THE SYNTAX OF THO,

A TAI LANGUAGE OF VIETNAM

Thesis

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The grammatical model underlying this analysis of Tho syntax closely resembles the scale and category grammar developed by M.A.K. Halliday. This thesis does, however, suggest some major modifications to Halliday's model, and seeks to apply the modified theories to the analysis of Tho, in order to test whether they comprise a usable basis for the description of a language.

Chapter one describes the theoretical standpoint of the thesis, comparing and contrasting it with other grammatical models. In particular the theories of Halliday and those of the tagmemicists are discussed.

Chapter two gives an explanation of the layout of the thesis and other practical details.

Chapter three gives a sketch of the syntactic units of Tho at primary delicacy, showing their structure and their inter-relations.

Chapters four to eight deal with the five units of Tho syntax in more detail, i.e. at secondary delicacy. The units, which are dealt with in successive chapters, are the verbal group, the nominal figure, the nominal phrase, the clause and the sentence.

Chapter nine gives a sample text, parsed to show the assignment of descriptive categories to formal items in the text.

Chapter ten gives another text with a word-for-word translation, but without parsing.

The thesis ends with a bibliography and an index.

ACKNOWLEDGEMENTS

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EXPLANATION OF ORTHOGRAPHY

The orthography used in this thesis is that which my wife and I devised for Tho. It is modelled on the Vietnamese Quốc Ngữ, with modifications where Tho shows contrasts not found in Vietnamese. Some problems remain unsolved in the phonology, and further study is needed before a thorough phonological statement can be made.

The orthography may be described in terms of the syllable. Each syllable must have a vowel[1] and a tone. There may also be a consonantal onset and/or a consonantal ending to the syllable. These are represented by orthographical symbols in the following way.[2]

Onsets

Orthography	Approximate phonetic equivalent
b	b
by	bj
c (before all vowels except i, ê, e)	k
ch	tʃ
cho (before a, ă, e)	tʃw
chu (before all vowels except a, ă, e)	tʃw
d	z
do (before a, ă, e)	zw
du (before all vowels except a, ă, e)	zw
đ	d
đo (before a, ă, e)	dw
đu (before all vowels except a, ă, e)	dw
g (before all vowels except i, ê, e)	ɣ
gh (before i, ê, e)	ɣ

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1. The only exception is that nống 'one' in fast speech becomes ńg.

2. The fact that a particular sequence is provided for in the orthography should not be taken as evidence that it actually occurs in any Tho word.

Orthography	Approximate phonetic equivalent
h	h
ho (before a, ă, e)	hw (ʍ)
hu (before all vowels except a, ă, e)	hw (ʍ)
k (before i, ê, e)	k
kh	kh
kho (before a, ă, e)	khw (kʍ)
khu (before all vowels except a, ă, e)	khw (kʍ)
l	l
lo (before a, ă, e)	lw
lu (before all vowels except a, ă, e)	lw
m	m
my	mj
n	n
ng (before all vowels except i, ê, e)	ŋ
ngh (before i, ê, e)	ŋ
ngo (before a, ă, e)	ŋw
ngu (before all vowels except a, ă, e)	ŋw
nh	ɲ
o (before a, ă, e)	w
p	p
py	pj
ph	f
p'	ph
p'y	phj (pç)
qu	kw
s	s
so (before a, ă, e)	sw
su (before all vowels except a, ă, e)	sw
sl	$\overset{l}{\underset{o}{}}$
slo (before a)	$\overset{lw}{\underset{o}{}}$
t	t
th	th
tho (before a, ă, e)	thw (tʍ)

Orthography	Approximate phonetic equivalent
thu (before all vowels except a, ă, e)	thw (tʍ)
to (before a, ă, e)	tw
tu (before all vowels except a, ă, e)	tw
u (before all vowels except a, ă, e)	w
v	v

Vowels

a (when followed by y, u)	ă[3]
a (except when followed by y, u)	a
ă	ă
â	ə
e	ɛ
ê	e
i	i
ia (syllable finally)	iə
iê (not syllable finally)	iə
o	ɔ
ô	o
ơ	ə
u	u
ua (syllable finally)	uə
uô (not syllable finally)	uə
ư	ɨ
ưa (syllable finally)	ɨə
ươ (not syllable finally)	ɨə
y (after u or qu)	i
ya (after u or qu, syllable finally)	iə
yê (after u or qu, not syllable finally)	iə

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3. It is more convenient with Tho vowels to mark shortness rather than length.

Endings

Orthography	Approximate phonetic equivalent
c	k^4
i (after all vowels except â)	j^5
m	m
ng	ŋ
o (after a, e)	w
p	p
t	t
u (after a, â, ê, i, iê, ư, ươ)	w
y (except after u)	j

Note: There is also a sequence (which may be preceded by syllable onsets) which is phonetically əi.   This might possibly be analysed phonemically as /əw/ (since this sequence of phonemes does not otherwise occur), but orthographically it is written au.

Tones (Shown with the vowel a)

á	High rising
(ã	High rising, glottalised medially[6])
a	Mid level
ả	Low rising
à	Mid falling
ạ (without a final stop)	Mid falling, glottalised finally
ạ (with a final stop)	Low level or low falling
ā (without a final stop)	Low level or low falling

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4. Final stops are unreleased.

5. Vowels glide towards final j and w, but may not reach these positions.

6. This tone only occurs in a very few loans from Vietnamese.

Chapter 1

THEORETICAL INTRODUCTION

1.0   The grammatical model used for this analysis of Tho
syntax closely resembles that described by M.A.K. Halliday in his
"Categories of the Theory of Grammar".[1]   There are, however, some
fairly fundamental differences between the two theories which must
be clearly stated at the outset.   This theoretical introduction
will be devoted firstly to outlining Halliday's model, secondly to
suggesting some drawbacks to it, and thirdly to presenting a modi-
fied model which may then be compared and contrasted with Tag-
memics.

1.1 Halliday's model

I shall seek to state briefly the main points of this
model as set forth in CTG.   The description given here is merely
Halliday's scale and category model as I understand it; if at any
point my version is not true to CTG, then I must bear full res-
ponsibility for the misapprehension.   Neither the relation
between grammar and phonology, nor that between grammar and lexis,
will be covered in this summary.

Halliday suggests four categories which are fundamental
to the theory of how language works at the level of grammar.
These are not the descriptive categories necessary for the des-
cription of any one language (e.g. 'active', 'passive' in English)
but rather theoretical categories which must underly any descrip-
tion of the grammar of any language.   These categories are linked
to one another and to the data by means of three 'scales of ab-
straction'.

Concerning the categories, Halliday says, "Each of the
four is specifically related to, and logically derivable from,

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1. Word 17;241-92 (1961), henceforth abbreviated to CTG.

each of the others.   There is no relation of precedence or
logical priority among them.   They are all mutually defining."
(CTG 2.2)   The categories are called 'unit', 'structure', 'class'
and 'system'.   The scales of abstraction are 'rank', 'exponence'
and 'delicacy'.

1.11 Unit

The unit is "The category set up to account for the
stretches that carry grammatical patterns." (CTG 3.2)   For
instance, in English the units required for a grammatical descrip-
tion would be sentence, clause, phrase (or group), word and mor-
pheme.   "The units of grammar form a hierarchy that is a taxo-
nomy." (CTG 3.2)   The fact that the units form a hierarchy means
that they are a "system of terms related along a single dimension"
with "some form of logical precedence (such as inclusion)."
(CTG 2.2)   To be a taxonomy a hierarchy must fulfill a further
two conditions: (1) "There is a constant relation of each term to
the term immediately following it, and a constant reciprocal
relation of each to that immediately preceding it; and (2) degree
is significant, so that the place in order of each one of the
terms, statable as the distance in number of steps from either
end, is a defining characteristic of that term." (CTG 2.2)

So the units of grammar of any language may be placed in
a line so that there is a constant relation between one unit and
the one immediately next to it.   This relation is that one unit
"consists of" one or more of the other unit.   In English, each
sentence consists of one or more clauses, each clause consists of
one or more phrases, etc.   For one unit to "consist of" other
units, the smaller units may follow one another, interrupt one
another, or one may be simultaneous with another.

1.12 Structure

Structure is the category set up to account for the

grammatical patterns carried by the units.   Each unit may display
several possible structures.   A structure is made up of elements
(e.g. in English clause structure the elements may be termed
'subject', 'predicate', 'complement' and 'adjunct').   The struc-
ture consists of these elements in a certain order (e.g. SPCA).
Sequence must be distinguished from order.   We may find differ-
ences in sequence which are not related to a difference in struc-
ture (e.g. in English ASP and SPA).   Order may show itself in the
sequence of elements, but it is at a higher degree of abstraction
than mere sequence.

1.13 Class

"The class is that grouping of members of a given unit
which is defined by operation in the structure of the unit next
above."   (CTG 5.1)   For instance, in English the verbal phrase
(or verbal group) may be defined as the set of phrases which may
operate at the predicate element of clause structure.   This
divides it from the nominal phrase, which may not so operate.   By
this means two classes of phrase are established for English.   "A
class is not a grouping of members of a given unit which are alike
in their own structure.   In other words...classes are derived
'from above' (or 'downwards') and not 'from below' (or 'upwards')."
(CTG 5.3)

1.14 System

Generally, the term 'system' is used to signify a set of
terms which are finite in number and individually distinctive and
separate.   As a category of grammar it is used in a specialised
sense.

Although we may say that the verbal phrase operates at
the predicate element in English clause structure, if we consider
the structure of English clauses in more detail we will find it
convenient to set up subclasses of the verbal phrase.   For

instance, more detailed accounts of the structure of clauses will
have to take into account the fact that active verbal phrases
operate differently from passive verbal phrases.   There is in
fact a system of classes operating at the predicate element.

In general, a more detailed examination of a class may
show that it can be divided into a system of subclasses.

1.15 Rank

In order to be a hierarchy, the units of a language must
allow arrangement in a single dimension, with some form of logical
precedence.   The scale on which the units are arranged is called
rank.   Thus the sentence in English is of higher rank than the
clause.   Downward rank shift is allowed: as, for instance, a
clause in English which itself operates at an element of phrase
structure.   "A unit can include, in what it consists of, a unit
of rank higher than or equal to itself but not a unit of rank more
than one degree lower than itself."   (CTG 3.2)

1.16 Exponence

"Exponence is the scale which relates the categories of
the theory, which are categories of the highest degree of abstrac-
tion, to the data."   (CTG 7.3)   It is possible to link a cate-
gory directly with a formal item as its exponent, e.g. "the old
man" as an exponent of S in clause structure.   It is also possible
(and is more desirable) to move step by step down the exponence
scale, changing rank where necessary, until the formal item is
reached.   For instance, an exponent of S in clause structure in
English is a nominal phrase.   An exponent of this is one of the
possible structures for a nominal phrase, say MMH.[1a]   An exponent
of this would be the string of word classes Article Adjective Noun,
and so on.

1a. Where M is modifier and H is head.

Our aim in grammatical description is to make general-
isations.   Exponence is the scale which links our generalised
statements with the actual occurrences in the data.

1.17 Delicacy

"Delicacy is the scale of differentiation, or depth in
detail."   (CTG 7.4)   This has already been mentioned whilst dis-
cussing system in 1.14.   The least differentiated (most abstrac-
ted) structures and classes are spoken of as being at primary
delicacy.   For instance, SPO could be regarded as a clause struc-
ture at primary delicacy in English, whereas $S_{sg}P_{sg}O$ and $S_{pl}P_{pl}O$
would be the corresponding secondary structures.   The class of
nominal phrases is a primary class, but singular nominal phrases
and plural nominal phrases are secondary classes.   Successively
more delicate structures and classes may be described, all of
which are also covered by the term "secondary".   The more delicate
the stage, the more likely the statements are to be statistical,
until eventually the point is reached where distinctions are so
fine that they can no longer be drawn, even statistically.

The difference between delicacy and exponence needs to
be clearly distinguished, as there is great similarity between
them.   Briefly, delicacy shows the range of structures and classes
in greater and greater detail, whereas exponence in its way from
the category to the data may select one from among the range of
more delicate possibilities.   Thus, if SPO is a clause structure
at primary delicacy, and $S_{sg}P_{sg}O$ and $S_{pl}P_{pl}O$ are the corresponding
secondary structures, then $S_{sg}P_{sg}O$ is an exponent of SPO.   Where-
as delicacy shows the differentiation among structures and classes,
exponence traces out one of each choice to be made.   Delicacy is
the map of the river, showing successive branching until each
tributary is lost in an inland bog, whereas exponence takes a
journey from the mouth of the river to one point on the watershed.

1.2 Drawbacks to Halliday's model

1.21 Logical priority of unit and rank

I quote again what Halliday says concerning the cate-
gories of the theory of grammar: "Each of the four is specifically
related to, and logically derivable from, each of the others.
There is no relation of precedence or logical priority among them.
They are all mutually defining."   (CTG 2.2)

Consider now the following grammar of English:

"A sentence consists of one or more clauses.   A clause
consists of one or more phrases.   A phrase consists of one or
more words.   A word consists of one or more morphemes."

This grammar is apparently fully in keeping with Halliday's model,
and yet it uses only the category 'unit', the scale 'rank' and the
relation 'consists of'.   It implies a very definite precedence of
unit over the other categories, inasmuch as a grammar can be
described in terms of unit and rank alone.

This seeming priority of unit over the other categories
is a direct consequence of the fact that Halliday's theory does
not take account of the class nature of the unit.   "Unit", as
Halliday defines it, is an abstraction from one or more classes.
For instance, the unit "phrase" in English is an abstraction from
the nominal phrase and the verbal phrase, each of which have very
different syntactic functions, and each of which display a variety
of structures.   The only link between them is that both may
operate in the structure of the clause.   It is necessary, from
Halliday's viewpoint, to make an abstraction from them, the "unit"
if we are to have any descriptive categories arranged on a one-
dimensional rank scale.   If we treat a nominal phrase as a
different unit from a verbal phrase, then the units are no longer

arranged in one dimension, and therefore they cannot constitute a hierarchy.

1.22 The relation "consists of"

For Halliday's units to be arranged in the hierarchy he desires, there must be a constant relationship between one unit and the next.   The nature of this relationship, he tells us, is that one unit "consists of" one or more of the units next below. In what sense does one unit "consist of" other units?   Suppose we consider how a clause in English consists of phrases.   To go from the clause to the phrase in one leap leads us to the pseudo-grammar described in 1.21.   The alternative to going in one leap is to follow these steps:

One of the classes of clause has one or more structures. Each element of each structure has as exponent a class of the phrase, which operates there.

This means that in going from unit to unit we may pass via class and structure, then along the exponency scale to class again, and back from class to the unit at the rank next below.   The relation "consists of" is therefore a very complicated one.

Not only is this relation a complex one: sometimes it is hard to see any justification for it other than the logical necessity of having a constant relation between the terms in a hierarchy.   In Tho, as in English, there appears to be a class cleavage below the rank of the clause.   A verbal group may only operate at the predicate element of the clause.   A nominal phrase may not operate at the predicate element.[1b]   Another feature which is similar to English is that when we consider the structure of the verbal group and the nominal phrase there is a great deal of 'in-breeding'.   The verbal group consists of such word classes as auxiliaries and verbs, which cannot operate in nominal phrase structure.   The verbal group, in fact, seems to be quite distinct

1b. In CTG 3.3 Halliday suggests that 'group' and 'phrase' have been used interchangeably for the same unit.   He proposes using the terms for different classes of the same unit.

from the nominal phrase.   Why must the verbal group "consist of"
words in the same way as the nominal phrase, when the classes of
words involved are so distinct?   Why may not the verbal group
consist of some word classes, whilst the nominal phrase consists
of nominal figures,[1c] which then in turn consist of other word
classes?   If this state of affairs is discovered in a language,
Halliday's theory requires that a verbal figure be set up.   Every
verbal group will then consist of one and only one verbal figure.
In other words, the verbal group will descend unchanged through
this rank.   As far as the verbal group is concerned, this is a
'dummy' rank, but this is quite valid according to Halliday's
theory because "The only theoretical restriction is that each unit
must carry at least one structure that consists of more than one
place."   (CTG 4.2)   As the nominal phrase carries a structure
which consists of more than one nominal figure, it is of no con-
sequence that the verbal group does not.

The insistence on a strict hierarchy, with each unit
consisting of units of the rank next below, means that differences
of class are not given the place they should have.   To follow
this model relentlessly means that the analyst introduces compli-
cations through his own inflexibility when the data cries out to
be analysed in a different way.

1.23 The problem of particles

In Tho, as in other languages, there are certain par-
ticles which appear to belong to units as a whole, such as senten-
ces.   If every sentence consists of clauses, with nothing left
over, how should we treat a sentence particle?   Halliday's theory
provides for two possibilities here.

(1) Each sentence particle is a clause in its own right,
consisting of one phrase, which consists of one word, which con-
sists of one morpheme.

1c. 'Figure' being a unit between phrase and word.

(2) The sentence particle enters into the structure of one of the component clauses of the sentence.

Possibility (2) again leaves us with two possibilities.

(1) The particle enters into the structure of the clause as a phrase in its own right, consisting of one word, which consists of one morpheme.

(2) The particle enters into the structure of one of the component phrases of the clause.

This bifurcation of possibilities continues right the way down the hierarchy.   Our extreme possibilities are to say that the sentence particle is itself a clause, or on the other hand to say that it enters into the structure of a word in a phrase in a clause in the sentence.

To say that a particle is a clause consisting of one phrase consisting of one word consisting of one morpheme, raises the same problem as the hypothetical invention of a verbal figure, considered in 1.22.   In effect, we are inventing 'dummy' ranks for particles.   It would be much more economical for the description if we were able to make the sentence consist of clauses and morphemes, but this we are forbidden to do.   "A unit can include, in what it consists of, a unit of rank higher than or equal to itself but not a unit of rank more than one degree lower than itself." (CTG 3.2)

If we consider the sentence particle to enter into the structure of a word in a phrase in a clause in the sentence, then immediately we must face the question "Which word in which phrase in which clause?"   The most natural choice, other things being equal, is the head word of the head phrase of the head clause. To decide which is the head we may use criteria such as obligatory versus optional elements of structure.   The net result of these manipulations will be that one word in the sentence will bear an

excessive load of complexity in the description.   We would rather

put such complexity at the rank of the sentence, because the par-

ticles concerned seem to be associated with the sentence rather

than with any particular word, but Halliday's model forces us to

this unsatisfactory result.   What is more, we introduce artificial

differences between, for instance, the head and non-head clauses.

These might otherwise have been very similar in structure, but we

have to distinguish between them because the head clause contains

the particle and the non-head does not.[2]

1.24 The raison d'être

Halliday has anticipated the question "Why are 'unit',

'structure', 'class' and 'system' the four categories needed by

the theory of grammar?"   "If one asks: 'why these four, and not

three, or five, or another four?', the answer must be: because

language is like that - because these four, and no others, are

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2. The problem of particles is dealt with by John T. Bendor-Samuel
in an unpublished article, "Problems in the Analysis of Sentences
and Clauses in Bimoba."   Bendor-Samuel's solution is to make the
particles syntagmatic features of the sentence or the clause,
equivalent to such features as the order of elements of structure.
In this way he seeks to preserve a hierarchical approach, as out-
lined in his article "A Structure-Function Description of Terena
Phrases," Canadian Journal of Linguistics 8:59-70 (1963).   "This
model sets up grammatical units which are hierarchically arranged.
The hierarchy consists of a series of levels of description....
Each...grammatical unit consists of one or more of the units next
below it in the hierarchy."   (P.59)   This does not prevent him
from setting up a grammatical "sub-unit".   "The demonstrative
expression is considered a grammatical 'sub-unit.'   It is clearly
useful to be able to group together a number of words and clitics
of different classes and make general statements about their occur-
rence as elements of the nominal phrase.   On the other hand, to
set up another level between word and phrase would lead to a very
redundant and cumbersome statement.   It is quite unnecessary for
all words to pass through an expression level en route to the
phrase.   The category of sub-level and sub-unit avoids this."
(P.67)   It is difficult to see how this can be accommodated into
a hierarchy, and unfortunately Bendor-Samuel does not attempt to
clarify the matter by defining his use of the term 'hierarchy'.

needed to account for the data: that is, to account for all grammatical patterns that emerge by generalization from the data."
(CTG 2.2)   In other words, the justification for the four categories is an empirical one.   The theoretical categories are produced by a hyper-abstraction from what is known about the patterns in languages which have been analysed.   Naturally it will not do to produce the categories first, force languages into them without regard to matters of descriptive economy, and then decide that the categories fit any language perfectly and provide a completely adequate frame of reference for all features found in them.   As I have shown in 1.22 and 1.23, some features of Tho syntax can be forced into Halliday's mould, but only at the expense of complicating the description.

If the basis of our grammatical model lies no deeper than empirical considerations, we may expect that the model will have to be revised in the light of further evidence.   My contention is that Halliday's model needs to be revised because of evidence such as that which I present in this thesis.

An analogy may be drawn here with geometry.   Euclid's postulates comprise a system which generates a logical geometry. They are not, however, the only such system.   One of the postulates may be changed, and a non-Euclidean geometry produced which is still non-contradictory.   For instance, one of Euclid's postulates states that one and only one line may be drawn through a given point parallel to a given line.   This may be waived, and a non-Euclidean geometry produced.   Each geometry, whether Euclidean or not, has mathematical validity if it is not self-contradictory. The question, which geometry fits the universe we are living in? is a matter which stands apart from the validity of any geometry. It is an empirical question, to be decided by experiment and measurement.

The system produced by Halliday's four categories and three scales of abstraction is not self-contradictory. It may be reduced to mathematical logic.[3] At the same time we may not expect that it is the only such system which may be devised. Other non-contradictory systems may be produced by altering some of the categories and scales of abstraction. Each theory of grammar needs to be tested empirically to see which best fits the data.

1.3 Suggested modifications to Halliday's model

The drawbacks to Halliday's model outlined in 1.2 arise because different classes are united in the units. This is done in order that the units might constitute a hierarchy arranged on the rank scale. This hierarchy is also a taxonomy because one unit "consists of" other units. (See 1.11, p.10) Let us redefine the unit so that it separates different classes.

Definition A unit is the correlation between a class of items and the structure or structures they display.

On this definition the verbal group and the nominal phrase in English are different units. The units of a language are no longer arranged in a single dimension, and therefore they can no longer constitute a hierarchy. Note that the units are defined on the basis of a common syntactic function, which is the essence of class. A unit on this definition has two sides, like the faces of a coin. One is the class aspect, abstracted from the syntactic function of all the exponents of the unit. The other is the structure aspect, abstracted from the structures which all the exponents of the unit display.

Let us now examine the repercussions of this new definition of the unit on the other categories and scales. Structure and system, together with the scales of exponence and delicacy, will be unaffected. In order to see the effect of the change on the scale of rank, we will first consider a replacement for the relation "consists of".

3. See R.M.W. Dixon, "A Logical Statement of Grammatical Theory," Language 39:4:654-68 (1963).

A class may operate at an element of structure.   As a
unit is a class, it too may operate at an element of the structure
of another unit.   This, then, is the way in which one unit
"consists of" other units.

Units are classes, but there are some classes which are
not units.   An example in Tho is the class of final particles.
These have no structure, so they cannot be units.   They may,
however, operate at an element of structure of a unit.

An analogy may be drawn with electric adaptor plugs.
An adaptor is essentially a plug on the one side, and one or more
sockets of varying shape and size on the other side.   The plug
side may fit into a socket on another adaptor.   Here the plug is
the class, fitting into (operating at) one of the sockets (an ele-
ment of structure) of an adaptor (a unit).   Appliances have a
plug but no sockets, and correspond to the classes which have no
structure, and so are not units.   The adaptor which fits into the
mains may be compared with the sentence, which operates in dis-
courses or situations.

For Halliday the relation "consists of" is that constant
relation existing between successive terms in a hierarchy.   For
me it shows the interrelation of the units with no hierarchy being
involved.   The units and classes[4] form a network of interrelations,
such as that shown in 3.6, p.48.   Not every unit or every class
may operate at every element of structure of every unit.   A large
part of the grammar of a language consists of a description of the
different elements at which each unit and class may operate.   This
may be done in greater or lesser detail, i.e. at secondary or
primary delicacy.   The two-dimensional array shown in 3.6 is the
analogue of Halliday's one dimensional rank scale, showing what
units and classes any given unit may consist of.[5]

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4. "Classes" here means those classes which are not units.
5. The array in 3.6 should not be looked upon as intrinsically
two-dimensional.   A good case might be made for considering it as

We can no longer define class as "that grouping of members of a given unit which is defined by operation in the structure of the unit next above" (CTG 5.1) as there is now no unit above or below. The array in 3.6 should be considered topologically: it may be distorted in any fashion desired, so long as no ruptures occur. However we distort it, it is impossible to arrange the units so that each one only operates in the structure of the unit next above.[6]

We may revise the definition of class in the following way:

Definition   A class is a grouping of items which are alike in their grammatical function.

Absolute identity of function is not required. Differences of function are dealt with at secondary delicacy by setting up subclasses.

The sentence often causes difficulty in linguistic description because of the unique position in which it stands. We have defined a unit as the correlation between a class of items and the structure or structures they display. It is obvious that the sentence displays structures: does it have a class aspect to qualify it for consideration as a unit?

R.H. Robins says that,[7] "Traditionally the longest structure within which a full grammatical analysis is possible has been taken as the sentence, or potentially complete utterance." The word "potentially" is an important qualification here. Not every

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basically three-dimensional (as this would allow lines to pass each other without intersecting). However, the main point here is that it would be impossible to represent the information given in 3.6 in a one-dimensional array, as is possible with Halliday's units.

6. It is hard to see how this is possible even for Halliday, as he permits down ranking

7. General Linguistics: An Introductory Survey.   London 1964. 5.2, p.190.

sentence can stand as a complete utterance. However, there is a certain completeness about the structure of a sentence.[8] It is the brick which is used to build longer stretches of speech, such as conversations and discourses, but these have not yet been as exhaustively studied as the sentence.

Sentences do, then, comprise a class, as they are alike in their grammatical function. They operate in longer stretches of speech, though not at elements of structure, and they can potentially function as complete utterances. This is, of course, a direct consequence of the completeness of structure which they display. This does not mean, however, that classes are being established on the basis of similarity of structure. Two radically different structures may each exhibit this completeness, and therefore would be able to operate in discourses, or in situations as free utterances.[9]

1.4 Comparison with Tagmemics

1.41 Form or function

The unit as I have defined it is the correlation between a class of items and the structure(s) they display. As such, it it is strikingly similar to the tagmeme, which is a correlative between the slot and the class which fills the slot. Both the unit and the tagmeme are form-function correlatives. Function is the aspect which both Halliday[10] and Longacre[11] claim to be primary.

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8. Cf. R.E. Longacre, Grammar Discovery Procedures, The Hague (1965), p.17 fn.14. "Sentences are characterized by a degree of closure... not characteristic of lower levels."

9. Cf. CTG 3.3. "There will always be one unit which, more than any other, offers itself as an item for contextual statement because it does the language work in situations: so it might as well always have the same name: 'sentence.'"

10. Cf. R.H. Robins, "Some Considerations on the Status of Grammar in Linguistics," Archiuum Linguisticum XI (1959), p.109. "When there is a conflict of classification of morphological paradigm and syntactic function, the latter is given preference in assigning words to word classes." This is quoted in CTG 5.3 fn. 48, with

What then is the difference between my unit, based partly on
Halliday, and Longacre's tagmeme?

In order to compare the two, we must bring the terminology together.   'Slot' corresponds to 'element of structure',
whereas 'class' is common to both theories.   'Tagmeme' corresponds
to an element of structure together with the class which operates
there (i.e. which 'fills the slot').   'Syntagmeme' almost corresponds to 'structure', being a string of tagmemes.   This is clearly seen in Longacre's words:[12]

> "Pattern and pattern point therefore are properly primitives of linguistic structure.   The particular linguistic theory
> here followed terms the former SYNTAGMEME (construction) and the
> latter TAGMEME (element of a construction)."

The difference between syntagmeme and structure is that whereas
structure is merely a string of ordered slots, syntagmeme includes
the attendant classes.

We may represent tagmeme and syntagmeme diagrammatically
as follows:

```
    Slot             Slot——Slot——Slot——Slot
     |                |      |      |      |
    Class            Class  Class  Class  Class
```
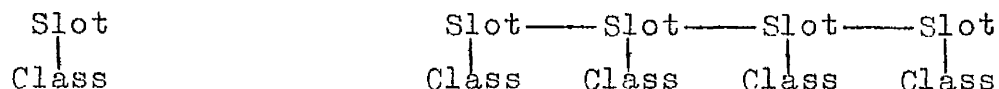
The representation for my unit would then be:

```
                     Class
                       |
          ┌────────────┴────────────┐
    Slot-Slot-Slot          Slot-Slot-Slot-Slot
```

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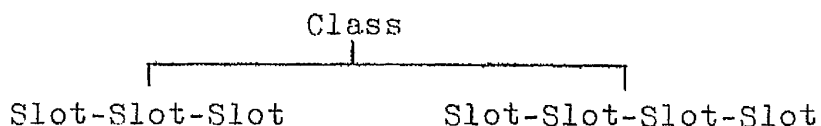
the comment, "I would add 'groups to group classes, etc.'"

11. "Tagmemics makes grammatical functions focal, but associates
such functions with sets of items and constructions.   A function
may be considered a defining property of a set while the set may be
said to manifest a function."   "Some Fundamental Insights of
Tagmemics," Language 41:1:65-76 (1965).

12. Grammar Discovery Procedures, The Hague (1964), p.15.   Not all
things are to be clearly seen from the words of tagmemicists.   One
feels that their theories would be better understood and their
value far more appreciated if they were not hedged in by an almost
impenetrable mass of unnecessarily complex terminology.

This brings to light certain key differences.   Tagmemes, syntag-
memes and units are all combinations of slots and classes, but the
former two have their slots 'above', and the latter has the slots
'below'.   This means in effect that in Tagmemics the classes are
subordinated to the structures, whereas in my theory the structures
are subordinated to the classes.

This may be seen by means of an example from Tho.   The
equative and predicative clauses (pp.41-43) have radically differ-
ent structures, but form one class, as both operate at the head
element of sentence structure.   The clause is therefore a single
unit in this grammar.   According to tagmemic theory, they would
be different clause level syntagmemes, and would only be drawn
together as the fillers of the slot of the head tagmeme on the
sentence level.   That is to say, they would be united at the
sentence level but at their own level, that of the clause, they
would be separated because of their differing structures.   Thus,
although Tagmemics pays lip service to the supremacy of function
over form, the nature of the tagmeme countermands this.

1.42 Hierarchy or non-hierarchy

In a recent article[13] Longacre defends the concept of
hierarchy.   Although Tagmemics (unlike Halliday) allows upranking
(or level-skipping, as Longacre calls it) as well as down ranking,[14]

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13. "Some Fundamental Insights of Tagmemics," Language 41:1:65-76
(1965).

14. "Hierarchical structuring as commonly conceived involves dis-
tribution of lower-level units into higher-level units....   Recur-
sive layerings may occur on the same level: word within word ('com-
pounds'), phrase within phrase..., clause within clause, etc.
There may be backlooping from higher levels.   Occurrence of a sub-
ordinate clause which manifests a phrase level tagmeme (the boy who
came yesterday), or of a sentence within a clause (when heads-I-win-
tails-you-lose is the order of the day) exemplify first-order back-
looping.   Occurrence of a sentence within a phrase (his heads-I-
win-tails-you-lose attitude) exemplifies second-order backlooping.
Level-skipping may also occur: a sentence-level tagmeme manifested
by a phrase or a clause-level tagmeme by a word exemplifies first-
order level-skipping, while a sentence-level tagmeme manifested by
a word exemplifies second-order level skipping."   Op.cit. 73-4.

this does not mean that they cling less tenaciously to the notion

of hierarchy.   Longacre rounds off his article by bringing matrix

theory to the defence of hierarchy, as follows:[15]

"In diagram 5, T symbolizes tagmemes identified by sub-
scripts $\P$, S, C, P, and W as paragraph level, clause level, phrase
level, and word level.   D and M symbolize discourse and morpheme
as top and bottom points of reference.   These six hierarchical
levels (and morpheme, which is not a level) comprise the vertical
coordinate of the chart.   There is a central column labelled
HIERARCHICAL with successive columns to the right and left.   Cells
are filled with symbols for levels.   Thus, the intersection of T_C
and HIERARCHICAL is cell P; we read: 'Clause-level tagmeme manifest-
ed by a set of phrase-level syntagmemes'.

	LEVEL-SKIPPING[2]	LEVEL-SKIPPING[1]	HIERARCHICAL	RECURSIVE	BACK-LOOPING[1]
$T_\P$	P	C	S	$\P$	D
T_s	W	P	C	S	$\P$
T_c	M	W	P	C	S
T_p		M	W	P	C
T_w			M	W	P

DIAGRAM 5.   FIELD STRUCTURE OF HIERARCHY

"The field structure represented above has the following
characteristics.   (1) Every row is displaced one cell to the right
in respect to the row above it and one cell to the left in respect
to the row below it.   (2) Every column is displaced one cell up-
wards in respect of the next column to the right, and one cell
downwards in respect to the next column on the left.   (3) All left-
to-right descending diagonals have the same cells....

"Notice...that all varieties of mutual imbedding of con-
structions from various levels find their place in a periodic
matrix like that in diagram 5 and none need be considered aberrant
or extrasystemic.   Rather, the apparent exceptions to hierarchy
(recursiveness, back-looping, and level-skipping) are part of a
field structure in which hierarchy finds its ultimate justification.
The relative spacing - which is possibly the fundamental notion in
hierarchy - is preserved regardless of the horizontal or vertical
shifting of rows and columns."

The argument here needs to be considered closely.   The

intersection of T_c and HIERARCHICAL is cell P because Longacre

15. Op.cit. 76.   Diagram 5 has been reduced in size here by
omitting Longacre's LEVEL-SKIPPING[3] and BACK-LOOPING[2].

considers the manifestation of clause level tagmemes by phrase
level syntagmemes to be normal.   If he finds a syntagmeme a level
below that which he expected (in this case, a word level syntagmeme),
he calls it first-order level- skipping, and consigns the phenomenon
to the column to the left of HIERARCHICAL in his matrix.   If the
clause level tagmemes are manifested by syntagmemes a level above
that which he expected (in this case, clause) they are _ipso facto_
placed in the column to the right of HIERARCHICAL, and termed
recursive.   This is plainly seen from the quotation given here in
footnote 14, page 25.

        The explanation of the 'field structure' of the matrix
is simply that what was fed into the matrix appears in it.   The
levels are fixed upon, and the analyst's determination that his
hierarchy will not be spoiled causes him to deflect any apparent
exceptions to columns other than the central one.   The column the
exception will be placed in is determined by the hierarchy origin-
ally decided on.   In fact, the whole argument is a tautology.

1.5 Composite formulae

        The purpose of grammatical analysis is to make abstrac-
tions based on similar but different events.   If we find the
structures MH, H, HQ and MHQ (where M signifies modifier, H head
and Q qualifier), then we can represent these four by a composite
formula which is an abstraction from them: (M)H(Q).   This is a
valid means of expressing the facts in a more economical way.
Our composite formula may then be used to 'generate' the original
four structures.

        If we also find the structures AMH, AH and AMHQ, we may
amend our composite formula to read: (A)(M)H(Q) (where A signifies
article, say).   This will generate the seven structures which we
have found so far, and also the structure AHQ, which has not yet
been discovered in our corpus of data.   However, this is not a
drawback to the composite formula, because a grammar should in fact
generate sequences which have not been found in the corpus analysed.

The better the grammar, the greater the number of these sequences which are found to be grammatical.[16]

The structures of the nominal phrase in Tho provide us with some interesting problems when we try to make a composite formula. Let us consider the first two structures listed in 3.31, p.43, Nom and Nom Nom. Two composite formulae could be made:

(Nom)Nom   and   Nom(Nom)

The first formula suggests that the second nominal is the head, and the second formula suggests that the first nominal is the head. This in essence exemplifies one of the charges which transform grammarians level at a 'phrase structure' grammar; a PS grammar does not assign its 'P-markers' correctly.[17] The structure is not shown without arbitrariness.

Perhaps one answer to the problem is that we should not take our composite formulae too seriously. They are, after all, mere devices for representing several structures in one formula.[18] When we use a descriptive device we should be able to make it mean (like Humpty Dumpty's words) just what we want it to mean - neither more nor less. So a composite formula such as Nom(Nom) should be

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16. If the composite formula generates ungrammatical sequences (e.g. if AHO is not found in text because it is not grammatical), then restrictions can be placed on the formula at secondary delicacy. The value of delicacy here is that highly generalised statements can be made without clouding the issue with a host of amendments, and yet the modifications may be made in their proper place.

17. See for instance P. Postal, "Constituent Structure: a Study of Contemporary Models of Syntactic Description," IJAL 30 (1964), pp. 23,4; E. Bach, An Introduction to Transformational Grammars, New York (1964), pp. 67-8.

18. However, in tagmemic theory a composite symbolisation is given a status of its own. Tagmemicists regularly speak of 'optional' or 'obligatory' tagmemes, as though there were an intrinsic difference between them. In tagmemics individual structures are not usually used (except in the initial stages of analysis). The composite formula is taken as an expression of what a structure actually is.

able to stand for the structures Nom and Nom Nom, and a composite
formula such as

$$\text{Nom Link Nom (Link Nom)}^n$$

where n is an integer greater than or equal to zero, should be able
to stand for the structures

    1. Nom Link Nom

    2. Nom Link Nom Link Nom

    3. Nom Link Nom Link Nom Link Nom etc.

without any implication that any nominal is more central to the
structure than any other.   The situation would be different if we
had numbered the nominals Nom_1, Nom_2 etc., or in any other way
shown them to be different elements of structure, so that one of
the nominals in structure 2. (say) could be identified with one
of the nominals in structure 3.

If the transform grammarian still contends that this
problem arises because a phrase-structure-type grammar cannot deal
with an infinitely recursive structure without imposing too much
'structure' on it, then the following course may be adopted.   A
composite formula for the nominal phrases above with links could
be written as:

$$(\text{Nom Link})^m \text{ Nom Link Nom (Link Nom)}^n$$

where m and n are integers greater than or equal to zero.   Now
structure 3. above may be generated in three different ways from
our composite.   These may be seen by

    (a) making m = 2 and n = 0

    (b) making m = 1 and n = 1

    (c) making m = 0 and n = 2.

The structure 3. may be considered to be the result of oscillation
between these various structures, just as the benzene molecule may
be considered to oscillate between the forms ⬡ and ⬡
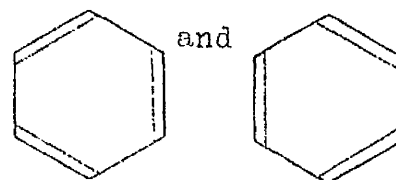
However, there is no need to resort to such extremes of ingenuity
if we refuse to be the slaves of our descriptive techniques.

Chapter 2

PRACTICAL INTRODUCTION

2.0   Some of the subjects treated in this chapter may seem to
be more theoretical in nature than would be expected in a practical
introduction.   They are, however, matters which affect the
practical organisation of material in this thesis.

2.1 The corpus of data

The data used for this thesis were all gathered from one
man, Hoàng Chung Minh, aged 56.   He had lived most of his life in
Kỳ Lừa, just outside the provincial capital of Lạng Sơn, Việt Nam.
I met him when both he and I were living in the refugee resettle-
ment village of Tùng Nghĩa, Tuyên Đức province.   We would describe
his language as Thổ, or Tầy, as opposed to Nùng, or Phản Sling,
which latter two terms are used to describe a neighbouring language
close to Thổ.

The corpus used for this analysis consisted of the 32
texts which were also used to make the concordance by computer
(see Ackowledgements, p.3).   Each of the texts were designated by
a two letter code name for computer purposes.   These are all
mnemonic codes, sometimes based on the orthography for Tho which
was devised for computer use.   The text codes are here given with
an explanation of the code, and a brief description of the subject.

BA Bắc 'North'   Life in the North.

BI Bi 'marble'   Description of children playing
marbles, with comments on the value of
recreation.

BU Burial   The religious ceremonies used at a
burial.

CH Cho 'to name'   Tho customs with regard to giving
names to children.

CU Cúng 'to sacrifice'   Description of a Tho sacrifice, with
the implications to daily living.

HF Hải Phòng   An imaginary letter to the North,
telling about the journey from Hai Phong to
the South.

IL   Illness   What happened when Mr. and Mrs.
                    Englishman went to Saigon because of illness.

KH   Khăng 'a game with sticks'   Description of a game of khăng.

KI   Kiêng 'to fast'   The ceremonies and fasting necessary
                    for a Tho person becoming a priest.

LM   Lẩu mẩu 'drunk   The necessity of living together as
                    good, respectable members of the community.

ME   Mé 'mother'   An imaginary conversation with an
                    old Tho woman.

ML   Mẻ lùa 'daughter-in-law'   Tho customs pertaining to the conduct
                    of a daughter-in-law after she has gone to live
                    with her husband's family.

MO   Mọt 'woodworm'   How to build a house so that it is
                    free from woodworm.

MT   Mẩn tẩy 'potatoes'   The problems and hazards of growing
                    potatoes.

NA   Nã 'ricefield'   A farmer's calendar in the North.

PH   P'i 'spirit'   The different kinds of spirits in the
                    world.

PO   Potatoes   An imaginary conversation about
                    potato growing.

PR   Priests   `   The value and functions of different
                    kinds of Tho priests.

PT   Phép-tắc 'politeness'   How parents teach their children to
                    be polite.

RE   Return   What happened when Mr. and Mrs.
                    Englishman returned from Saigon.

RP   Reply   An imaginary reply to HF.

SA   Saigon   Visiting relations in Saigon.

SK   Slửa khoá 'clothes'   The different ethnic groups, means of
                    transportation, and seasons in the North.

SU   Superstition   The superstitions described by the
                    Nung which are no longer regarded by the Tho.

SV   Sláo ví 'cleansing'   The situations which bring ceremonial
                    uncleanness, and how this can be cleansed.

TE   Tết 'celebration'   The feast days and holidays during
                    the Tho year.

TH   Then 'necromancer   The function of woman necromancers,
                    including a description of a seance.

TM   Too much   A complaint about having to give too
                    many texts.

TW   Twice   An appeal to divide our study time
                                  into two parts.

VD   Văn đây 'good days'   The necessity for observing propit-
                                  ious and non-propitious days.

WF   Wedding feast   The chagrin of discovering that you
                                  didn't invite all your friends to a wedding
                                  feast.

ZI   Di-cư 'refugee'   The refugee agrees to study with the
                                  Englishman.

These texts were each tape recorded and transcribed.
Each one was spontaneously spoken, although sometimes a topic was
suggested beforehand.

The concordance of the texts listed each occurrence of
each word in turn, with a line of context, and with the code name
of the text and the sentence number.   It was used to check rapidly
all the occurrences of any word, in order to make generalisations
about the function of that word.

Although spontaneous speech is among the most natural
kinds of text material, it is almost the most difficult to analyse.[1]
Experience with this material has caused me to abandon the idea
that a native speaker speaks nothing but grammatical utterances.
It is obvious that on occasions a native speaker starts one sen-
tence and abandons it for another before it is completed.   There
are other times when, having uttered an exponent of a certain
element, he decides that another exponent would be more explanatory
or otherwise preferable, so that the sentence ends up with two
exponents instead of one.   (See for instance the two locative
elements in ME 7, p.120.)   If all these utterances are taken to
be fully grammatical, then the grammar of the language is obscured
with a mass of irregular forms.

How are we to exclude such non-grammatical items on
grounds other than notional?   One way would be to check them over
again with a native speaker, and test whether he wants to correct

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1. A more natural kind still, perhaps even more difficult to
analyse, would be natural conversation recorded in situ.

them.   Even this method is fraught with problems, as he may want
to correct features which are truly grammatical.   I was not able
to use this method at all, as the analysis was not done until after
I had returned from Viet Nam.

Other criteria can be used, however.   The fact that a
stretch of speech does not fit the pattern which is well established
by abstraction from many other equivalent stretches, is usually the
first indication that it may not be grammatical.   A sudden pause
(which may even occur in the middle of a word, leaving that word
unfinished, as in PH 63b, p.139) after which the tempo of speech
may be considerably increased, is another sign.   We would not
expect any such stretch of speech to be repeatable, especially if
the speaker has not completed a grammatical unit.   The meaning
also is a valuable clue which, although we may not be able to
formalise, we would be foolish to ignore.

2.2 Secondary delicacy

As the concept of delicacy is central to this thesis,
and also as it is not very widely used, perhaps more should be said
in way of explanation.   Delicacy is the scale of depth of detail.
At primary delicacy statements are made at the highest level of
abstraction.   Statements may also be made at a lower level of ab-
straction, giving more detail of the structures and classes.   Any
statement which is not at the highest level of abstraction is said
to be at secondary delicacy.

Delicacy is a cline (i.e. a continuum), not in the sense
that infinite and infinitesimal gradation is possible, but in the
sense that there are no definite stopping places, nor any means of
comparing the delicacy of two statements about different structures
or classes.   Or rather, there is only one point where comparison
is possible: the point at which we can no longer make further ab-
stractions, i.e. primary delicacy.   The fact that secondary deli-
cacy must remain a stretch of territory with no milestones consti-
tutes a problem for the description.   The practice in this thesis

will be to give all the information which is known at secondary
delicacy, without attempting to divide it into further steps into
depth of detail.

What changes might we expect in statements at primary
delicacy if we subject them to an increase in delicacy?   There are
three changes which might affect the structures.   These are:

(1) Variations in the sequence of elements which are not
significant at primary delicacy might be significant at secondary
delicacy.   The differences between the sentences "She saw him
yesterday" and "Yesterday she saw him" would be dealt with by
setting up different structures at secondary delicacy.

(2) A structure may have repetitions of one element at
primary delicacy, whereas at secondary delicacy these may have to
be distinguished as different elements.   One structure of the
nominal phrase in English at primary delicacy might be written as
$(M^n)H(Q^m)$, where M signifies modifier, H head and Q qualifier.
At secondary delicacy we would have to recognise the fact of secon-
dary differences between the consecutive M elements.   We would
then write the structure $(M_1)(M_2)(M_3)...H(Q^m)$.

(3) One primary structure might have to be split up into
two structures at secondary delicacy, with agreement between two
elements.   For instance, English clause structure might be written
as SPOA (subject predicate object adjunct) at primary delicacy, but
at secondary delicacy we might write two structures, $S_{sg}P_{sg}OA$ and
$S_{pl}P_{pl}OA$ to show the agreement between subject and predicate
elements for singular and plural number.

Cases (2) and (3) here affect the classes, too, as
elements distinguished at secondary delicacy imply that the classes
operating at these elements are also to be distinguished at second-
ary delicacy.   There are an additional two reasons for which we
might want to set up subclasses at secondary delicacy.   These are:

(4) Subclasses of a class might be correlated with
particular elements of structure.   E.g. at primary delicacy in Tho,

verbs are said to operate at both verbal and adverb elements (p.47).
At secondary delicacy different subclasses are seen to operate at
each element (pp. 65-8).

(5) Subclasses of a class might be correlated with
particular structures.   E.g. a different subclass of clause may
operate at the head of a structure PrH H (prehead head) from that
which may operate at the head of the structure H.   In the former
case in Tho sentence structure, only a predicative clause may
operate, whereas in the latter structure it may be either a pre-
dicative or an equative clause.

Of these five cases, (1) is dealt with in this thesis at
primary delicacy.   This is purely because of considerations of
description, not theory.   It is accepted that mere linear sequence
may nor may not be relevant at primary delicacy.   However, I sus-
pect that it is easier for readers to follow a description which
indicates any fluidity of sequence at the earliest opportunity,
rather than one which states an order for the elements which may
not correspond with the sequence of every exponent.

As to cases (2) to (5), it is possible for us to increase
the delicacy of a description at one point (two or more points in
the case of (3)), whilst keeping other things equal.   This is the
course which is followed in this description.   We cannot describe
structures which are uniformly increased in delicacy at every point,
because we have no means of comparing the delicacy of one element
of structure with another.   We can, however, consider each element
of structure at a time in more detail.   This is why the divisions
of Chapters four to eight, dealing with the various units at second-
ary delicacy, follow the elements of structure of those units.

2.3 Sundry points

2.31 The layout

In Chapter 3 all the units of Tho syntax are covered at
primary delicacy, and succeeding chapters deal with each unit in

turn, at secondary delicacy.   The fact that Chapter 3 starts with the sentence, and that Chapters 4 to 8 end with it, is of no theoretical importance: it is simply found easier to describe Tho syntax in that way.

The five units are named the sentence, the clause, the verbal group, the nominal phrase and the nominal figure.   These should not be thought of as being arranged in any hierarchy, as explained in the theoretical introduction.   This is why I have avoided linking them together by using common terms such as verbal phrase and nominal phrase, in case any should think that these two units are of the same rank.   The terms sentence, clause, group, phrase and figure could have been used, but these might not have been as clearly understood by the reader as the terms verbal group, nominal phrase and nominal figure.

2.32 Syntax

If, according to my theoretical standpoint, there are no ranks arranged in a hierarchy, how is it possible to speak of 'syntax'?   This surely implies a contrast with 'morphology', both of which terms are dependent on a word rank.

The reason I have used the term 'syntax' rather than 'grammar' is that I do not want to imply that I have dealt with all possible kinds of structures occurring within Tho sentences.   Although many of the basic classes[2] of Tho consist of monosyllabic items which can without doubt be said to be single morphemes, there are some items which are of more than one syllable, e.g. phép-tác 'politeness', p'ō-mē 'parents' (literally 'father mother').   Some of these items are obviously bi-morphemic, and all of them may prove to be so on further research.   There are no doubt structures to be investigated here which I am not able to investigate.

Although such structures would extend parts of the

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2. By 'basic' here I mean those classes in the diagram given in 3.6 (p.48) which are not counted as units.   These are the classes for which I have not given any structures.

diagram in 3.6 (p.48), they would not radically alter it.   In place of a word class operating at an element of a unit, we would have a unit with structures at which morpheme classes operate. This unit would itself operate at the element of the higher unit exactly as the word class did previously.   My criteria for calling a polysyllabic item a word have been:

(1) In function it behaves identically with many monosyllabic items.

(2) It displays the combination of internal stability and external mobility expected in a word.

Hyphens are used for linking the syllables of such an item together.   Perhaps the word is a special case, needing to be specially provided for in a theory of grammar, but Tho provides little in the way of evidence either for or against such an idea.

2.33 System

The term 'system' is only used for two or more subclasses which are all exponents of one class at primary delicacy.   When a class consists of a closed set of items (and is technically therefore a system) it is still called a class.   At secondary delicacy such closed classes are usually listed exhaustively.   Examples are given from open classes.

2.34 Examples

Examples from text ME are often used.   Reference should be made to Chapter 9 (p.115) where text ME appears parsed.   Other examples are listed at the end of each chapter.

2.35 Index

An index of important subjects is given at the end of the thesis (p.144).   Abbreviations are included there.

Chapter 3

THE UNITS AND THEIR INTERRELATIONS

AT PRIMARY DELICACY

3.1 The sentence

          members of the

The/class of sentences have a unique grammatical equivalence.   Any text may most conveniently be described in terms of a succession of sentences.   It has not been found possible to analyse the structure of a text in terms of elements ordered in places, however, and it is suspected that any such analysis would at best be sketchy and incomplete.

Phonological features may indicate the beginning and end of sentences in the absence of grammatical markers.   A major pause is one such phonological feature.   However, there is not a one-to-one correlation between stretches of speech bounded by major pauses and grammatical sentences.

3.11 Sentence structures

Sentence structures may be made up of seven elements. These are termed Opener (Opnr), Introduction (Intr), Focus (Foc), Head (H), Pre-head (PrH), Post-head (PoH) and Final (Fin).   The structures which have been found to date are listed below.[1]

		H			(ME 13)p.122
	Intr	H			(ME 5)p.119
		H	Fin		(ME 18)p.124
	Intr	H	Fin		(Ex. 1)p.49
	Opnr	H			(Ex. 2)p.49
Opnr	Intr	H			(ME 9)p.121
	Opnr	H	Fin		(ME 16)p.123
		Foc→H			(Ex. 3)p.49
	Intr	Foc	H		(Ex. 4)p.50
	Opnr	Foc→H			(Ex. 5)p.50
Opnr	Intr	Foc	H		(Ex. 6)p.50
	Opnr	Foc→H	Fin		(Ex. 7)p.50

---

1. Numbered examples are given in full at the end of this chapter, pp. 49-63.   For examples taken from text ME please see Chapter 9, pp. 118-28.

Opnr Intr Foc		H	Fin				(Ex. 8)p.50
	PrH	H					(ME 8)p.120
	PrH	H	Fin				(ME 22a)p.125
Intr PrH		H					(Ex. 9)p.51
Opnr PrH		H					(ME 12)p.122
Opnr PrH		H	Fin				(ME 2)p.118
PrH Foc		H					(Ex. 10)p.51
Intr PrH Foc		H					(Fx. 11)p.51
Opnr PrH Foc		H					(Ex. 12)p.51
Opnr Foc→PrH		H					(Ex. 13)p.51
Opnr Foc→PrH		H	Fin				(Ex. 14)p.52
Opnr PrH Foc		H	Fin				(ME 10)p.121
Opnr Intr Foc	PrH	H	Fin				(Ex. 15)p.52
PrH	PrH	H					(ME 23)p.126
PrH	PrH	H	Fin				(ME 26)p.127
Opnr PrH	PrH	H					(Ex. 16)p.52
PrH Foc	PrH	H					(ME 11b)p.122
Opnr Intr Foc	PrH	PrH	H				(Ex. 17)p.52
Opnr PrH PrH	PrH	H					(Ex. 18)p.53
Opnr Intr PrH Foc PrH PrH	PrH	H					(Ex. 19)p.53
		H	PoH				(Ex. 20)p.53
Intr		H	PoH				(Ex. 21)p.53
Opnr		H	PoH				(ME 27a)p.127
Intr		H	PoH	Fin			(Ex. 22)p.54
Foc→		H	PoH				(Ex. 23)p.54
PrH		H	PoH				(Ex. 24)p.54
Opnr PrH		H	PoH				(ME 4)p.119
Opnr PrH Foc		H	PoH	Fin			(Ex. 25)p.54
Opnr Intr PrH Foc		H	PoH				(Ex. 26)p.55
		H	PoH	PoH			(Ex. 27)p.55
Intr		H	PoH	PoH			(Ex. 28)p.55
		H	PoH	PoH	Fin		(Ex. 29)p.55
Opnr		H	PoH	PoH	Fin		(Ex. 30)p.56
PrH		H	PoH	PoH			(Ex. 31)p.56

An arrow indicates that the focus element interrupts the (unit operating at the) element to which the arrowhead points. The focus is still considered an element of sentence structure in this case.

A composite formula can be derived from the structures listed above:

$$(Opnr)(Intr)(Foc)(PrH^4)H(PoH^2)(Fin)$$

Brackets indicate elements which are optionally present. Superscript numbers indicate that a succession of such elements may occur up to the number shown. The sequence of the elements is the same as the sequence of the symbols in the composite formula,

except in the case of the focus.   The focus may follow the intro-
duction, or the first prehead, or may interrupt the first prehead
or the head.   In such instances as PH 22b, PH 30a, PH 36b, PH 38
and PH 95a (see Chapter 10) there are several occurrences of the
focus in one sentence.   Insufficient evidence has been found to
decide whether this should be taken account of in the composite
formula, or whether these sentences are not fully grammatical.

3.12 Exponents of elements of sentence structure

The opener element is the place of operation of a class
of opener particles.[2]

The introduction element is the place of operation of a
class of introduction particles.

The focus element is the place of operation of a one-term
class,[3] namely the item ní.   A slight pause usually follows this
item.   It may help the reader to know that ní seems to throw em-
phasis of some kind on the preceding unit.

The prehead element is the place of operation of a clause
or (rarely) a nominal phrase.

The head element is the place of operation of a clause.
The differences between clauses operating at the head element from
those operating at prehead and posthead will be explained at
secondary delicacy in Chapter 8, p. 109.

The posthead element is the place of operation of a clause.

The final element is the place of operation of a class of
final particles.   These are usually accompanied by very weak

---

2. For examples of these classes, please see the relevant examples
from section 3.11, or see Chapter 8.

3. I am departing here from Halliday's division of 'system' from
'class' (CTG 2.1).   Please see 2.33, p. 37.

stress, together with a certain amount of centralisation of the
vowels, making it very hard to determine their actual phonological
form.   It may be better to consider that different systems of
vowels and tones operate in these particles from those which oper-
ate in the rest of the language.   However, they are represented
in this thesis by the common orthographic symbols.

3.2 The clause

The clause displays two radically different structures;
so different in fact that we may give different names to them, the
equative clause and the predicative clause.   Difference of struc-
ture is not, however, the criterion for separating units.   Predi-
cative and equative clauses together form one class, which operates
at the prehead and head elements of the sentence.   The occurrence
of clauses elsewhere in structures is limited to the predicative
clause, but this is taken to be a matter of secondary delicacy, and
is dealt with accordingly in Chapter 7.

3.21 The equative clause

3.211 Structure

The equative clause consists of an Implement (Impl)
followed by a Complement (Compl).   This may be represented by the
formula:
                    Impl Compl
Equative clauses are very rare in comparison with predicative
clauses.   See Exx. 32, 33 at the end of this chapter, p. 56.

3.212 Exponents of elements of structure

Both the implement and the complement are the places of
operation of nominal figures.

3.22 The predicative clause

3.221 Structure

Predicative clause structures may consist of five elements.

These are Locative (L), Subject (S), Predicate (P), Object (O),
Adjunct (A).   The following structures have been found so far:

		P			(ME 1) p.118
	S	P			(ME 1) p.118
		P	O		(ME 6) p.120
	S	P	O		(ME 3) p.119
	L	P			(Ex. 34) p.57
		P	L		(ME 11a) p.121
L	S	P			(Ex. 35) p.57
S	L	P			(Ex. 36) p.57
	S	P	L		(Ex. 37) p.57
	L	P	O		(Ex. 38) p.57
		P	O	L	(Ex. 39) p.58
L	S	P	O		(ME 2) p.118
S	L	P	O		(Ex. 40) p.58
		P	A		(Ex. 41) p.58
	S	P	A		(Ex. 42) p.58
		P	O	A	(ME 2) p.118
	S	P	O	A	(ME 4) p.119
	L	P	A		(Ex. 43) p.58
	L	P	O	A	(Ex. 44) p.58
L	S	P	O	A	(Ex. 45) p.59

In these structures the predicate may be in the place
shown, or it may be divided between the place shown and the end of
the clause (as for instance in ME 9).

A composite formula may be written as follows:

(L)(S)P(O)(A)

with the accompanying comments that:

(1) The locative element may occur preceding or following
the subject (or preceding the predicate if there is no subject), or
following the object if there is no adjunct (or following the first
part of the predicate if there is no object or adjunct).

(2) The predicate may be discontinuous.   Part of it
must occur at the place shown in the composite formula, but another
part may also occur at the end of the clause.

In ME 7 two exponents of the locative occur.   Allowance
could be made for this by allowing repetitions of the locative ele-
ment in our composite formula.   However, as this is only a rare
occurrence (in contrast, for instance, to a sentence with two pre-
heads), it seems likely that ME 7 is not fully grammatical.   A

notional explanation would be that the native speaker, after utter-
ing an exponent of the locative element, repeats the element to
explain the matter in greater detail.   This is, however, only a
notional suggestion.   There is a pause between the two exponents
of the locative, perhaps indicate of a structural discontinuity.

3.222 Exponents of elements of structure

The locative element is the place of operation of a nom-
inal phrase or a clause.   The features which distinguish the nom-
inal phrase or clause operating at the locative element from those
operating at other elements of structure (for instance, the subject
and object elements of clause structure) will be dealt with at
secondary delicacy in Chapter 7.

The subject element is the place of operation of a nominal
phrase or a clause.

The predicate element is the place of operation of a
verbal group.

The object element is the place of operation of a nominal
phrase or a clause.

The adjunct element is the place of operation of a clause.
This is in fact a highly specialised type of clause, but this will
be dealt with at secondary delicacy in Chapter 7.

3.3 The nominal phrase

3.31 Structure

All nominal phrases contain nominals, and some also have
links and counters.   The following structures have been found:

Nom	(ME 6) p.120
Nom Nom	(Ex. 46) p.59
Nom Link Nom	(Ex. 47) p.59
Nom Link Nom Link Nom	(Ex. 48) p.59
Nom Link Nom Link Nom Nom	(Ex. 49) p.59
Link Nom Link Nom Link Nom	(Ex. 50) p.60
Nom Count Nom Count	(Ex. 51) p.60
Link Nom Count Link Nom Count	(Ex. 52) p.60
Nom Count Nom Count Link Nom Count	(Ex. 53) p.60

Not very many examples of the more complex structures occur in any text.   Rather than give a composite formula for the nominal phrase, we may say that a nominal phrase consists of nominals, links and counters with the following restrictions:

(1) Neither links nor counters may be present unless there are two or more nominals.

(2) Each link must immediately precede a nominal.

(3) Each counter must immediately follow a nominal.

(4) A link may occur in first place only if it is not the only link in the nominal phrase.

(5) If counters are present they must follow every nominal.

(6) No more than two nominals may occur without links or counters.

3.32 Exponents of elements of structure

The nominal element is the place of operation of a nominal figure.

The link element is the place of operation of a class of conjunctions.

The counter element is the place of operation of the item nè 'counting particle'.

3.4 The nominal figure

3.41 Structure

Nominal figures are composed of elements which are termed Deictic (Deic), Possessive (Poss), Personal (Per), Quantifier (Q), Modifier (M) Classifier (Class), Nucleus (Nuc), and Identifier (Iden).   The following structures have been found in text material:

			Deic	(ME 30)	p.128
			Per	(ME 3)	p.119
	Poss		Per	(Ex. 54)	p.61
			Nuc	(ME 2)	p.118
	Class		Nuc	(ME 6)	p.120
		Q	Nuc	(ME 13)	p.122
	Q	Q	Nuc	(Ex. 55)	p.61
Q	Q	Q	Nuc	(Ex. 56)	p.61

Q	Class	Nuc			(Ex. 57)	p.61
Q Q	Class	Nuc			(ME 7)	p.120
		Nuc	M		(ME 2)	p.118
	Class	Nuc	M		(Ex. 58)	p.61
	Q	Nuc	M		(Ex. 59)	p.61
	Q Q	Nuc	M		(ME 14)	p.123
		Nuc	Iden		(Ex. 60)	p.62
	Class	Nuc	Iden		(Ex. 61)	p.62
		Nuc	Iden	M	(ME 1b)	p.122
	Q	Nuc	M	Iden	(Ex. 62)	p.62

On the basis of these structures the following composite
formulae are set up:

(1)   Deic

(2)   (Poss)Per

(3) (Q^n)(Class)Nuc(M)(Iden)

Structure 3 must be modified by the additional note that M may in
rare cases follow Iden.   It is also suspected that further inves-
tigation would lead us to write (M^m) in structure 3.

3.42 Exponents of elements of structure

The deictic element is the place of operation of the
class of demonstratives.

The possessive element is the place of operation of a
one-term class, namely the item hông 'to belong to, as to'.

The personal element is the place of operation of the
class of pronouns.

The quantifier element is the place of operation of the
class of numerals.   These will be subclassified at secondary
delicacy in Chapter 5.

The classifier and the nucleus elements are both places
of operation of the class of nouns.   Different subclasses of nouns
may be set up at secondary delicacy on the basis of the operation
of nouns at these two elements of structure, but at primary delicacy
both classifier and nucleus elements may be considered to be the
places of operation of one and the same primary class.

The modifier element is the place of operation of the

class of adjectives, the class of verbs, a nominal phrase or a
clause.

The identifier element is the place of operation of the
class of demonstratives.

3.5 The verbal group

3.51 Structure

Verbal groups may be composed of up to eight elements of
structure. These are Preverbal (PrVbl), Reflexive (Refl), Verbal
(Vbl), Continuation (Cont), Capability (Cap), Adverb (Adv), Intens-
ive (Intens) and Closure (Clo). There are so many possible struc-
tures for this unit that the composite formula will be given first,
and then examples. The composite formula is:

$$(\text{PrVbl}^n)(\text{Refl})\text{Vbl}^3 \ldots (\text{Cont})(\text{Cap})(\text{Adv})(\text{Intens})(\text{Clo})$$

The reflexive precedes the last verbal. The notation Vbl^3 indi-
cates that from one to three verbals may be present. The verbal
group is discontinuous, the dots indicating that when the verbal
group is operating as the predicate of a clause, the object, adjunct
or locative may interrupt the predicate at the point indicated.
Examples of verbal group structures are as follows:

			Vbl			(ME	2) p.118
		PrVbl	Vbl			(ME	2) p.118
	PrVbl	PrVbl	Vbl			(ME	1) p.118
PrVbl	PrVbl	PrVbl	Vbl			(ME	3) p.119
			Vbl	Vbl		(ME	4) p.119
		PrVbl	Vbl	Vbl		(ME	21) p.125
	PrVbl	PrVbl	Vbl	Vbl		(ME	13) p.122
			Vbl	Intens		(ME	26) p.127
		PrVbl	Vbl	Intens		(ME	8) p.120
	PrVbl	PrVbl	Vbl	Intens		(ME	28) p.128
PrVbl	PrVbl	PrVbl	Vbl	Intens		(ME	6) p.120
		PrVbl	Vbl	Vbl	Intens	(ME	27b)p.128
			Vbl	Cap		(ME	11b) p.122
		PrVbl	Vbl	Cap		(ME	12) p.122
			Vbl	Vbl	Cap Intens	(ME	14) p.123
			Vbl	Cont		(ME	1) p.118
			Vbl	Vbl	Cont	(ME	16) p.123
			Vbl	Cont	Cap	(ME	20) p.125
		PrVbl	Vbl	Adv		(ME	4) p.119
			Vbl	Adv	Intens	(ME	10) p.121

```
            PrVbl Vbl Cont Adv Intens   (ME 18) p.124
      PrVbl PrVbl Vbl Clo                (ME  9) p.120
            Vbl Cont Cap Clo             (ME 22b)p.126
            Vbl Refl Vbl                 (Ex. 63) p.62
      PrVbl Refl  Vbl Cap                (Ex. 64) p.62
```

Other examples are given at the end of Chapter 4, pp. 69-74.

3.52 Exponents of elements of structure

The preverbal element is the place of operation of the class of verbal auxiliaries. These will be subclassified at secondary delicacy.

The reflexive element is the place of operation of a one-term class, namely the item tō 'reflexive'.

The verbal element is the place of operation of the class of verbs.

The continuation is the place of operation of the class of verbs or a clause. In fact highly specialised subclasses of verbs and clauses operate at this element, but this will be dealt with at secondary delicacy in Chapter 4.

The capability element is the place of operation of (a subclass of) the class of verbs.

The adverb element is the place of operation of the class of verbs. The particular subclass which operates here will be described at secondary delicacy in Chapter 4.

The intensive element is the place of operation of the class of numerals or a nominal figure.

The closure element is the place of operation of the class of terminals.

3.6 Diagram of the units and their interrelations

As the units do not form a hierarchy, we cannot represent them as being in a one-dimensional relationship. The place of the one-dimensional hierarchy is taken by the following diagram. It must be emphasised that this is only a diagrammatic representation,

is at primary delicacy only, and even then does not show all the
possible structures.

Sentence						
Opnr	Intr	Foc	PrH	H	PoH	Fin

OP   IP   ní   FP

Clause						
Impl	Compl		L	S	P	O	A

Nominal Phrase					
Nom	Nom	Nom	Nom	Link	Nom

Conj

Verbal Group							
PrVbl	Refl	Vbl	Cont	Cap	Adv	Intens	Clo

Aux   to   Ter

Nominal Figure								
Q	Class	Nuc	M	Iden	Deic	Poss	Per

Num   Noun   Dem   hông   Pr

Verb

Adj
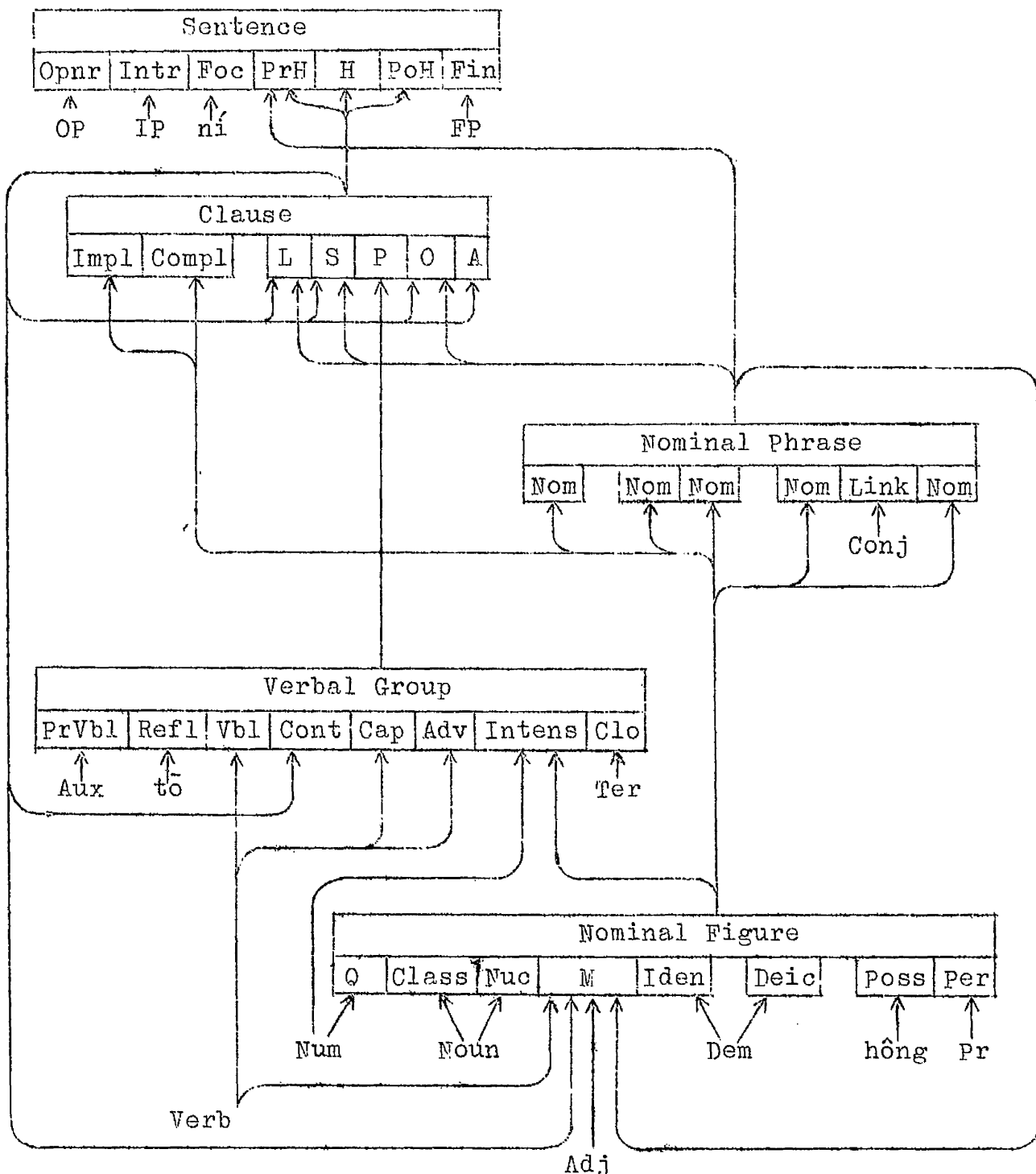
Units are shown in boxes, with the class name above and
the main structures underneath. Obligatory or optional elements
of structure are not distinguished. Multiple occurrences of any
element are not shown. Items not boxed in represent word classes.

The class at the base of an arrow operates at the element at the
head of the arrow.   For an explanation of the abbreviations used,
please see Chapter 9, pp. 116-7, or see the index.

3.7 Examples

     With each example, the first line is the free translation,
the second is a word-for-word translation (where this is possible),
and then follows the actual text, with parsing indicated below it.
For an explanation of the parsing, please see Chapter 9, pp. 115-7.

3.71 The Sentence   (See pages 38-41)

Ex. 1

Now, I need to go home first.
  Now   I   need go   return first

Cở-nầy ngò tê cẵn   pầy mửa   cón ló.   WF 49
  IP   Clause   FP
  Intr   H   Fin
          Sentence

Ex. 2

Now then, there is also the neighbourhood spirit.
Now   still have thing spirit neighbourhood

Tò (à)⁴ nhằng mì ăn   p'i   thó.   PH 29
OP   Clause
Opnr   H
          Sentence

Ex. 3

As for me, I want to speak lots of texts for you.⁴ᵃ
As-to me   also also right want speak give you many text

Hồng ngò ní, cung tú sū ái chăng hử nì lai bài. TM 9
        ní   Clause
     Foc   H
                Sentence

_____

4. Bracketed forms are not included in the analysis, as they are
considered to be hesitation forms.

4a. Dotted lines link together the parts of a discontinuous unit.

Ex. 4

Now, you have the tape-recorder there.
 Now   also have thing sound like this

Cơ-nầy ní cung mì ăn phát-âm pần nẩy.   TM 13a
  IP ní   Clause
 Intr Foc   H
                 Sentence

Ex. 5

Now as for me, I love all my friends very much.
Now I   also together love all friend   much

 Tò ngò ní, cung sẩy   điếp kí p'ĭ-nọng lai.   SA 7
 OP   ní   Clause

Opnr   Foc   H
                 Sentence

Ex. 6

So then I send a letter to my friends.
 So   now   I send letter go give friend

Tò cơ-nầy ní ngò ngửi chỉa pây hử p'ĭ-nọng.   SA 3a
OP IP ní   Clause
Opnr Intr Foc   H
                 Sentence

Ex. 7

Now today, that's what I say.
Now day this   as-to me right speak like that

 Tò văn nẩy ní, hông ngò sử chẳng pần nận ló.   SA 28
 OP   ní   Clause   FP

Opnr   Foc   H   Fin
                 Sentence

Ex. 8

But now, the road is rather long, you know.
But   now   piece road then   far   little

 Tò (à) cơ-nầy ní lẫm tàng dū quẩy-vi ỉng lò.   SA 16
 OP   IP ní   Clause   FP
Opnr   Intr Foc   H   Fin
                 Sentence

Ex. 9

Because to take it a little bit at a time is the only way to
understand quickly.
Because self take little little self then know quickly

Bởi-vì	dầu au noi noi	dầu chíng chắc khoái.	TM 21b
IP	Clause	Clause	
Intr	PrH	H	
	Sentence		

Ex. 10

If your heart is good, your heart isn't bad.
Thing heart of self good   self not right   thing heart self bad

Ăn tọng hồng dầu đây	ní,	dầu mí sủ (à) ăn tọng dầu sẩu.	
Clause	ní	Clause	TH 65
PrH	Foc	H	
	Sentence		

Ex. 11

For instance, I go down the road and notice a gust of wind.
Instance go road   self see thing gust gust wind

Ví-dụ	pây tăng	ní,	dầu hăn ăn phá sá lăm.	PH 21a
IP	Clause	ní	Clause	
Intr	PrH	Foc	H	
	Sentence			

Ex. 12

If you speak about it openly, many friends don't believe it.
 But speak out come   friend   many people not believe

Tò	chẳng óc mà	ní	p'ỉ-nọng lai cằn mí slín.	PH 12b
OP	Clause	ní	Clause	
Opnr	PrH	Foc	H	
	Sentence			

Ex. 13

Now there are some people, you know, who have experienced it, and
they believe it.
 But have people   well see pass then believe

Tò	mì cằn	ní	đẩy hăn quá	dū slín.	PH 14b
OP		ní	Clause	Clause	
Opnr		Foc	PrH	H	
		Sentence			

Ex. 14

But in the old days, to talk of money in tens and hundreds was a great deal, you know.

But   day before   right talk money ten and money hundred

```
Tò  văn  cón  ní,  sư̄ chẳng chèn slíp sáu  chèn  pác
OP       :    ní :          Clause
         :......:
Opnr         Foc              PrH                        5
                                     Sentence ─────────────►
```

is   very   big very

```
là nhất-hạng cải lai  ló.     BA 23
      Clause         FP
        H            Fin
◄────────────────────────
```

Ex. 15

Now then, I've said a lot, and there's still a lot to say.
But   now   talk   much   then also have much

```
Tò  cơ-nầy ní, chẳng lai,  dū  tú  mì  lai ló.    RP 30
OP   IP   ní   Clause         Clause     FP
Opnr Intr Foc  PrH            H
              Sentence
```

Ex. 16

Or if you do things roughly, it's just as good to call in a woman necromancer to do the job.
  Or as-to self rough self take necromancer come do also well

```
Hay-là hồng dầu đai-khái dầu au    then    mà hất cung đảy.  BU 26
 OP       Clause         Clause              Clause
Opnr      PrH            PrH                  H
                      Sentence
```

Ex. 17

And now, today being the seventh, and good, I came to start work this time.
But   now   day this number seven good I come begin time this

```
Tò  cơ-nầy ní văn  nẩy  so   chết, đẩy, ngò mà bắt-đầu  pày nẩy.
OP   IP   ní  Clause      Clause     Clause
Opnr Intr Foc    PrH        PrH         H         ZI 10
              Sentence
```

---

5. The arrows indicate that the sentence unit continues on the next line.

Ex. 18

Now if we lived together, night and morning when we had eaten
breakfast or dinner, and had a little bit of spare time, then we'd
certainly be able to chat together.

                live reflexive near (self)

    Sử (à)   dú   tō   sǎu   (dầu)
    OP   Clause
    Opnr   PrH   →

morning night as-to self eat breakfast eat dinner already

    naư khằm hông dầu kin pyầu kin ngài dá,
                        Clause
                        PrH
    ←   →

self well free one bit self also still well converse with each-other

    dầu đẩy váng slắc ỉ,   dầu tú nhằng đẩy chẳng-cỏ đủy căn.
        Clause   Clause
        PrH   H   SA 17
    ←   Sentence

Ex. 19

Because, to study like this, sitting down for an hour, recording
this text, recording that text, is a little bit tedious.

But (self) because study like this   hour sit stay

    Tò (dầu) bỏi-vì slon pần nẩy ní, dờ năng dú
    OP   IP   Clause   ní   Clause
    Opnr   Intr   PrH   Foc   PrH   →

take text this take text this then tiring little one

    au bài nẩy au bài nẩy dũ ngẳn ỉng nỏng.   TW 14
        Clause   Clause   Clause
        PrH   PrH   H
    ←   Sentence

Ex. 20

The buffalo have enough to eat, and keep fairly well.

Animal buffalo still well full still better better well bit one

    Tua   vài nhằng đẩy ím, nhằng đờ   đờ đẩy ỉng nỏng.
            Clause   Clause
            H   PoH   BA 13
    ←   Sentence

Ex. 21

Now our people make use of the women necromancers a lot, but we
don't make use of the priests very much.

Now   all people   of   me right use woman necromancer much
Cơ-nầy kí   cần   hồng ngò sừ dùng mē   then   lai,
 IP   Clause
Intr   H
                                 Sentence →

not use all Mr. priest few much
mí dùng kí p'ō thāo   ki-lai.   TH 1
    Clause
      PoH
←

Ex. 22

Now I've talked so much and I've not finished yet.
 Now self converse not well finish
Cơ-nầy dầu chẳng-cỏ   mí đẩy thuồn ló.   SA 31
 IP   Clause   Clause   FP
Intr   H   PoH   Fin
     Sentence

Ex. 23

Day and night it watches everything in our village, and doesn't
allow any spirit to come or go.
Morning night   it well watch thing in village self with each-other
 Nau   khăm ní mân đẩy ngòi ăn chang bản dầu đủy căn,
     : ní :   Clause
     Foc   H
                             Sentence →

not give animal spirit any come enter leave
mí hử   tua   p'i ca-dăng mà khẩu óc.   PH 31
       Clause
       PoH
←

Ex. 24

After you've spoken, I can correct it, and that's all right.
Speak already self change change correct again also well
Chẳng dá   dầu khōi thói sōi thēo, cung đầy.   TM 13b
 Clause   Clause   Clause
  PrH   H   PoH
           Sentence

Ex. 25

But if your house doesn't have virtue, it will eat you, and after
many days you will die.

But	door-house self	virtue	not have	it	also	right	eat
Tò (à)	tu-dườn dầu (à)phúc-đức mí	mì	ní,	mân	tú	sứ	kin,
OP	Clause		ní		Clause		
Opnr	PrH		Foc		H		

→ Sentence

long	day	also	right	die		
hưng	vằn	tú	sứ	thai	vớ.	PH 7b
	Clause				FP	
	PoH				Fin	

←

Ex. 26

If you summon him to come, then you must write characters and make
it all complete.

But	if	summon come arrive		also must write	character
Tò	nếu-mà	tắng mà thắng	ní	cung phải viết	slư
OP	IP	Clause	ní	Clause	
Opnr	Intr	PrH	Foc	H	

→ Sentence

complete	every thing	finished	
đo	môi mòn	thuồn.	BU 9
	Clause		
	PoH		

←

Ex. 27

The grass all dies, it rains heavily, and you can't release the
animals.

Grass then die all	then rain much	release not possible	
Nhả dū thai thuồn,	dū p'ân lai,	pyuối mí đảy.	BA 11
Clause	Clause	Clause	
H	PoH	PoH	

Sentence

Ex. 28

Now I'm planting potatoes, and very busy.   I don't have an
opportunity.

Now	I still plant tuber west busy very	not-yet well	free	
Cơ-nầy	ngò nhằng chay mẳn tây,	bân lai,	kếng đảy váng.	SA 3b
IP	Clause	Clause	Clause	
Intr	H	PoH	PoH	

Sentence

Ex. 29

Night and day I have to shut my ears and my eyes and keep still.

```
         I morning night still shut ear shut eye      remain
Ngò   nau  khăm  cư  lắp  su   lắp tha  (là) dú  (à) ló.    HF 25
      Clause                   Clause   Clause      FP
        H                       PoH      PoH       Fin
              Sentence
```

Ex. 30

So I have to shut my ears, shut my eyes and do nothing.
```
  So      I  also shut ear shut eye remain
Tò (à), ngò cung lắp su   lắp tha  dú  (à) ló.    WF 10
OP          Clause        Clause Clause   FP
Opnr          H            PoH    PoH     Fin
              Sentence
```

Ex. 31

Some people come here with a lot of dependants and don't find
enough to eat.
```
Have people cross here come also have many people
Mì   căn   quá  nấy  mà   cung  mì  lai   căn,
       Clause                Clause
        PrH                    H                    ───➤
                               Sentence
```

```
look not able eat
sa   mí  đảy kin.      HF 18
Clause  Clause
 PoH     PoH
⬅
```

3.72 The clause   (See pages Λ1-3)

Ex. 32[6]

Today is the seventh.
```
Day this number seven
Văn nấy   so   chết    ZI 10
  NF       NF
 Impl    Compl
     Clause
```

Ex. 33

Two thousand seven hundred, two thousand eight hundred piastres a
hundred kilos.

---

6. Examples from number 32 onwards may or may not comprise the
whole sentence of which the reference number is given.

Two thousand seven two thousand eight money hundred kilo

Slong siên	chết, slong siên	pét	ngằn	pác	cân	PO 20
	NF				NF	
	Impl				Compl	

Clause

Ex. 34

Then it's very hard to cast out.
Time that then hard expel

Bất nận	dū	khỏ	thẹp	PH 6
NP		VG		
L		P		

Clause

Ex. 35

In previous times, making a living was fun.
Day before make eat happy

Vằn cón	hất kin	vui	BA 2
NP	Clause	VG	
L	S	P	

Clause

Ex. 36

The children in the house are still small.
All child in house still small

Kí lục	dú dườn	nhằng sláy	RP 9
NP	Clause	VG	
S	L	P	

Clause

Ex. 37

I came to begin this time.
 I   come   begin   time this

Ngò	mà bất-đầu	pày nẩy	ZI 10
NP	VG	NP	
S	P	L	

Clause

Ex. 38

The use of money in previous times...
Day before use money

Vằn cón	dùng	ngằn-chèn	BA 21
NP	VG	NP	
L	P	O	

Clause

Ex. 39

I also don't know what news there is of the North.
Also not know   news   what   in side North

Cung	mí	chắc	tin-tức ca-dăng	dú bưởng Bắc	HF 7
VG			NP	Clause	
P			O	L	

Clause

Ex. 40

Morning and evening I shut my ears.
 I morning evening continue shut ear

Ngò	nau	khăm	cứ	lắp	su	HF 25
NP	NP			VG	NP	
S	L			P	O	

Clause

Ex. 41

And give to the buffaloes to eat.
Come set give buffalo eat

Mà sle	hử	vài	kin	BA 12
VG		Clause		
P		A		

Clause

Ex. 42

We would certainly talk together.
Self then still well converse with each-other

Dầu	tú	nhằng	đay chẳng-cò	đui	căn	SA 17
NP			VG	Clause		
S			P	A		

Clause

Ex. 43

When your head aches a little bit, then it isn't agreeing with you.
Time see thing head ache little   then also not   fit with it

Bất hăn	ăn	hua mầu ỉng dầy,	dū tú	mí slày ngám	sáu mân	
		NP		VG	Clause	PH 10
		L		P	A	

Clause

Ex. 44

Day after day we go to work for them.
Day day go   do work give of   them

Vằn vằn	pây hất	cồng	hử hồng hầu	RP 7
NP	VG	NP	Clause	
L	P	O	A	

Clause

Ex. 45

On an anniversary day he makes an anniversary for his mother and
father.
Day anniversary he then makes anniversary give father mother parent

Văn	dô	mân	dū	hât	dô	hử	p'ō-mē	thâu
NP	NP	VG			NP		Clause	
L	S	P			O		A	TH 34

Clause

3.73 The nominal phrase   (See pages 13-1)

Ex. 46

Money in thousands or money in ten thousands
Money thousand money ten-thousand

Ngân	siên	ngân	phăn	BA 22
NF		NF		
Nom		Nom		

NP

Ex. 47

Money in tens and money in hundreds
Money ten with money hundred

Chèn slíp	sáu	chèn	pác	BA 23
NF·	Conj	NF		
Nom	Link	Nom		

NP

Ex. 48

Five days or three days or seven days
Five morning   or   three morning   or   seven morning

Hă nau̓	hay-là	slam nau̓	hay-là	chết nau̓	BU 3
NF	Conj	NF	Conj	NF	
Nom	Link	Nom	Link	Nom	

Clause

Ex. 49

Three times upside down or three times the right way up, or one
upside down and one the right way up
Three time inverted or three time level   or   thing level

Slam bất khoăm	hay-là	slam bất ngai,	hay-là	ăn ngai
NF	Conj	NF	Conj	NF
Nom	Link	Nom	Link	Nom

NP →

thing inverted

ăn   khoằm   CU 24
      ‾‾‾‾‾
       NF
      Nom
←‾‾‾‾‾‾‾‾‾‾‾‾

Ex. 50

Either three times upside down or three times the right way up, or
three times with one upside down and one the right way up.
Either three time inverted or three time level or

Hay-là slam bắt khoằm hay-là slam bắt ngai, hay-là
 Conj   ‾‾‾‾‾‾‾‾‾‾‾   Conj   ‾‾‾‾‾‾‾‾‾‾‾   Conj
 Link   NF   Link   NF   Link
‾‾‾‾‾‾‾‾   Nom   ‾‾‾‾‾‾‾   Nom   ‾‾‾‾‾‾‾‾
                                                    NP ‾‾‾‾‾‾→

three time thing inverted thing level one

slam bắt ăn   khoằm   ăn   ngai nóng   CU 18
‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾
              NF
             Nom
←‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾

Ex. 51

Bicycles, rickshaws
Vehicle kick   vehicle hand

  Se   đạp   nề   se   tay   nề   SK 38
  ‾‾‾‾‾‾‾‾‾   ‾‾‾‾‾‾‾‾‾‾
   NF   nề   NF   nề
  Nom   Count   Nom   Count
  ‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾
          NP

Ex. 52

Either a birthday or an anniversary
Either day birthday   or   day anniversary

Hay-là vằn dộ_   nề   hay-là vằn   khoằn   nề   BU 25
 Conj ‾‾‾‾‾‾‾‾   nề   Conj ‾‾‾‾‾‾‾‾‾‾   nề
 Link   Nom   Count Link   Nom   Count
‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾
                      NP

Ex. 53

Gold, silver or flags
Gold   silver   or   flag

Kim nề, ngằn nề   hay-là cờ   nề   CU 30
‾‾‾‾ nề ‾‾‾‾‾ nề   Conj ‾‾‾ nề
NF   NF   Link NF
Nom Count Nom Count   Link Nom Count
‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾
          NP

3.74 <u>The nominal figure</u>   (See pages 44-6)

<u>Ex. 54</u>

We
 Of self

Hồng	dầu		WF 48
hồng	Pr		
Poss	Per		
	NF		

<u>Ex. 55</u>

All the onions
Several all onion

Nhựng	kí	heng	RE 6
Num	Num	N	
Q	Q	Nuc	
		NF	

<u>Ex. 56</u>

Five or six or seven people
Five six seven people

Hả^2	hốc	chết	cần	BU 6
Num	Num	Num	N	
Q	Q	Q	Nuc	
		NF		

<u>Ex. 57</u>

Three loads of grass
Three load grass

Slam	hấp	nhả^2	TH 11
Num	N	N	
Q	Class	Nuc	
	NF		

<u>Ex. 58</u>

Our hearts
Thing stomach of self

Ăn	tọng	<u>hồng dầu</u>	TH 65
N	N	NP	
Class	Nuc	M	
		NF		

<u>Ex. 59</u>

All the priests

All Mr. priest

```
Kí    p'ō   thāo     TH 1
Num   N     V
 Q    Nuc    M
          NF
```

Ex. 60

This text
Text this

```
 Bài   nẩy     TW 15
  N    Dem
 Nuc   Iden
        NF
```

Ex. 61

That word
Thing word that

```
 Ăn      cằm    nận    WF 32
  N       N     Dem
Class    Nuc    Iden
          NF
```

Ex. 62

All these matters concerning making a living
All matter make eat this

```
 Kí     mòn    hất kin    nẩy    CH 66
Num      N      Clause    Dem
 Q      Nuc       M       Iden
          NF
```

3.75 The verbal group   (See pages 46-7)

Ex. 63

Lives nearby
Live reflexive near

```
 Dú      tō     saú     CU 1b
 Aux     tō      V
PrVbl   Refl    Vbl
          VG
```

Ex. 64

Cannot reject each other

Not   reflexive reject   possible[7]

Mí	tō	bó²	...	dáy²	MT 145
Aux	tō	V		V	
PrVbl	Refl	Vbl		Cap	

VG

---

7. The dots indicate the place at which the verbal group is
interrupted by the object of the clause in which it operates.

Chapter 4

THE VERBAL GROUP
AT SECONDARY DELICACY[1]

4.1 The preverbals

4.11 Structure

At primary delicacy the preverbals are represented in the
structure of the verbal group as $(PrVbl^n)$.   At secondary delicacy
it is possible to distinguish between different preverbal elements,
and the structure must be rewritten:

$$(PrVbl_6)(PrVbl_5)(PrVbl_4)(PrVbl_3)(PrVbl_2)(PrVbl_1)$$

It is theoretically possible for six elements to be present at the
same time, but in practice no more than five have been found to-
gether, and two or three are more common.   Examples are as follows:[2]

$PrVbl_6 PrVbl_4$	(Ex. 1) p.69
$PrVbl_4 PrVbl_1$	(Ex. 2) p.69
$PrVbl_6 PrVbl_1$	(Ex. 3) p.69
$PrVbl_6 PrVbl_3$	(Ex. 4) p.69
$PrVbl_5 PrVbl_4$	(Ex. 5) p.69
$PrVbl_4 PrVbl_3 PrVbl_1$	(Ex. 6) p.70
$PrVbl_3 PrVbl_2 PrVbl_1$	(Ex. 7) p.70
$PrVbl_6 PrVbl_4 PrVbl_3 PrVbl_2 PrVbl_1$	(Ex. 8) p.70

4.12 Exponents of elements of structure

Subclasses of the auxiliaries may be set up on the basis
of their operation at these more delicate elements of structure.
As the auxiliaries precede the verb, they are numbered (like the
elements of structure) from those which immediately precede the
verb up to those which may occur furthest from the verb, like orders

---

1. For a description of the verbal group at primary delicacy,
please see Chapter 3, pp. 46-7.

2. Numbered examples are given in full at the end of this chapter,
pp.69-74.   For examples from text ME, please see Chapter 9, p.118.

of affixes.   In fact, we find it convenient to call these sub-
classes of the auxiliaries 'orders'.   The number of the order of
auxiliaries corresponds with the number of the preverbal element
at which it operates, e.g. order 6 of auxiliaries operates at the
element $PrVbl_6$, and so on.   A partial listing of auxiliaries by
their orders is given here.   Meanings are appended wherever these
are known, but often the meanings of auxiliaries are rather elusive,
and impart more of a 'flavour' to the clause.   Some auxiliaries
have not been subclassified because they have not been found with
other auxiliaries in a sufficient number of environments to
ascertain their order.   Examples of such auxiliaries are ná 'do
not', phải 'must' and đa 'past tense'.

Order 6	Order 5	Order 4	Order 3	Order 2	Order 1
dū	khōi	thói	nhất	vận	mí
'then'	'change'	'change'	'very'	'still'	'not'
	thề	là	nhất-hang	sử	nhằng
		'is'	'very'	'is'	'still'
	chíng	cung	tú	sày	kếng
	'then'	'also'	'also'	'need'	'not yet'
	tê		cử, cử		
			'to continue'		
	bú		táng		
	'not'		'alone'		
			thōi		
			'change'		

The sequence in which the auxiliaries may occur is not
in fact as inflexible as the above chart makes it appear.   Dū may
follow bú as well as precede it.   Tú may precede dū or bú, as well
as follow them.   Cung may precede or follow thói, and so may là.
Là may also follow nhất or sử.   However, in the majority of cases
the above description holds good.   The statistical nature of
statements at secondary delicacy is apparent here.

4.2 The verbals

At primary delicacy the verbals in the verbal group may
exhibit the structures Vbl, Vbl Vbl, or Vbl Vbl Vbl.   Although

some sequences of verbals have not been analysed further, some
aspects of patterning have been discovered.   Some sequences of
Vbl Vbl structure may be represented at secondary delicacy as
Vbl_1 Vbl_2.

Vbl_2 is the place of operation of all verbs.

Vbl_1 is the place of operation of a system of three sub-
classes of verbs.   These are the stative verbs, the verbs of
motion, and the verb đậy 'to be acceptable'.[3]

The subclass called verbs of motion comprises only two
members.   These are:

pây	'to go'
mà	'to come'

Examples of the subclass of stative verbs are:

đây	'to be good'
khó	'to be difficult'
đo	'to be sufficient'
p'ẹc, p'ẹc- p'ē	'to be clean'
vui, vui-vẻ	'to be happy'
buồn, buồn-sầu, buồn-bạ	'to be sad'

Of the stative verbs, only đây, khó and đo have been
found operating at Vbl_1, so perhaps a subclass of the stative verbs
should be set up.   However, the number of instances is very small,
and it could be that a larger sampling would show other stative
verbs operating there.

For examples of stative verbs operating at Vbl_1 see
examples 9-14.   For examples of a verb of motion at Vbl_1 see
examples 12 and 13.   For an example of đây at Vbl_1 see example 14.

4.3 The reflexive

It was said at primary delicacy that the reflexive

---

3. Stative verbs, verbs of motion, and đây are established as
separate subclasses on the basis of their operation at the adverb,
continuation and capability elements of the verbal group respectively.

precedes the last verbal.   Usually there is only one verbal in the
                                           (p.71)
verbal group, as in examples 15 and 16.   An example of the struc-
                                           (p.72)
ture Vbl Refl Vbl is given in example 17.   The only exponent of
the reflexive element is tō 'reflexive'.

4.4 The continuation

        At primary delicacy the continuation was described as the
place of operation of the class of verbs or a clause.   The sub-
class of verbs which operates here is the verbs of motion, com-
prising two members:

> pây   'to go'   (Ex. 18) p.72
> mà   'to come'   (Ex. 19) p.72

        The class of clauses which operates here is a highly
specialised subclass, consisting only of the verb pàn 'to be like'
followed by a demonstrative.   The most common examples are:

> pàn nân 'like that'   (ME 1) p.118
> pàn nây 'like this'   (ME 11b) p.122

but other examples are found, such as:

> pàn dư-haư   'however (like how)'   (ME 20) p.125

In each case the pàn operates at verbal element in a verbal group,
which in turn operates at the predicate element of the clause.
The demonstrative operates at the deictic element of a nominal
figure, which operates at the nominal element of a nominal phrase,
which operates at the object element of the clause.

4.5 The capability

        The subclass of verbs which operates here comprises only
one member, namely the verb dây 'to be possible, to be acceptable',
For an example, see ME 20. (P.125)

4.6 The adverb

        The adverb element is the place of operation of a sub-
class of verbs, called the stative verbs.   Examples of these
operating at the adverb element are:

dai	'to be free'	(ME 2) p.118
khỏ̂	'to be hard'	(ME 18) p.124
đây	'to be good'	(Ex. 20) p.72
vui	'to be happy'	(Ex. 21) p.72

Other examples of the stative verbs (which may also occur at the
adverb element) are given in 4.2, p. 66.

4.7 The intensive

The intensive is the place of operation of

(1) an indefinite numeral, such as:

lai	'much, many'	(ME 8) p.120
noi	'a little'	(ME 27b) p.128
kỉ-lai	'how much, how many'	(ME 14) p.123

(2) a nominal figure of a very restricted kind.   Only
nominal figures of the structure (Q)(∩)Nuc(M) are permitted, and
the exponents of these elements are severely limited.   Some of
the nominal figures which have been found are listed under example
22 at the end of this chapter, p.73.

4.8 The closure

The closure element is the place of operation of a class
of terminals.   These are:

thêm	'more'	(ME 9) p.121
dá	'already'	(Ex. 23) p.74
cón	'beforehand'	(Ex. 24) p.74
mí	'question indicator'	(Ex. 25) p.74
kẻng	'yet?'	(Ex. 26) p.74

4.9 Examples

With each example, the first line is the free translation,
the second is a word-for-word translation (where this is possible),
and then follows the actual text, with parsing indicated below it.
For an explanation of the parsing, please see Chapter 9, pp.115-7.

4.91 <u>Preverbals</u>   (See pages 64-5)

<u>Ex. 1</u>

```
        You have to hire...in addition
        then    change      hire        more
        dū      thói  (à)   có    ...    thêm      ME 9
        Aux     Aux         V            Ter
        PrVbl₆  PrVbl₄      Vbl          Clo
        ────────────────────────────────
                        VG
```

<u>Ex. 2</u>

```
        Also are still going to study
        also    still   go      study
        cung    nhẵng   pậy     slon      ME 13
        Aux     Aux     V       V
        PrVbl₄  PrVbl₁  Vbl     Vbl
        ─────────────────────────
                    VG
```

<u>Ex. 3</u>

```
        Then you don't have
        then        not     have
        dū  (à)     mí      mì      ME 17
        Aux         Aux     V
        PrVbl₆      PrVbl₁  Vbl
        ──────────────────────
                    VG
```

<u>Ex. 4</u>

```
        Then it's also like
        then    also    like
        dū      tú      pằn     ME 24
        Aux     Aux     V
        PrVbl₆  PrVbl₃  Vbl
        ──────────────────
                VG
```

<u>Ex. 5</u>

```
        Then says
        then    change  speak   tell
        chíng   thói    chẳng   ca      BU 18
        Aux     Aux     V       V
        PrVbl₅  PrVbl₄  Vbl     Vbl
        ──────────────────────────
                    VG
```

Ex. 6

    Also isn't right
    Also   also   not   right

     cụng   tú   mí   sử   ME 6
     Aux   Aux   Aux   V
     $PrVbl_4$ $PrVbl_3$ $PrVbl_1$ Vbl
                VG

Ex. 7   Continued to work
          continue   still   still   work

       cú   vận   nhằng   hắt   CU 12
      Aux   Aux   Aux   V
      $PrVbl_3$ $PrVbl_2$ $PrVbl_1$ Vbl
              VG

Ex. 8

    I really don't know
    then   also   also   indeed   not   know

    dū   cụng   tú   sày   mí   chắc   SU 7
    Aux   Aux   Aux   Aux   Aux   V
    $PrVbl_6$ $PrVbl_4$ $PrVbl_3$ $PrVbl_2$ $PrVbl_1$ Vbl
                  VG

4.92 Verbals   (See pages 65-6)

Ex. 9

That is also very hard to talk about.
Thing that   also   hard   speak   (final particle)
  Ăn   nận   cụng   khổ   chẳng   lố.   TH 76
          Aux   V   V
          PrVbl Vbl_1 Vbl_2
                VG

Ex. 10

When you think about it, it's fit to laugh about, and also fit to cry about.
Time think   also   also   good   laugh   then   also   good   cry
 Bắt nghị   cụng   tú   đẩy   khua   dū   tú   đẩy hẩy.
         Aux   Aux   V   V   Aux   Aux   V   V MT 38
         PrVbl PrVbl Vbl_1 Vbl_2 PrVbl PrVbl Vbl_1 Vbl_2
              VG   VG

Ex. 11

    Also they have enough to eat

                  also   enough   eat

                  cung   đo   kin   BA 5
                  Aux   V   V
                  PrVbl   Vbl₁   Vbl₂
                  ─────────────────────────────
                               VG

Ex. 12

                  Go and work
                  go   work

                  pây   hất   ME 8
                  V   V
                  Vbl₁   Vbl₂
                  ────────────────
                        VG

Ex. 13

                  Come and do
                  come   do

                   mà   hất   ME 4
                   V   V
                  Vbl₁   Vbl₂
                  ─────────────────
                         VG

Ex. 14

                  something to eat
                            acceptable   eat

                  tê   đảy   kin   ME 29
                  Aux   V   V
                  PrVbl   Vbl₁   Vbl₂
                  ──────────────────────────────
                               VG

4.93 The reflexive   (See pages 66-7)

Ex. 15

We cannot reject each other.
Self not reflexive reject each-other acceptable

Dầu   mí   tō   bồ   căn   đảy.   MT 145
       Aux   tō   V   V
       PrVbl Refl   Vbl _ _ _ _ _ _ _ Cap
              ─────────────
                    VG

Ex. 16

            We scold each other

```
                      of    self  reflexive    scold
            hông   dầu         tō         dá    LM 20
                              tō          V
                             Refl        Vbl
                                 VG
```

Ex. 17

Ah, then they go suing each other.
Ah time this   then   go   reflexive   sue

```
A,  bất  nẩy   dū   tê  pây     tō      kiện    ML 101
              Aux  Aux  V      tō        V
             PrVbl PrVbl Vbl   Refl      Vbl
                           VG
```

4.94 The continuation (See page 67)

Ex. 18

If they have two metres, I also have two metres.
They have two metre self also have two metre go

```
Hâu  mì  slong síc, dầu   cụng   mì  slong síc  pây.   SV 44
                        Aux    V                V
                       PrVbl  Vbl  _ _ _ _ _ _  Cont
                              VG
```

Ex. 19

```
            A person enters the house
          Animal person  enter  house   come
       Tua    cằn    khẩu   dưỡn    mà   PT 42
                     V              V
                    Vbl  _ _ _ _   Cont
                    VG
```

4.95 The adverb   (See pages 67-8)

Ex. 20

```
          He converses very nicely
          Converse  good    very
       Chẳng-cỏ   đẩy    lai   ZI 2
          V        V     Num
         Vbl      Adv   Intens
               VG
```

Ex. 21

I am very happy to see you.

```
         I      see     happy    very    (final particle)

        Ngò    hăn     vui      lai      ló.           IL 8
                V       V        Num
               Vbl     Adv      Intens
                        VG
```

4.96 The intensive   (See page 68)

Ex. 22

But I forgot to go just a little bit.
But I forgot go   little   one

```
        Tò    ngò    lũm    pây    í-tít    nổng.    WF 36
                      V      V       N        Adj
                                    Nuc       M
                                       NF
                     Vbl    Vbl      Intens
                              VG
```

When I am the least bit free
Self have freedom one   bit

```
        Dầu    đẩy    váng    sl̆ăc    í      SA 17
                V              Num      N
                               Q       Nuc
                                  NF
               Vbl  _ _ _ _ _   Intens
                         VG
```

But I just forgot to go a little bit.
But   I   also   also   forgot   go   little already

```
        Tò (à) ngò  cung   tú    sầy   lũm    pây    íng    dá.   WF 17
                     Aux    Aux   Aux    V      V      N      Ter
                                                      Nuc
                                                       NF
               PrVbl PrVbl PrVbl  Vbl    Vbl  Intens   Clo
                              VG
```

Good means good in every way.
Good is   good   finish   every   thing   (final particle)

```
        Đây   là   đây   thuổn   mội    mòn            a.      CU 49
                    V     Num     Num     N
                          Q       Q       Nuc
                                     NF
               Vbl              Intens
                        VG
```

Then it's a bit tiring.

```
Then    tiring   little   one
Dū      ngằn     ỉng      nống      TW 15
Aux     V        N        Adj
                 Nuc      M
                      NF
PrVbl   Vbl          Intens
            VG
```

4.97 The closure   (See page 68)

Ex. 23

```
When it has come out
It   out    go    already
Mân  óc     pây   dá       PH 5a
     V      V     Ter
     Vbl    Cont  Clo
              VG
```

Ex. 24

```
Then you're a bit sorry
Self   then   sorry   go    little   beforehand
Dầu    dū     nhặn    pây   ỉng      cón      LM 28
       Aux    V       V     NF       Ter
       PrVbl  Vbl     Cont  Intens   Clo
                VG
```

Ex. 25

```
Are you still growing anything in the garden at the back?
At thing garden toward back this  still   grow anything not
Dú  ăn   dầy    về   lăng  nẩy  nhẳng chay  lăng  mí?   RE 2
                                Aux   V            Ter
                                PrVbl Vbl _ _ _ _  Clo
                                       VG
```

Ex. 26

```
Have you planted potatoes yet?
plant tuber western yet
Chay   mẳn   tây   kếng?   PO 1
 V                 Ter
Vbl _ _ _ _ _ _ _  Clo
  VG
```

Chapter 5

THE NOMINAL FIGURE
AT SECONDARY DELICACY[1]

5.1 The deictic

As stated at primary delicacy, one of the possible struc-
tures for the nominal figure is Deic.   The deictic is the place
of operation of the class of demonstratives.   These are:[2]

nẫy	'this'	(ME 11b)	p.122
nận	'that'	(ME 1)	p.118
dừ	'what?'	(Ex. 1)	p.84
hau	'what, how?'	(Ex. 2)	p.84
dừ-hau	'what, how?'	(ME 20)	p.125
lăng, dăng	'what?'	(Ex. 3)	p.84
ca-lăng, ca-dăng	'what, anything'	(Ex. 4)	p.84

Two other demonstratives, no_ 'the other' and kia 'yonder' have not
yet been found at the deictic element.

5.2 The possessive

As stated at primary delicacy, another possible structure
for the nominal figure is (Poss)Per.   The possessive element is
the place of operation of the item hông, which seems to have some
such meaning as 'as to, as for' when at this element.   (Ex. 5,p.84)

5.3 The person

The person element of structure is the place of operation
of the class of pronouns.   Examples of these are:

mé	'Mother, you (to an old woman)'	(ME 1)	p.118
mân	'he, she, it'	(ME 2)	p.118

---

1. For a description of the nominal figure at primary delicacy,
please see Chapter 3, pages 44-6.

2. Numbered examples are given in full at the end of this chapter,
pp.84-96.   For examples taken from text ME please see Chapter 9,
pp. 118-28.

dầu	'self, oneself'	(ME 12) p.122
có	'elder brother, you (to contemporary)(Ex.6)p.85
chài	'elder sister, you (to contemporary)(Ex.6)p.85
Long	'Long (proper name)'	(ME 2) p.118
Phúc	'Phuc (proper name)'	(ME 4) p.119

The class of pronouns may be subclassified into proper names and
kinship terms.   Proper names may not operate at the person element
of the structure Poss Per, whereas kinship terms may.

5.4 The quantifier

At primary delicacy this element was written as (Q^n).
The quantifier is the place of operation of the class of numerals
At secondary delicacy the quantifier is the place of operation of a
system of subclasses, the definite and indefinite numerals.   These
are subclassified on the basis of:

(1) their occurrence in structures with more than one ex-
ponent of the quantifier (see the last paragraph in this section,
p. 79), and

(2) the fact that the indefinite numerals may also
operate at the intensive element in verbal group structure (p.68).

The definite numerals are listed below.   Examples are
given of each numeral operating at the only quantifier element in
a nominal figure, where this has been found.

slắc	'one'	(Ex. 7) p.85
slong	'two'	(Ex. 8) p.85
slam	'three'	(Ex. 9) p.85
slí	'four'	(Ex. 10) p.85
hả	'five'	(Ex. 11) p.85
hốc	'six'	(Ex. 12) p.86
chết	'seven'	(Ex. 13) p.86
pét	'eight'	(Ex. 14) p.86
cầu	'nine'	(Ex. 15) p.86
slíp	'ten'	(Ex. 16) p.86
pác	' a hundred'	(Ex. 17) p.86
siên	'a thousand'	

phăn   'ten thousand'

The first nine numerals here, i.e. from slắc 'one' to cầu 'nine'
inclusive, comprise a yet more delicate subclass, the units.
There are another two numerals, ết 'one' and nhī 'two'.   The way
these two numerals affect the subclasses already set up will be
explained below.

The indefinite numerals are listed below, with examples
of each one operating at the only quantifier element in a nominal
figure.

kỉ	'a few'	(Ex. 18) p.87
kí	'all'	(Ex. 19) p.87
lai	'many'	(Ex. 20) p.87
kỉ-lai	'how many?, however many'	(Ex. 21) p.87
nọi	'a little, few'	(Ex. 22) p.87
mội	'every, each'	(Ex. 23) p.87
các	'every'	(Ex. 24) p.88

When there is more than one quantifier element in the
nominal figure, certain patterns start to emerge.   The first may
be assigned the structure:

$$(Q_u)Q_{10}(Q_u)$$

Q_{10} is the place of operation of slíp 'ten'. Q_u is the place of
operation of the units subclass of definite numerals, with the
modification that slắc 'one' and slong 'two' cannot occur here, but
ết 'one' and nhī 'two' can.[3]   Examples of this structure are:

slíp ết	'eleven'	(Ex. 25) p.88
slíp nhī	'twelve'	(Ex. 26) p.88
slíp hả	'fifteen'	(Ex. 27) p.88
nhī slíp ết	'twenty one'	(Ex. 28) p.88
hả slíp	'fifty'	(Ex. 29) p.89
hả slíp hả	'fifty five'	(Ex. 30) p.89

---

3. I.e., we have here more delicate subclasses, one consisting of
slắc and slong, another consisting of ết and nhī, and the third
consisting of the remaining units, from slam 'three' to cầu 'nine'.

pét slíp 'eighty'   (Ex. 31) p.89

Another structure may be diagrammed as:[4]

$$(Q_u)Q_{100}(Q_{u'})(Q_{10}(Q_{u'}))$$

where Q_{100} is the place of operation of pác 'a hundred', Q_{10} the place of operation of slíp 'ten', Q_u the place of operation of the units subclass of definite numerals, and $Q_{u'}$ the place of operation of the units subclass minus slắc and slong, and plus ét and nhī. Examples of this structure are rare in the texts:

slong pác 'two hundred'   (Ex. 32) p.89

pác nhī   'a hundred and twenty'   (Ex. 33) p.89

Further structures such as[5]

$$(Q_u)Q_{1000}(Q_u)(Q_{100}(Q_{u'})(Q_{10}(Q_{u'})))$$

and

$$(Q_u)Q_{10,000}(Q_u)(Q_{1000}(Q_u)(Q_{100}(Q_{u'})(Q_{10}(Q_{u'}))))$$

are expected, where Q_{1000} is the place of operation of siên 'a thousand', and where $Q_{10,000}$ is the place of operation of phān 'ten thousand'. However, although such forms have been heard by the analyst, all the actual occurrences of this kind in the text may be subsumed under one structure:

$$(Q_u)Q_x(Q_u)$$

where Q_x is the place of operation of the subclass comprising slíp 'ten', pác 'a hundred', siên 'a thousand' and phān 'ten thousand'. Q_u is here the place of operation of the units subclass. We have to consider here that slắc and ét 'one' are allomorphs of the same morpheme, as are slong and nhī 'two'. Ét and nhī occur before or after slíp, or after pác, where slắc and slong are never found.

This picture must be further modified by the comment that

---

4. The nesting of brackets here means that the final $Q_{u'}$ may only occur if the optional element Q_{10} is present.

5. The full structures are given here on the basis of the analyst's experience of other forms which have been heard, not on the basis of actual occurrence in the text material.

the Q_u element, or even the whole structure $(Q_u)Q_x(Q_u)$, may be re-
peated.   We have, for instance, the structures:

$Q_u\ Q_u$	(Exx. 34, 35)	pp.89,90
$Q_u\ Q_u\ Q_u$	(Exx. 36, 37)	p.90
$Q_u\ Q_u\ Q_x$	(Ex. 38)	p.90
$Q_u\ Q_x\ Q_u \quad Q_u\ Q_x\ Q_u$	(Exx. 39, 40)	p.90

In the latter structure, the same lexical item must operate at each
of the Q_x elements.

Structures at whose elements definite numerals operate
may be preceded or followed by Q_i, at which an indefinite numeral
operates.   The only cases of this found in the texts are:

$Q_x\ Q_i$	(Ex. 41)	p.91
$Q_u\ Q_x\ Q_i$	(Ex. 42)	p.91
$Q_u\ Q_u\ Q_i$	(Ex. 43)	p.91
$Q_i\ Q_x$	(Exx. 44, 45)	p.91

5.5 The classifier

As stated at primary delicacy, members of the class of
nouns operate at both the classifier and the nucleus elements of
the nominal figure.   The number of nouns which can operate at the
classifier element is severely restricted.   On the basis of this
fact we can set up a subclass of classifier nouns.   A classifier
noun may operate at either the classifier or the nucleus elements
of structure, whereas a noun which is not a classifier noun may
only operate at the nucleus element.

Examples of the main classifier nouns found in the text
material are as follows:

ăn	'thing'
bau̓	'leaf'
chẻ̌n	'cup, cupful'
co	'plant, tree'
háp	'a load carried suspended from the ends of a yoke'
khāo	'a heavy lump'

lăm	'a long thing'	
múi	'a seed; small round object'	
pát	'bowl, bowlful'	
thứ	'kind, sort'	
tua	'animal'	
cân	'kilogramme'	

Examples of the classifiers as they occur in text will be given in
5.6.

5.6 The nucleus

The nucleus element is the place of operation of the
class of nouns.   The nouns may be subclassified on the basis of
those classifiers with which they occur.   The classification is
not clear-cut, however.   Some nouns may be preceded by more than
one classifier, e.g. cuổi 'banana', which may be preceded by either
ăn 'thing' or co 'plant, tree';

kí ăn cuổi   'all the bananas' (SU 5)

kí co cuổi   ' all the banana trees'   (SU 5)

This lack of clear-cut distinctions between subclasses is just what
we would expect to find at secondary delicacy (see 1.17, p.13).

Many nouns have not been found preceded by a classifier
noun, so these cannot be subclassified.   The following list shows
the nouns which have been found following the classifier nouns
indicated:

Bau 'leaf	chỉa	'paper'	(BU 18)
	cờ	'flag'	(CU 11)
cân 'kilo'	khẩu	'rice'	(MT 97)
chén 'cup'	lẩu	'wine'	(CU 31)
co 'plant,tree'	cuổi	'banana'	(SU 8)
	may	'wood'	(MO 7)
	thúa	'bean'	(MT 78)
háp 'yoke load'	phìn	'firewood'	(TH 11)
	năm	'water'	(ML 29)
	nhả	'grass'	(TH 11)

khāo 'lump'	hin	'stone'	(ME 7)
	cuổi	'banana'	(SU 15)
lãm 'long thing'	lần	'string, thread, tape'	(KH 32)
	may	'wood'	(TE 35)
	hương	'incense'	(TH 19)
	hoa	'incense'	(TH 19)
	tầng	'road'	(SA 16)
múi 'seed'	bi	'marble'	(BI 7)
pát 'bowl'	hương	'incense'	(TH 23)
	khẩu	'rice'	(CU 7)
thứ 'sort'	cần	'people'	(SK 1)
	p'i	'spirit'	(PH 63)
	vàng	'gold'	(CU 7)
tua 'animal'	cần	'person'	(ME 6)
	cáy	'hen'	(CU 10)
	lan	'grandchild'	(ML 29)
	lục	'child'	(ML 27)
	mē	'woman, wife'	(KI 43)
	mò	'cow'	(BU 15)
	mu	'pig'	(TH 29)
	pát	'duck'	(CU 6)
	p'i	'spirit'	(CU 37)
	p'ō	'man'	(TH 33)
	vài	'buffalo'	(BA 13)
ăn 'thing'	bàn	'table'	(PH 48)
	bản-dươn	'village'	(ML 41)
	bâm	'tray	(CU 11)
	bổn-phận	'obligation'	(CU 54)
	bươn	'month'	(BA 6)
	cháo	'divining sticks'	(CU 14)
	etc.		

Ăn occurs with more nouns than any other classifier noun.

5.7 The modifier

At primary delicacy it was stated that the modifier element is the place of operation of the class of adjectives, the class of verbs, a nominal phrase or a clause.   These classes will be dealt with in turn.

5.71 Adjectives

The adjectives are a class of words which only operate at this element of structure.   Examples are:

Eng	'English'	(Ex. 46)	p.91
nóng	'one'	(Ex. 47)	p.92
đậu-lun	'white bean'	(Ex. 48)	p.92
seng	'green bean'	(Ex. 48)	p.92
đạp	'bicycle'	(Ex. 49)	p.92
ô-tô	'motor vehicle'	(Ex. 50)	p.92

5.72 Verbs

The following are some of the verbs which have been found operating at the modifier element:

thai	'die'	(Ex. 51)	p.92
đây	'good'	(Ex. 52)	p.93
sǎu	'bad'	(Ex. 52)	p.93

5.73 Nominal phrases

The only nominal phrase of more than one nominal in structure which has been found operating at the modifier element is the following:

mē then sáu p'ō thāo   'the woman necromancer and the priest' (Ex. 53) p.93

Nominal phrases which consist of only one nominal are in effect nominal figures.   Structures of nominal figures operating at (nominal element in a nominal phrase operating at) the modifier element include the following:

Pr   (Ex. 54) p.93

Poss Per	(Ex. 55) p.93
Nuc	(Ex. 56) p.94
Q Nuc	(Ex. 57) p.94
Q Class Nuc	(Ex. 58) p.94
Class Nuc M	(Ex. 59) p.94

5.74 Clauses

Clauses do not often operate at the modifier element, so it is rather difficult to build up a picture of the possible structures. It seems that they may consist of subject, predicate and object elements only, and that the predicate element may only consist of a single verbal, or one preverbal (of which the exponent is mí 'not') and a verbal. Examples are:

P	(Ex. 60) p.95
P O	(Ex. 61) p.95
S P O	(Ex. 62) p.95

Example 60, being a single predicate, suggests that verbs operating at the modifier element in a nominal figure may be interpreted as clauses, consisting of just a predicate, consisting of a single verbal.

5.8 The identifier

At primary delicacy it was stated that the identifier element is the place of operation of the class of demonstratives. Examples of this class operating at this element are:

nân	'that'	(Ex. 63)	p.95
nây	'this'	(Ex. 64)	p.95
no	'the other'	(Ex. 65)	p.96
kia	'yonder'	(Ex. 65)	p.96
tàư	'any'	(Ex. 66)	p.96
dăng	'any'	(Ex. 67)	p.96

5.9 Examples

With each example, sufficient parsing is included to

illustrate the point under discussion.   For an explanation of the
parsing and the abbreviations, please see Chapter 9, pp. 115-7.

5.91 The deictic   (See page 75)

Ex. 1

What would you do?
Do   what   well

Hất   dừ   đảy?   CU 52
        Dem
        Deic
        NF

Ex. 2

Anyhow
Like   how

pằn   haư   CU 48
        Dem
        Deic
        NF

Ex. 3

Have you still anything planted?
Still plant anything not

Nhằng   chay   lăng   mí?   RE 2
                Dem
                Deic
                NF

Ex. 4

There is nothing
Not have anything

Mí   mì   ca-lăng   WF 25
            Dem
            Deic
            NF

5.92 The possessive.   (See page 75)

Ex. 5

When we meet each other again
As-to self change well reflexive meet each-other

Hông   dầu   thói   đảy   tō   p'óng   căn   WF 48
hông   Pr
Poss   Per
    NF

5.93 The person   (See pages 75-6)

Ex. 6

You must address them as 'elder brother' or 'elder sister'.
Must address become elder-brother become ender-sister

Phải	sing	pằn	có	pằn	chài	ML 164
			Pr		Pr	
			Per		Per	
			NF		NF	

5.94 The quantifier   (See pages 76-9)

Ex. 7

A gold bracelet
One thing bracelet gold

Slắc	ăn	myằm	kim	SV 38
Num	N	N	NP	
Q	Class	Nuc	M	
		NF		

Ex. 8

These two trays
Two   thing tray this

Slong	ăn	bâm	nẩy	CU 16
Num	N	N	Dem	
Q	Class	Nuc	Iden	
		NF		

Ex. 9

Three people
Three people

Slam	cằn	KH 5
Num	N	
Q	Nuc	
	NF	

Ex. 10

Four cakes
Four thing cake

Slí	ăn	pẻng	TE 8
Num	N	N	
Q	Class	Nuc	
		NF	

Ex. 11

Five people

Five people

Hả   cần   KH 5
Num   N
 Q   Nuc
    NF

Ex. 12

Six people
Six   people

Hốc   cần   BU 5
Num   N
 Q   Nuc
    NF

Ex. 13

Seven piastres
Seven piastre

 Chết   min   MT 19
 Num   N
  Q   Nuc
     NF

Ex. 14

Eight flags
Eight   leaf   flag

 Pét   bau   cờ   CU 11c
 Num   N   N
  Q   Class   Nuc
     NF

Ex. 15

Nine days
Nine day

Cẩu   văn   SV 29
Num   N
 Q   Nuc
    NF

Ex. 16

Ten years
 Ten   year

Slíp   pi   CH 12
Num   N
 Q   Nuc
    NF

Ex. 17

A hundred kilos

Hundred kilo

```
Pắc      cân      PO 20
Num       N
 Q       Nuc
      NF
```

Ex. 18

Several days
Few   day

```
Kỉ    văn     BA 20
Num    N
 Q    Nuc
     NF
```

Ex. 19

All of us
All person belong self

```
Kí    cằn        hông dầu     PH 44
Num    N           NP
 Q    Nuc          M
          NF
```

Ex. 20

Many lessons
Many lesson

```
Lai   bài     TM 19
Num    N
 Q    Nuc
     NF
```

Ex. 21

However many lessons
However-many lesson

```
Kỉ-lai     bài     TM 16
 Num        N
  Q        Nuc
      NF
```

Ex. 22

Rather young
Little year one

```
Nọi     pi  nống     ML 169
Num      N   Adj
 Q      Nuc   M
      NF
```

Ex. 23

Every tray

```
              Every thing tray
              Mội    ăn     bầm     CU 7b
              Num    N      N
               Q    Class   Nuc
                       NF
```

Ex. 24

```
              Everything to do with trade
              Every matter trade

              Các    sự    buôn-bắn²    BA 20
              Num    N        V
               Q    Nuc       M
                      NF
```

Ex. 25

```
              Eleven o'clock⁶
              Ten   one   hour

              Slíp   ét    dờ    TW 6
              Num    Num   N
              Q₁₀    Qᵤ'   Nuc
                      NF
```

Ex. 26

```
              Twelve months
              Ten   two   thing   month

              Slíp   nhī   ăn     bưởn    TE 69
              Num    Num   N      N
              Q₁₀    Qᵤ'  Class   Nuc
                        NF
```

Ex. 27

```
              Fifteen minutes
              Ten   five   minute

              Slíp   hǎ²   phút    BI 1
              Num    Num   N
              Q₁₀    Qᵤ'   Nuc
                      NF
```

Ex. 28

```
              Those  twenty one days and nights
              Two    ten   one   night-day that

              Nhī    slíp   ét    cửn-vằn   nận    KI 36
              Num    Num   Num      N       Dem
              Qᵤ'    Q₁₀   Qᵤ'     Nuc     Iden
                        NF
```

---

6. Subclasses of the numerals are not represented, in order to avoid the multiplication of symbols.

Ex. 29

Fifty kilos
Five   ten   kilo

Hả   slíp   cân   MT 99
Num   Num   N
Q_u' Q_{10} Nuc
      NF

Ex. 30

Fifty five piastres
Five   ten   five   piastres

Hả   slíp   hả   min   CH 2
Num   Num   Num   N
Q_u' Q_{10} Q_u'   Nuc
      NF

Ex. 31

Eighty piastres
Eight   ten   piastre

Pét   slíp   min   CH 3
Num   Num   N
Q_u' Q_{10} Nuc
     NF

Ex. 32

Two hundred metres
Two   hundred metre

Slong   pác   síc   KH 5
Num   Num   N
Q_u Q_{100} Nuc
     NF

Ex. 33

A hundred and twenty days and nights
Hundred two night-day

Pác   nhī   cừn-vằn   TH 2
Num   Num   N
Q_{100} Q_u'   Nuc
     NF

Ex. 34

One or two metres of cloth
One   two   metre cloth

Slắc slong   síc   p'ải   SV 38
Num Num   N   N
Q_u Q_u Class Nuc
     NF

Ex. 35

Two or three lessons
 Two   three lesson

Slong   slam   bài   TM 1
 Num   Num   N
  Q_u Q_u Nuc
            _____
               NF

Ex. 36

One or two or three lessons
 One   two   three lesson

Slắc slong   slam   bài   TM 6
Num   Num   Num   N
 Q_u Q_u Q_u Nuc
            _____
               NF

Ex. 37

Three or five or six days
Three five six day

Slam   hả   hốc vằn   BU 12
 Num   Num   Num   N
 Q_u Q_u Q_u Nuc
            _____
               NF

Ex. 38

Thirty or fifty days
Three five ten   day

Slam   hả   slíp vằn   MO 24
 Num   Num   Num   N
  Q_u Q_u Q_x Nuc
            _____
               NF

Ex. 39

Twenty three or twenty four piastres
Two ten   three two ten   four piastre

Nhī slíp slam   nhī slíp slí   min   MT 17
Num   Num   Num   Num   Num Num   N
 Q_u Q_x Q_u Q_u Q_x Q_u Nuc
            _____
               NF

Ex. 40

Two thousand seven hundred or two thousand eight hundred piastres
 Two thousand seven two   thousand eight piastre

Slong siên   chết slong   siên   pét   ngằn   PO 20
 Num   Num   Num   Num   Num   Num   N
  Q_u Q_x Q_u Q_u Q_x Q_u Nuc
            _____
               NF

Ex. 41

More than ten days
Ten   many day

Slíp   lai vằn   ZI 5
Num   Num   N
Q$_x$ Q$_i$ Nuc
_____
          NF

Ex. 42

These dozen or more posts
One   ten   many stick   post this

Slắc slíp lai   lãm   slâu nẩy   MO 29
Num   Num   Num   N   N   Dem
Q$_u$ Q$_x$ Q$_i$ Class Nuc Iden
_____
              NF

Ex. 43

One or three or more months
One   three few month

Slắc   slam kỉ   bướn   KI 64
Num   Num   Num   N
Q$_u$ Q$_u$ Q$_i$ Nuc
_____
          NF

Ex. 44

Every hundred kilos of rice
Every hundred kilo rice

Mội   pác   cân   khẩu   MT 100
Num   Num   N   N
Q$_i$ Q$_x$ Class Nuc
_____
          NF

Ex. 45

Several thousand piastres
Several thousand piastre

Kỉ   siên   ngằn   RP 25
Num   Num   N
Q$_i$ Q$_x$ Nuc
_____
          NF

5.95 The modifier   (See pages 82-3)

5.951 Adjectives

Ex. 46

England

Side   English

Bướng   Eng   CU 2
  N   Adj
Nuc   M
     NF

Ex. 47

A line
Thing line one

Ăn   vẹc nống   BI 3
N   N   Adj
Class   Nuc   M
     NF

Ex. 48

Green beans, chopstick beans, white beans
Plant bean green   bean chopstick   bean

Co   thúa seng nề,   thúa myăm   nề,   thúa đậu-lun nề   MT 78
N   N   Adj   N   NP   N   Adj
Class Nuc   M   Nuc   M   Nuc   M
   NF   NF   NF

Ex. 49

Bicycle
Vehicle bicycle

Se   đạp   SK 38
N   Adj
Nuc   M
     NF

Ex. 50

Motor vehicle
Vehicle motor

Se   ô-tô   SK 70
N   Adj
Nuc   M
     NF

5.952 Verbs

Ex. 51

That dead person
Animal person die that

Tua   cằn   thai   nận   BU 18
N   N   V   Dem
Class   Nuc   M   Iden
     NF

Ex. 52

```
        Good days  and  bad days
        Thing day good  day bad
    Ăn    văn  đầy  văn  sẩu    VD 16
          N    V    N    V
          Nuc  M    Nuc  M
             NF        NF
```

5.954 Nominal phrases

Ex. 53

The matter of priests and woman necromancers
Thing matter woman necromancer with mister priest

```
    Ăn   vấn-đề   mē   then        sáu   p'ō   thăo    PR 1
    N    N        N    V           Conj  N     V
                  Nuc  M                 Nuc   M
                     NF                     NF
                  Nom           Link      Nom
                             NP
Class  Nuc                   M
              NF
```

Ex. 54

```
        One's lot
        Thing    lot   self
    Ăn    phúc-phận  dầu    CU 35
    N     N          Pr
                     Per
                     NF
                     Nom
                     NP
    Class    Nuc     M
         NF
```

Ex. 55

```
        One's house
        Thing house belong self
    Ăn    dưởn   hông   dầu    TH 65
    N     N      hông   Pr
                 Poss   Per
                    NF
                 Nom
                 NP
    Class  Nuc    M
         NF
```

Ex. 56

A person's life
Thing life person

```
Ăn      thơi    cằn      WF 37
N       N       N
                Nuc
                ───
                NF
                Nom
                ───
                NP
Class   Nuc     M
        ──────────
            NF
```

Ex. 57

The three years
Thing three year

```
Ăn      slam    pi       TH 17
N       Num     N
        Q       Nuc
        ──────────
           NF
          Nom
          ───
          NP
Nuc        M
────────────
     NF
```

Ex. 58

The tray with five cups
Thing tray five thing cup

```
Ăn      bâm     hả²     ăn      chén²    CU 11
N       N       Num     N       N
                Q       Class   Nuc
                ──────────────────
                        NF
                       Nom
                       ───
                       NP
Class   Nuc             M
────────────────────────
           NF
```

Ex. 59

The matter of a dead person
Thing matter animal person die

```
Ăn      vấn-đề  tua     cằn     thai    BU 21
N       N       N       N       V
                Class   Nuc     M
                ──────────────────
                        NF
                       Nom
                       ───
                       NP
Class   Nuc             M
────────────────────────
           NF
```

5.954 Clauses

Ex. 60

```
          Things which are not good
          All  thing speech not   good

          Kí   mòn chuyện mí   đây      PH 46b
          Num   N    N    Aux   V
                          PrVbl Vbl
                             VG
                              P
                           Clause
          Q   Class  Nuc        M
                  NF
```

Ex. 61

```
          The matter of building a house
          Thing matter build house

          Än    vấn-đề  hất   dườn     MO 1
          N       N     VG     NP
                         P      O
                       Clause
          Class   Nuc       M
                  NF
```

Ex. 62

```
          The matter of women who have children
          Thing matter all person sex female have child

          Än    vấn-đề  kí   cần  tày  mē    mì   lục    SV 1
          N       N          NP              VG   NP
                              S               P    O
                                   Clause
          Class   Nuc                 M
                       NF
```

5.96 The identifier   (See page 83)

Ex. 63

```
          That dead person
          Animal person  die   that

          Tua    cần  thai  nận    BU 18
           N      N    V    Dem
          Class  Nuc   M    Iden
               NF
```

Ex. 64

```
          Today
```

Day this
Văn   nẩy   IL 15
N   Dem
Nuc Iden
      NF

Ex. 65

This thing and that thing
Thing other thing yonder

Mòn   nọ   mòn   kia   TE 45
N   Dem   N   Dem
Nuc   Iden Nuc Iden
      NF   NF

Ex. 66

Anywhere
Place any

Thĩ   tàư   PH 55b
N   Dem
Nuc Iden
     NF

Ex. 67

Any matter
Matter any

Việc   dăng   KI 25
N   Dem
Nuc   Iden
     NF

Chapter 6

THE NOMINAL PHRASE
AT SECONDARY DELICACY

6.0   As few examples of this unit are found to display complex
structures, little can be said in addition to what was revealed in
3.3, pp. 43-4.   Rather than repeat the information given there,
it is recommended that the reader turn back to those pages for the
basic structures and exponents.

6.1 The links

At primary delicacy only one link element was described.
At secondary delicacy we must distinguish two elements, $Link_1$ and
$Link_2$. $Link_1$ occurs in only one structure:[1]

$$Nom\ Link_1\ Nom \qquad\qquad\qquad (Ex.\ 1) \quad p.98$$

$Link_2$ occurs in the structures:

$Nom\ Link_2\ Nom$	(Ex. 2)	p.98
$Nom\ Link_2\ Nom\ Link_2\ Nom$	(Ex. 3)	p.98
$Link_2\ Nom\ Link_2\ Nom\ Link_2\ Nom$	(Ex. 4)	p.98
$Link_2\ Nom\ Count\ Link_2\ Nom\ Count$	(Ex. 5)	p.98
$Nom\ Count\ Nom\ Count\ Link_2\ Nom\ Count$	(Ex. 6)	p.99

$Link_1$ is the place of operation of a single formal item,
sáu 'and, with'.

$Link_2$ is the place of operation of a single formal item,
hay-là 'or'.

Together, sáu and hay-là comprise the class of conjunc-
tions.

6.2 Examples

With each example, sufficient parsing is included to
illustrate the point under discussion.   For an explanation of the

---

1. Examples are given in full in 6.2, pages 98-9.

parsing and the abbreviations, please see Chapter 9, pp. 115-7.

Ex. 1

The paternal father and the daughter-in-law
Mister paternal and Mrs. daughter-in-law

P'ō pú	sáu	mē lùa	ML 4
NF	Conj	NF	
Nom	Link$_1$	Nom	
	NP		

Ex. 2

Pomelo leaves or almond leaves
Leaf pomelo   or   leaf almond

Bau̓ puc	hay-là	bau̓ tào	SV 4
NF	Conj	NF	
Nom	Link$_2$	Nom	
	NP		

Ex. 3

One ring or one gold bracelet or one or two metres of cloth[2]
One thing ring hand or one thing bracelet gold   or

Slắc ăn pyóc mu̓	hay-là	slắc ăn myằm kim	hay-là
NF	Conj	NF	Conj
Nom	Link$_2$	Nom	Link$_2$
		NP	$\longrightarrow$

one two metre cloth
slắc slong síc   p'ǎi   SV 38

slắc slong síc p'ǎi	
NF	
Nom	
$\longleftarrow$	

Ex. 4

Either three times, or two times, or five times
  Or   three time or two time or   five time

Hay-là	slam bắt	hay-là	slong bắt	hay-là	hǎ bắt	BI 7
Conj	NF	Conj	NF	Conj	NF	
Link$_2$	Nom	Link$_2$	Nom	Link$_2$	Nom	
			NP			

Ex. 5

Either a birthday or an anniversary

---

2. The arrows signify that the unit is continued on the next line.

```
        Or    day birthday         or    day anniversary
Hay-là văn  dộ      nề,  hay-là văn   khoăn      nề     BU 25
  Conj     NF       nề    Conj      NF           nề
  Link₂   Nom    Count   Link₂    Nom        Count
```

$$\underline{\text{Link}_2 \quad \text{Nom} \quad \text{Count} \quad \text{Link}_2 \quad \text{Nom} \quad \text{Count}}$$

<div align="center">NP</div>

Ex. 6

```
        Gold, silver or flags
        Gold      silver       or  flag

        Kim nề,   ngần nề  hay-là cờ nề     CU 30
        NF  nề    NF   nề   Conj  NF nề
        Nom Count Nom Count Link₂ Nom Count
```

<div align="center">NP</div>

Chapter 7

THE CLAUSE
AT SECONDARY DELICACY[1]

7.0   As so few examples of equative clause have been found, no more can be said about them than has already been said in Chapter 3, p.41.   This chapter will be completely devoted to the predicative clause.

7.1 The locative

At primary delicacy it was stated that the locative was the place of operation of a nominal phrase or a clause.   Details regarding both these kinds of exponents will be given separately.

7.11 Nominal phrases

The following structures have been found for nominal phrases operating at the locative element:[2]

Nom Nom	(Ex. 1)	p.103
Nom Link Nom	(Ex. 2)	p.103
Nom	(Ex. 3)	p.103

The most common structure is that of a single nominal.   The structure of the nominal figure operating at this nominal may be:

(1) Nuc.   The only examples of this are dờ 'hour' Tʷ 14, and pày 'time, once' ME 2, p. 118.

(2) Nuc Iden. (Exx. 3-8, pp. 103-5)

(3) Nuc M.   The modifier element here may be the place of operation of an adjective (Ex. 9, p.105) or of a clause (Exx. 10, 11, p. 105).

(4) Class Nuc M.   (Ex. 12) p.106

---

1. For a description of the clause at primary delicacy, please see Chapter 3, pp. 41-3.

2. Numbered examples are given in full at the end of this chapter, pp. 103-8.   For examples taken from text ME please see Chapter 9, pp. 118-28.

7.12 Clauses

Clauses operating at the locative element may only have
the structure P O.   The verbal group operating at the predicate
element may have the structure of from one to three verbals.   None
of the other elements of verbal group structure, such as preverbals
(see 3.5, pp.46-7) have been found.   See Exx. 13-6, p. 106.

7.2 The subject

It was stated at primary delicacy that the subject is the
place of operation of a nominal phrase or a clause.   No limitation
on the type of nominal phrase operating here has yet been found.
The reader is referred to text ME in Chapter 9 (pp.118-28) for
examples of nominal phrases operating at the subject element.

Very few examples have been found of clauses operating at
subject element.   Two can be found in Chapter 9, in ME 6 (p. 120)
and ME 1 (p.118).   Another is given as Ex. 17 (p.107).   At the
moment the evidence for these being subject elements rather than
prehead elements of sentence structure is rather uncertain.   It is
suspected that there is almost always a slight pause, or reduction
of the tempo, at the end of a prehead element, but not following a
subject element.   Further criteria will no doubt come to light on
investigation of more material.

7.3 The predicate

Nothing more can be added at secondary delicacy to the
information given in Chapter 3 (pp.41-3) and that given on the
verbal group in Chapter 4 (pp.64-74).   It should be re-emphasised
here that the verbal group operating at the predicate element is
discontinuous, the preverbals, verbals and reflexive occurring at
one place, and the other elements at the end of the clause.

7.4 The object

At primary delicacy it was stated that the object element
is the place of operation of a nominal phrase or a clause.   As

with the subject, no limitation has been found on the type of
nominal phrase operating at the object element.   The reader is
referred to text ME in Chapter 9 (pp.118-28) for examples of
nominal phrases operating here.

A number of examples of clauses operating at object
element have been found.   These have the following structures:

P	(ME 2)	p.118
S P	(Ex. 18)	p.107
P O	(Ex. 19)	p.107
S P O	(Ex. 20)	p.107

The clauses operating at the object element have not been found to
include locative or adjunct elements in their structure.   The
structure of the verbal group operating at the predicate element
of the clause is severely limited.   The only preverbal which has
been found has as exponent mí 'not' (See Ex. 19, p. 107).

7.5 The adjunct

At primary delicacy it was stated that the adjunct ele-
ment is the place of operation of a highly specialised clause.
The only structures manifested by this clause are P and P O.   In
addition the verbal group operating at the predicate element may
only have the structures Vbl or VblVbl.   The only exponents of
the predicate which have been found so far are:

đảy	'to be acceptable'		
đuổi	'with, to be with'	(Ex. 21)	p.108
hử	'for, to give'	(Ex. 22)	p.108
khẩu	'into, to enter'		
khỉn	'up, to ascend'		
lồng	'down, to descend'	(ME 18)	p.124
óc	'out, to go out'		
quá	'past, to go past, to cross to'		
sáu	'with, to be with'	(ME 2)	p.118
thâng	'to, to arrive'		
lồng chang	'down into'	(Ex. 23)	p.108
ngang lồng	'lengthwise in'		

      tặt lồng 'put in'

      pây hử 'to go and give to' (Ex. 24) p.108

A distinct subclass of verbs (which may be termed 'adjunct verbs')
is seen to operate here.

7.6 Examples

    With each example sufficient parsing is included to
illustrate the point in question. For an explanation of the
parsing and the abbreviations, please see Chapter 9, pp. 115-7.

7.61 The locative (See pages 100-1)

7.611 Nominal phrases

Ex. 1

We'll talk for three days and nights
Self   converse three night three day

Dầu	chẳng-cỏ	slam cửn	slam văn	SA 27
NP	VG	NF	NF	
		Nom	Nom	
			NP	
S	P		L	
		Clause		

Ex. 2

    I'll rest a day or two
    Also rest day or two day

	Cung nghỉ	văn	hay-là	slong văn	ZI 8
	VG	NF	Conj	NF	
		Nom	Link	Nom	
			NP		
	P		L		
		Clause			

Ex. 3

Today that's how it is
Day this also also right like this

Văn	nẩy	cung	tú	sử	pần	nẩy	WF 44
N	Dem		VG				
Nuc	Iden						
NF							
Nom							
NP							
L			P				
		Clause					

Ex. 4

I began this time
I   come   begin   time this

Ngò   mà   bắt-đầu   pày nẩy   ZI 10
NP   VG   N   Dem
                             Nuc Iden
                                   NF
                                   Nom
                                   NP
S   P   L
              Clause

Ex. 5

This morning you also came down to my house[3]
Morning this man also descend house belong me   go

Nau   nẩy   ông cung lồng   dườn hông ngò pây   IL 10
N   Dem   NP   VG   NP
Nuc Iden
     NF
     Nom
     NP
L   S   P   O
                    Clause

Ex. 6

This time I just forgot a bit
Time this I   also then rather forgot go little already

Bắt nẩy   dầu   tú   dū   sơ-sơ   lùm pây ing   dá   WF 34
N   Dem   NP   VG
Nuc Iden
   NF
   Nom
   NP
L   S   P
              Clause

Ex. 7

Then it's hard to drive out
Time that then hard expel

Bắt nận   dū   khỏ thẹp   PH 5
N   Dem   VG
Nuc Iden
   NF
   Nom
   NP
   L   P
       Clause

---

3. Dotted lines join together the parts of discontinuous units.

Ex. 8

```
        When you are free
        Time what you have liberty

        Lúc  tàư  nì   đẩy  váng    ML 126
         N   Dem  NP   VG   NP
        Nuc  Iden
              NF
             Nom
             NP
         L    S    P    O
             Clause
```

Ex. 9

```
        The other day I was good
        Day before self      good

        Văn  cón   dầu (à)  đây    WF 31
         N   Adj    NP      VG
        Nuc   M
              NF
             Nom
             NP
         L         S        P
             Clause
```

Ex. 10

Before I had finished working, they were looking for me
Time as-to self not-yet work well they then search

```
        Lúc  hông dầu   kếng  hắt  đẩy   hâu  dū   sa    MT 46
         N            Clause              NP   VG
        Nuc            M
                      NF
                     Nom
                     NP
         L                                S    P
                   Clause
```

Ex. 11

When you notice your head aching a little bit, it's then that it
isn't agreeing with you.
Time see thing head ache bit ? then also not   fit with it

```
        Bắt  hăn  ăn   hua  mầu  ỉng dầy dū   tú   mí slày ngám  sáu mân  PH 10
         N            Clause              VG                Clause
        Nuc            M
                      NF
                     Nom
                     NP
         L                                P                 A
                   Clause
```

Ex. 12

When I used to go to school, I also did this
 I thing time go study letter also like that

Ngò ăn   pày pây slon slư   cung pần nân   TM 11
NP   N   N   Clause   VG   NP
     Class Nuc   M
           NF
           Nom
           NP
S   L   P   O
                    Clause

7.612 Clauses

Ex. 13

Just rickshaws and bicycles come and go here
Vehicle hand vehicle bicycle at here go return only

    Se tay   se   đạp   dú nẩy pây thẻo thôi   SK 74
         NP   VG NP   VG
                            P O
                            Clause
            S   L   P
                    Clause

Ex. 14

I also do not know what news there is in the North.
Also not know   news   what   in side North

Cung mí chắc tin-tức ca-dăng dú buởng Bắc   HF 7
     VG   NP   VG   NP
                                P   O
                                Clause
        P   O   L
               Clause

Ex. 15

When it gets past the twentieth of December, whatever I do...
Exit go arrive month December twenty few I do whatever

    Óc pây thăng buởn Lạp   nhỉ kỉ ngò hắt dử   SA 4
         VG   NP   NP   VG   NP
         P   O
                Clause
             L   S   P   O
                    Clause

Ex. 16

On the eight of September nineteen fifty I arrived in Haifong

From year five ten month nine no. eight I come arrive Haifong

Tự pi hả slíp bươn cẩu so pét ngò mà thâng Hải-Phòng HF 1
VG |_____NP_____| NP   VG |____NP____|
P |_____O_____|
        |_____Clause_____|
                    L   S   P   O
|_____Clause_____|

7.62 The subject   (See page 101)

<u>Ex. 17</u>

What you say is very true
Talk like that also right

Chẳng pần nận cụng sử   MO 21
|_____VG_____| |___VG___|
|_____P_____|
|___Clause___|
      S   P
|_____Clause_____|

7.63 The object   (See pages 101-2)

<u>Ex. 18</u>

Some people know how to drive them out
Have people know expel

Mì cần chắc thẹp   PH 4a
VG NP |___VG___|
    S   P
   |__Clause__|
P   O
|___Clause___|

<u>Ex. 19</u>

If you say you don't believe in spirits...
Talk not believe spirit

Chẳng mí slín   p'i   PH 26b
VG |___VG___| NP
       P   O
    |___Clause___|
P   O
|___Clause___|

<u>Ex. 20</u>

I also didn't know where you were living

I   also not know place you at place what

<u>Ngò</u> <u>cung</u> <u>mí</u> <u>chắc</u> <u>thī</u> <u>nì</u> <u>dú</u> <u>thī</u> <u>tàư</u>   RE 14
NP   VG   NP   VG   NP
                       S   P   O
                          Clause
S   P   O
              Clause

7.64 <u>The adjunct</u>   (See pages 102-3)

<u>Ex. 21</u>

We are speaking together
Self talk with each-other

<u>Dàu</u> <u>chẳng</u> <u>đuổi</u>   <u>căn</u>   PH 25
NP   VG   VG   NP
                P   O
                   Clause
S   P   A
         Clause

<u>Ex. 22</u>

I reply to Mr. Englishman
I offer word give Mr. English

<u>Ngò</u> <u>đơ</u> <u>lời</u> <u>hử</u> <u>ông Eng</u>   BA 3
NP   VG   NP   VG   NP
                    P   O
                       Clause
S   P   O   A
         Clause

<u>Ex. 23</u>

Then they put the dead man down into the grave
Then take animal person die descend into thing hole go

<u>Chíng au</u>   <u>tua</u> <u>cằn</u> <u>thai</u>   <u>lồng chang</u> <u>ăn</u> <u>cùm</u> <u>pây</u>   BU 18
VG: NP   VG   NP
                                 P   O
                                    Clause
     P   O   A
                    Clause

<u>Ex. 24</u>

I send a letter to my friends
I send letter go give friend

<u>Ngò</u> <u>ngửi</u> <u>chỉa</u> <u>pây hử</u> <u>p'ỉ-nong</u>   SA 3a
NP   VG   NP   VG   NP
                     P   O
                        Clause
S   P   O   A
         Clause

Chapter 8

THE SENTENCE
AT SECONDARY DELICACY[1]

8.1 The opener

It was stated at primary delicacy that the opener is the place of operation of a class of opener particles.   The meaning of these particles is not always plain or easily translatable. Examples of the class are as follows:[2]

Tò	'Now, but, and'	(ME 2)	p.118
Ó	'Oh!'	(ME 3)	p.119
Nhé-tú	(meaning not known)	(ME 4)	p.119
Á	'Oh!'	(ME 9)	p.121
Oi-à	'Oh!(Expressing pain or regret)'	(ME 10)	p.121
À	'Ah!'	(ME 16)	p.123

8.2 The introduction

The introduction particle is the place of operation of the class of introduction particles.   Examples are as follows:

Cỏ-này	'Now, now then'	(ME 3)	p.119
Bỏi-vì	'Because'	(Ex. 1)	p.111
Nếu-mà	'If'	(Ex. 2)	p.111
Ví-dụ	'For instance'	(Ex. 3)	p.111

8.3 The focus

Nothing can be added here to the description of the focus at primary delicacy.   The reader is referred to Chapter 3, pp.38-40.

8.4 The prehead

At primary delicacy it was stated that the prehead   .

---

1. For a description of the sentence at primary delicacy, please see Chapter 3, pp. 38-40.

2. Numbered examples are given in full at the end of this chapter, pp. 111-4.   For examples taken from text ME please see Chapter 9, pp. 118-28.

element is the place of operation of a clause or (rarely) a nominal
phrase.   For examples of nominal phrases operating here, see
Exx. 4-6, p.112.

When the exponent of the prehead element is a clause, any
one of the following criteria is sufficient to distinguish between
the prehead and the head:

    (1) The prehead is an equative clause (Ex. 7) p.112

    (2) The prehead is followed by focus (ME 10) p.121

    (3) The predicate of the head clause contains a higher
order auxiliary than that of the prehead[3] (Exx. 8, 9, pp. 112-3)
This does not hold true if the head clause only contains an order
1 auxiliary.

8.5 The head

At primary delicacy it was stated that the head element
is the place of operation of a clause.   This may be an equational
clause only if there are no preheads or postheads in the sentence
(Ex. 10, p.113).   If prehead or posthead elements are present in
the sentence, then the exponent of the head element must be a
predicative clause.   There are no limits to the type of predicat-
ive clause acting as the head of the sentence.   For examples, see
text ME, Chapter 9 (pp.118-28).

8.6 The posthead

The posthead element is the place of operation of a
predicative clause without a subject.   The auxiliaries in (the
verbal group operating at) the predicate of the clause may not be
of a higher order than those of the clause operating at the head
element of the sentence.   See Exx. 11, 12, p.113

8.7 The final

As was stated at primary delicacy, the final is the place

---

3. For a description of the auxiliaries in their orders, please
see 4.1, pp. 64-5.

of operation of the class of final particles.   As with the opener
particles, the meaning is not always clear.   Examples are:

dế		(ME 2)	p.118
ló	'you know'	(ME 10)	p.121
à		(ME 11a)	p.121
ní	'you know'	(ME 16)	p.123
dú-vè		(ME 26)	p.127
cá	'however'	(ME 28)	p.128
á	'then'	(ME 30)	p.128
vố	(implies that the person spoken to is not of the same mind as the speaker) (Ex. 13)		p.114

8.8 Examples

With each example, sufficient parsing is included to
illustrate the point under discussion.   For an explanation of the
parsing and the abbreviations, please see Chapter 9, pp. 115-7.

8.81 The introduction   (See page 109)

Ex. 1

Because if you work, you haven't got the strength.
Because work then not have strength

Bởi-vì hắt dū mí mì dèng.   MT 51
IP   Clause   Clause
Intr   PrH   H
            Sentence

Ex. 2

If you eat (the forbidden foods), then (your priesthood) will not
take.   If   eat   then not become

Nếu-mà kin ní, dū mí pàn.   KI 30
IP Clause ni   Clause
Intr PrH Foc   H
            Sentence

Ex. 3

For instance, suppose I'm sitting and talking like this.
Instance as-to self continuous sit rest converse like this

Ví-dụ hông dầu dang-slì năng dú chẳng-cồ pàn nẩy ló. PH 9a
IP   FP
Intr   H   Fin
            Sentence

8.82 The prehead   (See pages 109-10)

Ex. 4

There, that's the whirlwind spirit.
That   that is animal spirit whirlwind

Nận ní,	nận sư̄ tua p'i slưởng á.		PH 21f
NP ní	Clause	FP	
PrH Foc	H	Fin	
	Sentence		

Ex. 5

Now the sorcerer, he is good at casting out the 'p'yắn' spirit.[4]
But Mr. sorcerer then he clever about expel all spirit

BU 28a

Tò p'ō pháp ní,	dū mân hay mửa thep kí p'i p'yắn nề.		
OP NP ní	Clause	FP	
Opnr PrH Foc	H	Fin	
	Sentence		

Ex. 6

Oh, as to that, I've invited many people.
Oh thing this   I also together call many people

Ói, ăn nẩy ní,	ngò cung sảy ca lai cần.		TH 60
OP NP ní	Clause		
Opnr PrH Foc	H		
	Sentence		

Ex. 7

And now, today being the seventh, and propitious, I came to start
work this time.
But now   day this no. seven good I come begin time this

Tò cơ-nầy ní	văn nẩy so chết đầy,	ngò mà bắt-đầu pày nẩy.	ZI 10
OP IP ní	Clause (Equative)	Clause	Clause
Opnr Intr Foc	PrH	PrH	H
	Sentence		

Ex. 8

When it has come out, then it returns.
It out go already it then return come

Mận óc pây dá,			mận thề thēo mà.			PH 5a
NP V V Ter			NP Aux V V			
Vbl Vbl Clo			PrVbl5 Vbl Vbl			
VG			VG			
S P			P			
Clause			Clause			
PrH			H			
Sentence						

---

4. In the head of this sentence, the auxiliary dū of the verbal
group operating at the predicate, precedes the subject mận.

Ex. 9

When it comes back, if you drive it out, it will go.
Come already then drive-out it   then change go

Mà	dá	thề	thẹp	mằn	dū	thói	păy.	PH 5b
V	Ter	Aux	V	NP	Aux	Aux	V	
Vbl	Clo	PrVbl₅	Vbl		PrVbl₆	PrVbl₄	Vbl	

VG _____ VG _____ VG
P _____ P _____ O _____ P
Clause _____ Clause _____ Clause
PrH _____ PrH _____ H
Sentence

8.83 <u>The head</u>   (See page 110)

Ex. 10

Two thousand seven hundred, two thousand eight hundred piastres a
kilo.
Two thousand seven two thousand eight money hundred kilo

Slong siên   chết, slong siên   pét   ngằn   pác   cân.   PO 20

NP			NP
Impl			Compl

Clause
H
Sentence

8.84 <u>The posthead</u>   (See page 110)

Ex. 11

After you've spoken, I can correct it, and that's all right.
Speak already self change change correct again also   well

Chẳng	dá	dầu	khỏi	thói	sỏi	theo,	cung	dảy.	TM 13b
V	Ter	NP	Aux	Aux	V	V	Aux	V	
Vbl	Clo		PrVbl₅	PrVbl₄	Vbl	Vbl	PrVbl₄	Vbl	

VG _____ VG _____ VG
P _____ S _____ P _____ P
Clause _____ Clause _____ Clause
PrH _____ H _____ PoH
Sentence

Ex. 12

The buffalo have enough to eat and keep fairly well.

Animal buffalo still well full still improve improve well bit one

Tua	vài	nhằng	đẩy	ím,	nhằng	đợ	đợ	đẩy	íng nống.	PA 13
NP		Aux	V	V	Aux	V	V	đẩy	NF	
		PrVbl₁	Vbl	Vbl	PrVbl₁	Vbl	Vbl	Cap	Intens	

		VG				VG	

S		P				P	

Clause			Clause		

H			PoF		

Sentence

8.85 The final   (See pages 110-1)

Ex. 13

Then he is quite capable of coming in and eating a person.
But he also enter eat animal person possible

Tò	mân tú khẩu kin tua cần đẩy	vớ.	PH 9b
OP	Clause	FP	
Opnr	H	Fin	

Sentence

Chapter 9

ANALYSIS OF TEXT

Explanation

      With each sentence of the text analysed in this chapter,
a free translation is given first, then a word-for-word translation
(as far as this is possible), and the the sentence of text, with
its analysis underneath.

      Units are shown by a solid line, with the elements of
structure on the line and the class symbol below, e.g.

PrVbl PrVbl Vbl

     VG

indicates an exponent of the class 'verbal group' with a structure
consisting of two preverbals followed by a verbal.   Similarly

      P

   Clause

represents an exponent of the class 'clause' with a structure con-
sisting of a single predicate.   The length of the line indicates
the extent of the exponent of the unit in the text above.   The
stretch of Tho above a solid line is the exponent of the unit
indicated by the line.   Classes which are not units are indicated
by the class symbol placed immediately below the Tho word with no
intervening line.

      Symbols above elements of structure show the classes
operating at those elements, e.g. $\begin{smallmatrix}\text{Aux}\\\text{PrVbl}\end{smallmatrix}$ indicates that a member of
the class of auxiliaries operates at preverbal element of structure.

      So then in sentence ME 1,

    tú   sày   sử
  Aux   Aux   V
 PrVbl PrVbl Vbl
     VG
     P

   Clause

may be translated into words as follows: tú and sày are both mem-
bers of the class of auxiliaries operating at preverbal elements of
structure, and sử is a member of the class of verbs, operating at

verbal element of structure.   Together they make up an exponent of
the class 'verbal group', which operates at predicate element of
structure in a clause.

This parsing of the clause tú sày sư corresponds to the
following section of the diagram of the interrelation of the units,
given in 3.6, p.48:

```
          ┌─────────────────────────────────┐
          │             Clause              │
          └───────────────────┬─────────────┘
                         ┌─────┴─┐
                         │   P   │
                         └───┬───┘
                             ↑
                             │
                             │
                             │
                             │
 ┌───────────────────────────┴─────────────────┐
 │              Verbal Group                    │
 ├──────────┐          ┌──────┐                 │
 │  PrVbl   │          │ Vbl  │                 │
 └──────────┘          └──────┘
```
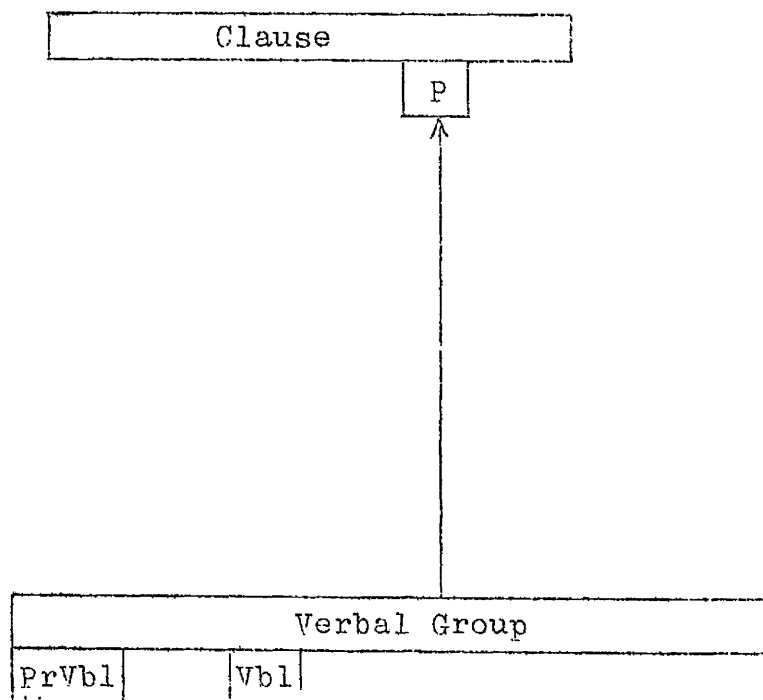
The following abbreviations are used for units:

NF	Nominal Figure
NP	Nominal Phrase
VG	Verbal Group

The following abbreviations are used for classes which
are not units:

Adj	Adjective
Aux	Auxiliary
Conj	Conjunction
Dem	Demonstrative
FP	Final particle
IP	Introduction particle
N	Noun
Num	Numeral
OP	Opener particle
Pr	Pronoun
Ter	Terminal
V	Verb

In the case of one-term classes, the item itself is used as a
symbol for the class, e.g. ní at focus element of sentence structure.

The following symbols are used for elements of structure:

A	Adjunct
Adv	Adverb
Cap	Capability
Class	Classifier
Clo	Closure
Compl	Complement
Cont	Continuation
Count	Counter
Deic	Deictic
Fin	Final
Foc	Focus
H	Head
Iden	Identifier
Impl	Implement
Intens	Intensive
Intr	Introduction
L	Locative
Link	Link
M	Modifier
Nom	Nominal
Nuc	Nucleus
O	Object
Opnr	Opener
P	Predicate
Per	Person
PoH	Post-head
Poss	Possessive
PrH	Pre-head
PrVbl	Preverbal
Q	Quantifier
Refl	Reflexive
S	Subject
Vbl	Verbal

A dotted line is used to join together the parts of a discontinuous unit.

TEXT ME

Situation: An old Tho grandmother calls in and pours out her
troubles to Minh.   When she goes I ask Minh to imagine himself
replying to her.

ME 1
What you say is very true
Mother speak like that also   true.

```
    Mé     chẳng   pằn   nận    tú     sày    sư̄.
    Pr      V       V    Dem   Aux    Aux     V
    Per           Vbl   Deic  PrVbl  PrVbl   Vbl
    NF            VG    NF           VG
    Nom                 Nom                 P
    NP                  NP                  Clause
                  P     O
                  Clause
            Vbl         Cont
                 VG
     S          P
          Clause
        PrH                    H
              Sentence
```

ME 2
When you took over the ricefield with Mr. Long he once talked
about doing it for nothing.
Now take field with Mr. Long time he also say   give free

```
Tò    au    nā    sáu   Ông  Long  pày   mân   tú    chẳng  (à)  hử  đai  dế.
OP    V     N      V     N    Pr    N    Pr   Aux     V           V   V   FP
      Vbl  Nuc   Vbl         Per   Nuc  Per  PrVbl  Vbl         Vbl Adv
      VG   NF    VG          NF    NF   NF         VG               VG
           Nom               Nom   Nom  Nom                         P
           NP                NP    NP   NP                          Clause
                       Nuc   M    L    S         P                 O
                             NF                  Clause
                             Nom
                             NP
                        P     O
                        Clause
            P     O           A
                 Clause
Opnr              PrH                       H                      Fin
                       Sentence
```

ME 3
Now he is going to change his mind and charge for it.
Oh!   now   he   then   change   take money.

Ở	cơ-nầy	mân	dū	(à)	thói	thōi	au	chèn.
OP	IP	Pr	Aux		Aux	Aux	V	N
		Per	PrVbl		PrVbl	PrVbl	Vbl	Nuc
		NF			VG			NF
		Nom						Nom
		NP						NP
		S			P			O

Clause

Opnr Intr   H

Sentence

ME 4
As Phuc entered into an adoption agreement with him, you would
think he would do the garden without charging.
          Phuc enter adoption with him he also give free come do garden.

Nhé-tú (à)	Phúc	khẩu	lục-chượng	sáu	mân	mân	tú	(à)	hử đai	mà	hất	dầy.
OP	Pr	V	N	V	Pr	Pr	Aux		V V	V	V	N
	Per	Vbl	Nuc	Vbl	Per	Per	PrVbl Vbl Adv			Vbl Vbl		Nuc
	NF	VG	NF	VG	NF	NF	VG			VG		NF
	Nom		Nom		Nom	Nom						Nom
	NP		NP		NP	NP						NP
				P	O	S	P			P		O
				Clause		Clause				Clause		
	S	P	O	A								

Clause

Opnr   PrH   H   PoH

Sentence

ME 5
Now he is going to turn round and charge for it.
   Now   he   then   change   take money.

Cơ-nầy	(à)	mân	dū	(à)	thói	thōi	au	chèn.
IP		Pr	Aux		Aux	Aux	V	N
		Per	PrVbl		PrVbl	PrVbl	Vbl	Nuc
		NF			VG			NF
		Nom						Nom
		NP						NP
		S			P			O

Clause

Intr   H

Sentence

ME 6

When a person acts like that it isn't very good.
Make animal person like that also also not right few much.

```
Hắt    tua    cần    pằn  nận   cung   tú    mí    sử   ki-lai.
 V      N      N      V   Dem   Aux   Aux   Aux    V    Num
       Class   Nuc   Vbl  Deic  PrVbl PrVbl PrVbl  Vbl  Intens
        ──NF──         ──VG── ──NF──        ────VG────
         Nom            Nom                      P
        ──NP──         ──NP──               ──Clause──
                       P     O
                      ─Clause─
                        Cont
Vbl  — — — — — — — —    Cont
─VG─
 P          O
   ─Clause─
     PrH                              H
            ─────────Sentence─────────
```

ME 7

Now you have to go a long way off, two or three kilometres.
Now then go live far distant two three lump stone.

```
Cơ-nầy  dū (à)  pây  dú  ouây,   lần  slong  slam  khāo  hin.
  IP     Aux     V    V   V       V    Num    Num    'N    N
        PrVbl   Vbl  Vbl Vbl     Vbl    Q      Q    Class  Nuc
          ──VG──     ──VG──     ─VG─        ──NF──
                       P                      Nom
                    ─Clause─                 ──NP──
                                       P        O
                                      ──Clause──
     P              L                    L
              ──────Clause──────
Intr                    H
          ────────Sentence────────
```

ME 8

It's also very far to go to work.
Go work also far very.

```
Pây  hắt  cung  ouây  lai.
 V    V   Aux    V    Num
Vbl  Vbl PrVbl  Vbl   Intens
 ──VG──   ────VG────
   P          P
Clause     Clause
  PrH         H
      ──Sentence──
```

ME 9
And now you have to hire labour for money, in addition.
Oh now   then change   hire money more.

Á   cơ-nầy dū   thói (à)   có   chèn thêm.
OP   IP   Aux   Aux   V   N   Ter
                                 ─────
                                 Nuc
                                 ────
                                 Nom
                                 ────
                                 NP

      PrVbl PrVbl   Vbl _ _ _ _ _ Clo
      ──────────────────
             VG
              ──────────────────
              P   O
              ──────────────────
              Clause
Opnr Intr   H
────────────────────────────────────
      Sentence
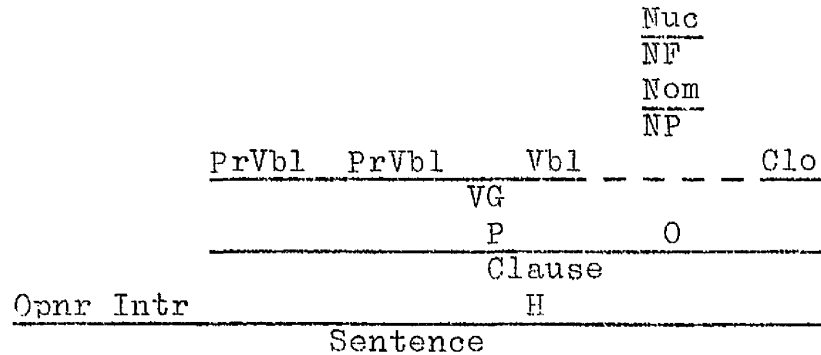
ME 10
Oh, doing that kind of thing makes it very hard, you know.
Oh,   do like that   do hard very

Oi-à, hất pần nân ní,   hất khổ lai ló.
 OP   V   V   Dem ní   V   V   Num FP
       Vbl Deic   Vbl Adv Intens
       ──── ────   ──────────────────
       VG   NF   VG
             ────
             Nom
             ────
             NP
        P   O
        ──────────────
        Clause
   Vbl   Cont
   ──────────────
        VG
         P   P
   ──────────────   ──────────────
      Clause   Clause
Opnr   PrH   Foc   H   Fin
──
              Sentence
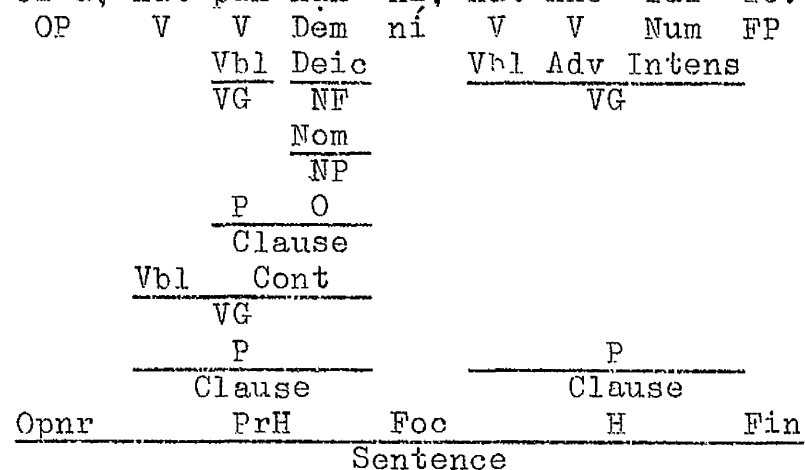
ME 11a
Oh, yes.
Oh, yes

ớ,   sū̃   à.
OP   V   FP
     Vbl
     ────
      VG
      P
   ────────
   Clause
Opnr H   Fin
──────────────
   Sentence
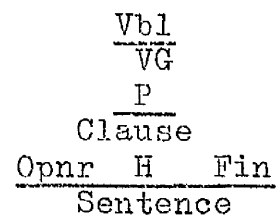
ME 11b
Anywhere near here, if you do right, then that's good.
Live place any near like this   do this well   then good.

```
Dú    ké    tàư   sâư   pằn   nẩy   ní,  hất   nẩy  đảy   dū    đây.
V     N     Dem   V     V     Dem   ní   V     Dem  V     Aux   V
      Nuc   Iden  M           Deic             Deic       PrVbl Vbl
           NF               Vbl  Deic            NF            VG
              NF           VG   NF               Nom          P
            Nom              Nom               NP          Clause
              NP           NP
                       P   O              Vbl   _ _   Cap
                       Clause             VG
Vbl  _ _ _ _ _ _ _ _ _ _  Cont           P     O
VG                                        Clause
P              O
     Clause
           PrH                     Foc   PrH            H
                      Sentence
```

ME 12
But if you don't do right, your household will be solitary.
But   not   do   well   house self   then   solitary.

```
Tò     mí    hất   đảy,   dườn   dầu   dū     đeo.
OP     Aux   V     V      N      Pr    Aux    V
       PrVbl Vbl   Cap           Per   PrVbl  Vbl
              VG                  NF          VG
             P                   Nom
          Clause                 NP
                            Nuc    M
                            NF
                            Nom
                            NP
                            S          P
                               Clause
Opnr        PrH                   H
              Sentence
```

ME 13
The children still go to school, too.
All child also   still   go   study letter.

```
Kí    luc   cung   nhằng   pây   slon   slư.
Num   N     Aux    Aux     V     V      N
Q     Nuc   PrVbl  PrVbl   Vbl   Vbl    Nuc
      NF                VG         NF
      Nom                          Nom
      NP                           NP
      S            P               O
           Clause
              H
         Sentence
```

ME 14
How much work can just one person do?
Only one person one   go work well few much.

Tan	một	cằn	nổng	pây	hất	đẩy²	kỉ-lai.
Num	Num	N	Adj	V	V	V	Num
Q	Q	Nuc	M	Vbl	Vbl	Cap	Intens

```
                  NF                        VG
                 Nom
                  NP
       S                              P.
              Clause
                 H
             Sentence
```

ME 15
If you hire someone, then you will spend all your money.
Hire person   then   all-gone money.

Có	cằn,	dū	thuổn	chền.
V	N	Aux	V	N
Vbl	Nuc	PrVbl	Vbl	Nuc
VG	NF		VG	NF
	Nom			Nom
	NP			NP
P	O		P	O

```
   Clause                 Clause
     PrH                     H
             Sentence
```

ME 16
Ah, we must work like this.
Ah acceptable work like this

À,	đẩy²	hất	pần	nẩy	ní.
OP	V	V	V	Dem	FP
			Vbl	Deic	
			VG	NF	
				Nom	
				NP	
			P	O	
			Clause		
	Vbl	Vbl	Cont		
		VG			
		P			
	Clause				
Opnr	H			Fin	

```
             Sentence
```

ME 17
If you don't work, you have no food.
 Not work   then   not have cook eat.

 Mí hắt,   dū (à) mí   mì   hung-kin.
 Aux V   Aux   Aux   V   N
 PrVbl Vbl   PrVbl   PrVbl Vbl   Nuc
 _____ _____   _____
    VG   VG   NF
    P   Nom
 _____   _____
  Clause   NP
                          P   O
                   _____
                          Clause
        PrH   H
 _____   _____
                Sentence

ME 18
When you get down to work and it's left unfinished like this, it's
very hard.
When work down go then   unfinished   like this hard very

Bắt hắt lồng pây dū dỏ-dỏ-dang-dang pần nẩy khỏ lai ló.
 N   V   V   V   Aux   V   V   Dem   V   Num FP
                 Vbl   Vbl Deic
                 ___   ___ ____
                  VG   VG   NF
                  P   Nom
                 _____   ____
                  Clause   NP
     Vbl _ _ _ Cont   P   O
     ___   _____
      VG   Clause
       P   Pp   PrVbl   Vbl   Cont   Adv Intens
     _____   _____
       Clause   VG
 Nuc   M
 _____
     NF
     Nom
 _____
     NP
 .   L   P
 _____
                         Clause
                           H   Fin
 _____
                       Sentence

ME 19
It's also a waste.
 Also waste.

 Cung nhục.
 Aux   V
 PrVbl Vbl
 _____
    VG
    P
 _____
  Clause
    H
 _____
  Sentence

ME 20
But now, what can you do?
But   now   do   like   how   acceptable.

Tò	cơ-nầy	hất	pằn	dừ-hau	đảy.
OP	IP	V	V	Dem	.V·
			Vbl	Deic	
			VG	NF	
				Nom	
				NP	
			P	O	
			Clause		
		Vbl	Cont		Cap
			VG		
			P		
			Clause		
Opnr	Intr		H		
		Sentence			

ME 21
You have been to work.
Past-tense   go   work

Đa	pây	hất	dế
Aux	V	V	FP
PrVbl	Vbl	Vbl	
	VG		
	P		
Clause			
	H		Fin
Sentence			

ME 22a
However far it is, you have to bear it.
Far   far   also   must   bear

Quây	quây	cung	phải	chịu	à.
V	V	Aux	Aux	V	FP
Vbl	Vbl	PrVbl	PrVbl	Vbl	
VG			VG		
P			P		
Clause		Clause			
PrH		H			Fin
	Sentence				

ME 22b
What more can you do?
Do like how acceptable more.

Hất pần dừ-hau đảy²   thêm.
 V   V   Dem   V   Ter
      Vbl Deic
      VG   NF
           Nom
            NP
      P   O
      Clause
Vbl   Cont   Cap   Clo
            VG
             P
          Clause
             H
         Sentence

ME 23
When anyone gets down to work, if he doesn't have a lot, he has a
little.
Work down go he   not   have much   he   also have   little.

Hất lồng pầy, mân mí đảy² lai,   mân cung đảy² nọi.
 V   V   V   Pr Aux   V   Num   Pr   Aux   V   Num
      Vbl   Per PrVbl Vbl Intens Per PrVbl Vbl   Intens
       VG   NF   VG   NF   VG
        P   Nom   Nom
      Clause   NP   NP
Vbl _ _ _   Cont S   P   S   P
 VG   Clause   Clause
  P   A
      Clause
       PrH   PrH   H
                    Sentence

ME 24
That's how it is.
Then also like that

Dū   tú   pần nân ló.
Aux Aux   V   Dem FP
PrVbl PrVbl Vbl Deic
       VG   NF
                Nom
                 NP
      P   O
        Clause
         H   Fin
      Sentence

ME 25

So then if you work you've got to stick at the job.

Like	this	self	work	self	continue	job work	
Pần	nẩy	dầu	hất	dầu	cứ	việc-hất	ló.
V	Dem	Pr	V	Pr	Aux	V	FP
Vbl	Deic	Per	Vbl	Per	PrVbl	Vbl	
VG	NF	NF	VG	NF		VG	
	Nom	Nom		Nom			
	NP	NP		NP			
P	O	S	P	S		P	

Clause	Clause	Clause	
PrH	PrH	H	Fin

Sentence

ME 26

Much or little, it's your own.

Have	much	have	little	also	is	possession	self	
Đảy	lai	đảy	nọi	cung	sứ	hú	dầu	dú-vè.
V	Num	V	Num	Aux	V	N	Pr	FP
Vbl	Intens	Vbl	Intens	PrVbl	Vbl		Per	
VG		VG		VG			NF	
P		P					Nom	
Clause		Clause					NP	
						Nuc	M	
							NP	
				P		O		
				Clause				

PrH	PrH	H	Fin

Sentence

ME 27a

You spend your effort and your energy.

But	self	also	lose	work	lose	strength	go.
Tò	dầu	cung	tốc	công	tốc	dèng	pầy.
OP	Pr	Aux	V	N	V	N	V
	Per	PrVbl	Vbl	Nuc		Nuc	
	NF	VG		NF		NF	
	Nom			Nom		Nom	
	NP			NP		NP	
	S	P		O	Vbl		Cont
	Clause				VG		
					P	O	
					Clause		
Opnr	H				PoH		

Sentence

ME 27b
If you don't have much to eat, you have a little.

Not	have	eat	much	also	have	eat	little,
Mí	đảy²	kin	lai	cung	đảy²	kin	nọi.
Aux	V	V	Num	Aux	V	V	Num
PrVbl	Vbl	Vbl	Intens	PrVbl	Vbl	Vbl	Intens

```
           VG                    VG
           P                     P
         Clause                Clause
           PrH                   H
                  Sentence
```

ME 28
You don't have to worry unduly.

Also	not	worry	few much	
Cung	mí	lao	kỉ-lai	cá.
Aux	Aux	V	Num	FP
PrVbl	PrVbl	Vbl	Intens	

```
              VG
              P
           Clause
              H              Fin
            Sentence
```

ME 29
Rain or shine, you have something to eat.

Have	rain	have	fine	have		acceptable	eat	
Mì	p'ân	mì	đét	mì	tê	đảy²	kin	nè.
V	V	V	V	V	Aux	V	V	FP
Vbl	Vbl	Vbl	Vbl	Vbl	PrVbl	Vbl	Vbl	

```
      VG        VG       VG            VG
      P         P        P             P
   Clause     Clause          Clause
                           P            O
                            Clause
   PrH        PrH          H                    Fin
                  Sentence
```

ME 30
That's how it is.

Then	also	like	that	
Dū	tú	pần	nân	á.
Aux	Aux	V	Dem	FP
PrVbl	PrVbl	Vbl	Deic	

```
        VG              NF
                        Nom
                        NP
        P               O
            Clause
              H              Fin
            Sentence
```

Chapter 9

TEXT PH

PH 1a   Now I'll talk about a common matter of this world.
         Now   talk   in common world

Cơ-nầy (à) chẳng dú chung thiên-hạ nệ.

PH 1b   I'll talk about the spirits, this spirit and that spirit.
         Talk about matter all spirit, is about spirit what   much

Chẳng mửa   sự   kí   p'i,   là   mửa   p'i   ca-dăng lai,

about spirit what   much.

mửa   p'i   ca-dăng lai.

PH 2a   Now I'll begin from the beginning.
         Now   talk   beginning.

Cơ-nầy ní, chẳng đầu-tiên.

PH 2b   The first is the 'p'yắn' spirit.
             kind first   is animal spirit

(Là) thứ nhất ní là tua   p'i   p'yắn.

PH 3   It eats people, you know.
         It eat animal person

Mân kin tua   cần   ní.

PH 4a   If there is someone who knows how to drive it out, then
         it's a speedy matter.
         Have person know drive-out   then well fast.

Mì   cần   chắc   thẹp   ní, dū đẩy khoái.

PH 4b   But some people don't know how to drive it out.
         But have person not know drive-out

Tò   mì   cần   mí   chắc   thẹp   à.

PH 5a   When it has come out, then it returns.
         It out go already it then return come.

Mân óc pây dá,   mân thề   thẽo   mà

PH 5b   When it comes back, if you drive it out, it will go.
         Come already then drive-out it then change go.

Mà   dá,   thề   thẹp mân dū   thói pây.

PH 5c   However many times it goes, it will return.
         Go go it   then change return come.

Pây pây mân dū   thói   thẽo   mà.

PH 6   Then it's hard to drive out.
            Time that then hard drive-out
            Bất nận dū khỏ thẹp à.

PH 7a   If you look to your own house and its virtue, then there's
            nothing for you to talk about.
            Is see thing door house virtue self   then not talk
            Là ngòi ăn   tu-dươn phúc-đức dầu ní, dū mí chẳng ló.

PH 7b   But if your house doesn't have virtue, it will certainly
            eat you, and after many days you will die.
            But door house self   virtue not have   it also right
            Tò (à) tu-dươn dầu (à) phúc-đức mí mì ní, mân tú sū

eat long day also right die

kin, hưng vằn tú sū thai vớ.

PH 8a   Now there's also the 'p'yắn' spirit.
            Now have animal spirit
            Tò mì tua   p'i   p'yắn.

PH 8b   It eats you alive, you know.
            It   eat alive
            Mân kin đíp dà-vớ.

PH 9a   For instance, suppose I'm sitting and talking like this.
            Example of self continuous sit rest converse like this
            Ví-dụ hông dầu đang-slì nắng dú chẳng-cỏ pần nẩy ló.

PH 9b   Then it is quite possible for him to come in and eat a
            person.
            But he also enter eat animal person possible
            Tò mân tú khẩu kin tua   cần   đẩy vớ.

PH 10   When you notice your head aching a little bit, it's then
            that it isn't agreeing with you.
            Time notice thing head ache little   then also not
            Bất hăn ăn hua mầu ỉng dầy, dū tú mí slày

fit with it

ngắm sáu mân vớ.

PH 11   If it doesn't kill you, then you've got it to live with.
            Not die also well live with it
            Mí thai tú đẩy dú sáu mân (à) vớ.

PH 12a   But we don't talk widely about it, we don't talk about it.
          But self not talk out come   then not talk

          Tò dầu mí chẳng óc   mà ní,   dū mí chẳng vớ.

PH 12b   If you speak about it openly, many friends don't believe
          it.
          But speak out come   friend   many people not believe.

          Tò chẳng óc   mà ní p'ī-nọng lai cần   mí   slín.

PH 13   But you must believe it!
          Then also believe.

           Dū tú slín.

PH 14a   Now there are some people, you know, who have experienced
          it, and they believe it.
          But have people   well see pass then believe.

          Tò mì cần ní đảy hăn quá dū slín.

PH 14b   But some people have not experienced it, and they don't
          believe in spirits like that.
          But have people not well see pass   then also not believe

          Tò mì cần mí đảy hăn quá ní, dū tú mí slín

animal spirit like that
  tua   p'i   pằn nận ló.

PH 15   You must beware of them, you know.
          Also need must beware

           Tú sày cần díu (à) vớ.

PH 16a   Whatever I have, it's my lot, that's all.
          Ah! self whatever also is thing lot   self finished.

          À, dầu ca-dăng tú sư ăn phúc-phận dầu   thôi.

PH 16b   I talk about spirits, but no one has ever seen one.
          Self talk animal spirit, then not have anyone see.

          Dầu chẳng tua   p'i,   dū mí mì cớ-nau hăn.

PH 17a   If you are worthy of death, then you will die.
          But   thing destiny it worthy die then also die.

          Tò (à) ăn   mìng mân đảng thai dū tú thai.

PH 17b   If you are not worthy of death you will not die.
          But thing destiny not worthy die, then not die.

          Tò ăn   mìng mí đảng thai, dū mí thai.

PH 18   And then there are the whirlwind spirits.
         And still have all spirit whirlwind

         Tò nhằng mì kí p'i slương ní.

PH 19   For instance, I go down the road.
         Instance of self go road.

         Ví-dụ hồng dầu pây tàng.

PH 20   For instance, whatever happens, it's just your lot.
         Instance whatever also is thing number   lot   self.

         Ví-dụ ca-dăng cụng là ăn số phúc-phận dầu.

PH 21a   For instance, I go down the road and notice a gust of wind.
         Instance go road   self see thing gust gust wind.

         Ví-dụ pây tàng ní, dầu hăn ăn phá sá lầm.

PH 21b   It spins round.
          Of it make spin rise.

         Hồng mân hất quẩn khỉn.

PH 21c   That is, all the dust and dirt flies upwards.
         Is all rubbish   all dirt fly up

         Là kí nhúp-nháp (à) kí tâm bân khỉn nề.

PH 21d   Then all the trees shake.
         Then   all whatever tree shake shake.

         Dū (à) kí ca-dăng mạy nẩư nẩư.

PH 21e   It spins round and goes "Oh....oh".
         It   also spin

         Mân tú quẩn ôôôô....[1]

PH 21f   There, that's the whirlwind spirit.
         That   that is animal spirit whirlwind

         Nận ní, nận sử tua p'i slương á.

PH 22a   You must really beware of the whirlwind spirit.
         Animal spirit whirlwind need must beware

         Tua p'i slương sày cẩn díu á.

PH 22b   But you know, the person who is worthy of a whirlwind
         spirit eating him, he has to find someone to appease it.

---

1. This sentence ends with a vowel approximately cardinal 7 and of
approximately two seconds duration, gliding steadily in pitch from
low to mid.

But   come   animal person that   he worthy spirit

Tò (à) mà ní, tua   cần   nận ní, mân đẳng p'i

whirlwind eat   then also then seek person come appease

slướng   kin ní, dū   tú   dū   sa   cần   mà   khất   nề.

PH 22c   They can appease it all right.
          Appease well good

          Khất   đẩy   đây   đở.

PH 22d   It must be on the day appointed.
          Well kind appointed

          Đẩy   thứ   hẹn   ló.

PH 22e   On the day appointed you must buy all the things and you
          must make a sacrifice to it for it to be really right.
          Arrive day that arrive thing day appointed that   then

          Thâng vằn nận, thâng ăn vằn hẹn   nận ní, dū

must buy every thing come must sacrifice of it   then well good

phải dự   mội   mòn   mà phải   cúng   hồng mân chíng đẩy đầy vở.

PH 23   If you don't, then you will have a dangerous time with it.
         Not have then also must dangerous with it

         Ná   mì   dū   tú   sày hẩu-hiểm sáu mân vở.

PH 24   Ah, you must really beware of the whirlwind spirit.
         Ah animal spirit whirlwind need must beware much

         À,   tua   p'i   slướng sày cẩn díu lai vở.

PH 25   We're talking together.
         Self speak with each-other

         Dàu chẳng đuổi   căn   á.

PH 26a   If you don't believe it, you must believe it!
         Not believe also then also believe.

         Mí   slín, cụng dū   tú   slín.

PH 26b   If you say you don't believe in spirits, what do you
         believe in?
         Ah speak not believe spirit still believe what

         À, chẳng mí   slín   p'i nhằng slín nàư thế.

PH 27   Yes.   PH 28   That is very true.
        Right.   Thing that word thing true really.

        Sư   Ăn   nận cằm ăn sư cà-lại.

PH 29   There is also the neighbourhood spirit.
         Now   still is thing spirit neighbourhood.
         Tò (à) nhằng mì ăn   p'i   thó.

PH 30a   Now, in this village, everyone holds things in common.
         Now   at   in village this   whoever also also need
         Cơ-nầy ní dú chang bản   nẩy ní, cơ-nầư cụng tú sày

together have.
sày-cha   mì.

PH 30b   That is, we build houses together, and everything.
         Is of self together make house   every road.
         Là hông dầu sày-cha hất dườn nề, mội tàng.

PH 30c   We make a shrine for the neighbourhood spirit in the
         village.
         Self   found   thing spirit neighbourhood at in village
         Dầu (là) lập (là) ăn   p'i   thó   dú chang bản ló.

PH 31   Day and night it watches everything in our village, and
         doesn't allow any spirit to come or go.
         Morning night it well watch thing in village self with
         Naư   khăm mân đẩy ngòi ăn chang bản dầu đuổi

each-other not give animal spirit any   come enter leave.
căn,   mí hử tua   p'i ca-lăng mà khẩu óc.

PH 32a   The spirit in the neighbourhood is surely good.
         Animal spirit in neighbourhood   also also right good
         Tua   p'i dú   thó   ní cụng tú sư đây vớ.

PH 32b   It doesn't interfere with anyone else.
         Also also right it not discord ransack   of them
         Cụng tú sư mân mí lạp-lùn chảo-nạo hông hâu ní.

PH 33a   The neighbourhood spirit is certainly good.
         Spirit neighbourhood also right good.
         P'i   thó   tú sư đây.

PH 33b   Because everyone has concern for one another, we have
         things in common, that's how it is.
         Because every person has heart every person has stomach
         Bởi-vì mội cần mì slim, mội cần mì tọng

2. This sentence was spoken with great hesitation, and neither the
structure nor the meaning are quite clear.

with each-other is of self together each-other is have thing
đuổi   căn,   là hồng dầu sảy-cha   căn,   là mì ăn

thing like that already
mòn pần nận dá ló.

PH 34   There is also the 'lòi' spirit.
         And still have spirit
         Tò nhằng mì p'i lòi.

PH 35   You have to beware of that one.
         Animal that right need must beware.
         Tua   nận sư sày cẩn díu.

PH 36a   That one, the 'lòi' spirit, you must beware of.
         Animal that   animal spirit   also also need must
         Tua   nận ní, tua   p'i lòi ní, cụng tú sày cẩn

beware much   animal that
díu lai vớ, tua   nận vớ.

PH 36b   How is that?
         Because like how
         Vì   pần haư ní.

PH 37a   It's the 'lòi' spirit, you know!
         It also right animal spirit
         Mân tú sư   tua   p'i lòi về.

PH 37b   How could you not need to beware of it?
         Do what not need beware.
         Hất lăng mí cẩn díu.

PH 38   That one eats people, and makes them more and more sleepy.
         Animal that   eat people   more increase listen rest
         Tua   nận ní kin cần ní, khăng phát   thĭng dú đeo.

PH 39   You must really beware of it.
         Need must beware much
         Sày cẩn díu lai vớ.

PH 40a   Don't talk about it.
         Not speak
         Mí chẳng á.

PH 40b   The 'lòi' spirit you must really beware of.
          Animal spirit   need must beware much

               Tua   p'i lòi sày cẩn díu   lai vớ.

PH 41a   Now there still remains the temple spirit.
          And   now   still remain animal spirit temple

          Tò (à) cơ-nầy ní nhằng   dú   tua   p'i   chùa ní.

PH 41b   But that's very good.
          But particularly good.

          Tò   nhất-hang   đây.

PH 42   The temple spirit is really a good one.
          Animal spirit temple then then right good.

               Tua   p'i   chùa dū chíng sū đây.

PH 43   Why is it good?
          Good is because like how

          Đây là vì   pần hau ní.

PH 44   When it's a holiday or a feast day all of us go and make
          sacrifices to it.
          All person of self time day holiday day feast person

          Kí   cần   hồng dầu bất vần   nèn   vằn lê,   cần

person also right go sacrifice it

     cần   tú   sū pây   cúng   mân cơ.

PH 45   We go to the ceremony, you know.
          Go ceremony

          Pây lê   cơ.

PH 46a   Now when we go to the ceremony, we must find good words
          to speak.
          Now go ceremony   self must speak conversation is take

          Tò pây lê   ní, dầu phải chẳng   chuyên,   là au

all word good come speak
kí cằm đây   mà chẳng (à) vớ.

PH 46b   But to speak things which aren't good in the temple isn't
          very good at all.
          But speak all thing speech not good   at in   temple

          Tò chẳng kí   mòn chuyên mí đây ní dú chang chùa

also not   ? good few much
cung mí slày đây   kí-lai vờ.

PH 47a   But as to good people or bad people, it surely knows.
           But animal man good animal man bad   of   it   also know.

Tò   tua   cần đầy tua   cần sầu, hồng mân cụng chắc.

PH 47b   We enter the temple.
        Of   self enter temple go.

Hồng dầu khẩu   chùa   pây.

PH 47c   We have incense, sticks and gold.
       Self have incense have stick have gold.

Dầu   mì   hương, mì   lạp, mì   vàng.

PH 47d   We go to the ceremony to burn incense, and then enter.
       Self go ceremony burn incense then enter go.

Dầu pây lệ   tam   hương, lại khẩu pây.

PH 48a   That is to say, where the temple spirit is you must be good.
          that-is at spirit temple then right good.

(Là) tức-là dú p'i   chùa chíng sứ   đầy.

PH 48b   If I go in and see any nice things in the temple, I must not steal them.
       Self enter go self see thing any good at   in   temple that

Dầu   khẩu pây, dầu hăn mòn dăng đầy   dú chang chùa   nận

     self not eat steal it.

ní, dầu mí kin lặc mân.

PH 48c   I mustn't take anything from the temple, even if I see good things, such as money on top of the temple altar.
       Self not take anything at   in   temple ignore see anything

Dầu mí   au   ca-dăng dú chang chùa, mặc-kệ hăn ca-dăng

good silver money at   on   thing table temple that

đầy,   ngằn-chèn dú tềng ăn   bàn   chùa   nận ní.

PH 48d   I mustn't take them, to be truly an honest person.
       But self also not take, then right   animal person

Tò dầu tú mí   au, chíng sứ (à) tua   cần vờ.

PH 49   Now a covetous person, a person whose heart is not good, who, if he sees anything in the temple, anything good, he takes it, oh, that person is not good.
       But animal person covetous animal person heart not good

Tò   tua   cần slim-thám, tua   cần   slim mí đầy (á),

is he see anything at in temple thing thing anything good he

là mân hăn ca-dăng dú chang chùa, ăn   mòn ca-dăng đây, mân

take   oh then right animal person that not good

au ní, (ơi) dū   sử   tua   cần   nận mí đây lo.

PH 50   So then the temple spirit knows.
         Like then spirit temple he know

         Pần   dū   p'i   chùa mân chắc vở.

PH 51   The temple spirit surely knows.
         Spirit temple also know

          P'i   chùa cụng chắc à.

PH 52   Ah, that person isn't good.
         Ah animal person that   not good.

         À,   tua   cần   nận ní mí đây.

PH 53   That person isn't good, he's ready to steal.
         He   animal person that not good ready eat steal.

         Mân (à) tua cần   nận mí đây, hay kin lặc.

PH 54   If I am in the temple and have anything, he takes it.
         I have at in   temple have anything he also still take

         Ngò mì dú chang chùa, mì ca-dăng, mân tú nhằng au về.

PH 55a   He takes what belongs to the temple spirit, let it be known!
         Also still take possession animal spirit ? talk

          Tú nhằng au   của   tua   p'i về chẳng à.

PH 55b   So then, people in the village, or anywhere, must not steal.
         So-then is all people at in village or   at place any

         Hóa-mà, là kí   cần   dú đăng bản hay-là dú thĩ tàư

they not go steal

mân mí pây lặc á.

PH 56   People like that are not good.
         All people like that then not good

         Kí cần   pần nận dū mí đây ló.

PH 57a   You need to beware.
         Must beware

         Cẩn díu á.

PH 57b   You must also beware of the temple spirit.
            Animal spirit temple also need beware.

            Tua   p'i   chùa cụng cẩn díu.

PH 57c   But it only watches.
            But it also right watch come finish.

            Tò mân cụng sử ngòi mà   thôi.

PH 57d   It's nothing really.
            Also not have anything.

            Cụng mí mì   dăng.

PH 58   Now as to the ancestral spirits in your house, they are good.
            Now animal spirit ancestor house self also also need good.

            Tò   tua   p'i   pẩu-pú dượn dầu ní cụng tú sày đây.

PH 59   Why is it good?
            Good because like how

            Đây   vì   pần dừ-hau ní.

PH 60   Because if you have children and grandchildren, night and
            day you offer incense, then the ancestral spirit is good.
            Because self have child have grandchild morning evening

            Bởi-vì dầu mì lục mì   lan,   nau   khăm

self burn incense up go then spirit ancestor of self then good

dầu tam hương khỉn pây. dū p'i pẩu-pú hông dầu du đây dú-vè.

PH 61   All of them like that are good.
            Several all like that then good

            Nhựng kí pần nận   dū đây dú-vè.

PH 62   If God helps you, you have nothing bad to speak of.
            Now   still have Mr. sky do for   then not speak

            Tò (à) nhằng mì p'ò phạ hất hử ní, dū bú chẳng dấy.

PH 63a   So there are all these kinds of spirits, but whatever
            kinds of spirits there are, they are really all good.
            But   still have all spirit that come leave all kind

            Tò (à) nhằng mì kí   p'i   nận, mà kệ   các thứ

spirit anything also good.

  p'i ca-dăng tú đây.

PH 63b   If you know how to sacrifice to them, you know how to
            appease them, then you are...if your lot is not to die,
            then they are nothing but good.

Is of self know sacrifice know appease of them   is of
Là hồng dầu chắc cúng,   chắc   khất hồng mân ní, là hồng
them also also right[3] thing lot   of self not die they also also
mân cụng tú sứ... ăn số-phận hồng dầu mí thai, mân cụng tú
good only.
đây thôi.

PH 64a   But if it's your lot to die, you don't need to be bitten
          by the spirits.
          But   thing lot   of self die not need animal spirit bite.
          Tò (à) ăn số-phận hồng dầu thai, mí sày tua   p'i khốp.

PH 64b   If you're on the road and stub your toe, you will die, it
          will be enough to kill a person.
          Speak self still road   then stub-toe also still die
          Chẳng dầu nhằng tàng về, dū tổng-đút tú nhằng thai à,
also still die person
 tú nhằng thai cần à.

PH 65a   There is no need to say anything.
          Not right speak   speak
          Mí sứ chẳng à, chẳng à.

PH 65b   Everything just depends on your fate.
          But thing whatever also is thing fate only.
          Tò ăn ca-dăng tú sứ ăn mìng thôi.

PH 65c   So I've just said those things.
          Then speak all like that only.
           Dū chẳng kí pần nận thôi.

PH 66   If one doesn't believe, he must believe.
          Now self   not believe he also also believe.
          Tò (à) dầu (à) mí slín, mân cụng tú slín.

PH 67   Ah, that's how it is.
          Ah like this
          À, pần nẩy cơ.

PH 68   Whether I say this correctly or incorrectly, you friends
          must consider.

---

3. The voice fades out during the word sứ.

I speak like that right or not right friend check come
Ngò chẳng pần nận ní, sư hay-là mí sư, p'ĩ-nọng luận mà ló.

PH 69a   We tell each other it is right.
Self change each-other tell right.

Dầu thói   tô   cạ   sư.

PH 69b   What you say is very true.
Speak like that also also right.

Chẳng pần nận cụng tú   sư.

PH 70   In the area of the Tho people, there is this kind of
situation with regard to spirits.
But   at thing locality all people Tho   then also then

Tò (à) dú ăn địa-p'ương kí cần Thổ ní, dũ tú dũ

have arrive that animal spirit

mì thẩng nận tua p'i dầy-cơ.

PH 71a   But as to there being many spirits in various places,
there certainly are.
But   speak many animal spirit   many at place any   then

Tò (à) chẳng lai tua p'i ní, lai dú thĩ tàư, dũ

also have.

tú   mì.

PH 71b   As to the epidemic spirit, you must beware of it.
But enter spirit epidemic   must beware

Tò khẩu p'i thai-dã ní, cẩn díu á.

PH 72a   When your head aches, then it can kill a person.
Time head ache   then also die person

Bắt hua mầu (à) vở, dũ tú thai cần vở.

PH 72b   You don't talk about it, the epidemic spirit.
Not speak   animal spirit epidemic.

Mí chẳng vở, tua p'i thai-dã.

PH 73   I'm not speaking about an epidemic itself.
Not have   epidemic.

Mí mì (à) thai-dã.

PH 74a   The epidemic spirit is something you need to beware of.
          Spirit epidemic need must beware

          P'i   thai-dā   sày   cẳn   díu   á.

PH 74b   When your head aches, then you'll die.
          Time head ache   then die

          Bắt   hua   mầu ní,   dū thai ló.

PH 75a   Now our Tho people, right or wrong, come to that
          conclusion about the kinds of spirits, and as to saying
          that there are a lot, well there really aren't.
          Now   all people Tho us   right not right have arrive

          Tò (à) kí   cần   Thổ ngò ní,   sừ   mí   sừ   mì   thâng

that species animal spirit   ?   have speak have many   then

nận   chủng   tua   p'i ní,   dầy   mì   chẳng   mì   lai ní,   dū

also not have.

tú   mí   mì.

PH 75b   Now I'm afraid there may be people in some places who
          have many spirits, and I don't know about it.
          But   worry have person at place any   worry still have

          Tò (à) lo   mì   cần   dú thī tàư ní,   lo   nhằng   mì

spirit anything many not know.

p'i   ca-dăng lai,   mí chắc.

PH 75c   But we Tho people have those spirits I've told you about,
          and we must really beware of them.
          But   all people Tho us   is have all spirit arrive that

          Tò (à) kí   cần   Thổ ngò sừ   mì   kí   p'i   thâng nận

matter spirit   also need must beware

mòn   p'i ní,   tú   sày cẳn   díu ló.

PH 76   I've talked a fair amount like this, and now I've
          finished.
          I   speak like this improve improve also need finish

          Ngò chẳng pần nảy   tợ   tợ,   cụng sày thuổn á,

like this.

pằn nảy.

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