

AN INTERMEDIATE - ADVANCED LEVEL

DUTCH REFRESHER COURSE

BOOK ONE

Part I

with
Pre-recorded Tapes 1 to 16

DEFENSE LANGUAGE INSTITUTE
FOREIGN LANGUAGE CENTER



PREFACE

Book I of "An Intermediate-Advanced Level Dutch Refresher Course" consists of nine units, totalling 30 pre-recorded tapes. Each tape is of approximately twenty minutes duration. Each of the nine head-lesson units, with the exception of Unit 1, is comprised of three text lessons accompanied by three tapes.

Unit 1, "The Dutch Sound System and Phonology Drills," is subdivided into six lessons which appear in the text and on tape as follows:

- Lesson 1: Vowels
- Lesson 2: Semivowels, Liquids and Nasals
- Lesson 3: Stops and Fricatives
- Lesson 4: Clusters
- Lesson 5: Special Sounds
- Lesson 6: Stress

Each lesson of Unit 1 is broken down into explanatory and practice materials, the latter being accompanied by pre-recorded tapes.

The remaining eight head-lesson units each consist of three text and three tape lessons and are subdivided as follows, using Unit 2 as an example [Bracketed numbers indicate those lessons throughout the Book that correspond to the sample lesson]:

Lesson 7: [10, 13, 16, 19, 22, 25, 28]

- I. Narrative
- II. Learning the Narrative

Lesson 8: [11, 14, 17, 20, 23, 26, 29]

- I. Narrative
- II. Check-Up
- III. Answering Questions
- IV. Asking Questions

Lesson 9: [12, 15, 18, 21, 24, 27, 30]

- I. Dialogue for Listening
- II. Dialogue for Memorization
- III. Dialogue for Fluency
- IV. Dialogue for Listening
- V. Dialogue for Participation

The section appearing as "I. Narrative" in Lessons 7 and 8 presents an account, read at normal conversational speed, of an historical or cultural facet of life in Holland, and is accompanied by both Dutch and English texts. This section appears again in the succeeding lesson, however, without the contextual English translation.

The second section, "II. Learning the Narrative," is divided into four parts, each of which consists of "A. Vocabulary Practice," and "B. Oral Reading Comprehension." The Vocabulary Practice, in Dutch and English, presents significant terminology from the Narrative.

In the "Oral Reading Comprehension," the component sentences of the Narrative are presented with variations of tenses, cases, modifiers, etc. After each sentence or phrase has been presented with its variations, the basic utterances are repeated.

The second lesson of each unit, as shown by the example of Lesson 8, is comprised of four parts. Part I., "Listening," again presents the Narrative, this time without the English contextual translation. This is followed by the "Check-Up," wherein two native speakers of Dutch again present the Narrative in form of questions and answers. The sections "Answering Questions" and "Asking Questions" enable the student to take active part in the discussion - first, by answering the questions put by the native speaker and, secondly, by asking the questions which are then answered by the native speaker. This lesson, while to a certain degree repetitive, applies the pedagogically effective method of student participation, thereby enabling him to utilize the materials of the preceding exercises and to familiarize himself with the sound of his own voice speaking Dutch in context.

The Dialogue for Listening is a short spontaneously created conversation between educated and imaginative speakers of Dutch. No scripts were used in recording the Dialogue for Listening section. It was originally and spontaneously created and recorded under minimum

control conditions, to afford the student an opportunity to hear generous and authentic segments of spoken Dutch.

Thus, from the moment the student hears the opening lines of the Dialogue for Listening, he is eavesdropping on a Dutch conversation spoken naturally and effortlessly by native Dutch speakers with none of the usual artificialities to be found in previously written-out textbook dialogues. Read instructions for this and all other sections carefully in Lesson 1 of the text.

The Dialogue for Memorization is a repetition of the Dialogue for Listening with certain pedagogical features added to facilitate student memorization of the material. The longer utterances of the dialogues are divided into partials, beginning at the end of the utterance and working cumulatively toward the beginning. The student repeats on tape all partials, building up to whole utterances.

The Dialogue for Fluency is a further step in facilitating student memorization of the dialogue. The student now repeats on tape whole utterances after the native speaker, no longer building up to them by means of the partials.

The Dialogue for Listening permits the student to hear the original, spontaneous dialogue once again. Having completely memorized the dialogue, he now listens to improve his pronunciation and to hear the intonation of the native Dutch speaker.

The Dialogue for Participation is an informal check-up. The student himself can now gauge the degree of his control over the material, as he tests his ability to perform each of the two roles on tape from memory.

English equivalents are provided for all dialogues and drills throughout the text. These are meant to be contextual equivalents, rather than literal translations.

The teaching techniques used on tape are the result of the application of modern linguistic theory to language learning. The dialogues and drills have been designed to give the student maximum utilization of the materials provided. The student participates in using these materials in various ways until he gains active control

over the forms presented.

Organization of the Course as a Whole

Book I with its accompanying tapes is the first Book of a Dutch course consisting of four Books and 164 pre-recorded tapes. The materials of Book I are considered to be intermediate.

Detailed descriptions of Books II, III and IV will be found in the Prefaces to those three volumes.

Acknowledgments

Dr. William G. Moulton, Professor of Linguistics, Department of Germanic Languages and Literatures, Princeton University, served as Course Consultant. In addition, Dr. Moulton created the Dutch sound system materials with the accompanying phonology drills in Book I, as well as grammar notes and drills in other volumes.

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December 1, 1961

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Unit 1
Sound System and Phonology Drills
Lessons 1-6

	Short monophthongs			Long monophthongs and diphthongs			Unstressed
	front unrounded	front rounded	back rounded	front unrounded	front rounded	back rounded	
High	ie	uu	oe	ier	uur	oer	
Higher mid	i	u	o	ee	eu	oo	
Lower mid	e		ø	ei	ui	ou	ɛ
Low			ɶ	aa			

In foreign words: ɛɛ ɶɶ ɶɶ

Lesson 1

The Vowels

If we arrange the vowels of Dutch according to the phonetic features which distinguish them from one another, they form a system, as shown in the table on the opposite page.

Spelling

As far as possible, we use here the regular Dutch spellings for these vowels. The regular spelling is inconsistent in the following respects:

(1) Higher mid [o] and lower mid [ɔ] are both written o; this reflects the fact that some Dutch speakers use the higher [o] only before [m n ng], and the lower [ɔ] before all other consonants, so that the single spelling o is then sufficient.

(2) Before a single consonant letter + another vowel, the sounds [ee aa oo uu] are written simply e, a, o, u: thus, singular been, baan, boon, muur 'leg, path, bean, wall', but plural benen, banen, bonen, muren 'legs, paths, beans, walls'. Also, the sounds [aa oo uu] are written simply a, o, u, at the ends of words: na, zo, nu 'after, so, now'.

(3) The sound [ei] is also spelled ij.

(4) The sound [ou] is spelled both ou and au, and, before a consonant or at the end of a word, ouw and auw.

(5) The special unstressed [ĕ] is spelled simply e.

(6) The sounds [èè èù ðð] occur only in foreign words and are spelled in a variety of ways.

Short vs. long

These terms are self-explanatory. The [o] of bom 'bomb' is shorter than the [oo] of boom 'tree', the [a] of man 'man' is shorter than the [aa] of maan 'moon', etc. However, the sounds [ie uu oe] behave in a very special way. In nearly all surroundings they are short: biet, buut, boet 'beet, hide-and-seek, mends'; wie, nu, hoe 'who, now, how'; etc. Only before the sound [r] are they long: bier, buur, boer 'beer, neighbor, farmer'.

Monophthong vs. diphthong

A monophthong is a vowel sound which is more or less steady in quality; a diphthong, on the other hand, starts out as one type of vowel sound but then glides toward another. For example, the vowel sound of English meet is a monophthong, but the vowel sounds of mate and mite are diphthongs; that of mate starts out much like the e of met but then glides toward the ee of meet; that of mite starts out much like the a of ma but then also glides toward the ee of meet.

The Dutch vowels which we classify as "long" show varying degrees of diphthongization. Long [ie uu oe] (only before [r]) are always monophthongs: bier, buur, boer. Long [ee eu oo] are very slightly diphthongal (though not so much so as English mate and motte): peet, beuk, poot 'godfather, beech, paw'. Long [ei ui ou] are strongly diphthongal: bijt, buut, bout 'bites, loot, bolt'. Long [aa], on the other hand, is again a monophthong: baat 'benefit'.

High vs. low

These terms (and the intermediate "higher mid") refer to the relative position of the tongue in the mouth: it is high for the [ie] of hier 'here', low for the [aa] of daar 'there'. Compare the similar English vowel sounds in near (with high tongue position) and far (with low tongue position).

Front vs. back

These terms refer again to the relative position of the tongue in the mouth. You can feel the difference between front and back if you go back and forth between the [ie] sound of Dutch biet 'beet' (much like English beet) and the [oe] sound of Dutch boet 'mends' (much like English boot). Try it:

[ie—oe—ie—oe—ie—oe]

Other front-back pairs are tin—ton 'tin, ton' (much like English tin, ton); bed—bod 'bed, bid' (much like English bet, bought); bier—boer 'beer, farmer' (much like English beer, boor); beet—boot 'bit, boat' (much like English bait, boat).

Rounded vs. unrounded

Another obvious difference between Dutch biet and boet (or English beet and boot) is the following: for the sound [ie] the lips are spread (more so in Dutch than in English), but for the sound [oe] the lips are rounded and protruded (again, more so in Dutch than in English. Hence Dutch [oe] is not simply a back vowel, but more exactly a back rounded vowel. In contrast, Dutch [ie] is a front unrounded vowel.

Front rounded vowels

What will happen if you pronounce a vowel with the front tongue position of [ie] but the rounded lips of [oe]? The result is Dutch [uu], a front rounded

vowel. Though English has no front rounded vowels, Dutch has a whole series of them:

front tongue position as for	+ rounded lips as for	= front rounded vowel sound
ie	oe	uu
i	o	u
ee	oo	eu
èè	òò	èù
ei	ou	ui

The following lists of words and phrases give you a chance to practice the Dutch vowel sounds described above. Listen to each word or phrase as it is spoken on the tape, and then repeat it in the pause which follows immediately afterwards. Pronounce everything with as thick a Dutch accent as possible. The results will probably sound queer to you. At least, they ought to. If they don't, you are pronouncing English sounds rather than Dutch sounds.

From "front unrounded" to "front rounded"
to "back rounded":

Practice 1

[ie]	1. wie who	Dat is een <u>biet</u> . That's a beet.
[uu]	2. nu now	Ze spelen <u>buut</u> . They're playing hide-and-seek.
[oe]	3. hoe how	Dat is te <u>zoet</u> . That's too sweet.
[i]	4. tin tin	Dat is een <u>pit</u> . That's a pit.
[u]	5. dun thin	Dat is een <u>put</u> . That's a well.

[o]	6. ton ton	Dat is de <u>zon</u> . That's the sun.
[ier]	7. mier ant	Ze drinken <u>bier</u> . They're drinking beer.
[uur]	8. muur wall	Dat is mijn <u>buur</u> . That's my neighbor.
[oer]	9. moer nut	Dat is een <u>boer</u> . That's a farmer.
[ee]	10. zee sea	een kleine <u>beek</u> a little brook
[eu]	11. keu billiard cue	een kleine <u>beuk</u> a little beech (tree)
[oo]	12. zo so	een kleine <u>boom</u> a little tree
[ei]	13. bij by	de hele <u>tijd</u> the whole time
[ui]	14. bui shower	de hele <u>buit</u> the whole loot
[ou]	15. bouw build	de hele <u>bout</u> the whole bolt

Next, from "high" to "low":

Practice 2

[ie]	1. biet beet	Dat is te <u>vies</u> . That's too dirty.
------	-----------------	--

[ɪ]	2. bit bit	Dat is een <u>vis</u> . That's a fish.
[e]	3. bed bed	Dat is een <u>mes</u> . That's a knife.
[uu]	4. buut hide-and- seek	Ze spelen <u>buut</u> . They're playing <u>hide-and-seek</u> .
[u]	5. put well	een kleine <u>hut</u> a little cabin
[oe]	6. toen then	Dat is een <u>hoek</u> . That's a corner.
[o]	7. ton ton	Dat is een <u>bom</u> . That's a bomb.
[ɔ]	8. tot until	Dat is een <u>hok</u> . That's a kennel.
[a]	9. dat that	Dat is een <u>hak</u> . That's a heel.
[ier]	10. mier ant	Dat is een <u>dier</u> . That's an animal.
[ee]	11. mee with, along	Dat is een <u>beer</u> . That's a bear.
[ei]	12. mei May	Dat is een <u>dijk</u> . That's a dike.
[aa]	13. ja yes	Dat is een <u>haak</u> . That's a hook.
[uur]	14. huur rent	Dat is te <u>duur</u> . That's too expensive.

[eu]	15. heus really	Dat is mijn <u>neus</u> . That's my nose.
[ui]	16. huis house	Dat is een <u>muis</u> . That's a mouse.
[oer]	17. voer sailed	Heb je een <u>moer</u> ? Do you have a nut?
[oo]	18. zo so	Heb je een <u>moot</u> ? Do you have a piece?
[ou]	19. zou should	Heb je het <u>mout</u> ? Do you have the malt?

Finally, "short" vs. "long":

Practice 3

[ie]	1. wie who	Dat is een <u>dief</u> . That's a thief.
[ier]	2. wier seaweed	Dat is een <u>dier</u> . That's an animal.
[uu]	3. U you	Hoe laat is het <u>nu</u> ? How late is it now?
[uur]	4. uur hour	een half <u>uur</u> half an hour
[oe]	5. moe tired	Dat is een <u>boek</u> . That's a book.
[oer]	6. moer nut	Dat is een <u>boer</u> . That's a farmer.
[i]	7. pit pit	veel te <u>dik</u> much too fat

[ee]	8. peet godfather	een hele <u>week</u> a whole week
[u]	9. put well	veel te <u>dun</u> much too thin
[eu]	10. leuk fun	een oude <u>deun</u> an old tune
[o]	11. bon coupon	de hele <u>bom</u> the whole bomb
[oo]	12. boon bean	de hele <u>boom</u> the whole tree
[e]	13. bed bed	tegen de <u>wet</u> against the law
[ei]	14. bijt (l) bite	veel te <u>wijd</u> much too wide
[ɔ]	15. kot kennel	veel te <u>zot</u> much too foolish
[ou]	16. koud cold	veel te <u>zout</u> much too salty
[a]	17. kas cashier's office	een oude <u>man</u> an old man
[aa]	18. kaas cheese	een volle <u>maan</u> a full moon

Unstressed [ē]

This vowel sound is always unstressed. In the following practice exercises we shall mark it for you in two ways. First, we shall place a little tick [ˊ] in front of syllables which are stressed (said loud), and in which the [ē] sound therefore cannot occur; secondly,

we shall spell the sound with the special letter [ē], even though Dutch spelling generally uses the regular letter e for it. The sound itself is much like a similar unstressed vowel in English, for which we also have no special spelling. Say the following English sentences in a normal, "sloppy" pronunciation, and you will see what we mean:

<u>Regular spelling</u>	<u>Normal pronunciation</u>
what do you know	'whaddē yē 'know
the back of the house	thē 'back ē thē 'house
the top of the hill	thē 'top ē thē 'hill

Here are some examples of the similar Dutch vowel:

Practice 4

<u>Spelling</u>	<u>Pronunciation</u>	<u>Meaning</u>
1. de man	dē 'man	the man
2. te duur	tē 'duur	too expensive
3. bezit	bē'zit	possession
4. beide	'beidē	both
5. enkele	'enkēlē	some, a few

In the western part of the Dutch-Flemish area the spelling -en at the end of a word is also usually pronounced [ē]. Westerners pronounce the final -n only when they are speaking very carefully; only the easterners pronounce it regularly.

Practice 5

1. lezen	'leezē	to read
2. leven	'leevē	to live
3. bezitten	bē'zitē	to own
4. beseffen	bē'sefē	to realize

The suffixes -lijk and -ig are also pronounced with this special unstressed vowel:

Practice 6

1. heerlijk	'heerlĕk	splendid
2. vriendelijk	'vriendĕlĕk	friendly
3. handig	'handĕch	handy
4. twintig	'twintĕch	twenty
5. slaperig	'slaapĕrĕch	sleepy

One further use of the unstressed [ĕ] needs a bit of special explanation. In English we have a number of very frequent words which are pronounced with full vowels when they are stressed, but with [ĕ] when they are unstressed. Examples:

<u>Stressed</u>	<u>Unstressed</u>	<u>Pronunciation</u>
a	a pear	ĕ 'pear
an	an apple	ĕn 'apple
and	you and I	'you ĕn 'I
them	give them time	'give ĕm 'time
you	all you want'	'all yĕ 'want

These unstressed forms with [ɛ̃] are a very real part of normal, everyday English. Notice, however, that English has no special way of spelling them, but always uses the spelling which is appropriate for the stressed form.

Dutch also has a number of very frequent words which are pronounced with full vowels when they are stressed, but with [ɛ̃] when they are unstressed. Some of these words also have a special spelling for the unstressed form, which a writer may use if he wishes.

Practice 7

<u>Stressed</u>	<u>Unstressed</u>	<u>Pronunciation</u>
1. een	een ('n) man a man	ɛ̃n 'man
2. en	twee en twee two and two	'twee ɛ̃n 'twee
3. zij	waar zijn zij (ze)? where are they?	'waar 'zein zɛ̃
4. jij	wat doe jij (je)? what are you doing?	'wat 'doe jɛ̃
5. wij	wij (we) komen we're coming	wɛ̃ 'koomɛ̃

(A fuller treatment of stressed and unstressed forms will be given later, in the section on stress.)

Listen to each of the following phrases as it is said on the tape, and then imitate it in the pause which follows each example, paying special attention to the unstressed [ɛ̃]'s.

Practice 8

<u>Spelling</u>	<u>Pronunciation</u>
1. zij zijn te duur they're too expensive	zĕ 'zein tĕ 'duur
2. een man en zijn hond a man and his dog	ĕn 'man ĕn zĕn 'hond
3. twintig jonge mannen twenty young men	'twintĕch 'jongĕ 'manĕ
4. jij moet het lezen you must read it	jĕ 'moet ĕt 'leezĕ
5. enkele weken geleden several weeks ago	'enkĕlĕ 'weekĕ gĕ 'leedĕ
6. smakelijk eten enjoy your meal ("eat tastily")	'smaakĕlĕk 'eetĕ

Special vowels in foreign words

Dutch has three long vowels which it reserves for use in foreign words, mostly words borrowed from French:

1. Long [ĕĕ] is much like the vowel of English fair.
2. Long [ĕĕ] is much like the vowel of English for.
3. Long [ĕĕ] has the front tongue position of [ĕĕ] but the rounded lips of [ĕĕ].

Notice particularly how these vowels differ from the regular vowels most similar to them:

Practice 9

	<u>Spelling</u>	<u>Pronunciation</u>
1. short [e]	pennen pens	'penĕ

2. long [èè]	scène scene	'sèènĕ
3. long [ee]	heren gentlemen	'heerĕ
4. long [èè]	serre porch	'sèèrĕ
5. short [ð]	rossen steeds	'rðsĕ
6. long [ðð]	rose pink	'rððzĕ
7. long [oo]	zonen sons	'zoonĕ
8. long [ðð]	zōne zone	'zððnĕ
9. long [eu]	peulen pods	'peulĕ
10. long [èù]	freule young lady of noble birth	'frèùlĕ
11. long [eu]	een hevel a hill	ĕn 'heuvĕl
12. long [èù]	manceuvre maneuver	ma 'nèùvĕr

Though the long [èù] is a very rare sound, the other two foreign vowels are fairly common. Practice them in the following words:

Practice 10

Spelling

Française

Pronunciation

fran'sèèzĕ

Meaning

Frenchwoman

punaise	puu'nèèzě	thumbtack
migraine	mie'grèèně	migraine
carrière	karie'èèrě	career
militair	mielie'tèèr	military
Rhône	'ròòně	Rhone (river)
matrone	ma'tròòně	matron
amazone	ama'zòòně	horsewoman
controle	kon'tròòlě	control
compote	kom'pòòtě	compote



Lesson 2

Semivowels, Liquids and Nasals

The Semivowels

Semivowels are sounds which are like vowels in the way they sound, but like consonants in the way they function, since they do not serve as the center of a syllable as regular vowels do. Dutch has two semivowels, spelled in initial position (at the beginning of a word) as j and w, respectively. The j is exactly like English y in yes, year, etc. Initial Dutch w is similar to both English w and English v, but not identical with either. Probably the best way to imitate it is to put your lower lip against your upper teeth as if you were going to say v, but then try to say w.

Practice 11

- | | | |
|---------------|-----------------|----------------------|
| 1. ja yes | 7. wie who | 13. zwemmen to swim |
| 2. jaar year | 8. week week | 14. zwaan swan |
| 3. Jan John | 9. wel well | 15. kwestie question |
| 4. jong young | 10. wat what | 16. kwart quarter |
| 5. juni June | 11. water water | 17. dwerg dwarf |
| 6. juli July | 12. wijn wine | 18. twaalf twelve |

This initial [w-] which you have just heard sounds a bit like English v, because a slight amount

of friction is produced as the breath stream flows through the narrow slit between the lower teeth and the upper lip. In medial or final position, however, there is usually no friction at all. Medial [-w-] sounds like English w, and final [-w] sounds like a very quick Dutch [oe]. Similarly, medial [-j-] sounds like English y, and final [-j] sounds like a very quick Dutch [ie]. Dutch [-w-], [-w] occur primarily after the vowels [ie ee uu], and Dutch [-j-], [-j] occur primarily after the vowels [aa oo oe]. Notice how these sounds are handled in the regular Dutch spelling:

Practice 12

	Final	Medial	[-w]	[-w-]
After [ie]	1. nieuw new	nieuwe (a) new (one)	['niew	'niewĕ]
	[ee] 2. sneeuw snow	sneeuwen to snow	['sneew	'sneewĕ]
	[uu] 3. duw push	duwen to push	['duuw	'duuwĕ]
After [aa]	4. taai tough	taaie (a) tough (one)	['taa]	'taajĕ]
	[oo] 5. mooi pretty	mooie (a) pretty (one)	['moo]	'moojĕ]
	[oe] 6. bloei bloom	bloeien to bloom	['bloej	'bloejĕ]

Dutch [j] and [w] also serve in another way, namely as a transition sound between a free vowel and a following unstressed [ĕ]. (The free vowels are those which can stand at the end of a word: [ie ee aa oo oe uu eu ei ui ou].) When a word stem ending in one of

these vowels is followed by unstressed [ĕ], one of the semivowels is automatically inserted. In all but one case the inserted semivowel is [j]: [ie] + [ĕ] gives [iejĕ], [ee] + [ĕ] gives [eejĕ], etc.; but after [ou] it is [w]: [ou] + [ĕ] gives [ouwĕ]. The regular Dutch spelling, usually so consistent, completely breaks down at this point. Sometimes it indicates the inserted semivowels, in any one of several different ways; but sometimes it does not indicate them at all. Nevertheless, they are there as sounds, even if not always there in spelling. Listen to them in the following examples:

Practice 13

After [ie]	1. knie, knieĕn knee, knees	[ˈknie	ˈkniejĕ]
[ee]	2. zee, zeeĕn sea, seas	[ˈzee	ˈzeejĕ]
[oo]	3. vlo, vlooiĕn flea, fleas	[ˈvlo	ˈvloojĕ]
[oe]	4. koe, koeiĕn cow, cows	[ˈkoe	ˈkoejĕ]
[eu]	5. reu, reuĕn male dog, male dogs	[ˈreu	ˈreujĕ]
[ei]	6. kei, keiĕn boulder, boulders	[ˈkei	ˈkeijĕ]
	7. bij, bijĕn bee, bees	[ˈbei	ˈbeijĕ]
[ui]	8. ui, uiĕn onion, onions	[ˈui	ˈuijĕ]
After [ou]	9. mouw, mouwen sleeve, sleeves	[ˈmou	ˈmouwĕ]

10. pauw, pauwen ['pou 'pouwɛ]
peacock, peacocks

In western Dutch pronunciation (though not in the regular spelling), medial [-d-] is very commonly dropped after the free vowels; but then a [-j-] or [-w-] is automatically inserted in its place. This produces alternations like the following:

Practice 14

1. breed wide	een brede straat a wide street	['breet ɛn 'breejɛ 'straat]
2. kwaad angry	een kwade vrouw an angry woman	['kwaat ɛn 'kwaajɛ 'vrouw]
3. rood red	een rode das a red necktie	['root ɛn 'roojɛ 'das]
4. goed good	een goede man a good man	['goet ɛn 'goejɛ 'man]
5. koud cold	een koude dag a cold day	['kout ɛn 'kouwɛ 'dach]

In the case of a few common verbs the loss of [-d-] has led to the reshaping of other forms as well. The verbs snijden, rijden, houden 'cut, ride, hold', for example, behave in everyday pronunciation just as if they had no -d- at all. Notice how the first two rhyme with breien 'to knit' and the third with bouwen 'to build':

Practice 15

1. breien, ik brei, hij breit	['breijɛ ik 'brei hei 'breit]
2. snijden, ik snijd, hij snijdt	['snejɛ ik 'snei hei 'sneit]

3. rijden, ik rijd, hij rijdt
[ˈreijē ik ˈrei hei ˈreit]
4. bouwen, ik bouw, hij bouwt
[ˈbouwē ik ˈbou hei ˈbout]
5. houden, ik houd, hij houdt
[ˈhouwē ik ˈhou hei ˈhout]

In nearly all of these cases, speakers in eastern Holland pronounce the [d]. (The only exceptions are a few words in which the loss of [-d-] has spread nearly everywhere: goede [ˈgoejē], rode [ˈroojē], also poeder [ˈpoejēr] ‘powder’.) Furthermore, the [-d-] is regularly pronounced in formal speech, even by those who omit it in everyday talk.

The Liquids

Dutch [l] (the consonant “L”) sounds just about like English l, and is therefore not a problem for American learners. Dutch [r] is quite another matter. It is pronounced in either of two different ways, and both of them are different from the usual American r.

Most Americans pronounce their r by curling the tongue up toward the roof of the mouth. Sometimes it is the tip of the tongue that is curled back, sometimes it is that part of the tongue which lies a bit behind the tip. Try pronouncing an r, just to see what you do with your tongue. Whatever you do to pronounce an American r, the most important thing to remember is: you should not pronounce a Dutch [r] in this way.

Perhaps the commonest type of [r] in Dutch—commonest certainly in the big cities—is what is called a “uvular” [r]. The back of the tongue is raised up close to the back of the roof of the mouth, so far

back that it is right next to the uvula, the little droplet of flesh that you can see hanging down in the back of your mouth when you open your mouth wide ("Say 'ah'!") and look in a mirror. Perhaps the easiest way to learn the sound is to tip your head back and enjoy a good dry gargle. Try it: [rrrr]. Be sure your tongue tip does not flip up as it does for an American r. Keep it locked behind your lower teeth so that it won't get in the way of a good uvular [r].

The other type of Dutch [r] is made by flipping the tongue tip quickly against the gum ridge just above the upper teeth. It sounds almost exactly like the very quick t-sound (almost like a d) which most Americans pronounce in such words as city, Betty, fatty.

The speaker on the tape uses the uvular [r]. Practice it in the following examples, imitating what you hear just as closely as you can. It should sound "funny" and "queer" to you. If it doesn't, you're not saying it right.

Practice 16

- | | | |
|--------------------|--------------------|---------------------|
| 1. dieren animals | 5. deuren doors | 9. ruw raw |
| 2. duren to last | 6. boren to bore | 10. roep call |
| 3. boeren farmers | 7. haren hairs | 11. reeks series |
| 4. heren gentlemen | 8. riep called | 12. reu male
dog |
| 13. rood red | 18. breuk fracture | 23. boer farmer |
| 14. raad advice | 19. brood bread | 24. beer bear |
| 15. brief letter | 20. draad thread | 25. deur door |
| 16. bruto brute | 21. bier beer | 26. door through |
| 17. broek trousers | 22. buur neighbor | 27. daar there |

28. breed brood

The Nasals

The nasals [m], [n], [ng] are just like the corresponding sounds in English. As in English, the [ng] sound is spelled simply n before a k: drinken 'to drink', danken 'to thank', denken 'to think'. Note, however, that the English spelling sometimes stands for the single sound [ng] as in singer, but sometimes it stands for [ng] + g, as in finger. Words of this second type never have the g sound in Dutch, but only the single sound [ng]: vinger 'finger', langer 'longer', honger 'hunger'.



Lesson 3

Stops and Fricatives

Stops and Fricatives

Stops are sounds made in such a way that the breath stream is momentarily stopped as it flows out through the mouth. For the p of English pin, nip the stoppage is made by bringing the two lips together. For the t of ten, net the stoppage is made by putting the tip of the tongue against the gum ridge above the upper teeth. For the k of kin, nick the stoppage is made by raising the back of the tongue against the roof of the mouth.

Fricatives are sounds made by forcing the breath stream through a narrow opening so that audible friction is produced. If such a narrow opening is made between the lower lip and the upper teeth, the result is the f of fin, off. If it is made between the tip or front of the tongue and the gum ridge, the result is the s of sin, toss.

To understand one more fact about stops and fricatives, you need to make the following experiment. Stick a finger in each ear and say first a prolonged sss (as in seal, pass) and then a prolonged zzz (as in zeal, jazz). Now go back and forth from one to the other: sss—zzz—sss—zzz—sss—zzz. Each time you say zzz you will hear a strong buzzing sound, but each time you say sss the buzzing will disappear. This buzzing is caused by the vibration of the vocal cords. The technical term for it is VOICE. Since zzz is said with voice (with the buzzing), it is called a VOICED

