INTER-SENTENCE RELATIONS
IN
MODERN CONVERSATIONAL THAI

Thesis submitted for the Ph.D. Degree of the University of London, by
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ABSTRACT

The Introduction discusses the field of study and gives notes on translations and transcription.

Part ONE consists of Chapters I to IV. It is devoted to the establishment of a grammatical framework for studying the relationship between sentences in a sequence, viz.,

Chapter I describes five types of sentence as classified in this thesis.

Chapter II sets up sentence constituents as elements of sentence structure.

Chapter III begins with the classification of phrases into five different types and proceeds to the postulation and detailed description of phrase constituents for two of them. This is followed by the detailed description of the remaining three types.

Chapter IV is concerned with the setting up of classes and subclasses of word.

Part TWO Its main theme is an attempt to describe the relations obtaining between sentences in a series, as expressed at various stages of the grammatical analysis with reference to the conceptual framework of the contexts of mention and of interrogation. It is divided into ten chapters, viz.,
Chapter V deals with the concepts of the context of mention and the context of interrogation.

Chapters VI to XII is concerned with different formal linguistic features which may relate sentences in a sequence.

Chapters XIII and XIV describe certain extra-linguistic features which are relevant to this study.
ACKNOWLEDGEMENTS

I owe a great debt of gratitude to my supervisor, Miss Eugénie J.A. Henderson, for her patience, invaluable criticism and guidance throughout the period of preparing the present thesis.

I am also indebted to Professor F.R. Palmer for his valuable help in the early stages of this work.

My thanks are also due to Mr. R.H. Robins and Mr. E.H. Stuart Simmonds for their helpful assistance in the course of this study.

I am also grateful to the Forlong and Scholarship Committee of the S.O.A.S. for the Additional Award granted to me. Without this grant, I would not have been able to complete the present work.
INTRODUCTION

An attempt has been made in this thesis to examine certain aspects of linguistic behaviour in present-day spoken Thai which have not been dealt with at all up to the present.

At the moment there is no detailed grammar of the Thai language described on structural lines. Furthermore, most studies of language hitherto take sentences as maximum units of analysis and take for granted the relations that may obtain between sentences in a sequence. It is the aim of this thesis, therefore, to attempt that kind of analysis which is best suited to handling stretches of text, i.e. to show the formal linguistic features, grammatical or non-grammatical, which may relate sentences in a series in the text. It is to be emphasized that this is not the only way one might deal with the material.

The language under examination is that spoken in Bangkok where about two million people live at the present moment. It is the official language of Thailand used throughout the country as the standard language for broadcasting and for imparting instruction in educational institutions.

The style selected for this study is that used in everyday conversation between native speakers. I have deliberately avoided literary and oratorical styles.

I have taken myself as an informant for this study. Although I am a bilingual who speaks both Songkhla (a Southern Thai dialect) and Bangkok, nevertheless I
regard myself as a speaker of standard Thai. I have, however, made checks with native speakers of this particular dialect, to make sure that my usage is typical.

The translation used in this thesis is a free translation. The additional literal word-for-word translation (represented by 'lit.') is only applied where it appears necessary to clarify the point at issue. Particles and classifiers are frequently described as such, i.e. as "a classifier" or "a particle" in the additional literal translation, since it is difficult to supply a word-for-word translation for such forms.

The transcription used in this work is the same as that of S. Thawisomboon: except that the letter [y] is used here in place of the letter [j]. The apostrophe (') is occasionally employed in cases where the transcription is ambiguous without it, e.g. nā:'klue (I'm afraid).

A hyphen is used in this study in three different ways:

a) To mark a compound noun or a compound verb**, such as kunčę:-tuː (cupboard key), nalika:-plũk (alarm clock); khàw-cay (to understand) and ḏyːn-thaːŋ (to travel).

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* See "Syllable Junctions within Stress Groups in Spoken Thai", the thesis he submitted for the M.A. Degree of the University of London, at the School of Oriental and African Studies, 1956, Chapter II.

** See pp. 222-30.
b) For indicating a pre-verb and a post-verb*, such as ma-há (to come to see someone), pay-sá (to go to buy); khünk-ma (to come up) and kęp-way (to put away).

c) To show that a numeral** is composed of two or more units, such as sip-so:ŋ (twelve), sip-sá:m (thirteen), sá:m-sip-so:ŋ (thirty-two), só:ŋ-rŋ:ŋ-sá:m-sip (two hundred and thirty); thlsip-so:ŋ (the twelfth), thlsi:-sip-há: (the forty-fifth) and so on.

* See pp. 208-9
** See pp. 190-3
Part ONE

The Grammatical Framework
CHAPTER I
SENTENCES TYPES

In handling the material of this thesis it has been found convenient to classify sentences in Modern Conversational Thai as initiating and non-initiating sentences, on the one hand; and, as simple, complex, compound and linked sentences, on the other, viz.,

An Initiating Sentence is one which can start a conversation. It is not dependent for intelligibility on the preceding verbal features of the situation in which it occurs. In the situation in which a Thai girl meets her close friend in the street, for instance, she may start a conversation with a sentence such as pay nóy mà: câ (Where have you been?) which is thus to be considered as an initiating sentence. Put another way, an initiating sentence is so constructed that it does not imply any foregoing sentence or sentences in the same conversation. It occurs, however, not only at the beginning of the conversation but also in the body of the conversation.

A Non-Initiating Sentence is one which cannot usually start a conversation since it depends for intelligibility on some preceding sentence or sentences in the same conversation.
For example, **mày mi**: (No, there isn't.) is to be regarded as a non-initiating sentence on the ground that it cannot be fully understood without some such preceding utterance as **mi: khon mày** (Is there anybody there?), which serves as a verbal clue. In certain special cases non-verbal features of the situation may take the place of the preceding utterance. Such cases will be dealt with separately in Chapter XIII.

A conversation is given below to exemplify the initiating and non-initiating sentences as described above.

**Situation**

There are two speakers of about the same age and the same social standing: A. is a young man and B. a young girl. He has come to see her father. The two speakers do not know each other and have never met each other before. Soon after she has asked him in a conversation begins.

There are only three initiating sentences in these examples: the example 1A. starts the conversation whereas the 5A. and the 10B. can start a conversation although they do not actually do so here. The remaining examples are all non-initiating sentences.

It is to be pointed out that the verbal features of non-initiating sentences which are marked as such—in sentence structure, phrase structure, class of word used—and the verbal expressions which relate to personal relationship, sex, social status and age of the speakers will be dealt with in later chapters.
The conversation reads as follows:

1 A. khun-wirò:t yǔ: mây hà? (Is Mr. Wirote in?)

2 B. mây yǔ: hà (He's not in, I'm afraid.)

3 A. sà:p mây hà? và than ca klämp mûe ráy (Do you know when he'll be back?)

4 B. mây sà:p hà tê: pôkkati? than mûkca yǔ: thà:n khàw-yen thì bàn (I don't know but usually he's in to have dinner at home.)

5 A. thì nì: thà:n khàw-yen kź: mo:ŋ hà? (What time do you have dinner here?)

6aB. cêt mo:ŋ hà (Seven o'clock.)

6bB. khun mì: thûrâ?-rây thì ca sảŋ-wây dà:y mây hà (Have you any message which you can leave?)

7aA. phôm mây mì: thûrâ?-rây mà:k rôk hà? (I haven't got anything much really.)

7bA. ma-yñem thàwnân hà? (Just came to see him.)

7cA. phôm mây dà:y ma-yñem thà:n na:n lê:w (I haven't been to see him for a long time.)
8 B. ca hãy đichân rien thàn wà khray ma-há: đi: khá (Who shall I tell him came to see him?)

9aA. karuna: rien thàn wà sómsäk lë⁰ wan láŋ phóm ca ma: máy (Please tell him that Somsak's been to see him and that I'll come again.)

9bA. lâ: kho:n nâ hà⁰ (Good-bye.) lit. May I bid good-bye?

10 B. sawâtdi: hà (Good-bye.) lit. well-being.

11 A. kho:phùn mà:k hà⁰ (Thank you very much.)

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A Simple Sentence is one which consists of one sentence none of whose constituents (q.v.) is in itself a "downgraded sentence". It may be either initiating or non-initiating. In the following examples of short conversations, all the sentences are simple. Those marked with an asterisk are initiating. The others are non-initiating. Examples:

1. dêk láp lë:v rë⁰* (Is the baby asleep?)
   yàj khá (Not yet, Madame.)
   pay-⁹âm ma nè: nøy sè (Will you go and fetch her here!)

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1. See pp. 16 ff.
2. hîw caŋ* (I'm very hungry.)

thaːn ʔaray kɔːn sì
(Have something to eat first.)

3. khóːŋ lōt rakhaː lêːw* (Things have come down in price.)

khun mây ʔǎːk sùː ʔaray mèŋ rέ * (Won't you want to buy something?)

mây sàːp ca sùː ʔaray (I don't know what to buy.)

khóːŋ dīː mày khɔ̀y miː (There's hardly anything good enough.)

4. pay-yicem súntʰɔːn kɔn mây* (Shall we go to visit Sunthorn?)

khàw kamlaŋ cɛp nàk yǔː (He's seriously ill.)

rɛ́ (Is he?)

pay sì (Let's go.)

5. yǎː phηŋ ʔɔː:k pay* (Don't go out just yet.)

fôn yaŋ tɔ̝ːk yǔː (It's still raining.)

cœn háːy lêːw (It's about to stop.)

dùː ciŋ (You really are stubborn.)
A Complex Sentence is a sentence one or more of whose constituents is in itself a downgraded sentence. Such downgraded sentences contain either the relative linker "thl" or "sùq". It may be either initiating or non-initiating.

The use of the term "downgrading" in this thesis is borrowed from A.A. Hill, whose definition is as follows:

"Downgrading consists in a reduction of status, for instance, from that of independent sentence to that of a sentence element within a larger sentence. Thus, the following subject-predicate-complement sentence is complete and independent:

The man came to dinner ≠

It can be downgraded to the status of a single sentence element by the addition of 'who' and placement in a larger construction:

The man who came to dinner | broke his leg ≠

The construction is now serving merely as the subject and no longer as an independent sentence. Downgrading can also occur even when the construction remains an independent sentence. Thus, "The man who came to dinner" can be modified by the addition of 'who' and become a different type of construction, used independently as the title of a play, The Man Who Came to Dinner. In this form it can still be described as downgraded by the addition of 'who', since it is no longer a fully articulated subject-predicate-complement sentence, but an elementless sentence which is a normal construction with following modifier. The addition of 'who' gives the sentence much the semantic status of a proper name or title, like Etham Frome, The Tragic Comedians, or The Man Who Was Thursday. In the sentence we have been describing, we might also describe the result of the addition of 'who' as downgrading 'came to dinner' from predicate and complement to the status of modifying construction."

1. See p.216. Of these two linkers, "thl" is far more commonly heard in spoken Thai than "sùq".

The above makes it clear that a downgraded sentence is a sentence whose status can be reduced to becoming simply a unit of structure within a larger construction. It will be noticed that Hill gave an instance of a reduction of status from that of independent sentence to that of a sentence element within a larger sentence. It is to be added that in the present study a downgraded sentence is a sentence functioning either as a sentence constituent, or as a noun phrase constituent i.e. as a Determinative (see pp. 101-4).

The downgraded sentences in Thai which may be said to be of the exact parallel with Hill's use of the term "downgrading" may be illustrated in the following complex sentences. Such downgraded sentences will be underlined.

kulāːp thi yan tū:m yǔː māy khuen dēt
(The roses which are still in bud should not be picked.)

rōt thi kamlâŋ līew yǎy caŋ nā
(The car which is turning now is very big, isn't it?)

dēk thi kamlâŋ lèn fūtboːn yǔː pǐek mōt
(The boys who are playing football are all wet.)

rūmā sūŋ māy nāː ca kýːt mākca kýːt nā
(Those things which seem unlikely to happen often happen, don't they?)

All the downgraded sentences cited above function as the Subject of the complex sentence concerned.
The following will illustrate downgraded sentences functioning as the Object of a complex sentence:

yah kä:n nāŋswí: thì yū: bon tō?
(I'd like to read the book which is on the table.)

khun rūcāk pūchá:y thì kamlāŋ dū:m bie māy
(Do you know the man who's drinking beer?)

thỳ: háy kʰò:n thì sū:m māo mè kī: dēk lē:w ré.
(Have you given the children the things which have just been bought?)

The downgraded sentences functioning as the Indirect Object of a complex sentence are given below.

chân ca sō:n phasā:-thay fārāŋ thì phēŋ ma: cā:k pāŋkūt
(I'm going to teach Thai to the Westerner who's just come from England.)

chùey tī:m nā:m rōt thì yū: nay rō:j dùsy
(Please put some water into the car which is in the garage as well.)

The complex sentences cited so far are sentences only one of whose constituents is in itself a downgraded sentence. The following will show complex sentences two of whose constituents are in themselves downgraded sentences.
khôn thì khuy umożli:ęp mè: pen khôn thì khuy:y liên mì: (The person who's talking to Mother is the one who used to look after you.)

khọt thỉ ma-thünk mè chà:w mì: nânsú: thỉ phỳ phim dày (The parcel which arrived this morning contained the books which have just been published as well.)

chụy ʔaw nânsú: thỉ yũ: bon tɔp pay-hày khôn thỉ nàn sù:p burũ: nɔy sǐ (Will you please take the book which is on the table to the man who's sitting smoking.)

A Compound Sentence is one which consists of two or more simple sentences, or, one which consists of a simple and a complex or a simple and a compound sentence -- linked in each case by a member of a class of words referred to as sentence linkers. Sentences which make up a compound sentence and the compound sentence itself may be either initiating or non-initiating. Sentence linkers are underlined in the examples given below.

Examples of compound sentences consisting of two simple sentences:

sà:p máy khráp và khãw ca kláp mè. rãy (Do you know when he'll be back?)

di: thè fôn mà y tôk
(It's a good job it didn't rain.)

mû: nàng hày di: diûw ca tôk lòng-ma
(Do sit down carefully, sonny, or you may fall!)

chan ca ?aw ròm pay phûng fôn tôk
(I'll take the umbrella in case it rains.)

mè: yâ:k phâkhô:n tê: yâng phâk mà y dâ:y
(Mother would like to have a rest but she can't just yet.)

khun ca yũ: mù ca pay
(Will you be staying or going?)

bà:n nî: khun-tà: sà:ng tântê: raw yâng mà y kû:t
(This house was built by (maternal) Grandpa while we were not yet born.)

thà: hîw thà:n kà:n kô:n nà
(If you're hungry, do start eating!)

chûey pît rây nay khruê nûy lêw yîp mê:t mà dûey
(Please turn off the light in the kitchen and also bring me a knife.)

Examples of compound sentences consisting of three simple sentences:

pay-hâ: pû: (To-day I'll go to see the doctor, then go to buy some books and then go to see Grandfather.)
Examples of compound sentences consisting of a simple and a complex sentence:

ru: máy và khẩy thi raw sủ:-ma sỉe thảnhnạn
(Do you know that the eggs we've bought are all bad?)

pay-bổ:k phó: sĩ và khon thi ma-há: wan kổ:n ma-há:
(Go and tell Father that the man who came the other day has come to see him.)

chuyểy kęp khọ:ŋ thì yũ: khà:ŋ nò:k khàw-ma duey thà: fọn tők
(Please bring the things which are outside in if it rains.)

dì:-cay thi nảnsũ: thì thíŋ-wày nay rôt-fay mà:yı
(I'm very glad that the book which I left in the train is not lost.)

chuyểy dù: khà:w thì yũ: bon taw duey diểw man ca màý
(Please see to the rice which is on the stove or it may burn.)

Examples of compound sentences consisting of a simple and a compound sentence:

th xpath: ru: máy và đék ru: và raw ru: rück nàm di:
(Do you know that the boy knows that we know all about that matter?)

chăn di:-cay thì xpath: máy się-cay mà:k thì sổ:p màý đà:yı
(I'm glad that you're not discouraged that you didn't get through.)
A **Linked Sentence** is one which is preceded by a sentence linker. It is usually part of a compound sentence but may, however, in certain circumstances stand alone as a non-initiating sentence (see p. 248). All the linked sentences are underlined in the examples given below, viz.,

**Examples of linked sentences occurring as part of compound sentences:**

khun khít và fón ca tok máy (Do you think it'll rain?)

chân chò:p thã:y-rù:p rela: khon máy rũ:-tue

(I like taking photographs when people aren't aware of it.)

thà: híw tha:n kan k københavn

(If you're hungry, do start eating!)

These are all initiating; illustrations of those of the non-initiating type are given below:

thà: máy và:ŋ máy tôn ma:

(If you're not free you needn't come.)

di: thi fón máy tok (It's a good job it didn't rain.)

phé:ŋ cịŋ tẹ: thon can (It's quite dear but it lasts.)

1. See pp. 217-9
Examples of linked sentences occurring by themselves as non-initiating sentences:

lêw khâw ca tham ạray ọ: k (And what else is she going to make?)

thà: chân pay mày dà:y là (Suppose I can't go?)

díow ca mày-sîe (Otherwise it may get burnt.)
CHAPTER II

SENTENCE CONSTITUENTS

The units of structure which occupy places in a sentence will be referred to in this thesis as "sentence constituents"; as these elements by themselves or combined as the case may be may constitute a sentence.

Sentence constituents may be classified as Primary and Secondary. Two reasons may be given for distinguishing the two classes, viz.:

1. All initiating sentences must contain at least one Primary sentence constituent; and, the simplest sentences of the initiating type (see below) contain Primary constituents only, either combined or in isolation. No initiating sentence consists of a Secondary constituent only.

2. There is far greater flexibility in the sequential arrangements for the Secondary constituents: they may be freely shifted from the initial position to the final position of the sentence without change of the meaning of the sentence, but the position of the Primary constituents in the sentence is relatively fixed.

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1. There may be some slight change as to the degree of emphasis on the constituent in question due to such shifting but the over-all meaning (of the sentences concerned) will remain the same.
Primary Sentence Constituents

In the interests of clarity the structures of the simplest sentences (sentences which consist of single nouns (n) and single verbs (v) without any other words) will be examined first and will then be used as the starting point from which those of the more complicated ones will proceed.

The simplest sentences which consist of a single noun or a single verb are illustrated below.

Examples of sentences consisting of single nouns:

mè: (Mother!)
phò: (Father!)
pà: (Auntie!)
wùmon (Wimon!)
sōmsǎk (Somsak!)
ròt (Mind the car!) lit. car.
yuŋ (Oh, there's a mosquito!) lit. mosquito.

Examples of sentences consisting of single verbs:

nǎk (It's heavy.) lit. heavy.
di: (It serves you right.) lit. good.
cěp (You're hurting me.) lit. hurt.
híw (I'm hungry.) lit. hungry.
lûk (Get up!)
hò:m (It smells nice.) lit. fragrance.

1. Two major classes of word which can readily be established, since they are contextually mutually exclusive over an extensive range of material. (See pp. 161-8)
mén (It smells nasty.) lit. nasty smell.

*I'm (I'm full up.) lit. to be satisfied.

rawan (Look out!) lit. to mind.

Sentences so far cited are considered as having one sentence constituent which is co-terminous with a single word.

**Nomen and Verbum**

The noun in its function as the single constituent of a sentence as in the above examples will be referred to as a Nomen (N).

The verb in its function as a sentence constituent as in the examples above will be referred to as a Verbum (V).

**Sentence Patterns**

In examining the possible structural arrangements of sentence constituents, it is convenient to direct our attention in the first instance to such arrangements as occur in initiating sentences.

Nouns and verbs may be associated together in the simplest sentences of the initiating type without any other words. In such sentences the order of the sequential arrangements of nouns and verbs is fixed. Four such arrangements have been observed each of which may be described as a Sentence Pattern, viz.,
**Pattern 1**: In this pattern noun is placed before verb. That is to say, noun and verb occur in the sequence n v, e.g.

fón tök (It's raining.) lit. rain, fall.
nalika: ta:y (The clock's stopped.)
lájkha rùe (The roof leaks.)
phóm súey (Your hair's nice.) lit. hair, beautiful.
khà:w mày (The rice is burnt.)
khanóm ?arøy (The pudding's delicious.)

**Pattern 2**: In this pattern verb is placed before noun. That is to say, verb and noun occur in the sequence v n, e.g.

hìw nâ:m (I'm thirsty.) lit. hungry, water.
khùn rôt (Get into the car!)
tham kãphkà:w (Get on with your cooking!) lit. do, food.
rien nâŋswú: (Get on with your work!) lit. study, book.
kláp bà:n (Go home!) lit. return, home.
rwaŋ rôt (Mind the car!)

**Pattern 3**: This pattern consists of two nouns and one verb and the verb is placed in between the two nouns. That is to say, nouns and verb occur in the sequence n v n, e.g.

rôt chon dèk (The car hit the boy.)
mì:t bã:t mû: (I've cut my hand.) lit. knife, cut, hand.
khon khɔ? pratu: (Somebody's knocking at the door.)
Pattern 4: This pattern consists of three nouns and one verb. One noun is placed before the verb and the other two nouns after it. That is to say, nouns and verb occur in the sequence n v n n, e.g.

phò: hèy taŋ nô:ŋ
(Father gave my sister some money.) lit. father, give, money, sister.

nǐt khá:y wé:n pà:
(Nit sold a ring to Auntie.)

děk thá:m pânhá: khru:
(The girl put a problem to the teacher.)

khon tỹ:m nâm-man rôt
(A man's filling the car with petrol.) lit. man, fill, petrol, car.

khru: bô:k khán:e:n nákrien
(The teacher's telling the pupils the marks.) lit. teacher, tell, the marks, pupils.

mô: rôt nâ:m tôn-mâ:y
(The doctor's watering the plants.) lit. doctor, put, water, plant or tree.

The above sentences are regarded as consisting of two, three and four sentence constituents respectively, each sentence constituent being co-terminous with a single word.
Nominal Sentence Constituents

We now proceed to the classification of nominal sentence constituents in sentences with two or more constituents.¹

The nouns and verbs in the initiating sentences cited so far are not reversible. For instance, we can say fón tōk (It's raining.) or we can say híw nā:m (I'm thirsty.) but we cannot say tōk fón nor can we say nā:m híw. We may accordingly subclassify nominal sentence constituents by reference to the verbal constituents in the same sentences as follows:

1. **Subject (S)** A noun in its function as a sentence constituent of the sequence n v (in Pattern 1) will be referred to as the Subject (S). Thus, fón (rain), nalika: (clock), lāŋkha: (roof) and the like in the examples given on p. 27 will be regarded as Subjects in the sentences concerned.

2. **Object (O)** A noun in its function as a sentence constituent of the sequence v n (in Pattern 2) will be referred to as the Object (O). Thus, nā:m (water), rōt (car), kāŋkha:w (food) and so on in the examples given on p. 27 will be regarded as Objects in the sentences concerned.

It is to be noted that in some two-constituent sentences the nouns and verbs are reversible but the meanings

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¹. A noun functioning as one-constituent sentence is already classified as a Nomen. (See p. 26)
of the resultant sentences are different, that is to say, such sentences occur in quite different contexts. Compare, for example, pratu: ṭy: (The door's open.) with ṭy: pratu: (Open the door.), which implies that the door is shut. In cases such as these the constituents will be classified by analogy with the structures of Patterns 1 and 2 respectively. We have accordingly "pratu:" (the door) functioning as the Subject in the first case and as the Object in the second.

As regards nominal sentence constituents in Pattern 3 (see p. 27), it is to be stated that the first noun (of the sequence n v n) in its function as a sentence constituent will be looked upon as the Subject whereas the second noun will be looked upon as the Object. Thus, rōt (car), ml:t (knife), khon (man or somebody) and so on in the examples given on pp. 27-8 will be regarded as Subjects whereas dēk (boy), mm: (hand), pratu: (door) and the like in the examples cited will be regarded as Objects in the sentences concerned.

3. Indirect Object (I) The third noun of the sequence n v n n (in Pattern 4) in its function as a sentence constituent will be referred to as the Indirect Object (I) while the first and the second nouns are regarded as the Subject and the Object respectively. Thus, "pā:" (Auntie) in nīt khā:y wē:n pā: (Nit sold a ring to Auntie.) and such nouns in other examples given on p. 28 will be regarded as the Indirect Object (I) whereas "nīt:" (a girl's name) and "wē:n"
(a ring) will be regarded as the Subject and the Object respectively.

4. **Nomen or Nomina (N)** In sentences where there is no verbal constituent we refer to the nominal constituent as a Nomen (as has already been described on p.26) or two Nomina (see pp.60-1) as the case may be.

**Verbal Sentence Constituents**

Having established the four nominal sentence constituents (i.e. S, O, I and N) we can now proceed to the classification of verbal sentence constituents or Verba — verbs in their function as sentence constituents — by reference to their association with nominal constituents in initiating sentences as follows:

1. **Transitive Verbum (Vₜ)** A Verbum which is followed by an Object (O) will be referred to as a Transitive Verbum (Vₜ). Thus, all the verbs in Patterns 2 and 3 (as described and illustrated on pp.27-8) in their function as sentence constituents are regarded as Transitive Verba.

2. **Intransitive Verbum (V₁)** A Verbum which is not followed by an Object (O) will be referred to as an Intransitive Verbum (V₁). Thus, all the verbs in Pattern 1 (as described and illustrated on p.27) in their function as sentence constituents are regarded as Intransitive Verba.

1. See also Verbum on p.26
3. **Double Transitive Verbum** (Vₜₜ) A Verbum which is followed by a sequence of Object (O) and Indirect Object will be referred to as a Double Transitive Verbum (Vₜₜ). Thus, all the verbs in Pattern 4 (as described and illustrated on p. 28) in their function as sentence constituents are regarded as Double Transitive Verba.

All Verba may but need not necessarily be preceded by a Subject (S).
Extended Sentence Constituents

Upon further investigation of more complicated sentences it becomes apparent that sentence constituents may be extended to consist not only of a single word but also of a whole phrase\(^1\), e.g.

\[
\begin{align*}
\text{fón khôn ca mày tok} & \quad (\text{It may not rain.}) \quad \text{lit. rain, may not fall.} \\
\text{S} & \quad \text{V}_1 \\
\text{rôm khán)n: súcy di:} & \quad (\text{This umbrella is very lovely.}) \\
\text{S} & \quad \text{V}_1 \\
\text{tórînâ:y lêk mây chô:p nâm mà:k} & \quad (\text{Small trees do not like much water.}) \\
\text{S} & \quad \text{V}_2 \quad 0 \\
\text{nih kamlàn ca pay-?aw rù:p} & \quad (\text{Nit's going to fetch the photographs.}) \\
\text{S} & \quad \text{V}_2 \quad 0 \\
\text{chân tôñ hây khô:n dêk thûk khon} & \quad (\text{I must give every child a present.}) \\
\text{S} & \quad \text{V}_2 \quad 0 \quad \text{I} \\
\text{phùen khôn nây bô:k rùn)n: thô:} & \quad (\text{Which friend told you this story?}) \\
\text{S} & \quad \text{V}_2 \quad 0 \quad \text{I}
\end{align*}
\]

As has already been described on p.26, in the simplest sentences of the initiating type the order of the

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1. The term "phrase" is used here in a general sense. For its technical use, see p. 72.
sequential arrangements of nouns and verbs, or sentence constituents, without any other words is fixed and is, by definition, not reversible. In more complicated sentences, however, where at least one of the constituents is of the extended type (i.e. that which consists of more than one word) certain variations in the sequential arrangement are possible, without alteration of meaning, e.g.

\[ S \quad V_1 \quad \text{or} \quad V_1 \quad S \]

khun núey máy núey máy khun

(Are you tired?)

käpkhà:w ?aróy ná ?aróy ná käpkhà:w

(The food's delicious, isn't it?)

phà: hè:ŋ lē:w rý hè:ŋ lē:w rý phà:

(Is the washing dry?)

tù: bay yǎy nǎk mà:k nǎk mà:k tù: bay yǎy

(The big cupboard's very heavy.)

děk khon năn nà:râk caŋ nà:râk caŋ děk khon năn

(That girl's very lovely.)

In the second series of these sentences the Verbum (V) is referred to as an "anteposed" constituent.

It will be seen that all the anteposed Intransitive Verba (V₁) cited above are extended. They may be found unex-
tended in sentences where the Subjects are extended, e.g.

rõt nî: súey or súey rõt nî:

(This car's beautiful.)

děk khon nî: son or son děk khon nî:

(This boy's naughty.)

Of the nominal sentence constituents, only the Object (O) either extended or unextended may be anteposed, viz.

a) O S V

mùi nî:₁ khray² thò:t³ (Who²fried³this meat₁?)

rû:p nî:₁ nit² khon chò:p³ (Nit²probably likes³ this photograph¹.)

mô:n bay nân¹ mè:² tham³ (Mother²made³that pillow¹.)

rõt lèk¹ khon² chò:p chây³ (People²like using³ small cars¹.)

nângú: lêm yây nàn¹ phùyín khon nân² ca sû:³ (That lady²'s going to buy³that big book¹.)

câ:n mêy thàn sip bay¹ khun-nit² kamlân lâ:n³ (Nit²'s washing³all the ten new plates¹.)
khñy¹ mè:-khru² lw:m sù:³
(The cook² forgot to buy³ some eggs¹.)

phónlamâ:y¹ phò:² yañ máy dày tha:n³
(Father² hasn't yet had³ any fruit¹.)

Contrast such sentences with the following:

\[
\begin{array}{ccc}
S & V_t & O \\
khray¹ & thò:t² & nù: ni:³ \\
mè:¹ & tham² & mò:n bay nà:n³ \\
nít¹ & khoñ chè:p² & rù:p ní:³ \\
khoñ¹ & chè:p chày² & ròt lèk³
\end{array}
\]

(Who¹ fried² this meat³?)
(Mother¹ made² that pillow³.)
(Nít¹ probably likes² this photograph³.)
(People¹ like using² small cars³.)

and so on.

b) 0 S Vtt I

\[
\begin{array}{ccc}
tàñ nì:¹ & khray² & háy³ nù:⁴ \\
\end{array}
\]
(Who² gave³ you⁴ this money¹?)

panhá: phèk ní:¹ nàkrien² chè:p thá:m³ chà:n⁴
(Pupils² tend to ask³ me⁴ about these problems¹.)

ròt khan yañ¹ raw² yañ máy dày tx:² nà:m⁴
(We² haven't yet put³ water⁴ into the big car¹.)
p rawātsā: t¹  khru:²  yañ  māy  dāy  rỳ: m  sō:n³  dēk  phùèk  nī:⁴
(teacher² hasn't yet taught³ these children⁴ history¹.)

kulā:p¹  khon-sūen²  mākca  lw:m  rō:t³  nā:m⁴
(The gardener² tends to forget to water (lit. put³, water⁴) the rosetrees¹.)

Contrast such sentences with the following:

S  Vtt  O  I

khray¹  hāy²  tāŋ  nī:³  nī:⁴
(Who¹ gave² you⁴ this money³?)

nākrien¹  chõ:p  thà:m²  panhā:  phùèk  nī:³  chàn⁴
(Pupils¹ tend to ask² me⁴ about these problems³.)

khru:¹  yañ  māy  dāy  rỳ: m  sō:n²  p rawātsā: t³  dēk  phùèk  nī:⁴
(teacher¹ hasn't yet taught² these children⁴ history³.)

khon-sūen¹  mākca  lw:m  rō:t²  nā:m³  kulā:p⁴
(The gardener¹ tends to forget to water (lit. put², water³) the rosetrees⁴.)

A question may arise at this point as to the identification of the two nominal constituents in the first case, namely the Object (O) and the Subject (S) in the pattern OSVₜ (see p. 35), and the three nominal constituents in the second, namely the Object (O), the Subject (S) and the Indirect
Object (I) in the pattern OSV_{t+I} (see p. 36). To answer this question one has to take into consideration the possibility of the variations in the sequential arrangements of the nominal constituents themselves. The first part of the question may be answered in this way. It has been observed that the Object (O) when anteposited always precedes the Subject (S) and never follows it. That is to say, sentences in the language under study may be of the pattern OSV_{t} but never of the pattern SOV_{t}. Compare, for example,

\[
\begin{array}{ccc}
\text{khray} & \text{thò:t} & \text{nàe nì:} \\
S & V_{t} & O
\end{array}
\]

(Who\textsuperscript{1} fried\textsuperscript{2} this meat\textsuperscript{3}?)

\[
\begin{array}{ccc}
\text{nàe nì:} & \text{khray} & \text{thò:t} \\
O & S & V_{t}
\end{array}
\]

(Who\textsuperscript{2} fried\textsuperscript{3} this meat\textsuperscript{1}?)

Since the first two sentences can be found in Thai and the third cannot, it seems justified, therefore, to say as a rule that when there are two nominal constituents appearing before a Transitive Verbum (V_{t}) the first constituent functions as an Object (O) and the second functions as a Subject (S).

The second part of the question may be answered in the following ways. First, it has been observed that the Indirect Object (I) is never found anteposed: there are no
such patterns as \( ISV_{tt}^0 \) or \( SIV_{tt}^0 \). The Indirect Object (I) can thus be ruled out as a possible constituent preceding the Double Transitive Verbum \( (V_{tt}) \). There remain only two constituents, namely the Object (O) and the Subject (S) to be identified. We now come to the second part of the answer. It has been observed that the Object (O) when anteposed always precedes the Subject (S) and never follows it. That is to say, sentences in the language under study may be of the pattern \( OSV_{tt}^I \) but never of the pattern \( SOV_{tt}^I \). Compare, for example,

\[
\begin{align*}
\text{khray} & \quad \text{hày} & \quad \text{taŋ nǐ:} & \quad \text{nú:}^4 \\
S & \quad V_{tt} & \quad O & \quad I
\end{align*}
\]

(Who\(^1\) gave\(^2\) you\(^4\) this money\(^3\)?)

\[
\begin{align*}
\text{taŋ nĩ:} & \quad \text{khray} & \quad \text{hày} & \quad \text{nú:}^4 \\
O & \quad S & \quad V_{tt} & \quad I
\end{align*}
\]

(Who\(^2\) gave\(^3\) you\(^4\) this money\(^1\)?)

Since the first two sentences can be found in Thai and the third cannot, it seems justified, therefore, to say as a rule that when there are two nominal constituents appearing before a Double Transitive Verbum \( (V_{tt}) \) the first constituent functions as the Object (O) and the second functions as the Subject (S).

To summarize the above, it may be said that when there are two nominal constituents occurring before a Transitive or a Double Transitive Verbum the first constituent functions as the Object which is anteposed and the second functions as the Subject.
Discontinuous Sentence Constituents

It is frequently necessary to postulate "discontinuous" constituents when the elements which make up the constituents are interrupted by another constituent in a sentence, e.g.

\[
\text{chân sáng khảm mạ lem} \quad (I've already bought some rice.)
\]

\[
S \quad V_t - 0 \quad (-V_t)
\]

\[
\text{phùen yu:m nãmũ: pay lem meu} \quad (A friend's borrowed a book.)
\]

\[
S \quad V_t - 0 \quad (-V_t) \quad (-0)
\]

\[
\text{sák phà: hãy sãät noy} \quad (Do wash the clothes clean.)
\]

\[
V_t - 0 \quad (-V_t)
\]

\[
\text{pà: hãy mamùen mú: tành láy bay} \quad (Auntie gave me a lot of mangoes.)
\]

\[
S \quad V_{tt} - 0 - I \quad (-0)
\]

\[
\text{ca pãk sùe hãy khray} \quad (Who are you going to embroider the blouse for?)
\]

\[
V_{tt} - 0 \quad (-V_{tt}) \quad I
\]

The first three patterns, \(S \; V_t - 0 \; (-V_t)\), \(S \; V_t - 0 \; (-V_t) \; (-0)\) and \(V_t - 0 \; (-V_t)\) are regarded as special manifestations of the structures \(S \; V_t0\) and \(V_t0\) respectively; whereas the last two patterns, \(S \; V_{tt} \; 0 - I \; (-0)\) and \(V_{tt} - 0 \; (-V_{tt}) \; I\) are regarded as special manifestations of the structures \(S \; V_{tt}0\; I\) and \(V_{tt}0\; I\) respectively.
This is made justified by the fact that in certain other cases such discontinuous constituents are "continuous", e.g.

khà:w chên sù:-ma lê:w (I've already bought some rice.)

0 S V_t

nâŋ-súː: lèm noun phìen yu:m-pay (A book has been borrowed by a friend.)

0 S V_t

phàː: sâk hây saʔãː:t nòːy (The clothes should be washed clean.)

S Vi

məmùŋ təŋ láːy bay pəː: hây núː (Auntie gave me so many mangoes.)

0 S V_t I

sùe ca pãːk hây khray (Who is the blouse embroidered for?)

S V_t 0
Summary The statement of the Primary constituents comprising three verbal and four nominal sentence constituents may be summarized as follows:

**Verbal Sentence Constituents**

1. **An Intransitive Verbum** \((V_i)\) is a verb phrase with or without a particle or a group of particles which may or may not be directly preceded by a Subject \((S)\) but is never followed by an Object \((O)\). That is to say, it occurs in the sequences \(V_i\) and \(SV_i\). Under the circumstances already described on p.34 it may be directly followed by the Subject \((S)\): it then occurs in the sequence \(V_iS\). Examples:-

   a) \(V_i\)

   - nǎk (It's heavy.) lit. heavy.
   - pay (Let's go.) lit. go.
   - sá:y lê:w (It's getting late.) lit. late, already.
   - ná:w caŋ (It's very cold.) lit. cold, very.
   - súey di: (It's quite pretty.) lit. pretty, good.
   - no:n-sǐe thỹ? (Go to sleep!) lit. sleep, a particle.
   - yan rō:n yũ: nā cá (It's still hot.) lit. still, hot, being, particles.
   - thamŋa:n nǎk-pay nũy lê:w (You've been working a little too hard.) lit. work, too hard, a little, already.
b) $S_{V_1}$

fón tôk
nalika: ta:y
kè:w tề:k
phà: hè:ŋ lề:w la
ròm phèŋ khá:t
plô:k-mô:n yan pôlek yũ:
tù: bay yãy nãk mà:k
bà:n nĩ: saba:y thidiew
dèk khon nän sùey cãŋ nâ

(Its raining.) lit. rain, fall.
(The clock's stopped.)
(A glass is broken.)
(The washing's dry.)
(The umbrella's just torn.)
(The pillowcases are still wet.)
(The big cupboard is very heavy.)
(This house is jolly comfortable.)
(That girl's very pretty, isn't she?)

c) $V_1S$

dã? má: ní:
sanũk nãŋ ròŋ nĩ:
hè:ŋ lề:w la phà:
ta:y mà:y nalika:
sĩé rỹ kẽ:ŋ
khà:t lề:w la lũ:t-føy
yan mà:y sũk lũ:y khà:w
nãk mà:k tù: bay yãi
sũ:ŋ cãŋ nâ dèk khon nän

(This dog is fierce.)
(This film's interesting.)
(The washing's dry.)
(Has the clock stopped?)
(Has the curry gone bad?)
(The bulb went.)
(The rice is not cooked yet.)
(The big cupboard is very heavy.)
(That girl's jolly tall, isn't she?)
2. A Transitive Verbum ($V_{t}$) is a verb phrase with or without a particle or a group of particles which is directly followed by an Object (O), but is not followed by the sequence of an Object and an Indirect Object (I). That is to say, it occurs in the sequences $V_tO$ and $SV_tO$ (but not in the sequences $V_tOI$ or $SV_tOI$). Under the circumstances already described on p.34 the Object may be anteposed, i.e. it may occur in the sequence $OSV_t$, e.g.

a) $V_tO$

híw nâm (I'm thirsty.) lit. hungry, water.
pữt fan (I've got toothache.) lit. ache, tooth.
phây-duː náŋ máy (Shall we go to the pictures?) lit. go to see, film, a particle.
khóː nâm-taːn nổy sî (Can you give me some sugar?) lit. ask for, sugar, a little, a particle.
klăp bàːn kan thỳʔ (Let's go back home!) lit. go back, home, together, a particle.
chùsy pît nàːtǎːŋ dùsy (Would you shut the window as well.) lit. help, shut, window, as well.
chôːp lën themnît rỳ (Do you like playing tennis?) lit. like, play, tennis, a particle.
b) S V_t

khon khś? pratu:
(Somebody's knocking at the door.)

khun ca dũ:m ʔaray khâ
(What would you like to drink?)

chân hén ë:w la că rû:p ni:
(I've already seen this photograph.)

ph̀: thv: pen ʔaca:n rỳ
(Is your older brother a lecturer?)

khray rûcăk sumon màŋ
(Does anybody know Sumon?)

kanke:ŋ tue nān ʔiek fôn
(That pair of trousers got wet in the rain.)

fărâŋ só:ŋ khon ca ma-hâ: phò:
(Two Europeans are coming to see Father.)

c) O S V_t

khây^1 raw^2 lû:m sũ: ë:w la^3
(We^2've forgotten to buy^3 some eggs^1.)

phônłamâ:y^1 phô: ñ yañ mây thâ:n rôk^3
(Father^2 doesn't want to have^3 any fruit^1 just now^3.)
3. A Double Transitive Verbum (V_{tt}) is a verb phrase with or without a particle or a group of particles which is directly followed by both the Object (O) and the Indirect Object (I) in this order. That is to say, it occurs in the sequences V_{tt}OI and SV_{tt}OI. Under the circumstances already described on p.34 the Object may be anteposed, i.e. it may occur in the sequence OSV_{tt}I, e.g.

a) V_{tt}OI

kamlaj ca só:n nāŋsw: dēk
(I was going to give the boy a lesson.)
lit. to be going to, teach, lesson, boy.
k pérd khá:y thl: troᠭ nî: khâw lê:w si
(We nearly sold this site to somebody.)
lit. nearly, sell, site, here, somebody, already, a particle.
sâk 粜 aray nâ: 粜 ĭ:k là
(What are you questioning Auntie about this time?)
lit. question, what, Auntie, again, a particle.
chùey cě:k sú:cibăt khě:k nî:y nâ
(Will you please help distribute the programmes to our guests.)
lit. help, distribute, programme, guest, a little, a particle.
yâj mày dây này ya: khon-khây лим:y
(I haven't given the patient the medicine yet.)
lit. have not yet given, medicine, patient, at all.

b) S Vtt⁰ I
khray¹ hày² lû:kkwâ:t³ nû:⁴
(Who¹ gave² you⁴ the sweet³?)
khon¹ kamlâŋ tv:m² nâm-man³ rôt⁴
(A man¹'s filling² the car⁴ with petrol³.)
thy:¹ chùey cě:k² sú:cibăt³ khě:k⁴ nî:y nâ²
(Will you¹ please help distribute² the programmes³ to our guests⁴.)
phûyây kũọp thûk khon¹ chò:p lèw² nîtha:n³ dèk⁴
(April every adult¹ likes telling² children⁴ stories³.)
phî:¹ ca Khá:y² rót khant lêk³ khon thî phî: rûcâk⁴
(Father¹ will sell² the small car³ to the person he knows⁴.)

(nîthâ:n rûeŋ nî¹ phûyây² chò:p lèw³ dèk⁴
(Adults² like telling³ children⁴ this story¹.)

rót khant lêk¹ phî:² ca Khá:y³ khon thî phî: rûcâk⁴
(Father² will sell³ the small car¹ to the person he knows⁴.)

phîtchakhanît¹ khru: khon nî² khy:y só:n³ phôm⁴
(This teacher² used to teach³ me⁴ algebra¹.)

sû:cibât¹ thô:² chûy.cê:k³ khe:k⁴ nôy nà³
(Will you² please help distribute³ the programmes¹ to our guests⁴.)
Nominal Sentence Constituents

1. The Subject (S) is a noun phrase with or without a particle or a group of particles occurring directly before any Verbum, either with or without a preceding Object (O): it is found in the sequences SV₁, SV₁O, SV₄O₁, OSV₁ and OSV₄₁. A noun phrase occurring directly after an anteposed Intransitive Verbum (V₁) is also classed as a Subject, i.e. we may have it in the sequence V₁S, but never in the sequences V₁S or V₁S since any noun phrase occurring after a Transitive or Double Transitive Verbum is by definition to be classed as an Object. Examples:-

a) SV₁

fón tõk (It's raining.)

lom kamlanŋ reːŋ (The wind's strong.)

kæ̂̄ɔ̀ːŋ məŋ mɔ̀ːŋ (The food's not cooked yet.)

sø̀ːɔ̃ sǐːŋ bɔːŋ phoːː mɔ̀ːŋ (Are ten oranges enough?)

kæ̂̄ɔ̀ːŋ bɔːŋ yɔ̀ːŋ nàː nàː kɔːŋ (The big suitcase is very heavy.)

søː sóːŋ tœ̀ː nån k hàːw diː (Those two shirts are nice and white.)

tɔ̀ːn-màː y pʰùɛ̀ k nĩːː ca təː y lɛːw (These trees are dying.)
b) $S V_t^0$

mō: kamlañ trūet khon-khāy
(The doctor's examining a patient.)

chān ca faŋ wǐtthayû?
(I'm going to listen to the radio.)

nú: lu:m thīŋ cōtmāːy
(I forgot to post the letter.)

nīt nè ỹǎːk pay 'ṇākrīt
(It's Nit who would like to go to England.)

thēksiː khan nīː miː khon
(This taxi has someone in it.)

phrâŋ láːy oŋ kamlañ khāːm thanón
(Many monks are crossing the road.)

lūːk khon toː ỹǎːk khāw māhāːwǐtthayaːlāy
(My eldest would like to go to the University.)

c) $S V_t^0 I$

khruː kamlañ cēːk khō-sōːp nākrien
(The teachers are distributing examination papers to students.)

khray ca sōːn wannakhadiː raw
(Who's going to teach us literature?)
khon-súen yañ máy dày rôt nâm ton-mâ:y
(The gardener hasn't watered the trees yet.)

khon thì nî: mà:y chò:p sâk òaray khray
(People here don't really like to question anybody about anything.)

phùcha:y thì ma: mà:n khıy y khá:y thì: phè:
(The man who came yesterday used to sell land to Father.)

d) 0 S Vₜ

muè¹ chân² ca hẳn ø:s:ŋ³
(I'll slice³ the meat¹ myself³.)

côtmá:y¹ nú:² lu:m thîŋ³
(I forgot to post³ the letter¹.)

òakã:t thì nî:¹ khon² chò:p kan mà:k³
(People² like³ the climate here¹ very much on the whole³.)

khanóm¹ mê:-khrus² kamlâŋ pay-øaw³
(The cook²'s gone to fetch¹ the sweet¹.)

rôt khon nàn¹ lù:k-chà:y khon lèk sì² ca khấp³
(My young son² is going to drive³ that car¹.)

nalika: ruën yañ¹ khun khon nî:² sû:-sîe lê:w³
(This gentleman² has already bought³ the big clock¹.)
e) OsV_{tt1}

khọ-sǭ:p^{1} khru:^{2} kamlaŋ cč:k^{3} nākrien^{4}
(The teachers^{2} are distributing^{3} examination papers^{1} to students^{4}.)

wannakhadi:^{1} khray^{2} sō:n^{3} khun^{4}
(Who^{2} taught^{3} you^{4} literature^{1}?)

khwa:m-lāp^{1} khray là^{2} ca klā: thā:m^{3} thv:^{4}
(Who^{2} would dare to ask^{3} you^{4} the secret^{1}?)

phēn-sieŋ nī:^{1} phūen^{2} phọŋ háy^{3} nīt^{4}
(A friend^{2}'s just given^{3} Nit^{4} this record^{1}.)

thọ: trọŋ nī:^{1} phūcha:y thị ma: māe wa:n^{2} khv:y bō:k khā:y^{3} phō:^{4}
(The man who came yesterday^{2} often offered to sell^{3} Father^{4} this site^{1}.)

f) V_iS^{*}

son dēk khon nī: (This boy's naughty.)

⁹arşy khanóm wan nī: (The pudding's nice to-day.)

cěp māy khun (Are you in pain?)

hō:m nā kulā:p phuék nī:
(These roses smell nice, don't they?)

* The examples given below are regarded as being of this pattern, and not of the pattern V_{t0}, in that they may be reversible to the pattern SV_{i}. 
thū:k mā:k khō:ŋ thi nī:
(Things here are very cheap.)

dū:et lē:w nā:m nay ka:
(The water in the kettle is now boiling.)

lèn châ: caŋ rēt khan nà: nà
(The car in front is going very slowly.)

2. The Object (0) is a noun phrase with or without a particle or a group of particles found in any of the following three contexts:

   a) directly after a Transitive Verbum ($V_t$)
   i.e. it occurs in the sequences $V_t0$ and $SV_t0$, e.g.

   1) $V_t0$

   pūet hūe
   (I've got a headache.) lit. ache, head.

   yă:k klēp muŋ-thay lē:w
   (I'd like to go back to Thailand.)
   lit. would like, go back, Thailand, already.

   ca sū: nāŋsū: kī: lēm nā
   (How many books are you going to buy?)
   lit. to be going to, buy, book, how many.

   tōŋ kho:yy rēt khan làŋ
   (We'll have to wait for the next bus.)
   lit. have to, wait, the next bus.
khv:y dàyyin chù: nî: mây
(Have you ever heard this name before?)
lit. have ever heard, this name, a particle.

chùey chun thúŋ-thâ:w só:ŋ khù: nân duę:y
(Will you please darn those two pairs of socks as well.)
lit. help, darn, sock, two, pair, that, as well.

ii) S VtO

phì:-cha:y-chân mày chò:p dǔ:m bìe
(My older brother doesn't like drinking beer.)

děk phuęk nî: yaŋ mây dây là:ŋ mwn:
(These children haven't washed their hands yet.)

phayû? khô:n tons-må:y sâ:m tons nè
(The storm blew down three trees.)

phóm tons khîen cõtmå:y ʔį:k lá:y chábáp
(I've got to write many more letters.)

khâw mây dây thám thî-no:n nay hòŋ nî:
(They didn't make the bed in this room.)

mè: khît ca ʔaw mò: bây yây ma lè:w sî
(Mother was thinking of bringing the big pot.)

phuęn-phóm yâ:k dâ:y rōt thî chây lè:w sâk khàn mwŋ
(A friend of mine would like to get a used car.)
b) directly after a Double Transitive Verbum $(V_{tt})$ i.e. it occurs in the sequences $V_{tt}OI$ and $SV_{tt}OI$, e.g.

1) $V_{tt}OI$

cě:k satnŋ děk nǒy nā

(Give the children some money, won't you?)

mày tín hay fá: khâw pay rǒk

(You needn't give him the lid.)

lit. not, need, give, lid, him, a post verb, a particle.

cia pay-bǒ:k khanc:n děk thì ma: wem nĩ: lê:w

(I'll go and tell the students who have come to-day their marks.)

lit. shall, go and tell, mark, student, who, come, to-day, now.

ty:m nâm rōt thûk khan lê:w rỹ

(Have you put water in all the cars?)

lit. put, water, car, every one, already, a particle.

chùey só:n phasá:-fârâŋseːt phûon-chànn sâk khon sī

(Will you teach French to a friend of mine?)

lit. help, teach, language, French, friend, I, one, a particle.

ii) $SV_{tt}OI$

raw¹ tōŋ hay² khō:ŋkhwán³ sōmsāk⁴

(We¹ must give² Somsak⁴ a present³.)
dék¹ yêt myy dêy rôt² nâm³ mal¹ tôn ni¹⁴
(The boy¹ hasn't yet watered (lit. hasn't yet put² water³ this jasmine tree⁴.)

yà¹ ca cê² kho:ŋ phuêk ni³ khoê²
(Grandmother¹ will give² these things³ to the guests⁴.)

khôn¹ lô:ŋ thâm² rôkha: kho:w³ phuyêt kho:n nâm² duey si²
(Can you¹ just ask² that lady⁴ the price of rice³ as well²?)

khôn ba:ŋ kho:n¹ màkca sák² rûn:ŋ thì myy pen rûn:ŋ³ kho:n⁴
(Some people¹ tend to question² one⁴ about things which don't make sense³.)

c) directly before the sequence SVᵣ or the sequence SVᵣᵣ i.e. it occurs in the sequences OSVᵣ and OSVᵣᵣ, e.g.

1) OSVᵣ

nûm nà¹ chăn² ca hăn ñe:ŋ³
(I²'ll slice³ the meat¹ myself³.)

rôt lêk¹ kho:n² chô:p chây³
(People² like using³ small cars¹.)

sôm nî¹ phóm² chây lê:w³
(I²'ve used³ this fork¹.)
rot-me: khan nâm¹ khon² tem lê:w³
(That bus¹ is already full³ of people².)

pratu: nà: bà:n khâw ma-sêm lê:w
(They² came to repair³ the front door of the house¹.)

kè:w sô:ŋ bay ni:¹ yùphin² kamlaŋ ca lâ:ŋ³
(Yupin²'s going to wash³ these two glasses¹.)

naŋsú: lèm ba:ŋ nàn¹ phùen² ca ōaw khù:n lê:w³
(My friend²'s going to take³ that thin book¹ back³.)

ii) 0 S VttI

tûkkata: nà¹ chân² ca hày³ lâ:n-sá:w⁴
(I²'ll give³ my niece⁴ the doll¹.)

ya: ba:ŋ yā:ŋ¹ khâw² mây khâ:y³ khun⁴
(They² won't sell³ you⁴ some kinds of medicine¹.)

khâ:w dî:¹ thî:² nà: ca bô:k³ chân⁴
(You² should have told³ me⁴ the good news¹.)

khôːŋ phùek ni:¹ yà:² ca cē:k³ khê:k⁴
(Grandmother² will give³ these things¹ to the guests⁴.)
3. **The Indirect Object** (I) is a noun phrase with or without a particle or a group of particles occurring after an Object (O) preceded by a Double Transitive Verbum (V\textsubscript{tt}), or immediately after a Double Transitive Verbum. That is to say, it occurs in the sequences V\textsubscript{tt}OI, SV\textsubscript{tt}OI and OSV\textsubscript{tt}I, e.g.

a) V\textsubscript{tt}O I

yǎ:k thá:m khane:n khru:
(I'd like to ask teacher the marks.)
lit. would like, ask, mark, teacher.

hà:y taŋ děk lē:w rỳ
(Have you given the boy some money?)
lit. give, money, boy, already, a particle.

ròt nà:m phák lē:w rỳ
(Have you watered the vegetables?)
lit. put, water, vegetable, already, a particle.

chùey khá:y lù:kkwǎ:t děk pHùk nàn nè
(You can help sell those children some sweets.)
lit. help, sell, sweets, those children, a particle.

mày khuén sǎ:k ʔaray khon thlì pʰëŋ rûcǎk mǎymǎy
(We shouldn't question people to whom we've just been introduced about anything.) lit. not, should, question, anything, people, whom, just, know, newly.
b) $S V_t t^0 I$

$\text{thv}:^1 \text{nà}: \text{ca bò:k}^2 \text{kha:w di:}^3 \text{chån}^4$

(You$^1$should have told$^2$me$^4$the good news$^3$.)

$kammaka:n^1 \text{thá:m}^2 \text{aray}^3 \text{thv}:^4$

(What$^3$did the committee$^1$ask$^2$you$^4$?)

$nú:^1 \text{mày tọj tx:m}^2 \text{nà:m}^3 \text{rọt khan} nî:^4$

(You$^1$needn't put$^2$water$^3$in this car$^4$.)

$nît^1 \text{chùey bò:k}^2 \text{rakha:}^3 \text{phùcha:y khon phómphó:m}^4 \text{nây}^2$

(Will you (Nit$^1$) tell$^2$the thin man$^4$the price of the medicine$^3$?)

$\text{khru}:^1 \text{yày}^1 \text{ca cê:k}^2 \text{raqwun}^3 \text{dék thì sò:p dà:y khanc:n yìem}^4$

(The Headmaster$^1$is going to present$^2$prizes$^3$to the boys who got through with top marks$^4$.)

c) $O S V_t t^1$

$bà:n nî:^1 \text{phò:}^2 \text{ca hày}^3 \text{nú:}^4$

(Father$^2$'s going to give$^3$you$^4$this house$^1$.)

$\text{thì-dín plej}^1 \text{nî:}^1 \text{thv}:^2 \text{ca khá:y}^3 \text{khray là}^4$

(Who$^4$are you$^2$going to sell$^3$this piece of land$^1$to?)
khọ-sə:p¹ raw² yəŋ məj dəj cə:k³ dək⁴ lx:y³
(We² haven't distributed³ the examination papers¹ to the
students⁴ yet³.)

nà:n nà¹ nù² məj təŋ tə:m³ rət khan nī⁴ rək³
(You² needn't put³ water¹ in this car⁴.)

raŋwan¹ khruː-yəy² ca cə:k³ dək thl sə:p də:j khanɛ:n yiem⁴
(The Headmaster²'s going to present³ prizes¹ to the boys
who got through with top marks⁴.)

4. The Nomen (N)* is a noun phrase with or without
a particle or a group of particles functioning as a
sentence constituent in a sentence unaccompanied by a Verbum.
Such sentences consist of one (Nomen) or two Nomina, e.g.

a) N
mèː cəː: (Mother!) lit. mother, a particle.
pàː (Auntie!)
prəthin (Pratin!)
rət (Mind the car!) lit. car.
khun (Excuse me, Miss or Mrs. or Sir.)

thyː cəː: (Darling!) lit. you, a particle.
nìː (I say!) lit. this or here.
baː:n-çən lýː məj (My house is the new one.) lit.
house, I, the new one.

nàŋswúː khoːj phuən ləm nīː (It's this book
that belongs to my friend.)
lit. book, of, friend, this.

* See also pp. 26, 31.
b) N N

nì: păkkā: khray

(Whose pen is this?) lit. this, pen, who.

nàn röm-chân

(That's my umbrella.) lit. that, umbrella, J.

khon này phò:-nú:

(Which one's your father?) lit. which one, father, you.

lēk nà lâ:n-thy: rý

(Is Lek your nephew?) lit. Lek, a particle, nephew, you, a particle.
Secondary Sentence Constituents, or Adjuncts

Reasons have already been given for distinguishing Primary from Secondary sentence constituents (see p.24). It remains only to amplify some of those points which relate to the Secondary constituents by making the following statements:

First, it is to be stated that the Secondary constituents, or the "Adjuncts", never occur without the accompaniment of a Primary constituent in initiating sentences.

Secondly, an Adjunct may be freely shifted from an initial position to a final position of a sentence without alteration of the over-all meaning of the sentence: the alteration that takes place is only in the degree of emphasis. The Adjunct is more emphatic when found at the beginning of the sentence than when found at the end.

Thirdly, there may be one Adjunct or more, at a time, occurring with the Primary constituents. When two or three Adjuncts are associated together in a sentence many possible sequential arrangements of them may be observed. Each arrangement will give an emphatic effect different from that of all the others. The nearer an Adjunct is to the beginning of the sentence the greater will be the degree of emphasis placed on it.

The Adjuncts, or Secondary sentence constituents are of three kinds: Modal Adjuncts (A_m), Locational Adjuncts (A_1)
and Temporal Adjuncts \((A_t)\), viz.,

1. A Modal Adjunct \((A_m)\) is a modal phrase occurring freely either in an initial or a final position, e.g.

1. \(nà:'klue\ ròt mày ma: lè:w\)
   (I suppose the car won't turn up.)

   \(ròt mày ma: lè:w nà:'klue\)
   (The car won't turn up, I suppose.)

2. \(pōkkatĭ\) chàn mày khỹ pay náy
   (As a rule, I hardly go anywhere.)

   chàn mày khỹ pay náy \(pōkkatĭ\)
   (I hardly go anywhere, as a rule.)

3. \(ta:m\ thammada: phò: mày dũ:m lỳ:y\)
   (Normally Father doesn't drink at all.)

   phò: mày dũ:m lỳ:y \(ta:m\ thammada:)
   (Father doesn't drink at all, normally.)

4. \(ta:m\ pōkkatĭ\) phóm chô:p f alcanç: mòntri: mà:k
   (Usually I like listening to music very much.)

   phóm chô:p f alcanç: mòntri: mà:k \(ta:m\ pōkkatĭ\)
   (I like listening to listening to music very much, usually.)
2. A Locational Adjunct \( (A_1) \) is a locational phrase occurring freely either in the initial or final position of the sentence, e.g.

1. \textit{nay khru\textoe fay saw\textfi\textoe di:\textfi}
   (In the kitchen the light's pretty bright.)

   \textit{fay saw\textfi\textoe di: nay khru\textoe}
   (The light's pretty bright in the kitchen.)

2. \textit{kh\textfi\textoe than\textoe n r\textoe t c\textoe \textoe t y\textoe \textoe ?}
   (By the roadside a lot of cars are parked.)

   \textit{r\textoe t c\textoe \textoe t y\textoe \textoe ? kh\textfi\textoe than\textoe n}
   (A lot of cars are parked by the roadside.)

3. \textit{thi b\textoe n d\textoe k y\textoe \textoe ?}
   (At home there are many children.)

   \textit{d\textoe k y\textoe \textoe ? thi b\textoe n}
   (There are many children at home.)

4. \textit{bon saph\textoe n r\textoe t t\textoe a:y b\textoe y}
   (On the bridge the car has often stopped.)

   \textit{r\textoe t t\textoe a:y b\textoe y bon saph\textoe n}
   (The car has often stopped on the bridge.)
5. nay hôc nî: fûn yî cînî (There's a lot of dust in this fûn yî cînî nay hôc nî) room.)


8. nay hôc thî phèn tha: sî: fay sawâ: di: (In the room which has just been painted the light's pretty bright.)

fay sawâ: di: nay hôc thî phèn tha: sî: (The light's pretty bright in the room which has just been painted.)

9. bon rôt-me: khan thî chân khûm wan nî: mi: tamrûet lá:y khon (On the bus which I boarded to-day there were many policemen.)

mi: tamrûet lá:y khon bon rôt-me: thî chân khûm wan nî: (There were many policemen on the bus which I boarded to-day.)
10.  thì râ:n thì phỳn̂g pêt máy bo:rika:n di: caŋ
   (At the shop which has just opened the service is jolly good.)

bo:rika:n di: caŋ thì râ:n thì phỳn̂g pêt máy
   (The service is jolly good at the shop which has just opened.)

3. A Temporal Adjunct (Aₜ) is a temporal phrase occurring freely either in the initial or final position of
the sentence, e.g.

1.  to:n châ:w rôt nê:n di: caŋ
   (In the morning the bus is very crowded.)

   rôt nê:n di: caŋ to:n châ:w
   (The bus is very crowded in the morning.)

2.  phrùn̂ ni: rôn-rôn̂ pêt lê:w
   (To-morrow the school will open.)

   rôn-rôn̂ pêt lê:w phrùn̂ ni:
   (The school will open to-morrow.)

3.  även ni: phùn̂n̂ lây khôn ca têŋga:n
   (This month a lot of my friends are getting married.)

   phùn̂n̂ lây khôn ca têŋga:n även ni:
   (A lot of my friends are getting married this month.)
4. mìe wà:n dèk lù:m sù: sòm
   (Yesterday the girl forgot to buy some oranges.)

dèk lù:m sù: sòm mìe wà:n
   (The girl forgot to buy some oranges yesterday.)

5. marù:n nǐ: chàn ca pay-há: mò:-fan
   (The day after to-morrow I'm going to see the dentist.)

chàn ca pay-há: mò:-fan marù:n nǐ:
   (I'm going to see the dentist the day after to-morrow.)

6. mìe khu:n phóm tỳ:m nà:m ròt lè:w
   (Last night I put some water in the car.)

phóm tỳ:m nà:m ròt lè:w mìe khu:n
   (I put some water in the car last night.)

As has already been said earlier on (see p. 62),
the Adjunct is more emphatic when found at the beginning of
the sentence than when found at the end of the sentence. This
applies of course to any kind of Adjunct. If, for instance,
we compare the first with the second example given in each
pair of such examples from p.63 onwards the Adjunct in the
first example carries more emphasis than that in the second
example in all cases.
As has also been mentioned (see p. 62), the Adjuncts may be associated together in a sentence. In all such cases there is more emphasis placed on the first than the second and on the second than the third, if any, respectively. We have altogether sixteen \(^1\) possible sequential arrangements, or patterns, of such constituents in a sentence or sentences. These may be conveniently described separately as follows.

Firstly, we have six possibilities of arrangement when all three Adjuncts are found at the beginning of the sentence (see patterns 1-6 below).

Secondly, we have a further six possibilities when two Adjuncts are found at the beginning of the sentence, either alone or with another Adjunct at the end of the sentence (see patterns 7-12 below).

Thirdly, we have three possibilities of arrangement when two Adjuncts are found at the end of the sentence, either by themselves or with another Adjunct at the beginning of the sentence (see patterns 13-15 below).

Lastly, we seem to have only one possible arrangement when all three Adjuncts are found at the end of the sentence (see pattern 16 below).

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\(^1\) Or twenty-five if one includes patterns 7-12 without the Adjunct at the end and patterns 13-15 without the Adjunct at the beginning.
These sixteen patterns may be formulated and
exemplified as follows:-

1. \( A_m \quad A_t \quad A_l \quad \ldots \cdot \)
2. \( A_m \quad A_l \quad A_t \quad \ldots \cdot \)
3. \( A_t \quad A_m \quad A_l \quad \ldots \cdot \)
4. \( A_t \quad A_l \quad A_m \quad \ldots \cdot \)
5. \( A_l \quad A_m \quad A_t \quad \ldots \cdot \)
6. \( A_l \quad A_t \quad A_m \quad \ldots \cdot \)
7. \( A_m \quad A_t \quad \ldots \cdot (A_l) \)
8. \( A_m \quad A_l \quad \ldots \cdot (A_t) \)
9. \( A_t \quad A_m \quad \ldots \cdot (A_l) \)
10. \( A_t \quad A_l \quad \ldots \cdot (A_m) \)
11. \( A_l \quad A_m \quad \ldots \cdot (A_t) \)
12. \( A_l \quad A_t \quad \ldots \cdot (A_m) \)
13. \( (A_m) \quad \ldots \cdot A_l \quad A_t \)
14. \( (A_t) \quad \ldots \cdot A_l \quad A_m \)
15. \( (A_l) \quad \ldots \cdot A_t \quad A_m \)
16. \( \ldots \cdot A_l \quad A_t \quad A_m \)

\[ \]

Examples:

nà:’klue to:n ní: thì bà:n mà:y mi: khray

(I imagine there's nobody at home at the moment.)

lit. it is imagined, at the moment, at home, not, have, anybody.
pōkkatiʔ pā:n nī: tā:m khāːŋ thanón rōt cō:t yēʔ lēːw

(Normally by this time there will be plenty of cars parked along the roadsides.)

lit. normally, by this time, along the roadside, car, park, plenty, already.

tā:m thammadaː tō:n kłaːywan thī rāːn nīː khon nēn māːk

(Usually people crowd into this shop during the day.)

lit. usually, during the day, at this shop, people, crowded, very.

As far as the Adjuncts are concerned it will be seen that all the sentences just cited are of the same pattern, i.e. they are all of the pattern $A_m A_t A_\parallel \ldots$, or pattern 1 above. Each sentence can be rearranged into any of the fifteen other patterns in order that the placement of emphasis will be slightly varied each time. Compare, for instance, the examples given above with the following:

nāː'klue thī bāːn tōːn nīː māy mīː khray
pōkkatiʔ tāːm khāːŋ thanón pāːn nīː rōt cōːt yēʔ lēːw

(tāːm thammadaː thī rāːn nīː tōːn kłaːywan khon nēn māːk etc., all of which are of the pattern $A_m A_\parallel A_t$, or pattern 2 above.

In both cases the emphasis is placed most on the first Adjunct (i.e. $A_m$), but while in the former examples the second Adjunct (i.e. $A_t$) is given more emphasis than the third (i.e. $A_\parallel$), in the latter examples the reverse is the case. Thus, nāː'klue
(I imagine), põkkatī (normally) and taːm thammadaː (usually) are all the most emphatic in both sets of sentences; toːn nfː (at the moment), pāːn nfː (by this time) and toːn klanjwan (during the day) are more emphatic in the first case and less emphatic in the second case than thī bāːn (at home), taːm khāːŋ thanón (along the roadside) and thī râːn nfː (at this shop), respectively.

It is to be noted that when two Adjuncts are found at the end of the sentence there seems to be some restriction in the possibilities of their arrangement, viz.,

a) A Locational Adjunct (A₁) may precede a Temporal Adjunct (A₄) or a Modal Adjunct (Aₘ) - see patterns 13 and 14 above, but it does not seem to follow any of these. That is to say, in the usage of the author and such friends she has consulted the patterns ...... A₄ A₁ or ...... Aₘ A₁ do not occur.

b) A Temporal Adjunct (A₄), on the other hand, may precede a Modal Adjunct (Aₘ) - see pattern 15 above, but it does not seem to follow it. That is to say, in the usage of the author and such friends she has consulted the pattern ...... Aₘ A₄ does not occur.

To put it in a different way, where there are two Adjuncts at the end of the sentence it may be said that the Locational Adjunct (A₁), if any, will occur immediately after the Primary constituents; whereas the Modal Adjunct (Aₘ), if any, will take the final position of the sentence.
CHAPTER III

PHRASE TYPES AND PHRASE CONSTITUENTS

A word or a word and its expansion which may function as a sentence constituent will be referred to as a "phrase".

Phrase Types

Phrases are of five types. They may be described as follows:

1. Noun Phrase  A noun, a pronoun, a noun and its expansion or a pronoun and its expansion which may function as one of the four nominal sentence constituents (namely, the Subject (S), the Object (O), the Indirect Object (I) and the Nomen (N)) will be referred to as a "noun phrase". Examples of a noun phrase consisting of a noun and its expansion, and of a pronoun and its expansion are given below. In these examples the nouns or pronouns are underlined, the expansions are left unmarked.

a) a noun and its expansion

pök nānšū: (the cover of the book)
túe nî: (this ticket)
thā:t bay nān (that tray)
kāw?î: tue tīe (the low chair)

1 See pp. 161-2.
nok sam tuo nan  (the three birds over there)
som thi pok le:w  (the oranges which have been peeled)
khon suenma:k  (most people)
khon thi ni:  (things here)
kapkhaw wan ni:  (to-day's food)

b) a pronoun and its expansion

khun ni:  (this person) lit. you, this.
khun so:ŋ khon  (you two)
thy: khon diew  (you only)
khun sam khon nan  (those three persons) lit. you, three, a classifier, those.

2. Verb Phrase A verb\(^1\) or a verb and its expansion which may function as one of the three verbal sentence constituents or Verba (namely, the Intransitive Verbum (\(V_1\)), the Transitive Verbum (\(V_t\)) and the Double Transitive Verbum (\(V_{tt}\)) will be referred to as a "verb phrase". Examples of a verb phrase consisting of a verb and its expansion are given below, with the verbs being underlined and the expansions left unmarked.

\(^1\) See pp. 161-8.
khá:y di:  (sell well)
sük lê:w  (is cooked now)
kamlaŋ di:  (is just right)
yañ mày phrôm  (is not ready yet)
cuen mù:t lê:w  (is nearly dark)
khem caŋ  (is very salty)
nàŋ bon tieŋ  (sit on the bed)
ca kláp phrùŋ ní: lê:w  (am going back to-morrow)
khuen ca trụst du:-sìe kǒ:n  (should have been checked first)

3. Modal Phrase  A mode-word\(^1\) or a mode-word and the preceding preposition "ta:m"\(^2\) which may function as an Adjunct will be referred to as a "modal phrase". Examples:

a) a mode-word
nà:"klue  (I'm afraid, I suppose or unfortunately)
pökkatí?  (usually or as a rule)
thammada:  (normally)

b) a mode-word and the preceding preposition "ta:m"
ta:m pökkatí?  (as a rule)
ta:m thammada:  (normally)

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1  See pp. 206-7.
2  See p. 213.
4. **Locational Phrase** A noun phrase preceded by one, two or three prepositions\(^1\), or, only a sequence of two prepositions which may function as an Adjunct will be referred to as a "locational phrase". In the following examples all the prepositions are underlined.

- bon taw  
- khá:n thanón  
- thì bà:n  
- thì nàn  
- ta:m râ:n yây  
- nay rôt khan nǐ:  
- thì tà:y kraday  
- tron nà: praysani:  
- thì bon lăn tù: bay lêk  
- khá:n nà:  
- khá:n nay  

(on the stove)  
(by the roadside)  
(at home)  
(there) lit. at, there.  
(in the big stores)  
(in this car)  
(under the stairs)  
(at the front of the post office)  
(on top of the small cupboard)  
(in front)  
(inside)  

5. **Temporal Phrase** A time-word\(^2\) and its expansion which may function as an Adjunct will be referred to as a "temporal phrase". In the following examples all the time-words are underlined.

- wan nǐ:  
- ñuen nǐ:  
- ?aṭhît dîsw  
- ?y:i k pi: nüm  
- müe chá:w  

(to-day)  
(this month)  
(only a week)  
(another year)  
(this morning)

\(^1\) See pp. 212-3.  
\(^2\) See pp. 201-5.
to:n bă:y (in the afternoon)
mię to:n klaŋwan nǐ: (at about midday to-day)
mię dwe: thì lē:w (last month)

Downgraded Phrase

A modal phrase, a locational phrase or a temporal phrase will be referred to as a "downgraded phrase" when functioning within a noun or a verb phrase itself. Examples:

a) within a noun phrase
khā:w ta:m pōkkatī? (usually the rice)
phōnlamā:y ta:m thammā:dā: (normally fruit)
khō:ŋ thì bā:n (things at home)
?akā:t khā:ŋ nō:k (the weather outside)
khā:w wan nǐ: (to-day's news)
dě:t to:n chā:w (morning sunshine)

b) within a verb phrase
kho:y nay hōŋ kō:n (wait in the room for a while)
khu:y ma: thì nī: lē:w (have already been here)
tā:n tē: chā:w (get up early in the morning)
?ō:k-pay tānā:t chien lē:w (has gone out since midday)

Phrase Constituents

The units of structure which occupy places in a phrase will be referred to as "phrase constituents".

1 For the use of the term "downgrading" see pp. 16 ff.
Noun Phrases

Five constituents are postulated for noun phrases. They are called Head (H), Intransitive Modifier (M₁), Adjunctive Modifier (Mₐ), Quantifier (Q) and Determinative (D). Since these elements function as constituents of a noun phrase they will be referred to as noun phrase constituents.

Noun Phrase Constituents

I. The Head (H) consists of one of the following:
   a) a simple noun
   b) a pronoun
   c) a compound noun
   d) a sequence of two nouns either with or without a nominal linker.
      e) a sequence of two pronouns or a noun and a pronoun, with a nominal linker.
      f) a sequence of three nouns with two linkers in between, or a sequence of two nouns and a pronoun with two linkers in between.

These are exemplified as follows¹:

   a) a Head consisting of a simple noun², e.g.

   cho:n          (spoon)
   kradȧ:t      (paper)
   sathá:ni:    (station)

¹ All the Heads are underlined.
² See pp. 161, 222-3.
mì:t nì:  (this knife)
ba:n nän  (that house)
khǎy bay nǐ:  (this egg)
nök hà: tue  (five birds)
kapáw sá:m bay nĩ:  (these three suitcases)
nāngsú: lèm ná:  (the thick book)
nalika: rwen lēk  (the small clock)

b) a Head consisting of a pronoun¹, e.g.

chà:n         (I)
phóm         (I)
khun         (you)
nì:          (here)
này          (where)
khray        (who)
khun nän     (that person) lit. Mr., Mrs. or Miss, that.
raw só:n khon  (we two)
thvé: khon diéw (just you)
khun só:n khon nán  (those two persons)

c) a Head consisting of a compound noun², e.g.

lǒ:t-fay   (bulb)
chô:n-ŋxn (silver spoon)
sabũ:-lâk  (Lux soap)
khon-thay  (Thai people)

¹ See pp. 169-71.
² See pp. 222-6.
d) a Head consisting of a sequence of two nouns\(^1\), either with or without a nominal linker\(^2\), viz.,

Examples of a Head consisting of a sequence of two nouns without any linker:

<table>
<thead>
<tr>
<th>Vietnamese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>bà:n phùen</td>
<td>(a friend's house)</td>
</tr>
<tr>
<td>kunce: tù: bay yěy</td>
<td>(the key of the big cupboard)</td>
</tr>
<tr>
<td>nalika: bà:n nân</td>
<td>(the clock in that house)</td>
</tr>
<tr>
<td>khá: tői tue nť:</td>
<td>(the legs of this table)</td>
</tr>
<tr>
<td>ta: tůkkata: tue to: nàn</td>
<td>(that big doll's eyes)</td>
</tr>
<tr>
<td>hà:n kard:k só:y tue năn</td>
<td>(those two squirrels' tails)</td>
</tr>
<tr>
<td>kapáw súe tue nť:</td>
<td>(the pockets of this jacket)</td>
</tr>
<tr>
<td>dà:m mít-phęp lêm diw</td>
<td>(the handle of one folding knife)</td>
</tr>
</tbody>
</table>

---

1 See pp. 222-3.  
2 See p. 214.
Examples of a Head consisting of a sequence of two nouns with a nominal linker which is double-underlined:

khây ka nom
chọn ka sôm phuèk nf:
mũek kãp rãm
phô: kãp mè:
khanóm khôn dék
nânsú: khôn phuên khon nung
rót-fay ka rót-me:
phà-chêt-nà: rû phà-chêt-tue
phât-lom khôn phuên
kapâw khôn khon-súen
sùe khôn mè: tue mây
pre:n-sí: fan khôn phô: ən nân

(eggs and milk)
(these spoons and forks)
(a hat and an umbrella)
(father and mother)
(the girl's pudding)
(a friend's books)
(train and bus)
(a handkerchief or a towel)
(a friend's electric fan)
(the gardener's suitcase)
(Mother's new blouse)
(that tooth-brush of Father's)

e) a Head consisting of two pronouns or a noun and a pronoun, with a nominal linker which is double-underlined, viz.,

Examples of a Head consisting of a sequence of two pronouns with a nominal linker:

thv: ka chån
na:y ka raw
lût: ka ənə
khun kãp phóm
thân kãp phóm
khun kãp chån

(you and I) or (you and me)
khun rû phûm  (you or I) or (you or me)
chân rû thy:  (me or you)

Examples of a Head consisting of a noun and a pronoun
with a nominal linker:

nît ka thy:  (Nit and you)
kùn ka chân  (prawns and I)
dontrî: ka raw  (music and I)
warzun kâp khun  (Warun and you)
prawât kâp thàn  (Prawat and you)
thy: ka nît  (you and Nit)
khun kâp wârûn  (you and Warun)
sùe khôn chân tue mày  (the new blouse of mine)
ratthin khôn râu chût nî:  (this present Government of ours)
nàn sûi- phîm khôn khun chabáp râw   (a newspaper of yours)

f) a Head consisting of three nouns with two
linkers in between, or a sequence of two nouns and a pronoun
with two linkers in between, viz.,

Examples of a Head consisting of three nouns with two
linkers in between

sùe ka kanke:n khôn dêk  (children's shirts and shorts)
thún-thâ:w rû rôn-thâ:w khôn phô:  (Father's socks or shoes)
Examples of a Head consisting of a sequence of two nouns and a pronoun with two linkers in between

 pákkaː kà dìnːsòː khôn thyː (a pen and pencil of yours)
 samūt rû nànsúː khôn khun (a notebook or a book of yours)
 caːn kàp kêːw-nâːm khôn raw (plates and glasses of ours)
II. The Intransitive Modifier ($M_1$) consists of any intransitive adjectival verb ($v_{ia}$) alone or with a preceding classifier ($c$), giving us the formulae $v_{ia}$ and $c v_{ia}$, e.g.

a) $v_{ia}$

mi:t yǎy
chō:n lēk
tūk sūːŋ
rōm khíew
khon tìe
phóm yaːw
phàː baːŋ
ka'proːŋ sān
takiŋ kǎw
cāk-yēp-phàː mǎy

(a big knife)
(a small spoon)
(a tall building)
(a green umbrella)
(a short man)
(long hair)
(thin cloth)
(a short skirt)
(an old lamp)
(a new sewing machine)

b) $c v_{ia}$

mi:t lèm yǎy
chō:n khan lēk
tūk lāŋ sūːŋ
rōm khan khíew
phàː chin baːŋ
ka'proːŋ tūe sān

(the big knife)
(the small spoon)
(the tall building)
(the green umbrella)
(the thin piece of cloth)
(the short skirt)

* See p. 168.
III. The Adjunctive Modifier $M_a$ consists of a mode-word or any of the three types of downgraded phrase, namely a downgraded modal (m), locational (l) or temporal (t) phrase; or two, and sometimes three of these in sequence, giving us further seven possibilities for the combination of such phrases which may be formulated as l m, l t, m t, m l, t m, l t m and l m t. All the mode-words and the downgraded phrases illustrated below are underlined, viz.,

Examples of an Adjunctive Modifier consisting of a mode-word:

nângṣu: sëɛnmâ:k (most books)
khon phuék ni: do:ymâ:k (most of these people)
ʔakā:t do:ythùèthùepay (the weather in general)

ròt khàn lèk nà:'klue sìe ʔí:k lè:w
(The small car, unfortunately, has gone out of order again.)

túe nì: thiciŋ yaŋ mày khuen sù:
(This ticket, in fact, shouldn't have been bought just yet.)

phùcha:y-thay pòkkatí? mày chò:p khò:ŋ-wá:n
(Siamese men don't usually like desserts.)

hòŋ yáŋ nì: thammâda: phò: chây
(This big room is normally used by Father.)

1 See pp. 206-7.
2 See p. 76.
Examples of an Adjunctive Modifier consisting of a downgraded phrase:-

a) a downgraded modal phrase

khà:w ta:m pokkä? tòn lâ:ŋ-sê kɔ:n
(The rice must usually be washed first.)*

sûe têw nî: ta:m pokkä? khâp mà:k
(This blouse is usually very tight.)*

phŏnmâm:y ta:m thammâ:dâ: mi: yê?
(Fruit is normally plentiful.)

na:lika:-phôm ta:m thammâ:dâ: troŋ wêlâ: di:
(My watch normally keeps the right time.)

b) a downgraded locational phrase

nâŋsû: thî höŋ-samût (the books in the Library)

nalika: rwen yây nay höŋ-thô:n (the big clock in the hall)

ºakâ:t khâ:ŋ nô:k (the weather outside)

rôt thî troŋ nà: sathâ:nî: (the cars in front of the station)

* This is one of the cases where the English translation tends to be misleading. From the Thai point of view the modal phrase "ta:m pokkä?" (usually) is regarded here as part of the noun phrase, and not as part of the verb phrase as the English translation might suggest. It is less emphatic in this position than when functioning as an Adjunct at the beginning of the sentence. Contrast, for instance, the above sentence with such a sentence as -

  ta:m pokkä? sûe têw nî: khâp mà:k

(Usually, this blouse is very tight.)
(Roses are plentiful in London.)

c) a downgraded temporal phrase

9akā:t tō:n châ:w (the morning weather)
khâ:w mûe wâ:nsû:n (the day before yesterday's news)
kâpkhâ:w wan nî: (to-day's food)
ba:n nân khw:n nî: ñlep caŋ (That house is quiet to-night.)*
nalika: rwên yâ:y mûe wâ:ŋ yâŋ di: yû: (The big clock was all right yesterday.)*
rô:t khân nà: mûe châ:w chăn hên cō:t yû: thî ron-rîen (I saw the car in front parking at school this morning.)*

Examples of an Adjunctive Modifier consisting of a sequence of two downgraded phrases:

a) 1 m
khô:ŋ thî nî:1nà:'klu:2 phē:ŋ mà:k (Things here1, unfortunately2, are expensive.)**

* The English translation is misleading here from the grammatical point of view. Cp. with the footnote, p. 85.

** Compare this and the following examples in this section with, again, the footnote on p. 85.
(The air outside the town is usually pretty fresh.)

(The clock in the hall, as a matter of fact, never used to stop.)

(Most hotels in the big town are good.)

(Usually, the small door at the front of the house is always open.)

(The food here to-day is jolly good.)

(Probably there are a lot of roses in England at this time.)

(There were many eggs in the fridge this morning.)

(I wound up the big clock in the hall yesterday.)

* See the first footnote on p. 86.
khọ:ŋ di: ta:m râ:n yây1pă:n nî:2 khoŋ mût lê:w
(All the good things in the big stores¹ are probably gone
by now².)

c) m t**
bây-mâ:y thammada:1pă:n nî:2 lûnə mût lê:w
(Usually¹ by this time² the leaves have all turned yellow.)

rôt-me: pŏkkatî¹to:n nî:2 mây nên
(Buses are not normally¹ crowded at this time².)

kăpkhâ:w thîcîn¹yen nî:2 mây tôn tham
(Actually¹, this evening² the food need not be prepared.)

hhỏ nî: sűenmâ:k¹to:n châ:w² rô:n
(On the whole¹ this room's hot in the morning².)

d) m l***
râm-kafe: thîcîn¹ thêw nî:2 hâ: yà:k
(Actually¹, around here² coffee bars are hard to find.)

ťay-fâ: pŏkkatî¹ thî ʔankrît² chây talô:t wêla:
(Normally¹ in England² electricity is used all the time.)

* See the first footnote, p. 86.
** All the examples in this section refer back to the foot-
notes, pp. 85, 86.
*** All the examples in this section refer back to the foot-
note, p. 85.
kây tue mn̄ŋ thammada:⁰ thî bà:n² thə:n mâ: diev
(A chicken's usually¹ enough for just one meal at home².)

khà:w-níew nà:'klue¹ thî râ:n ní:² mây mì:
(I'm afraid¹ there's no glutinous rice in this shop².)

e) t m**
bay-mâ:y pă:n ní:¹ thammada:² luœŋ mût lê:w
(Usually² by this time¹ the leaves have all turned yellow.)

rôt-me: to:n ní:¹ pökkañ² mây nên
(Buses are not crowded at this time¹, normally².)

kâphâ:w yen ní:¹ thîcìn² mây tôn tham
(Actually² this evening¹ the food need not be prepared.)

hông nî: to:n châ:w¹ sênmâ:k² rông
(On the whole² this room's hot in the morning¹.)

Examples of an Adjunctive Modifier consisting of three
downgraded phrases in sequence

f) l t m
kâphâ:w thî râ:n ní:¹ wăn ní:² thîcìn³ mây di: lû:y
(Actually³ the food at this restaurant¹ is not at all good
to-day².)

** All the examples in this and the following sections refer
back to the Footnotes, pp. 85, 86.
Most trees in cold countries are producing young leaves at this time.

Cars around the house are not jammed at this time, normally.

(All the good things in the big stores will have gone by now. I'm afraid.)

Usually the small door at the front of the house is always open during the daytime.
IV. The Quantifier (Q) consists of certain arrangements of the cardinal numerals (\(n_u_c\)), ordinal numerals (\(n_u_o\)), classifiers (c), pre-numerals (pre-nu) and post-numerals (post-nu). The patterns of the combination of these may be conveniently classified as simple and composite. The simple patterns are those which cannot be divided into two patterns for the Quantifier whereas the composite patterns are made up of two simple patterns. It has been observed that there are altogether twenty patterns for the Quantifier: twelve simple patterns and eight composite, viz.,

A. Simple Patterns comprise the following:

1. c  
2. \(n_u_c\) c  
3. c \(n_u_o\)  
4. \(n_u_c\) c \(n_u_o\)  
5. pre-nu c  
6. pre-nu \(n_u_c\) c  
7. pre-nu c \(n_u_o\)  
8. \(n_u_c\) c post-nu  
9. c \(n_u_o\) post-nu  
10. \(n_u_c\) c \(n_u_o\) post-nu  
11. pre-nu \(n_u_c\) c post-nu  
12. pre-nu c \(n_u_o\) post-nu

\(^1\) See pp. 190-5.
For the sake of convenience the numbering of the composite patterns, which follow immediately, will be continued consecutively from the above.

B. Composite Patterns comprise the following:

13. c nu₀ nu₂ c (patterns 3 and 2)
14. c nu₀ pre-nu nu₂ c (patterns 3 and 6)
15. c nu₀ nu₂ c post-nu (patterns 3 and 8)
16. c nu₀ pre-nu nu₂ c post-nu (patterns 3 and 11)
17. c nu₀ pre-nu c nu₀ (patterns 3 and 7)
18. c nu₀ pre-nu c nu₀ post-nu (patterns 3 and 12)
19. nu₂ c nu₀ pre-nu c nu₀ (patterns 4 and 7)
20. nu₂ c nu₀ pre-nu c nu₀ post-nu (patterns 4 and 12)

It will be seen that, except for patterns 1 and 5, a Quantifier always includes a numeral and a classifier.

Each pattern is exemplified separately as follows:*

A. Simple Patterns

1. c, e.g.

chê:n ?an (a spoon)
mó:n bay (a pillow)
nâŋsuː lem (a book)
dinsó: thêŋ (a pencil)
kâwɔ:i: tue (a chair)
nâ:m kè:w (a glass of water)
kradâːt phên (a piece of paper)
soːde: khujet (a bottle of soda water)

* All the Quantifiers are underlined.
2. nuc c, e.g.

mà: sō:ŋ tue (two horses)
khon là:y khon (many people)
khǎy kǐ: bay (how many eggs)
sòm thûk bay (each orange)
phát-lom bā:n ʔan (some electric fans)
witthayūʔ sǐ: khrùen (four radio sets)
phà-chêt-nà: hà: lô: (five dozen handkerchiefs)
mû: sō:ŋ kîlo: (two kilos of pork)
ηyn hà:-rö:y pə:n (five hundred pounds of money)
satem vǐ:sǐp dùen (twenty stamps)
wě:n sā:m-sǐp-ʔêt wŏn (thirty-one rings)
nôpprama:n kā:w-sǐp-sō:n-lā:n-sā:m-sê:n-sǐ:-mû:n-hà:-phan (the budget amounts to 92,345,677 ticals)

3. c nuc , e.g.

sè: tue num (a blouse)
tù: bay dìew (a single cupboard)
mûŋ là:n num (a mosquito-net)
bā:n là:n rè:k (the first house)
dĕk khon thîsá:m (the third child)
rôt khan sùṭthâ:y (the last bus)
rôt khan nā: (the front car)
rôt khan lān (the back car)
nâŋ{sú: lèm thîcĕt (the seventh book)
thîl-nâŋ thëw thîsǐp-ʔêt (a seat in the eleventh row)
4. nuכ c nuכ , e.g.

rọt sọ:η khan nà: (the two front cars)
họn sà:m họn lán (the three back rooms)
khex k sọ:η chính sútthâ:y (the last two pieces of cake)
nânsú: hà: lèm rè:k (the first five books)
côtmá:y họk chabâp lán (the last six letters)
rù:p-thâ:y sà:m chût rè:k (the first three sets of photographs)
nânsú: -phim sọ:η-sà:m chabâp nà: (the next few issues of newspapers)
phà: -pu: -tọ sọ:η phùn lán (the next two table-cloths)

5. pre-nu c , e.g.

dék sàk khon (a boy)
cà:n ṭì:k bay (another plate)
mùa tạŋ kilo: (about a kilo of beef)
nà:m kúdo thàn (nearly a bucket of water)
pla: thàn tue (the whole fish)
mì:t ṭì:kṣàk lèm (another knife)
khà:w ṭì:k tàŋ mà: (another pot of rice)
tèmpo: tàŋkúdo lù:k (nearly a whole melon)

6. pre-nu nuכ c , e.g.

dék thàn hà: khon (all the five boys)
roŋ-thâ:w thàn sà:m khù: (all the three pairs of shoes)
cà:n ṭì:k họk bay (six more plates)
kè:w ǒ:y:k só:n ló: (two more dozen glasses)
rot tàn sỉi: khan (four cars)
phả:-chét-tue tàn lâ:y phụ:n (so many towels)
khẩy sák sỉp bay (ten eggs)
nom-khôn ra:w hà: ló: (about five dozen tins of condensed milk)
nủe kṳep só:n kilo: (nearly two kilos of beef)
kafs: ǒ:y:ksák sá:m kapọŋ (another three tins of coffee)

7. pre-nu c nuọ , e.g.
burĩ: ǒ:y:k muen diem (one more cigarette)
mây-khĩt kṳep klọŋ nuń (nearly a box of matches)
thienkhẩy ǒ:y:k lêm diem (one more candle)
kulā:p ǒ:y:k dẽ:k nuń (another rose)
khrückęż-phim sák khrückęż nuń (a typewriter)
ná:tả:ŋ ǒ:y:k ba:n nuń (another window)
dinsọ: tàn thèrent nuń (a pencil)
nảm-ta:n sák chọ:n diw (about a spoonful of sugar)
mũek ǒ:y:ksák bay nuń (just one more hat)
kãy ǒ:y:ksák tue diw (just another chicken)

8. nuọ c post-nu , e.g.
phả: sá:m lâ: kwà: (over three yards of material)
kathã? só:n bay thàwnán (only two frying pans)
nảm-ta:n sỉp kilo: kwà: (over ten kilos of sugar)
ην sā:m-rō:y pò:n sē:t (a little over three hundred pounds of money)
nâm-söm sī: chō:n kwā: (over four spoonfuls of vinegar)
cha:-yen hà: kè:w thàwnân (just five glasses of iced-tea)
thā:n só:η-sā:m kò:n thàwnân (just a few lumps of charcoal)

9. nœ nu c post-nu¹, e.g.
 rōt khan diewart thàwnân (just one car)
 kapáw bay nœ thàwnân (just a suitcase)
 lù:k khon diewart thàwnân (just one child)
 phùen khon nœ thàwnân (just a friend)
 bà:n lân rè:k thàwnân (just the first house)
 lù:k khon thīsā:m thàwnân (just the third child)
pākka: dà:m thīsō:η thàwnân (just the second pen)

10. nœ c nœ post-nu¹, e.g.
 hōn sā:m hōn lân thàwnân (just the three back rooms)
 lù:k sō:η khon rè:k thàwnân (just the first two children)
 nūe só:η-sā:m chīn sūtthā:y thàwnân (just the last few pieces of meat)
 thūn-thâ:w hōk khu: rè:k thàwnân (just the first six pairs of socks)

1 It is to be noted here that "thàwnân" is the only post-numeral which has been observed to occur in this pattern.
náŋsmː-`phim sː chabːp nː tàwːnː n
(just the next four issues of the newspaper)

11. pre-nu nu c post-nu , e.g.
phàː sːk hː mét kwːː (over five metres of material)
khɜː yʔːktɒn sːm lː kwːː (over three dozen eggs more)
kraːtsː sːk sːn phɛn tàwːnː n
(just two pieces of paper)

lɔw yʔːksːk sːn kʰɿet kwɛːkwːː
d(a little over two bottles of spirits)

khɛm-kлат yʔːk sːn-sːm tːw tàwːnː n
(just a few more safety-pins)

12. pre-nu c nu c post-nu₁, e.g.
rɔt sːk kʰan nːm tàwːnː n (just one car)
nːm yʔːk kɛːw dːw tàwːnː n (just another glass of water)
cɔtmaːjp yʔːk chabːp nːm tàwːnː n (just another letter)
thuː sːk kɐmːnuː nːm tàwːnː n (just a handful of peanuts)
mlːt sːk lː nːm tàwːnː n (just a dozen knives)

1 See footnote on p. 96.
B. Composite Patterns

13. c mu_o nu_c c, e.g.
rot-fay thiew suttath:ya s:η thiew
(the last two trains)

nâŋsú:-phim chabāp nâ: sá:m chabāp
(three copies of the next issue of the newspaper)

khó:η rûn rekrē:k s:η-s:á:m rûn
(the first two or three batches of goods)

phà: rûn lânlâŋ sǐ:-hâ: rûn
(the last four or five consignments of material)

14. c mu_o pre-nu nu_c c, e.g.
rot-fay thiew lân ?i:k s:ô:n thiew
(the two next trains coming)

nâŋsú:-phim chabāp nâ: sâk sá:m chabāp
(about three copies of the next issue of the newspaper)

khó:η rûn rekrē:k sâk s:ô:n rûn
(about two of the first batches of goods)

phà: rûn lânlâŋ sâk kî: rûn
(how many of the last consignments of material)
15. c nu₀ c post-nu¹, e.g.
rot-fay thiew sūtthâ:y só:n thiew thàwnân
(only the last two trains)
nângwú:-phim chabăp nà: sâk sá:m chabăp thàwnân
(just three copies of the next issue of the newspaper)

16. c nu₀ pre-nu nu₀ c post-nu¹, e.g.
rot-fay thiew làŋ ʔį:k só:n thiew thàwnân
(just the two next trains coming)
khô:ŋ rûn rëkrê:k sâk sá:m rûn thàwnân
(just the first three batches of goods)

17. c nu₀ pre-nu c nu₀, e.g.
rot khan nà: ʔį:k khan num
(another of the front coaches)
thî-nàŋ thîw làŋ sâk thîw num
thî-nàŋ thîw làŋ sâk thîw num
(one of the back rows of seats)
phây bay sūtthâ:y ʔį:k bay dièw
(just one more card i.e. the last one)

bà:n làŋ thîsô:ŋ ʔį:ksâk làŋ dièw
(just one more house i.e. the second one)

1 See footnote on p. 96.
18. c nu₀ pre-nu c nu₀ post-nu¹, e.g.

rōt khan nà: ʔyːk khan nuŋ thàwnàn
(only one more of the front coaches)

thî-nâŋ théw lâŋ sâk théw nuŋ thàwnàn
(only one of the back rows of seats)

dĕk phûek lâŋ ʔyːksâk phûek diw thàwnàn
(just one more group of children i.e. the next group)

kâwʔi: chût lâŋ ʔyːk chût nuŋ thàwnàn
(just one more set of chairs i.e. the next set)

19. nu₁ c nu₀ pre-nu c nu₀ , e.g.

rōt sóŋ khan nà: ʔyːk phûek nuŋ
(one more set of two of the cars in front)

bĕːp-süe sâːm bĕːp lâŋ ʔyːk phûek diw
(one more set of three of the latest dress-patterns)

20. nu₁ c nu₀ pre-nu c nu₀ post-nu¹, e.g.

rōt sóŋ khan nà: ʔyːk phûek nuŋ thàwnàn
(only one more set of two of the cars in front)

bĕːp-süe sâːm bĕːp lâŋ ʔyːk phûek diw thàwnàn
(only one more set of three of the latest dress-patterns)

¹ See footnote on p. 96.
V. The Determinative (D) consists of any of the falling-tone determinative \( d_f \) such as \( nî: \) (this), alone, or any of the high-tone determinative \( d_h \) such as \( nî: \) (this) with a preceding classifier \( c \) \(^2\), giving us the formulae \( d_f \) and \( c \ d_h \). It may also consist of a "downgraded sentence" \(^3\) preceded by a relative linker, alone, or with a preceding classifier \( c \). Examples:

\[ a) \ d_f \]

\[
\begin{align*}
ml:\ t \ nî: & \quad (\text{this knife}) \\
rù:p \ nî: & \quad (\text{this photograph}) \\
kăpkhâ:w \ nî: & \quad (\text{this food}) \\
tôn-mâ:y \ nàn & \quad (\text{that tree}) \\
phâ-chêt-nà: \ nàn & \quad (\text{that handkerchief}) \\
sârkâsi: \ nàn & \quad (\text{that zinc}) \\
rô:t \ nô:n & \quad (\text{the car over there}) \\
sâw-tho:ralè:k \ nô:n & \quad (\text{the telegraph pole over there})
\end{align*}
\]

\[ b) \ c \ d_h \]

\[
\begin{align*}
ml:\ t \ lêm \ nî: & \quad (\text{this particular knife}) \\
rù:p \ bay \ nî: & \quad (\text{this particular photograph}) \\
kăpkhâ:w \ phûsk \ nân & \quad (\text{that sort of food}) \\
tôn-mâ:y \ tô:n \ nàn & \quad (\text{that particular tree}) \\
phâ-chêt-nà: \ phû:n \ nô:n & \quad (\text{the handkerchief over there})
\end{align*}
\]

\[^1\text{See pp. 197-8.}\]
\[^2\text{See p. 189.}\]
\[^3\text{See pp. 16 ff.}\]
sāṅkasi: phĕn nō:n (that piece of zinc over there)
rōt khan nāy (which car)
sāw-tho:ralē:k tōn nāy (which telegraph pole)

c) a downgraded sentence preceded by a relative linker

kulā:p thiru yan tu:m yū: máy khuon dēt
(The roses which are still in bud should not be picked.)
dēk thir kamlān lēn yū: nā: bà:n nā:râk cān
(The girl who's playing in front of the house is very lovely.)

ňā:n cōtmá:y thir phĕn mā-thūn lē:w rū
(Have you read the letter that has just arrived?)

thir: rū: rūēŋ suŋ kamlān pen kâ:w yū: máy
(Do you know the affair which is in the news?)

yā: lō:m rōt nā:m kulā:p thir khāw pū:k mhē wa:n nā
(Don't forget to water the rosetrees they planted yesterday, will you?)

ď) a downgraded sentence preceded by a relative linker with a preceding classifier

kulā:p dē:k thir yan tu:m yū: máy khuon dēt
(Those roses which are still in bud should not be picked.)
dēk khon thir kamlān lēn yū: nā: bà:n nā:râk nā
(The particular girl who's playing in front of the house
is very lovely, isn't she?)
Have you read the letter that has just arrived?

Don't forget to water the rosetrees they planted yesterday, will you?

Nit would like to sell the car which hit a man the other day.

It is to be pointed out that while a downgraded sentence functioning as a sentence constituent (see p. 17) is downgraded either from an initiating or non-initiating sentence, a downgraded sentence functioning as a phrase constituent (i.e. as a Determinative) or simply as an element in a phrase constituent when preceded by a classifier (see p. 102) is always downgraded from a non-initiating sentence only. Compare, for instance, the simple 'initiating' sentence

külä:p yan tu:m yu:
(The roses are still in bud.)

with the complex sentence

külä:p thi yan tu:m yu: may khuon det
(The roses which are still in bud should not be picked.)

In the complex sentence the simple sentence has been downgraded to the status of a Subject (i.e. a sentence constituent)
by the addition of "thì" within the noun phrase that constitutes the Subject, whereas the sequence "yaŋ tu:m yū:"
1 is itself a sentence of a 'non-initiating' type, which is here downgraded to the status of a Determinative (i.e. a phrase constituent).

An example of a sentence constituent which is downgraded from a 'non-initiating' sentence type is seen in such a complex sentence as

**yǎ: lu:m rōt nā:m kulǎ:p thì khâw plǔ:k mūe wa:n nā**

(Don't forget to water the rosetrees they planted yesterday, will you?)

The simple sentence

**kulǎ:p khâw plǔ:k mūe wa:n**

(The rosetrees they planted yesterday.)

is in itself a 'non-initiating' sentence, 2 being downgraded to the status of an Indirect Object (i.e. a sentence constituent). (The sequence "khâw plǔ:k mūe wa:n" in the complex sentence above is another example of a non-initiating sentence which is downgraded to the status of a Determinative (i.e. a phrase constituent).)

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1 For the kind of context in which this kind of sentence may appear see p. 285.

2 This might occur in conversation after such a sentence as

**klâsômâ:y chān plǔ:k wan nǐ:**

(The orchids I planted to-day.)
The Structure of a Noun Phrase

Having described in detail all the phrase constituents of which a noun phrase may be made up, we can now turn to examine the structure of the whole phrase itself.

As has already been mentioned earlier on, there are five postulated constituents for a noun phrase, namely the Head (H), the Intransitive Modifier (M₁), the Adjunctive Modifier (Mₐ), the Quantifier (Q) and the Determinative (D).

A noun phrase in initiating sentences necessarily always includes a Head (H), which may be the only constituent of the phrase, or which may be found with other constituents. When associated with other constituents it always occupies the first position of the noun phrase. The remaining constituents occur after the Head, either singly or in conjunction with one another.

In dealing with the possible noun phrase structures it has been found convenient to examine, in the first instance, the constituents other than the Adjunctive Modifier (Mₐ). The possible arrangements of these four constituents in a noun phrase may be formulated into twelve patterns of structure as follows: -
1. H
2. H M₁
3. H Q
4. H D
5. H M₁Q
6. H Q M₁
7. H M₁D
8. H Q D
9. H D Q
10. H M₁Q D
11. H M₁D Q
12. H Q M₁D

Each pattern is exemplified separately as follows:

1. H

khà:w (rice)
nàŋsúː (a book)
raw (we, us)
?aray (anything, what)
nalikaː-phasis (an alarm-clock)
túkkataː-shipun (a Japanese doll)
rôt-chän (my car)
bàːn phuːən (a friend's house)
nít ka dĕk (Nir and a girl)
pratuː kàp nàːtaːŋ (doors and windows)
mǚek kʰón nîran (Niran's hat)
2. H M 1

kathâ?/yây*
roť-fay/lêk
wîtthayâ?/didi:
khôn-khâp-roť/khon käw
khêm nalika:/ruen cîw
phât-lom khoŋ phâmên/?an mây
röm khoŋ khun/khan khïew

(a big frying pan)
(a miniature train)
(a fairly good radio set)
(the old driver)
(the hands of the tiny watch)
(a friend's new electric fan)
(the green umbrella of yours)

3. H Q

kuncâ:/dɔ:k nuŋ
kè:w/bay rè:k
sêm/sá:m bay
côtma:y/si: chabâp láŋ
thúŋ-thâ:w/hà: khù: thàwnân
khêm-klât/?â:k tue diew
thî-nâŋ/théw nà: sâk só:n théw

(a key)
(the first glass)
(three oranges)
(the last four letters)
(just five pairs of socks)
(one more safety pin)
(two rows of the front seats)

4. H D

câ:n/nî:
mâ:y-banthât/nàn
kapâw-satâŋ/bay nû:n

(this plate)
(that ruler)
(the purse over there)

* In the following examples the divisions of the constituents of a noun phrase in Thai are conveniently marked by the use of a stroke or strokes, as the case may be.
5. H MìQ

khém/yāy/lèm mn̂j
khon/phó:m/só:ŋ khon
rōm/dē:ŋ/khan diēw thàmnān
kradā:t/banba:ŋ/sám phēn
bà:n/làŋ lēk/ŋ:ŋ kàŋ diēw
tcówmo:/lù:k nàknàk/sák só:ŋ lù:k
khāy-pēt/lù:k toto:/sīp lù:k
phà:-pu:-tōŋ/phu:n ya:w/phu:n diēw

6. H.Q Mì

nāe/só:ŋ chīn/yāy
kradā:t/sâm phēn/banba:ŋ
ânghūn/sǐ: chō:/bīrī:
nām-hō:m/hà: khūet/léklēk
kē:ŋ-kāy/só:ŋ mō:/yāyyāy

(two big pieces of meat)
(three fairly thin sheets of paper)
(four enormous bunches of grapes)
(five small bottles of perfume)
(two jolly big pots of chicken curry)
phóŋ-sâkφɔ:k/nɔ̀k klɔŋ/lêŋ (six small packets of detergent)
phà:-/ktàm-tiŋ/sòːŋ phù:n/khà:w (two white bedspreads)

7. H M 1 D

chɔ:n/dɛŋ/nìː (this red spoon)
mâ:y-banthät/lèm sàn/nàn (that short ruler)
ka:-nà:m/kàwkàw/bay nàn (that old kettle)
tɔŋ/kłom/tu e này (which round table)

rôt/khàn yây/thì kamlàŋ lìw
(the big car which is turning now)
nâŋsùː/lèm nàː/thì yûː bon tɔŋ
(the big book which is on the table)

tûŋ/mày/làŋ thì thâː sìː-khriːm
(the new building painted cream)

8. H Q D

bàn/sáːm làŋ/này (which three houses)
kàʔwɔː/tu e rɛ:k/nàn (that first chair)
tɔŋ-mâ:y/sùːp tɔŋ/nìː (these ten trees)

kapâw-thîː/sòːj bây/nôːn
(the two handbags over there)
(many boys who are playing football)

(Father's three shirts that have been washed)

(some of the bulbs which are still good)

9. H D Q

(just this car)

(those two handbags)

(another six plates of this set)

(a basket over there)

(every egg that is boiled)

(one of Mother's blouses which has been ironed)

(the first registered letter which was sent)

10. H M i Q D

(that first round table)

(these ten big trees)

(three thick books over there)
thanón/khèpkhè:p/só:ŋ-sá:m sá:y/nàn
(those few narrow roads)

rôt/khan lèk/khan diew/thì yũt bəy
(only a small car which has often stopped)

kulā:p/dō:k toto:/lá:y dō:k/thì hǐew lē:w
(many big roses that have already faded)

rɔŋ-thā:w/māy/só:ŋ khù:/thì phöm sù:-ma
(the two pairs of new shoes that I bought)

11. H M₁D Q

rôt/lèk/nì:/khan diew
(just this small car)

cā:n/bə:n/chût nì:/ʔi:k chût diew.
(just another set of flat plates)

thanón/khèpkhè:p/nàn/só:ŋ-sá:m sá:y
(a few of those narrow roads)

râtthaba:n/chût māy/nì:/chût diew
(just this new Government)

phùchā:y/ʔà:n/thì kamlàŋ dū:m bìe yũ:/só:ŋ khon
(two fat men who are drinking beer)
rōt/khan lēk/thì yǔt ṃ̀y/ thāŋ sá:m khan
(all the three small cars which have often stopped)

kapāw-saṭaŋ/bay khíew/thì yǔ: nay tù:/bay nùŋ
(a green purse which was in the cupboard)

l2. H Q M₁D

mûe/só:ŋ chîn/yây/nî:
(these two big pieces of meat)

klûey-mâ:y/sá:m chî:/lēk lê/k/nàn
(those three small bunches of orchids)

mûk/só:ŋ khûêt/tô:/nô:n
(the two large bottles of ink over there)

kâpkhâ:w/sá:m ca:n/bỳ:rê:/nî:
(these three big platefuls of food)

làw/sá:m khûêt/lēk/thî pỳ:t lê:w
(the three small bottles of spirits which are already open)

mû:/sỹ: chîn/baŋba:ŋ/thî thò:t lê:w
(the four thin pieces of pork which are already fried)

dɔ:k-bûe/lâ:y dɔ:k/toto:/thî phỳŋ ba:n
(many big lotuses which have just opened)
The Adjunctive Modifier ($M_a$) may be added to any of the structures described above. Its position is, except for pattern 4 below, always at the end of a noun phrase. Hence we have the following as the possibilities for the sequential arrangements of noun phrase constituents which include the Adjunctive Modifier ($M_a$), viz.,

1. $H M_a$
2. $H M_1 M_a$
3. $H Q M_a$
4. $H M_a Q$
5. $H D M_a$
6. $H M_1 Q M_a$
7. $H Q M_1 M_a$
8. $H M_1 D M_a$
9. $H Q D M_a$
10. $H D Q M_a$
11. $H M_1 Q D M_a$
12. $H M_1 D Q M_a$
13. $H Q M_1 D M_a$

Each pattern is illustrated separately as follows:—

---

* We frequently run into difficulty in translating a mode-word, a downgraded modal and temporal phrase since the English translation often suggests a different grammatical alignment from that here chosen as most suitable for Thai. (See also the footnotes, pp. 85-6.)
1. H Mₐ

nâŋsúː/šũennamaːk (most books)
dēk/thammadaː (normal children)
bà:n-raw/thičiŋ (our house in fact)
fay/nay bàːn (the light in the house)
thanón/théw níː (the roads around here)
cõtmáːy/cãːk bàːn (letters from home)
khâːw/mûe waːn (yesterday's news)
kâŋkhâːw/wân níː (today's food)
⁹akāːː/tôːn klaŋkhwːn (the weather during the night)
dēk/thî bàːn tôːn níː (the children at home at the moment)
khôːŋ/thî níː: pêkkatı⁹ (things here as a rule)

2. H M₁Mₐ

nalikaː/rwen yâːy/taːm pêkkatı⁹ (normally the big clock)
nalikaː/rwen yâːy/nay hon-thôːŋ (the big clock in the hall)
nalikaː/rwen yâːy mûe châːw (this morning the big clock)
khôːŋ/diː/taːm râːn yâːy (good things in the big stores)
khôːŋ/diː/pǎːn níː (by now good things)
khôːŋ/diː/taːm râːn yâːy pǎːn níː: (by now good things in the big stores)
pratuː/lêk/nàː bàːn (the small door at the front of the house)
3. H Q Ma

rōt/khan nàː/nàːˈkluː (the car in front, unfortunately)
rōt/khan nàː/nūe kīː (the car in front just now)
khây/sáːm bay/thīciŋ (three eggs in fact)
nâŋsúː/sóːŋ lēm/thammādaː pāːn nīː: lit. book, two, usually,
by now.
phūenade/lāːy khōn/toːn nīː: (many friends at the moment)

4. H Ma Q

khây/thīciŋ/sáːm bay (three eggs in fact)
dēk/thī rōŋ–rīen/lāːy khōn (many girls at school)
dēk/thī bāːn/sóːŋ khōn (two boys at home)
nâŋsúː/nāy hōŋ–sāmūt/thūk lēm (all books in the Library)
rūːp-thāːy/thī nāy ʾalābām/bāːŋ rūːp (some of the photographs
in the album)

5. H D Ma

bāːn/nān/khūːn nīː: (to-night that house)
bāːn/nān/sūmēnːaːk (on the whole that house)
bāːn/nān/thammādaː toːn nīː: (usually that house at this time)
phāːː/nīːː/nāːˈkluː (I'm afraid this material)
saphāːn/thī phēŋ sāːŋ sēt/phrūŋ nīː:
(to-morrow the bridge which has just been completed)

* For an illustration of this in a sentence, see p. 312.
6. H M:t Q M:a
khém/yǎ y/lèm mūn/mūe kf: (the big needle just now)
khon/phó:m/só:ŋ khon/mūe kf: (the two thin men just now)
rôt/yǎ y/khan mūn/pōkkatǐ (usually a big car)
khǎy-pět/lù:k toto:/síp lù:k/thlícìŋ (ten large duck-eggs in fact)
bà:n/yǎ y/sá:m lán/thì bon n̄:n (three big houses on the hill)

7. H Q M:t M:a
mūe/só:ŋ chín/yǎ y/nay ca:n (two big pieces of meat on the plate)
mūe/só:ŋ chín/yǎ y/mūe wa:n (two big pieces of meat yesterday)
mūe/só:ŋ chín/yǎ y/thammada: (normally two big pieces of meat)

nām-hó:m/hà: khǔet/lēklēk/thì nay klǒŋ
(five small bottles of perfume in the box)

khǎ:w/sá:m krasɔ:p/le:k/khà:ŋ nay
(three small sacks of rice inside)

8. H M:t M:a
họŋ/lēk/nl:/thammada: (normally this little room)
họŋ/lēk/nl:/to:n n̄: (at present this little room)
họŋ/lēk/nl:/thammada: to:n n̄: (normally at present this little room)

rọŋ-thǎ:w/khù: kǎw/khù: nān/bǎ:y n̄: (this afternoon that pair of old shoes)
nāŋsù:/lèm nā:/thì yǔ: bon tō?/wan n̄: (today the thick book which is on the table)
9. H Q D M

kàw?i:/tue rè:k/nàn/mùe kǐ:
(just now the first chair over there)

dèk/là:y khon/thì kamlaj lèn fático:n yű:/pókkati?
(usually many of the boys who are playing football)

10. H Q D M

kapáw/nàn/sò:ŋ bay/wan nǐ:
(to-day those two suitcases)

sùe/sò:ŋ tue/nf:/thíciŋ mùe kǎ:n
(in fact formerly these two blouses)

dèk/là:y khon/thì kamlaj lèn fático:n yű:/pókkati?
(usually many of the boys who are playing football)

nâŋsù:/sò:ŋ lèm/thì chân yw:m-pay/phrûŋ nǐ:
(to-morrow the two books I borrowed)

takrâ:/bay nô:n/ŋì:k bay nûŋ/nâ:'klᵤᵉ
(I'm afraid a basket over there)

(by now the first registered letter which was sent)
11. H MïQ D Ma

nâŋsú:/lèm náné:/sá:m lèm/nī:/thammada:
(normally these three thick books)

thanón/yǎy/só:ŋ sá:y/nī:/pōkkati?
(usually those two main roads)

tô?/klom/só:ŋ tue/nī:/marw:n nī:
(the day after to-morrow these two round tables)

katīk-nâ:m/bay lēk/só:ŋ bay/nī:/mùe khw:n
(last night these two small flasks)

rɔŋ-thâ:w/mây/khù: nùŋ/thì yǔ: nay tù:/yen nī:
(this evening the new pair of shoes which are in the cupboard)

12. H MïD Q Ma

rôt/lēk/nī:/khan diw/nâ:'klue
(I'm afraid only this small car)

rôt/lēk/nī:/khan diw/thammada:
(normally just this small car)

rôt/lēk/nī:/khan diw/mùe kǔ:n
(formerly just this small car)

cə:n/be:n/chût nī:/chût nùŋ thàwnâ:n/mùe wà:n
(yesterday just this set of flat plates)

thâ:t/bay yǎy/thì wà:ŋ yǔ: troŋ nī:/bǎ:y nī:
(this afternoon the big tray which is here)
mûë/sō:ŋ chîn/ yây/nî:/pëkkatîŋ
(usually these two big pieces of meat)

mûë/sō:ŋ chîn/yây/nî:/mûë châ:w
(this morning these two big pieces of meat)

kulâ:p/sá:m tòn/yây/nî:/thammada:
(normally these three big rose trees)

kulâ:p/sá:m tòn/yây/nî:/mûë kô:n
(formerly these three big rose trees)

mû:/sî: chîn/yây/thî thô:t lê:w/yen nî:
(this evening the four big pieces of pork which have already been fried)
Verb Phrases

Four constituents are postulated for verb phrases. They are called Nucleus (Nuc), Pre-Nuclear Auxiliary (Aux₁), Post-Nuclear Auxiliary (Aux₂) and Modifier (M). Since these elements function as constituents of a verb phrase they will be referred to as verb phrase constituents.

Verb Phrase Constituents

I. The Nucleus (Nuc) consists of one of the following:

a) a simple verb
b) a compound verb
c) a sequence of a pre-verb and a verb
d) a sequence of a verb and a post-verb
e) a sequence of a pre-verb, a verb and a post-verb
f) a sequence of verbs, either with or without accompanying pre-verbs or post-verbs.
g) a sequence of two verbs linked by the verbal linker "hày", with or without accompanying pre-verbs or post-verbs.

These are illustrated as follows:

1. All Nuclei in the examples below are underlined.
a) a Nucleus consisting of a simple verb\(^1\), e.g.

- yen (cold)
- há:y (lose)
- sāñ̄a:t (clean)
- hiw caŋ (very hungry)
- khień cōtmá:y (write a letter)
- kamlaŋ lën (is playing)
- sët lê:w (is finished)
- ca pay caŋkĭt (shall go to England)
- tham kăpkhă:w lê:w (have prepared the food)
- só:n nāŋšú: đĕk yũ: (is giving children a lesson)
- yā:k bō:k khă:w phŵen (would like to tell a friend the news)

b) a Nucleus consisting of a compound verb\(^2\), e.g.

- khăw-căy (understand)
- dy:n-tha:ŋ (travel)
- wă:y-nā:m (swim)
- rū:-tū:e lê:w (was aware)
- tàn-căy năy (a little attentive)
- di:-căy lūskr̩ː:n (extremely glad)
- tōŋ kē:-tū:e sam̩: (must always make an excuse)
- kamlaŋ ca lōŋ-thabien (am going to register)
- māy nā: ca ŭăp-pā:k (shouldn't have accepted)

---

1 See pp. 161-3.
c) a Nucleus consisting of a sequence of a pre-verb\(^1\) and a verb, e.g.

- **pay-thiew**
- **pay-rion nâŋ:sú:**
- **ca pay-sõn phùen**
- **yâ:k pay-sú: khô:ŋ**
- **ma-thîew**
- **ma-kùun raw ū:i:k lê:w**
- **khoŋ ma-hái: phò:**
- **tôŋ ma-chùsy chân nòy**

\[→ \text{(go to enjoy oneself)} \]
\[→ \text{(go to attend a class)} \]
\[→ \text{(go to see a friend off)} \]
\[→ \text{(would like to go shopping)} \]
\[→ \text{(come to enjoy oneself)} \]
\[→ \text{(has come to bother us again)} \]
\[→ \text{(has probably come to see Father)} \]
\[→ \text{(must come to help me a little bit)} \]

\[\]

d) a Nucleus consisting of a sequence of a verb and a post-verb\(^2\), e.g.

- **yâ:y-pay**
- **khoŋ lâp-pay**
- **klâp-ma**
- **ca khùm-ma bon nî:**
- **cam-wây**
- **yâ:k thîn-wây khà:ŋ nò:k**
- **phùt-sìe ū:e:ŋ**
- **thîn-sìe lê:w**

\[→ \text{(move to)} \]
\[→ \text{(has probably gone to sleep)} \]
\[→ \text{(come back)} \]
\[→ \text{(was coming up here)} \]
\[→ \text{(remember)} \]
\[→ \text{(would like to leave outside)} \]
\[→ \text{(say it now yourself)} \]
\[→ \text{(have thrown it away)} \]

---

\[1\] See p. 208.
\[2\] See p. 209.
e) a Nucleus consisting of a sequence of a pre-verb, a verb and a post-verb, e.g.

\[
\begin{align*}
\text{pay-thìew-ma} & \quad \text{(have been to enjoy myself)} \\
\text{khuen ca ma-ʔaw-pay} & \quad \text{(should have come to take it away)} \\
\text{ca pay-kęp-wây nay tù:} & \quad \text{(shall go and put it away in the cupboard)} \\
\text{tòn ma-thîn-wây ka mè:} & \quad \text{(have to leave her with Mother)} \\
\text{pay-no:n-sfê lê:w} & \quad \text{(has gone to bed)} \\
\text{nà: ca ma-du:-sfê} & \quad \text{(should have come to see it now)}
\end{align*}
\]

f) a Nucleus consisting of a sequence of verbs, either with or without accompanying pre-verbs or post-verbs, e.g.

\[
\begin{align*}
\text{mô:n hên} & \quad \text{(can see)} \\
\text{khít òc:k} & \quad \text{(can think)} \\
\text{no:n lâp-pay} & \quad \text{(has gone to sleep)} \\
\text{chò:p ma-bôn thì nì: rùméy} & \quad \text{(always likes to come and grumble here)} \\
\text{ca pay-dx:n du: khôːŋ} & \quad \text{(are going to walk round looking at things)} \\
\text{khoŋ ma-thá:m há: nît} & \quad \text{(has probably come to ask for Nît)} \\
\text{thîn-sfê dà:y lê:w} & \quad \text{(can throw it away now)} \\
\text{wain-wây diː lê:w} & \quad \text{(has been well placed)} \\
\text{ca lɔː:n khît du: kɔː:n} & \quad \text{(shall think it over)}
\end{align*}
\]
g) a Nucleus consisting of a sequence of two verbs linked by the verbal linker "hay\(^1\)" (which is double-underlined), with or without accompanying pre-verbs or post-verbs, e.g. 

- **nâŋ ḣay saba:y** (sit comfortably)
- **khuen khít ḣay di:** (ought to think carefully)
- **tòn tōm ḣay sūk-sē ko:n** (must boil till done)
- **tòn ma: ḣay dā:y** (really must come) lit. must, come, the linker, can.
- **ca sū:-ayū hay pho:** (will buy enough) lit. will, buy, go, the linker, enough.

- **lō:ŋ wât dū: ḣay nē: ʔy:k thi:**
  (measure once again and make sure that it's right) lit. try, measure, see, the linker, sure, again, once.

---

1 See p. 215.
The Auxiliaries are classified as the Pre-Nuclear Auxiliary (Aux₁) and the Post-Nuclear Auxiliary (Aux₂) according to their position relative to the Nucleus: the former always precedes the Nucleus whereas the latter always follows it.

II. The Pre-Nuclear Auxiliary (Aux₁) consists of one or more of the pre-verbal auxiliaries¹, either alone, or accompanied by the negator "mày"², or of the negator "mày" alone, viz.,

Examples of a Pre-Nuclear Auxiliary consisting of one pre-verbal auxiliary

- kamlaŋ mûn: (is turning)
- khoŋ na:n: (would probably be long)
- ca pay-râp phûn: (am going to meet a friend)
- khuen phâkphō:n: (ought to rest)
- khôy yaŋchû: (is getting better)
- kûep pîek: (was nearly wet)
- mâkca nën: (tends to be crowded)
- yâ:k khâw-pay du: (would like to go in and see)
- phûn lâp: (has just been asleep)
- têt wâ:n nê: (must be really sweet)

¹ See pp. 174-88.
² See pp. 231-2.
Examples of a Pre-Nuclear Auxiliary consisting of two or three pre-verbal auxiliaries

kamlan ca min (is about to turn)
khon ca na:n (will probably be long)
khuan ca phakpho:n (ought to be resting)
khon khoy yanchu: (is probably getting better)
yan yâ:k khaw-pay du: (still would like to go in and see)

khon ca kamlan yun ma:k (will probably be very busy now)
khon ca khvy: y dâyyin (may have heard)
yâ:t ca ton yêt tro:n mf: (may have to stop here)
yan yâ:k ca khaw-pay du: (still would like to go in and see)
kamlan yâ:k ca pay-thi:ew (am longing to go out)

Examples of a Pre-Nuclear Auxiliary consisting of one pre-verbal auxiliary accompanied by "may"

khon may sa:y (probably won't be late)
ca may ro:n-pay ry (won't it be too hot)
yan may yut ly:y (hasn't stretched yet)
k:y:t may saba:y to:n mf: (happens not to be well at present)
may khoy di: (not so good)
may khvy: y suruyrsa:y (has never been extravagant)
may ton pay-kuon phu:en (don't have to go to bother my friend)
may day ya:y (hasn't moved)
Examples of a Pre-Nuclear Auxiliary consisting of two or three pre-verbal auxiliaries accompanied by "mày"

khon ca mày sanuk (is probably not interesting)
khon yon mày set (is probably not finished yet)
mày khøy nà: du: (is not very nice to look at)
mày khuea ca sama:khom ka khaw (should not associate with him)
mày yă:k ca sían (wouldn't like to take a risk)
khon mày khv:y khít-ma kō:n (has probably never thought of it before)
yon mày yă:k klăp bân (wouldn't like to go home yet)
khon mày tôŋ khien mày ʔy:k (probably won't have to write it again)
khon ca mày khv:y lo:n (has probably never tried it before)
khon ca mày yă:k ma: thînl: (probably won't like to come here)
ʔă:t ca mày tôŋ ʔe:k-pay (may not have to go out)
chák ca mày khøy di: lv:y (doesn't seem to be so good)
yon mày yă:k ca títto: ka khray (wouldn't like to contact anybody just yet)
kamlaŋ mày yă:k ca pay nay (wouldn't like to go anywhere now)
mày nà: ca tôŋ lā:n ca:n ʔe:n (shouldn't have to wash up herself)
mày khuea ca tôŋ ráp pha:râ? nî: (shouldn't have to take the burden)
Examples of a Pre-Nuclear Auxiliary consisting of the negator "mày" alone

mày mún-sîe lê:w  (hasn't turned anymore)
mày rô:n lû:y  (is not hot at all)
mày chà: rôk  (doesn't take long)
mày wâ:n mà:k  (isn't very sweet)
mày khâw-cay  (doesn't understand)
mày tîttô: ka khray  (doesn't get in touch with anybody)
mày chò:p dû:n  (doesn't like to walk)
mày saba:y tô:n nî:  (isn't well at the moment)
mày sâmkhânas thàwrây  (is not all that important)
mày wà:y sâk nathî: menstruate  (won't be free for one minute)
III. The Post-Nuclear Auxiliary \( (\text{Aux}_2) \) consists of the words \( \text{yũ:} \) or \( \text{lẽ:w} \) or the sequence \( \text{yũ: lẽ:w} \), e.g.

- \( \text{nãŋ yũ:} \) (is sitting)
- \( \text{cęp yũ: rũoy} \) (is hurting all the time)
- \( \text{faŋ wíthrayũ ŕũ:} \) (is listening to the radio)
- \( \text{kamlay kho: y kan yũ:} \) (are waiting)
- \( \text{yaŋ ?ãːn naŋsw:-phim yũ:} \) (is still reading the newspaper)
- \( \text{khoŋ ca khít yũ: mãŋ} \) (is probably thinking it over)
- \( \text{ma: lẽ:w} \) (has come)
- \( \text{dí: lẽ:w 1a} \) (is all right now)
- \( \text{sãy nãːm lẽ:w} \) (have already put some water)
- \( \text{ʔim lẽ:w} \) (is full up)
- \( \text{dũet nãːm lẽ:w} \) (has been boiling for a long time)
- \( \text{khy:y cx: kan lẽ:w} \) (have already met)
- \( \text{pỹːt yũ: lẽ:w} \) (was opening)
- \( \text{dí: yũ: lẽ:w} \) (is good as it is)
- \( \text{ca pay kʰãːŋ nɔːk kan yũ: lẽ:w} \) (were going out in any case)
- \( \text{khoŋ khoː yũ: lẽ:w} \) (is probably waiting)
- \( \text{cuem ca thũŋ bãːn yũ: lẽ:w} \) (are nearly home now)
- \( \text{tœŋ tũːn tẽː chãːw yũ: lẽ:w} \) (have to get up early anyway)

* See pp. 172-4.*
IV. The Modifier \( M \) consists of one of the following:-

- a) an adverb
- b) a sequence of two adverbs
- c) a downgraded\(^*\) locational phrase
- d) a downgraded temporal phrase
- e) a sequence of a downgraded locational and a downgraded temporal phrase
- f) a pseudo-locational expression
- g) a pseudo-temporal expression
- h) a sequence of a pseudo-locational and a pseudo-temporal expression
- i) a sequence of a downgraded locational phrase and a pseudo-temporal expression
- j) a sequence of an adverb followed by a downgraded locational or a downgraded temporal phrase
- k) a sequence of an adverb followed by a pseudo-locational or a pseudo-temporal expression
- l) a sequence of a downgraded locational or a downgraded temporal phrase followed by an adverb
- m) a sequence of a pseudo-locational or a pseudo-temporal expression followed by an adverb

\(^*\) It is to be pointed out that, of the three types of downgraded phrases (as described on p 76), only two, namely the downgraded locational and downgraded temporal phrase, occur in a verb phrase. These are regarded as phrase constituents, and not as Adjuncts (or sentence constituents) on the grounds that their position is fixed i.e. not shiftable.
These are exemplified separately in the following verb phrases and are underlined.

a) Examples of a Modifier consisting of an adverb*:

<table>
<thead>
<tr>
<th>English</th>
<th>Chinese</th>
</tr>
</thead>
<tbody>
<tr>
<td>(very hungry)</td>
<td>hiw can</td>
</tr>
<tr>
<td>(extremely cold)</td>
<td>ná:w lúcky:n</td>
</tr>
<tr>
<td>(hurry up)</td>
<td>rew nõy</td>
</tr>
<tr>
<td>(was opening)</td>
<td>p yöː t yũː kũː n</td>
</tr>
<tr>
<td>(is tired on top of it all)</td>
<td>kamlaŋ nuːy yũː ñũey</td>
</tr>
<tr>
<td>(were talking together)</td>
<td>phûː t kan yũː</td>
</tr>
<tr>
<td>(have already met each other)</td>
<td>ox: kan lɛ:w</td>
</tr>
</tbody>
</table>

b) Examples of a Modifier consisting of a sequence of two adverbs:

<table>
<thead>
<tr>
<th>English</th>
<th>Chinese</th>
</tr>
</thead>
<tbody>
<tr>
<td>(come quite\textsuperscript{2} often\textsuperscript{1})</td>
<td>maː bôy\textsuperscript{l}mûnkan\textsuperscript{2}</td>
</tr>
<tr>
<td>(have often\textsuperscript{2} met each other\textsuperscript{1})</td>
<td>oxː kan\textsuperscript{l}nũey\textsuperscript{2}</td>
</tr>
<tr>
<td>(always\textsuperscript{2} makes up his own\textsuperscript{1} mind)</td>
<td>tãtsín-cay æiːn\textsuperscript{l}sam½\textsuperscript{2}</td>
</tr>
<tr>
<td>(would like very much\textsuperscript{2} to come with\textsuperscript{1} you)</td>
<td>yãːk pay ñũey\textsuperscript{l}can\textsuperscript{2}</td>
</tr>
<tr>
<td>(have to part from each other\textsuperscript{1} again\textsuperscript{2})</td>
<td>tôŋ cãː k kan\textsuperscript{l}yũː k\textsuperscript{2}lɛːw</td>
</tr>
<tr>
<td>(have to get up first\textsuperscript{1} again\textsuperscript{2})</td>
<td>tôŋ lûk kũːn\textsuperscript{l}yũː k\textsuperscript{2}lɛːw</td>
</tr>
</tbody>
</table>

c) Examples of a Modifier consisting of a downgraded locational phrase**:

<table>
<thead>
<tr>
<th>English</th>
<th>Chinese</th>
</tr>
</thead>
<tbody>
<tr>
<td>(is on the table)</td>
<td>yũː bon tô³</td>
</tr>
</tbody>
</table>

* See pp. 210-11.
** See p. 76.
lûk cǎ:k kàwòi: (get up from the chair)
kêp-wây nay lînchâk lê:w (have been kept in the drawer)
yan kho:y yṳ: nà: hòn (is still waiting outside the room)
we:y-wây khà:ŋ bon lê:w (has been put upstairs already)
ca thà:n thè ni: (shall eat here)

d) Examples of a Modifier consisting of a downgraded temporal phrase:

to:n klánkhù:n (come at night)
phỳ: ma-thùŋ mè wa:n në: (only arrived yesterday)
t ön ʔɔ:k-pay dìew në: lê:w (must go out now)
khuën ca sèt ʔàthfi thè lê:w (should have finished last week)
yâ:k dà:y wan phùt nà: (would like to have it next Wednesday)

e) Examples of a Modifier consisting of a sequence of a downgraded locational and a downgraded temporal phrase:

câ:t khà:ŋ nò:k hón dìew (was parked outside once)
yù: thì nay lónò:n pì: nûn (was in London for a year)
ca phà:k thì rôn-rë:m ʔû:k klù:n dìew (shall stay in the hotel for another night only)
t ön yût trôn në: ɕûk khrù: nûn (must stop here for a while)
wa:y yù: bon tòº mëª kî: (was on the table just now)

1 See p. 76.
f) **Examples of a Modifier consisting of a pseudo-locational expression**:  

đ晡:м  tế: bie (drinks only beer)  
tờ: lเพศ  sủ:  tế:  khô:n  thì  campen (have to buy only those things which are necessary)  
kamlaŋ  khuý  kǎ:  pʰwən (is chatting with friends)  
yan  yǔ:  thì  chàng (is still with me)  
hændùey  kǎp  khun (agree with you)

g) **Examples of a Modifier consisting of a pseudo-temporal expression**:  
tů:n  tế:  châ:w (get up early in the morning)  
pỷ:t  talś:it  welə: (open all the time)  
tờ:  yu:n  thắng  ᵀʰᵃⁿ  ᵂⁿ (have to stand all day)  
mâkça  sᵃᵐrɛt  thûk  thi: (is successful nearly every time)  
tha:m  sět  tảntê:  mûe  khu:n  lê:w (has been done since last night)

h) **Examples of a Modifier consisting of a sequence of a pseudo-locational and a pseudo-temporal expression**:  
khuý  kǎ:  pʰwən  thắng  ᵀʰᵃⁿ  ᵂⁿ (was chatting with friends all day)  
yũ:  tế:  nɕː  bâːn  kųɛp  ʔاثフト (bad to stay (quite) at home almost all week)

---

1 See pp. 154-7.  
2 See pp. 157-60.
(have tried to get in touch with Nito many times already)

(sorry pay ka cœmä:y só:n hôn (was sent with the letters twice)

kin tê: nâm thàn wan (drank water continuously all day long)

i) Examples of a sequence of a downgraded locational phrase and a pseudo-temporal expression:

yù: thè nî: tèntê: pi: kês:n (have been here since last year)

tôk lôn thè phu:n só:n-sâ:im hôn (has fallen on the floor two or three times)

tô: k â:n tê: wan (has to leave the house early)

lit. has to, leave, from the house, early.

com yù: nay thale: thà:n lâ:y chà:mo:n (lay sinking in the sea for several hours)

lôn yù: nô:k muën lâ:y chû:mo:n (had lost their way outside the town for many hours)

j) Examples of a Modifier consisting of a sequence of an adverb followed by a downgraded locational or a downgraded temporal phrase:

ma-khuy kan thî nî: (come to chat to each other here)

phên rûcâ:k kan thî ʔaŋkɾit (have only known each other in England)
Examples of a Modifier consisting of a sequence of
an adverb followed by a pseudo-locational or a
downgraded locational or a downgraded temporal
expression:

- phùt kàn lè: rùn-nàñ rùn àåw (were talking to
each other only about films)
- bôñ kàn lè: rùn-ąkà:t (keep grumbling, all of them,
about the weather)
- khuy kàn tànté: to:n bà:y (have been chatting to
one another since the afternoon)
- prûksà: kàn tànté: mûe wà:n lè:w (have been discussing
together since yesterday)
- khoj cû: kàn thûk wàñ (probably meet each other
every day)

Examples of a Modifier consisting of a sequence of
an adverb followed by a pseudo-temporal expression;

- cû: kàn thàsà:n-þù:t lè:w (have already met
one another at the Embassy)
- phèn hén kàn mûè kî: (have only seen each other
just now)
- cû: kàn mûè òathît thî lè:w (met each other last week)

Examples of a Modifier consisting of a sequence of
an adverb followed by a pseudo-locational or a
downgraded locational or a downgraded temporal
phrase followed by an adverb:

- mà: thî nî: bûy (come here often)
- yà:k nàñ tron nì: cân (would like to sit here
very much)
nằn kho:y yũ: nay hòa khả:n bon khả:n
(sit and wait in the upstairs room for a while)

kamlạŋ ça ṭɔ:k-pay diew ni: thidiem (am going to go cut
right now)

khàw-pay nay khrue ʔỹ:k Ɂɛ:w (got in the kitchen again)

m) Examples of a Modifier consisting of a sequence of
a pseudo-locational or pseudo-temporal expression:
followed by an adverb:

som tɛ: thi són bò (only the heels that are
repaired frequently)

mi: tɛ: khá:w mạŋ (have only rice perhaps)

títtɔ: kǎp chàn samỹ: (gets in touch with me always)

tũ:n tɛ: châ:w nỹ: (get up a little
early in the morning)

nɔ:n tɛ: hũékḥèm ʔỹ:k Ɂɛ:w (go to bed early again)
The Structure of a Verb Phrase

Having described in detail all the phrase constituents of which a verb phrase may be made up, we can now proceed to examine the structure of the whole phrase itself.

As had already been described earlier on, a maximum of four constituents is postulated for a verb phrase. It is to be stated further that a verb phrase in initiating sentences necessarily always contains a Nucleus (Nuc) and that the Nucleus always occupies the first position of a verb phrase unless there is the Pre-Nuclear Auxiliary (Aux_1) preceding it. In such cases the Nucleus will of course occupy the second position. When present, the Post-Nuclear Auxiliary (Aux_2) and the Modifier (M) occur after the Nucleus either singly or in sequence.

Ten combinations of the verb phrase constituents are possible. They may be formulated as follows:

1. Nuc
2. Nuc Aux_2
3. Nuc M
4. Nuc Aux_2 M
5. Nuc M Aux_2
6. Aux_1 Nuc
7. Aux_1 Nuc Aux_2
8. Aux_1 Nuc M
9. Aux_1 Nuc Aux_2 M
10. Aux_1 Nuc M Aux_2
These are illustrated as follows:

1. Nuc

<table>
<thead>
<tr>
<th>Thai word</th>
<th>English meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>há:y</td>
<td>lose</td>
</tr>
<tr>
<td>saʔ责任制</td>
<td>clean</td>
</tr>
<tr>
<td>kéin</td>
<td>write</td>
</tr>
<tr>
<td>tham</td>
<td>do</td>
</tr>
<tr>
<td>hại</td>
<td>give</td>
</tr>
<tr>
<td>thám</td>
<td>ask</td>
</tr>
<tr>
<td>há:y-pay</td>
<td>has been lost</td>
</tr>
<tr>
<td>ma-há:</td>
<td>come to see</td>
</tr>
<tr>
<td>no:n láp</td>
<td>asleep</td>
</tr>
<tr>
<td>tham dá:y</td>
<td>can do</td>
</tr>
<tr>
<td>loŋ khít du:</td>
<td>think over</td>
</tr>
<tr>
<td>pít lê:</td>
<td>shut tightly</td>
</tr>
</tbody>
</table>

2. Nuc Aux2

<table>
<thead>
<tr>
<th>Thai word</th>
<th>English meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>pý:t/yœ:*</td>
<td>is open</td>
</tr>
<tr>
<td>màŋ/yœ:</td>
<td>is sitting</td>
</tr>
<tr>
<td>rũ:-tue/yœ:</td>
<td>is aware</td>
</tr>
<tr>
<td>sêt/lê:w</td>
<td>is finished</td>
</tr>
<tr>
<td>pý:t ʔɔŋ:k/lê:w</td>
<td>has been opened</td>
</tr>
<tr>
<td>chây-ma na:n/lê:w</td>
<td>has been used for a long time</td>
</tr>
<tr>
<td>di:/yœ: lê:w</td>
<td>is good as it is</td>
</tr>
<tr>
<td>pý:t sanýt/yœ: lê:w</td>
<td>already tightly shut</td>
</tr>
</tbody>
</table>

* In the following examples the divisions of the constituents of a verb phrase in Thai are conveniently marked by the use of a stroke or strokes, as the case may be.
3. Nuc M

ná:w/lúokv:n (extremely cold)
dí:/thidiew (quite good)
khuy/kán bøy (often chat together)
lú:k/cá:k ká:w’l:i: (get up from the chair)
héndúey/ká:p khun (agree with you)
yu:n/thán wan (stand all day)
mana:yú:/ká:p phuén (is sitting with some friends)
tú:n/té: chá:w (get up early)
rúcák/kán thí kruńthét:p (knew each other in Bangkok)
rúcák/kán tátét: pí: kō:n (have known each other since last year)
ma:/thí ní: bøy (come here often)
kláp/to:n dūk rúe:y (always come back late at night)

4. Nuc Aux2 M

hák/yú:/kō:n (was broken before)
nà:yú:/dúey (is sitting there too)
dúet/yú:/bon taw (is boiling on the stove)
yú:yú:/thán wan (was busy all day long)
làen/yú:/ka děk (is playing with children)
púey/yú:/thí bá:n tát dwon núŋ (was ill at home for a month)
yú:t/yú:/ka thí: rúe:y (always stay put)
nà:y kho:y/yú:/thí ní: kō:n (sit and wait here for a while)
5. Nuc M Aux₂

prũksá:/kan/yǔ: (are consulting one another)
tōkλøŋ/kan/le:w (have already agreed)
yǔ:/bon tōŋ/le:w (is on the table already)
ŋɔ:k-pay/khà:ŋ nò:k/le:w (has gone outside)
pỹːt/phrùŋ nɪː/le:w (open to-morrow)
cvː/kan thè londØ:n/le:w (have already met each other in London)

kęp-wây/nay t✉ː:-yɛn ŋǐ:k/le:w (has been kept in the fridge again)

noːn/tɛː húekhàm ŋǐ:k/le:w (go to bed early again)

rỳːm yùŋ/kan tãːtɛː châːw/le:w (began to be busy early this morning)

6. Aux₁ Nuc

kamlàŋ/ŋɔŋ (is puzzled)

khoŋ mày/châː (probably won't be long)
mày yɔː:k/thôtloːŋ (wouldn't like to experiment)

phỳː/klàːp-ma (have just come back)
cə/pay-dvː:n lèn (am going to go for a walk)

khuən cə/phâkphɔː:n (ought to be resting)

khoŋ cə/noːn láp-pay (has probably gone to sleep)

kamlàŋ yɔː:k cə/khoːy duː (would like to wait and see)
7. Aux$_1$ Nuc Aux$_2$

yan/pǐt/yǔ: (is still closed)
kamlaŋ/phim/yǔ: (is being typed)
khoŋ yan/pǐeŋ/yǔ: (is probably still wet)
kũep/sũk/le:w (is nearly ripe)
châk/ná:w/le:w (is getting cold)
kamlaŋ ca/rǐ:m lēn/le:w (is about to begin to play)
khoŋ/kho:y/yǔ: le:w (is probably waiting already)
cuən ca mày/sět/yǔ: le:w (was almost not finished)

8. Aux$_1$ Nuc M

yǎ:k/nàŋ/caŋ (would like to sit very much)
khoŋ/diː/θidiːw (would probably be quite good)
mày tòn/ŋɔː:k-pay/kɔː:n (needn't go out first)
khx:y/khuy/kar boŋ (used to chat together often)
ca/thaːn/thi niː (shall eat here)
ca/yǔː/ka thvː (is going to be with you)
t ön/ywː:n/talɔː:t wɛlː (have to stand the whole time)
khuən ca/thuŋ/muː châ:w waːn (should have arrived yesterday morning)

9. Aux$_1$ Nuc Aux$_2$ M

tòn/râ:w/yǔː/kɔː:n (must have been cracked already)
kamlaŋ/híw/yǔː/duːeŋ (is hungry on top of it all)
cuən/sět/le:w/mân (is probably almost finished)
khoŋ/kho:y/yǔː/nàː hɔŋ (is probably waiting outside the room)
yan/đũęt/yũ:/bon taw (is still boiling on the stove)
kamlan/nàŋ khuy/yũ:/ka phùyen (is sitting and chatting with a friend)
ca/pay/1ê:w/mùənkaŋ (am going as well)
khọŋ ca mày/phâk/yũ:/lá:y wan (probably won't stay for many days)
ʔā:t ca tòn/yw:n/yũ:/thi nì: kə:n (will possibly have to stand for a while)
khọŋ ca tòn/yũt/yũ:/troŋ nǐ: bọy (will probably have to stop here often)

10. Aux₁ Nuc M Aux₂
yan/prũksá:/kan/yũ: (are still consulting each other)
khv:y/phù:ŋ/kan/1ê:w (have talked to each other before)
ʔā:t ca/wàŋ-wây/khà:ŋ bon/1ê:w (has possibly been put upstairs already)
ca tòn/klǎp/wan nǐ:/1ê:w (shall have to go back to-day)
ca/khàw-ma/nàŋ nǐ: ʔy:k/1ê:w (were going to come in here again)
khv:y/吖:/kan thì fâráŋsē:t/1ê:w (have already met each other in France)
ca/nɔ:n/tẽ: núskhàm ʔy:k/1ê:w (is going to bed early again)
ca/ʔɔ:k dỳ:n-tha:ŋ/kan díew nǐ:/1ê:w (are about to set off now)
It has not been found necessary to postulate phrase constituents for the remaining phrases, namely the modal phrase, the locational phrase and the temporal phrase. These phrases may be described as follows:

**Modal Phrases**

A modal phrase consists of a mode-word or a mode-word and the preceding preposition "ta:m", e.g.

nà:'klue dēk yaŋ mày lāp
(I'm afraid the baby's not yet asleep.)

nà:'klue khà:w mày lē:w
(I suppose the rice has burnt.)

põkkatý? rōt-fay troŋ wela: di:
(Usually the train's well on time.)

põkkatý? phóm tham-ŋa:n thì hòn-jamít
(Usually I work in the Library.)

ta:m pokkatý? rōt cō:t pà:y nî: samý:
(As a rule, the bus always stops at this bus-stop.)

thammāda: sùe tue nî: kháp mà:k
(Normally this blouse is very tight.)

ta:m thammāda: râ:n nî: pỹ:t taliś:t wan
(Normally this shop is open all day.)

---

1 See pp. 206-7.
2 See p. 213.
All the modal phrases illustrated above occur at the beginning of the sentence. As has already been mentioned (see p. 63) they may be shifted to the end of the sentence, e.g.

dēk yaŋ màŋ lāŋ nà: 'klue
(The baby's not yet asleep, I suppose.)

rōt-fāy troŋ wela: di: pōkkati?
(The train's well on time, usually.)

rōt cō:t pā:y nī: sāmī: tā:m pōkkati?
(The bus always stops at this bus-stop, as a rule.)

sūe tūe nī: khāp mà:k thammada:
(This blouse is very tight, normally.)

Locational Phrases

A locational phrase consists of a noun phrase preceded by one or two prepositions, and on some occasions by three, or, of a sequence of two prepositions.

The following are examples of a locational phrase which consists of a noun phrase preceded by one, two or three prepositions, as the case may be:

1 See pp. 72-3, 77-119.

2 See pp. 212-3. The prepositions which do not occur in a locational phrase are tē:, ka, kāp, and thī meaning "with". For cases where these prepositions occur, see pp. 154-7.
bon tō? mi: nā̂̄sú: yu: lēm mēn
(On the table there's a book.)

nay hō̂-râp-khč:k fun ȳ? lē:w
(In the drawing room there's a lot of dust now.)

nay līnchāk ʔan nī: māy mi: ʔaray l̄y:y
(There's nothing at all in this drawer.)

troŋ nī: di: lē:w
(It's all right here.)

thī nān yāŋ chēʔ yu:
(It's still wet there.)

nay nī: mi: ʔaray
(What's in this?)

thī nay rōt-me: khon cy: sataŋ bōy
(On the bus people often find some money.)

bon lā̂n tū: bāy nān māy nā: ca wān kʰō:n
(You shouldn't have put anything on top of that cupboard.)

thī nay nī: rō:n cāŋ
(It's very warm in here.)

thī troŋ nō:n khray yā: pay-dv:n nā
(Nobody should walk over there.)
(At the very front of the station there are a lot of people standing.)

The following are examples of a locational phrase which consists of a sequence of two prepositions:

- khàːn nòːk yen màːy (Is it cool outside?)
- khàːn nay yan dìː yǔː (It's still good inside.)
- khàːn bon khon nèn caŋ (People are crowding upstairs.)
- khàːn tày chét lèːw rỳ (Has it been wiped underneath?)

All the locational phrases illustrated above occur at the beginning of the sentence. As has already been mentioned (see p. 64) they may be shifted to the end of the sentence, e.g.

- miː nàŋsúː yǔː lèːm nàŋ bon tôː (There's a book on the table.)
- dìː lèːw tron nìː (It's all right here.)

- màːy miː ˈarəy Ɋːy nay línchák ʔan nìː (There's nothing at all in this drawer.)

- khon cɔːː sataŋ bɔːy thì nay rɔːt-meː (People often find some money on the bus.)

- yen màːy khàːn nòːk (Is it cool outside?)
Temporal Phrases

A temporal phrase consists of one of the following:

1. a sequence of two or three time-words
2. one, two or three time-words followed by a high-tone determinative or by one of the fixed phrases (q.v.)
3. a cardinal numeral accompanied by two or three time-words
4. a cardinal numeral preceded by a time-word and followed by two time-words and a high-tone determinative, or followed by a time-word and the fixed phrase "thi lē:w"
5. a time-word or two followed by an ordinal numeral
6. a time-word preceded by a pre-numeral and followed by an ordinal numeral.

These are illustrated as follows:

1. a temporal phrase consisting of a sequence of two or three time-words\(^1\), viz.,

   a) a sequence of two time-words, e.g.

   mùe cháːw \hspace{1cm} \text{(this morning)}
   mùe waːn \hspace{1cm} \text{(yesterday)}
   mùe kīː \hspace{1cm} \text{(just now)}

\(^1\) See pp. 201-5.
mùe răng (when)
mùe kśni (formerly)
mùe khun (last night)
tón châ:w (in the morning)
tón châwchâ:w (in the early morning)
tón klâjwan (by day or in the day time)
tón thiêng (at noon)
tón bâ:y (in the afternoon)
tón yen (late in the afternoon)
tón húèkhâm (soon after nightfall)
tón khâmkhâm (at dusk)
tón klâjkhun (at night or during the night)
tón dũk (late at night)
wan can (Monday)
wan saw (Saturday) etc.
dwen môkkara: (January)
dwen kanya: (September) etc.

b) a sequence of three time-words, e.g.

mùe tón châ:w (this morning)
mùe tón klâjwan (during the day time)
mùe tón bâ:y (this afternoon)
mùe wan 'uèkhâ:n (last Tuesday)
mùe wan phrâhât (last Thursday) etc.
mùe wan kśni (the other day)
mùe dwen kumpha: (last February)
mùe dwen mi:na: (last March) etc.
2. a temporal phrase consisting of one, two or three time-words followed by a high-tone determinative\(^1\) or by one of the fixed phrases, namely one consisting of the relative linker "thi"\(^2\) and the intransitive verb \(^3\) "lê:w", and the other consisting of the linker "thi" followed by the pre-verbal auxiliary "ca"\(^4\) and the intransitive verb "thüm", viz.,

a) one, two or three time-words followed by a high-tone determinative, e.g.

châ:w nf: (this morning)
khu:n nân (that night)
samây nây (which period)
pi: nô:n (some years back)

mûe wa:n nf: (yesterday)
mûe takî: nf: (just now)
mûe pi: nân (that year)
mûe kô:n nô:n (in the old days)
éwên me:sâ: nf: (next April)
wân phût nây (which Wednesday)

mûe to:n châ:w nf: (this very morning)
mûe to:n kianjwan nf: (at about midday to-day)
mûe châ:w wa:n nf: (yesterday morning)
mûe pi: kô:n nô:n (some years back)

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1 See p. 197.
2 See p. 216
3 See pp. 161-2.
4 See p. 178.
b) one, two or three time-words followed by a fixed phrase, e.g.

dwen thì lê:w (last month) lit. the month which is just finished.
pi: thì lê:w (last year)
’atìt thì lê:w (last week)
sakhir thì ca thúŋ (next Friday) lit. the Friday which is to come.

wan phrâhêt thì lê:w (last Thursday)
dwen sîŋhá: thì ca thúŋ (next August)
mûe dwen thì lê:w (last month)
mûe pi: thì lê:w (last year)

mûe wan ’atìt thì lê:w (last Sunday)
mûe dwen phrâtsapha: thì lê:w (last May)

3. a temporal phrase consisting of a cardinal numeral\(^1\) accompanied by two or three time-words, viz.,

a) a cardinal numeral preceded and followed by a time-word, e.g.

tɔ:n sóŋ moŋ (at 2 p.m.)
tɔ:n sá:m thùm (at 9 p.m.)
mûe pɛ:t moŋ (at 8 a.m.)
mûe sî: thùm (at 10 p.m.)

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\(^1\) See pp. 190-1.
b) a cardinal numeral preceded by one
and followed by a sequence of two time-words, e.g.
to:n hōk mo:ŋ yen  (at six o'clock in the evening)
to:n hōk mo:ŋ châ:w  (at six o'clock in the morning)
mûe só:ŋ òwem kô:n  (two months ago)
mûe sâm pi: kô:n  (three years ago)

c) a cardinal numeral preceded by two
and followed by one time-word, e.g.
mûe to:n kâ:w mo:ŋ  (at 9 a.m.)
mûe to:n sâm thûm  (at 9 p.m.)

d) a cardinal numeral preceded and followed
by two time-words, e.g.
mûe to:n sip mo:ŋ châ:w  (at ten o'clock in the morning)
mûe to:n hà: mo:ŋ yen  (at five o'clock in the evening)

4. a temporal phrase consisting of a cardinal
numeral preceded by a time-word, and followed by two time-
words and a high-tone determinative, or followed by a time-
word and the fixed phrase "thì lê:w", viz.,

a) a cardinal numeral preceded by a time-
word and followed by two time-words and a high-tone
determinative, e.g.
mûe só:ŋ wan kô:n nî:  (two days ago)
mûe sâm òathît kô:n nî:  (three weeks ago)
mûe sip pi: kô:n nô:n  (ten years back)
b) a cardinal numeral preceded by a time-word and followed by a time-word and the fixed phrase "thì lê:w", e.g.

mùe só:η duen thì lê:w (two months ago)
mùe sá:m pi: thì lê:w (three years ago)
mùe só:η-sá:m chùem:η thì lê:w (two or three hours ago)

5. a temporal phrase consisting of a time-word or two followed by an ordinal numeral\(^1\), e.g.

wan mûŋ (one day)
duën mûŋ (a month)
pi: rë:k (the first year)
²athít ñi深深地 (just a week)
thì: láŋ (next time)
²athít nàː (next week)
wan thîhàː (the fifth day or the fifth of the month)
sättawât thisîp (the tenth century)
wan can nàː (Monday week)
wan sûk thîsîː (Friday the fourth)
duën tulaː nàː (next October)

6. a temporal phrase consisting of a time-word preceded by a pre-numeral\(^2\) and followed by an ordinal numeral, e.g.
sûk wan mûŋ (for a day)

---

1 See pp. 191-3.
It is interesting to note that, while a noun phrase, a verb phrase or a modal phrase may consist of one word, a locational phrase and a temporal phrase must consist of two words at least.
Pseudo-locational and Pseudo-temporal Expressions

As has already been mentioned\(^1\), the last three types of phrases as described above, namely, modal, locational and temporal phrases, which function primarily as Adjuncts (or sentence constituents) are referred to as "downgraded phrases" when functioning within a noun or a verb phrase.

It has been observed that there are groups of words or expressions whose components are comparable to those of the locational and temporal phrases, but, which may function only within a verb phrase. That is to say, they never function as Adjuncts nor within a noun phrase: they function either as a Modifier (or a verb phrase constituent) or as an element in it (i.e. when accompanied by another element such as an adverb)\(^2\). Such groups of words or expressions may conveniently be referred to as "pseudo-locational expressions" and "pseudo-temporal expressions" respectively. These may be described as follows:

**Pseudo-locational Expressions**

A pseudo-locational expression consists of one of the following:

a) a noun phrase preceded by the preposition "tč:\(^3\)" alone or accompanied by another preposition, e.g.

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1 See p. 76.
2 See pp. 130-6.
3 See p. 213.
(There's only gravy left in the curry now.)

(I must choose and buy only those things which are necessary.)

(The shoes are to be repaired only at the heels.)

All the pseudo-locational expressions in the above examples function as a Modifier (or a verb phrase constituent). Compare the above with the following:

(The book's on the table already.)

'(I'll go and wait in front of the shop which has just been opened.)

(The car is parked by the side of the house.)

The pseudo-locational expressions which function as an element of a Modifier may be illustrated from the examples below. The accompanying elements are all double-underlined.
khâw phù:t kan tẹ: rùn-nàn rùn diew
(They were talking to each other only about films.)

rọŋ-thâ:w tẹŋ sòm tẹ: thì sòm bọỳ
(The shoes had to be repaired only at the heels often.)

chân tọŋ yũ: tẹ: nay bà:n thàn ṣathɪt
(I had to stay quite at home all week.)

Compare the above with the following:

khâw khuy kan thì bà:n
(They were talking together at home.)

rọt cọ:t thì khâ:n bà:n bọỳ
(The car's often parked by the side of the house.)

chân yũ: thì nay londːn piː ẹm
(I was in London for a year.)

b) a noun phrase preceded by the preposition ka,
kąp or thì (each of which is equivalent to "with" in English),
e.g.

chân chọːp khuy ka khâw
(I like talking with her.)

nǐt ṣːk-pay ka phùen bọỳ
(Nit often goes out with friends.)
(What are we going to have it with?)

(We haven't got in touch with Sumon at all.)

(The pen's still with me.)

(I'll leave the money with Mother for the time being.)

(The book's on the table.)

(He comes here often.)

Pseudo-temporal Expressions

A pseudo-temporal expression consists of one of the following:

a) one of the three fixed expressions which contain the time-word "tế: ", namely tế: châ:w (early in the morning), tế: hủékham (early in the evening) and tế: wan

* It is to be noted that the preposition "thì" (lit. with) occurring in this context is homophonous with the preposition "thì" (lit. at) which is found in a locational phrase (see pp.144-6). Compare, for instance, "thì" in this and such examples as

păkka:-cânh yũ: thì bâ:n (My pen is left at home.)

thì bâ:n mây mi: khrcy ly:y (There's nobody at home.)
(early in the afternoon), e.g.

phrông nî: châ:n tôn tû:n tê: châ:w
(To-morrow I must get up early.)

dêk no:n tê: húshêm ɔy:k lê:w
(The boy's gone to bed early again.)

wan nî: klà:p bà:n tê: wan nûy nà
(Will you get back early to-day.)

Compare the above with the following:

somchà:t phông ma-thûn mûe wa:n
(Somchaat only arrived yesterday.)

chân kamlânj ca ɔy:k-pay dîw nî: thidîw
(I'm going to go out right now.)

b) a time-word\(^1\) preceded by the preposition

"talś:t"\(^2\), e.g.

talś:t wan (all day or all day long)
talś:t ɔəthît (all week)
talś:t dwen (all the month)
talś:t pi: (all year round)

---

1 See pp. 201–5
2 See p. 213.
c) a time-word or two preceded by the sentence linker "tàŋtčː":¹, e.g.

tàŋtčː: châ:w (since the morning)
tàŋtčː: kłaŋwan (since midday)
tàŋtčː: bă:y (since the afternoon)
tàŋtčː: piː kō:n (since last year)
tàŋtčː: khwːn kō:n (since the night before)
tàŋtčː: mûe châ:w (since this morning)
tàŋtčː: mûe waːn (since yesterday)
tàŋtčː: toːn châ:w (since the morning)
tàŋtčː: toːn thîɛŋ (since midday)
tàŋtčː: toːn yen (since the evening)
tàŋtčː: mûe râːy (since when)

d) an ordinal numeral², which may be exemplified in a sentence as follows:

nît sōːp dâːy thînûn
(Nit was first in her exams.)

khâw khâw prakûɛt naːŋ-ŋaːm dâːy thîsōːŋ
(There came second in the Beauty Contest.)

¹ See p. 219.
² See pp. 191-3.
e) a time-word preceded by one of the following:

   i) by a cardinal numeral\(^1\), e.g.

   ső:n hón \quad (twice)

   sá:m thi: \quad (three times)

   ső:n-sá:m wan \quad (two or three days)

   sǐ: ^\text{Athít} \quad (four weeks)

   lá:y pi: \quad (many years)

   ii) by a pre-numeral\(^2\), e.g.

   sá:k wan \quad (for a day)

   tà:n òmèn \quad (for a month)

   kǎ:sp pi: \quad (nearly a year)

   thà:n khú:n \quad (all night)

   ^\text{i:kh ^\text{Athít}} \quad (another week)

   ^\text{i:ksá:k pradìew} \quad (in a moment)

   iii) by a pre-numeral and a cardinal numeral, e.g.

   sá:k ső:n wan \quad (about two days)

   tà:n hòk ^\text{Athít} \quad (about six weeks)

   kǎ:sp hà: pi: \quad (almost five years)

   ^\text{i:kh sá:m òmèn} \quad (another three months)

   ^\text{i:ksá:k sǐ:-hà: chúemo:n} \quad (another four or five hours)

\begin{flushleft}
1 \quad \text{See pp. 190-1.}

2 \quad \text{See pp. 193-4.}
\end{flushleft}
CHAPTER IV

WORD-CLASSES

Nouns and Verbs

In setting up two major classes of word three pairs of testing sentence frames are provided. The first pair is used to establish nouns and a class of verbs whereas the other two pairs are used for establishing the other two classes of verbs, viz., Nouns and Intransitive Verbs.

The first pair of testing sentence frames is appropriate to 3-place sentences:

1. a) 1 2 1ē:w
   b) 1 kamlaŋ 3

Any word which may occupy place 1 in both frames is labelled a "noun" (n). Any word which may occupy both place 2 in the first frame and place 3 in the second is labelled an "intransitive verb" (v₁). Examples:

nalika: ti: 1ē:w (The clock's struck.)
nalika: kamlaŋ ti: (The clock's striking.)
nâ:m dũet 1ē:w (The water's come to the boil.)
nâ:m kamlaŋ dũet (The water's boiling.)
děk lāp 1ē:w (The child's gone to sleep.)
děk kamlaŋ lāp (The child's asleep.)
The words nalika:, nâm, dêk, hông and nit in the above examples are classified as nouns since every one of them could fill place 1 in both frame 1.a and frame 1.b whereas the words ti:, dûaet, lăp, ʔûn and to: are classified as intransitive verbs since all of them could fill both place 2 in frame 1.a and place 3 in frame 1.b.

**Transitive Verbs**

The second pair of testing sentence frames is appropriate to 4-place sentences:

2. a) n 2 n lê:w
    b) n kamlag 3 n

Any word which may occupy both place 2 in the first frame and place 3 in the second is labelled a "transitive verb" (v_t), e.g.

- dêk \sbacklink{n}nom lê:w (The baby's _drunk_ some milk.)
- dêk kamlag \sbacklink{kin}nom (The baby's _drinking_ milk.)
- phô: tàn nalika: lê:w (Father's _set_ the clock.)
- phô: kamlag tàn nalika: (Father's _setting_ the clock.)
- nit khíen côtmá:y lê:w (Nit's _written_ a letter.)
- nit kamlag khíen côtmá:y (Nit's _writing_ a letter.)
khwan khàw bà:n lē:w  (The smoke's got into the house.)
khwàn kamlàŋ khàw bà:n  (The smoke's getting into the house.)
mè:-khrue tham khanóm lē:w  (The cook's made some pudding.)
mè:-khrue kamlàŋ tham khanóm (The cook's making pudding.)

All the words underlined are classified as transitive verbs.

Double Transitive Verbs

The third pair of testing sentence frames is appropriate to 5-place sentences:

1. a) n 2 n n lē:w
   b) n kamlàŋ 3 n n

Any word which may occupy both place 2 in the first frame and place 3 in the second is labelled a "double transitive verb" ($v_{tt}$), e.g.

mè: hày taŋ nît lē:w
(Mother's given Nit some money.)
lit. mother, give, money, Nit, already.

mè: kamlàŋ hây taŋ nît
(Mother's giving Nit some money.)

phin tɔm nà:m rôt lē:w
(Pin's put some water into the car.)

phin kamlàŋ tɔm nà:m rôt
(Pin's putting some water into the car.)
All the words underlined are classified as double transitive verbs.

Homophones Verbs

It is to be pointed out that, for the purpose of the present study it has not been found necessary to set up further classes of verbs to account for words which may occupy both place 2 and place 3 in either the first or the
second pair of testing sentence frames described above, on the one hand, and those which may occupy such places in either the second or the third pair, on the other. Instead, they will be regarded as homophones of one kind or another according to which two of the above pairs of testing sentence frames they can operate in. We have thus intransitive/transitive homophones in the one case and transitive.double transitive in the other, viz.,

Examples of intransitive/transitive homophones, namely those forms which occur both in the first and second pairs of construction are given below:

1. a) n 2 lē:w  b) n kamlaŋ 3
   dēk hōw lē:w
   (The baby's hungry.)

2. a) n 2 n lē:w  b) n kamlaŋ 3 n
   dēk hōw nā:m lē:w
   (The baby wants a drink of water.)
   (The baby wants a drink of water.)
   dēk kamlaŋ hōw
   (The baby's hungry.)

khōːŋ khūm lē:w
(Things have gone up.)

khōːŋ kamlaŋ khūm rakhaː lē:w
(Things are going up.)

khōːŋ khūm rakhaː
(Things have gone up in price.)

khōːŋ kamlaŋ khūm rakhaː
(Things are going up in price.)
The door's open already.

Nit's opened the door.

The door's open.

Nit's opening the door.

Nit's opening the door.

The room smells.

The room smells food.

The room's smelling.

The room's smelling food.

All the underlined verbs under the first pair of testing sentence frames are regarded as intransitive verbs whereas those under the second pair of testing sentence frames are regarded as homophonic transitive verbs.

The following are examples of transitive/double transitive homophones, namely those forms which occur both in the second and third pairs of construction:

2. a) n 2 n lē:w 3. a) n 2 n n lē:w
   b) n kamlāŋ 3 n   b) n kamlāŋ 3 n n

(The teacher gives a lesson now.) (The teacher gives the boys a lesson now.)

Khru: kamlāŋ sō:n nāŋsù:  Khru: kamlāŋ sō:n nāŋsù: dēk
(The teacher's giving a lesson.) (The teacher's giving the boys a lesson.)
phiun-ba:n khá:y đốk-mâ:y phiun-ba:n khá:y khô:ŋ đốk lê:w
le:w

(A neighbour **sells** flowers now.) (A neighbour's **sold** a girl some things.)

phiun-ba:n kamlaŋ khá:y dốk-mâ:y phiun-ba:n kamlaŋ khá:y khô:ŋ đốk

(A neighbour's **selling** flowers.) (A neighbour's **selling** a girl some things.)

The *underlined* verbs: só:n (teach) and khá:y (sell) in the first column are regarded as **transitive** verbs whereas those in the second column are regarded as homophonous double **transitive verbs**.
Intransitive Adjectival Verbs

In order to arrive at a subclass of intransitive verbs another 5-place testing sentence frame is provided:

\[ n - kwä: n lê:w \]

Any intransitive verb which may occupy the blank space of this frame is labelled an "intransitive adjectival verb" (\(v_{ia}\)), e.g.

\[ süe kǎw kwä:ka'pro:n lê:w \]
(The blouse is older than the skirt.)

\[ mu: yen kwä: thâ:w lê:w \]
(My hands are now older than my feet.)

\[ süe khá:w khä: kaŋke:n lê:w \]
(The shirt's now whiter than the trousers.)

\[ mì:t khom kwä: tâkraŋ lê:w \]
(The knife is now sharper than the scissors.)

\[ suchada: süey kwä: suraphi: lê:w \]
(Suchadaa's now more beautiful than Surapee.)

All the five underlined verbs above are classified as intransitive adjectival verbs since every one of them could fill the blank space in the frame provided.
Pronouns

Pronouns are classified as members of a subclass of nouns on the grounds that they can replace other nouns in the three pairs of testing sentence frames but cannot be associated with all the noun phrase constituents as other nouns can. That is to say, a pronoun can be associated with the Determinative (D), the Adjunctive Modifier (M₁) and almost all of the simple patterns for the Quantifier (Q), within noun phrases; but, a pronoun is never associated with the Intransitive Modifier (M₂) or any of the composite patterns for the Quantifier, within noun phrases. All the pronouns in the examples below are underlined.

The following are examples of pronouns as Heads (H) of noun phrases in association with the other phrase constituents:

H D

: mǐː khon nǐː: (this little girl) lit. you, this.
khun khon nân (that person) lit. you, that.
khun thî maː mûe châːw
(the person who came this morning)

1 See pp. 161-3.
2 See also footnote on p. 212.
H Q D : 
khun sο:ŋ khon nŋ: (these two persons)

H D Q : 
 nú: khon nān khon diēw (just that girl)
khun nī: ʔyː:k khon mūŋ (one more i.e. this person)

H M a : 
khun mūe wā:n (the person yesterday)

H Q M a : 
khun sο:ŋ khon mūe kī: (those two persons just now)

H M a Q : 
khun mūe kī: ʔyː:k khon diēw (just one more i.e. the person just now)

H Q : 
raw sο:ŋ khon (we two)

khray kī: khon (how many people) lit. who, how many, people.

nī: ʔan mūŋ (here is one) lit. here, one.

ʔū:e khon diēw (just me)

khun sā:m khon láŋ (the last three of you)

chān ʔyː:k khon (me too)

ʔaray ʔyː:ksā:k yāːŋ (what else)

nō:n ʔyː:k lēm (another one over there)

phōm ʔyː:k khon mūŋ (me too)

khāw ʔyː:k sο:ŋ khon (two more of them)

thv: sā:m khon thāwān (just you three)

kē: khon diēw thāwān (just her)

khun sο:ŋ khon rē:k thāwān (just the first two of you)
Pronouns can never replace other nouns as Heads (H) of the noun phrase of such structures as \(HM_i\), \(HM_iD\) and so on. Compare, for examples, the noun "phùcha:y" and the pronoun "khun" in the following:

\[
\begin{array}{ccc}
\text{H} & \text{M}_i & \\
\text{phùcha:y} & \text{ñàen} & \text{(a fat man)} \\
\text{khun} & \text{ñàen} & \\
\text{H} & \text{M}_i & \text{D} \\
\text{phùcha:y} & \text{ñàen khon nìː} & \text{(this fat man)} \\
\text{khun} & \text{ñàen khon nìː} & \\
\end{array}
\]

While it is possible to find a noun in the above examples it is not possible to find a pronoun.
Auxiliaries

The number of the three pairs of testing sentence frames as used for setting up nouns and verbs (see pp. 161-3) can be multiplied by substituting other words for "lê:w" in frames 1.a, 2.a and 3.a, and for "kamlaj" in frames 1.b, 2.b and 3.b below, viz.,

1.a. n vi lê:w
2.a. n vt n lê:w
3.a. n vtt n n lê:w

1.b. n kamlaj vi
2.b. n kamlaj vt n
3.b. n kamlaj vtt n n

Words which can replace "lê:w" in the first three frames above will, together with the word "lê:w" be termed "post-verbal auxiliary words", whereas those which can replace "kamlaj" in the last three frames will, together with the word "kamlaj", be termed "pre-verbal auxiliary words". We may have, for examples,

1.a. n vi yũ:
    n vi yũ: lê:w

2.a. n vt n yũ:
    n vt n yũ: lê:w

3.a. n vtt n n yũ:
    n vtt n n yũ: lê:w
The words "yũ:," and the sequence "yũ: lê:w" above together with the word "lê:w" are referred to as "post-verbal auxiliaries".

The following are some of the words which can replace the word "kamlanə":

1.b. n phãŋ v₁
    n ca v₁
    n khv:y v₁

2.b. n phãŋ vₜ n
    n ca vₜ n
    n khv:y vₜ n

3.b. n phãŋ vₜₜ n n
    n ca vₜₜ n n
    n khv:y vₜₜ n n

The words "phãŋ, ca and khv:y" above and so on (q.v.) together with the word "kamlanə" are referred to as "pre-verbal auxiliaries".

The post-verbal auxiliaries (aux₂) comprise only two words, namely "yũ:," and "lê:w". These words may be associated together in the sequence "yũ: lê:w". The following are examples of sentences containing post-verbal auxiliaries which are underlined:
The pre-verbal auxiliaries (aux₁) comprise nineteen words. These nineteen words may be associated together in fifty-three possible ways. The lists of all these follow
immediately in the sections given below. In the following examples, the pre-nodal auxiliaries are underlined.

\[
\begin{align*}
\text{n} & \quad \text{aux} \quad \text{vi} \\
\text{nalika: kamlaŋ ti:} & \quad (\text{The clock's striking}) \\
\text{nalika: phəŋ ti:} & \quad (\text{The clock's just struck}) \\
\text{nīw kūŋp khaːt} & \quad (\text{My finger was nearly cut off}) \\
\text{phaː yan pəek} & \quad (\text{The washing's still wet}) \\
\text{nalika: kamlaŋ ca ti:} & \quad (\text{The clock's about to strike}) \\
\text{fòn khoŋ ca tōk} & \quad (\text{It will probably rain}) \\
\end{align*}
\]

\[
\begin{align*}
\text{n} & \quad \text{aux} \quad \text{vt} \quad \text{n} \\
\text{phaː: kamlaŋ faŋ khaːw} & \quad (\text{Father's listening to the news}) \\
\text{mēː khvːy chɔːp kawłat} & \quad (\text{Mother used to like chestnuts}) \\
\text{dēk yəːk kın nām-khēŋ} & \quad (\text{The children would like to have some ice}) \\
\text{nīt mākca phaː:n tùː-phantsaniː} & \quad (\text{Nit's bound to pass the postbox}) \\
\text{dēk khoŋ yəːk kın ˈɔːytim} & \quad (\text{The boy would probably like to have some icecream}) \\
\text{phûːn} & \quad \text{kamlaŋ yəːk ca kləp bən} \\
\text{(My friend would like to go home now)} \\
\end{align*}
\]
Such pre-verbal auxiliaries may be further subdivided into those which may precede and those which may follow the word "may" (not) which will be termed the "negator".* The former will be referred to as "pre-negator auxiliaries" (aux₁n₁), whereas the latter will be referred to as "post-negator auxiliaries" (aux₁₁). Two patterns of negation in spoken Thai may accordingly be set up as follows:

1. aux₁₁ may viₙ₁
2. may aux₁₁ viₙ₁

*See pp. 231-2.
ya:y phỳn máy saba:y   (Grandmother's just fallen ill.)  
ya:y máy khỳy saba:y    (Grandmother's not quite well.)

The lists of the two subclasses of pre-verbal auxiliaries thus classified are given below.

A. The pre-negator auxiliaries (auxìn) comprise twelve words, viz.,

1. kamlaŋ : e.g.
   nâm kamlaŋ dět     (The water's boiling.)
   thanôn kamlaŋ lù:n  (The roads are slippery.)
   mè: kamlaŋ sùː khóːŋ  (Mother's buying some things.)
   khruː: kamlaŋ sôn nāŋsùː děk  (The teacher's giving the pupils a lesson.)
   khon kamlaŋ máy saba:y   (A man's not well.)

2. kỳːt : e.g.
   wan níː: phùn kỳːt ma-háː: (To-day a friend happened to come.)
   rôt kỳːt taːːy-się ʔyːk  (The car happens to break down as well.)
   mūː waːn rôt-fay kỳːt sỉː welaː: (Yesterday the train happened to be delayed.)
   nāŋsùːː lèm nân kỳːt máy miː: kháːy  (That book happens not to be on sale.)
   mèː-khruː kỳːt máy saba:y toːn níː: (The cook happens not to be well at present.)
3. abus: e.g.

mùe kh: rót abus chon đék (The car nearly hit a boy just now.)

klùey abus súk lê:w (The bananas are almost ripe.)
phà: abus hệ:η lê:w (The washing's nearly dry.)
sùe abus máy nè (The shirt was nearly burnt, you know.)
khà:w abus máy phô: (The rice was almost not enough.)

4.  kho:n : e.g.

yen ní: fôn kho:n tôk (It'll probably rain this evening.)
thanôn kho:n phêk (The streets will probably be wet.)

dék kho:n kláp bà:n lê:w phá:n ní: (The children have probably gone back home by this time.)

phu:n-khun kho:n máy ma: (Your friend probably won't turn up.)

nânsú: lèm ní: kho:n máy phê:η (This book probably won't be dear.)

5.  ca : e.g.

khun ca pay duey máy (Are you coming with us?)
phôm ca pay-hâ: mô: phürü ní: (I'll go to see the doctor to-morrow.)
phụen ca chuen-pay khà:η nò:k
(My friend came to persuade me to go out.)

kãy tuo diSw ca phø: máy
(Will a chicken be enough?)

mùe châ:w nî: dèk ca máy pay ka chân
(This morning the child didn't want to come with me.)

6. cuen : e.g.
nâ:m cuen dǚet lê:w
(The water's nearly come to
the boil.)

cuen thüm bà:n lê:w ñy
(Are we nearly home?)

rõt-fay cuen o3:k lê:w la
(The train's about to leave now.)

kãpkhà:w cuen sêt lê:w
(The food's nearly ready.)

cuen thüm wela: lê:w
(It's almost time.)

7. châk : e.g.
khon châk ye9 lê:w
(There are a lot of people now.)
nâ:m châk khùm lê:w
(The water's rising now.)

ûakâ:t châk yen loŋ thûk wan
(The weather's getting
colder every day.)

nûe châk phè:ŋ lê:w
(The beer's getting dearer now.)

dèk khon nî: châk khì:kêt lê:w
(This boy's getting lazy now.)
8. **phỳm**: e.g.
khọ:ŋ phỳm ma-thynı múe châ:w
(The parcel had just arrived this morning.)

kulā:p phỳm rỳ:m ʔɔ:k đɔ:k
(The rosetrees have just started blooming.)

röm phỳm khá:t
(föm phỳm há:y)
nardika: phỳn máy đv:n
(The umbrella's just torn.)
(It's just stopped raining.)
(The clock's just stopped going.)

9. **yan**: e.g.

rôt nì: yan máy
khọ:ŋ yan ŭu: thì sathá:ni: (The luggage is still at the station.)
kè:w phùek nì: yan pùen ŭu: (These glasses are still dirty.)
mè: yan máy klàp
(khanóm yan máy wâ:n lỳ:y (The pudding's not sweet yet.)

10. **ʔɔ:t**: e.g.

chân ʔɔ:t khàw-cay phít (I may misunderstand it.)

phóm ʔɔ:t pay-yîm phùen bà:y nì:
(I might go to see a friend this afternoon.)

pi: nì: phası: ʔɔ:t khùm ʔı:k
(This year the tax may rise again.)
khây ʔaː t mà y phoː (The eggs may not be enough.)
nalikaː ʔaː t mà y pluː k (The clock may not ring.)

11. mà kcaː : e.g.
tɔː n níː rɔt mà kca nèn
(Buses are likely to be packed at this time.)

ʔaiʔ aː t thì níː mà kca chûː n
(The climate here tends to be damp.)
tɔː n klaŋkhuː n nàː m mà kca khûn
(At night the tide is likely to be in.)

khôː j thɔː k mà kca mà kha n
(Cheap things are not likely to last.)

nalikaː ruː n níː mà kca mà trɔŋ
(This watch tends not to be right.)

12. héncaː : e.g.
tɔː tʦú níː hénca lɛk-pay
(This table's a bit too small, it seems to me.)

khàː w níː hénca phɔː
(It seems to me this amount of rice is enough.)

thì níː hénca miː khɛː k yɛʔ
(There're a lot of visitors coming here, I should think.)
söm hënca mày prêw
(The oranges are not sour, it seems to me.)

dě: t hënca mày rō:n rōk
(The sunshine's not very hot, I should think.)

It has been observed that there are thirteen combinations of two and four combinations of three, possible for the twelve pre-negator auxiliaries cited above. They may be listed as follows:

a) Combinations of two pre-negator auxiliaries

1. kamlaŋ ca
2. k̂h:t ca
3. kʰəŋ ca
4. khoŋ ca
5. khoŋ kamlaŋ
6. khoŋ phɐŋ
7. khoŋ yanŋ
8. khoŋ cuen
9. cuen ca
10. châk ca
11. phɐŋ ca
12. yanŋ ca
13. ?ə:t ca

b) Combinations of three pre-negator auxiliaries

1. khoŋ ca kamlaŋ
2. khoŋ ca phɐŋ
3. khoŋ ca yanŋ
4. khoŋ ca cuen

* For illustrations of these see pp. 126-7.
B. The post-negator auxiliaries \( \text{(aux}_{\text{nl}} \) comprise seven words, viz.,

1. khôy : e.g.

wan nf: đêk khôy saba:y khùm
(To-day the baby's getting a bit better.)

phãk to:n nf: khôy di: nôy
(The vegetables are a little better at this time.)

nâm mày khôy rô:n
(The water's not very hot.)

mù: nf: mày khôy hên nf: lô:y
(We hardly see Nit these days.)

fay mày khôy sawă:ŋ
(The light's not quite bright.)

2. khv:ŋ : e.g.

mùe kô:n chån khv:ŋ chó:p du: nàŋ
(Formerly I used to like seeing films.)

khun khv:ŋ khàw-pley nay thêm mày
(Have you ever been in the cave?)

thv: khv:ŋ lô:ŋ sù:p burĩ: mày
(Have you ever tried smoking cigarettes?)
himâ? mây khv:y tôk thì muen-thay
(Snow never falls in Thailand.)

mamâen-râw mây khv:y pen lù:k
(Our mangotrees have never formed.)

3. khuen : e.g.
khun khuen pay-há: mó: sîe wan nì:
(You ought to go to see the doctor to-day.)

mûe khuen këp nay tù:-yen
(The meat ought to be kept in the fridge.)

phônlamâ:y khuen cât dà:y lê:w
(The fruits ought to be arranged now.)

chân mây khuen ôs:k câ:k bà:n lv:y
(I ought not to have gone out of the house at all.)

dék khon nân mây khuen ső:p tôk
(That boy ought not to fail in his examination.)

4. tôn : e.g.
phrûn nî: chân tôn tù:n tê: châ:w  (I have to get up early to-morrow.)
pi: nî: tôn khayân nîy  (You must work hard this year.)
phâk nî: tôn là:ž ôi:k  (This salad must be washed a bit more.)
khà:w mày tòŋ húŋ mà:k (You needn't cook much rice.)

pratu: ba:n nî: mày tòŋ sòm (This door needs no repairing.)

5. dày : e.g.
thv: dày phâk mày mûe wa:n (Did you manage to have a rest yesterday?)
nâŋsú: lèm nâm dày ü:n lè:w la (I've managed to read that book.)
khô:ŋ dày plîen mày (Did they let you change the things?)
nalika: mày dày plîuk (The clock didn't ring.)
dèk mày dày tû:n (The baby wasn't awake.)

6. nà: : e.g.
kulâ:p nà: sû: lûęk:y:n (The roses are very tempting to buy.)
ke:ŋ nî: nà: kîn caŋ (This curry should be very nice to eat.)
la:y-mû:-thv: nà: ü:n ü:Ok (Your handwriting is very nice to read)
fôn mày nà: tûk (It didn't look like rain.)
dèk khon nî: mày nà: khôp lv:y (This boy doesn't look nice to know.)

7. yâ:k : e.g.
yâ:k klâp bâ:n caŋ (I'd like to go back home very much.)
khun yâ:k faŋ phle:ŋ mày (Would you like to listen to some songs?)
phrùn nî: yǎ:k chuen phùen ma thî nî:
(We would like to invite some friends to come here.)

phùen mè yǎ:k ma-kuen raw
(Our friends wouldn't like to come to bother us.)

mè: mè yǎ:k phù:t karp khîw
(Mother wouldn't like to talk to him.)

There seem to be only five possible combinations for the seven post-negator auxiliaries described above. They may be listed as follows:

1. khîy nà:
2. khîy dày
3. khx:y yǎ:k
4. khx:y dày
5. tôŋ dày

The pre-negator and the post-negator auxiliaries may be associated together in a combination of two or three as the case may be, giving us altogether thirty-one possible combinations - fourteen of two and seventeen of three, viz.,

a) Combinations of two auxiliaries which are of two kinds, namely a combination of a pre-negator followed by a post-negator auxiliary and a combination of a post-negator followed by a pre-negator auxiliary. There are eleven possible combinations for the former and only three for the latter.

* See footnote p. 182.
They are listed consecutively as follows:

1. kamlaŋ yä:k
2. k¥:t yä:k
3. kœəp tøŋ
4. khoŋ khv:y
5. khoŋ tøŋ
6. khoŋ yä:k
7. ca dky
8. ca tøŋ
9. yaŋ yä:k
10. m yük ca tøŋ
11. hënca tøŋ
12. khuen ca
13. nà: ca
14. yä:k ca

b) Combinations of three auxiliaries which are of three kinds, namely,

i) a combination of two pre-negator auxiliaries followed by a post-negator auxiliary. There are twelve possibilities for this: *

* See footnote p. 182.
1. kamlaŋ ca tòŋ
2. k’y:t ca tòŋ
3. k’y:t ca yǎ:k
4. kùep ca tòŋ
5. khoŋ ca khv:y
6. khoŋ ca tòŋ
7. khoŋ ca yǎ:k
8. cuen ca tòŋ
9. yaŋ ca tòŋ
10. ʔǎ:t ca khv:y
11. ʔǎ:t ca tòŋ
12. ʔǎ:t ca yǎ:k

ii) a combination of two pre-negator auxiliaries with a post-negator in between. There are only three possibilities for this:

1. kamlaŋ yǎ:k ca
2. khoŋ yǎ:k ca
3. yaŋ yǎ:k ca

iii) a combination of two post-negator auxiliaries with a pre-negator auxiliary in between. There are only two possibilities for this:

1. khuən ca tòŋ
2. nà: ca tòŋ
Classifiers

A class of classifiers may be set up by using the following 6-place testing sentence frame,

\[ n - v_{ia} \text{ nì: } v_{i} \text{ aux}_{2} \]

Any word, other than a noun as already defined, which may fill the blank space of this frame is by definition a "classifier" (c), e.g.

nalika: ruen yà:y nì: ti: lè:w
(This very big clock's already struck.)

mì:t lè:m lè:k nì: thù: lè:w
(This very small knife is blunt now.)

bà:n làn ké:w nì: sòm lè:w
(This very old house has already been repaired.)

nà:n sùy bà:n nì: khâ:t yù: lè:w
(This very thin book was already torn.)

thanón sá:y ya:w nì: dì: yù: lè:w
(This very long road is all right as it is.)

tè:mo: lù:k to: nì: wà:n yù: lè:w
(This very big melon is already sweet.)

All the words underlined are classifiers, as defined above.
**Numerals**

The numeral is distinguished from other classes of word by the fact that it occurs either immediately before or after a classifier. Two classes may be set up according to whether it occurs before or after the classifier.

To establish the numerals*two testing sentence frames are called for. The first will be used to set up a class of cardinal numeral (nu₀) whereas the second will be used to set up a class of ordinal numeral (nu₀), viz.,

1. n aux₁ vt n - c
2. n aux₁ vt n c -

Both frames are appropriate to 6-place sentences.

a) **Cardinal Numerals** (nu₀)

Any word which may fill the blank space of frame 1 above is labelled a "cardinal numeral" (nu₀), e.g.

phùen ca pẩy t rā:n sō:n rā:n
(A friend's going to open two shops.)

mè: yă:k đă:y kho:ŋ sā:ım yă:ŋ
(Mother would like to get three things.)

nit tỏŋ thạ:n yạ: sĩ: mê:t
(Nit must take four tablets.)

In addition to the whole series of number such as

* For use of hyphen with numerals see p. 9.
só:ŋ (two), sá:m (three), sǐː (four) in the examples cited above and so on; this class includes also the following four words:

baːŋ (some) thähl (every)
láːy (many) kįː (how many)

all of which may fill the blank space of frame 1 above, e.g.

Khruː tɔŋ kɛː kham baːŋ kham
(The teacher had to correct some words.)

phùen ca pʏː t lɔw thähl khют
(My friends were going to open every bottle of spirits.)

prasıt khoŋ miː bàː n láːy láŋ
(Prasit's probably got many houses.)

thanaː y ca tɔŋkə n phayaː n kįː khon
(How many witnesses does the solicitor want?)

b) Ordinal Numerals (nu₀)

Any word which may fill the blank space of frame 2, i.e. n aux₁ vt n c —

which is not an intransitive adjectival verb or a high-tone determinative as already defined is by definition an 'ordinal numeral' (nu₀), e.g.

nəːyɔk ca nàŋ rɔt khan thīsóːŋ
(The Prime Minister will sit in the second car.)

1 For examples of higher cardinal numerals, see pp. 93 ff.
2 See pp. 168, 197 respectively.
Danay khoŋ phâk bà:n láŋ thîsâ:m
(Danai's probably staying at the third house.)

nê:ŋ kamlâŋ khïën cîtmâ:y chabâp thîsî:
(My younger brother's writing the fourth letter.)

Apart from the whole series of words such as thîsó:ŋ
(second), thîsá:m (third), thîsî: (fourth) in the above
examples and so on, this class includes also the following
six words:

num (a, an)
diew (only one)
 rè:k (first)
sûtthâ:y (last)
nà: (front, next)
lâŋ (last, next)

all of which may fill the blank space of the frame above, e.g.
phô: ca plû:k bà:n láŋ num
(Father's going to build a house.)

nît yâ:k mî: lû:k khon diw
(Nit would like to have only one child.)

dê:k khv:y chô:p tûkkata: tue rè:k
(The girl used to like the first doll.)

nô:y kamlâŋ lâ:ŋ ca:n bay sûtthâ:y
(Noi's washing the last plate.)

* For examples of higher ordinal numerals, see pp. 93 ff.
để kamląż khùm rôt khan nà:
(The children are getting into the front carriage.)

nakhirén khuên ṭã: n ná̄sú: chabāp nà:
(The students should read the next issue of the paper.)

nà: kamląż tát phà: chìn lán
(Auntie's cutting the last piece of material.)

phùơn ca kho:y rôt khan lán
(My friends are going to wait for the next bus.)

To set up two further classes of word which are always associated with either of the two classes of numeral above the following two testing sentence frames are provided:

1. n aux₁ vt n - nu₀ c
2. n aux₁ vt n nu₀ c -

Both frames are appropriate to 6-place sentences.

a) Pre-numerals (pre-nu)

Any word which may fill the blank space of frame 1 above is labelled a 'pre-numeral' (pre-nu), e.g.

mè: ca sủ: tự: ṭị:k só:ŋ bay
(Mother's going to buy two more cupboards.)

khru: ca tham-thò:t đễ k thân hà: khon
(The teacher's going to punish all the five boys.)
mó: kamlaj râksá: khon tân lá:y khon
(The doctor's looking after so many people.)

phùen yâ:k dà:y kulâ:p săk să:m tòn
(A friend would like to have about three rosetrees.)

sûntho:n khon mi: kây kûep rô:y tue
(Sunthorn's probably got nearly a hundred chickens.)

phô: ca chv:n phùen ra:w sip khon
(Father's going to invite some friends, about ten in number.)

nît yâ:k thæk súe ʔî:ksâk só:ŋ tue
(Nit would like to knit another two pull-overs.)

thana:y yâ:k dà:y phaya:n ʔî:ktàn să:m khon
(The solicitor would like to have another three witnesses still.)

câw-sâ:w tòn chây phâ: tânkûep să:m-sîp lá:
(The bride has to use nearly thirty yards of material.)

dêk tòn ʔâ:n nânṣâ: rawra:w sip-hâ: nà:
(The boy has to read about fifteen pages.)

This class seems to comprise only the ten underlined words given in the above examples.
b) **Post-numerals (post-nu)**

Any word which may fill the blank space of frame 2, i.e.

\[ n \ aux_1 v_t n \ nu_c \ c - \]

which is not an adverb or a post-verbal auxiliary* as already defined is by definition a "post-numeral" (post-nu), e.g.

chà:ŋ ca ?aw phà: sá:m lá: thàwnān
(The dress-maker wants just three yards of material.)

phò: khv:y säy nâm-ta:n só:ŋ chô:n kwā:
(Father used to take over two spoonfuls of sugar.)

thawín kamlaj lè:k ym só:ŋ-rō:y po:n sē:t
(Thawin's exchanging the money for a little over two hundred pounds.)

lèk ca chây nâm-sım só:ŋ khūet kwākwā:
(Lek's going to use a little over two bottles of vinegar.)

This class seems to comprise only the four underlined words given in the above examples.

* See pp. 210-1 and 173-4 respectively.
Determinatives

A class of determinatives may be set up by using the following 6-place testing sentence frame,

\[ n \ nu_{c} \ \sigma - v_{i} \ \aux_{2} \]

Any wordy other than an intransitive adjectival verb* as already defined, which may fill the blank space of this frame is by definition a "determinative", e.g.

\[ \text{sùe} \ \text{sòːŋ} \ \text{tua} \ (\text{nf}.) \ \text{sâk} \ \text{lêːw} \]

\[ \text{（niː）} \]

(These two blouses have already been washed.)

\[ \text{kèːw} \ \text{sáːm} \ \text{bay} \ (\text{nân}) \ \text{râːw} \ \text{lêːw} \]

\[ \text{（nàn）} \]

(Those three glasses are cracked now.)

\[ \text{caːn} \ \text{sǐp} \ \text{bay} \ (\text{nôːn}) \ \text{saʔǎːt} \ \text{yǔː} \ \text{lêːw} \]

\[ \text{（nòːn）} \]

(Those ten plates over there are clean.)

In the examples above either of the two bracketed forms may occur. All the words underlined are classified as determinatives.

Determinatives may be subclassified into those found after a classifier which is immediately preceded by a noun and those found immediately after a noun. The former will be referred to as "high-tone determinatives" (\(d_{h}\)) whereas the latter will be referred to as "falling-tone determinatives" (\(d_{f}\)), viz.*

* See p. 168.
a) High-tone determinatives (âh)

This subclass of determinatives comprises four members, i.e. nî: (this or these), nân (that or those), nô:n (over there) and này (which) - each of which may occur in the blank space of the following 5-place testing sentence frame,

\[ n \ c \ - \ v_1 \ aux_2 \]

\[ e.g. \ mit \ lèm \ nî: \ lâp \ lê:w \] (This knife has been sharpened.)
\[ klûey \ wi: \ nî: \ sûk \ lê:w \] (This bunch of bananas is ripe now.)
\[ bà:n \ phûek \ nî: \ sêt \ lê:w \] (These houses are finished now.)
\[ kè:w \ bay \ nân \ râ:w \ yû: \] (That glass is cracked.)
\[ pratu: \ ba:n \ nân \ sôm \ lê:w \] (That door's been repaired.)
\[ phà: \ phûek \ nân \ sôkka'prök \ yû: \ lê:w \] (Those cloths were dirty.)
\[ rôt \ khan \ nô:n \ di: \ yû: \ lê:w \] (The car over there is all right as it is.)
\[ rôm \ khan \ nô:n \ khâ:t \ lê:w \] (The umbrella over there is torn now.)
\[ khon \ klûm \ nô:n \ nûey \ lê:w \] (The group of people over there are tired.)
\[ rôt \ khan \ này \ cût \ yû: \] (Which car is parked?)
\[ kapàw \ bay \ này \ tem \ lê:w \] (Which suitcase is full?)
\[ kho:ŋ \ phûek \ này \ çàngh \ lê:w \] (Which articles have been weighed?)

All the words underlined are classified as high-tone determinatives.
b) **Falling-tone determinatives** (df)

This subclass of determinatives comprises only three members, i.e. nl: (this or these), nàn (that or those) and nò:n (over there) - each of which may occur in the blank space of the following 4-place testing sentence frame,

\[ ^{n} \quad _{v_{1}} \quad \text{aux}_2 \]

e.g. thanón nl: dí: lê:w
phà: nl: phek yù:
khány nl: sîâ lê:w
mà:n nàn kâw yù: lê:w
kè:w nàn chày lê:w
dôk-nâ:y nàn hêw lê:w
rôt nò:n sôme lê:w
phâk nò:n lâ:ŋ lê:w

\[ (\text{This} \quad \text{road is good now}.) \]
\[ (\text{This cloth is wet}.) \]
\[ (\text{These eggs have gone bad}.) \]
\[ (\text{That curtain was worn out}.) \]
\[ (\text{That glass has been used}.) \]
\[ (\text{Those flowers have faded}.) \]
\[ (\text{The car over there has been repaired}.) \]
\[ (\text{The vegetables over there have been washed}.) \]
\[ (\text{The papers over there are already creased}.) \]

All the words underlined are classified as falling-tone determinatives.
Fused Words

A fused word (fw) is one which functions simultaneously as noun and classifier; that is to say, it occurs immediately before a high-tone determinative (d_h) instead of occurring before the sequence of a classifier (c) and a high-tone determinative, as a noun (n) does. Examples:

\[
\begin{align*}
\text{fw} & \quad \text{d}_h \\
\text{bà:n} & \quad \text{nf:} \quad \text{(this house)} \\
\text{rù:p} & \quad \text{nf:} \quad \text{(this photograph)} \\
\text{râ:n} & \quad \text{nân} \quad \text{(that shop)} \\
\text{tiên} & \quad \text{nân} \quad \text{(that bed)} \\
\text{hòn} & \quad \text{nô:n} \quad \text{(the room over there)} \\
\text{pratu:} & \quad \text{nô:n} \quad \text{(the door over there)} \\
\text{lò:k} & \quad \text{nây} \quad \text{(which world)} \\
\text{muen} & \quad \text{nây} \quad \text{(which town)} \\
\text{ta:} & \quad \text{nf:} \quad \text{(this eye)} \\
\text{nîw} & \quad \text{nân} \quad \text{(that finger)} \\
\text{mu:} & \quad \text{nây} \quad \text{(which hand)} \\
\end{align*}
\]

Contrast the above with the far commoner constructions below:

\[
\begin{align*}
\text{n} & \quad \text{c} \quad \text{d}_h \\
\text{műsk} & \quad \text{bay} \quad \text{nf:} \quad \text{(this hat)} \\
\text{nânsú:} & \quad \text{lèm} \quad \text{nf:} \quad \text{(this book)} \\
\end{align*}
\]

1 See p. 197.
nalika: ṭuwa nān
(kthat clock)
kracōk ba:n nān
(that mirror)
kawɔi: tuː nɔ:n
(the chair over there)
rɔt khan nāy
(which car) etc.

By analogy, one would expect to find constructions such as

bà:n bà:n nǐ:
rù:p rù:p nān
rā:n rā:n nāy
pratu: pratu: nɔ:n

and so on, since the nouns and the classifiers in these cases are identical in form. See, for instance,

nay nagsm: lem Yaw mi: rù:p sō:n rù:p
(In the big book there are two photographs.)
in which the first "rù:p" is a noun and the second "rù:p" is a classifier. (See this construction, namely n .DTO c on page 196.) Hence it appears to be the rule that where nouns and their classifiers are identical in form only one form appears in a context in which in other cases the noun is immediately followed by its classifier. This form is referred to as a "fused word".)
Time-words

A time-word (tw) is distinguished from other word classes, and from the classifier in particular, by the fact that it can directly precede a high-tone determinative (dₕ) and directly follow a cardinal numeral (nuₜ) or a pre-numeral (pre-nu) but never follows a cardinal numeral which is preceded by a noun. That is to say, it occurs in the sequences tw dₕ, nuₜ tw and pre-nu tw but never in the sequence n nuₜ tw. Examples:

tw dₕ

khun nî: (to-night)
wan nî: (to-day)
welā: nân (at that time)
samây no:n (in the olden days)
dwen nāy (which month)
pi: nāy (which year)
phrûn nî: (to-morrow)
marw:n nî: (the day after to-morrow)
to:n nî: (at this time)
kõ:n nî: (formerly)

The following are a list of further time-words which may occur in the above sequence:

---
1 See p. 189.
2 See p. 197.
3 See pp. 190-1 and 193-4 respectively.
<table>
<thead>
<tr>
<th>Word</th>
<th>Translation</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>châ:w</strong></td>
<td>(morning)</td>
<td>pă:n¹</td>
</tr>
<tr>
<td><strong>klanjwan</strong></td>
<td>(day time)</td>
<td>mă:¹</td>
</tr>
<tr>
<td><strong>thèøŋ</strong></td>
<td>(noon)</td>
<td>can</td>
</tr>
<tr>
<td><strong>bâ:y</strong></td>
<td>(afternoon)</td>
<td>ṭankha:ⁿ</td>
</tr>
<tr>
<td><strong>yen</strong></td>
<td>(late in the afternoon)</td>
<td>phût</td>
</tr>
<tr>
<td><strong>khàm</strong></td>
<td>(nightfall)</td>
<td>phrâhât</td>
</tr>
<tr>
<td><strong>khanā?</strong></td>
<td>(moment)</td>
<td>sûk</td>
</tr>
<tr>
<td><strong>pâtcuban</strong></td>
<td>(present)</td>
<td>saw</td>
</tr>
<tr>
<td><strong>rawâ:ŋ</strong></td>
<td>(mean time)</td>
<td>ṭathît</td>
</tr>
<tr>
<td><strong>rayâ?</strong></td>
<td>(period)</td>
<td>mûkkara:(khom)*</td>
</tr>
<tr>
<td><strong>chùemo:ŋ</strong></td>
<td>(hour)</td>
<td>kumpha:(phan)</td>
</tr>
<tr>
<td><strong>na:thi:</strong></td>
<td>(minute)</td>
<td>mi:na:(khom)</td>
</tr>
<tr>
<td><strong>wî?na:thi:</strong></td>
<td>(second)</td>
<td>me:sá:(yon)</td>
</tr>
<tr>
<td><strong>sêtawât</strong></td>
<td>(century)</td>
<td>phrûtsapha:(khom)</td>
</tr>
<tr>
<td><strong>thî:</strong></td>
<td>(a time)</td>
<td>mîthuna:(yon)</td>
</tr>
<tr>
<td><strong>khra:w</strong></td>
<td>(a time)</td>
<td>karâkkada:(khom)</td>
</tr>
<tr>
<td><strong>khra:n</strong></td>
<td>(a time)</td>
<td>sîjha:(khom)</td>
</tr>
<tr>
<td><strong>hôn</strong></td>
<td>(a time)</td>
<td>kanya:(yon)</td>
</tr>
<tr>
<td><strong>phâk</strong></td>
<td>(a while)</td>
<td>tûla:(khom)</td>
</tr>
<tr>
<td><strong>takî:</strong></td>
<td>(just now)</td>
<td>phrûtoika:(yon)</td>
</tr>
<tr>
<td><strong>pi:'kla:y</strong></td>
<td>(last year)</td>
<td>thanwa:(khom)</td>
</tr>
</tbody>
</table>

1 These words are only found in the fixed expressions pă:n nî: (by this time) and mă:nî: (these days).

* The syllable in brackets in this and the following words is almost never pronounced in conversational style. It is commonly only found in writing.
Examples of time-words (tw) appearing directly after cardinal numerals (nuₖ) or pre-numerals (pre-nu) are given below.

<table>
<thead>
<tr>
<th>nuₖ</th>
<th>tw</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2 p.m.</td>
<td>sōːŋ moːŋ</td>
<td>(2 p.m.)</td>
</tr>
<tr>
<td>6 a.m. or p.m.</td>
<td>hōk moːŋ</td>
<td>(6 a.m. or p.m.)</td>
</tr>
<tr>
<td>10 a.m.</td>
<td>sīp moːŋ</td>
<td>(10 a.m.)</td>
</tr>
<tr>
<td>8 p.m.</td>
<td>sōːŋ thūm</td>
<td>(8 p.m.)</td>
</tr>
<tr>
<td>10 p.m.</td>
<td>sī: thūm</td>
<td>(10 p.m.)</td>
</tr>
<tr>
<td>(any time)</td>
<td>thūk nīe</td>
<td>(any time)</td>
</tr>
<tr>
<td>(every day)</td>
<td>thūk wann</td>
<td>(every day)</td>
</tr>
<tr>
<td>(some time)</td>
<td>baːŋ thiː</td>
<td>(some time)</td>
</tr>
<tr>
<td>(four hours)</td>
<td>sīː chū emoːŋ</td>
<td>(four hours)</td>
</tr>
<tr>
<td>(ten minutes)</td>
<td>sīp naː thiː</td>
<td>(ten minutes)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>pre-nu</th>
<th>tw</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(for a little while)</td>
<td>sāk pradīew</td>
<td>(for a little while)</td>
</tr>
<tr>
<td>(in a moment)</td>
<td>&quot;yːksāk pradīew</td>
<td>(in a moment)</td>
</tr>
<tr>
<td>(for a while)</td>
<td>sāk khrūː</td>
<td>(for a while)</td>
</tr>
<tr>
<td>(in a few minutes' time)</td>
<td>&quot;yːksāk khrūː</td>
<td>(in a few minutes' time)</td>
</tr>
<tr>
<td>(for a while)</td>
<td>sāk phāk</td>
<td>(for a while)</td>
</tr>
<tr>
<td>(all day)</td>
<td>thāŋ wann</td>
<td>(all day)</td>
</tr>
<tr>
<td>(nearly a month)</td>
<td>kūːŋp òwən</td>
<td>(nearly a month)</td>
</tr>
<tr>
<td>(for a year)</td>
<td>tāŋ piː</td>
<td>(for a year)</td>
</tr>
</tbody>
</table>
It is to be pointed out here that a fused word¹, or a classifier (in non-initiating sentences only) can replace a time-word in the sequence tw dₙ (see p. 201) and that a classifier (again in non-initiating sentences only) can also replace a time-word in both the sequence nuₕ tw and the sequence pre-nuₕ tw, but, while a classifier can be found in the sequence n nuₕ c in such examples as

- mù:t só:ŋ lèm (two knives)
- nâ:m só:m kè:w (three glasses of water)
- rù:p sǐ: rù:p (four photographs)

a time-word cannot. That is to say, it is not possible to find a phrase consisting of the sequence n nuₕ tw.

There may be found, in addition, some time-words which are bound to a certain fixed expression or expressions. They may conveniently be described as follows:

a) Some time-words are bound to the expression which contains the time-word "mùe", e.g. mùe kû: (just now), mùe wa:n (yesterday), mùe wa:nmu:n (the day before yesterday), mùe rây (whcn).

b) Some other time-words are bound to the expression which contains the time-word "to:n", e.g. to:n klanhmu:n (at night, by night), to:n dük (late at night).

¹ See pp. 199-200.
c) There is another time-word which is bound to the expressions which contain the time-word cha:w • (morning), wan (day), húskhâm (early in the evening) and kős:n (former), viz.,

tě: cha:w  (early in the morning)
tě: wan  (early in the afternoon)
tě: húskhâm  (early in the evening)
tě: kős:n  (formerly)
Mode-words

This small class of words may be arrived at by applying the testing sentence frame given below, which is appropriate to 6-place sentences, viz.,

\[ n \ c \ d_h - v_i \ \text{adv} \]

Any word, other than a particle (q.v.)* which may fill the blank space of this frame is by definition a "mode-word", e.g.

dĕk khon nį: pŏkkatį ə son lũeky:n
(This boy's usually quite restless.)

phuęen khon năn thammaːda: kẽŋ ⁹ok
(That friend's very clever, as a rule.)

nalikaː ruwən nō:n nà:'klue ta: y böy
(The clock over there's often stopped, I'm afraid.)

rōŋ-thā:w khùː nį: tʰicɪŋ thon thidiew
(This pair of shoes has lasted quite well, in fact.)

khōːŋ phūeːk nįː suernmāːk diː thān anvān
(These goods are all good, on the whole.)

khon phūeːk nįː doːy màːk kʰēŋrēːŋ ⁹ok
(Most of these people are very strong.)

* See pp. 220-1.
Apart from these six words, this class includes the word "do:ythùethùePAY" (in general), which cannot fill the frame above since this frame contains a determinative (dh) and the word in question itself conveys an indeterminate meaning. This word is found in such sentences as

"akǎ:t do:ythùethùePAY di: ṭɔk
(The weather in general is quite good.)

khon do:ythùethùePAY mày khòy rû: ṭùeŋ ni:
(People in general hardly know this matter.)

Compare these sentences with the following:

děk sùenmà:k son ṭɔk
(Most children are quite restless.)

khon thammada: mày khòy rû: ṭùeŋ ni:
(Ordinary people hardly know this matter.)

In this study the word "do:ythùethùePAY" is classified as a mode-word by analogy with other mode-words such as "sùenmà:k" and "thammada:" above.
Pre-verbs and Post-verbs

There are, in addition, two small classes of words whose members can be completely listed, to be called 'pre-verbs' and "post-verbs" according to their position relative to the verbs so far described with which they are associated. Such words are characterized by the fact that they are unstressed and by the fact that they never occur unless accompanied by a verb.

The pre-verbs comprise only two members, pay and ma, whereas the post-verbs comprise four, pay, ma, wây and sîe.

All the pre-verbs in the examples are followed by a hyphen. The post-verbs are preceded by a hyphen if they appear directly after the accompanying verbs but they are with no mark if interrupted by a noun phrase.

Examples of pre-verbs followed by a hyphen:

- pay-há: phuêen (go to see some friends)
- pay-ráp yà:t (go to meet some relatives)
- tôn pay-sôn phô: (must go to see Father off)
- pay-su: khoi thî talà:t (go to do some shopping in the market)
- yǎ:k ma-há: thy: (would like to come to see you)
- ma-ráp nô:ŋ (come to meet my younger sister)
- ma-yiêm nît (come to visit Nit)
- ma-chûey tham kâpkhà:w (come to help do some cooking)

* See pp. 161-8.
Examples of post-verbs which are preceded by a hyphen in a verb phrase:

- ʔɔ:k-pay nɔ:k bɔ:n  
  (go out of the house)
- tɔŋ dɔ:n-pay kʰum rɔt  
  (have to walk to get a bus)
- kʰum-ma  
  (has come up here)
- klǎp-ma lɛ:w  
  (has come back)
- kɛp-wɔy nɔː tː  
  (is put away in the cupboard)
- khuɛn ca cam-wɔy həː diː  
  (should remember it well)
- phɔ:t-sie  
  (speak it out)
- lɔp-sie  
  (go to sleep now)

Examples of post-verbs which are not preceded by a hyphen:

- ʔɔw kʰɔːŋ pay dùɛy  
  (take the things away as well)
- sǔː kʰaːy mə lɛ:w  
  (has bought some eggs)
- kamləŋ ca kɛp phəː wɔy  
  (am going to put the cloths away)
- thə:n yaː sɨə  
  (take the medicine now)

---

1 It is not possible to underline any particular word in the English translation since the post-verb conveys the meaning of "retention" in this case.
Adverbs

A class of adverbs may be set up by using two testing sentence frames, one of which is appropriate to 3-place sentences and the other to 4-place sentences, viz.,

\[ n \, v_1 \]
\[ n \, \text{aux}_1 \, v_1 \]

Any word which may fill either of the blank spaces above, which is not a verb, a post-verbal auxiliary or a post-verb as already defined* or a particle (q.v.), is by definition an "adverb", e.g.

\[ n \, v_1 \]
khà:w süey can
khóːŋ khóm rúey
nalikaː taːy bōy
nit khyan samː:
 fare dämp ʔeːŋ
lom rɛːŋ ʔɔŋk
kulǎːp hō:m ʔuːkhaːn
deːk lǎp ʔiːk
khruː pūey màŋ

(The rice is very dry.)
(Things are going up all the time.)
(The clock's often stopped.)
(Nit's always working hard.)
(The light went out by itself.)
(The wind's so strong.)
(The roses smell extremely sweet.)
(The child's gone to sleep again.)
(The teacher's ill, possibly.)

* See pp. 161-3, 173-4, 208-9 and 220-1 respectively.
Mè: khọnj tǔ:n kŏ́i

Phùmèn ca pāy dùey

Nš:j kamlaj hǐw thidiw

Khě:k kamlaj khuy kən

Nā:m tòŋ rō:n nŏy

Mūo khọnj nǐw mūonkan

Phọ: ca klāp mān

ten̄kwa: ca hān yanŋay

Yon̄yūt ca ma: thammay

Kluw ca ʔaw thàwrāy

(Mother will probably get up first.)

(A friend's coming as well.)

(Our younger sister's jolly hungry.)

(The guests are talking to one another.)

(The water must be pretty hot.)

(The beef is probably tough as well.)

(Father's coming back too.)

(How are the cucumbers to be cut?)

(What is Yongyut coming here for?)

(How much salt do you want?)
Prepositions

A class of prepositions may be arrived at by applying two testing sentence frames, each of which is appropriate to 5-place sentences, viz.,

\[ n \ v_1 \ aux_2 - n^* \]
\[ n \ aux_1 \ v_1 - n \]

Any word which may fill either of the blank spaces above is labelled a "preposition", e.g.

\[ n \ v_1 \ aux_2 - n \]

\( \text{yà: khùm lê:w nà: bà:n} \)
(The grass is growing \text{in front of} the house.)

\( \text{nà:m môt lê:w nà:y kà:} \)
(There's no more water \text{left in} the kettle.)

\( \text{himâ? tòk lê:w thî sakôtlè:n} \)
(\text{It's} snowed already \text{in} Scotland.)

\( \text{phà: tà:k yú: lán bà:n} \)
(The washing's hanging \text{at the back of} the house.)

\( \text{dèk lèn yú: kà phùên} \)
(The child's playing \text{with a friend}.)

\( \text{nà¡nswú: wà:n yú: bon tò?} \)
(The book is \text{on the table}.)

* The words "nî:", "nà:n" and "nô:n" which may replace the noun (n) in this frame are, for convenience, regarded as pronouns, e.g. \( \text{nà:m môt lê:w nà:y nî:} \) (There's no water \text{left in here}.) \( \text{dèk lèn yú: troŋ nô:n} \) (The child's playing \text{over there}.
n aux1 vi - n
rue kamlaj len tâ:y sapha:n
(The boat's passing under the bridge.)

lom khoŋ rç:ŋ kla:ŋ thale:
(The wind's probably strong at sea.)
lit. wind, probably, strong, in the middle, sea.

dĕk phỳŋ khỳm că:k nâ:m
(The children have just come up from the sea.)

Other common examples of this class are listed below:

kăp (with)  troŋ (at)
khâ:ŋ (by or by the side of)  tha:ŋ (by or via)
kwă: (than)  thēw (around or round)
tâ:m (along)  nò:k (out or outside)
tàŋtē: (from)  nūe (above)
tē: (only)  talō:t (through)
Linkers

Linkers are of four kinds, to be called "nominal linkers", "verbal linkers", "relative linkers" and "sentence linkers", viz.,

\[ \text{a) Nominal Linkers} \]

This class comprises only four members, i.e. "ka" (and), "kāp" (and), "rū" (or) and "khój" (of). The characteristics of the class are that its members always occur between two nouns and that they are unstressed, e.g.

\[ \text{chō:n ka sōm khäft lē:w} \]
(The spoons and forks have already been polished.)

\[ \text{chân ca pay-sū: nom ka nâm-ta:n} \]
(I'm going to buy some milk and sugar.)

\[ \text{sūe kāp kaŋkeŋ phûek nī: yaŋ mây} \]
(These shirts and shorts are still new.)

\[ \text{kēp samūt kāp nāŋsū: sīo kō:n} \]
(Put the notebooks and the books away first.)

\[ \text{ca thā:n mū: rū mūe} \]
(Are you going to have some pork or beef?)

\[ \text{pā:kka: khój nīt hā:y-pay nā} \]
(Where has Nit's pen gone to?)
b) Verbal Linker

There is only one word in this class whose characteristics are that it always occurs between two verbs and that it is unstressed, e.g.

cọtmá:y chábáp ní: tòŋ ʔc̣ː:n hày di:
(This letter should be read carefully.)

phàː ní: tòŋ chèː hày naːn nɔy
(This washing has to be soaked for a long time.)

rọŋ-thâːw phóm ca khést hày mɔn
(I'll polish the shoes till they shine.)
lit. shoes, I, shall, polish, the linker, shine.

mûe mài tòŋ thòːt hày sûk nāk
(Don't fry the beef till it's too well done.)

khruː sǎːŋ hày ʔaːn nâɡwː: thûk wan
(The teacher tells us to read books every day.)
lit. teacher, tell, the linker, read, book, every, day.

mɔː khỳː y nɛʔ nam hày lɔt ʔahːːn
(The doctor used to advise me to go on a diet.)
lit. doctor, used to, advise, the linker, reduce, food.
c) Relative Linkers

This class is characterized by the fact that it is unstressed, and comprises only two members, i.e. "thì" and "sùy". As has already been noted, the former is far more commonly used in spoken Thai than the latter, which, when it occurs, is always replaceable by the former.

To set up this class of words the following testing sentence frame which is appropriate to 8-place sentences is called for,

\[ n \, v_{ia} \, - \, aux_{1} \, v_{t} \, n \, v_{1} \, adv \]

whose blank space may be filled by either of them, e.g.

bà:n yày thì kamlàŋ mi: qa:n sùy caŋ
(The big house in which there is a party is very beautiful.)

kracôk lêk thì phỳn sày krò:p phèŋ ʔòŋk
(The small mirror which has just been framed is very dear.)

tô? klom thì ca wa:ŋ cc:kan tìe lùskỳ:n
(The round table on which the vase is going to be placed is extremely low.)

lùey ya:w thì ca lùey mā:y khom thidiew
(The long saw which is to be used to saw the log is jolly sharp.)

1 See p. 16.
(The big affair which is in the news is rather peculiar.)

d) Sentence Linkers

The characteristic of this class is that its members may be used to link two sentences of either initiating or non-initiating type into one compound sentence\(^1\). They may or may not be stressed. A sentence preceded by a linker is referred to as a linked sentence\(^2\). All linkers in the examples below are underlined.

Examples of linkers which link two initiating sentences

thaː: híw thaːn \ unmarried girl ː n si
(If you're hungry, do have something first!)

chàey pít fay nay khrue mɔː yɛ̀ yìp miː t ma dûey
(Please turn off the light in the kitchen and bring me a knife.)

nɔːŋ yà:k duː: náŋ tɛː: phîː ca duː: lakhoː:n
(My younger sister would like to see a film but my older sister would like to see a play.)

chân pít nàːtɔːŋ lɛː:w phæ fɔːn tɔːk
(I've already shut the windows in case it rains.)

phɔ́m thunŋ bɔː:n lɛː:w tɔːn fəː rɔːŋ
(I was home when it thundered.)

---

1 See pp. 19 ff.
2 See pp. 22-3.
Examples of linkers which link two non-initiating sentences

thy: ca khâːŋ rûː ca klâp
(Are you staying overnight or going back?)

rûː: mây wà khâw ca klâp lê:w
(Did you know that he's going back?)

móː ca pʰːt rêːn đùey thâːː mîː tân
(The doctor will also open a clinic if he has the money.)

thyː sîŋ nâ thi khoːy phûen nà
(You are running a risk in that you wait here for a friend.)

khruːː têːŋ sóːn nâŋsúː đùey lɛː têŋ trûet khoː-soː p đùey
(The teacher has to teach and correct the papers as well.)

khâw ca yûː nîː krâːtâːŋ rôn-rîen pʰːt
(He'll be here until the school opens.)

Examples of linkers which link an initiating and a non-initiating sentence

rawâŋ nâ droː ca lêm
(Do not fall, or you may fall.)

rût tɔː k lêː w mîː phôm thûŋ satâː niː:
(The train had already left when I arrived at the station.)
The child often sneezes as though he's got a cold.

We have to look after the children ourselves until we can find someone.

Nit had already taken some medicine before she came.

Examples of linkers which link a non-initiating and an initiating sentence

The weather tends to be cool when it rains.

I should take it in case it's cold.

Auntie knew that mother wouldn't be here.

I brought it in even before it started to rain.

lit. I, bring, come, since, rain, yet, not, fall.
Particles

The characteristics of this class are that its members are always found at the end of the sentence and that the phonetic exponents of certain prosodic characteristics of particles, such as quantity and tone, are not constant, i.e. the disposition of such features varies from sentence to sentence and utterance to utterance, being determined by the intonational requirements of the sentence as a whole. ¹

Thus it may be said that particles are "intonation bearers".

The pitch features which they carry may or may not be identical with those that are the exponents of the five tones proper to other words.* Except where the intonation is relevant to the statement (see Chapter XII) the particles will, nevertheless for convenience, be marked with the same tone marks as used for other words but used in this case only as an approximation of the pitch carried by the particles. All the particles in the following examples are underlined.


* See footnote p. 8.
ka: rè le:w la
kãpkhà:w sët le:w nà
krathyp nõy sì
rôn tôk rỳ
lûk khûm thỳ?
cõp mây
pay này ma: câ
nànsú: yũ: nãy là
ma-há: khray khâ
phùmèn pay dùey hâ?
pay nõy nài:
cà di: rỳ:
phà: yañ mây hè:ñ hâ
khàw yañ mây ma: rûk

(The kettle leaks now.)
(The food's ready.)
(Can you move a little bit?)
(Is it raining?)
(Won't you get up?)
(Does it hurt?)
(Where have you been?)
(Where's your book?)
(Who have you come to see?)
(A friend's coming as well.)
(Please go.)
(Do you think it's going to be all right?)
(The washing's not dry yet.)
(He won't turn up just yet.)
Simple and Compound Nouns

It has been found convenient to classify nouns as simple or compound on the basis of their behaviour in certain noun phrases with an accompanying classifier, viz.,

Since all nouns in Thai have appropriate classifiers to be associated with them when circumstances require, it will be seen that frequently when there are two nouns (n) occurring directly before a classifier (c) the classifier will in the one case be appropriate to one noun and in the other case to the other noun, e.g.

\[
\begin{align*}
\text{n} & \quad \text{n} & \quad \text{c} \\
\text{kunce: tù: bay ni:} & \quad \text{kunce: tù: dō:k ni:} \\
\text{(the key of this cupboard)} & \quad \text{(a cupboard key)} \\
\text{khem nalika: rwan nān} & \quad \text{khem nalika: ṭan nān} \\
\text{(the hands of that clock)} & \quad \text{(that hand of the clock)} \\
\text{bā:n phuēn khon nāy} & \quad \text{bā:n phuēn lān nāy} \\
\text{(which friend's house)} & \quad \text{(which house of a friend's)} \\
\text{khāy pēt tue ni:} & \quad \text{khāy pēt bay ni:} \\
\text{(this duck's eggs)} & \quad \text{(this duck-egg)}
\end{align*}
\]

All the classifiers in the left-hand column are appropriate to the second nouns whereas those in the right-hand column are appropriate to the first nouns.
It has been observed that the first noun in the first series of examples above is transferable to the other end of the phrase without alteration of meaning. Compare, for example, the positions of the nouns "kunçe:" and "khém" in the following pairs of sentences:

\[
\begin{align*}
\text{kunçe: tù: bay nf: di:} & \quad \text{(The key of this cupboard is a good fit.)} \\
\quad & \\
\text{tù: bay nf: kunçe: di:} & \\
\end{align*}
\]

\[
\begin{align*}
\text{khém nalike: ruen nàn cuen hǎk lē:w)} & \quad \text{(The hands of that clock are almost broken.)} \\
\quad & \\
\text{nalika: ruen nàn khém cuen hǎk lē:w)} & \\
\end{align*}
\]

The first noun in the second series of examples, on the other hand is not so transferable. Thus it may be stated that the two nouns in the first series are syntactically separable and are therefore regarded as a sequence of two "simple nouns", whereas the two nouns in the second series are syntactically inseparable and so are regarded as "compound nouns" which will be shown as such by the use of a hyphen.

Hence by reference to the criterion of inseparability the underlined forms in the examples below are classified as compound nouns:

\begin{itemize}
\item[a)] noun-noun , e.g.
\begin{align*}
\text{phùen-bà:n khon nàn} & \quad \text{(a neighbour) lit. friend, house, one.} \\
\text{rô:t-fay khabuen rè:k} & \quad \text{(the first train) lit. vehicle, fire, the first one.}
\end{align*}
\end{itemize}
b) noun-pronoun, e.g.

สิ้น-ชี่น ตัวผู้ (a blouse of mine)

ผู้-ผู้มี ทุกคน (all my friends)

ดำเนิน-ทัว ชนูญท์ (your new house)

ร้อน-ร้อน ทันฝรั่ง (this car of ours)

ลูก-ลูกที่สามคน (all their three children)

c) pronoun-noun, e.g.

ขุน-วินิต (Mr. Winit)

ขุน-ชาริก (Miss Charie)

ขุน-แม่ (Mother)

ขุน-พู (Grandpa)

น้า-ยี่-หม้ (Mr. Phon)

d) noun-verb, e.g.

มี-ชุ่ม ล็อบกิ (this folding knife)

นักษา-ปลูก วัยผู้ (the small alarm-clock) lit. clock, to wake, small one.

ร้อน-สักทอง กล่องผู้ (a packet of washing powder)

ก้าว-ทัว ย้าย (the new handbag) lit. case, to hold, new one.

น้ำ-น้ำม ขุ่นย์ (a large bottle of perfume) lit. water, fragrant, large bottle.
Contrast the forms under a) above with the following:

mi:t lêm nî: pháp đâ:y (This knife can be folded.)
nalika: ruon lêk yâng møy đâ:y plûk (The small clock hasn't rung yet.)

etc.

e) verb-noun, e.g.
phât-lom 9 an mûy (an electric fan) lit. to fan, wind, one.
ron-thâ:w khû: diêw (a single pair of shoes) lit. to put under, foot, single pair.
baŋ-ta: 9 an nî: (this screen) lit. to conceal, eye, this.

Contrast the forms under e) above with the following:
lôm phât thâ:ng wâ:n (The wind's been blowing all day.)

f) noun-verb-noun, e.g.
hôn-râ:p-khê:k hôn mûy (a drawing-room) lit. room to receive, guest, one.
phà:–chêt-nà: lô: mûy (a dozen handkerchiefs) lit. cloth, to wipe, face, a dozen.
cák-yê:p-phà: khan nî: (this sewing machine) lit. machine, to sew, cloth, this.
phà:–pu:–tô? phû:n yâ:w (the long tablecloth) lit. cloth, to cover, table, long one.

Contrast the forms under f) above with the
following:

họa vị: ca chạy rap khể:k (This room is going to be used for receiving guests.)

phà: nàn chết nà: đà:y (That cloth can be used to wipe your face.)
Simple and Compound Verbs

The compound verbs to be dealt with in this thesis are of two kinds, one of which consists of a transitive verb and a noun and the other consists of a noun and an intransitive verb.

Compound verbs as contrasted with sequences of a verb and a noun

When one applies the criterion of inseparability\(^1\) to a succession of a verb and a noun in a text it is found that in some cases they are syntactically separable, in others not, viz.,

It has been observed that a noun \((n)\) which occurs in such a sentence frame as

\[\text{yañ mái día y n}\]

may be transferred to the beginning of the sentence without change of meaning, e.g.

\[\text{yañ mái día khién cótmá:y or cótmá:y yañ mái día khién}\]

(I haven't written the letter yet.)\(^2\)

\[\text{yañ mái día sú: túe or túe yañ mái día sú:}\]

(I haven't bought the ticket yet.)

\[\text{yañ mái día khú:n nánsú: or nánsú: yañ mái día khú:n}\]

(I haven't returned the book yet.)

---

1 See p. 223.
2 Contrast English usage where there is change of meaning in such sentences as "I haven't written the letter yet." and "The letter hasn't been written yet."
In the following examples, however, which appear at first sight to be of the same structure as those described above, the underlined noun is not transferable to the first place, viz.,

\[ \text{yaŋ mây día tātsín cay} \] (I haven't made up my mind yet.)
\[ \text{yaŋ mây día rāp kham} \] (I haven't promised yet.)
\[ \text{lit. not yet, accept, word.} \]
\[ \text{yaŋ mây día dɔ:n thā:ŋ} \] (I haven't travelled yet.)
\[ \text{lit. not yet, walk,way.} \]

Thus it may be said that the verb and the noun in the first three examples are syntactically separable and are therefore regarded as a sequence of a simple transitive verb and a noun, whereas the verb and the noun in the last three examples are syntactically inseparable and so are regarded as constituting a compound verb which will be shown as such by the use of a hyphen.

Hence "khīën cōţmā:ŋ", "sū: tūs" and "khū:n nāja:sū:" are regarded as sequences of simple words, and "tātsín-cay", "rāp-kham" and "dɔ:n-thā:ŋ" as compound verbs.
Compound verbs as contrasted with sequences of a noun and a verb

Having classified a succession of a verb and a noun either as a sequence of a simple transitive verb and a noun or as a compound verb, we can now turn to the classification of a succession of a noun and a verb either as a sequence of a noun and a simple intransitive verb or as a compound verb.

When the criterion of inseparability\(^1\) is applied to a succession of a noun and a verb in a text it is found that in some cases they are syntactically separable, in others not, viz.,

It has been observed that a noun (n) which may be found in the blank space of a sentence frame as

\[ n \text{ c nî: - vî} \]

may be transferred to the beginning of the sentence without change of meaning, e.g.

\[ \text{tû: bay nî: kunce: di: or kunce: tû: bay nî: di:} \]

(The key of this cupboard is a good fit.)

\[ \text{nalika: ruen nî: khém hǎk or khém nalika: ruen nî: hǎk} \]

(The hands of this clock are broken.)

\[ \text{tûkkata: tue nî: nà: súey or nà: tûkkata: tue nî: súey} \]

(The face of this doll is pretty.)

---

1 See p. 223.
2 Compare this example with those on p. 223.
In the following examples, however, which appear at first sight to be of the same structure as those described above, the underlined noun is not transferable to the first place, viz.:

để khôn nĩ: cậy di:  
(This boy's generous.)
lit. boy, this, heart, good.

phùơn khôn nĩ: húe sú:ŋ  
(This friend of mine is snobbish.)
lit. friend, this, head, high.

phùçha:y khôn nĩ: pɔ:t lo:y  
(This man's scared.)
lit. man, this, lung, float.

Thus it may be said that the noun and the verb in the first three examples are syntactically separable and are therefore regarded as a sequence of a noun and a simple intransitive verb, whereas the noun and the verb in the last three examples are syntactically inseparable and so are regarded as constituting a compound verb which will be shown as such by the use of a hyphen.

Hence "kunce: di:", "khém h'àk" and "nà: súey" are regarded as sequences of simple words, and "cagy-di:”, "húe-sú:ŋ” and "pɔ:t-lo:y” as compound verbs.
The Negator

There is only one word, i.e. "may" in this class whose characteristic is that it always occurs immediately before or after a pre-verbal auxiliary¹. In the examples below, the negator is underlined.

Examples of the negator "may" occurring before an auxiliary:

nâm may khøy ra:n (The water's not very hot.)
himâ? may khv:y tōk thì muen-thay (Snow never falls in Thailand.)
chân may khouen ?ej cã:k bâ:n ly:y (I ought not to have gone out of the house at all.)
khà:w may tōn hûn mà:k (You needn't cook much rice.)
nalika: may dây plûk (The clock didn't ring.)
fôn may nâ: tōk (It didn't look like rain.)
phùen may yã:k kuen raw (Our friends wouldn't like to bother us.)

Examples of the negator "may" occurring after an auxiliary:

khon komlaŋ may sabâ:y (A man's not well.)
mè:-khruo ký:t may sabâ:y tō:n nî: (The cook happens not to be well at present.)
khà:w kûep may phò: (The rice was almost not enough.)
nâng spécial nî: khoŋ may phè:ŋ (This book probably won't be dear.)
khanôm yâŋ may wâ:n ly:y (The pudding's not sweet enough yet.)

¹ See p. 176.
khẩy ʔč:t магазине
khỏ:ŋ thủːk màkca mày thon
sởm hénca mày prìew
dễk ca mày pay ka chån
mé: yạŋ mày klểp

(The eggs may not be enough.)
(Cheap things are not likely to last.)
(The oranges are not sour, it seems to me.)
(The boy didn't want to come with me.)
(Mother's not back yet.)
Part TWO

Inter-Sentence Relations
CHAPTER V

CONCEPTUAL FRAMEWORK FOR THE
STATEMENT OF INTER-SENTENCE RELATIONS

By inter-sentence relations are meant those relations which may be held to obtain between two sentences or a series of sentences whose formal linguistic features are in some way interdependent. This interdependence may relate to sentence type, sentence structure, phrase type, phrase structure, the occurrence of a particular word-class or particular lexical item, or to certain intonational characteristics.

The Context of Mention

In an attempt to demonstrate these relations it has frequently been found useful to use an adaptation of W.A.K. Halliday's concept of "context of mention" which he introduces as follows:¹

"Before leaving consideration of the particular description of a language in terms of catagories set up within the language itself, I might mention one further instance of the application here of formal methods of analysis². This

¹ See W.A.K. Halliday "Systematic Description and Comparison in Grammatical Analysis", 1957, p. 51. (see below)∗
² The underlining is mine.
∗ This article is published in "Studies in Linguistic Analysis", Special Volume of the Philological Society, 1957.
concerns the determination of the occurrence of a member of a particular grammatical class by formal linguistic but non-grammatical features.

The presence of a certain form in a given unit in the syntagm may render probable the occurrence in a subsequent unit of a member of a particular class; this is in fact a form of contextual determination, but it may be stated, partially at least, in terms of only the linguistic (verbal) action in a context of situation - the source of the determination may be found to be in what might be called "context of mention".¹

This requires the two-term system "given"/"new", the given being that which has been mentioned in the preceding linguistic context.¹ Modern Pekinese shows some correlation between this dimension and word order in the clause, the position of the given being regularly precedent to that of the new. This may not only determine the relative position of words where the basic clause-structure is unaffected (for example the relative position of pre-verbal free noun or pronoun and preverbal adverb) but also permit the prediction of the occurrence of a particular class of clause. -----

The correlation is more clearly observable if context of mention is taken to include not only repetition of the term mentioned but also reference (for example, pronominal¹ or synonymic)."
The above makes it clear that a context of mention, which is part of a context of situation, may be used as a formal linguistic method in a grammatical analysis. Dr. Halliday has already given an instance of an application of this method in the determination of the occurrence of a member of a particular grammatical class in Modern Pekinese. However, his use of this method in his analysis so far is very limited, as he pointed out in his latest book:\(^1\): "The use here made of context of mention is only very limited; it is not contended that its application extends to the determination of all or even the majority of grammatical forms. For this reason I have subordinated it in the statement to the translation reference, only appending contextual reference where I have been able to establish a correlation of this type."

It is the author's intention to extend\(^2\) its application as far as necessary to a description of inter-sentence relations in Modern Conversational Thai, in an attempt to bring out the grammatical as well as non-grammatical formal features which relate sentences at various stages of the analysis.\(^3\)

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2. The author wishes, therefore, to take responsibility for this.
3. The term 'stage' is borrowed from the article "The Category of Number in Igbo" by J. Carnochan, published in the Proceedings of the 24th International Congress of Orientalists, Munich 1957, see p. 711. It is used here in a slightly different way: while his analysis includes sentence, clause and phrase stages, the present analysis includes sentence, phrase, word-class, and item stages.
As regards the use of the concept of context of mention in this thesis, there are two points to be made here. First, the two-term system, "given" and "new", set up by Dr. Halliday is also required in this thesis but the terms may not be used in exactly the same way as he intended. As far as the term "given" is concerned, there seems to be an exact parallel between its use in the quoted passage and its use in the present analysis, namely "that which has been mentioned before". Regarding the term "new", Dr. Halliday left it undefined, hence its implications may differ in the one case from the other. The "new" in the present study will be referred to "that which has not been mentioned before".

A second point to be made here is that, as with Dr. Halliday, context of mention will be taken to include, in suitable cases, not only repetition of the term mentioned but also reference of various kinds, to be expounded later.

The Context of Interrogation

In order to handle certain types of inter-sentence relations it has been found convenient to postulate, in addition to the context of mention, a further context which will be referred to as the "context of interrogation".
The context of interrogation may be regarded as the source of some kinds of "contextual determination" (see p. 235) not covered by the context of mention. The context of interrogation does not require the two-term system given/new, but rather a system of "question" and "answer", the linguistic form of the question predetermining to a great extent the linguistic form of the answer.
Anaphoric and Cataphoric Sentences

In handling the material of this thesis the author has found it convenient to characterize sentences as being "anaphoric" or "cataphoric", depending upon their respective roles in the contexts of mention or of interrogation.

A sentence which has "related context"\(^1\) with a previous sentence in that at least one of its linguistic forms\(^2\) is referable to what is given in the context of mention, is called an "anaphoric sentence". The previous sentence itself, namely that containing the form which is referable to what is new in the context of mention, is called the "cataphoric sentence".

A sentence which has related context with a previous sentence in that it contains one or more of linguistic forms appropriate to the answer required in the context of interrogation, is also called an "anaphoric sentence". The previous sentence itself, namely that containing the linguistic form or forms referable to the question in the context of interrogation is also called the "cataphoric sentence".

A great many sentences may operate simultaneously in the context of mention and the context of interrogation.

---

1 I am indebted to Dr. Halliday for the use of this expression also.

2 The term "linguistic form" as used in this thesis may refer to units of greater extent than words. Contrast this with the use of the term in: The Language of the Chinese "Secret History of the Longols", p. 76.
It will be seen that this classification cuts across the classification initiating/non-initiating that has been used so far. The position may be summarized as follows:-

1. All anaphoric sentences are of necessity non-initiating, but while non-initiating sentences are very frequently anaphoric (see Ex. IB, p. 241; and, examples 1c, 2c, 3c and 4c in Ex. II, pp. 243ff.), they are not necessarily so (see Ex. IC, p. 242).

2. A non-initiating sentence may also sometimes be regarded as operating within two or more different contexts at the same time; it may be anaphoric as regards some and cataphoric as regards others. The contexts in which such non-initiating sentences occur may be all contexts of mention or a mixture of the contexts of mention and interrogation. (See examples 1b, 2b, 3b and 4b in Ex. II, pp. 243 ff.)

3. Initiating sentences are always potentially cataphoric* (see Ex. IA, p. 241; and examples 1a, 2a, 3a and 4a in Ex. II, pp. 243ff.), and can by definition never be anaphoric. (See examples of initiating sentences which are non-cataphoric in Ex. III, p. 246.)

Examples to illustrate these points are given below:-

* "context of mention" is regarded in this thesis as requiring both "new" and "given", not just "new".
The initiating sentence which is cataphoric and the non-initiating sentence which is anaphoric may conveniently be illustrated together. They are placed side by side in two separate columns to form a sequence of two sentences which operate in the same context of mention or of interrogation. All the forms referable to the new or the question in the first column and all those referable to the given or the answer in the second column below are underlined,* viz.,

<table>
<thead>
<tr>
<th>Ex. IA</th>
<th>Ex. IB</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initiating</strong></td>
<td><strong>Non-Initiating</strong></td>
</tr>
<tr>
<td><strong>Cataphoric Sentences</strong></td>
<td><strong>Anaphoric Sentences</strong></td>
</tr>
<tr>
<td><strong>Sentences operating within the Context of Mention</strong></td>
<td><strong>Sentences operating within the Context of Interrogation</strong></td>
</tr>
<tr>
<td>1a. phùen máy dây ma:</td>
<td>1b. khâw máy saba:y</td>
</tr>
<tr>
<td>(My [friend] hasn't come.)</td>
<td>(He's not well.)</td>
</tr>
<tr>
<td>2a. âhn chò:p kâw'ti: tue nǐ: caŋ</td>
<td>2b. man mùm di:</td>
</tr>
<tr>
<td>(I like this [chair] very much.)</td>
<td>(It's nice and soft.)</td>
</tr>
<tr>
<td>3a. nǐt yâ:k dâ:y ròm sâk khan</td>
<td>3b. khan nǐ: cuen kâ:t lê:w</td>
</tr>
<tr>
<td>(I, Nit, would like to get an [umbrella].)</td>
<td>(This one's nearly torn.)</td>
</tr>
</tbody>
</table>

| 4a. ca kláp kruŋthè:p mûe rây | 4b. ca kláp dwen nà: |
| (When are you going back to Bangkok?) | (I'm going back next month.) |

* The kind of reference involved is handled in detail in the appropriate later Chapter.
5a. khun sọẹ cọtmá:y thì náy  5b. thì praysani:
(Where did you post the letter?)
(At the Post Office.)

Examples of non-initiating sentences which are non-anaphoric* may be given as follows:

**Ex. IC**

chọ:p máy  (Do you like it?) lit. like, a particle.
phùơn phỳ ràng hày chà:n (A friend's just given it to me.)
lit. friend, just, give, me.
phóm hày 1e:w  (I've paid them.) lit. I, give, already.
nǎk  (It's heavy.) lit. heavy.
khâp ọ:jk  (It's very tight.) lit. tight, very.
daj-pay  (It's too loud.) lit. loud, too.

* This kind of sentence is always found within the "context of immediate perception" which is to be dealt with later. See pp. 361-5.
The following are illustrations of a sequence of sentences in which the second one operates within two contexts at the same time, hence its analysis as non-initiating, anaphoric and cataphoric sentence.

**Ex. II**

In the examples given below the second sentence is found within two contexts of mention.

1a. wan ni: **burūt-praysani:** ma:
   (To-day the postman came.)

1b. **khâw** † **aw khő:** ma sōŋ sōŋ hŏ:
   (He 's brought two parcels.)

1c. hŏ:* **num** nāk tē: **yīk hō:** * **num** baw
   (One of them is heavy but the other one's light.)

Sentence 1a. above is an example of an initiating, cataphoric sentence.

Sentence 1b. is regarded as a non-initiating, anaphoric sentence as regards "**khâw:**† which refers back to "**burūt-praysani:**" in the preceding sentence 1a.; and as cataphoric as regards "**khő:**"* to which "hŏ:*"* in the subsequent sentence 1c. refers.

Sentence 1c. is an example of a non-initiating, anaphoric sentence.

---

1 See footnote, p. 241.
2a.  chan miː phûenː khon mûŋ thî sóŋkhláː:
     (I've got a friend in Songkhla.)

2b.  khâwː chèː p ðuː nàŋː lûèkûːn
     (She⁷ likes seeing films⁷ very much.)

2c.  mây khîː y phlâː t sâk rûenː diow
     (She never misses a single one.)

Sentence 2a. above is another example of an
initiating, cataphoric sentence¹.

Sentence 2b. is regarded as a non-initiating,
anaphoric sentence¹ with regard to "khâw"† which refers back
to "phûen"† in the preceding sentence 2a.; and as cataphoric²
with regard to "nàŋ"* to which "rûen"* in the subsequent
sentence 2c. refers.

Sentence 2c. is another example of a non-initiating,
anaphoric sentence¹.

In the following examples the second sentence is
found to be within the contexts of mention and interrogation
at the same time.

3a.  chàlawː kamlâŋ ca pay ñameː riːkaː:
     (Chalaw's going to America.)

3b.  khâwː ca pay múː rûyː*
     (When* is she† going?)

3c.  ñathîː nàː*
     (Next week.)

¹ See footnote, p. 241.
Sentence 3a. above is also an example of an initiating, cataphoric sentence.  
Sentence 3b. is regarded as a non-initiating, anaphoric sentence as regards "khâw" which refers back to "chalâw" in the preceding sentence 3a.; and as cataphoric as regards mèe rây to which "athît nà:" in the subsequent sentence 3a. refers.

Sentence 3c. is also an example of a non-initiating, anaphoric sentence.  
4a. nɔi: ma: lɛ:w  
(My younger brother's arrived.)

4b. tɔ:n ni: kɛ:+ phâk thî này  
(Where is he staying now?)

4c. phâk thî bà:n  
(He's staying at my house.)

Sentence 4a. above is also an example of an initiating, cataphoric sentence.  
Sentence 4b. is regarded as a non-initiating, anaphoric sentence with regard to "kɛ:" which refers back to "nɔi:" in the preceding sentence 4a.; and as cataphoric with regard to "thî này" to which "thî bà:n" in the subsequent sentence 4c. refers.

Sentence 4c. is also an example of a non-initiating, anaphoric sentence.

1 See footnote, p. 241.
Initiating sentences which are non-cataphoric may be illustrated from the examples below:

**Ex. III**

1a. fón kamlan̄ tōk nāk

(It's raining cats and dogs.)

1b. phöm yaŋ māy yă:k ŋ̄:k că:k bă:n

(I wouldn't like to leave the house just yet.)

2a. khru: yaŋ māy ma: lỳ:y

(The teacher hasn't come yet.)

2b. pay-thā:n nā:m kān māy

(Shall we go and have a drink of water?)

3. phūn-chān khon nūŋ khī:kī tī: lū:ky:n

(A friend of mine is extremely lazy.)

4. wan nī: yaŋ māy rū: wà ca thā:n ərāy lỳ:y

(I don't know what we're to have for to-day yet.)

Since sentence 1a. above has no "related context" with the following sentence 1b. it is not by definition regarded as a cataphoric sentence. For the same reason, sentence 2a. is not regarded as cataphoric sentence either.

---

1. Compare this sentence with that given in the examples on p. 285 where it is regarded as a cataphoric sentence.

2. See p. 239.
As regards the remaining sentences in the examples cited above, they are not considered as being cataphoric because they are not followed up by any sentence at all, hence there is no anaphoric sentence to be related with. (See again p. 239.)

In certain fairly clearly defined situations, modern spoken Thai permits the use of sentences which are non-initiating and anaphoric in form but which cannot be related to any cataphoric sentence. To handle these somewhat exceptional cases without stretching the context of mention concept too far, it is necessary to postulate a special "context of immediate perception" which will be dealt with in a later Chapter of this thesis. (See Chapter XIII.)
CHAPTER VI

INTER-SENTENCE RELATIONS

AS EXPRESSED BY A PARTICULAR SENTENCE TYPE

As has already been described, the linked sentences which are usually found as part of a compound sentence may also stand alone as non-initiating sentences\(^1\), e.g.

1. lēw khâw ca tham ṭaray ṭi:k
   (And what else is she going to make?)

2. thà: chân pay máy dà:y là
   (Supposing I can't go?)

3. dìew ca mây-sìe
   (Otherwise it may get burnt.)

It may be stated further that such sentences are always anaphoric since they are always found to be in related context with the preceding sentence in a context of mention or in the contexts of mention and interrogation simultaneously\(^2\). The sentences 1, 2 and 3 above may, for example, be in related context with cataphoric sentences such as the following sentences 1a, 2a and 3a respectively:

---

1 See p. 22.
2 The nature of the relationship between these sentences is dealt with in more detail in the appropriate succeeding chapter.
- within the context of mention

1a. wan nî: mè:-khrue ca tham salât
   (To-day the cook's going to make some salad.)

2a. thx: təŋ pay bà:n-chân hay dà:y nâ
   (You must come to my house.)

- within the contexts of mention and interrogation simultaneously

3a. pay-du: khá:w bon taw lê:w ṭỳ
   (Have you been to look at the rice on the stove?)

It may thus be stated that a linked sentence as such always implies that it has related context with the preceding sentence.
Inter-sentence relations expressed in terms of Primary sentence constituents

The patterns of sentence structure described so far (in Chapter II) have all been appropriate to the initiating sentence type. Many non-initiating sentences are of the same structure, as far as Primary sentence constituents go, the formal difference between them and initiating sentences of the same structure lying at some other stage of analysis, which will be dealt with in the appropriate succeeding chapter.

The following are examples of initiating and non-initiating sentences which are of the same structure as regards sentence constituents:

a) $SV_i$

Initiating Sentences

savù: mort la:w (There's no more soap.)
dék kamlag làp sat (The baby's fast asleep.)
rôt-fay lên châ: caŋ (The train's going very slowly.)
sûe tue nî: lûem lûeskv:n (This blouse is very loose.)
Non-Initiating Sentences

khâw saba:y di: lê:w
man yaŋ mày riəp
ke: kamlaŋ ca nàŋ lê:w
sâ:m bây khoŋ pho:

(He's very well now.)
(It's not smooth yet.)
(He's about to sit up.)
(Three should be enough.)

Initiating Sentences

sâ:y lê:w
thiəŋ lê:w rý
dí: ìk mà:k lê:w
híw caŋ
mûey mày

(It's getting late - in the morning.)
(Is it twelve o'clock already?)
(It's getting very late - at night.)
(I'm very hungry.)
(Are you tired?)

Non-Initiating Sentences

nàk
hó:m nà
khâp oŋk
daŋ-pay lê:w
yaŋ mày khêm ly:y

(It's heavy.)
(They smell nice, don't they?)
(It's very tight.)
(It's too loud now.)
(It needs more salt.)
c) $V_{t_0}$

**Initiating Sentences**

- ca sù:  kapıay
- ma-há: khray
- pǔet húe
- yǎ:k kin kafe:

**Non-Initiating Sentences**

- máy ày cy: khâw
- khô: sák só:ŋ lêm
- yǎ:k dâ:y lêm thî khôm

*d) $SV_{t_0}$*

**Initiating Sentences**

- füg tem bà:n
- mè:-khrue máy vày tham khanóm

**Non-Initiating Sentences**

- phùen ca  kapıaw tua ngu
- khâw kamlal lèn phây
- châbáp nî: máy mi: satem
e) VTtOI

Initiating Sentences

yă:k thá:m khă:w phuíen (I'd like to ask a friend the news.)
yañ mè:y dà:y hâ:y târ lù:k 'haven't given the child any money yet.)

Non-Initiating Sentences

câ bō:k rūn thâ:n kâː (I'm going to tell her that.)
kamlâŋ câ hâ:y phuí:n mây khâ:w (We're going to give him the new one.)

f) SVtOI

Initiating Sentences

môː hâ:y yaː phôm (The doctor gave me some medicine.)
khray câ khâː:y rôt phôː (Who's going to sell a car to Father?)

Non-Initiating Sentences

khâːw bō:k khâː:y láː thâ:n rau (He offered to sell us the one over there.)
khray câ pay-čēː:k sîː phái nîː khâːw (Who's going to distribute these ten to them?)

g) OSVt

Initiating Sentences

côːtmâːːy núː luː:m thîː (I forgot to post the letter.)
hânôm mèː-khrue mè:y dâ:y tham (The cook hasn't made any pudding.)
'akâː:t thî nîː khôn chôː:p kâː mâːk (People like the climate here very much on the whole.)

mûː câ chân câ hân 'eːŋ (I'll cut up the meat myself.)
Non-Initiating Sentences

lêm thì khom chăn ca cháy (I'm going to use the sharp one.)
số:η bay nř: nřt hén lề:w (Nit's seen these two.)
khù: mảy kề: yạ:y mảy yạ:k sảy (She wouldn't like to wear the new pair just now.)

h) OSV_t_t_t

Initiating Sentences

khạ:w đi: thv: nà: ca bỏ:k chàn (You should have told me the good news.)
khạ:n khru: ca ma-bỏ:k raw ạ:e:η (The teacher's coming to tell us the marks himself.)
dể:k säs: ạ:ray mọ: (What did the girl question the doctor about?)

Non-Initiating Sentences

tu:kkata: phĩ: phơ:t Hãy kẹ: (My sister's just given her the doll.)
lạ:y nọ:n khạ:w khv:y bỏ:k khạ:y raw (He often offered to sell us the doll over there.)

There are, however, a number of sentence structures which are exclusively non-initiating. Since by definition a non-initiating sentence is always dependent in some way upon a previous utterance or utterances, the occurrence of these exclusively non-initiating sentence structures is in itself a mark of the relationship of the sentence concerned to some previous sentence. The exclusively
non-initiating sentence structures are the following:

a) \( V_t \) or \( SV_t \)

b) \( V_{tt} \) or \( SV_{tt} \)

c) \( V_{ttI} \) or \( SV_{ttI} \)

d) \( V_{ttO} \) or \( SV_{ttO} \)

Such sentences will, upon examination, always be found to be in related context with cataphoric sentences in a context of mention or in the contexts of mention and interrogation simultaneously. We may thus state the relationship between such sentences, as expressed in sentence structure, by relating the Primary sentence constituents of the anaphoric sentences to the Primary sentence constituents of the relevant cataphoric sentences. The means by which this relationship is established in anaphoric sentences may be summarized as follows:

1. By absence of Object only, or absence of Object accompanied by repetition of the Transitive Verbum of the cataphoric sentence.

2. By absence of Object and Indirect Object accompanied by repetition of the Double Transitive Verbum of the cataphoric sentence.
3. By absence of Object accompanied by
   
a) repetition of the Double Transitive Verbum
   of the cataphoric sentence
   
b) repetition of the Double Transitive Verbum
   and Indirect Object of the cataphoric sentence
   
c) repetition of the Double Transitive Verbum
   and differentiation of the Indirect Object of the cataphoric sentence.

4. By absence of Indirect Object accompanied by
   
a) repetition of the Double Transitive Verbum
   of the cataphoric sentence
   
b) repetition of the Double Transitive Verbum
   and Object of the cataphoric sentence
   
c) repetition of the Double Transitive Verbum
   and differentiation of the Object of the cataphoric sentence.

5. By absence of Subject when it is "given" in
   a context of mention.

6. By presence of Subject when it is not "given"
   in a context of mention or when it is required as an
   "answer" in a context of interrogation.
1. Absence of Object only, or Absence of Object accompanied by Repetition of the Transitive Verbum of the cataphoric sentence

It has been observed that frequently there is no Object (O) after a Transitive Verbum (V_t) in a non-initiating sentence when the Object is "given" in a context of mention, or when the Verbum and the Object are both "given" in a context of mention. That is to say, the anaphoric sentence is related to its cataphoric sentence by absence of Object only, or by absence of Object accompanied by repetition of the Verbum (i.e. at least one of the verbs or, when there is no accompanying verb, one of the auxiliaries in the Verbum of the anaphoric sentence must be identical with a verb or an auxiliary in the Verbum of the relevant cataphoric sentence).* The structures of the cataphoric sentence are found to be SV_tO and OSV_t.

Thus it may be said in terms of sentence structure, that the anaphoric sentence structure (S)V_t is, in such cases, in related context with the cataphoric sentence structure (S)V_tO in a context of mention. In all the examples below the cataphoric Objects and their equivalent English translations are underlined in red whereas the repeated Verba and their equivalent English translations are underlined in black.

* See pp. 345-8.
Examples of sentences related by absence of Object only

<table>
<thead>
<tr>
<th>Cataphoric Sentences</th>
<th>Anaphoric Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>$V_t^0$</strong></td>
<td><strong>$V_t$</strong></td>
</tr>
<tr>
<td><code>ca yu:m nǎnṣǔ: lêm nǐ:</code></td>
<td><code>yan mà:y yǎ:k sǔ:</code></td>
</tr>
<tr>
<td><code>(I'll borrow this book.)</code></td>
<td><code>(I wouldn't like to buy it just yet.)</code></td>
</tr>
<tr>
<td><code>lit. shall, borrow, book</code></td>
<td><code>lit. yet, not, would like, buy.</code></td>
</tr>
<tr>
<td><code>yǎ: lw:m tôm khây nú</code></td>
<td><code>làw pǒ:k dùey</code></td>
</tr>
<tr>
<td><code>(Don't forget to boil the eggs.)</code></td>
<td><code>(And shell them as well.)</code></td>
</tr>
<tr>
<td><code>chùy lâ:n ca:n nòy</code></td>
<td><code>ca chúy lê:w</code></td>
</tr>
<tr>
<td><code>(Can you wash the plates, please?)</code></td>
<td><code>(I'm going to use them now.)</code></td>
</tr>
<tr>
<td><code>SV_t^0</code></td>
<td><code>SV_t</code></td>
</tr>
<tr>
<td><code>phùên ca kháː yu:m nǎnṣǔ: lêm nǐ:</code></td>
<td><code>khâw hàː sǔː mà:y dâ:y</code></td>
</tr>
<tr>
<td><code>(A friend's going to borrow this book.)</code></td>
<td><code>(She hasn't been able to buy it.)</code></td>
</tr>
<tr>
<td><code>chân yǎː:k fān phēn nǐ:</code></td>
<td><code>thː y: chúay sây nòy sǐ</code></td>
</tr>
<tr>
<td><code>(I'd like to listen to this one.)</code></td>
<td><code>(Can you put it on for me?)</code></td>
</tr>
<tr>
<td><code>khun yǎː:k dũː:m ?aray</code></td>
<td><code>phôm ca pay-ʔaw hày</code></td>
</tr>
<tr>
<td><code>(What would you like to drink?)</code></td>
<td><code>(I'll go and get it.)</code></td>
</tr>
<tr>
<td><code>lit. she, look for, buy, not, can.</code></td>
<td><code>lit. you, help, put, a little, a particle.</code></td>
</tr>
</tbody>
</table>
Examples of sentences related by absence of Object accompanied by Repetition of the Verbum

**Cataphoric Sentences**

\[ V_t^0 \]

yă: lu:m khăt chō:n dăey nă
(\textit{Don't forget to polish the spoons too.})

yă:k ca dă:m ṭaray māy
(\textit{Would you like something to drink?})

pay-trṳet khō:n sēe sì
(\textit{Do go and check your things.})

hēn khō:n thi phỳn ma-thùn
\[ lē:w \text{ rřy} \]
(\textit{Have you seen the parcel which has just arrived?})

ca pay tală:t lē:w
(\textit{I'm going to the market now.})

tha:n ṭaytim māy
(\textit{Have some icecream?})

**Anaphoric Sentences**

\[ V_t \]

khăt lē:w
(\textit{I've already done them.})

yă:k
(\textit{Yes.})

māy tēn trṳet la
(\textit{No, there's no need to.})

hēn lē:w
(\textit{Yes, I have.})

ca pay lē:w rřy
(\textit{Are you?})

tha:n
(\textit{Yes, please.})
### Anaphoric Sentences

**SV_t**

<table>
<thead>
<tr>
<th>svty</th>
<th>svty</th>
</tr>
</thead>
<tbody>
<tr>
<td>nít mè y chô:p du: nán</td>
<td>nô:y chô:p du: qôk</td>
</tr>
<tr>
<td>(Não doesn't like seeing films.)</td>
<td>(Noi likes seeing them very much.)</td>
</tr>
</tbody>
</table>

**mè: rôcák khâw**

(Noi knows her.)

**phô: mè y rôcák**

(Father doesn't.)

**khun khoŋ ca bûe kãpkhâ:w**

(you've probably got tired of)

**phôm yaŋ mè y bûe**

(I haven't.)

**lit.** I, yet, not, tired.

### Examples of sentences related by absence of Object only

**Cataphoric Sentences**

<table>
<thead>
<tr>
<th>OSV_t</th>
</tr>
</thead>
<tbody>
<tr>
<td>nângwú: lêm ntí: phuên ca kho: yw:m</td>
</tr>
<tr>
<td>(A friend's going to borrow this book.)</td>
</tr>
</tbody>
</table>

**Anaphoric Sentences**

<table>
<thead>
<tr>
<th>SV_t</th>
</tr>
</thead>
<tbody>
<tr>
<td>khâw hâ: sû: mè y dâ:y</td>
</tr>
<tr>
<td>(She hasn't been able to buy it.)</td>
</tr>
</tbody>
</table>

| phôn ní: chân yâ:k fàn |
| (I'd like to listen to this one.) |

| thv: chûy sây nôy sì |
| (Can you put it on for me?) |
Examples of sentences related by absence of Object accompanied by Repetition of the Verbum

<table>
<thead>
<tr>
<th>Cataphoric Sentences</th>
<th>Anaphoric Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>OSV&lt;sub&gt;t&lt;/sub&gt;</td>
<td>SV&lt;sub&gt;t&lt;/sub&gt;</td>
</tr>
<tr>
<td>Khanóm phò: yan mây tha:n</td>
<td>mãe: tha:n lê:w</td>
</tr>
<tr>
<td>(Father hasn't had his dessert yet.)</td>
<td>(Mother's had hers.)</td>
</tr>
<tr>
<td>lit. dessert, Father, yet, not, eat.</td>
<td>lit. Mother, eat, already.</td>
</tr>
<tr>
<td>Mè: cha:n ca hân 'e:n</td>
<td>Khray yă: hăn nâ</td>
</tr>
<tr>
<td>(I'm going to cut up the meat myself.)</td>
<td>(Nobody else should do it.)</td>
</tr>
<tr>
<td>lit. meat, I, to be going to, cut up, self.</td>
<td>lit. anybody, don't cut up, a particle.</td>
</tr>
<tr>
<td>Phà: nè: thx: khy:y chây mây</td>
<td>Chân mây khy:y</td>
</tr>
<tr>
<td>(Have you ever used this material before?)</td>
<td>(I haven't.)</td>
</tr>
<tr>
<td>lit. material, this, you, used to, use, a particle.</td>
<td>lit. I, not, used to.</td>
</tr>
</tbody>
</table>
2. Absence of Object and Indirect Object accompanied by Repetition of the Double Transitive Verbum of the cataphoric sentence.

It has been observed that frequently there is neither an Object (O) nor an Indirect Object (I) after a Double Transitive Verbum (V_{tt}) when the Object, the Indirect Object and the Verbum are "given" in a context of mention. That is to say, the anaphoric sentence is related to its cataphoric sentence by absence of Object and Indirect Object accompanied by repetition of the Verbum (i.e. at least one of the verbs or, when there is no accompanying verb, one of the auxiliaries in the Verbum of the anaphoric sentence must be identical with a verb or an auxiliary in the Verbum of the relevant cataphoric sentence).

The structures of the cataphoric sentence are found to be SV_{tt}OI and OSV_{tt}I.

Thus it may be said in terms of sentence structure, that the anaphoric sentence structure (S)V_{tt} is, in such cases, in related context with the cataphoric sentence structure (S)V_{tt}OI in a context of mention. In all the examples below the cataphoric Indirect Objects and their equivalent English translations are underlined in green.

* See footnote, p. 257.
Cataphoric Sentences

V_{tt}OI

chùey cě:k tan děk nőy nā
(Give the children some money, won't you?)
lit. help, give, money, children, a little, a particle.

ty:m nā:m rôt thûk khan læ:w rî
(Have you put water in all the cars?)

khy:y só:n nāŋswî: děk mây
(Have you ever given lessons to children?)

SV_{tt}OI

thy: chúng sø:n phasăi-fârâŋșě:t
phuôn-chân sâk khôn sî
(Will you teach a friend of mine French?)

chân yă:k hây tan khói-tha:n khôn nî:
(I'd like to give this beggar some money.)

phôm bō:k khánɛ:n děk læ:w
(I've already told the students their marks.)

Anaphoric Sentences

V_{tt}

cě:k læ:w la
(I've already given them some.)
lit. give, already, a particle.

ty:m læ:w hā?
(Yes, I have.)
lit. put, already, a particle.

khy:y
(Yes, I have.) lit. used to.

SV_{tt}

thy: chúng sø:n mây pen rōk
(I don't know how to teach it.)
lit. I, teach, not, know how, a particle.

thy: ca hây rî
(Would you?) lit. you, will, give, a particle.
Similarly the anaphoric sentence structure \( SV_{tt} \) is in related context with the cataphoric sentence structure \( OSV_{tt} \) in a context of mention, e.g.

**Cataphoric Sentences**

- \( ya: ba:\eta\ ya:\eta\ kh\dot{a}\w \)
- \( ya: ba:\eta\ y\ddot{a}:\eta\ kh\dot{a}\w \)
- \( m\ddot{a}:y\ kh\dot{a}:y\ kh\dot{u}:n\ r\ddot{o}k \)

(They won't sell you some kinds of medicine.)

**Anaphoric Sentences**

- \( kh\dot{a}:w\ d\ddot{i}: th\ddot{y}: n\ddot{a}: ca\ bd: k \)
- \( kh\dot{a}:w\ d\ddot{i}: th\ddot{y}: n\ddot{a}: ca\ bd: k \)

(You should have told me the good news.)

- \( kh\dot{a}:w\ d\ddot{i}: th\ddot{y}: n\ddot{a}: ca\ bd: k \)
- \( kh\dot{a}:w\ d\ddot{i}: th\ddot{y}: n\ddot{a}: ca\ bd: k \)

(They won't sell you some kinds of medicine.)

- \( kh\dot{a}:w\ d\ddot{i}: th\ddot{y}: n\ddot{a}: ca\ bd: k \)
- \( kh\dot{a}:w\ d\ddot{i}: th\ddot{y}: n\ddot{a}: ca\ bd: k \)

(You should have told me the good news.)
3a. Absence of Object accompanied by Repetition of the Double Transitive Verbum of the cataphoric sentence

It has been observed that frequently there is no Object (O) after a Double Transitive Verbum (V_{tt}) and before an Indirect Object (I) in a non-initiating sentence when the Object and the Verbum are "given" in a context of mention. That is to say, the anaphoric sentence is related to its cataphoric sentence by absence of Object accompanied by repetition of the Verbum (i.e. at least one of the verbs in the Verbum of the anaphoric sentence must be identical with a verb in the Verbum of the relevant cataphoric sentence).* The structures of the cataphoric sentence are found to be SV_{tt}OI and OSV_{tt}I.

Thus it may be said in terms of sentence structure, that the anaphoric sentence structure (S)V_{tt}I is, in such cases, in related context with the cataphoric sentence structure (S)V_{tt}OI in a context of mention, e.g. 

* See pp. 345-6.
Cataphoric Sentences

\[ V_{tt}OI \]

\[ yā:k \ sō:n \ nāṃswī \ dēk \]
(I'd like to teach children.)
lit. would like, teach, lesson, children.

\[ yā: \ lū:m \ rōt \ nā:m \ phā:k \ nā \]
(Don't forget to water the vegetables.)
lit. don't, forget, put, water, vegetables, a particle.

\[ SV_{tt}OI \]

\[ khāw \ khv:y \ bō:k \ khā:y \ thì: \ phī: \]
(He often offered to sell a site to my brother.)

\[ khru: \ cā \ cē:k \ rān\w{w}an \ khon \ thī \ sō:p \ dā:y \ khānc:n \ di: \ thāwnān \]
(The teacher will give a reward only to those who got through with good marks.)

Anaphoric Sentences

\[ V_{tt}I \]

\[ māy \ yā:k \ sō:n \ phūyāy \]
(I wouldn't like to teach adults.)
lit. not, would like, teach adult.

\[ lw \ cūy \ rōt \ kūlā:p \ dūey \]
(And then please water the rosetrees as well.)
lit. and then, help, put, rosetrees, as well.

\[ SV_{tt}I \]

\[ khāw \ māy \ khv:y \ bō:k \ khā:y \ phōm \]
(He's never offered to sell it to me.) lit. he, not, used to, tell, sell, me.

\[ kē: \ māy \ cē:k \ rāw \ rōk \]
(He wouldn't give it to us.)
lit. he, not, give, us a particle.
Similarly the anaphoric sentence structure $SV_{tt}I$ is in related context with the cataphoric sentence structure $OSV_{tt}I$ in a context of mention, e.g.

**Cataphoric Sentences**

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(He often offered to sell a site to my brother.)</td>
<td>(He's never offered to sell it to me.)</td>
</tr>
</tbody>
</table>

**Anaphoric Sentences**

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(The teacher will give a reward only to those who got through with good marks.)</td>
<td>(He wouldn't give it to us.)</td>
</tr>
</tbody>
</table>
3b. Absence of Object accompanied by Repetition of the Double Transitive Verbum and Indirect Object of the cataphoric sentence

It has been observed that frequently there is no Object after a Double Transitive Verbum \((V_{tt})\) and before an Indirect Object \((I)\) in a non-initiating sentence when the Object, the Verbum and the Indirect Object are "given" in a context of mention. That is to say, the anaphoric sentence is related to its cataphoric sentence by absence of Object accompanied by repetition of the Verbum \((i.e. \text{as in 3a. above})\), and by repetition of Indirect Object \((i.e. \text{either the actual repetition of the noun phrase functioning as the Indirect Object of the cataphoric sentence, the relationship as expressed in terms of noun phrase constituents}^1\), or the relationship as expressed in terms of word-classes by "1st & 2nd pronominal reference" or by "3rd person pronominal reference"\(^2\)}. The structures of the cataphoric sentence are found to be \(SV_{tt}OI\) and \(OSV_{tt}I\).

Thus it may be said in terms of sentence structure, that the anaphoric sentence structure \((S)V_{tt}I\) is, in such cases, in related context with the cataphoric sentence structure \((S)V_{tt}OI\) in a context of mention, e.g.

---

1 See pp. 301 ff.
Cataphoric Sentences

$V_{tt01}$

\textit{yà:k só:n nángsú: děk}

(I'd like to teach children.)
lit. would like, teach, lesson, children.

\textit{khùcy háy tâŋ khâw dûcy nà}

(Will you pay them as well?)
lit. help, give, money them, as well, a particle.

\textit{yà: lu:n tì:m nà:m ròt thûk khaŋ lâ}

(Don't forget to put water in all the cars.)

Anaphoric Sentences

$V_{tt1}$

\textit{yà:k só:n děk}

(You'd like to teach children?)
lit. would like, teach, children.

\textit{hày khâw lê:w}

(I've paid them.)
lit. give, them, already.

\textit{ty:m mòt thûk khaŋ lê:w khârap}

(I've put it in all of them already.)
lit. put, all, every, a classifier, already, a particle.

\textit{ca háy khô:n khon kì: khon}

(How many people are we going to give presents to?)

\textit{ca háy lá:y khon}

(We're going to give them to many people.)
lit. to be going to, give, many, people.

\textit{tòŋ pay-thá:m rùen ní: khánâbodi:}

(We must go and ask the Dean about this matter.)

\textit{tòŋ thá:m thèn}

(We must ask him?)
lit. must, ask, him.
chùey rót nā:m phāk ?ī: k thi: nā
(Will you please water the vegetables once more?)
it. help, put, water, vegetables, more, once, a particle.

SVttO
khru: hāy ranwan wīnī̀t
(The teacher gave Winit a reward.)

khun hāy tān phōm lē:w
(You've already given me some money.)

thī: sō:n phāsā:−thai fārān
khon nāy
(Which Westerner do you teach Siamese to?)

sawāy bō:k rū̂n nī: phōm
(Saway told me this story.)

phōm ca bō:k rakha: khon-sū:
kō:n
(I'm going to tell the buyer the price first.)

SVttI
khru: hāy wīnī̀t
(The teacher gave it to Winit!)

khun ca hāy phōm ?ī: k
(Your wife was going to give me some again.)

phān yā:-khun ca hāy phōm
khon phō:m
(I teach the thin one.)

sawāy bō:k khun
(Saway told you!)
Similarly the anaphoric sentence structure $SV_{\text{tt}I}$
\[ \text{contxt} \]
is related with the cataphoric sentence structure $OSV_{\text{tt}I}$ in a context of mention, e.g.

<table>
<thead>
<tr>
<th>Cataphoric Sentences</th>
<th>Anaphoric Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>$OSV_{\text{tt}I}$</td>
<td>$SV_{\text{tt}I}$</td>
</tr>
<tr>
<td>Khá:n kháw ca thawá:y phrà?</td>
<td>Kháw ca thawá:y phrà? rý</td>
</tr>
<tr>
<td>(they'll offer those things to the monks.)</td>
<td>(Will they?) lit. they, will, offer, monk, a particle.</td>
</tr>
<tr>
<td>thì: troŋ nifique khv:y bō:k khá:y phom</td>
<td>khray nâ bō:k khá:y khun</td>
</tr>
<tr>
<td>(A friend of mine often offered to sell me this site.)</td>
<td>(I wonder who offered to sell you it.)</td>
</tr>
<tr>
<td>râŋwän khruː ca hêy đêk thi sô:p dâ:y khanc:n yiem thàwnân</td>
<td>keː mêy hêy thûk khon rōk</td>
</tr>
<tr>
<td>(The teacher will give a prize to the pupils who got through with top marks only.)</td>
<td>(He wouldn't give it to everyone.)</td>
</tr>
</tbody>
</table>

This is in fact similar to the relationship described under 3a. above except that instead of having repetition of the Indirect Object of the cataphoric sentence we have here differentiation of it and the differentiation is expressed by pronominal reference within a context of interrogation. That is to say, the anaphoric sentence is related to its cataphoric sentence within the contexts of mention and interrogation simultaneously, by absence of Object accompanied by repetition of the Verbum and differentiation of the Indirect Object. This can best be illustrated by examples:

**Cataphoric Sentences**  
\[ V_{tt0I} \]

<table>
<thead>
<tr>
<th>kamlaŋ ca sɔ:n phasá:-thay khray nā</th>
<th>ca sɔ:n fārāŋ</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Who are you going to teach</td>
<td>(I'm going to teach a</td>
</tr>
<tr>
<td>Siamese to?)</td>
<td>Westerner.)</td>
</tr>
<tr>
<td>ca pʰəŋ-thá:m rūŋ nāŋ khray</td>
<td>təŋ thá:m chi:râ?</td>
</tr>
<tr>
<td>(Who are you going to ask</td>
<td>(We must ask Chira.)</td>
</tr>
<tr>
<td>about that matter?)</td>
<td></td>
</tr>
</tbody>
</table>

lêk ca hay năm-hó:m khray
(Who is Lek going to give the perfume to?)

thxr: khá:y rót khan kǎw khray
(Who did you sell the old car to?)

tünkata: thxr: ca hay khray
(Who are you going to give the doll to?)

hi-din ple:n nf: lú: khá:y khray
(Who did you sell this piece of land to?)

kc: ca hay fż:n
(He's going to give it to his girl friend.)
lit. he, to be going to, give, girl or boy friend.

chén khá:y phưen
(I sold it to a friend.)
lit. I, sell, friend.

chén yǎ:k hày lǎ:n
(I'd like to give it to my niece.)
lit. I, would like, give, niece or nephew.

?dé khá:y khron thî yû: khá:ŋ bâin
(I sold it to the people who live next door.)
4a. Absence of Indirect Object accompanied by Repetition of the Double Transitive Verbum of the cataphoric sentence

It has been observed that frequently there is no Indirect Object (I) after a Double Transitive Verbum (Vtt) which is followed by an Object (O) in a non-initiating sentence when the Indirect Object and the Verbum are "given" in a context of mention. That is to say, the anaphoric sentence is related to its cataphoric sentence by absence of Indirect Object accompanied by repetition of the Verbum (i.e., as in 3a. above). The structures of the cataphoric sentence are found to be $3V_{tt}O$ and $O3V_{tt}I$.

Thus it may be said in terms of sentence structure, that the anaphoric sentence structure $(S)V^tO$ is, in such cases, in related context with the cataphoric sentence structure $(S)V^O_I$, e.g.

<table>
<thead>
<tr>
<th>Cataphoric Sentences</th>
<th>Anaphoric Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>$V_{tt}OI$</td>
<td>$V_{tt}O$</td>
</tr>
<tr>
<td><strong>hày ngày khâw di: máy</strong></td>
<td><strong>mèy rû: ca hày ’aray</strong></td>
</tr>
<tr>
<td><em>(Shall we give them some money?)</em></td>
<td><em>(I don't know what to give them,)</em></td>
</tr>
<tr>
<td>lit. <em>give, money, them, good, a particle.</em></td>
<td>lit. <em>not, know, shall, give, what.</em></td>
</tr>
<tr>
<td><strong>chùey tv:m nâm-man rôt nøy sì</strong></td>
<td><strong>ca tv:m nâm-man dûey máy hà?</strong></td>
</tr>
<tr>
<td><em>(Can you put some water in the car?)</em></td>
<td><em>(Would you like some petrol too?)</em></td>
</tr>
<tr>
<td>lit. <em>help, put, water, car, a little, a particle.</em></td>
<td>lit. <em>want, put, petrol, too, particles.</em></td>
</tr>
</tbody>
</table>
SV_{tt0}I
khray yā:k bō:k khǎ:w rā:y khon mān
(Nobody wants to tell bad news to people.)

phùn-chǎn māy khv:y sāk khray
(My friend never questions anybody about anything.)

Similarly the anaphoric sentence structure
SV_{tt0} is in related context with the cataphoric sentence structure OSV_{ttI} in a context of mention, e.g.

Cataphoric Sentences
OSV_{ttI}
kǎpkhā:w phòm ca prakhe:n than ʔe:n
(I'll hand the food to him (i.e. to the monk) myself.)
lit. food, I, shall, hand, him, self.

thī: khāw māy khā:y khun rōk khāw khā:y bā:n thàwnān
(They won't sell you the ground.)

Anaphoric Sentences
SV_{tt0}
thūk khon chò:p bō:k khǎ:w di:
(Everybody likes telling good news.)

khāw khon māy sāk rūn nī: nē:
(Certainly he wouldn't question this.)
4b. Absence of Indirect Object accompanied by
  Repetition of the Double Transitive Verbum
  and Object of the cataphoric sentence

It has been observed that frequently there is
no Indirect Object (I) after a Double Transitive Verbum
($V_{tt}$) which is followed by an Object (O) in a non-initiating sentence when the Indirect Object, the Verbum and the Object are "given" in a context of mention. That is to say, the anaphoric sentence is related to its cataphoric sentence by absence of Indirect Object accompanied by repetition of the Verbum (i.e. as in 3a. above) and by repetition of Object (i.e. either the actual repetition of the noun phrase functioning as the Object of the cataphoric sentence or the relationship as expressed in terms of noun phrase constituents). The structures of the cataphoric sentence are found to be $SV_{tt}OI$ and $OSV_{tt}$.

Thus it may be said in terms of sentence structure, that the anaphoric sentence structure $(S)V_{tt}O$ is, in such cases, in related context with the cataphoric sentence structure $(S)V_{tt}OI$, e.g.

* See pp. 301 ff.
Cataphoric Sentences

\[ V_{tt0l} \]

chùey sò:n phasé: façkrít
wanchay nòy sì

(Would you be kind enough

to teach Wanchai English?)

cumlah ca khá:y bà:n khâw

(I'm going to sell him a

house.)

SV\[tt0l\]

chân ca tò:n bò:k khâ:w râ:y

(I'll have to tell bad news

to a friend.)

phùen–chân nøy khv:y sâk

?aray khray

(My friend never questions

anybody about anything.)

Similarly the anaphoric sentence structure

\[ SV_{tt0} \] is in related context with the cataphoric sentence structure \[ OSV_{ttI} \] in a context of mention, e.g.

Anaphoric Sentences

\[ V_{tt0} \]

sò:n phasé: façkrít

(Teach English!?)

caña y lân nòy

(which one are you going to

sell?)

lit. to be going to, sell, a

classifier, which.

SV\[tt0\]

khun tò:n bò:k khâ:w râ:y

(You have to tell bad news!?)

khâw nøy khv:y sâk ?aray lâ:y

(He never questions anything

at all!?)

phùen–chân nøy khv:y sâk

?aray khray

(My friend never questions

anybody about anything.)
Cataphoric Sentences

OSV\textsubscript{tt}\textsubscript{I}

\texttt{khanc:n khru: ca ma-bō:k raw \^e:n}

(The teacher's coming to tell us the marks himself.)

\texttt{sabū: nī: mē: ca thawā:y phrā?}

(Mother's going to offer the soap to the monks.)

Anaphoric Sentences

SV\textsubscript{tt}\textsubscript{0}

\texttt{ke: ca bō:k khanc:n \^e:n}

(He's going to tell us the marks himself!?)

lit. he, to be going to, tell, mark, self.

\texttt{mē: ca thawā:y sabū: nī:}

(Mother's going to offer the soap to the monks!?)

lit. Mother, to be going to, offer, soap, this.
4c. Absence of Indirect Object accompanied by Repetition of the Double Transitive Verbum and Differentiation of the Object of the cataphoric sentence

This is in fact similar to the relationship described under 4a. above except that instead of having repetition of the Object of the cataphoric sentence we have here differentiation of it and the differentiation is expressed by pronominal reference within a context of interrogation*. That is to say, the anaphoric sentence is related to its cataphoric sentence within the contexts of mention and interrogation simultaneously, by absence of Indirect Object accompanied by repetition of the Verbum and differentiation of the Object. This can best be illustrated by examples:

Cataphoric Sentences

\[ V_{\text{tt}}^0 I \]

| kamlan só:n ?aray dék |
| (What are you teaching the boy?) lit. to be teaching, teach, what, boy. |

| ca làw ?aray ké: |
| (What are you going to tell her about?) |

Anaphoric Sentences

\[ V_{\text{tt}}^0 \]

| só:n re:kha: |
| (I'm teaching him geometry.) lit. teach, geometry. |

| ca làw nftha:n |
| (I'm going to tell her stories.) |

khâw thá:m ?aray thy:
(What did he ask you about?)

děk sâk ?aray mó:
(What did the girl question the doctor about?)
kê: sâk mùen-fan
(She questioned him about teeth.)
5. Absence of Subject

It has been observed that frequently a non-initiating sentence does not contain a Subject (S) when the Subject and the other constituent or constituents are "given" in a context of mention. That is to say, the anaphoric sentence is related to its cataphoric sentence by absence of Subject accompanied by repetition of the other constituent or constituents. The structures of the cataphoric sentence are found to be $SV_t^0$, $OSV_t$, $SV_{tt}O^I$ and $OSV_{tt}I$.

Thus it may be said in terms of sentence structure, that the anaphoric sentence structure $V_t$ is, in such cases, in related context with the cataphoric sentence structures $SV_t^0$ or $OSV_t$ in a context of mention, e.g.

**Cataphoric Sentences**

$SV_t^0$

phɔːːː kʰyːː maː kruŋthɛːp
(Father's been to Bangkok before.)

khon kʰɔʔ pratuː:
(Somebody's knocking at the door.)

**Anaphoric Sentences**

$V_t$

maː láːy kʰrán lɛːw r<y
(Has he come several times?)

yəːŋ kʰɔʔ yʊː ʔiːk mɛː
(Is he still knocking?)
Similarly the anaphoric sentence structures $V_{tt}$, $V_{tt}O$ and $V_{tt}I$ are in related context with the cataphoric sentence structures $SV_{tt}OI$ or $OSV_{tt}I$ in a context of mention, e.g.

**Cataphoric Sentences**

$SV_{tt}OI$

raw ca hài khó:3 khuvw máy hay sì

(Are we going to give them a present?)

**Anaphoric Sentences**

$V_{tt}$

hay khuvw sì

(Yes, we are.) lit. give, them, a particle.

$V_{tt}I$

hay khuvw sì

(Yes, we are.) lit. give, a particle.
phùn-chăn may kh adversaries’ questions
(My friend never questions anybody about anything.)

may kh adversaries’ questions ray (She never questions anything at all!?)

(She never questions anything at all!?)

khru: hãy ranwan winit (The teacher gave Winit a reward.)

hây ranwan (Gave a reward!)

(Gave a reward!)

khà:-thi p raw tòn hãy khâu nà (We must give her a tip.)
tòn hãy rý (Must we?) lit. must, give, a particle.

(Must we?) lit. must, give, a particle.

tòn hãy khâu rý (We must give her a tip?) lit.
must, give, her, a particle.
khanc:n khru: ca ma-bɔ:k raw ma-bɔ:k khanc:n ʔe:n

(The teacher's coming to tell) (Coming to tell the marks himself!?)

ca bɔ:k raw ʔe:n

(Tell us himself!?)
Similarly, the anaphoric sentence structures which are not exclusive to non-initiating sentences, namely \( V_I \), \( V_{t0} \) and \( V_{tt0I} \) may be said to be in related context with the cataphoric sentence structures \( SV_I \) or \( V_I S \), \( SV_{t0} \) or \( OSV_t \) and \( SV_{tt0I} \) or \( OSV_{ttI} \) respectively, e.g.

<table>
<thead>
<tr>
<th>Cataphoric Sentences</th>
<th>Anaphoric Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>( SV_I )</td>
<td>( V_I )</td>
</tr>
<tr>
<td>ㄱㄴ 옴 캐램 토크 남 누크</td>
<td>ㄱㄴ 캐램 토크 남 누크</td>
</tr>
<tr>
<td>(It's raining cats and dogs.)</td>
<td>(Raining cats and dogs!?)</td>
</tr>
<tr>
<td>lit. rain, is falling, heavy.</td>
<td>lit. is falling, heavy.</td>
</tr>
<tr>
<td>ㅅעוד 투 누: 캐 싹 마이</td>
<td>ㅅkdir</td>
</tr>
<tr>
<td>(Is this blouse to be washed?)</td>
<td>(Yes.) lit. wash.</td>
</tr>
<tr>
<td>ㄴ�� 문 쿠언 오멧 렬:와</td>
<td>쿠언 렬:와 ㅅ힌</td>
</tr>
<tr>
<td>(The water's nearly boiling.)</td>
<td>(Is it?) lit. nearly, already, a particle.</td>
</tr>
<tr>
<td>ㅋ룰드: ㅇ앙 투:문 유투: stantiate:.exit ㅅ힌</td>
<td></td>
</tr>
<tr>
<td>(Are the roses still in bud?)</td>
<td>(Yes they are.) lit. still, in bud, to be ing.</td>
</tr>
<tr>
<td>ㅍ로: 마-טע:מע קס:ן רמוע 플:으</td>
<td>ﮒnonnull</td>
</tr>
<tr>
<td>(Did Father arrive first or not?)</td>
<td>(He probably did.)</td>
</tr>
<tr>
<td>_lit. probably, first.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>비슷한모양로의</th>
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</tr>
</thead>
<tbody>
<tr>
<td>( SV_{t0} )</td>
<td>( OSV_t )</td>
</tr>
<tr>
<td>( SV_{tt0I} )</td>
<td>( OSV_{ttI} )</td>
</tr>
<tr>
<td>ㄱㄴ 옴 캐램 토크 남 누크</td>
<td>ㄱㄴ 캐램 토크 남 누크</td>
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<td>ㄴ�� 문 쿠언 오metis: 렬:와</td>
<td>쿠언 렬:와 ㅅ힌</td>
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<td>(The water's nearly boiling.)</td>
<td>(Is it?) lit. nearly, already, a particle.</td>
</tr>
<tr>
<td>ㅋ룰드: ㅇ앙 투:문 유투: stantiate:exit ㅅ힌</td>
<td></td>
</tr>
<tr>
<td>(Are the roses still in bud?)</td>
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</tr>
<tr>
<td>ㅍ로: 마-טע:מע קס:ן רمؤ 플:으</td>
<td>катал</td>
</tr>
<tr>
<td>(Did Father arrive first or not?)</td>
<td>(He probably did.)</td>
</tr>
<tr>
<td>_lit. probably, first.</td>
<td></td>
</tr>
</tbody>
</table>
Cataphoric Sentences

\[ V_1 S \]

ta:y mây nalika:
(Has the clock stopped?)

khâ:t lê:w màn lês:t-fay
(The bulb has gone possibly)

SV_{t0}

kanje:n pùen əræy ma
(What have you got on your trousers?)
lit. trousers, stain, what, come.

khâw gū: tūè dà:y kĩ: bay
(How many tickets could he buy?)

kē: khv: y ʔā:n lě:w nānəw: lèm nī:
(She's already read this book.)

Anaphoric Sentences

\[ V_i \]

mây ta:y rōk
(No, it hasn't.)
lit. not, die, a particle.

khon yan nà
(I don't think so.)
lit. probably, not yet, a particle.

SV_{t0}

khon pùen nām-man
(Probably oil.)
lit. probably, stain, oil.

dà:y sā:m bay
(He bought three.)
lit. could, three, a classifier.

kē: khv: y ʔā:n lě:w rū lēm nī:
(She's already read this one?)
lit. used to, read, already, a particle, this.
SV_{ttO1}
phò: kamlaŋ ca khá:y bà:n 
khaw
(Father's going to sell him 
a house.)
phùen-chên may khv:y sák 
?aray khray
(My friend never questions 
anybody about anything.)

OSV_{ttI}
khà:-thîp phi: lu:m háy khâw 
?î:k lê:w
(My sister forgot to give 
him a tip again.)
phùen kamlaŋ ca khá:y thî: 
tron nf: phò:
(A friend's going to sell 
this piece of land to 
Father.)
It is to be pointed out that sentences such as

\((V_1) \text{ hîw lê:w} \)  \(\text{ (I'm hungry now.)} \) lit. hungry, already.

\((V_t^0) \text{ ca sû: əaray} \)  \(\text{ (What are you going to buy?)} \) lit. to be going to, buy, what.

\((V_{tt^0}I) \text{ lm:m hày taŋ lù:k} \)  \(\text{ (We forgot to give the child some money.)} \) lit. forget, give, money, child.

are regarded as initiating on the grounds that they are readily intelligible and therefore can start a conversation. If one looks at their equivalent English translations one can see that the Subject of such sentences refers to the speaker or to the person addressed. Hence it appears to be the rule that an initiating sentence frequently does not contain a Subject (S) when the Subject refers to the speaker or to the person addressed.
6. Presence of Subject

It has been observed that frequently a non-initiating sentence contains a Subject (S) where the Subject is not "given" in a context of mention*, or where it is required as an "answer" in a context of interrogation. The structures of the cataphoric sentence are found to be $SV_t^0$, $OSV_t$, $SV_{tt}^0$ and $OSV_{tt}$.1

Thus it may be said in terms of sentence structure, that the anaphoric sentence structure $SV_t$ is, in such cases, in related context with the cataphoric sentence structures $SV_t^0$ or $OSV_t$. In all the examples below, the Subjects and their equivalent English translations are underlined.

a) Examples of anaphoric sentences within a context of mention which contain a Subject (S):

<table>
<thead>
<tr>
<th>Cataphoric Sentences</th>
<th>Anaphoric Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>$SV_t^0$</td>
<td>$SV_t$</td>
</tr>
<tr>
<td>mè: rúcæk khåw</td>
<td>phò: mèy rúcæk</td>
</tr>
<tr>
<td>(Mother knows her.)</td>
<td>(Father doesn't.)</td>
</tr>
<tr>
<td></td>
<td>lit. Father, not, know.</td>
</tr>
</tbody>
</table>

* In such cases the non-initiating sentence is regarded as anaphoric with regard to the other constituent or constituents, and not with regard to the Subject.
SV_t0

lêk yǎ:k faŋ phën nf:
(Lek would like to listen to
this one.)

SV_t

thy: chùey sây nỏy sì
(Can you put it on for her?)

OSV_t

phën nf: lêk yǎ:k faŋ

(Many friends of mine have
never read any.)

SV_t

thy: chùey sây nỏy sì
(Can you put it on for her?)

nuio chan ca hǎn "e:ŋ
(I'm going to cut up the
meat myself.)

khray yǎ: hǎn nà
(Nobody else should do it.)

b) Examples of anaphoric sentences within a
context of interrogation which contain a Subject (S):

Cataphoric Sentences

SV_t0

khray ṭaw bie māŋ
(Who wants beer?)

Anaphoric Sentences

SV_t

lêk khoŋ ṭaw
(Lek probably wants some.)

lit. Lek, probably, want.

khraw màŋ khv:y ṭǎ:n
(Who has never read Shakes-
peare?)

phùn-chàn tāŋ lá:y khon

màŋ khv:y ṭǎ:n lỳ:y

(Many friends of mine have
never read any.)
Similarly the anaphoric sentence structures $SV_{tt}, SV_{tt0}$ and $SV_{ttI}$ are in related context with the cataphoric sentence structures $SV_{tt0I}$ or $OSV_{ttI}$, e.g.

a) Examples of anaphoric sentences within a context of mention which contain a Subject ($S$):

**Cataphoric Sentences**

<table>
<thead>
<tr>
<th>$SV_{tt0I}$</th>
<th>$OSV_{ttI}$</th>
</tr>
</thead>
<tbody>
<tr>
<td>phôm bô:k khanc:n dêk lê:w</td>
<td>khanc:n phôm yan may dây bô:k lê:y</td>
</tr>
<tr>
<td>(I've already told the students their marks.)</td>
<td>(I haven't told them yet.)</td>
</tr>
</tbody>
</table>

**Anaphoric Sentences**

<table>
<thead>
<tr>
<th>$SV_{tt}$</th>
</tr>
</thead>
<tbody>
<tr>
<td>phôm yan may dây bô:k lê:y</td>
</tr>
<tr>
<td>(I haven't told them yet.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>$SV_{tt}$</th>
</tr>
</thead>
<tbody>
<tr>
<td>khun bô:k lê:w ryleft</td>
</tr>
<tr>
<td>(Have you?)</td>
</tr>
</tbody>
</table>
SV_{tt}^{O}I
phuem hay nangsu: lem ni: nif
(A friend gave Nit this book.)

OSV_{tt}I
nangsu: lem ni: phuem hay nif
(A friend gave Nit this book.)

SV_{tt}^{O}I
khun hay tan phom le:w
(You've already given me some money.)

OSV_{tt}I
tan khun hay phom le:w
(You've already given me some money.)

SV_{tt}^{O}
chan hay ?i:k lem nuŋ
(I gave her another one.)

SV_{tt}^{I}

SV_{tt}^{I}

b) Examples of anaphoric sentences within a context of interrogation which contain a Subject (S):

Cataphoric Sentences

SV_{tt}^{O}I
khray khv:y s¹:n nangsu: dªk marj
(Who among you have given lessons to children?)

Anaphoric Sentences

SV_{tt}
phom khv:y
(I have.) lit. I, used to.
OSV_{ttI}
nāŋgūː lèm nīː khray hāy thyː
(Who gave you this book?)

SV_{tt}
khrūːː-ŋāy hāy
(The Headmaster gave it to me.)

SV_{ttI}

SV_{tt0I}
khray ca thawāːy ʔaray thān māŋ
(Is somebody going to offer him (i.e. the monk) something?)
līt. who, to be going to, offer, what, him, some.

OSV_{ttI}
kāpkhāːw khray ca prakheːn thān
(Who's going to hand the food to him (i.e. the monk)?)

SV_{tt0I}
phōm ca prakheːn ʔeːŋ kāpkhāːw
(I'm going to hand the food myself.)

SV_{ttI}
hōm ca prakheːn ʔeːŋ kāpkhāːw

SV_{tt0I}
khray bōːk rūŋ ēn nhīː thīː
(Who told you this?)

OSV_{ttI}
rūŋ ēn khray bōːk thīː
(Who told you this?)

SV_{ttI}
hōm thī yūː khrāːŋ bāːn bōːk chān
(The man who lives next door told me.)

SV_{ttI}
hōm thī yūː khrāːŋ bāːn bōːk chān
(The man who lives next door told me.)
Inter-sentence relations expressed in terms of the sentence constituents P and A

Having dealt with sentences whose structures are exclusively non-initiating, in terms of Primary sentence constituents, we can now turn to a further two kinds of sentence the structure of which is also exclusively non-initiating. Since one of such sentences may be dealt with in terms of Secondary sentence constituents or Adjuncts (A), it is necessary to postulate only one special constituent which will be referred to as P, viz.,

1. Sentences of the structure P

These are sentences whose only constituent is a particle or a group of particles. Such sentences will, upon examination, always be found to be in related context with a relevant cataphoric sentence in a context of mention or of interrogation, e.g.

<table>
<thead>
<tr>
<th>Cataphoric Sentences</th>
<th>Anaphoric Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Within the Context of Mention</strong></td>
<td></td>
</tr>
<tr>
<td>1a. chửy sỏ klue nňy</td>
<td>1b. Khá</td>
</tr>
<tr>
<td>(Pass the salt please.)</td>
<td>(I beg your pardon?)</td>
</tr>
<tr>
<td>2a. rón tôk lȅ:w</td>
<td>2b. rỳ Khá</td>
</tr>
<tr>
<td>(It's raining now.)</td>
<td>(Is it?)</td>
</tr>
</tbody>
</table>
3a. nít
(Nit!)

3b. khá:
(Yes?)

4a. mè: cá:
(Mother!)

4b. cá:
(Yes?)

Within the Context of Interrogation

5a. khá:w sǔk lè:w rý
(Is the rice cooked?)

5b. khá
(Yes.)

6a. khun hén chât rý hà?
(Can you see all right?)

6b. hà
(Yes.)

7a. yǎ: ḻw:m thĩ kōt'má:y nâ cā
(Don't forget to post the letter, will you?)

7b. cā
(No, I won't). lit. yes.

2. Sentences of the structure A

These are sentences whose only constituent is an Adjunct (or Secondary sentence constituent), with or without particles. Such sentences will, upon examination, always be found to be in related context with a relevant cataphoric sentence in a context of interrogation, e.g.

Cataphoric Sentences

1a. pákka: yũ: náy
(Where's the pen?)

Anaphoric Sentences

1b. nay lître:ñchāk
(In the drawer.)
2a. ca nàŋ thî náŋ
   (Where are you going to sit?)

3a. súː–ma càːk náŋ
   (Where did you buy it from?)

4a. khâw kamlâŋ phùːt ka khray
   (Who's she talking to?)

5a. ca kin kâp ʔaray
   (What are we going to have it with?)

6a. khun ma–thùŋ mûː rây
   (When did you arrive?)

7a. thː ca sɔːː p mûː rây
   (When is your exam?)

8a. ca dùː khwːn náŋ
   (Which night are we going to see it?)

9a. pay–súː khɔːŋ toːn náŋ
   (When did you go shopping?)

2b. thî kâwʔiː tue nàn
   (On that chair.)

3b. càːk talãː t hà
   (From the market.)

4b. kà khrûː;
   (To a teacher.)

5b. kâp keːŋ–cûː t nà sî
   (With soup, of course.)

6b. mûː waːn hàʔ?
   (Yesterday.)

7b. phrùŋ nfː cà
   (To-morrow.)

8b. khwːn nfː
   (To-night.)

9b. toːn châːw
   (In the morning.)

In all the examples above, the elements of which the Adjuncts are composed are underlined together; the particles are underlined separately (see exx. 3b, 5b, 6b and 7b).
CHAPTER VIII

INTER-SENTENCE RELATIONS AS EXPRESSED IN TERMS OF PARTICULAR PHRASE TYPES

The relations between sentences may sometimes be expressed in terms of particular phrase types, i.e., the presence of a particular type of phrase in one sentence may be predicted by the presence of a particular type of phrase in a preceding sentence in the sequence. These relations are described below.

Locational Phrase Repetition

Certain sequences of sentences may be said to be in related context with one another in a context of interrogation by reason of the relationship between a locational phrase in the cataphoric sentence and a locational phrase in the ensuing anaphoric sentence or sentences. This relationship will be referred to as "locational phrase repetition", and is illustrated in the examples below.

<table>
<thead>
<tr>
<th>Cataphoric Sentences</th>
<th>Anaphoric Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>la. ca nرح thị này</td>
<td>1b. thî kâw?ì: tue nân</td>
</tr>
<tr>
<td>(Where are you going to sit?)</td>
<td>(On that chair.)</td>
</tr>
<tr>
<td>lit. Where at are you going to sit?</td>
<td>lit. at that chair.</td>
</tr>
</tbody>
</table>
2a. ca ty:m klue nay náy
(Where shall I put the salt?)
lit. Where in shall I put the salt?

3a. khâw tàfant náy
(Where did they start from?)

3b. tàfant cä:k sathá:ni:
(They started from the station.)

4a. ròt cä:t thì náy
(Where's the car parked?)

4b. cä:t nà: bàn
(It's parked in front of the house.)

5a. sū:-ma cä:k náy
(Where did you buy it from?)

5b. sū:-ma cä:k talä:t
(I bought it from the market.)

In the above examples the underlined locational phrase in sentence b may be related to the underlined locational phrase in sentence a.

Temporal Phrase Repetition

Certain sequences of sentences may be said to be in related context with one another in a context of interrogation by reason of the relationship between a temporal phrase in the cataphoric sentence and a temporal phrase in
the ensuing anaphoric sentence or sentences. This relationship will be referred to as "temporal phrase repetition", and is illustrated in the examples below.

**Cataphoric Sentences**

1a. khun ma-thuŋ mūe ráy
   (When did you arrive?)

2a. thyː ca sɔːp mūe ráy
   (When is your exam?)

3a. ca pay-suː khōːŋ tɔːn náy
   (When shall we go shopping?)

4a. khāw māy sabaːy wan náy
   (What day was it when she was ill?)

5a. yǎːk duː khwːn náy
   (Which night would you like to see it?)

**Anaphoric Sentences**

1b. phóm ma-thuŋ mūe waːn
   (I arrived yesterday.)

2b. phrùn nǐː;
   (To-morrow.)

3b. tɔːn châːw
   (In the morning.)

4b. khāw māy sabaːy wan can
   (She was ill on Monday.)

5b. yǎːk duː khwːn nǐː;
   (I'd like to see it to-night.)

In the above examples the underlined temporal phrase in sentence b may be related to the underlined temporal phrase in sentence a.
CHAPTER IX

INTER-SENTENCE RELATIONS
AS EXPRESSED IN PHRASE STRUCTURE

The patterns of phrase structure described so far (in Chapter III) have all been appropriate to those occurring in initiating sentences. There may be found in many cases phrases occurring in a non-initiating sentence which are of the same structure, but in such cases there is no formal difference to be stated in terms of phrase constituents, the formal difference between non-initiating and initiating sentences lying at some other stage of analysis, which is dealt with in the appropriate chapter.

There are, however, a number of phrase structures which are exclusive to non-initiating sentences, viz.,

Noun Phrase Structures

1. \( M_1 \)
2. \( Q \)
3. \( D \)
4. \( M_1 Q \)
5. \( Q M_1 \)
6. \( M_1 D \)
7. \( Q D \)

Verb Phrase Structures

1. \( M \)
2. \( M \ Aux_2 \)
3. \( Aux_1 \)
4. \( Aux_1 Aux_2 \)
5. \( Aux_1 M \)
6. \( Aux_1 M Aux_2 \)
7. \( Aux_1 M Aux_2 \)
Noun Phrase Structures (cont.)

<table>
<thead>
<tr>
<th>Noun Phrase Structure</th>
<th>Noun Phrase Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. D Q</td>
<td>17. M Q M a</td>
</tr>
<tr>
<td>9. M D Q</td>
<td>18. Q M M a</td>
</tr>
<tr>
<td>10. M D Q</td>
<td>19. M D M a</td>
</tr>
<tr>
<td>11. Q M D</td>
<td>20. Q D M a</td>
</tr>
<tr>
<td>12. M a</td>
<td>21. D Q M a</td>
</tr>
<tr>
<td>14. Q M a</td>
<td>23. M D Q M a</td>
</tr>
<tr>
<td>15. M a Q</td>
<td>24. Q M D M a</td>
</tr>
<tr>
<td>16. D M a</td>
<td></td>
</tr>
</tbody>
</table>

Such phrases will, upon examination, always be found to be in related context with those of a cataphoric sentence in a context of mention or in the contexts of mention and interrogation simultaneously. We may thus state the relationship between such sentences, as expressed in phrase structure, by relating the phrase constituents of anaphoric sentences to those of the relevant cataphoric sentences. The means by which this relationship is established is summarized in the following sections.

Noun Phrase Structures

In terms of noun phrase constituents the relationship between sentences in a sequence may be expressed in the following ways:
( - within the context of mention)

a) By absence of the Head in the relevant noun phrase in the anaphoric sentence

( - within the contexts of mention and interrogation simultaneously)

b) By absence of the Head in the relevant noun phrase in the anaphoric sentence accompanied by "numeral reference"\(^1\)

c) By absence of the Head in the relevant noun phrase in the anaphoric sentence accompanied by "determinative reference"\(^2\)

**Verb Phrase Structures**

In terms of verb phrase constituents the relationship between sentences in the sequence may be expressed as follows:

( - within the context of mention)

By absence of the Nucleus in the relevant verb phrase in the anaphoric sentence

---

1 See pp. 351-2.

2 See pp. 353-4.
a) Absence of the Head

It has been observed that when a noun phrase in a non-initiating sentence refers to what is "given" in a context of mention frequently it does not contain the Head (H). That is to say, the anaphoric sentence is related to its cataphoric sentence by absence of the Head in the relevant noun phrase.

Thus it may be said that all the noun phrase structures which are exclusive to non-initiating sentences as described above must be related to a noun phrase in the relevant cataphoric sentence in a context of mention. In the examples below, the relevant noun phrases are underlined.

<table>
<thead>
<tr>
<th>Noun Phrases in Cataphoric Sentences</th>
<th>Related Noun Phrases in Anaphoric Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>yǎ:k dà:y phrïk</strong></td>
<td><strong>khó: mát de:n dùey nâ</strong></td>
</tr>
<tr>
<td>(I'd like to have some chillies.)</td>
<td>(Do give me the red ones as well.)</td>
</tr>
<tr>
<td><strong>chùøy pay-sâ: malâko: nôy</strong></td>
<td><strong>lûæk lù:k sûksûük</strong></td>
</tr>
<tr>
<td>(Will you go and buy some papayas?)</td>
<td>(Choose the ripe ones.)</td>
</tr>
</tbody>
</table>
Noun Phrases in Cataphoric Sentences

khọ: nả:m nỏy
(Give me some water.)

mi: kʰɛm-sɔn-pla:y mạŋ mạŋ
(Have you got any safety pins?)

kɛm  רשא:רבנ  חא:ו
(I'm going to sell him a house.)

?aw mî:t ma đゅey
(Bring a knife as well.)

mena:w mi: ɛjo:k mạŋ
(Are there any more lemons?)

chùey pay-sער: tɛrmo: nỏy sı
(Can you go and buy some melons?)

Related Noun Phrases in Anaphoric Sentences

kɛ:w nɯŋ pʰo: mạŋ
(Is a glass enough?)

mi: yũ: tɛu diɛw
(I have only one.)

car kʰa:j y  опцион няй
(Which one are you going to sell?)

?aw lɛm thĩ kʰom nỏy nा
(Bring the sharp one, will you?)

mi: lu:k ɬɛk ɛjo:k lu:k nɯŋ
(There's only one small one.)

luːk lu:k ɭɛkɜ:nɛk sɑk ʂo:ŋ lu:k
(Choose two heavy ones.)
Noun Phrases in Cataphoric Sentences

 mıe ca pho: rỳ
(Is the meat enough?)

raw yaŋ mi: kafe: ụyi:k yẹ́?
mẹ́y
(Have we got plenty of coffee?)

Related Noun Phrases in Anaphoric Sentences

tànn só:ŋ chín bẹ̀rẹ: nẹ?
(We have two big pieces.)

mi: sá:m kẹ̀pọ̀ 1èk
(We have three small tins.)

róŋ-thá:w khá:t mọt 1è:w
(The shoes have all been worn out.)

khù: mẹ́y nán dọ̀y
(That new pair as well?)

dínsó: thù: thàmpán
(The pencils are all thick.)

thèŋ ya:w thí phẹ̀n láw lá
(What about the long one which has just been sharpened?)

chụ́y lṳ́n kàw?í: nọ́y
(Could you help move the chairs please?)

łożyć mọ́n mọ́ tọ́n 1è:w
(There are only these three left.)

róŋ ná:m tọ́n máy mọ́t 1è:w
rỳ
(Have you watered all the trees?)

sọ́:ŋ tус̀ rẹ́:k nànn lę́?
(Those first two.)
### Noun Phrases in Cataphoric Sentences

<table>
<thead>
<tr>
<th>H</th>
<th>raw tông há: ca:n ma ⁹:k</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(We must find some more plates.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>H</th>
<th>rọt kamlan ma: y⁹?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(A lot of buses are coming.)</td>
</tr>
</tbody>
</table>

### Related Noun Phrases in Anaphoric Sentences

<table>
<thead>
<tr>
<th>D Q</th>
<th>chût nř: chût diew mày pho:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Just this set is not enough.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ño:n ⁹:k sá:m khan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

### Related Noun Phrases in Cataphoric Sentences

<table>
<thead>
<tr>
<th>H</th>
<th>ca pay-⁶:u: nẵngú: kõ:n</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(I'll go and have a look at the books.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>H</th>
<th>rọn-thâ:w khá:t môt lē:w</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(The shoes have all been worn out.)</td>
</tr>
</tbody>
</table>

### Related Noun Phrases in Anaphoric Sentences

<table>
<thead>
<tr>
<th>M₁Q D</th>
<th>lêm nř: sọ:n lêm nř: yu:m dà:⁷ mày</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Can these three thick ones be borrowed?)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>M₁Q D</th>
<th>khù: mây sọ:n khù: thì phỳn sã:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(What about the two new pairs which have just been bought?)</td>
</tr>
</tbody>
</table>

### Related Noun Phrases in Cataphoric Sentences

<table>
<thead>
<tr>
<th>M₁D Q</th>
<th>lǜe tue khá:w nř: ⁹:k tue diew</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(I've got this white one only.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>M₁D Q</th>
<th>khv:y hën khon to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(I've seen one, the big one who goes to school already.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>H</th>
<th>sụe rì:t môt lē:w</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(You have ironed all the shirts, have you?)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>H</th>
<th>khun khv:y hën lụ:k-khâw m˚:n mày</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Have you ever seen their children?)</td>
</tr>
</tbody>
</table>
Noun Phrases in Related Noun Phrases
Cataphoric Sentences

H

nûê mi: ?ɪ:k yâ? mãy
(Is there plenty more meat?)

chûêy pay-yîp làw ma nôy nâ
(Can you go and fetch some spirits?)

H Mî

câ:n bay yây chây dà:y mãy
(Will the big plate do?)

ron-thâ:w khû: mãy yàn kât yû:
(The new shoes are still hurting.)

H Mî

sûê tue mãy ca rî:t
(The new blouse is to be ironed.)

yâ:k khà:y rôt khan kàw sî:e
(I'd like to sell the old car now.)

Related Noun Phrases
in Anaphoric Sentences

Q Mî D

mi: só:ŋ chîn yây nî: thàwnân
(Only these two big pieces.)

?aw só:ŋ khût yây thî pî:y t lê:w nâ
(Take the two big bottles which are already open.)

H Mî

?aw bay lêk hî?
(You'd better take the small one.)

khû: kàw kâmlaŋ sôm
(The old ones are being repaired.)

Q

?ì:k só:ŋ tue ca sà:k
(The other two are to be washed.)

mi: khan diew phô: lê:w
(One car is enough.)
Noun Phrases in
Cataphoric Sentences

The small clock has often stopped.

Do get the long tablecloth!

The thin knife is broken.

Can you give me a needle?

A chicken is certainly not enough.

Related Noun Phrases in Anaphoric Sentences

This one has never stopped.

The one which was washed the other day.

There's only the thick one.

Will the short one do?

Why not choose the big one?
<table>
<thead>
<tr>
<th>Noun Phrases in Cataphoric Sentences</th>
<th>Related Noun Phrases in Anaphoric Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>H Q</strong></td>
<td><strong>Q</strong></td>
</tr>
<tr>
<td>khà:w mò: dìew khôn máy phô:</td>
<td>nụŋ ?ụ:k mò: nụŋ thọ?</td>
</tr>
<tr>
<td><em>(A pot of rice probably won't be enough.)</em></td>
<td><em>(Do cook another pot!)</em></td>
</tr>
<tr>
<td>khùn ròt khàn lánh nà</td>
<td>khàn nà: khôn nèn</td>
</tr>
<tr>
<td><em>(Shall we take the next bus?)</em></td>
<td><em>(The one in front is crowded.)</em></td>
</tr>
<tr>
<td><strong>H Q</strong></td>
<td><strong>D</strong></td>
</tr>
<tr>
<td>khọ: chọ:n sák ʔan</td>
<td>?an nị: đà:y máy</td>
</tr>
<tr>
<td><em>(Give me a spoon.)</em></td>
<td><em>(Will this one do?)</em></td>
</tr>
<tr>
<td><em>(I'd like to have two bunches of bananas.)</em></td>
<td><em>(Pick the ones which are ripe.)</em></td>
</tr>
<tr>
<td><strong>H Q</strong></td>
<td><strong>M Q</strong></td>
</tr>
<tr>
<td>râu tọn chày tẹnkwa:</td>
<td>sụ: lụ:k toto: sák hà:–họk lụ:k</td>
</tr>
<tr>
<td>łą:y lụ:k</td>
<td><em>(Get five or six big ones.)</em></td>
</tr>
<tr>
<td><em>(We have to use many cucumbers.)</em></td>
<td></td>
</tr>
<tr>
<td><strong>H Q</strong></td>
<td><strong>Q M 1</strong></td>
</tr>
<tr>
<td>phóm đũ:m bie khuết dìew</td>
<td>lẹk đũ:m tẹn sά:m khuẹt ɣẹy</td>
</tr>
<tr>
<td><em>(I've drunk only a bottle of beer.)</em></td>
<td><em>(Lek has drunk three big bottles.)</em></td>
</tr>
<tr>
<td>Noun Phrases in Related Noun Phrases in Anaphoric Sentences</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>H D</strong></td>
<td></td>
</tr>
<tr>
<td>sūe tue nǐ: lúem caŋ</td>
<td></td>
</tr>
<tr>
<td><em>(This blouse is very loose.)</em></td>
<td></td>
</tr>
<tr>
<td>kapāw bay nán cuen khā:t lē:w</td>
<td></td>
</tr>
<tr>
<td><em>(That suitcase is nearly torn.)</em></td>
<td></td>
</tr>
<tr>
<td><strong>H D</strong></td>
<td></td>
</tr>
<tr>
<td>nāngū: lèm nī: ca ʔaw māy</td>
<td></td>
</tr>
<tr>
<td><em>(Do you want this book?)</em></td>
<td></td>
</tr>
<tr>
<td>mî:t thî mè: phēŋ ɕː:-ma khom caŋ</td>
<td></td>
</tr>
<tr>
<td><em>(The knife which Mother has just bought is very sharp.)</em></td>
<td></td>
</tr>
<tr>
<td><strong>H D</strong></td>
<td></td>
</tr>
<tr>
<td>nalika: rwen nī: ʔaŋ chây dā:y</td>
<td></td>
</tr>
<tr>
<td><em>(This clock can still be used.)</em></td>
<td></td>
</tr>
<tr>
<td>nāngū: lèm thî ʔaː:n lē:w kēp-sîe</td>
<td></td>
</tr>
<tr>
<td><em>(Do put away the books which you've read!)</em></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Related Noun Phrases in Anaphoric Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>M₁</strong></td>
</tr>
<tr>
<td>tue lūem kamlaŋ dī:</td>
</tr>
<tr>
<td><em>(The yellow one is just right.)</em></td>
</tr>
<tr>
<td>chây bay māy thîʔ?</td>
</tr>
<tr>
<td><em>(Do use the new one!)</em></td>
</tr>
<tr>
<td><strong>Q</strong></td>
</tr>
<tr>
<td>?iː:k lèm lā</td>
</tr>
<tr>
<td><em>(What about the other one?)</em></td>
</tr>
<tr>
<td>?iː:k lèm nûŋ thûː:-sîe lēːw</td>
</tr>
<tr>
<td><em>(The other one is blunt now.)</em></td>
</tr>
<tr>
<td><strong>D</strong></td>
</tr>
<tr>
<td>rwen nân sî yɛː mâːk lēːw</td>
</tr>
<tr>
<td><em>(That one is almost no good.)</em></td>
</tr>
<tr>
<td>lèm thî ʔaŋ māy dāy ʔaː:n thîŋ-wây kǎːn</td>
</tr>
<tr>
<td><em>(Leave those which you haven't read for the time being!)</em></td>
</tr>
</tbody>
</table>
Noun Phrases in Cataphoric Sentences

H D

ron-thâ:w khu: nî: dêk sây
mây dâ:y lê:w
(The child can't wear this pair of shoes now.)

Related Noun Phrases in Anaphoric Sentences

M_q

kê: kamlaŋ chây khu: dê:n
khu: di:w
(She's using the red pair only.)
Noun Phrases in Related Noun Phrases
Cataphoric Sentences

H
nâŋsûː di: thâŋ nâːn
(The books are all good.)

H
khâw ʔaːn nâŋsûː rew ʔɔːk
(He reads very fast.)
lit. he, read, book, fast very.

H
nalikaː tə:y mɔt
(All the clocks have stopped.)

H
 sûːe-chân lûem mɔt lèː:w
(My dresses are all loose now.)

Related Noun Phrases
in Anaphoric Sentences

Ma
t će: sũɛnmàːk yaːw lûe kyːn
(But most of them are extremely long.)

Q Ma
sóːŋ lèːm thammadaː pəːn nfiː khâw ʔaːn cəp lèː:w
(He would have finished reading two by now, normally.)

MiMa
lûe tće: ruːn yâːy nay hɔŋ thóːŋ
(There's only the big one in the hall which is still working.)
lit. remain, only, the big one, in the hall.

Q D Ma
sóːŋ tʃe nfiː mûː ʃɔːŋ səy phəːdiː
(Formerly these two fitted me nicely.)
Noun Phrases in Cataphoric Sentences

H
kulâ:p máy khóry mi: dô:k sî:
(There's hardly any bloom on the rosetrees these days.)

Related Noun Phrases in Anaphoric Sentences

Q M₁ D Mₐ
sác:m tên yâ:y nî: mûe kô:n mi:
(There were a lot on these three big ones formerly.)

dô:k yê?

H Mₐ
kâ:pkhâ:w múe wa:n ò:arô:y di:
(Yesterday's food was quite nice.)

wà:n nî: máy khôy ò:arô:y
(To-day's is not so nice.)

Mₐ
wà:n nî: máy khôy ò:arô:y
(To-day's is not so nice.)

ò:akâ:t to:n klan:khwî:n mà:ka
(The weather at night tends to be very cold.)

nà:w cât
(It's better during the day.)

tò:n klan:kwan khôy yâ:nçùè

+cô:tmâ:y cşık nî: rew
(The mail from here is quick.)

cşık bà:n chà: ò:sk
(From home it's very slow.)

nàn:ñî: thî nî: mú: yê?
(There are a lot of books here.)

tç: do:ymâ:k pen tam:ra:-rien
(But the majority of them are text books.)
Noun Phrases in Cataphoric Sentences

<table>
<thead>
<tr>
<th>H Mā</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ru:p sūrmā:k čhān thā:y 9e:ŋ</td>
<td></td>
</tr>
<tr>
<td>(I took most of the photographs.)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>H Mā</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>bā:n thēw nl: thī cīŋ wā:ŋ ru:ŋey</td>
<td></td>
</tr>
<tr>
<td>(Houses around here in fact are always available.)</td>
<td></td>
</tr>
</tbody>
</table>

Related Noun Phrases in Anaphoric Sentences

<table>
<thead>
<tr>
<th>MāQ</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>phūn thā:y thī nay ʔalbām ba:ŋ ru:p thā:wānān</td>
<td></td>
</tr>
<tr>
<td>(My friend took only some of those in the album.)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D Mā</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>lāŋ nān mūe wā:n yāŋ wā:ŋ yū:</td>
<td></td>
</tr>
<tr>
<td>(That one was available yesterday.)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>H Mī</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>nālīka: ru:ŋ ēk čhān tāŋ 1ē:w</td>
<td></td>
</tr>
<tr>
<td>(I have already set the small clock.)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MīMa</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ru:ŋ yāŋ nay hōŋ thō:ŋ sī yaŋ māy dāy tāŋ</td>
<td></td>
</tr>
<tr>
<td>(It's the big one in the hall which hasn't been set.)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>H Mī</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>rōŋ-thā:w kū: māy čhān ca sāy 1ē:w</td>
<td></td>
</tr>
<tr>
<td>(I'm going to wear the new shoes.)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MīD Mā</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>kū: kā:w kū: nā:n nā:'klūw ca tōŋ 'sōm</td>
<td></td>
</tr>
<tr>
<td>(I'm afraid that old pair will have to be repaired.)</td>
<td></td>
</tr>
</tbody>
</table>
Noun Phrases in Cataphoric Sentences

• \[ \text{H Q} \]

wan nî: tông sôŋ cõtmây
\[ ?yi:k sâk chabáp \]
(To-day I must send another
letter.)

Related Noun Phrases in Anaphoric Sentences

\[ \text{D Q M}_\text{a} \]

thì sôŋ-pay chabáp rè:k
nà:'klue há:y
(I'm afraid the first one
which I sent was lost.)

\[ \text{H Q} \]

khô: khém ?yi:k lêm sì
(Give me another needle.)

\[ \text{M}_1 \text{Q } \text{M}_\text{a} \]

lêm lêk lêm nûn mûe kî: hãk
sfe lê:w
(The small one I had just now
is broken.)

raw tông há: rôt ?yi:k kî:
khan
(How many more cars do we
have to get?)

\[ \text{khan yay khan nûn pôkkatî?} \]

nàŋ dá:y hôk khon
(A big one can normally take
six people.)

\[ \text{H Q} \]

raw tông há: rôt ?yi:k sâk khan
(We must find another car.)

\[ \text{khan lêk nî: khan diëw} \]

nà:'klueây phô:
(I'm afraid this small one
alone is not enough.)
### Noun Phrases in Cataphoric Sentences

- **H D**
  
  `rôt khan nân kháp rew di:`
  
  *(That car is going fast all right.)*

- **H D**
  
  `mùo chín nít: ca kęp-wây thôt`
  
  *(I'll keep this piece of meat for frying.)*

- **H D**
  
  `thanûn sá:y nít: mi: rôt yê? wan nít:`
  
  *(This road is full of cars to-day.)*

### Related Noun Phrases in Anaphoric Sentences

- **Q M̄a**
  
  `khan nà: mîkî: kháp châ: luèsy:n`
  
  *(The one in front just now was awfully slow.)*

- **Q M̄iM̄a**
  
  `só:n chín yá:y nay ca:n ca tham aray di:*
  
  *(What shall we do with the two big pieces in the plate?)*

- **M̄iQ D M̄a**
  
  
  *(Those two or three main ones usually are.)*
b) Absence of the Head accompanied by "numeral reference"

When two sentences are related within the context of interrogation in terms of particular lexical items by "numeral reference", it is found that in terms of phrase constituents the relationship between such sentences may be expressed by absence of the Head (H) in the relevant noun phrase in the anaphoric sentence when the noun phrase refers to what is "given" in a context of mention. In such cases, the anaphoric sentence is in related context with its cataphoric sentence within the contexts of mention and interrogation simultaneously, by absence of the Head in the relevant noun phrase and by "numeral reference". The relevant noun phrase structures in the cataphoric sentence are found to be those in which the Quantifier (Q) is the last constituent, namely $H \overset{1}{Q}$ and $H \overset{m}{Q}$.

Thus it may be said that the noun phrase structure $H \overset{1}{Q}$ is, in such cases, related to the noun phrase structures $Q, \overset{m}{Q}, QD, DQ$ and $\overset{m}{Q}DQ$ occurring in the relevant anaphoric sentence. In the examples below, the relevant noun phrases are underlined.

* See pp. 351-2.
### Noun Phrases in Cataphoric Sentences

<table>
<thead>
<tr>
<th>H Q</th>
<th>Related Noun Phrases in Anaphoric Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>ca ʔaw kè:w kǐ: bay</td>
<td>sâk sá:m bay</td>
</tr>
<tr>
<td>(How many glasses do you want?)</td>
<td>(Three.)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>thv: mi: dinsó: kǐ: thèn</td>
<td>mi: thèn diow</td>
</tr>
<tr>
<td>(How many pencils have you got?)</td>
<td>(I have only one.)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>H Q</td>
<td></td>
</tr>
<tr>
<td>ca chây mana:w kǐ: lù:k</td>
<td>chây lù:k lèk sâk sá:m lù:k</td>
</tr>
<tr>
<td>(How many lemons are we going to use?)</td>
<td>(We'll use three small ones.)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>khun đũ:m bie kǐ: khüst lê:w</td>
<td>khüst yây khüst diów</td>
</tr>
<tr>
<td>(How many bottles of beer have you drunk?)</td>
<td>(Just one big bottle.)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>H Q</td>
<td></td>
</tr>
<tr>
<td>khâw mi: lù:k kǐ: khôn</td>
<td>khôn nĩ: khôn diów</td>
</tr>
<tr>
<td>(How many children have they got?)</td>
<td>(Just this one.)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>thv: tönüʔă:n nânsó:ʔy:k kǐ: lêm</td>
<td>lêm nân ʔy:k lêm diów</td>
</tr>
<tr>
<td>(How many more books do you have to read?)</td>
<td>(Just one more i.e. that one.)</td>
</tr>
</tbody>
</table>
Noun Phrases in Cataphoric Sentences

H Q
khāw ca khôn tôn-mâ:y ki: tôn
(How many trees are they going to cut down?)

ca ʔaw kàwʔi: sâk kî: tue
(How many chairs do you want?)

H Q
khāw mi: rôt kî: khan
(How many cars has he got?)

ca tôn ri:t sâe ṭi:k kî: tue tue khâ:w nân ṭi:k tue diew
(How many more shirts do you have to iron?)

Similarly the structure H M₁Q is related to the noun phrase structures Q, Q D and D Q occurring in the relevant anaphoric sentence, e.g.
Noun Phrases in Cataphoric Sentences

ca làːŋ caːn yǎːŋ sàk kǐː bay
(How many big plates shall I wash?)

raw miː mòː lěːk kǐː bay
(How many small pots do we have?)

miː kradáːt baːŋ kǐː phěːn
(How many sheets of thin paper are there?)

dày phàː-puː-tōː phún yaːw
lóng kǐː phún
(How many tablecloths could you get?)

cà khîen cóːmáːʁ yǐːː kǐː
lóng chabāːp
(How many more letters are you going to write?)

Related Noun Phrases in Anaphoric Sentences

làːŋ sâk sǐː bay
(Four.)

miː yǔː sáːm bay
(We have three.)

dày sóːŋ phún nīː thàwmann
(I got only these two.)

miː tǔe nān tǔe dīew
(I've got that one only.)

cà khîen chabāːp nīː yǐːː k chabāːp dīew
(I'll write just this one.)
c) Absence of the Head accompanied by "determinative reference"

When two sentences are related within the context of interrogation in terms of particular lexical items by "determinative reference", it is found that in terms of phrase constituents the relationship between such sentences may be expressed by absence of the Head (H) in the relevant noun phrase in the anaphoric sentence when the noun phrase refers to what is "given" in a context of mention. In such cases, the anaphoric sentence is in related context with its cataphoric sentence within the contexts of mention and interrogation simultaneously, by absence of the Head in the relevant noun phrase and by "determinative reference". The relevant noun phrase structures in the cataphoric sentence are found to be H D, H M₁ D, H D Q and H Q D.

Thus it may be said that the noun phrase structure H D is, in such cases, related to the noun phrase structures M₁ Q, D, M₁ Q, Q M₁ M₂ D, Q D, D Q, M₁ Q D, M₁ D Q, Q M₁ D, M₁, M₁ M₂, Q M₁, M₁ Q M₁ and Q M₁ M₂ occurring in the relevant anaphoric sentence. In the examples below, the relevant noun phrases are underlined.

* See pp. 353-4.
Noun Phrases in Cataphoric Sentences

H D ṭh y: chò:p k apáw b ay náy
(Which suitcase do you like best?)

Related Noun Phrases in Anaphoric Sentences

Mî chăn chò:p b ay lêk
(I like the small one.)

D b ay nî:
(This one.)

H D nânsû: lèm náy hâ:y
(Which book is missing?)

Mî lèm mây
(The new one.)

D lèm thî phuên náy
(The one which my friend gave me.)

H D ca ʔaw nânsû: lèm náy
(Which book do you want?)

MîD lèm ná: nàn
(That thick one.)

H D ṭh y: sî:n phasá:-thai fârân khon náy
(Which Westerner do you teach Siamese to?)

Mî chăn sî:n khôn phó:m
(I teach the thin one.)

H D ca thò:t múe chîn náy màŋ
(Which pieces of meat are to be fried?)

Q D sî:n chîn nî:
(These two.)
### Noun Phrases in Cataphoric Sentences

<table>
<thead>
<tr>
<th>Vietnamese Phrase</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>H D ca sôm kày? tue nay mən</td>
<td>Which chairs do you want to be repaired?</td>
</tr>
</tbody>
</table>

### Related Noun Phrases in Anaphoric Sentences

<table>
<thead>
<tr>
<th>Vietnamese Phrase</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q M_{i} só:n chín yǎy</td>
<td>The two big pieces.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vietnamese Phrase</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q M_{i}D thợ:t só:n chín yǎy nị:</td>
<td>We'll fry these two big pieces.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vietnamese Phrase</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>H D yǎ:k dà:y nənștí:-phim wăn nay</td>
<td>Which day's papers would you like to get?)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vietnamese Phrase</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>M_{i}Q</td>
<td>I want these two to be repaired.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vietnamese Phrase</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>D Q tue nị: tue diewart</td>
<td>Just this one.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vietnamese Phrase</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>M_{i}Q</td>
<td>Just the low one.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vietnamese Phrase</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>M_{i}Q D tue tle só:n tue nən</td>
<td>Those two low ones.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vietnamese Phrase</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>M_{i}D Q tue tle nə:n tue diewart</td>
<td>Just that low one.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vietnamese Phrase</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>M_{i}a</td>
<td>Yesterday's</td>
</tr>
</tbody>
</table>
Noun Phrases in Cataphoric Sentences

H D ca kè: nanika: wuen nay
(Which clock do you want to have repaired?)

H D do:n rôt khan nay
(Which car did we hit?)

H D ca thè:t nhée chín nay màŋ
(Which pieces of meat are to be fried?)

Related Noun Phrases in Anaphoric Sentences

M_{1}M_{a} wuen cây nay hö̀n shón
(The big one in the hall.)

Q M_{a} khan mà: nhée kí:
(The front one just now.)

M_{1}Q M_{a} chín cây só:nh chín
nhée kí:
(The two big pieces I showed you just now.)

Q M_{1}M_{a} só:nh chín cây nay cá:n
(Two big pieces in the plate.)

Similarly the structure H M_{1}D is related to the noun phrase structures Q, D, Q D, D Q, Q M_{a} and D M_{a} occurring in the relevant anaphoric sentence, e.g.

Noun Phrases in Cataphoric Sentences

H M_{1}D thý: kamlàŋ phù:t thún
bà:n cây lán nay
(Which big house are you talking about?)

Related Noun Phrases in Anaphoric Sentences

Q lán rè:k
(The first one.)

D lán nős:n nè
(The one over there.)
In the same way, the structure $H D Q$ is related to the noun phrase structures $M_1$, $D$, $M_1D$, and $M_1M_a$ occurring in the relevant anaphoric sentence, e.g.

*Noun Phrases in Cataphoric Sentences*  

$H D Q$ ca ṭaw rōt khan này ṭī:k khan nōn dī:  
(Which of the other cars shall we take?)

*Related Noun Phrases in Anaphoric Sentences*  

$q M_a$ ṭaw khan này sī  
(Why not the big one?)

$D$ khan nī: dā:y nāy  
(Will this one do?)

$M_1D$ khan này nān nāy dā:y rō  
(Won't that big one do?)
(Shall we take the big one at home?)

Again, in the same way, the structure $Q_D$ is related to the noun phrase structures $Q_M$, $Q_D$, $Q_M^D$, $Q_M^M$, $Q_D M_a$ and $Q_M^D M_a$ occurring in the relevant anaphoric sentence, e.g.

**Noun Phrases in Cataphoric Sentences**

$Q_D$ thy: kamlap phùt thún
bà:n só:n làn náy

(Which two houses are you talking about?)

**Related Noun Phrases in Anaphoric Sentences**

$Q_M$ kamlap phùt thún
só:n làn lêk

(I'm talking about the two small ones.)

$Q_D$ só:n làn nân

(Those two.)

$Q_M^D$ só:n làn này nò:n

(The two big ones over there.)

$Q_M^M$ kamlap phùt thún
só:n làn này tron húe thonôn

(I'm talking about the two big ones round the corner.)
Which two buildings are you talking about?

(The two round the corner which they have just finished building.)

(The two big ones round the corner which they are building.)
Verb Phrase Structures

Absence of the Nucleus

It has been observed that when a verb phrase in a non-initiating sentence refers to what is "given" in a context of mention frequently it does not contain the Nucleus. That is to say, the anaphoric sentence is related to its cataphoric sentence by absence of the Nucleus in the relevant verb phrase.

Thus it may be said that all the verb phrase structures which are exclusive to non-initiating sentences as described above (see p. 300) must be related to a verb phrase in the relevant cataphoric sentence in a context of mention. In the examples below, the verb phrases are underlined.

<table>
<thead>
<tr>
<th>Verb Phrases in Cataphoric Sentences</th>
<th>Related Verb Phrases in Anaphoric Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Nuc M</strong></td>
<td><strong>M</strong></td>
</tr>
<tr>
<td>pākka: yū: thì náy</td>
<td>nay linchak</td>
</tr>
<tr>
<td>(Where's the pen?)</td>
<td>(In the drawer.)</td>
</tr>
<tr>
<td>ca kin kāp ?aray</td>
<td>kāp keːŋ-cūːt</td>
</tr>
<tr>
<td>(What are we going to have it with?)</td>
<td>(With soup.)</td>
</tr>
<tr>
<td>thrː maː dāːy wan náy</td>
<td>wan can nàː</td>
</tr>
<tr>
<td>(On which day can you come?)</td>
<td>(Next Monday.)</td>
</tr>
</tbody>
</table>
Verb Phrases in
Cataphoric Sentences

nàŋ chá:y kǐ: chùemo:n
(How many hours does the
film last?)

khun ma-thúŋ mìe rāy
(When did you arrive?)

khém-klät há:y mìe rāy
(When did you lose your
brooch?)

Nuc M

thv: sō:p mìe rāy
(When do you take your
exams?)
lit. you, take exams,
when.

thōpfrì: yǔ: nay lînhāk
(The toffees are in the
drawer.)

Related Verb Phrases
in Anaphoric Sentences

ra:w sō:n chùemo:n
(About two hours.)

mūe chá:w
(This morning.)

"athîf thi lē:w múenken
(Last week as well.)

Nuc M

phrûŋ ní: lē:w
(To-morrow.)
lit. to-morrow, already.

nay lînhāk "y:k lē:w
(In the drawer again!)?
lit. in the drawer again,
already.

khrûeŋ-bin "y:k
to:n klankhù:n
(The plane leaves at night.)

(At night again!?)
Verb Phrases in Cataphoric Sentences

Nuc M

phọ: ma-thần kǒ:n rụ plả:w
( Did father arrive first or not? )

khọ: ng ca kǒ:n
( He probably did. )
lit. probably, first.

khāw tham khọ:η-wá:n sẹt
tàntế: múè rày
(Since when was the sweet finished? )

khọ: ng tẹntẹ: múè wa:n
( Probably since yesterday. )

Nuc Aux₂

M Aux₂

ma: na:n lẹ:w rý
(Have you been here long? )
lit. come, long, already,
a particle.

tàntế: bả:y lẹ:w
(Since the afternoon. )
lit. since the afternoon,
already.

Nuc Aux₂

Aux₁

dẹk lẹp lẹ:w rý
(Has the baby gone to sleep? )
(Not yet. )
lit. baby, go to sleep,
already, a particle.
Verb Phrases in Cataphoric Sentences

Nuc M Aux2

khâw klàp-pay kỉ: wan lê:w

(How many days already since she's gone back?)

Related Verb Phrases in Anaphoric Sentences

M Aux2

là:y wan lê:w

(Many days already.)

roŋ-rién pỹ:t ?aṭhít mûm lê:w

(The school has opened a week already.)

rav/ ṭiŋ pỹt rũ plă:w

(Do we have to reply or not?)

(We have to.)

lit. have to, a particle.

yâ:k pay-thlew mây

(Would you like to go out?)

(Yes, I would.)

lit. would like.

yâ:k

raw tòn tō:p rũ plă:w

(Do we have to reply or not?)

tòn sì

lit. have to, a particle.

nā:y khv:y dāyyin chũ: nĩ: mây

(Have you ever heard of this name?)

khv:y bôy

(Yes, quite often.)

lit. used to, often.
Verb Phrases in Cataphoric Sentences

Aux₁ Nuc Aux₂

khāw yan kho: y yu: rū plac:w

(Are they still waiting or not?)

thx: kho: y ʔā:n le:w rū

(Have you read it?)

lit. you, used to, read, already, a particle.

cuən suk le:w lā

(The food's nearly cooked.)

lit. food, nearly, cooked, already, a particle.

khv:y ca: khāw le:w rū

(Have you met her before?)

lit. used to, meet, her already, a particle.

rōt cuən ca ʔā:n le:w rū

(Is the train about to leave?)

lit. train, to be about to, leave, already, a particle.

Related Verb Phrases in Anaphoric Sentences

Aux₁ Nuc Aux₂

yan yū:

(Yes, they are.)

lit. still, to be...ing.

khv:y le:w lā

(Of course I have.)

lit. used to, already, a particle.

cuən le:w rū

(Nearly cooked already?)

lit. nearly, already, a particle.

khv:y hà

(Yes, I have.)

lit. used to, a particle.

khon cuən le:w mān

(Maybe.)

lit. possibly, nearly, already, perhaps.
Verb Phrases in Cataphoric Sentences

Has he been to Paris?
(Has he been to Paris?)
lit. he, used to, go, Paris already, a particle.

Aux₁ Nuc M

thv: dạy ýút ký: wan
(How many days have you got for your holiday?)
lit. you, have, rest, how many days.

cá phâk nám thèwrây
(How long are you going to stay?)
lit. to be going to, stay, long, how much.

Aux₁ Nuc M

thv: cả sô:p mìe rây
(When are you going to take your exams?)
lit. you, to be going to, take exams, when.

Related Verb Phrases in Anaphoric Sentences

Yes, he has.
(Yes, he has.)
lit. used to, already, as well.

Aux₂

mâu:n nĩ: lê:w
(The day after to-morrow.)
lit. the day after to-morrow, already.
Verb Phrases in Related Verb Phrases
Cataphoric Sentences in Anaphoric Sentences

Aux₁ Nuc M
Aux₁

khv:y prûksá: kan rû plâ:w
(Have you ever consulted
each other?)

khv:y hâ?
(Yes, we have.)

lit. used to, a particle.

phùm-thy: yã:k tîttõ:
(Would your friend like to
get in touch with them?)
yã:k sì
(Oh yes.)

ka khâw mây
lit. would like, a particle.

Aux₁ Nuc M
Aux₁ M

khv:y dàyyin chû: nî: màn mây
(Have you ever heard of this
name?)

khv:y bûy
(Yes, quite often.)

lit. used to, often.

yã:k pay-ây:n lèn ?y:k mây
(Would you like to
go for a stroll again?)
yã:k mûnkan
(Yes, I think I would.)

lit. would like, as well.

khâw ca phâk thî náy
(Where's he going to stay?)
khôn thî rôn-rê:m
(Probably in a hotel.)

khun ca rû: phôn mûc rây
(When will you know the re-
sult?)
?ã:t ca ?athît nà:
(Maybe next week.)
Verb Phrases in Cataphoric Sentences

**Aux\_1 Nuc Aux\_2 M**

<table>
<thead>
<tr>
<th>Khâw yan nàng yũː thỉ nàng ŋiːk rũ plǎːw</th>
<th>Yan yũː</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Are they still sitting there?)</td>
<td>(Yes, they are.)</td>
</tr>
<tr>
<td></td>
<td>lit. still, to be ..ing.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Děk cœn ca sŏːp lēːw mân</th>
<th>Cœn lēːw hâ?</th>
</tr>
</thead>
<tbody>
<tr>
<td>(The students are about to have their exams, perhaps.)</td>
<td>(Yes, they are.)</td>
</tr>
<tr>
<td></td>
<td>lit. to be about to, already, a particle.</td>
</tr>
</tbody>
</table>

Related Verb Phrases in Anaphoric Sentences

**Aux\_1 Aux\_2**

<table>
<thead>
<tr>
<th>Khâw yan khoːy yũː nàː hěn</th>
<th>Yan yũː nàː hěn</th>
</tr>
</thead>
<tbody>
<tr>
<td>(They are still waiting in front of the room.)</td>
<td>(Still waiting in front of the room!?)</td>
</tr>
<tr>
<td></td>
<td>lit. still, to be ..ing, in front of the room.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Khàːw yan tôm yũː bon taw nà</th>
<th>Yan yũː ŋiːk řy</th>
</tr>
</thead>
<tbody>
<tr>
<td>(The rice is still boiling on the stove.)</td>
<td>(Is it?) lit. still, to be ..ing, still, a particle.</td>
</tr>
</tbody>
</table>
### Verb Phrases in Cataphoric Sentences

<table>
<thead>
<tr>
<th>Structure</th>
<th>Example</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td><code>Aux_1 Nuc M Aux_2</code></td>
<td><code>cuon ca pay kan lê:w rá</code></td>
<td><em>(Were you about to go?)</em>&lt;br&gt;lit. to be about to, go, together, already, a particle.</td>
</tr>
<tr>
<td></td>
<td><code>khâ:w khv:y ma: thi nì: lê:w rá</code></td>
<td><em>(Have they been here before?)</em>&lt;br&gt;lit. they, used to, come, here, already, a particle.</td>
</tr>
<tr>
<td></td>
<td><code>dĕk cuen ca sê:p ʔy:k lê:w la</code></td>
<td><em>(The children are about to have their exams again.)</em>&lt;br&gt;lit. children, to be about to, take exams, again, already, a particle.</td>
</tr>
<tr>
<td></td>
<td><code>khà:w cuen möt ʔy:k lê:w</code></td>
<td><em>(The rice is almost finished again.)</em>&lt;br&gt;lit. rice, almost, finish again, already.</td>
</tr>
</tbody>
</table>

### Related Verb Phrases in Anaphoric Sentences

<table>
<thead>
<tr>
<th>Structure</th>
<th>Example</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td><code>Aux_1 Aux_2 M</code></td>
<td><code>cuon lê:w thidiëw</code></td>
<td><em>(We were indeed.)</em>&lt;br&gt;lit. nearly, already, indeed.</td>
</tr>
<tr>
<td></td>
<td><code>khon khv:y lê:w màn</code></td>
<td><em>(Maybe they have.)</em>&lt;br&gt;lit. possibly, used to, already, perhaps.</td>
</tr>
<tr>
<td></td>
<td><code>cuon ʔy:k lê:w</code></td>
<td><em>(Are they!?)</em>&lt;br&gt;lit. nearly, again, already.</td>
</tr>
<tr>
<td></td>
<td><code>cuon ʔy:k lê:w rá</code></td>
<td><em>(Is it?)</em> lit. almost, again, already, a particle.</td>
</tr>
</tbody>
</table>
The relations between sentences may sometimes be expressed in terms of word-classes, i.e. the presence of a member of a particular word-class in one sentence may be predicted by the presence of a member of a particular word-class in a preceding sentence in the sequence. These relations are described below.

Pronominal Reference

Certain sequences of sentences may be said to be in related context with one another in a context of mention by reason of the relationship between a noun or pronoun in the cataphoric sentence and a pronoun in the ensuing anaphoric sentence or sentences. This relationship will be referred to as "pronominal reference".

Where pronominal reference is to a noun in the cataphoric sentence it is found that the pronouns which may occur in the anaphoric sentence are only those associated with the third person. This kind of pronominal reference will therefore be referred to as "3rd person pronominal reference" and is illustrated in the examples below.
3rd Person pronominal reference

Cataphoric Sentences

1a. phốn may dây mā: (My friend hasn't come.)
1b. khâw māy saba:y (He's not well.)

2a. đēk māy khôy kīn ñaray ly:y (The child hardly eats anything.)
2b. kē: khoŋ bûe ñahā:n (She's probably lost her appetite.)

3a. chān chō:p kàw?i: tue nī: caŋ (I like this chair very much.)
3b. man núm di: (It's nice and soft.)

4a. tōŋ pay-thâ:m rûn nī: khânbōdī: (We must go and ask the Dean about this matter.)
4b. tōŋ pay thâ:m thăn (We must ask him!?)

Anaphoric Sentences

In the above examples the underlined pronoun in sentence b may be referred to the underlined noun in sentence a.

Where pronominal reference is to a pronoun in the cataphoric sentence, it is found that the pronouns which may occur in the anaphoric sentence are only those associated with the second person when the pronouns which occur in the cataphoric sentence are associated with the first person and vice versa (q.v.). This kind of pronominal reference will therefore be referred to as "1st & 2nd person pronominal reference" and is illustrated in the examples below.
1st & 2nd Person pronominal reference

Cataphoric Sentences                        Anaphoric Sentences

1a.  chên ca pay hơŋ-samṳ (I'm going to the Library.)
    1b.  thiː ca pay máy (Are you coming?) lit. Are you going?

2a. ṭạ ṭɔ̀p phuỳŋ khon nǐ (I like this girl very much)
    2b. lɔːćɛ̃ rʊ pləːw (Do you know her?)

3a. phuən bɔːk rʊeg nǐ: phóm (A friend told me this.)
    3b. phuən bɔːk khun (A friend told you?)

4a. khɔw hɛn khun (She saw you.)
    4b. khọŋ mài hɛn dìchɛn (She probably didn't see me.)

5a. nɑːj khọŋ ṭɔ̀p sóːn nɑŋsʊ: dɛk (You probably like teaching children.)
    5b. raw mài ṭɔ̀p lɤːy (No, I don't like it at all.)

    lit. You probably like giving lessons to children.

    lit. I don't like at all.

In the above examples the underlined pronoun in sentence b may be related to the underlined pronoun in sentence a. In the first three examples the pronoun in question in sentence b is associated with the second person whereas that in sentence a is associated with the first,
but in the last two examples the pronoun in question in sentence b is associated with the first person whereas that in sentence a is associated with the second.

Pronominal reference may also relate sentences within a context of interrogation. In such cases a pronoun is always found in the cataphoric sentence and the related noun or pronoun in the anaphoric sentence.

Examples:

<table>
<thead>
<tr>
<th>Cataphoric Sentences</th>
<th>Anaphoric Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Who wants beer?)</td>
<td>(Nit probably wants some.)</td>
</tr>
<tr>
<td>2a. ca chy:n khray ma</td>
<td>2b. ca chy:n na:yək</td>
</tr>
<tr>
<td>(Who are you going to invite?)</td>
<td>(We're going to invite the Prime Minister.)</td>
</tr>
<tr>
<td>3a. khaw kamlaŋ phût ka khray</td>
<td>3b. ka khruː</td>
</tr>
<tr>
<td>(Who's she talking to?)</td>
<td>(To a teacher.)</td>
</tr>
<tr>
<td>4a. khá:y röt khray</td>
<td>4b. khá:y phuən</td>
</tr>
<tr>
<td>(Who did you sell the car to?)</td>
<td>(To a friend.)</td>
</tr>
<tr>
<td>5a. yâ:k thāːn ?aray</td>
<td>5b. yâ:k thāːn kûeytîsw</td>
</tr>
<tr>
<td>(What would you like to have?)</td>
<td>(I'd like to have some noodles.)</td>
</tr>
<tr>
<td>6a. ca kin kâp ?aray</td>
<td>6b. kâp kâːŋ-cûːt</td>
</tr>
<tr>
<td>(What are we going to have it with?)</td>
<td>(With soup.)</td>
</tr>
</tbody>
</table>
7a. kamlaŋ só:n ?aray dëk
(What are you teaching the boy?)
7b. só:n re:khá:
(I'm teaching him Geometry.)

8a. pay náy ma:
(Where have you been?)
lit. go, where, come.
8b. pay bà:n-phùen
(I've been to a friend's house.)

9a. kho:ŋ yǔ: náy
(Where's your luggage?)
9b. yǔ: láŋ rō:t
(It's in the back of the car.)

10a. khun phák thi náy
(Where are you staying?)
10b. thi bà:n-ỳà:t
(At a relation's house.)

In the above examples the underlined pronoun in sentence a is related to the underlined noun in sentence b.

In the examples below the underlined pronoun in sentence a is related to the underlined pronoun in sentence b.

Cataphoric Sentences
1a. khray ca tham kápkhà:w
(Who's to do the cooking?)
1b. chán ca tham ?eːŋ
(I myself.)

2a. ma-há: khray pà:n nî:
(Who have you come to see at this time?)
2b. ma-há: thy:
(I've come to see you.)

3a. lỳ:k ca yǔ: ka khray
(Who will the child be with?)
3b. yǔ: ka raw
(She'll be with me.)
lit. to be, with, me.
Classifier Reference

Certain other sequences of sentences are in related context with one another in a context of mention by reason of the relationship between a noun in the cataphoric sentence and a classifier in the anaphoric sentence or sentences. This relationship is referred to as "classifier reference". Examples are given below.

Cataphoric Sentences Anaphoric Sentences

1a. ṭení: t'át mē t lē: w 1b. ṭi: māy dū:y
(The shoes have all been worn out.) (The new pair as well.)

2a. chū:y pay-sū: malako: nɔy 2b. lūek lū:k sūksūk
(Will you kindly go and buy some papayas?) (Choose the ripe ones.)

3a. kamlap ca khá:y bā:n khāw 3b. ca khá:y lān nāy
(I'm going to sell him a house.) (Which one are you going to sell?)
4a. n̂ît  ya:k  dá:y  ròm  sâk  
4b. khan  nî:  cuen  khést  lê:w
          khan

(I, Nit, would like to)  (This one's nearly torn.)
get an umbrella.)

In the above examples the underlined noun in
sentence a is related to the underlined classifier in
sentence b.
CHAPTER XI

INTER-SENTENCE RELATIONS AS EXPRESSED
IN TERMS OF PARTICULAR LEXICAL ITEMS

The relations between sentences may sometimes
be expressed in terms of particular lexical items, i.e.
the presence of a certain item in one sentence presupposes
the presence of a particular item in a succeeding sentence
in the sequence. These relations are described below.

Pronominal Concord

When two sentences are related within a context
of mention by "1st & 2nd person pronoun reference"¹
it is found that the particular pronoun used in the
cataphoric sentence determines (within very narrow limits)
the pronoun to be expected in the anaphoric sentence.
This relationship as expressed by mutual expectancy of
pronouns is termed "pronominal concord", and the groups
of pronouns so related will be termed "concord sets"².
The concord sets operating in spoken Thai are the following:

<table>
<thead>
<tr>
<th>Concord Set</th>
<th>1st Person</th>
<th>2nd Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>phôm-set</td>
<td>phôm</td>
<td>khun or thán</td>
</tr>
<tr>
<td>dichân-set</td>
<td>dichân</td>
<td>khun or thán</td>
</tr>
<tr>
<td>chân-set</td>
<td>chân</td>
<td>thːː, khun, kæː or raw</td>
</tr>
<tr>
<td>raw-set</td>
<td>raw</td>
<td>naːːy or tuo</td>
</tr>
<tr>
<td>?uæ-set</td>
<td>?uæ</td>
<td>lûː</td>
</tr>
</tbody>
</table>

¹ See p. 337, 338-40.
² What determines the choice of each set and of particular
   items of a set is dealt with in Chapter XIV.
Verbal, Auxiliary, Prepositional and Time-Word Repetition

Sometimes the presence of a particular item in one sentence within a context of mention presupposes the repetition of the identical lexical item in a succeeding sentence in the sequence. This relationship of the individual lexical items will be referred to as verbal, auxiliary, prepositional or time-word repetition, according to whether it concerns verbs, auxiliaries, prepositions or time-words respectively.

Verbal Repetition

When sentences in a sequence are related to one another in a context of mention in terms of sentence constituents "by repetition of the Verbum" it is found that frequently a verb in the cataphoric sentence is identical with the verb in the ensuing anaphoric sentence or sentences. This relationship is termed "verbal repetition", and is illustrated in the examples below.

* See pp. 257 ff., particularly the descriptions under 1, 2 and 3a. on pp. 257, 262 and 265 respectively.
Cataphoric Sentences

1a. yá: lu:m khát chô:n ñuy
   (Don't forget to polish
    the spoons too.)

2a. mûe chån ca hăn ñe:ŋ
    (I'm going to cut up
    the meat myself.)

3a. chîye cĕ:k tan đêk nøy nà
    (Give the children some
    money, won't you?)
    lit. help, give, money,
    children, a little, a
    particle.

4a. ca hây khó:ŋ khon kĩ:
    (How many people are we
    going to give presents
    to?)

5a. kamlâŋ só:n ñaray đêk
    ('What are you teaching
    the boy?)

Anaphoric Sentences

1b. khît lêː:w
    (I've done them.)
    lit. polish, already.

2b. khray yá: hăn nà
    (Nobody else should do it.)
    lit. anybody, don't,
    cut up, a particle.

3b. cĕ:k lêː:w 1a
    (I've already given them
    some.) lit. give, already,
    a particle.

4b. ca hây là:y khon
    (We're going to give to
    many people.)

5b. só:n reː:kʰáː:
    (I'm teaching him
    geometry.) lit. teach,
    geometry.

In the examples above the identical verbs are
underlined.
Auxiliary Repetition

When sentences in a sequence are related with one another in a context of mention in terms of verb phrase constituents by "absence of the Nucleus"\(^1\) or in terms of sentence constituents by "repetition of the Verbum"\(^2\), it is found that frequently an auxiliary in the cataphoric sentence is identical with the auxiliary in the ensuing anaphoric sentence or sentences. This relationship is termed "auxiliary repetition", and is illustrated in the examples below.

**Cataphoric Sentences**

1a. ’yā:k ðũ:m ʔaray mây

(Would you like something to drink?)

2a. thx: khy:y cv: khâw 1f:w ry

(Have you met her before?) lit. you, used to, meet, her, already, a particle.

3a. ’yā:k só:n nâŋśu: děk mây

(Would you like to give children some lessons?) lit. would like, teach lessons, children, a particle.

**Anaphoric Sentences**

1b. ’yā:k

(Yes, please.) lit. would like.

2b. khy:y

(Yes, I have.) lit. used to.

3b. mây ’yā:k lv:y

(No, I wouldn't.) lit. not, would like, at all.

---

1 See pp. 328-36.
2 See pp. 257-64.
4a. khâw yan kho:y yû: rû plâ:w

(Are they still waiting?)
lit. they, still wait, to be ing, or not.

4b. yan yû:

(Yes, they are.)
lit. still, to be ing.

5a. raw tôn tɔ:p rû plâ:w

(Do we have to reply or not?)

5b. tôn sî

(We have to.)

6a. khâw klâp-pay kî: wan lê:w

(How many days already since she's gone back?)

6b. lâ:y wan lê:w

(Many days already.)

All the identical auxiliaries in the above examples are underlined.

Prepositional Repetition

Two sentences in a sequence which are related within a context of interrogation in terms of phrase types by "locational phrase repetition"\(^1\) or in terms of word-classes by "pronominal reference"\(^2\), may be said to be related with each other within a context of mention by reason of the relationship between a preposition used in the cataphoric sentence and the identical preposition used in the ensuing anaphoric sentence. This relationship is termed "prepositional repetition", and is illustrated in

---

1 See pp. 297-8.
the examples below.

Cataphoric Sentences

1a. ca nàŋ thî náy
(Where are you going to sit?) lit. to be going to, sit, at, where.

2a. ca ty:m klue náy náy
(What shall I put the salt in?)

3a. khâw tâŋtôn cãik náy
(Where did they start from?)

4a. tô? waŋ trôn náy di:
(Where should the table best be put?) lit. table, to put, at, where, good.

5a. khâw kamlâŋ khuy ka khray 5b. ka phûen
(Who's she chatting with?) (With a friend.)

6a. ca kin kãp ?aray
(What are we going to have it with?)

Anaphoric Sentences

1b. thî kàw?i: tue nán
(On that chair.) lit. at, chair, that.

2b. nay ka:ŋ-kãy
(In the chicken curry.)

3b. tâŋtôn cãik sathâ:ni:
(They started from the station.)

4b. waŋ trôn kla:ŋ hõw di: mây
(Shall we put in the middle of the room?) lit. put, at, middle, room, good a particle.

5b. ka phûen

In the examples above the identical prepositions are underlined.
Time-word Repetition

Two sentences in a sequence which are related within a context of interrogation by "temporal phrase repetition" may be said to be related with each other within a context of mention by reason of the relationship between a time-word used in the cataphoric sentence and the identical time-word used in the ensuing anaphoric sentence. This relationship is termed "time-word repetition", and is illustrated in the examples below.

Cataphoric Sentences

1a. khun máy saba:y wan náy
   (What day was it when you were ill?)

2a. yǎ:k du: khw:n náy
   (Which night would you like to see it?)

3a. cõtmá:y ma-thúŋ múo rãy
   (When did the letter arrive?)

4a. ca pay sú: kho:ŋ tô:n náy
   (When shall we go shopping?)

Anaphoric Sentences

1b. wan can
   (It was Monday.)

2b. yǎ:k du: khw:n ni:
   (I'd like to see it tonight.)

3b. múo châ:w
   (This morning.)

4b. tô:n bǎ:y
   (In the afternoon.)

In the above examples the identical time-words are underlined.

* See 298-9.
Numeral and Determinative Reference

Sometimes two sentences in a sequence may be said to be related to each other within a context of interrogation by reason of the relationship between a certain word, namely \(k\ddot{a}\) or \(n\ddot{a}\), used in one sentence and the word to be expected in an ensuing anaphoric sentence. This relationship of individual lexical items will be referred to as "numeral or determinative reference" according to whether it concerns the numeral "\(k\ddot{a}\)" or the determinative "\(n\ddot{a}\)" respectively.

Numeral Reference

When a sentence within a context of interrogation includes the item "\(k\ddot{a}\)" (how many) it may confidently be predicted that a succeeding sentence in the sequence will contain either a cardinal or an ordinal numeral. This relationship is termed "numeral reference", and is illustrated in the examples below.

* These two words particularly are studied here because they affect the statement at the other stage of analysis, i.e. at the phrase stage, see pp. 317-27.
Cataphoric Sentences | Anaphoric Sentences
---|---
1a. ca chạy kháy kǐ: bay | 1b. sả:m bay khọŋ phọ:
(How many eggs are we going to use?) | (Three should be enough.)
2a. mi: sửơ thi yaŋ máy đày rỉ:t ốï:k kǐ: tue | 2b. ốï:k hà:tue
(How many more shirts are there which haven't been ironed?) | (Five more.)
3a. mè: ca hay kháy đêk kǐ: khon | 3b. ca hay lǎ:y khon
(How many children is Mother going to give presents to?) | (She's going to give them to many children.)

In all these examples the underlined cardinal numeral "kǐ:" in sentence a is related to the underlined cardinal numeral in sentence b.

In the following examples the underlined cardinal numeral "kǐ:" in sentence a is related to the underlined ordinal numeral in sentence b.

Cataphoric Sentences | Anaphoric Sentences
---|---
1a. thv: mi: dǐnso: kǐ: thẹŋ | 1b. mi: thẹŋ diw
(How many pencils have you got?) | (I have only one.)
2a. ca șaw kɛ:w sāk kǐ: bay | 2b. lọ: nwị
(How many glasses do you want?) | (A dozen.)
Determinative Reference

When a sentence within a context of interrogation includes the item "náy" (which) it may be predicted that a succeeding sentence in the sequence will contain either a high-tone determinative, an intransitive adjectival verb or an ordinal numeral. This relationship is termed "determinative reference", and is illustrated in the examples below.

Cataphoric Sentences

1a. khâw chô:p kapáw bay náy
   (Which handbag does she like best?)

2a. dék khon náy râŋkê: lù:k
   (Which boy bullied you, my child?)

3a. kâwɔ:i: tue náy hâk
   (Which chair is broken?)

4a. thy: sø:n phasá:-thay fârâŋ khon náy
   (Which Westerner do you teach Siamese to?)

5a. khun yũ: bà:n láŋ náy
   (Which house are you in?)

Anaphoric Sentences

1b. khâw chô:p bay nî:
   (She likes this one.)

2b. dék khon nân hâ?
   (That one.)

3b. kâwɔ:i: tue kâw
   (The old one.) lit. The old chair.

4b. chân sø:n khon phô:m
   (I teach the thin one.)

5b. láŋ rê:k
   (The first one.)
(Which car is yours?) (The third one.)

In the above examples the underlined high-tone determinative "náy" in sentence a is related to the underlined high-tone determinative in sentences 1b. and 2b., to the underlined intransitive adjectival verb in sentences 3b. and 4b., and to the underlined ordinal numeral in sentences 5b. and 6b. respectively.
CHAPTER XII

INTER-SENTENCE RELATIONS

AS EXPRESSED BY INTONATION

The relations between sentences may sometimes be expressed by mutual expectancy of intonation i.e. the presence of particular pitch features of the sentence final particle* in one sentence may be predicted by the presence of certain other pitch features of the sentence final particle (which may or may not be the same one) in another sentence in the sequence, viz.,

Certain sequences of sentences may be said to be in related context with one another in a context of interrogation by reason of the relationship between the rising intonation (\(\) ) of the high-rising pitch of the particles "kha, ha or ca" at the end of the cataphoric sentence and the falling intonation (\(\) ) of the high-falling pitch of these particles at the end of the ensuing anaphoric sentence, e.g.

<table>
<thead>
<tr>
<th>Cataphoric Sentences</th>
<th>Anaphoric Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>la. ma-há: khray khā</td>
<td>1b. ma-há: piyarât khā</td>
</tr>
<tr>
<td>(Who have you come to see?)</td>
<td>(I've come to see Piyarat.)</td>
</tr>
</tbody>
</table>

* See pp. 220-1.
2a. khun ca klęp dìew nî: rû khấ
(Are you going back now?)

2b. khấ || dûk mà:k lê:w
(Yes.) (It's getting very late.)

3a. dî: nà́y khấ
(Is it good?)

3b. dî: khấ
(Yes, it is.)

4a. pay nà́y mà: cấ
(Where have you been?)

4b. paythurà? mà: cấ
(I have been away on business.)

5a. mû:m lê:w rû cấ
(Have you had enough?)

5b. cấ
(Yes.)

6a. dà:n-pay mà: cấ
(Is it too loud?)

6b. dî: lê:w cấ
(No, it's all right now.)

7a. mà: nàːn lê:w rû hà́
(Have you been here long?)

7b. mà:n rök hà́
(No, not very long.)

8a. sù: tûː dàː:y mà: hà́
(Have you got the ticket?)

8b. dàː:y hà́
(Yes, I've got it.)

It will be seen that in these examples the rising intonation and the falling intonation are borne on the same particle. The following are illustrations of cases where the rising intonation is borne on one particle and the falling intonation is borne on the other, e.g.
Cataphoric Sentences | Anaphoric Sentences
---|---
1a. khun ca pay thà:j náy khá | 1b. ca pay thà:j ní: hà
(Which way are you going?) (I'm going this way.)

2a. fón tăk rý cása
(Is it raining?)

2b. khá
(Yes, it is.)

3a. náy dí: mây hà
(Was the film good?)

3b. dí: cása
(Yes, it was.)

It may be stated, by analogy, that certain sequences of sentences are in related context with one another in a context of interrogation by reason of the relationship between the rising intonation of the high-rising pitch of the particle "máy" at the end of the cataphoric sentence and the falling pitch of the high-falling pitch of the negator "mày" of the ensuing anaphoric sentence, e.g.

Cataphoric Sentences | Anaphoric Sentences
---|---
1a. phà:j hè:ŋ mày | 1b. mày hè:ŋ
(Is the washing dry?) (No, it isn't.) lit. not, dry.

2a. ca sày phřf k mày
(Would you like some chillies put in?)

2b. mày sày
(No.) lit. not, put.

3a. thv: ramkha:n rōt phřf ní: mày
(Do these cars bother you?)

3b. chān mày ramkha:n lý:ŋ
(No, not at all.) lit. I, lit. you, bother, these cars, not, bother, at all.
the particle.

* See pp. 231-2.
4a. raw tön hay khà:-thìp bò y 4b. máy tòn

(Must we give the waiter (No.) lit. not, must. a tip?)

Certain other sequences of sentences may be said to be in related context with one another in a context of interrogation by reason of the relationship between the rising intonation of the low-rising pitch of the particle "rì" at the end of the cataphoric sentence and the falling intonation of the high-falling pitch of the particles "kha, ha or ca" at the end of the ensuing anaphoric sentence, and, between the rising intonation of the particle "rì" at the end of the cataphoric sentence and the falling pitch of the high-falling pitch of the negator "mày", e.g.

<table>
<thead>
<tr>
<th>Cataphoric Sentences</th>
<th>Anaphoric Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a. fón tòk rì</td>
<td>1b. khà or hà or cà</td>
</tr>
<tr>
<td>(Is it raining?)</td>
<td>(Yes.)</td>
</tr>
<tr>
<td></td>
<td>or máy dày tòk</td>
</tr>
<tr>
<td></td>
<td>(No, it isn’t.)</td>
</tr>
<tr>
<td>2a. raw rûcâk khàw rì</td>
<td>2b. rûcâk khà (or hà)</td>
</tr>
<tr>
<td>(Do you know him?)</td>
<td>(Yes, I do.) lit. know, a particle.</td>
</tr>
<tr>
<td>3a. khà:w sünk lê:w rì</td>
<td>3b. yàn mày sünk</td>
</tr>
<tr>
<td>(Is the rice cooked?)</td>
<td>(Not yet.)</td>
</tr>
</tbody>
</table>
In some exceptional cases it is found that intonation is used as a form of bridge between one context and the other, viz.,

A sentence of the structure P* with a (low) rising intonation may be said to be in related context with its preceding sentence in a context of mention by structure at the stage of sentence structure and simultaneously with its succeeding sentence in a context of interrogation by intonation. That is to say, the sentence concerned is anaphoric as regards the context of mention and cataphoric as regards the context of interrogation, e.g.

Context of Mention  Context of Interrogation

<table>
<thead>
<tr>
<th>Cataphoric Sentences</th>
<th>Anaphoric and Cataphoric Sentences</th>
<th>Anaphoric Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a. chùey sọŋ klwe nọy</td>
<td>1b. khá́</td>
<td>1c. chùey sọŋ klwe nọy</td>
</tr>
<tr>
<td>(Pass the salt please.)</td>
<td>(I beg your pardon?)</td>
<td>(Pass the salt please.)</td>
</tr>
<tr>
<td>2a. wâlaiy</td>
<td>2b. khá́</td>
<td>2c. mà: nà: nọy sì</td>
</tr>
<tr>
<td>(Walai!)</td>
<td>(Yes?)</td>
<td>(Can you come over here?)</td>
</tr>
<tr>
<td>3a. mè: cá:</td>
<td>3b. cá:</td>
<td>3c. nà:m mà:y lây-sìe lè:w</td>
</tr>
<tr>
<td>(Mother!)</td>
<td>(Yes?)</td>
<td>(The water's stopped running.)</td>
</tr>
</tbody>
</table>

* See pp. 294-5.
In the above examples the underlined sentence b may be related to sentence a within the context of mention and to sentence c within the context of interrogation. It may be stated further that intonationally sentence b is a mark of context of interrogation.
CHAPTER XIII

THE RÔLE OF EXTRA-LINGUISTIC DATA

THE CONTEXT OF IMMEDIATE PERCEPTION

At the beginning of this thesis\(^1\) it was observed that in certain special cases a non-initiating sentence is dependent for intelligibility not, as in the greater part of the material examined in this study, upon some preceding sentence or sentences in the same conversation, but upon non-verbal features of the situation. In such exceptional cases, a sentence which is regarded as non-initiating in structure may, in fact, start a conversation. Such instances may be dealt with within a framework of what may be referred to as the "context of immediate perception". What is "given" within this particular context, as contrasted with the context of mention\(^2\), is that which although not mentioned is perceptible to the participants taking part in a conversation at the time the conversation takes place.

Examples:–

<table>
<thead>
<tr>
<th>Non-Initiating Sentences operating within the Context of Immediate Perception</th>
<th>Typical Situation</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) ( SV_t )</td>
<td>p:ha:n lɛ:w la At the dining table: food</td>
</tr>
<tr>
<td>(Father's eaten (his dinner).) is &quot;given&quot;.</td>
<td></td>
</tr>
</tbody>
</table>

1 See p. 12.
2 See pp. 234 ff.
When seeing that someone is about to take the washing away: the washing is "given".

Something, say, a pot of food is being cooked on the stove: the pot of food on the stove is "given".

After giving a child a present: the present is "given".

Holding, say, a bottle of beer in his hand: the bottle is "given".

Handing, say, a glass to someone: the glass is "given".

The teachers are dealing with the examination papers: these papers are "given".

A visitor is looking at, say, a book: the book is "given".

chan ca ta:k e:η
(I'll hang (the washing) out myself.)

nît chûey khon màŋ nâ
(Will you, Nît, stir (it) from time to time?)

b) V_t
chœ:p mây
(Do you like (it)?)

ph:it lê:w nâ
(Shall I open (it) now?)

c) SV_t tt_l
raw tôn cë:k nâkrien e:η
(We must distribute (them) to the students ourselves.)

phüen phény hày chan
(A friend's just given (it) to me.)
d) \( V_{tt} \)

ca pay-č:k nàkršn lê:w
( I 'm going to distribute
them ) to the students now.)

hày đěk kǒ:n thỹ?
(Give (it) to the children
first.)

A teacher has, say, examination papers in her hand:
these papers are "given".

Someone is giving, say, a
dish of dessert: the dish is
"given".

e) \( SV_{tt} \)

phǒm ca pay-tv:m nâm-man
kǒ:n nâ hà?
(Shall I go and put some
petrol in (the car) first?)

A boy, say, is waiting beside
a car for his mother; the car
is "given".

Having finished planting a
tree, a master may use the
sentence in speaking to his
servant who is nearby: the
tree is "given".

f) \( V_{tt} \)

pay-tv:m nâm-man kǒ:n nà
(Shall I go and put some
petrol in (the car) first?)

A man, say, is taking his wife
somewhere in a car: the car is
"given".

Someone has just planted a
tree: the tree is "given".

rǒt nâm m dâ:y lê:w
(You can water (it) now.)
lit. put, water, can, already.
g) \( SV_{tt} \)

phóm hãy lê:w
(I've paid (him).)
lit. I, give, already.

lêk ca rôt lê:w nâ
(Shall I, Lek, water (it) now?)
lit. Lek, shall, put, already, a particle.

h) \( V_{tt} \)

yã: phỳ̀ phây ly:y cã
(Please don't give (it him)
just now!)

hây lê:w hâ?
((I)'ve paid (him).)
lit. give, already, a particle.

A man seeing that his friend is about to give some money to, say, a waiter: the money and the waiter are "given".

A boy, having noticed that, say, his father has finished planting some trees is offering to put water on the trees: the water and the trees are "given".

A woman is talking to her friend, after noticing, say, the friend was handing some sweets to the little boy: the sweets and the boy are "given".

A man seeing that his friend is about to give some money to, say, a waiter: the money and the waiter are "given".
All the sentences in the above examples are non-anaphoric sentences\(^1\) which are of the structures exclusive to non-initiating sentences\(^2\). The following, on the other hand, are sentences of the structure which is not so exclusive, namely of the structure \(V_i\)\(^3\), e.g.

<table>
<thead>
<tr>
<th>Non-Initiating Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>operating (_V_i) within the Context of Immediate Perception</td>
</tr>
</tbody>
</table>

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(nāk)</td>
</tr>
<tr>
<td>(hō:\text{m nā})</td>
</tr>
<tr>
<td>(khāp \text{ ợk})</td>
</tr>
<tr>
<td>(daŋ-pəy)</td>
</tr>
<tr>
<td>(yaŋ məy khem)</td>
</tr>
</tbody>
</table>

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1 See p. 242.
2 See p. 254 ff.
3 See p. 251.
THE ROLE OF EXTRA-LINGUISTIC DATA:

PERSONAL RELATIONSHIP, SEX,
SOCIAL STATUS AND AGE

It was observed in Chapter XI that certain sequences of sentences are related to one another in a context of mention by "pronominal concord", i.e., by the mutual expectancy obtaining between a particular pair of pronouns from the concord sets. It may be said here that the choice of the concord set and of the precise pair within that set is determined by a combination of extra-linguistic factors, namely personal relationship, sex, social status and age, in the context of situation in which the conversation takes place.

1. Personal Relationship

This factor may be described in terms of intimate, informal and formal contexts, viz.,

a) intimate context An intimate context is one in which a speaker is speaking to his close friend or a member of a family.

b) informal context An informal context is one in which a speaker is speaking to his friend or colleague.

c) formal context A formal context is one in which a speaker is speaking to a colleague, an acquaintance or a stranger, or a teacher is speaking to his or her pupil or student, or a master is speaking to his or her servant.

* See p. 344.
2. **Sex**

This factor is described in terms of male, female and common i.e. either male or female.

3. **Social Status**

This factor may be described in terms of equal, superior and inferior.

4. **Age**

This factor may be described in terms of equal (i.e. contemporary), senior and junior.

The third and the fourth factors are closely intertwined, since on the whole persons senior in age are treated as superior in social status. The exception to this is when the social status is clearly defined in which case age will be ignored, for instance, a servant is always regarded as the speaker's inferior even though he may be older than the speaker.

**phóm-set**

"phóm" is paired with "khun" in an informal or in a formal context where a man is speaking to a man or a woman who is of equal social status and of equal age. (See the third pair of examples on p. 339.)

"phóm" is paired with "àn" in a formal context where a man is speaking to a man who is his superior and his senior.
"dichân" is paired with "khun" in an informal or in a formal context where a woman is speaking to a man or a woman who is of equal social status and of equal age. (See the fourth pair of examples on p. 339.)

"dichân" is paired with "thân" in a formal context where a woman is speaking to a man who is her superior and her senior.

"chan" is paired with "thâ:" in an intimate context where a husband is speaking to his wife (or vice versa) who is of equal social status and of equal age, and, in an informal context where a schoolgirl or a schoolboy is speaking to another schoolgirl or another schoolboy who is of equal social status and of equal age. (See the first pair of examples on p. 339.)

Such a pair is used in a formal context where a teacher is speaking to his or her pupil or student who is of course his or her inferior and his or her junior.

"chan" is paired with "khun" in an informal context where a woman is speaking to another woman or a man who is of equal social status and of equal age.

"chan" is paired with "khê:" either in an intimate context where a parent is speaking to his or her child or where an older sibling is speaking to his or her younger sibling, who is of course his or her inferior and his or her junior, or in a formal context where a master is
speaking to his or her servant who is of course his or her inferior but not necessarily his or her junior.

raw-set

"raw" is paired with "na:y" in an intimate context where a man is speaking to a man who is of equal social status and of equal age. (See the fifth pair of examples on p. 339.)

"raw" is paired with "tue" in an intimate context where a woman is speaking to another woman who is of equal social status and of equal age.

∅∅∅∅-set

"∅∅∅∅" is only paired with "lːː", and is used in an intimate context where a man is speaking to a man who is of equal social status and of equal age (see the second pair of examples on p. 339). It is also used in a formal context where a man is speaking to a man who is his inferior and his junior.

As has already been described, non-initiating sentences are frequently found to be related to one another within a context of mention by "3rd person pronominal reference". It is to be stated here that the choice of the particular pronoun is determined by one of the three extra-linguistic factors, namely age, social status and sex. This may be described as follows:

§ See pp. 337-8.
ke: is determined by age, i.e. it is used to refer to a person who is the speaker's senior or junior. It is never used to refer to the speaker's contemporary. (See the second pair of examples on p. 338.)

thán is determined by social status, i.e. it is used to refer to a Buddhist monk*, or to a man who is the speaker's social superior, for example, to a man with title, or of high position such as Head of a Department, a Director, a Director-General, a General and so on, or to the parents of the speaker or of the other participants. (See the fourth pair of examples on p. 338.)

man is determined either by age, social status or by sex, viz. it is used to refer to a younger member of the speaker's family such as to a baby or younger sibling; it is used by a master to refer to a servant; and it is used to refer to any intimate object. (To illustrate this last, see the third pair of examples on p.338.)

khâw is used to refer to any third person except parents (either the parents of the speaker or of the other participants). (See the first pair of examples on p.338.)

* See examples of this on p. 293.