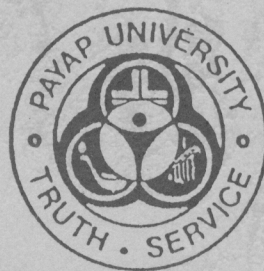


**A Preliminary Report on  
Independent Clause Structures  
in Plang**

by  
**Debbie Paulsen  
and  
Karen Block**



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## Abstract

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This paper will discuss the components of the basic independent clause structures of Plang, a Mon-Khmer language. First, event clauses will be studied, which include intransitive, transitive and ditransitive clauses. State clauses will be looked at next, these are characterized as conditions which do not change over time. In this paper, three types of state clauses will be studied, stative with copula (equative), stative without copula and existential.

A tagmemic model will be applied to the data. Each structure will be expressed in terms of its class of elements, this includes both their function and the grammatical class which fills that function.

A Plang text is included as an appendix to exemplify the various structures expounded in the paper.

## บทคัดย่อ

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### รายงานเบื้องต้นเรื่องโครงสร้างประโยคหลักในภาษาปัลล

เด็บบี พอลสัน และ คาเร็น บล็อก

มหาวิทยาลัยพายัพ เชียงใหม่

รายงานฉบับนี้จะกล่าวถึงส่วนประกอบต่างๆของโครงสร้างประโยคหลักทั่วไปของภาษาปัลล ซึ่งเป็นภาษาตระกูลมอญ-เขมร ลำดับแรกเป็นการศึกษาประโยค event clause ซึ่งประกอบด้วยประโยคที่ไม่มีกรรม, ประโยคมีกรรม และประโยคที่มีทั้งกรรมตรงและกรรมรอง (intransitive, transitive and ditransitive clauses) จากนั้นเป็นการศึกษาประโยค state clause ซึ่งจะมีลักษณะเป็นเงื่อนไขที่ไม่เปลี่ยนแปลง ในรายงานฉบับนี้ จะรวมถึงการศึกษาประโยค state clause 3 ประเภท ได้แก่ ประโยค stative ที่มี copula (หรือประโยค equative clause), ประโยค stative ที่ไม่มี copula และ existential

ข้อมูลต่างๆจะใช้แบบ tagmemic ในการวิเคราะห์ แต่ละส่วนในโครงสร้างจะมีชื่อเรียกตามประเภทส่วนนั้นๆ ซึ่งรวมทั้งหน้าที่ในประโยคและประเภทของไวยากรณ์ที่ใช้เติมในส่วนของหน้าที่ในประโยคนั้น

ต้นฉบับของภาษาปัลลจะอยู่ในส่วนภาค ผนวกเพื่อใช้เป็นตัวอย่างของโครงสร้างแบบต่างๆ ที่อธิบายไว้ในรายงาน

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## List of Abbreviations

COMPL	completive
CONJ	conjunction
DPCLMKR	dependent clause marker
LOC	location
NEG	negative
REFL	reflexive
***	unknown gloss

## 1. Introduction

This paper will discuss the components of the basic independent clause structures of Plang<sup>1</sup>. Firstly, the clauses can be divided into event versus state clauses. The former express "changes across time, either from an initial to a final state, if the event is bounded, or changes in the process of occurring, if the event is not construed as bounded."<sup>2</sup> Event clauses would include intransitive, transitive and ditransitive. State clauses can be characterized as "existing conditions not involving change across time. States may be either temporary at one extreme or permanent at the other, depending on their relative position along the scale of time-stability."<sup>3</sup> In this paper three types of state clauses are studied, namely, stative with copula (equative), stative without copula and existential.

As a formal framework, a modified tagmemic model will be applied to the data. The elements of clause structures are expressed both in terms of their function (above the line) and the grammatical class which fills that function (below the line). Parentheses indicate optionality of an element.

A Plang text is included as an appendix to exemplify some of the various structures expounded in the paper<sup>4</sup>.

The basic clause structure in Plang is an SVO pattern, with the subject (S) generally being optional. It also follows the expected typology of VO languages by having modifiers follow nouns in noun phrases, and in having prepositions rather than postpositions<sup>5</sup>.

## 2. Intransitive Clauses

The first type of event clause in Plang is the intransitive, which requires no objects. The elements of the intransitive clause are as follows:

Though the subject is expressed in the above clause, once indicated at the beginning of a text, it may be reduced to a pronoun or completely deleted (*zero anaphora*) as shown in sentences 3 and 4.

---

<sup>1</sup> The dialect of Plang studied here is called Kontoi and is found both in southwestern Sip Song Panna of Yunnan, China, and in the village of Huay Nam Khun in northern Thailand. Plang with Wa and Lawa, form the Waic sub-branch of the Palaungic branch of Mon-Khmer.

<sup>2</sup> Givón, 1984, p.87.

<sup>3</sup> Ibid.

<sup>4</sup> Other texts can be found in Block 1994 and Paulsen 1992.

<sup>5</sup> Greenberg, 1966.



Slot:	(S)	P	(Location)	(Cause)	(Manner)	(Time)
Filler class:	NP Pron	VP	PP AdvP	PP	PP	NP

That is, an optional SUBJECT slot/function may be filled by a noun phrase (NP) or a pronoun (Pron). The SUBJECT is followed by a PREDICATE (P) slot which is filled by a VERB PHRASE (VP). The last four elements are all optional and the order of them is not thoroughly determined except that TIME is generally the last element in a clause. The first optional element following the PREDICATE can be a LOCATION slot which can be filled by either a PREPOSITIONAL PHRASE (PP) or an ADVERBIAL PHRASE (AdvP). The next optional element is CAUSE which is filled by a PREPOSITIONAL PHRASE (PP). MANNER is next which is also filled by a PREPOSITIONAL PHRASE (PP). The last optional slot in the clause is TIME which is filled by a NOUN PHRASE (NP).

The minimum expressed in a single clause is just one verb as in:

1. hui<sup>6</sup>  
go  
(We) went.
2. khrih lət ɛng rət  
bear then return arrive  
The bear then arrived.

Though the subject is expressed in the above clause, once indicated at the beginning of a text, it may be reduced to a pronoun, or completely deleted (zero anaphora) as shown in sentence 3 and 4.

3. i? rət nang ngkòng.  
we arrive LOC mountain  
We arrived at the mountains.

---

<sup>6</sup> All data used in this paper is from natural texts collected from various speakers in the village of Huay Nam Khun in northern Thailand between the years of 1987 and 1993.

4. ịt ịt hət khra?

sleep sleep along path

(We) slept along the path.

The most common intransitive clause consists of a location slot filled by a prepositional phrase. Examples 3 and 4 illustrate this. The location slot can also be filled by an adverbial phrase (most often deictic) as in 5:

5. tə huəl muk tề?

then go live here

We then moved here.

The CAUSE and MANNER slots have only been found in a few instances in the corpus of data available, thus the order of these two elements with respect to the other optional slots following the verb phrase is not certain. Sentence 6 exemplifies CAUSE and 7 MANNER.

6. təl khrah rə ngòl høyen

leap leave CAUSE fire truly

(The animal) surely flees away because of the fire.

7. kə yùh rə vùỳ vùỳ

also do MANNER fast fast

(He) did it quickly.

TIME elements that modify the clause occur at the end of the clause.

8. ỉ? kə khrah lẹng

we then leave long time

We then left a long time (ago).

9. hòn ịk pòl

dance all night

We danced all night.

### 3. Transitive Clauses

The second type of independent event clause studied here is the transitive clause. The basic elements of this clause type are:

(S)	P	(DO)	(Source)	(Instrument)
NP	VP	NP	PP	PP
Pron		Pron		

These elements are illustrated in the following examples. The first two, 10 and 11, illustrate the basic SUBJECT, PREDICATE, DIRECT OBJECT pattern.

10. i? tə<sup>7</sup> t̄h a?

we then pound it

Then we pound it.

11. huɿ yùh hmal singay paraparo?

go do field far very

(We) went and worked fields very far away.

Sentences 12 and 13 exemplify additional source and instrument constituents, respectively.

12. hmaŋ som nə pùy

request food from person

(We) asked for food from the people.

13. əy ki? rə pon rə play

treat them (3+) with food with liquor

Treated them to food and drinks.

As noted in the formula, the direct object is optional (DO) in the transitive clause because there are some instances in which the direct object is implied but not expressed explicitly in the surface syntax. A couple of examples include:

<sup>7</sup>In this example, 'tə' is an interclausal particle that serves a discourse level function.

14. iʔ pòn nə som nəka<sup>8</sup>

we get for eat indeed

We got (food) to eat.

15. tə khuc nang khɾap te

then carry (on back) LOC basket refl

Carried (things) in a basket.

A special type of direct object is found in the reflexive particle 're'<sup>9</sup>. Clauses with 're' following the verb imply that the subject is doing the action to self or by self. Thus the direct object is present but is signalled by a reflexive particle that points to the subject as also being the direct object. The 're' particle has other uses as well that may vary with whether it occurs with nouns or verbs, but this is outside the scope of the current topic<sup>10</sup>.

16. hɲum et huɭ hɱm ne

young people small go bathe REFL

The kids go bathe themselves.

17. kiʔ ɛŋ tha? re rət nang kontoy

they come take/send (person) REFL arrive at Kontoy

They send (themselves), arrive at Kontoy.

Fronting occurs in Plang to give greater emphasis or prominence to an object as in 18 and 19:

18. kəlɯmkhuʔ kətɛŋ kətɛŋ mək aʔ

tree gave us big big cut it

Cut down very big trees.

<sup>8</sup> Also in this example, 'nəka' is an interclausal particle that serves a discourse level function.

<sup>9</sup> The particle 're' has morphophonemic variants 'te' and 'ne' as well.

<sup>10</sup> For further discussion of the reflexive particle 're' in Plang, see Block 1996 and Paulsen 1992.

19. hmal yùh kələ  
 dry rice field do like this  
 (We) made fields like this.

In example 18, but not 19, notice that when the direct object is fronted, a kind of trace pronoun may be retained in its standard DO place following the verb. It is not clear whether this pattern depends on the verb or on discourse considerations.

#### 4. Ditransitive Clauses

A third event clause type is ditransitive. The elements in this structure are the following.

(S)	P	(DO)	IO
NP	VP	NP	PP
Pron		Pron	

The indirect object in Plang is always signaled by the benefactive particle ‘rə’. Normally in Plang, the direct object comes before the indirect object. But there are instances of the indirect object occurring before the direct object. An example of the norm will be given first.

21. ku? tahu? lət kàh cu? rə pùy  
 part. grandfather-Chinese then give seed BENE person  
 Then a Chinese man gave seeds to people.

22. kàh rə i? sɨp vət  
 give BENE us ten baht  
 (He) gave us ten baht.

23. ta pòn vì? pon rə sɯn tè?  
 not able buy meat BENE like here  
 (We) were not able to buy meat for (ourselves) like here.

In example 23, the prepositional phrase of the indirect object consists of only the benefactive particle ‘rə’, with the object left implicit. In this case the preposition assumes the subject as the beneficiary. Thus the indirect object is not completely optional, though all but the preposition may be implied.

The direct object in a ditransitive clause is also optional as seen by the following excerpt of text in 24.

24. mậ̄ khukət huul pùt la? . paj̄ a? . paj̄ a? rə tahu? . paj̄ rə kongca? pù̄y  
 is adults go pick tea sell it sell it BENE Chinese man sell BENE official person  
 The adults went to pick tea leaves. (They) sold it. Sold it to the Chinese. Sold to the  
 officials.

The final clause leaves the direct object implicitly understood. It goes through a familiar process of reduction from the noun 'tea', to a pronoun 'it', to nothing (NP > PN > Ø).

As noted earlier, the particle 'rə' signals a benefactive function or the indirect object in a ditransitive clause. There are, however, other functions of 'rə' as well, which are worth noting here. It functions to signify source, instrument, manner, purpose and reason as well as the benefactive. Examples of each of these are as follows:

- |            |  |
|------------|--|
| Source     | 25. hman som rə pù̄y<br>request food from person<br>(We) asked for food from the people.   |
| Instrument | 26. kuh rə pon kən ne<br>cook/curry INSTR meat child REFL<br>Made curry with the flesh of our child.   |
| Manner     | 27. kə yùh rə vù̄y vù̄y<br>also do PREP fast fast<br>(He) did it quickly.  |
| Purpose    | 28. pù̄y kən tə paj̄ rə mậ̄ vəl la? uc<br>person gradually then sow PREP be garden tea all<br>People gradually planted everything to be tea plantation(s). |
| Reason     | 29. təl khrah rə ngòl hōyen<br>leap leave because fire truly<br>(The animal) surely flees away because of the fire.  |

Most oblique functions other than locational functions (which are all signalled by the particle 'nang') are signaled by the particle 'rə'.

## 5. State Clauses

Three types of state clauses are discussed here. The first two are statives, with copula and without, and the third is the existential clause.

### a. Stative with copula

Equative clauses are a type of stative clause which contains a copula to express equation. Thus the subject is equated with the nominal complement. The structure of the equative clause is:

(S)	Copula	Complement
NP	'mạh'	NP
Pron		

The copula for this clause in Plang is 'mạh', 'to be'. Examples include 30-32:

30. ɛ? mậh tị? kɔn tị?

this be hand child one

This is our child's hand!

31. pùỳ lầh mậh mậi hman

person say be money ten thousand

People say (it) is tens of thousands of money.

32. kɔn tə mậh kɔnthɔnsɔng hɔn sị tə ɛng mậh pha?

child then be second child this child DEPCLMKR then come be monk

Then the child which is the second child, this one then became a monk.

### b. Stative without copula

Another type of stative clause is one which does not use any kind of copula. These are generally expressed by adjectival complements. The elements of this clause type are:

(S)	Complement
NP	AdjP

The complement slot is filled by an adjective phrase. There is one exception to this in the data. It will be discussed below. It is certain that the subject can be expressed as either a noun phrase or a pronoun, though the corpus of texts from which this data is taken does not give any examples of a pronominal subject.

33. còng pəʔɔh nu yen  
foot swollen this much truly  
Feet were really swollen.

34. èʔ tɔng vɔy vɔy ʉc  
this dark dim dim all  
This was all dark.

35. hɲap mot  
difficult too  
It was too difficult!

Fronting as a way of expressing emphasis or prominence is a productive process in Plang. In this stative clause type the complement can be fronted just as with the direct object in a transitive clause (see section 3).

36. vang laʔal  
alive two  
Two (children) are alive.

It was mentioned that there is an exception to the complement being expressed as an adjective phrase. The example is:

37. khraʔ kə səmɯʔ  
road it rock people dancing  
The road is rocky.



In this example a noun is used in the complement slot to express the attribute of the subject. Since no copula is used in this structure, the clause does not fit into the equative type of stative clause.

**c. Existential Clauses**

The existential clause in Plang consists of the verb kəy 'have' plus an NP referent, as in the figure below:

Copula	Complement
'kəy'	NP

Sentences 38 and 39 are illustrative:

38. ng kəy pùy  
 not have person  
 There are no people.

39. kəy kənhnum ngòn ew məl  
 have young people some look for money  
 There are some young people that go looking for money.

Again, fronting is a productive process in this clause type just as with statives, such that the complement is brought to the beginning of the clause to bring prominence to it. For example:

40. hmal ro? kəy  
 dry rice field new have  
 There were new fields.

41. khu? hòn kə kəy  
 person dance also have  
 There were also people dancing.

## 6. Conclusion

The main independent clause types in Kontoi Plang are the event clauses - intransitive, transitive, ditransitive, and three types of state clauses - stative with copula (equative), stative without copula, and existential. The subject is always optional in Plang, and fronting is a common process to bring prominence to either a direct object or a complement.

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## Appendix

### A Plang Text

#### kənkaw first child First child

muk nang kəŋghu? nong  
live at China there  
*(We) lived there in China.*

ngat nang kəŋghu? nong  
give birth at China there  
*(I) gave birth there in China.*

pù? lèh hət khra?  
carry (baby on the back) go down along path  
*Carried the child on (my) back going down the path.*

pù? a?  
carry (baby on the back) it  
*Carried it on (my) back.*

ngat ac sị lət pù? ng kạ? re lèh hət khra?  
give birth COMPL DPCLMKR then carry (baby on the back) at back REFL go down along path  
*Having given birth (I) then carried the child on (my) back along the path.*

ịt ịt hət khra?  
sleep sleep along path  
*Slept along the road.*

lèh rət nang kəŋghu sị lət cəng huəl  
go down arrive at Thailand DPCLMKR then able go/walk  
*Arriving at Thailand (we) could still walk.*

kən kətị? ta kənthonsəng ng kəŋghu? nong sị  
child one and second child at China there DPCLMKR  
*First and second child, in China...*

ngat kənkaw re ng kəŋghu? ac sị lət pù? hət tề?  
give birth first child REFL at China COMPL DPCLMKR then carry (baby on back) along here  
*...gave birth to the first child in China and carried it here.*

lèh ac sị tang hnel  
go down COMPL DPCLMKR begin pregnant  
*(I) was pregnant as (we) went.*

ngat nang khra?  
give birth at path  
*Gave birth along the way.*

thonsong en ket nang khra?  
second this born at path  
*Second child was born along the path.*

hnap paraparo?  
difficult very  
*Very difficult!*

ng koy um hot khra? ə sə cən um singay hạm a?  
NEG have water along path NEG carry (water) water far bathe it  
*Didn't have any water along the path, so (we) had to go far to get water to bathe it.*

nong a? si hwal yen  
carry (child) it DPCLMKR go/walk truly  
*Carried the child while walking.*

nong hwal hwal  
carry (child) go/walk go/walk  
*Carried and walked, walked.*

ng koy kà? ng koy ngròng  
NEG have car NEG have horse  
*Didn't have a car or a horse.*

nong a? hwal  
carry (child) it go/walk  
*Carried and walked.*

rət nang kạngthuy tề? an a? ịt  
arrive at Thailand here put it sleep  
*Arrive here in Thailand and put it to sleep.*

an ịt si tị? mòn namnom  
put sleep DPCLMKR need eat milk  
*Put it to sleep then it needs to drink milk.*

lành mặh namnom si kàh pạ? pạ? tị?  
call (name) to be milk DPCLMKR give milk, breast milk, breast one  
*Called milk (in Thai), give it my own breast milk.*

pạ? pạ? ac si kạtềng kạtềng  
milk, breast milk, breast COMPL DPCLMKR big big  
*Drink milk then gets bigger.*

kàh a? som  
give it food  
*Give it food.*

kətəng kətəng sị konthonsəng kənkho?  
big big DPCLMKR second child son  
*Gets bigger, the second child, it's a son.*

kənkhrəh sị ngat ng kənghu? nong  
daughter DPCLMKR give birth at China there  
*Daughter was born there in China.*

pù? hət tət ləh hət khra? yen  
carry (baby on the back) along REFL go down along path truly  
*Carried the baby along the road.*

i? ləh nùm kənghu? lət ləh rət tət ac sị wəc pəne? səjɿc al  
jɿc  
we(3+) go down from China then go down arrive here COMPL DPCLMKR gone few day 2 day  
*We left China and arrived here in a few days.*

wəc sịp jɿc ləh rət kəngthuy tət yen  
gone ten day go down arrive Thailand here truly  
*Took ten days to get here to Thailand.*

kəngthuy tət sị tah nang...  
Thailand here DPCLMKR stay at  
*Here in Thailand stayed at...*

məh yung kəno?  
name village what  
*What was the name of the village?*

yung musu  
village Lahu  
*It was a Lahu village.*

rət nang yung musu hman som nə puy  
arrive at village Lahu ask for, request food of person  
*Arriving at the Lahu village (we) asked for food from the people.*

vì? re som  
buy REFL food  
*(We) bought (food) to eat.*

vì? khra? məl  
buy path silver, money  
*Bought with travel money.*

hmaŋ som nə pùy  
ask for, request food from person  
*Asked for food from them.*

kàh i? taŋ n nà? re  
give we(3+) stay at house REFL  
*Had us stay at their house.*

kàh i? muk làknòk kəle yen  
give we(3+) live outside like this truly  
*Had us stay outside.*

it làknòk pùy  
sleep outside person  
*Slept outside their (house).*

taŋ n nà? pùy sip səŋic  
stay at house person ten day  
*Stayed at their house ten days.*

i? kən lət lèh rət nang kəŋthuy tət yen  
we(3+) gradually then go down arrive at Thailand here truly  
*We eventually arrived here in Thailand.*

wəc sip səŋic lèh rət tət  
gone ten day go arrive here  
*Took ten days to get here.*

ng kəy kà? ng kəy ngròŋg  
NEG have car NEG have horse  
*Didn't have a car. Didn't have a horse.*

chuk chuk còŋg ne  
step step foot,leg REFL  
*Went by foot.*

còŋg pətəh nu yen  
foot,leg swollen this much truly  
*Feet were swollen.*

còŋg pətəh  
foot,leg swollen  
*Swollen feet.*

tiw tiw huil còŋg lət pətəh lət sətung  
walk walk go/walk foot,leg then swollen then tired  
*Walk, walk, walk til our feet were swollen and tired.*

ịt nang khra?  
sleep at path  
*Slept on the road.*

ịt nang khra? kuh ạp re ng phrẹ?  
sleep at path cook cooked rice REFL at jungle  
*Slept on the road and cooked in the jungle.*

pùh ngku? họt tề? yen  
carry on back dehusked rice along here truly  
*Carried rice with us.*

pù? kòn ne. pùh ngku?  
carry (baby on the back) child REFL carry on back dehusked rice  
*Carried our child. Carried rice.*

pùh cệh pùh phrẹk  
carry on back salt carry on back red pepper  
*Carried salt and pepper.*

pùh rạe rạuh họt tề? pùh khal le  
carry on back oil along here carry on back mattress REFL  
*Carried oil with us. Carried a mattress.*

nự? pòl ac sị ịt nang khra?  
if,when night COMPL DPCLMKR sleep at path  
*When night comes, sleep on the road.*

pənsa? nự? talak ac sị ta kuh ạp te  
tomorrow if,when late morning COMPL DPCLMKR then cook cooked rice REFL  
*The next morning, (we) cook rice.*

kuh tạ? re som  
cook vegetable REFL eat  
*Cook food to eat.*

som sak ac sị tặ khuc nang khrap te  
eat full (w/food) COMPL DPCLMKR then carry at basket REFL  
*Finished eating then carry (things) in a basket.*

hul hul hul hul hul  
go/walk go/walk go/walk go/walk go/walk  
*Walk, walk, walk, walk.*

khru? khràw som ac sị ngaynịc ng cong ac sị tặ som  
enough moment eat COMPL DPCLMKR sun at overhead COMPL DPCLMKR then eat  
*When it comes time to eat, when the sun is overhead, then (we) eat.*



som sak            ac            tə   khuc ɔʔ   èʔ re  
eat full (w/food) COMPL then carry that this REFL  
*Finished eating, then carry everything.*

cận            um   hạm   kɔn   ne  
carry water water bathe child REFL  
*Draw water and bathe the child.*

pùʔ            hwal   hwal   hwal  
carry (baby on the back) go/walk go/walk go/walk  
*Carry it and go.*

ɲùʔ    tə   pəl   ac    sɿ            tə   ɿt   tɔʔ  
if,when then night COMPL DPCLMKR then sleep that place  
*When night comes, then sleep there.*

ntuʔ   ntuʔ   re   yùh   kətet   yen  
move move REFL do, make like this truly  
*Keep moving.*

hwal   hwal   lət   lèh            rət   tèʔ  
go/walk go/walk then go down arrive here  
*Go, go then reach here.*

rət   tèʔ   ac            sɿ            ngayɲɿc lət   hlwng   nang   ngkòng   kəle   yen  
arrive here COMPL DPCLMKR sun            then yellow at   mountain like this truly  
*Arrived when the sun was yellow on the mountains.*

ngayɲɿc   hlwng   lət   tahreʔ  
sun            yellow   then rest  
*Sun was yellow so (we) rested.*

èʔ   mậh   phrɛʔ   wɛ  
this to be jungle all  
*This was all jungle.*

yung   kətɛng   làkcòl   tangsɛt            hɔ   ɲang            kɔy  
village big            below there/down \*\*\* not yet,still have  
*Didn't have a big village down below.*

muk   tèʔ   numah   sɿ            ɲang            kɔy  
live here in the past DPCLMKR not yet,still have  
*Living here back then didn't have (a big village).*

sem   kiʔ            muk   phɔn   ɲàʔ  
Shan they(3+) live five house  
*The Shan lived in five houses.*

plàng i? rət lèh nà?  
Plang we(3+) arrive six house  
*We Plang lived in six houses.*

lèh, hərəh, sətì?  
six seven eight  
*six, seven, eight.*

pùiy ta rət n lèh ng i? tə lèh tə mu? pare? sị  
person then arrive go down at we(3+) then go down then same time each other DPCLMKR  
*We who came down together...*

ta kəy phən nà?  
then have five house  
*...had five houses.*

sem ki? sị kəy phən nà?  
Shan they(3+) DPCLMKR have five house  
*The Shan had five houses.*

plàng i? sị rə kəy sịp nà?  
Plang we(3+) DPCLMKR CONJ have ten house  
*We Plang had ten houses.*

lət muk muk muk muk ac sị  
then live live live live COMPL DPCLMKR  
*While living here a while,*

on rət èn rət on rət èn rət sị lət yung kətèng  
that arrive this arrive that arrive this arrive DPCLMKR then village big  
*...this person and that person came and the village became big.*

lət mậh yung ava?um tộh  
then to be village kind of vegetable go up  
*It was a village where this vegetable came up.*

va?um pùt hla?  
kind of vegetable pick(veg) leaf  
*Picked it's leaves.*

pùt va?um  
pick(veg) kind of vegetable  
*Picked the vegetable.*

pùt phaknam tộh hət klung è? yen  
pick(veg) kind of vegetable go up along stream this truly  
*Picked vegetables that grew along the valley.*

è? tɔŋ vạ vạ ưc  
this dark dim dim all  
*It was all dark. (beneath all the growth)*

ng kɔy pù y  
NEG have person  
*No people.*

vat kə ng kɔy  
temple also NEG have  
*Also didn't have a temple.*

vat sị vat et pənuynɔ  
temple DPCLMKR temple small very small  
*The temple was very small.*

vat et  
temple small  
*It was a small temple.*

pling məh rəm  
build to be small temple  
*Built a small temple.*

rət ac muk tə nùm muk al nùm muk ɔy nùm rət te? muk pun nùm sị  
arrive COMPL live 1 year live 2 year live 3 year just then here live 4 year DPCLMKR  
*Live here one year, two years, three years, as soon as lived here four years...*

kɔnang pling vat khayen  
future build temple truly  
*...we then started building a temple.*

kɔn lət məh vat kətəŋ  
gradually then to be temple big  
*Gradually it's become a large temple.*

khrac pù y lət i? mak kɔy vat ac sị  
moment person then we(3+) \*\*\* have temple COMPL DPCLMKR  
*Then we have a temple,...*

ɔn lət rət èn rət ac sị pù y kɔn lət hɔn paraparɔ? yung hayen  
that then arrive this arrive COMPL DPCLMKR person gradually then many very village truly  
*...and more people come and there's lots of people in this village.*

rət numah sɔ  
just then in the past definitely  
*That was back then.*

kəy kən kət nang kəŋhu? kətɿ? ngkəy nə  
have child born at China one only indeed  
*Had just one child born in China.*

kənkw kət nang kəŋhu? rəyə  
first child born at China indeed  
*The first child was born in China.*

kən pən pun nuəm lət pù? a? khraḥ  
child get four year then carry (baby on the back) it leave  
*When the child was 4 years old (we) carried it and left.*

pù? pù? a? khraḥ ac lət ta hnel yen  
carry (baby on the back) carry (baby on the back) it leave COMPL then then pregnant truly  
*While carrying this child and leaving (I) was pregnant again.*

ng hnel ngat hət khra? yen  
pregnant give birth along path truly  
*Pregnant, then gave birth along the road.*

kənthonsəŋ rət tət? ac sɿ kəy la?əy  
second child arrive here COMPL DPCLMKR have three  
*Second child, then arrived here and had 3 children.*

kəy ləpun yuəm kətɿ?  
have four die one  
*Have four children, one died. (3 left)*

kənmi? yuəm kətɿ? vang la?al  
son die one alive two  
*One son died. Two lived.*

kənpwən kətɿ? kənmi? la?al  
daughter one son two  
*One daughter and two sons.*

kəy kən la?əy wɛ  
have child three all  
*Have three children total.*

kəy kənmi? kətɿ? kənsətə? o? khən sɿ lət kət  
have son one last child, youngest I this child DPCLMKR then born  
*Have a son, my youngest, this child then was born.*

kət ac sɿ pən al nuəm kəp lət yuəm  
born COMPL DPCLMKR get two year father then die  
*When the child was 2 years old his father died.*

mà? lət ɔy                      ɲg kɔy yen  
mother then raise (child,animal) NEG have truly  
*The mother (I) then had to raise (the children) alone.*

kɔn tə məh kɔnthɔnsɔŋ hɔn      sɿ                      tə ɛŋ                      məh pha?  
child then be    second child    this child DPCLMKR then come return to be monk  
*Then the second child went to be a monk.*

tə məh ceru? pha?                      kɔn ne                      hət                      n hmaɪ  
then to be novice monk    child REFL go walk at dry rice field  
*(He) was a novice.*

muk may kɔnpɯn kaw      re      hɔn      kà?      ɲgkɔy yen  
live with daughter first child REFL this child they(2) alone truly  
*Lived with the oldest daughter, just the two of us.*

kɔnthɔnsɔŋ hɔn      sɿ                      tə məh pha?  
second child    this child DPCLMKR then to be monk  
*The second child was a monk.*

kɔnmi? sətə? hɔn      sɿ                      kɔn tə      et      kɔn pɔn al nùm pɔn al nùm pay      al chi?  
son      tail      this child DPCLMKR child then small child get 2 year    get 2 year excess 2 month  
*The last son, when he was small, only 2 years and 2 months,...*

kəp lət yùm                      kɔn ne  
father then die                      child REFL  
*...his father died.*

yùm ɔy                      kɔn ɲgkɔy  
die    raise (child,animal) child alone  
*(He) died so (I) raised the children alone.*

ɔy                      ɔy                      ɔy                      kɔn ne  
raise (child) raise (child) raise (child) child REFL  
*Raised my children.*

anlo?      kɔn lət kətɛŋ wɛ  
right now child then big      all  
*Now all the children are grown.*

lət ew      məl                      sɿ                      mà? lət ku? nà?  
then look for silver, money DPCLMKR mother then wait house  
*Then (they) go make money, Mother then stays and watches the house.*

muk tət? ra      səmay                      yen      kəŋthuy ra      so  
live here LOC comfortable truly Thailand      LOC part.  
*Living here in Thailand is nice.*

muk nang kəŋhuʔ ra hɲap cen  
live at China LOC difficult truly  
*Living in China was difficult.*

pùʔ kən ne huɹ n hmal  
carry (baby on the back) child REFL go/walk at dry rice field  
*Carried the children to the fields.*

pùʔ kən ne huɹ n hmal  
carry (baby on the back) child REFL go/walk at dry rice field  
*Carried the children to the fields.*

mət kən ne nang kəʔ re  
tie child REFL at back REFL  
*Tied the child to my back.*

pen khəʔ pok hmal le  
grab hoe dig dry rice field REFL  
*Grab the hoe and dig fields.*

muk tətʔ rə n pùʔ n pùʔ aʔ sə  
live here CONJ NEG carry (baby on the back) NEG carry (baby on the back) it NEG  
*Living here, don't have to carry a kid on the back.*

muk kuʔ ɲəʔ re  
live wait house REFL  
*(I) stay, watching the house.*

kən ew məɹ ng kəy  
child look for silver, money NEG have  
*The kids go make money by themselves.*

kən kətəŋg kən ew məɹ  
child big child look for silver, money  
*Kids are big, they go get money.*

kuʔ ɲəʔ  
wait house  
*(I) wait at home.*

kuh ɲəʔ kuʔ pùy  
cook cooked rice wait person  
*Cook rice while waiting for others.*

kuh tətʔ kuʔ pùy  
cook vegetable wait person  
*Cook food while waiting for others.*

cận            um   ku?   pụ̀y  
carry (water) water wait person  
*Draw water while waiting for others.*

kɔn   hụl   ew   mậ̣l            ng   kɔ̣y  
child go/walk look for silver, money NEG have  
*Only the kids go out and make money.*