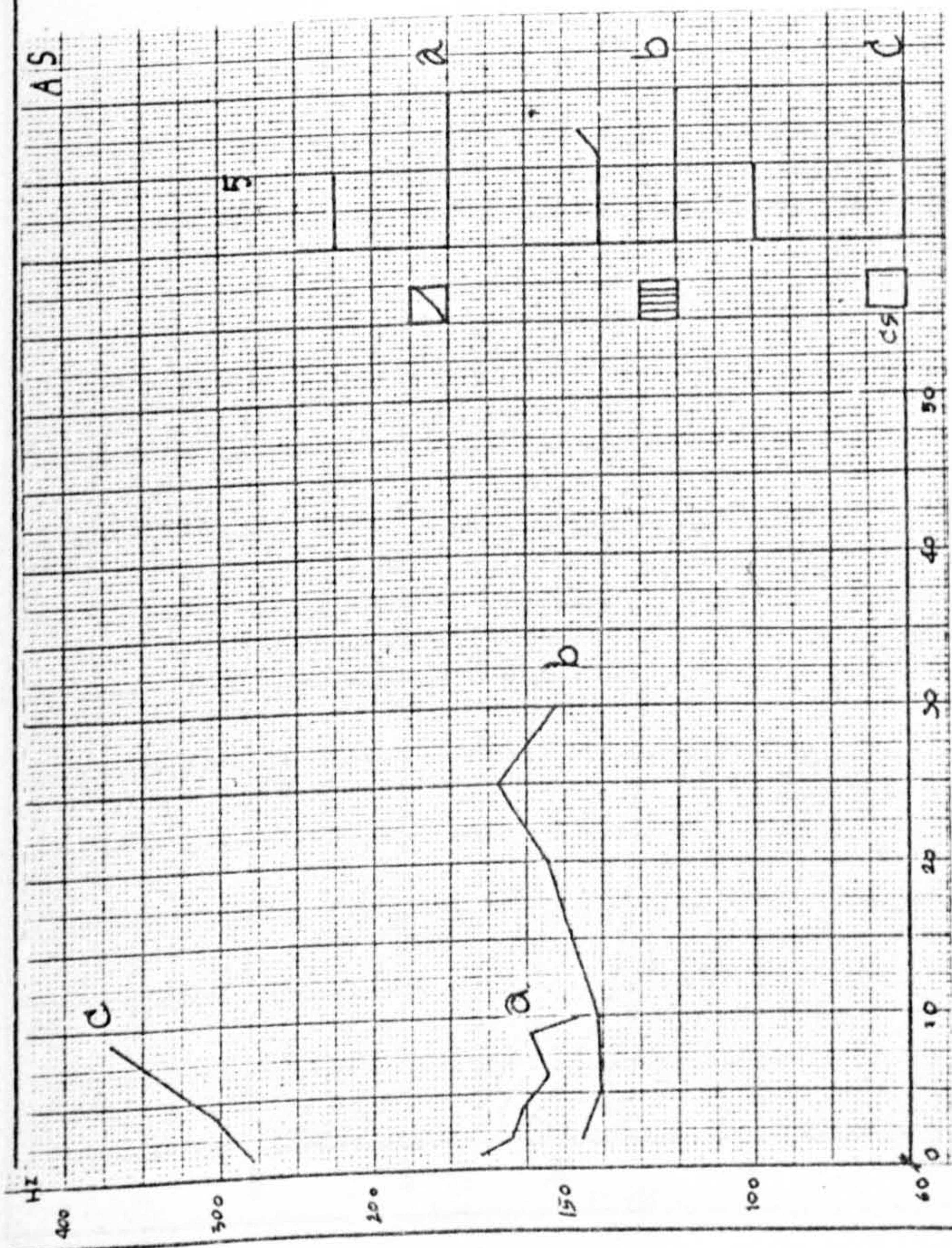
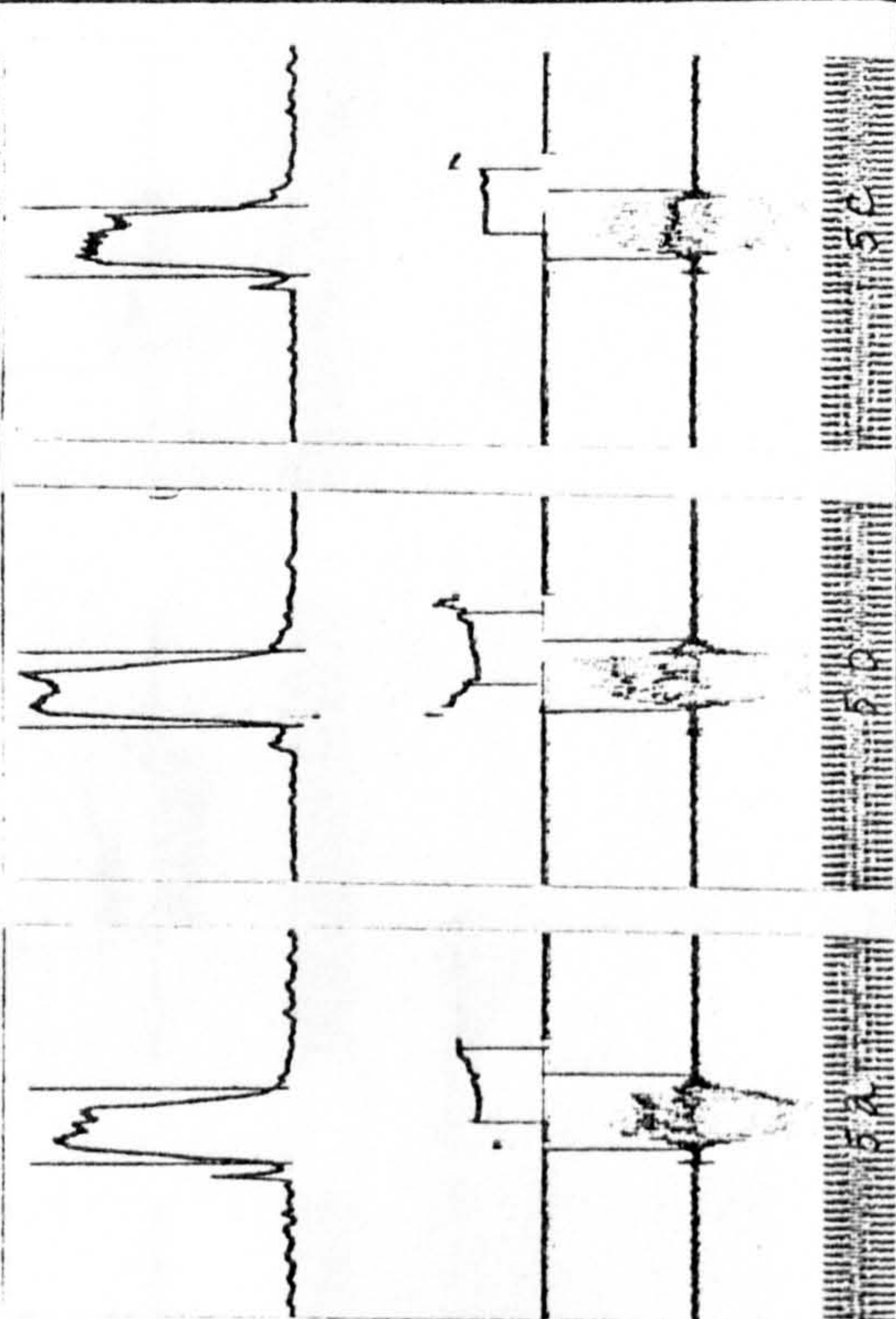
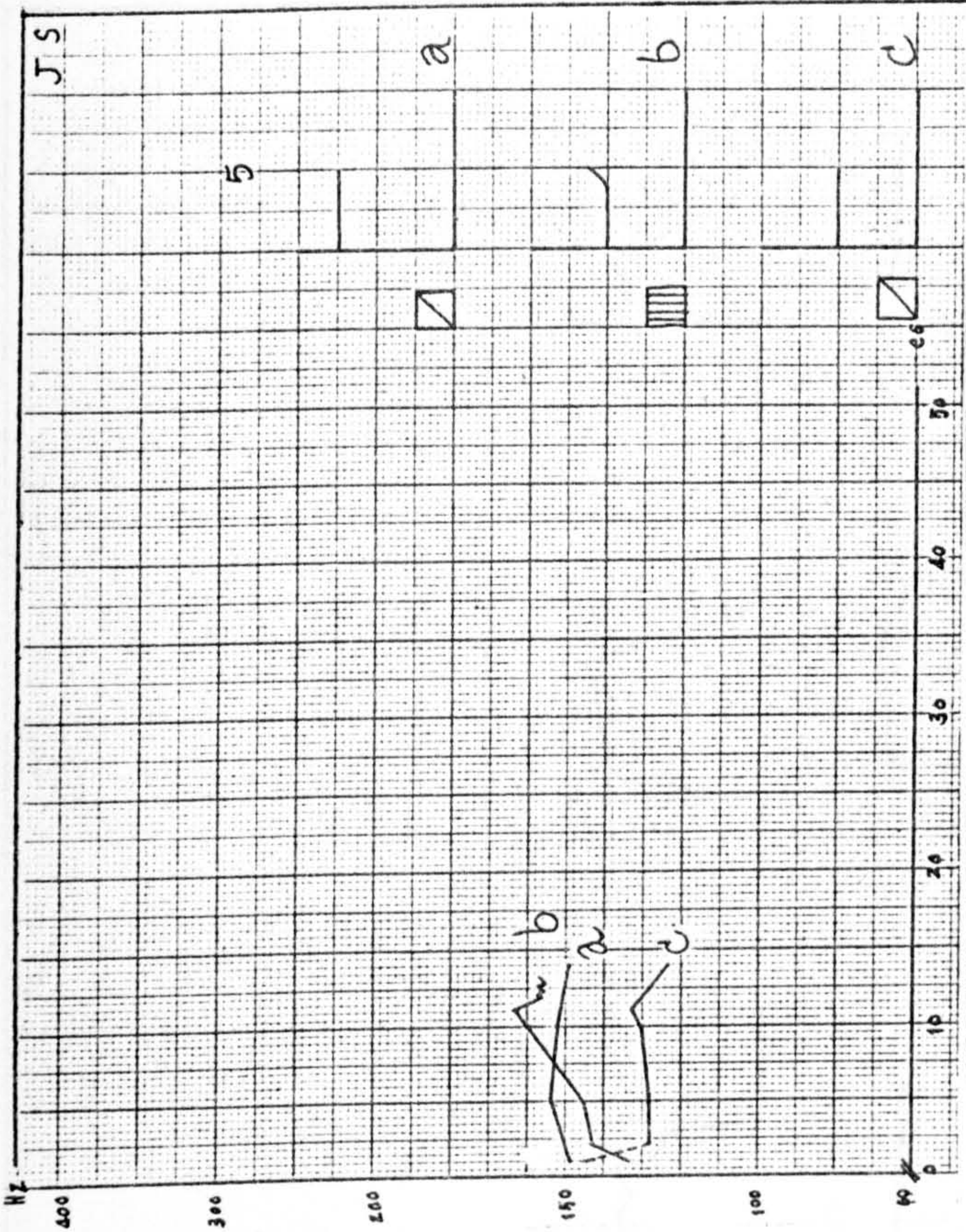


Fig 3.87 - 3.88 illustrate the acoustic and the auditory records of the phonemic high tone in the word /khot^h/ uttered with 3 contrastive attitudinal meanings :

- 5.a Neutral
- 5.b Interested attitude
- 5.c Bored attitude.



/khot^h/

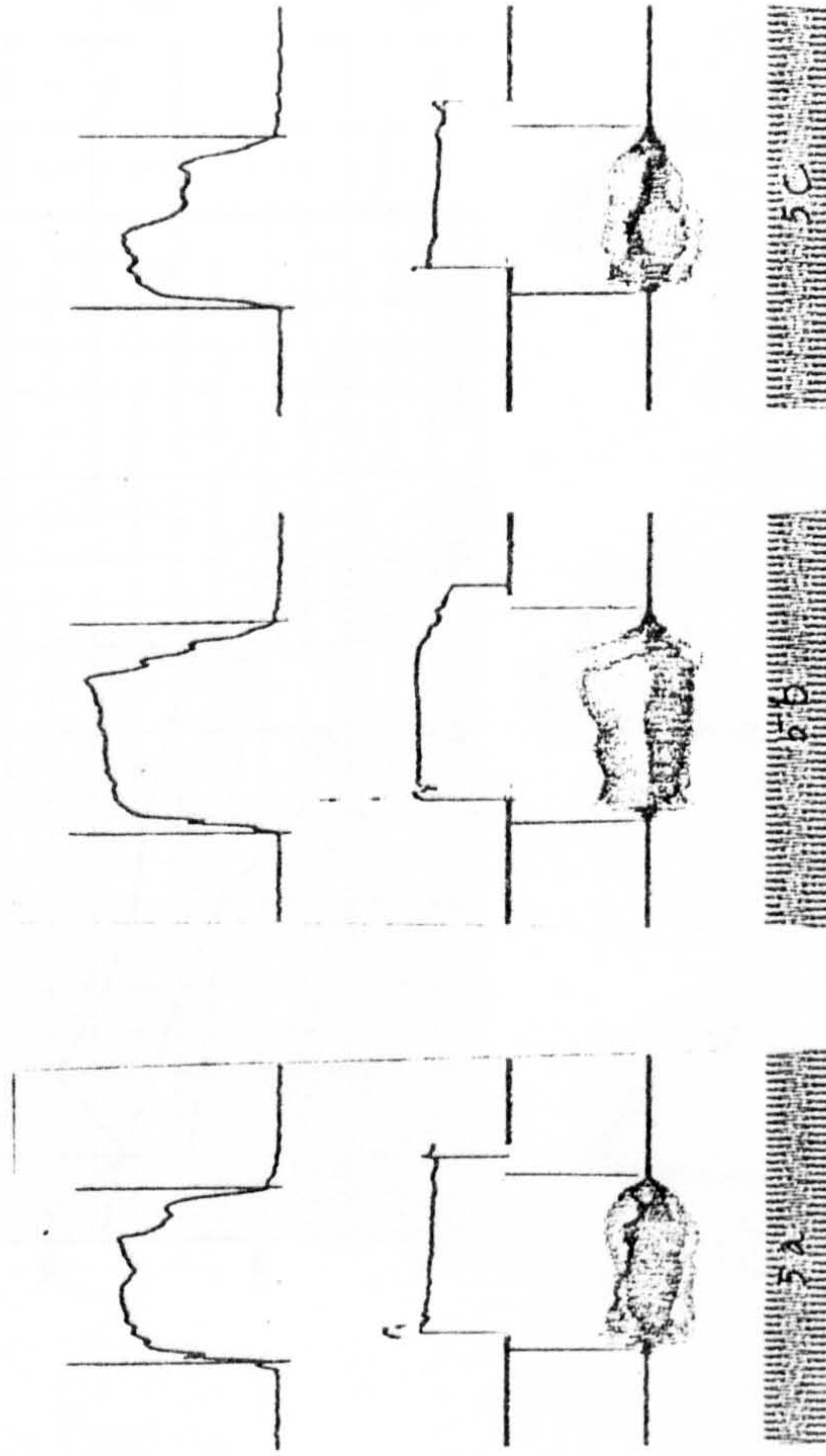
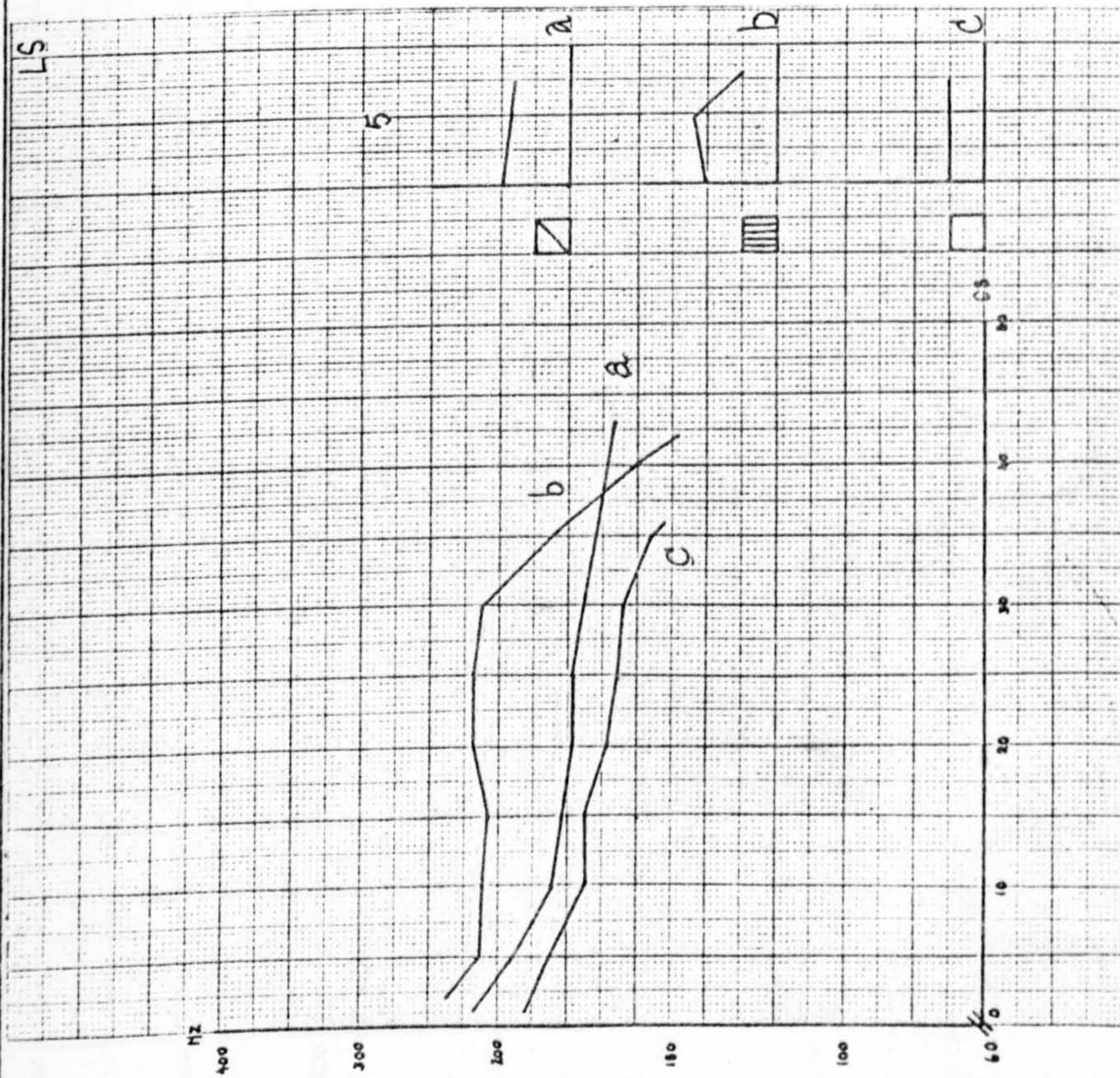


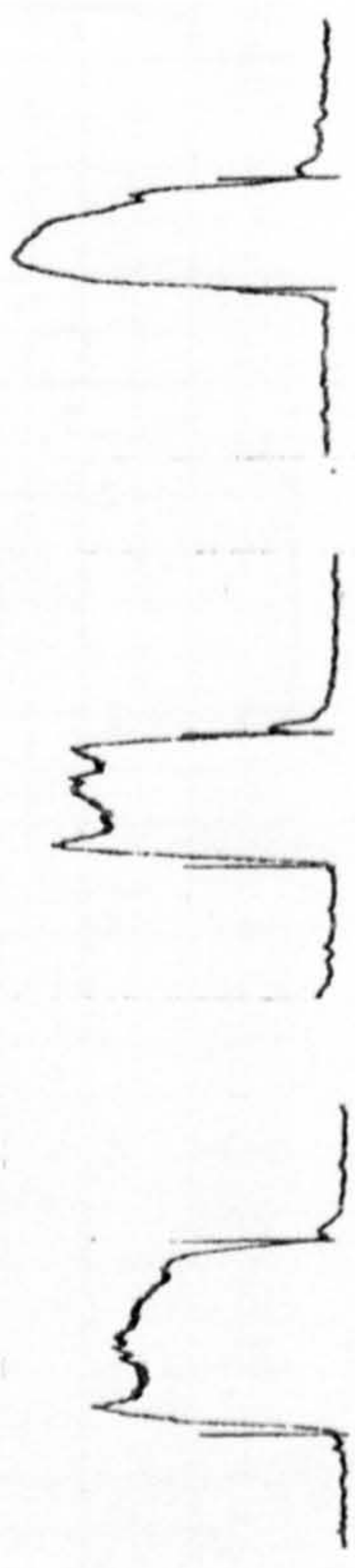
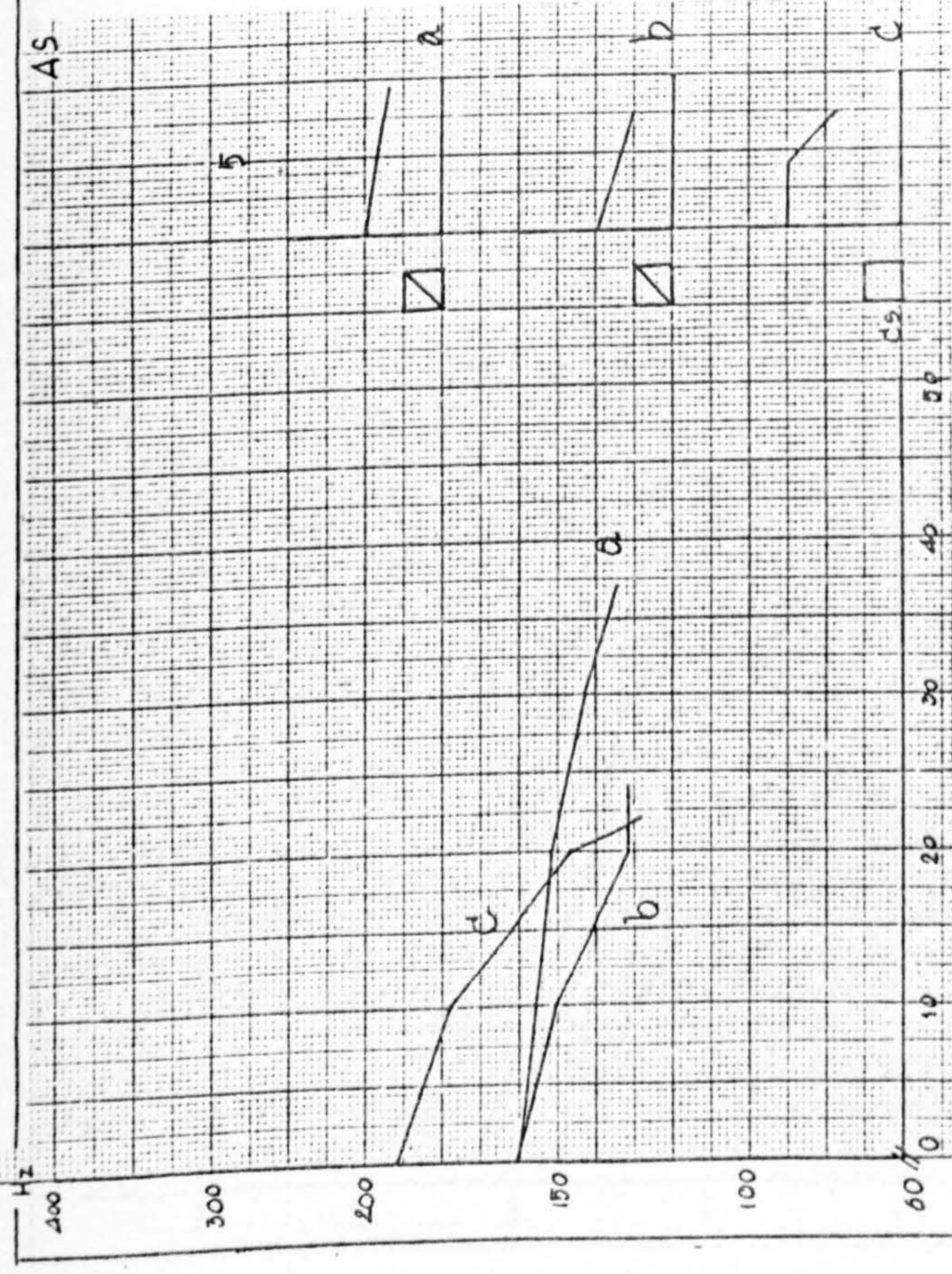
Fig 3.89 - 3.90 illustrate the acoustic and the auditory records of the phonemic mid

tone in the word /ke:^m/ uttered with 3 contrastive attitudinal meanings :

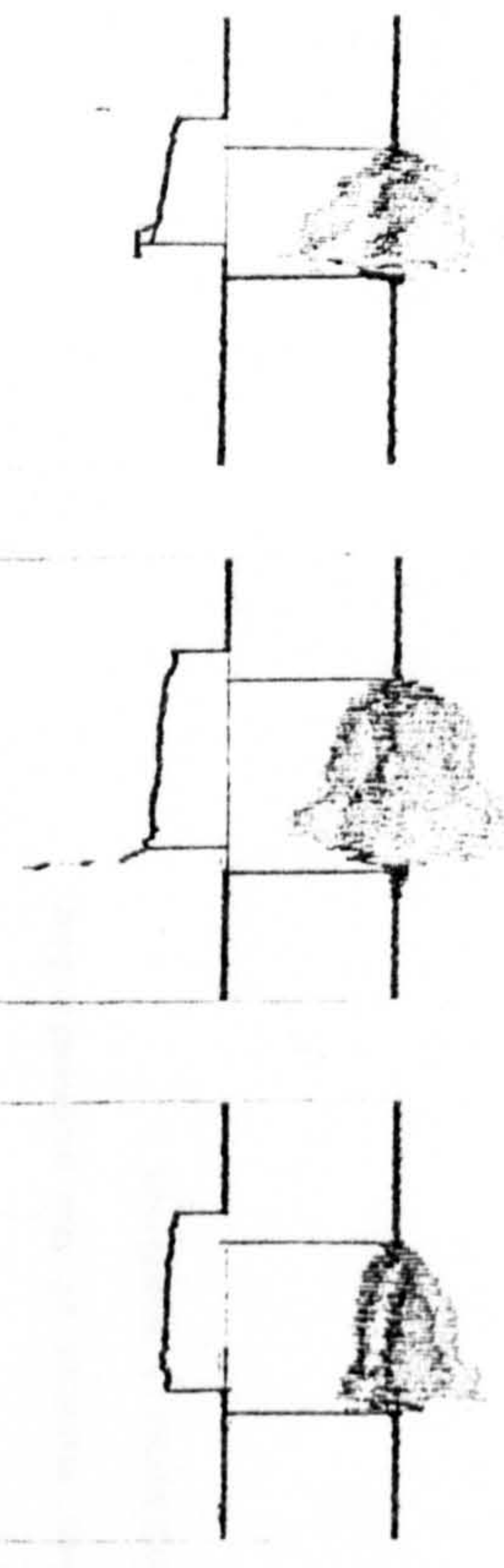
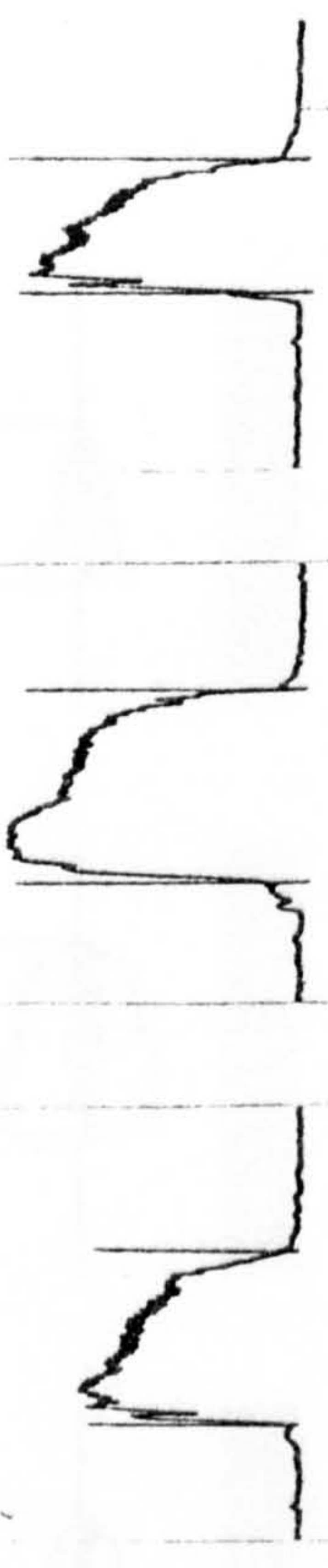
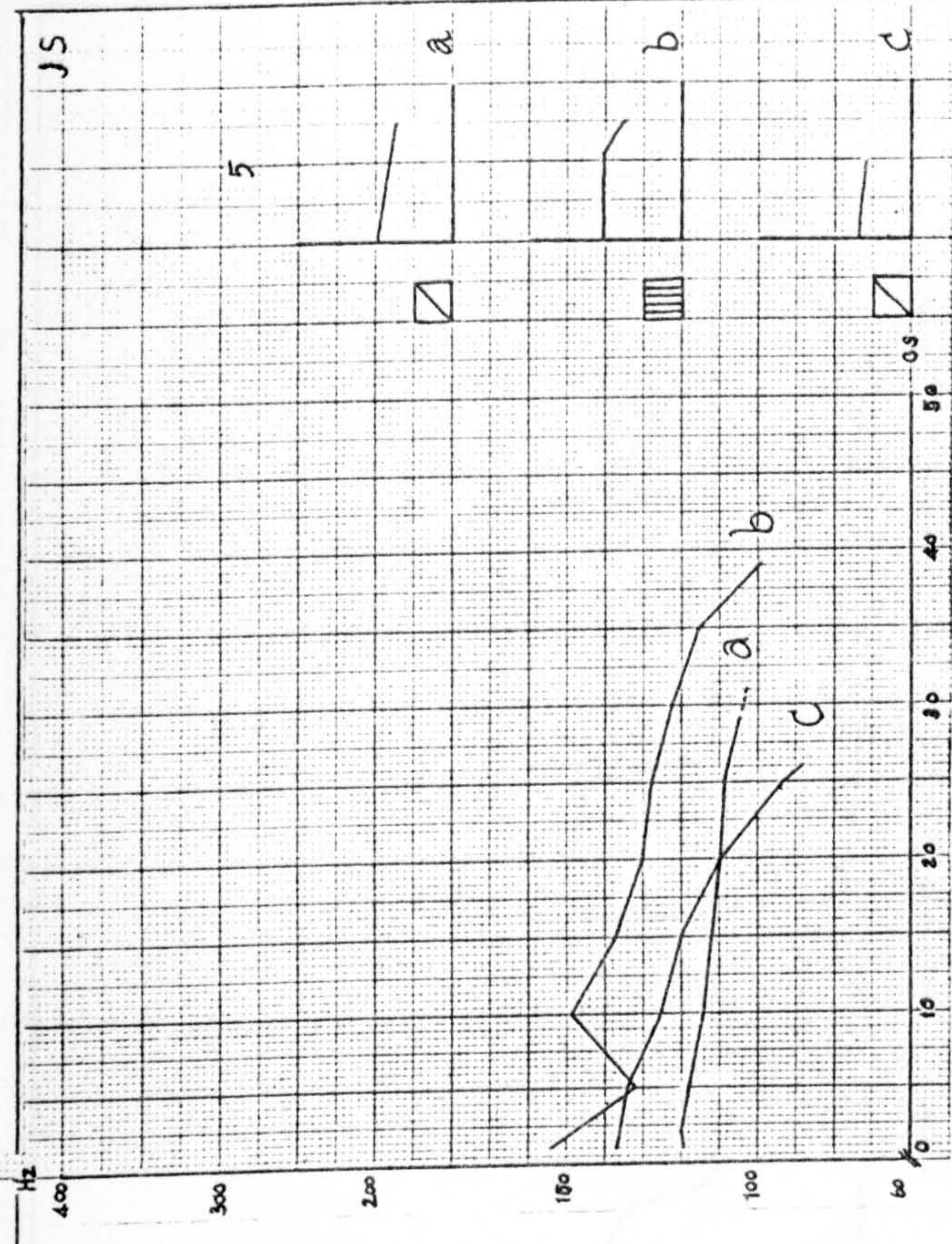
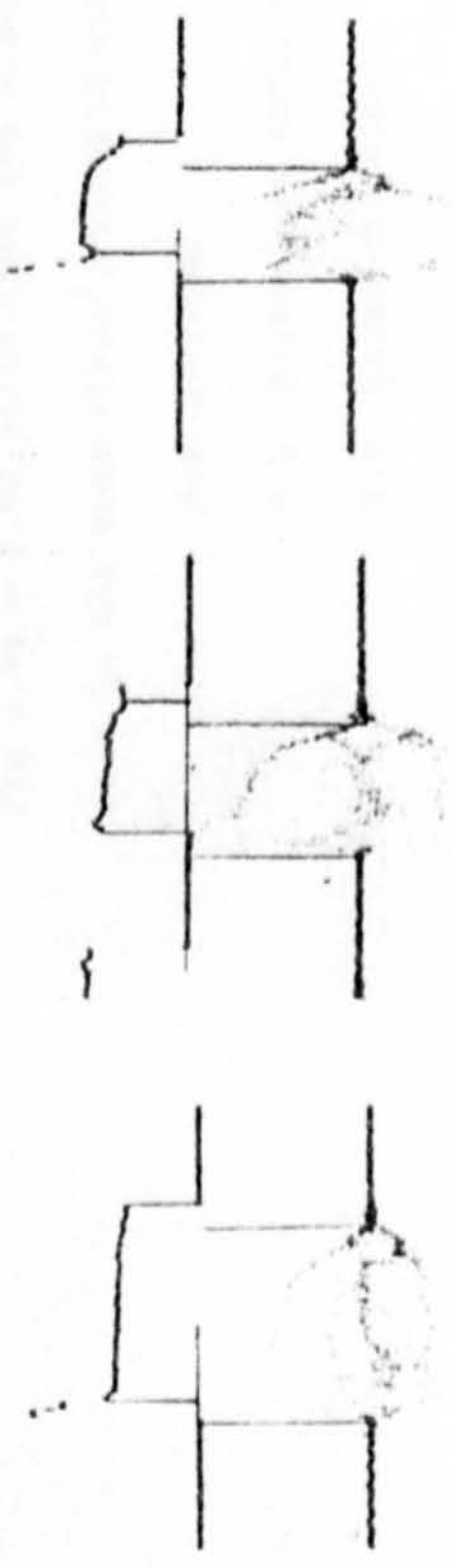
5.a Neutral

5.b Interested attitude

5.c Bored attitude.



/ke: m/



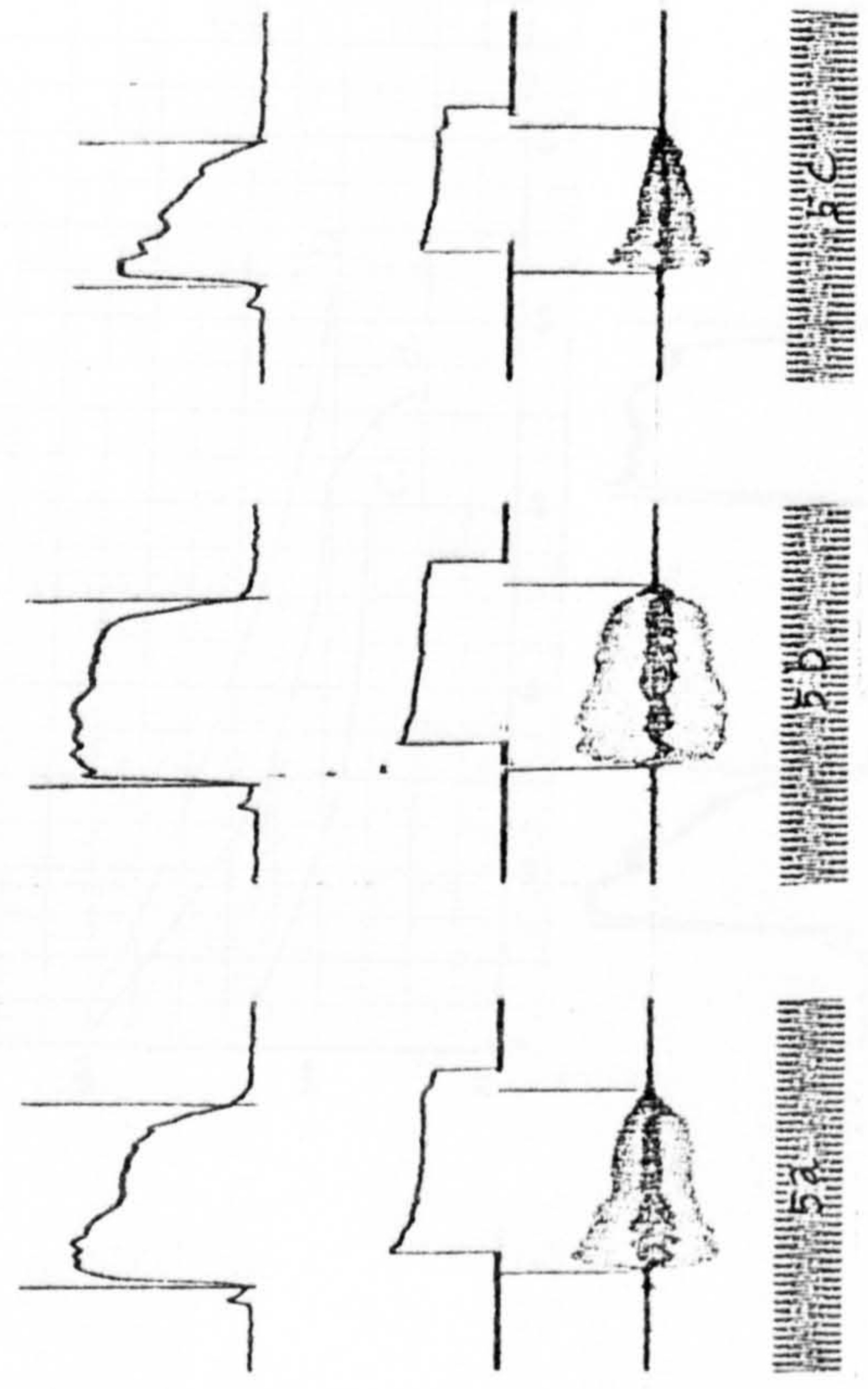
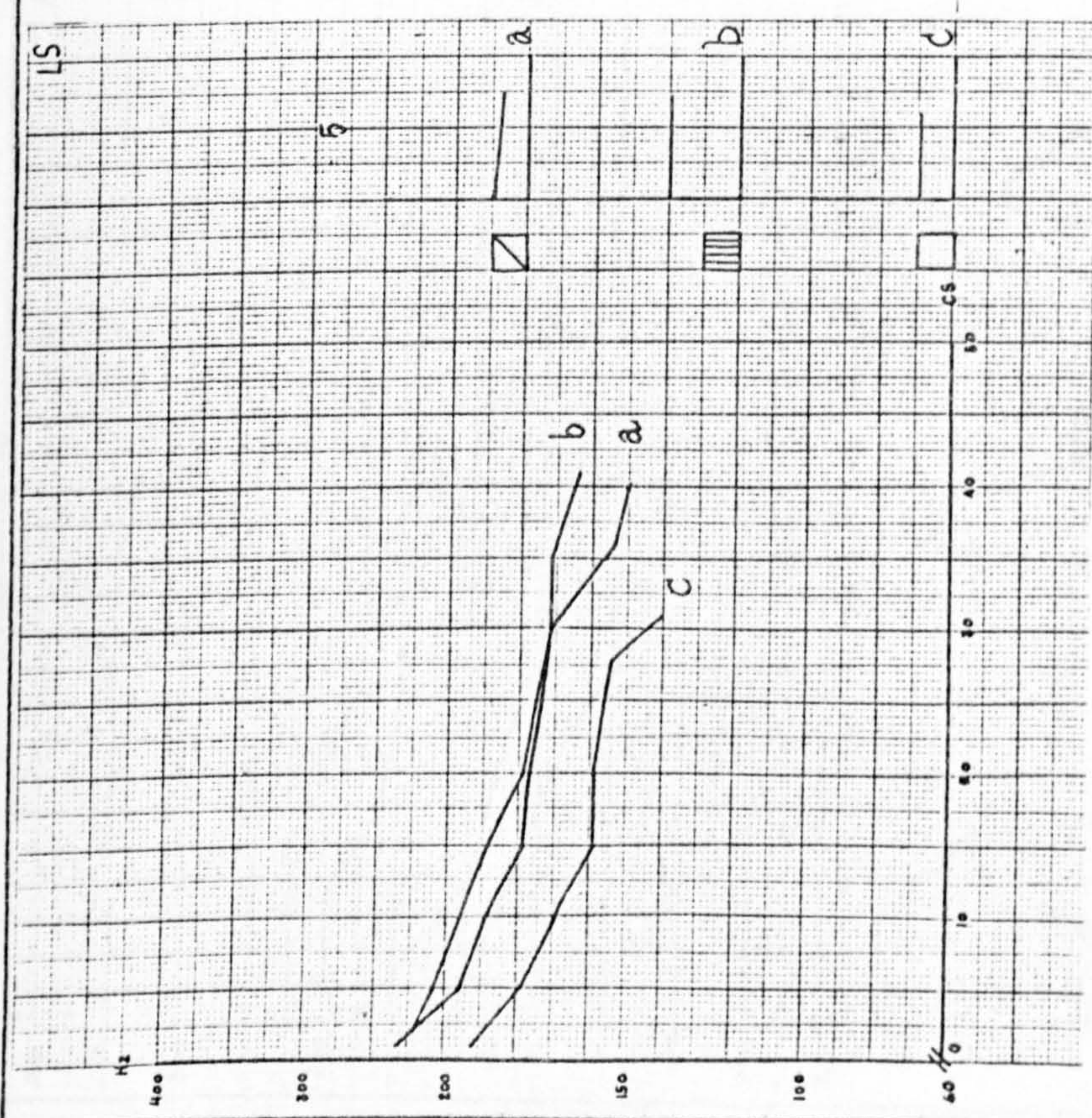
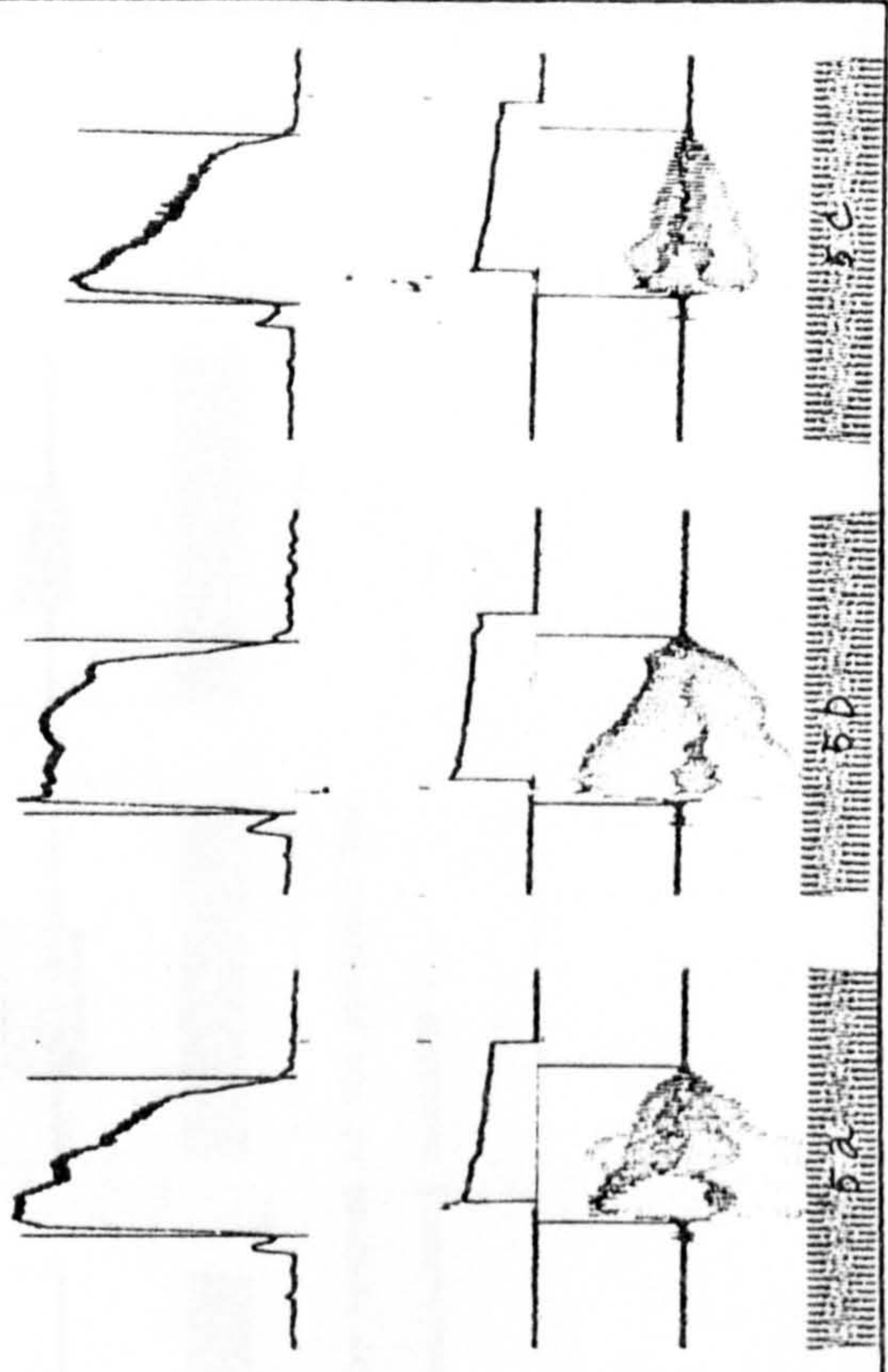
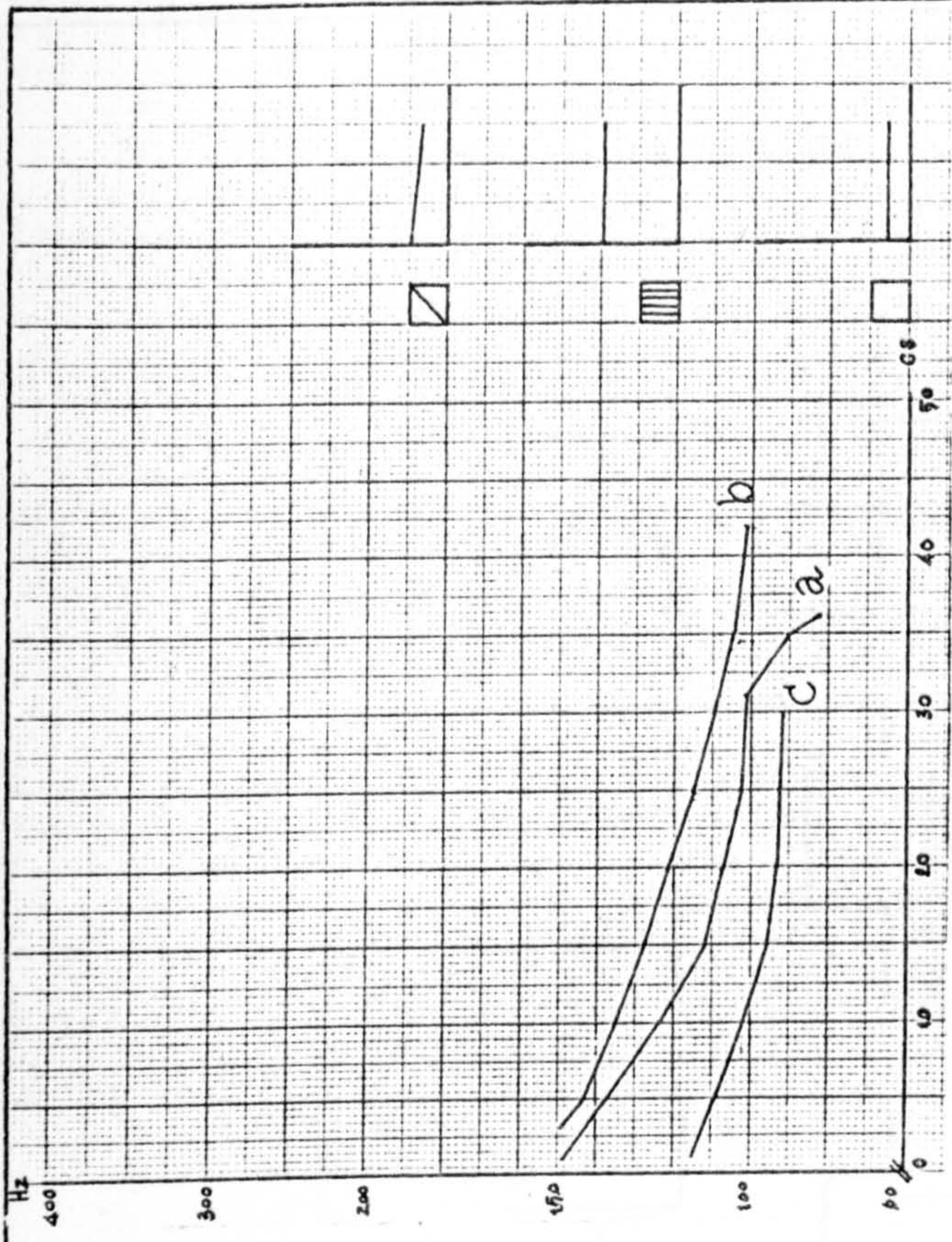
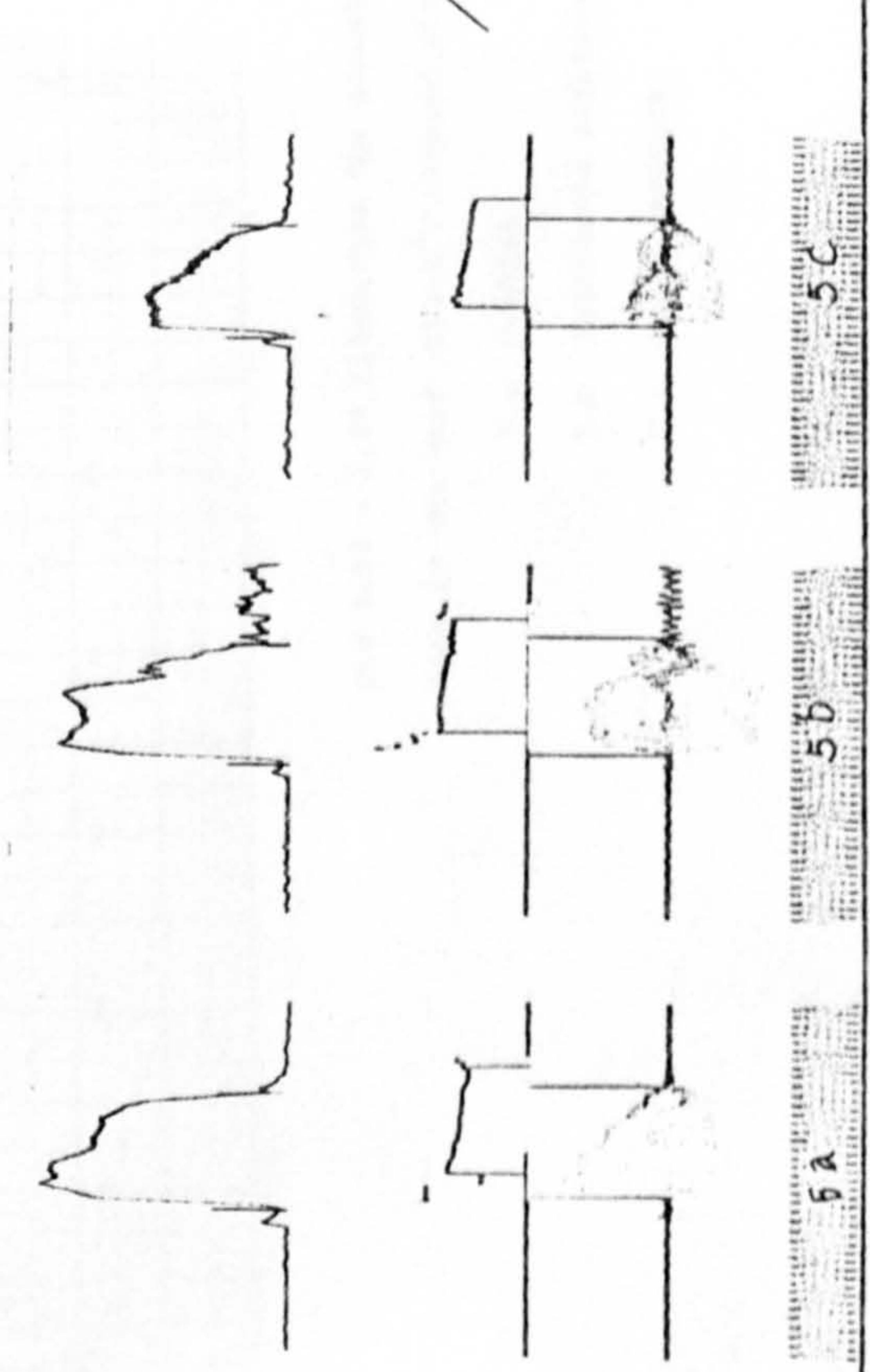
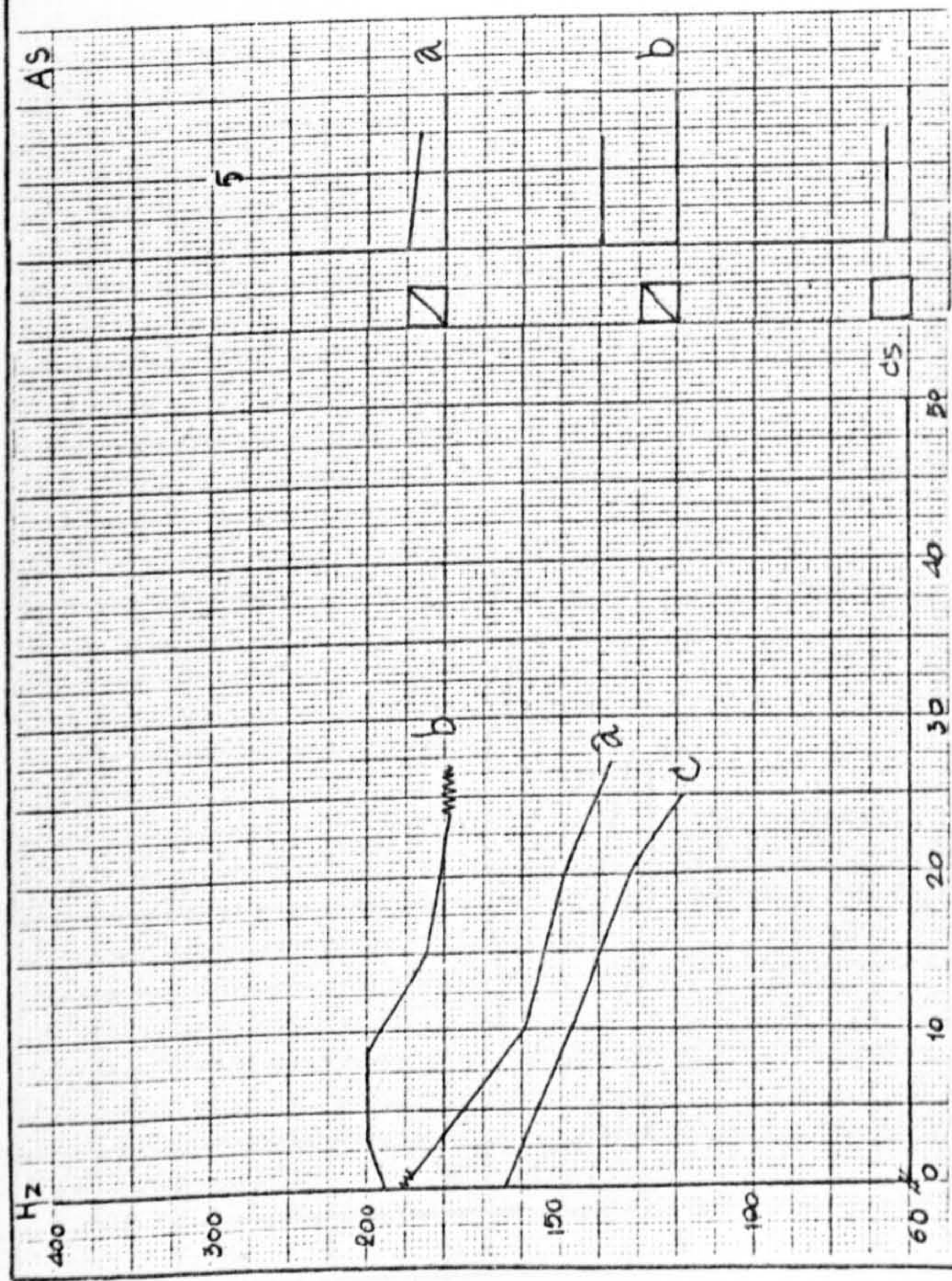


Fig 3.91 - 3.92 illustrate the acoustic and the auditory records of the phonemic low tone in the word /thi:/ uttered with 3 contrastive attitudinal meanings :

- 5.a Neutral
- 5.b Interested attitude
- 5.c Bored attitude.



/thi:/



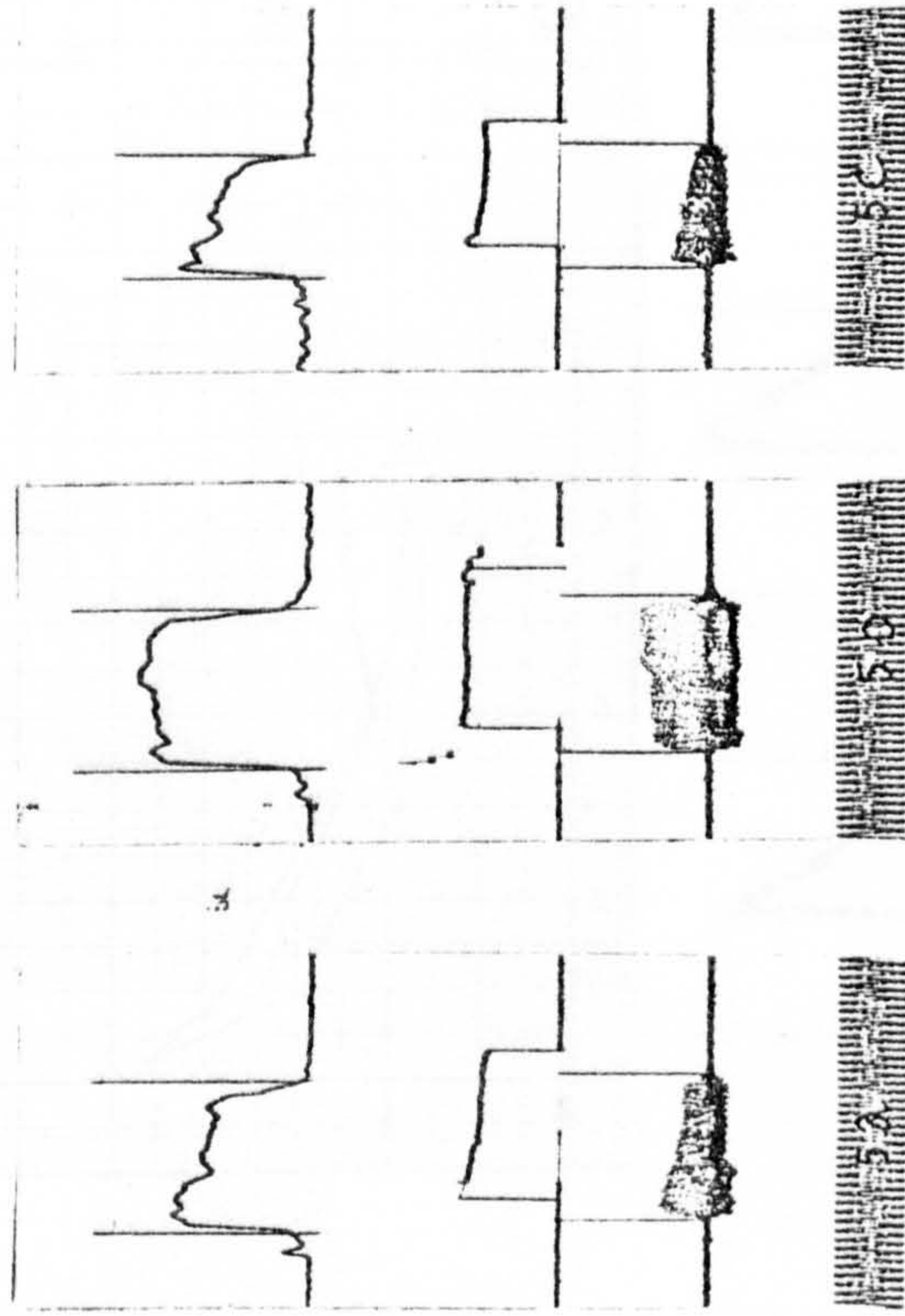
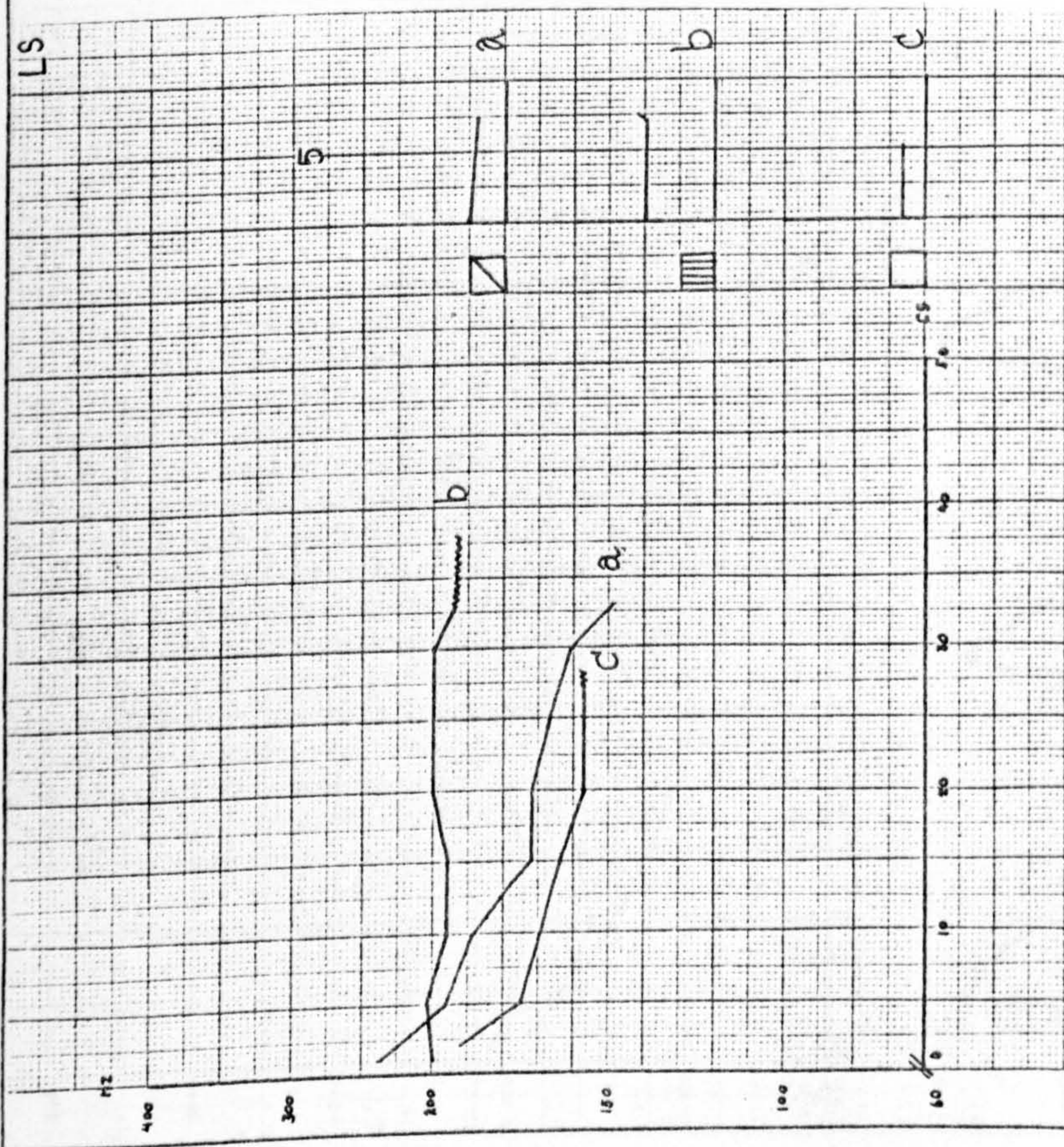
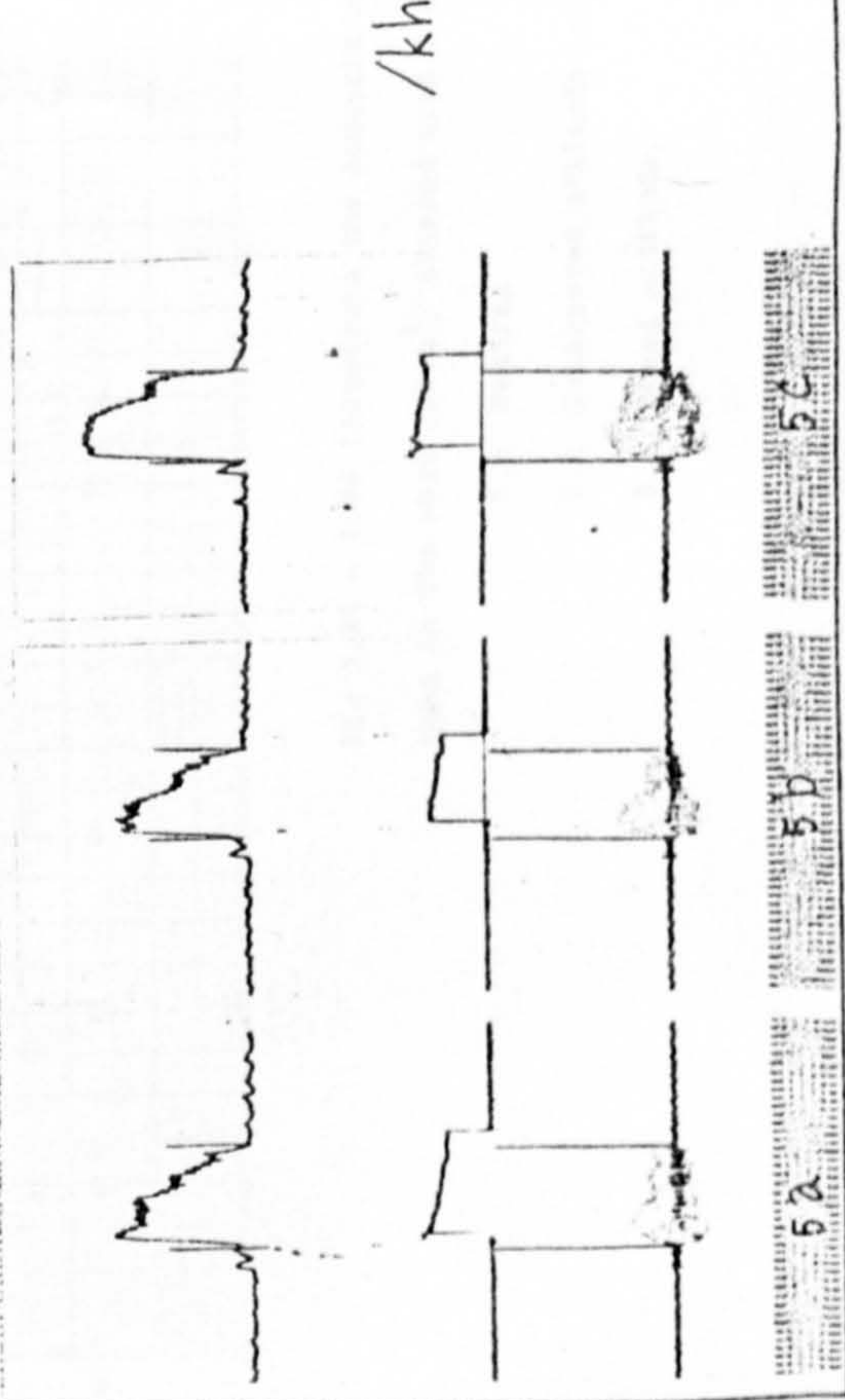
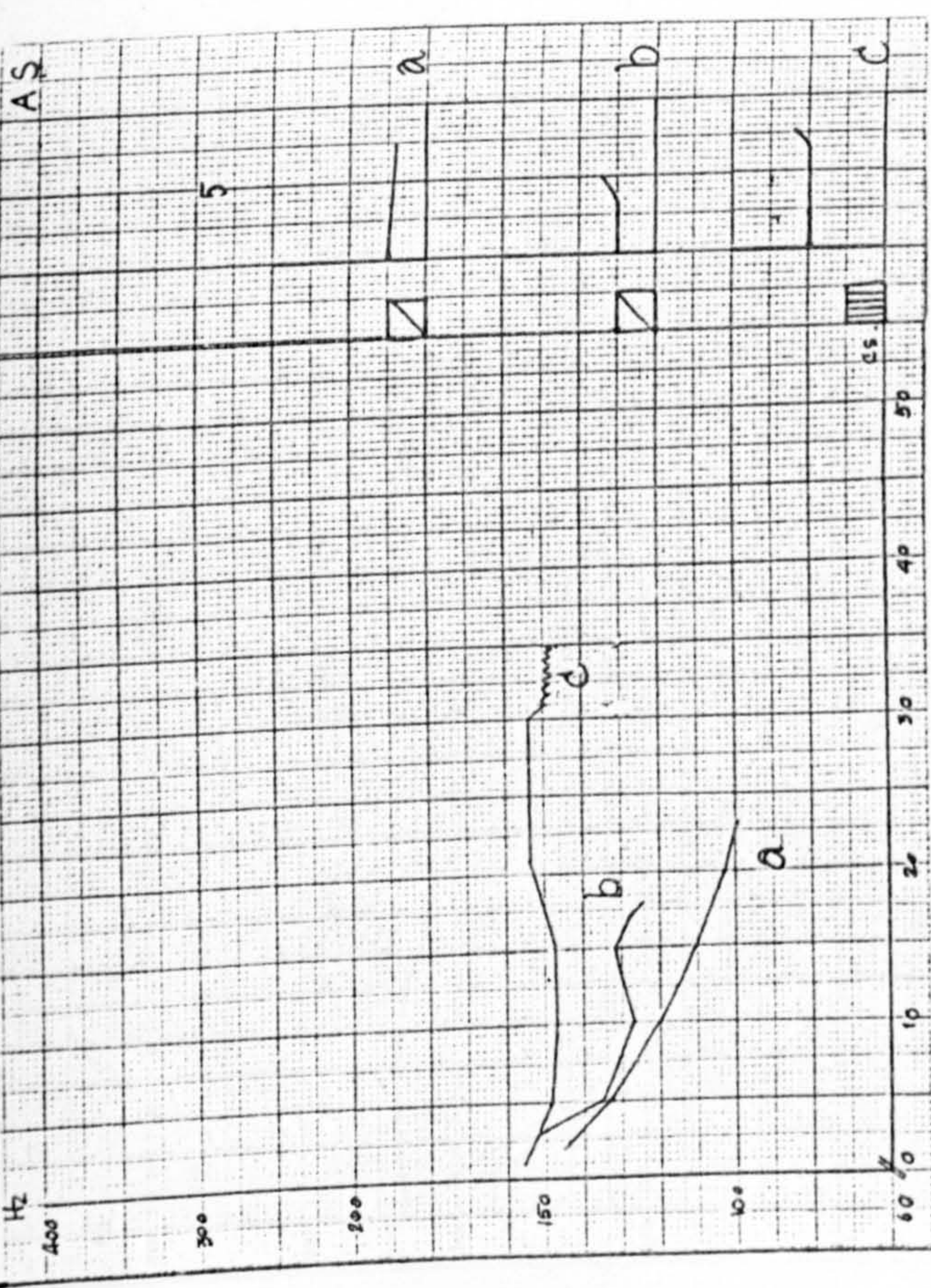
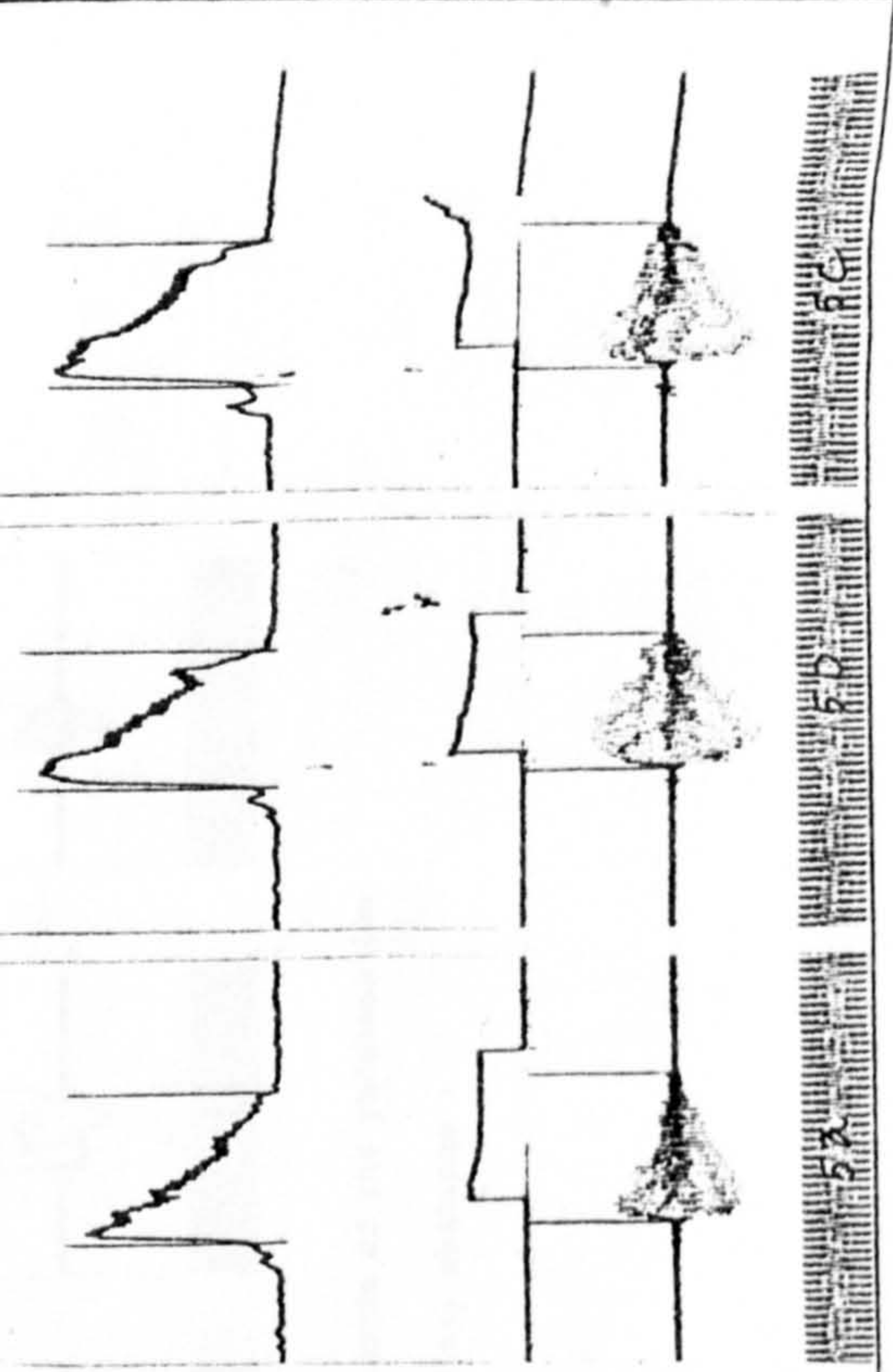
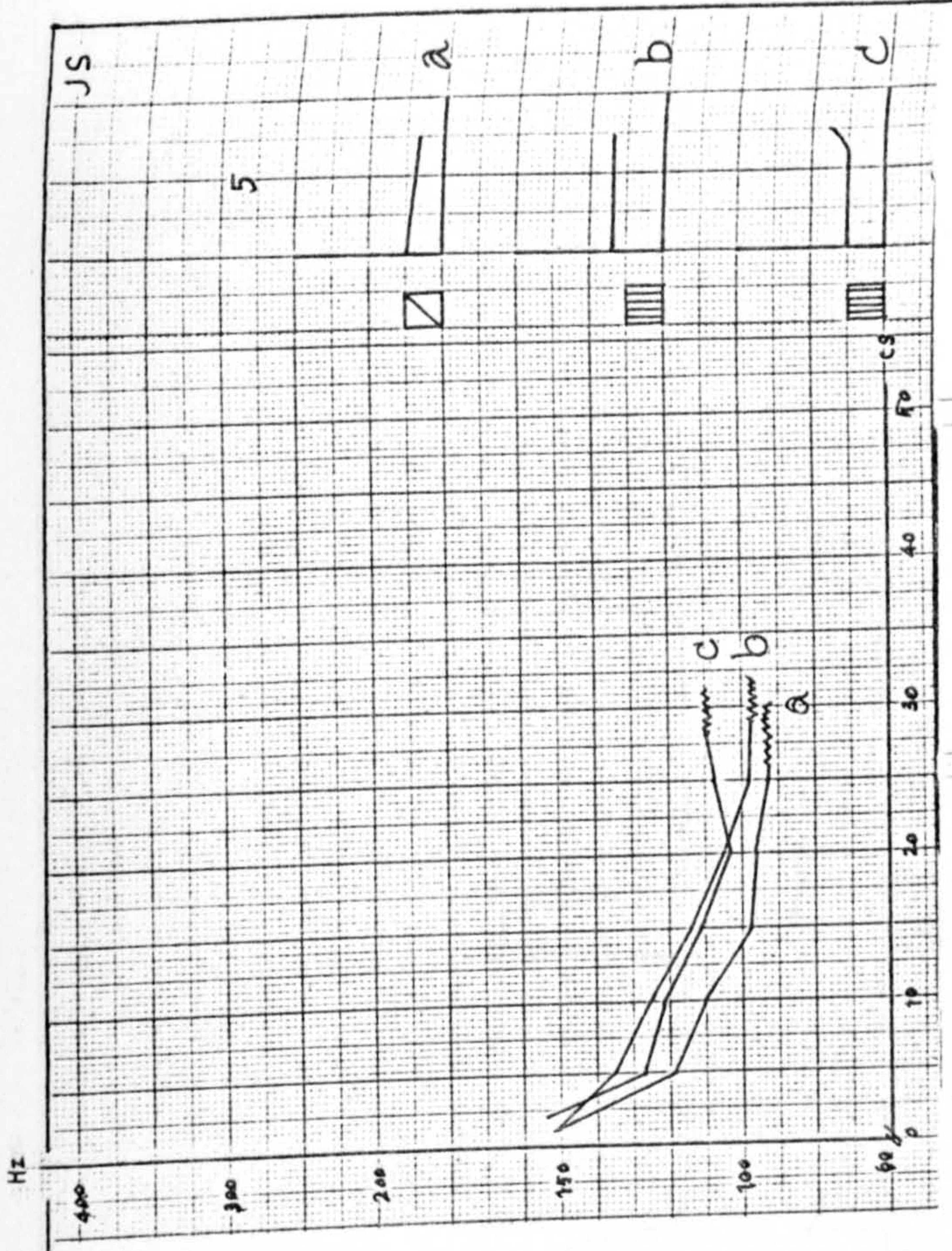


Fig 3.93 - 3.94 illustrate the acoustic and the auditory records of the phonemic low tone in the word /kha:t¹/ uttered with 3 contrastive attitudinal meanings :

5.a Neutral

5.b Interested attitude

5.c Bored attitude.



/kha:t/

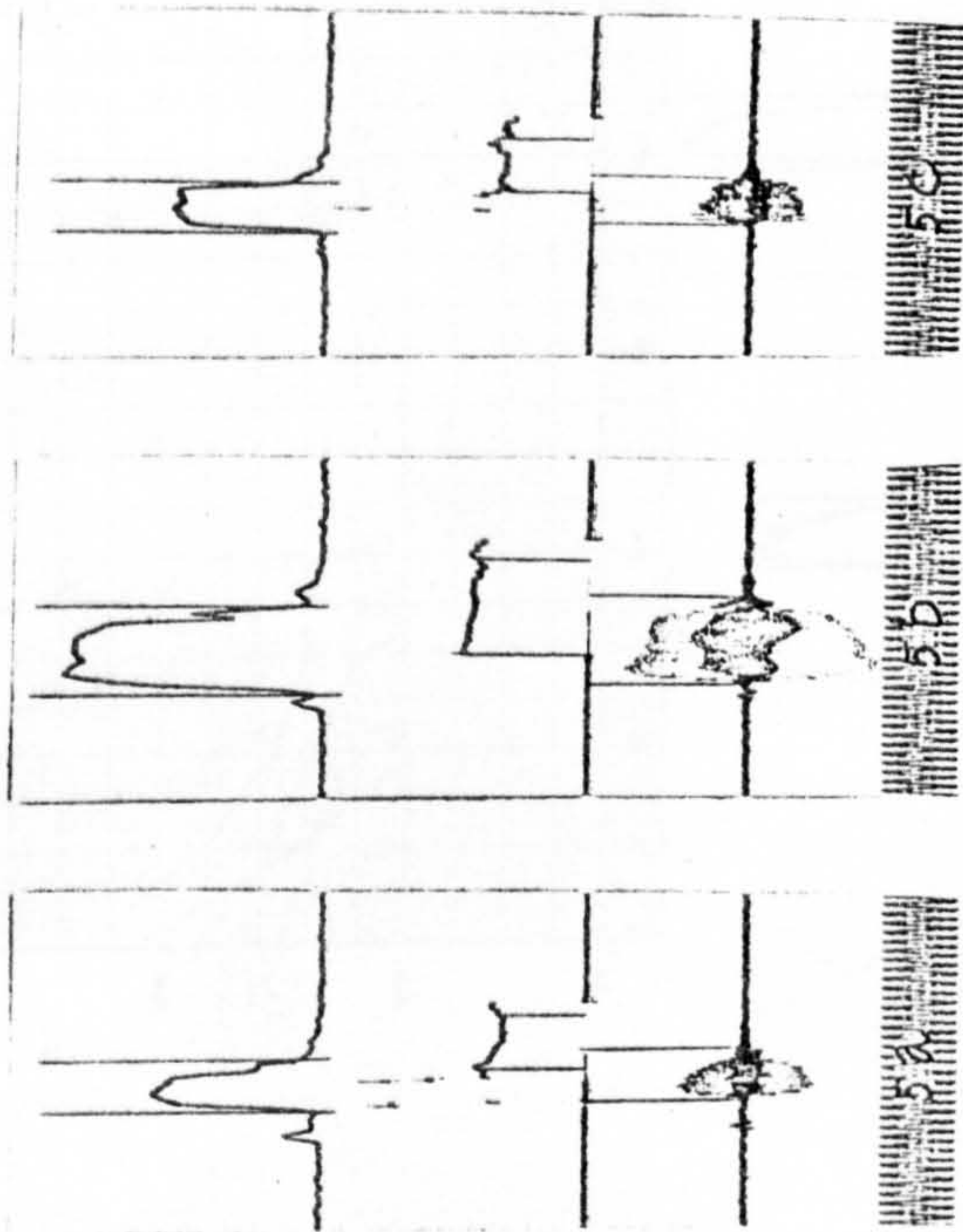
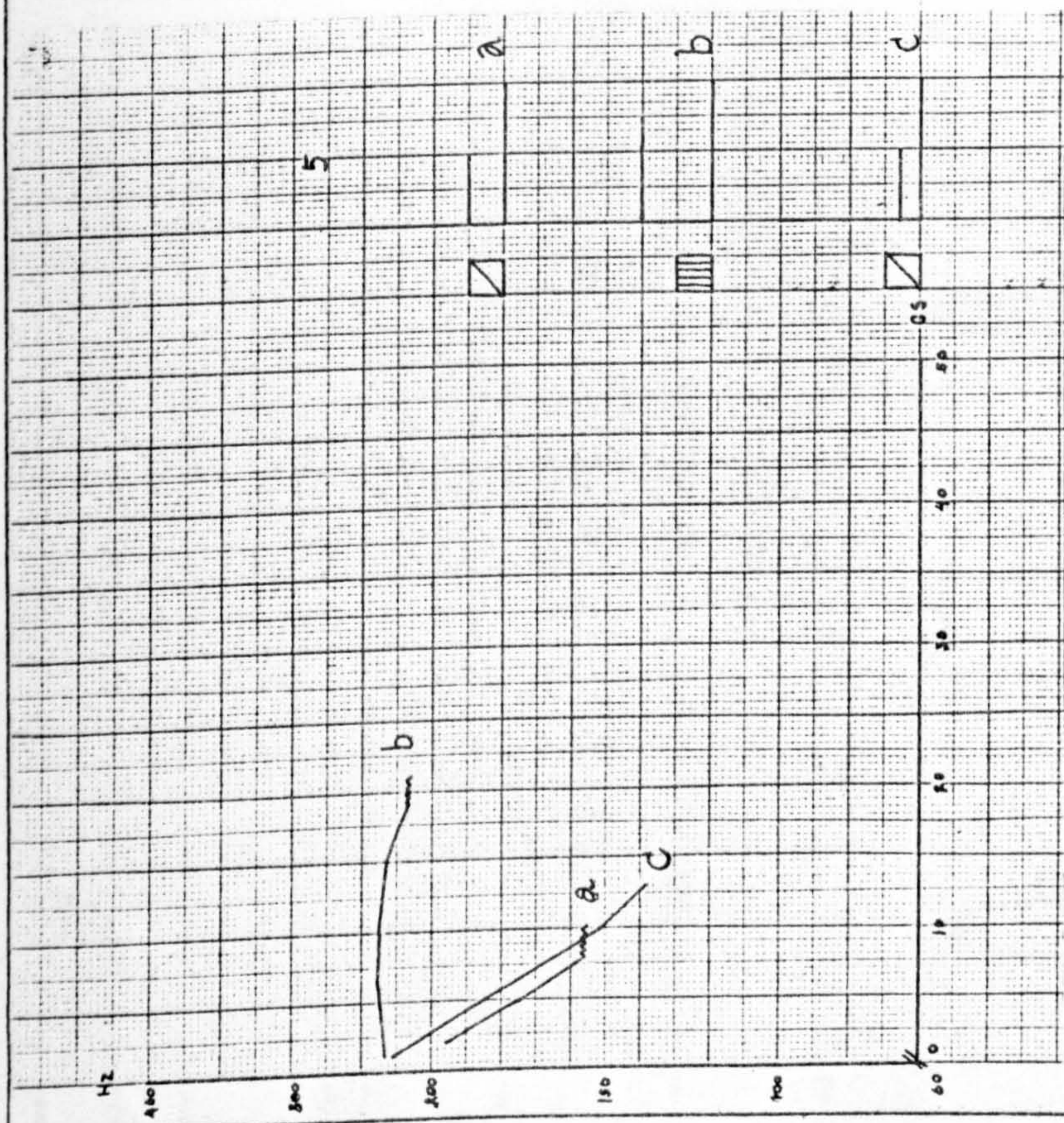
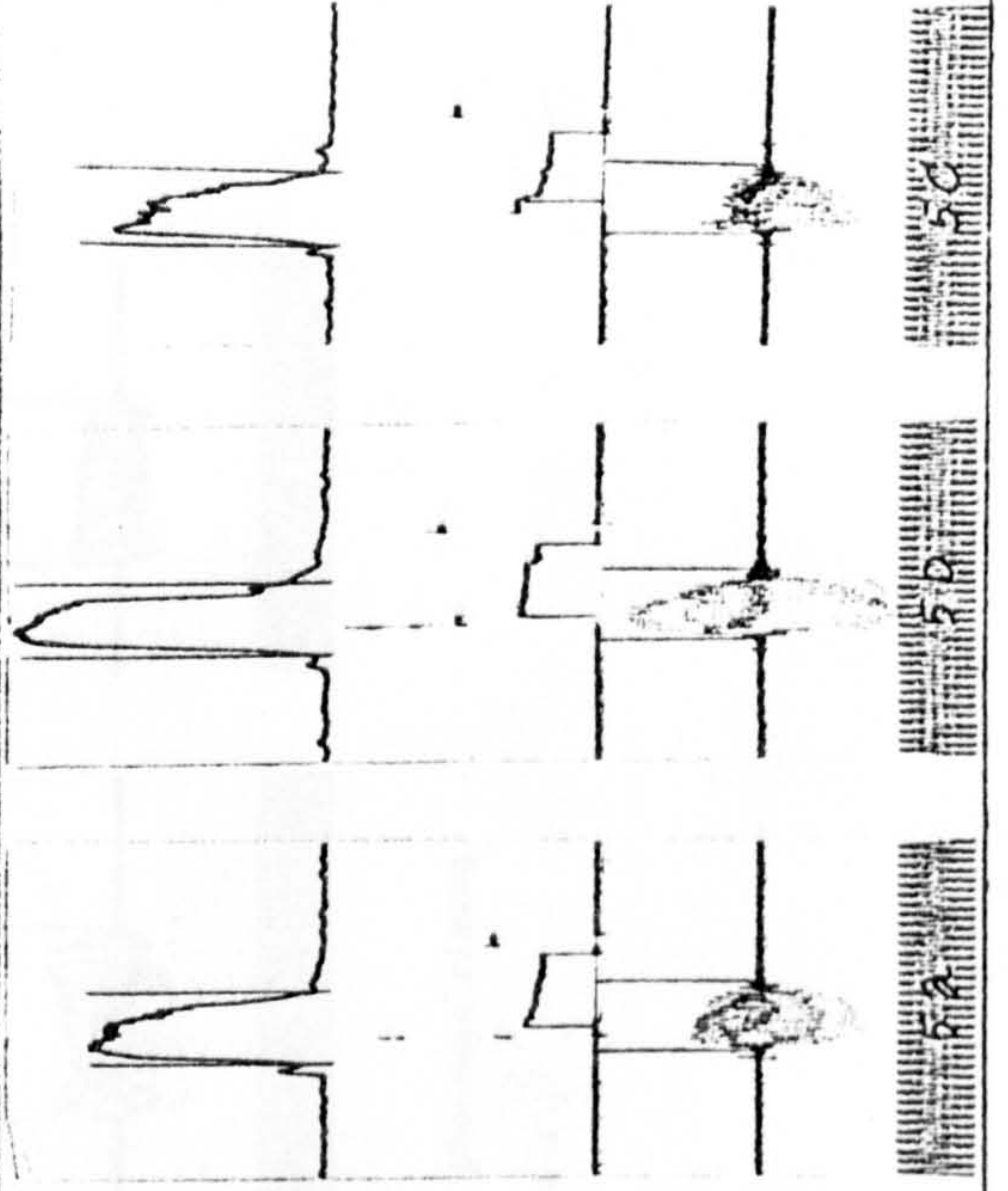
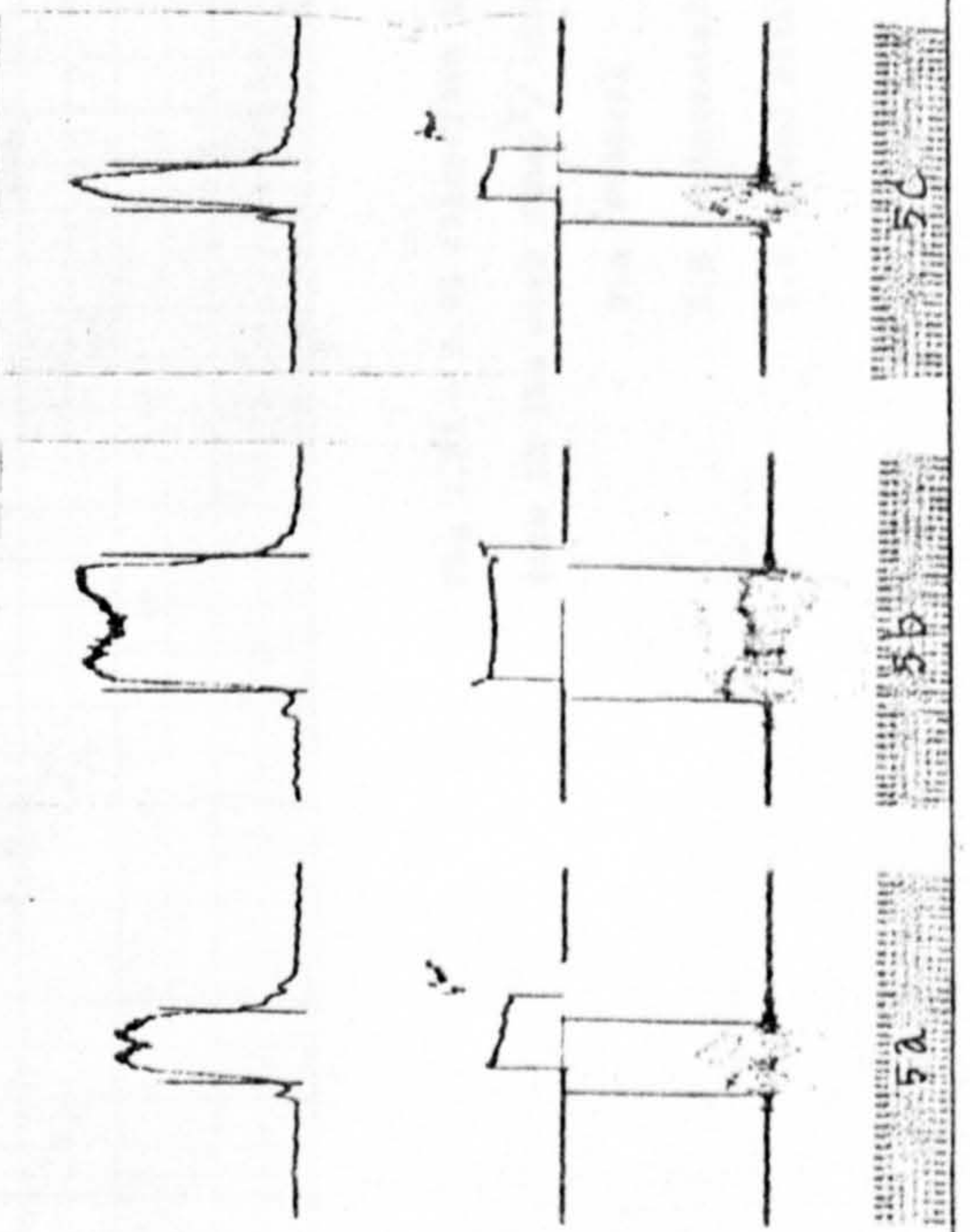
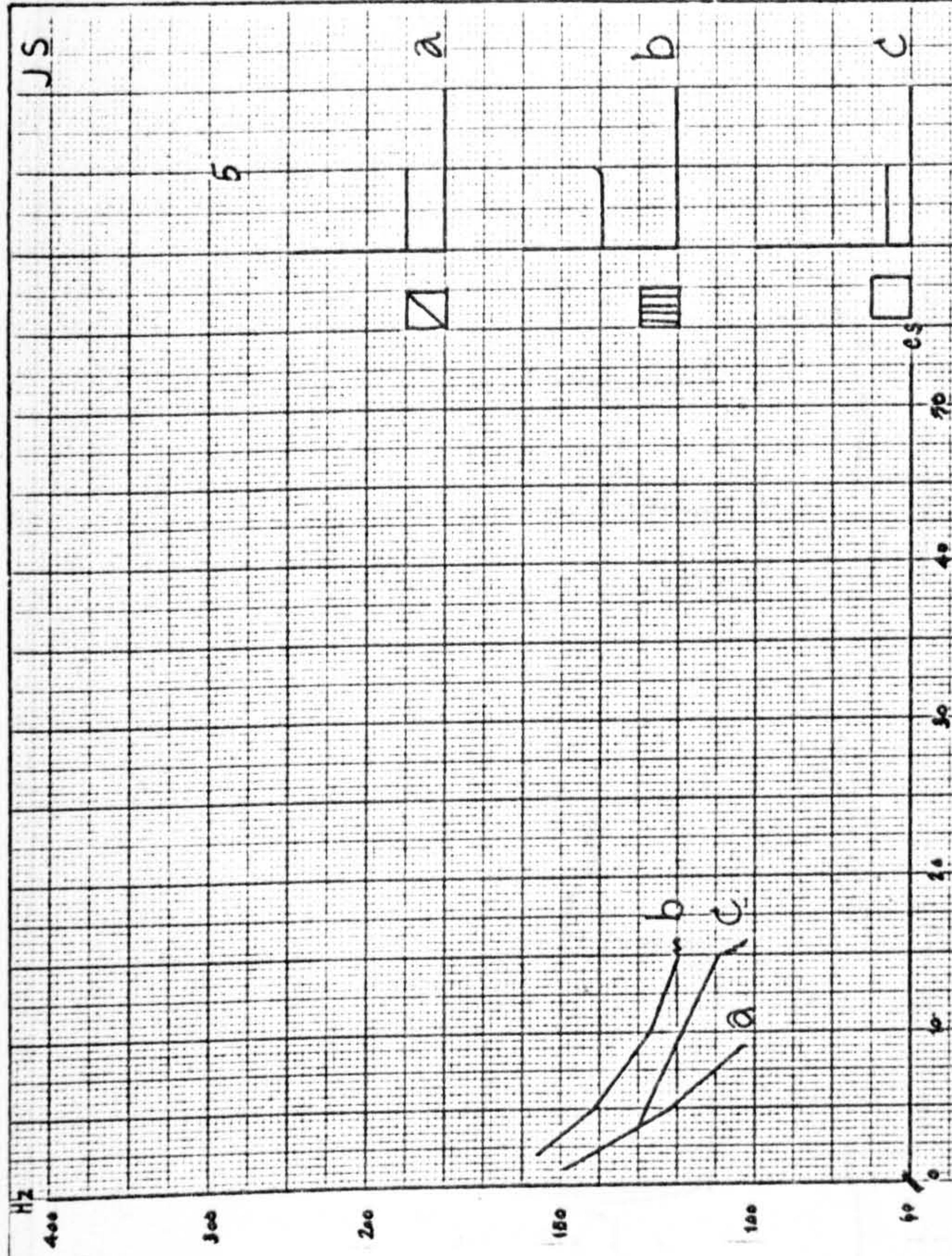
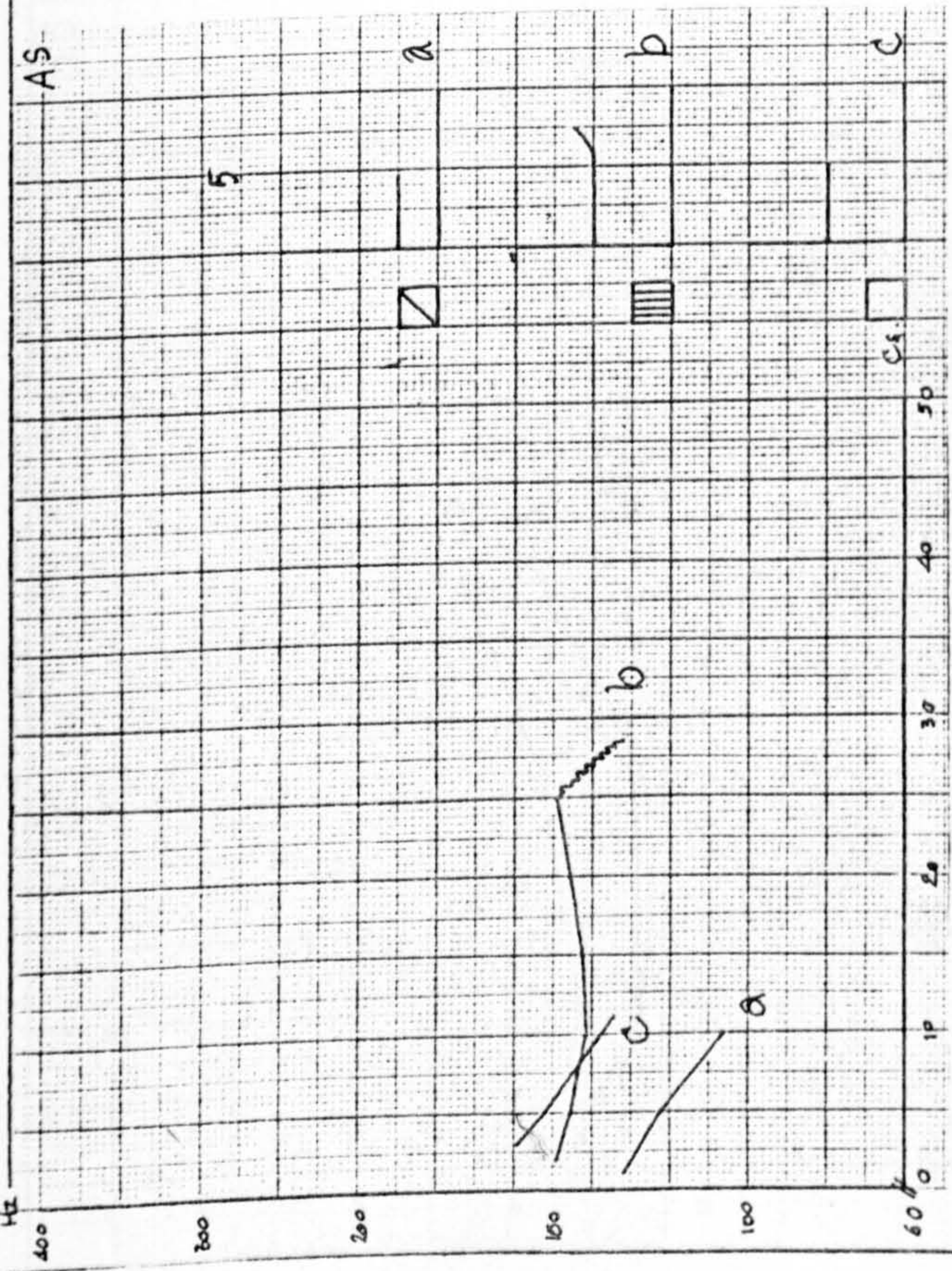


Fig 3.95 - 3.96 illustrate the acoustic and the auditory records of the phonemic low tone in the word /phit¹/ uttered with 3 contrastive attitudinal meanings :

5.a Neutral

5.b Interested attitude

5.c Bored attitude.



/phit/

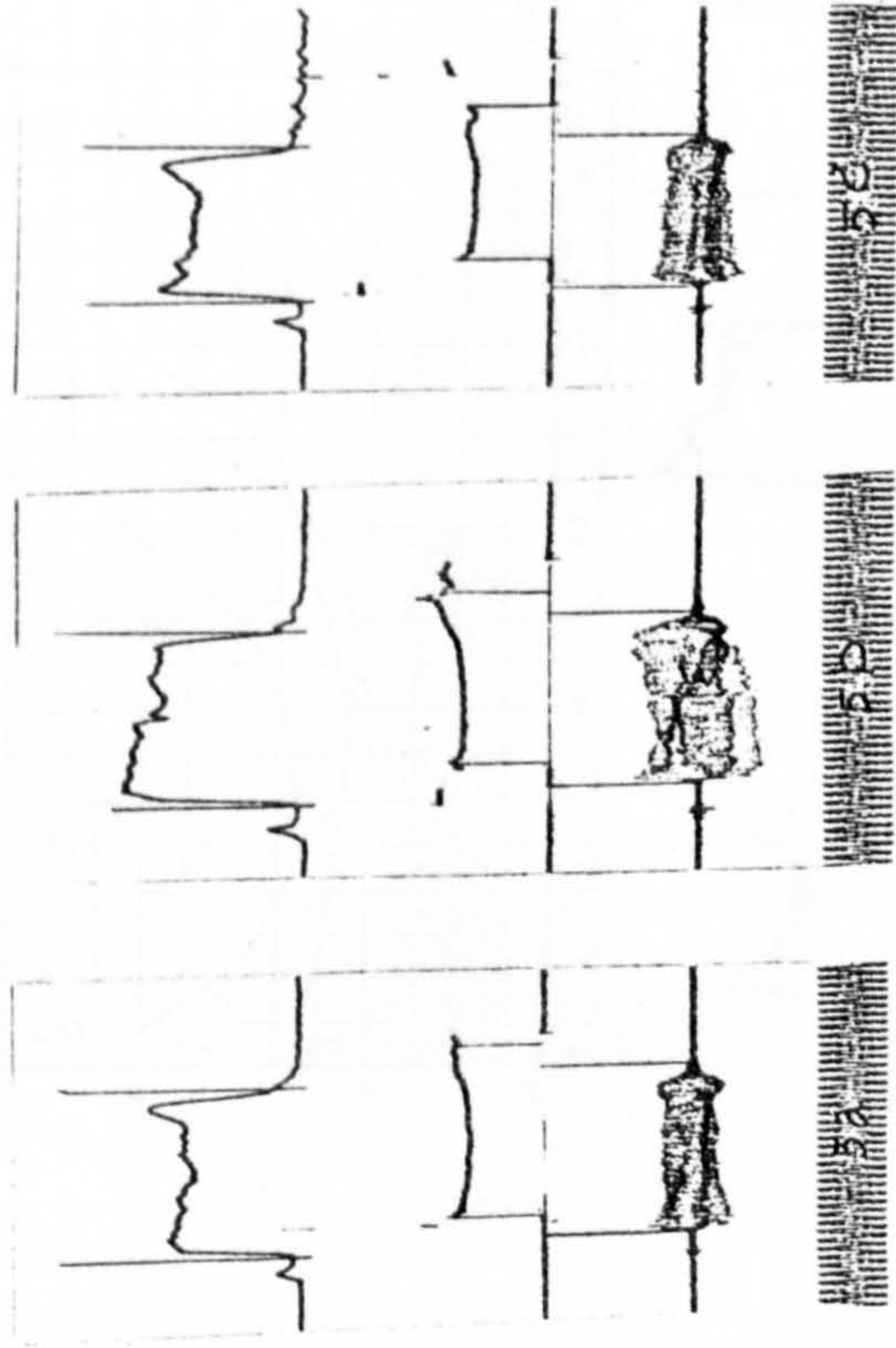
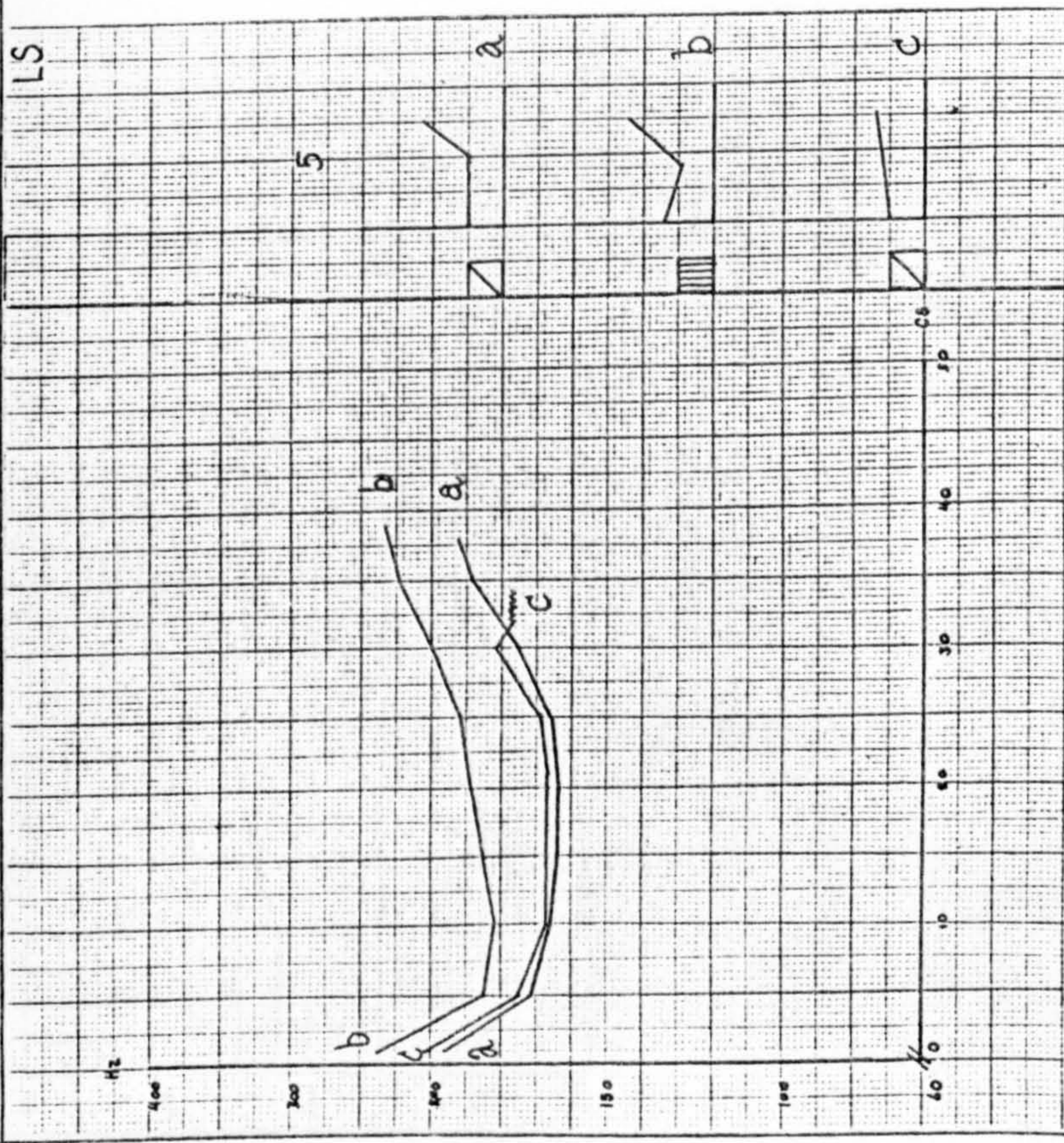


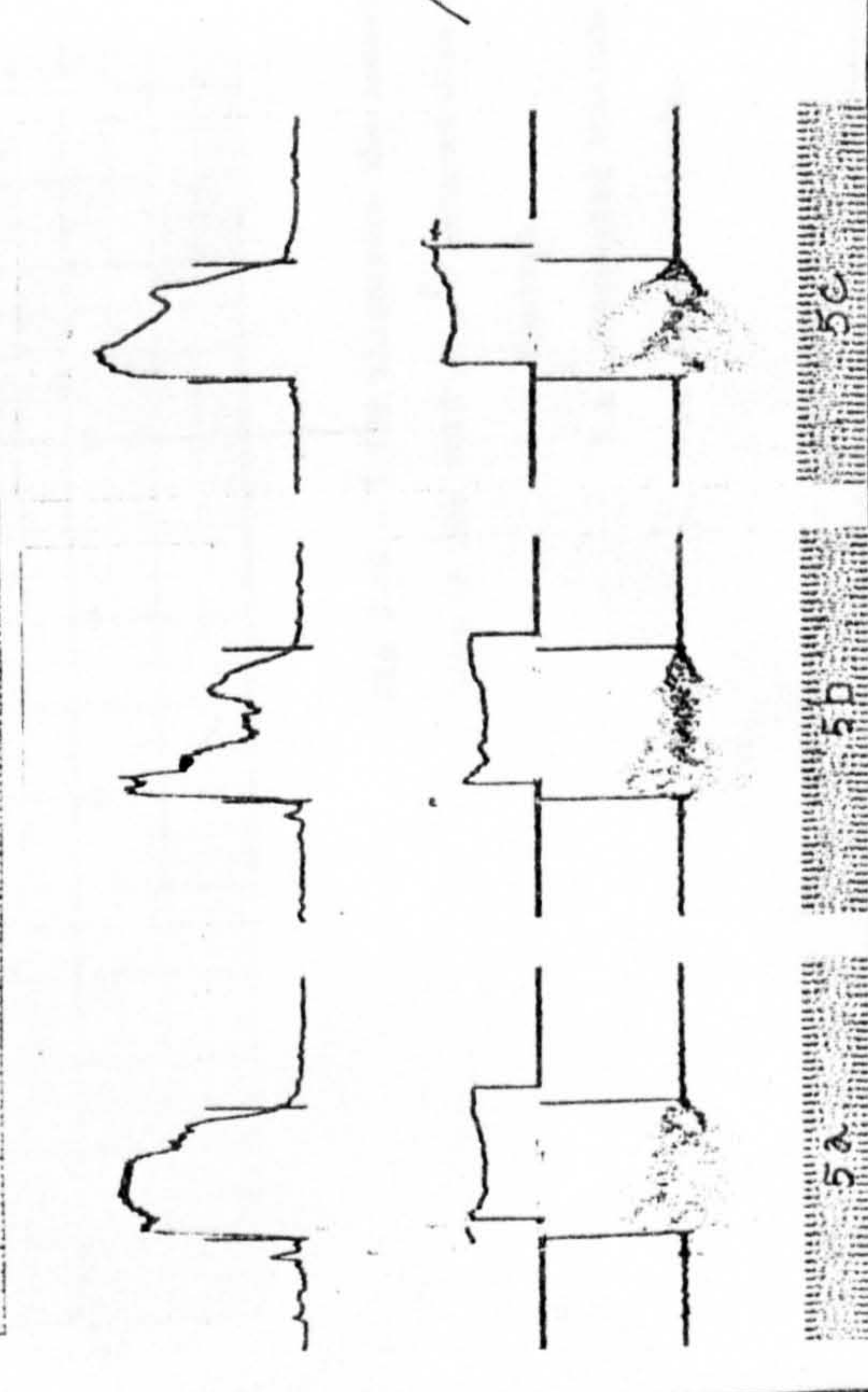
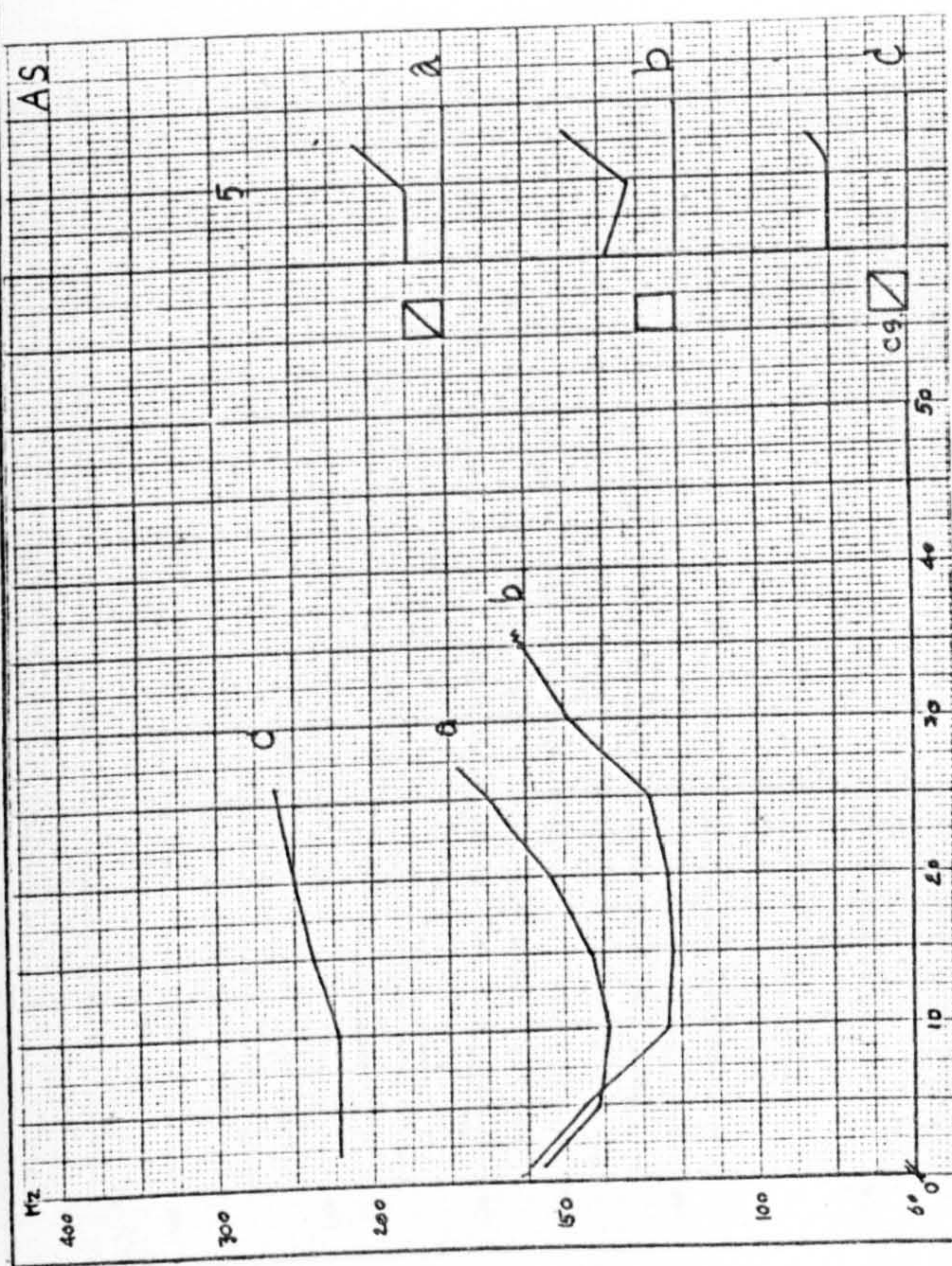
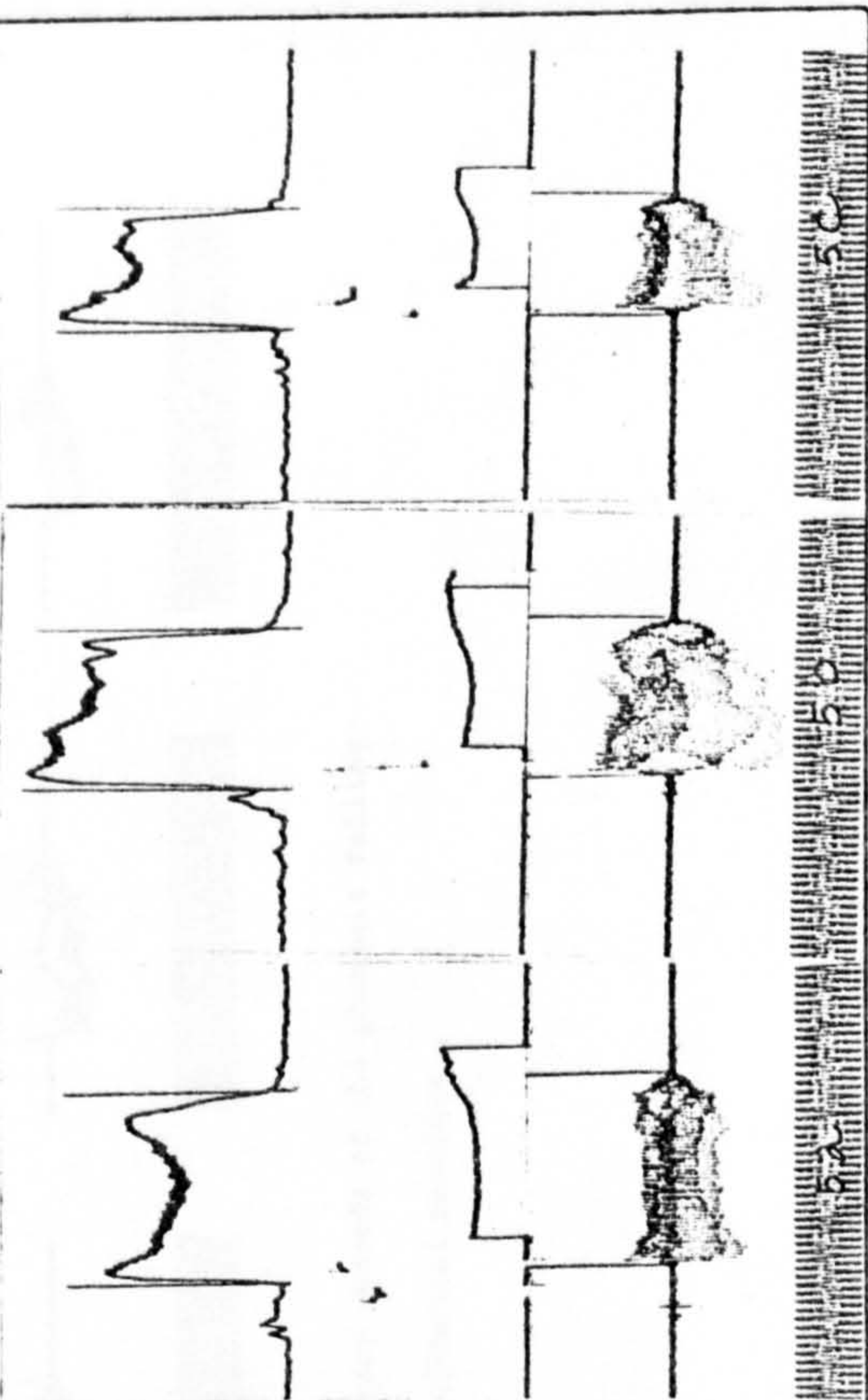
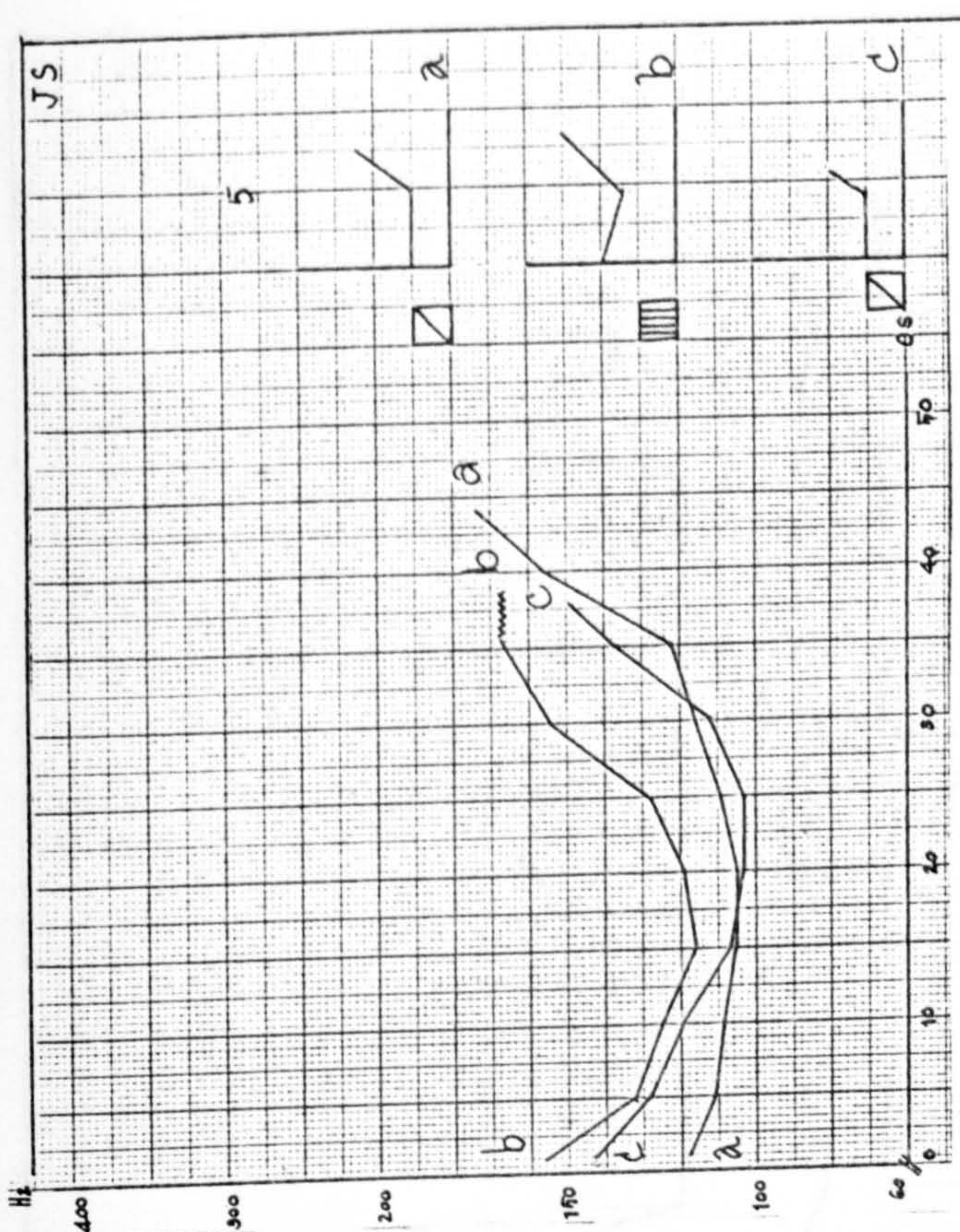
Fig 3.97 - 3.98 illustrate the acoustic and the auditory records of the phonemic rising

tone in the word /khe: / uttered with 3 contrastive attitudinal meanings :

5.a Neutral

5.b Interested attitude

5.c Bored attitude.



/khe: /

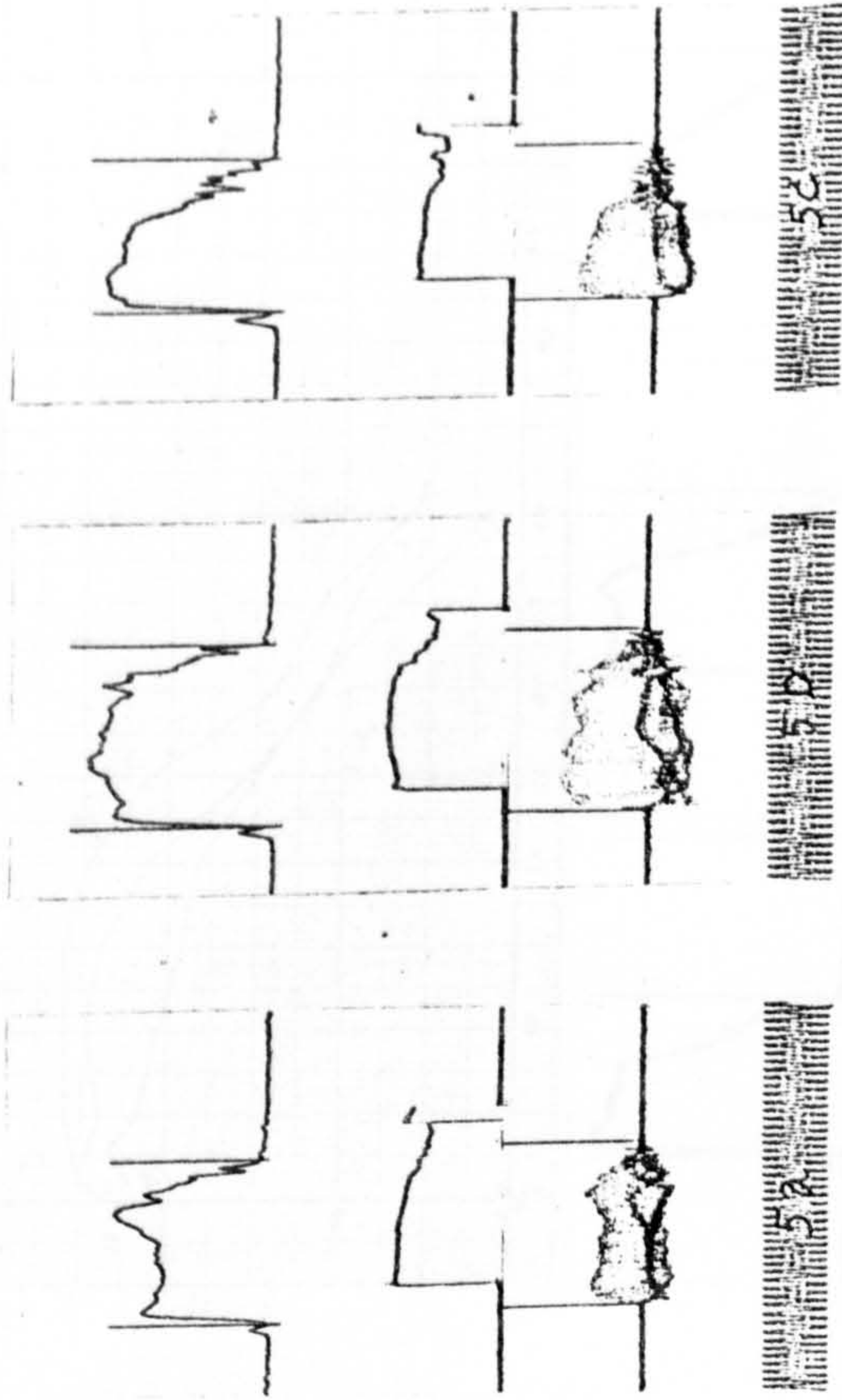
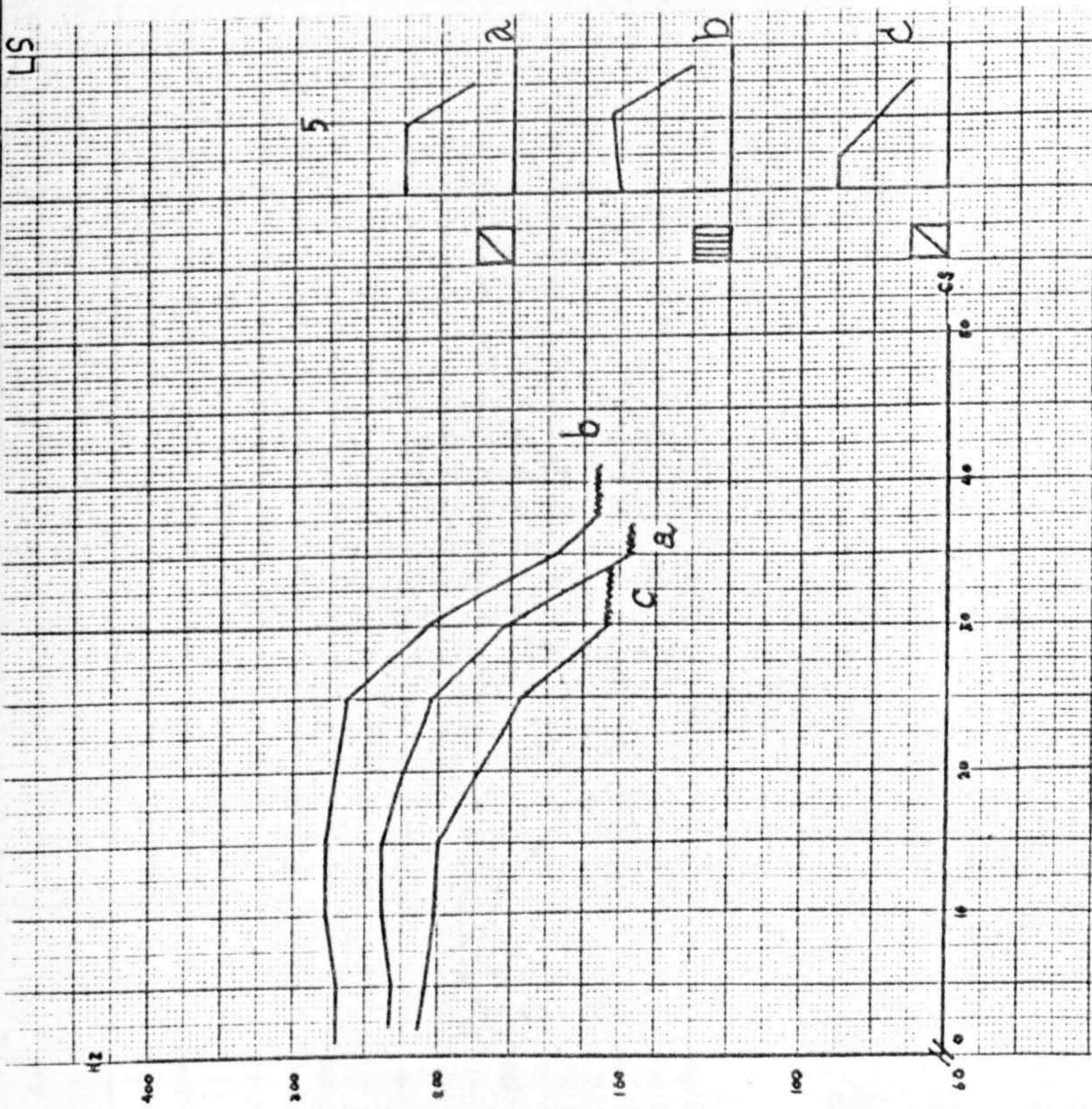
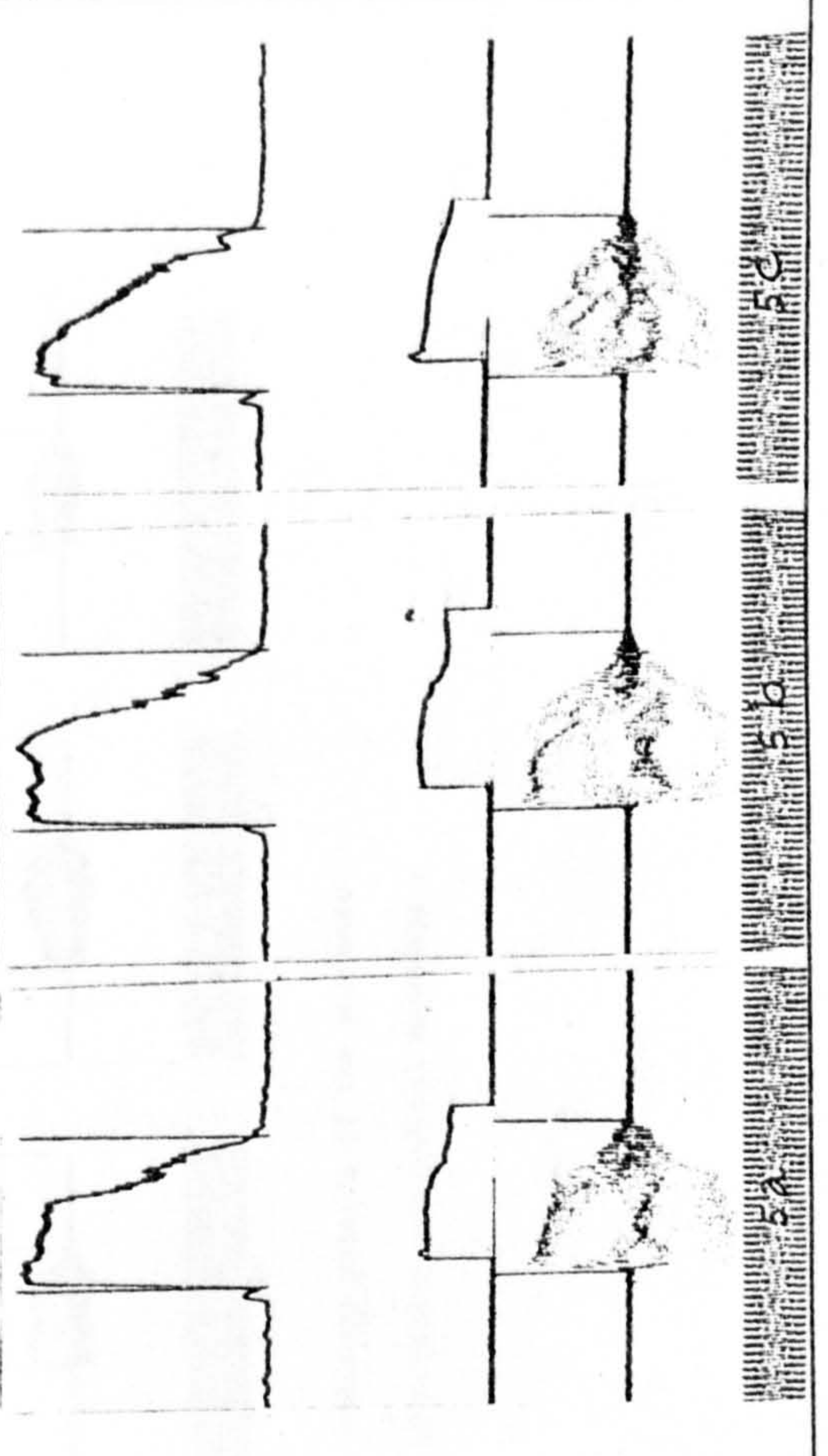
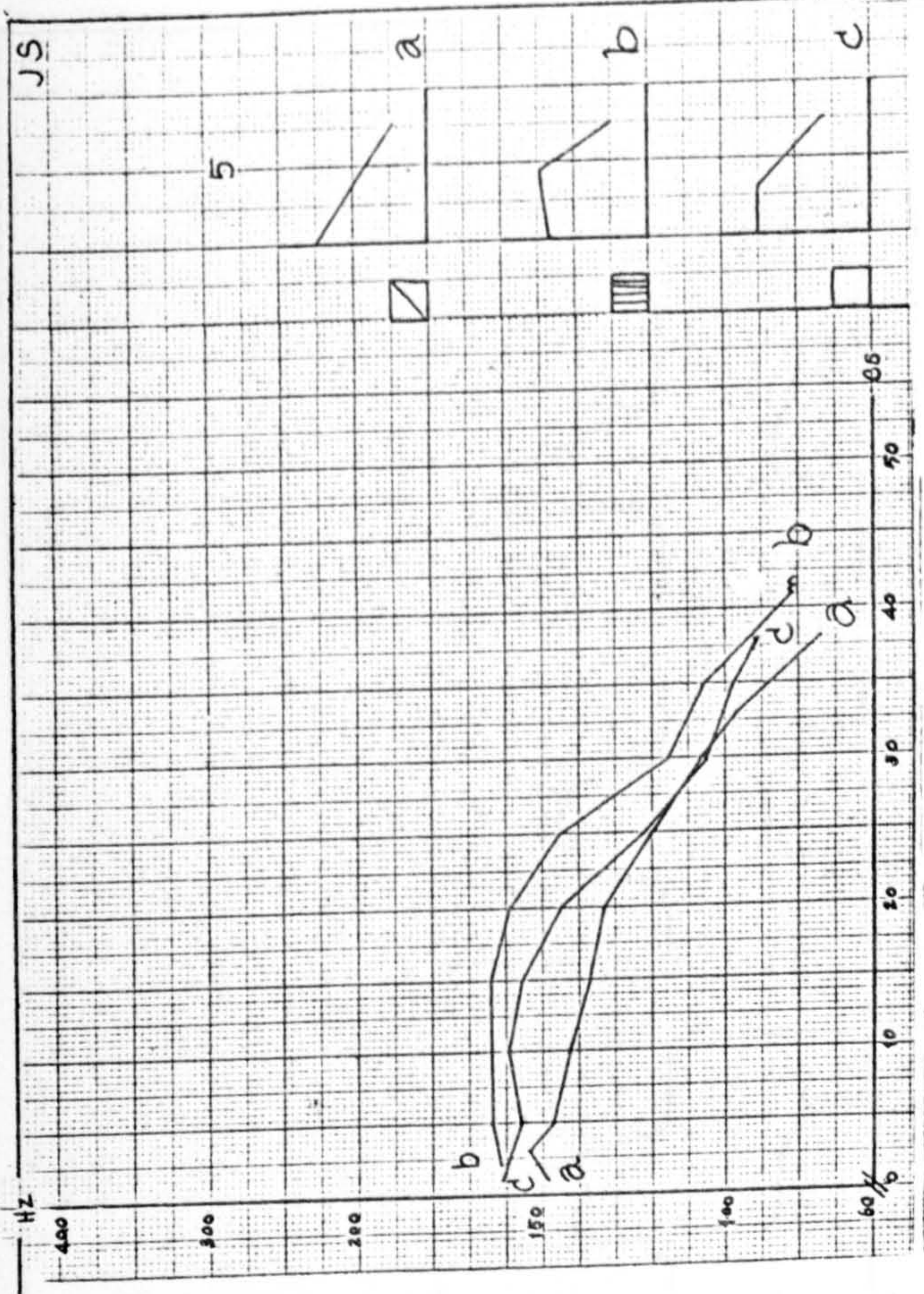
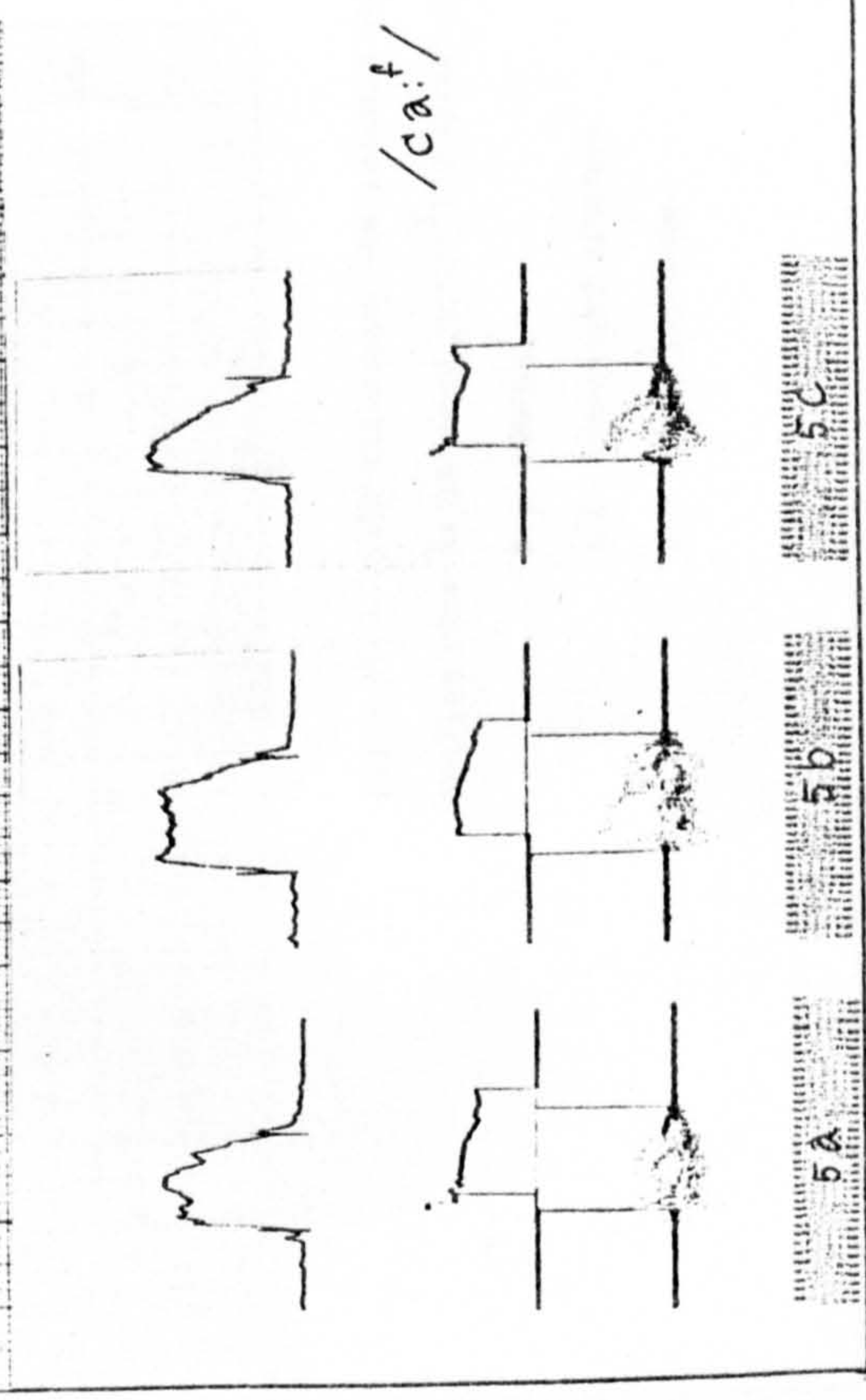


Fig 3.99 - 3.100 illustrate the acoustic and the auditory records of the phonemic falling tone in the word /ca: / uttered with 3 contrastive attitudinal meanings :

- 5.a Neutral
- 5.b Interested attitude
- 5.c bored attitude.



/ca:f/



3.100

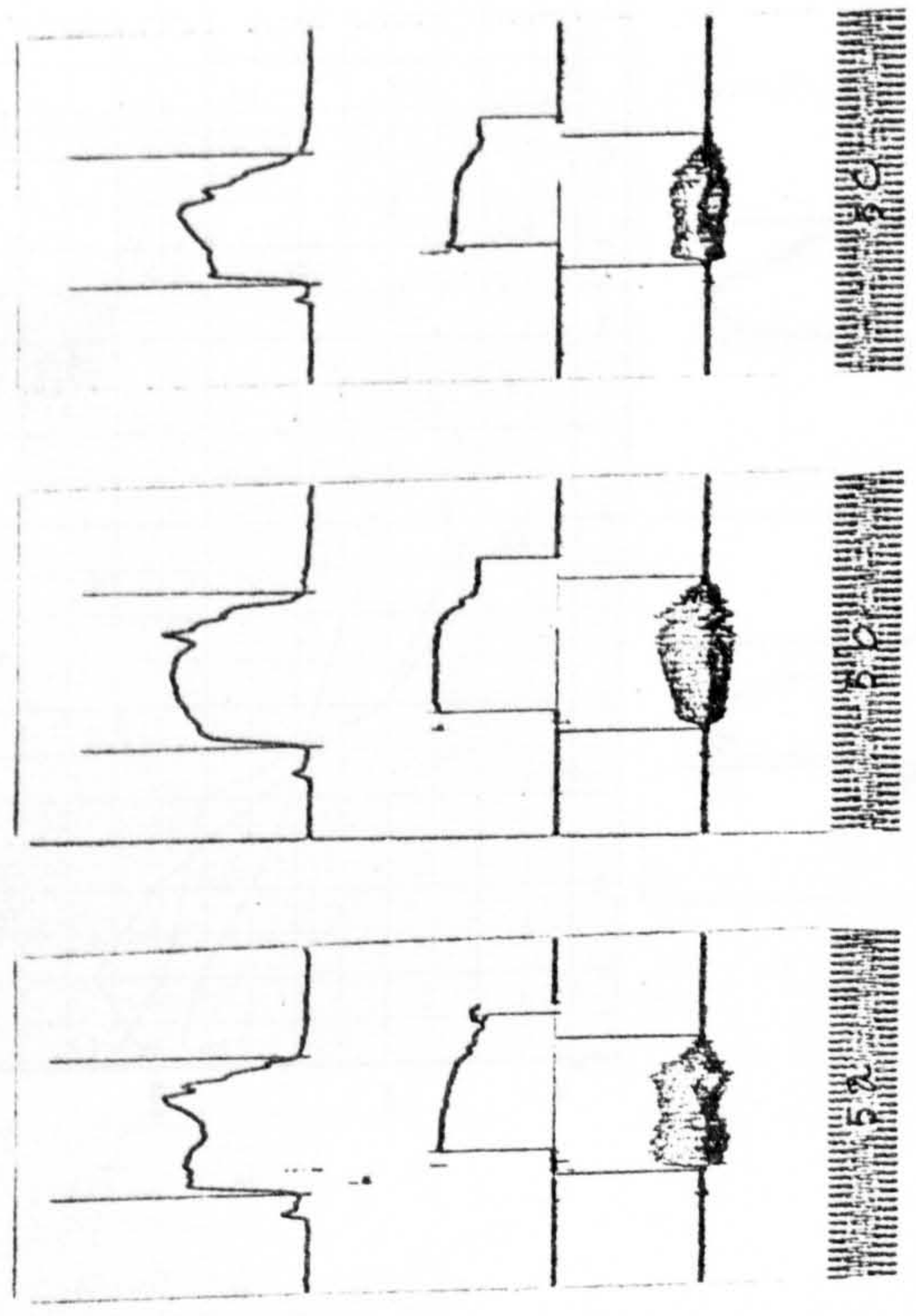
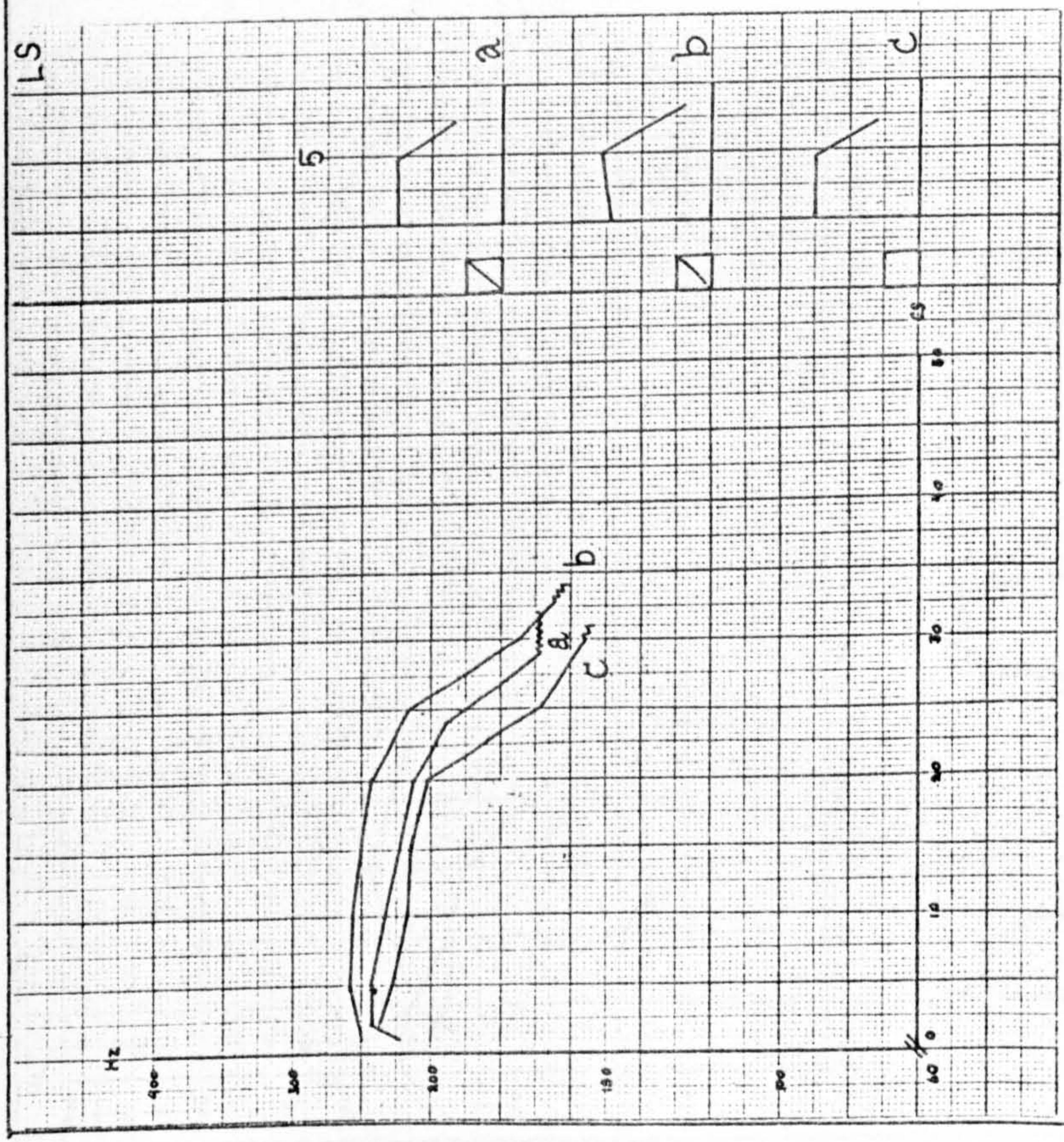
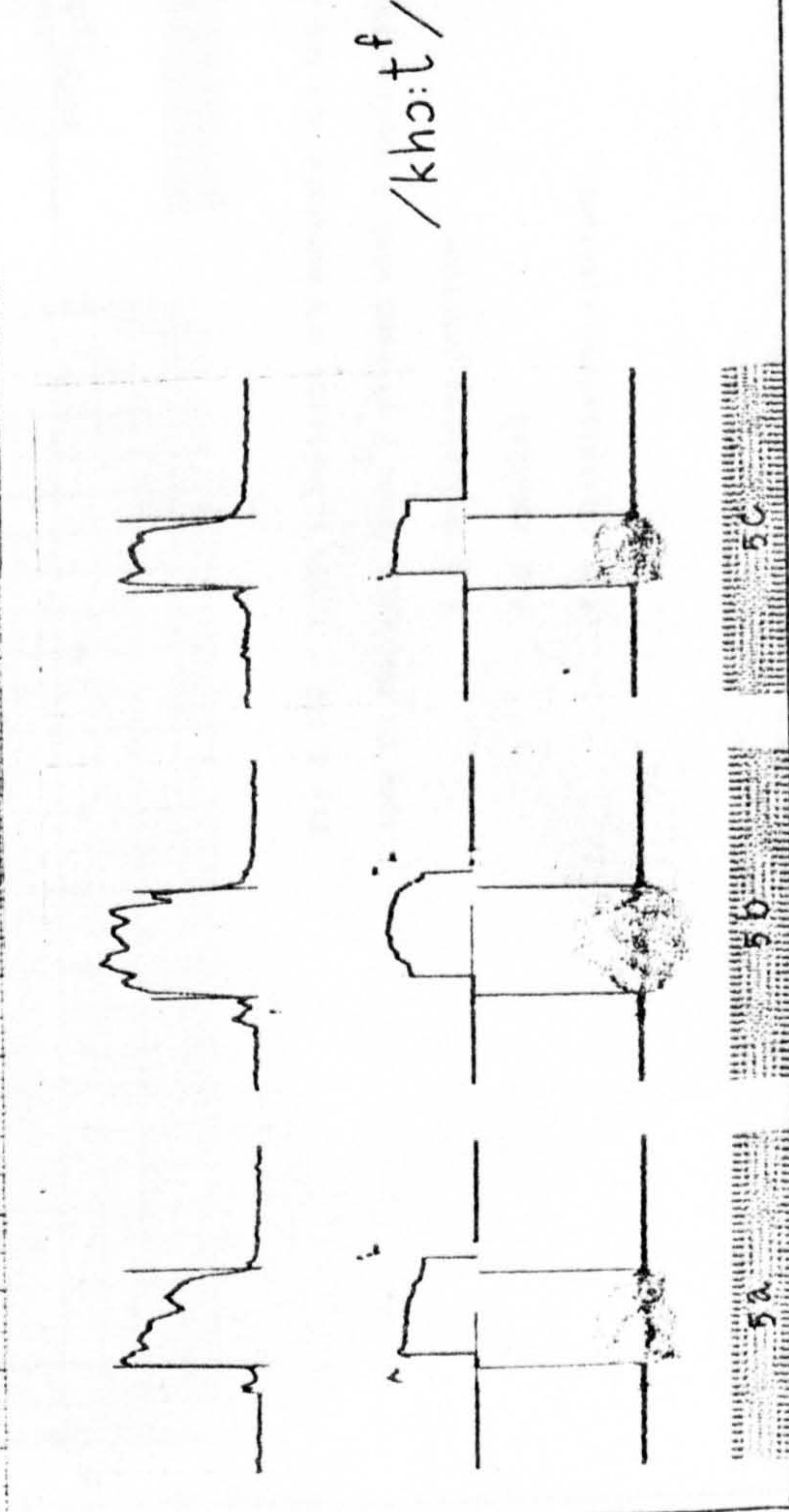
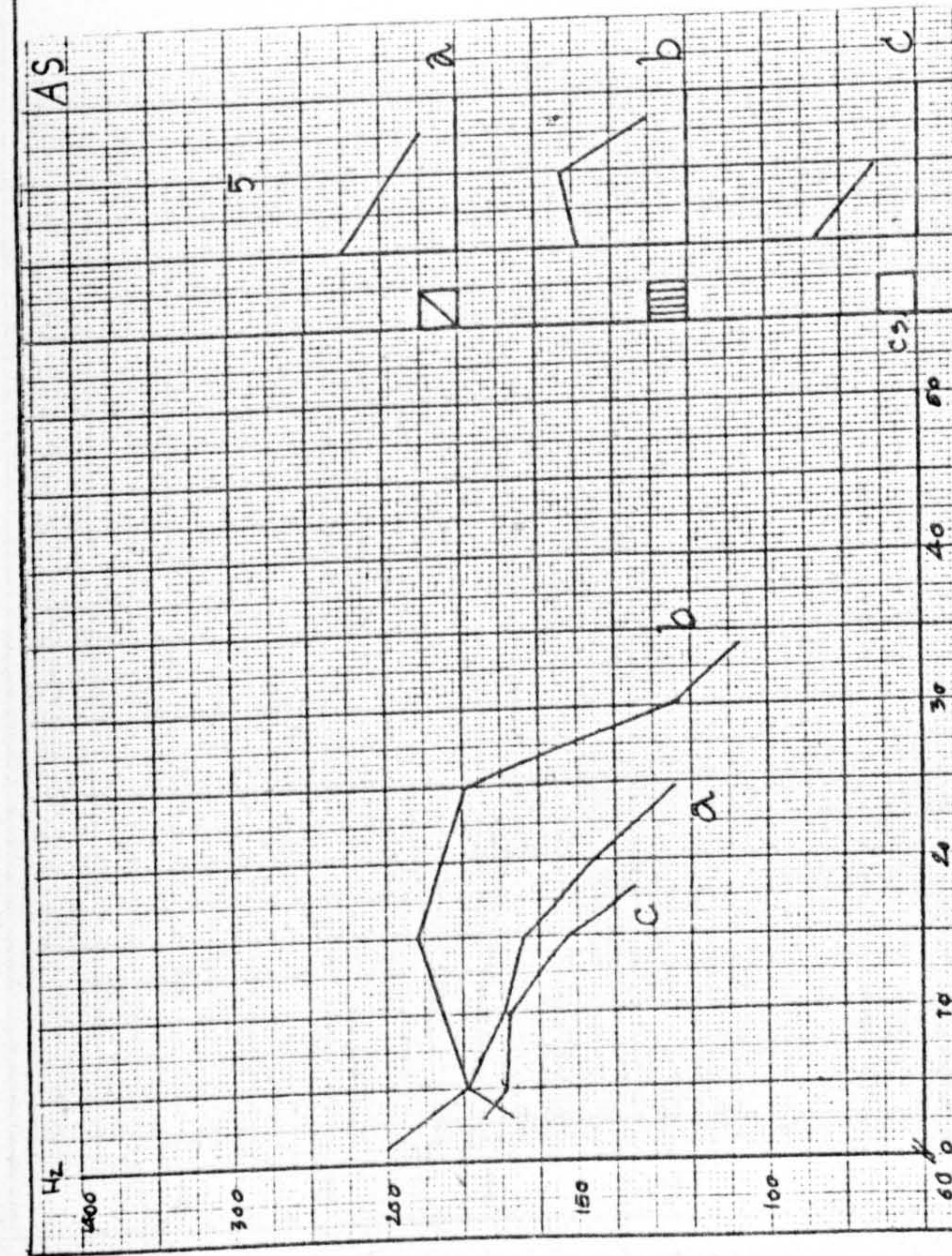
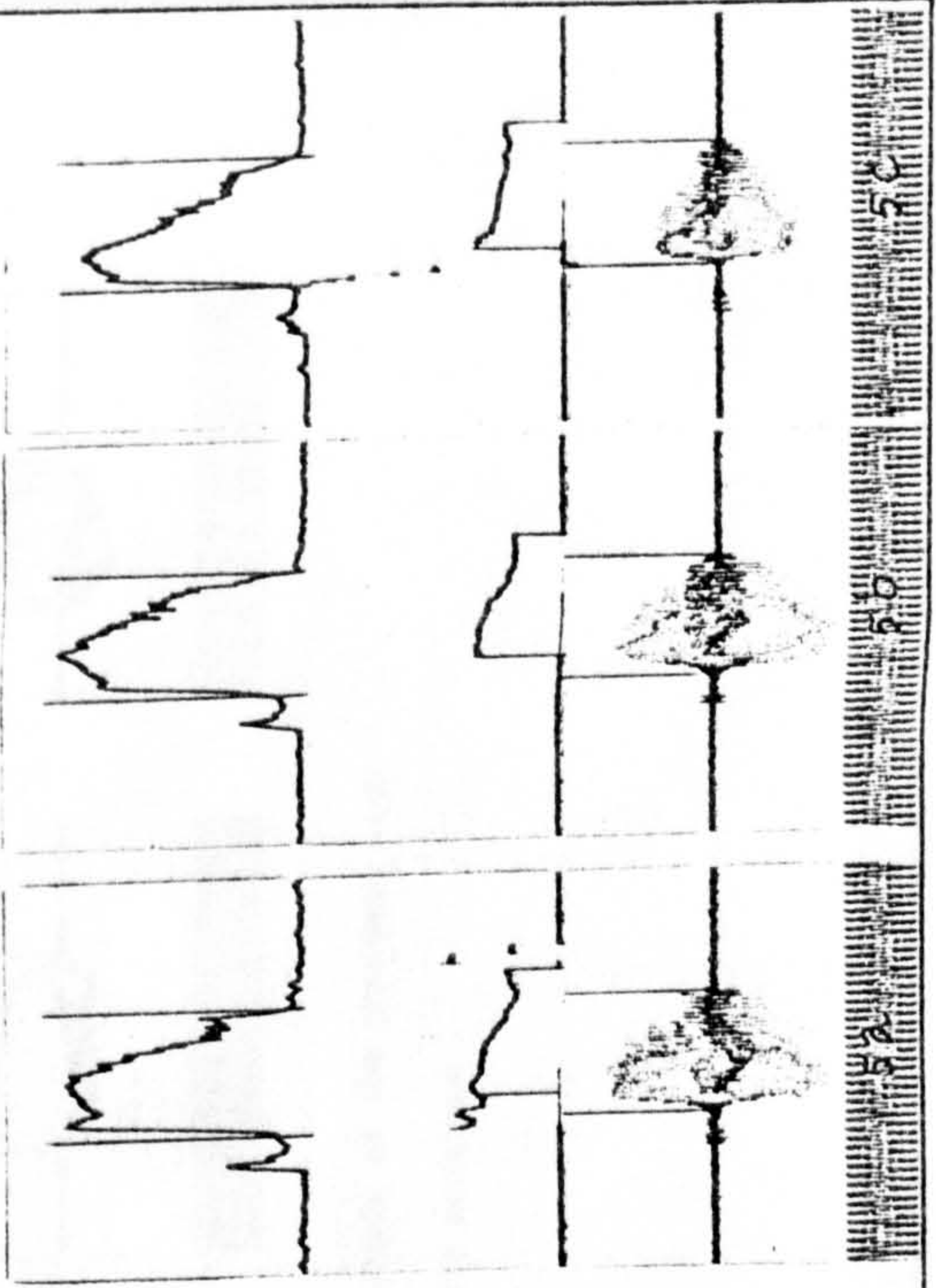
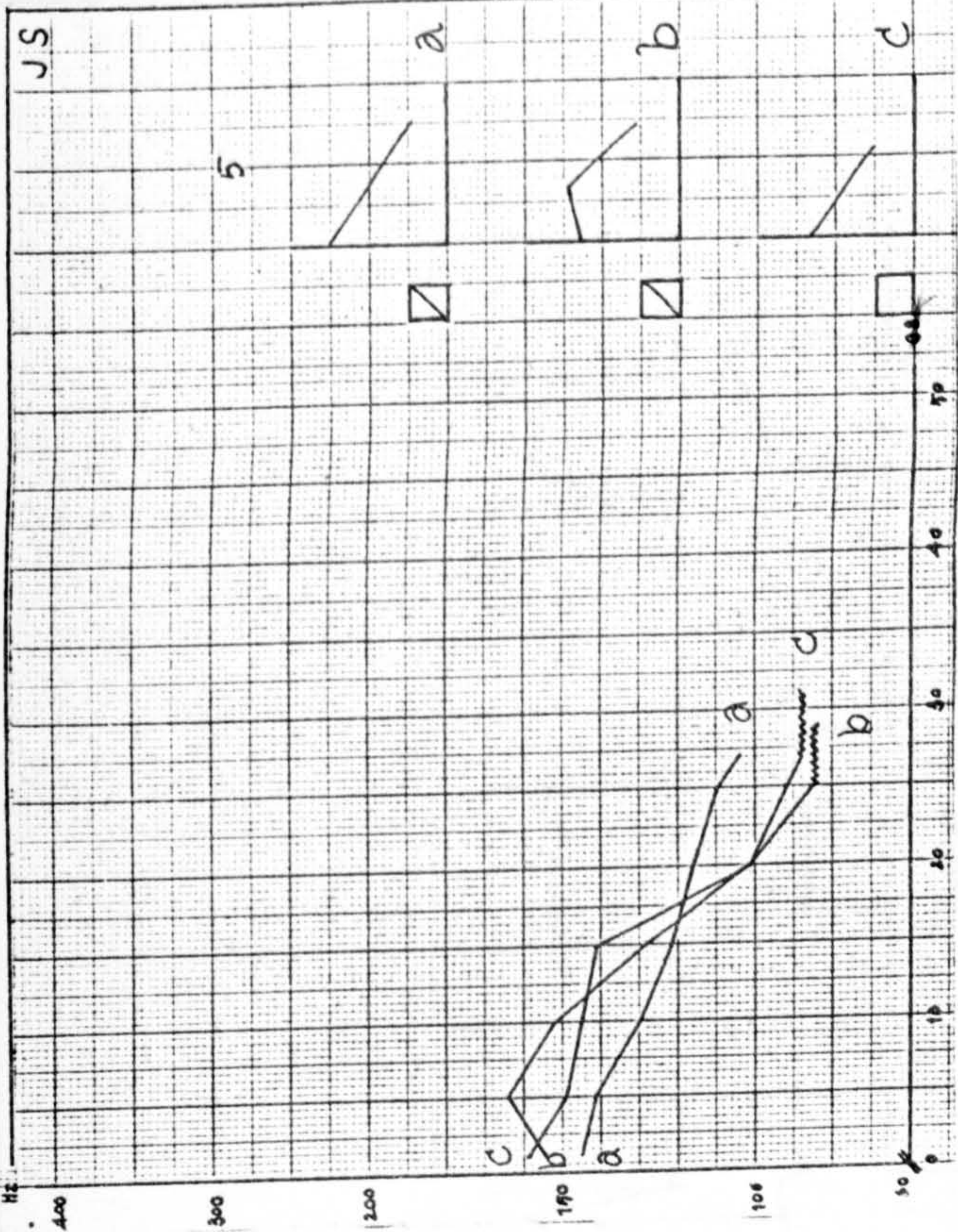


Fig 3.101 - 3.102 illustrate the acoustic and the auditory records of the phonemic falling tone in the word /khd:t^f/ uttered with 3 contrastive attitudinal meanings :

- 5.a Neutral
- 5.b Interested attitude
- 5.c Bored attitude.



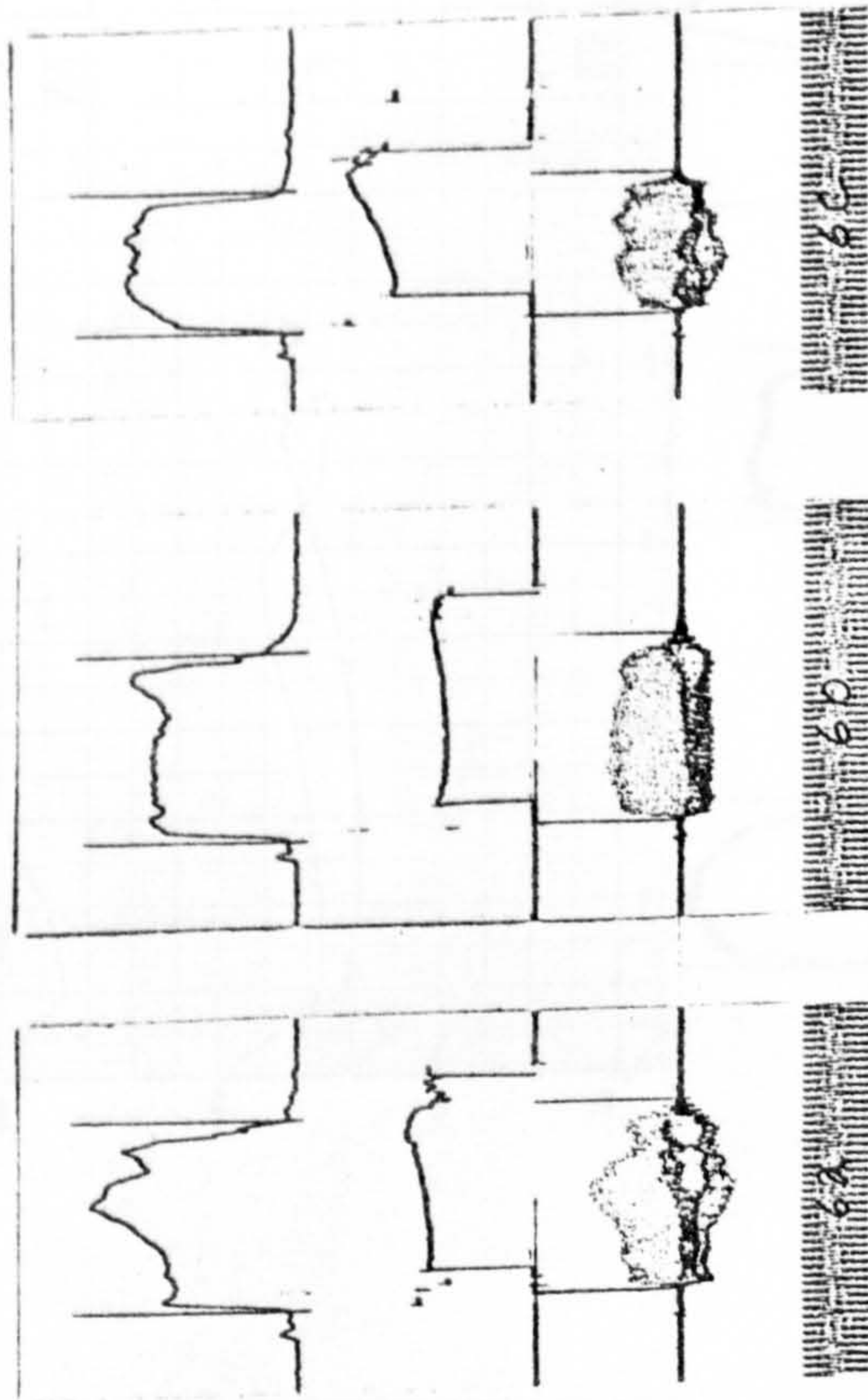
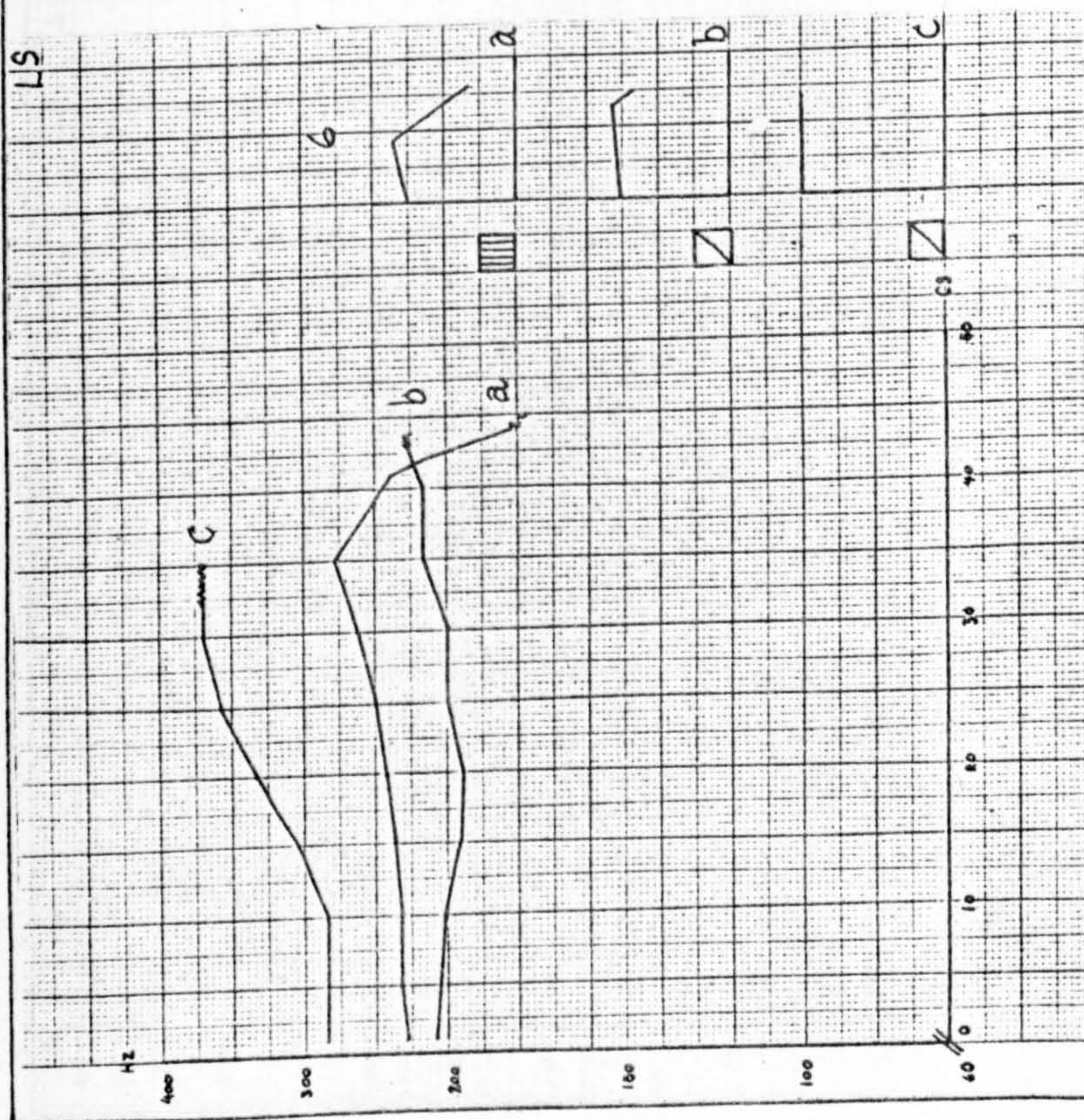
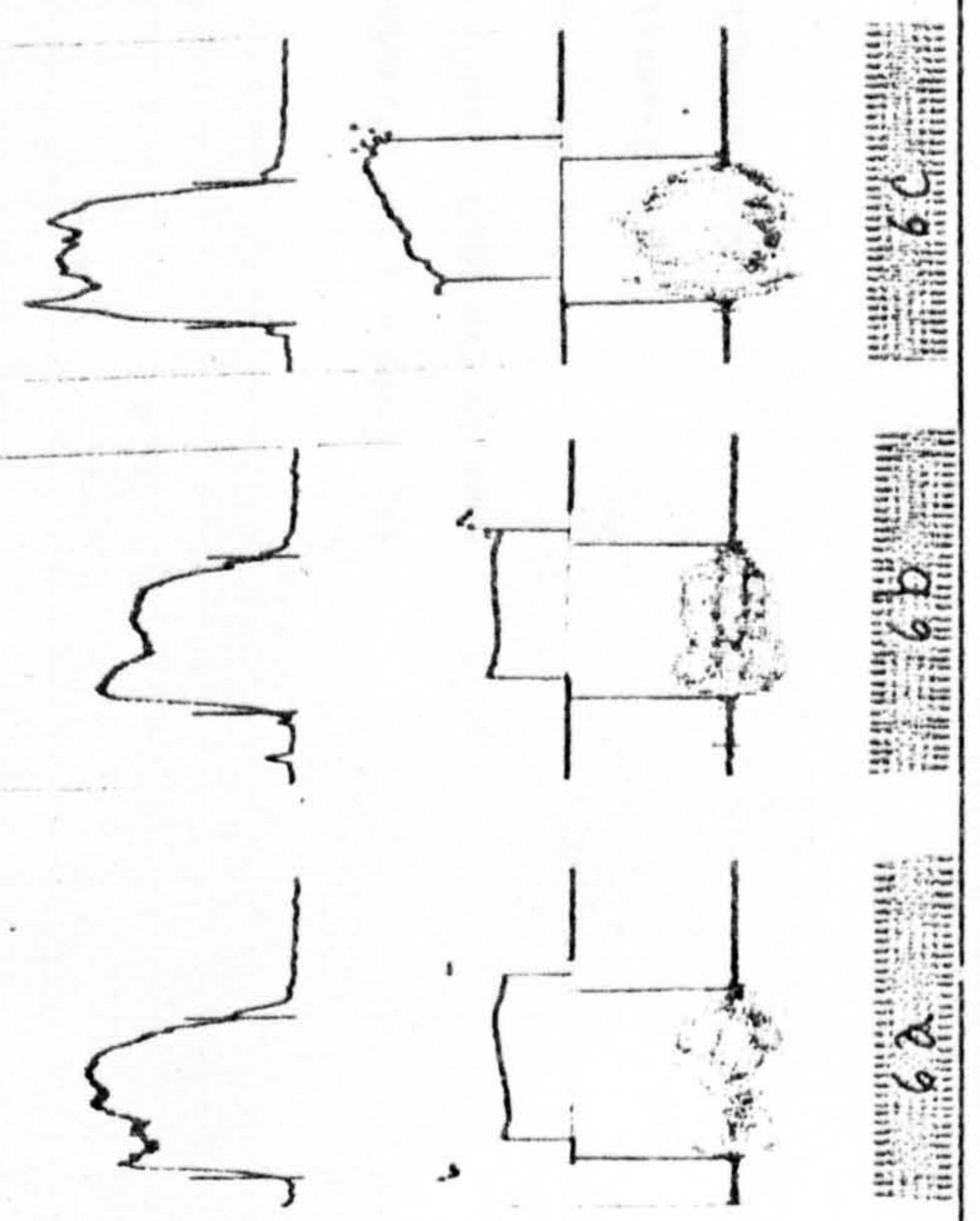
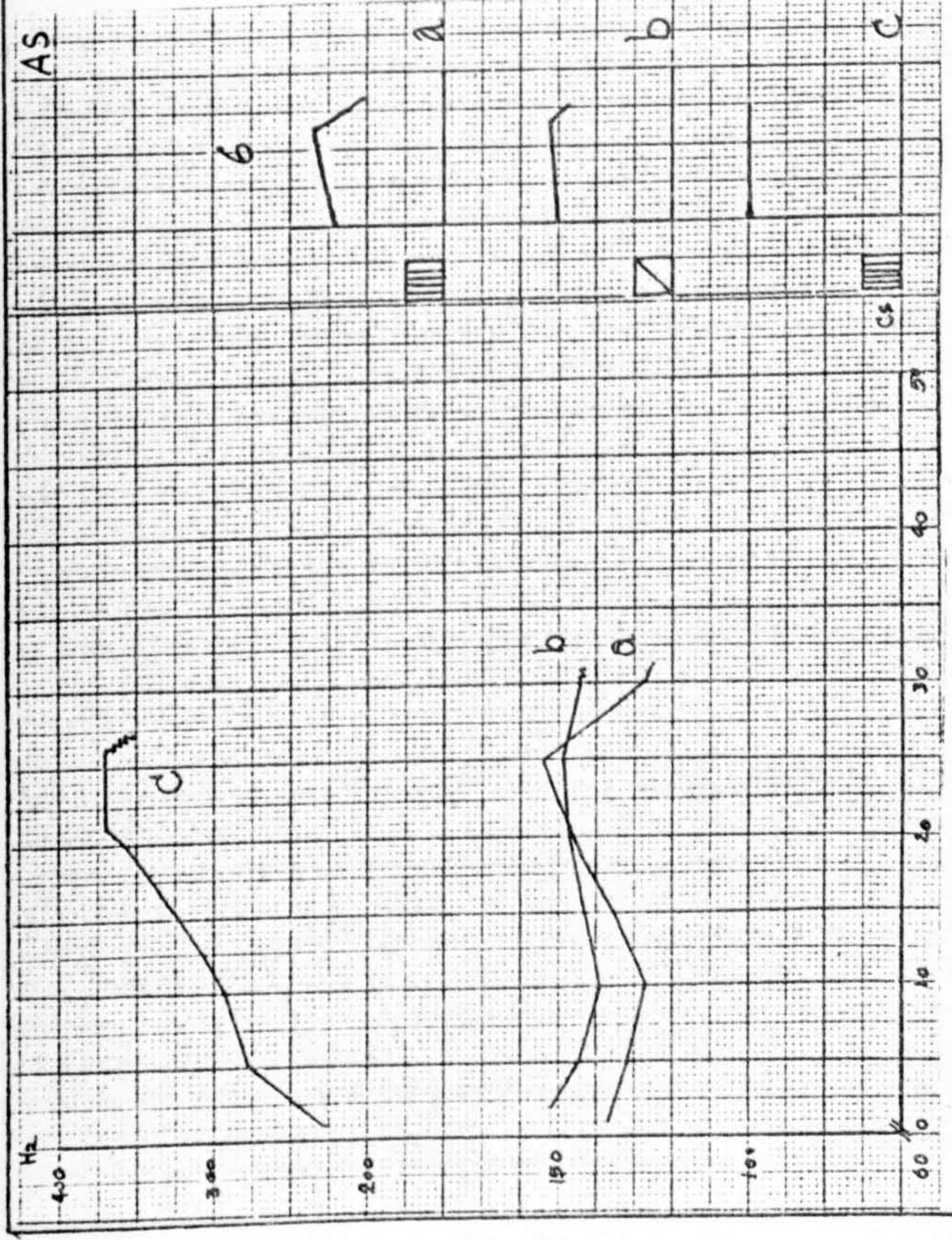


Fig 3.103 - 3.104 illustrate the acoustic and the auditory records of the phonemic high tone in the word /pha^h/ uttered with 3 contrastive attitudinal meanings :

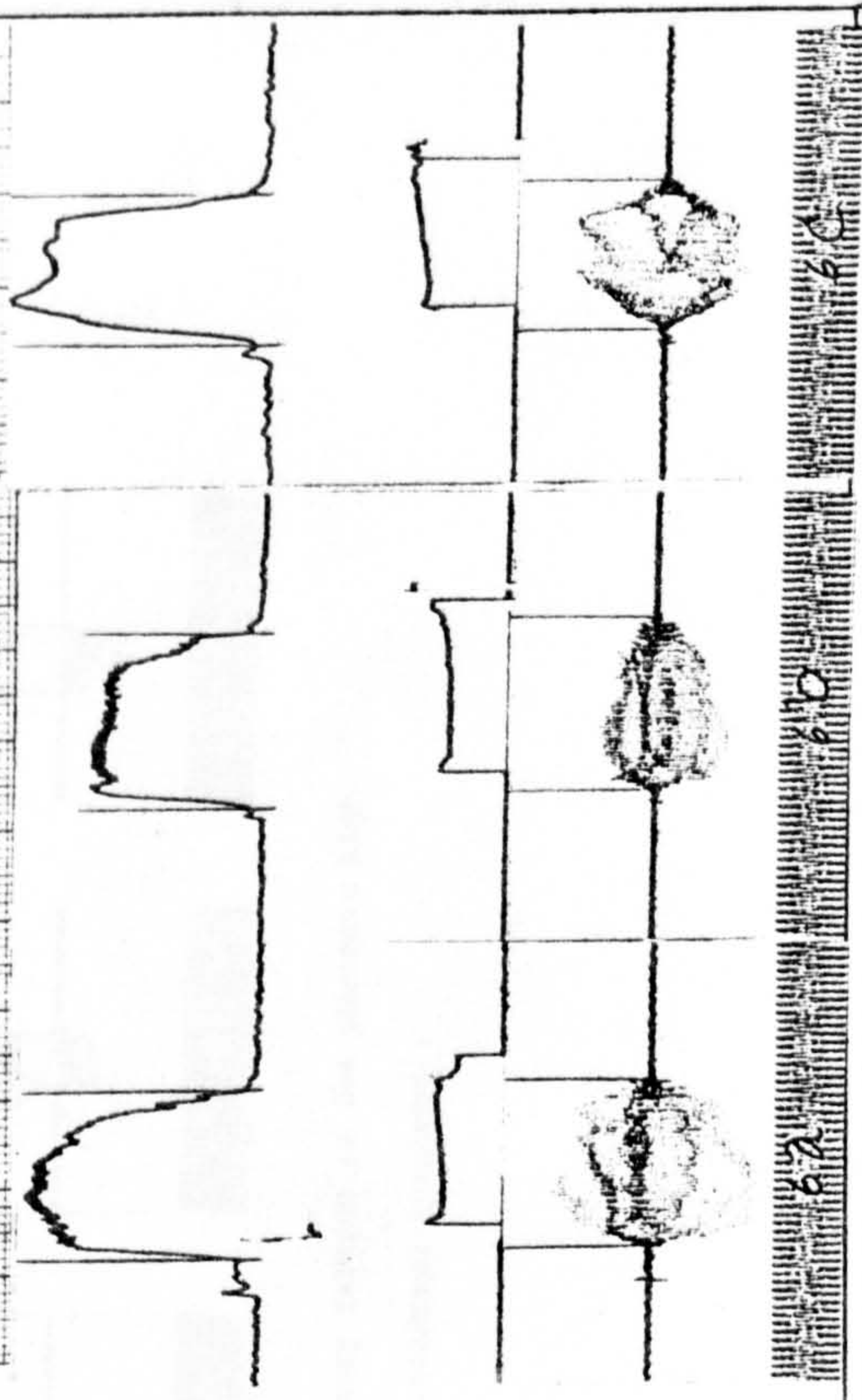
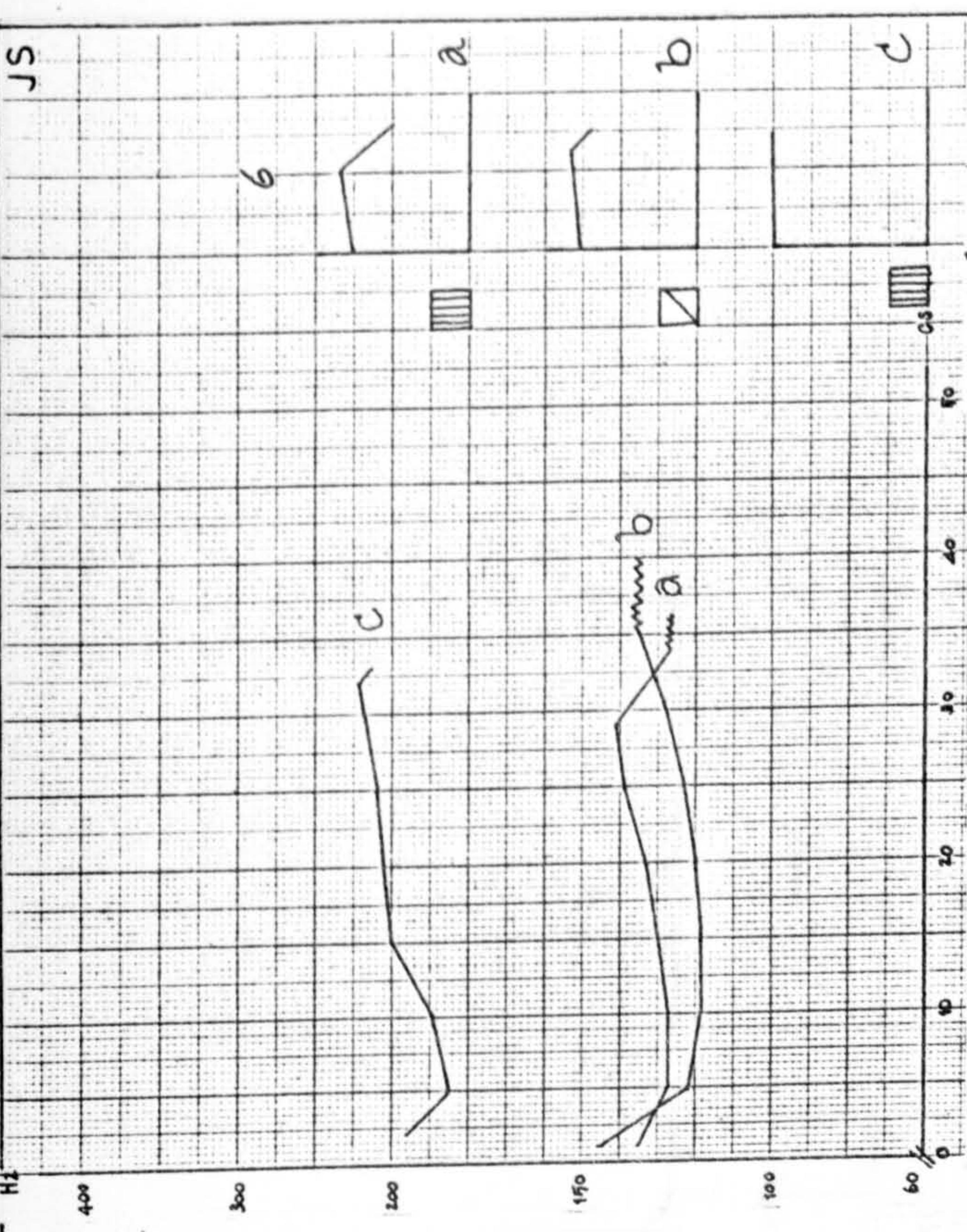
6.a Believing attitude

6.b Neutral

6.c Disbelieving attitude.



/phaseⁿ/



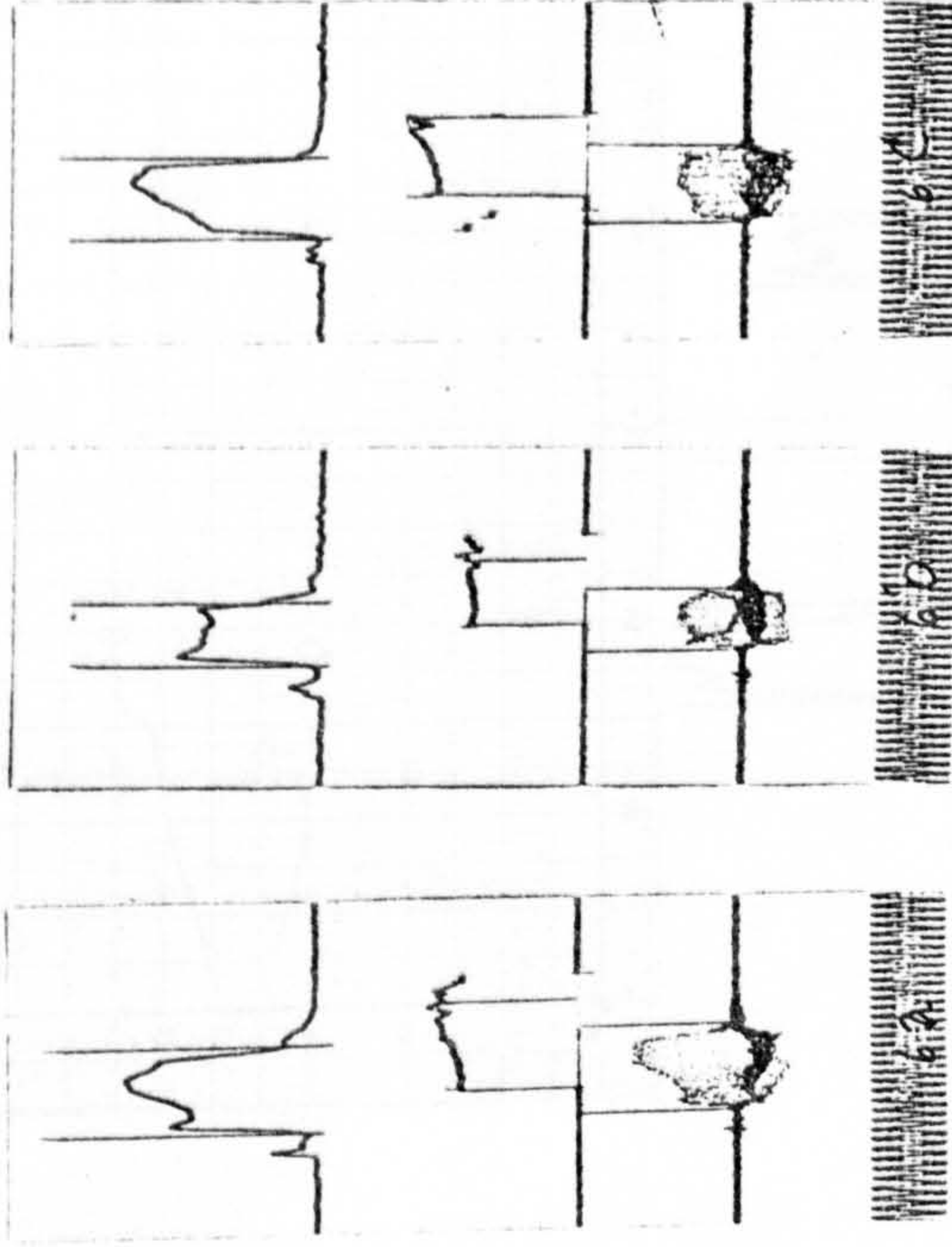
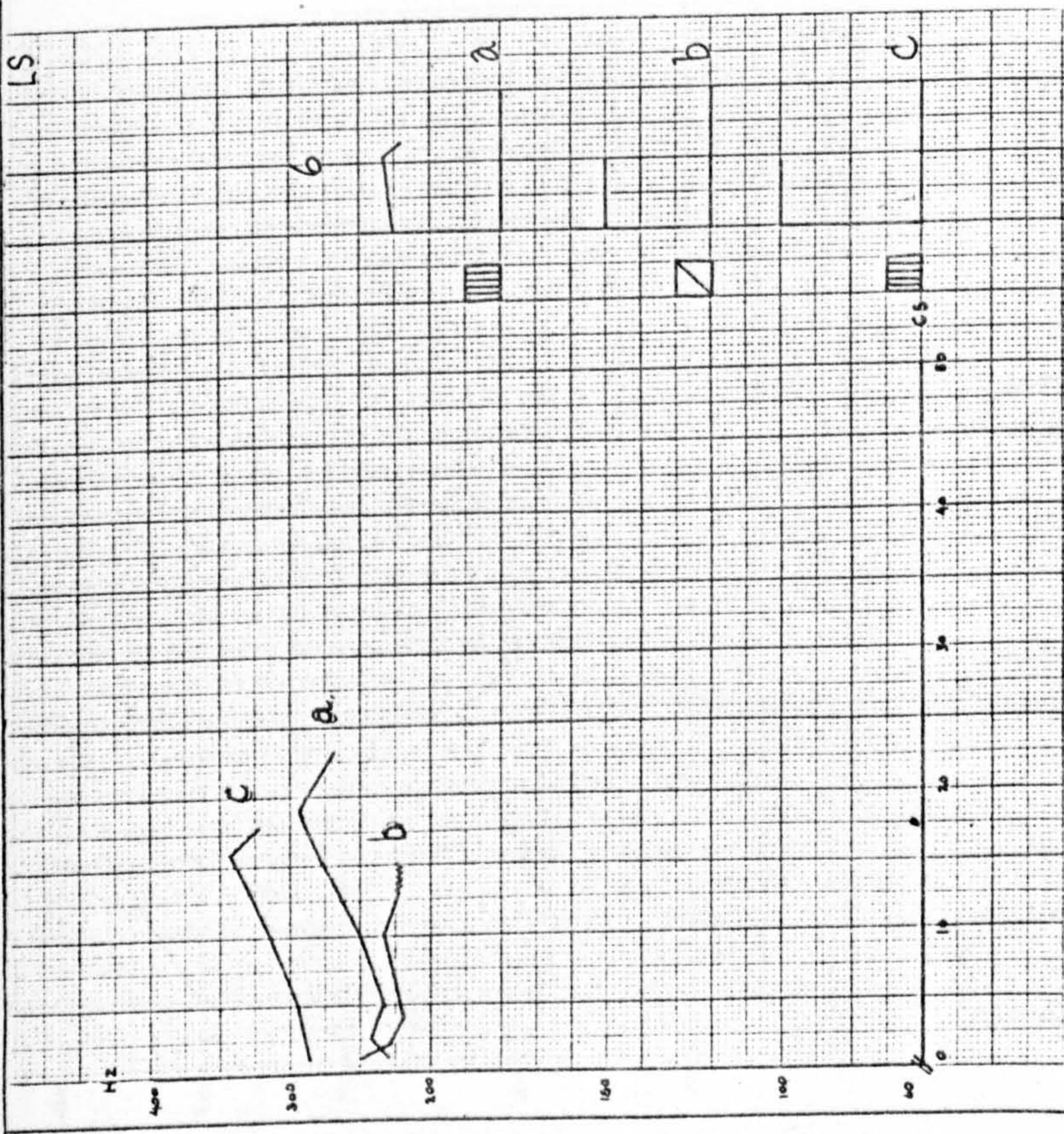
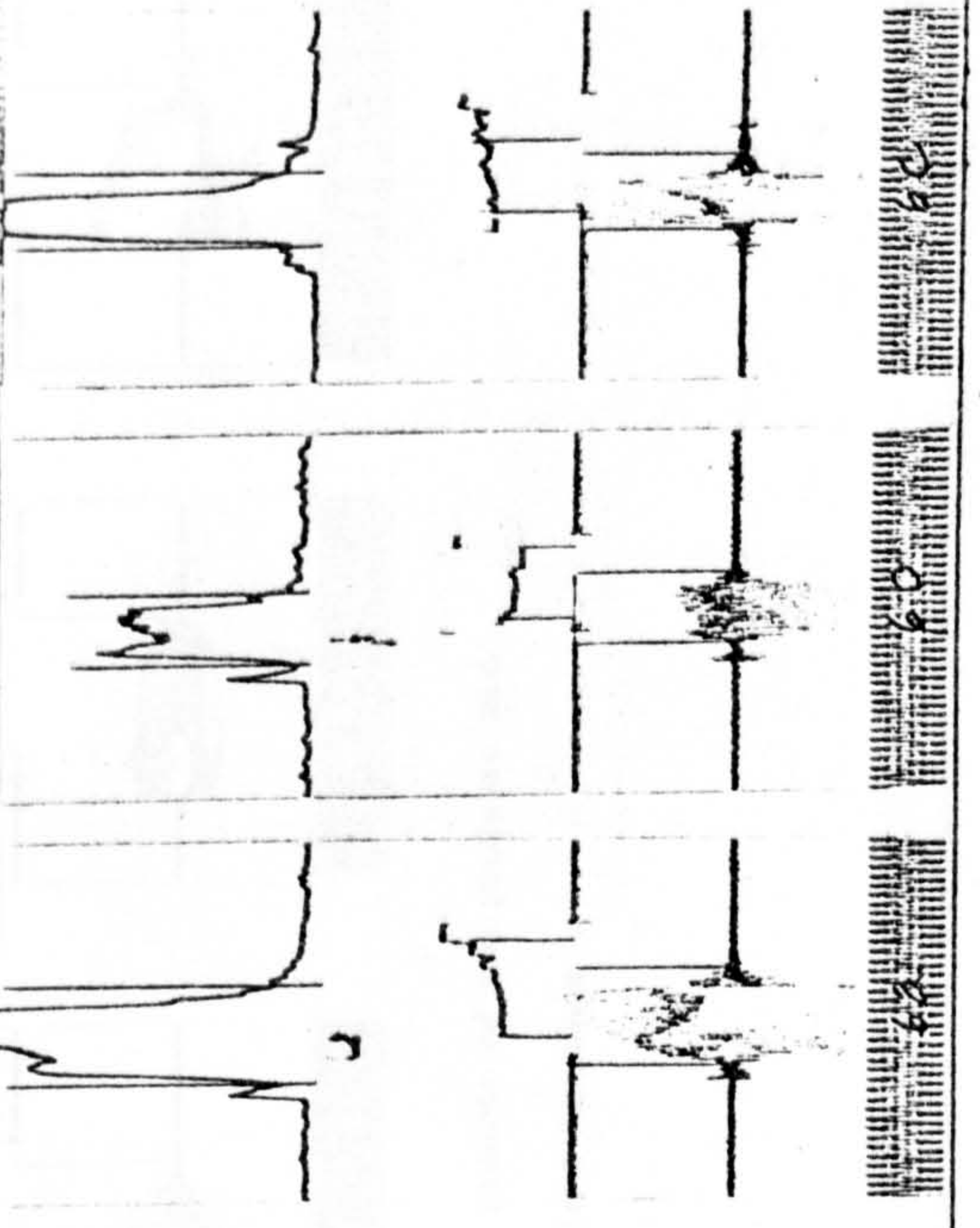
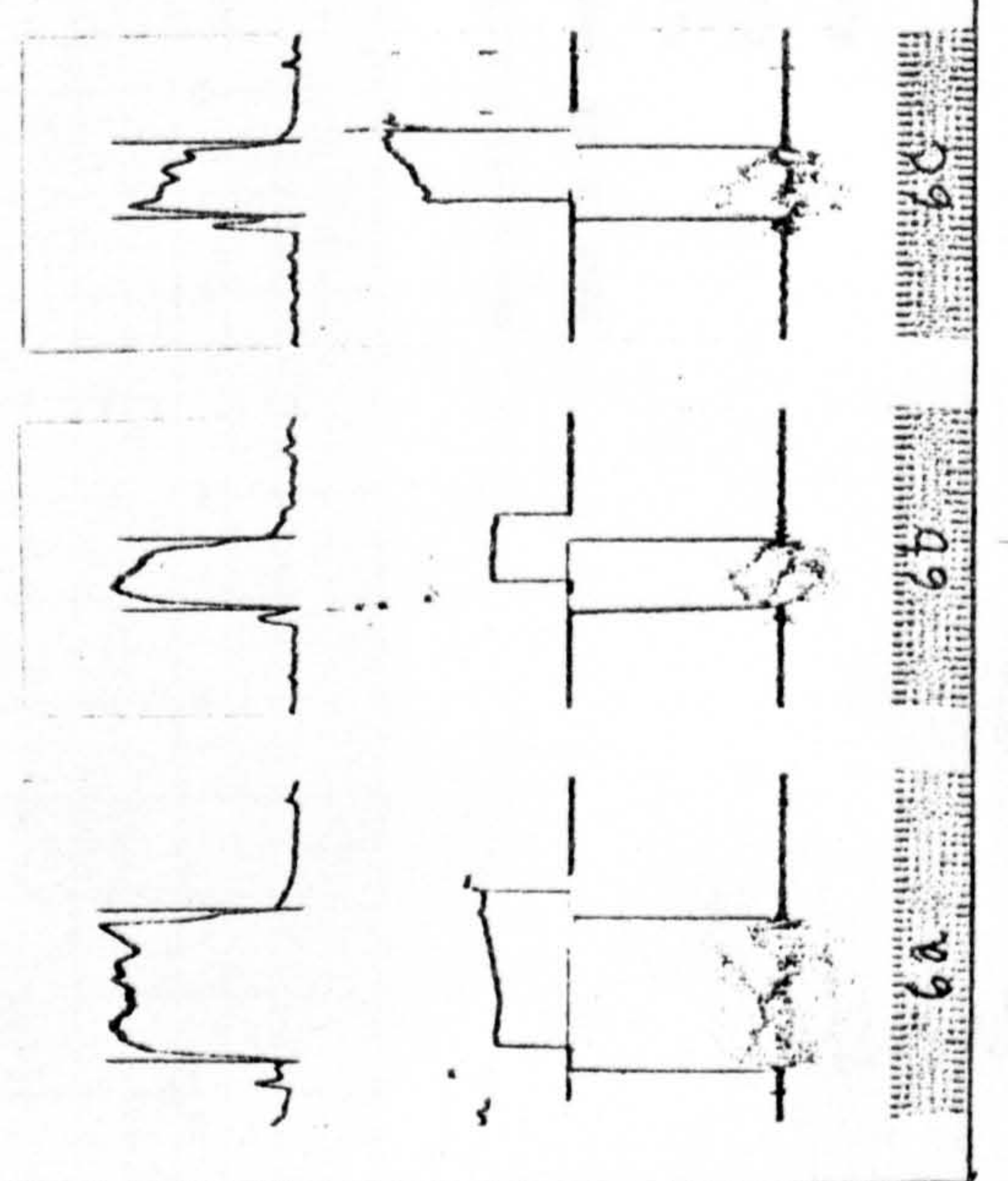
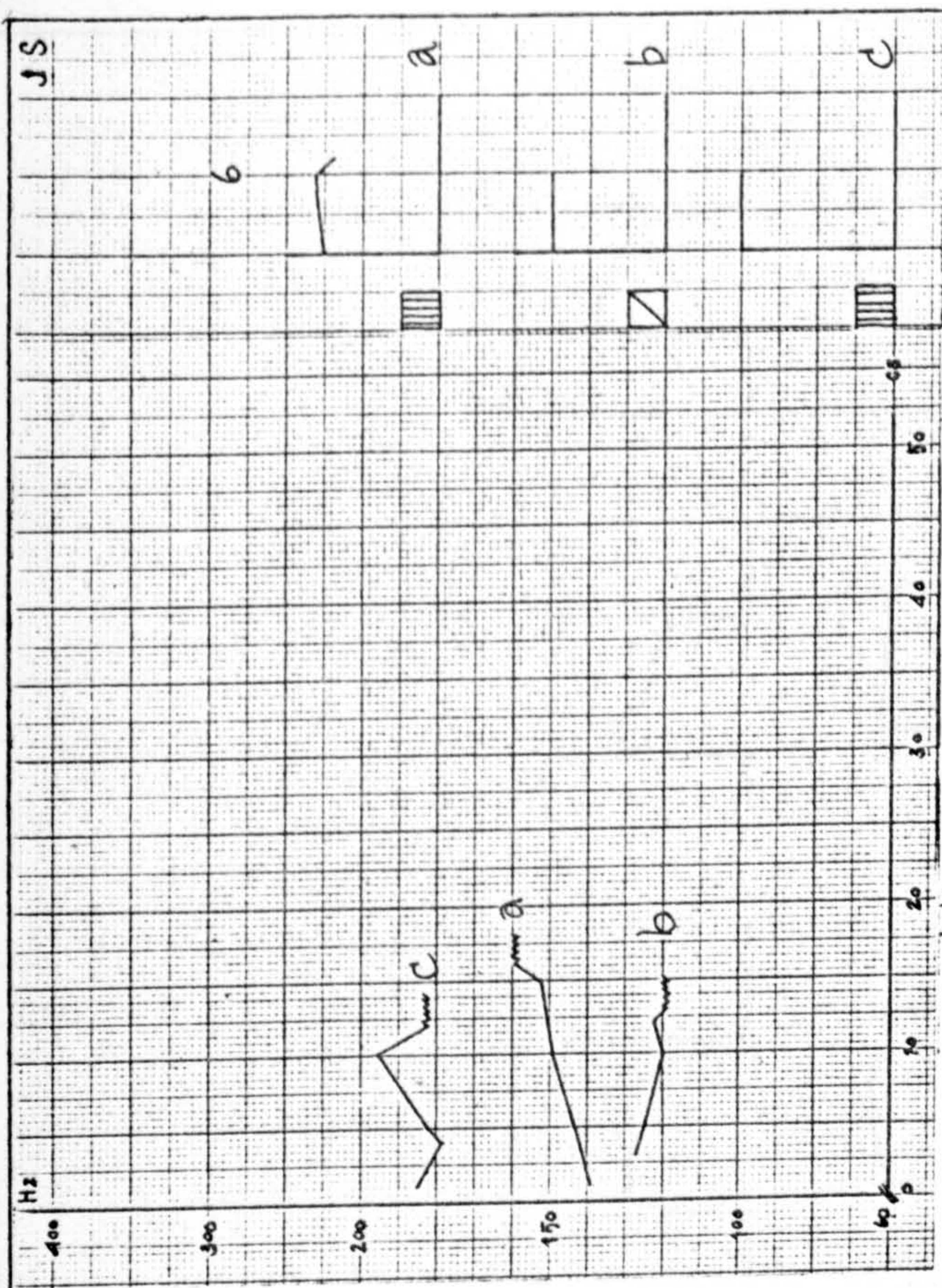
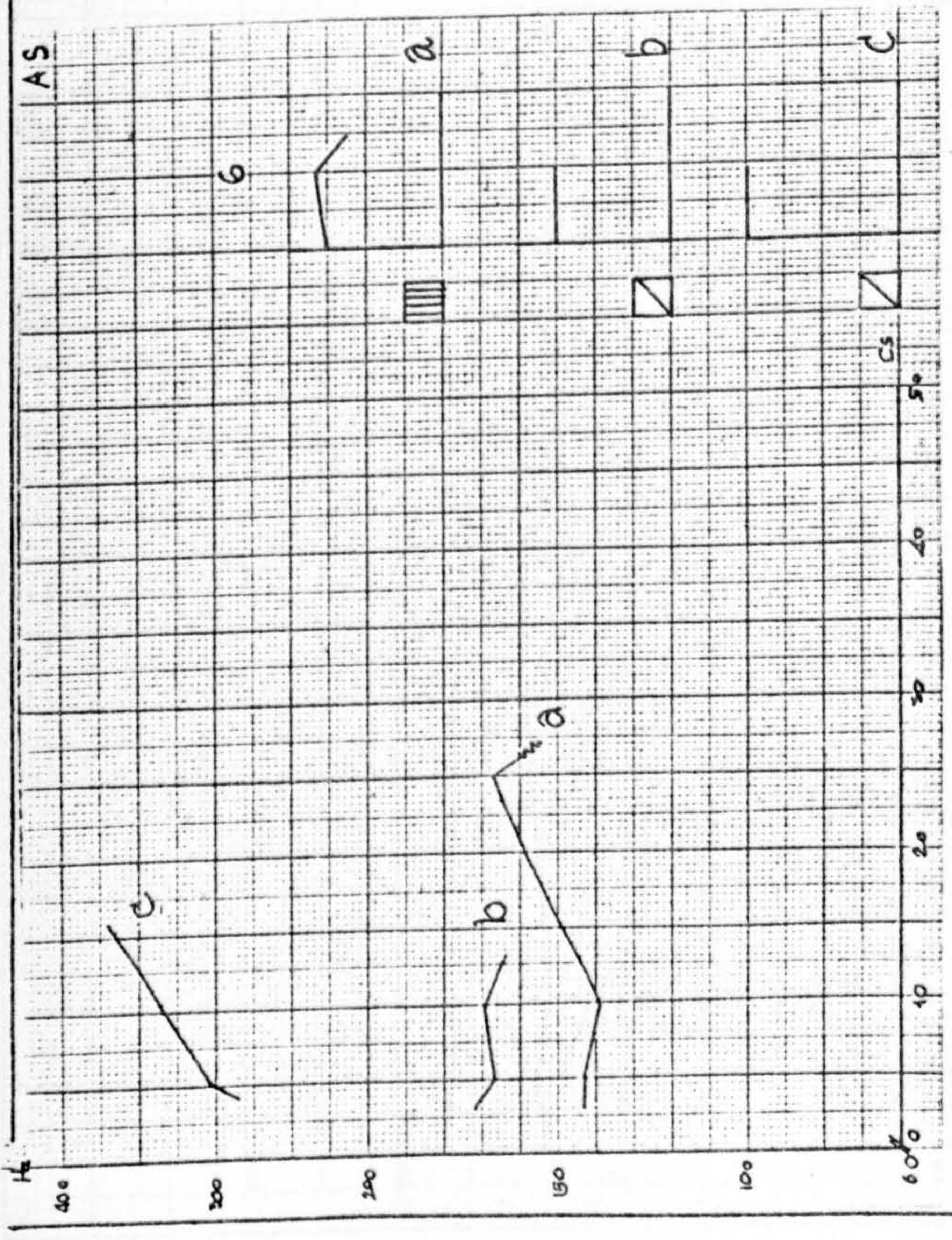


Fig 3.105 - 3.106 illustrate the acoustic and the auditory records of the phonemic high tone in the word /khot^h/ uttered with 3 contrastive attitudinal meanings :

6.a Believing attitude

6.b Neutral

6.c Disbelieving attitude



/khot^h/

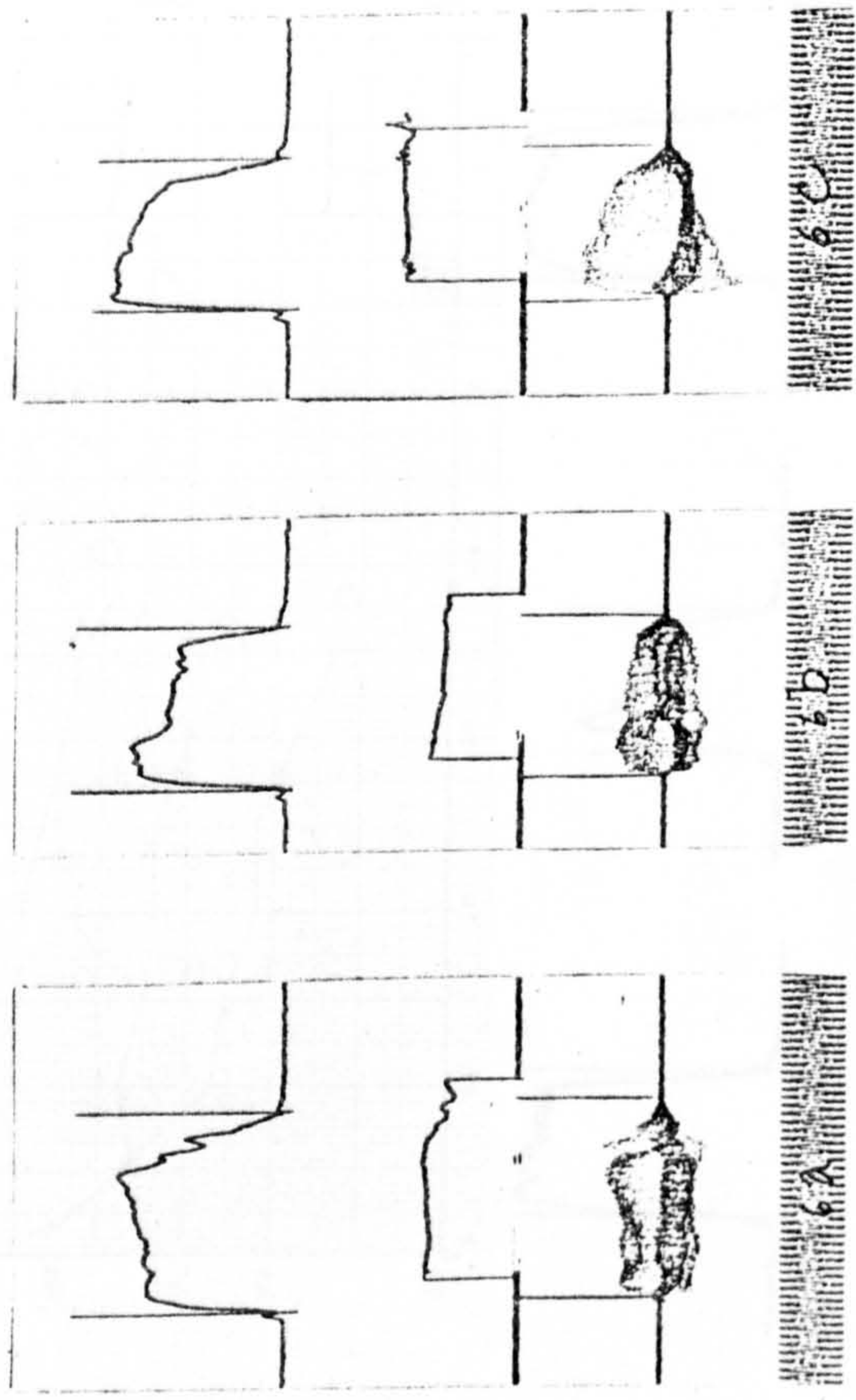
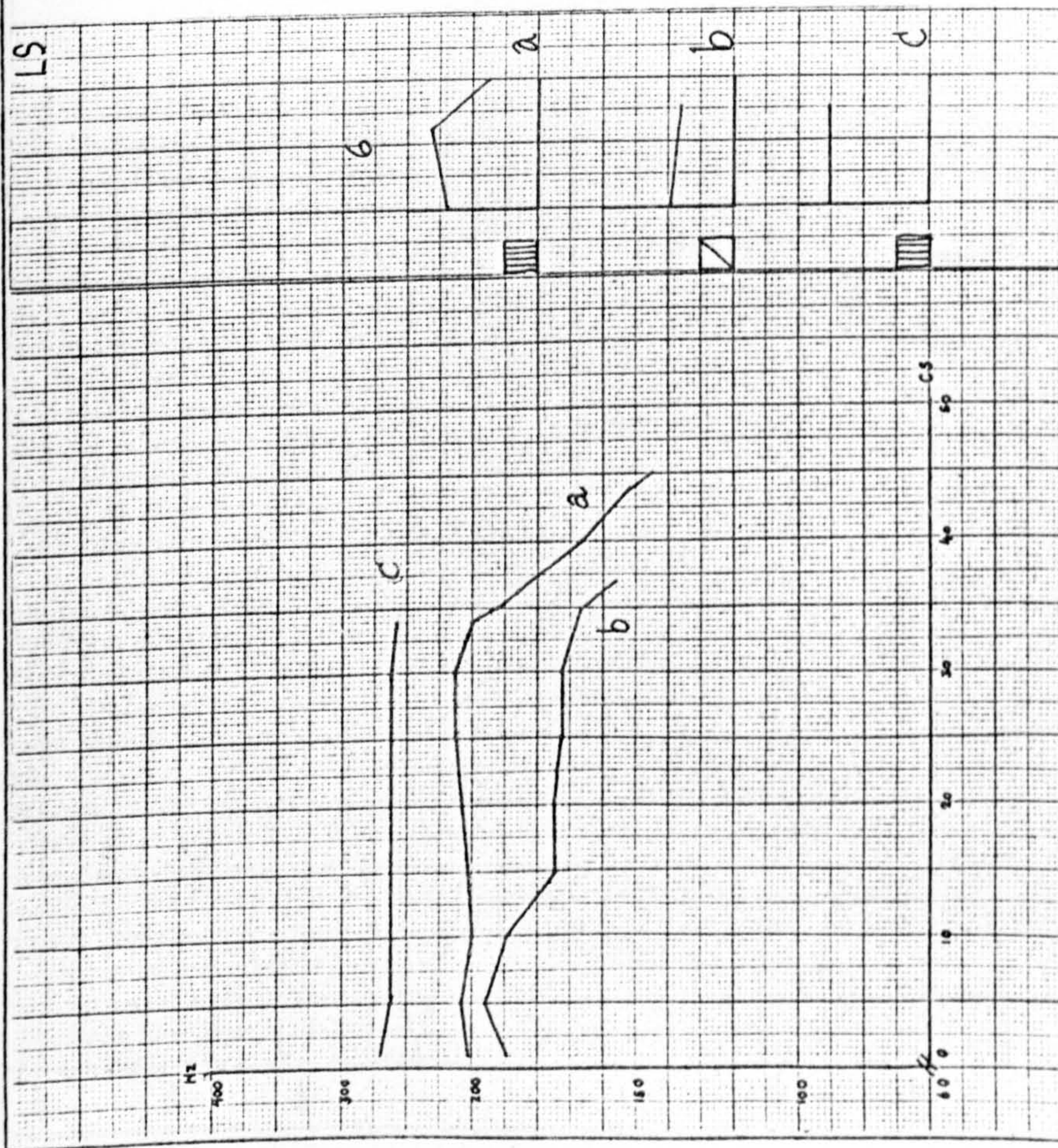


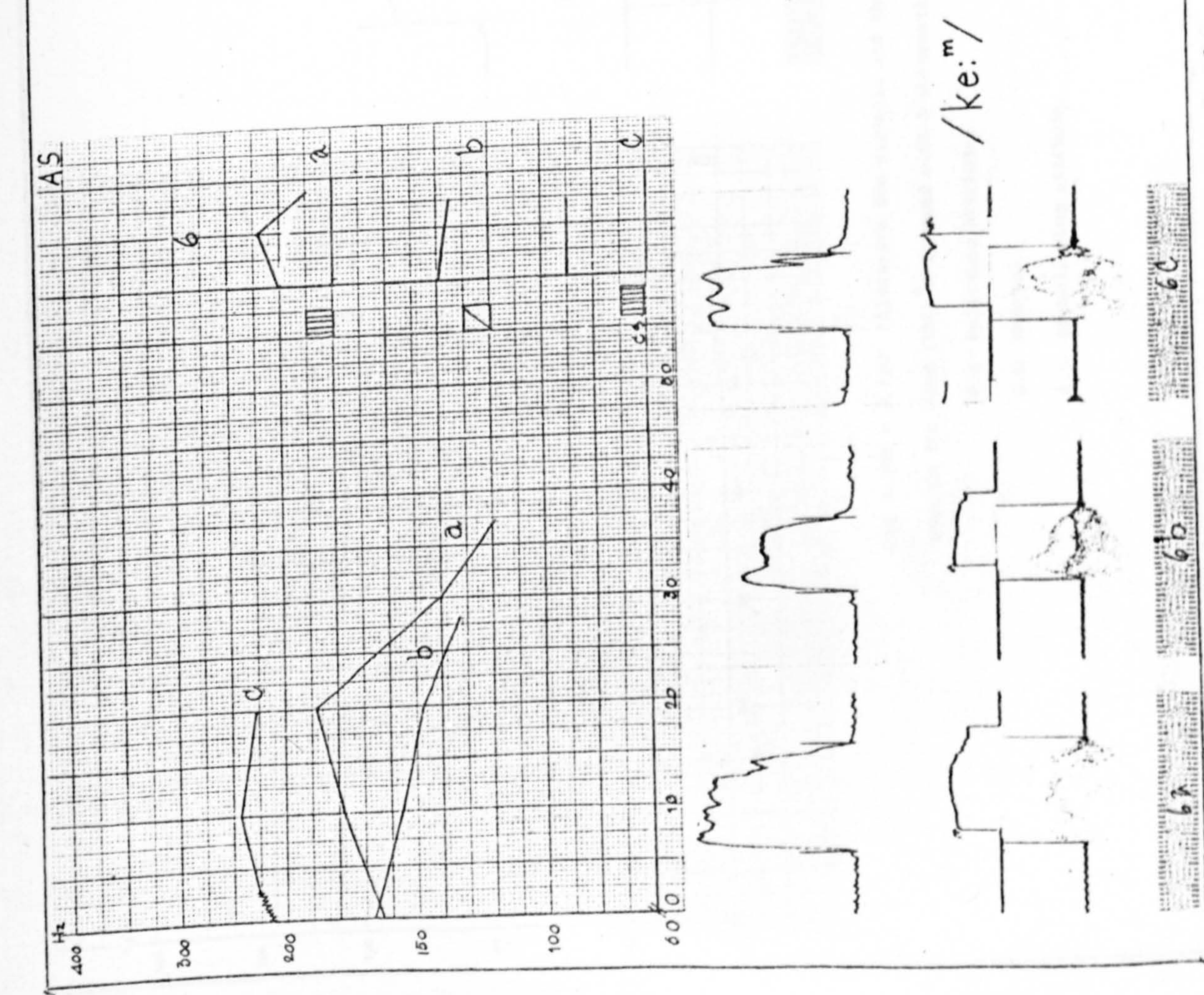
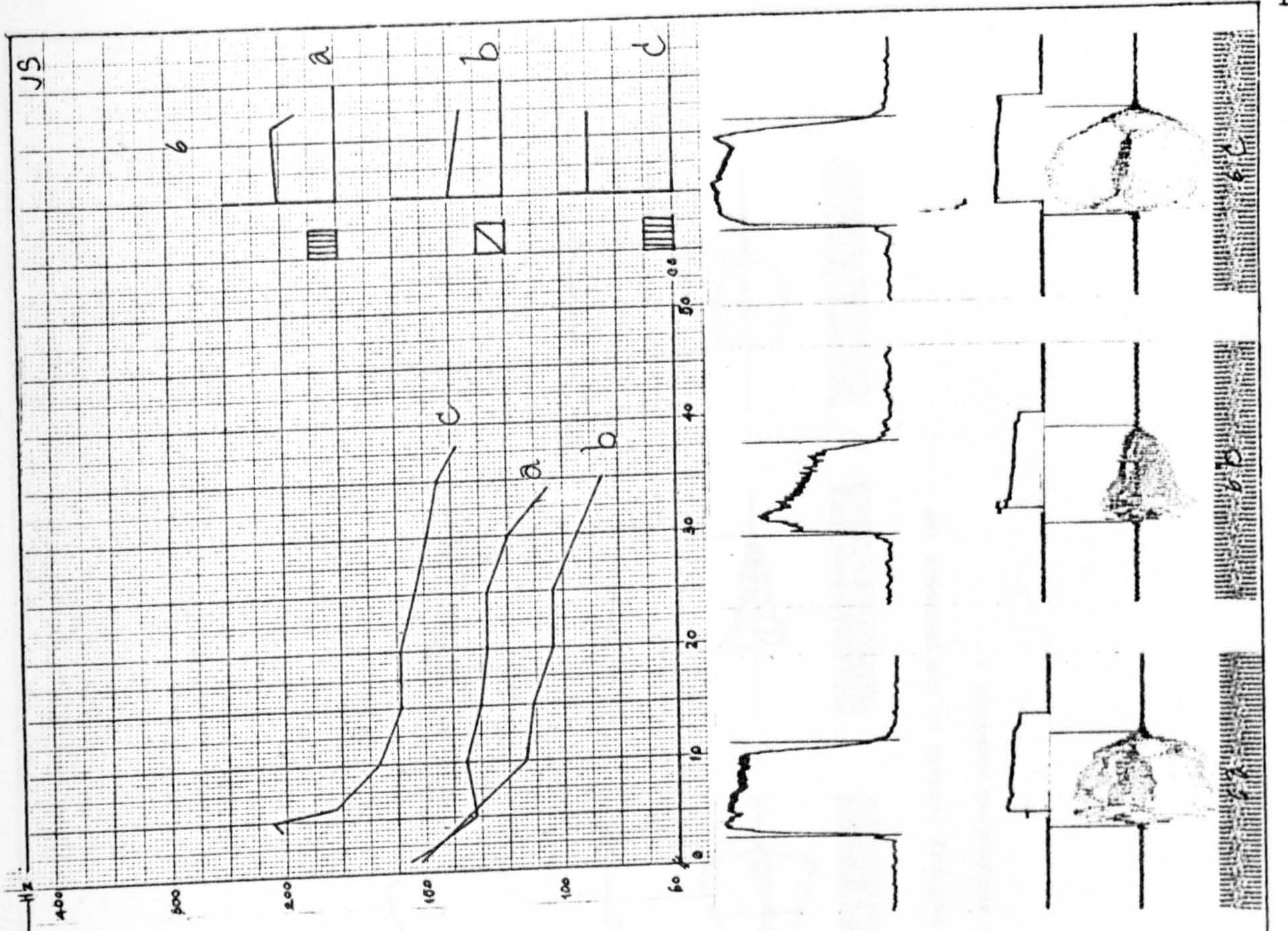
Fig 3.107 - 3.108 illustrate the acoustic and the auditory records of the phonemic mid

tone in the word /ke:m/ uttered with 3 contrastive attitudinal meanings :

6.a Believing attitude

6.b Neutral

6.c Disbelieving attitude.



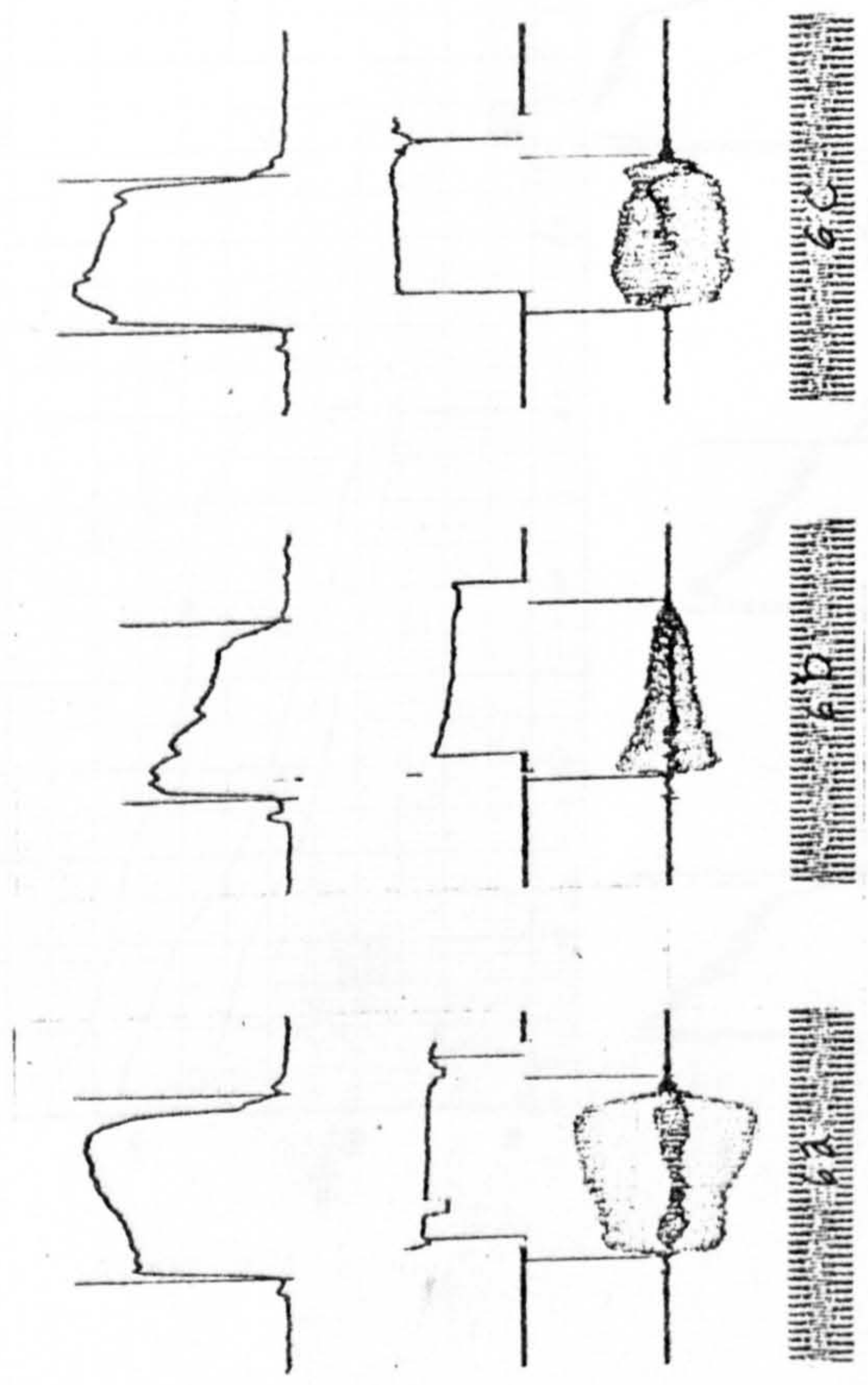
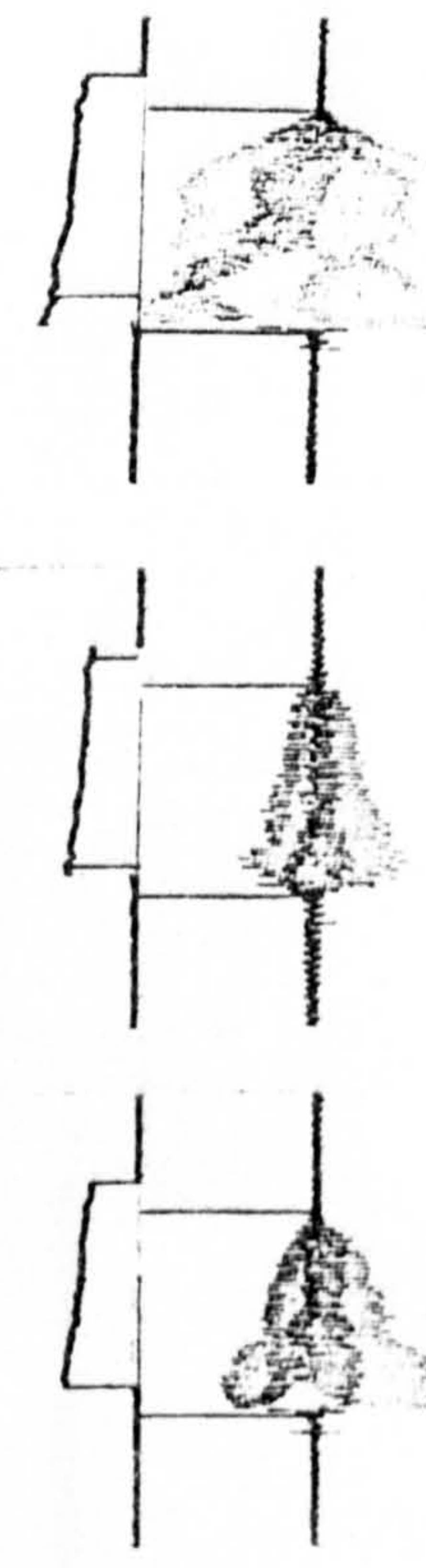
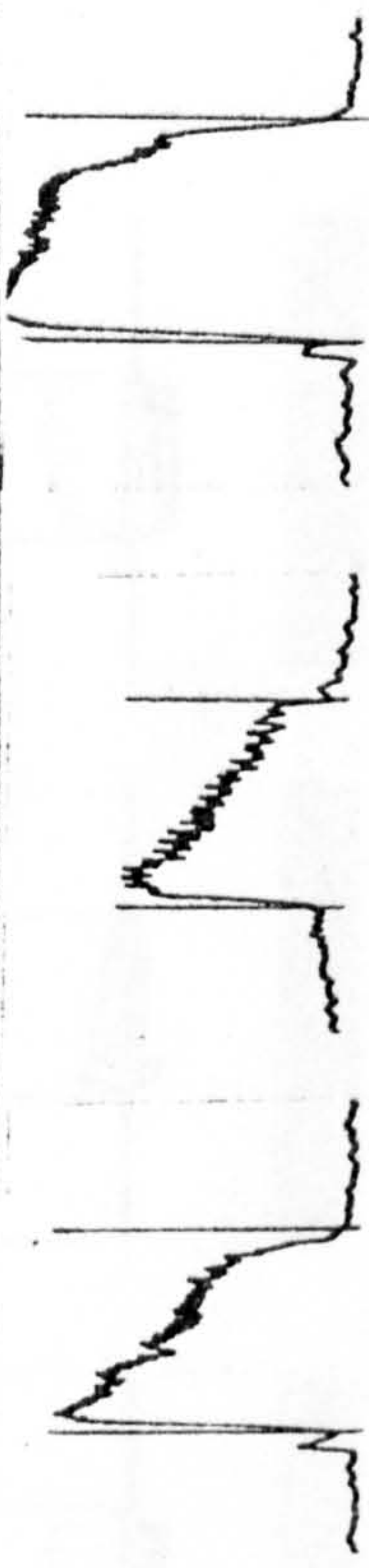
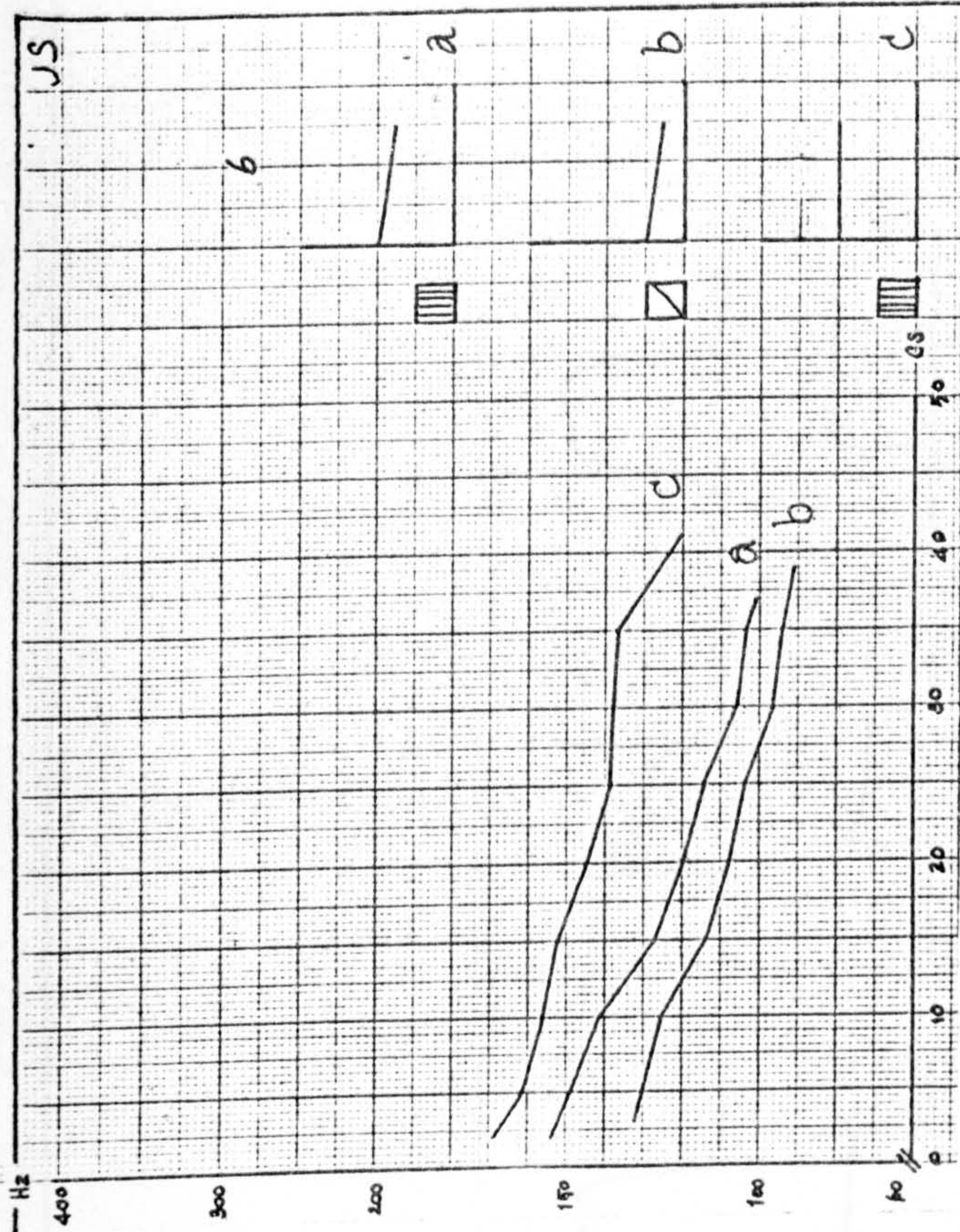
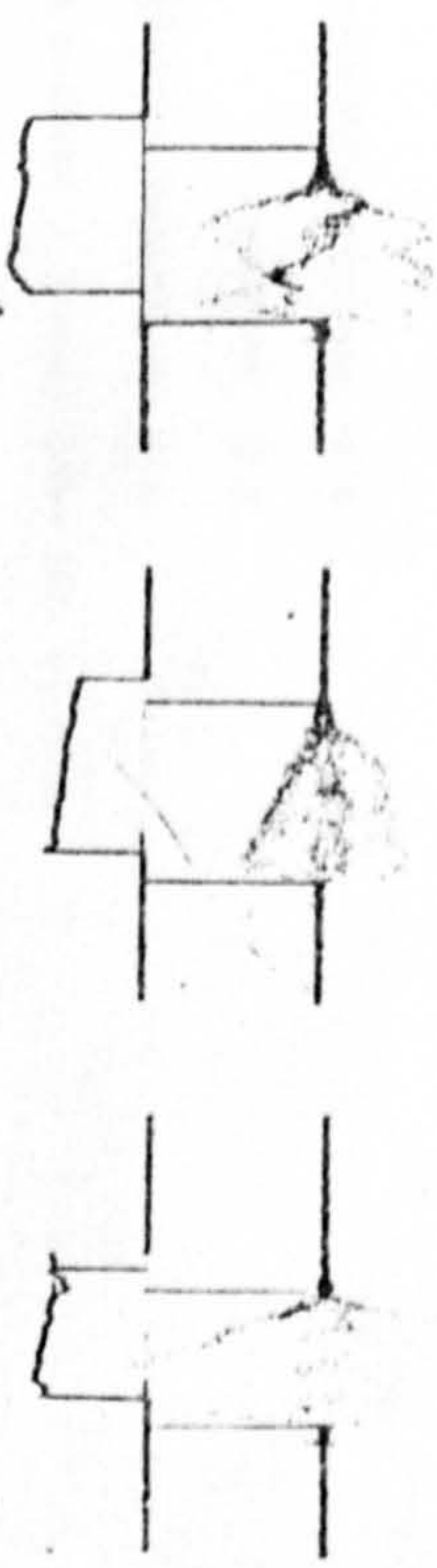
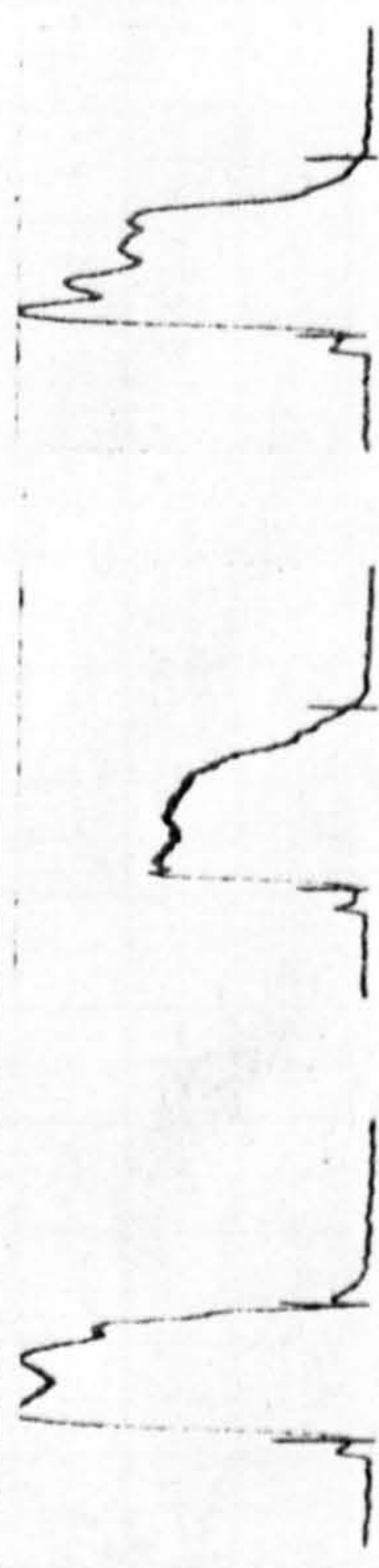
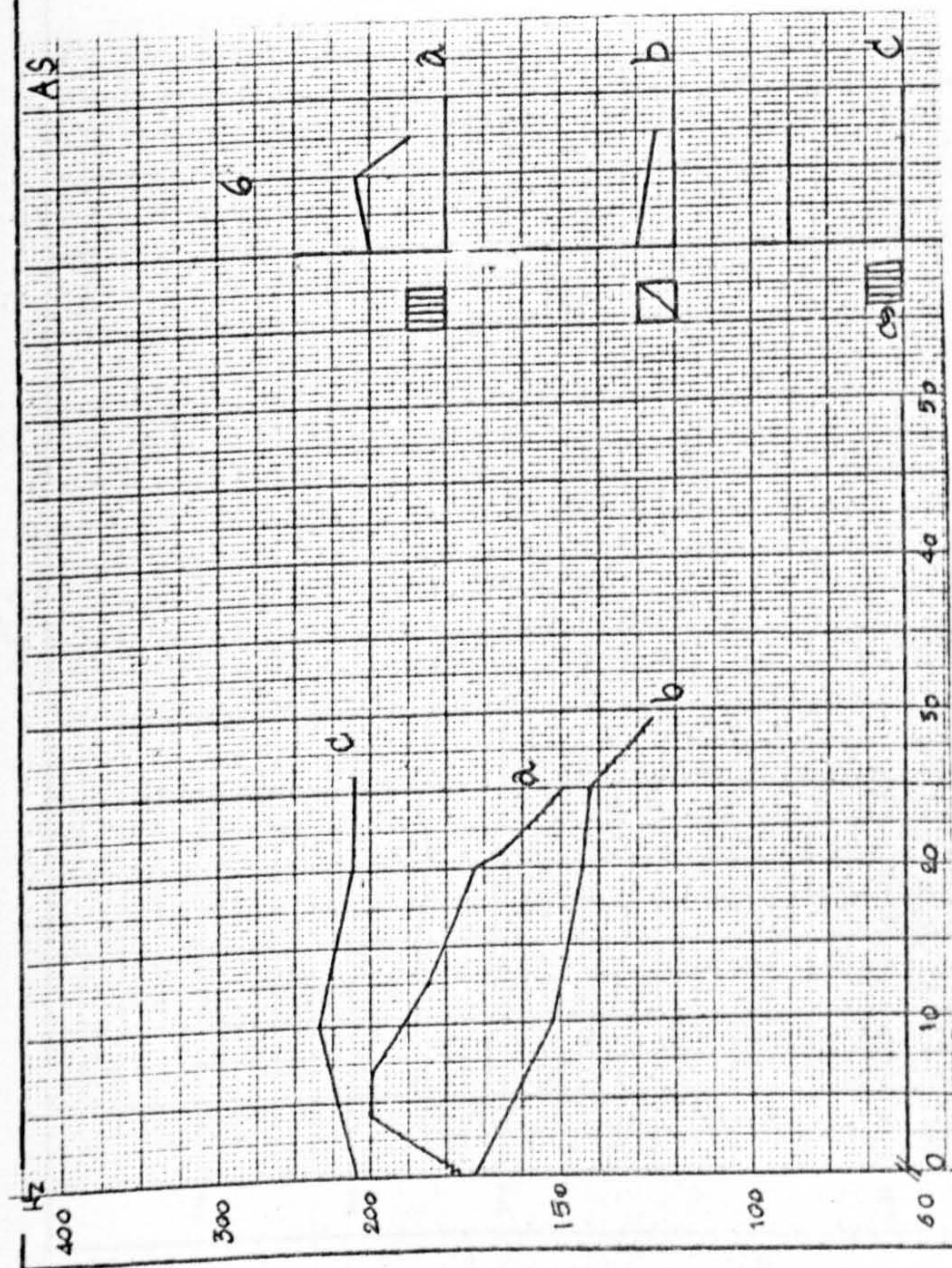


Fig 3.109 - 3.110 illustrate the acoustic and the auditory records of the phonemic low

tone in the word /this/ uttered with 3 contrastive attitudinal meanings :

- 6.a Believing attitude
- 6.b Neutral
- 6.c Disbelieving attitude.



/thi:l/

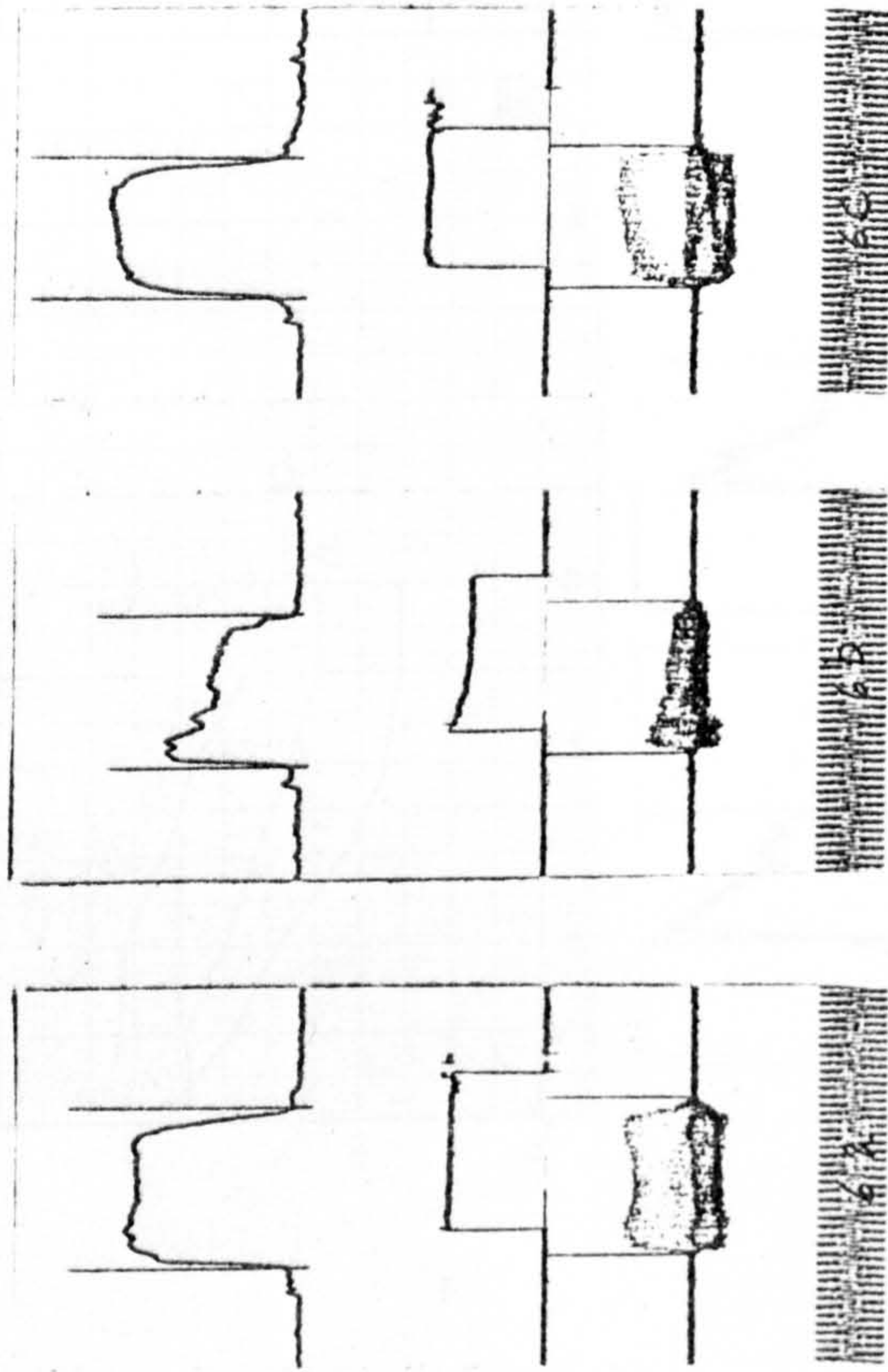


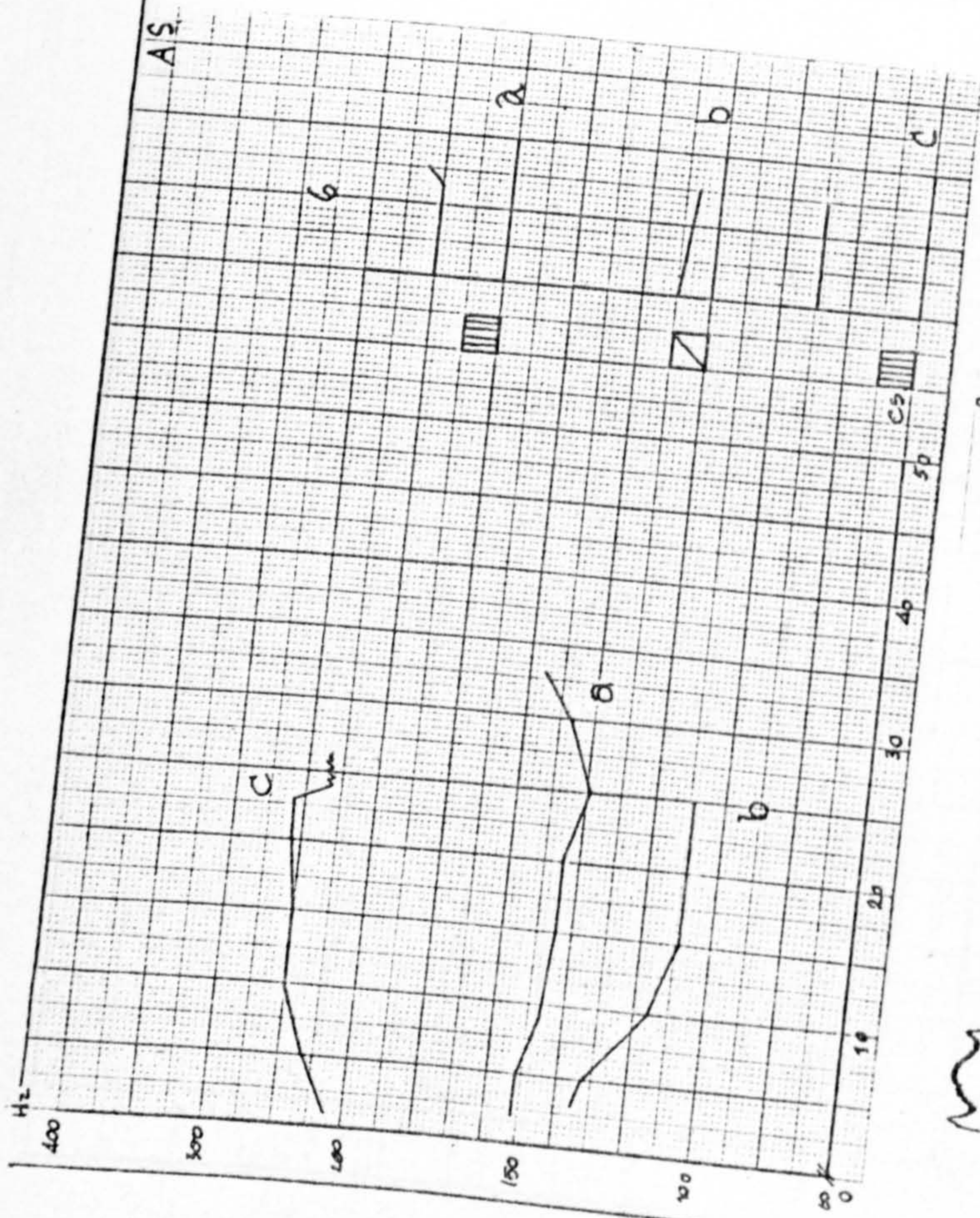
Fig 3.111 - 3.112 illustrate the acoustic and the auditory records of the phonemic low

tone in the word /khe:t¹/ uttered with 3 contrastive attitudinal meanings :

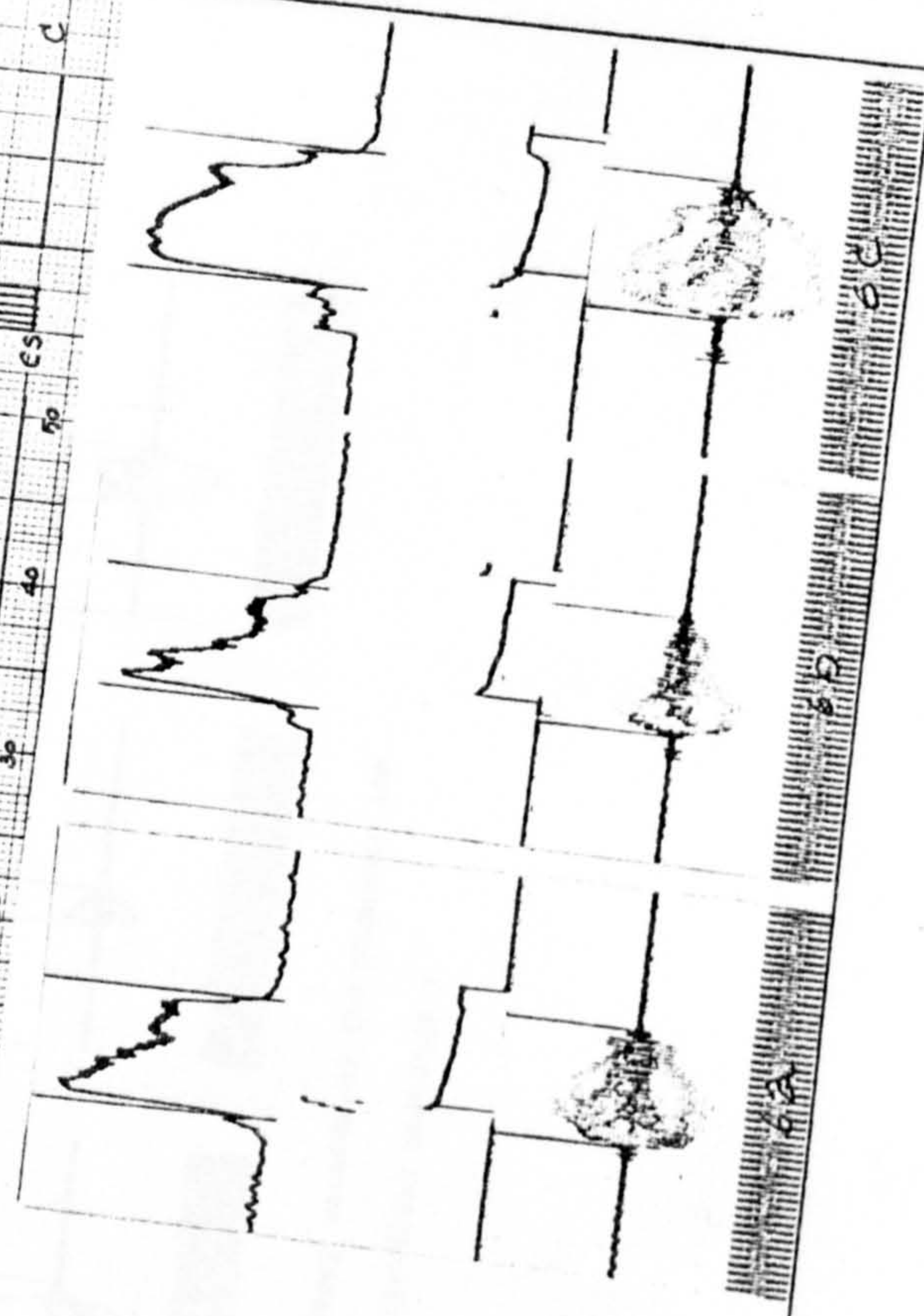
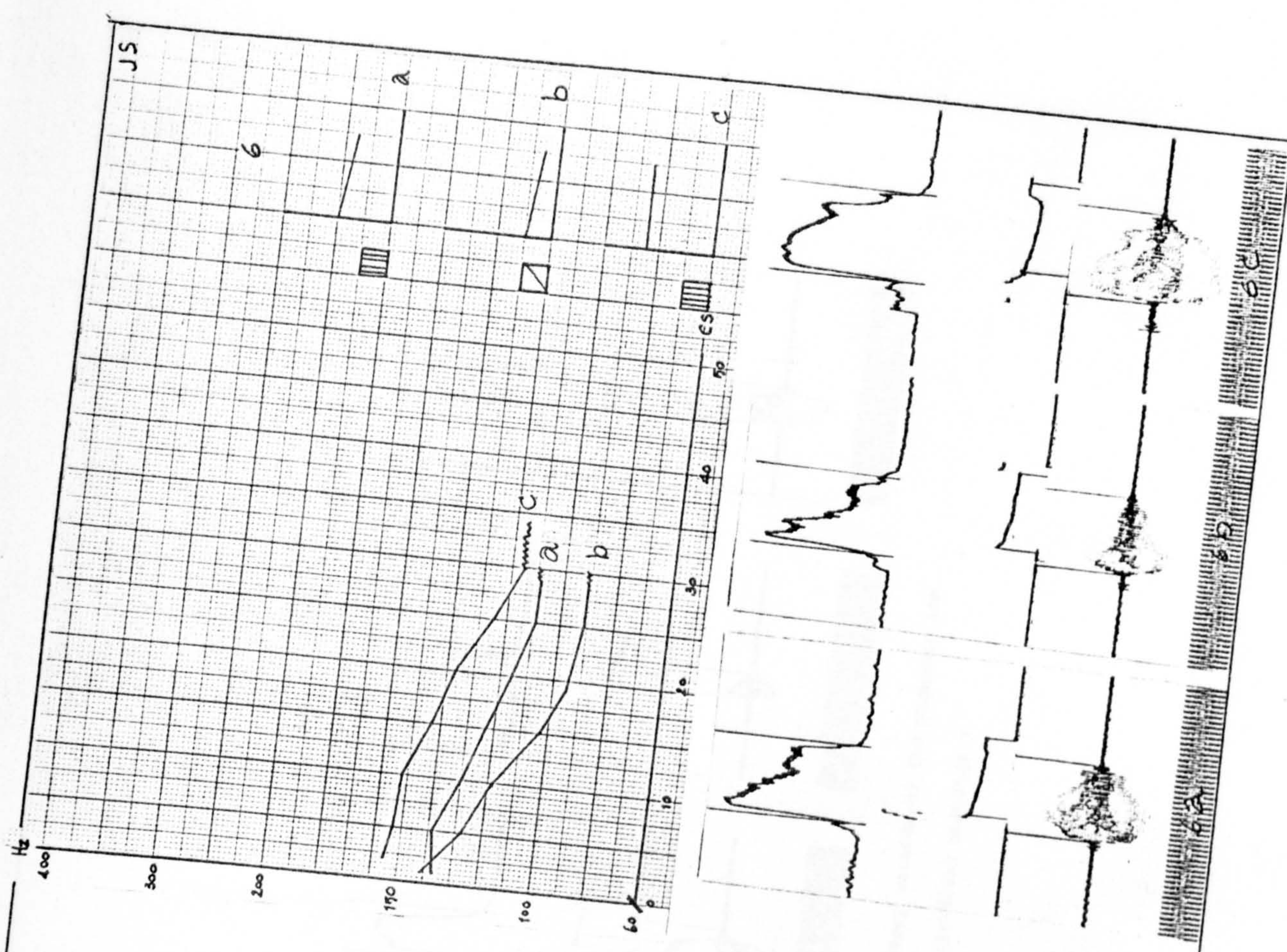
6.a Believing attitude

6.b Neutral

6.c Disbelieving attitude.



/kha:t/



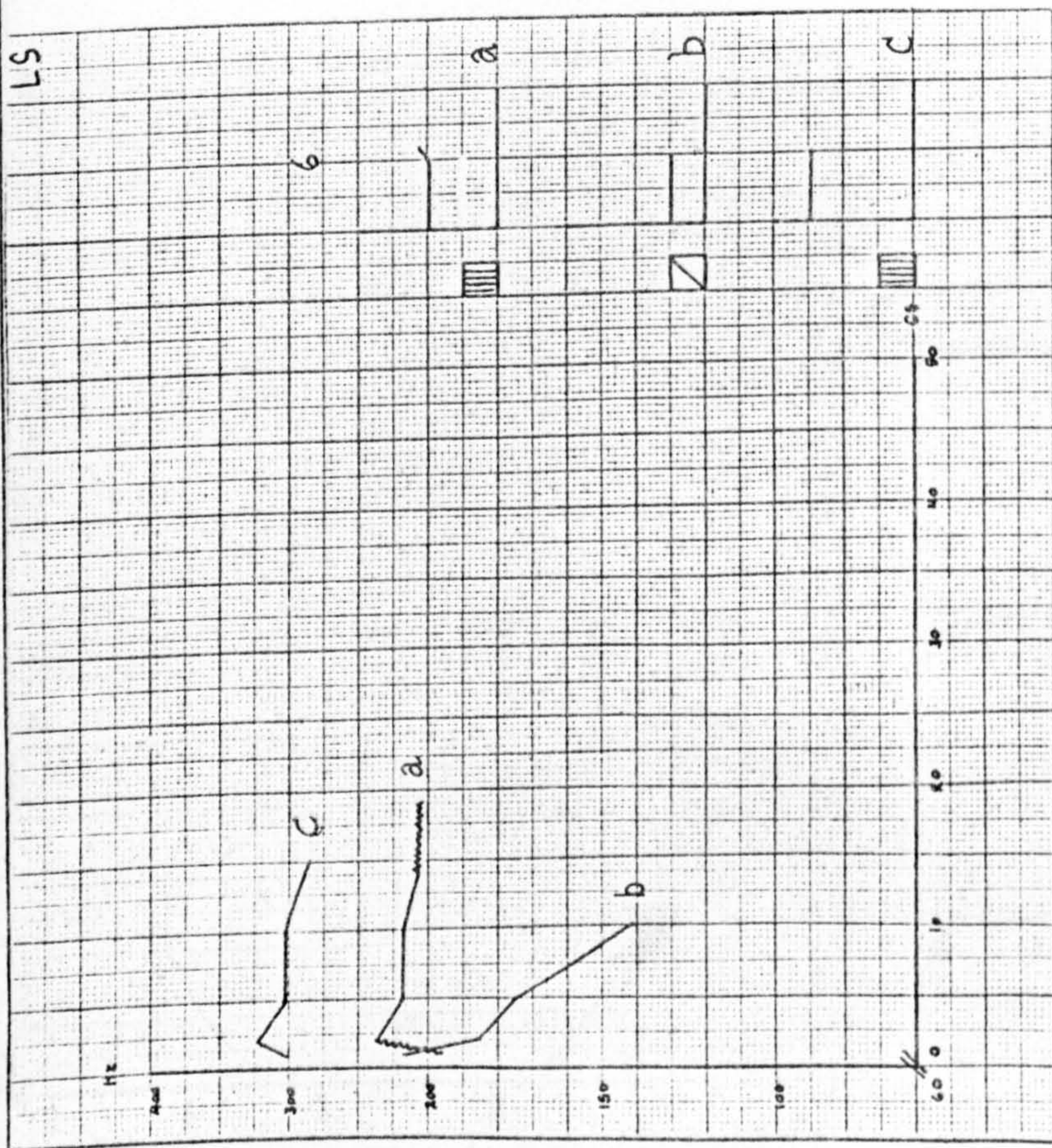
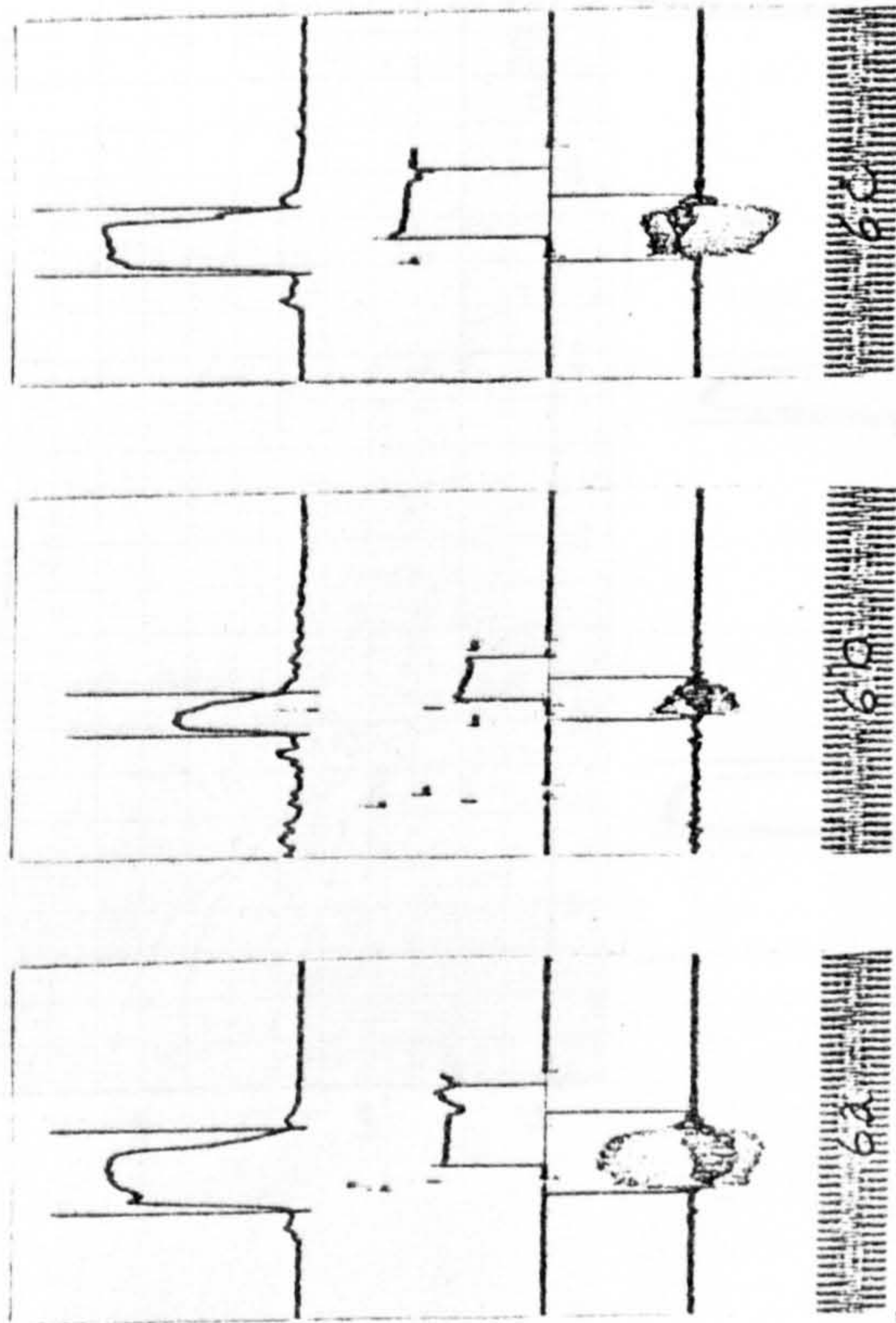


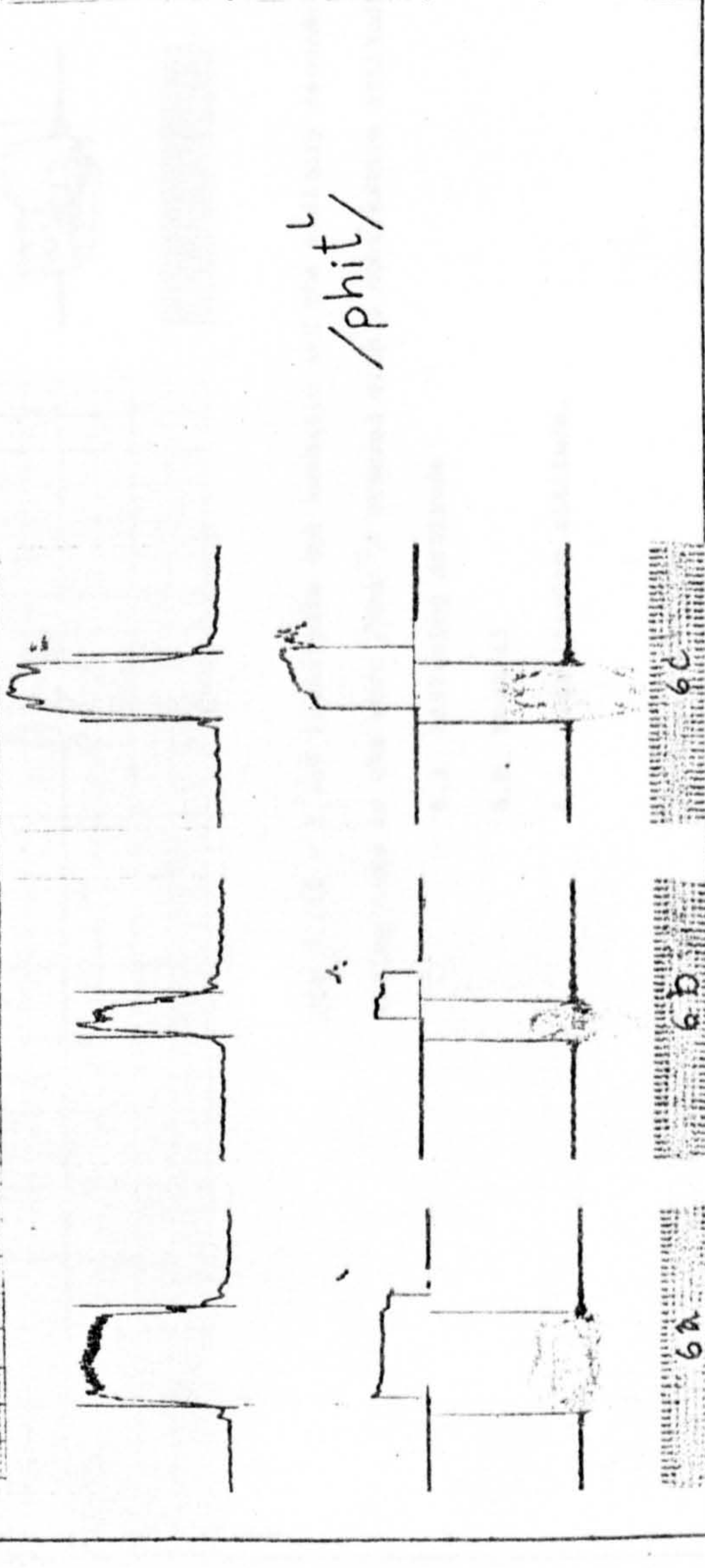
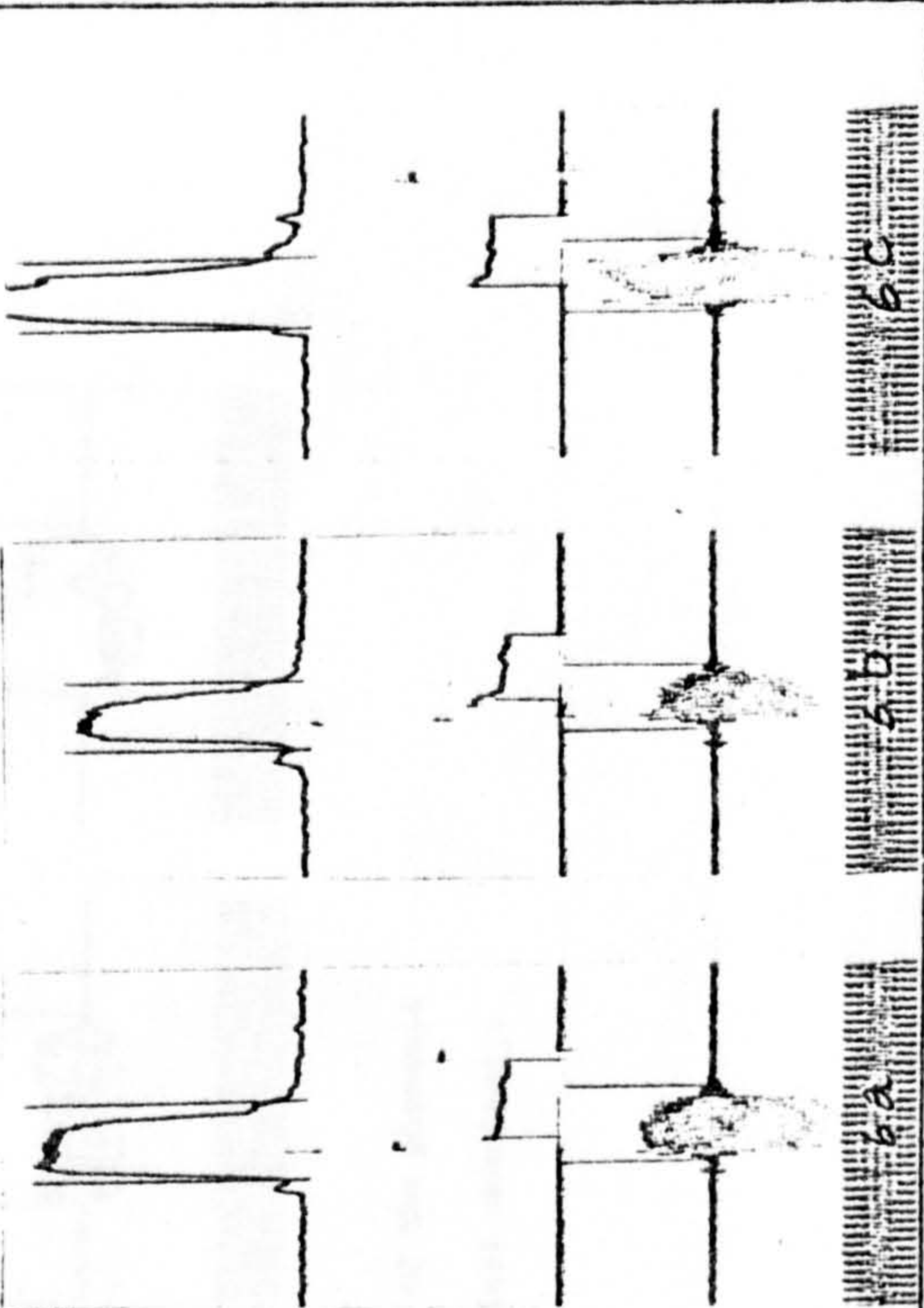
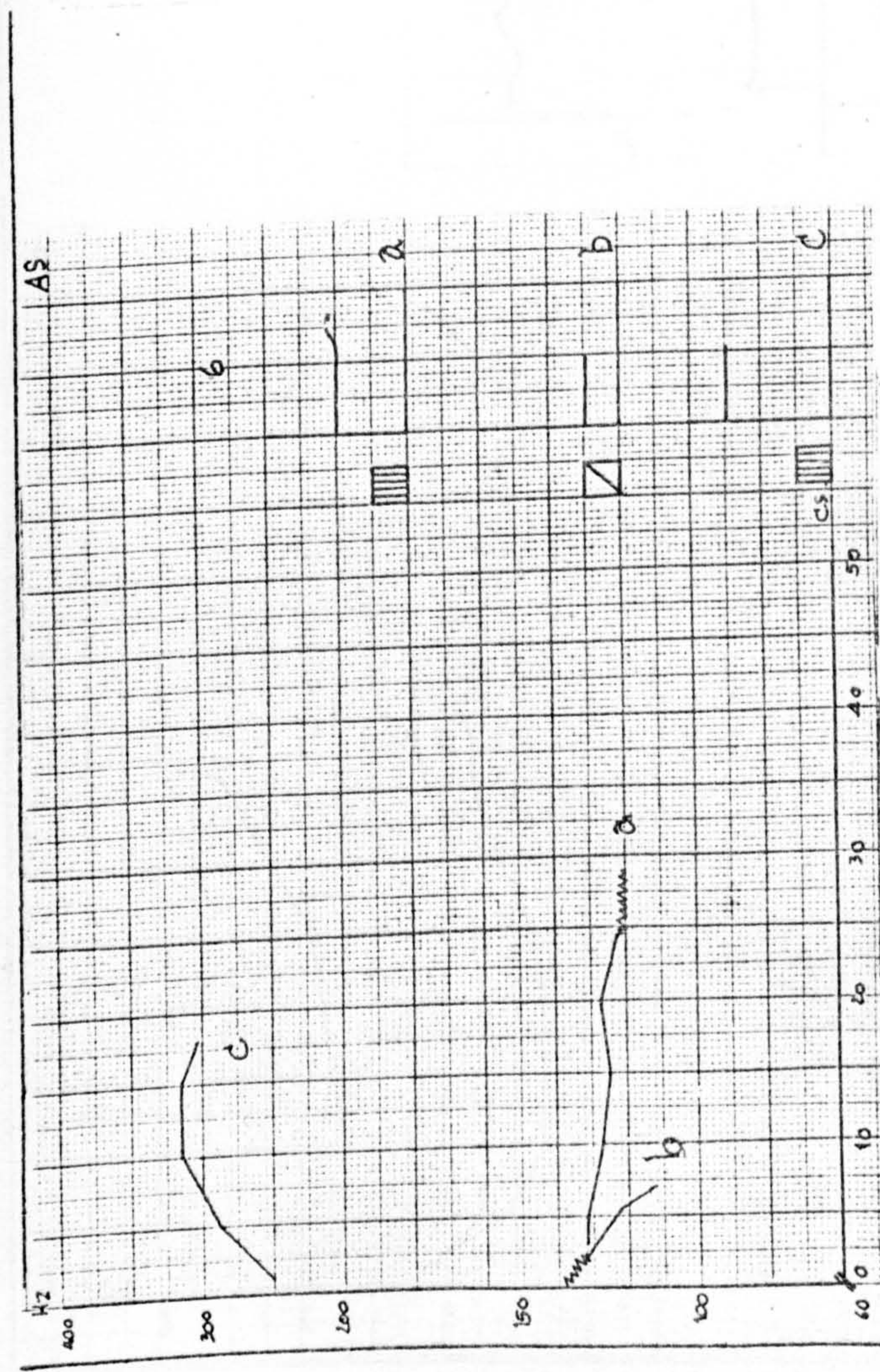
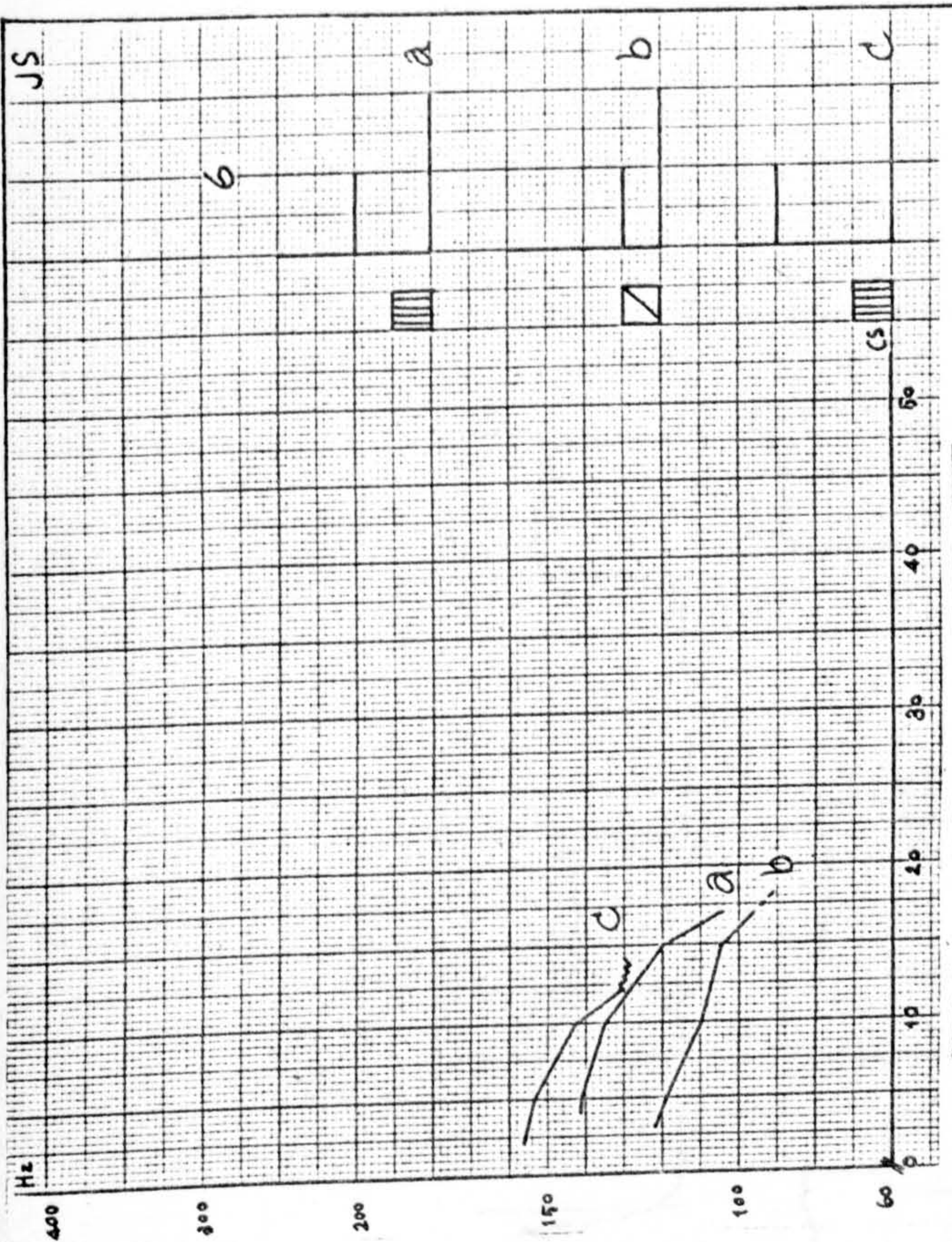
Fig 3.113 - 3.114 illustrate the acoustic and the auditory records of the phonemic low tone in the word /phit¹/ uttered with 3 contrastive attitudinal meanings :

6.a Believing attitude

6.b Neutral

6.c Disbelieving attitude.





/phit/

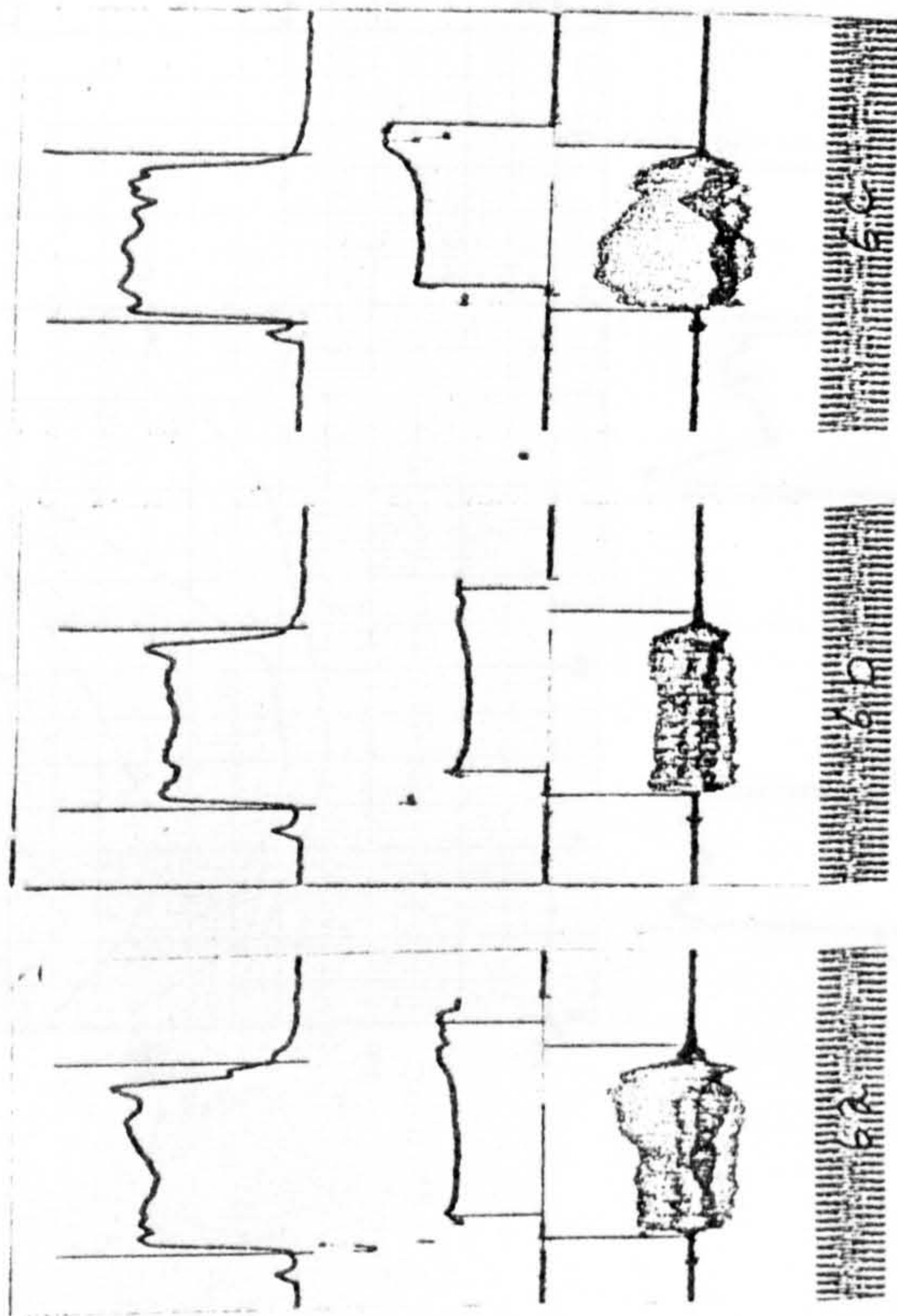
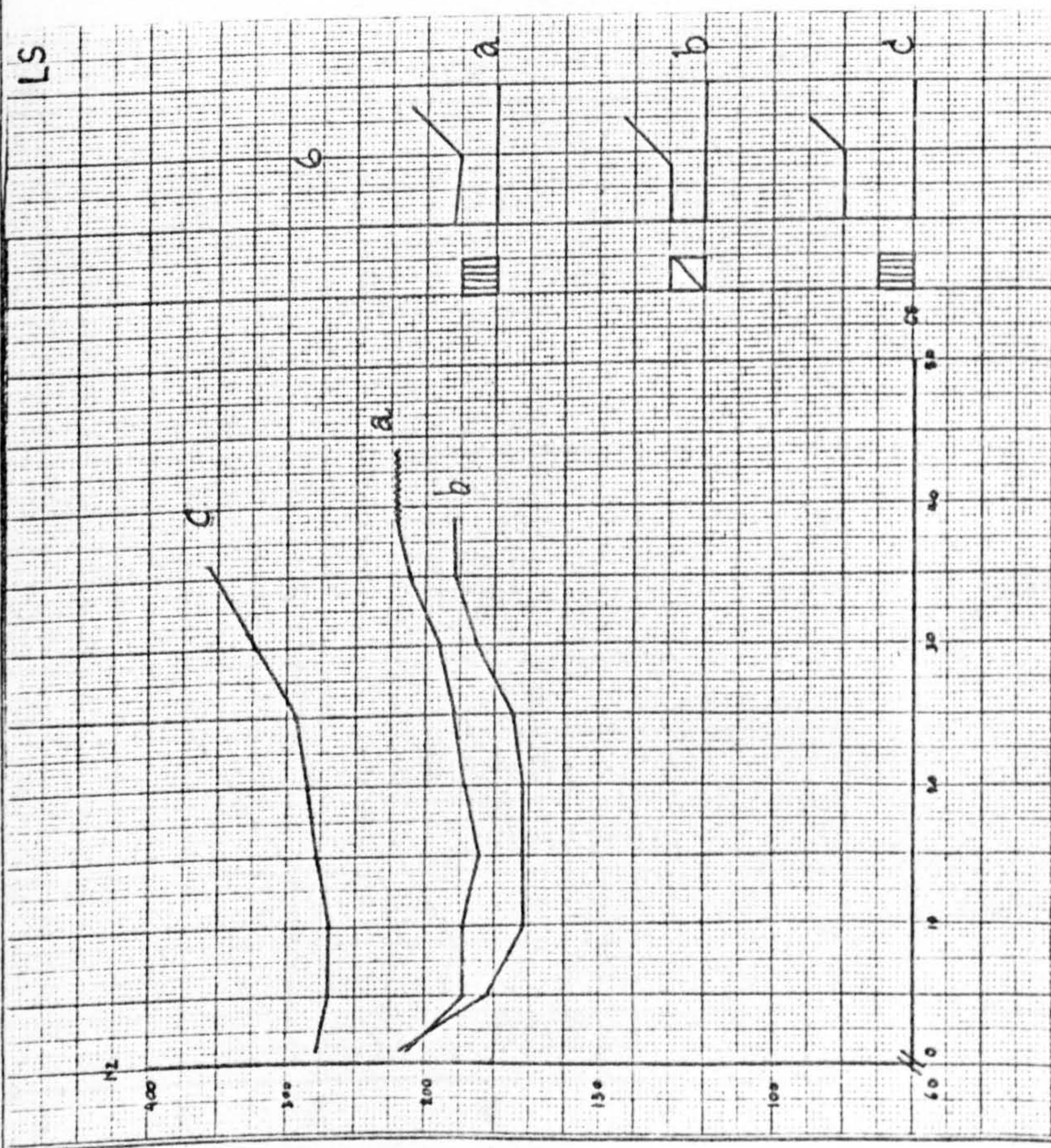
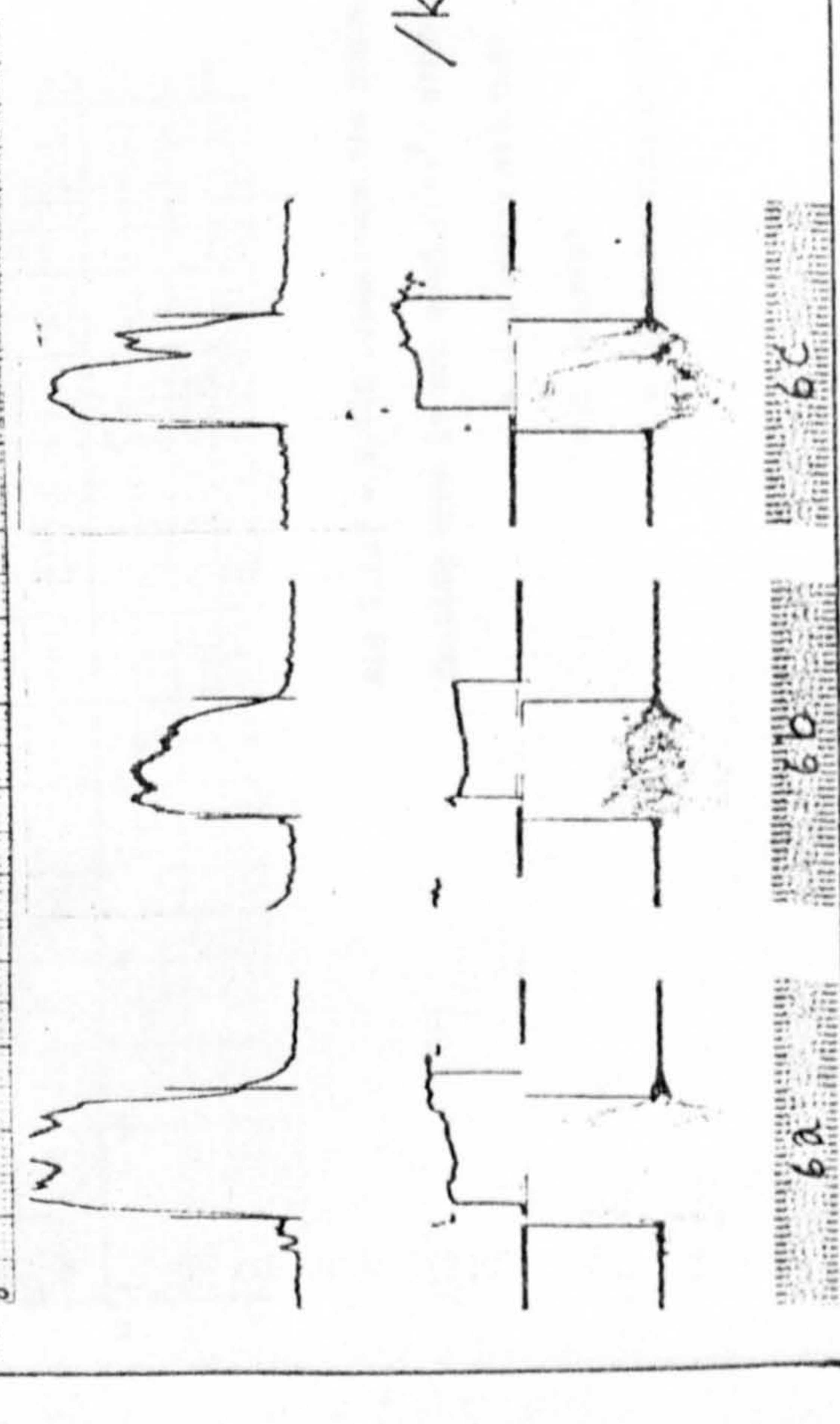
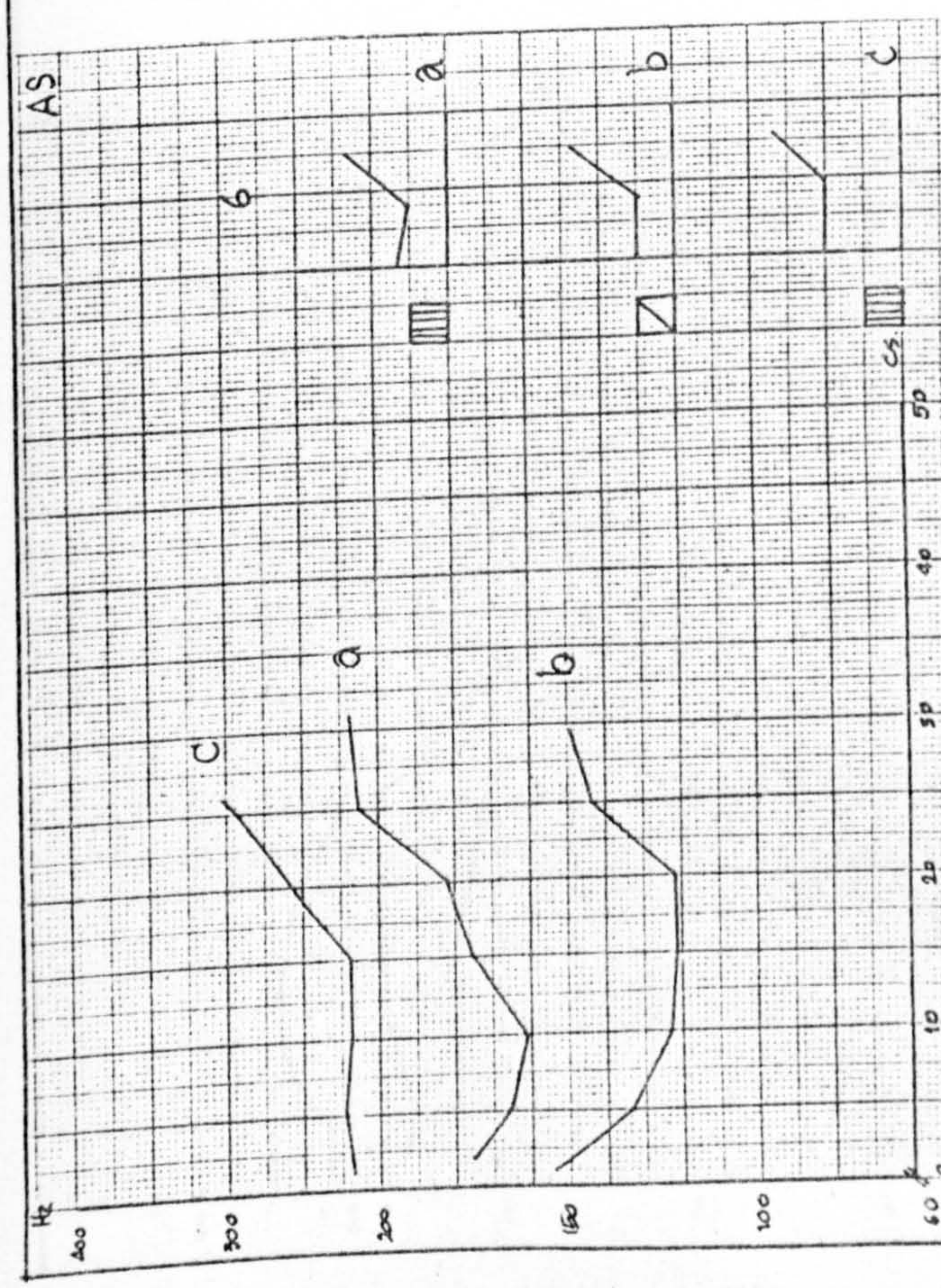
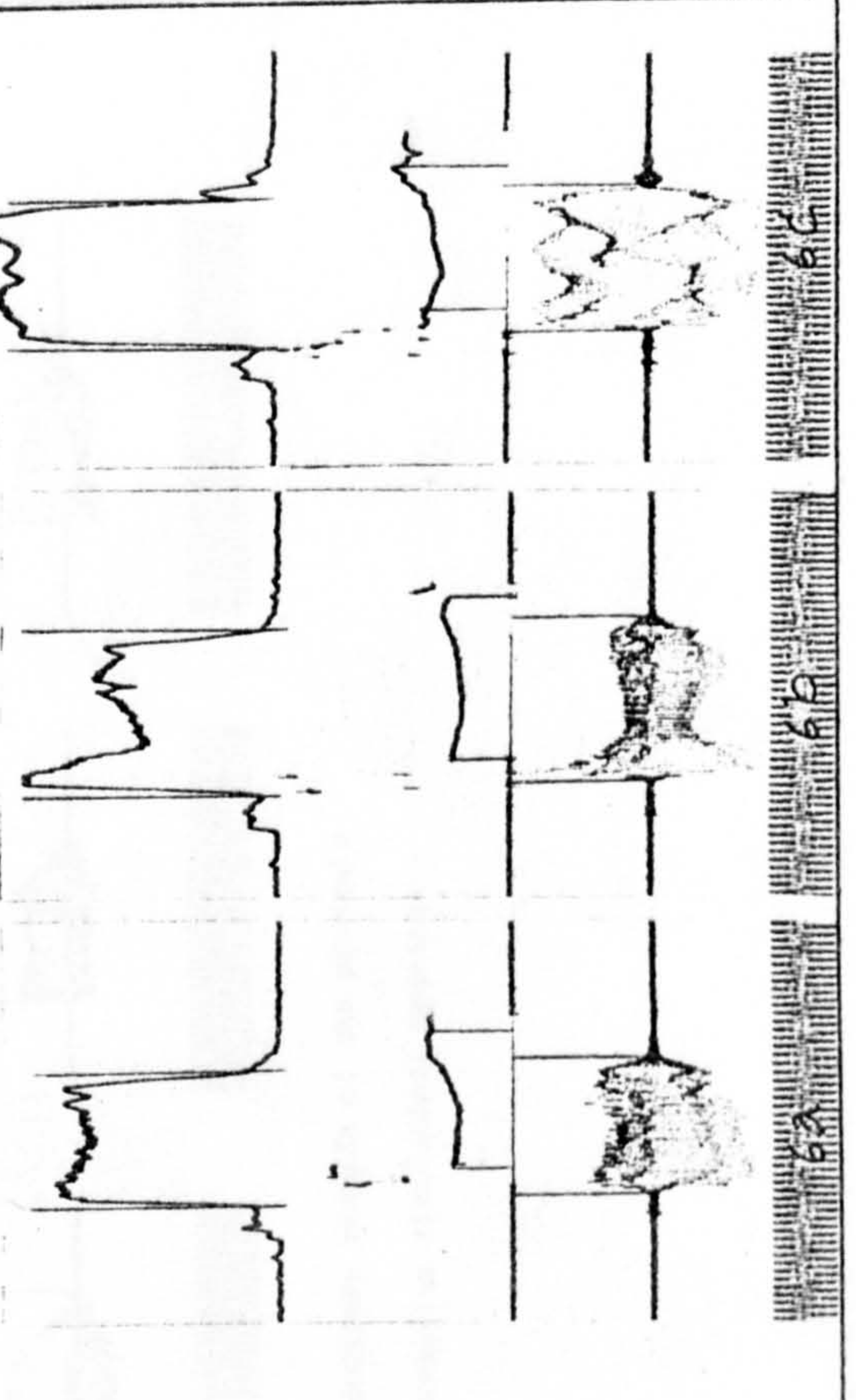
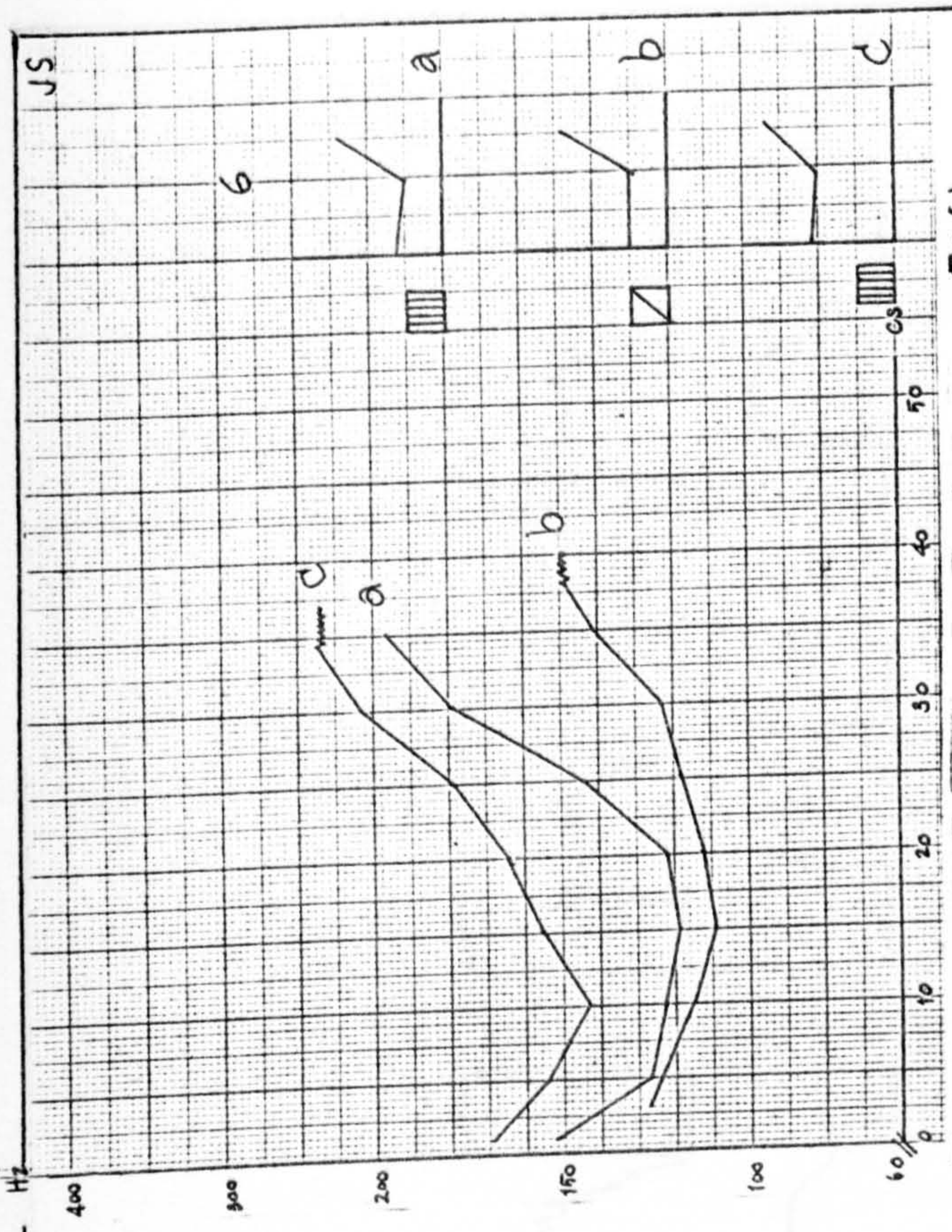


Fig 3.115 - 3.116 illustrate the acoustic and the auditory records of the phonemic rising tone in the word /khe:/ uttered with 3 contrastive attitudinal meanings :

- 6.a Believing attitude
- 6.b Neutral
- 6.c Disbelieving attitude.



/khe:^r/

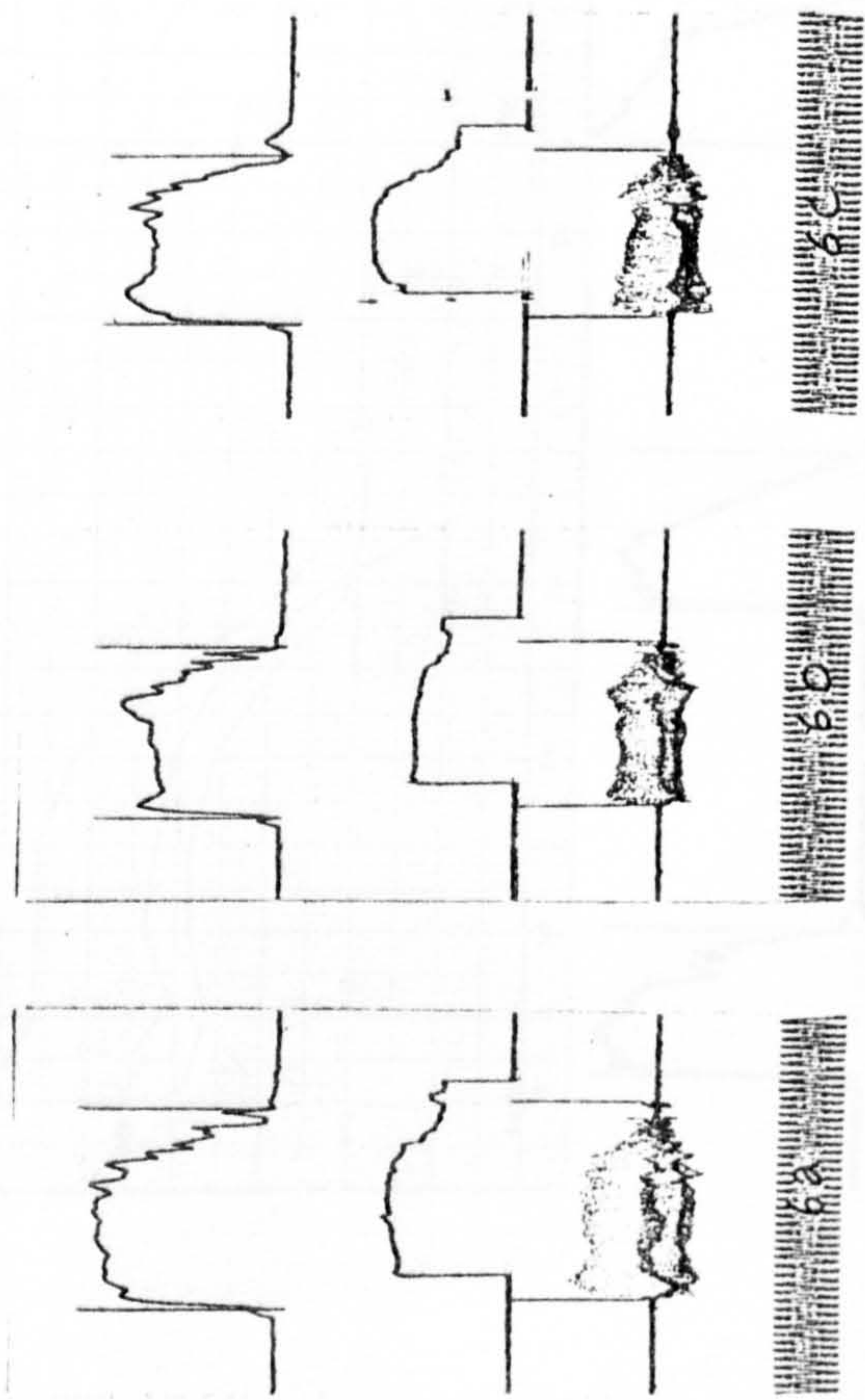
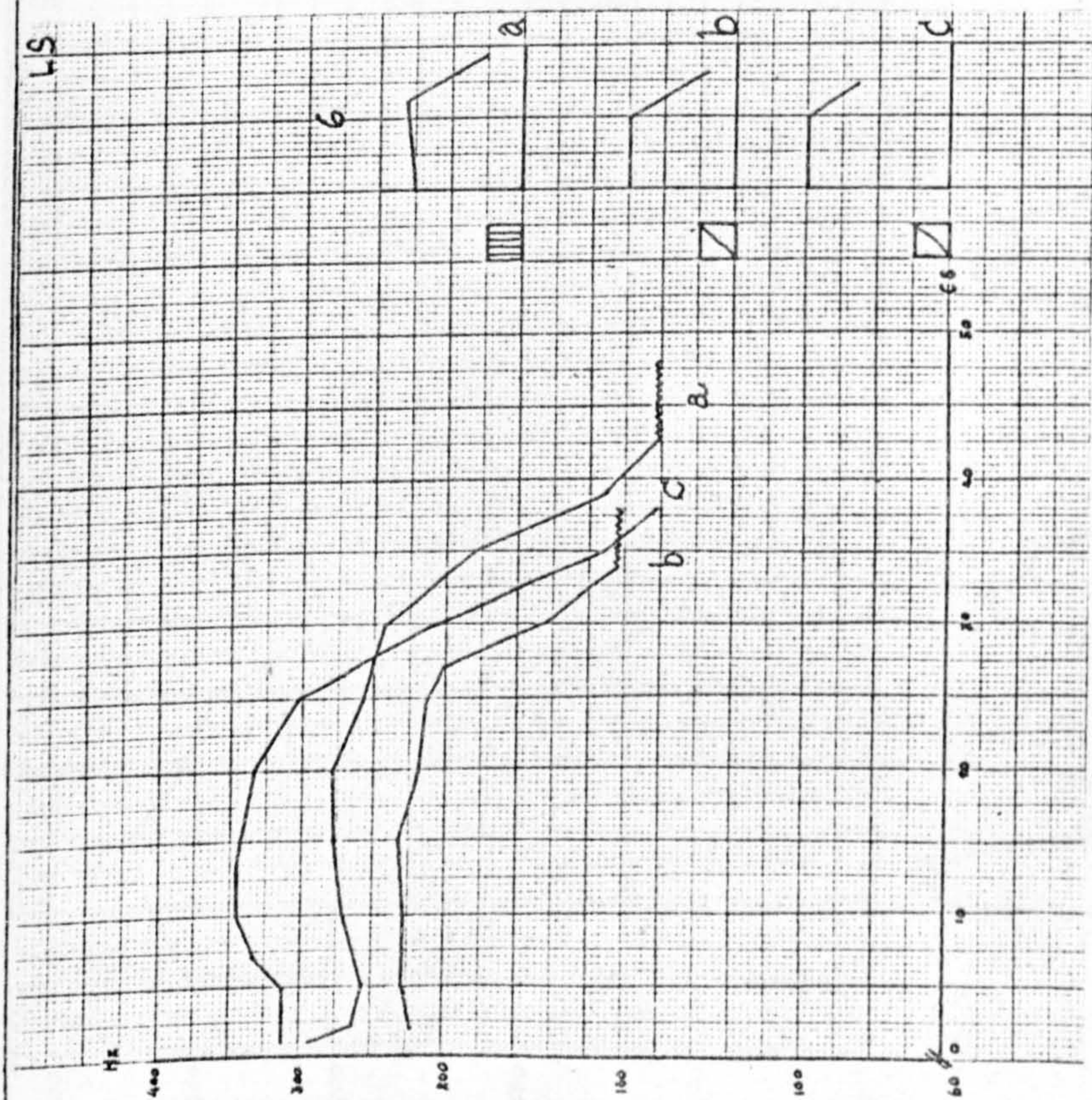


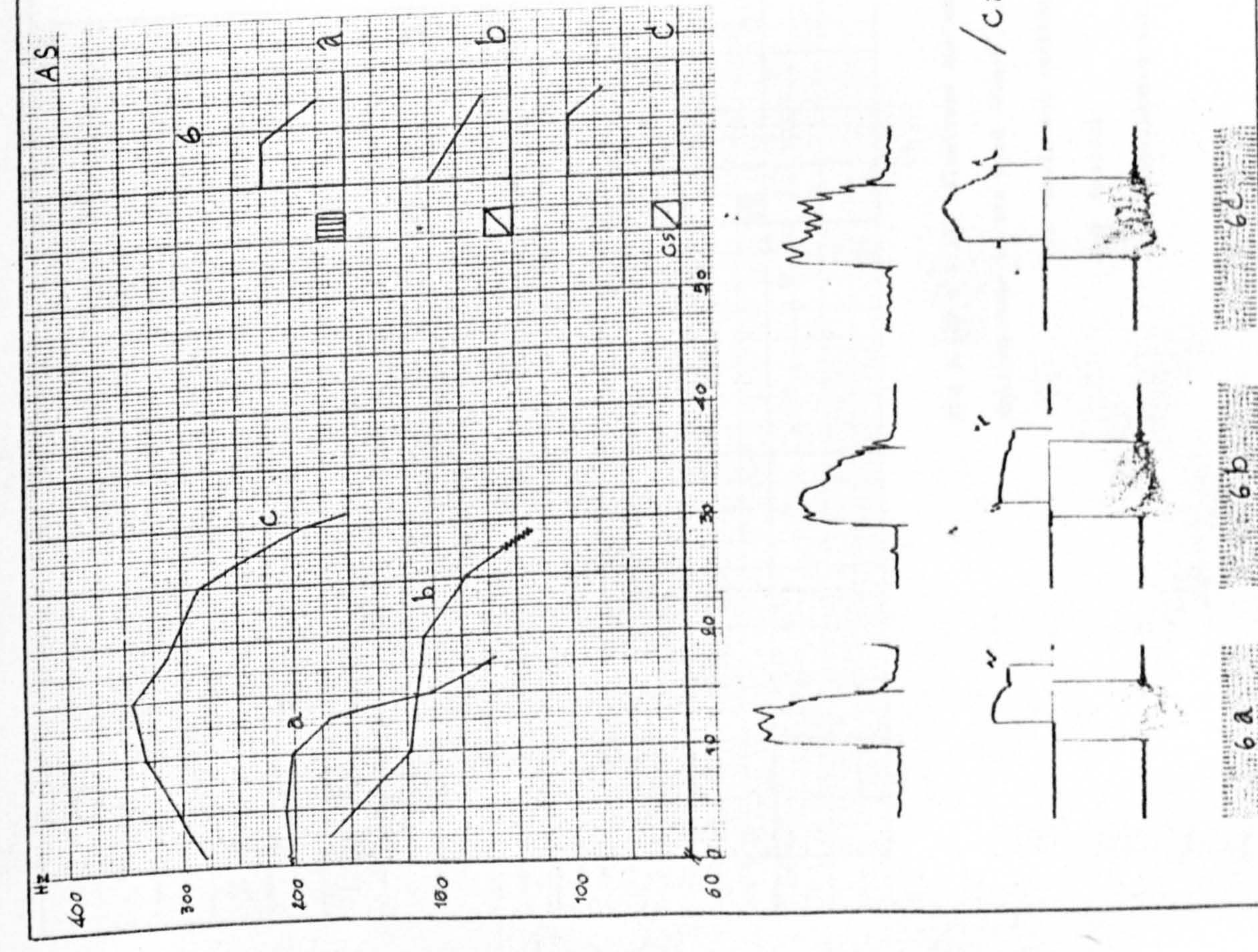
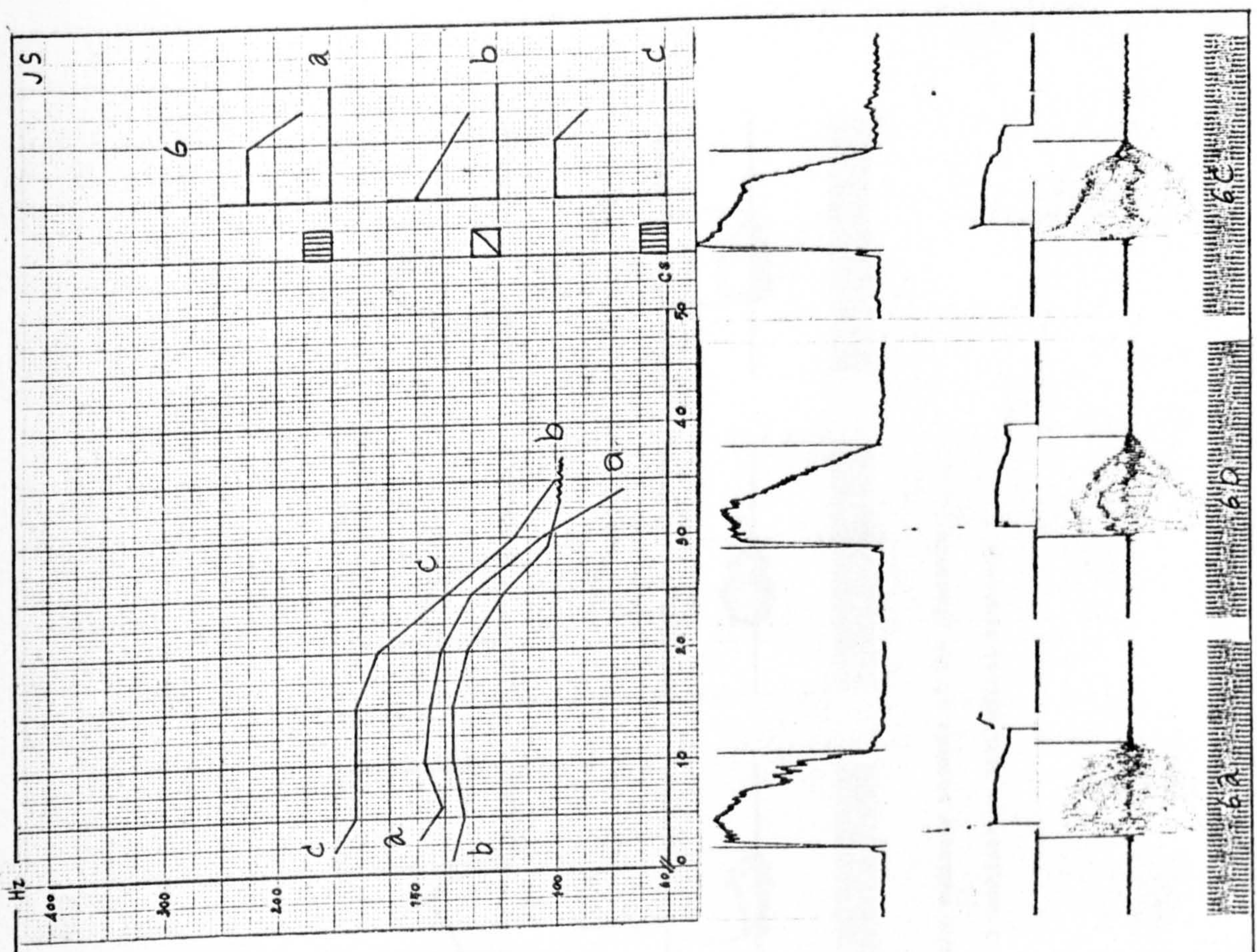
Fig 3.117 - 3.118 illustrate the acoustic and the auditory records of the phonemic

falling tone in the word /ca:f/ uttered with 3 contrastive attitudinal meanings :

6.a Believing attitude

6.b Neutral

6.c Disbelieving attitude.



/ca:f/

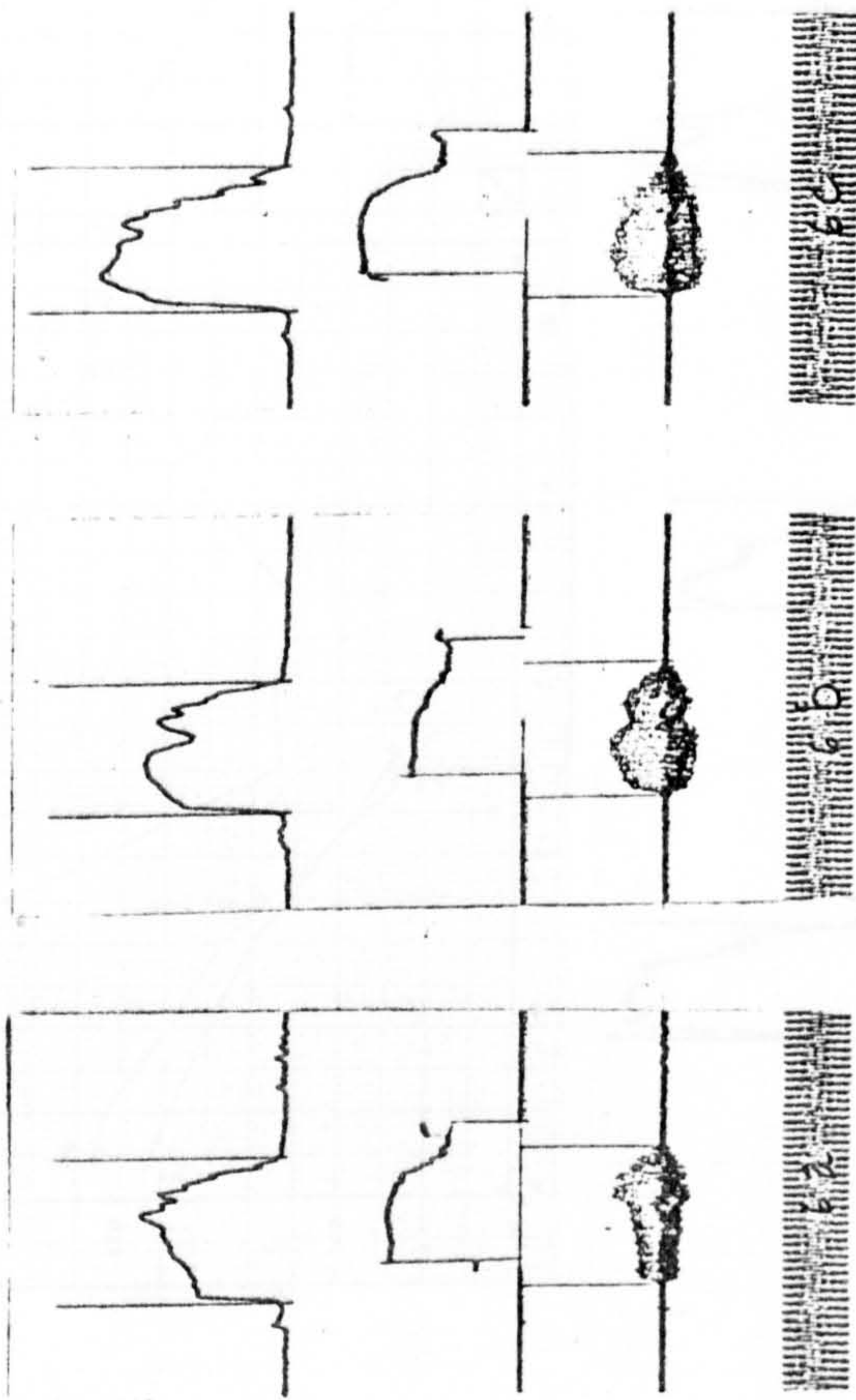
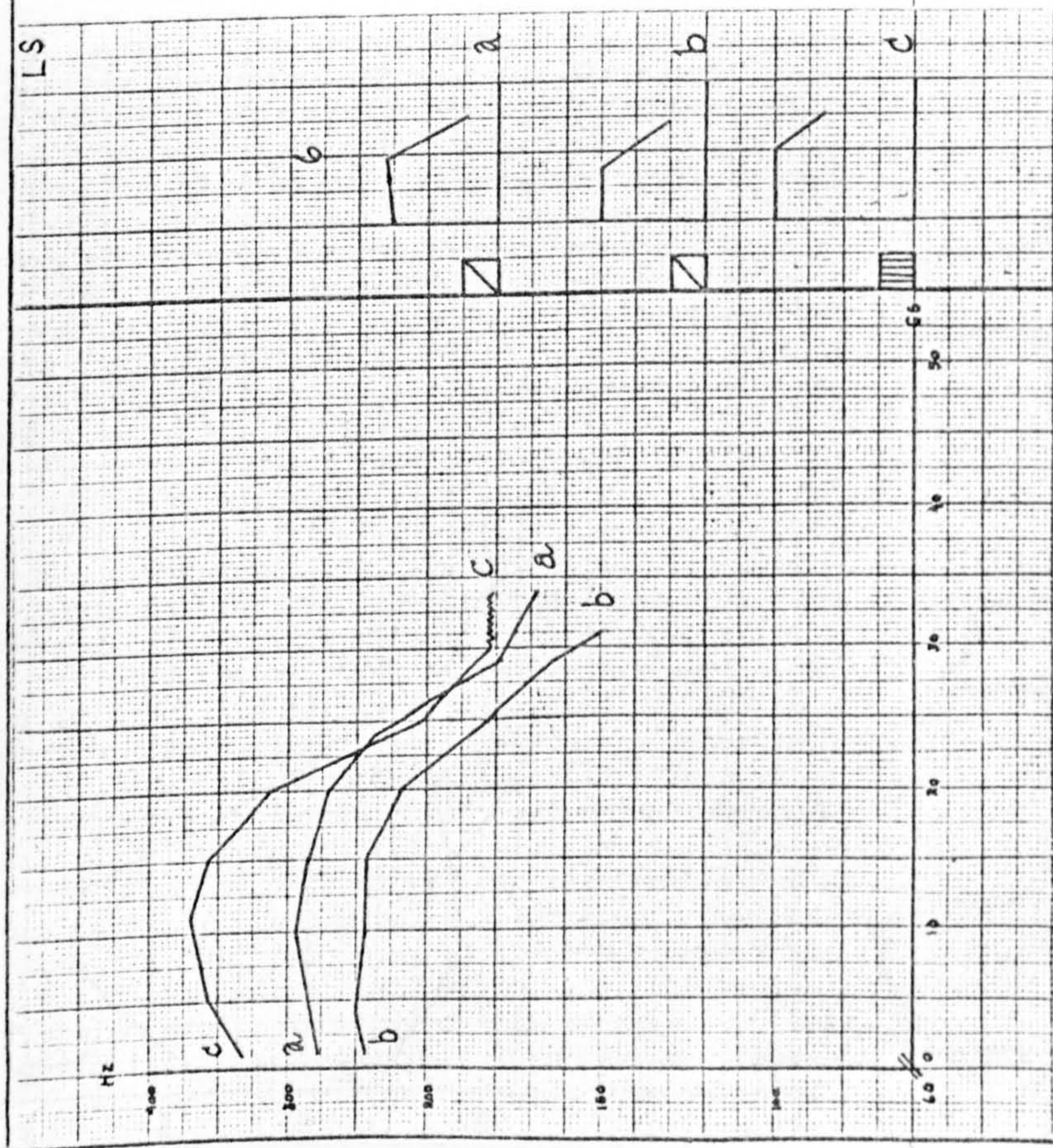
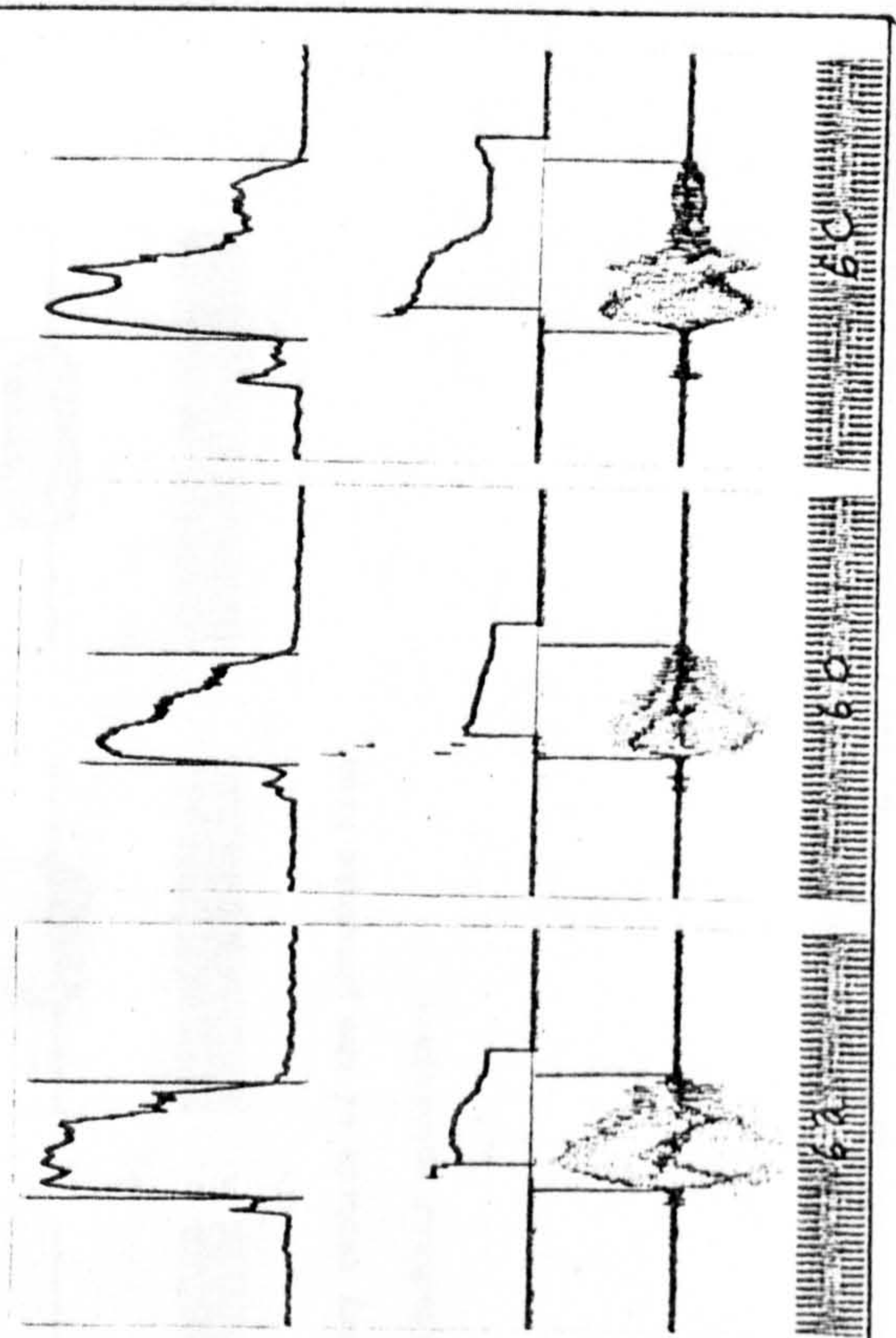
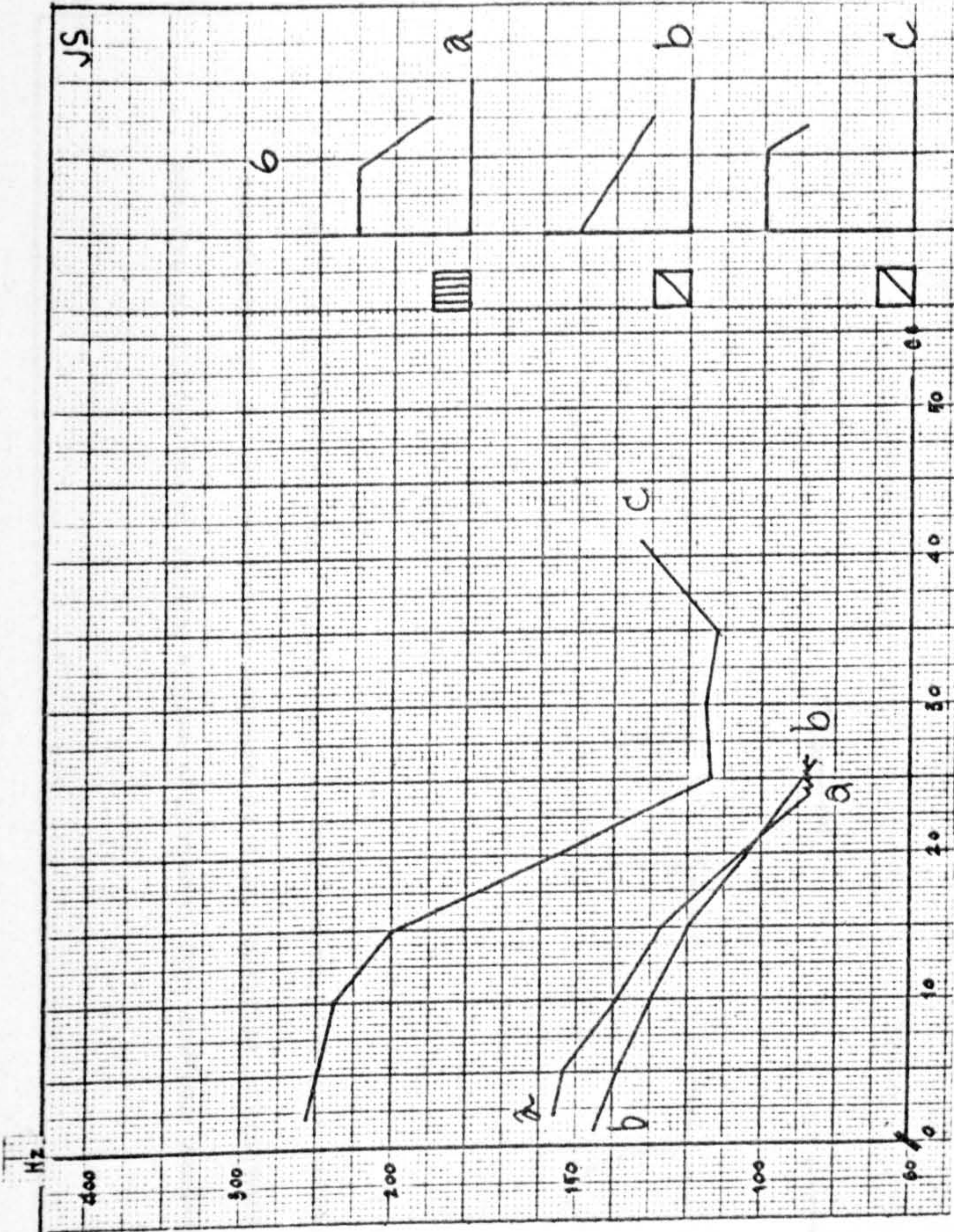
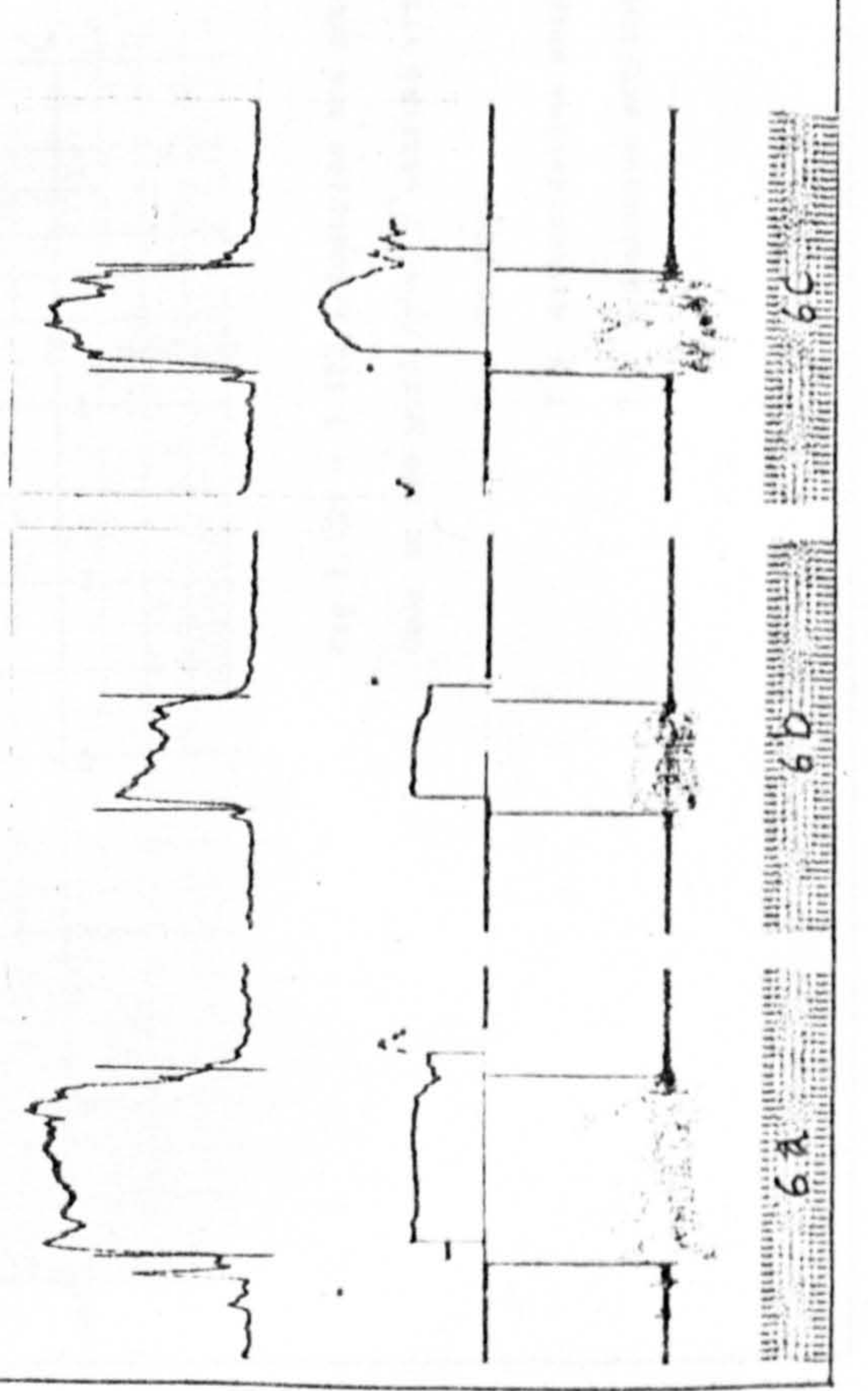
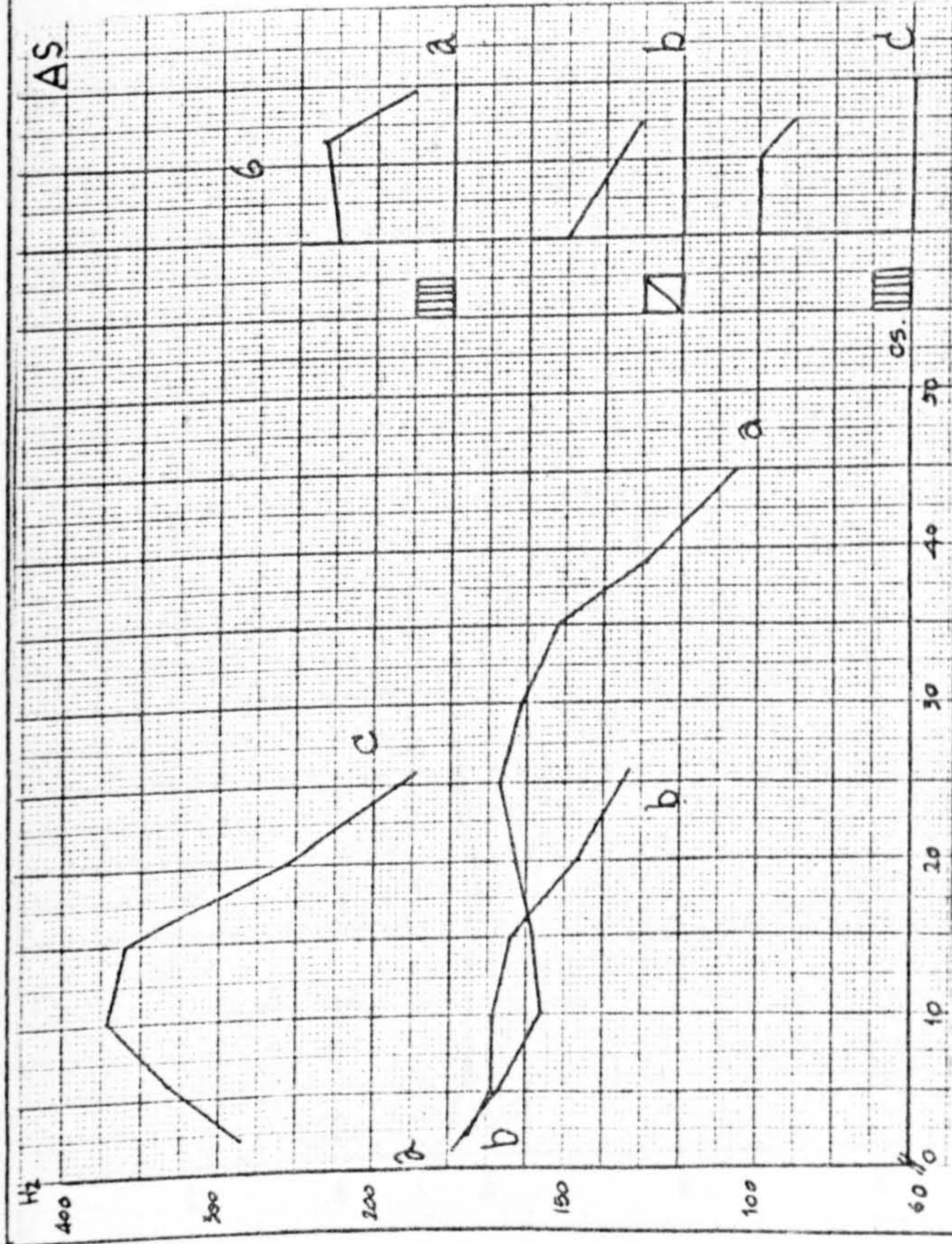


Fig 3.119 - 3.120 illustrate the acoustic and the auditory records of the phonemic falling tone in the word /khorit/ uttered with 3 contrastive attitudinal meanings :

- 6.a Believing attitude
- 6.b Neutral
- 6.c Disbelieving attitude.



/kno:t/



* 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.

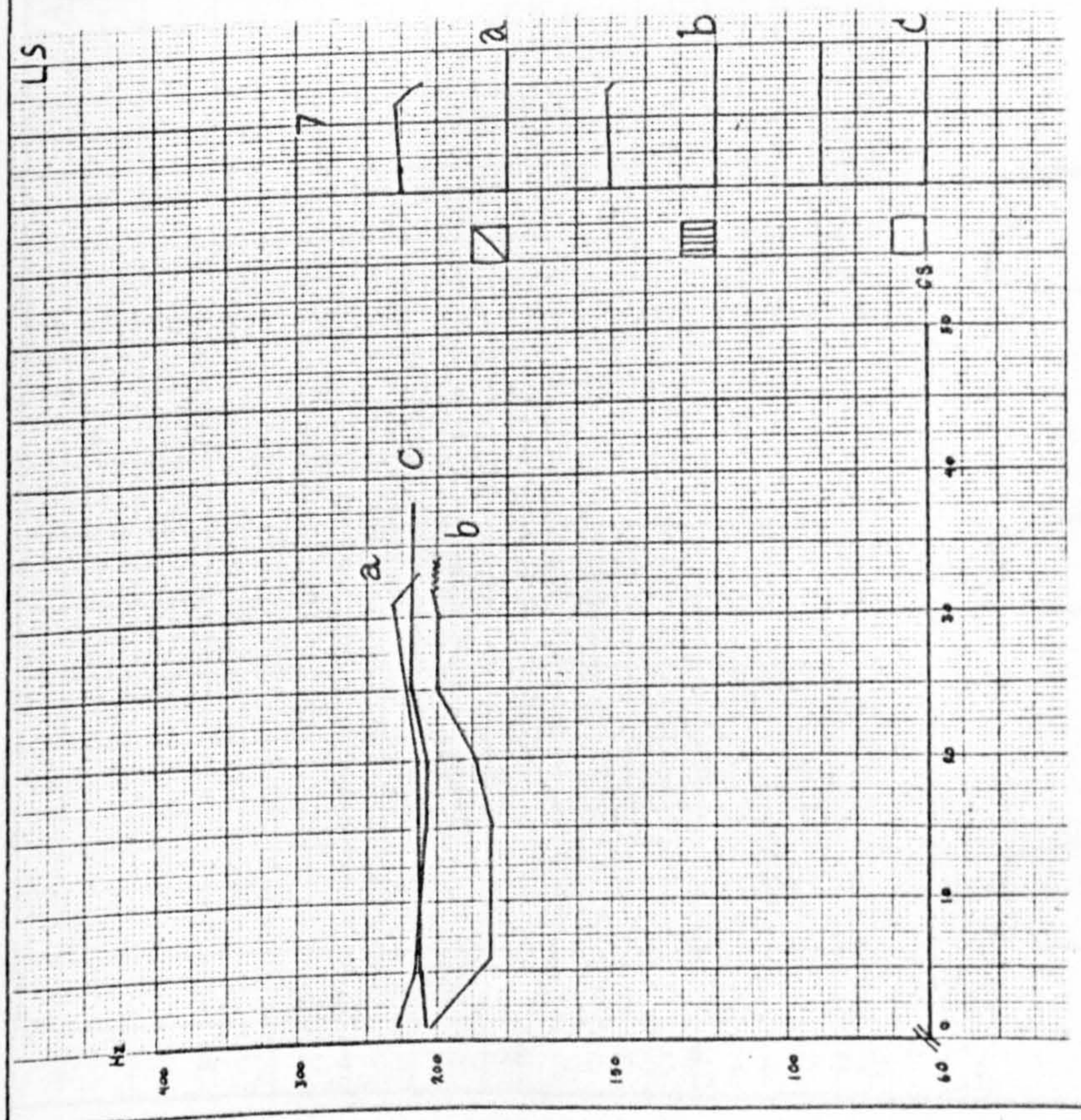
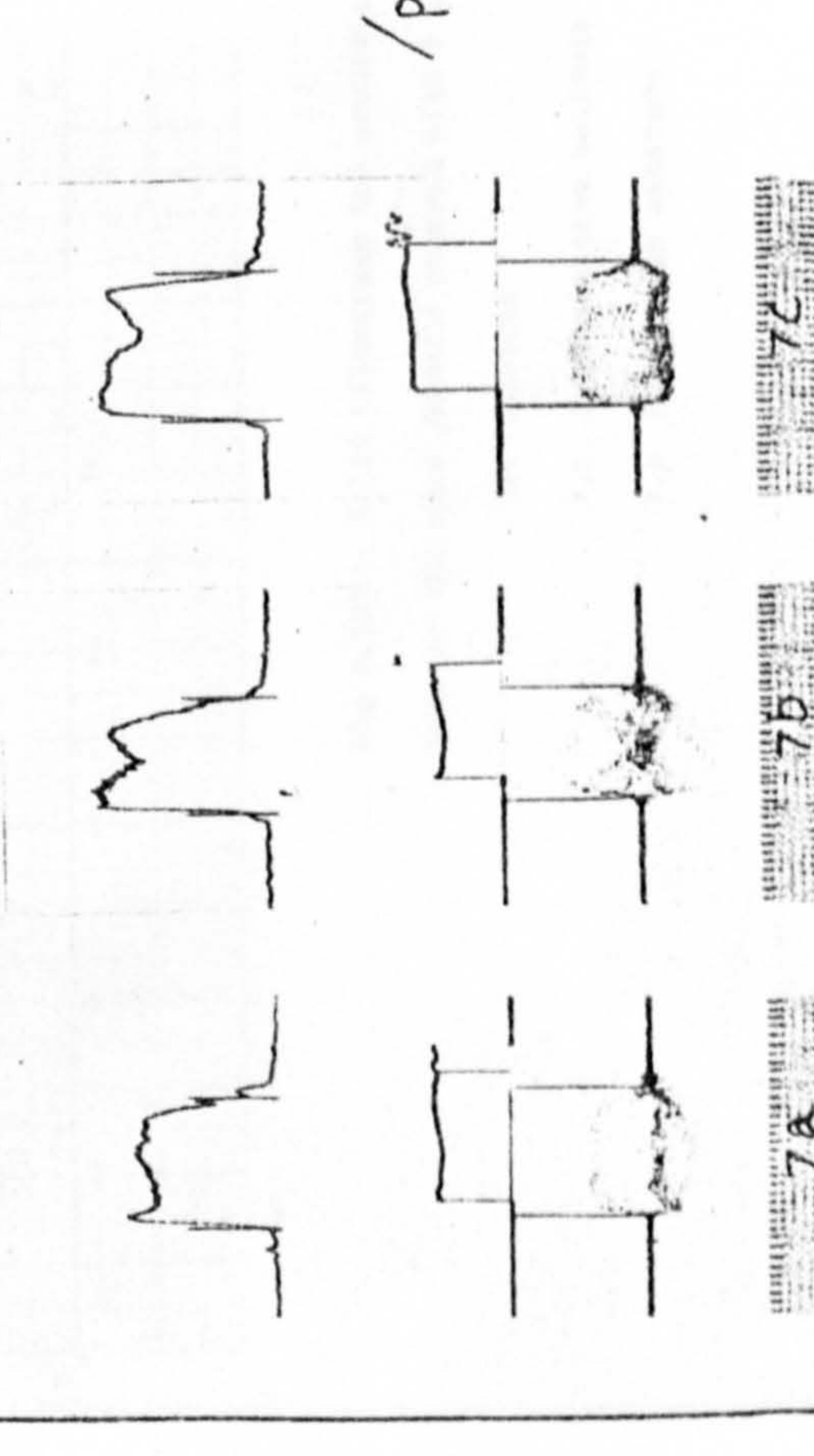
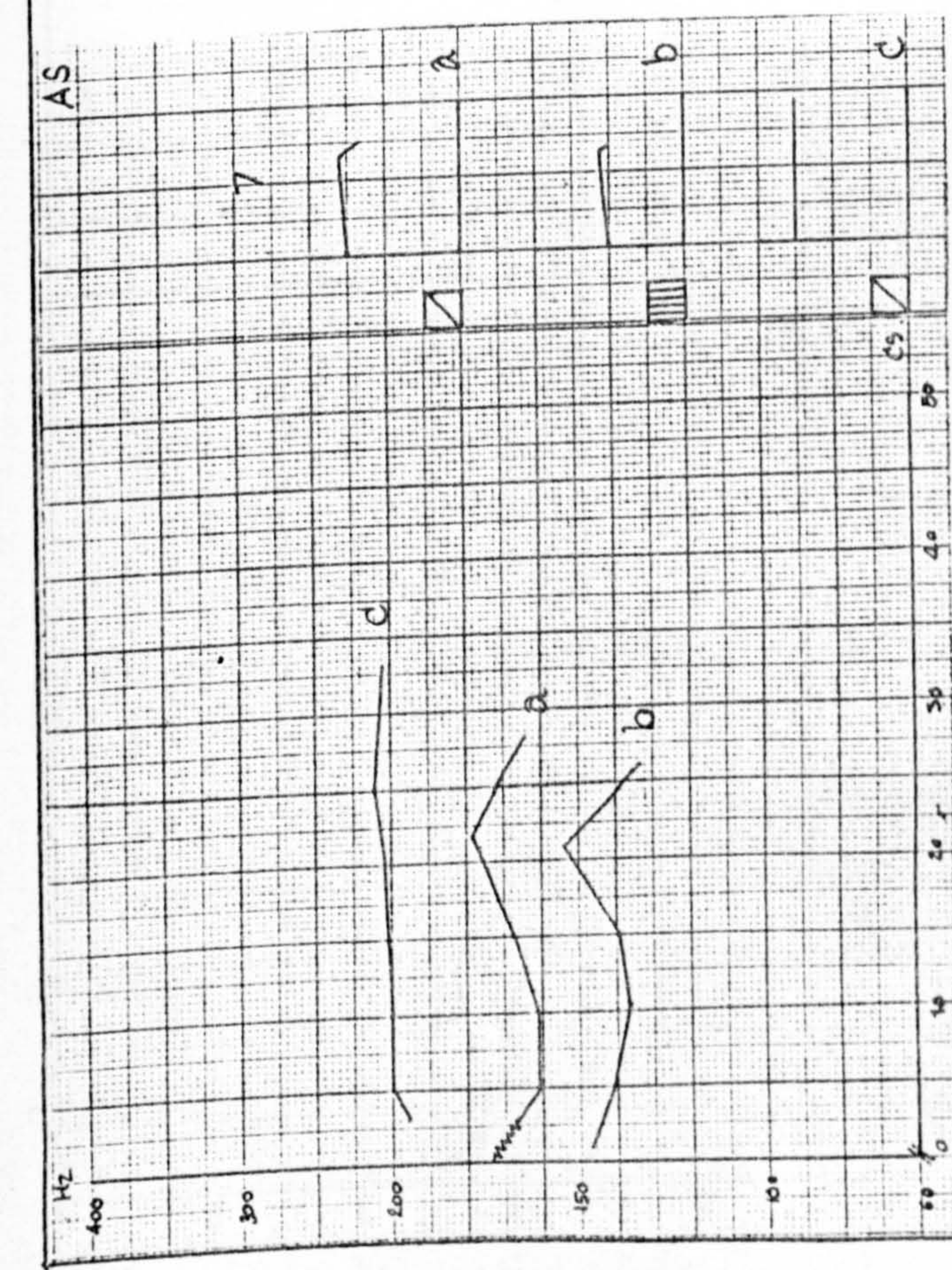
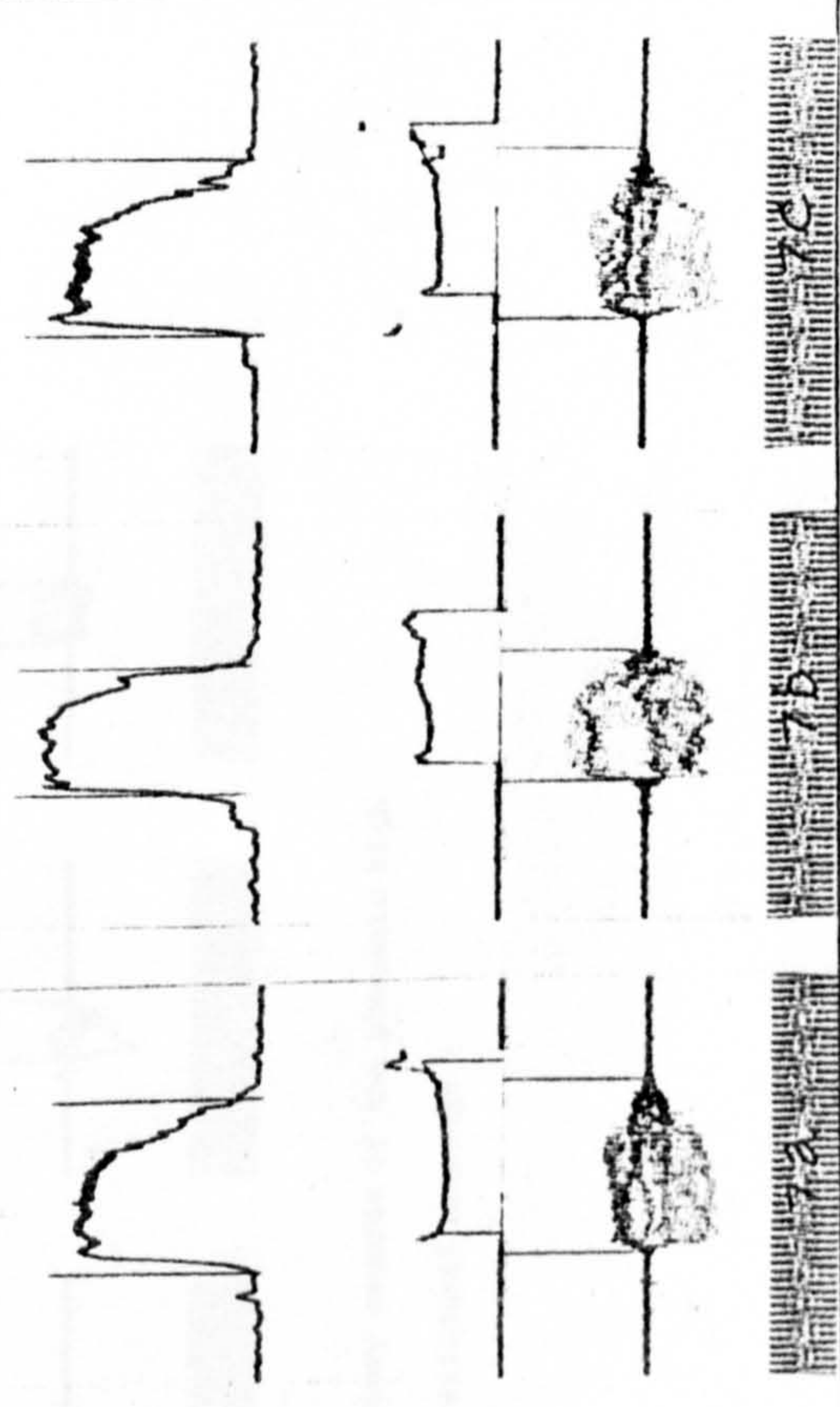
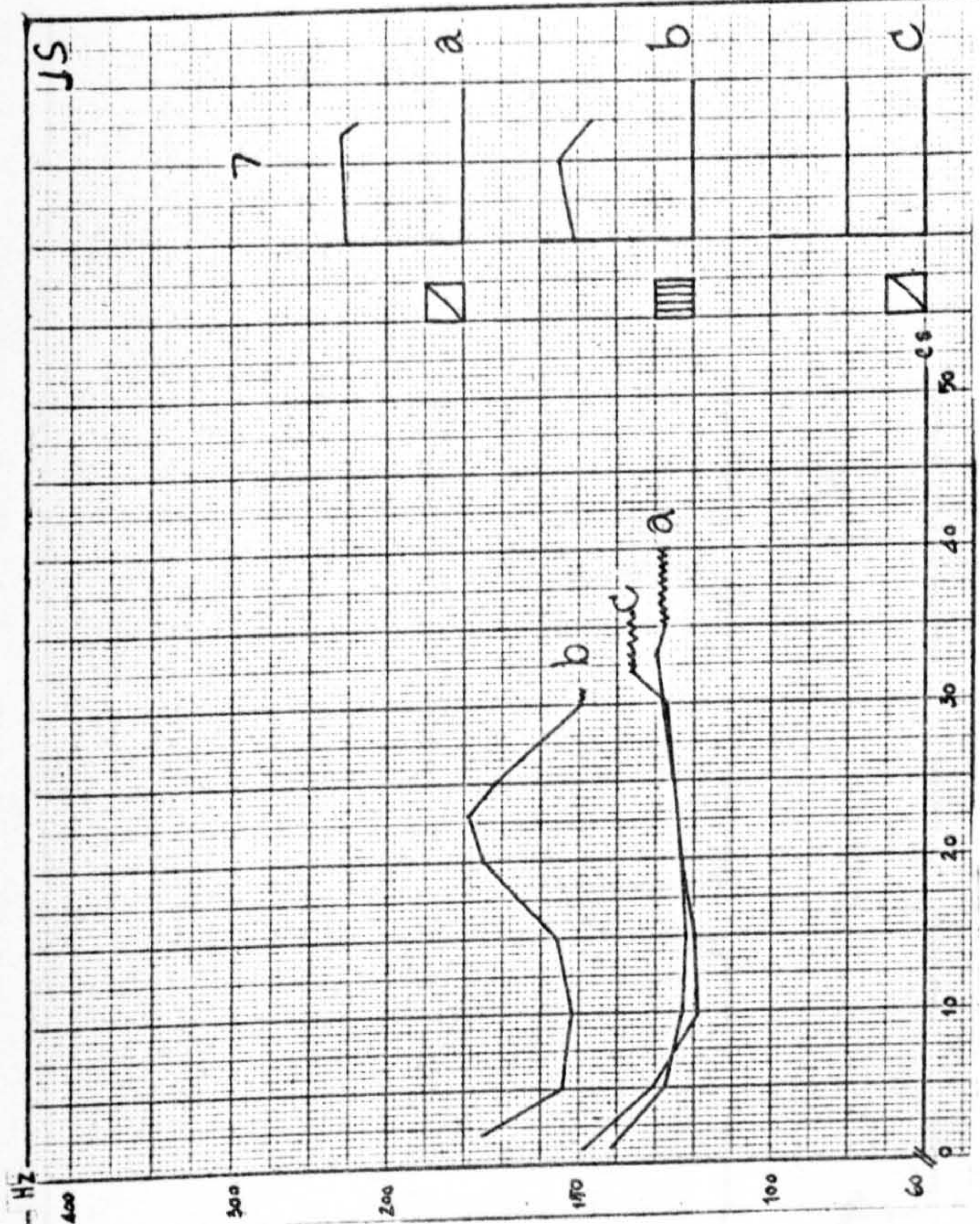


Fig 3.121 - 3.122 illustrate the acoustic and the auditory records of the phonemic high tone in the word /phm:h/ uttered with 3 contrastive attitudinal meanings: :

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



/phaseⁿ/

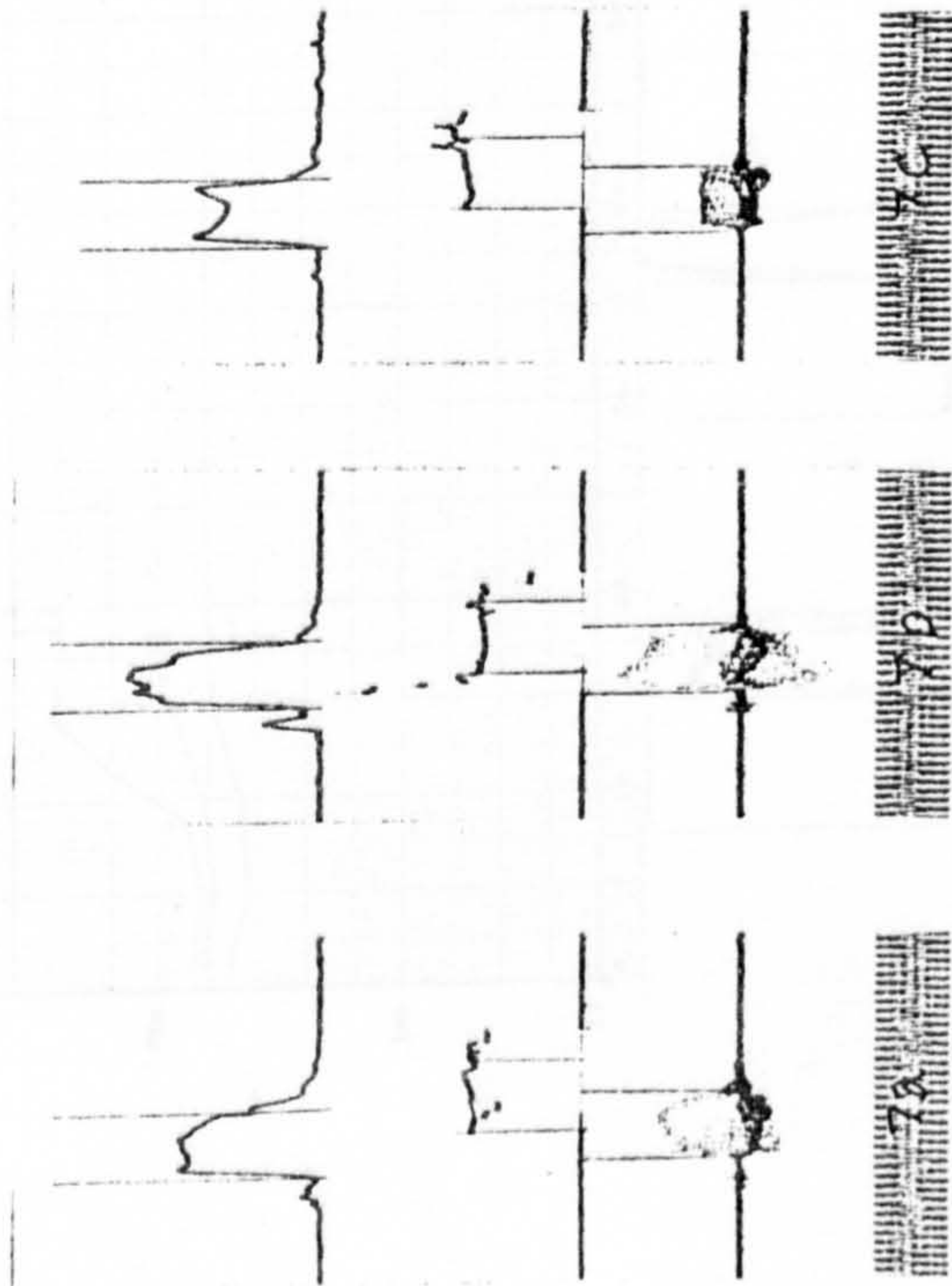
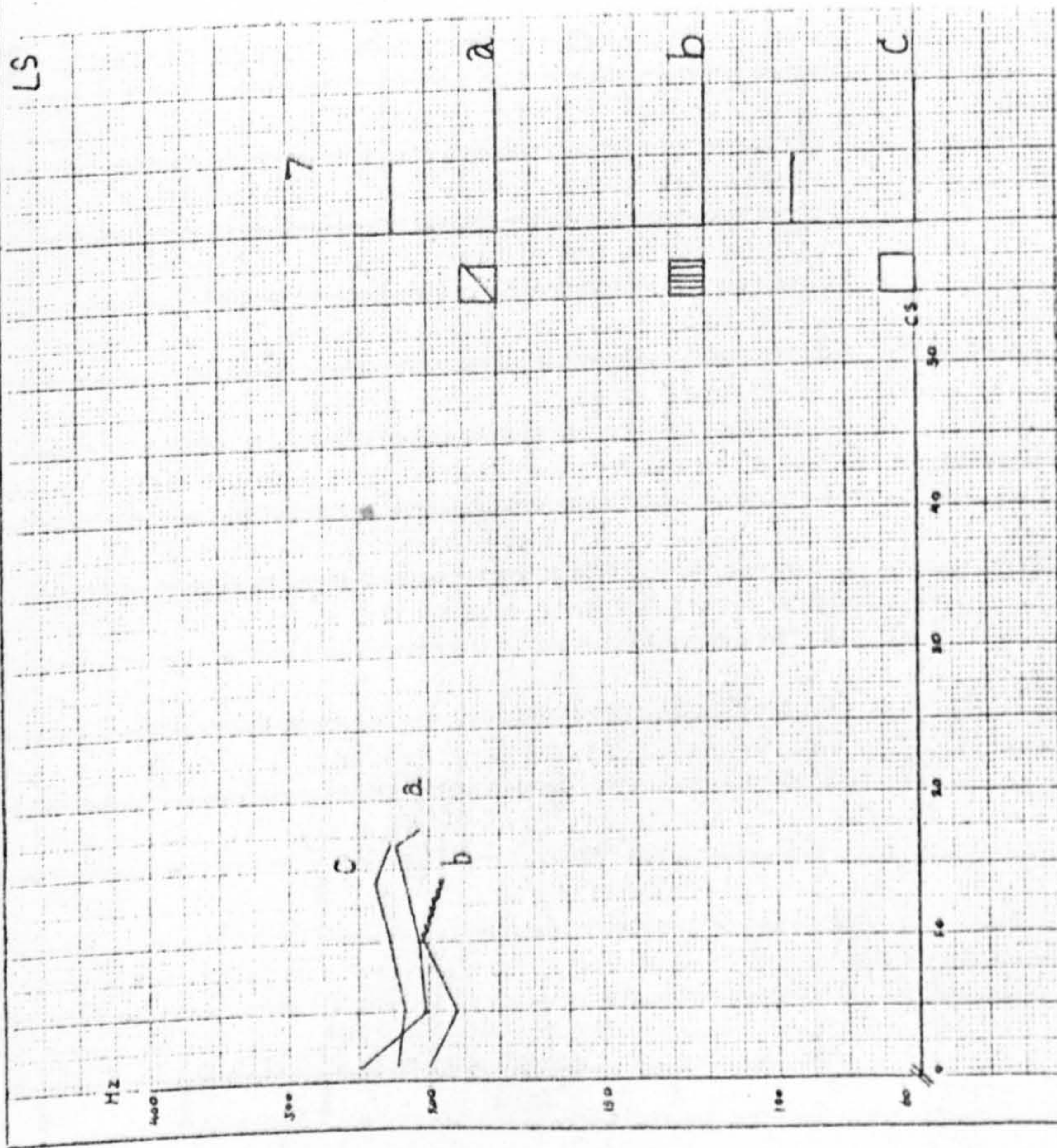
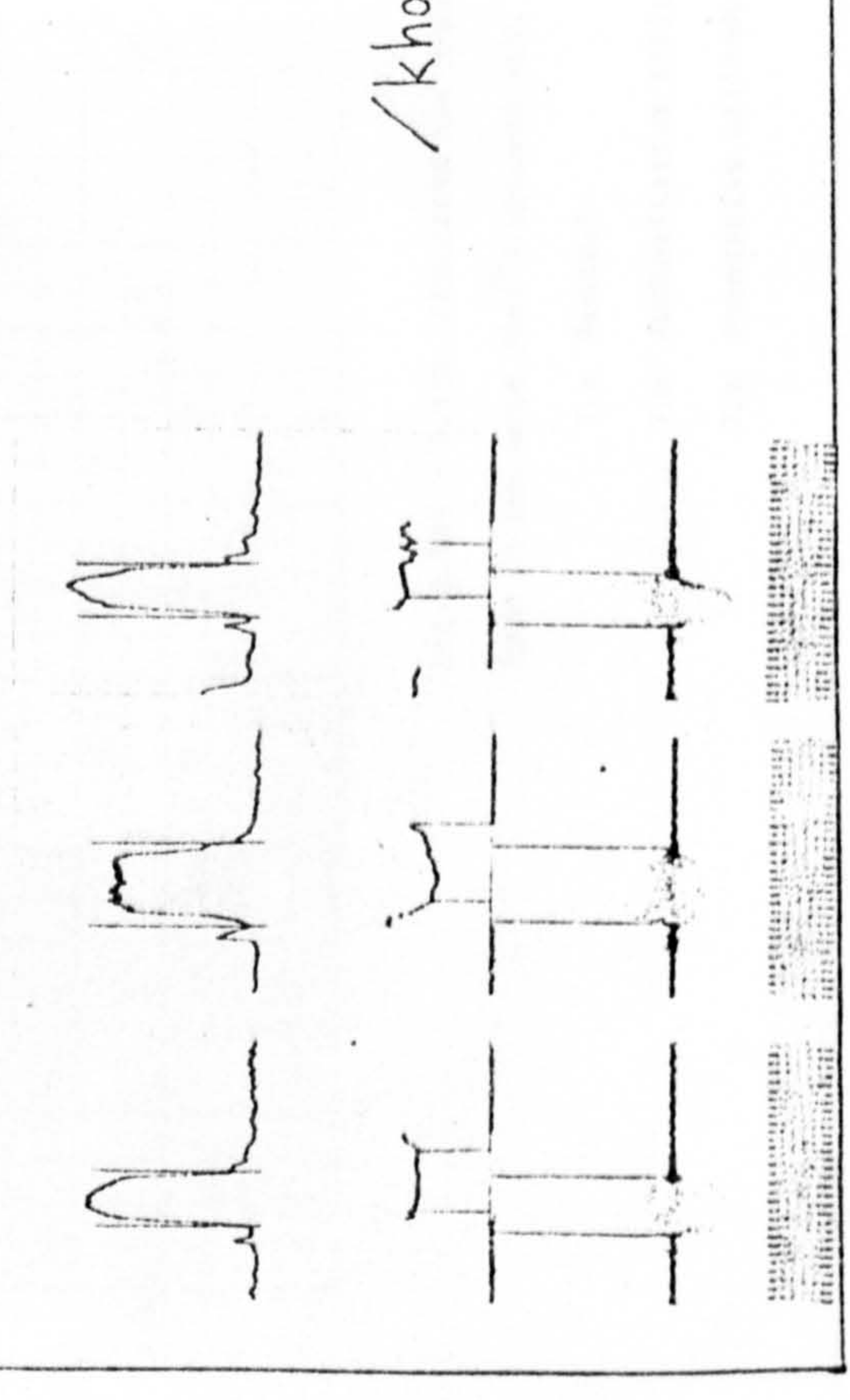
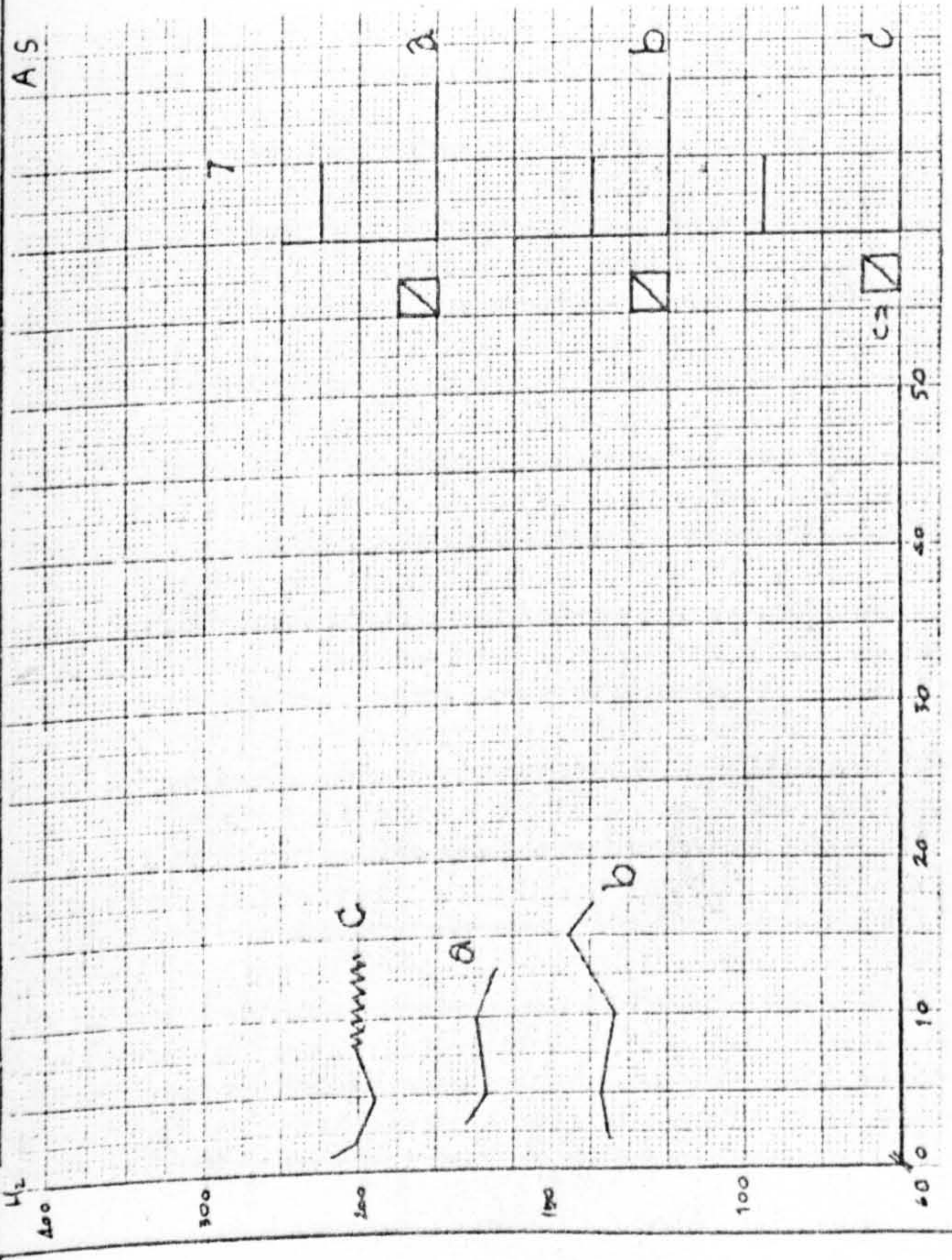
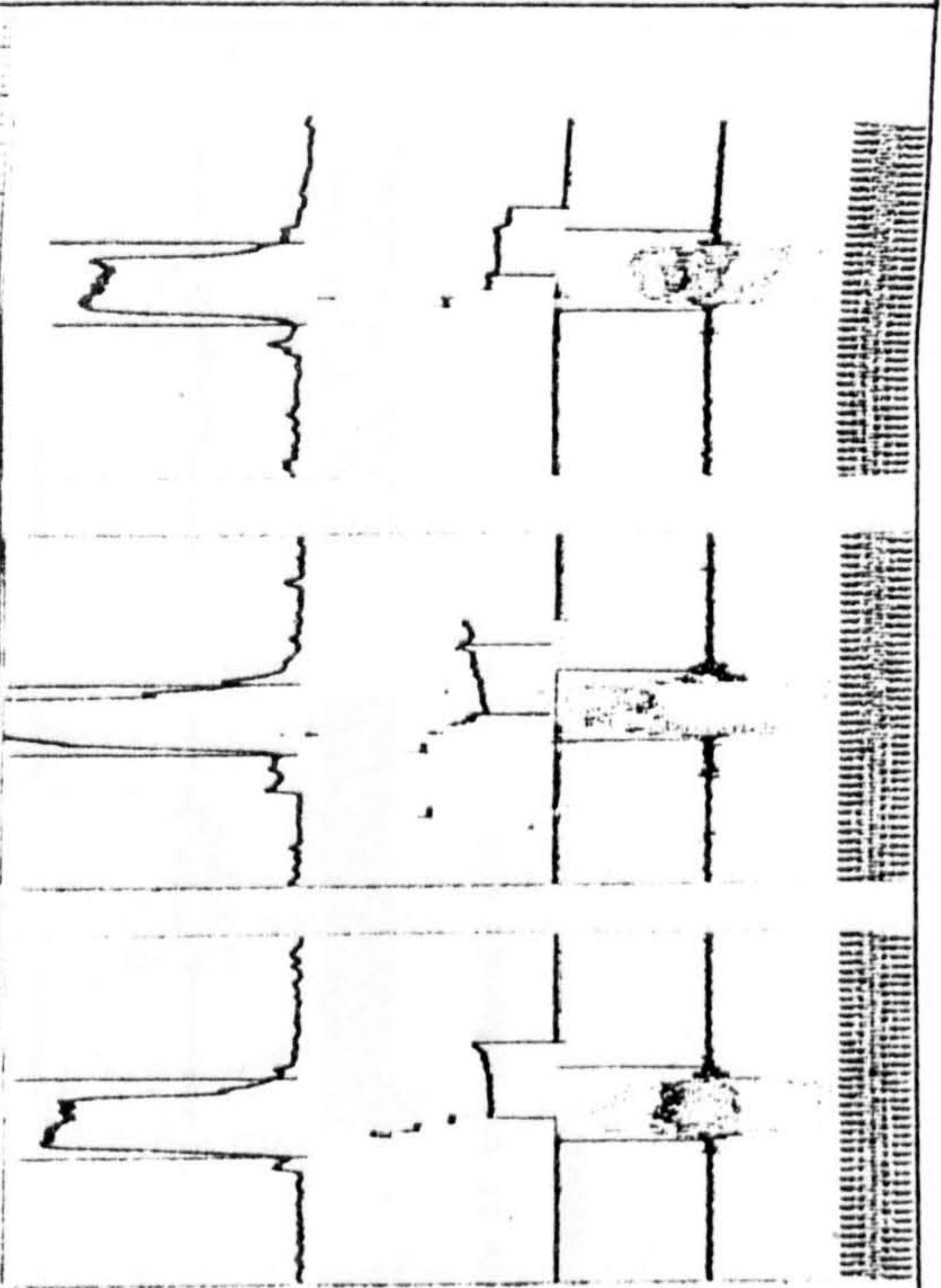
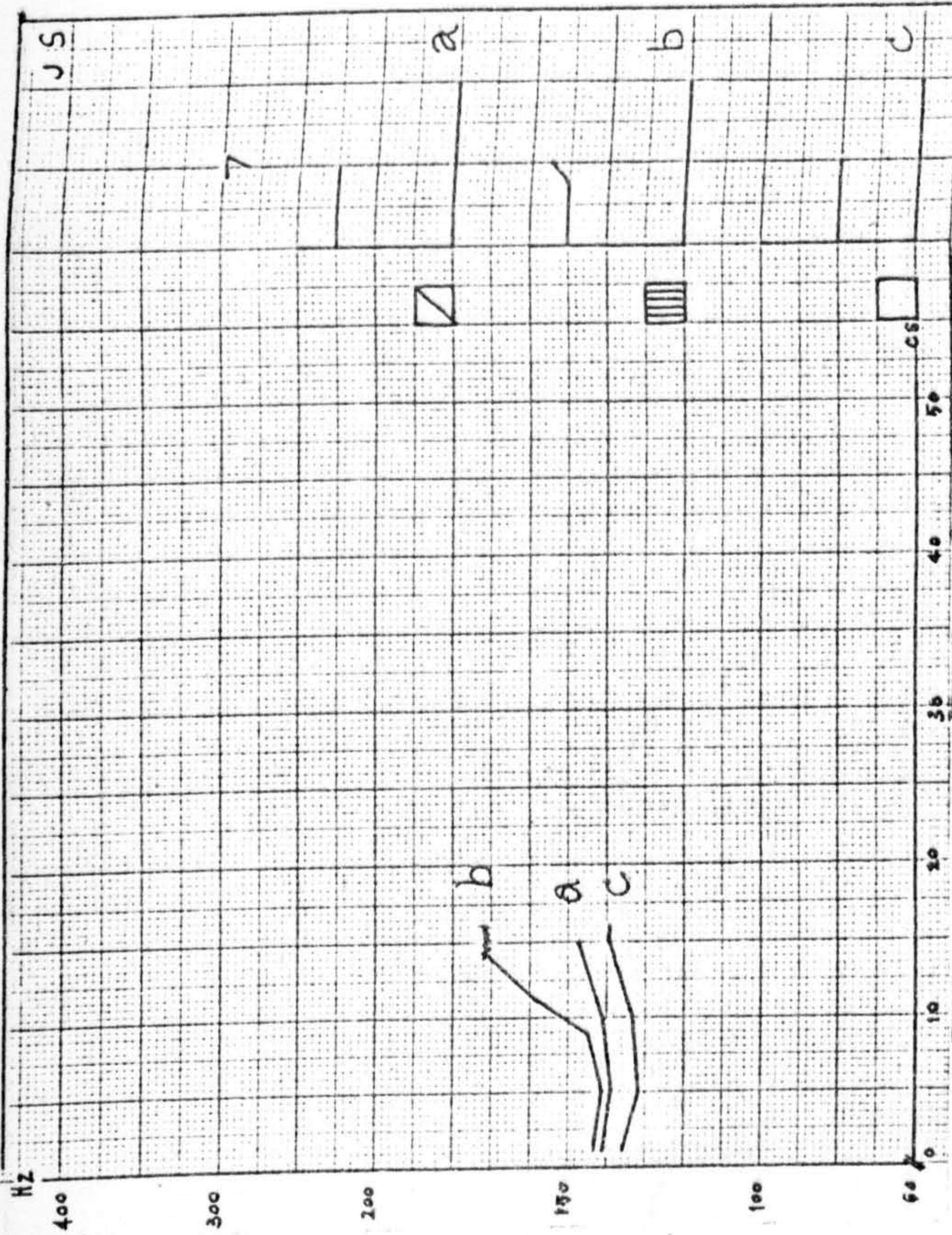


Fig 3.123 - 3.124 illustrate the acoustic and the auditory records of the phonemic high tone in the word /khotʰ/ uttered with 3 contrastive attitudinal meanings :

7a. Neutral

7.b Authoritative attitude

7.c Submissive attitude.



/khot^h/

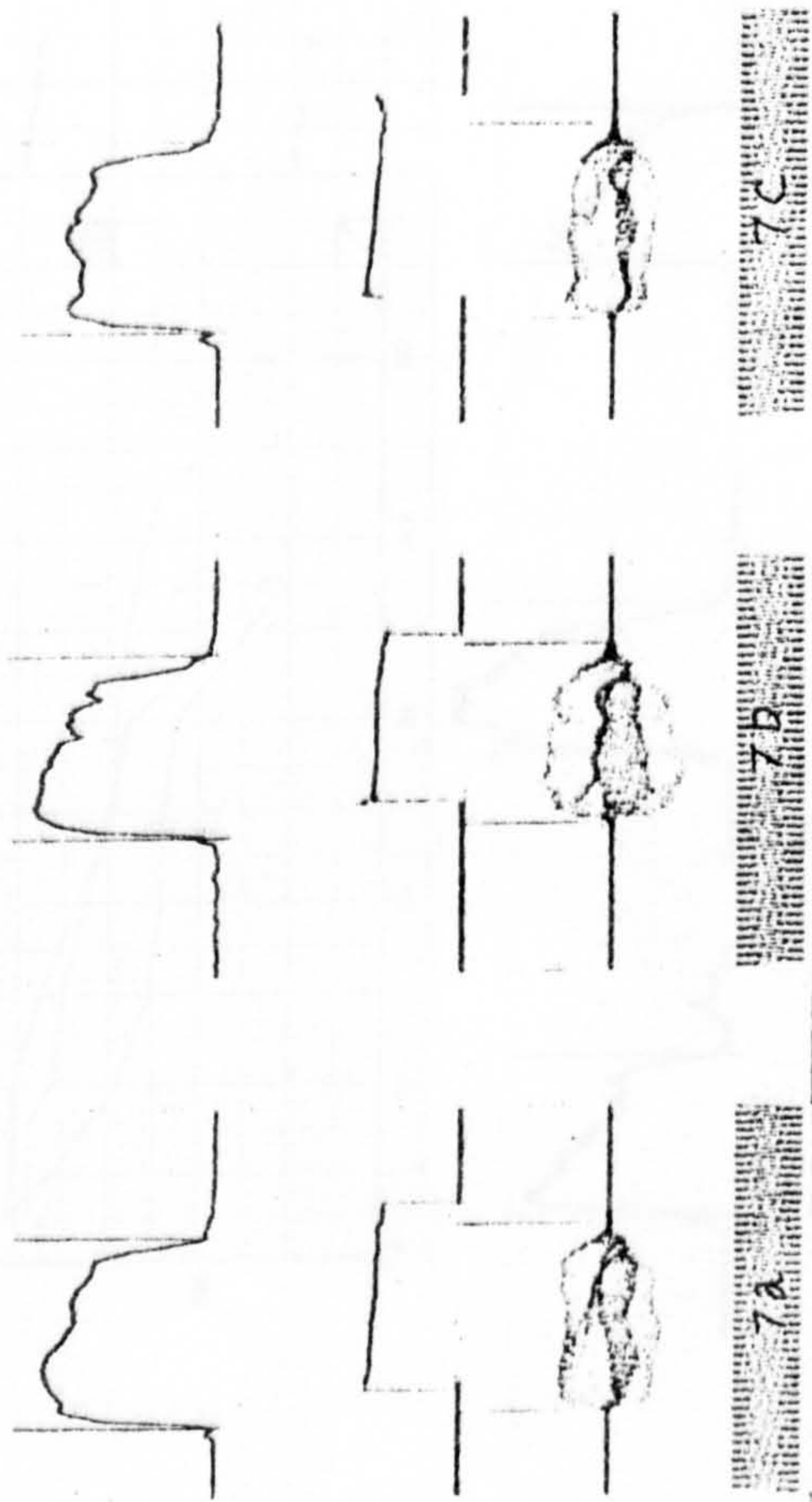
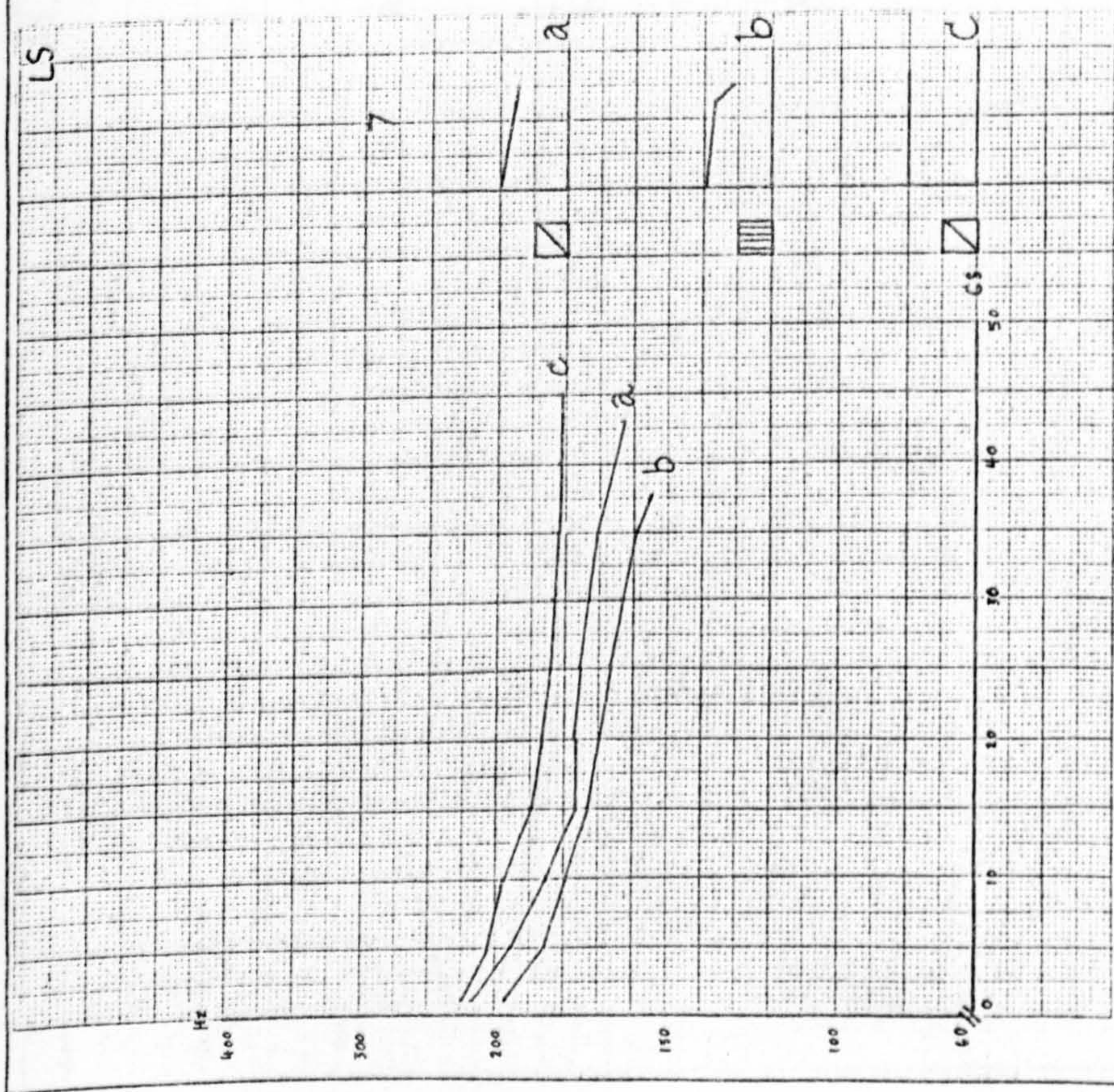
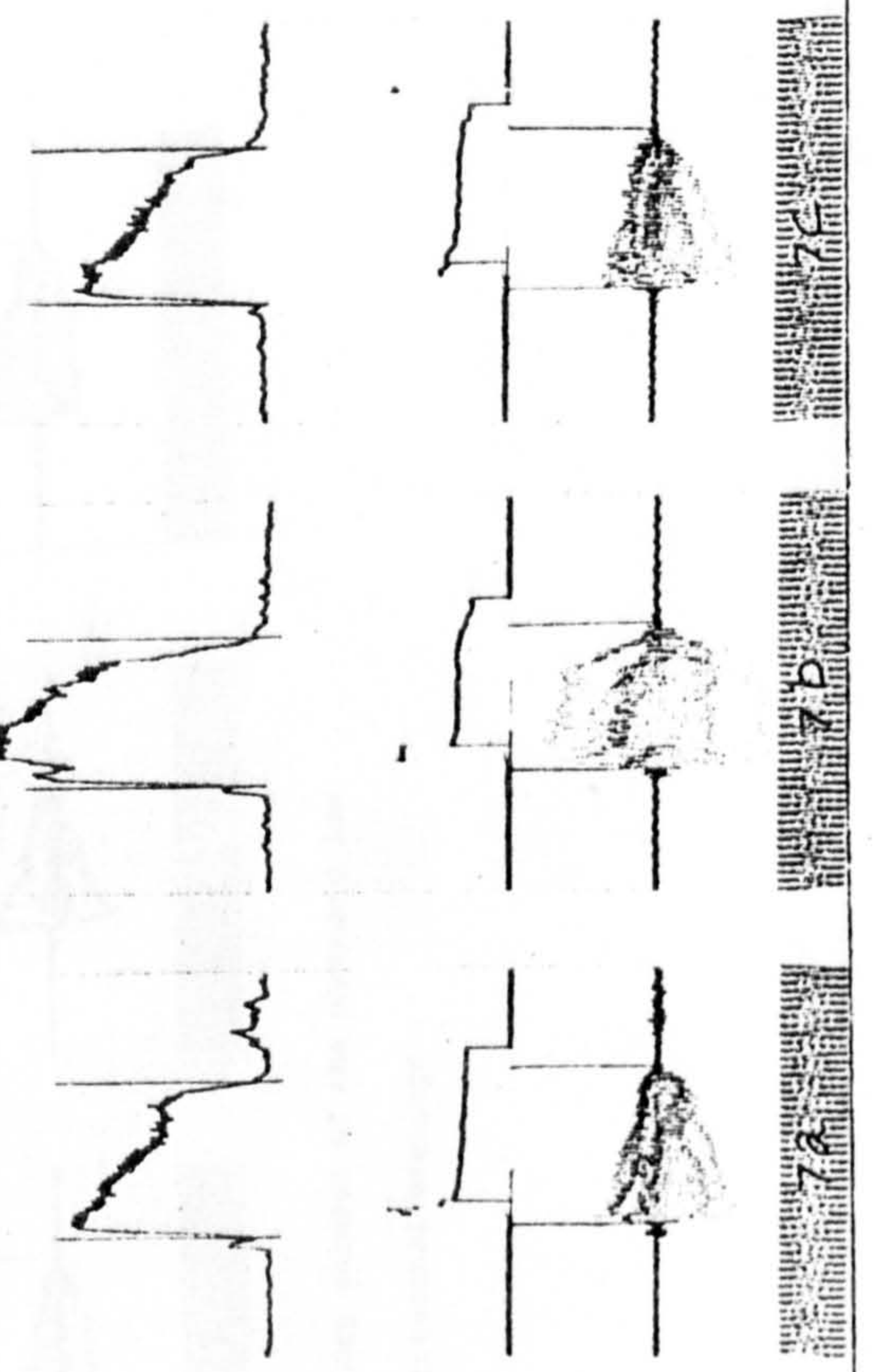
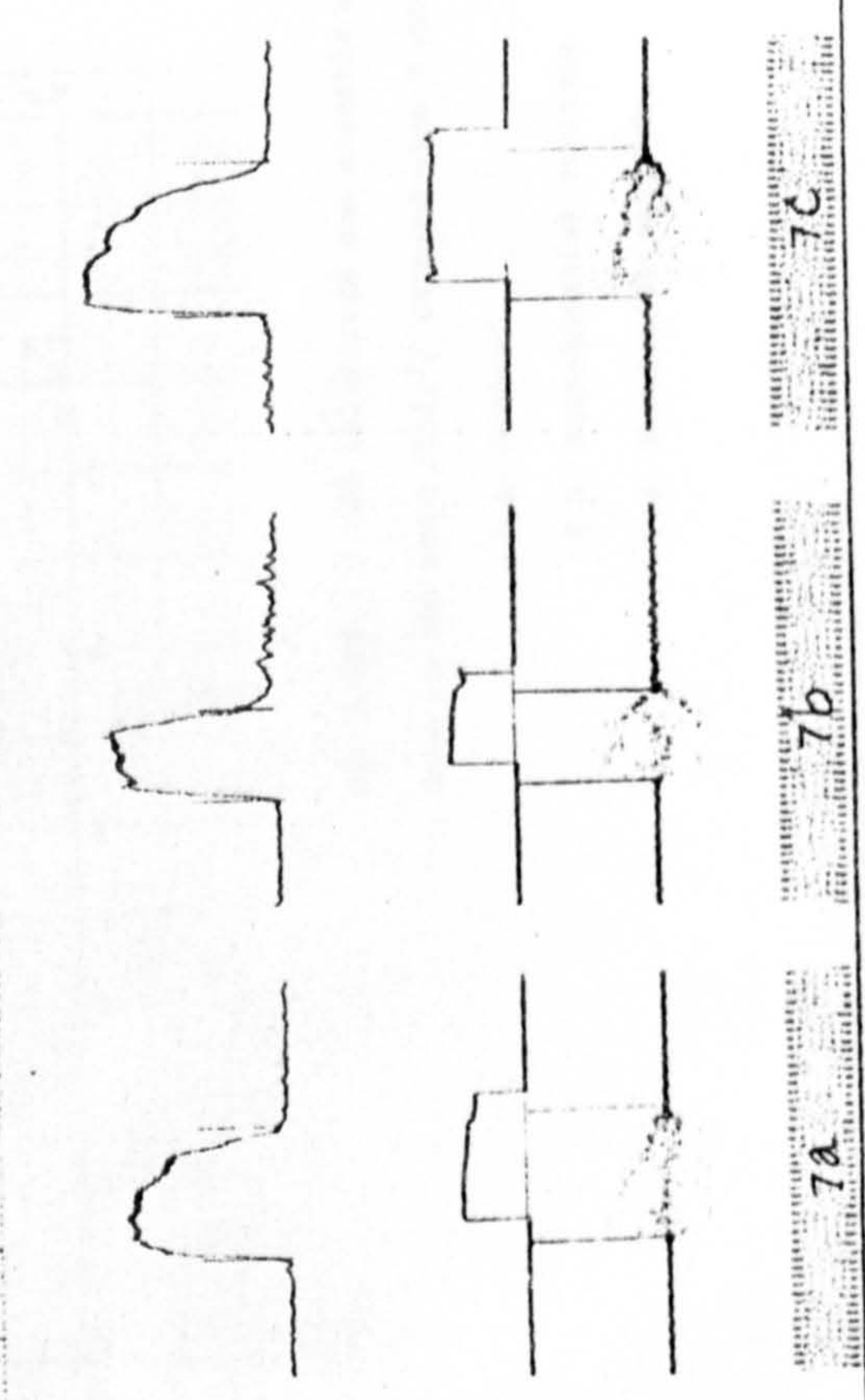
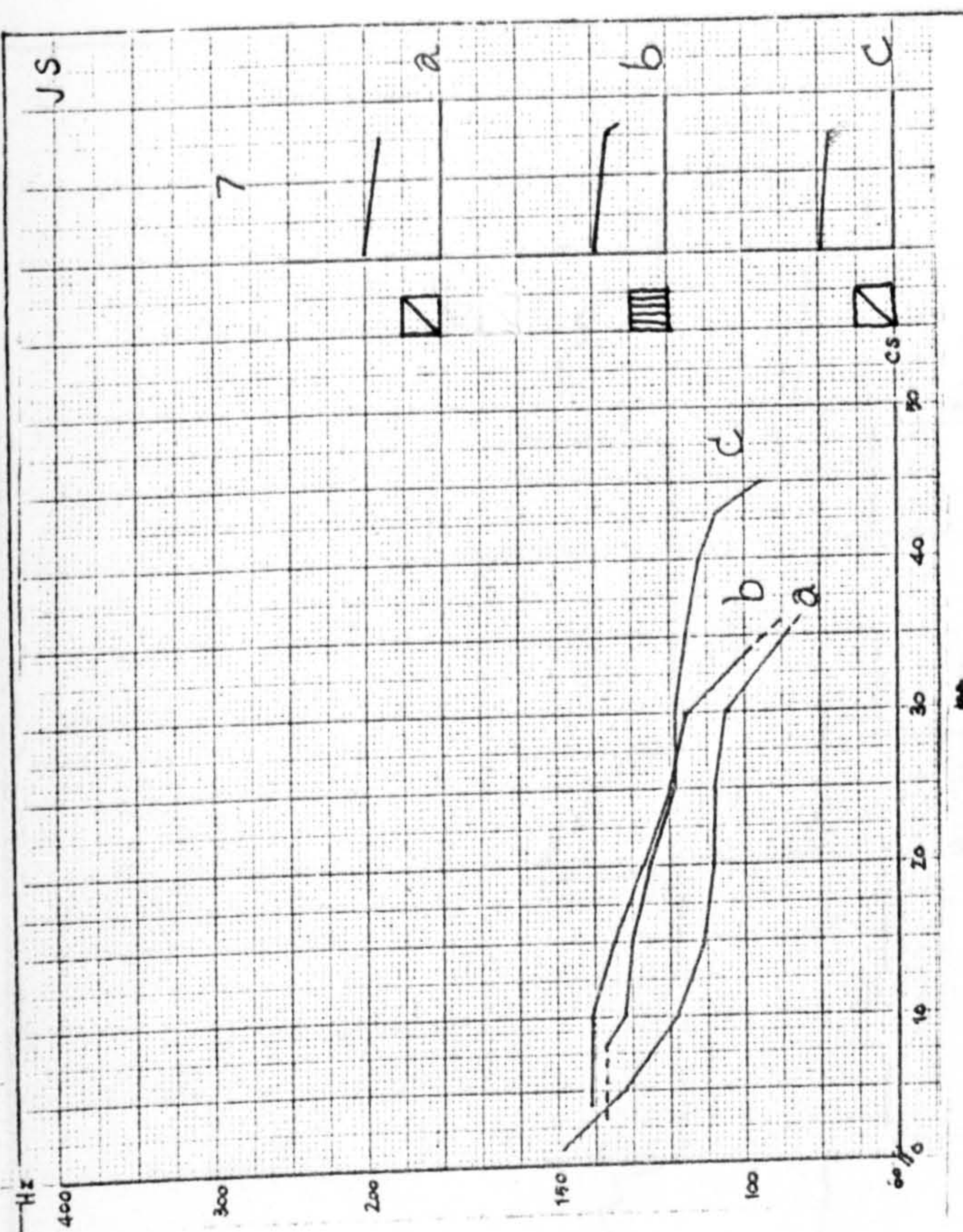
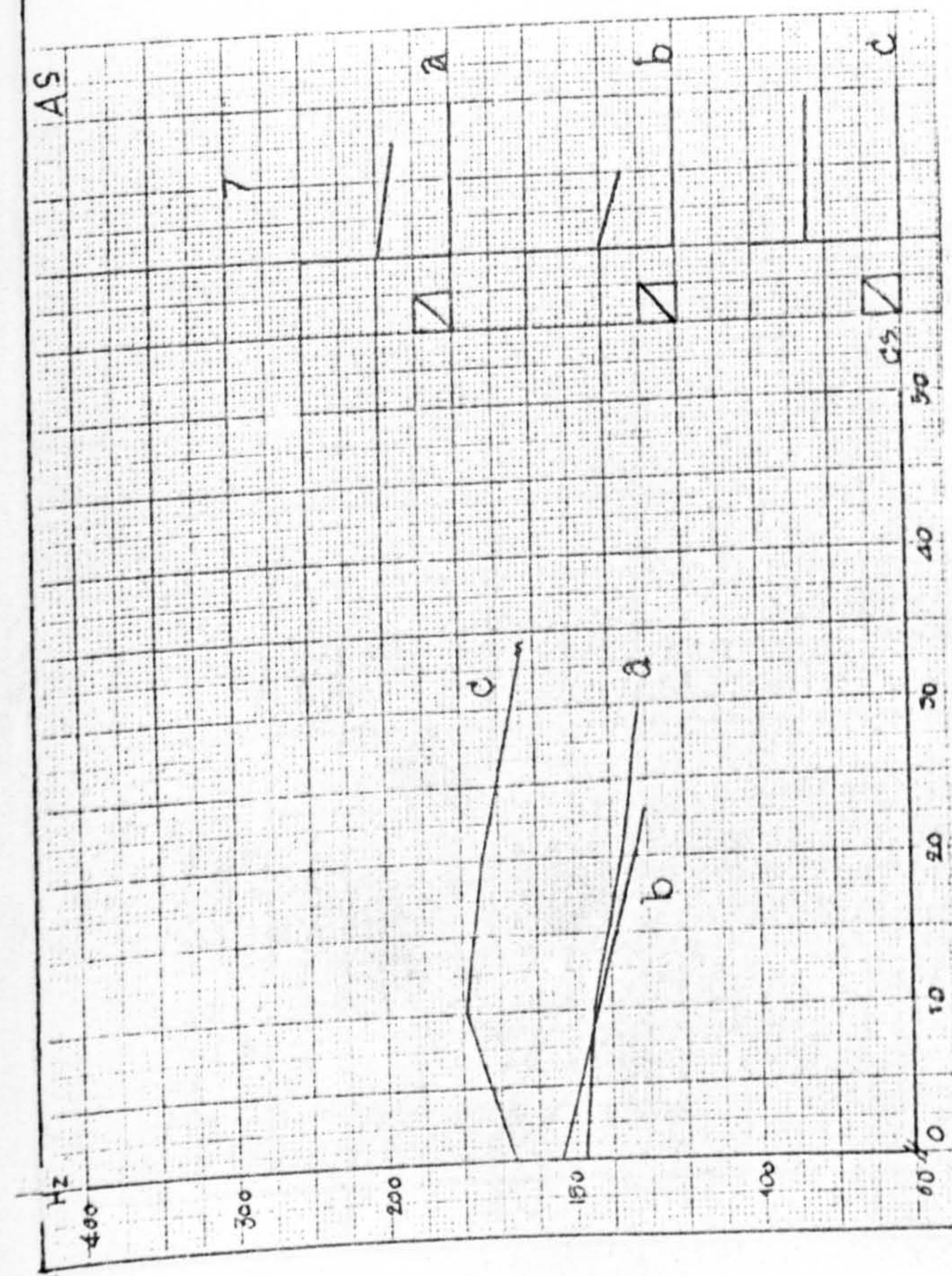


Fig 3.125 - 3.126 illustrate the acoustic and the auditory records of the phonemic mid

tone in the word /ke:/ uttered with 3 contrastive attitudinal meanings :

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



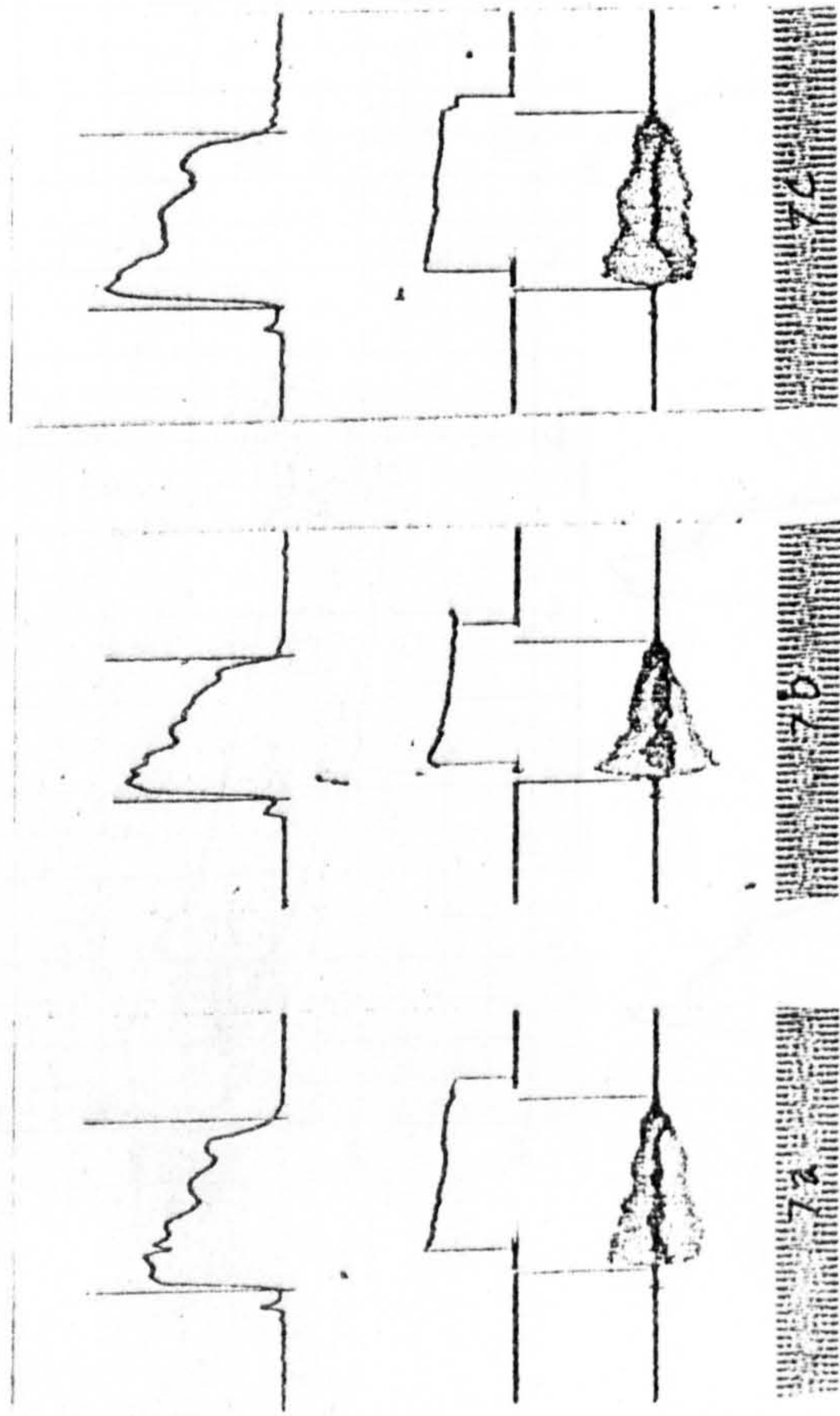
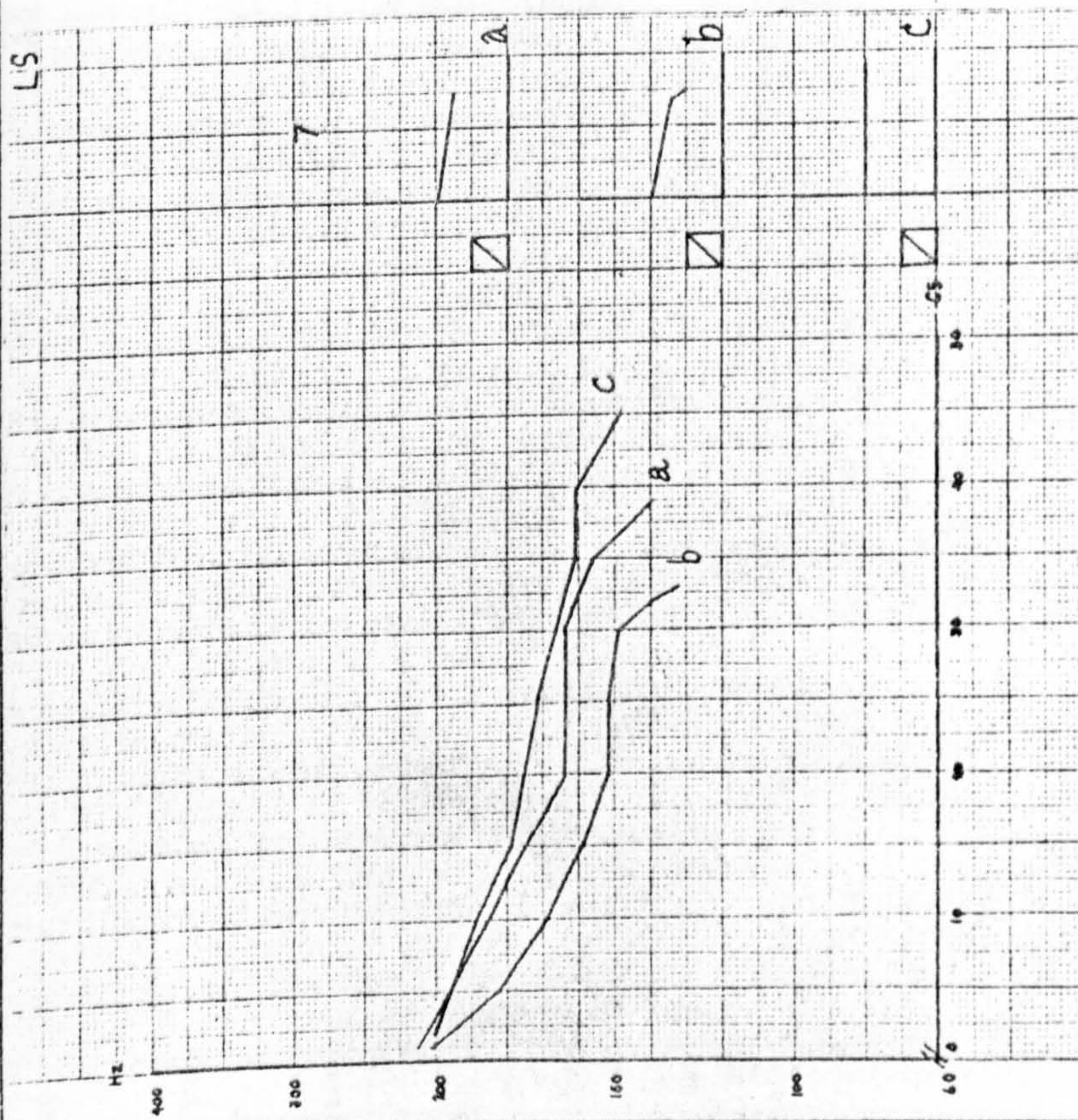
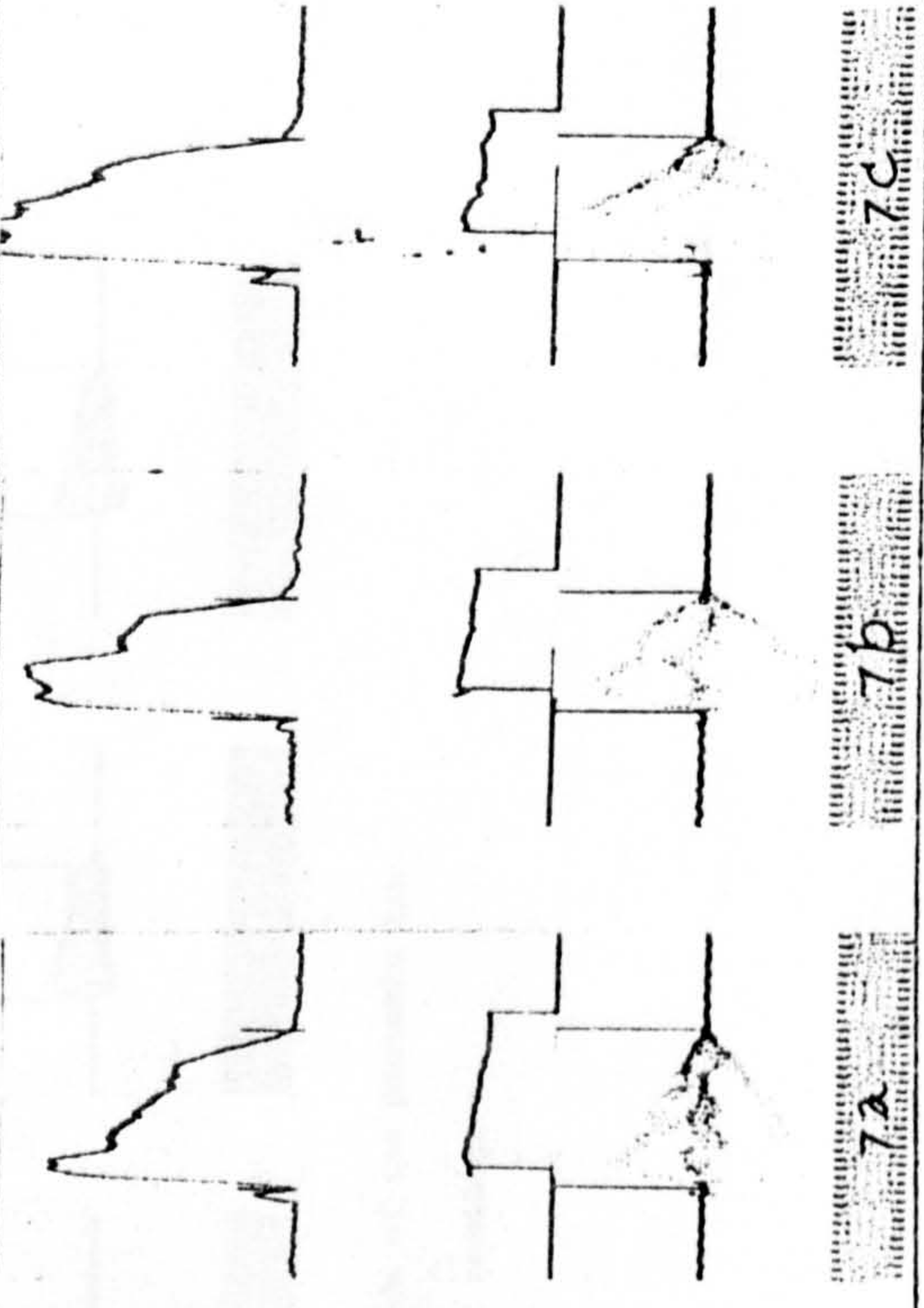
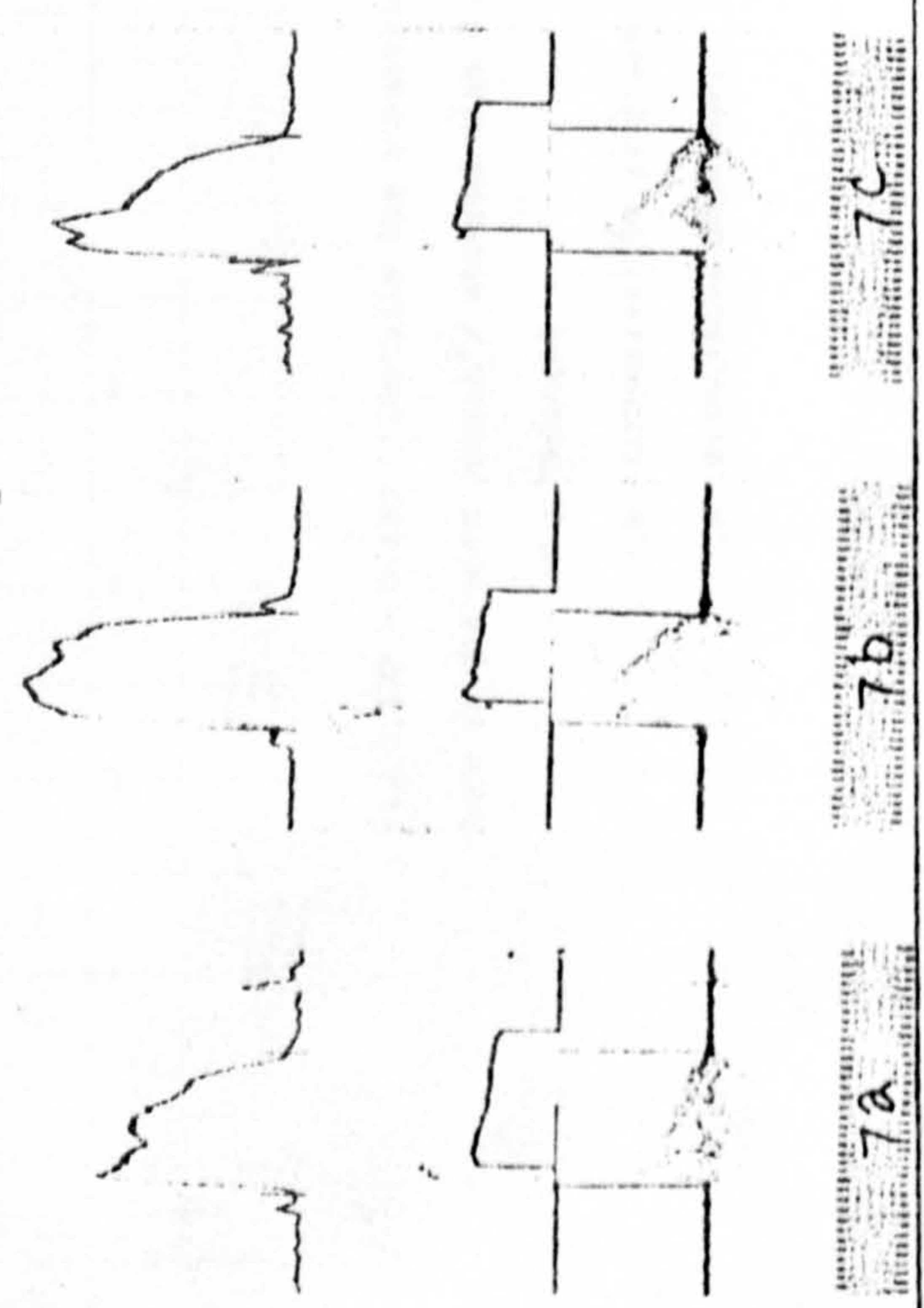
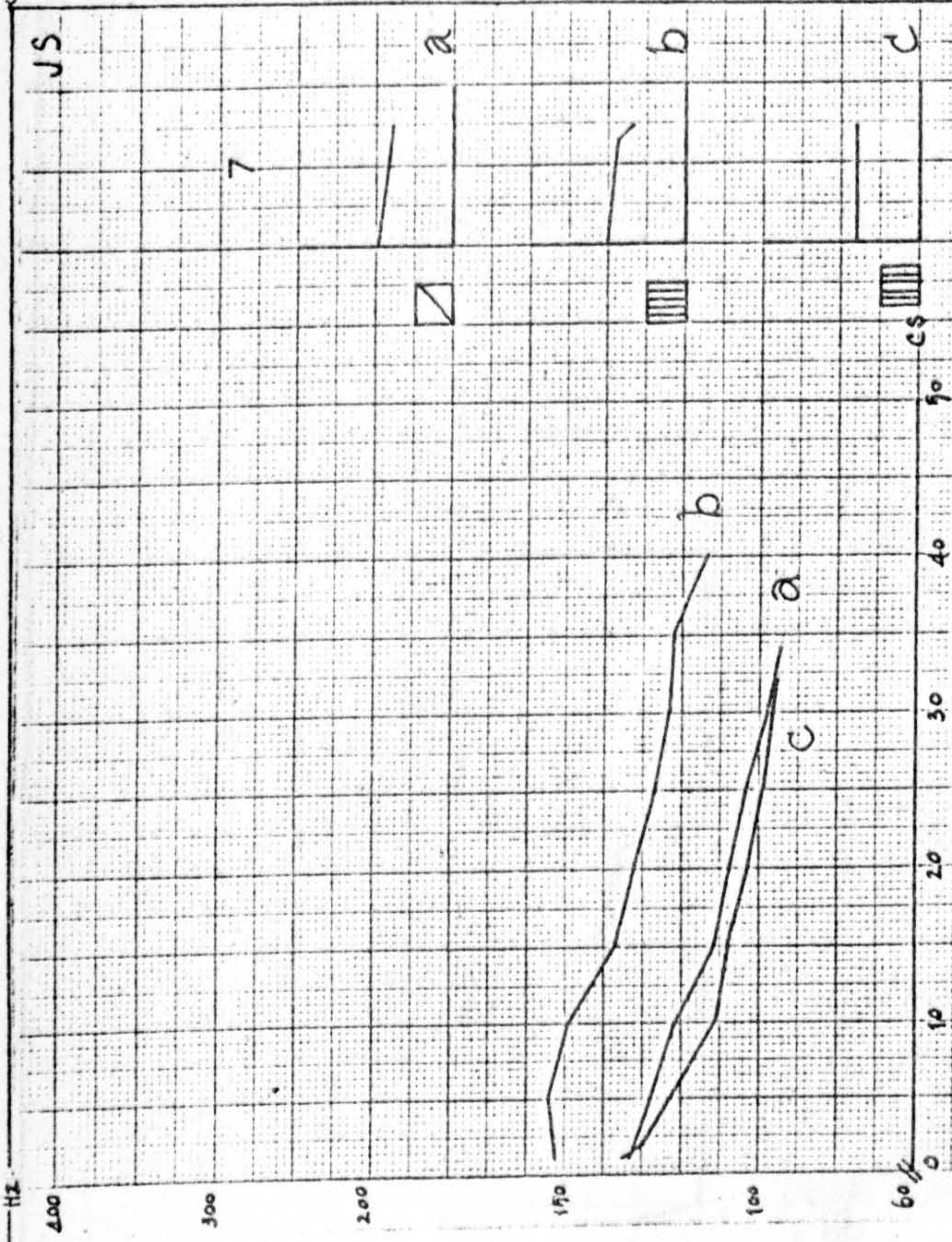
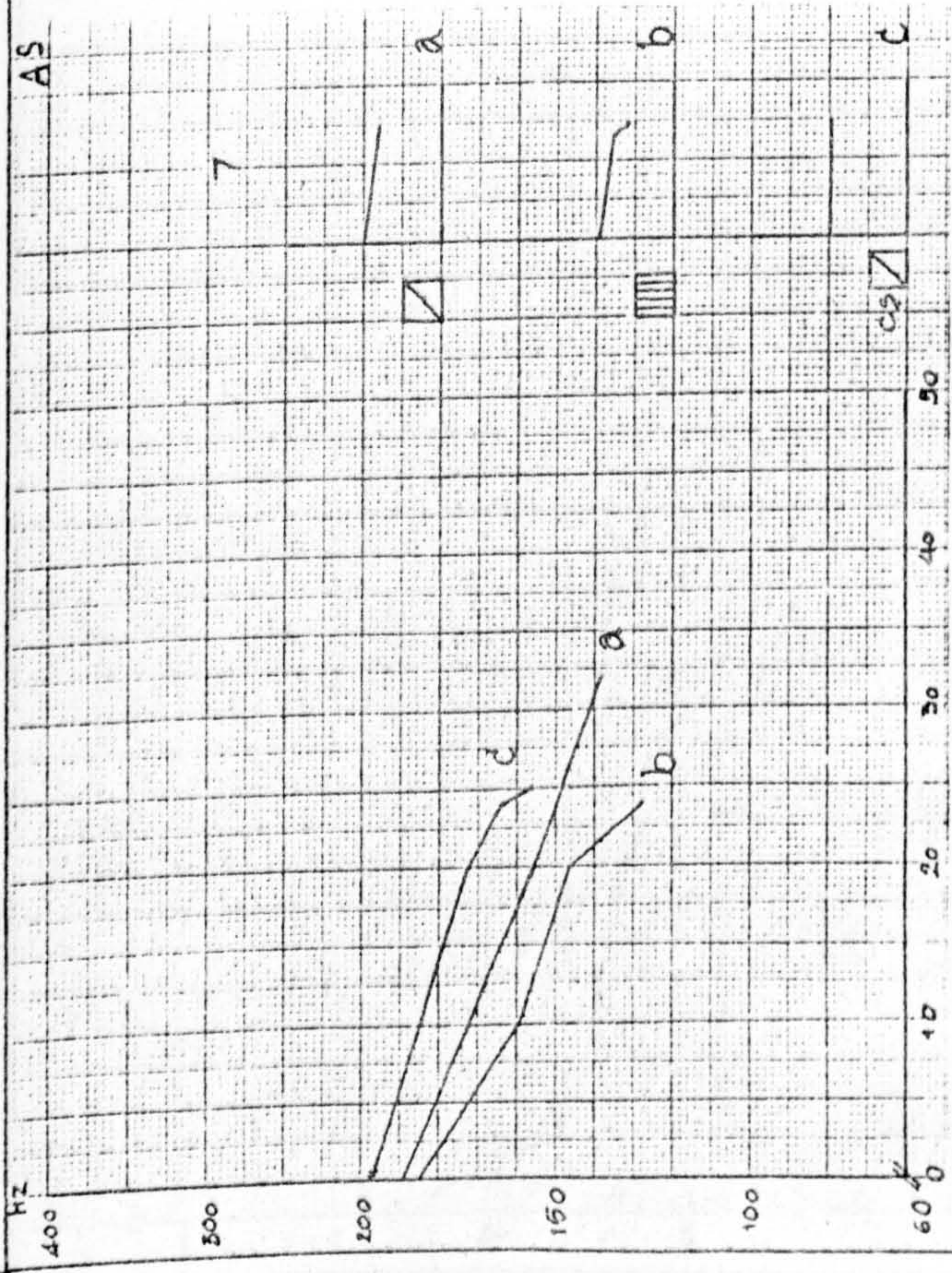


Fig 3.127 - 3.128 illustrate the acoustic and the auditory records of the phonemic low tone in the word /thi:/ uttered with 3 contrastive attitudinal meanings :

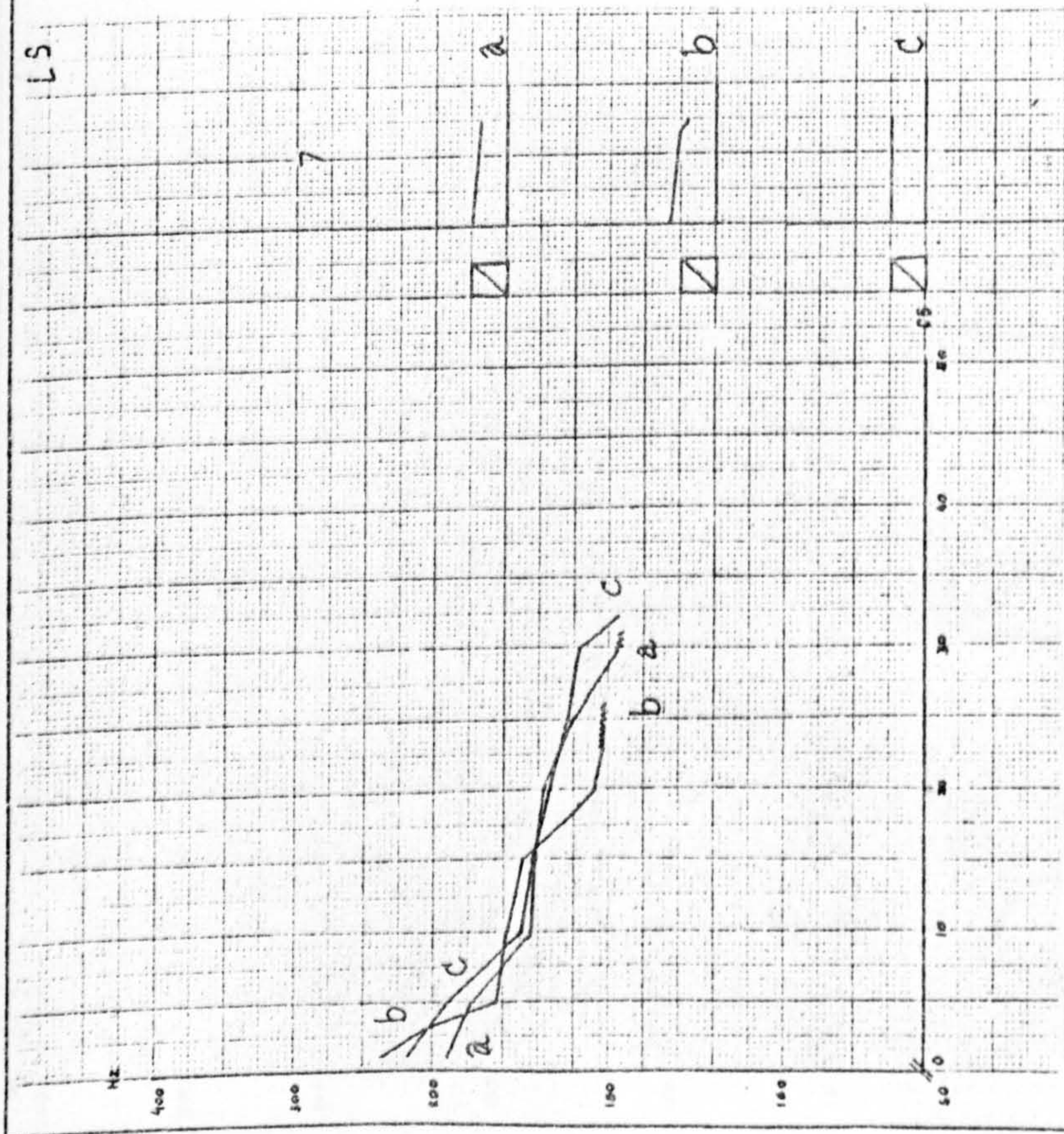
7.a Neutral

7.b Authoritative attitude

7.c Submissive attitude.



/ke: /



LS

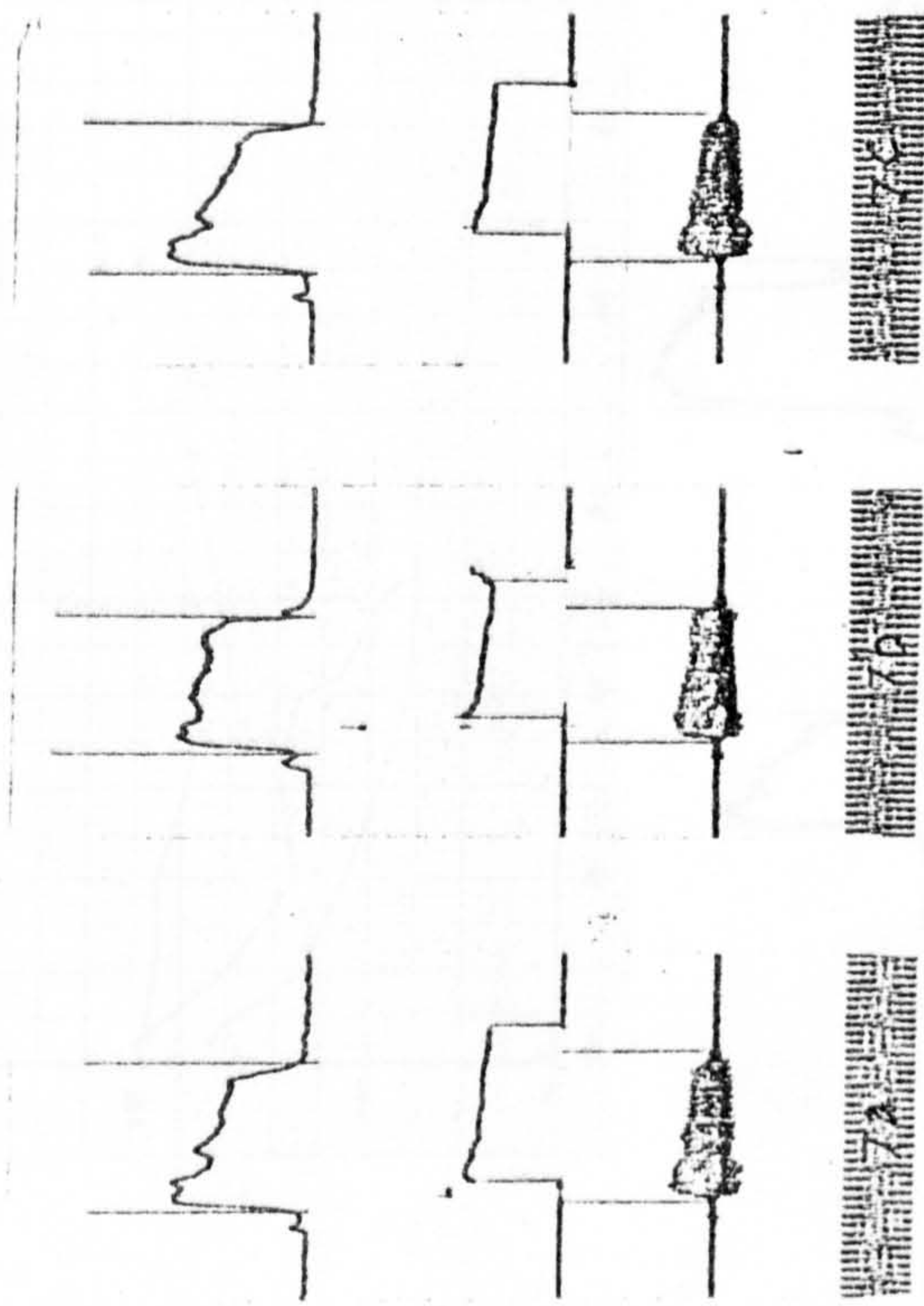


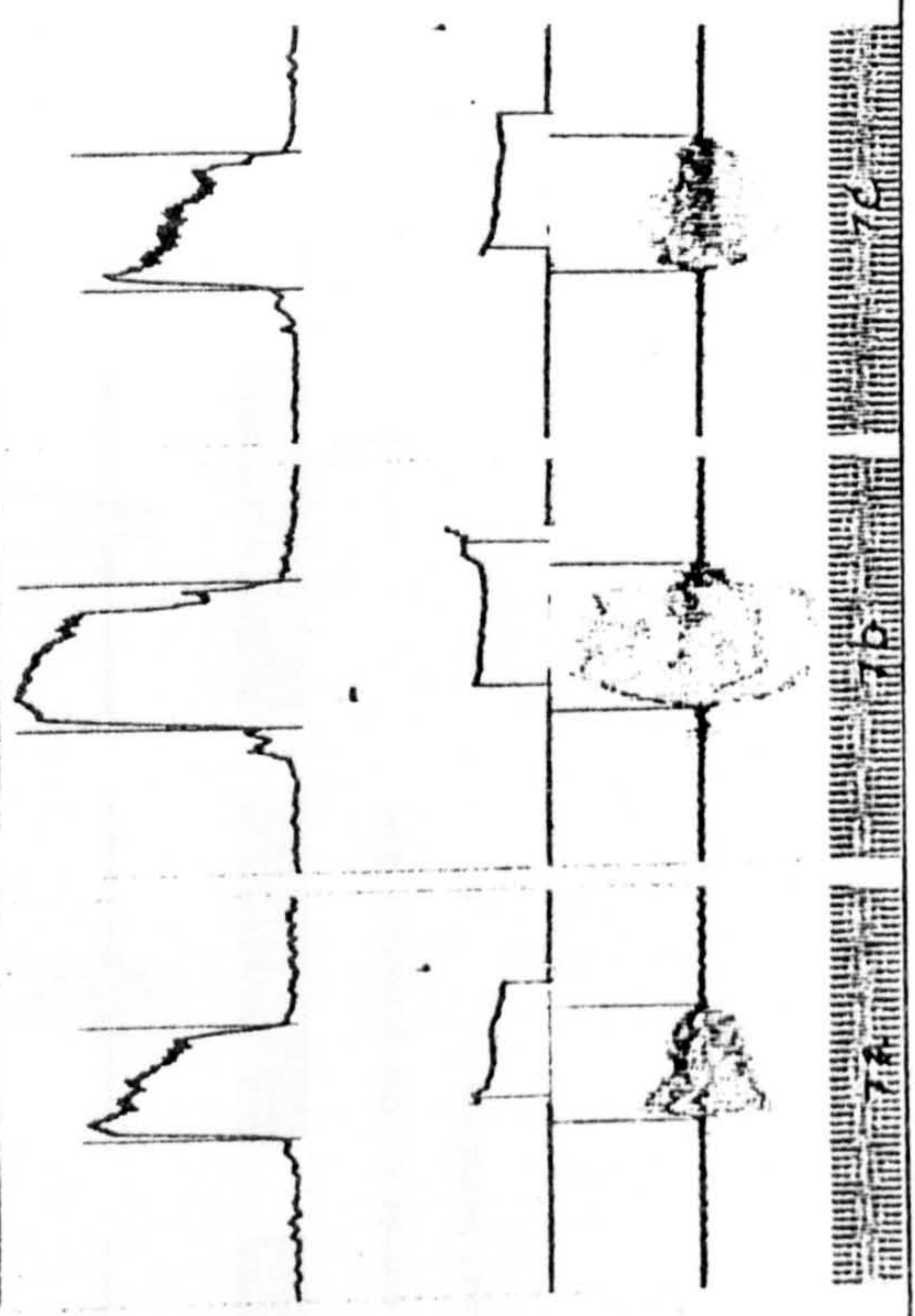
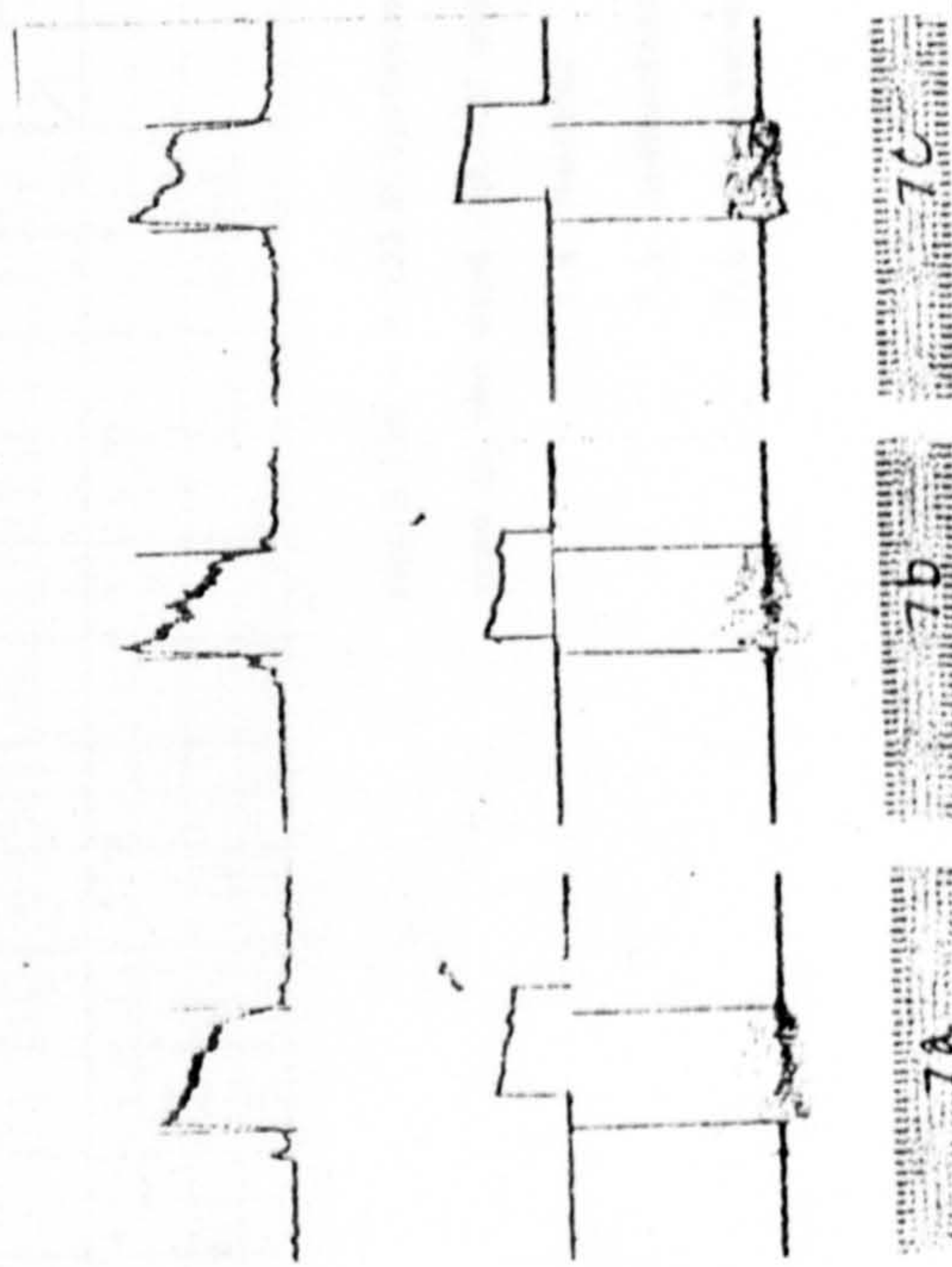
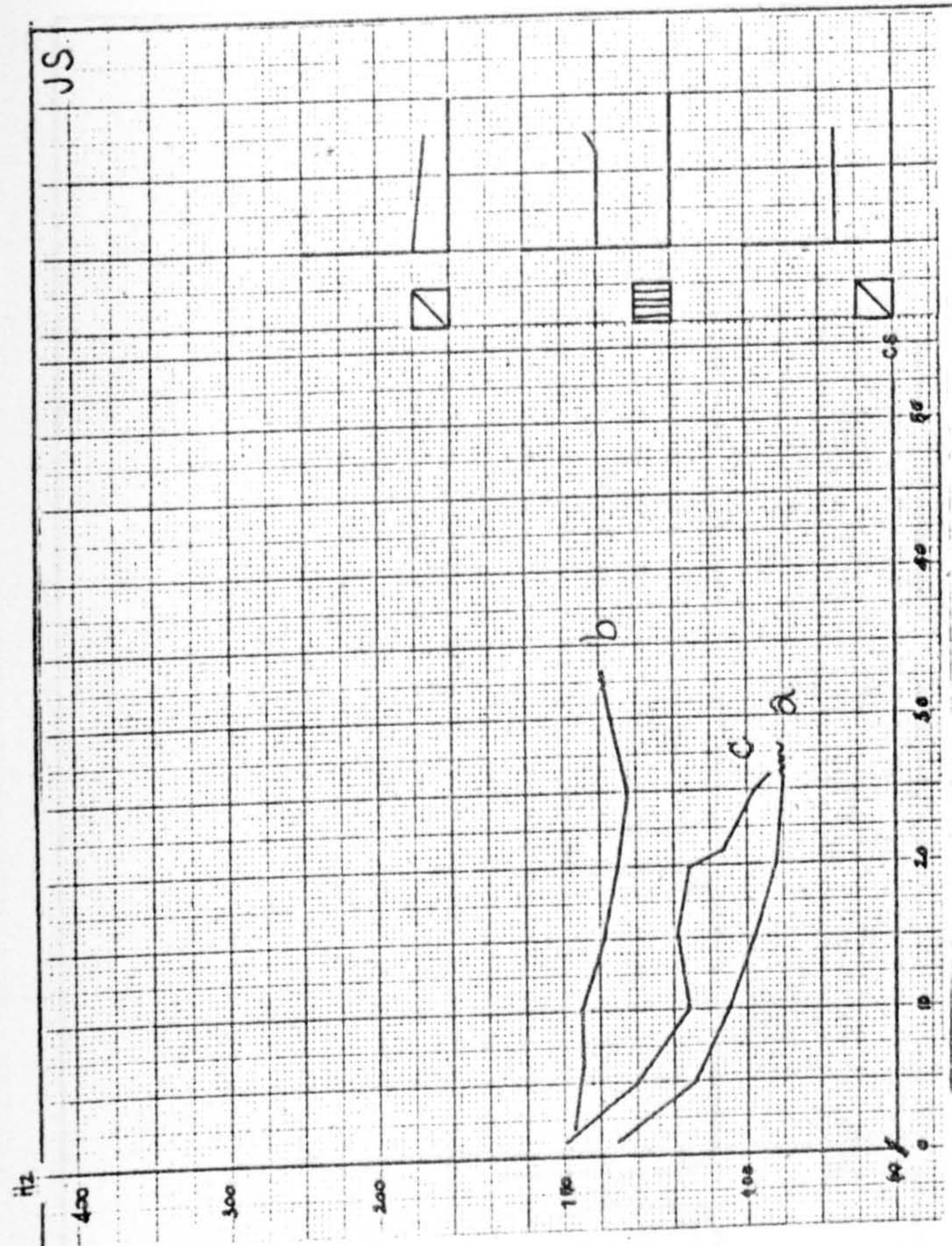
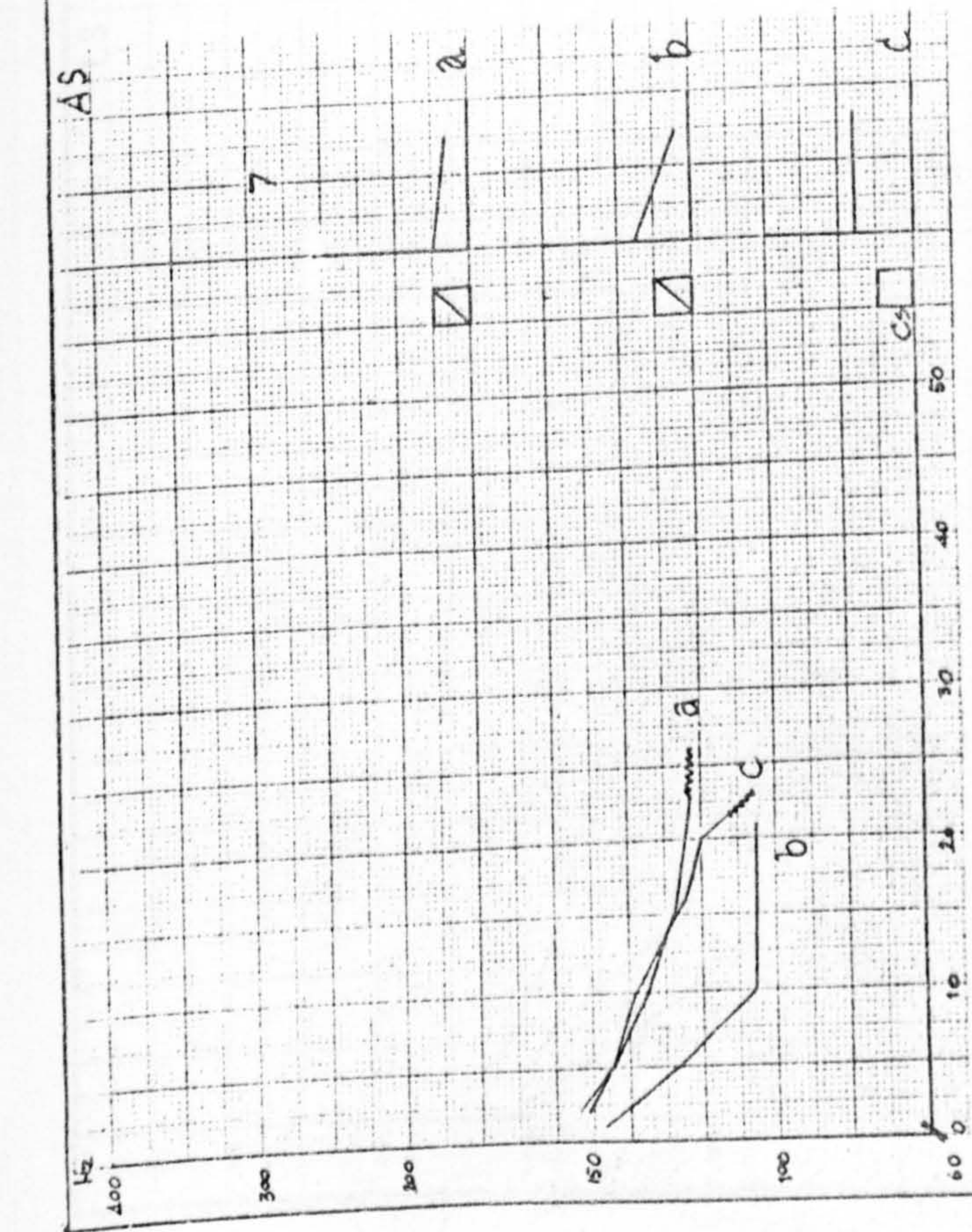
Fig 3.129 - 3.130 illustrate the acoustic and the auditory records of the phonemic low

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

7.a Neutral

7.b Authoritative attitude

7.c Submissive attitude.



/khat/

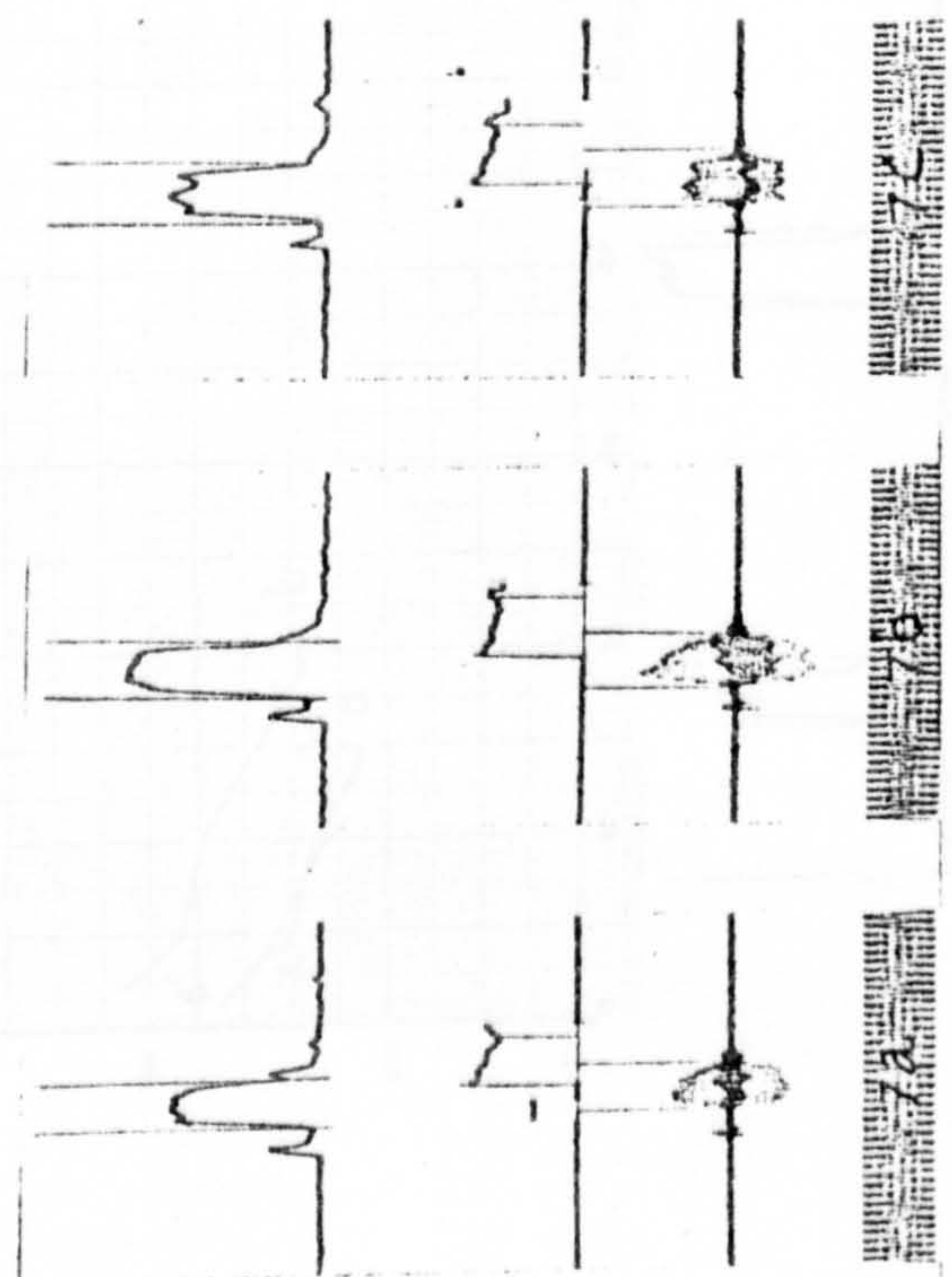
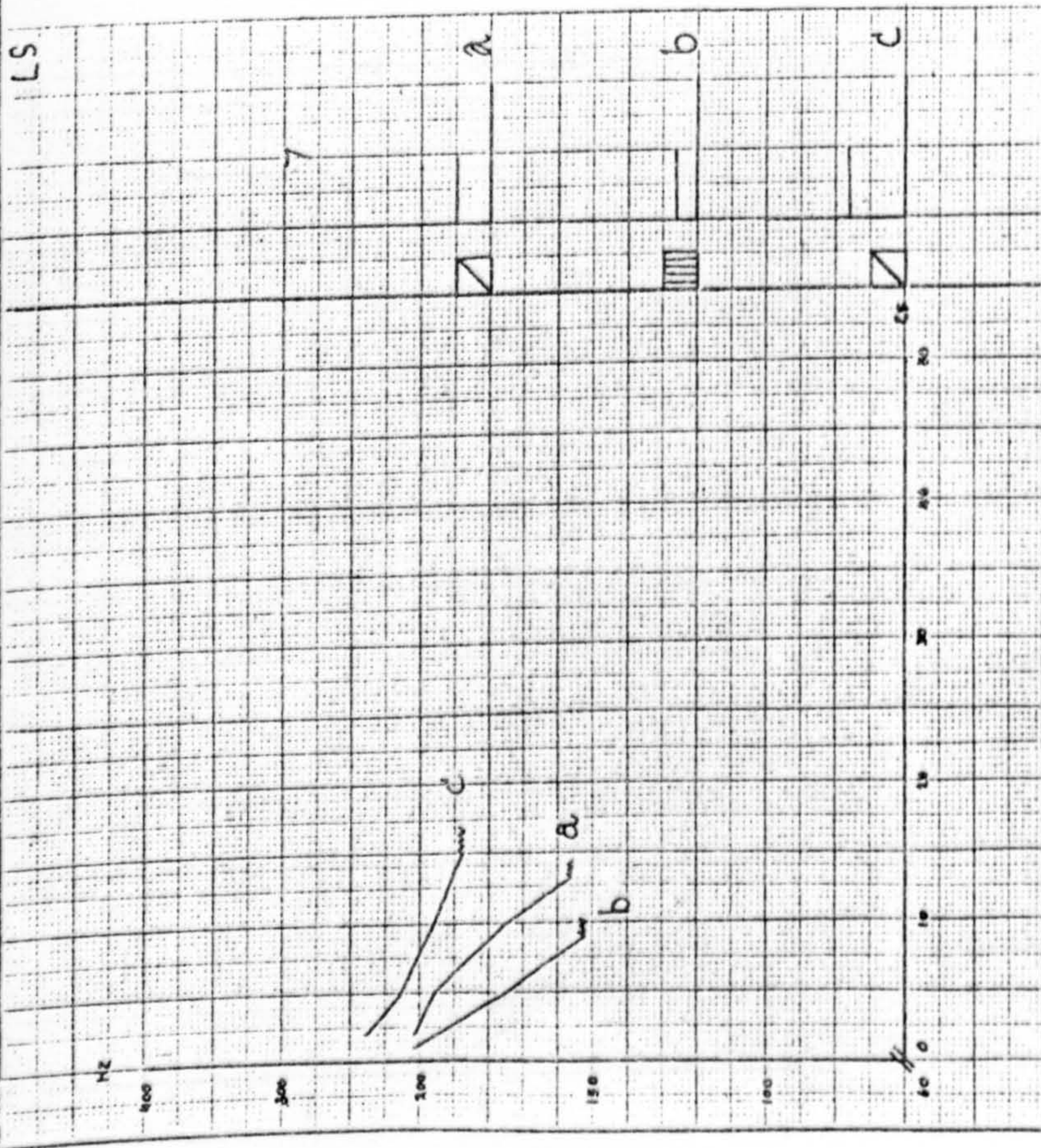
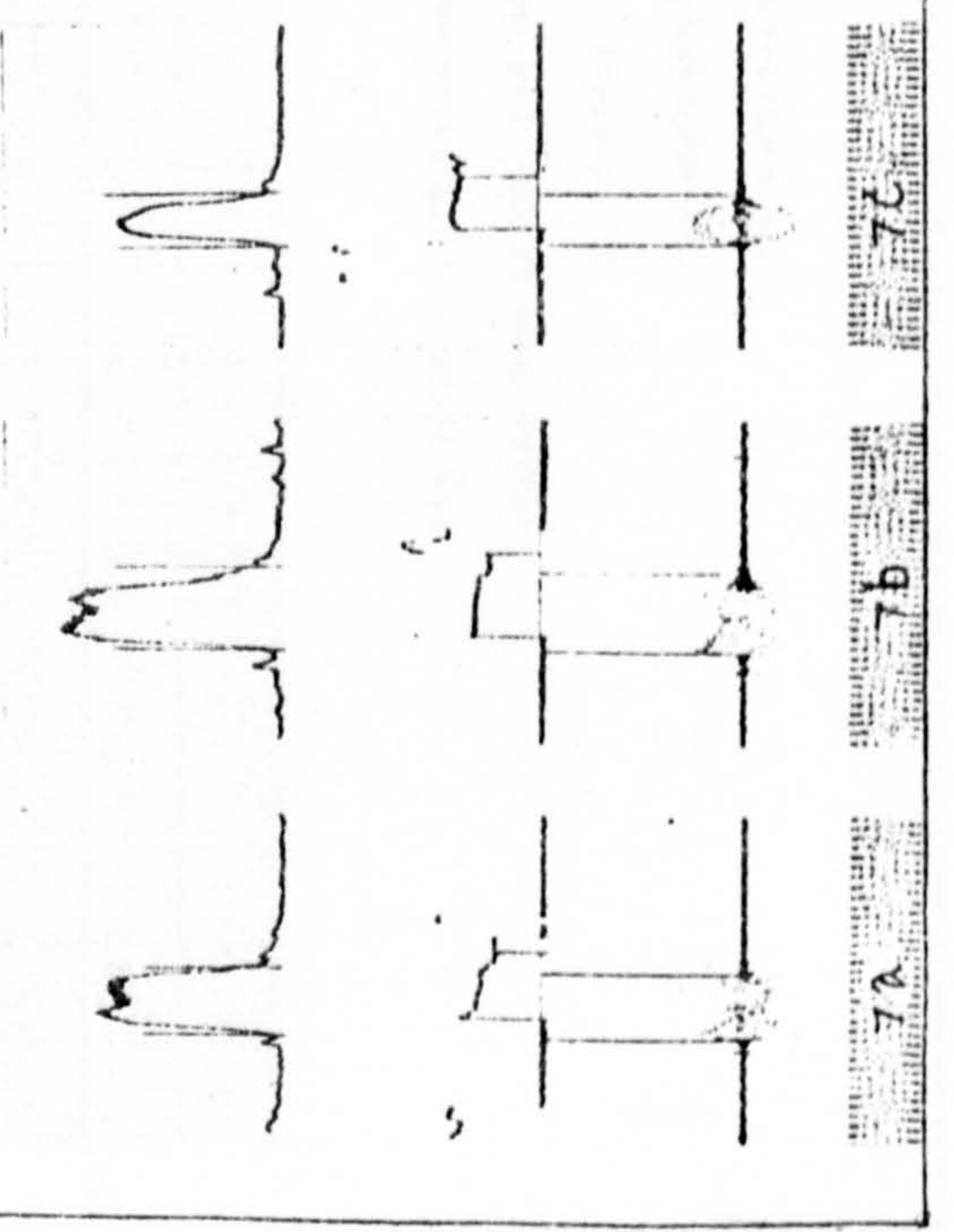
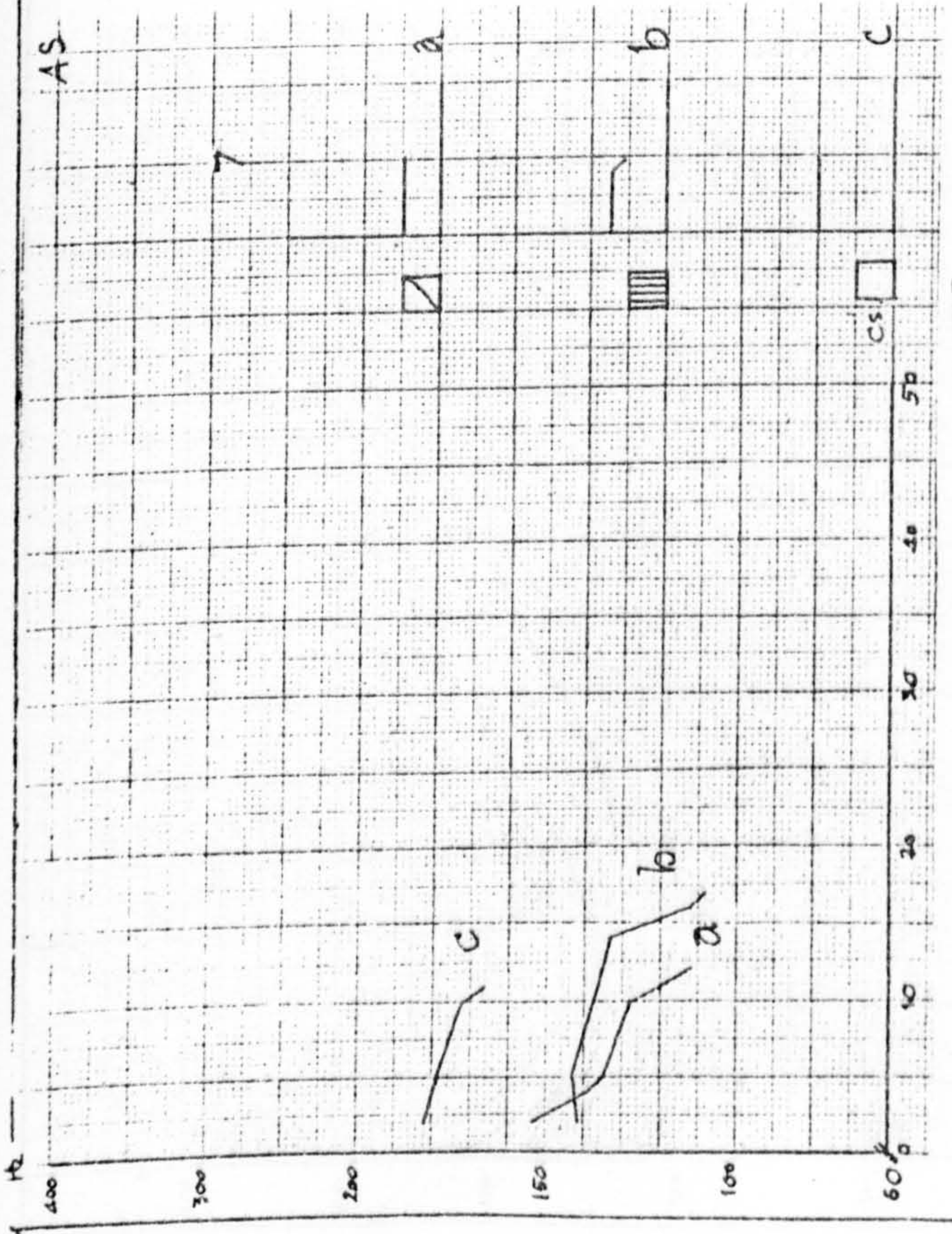


Fig 3.131 - 3.132 illustrate the acoustic and the auditory records of the phonemic low tone in the word /phit¹/ uttered with 3 contrastive attitudinal meanings :

7.a Neutral

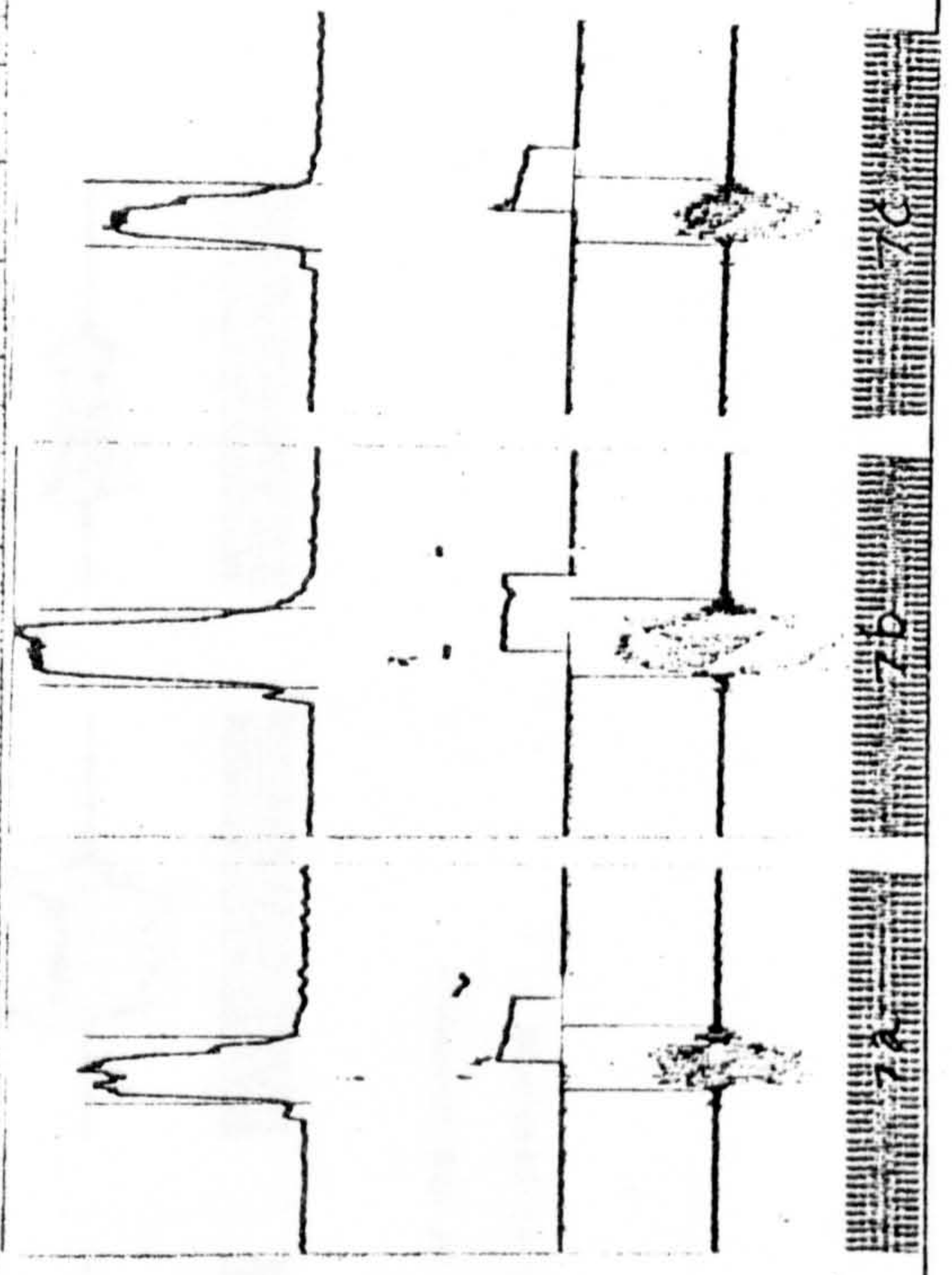
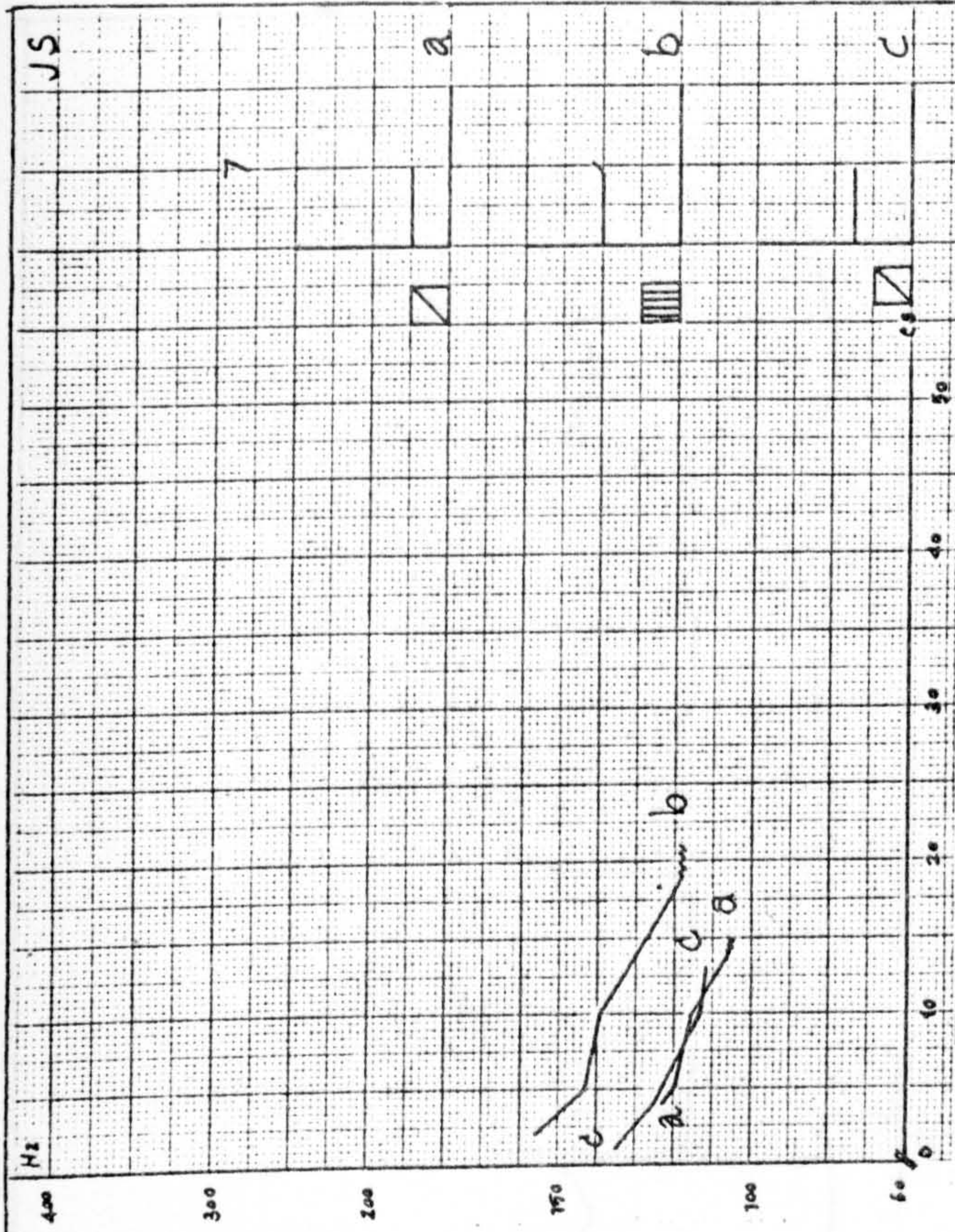
7.b Authoritative

7.c Submissive attitude.



/phit/

3.132



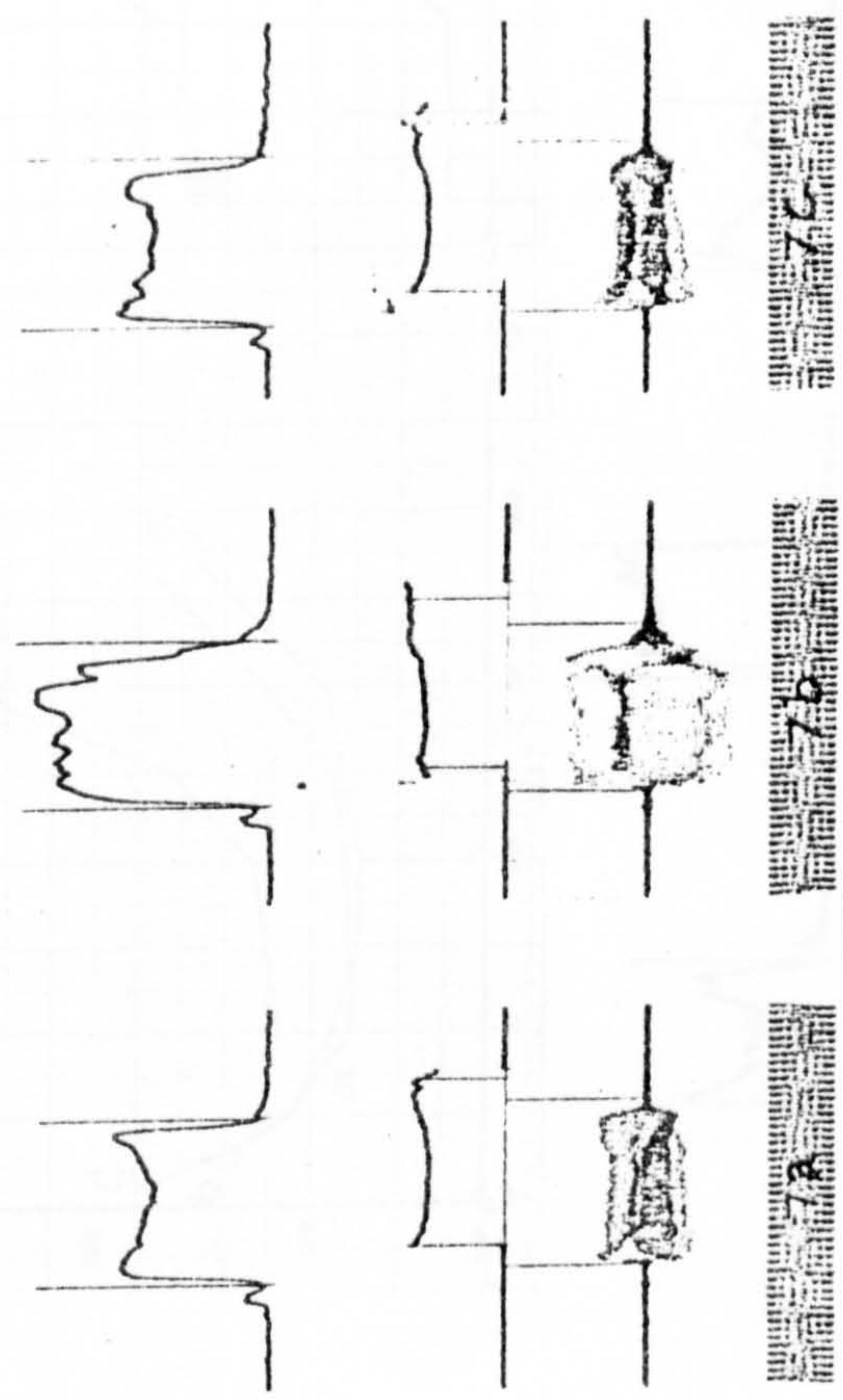
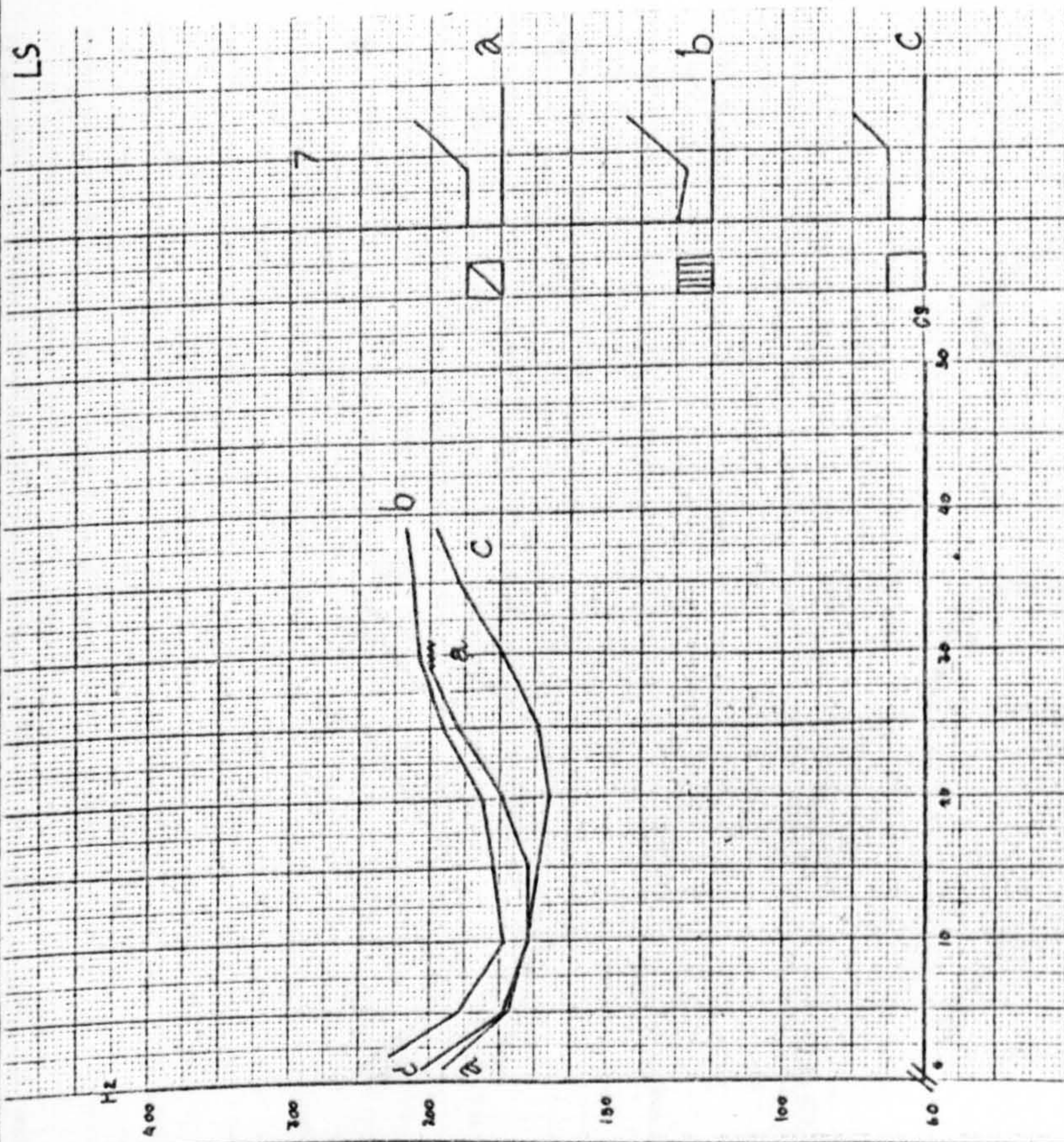
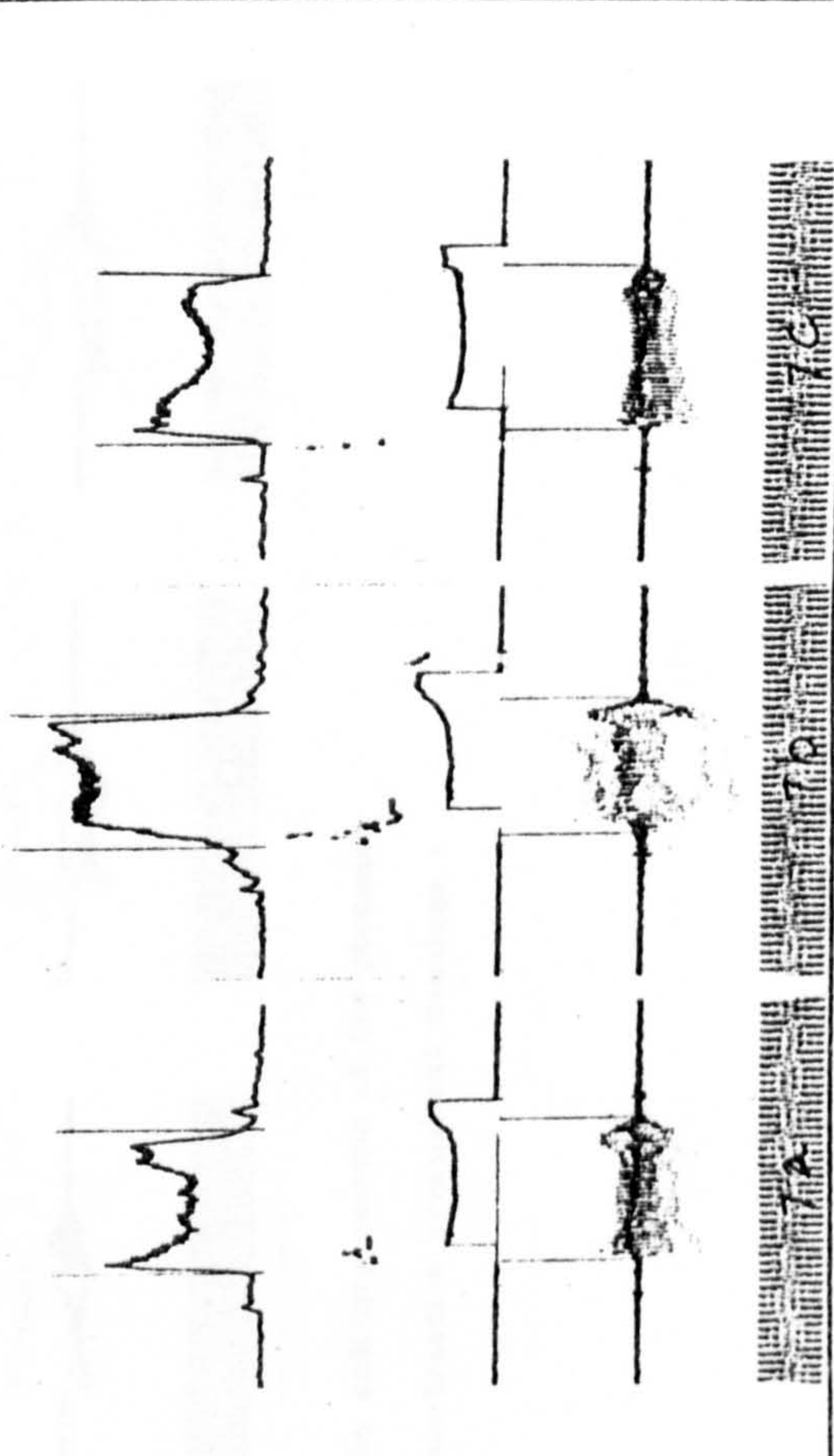
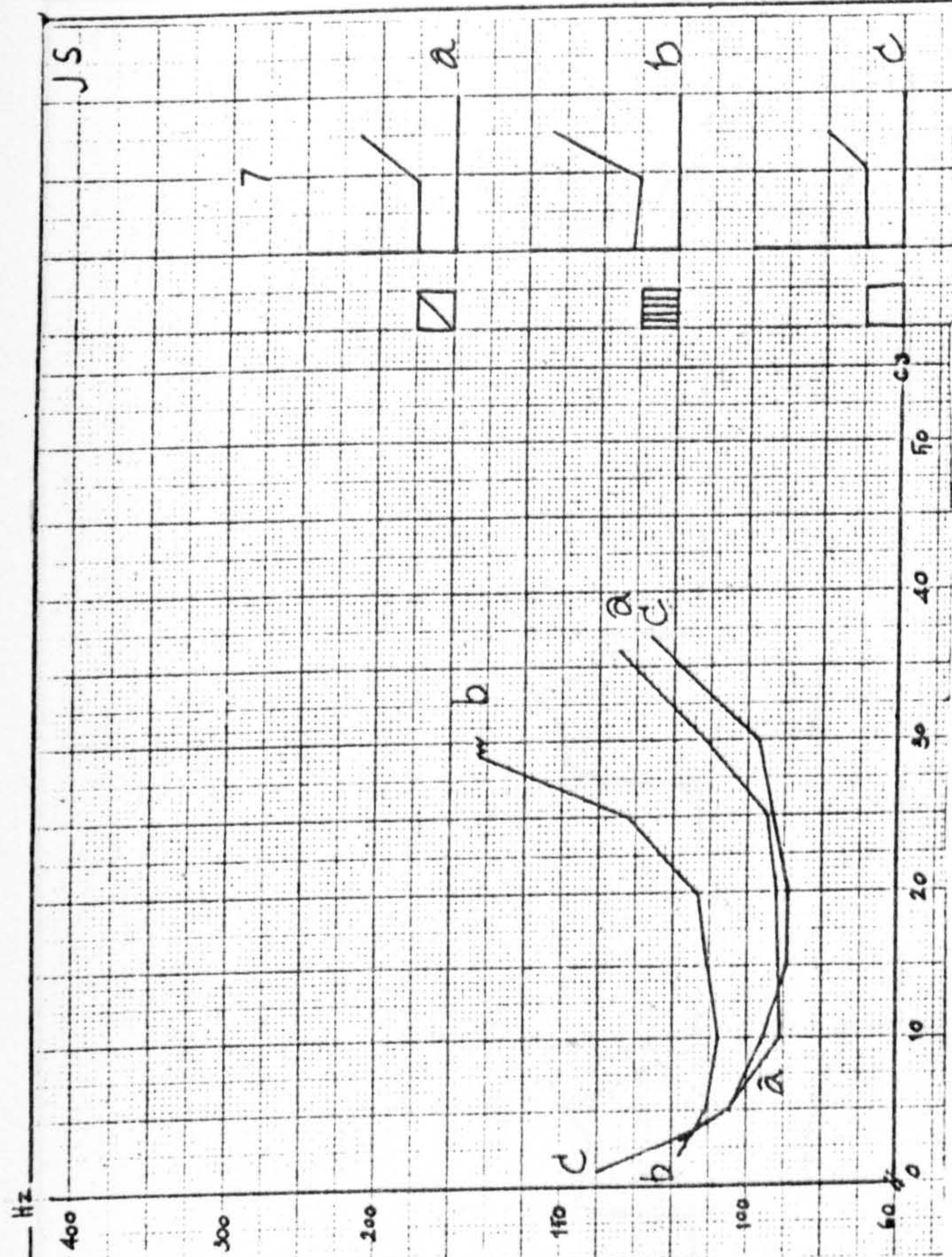
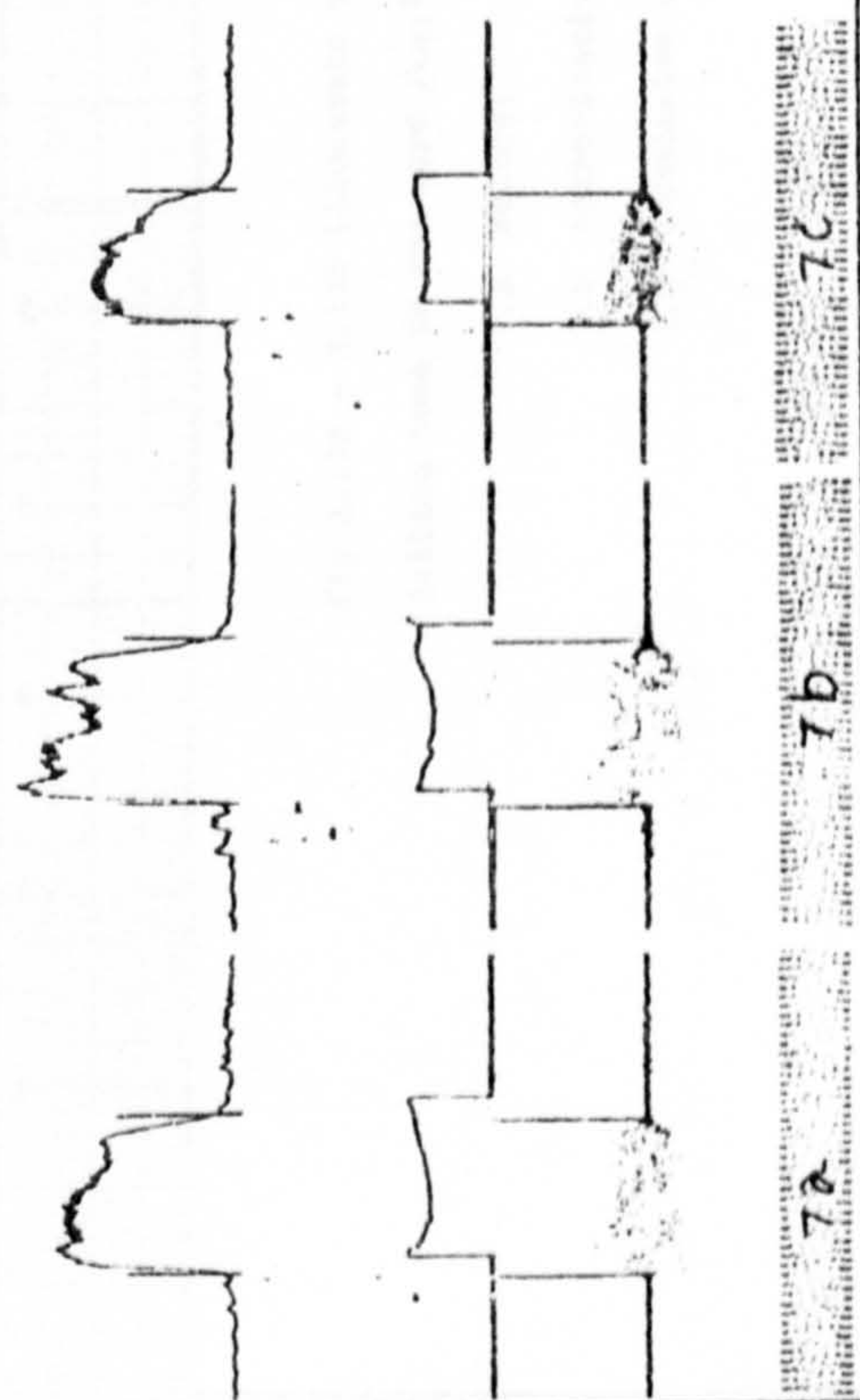


Fig 3.133 - 3.134 illustrate the acoustic and the auditory records of the phonemic rising tone in the word /khe/ uttered with 3 contrastive attitudinal meanings :

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



/khe: /



3.134

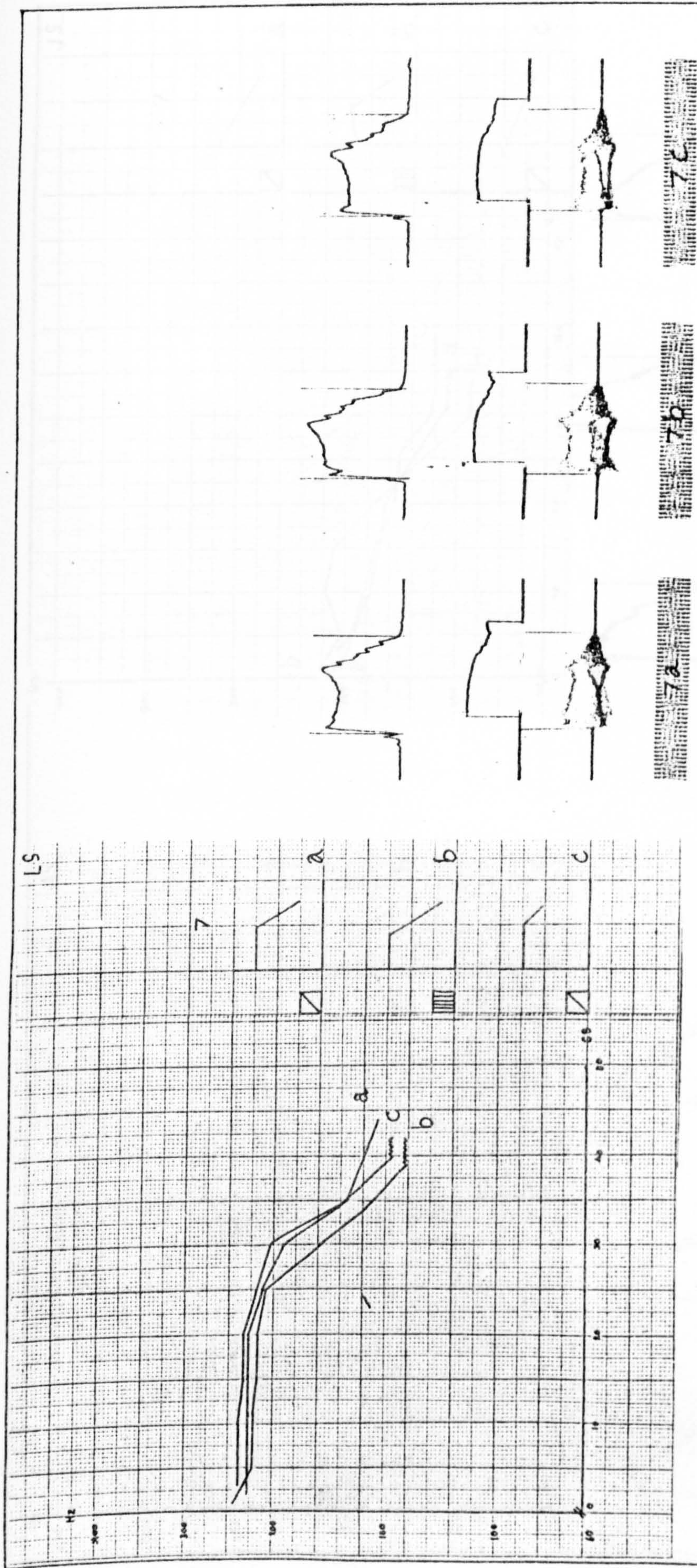


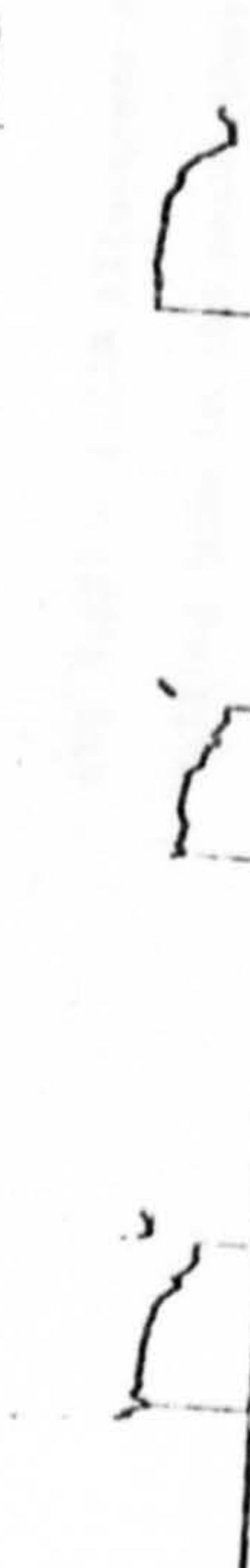
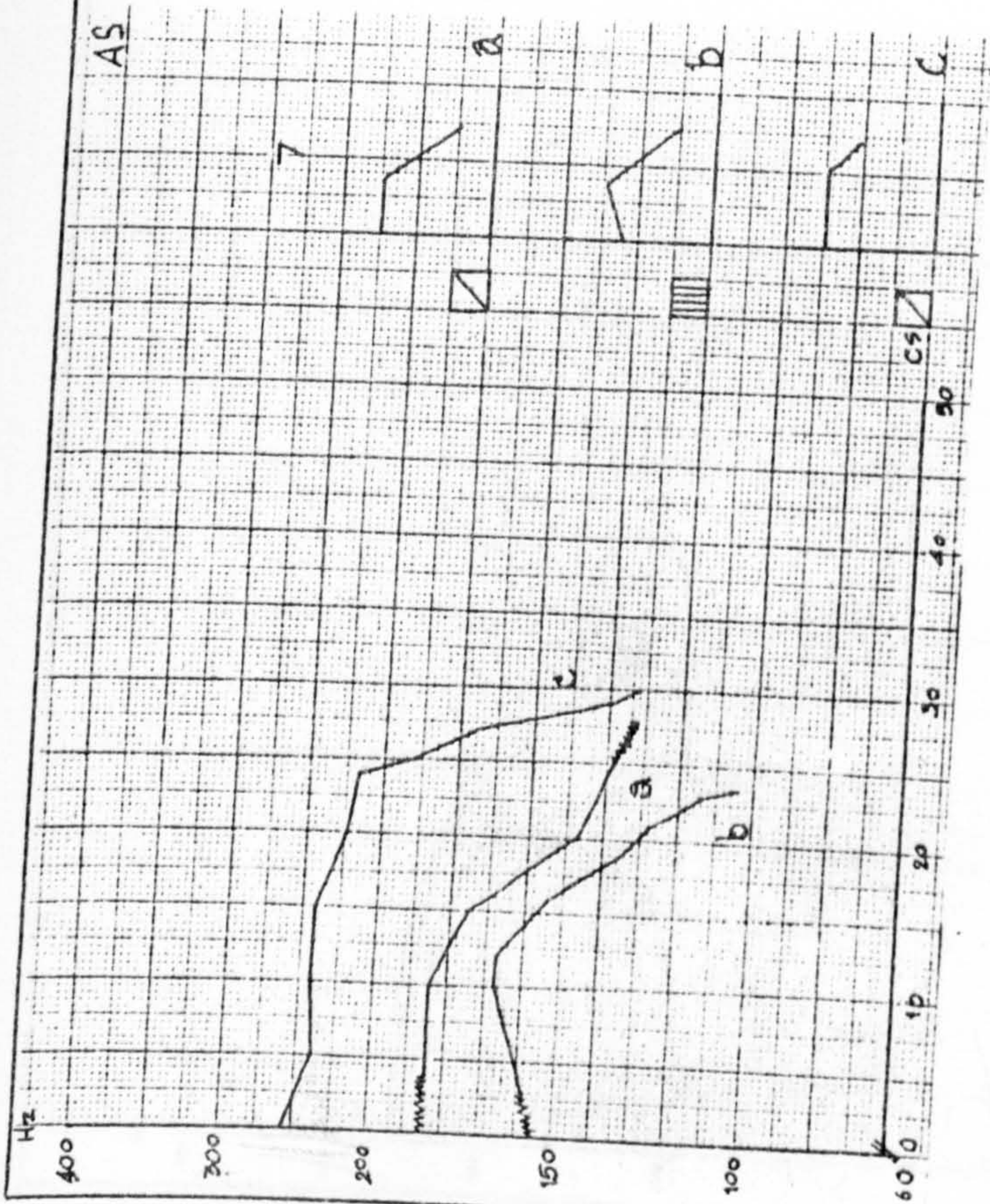
Fig 3.135 - 3.136 illustrate the acoustic and the auditory records of the phonemic

falling tone in the word /ca:f/ uttered with 3 contrastive attitudinal meanings :

7.a Neutral

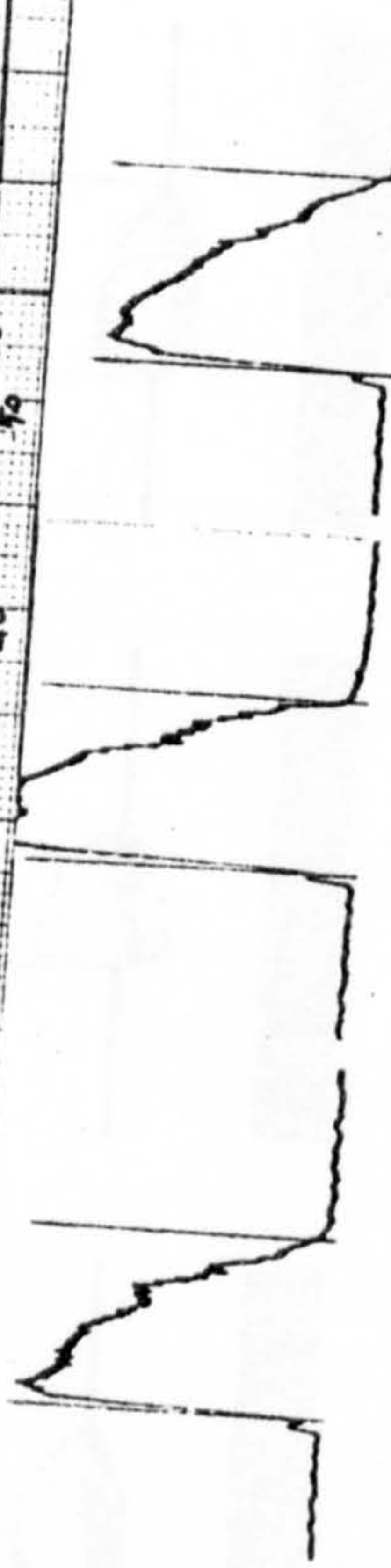
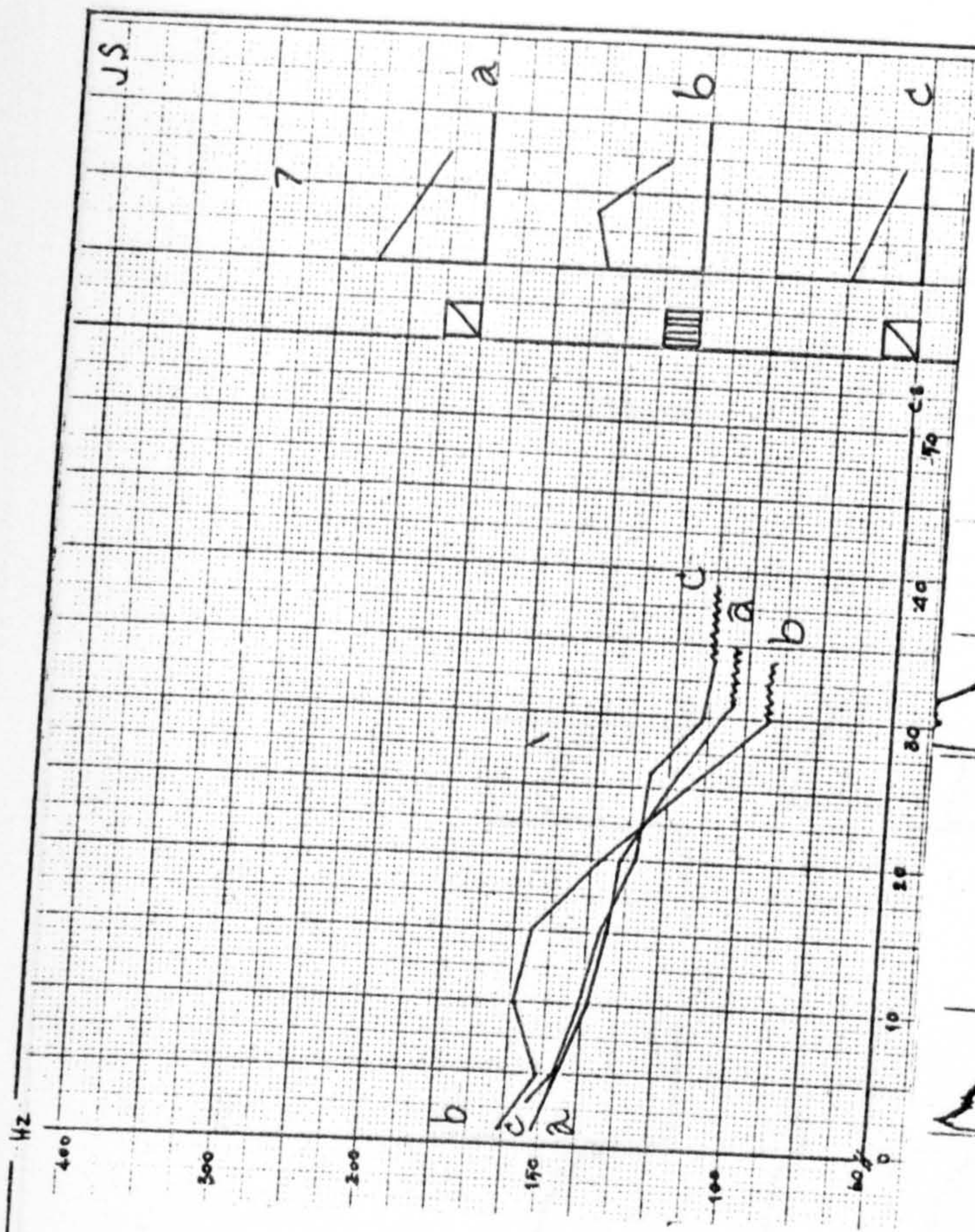
7.b Authoritative attitude

7.c Submissive attitude.



7a 7b 7c

/ca:f/



7a 7b 7c

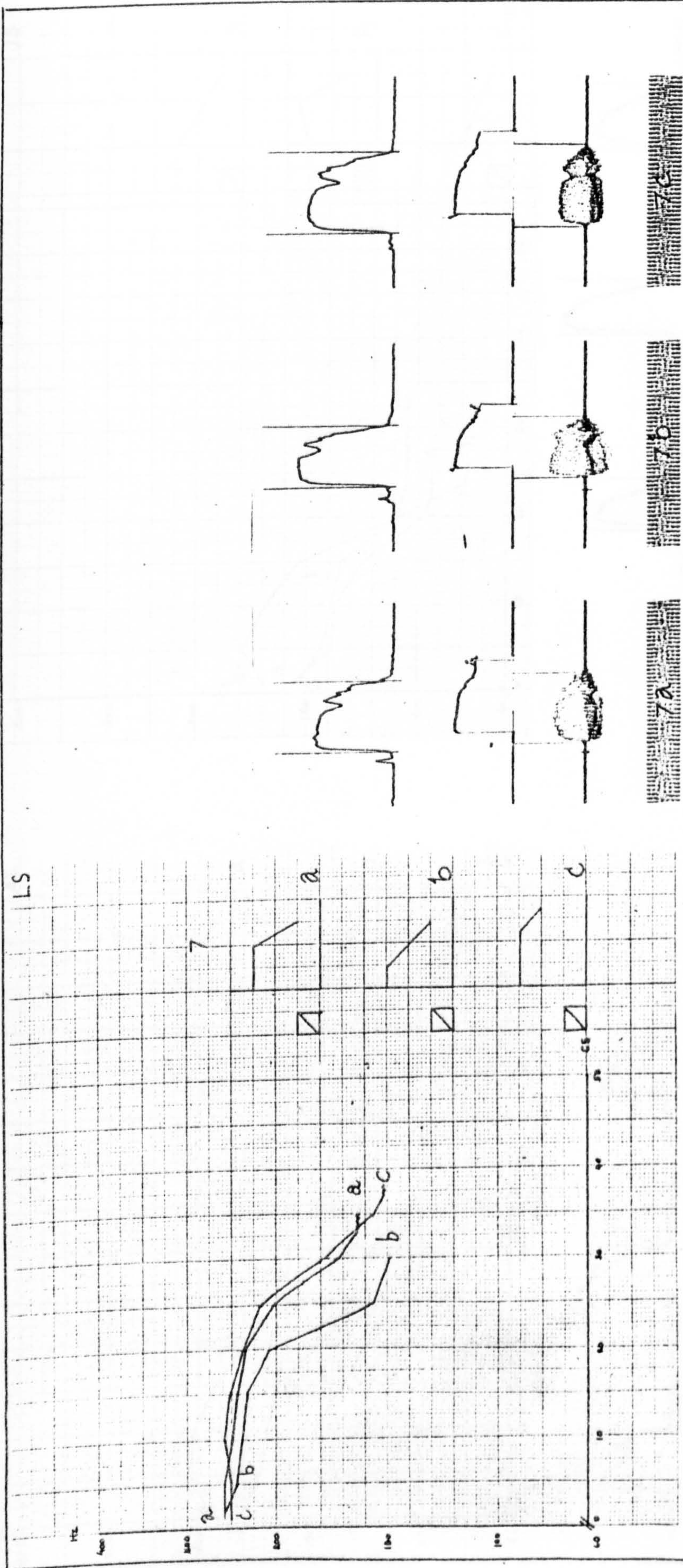
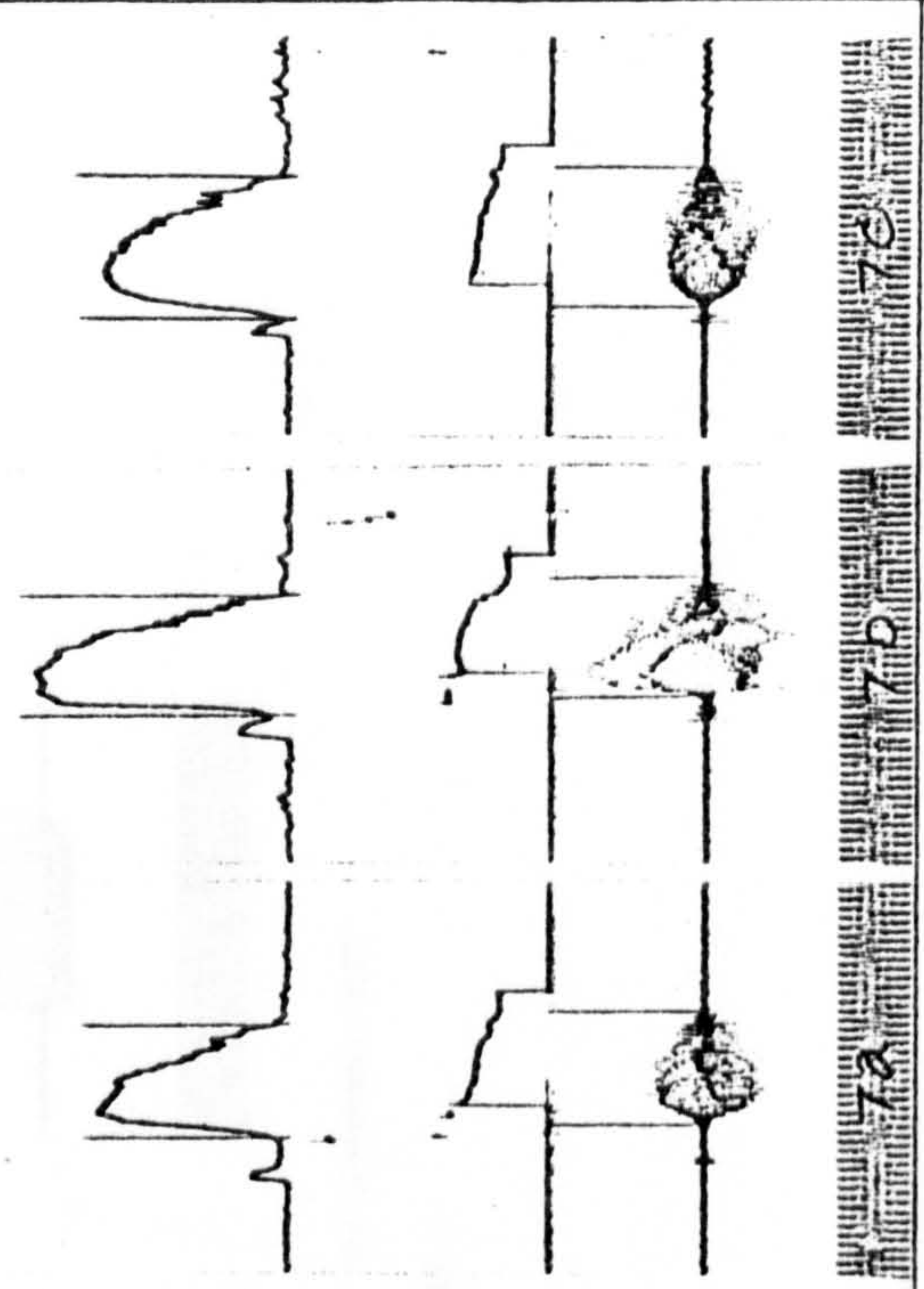
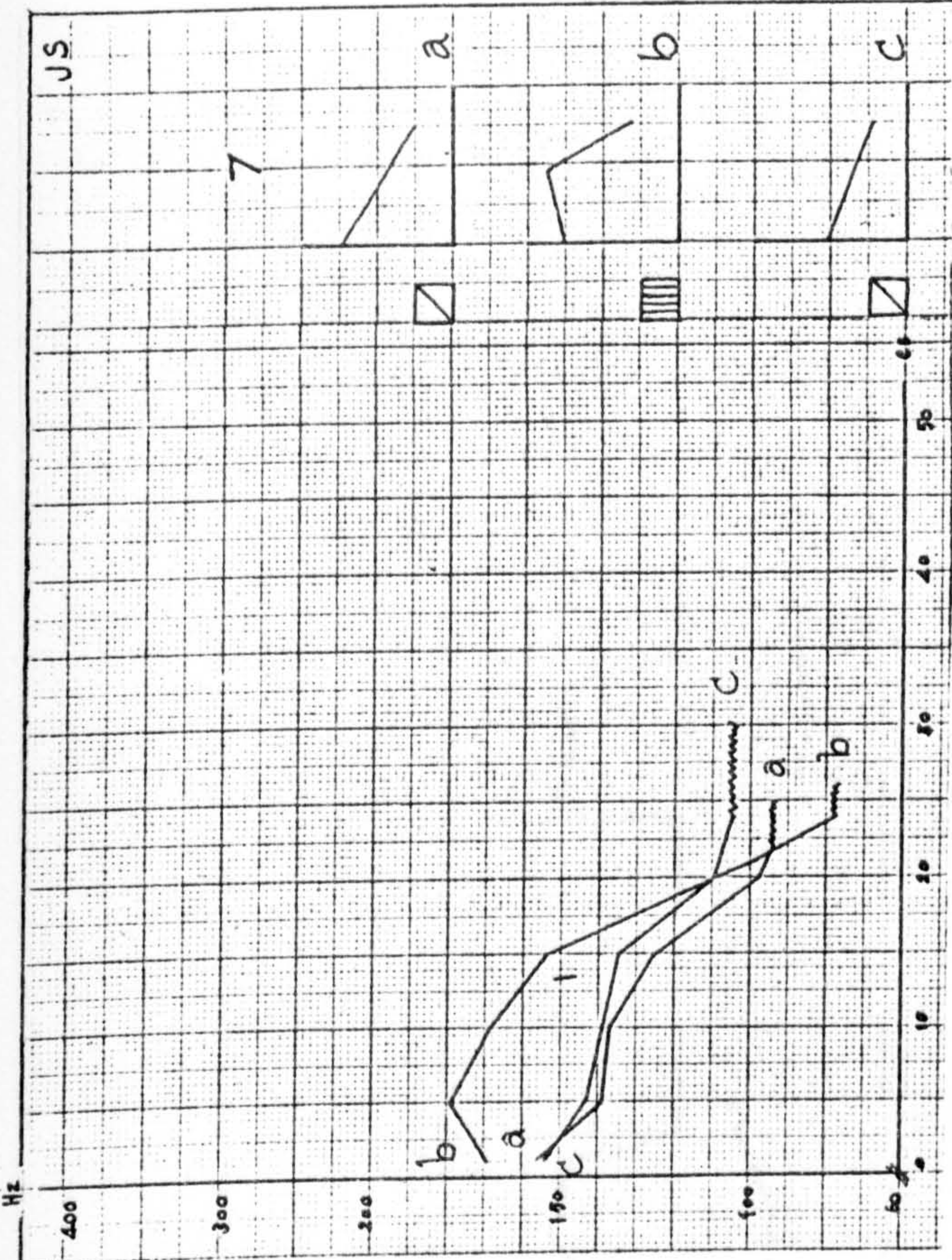


Fig 3.137 - 3.138 illustrate the acoustic and the auditory records of the phonemic falling tone in the word /kho:tʰ/ uttered with 3 contrastive attitudinal meanings :

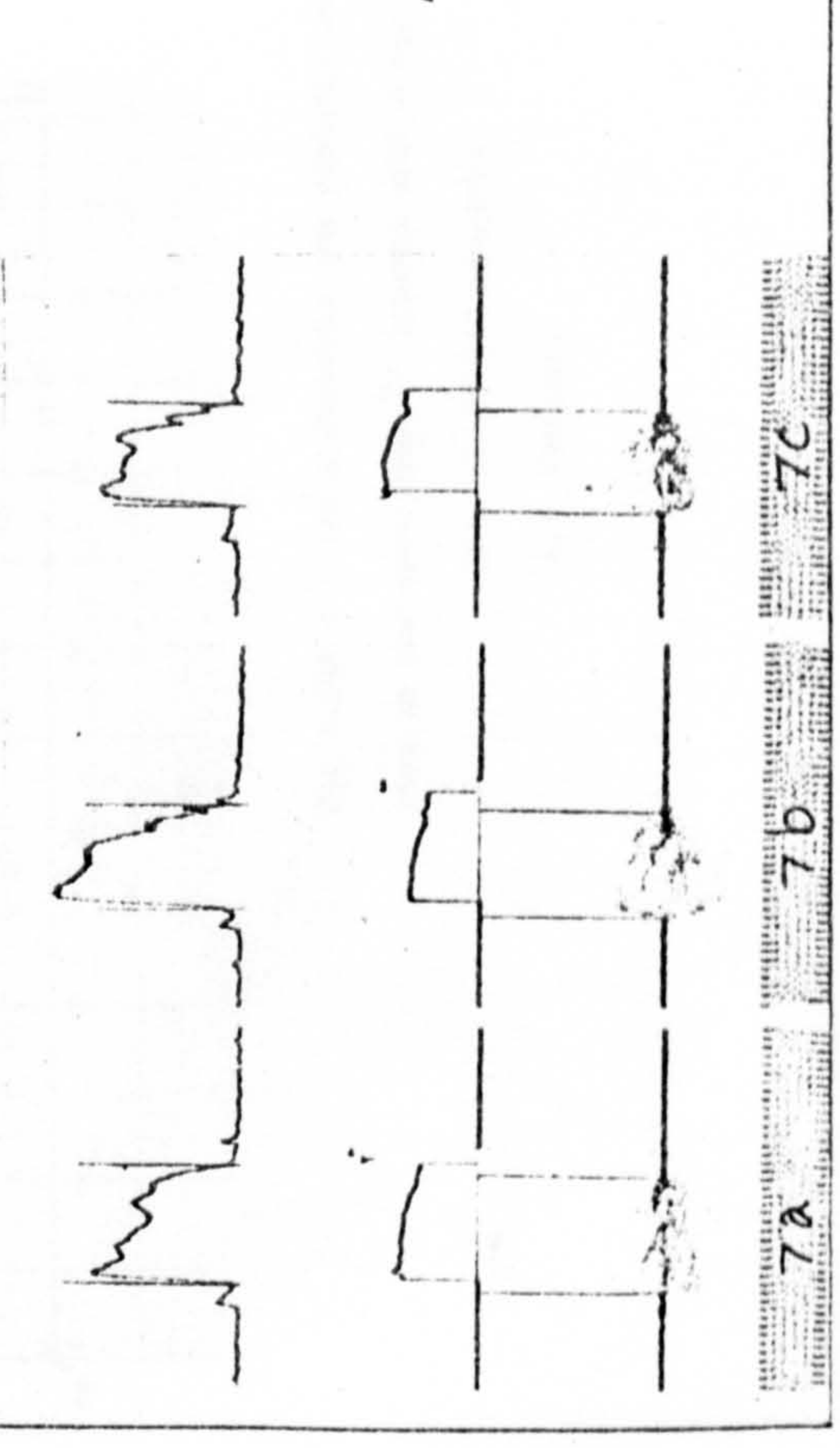
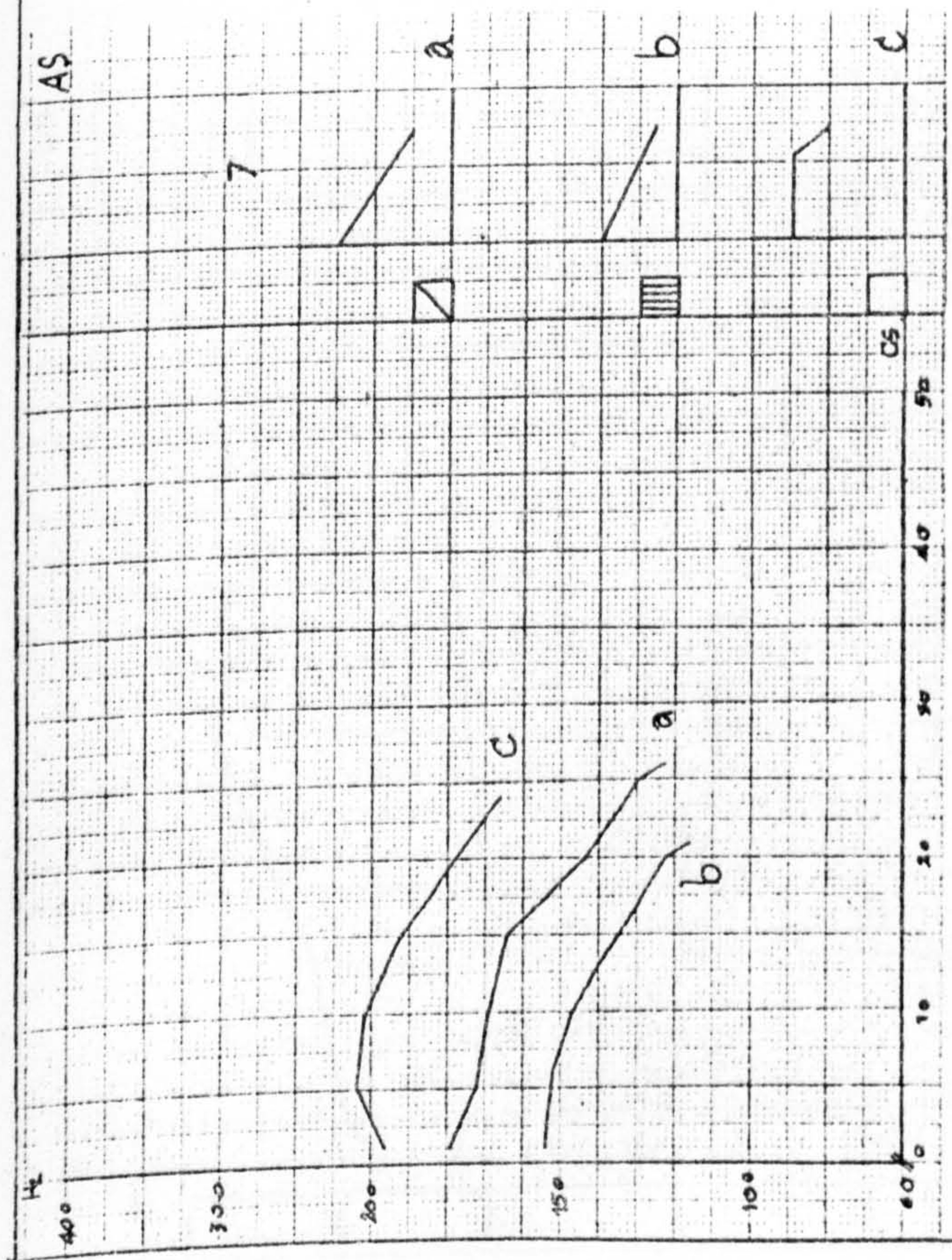
7.a Neutral

7.b Authoritative attitude

7.c Submissive attitude.



/kho:t^f/



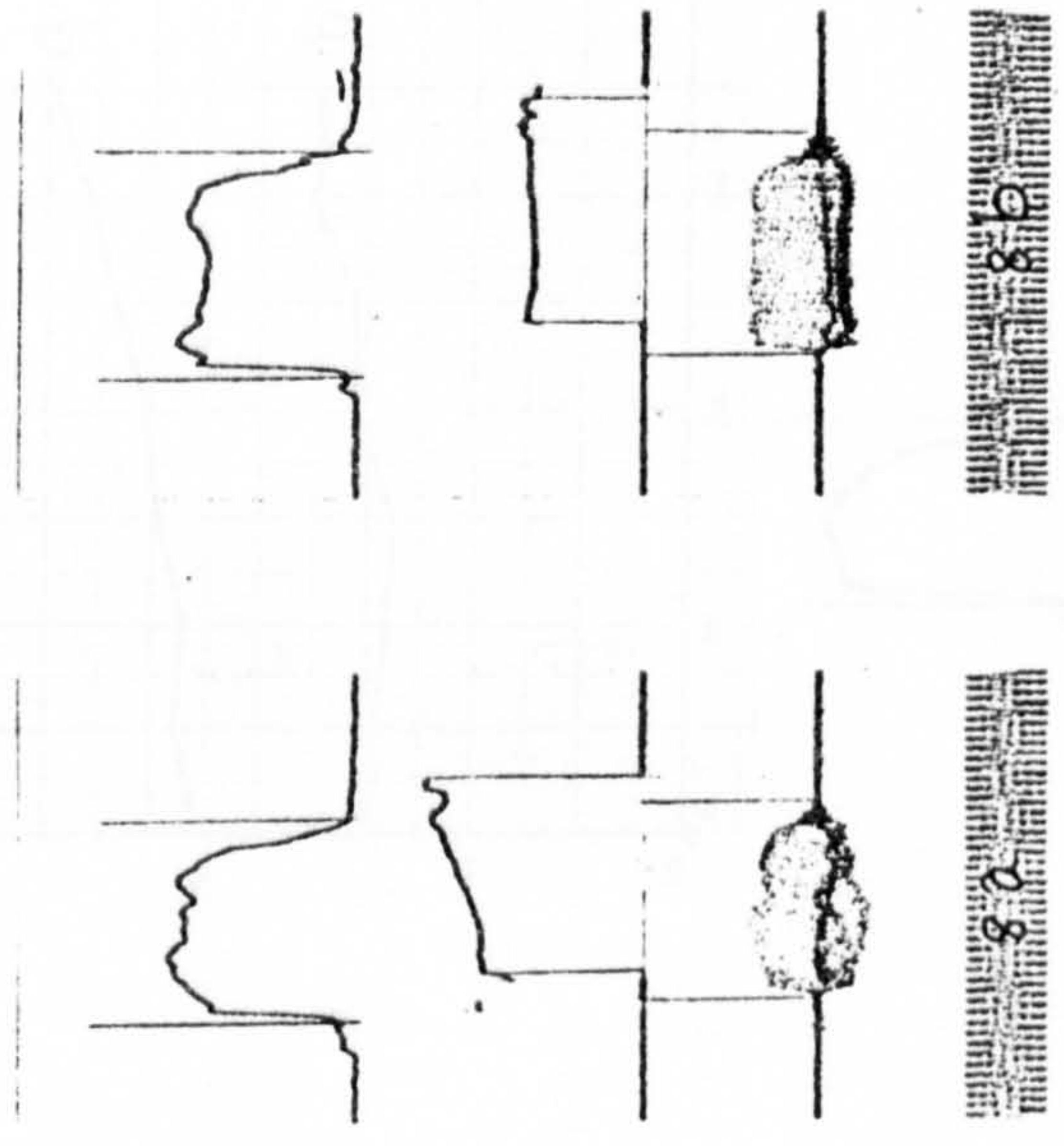
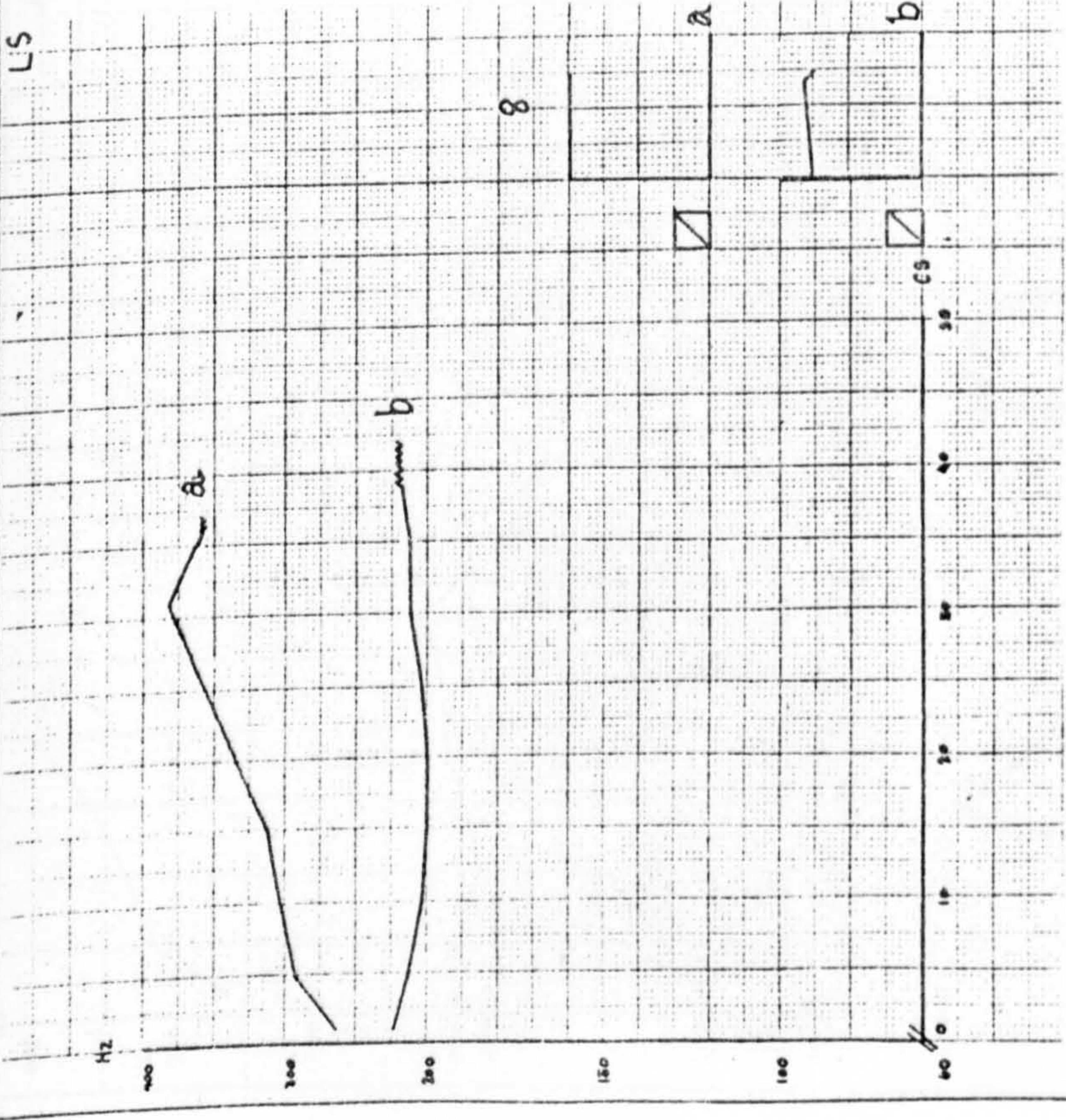
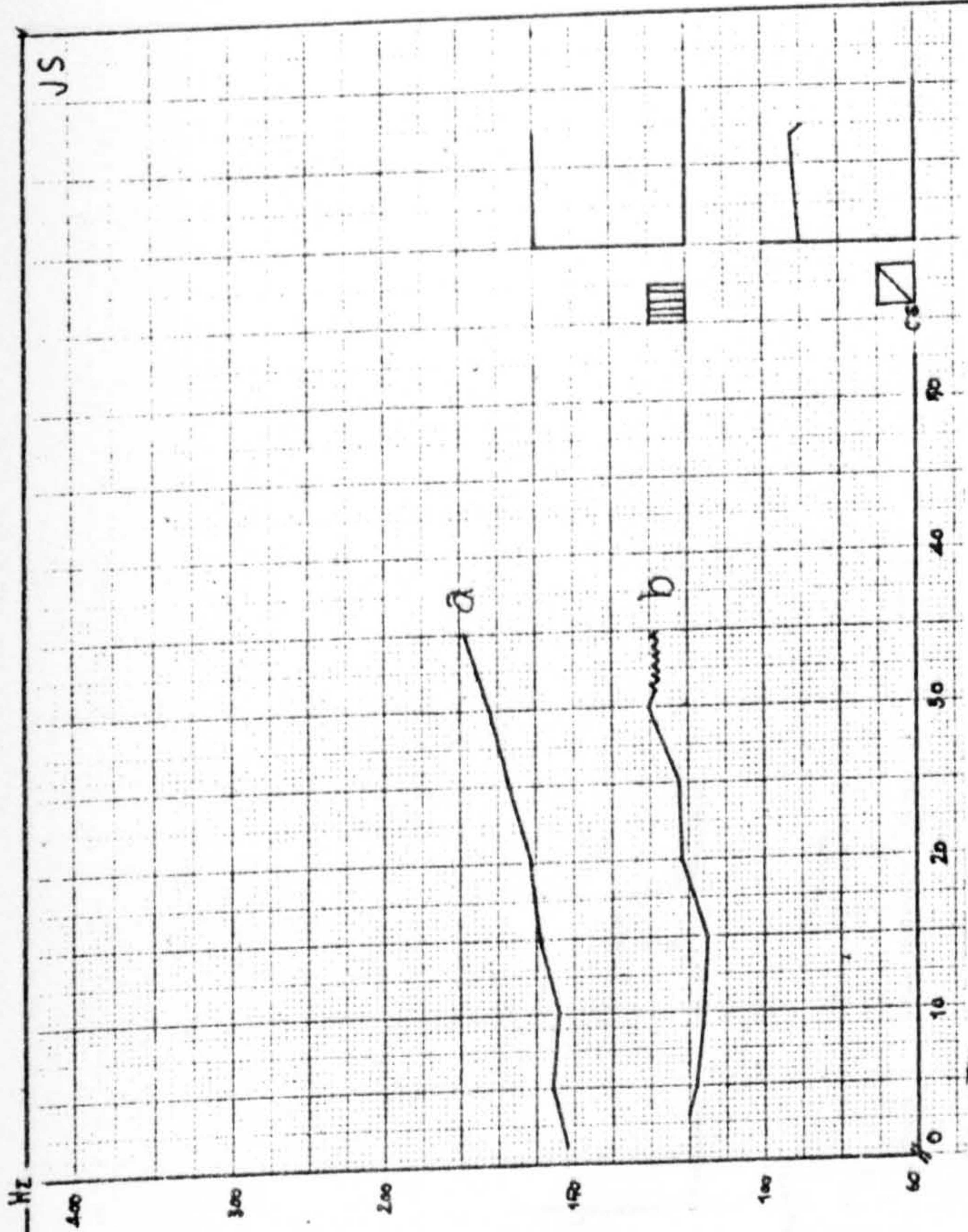


Fig 3.139 - 3.140 illustrate the acoustic and the auditory records of the phonemic high

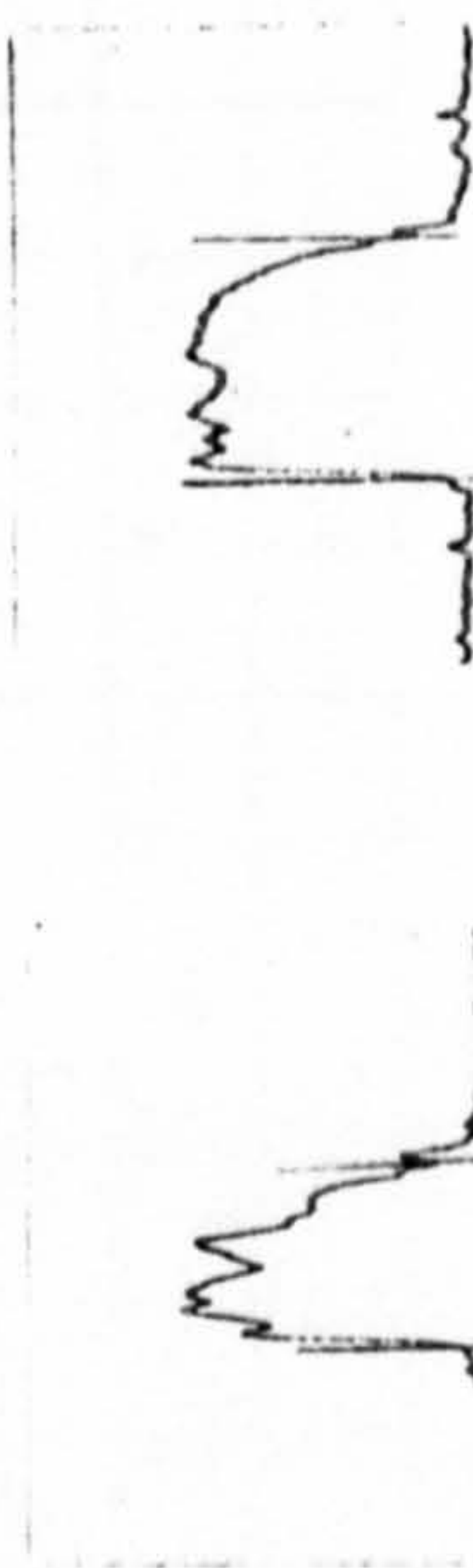
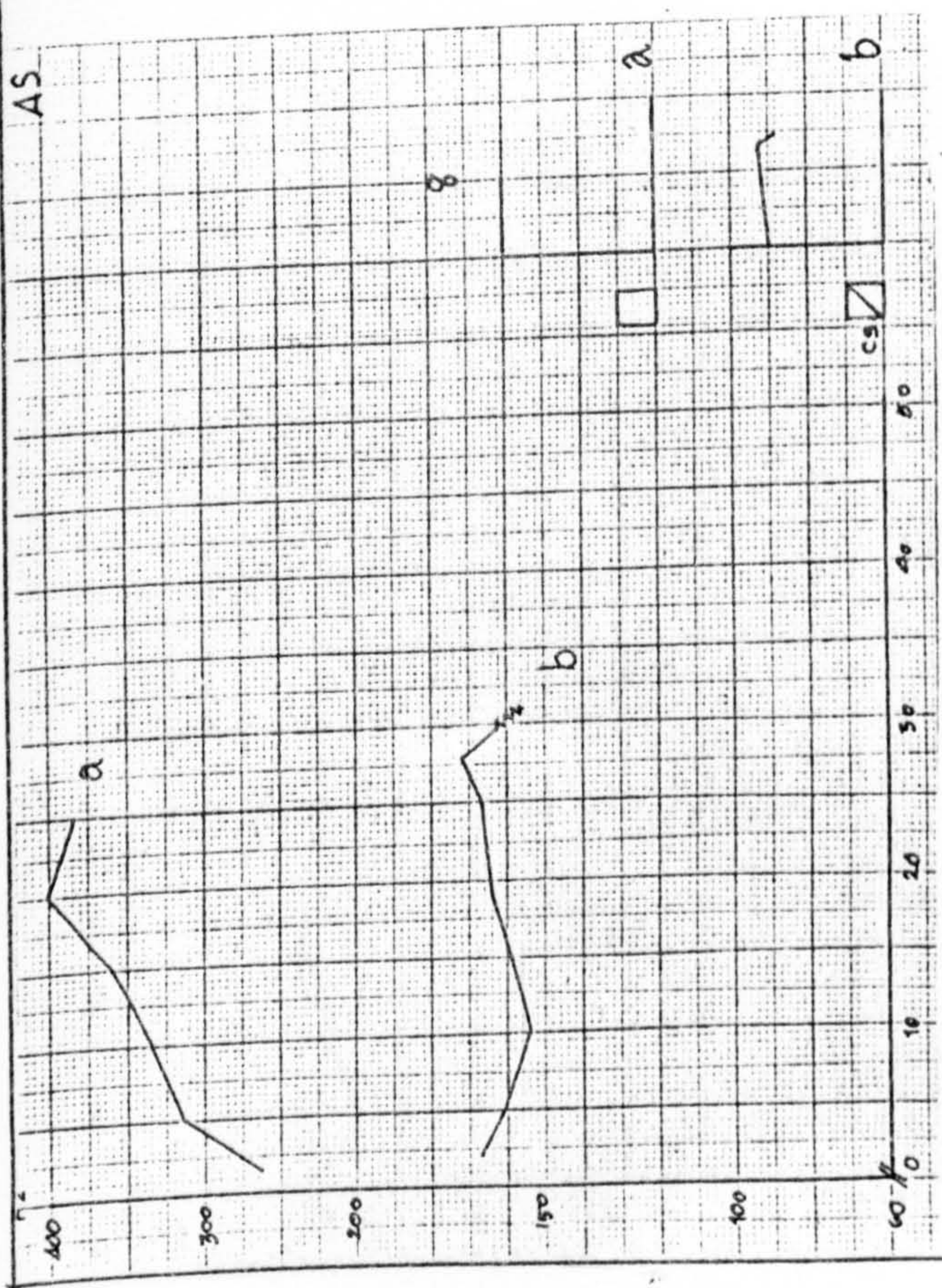
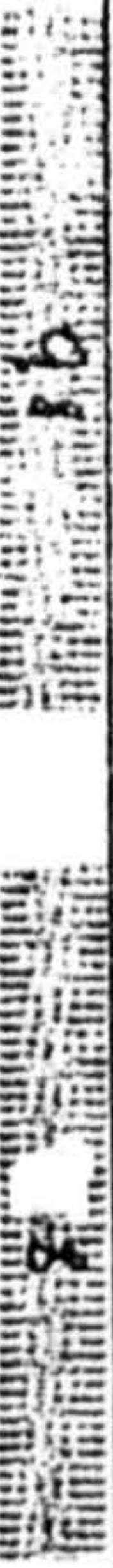
tone in the word /phuh/ uttered with 2 contrastiv attitudinal meanings :

8.a Surprised attitude

8.b Neutral.



/phæ^h/



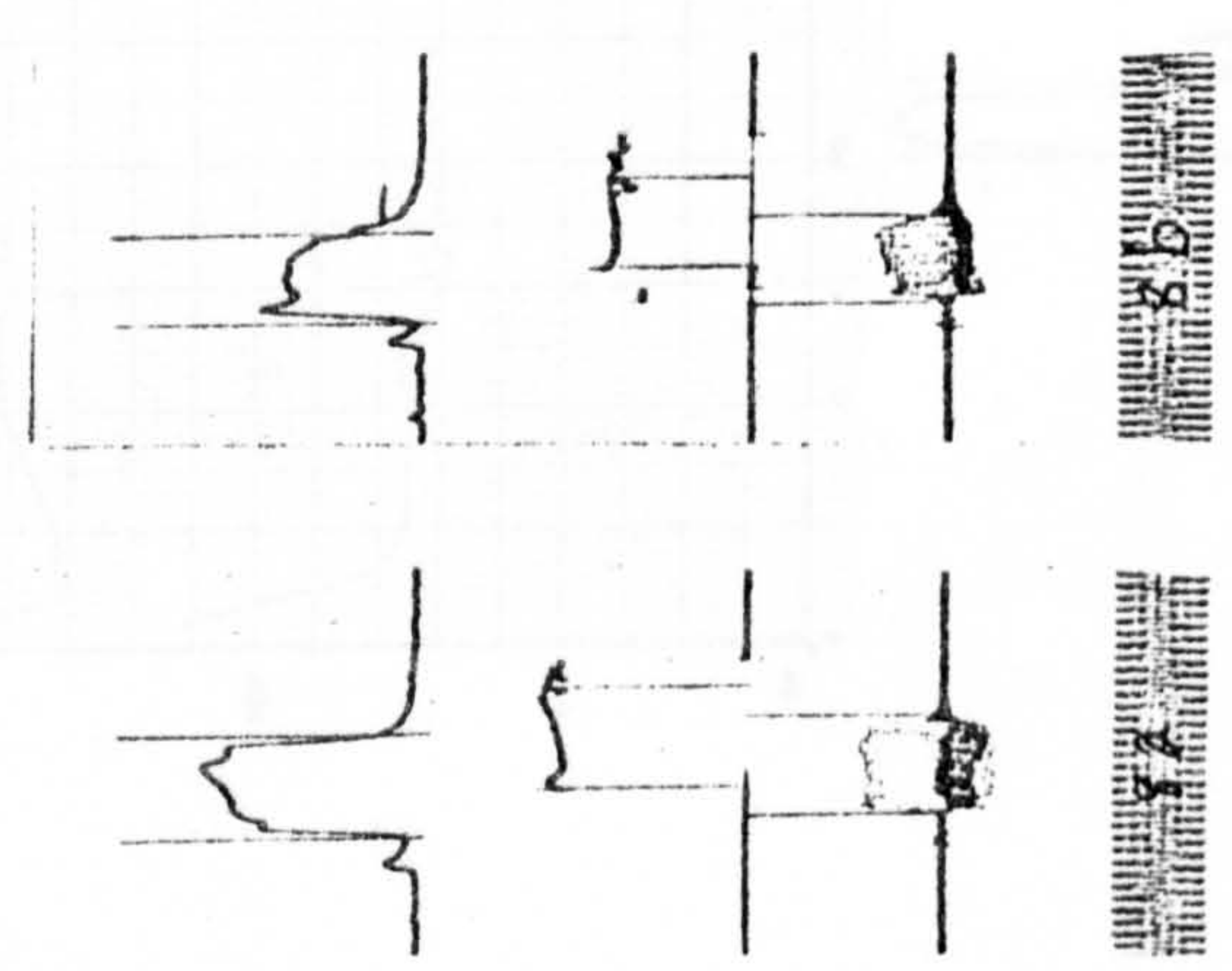
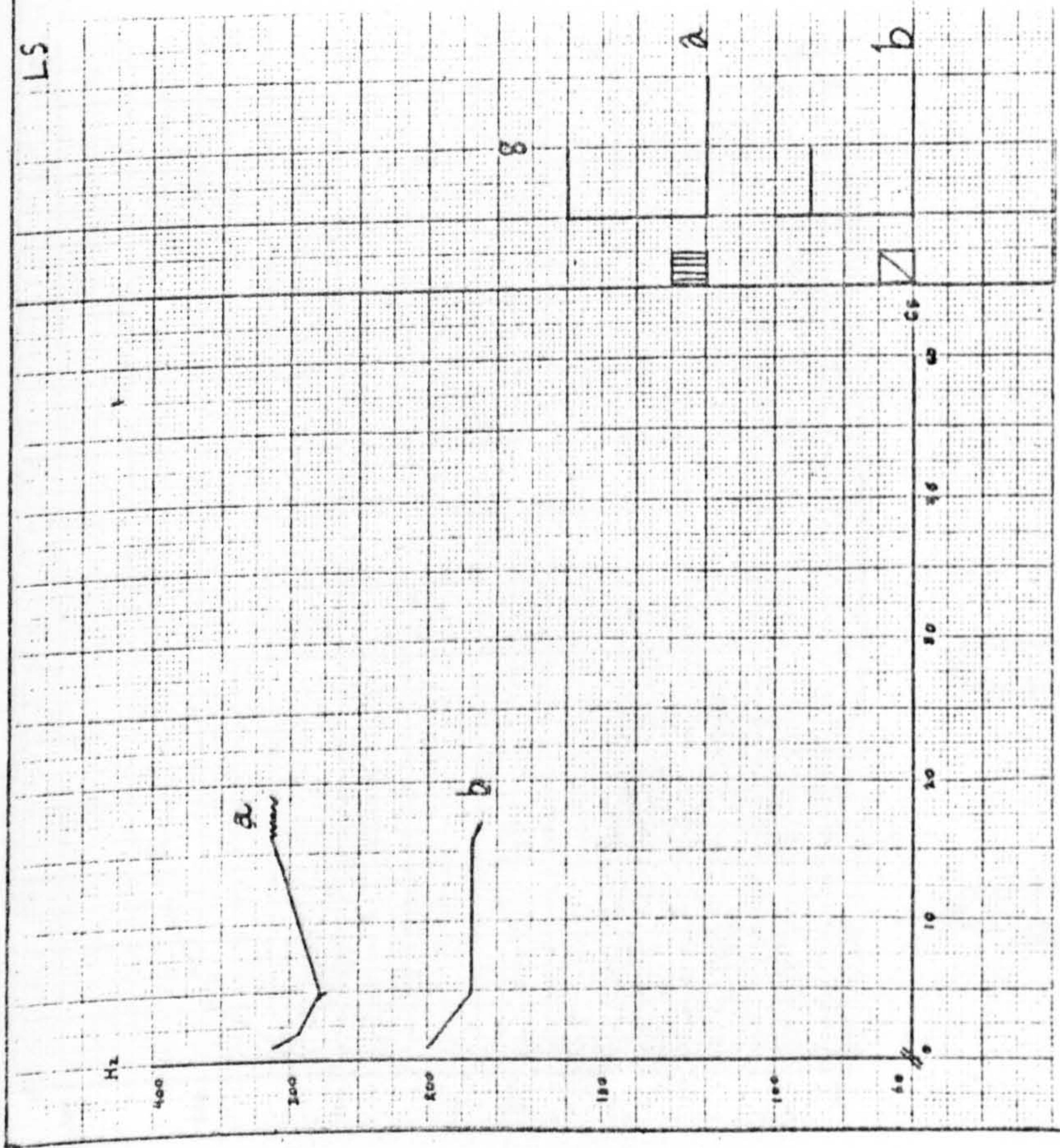
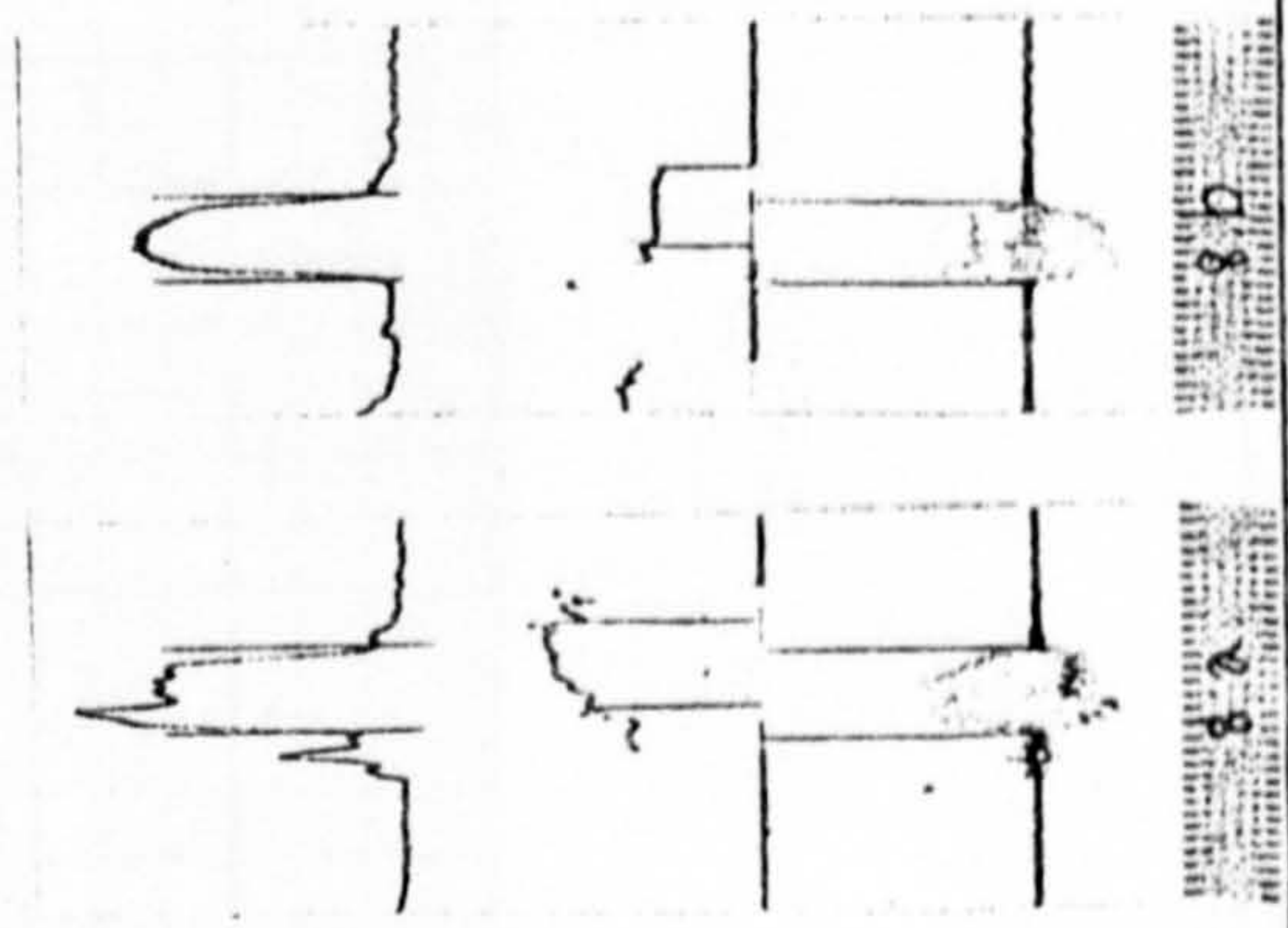
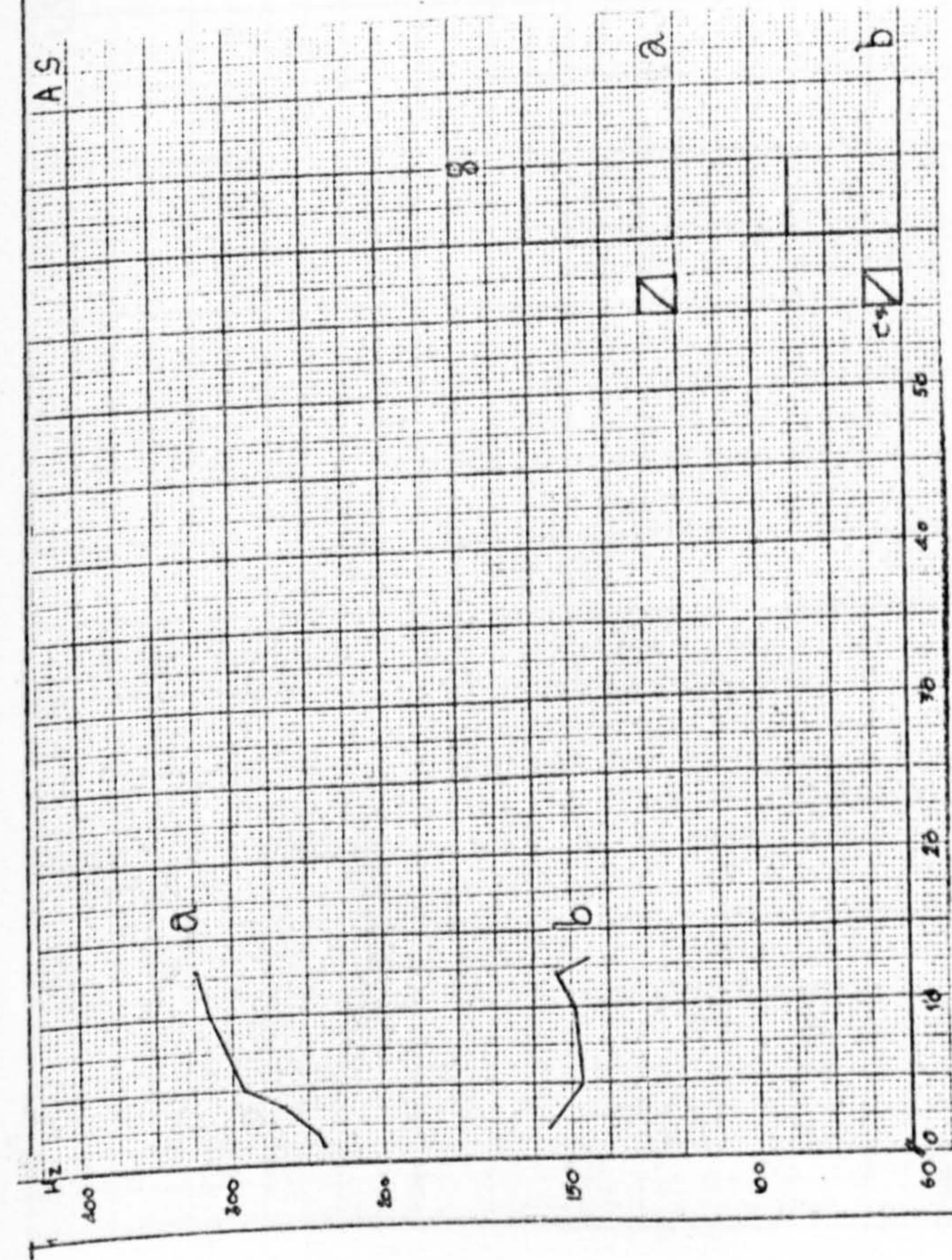


Fig 3.141 - 3.142 illustrate the acoustic and the auditory records of the phonemic high

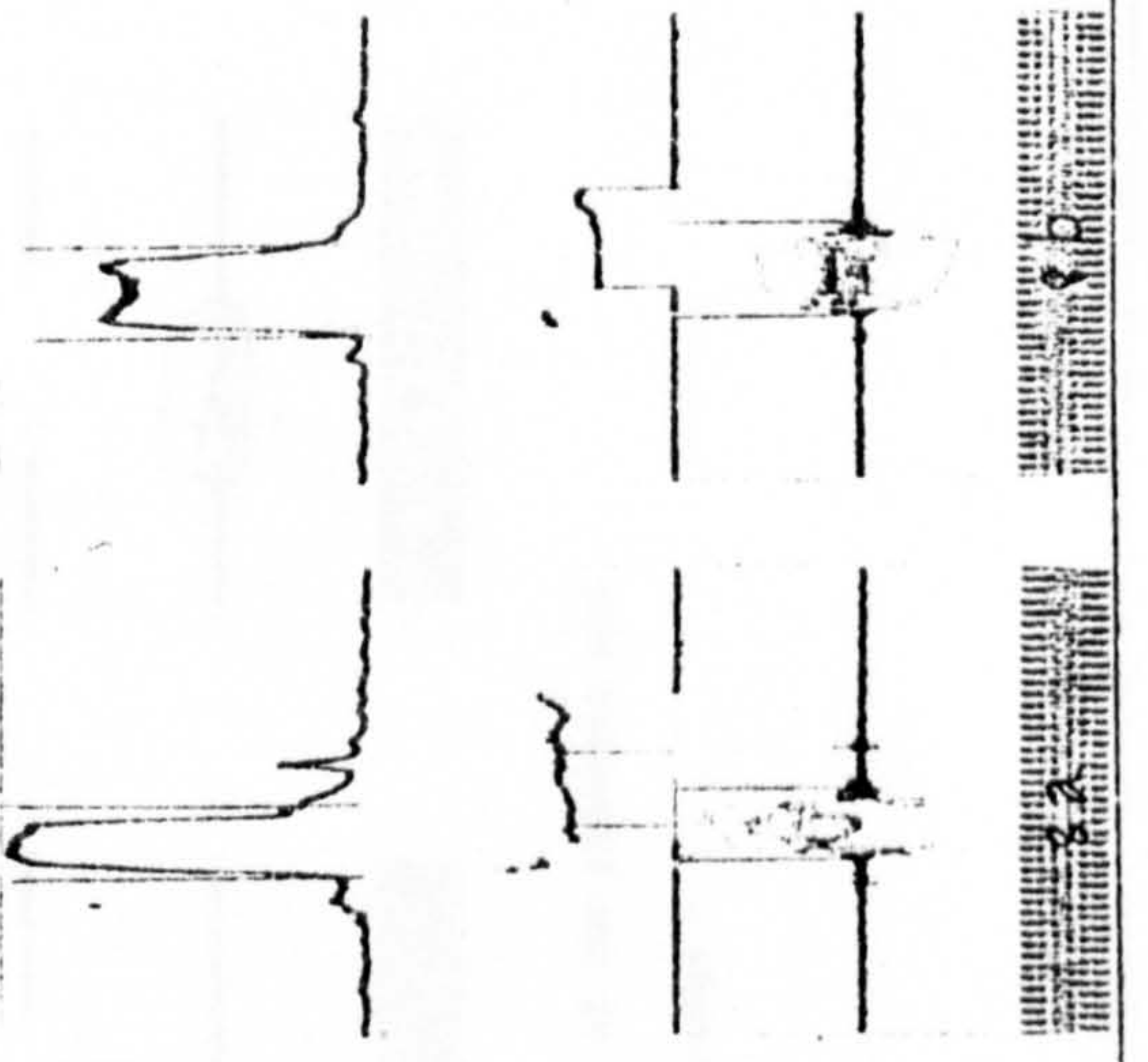
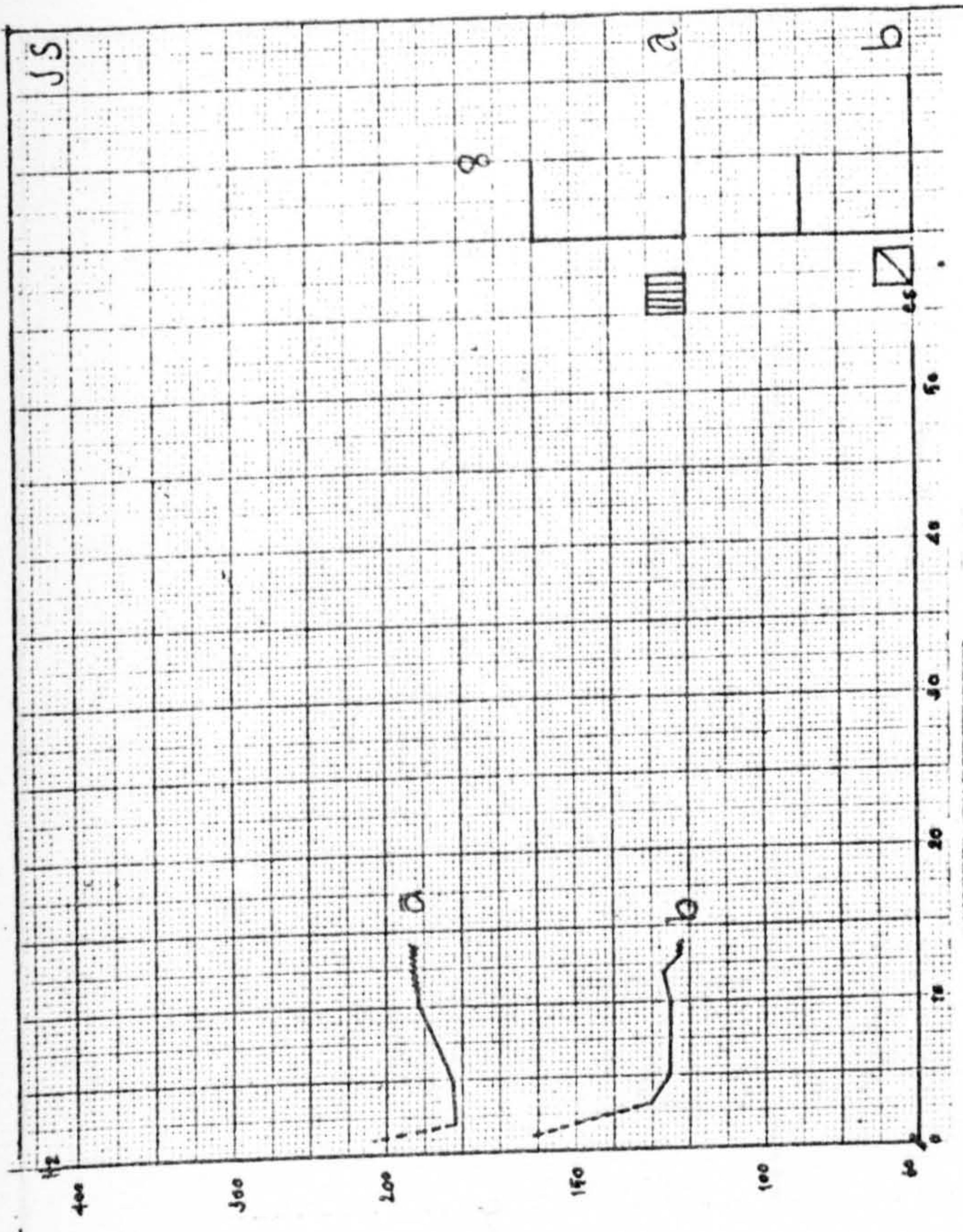
tone in the word /khot^h/ uttered with 2 contrastive attitudinal meanings :

8.a Surprised attitude

8.b Neutral.



/khot^h/



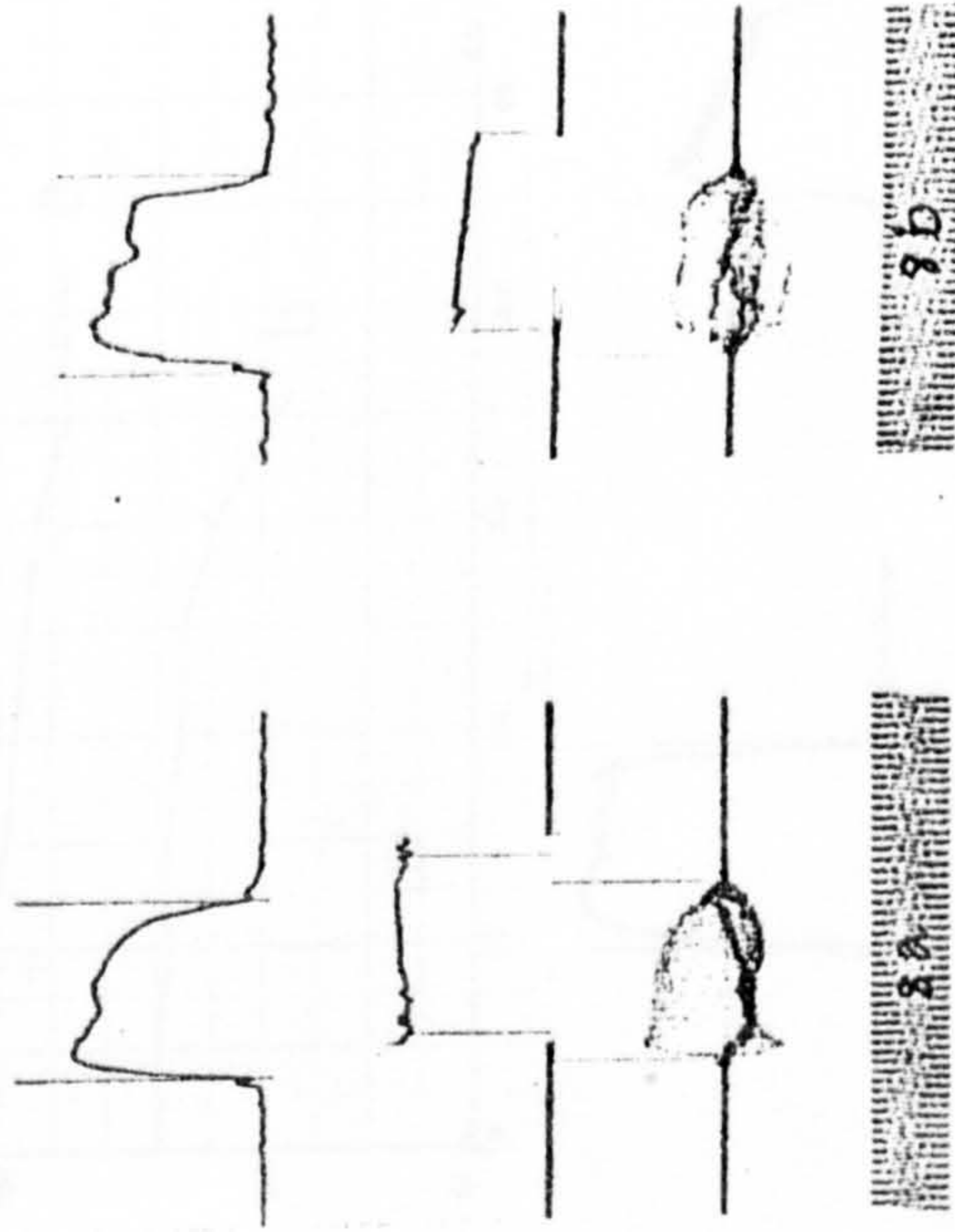
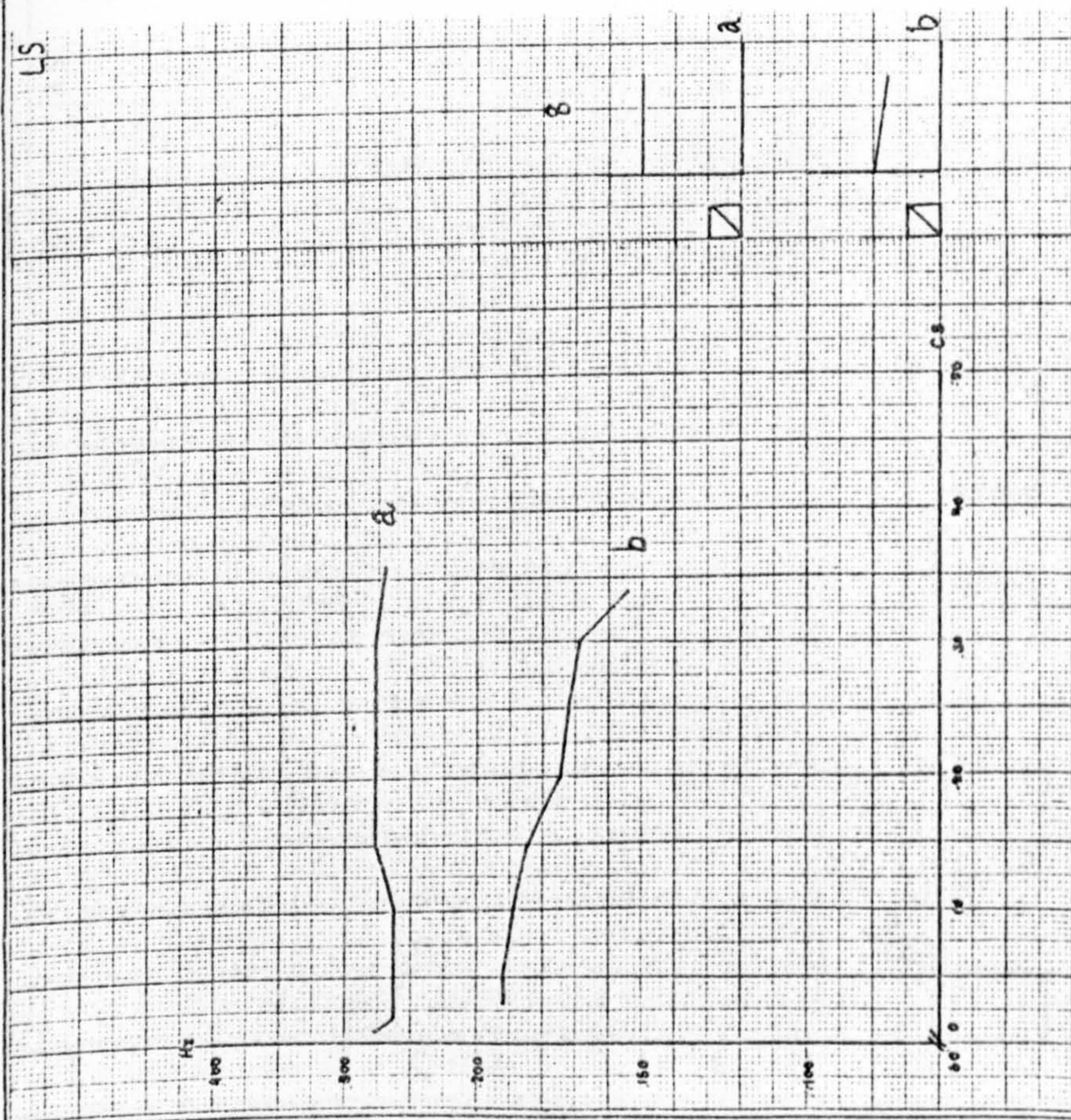
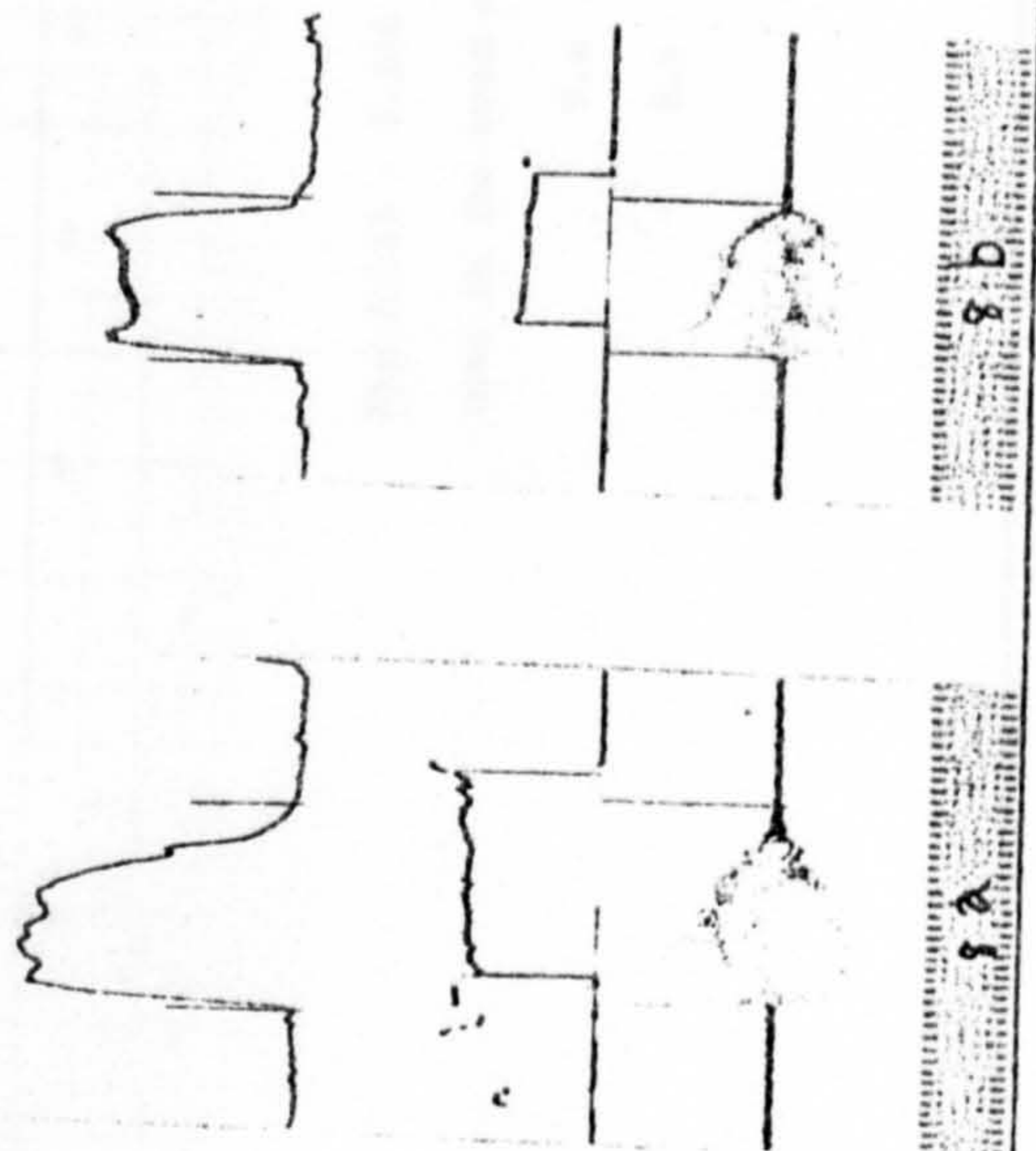
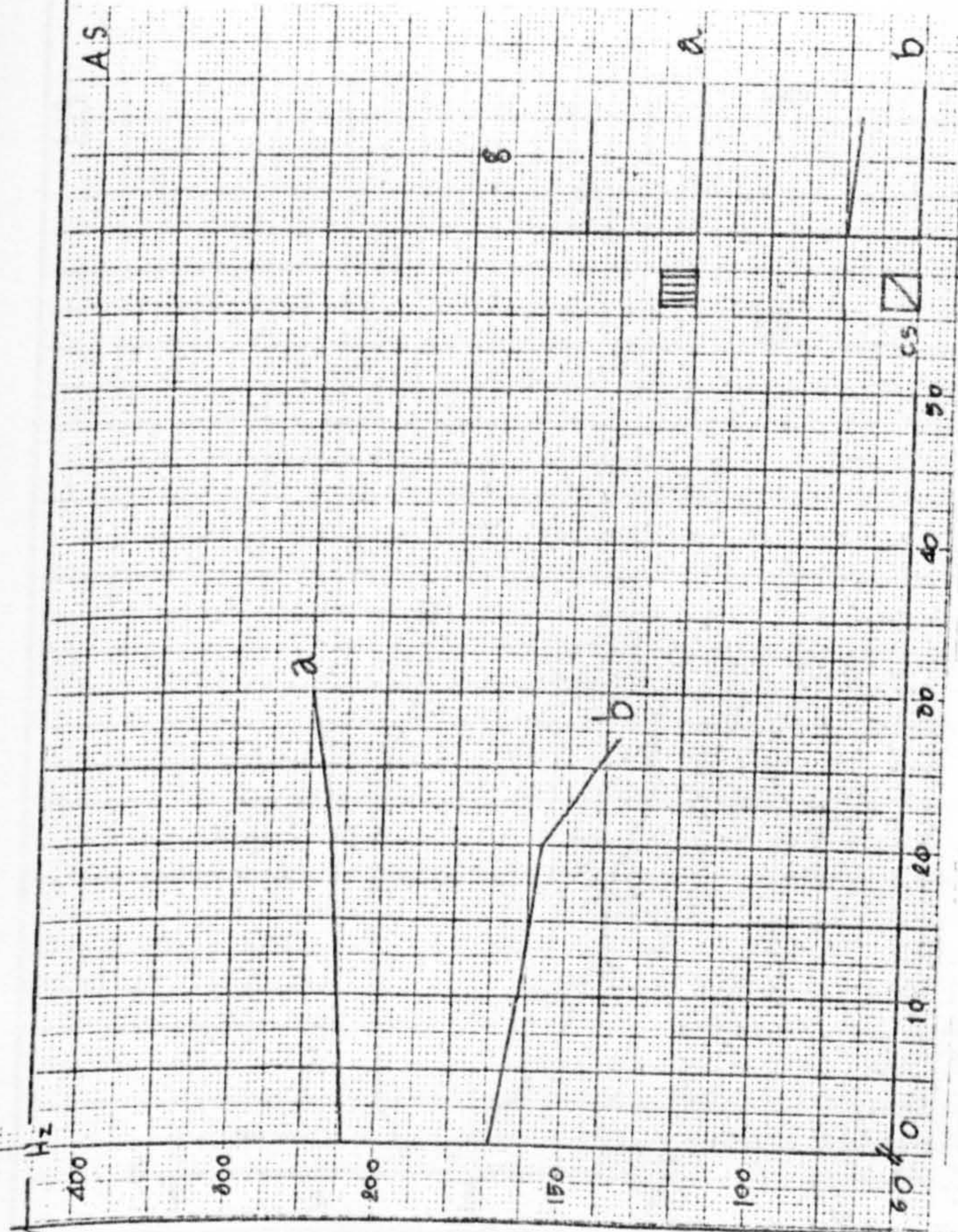


Fig 3.143 - 3.144 illustrate the acoustic and the auditory records of the phonemic mid

tone in the word /ke:^m/ uttered with 2 contrastive attitudinal meanings :

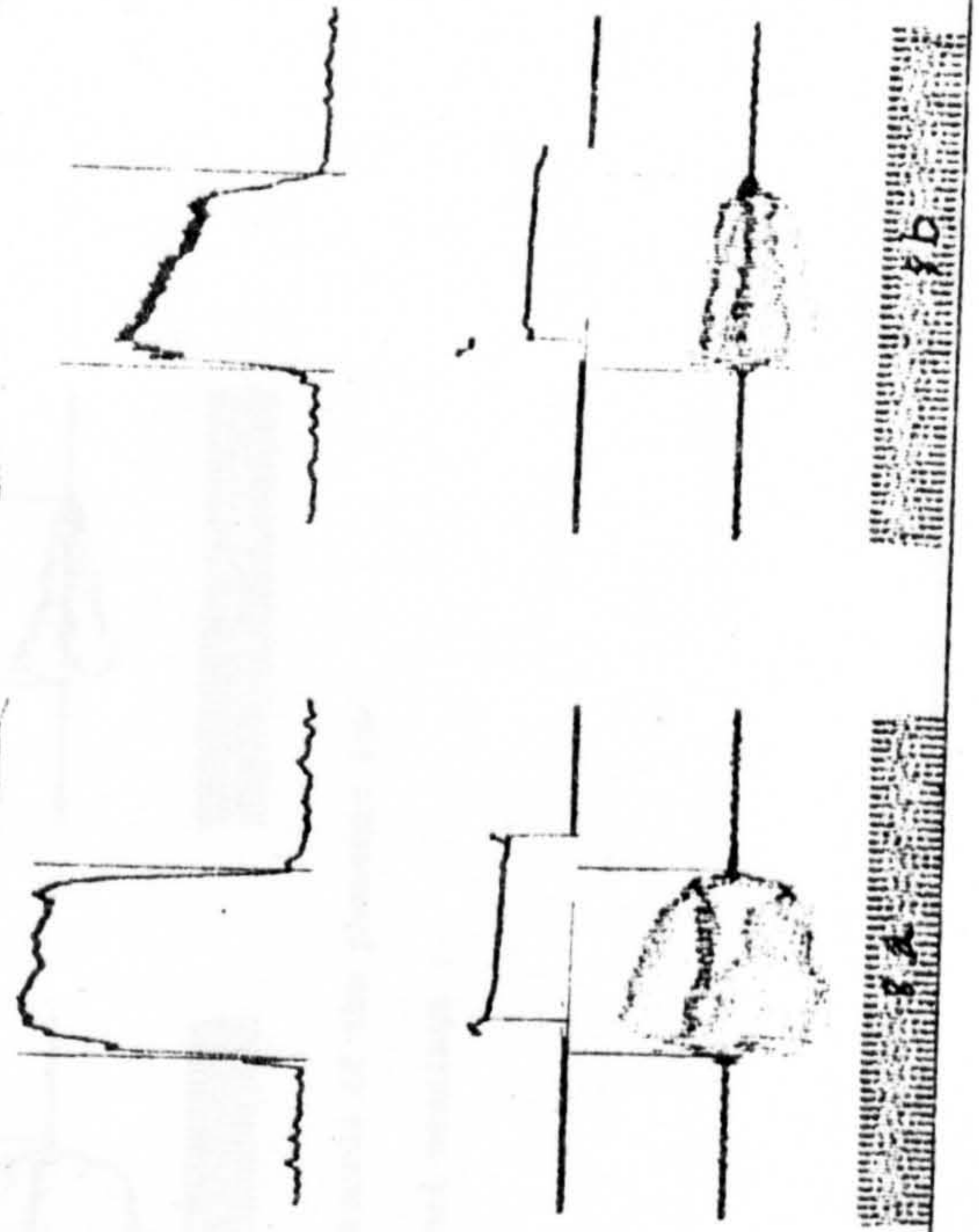
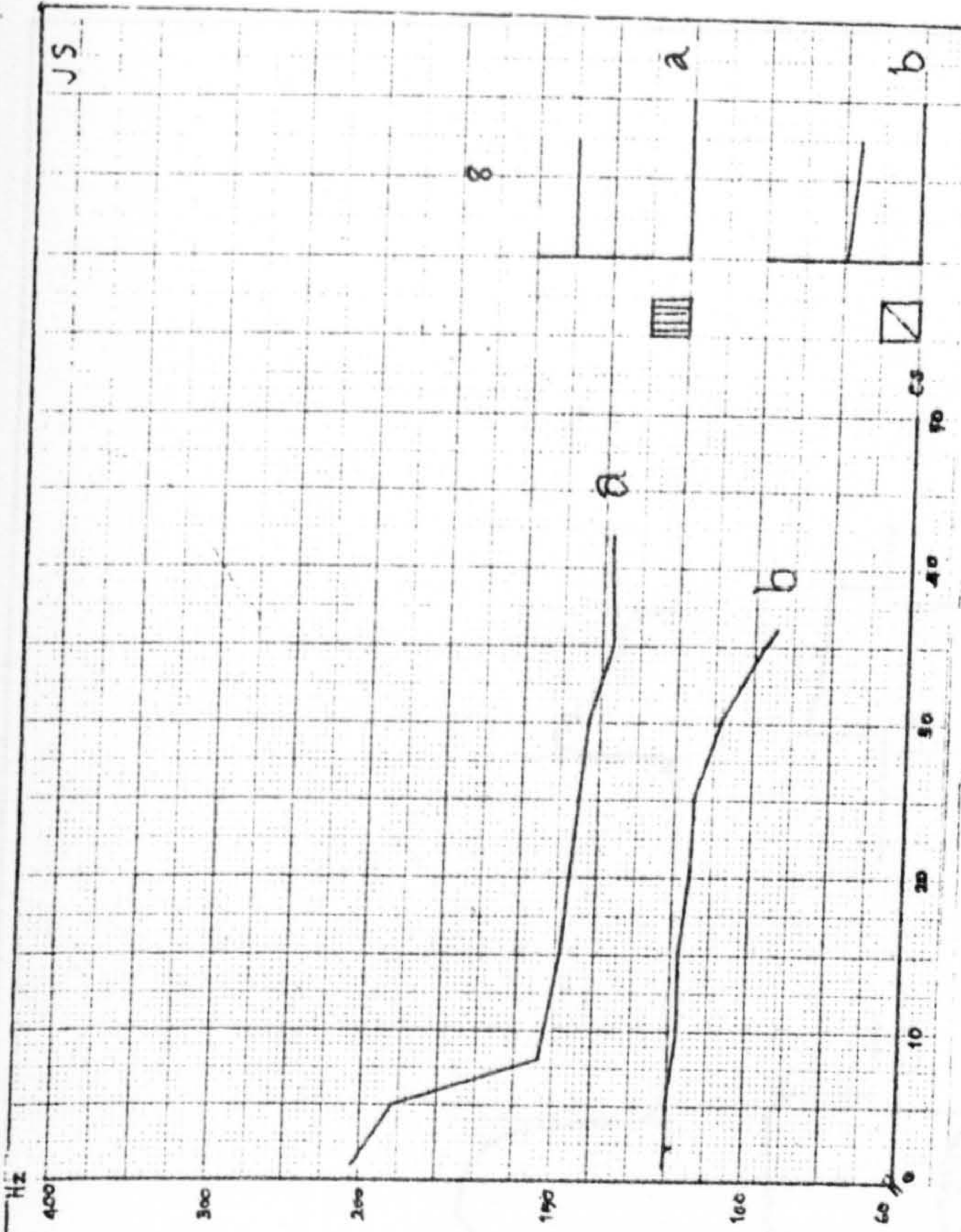
8.a Surprised attitude

8.b Neutral.



/ke:ː/

3.144



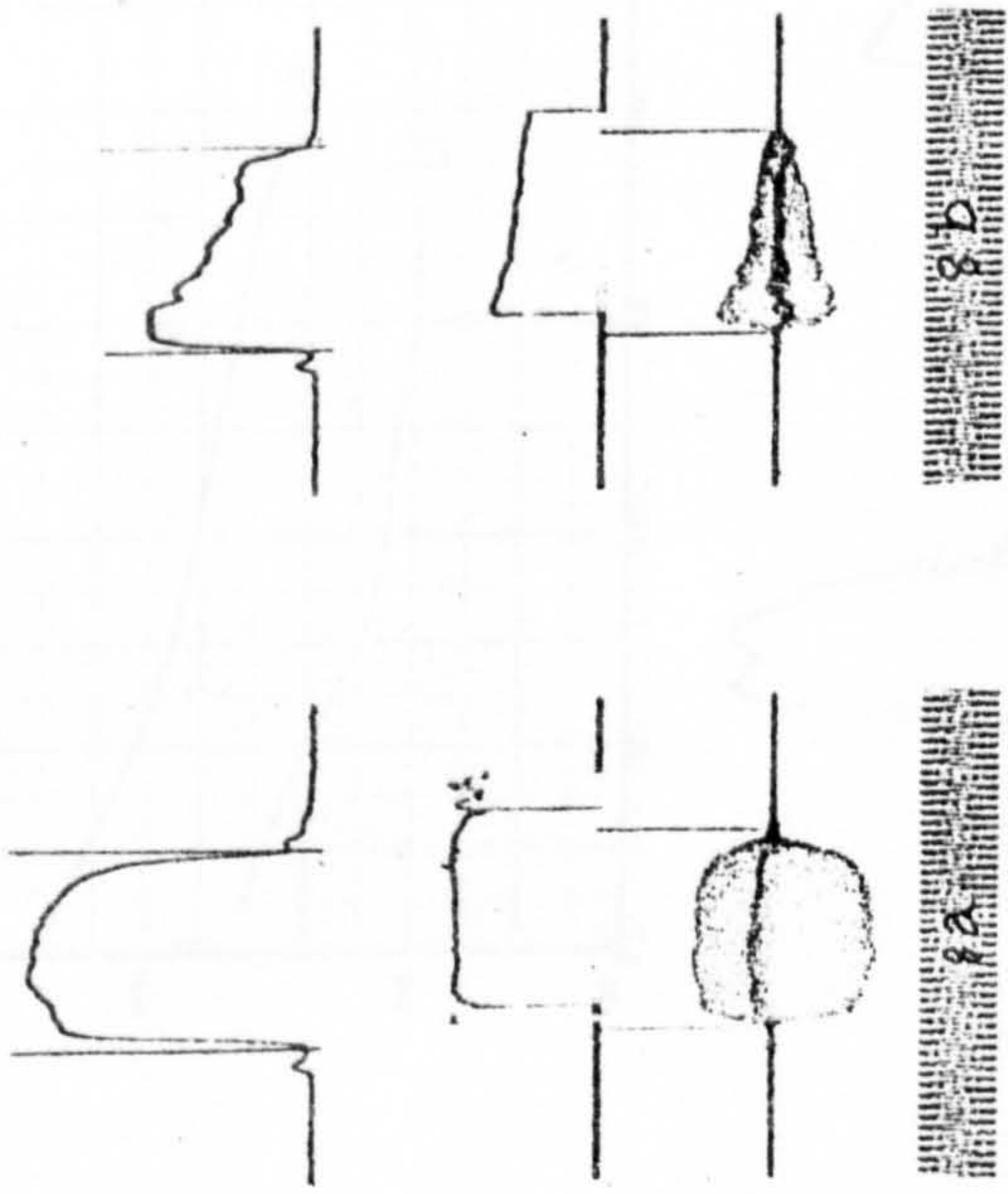
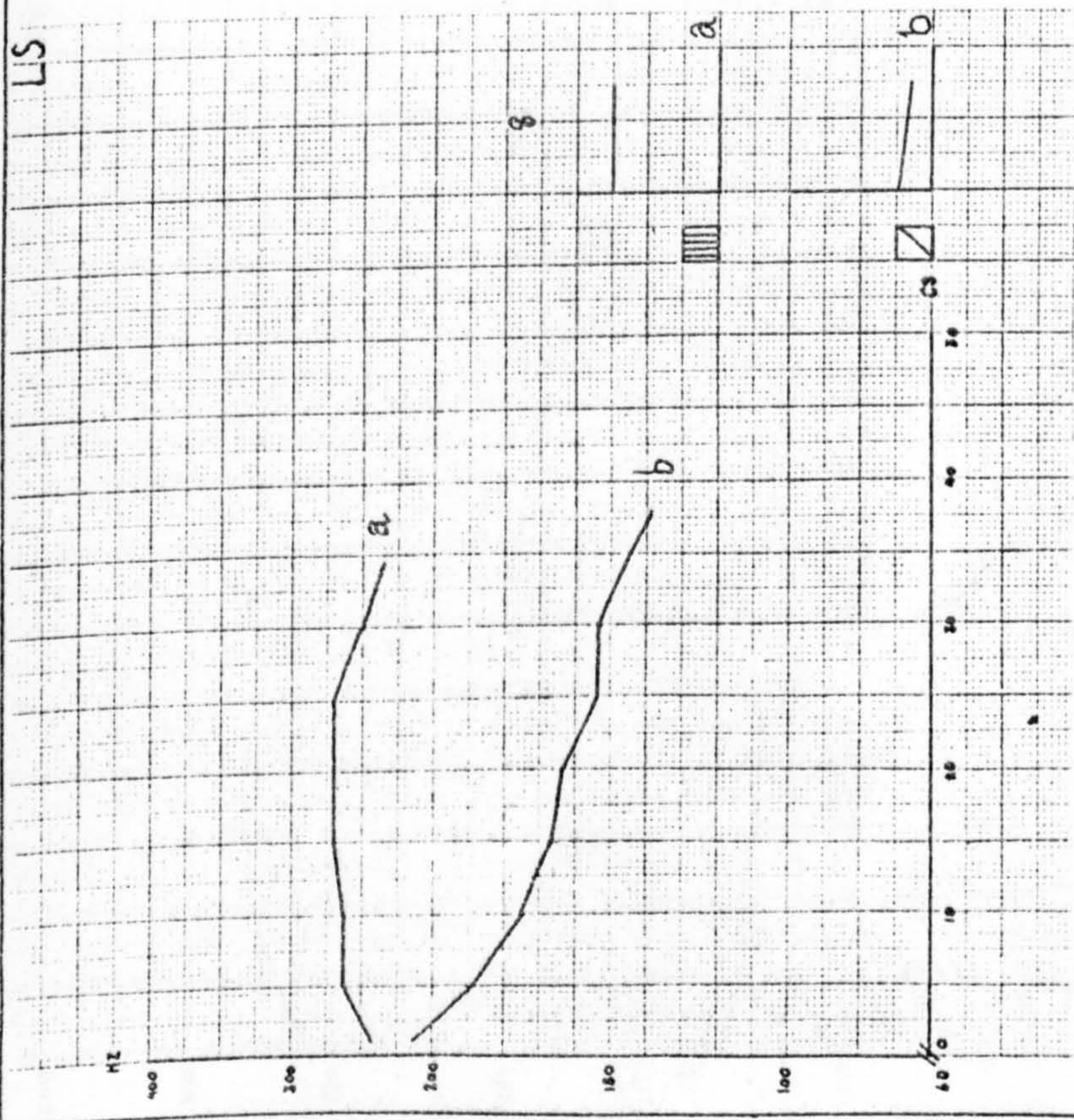
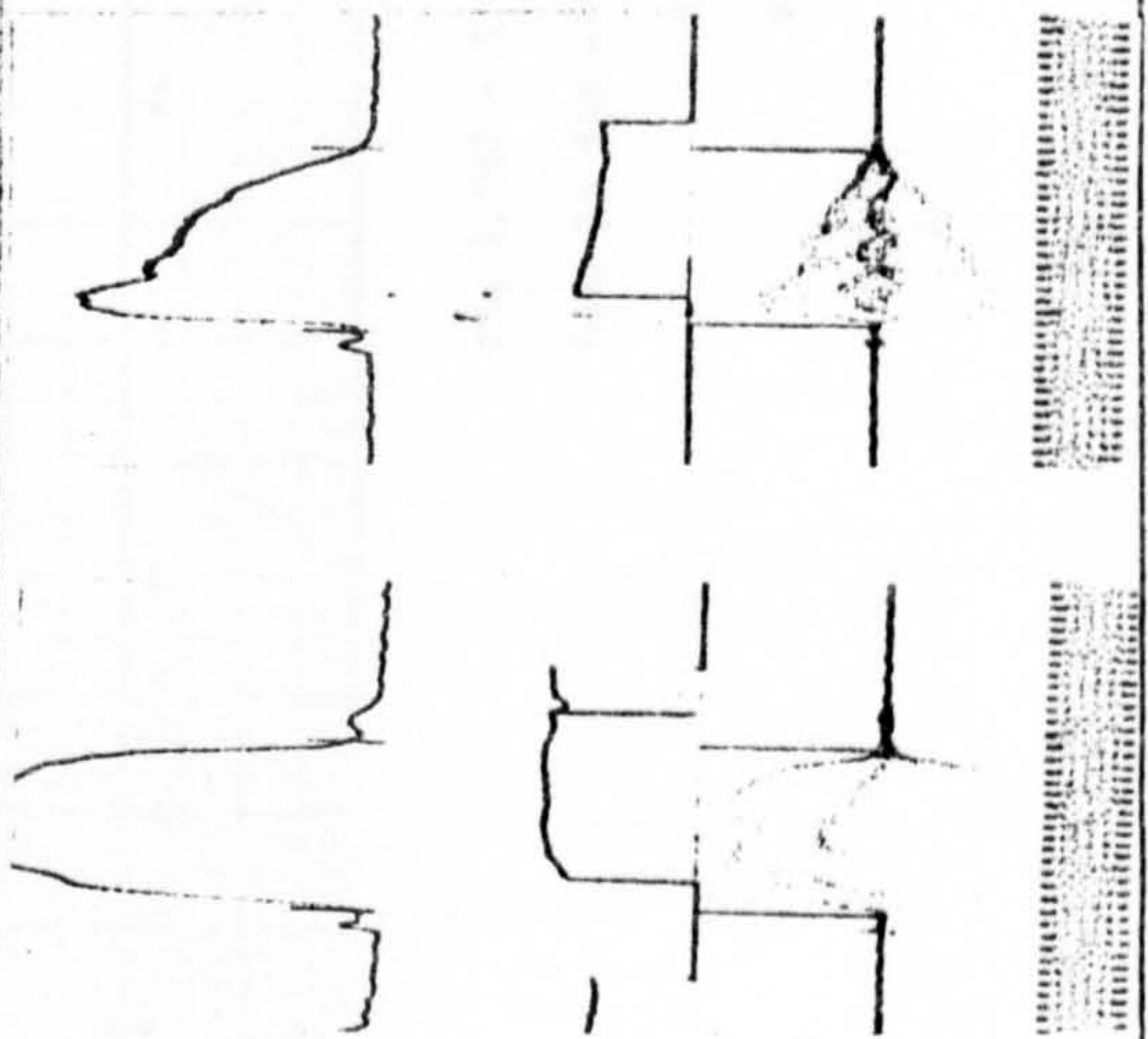
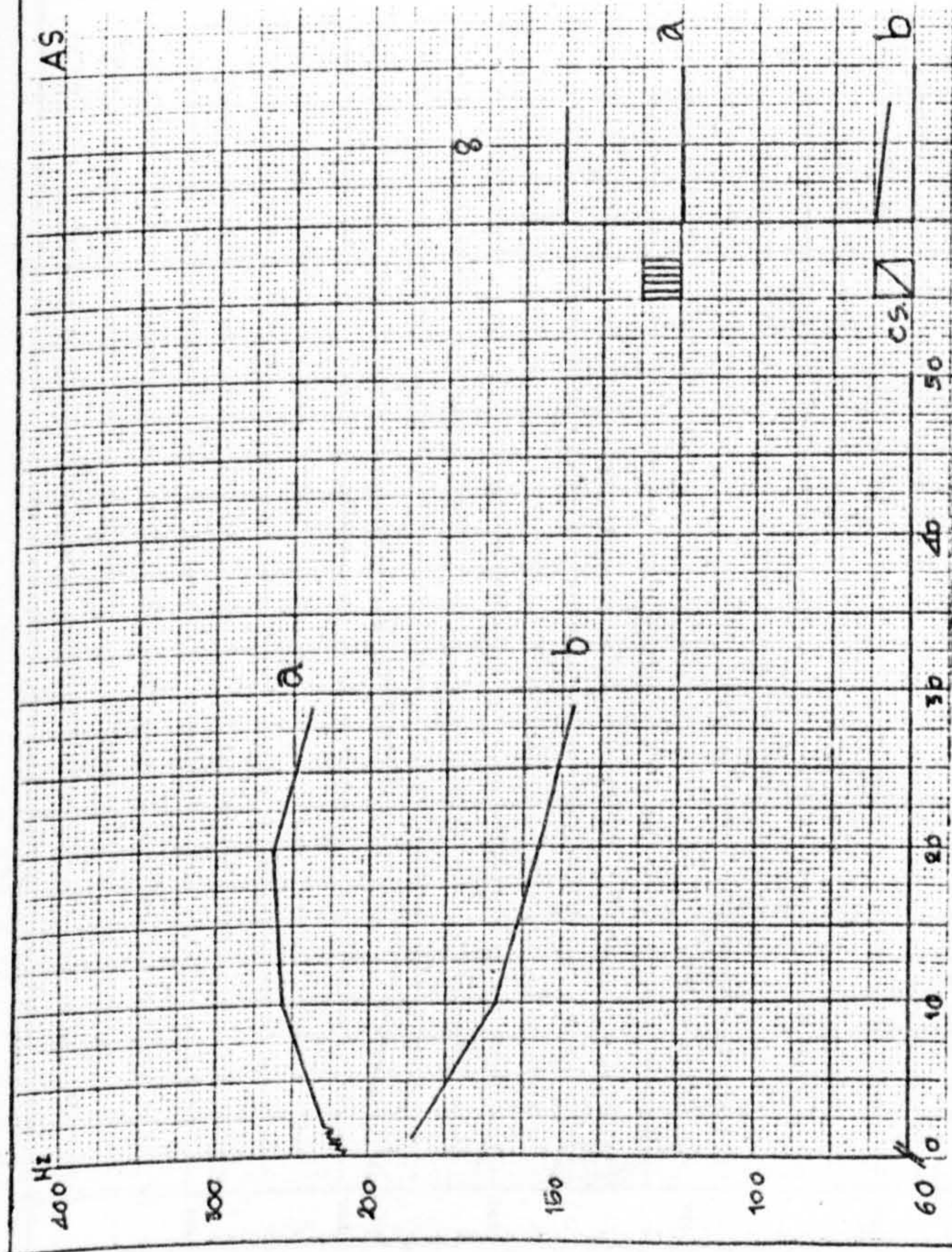


Fig 3.145 - 3.146 illustrate the acoustic and the auditory records of the phonemic low

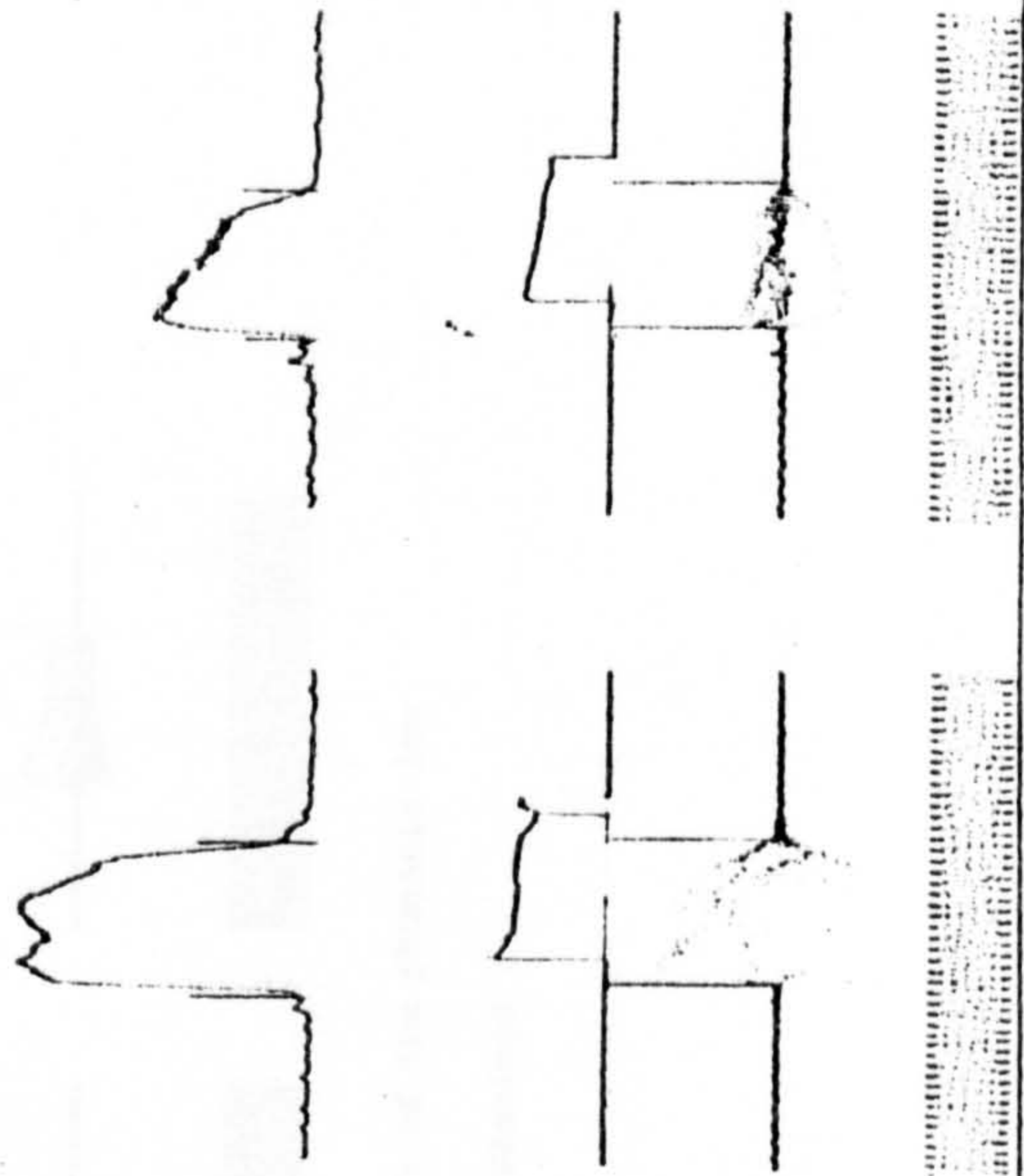
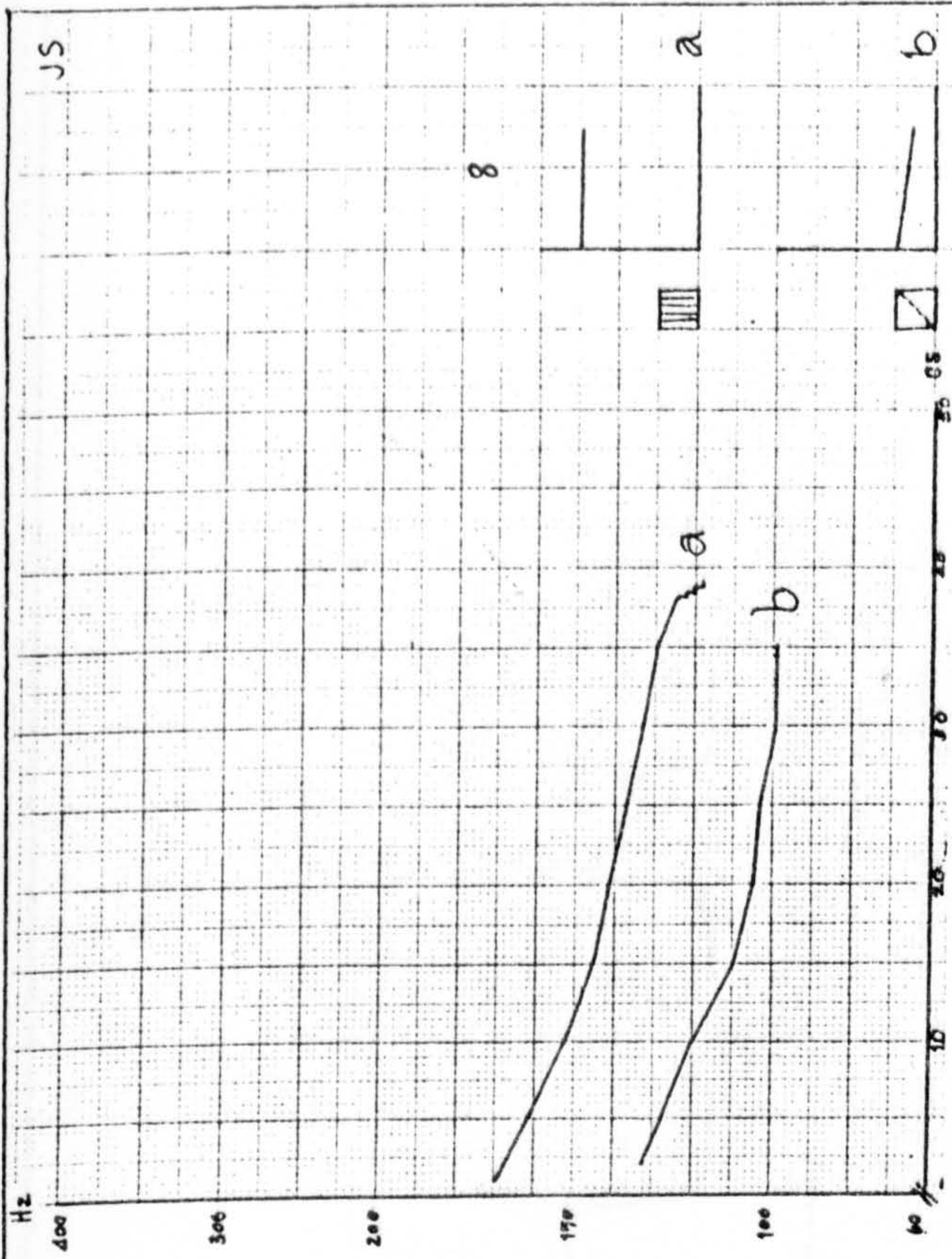
tone in the word /thi:l/ uttered with 2 contrastive attitudinal meanings :

8.a Surprised attitude

8.b Neutral.



/thi:/



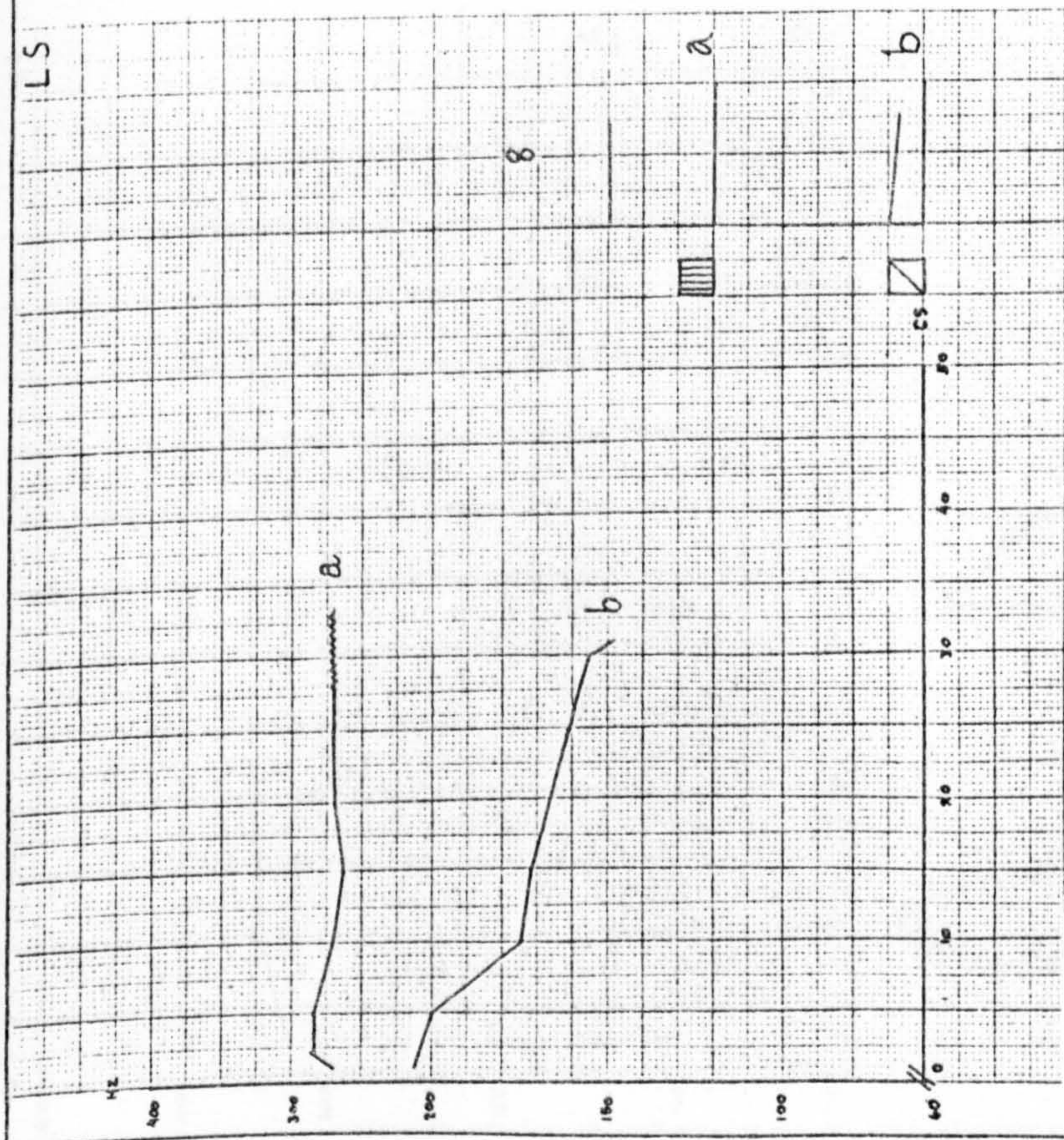
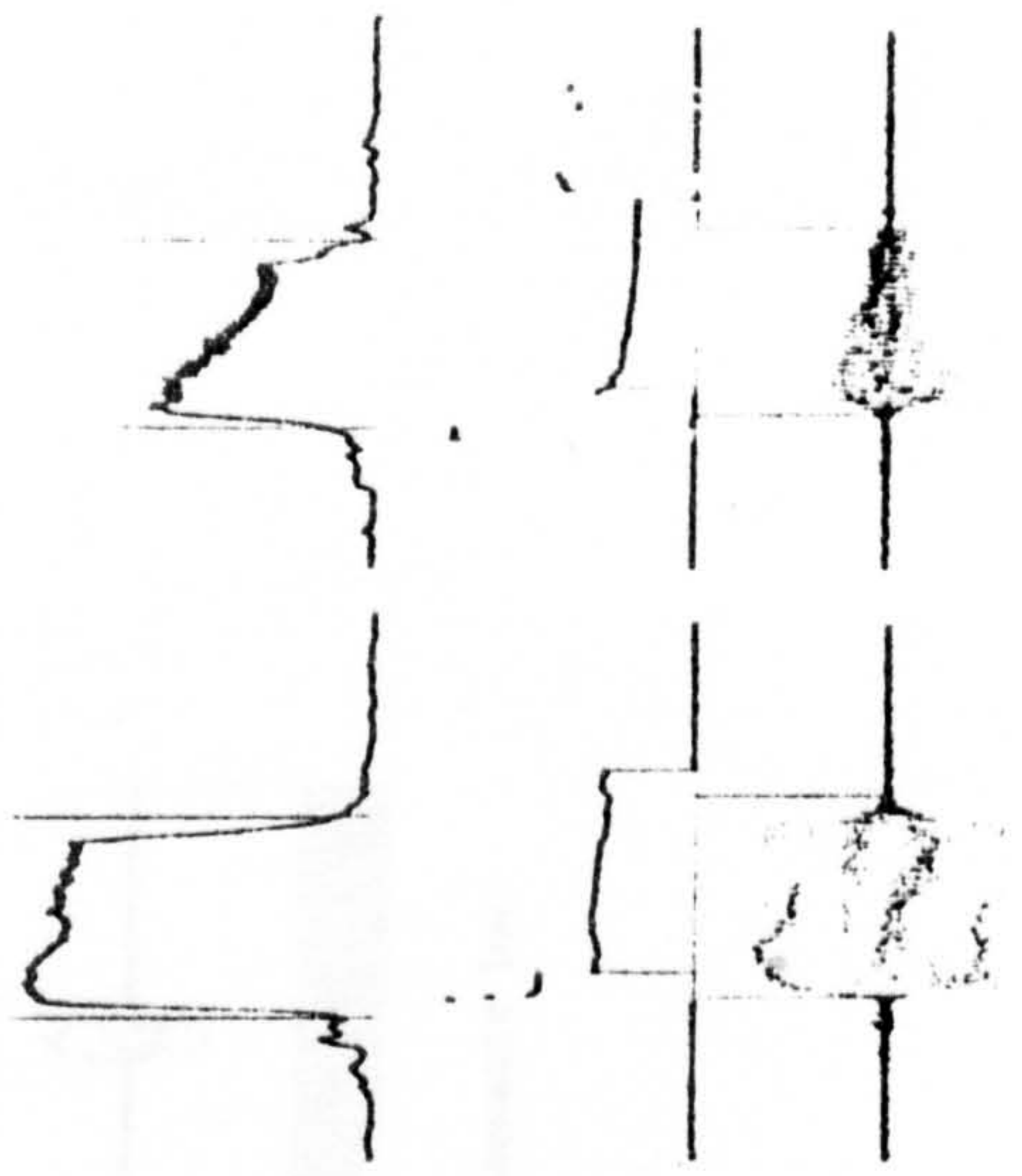
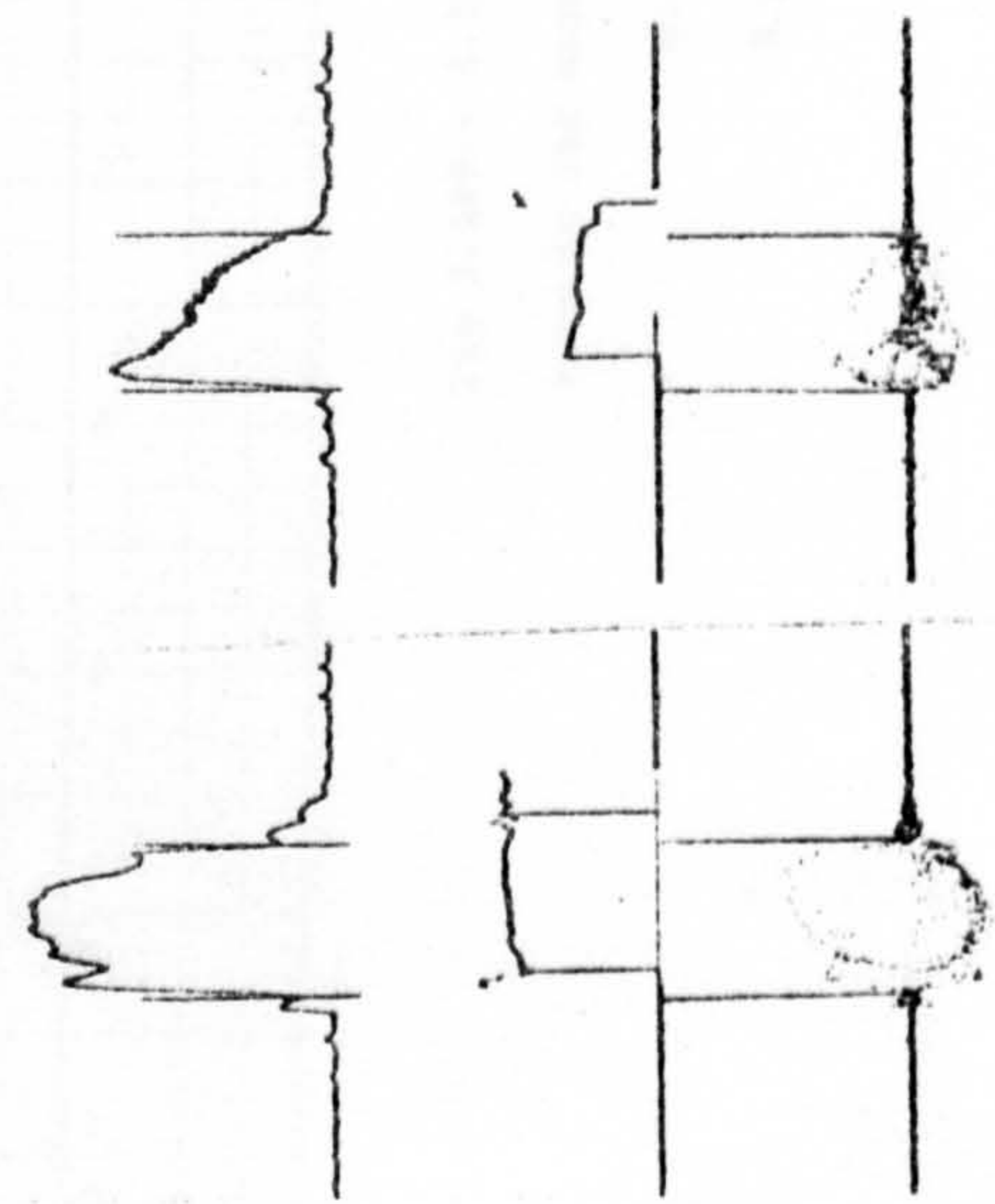
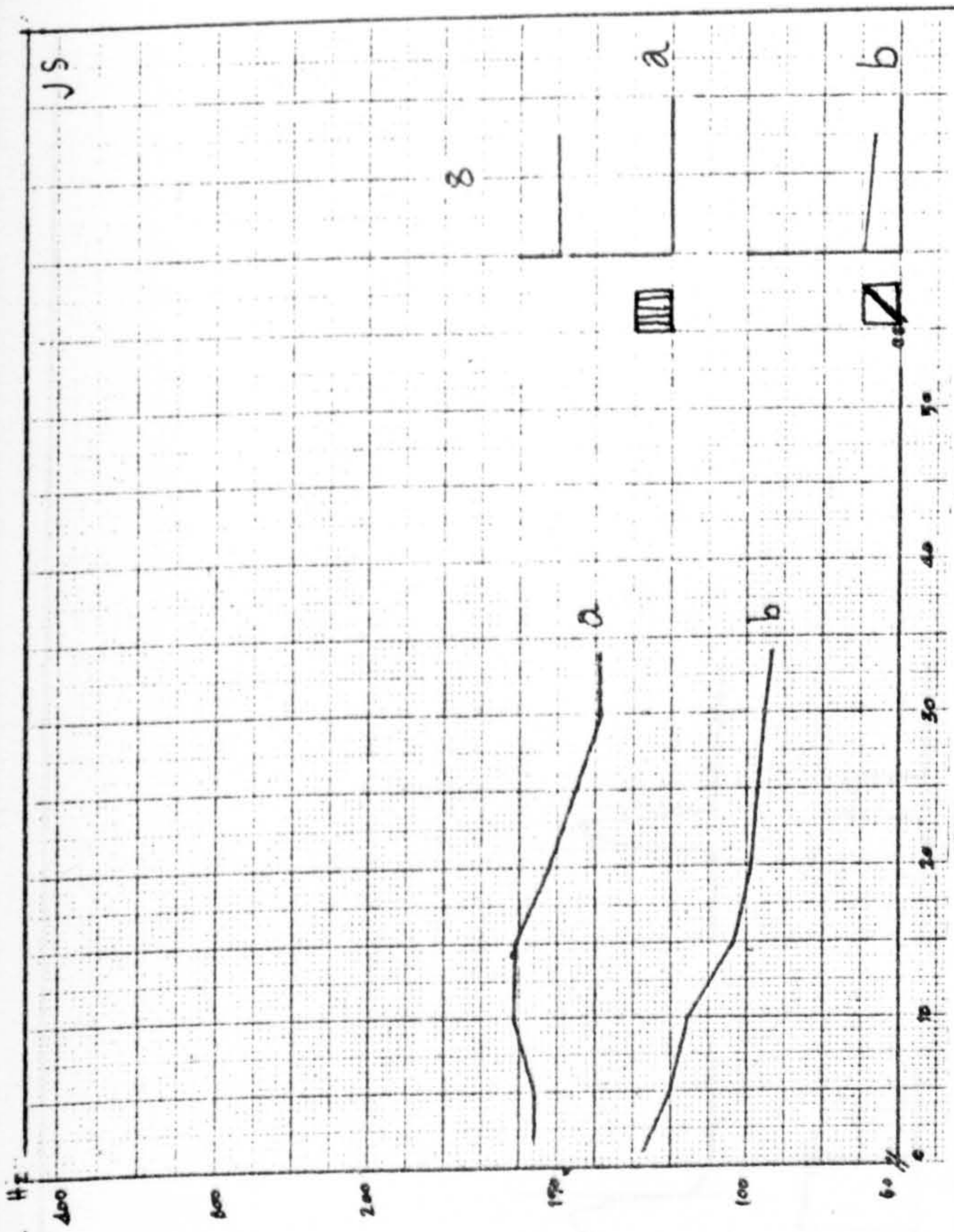
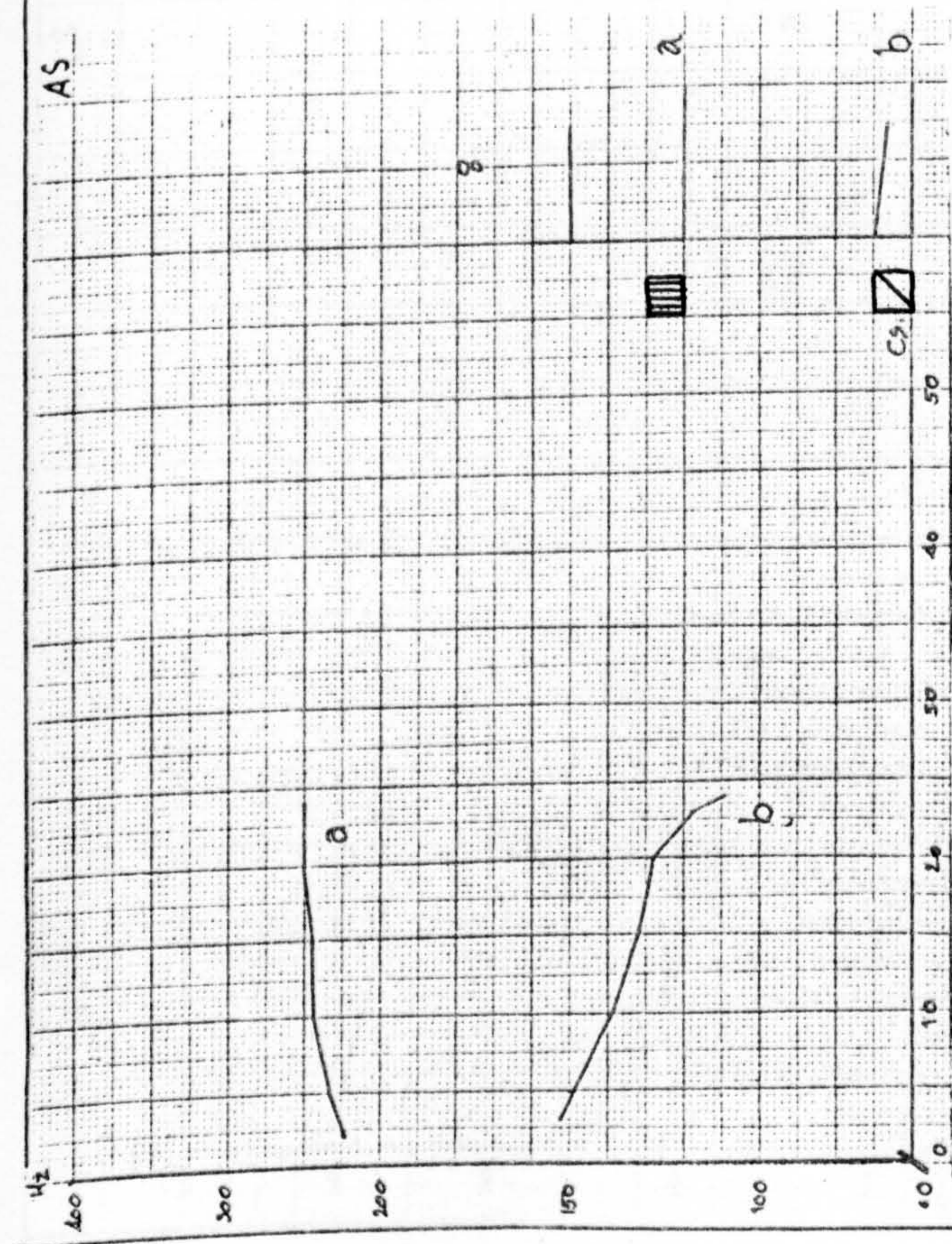


Fig 3.147 - 3.148 illustrate the acoustic and the auditory records of the phonemic low tone in the word /kha:tʰ/ uttered with 2 contrastive attitudinal meanings :

8.a Surprised attitude

8.b Neutral.



/khat/

8 a

8 a

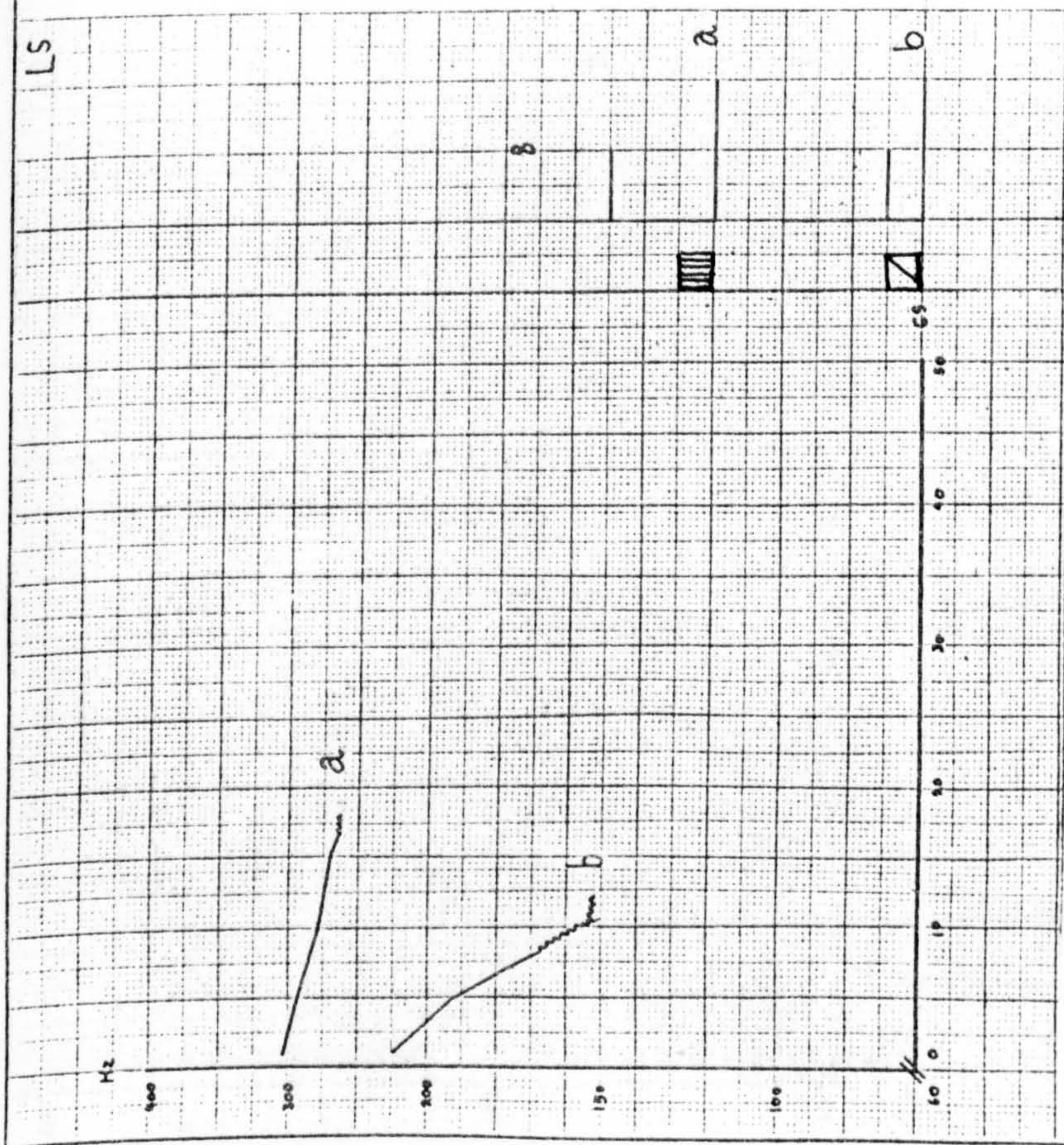
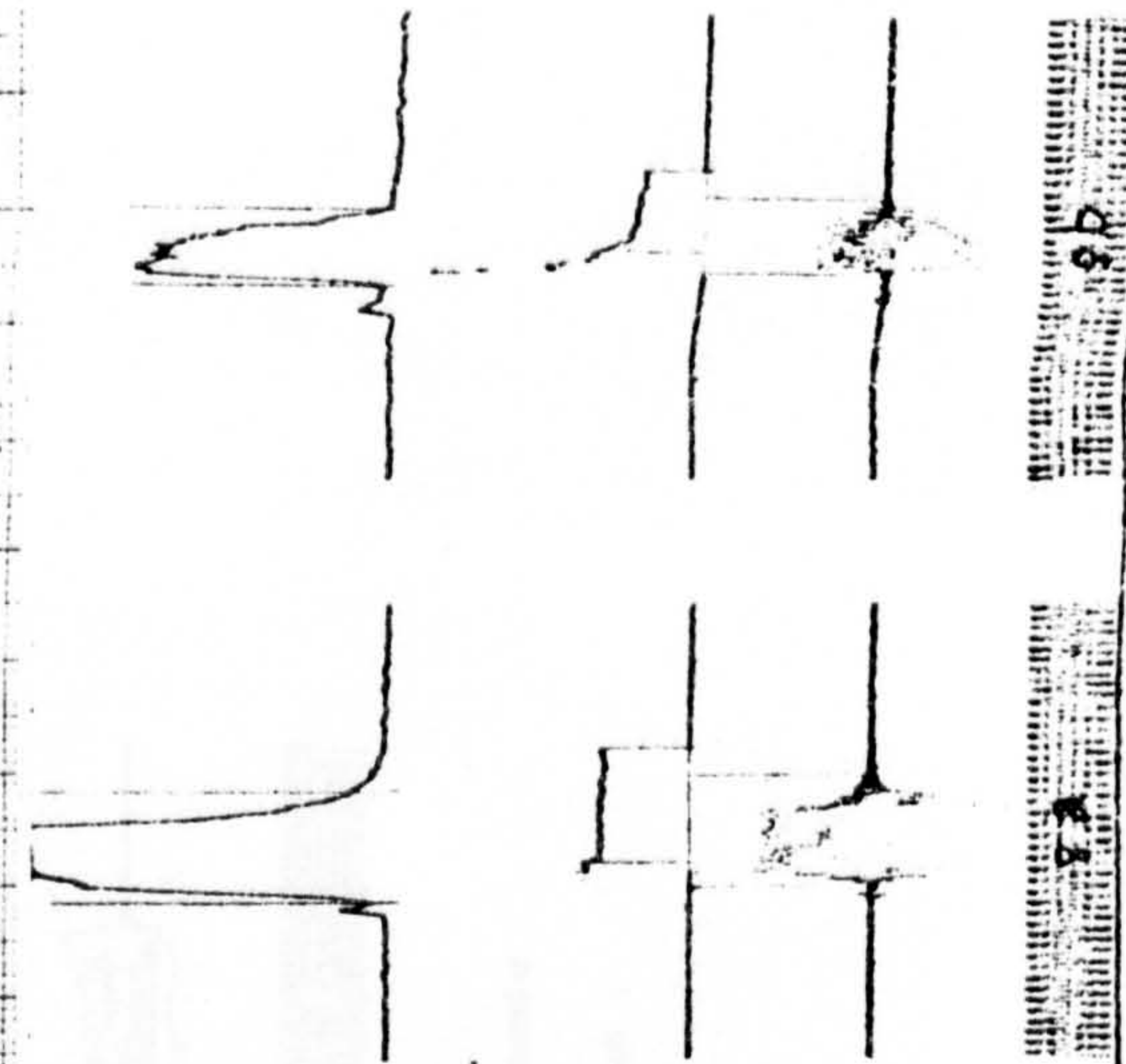
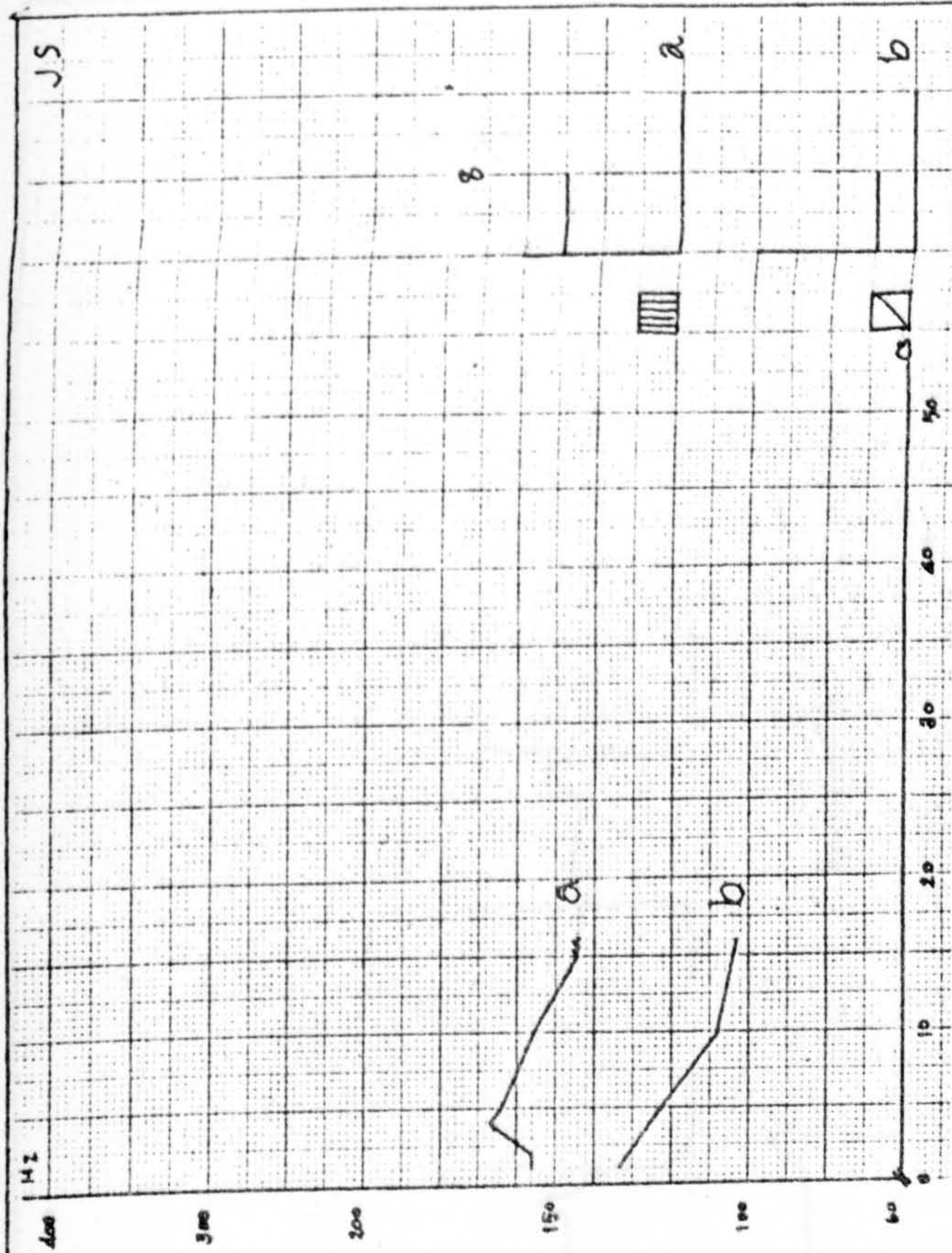
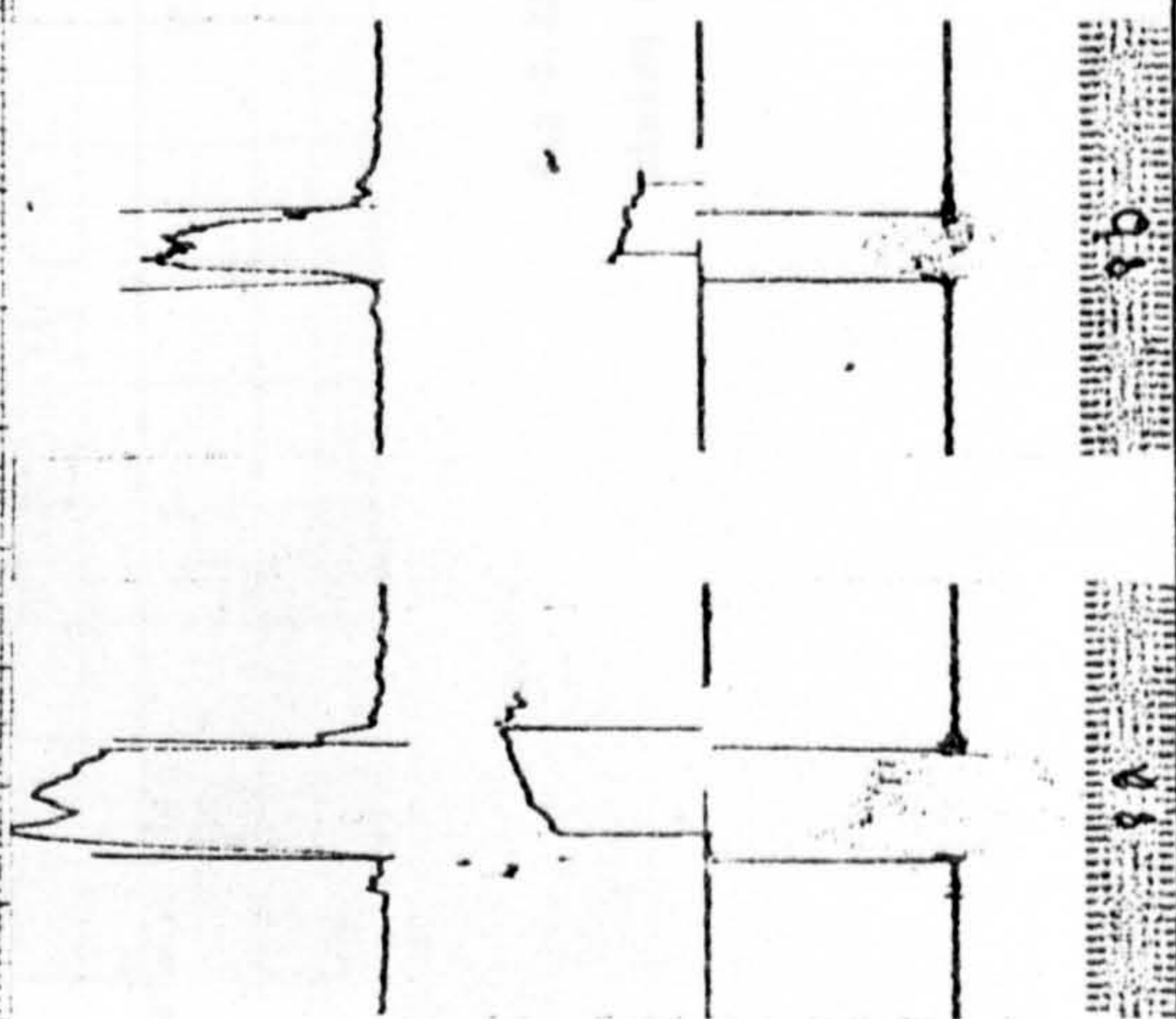
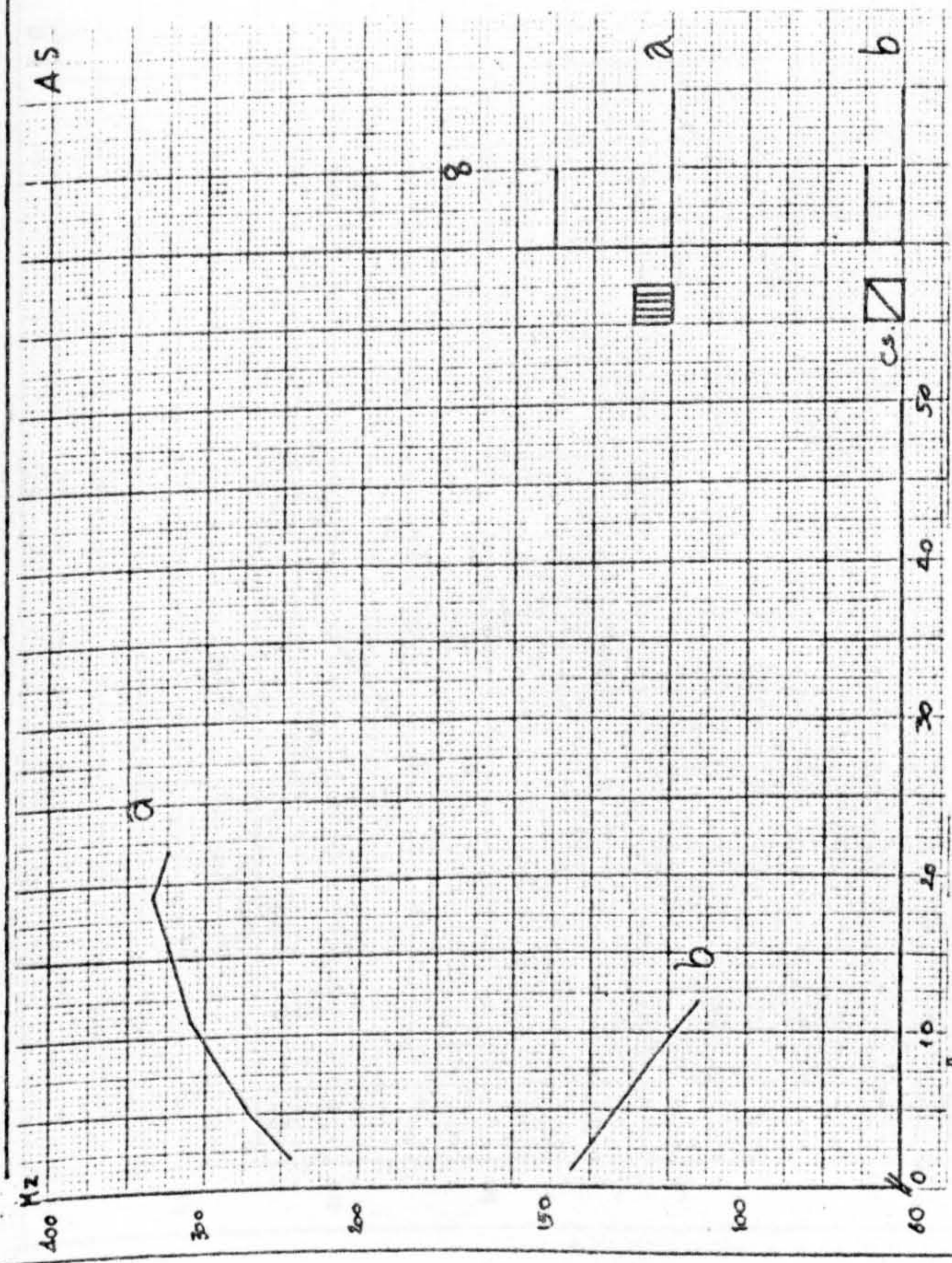


Fig 3.149 - 3.150 illustrate the acoustic and the auditory records of the phonemic low tone in the word /phit¹/ uttered with 2 contrastive attitudinal meanings :

8.a Surprised attitude

8.b Neutral.



/phit/

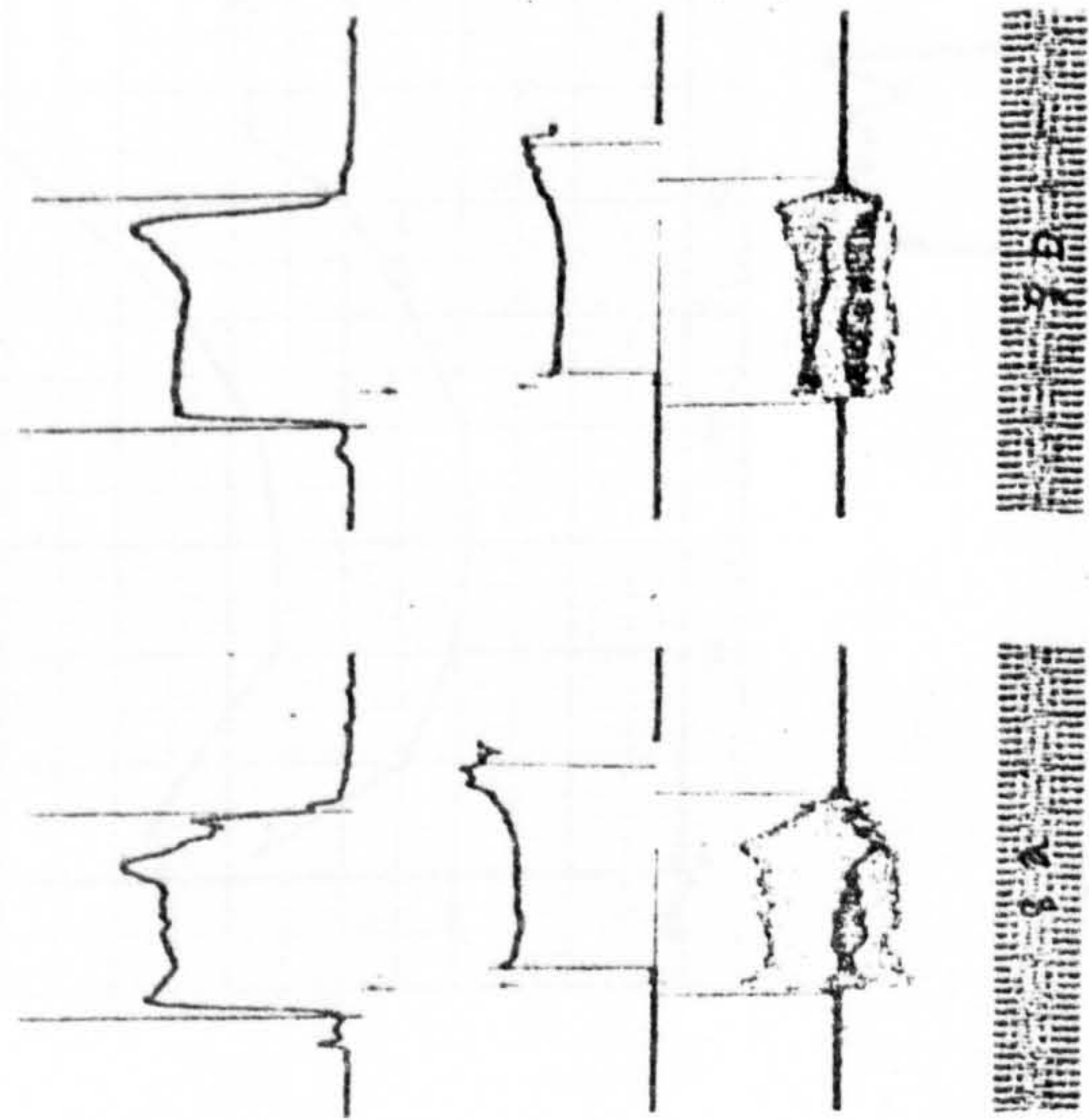
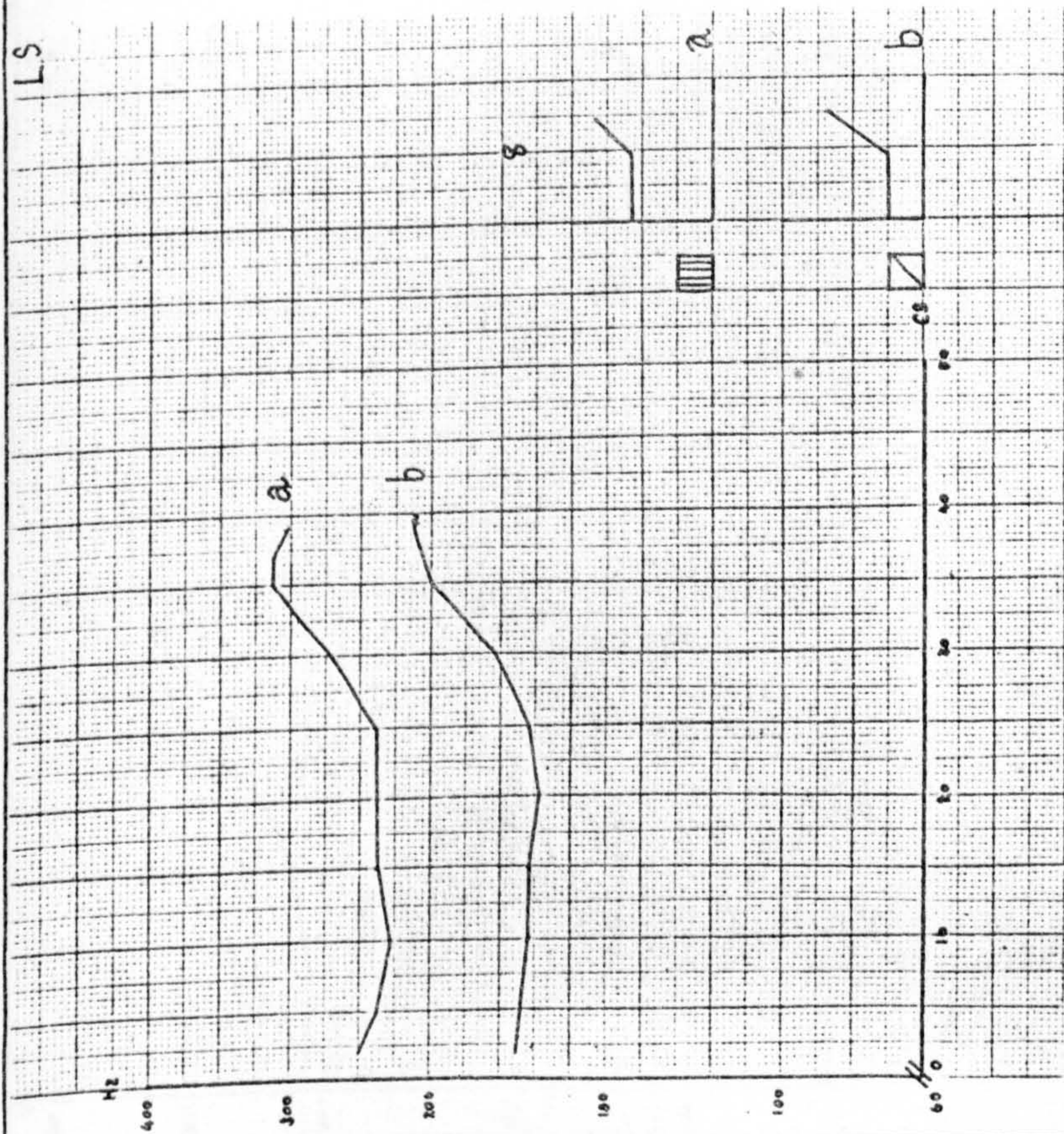
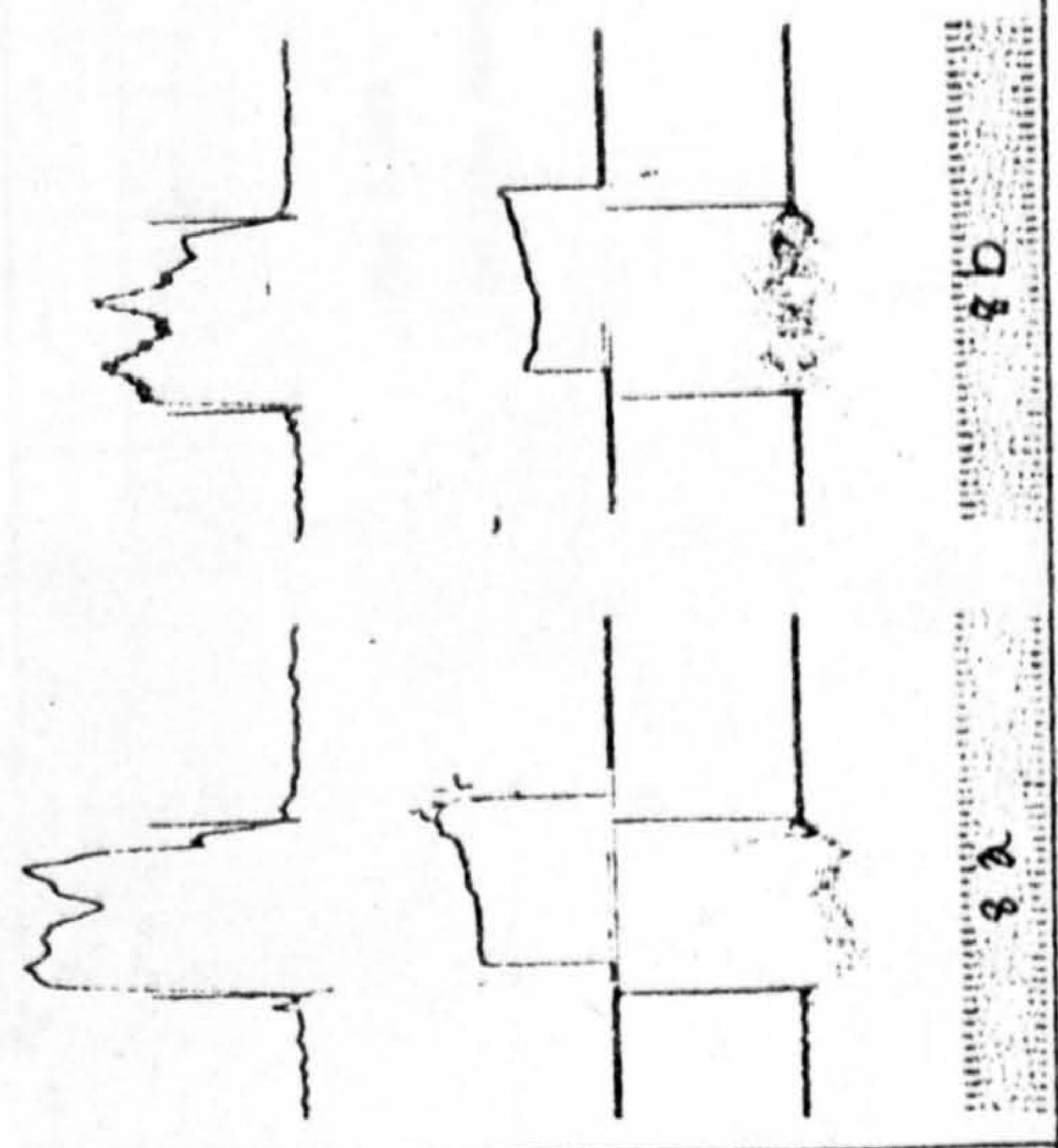
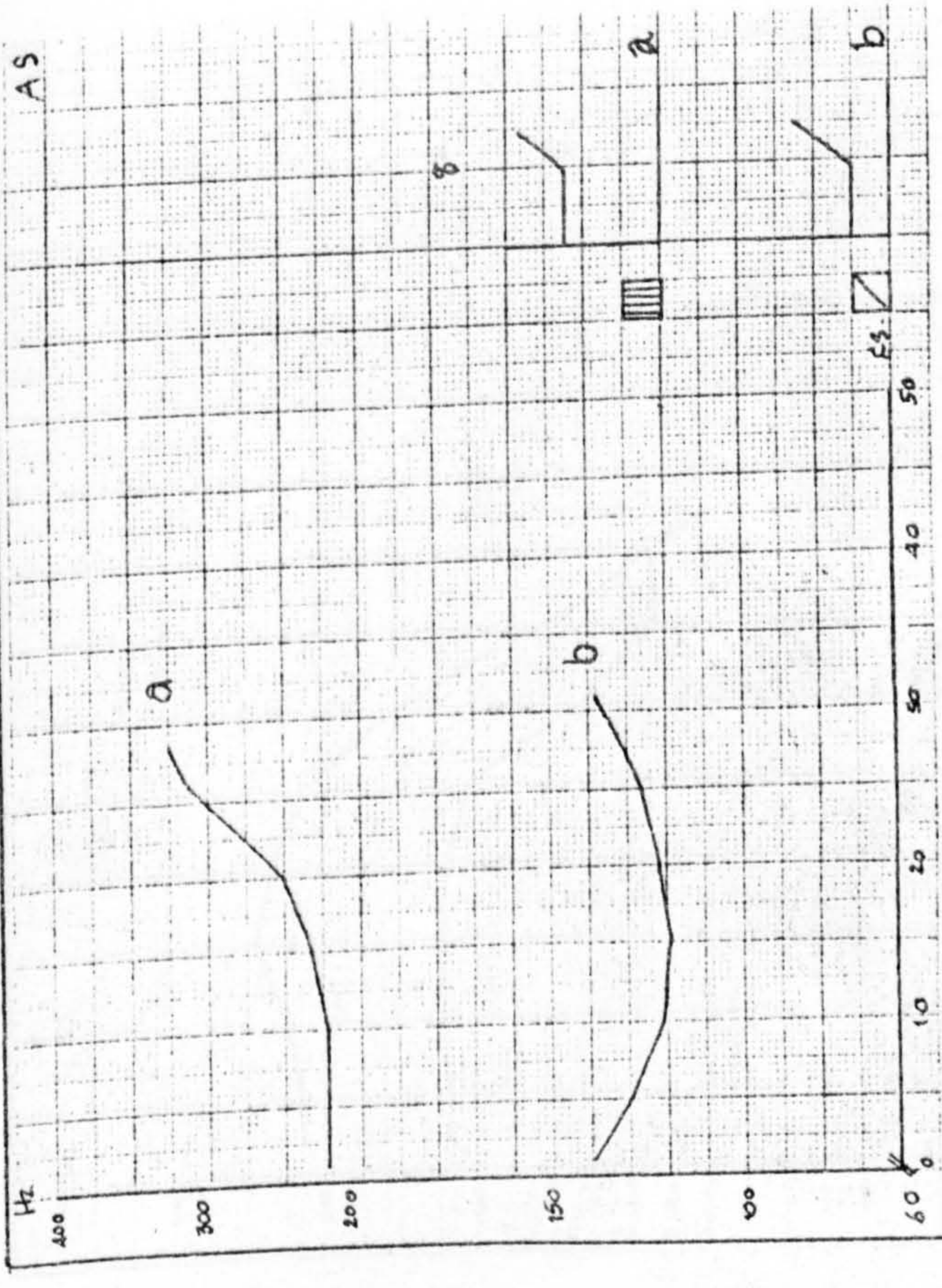
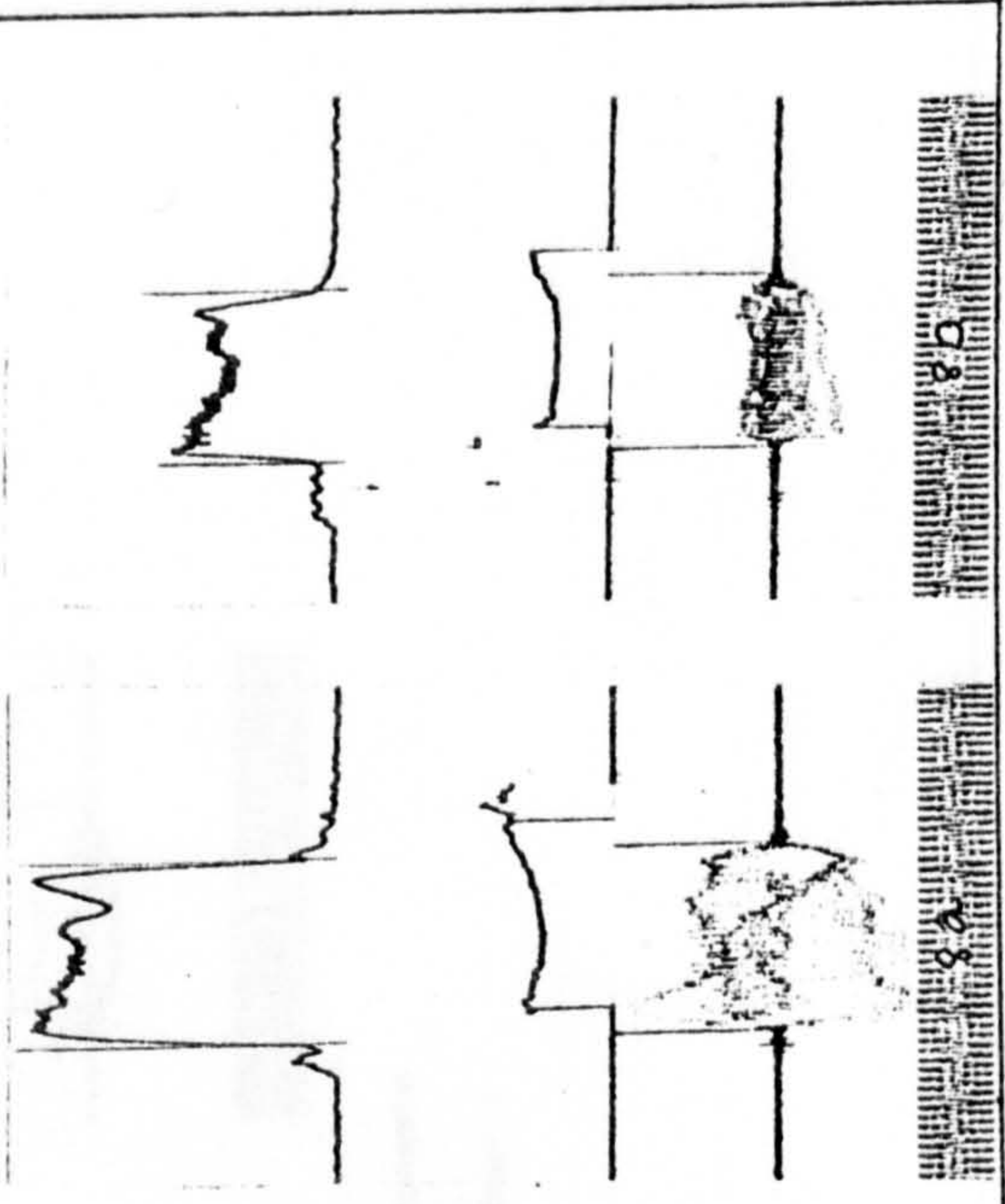
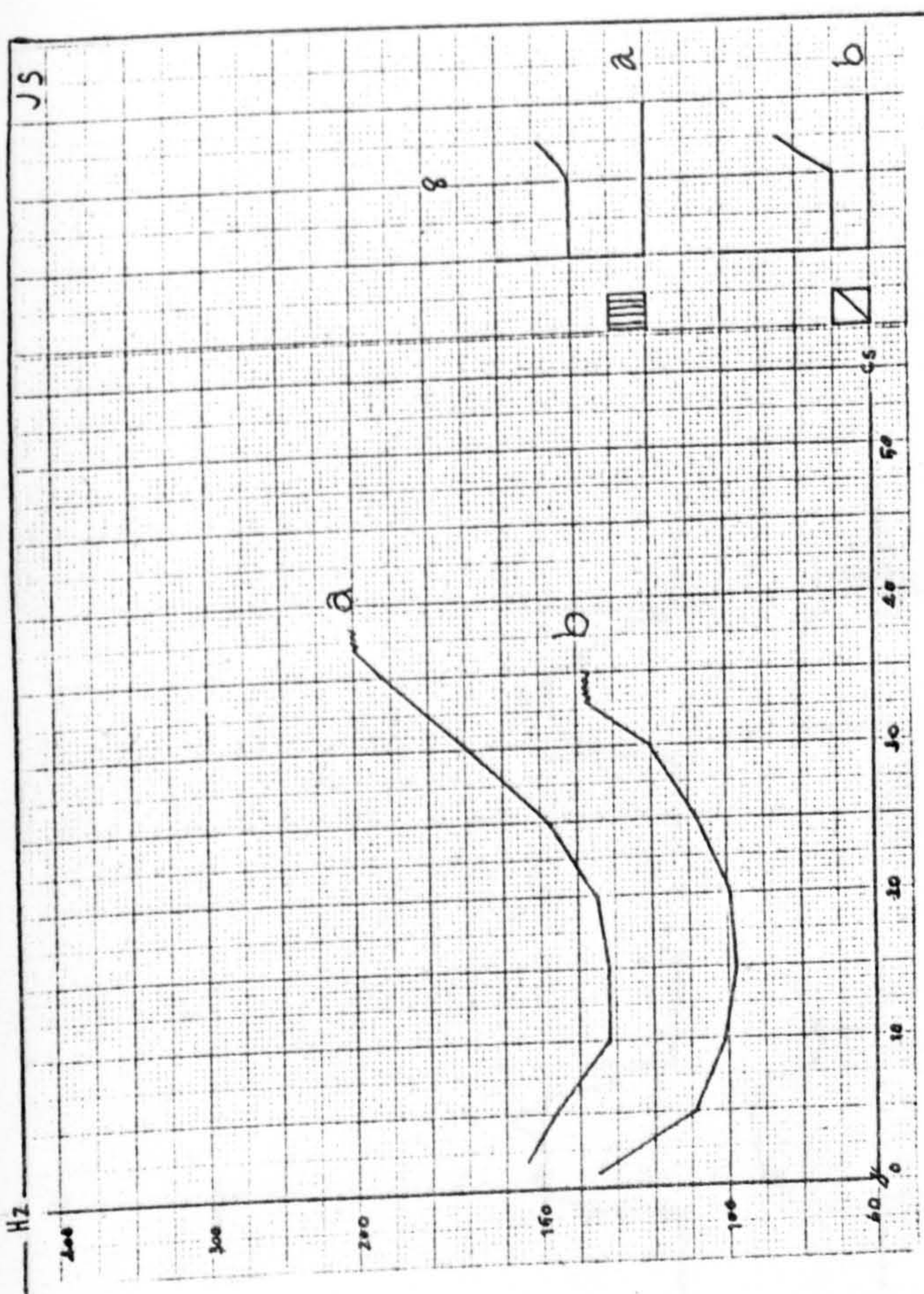


Fig 3.151 - 3.152 illustrate the acoustic and the auditory records of the phonemic rising tone in the word /khe:/ uttered with 2 contrastive attitudinal meanings :

8.a Surprised attitude

8.b Neutral.



/khe: /

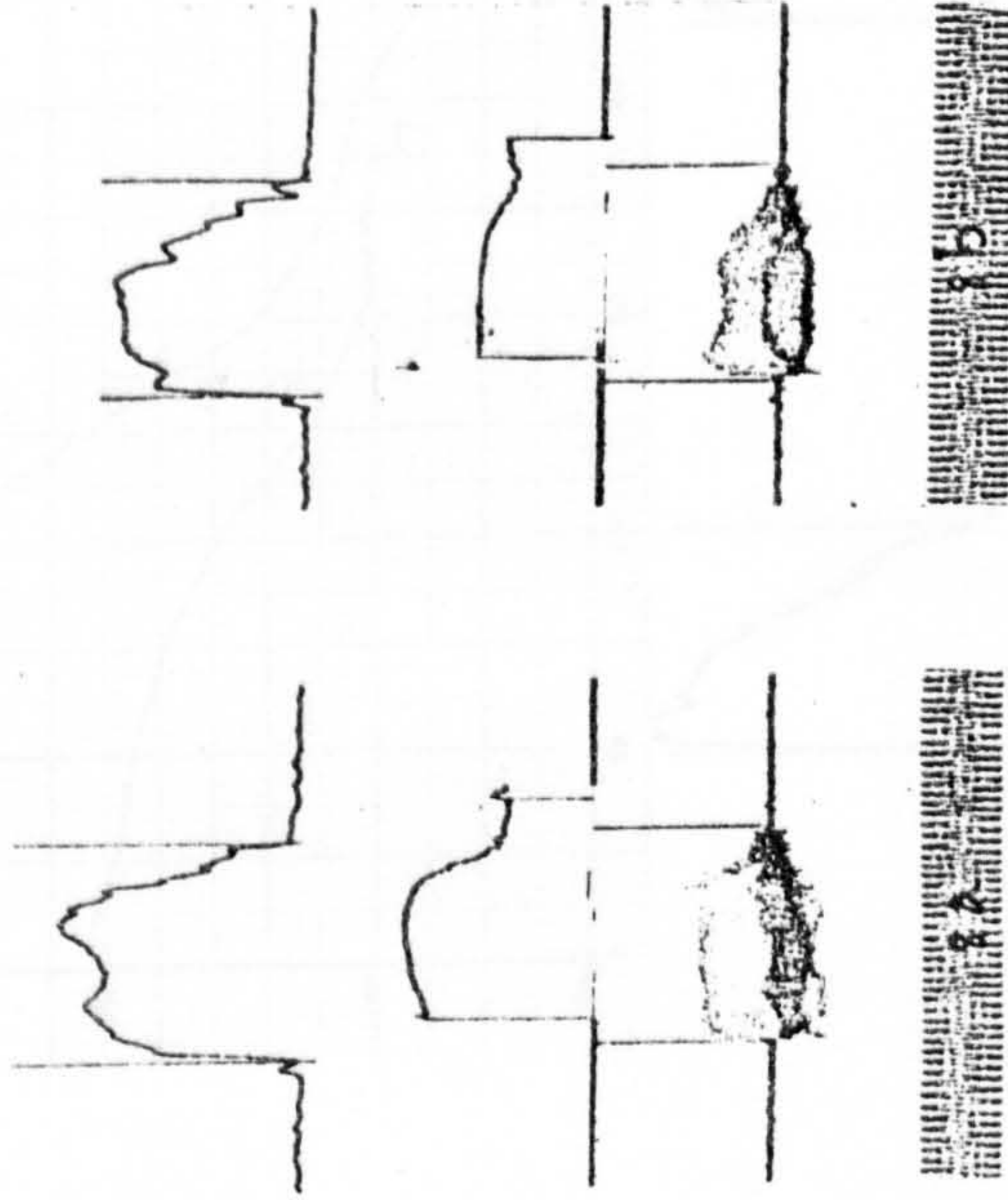
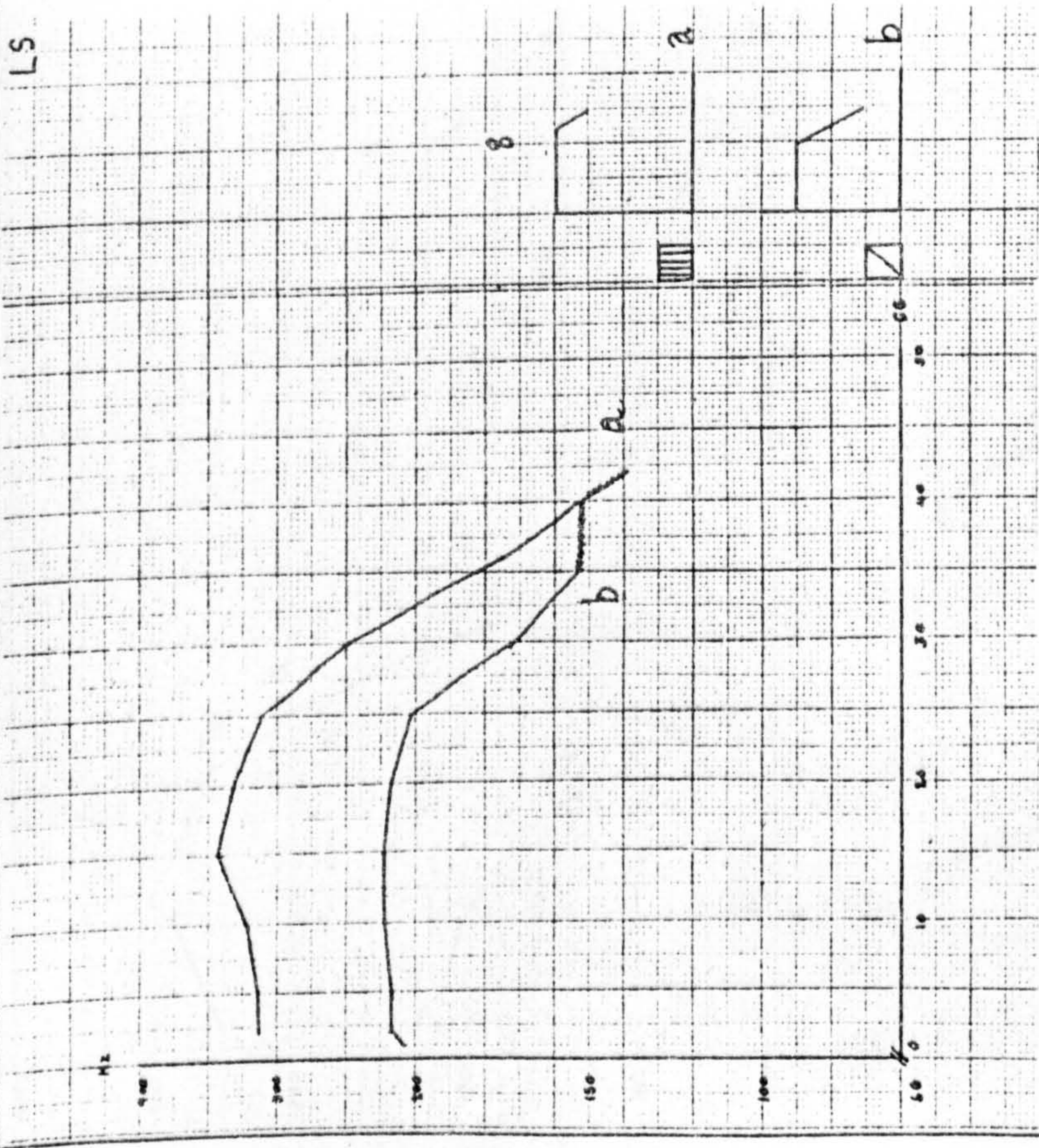
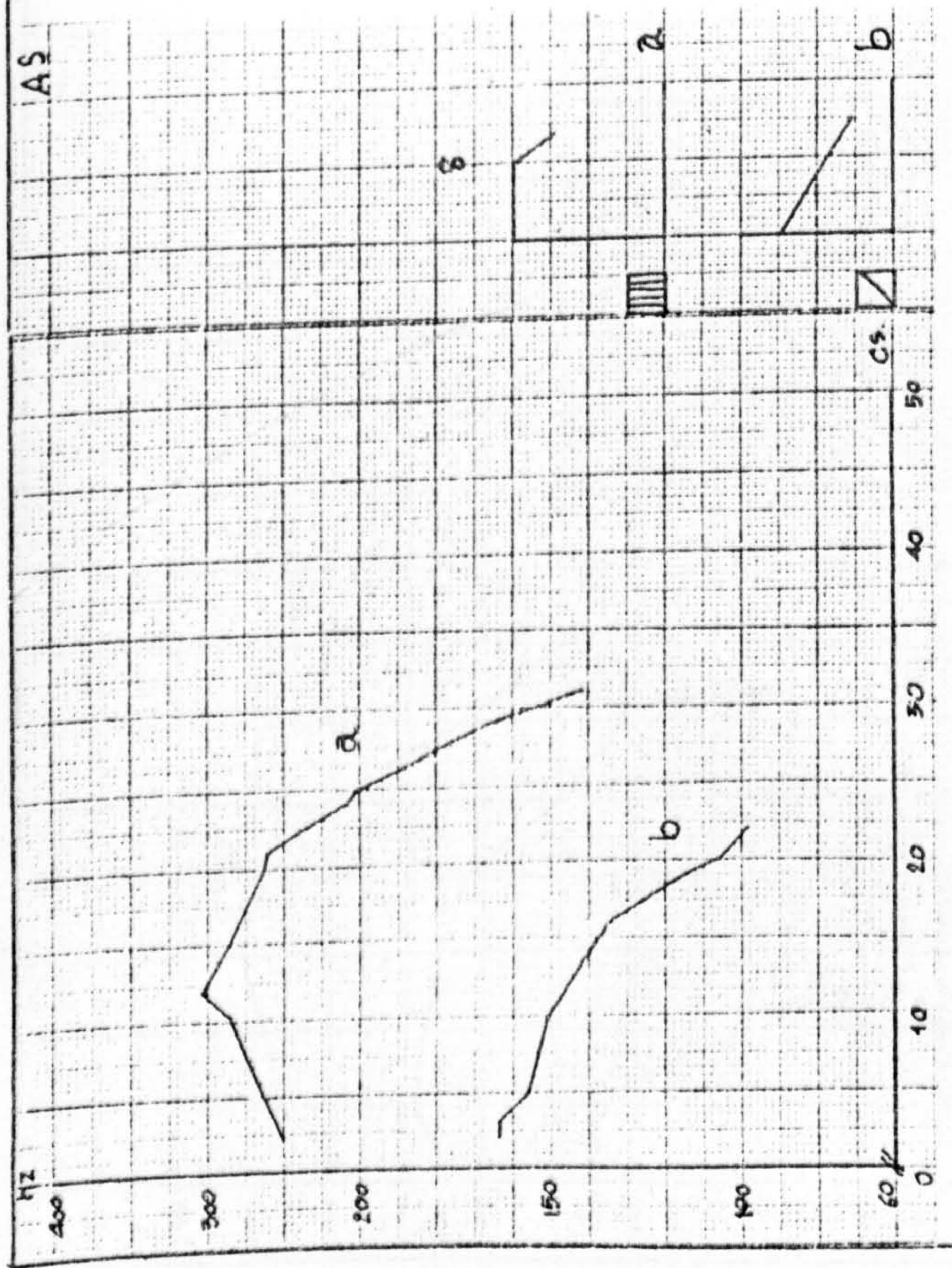
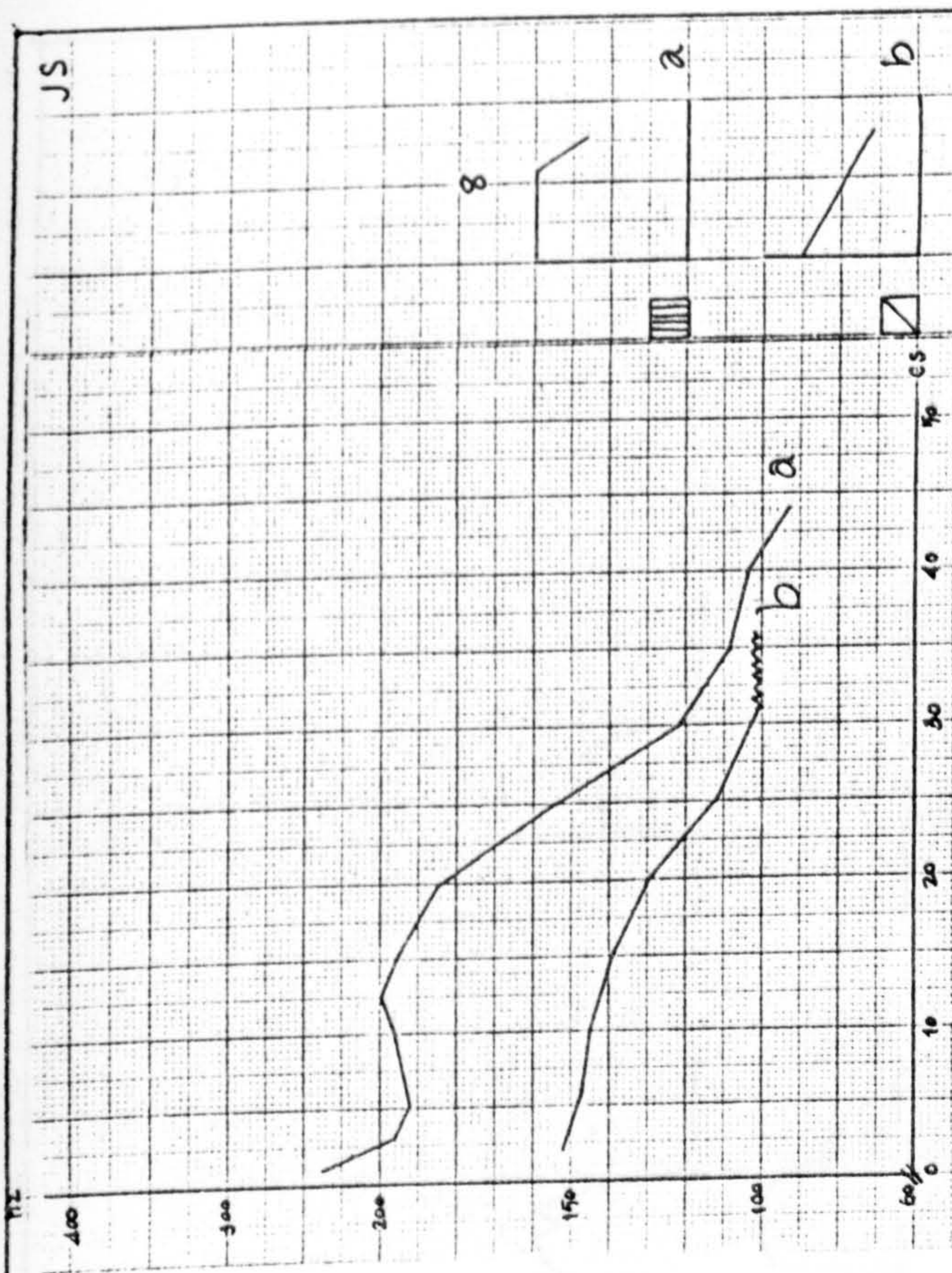


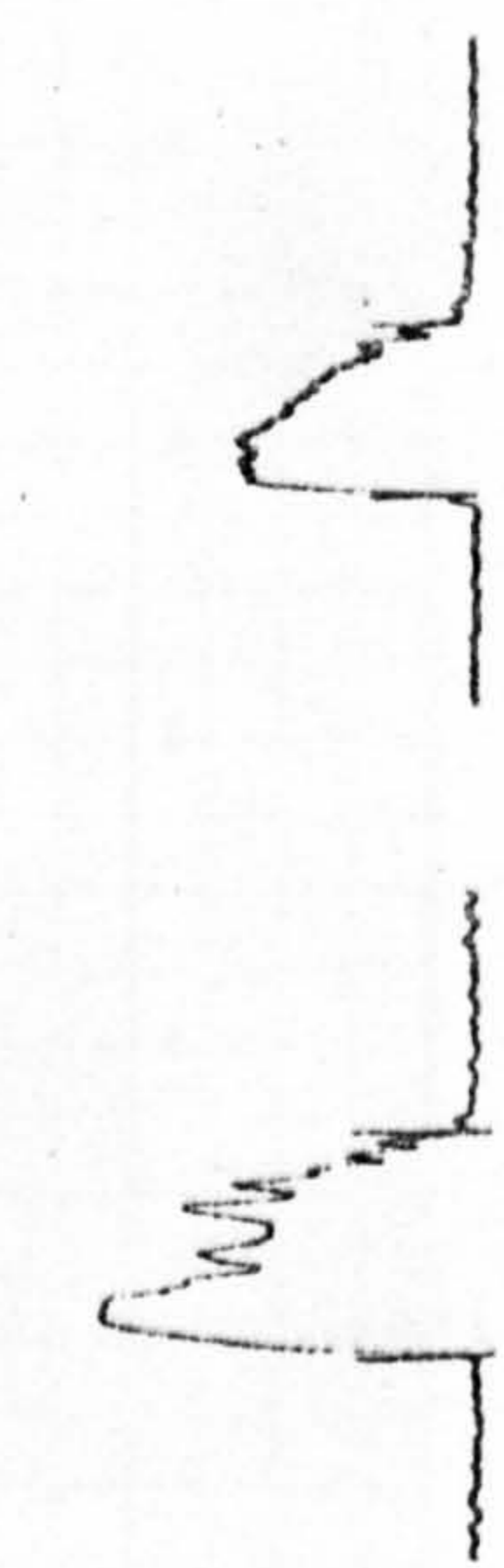
Fig 3.153 - 3.154 illustrate the acoustic and the auditory records of the phonemic falling tone in the word /ca: / uttered with 2 contrastive attitudinal meanings :

8.a Surprised attitude

8.b Neutral.



/ca. f/



8D

8A

8b

8a

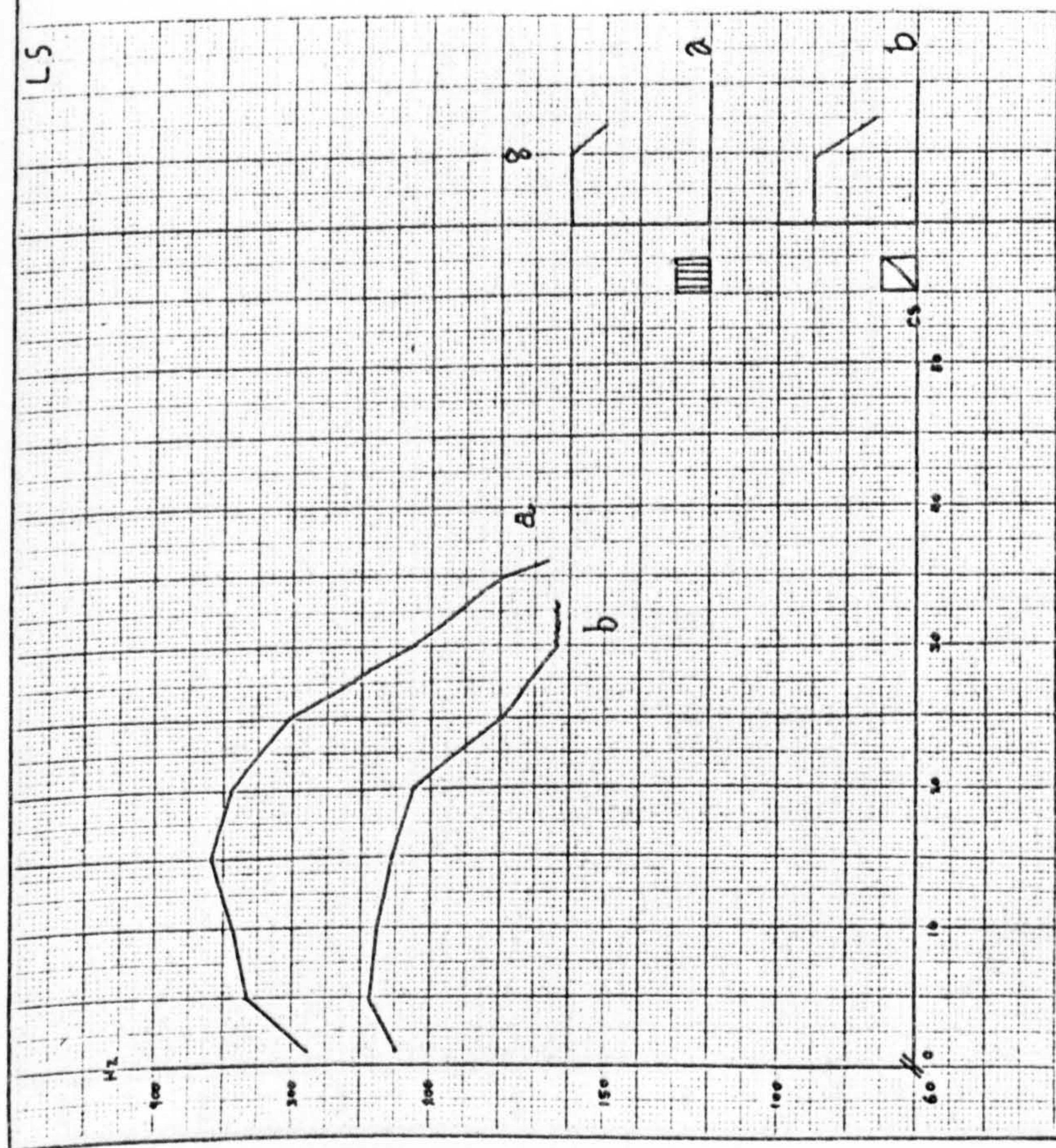
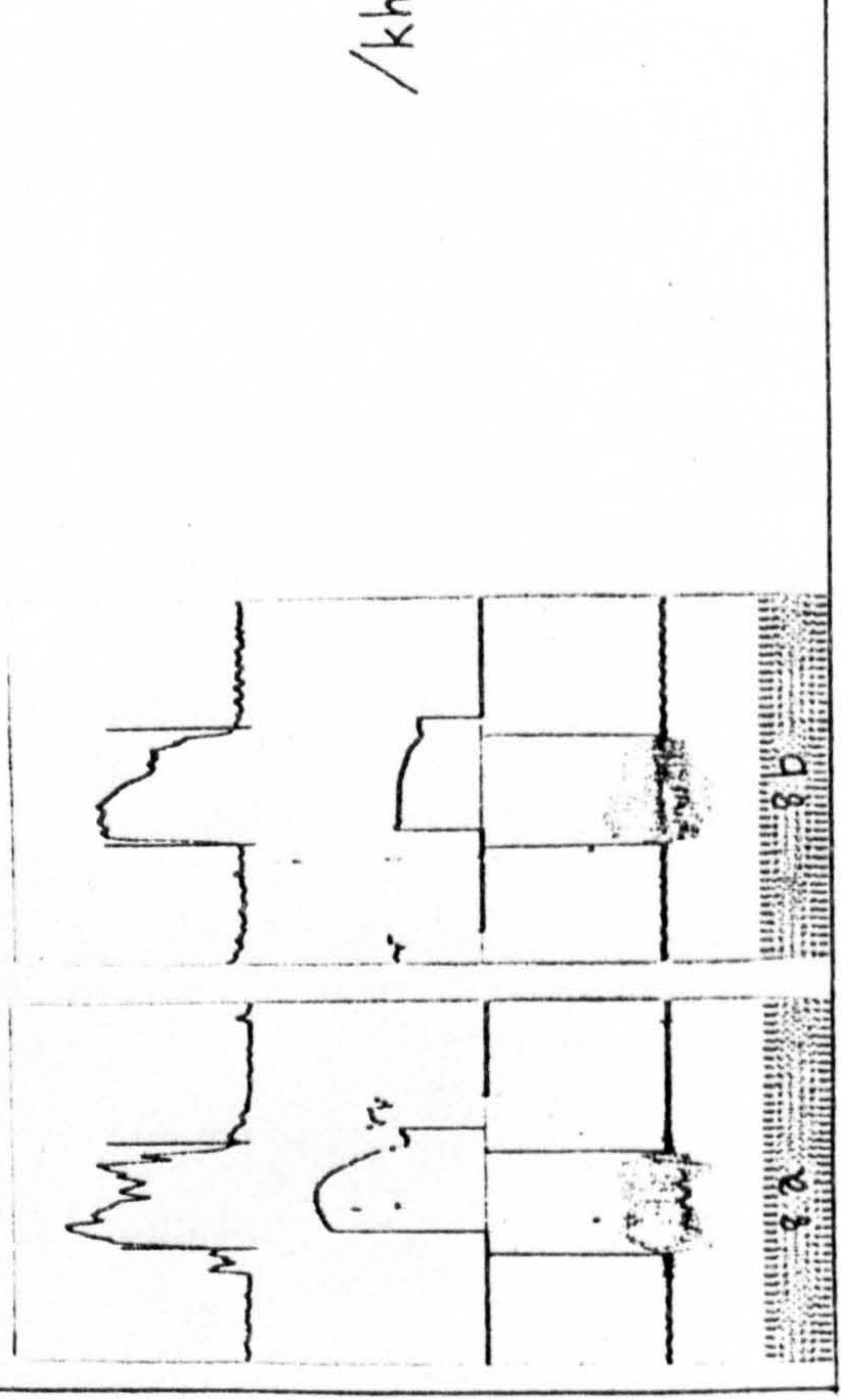
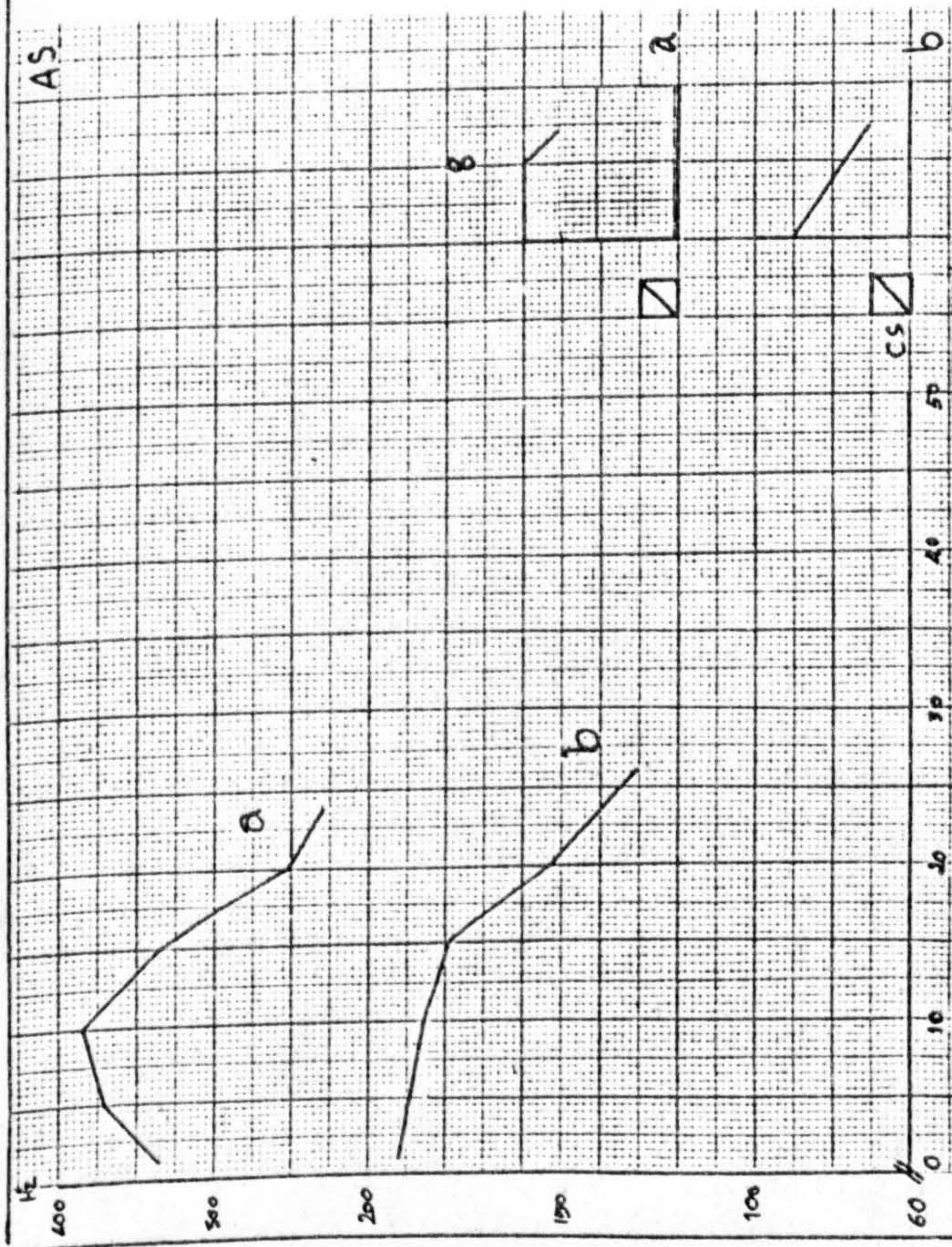
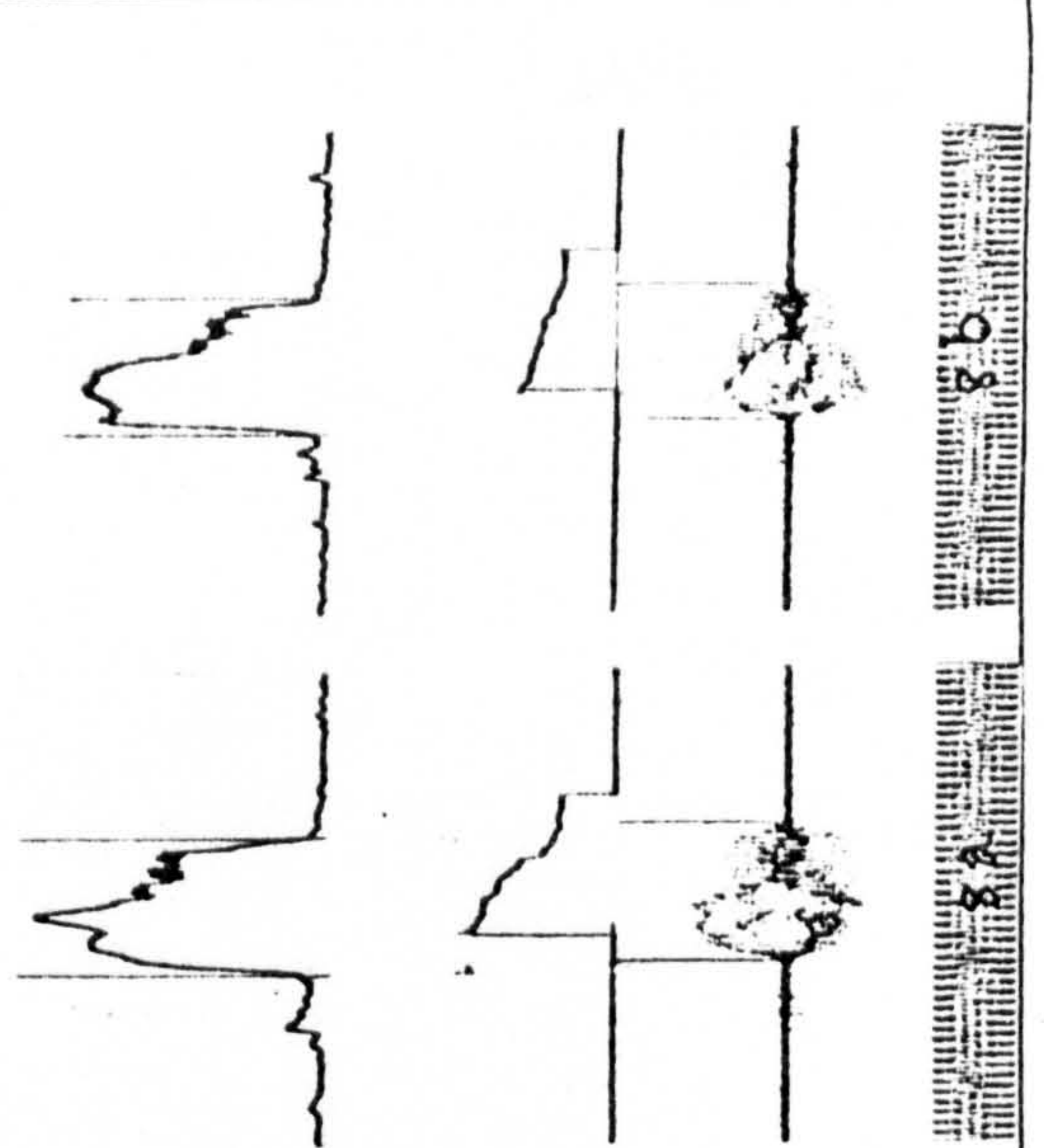
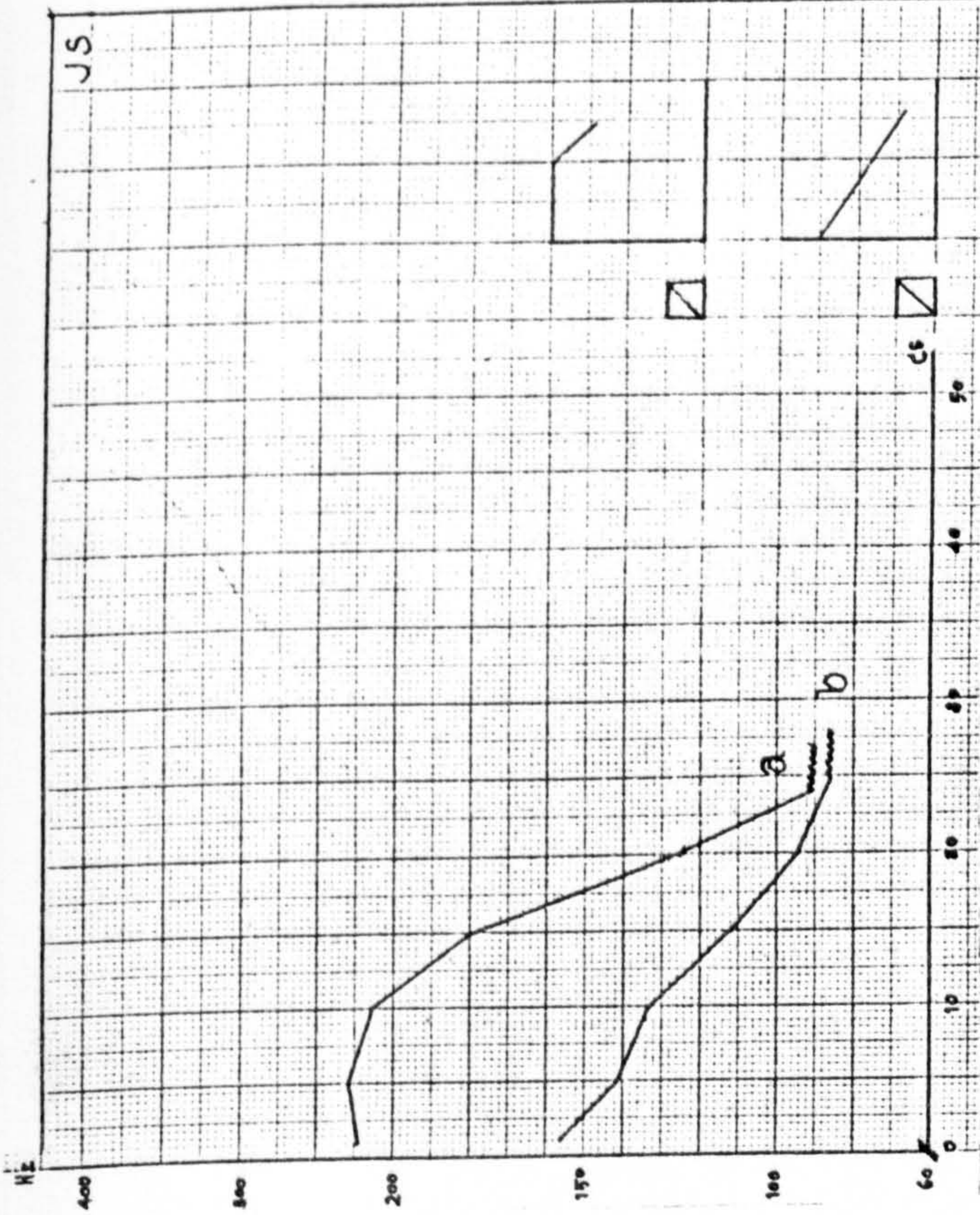


Fig 3.155 - 3.156 illustrate the acoustic and the auditory records of the phonic falling tone in the word /khorit/ uttered with 2 contrastive attitudinal meanings :

8.a Surprised attitude

8.b Neutral.



/khozit^f/

Example 12



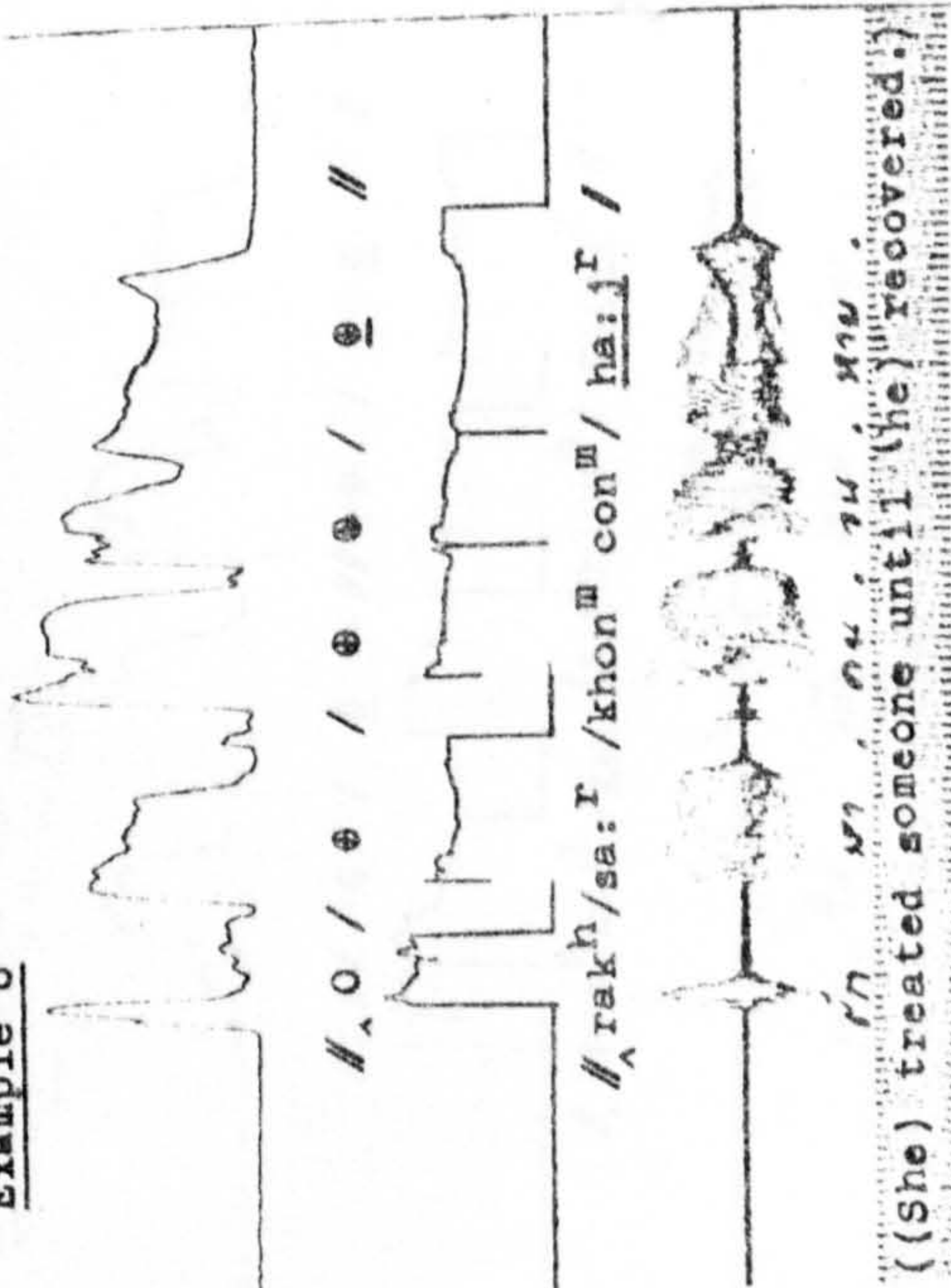
Hand-drawn diagram showing a rectangular structure with internal lines, possibly representing a circuit or a mechanical layout.

APPENDIX III

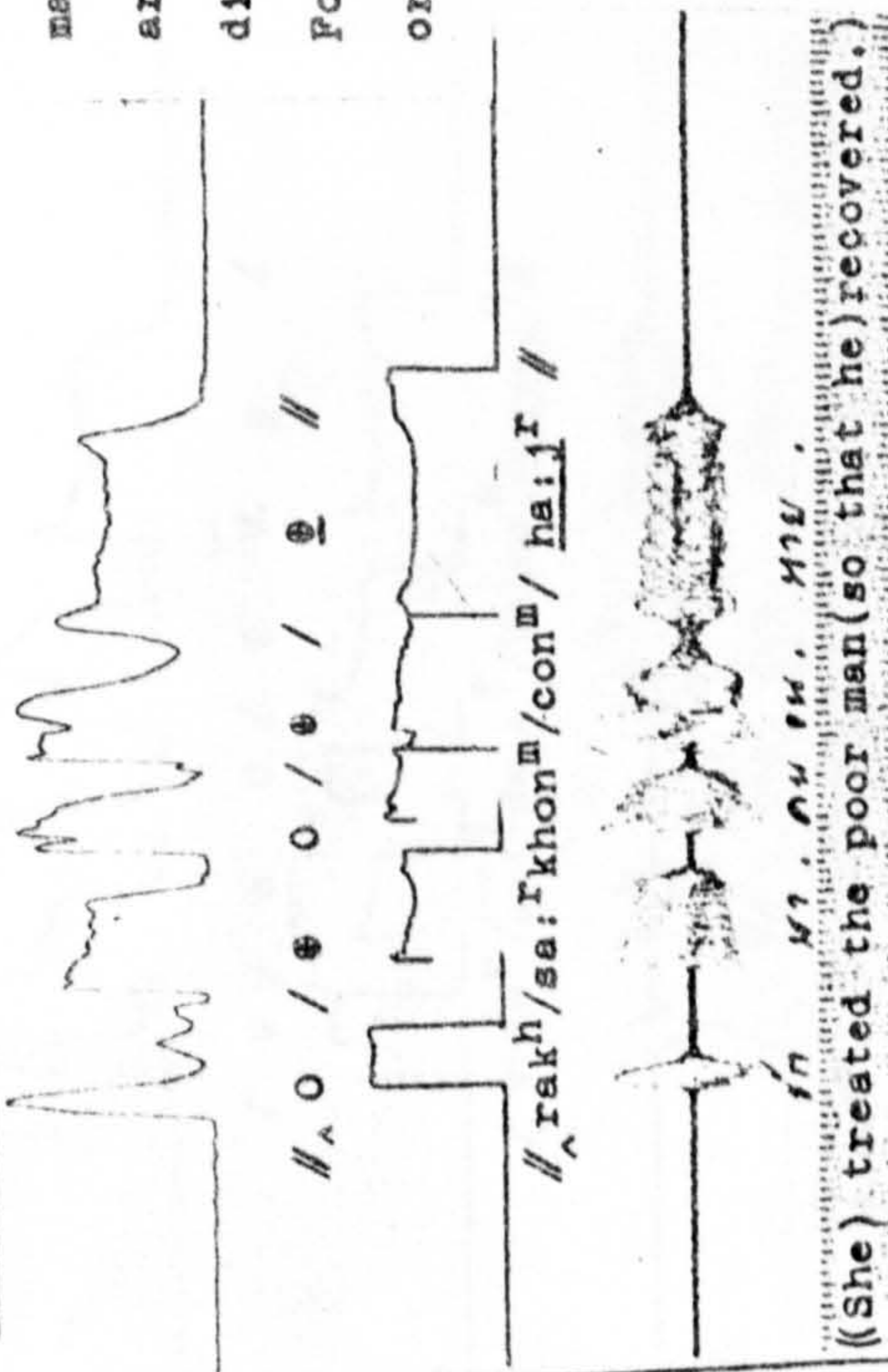


Hand-drawn diagram showing a rectangular structure with internal lines, similar to the one above.

Example 8



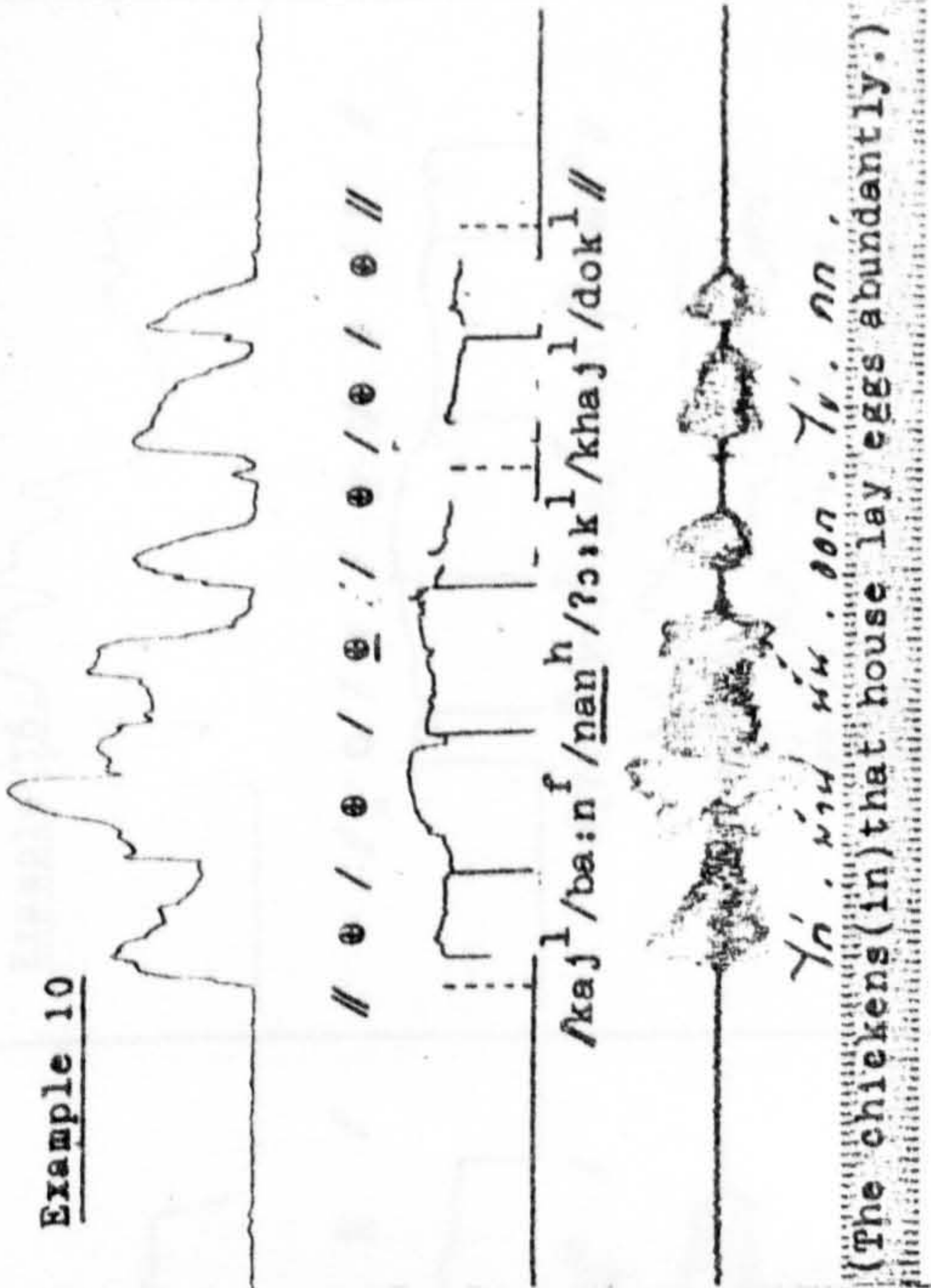
Example 9



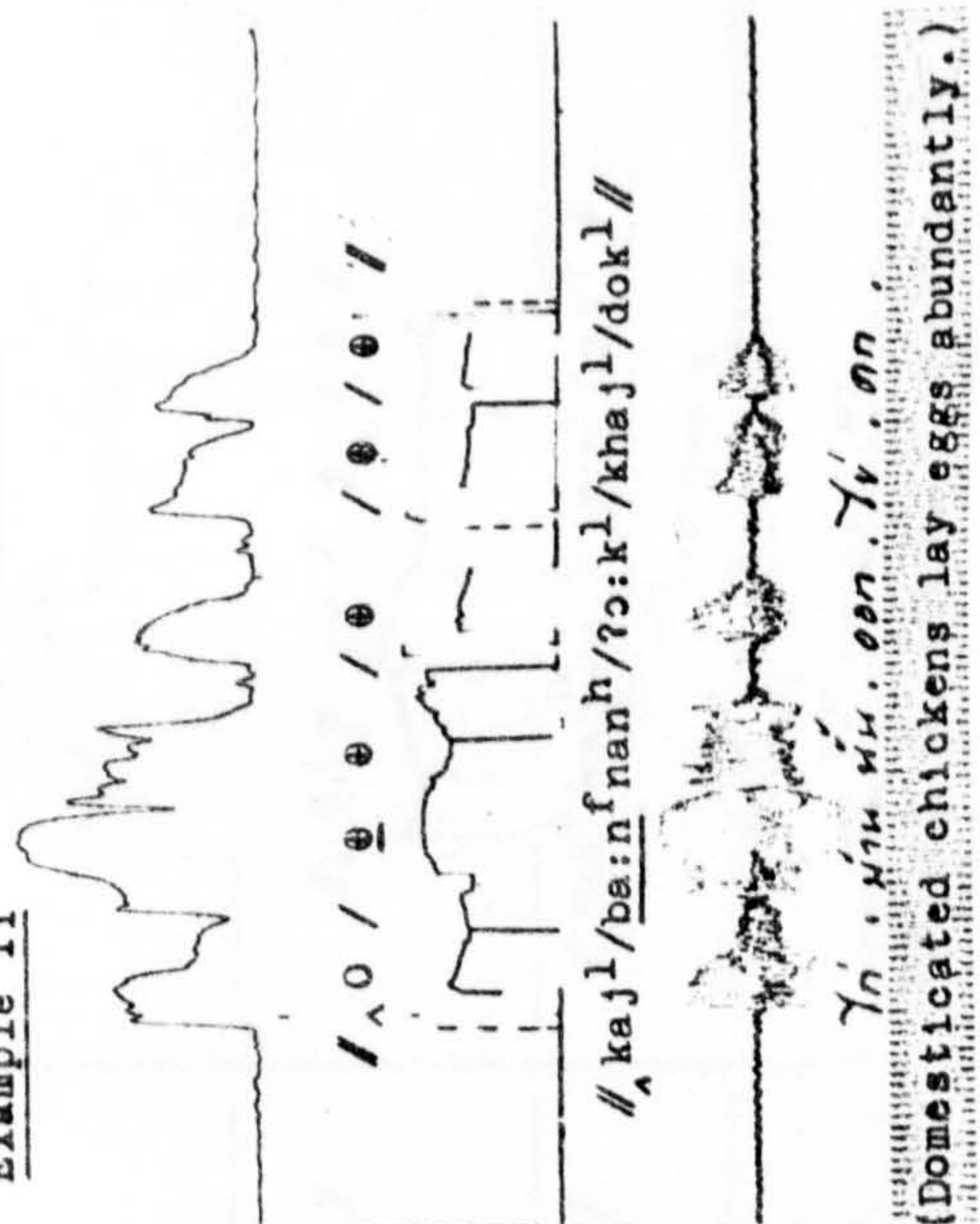
Mingograms illustrating the actual distribution of the tonic, the foot, and the tone group boundary of the 59 sentences discussed in 4.4.

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

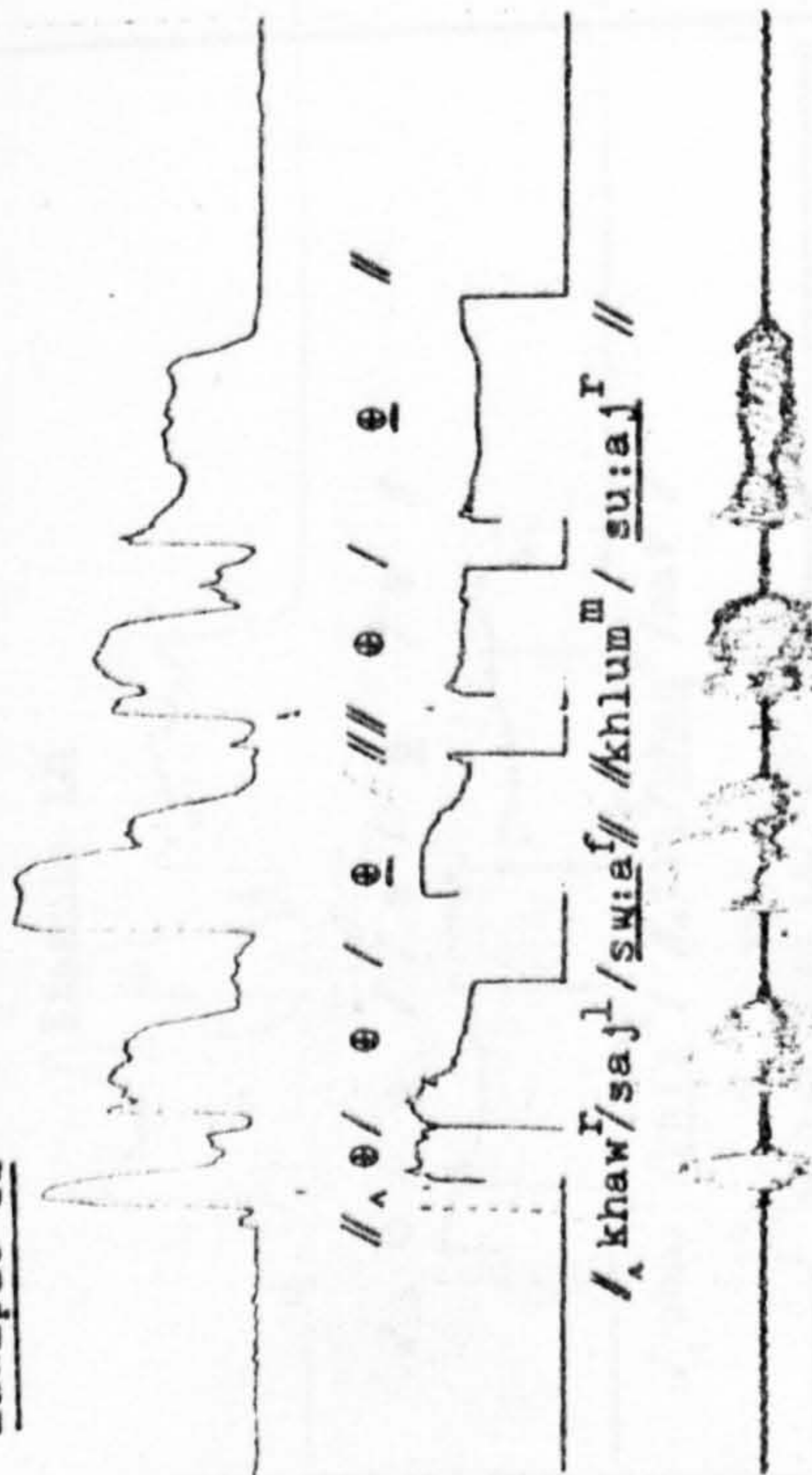
Example 10



Example 11

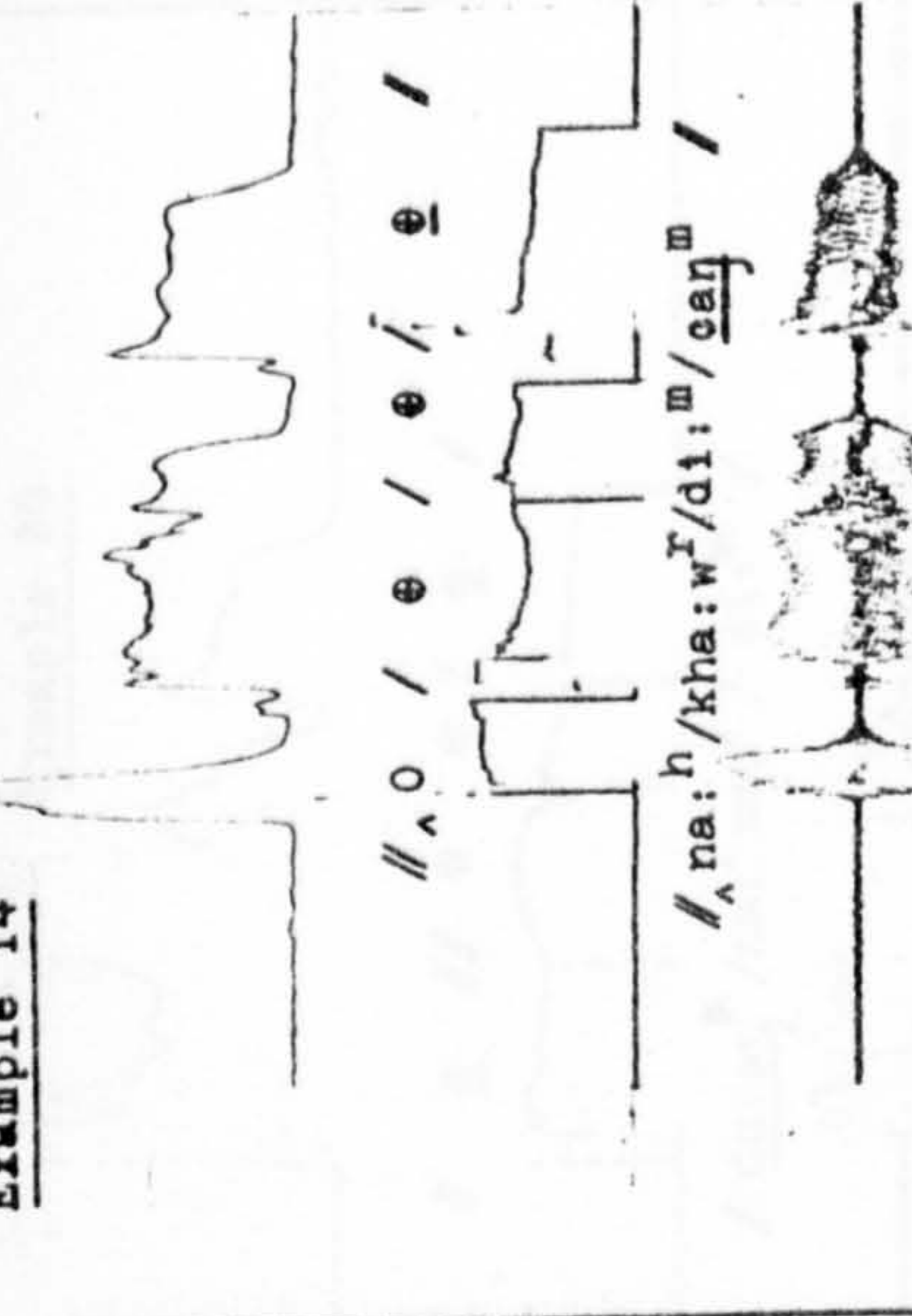


Example 12



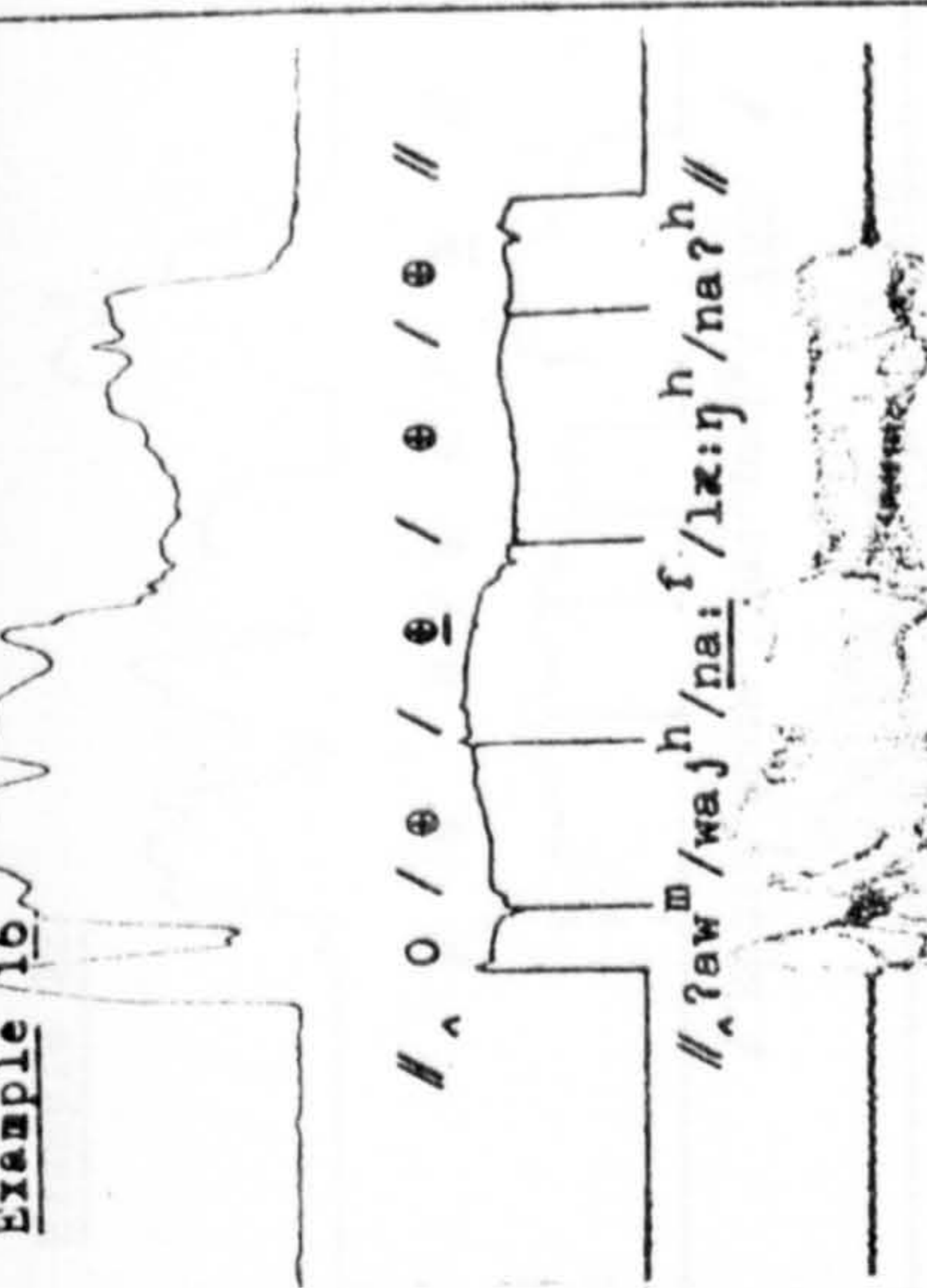
147. 9A. 180. 2A. 2A. 2A.
 (She put on a coat and wrapped (herself) up (so that she looked) beautiful.)

Example 14



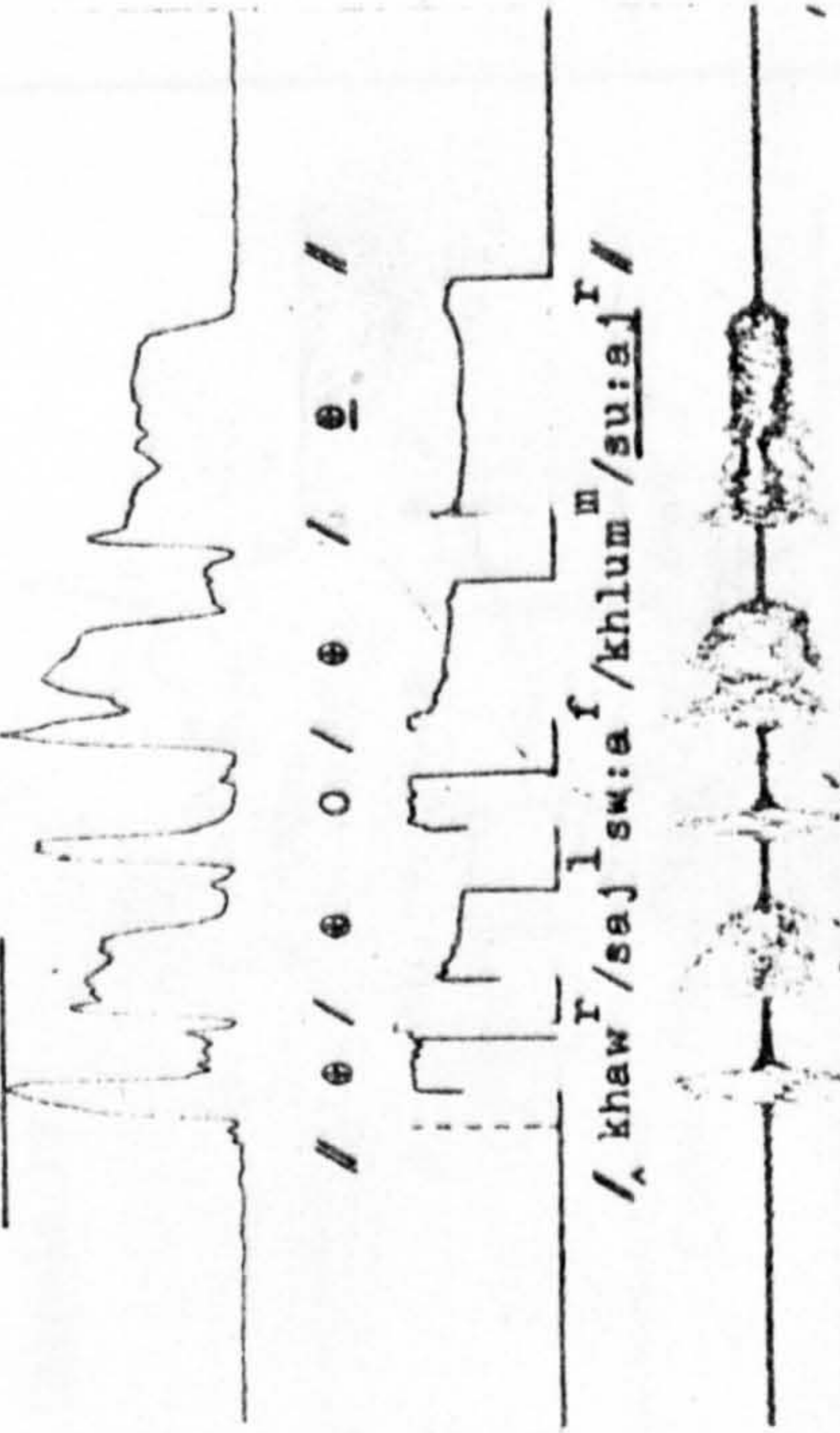
147. 9A. 180. 2A. 2A.
 (Auntie Khaaw is very good.)

Example 16



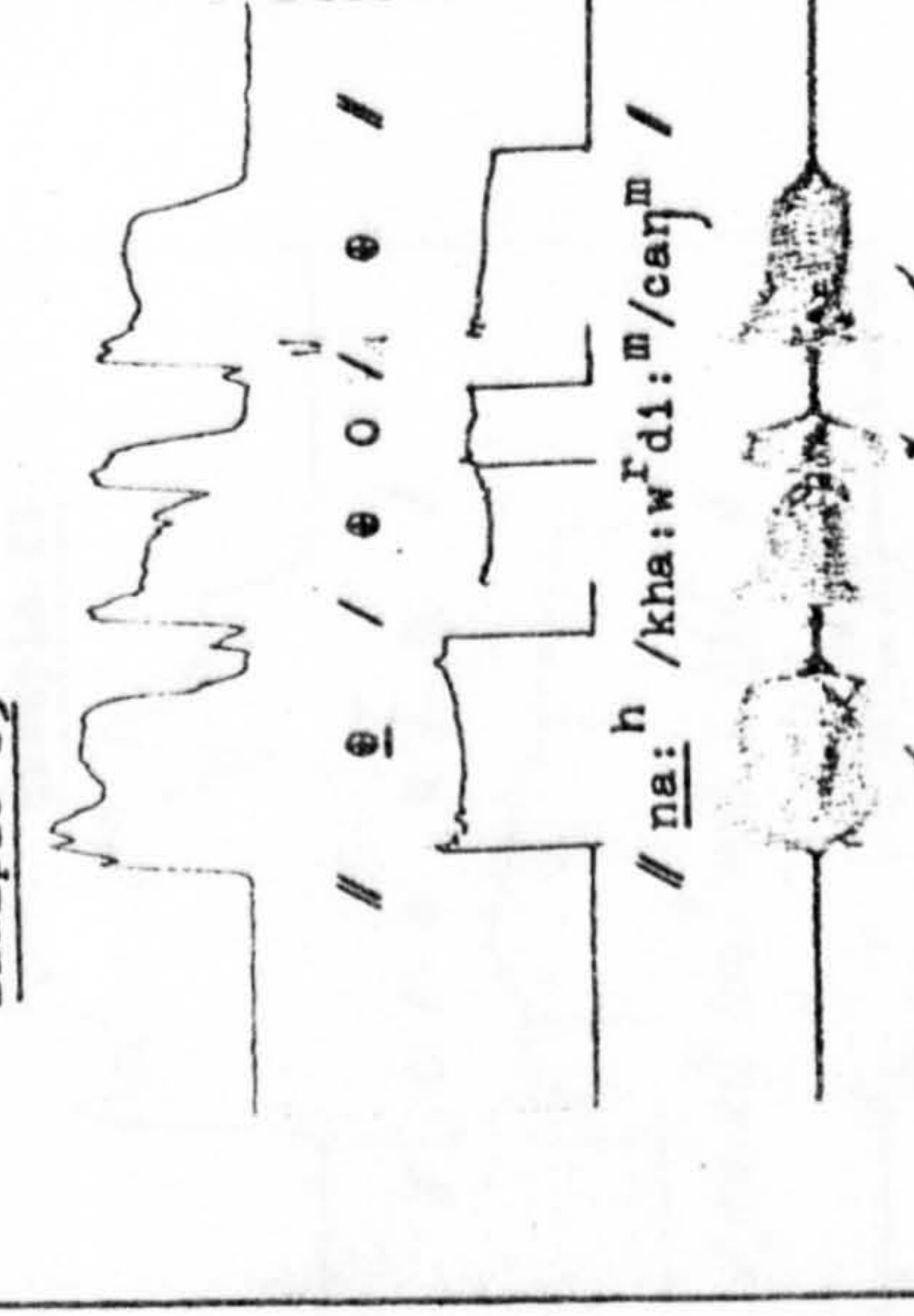
101. 7A. 4A. 1A. 1A. 1A.
 (Keep it in front of Lang, O.K.?)

Example 13



147. 9A. 180. 2A. 2A.
 (She put on a beautiful coat.)

Example 15



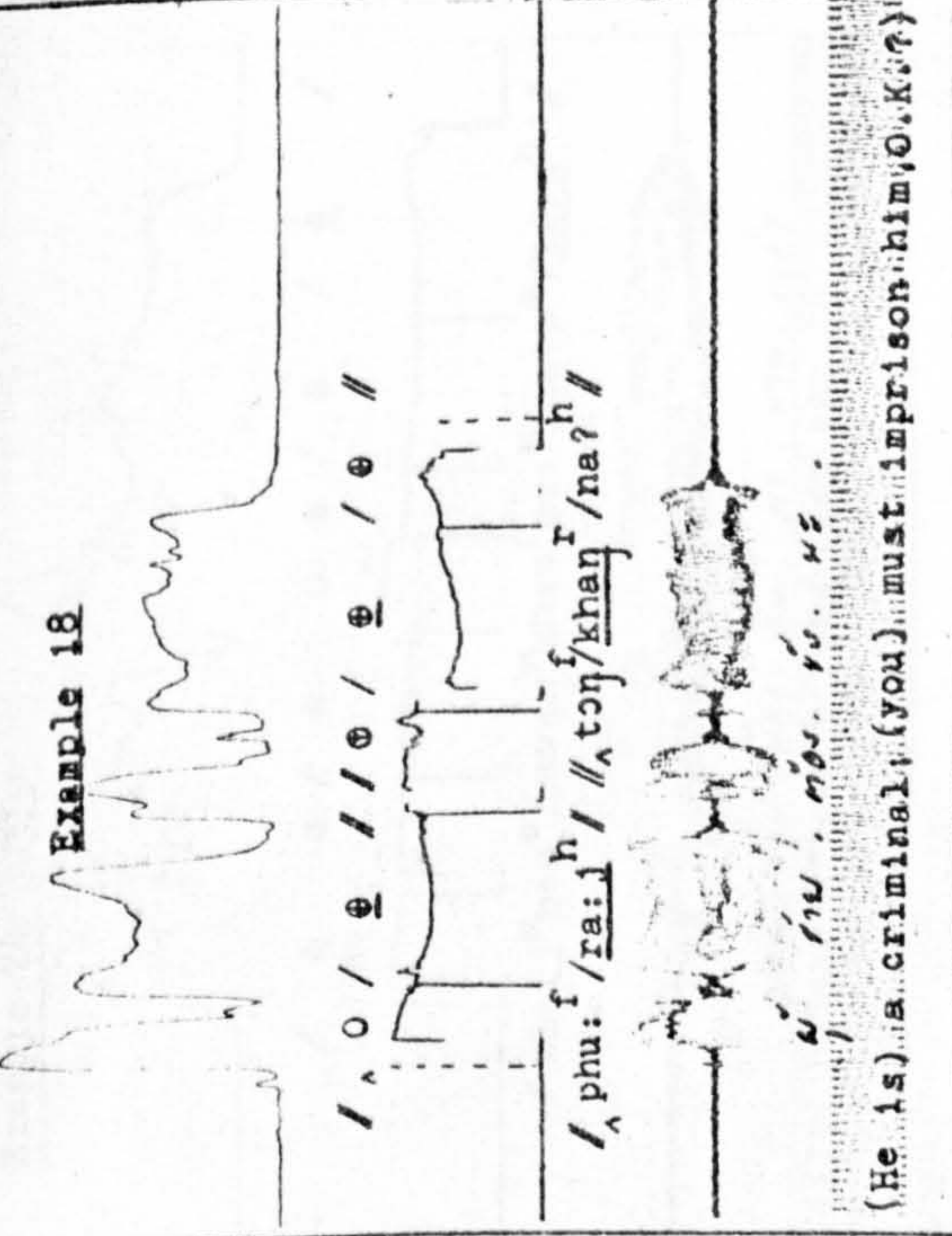
147. 9A. 180. 2A. 2A.
 (Aunt has a very fair complexion.)

Example 17

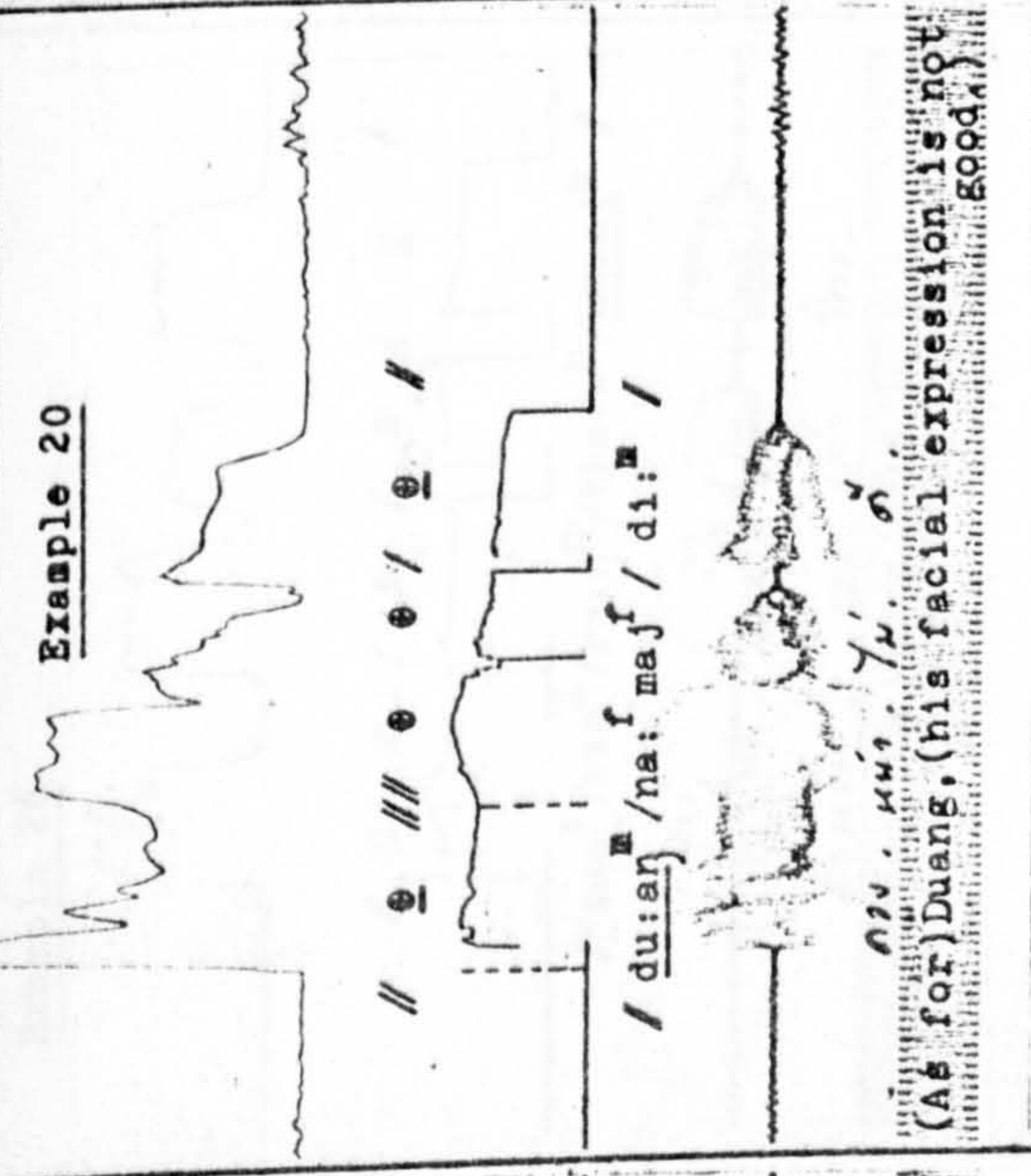


101. 7A. 4A. 1A. 1A. 1A.
 (Keep it until the dry season, O.K.?)

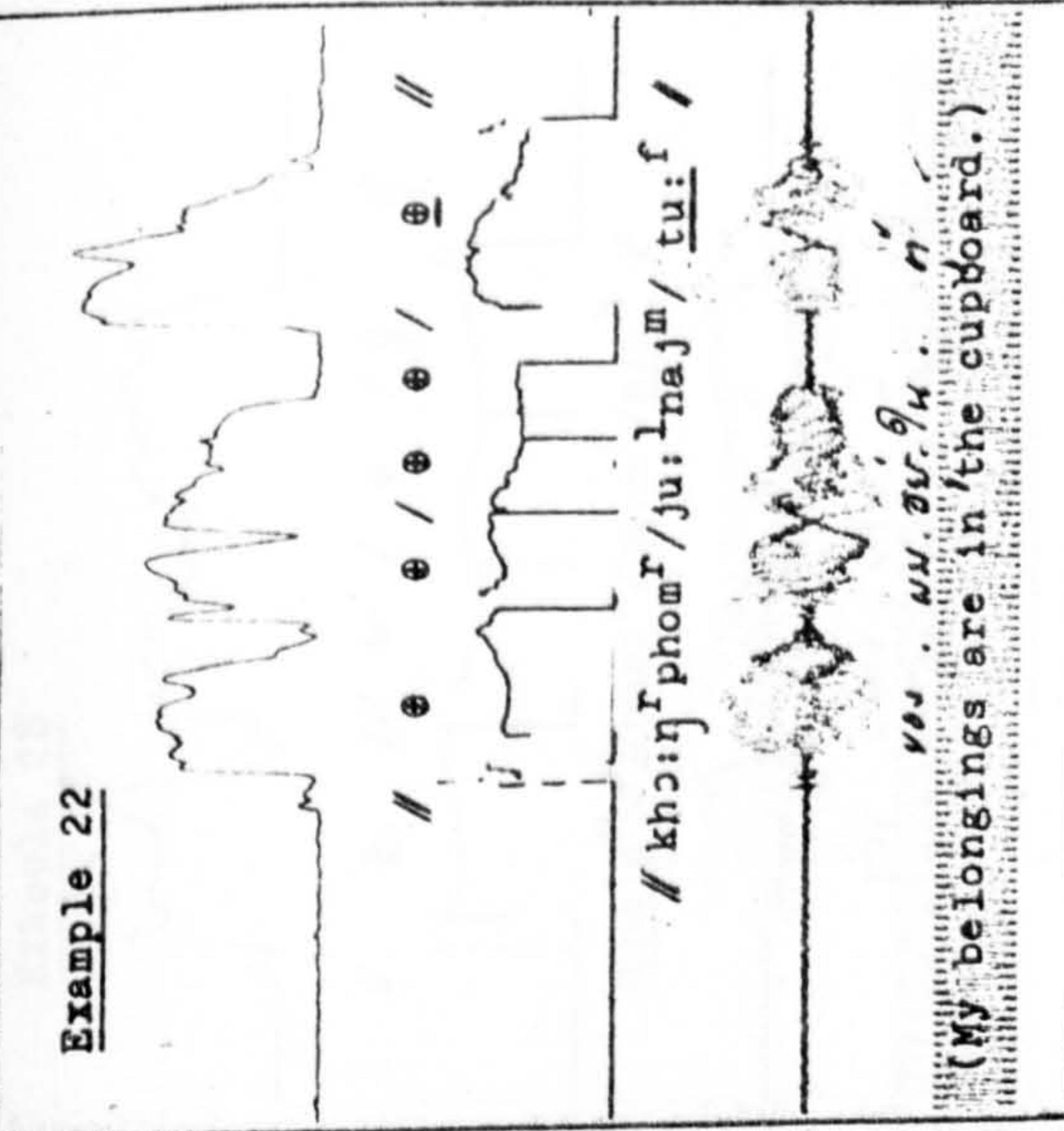
Example 18



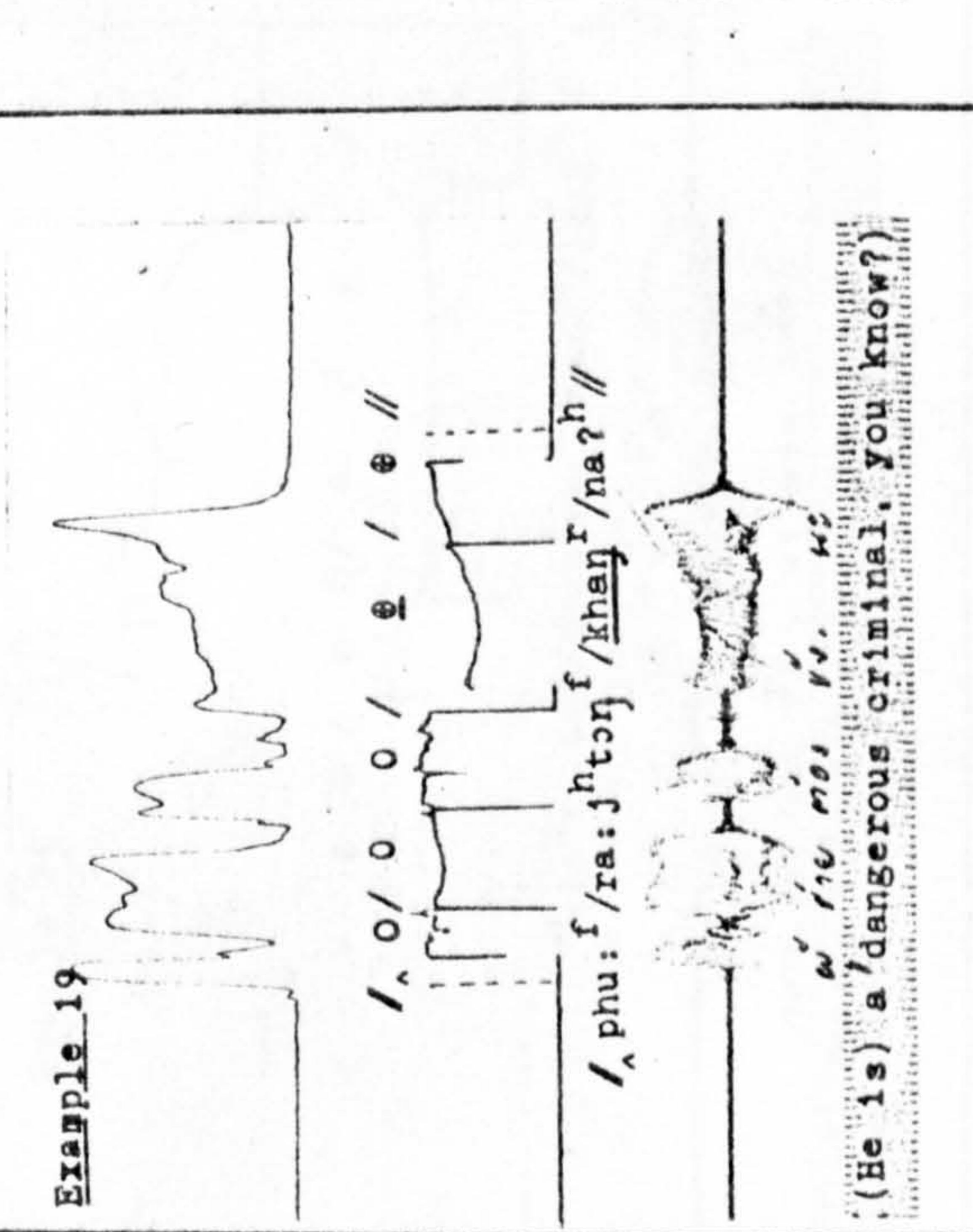
Example 20



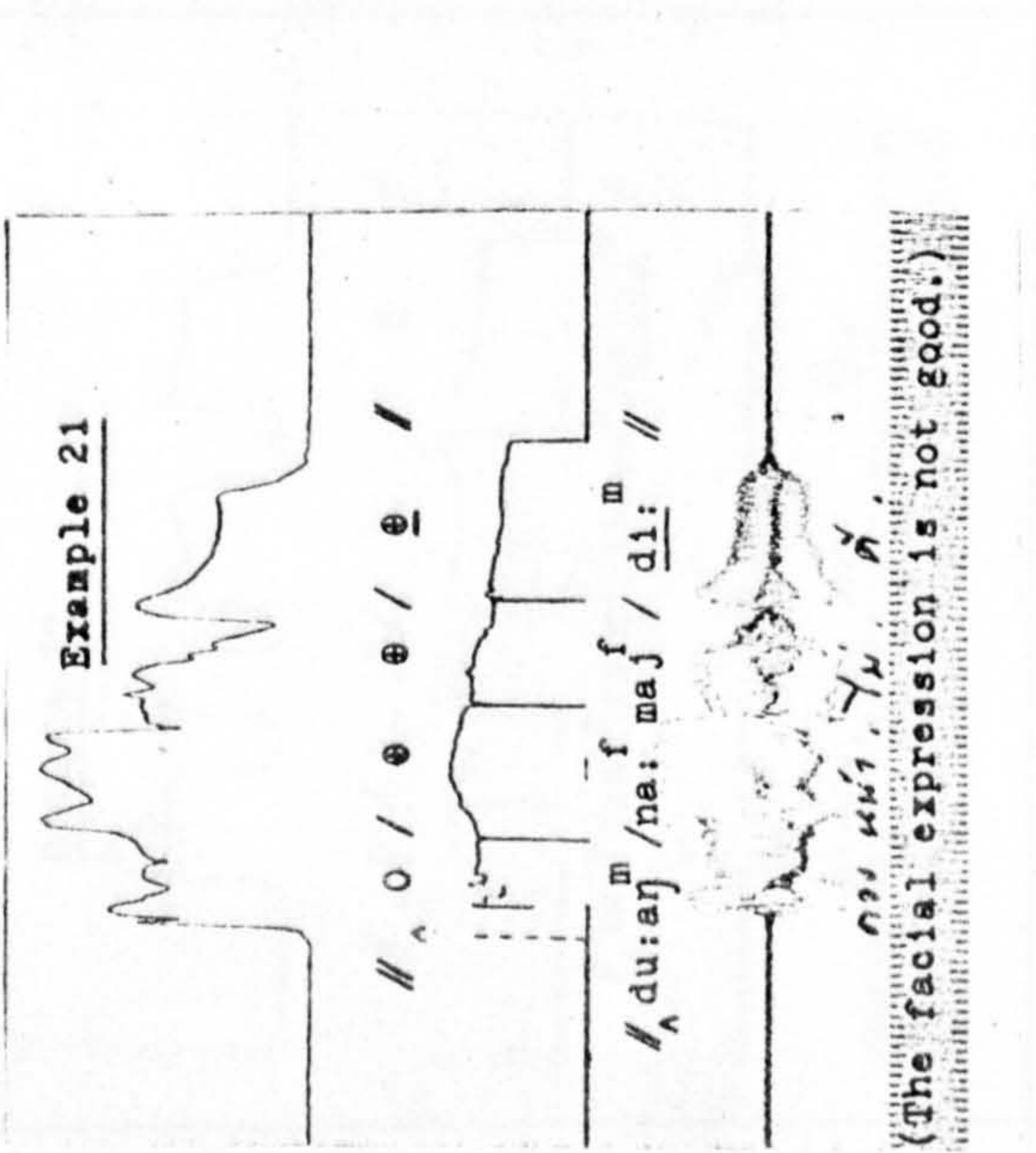
Example 22



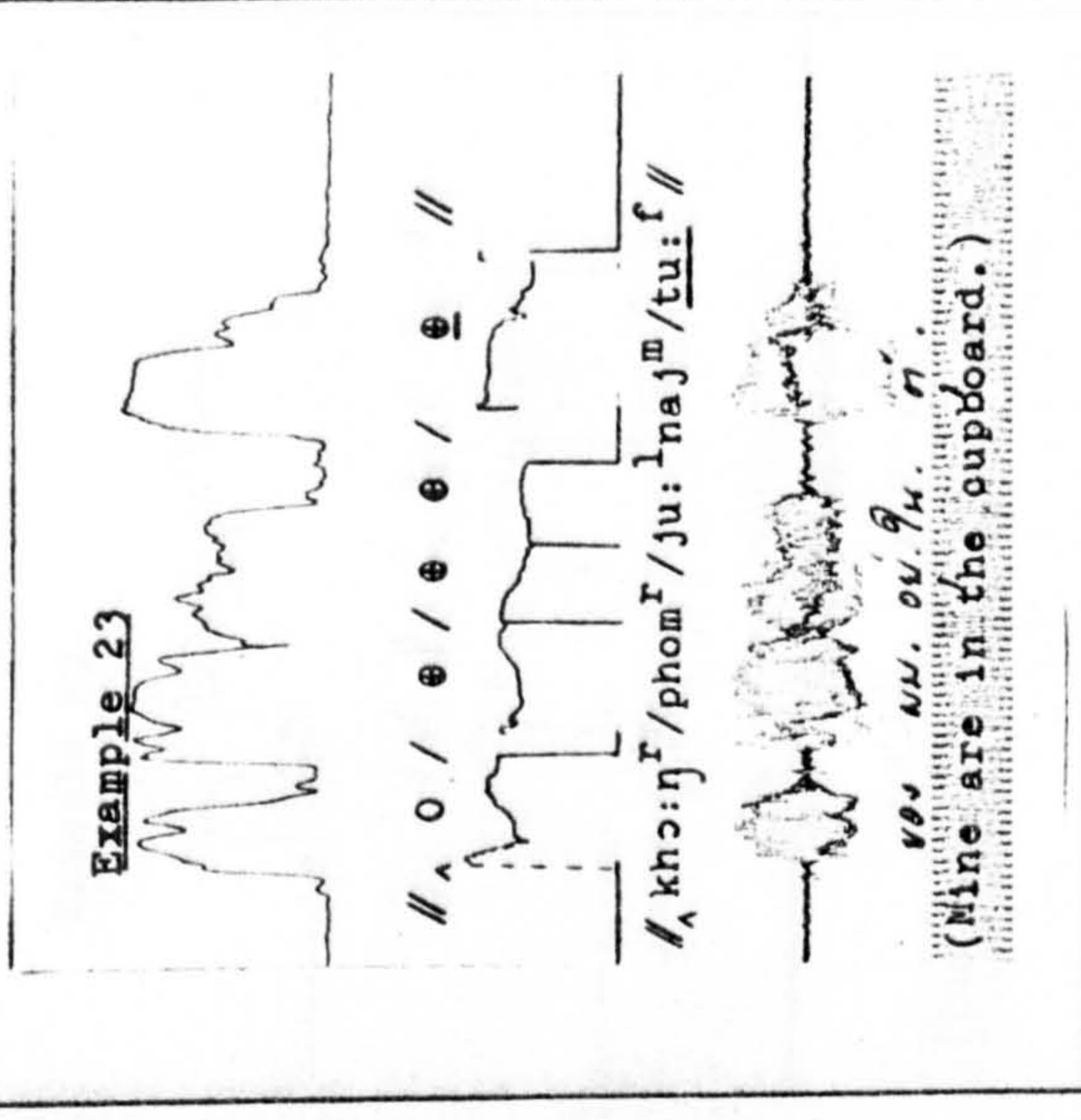
Example 19



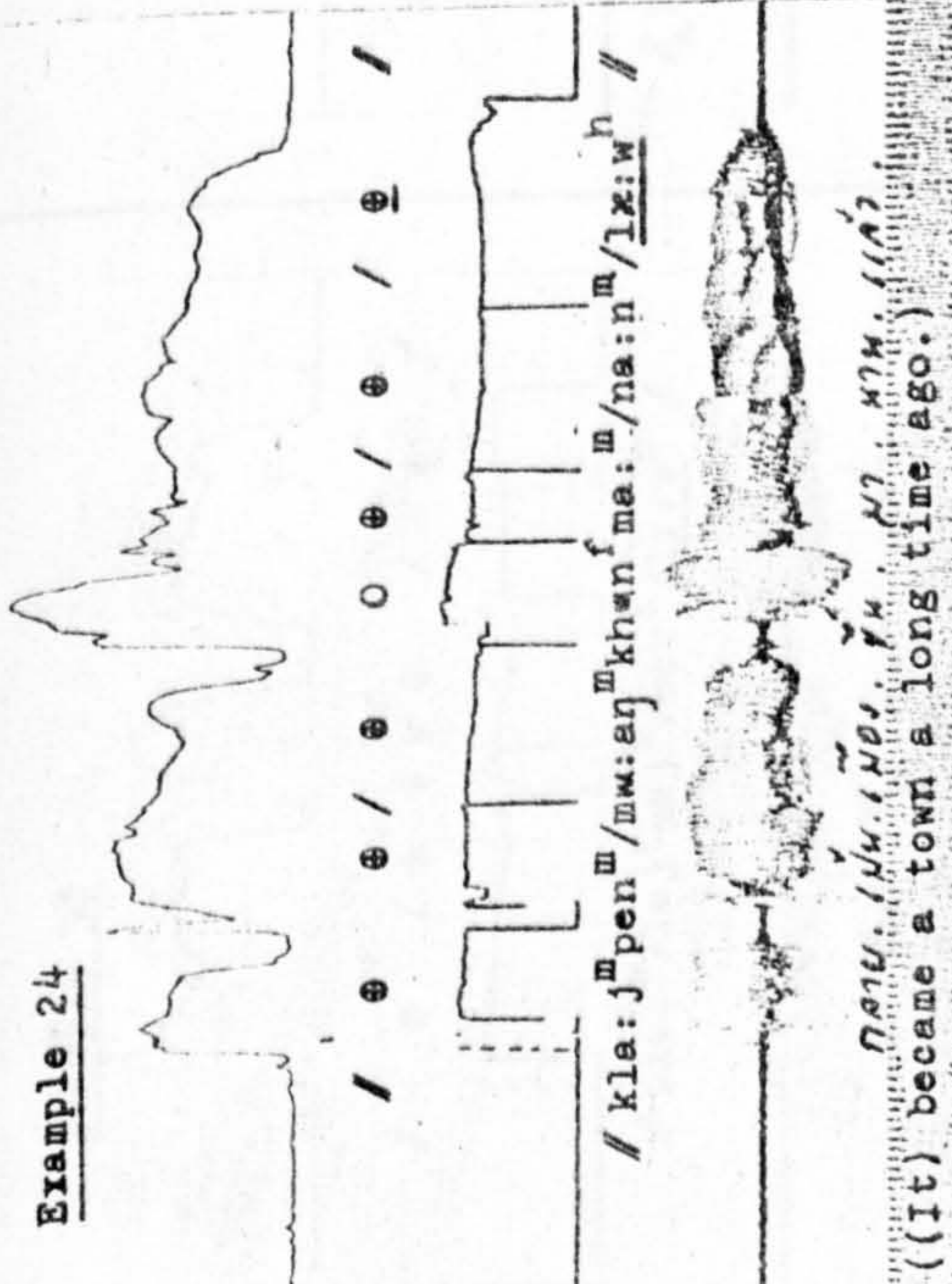
Example 21



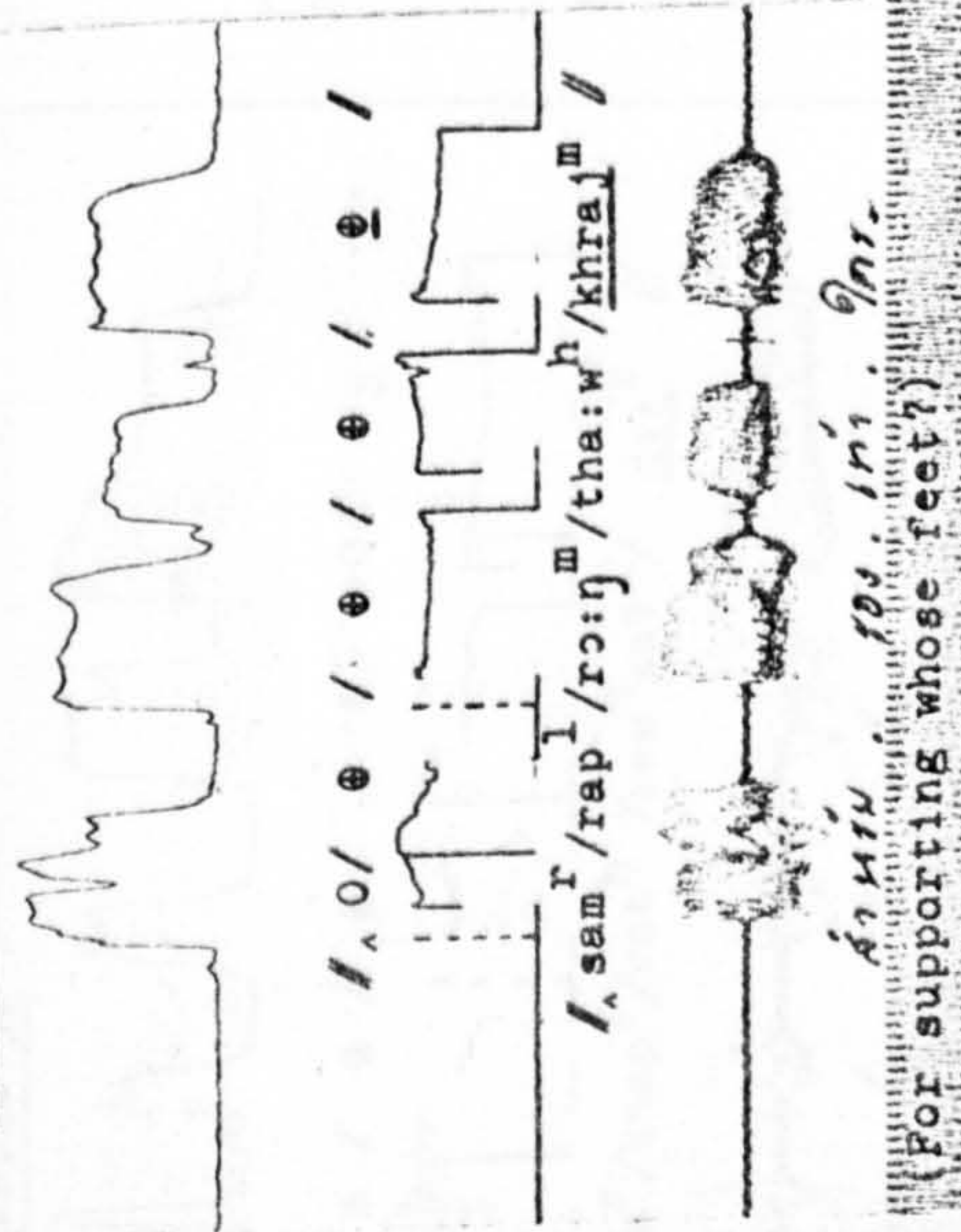
Example 23



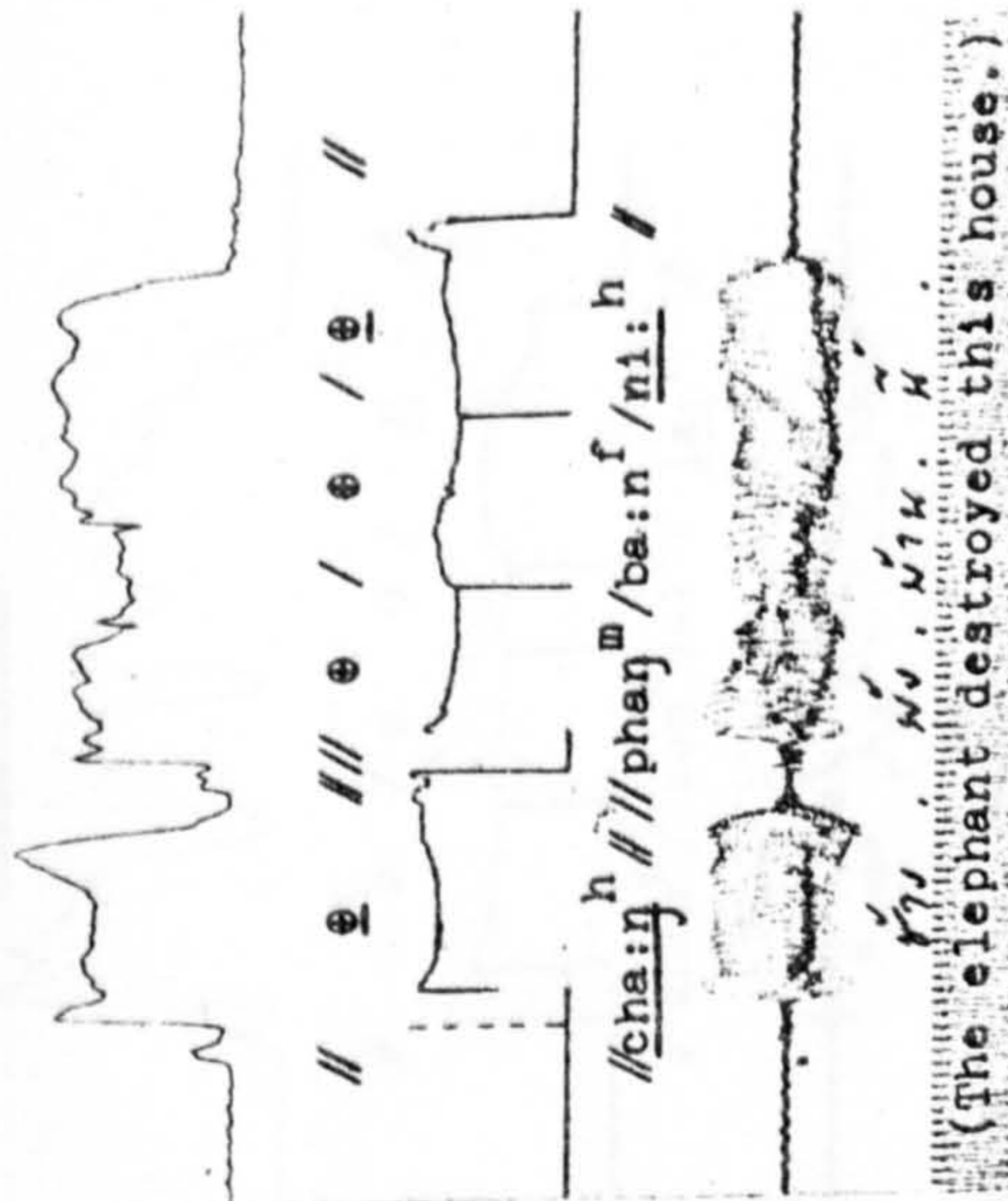
Example 24



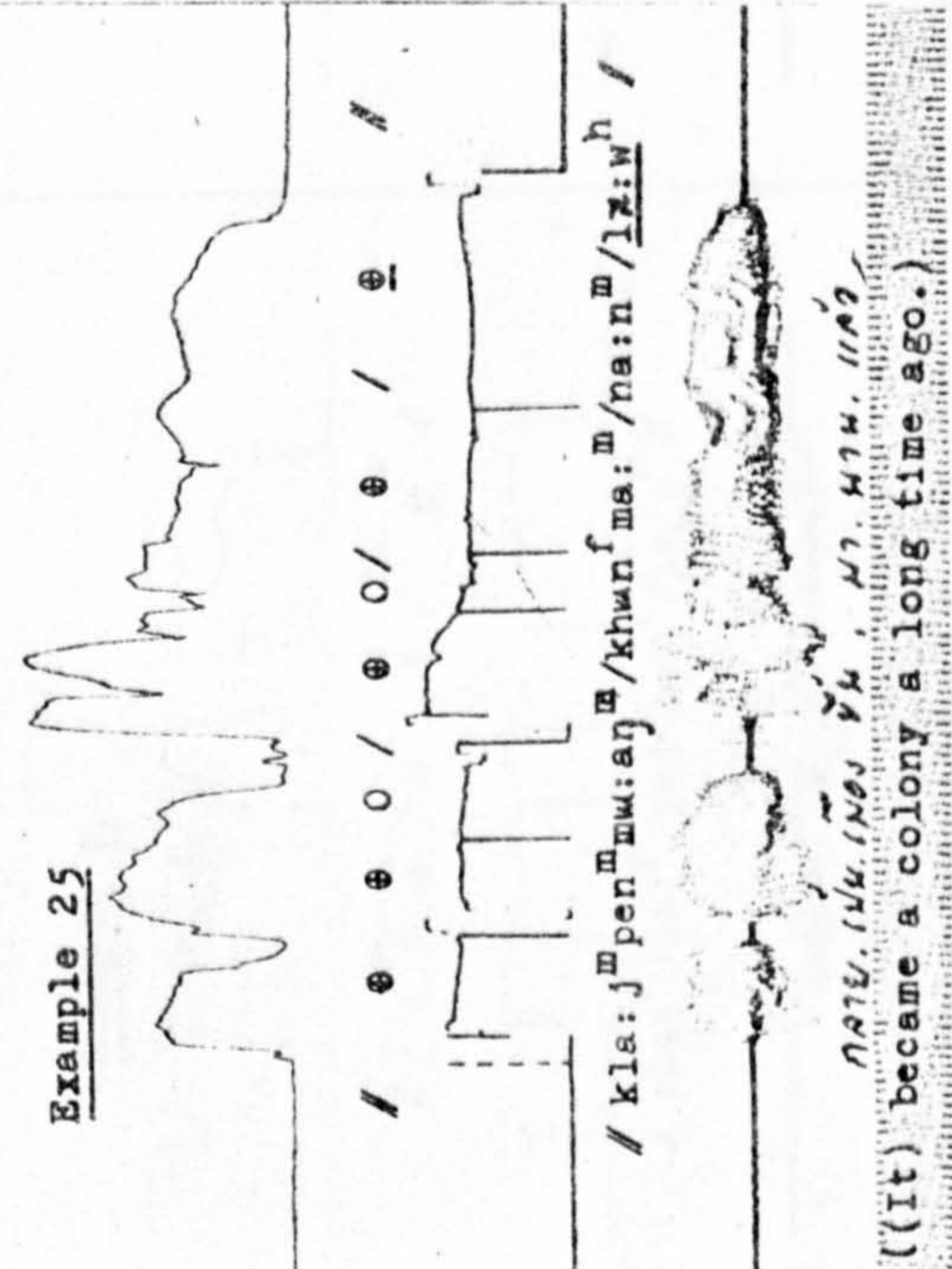
Example 26



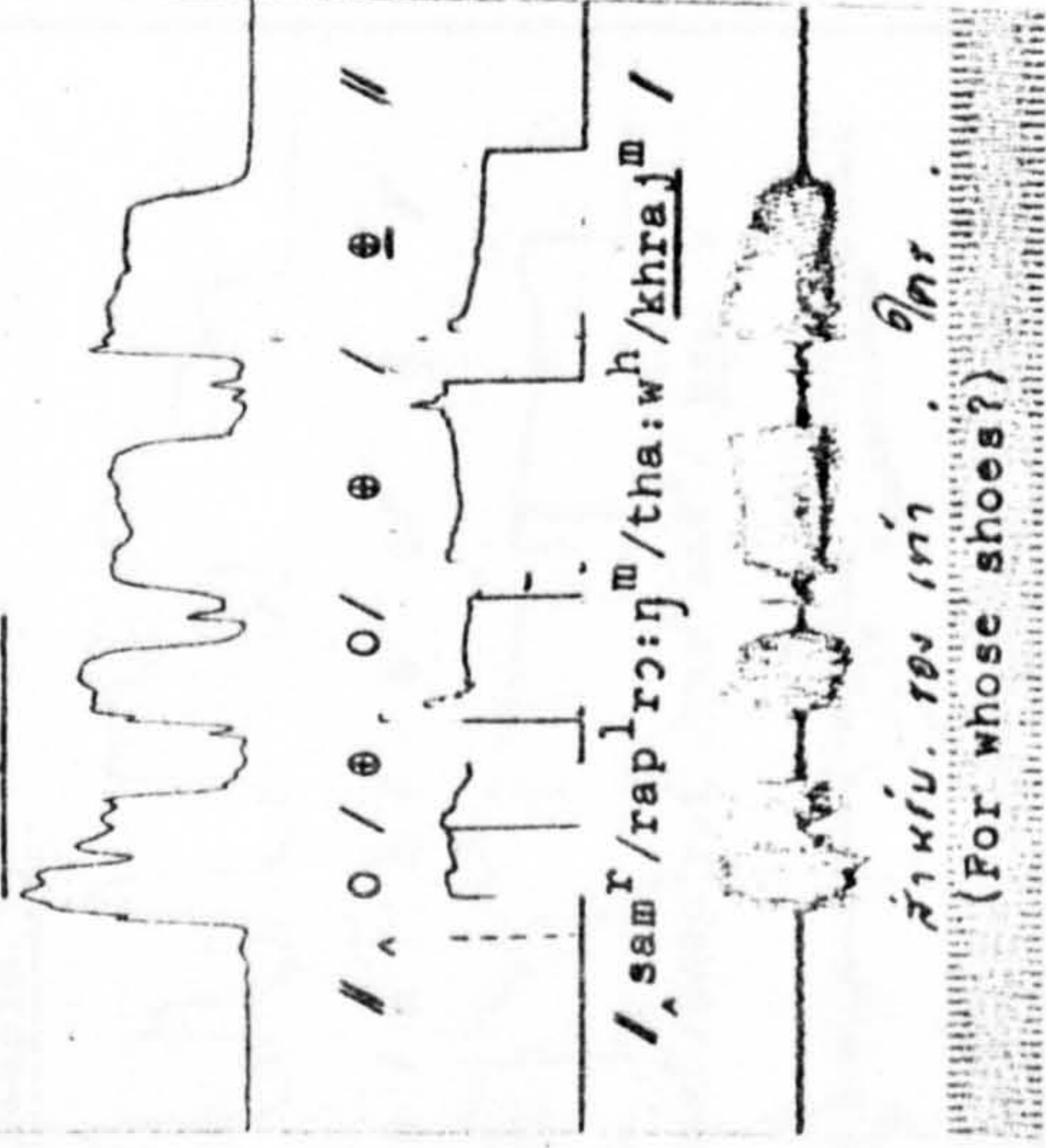
Example 28



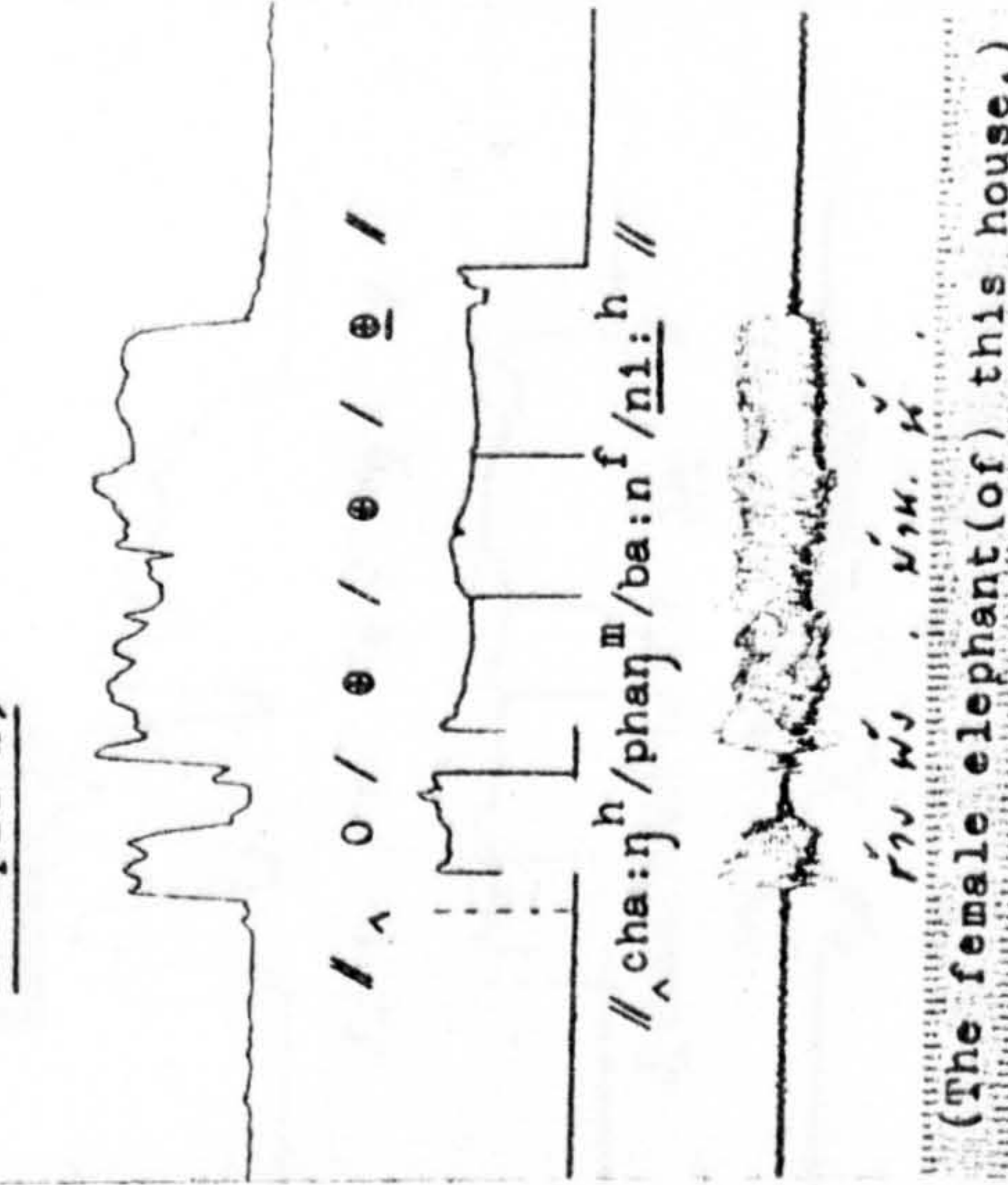
Example 25



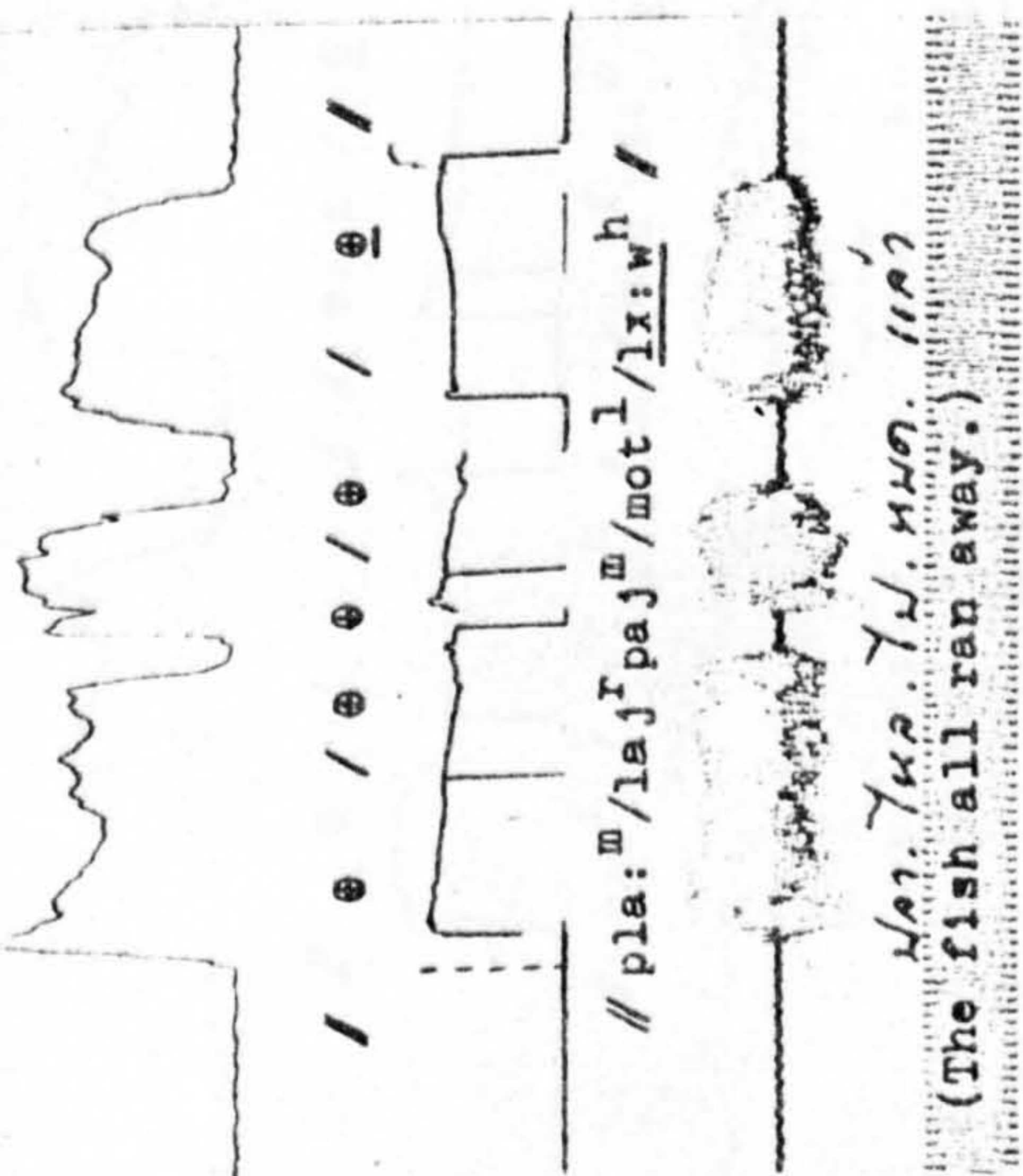
Example 27



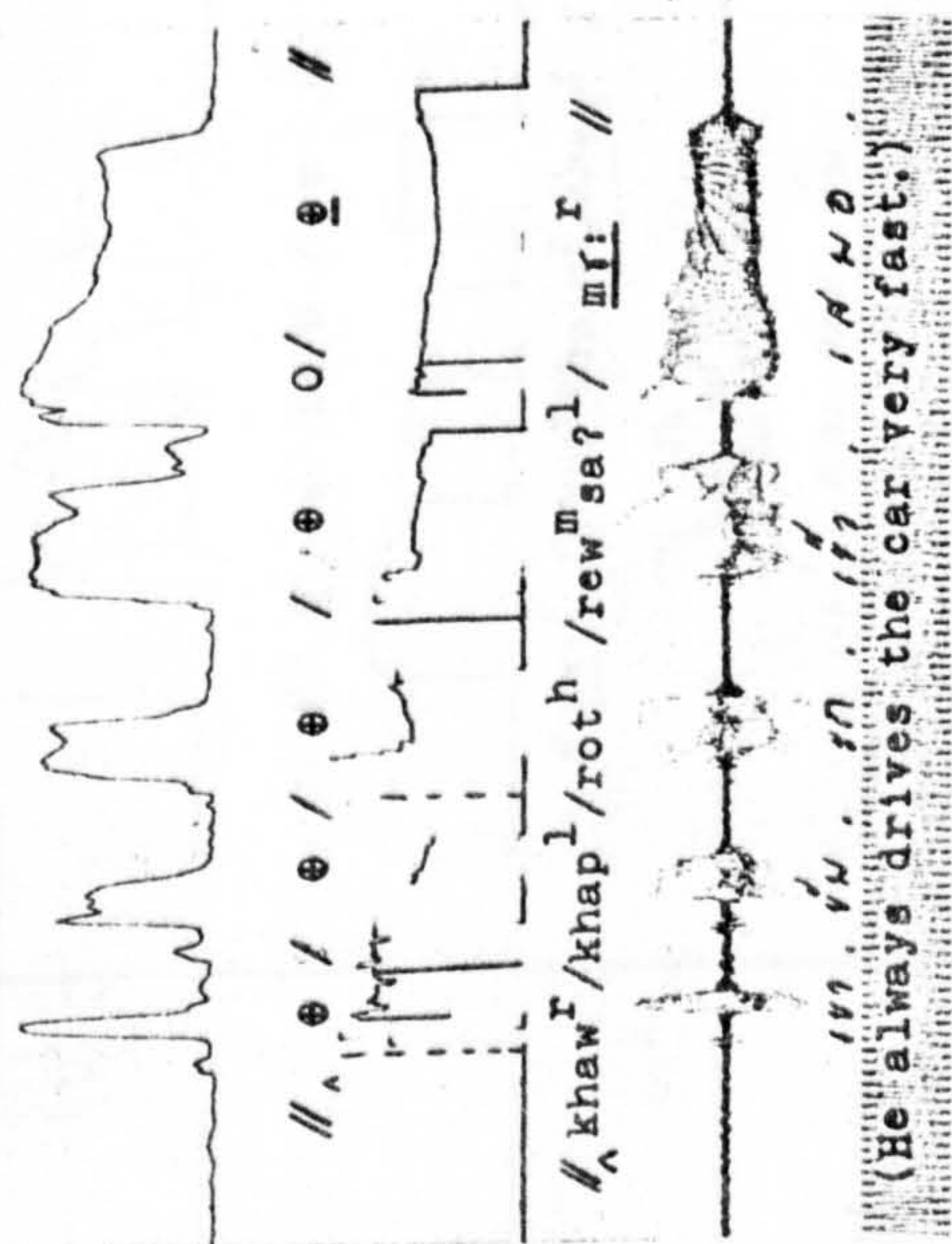
Example 29



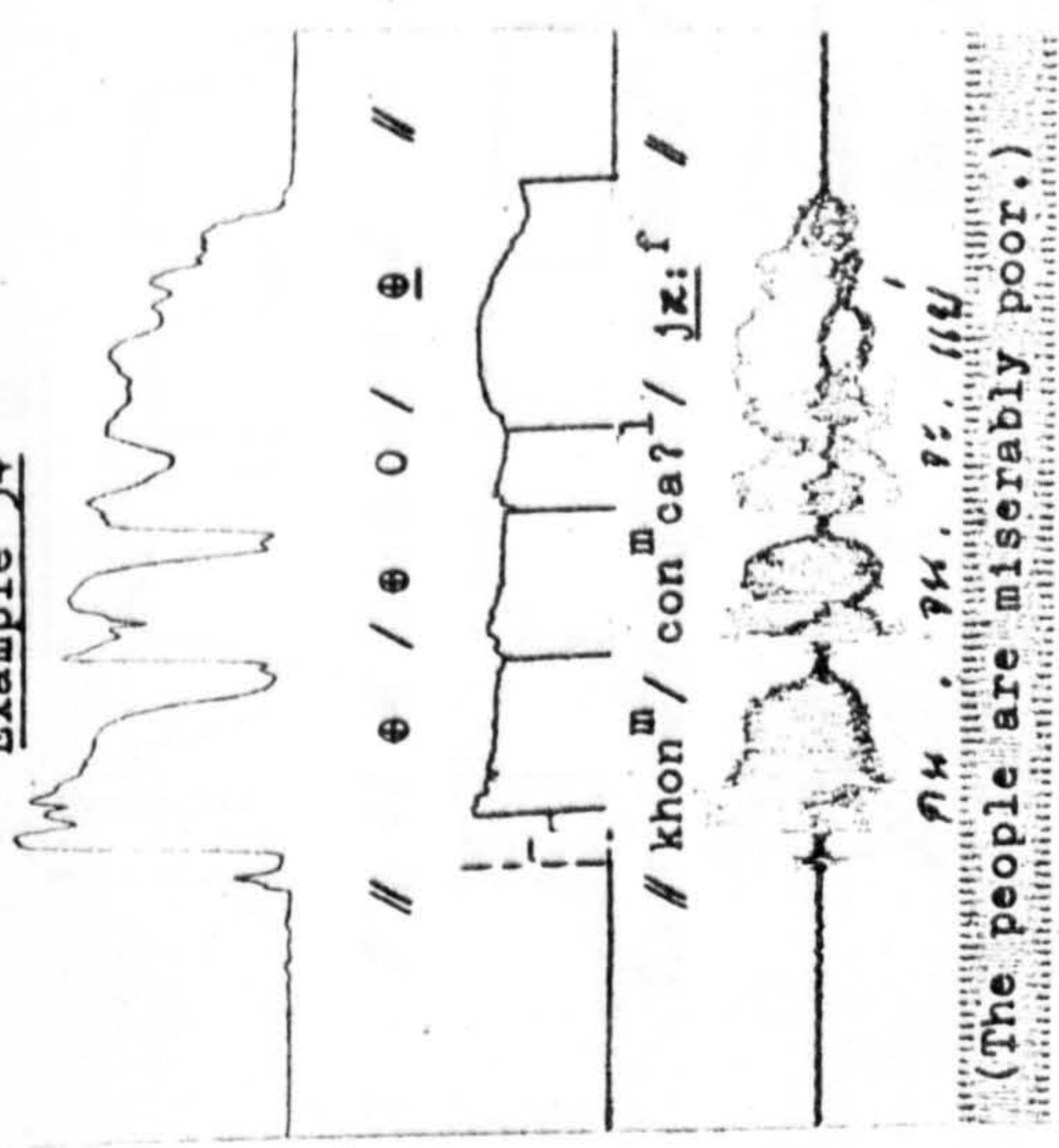
Example 30



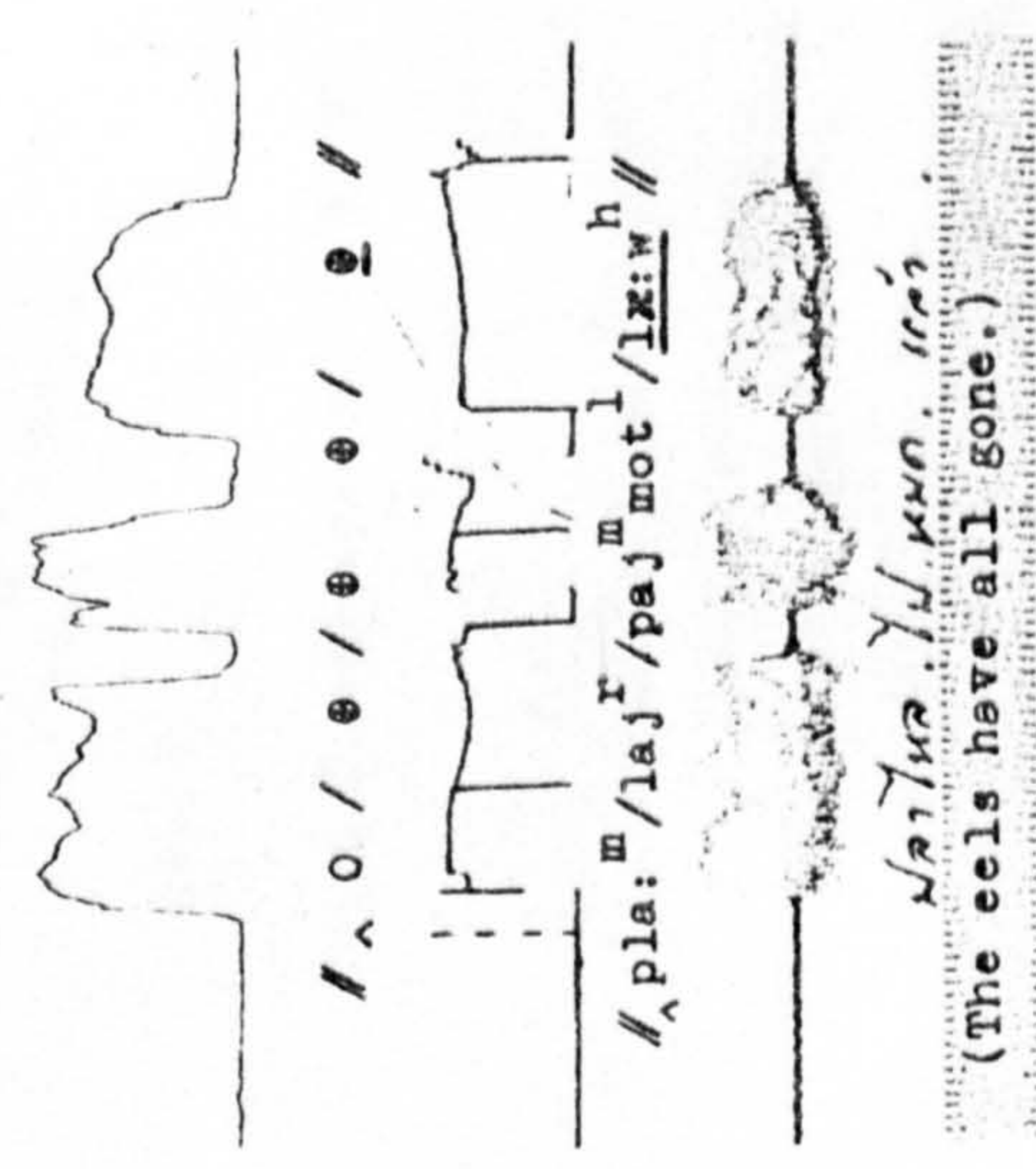
Example 32



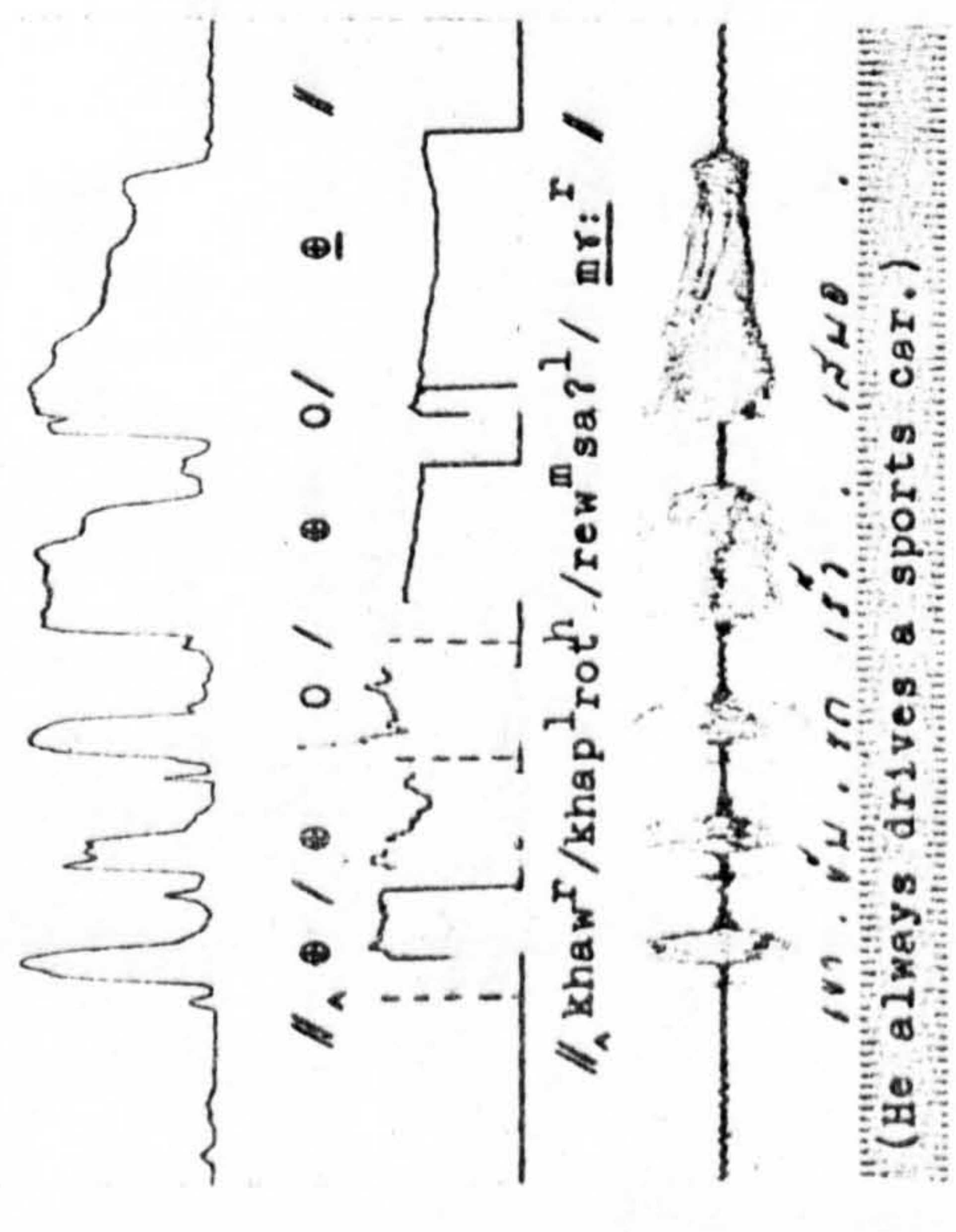
Example 34



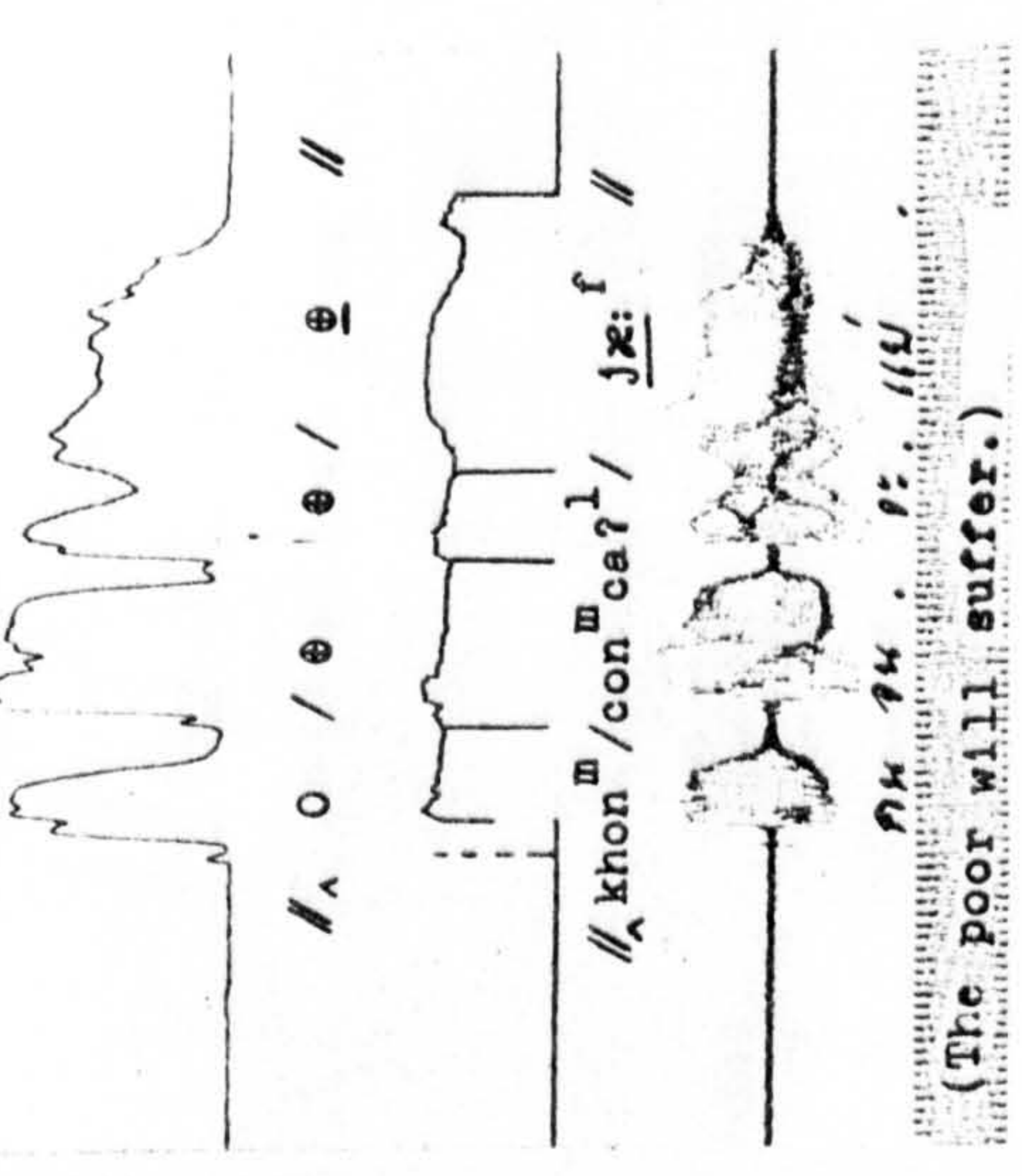
Example 31



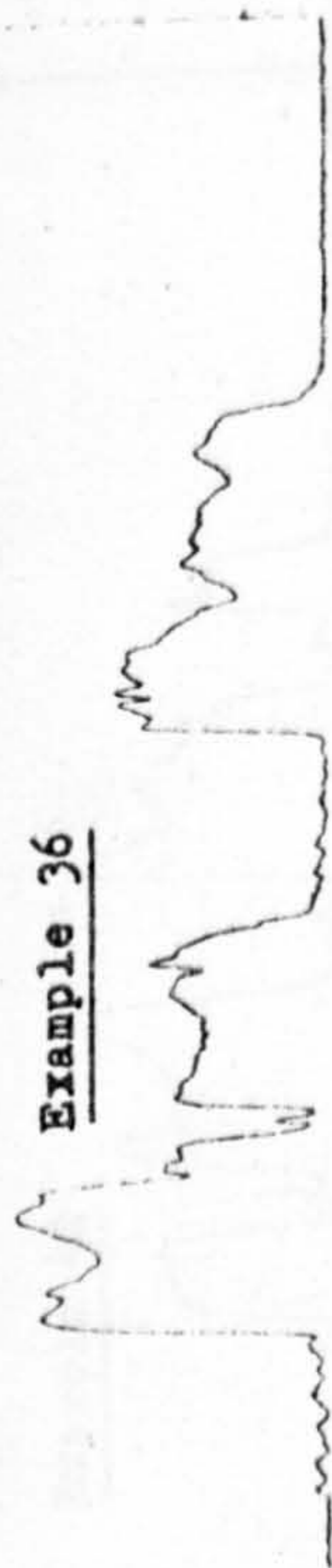
Example 33



Example 35



Example 36



// e / e // e / e //

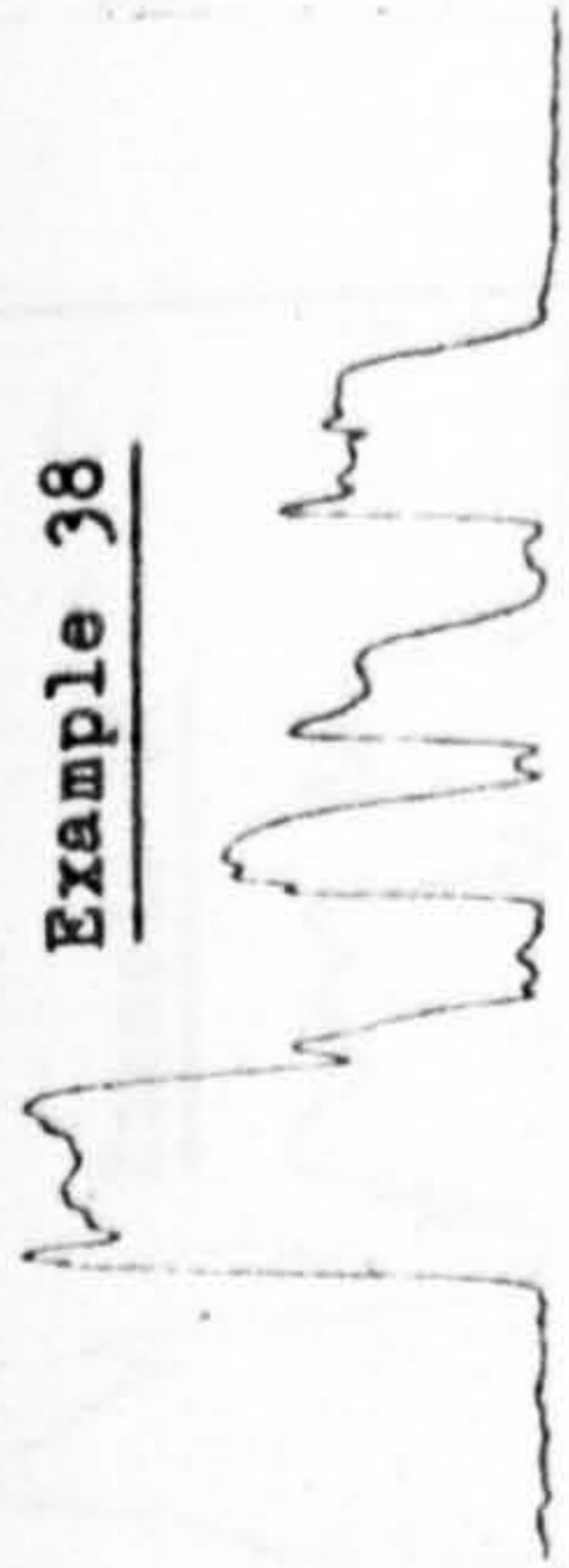


// na: f / rɔ:n^h / ... / ma: f m1: m / lom^m /

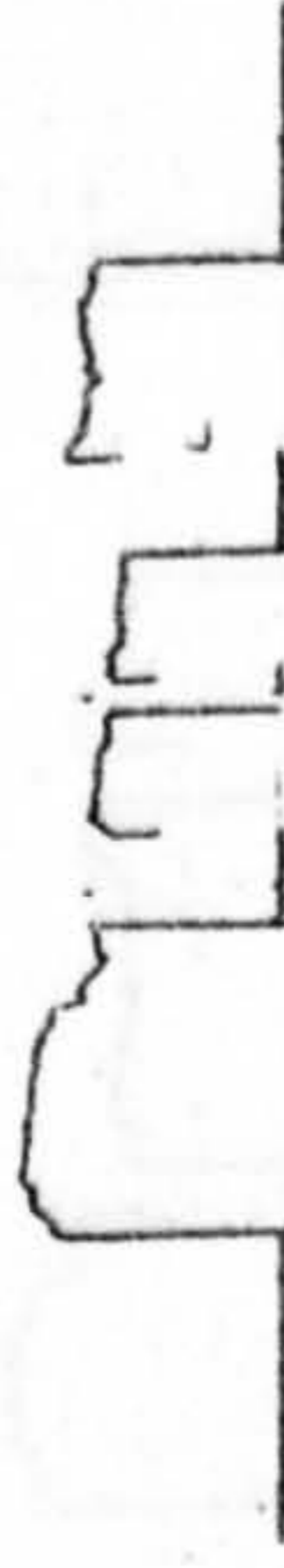


na: f / rɔ:n^h / ... / ma: f m1: m / lom^m /
TAM. TAM. TAM.
(It is) likely to be hot (since) there is no winds.)

Example 38



// e / e' e / e //



// mɜ: f / khun^m khɔ: ɲ^r / chan^r /



mɜ: f / khun^m khɔ: ɲ^r / chan^r /
TAM. TAM. TAM. TAM.
(My husband's mother.)

Example 40



// a / o / e / e / e //



// sam^r / rap^l / baŋ^m / ta: m / khra: j^m //



sam^r / rap^l / baŋ^m / ta: m / khra: j^m //
TAM. TAM. TAM. TAM.
(For blinding whose eyes.)

Example 37



// a / o / e / e / e //

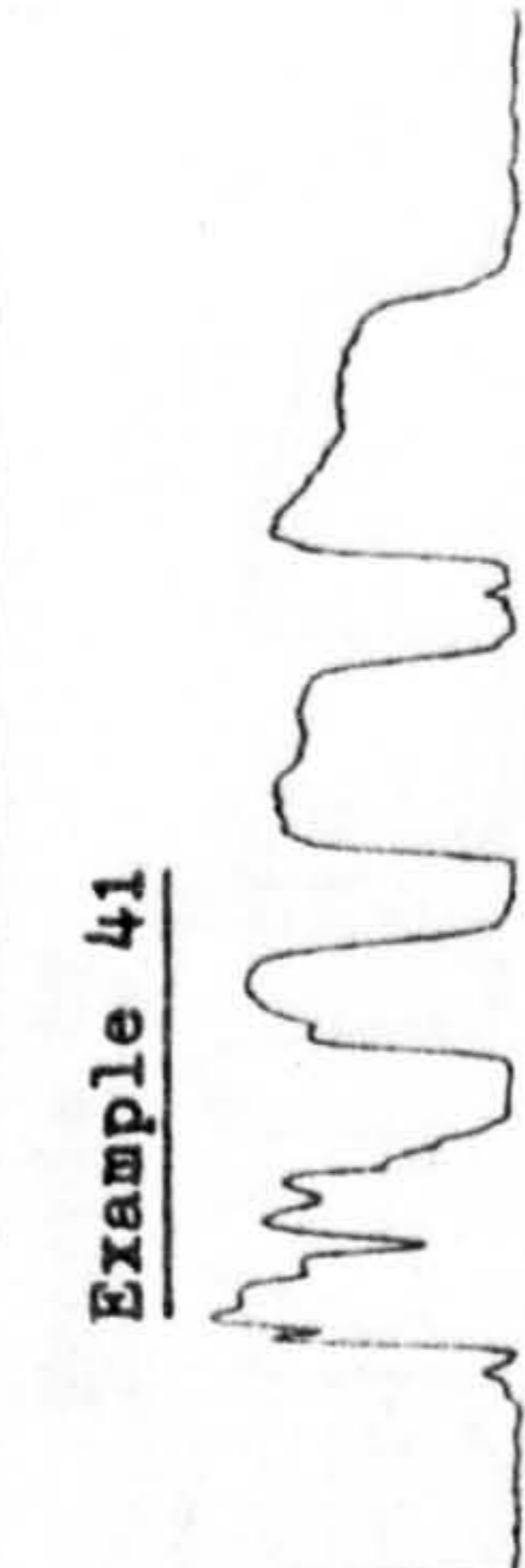


// na: f / rɔ:n^h ma: f / m1: m / lom^m //

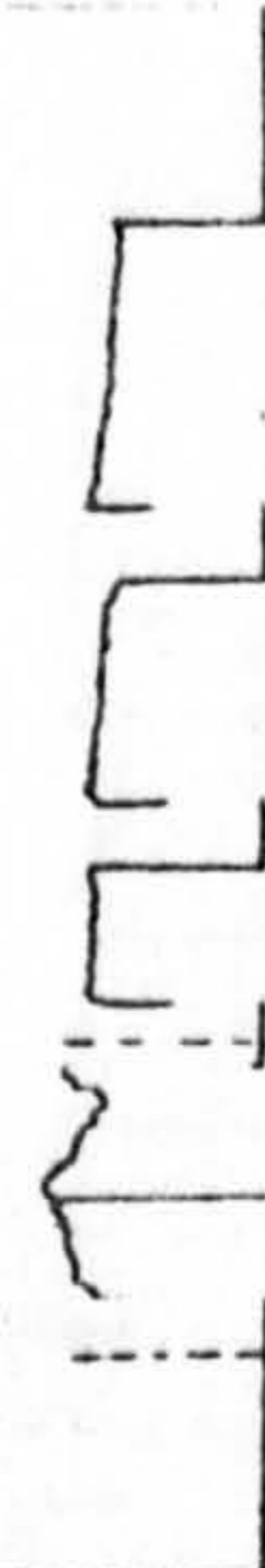


na: f / rɔ:n^h ma: f / m1: m / lom^m //
TAM. TAM. TAM.
(There is no winds in the summer.)

Example 41



// a / o / e / e / e //



// sam^r / rap^l baŋ^m / ta: m / khra: j^m //



sam^r / rap^l baŋ^m / ta: m / khra: j^m //
TAM. TAM. TAM. TAM.
(For whose window screen.)

Example 39



// a / o / e / e / e //

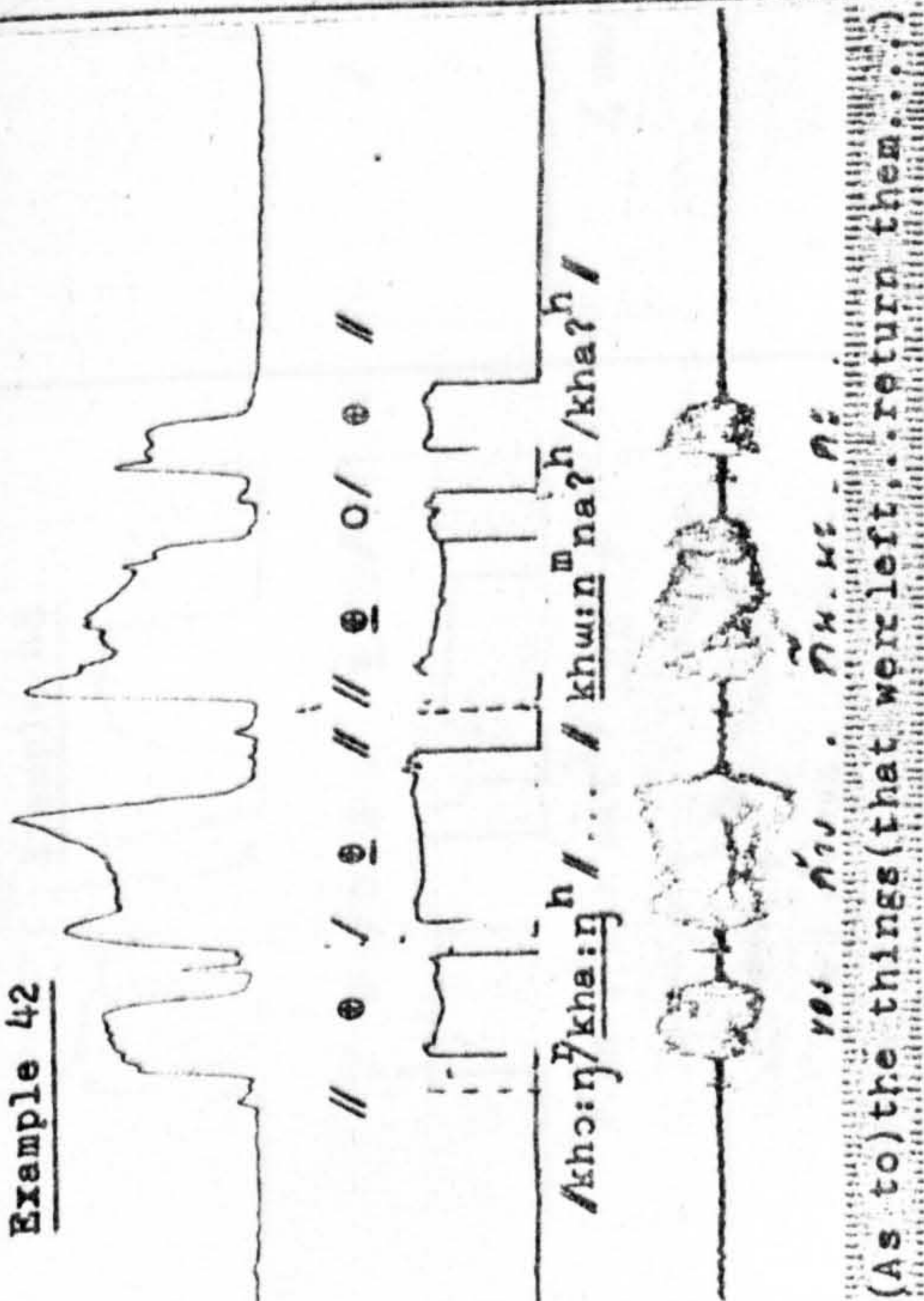


// mɜ: f / khun^m khɔ: ɲ^r / chan^r //

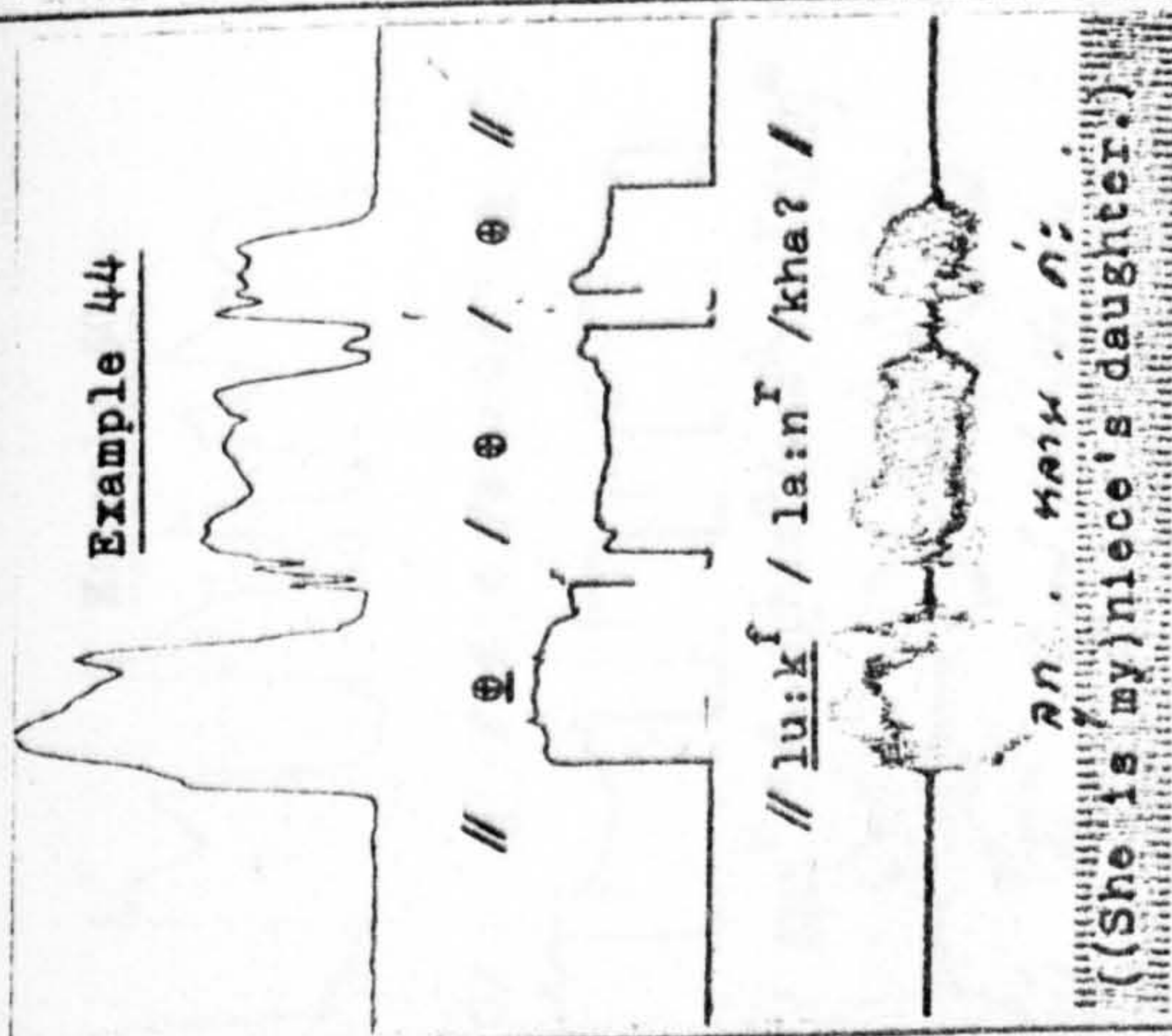


mɜ: f / khun^m khɔ: ɲ^r / chan^r //
TAM. TAM. TAM. TAM.
(My dear wife.)

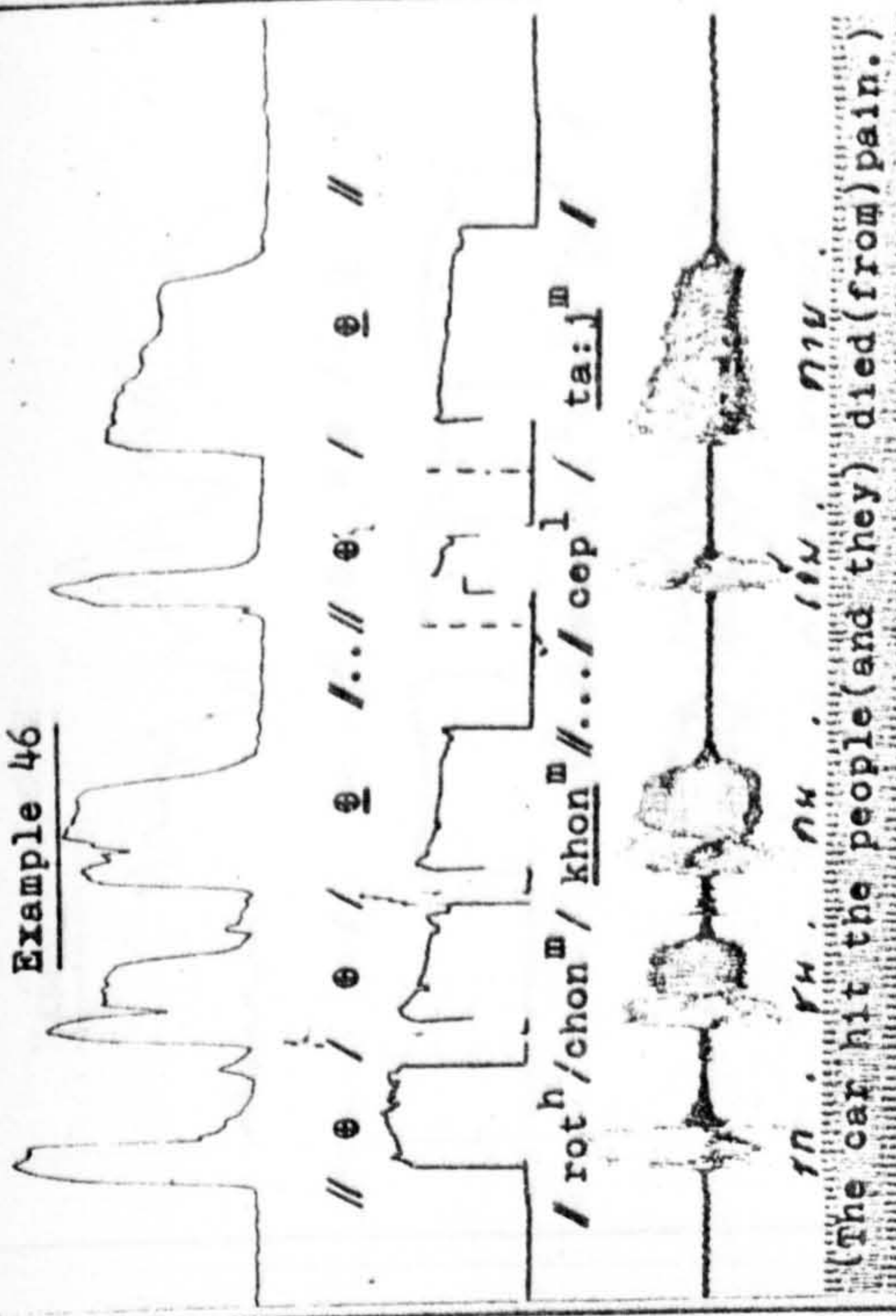
Example 42



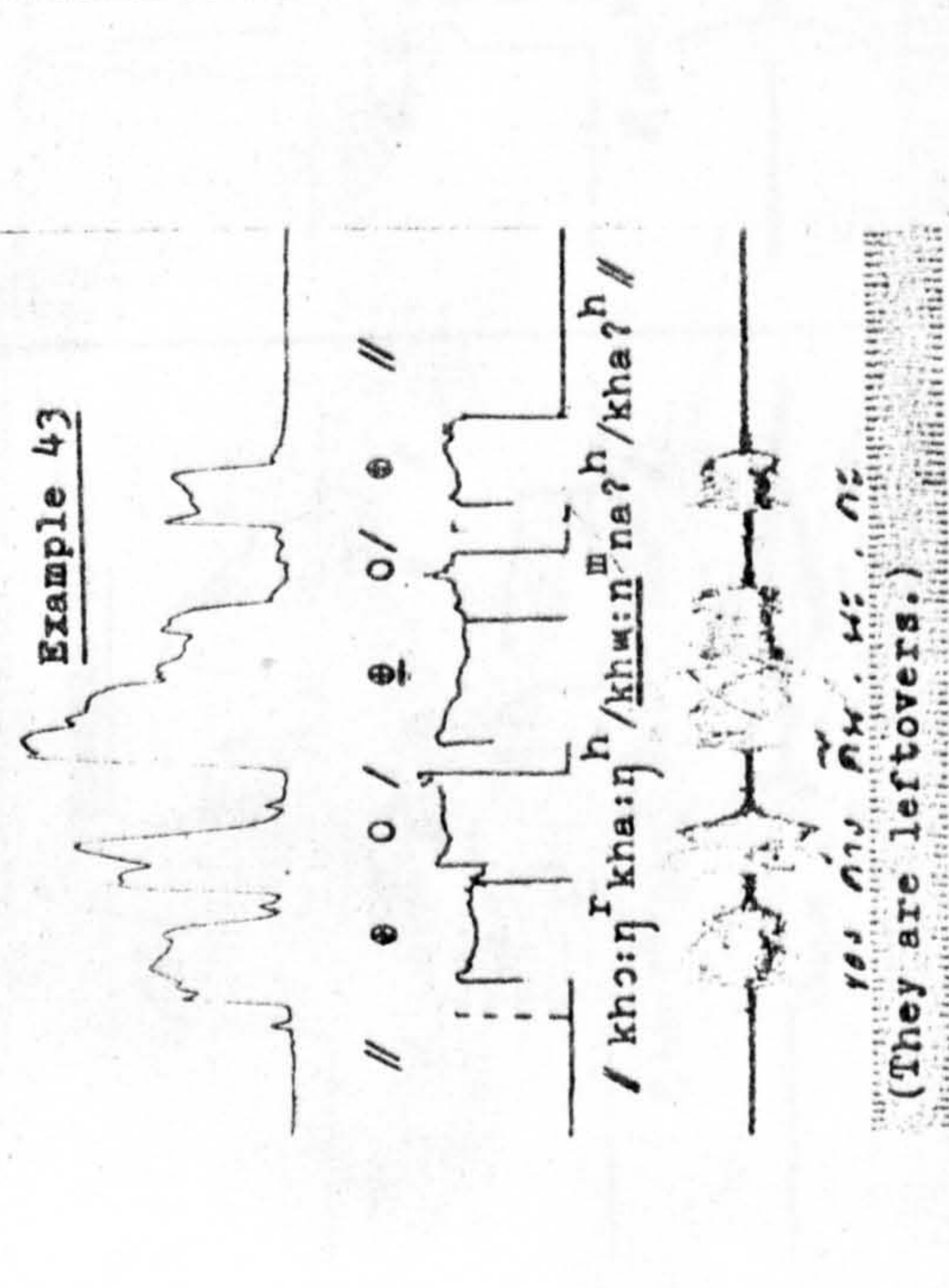
Example 44



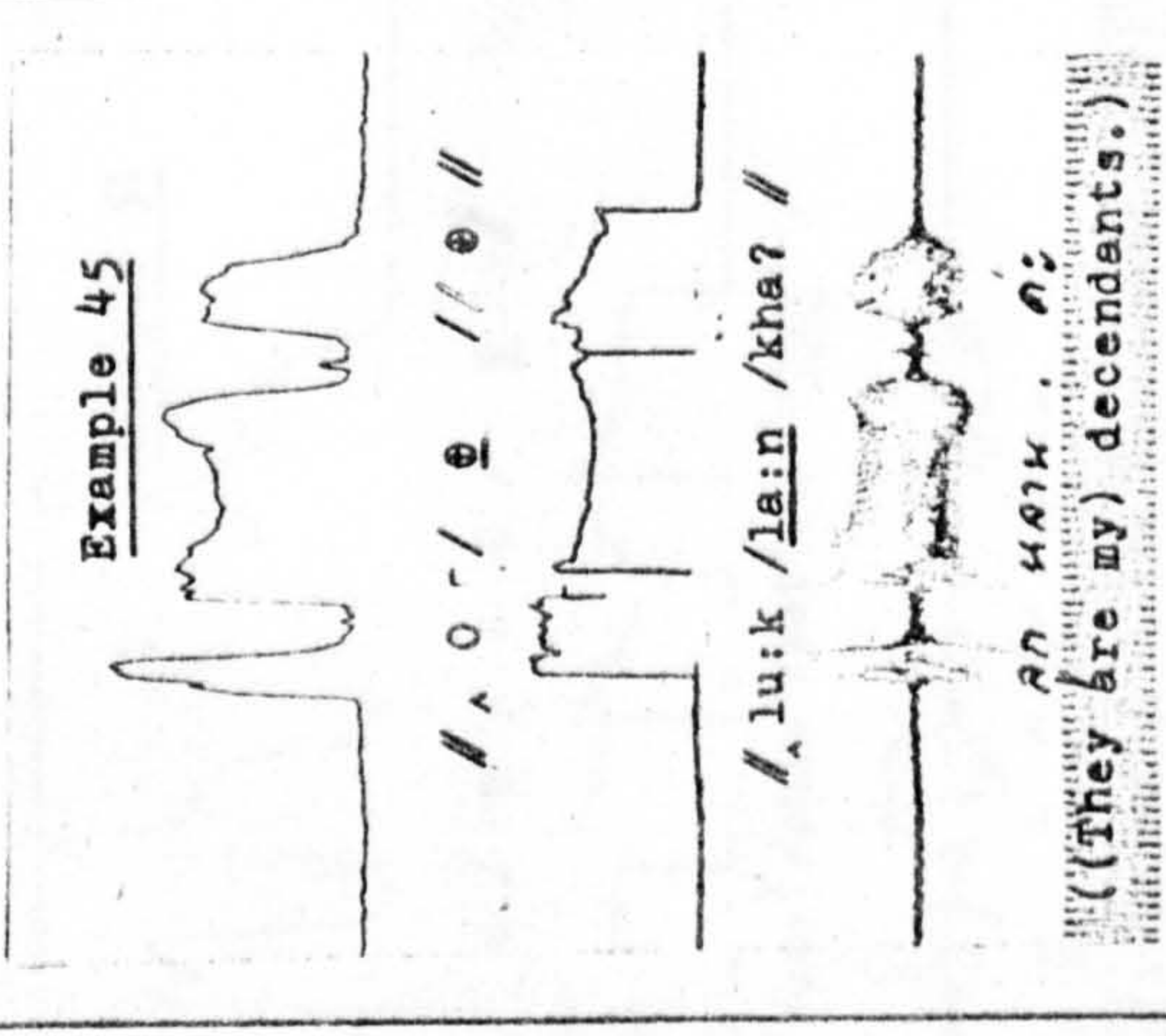
Example 46



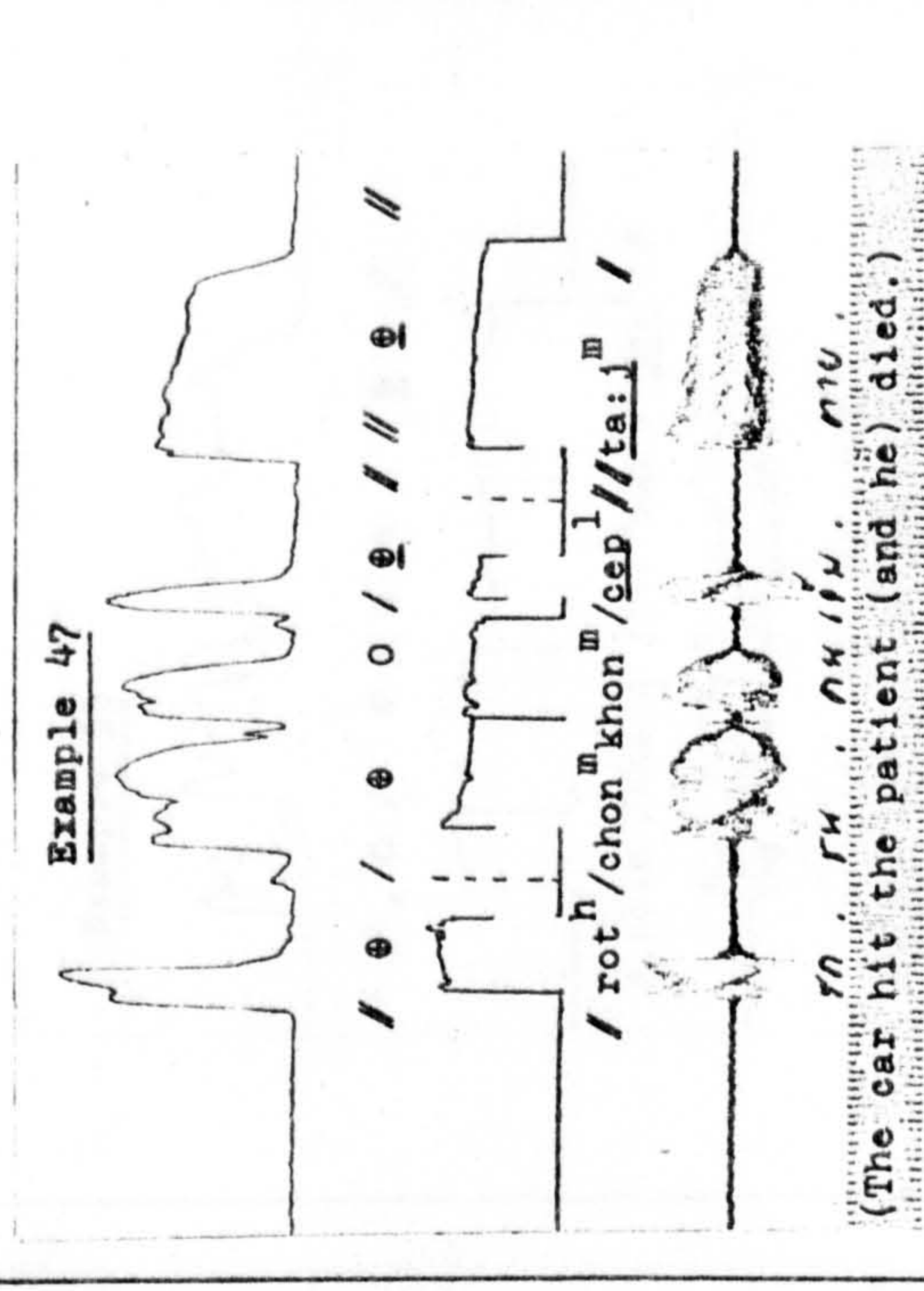
Example 43



Example 45



Example 47



Example 48



// e / o e / e /



// na: j^m na: f ca? / ?aw^m /



MAU. MA. 92. (87)
(Master should take it.)

Example 49



// ^ o / e o / e /



// na: j^m na: f ca? / ?aw^m //

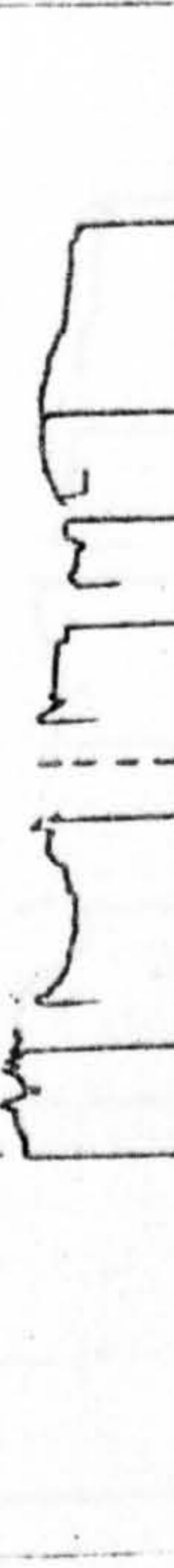


MAU MAU. 92. 107
(The broker will take it.)

Example 50



// o / e // e / e / e /



// na: na: f / sw: f // phim^m / set^l rw: f / la: na^m //

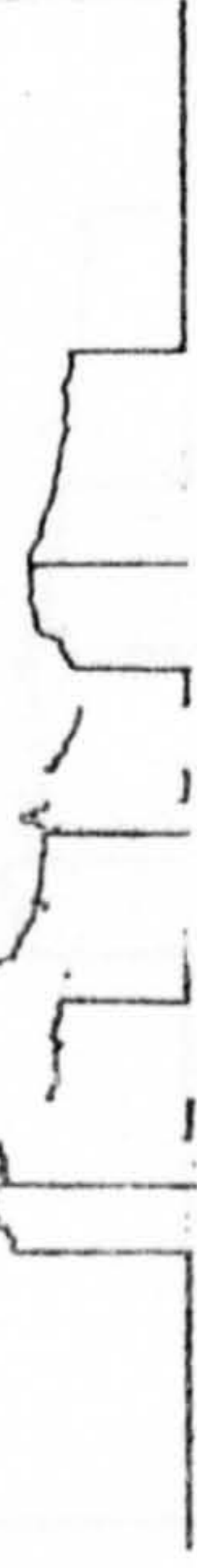


MAU AO MAU. 1871. 478. 67
(About) the paper, have you finished typing (it) yet?

Example 51



// o / o / e / e / e / e /



// na: na: f / sw: f // phim^m / set^l rw: f / la: na^m //



MAU AO MAU. 1871. 478. 67
(Have you finished with the newspaper yet?)

Example 52



// e / e / e / e / e /



// na: m^h / kha: na: h ju: l^h bon^m / ja: f //



MAU MAU. 92. 107
(There is) water left on the grass.)

Example 53



// ^ o / e / e / e / e /

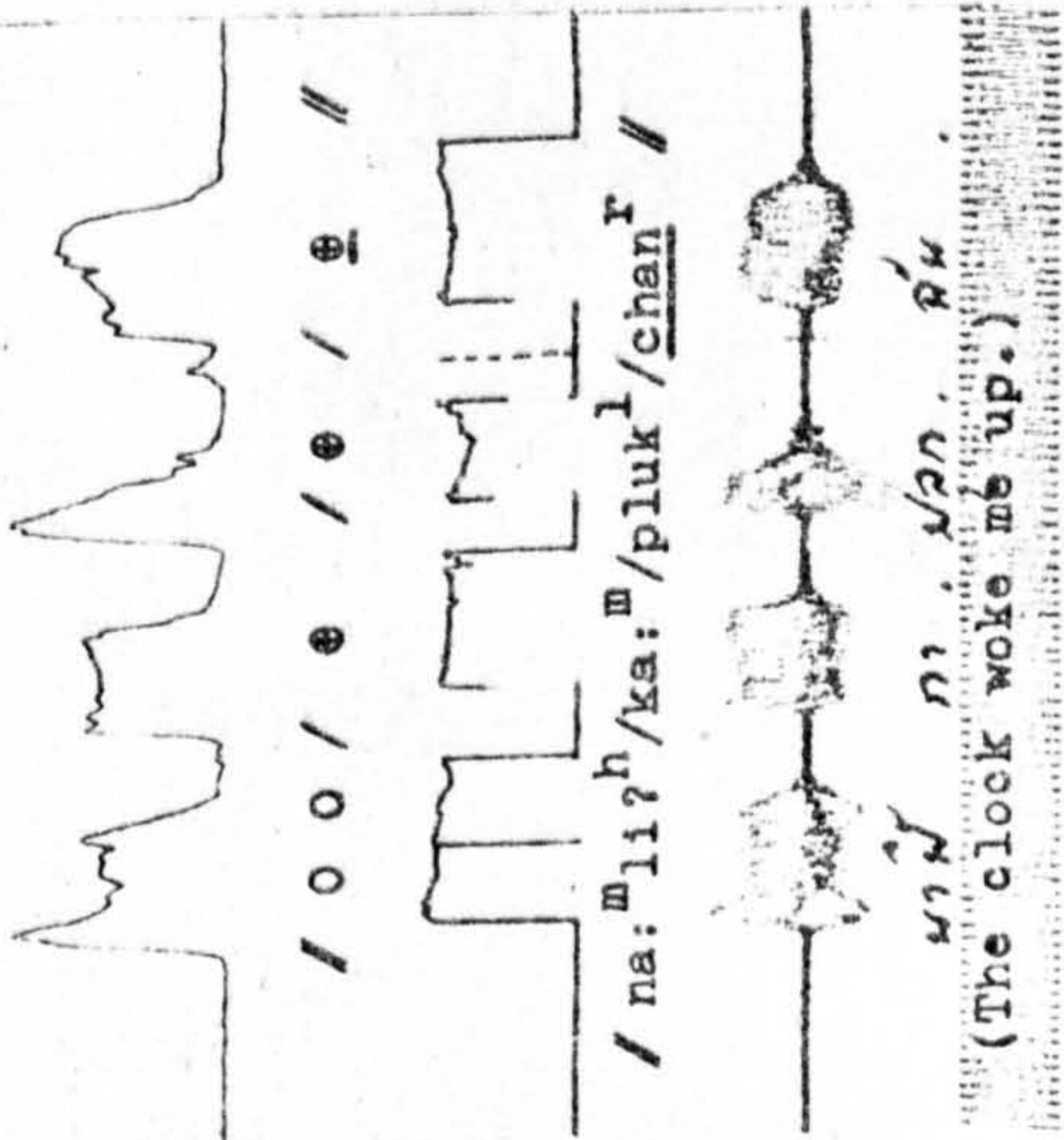


// na: m^h / kha: na: h / ju: l^h bon^m / ja: f //

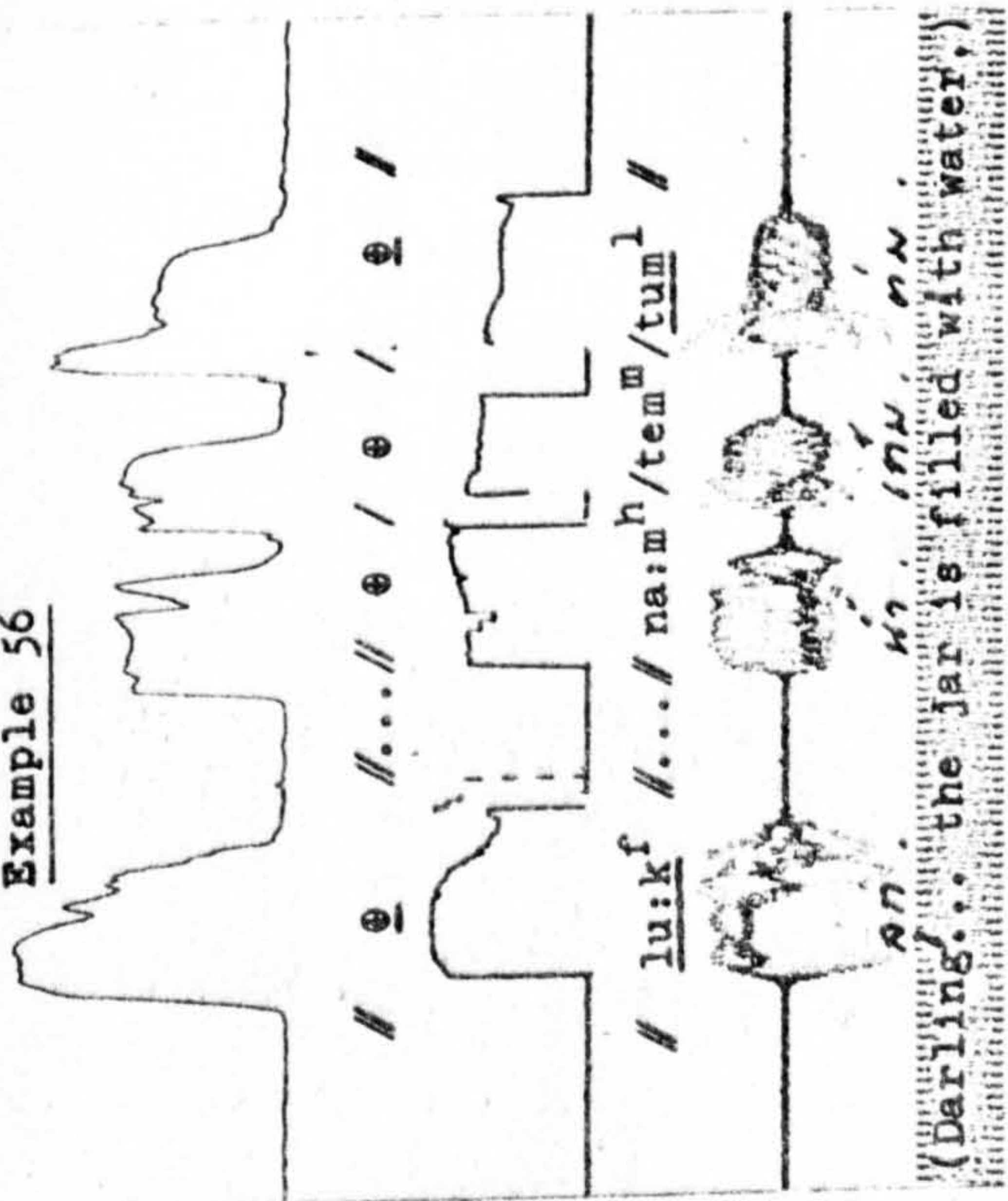


MAU MAU. 92. 107
(The dew is on the grass.)

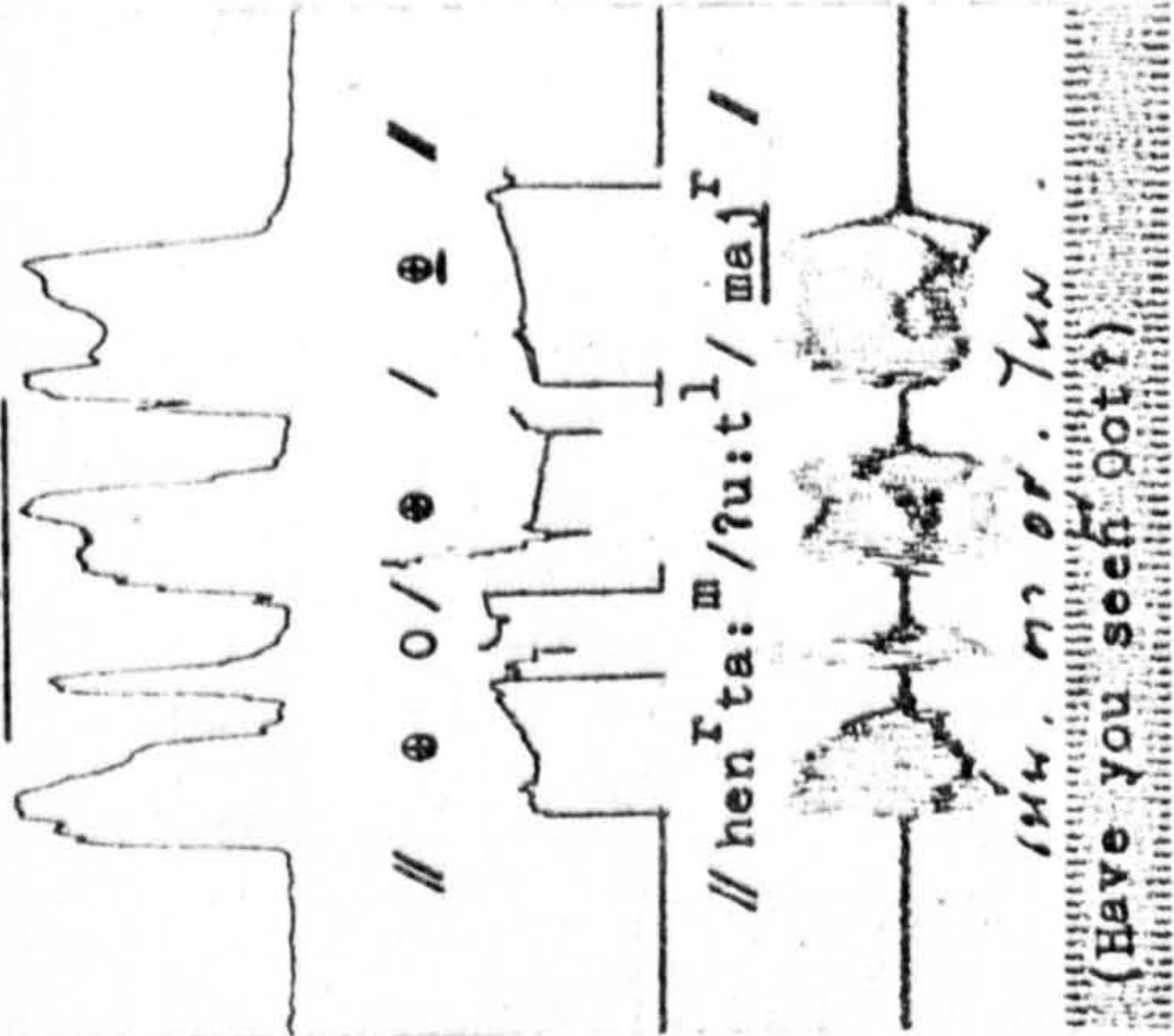
Example 54



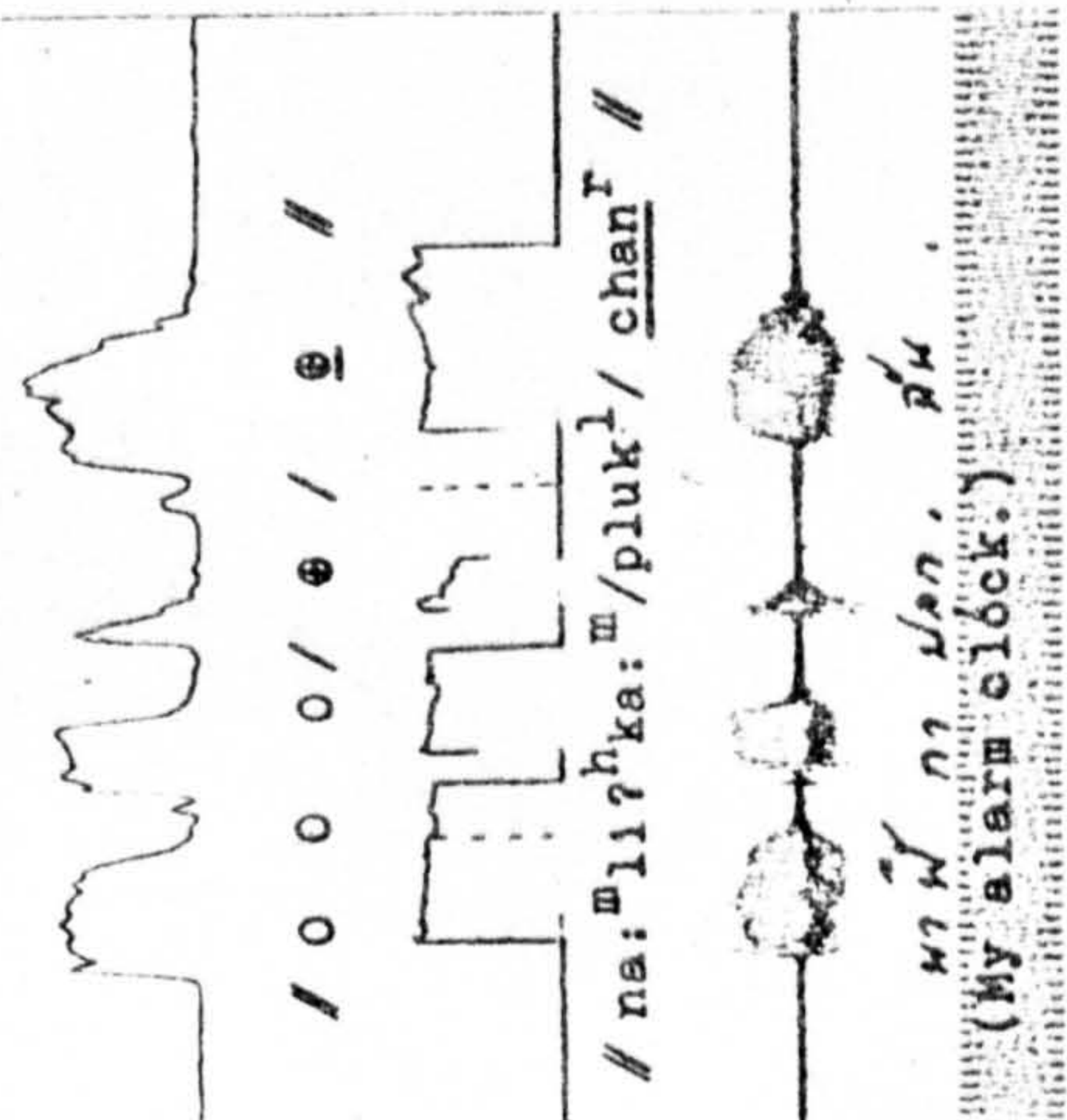
Example 56



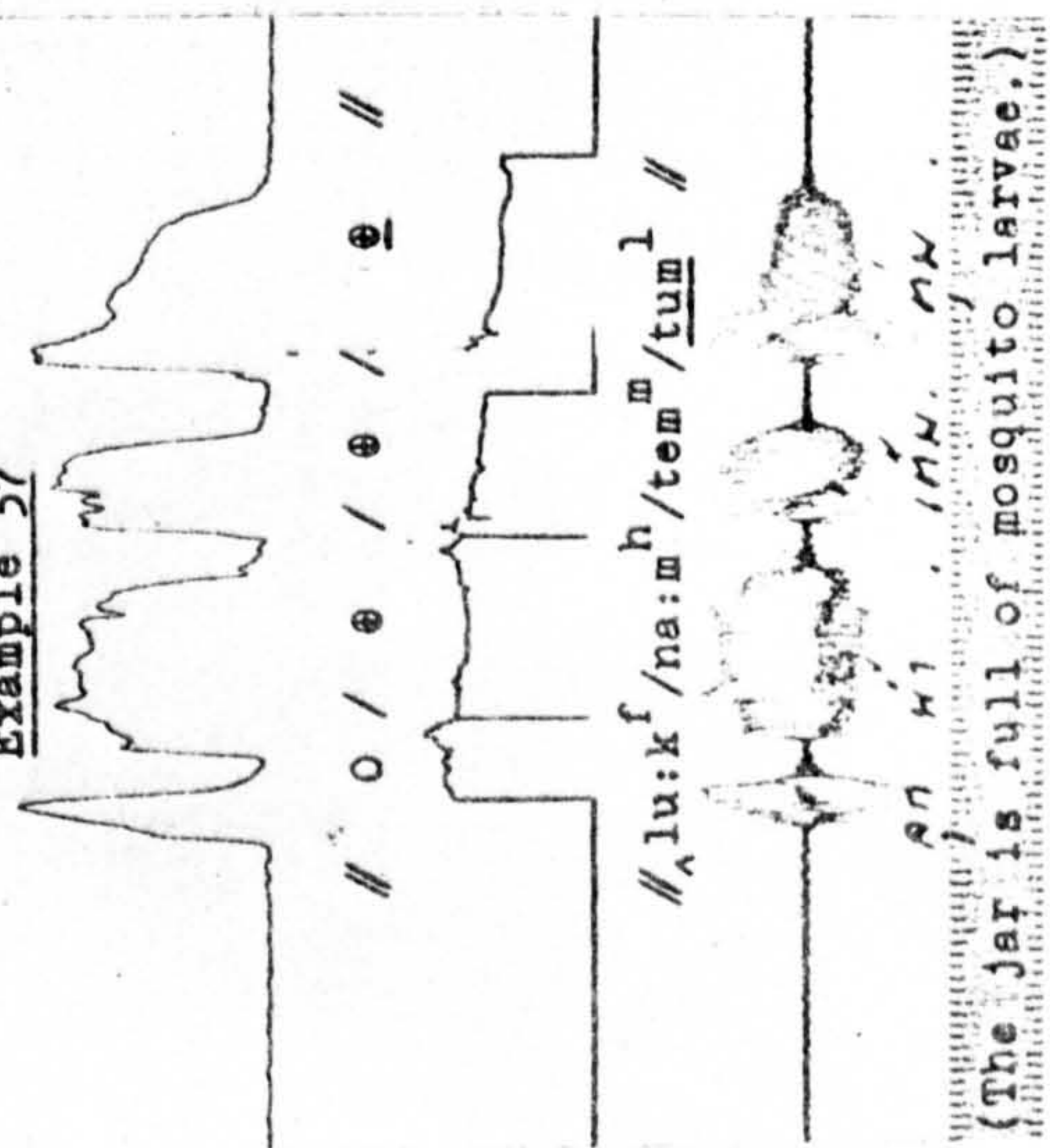
Example 58



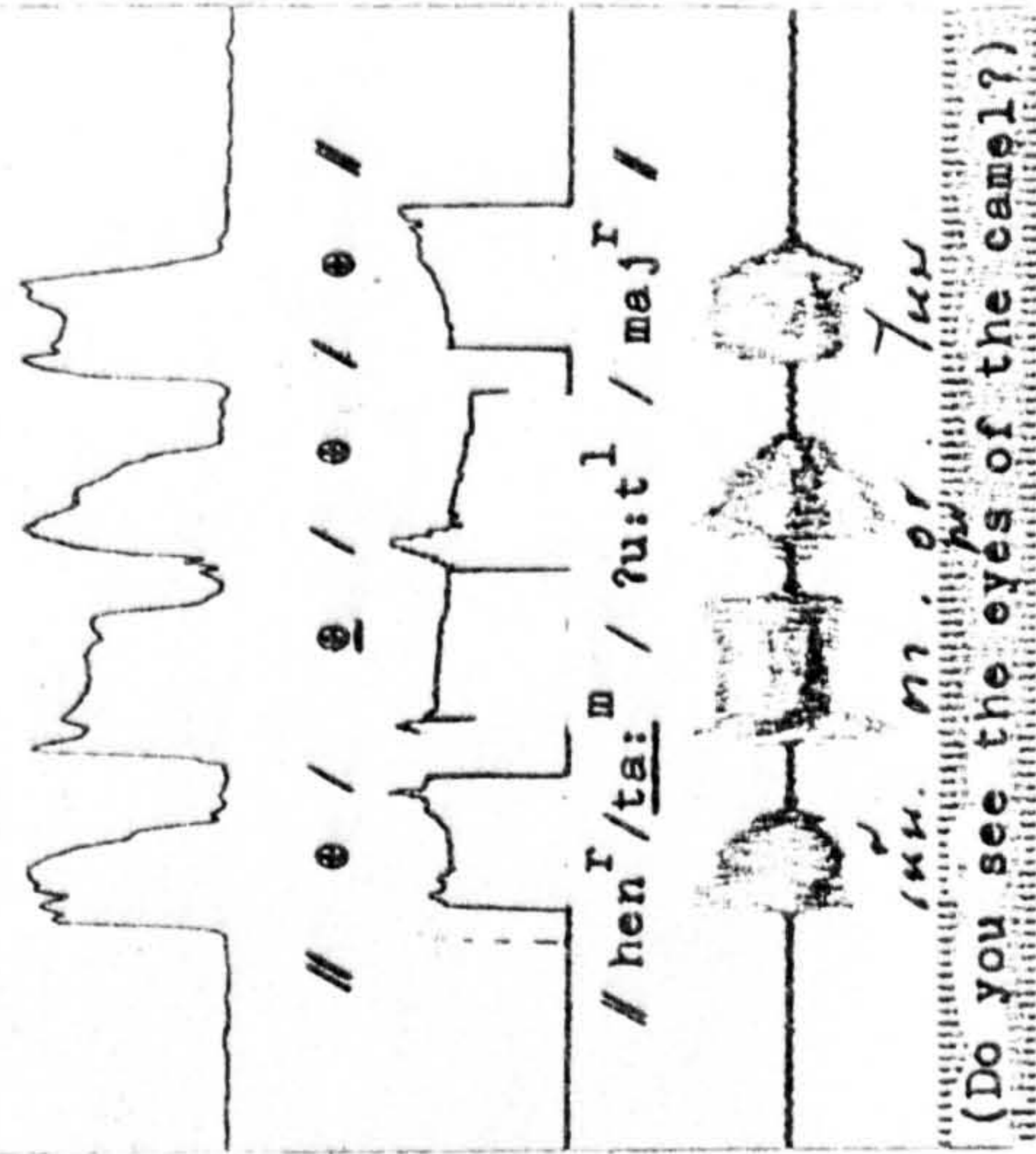
Example 55



Example 57



Example 59



Appendix IV consists of the following parts: 1. A list of the names of the persons who have been mentioned in the text of the book. 2. A list of the names of the places mentioned in the text of the book. 3. A list of the names of the things mentioned in the text of the book.

The names of the persons mentioned in the text of the book are as follows: 1. Mr. ... 2. Mr. ... 3. Mr. ...

1. Mr. ...
2. Mr. ...
3. Mr. ...

The names of the places mentioned in the text of the book are as follows: 1. ... 2. ... 3. ...

The names of the things mentioned in the text of the book are as follows: 1. ... 2. ... 3. ...

APPENDIX IV

The names of the things mentioned in the text of the book are as follows: 1. ... 2. ... 3. ...

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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 Jungsatitkul
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, 1+, 2, 2+, 3, 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

ก: แดงจะไปสมัครเป็นทหารเสือพราน

ข: เขาจะไปแน่?

ก: ดูท่าคงจะไปแน่ แข็งขันเหลือเกิน

ข: จะไปหรือไม่ไปพุงนี้ก็รู้ (ฉันว่าเขาไม่ไปมากกว่า)

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.)

A: // 1 dæ:ŋ^m ca^l/paj^m sa^l/mak^l pen^m tha^h/ha:n^r sw:a^r/phra:n^m //

B: // 2_^khaw^r ca^l/paj^m/næ:^f //

A: // 4 du:^m/tha:^f khon^m ca^l/paj^m/næ:^f //

// 1 khæŋ^r/khan^r lm:a^r/kv:n^m //

B: // 1*_^ ca^l/paj^m mæ:^r maj^f/paj^m // // 4* phrun^f/ni:^h kɔ:^f/ru:^r //

Dialogue 2

ก: พุงนี้สัมมนาที่กรม เราต้องไปไหม

ข: ไปก็ได้ ไม่ไปก็ได้ เบียงกันแต่เรื่องสัพเพเหระ ฉันซีเกียจไปจะตาย

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: / 2+ phruŋ^f /ni:^h mi:^m /sam^r ma^h /na:^m thi:^f /krom^m /
 // 2_^ raw^m tɔŋ^f /paj^m maj^r /

B: // 1* paj^m kɔ:^f /da:j^f maj^f /paj^m kɔ:^f /da:j^f /
 // 4* thi: aŋ^r kan^m tæ:^l /ru: aŋ^f /sap^l /phe:^m /he:^r /ra^h /
 // 3_^ chan^r khi:^f /ki:at^l /paj^m ca^l /ta:j^m //

Dialogue 3

ก: เมื่อวานตุ้มกลับบ้าน ไม่รู้โกรธอะไร กระแทกนั่นกระแทกนี่ใหญ่

ข: ฝนมันคันตก รองเท้าคู่นี้ใหม่เลยเสียโฉม

ก: อ้อฮือ ชื่อรองเท้าหลังกลับใส่หน้าฝน?

ข: เขาก็ทันสมัยของเขาเสมอ ที่จริงแฟชั่นมันก็กลับไปกลับมาละ

ก: ใช่ ก็กางเกงขาสั้นนะ กลับมาอีกแล้ว

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+_Δ mɛ:a^f/wa:n^m/tu:l^l/klap^l thwŋ^r/ba:n^f//
 // 1_Δ maj^f/ru:h^h/kro:t^l ʔa^{ʔl}/raj^m// ... // 1_Δ kra^{ʔl}/thə:k^f/nan^f kra^{ʔl}/
 thə:k^f/ni:f^f jaj^l//
- B: // 2+ fon^r man^m/dan^m/tok^l// ... // 4_Δ rɔ:ŋ^m/tha:w^h naŋ^r/klap^l khu:f^f/
 maj^l lv:j^m/si:a^r/cho:m^r//
- A: // 4 ʔm:f^f/hm:m^m// .. // 2 sw:h^h rɔ:ŋ^m/tha:w^h naŋ^r/klap^l/saj^l na:f^f/
 fon^r//
- B: // 1_Δ khaw^r kɔ:f^f/than^m sa^{ʔl}/maj^r khɔ:ŋ^r/khaw^r sa^{ʔl}/mɔ:f^r//
 // 2+_Δ thi:f^f/ciŋ^m/fæ:m^m/chan^f man^m kɔ:f^f/klap^l paj^m/klap^l/ma:m^m/na^{ʔh}//
- A: // 4 chaj^f// // 4_Δ kɔ:f^f ka:ŋ^m/ke:ŋ^m/kha:r^r/li:p^f na^{ʔf}//
 // 1 klap^l ma:m^m ʔi:k^l/læ:w^h//

Dialogue 4

- ก: เมื่อวานพบแดงแล้ว ได้พูดเรื่องนั้นด้วย
- ข: คุณบอกเขาแล้ว?
- ก: ยัง
- ข: ยัง? แล้วพูดเรื่องอะไรกัน
- ก: เรื่องงานของป๋อง
- ข: เอ้อ นึกว่าจะพูดให้มันรู้แล้วรู้รอดไป

- 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+_^ mɯ:a^f/wa:n^m/phop^h/dæ:ŋ^m/læ:w^h// ... // 1_^ da:j^f/phu:t^f/
rɯ:ɑŋ^f nan^h/du:aj^f//
- B: // 2_^ khun^m/bɔ:k^l khaw^r/læ:w^h//
- A: // 4 jaŋ^m//
- B: // 2 jaŋ^m// ... // 2 læ:w^h/phu:t^f/rɯ:ɑŋ^f?a^l/raj^m kan^m/kha^h//
- A: // 3 rɯ:ɑŋ^f/ŋa:n^m khɔ:ŋ^r/pɔŋ^l//
- B: // 2+ hy:^h// ... // 3 nɯk^h wa:^f ca^l/phu:t^f haj^f/man^m ru:^h/læ:w^h
ru:^h/rɔ:t^f paj^m//

Dialogue 5

- ก: ที่อังกฤษฝนมันตกเป็นหน้า ๆ หรือยังไง
- ข: มันตกตลอดเวลา ไม่มีหน้าฝนเหมือนอย่างเราหรอก
- ก: อะไรตกมันทุกหน้า น้ำไม่ท่วมแน่หรือ
- ข: โอ๊ย! เทศบาลเขาดิ ของเราสักทีไรเป็นน้ำท่วมทุกที ฉึกหน้านายกเทศมนตรี
- ก: เขาจะไปเสียหน้าอะไร บอกว่าเครื่องสูบน้ำเสียหรือเครื่องสูบน้ำไม่พอ 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: // 2+ thi:^f ?aŋ^m/krit^l/fon^r man^m/tok^l pen^m na:^f/na:^f//
 // 1, ru:^r jaŋ^m/ŋaj^m//
- B: // 2+, man^m/tok^l ta?^l/lo:t^l we:^m/la:^m// .. // 1, maj^f/mi:^m/na:^f/fon^r
 ru:an^r ja:ŋ^l/raw^m/ro:k^l//
- A: // 2, ?a?^l/raj^m // (..) // 2 tok^l/man^m/thuk^h/na:^f// .. // 2 na:m^h maj^f/
thu:am^f /jɔ:^f/rv:^r //
- B: // 4 ?o:j^h // // 1 the:t^l sa?^l/ba:n^m khaw^r/di:^m// .. // 3 kho:ŋ^r/
 raw^m si?^l // // 3 kha:j^r/na:^f ca?^l/ta:j^m // // 4 tok^l thi:^m/raj^m pen^m/
 na:m^h/thu:am^f thuk^h/thi:^m // (..) // 1 chi:k^l/na:^f na:^m/jok^h/the:t^l
 sa?^l/mon^m/tri:^m //
- A: // 4, khaw^r ca?^l /paj^m /si:a^r /na:^f ?a?^l/raj^m // .. // 2+ bo:k^l wa:^f/
 /khru:an^f/su:p^l/na:m^h maj^f/pho:^m // // 1, phro?^h/kha:t^l/ŋop^h pra?^l/
ma:n^m // // 1*, ko:^f/cop^l/kan^m //

Dialogue 6

ก: ดูเสื้อตัวนั้นสิ สวยสินะ

ข: คุณว่าเสื้อสวย? ฉันว่านางแบบสวยมากกว่า

ก: นั่นนะซิช่วยสวยนะ

ข: ถ้าเสื้อนางแบบสวย ๆ เสื้อก็ดูสวยไปด้วย

ก: จริงด้วย ดูแบบนี้สิ อย่างนี้เธอ เขาเรียกว่าสวย ฉันจะเป็นลม

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: // 1 du:^m/sw:a^f tu:a^m/nan^h si?^l// // 2+ su:aj^r di:^m/na^h//

B: // 2, khun^m/wa:^f/sw:a^f/su:aj^r// ... // 1, chan^r/wa:^f na:ŋ^m/bæ:p^l//
su:aj^r ma:k^f/kwa:^l//

A: // 2+ nan^f na?^f/si?^h// . // 4 ⁱsu:aj^r/ su:aj^r/na^h//

B: // 2+, tha:^f/lɔ:ak^f na:ŋ^m/bæ:p^l su:aj^r/su:aj^r// // 1 sw:a^f ko:^f du:^m/
su:aj^r paj^m/du:aj^f//

A: // 1 ciŋ^m/du:aj^f// .. // 4 du:^m/bæ:p^l/ni:^h/si?^l// // 2 ja:ŋ^h/ni:^h/
/rv:^r khaw^r/ri:ak^f wa:^f/su:aj^r// ...// 3, chan^r ca?^l/pen^m/lom^m//