THE SYNTAX OF THO,
A TAI LANGUAGE OF VIETNAM

Thesis
submitted for the
degree of
Doctor of Philosophy
of the University of London

by

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1966
The grammatical model underlying this analysis of Tho syntax closely resembles the scale and category grammar developed by M.A.K. Halliday. This thesis does, however, suggest some major modifications to Halliday's model, and seeks to apply the modified theories to the analysis of Tho, in order to test whether they comprise a usable basis for the description of a language.

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

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

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

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

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

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

The thesis ends with a bibliography and an index.
ACKNOWLEDGEMENTS

My grateful thanks are due to my supervisor, Professor E.J.A. Henderson, whose stimulus and encouragement have not only helped greatly in the writing of this thesis, but have also taught me much about helping others with their technical linguistic writing.

I am grateful to my informant, Hoàng Chung Minh, for his great patience in telling me about Tho life and culture whilst I tape-recorded his speech.

My colleagues in the Viet Nam branch of the Summer Institute of Linguistics have been a great source of help and advice, particularly during the time when my wife and I were in Viet Nam collecting data.

For the greater part of the time spent on this thesis I have been receiving a Governing Body Postgraduate Exhibition from the School of Oriental and African Studies, for which I am extremely thankful.

Part of the text material which I had recorded, amounting to about 24,000 morphemes in fact, was used to make a concordance with the aid of the IBM 1410 computer at the University of Oklahoma. This was done by the Linguistic Information Retrieval Project of the Summer Institute of Linguistics and the University of Oklahoma Research Institute, and sponsored by grant GS-270 of the National Science Foundation. This has proved immensely useful, and has grown in usefulness as I have come to understand more about Tho structures.

I have been very thankful for the comments and reactions of David Thomas of the Summer Institute of Linguistics, Viet Nam, and for those of my wife, Jean, whose speaking knowledge of Tho has been a valuable check on my first guesses.
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EXPLANATION OF ORTHOGRAPHY

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

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

<table>
<thead>
<tr>
<th>Onsets</th>
<th>Orthography</th>
<th>Approximate phonetic equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>b</td>
<td></td>
</tr>
<tr>
<td>by</td>
<td>bj</td>
<td></td>
</tr>
<tr>
<td>c (before all vowels except i, ê, e)</td>
<td>k</td>
<td></td>
</tr>
<tr>
<td>ch</td>
<td>tj</td>
<td></td>
</tr>
<tr>
<td>cho (before a, ā, e)</td>
<td>tfw</td>
<td></td>
</tr>
<tr>
<td>chu (before all vowels except a, ā, e)</td>
<td>tfw</td>
<td></td>
</tr>
<tr>
<td>d</td>
<td>zw</td>
<td></td>
</tr>
<tr>
<td>do (before a, ā, e)</td>
<td>zw</td>
<td></td>
</tr>
<tr>
<td>du (before all vowels except a, ā, e)</td>
<td>zw</td>
<td></td>
</tr>
<tr>
<td>g</td>
<td>ŋ</td>
<td></td>
</tr>
<tr>
<td>gh (before i, ê, e)</td>
<td>ŋ</td>
<td></td>
</tr>
</tbody>
</table>

1. The only exception is that nồng 'one' in fast speech becomes ŋng.
2. The fact that a particular sequence is provided for in the orthography should not be taken as evidence that it actually occurs in any Tho word.
<table>
<thead>
<tr>
<th>Orthography</th>
<th>Approximate phonetic equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>h</td>
<td>h</td>
</tr>
<tr>
<td>ho (before a, à, e)</td>
<td>hw (m)</td>
</tr>
<tr>
<td>hu (before all vowels except a, à, e)</td>
<td>hw (m)</td>
</tr>
<tr>
<td>k (before i, ê, e)</td>
<td>k</td>
</tr>
<tr>
<td>kh</td>
<td>kh</td>
</tr>
<tr>
<td>kho (before a, à, e)</td>
<td>khw (kα)</td>
</tr>
<tr>
<td>kho (before a, à, e)</td>
<td>khw (kα)</td>
</tr>
<tr>
<td>l</td>
<td>l</td>
</tr>
<tr>
<td>lo (before a, à, e)</td>
<td>lw</td>
</tr>
<tr>
<td>lu (before all vowels except a, à, e)</td>
<td>lw</td>
</tr>
<tr>
<td>m</td>
<td>m</td>
</tr>
<tr>
<td>my</td>
<td>mj</td>
</tr>
<tr>
<td>n</td>
<td>n</td>
</tr>
<tr>
<td>ng (before all vowels except i, ê, e)</td>
<td>η</td>
</tr>
<tr>
<td>ngh (before i, ê, e)</td>
<td>η</td>
</tr>
<tr>
<td>ngo (before a, à, e)</td>
<td>ηw</td>
</tr>
<tr>
<td>ngu (before all vowels except a, à, e)</td>
<td>ηw</td>
</tr>
<tr>
<td>nh</td>
<td>η</td>
</tr>
<tr>
<td>o (before a, à, e)</td>
<td>w</td>
</tr>
<tr>
<td>p</td>
<td>p</td>
</tr>
<tr>
<td>py</td>
<td>pj</td>
</tr>
<tr>
<td>ph</td>
<td>f</td>
</tr>
<tr>
<td>p'</td>
<td>ph</td>
</tr>
<tr>
<td>p'y</td>
<td>phj (pγ)</td>
</tr>
<tr>
<td>qu</td>
<td>kw</td>
</tr>
<tr>
<td>s</td>
<td>s</td>
</tr>
<tr>
<td>so (before a, à, e)</td>
<td>sw</td>
</tr>
<tr>
<td>su (before all vowels except a, à, e)</td>
<td>sw</td>
</tr>
<tr>
<td>s1</td>
<td>l</td>
</tr>
<tr>
<td>slo (before a)</td>
<td>lw</td>
</tr>
<tr>
<td>t</td>
<td>t</td>
</tr>
<tr>
<td>th</td>
<td>th</td>
</tr>
<tr>
<td>tho (before a, à, e)</td>
<td>thw (tm)</td>
</tr>
</tbody>
</table>
### Orthography

<table>
<thead>
<tr>
<th>Vowel</th>
<th>Approximate phonetic equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>thu (before all vowels except a, ă, e)</td>
<td>thw (tm)</td>
</tr>
<tr>
<td>to (before a, ă, e)</td>
<td>tw</td>
</tr>
<tr>
<td>tu (before all vowels except a, ă, e)</td>
<td>tw</td>
</tr>
<tr>
<td>u (before all vowels except a, ă, e)</td>
<td>w</td>
</tr>
<tr>
<td>v</td>
<td>v</td>
</tr>
</tbody>
</table>

### Vowels

<table>
<thead>
<tr>
<th>Vowel</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>a (when followed by y, u)</td>
<td>å³</td>
</tr>
<tr>
<td>a (except when followed by y, u)</td>
<td>a</td>
</tr>
<tr>
<td>ă</td>
<td>ă</td>
</tr>
<tr>
<td>â</td>
<td>ă</td>
</tr>
<tr>
<td>e</td>
<td>ë</td>
</tr>
<tr>
<td>ê</td>
<td>e</td>
</tr>
<tr>
<td>i</td>
<td>i</td>
</tr>
<tr>
<td>ia (syllable finally)</td>
<td>ie</td>
</tr>
<tr>
<td>iê (not syllable finally)</td>
<td>ie</td>
</tr>
<tr>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>ô</td>
<td>o</td>
</tr>
<tr>
<td>ô</td>
<td>e</td>
</tr>
<tr>
<td>u</td>
<td>u</td>
</tr>
<tr>
<td>ua (syllable finally)</td>
<td>ue</td>
</tr>
<tr>
<td>uô (not syllable finally)</td>
<td>uœ</td>
</tr>
<tr>
<td>'u</td>
<td>'i</td>
</tr>
<tr>
<td>'ua (syllable finally)</td>
<td>ie</td>
</tr>
<tr>
<td>'uô (not syllable finally)</td>
<td>ie</td>
</tr>
<tr>
<td>y (after u or qu)</td>
<td>i</td>
</tr>
<tr>
<td>ya (after u or qu, syllable finally)</td>
<td>ie</td>
</tr>
<tr>
<td>yê (after u or qu, not syllable finally)</td>
<td>ie</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Orthography</th>
<th>Approximate phonetic equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>c</td>
<td>k₄</td>
</tr>
<tr>
<td>i (after all vowels except â)</td>
<td>j₅</td>
</tr>
<tr>
<td>m</td>
<td>m</td>
</tr>
<tr>
<td>ng</td>
<td>ñ</td>
</tr>
<tr>
<td>o (after a, e)</td>
<td>w</td>
</tr>
<tr>
<td>p</td>
<td>p</td>
</tr>
<tr>
<td>t</td>
<td>t</td>
</tr>
<tr>
<td>u (after a, â, ê, i, iê, u, uê)</td>
<td>w</td>
</tr>
<tr>
<td>y (except after u)</td>
<td>j</td>
</tr>
</tbody>
</table>

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

Tones (Shown with the vowel a)

<table>
<thead>
<tr>
<th>Tones</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>á</td>
<td>High rising</td>
</tr>
<tr>
<td>(ã)</td>
<td>High rising, glottalised medially</td>
</tr>
<tr>
<td>a</td>
<td>Mid level</td>
</tr>
<tr>
<td>ã</td>
<td>Low rising</td>
</tr>
<tr>
<td>ā</td>
<td>Mid falling</td>
</tr>
<tr>
<td>å (without a final stop)</td>
<td>Mid falling, glottalised finally</td>
</tr>
<tr>
<td>å (with a final stop)</td>
<td>Low level or low falling</td>
</tr>
<tr>
<td>ã (without a final stop)</td>
<td>Low level or low falling</td>
</tr>
</tbody>
</table>

4. Final stops are unreleased.

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

6. This tone only occurs in a very few loans from Vietnamese.
Chapter 1

THEORETICAL INTRODUCTION

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

1.1 Halliday's model

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

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

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

1. Word 17;241-92 (1961), henceforth abbreviated to CTG.
each of the others. There is no relation of precedence or logical priority among them. They are all mutually defining." (CTG 2.2) The categories are called 'unit', 'structure', 'class' and 'system'. The scales of abstraction are 'rank', 'exponentence' and 'delicacy'.

1.11 Unit

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

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

1.12 Structure

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

1.13 Class

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

1.14 System

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

Although we may say that the verbal phrase operates at the predicate element in English clause structure, if we consider the structure of English clauses in more detail we will find it convenient to set up subclasses of the verbal phrase. For
instance, more detailed accounts of the structure of clauses will have to take into account the fact that active verbal phrases operate differently from passive verbal phrases. There is in fact a system of classes operating at the predicate element.

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

1.15 Rank

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

1.16 Exponence

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

1a. Where M is modifier and H is head.
Our aim in grammatical description is to make generalisations. Exponence is the scale which links our generalised statements with the actual occurrences in the data.

1.17 Delicacy

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

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

1.21 Logical priority of unit and rank

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

Consider now the following grammar of English:

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

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

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

1.22 The relation "consists of"

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

One of the classes of clause has one or more structures. Each element of each structure has as exponent a class of the phrase, which operates there. This means that in going from unit to unit we may pass via class and structure, then along the exponency scale to class again, and back from class to the unit at the rank next below. The relation "consists of" is therefore a very complicated one.

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

1b. In CTG 3.3 Halliday suggests that 'group' and 'phrase' have been used interchangeably for the same unit. He proposes using the terms for different classes of the same unit.
from the nominal phrase. Why must the verbal group "consist of" words in the same way as the nominal phrase, when the classes of words involved are so distinct? Why may not the verbal group consist of some word classes, whilst the nominal phrase consists of nominal figures, which then in turn consist of other word classes? If this state of affairs is discovered in a language, Halliday's theory requires that a verbal figure be set up. Every verbal group will then consist of one and only one verbal figure. In other words, the verbal group will descend unchanged through this rank. As far as the verbal group is concerned, this is a 'dummy' rank, but this is quite valid according to Halliday's theory because "The only theoretical restriction is that each unit must carry at least one structure that consists of more than one place." (CTG 4.2) As the nominal phrase carries a structure which consists of more than one nominal figure, it is of no consequence that the verbal group does not.

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

1.23 The problem of particles

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

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

lc. 'Figure' being a unit between phrase and word.
(2) The sentence particle enters into the structure of one of the component clauses of the sentence.
Possibility (2) again leaves us with two possibilities.

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

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

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

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

If we consider the sentence particle to enter into the structure of a word in a phrase in a clause in the sentence, then immediately we must face the question "Which word in which phrase in which clause?" The most natural choice, other things being equal, is the head word of the head phrase of the head clause. To decide which is the head we may use criteria such as obligatory versus optional elements of structure. The net result of these manipulations will be that one word in the sentence will bear an
excessive load of complexity in the description. We would rather put such complexity at the rank of the sentence, because the particles concerned seem to be associated with the sentence rather than with any particular word, but Halliday's model forces us to this unsatisfactory result. What is more, we introduce artificial differences between, for instance, the head and non-head clauses. These might otherwise have been very similar in structure, but we have to distinguish between them because the head clause contains the particle and the non-head does not.2

1.24 The raison d'êêtre

Halliday has anticipated the question "Why are 'unit', 'structure', 'class' and 'system' the four categories needed by the theory of grammar?" "If one asks: 'why these four, and not three, or five, or another four?', the answer must be: because language is like that - because these four, and no others, are

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

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

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

An analogy may be drawn here with geometry. Euclid's postulates comprise a system which generates a logical geometry. They are not, however, the only such system. One of the postulates may be changed, and a non-Euclidean geometry produced which is still non-contradictory. For instance, one of Euclid's postulates states that one and only one line may be drawn through a given point parallel to a given line. This may be waived, and a non-Euclidean geometry produced. Each geometry, whether Euclidean or not, has mathematical validity if it is not self-contradictory. The question, which geometry fits the universe we are living in? is a matter which stands apart from the validity of any geometry. It is an empirical question, to be decided by experiment and measurement.
The system produced by Halliday's four categories and three scales of abstraction is not self-contradictory. It may be reduced to mathematical logic. At the same time we may not expect that it is the only such system which may be devised. Other non-contradictory systems may be produced by altering some of the categories and scales of abstraction. Each theory of grammar needs to be tested empirically to see which best fits the data.

1.3 Suggested modifications to Halliday's model

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

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

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

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

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

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

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

For Halliday the relation "consists of" is that constant relation existing between successive terms in a hierarchy. For me it shows the interrelation of the units with no hierarchy being involved. The units and classes⁴ form a network of interrelations, such as that shown in 3.6, p.48. Not every unit or every class may operate at every element of structure of every unit. A large part of the grammar of a language consists of a description of the different elements at which each unit and class may operate. This may be done in greater or lesser detail, i.e. at secondary or primary delicacy. The two-dimensional array shown in 3.6 is the analogue of Halliday's one dimensional rank scale, showing what units and classes any given unit may consist of.⁵

---

4. "Classes" here means those classes which are not units.
5. The array in 3.6 should not be looked upon as intrinsically two-dimensional. A good case might be made for considering it as
"We can no longer define class as "that grouping of members of a given unit which is defined by operation in the structure of the unit next above" (CTC 5.1) as there is now no unit above or below. The array in 3.6 should be considered topologically: it may be distorted in any fashion desired, so long as no ruptures occur. However we distort it, it is impossible to arrange the units so that each one only operates in the structure of the unit next above."

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

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

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

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

R.H. Robins says that, "Traditionally the longest structure within which a full grammatical analysis is possible has been taken as the sentence, or potentially complete utterance." The word "potentially" is an important qualification here. Not every basically three-dimensional (as this would allow lines to pass each other without intersecting). However, the main point here is that it would be impossible to represent the information given in 3.6 in a one-dimensional array, as is possible with Halliday's units.

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

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

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

1.4 Comparison with Tagmemics

1.4.1 Form or function

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

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

10. Cf. R.H. Robins, "Some Considerations on the Status of Grammar in Linguistics," Archivum Linguisticum XI (1959), p.109. "When there is a conflict of classification of morphological paradigm and syntactic function, the latter is given preference in assigning words to word classes." This is quoted in CTG 5.3 fn. 48, with
What then is the difference between my unit, based partly on Halliday, and Longacre's tagmeme?

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

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

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

We may represent tagmeme and syntagmeme diagrammatically as follows:

```
Slot------------------Slot ----Slot ----Slot ---Slot
Class       Class  Class  Class  Class
```

The representation for my unit would then be:

```
Class
Slot-Slot-Slot
```

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

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

12. Grammar Discovery Procedures, The Hague (1964), p.15. Not all things are to be clearly seen from the words of tagmemicists. One feels that their theories would be better understood and their value far more appreciated if they were not hedged in by an almost impenetrable mass of unnecessarily complex terminology.
This brings to light certain key differences. Tagmemes, syntagmemes and units are all combinations of slots and classes, but the former two have their slots 'above', and the latter has the slots 'below'. This means in effect that in Tagmemics the classes are subordinated to the structures, whereas in my theory the structures are subordinated to the classes.

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

1.42 Hierarchy or non-hierarchy

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


14. "Hierarchical structuring as commonly conceived involves distribution of lower-level units into higher-level units... Recursive layerings may occur on the same level: word within word ('compounds'), phrase within phrase..., clause within clause, etc. There may be backlooping from higher levels. Occurrence of a subordinate clause which manifests a phrase level tagmeme (the boy who came yesterday), or of a sentence within a clause (when heads-I-win-tails-you-lose is the order of the day) exemplify first-order backlooping. Occurrence of a sentence within a phrase (his heads-I-win-tails-you-lose attitude) exemplifies second-order backlooping. Level-skipping may also occur: a sentence-level tagmeme manifested by a phrase or a clause-level tagmeme by a word exemplifies first-order level-skipping, while a sentence-level tagmeme manifested by a word exemplifies second-order level skipping." Op.cit. 73-4.
this does not mean that they cling less tenaciously to the notion of hierarchy. Longacre rounds off his article by bringing matrix theory to the defence of hierarchy, as follows:  

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

<table>
<thead>
<tr>
<th>LEVEL-SKIPPING</th>
<th>LEVEL-SKIPPING</th>
<th>HIERARCHICAL</th>
<th>RECURSIVE</th>
<th>BACK-LOOPING</th>
</tr>
</thead>
<tbody>
<tr>
<td>$T_q$</td>
<td>$P$</td>
<td>$C$</td>
<td>$S$</td>
<td>$D$</td>
</tr>
<tr>
<td>$T_s$</td>
<td>$W$</td>
<td>$P$</td>
<td>$C$</td>
<td>$S$</td>
</tr>
<tr>
<td>$T_c$</td>
<td>$M$</td>
<td>$W$</td>
<td>$P$</td>
<td>$C$</td>
</tr>
<tr>
<td>$T_p$</td>
<td>$M$</td>
<td>$W$</td>
<td>$P$</td>
<td>$C$</td>
</tr>
<tr>
<td>$T_w$</td>
<td>$M$</td>
<td>$W$</td>
<td>$P$</td>
<td>$P$</td>
</tr>
</tbody>
</table>

DIAGRAM 5. FIELD STRUCTURE OF HIERARCHY

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

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

The argument here needs to be considered closely. The intersection of $T_c$ and HIERARCHICAL is cell $P$ because Longacre

15. Op.cit. 76. Diagram 5 has been reduced in size here by omitting Longacre's LEVEL-SKIPPING and BACK-LOOPING.
considers the manifestation of clause level tagmemes by phrase level syntagmemes to be normal. If he finds a syntagmeme a level below that which he expected (in this case, a word level syntagmeme), he calls it first-order level- skipping, and consigns the phenomenon to the column to the left of HIERARCHICAL in his matrix. If the clause level tagmemes are manifested by syntagmemes a level above that which he expected (in this case, clause) they are ipso facto placed in the column to the right of HIERARCHICAL, and termed recursive. This is plainly seen from the quotation given here in footnote 14, page 25.

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

1.5 Composite formulae

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

If we also find the structures AMH, AH and AMHQ, we may amend our composite formula to read: \((A)(M)H(Q)\) (where A signifies article, say). This will generate the seven structures which we have found so far, and also the structure AHO, which has not yet been discovered in our corpus of data. However, this is not a drawback to the composite formula, because a grammar should in fact generate sequences which have not been found in the corpus analysed.
The better the grammar, the greater the number of these sequences which are found to be grammatical. 16

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

(Nom)Nom and Nom(Nom)

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

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

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


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

Nom Link Nom (Link Nom)^n

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

1. Nom Link Nom
2. Nom Link Nom Link Nom
3. Nom Link Nom Link Nom Link Nom etc.

without any implication that any nominal is more central to the structure than any other. The situation would be different if we had numbered the nominals Nom^1, Nom^2 etc., or in any other way shown them to be different elements of structure, so that one of the nominals in structure 2. (say) could be identified with one of the nominals in structure 3.

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

(Nom Link)^m Nom Link Nom (Link Nom)^n

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

(a) making m = 2 and n = 0
(b) making m = 1 and n = 1
(c) making m = 0 and n = 2.

The structure 3. may be considered to be the result of oscillation between these various structures, just as the benzene molecule may be considered to oscillate between the forms \[ \begin{array}{c}
\text{and} \\
\end{array} \]

However, there is no need to resort to such extremes of ingenuity if we refuse to be the slaves of our descriptive techniques.
Chapter 2

PRACTICAL INTRODUCTION

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

2.1 The corpus of data

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

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

BA Bắc 'North' Life in the North.
BI Bi 'marble' Description of children playing marbles, with comments on the value of recreation.
BU Burial The religious ceremonies used at a burial.
CH Cho 'to name' Thọ customs with regard to giving names to children.
CU Cúng 'to sacrifice' Description of a Thọ sacrifice, with the implications to daily living.
HF Hải Phòng An imaginary letter to the North, telling about the journey from Hải Phong to the South.
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>IL</td>
<td>Illness</td>
<td>What happened when Mr. and Mrs. Englishman went to Saigon because of illness.</td>
</tr>
<tr>
<td>KH</td>
<td>Khâng 'a game with sticks'</td>
<td>Description of a game of khâng.</td>
</tr>
<tr>
<td>KI</td>
<td>Kieng 'to fast'</td>
<td>The ceremonies and fasting necessary for a Tho person becoming a priest.</td>
</tr>
<tr>
<td>LM</td>
<td>Lau mâu 'drunk'</td>
<td>The necessity of living together as good, respectable members of the community.</td>
</tr>
<tr>
<td>ME</td>
<td>Me 'mother'</td>
<td>An imaginary conversation with an old Tho woman.</td>
</tr>
<tr>
<td>ML</td>
<td>Me lua 'daughter-in-law'</td>
<td>Tho customs pertaining to the conduct of a daughter-in-law after she has gone to live with her husband's family.</td>
</tr>
<tr>
<td>MO</td>
<td>Môt 'woodworm'</td>
<td>How to build a house so that it is free from woodworm.</td>
</tr>
<tr>
<td>MT</td>
<td>Mân tèy 'potatoes'</td>
<td>The problems and hazards of growing potatoes.</td>
</tr>
<tr>
<td>NA</td>
<td>Nã 'ricefield'</td>
<td>A farmer's calendar in the North.</td>
</tr>
<tr>
<td>PH</td>
<td>P'i 'spirit'</td>
<td>The different kinds of spirits in the world.</td>
</tr>
<tr>
<td>PO</td>
<td>Potatoes</td>
<td>An imaginary conversation about potato growing.</td>
</tr>
<tr>
<td>PP</td>
<td>Priests</td>
<td>The value and functions of different kinds of Tho priests.</td>
</tr>
<tr>
<td>PT</td>
<td>Phép-tác 'politeness'</td>
<td>How parents teach their children to be polite.</td>
</tr>
<tr>
<td>RE</td>
<td>Return</td>
<td>What happened when Mr. and Mrs. Englishman returned from Saigon.</td>
</tr>
<tr>
<td>RP</td>
<td>Reply</td>
<td>An imaginary reply to HF.</td>
</tr>
<tr>
<td>SA</td>
<td>Saigon</td>
<td>Visiting relations in Saigon.</td>
</tr>
<tr>
<td>SK</td>
<td>Slůa khoá 'clothes'</td>
<td>The different ethnic groups, means of transportation, and seasons in the North.</td>
</tr>
<tr>
<td>SU</td>
<td>Superstition</td>
<td>The superstitions described by the Nung which are no longer regarded by the Tho.</td>
</tr>
<tr>
<td>SV</td>
<td>Sláo vî 'cleansing'</td>
<td>The situations which bring ceremonial uncleanness, and how this can be cleansed.</td>
</tr>
<tr>
<td>TE</td>
<td>Tết 'celebration'</td>
<td>The feast days and holidays during the Tho year.</td>
</tr>
<tr>
<td>TH</td>
<td>Then 'necromancer'</td>
<td>The function of woman necromancers, including a description of a seance.</td>
</tr>
<tr>
<td>TM</td>
<td>Too much</td>
<td>A complaint about having to give too many texts.</td>
</tr>
</tbody>
</table>
TW Twice An appeal to divide our study time into two parts.

VD Văn dầy 'good days' The necessity for observing propitious and non-propitious days.

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

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

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

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

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

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

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1. A more natural kind still, perhaps even more difficult to analyse, would be natural conversation recorded in situ.
them. Even this method is fraught with problems, as he may want to correct features which are truly grammatical. I was not able to use this method at all, as the analysis was not done until after I had returned from Viet Nam.

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

2.2 Secondary delicacy

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

Delicacy is a cline (i.e. a continuum), not in the sense that infinite and infinitesimal gradation is possible, but in the sense that there are no definite stopping places, nor any means of comparing the delicacy of two statements about different structures or classes. Or rather, there is only one point where comparison is possible: the point at which we can no longer make further abstractions, i.e. primary delicacy. The fact that secondary delicacy must remain a stretch of territory with no milestones constitutes a problem for the description. The practice in this thesis
will be to give all the information which is known at secondary delicacy, without attempting to divide it into further steps into depth of detail.

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

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

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

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

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

4. Subclasses of a class might be correlated with particular elements of structure. E.g. at primary delicacy in Tho,
verbs are said to operate at both verbal and adverb elements (1.47). At secondary delicacy different subclasses are seen to operate at each element (pp. 65-8).

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

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

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

2.3 Sundry points

2.3.1 The layout

In Chapter 3 all the units of Tho syntax are covered at primary delicacy, and succeeding chapters deal with each unit in
turn, at secondary delicacy. The fact that Chapter 3 starts with the sentence, and that Chapters 4 to 8 end with it, is of no theoretical importance: it is simply found easier to describe Tho syntax in that way.

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

2.32 Syntax

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

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

Although such structures would extend parts of the

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2. By 'basic' here I mean those classes in the diagram given in 3.6 (p.48) which are not counted as units. These are the classes for which I have not given any structures.
diagram in 3.6 (p.48), they would not radically alter it. In place of a word class operating at an element of a unit, we would have a unit with structures at which morpheme classes operate. This unit would itself operate at the element of the higher unit exactly as the word class did previously. My criteria for calling a polysyllabic item a word have been:

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

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

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

2.33 System

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

2.34 Examples

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

2.35 Index

An index of important subjects is given at the end of the thesis (p.144). Abbreviations are included there.
3.1 The members of the class of sentences have a unique grammatical equivalence. Any text may most conveniently be described in terms of a succession of sentences. It has not been found possible to analyse the structure of a text in terms of elements ordered in places, however, and it is suspected that any such analysis would at best be sketchy and incomplete.

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

3.11 Sentence structures

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

<table>
<thead>
<tr>
<th>Structure</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>H</td>
<td>(ME 13)p.122</td>
</tr>
<tr>
<td>Intr H</td>
<td>(ME 18)p.124</td>
</tr>
<tr>
<td>H Fin</td>
<td>(Ex. 1)p.49</td>
</tr>
<tr>
<td>Intr H Fin</td>
<td>(Ex. 2)p.49</td>
</tr>
<tr>
<td>Opnr H</td>
<td>(ME 9)p.121</td>
</tr>
<tr>
<td>Opnr Intr H</td>
<td>(ME 16)p.123</td>
</tr>
<tr>
<td>Foc→H</td>
<td>(Ex. 3)p.49</td>
</tr>
<tr>
<td>Intr Foc H</td>
<td>(Ex. 4)p.50</td>
</tr>
<tr>
<td>Opnr Foc→H</td>
<td>(Ex. 5)p.50</td>
</tr>
<tr>
<td>Opnr Intr Foc H</td>
<td>(Ex. 6)p.50</td>
</tr>
<tr>
<td>Opnr Foc→H Fin</td>
<td>(Ex. 7)p.50</td>
</tr>
</tbody>
</table>

¹ Numbered examples are given in full at the end of this chapter, pp. 49-63. For examples taken from text ME please see Chapter 9, pp. 118-28.
An arrow indicates that the focus element interrupts the (unit operating at the) element to which the arrowhead points. The focus is still considered an element of sentence structure in this case.

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

\[(\text{Opnr})(\text{Intr})(\text{Foc})(\text{PrH}^4)H(\text{PoH}^2)(\text{Fin})\]

Brackets indicate elements which are optionally present. Superscript numbers indicate that a succession of such elements may occur up to the number shown. The sequence of the elements is the same as the sequence of the symbols in the composite formula,
except in the case of the focus. The focus may follow the intro-
duction, or the first prehead, or may interrupt the first prehead
or the head. In such instances as PH 22b, PH 30a, PH 36b, PH 38
and PH 95a (see Chapter 10) there are several occurrences of the
focus in one sentence. Insufficient evidence has been found to
decide whether this should be taken account of in the composite
formula, or whether these sentences are not fully grammatical.

3.12 Exponents of elements of sentence structure

The opener element is the place of operation of a class
of opener particles.\(^2\)

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

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

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

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

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

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

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

3. I am departing here from Halliday's division of 'system' from
'class' (CTG 2.1). Please see 2.33, p. 37.
stress, together with a certain amount of centralisation of the vowels, making it very hard to determine their actual phonological form. It may be better to consider that different systems of vowels and tones operate in these particles from those which operate in the rest of the language. However, they are represented in this thesis by the common orthographic symbols.

3.2 The clause

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

3.21 The equative clause

3.211 Structure

The equative clause consists of an Implement (Impl) followed by a Complement (Compl). This may be represented by the formula:

\[ \text{Impl Compl} \]

Equate clauses are very rare in comparison with predicative clauses. See Exx. 32, 33 at the end of this chapter, p. 56.

3.212 Exponents of elements of structure

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

3.22 The predicative clause

3.221 Structure

Predicative clause structures may consist of five elements.
These are Locative (L), Subject (S), Predicate (P), Object (O), Adjunct (A). The following structures have been found so far:

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

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

A composite formula may be written as follows:

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

with the accompanying comments that:

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

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

In ME 7 two exponents of the locative occur. Allowance could be made for this by allowing repetitions of the locative element in our composite formula. However, as this is only a rare occurrence (in contrast, for instance, to a sentence with two preheads), it seems likely that ME 7 is not fully grammatical. A
notional explanation would be that the native speaker, after uttering an exponent of the locative element, repeats the element to explain the matter in greater detail. This is, however, only a notional suggestion. There is a pause between the two exponents of the locative, perhaps indicate of a structural discontinuity.

3.222 Exponents of elements of structure

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

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

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

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

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

3.3 The nominal phrase

3.31 Structure

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

- Nom (ME 6) p.120
- Nom Nom (Ex. 46) p.59
- Nom Link Nom (Ex. 47) p.59
- Nom Link Nom Link Nom (Ex. 48) p.59
- Nom Link Nom Link Nom Nom (Ex. 49) p.59
- Link Nom Link Nom Link Nom (Ex. 50) p.60
- Nom Count Nom Count (Ex. 51) p.60
- Link Nom Count Link Nom Count (Ex. 52) p.60
- Nom Count Nom Count Link Nom Count (Ex. 53) p.60
Not very many examples of the more complex structures occur in any text. Rather than give a composite formula for the nominal phrase, we may say that a nominal phrase consists of nominals, links and counters with the following restrictions:

1. Neither links nor counters may be present unless there are two or more nominals.
2. Each link must immediately precede a nominal.
3. Each counter must immediately follow a nominal.
4. A link may occur in first place only if it is not the only link in the nominal phrase.
5. If counters are present they must follow every nominal.
6. No more than two nominals may occur without links or counters.

3.32 Exponents of elements of structure

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

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

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

3.4 The nominal figure

3.41 Structure

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

<table>
<thead>
<tr>
<th>Deic</th>
<th>(ME 30) p.128</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per</td>
<td>(ME 3) p.119</td>
</tr>
<tr>
<td>Poss</td>
<td>(Ex. 54) p.61</td>
</tr>
<tr>
<td>Nuc</td>
<td>(ME 2) p.118</td>
</tr>
<tr>
<td>Class</td>
<td>(ME 6) p.120</td>
</tr>
<tr>
<td>Nuc</td>
<td>(ME 13) p.122</td>
</tr>
<tr>
<td>Q Nuc</td>
<td>(Ex. 55) p.61</td>
</tr>
<tr>
<td>Q Q Nuc</td>
<td>(Ex. 56) p.61</td>
</tr>
</tbody>
</table>
On the basis of these structures the following composite formulae are set up:

(1) Deic
(2) (Poss)Per
(3) \((Q^n)(\text{Class})\text{Nuc}(M)(\text{Iden})\)

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

3.42 Exponents of elements of structure

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

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

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

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

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

The modifier element is the place of operation of the
class of adjectives, the class of verbs, a nominal phrase or a clause.

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

3.5 The verbal group

3.5.1 Structure

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

\[(PrVbl^n)(Refl)Vbl^3 \ldots (Cont)(Cap)(Adv)(Intens)(Clo)\]

The reflexive precedes the last verbal. The notation \(Vbl^3\) indicates that from one to three verbs may be present. The verbal group is discontinuous, the dots indicating that when the verbal group is operating as the predicate of a clause, the object, adjunct or locative may interrupt the predicate at the point indicated.

Examples of verbal group structures are as follows:

<table>
<thead>
<tr>
<th>Structure</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vbl</td>
<td>(ME 2) p.118</td>
</tr>
<tr>
<td>PrVbl Vbl</td>
<td>(ME 2) p.118</td>
</tr>
<tr>
<td>PrVbl PrVbl Vbl</td>
<td>(ME 1) p.118</td>
</tr>
<tr>
<td>PrVbl PrVbl PrVbl Vbl</td>
<td>(ME 3) p.119</td>
</tr>
<tr>
<td>PrVbl Vbl Vbl Vbl</td>
<td>(ME 4) p.119</td>
</tr>
<tr>
<td>PrVbl Vbl Vbl Vbl</td>
<td>(ME 21) p.125</td>
</tr>
<tr>
<td>PrVbl PrVbl Vbl Vbl</td>
<td>(ME 13) p.122</td>
</tr>
<tr>
<td>Vbl Vbl Intens</td>
<td>(ME 26) p.127</td>
</tr>
<tr>
<td>PrVbl Vbl Intens</td>
<td>(ME 8) p.120</td>
</tr>
<tr>
<td>PrVbl PrVbl Vbl Intens</td>
<td>(ME 28) p.128</td>
</tr>
<tr>
<td>PrVbl PrVbl Vbl Intens</td>
<td>(ME 6) p.120</td>
</tr>
<tr>
<td>PrVbl Vbl Vbl Intens</td>
<td>(ME 27b) p.128</td>
</tr>
<tr>
<td>Vbl Cap</td>
<td>(ME 14) p.119</td>
</tr>
<tr>
<td>PrVbl Vbl Cap</td>
<td>(ME 12) p.122</td>
</tr>
<tr>
<td>Vbl Vbl Cap Intens</td>
<td>(ME 14) p.123</td>
</tr>
<tr>
<td>Vbl Cont</td>
<td>(ME 1) p.118</td>
</tr>
<tr>
<td>Vbl Vbl Cont</td>
<td>(ME 16) p.123</td>
</tr>
<tr>
<td>Vbl Cont Cap</td>
<td>(ME 20) p.125</td>
</tr>
<tr>
<td>PrVbl Vbl Adv</td>
<td>(ME 4) p.119</td>
</tr>
<tr>
<td>Vbl Adv Intens</td>
<td>(ME 10) p.121</td>
</tr>
</tbody>
</table>
The preverbal element is the place of operation of the class of verbal auxiliaries. These will be subclassified at secondary delicacy.

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

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

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

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

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

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

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

3.6 Diagram of the units and their interrelations

As the units do not form a hierarchy, we cannot represent them as being in a one-dimensional relationship. The place of the one-dimensional hierarchy is taken by the following diagram. It must be emphasised that this is only a diagrammatic representation,
is at primary delicacy only, and even then does not show all the possible structures.

Units are shown in boxes, with the class name above and the main structures underneath. Obligatory or optional elements of structure are not distinguished. Multiple occurrences of any element are not shown. Items not boxed in represent word classes.
The class at the base of an arrow operates at the element at the head of the arrow. For an explanation of the abbreviations used, please see Chapter 9, pp. 116-7, or see the index.

3.7 Examples

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

3.7.1 The Sentence  (See pages 38-41)

Ex. 1

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

Có-này ngôi tâ cần phải mua có con lớn. WF 49

IP Clause Fin

Intr H

Sentence

Ex. 2

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

Tô (`a) thường miền ăn p'i thô. PH 29

OP Clause

Oprn H

Sentence

Ex. 3

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

Hông ngồi ní, cùng từ sự âi chẳng hủ ní lại bài. TM 9

Foc H

Sentence

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

4a. Dotted lines link together the parts of a discontinuous unit.
Ex. 4
Now, you have the tape-recorder there.
Now also have thing sound like this
Cô-này nỉ cùng mả ăn phát âm bàn nầy. TM 13a
IP nỉ Clause
Intr Foc H
Sentence

Ex. 5
Now as for me, I love all my friends very much.
Now I also together love all friend much
Tôi ngố nỉ, cùng sây diếp kí p'í-nong lai. SA 7
OP nỉ Clause
Opnr Foc H
Sentence

Ex. 6
So then I send a letter to my friends.
So now I send letter go give friend
Tôi cô-này nỉ ngố người chia/pay hủ p'í-nong. SA 3a
OP IP nỉ Clause
Opnr Intr Foc H
Sentence

Ex. 7
Now today, that's what I say.
Now day this as-to me right speak like that
Tôi văn nầy nỉ, hông ngố sủ chẳng bàn nán lố. SA 28
OP nỉ Clause FP
Opnr Foc H Fin
Sentence

Ex. 8
But now, the road is rather long, you know.
But now piece road then far little
Tôi (à) cô-này nỉ làm tăng dũ quay-vi ống lố. SA 16
OP IP nỉ Clause FP
Opnr Intr Foc H Fin
Sentence
Because to take it a little bit at a time is the only way to understand quickly. Because self take little little self then know quickly

Ex. 9

If your heart is good, your heart isn't bad.

Ex. 10

For instance, I go down the road and notice a gust of wind.

Ex. 11

If you speak about it openly, many friends don't believe it.

Ex. 12

Now there are some people, you know, who have experienced it, and they believe it.

Ex. 13
Ex. 14
But in the old days, to talk of money in tens and hundreds was a great deal, you know.
But day before right talk money ten and money hundred

```
Ὅ τὸ ἐπὶ τῶν τινῶν, σὺ πᾶς τὴν κέντρον σιλικοῦ δάκτυλον πάρει
```

clause

OP nr Focus Phrase

Sentence 5

is very big very

```
ἔκτὸς ἐπὶ τῶν τινῶν, σὺ πᾶς τὴν κέντρον σιλικοῦ δάκτυλον πάρει
```

Clause FP

H Fin

Ex. 15
Now then, I've said a lot, and there's still a lot to say.
But now talk much then also have much

```
Ὅ τὸ καὶ τῶν τινῶν, σὺ πᾶς τὴν κέντρον σιλικοῦ δάκτυλον πάρει
```

clause

OP nr Focus Phrase

Sentence

Ex. 16
Or if you do things roughly, it's just as good to call in a woman necromancer to do the job.
Or as-to self rough self take necromancer come do also well

```
Ὅ τὸ ἐπὶ τῶν τινῶν, σὺ πᾶς τὴν κέντρον σιλικοῦ δάκτυλον πάρει
```

Clause FP

H Fin

Ex. 17
And now, today being the seventh, and good, I came to start work this time.
But now day this number seven good I come begin time this

```
Ὅ τὸ καὶ τῶν τινῶν, σὺ πᾶς τὴν κέντρον σιλικοῦ δάκτυλον πάρει
```

Clause FP

H Fin

Sentence

5. The arrows indicate that the sentence unit continues on the next line.
Ex. 18
Now if we lived together, night and morning when we had eaten breakfast or dinner, and had a little bit of spare time, then we'd certainly be able to chat together.

live reflexive near (self)

Sự (à) dú to sau (dâu)
OP Clause
Opnr PrH

morning night as-to self eat breakfast eat dinner already
nấu khám hong dau kin pyau kin ngai da,
Clause

self well free one bit self also still well converse with each-other
dau day vang slac i, dau tui nhang day chang-co dau can.
Clause

Ex. 19
Because, to study like this, sitting down for an hour, recording this text, recording that text, is a little bit tedious.

But (self) because study like this hour sit stay

To (dâu) bôi-vi slon pàn nay ní, dố nãng dù
OP IP Clause ní Clause
Opnr Intr PrH Foc PrH

take text this take text this then tiring little one
au bài nay au bài nay y du nãng ing nóng. TW 14
Clause Clause Clause

Ex. 20
The buffalo have enough to eat, and keep fairly well.
Animal buffalo still well full still better better well bit one

Tua vai nhang day im, nhang doc doc day -ing nóng.
Clause Clause

Ex. 21
Now our people make use of the women necromancers a lot, but we don't make use of the priests very much.
Now all people of me right use woman necromancer much

not use all Mr. priest few much

Ex. 22
Now I've talked so much and I've not finished yet.

Ex. 23
Day and night it watches everything in our village, and doesn't allow any spirit to come or go.

Ex. 24
After you've spoken, I can correct it, and that's all right.

Ex. 25
But if your house doesn't have virtue, it will eat you, and after many days you will die.
But door-house self virtue not have it also right eat
tô (à) tu-duơn dâu (à)phúc-dục mí mì ní, mạn tú sủ kin,
OP Clause ní Clause
Opnr PrH Foc H Sentence

long day also right die
hùng văn tú sủ thai vô. PH 7b
Clause FP
PoH Fin

Ex. 26
If you summon him to come, then you must write characters and make it all complete.
But if summon come arrive also must write character
tô nêu-ma tăng mà thằng ní cung phải viết slu’
OP IP Clause ní Clause
Opnr Intr PrH Foc H Sentence

complete every thing finished
do mới món thủơn. BU 9
Clause
PoH

Ex. 27
The grass all dies, it rains heavily, and you can't release the animals.
Grass then die all then rain much release not possible
Nhả dủ thai thủơn, dű p’an lai, pyuôi mí đày. BA 11
Clause Clause Clause
H PoH PoH Sentence

Ex. 28
Now I'm planting potatoes, and very busy. I don't have an opportunity.
Now I still plant tuber west busy very not-yet well free
cơ-này ngồ nhăng chay mãn tùy, bàn lai, kễng dầy vàng. SA 3b
IP Clause Clause Clause
Intr H PoH PoH Sentence

Ex. 29
Night and day I have to shut my ears and my eyes and keep still.
I morning night still shut ear shut eye remain

Ex. 30
So I have to shut my ears, shut my eyes and do nothing.
So I also shut ear shut eye remain

Ex. 31
Some people come here with a lot of dependants and don't find enough to eat.
Have people cross here come also have many people

Ex. 32
Today is the seventh.
Day this number seven

Ex. 33
Two thousand seven hundred, two thousand eight hundred piastres a hundred kilos.

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

Two thousand seven two thousand eight money hundred kilo
Slong sien chêt, slong sien pét ngành pác căn PO 20

Ex. 34
Then it's very hard to cast out.
Time that then hard expel

Bắt nẵn đủ khó thể PH 6
NP VG L P

Clause

Ex. 35
In previous times, making a living was fun.
Day before make eat happy

Văn con hại kin vui BA 2
NP Clause VG
L S P

Clause

Ex. 36
The children in the house are still small.
All child in house still small

Kì luc đủ đương nhăng sáng RP 9
NP Clause VG
S L P

Clause

Ex. 37
I came to begin this time.
I come begin time this

Ngờ mà bắt đầu pay nạy ZI 10
NP VG NP
S P L

Clause

Ex. 38
The use of money in previous times...
Day before use money

Văn con dùng ngành chèn BA 21
NP VG NP
L P O

Clause
Ex. 39
I also don’t know what news there is of the North.
Also not know news what in side North

Cung mí chắc tin-túc ca-dáng dự Vương Bác HF 7
VG NP Clause
P O L

Clause

Ex. 40
Morning and evening I shut my ears.
I morning evening continue shut ear

Ngo nâu khám cứ lập su HF 25
NP NF NG NP
S L P O

Clause

Ex. 41
And give to the buffaloes to eat.
Come set give buffalo eat

Mà sê hủ v’ai kin BA 12
VG Clause
P A

Clause

Ex. 42
We would certainly talk together.
Self then still well converse with each-other

Đâu từ hàng ngày chẳng có dui cân SA 17
NP VG Clause
S P A

Clause

Ex. 43
When your head aches a little bit, then it isn’t agreeing with you.
Time see thing head ache little then also not fit with it

Bật hân ấn hua màu ingga ngày, dư từ mìslay ngâm sâu mân
NP VG Clause
L P A PH 10

Clause

Ex. 44
Day after day we go to work for them.
Day day go do work give of them

Vận vận.pay hát công hủ hồng hâu RP 7
NP VG NP Clause
L P O A

Clause
Ex. 45
On an anniversary day he makes an anniversary for his mother and father.
Day anniversary he then makes anniversary give father mother parent

<table>
<thead>
<tr>
<th>Ván</th>
<th>dô</th>
<th>mân</th>
<th>đũ</th>
<th>hát</th>
<th>dố</th>
<th>hủ</th>
<th>p'ómê</th>
<th>thâu</th>
</tr>
</thead>
<tbody>
<tr>
<td>NP</td>
<td>NP</td>
<td>VG</td>
<td>NP</td>
<td></td>
<td></td>
<td></td>
<td>Clause</td>
<td>TH 34</td>
</tr>
</tbody>
</table>

Clause

3.73 The nominal phrase  (See pages A3-A)

Ex. 46
Money in thousands or money in ten thousands
Money thousand money ten-thousand

<table>
<thead>
<tr>
<th>Ngàn</th>
<th>siên</th>
<th>ngàn</th>
<th>phăn</th>
</tr>
</thead>
<tbody>
<tr>
<td>NF</td>
<td>NF</td>
<td>BA 22</td>
<td></td>
</tr>
<tr>
<td>Nom</td>
<td>Nom</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ex. 47
Money in tens and money in hundreds
Money ten with money hundred

<table>
<thead>
<tr>
<th>Chen</th>
<th>sli$p</th>
<th>chen</th>
<th>pac</th>
</tr>
</thead>
<tbody>
<tr>
<td>NF</td>
<td>Conj</td>
<td>NF</td>
<td></td>
</tr>
<tr>
<td>Nom</td>
<td>Link</td>
<td>Nom</td>
<td></td>
</tr>
</tbody>
</table>

Ex. 48
Five days or three days or seven days
Five morning or three morning or seven morning

<table>
<thead>
<tr>
<th>Hà</th>
<th>nau</th>
<th>hay-là</th>
<th>slam</th>
<th>nau</th>
<th>hay-là</th>
<th>chét</th>
<th>nau</th>
<th>BU 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>NF</td>
<td>Conj</td>
<td>NF</td>
<td>Conj</td>
<td>NF</td>
<td>Nom</td>
<td>Link</td>
<td>Nom</td>
<td></td>
</tr>
</tbody>
</table>

Clause

Ex. 49
Three times upside down or three times the right way up, or one upside down and one the right way up
Three time inverted or three time level or thing level

<table>
<thead>
<tr>
<th>Slam</th>
<th>bát</th>
<th>khoám</th>
<th>hay-là</th>
<th>slam</th>
<th>bát</th>
<th>ngai</th>
<th>hay-là</th>
<th>ăn</th>
<th>ngai</th>
</tr>
</thead>
<tbody>
<tr>
<td>NF</td>
<td>Conj</td>
<td>NF</td>
<td>Conj</td>
<td>NF</td>
<td>Nom</td>
<td>Link</td>
<td>Nom</td>
<td>Link</td>
<td>Nom</td>
</tr>
</tbody>
</table>
thing inverted

\[ \text{ăn khoản} \quad \text{CU 24} \]

\[ \text{NF} \quad \text{Nom.} \]

Ex. 50

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

Either three time inverted or three time level or

\[ \text{Hay-la slam bất khoản hay-la slam bất ngai, hay-la} \]

\[ \text{Conj} \quad \text{NF} \quad \text{Conj} \quad \text{NF} \quad \text{Conj} \]

\[ \text{Link} \quad \text{Nom} \quad \text{Link} \quad \text{Nom} \quad \text{Link} \]

three time thing inverted thing level one

\[ \text{slam bất ăn khoản ăn ngai nóng} \quad \text{CU 18} \]

\[ \text{NF} \quad \text{Nom} \]

Ex. 51

Bicycles, rickshaws

Vehicle kick vehicle hand

\[ \text{Se đáp nè se tay nè} \quad \text{SK 38} \]

\[ \text{NF} \quad \text{Nom} \]

Ex. 52

Either a birthday or an anniversary

Either day birthday or day anniversary

\[ \text{hay-la van đỗ nè hay-la van khoản nè} \quad \text{BU 25} \]

\[ \text{Conj} \quad \text{NF} \quad \text{Nom} \quad \text{Count} \quad \text{Link} \quad \text{Nom} \quad \text{Count} \]

Ex. 53

Gold, silver or flags

Gold silver or flag

\[ \text{Kim nè, ngân nè hay-la cọ nè} \quad \text{CU 30} \]

\[ \text{NF} \quad \text{Nom} \quad \text{Count} \quad \text{Link} \quad \text{Nom} \quad \text{Count} \]
3.74 The nominal figure (See pages 44-6)

Ex. 54

We
Of self
Hong đầu WF 48
hồng Pr
Poss Per

Ex. 55

All the onions
Several all onion
Nhung kì hength RE 6
Num Num N
Q Q Nuc

Ex. 56

Five or six or seven people
Five six seven people
Ha học chết cần BU 6
Num Num Num N
Q Q Q Nuc

Ex. 57

Three loads of grass
Three load grass
Slam hap nhà TH 11
Num N N
Q Class Nuc

Ex. 58

Our hearts
Thing stomach of self
An tong hong dau TH 65
N N N
Class Nuc M

Ex. 59

All the priests
All Mr. priest
Kí p'o thão TH 1
Num N V
O Nuc M

Ex. 60
This text
Text this
Bai nay TW 15
N Dem
Nuc Iden
NF

Ex. 61
That word
Thing word that
An cam nhan WF 32
N N Dem
Class Nuc Iden
NF

Ex. 62
All these matters concerning making a living
All matter make eat this
Kí mon hát kin nay CH 66
Num N Clause Dem
O Nuc M Iden
NF

3.75 The verbal group (See pages 46-7)

Ex. 63
Lives nearby
Live reflexive near
Du to sau CU lb
Aux to V
PrVbl Refl Vbl
VG

Ex. 64
Cannot reject each other
The dots indicate the place at which the verbal group is interrupted by the object of the clause in which it operates.
Chapter 4
THE VERBAL GROUP
AT SECONDARY DELICACY

4.1 The preverbs

4.1.1 Structure

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

\[
(\text{PrVbl}_6)(\text{PrVbl}_5)(\text{PrVbl}_4)(\text{PrVbl}_3)(\text{PrVbl}_2)(\text{PrVbl}_1)
\]

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

1. \( \text{PrVbl}_6 \text{PrVbl}_4 \) (Ex. 1) p.69
2. \( \text{PrVbl}_4 \text{PrVbl}_1 \) (Ex. 2) p.69
3. \( \text{PrVbl}_6 \text{PrVbl}_1 \) (Ex. 3) p.69
4. \( \text{PrVbl}_6 \text{PrVbl}_3 \) (Ex. 4) p.69
5. \( \text{PrVbl}_5 \text{PrVbl}_4 \) (Ex. 5) p.69
6. \( \text{PrVbl}_4 \text{PrVbl}_3 \text{PrVbl}_1 \) (Ex. 6) p.70
7. \( \text{PrVbl}_5 \text{PrVbl}_2 \text{PrVbl}_1 \) (Ex. 7) p.70
8. \( \text{PrVbl}_6 \text{PrVbl}_4 \text{PrVbl}_2 \text{PrVbl}_1 \) (Ex. 8) p.70

4.1.2 Exponents of elements of structure

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

1. For a description of the verbal group at primary delicacy, please see Chapter 3, pp. 46-7.
2. Numbered examples are given in full at the end of this chapter, pp.69-74. For examples from text ME, please see Chapter 9, p.118.
of affixes. In fact, we find it convenient to call these subclasses of the auxiliaries 'orders'. The number of the order of auxiliaries corresponds with the number of the preverbal element at which it operates, e.g. order 6 of auxiliaries operates at the element PrVbl, and so on. A partial listing of auxiliaries by their orders is given here. Meanings are appended wherever these are known, but often the meanings of auxiliaries are rather elusive, and impart more of a 'flavour' to the clause. Some auxiliaries have not been subclassified because they have not been found with other auxiliaries in a sufficient number of environments to ascertain their order. Examples of such auxiliaries are ná 'do not', phái 'must' and da_ 'past tense'.

<table>
<thead>
<tr>
<th>Order 6</th>
<th>Order 5</th>
<th>Order 4</th>
<th>Order 3</th>
<th>Order 2</th>
<th>Order 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>dü</td>
<td>khoi</td>
<td>thoi</td>
<td>nhhat</td>
<td>vcn</td>
<td>mi</td>
</tr>
<tr>
<td>'then'</td>
<td>'change'</td>
<td>'change'</td>
<td>'very'</td>
<td>'still'</td>
<td>'not'</td>
</tr>
<tr>
<td>the</td>
<td>la</td>
<td>nhhat-hang</td>
<td>sú</td>
<td>nhang</td>
<td></td>
</tr>
<tr>
<td>'is'</td>
<td>'very'</td>
<td>'is'</td>
<td>'still'</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ching</td>
<td>cung</td>
<td>tu</td>
<td>say</td>
<td>keng</td>
<td></td>
</tr>
<tr>
<td>'then'</td>
<td>'also'</td>
<td>'also'</td>
<td>'need'</td>
<td>'not yet'</td>
<td></td>
</tr>
<tr>
<td>tê</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bú</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>'not'</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>tu</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>'to continue'</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bung</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>'alone'</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>thoi</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>'change'</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

4.2 The verbals

At primary delicacy the verbals in the verbal group may exhibit the structures Vbl, Vbl Vbl, or Vbl Vbl Vbl. Although
some sequences of verbals have not been analysed further, some aspects of patterning have been discovered. Some sequences of Vbl Vbl structure may be represented at secondary delicacy as Vbl₁ Vbl₂.

Vbl₂ is the place of operation of all verbs.

Vbl₁ is the place of operation of a system of three subclasses of verbs. These are the stative verbs, the verbs of motion, and the verb BuilderFactory."³

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

pay  'to go'
mà  'to come'

Examples of the subclass of stative verbs are:

dày  'to be good'
khỏ  'to be difficult'
do  'to be sufficient'
p'ec, p'ec- p'ê  'to be clean'
vui, vui-vê  'to be happy'
buôn, buôn-sâu, buôn-ba  'to be sad'

Of the stative verbs, only BuilderFactory, BuilderFactory, and BuilderFactory have been found operating at Vbl₁, so perhaps a subclass of the stative verbs should be set up. However, the number of instances is very small, and it could be that a larger sampling would show other stative verbs operating there.

For examples of stative verbs operating at Vbl₁ see examples 9-11.(p.70) For examples of a verb of motion at Vbl₁ see examples 12 and 13.(p.71) For an example of BuilderFactory at Vbl₁ see example 14. (p.71)

1.3 The reflexive

It was said at primary delicacy that the reflexive

3. Stative verbs, verbs of motion, and BuilderFactory are established as separate subclasses on the basis of their operation at the adverb, continuation and capability elements of the verbal group respectively.
precedes the last verbal. Usually there is only one verbal in the
verbal group, as in examples 15 and 16. An example of the struc-
ture Vbl Refl Vbl is given in example 17. The only exponent of
the reflexive element is to 'reflexive'.

4.4 The continuation

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

- pay 'to go' (Ex. 18) p.72
- mì 'to come' (Ex. 19) p.72

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

- pán năn 'like that' (ME 1) p.118
- pán nây 'like this' (ME 11b) p.122

but other examples are found, such as:

- pán dù-hau 'however (like how)' (ME 20) p.125

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

4.5 The capability

The subclass of verbs which operates here comprises only
one member, namely the verb đëy 'to be possible, to be acceptable'.

For an example, see ME 20. (p.125)

4.6 The adverb

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

The intensive is the place of operation of
(1) an indefinite numeral, such as:
   lai 'much, many' (ME 8) p.120
   noi 'a little' (ME 27b) p.128
   ki-lai 'how much, how many' (ME 14) p.123

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

4.8 The closure

The closure element is the place of operation of a class
of terminals. These are:
   thêm 'more' (ME 9) p.121
   đa 'already' (Ex. 23) p.74
   cón 'beforehand' (Ex. 24) p.74
   mí 'question indicator' (Ex. 25) p.74
   kẹng 'yet?' (Ex. 26) p.74

4.9 Examples

With each example, the first line is the free translation,
the second is a word-for-word translation (where this is possible),
and then follows the actual text, with parsing indicated below it.
For an explanation of the parsing, please see Chapter 9, pp.115-7.
4.91 Proverbs (See pages 67-5)

Ex. 1

You have to hire...in addition
then change hire more

đủ thời (à) có... thêm ME 9
Aux Aux V Ter
PrVbl  PrVbl  Vbl Clo

Ex. 2

Also are still going to study
also still go study

cũng nhằng trảe slon ME 13
Aux Aux V V
PrVbl  PrVbl  Vbl Vbl

Ex. 3

Then you don't have
then not have

đủ (à) mì mì ME 17
Aux Aux V
PrVbl  PrVbl  Vbl

Ex. 4

Then it's also like
then also like

đủ tú pàn ME 24
Aux Aux V
PrVbl  PrVbl  Vbl

Ex. 5

Then says
then change speak tell

chỉnh thời chẳng ca BU 18
Aux Aux V V
PrVbl  PrVbl  Vbl Vbl
Ex. 6

Also isn't right
Also also not right
cũng từ mĩ sử ME 6
Aux Aux Aux V
PrVbl PrVbl PrVbl Vbl

Ex. 7

Continued to work
continue still still work
cũ văn nhằng hạt CU 12
Aux Aux Aux V
PrVbl PrVbl PrVbl Vbl

Ex. 8

I really don't know
then also also indeed not know
dũ cùng từ sây mĩ chắc SU 7
Aux Aux Aux Aux V
PrVbl PrVbl PrVbl PrVbl Vbl

4.92 Verbals (See pages 65-6)

Ex. 9

That is also very hard to talk about.
Thing that also hard speak (final particle)
Kiên năn cùng khó chang lô. TH 76
Aux V V
PrVbl Vbl Vbl

Ex. 10

When you think about it, it's fit to laugh about, and also fit to cry about.
Time think also also good laugh then also good cry
Bất nghĩ cùng từ dầy khua dũ từ dầy hay. V V MT 38
Aux Aux Aux V V
PrVbl PrVbl Vbl Vbl

Ex. 11

Also they have enough to eat
also enough eat
cung do kin BA 5
Aux V V
PrVbl Vbl1 Vbl2

Ex. 12
Go and work
go work
pây hát ME 8
V V
Vbl1 Vbl2
VG

Ex. 13
Come and do
come do
mà hát ME 4
V V
Vbl1 Vbl2
VG

Ex. 14
something to eat
acceptable eat
tê ngày kin ME 29
Aux V V
PrVbl Vbl1 Vbl2
VG

4.93 The reflexive (See pages 66-7)

Ex. 15
We cannot reject each other.
Self not reflexive reject each-other acceptable
Dầu mí tô bỏ cần ngày. MT 145
Aux tô V V
PrVbl Refl Vbl Cap
VG

Ex. 16
We scold each other
The Syntax of Tho

of self reflexive scold
hồng đầu tổ da LM 20
 tổ V
Refl Vbl
VG

Ex. 17
Ah, then they go suing each other.
Ah time this then go reflexive sue
A, bắt nay du tê pay tổ kien ML 101
Aux Aux V tổ V
PrVbl PrVbl Vbl Refl Vbl
VG

4.94 The continuation (See page 67)

Ex. 18
If they have two metres, I also have two metres.
They have two metre self also have two metre go
Hâu mì slong sic, dau cùng mì slong sic pay. SV 44
Aux V V
PrVbl Vbl Cont
VG

Ex. 19
A person enters the house
Animal person enter house come
Tua căn khẩu duơn mà PT A2
V V
Vbl Cont
VG

4.95 The adverb (See pages 67-8)

Ex. 20
He converses very nicely
Converse good very
Chằng-co dây lai ZI 2
V V Num
Vbl Adv Intens
VG

Ex. 21
I am very happy to see you.
I see happy very (final particle)

Ngo hän vui l'ai ló. IL 8

V V Num

Vbl Adv Intens

VG

4.96 The intensive (See page 68)

Ex. 22

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

To ngo lüm pay i-tít nóng. WF 36

V V N Adj

Nuc M

NF

Vbl Vbl Intens

VG

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

Dâu đây vàng slác i SA 17

V Num N

Q Nuc

NF

Nuc

Vbl Intens

VG

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

To (à) ngo cùng tu sây lüm pay ing dá. WF 17

Aux Aux Aux V V N Ter

Nuc

NF

PrVbl PrVbl PrVbl Vbl Vbl Intens Clo

VG

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

Đây là đây thuơng mọi mơn a. CU 49

V Num Num N

Q Q Nuc

NF

Vbl Intens

VG

Then it's a bit tiring.
Then tiring little one

4.97 The closure (See page 68)

Ex. 23

When it has come out
It out go already

Ex. 24

Then you're a bit sorry
Self then sorry go little beforehand

Ex. 25

Are you still growing anything in the garden at the back?
At thing garden toward back this still grow anything not

Ex. 26

Have you planted potatoes yet?
plant tuber western yet
Chapter 5
THE NOMINAL FIGURE
AT SECONDARY DELICACY

5.1 The deictic

As stated at primary delicacy, one of the possible structures for the nominal figure is Deic. The deictic is the place of operation of the class of demonstratives. These are:

- nây 'this' (ME 11b) p.122
- nặng 'that' (ME 1) p.118
- dù 'what?' (Ex. 1) p.84
- hâu 'what, how?' (Ex. 2) p.84
- dù-hâu 'what, how?' (ME 20) p.125
- lang, däng 'what?' (Ex. 3) p.84
- ca-lang, ca-dàng 'what, anything' (Ex. 4) p.84

Two other demonstratives, no 'the other' and kia 'yonder' have not yet been found at the deictic element.

5.2 The possessive

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

5.3 The person

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

- mê 'Mother, you (to an old woman)' (ME 1) p.118
- màn 'he, she, it' (ME 2) p.118

---

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

2. Numbered examples are given in full at the end of this chapter, pp.84-96. For examples taken from text ME please see Chapter 9, pp. 118-28.
The class of pronouns may be subclassified into proper names and kinship terms. Proper names may not operate at the person element of the structure Poss Per, whereas kinship terms may.

5.4 The quantifier

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

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

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

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

<table>
<thead>
<tr>
<th>Numeral</th>
<th>Pronunciation</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>sląc</td>
<td>'one'</td>
<td>(Ex. 7) p.85</td>
</tr>
<tr>
<td>slong</td>
<td>'two'</td>
<td>(Ex. 8) p.85</td>
</tr>
<tr>
<td>slam</td>
<td>'three'</td>
<td>(Ex. 9) p.85</td>
</tr>
<tr>
<td>slí</td>
<td>'four'</td>
<td>(Ex. 10) p.85</td>
</tr>
<tr>
<td>hà</td>
<td>'five'</td>
<td>(Ex. 11) p.85</td>
</tr>
<tr>
<td>hóc</td>
<td>'six'</td>
<td>(Ex. 12) p.86</td>
</tr>
<tr>
<td>chét</td>
<td>'seven'</td>
<td>(Ex. 13) p.86</td>
</tr>
<tr>
<td>pét</td>
<td>'eight'</td>
<td>(Ex. 14) p.86</td>
</tr>
<tr>
<td>câu</td>
<td>'nine'</td>
<td>(Ex. 15) p.86</td>
</tr>
<tr>
<td>slíp</td>
<td>'ten'</td>
<td>(Ex. 16) p.86</td>
</tr>
<tr>
<td>pác</td>
<td>'a hundred'</td>
<td>(Ex. 17) p.86</td>
</tr>
<tr>
<td>siên</td>
<td>'a thousand'</td>
<td></td>
</tr>
</tbody>
</table>
The first nine numerals here, i.e. from 1 to 9 inclusive, comprise a yet more delicate subclass, the units. There are another two numerals, ' one' and 'two'. The way these two numerals affect the subclasses already set up will be explained below.

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

<table>
<thead>
<tr>
<th>Numeral</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>ki</td>
<td>'a few'</td>
<td>(Ex. 18)</td>
</tr>
<tr>
<td>kí</td>
<td>'all'</td>
<td>(Ex. 19)</td>
</tr>
<tr>
<td>lai</td>
<td>'many'</td>
<td>(Ex. 20)</td>
</tr>
<tr>
<td>kí-lai</td>
<td>'how many?, however many'</td>
<td>(Ex. 21)</td>
</tr>
<tr>
<td>nội</td>
<td>'a little, few'</td>
<td>(Ex. 22)</td>
</tr>
<tr>
<td>mọi</td>
<td>'every, each'</td>
<td>(Ex. 23)</td>
</tr>
<tr>
<td>cáć</td>
<td>'every'</td>
<td>(Ex. 24)</td>
</tr>
</tbody>
</table>

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

\[
(Q_u)^0 (Q_{10})^0 \]

\(Q_{10}\) is the place of operation of 'ten'. \(Q_u\) is the place of operation of the units subclass of definite numerals, with the modification that 'one' and 'two' cannot occur here, but 'one' and 'two' can. Examples of this structure are:

<table>
<thead>
<tr>
<th>Example</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>slip ét</td>
<td>'eleven'</td>
</tr>
<tr>
<td>slip nhĩ</td>
<td>'twelve'</td>
</tr>
<tr>
<td>slip ha</td>
<td>'fifteen'</td>
</tr>
<tr>
<td>nhĩ slip ét</td>
<td>'twenty one'</td>
</tr>
<tr>
<td>hả slip</td>
<td>'fifty'</td>
</tr>
<tr>
<td>hả slip ha</td>
<td>'fifty five'</td>
</tr>
</tbody>
</table>

3. I.e., we have here more delicate subclasses, one consisting of 'one' and 'two', another consisting of 'one' and 'two', and the third consisting of the remaining units, from 3 to 9.
Another structure may be diagrammed as:  
\[(Q_u)Q_{100}(Q_u')(Q_{10}(Q_u'))\]  
where \(Q_{100}\) is the place of operation of \(\text{pác 'a hundred'}\), \(Q_{10}\) the place of operation of \(\text{slíp 'ten'}\), \(Q_u\) the place of operation of the units subclass of definite numerals, and \(Q_u'\) the place of operation of the units subclass minus \(\text{slác and slong, and plus ét and nhi}\). Examples of this structure are rare in the texts:

- slong pác 'two hundred'  
- pác nhi 'a hundred and twenty'

Further structures such as:

\[(Q_u)Q_{1000}(Q_u')(Q_{100}(Q_u')(Q_{10}(Q_u'))\]  
and

\[(Q_u)Q_{10,000}(Q_u')(Q_{1000}(Q_u')(Q_{100}(Q_u')(Q_{10}(Q_u'))\]  
are expected, where \(Q_{1000}\) is the place of operation of \(\text{siên 'a thousand'}\), and where \(Q_{10,000}\) is the place of operation of \(\text{phan 'ten thousand'}\). However, although such forms have been heard by the analyst, all the actual occurrences of this kind in the text may be subsumed under one structure:

\[(Q_u)Q_x(Q_u)\]  
where \(Q_x\) is the place of operation of the subclass comprising \(\text{slíp 'ten', pác 'a hundred', siên 'a thousand'}\) and \(\text{phan 'ten thousand'}\). \(Q_u\) is here the place of operation of the units subclass. We have to consider here that \(\text{slác and ét 'one'}\) are allomorphs of the same morpheme, as are \(\text{slong and nhi 'two'}\). \(\text{Ét and nhi occur before or after slíp, or after pác, where slác and slong are never found.}\)

This picture must be further modified by the comment that

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

5. The full structures are given here on the basis of the analyst's experience of other forms which have been heard, not on the basis of actual occurrence in the text material.
the \( Q_u \) element, or even the whole structure \( Q_u Q_x (Q_u) \), may be repeated. We have, for instance, the structures:

\[
\begin{align*}
Q_u Q_u & \quad (\text{Exx. 34, 35}) \quad \text{pp. 89, 90} \\
Q_u Q_u Q_u & \quad (\text{Exx. 36, 37}) \quad \text{p. 90} \\
Q_u Q_u Q_x & \quad (\text{Ex. 38}) \quad \text{p. 90} \\
Q_u Q_x Q_u Q_u & \quad (\text{Exx. 39, 40}) \quad \text{p. 90}
\end{align*}
\]

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

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

\[
\begin{align*}
Q_x Q_i & \quad (\text{Ex. 41}) \quad \text{p. 91} \\
Q_u Q_x Q_i & \quad (\text{Ex. 42}) \quad \text{p. 91} \\
Q_u Q_u Q_i & \quad (\text{Ex. 43}) \quad \text{p. 91} \\
Q_i Q_x & \quad (\text{Exx. 44, 45}) \quad \text{p. 91}
\end{align*}
\]

5.5 The classifier

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

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

- ān 'thing'
- bau' 'leaf'
- chen 'cup, cupful'
- co 'plant, tree'
- háp 'a load carried suspended from the ends of a yoke'
- khāo 'a heavy lump'
Examples of the classifiers as they occur in text will be given in 5.6.

5.6 The nucleus

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

kí ăn cuôi 'all the bananas' (SU 5)

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

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

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

Baù 'leaf' chìa 'paper' (BU 18)
cô 'flag' (CU 11)
cân 'kilo' khâu 'rice' (MT 97)
chén 'cup' lâu 'wine' (CU 31)
co 'plant, tree' cuôi 'banana' (SU 8)
mây 'wood' (MO 7)
thúa 'bean' (MT 78)
háp 'yoke load' phìn 'firewood' (TH 11)
năm 'water' (ML 29)
nhác 'grass' (TH 11)
<table>
<thead>
<tr>
<th>Classifier</th>
<th>Meaning</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>khao 'lump'</td>
<td>'stone'</td>
<td>ME 7</td>
</tr>
<tr>
<td>cuoi 'bananas'</td>
<td></td>
<td>SU 15</td>
</tr>
<tr>
<td>lam 'long thing'</td>
<td>'string, thread, tape'</td>
<td>KH 32</td>
</tr>
<tr>
<td>may 'wood'</td>
<td></td>
<td>TE 35</td>
</tr>
<tr>
<td>hong 'incense'</td>
<td></td>
<td>TH 19</td>
</tr>
<tr>
<td>hoa 'incense'</td>
<td></td>
<td>TH 19</td>
</tr>
<tr>
<td>tang 'road'</td>
<td></td>
<td>SA 16</td>
</tr>
<tr>
<td>miu 'seed'</td>
<td>'marble'</td>
<td>BI 7</td>
</tr>
<tr>
<td>pat 'bowl'</td>
<td>'incense'</td>
<td>TH 23</td>
</tr>
<tr>
<td>khau 'rice'</td>
<td></td>
<td>CU 7</td>
</tr>
<tr>
<td>thu 'sort'</td>
<td>'people'</td>
<td>SK 1</td>
</tr>
<tr>
<td>pi 'spirit'</td>
<td></td>
<td>PH 63</td>
</tr>
<tr>
<td>vang 'gold'</td>
<td></td>
<td>CU 7</td>
</tr>
<tr>
<td>tua 'animal'</td>
<td>'person'</td>
<td>ME 6</td>
</tr>
<tr>
<td>cay 'hen'</td>
<td></td>
<td>CU 10</td>
</tr>
<tr>
<td>lan 'grandchild'</td>
<td></td>
<td>ML 29</td>
</tr>
<tr>
<td>luc 'child'</td>
<td></td>
<td>ML 27</td>
</tr>
<tr>
<td>me 'woman, wife'</td>
<td></td>
<td>KI 43</td>
</tr>
<tr>
<td>mo 'cow'</td>
<td></td>
<td>BU 15</td>
</tr>
<tr>
<td>mu 'pig'</td>
<td></td>
<td>TH 29</td>
</tr>
<tr>
<td>pat 'duck'</td>
<td></td>
<td>CU 6</td>
</tr>
<tr>
<td>pi 'spirit'</td>
<td></td>
<td>CU 37</td>
</tr>
<tr>
<td>po 'man'</td>
<td></td>
<td>TH 33</td>
</tr>
<tr>
<td>vai 'buffalo'</td>
<td></td>
<td>BA 13</td>
</tr>
<tr>
<td>an 'thing'</td>
<td>'table'</td>
<td>PH 48</td>
</tr>
<tr>
<td>ban-duon 'village'</td>
<td></td>
<td>ML 41</td>
</tr>
<tr>
<td>ban 'tray'</td>
<td></td>
<td>CU 11</td>
</tr>
<tr>
<td>bon-phan 'obligation'</td>
<td></td>
<td>CU 54</td>
</tr>
<tr>
<td>buon 'month'</td>
<td></td>
<td>BA 6</td>
</tr>
<tr>
<td>chao 'divining sticks'</td>
<td></td>
<td>CU 14</td>
</tr>
<tr>
<td>etc.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

An occurs with more nouns than any other classifier noun.
5.7 The modifier

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

5.71 Adjectives

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

- *Eng* 'English' (Ex. 46) p.91
- *nông* 'one' (Ex. 47) p.92
- *dậu-lun* 'white bean' (Ex. 48) p.92
- *seng* 'green bean' (Ex. 48) p.92
- *đạp* 'bicycle' (Ex. 49) p.92
- *ỡ-tô* 'motor vehicle' (Ex. 50) p.92

5.72 Verbs

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

- *thái* 'die' (Ex. 51) p.92
- *đầy* 'good' (Ex. 52) p.93
- *sâu* 'bad' (Ex. 52) p.93

5.73 Nominal phrases

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

*mé* then *sâu* p'ō thāo 'the woman necromancer and the priest' (Ex. 53) p.93

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

Pr (Ex. 54) p.93
5.74 Clauses

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

\[ P \quad (\text{Ex. 60}) \quad \text{p.95} \]
\[ P O \quad (\text{Ex. 61}) \quad \text{p.95} \]
\[ S P O \quad (\text{Ex. 62}) \quad \text{p.95} \]

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

5.8 The identifier

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

\[ \text{năn} \quad '\text{that}' \quad (\text{Ex. 63}) \quad \text{p.95} \]
\[ \text{này} \quad '\text{this}' \quad (\text{Ex. 64}) \quad \text{p.95} \]
\[ \text{nọ} \quad '\text{the other}' \quad (\text{Ex. 65}) \quad \text{p.96} \]
\[ \text{kia} \quad '\text{yonder}' \quad (\text{Ex. 65}) \quad \text{p.96} \]
\[ \text{tàu'} \quad '\text{any}' \quad (\text{Ex. 66}) \quad \text{p.96} \]
\[ \text{đăng} \quad '\text{any}' \quad (\text{Ex. 67}) \quad \text{p.96} \]

5.9 Examples

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

5.91 The deictic (See page 75)

Ex. 1

What would you do?
Do what well

Hạt dù dạy? CU 52
Dem
Deic
NF

Ex. 2

Anyhow
Like how

pàn hau CU 48
Dem
Deic
NF

Ex. 3

Have you still anything planted?
Still plant anything not

Những chay lăng mì? RE 2
Dem
Deic
NF

Ex. 4

There is nothing
Not have anything

Mì mì ca-lăng WF 25
Dem
Deic
NF

5.92 The possessive. (See page 75)

Ex. 5

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

Hồng đầu thoi dạy tô p'òng cân WF 48
hồng Pr
Poss Per
NF
5.93 **The person**  (See pages 75-6)

Ex. 6
You must address them as 'elder brother' or 'elder sister'.
Must address become elder-brother become elder-sister

Phái song  pàn  có  pàn  chài  ML 164
  Pr  Pr
  Per  Per
  NF  NF

5.94 **The quantifier**  (See pages 76-9)

Ex. 7
A gold bracelet  
One thing bracelet gold
Slắc  ấn  myâm  kim  SV 38
Num  N  N  NF
Q  Class  Nuc  1
    NF
  
Ex. 8
These two trays  
Two thing tray this
Slông  ấn  hâm  này  CU 16
Num  N  N  Dem
Q  Class  Nuc  Iden
    NF
  
Ex. 9
Three people
Three people
Slâm  ẩn  KH 5
Num  N
Q  Nuc
    NF
  
Ex. 10
Four cakes
Four thing cake
Slí  ấn  pêng  TE 8
Num  N  N
Q  Class  Nuc
    NF
  
Ex. 11
Five people
Ex. 12

Six people
Six people
Hốc cän BU 5
Num N
Q Nuc

Ex. 13

Seven piastres
Seven piastre
Chét min MT 19
Num N
Q Nuc

Ex. 14

Eight flags
Eight leaf flag
Pét bau có CU 11c
Num N N
Q Class Nuc

Ex. 15

Nine days
Nine day
Cầu ván SV 29
Num N
Q Nuc

Ex. 16

Ten years
Ten year
Slíp pi CH 12
Num N
Q Nuc

Ex. 17

A hundred kilos
The Syntax of Tho

Ex. 18

Several days
Few day

Ex. 19

All of us
All person belong self

Ex. 20

Many lessons

Ex. 21

However many lessons

Ex. 22

Rather young
Little year one

Ex. 23

Every tray
Every thing tray

Mỗi ăn bán CU 7b
Num N N
O Class Nuc
NF

Ex. 24

Everything to do with trade
Every matter trade

Các sự buôn-bán BA 20
Num N V
O Nuc M
NF

Ex. 25

Eleven o'clock
Ten one hour

Slúp ệt đo TW 6
Num Num N
O.10 u., Nuc
NF

Ex. 26

Twelve months
Ten two thing month

Slúp nhị ăn buôn TE 69
Num Num N N
O.10 u., Class Nuc
NF

Ex. 27

Fifteen minutes
Ten five minute

Slúp hai phút BI 1
Num Num N
O.10 u., Nuc
NF

Ex. 28

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

Nhỉ slúp ệt cùn-vận năn KI 36
Num Num Num N Dem
Qu, O.10 Qu, Nuc Iden
NF

6. Subclasses of the numerals are not represented, in order to avoid the multiplication of symbols.
Ex. 29

Fifty kilos
Five ten kilo
Ha slip can MT 99
Num Num N
Qu' Q_{10} Nuc
\[ NF \]

Ex. 30

Fifty five piastres
Five ten five piastres
Ha slip ha min CH 2
Num Num Num N
Qu' Q_{10} Qu' Nuc
\[ NF \]

Ex. 31

Eighty piastres
Eight ten piastre
Pet slip min CH 3
Num Num N
Qu' Q_{10} Nuc
\[ NF \]

Ex. 32

Two hundred metres
Two hundred metre
Slong pac sic KH 5
Num Num N
Qu N_{100} Nuc
\[ NF \]

Ex. 33

A hundred and twenty days and nights
Hundred two night-day
Pac nhí can-van TH 2
Num Num N
Q_{100} Qu' Nuc
\[ NF \]

Ex. 34

One or two metres of cloth
One two metre cloth
Slac slong sic p'ai SV 38
Num Num N N
Qu' Qu' Class Nuc
\[ NF \]
Ex. 35

Two or three lessons
Two three lesson
Slong slam bài TM 1
Num Num N
Q_u Q_u Nuc

Ex. 36

One or two or three lessons
One two three lesson
Slách slam bài TM 6
Num Num Num N
Q_u Q_u Q_u Nuc

Ex. 37

Three or five or six days
Three five six day
Slam hǎ hòo vôn BU 12
Num Num Num N
Q_u Q_u Q_u Nuc

Ex. 38

Thirty or fifty days
Three five ten day
Slam hǎ slíp vôn MO 24
Num Num Num N
Q_u Q_u Q_x Nuc

Ex. 39

Twenty three or twenty four piastres
Two ten three two ten four piastre
Nhi slíp slam nhi slíp slí min MT 17
Num Num Num Num Num Num N
Q_u Q_x Q_u Q_u Q_x Q_u Nuc

Ex. 40

Two thousand seven hundred or two thousand eight hundred piastres
Two thousand seven two thousand eight piastre
Slong siên chét slong siên pét ngần PO 20
Num Num Num Num Num N
Q_u Q_x Q_u Q_u Q_x Q_u Nuc
Ex. 41

More than ten days
Ten many day
Slíp lai văn ZI 5
Num Num N
O x Q_i Nuc

Ex. 42

These dozen or more posts
One ten many stick post this
Slác slíp lai lăm slâu này MO 29
Num Num Num N N Dem
O_u O_x Q_i Class Nuc Iden

Ex. 43

One or three or more months
One three few month
Slác slam ki будн KI 64
Num Num Num N
O_u O_u Q_i Nuc

Ex. 44

Every hundred kilos of rice
Every hundred kilo rice
Mổi pác cân khẩu MT 100
Num Num N N N
O_i O_x Class Nuc

Ex. 45

Several thousand piastres
Several thousand piastre
Ki siên ngàn RP 25
Num Num N
O_i O_x Nuc

5.95 The modifier (See pages 82-3)

5.951 Adjectives

Ex. 46

England
Side English

Ex. 47

A line
Thing line one

Ex. 48

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

Ex. 49

Bicycle
Vehicle bicycle

Ex. 50

Motor vehicle
Vehicle motor

5.952 Verbs

Ex. 51

That dead person
Animal person die that

The Syntax of Tho.
Ex. 52

Good days and bad days

An văn dấy văn sầu

N V N V

Nuc M Nuc M

NF NF

5.95d Nominal phrases

Ex. 53

The matter of priests and woman necromancers

An vấn-dề mê then sau p'ở thao PR 1

N N N V N V

Conj N V

Nuc M Nuc M

NF NF

Nom Link Nom

Class Nuc M

NP

Ex. 54

One's lot

An kế-phan đầu CU 35

N N Pr

Per

NF

Nom

NP

Class Nuc M

NP

Ex. 55

One's house

An duọc hồng đầu TH 65

N N hồng Pr

Poss Per

NF

Nom

NP

Class Nuc M

NP
Ex. 56
A person's life
Thing life person

\[ \text{An th\öi c\än WF 37} \]
\[ \begin{array}{llll}
\text{N} & \text{N} & \text{N} & \\
\text{Nuc} & \text{NF} & \text{Nom} & \text{NF} \\
\text{Class Nuc M} & \text{NF} \\
\end{array} \]

Ex. 57
The three years
Thing three year

\[ \text{An slam pi TH 17} \]
\[ \begin{array}{llll}
\text{N} & \text{Num N} & \\
\text{Q Nuc} & \text{NF} & \text{Nom} & \text{NP} \\
\text{Nuc M} & \text{NF} \\
\end{array} \]

Ex. 58
The tray with five cups
Thing tray five thing cup

\[ \text{An bâm ha ăn chên CU 11} \]
\[ \begin{array}{lllll}
\text{N} & \text{N} & \text{Num} & \text{N} & \text{N} & \\
\text{Q Class Nuc} & \text{NF} & \text{Nom} & \text{NP} \\
\text{Class Nuc M} & \text{NF} \\
\end{array} \]

Ex. 59
The matter of a dead person
Thing matter animal person die

\[ \text{An văn-dè tua c\än thai BU 21} \]
\[ \begin{array}{llllll}
\text{N} & \text{N} & \text{N} & \text{N} & \text{V} & \\
\text{Class Nuc M} & \text{NF} & \text{Nom} & \text{NP} \\
\text{Class Nuc M} & \text{NF} \\
\end{array} \]
5.954 Clauses

Ex. 60

Things which are not good
All thing speech not good

Kí mòn chuyên mí đầy P46b
Num N N Aux V
PrVbl Vbl
VG
P
Clause
Q Class Nuc M

Ex. 61

The matter of building a house
Thing matter build house

An văn-dề hát duơn MO 1
N N VG NP
P 0
Clause
Class Nuc M

Ex. 62

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

An văn-dề ki cần tay mé mì luc SV 1
N N NP VG NP
S P 0
Clause
Class Nuc M

5.96 The identifier (See page 83)

Ex. 63

That dead person
Animal person die that

Tua cần thái nắm BU 18
N N V Dem
Class Nuc M Iden

Ex. 64

Today
Day this
Vannée IL 15
N Dem
Nuc Iden
NF

Ex. 65
This thing and that thing
Thing other thing yonder
Mọn no mòn kia TE 45
N Dem N Dem
Nuc Iden Nuc Iden
NF NF

Ex. 66
Anywhere
Place any
Thĩ tàu PH 55b
N Dem
Nuc Iden
NF

Ex. 67
Any matter
Matter any
Việc dằng KI 25
N Dem
Nuc Iden
NF
Chapter 6

THE NOMINAL PHRASE

AT SECONDARY DELICACY

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

6.1 The links

At primary delicacy only one link element was described. At secondary delicacy we must distinguish two elements, \( \text{Link}_1 \) and \( \text{Link}_2 \). \( \text{Link}_1 \) occurs in only one structure:

\[
\text{Nom Link}_1 \text{ Nom} 
\]

(Ex. 1) p.98

\( \text{Link}_2 \) occurs in the structures:

\[
\text{Nom Link}_2 \text{ Nom} 
\]

(Ex. 2) p.98

\[
\text{Nom Link}_2 \text{ Nom Link}_2 \text{ Nom} 
\]

(Ex. 3) p.98

\[
\text{Link}_2 \text{ Nom Link}_2 \text{ Nom Link}_2 \text{ Nom} 
\]

(Ex. 4) p.98

\[
\text{Link}_2 \text{ Nom Count Link}_2 \text{ Nom Count} 
\]

(Ex. 5) p.98

\[
\text{Nom Count Nom Count Link}_2 \text{ Nom Count} 
\]

(Ex. 6) p.99

\( \text{Link}_1 \) is the place of operation of a single formal item, \( \text{sáu} \) 'and, with'.

\( \text{Link}_2 \) is the place of operation of a single formal item, \( \text{hay-la} \) 'or'.

Together, \( \text{sáu} \) and \( \text{hay-la} \) comprise the class of conjunctions.

6.2 Examples

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

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The Syntax of Tho

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

Ex. 1

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

\[
\begin{align*}
\text{P'ō pū sau mē làùa} & \quad \text{ML 4} \\
\text{NF Conj NF} & \\
\text{Nom Link, Nom} & \\
\hline
\text{NP}
\end{align*}
\]

Ex. 2

Pomelo leaves or almond leaves
Leaf pomelo or leaf almond

\[
\begin{align*}
\text{Pau̍ puc hay-là bau̍ tào} & \quad \text{SV 4} \\
\text{NF Conj NF} & \\
\text{Nom Link, Nom} & \\
\hline
\text{NP}
\end{align*}
\]

Ex. 3

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

\[
\begin{align*}
\text{Slác ān pyóc mû hay-là slác ān myâm kim hay-là} & \\
\text{NF Conj NF Conj} & \\
\text{Nom Link, Nom Link} & \\
\hline
\text{NP}
\end{align*}
\]

\[
\begin{align*}
\text{slác slong sìc p'ai} & \quad \text{SV 38} \\
\text{NF Nom} & \\
\hline
\end{align*}
\]

Ex. 4

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

\[
\begin{align*}
\text{Hay-là slam.bat hay-là slong.bat hay-là hà.bat} & \quad \text{BI 7} \\
\text{Conj NF Conj NF Conj NF} & \\
\text{Link, Nom Link, Nom Link, Nom} & \\
\hline
\text{NP}
\end{align*}
\]

Ex. 5

Either a birthday or an anniversary

2. The arrows signify that the unit is continued on the next line.
Or day birthday or day anniversary

Hay-là van dó ne, hay-là van khoán ne BU 25
Conj NF ne Conj NF ne
Link₂ Nom Count Link₂ Nom Count

Ex. 6

Gold, silver or flags
Gold silver or flag

Kim ne, ngân ne hay-là có ne CU 30
NF ne NF ne Conj NF ne
Nom Count Nom Count Link₂ Nom Count

NP
THE SYNTAX OF THO

Chapter 7

THE CLAUSE
AT SECONDARY DELICACY

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

7.1 The locative

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

7.11 Nominal phrases

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

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

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

1. Nuc. The only examples of this are ḳo 'hour,' ṭw 14, and ḍa 'time, once' ME 2, p. 118.
2. Nuc Iden. (Exx. 3-8, pp. 103-5)
3. Nuc M. The modifier element here may be the place of operation of an adjective (Ex. 9, p. 105) or of a clause (Exx. 10, 11, p. 105).
4. Class Nuc M. (Ex. 12) p. 106

1. For a description of the clause at primary delicacy, please see Chapter 3, pp. 41-3.
2. Numbered examples are given in full at the end of this chapter, pp. 103-8. For examples taken from text ME please see Chapter 9, pp. 118-28.
7.12 **Clauses**

Clauses operating at the locative element may only have the structure P0. The verbal group operating at the predicate element may have the structure of from one to three verbals. None of the other elements of verbal group structure, such as preverbals (see 3.5, pp.46-7) have been found. See Exx. 13-6, p. 106.

7.2 **The subject**

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

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

7.3 **The predicate**

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

7.4 **The object**

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

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

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

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

7.5 The adjunct

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

- dây 'to be acceptable'
- đuôi 'with, to be with' (Ex. 21) p.108
- hủ 'for, to give' (Ex. 22) p.108
- khẩu 'into, to enter'
- khinh 'up, to ascend'
- lồng 'down, to descend' (ME 18) p.124
- ốc 'out, to go out'
- quá 'past, to go past, to cross to'
- saú 'with, to be with' (ME 2) p.118
- thằng 'to, to arrive'
- lồng chang 'down into' (Ex. 23) p.108
- ngang lồng 'lengthwise in'
tết lòng 'put in'
pêy hủ 'to go and give to' (Ex. 24) p.108

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

7.6 Examples

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

7.61 The locative (See pages 100-1)

7.611 Nominal phrases

Ex. 1

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

<table>
<thead>
<tr>
<th>Đâu</th>
<th>chang-co</th>
<th>slam cùn</th>
<th>slam văn</th>
<th>SA 27</th>
</tr>
</thead>
<tbody>
<tr>
<td>NP</td>
<td>VG</td>
<td>NF</td>
<td>NF</td>
<td>Nom</td>
</tr>
<tr>
<td></td>
<td>Nom</td>
<td>Nom</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ex. 2

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

<table>
<thead>
<tr>
<th>Cűng nên</th>
<th>vamos hay-la slam văn</th>
<th>ZI 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>VG</td>
<td>NF</td>
<td>Conj</td>
</tr>
<tr>
<td>Nom</td>
<td>Link</td>
<td>Nom</td>
</tr>
<tr>
<td>NP</td>
<td></td>
<td>NP</td>
</tr>
</tbody>
</table>

Ex. 3

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

<table>
<thead>
<tr>
<th>Vàm này cùng tự sữa</th>
<th>pan này</th>
<th>WF 44</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>Dem</td>
<td>VG</td>
</tr>
<tr>
<td>Nuc Iden</td>
<td>NF</td>
<td>Nom</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nom</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NP</td>
</tr>
<tr>
<td></td>
<td></td>
<td>L</td>
</tr>
</tbody>
</table>

Clause
The Syntax of Tho

Ex. 4

I began this time
I come begin time this

<table>
<thead>
<tr>
<th>Nguyễn</th>
<th>bắt đầu</th>
<th>trả lời</th>
<th>ZI 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>NP</td>
<td>VG</td>
<td>P</td>
<td>L</td>
</tr>
</tbody>
</table>

Clause

Ex. 5

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

<table>
<thead>
<tr>
<th>Nguyễn</th>
<th>cùng lòng</th>
<th>đưa hông ngo trả lời</th>
<th>IL 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>N Dem</td>
<td>NP</td>
<td>VG</td>
<td>P</td>
</tr>
</tbody>
</table>

Clause

Ex. 6

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

<table>
<thead>
<tr>
<th>bắt đầu từ đủ sơ sơ lửm trả lời ăm đá</th>
<th>WF 34</th>
</tr>
</thead>
<tbody>
<tr>
<td>N Dem</td>
<td>VG</td>
</tr>
</tbody>
</table>

Clause

Ex. 7

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

<table>
<thead>
<tr>
<th>bắt năn đủ khó thep</th>
<th>PH 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>N Dem</td>
<td>VG</td>
</tr>
</tbody>
</table>

Clause

3. Dotted lines join together the parts of discontinuous units.
Ex. 8
When you are free
Time what you have liberty

Ex. 9
The other day I was good
Day before self good

Ex. 10
Before I had finished working, they were looking for me
Time as-to self not-yet work well they then search

Ex. 11
When you notice your head aching a little bit, it's then that it isn't agreeing with you.
Time see thing head ache bit ? then also not fit with it
When I used to go to school, I also did this thing time go study letter also like that.

When it gets past the twentieth of December, whatever I do...

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

On the eight of September nineteen fifty I arrived in Haifong.
From year five ten month nine no. eight I come arrive Haifong

7.62 The subject  (See page 101)

Ex. 17

What you say is very true
Talk like that also right

7.63 The object  (See pages 101-2)

Ex. 18

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

Ex. 19

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

Ex. 20

I also didn't know where you were living
I also not know place you at place what

\[
\begin{array}{ccc}
\text{Ngo cung mi chac} & \text{thi nì dù thi tã}' & \text{PE 14} \\
\text{NP} & \text{VG} & \text{NP} \\
\text{S} & \text{P} & \text{O} \\
\end{array}
\]

Clause

Clause

7.64 The adjunct  (See pages 102-3)

Ex. 21

We are speaking together
Self talk with each-other

\[
\begin{array}{ccc}
\text{Dâu chang dưới can} & \text{PH 25} \\
\text{NP} & \text{VG} & \text{NP} \\
\text{P} & \text{O} \\
\end{array}
\]

Clause

Clause

Ex. 22

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

\[
\begin{array}{ccc}
\text{Ngo dọc lời hu ông Eng} & \text{BA 3} \\
\text{NP} & \text{VG} & \text{NP} \\
\text{P} & \text{O} \\
\end{array}
\]

Clause

Clause

Ex. 23

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

\[
\begin{array}{ccc}
\text{Ching au tua can thai lòng chang ăn cum pây} & \text{BU 18} \\
\text{VG} & \text{NP} & \text{VG} \\
\text{P} & \text{O} \\
\end{array}
\]

Clause

Clause

Ex. 24

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

\[
\begin{array}{ccc}
\text{Ngo người chia pây hu p'i-nông} & \text{SA 3a} \\
\text{NP} & \text{VG} & \text{NP} \\
\text{P} & \text{O} \\
\end{array}
\]

Clause

Clause
8.1 The opener

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

<table>
<thead>
<tr>
<th>Particle</th>
<th>Meaning</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tò</td>
<td>'Now, but, and'</td>
<td>(ME 2) p.118</td>
</tr>
<tr>
<td>Ó</td>
<td>'Oh!'</td>
<td>(ME 3) p.119</td>
</tr>
<tr>
<td>Nhè-tú</td>
<td>(meaning not known)</td>
<td>(ME 4) p.119</td>
</tr>
<tr>
<td>Á</td>
<td>'Oh!'</td>
<td>(ME 9) p.121</td>
</tr>
<tr>
<td>Oi-à</td>
<td>'Oh!(Expressing pain or regret)'</td>
<td>(ME 10) p.121</td>
</tr>
<tr>
<td>À</td>
<td>'Ah!'</td>
<td>(ME 16) p.123</td>
</tr>
</tbody>
</table>

8.2 The introduction

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

<table>
<thead>
<tr>
<th>Particle</th>
<th>Meaning</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cò-này</td>
<td>'Now, now then'</td>
<td>(ME 3) p.119</td>
</tr>
<tr>
<td>Bòi-vì</td>
<td>'Pecause'</td>
<td>(Ex. 1) p.111</td>
</tr>
<tr>
<td>Nèu-mà</td>
<td>'If'</td>
<td>(Ex. 2) p.111</td>
</tr>
<tr>
<td>Ví-du</td>
<td>'For instance'</td>
<td>(Ex. 3) p.111</td>
</tr>
</tbody>
</table>

8.3 The focus

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

8.4 The prehead

At primary delicacy it was stated that the prehead...
element is the place of operation of a clause or (rarely) a nominal phrase. For examples of nominal phrases operating here, see Exx. 4-6, p.112.

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

1. The prehead is an equative clause (Ex. 7) p.112
2. The prehead is followed by focus (ME 10) p.121
3. The predicate of the head clause contains a higher order auxiliary than that of the prehead \(^3\) (Exx. 8, 9, pp. 112-3)

This does not hold true if the head clause only contains an order 1 auxiliary.

8.5 The head

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

8.6 The posthead

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

8.7 The final

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

---

3. For a description of the auxiliaries in their orders, please see 4.1, pp. 64-5.
of operation of the class of final particles. As with the opener particles, the meaning is not always clear. Examples are:

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

### 8.8 Examples

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

#### 8.8.1 The introduction  (See page 109)

**Ex. 1**

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

_Because work then not have strength_

Bối-vì hát dù mí mì đếng. MT 51  
IP Clause Clause  
*Intr PrH* H  
*Sentence*

**Ex. 2**

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

_If eat then not become_

Nếu-mà kin ní, dù mí bàn. KI 30  
IP Clause Clause  
*Intr PrH Foc* H  
*Sentence*

**Ex. 3**

For instance, suppose I'm sitting and talking like this.

_Instance as-to self continuous sit rest converse like this_

Ví-du họng đầu đang-sli năng dù chằng-cô bàn này ló. PH 9a  
IP Clause FP  
*Intr* H  
*Fin*  
*Sentence*
8.82 The prehead  (See pages 109-10)

Ex. 4

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

Măn ní, măn sủ tua p'i.slương á. PH 21f
NP ní Clause FP
PrH Foc H Fin

Ex. 5

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

Tô p'ó pháp ní, dũ măn hay múa thep kí p'i p'yán nè.
OP NP ní Clause FP
Opnr PrH Foc H Fin

Ex. 6

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

Oì, ăn nay ní, Ngô cung sảy ca lai cần. TH 60
OP NP ní Clause
Opnr PrH Foc H

Ex. 7

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

Tô co-nay ní văn nay so chét day, ngò mà bắt-dâu pẩy nay. ZI 10
OP IP ní Clause (Equative) Clause
Opnr Intr Foc PrH PrH

Ex. 8

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

Măn óc pây dâ, măn thè theo mà. PH 5a
NP V V Ter NP Aux V V
Vbl Vbl Clo PrVbl Vbl Vbl
VG
S P Clause
P Clause
PrH H

4. In the head of this sentence, the auxiliary dũ of the verbal group operating at the predicate, precedes the subject mán.
Ex. 9

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

Mà đá the thep mần du thời pay. PH 5b
V Ter Aux V NP Aux Aux V
Vbl Clo PrVbl5 Vbl PrVbl6 PrVbl4 Vbl

8.83 The head (See page 110)

Ex. 10

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

Slong biên chót, slong biên pét ngân pác cân. PO 20

8.84 The posthead (See page 110)

Ex. 11

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

Chàng dá đầu khôi thời soi theo, cùng đây. TM 13b
V Ter NP Aux Aux V V Aux V
Vbl Clo PrVbl5 PrVbl4 Vbl Vbl PrVbl4 Vbl

Ex. 12

The buffalo have enough to eat and keep fairly well.
Then he is quite capable of coming in and eating a person. But he also enter eat animal person possible.
Chapter 9

ANALYSIS OF TEXT

Explanation

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

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

PrVbl PrVbl Vbl

VG

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

Clause

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

Symbols above elements of structure show the classes operating at those elements, e.g. Aux indicates that a member of the class of auxiliaries operates at preverbal element of structure.

So then in sentence ME 1,

tú say sū

Aux Aux V

PrVbl PrVbl Vbl

VG

P

Clause

may be translated into words as follows: tú and say are both members of the class of auxiliaries operating at preverbal elements of structure, and sū is a member of the class of verbs, operating at
verbal element of structure. Together they make up an exponent of the class 'verbal group', which operates at predicate element of structure in a clause.

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

![Diagram showing the interrelation of units in a clause]

The following abbreviations are used for units:

- **NF**: Nominal Figure
- **NP**: Nominal Phrase
- **VG**: Verbal Group

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

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

In the case of one-term classes, the item itself is used as a symbol for the class, e.g. **nị** at focus element of sentence structure.
The following symbols are used for elements of structure:

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

A dotted line is used to join together the parts of a discontinuous unit.
Situation: An old Tho grandmother calls in and pours out her troubles to Minh. When she goes I ask Minh to imagine himself replying to her.

**ME 1**

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

```
| Né   | chang  | pān nàn | tū   | sāy | sū. |
| Pr   | V      | V       | Dem  | Aux | Aux | V   |
| Per  | Vbl    | Deic    | PrVbl| PrVbl| PrVbl| Vbl |
| NF   | VG     | NF      | VG   |     |     |     |
| Nom  | Nom    | P       |      |     |     |     |
| NP   | P O    | Clause  |      |     |     |     |

Sentence
```

**ME 2**

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

```
| Tō   | au    | nā sau | Ông | Long | pāy mān | tū   | chang  | (à) hū dai dé. |
| OP   | V     | N V   | N   | Pr   | N Pr   | Aux  | V      | V      | V      | FP  |
| Vbl  | Vbl   | Vbl   | Per | Nuc  | Per    | PrVbl| Vbl    | Vbl    | Adv   |     |
| VG   | NF    | NF    | NF  | NF   | NF     | NF   | Vbl    | Vbl    | Vbl   |     |
| Nom  | Nom   | Nom   | Nom | Nom  | Nom    | P    | Clause | Clause |     |     |
| NP   | P O   | Clause |     |     |     |     |     |     |     |     |

Sentence
```

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*Note: The text seems to be analyzing the syntax and structure of a conversation, possibly for linguistic or educational purposes.*
ME 3
Now he is going to change his mind and charge for it.
Oh! now he then change take money.

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

Phuc enter adoption with him he also give free come do garden.

ME 5
Now he is going to turn round and charge for it.
Now he then change take money.
ME 6
When a person acts like that it isn't very good.
Make animal person like that also also not right few much.

Hát tua cần bàn nân cung tú mi sũ ki-lai.

V N N V Dem Aux Aux Aux V Num
Class Nuc Vbl Delc PrVbl PrVbl PrVbl Vbl Intens

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

ME 7
Now you have to go a long way off, two or three kilometres.
Now then go live far distant two three lump stone.

Cơ-nhay dũ (à) pay dũ ouay, làn slong slam khao hin.

IP Aux V V V V Num Num 'N N
PrVbl Vbl Vbl Vbl Vbl Q Q Class Nuc
VG VG VG NF Nom

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

ME 8
It's also very far to go to work.
Go work also far very.

Pây hát cung ouây lai.
V V Aux V Num
Vbl Vbl PrVbl Vbl Intens
VG VG

It's also very far to go to work.
Go work also far very.
And now you have to hire labour for money, in addition. Oh now then change hire money more.  

Á có-này dư thời (à) có chèn thêm.  

Oh, doing that kind of thing makes it very hard, you know. Oh, do like that do hard very  

Oi-a, hát pan năn ní, hát kho lai ló.  

Oh, yes. Oh, yes  

The Syntax of Tho.
ME 11b
Anywhere near here, if you do right, then that’s good.
Live place any near like this do this well then good.

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

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<th>Aux</th>
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ME 13
The children still go to school, too.
All child also still go study letter.

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Sentence
How much work can just one person do?
Only one person can work well few much.

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

Ah, we must work like this.
Ah acceptable work like this
ME 17
If you don't work, you have no food.
Not work then not have cook eat.

Mí hat, du (ǎ) mí mì hung-kin.
Aux V Aux V V N
PrVbl Vbl PrVbl PrVbl Vbl Nuc
VG VG NF
P Nom
Clause
P O

PrH H

Sentence

ME 18
When you get down to work and it's left unfinished like this, it's very hard.
When work down go then unfinished like this hard very

Bất hat lòng pay du đố đố-dàng-dàng pan này khó lai ló.
N V V V Aux V V Dem V Num Fp
Vbl VG
P Clause
Vbl Deic VG NF
Nom NP

P Pp PrVbl Vbl Cont Adv Intens
Clause
P Clause

Nuc M
NF Nom NP

L Clause
P

H Fin

Sentence

ME 19
It's also a waste.
Also waste.

Cung nhuc.
Aux V
PrVbl Vbl
VG
P Clause

H

Sentence
But now, what can you do?
But now do like how acceptable.

To  c-o-này  hát  pàn  dừ-hau'  dây.

You have been to work.
Past-tense go work

However far it is, you have to bear it.
Far far also must bear
ME 22b
What more can you do?
Do like how acceptable more.

That's how it is.
Then also like that

ME 23
When anyone gets down to work, if he doesn't have a lot, he has a little.

ME 24
ME 25

So then if you work you've got to stick at the job.
Like this self work self continue job work

Pàn nếu đầu hát đâu cực việc-hát ló.
V Dom Pr V Pr Aux V FP
Vbl Deic Per Vbl Per PrVbl Vbl
VG NF NF VG NF VG
Nom Nom Nom
NP NP NP

VP

Clause

PrH

Sentence


ME 26

Much or little, it's your own.

Have much have little also is possession self

Đây lại đây nói cùng suí hu đâu dú-vê.
V Num V Num Aux V N Pr FP
Vbl Intens Vbl Intens PrVbl Vbl Per
VG VG VG NF

NP

Nuc

NP

VP

Clause

PrH

Sentence

ME 27a

You spend your effort and your energy.

But self also lose work lose strength go.

To đâu cùng tóc công tóc đêng pay.
OP Pr Aux V N V N
Per PrVbl Vbl Nuc Nuc
NF VG NF NF
Nom Nom Nom
NP NP NP

VP

Clause

PrH

Sentence
ME 27b
If you don’t have much to eat, you have a little.
Not have eat much also have eat little.

Mí đay kin lai cung đay kin noi.
Aux V V Num Aux V V Num
PrVbl Vbl Vbl Intens PrVbl Vbl Vbl Intens
VG VG
P P
Clause Clause
PrH H

Sentence

ME 28
You don’t have to worry unduly.
Also not worry few much

Cung mí lao kí-lai cá.
Aux Aux V Num FP
PrVbl PrVbl Vbl Intens
VG
P
Clause
H Fin

Sentence

ME 29
Rain or shine, you have something to eat.
Have rain have fine have acceptable eat

Mí p'ân mì dét mì té đay kin nè.
V V V V V Aux V V FP
Vbl Vbl Vbl Vbl Vbl PrVbl Vbl Vbl
VG VG VG VG
P P P
Clause Clause Clause
P Fin
PrH PrH H

Sentence

ME 30
That’s how it is.
Then also like that

Dư tú pàn nân á.
Aux Aux V Dem FP
PrVbl PrVbl Vbl Deic
VG NP
P Nom NP
P
Clause
H Fin

Sentence
Now I'll talk about a common matter of this world.

Now talk in common world

Cô-này (à) chăng dǔ chung thien-hà nê.

I'll talk about the spirits, this spirit and that spirit.
Talk about matter all spirit, is about spirit what much
Chăng mùa sự kì p'i, là mùa p'i ca-dăng lai,

Now I'll begin from the beginning.

Now talk beginning.

Cô-này ní, chăng đàu-tiên.

The first is the 'p'yàn' spirit.
kind first is animal spirit
(Là) thut nhât ní là tua p'i p'yàn.

It eats people, you know.

It eat animal person
Mân kin tua cân ní.

If there is someone who knows how to drive it out, then
Have person know drive-out then well fast.

Mì cân chắc thèp ní, dũ dầy khoái.

But some people don't know how to drive it out.
But have person not know drive-out
Tò mì cân mì chắc thèp à.

When it has come out, then it returns.

It out go already it then return come.

Mân óc pày dá, mân thè theò mà

When it comes back, if you drive it out, it will go.

Come already then drive-out it then change go.

Mà dá, thè thèp màn dũ thòi pày.

However many times it goes, it will return.

Go go it then change return come.

Pày pày màn dũ thòi theò mà.
Then it's hard to drive out.

Time that then hard drive-out

Bất nạn dù khó thep ạ.

If you look to your own house and its virtue, then there's nothing for you to talk about.

Is see thing door house virtue self then not talk

Là ngồi ăn tu-duốn phúc-dúc đâu ní, dù mí chẳng ló.

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

But door house self virtue not have it also right
to (à) tu-duốn đâu (à) phúc-dúc mì mì ní, mạn tú sủ eat long day also right die

kin, hùng vần tú sủ thai vô.

Now there's also the 'p'yan' spirit.

Now have animal spirit

to mì tua p'i p'yan.

It eats you alive, you know.

It eat alive

Mạn kin díp dà-vó.

For instance, suppose I'm sitting and talking like this.

Example of self continuous sit rest converse like this

Ví-du họng đâu chẳng-sì lê nẵng dú chẳng-cố pận này ló.

Then it is quite possible for him to come in and eat a person.

But he also enter eat animal person possible
to mạn tú khẩu kin tua càn dầy vô.

When you notice your head aching a little bit, it's then that it isn't agreeing with you.

Time notice thing head ache little then also not

Bắt hăn ăn hua màu ingle dầy, dù tú mì slè

fit with it

ngâm sâu mạn vô.

If it doesn't kill you, then you've got it to live with.

Not die also well live with it

Mí thai tú dầy dù sâu mạn (à) vô.
But we don't talk widely about it, we don't talk about it. But self not talk out come then not talk.

To ñâu mí chăng óc mà ní, dũ mí chăng vô.

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

To chăng óc mà ní p'ĩ-nong lai càn mí sân.

But you must believe it! Then also believe.

Dũ tú sân.

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

To mì càn ní dầy hánh quá dũ sân.

But some people have not experienced it, and they don't believe in spirits like that. But have people not well see pass then also not believe.

To mì càn mí dầy hánh quá ní, dũ tú mì sân animal spirit like that tua p'ĩ p'năn năn lý.

You must beware of them, you know. Also need must beware

Tú sèy càn dìu (à) vô.

Whatever I have, it's my lot, that's all. Ah! self whatever also is thing lot self finished.

là, ñâu ca-dăng tú sủ ăn phó-phận ñâu thòi.

I talk about spirits, but no one has ever seen one. Self talk animal spirit, then not have anyone see.

Đâu chăng tua p'ĩ, dũ mì mà có-nàu hánh.

If you are worthy of death, then you will die. But thing destiny it worthy die then also die.

Tò (à) ăn mình mạn ñang thai dũ tú thai.

If you are not worthy of death you will not die. But thing destiny not worthy die, then not die.

Tò ăn mình mì ñang thai, dũ mì thai.
And then there are the whirlwind spirits. And still have all spirit whirlwind
To nhàng mì kì p’i słương ní.

For instance, I go down the road. Instance of self go road.
Vi-du hòng đầu pay tàng.

For instance, whatever happens, it’s just your lot. Instance whatever also is thing number lot self.
Vi-du ca-dăng cung là ăn số phúc-phần đầu.

For instance, I go down the road and notice a gust of wind. Instance go road self see thing gust gust wind.
Vi-du pay tung ní, dâu hăn ăn phá sá lâm.

It spins round. Of it make spin rise.
Hồng mạn hát quán khinh.

That is, all the dust and dirt flies upwards. Is all rubbish all dirt fly up
Là kì nhập-nháp (à) kì tâm bấn khinh nè.

Then all the trees shake. Then all whatever tree shake shake.
Dũ (à) kì ca-dăng mây nau nau.

It spins round and goes "Oh...oh". It also spin
Mển tú quán ôôôô....

There, that's the whirlwind spirit. That that is animal spirit whirlwind
Nằn ní, nằn sư tua p’i słương á.

You must really beware of the whirlwind spirit. Animal spirit whirlwind need must beware
Tua p’i słương say canonical diệu á.

But you know, the person who is worthy of a whirlwind spirit eating him, he has to find someone to appease it.

1. This sentence ends with a vowel approximately cardinal 7 and of approximately two seconds duration, gliding steadily in pitch from low to mid.
But come animal person that he worthy spirit
To (a) mà ní, tua can nàn ní, màn đang p'i
whirlwind eat then also then seek person come appease
sưởng kin ní, dû tú dû sa can mà khát nè.

PH 22c They can appease it all right.
Appease well good
Khát dây dây dô.

PH 22d It must be on the day appointed.
Well kind appointed
Dây thứ hẹn ló.

PH 22e On the day appointed you must buy all the things and you
must make a sacrifice to it for it to be really right.
Arrive day that arrive thing day appointed that then
Thằng văn nân, thằng ăn văn hẹn nân ní, dû
must buy every thing come must sacrifice of it then well good
phái duy mọi món mà phải cùng hông mân chìng dạy dây vó.

PH 23 If you don't, then you will have a dangerous time with it.
Not have then also must dangerous with it
Nâ mì dû tú sây hữu-hiem sáu mân vó.

PH 24 Ah, you must really beware of the whirlwind spirit.
Ah animal spirit whirlwind need must beware much
À, tua p'i içerisinde sây can dâu lai vó.

PH 25 We're talking together.
Self speak with each-other
Đâu chàng đuổi cần á.

PH 26a If you don't believe it, you must believe it!
Not believe also then also believe.
Mí slín, cúng dû tú slín.

PH 26b If you say you don't believe in spirits, what do you
believe in?
Ah speak not believe spirit still believe what
À, chàng mí slín p'i những slín nâu thể.

PH 27 Yes.
PH 28 That is very true.
Right.
Sĩ ān nän cảm ān sũ cà-lai.
There is also the neighbourhood spirit.
Now still is thing spirit neighbourhood.
Tò (à) nhàng mì ăn p'i thó.

Now, in this village, everyone holds things in common.
Now at in village this whoever also also need
Co-này nídú chang bàn này ní, co-nâu cúng tụ say
together have.
sày-cha mì.

That is, we build houses together, and everything.
Is of self together make house every road.
Là hông dâu sày-cha hát dươn nè, mội tàng.

We make a shrine for the neighbourhood spirit in the village.
Self found thing spirit neighbourhood at in village
Dâu (là) lấp (là) ăn p'i thó đú chang bàn lố.

Day and night it watches everything in our village, and
doesn't allow any spirit to come or go.
Morning night it well watch thing in village self with
Nâu khám mạn dấy ngời ăn chang bàn dâu dư
each-other not give animal spirit any come enter leave.
cằn, mĩ hủ tua p'i ca-lãng mà khám óc.

The spirit in the neighbourhood is surely good.
Animal spirit in neighbourhood also also right good
Tua p'i dú thó ní cúng tú sũ dầy vô.

It doesn't interfere with anyone else.
Also also right it not discord ransack of them
Cúng tú sũ mạn mĩ lấp-lùng chào-nào họng hâu ní.

The neighbourhood spirit is certainly good.
Spirit neighbourhood also right good.
P'i thó tú sũ dầy.

Because everyone has concern for one another, we have
things in common, that's how it is.
Because every person has heart every person has stomach
Bõi-vì Mỗi cần mì slim, mỗi cần mì tổng

2. This sentence was spoken with great hesitation, and neither the structure nor the meaning are quite clear.
with each-other is of self together each-other is have thing
dưới cần, là hông đầu say-chá cần, là mì ăn
thing like that already
mòn pần nần dâ ló.

PH 34 There is also the 'lòi' spirit.
And still have spirit
Tôi nhưng mì p'i lòi.

PH 35 You have to beware of that one.
Animal that right need must beware.
Tua nần sủ say cần díu.

PH 36a That one, the 'lòi' spirit, you must beware of.
Animal that animal spirit also also need must
Tua nần ní, tua p'i lòi ní, cùng tú say cần
beware much animal that
díu lai vó, tua nần vó.

PH 36b How is that?
Because like how
Vì pần hau ní.

PH 37a It's the 'lòi' spirit, you know!
It also right animal spirit
Măn tú sủ tua p'i lòi vè.

PH 37b How could you not need to beware of it?
Do what not need beware.
Hất lăng mì cần díu.

PH 38 That one eats people, and makes them more and more sleepy.
Animal that eat people more increase listen rest
Tua nần ní kin cần ní, khâng phát thing dú dèo.

PH 39 You must really beware of it.
Need must beware much
Sày cần díu lai vó.

PH 40a Don't talk about it.
Not speak
Mì chăng á.
PH 40b  The 'lòi' spirit you must really beware of.
Animal spirit need must beware much
Tua 'p'i lòi sàย cẩn dìu lai vò.

PH 41a  Now there still remains the temple spirit.
And now still remain animal spirit temple
Tò (à) cồ-này nì nhăng dû tua 'p'i chuà nì.

PH 41b  But that's very good.
But particularly good.
Tò nhất-hharga dày.

PH 42  The temple spirit is really a good one.
Animal spirit temple then then right good.
Tua 'p'i chuà dû chìng sù dày.

PH 43  Why is it good?
Good is because like how
Dày là vì pàn hau nì.

PH 44  When it's a holiday or a feast day all of us go and make
sacrifices to it.
All person of self time day holiday day feast person
Kì càn hông dâu bá tàn nèn vàn lè, càn
person also right go sacrifice it
càn tú sù pày cúng mạn có.

PH 45  We go to the ceremony, you know.
Go ceremony
Pày lệ có.

PH 46a  Now when we go to the ceremony, we must find good words
to speak.
Now go ceremony self must speak conversation is take
Tò pày lệ nì, dâu phải chảng chuyen, là au
all word good come speak
kì càn dìy mà chảng (à) vò.

PH 46b  But to speak things which aren't good in the temple isn't
very good at all.
But speak all thing speech not good at in temple
Tò chảng kì mòn chuyen mí dày nì dú chang chuà
also not ? good few much
cùng mí slày dày kì-lai vò.
PH 47a But as to good people or bad people, it surely knows.
But animal man good animal man bad of it also know.
Tờ tua cần đầy tua cần sâu, họng mạn cùng chắc.

PH 47b We enter the temple.
Of self enter temple go.
Hồng đầu khấu chùa pay.

PH 47c We have incense, sticks and gold.
Self have incense have stick have gold.
Đầu mì hương, mì lặp, mì vắng.

PH 47d We go to the ceremony to burn incense, and then enter.
Self go ceremony burn incense then enter go.
Đầu pay lễ tam hương, lại khấu pay.

PH 48a That is to say, where the temple spirit is you must be good.
that is at spirit temple then right good.
(Là) tức-là dứ p'í chứa chúng sự đầy.

PH 48b If I go in and see any nice things in the temple, I must not steal them.
Self enter go self see thing any good at in temple that
Đầu khấu pay, đầu hận mòn đăng đầy đủ chang чùa nên
self not eat steal it.
ní, đầu mí kin lạc mạn.

PH 48c I mustn't take anything from the temple, even if I see
good things, such as money on top of the temple altar.
Self not take anything at in temple ignore see anything
Đầu mì au ca-dâng đủ chang chùa, móc-kể hận ca-dâng
good silver money at on thing table temple that
dày, ngân-chèn đủ tèng ăn bàn chùa nên ní.

PH 48d I mustn't take them, to be truly an honest person.
But self also not take, then right animal person
Tờ đầu tú mí au, chúng sư (á) tua cần vô.

PH 49 'Now a covetous person, a person whose heart is not good,
who, if he sees anything in the temple, anything good, he
takes it, oh, that person is not good.
But animal person covetous animal person heart not good
Tờ tua cần slim-thám, tua cần slim mí đầy (á),
is he see anything at in temple thing thing anything good he
là mạn hận ca-dăng due chang chua, an mon ca-dang day, mạn
take oh then right animal person that not good
au ní, (đi) due sữ tua can nản mị day lo.

PH 50 So then the temple spirit knows.
Like then spirit temple he know
Pận due p'i chua mạn chắc vợ.

PH 51 The temple spirit surely knows.
Spirit temple also know
P'i chua cùng chắc a.

PH 52 Ah, that person isn't good.
Ah animal person that not good.
À, tua can nản nĩ mị day.

PH 53 That person isn't good, he's ready to steal.
He animal person that not good ready eat steal.
Mạn (à) tua can nản nĩ mị day, hay kin làc.

PH 54 If I am in the temple and have anything, he takes it.
I have at in temple have anything he also still take
Ngò mì due chang chua, mì ca-dăng, mạn tú nhằng au vè.

PH 55a He takes what belongs to the temple spirit, let it be known!
Also still take possession animal spirit? talk
Tú nhằng au của tua p'i vè chẳng à.

PH 55b So then, people in the village, or anywhere, must not steal.
So-then is all people at in village or at place any
Hóa-mà, là kí can due đằng bản hay-la due thi tạo
they not go steal
mạn mì pay lạc á.

PH 56 People like that are not good.
All people like that then not good
Kí can pàn nản đủ mì day ló.

PH 57a You need to beware.
Must beware
Cân diu á.
PH 57b  You must also beware of the temple spirit. Animal spirit temple also need beware.
Tua p'i chua cung can diu.

PH 57c  But it only watches. But it also right watch come finish.
To man cung su ngioi ma theoi.

PH 57d  It's nothing really. Also not have anything.
Cuong mi mi dang.

PH 58  Now as to the ancestral spirits in your house, they are good. Now animal spirit ancestor house self also also need good.
To tua p'i pau-pu duon dau ni cung tu say day.

PH 59  Why is it good? Good because like how
Day vi p'an du-hau n'i.

PH 60  Because if you have children and grandchildren, night and day you offer incense, then the ancestral spirit is good. Because self have child have grandchild morning evening
Boi-vi dau mi luc mi lan, nau kham self burn incense up go then spirit ancestor of self then good
dau tam huong khin pay, du p'i pau-pu hong dau du day du-ve.

PH 61  All of them like that are good. Several all like that then good
Nhung ki p'an n'an du day du-ve.

PH 62  If God helps you, you have nothing bad to speak of. Now still have Mr. sky do for then not speak
To (a) nhang ml p'o pha hat hui n'i, du bu chang day.

PH 63a  So there are all these kinds of spirits, but whatever kinds of spirits there are, they are really all good. But still have all spirit that come leave all kind
To (a) nhang ml ki p'i n'an, ma ke' cac thu spirit anything also good.
p'i ca-dang tu day.

PH 63b  If you know how to sacrifice to them, you know how to appease them, then you are...if your lot is not to die, then they are nothing but good.
But if it's your lot to die, you don't need to be bitten by the spirits. But thing lot of self die not need animal spirit bite. To (à) ăn sò-phần hông dâu thai, mí sà y tua p'i khốp.

If you're on the road and stub your toe, you will die, it will be enough to kill a person. Speak self still road then stub-toe also still die. Chàng dâu những tàng về, dũ tổng-dút tự những thai à, also still die person.

There is no need to say anything. Not right speak speak. Ми су cảng à, cảng à.

Everything just depends on your fate. But thing whatever also is thing fate only. To ăn ca-dũng tự sǔ ăn ming thời.

So I've just said those things. Then speak all like that only. Dũ cảng ki pàn nản thời.

If one doesn't believe, he must believe. Now self not believe he also also believe. To (à) dâu (à) mí slín, m'an cùng tự slín.

Ah, that's how it is. Ah like this. À, pàn nầy có.

Whether I say this correctly or incorrectly, you friends must consider.

3. The voice fades out during the word sũ.
I speak like that right or not right friend check come
Ngo' chang p'an n'an ní, su' hay-là mí sū, p'î-n'ông luận mà lô.

PH 69a  We tell each other it is right.
Self change each-other tell right.
Đâu thòi tō că sū.

PH 69b  What you say is very true.
Speak like that also also right.
Chăng pàn nần cùng tu sū.

PH 70  In the area of the Tho people, there is this kind of
situation with regard to spirits.
But at thing locality all people Tho then also then
Tô (â) dú ān đia-p'uông kí căn Thô ní, dú tû dû
have arrive that animal spirit
mì thãng nần tua p'î dây-oč.

PH 71a  But as to there being many spirits in various places,
there certainly are.
But speak many animal spirit many at place any then
Tô (â) chăng lai tua p'î ní, lai dú thì tâu, dû
also have.
tú mì.

PH 71b  As to the epidemic spirit, you must beware of it.
But enter spirit epidemic must beware
Tô khâu p'î thai-dâ ní, căn diu á.

PH 72a  When your head aches, then it can kill a person.
Time head ache then also die person
Bạt hua màu (â) vô, dú tû thai căn vô.

PH 72b  You don't talk about it, the epidemic spirit.
Not speak animal spirit epidemic.
Mì chăng vô, tua p'î thai-dâ.

PH 73  I'm not speaking about an epidemic itself.
Not have epidemic.
Mì mì (â) thai-dâ.
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PH 74a  The epidemic spirit is something you need to beware of.
Spirit epidemic need must beware
P'i thai-dā sày cân diu á.

PH 74b  When your head aches, then you'll die.
Time head ache then die
Bất hua mầu ní, dũ thai ló.

PH 75a  Now our Tho people, right or wrong, come to that conclusion about the kinds of spirits, and as to saying that there are a lot, well there really aren't. Now all people Tho us right not right have arrive
Tò (à) kì cần Thợ ngò ní, sữ mĩ sữ mĩ thằng that species animal spirit ? have speak have many then
nản chung tua p'i ní, dây mĩ châng mĩ lai ní, dũ also not have.
tú mĩ mĩ.

PH 75b  Now I'm afraid there may be people in some places who have many spirits, and I don't know about it. But worry have person at place any worry still have
Tò (à) lo mĩ cân dũ thì taut ní, lo nhàng mĩ spirit anything many not know.
p'i ca-dăng lai, mĩ châc.

PH 75c  But we Tho people have those spirits I've told you about, and we must really beware of them. But all people Tho us is have all spirit arrive that
Tò (à) kì cần Thợ ngò sữ mĩ kì p'i thằng nán matter spirit also need must beware
mòn p'i ní, tú sày cân diu ló.

PH 76  I've talked a fair amount like this, and now I've finished.
I speak like this improve improve also need finish
Ngò châng pàn nầy to tọ, cưng sày thuồn á,
like this.
pàn nầy.


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