



UNIVERSITY *of*
HAWAII
PRESS

NGUYEN DANG LIEM

**VIETNAMESE
PRONUNCIATION**

VIETNAMESE PRONUNCIATION

PALI Language Texts: Southeast Asia
(Pacific and Asian Linguistics Institute)

VIETNAMESE PRONUNCIATION

by

Nguyễn-Đặng-Liêm

UNIVERSITY OF HAWAII PRESS
Honolulu 1970



UNIVERSITY of
HAWAI'I
PRESS

OPEN ACCESS



Open Access edition funded by the National Endowment for the Humanities / Andrew W. Mellon Foundation *Humanities Open Book Program*.



Licensed under the terms of Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International (CC BY-NC-ND 4.0), which permits readers to freely download and share the work in print or electronic format for non-commercial purposes, so long as credit is given to the author. Derivative works and commercial uses require permission from the publisher. For details, see <https://creativecommons.org/licenses/by-nc-nd/4.0/>. The Creative Commons license described above does not apply to any material that is separately copyrighted.

Open Access ISBNs:

9780824881610 (PDF)

9780824881627 (EPUB)

This version created: 20 May, 2019

Please visit www.hawaiiopen.org for more Open Access works from University of Hawai'i Press.

*Copyright © 1970 by University of Hawaii Press
All rights reserved*

Acknowledgements

This *Vietnamese Pronunciation Manual* was prepared under the auspices of the Asia Training Center, the Pacific and Asian Linguistics Institute, and the Asian and Pacific Languages Department of the University of Hawaii. To these Institutions, I express my sincere thanks.

I wish to acknowledge my deep obligation to the University of Saigon and the Ministry of Education and Culture of Vietnam, for granting me the privilege of study leave.

To Mr. Guy R. Kirkendall, Director of the Asia Training Center, Professor Howard P. McKaughan, and Professor Donald M. Topping, respectively Directors of the Pacific and Asian Linguistics Institute, I express my heartfelt gratitude for their encouragement, advice, and generous sponsorship. Special thanks are also due to Dr. John E. Laybourn, Associate Director of the Asia Training Center, Professor John Young and Professor G. K. de Heer of the Asian and Pacific Languages Department of the University of Hawaii for their constant encouragement during the writing of this manuscript. To Mr. Dwight Gradin, Mr. Robert Blust, and Dr. Donald M. Topping, I am indebted for their valuable suggestions which have been incorporated in the final version. Mr. Gradin is especially responsible for a careful English editing work on the *Manual*.

It is my pleasure to acknowledge my indebtedness to my Vietnamese colleagues at the Asia Training Center, particularly Mr. Nghiêm Xuân Phú and Mr. Phan Đình Huệ, for having experimented with the *Manual* in language training at the Center and for having provided suggestions. Also, I thank my friends and students at both the University and the Center for their willingness to participate in the experimental usage of the *Manual* in their Vietnamese classes.

I wish to acknowledge my indebtedness to Professor Robert Lado and the late Professor Charles C. Fries, whose *English Pronunciation* (Ann Arbor: University of Michigan Press, 1954) has strongly shaped my thinking while writing my *English Pronunciation for Vietnamese* (Saigon: South-East Asian Regional English Project, a University of Michigan-United States Operations Missions Contract, 1962) and the present *Manual*.

Acknowledgements

I also wish to extend my thanks to Mrs. Hà Học Thi for her editorial comment and the difficult job of typing this *Pronunciation Manual*.

To my parents, for their great spiritual sacrifice in allowing their son to be away from them, I express my reverence.

NĐL

Honolulu
1970

TABLE OF CONTENTS

<i>ACKNOWLEDGEMENTS</i>	vi
<i>INTRODUCTION</i>	xiv
INTRODUCTORY LESSON I	1
I. Four Essentials of Good Pronunciation	1
II. Vietnamese Consonants	3
III. Recognizing Difficult Consonant Clusters	5
INTRODUCTORY LESSON II	6
I. Introduction to Vietnamese Vowels	6
II. Unrounded and Rounded Vowels	7
III. Front and Back Vowels	7
IV. Short and long Vowels	7
V. Vietnamese Diphthongs	8
VI. Practice with All the Symbols	8
INTRODUCTORY LESSON III	10
I. Tone	10
II. Tone Sequences	11
INTRODUCTORY LESSON IV	14
I. English Intonation	14
II. English Stress	15
III. English Rhythm	15
IV. Vietnamese Intonation	16
V. Vietnamese Stress	18
VI. Vietnamese Rhythm	19
LESSON I	20
I. The Organs of Speech	20
II. Consonant Contrasts	22
III. Consonant Formation in General	23
IV. Stops and Continuants	25
LESSON II	28
Review	28
I. Pronunciation of t and th	28

TABLE OF CONTENTS

II. Pronunciation of <u>t</u> and <u>đ</u>	32
III. Pronunciation of <u>t</u> and <u>tr</u>	35
IV. Conversation for Practice	38
LESSON III	40
Review	40
I. Pronunciation of <u>t</u> and <u>k</u>	41
II. Pronunciation of <u>k</u> and <u>ch</u>	43
III. Pronunciation of <u>ch</u> and <u>tr</u>	46
IV. Pronunciation of /HL/ High-level and / ' / High-rising Tones	48
V. Conversation for Practice	51
LESSON IV	53
Review	53
I. Pronunciation of <u>h</u> and <u>kh</u>	55
II. Pronunciation of <u>k</u> and <u>kh</u>	57
III. Pronunciation of <u>kh</u> and <u>g</u>	59
IV. Pronunciation of <u>g</u> and <u>ph</u>	61
V. Pronunciation of /HL/ High-level and / ^ / Low-level Tones	63
VI. Conversation for Practice	65
LESSON V	67
Review	67
I. Pronunciation of <u>n</u> and <u>ng</u>	69
II. Pronunciation of <u>n</u> and <u>nh</u>	71
III. Pronunciation of <u>ng</u> and <u>nh</u>	73
IV. Pronunciation of /HL/ High-level and / ^ / Mid-rising Tones.	75
V. Pronunciation of / ^ / Low-level and / ^ / Mid-rising Tones	78
VI. Conversation for Practice	79
LESSON VI	81
Review	81
I. Pronunciation of <u>x</u> and <u>s</u>	83
II. Pronunciation of <u>d</u> and <u>v</u>	85
III. Pronunciation of <u>tu-</u> and <u>thu-</u>	88
IV. Pronunciation of <u>tu-</u> and <u>đo-</u>	90

TABLE OF CONTENTS

V. Pronunciation of /HL/ High-level and ./ Low-rising Tones	92
VI. Conversation for Practice	94
LESSON VII	96
Review	96
I. Pronunciation of <u>qu-</u> and <u>o-</u>	98
II. Pronunciation of <u>tru-</u> and <u>chu-</u>	101
III. Pronunciation of <u>xu-</u> and <u>su-</u>	103
IV. Pronunciation of Combinations of /HL/ High-level and /' / High-rising Tones	105
V. Pronunciation of Combinations of /HL/ High-level and / / Low-level Tones.	107
VI. Conversation for Practice	108
LESSON VIII	110
Review	110
I. Pronunciation of <u>lu-</u> and <u>nhu-</u>	111
II. Pronunciation of <u>ngu-</u> and <u>nhu-</u>	113
III. Pronunciation of Combinations of /HL/ High-level and /' / Mid-rising Tones	115
IV. Pronunciation of Combinations of /HL/ High-level and ./ / Low-rising Tones	117
V. Conversation for Practice	119
LESSON IX	120
Review	120
I. Pronunciation of Final <u>-p</u> and <u>-c</u> After Unrounded Vowels	122
II. Pronunciation of Final <u>-p</u> and <u>-c</u> After <u>u</u>	123
III. Pronunciation of Final <u>-m</u> and <u>-ng</u> After Unrounded Vowels	125
IV. Pronunciation of Final <u>-m</u> and <u>-ng</u> After <u>u</u>	126
V. Pronunciation of Combinations of / / High-rising and /' / Mid-rising Tones	128
VI. Pronunciation of Combinations of /' / Mid-rising and ./ / Low-rising Tones	130
VII. Conversation for Practice	131
LESSON X	133
Review	133

TABLE OF CONTENTS

I. Review of Southern Vietnamese Consonants	135
II. Northern Vietnamese Consonants	138
III. Review of Southern Vietnamese Tones	141
IV. Northern Vietnamese Tones	143
V. Conversation for Practice	145
LESSON XI	147
Review	147
I. Vowel Formation in General	148
II. Pronunciation of <u>e</u> and <u>a</u>	149
III. Pronunciation of <u>a</u> and <u>o</u>	152
IV. Tone Drills	154
V. Conversation for Practice	156
LESSON XII	157
Review	157
I. Pronunciation of <u>u</u> and <u>ư</u>	158
II. Pronunciation of <u>ô</u> and <u>ơ</u>	160
III. Tone Drills	162
IV. Conversation for Practice	164
LESSON XIII	165
Review	165
I. Pronunciation of <u>ư</u> and <u>ơ</u>	166
II. Pronunciation of <u>a</u> and <u>ã</u>	168
III. Pronunciation of <u>ê</u> and <u>e</u>	170
IV. Statement Intonation Patterns	172
V. Conversation for Practice	177
LESSON XIV	179
I. Pronunciation of <u>ơ</u> and <u>â</u>	181
II. Pronunciation of <u>ã</u> and <u>â</u>	183
III. <u>Không</u> Question Intonation Pattern	185
IV. <u>Chưa</u> Question Intonation Pattern	186
V. Conversation for Practice	187
LESSON XV	189
Review	189
I. Pronunciation of <u>ua</u> and <u>ưa</u>	190
II. Pronunciation of <u>ia</u> and <u>ưa</u>	193
III. Content Question Intonation Pattern	195

TABLE OF CONTENTS

IV. Conversation for Practice	197
LESSON XVI	199
Review	199
I. Review of Vowels in General	200
II. Review of Southern Vietnamese Vowels and Final Consonants	203
III. Northern Vietnamese Vowels and Final Consonants	204
IV. Command/Exclamation Intonation Pattern	205
V. Polite Imperative Intonation Pattern	208
VI. Conversation for Practice	210
LESSON XVII	212
Review	212
I. Spelling of Northern and Southern Vietnamese	213
II. Sustained Intonation Contour	218
III. Stress in Vietnamese	222
IV. Pause Groups and Syntactic Stress	224
V. Conversation for Practice	225
LESSON XVIII	226
Review	226
I. Delimiting the Sustained Intonation Contour	227
II. Reading Exercise: “Vấn-Đề Sáng-Tác Chữ Quốc-Ngữ”, by Phạm-Quỳnh	229
III. Review Drills on <u>không</u> and <u>chưa</u> Question Intonation Patterns	230
IV. Dictation Exercise: Spelling <u>g</u> vs. <u>gh</u> and <u>ng</u> vs. <u>ngh</u>	236
LESSON XIX	238
I. Reading Exercise: “Sự-tích Trầu Cau”	238
II. Poetry Reading: “Cảnh Nhà”, by Nguyễn-Bình-Khiêm	239
III. Review of Content Question Intonation Pattern	239
IV. Dictation Exercise: Spelling <u>u</u> and <u>o</u> Before Vowels	243
LESSON XX	244

TABLE OF CONTENTS

I. Reading Exercise: “ông Lương-Nhữ-Học với Nghề in Chữ”	244
II. Review of <u>nh</u>, <u>ng</u>, <u>â</u>, <u>ã</u>, <u>ư</u>, and <u>ơ</u>	245
III. Poetry Reading: “Thu Điếu”, by Nguyễn-Khuyến	245
IV. Review of the Polite Imperative Intonation Pattern	246

INTRODUCTION

The Vietnamese Language

Vietnamese, spoken by 28,000,000 people on the Indochinese peninsula, is an Austro-Asiatic language. It is the official language of Vietnam, and the one to which strong national sentiment is attached, although Chinese, Mon-Khmer, Malayo-Polynesian and Austronesian languages are spoken in sections of the country. A Roman alphabet was provided in the seventeenth century by Alexander de Rhodes, a Portuguese missionary. A sizeable literature, which includes poetic, philosophic and religious works, spans several centuries. These works have been written in Chinese characters and Demotic characters (believed to have been created by Hàn Thuyên in the thirteenth century) as well as in the national (Roman) alphabet. Vietnamese is embedded in a national culture which although deeply influenced by Chinese culture, is different from it in many ways. Since it has become practically the exclusive mode of communication in government administration and business, as well as the medium of instruction at all levels of education, Vietnamese is constantly developing new terms to keep abreast with modern scientific and technological advances.

There are three main Vietnamese dialects: Hanoi, Hue and Saigon. There are no outstanding grammatical differences in these dialects, but there are a few significant phonological differences. The Saigon dialect, which is used by most people in the southern part of Vietnam, has been arbitrarily selected to form the main core of this pronunciation manual. However, since the student of Vietnamese will meet speakers of various dialects in Vietnam and elsewhere, materials and drills of standard Hanoi Vietnamese have been included in review lessons for recognition purposes. The core lessons, although based on the Saigon dialect, can be easily adapted to teaching any of the other dialects mentioned.

Importance of Pronunciation Practice

Many books have been written about learning a foreign language. Some say it is impossible to “master” a second language unless one begins to learn it as a very young child. Others say

INTRODUCTION

that those who study other languages as adults may also attain "perfect fluency". But let us ask, "What is meant by learning a language?" and "What does it mean to master a language?"

To master a language, first of all, does not mean to understand all the words of that language. If this were so, no one of us could claim to have mastered his own language. Yet, whenever most of us think of foreign language learning, we usually think of controlling the vocabulary—of learning the words of the language we are studying. This seems true of the way we learned our native language, because while we were gaining more and more vocabulary, we acquired the sound and grammatical systems unconsciously.

In learning a new language, however, the primary problem is not that of learning vocabulary items. Charles C. Fries, considered one of the founders of applied linguistics in America, says it is "first, the mastery of the sound system—to understand the stream of speech, to hear the distinctive features and to approximate their production. It is, second, the mastery of the features of arrangement that constitute the structure of the language...A person has learned a foreign language when he has thus, first, within a limited vocabulary, mastered the sound system (that is, when he can understand the stream of speech and achieve an understandable production of it) and has, second, made the structural devices (that is, the basic arrangements of utterances) matters of automatic habit." (C. C. Fries, *Teaching and Learning English as a Foreign Language*, Ann Arbor, 1945, p. 3).

According to the findings of linguistic science, the sounds of a language operate in a system. This sound system is as important to the mastery of a language as the system of grammatical structure. For by the difference of a single vowel sound, as in the series bean, bin, ban, bun, bone. Likewise, there are many words that are distinguished by a single consonant sound, such as feign, vain, sane, main, lane, rain. In Vietnamese, there are functionally similar meaningful vowel and consonant contrasts, but these differences may not be the same as those in English. There are also significant minimal tone contrasts in Vietnamese. The same syllable can have five or six different meanings as a result of differences in tones. All such significant sound and tone contrasts must be learned before a student can really understand or speak Vietnamese.

INTRODUCTION

Recognition and Production of the Sounds

Teaching the pronunciation of a foreign language does not merely mean teaching the production of the sounds and the tones of the language. Pronunciation of a language has two parts. One involves aural receptivity or recognition of the sounds and tones, and the other involves the actual production of the sounds. Exercises for recognition consist of pairs of words with minimal sound or tone differences, for example, nó 'he' versus ngó 'to look at'. Production exercises emphasize the development of ability and ease in pronouncing the sounds and tones of single words and longer utterances.

Classroom Atmosphere

Classroom atmosphere is always very important to teaching pronunciation. It is, to a large degree, established by the teacher. The student must feel at ease with the teacher and with his fellow students so that he will not feel embarrassed or inhibited while attempting to make tones which are strange to him. Inhibitions and embarrassment are deterrents to the experimentation necessary to learning new patterns of sounds or a new range of pitch. Over-correction or extremely harsh criticism by the teacher may discourage the student. On the other hand, a few words of encouragement from the teacher are always more than welcome.

The Student's Attitude in a Pronunciation Class

Even with satisfactory materials, properly selected and organized, thorough cooperation of the student is required to obtain the desired result. The student must give whole-heartedly of himself to the strenuous task of learning a new language. He must push aside all restraint and self-consciousness when dealing with these strange sounds. He must learn to mimic as best he can the native speaker's production of separate words, sounds, or tones, his gestures, and even his facial expressions—his complete manner of speaking.

English Speakers and Vietnamese Pronunciation

The science of linguistics provides a methodology for analyzing and describing the sound systems of the language of the learner (in this case, English) and the target language (Vietnamese).

INTRODUCTION

With a basic description of the phonology of Vietnamese and English, a careful comparison of the two systems can be made to show teaching and learning problems. Sounds that are present in both languages present no problems to the learner. However, sounds which are absent in English but present in Vietnamese are potential problems because they are new to the student.

The student tends to substitute for these new sounds those in his own language that are, to a certain extent, phonetically similar—that have one or more phonetic features in common. For example, in English there is only one significant “t” sound which is found in such words as “Tom”, “two” and “tie”. The “t” in each of these words is pronounced with a noticeable puff of air. This is known as an “aspirated t̚”. English also has an “unaspirated t̚”, pronounced without the puff of air, in such words as “stem”, “stare” and “stoke”. A phonetician would notice the difference between the two types of “t’s” in English; but to the average speaker, the difference is not significant.

For the Vietnamese speaker, however, the difference is significant. There are pairs of words which differ only by contrasting aspirated and unaspirated “t’s”, as in the words thôi ‘cease’, ‘quit’, and tôi ‘I’.

Because the contrast between t̚ and th̚ does not exist in English, the English-speaking student will tend to substitute his aspirated t̚ for both the Vietnamese t̚ and th̚. His native t̚ sound is always aspirated in the initial position. He must, therefore, learn by means of contrastive examples to separate the two sounds t̚ and th̚ in recognition as well as in production.

There is not only the difficulty of recognizing and pronouncing new sounds; there is also the difficulty of differentiating sound distribution or sound sequences. Although ng occurs in the English word sing, for example, it is found only at the end of a syllable. Vietnamese words with initial ng such as in nghe ‘to listen’, are therefore difficult for English speakers. Strange sound sequences, such as ua in mua ‘to buy’, may also be found difficult.

The tone system of Vietnamese constitutes another set of difficulties because English is not a tonal language. Differences in the intonation and rhythm systems of Vietnamese and English may also lead to many learning problems.

INTRODUCTION

Specific Aims of This Manual

The Introductory Lessons have been devised to familiarize the student in a general way with Vietnamese consonants, vowels, tones, rhythm, and intonation—the significant features of Vietnamese pronunciation—which are presented in depth in the rest of this manual. The specific aim of each lesson throughout the manual is, first of all, to enable the student to recognize the sounds, both in description and in comparison with other sounds, and, second, to give him practice in pronouncing those sounds accurately. Each new lesson gives a brief review of important sounds learned in the previous lesson.

After features of southern Vietnamese are presented thoroughly, the northern dialect is introduced for comparative purposes. The focus is on the differences between the dialects. Drills are given for the student to learn the northern pronunciation.

The various types of drills throughout the manual make use of isolated words, phrases, sentences, conversations, and other passages for the purpose of drilling pronunciation, intonation, and rhythm in a wide variety of settings. This variety is also presented with the hope that using this manual will not be merely a technical exercise but a lively and enjoyable experience for the teacher and student alike.

INTRODUCTORY LESSON I

I. Four Essentials of Good Pronunciation

II. Vietnamese Consonants

III. Recognizing Difficult Consonant Sounds

I. FOUR ESSENTIALS OF GOOD PRONUNCIATION

Good Pronunciation of Vietnamese requires mastery of its sounds, tones, intonation and rhythm.

1. Mastery of Sounds

An ability to distinguish all the sounds of a language is important. Pronounce¹ the following pairs of words and listen carefully to the distinctions:

English:	thank	sank	search	church	meat	mitt
Vietnamese:	ta	tha	nghi	nhi	an	ân
	<i>we</i>	<i>forgive</i>	<i>doubt</i>	<i>infant</i>	<i>peace</i>	<i>favor</i>

2. Mastery of Tones

Tone in Vietnamese is an added dimension which must also be mastered. The tones consist of pitch sequences and serve to distinguish the meanings of words. Listen to the following lists of words that differ just by their tones:

ma	má	mà	mả	mã ²	mạ
<i>ghost</i>	<i>mother</i>	<i>but</i>	<i>tomb</i>	<i>horse</i>	<i>rice seedling</i>

-
- 1 The instructor will pronounce Vietnamese examples and will ask the students to pronounce the English examples throughout the book.
 - 2 This tone is significant in the northern dialect, but not in the central and southern dialects.

INTRODUCTORY LESSON I

cung	cúng	cùngcủng	cũng ² cụng
to supply	offer sacrifice	with to consolidate	also to rap on the head

3. Mastery of Intonation

Intonation, like tone, is produced by sequences of pitch. Each language has its own characteristic intonation. Read aloud the following sentences and pay particular attention to the intonation of English in a statement and in a question:

John is coming.

John is coming?

Now listen carefully to the intonation of Vietnamese in a statement and in a question:

Ông Ba đi mua xăng. Ông Ba đi mua xăng à?
Mr. Ba went to buy gas. Mr. Ba went to buy gas?

4. Rhythm

Each language has its own rhythm. English rhythm is characterized by the regular recurrence of emphasized syllables. Listen carefully to the rhythm of English:

question
a question
a good question
a very good question

Vietnamese rhythm seems staccato-like to the ear of a non-native because each syllable is clearly pronounced whether it is stressed or unstressed. Listen to the rhythm of Vietnamese:

Nha-Trang
ra Nha-Trang
đi ra Nha-Trang

VIETNAMESE PRONUNCIATION

Ông Hai đi ra Nha-Trang.
Mr. Hai went to Nha-Trang.

Em ông Hai đi ra Nha-Trang.
Mr. Hai's brother went to Nha-Trang.

Cô Lan

Cô Lan mua xăng

Cô Lan mua xăng nơi sân bay.

Cô Lan mua xăng nơi sân bay hôm qua.
Miss Lan bought gas at the airport yesterday.

II. VIETNAMESE CONSONANTS

There are twenty-three consonant sounds in Vietnamese. Notice the following chart:

Point of Articulation		Manner of Articulation					
		Labial	Alveo-dental	Alveo-palatal	palatal	Velar	Glottal
Stops	plain	p	t	tr	ch	k	
	aspirated		th				
	voiced	b	đ				
Fricatives	voiceless	ph	x	s		kh	h
	voiced	v				g	
	Lateral		l				
Nasals		m	n		nh	ng	
Trill				r			
Semi-consonants		w			j		

CONSONANT CHART

It is not necessary at this point to know the technical description of the consonants (nor that of the vowels in Introductory Lesson 2) nor those consonants whose pronunciation varies according to the preceding or following vowel. More detail on the Vietnamese spelling system will be given later. Vietnamese spelling, with the exception of the symbols /w/ and /j/, is used above rather than using a phonetic script.

INTRODUCTORY LESSON I

All consonants, with the exception of **p**, can occur at the beginning of words. Consonants **t**, **k**, **m**, **n**, **ng**, **w**, **j**, as well as **p**, can also occur at the end of words.

Below is a list of Vietnamese consonants with examples. Listen carefully to the instructor's pronunciation.

1. p ép <i>squeeze</i>	ấ p <i>hamlet</i>	ú p <i>overturn</i>
2. b ba <i>three</i>	bi <i>marble</i>	bô i <i>to apply salve</i>
3. t ta <i>we</i>	to <i>big</i>	tô <i>bowl</i>
4. th tha <i>forgive</i>	thi <i>poetry</i>	thô <i>ugly</i>
5. đ đa <i>omni-</i>	đo <i>measure</i>	đô <i>capital</i>
6. tr tra <i>interrogate</i>	tro <i>ash</i>	trô <i>to stare</i>
7. ch cha <i>father</i>	cho <i>to give</i>	che <i>to cover</i>
8. k ³ ky <i>basket scoop</i>	kê <i>put on blocks</i>	cô <i>Miss</i>
9. ph pha <i>to mix</i>	phi <i>to fly</i>	phu <i>husband</i>
10. v va <i>bump into</i>	ve <i>flask</i>	vô <i>to enter</i>
11. x xa <i>far</i>	xi <i>to galvanize</i>	xu <i>cent</i>
12. s sa <i>to fall</i>	say <i>drunk</i>	soi <i>illuminate</i>
13. kh khi <i>when</i>	khô <i>dry</i>	khe <i>crevice</i>
14. g ³ ga <i>station</i>	ghe <i>boat</i>	ghi <i>to record</i>
15. h ha <i>exclamation of joy</i>	hai <i>two</i>	heo <i>pig</i>
16. r ra <i>to exit</i>	rau <i>vegetables</i>	ru <i>to rock</i>
17. l la <i>to shout</i>	lo <i>to worry</i>	lu <i>jar</i>
18. m ma <i>ghost</i>	me <i>tamarind</i>	may <i>lucky</i>
19. n ni <i>measurement</i>	no <i>full (not hungry)</i>	nô <i>slavery</i>
20. nh nha <i>directorate</i>	nhi <i>infant</i>	nho <i>grape</i>
21. ng nghe t o <i>hear</i>	ng h ito <i>doubt</i>	ngô <i>corn</i>
22. w uy <i>authority</i>	uấ t <i>to be angry</i>	uyê n <i>mandarin duck</i>
23. j da <i>skin</i>	di <i>to move</i>	du <i>to travel</i>

3 In Vietnamese spelling, the sound /k/ is represented by the symbols **k** and **c**, and /g/ by the symbols **g** and **gh**. See Lessons XVI and XVII on the spelling system.

VIETNAMESE PRONUNCIATION

III. RECOGNIZING DIFFICULT CONSONANT SOUNDS

As the instructor pronounces the following words, identify the consonant by the column number.

<u>A-1</u>	<u>A-2</u>	<u>B-1</u>	<u>B-2</u>	<u>C-1</u>	<u>C-2</u>
t	th	t	đ	th	tr
ty	thi	ta	đa	tha	tra
tu	thu	ty	đi	thi	tri
to	tho	tê	đê	thê	trê
ta	tha	tô	dô	the	tre
to	thô	to	đo	thu	tru

<u>D-1</u>	<u>D-2</u>	<u>E-1</u>	<u>E-2</u>	<u>F-1</u>	<u>F-2</u>
<u>k</u>	<u>ch</u>	<u>ph</u>	<u>v</u>	<u>k</u>	<u>kh</u>
ky	chi	phi	vi	ky	khi
kê	chê	phe	ve	kê	khê

<u>D-1</u>	<u>D-2</u>	<u>E-1</u>	<u>E-2</u>	<u>F-1</u>	<u>F-2</u>
ca	cha	phu	vu	cô	khô
co	cho	pho	vo	ca	kha
cô	chô	phô	vô	co	kho

<u>G-1</u>	<u>G-2</u>	<u>H-1</u>	<u>H-2</u>	<u>J-1</u>	<u>J-2</u>
<u>kh</u>	<u>g</u>	<u>n</u>	<u>nh</u>	<u>ng</u>	<u>nh</u>
khi	ghi	ni	nhi	nghi	nhi
khê	ghê	na	nha	nga	nha
kha	ga	nu	nhu	nghe	nhe
kho	go	no	nho	ngô	nhô
khe	ghe	nô	nhô	ngu	nhu

The following lists contrast word-final consonants. As the instructor pronounces the words, identify the consonant by the column number.

<u>K-1</u>	<u>K-2</u>	<u>L-1</u>	<u>L-2</u>	<u>M-1</u>	<u>M-2</u>
<u>p</u>	<u>t</u>	<u>p</u>	<u>k</u>	<u>m</u>	<u>ng</u>
bịp	bịt	húp	húc	ham	hang
chíp	chít	túp	túc	lam	lang
míp	mịt	lúp	lúc	nam	nang
híp	hít	chúp	chúc	đam	đang
lúp	lút	súp	súc	sam	sang

INTRODUCTORY LESSON II

- I. Introduction to Vietnamese Vowels
- II. Unrounded and Rounded Vowels
- III. Front and Back Vowels
- IV. Short and Long Vowels
- V. Vietnamese Diphthongs
- VI. Practice With All The Sounds

I. INTRODUCTION TO VIETNAMESE VOWELS

There are eleven vowel sounds in Vietnamese. Notice the following chart:

		FRONT	CENTRAL	BACK	
				Unrounded	Rounded
HIGH		i		ɯ	u
MID	Close	ê		ơ	ô
	Open	e	â		
LOW	Close		ã		o
	Open		a		

VOWEL CHART

Following is a list of the vowels in Vietnamese with examples. Listen carefully to each vowel.

- | | | | | | |
|----------|---------|-----|--------------|------|----------|
| 1. i ði | to go | ly | glass | nghi | to doubt |
| 2. ê kê | to list | chê | to be little | phê | to mark |
| 3. e the | sour | tre | bamboo | ghe | boat |
| 4. ɯ tư | fourth | đư | excess | thư | letter |
| 5. ơ tờ | silk | thơ | poetry | sơ | fiber |

VIETNAMESE PRONUNCIATION

6. â tân	<i>new</i>	chân	<i>foot</i>	cân	<i>to weigh</i>
7. ấ tăng	<i>to increase</i>	căn	<i>apartment</i>	ngăn	<i>to separate</i>
8. ầ pha	<i>to mix</i>	xa	<i>far</i>	ra	<i>to go out</i>
9. ừ lu	<i>jar</i>	thu	<i>autumn</i>	xu	<i>cent</i>
10. ô tô	<i>bowl</i>	cô	<i>Miss, aunt</i>	vô	<i>to enter</i>
11. ồ cho	<i>to give</i>	no	<i>full</i>	ho	<i>to cough</i>

II. UNROUNDED AND ROUNDED VOWELS

Listen to the following words which contrast unrounded and rounded vowels. Identify the vowel by the column number.

<u>A-1</u>	A-2	<u>B-1</u>	<u>B-2</u>	<u>C-1</u>	<u>C-2</u>	<u>D-1</u>	<u>D-2</u>
i	u	ê	ô	ɿ	ʊ	ɔ	o
thi	thu	đê	đô	thur	thu	tơ	tô
phi	phu	phê	phô	tư	tu	thơ	thô
li	lu	hê	hô	chư	chu	mơ	mô
xi	xu	rê	rô	đư	du	hơ	hô

III. FRONT AND BACK VOWELS

Listen to the following words which contrast front and back vowels. Identify the vowel by the column number.

<u>E-1</u>	<u>E-2</u>	<u>F-1</u>	<u>F-2</u>	<u>G-1</u>	<u>G-2</u>
i	ɿ	ê	ɔ	ê	o
thi	thur	thê	thơ	trên	trôn
ty	tư	trê	trơ	thên	thôn
si	sur	mê	mơ	bên	bôn
ly	lư	lê	lơ	nên	nôn
di	đư	đê	đơ	hên	hôn

IV. SHORT AND LONG VOWELS

Listen to the following words which contrast short and long vowels.¹ Identify the vowels by the column number.

1 There are other phonetic differences between these vowels besides vowel length. However, it is only recognition of the short-long contrast that is being emphasized here.

INTRODUCTORY LESSON II

<u>H-1</u>	<u>H-2</u>	<u>J-1</u>	<u>J-2</u>
â	ơ	ă	a
ân	on	ăn	an
sân	son	tăng	tang
hân	hon	năm	nam
<u>H-1</u>	<u>H-2</u>	<u>J-1</u>	<u>J-2</u>
cân	con	lăn	lan
trân	tron	căn	can

V. VIETNAMESE DIPHTHONGS

Vietnamese has four diphthongs: ia, ua, ua and /ău². The /ău/ occurs before final k or ng and is spelled o or ô. Listen carefully to the following words:

- | | | | | | |
|---------|--------------------|-------|----------------|-----|-------------------|
| 1. tia | <i>spark</i> | chia | <i>divide</i> | kia | <i>over there</i> |
| 2. thừa | <i>polite word</i> | đưa | <i>to give</i> | dưa | <i>cucumber</i> |
| 3. thua | <i>to lose</i> | cua | <i>crab</i> | mua | <i>to buy</i> |
| 4. ngọc | <i>pearl</i> | trong | <i>in</i> | học | <i>to study</i> |

Listen to the following words which contrast vowels and diphthongs. Identify them by column number.

<u>A-1</u>	<u>A-2</u>	<u>B-1</u>	<u>B-2</u>	<u>C-1</u>	<u>C-2</u>	<u>D-1</u>	<u>D-2</u>
i	<u>ia</u>	<u>ư</u>	<u>ua</u>	<u>u</u>	<u>ua</u>	<u>o</u>	/ <u>ău</u> /
ti	tia	thur	thừa	thu	thua	thon	thong
chi	chia	crư	cưa	tu	tua	son	song
li	lia	đư	đưa	nu	nua	con	cong
ri	ria	chư	chưa	lu	lua	lon	long
hi	hia	trư	trưa	chu	chua	non	nong

VI. PRACTICE WITH ALL THE SYMBOLS

Listen carefully to the following words and associate the pronunciation with the spelling:

- | | | | |
|---------|--------------|----------|-----------------|
| 1. tay | <i>hand</i> | 21. da | <i>skin</i> |
| 2. thôi | <i>cease</i> | 22. dung | <i>tolerate</i> |

-
- 2 /ău/ is represented in slanted lines rather than underlined as other diphthongs because it is phonemic.

VIETNAMESE PRONUNCIATION

3.	đang	<i>being</i>	23.	gia	<i>home</i>
4.	tre	<i>bamboo</i>	24.	lên	<i>to go up</i>
5.	chiên	<i>to fry</i>	25.	nghe	<i>to hear</i>
6.	kê	<i>to list</i>	26.	nhân	<i>man</i>
7.	phương	<i>direction</i>	27.	khăn	<i>napkin</i>
8.	vâng	<i>yes</i>	28.	nhai	<i>to chew</i>
9.	xe	<i>vehicle</i>	29.	trưa	<i>afternoon</i>
10.	sân	<i>courtyard</i>	30.	thơ	<i>poetry</i>
11.	khi	<i>when</i>	31.	tô	<i>bowl</i>
12.	ghe	<i>boat</i>	32.	xu	<i>cent</i>
13.	hai	<i>two</i>	33.	nhô	<i>grapes</i>
14.	ly	<i>glass</i>	34.	trong	<i>clear</i>
15.	may	<i>lucky</i>	35.	canh	<i>soup</i>
16.	nôi	<i>cradle</i>	36.	tư	<i>fourth</i>
17.	nhưng	<i>but</i>	37.	dư	<i>excess</i>
18.	nghi	<i>doubt</i>	38.	cô	<i>Miss</i>
19.	ngon	<i>good</i>	39.	gương	<i>mirror</i>
20.	qua	<i>to cross</i>	40.	quân	<i>troops</i>

INTRODUCTORY LESSON III

I. Tone

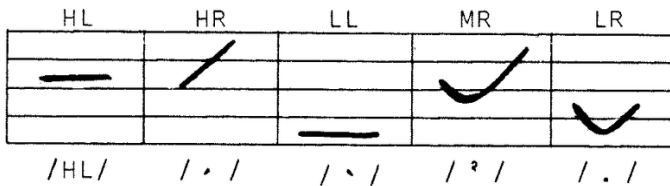
II. Tone Sequences

I. TONE

The tones of Vietnamese consist of pitch sequences and function as the means of distinguishing words. In southern Vietnamese there are five tones which involve three pitch levels—high, mid, low—and two pitch contours—level and rising.

1. High-level /unmarked/, dấu không
2. High-rising /' /, dấu sắc
3. Low-level /' /, dấu huyền
4. Mid-rising /' /, dấu hỏi
5. Low-rising /./, dấu nặng

The basic pitch contours of southern Vietnamese tones can be represented as follows:



Listen carefully to the following contrasts in tone.

- | | | | | | |
|-------|---------|-------|---------|-----|--------|
| 1. da | skin | xa | far | pha | to mix |
| đi | to go | duong | pine | ghe | boat |
| 2. vé | ticket | má | mother | gió | wind |
| chú | uncle | số | number | lá | leaf |
| 3. và | and | mì | noodles | hồ | lake |
| gà | chicken | vì | because | mờ | dark |
| 4. củ | bulb | thỏ | rabbit | ni | wool |

VIETNAMESE PRONUNCIATION

ở	<i>situated at</i>	hỏi	<i>to ask</i>	nhỏ	<i>small</i>
5. chị	<i>elder sister</i>	lạ	<i>stranger</i>	học	<i>to study</i>
thọ	<i>longevity</i>	vị	<i>taste</i>	vợ	<i>wife</i>

II. TONE SEQUENCES

Following are lists of tone pairs. Listen carefully as they are pronounced.

A. /HL/ High-level and /' / High-rising

1. trên đó	<i>up there</i>	6. nấu canh	<i>to cook soup</i>
2. bên Ý	<i>in Italy</i>	7. chín mươi	<i>ninety</i>
3. đang nhớ	<i>remembering</i>	8. thứ ba	<i>Tuesday</i>
4. năm vé	<i>five tickets</i>	9. bán buôn	<i>buying and selling</i>
5. anh Tám	<i>brother Tam</i>	10. ánh trăng	<i>moonlight</i>

B. /HL/ High-level and /` / Low-level

1. con gà	<i>chicken</i>	6. mười hai	<i>twelve</i>
2. anh-hùng	<i>brave</i>	7. thường-xuyên	<i>permanent</i>
3. năm đồng	<i>five piasters</i>	8. lầu trên	<i>upper floor</i>
4. trong nhà	<i>in the house</i>	9. phòng đôi	<i>double room</i>
5. cây đèn	<i>lamp</i>	10. hăng-nga	<i>moon</i>

C. /HL/ High-level and /' / Mid-rising

1. trên cỏ	<i>on the grass</i>	6. buổi trưa	<i>afternoon</i>
2. trong giỏ	<i>in the basket</i>	7. nghỉ-ngơi	<i>to relax</i>
3. đang chỉ	<i>pointing to</i>	8. nửa đêm	<i>half the night</i>
4. đi ngủ	<i>go to sleep</i>	9. vải xanh	<i>blue or green material</i>
5. tranh-thủ	<i>to fight for</i>	10. vỏ cam	<i>orange skin</i>

D. /HL/ High-level and /./ Low-rising

1. ông Tụ	<i>Mr. Tu</i>	6. chị Ba	<i>sister Ba</i>
2. trong-sạch	<i>clear, clean</i>	7. đậu xanh	<i>green beans</i>
3. tôn-trọng	<i>to respect</i>	8. Đại-dương	<i>ocean</i>
4. Trung-Việt	<i>Central Vietnam</i>	9. Việt-Nam	<i>Vietnam</i>
5. đi chợ	<i>go to market</i>	10. vị-tha	<i>altruistic</i>

INTRODUCTORY LESSON III

E. /' / Low-level and /' / High-rising

1. trường ốc	school building	6. tám đồng	eight piasters
2. bàn ghế	furniture	7. chú Cầu	Uncle Cau
3. nhà sách	book store	8. đất lành	peaceful land
4. người khách	visitor	9. đúng giờ	on time
5. gà sống	live chicken	10. bốn vùng	four regions

F. /' / Low-level and /' / Mid-rising

1. nhà cửa	houses	6. bảy ngày	seven days
2. phòng ngủ	bedroom	7. phải dùng	must use
3. thường nghỉ	to relax often	8. vẻ ngoài	appearance
4. nhiều củ	many bulbs	9. tỏ-tài	to show off
5. phòng-thủ	to defend	10. mảnh vườn	small garden

G. /' / Low-level and ./ / Low-rising

1. thường-trực	to be permanent	6. trọng-tài	arbiter
2. thanh-thị	town	7. vịt đồng	country duck
3. người mẹ	mother	8. cạnh nhà	near the house
4. vườn-tược	gardens	9. học-hành	to study
5. nhiều việc	many affairs	10. chợ trời	open market

H. /' / High-rising and /' / Mid-rising

1. mới nghỉ	to have just relaxed	6. buổi sáng	Morning
2. ống chỉ	spool	7. tuổi tác	age
3. khắc-khổ	hardships	8. phải nhớ	must remember
4. mắc-mỏ	expensive	9. trưởng-ấp	hamlet chief
5. đóng cửa	to close the door	10. mảnh đất	piece of land

J. /' / High-rising and ./ / Low-rising

1. đói bụng	hungry	6. Chợ-Lớn	Cholon
-------------	--------	------------	--------

VIETNAMESE PRONUNCIATION

2.nói thật	<i>to tell the truth</i>	7.vịt sống	<i>live duck</i>
3.bí-mật	<i>secret</i>	8.đại-tá	<i>colonel</i>
4.gói gạo	<i>package of rice</i>	9.sợ mất	<i>afraid to lose</i>
5.chánh-trị	<i>politics</i>	10.cộng-tác	<i>to cooperate</i>

K. /^h/ Mid-rising and /./ Low-rising

1.thưởng phạt	<i>awards, punishments</i>	6.học hỏi	<i>to learn</i>
2.cỏ mọc	<i>the grass grows</i>	7.vọng-cổ	<i>name of a traditional tune</i>
3.ở mặt	<i>on the face</i>	8.việc nhỏ	<i>minute affairs</i>
4.chuyển-đạt	<i>to transmit</i>	9.hành-kiểm	<i>behavior</i>
5.cảnh-vật	<i>nature</i>	10.Đạo Khổng	<i>Confucianism</i>

INTRODUCTORY LESSON IV

-
- I. English Intonation
 - II. English Stress
 - III. English Rhythm
 - IV. Vietnamese Intonation
 - V. Vietnamese Stress
 - VI. Vietnamese Rhythm
-

I. ENGLISH INTONATION

Intonation in English is observed in utterances of one or more words and is characterized by contours of pitch (frequency of vibrations of the vocal cords) that are employed. Notice the regular intonation pattern of English: (The line represents the relative pitch of the voice.)

I live in Boston.

If the question that elicited the above statement had been “Who lives in Boston?”, the intonation pattern would have been:

I live in Boston.

If the statement were emphasizing where a person lives as against where he works, the intonation pattern would be:

I live in Boston.

Notice the interrogative intonation pattern:

VIETNAMESE PRONUNCIATION

You live in Boston?

As seen from these examples, intonation in English can express specific meaning.

II. ENGLISH STRESS

Notice the length and loudness of the underlined syllables in the statement: I live in Boston. These are stressed syllables. They are pronounced longer and louder than the unstressed syllables (I, in, and ton). Stressed syllables in English may also change the pronunciation of the vowel. Notice the different vowel sounds of the articles (the, a) in the following:

unstressed syllables: the number a number

stressed syllables: the number a number

III. ENGLISH RHYTHM

Notice the regular recurrence of emphasized syllables in the following phrases and sentences:

the class; the first class; in pronunciation;

in Vietnamese pronunciation; is interesting;

is very interesting; The class in pronunciation

is interesting.

The first class in pronunciation was interesting.

The first class in Vietnamese pronunciation was

interesting. The first class in Vietnamese

INTRODUCTORY LESSON IV

pronunciation was very interesting.

IV. VIETNAMESE INTONATION

Intonation contours in Vietnamese are superimposed on the basic tone system; they modify the pitch characteristics of the tones somewhat but do not affect the basic contrasts between them.

1. Falling Intonation Contour

The falling contour causes the loudness of the voice and the pitch of the tones to decline gradually. Also, the absolute pitch range of each of the tones decreases as the utterance progresses from beginning to end. The falling contour is used in statements.

Listen to the following sentences and notice carefully the overall intonation, particularly the last syllable:

- Cô Ba đi chơi.
Miss Ba went out.
- Tôi lên thăm anh.
I came up to see you.
- Bình về vài ngày
Binh came back for a few days.
- Trò Bình về nhà.
Student Binh came home.
- Bé Tâm thấy má.
Baby Tam saw his mother.
- Bốn thúng có chuối.
Four baskets have bananas (in them).
- Chị Thịnh mạnh-dạng.
Sister Thinh was healthy.
- Họ bị buộc tội.
They were accused of the crime.
- Đủ để tủ nhỏ.
Enough (space) for the small wardrobe.
- Cảnh phải nghỉ.
Canh must rest.

2. Sustained Intonation Contour

The sustained contour holds the speech intensity at a high level and causes the last tone in the group to rise a little higher than the same tone would ordinarily be when the word is pronounced in isolation. It occurs primarily at the end of phrases. Listen to the following sentences and notice particularly the tones in the words nay, kia, thu^hg, in relation to the tones in the words which precede them (which, in these examples, happens to be words with the same tones):

Trưa nay, tôi đi ăn.
This noon, I am going to eat.
Xưa kia, anh Hai đi Anh.
Formerly, brother Hai went to England.
Ngày thường, Hùng dùng trà.
On ordinary days, Hung has tea.
Buổi ổi, ông Tư thích lắm.
Mr. Tu likes guava-like pomelo.
Trái ấy, tôi chưa thấy.
I have never seen that kind of fruit before.
Sự thật, tôi không biết.
The truth is, I don't know.

3. Rising Intonation Contour

The rising contour sustains intensity throughout and causes a slight rise in the last stressed tone in the group. It is used primarily in questions and imperative sentences. Listen to the following sentences with rising intonation contours and notice the overall intonation pattern:

Anh đi chưa?
Are you going yet?
Hôm nay anh đi không?
Are you going today?
Bà này là người gì?
What nationality is that woman?
Hùng về ngày nào?
When did Hung come back?
Chú thấy mấy thúng?
How many baskets did you see, Uncle?
Ánh thích mấy trứng?
How many eggs would you like, Anh?

4. Rising-Falling Intonation Contour

The rising-falling contour also sustains intensity throughout but causes a rise-and-fall in the last tone of the utterance. It is used in commands and exclamations.

Xin ông lên đây!
Please come up here.
Đừng xài nhiều tiền!
Don't spend a lot of money.
Cái đó thấy xấu quá!
That one looks very bad.
Chạy chậm-chậm!
Go slowly!
Chạy lẹ-lẹ!
Go fast!

V. VIETNAMESE STRESS

Stressed syllables in Vietnamese are longer and with more pronounced pitch quality than unstressed syllables. The stressed high-level tone has a higher absolute pitch; the stressed low-level tone has a lower absolute pitch; and the stressed rising tone a higher and longer rise than do their unstressed counterparts.

Listen to the following sentences and notice carefully the differences between stressed (marked with an *s*) and unstressed syllables:

Cô ^sBa đi ^schơi.
Miss Ba went out.

Tôi ^slên thăm ^sanh.
I came up to see you.

Bình ^svề vài ^sngày.
Binh came back for a few days.

Người này làm ^snhiều.
This person works hard.

Chúng ^snó' thấy má.

VIETNAMESE PRONUNCIATION

They saw their mother.

Thúng ấy có ^schuối.
That basket has bananas in it.

Chị ^sThịnh mạnh ^sdạng.
Sister Thinh was healthy.

Họ ^sbị buộc ^stội.
They were charged with guilt.

^sCảnh phải ^sngủ.
Canh must rest.

VI. VIETNAMESE RHYTHM

In Vietnamese there is a very pronounced difference in intensity between stressed and unstressed syllables (cf. subtitle 5 above). Thus, rhythm in conversational Vietnamese has a syncopated effect.

Listen to the following sentences and note the rhythm, especially the pauses within the sentences:

Cô Thanh-Lan (pause optional) đi Nha-Trang
(pause
Miss Thanh-Lan has been to Nha-Trang,

obligatory) nhưng (pause optional) cô chưa đi Mỹ-
Tho.
but she hasn't been to My-Tho.

Năm sau (pause obligatory), ông Châu (pause op-
tional)

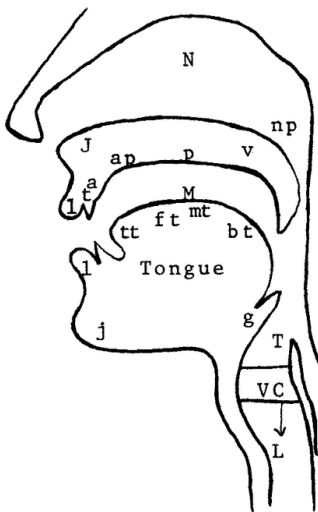
The following year, Mr. Chau sent his brother to
đưa em ông (pause optional) qua Tân-Tây-Lan
(obligatory).
New Zealand.

LESSON I

-
- I. The Organs Of Speech
 - II. Consonant Contrasts
 - III. Consonant Formation in General
 - IV. Stops and Continuants
-

I. THE ORGANS OF SPEECH

The organs of speech are the parts of the body that are used to produce the sounds of speech. Study the chart below.



- N--nasal cavity
- J--jaw (upper and lower)
- M--mouth
- T--throat
- L--to the lungs
- VC--vocal cords
- l--lip (upper and lower)
- t--teeth (upper and lower)
- a--alveo-dental point
- ap--alveo-palatal point
- p--hard palate
- v--velum
- g--glottis
- tt--tip of tongue
- ft--front of tongue
- mt--middle of tongue
- bt--back of tongue
- np--nasal passage

DIAGRAM OF THE ORGANS OF SPEECH

The sounds of any language are produced by air which comes from the lungs into the throat and then passes through the mouth or the nose. Contraction of the lungs expels the air. The other organs of speech modify this stream of air in order to produce sounds. The organs of speech are as follows:

VIETNAMESE PRONUNCIATION

1. Movable Speech Organs

Lungs (L in the diagram)

Contraction of the lungs expels air.

Vocal Cords (VC in the diagram)

The vocal cords are in the throat. They consist of two membranous cords similar to the lips. During breathing and during the production of voiceless sounds p, t, th, tr, ch, k, ph, x, s, kh, and h, the vocal cords are apart or open.

Place your hands over your ears and pronounce the sounds p, t, th, tr, ch, k, ph, x, s, kh, and h. Notice that the vocal cords do not vibrate.

During voicing, the vocal cords vibrate rapidly. Their vibrations make voicing. Pronounce the following voiced sounds: đ, v, g, l, m, n, nh, ng, r, a, i, u, and notice how the vocal cords vibrate.

During a whisper the back part of the vocal cords remains open, but the front part is frequently closed. Do not whisper when practicing pronunciation, even by yourself, since it is difficult to distinguish voiceless and voiced sounds.

Lower Jaw (J in the diagram)

The lower jaw moves up and down, thus decreasing and increasing the size of the mouth cavity (M in the diagram).

Tongue (tongue in the diagram)

- a. The tip of the tongue (tt in the diagram) may turn up and back in the mouth as in r sounds.
- b. The front of the tongue (ft in the diagram) is the flat part of the tongue just behind the tip. It may touch the back of the front teeth as in the sound t or it may form a small groove as in the sound s.
- c. The middle of the tongue (mt in the diagram) may be raised as in i, or it may touch the top of the mouth as in ch.
- d. The movement of the back of the tongue (bt in the diagram) is similar to the movement of the middle of the tongue. It may be raised as in u, or it may touch the back of the mouth as in k.

Lips (l in the diagram)

LESSON I

The lips may close as in the sound p; they may form a rounded opening as in the sound u, or an unrounded opening is in the sound ʊ.

Velum (v in the diagram)

The velum may be lowered so that the air passes through the nose (N in the diagram) as in m; or it may be raised in order to close the nasal passage (np in the diagram) as in h.

Glottis (g in the diagram)

The glottis is the opening and closing mechanism in the throat. It is where the h is normally pronounced.

2. Immovable Speech Organs

Teeth (t in the diagram)

The teeth often affect the position of the tip of the tongue or the lower jaw.

Alveo-dental Point (a in the diagram)

The alveo-dental point is the upper gum. Both the alveo-dental point and the back part of the front teeth are touched by the tip of the tongue in pronouncing the Vietnamese t, th, đ, n, l, and x.

Alveo-palatal Point (ap in the diagram)

The alveo-palatal point is between the alveo-dental point and the palatal point. The sounds produced at this point, namely tr, s, r, are at the same time retroflexed, that is, the tip of the tongue is curved back.

Hard Palate (p in the diagram)

The hard palate is the upper middle part of the mouth. It is used in the production of many sounds in Vietnamese. (See Consonant Chart below).

II. CONSONANT CONTRASTS

Listen carefully to the following contrast:

1. ta *we (inclusive)*
2. tha *to forgive*

VIETNAMESE PRONUNCIATION

Keeping in mind that accurate recognition precedes accurate production, listen to and identify the following words by the number:

1. ty	<i>service</i>	to	<i>big</i>	tô	<i>bowl</i>
2. thi	<i>examination</i>	đo	<i>to measure</i>	trô	<i>to protrude</i>
1. ba	<i>three</i>	tro	<i>ash</i>	chê	<i>to belittle</i>
2. ða	<i>excessive</i>	cho	<i>to give</i>	kê	<i>to wedge up</i>
1. thu	<i>autumn</i>	ta	<i>we</i>	tri	<i>to know</i>
2. chu	<i>to protrude</i>	cha	<i>father</i>	chi	<i>section</i>
1. tra	<i>to interrogate</i>	đi	<i>to go</i>	tre	<i>bamboo</i>
2. tha	<i>to forgive</i>	ti	<i>section, office</i>	che	<i>to hide</i>
1. pha	<i>to mix</i>	phu	<i>husband</i>	xa	<i>far</i>
2. xa	<i>far</i>	xu	<i>cent</i>	sa	<i>to fall down</i>
1. khi	<i>when</i>	kho	<i>warehouse</i>	ghe	<i>boat</i>
2. ghi	<i>to record</i>	ho	<i>cough</i>	khe	<i>crack</i>
1. ni	<i>measure</i>	no	<i>full</i>	ngu	<i>stupid</i>
2. nghi	<i>to doubt</i>	nho	<i>grapes</i>	nhu	<i>to be soft</i>
1. la	<i>to scream</i>	nghi	<i>to doubt</i>	Nga	<i>Russia</i>
2. nha	<i>directorate</i>	nhi	<i>infant</i>	nha	<i>directorate</i>
1. qua	<i>to cross</i>	ra	<i>to go out</i>	khi	<i>when</i>
2. ca	<i>to sing</i>	da	<i>skin</i>	di	<i>to move</i>

III. CONSONANT FORMATION IN GENERAL¹

Pronounce a-a-a-a continuously with alternate loud and soft sections. Observe the movement of the lungs caused by the pulse of the chest or the abdominal muscles. Each such pulse is called a syllable.

Repeat the word pha, pha, pha, 'to mix', and concentrate on whether there is any obstruction in the stream of air coming from the lungs. The sound ph is a partial obstruction.

1 THIS IS A GENERAL INTRODUCTORY PRESENTATION OF THE CONSONANTS. MASTERY OF THE CONSONANTS AND THEIR FORMATION IS NOT THE PURPOSE OF THIS LESSON. EACH CONSONANT PROBLEM IS PRESENTED AND PRACTICED IN OTHER LESSONS. THIS INTRODUCTORY SECTION CAN SERVE AS A REFERENCE IN THE DESCRIPTION OF INDIVIDUAL CONSONANTS LATER. DO NOT GIVE TOO MUCH EMPHASIS TO THIS SECTION IN ANY ONE CLASS.

LESSON I

Repeat the words đi ghe, đi ghe, đi ghe, 'to go by boat', and notice which sounds obstruct the stream of air from the lungs. The sound đ is a complete obstruction, whereas the sound gh is a partial obstruction.

In Vietnamese, whenever there is a vowel or a diphthong, there is a syllable. Vowels and diphthongs are more prominent than consonants; they are syllabic sounds. In the formation of vowel sounds, there is no audible friction in the mouth. Prominence in syllables and absence of friction distinguish vowel sounds from consonant sounds.

In the production of the majority of Vietnamese consonants, the stream of air from the lungs is obstructed by the organs of speech in the mouth and nose. In some consonants the air is interrupted completely. In others it is obstructed so that friction occurs in the mouth. In others it is forced over the sides of the tongue. Consonants are obstructions of the air stream. They are less prominent in syllables than vowels; they are non-syllabic in Vietnamese.

Take a look at the Consonant Chart again (below). In this chart all the consonants of Vietnamese are arranged according to the point and manner of articulation. Actual Vietnamese spelling is used in the chart whenever possible.

Point of Articulation

Manner of Articulation

		Labial	Alveo- dental	Alveo- palatal	palatal	Velar	Glottal
Stops	plain	p	t	tr	ch	k	
	aspirated		th				
	voiced	b	đ				
Fricatives	voiceless	ph	x	s		kh	h
	voiced	v				g	
	Lateral		l				
Nasals		m	n		nh	ng	
Trill				r			
Semi-consonants		w ²			j ³		

2 This phonemic symbol is spelled o, u in written Vietnamese.

3 This phonemic symbol is spelled d, gi in written Vietnamese.

VIETNAMESE PRONUNCIATION

CONSONANT CHART

IV. STOPS AND CONTINUANTS

As explained above, consonants are produced by the interruption of the air stream in different manners. The consonants in which the air stream is completely interrupted are called Stops. The sounds in which the air stream continues to flow out of the mouth or nose are called Continuants. All vowels are continuants. All consonants other than stops are continuants.

Listen as your instructor pronounces words at random from the following two groups of words. Identify the consonants as to Stops or Continuants.

Group 1 (Stops)

ba <i>three</i>	ta <i>we (inclusive)</i>	tha <i>to forgive</i>
đa <i>omni-</i>		tra <i>to interrogate</i>
cha <i>father</i>	ca <i>to sing</i>	

Group 2 (Continuants)

pha <i>to mix</i>	va <i>to bump into</i>	xa <i>far</i>
sa <i>to fall down</i>	khi <i>when</i>	ga <i>train station</i>
la <i>to scream</i>	ma <i>ghost</i>	no <i>full (not hungry)</i>
nha <i>directorate</i>	nghi <i>to doubt</i>	ra <i>to exit</i>
hoa <i>flower</i>	da <i>skin</i>	

Consonants which are continuants are of several different types. Following is a description of those which occur in Vietnamese.

1. Fricatives

Consonants which are produced with audible friction in the mouth or throat are called Fricatives. Pronounce the following words and notice the frictional noise of the initial consonants:

phi <i>to fly</i>	vô ⁴ <i>to enter</i>	xe <i>vehicle</i>
sen <i>lotus</i>	khu <i>region</i>	ghe <i>boat</i>
hên <i>lucky</i>		

-
- 4 In some southern regions this fricative has changed to a semi-consonant (an English y-type sound).

LESSON I

2. Nasals

Consonants in which the air stream passes through the nose are called Nasals. Pronounce the following words and notice the air coming out of the nose:

mang *to bear* nam *south* nhung *velvet*
nghe *to hear*

3. Lateral

In the consonant l the air stream comes out of the mouth over the sides of the tongue. This is called a Lateral consonant. Pronounce the following words:

ly *glass* lên *to go up* lu *jar*

4. Trill⁵

In some Southern regions the r sound is pronounced when the tip of the tongue alternates very quickly between touching and not touching the palate. This sound is called a Trill. Pronounce the following words and listen to the consonant r:

ra *to go out* ru *to lull* run *to tremble*

5. Semi-Consonants

The initial semi-consonants /w/⁶ and /j/⁶ are formed like vowels. During the pronunciation of these sounds there is no obstruction of the air stream. These vowel-like sounds glide from a consonant position to the vowel which follows them. That is why they are called Semi-consonants. Pronounce the following words and notice the semi-consonants:

oai *imposing* da *skin*
oanh *rumble* dung *to tolerate*

5 In some southern regions, this r is pronounced like the middle consonant in the English word 'measure'.

6 The slash marks / / indicate that this phonemic symbol does not occur in written Vietnamese.

VIETNAMESE PRONUNCIATION

oan *condemned unjustly* di *to move*

LESSON II

Review

- I. Pronunciation of **t** and **th**
 - II. Pronunciation of **t** and **đ**
 - III. Pronunciation of **t** and **tr**
 - IV. Conversation for Practice
-

REVIEW

Listen to the following words and identify the consonants by their number:

- | | | | | | |
|---------|------------------|------|------------------|------|---------------------|
| 1. ghe | <i>boat</i> | Nga | <i>Russia</i> | non | <i>mountain</i> |
| 2. khe | <i>crevice</i> | nha | <i>director</i> | ngon | <i>tasty</i> |
| 1. kham | <i>to endure</i> | châu | <i>continent</i> | ngay | <i>straight</i> |
| 2. ham | <i>fond of</i> | câu | <i>to fish</i> | nay | <i>to date, now</i> |

I. PRONUNCIATION OF T AND TH

1. Listen as your instructor pronounces the contrasts between A-1 and A-2. Pay close attention to the differences.

A-1

t
ta *we (inclusive)*
ty *bureau*
tôn *to honor*
tu *to take religious vow*
tan *to melt*

A-2

th
tha *to forgive*
thi *examination*
thôn *small village*
thu *autumn*
than *charcoal*

2. Drill for recognition of **t** and **th**, using A-1 and A-2 above. Use the following types of drills:

a. Teacher: ta, tha. Same or different?

VIETNAMESE PRONUNCIATION

Students: Different.

Teacher: than, than. Same or different?

Students: Same.

(Continue exercise)

b. Teacher: ta, tha, tha. Which are the same?

Students: Two and three.

Teacher: thu, tu, thu. Which are the same?

Students: One and three.

(Continue exercise)

c. Teacher: ty. Column 1 or 2?

Students: Column 1.

(Continue exercise)

3. Discuss these two sounds (t and th). Notice that the sound t is unaspirated; i.e., during its production, air does not escape through the mouth. The sound th is aspirated; i.e., air which has built up pressure escapes suddenly when the tip of the tongue leaves the tooth ridge (alveo-dental point). The following test demonstrates the non-aspiration in t and the aspiration in th.

Put a match in front of your mouth and pronounce ta repeatedly. Then pronounce tha.



ta

The match remains lit while ta is pronounced.

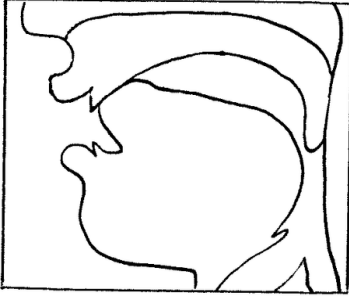


tha

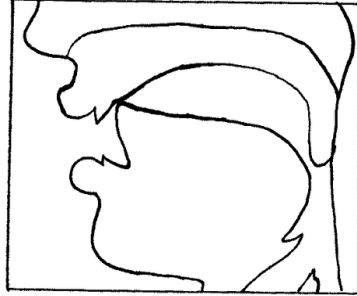
The match is blown out when tha is pronounced.

LESSON II

In English the aspirated th is the sound in the word till, while the unaspirated t is, in many dialects, the sound in the word still. Notice that the English sound t is produced with the tongue touching the alveolar ridge, while the Vietnamese sounds t and th are produced with the tongue touching both the alveolar ridge and the back of the upper teeth.



Tongue position of Vietnamese t and th.



Tongue position of English t.

4. Choral and individual repetition of B (below) For example:

Teacher: ta, ta, ta, ta, ta
Students: ta, ta, ta, ta, ta
(Continue exercise)

B

ta, ta, ta, ta, ta *we (inclusive)*
to, to, to, to, to *big*
tô, tô, tô, tô, tô *bowl*
ty, ty, ty, ty, ty *service, section*

5. Choral and individual repetition of C (below). For example:

Teacher: tha, tha, tha, tha
Students: tha, tha, tha, tha
(Continue exercise)

C

tha, tha, tha, tha *to forgive*
thi, thi, thi, thi *examination*
thu, thu, thu, thu *autumn*
the, the, the, the *sour, acid*

VIETNAMESE PRONUNCIATION

6. Choral and individual repetition of A-2 (above). For example:

Teacher: tha, thi
Students: tha, thi
 (Continue exercise)

7. Choral and individual repetition of A-1 (above). For example:

Teacher: ta, ty
Students: ta, ty
 (Continue exercise)

8. Choral and individual repetition of A-1 and A-2 in pairs. For example:

Teacher: ta, tha
Students: ta, tha
 (Continue exercise)

9. Opposite response drill using A-1 and A-2. For example:

Teacher: ta
Students: tha
 (Continue exercise)

10. Choral and individual repetition of the following phrases and sentences:

Tân-An.
Tan-An (place name).

Tay tôi.
My hand.

Tên tôi.
My name.

Tân-Tây-Lan.
New Zealand.

Ty Thông-Tin.
Information Office.

Hai tô tôm.

LESSON II

Two bowls of shrimp.

Xin ông tin tôi.
Please believe me.

Tu thân.
To improve oneself.

Ông Tâm mua than.
Mr. Tam bought charcoal.

Ông Thu đi thi.
Mr. Thu went to take an examination.

11. Choral and individual repetition of the following contrastive pairs of sentences:

a. Ông Ba đi tu.
Mr. Ba entered the monastery.

Ông Ba đi thu.
Mr. Ba went to collect (taxes, for example).

b. Xe kia thanh.
That car is fine (well designed).

Xe kia tanh.
That car smells (like a fish).

II. PRONUNCIATION OF T AND Đ

D-1

t	
ta	<i>we (inclusive)</i>
ty	<i>bureau</i>
tôi	<i>I</i>
to	<i>big</i>
tô	<i>bowl</i>
tang	<i>mourning</i>
tin	<i>pure</i>
tâm	<i>heart</i>
tem	<i>postage stamp</i>

D-2

đ	
đa	<i>much, many</i>
đi	<i>to go</i>
đôi	<i>pair of</i>
đo	<i>to measure</i>
đô	<i>capital</i>
đang	<i>in the midst of</i>
đinh	<i>nail</i>
đâm	<i>to prick</i>
đem	<i>to take along</i>

VIETNAMESE PRONUNCIATION

1. Listen as your instructor pronounces the contrasts between D-1 and D-2. Pay close attention to the differences.

2. Drill for recognition of t and đ using D-1 and D-2. Use the following types of drills:

a. Teacher: ty, ty. Same or Different?
Students: Same.

(Continue exercise)

b. Teacher: to, to, đo. Which are the same?
Students: One and two.

(Continue exercise)

c. Teacher: ta. Which column?
Students: Column 1.

(Continue exercise)

3. Discuss these two sounds. The sound t is a voiceless alveo-dental stop. The sound đ is a voiced alveo-dental imploded¹ stop. The following experiment will show the difference between the voiceless t and the voiced đ. Place your hands over your ears and pronounce ta, ta, ta, and then đa, đa, đa. You will hear voicing for đ but none for t.

4. Choral and individual repetition of B (above). For example:

Teacher: ta, ta, ta, ta, ta *we (inclusive)*

Students: ta, ta, ta, ta, ta

(Continue exercise)

5. Choral and individual repetition of E (below). For example:

Teacher: đa, đa, đa, đa, đa *much, many*

Students: đa, đa, đa, đa, đa

(Continue exercise)

1 In making an imploded stop, the larynx is pulled downward during the production of the stop, creating a partial vacuum in the oral cavity.

LESSON II

E

đa,	đa,	đa,	đa,	đa	<i>much, many</i>
đi,	đi,	đi,	đi,	đi	<i>to go</i>
đo,	đo,	đo,	đo,	đo	<i>to measure</i>
đô,	đô,	đô,	đô,	đô	<i>capital</i>

6. Choral and individual repetition of D-1 (above). For example:

Teacher: ta, ty
Students: ta, ty
(Continue exercise)

7. Choral and individual repetition of D-2 (above). For example:

Teacher: đa, đi
Students: đa, đi
(Continue exercise)

8. Choral and individual repetition of D-1 and D-2 in pairs. For example:

Teacher: ta, đa
Students: ta, đa
(Continue exercise)

9. Opposite response drill using D-1 and D-2. For example:

Teacher: ta
Students: đa
(Continue exercise)

10. Choral and individual repetition of the following phrases and sentences:

Ông đi đâu?
Where are you going?

Ông Tu đi đâu?
Where did Mr. Tu go?

Tôi tên Tâm.
My name is Tam.

Tay tôi đau.

VIETNAMESE PRONUNCIATION

My hand hurts.

Tin tôi đi!
Believe me!

Ai đang đi?
Who is going?

Đông Tây.
East-West.

Ai thi đua?
Who is competing?

11. Choral and individual repetition of the following contrastive pairs of sentences:

a. Mua đem đi.
Buy (something) to bring along.

Mua tem đi.
Buy stamps.

b. Đen không sao.
It's okay even if it is black.

Ten không sao.
It's okay even if it is rusty.

III. PRONUNCIATION OF T AND TR

F-1

t	
ta	<i>we (inclusive)</i>
tên	<i>name</i>
tung	<i>to hurl</i>
to	<i>big</i>
tôi	<i>I</i>
trình	<i>pure</i>
tang	<i>mourning</i>
tai	<i>calamity</i>

F-2

tr	
tra	<i>to investigate</i>
trên	<i>on, above</i>
trung	<i>center</i>
tro	<i>ash</i>
trôi	<i>to float</i>
trình	<i>chaste</i>
trang	<i>page</i>
trai	<i>male</i>

LESSON II

1. Listen as your instructor pronounces the contrasts between F-1 and F-2. Pay close attention to the differences.

2. Drill for recognition of t̚ and tr̚ using F-1 and F-2 (above). Use the following types of drills:

- a. Teacher: ta, tra. Same or different?
Students: Different.

(Continue exercise)

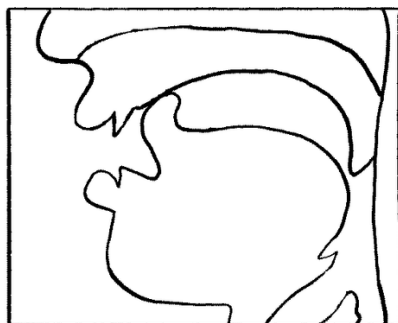
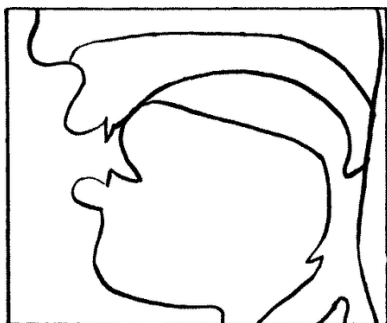
- b. Teacher: ta, tra, ta. Which are the same?
Students: One and three.

(Continue exercise)

- c. Teacher: to. Which column?
Students: Column 1.

(Continue exercise)

3. Discuss these two sounds. The sound t̚ is a voiceless alveo-dental stop. The sound tr̚ is a voiceless alveolar, slightly affricated retroflexed stop.²



Tongue position of Vietnamese t̚ Tongue position of Vietnamese tr̚. Notice the tip of the tongue is curled backward slightly.

2 There are differences in the pronunciation of this sound in southern Vietnamese. It is recommended that students imitate their instructor.

VIETNAMESE PRONUNCIATION

4. Choral and individual repetition of F (above).

5. Choral and individual repetition of G (below). For example:

Teacher: tra, tra, tra, tra

Students: tra, tra, tra, tra

(Continue exercise)

				G	
tra,	tra,	tra,	tra,	tra	<i>to investigate</i>
tro,	tro,	tro,	tro,	tro	<i>ash</i>
tre,	tre,	tre,	tre,	tre	<i>bamboo</i>
traí,	traí,	traí,	traí		<i>male</i>

6. Choral and individual repetition of F-1 (above). For example:

Teacher: ta, tên

Students: ta, tên

(Continue exercise)

7. Choral and individual repetition of F-2 (above). For example:

Teacher: tra, trên

Students: tra, trên

(Continue exercise)

8. Choral and individual repetition of F-1 and F-2 in pairs. For example:

Teacher: ta, tra

Students: ta, tra

(Continue exercise)

9. Opposite response drill using F-1 and F-2 in pairs. For example:

Teacher: tên

Students: trên

(Continue exercise)

LESSON II

10. Choral and individual repetition of the following phrases and sentences:

Tôi tên Trang.
My name is Trang.

Đem trâu đi đâu?
Take the buffalo where?

Trên cây tre.
On the bamboo tree.

Trong thâm tâm.
From the bottom of one's heart.

Trong trang tư.
On page four.

Trung thu.
Mid-autumn.

Trung-Tâm.
Center.

Ông thanh-tra.
The inspector.

11. Choral and individual repetition of the following pair of sentences:

Ai có thang?
Who has a ladder?

Ai có tang?
Who is in mourning?

IV. CONVERSATION FOR PRACTICE

A. Cô Trang, cô Trang ơi!

Cô đi đâu?
Miss Trang, oh, Miss Trang!
Where are you going?

VIETNAMESE PRONUNCIATION

B. Tôi đi mua cam.
I'm going to buy oranges.

A. Mua chi?
Buy what?

B. Mua cam.
Buy oranges.

A. Mua đây đi!

Cô mua bao nhiêu?
Buy them here!
You'll buy how many?

B. Tôi mua năm cân.
I'll buy five pounds.

LESSON III

Review

- I. Pronunciation of t and k
 - II. Pronunciation of k and ch
 - III. Pronunciation of ch and tr
 - IV. Pronunciation of /HL/ High-level and / ' / High-rising tones
 - V. Conversation for Practice
-

REVIEW

1. Review the previous conversation (Lesson II, item IV, p. 56). Notice that it is composed entirely of high-level tone words.

2. Review of t, th, đ, and tr

a. Choral and individual pronunciation of the following sets of words:

1. <u>t</u>	2. <u>th</u>	3. <u>đ</u>	4. <u>tr</u>
ta we	tha to forgive	đa many	tra investigate
ty service	thi examination	đi to go	tri to remember
tôn to honor	thôn countryside	đôn stand	trôn bottom
tang mourning	thang ladder	đang progressive tense	trang page

b. Choral and individual pronunciation of the following sentences:

VIETNAMESE PRONUNCIATION

Cô Trang đi tu.
Miss Trang took the religious vow.

Cô Trang đi thi.
Miss Trang went to take an examination.

Cô Trang đi đo.
Miss Trang went to measure (it)

Cô Trang đi trốn.
Miss Trang went to hide.

I. PRONUNCIATION OF T AND K¹

<u>A-1</u>		<u>A-2</u>	
t		k, c	
tô	<i>bowl</i>	cô	<i>Miss</i>
to	<i>big</i>	co	<i>to shrink</i>
tay	<i>hand</i>	cay	<i>to be peppery hot</i>
ta	<i>we (inclusive)</i>	ca	<i>to sing</i>
tim	<i>heart</i>	kim	<i>needle, pin</i>
tung	<i>to throw</i>	cung	<i>to supply</i>
tôi	<i>I</i>	côi	<i>orphaned</i>
trinh	<i>pure</i>	kinh	<i>canal</i>
tan	<i>to melt</i>	can	<i>to concern</i>

1. Listen as your instructor pronounces the contrasts between A-1 and A-2. Pay close attention to the differences in these words.

2. Drill for recognition of t and k using A-1 and A-2. Use the following types of drills:

- Two words will be pronounced. Are they the same or different?
- Three words will be pronounced. Which two are the same?

1 THE SPELLING RULE FOR THIS SOUND IS K BEFORE FRONT VOWELS (I, Ê, E, IA) AND C BEFORE ALL OTHER VOWELS, AS WELL AS AT THE END OF WORDS (E.G., HQC, 'TO STUDY'; VIỆC, 'WORK').

LESSON III

c. One word will be pronounced. Is it taken from Column A-1 or A-2?

3. Discuss the production of these two sounds. The sound t is a voiceless alveo-dental stop, and k is a voiceless velar stop. Repeat the experiment described in Lesson I. Put a lighted match in front of your mouth and pronounce the Vietnamese words ty 'office, service', and ky 'bag'. The match should remain burning. Repeat the experiment, pronouncing the English words tea and key. The match should be blown out.

4. Choral and individual repetition of B. For example:

Teacher: ca, ca, ca, ca, ca
Students: ca, ca, ca, ca, ca
(Continue exercise)

B

ca,	ca,	ca,	ca,	ca	<i>to sing</i>
co,	co,	co,	co,	co	<i>to shrink</i>
cô,	cô,	cô,	cô,	cô	<i>Miss</i>
cay,	cay,	cay,	cay		<i>peppery hot</i>

5. Choral and individual repetition of A-1 (above).

6. Choral and individual repetition of A-2 (above).

7. Choral and individual repetition of A-1 and A-2. For example:

Teacher: ca
Students: ta
(Continue exercise)

9. Choral and individual repetition of the following phrases and sentences:

Tôi lên thăm cô.
I came up to visit you.

Đi Đông-Kinh.
(He) went to Tokyo.

Cô nên cam-đoan.
You'd better guarantee (it).

VIETNAMESE PRONUNCIATION

Leo lên cây cau.

(He) climbed up the areca palm tree.

Nên tin công-an.

One should trust in the public security.

Tâm mang cây cung.

Tam carried the bow.

Đem canh tôi coi.

Bring me the soup to see.

Đi theo con kinh.

(He) followed the canal.

10. Choral and individual repetition of the following pair of sentences:

Cô Tu đi mua tem.

Miss Tu went to buy stamps.

Cô Tu đi mua kem.

Miss Tu went to buy ice cream.

II. PRONUNCIATION OF K AND CH

C-1

k, c

ky *bag*
kê *to wedge up*
co *to shrink*
ca *to sing*
câu *to fish*
cân *to weigh*
cung *to supply*
can *to intervene*

C-2

ch

chi *what*
chê *to belittle*
cho *to give*
cha *father*
châu *continent*
chân *foot*
chung *together*
chan *to dampen*

1. Listen as your instructor pronounces the contrasts between C-1 and C-2. Pay close attention to the differences in these words.

2. Drill for recognition of k and ch using C-1 and C-2. Use the following types of drills:

LESSON III

- a. Two words will be pronounced. Are they the same or different?
- b. Three words will be pronounced. Which two are the same?
- c. One word will be pronounced. Is it taken from Column A-1 or A-2?

3. Discuss the pronunciation of these two sounds. The sound k is a voiceless unaspirated velar stop and ch is a voiceless unaspirated slightly affricated lamino-alveolar stop.

Notice the difference between the English sound ch (aspirated) in chew, and cheese, and the Vietnamese sound ch (unaspirated) in chu 'a Chinese dynasty', and chi 'what'.



Tongue position for k, c



Tongue position for ch

4. Choral and individual repetition of D.

D

chi, chi, chi, chi, chi *what*
chê, chê, chê, chê, chê *to belittle*
cho, cho, cho, cho, cho *to give*
cha, cha, cha, cha, cha *father*

5. Choral and individual repetition of C-1 (above).

6. Choral and individual repetition of C-2 (above).

7. Choral and individual repetition of C-1 and C-2 in pairs.
For example:

Teacher: ky, chi
Students: ky, chi
(Continue exercise)

VIETNAMESE PRONUNCIATION

8. Opposite response drill using C-1 and C-2. For example:

Teacher: ky
Students: chi
(Continue exercise)

9. Choral and individual repetition of the following phrases and sentences:

Ai chê ai?
Who belittles whom?

Ba trăm con heo.
Three hundred pigs.

Cho tôi hai con.
Give me two (animals).

Cô chan canh chưa?
Have you poured broth on the rice yet?

Chanh kia chua.
That other lemon is sour.

Cô Châu đi chơi.
Miss Chau went out for recreation.

Đi chung cho vui.
Let's all go together for the fun of it.

Chi đi thăm cha.
Chi went to visit his father.

Cho hai cây cung.
Give me two bows.

10. Choral and individual repetition of the following pairs of sentences:

a. Canh kia chua.
That soup is sour.

Chanh kia chua.
That lemon is sour.

LESSON III

- b. Không ai mua chim.
Nobody bought the birds.

Không ai mua kim.
Nobody bought the needles.

III. PRONUNCIATION OF CH AND TR

<u>E-1</u>		<u>E-2</u>	
cho	<i>to give</i>	tro	<i>ash</i>
chê	<i>to disdain</i>	trê	<i>catfish</i>
cha	<i>father</i>	tra	<i>to investigate</i>
chanh	<i>lemon</i>	tranh	<i>to dispute</i>
che	<i>to cover</i>	tre	<i>bamboo</i>
chung	<i>together</i>	trung	<i>center</i>
châu	<i>continent</i>	trâu	<i>buffalo</i>
chi	<i>what</i>	tri	<i>to remember</i>

1. Listen as your instructor pronounces the contrasts between E-1 and E-2. Pay close attention to the differences in these words.

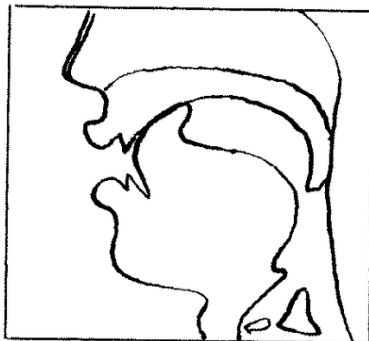
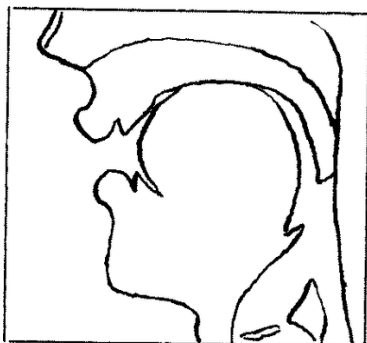
2. Drill for recognition of ch and tr using E-1 and E-2. Use the following types of drills:

- Two words will be pronounced. Are they the same or different?
- Three words will be pronounced. Which two are the same?
- One word will be pronounced. Is it from Column E-1 or E-2?

3. Discuss the production of these two sounds. The sound ch is a voiceless, unaspirated, slightly affricated lamino-alveolar stop; and tr is a voiceless, apico-alveolar, slightly affricated retroflexed stop.

4. Choral and individual repetition of F (below).

VIETNAMESE PRONUNCIATION



Tongue position for ch Tongue position for tr

F

tro, tro, tro, tro, tro *ash*
tra, tra, tra, tra, tra *to investigate*
tri, tri, tri, tri, tri *to remember*
tre, tre, tre, tre, tre *bamboo*

5. Choral and individual repetition of E-1.

6. Choral and individual repetition of E-2.

7. Choral and individual repetition of E-1 and E-2 in pairs.
For example:

Teacher: cho, tro
Students: cho, tro

8. Opposite response drill using E-1 and E-2. For example:

Teacher: cho
Students: tro

9. Choral and individual repetition of the following phrases and sentences:

Trên con trâu.
On the buffalo.

Trên cung trăng.
On the moon.

Cây tre trong sân.

LESSON III

The bamboo tree in the garden.

Ông thanh-tra đi thăm ty.

The inspector went to visit the service bureau.

Hai trăm con trâu.

Two hundred buffalos.

Trình đi thăm Châu.

Trinh went to visit Chau.

Đem tro lên đây.

Bring the ashes up here.

Trang kia to hơn.

That page is larger.

Cô Kim cho ai hai trăm?

Miss Kim gave two hundred (piasters) to whom?

10. Choral and individual repetition of the following pair of sentences:

Ba cô đi thăm chung.

The three girls went visiting together.

Ba cô đi thăm Trung.

The three girls went to visit Trung.

IV. PRONUNCIATION OF /HL/ HIGH-LEVEL AND / ' / HIGH-RISING TONES

G-1

/HL/ High-level Tone

đo *to measure*

cho *to give*

cô *Miss, aunt*

tinhh *intelligent*

trung *center*

thu *autumn*

vi *to surround*

la *to scream*

nôi *cradle*

G-2

/' / High-rising Tone

đó *there*

chó *dog*

cổ *great grandfather*

tính *to calculate*

trúng *correct*

thú *animal*

ví *to compare*

lá *leaf*

nối *to join*

VIETNAMESE PRONUNCIATION

1. Listen as your instructor pronounces the contrasts between G-1 and G-2. Pay close attention to the tone differences in these pairs of words.

2. Drill for recognition of /HL/ high-level (không dấu, no tone mark) and /' high-rising (dấu sắc, sharp tone mark) tones, using G-1 and G-2. Use the following types of drills:

a. Teacher: đo, đó. Same or different?

Students: Different.

Teacher: thú, thú. Same or different?

Students: Same.

(Continue exercise)

b. Teacher: nổi, nôì, nốì. Which are the same?

Students: One and three.

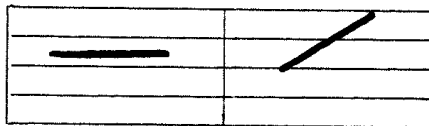
c. Teacher: lá. High-level or high-rising? (Or which Column?)

Students: High-rising. (Or Column 2)

(Continue exercise)

3. Discuss the pitch contours of these two tones. The /HL/ high-level tone starts off around the middle of an individual's pitch range and stays at practically the same level throughout. The /' high-rising tone starts off slightly above high-level tone and rises sharply to a much higher pitch level.

/HL/ High-level /' High-rising



không
dấu

dấu
sắc

4. Choral and individual repetition of H.

H

cho, cho, cho, cho, cho to give

LESSON III

thu,	thu,	thu,	thu,	thu	<i>autumn</i>
cô,	cô,	cô,	cô,	cô	<i>Miss, aunt</i>
la,	la,	la,	la,	la	<i>to scream</i>

5. Choral and individual repetition of J. Exaggerate the tone, making it rise as high as possible.

			J		
đó,	đó,	đó,	đó,	đó	<i>there</i>
lá,	lá,	lá,	lá,	lá	<i>leaf</i>
nối,	nối,	nối,	nối,	nối	<i>to join</i>
trúng,	trúng,	trúng,	trúng,	trúng	<i>correct</i>

6. Choral and individual repetition of G-1 (above).

7. Choral and individual repetition of G-2.

8. Choral and individual repetition of G-1 and G-2 in pairs.

9. Opposite response drill using G-1 and G-2:

Teacher:	chó
Students:	cho

10. Choral and individual repetition of the following phrases and sentences:

Ba, bốn, năm, sáu.
Three, four, five, six.

Trung có hai con chó.
Trung has two dogs.

Mai chúng tôi đi lên núi.
Tomorrow, we'll go up into the mountains.

Các ông ấy đến thăm cô Liên.
Those gentlemen came to visit Miss Lien.

Cô nói đúng lắm.
You said it right.

Hai mươi sáu cô đi Pháp.
Twenty-six girls went to France.

VIETNAMESE PRONUNCIATION

Xin ông cứ nói với tôi.
Please go ahead and speak to me.

Ông thích đi máy bay không?
Do you like to go by plane?

Ông có đến đó không?
Did you go there?

Cung-chúc Tân-Xuân.
Best wishes for the New Year.

11. Choral and individual repetition of the following pairs of sentences:

a. Chúng tôi đi coi cây lúa.
We are going to see the rice plants.

Chúng tôi đi coi cấy lúa.
We are going to watch the rice seedlings being transplanted.

b. Tôi thích mua cho ông.
I'd like to buy (it) for you.

Tôi thích mua chó ông.
I'd like to buy your dog.

V. CONVERSATION FOR PRACTICE

A. Cô Lý, cô Lý ơi!

Cô đi đâu đó?
Miss Ly, oh, Miss Ly!
Where are you going there?

B. Tôi đi mua báo.
I'm going to buy a newspaper.

A. Cô mua báo Pháp hay báo Anh?
You are buying a French or an English newspaper?

LESSON III

B. Báo Anh. Báo Pháp mắc không?
An English newspaper.
Are French newspapers expensive?

A. Không mắc lắm. Mua đi cô.
Not very expensive. Buy it, Miss.

B. Thôi, tôi mua báo Pháp.
Well, I'll buy a French paper then.

A. Đây, báo Pháp.
Here's the French newspaper.

LESSON IV

Review

- I. Pronunciation of h and kh
 - II. Pronunciation of k and kh
 - III. Pronunciation of kh and g
 - IV. Pronunciation of g and ph
 - V. Pronunciation of /HL/ High-level and / ` / Low-level Tones
 - VI. Conversation for Practice
-

REVIEW

1. Review the previous conversation (Lesson III, item V, pp. 72-73). Notice that it contrasts high-level and high-rising tones.

2. Review of t, k, ch, and tr

a. Choral and individual pronunciation of the following sets of words:

1. t

to
big

2. k, c

co
to shrink

3. ch

cho
to give

4. tr

tro
ash

tú
refined

cú
owl

chú
uncle

trú
to take shelter

tinh
fine

kinh
canal

chinh
to conquer

trinh
chaste

tai
ear

cai
to oversee

chai
bottle

trai
male

túng
hard up

chúng
make offering

cúng
group

trúng
correct

LESSON IV

b. Choral and individual repetition of the following sentences:

Chúng tôi sắp đi cúng.
We are about to go make offerings.

Chúng tôi sắp đi cấy.
We are about to go transplant rice seedlings.

Chúng tôi sắp đi trốn.
We are about to go hide.

Chúng tôi sắp đi tới.
We are about to go forward.

Chúng tôi sắp đi chơi.
We are about to go out for fun.

3. Review of /HL/ high-level (không dấu) and / ' / high-rising (dấu sắc) tones.

Choral and individual pronunciation of the following phrases and sentences:

Cô đi đến đâu?
Where did you go?

Trong mấy năm trước.
In previous years.

Ông ấy mới qua đây.
He has just arrived here.

Anh thấy cây viết đó không?
Did you see that pen?

Em có phấn trắng chưa?
Do you have white chalk yet?

Ông ấy mua nón lá.
He bought conical (leaf) hats.

VIETNAMESE PRONUNCIATION

I. PRONUNCIATION OF H AND KH

A-1 h

ho	<i>cough</i>
hồ	<i>to shout</i>
hôn	<i>to kiss</i>
ham	<i>fond of</i>
hao	<i>spent</i>
hy (-vọng)	<i>hope</i>
há	<i>how</i>
hát	<i>to sing</i>
hách	<i>authoritarian</i>

A-2 kh

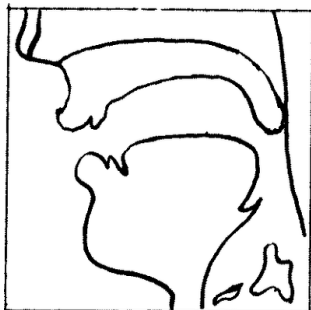
kho	<i>warehouse</i>
khô	<i>dry</i>
khôn	<i>intelligent</i>
kham	<i>to endure</i>
khao	<i>celebrate</i>
khi	<i>when</i>
khá	<i>pretty good</i>
khát	<i>thirsty</i>
khách	<i>guests</i>

1. Listen as your instructor pronounces the contrasts between A-1 and A-2. Pay particular attention to the kh sound in the second column.

2. Drill for recognition of h and kh using A-1 and A-2. Use the following types of drills:

- Two words will be pronounced. Are they the same or different?
- Three words will be pronounced. Which two are the same?
- One word will be pronounced. Is it taken from Column A-1 or A-2?

3. Discuss the pronunciation of h and kh. The sound h is a voiceless, glottal fricative. It is equivalent to the English sound in the words he, him, and others. The sound kh is a voiceless, dorso-velar (i.e., the middle of the tongue approaches the velum) fricative. Notice that kh is a fricative, not a stop. During its production, air continues to pass through the mouth.



LESSON IV

Tongue position for h

Tongue position for kh

4. Choral and individual repetition of B.

B

kho, kho, kho, kho, kho *warehouse*
khô, khô, khô, khô, khô *dry*
khá, khá, khá, khá, khá *pretty good*
khó, khó, khó, khó, khó *difficult*

5. Choral and individual repetition of A-1.

6. Choral and individual repetition of A-2.

7. Choral and individual repetition of A-1 and A-2 in pairs.

8. Opposite response drill using A-1 and A-2.

9. Choral and individual repetition of the following phrases and sentences:

Em bé kia khóc.
That child is crying.

Thi không khó lắm.
The exam was not very difficult.

Cô ấy hơi khó tánh.
She is rather difficult.

Cô ấy khôn-khéo lắm.
She is very clever.

Hết cháy nên hết khói.
It stopped burning, so it stopped smoking.

Có khi buôn bán không khá.
Sometimes business is not very good.

Quán kia không có khách.
That cafe has no customers.

Không-khí nơi đây không tốt lắm.
The air here is not very good.

VIETNAMESE PRONUNCIATION

Chúng ta nên mua thêm heo khác.
We'd better buy some more pigs.

10. Choral and individual repetition of the following pair of sentences:

Cô ấy chưng bông khéo.
She arranged flowers cleverly.

Cô ấy chưng bông héo.
She arranged wilted flowers.

II. PRONUNCIATION OF k AND kh

C-1 k, c

có	<i>to have</i>
cá	<i>fish</i>
cô	<i>Miss, aunt</i>
cam	<i>orange</i>
cao	<i>high</i>
công	<i>labor</i>
cúc	<i>chrysanthemum</i>
các	<i>pluralizer</i>
kế	<i>stratagem</i>

C-2 kh

khó	<i>difficult</i>
khá	<i>pretty good</i>
khô	<i>dry</i>
kham	<i>to endure</i>
khao	<i>to celebrate</i>
không	<i>not</i>
khúc	<i>section</i>
khác	<i>different</i>
khế	<i>carambola</i>

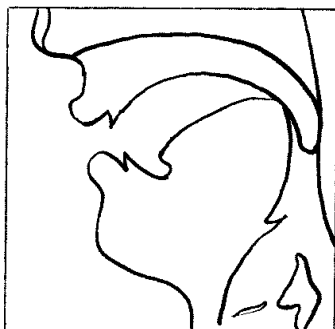
1. Listen as your instructor pronounces the contrasts between C-1 and C-2. Pay particular attention to the unaspirated k stop in C-1 and kh fricative in C-2.

2. Drill for recognition of k and kh using C-1 and C-2. Use the following types of drills:

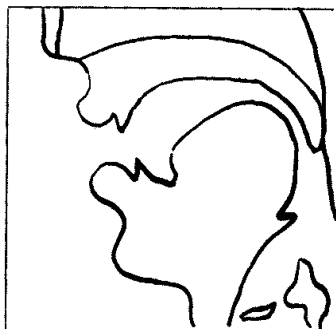
- Two words will be pronounced. Are they the same or different?
- Three words will be pronounced. Which two are the same?
- One word will be pronounced. Does it have an unaspirated stop or a fricative?

3. Discuss the pronunciation of k and kh. The sound k is a voiceless, unaspirated, dorso-velar stop while kh is a voiceless, dorso-velar fricative.

LESSON IV



Tongue position for k, c



Tongue position for kh

4. Choral and individual repetition of C-1.
5. Choral and individual repetition of C-2.
6. Choral and individual repetition of C-1 and C-2 in pairs.
7. Opposite response drill using C-1 and C-2 in pairs.
8. Choral and individual repetition of the following phrases and sentences:

Tôi không có con dao khác.
I don't have another knife.

Cám ơn ông, tôi không khát.
Thank you, (but) I'm not thirsty.

Chúng tôi đi kiếm khắp các nơi.
We searched (for it) everywhere.

Cung-cấp lúa cho không-quân.
Provide the Air Force with rice.

Cấm vô khi có khói.
Entry prohibited when there is smoke.

Thu không có khiêng khúc cây lên.
Thu didn't carry the trunk of the tree up.

Hai cây thông đó không khác lắm.
Those two pines are not very different.

VIETNAMESE PRONUNCIATION

Khi đó cam khan-hiếm lắm.

At that time, oranges were very scarce.

9. Choral and individual repetition of the following pairs of sentences:

a. Chúng tôi làm ruộng không có cá.

We work (flooded) rice fields that lack fish.

Chúng tôi làm ruộng không có khá.

We work rice fields that aren't very productive.

b. Ông có thấy cát không?

Did you see sand?

Ông có thấy khát không?

Did you feel thirsty?

III. PRONUNCIATION OF KH AND G

D-1 kh (voiceless)

khi *when*

khe *crevice*

khói *smoke*

khắp *everywhere*

khế *star apple*

khóc *to weep*

khen *to praise*

khái *in general*

khác *different*

D-2 g, gh (voiced)¹

ghi *to record*

ghe *boat*

gói *to wrap*

gắp *grasp with chopsticks*

ghế *chair*

góc *corner*

ghen *jealous*

gái *female*

gác *upper story*

1. Listen as your instructor pronounces the distinctions between D-1 and D-2. Pay particular attention to the voiceless quality of kh and the voiced quality of g.

2. Drill for recognition of kh and g using D-1 and D-2. Use the following types of drills:

1 This sound is spelled gh before i, ê and e; it is spelled g before other vowels.

LESSON IV

- a. Two words will be pronounced. Are they the same or different?
- b. Three words will be pronounced. Which two are the same?
- c. One word will be pronounced. Does it have a voiceless or voiced consonant?

3. Discuss the pronunciation of kh and g. The sound kh is a voiceless, dorso-velar fricative and g is a voiced, dorso-velar fricative.² Do the following experiment to distinguish between a voiceless sound and a voiced sound: Place your hands over your ears and pronounce kha and ga. You do not hear voicing when pronouncing kh, but you do when pronouncing g.

4. Choral and individual repetition of D-1.
5. Choral and individual repetition of D-2.
6. Choral and individual repetition of D-1 and D-2 in pairs.
7. Opposite response drill using D-1 and D-2.
8. Choral and individual repetition of the following phrases and sentences:

Ông thấy đi ghe có khó không?
Did you find it difficult to go by boat?

Nhà ga có gần không?
Is the train station near here?

Các cô gái ấy gánh lúa về.
Those girls carried rice home.

Xin để guốc đây trước khi lên gác.
Please leave your shoes here before going upstairs.

Xin ghi tên khi khác.
Please sign up at another time.

Việc ấy rất gay-go.
That was a very controversial matter.

2 Word initial g becomes a stop when following a final ng or c in the previous word. (i.e., con gà).

VIETNAMESE PRONUNCIATION

Cô ấy không gắt-gao đâu.
She is not strict (believe me).

Cái ghế ấy thấp lắm.
That chair is very low.

9. Choral and individual repetition of the following pairs of sentences:

a. Trong ấy có nhiều ghế.
In there, there are many chairs.

Trong ấy có nhiều khế.
In there, there are many star apples.

b. Xin ông cứ đi theo ghe kia.
Please go ahead and follow that boat.

Xin ông cứ đi theo khe kia.
Please go ahead and follow that crevice.

IV. PRONUNCIATION OF G AND PH

E-1 g		E-2 ph (f sound)	
ga	<i>railroad station</i>	pha	<i>to mix</i>
gái	<i>female</i>	phái	<i>branch, sect</i>
gáo	<i>dipper</i>	pháo	<i>firecrackers</i>
ghép	<i>to assemble</i>	phép	<i>permission</i>
ghim	<i>pin</i>	phim	<i>film</i>
gân	<i>nerve, tendon</i>	phân	<i>fertilizer</i>
ghen	<i>jealous</i>	phen	<i>time, turn</i>
ghi	<i>to record</i>	phi	<i>to fly</i>

1. Listen as your instructor pronounces the distinctions between E-1 and E-2. Pay close attention to the fricative quality of **g** and **ph**³.

3 The sound **ph** is equivalent to the sound in the English words **few**, **phone**. It is presented here in contrast with **g** to emphasize that Vietnamese **g** is also a fricative.

LESSON IV

2. Drill for recognition of g and ph using E-1 and E-2. Use the following drills:

- a. Two words will be pronounced. Are they the same or different?
- b. Three words will be pronounced. Which two are the same?
- c. One word will be pronounced. Is it taken from Column E-1 or E-2?

3. Discuss the pronunciation of g and ph. The sound g in Vietnamese is a voiceless dorso-velar fricative, and ph is a voiceless alveo-dental fricative. Both are fricatives, i.e., air passes through a narrow opening in the mouth during the pronunciation of these sounds.

4. Choral and individual repetition of E-1.

5. Choral and individual repetition of E-2.

6. Opposite response drill using E-1 and E-2.

7. Choral and individual repetition of the following phrases and sentences:

Bà Phi bán gà ở gần nhà ga.

Mrs. Phi sells chickens near the railroad station.

Em đó bị phạt nên phụng-phịu.

She was punished, so she pouted.

Ai muốn vô phòng này đều phải xin phép.

Whoever wants to enter this room must ask permission.

Có hai cô gái gánh lúa trên đường gập-ghềnh.

There are two girls carrying rice on the rough road.

Có ai gõ cửa, học trò ngồi im phăng-phắc.

Someone knocked at the door, and the students sat still.

Cô nên ghi gáp những lời bà ấy nói.

You should write down quickly what she says.

Ai cũng cố-gắng nên trận đấu gay-go lắm.

All put forth great effort; therefore, the (soccer) match was very tense.

VIETNAMESE PRONUNCIATION

Cụ ấy gần tám mươi tuổi, nhưng còn khoẻ-mạnh.
She is almost eighty years old now, but still looks very healthy and strong.

8. Choral and individual repetition of the following pair of sentences:

Không nên lên giá mấy món đồ.
One should not increase the price of those items.

Không nên lên phá mấy món đồ.
One should not go up and destroy those items.

V. PRONUNCIATION OF /HL/ HIGH-LEVEL AND /^ˆ/ LOW-LEVEL TONES.

F-1 /HL/ High-level		F-2 / ^ˆ / Low-level	
thì	<i>examination</i>	thì	<i>then</i>
chi	<i>what</i>	chì	<i>lead</i>
la	<i>to scream</i>	là	<i>to be</i>
thình	<i>pure</i>	tình	<i>sentiment</i>
cung	<i>palace</i>	cùng	<i>together</i>
ga	<i>railroad station</i>	gà	<i>chicken</i>
khu	<i>area</i>	khù (-khờ)	<i>slow-witted</i>
tiên	<i>fairy</i>	tiền	<i>money</i>
pha	<i>to mix</i>	phà	<i>ferryboat</i>

1. Listen as your instructor pronounces the distinctions between F-1 and F-2. Notice the tone differences in these pairs of words.

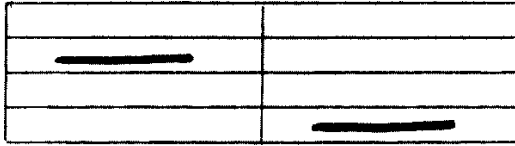
2. Drill for recognition of /HL/ high-level (không dấu, no tone mark) and /^ˆ/ low-level (dấu huyền, low tone mark) tones using F-1 and F-2. Use the following types of drills:

- Two words will be pronounced. Are they the same or different?
- Three words will be pronounced. Which two are the same?
- One word will be pronounced. Is it taken from Column F-1 or F-2?

LESSON IV

3. Discuss the pitch contours of these two tones. The /HL/ high-level tone is at about the middle of an individual's pitch range while the /[˘]/ low-level tone is at about the bottom of an individual's pitch range.

/HL/ High-level /[˘]/ Low-level



không dấu dấu huyền

4. Choral and individual repetition of G.

G

la, la, la, la, la *to scream*
 pha, pha, pha, pha, pha *to mix*
 thi, thi, thi, thi, thi *examination*
 ga, ga, ga, ga, ga *railroad station*

5. Choral and individual repetition of H. Exaggerate the low-level tone: i.e., make it very low.

H

là, là, là, là, là *to be*
 phà, phà, phà, phà, phà *ferry boat*
 thì, thì, thì, thì, thì *then*
 gà, gà, gà, gà, gà *chicken*

6. Choral and individual repetition of F-1.

7. Choral and individual repetition of F-2.

8. Choral and individual repetition of F-1 and F-2 in pairs.

9. Opposite response drill using F-1 and F-2.

10. Choral and individual repetition of the following phrases and sentences:

Chắc trời sắp mưa.
It's probably going to rain.

Hay là chúng ta đi làm vườn?

VIETNAMESE PRONUNCIATION

Or shall we go make a garden?

Cô đến Nha-Trang hồi nào?
When did you arrive in Nha-Trang?

Ông ấy là thầy giáo làng.
He is a village school teacher.

Từ đây đến đó có gần không, ông?
Is that place near here, Sir?

Trò Dung mới về hôm qua.
Student Dung just came back yesterday.

Ngày nào ông ghé qua Đông-Kinh?
Which day are you going to stop in Tokyo?

Hai ông muốn đi Biên-Hòa không?
Do you two want to go to Bien-Hoa?

11. Choral and individual repetition of the following pairs of sentences:

a. Xin ông cứ đi lai nha.
Please go ahead to the directorate.

Xin ông cứ đi lai nhà.
Please go ahead to the house.

b. Xin ông đừng đến nhà thường.
Please don't come to my house so much.

Xin ông đừng đến nhà thương.
Please don't go to the hospital.

VI. CONVERSATION FOR PRACTICE

A. Chào bà. Bà về hồi nào?
Hello, ma'am. When (past) did you get back?

B. Tôi về hồi ba giờ.
I got back at three o'clock.

LESSON IV

- A. Bà về bằng gì?
By what means did you come?
- B. Tôi về bằng xe đò.
I came by bus.
- A. Mời bà dùng trà.
Please have some tea.
- B. Cám ơn ông.
Thank you, Sir.
- A. Chừng nào bà đi làm?
When (future) will you go to work?
- B. Mười giờ tôi đi.
I go at ten o'clock.

LESSON V

Review

- I. Pronunciation of n and ng
 - II. Pronunciation of n and nh
 - III. Pronunciation of ng and nh
 - IV. Pronunciation of /HL/ High-level and / ˊ / Mid-rising Tones
 - V. Pronunciation of / ˋ / Low-level and / ˊ / Mid-rising Tones
 - VI. Conversation for Practice
-

REVIEW

1. Review the previous conversation (Lesson IV, item VI, p. 90). Notice that it emphasizes low-level tone.

2. Review of h, kh, g and ph

a. Choral and individual pronunciation of the following sets of words:

1. h

ha
*exclamation of
surprise*

hy (-vọng)
to hope

hái
to pluck

hang
cave

2. kh

kha
*elder
brother*

khi
when

khái
in general

khang
healthy

3. g

ga
*railroad
station*

ghi
record

gái
female

gang
span

4. ph

pha
to mix

Phi
Africa

phái
branch

phang
to hit hard

LESSON V

ho
to cough

kho go
warehouse wool

pho
*classifier for
statues*

b. Choral and individual repetition of the following sentences:

Chừng nào chúng ta đi hát?
When are we going to sing?

Chừng nào chúng ta đi gác?
When are we going to mount guard?

Chừng nào chúng ta đi phố?
When are we going to town?

Chừng nào chúng ta đi khám?
When are we going to search?

3. Review of /HL/ high-level, / ' / high-rising and / ` / low-level tones. Choral and individual repetition of the following proverbs:

Ăn coi nồi, ngồi coi hướng.
Watch the pot when you eat, watch the direction when you sit down.

Ăn cây nào, rào cây nấy.
Care for the tree whose fruit you are eating.

Bắt cá hai tay.
Catch fish with both hands. (i.e., pursue several possibilities at once.)

Lúa thóc đâu, bồ câu đó.
Where there is paddy, there are pigeons.

Tốt danh hơn lành áo.
A good name is to be preferred to great riches.

Đông tay hơn hay làm.
Many hands make light work.

VIETNAMESE PRONUNCIATION

I. PRONUNCIATION OF n AND ng

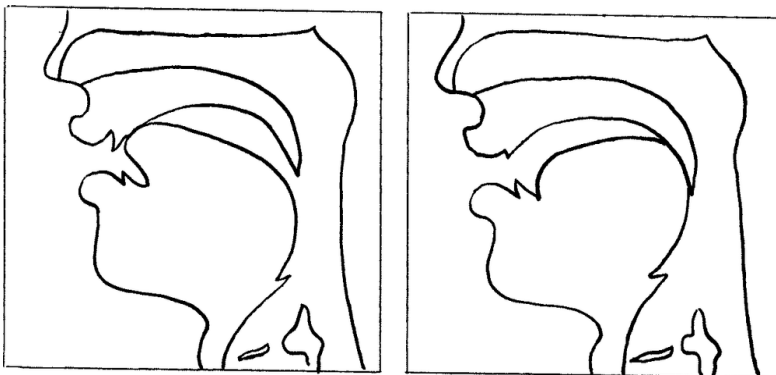
A-1 <u>n</u>		A-2 <u>ng</u>	
nay	<i>at present</i>	ngay	<i>right away</i>
ni	<i>measurement</i>	nghi	<i>to suspect</i>
niêm	<i>stamp</i>	nghiêm	<i>austere</i>
nó	<i>he, him, it</i>	ngó	<i>to stare at</i>
nôi	<i>cradle</i>	ngôi	<i>throne</i>
nón	<i>hat</i>	ngón	<i>finger</i>
nồi	<i>pot</i>	ngồi	<i>to sit</i>
non	<i>unripe</i>	ngon	<i>tasty</i>
này	<i>this, these</i>	ngày	<i>day</i>

1. Listen to your instructor pronounce the distinctions between A-1 and A-2. Pay particular attention to the ng sound in the second column.

2. Drill for recognition of n and ng using A-1 and A-2. Use the following types of drills:

- Two words will be pronounced. Are they the same or different?
- Three words will be pronounced. Which two are the same?
- One word will be pronounced. Is it taken from Column A-1 or A-2?

3. Discuss the pronunciation of n and ng. The sound n is a voiced, apico-alveolar nasal, and ng is a voiced dorso-velar nasal. The ng sound occurs in English in final and medial positions, as in sing and singing.



LESSON V

Tongue position for n Tongue position for ng

4. Choral and individual repetition of B.

B

sing, sing, sing, sing, sing
singing, singing, singing, singing, singing
sing-nging, sing-nging, sing-nging, sing-nging
nging, nging, nging, nging, nging

5. Choral and individual repetition of C.

C

nghi,	nghi,	nghi,	nghi,	nghi	<i>to suspect</i>
nga,	nga,	nga,	nga,	nga	<i>swan</i>
ngô,	ngô,	ngô,	ngô,	ngô	<i>corn</i>
nghe,	nghe,	nghe,	nghe,	nghe	<i>to hear</i>

6. Choral and individual repetition of A-1.

7. Choral and individual repetition of A-2.

8. Choral and individual repetition of A-1 and A-2 in pairs.

9. Opposite response drill using A-1 and A-2.

10. Choral and individual repetition of the following phrases and sentences:

Ông ấy nghiêm mà tốt.
He is stern but nice.

Xin ông ngồi nghỉ.
Please sit down and relax.

Ngày nào ông qua Việt-Nam?
Which day are you going to Vietnam?

Cô có nghe không?
Did you hear (it)?

Xin ông đừng nghi-ngờ ông ấy.
Please don't suspect him.

VIETNAMESE PRONUNCIATION

Nghinh-ngang không tốt.

It's not good to be arrogant.

Nó đi ngêu-ngao ngoài đường.

He wanders aimlessly out in the street.

Đó là một ngôi chùa.

That is a Buddhist temple.

11. Choral and individual repetition of the following pairs of sentences:

a. Những trái cây đó còn non lắm.

Those fruits are still very green.

Những trái cây đó còn ngon lắm.

Those fruits are still very good.

b. Vua nhà Lý đem con lên ngôi.

The king of the Ly dynasty brought his son to the throne.

Vua nhà Lý đem con lên nôi.

The king of the Ly dynasty put his son in the cradle.

II. PRONUNCIATION OF N AND NH

D-1 n

ni *measurement*

no *full (not hungry)*

niên *year*

nát *broken*

neo *anchor*

nô *slave*

núm *knob*

nón *hat*

D-2 nh

nhi *infant*

nho *grapes*

nhiên *so, thus*

nhát *coward*

nheo (mắt) *blink one's eyes*

nhô *to raise*

nhúm *a pinchful*

nhón (chân) *to walk on tiptoe*

1. Listen as your instructor pronounces the distinctions between D-1 and D-2. Pay particular attention to the nh sound in the second column.

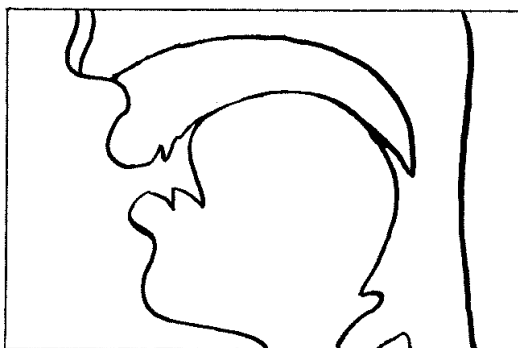
2. Drill for recognition of n and nh using D-1 and D-2. Use the following types of drills:

LESSON V

- a. Two words will be pronounced. Are they the same or different?
- b. Three words will be pronounced. Which two are the same?
- c. One word will be pronounced. Is it taken from Column D-1 or D-2?

3. Discuss the pronunciation of n and nh. The sound n is a voiced, apico-alveolar nasal, and nh is a voiced, lamino-alveolar nasal.

Tongue position for nh



4. Choral and individual repetition of E.

E

nha,	nha,	nha,	nha,	nha	<i>directorate</i>
nhì,	nhì,	nhì,	nhì,	nhì	<i>second</i>
nho,	nho,	nho,	nho,	nho	<i>grapes</i>
nhu,	nhu,	nhu,	nhu,	nhu	<i>soft</i>

5. Choral and individual repetition of D-1.

6. Choral and individual repetition of D-2.

7. Choral and individual repetition of D-1 and D-2 in pairs.

8. Opposite response drill using D-1 and D-2.

9. Choral and individual repetition of the following phrases and sentences:

Hôm nay, tôi định đi mua nhiều nho.

Today, I'm planning to go buy a lot of grapes.

VIETNAMESE PRONUNCIATION

Cô ấy muốn đến Nha Kiến-Trúc.
She wants to go to the Directorate of Architecture.

Phần nhiều các nhà này nóng lắm.
Most of these houses are very hot.

Ông Nhu là một nhà giáo.
Mr. Nhu is an educator.

Trong ngày Tết, nhiều người đốt nhang.
During Tet, many people burn incense.

Cây này có nhiều nhánh có trái.
This tree has many branches with fruit.

Nhân-dân Tây-Ba-Nha.
The people of Spain.

Nhà-quê và đô-thành.
The country-side and cities.

10. Choral and individual repetition of the following pair of sentences:

Ông có thấy nho không?
Did you see grapes?

Ông có thấy no không?
Did you feel full?

III. PRONUNCIATION OF NG AND NH

F-1 <u>ng</u>		F-2 <u>nh</u>	
nga	<i>swan</i>	nha	<i>directorate</i>
nghe	<i>buffalo calf</i>	neh	<i>final particle, okay?</i>
ngon	<i>finger</i>	nhon (chân)	<i>to walk on tiptoe</i>
ngan	<i>thousand</i>	nhàn	<i>leisurely</i>
ngo	<i>corn</i>	nhô	<i>to raise</i>
ngu	<i>stupid</i>	nhu	<i>soft</i>
nghi	<i>to suspect</i>	nhi	<i>infant</i>
ngang	<i>width</i>	nhang	<i>incense</i>
nga	<i>ivory</i>	nhà	<i>house</i>

LESSON V

1. Listen as your instructor pronounces the distinctions between F-1 and F-2. Pay close attention to these two nasal consonants.

2. Drill for recognition of ng and nh using F-1 and F-2. Use the following types of drills:

- a. Two words will be pronounced. Are they the same or different?
- b. Three words will be pronounced. Which two are the same?
- c. One word will be pronounced. Is it taken from Column F-1 or F-2?

3. Discuss the pronunciation of ng and nh and the differences in tongue position between them. The sound ng is a voiced dorsovelar nasal and nh is a voiced lamino-alveolar nasal.

4. Choral and individual repetition of F-1.

5. Choral and individual repetition of F-2.

5. Choral and individual repetition of F-1 and F-2 in pairs.

7. Opposite response drill using F-1 and F-2.

8. Choral and individual repetition of the following phrases and sentences:

Đừng cho nghé ăn nhiều ngô nhé.

Don't let the buffalo calf eat too much corn, okay?

Nhiều người muốn ở nhà nhỏ.

Many people like to live in a small house.

Nhập giang tùy khúc nhập gia tùy tục.

When in Rome, do as the Romans do.

Ở Đà-Lạt có nhiều nhà nguy-nga.

In Dalat, there are many stately homes.

Các học-sinh đều ngồi ngay-ngắn.

All the students were sitting straight.

Nghĩ cho kỹ để khỏi nhầm.

Think hard so as to avoid errors.

VIETNAMESE PRONUNCIATION

Nhìn thẳng, đừng ngó ngang.
Look straight; don't look to the side.

Vùng nguy-hiểm, không nên chạy nhanh quá.
Danger zone; don't go too fast.

Dân-số làng này là hai ngàn người.
The population of this village is two thousand.

Trong vùng này có bao nhiêu nhà?
How many houses are there in this region?

9. Choral and individual repetition of the following pair of sentences:

Ông có đi qua Nga không?
Have you been to Russia?

Ông có đi qua Nha không?
Have you been to the Directorate?

IV. PRONUNCIATION OF /HL/ HIGH-LEVEL AND /' / MID RISING TONES.

G-1 /HL/ High-level	G-2 /' / Mid-rising
la to scream	lả exhausted
đo to measure	đỏ red
chi branch	chỉ to point out
nga swan	ngả direction
nho grapes	nhỏ small
khi when	khỉ monkey
ga railroad station	gả give away in marriage
chung together	chủng species, kind
thu autumn	thủ to guard

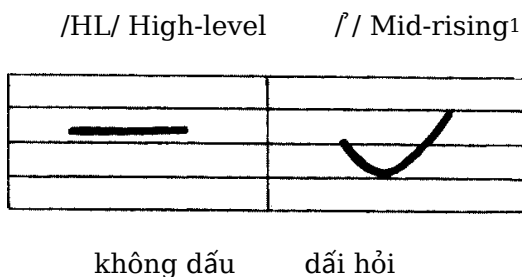
1. Listen as your instructor pronounces the distinctions between G-1 and G-2. Pay close attention to the two tones involved.

2. Drill for recognition of /HL/ high-level (không dấu) and /' / mid-rising (dấu hỏi) tones using G-1 and G-2. Use the following types of drills:

LESSON V

- a. Two words will be pronounced. Are they the same or different?
- b. Three words will be pronounced. Which two are the same?
- c. One word will be pronounced. Does it have a high-level or mid-rising tone? (Or which column?)

3. Discuss the pitch contours of these two tones. The /HL/ high-level tone (không dấu) starts at roughly the middle of an individual's pitch range and stays at relatively the same level throughout. The / \uparrow / midrising tone (dấu hỏi) starts off near low-level tone, dips slightly, and then rises sharply to above high-level tone.



4. Choral and individual repetition of H.

				H	
lả,	lả,	lả,	lả,	lả	<i>exhausted</i>
giả,	giả,	giả,	giả,	giả	<i>fake</i>
nỉ,	nỉ,	nỉ,	nỉ,	nỉ	<i>wool material</i>
vải,	vải,	vải,	vải,	vải	<i>cotton material</i>

5. Choral and individual repetition of G-1.

6. Choral and individual repetition of G-2.

7. Choral and individual repetition of G-1 and G-2 in pairs.

1 The various dialects of southern Vietnamese differ widely in their pronunciation of mid-rising tone (dấu hỏi and dấu ngã). This tone is a combination of two distinct tones in northern Vietnamese. As a general rule, one should always mimic the dialect of his instructor.

VIETNAMESE PRONUNCIATION

8. Opposite response drill using G-1 and G-2.

9. Choral and individual repetition of the following phrases and sentences:

Xin ông đi nghỉ cho khoẻ.
Please go and rest up.

Cô Hai thích đi mua vải đỏ.
Miss Hai likes to go and buy red cotton.

Xe này nhỏ mà rất tốt.
This car is small but very good.

Các ông ấy ở Mỹ-Tho ra Long-Hải.
These men went from My-Tho to Long-Hai.

Chúng ta nên đi nhổ cỏ.
We had better go pull weeds.

Ông Dũng cũng không thích nghĩ nhiều.
Mr. Dung does not like to think too much either.

Xin lỗi cô, nhà hàng Quốc-Tế ở đâu?
Excuse me, where is the Quoc-Te Restaurant?

Xin lỗi ông, ông là người Mỹ, phải không?
Excuse me, you are an American, aren't you?

10. Choral and individual repetition of the following pairs of sentences:

a. Ông thích trồng cây nho không?
Do you like to grow grapes?

Ông thích trồng cây nhỏ không?
Do you like to grow small trees?

b. Ông đang nghi gì đó?
What are you suspicious of?

Ông đang nghĩ gì đó?
What are you thinking about?

LESSON V

V. PRONUNCIATION OF /˘ / LOW-LEVEL AND /ˆ / MID-RISING TONES

J-1 /˘ / Low-level	J-2 /ˆ / Mid-rising
là <i>to be</i>	lả <i>exhausted</i>
mà <i>but</i>	mả <i>tomb</i>
làng <i>village</i>	lảng <i>absent-minded</i>
bề <i>side, dimension</i>	bể <i>broken</i>
nồi <i>pot</i>	nổi <i>to float</i>
ngà <i>ivory</i>	ngả <i>direction</i>
thành <i>city</i>	thảnh (-thời) <i>be at ease</i>
gà <i>chicken</i>	gả <i>to give away in marriage</i>
ngò <i>coriander</i>	ngả <i>left open</i>

1. Listen as your instructor pronounces the distinctions between J-1 and J-2. Pay close attention to the two tones involved,

2. Drill for recognition of /˘ / Low-level (dấu huyền) and /ˆ / mid-rising (dấu hỏi) tones, using J-1 and J-2. Use the following types of drills:

- a. Two words will be pronounced. Are they the same or different?
- b. Three words will be pronounced. Which two are the same?
- c. One word will be pronounced. Does it have a low-level or a mid-rising tone? (Or which column?)

3. Discuss the pitch contours of these two tones.

The /˘ / low-level tone (dấu huyền) is at the lowest level of an individual's pitch range and stays at the same level throughout. The mid-rising tone (dấu hỏi) starts off near low-level tone, dips slightly, and rises rapidly to a higher range of pitch.

/˘ / Low-level /ˆ / Mid-rising



dấu huyền

dấu hỏi

VIETNAMESE PRONUNCIATION

4. Choral and individual repetition of J-1.
5. Choral and individual repetition of J-2.
6. Choral and individual repetition of J-1 and J-2 in pairs.
7. Opposite response drill using J-1 and J-2.
8. Choral and individual repetition of the following phrases and sentences:

Ngày nào ông đi Mỹ-Tho?
Which day are you going to My-Tho?

Xin ông cho tôi hỏi ông về nhà cửa.
Please let me ask you about houses.

Xin cô về nhà nghỉ đi.
Please go home and get some rest.

Phòng này có tủ không?
Does this room have wardrobes?

Mỗi ngày ông phải đánh máy mấy giờ?
How many hours do you have to type a day?

Xin lỗi, cô, bây giờ mấy giờ rồi?
Excuse me, what time is it now?

Ông đang nghĩ gì đó?
What are you thinking about?

9. Choral and individual repetition of the following pair of sentences:

Ông có rảnh không?
Are you free?

Ông có rành không?
Do you know it well?

VI. CONVERSATION FOR PRACTICE

A. Chào cô.
Hello, Miss.

B. Chào bác-sĩ.
Hello, Doctor.

A. Cô đau ở đâu?
Where is the pain?

B. Tôi đau ở cổ.
I have a sore neck.

LESSON V

A. Cô đau từ bữa nào?

You've been sore from which day?

B. Tôi đau từ bữa thứ bảy.

I've been sore since Saturday.

A. Cô để tôi coi nhé! Chà, cô phải uống thuốc.

Let me examine it, okay! My, you'll have to take some medicine.

B. Dạ, tôi phải uống thuốc gì?

I'll have to take what medicine?

A. Thuốc này. Mỗi bữa một viên.

This medicine. Every day one pill.

LESSON VI

Review

- I. Pronunciation of x and s
 - II. Pronunciation of d and y
 - III. Pronunciation of tu- and thu-
 - IV. Pronunciation of tu- and do-
 - V. Pronunciation of /HL/ High-level and ./ Low-rising Tones
 - VI. Conversation for Practice
-

REVIEW

1. Review the previous conversation (Lesson V, item VI, p. 107). Notice that it emphasizes midrising tone.

2. Review of n, ng, and nh

a. Choral and individual pronunciation of the following sets of words:

1. n

ni
measurements

nón
hat

(đậu) nành
soybeans

nỉ
wool

nồi

2. ng

ngghi
to suspect

ngón
finger

ngành
branch (of university)

ngỉ
to relax

ngồi

3. nh

nhì
infant

nhón
walk on tiptoe

nhàn
branch (of tree)

nhỉ
"don't you think?"

nhồi

LESSON VI

pot

to sit

to wad

b. Choral and individual repetition of the following sentences:

Xin ông cho chúng tôi nói.
Please let us speak.

Xin ông cho chúng tôi nghe.
Please let us hear.

Xin ông cho chúng tôi nhìn.
Please let us look.

Họ mua nôi cho cô Lan.
They bought a pot for Miss Lan.

Họ mua nhãn cho cô Lan.
They bought lichees for Miss Lan.

Họ mua ngọc cho cô Lan.
They bought pearls for Miss Lan.

3. Review of /HL/ high-level (không dấu), /^ˈ/ low-level (dấu huyền), and /^ˊ/ mid-rising (dấu hỏi or dấu ngã) tones. Choral and individual pronunciation of the following proverbs:

Ăn theo thuở, ở theo thì.
When in Rome, do as the Romans do.

Được buổi giỗ, lỡ buổi cày.
By attending a feast, one loses a day's work.

Chớ thấy sóng cả mà ngã tay chèo.
Don't be discouraged when the going gets rough.

Nhiều sãi không ai đóng cửa chùa.
Too many cooks spoil the broth.

Chó nào chó sủa chỗ không.
Where there is smoke, there is fire.

Vớ đũa cả nẫu.
It is a mistake to generalize.

VIETNAMESE PRONUNCIATION

Hùm dữ chẳng ăn thịt con.
Even the ferocious tiger doesn't eat its offspring.

Qua ruộng dưa không sửa dép.
Don't change sandals in a melon field.

Qua vườn lý không sửa mũ.
Don't change hats under a plum tree.

I. PRONUNCIATION OF X AND S

A-1 <u>x</u>		A-2 <u>s</u>	
xa	<i>far</i>	sa	<i>to fall</i>
xanh	<i>blue, green</i>	sanh	<i>to give birth</i>
xay	<i>to grind</i>	say	<i>drunk</i>
xe	<i>vehicle</i>	se	<i>to shrink</i>
xẻ	<i>to cut up</i>	sẻ	<i>sparrow</i>
xét	<i>to examine</i>	sét	<i>rust</i>
xót	<i>(of pain) sharp</i>	sót	<i>to leave out</i>
xu	<i>cent, penny</i>	su	<i>cabbage</i>
xúc	<i>to touch</i>	súc (vật)	<i>domesticated animals</i>

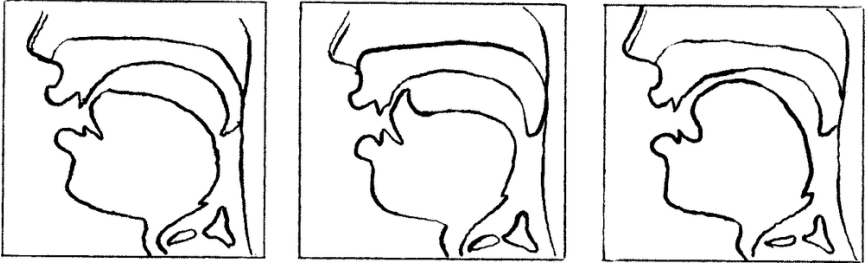
1. Listen as your instructor pronounces the distinctions between A-1 and A-2. Pay close attention to the differences between x and s.

2. Drill for recognition of x and s using A-1 and A-2. Use the following types of drills:

- Two words will be pronounced. Are they the same or different?
- Three words will be pronounced. Which two are the same?
- One word will be pronounced. Is it taken from Column A-1 or A-2?

3. Discuss the pronunciation of x and s. The sound x is a voiceless alveo-dental fricative. It is equivalent to the sound in the English words see, soon. The sound s is a voiceless apico-alveolar retroflexed fricative. This sound should not be confused with English sh (i.e., she). This sound in Vietnamese is pronounced with the tip of the tongue curled back.

LESSON VI



Tongue position for Vietnamese xu or English see Tongue position for Vietnamese sa for English she Tongue position for English see

4. Choral and individual repetition of B.

B

sa,	sa,	sa,	sa,	sa	<i>to fall down</i>
su,	su,	su,	su,	su	<i>cabbage</i>
so,	so,	so,	so,	so	<i>to compare</i>
say,	say,	say,	say,	say	<i>drunk</i>

5. Choral and individual repetition of A-1.

6. Choral and individual repetition of A-2.

7. Choral and individual repetition of A-1 and A-2 in pairs.

8. Opposite response drill using A-1 and A-2.

9. Choral and individual repetition of the following phrases and sentences:

Sao cô không đến sớm?
Why didn't you come early?

Ông sanh ở tiểu-bang nào?
In which state were you born?

Sáng nay em viết xong bài ấy rồi, phải không?
You finished the paper this morning, didn't you?

Tối hôm ấy, sao sáng lắm.
That night the stars were very bright.

VIETNAMESE PRONUNCIATION

Sang năm, ông muốn mua xe gì?
Next year, what car do you want to buy?

Sáu giờ tôi phải đi Sài-Gòn.
At six o'clock, I'll have to go to Saigon.

Chim sẻ bay qua đó mỗi ngày.
Sparrows fly past there everyday.

Sâu không ăn bông sen được.
Worms cannot eat lotus flowers.

Chúng ta nên so-sánh hai con sông.
We had better compare the two rivers.

10. Choral and individual repetition of the following pair of sentences:

Chúng ta nên mang su theo.
We had better bring cabbage with us.

Chúng ta nên mang xu theo.
We had better bring pennies with us.

II. PRONUNCIATION OF D1 AND V2

c-1 <u>d</u> , <u>gi</u>		C-2 <u>v</u>	
già	<i>old</i>	và	<i>and</i>
dùng	<i>to use</i>	vùng	<i>region</i>
gì	<i>what</i>	vì	<i>because</i>
dán	<i>to stick</i>	ván	<i>plank, board</i>
dì	<i>maternal aunt</i>	vì	<i>because</i>
đình	<i>palace</i>	vinh	<i>glory</i>
dung	<i>to tolerate</i>	vung	<i>to throw up</i>

1 THE D SOUND IS WRITTEN WITH BOTH D AND GI IN SOUTHERN VIETNAMESE. THERE IS NO RULE BY WHICH ONE OR THE OTHER IS USED.

2 FOR SOME SPEAKERS OF SOUTHERN VIETNAMESE, THE SYMBOL V STANDS FOR THE SAME SOUND AS THE SYMBOL D OR GI. CONSEQUENTLY, FOR THESE SPEAKERS THE CONTRAST BETWEEN D AND V DOES NOT EXIST.

LESSON VI

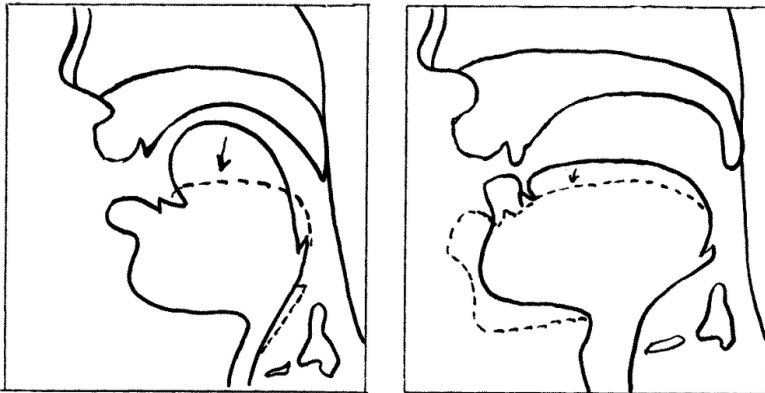
do by vo to roll into a ball

1. Listen as your instructor pronounces the distinctions between C-1 and C-2. Pay particular attention to the v sound in the second column.

2. Drill for recognition of d and v using C-1 and C-2. Use the following types of drills:

- a. Two words will be pronounced. Are they the same or different?
- b. Three words will be pronounced. Which two are the same?
- c. One word will be pronounced. Is it taken from Column C-1 or C-2?

3. Discuss the pronunciation of d and v. The sound d is a voiced glide. At the beginning of the d sound the tongue is in a high-front position similar to the tongue position for i. The tongue glides smoothly into the position of the vowel sound that follows d, and the voiced sound is continuous. This sound is found in such English words as yes, you. The southern Vietnamese v sound is a voiced, palatalized, labio-dental fricative. That is, air continues to pass between the lower lip and the upper teeth. The v sound begins with the lower lip against the upper teeth. In its production there is a quick glide from this position past the Vietnamese d sound to the vowel.



Change of tongue position for d, Change of lower lip position
gi for v

VIETNAMESE PRONUNCIATION

4. Choral and individual repetition of D.

					D
vô,	vô,	vô,	vô,	vô	<i>to enter</i>
và,	và,	và,	và,	và	<i>and</i>
vì,	vì,	vì,	vì,	vì	<i>because</i>
vinh,	vinh,	vinh,	vinh,	vinh	<i>glory</i>

5. Choral and individual repetition of C-1.

6. Choral and individual repetition of C-2.

7. Choral and individual repetition of C-1 and C-2 in pairs.

8. Opposite response drill using C-1 and C-2.

9. Choral and individual repetition of the following phrases and sentences:

Dung vẽ giỏi lắm.
Dung draws very well.

Dạ, hai ông dùng gì?
What would you two like to drink (or eat)?

Thành-tích của ông ấy rất vẻ-vang.
His past was very glorious.

Gló thổi vi-vu qua đồng lúa.
The wind whistles across the rice field.

Vùng này có vàng và thau không?
Does this region have gold and tin?

Văn-phòng ông Tổng-Trưởng Văn-Hóa và Giáo-Dục.
Office of the Minister for Cultural and Educational Affairs.

Xin anh vác cái vỏ này vô giùm tôi.
Please take this bag in for me.

Cô ấy biết dệt vải và làm việc nhà.
She knows how to weave and do household work.

Tôi học tiếng Việt tại Trung-Tâm Viễn-Đông.
I studied Vietnamese at the Far-East Center.

LESSON VI

10. Choral and individual repetition of the following pair of sentences:

Tôi đi, vì tôi không thích.
I went because I didn't like (it).

Tôi đi, dù tôi không thích.
I went, (but) my aunt didn't like (it).

III. PRONUNCIATION OF TU- AND THU-3

E-1 <u>tu-</u> , <u>to-</u>		E-2 <u>thu-</u> , <u>tho-</u>	
tuế	<i>year of age</i>	thuế	<i>tax</i>
tùy	<i>according to</i>	thùy	<i>to hang</i>
tủy	<i>marrow</i>	thủy	<i>water</i>
tuyết	<i>snow</i>	thuyết	<i>to persuade</i>
tuyên	<i>to announce</i>	thuyên	<i>to recover (from illness)</i>
tỏa	<i>to spread</i>	thỏa	<i>pleased</i>
toa	<i>prescription</i>	thoa	<i>to rub</i>
toại	<i>satisfied</i>	thoại	<i>speech, words</i>

1. Listen as your instructor pronounces the distinctions between E-1 and E-2. Pay close attention to the differences between these words.

2. Drill for recognition of tu- and thu- using E-1 and E-2. Use the following types of drills:

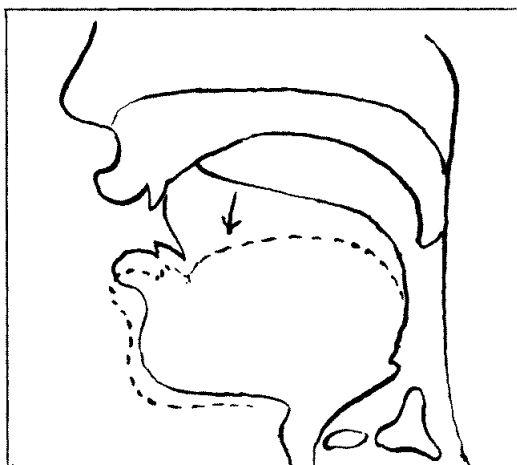
- Two words will be pronounced. Are they the same or different?
- Three words will be pronounced. Which two are the same?
- One word will be pronounced. Does it have an aspirated or an unaspirated stop?

3. Discuss the pronunciation of these two clusters. The tu- is composed of the voiceless unaspirated alveo-dental stop t and the glide or semi-consonant u. The thu- is composed of the

3 THE SEMI-CONSONANT U IS SPELLED U BEFORE I, Y, AND Ê, AND IS SPELLED Q BEFORE E AND A.

VIETNAMESE PRONUNCIATION

voiceless aspirated alveo-dental stop th- and the glide or semi-consonant ɹ. The only difference between tu- and thu- is in the aspiration of the second stop.



Change of tongue position and lip form for toa 'prescription', and thoa 'to rub'. Tu- is not aspirated while thu- is.

4. Choral and individual repetition of F.

F

toa,	toa,	toa,	toa,	toa	<i>prescription</i>
tuy,	tuy,	tuy,	tuy,	tuy	<i>but</i>
tuế,	tuế,	tuế,	tuế,	tuế	<i>year of age</i>
toan,	toan,	toan,	toan,	toan	<i>to attempt</i>

5. Choral and individual repetition of G.

G

thoa,	thoa,	thoa,	thoa,	thoa	<i>to rub</i>
thuê,	thuê,	thuê,	thuê,	thuê	<i>to rent</i>
thủy,	thủy,	thủy,	thủy,	thủy	<i>water</i>
thoáng,	thoáng,	thoáng,	thoáng,	thoáng	<i>to see</i> <i>vaguely</i>

6. Choral and individual repetition of E-1.

7. Choral and individual repetition of E-2.

LESSON VI

8. Choral and individual repetition of E-1 and E-2 in pairs.
9. Opposite response drill using E-1 and E-2.
10. Choral and individual repetition of the following phrases and sentences:

Toàn dân đều phải đóng thuế.
Every citizen has to pay taxes.

Đà-lạt tuy lạnh nhưng không có tuyết.
Dalat, although cold, has no snow.

Tôi nhìn thoáng qua vài bộ quần áo.
I looked some suits over quickly.

Hãy làm thỏa-mãn nhu-cầu của dân-chúng.
Let's satisfy the needs of the people.

Hương hoa vẫn còn thoang-thoảng.
The perfume of the flowers still lingers.

Mùa đông ở đây toàn là tuyết.
In winter, there is nothing but snow here.

Ông ấy giảng về toát-yếu toán-học.
He gave a summary of mathematics.

Tổng-thống tuyên-bố về tổng-tuyển-cử sắp đến.
The President gave a speech on the forthcoming general election.

11. Choral and individual repetition of the following pair of sentences:

Bác-sĩ có cho toa không?
Did the doctor give you a prescription?

Bác-sĩ có cho thoa không?
Did the doctor allow (you) to rub (it)?

IV. PRONUNCIATION OF TU- AND ĐO-

G-1 tu-, to-

G-2 đo-

VIETNAMESE PRONUNCIATION

toán	<i>group</i>	đoán	<i>to predict</i>
toàn	<i>entire</i>	đoàn	<i>group</i>
tọa	<i>to sit</i>	đọa	<i>decadent</i>
Toán	<i>a name</i>	đoản	<i>short, brief</i>
toan	<i>to intend to</i>	đoan	<i>righteous</i>

1. Listen as your instructor pronounces the distinctions between G-1 and G-2. Pay close attention to the voiceless t in G-1 and the voiced đ in G-2.

2. Drill for recognition of tu- and đo- using G-1 and G-2. Use the following types of drills:

- Two words will be pronounced. Are they the same or different?
- Three words will be pronounced. Which two are the same?
- One word will be pronounced. Is it taken from Column G-1 or G-2?

3. Discuss the differences in the pronunciation of these two clusters. Notice that t in tu- is voiceless and unaspirated, while đ in đo- is voiced and imploded. (cf. Lesson II.)

4. Choral and individual repetition of G-1.

5. Choral and individual repetition of G-2.

6. Choral and individual repetition of G-1 and G-2 in pairs.

7. Opposite response drill using G-1 and G-2.

8. Choral and individual repetition of the following phrases and sentences:

Toàn-thể dân-chúng cần phải đoàn-kết.
The whole citizenry must unite.

Đoàn dân-ca này tuyển-mộ ở đó.
This group of folk-singers was recruited there.

Tôi xin cam-đoan viết này toàn-hảo.
I guarantee that these pens are perfect.

Họ đoán rằng bài toán ấy sai.
They guessed that the math problem was wrong.

Ông Tuyên lên tuyên-bố với báo chí.

LESSON VI

Mr. Tuyen went up to give a report to the press.

Nhiều toán sinh-viên cam-đoan như vậy.
Many groups of students pledged themselves to it.

Toàn-thể Luật-Sư-Đoàn không nhìn-nhận phiên-tòa hôm nay.
The whole Association of Lawyers did not agree on (the results of) today's court session.

9. Choral and individual repetition of the following pair of sentences:

Toàn-thể lao-công phản-đối chương-trình này.
The whole labor force objected to this program.

Đoàn-thể lao-công phản-đối chương-trình này,
The labor union objected to this program.

V. PRONUNCIATION OF /HL/ HIGH-LEVEL AND ././ LOW- RISING TONES

H-1 /HL/ High-level	H-2 ././ Low-rising
la <i>to scream</i>	lạ <i>stranger</i>
me <i>tamarind</i>	mẹ <i>mother</i>
chi <i>what</i>	chị <i>elder sister</i>
ngon <i>tasty</i>	ngọn <i>summit</i>
mang <i>to carry</i>	mạng <i>life, fate</i>
trôn <i>bottom</i>	trộn <i>to mix</i>
phân <i>fertilizer</i>	phận <i>condition</i>
ghi <i>to record</i>	ghị <i>to hold back</i>

1. Listen as your instructor pronounces the contrasts between H-1 and H-2. Pay close attention to the tone difference in these pairs of words.

2. Drill for recognition of /HL/ high-level (không dấu, no tone mark) and ././ low-rising (dấu nặng, heavy tone) tones using H-1 and H-2. Use the following types of drills:

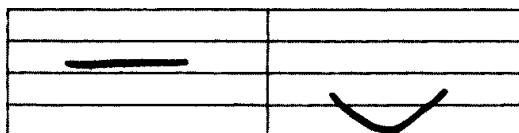
- Two words will be pronounced. Are they the same or different?
- Three words will be pronounced. Which two are the same?

VIETNAMESE PRONUNCIATION

c. One word will be pronounced. Is it taken from Column H-1 or H-2?

3. Discuss the pitch contours of these two tones. The /HL/ high-level tone (không dấu) starts off at about the middle of an individual's pitch range and stays at relatively the same level throughout. The /./ low-rising tone (dấu nặng) starts off near low-level tone, dips slightly and returns to approximately the same level.

/HL/ High-level /./ Low-rising



không dấu dấu nặng

4. Choral and individual repetition of J.

J

mạ,	mạ,	mạ,	mạ,	mạ <i>young rice plant</i>
dạ,	dạ,	dạ,	dạ,	dạ <i>polite word</i>
phụ,	phụ,	phụ,	phụ,	phụ <i>help</i>
dụng-cụ,	dụng-cụ,	dụng-cụ,	dụng-cụ,	dụng-cụ <i>instrument</i>
thận-trọng,	thận-trọng,	thận-trọng,	thận-trọng,	thận-trọng <i>cautious</i>

5. Choral and individual repetition of H-1.

6. Choral and individual repetition of H-2.

7. Choral and individual repetition of H-1 and H-2 in pairs.

8. Opposite response drill using H-1 and H-2.

9. Choral and individual repetition of the following phrases and sentences:

Các ông Thượng-Nghị-Sĩ khai-mạc ngày hội.
The Senators opened the day's session.

Bộ Giáo-Dục vừa thành-lập Sở Vật-Liệu.

LESSON VI

The Ministry of Education has just created the Service of Supplies.

Mọi học-sinh đều phải học thộc bài.
Every student must know his lesson.

Thật ra, chúng ta phải thận-trọng trong mọi việc.
Indeed, we must be careful in everything we do.

Tại đây thiếu nhiều dụng-cụ làm việc.
There is a great lack of working implements here.

Một vài vụ lộn-xộn đã xảy ra tại Trung-Đông.
A few incidents have occurred in the Middle East.

Mọi dân-tộc đều có đặc-tính riêng biệt.
Every society has its own distinctive characteristics.

10. Choral and individual repetition of the following pair of sentences:

Rau ấy có ngon không?
Are these vegetables good?

Rau ấy có ngọn không?
Do these vegetables have buds?

VI. CONVERSATION FOR PRACTICE

A. Chào chị Nga.
Hello, (older sister) Nga.

B. Chào anh Đại. Anh mạnh-giỏi không?
Hello (older brother) Dai. How are you?

A. Dạ mạnh. Cám ơn chị. Còn chị?
Fine, thank you. And you?

B. Dạ, tôi cũng mạnh.
I'm fine too.

A. Hôm nay chị đi chợ không?
Are you going to market today?

VIETNAMESE PRONUNCIATION

- B. Hôm nay tôi bận. Tôi không đi chợ được.
Today I am busy. I am not able to go to market.
- A. Chị bận việc gì?
You are busy doing what?
- B. Tôi bận học.
I am busy studying.
- A. Chị học gì?
What are you studying?
- B. Dạ, tôi học tiếng Anh.
I am studying English.
- A. Học tiếng ngoại quốc có khó không?
Is it difficult to study a foreign language?
- B. Học tiếng Anh, thì khó lắm.
(As for) English, it is very difficult.

LESSON VII

Review

- I. Pronunciation of qu- and o-
 - II. Pronunciation of tru- and chu-
 - III. Pronunciation of xu- and su-
 - IV. Pronunciation of Combinations of /HL/ High-level and /´/ High-rising Tones
 - V. Pronunciation of Combinations of /HL/ High-level and /˘/ Low-level Tones
 - VI. Conversation for Practice
-

REVIEW

1. Review the previous conversation (Lesson VI, item VI, p. 125). Notice that it emphasizes low-rising tone.

2. Review of d, v, x, and s

a. Choral and individual pronunciation of the following sets of words:

1. <u>d</u>	2. <u>v</u>	3. <u>x</u>	4. <u>s</u>
da <i>skin</i>	va <i>to bump into</i>	xa <i>far</i>	sa <i>to fall</i>
do <i>by</i>	vo <i>to wash (rice)</i>	xo <i>to shrug</i>	so <i>to compare</i>
du (-lịch) <i>to travel</i>	vu <i>to slander</i>	xu <i>cent</i>	su <i>cabbage</i>
danh <i>name</i>	vanh (-vách) <i>to know by heart</i>	xanh <i>blue, green</i>	sanh <i>to give birth</i>

VIETNAMESE PRONUNCIATION

dong <i>run around</i>	vong <i>lost</i>	xong <i>complete</i>	song (-song) <i>in pairs</i>
---------------------------	---------------------	-------------------------	---------------------------------

b. Choral and individual pronunciation of the following sentences:

Nhiều học-sinh không thích đi du-lịch.
Many students don't like to travel.

Nhiều học-sinh không thích đi vô học.
Many students don't like to go in and study.

Nhiều học-sinh không thích đi xuống tỉnh.
Many students don't like to go to the provinces.

Nhiều học-sinh không thích đi sang xứ khác.
Many students don't like to go to other countries.

3. Review of tu-, thu-, and đo-

a. Choral and individual pronunciation of the following words:

1. <u>tu-</u> , <u>to-</u>	2. <u>thu-</u> , <u>tho-</u>	3. <u>đo-</u>
toán <i>mathematics</i>	thoán <i>to usurp</i>	đoán <i>to guess</i>
toa <i>prescription</i>	thoa <i>to rub</i>	đoàn <i>group</i>
tùy <i>according to</i>	thuế <i>tax</i>	đọa <i>decadent</i>
tuyết <i>snow</i>	thuyết <i>to persuade</i>	đoản <i>short</i>
toại <i>satisfied</i>	thoại <i>speech, words</i>	đoan (-chính) <i>righteous</i>

b. Choral and individual pronunciation of the following sentences:

Họ phải đến Tổng-Hội Liên-Đoàn Lao-Công.
They had to go to the Labor Union Headquarters.

LESSON VII

Họ phải làm toán.
They had to do some mathematics.

Họ phải đi đóng thuế.
They had to go and pay taxes.

4. Review of /HL/ (không dấu, no tone mark), and ././ low-rising (dấu nặng, heavy tone mark) tones. Choral and individual pronunciation of the following proverbs:

Chưa tập bò đã lo tập chạy.
Putting the cart before the horse.

Thương cho roi cho vọt, ghét cho ngọt cho bùi.
Give punishments when you love and sweet words when you hate.

Một miếng thịt làng bằng một sàng thịt chợ.
A piece of pork offered at the village festival equals a basketful of meat bought in the market.

Bụng làm dạ chịu.
The intestines have to suffer the stomach's actions. (One has to bear the effects of one's own actions.)

Trèo cao té nặng.
The higher you climb, the more serious the fall will be.

Cháy nhà ra mặt chuột.
When the house burns, the mice show up. (A man's real character shows up when something happens.)

Thuốc đắng dã tật, lời thật mịch lòng.
Bitter medicine cures; sincere words hurt feelings.

I. PRONUNCIATION OF QU- AND O-1

A-1 qu-

A-2 o-, u-

-
- 1 THIS CONTRAST DOES NOT EXIST IN THE SPEECH OF MANY SOUTHERN VIETNAMESE. THE Q- IS SPELLED Q BEFORE E AND A, AND U BEFORE Y, I, AND Ê.

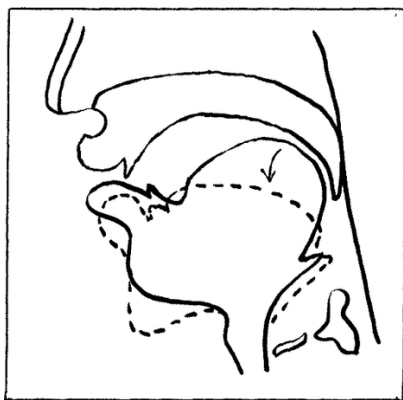
VIETNAMESE PRONUNCIATION

quà	<i>gift</i>	oà	<i>to break into</i>
quái	<i>queer</i>	oái (-oãm)	<i>complicated</i>
quan	<i>officer</i>	oan	<i>condemned (unjustly)</i>
quán	<i>inn</i>	oán	<i>to resent</i>
quang	<i>bright</i>	oang	<i>resonant (of voice)</i>
quanh	<i>around about</i>	oanh	<i>oriole</i>

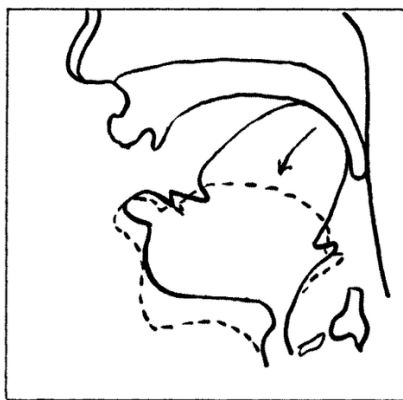
1. Listen as your instructor pronounces the distinctions between A-1 and A-2. Pay close attention to the initial sounds.

2. Drill for recognition of qu- and o- using A-1 and A-2. Use the types of drills previously introduced.

3. Discuss the pronunciation of o- and qu-. The semi-consonant o- is a voiced glide. At the beginning of the o- sound, the lips are rounded and the tongue is in a high back position similar to the tongue position for the vowel u. The lips are rapidly unrounded as the vowel which follows o- is produced. The tongue glides smoothly into position of the vowel which follows o-, and the voiced sound is continuous. The cluster qu- is composed of voiceless, unaspirated, dorso-velar stop k and semi-consonant o-. Notice the change in tongue and lip position during the pronunciation of oa (-trủ) 'to receive stolen goods', and qua 'to go across'.



Change of tongue position for oa. At the beginning, the back of the tongue does not touch the velum.



Change of tongue position for qua. At the beginning, the back of the tongue touches the velum.

4. Choral and individual repetition of B.

LESSON VII

B

qua,	qua,	qua,	qua,	quato	cross
quí,	quí,	quí,	quí,	quí	valuable
que,	que,	que,	que,	questick	
quê-quán,	quê-quán,	quê-quán,	quê-quán	native	village

5. Choral and individual repetition of A-1, A-2. Drill A-1 and A-2 in pairs and in opposite response.

6. Choral and individual repetition of the following phrases and sentences:

Quyết chí thì nên.

When one has determination, he will succeed.

Có quyền thì có oai.

When one gains power, one becomes austere.

Chúng tôi qua để làm quen với cô.

We have come to make your acquaintance.

Xin lỗi ông, quê-quán ông ở tiểu-bang nào?

Excuse me, your native place is in which state?

Ông ấy làm sĩ-quan trong quân-đội.

He is a military officer.

Cô ấy thích quang-cảnh nhà quê lắm.

She likes the scenery in the countryside very much.

Quần áo này tuy cũ nhưng quý lắm.

These clothes, although old, are very valuable.

Ông đã quên quẹo tay trái rồi.

You forgot to turn to the left.

7. Choral and individual repetition of the following pair of sentences:

Đừng nên làm quan cho quân-đội.

Don't be an officer in the army.

VIETNAMESE PRONUNCIATION

Đừng nên làm oan cho quân-đội.
Don't pass unjust judgement on the army.

II. PRONUNCIATION OF TRU- AND CHU-

C-1 <u>tru-</u>	C-2 <u>chu-</u> , <u>cho-</u>
truy <i>to quiz</i>	chuy <i>to plug</i>
truyền <i>to spread</i>	chuyền <i>to hand to</i>
truyện <i>story</i>	chuyện <i>conversation</i>

C-3 tru- and chu-, cho-

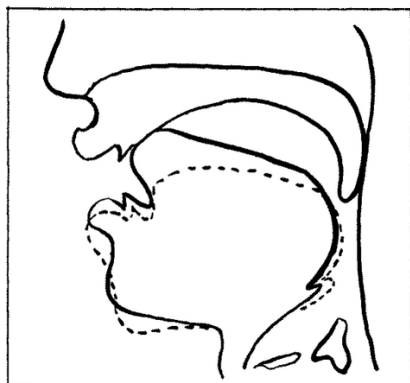
trụy (lạc)	<i>to degenerate</i>
chuyển	<i>to move</i>
chuyên	<i>to concentrate on</i>
chùy	<i>mallet</i>
choán	<i>to take up</i>
choang	<i>brightly lit</i>
choảng	<i>to beat</i>

1. Listen as your instructor pronounces the contrasts between C-1 and C-2. Pay close attention to the initial consonant clusters.

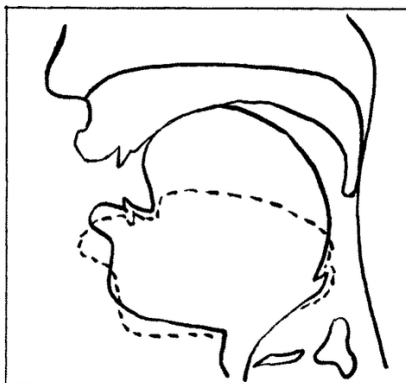
2. Drill for recognition of tru- and chu- using C-1 and C-2. Use the types of drills previously introduced.

3. Discuss the pronunciation of these two initial consonant clusters. Tru- is the combination of tr- and u. Tr- is a voiceless, apico-alveolar, slightly affricated, retroflexed stop. Ch- is a voiceless, slightly affricated, unaspirated, lamino-alveolar stop.

LESSON VII



Change of tongue and lip positions for truy. At the beginning, the tongue is at a retroflexed position for tr-, and lips are rounded.



Change of tongue and lip positions for chuy. At the beginning, the tongue is at a lamino-alveolar position for ch-, and lips are rounded.

4. Choral and individual repetition of D

D

truy,	truy,	truy,	truy	<i>to quiz</i>
trụy,	trụy,	trụy,	trụy	<i>to degenerate</i>
truyền,	truyền,	truyền,	truyền	<i>to spread</i>
truyện,	truyện,	truyện,	truyện	<i>story, tale</i>

5. Choral and individual repetition of E

E

chuy,	chuy,	chuy,	chuy	<i>to plug</i>
chuyên,	chuyên,	chuyên,	chuyên	<i>to concentrate on</i>
chuyển,	chuyển,	chuyển,	chuyển	<i>to move</i>
choán,	choán,	choán,	choán	<i>to take up</i>

6 Choral and individual repetition of C-3. Drill C-1 and C-2 in pairs and in opposite response.

7. Choral and individual repetition of the following phrases and sentences:

Hôm nay, các giám-khảo sẽ truy hoc-trò.

VIETNAMESE PRONUNCIATION

Today, the examiners will quiz the students.

Mục-đích của Hội Bình-Dân Giáo-Dục là truyền-bá chữ Quốc-
Ngữ.

*The aim of the Popular Education Association is to spread the
use of the National Alphabet.*

Ông ấy thích đọc truyện tiểu-thuyết lắm.

He likes to read novels very much.

Xin đừng choán chỗ của các khán-giả khác.

Please don't occupy the seats of other spectators.

Bác-sĩ ấy chuyên-môn về bệnh trẻ con.

That doctor specializes in diseases of infants.

Họ đang bàn chuyện để chuyển-giao công-việc.

They are negotiating to hand over the work.

Trời nắng chang-chang nên chói mắt.

The sun is very bright, blinding the eyes.

8. Choral and individual repetition of the following pair of sentences:

Ông ấy biết nhiều chuyện lắm.

He knows a lot of things.

Ông ấy biết nhiều truyện lắm.

He knows a lot of stories.

III. PRONUNCIATION OF SU- AND SU-

F-1 xu-, xo-

xúy to cheer

xoàn diamond

xuy to nickel-plate

xóa to erase

xoài mango

F-2 su-, so

súy chief

soàn (-soạt) to rustle

suy to ponder

soát to verify, check

soái to command

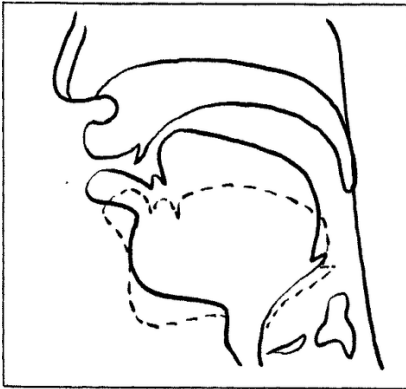
LESSON VII

1. Listen as your instructor pronounces the contrasts between F-1 and F-2. Pay close attention to the initial consonant plus semi-consonant in these words.

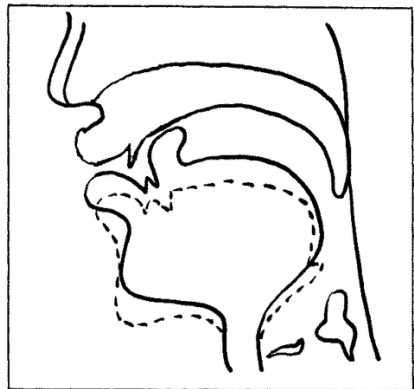
2. Drill for recognition of xu- and su- using F-1 and F-2. Use the types of drills previously introduced.

3. Discuss the pronunciation of xu- and su-. Xu is the combination of x and u. X is a voiceless, alveodental fricative. Su is the combination of s and u. S is a voiceless, apico-alveolar, retroflexed fricative.

In the following chart, (see next page) the change of tongue and lip positions for xóa and sóa are diagrammed. Note that for xóa the tongue is at an alveolar-dental fricative position at the beginning of the word. For sóa, the tongue begins at an apico-alveolar, retroflexed position for the Vietnamese s.



xóa



sóa

4. Choral and individual repetition of G.

G

xoè,	xoè,	xoè,	xoè,	xoè	<i>to spread</i>
xúy,	xúy,	xúy,	xúy,	xúy	<i>to cheer</i>
xóa,	xóa,	xóa,	xóa,	xóa	<i>to erase</i>

5. Choral and individual repetition of H.

H

VIETNAMESE PRONUNCIATION

suy, suy, suy, suy, suy *to decline*
soái, soái, soái, soái, soái *to lead*
soạn, soạn, soạn, soạn, soạn *to arrange*

6. Choral and individual repetition of F-1, F-2. Drill F-1 and F-2 in pairs.

7. Choral and individual repetition of the following phrases and sentences:

Con công đang xoè đuôi.
The peacock is spreading its tail.

Trước khi làm việc gì cũng phải suy-xét.
Before doing anything, one must examine the work.

Báo này chỉ xuất-bản vào mùa xuân thôi.
This magazine is published only in the Spring.

Chánh-phủ đã xóa-bỏ nhiều khoản chi-xuất.
The government has done away with many expenditures.

Sách này đã được soạn-thảo tại Hạ-Uy-Di.
This book was written in Hawaii.

Cảnh-sát phi-trượng kiểm-soát thông-hành chặt-chẽ.
The police at the airport examined passports very carefully.

IV. PRONUNCIATION OF COMBINATIONS OF /HL/ HIGH-LEVEL AND /' / HIGH-RISING TONES

1. Listen to the following pairs of words in J-1 and J-2. Pay close attention to the tone differences:

J-1 /HL/ High-level

phai *to fade*
tú *to take religious vow*
tranh *to dispute*
sung *abundant*
nghe *to hear*
nhân *man, human*
ghe *boat*

J-2 /' / High-rising

phái *branch, sect*
tú *handsome*
tránh *to avoid*
súng *gun*
nghé *buffalo calf*
nhấn *to push on*
ghé *to stop in at*

LESSON VII

2. Drill for recognition of the high-level and high-rising tones using J-1 and J-2. Use the types of drills introduced previously. Review the diagram, p. 70, which shows the difference in pitch between these two tones.

3. Choral and individual repetition of J-1, J-2, Drill J-1 and J-2 in pairs and in opposite response.

4. Choral and individual repetition of the following sentences. Exaggerate the high-rising tone.

a. Pattern /HL, HL, ' , ' /

Ông đi đến đó.	<i>You went there.</i>
Cô đi phố đó.	<i>She went to that town.</i>
Lan không có đến.	<i>Lan did not arrive.</i>
Con trâu lớn quá.	<i>The buffalo is very big.</i>
Xe kia xấu lắm.	<i>That car is very ugly.</i>
Em chưa biết phố.	<i>The child has never been to town.</i>

b. Pattern / ' , ' , HL, HL /

Chúng nó mua than.	<i>They bought coal.</i>
Bánh ấy không ngon.	<i>That cake did not taste good.</i>
Bé Tám hay đau.	<i>Baby Tam is often sick.</i>
Trống đánh canh năm.	<i>The drum beat the fifth hour watch.</i>
Cháu Tý đi chơi.	<i>Nephew Ty went to play.</i>
Cháu muốn mua chi?	<i>What do you want to buy?</i>
Chú ấy qua sông.	<i>He crossed the river.</i>

c. Pattern /HL, ' , HL, ' /

Ba, bốn, năm, sáu.	<i>Three, four, five, six.</i>
Ông Tú đi lính.	<i>Mr. Tu joined the Army.</i>
Cô ấy không thích.	<i>She didn't like (it).</i>
Tôi thấy năm cuốn.	<i>I saw five volumes.</i>
Hai đến năm ngoái.	<i>Hai arrived last year.</i>
Ai biết ông ấy?	<i>Who knows that man?</i>
Ai có lên đó?	<i>Who has been up there?</i>

d. Pattern / ' , HL, ' , HL /

Chúng tôi thích đi.	<i>We like to go.</i>
Tám mươi bốn năm.	<i>Eighty four years.</i>

VIETNAMESE PRONUNCIATION

Cháu Thi muốn ăn.	<i>Nephew Thi wants to eat.</i>
Tám đi ít lâu.	<i>Tam went away for a while.</i>
Chú qua đó đi.	<i>Uncle, you go over there.</i>
Có xa lắm không?	<i>Is it very far?</i>

V. PRONUNCIATION OF COMBINATIONS OF /HL/ HIGH-LEVEL AND /' / LOW-LEVEL TONES.

1. Listen to the following pairs of words in K-1 and K-2. Pay close attention to the tone differences.

K-1 /HL/ High-level		K-2 /' / Low-level	
ghi	<i>to record</i>	ghì	<i>to hold tight</i>
khan (-hiếm)	<i>shortage</i>	khàn	<i>hoarse</i>
tung	<i>to throw</i>	tùng	<i>pine tree</i>
ngôi	<i>throne</i>	ngồi	<i>to sit</i>
nha	<i>directorate</i>	nhà	<i>house</i>
va	<i>bump into</i>	va	<i>and</i>
thanh	<i>pure</i>	thành	<i>to succeed</i>

2. Drill for recognition of the high-level and low-level tones, using K-1 and K-2. Use the types of drills introduced previously. Review the diagram, p. 87, which shows the difference in pitch between these two tones.

3. Choral and individual pronunciation of K-1, K-2. Drill them in pairs and in opposite response.

4. Choral and individual repetition of the following sentences. Make the low-level tone very low.

a. Pattern /HL, HL, ', ' /

Cô đi về rồi.	<i>She went home already.</i>
Em Hai chào bà.	<i>Hai greeted his grandmother.</i>
Liên chưa làm bài.	<i>Lien hasn't done her homework yet.</i>
Ông nên dùng trà.	<i>You had better drink tea.</i>
Nam không về nhà.	<i>Nam didn't return home.</i>
Cô mua giùm Hà.	<i>She bought (it) for Ha.</i>
Trên đây nhiều trà.	<i>There is a lot of tea here.</i>

b. Pattern /', ', HL, HL /

Bài này không hay.	<i>This paper is not well written.</i>
--------------------	--

LESSON VII

Ngày về không xa.	<i>The day of return is not far.</i>
Bà cần mua chi?	<i>What do you need to buy?</i>
Nhà này đông con.	<i>This household has many children.</i>
Trò Thành đi đâu?	<i>Where did Thanh go?</i>
Bà dùng chi không?	<i>Do you want to eat anything?</i>
Ngày nào ông đi?	<i>Which day are you going?</i>

c. Pattern /` , HL, ` , HL/

Chiều nay bà đi.	<i>She will go this afternoon.</i>
Ngày mai Hùng lên.	<i>Hung will come up tomorrow.</i>
Bà mua giùm tôi.	<i>Please buy (it) for me.</i>
Trồng thêm nhiều cây.	<i>Grow a lot more trees.</i>
Mời ông dùng thêm.	<i>Please have some more.</i>
Nhà kia gần hơn.	<i>The other house is nearer.</i>

d. Pattern /HL, ` , HL, ` /

Xin mời ông ngồi.	<i>Please sit down.</i>
Đem nồi ra ngoài.	<i>Take the pot outside.</i>
Mai về ba ngày.	<i>Mai went home for three days.</i>
Cô Hà đi làm.	<i>Miss Ha went to work.</i>
Thưa bà, tôi về.	<i>Madam, I am going home.</i>
Ông Thành ăn gì?	<i>What did Thanh eat?</i>

VI. CONVERSATION FOR PRACTICE

A. Thưa cô, ở đây có sách dạy tiếng Việt không?
Miss, do you have books to teach Vietnamese?

B. Dạ có hai cuốn này. Xin ông coi.
Yes, we have these two. Please have a look.

A. Cuốn của ông Trung giá bao nhiêu, cô?
How much does Mr. Trung's book cost, Miss?

B. Dạ một trăm rưỡi; còn của ông Chúc một trăm.
One hundred fifty; and the one by Mr. Chuc is one hundred.

A. Cuốn của ông Chúc tám chục được không cô?
How about eighty for the one by Mr. Chuc?

VIETNAMESE PRONUNCIATION

B. Dạ thôi được. Xin bán cho ông.

All right. I'll sell it to you.

A. Tôi có giấy một trăm; xin cô thối lại,

I have a hundred-piaster bill. Please give me the change.

B. Xin ông lại đằng kia trả tiền.

Please pay over there.

LESSON VIII

Review

I. Pronunciation of lu- and nhu-

II. Pronunciation of ngu- and nhu-

III. Pronunciation of Combinations of /HL/ High-level and /^ˊ/ Mid-rising Tones

IV. Pronunciation of Combinations of /HL/ High-level and /./ Low-rising Tones

V. Conversation for Practice

REVIEW

1. Review the previous conversation (Lesson VII, item VI, p. 142).

2. Choral and individual repetition of the following sentences, concentrating on the pronunciation of the various clusters.

Tại đây, dân-chúng chuyên về trồng xoài.
Here, people specialize in growing mangos.

Ông ấy diễn-thuyết về nhiều chuyện.
He gave lectures on many topics.

Tác-giả ấy soạn nhiều truyện.
That author has written many novels.

Phái-Đoàn Dân-Biểu Quốc-Hội Thái đã qua đến Sài-Gòn.
The Delegation from the Thai House of Representatives has gone to Saigon.

Toàn-thể anh chị em quyết-định đình-công.
The whole group decided to strike.

VIETNAMESE PRONUNCIATION

3. Review the /HL/ high-level, /' / high-rising, and /` / low-level tones.

Bè ai người ấy chống.
Everyone must bear his own burden.

Đèn nhà ai nấy sáng.
Don't stick your nose into other people's business.

Khéo ăn thì no, khéo co thì ấm.
Skillful management during hard times will provide one with enough to live.

Một người nói ngang ba làng nói không lại.
When a person is stubborn, even three villages cannot convince him.

Trăm năm bia đá thì mòn,
Ngàn năm bia miệng hấy còn tro-tơ.
*Stone engravings will wear away,
But a bad reputation lasts for a thousand years.*

Cá không ăn muối cá ương,
Con cãi cha mẹ trăm đường con hư.
*Fish not salted spoils easily,
Just so, children who disobey their parents will turn out bad.*

I. PRONUNCIATION OF LU- AND NHU-

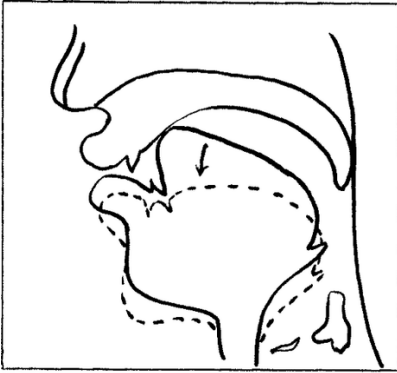
A-1 <u>lu-</u> , <u>lo-</u>	A-2 <u>nhu-</u> , <u>nho-</u>
lòa <i>far-sighted</i>	nhòa <i>blurred</i>
loáng <i>short instant</i>	nhoáng <i>shiny</i>
lòe <i>to flare</i>	nhòe <i>smear</i>
loài <i>species</i>	nhòai <i>exhausted</i>
lụy <i>tears</i>	nhụy <i>pistil</i>

1. Listen as your instructor pronounces the contrasts between A-1 and A-2. Pay close attention to the initial consonant clusters.

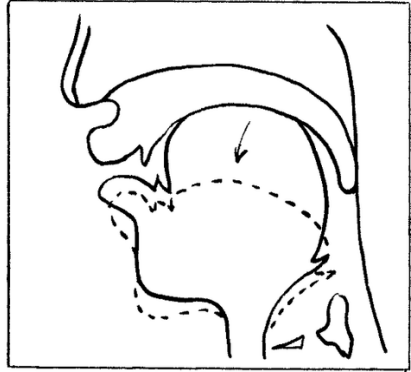
2. Drill for recognition of lu- and nhu- using A-1 and A-2. Use the types of drills previously introduced.

LESSON VIII

3. Discuss the pronunciation of lu- and nhu-. The cluster lu- is a combination of l and u. The u is pronounced like a w. The cluster nhu- is a combination of nh¹ and u.



Change in tongue and lip positions for loà.



Change in tongue and lip positions for nhòà.

4. Choral and individual repetition of B.

B

loa,	loa,	loa,	loa,	loa	<i>megaphone</i>
loè,	loè,	loè,	loè,	loè	<i>to flare</i>
lụy,	lụy,	lụy,	lụy,	lụy	<i>tears</i>
loài,	loài,	loài,	loài,	loài	<i>species</i>

5. Choral and individual repetition of C.

C

nhoà,	nhoà,	nhoà,	nhoà,	nhoà	<i>blurred</i>
nhoài,	nhoài,	nhoài,	nhoài,	nhoài	<i>exhausted</i>
nhoè,	nhoè,	nhoè,	nhoè,	nhoè	<i>smear</i>
nhụy,	nhụy,	nhụy,	nhụy,	nhụy	<i>stem</i>

6. Choral and individual repetition of A-1, A-2. Drill them in pairs and in opposite response.

1 For pronunciation of nh-, see Lesson V.

VIETNAMESE PRONUNCIATION

7. Choral and individual repetition of the following phrases and sentences:

Tập luyện tinh-thần là một phần trong giáo-dục.
To train the mind is part of education.

Ăn mặc loè-loẹt không bằng ăn mặc than-nhã.
It is better to dress oneself in modest clothes than in gaudy clothes.

Bài thảo-luận ấy nói về cách phân-loại các côn-trùng.
The discussion was on methods of classifying insects.

Đi xa mới biết sự lưu-luyến đến lũy tre xanh quê nhà.
One can only sense one's attachment to the bamboo hedge at home when one is far away.

8. Choral and individual repetition of the following poem by an unknown author:

Trong đầm gì đẹp bằng sen,
Lá xanh, bông trắng lại chen nhị vàng.
Nhị vàng, bông trắng, lá xanh,
Gần bùn mà chẳng hôi tanh mùi bùn.

*In the marsh, nothing as beautiful as the lotus,
Green leaves, white flowers with yellow pistils.
Yellow pistils, white flowers, green leaves,
Near the mud, but not smelling like mud.*

9. Choral and individual repetition of the following pair of sentences:

Đừng làm lệ rơi.
Don't make the tears fall.

Đừng làm nhị rơi.
Don't make the pistils fall.

II. PRONUNCIATION OF NGU- AND NHU-

D-1 ngu-, ngo-
ngoài *outside*
ngụy *false*

D-2 nhu-, nho-
nhoài *exhausted*
nhụy *pistil*

LESSON VIII

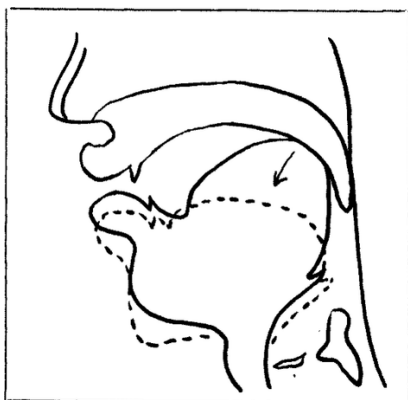
Nguyễn <i>family name</i>	nhuyễn <i>soft</i>
ngoa <i>to exaggerate</i>	nhòa <i>blurred</i>
ngoái <i>to turn around</i>	nhòe <i>smearred</i>
ngoan <i>well behaved</i>	nhoáng <i>shiny</i>
nguy <i>dangerous</i>	nhuệ <i>pointed</i>
nguyên <i>intact</i>	noẻn <i>to smile</i>

1. Listen as your instructor pronounces the contrasts between D-1 and D-2. Pay close attention to the initial consonant clusters.

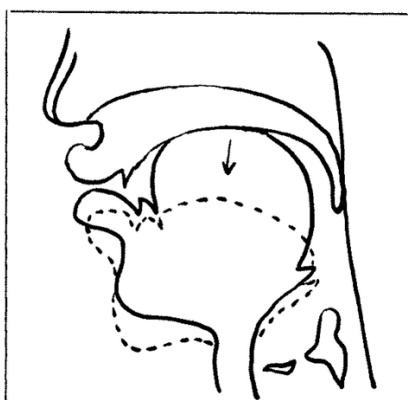
2. Drill for recognition of ngu- and nhu- using D-1 and D-2. Use the types of drills previously introduced.

3. Discuss the pronunciation of ngu- and nhu-. Ngu- is the combination of ng² and u, which is pronounced like a w. Nhu- is the combination of nh² and u (again, u is pronounced like a w).

ngoà



nhoà



4. Choral and individual repetition of E.

E

ngoa,	ngoa,	ngoa,	ngoa,	ngoa	<i>exaggerate</i>
nguy,	nguy,	nguy,	nguy,	nguy	<i>dangerous</i>
ngoài,	ngoài,	ngoài,	ngoài,	ngoài	<i>outside</i>
ngoan,	ngoan,	ngoan,	ngoan,	ngoan	<i>well behaved</i>

2 For pronunciation of ng and nh see Lesson V.

VIETNAMESE PRONUNCIATION

5. Choral and individual repetition of D-1 and D-2. Drill them in pairs and in opposite response.

6. Choral and individual repetition of the following phrases and sentences:

Hoa sen có nhụy vàng.
Lotus flowers have yellow pistils.

Nguy-hiễm: Xin chạy chậm-chậm.
Danger: Please drive slowly.

Chúng tôi có ghé lại Việt-Nam năm ngoái.
We stopped over in Vietnam last year.

Tôi xin giới-thiệu ông Nguyễn-văn-Hải.
May I introduce Mr. Nguyen-Van-Hai.

Cảnh núi-non ở Đà-Lạt rất ngoạn-mục.
The mountainous landscape in Dalat is very scenic.

Trò phải học bài cho thật nhuần.
You (students) must learn these lessons thoroughly.

Xin đừng làm nhòe tờ giấy này.
Please don't smear this piece of paper.

Bột này phải cà nhuyễn trước khi dùng.
This powder must be ground fine before use.

7. Choral and individual repetition of the following pair of sentences:

Ông nói “nhụy” phải không?
Did you say “pistils”?

Ông nói “ngụy” phải không?
Did you say “false”?

III. PRONUNCIATION OF COMBINATIONS OF /HL/ HIGH-LEVEL AND / / MID-RISING TONES

1. Listen as the following pairs of words in F-1 and F-2 are pronounced. Pay close attention to the tone differences:

LESSON VIII

<p>F-1 /HL/ High-level</p> <p>khi <i>when</i></p> <p>ga <i>railroad station</i></p> <p>nhô <i>grapes</i></p> <p>ngghi <i>to suspect</i></p> <p>qua <i>to go over</i></p> <p>chuyên <i>concentrate on</i></p> <p>thoa <i>to rub</i></p>	<p>F-2 /' / Mid-rising</p> <p>khỉ <i>monkey</i></p> <p>gả <i>to give away in marriage</i></p> <p>nhỏ <i>small</i></p> <p>ngỉ <i>to relax</i></p> <p>quả <i>fruit</i></p> <p>chuyển <i>to move</i></p> <p>thỏa <i>pleased</i></p>
---	---

2. Drill for recognition of high-level and mid-rising tones using F-1 and F-2. Use the types of drills previously introduced. Review the diagram, p. 103, which shows the difference in pitch between these two tones.

3. Choral and individual pronunciation of F-1 and F-2. Drill them in pairs and in opposite response.

4. Choral and individual repetition of the following phrases and sentences. Make the falling and rising contours of the mid-rising tones as precise as possible.

a. Pattern /HL, HL, ' , ' /

Ba anh thủy-thủ.	<i>Three sailors.</i>
Ông Thanh ở Mỹ.	<i>Mr. Thanh lives in America.</i>
Cho tôi nửa đĩa.	<i>Give me half a plateful.</i>
Cô qua bảy chỗ.	<i>She passed through seven places.</i>
Anh đi thủng-thỉnh.	<i>He walked slowly.</i>
Cô Liên cũng giỏi.	<i>Miss Lien is skillful too.</i>
Xin ông hỏi rõ.	<i>Please make your request clear.</i>

b. Pattern /' , ' , HL, HL/

Cảnh hỏi đi đâu.	<i>Canh asked where to go.</i>
Quả bưởi kia khô.	<i>That pomelo is dry.</i>
Phải để Mai đi.	<i>We must allow Mai to go.</i>
Những buổi đi chơi.	<i>The times of frivolity.</i>
Cỏ nổi trên sông.	<i>Grass floats on the river.</i>
Cả thấy bao nhiêu?	<i>How much altogether?</i>
Ở tỉnh Long-Xuyên.	<i>In Long-Xuyen province.</i>

c. Pattern /' , HL, ' , HL/

Bảy mươi bảy cô.	<i>Seventy-seven girls.</i>
------------------	-----------------------------

VIETNAMESE PRONUNCIATION

Vỏ kia của ai?	<i>That basket belongs to whom?</i>
Hải qua mỗi năm.	<i>Hai comes over every year.</i>
Để cho ông coi.	<i>Let him see.</i>
Bữa nay rảnh không?	<i>Are you free today?</i>
Mỗi năm mỗi xe.	<i>One vehicle every year.</i>
Để tôi hỏi xem.	<i>Let me ask and see.</i>

d. Pattern /HL, ˊ, HL, ˊ/

Ông Hải đi Mỹ.	<i>Mr. Hai went to America.</i>
Tôi phải mua chỉ.	<i>I have to buy thread.</i>
Cô Thủy không hiểu.	<i>Miss Thuy doesn't understand.</i>
Xe của tôi nhỏ.	<i>My vehicle is small.</i>
Thi bữa nay dễ.	<i>The exam today was easy.</i>
Trang hỏi hai chữ.	<i>Trang asked about two words.</i>
Xin lỗi ông Vũ.	<i>Excuse (me) Mr. Vu.</i>

IV. PRONUNCIATION OF COMBINATIONS OF /HL/ HIGH-LEVEL AND /./ LOW-RISING TONES

1. Listen as the following pairs of words in G-1 and G-2 are pronounced. Pay close attention to the tone differences.

G-1 /HL/ High-level		G-2 /./ Low-rising	
tôi	<i>I, me</i>	tội	<i>crime</i>
ghe	<i>boat</i>	ghẹ	<i>sea-crab</i>
ngon	<i>tasty</i>	ngọn	<i>summit</i>
nhi	<i>infant</i>	nhị	<i>two</i>
trai	<i>male</i>	trại	<i>farm</i>
chi	<i>branch</i>	chị	<i>older sister</i>
kê	<i>to list</i>	kệ	<i>bookshelf</i>

2. Drill for recognition of high-level and low-rising tones using G-1 and G-2. Use the types of drills previously introduced. Review the diagram, p. 123, which shows the difference in pitch between these tones.

3. Choral and individual pronunciation of G-1 and G-2. Drill them in pairs and in opposite response.

4. Choral and individual repetition of the following phrases and sentences:

LESSON VIII

a. Pattern /HL, HL.../

Ông Nho bị bệnh.	<i>Mr. Nho is sick.</i>
Cô Nga bận học.	<i>Miss Nga is busy studying.</i>
Anh nên thận-trọng.	<i>You had better be careful.</i>
Em tôi đọc được.	<i>My younger brother can read.</i>
Xin ông định hộ.	<i>Please estimate (the price).</i>
Trung-tâm Vật-Liệu.	<i>The Supply Center.</i>
Không nên chạy lẹ.	<i>One should not drive fast.</i>

b. Pattern /... HL, HL/

Chị Thịnh mua xe.	<i>Thinh bought a car.</i>
Thọ định đi chơi.	<i>Tho intends to go out.</i>
Thanh bị đau lưng.	<i>Thanh has back pains.</i>
Cậu Phụng đi đâu?	<i>Where did Uncle Phung go?</i>
Tri mạnh hay chưa?	<i>Has Tri recovered yet?</i>
Chị định mua không?	<i>Do you plan to buy (it)?</i>
Ngọc đọc tên ai?	<i>Whose name did Ngoc read?</i>

c. Pattern /., HL, ., HL/

Chị Ba được đi.	<i>Sister Ba was allowed to go.</i>
Trọng đi học xa.	<i>Trong went away to school.</i>
Hội banh bị thua.	<i>The ball team was defeated.</i>
Tri đang học thi.	<i>Tri is studying for his exams.</i>
Một cô lại đây.	<i>One girl came here.</i>
Bụng anh bị đau.	<i>He has stomach pains.</i>
Chị đi đại đi.	<i>You go ahead anyway.</i>

d. Pattern /HL..., HL.../

Ai bị anh phạt?	<i>Who was punished by you?</i>
Anh Tuy đi lạc.	<i>Tuy got lost.</i>
Cô Thanh đi bộ.	<i>Miss Thanh went on foot.</i>
Minn lại thăm chị.	<i>Minh came to see you.</i>
Quân-Đội Ai-Cập.	<i>The Egyptian army.</i>
Trung-học công-lập.	<i>Public high school.</i>
Đi chợ không được.	<i>It is impossible to go to market.</i>

V. CONVERSATION FOR PRACTICE

- A.À ông Smith! Mốt, tôi đi Huế. Ông muốn gởi. mua gì không?
Say, Mr. Smith! I'm going to Hue day after tomorrow. Do you want me to get you anything?
- B.Dạ, ở Huế có gì đặc-biệt không ông?
Does Hue have anything special?
- A.Dạ, có nón lá, nón bài thơ đẹp lắm, và kẹo mè xừng nữa.
Yes, there are plain conical hats with poems written on them, and sesame candy too.
- B.Chà, nghe thích quá! Ông mua giùm tôi hai cái nón bài thơ được không?
Say, I like that! Would you get me two hats with poems on them?
- A.Dạ được chứ. Ông muốn đề thơ lấy không?
Sure! Do you want to write your own poem?
- B.Ừa! Vậy nữa sao?
Really?
- A.Chứ sao!
Yeah!
- B.Vậy xin ông đặt cho hai câu,...cái gì...“Cành trúc la-đà...”
Then put on two verses,...Something like...“graceful bamboo branches...”
- A.À, “Gió đưa cành trúc la-đà, Tiếng chuông Thiên-Mụ, Canh gà Thọ-Xương.”
You mean, “The wind was gently swaying the bamboo branches; The Thien-Mu bell was ringing; Tho-Xuong’s chickens were singing.
- B.Chà, ông giỏi thật, biết cả thơ Huế nữa!
Say,you are really good! You even know Hue poems!

LESSON IX

Review

- I. Pronunciation of Final **p** and **c** After Unrounded Vowels
 - II. Pronunciation of Final **p** and **c** After **u**
 - III. Pronunciation of Final **m** and **ng** After Unrounded Vowels
 - IV. Pronunciation of Final **m** and **ng** After **u**
 - V. Pronunciation of combinations of /' / High-rising and /' / Mid-rising Tones
 - VI. Pronunciation of Combinations of /' / Mid-rising and ./ / Low-rising Tones
 - VII. Conversation for Practice
-

REVIEW

1. Review the previous conversation (Lesson VIII, item V, pp. 155-156).

2. Review the following **lu-**, **nhu-**, and **ngu-** clusters by choral and individual pronunciation of the following words. Go down each column and then across.

1. **lu-**, **lo-**

loa
megaphone

loại
species

loạn
in disorder

loạt

2. **nhu-**, **nho-**

nhòa
blurred

ngoáng
shiny

nhòe
smearred

nhoai

3. **ngu-**, **ngo-**

neoài
outside

ngoan
well-behaved

ngoà
to boast

nguy

VIETNAMESE PRONUNCIATION

series *to spring forward* *dangerous*

3. Choral and individual repetition of the following sentences:

Bộ luật Hồng-Đức vẫn được tham-khảo luôn.
The Hong-Duc Laws are still consulted regularly.

Hôm nay có cuộc thảo-luận về Quốc-Tế Nhân-Quyền.
Today there is a seminar on International Human Rights.

Người học tiếng Việt cần phải thấm-nhuần phong-tục tập-quán Việt-Nam.
The learner of the Vietnamese language needs to be saturated with Vietnamese customs.

Tại Hạ-Uy-Di có nhiều phong-cảnh ngoạn-mục.
In Hawaii, there are many 'pretty landscapes.

Khí-hậu tại miền Cao-Nguyên Việt-Nam cũng khá lạnh.
The weather in the highlands of Vietnam is fairly cold.

Ông ấy ở đường Nguyễn-Đình-Chiêu, Phú-Nhuan.
He lives on Nguyen-Dinh-Chieu Street in Phu-Nhuan.

4. Review of /HL/ High-level (không dấu), /[˧]/ Mid-rising (dấu hỏi), and /./ Low-rising (dấu nặng) tones. Choral and individual repetition of the following proverbs:

Vơ đũa cả nắm.
It is a mistake to generalize.

Gà đê gà cụt tác.
Only the one who is really guilty will talk about the act.

Hùm dữ chẳng ăn thịt con.
Even the cruel tigress does not eat her offspring.

Muốn ăn cá cả thì thả câu dài.
Big investments bring big profits.

Sa chân bước xuống ruộng dưa,
Dẫu ngay cho mấy cũng ngờ rằng gian.
No matter how honest one is, a little mistake will always bring about suspicion.

LESSON IX

Nhiều sãi không ai đóng cửa chùa.
Too many cooks spoil the broth.

Thuốc đắng dã tật, lời thật mịch lòng.
Bitter medicine cures; sincere words hurt feelings.

I. PRONUNCIATION OF FINAL¹ P AND C AFTER UNROUNDED VOWELS²

A-1 -p		A-2 -c	
pháp	<i>rule</i>	phác	<i>to sketch</i>
liếp	<i>bamboo partition</i>	liếc	<i>to whet</i>
đắp	<i>to pile up</i>	đắc	<i>to obtain</i>
nhấp	<i>to sip</i>	nhắc	<i>to remind</i>
ngáp	<i>to yawn</i>	(ngơ-) ngác	<i>haggard</i>
ráp	<i>to assemble</i>	rác	<i>garbage</i>

1. Listen as your instructor pronounces the contrasts between A-1 and A-2. Pay close attention to the final p and c stops.

2. Discuss the pronunciation of the final p and c stops in these words. The final p sound is a voiceless, unreleased, bilabial stop, and the final c sound is a voiceless, unreleased, velar stop. Both of these final sounds are unreleased, i.e., no air escapes after the pronunciation of these sounds.

3. Choral and individual repetition of A-1, A-2. Drill them in pairs and in opposite response.

4. Choral and individual repetition of the following phrases and sentences:

Ông ấy ở An-Lạc đến Sa-Đéc.
He came from An-Lac to Sa-Dec.

1 FINAL STOPS ACCOMPANY ONLY TWO TONES IN VIETNAMESE. THESE ARE /' / HIGH-RISING AND /./ / LOW-RISING.

2 THE SOUND C AFTER UNROUNDED VOWELS SHOULD PRESENT LITTLE DIFFICULTY TO THE STUDENT, BUT DRILLING IT WILL PREPARE HIM FOR THE MORE DIFFICULT FINAL C AFTER ROUNDED VOWELS.

VIETNAMESE PRONUNCIATION

Quốc-Hội Lập-Hiến đã ban-hành Hiến-Pháp.
The Constituent Assembly has issued the Constitution.

Tháng chạp này ông ấy sẽ đi Ai-Cập.
He will go to Egypt this coming December.

Cô ấy hát hay và nói tiếng Pháp giỏi.
She sings well and speaks French well.

II. PRONUNCIATION OF FINAL P AND C AFTER U

B-1 p		B-2 c, t ³	
thụp	<i>to squat</i>	thục	<i>to poke</i>
chụp	<i>to pounce on</i>	chục	<i>group of ten</i>
cụp	<i>to close</i>	cục	<i>ball, piece</i>
đúp	<i>duplicate (French)</i>	đúc	<i>to mold</i>
ngụp	<i>to sink</i>	ngục	<i>jail</i>
phụp	<i>thud (onomatopoea)</i>	phục	<i>to admire</i>
súp	<i>to cut out</i>	súc	<i>to rinse</i>
túp	<i>hut</i>	túc	<i>sufficient</i>
húp	<i>to slurp</i>	hút	<i>to suck</i>

1. Listen as your instructor pronounces the contrasts between B-1 and B-2.

2. Drill for recognition of final p and c after the rounded vowel u using B-1 and B-2. Use the types of drills previously introduced.

3. Discuss the pronunciation of final p and c after u. Final p is a voiceless, bilabial, unreleased stop. Final c is produced with a double closure--velar closure occurs first, followed by bilabial closure. A distinguishing feature is that the cheeks often puff out during the production of this sound. The double closure is obligatory only when the sound is final in an utterance or followed by a bilabial consonant.

Final p

Final c

Final c after u

3 Final t and c after vowel u are pronounced the same. After other vowels, they are differentiated.

LESSON IX



4. Choral and individual repetition of C.

C

múc,	múc,	múc,	múc,	múc	<i>to bail</i>
phúc,	phúc,	phúc,	phúc,	phúc	<i>happiness</i>
chúc,	chúc,	chúc,	chúc,	chúc	<i>to wish</i>
khúc,	khúc,	khúc,	khúc,	khúc	<i>section</i>
thục,	thục,	thục,	thục,	thục	<i>to put, to poke</i>

5. Choral and individual repetition of B-1 and B-2. Drill them in pairs and in opposite response.

6. Choral and individual repetition of the following sentences:

Cung-chúc Tân-Niên.
(Best) wishes for the New Year.

Cam này giá bao nhiêu một chục?
How much for ten of these oranges?

Lúc nào gia-đình ấy cũng có hạnh-phúc.
That family is happy all the time.

Ai cũng thích khúc nhạc mà cô ấy đàn.
Everybody liked the piece of music she played.

Hoa này kêu là hoa cúc.
These flowers are called chrysanthemums.

Tại Bảo-Lộc có nhiều súc-vật.
At Bao-Loc there are lots of cattle.

Ông có bỏ mấy cục đá vô hồ chưa?

VIETNAMESE PRONUNCIATION

Have you dropped those rocks into the pool yet?

7. Choral and individual repetition of the following pair of sentences:

Chụp hình này không hay.

It was not good to take these pictures.

Chụp hình này không hay.

These ten pictures are not good.

III. PRONUNCIATION OF FINAL M AND NG AFTER UNROUNDED VOWELS

D-1 <u>m</u>		D-2 <u>ng</u>	
tam	<i>three</i>	tang	<i>mourning</i>
thám	<i>to explore</i>	tháng	<i>month</i>
trạm	<i>relay station</i>	trạng	<i>condition</i>
chạm	<i>to carve</i>	chạng (-vạng)	<i>twilight</i>
kham	<i>to endure</i>	khang	<i>healthy</i>
nham	<i>cliff</i>	nhang	<i>incense</i>
sam	<i>king crab</i>	sang	<i>to be noble</i>

1. Listen as your instructor pronounces the contrasts between D-1 and D-2. Pay close attention to the final m and ng nasals.

2. Discuss the pronunciation of the final m and ng nasals in these words. The final m is a voiced⁴ bilabial nasal. The final ng is a voiced, velar nasal.

3. Choral and individual repetition of D-1 and D-2. Drill them in pairs and in opposite response.

4. Choral and individual repetition of the following phrases and sentences:

Tháng tám ông ấy sẽ qua Việt-Nam.

He will go to Vietnam in August.

Cô mang cam đi bán, phải không?

Did you take the oranges to sell?

4 All final voiced nasals become devoiced as they are produced.

LESSON IX

Bề ngang trang này gần bằng bề dài.
The width of this page almost equals its length.

Tình-trạng an-ninh tại các đô-thị thì sao?
How is the security situation in the large cities?

Sáng mai, tôi phải học tám trang.
Tomorrow morning, I have to study eight pages.

IV. PRONUNCIATION OF FINAL M AND NG AFTER U

E-1 m

cúm	<i>influenza</i>
thùm (-thụp)	<i>to punch repeatedly</i>
trùm	<i>to cover</i>
chùm	<i>to purse (lips)</i>
khum (-khum)	<i>arched</i>
nhúm	<i>to pinch</i>
sum (-họp)	<i>united</i>

E-2 ng

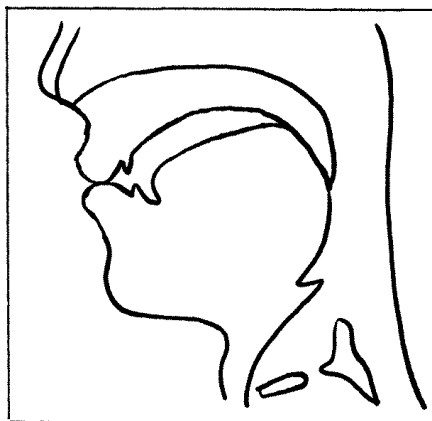
cúng	<i>to offer sacrifice</i>
thúng	<i>large container</i>
trùng	<i>to coincide</i>
chúng	<i>pluralizer</i>
khung	<i>frame</i>
nhúng	<i>to dip</i>
sung	<i>abundant</i>

1. Listen as your instructor pronounces the contrasts between E-1 and E-2. Pay close attention to the final consonants.

2. Drill for recognition of final m and ng after u, using E. Use the types of drills given previously.

3. Discuss the pronunciation of final m and ng after u. Final m is a voiced bilabial nasal. Final ng after u is a voiced velar-bilabial nasal. It is produced with a double closure—velar and bilabial—with the velar closure occurring first. Often the cheeks will puff out as this sound is produced. (The double closure is obligatory only when the sound is final in an utterance or followed by a bilabial consonant).

VIETNAMESE PRONUNCIATION



Tongue and lip positions for final ng after u

4. Choral and individual repetition of F.

					F
đúng,	đúng,	đúng,	đúng,	đúng	<i>correct</i>
súng,	súng,	súng,	súng,	súng	<i>gun</i>
tung,	tung,	tung,	tung,	tung	<i>to throw</i>
nhung,	nhung,	nhung,	nhung,	nhung	<i>velvet</i>
cũng,	cũng,	cũng,	cũng,	cũng	<i>also</i>

5. Choral and individual repetition of E-1 and E-2. Drill them in pairs and in opposite response.

6. Choral and individual repetition of the following phrases and sentences:

Đồng-hồ này chạy có đúng không, ông?
Is the watch accurate, sir?

Tại Việt-Nam có tục-lệ cúng giỗ ông bà.
In Vietnam, they have the custom of offering sacrifices to the ancestors.

Thành-phố An-Túc ở Trung-Phần Việt-Nam.
The town of An-Tuc is in Central Vietnam.

Hai thúng gạo này đem đi đâu?
Where are these two baskets of rice to be taken?

Hung lam trung hai bai thi.

LESSON IX

Hung did the two exam papers correctly.

Chúng nó thích lễ Trung-Thu lắm.
They like the Mid-Autumn Festival very much.

Phụng bị đau bụng hôm nay.
Phung has a stomachache today.

7. Choral and individual repetition of the following pair of sentences:

Hai thúng lúa này không trùm được đâu.
These two buckets of rice cannot be covered.

Hai thúng lúa này không trùm được đâu.
These two buckets of rice cannot be confused.

V. PRONUNCIATION OF COMBINATIONS OF / ˈ / HIGH-RISING AND / ˊ / MID-RISING TONES

1. Pronounce the following pairs of words in G-1 and G-2. Pay attention to the tone differences:

G-1 / ˈ / High-rising

có	<i>to have</i>
tính	<i>personal character</i>
khá	<i>rather good</i>
ngó	<i>to stare at</i>
nhám	<i>rough</i>
gáy	<i>to crow</i>

G-2 / ˊ / Mid-rising

cỏ	<i>grass</i>
tỉnh	<i>province</i>
khả	<i>-able</i>
ngỏ	<i>open</i>
nhảm	<i>false</i>
gảy	<i>to pluck</i>

2. Drill for recognition of high-rising and midrising tones using G-1 and G-2. Use the types of drills previously introduced. Review the diagram, page 19, which shows the difference in pitch between these tones.

3. Choral and individual repetition of the following sentences:

a. Pattern / ˈ , ˊ , ˊ , ˊ /

Chú Tám nhổ cỏ.
Anh thấy phải nghỉ.

*Uncle Tam pulled weeds.
Anh feels that he must rest.*

VIETNAMESE PRONUNCIATION

Thúc đến hỏi nhỏ.	<i>Thuo came to ask softly.</i>
Tháng sáu phải mổ.	<i>We must operate in June.</i>
Tính-toán cũng khó.	<i>It is hard to calculate.</i>
Lúc đó Hải ngủ.	<i>At that time, Hai was asleep.</i>
Chú Chín nghĩ phải.	<i>Uncle Chin thought correctly.</i>

b. Pattern / ˊ, ˊ, /, / /

Nhã nghĩ đúng lắm.	<i>Nha thought very soundly.</i>
Hải phải đến đó.	<i>Hai must go there.</i>
Nghĩ mãi khó quá.	<i>It's hard to think all the time.</i>
Dũng cũng tiến đến.	<i>Dung also stepped forward.</i>
Ba trễ tám phút.	<i>Ba was eight minutes late.</i>
Mỹ nghĩ đến má.	<i>My thought of (her) mother.</i>
Cả thầy mấy cái?	<i>How many altogether?</i>

c. Pattern /, / ˊ, /, ˊ /

Má cổ có hỏi.	<i>Her mother has already asked.</i>
Phú phải cúng-giỗ.	<i>Phu must worship his ancestors.</i>
Chú Hải có mỏ.	<i>Uncle Hai has mines.</i>
Tám phải đến chỗ.	<i>Tam must go to that place.</i>
Bác hỏi mấy chỗ?	<i>How many places did you ask?</i>
Mấy chỗ có thỏ?	<i>How many places have rabbits?</i>
Sáu khỏi đến nữa.	<i>Sau won't have to come back anymore.</i>

d. Pattern /, /, /, /

Mỗi tháng mỗi ghé.	<i>He stops over every month.</i>
Hải thích cảnh ấy.	<i>Hai likes that scenery.</i>
Phụ đến nghỉ mát.	<i>Phu arrived for his vacation.</i>
Phải đến hỏi giá.	<i>One must come and ask for the price.</i>
Tủ ấy khỏi khóa.	<i>That wardrobe does not have to be locked.</i>
Cảnh-sát cũng biết.	<i>The police knew too.</i>
Tổng-Thống bỏ phiếu.	<i>The President cast his vote.</i>

LESSON IX

VI. PRONUNCIATION OF COMBINATIONS OF / / MID-RISING AND ./ / LOW-RISING TONES

1. Pronounce the following pairs of words in H-1 and H-2, paying attention to the tone differences:

H-1 / / Mid-rising

tủ *cupboard*

thỏ *rabbit*

nhảy *to jump*

gả *to give away in marriage*

chỉ *to indicate*

H-2 ./ / Low-rising

tụ *together*

thọ *longevity*

nhạy *react promptly*

gạ *to court*

chị *elder sister*

2. Drill for recognition of mid-rising and low-rising tones using H. Use the types of drills previously introduced. Review the diagram, page 19, which shows the difference in pitch between these tones.

3. Choral and individual pronunciation of H-1 and H-2. Drill them in pairs and in opposite response.

4. Choral and individual repetition of the following phrases and sentences:

a. Pattern / , ' , ... /

Hải cũng lại chợ.

Hai is also going to the market.

Mỹ đã bị lạnh.

My is already cold.

Chủ phải thận-trọng,

The boss must be careful.

Thử hỏi lại chị.

Try to ask her again.

Dũng ở tại Hội.

Dung lives at the Association.

Phải đẩy thật mạnh.

You must push very hard.

Đổ mỡ chậm-chậm.

Pour the oil slowly.

b. Pattern / ... ' , ' /

Chị Thịnh hỏi

Thinh asked softly.

nhỏ.

Tự-trị cũng dễ.

It is easy to be autonomous. (for a government)

Họ lại hỏi nữa.

They asked again.

Luật bị bãi-bỏ.

The law was abolished.

Ty định bỏ vợ.

Ty plans to give up.

Chị Thọ phải

Tho must rest.

nghỉ.

VIETNAMESE PRONUNCIATION

Sợ lạnh cũng phải. *It was right to worry about the cold.*

c. Pattern / ˈ... ˈ... /

Mỗi vụ mỗi sợ. *(He) worries whenever there is a problem.*
Để Thanh hỏi lại. *Let Thanh ask again.*
Dừng lại trễ thật. *Dung was really late.*
Trễ thật, phải chạy. *It's really late, (we) must run.*
Cảnh định hỏi vợ. *Canh plans to become engaged.*
Thế-diện khổ thật. *To save face is really difficult.*
Nghĩ lại cũng tội. *After all, it was a pity.*

d. Pattern / . . ˈ... ˈ... /

Một đĩa thật nhỏ. *(It was) a very small plate.*
Hạnh phải lại hỏi. *Hanh had to come and ask.*
Hộp cải thật rẻ. *The can of vegetables was very cheap.*
Đại hiểu một chữ. *Dai understood one word.*
Họ phải học nữa. *They must study more.*
Được nghỉ một bữa. *(He) got to rest one day.*
Thọ mở hộp sữa. *Tho opened a can of milk.*

VII. CONVERSATION FOR PRACTICE

- A. *Này em! Em biết Sứ-Quán Hoa-Kỳ ở đâu không?*
Hey, son, do you know where the American Embassy is?
- B. *Dạ biết. Ông muốn đi lại đó không?*
Yes. Do you want to go there?
- A. *Muốn! Em làm ơn chỉ đường giùm tôi đi được không?*
Yes. Please show me the way.
- B. *Dạ được ạ. Ông đi theo đường này tới đường Tự-Do, rồi quẹo tay trái. Ông đi tới cuối đường Tự-Do, ông sẽ thấy nhà thờ Đức-Bà.*
All right. Follow this street until you get to Tu-Do Street; then turn left. Go to the end of Tu- Do Street, and you'll see the Notre Dame Cathedral.

LESSON IX

A. Tới nhà thờ Đức-Bà rồi sao nữa em?

After Notre Dame Cathedral, then what?

B. Đằng sau nhà thờ Đức-Bà là Đại-lộ Thống-Nhất. Ông quẹo tay mặt ở Đại-lộ Thống-Nhất. Đi thêm chừng hai đường nữa, ông sẽ thấy Sứ-Quán Hoa-Kỳ ở bên tay trái. Ông nhớ không?
Behind Notre Dame Cathedral is Thong-Nhat Boulevard. Turn right on Thong-Nhat Boulevard and continue on for about two blocks, and you'll see the American Embassy on your left. Can you remember that?

A. Tôi nhớ rồi. Em giỏi quá. Em bao nhiêu tuổi rồi?

Yes. You are very smart. How old are you?

B. Dạ, năm nay em chín tuổi.

I'm nine.

A. Cám ơn em nghe.

Thank you, son.

B. Dạ, không có chi.

You're welcome.

LESSON X

Review

- I. Review of Southern Vietnamese Consonants
- II. Northern Vietnamese Consonants
- III. Review of Southern Vietnamese Tones
- IV. Northern Vietnamese Tones
- V. Conversation for Practice

REVIEW

1. Review the previous conversation (Lesson IX, item VII, pp. 171-172).

2. Review final c and ng after rounded vowels. These two sounds after u are pronounced with a double closure—velar and bilabial, in that order. These two sounds are pronounced with a double closure after o and ô also. If a student has trouble with the pronunciation of these two sounds in this position, drills on recognition and production of the sounds should be continued in the usual manner (Recognition: One word, which column; two words, same or different; three words, which two are the same? Production: repetitions of each column, opposite response drills).

3. Choral and individual pronunciation of the following words within each column, then across each column.

A-1 c, t after u

trúc *small bamboo*
chúc *to wish*
thúc *to push*
túc *sufficient*
súc *to rinse*
phút *minute*
hút *to suck*

A-2 ng after u

trúng *correct*
chúng *group*
thúng *bamboo basket*
túng *hard up*
súng *gun*
phúng *to satirize*
húng *mint leaves*

B-1 k after o, ô

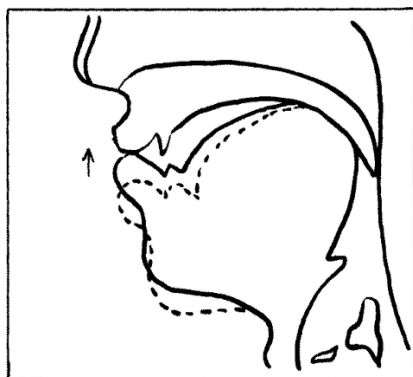
B-2 ng after o, ô

LESSON X

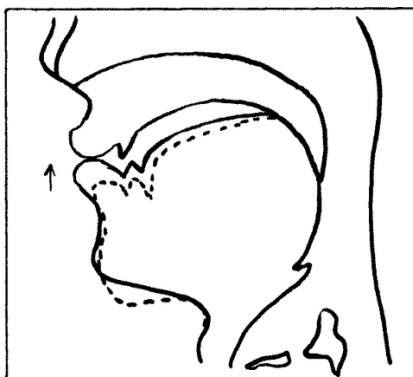
học	study	họng	throat
thốc	to blow violently	thống	to hurt
tốc	speedy	tổng	to see off
ngọc	pearl	ngọng	to mispronounce
sóc	squirrel	sóng	wave
đọc	length	giọng	voice

4. Examine the following facial diagrams which explain the pronunciation of ç and ng after o and ô.

óc /ăuk/



one /ăung/



5. Choral and individual repetition of the following sentences:

Có lẽ Hương-Cảng là hòn ngọc Viễn-Đông.
Probably Hong Kong is the pearl of the Far East.

Ông có định đi Vọng-Các không?
Do you plan to go to Bangkok?

Tại Việt-Nam, một số xà-phòng làm bằng dầu đậu phộng.
In Vietnam, some soaps are made from peanut oil.

Hàng-Không Việt-Nam không có đi Đông-kinh.
Air Vietnam does not go to Tokyo.

Chúng tôi mong gặp lại các ông tại Việt-Nam.
We hope to meet you again in Vietnam.

Phong-cảnh ở An-Lộc rất đẹp.
The scenery at An-Loc is very beautiful.

VIETNAMESE PRONUNCIATION

6. Review of /˨˨˨/ high-rising (dấu sắc), /˨˨˨˨/ mid-rising (dấu hỏi), and /˨˨˨˨˨/ low-rising (dấu nặng) tones. Choral and individual pronunciation of the following proverbs:

Chữa được bệnh, không chữa được mệnh.
Diseases can be cured, but destiny cannot be.

Biết thì thốt, không biết thì dựa cột mà nghe.
If you know something, speak up; but if you don't, then keep still and listen.

Bôn-ba chẳng qua thời-vận.
Attainment of honor and wealth depends upon chance.

Chọn mặt gửi vàng.
Choose the right person, and leave your gold in his care.

Mạnh được yếu thua.
The strong win, the weak lose.

Gà đẻ gà cục tác.
The hen that lays eggs cackles.

Bà con xa không bằng láng-giềng gần.
Near neighbors are better than far off relatives.

I. REVIEW OF SOUTHERN VIETNAMESE CONSONANTS

1. Inventory of Southern Vietnamese Consonants

As was seen previously, there are twenty-three consonants in southern Vietnamese.

Point of Articulation

Manner of Articulation

		Labial	Alveo dental	Alveo palatal	palatal	Velar	Glottal
Stops	plain	p	t	tr	ch	k	
	aspirated		th				
	voiced	b	đ				
Fricatives	voiceless	ph	x	s		kh	h

LESSON X

	voiced	v	l	g
Lateral				
Nasals		m	n	nh ng
Trill			r	
Semi-consonants		w		j

SOUTHERN VIETNAMESE CONSONANTS

2. Choral and individual repetition of the following words within columns and then alternating between columns. There is a column for every consonant except **p**, which does not occur at the beginning of words.

1. <u>b</u>	2. <u>đ</u>	3. <u>th</u>	4. <u>t</u>
ba <i>three</i>	đa <i>many</i>	tha <i>to forgive</i>	ta <i>we (incl.)</i>
bi <i>marble</i>	đi <i>to go</i>	thi <i>examination</i>	ty <i>bureau</i>
bò <i>cow</i>	đò <i>ferry</i>	thò <i>stick out</i>	tò (-mò) <i>curious</i>
bế <i>to carry</i>	đế <i>emperor</i>	thế <i>power</i>	tế <i>offer sacrifices</i>
bão <i>storm</i>	đảo <i>island</i>	thảo <i>to draft</i>	tảo <i>early</i>
bệnh <i>sickness</i>	định <i>to plan</i>	thịnh <i>prosperous</i>	tĩnh <i>absolutely</i>
5. <u>tr</u>	6. <u>ch</u>	7. <u>k, c</u>	
trà <i>tea</i>	chà <i>My!</i>	cà <i>eggplant</i>	
trí <i>intelligence</i>	chí <i>will</i>	ký <i>to sign</i>	
trán <i>forehead</i>	chán <i>to tire of</i>	cán <i>to run over</i>	

VIETNAMESE PRONUNCIATION

trị <i>to cure</i>	chị <i>elder sister</i>	ky <i>to avoid</i>	
trúc <i>small bamboo</i>	chúc <i>to wish</i>	cúc <i>chrysanthemum</i>	
8. <u>ph</u>	9. <u>v</u>	10. <u>x</u>	11. <u>s</u>
pha <i>to mix</i>	va <i>to bump</i>	xa <i>far</i>	sa <i>to fall</i>
phả <i>family register</i>	vả <i>insult</i>	xả <i>sacrifice</i>	sả <i>cut into pieces</i>
phà <i>ferry</i>	và <i>and</i>	xà <i>beam</i>	sà <i>to swoop down</i>
phôi <i>embryonic</i>	vôi <i>lime</i>	xôi <i>glutinous rice</i>	sôi <i>to boil</i>
phai <i>to fade</i>	vai <i>shoulder</i>	xai <i>dislocated</i>	sai <i>incorrect</i>
12. <u>kh</u>		13. <u>g, gh</u>	14. <u>h</u>
khi <i>when</i>		ghi <i>to record</i>	hy (-vọng) <i>to hope</i>
khai (trương) <i>to open business</i>		gai <i>thorn</i>	hai <i>two</i>
khái <i>in general</i>		gái <i>female</i>	hái <i>to pick (fruit)</i>
khan <i>shortage</i>		gan <i>liver</i>	(hỏi-) han <i>to inquire</i>
kháo <i>to spread the word</i>		gáo <i>dipper</i>	háo (-hức) <i>enthusiastic</i>
khen <i>to praise</i>		ghen <i>jealous</i>	hen <i>asthma</i>

LESSON X

15. <u>m</u>	16. <u>n</u>	17. <u>nh</u>	18. <u>ng, ngh</u>
ma <i>ghost</i>	na (-ná) <i>analogous</i>	nha <i>office</i>	nga <i>swan</i>
mát <i>cool</i>	nát <i>broken</i>	nhát <i>coward</i>	ngát <i>sweet-scented</i>
món <i>dish on the menu</i>	nón <i>hat</i>	nhón <i>noiseless</i>	ngón <i>finger</i>
mạc <i>screen</i>	nạc <i>lean (meat)</i>	nhạc <i>music</i>	ngạc <i>astounded</i>
mé <i>border</i>	né <i>to dodge</i>	nhé <i>okay?</i>	nghé <i>buffalo calf</i>
mi <i>thou</i>	ni <i>measurement</i>	nhi <i>infant</i>	nghi <i>to suspect</i>
19. <u>o, u</u>	20. <u>gi, d</u>	21. <u>l</u>	22. <u>r</u>
oa <i>hole</i>	da <i>skin</i>	la <i>to scream</i>	ra <i>to go out</i>
oan <i>condemned unjustly</i>	gian <i>dishonest</i>	lan <i>orchid</i>	ran <i>to fry</i>
uy <i>authority</i>	di <i>to move</i>	ly <i>glass</i>	ri (-rì) <i>to ooze</i>

II. NORTHERN VIETNAMESE CONSONANTS

1. There are twenty consonants in northern Vietnamese. Examine the following chart. The sounds in parentheses are those that exist in southern Vietnamese but not in northern Vietnamese, while the sound z (underlined) exists only in northern Vietnamese. Although there are both consonantal and tonal differences between these two dialects, they are mutually intelligible. these two dialects, they are mutually intelligible.

VIETNAMESE PRONUNCIATION

Point of Articulation

Manner of Articulation

		Labial	Alveo- dental	Alveo- palatal	palatal	Velar	Glottal
Stops	plain	p	t	(tr)	ch	k	
	aspirated		th				
	voiced	b	đ				
Fricatives							
	voiceless	ph	x	(s)		kh	h
	voiced	v	z			g	
Lateral			l				
Nasals		m	n		nh	ng	
Trill				(r)			
Semi-consonants		w			(j)		

NORTHERN VIETNAMESE CONSONANTS

2. Northern and southern consonant correspondences are summarized in the following chart. The chart also gives a summary of standard spelling.

<u>Southern</u>	<u>Northern</u>	<u>Orthography and Examples</u>		
-p	-p	-p	tập	<i>to practice</i>
b	b	b	ba	<i>three</i>
t	t	t	ta	<i>we (incl.)</i>
th	th	th	tha	<i>to forgive</i>
d	đ	đ	đa	<i>banyan</i>
tr	ch	tr	tra	<i>to interrogate</i>
ch	ch	ch	cha	<i>father</i>
k	k	k ¹	kêu	<i>to call</i>
		c	ca	<i>to sing</i>
		qu-	qua	<i>to cross over</i>
ph	ph	ph	pha	<i>to mix</i>
v ²	v ³	v	va	<i>to bump into</i>
x	x	x	xa	<i>far</i>

-
- 1 The sound k is spelled k before i, ê, and e; it is q in a cluster, qu; and c elsewhere.
 - 2 Some southern dialects combine this sound with j, equivalent to English y.
 - 3 Northern dialect v is equivalent to the sound in the English word veal, while southern dialect v is in the English word veal, while southern dialect v is equivalent to the vy sound in the English word view.

LESSON X

s	x	s	sa	<i>to fall</i>
kh	kh	kh	khá	<i>pretty good</i>
g	g	g	ga	<i>railroad station</i>
		gh ⁴	ghe	<i>boat</i>
h	h	h	hai	<i>two</i>
l	l	l	la	<i>to scream</i>
m	m	m	ma	<i>ghost</i>
n	n	n	no	<i>full</i>
nh	nh	nh	nha	<i>office</i>
ng	ng	ng	nga	<i>swan</i>
		ngh ⁵	nghe	<i>to hear</i>
r	z	r	ra	<i>to go out</i>
j	z	d, gi	da	<i>skin</i>
w	w	o, u	uy	<i>authority</i>

Notice that the two southern sounds, tr and ch, are both pronounced ch in the northern dialect. Likewise, x and s are pronounced x, and r and j are both pronounced z in northern dialect.

3. Pronounce the following words in the northern dialect. Pay close attention to the initial consonants.

1. <u>ch</u> (<u>tr</u> , <u>ch</u>)	2. <u>x</u> (<u>x</u> , <u>s</u>)	3. <u>z</u> (<u>r</u> , <u>d</u> , <u>gi</u>)
cha <i>father</i>	xa <i>far</i>	da <i>skin</i>
chúng <i>pluralizer</i>	xé <i>to tear</i>	dùng <i>to use</i>
chí <i>will</i>	xem <i>look at</i>	gì <i>what</i>
chọn <i>to choose</i>	xỏ <i>to thread</i>	gió <i>wind</i>
trả <i>to pay</i>	sai <i>incorrect</i>	ra <i>to exit</i>
trình <i>to report</i>	sáng <i>bright</i>	rồi <i>already</i>
trán <i>forehead</i>	sát <i>closely</i>	ré <i>cheap</i>
trị <i>to cure</i>	số <i>number</i>	rùng <i>to shiver</i>
tròn <i>round</i>	suy <i>to think</i>	rang <i>to fry</i>

4. Pronounce the above words in southern dialect.

4 The sound g is spelled gh before i, ê, and e. Elsewhere it is spelled g.

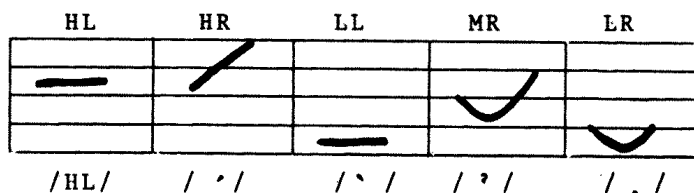
5 Ng is spelled ngh before i, ê and e.

III. REVIEW OF SOUTHERN VIETNAMESE TONES

1. Southern Vietnamese has five tones involving three pitch levels--high, mid, low--and two pitch contours--level and rising.

- a. High-level /HL/ (unmarked) không dấu
- b. High-rising / / / dấu sắc
- c. Low-level / \ / dấu huyền
- d. Mid-rising / ˊ / dấu hỏi and / ˊ / dấu ngã
- e. Low-rising / ./ / dấu nặng

The basic pitch contours of the southern dialect tones are represented below for review:



2. Choral and individual pronunciation of the following tone pairs:

a. /HL/ and / \ /

con bò	<i>the ox</i>	bài thi	<i>exam papers</i>
tin nhà	<i>news from home</i>	ngồi nghe	<i>sit and listen</i>
trên tường	<i>on the wall</i>	làng kia	<i>the other village</i>

b. /HL/ and / / /

bên Pháp	<i>in France</i>	Chú Ba	<i>Uncle Ba</i>
ba vé	<i>three tickets</i>	tháng hai	<i>February</i>
phong-phú	<i>prosperous</i>	tám ve	<i>eight bottles</i>

c. /HL/ and / ˊ /

trên cỏ	<i>on the grass</i>	vỏ cam	<i>orange skin</i>
bên Bỉ	<i>in Belgium</i>	bảy ve	<i>seven bottles</i>
đang nghỉ	<i>resting</i>	hỏi ai	<i>ask whom</i>

d. /HL/ and / ./ /

LESSON X

Trung-Việt	<i>Central Vietnam</i>	Việt-Nam	<i>Vietnam</i>
đi lại	<i>go to</i>	vị tha	<i>altruistic</i>
vi-phạm	<i>to violate</i>	mọi khi	<i>every time</i>

e. / \ / and / / /

vì thế	<i>consequently</i>	tám làng	<i>eight villages</i>
bàn ghế	<i>furniture</i>	đúng ngày	<i>on the right day</i>
dùng bánh	<i>eat pastry</i>	bốn vùng	<i>four regions</i>

f. / \ / and / / /

phòng ngủ	<i>bedroom</i>	phải dùng	<i>must use</i>
nhà nhỏ	<i>small house</i>	trở tài	<i>to show off</i>
đèn đỏ	<i>red light</i>	mỗi ngày	<i>everyday</i>

g. / \ / and / / /

thành-thị	<i>town</i>	học-hành	<i>to study</i>
bàn lại	<i>to discuss again</i>	vịt đồng	<i>country duck</i>
gà-vịt	<i>poultry</i>	mọi nhà	<i>every house</i>

h. / / / and / / /

đến hỏi	<i>come to ask</i>	cả trái	<i>the whole fruit</i>
bốn thẻ	<i>four cards</i>	mỗi tháng	<i>every month</i>
gió thổi	<i>the wind blows</i>	hải lý	<i>nautical mile</i>

i. / / / and / / /

gói gạo	<i>package of rice</i>	Đại-tá	<i>colonel</i>
đói bụng	<i>hungry</i>	họ đến	<i>they arrived</i>
quý vị	<i>ladies and gentlemen</i>	cộng-tác	<i>to cooperate</i>

j. / / / and / / /

để lại	<i>to leave behind</i>	học hỏi	<i>to learn</i>
hỏi mẹ	<i>ask mother</i>	Đạo Khổng	<i>Confucianism</i>
thể-diện	<i>honor, face</i>	mệt mỏi	<i>tired</i>

VIETNAMESE PRONUNCIATION

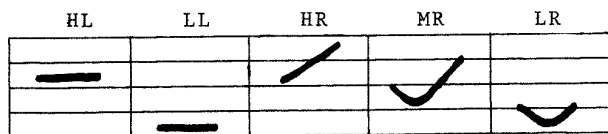
IV. NORTHERN VIETNAMESE TONES

1. Northern Vietnamese has six tones. The southern Vietnamese mid-rising /⁷/ (dấu hỏi) tone is divided into two distinct tones: mid-rising /⁷/ (dấu hỏi) tone and glottalized high-rising /⁷/ (dấu ngã) tone.

<u>Southern Vietnamese</u>					
/HL/	/HR/	/LL/	/MR/	/LR/	
ma	má	mà	mả	mạ	
<i>ghost</i>	<i>mother</i>	<i>but</i>	<i>horse, tomb</i>	<i>rice seedling</i>	

<u>Northern Vietnamese</u>					
/HL/	/HR/	/LL/	/MR/	/GHR/	/LR/
ma	má	mà	mả	mã	mạ
<i>ghost</i>	<i>mother</i>	<i>but</i>	<i>tomb</i>	<i>horse</i>	<i>rice seedling</i>

2. Following is a comparison of the basic pitch contours of southern and northern Vietnamese tones.⁶









ma	mà	má	mả/mã	mạ
<i>ghost</i>	<i>but</i>	<i>mother</i>	<i>tomb/horse</i>	<i>rice seedling</i>

Southern Vietnamese

6 The analysis of southern Vietnamese tones was done with the help of the following devices: a trans-pitch meter, an intensity meter, and a Brush oscillograph light beam recording apparatus. The analysis of northern Vietnamese tones was a simple phonetic one. The author acknowledges the use of the two works here listed concerning the analysis of the Vietnamese tone systems: A. Trần Hương Mai, "Tones and Intonation in Southern Vietnamese", Papers in South-East Asian Linguistics No. 1, Linguistic Circle of Canberra, The Australia National University, Canberra 1967; and Laurence C. Thompson, A Vietnamese Grammar, University of Washington Press, Seattle 1965.

LESSON X

HL	LL	HR	MR	GHR	LR
					

mả	mã	mạ	má	mà	mạ
<i>ghost</i>	<i>but</i>	<i>mother</i>	<i>tomb</i>	<i>horse</i>	<i>rice seedling</i>

Northern Vietnamese

3. Pronounce the following words in northern Vietnamese within columns and then alternating between columns. Note the glottalized high-rising tone:

1. /HL/	2. /˨˨/	3. /˨˨˨/	4. /˨˨˨˨/	5. /˨˨˨˨˨/	6. /˨˨˨˨˨˨/
ma	má	mà	mả	mã	mạ
<i>ghost</i>	<i>mother</i>	<i>but</i>	<i>tomb</i>	<i>horse</i>	<i>seedling</i>
la	lá	là	lả	lã	lạ
<i>scream</i>	<i>leaf</i>	<i>to be</i>	<i>tired</i>	<i>plain</i>	<i>stranger</i>
ngo	ngó	ngò	ngỏ	ngõ	ngọ
<i>to move</i>	<i>stare</i>	<i>coriander</i>	<i>open</i>	<i>gate</i>	<i>midday</i>
nôi	nối	nồi	nổi	nối	nội
<i>cradle</i>	<i>join</i>	<i>pot</i>	<i>float</i>	<i>bad situation</i>	<i>inside</i>
lanh	lánh	lành	lảnh	lãnh	lạnh
<i>agile</i>	<i>avoid</i>	<i>mild</i>	<i>shrill</i>	<i>receive</i>	<i>cold</i>

4. Pronounce the following tone pairs in northern Vietnamese. Pay attention to the tone contrasts:

a. /˨˨˨˨˨/ and /˨˨˨˨˨˨/

trí dũng	<i>wisdom and courage</i>	vũ khí	<i>weapons</i>
mối nghĩ	<i>just thought of</i>	nghĩ đến	<i>to think of</i>
đến chỗ	<i>arrive at the place</i>	mỗi tháng	<i>each month</i>
có muỗi	<i>having mosquitos</i>	cũng thích	<i>also like</i>
bốn chữ	<i>four words</i>	lễ phép	<i>politeness</i>

b. /˨˨˨˨˨˨/ and /˨˨˨˨˨˨˨˨/

VIETNAMESE PRONUNCIATION

phải nghĩ	<i>must think</i>	đã nghỉ	<i>have relaxed</i>
mở ngõ	<i>to open the gate</i>	mỗi buổi	<i>each half-day</i>
chỉ dẫn	<i>to explain</i>	nghỉ phải	<i>to think correctly</i>
hỏi dễ	<i>ask easy questions</i>	cũng nhỏ	<i>also small</i>
ở Mỹ	<i>in America</i>	lẽ phải	<i>reason</i>

V. CONVERSATION FOR PRACTICE

- A. Xin lỗi cô, ngày mai cô có chuyến máy bay nào đi Hương-Cảng không?
Excuse me, Miss. Do you have any flights to Hong Kong tomorrow?
- B. Dạ có. Ngày mai chúng tôi có một chuyến bay buổi sáng và một chuyến bay buổi chiều.
Yes, tomorrow we'll have a flight in the morning and another one in the afternoon.
- A. Dạ, tôi thích đi buổi sáng. Thưa cô, chuyến đó số mấy và mấy giờ bay?
I'd like to go in the morning. What is the flight number and the departure time?
- B. Dạ, chuyến bay đó số 987 và khởi hành vào 9g15 sáng.
The flight number is 987 and it departs at 9:15 a.m.
- A. Vâng thì xin cô ghi cho tôi một chỗ gần cửa sổ.
Then please book me for a window seat.
- B. Dạ được. Ông muốn mua vé một bận hay hai bận? Nếu ông mua hai bận thì rẻ hơn.
Okay. Would you like to buy a one-way or a round-trip ticket? If you buy a round-trip ticket, it will be cheaper.
- A. Tôi chỉ mua một bận thôi. Cám ơn cô.
I'll buy only a one-way ticket. Thank you.
- B. Dạ đây là vé máy bay của ông. Giá 6.400 đồng.
Here is your ticket. The price is 6,400 piasters.
- A. Dạ đây là 10.000 đồng. Xin cô thối lại.
Here is 10,000 piasters. Please give me the change.

LESSON X

B. Dạ đây. Cám ơn ông.
Here it is. Thank you.

A. Cám ơn cô. Chào cô.
Thank you. Good-bye Miss.

B. Chào ông.
Good-bye, sir.

LESSON XI

Review

- I. Vowel Formation in General
 - II. Pronunciation of e and a
 - III. Pronunciation of a and o
 - IV. Tone Drills
 - V. Conversation for Practice
-

REVIEW

1. Review the previous conversation (Lesson X, item V, pp. 189-190).

2. Review the tones by choral and individual repetition of the following idioms and proverbs:

Ăn mặn nói ngay hơn ăn chay nói đại.

Good moral conduct is better than good appearances.

Thương nhau trái ấu cũng tròn,
Ghét nhau trái bồ hòn cũng méo.

If you love someone, everything about him is good, If you hate someone, everything about him is bad.

Cái nết đánh chết cái đẹp.

Good manners are more desirable than beauty.

Chị ngã em nâng.

The younger supports the elder.

Một con sâu làm rầu nồi canh.

One worm spoils the whole pot of soup.

Có chí làm quan, có gan làm giàu.

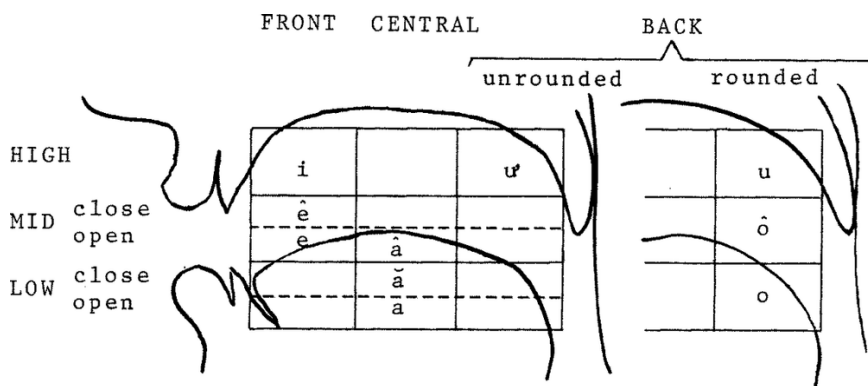
LESSON XI

Whatever one desires to do, he must have the willingness and determination to pursue it.

Cho vàng không bằng chỉ đàng đi buôn.
To provide with knowledge is better than to provide with riches.

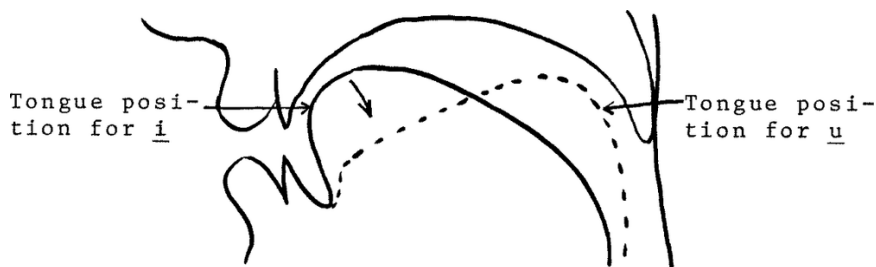
I. VOWEL FORMATION IN GENERAL

1. As seen in Introductory Lesson II, there are eleven vowel sounds in Vietnamese. They are listed in the vowel chart as follows:



In the above chart, the vowel symbols have been superimposed on a facial diagram to illustrate the relative position of the vowels in the oral cavity.

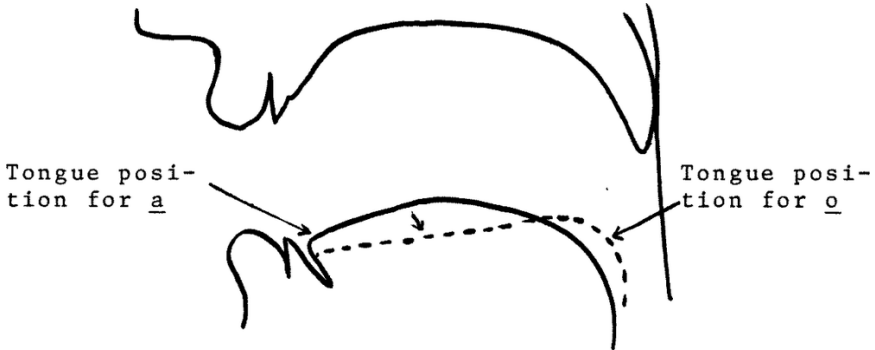
During the production of the vowel i, the hump of the tongue is very high in the mouth and very far forward (see diagram below). During the production of the u, the tongue is high but far back in the mouth. Compare the tongue positions for i and u in the diagram below:



VIETNAMESE PRONUNCIATION

We can refer to i as being a high-front vowel and to u as a high-back vowel. In addition, u is pronounced with the lips rounded. Thus, u is referred to as a high-back rounded vowel.

In the production of a, the tongue is low and in the central part of the mouth, while in the production of o, the tongue is low and far back in the mouth. Compare the positions of the tongue in the production of a and o.



We refer to a as a low-central vowel and to o as a low-back vowel.

All the vowels listed on the chart above can be similarly described by the relative position of the tongue in the oral cavity and by the rounding or unrounding of the lips for the back vowels.

<u>i</u> as in <i>đi</i>	<i>to go</i>	is a high-front vowel.
<u>ê</u> as in <i>kê</i>	<i>to list</i>	is a close mid-front vowel.
<u>e</u> as in <i>tre</i>	<i>bamboo</i>	is an open mid-front vowel.
<u>â</u> as in <i>tân</i>	<i>new</i>	is an open mid-central vowel.
<u>ã</u> as in <i>tăng</i>	<i>to increase</i>	is a close low-central vowel.
<u>a</u> as in <i>xa</i>	<i>far</i>	is an open low-central vowel.
<u>ư</u> as in <i>đư</i>	<i>excess</i>	is a high-back unrounded vowel.
<u>ơ</u> as in <i>tơ</i>	<i>silk</i>	is a mid-back unrounded vowel.
<u>u</u> as in <i>thư</i>	<i>autumn</i>	is a high-back rounded vowel.
<u>o</u> as in <i>vo</i>	<i>to enter</i>	is a mid-back rounded vowel.
<u>ô</u> as in <i>cho</i>	<i>to give</i>	is a low-back rounded vowel.

II. PRONUNCIATION OF E AND A

A-1 e

A-2 a

LESSON XI

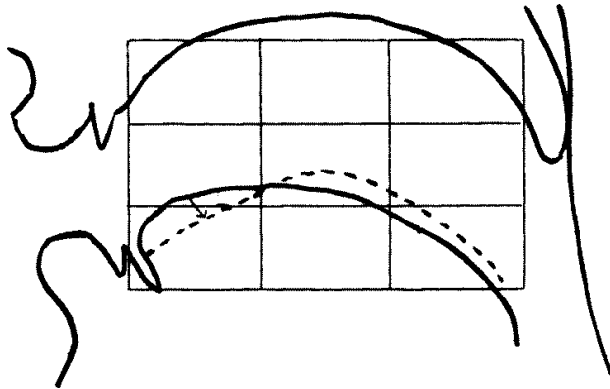
the	<i>silk, gause</i>	tha	<i>to forgive</i>
tre	<i>bamboo</i>	tra	<i>to interrogate</i>
che	<i>to cover</i>	cha	<i>father</i>
ghe	<i>boat</i>	ga	<i>railroad station</i>
nghe	<i>to hear</i>	nga	<i>swan</i>
khen	<i>to praise</i>	khan	<i>shortage</i>
chen	<i>to creep in</i>	chan to	<i>overflow</i>
trẻ	<i>youthful</i>	trả	<i>to pay</i>

1. Listen as your instructor pronounces the contrasts between A-1 and A-2.

2. Drill for recognition of e and a using A-1 and A-2. Use the types of drills introduced previously.

3. Discuss the pronunciation of these two vowels. Notice that e is an open mid-front vowel. This sound is usually pronounced with a central off-glide; i.e., the tongue glides during the production of e toward the central position, to the position which approximates the vowel in the English word but. The sound a is an open low-central vowel.

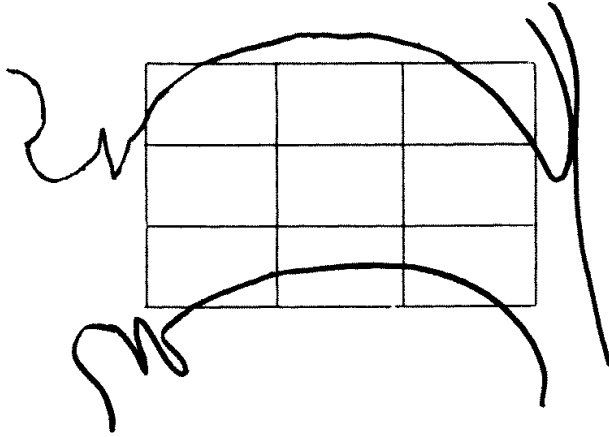
See the following diagrams which show the tongue positions for e and a. The first diagram also shows the glide at the end of the production of e.



—Tongue position for e

--Glide at the end of the production of e

VIETNAMESE PRONUNCIATION



—Tongue position for a

4. Choral and individual repetition of B and C.

B

me,	me,	me,	me,	me	<i>tamarind</i>
ghé,	ghé,	ghé,	ghé,	ghé	<i>to stop over</i>
trẻ,	trẻ,	trẻ,	trẻ,	trẻ	<i>youthful</i>
khen,	khen,	khen,	khen,	khen	<i>to praise</i>
thèm,	thèm,	thèm,	thèm,	thèm	<i>to crave for</i>

C

má,	má,	má,	má,	má	<i>mother</i>
gà,	gà,	gà,	gà,	gà	<i>chicken</i>
trả,	trả,	trả,	trả,	trả	<i>to pay</i>
mang,	mang,	mang,	mang,	mang	<i>to bear</i>
xám,	xám,	xám,	xám,	xám	<i>brown</i>

5. Choral and individual repetition of A-1, A-2. Drill them in pairs and in opposite response.

6. Choral and individual repetition of the following phrases and sentences:

Xin bà đem cho tôi hai trang.
Please give me two pages, Ma'am.

Em cô Ba đi Nha-Trang.
Miss Ba's sister went to Nha-Trang.

LESSON XI

Lan đi Đà-Lạt nghỉ mát.
Lan went to Dalat for a vacation.

Xin cô đem cho chúng tôi ba chai la-ve.
Please, Miss, bring us three bottles of beer.

Ông ấy nói lẹ quá nên tôi không nghe rõ.
He spoke too fast, that's why I didn't hear him clearly.

Xin lỗi, bà, bà làm ơn chỉ đường đi lại nhà giầy thép giúp tôi
được không?
Excuse me, could you please tell me the way to the post office?

7. Choral and individual repetition of the following pairs of sentences:

a. Ông có thích đi xe không?
Do you like to go by car?

Ông có thích đi xa không?
Do you like to go far?

b. Ở đó có ma không?
Are there ghosts there?

Ở đó có me không?
Are there tamarinds there?

III. PRONUNCIATION OF A AND O

D-1 a

ta *we*
cha *father*
thả *to release*
tràn *to overflow*
can *to intervene*
khá *rather good*
gã *individual*

D-2 o

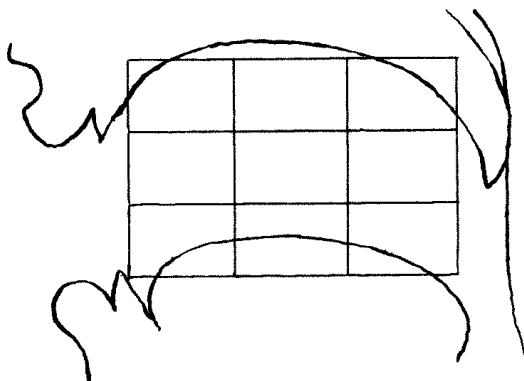
to *big*
cho *to give*
thỏ *rabbit*
tròn *round*
con *child*
khó *difficult*
gõ *to knock on*

1. Listen as your instructor pronounces the contrasts between D-1 and D-2. Pay close attention to the difference in the vowel sounds.

VIETNAMESE PRONUNCIATION

2. Drill for recognition of a and o using D-1 and D-2. Use the types of drills previously introduced.

3. Discuss the pronunciation of these two sounds. Notice that a is an open low-central unrounded vowel.



—Tongue position for a

—Tongue position for o

It approximates the vowel in lot in Mid-Western American English. The sound o is a low-back rounded vowel. It is similar to the vowel in law in English.

4. Choral and individual repetition of E.

E

to,	to,	to,	to,	to,	<i>big</i>
trò,	trò,	trò,	trò,	trò	<i>student</i>
có,	có,	có,	có,	có	<i>to have</i>
nhỏ,	nhỏ,	nhỏ,	nhỏ,	nhỏ	<i>small</i>
ngọ,	ngọ,	ngọ,	ngọ,	ngọ	<i>mid-day</i>

5. Choral and individual repetition of D-1 and D-2. Drill them in pairs and in opposite response.

6. Choral and individual repetition of the following phrases and sentences:

Xin bà đem cho tôi hai con gà.
Please bring me two chickens.

Con bò nhỏ này giá bao nhiêu?

LESSON XI

How much is this calf?

Hôm nay cô có món gì ngon không?
Do you have any tasty dishes today?

Cô Ba sẽ đến vào tháng chạp.
Miss Ba will arrive in December.

Có hai con chó đang chạy sau nhà.
There were two dogs running in the back of the house.

Khi tôi ghé lại, thì ông ấy đã đi xa rồi.
When I stopped by, he had gone far away already.

Nhà đó trang-trí đẹp vì có nhiều đồ quý.
That house is well decorated because it has many precious things.

7. Choral and individual repetition of the following pairs of sentences:

a. Có đà rồi, cho nên đi đến đó cũng không khó.
It has become habitual, so it was not difficult to get there.

Có đò rồi, cho nên đi đến đó cũng không khó.
There was a ferry, so it was not difficult to get there.

b. Ở đó có Nha gì?
What kind of directorate do they have there?

Ở đó có nho gì?
What kind of grapes do they have there?

IV. TONE DRILLS

1. Pattern /HL, /, HL, \ /

Ba, bốn, năm *Three, four, or five lessons.*
bài.

Tôi muốn đi về. *I want to go home.*

Em Tám ăn rồi. *Tam has eaten already.*

VIETNAMESE PRONUNCIATION

Cô muốn mua *She wanted to buy things.*
đồ.
Em có ông bà. *The child has a grandfather and a*
 grandmother.
Ông thích ăn gì? *What would you like to eat?*
Đi phố mua gì? *Go to town to buy what?*

2. Pattern / ˊ, ˋ, ˊ, HL/

Bốn bà có xe. *Four women have cars.*
Tám người muốn đi. *Eight people wanted to go.*
Phú về cảm ơn. *Phu returned to say thanks.*
Có chừng bốn xe. *There were about four cars.*
Sáu bài đó hay. *Those six lessons were good.*
Thích gì cứ mua. *If you like something, go ahead and buy it.*
Các bà đến chưa? *Have the ladies arrived yet?*

3. Pattern / ˋ, HL, ˊ, HL/

Bà Ba biết em. *Mrs. Ba knows the child.*
Bà không thích đi. *She didn't like going.*
Dì Hai đến không? *Is Aunt Hai coming?*
Còn em Tám đâu? *And where is Tam?*
Đèn kia bán chưa? *Has that lamp been sold yet?*
Bà mua báo không? *Will you buy a paper, Madam?*
Chào ông Sáu chưa? *Have you greeted Mr. Sau yet?*

4. Pattern / ˊ, HL, ˊ, ˋ /

Chú Ba đến rồi. *Uncle Ba has arrived already.*
Nó không muốn về. *He didn't want to go home.*
Bốn, năm, sáu người. *Four, five or six people.*
Nó không biết nhà. *He doesn't know the house.*
Máy bay rất ồn. *Airplanes are very noisy.*
Có ba, bốn bài. *We have three or four lessons.*
Các cô thấy gì? *What did you girls see?*

5. Pattern / ˊ, HL, ˋ, ˊ /

Muốn đi thì nói. *If you want to go, say so.*
Tú không đồng ý. *Tu doesn't agree.*
Có ông càng tốt. *It'd be better if you were there.*

LESSON XI

Phú không buồn lắm. *Phu wasn't very sad.*
Nó lên thành phố. *He went up to town.*
Mấy cô vừa đến? *How many girls have just arrived?*
Chú mua gì đó? *What are you (uncle) buying there?*

V. CONVERSATION FOR PRACTICE

- A. Lễ này ông định đi đâu nghỉ mát không?
Are you planning to go anywhere for a vacation during the holidays?
- B. Dạ, có, Tôi định đi Đà-Lạt một tuần và ghé lại Nha-Trang vài ngày.
Yes, I plan to go to Dalat for a week and stop over in Nha-Trang for a few days.
- A. Vây thì hay lắm. Đà-Lạt đẹp và khí-hậu mát-mẻ.
That's very good. Dalat is beautiful, and the weather is cool.
- B. Dạ, tôi cũng nghe nói như vậy nên đi một lần cho biết.
I have heard that too, so I am going there once for the experience.
- A. Còn Nha-Trang thì có bãi biển đẹp lắm. Ông cũng có thể đến Hải-Học-Viện xem các loại cá.
Nha-Trang has beautiful beaches. You should also go to see the Institute of Oceanography to see the various species of fish.
- B. Dạ, tôi có học về hải-học ở Đại-Học, nên tôi thích đến Hải-Học-Viện Nha-Trang.
I have studied about oceanography at the university, so I am interested in visiting the Institute of Oceanography at Nha-Trang.
- B. Còn ông, ông định đi đâu chơi không?
How about you, do you plan to go anywhere?
- A. Dạ, tôi định đi về quê tôi ở Cần-Đước.
I plan to go back to my home town in Can-Duoc.

LESSON XII

Review

I. Pronunciation of u and ư

II. Pronunciation of ô and ơ

III. Tone Drills

IV. Conversation for Practice

REVIEW

1. Review the previous conversation (Lesson XI, item V, pp. 203-204).

2. Review the vowels e, a, and o by choral and individual pronunciation of the following words. Read within each column and then across each column:

1. e

che
to cover

kẻ
individual

ghe
boat

khe
crevice

nhe
to show one's teeth

2. a

cha
father

cả
the whole

ga
railroad station

kha
elder brother

nha
director

3. o

cho
to give

cỏ
grass

(gay-) go
difficult

kho
storage

nho
grapes

3. Choral and individual repetition of the following verses from folk literature:

LESSON XII

Tháng chạp là tháng trồng khoai,
Tháng giêng trồng đậu, tháng hai trồng cà.
*December is the month to plant potatoes, In January, plant
beans; February, eggplant.*

Sông sâu còn có kẻ dò,
Lòng người nham-hiểm ai đo cho cùn.
*The depth of a deep river can still be probed, But the heart of a
crafty person cannot be.*

Ra đi ngó trước ngó sau,
Ngó nhà mấy cột, ngó cau mấy buồng.
*While leaving home (to be married), she looks forward, she
looks back,
She looks to see how many pillars the house has, How many
bunches of fruit the areca trees have.*

4. Review the tones by choral and individual repetition of the following proverbs:

Vắng chủ nhà gà bươi bấp.
When the cat's away, the mice will play.

Lá lành đùm lá rách.
The strong protect the weak.

Đứng núi này trông núi nọ.
The grass is always greener on the other side of the fence.

Góp gió làm bão.
Many small contributions produce a large sum.

Của kho không lo cũng hết.
One will lose everything he has if he doesn't take care of it.

Phép vua thua lệ làng.
Village customs are more powerful than the king's decree.

I. PRONUNCIATION OF U AND Ư

A-1 u
tu *take religious vow*

A-2 ư
tư *fourth*

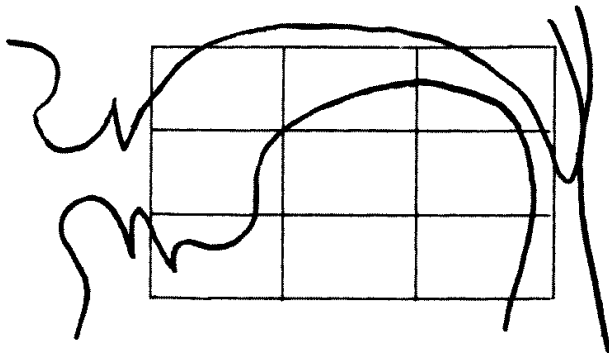
VIETNAMESE PRONUNCIATION

thủ <i>to guard</i>	thử <i>to try</i>	
trú <i>to take shelter</i>	trú <i>to write</i>	
cũ <i>old</i>	cữ <i>to abstain</i>	
khu <i>area</i>	khư (-khu) <i>to hold tight</i>	
nhu <i>soft</i>	như <i>like</i>	
ngũ <i>five</i>	ngư <i>language</i>	

1. Listen as your instructor pronounces the contrasts between A-1 and A-2. Pay close attention to the vowel contrasts.

2. Drill for recognition of u and ư using A-1 and A-2. Use the types of drills previously introduced.

3. Discuss the pronunciation of these two vowels. The sound u is a high-back rounded vowel. It is called a rounded vowel because during its production, the lips are rounded. The sound ư is a high-back unrounded vowel. In order to practice the ư sound, pronounce u and then spread your lips apart, but do not move your tongue. One of the ways of correctly pronouncing unrounded ư is to smile while pronouncing it, because smiling makes your lips spread to the position required for making this sound.



Tongue position for both u and ư. (But lips are rounded for u and unrounded for ư.)

4. Choral and individual repetition of B.

B

tr,	tr,	tr,	tr,	tr	<i>fourth</i>
thử,	thử,	thử,	thử,	thử	<i>to try</i>
trừ,	trừ,	trừ,	trừ,	trừ	<i>to subtract</i>

LESSON XII

nhự, như, như, như, như like
ngư, ngư, ngư, ngư, ngư fish

5. Choral and individual repetition of A-1 and A-2. Drill them in pairs and in opposite response.

6. Choral and individual repetition of following sentences and phrases:

Ông có đi xe thổ-mộ thử chưa?
Have you tried going by horse cart yet?

Hôm nay là thứ tư, phải không?
Today is Wednesday, isn't it?

Xin ông cứ đi như đã định.
Please go ahead and go as planned.

Ông Sự làm ở Nha Ngư-Nghiệp.
Mr. Su works at the Directorate of the Maritime Industry.

Cô ấy viết chữ đẹp như hoa.
Her handwriting is as beautiful as flowers.

Tại Hạ-Uy-Di ông có học lịch-sử xứ Việt-Nam không?
In Hawaii, did you study the history of Vietnam?

7. Choral and individual repetition of the following pair of sentences:

Nó làm bể cái lư rồi.
He has broken the incense pot already.

Nó làm bể cái lu rồi.
He has broken the water jar already.

II. PRONUNCIATION OF Ô AND Ơ

C-1 ô

tô *big bowl*

thổ *earth*

trở-bông *to bloom*

cố *make an effort*

C-2 ơ

tơ *silk*

thở *to breathe*

trở *to return*

cớ *reason*

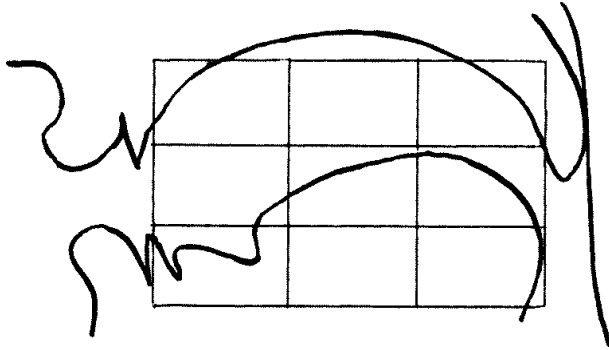
VIETNAMESE PRONUNCIATION

gỗ	wood	gỡ	<i>to disentangle</i>
ngô	corn	ngơ	<i>to ignore</i>
ngồi	<i>to sit</i>	ngời	<i>radiant</i>

1. Listen as your instructor pronounces the contrasts between C-1 and C-2.

2. Drill for recognition of \hat{o} and σ using C-1 and C-2. Use the types of drills previously introduced.

3. Discuss the production of these vowel sounds. The sound \hat{o} is a close mid-back rounded vowel. The sound σ is close mid-back unrounded vowel. In order to practice the σ sound, pronounce \hat{o} and then spread your lips apart but do not move your tongue. Again, one of the ways of correctly pronouncing unrounded σ is to smile while pronouncing it.



Tongue position for both \hat{o} and σ . (But lips are rounded for \hat{o} and unrounded for σ .)

4. Choral and individual repetition of D.

D

tơ,	tơ,	tơ,	tơ,	tơ	<i>silk</i>
thở,	thở,	thở,	thở,	thở	<i>to breathe</i>
chở,	chở,	chở,	chở,	chở	<i>to transport</i>
nhớ,	nhớ,	nhớ,	nhớ,	nhớ	<i>to remember</i>

5. Choral and individual repetition of C-1 and C-2. Drill them in pairs and in opposite response.

LESSON XII

6. Choral and individual repetition of the following phrases and sentences:

Ông có ăn phở thử chưa?
Have you tried eating rice noodle soup yet?

Chứng nào ông trở lại Qui-Nhon nữa?
When will you go back to Qui-Nhon again?

Nhà này lớn hơn nhà kia nhiều.
This house is much bigger than the other one.

Nhờ ông bỏ thư này giùm tôi, được không?
Could you mail this letter for me?

Xin ông nhớ trở lại sở sáng thứ bảy nghe.
Please remember to come back to the office on Saturday.

Anh chở chúng tôi đến sở-thú, được không?
Can you drive us to the zoo?

7. Choral and individual repetition of the following pair of sentences:

Cô muốn mua tơ màu gì?
What color silk do you want to buy?

Cô muốn mua tô màu gì?
What color bowls do you want to buy?

III. TONE DRILLS

Choral and individual repetition of the following phrases and sentences:

1. Pattern /HL, \ , \ , \ /

Hai làng này gần.

These two villages are near.

Lan thường phàn-nàn.

Lan often complains.

Xin đừng làm ồn.

Please don't make noise.

Tôi làm bài này.

I'm doing this lesson.

Khi nào bà về?

When are you coming back?

Ông làm nghề gì?

What is your profession?

VIETNAMESE PRONUNCIATION

Ai là hoàn-toàn?

Who is perfect?

2. Pattern /HL /, /, /, /, /

Em biết tiếng Pháp.

The child knows French.

Ba bốn cuốn sách.

Three or four books.

Cô ấy bán báo.

She sells newspapers.

Không biết hút thuốc.

(I) don't smoke.

Ông khó tánh quá.

You have a difficult character.

Đây có bóng mát.

There is shade here.

Trung-tá ấy tốt.

That colonel is good.

3. Pattern /HL, /, HL, /

Em muốn đi chợ.

I want to go to the market.

Xin các ông lại.

Please come, gentlemen.

Em có hai bạn.

The child has two friends.

Cô thích đi bộ.

She likes to walk.

Buôn bán không chạy.

Business didn't go well.

Cô ấy đi được.

She can go.

4. Pattern /HL, /, \, /

Chim sẻ về đó.

The sparrow returns there.

Em nhỏ cười lớn.

The child laughed loudly.

Tôi hỏi bà ấy.

I asked her.

Vui vẻ càng tốt.

The merrier, the better.

Cô hỏi gì đó?

What did you ask?

5. Pattern /HL, /, /, \

Ông ấy chỉ đường.

He showed the way.

Tôi có sở làm.

I have a job.

Cô Tám gửi tiền.

Aunt Tam sent money.

Em bé ngủ rồi.

The baby is asleep already.

Tôi thích phở gà.

I like chicken noodle soup.

6. Pattern / /, /, \, /

Đến hỏi trò nhỏ.

Come ask the small student.

Trúng tuyển thì khoẻ.

After success, then relief.

Thái tưởng nhà nhỏ.

Thai thought it was a small house.

LESSON XII

Chú ở ngoài tỉnh.
Mất cả mười vỏ.

*Uncle lives in the province.
I lost all ten baskets.*

IV. CONVERSATION FOR PRACTICE

A. Cuối tuần tới, được nghỉ ba ngày liền, Anh định đi đâu chơi không?

At the end of next week, there are three consecutive holidays. Do you plan to go anywhere for fun?

B. Dạ, tôi định đi Vũng-Tàu. Anh muốn đi với tôi không?

Yes. I plan to go to Vung-Tau. Do you want to go with me?

A. Dạ để tôi coi đã.

Let me think it over.

B. Coi gì nữa? Tôi có nhà ở ngoài đó mà!

Think what over? I have a house out there!

A. Vậy à? Anh có xe hơi không?

Is that so? Have you got a car?

B. Không. Đi xe anh được không?

No. Can we go in yours?

A. Được chớ. Thôi đi xe tôi nghe!

Sure we can. Let's go in mine.

B. Vậy thì hay lắm. Chúng ta sẽ ghé lại Thủ-Đức mua nem một thê.

Say, that's great! We'll stop at Thu-Duc to get preserved sour pork while we're at it.

A.Ồ, ý-kiến anh hay lắm. Nem ở Thủ-Đức ngon có tiếng!

Oh, that's a good idea. Thu-Duc's preserved sour pork is well known.

LESSON XIII

Review

- I. Pronunciation of *ư* and *ơ*
 - II. Pronunciation of *a* and *ã*
 - III. Pronunciation of *ê* and *e*
 - IV. Statement Intonation Patterns
 - V. Conversation for Practice
-

REVIEW

1. Review the previous conversation (Lesson XII, item IV, p. 214).

2. Review *ư*, *ơ*, *ô*, and *ơ* by choral and individual repetition of the following verses from folk literature:

Bầu ơi thương lấy bí cùng,
Tuy rằng khác giống nhưng chung một giàn.
*Calabash, please love (me) the squash,
Although different species, we grow on the same arbor.*
Cười người chớ có cười lâu,

Cười người hôm trước, hôm sau người cười.
*When you laugh at others, don't laugh long,
You laugh at others one day, the next they will laugh at you.*

Ngày nào em bé cón con,
Bây giờ em đã lớn khôn thế này,
Cơm cha áo mẹ công thầy,
Nghĩ sao cho bố những ngày ước ao?

*Not long ago, you were little,
Now you are grown up and intelligent.
(You obtained) food from father, clothes from mother, efforts
from teacher.*

LESSON XIII

How will you plan your future to make all these days worthwhile?

3. Review tones in general by choral and individual repetition of the following proverbs:

Ép dầu, ép mỡ, ai nỡ ép duyên?

One can force oil, force grease

But who has the heart to force a marriage (against a person's will)?

Ăn cắp quen tay, ngủ ngày quen mắt.

Stealing can become a habit just like sleeping in the day time.

Có công mài sắt, có ngày nên kim.

If you keep on grinding iron,

You will one day have a needle.

Nắng chiều nào, che chiều ấy.

Protect the side from which the sun (i.e., adversity) is shining.

Chơi dao có ngày đứt tay.

If you play with knives, you will get cut.

Gần mực thì đen, gần đèn thì sáng.

One becomes like the company he keeps.

Hùm chết để da, người chết để tiếng.

Tigers leave their skin and men leave their reputations when they die.

Đi một ngày đàng, học một sàng khôn.

In one day through life, one will gain a basketful of experience.

I. PRONUNCIATION OF Ư AND Ơ

A-1 ư

tư *fourth*

thử *to try*

trữ *to store*

cứ *to continue to*

sử *history*

A-2 ơ

tơ *silk*

thở *to breathe*

trở *to turn over*

cớ *reason*

sở *office*

VIETNAMESE PRONUNCIATION

ngư *fish*
nhũ *completely smashed*

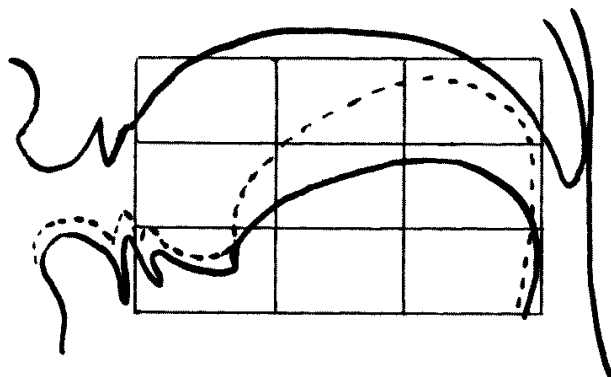
ngơ *to ignore*
nhờ *to rely on*

1. Listen as your instructor pronounces the contrasts between A-1 and A-2. Pay close attention to the vowel contrasts.

2. Drill for recognition of ɯ and ɤ using A-1 and A-2. Use the types of drills previously introduced.

3. Discuss the pronunciation of these two sounds. The sound ɯ is a high-back unrounded vowel. It is the unrounded counterpart of the sound ɯ̹. Thus, in order to pronounce the sound ɯ, pronounce ɯ̹ and then spread your lips apart but do not move your tongue. The sound ɤ is a close mid-back unrounded vowel. It is the unrounded counterpart of the sound ɤ̹. Thus, in order to pronounce the sound ɤ, pronounce ɤ̹ and then spread your lips apart but do not move your tongue. Study the chart at the top of page 218 to see the difference in tongue positions between these two sounds.

4. Choral and individual repetition of A-1 and A-2. Drill them in pairs and in opposite response.



---Tongue position for ɯ.

—Tongue position for ɤ.

Both of these sounds are pronounced with the lips unrounded.

5. Choral and individual repetition of the following phrases and sentences:

Trí thích học ngữ-học, địa-dư và sử-ký.

LESSON XIII

Trilikes to study linguistics, geography, and history.

Anh ấy biết làm thơ chữ Hán.

He knows how to write poems in Chinese characters.

Tòa không xử vụ đó được vì không đủ chứng-cớ.

The court could not decide on the case because there was not enough proof.

Giấc mơ là sự thật hay sự thật là giấc mơ?

Are dreams reality, or is reality a dream?

Thể-thức làm việc ở đây không giống như ở nhà.

The ways of working here are not the same as at home.

Tiệm này có mở cửa ngày thứ bảy.

This shop is open on Saturday.

4. Choral and individual repetition of the following pairs of sentences:

Thứ tư này được không?

Is this silk all right?

Thứ tư này được không?

Is this Wednesday all right?

II. PRONUNCIATION OF A AND Ẫ

B-1 a

tang

tháng

trang

chạng-vạng

cạn

khan-hiếm

găng

nhân

ngạt

mourning

month

page

twilight

dried up

shortage

cast iron

color, face

choked

B-2 ẫ

tăng-cường

thắng

trăng

chặng

cặng

khăn

găng

nhăn

ngặt

strengthen

to win

moon

stage

deposit

towel

gloves

wrinkled

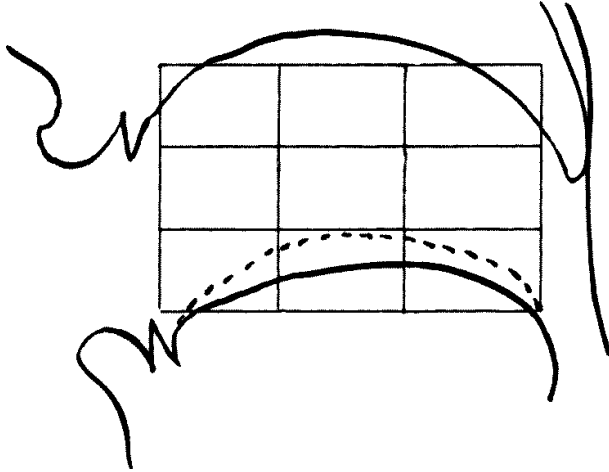
strict

1. Listen as your instructor pronounces the contrasts between B-1 and B-2.

VIETNAMESE PRONUNCIATION

2. Drill for recognition of a and ă using B-1 and B-2. Use the types of drills previously introduced.

3. Discuss the pronunciation of the sounds a and ă. The sound a is an open low-central (a bit towards the front position) vowel. The sound ă is a close low-central vowel. It is pronounced much shorter than a in most cases and is always followed by a consonant.



—Tongue position for a
It is a long vowel.

--Tongue position for ă.
It is a short vowel.

4. Choral and individual repetition of C.

C

săn,	săn,	săn,	săn,	săn	<i>to go hunting</i>
vắng,	vắng,	vắng,	vắng,	vắng	<i>deserted</i>
lắm,	lắm,	lắm,	lắm,	lắm	<i>very</i>
mặn,	mặn,	mặn,	mặn,	mặn	<i>salty</i>
ràng,	ràng,	ràng,	ràng,	ràng	<i>that</i>

5. Choral and individual repetition of B-1 and B-2. Drill them in pairs and in opposite response.

LESSON XIII

III. PRONUNCIATION OF Ê AND Ẽ

D-1 ê

chê *to criticize*
 vế *thigh*
 trể *late*
 nghề *profession*
 nghệ *saffron*
 khuê *feminine*

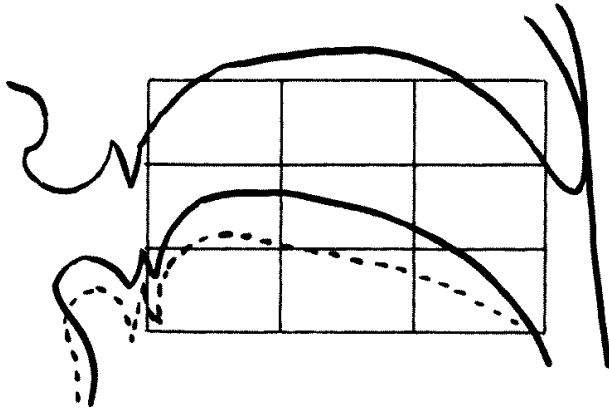
D-2 ẽ

che *cover*
 vé *ticket*
 trẻ *young*
 nghề *scholar*
 lọ-nghẹ *soot*
 khoe *to boast*

1. Listen as your instructor pronounces the contrasts between D-1 and D-2.

2. Drill for recognition of ê and ẽ using D-1 and D-2. Use previously introduced types of drills.

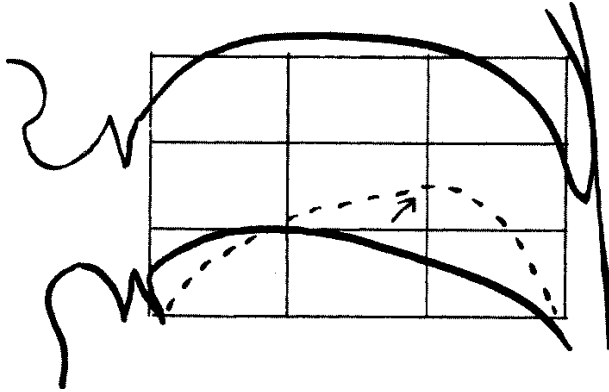
3. Discuss the pronunciation of ê and ẽ. Notice that the tongue position for ê is much higher than that for ẽ. When ẽ is followed by a velar consonant, the tongue glides from the position for ẽ to that for ə (central position). When it is final, the tongue may also glide from the position for ẽ to that for ə.



—Tongue position for ê

---Tongue position for ẽ

VIETNAMESE PRONUNCIATION



Glide for ê from ê position to that for ə when the sound is followed by a velar consonant.

4. Choral and individual repetitions of E and F:

					E	
đê,	đê,	đê,	đê,	đê		<i>dike</i>
thế,	thế,	thế,	thế,	thế		<i>position of strength</i>
về,	về,	về,	về,	về,		<i>to return</i>
trễ,	trễ,	thế,	trễ,	trễ		<i>late</i>
nệm,	nệm,	nệm,	nệm,	nệm,		<i>mattress</i>

					F	
nghe,	nghe,	nghe,	nghe,	nghe		<i>to hear</i>
nhẹ,	nhẹ,	nhẹ,	nhẹ,	nhẹ		<i>light</i>
đen,	đen,	đen,	đen,	đen		<i>black</i>
quét,	quét,	quét,	quét,	quét		<i>to sweep</i>

5. Choral and individual repetition of D-1 and D-2. Drill them in pairs and in opposite response.

6. Choral and individual repetition of the following phrases and sentences:

Ông Đê có quen với ông Thế.
Mr. De knows Mr. The.

Cô Quế để quên Kai vé ở trên bàn này.
Miss Que forgot the two tickets on this table.

Nghề dệt vải rất thịnh-hành ở Bến-Tre.
The weaving profession is very popular in Ben-Tre.

LESSON XIII

Ông Nghệ thường về quê nên quen nhiều người làm ruộng.
Mr. Nghe often goes to the countryside, that is why he knows many farmers.

Xin lỗi các bà, tôi phải đem mền lên lầu trên nên đến trễ.
Excuse me, ladies, I had to bring the blankets upstairs, that was why I arrived late.

7. Choral and individual repetition of the following pair of sentences:

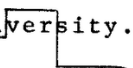
Ông Thế chưa quen ông Nghệ.
Mr. The does not know Mr. Nghe yet.

Ông Thế chưa quên ông Nghệ.
Mr. The has not forgotten Mr. Nghe yet.

IV. STATEMENT INTONATION PATTERNS

Statements in English are uttered with a falling intonation. Listen to the following intonation contour in English:

John is going to the university.



The last two syllables (-sity) are lower than the other syllables. The syllable -ver-, being stressed, is highest.

Statements in Vietnamese are also pronounced with a falling intonation contour. It is characterized by a gradual decrease in intensity. Listen to the following sentence:

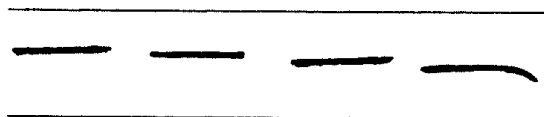
Ông Hai đi ra sân.
Mr. Hai went out to the yard.

Although all five words have high-level tones, the tone of the last word tends to fall off. Also, as the utterance (specifically, a statement) progresses, the intensity of each stressed syllable decreases.

VIETNAMESE PRONUNCIATION

1. Succession of high-level tones

The falling contour in statements employing only words with high-level tones is represented in the following graph, which exaggerates the decrease in pitch from beginning to end of the utterance.



Choral and individual repetition of the following sentences in order to practice intonation on a succession of high-level tones:

Chân em hơi đau.
His foot is a bit sore.

Cô Năm hơi xanh.
Miss Nam is a bit pale.

Ông Hai đi ra sân.
Mr. Hai went out to the yard.

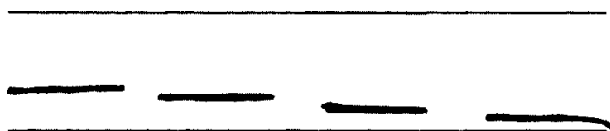
Tôi lên thăm hai anh.
I came up to visit you two.

Cô Ba đi lên Tân-An.
Miss Ba went up to Tan-An.

Nha-Trang không xa bao nhiêu.
Nha-Trang is not very far.

2. Succession of low-level tones

The falling intonation contour accompanying statements with all low-level tone words is characterized by a gradual decrease in intensity; i.e., the absolute pitch of the tones decreases as the utterance progresses from beginning to end. The last syllable has the lowest pitch and a falling contour



LESSON XIII

Choral and individual repetition of the following sentences in order to practice intonation on a succession of low-level tones:

Người hiền thường làm lành.
Good natured people usually do good deeds.

Bình về vài ngày.
Binh went home for a few days.

Nhà này nhiều người.
This household is big.

Giàu làm thầy buồn.
Giau made the teacher sad.

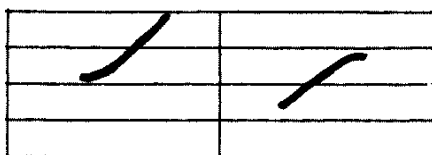
Trường này cần dùng nhiều thầy.
This school needs many teachers.

Thành nhờ bà này.
Thanh relied on this lady.

Bà này xài nhiều tiền.
This lady spends a lot of money.

3. Succession of high-rising tones

The falling intonation contour accompanying statements with all high-rising tone words is also characterized by a gradual decrease in intensity; i.e., the absolute pitch of the tones decreases as the utterance progresses from beginning to end. The last tone of the group rises to a shorter degree and tends to level off more than the previous ones.



The high-rising tone
In all other positions In final stative position

VIETNAMESE PRONUNCIATION

Choral and individual repetition of the following sentences in order to practice intonation on a succession of high-rising tones:

Chúng nó thấy má chúng.
They saw their mother.

Chú Sáu nói có lý.
Uncle Sau spoke reasonably.

Tiếng Pháp rất khó.
French is a difficult language.

Chúng nó té.
They fell down.

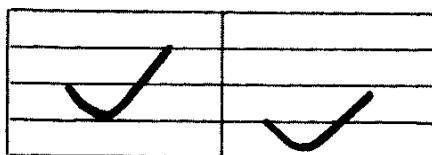
Lắm lúc thấy khó nói.
Many times it is difficult to know what to say.

Nó biết cái đó trước.
He knew that beforehand.

Chú Tám biết đánh cá.
Uncle Tam knows how to fish with a net.

4. Succession of mid-rising tones

The falling intonation contour accompanying statements with all mid-rising tone words is also characterized by a gradual decrease in intensity; i.e., the absolute pitch of the tones decreases as the utterance progresses from beginning to end. The last tone of the group rises to a shorter degree and tends to level off more than the previous ones.



The mid-rising tone
In all other positions In final stative position

Choral and individual repetition of the following sentences:

LESSON XIII

Cảnh phải nghỉ,
Canh must rest.

Đành hỏi để thưởng.
Danh inquired about giving out rewards.

Chủ khởi phải chỉ.
The boss didn't have to give directions.

Cảnh phải ngủ ở sở.
Canh had to sleep at the office.

Nhã cũng nghĩ trễ.
Nha also thought of it too late.

Dững kể cũng giỏi.
After all, Dung was smart too.

Đành cũng giữ chỗ cũ nữa.
Danh reserved the old place too.

5. Succession of low-rising tones

The falling intonation contour accompanying statements with all low-rising tones words is also characterized by a gradual decrease in intensity; i.e., the absolute pitch of the tones decreases as the utterance progresses from the beginning to end. The last tone of the group has a shorter rise than the previous ones.



The low-rising tone
In all other positions In final stative position

Choral and individual pronunciation of the following sentences:

Họ thuộc Viện Đại-Học.

VIETNAMESE PRONUNCIATION

They belong to the university.

Họ bị bại trận.
They lost the battle.

Họ bị buộc tội nặng.
They were accused of a grave offense.

Mặt chị Thịnh thật đẹp.
Miss Thinh's face is very beautiful.

Mọi việc được thật lẹ.
Everything was accomplished very quickly.

Buộc tội họ tội-nghiệp.
It was a pity that they had to be accused.

Phận-sự họ thật nặng-nhọc.
Their responsibility was truly great.

V. CONVERSATION FOR PRACTICE

- A. Ông Smith! Tôi xin giới-thiệu bạn tôi. Đây là ông Hải.
Mr. Smith! I would like to introduce my friend. This is Mr. Hai.
- B. Rất hân-hạnh được biết ông.
Very pleased to know you.
- C. Rất hân-hạnh!
I'm very pleased too.
- B. Xin lỗi ông, ông ở đây hay sao?
Excuse me, do you live here?
- C. Dạ, tôi làm việc ở đây. Gia-đình tôi cũng ở đây với tôi.
Yes, I work here. My family is here with me too.
- B. Ở đây thì tốt lắm. Tôi nghe nói đồ biển đây ngon và rẻ lắm.
Living here would be very nice. I've heard that sea food here is very good and cheap.

LESSON XIII

C. Ông nói đúng. Nếu ai thích đồ biển thì nên ở gần biển. Xin lỗi ông, ông dùng gì không?
You're right. Anyone who likes sea food should live near the sea. Excuse me, would you like to have anything?

B. Dạ, để tôi coi.
Let me see.

C. Ông dùng la-ve 33 lạnh nghe! Hay ông thích nước ngọt?
Would you like some cold beer? Or would you like a soft drink?

B. Dạ, xin ông cho tôi một chai la-ve.
Please give me a bottle of beer.

C. Xin lỗi ông, ông có thích đồ biển như tôm, cá, cua không?
Excuse me, do you like sea food, such as shrimp, fish, crab...?

B. Dạ, tôi ra đây hy-vọng được ăn các thứ đó!
Yes, I do. I came here hoping to find some of those dishes.

C. Ò, vậy thì ông may lắm! Cuối tuần này các thứ đó nhiều lắm.
Well, you're very lucky! At the end of this week, there should be a lot.

LESSON XIV

Review

- I. Pronunciation of *ơ* and *â*
 - II. Pronunciation of *ã* and *â*
 - III. Không Question Intonation Pattern
 - IV. Chưa Question Intonation Pattern
 - V. Conversation for Practice
-

REVIEW

1. Review the previous conversation (Lesson XIII, item V, pp. 229-230).

2. Review the vowels *i, u, ư, ê, ô*, and *ơ* by choral and individual repetition of the following words within columns and then across columns:

1. <i>i, y</i>	2. <i>u</i>	3. <i>ư</i>
ty <i>section</i>	tu <i>take vow</i>	tư <i>fourth</i>
kỹ <i>careful</i>	cũ <i>old</i>	cữ <i>to abstain</i>
nhi <i>infant</i>	nhu <i>soft</i>	như <i>like</i>
4. <i>ê</i>	5. <i>ô</i>	6. <i>ơ</i>
thể <i>ability</i>	thổ <i>earth</i>	thở <i>to breathe</i>
tê <i>numb</i>	tô <i>bowl</i>	tơ <i>silk</i>
kế <i>ruse</i>	cố <i>make an effort</i>	cớ <i>reason</i>

3. Choral and individual repetition of the following verses from folk literature:

Thân em như hạt mưa rào,
Hạt rơi xuống giếng, hạt vào vườn hoa.
*I am like a falling raindrop,
Which can fall into a well or into a flower garden.*

LESSON XIV

Mồng tám tháng tư không mưa,
Chị em bán cả cày bừa mà ăn.
*If by the eighth of April it does not rain,
We must sell our plow and harrow in order to eat.*

Anh đi anh nhớ quê nhà,
Nhớ canh rau muống, nhớ cà dầm tương;
Nhớ ai dãi nắng dầm sương,
Nhớ ai tát nước bên đường hôm nao.
*As I am going, I remember home,
I miss mustard-green soup, I miss eggplant dipped in soy sauce,
I miss the ones who endured the sunshine and dew,
I miss the ones who irrigated the fields alongside the path.*

Nên ra tay kiếm tay cớ,
Chẳng nên thì chớ chẳng nhờ tay ai.
*One ought to demonstrate skill with sword or with chess,
If unsuccessful, still do not rely on others.*

4. Review the tones and statement intonation by choral and individual repetition of the following:

Ăn vóc học hay.
Eat to grow up, study to become learned.

Tiếng chào cao hơn mâm cỗ.
Greetings are more appreciated than big parties.

Đói cho sạch, rách cho thơm.
*A person, though hungry, should be clean,
Though wearing ragged clothing, should smell fresh.*

Có cứng mới đứng đầu gió.
Only a stable person can stand against the winds.

Làm tớ người khôn hơn làm thầy kẻ dại.
*To be the servant of wise men is better than to be a teacher of
foolish people.*

Ta về ta tắm ao ta,
Dầu trong, dầu đục, ao nhà vẫn hơn.
*Let's go back to bathe in our pool,
Whether clear or muddy, ours is still the best.*

VIETNAMESE PRONUNCIATION

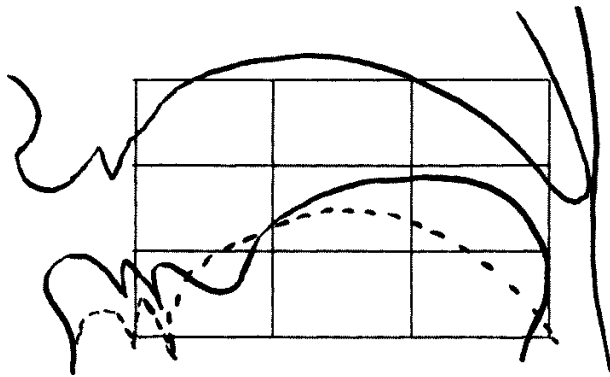
I. PRONUNCIATION OF Ơ AND Â

A-1 <u>ơ</u>		A-2 <u>â</u>	
thời	<i>time</i>	thầy	<i>master, teacher</i>
toi	<i>torn</i>	tây	<i>west</i>
trời	<i>sky</i>	trầy	<i>scratched</i>
con	<i>outburst</i>	cân	<i>to weigh</i>
son	<i>to paint</i>	sân	<i>yard</i>
gợi	<i>to arouse</i>	gậy	<i>stick</i>
ngớt	<i>to calm down</i>	ngất	<i>very high</i>
nhóm	<i>to bud, begin</i>	nhấm	<i>to nibble</i>

1. Listen as your instructor pronounces the contrasts between A-1 and A-2.

2. Drill for recognition of ơ and â using A-1 and A-2. Use the types of drills previously introduced.

3. Discuss the pronunciation of these two vowel sounds. The sound ơ is a close mid-back unrounded vowel. The sound â is an open mid-central unrounded vowel. It is similar to the sound in the English word but and is always followed by a consonant. The sound ơ is pronounced much longer than the sound â.



—Tongue position for ơ

---Tongue position for â

4. Choral and individual repetition of B and C.

B

mới, mới, mới, mới mới *new*

LESSON XIV

lời,	lời,	lời,	lời, lời	<i>spoken words</i>
hơn,	hơn,	hơn,	hơn, hơn	<i>more</i>
ngời,	ngời,	ngời,	ngời, ngời	<i>radiant</i>
nhỡn-nhỡ,	nhỡn-nhỡ,	nhỡn-nhỡ		<i>to look carefree</i>

C

lân,	lân,	lân,	lân, lân	<i>unicorn</i>
gần,	gần,	gần,	gần, gần	<i>close, near</i>
gầy,	gầy,	gầy,	gầy, gầy	<i>thin</i>
ngẫm-nghi,	ngẫm-nghi,	ngẫm-nghi		<i>to think over</i>
ngần-ngừ,	ngần-ngừ,	ngần-ngừ		<i>to hesitate</i>

5. Choral and individual repetition of A-1 and A-2. Drill them in pairs and in opposite response.

6. Choral and individual repetition of the following phrases and sentences:

Nhẫn-nại là hơn.
It is better to be patient.

Nó ngẫm-nghi một lúc nhưng lại không đi.
He thought it over for a moment but did not go.

Càng nghĩ-ngợi nhiều càng ngớ-ngẩn.
The more thinking one does, the more empty-headed he becomes.

Đời này, nhân-nghiã khó tìm.
In this world, love and righteousness are hard to find.

Đây là nơi nhận quần áo cho người nghèo.
This is the place to receive clothes for the poor.

Phận-sự của chúng tôi là phân công.
Our task is to divide the work.

Nhà ở đây đều là nhà mới cất.
The houses here are all newly built.

7. Choral and individual repetition of the following pair of sentences:

VIETNAMESE PRONUNCIATION

Ông ấy lấn quyền lắm.

He is really encroaching on someone's authority.

Ông ấy lớn quyền lắm.

He has a lot of power.

II. PRONUNCIATION OF Ǻ AND Â¹

D-1 Ǻ

thần *fillet*

trăn *boa constrictor*

chăn *to tend animals*

căn *compartment*

ngăn *to prevent*

nhăn *wrinkled*

nhăn *to relay messages*

D-2 â

thân *body*

trân *precious*

chân *leg*

cân *to weigh*

ngân *to vibrate*

nhân *humanity*

nhân *to press on*

1. Listen as your instructor pronounces the contrasts between D-1 and D-2.

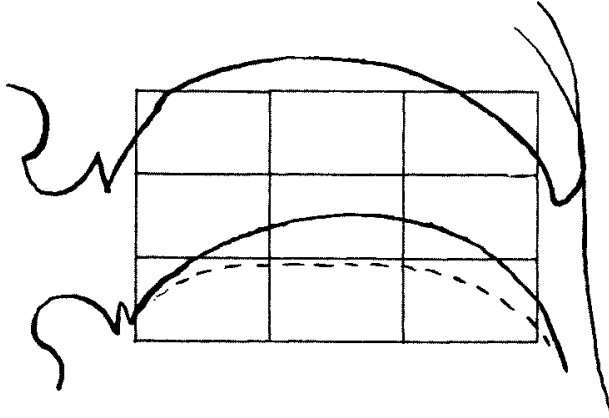
2. Drill for recognition of Ǻ and â. Use the types of drills previously introduced.

3. Discuss the pronunciation of these two sounds. The sound Ǻ is a close low-central unrounded vowel, and the sound â is an open mid-central unrounded vowel. Furthermore, the sound Ǻ is pronounced with efforts to spread the lips apart, while the sound â is pronounced with the lips relaxed.

Neither sound occurs at the end of words; they are always followed by consonants.

1 IN MOST DIALECTS OF VIETNAMESE, THIS VOWEL CONTRAST EXISTS ONLY BEFORE -N OR -NG.

LESSON XIV



—Tongue position for â

---Tongue position for ã

4. Choral and individual repetition of D-1 and D-2. Drill them in pairs and in opposite response.

5. Choral and individual repetition of the following phrases and sentences:

Ở đời có nhiều lúc thăng-trầm.
In life, there are many ups and downs.

Không nên than thân trách phận.
Do not complain about your destiny.

Xin ông viết bằng phấn trắng.
Please write with white chalk.

Trăng đã lên đến tận đỉnh núi.
The moon has risen over the top of the mountain.

Tôi thích trần nhà thật cao.
I like the ceiling to be really high.

Ông giữ vé một bận hay hai bận?
Did you make one-way or round-trip reservations?

III. KHONG QUESTION INTONATION PATTERN

The không question intonation pattern, like any other interrogative intonation pattern, is a rising one. It is characterized by a sustained intensity pattern and a rising contour on the last stressed syllable² that precedes không, which itself is an unstressed syllable. The rising không interrogative intonation contour can be graphically represented as follows when the stressed syllable is immediately preceding không:



Ông đi không?
Are you going?

Choral and individual repetition of the following questions:

1. Pattern: All high-level tones

Ông đi không?	<i>Are you going?</i>
Anh qua đây không?	<i>Are you coming over here?</i>
Cô Năm mua xe không?	<i>Will Miss Nam buy a car?</i>
Cô lên thăm ông Ba không?	<i>Did you come to see Mr. Ba?</i>

2. Pattern: High-rising tones and không

Có mắc không?	<i>Is it expensive?</i>
Anh muốn đến không?	<i>Does Anh want to come?</i>
Chúng nó thích bánh không?	<i>Do they like pastry?</i>
Chú có thấy ánh sáng không?	<i>Do you see light?</i>

3. Pattern: Low-level tones and không

Bình về không?	<i>Will Binh come back?</i>
Bà này giàu không?	<i>Is this lady rich?</i>
Nhà này nhiều người không?	<i>Is this household large?</i>
Trò này về nhà thường không?	<i>Does this student go home often?</i>

2 For stressed and unstressed syllables, see Lesson XVII, item III, Stress in Vietnamese.

LESSON XIV

4. Pattern: Mid-rising tones and không

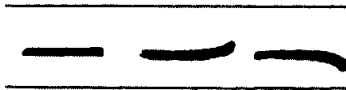
Hải dễ không?	<i>Is Hai easy?</i>
Thủy phải nghỉ không?	<i>Does Thuy have to rest?</i>
Phải Cảnh hỏi Thủy không?	<i>Was it right that Canh asked Thuy?</i>
Phải Danh ở bãi biển không?	<i>Is it true that Danh lived at the beach?</i>

5. Pattern: Low-rising tones and không

Thận lẹ không?	<i>Is Than fast?</i>
Tội-nghiệp họ không?	<i>Do you pity them?</i>
Họ bị buộc-tội không?	<i>Were they condemned?</i>

IV. CHỮA QUESTION INTONATION PATTERN

The chưa question intonation pattern, like other interrogative intonation patterns, is a rising one. It is characterized by a sustained intensity pattern and a rising contour on the last stressed syllable before chưa which itself is an unstressed syllable. The rising chưa interrogative intonation contour can be graphically represented as follows when the stressed syllable is immediately preceding chưa:



Ông đi chưa?
Are you going yet?

Choral and individual repetition of the following questions:

1. Pattern: All high-level tones

Ông đi chưa?	<i>Are you going yet?</i>
Cô mua xe chưa?	<i>Did you buy a car yet?</i>
Ông thăm ông Ba chưa?	<i>Did you go visit Mr. Ba yet?</i>
Ông đi Tân-Tây-Lan chưa?	<i>Have you been to New Zealand?</i>

VIETNAMESE PRONUNCIATION

2. Pattern: High-rising tones and chưa

Nó đến chưa?	<i>Has he arrived yet?</i>
Ánh thấy má chưa?	<i>Has Anh seen his mother yet?</i>
Chúng nó có đến chưa?	<i>Have they arrived yet?</i>
Nó biết nói tiếng Pháp chưa?	<i>Does he speak French yet?</i>

3. Pattern: Low-level tones and chưa

Bình về chưa?	<i>Has Binh come back yet?</i>
Bà cần người chưa?	<i>Do you need help yet?</i>
Thành về nhiều lần chưa?	<i>Has Thanh come back many times?</i>
Bà về nhà lần nào chưa?	<i>Have you ever gone back home?</i>

4. Pattern: Mid-rising tones and chưa

Cảnh nghỉ chưa?	<i>Has Canh rested yet?</i>
Nhã hỏi Cảnh chưa?	<i>Has Nha asked Canh yet yet?</i>
Đãnh giữ chỗ cũ chưa?	<i>Has Danh retained the old places yet?</i>
Cảnh nghĩ để sửa đổi chưa?	<i>Has Canh thought of changing yet?</i>

5. Pattern: Low-rising tones and chưa

Thọ chạy chưa?	<i>Has Tho run yet?</i>
Họ được lệnh chưa?	<i>Did they get the command yet?</i>
Họ bị bại trận chưa?	<i>Have they lost the battle yet?</i>
Nghị được sự-vụ-lệnh chưa?	<i>Did Nghi get the decree yet?</i>

V. CONVERSATION FOR PRACTICE

A. Thế nào anh-Đoàn! Chừng nào mới lập gia-đình?
Well now, Doan! When are you going to get married?

B. Dạ, tôi chưa biết tính sao? Tôi vẫn còn độc-thân! Thế còn anh thì sao?
I don't know what to think. I'm still a bachelor. How about you?

A. Dạ, tôi lập gia-đình được ba năm rồi.
I was married three years ago.

LESSON XIV

B. Vay à? Anh được mấy cháu rồi?

Is that so? How many children do you have?

A. Dạ, tôi được hai con trai rồi.

I have two boys.

B. Chà! Vây thì hay lắm! Bây giờ chị và hai cháu ở đâu?

Oh! Say, that's great! Where is your family?

A. Dạ, nhà tôi và hai cháu mới đi Nha-Trang nghỉ hè tuần trước, tuần tới mới về.

My wife and two children just went to Nha-Trang last week for summer vacation. They will come back next week.

B. Nghe nói anh chị sắp đi Mỹ phải không?

I understand that you are going to America?

A. Dạ phải, tôi sắp đi Honolulu dạy tiếng Việt.

That's right. I'm going to Honolulu to teach Vietnamese.

LESSON XV

Review

- I. Pronunciation of ua and ư
 - II. Pronunciation of ia and ư
 - III. Content Question Intonation Pattern
 - IV. Conversation for Practice
-

REVIEW

1. Review the previous conversation (Lesson XIV, item V, p. 242).

2. Choral and individual repetition of the following verses from folk literature, concentrating on the vowels ư, ơ, â and ă:

Một sự nhịn, chín sự lành.
One restraint equals nine kind deeds.

Công cha như núi Thái-Son,
Nghĩa mẹ như nước trong nguồn chảy ra.
*The efforts of father are like Thai-Son mountain,
The loyalty of mother like water flowing from a spring.*

Chồng giận thì vợ bớt lời,
Cơm sôi nhỏ lửa biết đời nào khê?
*When the husband is angry, the wife diminishes her words.
When boiling rice has the fire lowered, does it ever burn?*

Sinh con thời dạy, thời nuôi,
Biết câu phải trái, lựa lời khuyên răn.
*Having children includes a time of teaching and rearing,
Knowledge of right and wrong, wise words of advice.*

3. Review không and chưa question intonations by choral and individual repetition of the following:

Ông Hải nói tiếng Pháp có giỏi không?

LESSON XV

Does Mr. Hai speak French well?

Ông có quen ai ở bên Mỹ không?
Do you know anybody in America?

Ông có ăn gì chưa?
Have you eaten anything yet?

Ông Hưng đi Đà-Lạt về chưa?
Has Mr. Hung come back from Dalat yet?

Cô ấy học giỏi hay không?
Is she a good student?

Ông hỏi ông ấy rồi hay chưa?
Have you asked him yet?

Bà đi Nha-Trang lần nào chưa?
Have you ever been to Nha-Trang?

I. PRONUNCIATION OF UA AND U^hA¹

A-1 <u>ua</u>		A-2 <u>u^ha</u>	
thua	<i>to lose</i>	thừa	<i>polite intro-</i>
tủa	<i>to bristle</i>	từa	<i>to cut selectively</i>
trường	<i>naked</i>	trường	<i>school</i>
cuốc	<i>to dig out</i>	cuốc	<i>postage</i>
chuông	<i>bell</i>	chương	<i>rules</i>
suông	<i>plain</i>	sương	<i>dew</i>

1. Listen as your instructor pronounces the contrasts between A-1 and A-2.

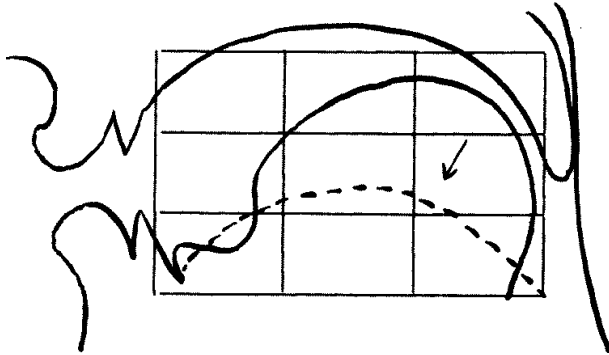
2. Drill for recognition of ua and u^ha using A-1 and A-2. Use the types of drills previously introduced.

3. Discuss the pronunciation of these vowel sounds. The diphthong ua begins with u and ends with /ə/. The u is a high-back rounded vowel similar to the vowel in the English word

1 THE DIPHTHONGS UA AND U^hA ARE SPELLED UÔ AND UƠ RESPECTIVELY WHEN FOLLOWED BY A FINAL CONSONANT.

VIETNAMESE PRONUNCIATION

shoe. The /ə/ is a mid-central unrounded vowel, similar to the vowel in the English word but. The diphthong ua is pronounced when the tongue glides from the position for u to the position for /ə/. The lips become unrounded during the glide. The diphthong ɯa begins with ɯ and ends with /ə/. The ɯ is a high-back unrounded vowel. While the diphthong ɯa is pronounced the tongue glides from the position for ɯ to the position for /ə/.



Tongue change for ua (rounded) and ɯa (unrounded).

4. Choral and individual repetition of B and C

B

mua,	mua,	mua,	mua,	mua	<i>to buy</i>
của,	của,	của,	của,	của	<i>belonging to</i>
luôn,	luôn,	luôn,	luôn,	luôn	<i>always</i>
thuốc,	thuốc,	thuốc,	thuốc,	thuốc	<i>medicine</i>
nguồn,	nguồn,	nguồn,	nguồn,	nguồn	<i>source</i>

C

mưa,	mưa,	mưa,	mưa,	mưa	<i>rain</i>
chưa,	chưa,	chưa,	chưa,	chưa	<i>not yet</i>
thường,	thường,	thường,	thường,	thường	<i>often</i>
nhường,	nhường,	nhường,	nhường,	nhường	<i>yield</i>
ngược,	ngược,	ngược,	ngược,	ngược	<i>upside down</i>

5. Choral and individual repetition of A-1 and A-2. Drill them in pairs and in opposite response.

LESSON XV

6. Choral and individual repetition of the following phrases and sentences:

Ông có định trưa nay đi đâu chưa?
Have you planned to go anywhere this afternoon?

Trời, mưa nên chúng tôi không đưa cô ấy đi được.
It was raining, so we could not see her off.

Thường thường, ông đi chơi đâu sáng chúa-nhật?
Where do you usually go for fun on Sunday mornings?

Ông định ở lại đây mấy bữa nữa?
How many more days do you plan to stay here?

Xin lỗi cô, trường Trung-Học Trung-Vương ở đâu?
Excuse me, Miss. Where is Trung-Vuong High School?

Chánh-phủ trung-ương thường không phải lo về vấn-đề địa phương.
The central government usually does not have to take care of regional problems.

Thương-Nghị-Viện vừa chấp-thuận chương-trình khuếch-trương kỹ-nghệ.
The Senate has just approved the program of technical development.

7. Choral and individual repetition of the following pairs of sentences:

a. Cô thích mưa nhiều không?
Do you like a lot of rain?

Cô thích mua nhiều không?
Would you like to buy a lot (of it)?

b. Ông muốn mấy chiếc xe?
How many vehicles do you want?

Ông mượn mấy chiếc xe?
How many vehicles did you rent?

VIETNAMESE PRONUNCIATION

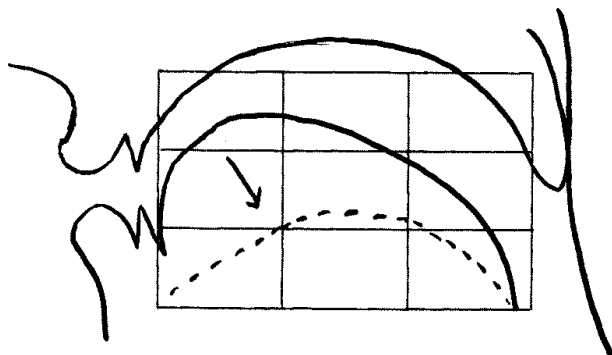
II. PRONUNCIATION OF IA AND ƯA²

D-1 <u>ia</u>		D-2 <u>ư</u>	
chia	<i>to divide</i>	chưa	<i>not yet</i>
kia	<i>there</i>	cưa	<i>to saw</i>
tiếng	<i>voice</i>	tướng	<i>general (mil.)</i>
thiên	<i>supernatural</i>	thương	<i>to love</i>
khiêng	<i>to carry like a stretcher</i>	khương	<i>ginger</i>
liệt	<i>ardent</i>	lượt	<i>time, turn</i>
nghiêng	<i>addicted to</i>	ngượng	<i>embarrassed</i>
chiếc	<i>classifier for vehicles</i>	chước	<i>ruse</i>

1. Listen as your instructor pronounces the distinctions between D-1 and D-2.

2. Drill for recognition of ia and ư using D-1 and D-2. Use the types of drills previously introduced.

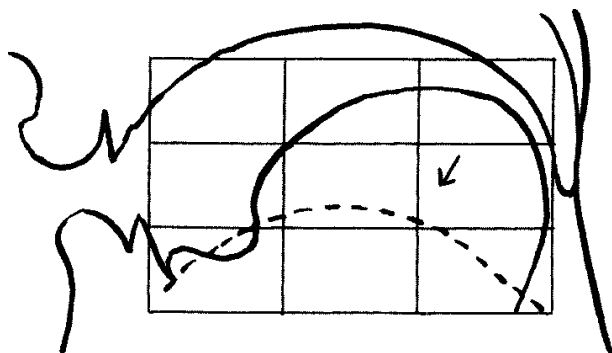
3. Discuss the pronunciation of ia and ư. The diphthong ia begins with i and glides to /ə/. The i



Tongue change for ia is a high-front unrounded vowel and /ə/ is a mid-central unrounded vowel. The diphthong ư begins with the high-back unrounded vowel ư and glides to /ə/. The lips remain unrounded during the pronunciation of these two diphthongs.

2 THE DIPHTHONGS IA AND ƯA ARE SPELLED IA AND ƯA WHEN THEY ARE FREE AND ARE SPELLED IÊ AND ƯƠ RESPECTIVELY WHEN FOLLOWED BY A FINAL CONSONANT.

LESSON XV



Tongue change for u

4. Choral and individual repetition of E

E

mía,	mía,	mía,	mía,	mía	<i>sugar cane</i>
liên,	liên,	liên,	liên,	liên	<i>to join</i>
phiên,	phiên,	phiên,	phiên,	phiên	<i>turn</i>
thiếc,	thiếc,	thiếc,	thiếc,	thiếc	<i>tin</i>
nguyên,	nguyên,	nguyên,	nguyên,	nguyên	<i>intact</i>

5. Choral and individual repetition of D-1 and D-2. Drill them in pairs and in opposite response.

6. Choral and individual repetition of the following phrases and sentences:

Xin lỗi ông, ông học tiếng Việt ở đâu?
Excuse me, where did you study Vietnamese?

Trời chuyển mưa rồi; ông còn muốn đi mua đồ nữa không?
It is going to rain; do you still want to go and do some shopping?

Mỗi năm có mấy mùa mía ở miền này vậy ông?
How many crops of sugar cane do you have here every year?

Nên giữ-gìn tiếng nói hơn miếng ăn.
One has to mind what he says more than what he eats.

Hoa-Kỳ có chánh-phủ trung-ương và chánh-phủ địa-phương.
The United States has central and regional governments.

VIETNAMESE PRONUNCIATION

Chương-trình Trung-Học Pháp được coi tương-đương với chương-trình Trung-Học Việt-Nam.

The French Secondary School Program is considered equivalent to the Vietnamese one.

Đây là hồ nước thiên-nhiên chứ không phải là nhân-tạo.

This is a natural lake, not an artificial one.

7. Choral and individual repetition of the following pairs of sentences:

a. Ông ấy có tiếng tốt lắm.
He has acquired great fame.

Ông ấy có tướng tốt lắm.
He has a good appearance.

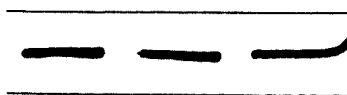
b. Xin ông đưa cho tôi cái cưa.
Please hand me the saw.

Xin ông đưa cho tôi cái kia.
Please hand me the other one.

III. CONTENT QUESTION INTONATION PATTERN

Content questions, like không or chưa questions, have a rising intonation pattern which is characterized by a sustained intensity and a rising contour on the last stressed syllable. The interrogative rising intonation contour of content questions can be graphically represented as follows:

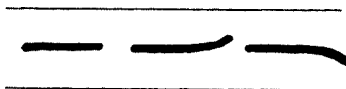
a. When the last strong stress is on the final syllable of the pause group:



Anh đi đâu?
Where did you go?

b. When the last strong stress is not on the last syllable of the pause group:

LESSON XV



Anh đi sao?
You went eh?

Listen to the different intonation patterns in these four sentences. The statements are pronounced with a falling intonation contour and the questions with a rising contour.

- a. Anh đi qua. *He went across.*
Anh đi đâu? *Where did you go?*
b. Tôi đi mua xăng. *I went to buy gas.*
Ai đi mua xăng? *Who went to buy gas?*

Choral and individual repetition of the following content questions:

1. Pattern: All high-level tones

Anh đi đâu? *Where did you go?*
Ai đi mua xăng? *Who went to buy gas?*
Anh cho ai hai trăm? *You gave 200 piasters to whom?*
Ông đi đâu chơi hôm qua? *Where did you go for fun yesterday?*

2. Pattern: All low-level tones

Bà làm gì? *What did you do?*
Bình về hồi nào? *When did Binh return?*
Nhà này làm bằng gì? *What is this house made of?*
Người nào về nhà nhiều lần? *Who went home many times?*

3. Pattern: All high-rising tones

Mấy chiếc đến? *How many cars have arrived?*
Có mấy trái chuối? *How many bananas are there?*
Chú ghé đó mấy tháng? *How many months did you stop over there?*
Chú muốn bán mấy cái áo? *How many dresses do you want to sell?*

4. Pattern: A high-level tone and mid-rising tones

VIETNAMESE PRONUNCIATION

Ai hỏi nữa?	<i>Who asked questions again?</i>
Ai giữ những chỗ cũ?	<i>Who reserved the old places?</i>
Ai để Cảnh nghỉ?	<i>Who let Canh rest?</i>
Ai phải nghỉ dưỡng-lão nữa?	<i>Who else will have to retire?</i>

5. Pattern: A high-level tone and low-rising tones

Ai bị phạt?	<i>Who was reprimanded?</i>
Ai được trọng-dụng?	<i>Who was given an important function?</i>
Ai thuộc Viện Đại-Học?	<i>Who belongs to the university?</i>
Ai sợ họ buộc-tội nặng?	<i>Who fears being accused of a serious crime?</i>

6. Pattern: Different final tones

Chừng nào ông mới đi sân bay?	<i>When are you going to the airport?</i>
Chừng nào ông mới đi về nhà?	<i>When are you going home?</i>
Chừng nào ông mới đi đến đó?	<i>When are you going there?</i>
Chừng nào ông mới đi biển nữa?	<i>When are you going to the ocean again?</i>

IV. CONVERSATION FOR PRACTICE

A. Thưa ông, mai có ông Jones và ông Thông đến. Tôi có phải giữ phòng cho hai ông ấy không?

*Excuse me, Mr. Jones and Mr. Thong will arrive tomorrow.
Shall I reserve hotel rooms for them?*

B. Dạ có. Xin cô giữ phòng cho các ông ấy ở khách sạn Viễn-Đông.

Yes. Please reserve rooms for them at the Vien Dong Hotel.

A. Dạ, tôi cũng nghĩ vậy. Tôi sẽ giữ một phòng đôi, có điện-thoại và máy lạnh, được không, ông?

*I thought so too. Shall I reserve a double room with
telephone and air-conditioner?*

LESSON XV

B. Có lẽ cô giữ hai phòng chiếc thì tốt hơn. Có điện-thoại ở cả hai phòng thì càng tốt. Nếu không, ít nhất phải có một điện-thoại riêng cho hai phòng.

Perhaps it would be better if you reserve two single rooms. If there are telephones in both, so much the better. If not, there must be at least one telephone for the two rooms.

A. Dạ, còn phòng tắm thì sao ông?

How about a bathroom?

B. Cô khỏi lo. ở khách sạn Viễn-Đông phòng nào cũng có máy lạnh, phòng tắm, và cầu tiêu riêng.

You don't have to worry about that. At the Vien Dong Hotel every room has an air-conditioner, a bathroom, and a toilet of its own.

A. Thưa ông, giữ chừng bao lâu?

For how long should I reserve them?

B. Xin cô giữ một tuần, bắt đầu từ ngày mai. À, cô nhớ nói với họ giữ cho hai phòng ở lầu hai hay lầu ba nghe. Cao hơn nữa bất tiện lắm.

Please reserve them for one week beginning tomorrow. Oh, please remember to tell them to reserve two rooms on either the second or third floor. Higher than that would be very inconvenient.

A. Dạ vâng. Còn tên và địa chỉ thì sao?

Yes, sir. How about their names and addresses?

B. Cô cứ nói họ giữ cho Công-Ty Hàng-Hải là được.

Just tell them to reserve the rooms for the Maritime Company.

LESSON XVI

Review

- I. Review of Vowels in General
 - II. Review of Southern Vietnamese Vowels and Final Consonants
 - III. Northern Vietnamese Vowels and Final Consonants
 - IV. Command/Exclamation Intonation Pattern
 - V. Polite Imperative Intonation Pattern
 - VI. Conversation for Practice
-

REVIEW

1. Review the previous conversation (Lesson XV, item IV, pp. 253-254).

2. Choral and individual repetition of the following verses:

Trăm năm trong cuộc bể dâu,
Người cùng cây cỏ khác nhau chút nào.
Khóc cười mừng sợ xôn-xao,
Đang tươi bỗng héo biết bao nhiêu lần.
Nguyễn-Trãi (1380-1442)

*A hundred years in this ever changing world,
Human beings, trees, and grass are not very different.
One is bursting with tears, laughter, joy, or fear,
Uncountable are the times when sudden wilting replaces blossoming.*

Thoát trần một gót thiên-nhiên,
Cái thân ngoại vật là tiên trên đời.
Nguyễn-Gia-Thiều (1741-1787)
Pen name: Ôn-Như-Hầu

LESSON XVI

*To get out of the world (to enter religion) in natural steps,
To have one's body beyond the outside world is the best of life.*

Tạo-hóa gâi chi cuộc hí-trường,
Đến nay thấi-thoát mấi tinh-sương.
Bà Huyện Thanh Quan (19th century)

*Why did nature create this comedy stage,
Up to now, how many days have passed already?*

3. Review the content question intonation pattern by choral and individual repetition of the following content questions:

Sao hai người bạn Pháp của ông không đến?
Why didn't your two French friends come?

Chừng nào ông định đi Việt-Nam?
When do you plan to go to Vietnam?

Ông muốn mượn phòng từ ngày nào tới ngày nào?
You want to rent the room from what day to what day?

Ông kêu điện-thoại cho ông Hải hồi nào?
When did you telephone Mr. Hai?

Mấy giờ ông phải có mặt ở sở?
What time do you have to be at the office?

I. REVIEW OF VOWELS IN GENERAL

1. As was seen, there are eleven vowel sounds in southern Vietnamese. Review the chart on page 14. Also, there are four diphthongs in southern Vietnamese, three which are composed of the three high vowels plus a neutral mid-central vowel /ə/, ia, ua, and ua. The fourth one is composed of a low-central vowel and a rounded back vowel, au. Review pp. 192-4, 244-9.

2. Review each vowel and the first three diphthongs by choral and individual repetition of the following words within each list and then across:

1. i, y

2. ê

3. e

4. a

VIETNAMESE PRONUNCIATION

ng ^h i <i>suspect</i>	ng ^h ê <i>rainbow</i>	ng ^h e <i>to hear</i>	ng ^a <i>swan</i>
tí <i>tiny</i>	tế <i>offer sacrifices</i>	té <i>fall down</i>	tá <i>dozen</i>
thì <i>then</i>	thề <i>to swear</i>	thè <i>stick out</i>	thà <i>would prefer</i>
Bỉ <i>Belgium</i>	bẻ <i>broken</i>	bẻ <i>to break</i>	bả <i>she</i>
5. <u>u</u>	6. <u>ư</u>	7. <u>ô</u>	8. <u>ơ</u>
thủ <i>to guard</i>	thử <i>to try</i>	thổ <i>earth</i>	thở <i>to breathe</i>
nhu <i>soft</i>	như <i>like</i>	nhô <i>protrude</i>	nhơ <i>dirty</i>
tú <i>handsome</i>	tú <i>idea</i>	tố <i>denounce</i>	tớ <i>servant</i>
cù-lao <i>island</i>	cử <i>stake</i>	cồ <i>big</i>	cờ <i>flag</i>
9. <u>ơ</u>	10. <u>â</u>	11. <u>ã</u>	12. <u>a</u>
con <i>outburst</i>	cân <i>to weigh</i>	căn <i>apartment</i>	can <i>to intervene</i>
trón <i>elan</i>	trấn <i>market town</i>	trắng <i>white</i>	trán <i>forehead</i>
vờn <i>to leap</i>	vần <i>rhyme</i>	vằn <i>striped</i>	vàng <i>yellow</i>
sởn <i>to rise</i>	thần-thơ <i>haggard</i>	chẳng <i>not to be</i>	cản <i>to hinder</i>
13. <u>ia</u>	14. <u>ưa</u>	15. <u>ua</u>	
chia	chưa	chưa	

LESSON XVI

<i>divide</i>	<i>not yet</i>	<i>sour</i>
hiển <i>to offer</i>	hướng <i>direction</i>	huống <i>situation</i>
tiền <i>money</i>	tường <i>to know</i>	tuồng <i>play</i>
miệng <i>mouth</i>	mượn <i>to borrow</i>	muộn <i>late</i>

3. Choral and individual repetition of the following verses:

Trăm năm trong cõi người ta,
Chữ “tài” chữ “mệnh” ghét nhau.
Nguyễn Du

*In the hundred years of human life,
The words “talent” and “fate” hate each other.*

Thương nhau xin nhớ lời nhau,
Năm chầy cũng chẳng đi đâu mà chầy,
Chén đưa nhớ bữa hôm nay,
Chén mừng xin đợi đêm rày năm sau.
Nguyễn Du (1765-1826)

*In love with each other, let us remember our promises,
Even though the years drag by, let us not drag in our activities
through life.*

*Let us remember today's farewells,
As for future salutations, let us wait until this night next year.*

Đã mang lấy nghiệp vào thân,
Cũng đừng trách lẫn trời gần hay xa;
Thiện căn ở tại lòng ta,
Chữ “tam” kia mới bằng ba chữ “tài”.
Nguyễn Du

*Once your Karma is given,
Do not complain about the distance to the heavens;
Goodness is in the heart,
By goodness you can overcome the Karma.*

VIETNAMESE PRONUNCIATION

Dưới dòng nước chảy trong veo,
 Bên cầu tơ-liễu bóng chiều thướt-tha.
 Nguyễn Du

*In the stream, the limpid water glides away,
 On the other side of the bridge, the willows
 are gracefully silhouetted against the sunset.*

II. REVIEW OF SOUTHERN VIETNAMESE VOWELS AND FINAL CONSONANTS

Following is a chart of vowel and final consonant combinations in southern Vietnamese. Drill by choral and individual repetition of the words in columns:

VOWELS	FINAL CONSONANT SOUNDS ¹					
	Free	-p	-t	-k ²	-m	-n
i	nghi	nghiệp ³	ngịch	ngạt	nghiêm ³	nhìn
ê	nghe	nếp	nết		nêm	nhện
e	sẽ	ghép		két	em	
â		lập		chật	chậm	
ă			ngạch	nhật	trăm	
a	ngã	Pháp		nhát	tạm	
ư	như	cướp ³		Đức	bướm ³	
u	ngủ	túp		cúc	hùm	
ơ	tơ	chớp		nhốt	cơm	
ô	trở	hộp		nhốt	tôm	
o	họ	mọp		ngọt	nhóm	
iə	nghĩa			thiết		
uə	ngừa			ngượng		
ue	chùa			thuốc		
ău				học		

-
- 1 There is no one-to-one correlation between spelling and pronunciation of these words. No one dialect has all the combinations represented by the spelling.
 - 2 Remember that rounded vowels in these columns are followed by consonants with double closure. (Lesson IX)
 - 3 In slow speech this can become a diphthong.

LESSON XVI

VOWELS	FINAL CONSONANT SOUNDS		
	ng ²	-y	-w
i			nhiều
ê			ngheù
e	chen		trèo
â	chấn	trầy	trâu
a	trắng		
a	mạng	hai	cao
ư	nhưng	người	ưu
u	đúng	lu	
ơ	hờn	tối	
ô	bốn	tối	
o	tròn	hỏi	
iə	nhiên		
uə	tưởng		
uə	nguồn		
ău	trong		

III. NORTHERN VIETNAMESE VOWELS AND FINAL CONSONANTS

Following is the chart of vowel and final consonant combinations in northern Vietnamese. Drill by choral and individual repetition of the words:

VOWELS	FINAL CONSONANT SOUNDS					
	Free	-p	-t	-ch	-k	-m
i	nghi	dịp	thịt	bích		tím
ê	nghe	nếp	nét	lệch		nêm
e	sẽ	ghép	ghét		eng-éc	em
â		lập	chật		xắc	chậm
ă		cấp	nhặt	ngạch	sắc	trăm
a	ngã	Pháp	nhát		khác	tạm
ư	như		đứt		sức	
u	ngủ	túp	hút		lúc	hùm
ơ	tơ	chớp	nhót			cơm
ô	trở	hộp	một			hôm
o	họ	mọp	ngọt			bom
iə	nghiã	nghiệp	thiết		chiếc	nghiêm
uə	ngừa	ướp	ướt		nước	lườm
uə	chùa		chuột		buộc	buồm

VIETNAMESE PRONUNCIATION

ầu âu						đọc đọc
VOWELS	FINAL CONSONANT SOUNDS					
	-n	-nh	-ng	-y	-w	
i	nhìn	thịnh				hiu
ê	nhện	ngênh				rêu
e	chen		eng-éc			treò
â	chấn		vâng	trầy		trâu
ã	ăn	thành	trắng	tay		sáu
a	bạn		làng	hai		cao
ư			nhưng	người		muu
u	bùn		đúng	mùi		
ơ	sơn			tối		
ô	đồn			tối		
o	ngon			tỏi		
iə	nghiên		tiếng			nhiều
ưə	vườn		đường	người		
uə	buồn		buồng	tuổi		
ầu			cộng			
âu			cộng			

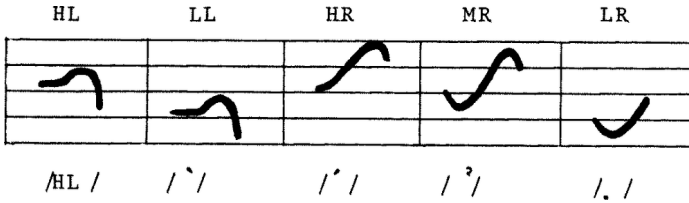
IV. COMMAND/EXCLAMATION INTONATION PATTERN

The command/exclamation intonation pattern is characterized by a sustained intensity and a rise-fall in the last stressed syllable of the sentence. The phonetic features of the tones of the last stressed syllable in the sentence are as follows:

- a. Level tones start out level, rise sharply, and then fall at the end of the word.
- b. Rising tones rise much higher than normal and often drop slightly at the end.

The tone of the last stressed syllable in the command/exclamation pattern can be represented graphically as follows:

LESSON XVI

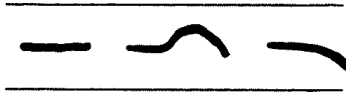


When the last strong stress is on the last syllable of the pause group, it can be represented as follows:



Ra sân chơi!
*Go out to the yard and
 play!*

When the last strong stress is not on the last syllable of the pause group, it can be represented as follows:



Ra sân nghe!
*Go out to the yard, you
 hear!*

Listen to the different intonation patterns in these two pairs of sentences. The statements are pronounced with a regular falling intonation contour, and the commands or exclamations are pronounced with a rise-and-fall intonation contour.

a. Tôi không đi qua sông.
I am not going across the river.

Tôi không đi đâu đâu!
I am not going anywhere.

b. Cô Ba mua hai chai.
Miss Ba bought two bottles.

Đi ra sân chơi đi!

VIETNAMESE PRONUNCIATION

Go out in the yard to play!

Choral and individual repetition of the following commands and exclamations:

1. Pattern: All high-level tones

Đi mau đi!	<i>Go fast!</i>
Ra sân chơi đi!	<i>Go play in the yard!</i>
Tôi không đi đâu đâu!	<i>I'm not going anywhere!</i>
Anh đi mau cho tôi nghe!	<i>Drive fast for me!</i>

2. Pattern: All low-level tones

Đừng buồn mà!	<i>Don't be sad, I said!</i>
Đừng làm phiền mà!	<i>Don't disturb me, I said.</i>
Bà này về thường mà!	<i>This lady came back often, I said!</i>

3. Pattern: All high-rising tones

Nó ốm quá!	<i>He surely is thin!</i>
Cái đó mắc lắm!	<i>That one is very expensive!</i>
Chú đó thấy khó quá!	<i>That uncle looks so difficult!</i>
Lắm lúc thấy khó nói quá!	<i>At times it is so difficult to say anything!</i>

4. Pattern: All mid-rising tones

Cổ hỏi nữa!	<i>She asked again!</i>
Mỗi chỗ mỗi hỏi!	<i>You ask everywhere about everything!</i>
Bả hỏi nghĩ cũng phải!	<i>That she asked was understandable!</i>

5. Pattern: All low-rising tones

Họ sợ thật!	<i>They were really scared!</i>
Họ bận việc thật!	<i>They were really busy!</i>

6. Mixed Tone Patterns

Tôi đâu có mua cái gì đâu!	<i>I didn't buy anything at all!</i>
Mưa rồi, còn gì nữa!	<i>It's raining already, we can't do anything!</i>

LESSON XVI

Ông ấy thấy nóng tánh *That man is really hot tempered!*
 quá!

V. POLITE IMPERATIVE INTONATION PATTERN

The polite imperative intonation pattern is characterized by a gradual decrease in the overall intensity of the utterance and a slight rise-and-fall in the last stressed syllable in the pause group. The phonetic characteristics of the last stressed tone are:

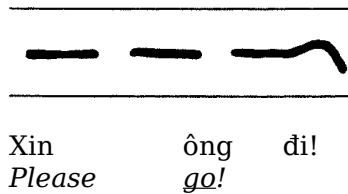
a. Level tones start out level, rise slightly, then fall at the end of the word. In some contexts the slight rise may not occur.

b. Rising tones rise higher than normal but not as high as in the command/exclamation intonation pattern.

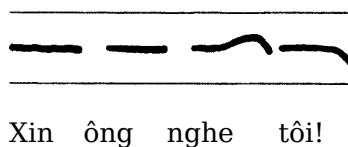
A graphic representation of the tone on the stressed syllable of the polite imperative intonation pattern is as follows:



When the last strong stress is on the last syllable of the pause group, it can be represented as follows:



When the last strong stress is not on the last syllable of the pause group, it can be represented as follows:



VIETNAMESE PRONUNCIATION

Please listen to me!

Listen to the different intonation patterns in these two pairs of sentences. The statements are pronounced with regular falling intonation contour, and the polite imperatives are pronounced with a rise-and-fall intonation contour and a gradual decrease in intensity.

- | | |
|------------------------|-------------------------------|
| a. Ông Ba đem lên. | <i>Mr. Ba brought it up.</i> |
| Xin ông đem lên. | <i>Please bring it up.</i> |
| b. Người này dùng trà. | <i>This person drank tea.</i> |
| Mời bà dùng trà. | <i>Please have some tea.</i> |

Choral and individual repetition of the following polite requests:

1. Pattern: All high-level tones

- | | |
|-------------------------------|-------------------------------------|
| Xin ông theo tôi. | <i>Please follow me.</i> |
| Xin ông cho tôi đi. | <i>Please let me go.</i> |
| Xin ông đem cho tôi hai chai. | <i>Please bring me two bottles.</i> |

2. Pattern: All low-level tones

- | | |
|--------------------------|---|
| Mời bà về. | <i>Please (feel free to) go home.</i> |
| Mời bà dùng trà. | <i>Please have some tea.</i> |
| Nhờ thầy bàn giúp. | <i>Please discuss (it) for us, teacher.</i> |
| Nhờ bà làm giúp trò này. | <i>Please do (it) for this student.</i> |

3. Pattern: High-level and high-rising tones

- | | |
|---------------------------|---|
| Xin ông đến. | <i>Please come.</i> |
| Xin ông đến sớm. | <i>Please come early.</i> |
| Xin cô cứ nói trước. | <i>Please go ahead and speak first.</i> |
| Xin cô đến giúp chúng nó. | <i>Please go up and help them.</i> |

4. Pattern: Low-level and mid-rising tones

- | | |
|--------------------------|---|
| Nhờ bà hỏi nữa. | <i>Please ask again.</i> |
| Nhờ bà bỏ nửa muỗng nữa. | <i>Please put in another half a spoonful.</i> |
| Mời bà nghỉ ở trển. | <i>Please rest up here.</i> |

5. Pattern: High-level and low-rising tones

LESSON XVI

Xin ông định hộ. *Please give an approximation.*
Xin ông chạy thật lẹ. *Please drive very fast.*
Xin ông đem lại một hộp bột gạo. *Please bring a can of rice flour.*
Xin ông đi lại chợ tại quận. *Please go to the market in the district.*

6. Mixed tone patterns

Xin ông cứ đi. *Please go ahead.*
Anh làm ơn hỏi giùm tôi. *Please ask for me.*
Cô làm ơn đánh máy thư này giùm tôi. *Please type this letter for me.*
Mời ông bà đến nhà chúng tôi cho biết. *We invite you to our house so you will know (where it is).*

VI. CONVERSATION FOR PRACTICE

- A. Xin lỗi ông, ông đến Việt-Nam hồi nào?
Excuse me, when did you arrive in Vietnam?
- B. Dạ, tôi đến Việt-Nam sáu tháng rồi.
I arrived in Vietnam six months ago.
- A. Quê-quán ông ở tiểu-bang nào?
Which is your home state?
- B. Dạ, quê-quán tôi ở tiểu-bang Нью-Уорк.
My home state is New York.
- A. Tiểu-bang Нью-Уорк có lớn không ông?
Is New York state big?
- B. Dạ, lớn lắm và dân số cũng đông, chừng tám triệu người.
Yes, it is and its population is also large--about eight million people.
- A. Khí-hậu ở Нью-Уорк như thế nào ông?
What is the climate like in New York?
- B. Dạ ở Нью-Уорк có bốn mùa. Mùa hè thì nóng và mùa đông thì lạnh lắm. Mùa xuân và mùa thu thì mát.

VIETNAMESE PRONUNCIATION

In New York, there are four seasons. Summer is hot and winter is very cold. Spring and autumn are cool.

A. Chắc có lẽ ở Việt-Nam ông thấy nóng lắm.

You probably find it very hot in Vietnam.

B. Dạ tôi thích ở xứ nóng hơn vì tôi thích những môn thể-thao ở ngoài trời.

I prefer hot countries because I like outdoor sports.

LESSON XVII

Review

- I. Spelling of Northern and Southern Vietnamese
 - II. Sustained Intonation Contour
 - III. Stress in Vietnamese
 - IV. Pause Groups and Syntactic Stress
 - V. Conversation for Practice
-

REVIEW

1. Review the previous conversation (Lesson XVI, item VI, pp. 270-271).

2. Review the polite imperative intonation pattern by choral and individual repetition of the following commands and exclamations. Use a rise-and-fall intonation and gradually decrease the overall intensity of the utterance.

Xin ông cứ đi.
Please go ahead and go.

Xin mời ông dùng trà.
Please have some tea.

Xin ông chỉ giùm tôi đường đi lại nhà giầy thép.
Please show me the way to the post office.

Nhờ anh mua giùm tôi hai cuốn sách này.
Please buy these two books for me.

Cô làm ơn đánh máy giùm tôi thư này.
Please type this letter for me.

VIETNAMESE PRONUNCIATION

I. SPELLING OF NORTHERN AND SOUTHERN VIETNAMESE

Though northern and southern Vietnamese differ slightly in pronunciation, words are spelled the same in both dialects. In Lessons X and XVI, sound and tone correspondences between the two dialects were presented. In this lesson, the spelling and pronunciation of the two dialects are presented.

In the following tables the standard spelling of Vietnamese and the standard northern pronunciation are given. In cases where the two dialects differ, the southern pronunciation is given as well.

1. INITIAL CONSONANTS AND SEMI-VOWELS

<u>Spelling</u>	<u>Pronunciation</u>		<u>Examples</u>
	Northern	Southern	
b-	b-	ba	<i>three</i>
t-	t-	ta	<i>we</i>
th-	th-	tha	<i>forgive</i>
đ-	đ-	đa	<i>banyan</i>
tr-	ch-	tr- tra	<i>interrogate</i>
ch-	ch	ch-1 cha	<i>father</i>
k- (before i, y, ê, e)	k-	ký	<i>to sign</i>
c-(elsewhere)	k-	ca	<i>to sing</i>
ph-	ph-	pha	<i>to mix</i>
v-	v-	v-2 va	<i>to hit</i>
x-	x-	xa	<i>far</i>
s-	x-	s- sa	<i>to fall</i>
kh-	kh-	khá	<i>pretty good</i>
gh- (before i, ê, e)	g-	ghe	<i>boat</i>
g-(elsewhere)	g-	ga	<i>railroad station</i>
h-	h-	hai	<i>two</i>
l-	l-	la	<i>scream</i>
m-	m-	ma	<i>ghost</i>
n-	n-	no	<i>full</i>
nh-	nh-	nha	<i>office</i>
nggh- (before i, ê, e)	ng-	nghe	<i>to hear</i>
ng- (elsewhere)	ng-	nga	<i>swan</i>

-
- 1 The southern ch is less affricated than in the northern dialect.
 - 2 V is pronounced vy-, similar to English view.

LESSON XVII

r-	z-	r-	ra	<i>go out</i>
d-	z-	y-	da	<i>skin</i>
gi-	z-	y-	gia	<i>household</i>
u- (before â, ê, y)	w ³		uy	<i>authority</i>
o- (before a, ă, e)	w-		oa	<i>hole</i>
chu- (before â, ê, y)	chw-		chuy	<i>to pluck</i>
cho- (before a, ă, e)	chw-		choán	<i>to take up</i>
du- (before â, ê, y)	zw-	yw-	duy	<i>only</i>
do- (before a)	zw-	yw-	doanh	<i>abundant</i>
đo- (before a)	đw-		đoán	<i>guess</i>
go- (before a)	gw-		goá	<i>widowed</i>
hu- (before â, ê, y)	hw-	w-	huy	<i>to stir</i>
ho- (before a, ă, e)	hw-	w-	hoa	<i>flower</i>
khu- (before â, ê, y)	khw-		khuyên	<i>to advise</i>
kho- (before a, ă, e)	khw-		khoá	<i>to lock</i>
lu- (before â, y)	lw-		luật	<i>law</i>
lo- (before a, ă, e)	lw-		loạt	<i>series</i>
no- (before a)	nw-		noạ	<i>lazy</i>
ngu- (before ê, y)	ngw-		nguy	<i>dangerous</i>
ngo- (before a, ă, e)	ngw-		ngoan	<i>good</i>
nhu- (before â, ê, y)	nhw-		nhụy	<i>stem</i>
nho- (before a, e)	nhw-		nhoài	<i>exhausted</i>
qu-	kw-		qua	<i>to cross</i>
su- (before â, y)	xw-	sw-	suy	<i>ponder</i>
so- (before a)	xw-	sw-	soạn	<i>arrange</i>
tu- (before â, ê, y)	tw-		tuần	<i>week</i>
to- (before a, e)	tw-		toàn	<i>entire</i>
thu- (before â, ê, y)	thw-		thuê	<i>to rent</i>
tho- (before a, ă)	thw-		thoát	<i>to escape</i>
tru- (before â, y)	chw-	trw-	truy	<i>to quiz</i>
xu- (before â, ê, y)	xw-		xuất	<i>to exit</i>
xo- (before a, ă, e)	xw-		xoè	<i>to stretch</i>

2. VOWELS AND FINAL CONSONANTS

Two charts in Lesson XVI showed combinations of vowels and final consonants in northern and southern Vietnamese. These combinations are listed again here in a different dimension:

-
- 3 Take note that in all instances when the semivowel w is followed by â, that â is pronounced ɤ in southern Vietnamese.

VIETNAMESE PRONUNCIATION

<u>Spelling</u>	<u>Pronunciation</u>			<u>Examples</u>
	Northern	Southern		
-i	-i		bị	<i>undergo</i>
-y	-i		ty	<i>office</i>
-ip	-ip		kip	<i>in time</i>
-ich	-ik	-it	thích	<i>to like</i>
-ych	-ik	-it	huých	<i>to push</i>
-it	-it ⁴		nít	<i>children</i>
-yt	-it		huýt	<i>to whistle</i>
-im	-im		tim	<i>heart</i>
-in	-in		tin	<i>to believe</i>
-inh	-inh	-in	tin	<i>fine</i>
-ynh	-inh	-in	huỳnh	<i>yellow</i>
-iu	-iu		chịu	<i>to accept</i>
-yu	-iu		khủy	<i>elbow</i>
-ia	-i		chia	<i>to divide</i>
-ya	-i		khuya	<i>late</i>
-iêp	-iəp	-ip	tiếp	<i>to continue</i>
-iêc	-iək		việc	<i>work</i>
-iêt	-iət	-iək	Việt	<i>Viet</i>
-yêť	-iət	-iək	tuyết	<i>snow</i>
-iêm	-iəm	-im	kiếm	<i>to search</i>
-yêm	-iəm	-im	yếm	<i>disgusted</i>
-iên	-iən	-iəng	liên	<i>continuous</i>
-yên	-iən	-iəng	tuyên	<i>to declare</i>
-iêng	-iəng		tiếng	<i>language</i>
-yêng	-iəng		yêng	<i>blackbird</i>
-iêu	-iəu	-iu	nhiều	<i>many</i>
-yêu	-iəu	-iu	yếu	<i>weak</i>
-ê	-ê		trễ	<i>late</i>
-êu	-êu		kêu	<i>to call</i>
-êp	-êp		nếp	<i>glutinous rice</i>
-êť	-êť		chết	<i>to die</i>
-êch	-êk	-êť	lệch	<i>unequal</i>
-êm	-êm		đêm	<i>night</i>
-ên	-ên		lên	<i>to go up</i>
-ênh	-ênh	-ên	mệnh	<i>fate</i>
-e	-e		nghe	<i>to hear</i>
-eo	-ew		nghèo	<i>poor</i>

4 In southern Vietnamese, the i sound is lower and more centralized than in northern Vietnamese when it is followed by a dental consonant.

LESSON XVII

-ep	-ep		hẹp	<i>narrow</i>
-et	-et	-ek	nét	<i>feature</i>
-ec	-ek		eng-éc	<i>to squeal</i>
-em	-em		đem	<i>to bring</i>
-en	-en	-eng	chén	<i>bowl</i>
-eng	-eng		leng-keng	<i>ding-dong</i>
-âu	-âu		trâu	<i>buffalo</i>
-ập	-ập		tập	<i>to exercise</i>
-ât	-ât	-âk	tất	<i>all</i>
-âc	-âk		xấc	<i>impolite</i>
-âm	-âm		tâm	<i>heart</i>
-ân	-ân	-âng	thân	<i>body</i>
-âng	-âng		vâng	<i>yes</i>
-ây	-ây		thầy	<i>teacher</i>
-ấp	-ấp	-âp	sấp	<i>about to</i>
-ăt	-ăt	-âk	bắt	<i>to catch</i>
-ăc	-ăk	-ăk	chắc	<i>probably</i>
-ach	-ăych	-ăt	tách	<i>cup</i>
-ăm	-ăm		trăm	<i>hundred</i>
-ăn	-ăn	-ăng	bắn	<i>to shoot at</i>
-ăng	-ăng		trăng	<i>moon</i>
-anh	-ănh	-ăn	anh	<i>elder brother</i>
-a	-a		ra	<i>go out</i>
-ai	-ai		hai	<i>two</i>
-ay	-ăy	-ai	cay	<i>hot (pepper)</i>
-ao	-aw		cao	<i>high</i>
-au	-ăw	-au	cau	<i>areca</i>
-ap	-ap		đạp	<i>to step on</i>
-at	-at	-ak	hát	<i>to sing</i>
-ac	-ak		bạc	<i>silver</i>
-am	-am		cam	<i>orange</i>
-an	-an	-ang	an	<i>peace</i>
-ang	-ang		trang	<i>to decorate</i>
-ư	-ư		thứ	<i>kind</i>
-uru	-urw		cứu	<i>to save</i>
-rou	-iəw	-urw	rượu	<i>wine</i>
-uri	-uy		ngửi	<i>to smell</i>
-roi	-rəy	-uy	dưới	<i>under</i>
-urt	-ut	-uk	đứt	<i>to be cut</i>
-uc	-uk		chức	<i>function</i>
-ura	-ư		trưa	<i>noon</i>
-urop	-urəp	-up	cướp	<i>rob</i>
-uroc	-urək		được	<i>able to</i>

VIETNAMESE PRONUNCIATION

-uot	-uət	-uək	vượt	<i>to exceed</i>
-un	-un		chun	<i>leg</i>
-ung	-ung		chùng	<i>about</i>
-trong	-uəng		phương	<i>horizon</i>
-ron	-uən	-uəng	vườn	<i>garden</i>
-rom	-uəm	-um	bướm	<i>butterfly</i>
-ơ	-ơ		chợ	<i>market</i>
-oi	-oi		tối	<i>arrive</i>
-op	-op		hợp	<i>to unite</i>
-ot	-ot	-ok	hốt	<i>to cut</i>
-om	-om		rơm	<i>straw</i>
-on	-on	-ong	hơn	<i>more</i>
-u	-u		thu	<i>autumn</i>
-ui	-uy		túi	<i>pocket</i>
-ua	-u		mua	<i>to buy</i>
-uôi	-uəy	-uy	muối	<i>salt</i>
-up	-up		chụp	<i>pounce on</i>
-ut	-ut	-uk ^p	chút	<i>little bit</i>
-uc	-uk ^p		chúc	<i>to wish</i>
-um	-um		dụm	<i>put together</i>
-ung	-ung ^m		dùng	<i>to use</i>
-un	-un	-ung ^m	bùn	<i>mud</i>
-uôt	-uət	-uək	chuột	<i>rat</i>
-uôm	-uəm	-um	nhuộm	<i>to dye</i>
-uộc	-uək		luộc	<i>to boil</i>
-uôn	-uən	-uəng	vuôn	<i>square</i>
-uông	-uəng		chuông	<i>bell</i>
-ô	-ô		cô	<i>Miss</i>
-ôi	-ôy		tôi	<i>I</i>
-ôp	-ôp		hộp	<i>can, box</i>
-ôt	-ôt	-ôk ^p	một	<i>one</i>
-ôc	-âu ^k ^p	-ăuk ^p	độc	<i>poisonous</i>
-ôm	-ôm		tôm	<i>shrimp</i>
-ôn	-ôn	-ông	vốn	<i>capital</i>
-ông	-âu ^{ng} ^m	-ăung ^m	ông	<i>grandfather</i>
-o	-o		nhỏ	<i>small</i>
-oi	-oy		hỏi	<i>to ask</i>
-op	-op		hợp	<i>to convene</i>
-om	-om		tóm lại	<i>in conclusion</i>
-ot	-ot	-ok	ngọt	<i>sweet</i>
-on	-on	-ong	ngon	<i>tasty</i>

LESSON XVII

-oc	-ăuk ^p	học	<i>to study</i>
-ong	-ăung ^m	trong	<i>inside</i>

3. TONES

<u>Mark</u>	<u>Pronunciation</u>		<u>Examples</u>
	Northern	Southern	
unmarked	high-level		ma <i>ghost</i>
'	high-rising		má <i>mother</i>
`	low-level		mà <i>but</i>
ˊ	mid-rising		mả <i>tomb</i>
~	glottalized high-rising	mid-rising	mã <i>horse</i>
.	glottalized low-level	low-rising	mạ <i>rice seedling</i>

II. SUSTAINED INTONATION CONTOUR

The sustained intonation contour serves to set apart and emphasize phrases, primarily introductory phrases, within long sentences. It is characterized by a sustained intensity throughout all the syllables and by a sustained pitch level for all the tones in the pause group; i.e., the absolute intensity of each of the syllables remains the same, and the absolute pitch of the tones remains the same within the pause group, except for the tone of the last syllable of the phrase, which has a slight rise at the end.

The phonetic characteristics of the last tone in the group are as follows:

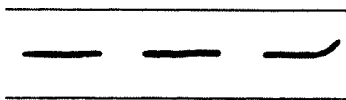
- a. Level tones start level and tend to rise at the end.
- b. Rising tones tend to rise higher than normal.

The last tones of the sustained intonation contour can be graphically represented as follows:



VIETNAMESE PRONUNCIATION

The sustained intonation contour as a whole can be graphically represented as follows:



Hai hôm nay, trò này rất bận.
The past two days, this student has been very busy.

Listen to the different intonation contours in these sentences. First a short statement is given, which is pronounced with a falling contour. Then this statement is put as an introduction clause into a longer sentence. Notice how its intonation changes, particularly in intensity and in the rise of the last tone.

a. Tôi đi.
I'm going.

Tôi đi, nhưng tôi sẽ trở lại ngay.
I'm going, but I'll be right back.

b. Tâm mua xe.
Tam bought acar.

Tâm mua xe, nhưng không lái được.
Tam bought acar, but he couldn't drive it.

Choral and individual repetition of the following sentences:

1. Pattern: High-level tones

Hôm nay, họ sẽ lên đường.
Today, they will be on the road.

Hai hôm nay, trời mưa luôn.
For the last two days, it has rained constantly.

Năm mươi năm nay, chúng tôi không có điện.
For the last fifty years, we haven't had electricity.

Hai ông kia, tôi chưa gặp lần nào hết.
I have never met those two gentlemen.

LESSON XVII

2. Pattern: Low-level tones

Thường ngày, ông ấy đi làm rất sớm.
Usually, he goes to work very early.

Mười giờ rồi, chúng ta nên đi ngay.
It's ten o'clock already, we should go right away.

Nhiều người về nhà, nên xe rất chật.
Many people went home; consequently, the buses were very crowded.

Nhà này gần nhiều trường, nên trẻ con đi học rất tiện.
This house is near many schools, so it is very convenient for children going to school.

3. Pattern: High-rising tones

Trước hết, chúng tôi xin giới-thiệu cô Ngọc.
First of all, we would like to introduce Miss Ngọc.

Mấy cái đó, tôi không thích lắm.
I didn't like those very much.

Thái đến rất sớm, nên có thì-giờ đọc báo.
Thai arrived very early, so he had time to read the newspaper.

Chúng nó đến trước nhất, thành ra chúng nó được học lớp A.
They came first, that was why they got to be in class A.

4. Pattern: Mid-rising tones

Mỗi bữa, bác-sĩ đều có đến thăm bệnh-nhân.
Everyday, the doctor came to see the patients.

Những chỗ cũ, cô ấy không thích đi lại nữa.
She doesn't like to go to the old places anymore.

Hải phải đổi chỗ, nhưng anh không thích.
Hai has to move, but he doesn't like it.

Cảnh hỏi Thủy nữa, nhưng Thủy không trả lời.
Canh asked Thuy again, but Thuy didn't answer.

5. Pattern: Low-rising tones

Chậm chậm, ở đây có nhiều trẻ con.
Go slowly, there are many children here.

Mọi sự việc, chúng tôi đều nhờ ông cả.
We have relied upon you for everything.

Họ bị buộc tội, nhưng họ vô tội.
They are accused, but they are innocent.

III. STRESS IN VIETNAMESE⁵

Vietnamese syllables can be stressed or unstressed. Stressed syllables are pronounced longer and with more intensity than unstressed syllables. The stressed high-level tone has a higher

- 5 FOR PRACTICAL PURPOSES, THIS MANUAL ASSUMES TWO DEGREES OF STRESS IN VIETNAMESE. THE STRONG STRESS CAN BECOME A SYNTACTIC STRESS (SEE PAUSE GROUPS AND SYNTACTIC STRESS, IN THIS CHAPTER). DR. THOMPSON STATES THAT THERE ARE FOUR DEGREES OF STRESS IN VIETNAMESE, NAMELY EMPHATIC, HEAVY, MEDIUM, AND WEAK (CF. LAURENCE C. THOMPSON, "SAIGON PHONEMICS", *LANGUAGE* 35. 454-76, 1959, AND *A VIETNAMESE GRAMMAR*, UNIVERSITY OF WASHINGTON PRESS, PP. 106-7, 1965). IN HER PH.D. THESIS, *SOUTH VIETNAMESE STRESS, TONES AND INTONATION*, AUSTRALIAN NATIONAL UNIVERSITY, MISS AURÉLIE TRẦN ALSO DELINEATES FOUR DEGREES OF STRESS IN VIETNAMESE, NAMELY, EMPHATIC, STRONG, WEAK, AND EXTRA WEAK.

THE PLACEMENT OF THE WEAK AND STRONG STRESSES IN PAUSE GROUPS IN VIETNAMESE CONSTITUTES THE BASIC RHYTHM PATTERN IN THE LANGUAGE. THE PATTERN HAS THE FOLLOWING CHARACTERISTICS:

1. IT IS A RETROGRADE PATTERN; I.E., THE STARTING POINT OF THE PATTERN IS THE LAST STRESSED SYLLABLE OF THE PAUSE GROUP.
2. IT IS DETERMINED BY THE SYNTACTIC FUNCTION OF THE SYLLABLES IN THE PAUSE GROUP; I.E., SYLLABLES THAT ARE NOUNS, VERBS, ADVERBS, AND ADJECTIVES CAN BE STRESSED, WHILE REDUPLICATIVE SYLLABLES, SYLLABLES THAT ARE PREPOSITIONS AND PARTICLES CANNOT BE STRESSED.
3. IT DISPLAYS AN ALTERNATIVE OCCURRENCE OF WEAK AND STRONG STRESSES.

THERE ARE, THEREFORE, TWO POSSIBLE RHYTHM PATTERNS:

A. RHYTHM PATTERN STARTING WITH WEAK STRESS:

....W S W S W

B. RHYTHM PATTERN STARTING WITH STRONG STRESS:

....S W S W S

VIETNAMESE PRONUNCIATION

absolute pitch than the unstressed. The stressed low-level tone has a lower absolute pitch than the unstressed. The rising tones rise higher and longer than their unstressed counterparts.

Practice by choral and individual pronunciation of the following sentences. Make clear differences between the stressed (marked with an s) and the unstressed syllables.

1. Pattern: High-level tones

Cô ^s Ba mua ^s xe.	<i>Miss Ba bought a car.</i>
Tôi ^s lên thăm ^s cô.	<i>I come to visit you.</i>
Hai ^s đem ghe ^s lên.	<i>Hai brought the boat up.</i>

2. Pattern: Low-level tones

Bình ^s về nhà ^s Thành.	<i>Binh went back to Thanh's house.</i>
Bà ^s về mười ^s ngày.	<i>She came back for ten days.</i>
Trò ^s làm thầy ^s buồn.	<i>The students made the teacher sad.</i>

3. Pattern: High-rising tones

Chú ^s Tám đến ^s sớm.	<i>Uncle Tam arrived early.</i>
Chú ^s Sáu bán ^s cá.	<i>Uncle Sau sells fish.</i>
Chúng ^s nó nhớ ^s má.	<i>They miss their mother.</i>

4. Pattern: Mid-rising tones

^s Cảnh phải ^s ngủ.	<i>Canh had to rest.</i>
Thủy ^s hỏi mỗi ^s chỗ.	<i>Thuy asked at each place.</i>
Đánh ^s phải đổi ^s chỗ.	<i>Danh had to change places.</i>

5. Pattern: Low-rising tones

Họ ^s được trọng- ^s dụng.	<i>They were used at important functions.</i>
Họ ^s bị buộc ^s tội.	<i>They were accused of guilt.</i>
Thọ ^s định lại ^s chợ.	<i>Tho planned to go to market.</i>

IV. PAUSE GROUPS AND SYNTACTIC STRESS

Pause groups are sequences of syllables occurring within an intonation contour and between two pauses. They vary in length between a single syllable to a dozen or more, and they are usually grammatical units. For example, clauses or long subjects are often pause groups. In rapid speech, speakers make fewer pauses, and the groups of syllables are longer; while in slow and deliberate speech, there are many short groups of syllables.

In each pause group, there is at least syntactic stress, which may take the place of the regular alternate stressed-unstressed syllables. Syntactic stress is much louder than regular alternately stressed syllables in the pause group. These syntactically stressed syllables usually convey new information in a pause group and are usually a noun, a verb, or an adjective.

Practice by choral and individual pronunciation of the following sentences with emphasis on the syntactically stressed syllables (marked with ss).

Tôi không ^{ss}biết.
I don't know.

Hôm ^{ss}kia, chúng tôi ^{ss}qua nhà ông ^{ss}Năm.
The other day, we went over to Mr. Nam's house.

Nếu muốn ^{ss}đi thì ^{ss}đi cho ^{ss}sớm.
If (we) want to go, then we have to go early.

Khi nào ông ^{ss}đến thì ông ^{ss}cho chúng tôi ^{ss}hay.
When you are coming, let us know.

^{ss}Bán thì cũng ^{ss}uổng, nhưng không ^{ss}bán thì không ^{ss}được.
It is regrettable to have to sell (it), but it is impossible not to sell it.

Ông ấy nói tiếng ^{ss}Việt không ^{ss}mau, ^{ss}phải không?
He does not speak Vietnamese fast, does he?

Xin ông ^{ss}đem lại cho tôi một ^{ss}chai la-ve có ^{ss}bỏ nước ^{ss}đá.
Please bring me a bottle of beer with ice.

V. CONVERSATION FOR PRACTICE

- A. Chào ông Quận-Trưởng, tôi xin hỏi ông về vấn-đề giáo-dục tại quận này.
Mr. District Chief, I would like to ask you about the education situation in this district.
- B. Dạ xin ông cứ hỏi, tôi sẽ hân-hạnh trả lời ông.
Please go ahead, I'll be happy to answer you.
- A. Dạ quận này có mấy trường trung-học và mấy trường tiểu-học?
How many high schools and elementary schools do you have in this district?
- B. Dạ, chúng tôi có một trường trung-học và sáu trường tiểu-học.
We have one high school and six elementary schools.
- A. Dạ, trường trung-học có bao nhiêu lớp và tất cả có bao nhiêu lớp học ở tiểu-học?
How many classrooms are there in the high school, and how many are there altogether in the elementary schools?
- B. Trường trung-học có hai mươi bốn lớp học, và tất-cả có hai trăm mười tám lớp ở bậc tiểu-học.
The high school has twenty-four classrooms, and there are two hundred eighty elementary classrooms.
- A. Thưa ông Quận-Trưởng, ông có đủ giáo-sư và giáo-viên không?
Mr. District Chief, do you have enough secondary and elementary school teachers?
- B. Chúng tôi có đủ giáo-sư trung-học nhưng thiếu chừng hai mươi giáo-viên tiểu-học
We have enough high school teachers but we lack about twenty elementary school teachers.

LESSON XVIII

Review

I. Delimiting the Sustained Intonation Contour

II. Reading Exercise: “Vấn-Đề Sáng-Tác Chữ Quốc Ngữ”,
by Phạm Quỳnh

III. Review Drills on không and chưa Question Intonation
Patterns

IV. Dictation Exercise: Spelling g vs. gh and ng vs. ngh

REVIEW

1. Review the previous conversation (Lesson XVII, item V, p. 288).

2. Choral and individual pronunciation of the following words. It should be noted that word-final letters -n and -nh after *i* and *ê* are always pronounced /n/. Likewise, word-final letters -t and -ch after *i* and *ê* are always pronounced /t/.

1. /in/

chín *cooked*
chính *correct*
kín *covered*
kính *to respect*
vịn *to lean on*
vịnh *to chant*

2. /ên/

bên *side*
bệnh *sickness*
nghênh *to welcome*
nghểnh *to stretch (one's neck)*
phên *bamboo wall*
phềnh *to swell up*

3. /it/

bịt *to cover*
bích *emerald*
thích *to like*
thịt *flesh, meat*
lịch *calendar*
lít *liter*

4. /ê-t/

phếch *very white*
phết *comma*
nhếch *to grin broadly*
Tết *New Year*
lệch *tilted*
mệt *tired*

VIETNAMESE PRONUNCIATION

3. Choral and individual pronunciation of the following words. It should be noted that after vowels other than *ì* and *ê*, the final sound is always pronounced /ng/, whether it is spelled n or ng. Likewise, the final sound is always pronounced /k/, whether it is spelled t or c.

1. /-ng/

ngan	<i>swan</i>
ngang	<i>horizontal</i>
bén	<i>sharp</i>
tấn	<i>metric ton</i>
chăn	<i>to tend (animals)</i>
chặng	<i>stage</i>
ngàn	<i>thousand</i>
đứng	<i>to stand</i>
lớn	<i>big</i>
bùn	<i>mud</i>
tiếng	<i>language</i>
vườn	<i>garden</i>
muốn	<i>to want</i>
mướn	<i>to rent</i>
thường	<i>ordinary</i>

2. /-k/

bát	<i>bowl</i>
bác	<i>uncle</i>
két	<i>parrot</i>
mật	<i>honey</i>
mắt	<i>eye</i>
mắc	<i>expensive</i>
sức	<i>force</i>
Sút	<i>chipped</i>
vớt	<i>to skim</i>
chút	<i>instant</i>
tốt	<i>good</i>
ngọt	<i>sweet</i>
tiếc	<i>to regret</i>
thước	<i>meter</i>
thuốc	<i>medicine</i>

4. Study the spelling of the semi-vowel /w/ between the initial consonant and the vowel. Do choral and individual pronunciation of the following words. Notice that the semi-vowel /w/ is spelled u before *i*, *y*, *e* and *o* before other vowels.

/w/

soạn	<i>to arrange</i>	toán	<i>group</i>
suy	<i>to reflect</i>	tuyển	<i>wise</i>
huyệt	<i>grave</i>	húyt	<i>to whistle</i>

I. DELIMITING THE SUSTAINED INTONATION CONTOUR

Each phrase group in Vietnamese can have a sustained intonation contour. In regular speech, sentences are usually uttered with less sustained intonation contours than they are in iso-

LESSON XVIII

lation when particular emphasis is given to the pause groups. However, breaking down the sentences into pause groups helps the student focus in on the contours.

1. Pronounce the sentence below in four different versions: with two sustained intonation contours (three pause groups), with one sustained intonation contour (two pause groups) at two different places in the sentence, and with no sustained intonation contour. Each tentative intonation contour is marked with a vertical bar (|).

a. Ông Lê-văn-Duyệt | là một tướng-quân | vào thế kỷ thứ mười chín.

b. Ông Lê-văn-Duyệt | là một tướng-quân | vào thế kỷ thứ mười chín.

c. Ông Lê-văn-Duyệt | là một tướng-quân | vào thế kỷ thứ mười chín.

d. Ông Lê-văn-Duyệt là một tướng-quân vào thế kỷ thứ mười chín.

Le-van-Duyet was a general who lived during the nineteenth century.

2. Go through the following sentences and mark possible pauses with a bar. Pronounce them accordingly. There should be two sustained intonation contours and a final one.

Trường Đại-Học Cần-Thơ được thành lập tại tỉnh Phong-Dinh.
The University of Can-Tho was built in Phong-Dinh Province.

Ngày mai chúng tôi sẽ đến nếu ông có ở nhà.
We will come tomorrow if you are home.

Chứng nào ông đi xin ông cho tôi biết vì tôi cần gặp ông.
When you go, please let me know because I need to see you.

Cuốn sách đó tôi đã đọc rồi, nhưng tôi muốn đọc nữa.
I have read that book, but I want to read it again.

Hôm, thứ ba thầy giáo không đến nên học trò được nghỉ.
On Tuesday, the teacher did not come, so the students had a day off.

Nếu ông ghé lại, tôi sẽ đưa ông đi bãi biển trong những ngày nghỉ.

If you stop over, I'll take you to the beach during the holidays.

Tại Đa-Lạt có nhiều vườn thông như ở xứ lạnh.

In Dalat, there are many pine forests just like in temperate countries.

II. READING EXERCISE

Practice reading the following passage with a view to attaining normalcy in speed, rhythm, and intonation.

Vấn-Đề Sáng-Tác Chữ Quốc-Ngữ

Thuộc về vấn-đề cổ rỗi chữ quốc-ngữ, nhà sử học Maybon thuật lịch-sử của cố Alexandre de Rhodes rồi, có phán đoán như sau này:

“...Cách dịch-âm ấy là do các cố đạo Tây chế ra, điều đó đã chắc hẳn rồi, nhưng người nào là người chế ra đầu tiên thì khó mà biết được. Thiên-hạ cứ quen miệng nói là chính các cố đạo người Bồ-đào-nha đặt ra chữ quốc-ngữ có lẽ cái ý-kiến đó cũng là một điều trong vô-số điều sai-lầm mà ở Đông-Pháp thiên-hạ cứ theo nhau mà truyền đi, không xem xét cho kỹ. Vì sở-dĩ thành ra cái ý-kiến đó là bởi thấy trong lối dịch-âm của chữ quốc-ngữ có nhiều vần đọc giống như vần tiếng Bồ-đào. Nhưng phải biết rằng tiếng Bồ-đào là tiếng thông-thường chung của các người Tây giao-thiệp với người Annam từ thế-kỷ thứ 17. Không những nhà buôn các nước cùng những thông-ngôn của họ gọi là jurabas thông-dụng thứ tiếng ấy, mà các cố đạo cũng dùng, cố đạo Bồ-đào thì đã cố nhiên rồi, nhưng cả cố đạo Y-pha-nho, Ý-đại-lợi hay Pháp nữa. Như vậy thì tiếng Bồ-đào có ảnh-hưởng trong việc chế-tạc ra chữ quốc-ngữ, điều đó thật không lấy gì làm lạ ...Vậy thời nếu cứ theo ý-kiến thông-thường mà cho chữ quốc-ngữ là tự các cố Bồ-đào chế ra, thật không lấy gì làm bằng-cứ vậy. Chữ quốc-ngữ chắc là do nhiều người cùng nhau nghĩ đặt ra, chứ không phải một người Bồ-đào mà thôi. Có một điều đích hẳn, là khi nhà in ở Âu-Châu, --đây là sở in của Hội Truyền-giáo ở La-mã, do giáo-hoàng Urbain thứ XIII lập ra năm 1627 có đủ thứ chữ các nước, --mới bắt đầu đúc chữ quốc-ngữ, thì là chủ-ý để in các sách của một ông cố người Pháp...”

LESSON XVIII

Nói tóm lại thì chữ quốc-ngữ là do các cố Tây sang giảng đạo bên nước Nam đặt ra vào đầu thế-kỷ thứ 17, các cố đó người Bồ-đào có, người Ý-đại-lợi có, người Pháp có, chắc là cùng nhau nghĩ đặt, chằm-chuốc, sửa-sang trong lâu năm, chứ không phải một người nào làm ra một mình vậy. Duy đến khi in ra thành sách thì là một ông cố người nước Pháp, Alexandre de Rhodes, in một bộ tự-điển và một bộ sách giảng đạo bằng chữ quốc-ngữ trước nhất. Vậy thời hai bộ sách đó là hai quyển sách quốc-ngữ cổ nhất còn lưu-truyền đến nay.

Phạm Quỳnh

“Khảo về chữ quốc-ngữ”

(Nam-phong tạp-chí, t. XXI, số 122)

III. REVIEW DRILLS ON KHÔNG AND CHƯA QUESTION INTONATION PATTERNS

The không/chưa question intonation pattern is a rising one. It is characterized by a sustained intensity pattern and a rising contour on the last syllable, không or chưa, or the stressed syllable preceding không or chưa. In the second case, không or chưa become unstressed and are pronounced with the voice fading.

Choral and individual repetition of the following questions:

1. Pattern: /HL/ and / / /

Ông muốn đi đá banh với tôi không?

Do you want to go play soccer with me?

Mai các ông ấy có đến không?

Are they coming tomorrow?

Năm tới cô ấy có đi Pháp không?

Is she going to France next year?

Anh ấy có biết hút thuốc lá không?

Does he smoke cigarettes?

Xin bác cho biết ông ấy đến chưa?

Please tell me whether he has arrived yet.

VIETNAMESE PRONUNCIATION

Anh viết xong cuốn sách đó chưa?
Have you finished writing that book yet?

Cô ấy coi xong lá thư đó chưa?
Has she finished reading that letter yet?

Anh thấy ông ấy đến đây chưa?
Have you seen him coming yet?

2. Pattern: /HL/ and /' /

Cô Hà đi vô nhà thương không?
Miss Ha, do you want to go to the hospital?

Chào hai ông; hai ông dùng gì không?
Good morning, what do you want to eat?

Ai về Hà-Tiên bằng xe đò không?
Who wants to go back to Ha-Tien by bus?

Hai bà này đi vô nhà thờ không?
Do these two ladies want to go into the church?

Anh về Biên Hòa lần nào chưa?
Have you ever returned to Bien Hoa?

Ông tìm ra nhà bà Đoàn chưa?
Have you found Mrs. Doan's house yet?

Bà đi chùa này bao giờ chưa?
Have you ever gone to this pagoda before?

Con bà Tùng đi mua xoài chưa?
Has Mrs. Tung's son gone to buy mangos yet?

3. Pattern: /HL/ and /' /

Ông hiểu câu hỏi của bà không?
Did you understand her question?

Ông phải trả hia trăm rưởi Mỹ-kim không?
Did you have to pay 250 dollars?

Cô Hải đi mua rau cải không?

LESSON XVIII

Did Miss Hai go to buy cabbage?

Ông phải châm lửa để sưởi không?
Did you have to light a fire to keep warm?

Cô Hải đi mua hoa quả chưa?
Has Miss Hai gone to buy some fruit yet?

Anh hỏi mua tranh ông Khổng-Tử chưa?
Did you ask to buy the picture of Confucius yet?

Ông ta hỏi: “Anh đã coi con hổ chưa?”
He asked: “Have you seen the tiger yet?”

Tôi ở đây xem anh ta mua chim sẻ chưa.
I stayed here to see whether or not he would buy the sparrows.

4. Pattern: /HL/ and /./

Chị đi chợ mua hộp quẹt không?
Did you go to the market to buy matches?

Ann lại bệnh viện thăm cụ Đạo không?
Did you go to the hospital to visit Mr. Dao?

Coi bộ ông đi bệnh; ông được mạnh không?
You look ill; do you feel okay?

Không được chạy, đi chậm chậm được không?
Don't run, can you walk slowly?

Ông mượn được năm chục vạn chưa?
Could you borrow the 500,000 (piasters) yet?

Anh buộc chặt bao gạo lại chưa?
Have you tightened the rice bag yet?

Cô học Dự-bị Văn-khoa chưa?
Have you been through the freshman year at the College of Letters yet?

Ông theo học Đại-Học Quân-Sự chưa?
Have you been to the Military College yet?

5. Pattern: / ˊ / and / ˋ /

Có người nào đến tìm chú không?
Has someone come to ask for me?

Bà ấy có nhiều tiền lắm không?
Did she have much money?

Thím muốn về làng kiếm chú ấy không?
*Do you want to go back to the village to find your husband,
Aunt?*

Chín người này muốn đến ấp đó không?
Do these nine persons want to go to that hamlet?

Sáu giờ rồi, bác uống thuốc chưa?
It's 6:00 already, have you taken the medicine yet?

Cuốn sách này quý lắm, bác có chưa?
This book is very valuable, do you have a copy yet?

Sắp tối rồi, bác muốn uống gì chưa?
It's almost dark, do you want to drink something yet?

Tám giờ rồi, có người nào đến chưa?
It's eight o'clock, has anyone come yet?

6. Pattern: / ˊ / and / ˋ /

Phép tính đó có khó hiểu lắm không?
Is that mathematics rule too difficult?

Chú Hải nói tiếng Pháp giỏi không?
Does Uncle Hai speak French well?

Ở Quảng-Ngãi có bán sách báo tiếng Pháp không?
Do they sell French books and magazines in Quang-Ngai?

Cái áo đó cũ lắm; có rẻ không?
That coat is very old; is it cheap?

Chiếc xe đó tốt lắm, cháu lái thử chưa?
That car's good, have you tried to drive it yet?

LESSON XVIII

Cháu có vẻ đói lắm, cháu đã uống sữa chưa?
You seem very hungry; have you had milk yet?

Chú đã hỏi mấy quán ở đó chưa?
Have you asked at those restaurants over there yet?

Chú có vẻ yếu lắm, chú đã khỏi hẳn chưa?
You seem to be very weak; have you completely recovered yet?

7. Pattern: / < / and / /

Tháng tới Quốc-Hội có họp lại không?
Does the Assembly meet again next month?

Mẹ đến Chợ Cự bán gạo không?
Mommy, are you going to Cuu Market to sell rice?

Tối mốt, Chi lại đó uống rượu không?
Is Chi going there the day after tomorrow to drink?

Chú có mượn hộp quẹt cháu không?
Did I borrow your lighter?

Thím thối lại cháu một chục bạc chưa?
Did I give ten piasters back to you yet?

Cụ ấy bán lại bốn cái chậu chưa?
Has he sold the four vases yet?

Tiệm đó bán báo tiếng Việt; chị đến đó chưa?
That shop sells Vietnamese newspapers; have you been there yet?

Chị ấy đánh máy lẹ lắm, mẹ thấy chưa?
She types very fast, have you observed it yet?

8. Pattern: / > / and / /

Tuần rồi, bà ở nhà thường không?
Last week, did you stay home most of the time?

Bà Bảo trở về ở nhà này không?
Did Mrs. Bao return to live in this house?

VIETNAMESE PRONUNCIATION

Nhiều người hiểu bài sử này không?
Did many people understand this lesson of history?

Người này phải trả nhiều tiền không?
Does this person have to pay a lot of money?

Mười giờ rưỡi rồi, bà phải về nhà chưa?
It's 10:30 already; do you have to go home yet?

Nhiều người rời khỏi tỉnh này chưa?
Have many people left this province yet?

Bà trở về Mỹ lần nào chưa?
Have you been back to the U.S. yet?

Dứa này rẻ, bà dùng thử chưa?
This coconut is cheap; have you tasted it yet?

9. Pattern: / / and /./

Bà Đoàn là người lịch-sự; thật vậy không?
Is it true that Mrs. Doan is a very courteous person?

Nhiều người dự cuộc hòa nhạc này không?
Are many people going to attend this concert?

Chị dạy học được nhiều tiền không?
Do you earn a lot of money teaching?

Nhiều người dự cuộc thực-tập tại Trường Luật không?
Did many people come to attend the practical session at the School of Law?

Chị gặp nhiều người học luật chưa?
Did you meet many people who study law yet?

Xoài này thật ngọt, chị dùng chưa?
This mango is very sweet, have you had any yet?

Đoàn về họp tại bệnh-viện Bình-Định chưa?
Has Doan gone to attend the meeting at Binh-Dinh hospital yet?

Mười giờ rồi; chị Định học thuộc bài chưa?

LESSON XVIII

It's 10:00 already; has Dinh learned her lesson yet?

10. Pattern: / / and ./.

Chị Hải mượn được tự-điển không?
Could Hai borrow a dictionary?

Hải phạm kỷ-luật bị phạt nặng không?
Hai violated the law; was he severely punished?

Chị Bảo bị bệnh khỏi hẳn chưa?
Has Bao completely recovered from illness?

Họ đã mượn được quyển sử chưa?
Have they been able to borrow the history book yet?

11. Pattern: Mixture of tones

Những người này phải làm gì không?
Do these people have to do anything?

Thứ bảy này chúng ta đi chợ thật sớm được không?
Can we go to the market early this Saturday?

Hạ-nghị-viện đã thông qua dự-luật Thương-Mại chưa?
Has the House of Representatives approved the Commercial Bill yet?

Tôi có làm phiền ông nhiều quá không?
Am I being a big bother to you?

IV. DICTATION EXERCISE: SPELLING G VS. GH AND NG VS. NGH

The sounds /g/ and /ng/ are spelled gh and ngh before i, ê, and e. They are spelled g and ng before all the other vowels, a, â, ã, u, ơ, u, o and ô.

This dictation exercise should be given at normal speed.

1. Ghe này chở gừng về Gò-Công.
This boat carries ginger to Go-Cong.
2. Xin ông ngồi ghế này để ghi tên trong sổ.

VIETNAMESE PRONUNCIATION

Please take this seat to register your name in the book.

3. Sáng này, gần sáu giờ gà mới gáy.
This morning, it was nearly six o'clock before the rooster crowed.
4. Làn sóng hơi gợn ở gần ghềnh đá.
It was a little wavy near the rocks.
5. Xin ông đừng nghi-ngờ ông ấy.
Please do not suspect that man.
6. Ngôi chùa ấy ở ngã tư đường Nguyễn-Huệ và đường Ngô-tùng-Châu.
That temple is at the intersection of Nguyen- Hue and Ngo-tung-Chau Streets.
7. Chúng tôi nghe ông ấy nói về nghề làm ruộng.
We listened to him talking about rice farming.
8. Nga vừa đồng ý ngưng thử bom nguyên-tử.
Russia has agreed to stop nuclear explosions.
9. Cuộc thảo-luận thất-bại vì ngôn-ngữ bất-đồng.
The talks failed because they did not speak the same language.
10. Ngọn núi này cao hơn một ngàn thước.
This mountain top is over 1000 meters high.

LESSON XIX

-
- I. Reading Exercise: “Sự-tích Trầu Cau”
 - II. Poetry Reading: “Cảnh Nhàn”, by Nguyễn Bình Khiêm
 - III. Review of Content Question Intonation Pattern
 - IV. Dictation Exercise: Spelling of u and o before Vowels
-

I. READING EXERCISE

Practice reading the following passage with a view to attaining normalcy in speed, rhythm, and intonation:

SỰ-TÍCH TRẦU CAU

Đã lâu lắm rồi, có hai anh em sinh đôi giống nhau như hai giọt nước. Họ quý-mến nhau lắm. Khi người anh lấy vợ, họ vẫn tiếp-tục chung sống với nhau dưới một mái nhà. Riêng người đàn bà thì nhiều khi không phân-biệt được người nào là chồng, người nào là em chồng.

Một hôm, vào buổi tối, người em về nhà một mình vì người anh mắc nói chuyện với bạn. Người em về tới nhà, thiếu-phụ ra đón và vì tưởng lầm là chồng nên cầm tay người đàn ông. Theo phong-tục Việt-Nam, cầm tay vợ người khác cũng là một tội lỗi. Do đó, người em cảm thấy có tội nên bỏ nhà ra đi. Anh ta đi đến bờ sông thì mệt quá nên ngồi nghỉ. Đột-nhiên có một phép lạ biến anh ta thành một tảng đá vôi. Ở nhà, người anh được vợ cho biết chuyện, nên vội đi tìm em. Sáng hôm sau, anh đến bờ sông và thấy tảng đá vôi nên ngồi dựa vào đó để nghỉ. Anh cũng bị phép lạ biến thành cây cau mọc bên cạnh tảng đá. Người đàn bà ở nhà chờ đợi mãi không thấy chồng về nên cũng đi kiếm. Tới bờ sông, không đi được nữa nên chị ngồi nghỉ ở gốc cây cau và khóc. Rồi chị cũng bị biến thành cây trầu không, thân cây dài và mềm mại uốn quanh cây cau.

VIETNAMESE PRONUNCIATION

Đức Vua hồi đó đi kinh-lý qua, thấy nhóm cây và tảng đá đẹp nên tỏ vẻ ngạc-nhiên. Dân miền đó kể cho Vua nghe câu chuyện. Vua cảm-động lắm, sai người hái trái cau và lá trầu không, chộn với vôi rồi nghiền nát. Nước trầu chảy ra màu đỏ. Vua cho rằng màu đỏ là màu của sự may-mắn, hạnh-phúc và ra lệnh cho mọi người phải nhai trầu.

Ngày này ở chốn thôn quê, đàn bà vẫn còn nhai trầu. Trầu cau còn là lễ-vật chính mà nhà trai phải đem đến nhà gái trong lễ hỏi vợ, Ngoài ra, theo nhiều người thì nhai trầu cũng là một cách giữ cho răng khỏi bị sâu.

II. POETRY READING

Practice reading the following poem with a view to attaining normalcy in rhythm, speed and intonation.

CẢNH NHÀN

Một mai, một cốc, một cần câu,
Thơ-thẩn dù ai vui-thú nào.
Ta dại ta tìm nơi vắng-vẻ
Người khôn người đến chốn lao-xao.

Thu ăn măng trúc, đông ăn giá,
Xuân tắm hồ sen, hạ tắm ao.
Rượu đến gốc cây ta sẽ nhấp,
Nhìn xem phú-quí tựa chiêm-bao.

Nguyễn-Bỉnh-Khiêm
(1492-1587)

III. REVIEW OF CONTENT QUESTION INTONATION PATTERN

Content questions, like không and chưa questions, have a rising intonation pattern which is characterized by a sustained intensity pattern and a rising contour on the last stressed syllable. Practice by choral and individual pronunciation of the following:

1. Pattern: /HL/ and //

LESSON XIX

Ai đến kiếm các anh tối hôm qua?
Who came to ask for you last night?

Ai muốn mua chiếc xe máy đó?
Who wants to buy that motor-bike?

Anh muốn đi ra Nha-Trang thứ mấy?
On which day do you want to go to Nha-Trang?

Ai sắp đến đây với chúng ta?
Who is going to come here with us?

2. Pattern: /HL/ and /`/

Bao nhiêu người đi nhà thờ hôm nay?
How many people went to church today?

Ai cần về nhà thăm gia-đình trong tuần này?
Who needs to see his family this week?

Bao nhiêu người về nhà hồi trưa hôm qua?
How many people went home at noon yesterday?

Tuần này ông đi về Sài-Gòn bằng gì?
This week, how are you going to go to Saigon?

3. Pattern: /HL/ and / /

Theo ông nghĩ, ai sẽ đi hỏi cô Hải?
Who do you think will ask Miss Hai?

Ai phải đổi đi Nha-Trang?
Who has to be transferred to Nha-Trang?

Tôi phải đem hai chai sữa trả cho ai?
To whom must I return these two bottles of milk?

Mai, ai đi ra Long-Hải?
Who is going to Long-Hai tomorrow?

4. Pattern: /HL/ and /./

Ai đi chợ mua dụng-cụ được?
Who can go to the market and buy the implements?

VIETNAMESE PRONUNCIATION

Ông cho ai mượn hộp quẹt hôm qua?
To whom did you lend the lighter yesterday?

Ai bị phạt nặng như vậy?
Who had such a big fine?

5. Pattern: /' / and /` /

Chừng nào chú muốn bán hết đống sách đó?
When do you want to sell that pile of books?

Chú muốn đến Cái-Bè vào tháng nào?
In which month do you want to go to Cai-Be?

Thím Mười hài-lòng về cháu ấy chớ?
Was Aunt Muoi satisfied with the little child?

6. Pattern: /' / and /' /

Mấy tháng nữa chú phải đến đó?
How many months will you have to get there?

Các tướng-lãnh đến Sứ-quán Ý mấy tháng?
How many months did the generals stay at the Italian Embassy?

Cháu thấy mấy quyển sách ở đó?
How many books did you see there?

7. Pattern: /' / and /./ /

Chị ấy bán được mấy cuốn sách tiếng Việt?
How many Vietnamese books did she sell?

Chị có mấy chục chiếc nón lá tại đó?
How many conical hats do you have there?

Chú muốn gánh mấy thúng gạo lại chợ bán?
How many baskets of rice do you want to take to the market to sell?

8. Pattern: /` / and /' /

Chừng nào bà làm nhà ở Thủ-Thừa?
When are you going to build a house in Thu-Thua?

LESSON XIX

Ngày nào người chồng trở về làng cũ?
When will the husband return to his old village?

Chứng nào trò Hải phải trả bài?
When will Hai have to turn in the lesson?

9. Pattern: /`/ and ././ with phải không

Bà Đại vừa về Đà-Lạt, phải không?
Mrs. Dai has just returned to Da-Lat, hasn't she?

Bà mượn được mười ngàn đồng, phải không?
You could borrow 10,000 piasters, couldn't you?

Trò này vừa bị phạt, phải không?
This student was just punished, wasn't he?

10. Pattern: / / and ././ with được không

Để Hải mượn đờ bảy chục bạc, được không?
Let Hai borrow seventy piasters, all right?

Chủ-nhật lại Bảo học Sử-Địa, được không?
This Sunday, let's go to Bao's to study history and geography, all right?

Đợi Hải ở bệnh-viện Chợ Rẫy, được không?
Wait for Hai at ChoRay Hospital, all right?

11. Pattern: Various Tones

Ai muốn mời ông bà đi ăn cơm Tàu?
Who wanted to invite you and your wife to go eat Chinese food?

Từ đây tới quận đó chúng tôi phải đi bằng gì?
How should we go from here to that district?

Ngày nào ông có thể đến thư-viện với tôi được?
When can you go to the library with me?

IV. DICTATION EXERCISE: SPELLING OF U AND O
BEFORE VOWELS

The semi-vowel /w/ is spelled u before y, ê and â, and is spelled o before other permissible vowels, such as e, ă and a. It is always spelled u after q. This dictation should be given at normal speed:

1. Cô Loan sẽ về quê khuya nay.
Miss Loan will return to her homeland late tonight.
2. Tuần rồi, ông ấy đoán rằng chuyện ấy sẽ hoàn-toàn thành-công.
Last week, he predicted that the venture would be totally successful.
3. Chuyện này đã được soạn-thảo với sự thỏa-thuận của nhân-vật chánh.
This story was written with the agreement of the main personage.
4. Nguyễn-Huệ xưng hiệu là Quang-Trung.
Nguyen-Hue was enthroned with the name Quang Trung.
5. Thủy rất khôn-ngoan và quen-biết nhiều người.
Thuy is very intelligent and is acquainted with many people.
6. Toàn-quốc quyết-tâm luyện-tập võ-bị.
The whole nation decided to get military training.
7. Ông ấy khoe-khoang những bộ áo loè-loẹt.
He showed off his colorful suits.
8. Bà ấy đã góa chồng từ lâu nhưng ở vậy nuôi con.
She became a widow long ago, but decided not to remarry in order to raise her children.

LESSON XX

I. Reading Exercise: “Ông Lương-Nhữ-Học với Nghề in Chữ”

II. Review of nh, ng, â, ã, ư and ơ

III. Poetry Reading: “Thu Điếu”, by Nguyễn Khuyến

IV. Review of the Polite Imperative Intonation Pattern

I. READING EXERCISE

Practice reading the following passage with a view to attaining normalcy in rhythm, speed and intonation:

Ông Lương-nhữ-Học với Nghề in Chữ

Từ đời xưa người Việt-Nam đã biết đến nghề ấn-loát do người Trung-Hoa truyền sang. Nhưng dân Việt chỉ bắt đầu nắm được bí-quyết của nghề này vào thế-kỷ thứ mười lăm. Dân Việt chịu ảnh-hưởng Trung-Hoa nhiều về những pho sách in tận nước này đưa sang Việt-Nam. Nhưng việc nhập-cảng sách Trung-Hoa thường bị hạn-chế. Những tác-phẩm về văn-chương, tiểu-thuyết, giá rất đắt, muốn dùng người ta phải ra công chép lại.

Gặp những khó-khăn, trở-ngại như vậy, thời bấy giờ có Ông Lương-nhữ-Học, người quê ở tỉnh Hải-Dương, đậu tiến-sĩ năm 1442 và là quan-chức của Triều-Đình, liền xin vua cho phép sang Trung-Hoa học nghề ấn-loát như đã có nhiều người sang học làm đồ sành. Nhưng vì mang chức quan nên ông bị người Trung-Hoa nghi-ky, từ-chối trong sự học-hỏi. Ông trở về nước cho hay sự thất-bại, nhưng rồi cũng xin nhà vua cho phép trở lại Trung-Hoa một lần nữa. Lần này ông giả làm một người Tàu chuyên nghề buôn bán đồ sành và mở một cửa hàng sát bên nhà in. Xong đâu đấy, ông giao công-việc cho một người thân-tín trông-nom. Bấy giờ kín-đáo ông moi một lỗ hổng ở bức tường ngăn cách nhà ông với xưởng in của người Trung-Hoa. Do đó ông có thể xem xét tỉ-mỉ tất cả những việc làm của người thợ in. Ông tự làm lấy và

VIETNAMESE PRONUNCIATION

lần đầu-tiên đã thâu được kết-quả tốt. Ông bèn đóng cửa hàng rồi trở về quê-hương. Ông mời nhiều người thợ in Bắc-Việt lại, nhưng khổ thay không ai thích nghề này cả. Không nản lòng, ông khuyến-dụ được dân làng Liễu-Tràng, tỉnh Hải-Dương, vào sự hoạt-động của nghề này. Về sau họ được trở nên những tay thợ khéo, giữ trọn quyền in ra sách vở nước nhà và trở nên giàu có.

Sau khi ông Lương-nhữ-Học qua đời, để tỏ lòng biết ơn ông, người làng Liễu-Tràng lập đền thờ ông.

II. REVIEW OF NH, NG, Â, Ẫ, Ư AND Ơ

Choral and individual pronunciation of the following words within each column and then across each column:

1. â	2. ă	3. ư	4. ơ
nhân <i>humanity</i>	nhăn <i>wrinkled</i>	nhung <i>but</i>	nhon <i>humanity</i>
nhất <i>first</i>	nhắc <i>to remind</i>	nhức <i>to ache</i>	nhớt <i>viscous</i>
nhật <i>day</i>	nhặt <i>pick up</i>	nhứt <i>day</i>	nhợt <i>pale</i>
ngân <i>vibrate</i>	ngăn <i>prevent</i>	ngung <i>stop</i>	ngom <i>idiot</i>
ngất <i>unconscious</i>	ngắt <i>to pick</i>	ngực <i>chest</i>	ngời <i>radiant</i>

III. POETRY READING

Practice reading the following poem with a view to attaining normalcy in rhythm, speed and intonation:

THU ĐIẾU

Ao thu lạnh-lẽo nước trong-veo,
Một chiếc thuyền con bé tẻo-teo

LESSON XX

Sóng biếc theo làn hơi gợn tí.
Lá vàng trước gió sẽ đưa vèo.
Tùng mây lơ-lửng trời xanh ngắt,
Ngõ trúc quanh-co khách vắng-teo.
Tựa gối ôm cần lâu chẳng được,
Cá đâu đớp động dưới chân bèo.

Nguyễn-Khuyến
(1835-1909)

IV. REVIEW OF THE POLITE IMPERATIVE INTONATION PATTERN

The polite imperative intonation pattern is characterized by a gradual decrease in the overall intensity of the utterance and a slight rise-and-fall of the last stressed syllable in the pause group. Practice the following requests by choral and individual pronunciation:

1. Pattern: /HL/ and /'/

Xin ông cho chúng tôi xem mấy cuốn sách đó.
Please let us see those books.

Xin cô đem cho chúng tôi hai chén cháo.
Please bring us two bowls of rice soup.

Sáng mai, xin ông đến đây sớm hơn hôm qua.
Tomorrow, please come earlier than yesterday.

Xin cô mua cho chúng nó sáu cái bánh.
Please buy six cookies for them.

2. Pattern: /HL/ and /`/

Xin ông đừng làm phiền nhiều người.
Please don't bother so many people.

Nhờ bà đưa giùm em Nam về nhà em.
Please take Nam back to his home.

Xin thầy vui lòng xem bài này.
Please have a look at this paper.

VIETNAMESE PRONUNCIATION

Nhờ thầy bàn sơ-qua về đề-tài này.
Please comment briefly on this topic.

3. Pattern: /HL/ and /l/

Xin ông cho tôi hỏi ông hai câu nữa.
Please let me ask you two more questions.

Xin ông chỉ cho tôi những nơi phải hỏi.
Please show me the places where I can ask for information.

Xin cô đi nghỉ cho khoẻ.
Please go and have a rest.

Xin cô gửi cho tôi bản sao đơn của ông Hải.
Please send me a copy of Mr. Hai's application.

4. Pattern: /HL/ and /l/

Xin ông cho tôi mượn hộp quẹt.
Please let me borrow the matches.

Xin ông đem đơn lại Viện Đại-Học.
Please bring the application to the university.

Xin anh cho tôi mượn xe đi chợ hôm nay.
Please let me borrow the car to go marketing today.

Xin cô đưa bệnh-nhân lại Bệnh-viện Thanh-Quan.
Please send the patient to Thanh-Quan Hospital.