

What makes a story a story in Plang?

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1. Introduction

What makes a story a story? All of us can quickly identify the key characters, the major events, the important features of a story in our own languages. We have the ability to summarize a lengthy tale into several sentences because of that learned knowledge. Many of us, however, would not be able to tell a non-native speaker just what the clues were that enabled us to do that. That those clues exist is clear, and to gain adequate control of another language those must be identified and controlled.

To the Plang people, as well as the speakers of any language, there are specific features which must be included in the telling of a story in order for it to be a well told story. Several first person oral narratives in the Plang language have been studied to isolate those features in terms of a theory of discourse grammar.¹ These features are discussed after an introduction to the Plang people and a brief summary of the theory of discourse grammar based on Robert Longacre's work.

1.1 *The Plang People*

The Plang people recently arrived (mid 1970's) in Thailand from southern China. They fit into the Thai culture so well that few people know of their uniqueness outside the villages to which they have migrated. They are predominantly Buddhist in their beliefs. In China the Plang are an official minority group called Blang or Bulang. They are described as an agricultural people, and this fact is reflected in the texts studied in this paper. Another piece of evidence of an agrarian heritage is their lifestyle in Thailand, where they remain highly involved in agriculture for their livelihood.

The Plang people are found in northern Thailand, eastern Myanmar, and southwestern Yunnan Province in China. They live in the Sipsong Panna area of Yunnan Province, which is the southwestern-most part of the province. It is situated across from the Shan State of Myanmar and directly north of Thailand. In Myanmar they live in the town of Kengtung and the Muang Yong area in Shan State. In Thailand (Grimes 1992:745) approximately one thousand live in Chiang Rai Province, with another two hundred living west of Bangkok working mostly as gardeners. Data for this research was collected in Baan Huay Nam Khun, Chiang Rai province.

¹ This paper is a revision of parts of the author's M.A. thesis (Block, 1994).

1.2 Classification of Plang

Plang fits into the Northern Division of Mon-Khmer. Within the Northern Division of Mon-Khmer, it is a member of the Waic group of the Western sub-branch of Palaungic. Within this sub-branch Plang is included with the Waic group together with the Lawa and the Wa languages. An abbreviated form of the Austro-Asiatic family tree appears in Figure 1 as taken from Diffloth (1980).

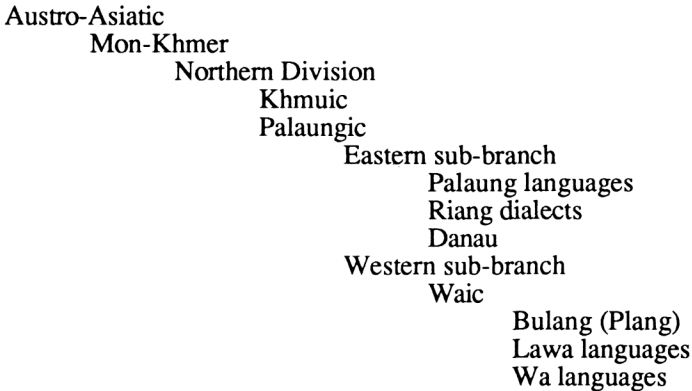


Figure 1. Position of Plang in Mon-Khmer

2. Review of the theory

The theory of discourse grammar proposed by Longacre examines features which mark the main-line (storyline/event-line) vs. supportive material. In a narrative text it examines the manner in which the storyline, routine events (script predictable events), backgrounded actions or events, backgrounded activity (durative), the setting, irrealis, evaluation (from the author), and cohesive and thematic elements are marked, which tells us what makes a story a story. In many languages this distinction is marked by tense/aspect/mode in the verb. Longacre (1981:340) refers to the total range of information as the spectrum and introduces it by saying:

the analysis of a narrative text reveals a cline of information which ranges from the most dynamic elements of the story to the static (depictive) elements; successive positions along the cline correlate well (as a whole) with distinctions among the verb forms of a language (i.e., with the tense/aspect/mode/ voice system), but other features (word order, use of affixes, particles or adverbs) must sometimes be invoked to round out the picture

This spectrum follows the hierarchy of information types which Longacre proposes along the lines originating with Grimes (1975), but ranks the elements as they pertain to the storyline. That is, there is a ranking in terms of “progressive degrees of structural departure from the storyline” (Longacre 1987:52). This ranking has to do with the way a story adds information to the storyline, not with semantic ranking; indeed, an item may be ranked very low in the hierarchy of discourse information and yet be crucial to the understanding of the story.

Longacre defines a storyline in the following way:

it presents actions and events which are (a) sequential, (b) punctiliar, (c) at least in part *causally* connected. Since a discourse is not a story unless it is so characterized, it follows then that the *structurally* most important part of the story is its *storyline*, i.e., the sequence of sequential, punctiliar and (at least partially) causally connected actions and events which are represented in the narrative. A storyline reports not simply events but actions, i.e., voluntary doings of animate (usually human) agents (1987:51).

- | |
|--|
| <p>1'. Primary storyline (augmentation of 1)</p> <ol style="list-style-type: none"> 1. Primary storyline 2. Secondary storyline* 3. Routine (script predictable) 4. Backgrounded actions/events 5. Backgrounded activity (durative) 6. Setting (exposition) 7. Irrealis 8. Evaluation (author intrusions) 9. Cohesive and thematic elements |
|--|

* Flashback: as an ill-defined category, it can group with (2) or (4); as a well-defined morphosyntactic category it can be added after (5).

Figure 2. Longacre's Etic Bands of Saliency in Narrative (1989:443)

Longacre (1989:443) proposes an etic nine-band hierarchy of information as shown in Figure 2. This information is presented in order of saliency, that is, clauses which advance the storyline are considered of highest importance, followed by those bands which are successively more removed from the storyline.

According to Longacre there is a major break in this hierarchy between that of the primary storyline and all the other bands. This break is due to the desire to isolate the “backbone”, that which is absolutely necessary to moving the narrative forward, from all that which is the “flesh”, those clauses which add details and color. Longacre has focused on verb morphology as markers of the information bands in narratives, and he has proposed that verb marking can distinguish the various bands in each type of discourse within a given language. But Plang, like many Southeast Asian languages, has very little verb morphology. Therefore, in Plang, factors other than verb morphology must be used as surface markers of this spectrum of information.

3. Plang texts

“Life in China²” (LC), the primary text analyzed for this paper, is a narrative. This text, along with the other texts analyzed, are all first person orally narrated experiences gathered in a village in northern Thailand. The narrators of these texts were both grandmothers who had come to Thailand from China in the mid-1970’s or so. The narrator of LC was prompted to tell this story through a request for information on what life was like in China.

The Plang texts under evaluation all use a cyclical method of story telling, where each major episode constitutes one cycle. Each cycle focuses on a different aspect of the story.³ Each major episode is introduced by stating the setting. This is done using virtually the same clause each time “We lived in China.” and is closed by another clause, which is repeated almost verbatim each time “It was difficult.” Three episodes of “Life in China” deal primarily with the same issue, that of the difficulties encountered in China. The first episode deals with difficulties due to the geography of where they lived, while the second and third episodes deal with the journey from China. The second episode focuses on the difficulties due to traveling with small children, and the third on the lack of food and the journey itself. Each of these three episodes introduces new information while highlighting repeated information, that of how difficult life was. The fourth and final episode deals with life in Thailand and does not state difficulties so much as it recounts how they have prospered there.

4. Tentative Plang salience scheme

As stated earlier, Longacre reported salience schemes which are primarily based on the tense, aspect, and mode of the verb in the languages to which they apply (Longacre, 1989). The term salience refers to the relative importance of the clauses included in a given type of text. In narrative, for example, those clauses deemed most crucial to the storyline, or immediately qualifying it, are considered to be highest in saliency. Those clauses which are less crucial to “rounding out” storyline give information in subsidiary lines of development and are considered less salient, although no less necessary to the telling of a story in good form.

Longacre also claims that for many languages affixation of the verb phrase proves to be a method of marking those clauses that present storyline events and actions as opposed to those which are backgrounded. In languages like Plang and Thai, however, which do not regularly mark tense, aspect, or mode (or do so in a very limited manner), one must look for additional clues as to what marks the storyline. (Plang does to a very limited degree mark tense/aspect/mode: tense with a future particle *kənanɡ*, aspect with a completive particle *ac*, and mode with a negative particle *nang*.)

² The text “Life in China” was collected in the village of Huay Nam Khun, Chiang Rai province, Thailand. The dialect spoken is Kontoi Plang. See Block (1994) for the complete text.

³ See Block (1994) for a complete discussion of the macrostructure of this text.

Figure 3 presents a tentative salience scheme for Plang first-person narrative texts. There are many details of each level which are as yet unknown and will require further research. This figure will be discussed in detail in the following sections of this paper.

1. Storyline
2. Backgrounded activities (routine/script predictable actions)
3. Setting (exposition)
4. Irrealis
5. Evaluation (author intrusions)
6. Cohesive and thematic

Figure 3. Plang bands (tentative)

4.1 Storyline

Clauses in the storyline (band 1) contain verbs which propel the story forward. Storyline clauses are usually sequential, punctiliar, and at least partially causally connected. In Plang the main verb in a storyline clause occurs in the independent clause and denotes an action, motion, or event (cf. example [1]). The verb phrase is often a series of verbs: a main verb with directional or auxiliary verbs preceding or following it. A complete or finite list of each of these needs to be researched. There are also some instances which do not seem to fit the pattern, again further research will be needed before this tentative salience scheme can be accepted. In example (2) the verb phrase⁴ consists of the main verb (action) *remx* 'weed' and the directional verb *hul* 'go/walk'. (The portions in focus will appear in bold.)

(1) LC 7⁵

<i>iq</i>	<i>tə</i>	<i>ngrom</i>	<i>aq.</i>
1.p(3+)	then	burn	it
pron	conj	v	pron

We then burned it.

(2) LC 9

<i>mol</i>	<i>ac</i>	<i>si</i>	<i>hul</i>	<i>remx</i>	<i>aq.</i>
plant(drop.seed)	compl	DCM	go/walk	weed.(out)	it
v	part	part	v	v	pron

Planting finished, (we) go weed it.

4.2 Backgrounded Activity

Longacre (1989:440) says that all languages have backgrounded activity

⁴ The bold portion of each example is that which is referred to in the prose section—the verb phrase, the marking of irrealis, the evaluation, a conjunction, etc.

⁵ See appendix A for chart showing IPA equivalents of the romanized phonemic orthography used for Plang.

(band 2 of Fig. 3). Any activities that are non-punctiliar, repetitive, on-going, prolonged, and gradual, are included in the category of backgrounded activities. Some of these activities are customary or routine. At this point in the analysis of Plang several bands (Fig. 2) have been collapsed into this band (backgrounded activities). More texts need to be analyzed before these details can be sorted out.

Table 1 (only independent clauses shown) demonstrates a “farming” script, from “Life in China.” There are clauses in this episode which appear to be storyline clauses (from the criterion given above); however, due to the manner in which they demonstrate ongoing and repetitive activities, these clauses are demoted to the band of backgrounded activities. At this point, pragmatic distinctions come into play in defining the distinction between bands 1 and 2. The order in which the events are presented is both logical and predictable as prescribed by the narrator’s culture.

Table 1. Backgrounded Activity from “Life in China”

S #	Subject	Verb	Object/Location
6b	<i>iq tə</i> 1.p (3+) then	<i>həl kăcx</i> go/walk light fire	<i>aq...</i> it
	<i>iq tə</i> 1.p (3+) then	<i>ngrom</i> burn	<i>aq</i> <i>it</i>
8b	<i>iq tə</i> 1.p (3+) then	<i>həl mol</i> go/walk plant	<i>aq</i> <i>it</i>
9b		<i>həl remx</i> go/walk weed	<i>aq</i> <i>it</i>
10c	<i>iq kən tə</i> 1.p (3+) gradually then	<i>văcx</i> reap	<i>aq</i> <i>it</i>
11	<i>iq tə</i> 1.p (3+) then	<i>tum tə cap</i> pile then thresh	
12	<i>kən</i> gradually	<i>pəhx ěng</i> carry on back return/come	<i>năqx re</i> house poss
13	<i>iq tə</i> 1.p (3+) then	<i>tăhx</i> husk	<i>aq</i> <i>it</i>
14		<i>plin ne ěhx</i> build refl take	<i>apol</i> mortar
15c		<i>səm</i> add (put in)	<i>nang apol</i> loc mortar
16b	<i>iq</i> 1.p (3+)	<i>kam</i> winnow	<i>ngkuq</i> husked rice

... we made it burn. ⁷ We then burned it. ⁸ ...we went to plant it. ⁹
 ... we weed it. ¹⁰ ...we would gradually harvest it. ¹¹We then piled,
 then threshed (it). ¹² Gradually (we) carried it back to our house. ¹³
 We then pounded it. ¹⁴ (We) built a large mortar. ¹⁵ ... (we) put
 (rice) into the mortar. ¹⁶ Pounded it... (sound of pounding), we
 winnowed the rice.

4.3 *Setting*

In Plang the verb phrase of the clause which denotes the setting (band 3) is often filled by a stative (3), equative, or descriptive verb, i.e., a non-dynamic verb. These verbs usually occur alone as in (3), without any other verbs in the verb phrase. Predicate adjectives in the verb phrase (4) may also be used alone or in conjunction with one or more of the other elements which mark the setting.

(3) LC 1
iq muk nang känghuq.
 1.p(3+) live at China
 pron v-st loc prop.n
 We lived in China.

(4) LC 27
iq tə koy um si um iq tə et
 1.p(3+) then have water DCM water 1.p(3+) then small
 pron conj v n part n pron conj adj

nɔy nɔy.
 little little
 adj adj
 We had water, our water supply was very small.

4.4 *Irrealis*

Irrealis (band 4) refers to those clauses which express ideas that have not or will not occur. Irrealis may be marked in two major ways. First, irrealis may be marked by stating that the action is yet to occur because it refers to a future event, happening, etc., or that it depends upon some condition to be fulfilled. Secondly, it may be marked by the negation of a clause. There is no sense of completion or punctuality to the verb in these clauses.

There is a conjunction at the clause level, *n̄üqx* ‘if/when’, (6) which conveys that a certain action must occur in order for the next action to be carried out. The sense that this conjunction gives is that the action expressed in the verb phrase of the next clause, is conditional to another. In example (6) the condition which is stated is: if or when the fields are cut.

(6) LC 6
tə n̄üqx iq tə mɔkx ac si
 then if/when 1.p(3+) then cut compl DCM
 conj conj pron conj v part part

iq tə hɯl kăcx aq yuhx aq haq.
 1.p(3+) then go/walk light.fire it do/make it burn.(intr)
 pron conj v v pron v pron v
 Then if (when) we have cut the fields, then we go set fire to them,
 making them burn.

The future particle did not appear in this corpus of data, but has been found in elicited material (7).

(7) elicited sentence

<i>khraw</i>	<i>ac</i>	<i>kənanŋ</i>	<i>həl</i>	<i>häm</i>	<i>ne.</i>
moment	compl	future	go.down	bathe	refl
temp	part	part	v	v	part

In a moment, (I) will go bathe myself.

Negation is the second means by which Plang indicates irrealis. Negation indicates that the state, event, or action in the verb phrase has not and will not occur, as in (8).

(8) LC 28

<i>tə</i>	<i>ng-khruq</i>	<i>cänx.</i>
then	neg-enough	carry.water
part	part-adj	v

There was not enough water.

4.5 Evaluation

Evaluation (Band 5) is marked by descriptive clauses by which the author addresses the audience directly and expresses a judgment (good or bad). The author of LC interjects five evaluative remarks into her story. These are of two types. The first (9, 10) has the verb phrase filled by a predicate adjective followed immediately by an intensifier or followed by the sentence final evaluative particle *sə* (which indicates that the situation described is one that is contrary to expectation). The second (11, 12) has the verb phrase filled with a stative verb followed by the sentence final evaluative particle *sə* (which indicates that the situation described is one to be pitied).

With four of the occurrences (9 (LC-S# 78) and LC-S#: 37, 38, 59) it is virtually the same remark: *hñap mot* 'Too difficult!' The fifth evaluation (10) compares China with Thailand.

(9) LC 78

<i>hñap</i>	<i>mot.</i>
difficult	too
adj	adv

It was too difficult!

(10) LC 64

<i>n</i>	<i>cəlětɣ</i>	<i>sən</i>	<i>caw</i>	<i>kängthuy</i>	<i>teqɣ</i>	<i>sə.</i>
neg	good	same	people	Thailand	here	contr.expect.
part	adj	adj	n	prop.n	adv	part

It was not good like the Thai people here have it.

There are two instances where the narrator uses a stative verb plus the sentence final particle *sə* 'pitiable' to mark an evaluative statement:

(11) LC 18

<i>iq</i>	muk	<i>nang</i>	<i>kānghuq</i>	sɔ.
1.p(3+)	live	at	China	pitiable
pron	v-st	loc	prop.n	part

We lived in China. (A pitiable situation.)

(12) LC 38

muk	<i>ng</i>	<i>kānghuq</i>	sɔ	<i>hñap.</i>
live	at	China	pitiable	difficult
v-st	loc	prop.n	part	adj

We lived in China - it was difficult.

4.6 Cohesive band

The cohesive band or thematic band (band 6) is the “glue” that holds a text together. The cohesive band refers to the manner in which a language links each sentence to the next—the manner in which the action is kept moving, through temporals, back referencing, paraphrase, and parallelism.

At this time we have not found many overt conjunctions like ‘and’, ‘or’, ‘but’, ‘in order to’, etc. in this language. Plang mostly seems to simply juxtapose the clauses and in that way indicate a conjoining of ideas.

4.6.1 Temporals

There are, however, temporal words which serve to mark cohesion between clauses and sentences and episodes in Plang. A few of these are: *hăc* ‘moment of time’, *pənsaq* ‘tomorrow’, *caw* ‘early in the morning’, *khrac* ‘soon’, *rɔtx* ‘just then’, *nəmaq* ‘in the past’, *anloq* ‘right now’, and *kɔn* ‘gradually’. (Several of these temporal words are also used in the setting band). Plang also uses a series of particles which indicate temporal progression *tə*, *lə*, and *lət* ‘then’ as a cohesive force. These particles appear to link clauses together in the sequential manner essential for narrative discourse.

In example (12) the temporal adverb *kɔn* ‘gradually’ and the temporal particle *lət* ‘then’ serve to link the action of buying a house for themselves with the condition of getting much rice as well as with all that has occurred previous to this sentence.

(12) LC 99

<i>pənx</i>	<i>əp</i>	<i>hən</i>	<i>hoc</i>	<i>sɪ</i>	kɔn	lət	<i>viqɔ</i>
get	cooked.rice	many	finish	DCM	gradually	then	buy
v	n	adj	compl	part	adv	part	v

<i>rə</i>	<i>iq</i>	<i>ñaqɔ.</i>
ben	1.p(3+)	house
part	pron	n

(We) got lots of rice, eventually then (we) bought for ourselves a house.

A sentence initial temporal phrase can also show cohesion across sentences and paragraphs and sections. In (13) the initial phrase *hăc pənsaq* ‘every day’ links the action described in the following clause to that in the previous sentences.

This sentence (13) links the episode which follows to previous references to the field (LC2-17 and 25).

(13) LC 34

<i>h̄ac</i>	<i>pənsaq</i>	<i>s̄l</i>	<i>caw</i>	<i>n</i>	<i>caw</i>
moment.of.time	tomorrow	DCM	early.morning	at	early.morning
adv	n	part	n	loc	n

<i>s̄l</i>	<i>h̄ul</i>	<i>m</i>	<i>hmal.</i>
DCM	go/walk	at	dry.rice.field
part	v	loc	n

Every day, early in the morning, (we) went to the field.

4.6.2 Backreference

Backreferencing in this text consists of tail-head linkage, that is, by the repetition in a dependent clause of the verb from a preceding (or closely preceding) independent clause. Example (14) below consists of three consecutive sentences in which the dependent clause of the next sentence (LC 8, 9), repeats the verb phrase of the independent clause of the preceding sentence (LC 7, 8). The repeated clause usually has the completive particle *ac*, or occasionally *hoc ac* (LC 8), added to the end of the verb phrase, followed by the clause final particle *s̄l*.⁶

(14) LC 7

<i>iq</i>	<i>tə</i>	<i>ngrom</i>	<i>aq.</i>
1.p(3+)	then	burn	it
pron	conj	v	pron

We then burned it.

LC 8

<i>tə</i>	<i>ngrom</i>	<i>hoc</i>	<i>ac</i>	<i>s̄l</i>	<i>iq</i>	<i>tə</i>	<i>h̄ul</i>
then	burn	finish	compl	DCM	1.p(3+)	then	go/walk
conj	v	v	part	part	pron	conj	v

<i>mol</i>	<i>aq.</i>
plant(drop.seed)	it
v	pron

When we finished burning it, we went to plant it.

LC 9

<i>mol</i>	<i>ac</i>	<i>s̄l</i>	<i>h̄ul</i>	<i>remx</i>	<i>aq.</i>
plant(drop.seed)	compl	DCM	go/walk	weed.(out)	it
v	part	part	v	v	pron

Planting finished, (we) go weed it.

⁶ It appears that the particle *s̄l* is acting as a cohesive particle as well as in some way marking the dependent clause. More research is needed before this particle's discourse function is truly understood.

From LC 9 we see that only the main action verb is repeated, for the directional verb is not included in the backreferencing clause.

4.6.3 Paraphrase

Repetition by paraphrase can also serve as a cohesive device. LC 20, example (15), is an expanded paraphrase of the last clause of LC 19.

(15) LC 19

<i>iq</i>	<i>həl</i>	<i>nang</i>	<i>phrəq</i>	<i>sí</i>	<i>congx</i>	<i>eqx</i>
1.p(3+)	go/walk	at	jungle	DCM	foot/leg	this
pron	v	loc	n	part	n	dem

<i>māhx</i>	<i>kat</i>	<i>uc.</i>
to.be	thorn	all
v	n	adj

We went to the jungle, and got thorns all over (our) feet.

LC 20

<i>cap</i>	<i>kat</i>	<i>rác</i>	<i>pūkx</i>	<i>re.</i>
step.in,put.on	thorn	caught.in	calf	refl
v	n	v	n	part

Stepped in thorns which caught on our calves.

A predicate adjective can be repeated with different adverbs (16, 17). These show the cohesion of the whole discourse as well as serving to bind various parts of the text together.

(16) LC 37

<i>iq</i>	<i>lə</i>	<i>khrah</i>	<i>hñap</i>	<i>mot.</i>
1.p(3+)	then	leave	difficult	too
pron	conj	v	adj	adv

We then left, it was too difficult.

LC 38

<i>muk</i>	<i>ng</i>	<i>kānghuq</i>	<i>sə</i>	<i>hñap.</i>
live	at	China	pitiable	difficult
v-st	loc	prop.n	part	adj

(We) lived in China - it was difficult.

(17) LC 59

<i>muk</i>	<i>nang</i>	<i>kānghuq</i>	<i>na</i>	<i>thu</i>	<i>hñap</i>	<i>paraparoq.</i>
live	at	China	affirm	exclaim	difficult	very
v	loc	prop.n	part	part	adj	adv

(We-st) lived in China-- Man!--it was very difficult!

4.6.4 Parallelism

Parallel structure is a cohesive device. It is seen in the three sentences below (18), where the parallelism is seen in the statements regarding the various villages that were encountered by the author, Lahu, Akha, and Chinese.

(18) LC 42

kaq lə məhx musu.
 it then to.be Lahu
 pron part v prop.n
 There were Lahu.

LC 43

kaq kə lə məhx kə.
 it also then to.be Akha
 pron part part v prop.n
 There also were Akha.

LC 44

kaq kə məhx huq.
 it also to.be Chinese
 pron part v prop.n
 There also were Chinese.

5. Summary

So what is it that makes a story a story in Plang? The tentative salience scheme presented in this paper gives a guideline (Figure 4). The storyline (band 1) verb phrases include a main verb; that is, an action, motion, or event verb. The verb phrase may also have a series of verbs; that is, directional and auxiliary verbs augmenting the main verb.

Band 2, the backgrounded activities, includes the use of script-predictable actions in independent clauses. (In Plang the script-predictable information is treated as cohesive when it occurs in dependent clauses.)

The setting (band 3), in Plang, includes stative verbs, predicate adjectives, and the presence of certain temporal elements, and these usually occur in the independent clause as well.

Band 4—irrealis—in Plang is marked by clauses which have been negated or which indicate that the action or event has not taken place, and may be conditional upon other actions or events.

Evaluations (band 5) are marked by the use of a predicate adjective in a clause in which one makes a judgment statement, such as saying something is good or bad. The particle *sə*, which expresses the judgment of 'a pitiable state', is also used in the evaluation band. In oral (not written) text, intonation and body language (i.e. addressing the audience directly) reinforce that these are evaluative clauses or sentences.

Finally, the cohesive band (6) makes use of repetitive back-referencing, temporal references (using temporal phrases, words or particles), paraphrase, and parallelism.

BAND 1 STORYLINE	(in the INDEPENDENT CLAUSE) * ⁷ Verb(s) { directional auxiliary } + VERB { action motion event } + *Verb { directional auxiliary }
BAND 2 BACK- GROUNDED ACTIVITIES	(usually in the INDEPENDENT CLAUSE) class of verbs - repetitive, ongoing, and gradual activities - customary or routine actions (script-predictable) - temporal overlap
BAND 3 SETTING	(often in the INDEPENDENT CLAUSE) - stative verbs and predicate adjectives - temporal elements
BAND 4 IRREALIS	(in either CLAUSE) - conditional clause (introduced by <i>n̄uq</i> 'if/when') - negative clause (with or without the particle <i>sə</i> 'contrary to expectation')
BAND 5 EVALUATION	(in either CLAUSE) - predicate adjectives stating a judgment (good or bad) or stative verbs accompanied by an evaluative particle (<i>sə</i> 'pitiable' or <i>sə</i> 'contrary to expectation') or by an intensifier.
BAND 6 COHESIVE	(in the DEPENDENT CLAUSE) - backreferencing (<i>ac</i> 'completive' + <i>si</i> 'dependent clause marker' - DCM), temporal particles and words, paraphrase, and parallelism

Figure 4. Tentative salience scheme and markers for Plang narrative

In these texts the flashback band is not seen to be at work, perhaps because in one sense the entire text is in a 'flashback' mode. The setting of these texts could arguably be said to be completely in a flashback mode since they deal almost exclusively with the past, with a journey made some twenty to twenty-five years prior to this telling.

These features, while needing more clarification, defining, and confirmation, would seem to tell us what makes a story a story in Plang—at least a first person narrative story which was set in the past. Much more research is needed before we can know the finer details and what differentiates between types of narratives and differing genres of discourse.

⁷ NOTE: * denotes an item which is optional but occurs frequently.

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Appendix 1. Orthographic representation of Plang phonemes and equivalent IPA symbols

Plang orthography	IPA
q	ʔ
ph	p ^h
th	t ^h
ch	c ^h
kh	k ^h
ñ	ɲ
ng	ŋ
hm	ɱ
hn	ɱ̥
hñ	ɲ̥
hl	ɭ
hy	j
ʌ	u
x	low tone
ṽ	ɤ̥ (breathy vowel)

Appendix 2. "Text of life in China" (LC)

LC 1

iq muk nang kǎnghuq.
 1.p live at China
 pron v-st loc prop.n
 We lived in China.

LC 2

iq muk nang kǎnghuq sǐ iq hǎl mǎkx hmal.
 1.p live at China DCM 1.p go/walk cut dry.rice.field
 pron v-st loc prop.n part pron v v n
 We lived in China, we went to cut the fields.

LC 3

mǎkx hmal iq hǎl yuhx hmal.
 cut dry.rice.field 1.p go/walk do/make dry.rice.field
 v n pron v v n
 Cut fields, we went to work the fields.

LC 4

iq yuhx vǎcx sǎlēq.
 1.p do/make reap.rice corn
 pron v v n
 We harvested corn.

LC 5

iq pǎnx nǎ phraq pǎnx nǎ som nǎka.
 1.p get ben food get ben eat/food indeed
 pron v part n v part v/n part
 We got food to eat.

LC 6

tǎ nǐūqx iq tǎ mǎkx ac sǐ
 then if/when 1.p then cut compl DCM
 part conj pron part v part part

iq tǎ hǎl kǎcx aq yuhx aq haq.
 1.p then go/walk light.fire it do/make it burn.(intr)
 pron part v v pron v pron v
 Then if (when) we have cut the fields, then we got set fire to them, making them burn.

LC 7

iq tǎ ngrom aq.
 1.p then burn it
 pron part v pron
 We then burned it.

LC 8

<i>tə</i>	<i>ngrom</i>	<i>hoc</i>	<i>ac</i>	<i>si</i>	<i>iq</i>	<i>tə</i>	<i>həl</i>
then	burn	finish	compl	DCM	1.p	then	go/walk
part	v	v	part	part	pron	part	v

<i>mol</i>	<i>aq.</i>
plant (drop.seed)	it
v	pron

When we finished burning it, we went to plant it.

LC 9

<i>mol</i>	<i>ac</i>	<i>si</i>	<i>həl</i>	<i>remx</i>	<i>aq.</i>
plant(drop.seed)	compl	DCM	go/walk	weed.(out)	it
v	part	part	v	v	pron

Planting finished, (we) go weed it.

LC 10

<i>remx</i>	<i>ac</i>	<i>si</i>	<i>ñüqx</i>	<i>tə</i>	<i>køy</i>	<i>rung</i>	<i>ac</i>	<i>si</i>
weed.(out)	compl	DCM	if/when	then	have	sprout	compl	DCM
v	part	part	conj	part	v	n	part	part

<i>iq</i>	<i>kən</i>	<i>tə</i>	<i>văcx</i>	<i>aq.</i>
1.p	gradually	then	reap.rice	it
pron	adv	part	v	pron

Weeding finished, and then if it had sprouted, we gradually then harvest it.

LC 11

<i>iq</i>	<i>tə</i>	<i>tum</i>	<i>tə</i>	<i>căp.</i>
1.p	then	pile	then	thresh
pron	part	v	part	v

We then piled it; then threshed it.

LC 12

<i>kən</i>	<i>pəhx</i>	<i>əng</i>	<i>ñaqx</i>	<i>re.</i>
gradually	carry.on.back	come/return	house	refl
adv	v	v	n	part

Gradually (we) carried it back to our house.

LC 13

<i>iq</i>	<i>tə</i>	<i>tăhx</i>	<i>aq.</i>
1.p	then	husk	it
pron	part	v	pron

Then we pounded it.

LC 14

<i>pling</i>	<i>ne</i>	<i>əhx</i>	<i>apol.</i>
build	refl	take	mortar
v	part	v	n

(We) built ourselves a mortar.

LC 15

<i>pling</i>	<i>ne</i>	<i>apol</i>	<i>si</i>	<i>tə</i>	<i>ngkøy</i>	<i>rongsı</i>	<i>sən</i>	<i>pəyx</i>	<i>si</i>
build	refl	mortar	DCM	then	neg-have	mill	same	person	DCM
v	part	n	part	part	part-v	n	adj	n	part

səm *nang* *apol.*
 add(to.food),put.in at mortar
 v loc n

Built ourselves a mortar, not having a mill like other people, (we) put (rice) into the mortar.

LC 16

tähx *aq* *ɔttəŋkləŋ* *ɔttəŋkləŋ* *si*
 husk it sound.of.pounding sound.of.pounding DCM
 v pron ono.s ono.s part

iq *kam* *ngkuq.*
 1.p winnow husked.rice
 pron v n

Pounded it... (sound.of.pounding), we removed the husk from the rice.

LC 17

tähx *hək.*
 husk chaff
 v n

Pounded the chaff off.

LC 18

iq *muk* *nang* *känghuq* *sə.*
 1.p live at China pitiable
 pron v-st loc prop.n part

We lived in China. (A pitiable situation.)

LC 19

iq *həl* *nang* *phrəq* *si* *congx* *eqx* *mähx* *kat* *ɤc.*
 1.p go/walk at jungle DCM foot/leg this to.be thorn all
 pron v loc n part n dem v n adj

We went to the jungle and got thorns all over (our) feet.

LC 20

cap *kat* *rəc* *pükx* *re.*
 step.in,put.on thorn caught.in calf refl
 v n v n part

Stepped in thorns which caught our calves.

LC 21

cap *kat* *tamoqtameqx.*
 step.in,put.on thorn this.and.that
 v n dem

Stepped in thorns everywhere, here & there.

LC 22

ngkələŋxkələq *sə.*
 neg-flatland contr.expect.
 part-n part

This is not flatland.

LC 23

<i>kəlumkhüq</i>	<i>kətəngx</i>	<i>pənuɔ</i>	<i>məkx</i>	<i>hmal.</i>
tree	big	this.much	cut	dry.rice.field
n	adj	adj	v	n

Big trees, like.this, (we) cut to make fields.

LC 24

<i>kəlumkhüq</i>	<i>kətəngx</i>	<i>kətəngx</i>	<i>məkx</i>	<i>aq.</i>
tree	big	big	cut	it
n	adj	adj	v	pron

Very big trees, (we) cut them down.

LC 25

<i>həl</i>	<i>yuhx</i>	<i>hmal</i>	<i>singay</i>	<i>paraparoq.</i>
go/walk	do/make	dry.rice.field	far	very
v	v	n	adj	adv

Went and worked fields that were very far away.

LC 26

<i>həl</i>	<i>singay</i>	<i>paraparoq</i>	<i>iq</i>	<i>əng</i>	<i>rətɔx</i>	<i>ac</i>	<i>tah</i>	<i>sətəng.</i>
go/walk	far	very	1.p	come/return	arrive	compl	stay	tired
v	adj	adv	pron	v	v	part	v	adj

Went very far, we returned tired.

LC 27

<i>iq</i>	<i>tə</i>	<i>kəy</i>	<i>um</i>	<i>sɪ</i>	<i>um</i>	<i>iq</i>	<i>tə</i>	<i>et</i>	<i>nəy</i>	<i>nəy.</i>
1.p	then	have	water	DCM	water	1.p	then	small	little	little
pron	part	v	n	part	n	pron	part	adj	adj	adj

We had water, our water supply was small.

LC 28

<i>tə</i>	<i>ngkhruq</i>	<i>cänx.</i>
then	neg.-enough	carry.water
part	part-adj	v

There was not enough water.

LC 29

<i>yung</i>	<i>iq</i>	<i>tə</i>	<i>hən.</i>
village	1.p	then	many
n	pron	part	adj

Our village was large.

LC 30

<i>yung</i>	<i>iq</i>	<i>hən</i>	<i>paraparoq.</i>
village	1.p	many	very
n	pron	adj	adv

Our village was very large.

LC 31

<i>um</i>	<i>iq</i>	<i>tə</i>	<i>et</i>	<i>nəy</i>	<i>nəy.</i>
water	1.p	then	small	little	little
n	pron	part	adj	adj	adj

Our water was little.

LC 32

kuq um rə pareq ləng.
 wait water ben each.other long.(time)
 v n part adv adv

We had to wait together for water a long time.

LC 33

al əy chumong kən pənx cənx um ne.
 two three hour just.until able carry.water water refl
 num num n adv v v n part

Two to three hours just to get to draw our water.

LC 34

həc pənsaq si caw n caw si
 moment.of.time tomorrow DCM early.morning at early.morning DCM
 adv n part n loc n part

həl m hmal.
 go/walk at dry.rice.field
 v loc n

Every day, early in the morning, (we) went to the field.

LC 35

həl hət khraq si tə hək ngkongx
 go/walk along path DCM then climb mountain
 v adv n part part v n

səmüq khroc khroc khrac khrac səmüq khroc khroc khrac khrac.
 rock rough rough rough rough rock rough rough rough rough
 n adj adj adj adj n adj adj adj adj

(We) went along the path and climbed the mountain, the rocks were rough, the rocks were rough.

LC 36

cap aq eqx tə səq rəkə əc.
 step.in/put.on it this then pain/sick all all
 v pron dem part adj part adj

Walking it caused pain all over.

LC 37

iq lə khrah hñap mot.
 1.p then leave difficult too
 pron part v adj adv

We then left, it was too difficult.

LC 38

muk ng kənghuq sə hñap.
 live at China pitiable difficult
 v-st loc prop.n part adj

(We) lived in China - it was difficult.

LC 39

iq lə khräh si lə khräh.
 1.p then leave DCM then leave
 pron part v part part v

We then left, then left.

LC 40

lēhx khraq həl khraq taloq khraq taloq.
 go.down path go/walk path name.village path name.village
 v n v n prop n prop

Went down the road to go to the Talo road, Talo road.

LC 41

tah nang yung lahx mähx yung...
 stay at village call.(name) to.be village
 v loc n v v n

Stayed at a village called... is village...

LC 42

kaq lə mähx musə.
 it then to.be Lahu
 pron part v prop.n

There were Lahu.

LC 43

kaq kə lə mähx kə.
 it also then to.be Akha
 pron part part v prop.n

There also were Akha.

LC 44

kaq kə mähx huq.
 it also to.be Chinese
 pron part v prop.n

There also were Chinese.

LC 45

iq lə həl khraq kəte rə cen.
 1.p then go/walk path *** conj truly
 pron part v n part part part

We went down the road... .

LC 46

kəte rə ra si nāng kəy kən sə.
 *** conj loc DCM not.yet/still have child contr..expect.
 *** part part part adv v n part

At that time, did not have a child yet.

LC 47

kən muk may pareq mmiqx mpən.
 gradually live with each.other man woman
 adv v-st conj adv n n

We lived together (man & woman), just the two of us.

LC 48

kɔy kɔn kətɪqɔx.

have child one
 v n num
 (We) had a child.

LC 49

kɔn puq n tit kəq re.
 gradually carry.child.on.back at attached back refl
 adv v loc v n part

Carried the child on my back.

LC 50

kɔn et may cay iqx nən.
 child small comparison male.child 1.p that
 n adj conj pron pron dem(Thai)

(This) child is smaller than our boy.

LC 51

lə khräh.

then leave
 part v
 Then (we) left.

LC 52

khrac lə həl ntu ntu re ng phrəq.
 soon/shortly then go/walk stay stay refl at jungle
 adv part v v v part loc n

Soon, then (we) went and stayed in the jungle.

LC 53

it it nang phrəq.
 sleep lay.down at jungle
 v v loc n

We slept in the jungle.

LC 54

rɔtx tə iq lə ləhx rɔtx nang käng teqx sɪ
 just.then then 1.p then go.down arrive at country,city here DCM
 time part pron part v v loc n adv part

tə kətɔx them kətɪqɔx.

then born more one
 part v adj num

Just then, we then arrived in this country, then another child was born.

LC 55

ngat them kətɪqɔx kɔy kɔn.
 give.birth more one have child
 v adj num v n

Gave birth to another child.

LC 56

tang hñel hot hul.
 begin pregnant along go/walk
 adv adj adv v

Then got pregnant along the way.

LC 57

koy laqal tə muk muk teqx si tə koy them laqoy.
 have two then live live here DCM then have more three
 v num part v-st v-st adv part part v adj num

Had two children then lived here, then had three more.

LC 58

tə yumx laqal vang laqoy kən so.
 then die two alive three child pitiable
 part v/adj num adj num n part

Two are dead and three are alive. (This too is pitiable.)

LC 59

muk nang kǎnghuq na thu hñap paraparoq.
 live at China affirm exclam difficult very
 v-st loc prop.n part part adj adv

(We) lived in China--Man!--it was very difficult!

LC 60

iq tə pǒnx äp si tə pǒnx äp ǝng
 1.p then get cooked.rice DCM then get cooked.rice come/return
 pron part v n part part v n v

si pǝyx tə tiqx re som aq rə iq ɯc.
 DCM person then take/get/pick.up refl food it ben 1.p all
 part n part v part n pron part pron adj

We then got rice, then got rice, the person took the food that was ours.

LC 61

pǝyx tə tong kahx iq som nang can.
 person then measure.out give 1.p food at bag/sack
 n part v v pron n loc n

Someone measured out and gave us food in a bag.

LC 62

pǒnx ǝng nəyɯ.
 get come/return indeed
 v v part

Took it.

LC 63

pǝyx tə tiqx re som aq rə iq.
 person then take/get/pick.up refl food it ben 1.p
 n part v part n pron part pron

Someone took our rice.

LC 64

<i>n</i>	<i>cələtx</i>	<i>sən</i>	<i>caw</i>	<i>kāngthuy</i>	<i>teqx</i>	<i>sə.</i>
neg	good	same	people	country,city.Thai	here	contr.expect.
part	adj	adj	n	prop.n	adv	part

It was not good like the Thai people here have it.

LC 65

<i>pəyx</i>	<i>tīqx</i>	<i>re</i>	<i>som</i>	<i>äp</i>	<i>iq.</i>
person	take/get/pick.up	refl	food	cooked.rice	1.p
n	v	part	n	n	pron

They took our rice.

LC 66

<i>iq</i>	<i>pönx</i>	<i>əng</i>	<i>nang</i>	<i>nāqx</i>	<i>re</i>	<i>sī</i>
1.p	get	come/return	at	house	refl	DCM
pron	v	v	loc	n	part	part

<i>pəyx</i>	<i>tə</i>	<i>tong</i>	<i>iq</i>	<i>rə</i>	<i>khrah.</i>
person	then	measure.out	1.p	ben	leave
n	part	v	pron	part	v

We brought to our house, the person then put our rice into a bucket and took it away.

LC 67

<i>pəyx</i>	<i>tīqx</i>	<i>re</i>	<i>som</i>	<i>aq</i>	<i>rə</i>	<i>iq.</i>
person	take/get/pick.up	refl	food	it	ben	1.p
n	v	part	n	pron	part	pron

They took our rice.

LC 68

<i>pəyx</i>	<i>kahx</i>	<i>iq</i>	<i>som</i>	<i>hñ</i>	<i>taq</i>	<i>khruq</i>	<i>som.</i>
person	give	1.p	food	little	neg	enough	food
n	v	pron	n	adj	part	adj	n

They gave us a little to eat, but not enough food.

LC 69

<i>kən</i>	<i>iq</i>	<i>hmañ</i>	<i>ne</i>	<i>som</i>	<i>sī</i>	<i>taq</i>	<i>khruq</i>	<i>som</i>	<i>poc.</i>
child	1.p	ask.for/request	refl	food	DCM	neg	enough	food	neg
n	pron	v	part	n	part	part	adj	n	part

Our children asked for food, there is not enough food.

LC 70

<i>kəh</i>	<i>äp</i>	<i>rə</i>	<i>sī</i>	<i>numngn</i>	<i>iq</i>	<i>kə</i>	<i>kəh</i>	<i>mähx</i>
cook	cooked.rice	ben	DCM	sometimes	1.p	also	cook	to.be
v	n	part	part	adv	pron	part	v	v

<i>äp</i>	<i>cet.</i>
cooked.rice	cool
n	adj

(We) cooked our rice, sometimes we had cold rice.

LC 71

kahx kən ne som äp cət.
 give child refl eat cooked.rice cool
 v n part v n adj

(We) gave our children cold rice to eat.

LC 72

nəmŋn iq kə pönx som äp sələl.
 sometimes 1.p also get eat cooked.rice warm
 adv pron part v v n adj

Sometimes we also got to eat warm rice.

LC 73

pəyx tɪqx äp rə iq.
 person take/get/pick.up cooked.rice ben 1.p
 n v n part pron

They took our rice.

LC 74

ñüq̄x iq pönx ɔy pun sun kələ sɪ
 if/when 1.p get three f1.p parts like.this DCM
 conj pron v num num n part part

pəyx lə tɪqx enki khräh yen.
 person then take/get/pick.up they.(group) leave truly
 n part v pron v part

If we got 3, 4 parts of it, the person then took it away (most).

LC 75

pəyx lə kahx iq som en yen.
 person then give 1.p food this truly
 n part v pron n dem part

They then gave us some food indeed!

LC 76

pəyx tɪqx khräh rə iq laq̄ɔy.
 person take/get/pick.up leave ben 1.p three
 n v v part pron num

They took away from us 3 (parts).

LC 77

pəyx kahx iq som kətɪq̄x.
 person give 1.p food one
 n v pron n num

They gave us food one (part).

LC 78

hñap mot.
 difficult too
 adj adv

It was too difficult!

LC 79

lət khräh.

then leave

part v

Then (we) left.

LC 80

<i>iq</i>	<i>lə</i>	<i>luc</i>	<i>luc</i>	<i>luc</i>	<i>luc</i>	<i>phrëq</i>	<i>həl.</i>
1.p	then	enter	enter	enter	enter	jungle	go/walk
pron	part	v	v	v	v	n	v

We then entered the jungle!

LC 81

<i>ntay</i>	<i>ngreh</i>	<i>uc.</i>
sarong	tear	all
n	v	adj

The sarongs all tore!

LC 82

<i>phröqx</i>	<i>ngreh</i>	<i>uc.</i>
shirt/blouse	tear	all
n	v	adj

The shirts all tore!

LC 83

<i>chëkx</i>	<i>chëkx</i>	<i>chëkx</i>	<i>nang</i>	<i>kəlmkhüq</i>	<i>həl</i>	<i>yen.</i>
rip	rip	rip	at	tree	go/walk	truly
v	v	v	loc	n	v	part

(The clothes) ripped on the trees as (we) went!

LC 84

<i>chëkx</i>	<i>chëkx</i>	<i>nang</i>	<i>kat</i>	<i>həl.</i>
rip	rip	at	thorn	go/walk
v	v	loc	n	v

They ripped on the thorns!

LC 85

<i>khräh</i>	<i>khräh</i>	<i>khräh</i>	<i>həl.</i>
leave	leave	leave	go/walk
v	v	v	v

We left!

LC 86

<i>rətx</i>	<i>tə</i>	<i>həl</i>	<i>rətx</i>	<i>nang</i>	<i>kängthuy</i>	<i>teqx</i>	<i>rə</i>
just.then	then	go/walk	arrive	at	Thailand	here	ben
time	part	v	v	loc	prop.n	adv	part

<i>mawx</i>	<i>sí</i>	<i>lət</i>	<i>mähx</i>	<i>kəlungx</i>	<i>uc.</i>
amazed	DCM	then	to.be	flatland	all
adj	part	part	v	n	adj

Then we arrived here in Thailand, we were amazed! it was all flatland!

LC 87

həl rətʰ teqʰ sɿ pəyʰ lə pañ kənoq ɯ sə.
 go/walk arrive here DCM person then sell what all definitely
 v v adv part n part v inter adj part

(We) arrived here, people then had to sell everything!

LC 88

kəy məlx tiqʰ aq sə.
 have silver/money take/get/pick.up it contr..expect.
 v n v pron part

(We) didn't bring any money.

LC 89

ew cəŋ ne.
 go.out/look.for hire refl
 v v part

(we) hired ourselves out.

LC 90

cəŋ ne pok hmal taqhuq kiq.
 hire refl dig dry.rice.field grandfather-Chinese 3.p
 v part v n n pron

Hired ourselves out to dig the fields of a Chinese man.

LC 91

həl rətʰ səq nəmaq sɿ
 go/walk arrive new in.the.past DCM
 v v adj adv part

cəŋ ne pok hmal taqhuq kiq.
 hire refl dig dry.rice.field grandfather-Chinese they.(3+)
 v part v n prop.n pron

Just newly arrived, (we) hired ourselves out to dig the fields of a Chinese man.

LC 92

kəh rə iq sip vatx.
 give ben 1.p ten baht
 v part pron num n

(He) gave to us 10 baht.

LC 93

ñicx sip sip vatx.
 day ten ten baht
 n num num n

10 - 20 baht per day.

LC 94

kə əy kən ne rəka.
 also raise.(child/animal) child refl all
 part v n part part

Also (we) raised our children.

LC 95

həl məkx re əhx hmal.
 go/walk cut refl take dry.rice.field
 v v part v n
 Went to cut fields.

LC 96

lət hmañ ne əhx hmal rə pəyx.
 then ask.for/request refl take dry.rice.field ben person
 part v part v n part n
 Then we asked for our own fields.

LC 97

lət həl məkx re əhx hmal.
 then go/walk cut refl take dry.rice.field
 part v v part v n
 Then went to cut our fields.

LC 98

iq kə lət pənx əp hən.
 1.p also then able cooked.rice many
 pron part part v n adj
 We then got lots of rice.

LC 99

pənx əp hən hoc si kən.
 get cooked.rice many compl DCM gradually
 v n adj part part adv

lət viq x rə iq ñaqx.
 then buy ben 1.p house
 part v part pron n
 Got lots of rice, eventually then bought for ourselves a house.

LC 100

viq x rə əhx təkəq.
 buy ben take property
 v part v n
 Bought ourselves property.

LC 101

lət pling ñaqx ka.
 then build house it
 part v n pron
 Then built a house on it.

LC 102

iq muk teq x ləng ləng ləng ləng.
 1.p live here long.(time) long.(time) long.(time) long.(time)
 pron v-st adv adv adv adv

hoc si iq kən lət kəy kəy ñaqx.
 compl DCM 1.p gradually then have have house
 part part pron adv part v v n
 We had lived here a very long time, we then gradually got a house.

LC 102

iq kɔn lət kɔy kɔy mälx sən pəyx.
 1.p gradually then have have silver/money same person
 pron adv part v v n adj n

We gradually made money, like others.

LC 103

anloq kɔn iq ew rə mähx hmay.
 right.now child 1.p go.out/look.for ben to.be hired.hand
 n n pron v part v n

Now our children go get jobs.

LC 104

pəyx lət muk may pəyx ɯc.
 person then live with person all
 n part v-st conj n adj

They all go and live with their employers.

LC 105

pling ñaqx re nang lakxcolx n aysət si
 build house refl at below at there.(down) DCM
 v n part loc adv loc adv part

khraq eqx tə cɔp ñaqx iq.
 path this then go.through house 1.p
 n dem part v n pron

We built a house down there, this road then went through our house.

LC 106

cɔp ñaqx iq si pəyx tə kahx iq khräh si
 go.through house 1.p DCM person then give 1.p leave DCM
 v n pron part n part v pron v part

pəyx tə pling iq əhx teqx yen.
 person then build 1.p take here truly
 n part v pron v adv part

Going through our house, someone then had us move, someone then built for us here.

LC 107

kahx iq həl muk teqx.
 give 1.p go/walk live here
 v pron v v-st adv

(They) had us move here.

LC 108

tə həl muk teqx.
 then go/walk live here
 part v v-st adv

(We) had to move here.

LC 109

kən muk teqɣ pənɣ tə nəmɣ.

eventually live here able one year

adv v-st adv v num n

(We have) just lived here one year.

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