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A CONTRASTIVE GRAMMATICAL ANALYSIS OF ENGLISH
AND VIETNAMESE

(A CONTRASTIVE ANALYSIS OF ENGLISH AND VIETNAMESE VOL. 3)

by

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INTRODUCTION TO THE CONTRASTIVE GRAMMATICAL ANALYSIS

The fundamental principle guiding the writing of this contrastive grammatical analysis of English and Vietnamese is the conviction held by many linguists and foreign language teaching specialists that one of the major problems in learning a foreign language is the interference caused by the structural differences between the native language of the learner and the foreign language to be learned. A natural correlative of this conviction is the assumption that a careful contrastive analysis of the two languages is an essential basis for the preparation of instructional materials, the planning of courses and the development of classroom techniques, as Charles C. Fries says:

The most effective materials are those that are based upon a scientific description of the language to be learned, carefully compared with a parallel description of the native language of the learner.¹

In fact, the student who comes in contact with a foreign language will find some features of it quite easy and others extremely difficult. Those elements that are similar to his native language will be simple for him and those elements that are different will be difficult. It is the purpose of this contrastive grammatical analysis to point out differences and similarities between English and Vietnamese grammatical structures.

¹ Charles C. Fries, *Teaching and Learning English as a Foreign Language* (Ann Arbor, University of Michigan Press, 1945), p.9.

Presentation

The discourse of this grammatical contrastive analysis follows four different headings:

- (1) An English grammatical construction is presented with a tagmemic, or sometimes transformational formula, and a tagmemic ordering, if necessary (in the case of optional satellite clause level tagmemes). A reference to the analysis of the construction in the English Grammar part is given, if present.
- (2) A corresponding Vietnamese grammatical construction is then presented, if any, for the contrastive analysis.

Sometimes it is stated that there is no construction in Vietnamese which is similar to the English one. This does not mean that it is impossible to convey the grammatical meaning expressed by the English construction. On the contrary, most of the time it is quite possible to convey the grammatical meaning by means of a Vietnamese construction that is totally different in terms of grammatical structure from the English one. Since the purpose of the analysis is to point out learning problems of English grammar for Vietnamese students, and not to set out correspondences for translation purposes, it is not necessary to go into detail how a construction in English can be translated into Vietnamese.

In the case when an English construction is not matched by a similar one in Vietnamese, it is a tagmemic problem for Vietnamese students to master, i.e. the students will have to master both the grammatical slot and the filler class that constitute the tagmeme in English.

When in the case an English construction is matched by a similar one in Vietnamese, a contrastive analysis of the two constructions proves to be necessary to find out if there are differences, therefore difficulties, in filler classes, tagmemic ordering or transformations. There are differences in filler classes when an alternate distribution-subclass, say Verb_(-en) Phrase, of the slot filler class in English is not matched by a similar alternate distribution-subclass of the slot filler class in Vietnamese.

There are differences in tagmemic ordering when the construction in English can occur in a certain position, say the Frequency tagmeme can occur before the Verb Head of a complex Predicate (i.e. a Predicate that has one or more Auxiliary, or a Modal), while the similar construction in Vietnamese cannot occupy the same position vis-a-vis other tagmemes. There are differences in transformations when the English and the Vietnamese constructions have undergone transformations that are not comparable, for example the Yes-No Interrogative Clause Classes in English and Vietnamese (cf.3.1.3.).

- (3) Problems. Under the headline Problems, a statement is made about the kind of problems, i.e. whether they are tagmemic, substitutional (i.e. concerning the filler class) or transformational problems.
- (4) Suggested drills. Suggested drills, which can be substitutional, transformational or expansional,² are presented with structural formulae so the reader can see the pattern to be taught. But these structural formulae are not to be taught to the students, who do not have to memorize paradigms, or to learn the logical analysis of sentences and the rules of a philosophical or universal grammar. The suggested drills aim at teaching the students the patterns of form and arrangement that constitute the

² For a more detailed explanation of different kinds of drills, see William G. Moulton, 'What is structural drill', in Francis W. Gravit and Albert Valdman (ed.), *Structural Drill and the Language Laboratory*, Indiana University, 1963, pp.3-15.

For actual pattern practice drills on English for Vietnamese students, see Nguyen Dang Liem, *English Pattern Practice for Vietnamese*, SEAREP-USOM, Saigon, 1963, Parts I and II, pp.438. Robert P. Stockwell, J. Donald and John W. Martin, in their *The Grammatical Structures of English and Spanish*, Chicago: The University of Chicago Press, 1965, pp.292-310, have suggested these drills for teaching Spanish Grammar to English speakers: substitution drills (simple substitution and integration), response drills (choice questions, patterned response drills and cued response drills), translation drills (patterned translation), directed discourse drills (reported speech, directed dialogues), cued discourse (response drills, cued composition, reporting, role playing). All these drills can be used in teaching English grammar to Vietnamese speakers.

grammar of English and at guiding the students' practice through one grammatical pattern at a time.

As far as the scope of this contrastive grammatical analysis is concerned, all the English grammatical constructions analyzed in the English grammar part of this study are dealt with here, beginning with constructions on the Sentence level and proceeding to lower hierarchical grammatical levels. Thus, the whole English grammar is contrasted with the Vietnamese grammar to find out all the grammatical teaching and learning problems of English grammar for Vietnamese students.

This inventory of teaching and learning problems of English grammar for Vietnamese students is necessary but not sufficient in the writing of English text books for Vietnamese. The text writer will have to adopt the philosophy of approach to the teaching problems in order to present them in a valid pedagogical order. We shall describe a philosophy of approach in the conclusion to this contrastive analysis.

Chapter 1

SENTENCE LEVEL CONTRASTIVE ANALYSIS

1.0. INTRODUCTORY

Since Sentences are grammatical units which potentially occur as complete utterances, a contrastive grammatical analysis should begin at the Sentence level and proceed to lower hierarchical grammatical levels, just as the first pattern practice drills in a foreign language class should present simple constructions on the Sentence level (or Sentence Types) in order to teach both the constructions and the intonation patterns.

In this Chapter, only Major Sentence Types in English and Vietnamese will be contrasted, while Minor Sentence Types will not be because of their structural simplicity.

Major Sentence Types were seen to be classified into Major Independent Sentence Types and Major Dependent Sentence Types.

1.1. MAJOR INDEPENDENT SENTENCE TYPES

It was seen (cf. Summary Table XV in English Grammar, and Summary Table XVIII in Vietnamese Grammar) that there are fourteen Sentence Types in English and fifteen Sentence Types in Vietnamese. If charts of the English and Vietnamese Major Independent Sentence Types are placed side by side, the tagmemic problems of English for Vietnamese stand out clearly.

MAJOR INDEPENDENT SENTENCE TYPES IN ENGLISH

I	II	III		IV	Simple	Compound	Complex
Major	Inde- pendent	Declarative			+	+	+
		Interro- gative	Structur- ally	+	+	+	
			Intona- tionally	+	+	+	
		Impera- tive	Structur- ally	+	+	+	
			Intona- tionally	+	+	+	
	Dependent						

MAJOR INDEPENDENT SENTENCE TYPES IN VIETNAMESE

I	II	III	Simple	Compound	Complex
Major	Independent	Declarative	+	+	+
		Yes-No Interrogative	+	+	+
		Information Interrogative	+	+	+
		Imperative	+	+	+
		Echo Interrogative		+	
		Suppositional			
	Dependent				

Wherever there is a grammatical construction in English but not an equivalent one in Vietnamese, there is a real conflict to be overcome in the teaching of English grammar to speakers of Vietnamese.

The order of presentation of Sentence Types in contrast follows the order of presentation of English Sentence Types in the part on English grammar. In discussing contrastive grammatical constructions, we shall deal with four different points of consideration: (1) the English construction, (2) the Vietnamese construction which corresponds to the English one, (3) the nature of the teaching and learning problem, if any, (4) the suggested ways of writing pattern practice drills, if any.

The letter E. stands for the English construction, and the letter V. stands for the Vietnamese construction. The reference numbers of the English and the Vietnamese constructions are also given to refer to the discussion on these constructions in the parts on English or on Vietnamese grammar.

1.1.1. Simple Major Independent Sentence Types

1.1.1.1. Simple Major Independent Declarative Sentence Type

(1) E. SimMajIndepDeclSn[+IndepDeclCl +FallIn] cf.E.5.1.1.1.

He went there.

(2) V. SimMajIndepDeclSn[+IndepDeclCl +FallIn] cf.V.5.1.1.1.

Nó đi đến đó. ¹

(3) Problems. None, except the problem of the production of the English Falling Intonation Pattern. (cf. discussion on Intonation.)

(4) Suggested drills. None.

1.1.1.2. Simple Major Independent Interrogative Sentence Types

¹ In Chapters 1, 2 and 3, examples of Sentence and Clause Types are translations of the corresponding English Sentence and Clause Types.

1.1.1.2.1. Simple Major Independent Yes-No Interrogative Sentence Type

(1) E. SimMajIndepYesNoInterSn [+IndepYesNoInterCl] + $\left\{ \begin{array}{l} \text{FallIn} \\ \text{RisIn} \end{array} \right\} 1$

Did he go there?

cf.E.5.1.1.2.1.

(2) V. SimMajIndepInterSn₁ [+IndepInterCl] +InterPcle +RisIn]

Nó có đi đến đó không?

cf.V.5.1.1.2.1.

SimMajIndepInterSn₂ [+IndepDeclCl] +InterPcle +RisIn]

Nó có đi đến đó hả?

cf.V.5.1.1.2.2.

(3) Problems.

- (a) Since in Vietnamese, there are two Simple Major Independent Interrogative Sentence Types, the Structurally Interrogative Sentence Type 1 and the Intonationally Interrogative Sentence Type 2, Vietnamese students should be taught not to transfer into English their Intonationally Interrogative Sentence Type which is composed of an obligatory nucleus Independent Declarative Clause Type, an obligatory nucleus Interrogative Particle, and an obligatory nucleus Rising Intonation Pattern. They should be taught instead to use only the English Independent Yes-No Interrogative Clause Type in an English Independent Yes-No Interrogative Sentence Type.²
- (b) The alternate division-subclass Falling Intonation Pattern in this Sentence Type is a problem for Vietnamese speakers who are used only to having a Rising Intonation Pattern in their Interrogative Sentences.

² Intonationally Interrogative Sentences, such as:
You are going home +RisIn
 are perfectly grammatical in English but it is better that the students learn to use only Structurally Interrogative Sentences in English in their first lesson.

(4) Suggested drills.

- (a) The first kind of drill is to make the use of English Yes-No Interrogative Clause Types automatic. Thus, the alternate division-subclass Rising Intonation Pattern may be used here in order to have only one difficulty at a time.³ These are transformational drills in which the students are asked to transform Declarative Sentences into Yes-No Interrogative Sentences.

Example:

SimMajIndepDeclSn[+IndepDeclCl +FallIn] $\Rightarrow$
He went there. +FallIn

SimMajIndepYesNoInterSn[+IndepYesNoInterCl +RisIn]
Did he go there? +RisIn

- (b) The second kind of drill is to get the students familiar with the alternate division-subclass Falling Intonation Pattern. Thus, the students are asked to use only the Falling Intonation Pattern.

Example:

SimMajIndepYesNoInterSn[+IndepYesNoInterCl +FallIn]
Did he go there? +FallIn

1.1.1.2.2. Simple Major Independent Information Interrogative Sentence Type

- (1) E. SimMajIndepInforInterSn[+ {
 IndepXInterCl
 IndepInterSCl
 IndepInterNonSCl } +FallIn]
When did he go there?
Who went there?
What did he buy?

cf. E.5.1.1.2.2.

³ Yao Shen, in her article "The English Question: Rising or Falling Intonation", in *Language Learning* VI.3-4 (1956), reprinted in *Selected Articles from Language Learning* No.2., 1963, prefers to teach the Falling Intonation Pattern in Yes-No Interrogative Sentences at the early stage in these terms: "... But for the elementary class when the students still have to master the different question patterns, the falling intonation is the preferred one", p.102.

- (2) V. SimMajIndepInterSn₁[+IndepInterCl ±InterPcle +RisIn]

Nó đi đến đó hồi nào?

Ai đi đến đó?

Nó mua cái gì?

cf. V.5.1.1.2.1.

- (3) **Problems.** Besides the problem of Clause Types which will be dealt with in Chapter 3, there is also a problem of Intonation here. The students should be taught to use the Falling Intonation Pattern instead of the Vietnamese Rising Intonation Pattern when they produce Information Interrogation Sentences. On the recognition level, the students should be taught to differentiate the Sentence Type from a Declarative Sentence Type by the Clause Types they contain rather than by their Intonation Patterns.

- (4) **Suggested drills.** In these drills, the students are taught to listen to and produce the Falling Intonation Pattern in English.

Examples:

SimMajIndepInforInterSn[+IndepXInterCl +FallIn]

When did he go there? +FallIn

SimMajIndepInforInterSn[+IndepInterSCl +FallIn]

Who went there? +FallIn

SimMajIndepInforInterSn[+IndepInterNonSCl +FallIn]

What did he buy? +FallIn

1.1.1.3. Simple Major Independent Imperative Sentence Type

- (1) E. SimMajIndepImpSn[+PolitenessFormula ±IndepImpCl +FallIn]

Please, go there!

cf. E.5.1.1.3.

- (2) V. SimMajIndepImpSn₁[+PolitenessFormula +IndepImpCl ±ImpPcle

Xin anh hãy đến đó nhé!

+RisFallIn] cf. V.5.1.1.3.1.

SimMajIndepImpSn₂[±PolitenessFormula +IndepDeclCl +ImpPcle

Anh đến đó nhé!

+RisFallIn] cf. V.5.1.1.3.2.

(3) Problems.

- (a) Since in Vietnamese there are two Simple Major Independent Imperative Sentence Types, the Structurally Imperative Sentence Type 1 and the Intonationally Imperative Sentence Type 2, Vietnamese students should be taught not to transfer into English their Intonationally Imperative Sentence Type (which is composed of an obligatory nucleus Independent Declarative Clause Type, an obligatory nucleus Imperative Particle and an obligatory nucleus Rising-Falling Intonation Pattern). They should be taught instead to use only the English Independent Imperative Clause Type in an English Independent Imperative Sentence Type.
- (b) The use of the Falling Intonation Pattern is also to be taught.

- (4) Suggested drills. These are transformational drills in which the students are asked to transform Declarative Sentences into Imperative Sentences; attention should also be paid to the English Falling Intonation Pattern.

Example:

SimMajIndepDeclCl[+IndepDeclCl +FallIn] $\Longrightarrow$
He goes there. +FallIn

SimMajIndepImpSn[±PolitenessFormula +IndepImpCl +FallIn]
Would you please go there. +FallIn

1.1.2. Compound Major Independent Sentence Types

- (1) E. CompdMajIndepSn[+IndepCl₁ + (±Coord +IndepCl₂) + $\left\{ \begin{array}{l} \text{FallIn} \\ \text{RisIn} \end{array} \right\}]$
- | | | | |
|------------------------|------------|-----------------------|---|
| <i>He went there</i> | <i>and</i> | <i>he went back.</i> | + FallIn |
| <i>Did he go there</i> | <i>or</i> | <i>did he not?</i> | + $\left\{ \begin{array}{l} \text{FallIn} \\ \text{RisIn} \end{array} \right\}$ |
| <i>Who went there</i> | <i>and</i> | <i>who went back?</i> | + FallIn |
| <i>Please go there</i> | <i>and</i> | <i>go back.</i> | + FallIn |

cf.E.5.1.2.

$$(2) \text{ V. } \text{CompdMajIndepSn}[+\text{IndepCl}_1 \quad +(\pm\text{Coord} \quad +\text{IndepCl}_2) \quad + \left\{ \begin{array}{l} \text{FallIn} \\ \text{RisIn} \\ \text{RisFallIn} \end{array} \right\}]$$

<i>Nó đi đến đó</i>	<i>rồi</i>	<i>nó về</i>	+	FallIn
<i>Nó có đi đến đó</i>	<i>hay</i>	<i>nó không có đi đến đó</i>	+	RisIn
<i>Ai đi đến đó</i>	<i>và</i>	<i>ai đi về</i>	+	RisIn
<i>Xiêng anh hãy đi đến đó</i>	<i>rồi</i>	<i>đi về</i>	+	RisFallIn

cf.V.5.1.2.

- (3) **Problems.** English Sentences of the three Major Independent Sentence Types (Declarative, Interrogative - Yes-No Interrogative and Information Interrogative - and Imperative) are Compound when they have a lengthy coordinate or non-coordinate structure composed of more than one Clause. Teaching problems of English Simple Major Independent Interrogative or Imperative Sentence Types have been discussed already. They should be mastered by the students before English Compound Sentence Types are taught.

The combining of Independent Clauses into Compound Sentences in English is in itself not a problem for Vietnamese speakers because it exists also in Vietnamese. But drills on it are also excellent drills on English Interrogative and Imperative Sentence Types.

- (4) **Suggested drills.** These are transformational drills in which the students are asked to transform Declarative Sentences into Interrogative or Imperative Sentences respectively.

Examples:

$$\text{CompdMajIndepDeclSn}[+\text{IndepDeclCl}_1 \quad +(\pm\text{Coord} \quad +\text{IndepCl}_2)] + \text{FallIn} \implies$$

He went there or *he did not?* +FallIn

$$\text{CompdMajIndepYesNoInterSn}[+\text{IndepYesNoInterCl}_1 \quad +(\pm\text{Coord}$$

Did he go there or

$$+\text{IndepYesNoInterCl}_2) + \left\{ \begin{array}{l} \text{RisIn} \\ \text{FallIn} \end{array} \right\}]$$

did he not?

CompdMajIndepInforInterSn [+IndepXInterCl₁ + (±Coord
Why did he go there or

+IndepXInterCl₂) +FallIn]
why did he not?

CompdMajIndepImpSn[+IndepImpCl₁ +(!Coord +IndepImpCl₂) +FallIn]

Go there and come back!

1.1.3. Complex Major Independent Sentence Types

(1) E. $\text{Comp}x\text{MajIndepSn}[+\text{IndepCl} \quad \bar{i}\text{DeclCl} \quad \left\{ \begin{array}{l} \text{DepSCl} \\ \text{DepNonSCl} \\ \text{DepReICl} \\ \text{XDepCl} \end{array} \right\} + \left\{ \begin{array}{l} \text{FallIn} \\ \text{RisIn} \end{array} \right\}]$

He likes whatever has a blue colour.

He likes whatever they give him.

He says that it is all over.

He liked it before he bought it.

cf. E. 5. 1. 3.

(2) v. Comp _x MajIndepSn[+IndepC1	±DepC1	$\left\{ \begin{array}{l} \text{DepSC1} \\ \text{DepNonSC1} \\ \text{DepRelC1} \\ \text{XDepC1} \end{array} \right\} + \left\{ \begin{array}{l} \text{FallIn} \\ \text{RisIn} \\ \text{RisFallIn} \end{array} \right\}$	]
Nó thích		bất cứ cái gì có màu xanh.	
Nó thích		bất cứ cái gì họ cho nó.	
Nó nói		rằng việc ấy đã xong.	
Nó thích cái đó		trước khi nó mua.	

cf.V.5.1.3.

(3) **Problems.** English Sentences of the three Major Independent Sentence Types (Declarative, Interrogative - Yes-No Interrogative and Information Interrogative - and Imperative) are Complex when they have a pyramiding structure of Clause within Clause. They should be taught only when their corresponding Simple Sentence Types have been mastered by the students.

English Complex Sentence Types are not teaching and learning problems grammatically speaking, because there are equivalent Sentence Types in Vietnamese. But they are problems behaviourally speaking. In fact, according to the law of simplicity in Vietnamese (cf. Introduction, section 6.1.1.) Vietnamese speakers tend to use simpler Compound Sentence Types, instead of using these more elaborate Complex Sentence Types.

Thus, drills should be prepared to make the use of Complex Sentence Types to express the government-dependence relationships between Independent and Dependent Clause Types an automatic matter. They should serve also as drills on English Interrogative and Imperative Sentence Types.

- (4) **Suggested drills.** These are transformational drills in which the students are asked to transform Declarative Sentences into Interrogative and Imperative Sentences respectively.

Examples:

CompXMajIndepDeclSn[+IndepDeclCl +DepSCl +FallIn] $\Rightarrow$
He likes whatever has a blue colour.

CompXMajIndepYesNoInterSn[+IndepYesNoInterCl +DepSCl + $\left\{ \begin{array}{l} \text{FallIn} \\ \text{RisIn} \end{array} \right\}]$
Does he like whatever has a blue colour?

CompXMajIndepImpSn[+IndepImpCl +DepSCl +FallIn]
Like whatever has a blue colour.

1.1.4. The Compound Major Independent Echo Interrogative Sentence Type

- (1) E. CompdMajIndepEchoInterSn[+IndepDeclCl +EchoCl + $\left\{ \begin{array}{l} \text{FallIn} \\ \text{RisIn} \end{array} \right\}]$
He went there, didn't he?

cf.E.5.1.3.

- (2) V. SimMajIndepInterSn₁[+IndepRWInterCl +RisIn] cf.V.5.1.1.2.2.
Nó đi đến đó phải không?

- (3) **Problems.** The English Compound Major Independent Echo Interrogative Sentence Type (having its structure composed of an obligatory nucleus Independent Declarative Clause Type, an obligatory nucleus Echo Clause Type, and an obligatory nucleus Intonation Pattern which has two alternate division-subclasses: Rising Intonation Pattern; Falling Intonation Pattern) is a serious problem for Vietnamese students whose native language does not have an equivalent construction, but has only a Simple Structurally Interrogative Sentence Type to express the same meaning. It is a very serious problem when its Independent Declarative Clause Type expresses a negative idea, because

the way to answer such a question in English is totally different from that in Vietnamese (cf.1.2.2. p.10).

- (4) **Suggested drills.** These are transformational drills in which the students are asked to transform Simple Declarative Sentence Types into Compound Echo Interrogative Sentence Types. Attention should be paid also to the Falling or the Rising Intonation Patterns being used and their differences in meaning.

Example:

SimMajIndepDeclSn[+IndepDeclCl +FallIn] $\Rightarrow$
He went there.

CompdMajIndepEchoInterSn[+IndepDeclCl +EchoCl +FallIn]
He went there, didn't he?+FallIn
He didn't go did he? +FallIn
there,

CompdMajIndepEchoInterSn[+IndepDeclCl +EchoCl +RisIn]
He went there, didn't he? +RisIn

1.1.5. The Complex Major Independent Suppositional Sentence Type

- (1) E. CompMajIndepSuppSn [+XDepCl[+DepIntrod(*if*) +IndepDeclCl]
If he has time,
If he has time,
If he had time,
 +IndepDeclCl +FallIn] cf.E.5.1.5.
he'll see you.
he usually does his home-work well.
he would go there.

- (2) V. CompMajIndepDeclSn [+XDepCl[+DepIntrod (*nếu*) +IndepDeclCl]
Nếu nó có thời-giờ,
Nếu nó có thời-giờ,
Nếu nó có thời-giờ,
 +IndepDeclCl +FallIn] cf.V.5.1.2.
nó sẽ đến thăm ông.
nó thường làm bài giỏi.
nó sẽ đến đó.

(3) **Problems.** The English Sentence Type has three alternate division-subclasses which express three different meanings (whether the supposed situation stated in the Extra Dependent Clause Type can be easily realized, habitually realized, or unreal). The alternate division-subclasses differ from one another by the Tenses and Modes of their Verb Phrases. Thus, the students should be taught to use these three alternate division-subclasses of the English Sentence Type, and to have the right Tense correspondences between the Verb Phrases in the Dependent and the Independent Clause Types, especially when there are different 'limited duration', 'current situation', and Modal tagmemes in the Verb Phrases.

(4) **Suggested drills.** These are substitution drills in which the students are asked to substitute the Verb Phrases or parts of them while using the right Tense and Mode concordances.

Examples:

CompX MajIndepSuppSn [+XDepCl +IndepDeclCl +FallIn]

If he has time, he will come and see you.

should

might, etc.

If he had time, he would come and see you.

might

could, etc.

1.2. MAJOR DEPENDENT SENTENCE TYPES

1.2.1. Major Dependent Sequence Sentence Types

- (1) **E.** Major Dependent Sentence Types in English are introduced by Sentence Introducers which may be Adverb Phrases, Prepositional Phrases, Adjective Phrases (cf.E.5.2.1.).
- (2) **V.** Major Dependent Sentence Types in Vietnamese are also introduced by Sentence Introducers which may be Adverb Phrases, Prepositional Phrases, Adjective Phrases, Verb Phrases (cf.V.5.2.1.).
- (3) **Problems.** Since the Sentence Types exist in both languages, there are no grammatical problems; but there is only the semantic problem of learning Sentence Introducers in English.
- (4) **Suggested drills.** These are substitution drills to teach the use of Sentence Introducers.

Examples:

$\text{SimMajDepDeclSn} [+ \text{DepIntro} + \text{SimMajIndepDeclSn} [+ \text{IndepDeclCl} + \text{FallIn}]]$

Apparently, it was fine.

In consequence,

Needless to say,

1.2.2. Major Dependent Short Response Sentence Types

(1) E. $\text{MajDepResponseSn} [+ \left\{ \begin{matrix} (Yes) \\ (No) \end{matrix} \right\} + \left\{ \begin{matrix} \text{AffEchoCl} \\ \text{NegEchoCl} \end{matrix} \right\} + \text{FallIn}]$ cf.E.5.2.3.

Yes, they did.

No, they didn't.

(2) V. $\text{MajDepRespSn} [+ \text{PrSubst-Phr} + \text{FallIn}]$ cf.V.5.2.3.

Đa, có.

Đa, không có.

(3) Problems. English Major Dependent Short Response Sentence Types are perhaps the most difficult English Sentence Types for Vietnamese speakers to learn, because there are similar Sentence Types in Vietnamese which have just the opposite meaning to the English meaning.

As a matter of fact, to this negative question in English:

You didn't go there, did you?

the negative answer is:

No, I didn't.

and the affirmative answer is:

Yes, I did.

In Vietnamese, a similar question is answered in the opposite way.

Anh không có đi đến đó phải không?

When the interlocutor wants to answer that he didn't go there, he will say:

Đa, phải.

(Politeness word, *that's right.*)

This is not an affirmative answer. It just means: *Right, you were right when you thought that I didn't go there.* When the students transfer the same way of answering into English, they actually give an affirmative answer.

When the interlocutor wants to answer that he did go there, he will say:

Đa không, (tôi có đến đó)

(Politeness word *No, I went there.*)

This is neither an affirmative nor a negative answer, it means: No, your assumption that I didn't go there was wrong, as a matter of fact, I did go there. When the students transfer the same answer into English, they actually give a negative answer.

Thus, attention should be paid to the teaching of the English Short Response Sentence Types, especially when these Sentence Types are used as answers to Negative questions.

- (4) **Suggested drills.** These are conversation type drills in which the students are asked to give the desired affirmative or negative answer, in answer first to affirmative questions, then to negative questions.

Examples:

Question. SimMajIndepYesNoInterSn[+IndepYesNoInterCl +FallIn]
Did he go there?

Answers. 1. Affirmative. MajDepRespSn[+(Yes), +AffEchoCl +FallIn]
Yes, he did.

2. Negative. MajDepRespSn[+(No) +NegEchoCl +FallIn]
No, he didn't.

Question. SimMajIndepYesNoInterSn[+IndepYesNoInterCl +FallIn]
Didn't he go there?

Answers. 1. Affirmative. MajDepRespSn[+(Yes) +AffEchoCl +FallIn]
Yes, he did.

2. Negative. MajDepRespSn[+(No) +NegEchoCl +FallIn]
No, he didn't.

Question. CompdMajIndepEchoInterSn[+IndepDeclCl +EchoCl + $\left. \begin{matrix} \text{FallIn} \\ \text{RisIn} \end{matrix} \right\}$]
He went there, didn't he?

Answers. 1. Affirmative. MajDepRespSn[+(Yes) +AffEchoCl +FallIn]
Yes, he did.

2. Negative. MajDepRespSn[+(No) +NegEchoCl +FallIn]
No, he didn't.

Chapter 2

CONTRASTIVE ANALYSIS OF INDEPENDENT DECLARATIVE CLAUSE TYPES

2.0. INTRODUCTORY

The Independent Declarative Clause Class in English (as well as in Vietnamese) is the kernel Clause Class from which all the English (or Vietnamese) Clause Classes can be derived when the appropriate Transformation Rules are applied. Thus, a complete contrastive analysis of English and Vietnamese Clause Types consists necessarily and sufficiently of a detailed contrastive analysis of all the Independent Declarative Clause Types in the two languages (this Chapter), and a comparison of the two systems of Clause Class Transform Rules (Chapter 3 in each grammar).

2.1. CLASSIFICATION AND GENERAL VIEWS

It was seen (cf. Summary Tables I in English and in Vietnamese Grammars) that there are ten Independent Declarative Clause Types in English, and nine in Vietnamese. If charts of these Clause Types in the two languages are placed side by side, tagmemic problems of English for Vietnamese stand out clearly.

ENGLISH INDEPENDENT DECLARATIVE
CLAUSE TYPES

CLAUSE TYPE CLASS				No.
I	II	III	IV	
Gram- mati- cal Sub- ject	Active	Intransitive		1
		Tran- sitive	Single	2
			Double	3
			Attri- butive	4
	Pas- sive	Tran- sitive	Single	5
			Double	6
			Attri- butive	7
	Equational			8
Logi- cal Sub- ject	(There) Stative		9	
	(It) Stative		10	

VIETNAMESE INDEPENDENT DECLARATIVE
CLAUSE TYPES

CLAUSE TYPE CLASS				No.
I	II	III	IV	
Gram- mati- cal Sub- ject	Active	Intransitive		1
		Tran- sitive	Single	2
			Double	3
			Attri- butive	4
	Sub- mis- sive	Actional		5
		Passive		6
	Identi- fica- tional	Equational		7
		Adjective		8
Sub- ject- less	Stative			9

Wherever there is a grammatical construction in English but not an equivalent one in Vietnamese, there is a real conflict to be overcome by speakers of Vietnamese in learning English. When there are similar constructions in the two languages, a contrastive analysis still proves to be necessary in order to find out whether the tagmeme ordering and the filler classes of two similar tagmemes are the same (Chapter 4).

2.2. PERTINENT REMARKS ON GENERAL LEARNING PROBLEMS

2.2.1. Selection of the form of the Predicate in English

In English (cf.E.1.2.1.), there is a necessary selection of the form of the obligatory and nucleus Predicate by the obligatory and nucleus Subject tagmeme which can be:

1. the Grammatical Subject in the eight Grammatical Subject Clause Types.

Example:

+S	+Pr
←————→	
<i>He</i>	<i>walks.</i>
<i>They</i>	<i>walk.</i>

2. the Stative Subject in the (There) Stative Clause Type 9:

Example:

+(There)	+StPr	+StS
←————→		
<i>There</i>	<i>was</i>	<i>a boy.</i>
<i>There</i>	<i>were</i>	<i>some boys.</i>

3. the Logical Subject (It) in the (It) Stative Clause Type 10:

Example:

+(It)	+StPr	+StCo
←————→		
<i>It</i>	<i>was</i>	<i>the boy.</i>
<i>It</i>	<i>was</i>	<i>the boys.</i>

Since in Vietnamese there is nothing of this sort, Vietnamese students of English will have to learn this selection of the form of the Predicate tagmeme by the Subject tagmeme in English. This problem can be presented in substitution drills where the students are asked to use singular and plural Subject slot fillers alternatively.

Example:

+S	+Pr
←————→	
<i>He</i>	<i>walks.</i>
<i>They</i>	<i>walk.</i>
<i>The boy</i>	<i>is walking.</i>
<i>The boy and his father</i>	<i>are walking.</i>
<i>etc.</i>	

2.2.2. Obligatory nucleus tagmemes in English

In English, the nucleus Subject and the nucleus Direct Object tagmemes are obligatory, while the same tagmemes are optional in Vietnamese (cf. V.1.2.3.1.).

Examples:

E.	IndepDeclActSgTrCl[+S	+Pr	+DO	±T]
	<i>I</i>	<i>bought</i>	<i>it</i>	<i>yesterday.</i>

V. IndepDeclActSgTrCl[±S +Pr ±DO ±T]

mua hôm qua.

In order to help the students to get used to having the obligatory nucleus Subject and the Direct Object tagmemes in Transitive Clause Types, substitution drills can be prepared.

Examples:

IndepDeclActIntrCl[+S +Pr ±L]
He went away.
She
The boy you met
etc.

IndepDeclActSgTrCl[+S +Pr +DO]
John bought it.
these potatoes.
sold these potatoes.
etc.

IndepDeclActDbTrCl[+S +Pr +IO +DO]
Mary gave him a book.
a nice present.
brought
etc.

IndepDeclActAtTrCl[+S +Pr +DO +At]
They elected him chairman.
her
chose
his cousin
etc.

2.2.3. The Passive Transitive Clause Class in English

The English Passive Transitive Clause Class (cf.E.1.2.2.), which does not have a counterpart in Vietnamese, has the following identificational contrastive features and structure formula:

kernel structure: ActTrCl[S <x> +Pr <v> +O <z>]
He took it.

^TPas

PasTrCl: +S<z> +Pr[+Aux(*be*) +(+v +Part(-en))] ±Ag[+Prep(*by*) +H<x>]
It was taken by him.

The English Passive Transitive Clause Class (which includes three Clause Types: the Passive Single Transitive, the Passive Double Transitive, and the Passive Attributive Transitive Clause Types) can be taught in transformational drills.

Examples:

IndepDeclActSgTrCl[+S	+Pr	+DO]	⇒
<i>John</i>	<i>bought</i>	<i>the car.</i>	

IndepDeclPasSgTrCl[+S	+Pr	+Ag]
<i>The car</i>	<i>was bought</i>	<i>by John.</i>

IndepDeclActDbTrCl[+S	+Pr	+IO	+DO]	⇒
<i>John</i>	<i>gave</i>	<i>Mary</i>	<i>some flowers.</i>	

IndepDeclPasDbTrCl[+S	+Pr	+IO	+Ag]
<i>Some flowers</i>	<i>were given</i>	<i>to Mary</i>	<i>by John.</i>

[+S	+Pr	+DO	+Ag]
<i>Mary</i>	<i>was given</i>	<i>some flowers</i>	<i>by John.</i>

IndepDeclActAtTrCl[+S	+Pr	+DO	+At]	⇒
<i>They</i>	<i>elected</i>	<i>him</i>	<i>chairman.</i>	

IndepDeclPasAtTrCl[+S	+Pr	+At	+Ag]
<i>He</i>	<i>was elected</i>	<i>chairman</i>	<i>by them.</i>

2.3. INDEPENDENT DECLARATIVE CLAUSE TYPES IN DETAIL

2.3.0. Introductory

Each of the ten Independent Declarative Clause Types will be discussed now to see if they are teaching and learning problems for Vietnamese speakers. Only their minimum nucleus formula will be considered, because optional satellite Clause level tagmemes in the two languages will be contrasted in Chapter 4.2. Furthermore, only the slots of Clause level tagmemes will be discussed here, while the filler classes, which are not necessary to this discussion, will be presented in Chapter 4.1. In the writing of English pattern practice drills for Vietnamese, the more complete analysis of each English Clause Type hereafter referred to has to be consulted.

2.3.1. Independent Declarative Clause Type 1: Active Intransitive Declarative Clause Type

(1) E. IndepDeclActIntrCl [+S +Pr[ActIntrDeclV-Phr]] cf.E.1.3.1.
They walked.

(2) V. IndepDeclActIntrCl [+S +Pr[ActIntrDeclV-Phr]] cf.V.1.3.1.
Họ đi bộ.

(3) Problems. None, except the obligatory characteristic of the Subject tagmeme in English (cf. 2.2.2.).

(4) Suggested drills. None.

2.3.2. Independent Declarative Clause Type 2: Active Single Transitive Declarative Clause Type

(1) E. IndepDeclActSgTrCl [+S +Pr[ActSgTrDeclV-Phr] +DO]
He bought it.
 cf.E.1.3.2.

(2) V. IndepDeclActSgTrCl [+S +Pr[ActSgTrDeclV-Phr] ±DO]
Nó mua cái đó.
 cf.V.1.3.2.

(3) Problems. None, except the problem of the obligatory characteristic of the Subject tagmeme and the Direct Object tagmeme in English (cf. 2.2.2.).

(4) Suggested drills. None.

2.3.3. Independent Declarative Clause Type 3: Active Double Transitive Declarative Clause Type

(1) E. IndepDeclActDbTrCl [+S +Pr[ActDbTrDeclV-Phr] +IO +DO]
They sent him two letters.
 cf.E.1.3.3.

(2) V. IndepDeclActDbTrCl [+S +Pr[ActDbTrDeclV-Phr] +IO ±DO]
Họ gửi nó hai bức thư.
 cf.V.1.3.3.

(3) Problems. None, except the problem of the obligatory characteristic of the Subject and of the Direct Object tagmemes in English (cf. 2.2.2.).

(4) Suggested drills. None.

2.3.4. Independent Declarative Clause Type 4: Active Attributive Transitive Declarative Clause Type

(1) E. $\text{IndepDeclActAtTrCl}[\pm S \quad +\text{Pr}[\text{ActAtTrDeclV-Phr}] \quad +\text{DO} \quad +\text{At}]$
They elected him chairman.
 cf.E.1.3.4.

(2) V. $\text{IndepDeclActAtTrCl}[\pm S \quad +\text{Pr}[\text{ActAtTrDeclV-Phr}] \quad \pm\text{DO} \quad +\text{At}]$
Họ bầu nó làm đại-diện.

(3) Problems. None, except the problem of the obligatory characteristic of the Subject and the Direct Object tagmemes in English (cf. 2.2.2.).

(4) Suggested drills. None.

2.3.5. Independent Declarative Clause Type 5: Passive Single Transitive Declarative Clause Type

(1) E. $\text{IndepDeclPasSgTrCl}[\pm S \quad +\text{Pr}[\text{PasSgTrDeclV-Phr}] \quad +\text{Ag}]$
He was rewarded by them.
 cf.E.1.3.5.

(2) V. $\text{IndepDeclSubmPasCl}[\pm S \quad +\text{Pr}[\text{SubmDeclV-Phr}] \quad +\text{SubmPasCo}]$
Nó được họ khen.
 cf.V.1.3.6.

(3) Problems. Since there are no Passive Transitive Clause Types in Vietnamese, this English Passive Single Transitive Clause Type is a transformational problem, in the sense that the students will have to learn to transform the Active Single Transitive Clause Type 2 into this Passive Clause Type (cf.2.2.3.). It is also a tagmemic problem in the sense that the students will have to learn both the Passive Single Transitive Predicate tagmeme and the Agent tagmeme.

- (4) **Suggested drills.** These are transformational and substitutional drills in which the students will have to transform Active Single Transitive Clauses into Passive Single Transitive Clauses, and also to substitute the fillers of the Passive Single Transitive Predicate and the Agent slots.

Examples:

IndepDeclActSgTrCl[+S	+Pr[ActSgTrDeclV-Phr]	+DO]	$\Rightarrow$
<i>John</i>	<i>saw</i>	<i>the man.</i>	
IndepDeclPasSgTrCl[+S	+Pr[PasSgTrDeclV-Phr]	+Ag]	
<i>The man</i>	<i>was seen</i>	<i>by John.</i>	
	<i>was noticed</i>	<i>by the police-</i>	
		<i>man.</i>	
	<i>caught</i>		
	<i>etc.</i>		

2.3.6. Independent Declarative Clause Type 6: Passive Double Transitive Declarative Clause Type

- (1) E. IndepDeclPasDbTrCl[+S +Pr[PasDbTrDeclV-Phr] + $\left\langle \begin{smallmatrix} \text{IO} \\ \text{DO} \end{smallmatrix} \right\rangle$ +Ag]
- | | | |
|----------------|-------------------|------------------------|
| <i>She</i> | <i>was given</i> | <i>flowers by him.</i> |
| <i>Flowers</i> | <i>were given</i> | <i>to her by him.</i> |

cf.E.1.3.6.

- (2) V. IndepDeclSubmPasCl[+S +Pr[SubmDeclV-Phr] +SubmPasCo]
- | | | |
|--------------|-------------|----------------------|
| <i>Cô ấy</i> | <i>được</i> | <i>anh tặng hoa.</i> |
|--------------|-------------|----------------------|

cf.V.1.3.6.

(The Clause - *Flowers were given to her by him* - does not have an equivalent translation in the above stated Clause Type.)

- (3) **Problems.** This Clause Type, like the Passive Single Transitive Clause Type stated in 2.3.5., is a transformational, tagmemic, and substitutional problem for Vietnamese students to learn.
- (4) **Suggested drills.** These are transformational and substitutional drills in which the students will have to transform Active Double

Transitive Clauses into Passive Double Transitive Clauses, and also to substitute the fillers of the Passive Double Transitive Predicate and the Agent slots.

Examples:

$$\text{IndepDeclActDbTrCl} [+S \quad +Pr[\text{ActDbTrDeclV-Phr}] \quad +IO \quad +DO] \implies$$

John gave Mary flowers.

IndepDeclPasDbTrCl [+S	+Pr [PasDbTrDeclV-Phx]	+IO	+Ag]
Flowers	were given	to	by
		Mary	John.
	were offered		
			by him.
	were sent		
	etc.		

IndepDeclPasDbTrCl [+S	+Pr [PasDbTrDeclV-Phr]	+DO	+Ag]
Mary	was given	flowers	by John.
	was offered		
			by him.
	etc.		

2.3.7. Independent Declarative Clause Type 7: Passive Attributive Transitive Declarative Clause Type

(1) E. $\text{IndepDeclPasAtTrCl} [+S \quad +\text{Pr}[\text{PasAtTrDeclV-Phr}] \quad +\text{At} \quad \pm\text{Ag}]$
 John was elected chairman by them.
 cf.E.1.3.7.

(2) v. $\text{IndepDeclSubmPasCl} [+S \quad +Pr\{\text{SubmDeclV-Phr}\} \quad +\text{SubmPasCo}]$
John drove ho bầu làm chủ-tịch.
 cf. 1.3.6.

(3) **Problems.** Since there are no Passive Transitive Clause Types in Vietnamese, this Passive Attributive Transitive Clause Type, like the two previous Passive Transitive Clause Types in English, is a transformational, tagmemic, and substitutional problem for Vietnamese students to learn.

2.3.8. Independent Declarative Clause Type 8: Equational Declarative Clause Type

- (1) E. $\text{IndepDeclEqCl}[\pm S \quad +Pr \left\langle \begin{array}{l} \text{DeclAux}(be)\text{-Phr} \\ \text{DeclSemiAux-Phr} \\ \text{DeclIntrEqV-Phr} \end{array} \right\rangle \quad +EqCo]$
- | | | |
|-------------|---------------|---------------------------|
| <i>They</i> | <i>are</i> | <i>intelligent.</i> |
| <i>They</i> | <i>are</i> | <i>brothers.</i> |
| <i>They</i> | <i>seem</i> | <i>to be intelligent.</i> |
| <i>They</i> | <i>parted</i> | <i>good friends.</i> |
- cf.E.1.3.8.

- (2) V. $\text{IndepDeclIdEqCl}[\pm S \quad +Pr \left\langle \begin{array}{l} \text{DeclAux}(là)\text{-Phr} \\ \text{DeclSemiAux-Phr} \\ \text{DeclTrEqV}(làm)\text{-Phr} \end{array} \right\rangle \quad +IdEqCo]$
- | | | |
|--------------|------------|---------------------|
| <i>Họ</i> | <i>là</i> | <i>anh em ruột.</i> |
| <i>(They</i> | <i>are</i> | <i>brothers)</i> |
- cf.V.1.3.7.

- $\text{IndepDeclIdAdjCl}[\pm S \quad +Pr[\text{DeclAdj-Phr}]]$
- | | |
|--------------|-------------------------|
| <i>Họ</i> | <i>khôn-ngoan.</i> |
| <i>(They</i> | <i>are intelligent)</i> |
- cf.V.1.3.8.

- (3) **Problems.** The English Independent Declarative Equational Clause Type is a problem to be learned by Vietnamese students when its Equational Complement slot is filled by an Adjective Phrase, because in the Vietnamese similar Clause Type (the Independent Declarative Identificative Equational Adjective Clause Type 8), the Adjective Phrase fills the Predicate slot, and consequently is not linked to the Subject tagmeme by anything equivalent to the English Auxiliary (*be*) Phrase. The students will have to learn to use the Predicate tagmeme before the Equational Complement tagmeme in English.
- (4) **Suggested drills.** These are substitution drills in which the students are asked to substitute the Predicate filler class or the Equational Complement filler class.

Examples:

IndepDeclEqCl[+S	+Pr	+EqCo]
<i>They</i>	<i>are</i>	<i>intelligent.</i>
	<i>seem</i>	<i>young.</i>
	<i>look</i>	<i>very understanding.</i>
		<i>etc.</i>

2.3.9. Independent Declarative Clause Type 9: (*There*) Stative Declarative Clause Type

- (1) E. IndepDecl(*There*)StCl[+S(*There*) +Pr[DeclAux(*be*)-Phr] +StS]
- | | | |
|--------------|-------------|--------------------|
| <i>There</i> | <i>was</i> | <i>a person.</i> |
| <i>There</i> | <i>were</i> | <i>two people.</i> |

cf.E.1.3.9.

- (2) V. IndepDeclStCoCl[+Pr[DeclAux(*có*) -Phr] +StCo]

<i>Có</i>	<i>một người.</i>
<i>Có</i>	<i>hai người.</i>

cf.V.1.3.9.

- (3) Problems. This is a tagmemic and substitutional problem. The Vietnamese Stative Complement Clause Type, which is the most similar Clause Type to the English (*There*) Stative Clause Type does not have a Logical Subject equivalent to English Subject (*There*). Furthermore, the filler of the Predicate slot in Vietnamese is (*có*) 'have'; it is (*be*) in English. Thus, Vietnamese students will have to learn to use the English Logical Subject (*There*) and the Auxiliary (*be*) in this English Clause Type.

- (4) Suggested drills. These are substitution drills in which the students will have to substitute alternatively singular and plural fillers of the Stative Subject slot.

Examples:

IndepDecl(<i>There</i>)StCl[+S(<i>There</i>)	+Pr]DeclAux(<i>be</i>)-Phr]	+StS]
<i>There</i>	<i>was</i>	<i>a boy.</i>
<i>There</i>	<i>were</i>	<i>some boys.</i>
<i>There</i>	<i>was</i>	<i>some meat.</i>
<i>There</i>	<i>have been</i>	<i>a few new faces.</i>
	<i>etc.</i>	

2.3.10. Independent Declarative Clause Type 10: (*It*) Stative Declarative Clause Type

- (1) E. $\text{IndepDecl}(\textit{It})\text{StCl}[+\text{S}(\textit{It}) \quad +\text{Pr}[\text{DeclAux}(\textit{be})-\text{Phr}] \quad +\text{StCo}]$
- | | | |
|------------|------------|------------------|
| <i>It.</i> | <i>was</i> | <i>the boy.</i> |
| <i>It</i> | <i>was</i> | <i>the boys.</i> |

cf.E.1.3.10.

- (2) v. There is no Clause Type in Vietnamese which is structurally similar to the English (*It*) Stative Declarative Clause Type. The Vietnamese Clause Type which can be used to translate the English Clause Type is the Identificational Equational Clause Type 9 (cf.V.1.3.7.). But it is grammatically too different to the English Clause Type to be contrasted here.
- (3) Problems. Since there is no equivalent Clause Type in Vietnamese, the English Independent Declarative (*It*) Stative Clause Type is to be learned by Vietnamese students.
- (4) Suggested drills. These are substitution drills in which the students are asked to substitute fillers of the English Stative Complement slot, and also to vary the Tenses and Modes, the Auxiliary (*be*) Phrase filling the Predicate slot.

Examples:

$\text{IndepDecl}(\textit{It})\text{StCl}[+\text{S}(\textit{It})$	$+\text{Pr}[\text{DeclAux}(\textit{be})-\text{Phr}]$	$+\text{StCo}]$
<i>It</i>	<i>was</i>	<i>the boy.</i>
		<i>John.</i>
		<i>the boy and his father.</i>
	<i>has been</i>	<i>a unique chance.</i>
	<i>etc.</i>	

2.3.10a. Learning some other uses of the English Logical Subject (*It*)

Parallel to the learning of the English (*It*) Stative Clause Type, the students will have to learn to use the Logical Subject (*It*) as:

1. having the structural meaning of Indeterminate Referent.

Example:

$\text{IndepDeclActIntrCl}[+\text{S}(\textit{It})$	$+\text{Pr}[\text{ActIntrD-clV}-\text{Phr}]$
<i>It</i>	<i>rains.</i>
<i>It</i>	<i>snows.</i>
<i>etc.</i>	

IndepDeclEqCl [+S(<i>It</i>)	+Pr[DeclAux(<i>be</i>)-Phr]	+EqCo<Adj-Phr>	+T]
<i>It</i>	<i>is</i>	<i>hot</i>	<i>today.</i>
<i>It</i>	<i>was</i>	<i>cold</i>	<i>yes-</i> <i>ter-</i> <i>day.</i>
	<i>etc.</i>		

2. replacing Referents of any internal structure occurring within the same Clause.

Example:

IndepDeclEqCl [+S(<i>It</i>)	+Pr[DeclAux(<i>be</i>)-Phr]	+EqCo<N-Phr>
<i>It</i>	<i>was</i>	<i>a shame</i>

+Referent<XDepCl>]
that he left.

3. filling the Subject slot and replacing a Verb Phrase.

Example:

IndepDeclEqCl [+S(<i>It</i>)	+Pr[DeclAux(<i>be</i>)-Phr]	+EqCo<Adj-Phr>
<i>It</i>	<i>isn't</i>	<i>good</i>

+Referent<V-Phr>]
driving that fast.

(For further examples of the use of (*It*) as Subject filler, see E.1.3.10a.)

Chapter 3

CONTRASTIVE ANALYSIS OF CLAUSE CLASSES

3.0. INTRODUCTORY

In English, all the other nine Clause Classes can be derived from the kernel Declarative Clause Class when appropriate Transform Rules are applied. Likewise in Vietnamese, the Declarative Clause Class is the kernel Clause Class from which all the other twelve Clause Classes can be derived when appropriate Transform Rules are applied. Thus, a contrastive analysis of Clause Classes in the two languages must give a comparison of not only actual Clause Classes but also their Transform Rules. Likewise pattern practice drills on Clause Classes other than the kernel Declarative Clause Class will be mostly transformational drills in which the students will have to transform Independent Declarative Clauses into other Clauses.

If the Charts II in the English and Vietnamese Grammars are placed side by side, the teaching and learning problems of English Clause Classes for Vietnamese speakers stand out clearly.

When an English Clause Class does not have an equivalent one in Vietnamese, there is conflict to overcome in the teaching of English grammar to Vietnamese. When there are similar Clause Classes in the two languages, a contrastive analysis still proves to be necessary in order to see whether the two Clause Classes are derived by similar Transform Rules. If they are not derived by similar Transform Rules, the English Clause Class is a transformational problem for Vietnamese speakers to learn.

CLAUSE CLASSES IN ENGLISH

ENGLISH COMPLETE CLAUSE CLASSES				
I	II	III	IV	No.
Independent	Without an Interrogative tagmeme	Declarative		1
		Imperative		2
		Yes-No Interrogative		3
	With an Interrogative tagmeme	From Declarative Kernel		4
		From Interrogative Kernel	Interrogative Non-Subject	5
			Extra Interrogative	6
Dependent	Without an Extra Dependent tagmeme		Dependent Subject	7
			Dependent Non-Subject	8
	With an Extra Dependent tagmeme		Dependent Relative	9
			Extra Dependent	10

CLAUSE CLASSES IN VIETNAMESE

VIETNAMESE COMPLETE CLAUSE CLASSES						
I	II	III	IV	V	No.	
Independent	Non-Interrogative	Declarative			1	
		Imperative			2	
	Interrogative	Alternate			3	
		with (<i>không</i>)	Yes-No Interrogative		4	
			Right-Wrong Interrogative		5	
		with (<i>chưa</i>)	Realization-Non-realization Interrogative		6	
		With an Interrogative tagmeme	With a nucleus Interrogative tagmeme	Interr. Subject	7	
				Interr. Non-Subject	8	
			Extra-Interrogative		9	
Dependent	Without an Extra Dependent tagmeme	Dependent Subject			10	
		Dependent Non-Subject			11	
	With an Extra Dependent tagmeme	Dependent Relative			12	
		Extra-Dependent			13	

3.1. CLAUSE CLASSES IN DETAIL

3.1.1. (Independent) Declarative Clause Class

(1) E. +S +Pr... (cf.E.2.1.1.)

He walks.

They walk.

- (2) v. $\pm S$ $+Pr...$ (cf.V.2.2.1.)



Nó *đi bộ.*
Họ *đi bộ.*

- (3) **Problems.** There are the selection of the form of the Predicate tagmeme by the Subject tagmeme (cf.2.2.1.), and the obligatory nucleus characteristic of the Subject and the Direct Object tagmemes in English (cf.2.2.2.) to be learned by Vietnamese students.

- (4) **Suggested drills.** See 2.2.1. and 2.2.2.

3.1.2. (Independent) Imperative Clause Class

- (1) E. kernel structure: DeclCl (cf.E.2.1.2.)

T_{Imp}

ImpCl $:+Pr[ImpV-Phr]$
Come.

- (2) v. kernel structure: DeclCl (cf.V.2.2.2.)

T_{Imp}

ImpCl $: \pm S$ $+Pr[ImpV-Phr]$
Anh *hãy lại đây.*

- (3) **Problems.** The difference between the English Imperative Clause Class and the Vietnamese one is that English Imperative Clause Types do not usually contain an optional nucleus Subject tagmeme while Vietnamese Imperative Clause Types usually do. Vietnamese students will have to learn to omit the Subject tagmeme in English Imperative Clause Types, besides learning to use a non-conjugated form of the English Imperative Verb Phrase. (For a summary of learning problems see Summary Table IIIa.1.)

- (4) **Suggested drills.** These are transformational and substitutional drills in which the students will have to transform Declarative Clause Types into Imperative Clause Types, and also to substitute fillers of the Imperative Predicate slot.

Examples:

IndepDeclActIntrCl [$+S$ $+Pr[ActIntrDeclV-Phr]$] $\pm L$ $\Longrightarrow$
He *went* *there.*

SUMMARY TABLE IIIa.1.
ENGLISH INDEPENDENT IMPERATIVE CLAUSE CLASS 2

For this Independent Imperative Clause Class 2, Vietnamese students will have to learn the Imperative Transform, and the Non-Conjugated form of the Imperative Predicate tagmeme.

Clause Type Classes				Kernel Declarative Clause Class 1		T _{Imp} , the Imperative Transform	Imperative Clause Class 2		
I	II	III	IV	No.	Declarative Clause Types		Imperative Clause Types		
Grammatical Subject	Passive	Intransitive		1	+S +ActIntrDeclPr <i>He ran.</i>		+ActIntrImpPr <i>Run!</i>		
		Transitive	Single	2	+S +ActSgTrDeclPr +DO <i>She guided him.</i>		+ActSgTrImpPr +DO <i>Guide him!</i>		
			Double	3	+S +ActDbTrDeclPr +IO +DO <i>He gave her a pen.</i>		+ActDbTrImpPr +IO +DO <i>Give her a pen!</i>		
			Attri- butive	4	+S +ActAtTrDeclPr +DO +At <i>He nominated her secretary.</i>		+ActAtTrImpPr +DO +At <i>Nominate her secretary!</i>		
	Active	Transitive	Single	5				(1)	
			Double	6				(1)	
			Attri- butive	7				(1)	
	Equational			8	+S +EqDeclPr +EqCo <i>She is kind.</i>		+EqImpPr +EqCo <i>Be kind!</i>		
Logical Subject									

- (1) The Passive Imperative Clause Types 5, 6 and 7 are rarely used in English. Thus, students of English as a foreign language do not have to learn them.

IndepImpActIntrCl [$\pm$ PolitenessFormula +Pr[ActIntrImpV-Phr] $\pm$ L] $\implies$
Please, go there.
run
drive
fly

IndepDeclActDbTrCl [+S +Pr[ActDbTrDeclV-Phr] +IO +DO] $\implies$
He bought me a pencil.

IndepImpActDbTrCl [+Pr[ActDbTrImpV-Phr] +IO +DO] $\implies$
Buy me a pencil.
Get
Send

3.1.3. (Independent) Yes-No Interrogative Clause Class

(1) E. kernel structure: DeclCl (cf.E.2.1.3.)

T_{YesNo}

YesNoInterCl : + S +InterPr...
Did he go there?

(2) V. kernel structure: DeclCl (cf.V.2.2.4.)

T_{YesNo}

YesNoInterCl : +DeclCl +YesNoInter[+ (có) + (hay) + (không)]
Nó có đi đến đó hay không?

(3) Problems. The Yes-No Interrogative Transform in English, being different from the Yes-No Interrogative Transform in Vietnamese, presents a conflict to be overcome by Vietnamese students. (cf. E.2.1.3a.). (For a Summary of learning problems, see Summary Table IIIa.2.)

(4) Suggested drills. These are transformational drills in which the students will have to transform Declarative Clauses into Yes-No Interrogative Clauses.

Examples:

IndepDeclActIntrCl [+S +Pr[ActIntrDeclV-Phr] $\pm$ L] $\implies$
He went there.

SUMMARY TABLE IIIa.2.

ENGLISH INDEPENDENT YES-NO INTERROGATIVE CLAUSE CLASS 3

For this Independent Yes-No Interrogative Clause Class 3, Vietnamese students will have to learn the Yes-No Interrogative Transform in order to be able to transform the ten Declarative Clause Types of the Kernel Declarative Clause Class into Yes-No Interrogative Clause Types.

Clause Type Classes				Kernel Declarative Clause Class 1		Yes-No Interrogative Transform	Yes-No Interrogative Clause Class 3	
I	II	III	IV	No.	Declarative Clause Types		Yes-No Interrogative Clause Types	
Grammatical Subject	Active	Intransitive		1	+S +ActIntrDeclPr He ran.		↓	+S +ActIntrInterPr Did he run?
		Transitive	Single	2	+S +ActSgTrDeclPr +DO She guided him.		↓	+S +ActSgTrInterPr +DO Did she guide him?
			Double	3	+S +ActDbTrDeclPr +IO +DO He gave her a pen.		↓	+S +ActDbTrInterPr +IO +DO Did he give her a pen?
			Attri- butive	4	+S +ActAtTrDeclPr +DO +At He nominated her secretary.		↓	+S +ActAtTrInterPr +DO +At Did he nominate her secretary?
	Passive	Transitive	Single	5	+S +PasSgTrDeclPr ±Ag He was guided by her.		↓	+S +PasSgTrInterPr ±Ag Was he guided by her?
			Double	6	+S +PasDbTrDeclPr + $\begin{pmatrix} DO \\ IO \end{pmatrix}$ ± She was given a pen.		↓	+S +PasDbTrInterPr + $\begin{pmatrix} DO \\ IO \end{pmatrix}$ ±Ag Was she given a pen?
			Attri- butive	7	+S +PasAtTrDeclPr +At ±Ag She was nominated secretary.		↓	+S +PasAtTrInterPr +At ±Ag Was she nominated secretary?
Equational			8	+S +EqDeclPr +EqCo She is kind.	↓		+S +EqInterPr +EqCo Is she kind?	
Logical Subject	(There) Stative			9	+(There) +StDeclPr +StS There are boys.		↓	+(There) +StInterPr +StS Are there boys?
	(It) Stative			10	+(It) +StDeclPr +StCo It was John.		↓	+(It) +StInterPr +StCo Was it John?

IndepYesNoInterActIntrCl [$\downarrow$ +S +Pr[ActIntrInterV-Phr] $\pm$ L]
Did he go there?

IndepDeclPasAtTrCl [+S +Pr[PasAtTrDeclV-Phr] +At] $\Rightarrow$
He was elected chairman.

IndepYesNoInterAtTrCl [$\downarrow$ +S +Pr[PasAtTrInterV-Phr] +At]
Was he elected chairman?

3.1.4. (Independent) Interrogative Subject Clause Class

(1) E. kernel structure: DeclCl (cf.E.2.1.4.)

$T_{S-Inter}$

InterSCl : +InterS +DeclPr...
Who went there?

(2) V. kernel structure: DeclCl

$T_{S-Inter}$ (cf.V.2.2.7.)

InterSCl : +InterS +DeclPr...
Ai đi đến đó?

(3) Problems. None, except the problem of the selection of the form of the Predicate tagmeme by the Subject tagmeme in English.

(cf.2.2.1.)

(4) Suggested drills. None.

3.1.5. (Independent) Interrogative Non-Subject Clause Class

(1) E. kernel structure: YesNoInterCl (cf.E.2.1.5.)

$T_{nonS-Inter}$

InterNonSCl : +InterNonS +[+YesNoInterCl -NonS]
 $\uparrow$ $\downarrow$
What did they buy?

SUMMARY TABLE Va.
ENGLISH INDEPENDENT INTERROGATIVE NON-SUBJECT CLAUSE CLASS 5

For this Independent Interrogative Non-Subject Clause Class 5, Vietnamese students will have to learn the Non-Subject Interrogative Transform in order to be able to derive the seven (or eight, if the rarely used Clause Type 7 is counted) Interrogative Non-Subject Clause Types of the Clause Class from Clause Types of the Kernel Yes-No Interrogative Clause Class 3, and also the tagmeme ordering in the Clause Types.

Clause Type Classes				Kernel Yes-No Inter. Clause Class 3		T _{nonS-Inter,} the Non-Subject Interrogative Transform	Interrogative Non-Subject Clause Class 5	
I	II	III	IV	No.	Yes-No Inter. Clause Types		Interrogative Non-Subject Clause Types	
Grammatical Subject	Active	Transitive	Single	2	↓ +S +ActSgTrInterPr +DO <i>Did she guide him?</i>		+InterDO ↓ +S +ActSgTrInterPr <i>Whom did she guide?</i>	
			Double	3	↓ +S +ActDbTrInterPr +IO +DO <i>Did he give her a pen?</i>		+Inter <DO> ↓ +S +ActDbTrInterPr + <DO> <i>What did he give her?</i>	
			Attri- butive	4	↓ +S +ActAtTrInterPr +DO +At <i>Did he nominate her secretary?</i>		+Inter <DO> ↓ +S +ActAtTrInterPr + <At> <i>Whom did he nominate secretary?</i>	
	Passive	Transitive						
			Double	6	↓ +S +PasDbTrInterPr + <DO> +Ag <i>Was she given a pen?</i>		+Inter <DO> ↓ +S +PasDbTrInterPr + <IO> +Ag <i>What was she given?</i>	(1)
			Attri- butive	7				
	Equational			8	↓ +S +EqInterPr +EqCo <i>Is he a carpenter?</i>		+InterEqCo ↓ +S +EqInterPr <i>What is he?</i>	
Logical Subject	(There) Stative			9	↓ +(There) +StInterPr +StS <i>Are there boys?</i>		+InterStS ↓ +(There) +StInterPr <i>How many are there?</i>	
	(It) Stative			10	↓ +(It) +StInterPr +StCo <i>Is it John?</i>		+InterStCo ↓ +(It) +StInterPr <i>Who is it?</i>	

- (1) The Independent Interrogative Non-Subject Clause Type 7 (or Passive Attributive Transitive Clause Type) is rarely used in English. Thus, students of English as a foreign language do not have to learn it.

- (2) V. kernel structure: DeclCl (cf.V.2.2.8.)

$T_{\text{nonS-Inter}}$

InterNonSCl : DeclCl having an Interrogative Non-Subject tagmeme.

- (3) Problems. The English Independent Interrogative Non-Subject Clause Class differs from the Vietnamese both in its kernel structure (which is a Yes-No Interrogative Clause while the kernel structure in Vietnamese is a Declarative Clause) and in the position of its Interrogative Non-Subject tagmeme (which is placed before the Subject tagmeme while the Vietnamese Interrogative Non-Subject tagmeme is placed after the Predicate tagmeme). Vietnamese students will have to learn the English kernel structure, the Non-Subject Interrogative Transform, and the tagmeme ordering. (For a summary of learning problems, see Summary Table Va.)

- (4) Suggested drills. These are transformational and substitutional drills in which the students will have to transform Yes-No Interrogative Clauses into Interrogative Non-Subject Clauses, and also to substitute fillers of different Clause level slots in the Clauses. Examples:

IndepYesNoInterActSgTrCl [$\begin{array}{ccc} \downarrow & & \downarrow \\ +S & +Pr[ActSgTrInterV-Phr] & +DO \end{array}$] $\Rightarrow$
Did he buy a house?

IndepInterNonSCl [$\begin{array}{ccc} \downarrow & & \downarrow \\ +InterDO & +S & +Pr[ActSgTrInterV-Phr] \end{array}$]
What did he buy?
sell?
Which house ?
rent?

3.1.6. (Independent) Extra Interrogative Clause Class

- (1) E. kernel structure: YesNoInterCl (cf.E.2.1.6.)

$T_{\text{Inter-add}}$

XInterCl : $\begin{array}{cc} +InterIntro & +YesNoInterCl \\ \text{When} & \text{did he go?} \end{array}$

SUMMARY TABLE Via.
ENGLISH INDEPENDENT EXTRA INTERROGATIVE CLAUSE CLASS 6

For this Independent Extra Interrogative Clause Class 6, Vietnamese students will have to learn the Interrogative Addition Transform in order to be able to transform the ten Yes-No Interrogative Clause Types of the Kernel Yes-No Interrogative Clause Class 3 into Extra Interrogative Clause Types of the Clause Class, and also the tagmeme ordering in the Clause Types.

Clause Type Classes				Kernel Yes-No Inter. Clause Class 3		Trans-Inter. the Non-Subject Interrogative Transform	Extra Interrogative Clause Class 6	
I	II	III	IV	No.	Yes-No Inter. Clause Types		Extra Interrogative Clause Types	
Grammatical Subject	Active	Intransitive		1	↓ +S +ActIntrInterPr <i>Did he run?</i>		+InterIntrod	↓ +S +ActIntrInterPr <i>Why did he run?</i>
		Transitive	Single	2	↓ +S +ActSgTrInterPr +DO <i>Did she guide him?</i>		+InterIntrod	↓ +S +ActSgTrInterPr +DO <i>When did she guide him?</i>
			Double	3	↓ +S +ActDbTrInterPr +IO +DO <i>Did he give her a pen?</i>		+InterIntrod	↓ +S +ActDbTrInterPr +IO +DO <i>When did he give her a pen?</i>
			Attri- butive	4	↓ +S +ActAtTrInterPr +DO +At <i>Did he nominate her secretary?</i>		+InterIntrod	↓ +S +ActAtTrInterPr +DO +At <i>How did he nominate her secretary?</i>
	Passive	Transitive	Single	5	↓ +S +PasSgTrInterPr ±Ag <i>Was he guided by her?</i>		+InterIntrod	↓ +S +PasSgTrInterPr ±Ag <i>Where was he guided by her?</i>
			Double	6	↓ +S +PasDbTrInterPr + $\left\langle \begin{smallmatrix} DO \\ IO \end{smallmatrix} \right\rangle$ ±Ag <i>Was she given a pen?</i>		+InterIntrod	↓ +S +PasDbTrInterPr + $\left\langle \begin{smallmatrix} DO \\ IO \end{smallmatrix} \right\rangle$ ±Ag <i>When was she given a pen?</i>
			Attri- butive	7	↓ +S +PasAtTrInterPr +At ±Ag <i>Was she nominated secretary?</i>		+InterIntrod	↓ +S +PasAtTrInterPr +At ±Ag <i>How was she nominated secretary?</i>
		Equational		8	↓ +S +EqInterPr +EqCo <i>Is she kind?</i>		+InterIntrod	↓ +S +EqInterPr +EqCo <i>Why is she kind?</i>
Logical Subject	(There) Stative			9	↓ +(There) +StInterPr +StS <i>Are there boys?</i>		+InterIntrod	↓ +(There) +StInterPr +StS <i>Where are there boys?</i>
	(It) Stative			10	↓ +(It) +StInterPr +StCo <i>Was it John?</i>		+InterIntrod	↓ +(It) +StInterPr +StCo <i>Why was it John?</i>

(2) v. kernel structure: DeclCl

(cf.V.2.2.9.)

^TInter-add

 XInterCl : + +DeclCl +XInter

Nó đi hỏi nào?

(3) Problems. The English Independent Extra Interrogative Clause Class differs from the Vietnamese one both in its kernel structure (which is a Yes-No Interrogative Clause while the kernel structure in Vietnamese is a Declarative Clause), and in the position of its Interrogative Introducer tagmeme (which is always placed before the Subject tagmeme while the Vietnamese Extra Interrogative tagmeme, depending on its particular function as an Extra Interrogative tagmeme of Cause, or Time, etc., is placed before the Subject tagmeme, or at the end of the Clause). Vietnamese students will have to learn the kernel structure, the Interrogative Addition Transform, and the tagmeme ordering in English. (For a summary of learning problems, see Summary Table VIa.)

(4) Suggested drills. These are transformational and substitutional drills in which the students will have to transform Yes-No Interrogative Clauses into Extra Interrogative Clauses, and also to substitute fillers of different Clause level slots in the Clauses.

Examples:

$$\text{IndepYesNoInterPasAtTrCl} \left[\begin{array}{c} \swarrow \quad \searrow \\ +S \quad +Pr[PasAtTrInterV-Phr] \quad +At \end{array} \right] \Longrightarrow$$

Was he elected chairman?

IndepXInterPasAtTrCl

$$+InterIntrod \left[\begin{array}{c} \swarrow \quad \searrow \\ +S \quad +Pr[PasAtTrInterV-Phr] \quad At \end{array} \right]$$

When was he elected chairman?
In which year
At what time
Where

nominated treasurer?

3.1.7. Dependent Subject Clause Class

- (1) E. kernel structure: IndepDeclCl (cf.E.2.1.7.)

 T_{S-dep}

DepSCl	:	+DepS	+DeclPr...
		<i>Who</i>	<i>went there?</i>

- (2) V. kernel structure: IndepDeclCl (cf.V.2.2.10.)

 T_{S-dep}

DepSCl	:	$\bar{i}$ DepS	+DeclPr...
		<i>(mà)</i>	<i>đi đến đó</i>

- (3) Problems. In Vietnamese, the Dependent Subject tagmeme is optional when its slot is filled by the Dependent Relative Pronoun (*mà*) 'that, who, which' (cf.V.2.2.10b.), while In English, the Dependent Subject tagmeme is always obligatory. Thus, Vietnamese students will have to learn to use the Dependent Subject as an obligatory nucleus tagmeme.

- (4) Suggested drills. These are transformational drills in which the students will have to transform two Simple Major Independent Declarative Sentence Types (cf.1.1.3.) into a Complex Major Independent Declarative Sentence Type containing a Dependent Subject Clause Type.

Example:

SimMajIndepDeclSn ₁ [+IndepDeclActSgTrCl	+FallIn]	} ⇒
<i>The man saw him.</i>	+FallIn	
SimMajIndepDeclSn ₂ [+IndepDeclActIntrCl	+FallIn]	
<i>He came from there.</i>	+FallIn	

CompMajIndepDeclSn[+IndepCl[DeclActSgTrCl	+DepCl[DepSCl]	+FallIn]
<i>The man</i>	<i>who came from there</i>	<i>saw him.</i>

3.1.8. Dependent Non-Subject Clause Class

- (1) E. kernel structure: IndepDeclCl (cf.E.2.1.8.)

 $T_{nonS-dep}$

DepNonSCl	:	$\pm$ DepNonS	+ [+IndepDeclCl	-NonS]
		$\uparrow$	$\downarrow$	
		<i>(that)</i>	<i>he knows</i>	

- (2) V. kernel structure: IndepDeclCl (cf.V.2.2.12.)

^TNonS-dep

DepNonSCl : ±DepNonS +[+IndepDeclCl -NonS]

↑
↓

(mà) nó bi ết

- (3) Problems. The English and the Vietnamese Dependent Non-Subject Clause Classes are similar, both in terms of tagmemic formula and Transform Rule. Thus, the English Clause Class does not present any conflict for Vietnamese speakers to overcome.

- (4) Suggested drills. None, except drills to combine two Simple Major Independent Sentences into a Complex Major Independent Sentence containing a Dependent Non-Subject Clause Type. (cf.1.1.3.)

3.1.9. Dependent Relative Clause Class

- (1) E. kernel structure: IndepDeclCl (cf.E.2.1.9.)

^TRel-dep

DepRelCl : ±RelIntrod +IndepDeclCl

(that) he came

- (2) V. kernel structure: IndepDeclCl (cf.V.2.2.12.)

^TRel-dep

DepRelCl : ±RelIntrod +IndepDeclCl

(rằng) nó đã đến.

- (3) Problems. The English and the Vietnamese Dependent Relative Clause Classes are similar, both in terms of tagmemic formula and Transform Rule. Thus, the English Clause Class does not present any conflict for Vietnamese speakers to overcome.

- (4) Suggested drills. None, except drills to combine two Simple Major Independent Sentences into a Complex Major Independent Sentence (cf. 1.1.3.) containing a Dependent Relative Clause Type.

3.1.10. Extra Dependent Clause Class

(1) E. kernel structure: IndepDeclCl (cf.E.2.1.10.)

$T_{\text{Dep-add}}$

XDepCl	:	+DepIntrod	+IndepDeclCl
		<i>when</i>	<i>he went</i>

(2) V. kernel structure: IndepDeclCl (cf.V.2.2.13.)

$T_{\text{Dep-add}}$

XDepCl	:	+DepIntrod	+IndepDeclCl
		<i>khi</i>	<i>nó đi</i>

(3) Problems. The English and the Vietnamese Extra Dependent Clause Classes are similar, both in terms of tagmemic formula and Transform Rule. Thus, the English Clause Class does not present any conflict for Vietnamese speakers to overcome.

(4) Suggested drills. None, except to combine two Simple Major Independent Sentences into one Complex Major Independent Sentence (cf. 1.1.3.), containing an Extra Dependent Clause Type.

3.2. THE TEN COMPLETE CLAUSE CLASSES IN ENGLISH AND THEIR TRANSFORMS

The ten English Complete Clause Classes and their Transform relationships can be summarized in the following Summary Tables XIa, and XIIa, so that the English Clause Classes that have to be learned by Vietnamese speakers can be pointed out. There are four English Independent Clause Types to be learned, namely the Independent Imperative, Yes-No Interrogative, Extra Interrogative, and Interrogative Non-Subject Clause Classes.

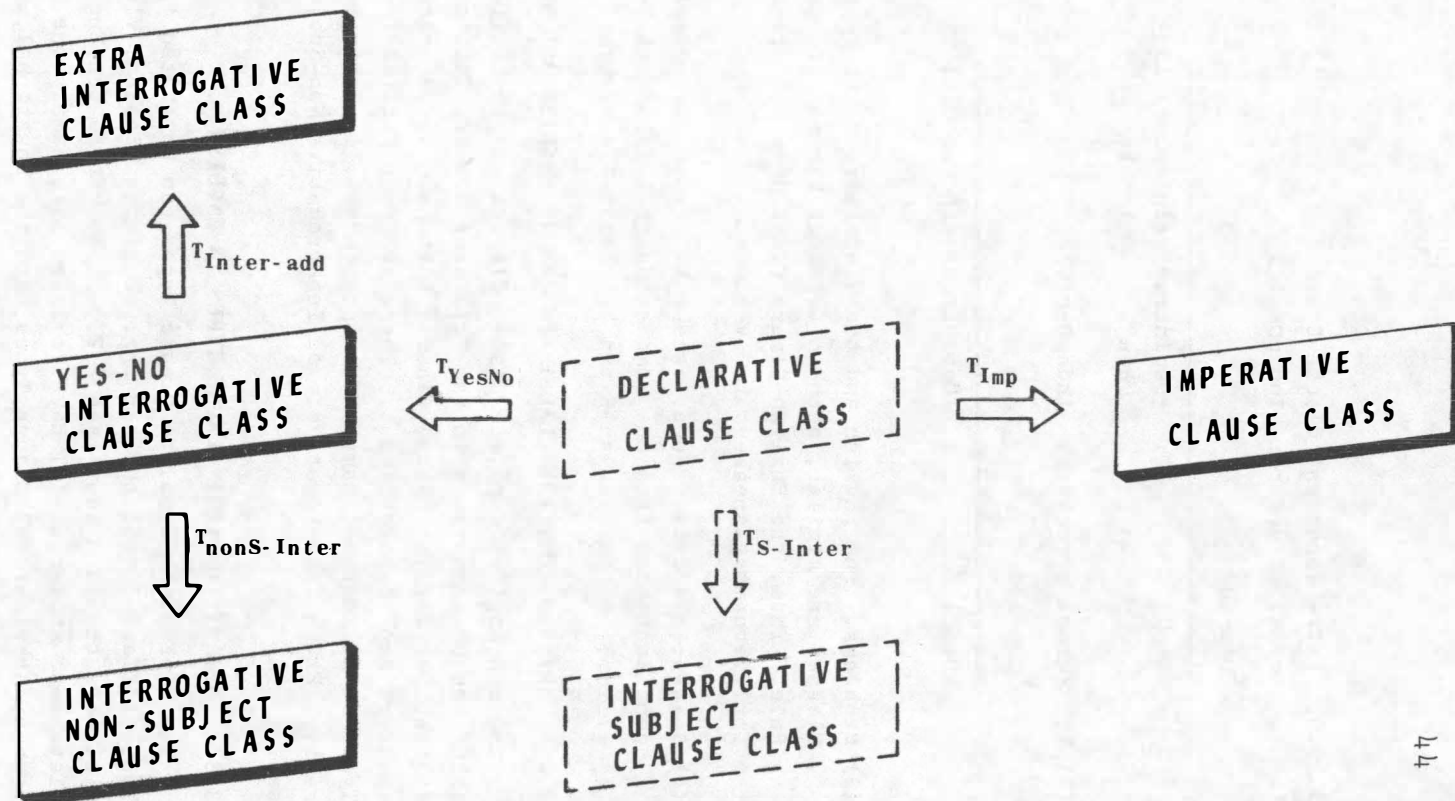
3.3. THE 87 COMPLETE CLAUSE TYPES IN ENGLISH

The 87 English Complete Clause Types can be stated in the Summary Table XIIIa. Out of the ten English Clause Classes, Vietnamese students will have to learn four (see 2.2.). Out of the ten English Clause Types, Vietnamese students will have to learn six, namely the Passive (Single, Double, Attributive) Clause Types, and the Equational, the (*There*) Stative, and the (*It*) Stative Clause Types. Finally, out of the total of 87 English Complete Clause Types, there are 64 Clause Types that have some conflict for Vietnamese students to overcome. Some of them are Clause Class problems, or Clause Type problems, and some of them are Clause Class and Clause Type problems at the same time.

SUMMARY TABLE XI a

The six English Independent Clause Classes and their Transforms

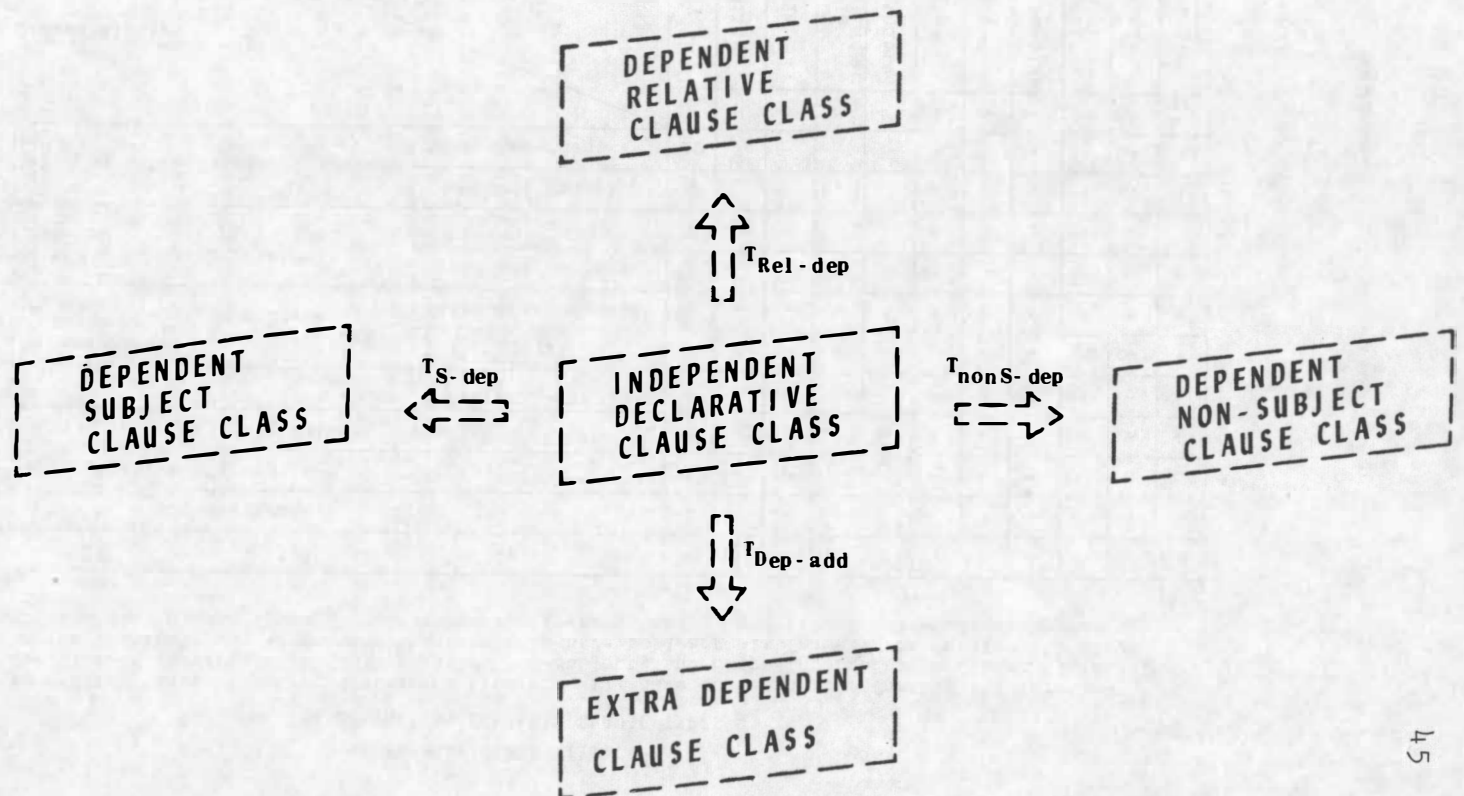
Out of the six English Independent Clause Classes, Vietnamese students will have to learn four (those that are framed in solid lines).



SUMMARY TABLE XII a

*The four English Dependent Clause Classes and their Transforms
from the kernel Independent Declarative Clause Class*

Vietnamese students will have to learn none of the four English Dependent Clause Classes, because the English Clause Classes are similar to the Vietnamese ones, both in terms of tagmemic structures and transform rules.



Chapter 4

CONTRASTIVE ANALYSIS OF INTERNAL STRUCTURES OF CLAUSE LEVEL TAGMEMES

4.0. INTRODUCTORY

In this Chapter, nucleus Clause level tagmemes and satellite Clause level tagmemes in English and in Vietnamese will be contrasted. As in other Chapters of this Contrastive Analysis, the order of presentation of Clause level tagmemes in contrasts follows the order of presentation of Clause level tagmemes in the part on English grammar. The same four aspects of consideration will also be dealt with here, namely: (1) the English Clause level tagmeme, (2) the corresponding Vietnamese Clause level tagmeme, if any, (3) the nature of teaching and learning problems, if any, (4) and the suggested ways to write pattern practice drills, if any.

Wherever there is a Clause level tagmeme in English which does not have an equivalent one in Vietnamese, there is a real conflict to overcome in the teaching of English to Vietnamese. Another kind of problem to overcome is the difference in filler classes of two similar Clause level tagmemes in the two languages. When a tagmeme in English has a counterpart in Vietnamese, but its alternate distribution-subclasses are different from those of its Vietnamese counterpart, these different alternate distribution-subclasses constitute difficulties for Vietnamese speakers to overcome.

A contrastive analysis of Phrase level tagmemes as fillers of Clause level slots is dealt with here too.

4.1. NUCLEUS CLAUSE LEVEL TAGMEMES

Nucleus Clause level tagmemes are either optional or obligatory. When an English nucleus Clause level tagmeme is obligatory, while its Vietnamese counterpart is also nucleus but optional, its obligatory characteristic is a problem for Vietnamese speakers to master.

4.1.1. +Pr, the obligatory nucleus Predicate tagmeme

If Summary Table XIV of the English Verbal Hyperclass in the English Grammar and Summary Table XVII of the Vietnamese Predicative Hyperclass are placed side by side, the problems of English Verb classes for Vietnamese speakers stand out clearly.

THE ENGLISH VERBAL HYPERCLASS					
I	II	III	IV	V	No.
Verbal Hyper- class	Verb	Active	Intransitive		1
			Transitive	Single	2
				Double	3
				Attributive	4
		Passive	Transitive	Single	5
				Double	6
				Attributive	7
		Semi-Auxiliary			
	Auxiliary (<i>be</i>)				9

THE VIETNAMESE PREDICATIVE HYPERCLASS						
I	II	III	IV		V	No
Verbal Hyper- class	Verb	Active	Intransitive			1
			Transitive	Single		2
				Double		3
				Attributive		4
	Semi-Auxiliary					6
	Auxil- iary	Auxiliary (là)				7
		Auxiliary (có)				8
Adjective						9

In comparing these two Tables, one can see that there are two major difficulties for Vietnamese speakers in learning English Verb Phrases. Firstly, the English Passive Transitive (Single, Double and Attributive) Verb Phrases have to be learned. Secondly, since Adjective Phrases can fill the Predicate slot in Vietnamese but not in English, the students will have to learn not to use Adjective Phrases in the Predicate slot in English (cf.2.1.8.).

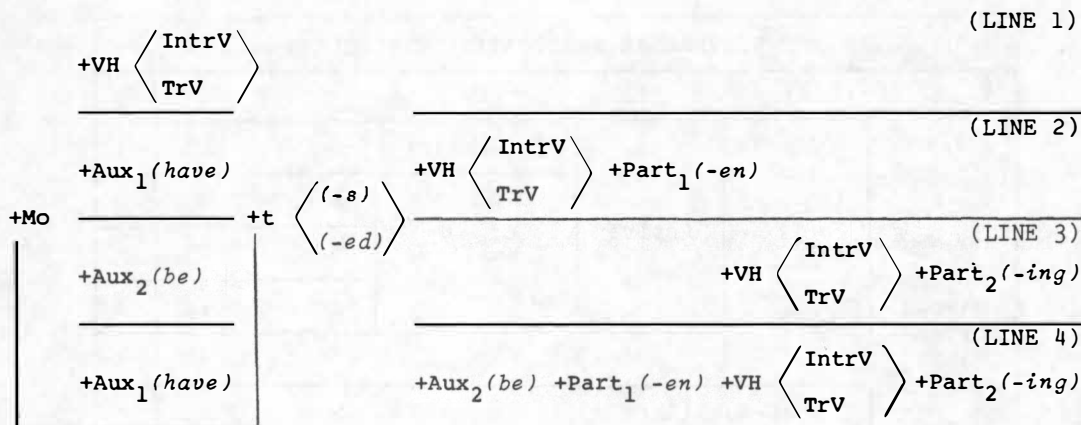
4.1.1.1. Internal structure of the Verb Phrase Hyperclass

The analysis includes Active and Passive Verb Phrases that occur in the Active and the Passive Predicate slots in English as being potential teaching and learning problems for Vietnamese speakers.

4.1.1.1.1. Close-knit Active Verb Phrase

(1) E. Structure formula:

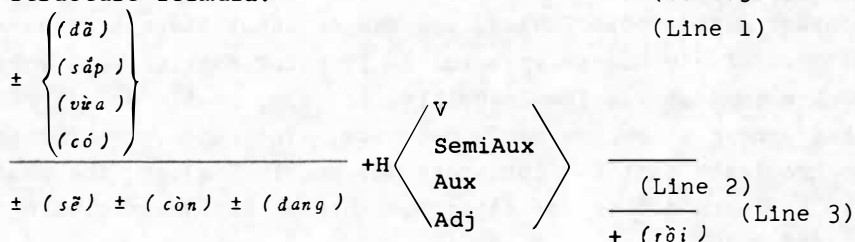
(cf.E.3.1.1.1.1.)



(2) v. Structure formula:

(cf.V.3.1.1.1.2.2.)

(Line 1)



- (3) **Problems.** In Vietnamese, only the Verb Head slot is nucleus and obligatory, while all Time Modal slots are optional and satellite. The notion of Time is optionally expressed in the sense that an action or state in the past or in the future can be expressed perfectly by a present Predicative Phrase that does not contain a Tense Modal. On the contrary, in English, the Verb Head slot is not the only obligatory nucleus slot, there is also the alternate obligatory nucleus Modal slot, or the alternate obligatory nucleus Tense slot in an Active Verb Phrase. Furthermore, the 'current situation' tagmeme [+Aux₁(have) +Part₁(-en)], and the 'limited duration' tagmeme [+Aux₂(be) +Part₂(-ing)], although being optional satellite tagmemes, must be used to express the right Aspects of the action or state conveyed by the Verb Head.

This use of Tense and Aspect tagmemes in English Verb Phrases constitutes one of the most difficult problems for Vietnamese speakers to overcome, because it requires a sound knowledge of not only the different grammatical forms, but also of the different grammatical meanings of these tagmemes.

- (4) **Suggested drills.** Before going to actual drills on any Close-knit Verb Phrase in English, an explanation of the grammatical meaning of the Phrase is necessary. One of the efficient ways of explaining the grammatical meaning of a Verb Phrase is to have it used in a situational context and to have it clarified by optional satellite Time expressions.

Substitution drills can be prepared to teach the students to use the right Close-knit Verb Phrases with different given Time expressions. For examples of English Close-knit Active Verb Phrases to be learned by Vietnamese speakers, the reader is asked to refer to E.3.1.1.1.1. Since there is no space here to present examples of drills on all possible English Close-knit Active Verb Phrases, the following sample drills present only some of them.

Examples:

IndepDeclActIntrCl [+S	+Pr[ActIntrDeclV-Phr]	+T]
<i>He</i>	<i>walks</i>	<i>every day.</i>
<i>He</i>	<i>walked</i>	<i>yesterday.</i>
<i>He</i>	<i>has walked</i>	<i>for two hours.</i>
	<i>etc.</i>	

4.1.1.1.2. Close-knit Passive Verb Phrase

(1) E. Structural formula:

(cf.E.3.1.1.1.2.)

		(LINE 1)
+Aux ₂ (be)	+VH[TrV] + Part ₁ (-en)	
		(LINE 2)
+Aux ₁ (have)	+Aux ₂ (be) +Part ₁ (-en) +VH[TrV] +Part ₁ (-en)	
+Mo	$\left\langle \begin{array}{l} '(-s) \\ (-ed) \end{array} \right\rangle$	
+t		
+Aux ₂ (be)	+Aux ₂ (be) +Part ₂ (-ing) +VH[TrV] +Part ₁ (-en)	
		(LINE 4)
+Aux ₁ (have)	+Aux ₂ (be) +Part ₁ (-en) +Aux ₂ (be) +Part ₂ (-ing)	
	+VH[TrV] +Part ₁ (-en)	

(2) v. None.

(3) Problems. Since there is no Close-knit Passive Verb Phrase in Vietnamese, the English Close-knit Passive Verb Phrase has to be learned by Vietnamese students, who will have to master, besides the obligatory nucleus Phrase level tagmemes and the optional satellite Phrase level tagmemes of the English Close-knit Active Verb Phrase, the obligatory nucleus Passive tagmeme which has the structural formula:

Passive tagmeme [+Aux₂(be) +Part₁(-en)] (cf.E.3.1.1.1.2.)

(4) Suggested drills. These are both transformational drills in which the students will have to transform Active Transitive Verb Phrases into Passive Transitive Verb Phrases, and substitutional drills in which the students will have to use the right Close-knit Passive Verb Phrases with different given Time expressions (for examples of English Close-knit Passive Verb Phrases, see E.3.1.1.1.2.). The following are sample drills presenting only some of the possible English Close-knit Passive Verb Phrases in English:

Examples:

(Transformational drills)

IndepDeclActSgTrCl [+S +Pr [+VH[SgTrV] t<(-ed)>] +DO $\Rightarrow$
He considered it.

IndepDeclPasSgTrCl [+S +Pr [PasSgTrDeclV-Phr (+Aux₂(be) +t<(-ed)>
It was
 +VH[SgTrV] +Part₁(-en))] +Ag
considered by him.

IndepDeclActSgTrCl [+S +Pr [ActSgTrDeclV-Phr (+Mo +Aux₁(have)
He might have
 +VH[SgTrV] +Part₁(-en)] +DO] $\Rightarrow$
thought of it.

IndepDeclPasSgTrCl [+S [+Pr PasSgTrDeclV-Phr (+Mo +Aux₁(have)
It might have
 +Aux₂(be) +Part₁(-en) +VH[SgTrV] +Part₁(-en)] +Ag]
been thought of by him.

(Substitutional drills)

IndepDeclPasSgTrCl [+S +Pr [PasSgTrDeclV-Phr] ±Ag ±T]

It was considered by him yesterday.
It is considered by him every day.
It has been considered by him for two hours.

4.1.1.1.3. Close-knit Negated Declarative Verb Phrases

4.1.1.1.3.1. The alternate division-subclass Negated Declarative (don't) Verb Phrase

(1) E. Structure formula: (cf.E.3.1.1.1.3.1.)

kernel structure: AffDeclV-Phr (+VH $\begin{matrix} \langle \text{IntrV} \rangle \\ \langle \text{TrV} \rangle \end{matrix}$ +t $\begin{matrix} \langle (-s) \rangle \\ \langle (-ed) \rangle \end{matrix}$)

$T_{\text{Neg}}(\text{don't})$

NegDecl(don't)V-Phr: +(do) +t $\begin{matrix} \langle (-s) \rangle \\ \langle (-ed) \rangle \end{matrix}$ + $\begin{matrix} \{ (not) \} \\ \{ (n't) \} \end{matrix}$ +VH $\begin{matrix} \langle \text{IntrV} \rangle \\ \langle \text{TrV} \rangle \end{matrix}$

(2) V. Structure formula: (cf.V.3.1.1.1.2.3.)

$\pm TMO \begin{Bmatrix} (s\check{e}) \\ (d\check{a}) \\ (v\grave{a}i) \\ (s\grave{a}p) \end{Bmatrix} + \text{NegMO} \begin{Bmatrix} (kh\hat{o}ng) \\ (h\check{e}t) \\ (ch\hat{a}ng) \\ (ch\check{a}) \end{Bmatrix} \pm \text{AffMO} (c\acute{o}) \pm MO (c\grave{o}n) + H \begin{matrix} V \\ \text{SemiAux} \\ \text{Aux} \\ \text{Adj} \end{matrix}$

(3) Problems. The English Close-knit Negated Declarative (don't) Verb Phrase has to be learned by Vietnamese speakers because there is in Vietnamese nothing equivalent to the English Negative-Interrogative Modal (do).

(4) Suggested drills. In order to teach the English Close-knit Negated Declarative Verb Phrase to Vietnamese students, transformational and substitutional drills can be prepared in which the students will have to transform Close-knit Affirmative Declarative Verb Phrases that do not contain an Auxiliary or a Modal into Close-knit Negated Declarative (don't) Verb Phrase, and to use the right Tense and Aspect with given Time expressions.

Examples:

(Transformational drills)

IndepDeclActIntrCl

$$\left[+S \quad +Pr[ActIntrDeclV-Phr(+VH[IntrV] \quad +t<(-ed)>)] \right] \implies$$

He *worked.*

IndepDeclActIntrCl

$$\left[+S \quad +Pr[ActIntrDeclV-Phr(+do) \quad +t<(-ed)> \quad +not) \quad +VH[IntrV]] \right]$$

He *did* *not* *work.*

(Substitutional drills)

IndepDeclActIntrCl [+S +Pr[ActIntrDeclV-Phr] ±T]

He *doesn't work* *every day.*
He *didn't work* *yesterday.*
He *doesn't work* *from time to time.*
etc.

4.1.1.1.3.2. The alternate division-subclass Negated Declarative (n't) Verb Phrase

(1) E. Structure formula:

(cf.E.3.1.1.1.3.2.)

kernel structure: AffDeclV-Phr (+ $\left\langle \begin{array}{l} +Mo \\ +Aux \end{array} \right\rangle +t \left\langle \begin{array}{l} (-s) \\ (-ed) \end{array} \right\rangle + \dots)$

$T_{Neg(n't)}$

NegDecl(n't)V-Phr: + $\left\langle \begin{array}{l} +Mo \\ +Aux \end{array} \right\rangle +t \left\langle \begin{array}{l} (-s) \\ (-ed) \end{array} \right\rangle + \left\{ \begin{array}{l} (n't) \\ (not) \end{array} \right\} \dots$

(2) V. Structure formula

(see (2) in 4.1.1.1.3.1.)

(3) Problems. The Close-knit alternate division-subclass Negated Declarative (n't) Verb Phrase in English is not a very great teaching and learning problem for Vietnamese speakers, because the English Negation Particle, either (not) or (n't), being placed after an Auxiliary, or a Modal, is similar to the Vietnamese Negation Modal in terms of its position and role. Nevertheless, some drills on it prove to be necessary because they contrast the use of this Negated Verb Phrase and the use of the alternate division-subclass Negated Declarative (don't) Verb Phrase.

- (4) **Suggested drills.** Transformational and substitutional drills can be prepared for the students to transform Affirmative Declarative Verb Phrases which contain a Modal or an Auxiliary into Negated Declarative (*n't*) Verb Phrases, and to substitute the right Negated Verb Phrases according to given Time expressions.

Examples:

(Transformational drills)

IndepDeclActIntrCl $\left[\begin{array}{c} +S \quad +Pr [ActIntrDeclV-Phr (+Mo \quad +VH[IntrV])] \\ He \qquad \qquad \qquad must \quad go. \end{array} \right] \implies$

IndepDeclActIntrCl $\left[\begin{array}{c} +S \quad +Pr [ActIntrDeclV-Phr (+Mo \quad +(n't) \quad +VH[IntrV])] \\ He \qquad \qquad \qquad mustn't \quad go. \end{array} \right]$

IndepDeclActIntrCl $\left[\begin{array}{c} +S \quad +Pr [ActIntrDeclV-Phr (+Aux_1 (have) \\ He \qquad \qquad \qquad has \end{array} \right]$

$+t <(-s) > \quad +VH[IntrV] \quad +Part_1(-en) \implies$
tried.

IndepDeclActIntrCl $\left[\begin{array}{c} +S \quad +Pr [ActIntrDeclV-Phr (Aux_1 (have) \\ He \qquad \qquad \qquad has \end{array} \right]$

$+t <(-s) > \quad + (not) \quad +VH[IntrV] \quad +Part_1(-en) \implies$
not \quad tried.

(Substitutional drills)

IndepDeclActIntrCl	$\left[+S \quad +Pr [ActIntrDeclV-Phr] \right]$	$\pm T$
<i>He</i>	<i>didn't walk</i>	<i>yesterday.</i>
<i>He</i>	<i>hasn't walked</i>	<i>for three hours.</i>
<i>He</i>	<i>didn't walk</i>	<i>last month.</i>
<i>He</i>	<i>hasn't been walking</i>	<i>for an hour.</i>
	<i>etc.</i>	

4.1.1.1.4. Close-knit Interrogative Verb Phrases

4.1.1.1.4.1. The alternate division-subclass Interrogative (do)

Verb Phrase

- (1) E. Structure formula:

(cf.E.3.1.1.1.4.1.)

kernel structure: +S +Pr[DeclV-Phr(+VH $\langle \begin{smallmatrix} \text{IntrV} \\ \text{TrV} \end{smallmatrix} \rangle$ + $\left\{ \begin{smallmatrix} (-s) \\ (-ed) \end{smallmatrix} \right\}$)]

$T_{\text{Inter}(do)}$

Inter(*do*)V-Phr: $\downarrow \begin{smallmatrix} (-s) \\ (-ed) \end{smallmatrix} \downarrow$ +S +Pr[Inter(*do*)V-Phr(+ +VH $\langle \begin{smallmatrix} \text{Intr} \\ \text{TrV} \end{smallmatrix} \rangle$)]

- (2) V. There are two Close-knit Interrogative Predicative Phrases in Vietnamese: the Close-knit Yes-No Interrogative Predicative Phrase, and the Close-knit Realization-Non-realization Interrogative Predicative Phrase.

(a) Close-knit Yes-No Interrogative Predicative Phrase Structure formula: (cf.V.3.1.1.1.2.4.)

$\pm \left\{ \begin{smallmatrix} (d\tilde{a}) \\ (s\tilde{a}p) \end{smallmatrix} \right\}$
 $\pm (s\tilde{e})$

$\pm \text{AffMo} (c\acute{o})$ $\pm (c\grave{o}n)$ $\pm (dang)$ $\pm \text{YesNoInter} [+]$

$\pm \text{AltPcle} (hay)$ $\pm \text{NegMo} (kh\acute{o}ng)$]

$\pm \text{H} \langle \begin{smallmatrix} \text{V} \\ \text{SemiAux} \\ \text{Aux} \\ \text{Adj} \end{smallmatrix} \rangle \pm (r\ddot{o}i)$

(b) Close-knit Realization-Non-realization Interrogative Predicative Phrase. (cf.V.3.1.1.1.2.5.)

$\pm \text{TMO} \left\{ \begin{smallmatrix} (s\tilde{e}) \\ (d\tilde{a}) \\ (s\tilde{a}p) \end{smallmatrix} \right\} \pm \text{AffMo} (c\acute{o}) \pm \text{H} \langle \begin{smallmatrix} \text{V} \\ \text{SemiAux} \\ \text{Aux} \\ \text{Adj} \end{smallmatrix} \rangle \pm \text{RonR} [\pm \text{RMO} (r\ddot{o}i) \pm \text{AltPcle} (hay)$

$\pm \text{nonR} (ch\ddot{u}a)$]

- (3) Problems. Vietnamese students will have to learn the use of (*do*) as Interrogative marker, and also its place before the Clause level Subject tagmeme.
- (4) Suggested drills. The English alternate division-subclass Interrogative (*do*) Verb Phrase can be taught in transformational and substitutional drills in which the students will have to transform Declarative Verb Phrases which do not contain an Auxiliary or a Modal into Interrogative (*do*) Verb Phrase, and will have to use the right Tense with given Time expressions.

Examples:

(Transformational drills)

IndepDeclActIntrCl

$$\left[+S \quad +Pr[ActIntrDeclV-Phr(+VH[IntrV] \quad +t<(-ed)>] \right] \Rightarrow$$

He *walked.*

IndepYesNoInterActIntrCl

$$\left[\begin{array}{ccc} + (do) & + t < (-ed) > & + S \quad + Pr[ActIntrInter(do)V-Phr(+VH[IntrV])] \\ \downarrow & & \downarrow \\ Did & he & walk? \end{array} \right]$$

(Substitutional drills)

IndepYesNoInterActIntrCl $\left[\begin{array}{ccc} + S & + Pr[ActIntrInter(do)V-Phr] & \pm T \\ \downarrow & & \downarrow \\ Did & he & walk \quad \text{yesterday?} \\ & & \text{every day?} \\ Does & he & walk \quad \text{etc.} \end{array} \right]$

4.1.1.1.4.1a. Negation of the Interrogative (do) Verb Phrase

(1) E. Structure formula:

(cf.E.3.1.1.1.4.1a.)

$$\left[\begin{array}{ccc} + (do) & + t & \left\langle \begin{array}{c} (-s) \\ (-ed) \end{array} \right\rangle \\ \downarrow & & \downarrow \\ + (n't) & + S & + Pr[Inter(do)V-Phr(+ (not) + VH \left\langle \begin{array}{c} IntrV \\ TrV \end{array} \right\rangle)] \end{array} \right]$$

(2) v. None. (cf.V.2.1.)

(3) Problems. There are no Negative Yes-No Interrogative Predicative Phrases nor Negative Realization-Non-realization Interrogative Predicative Phrases; likewise there are no Negative Yes-No or Realization-Non-realization Interrogative Clauses in Vietnamese. Therefore, English Negated Interrogative Verb Phrases and Negative Interrogative Clauses are problems for Vietnamese to learn.

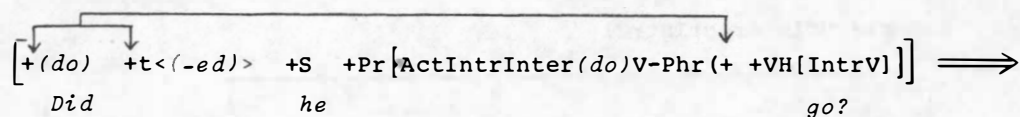
(4) Suggested drills. Transformational and substitutional drills can be prepared to teach the Negated Interrogative (do) Verb Phrase. The students will be asked to transform Affirmative Interrogative (do) Verb Phrases and Affirmative Declarative Verb Phrases into Negated

Interrogative (*do*) Verb Phrases, and also to use the correct Tense with given Time expressions.

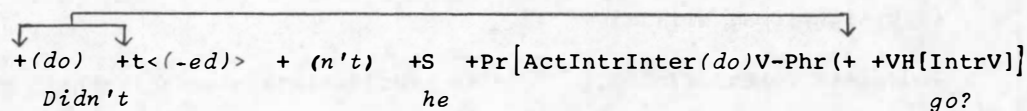
Examples:

(Transformational drills)

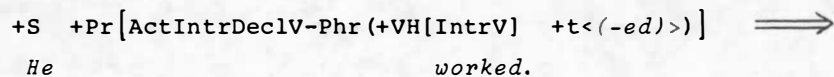
IndepYesNoInterActIntrCl



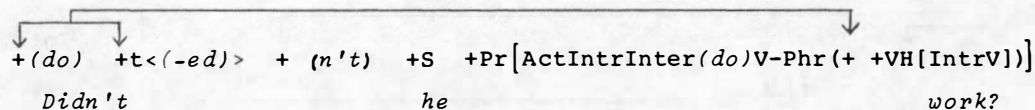
IndepYesNoInterActIntrCl



IndepDeclActIntrCl

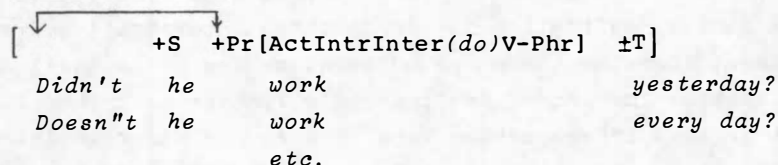


IndepYesNoInterCl



(Substitutional drills)

IndepYesNoInterActIntrCl



4.1.1.1.4.2. The alternate division-subclass Interrogative Modal (or Auxiliary) Verb Phrase

(1) E. Structure formula:

(cf. E.3.1.1.1.4.2.)

kernel structure: +S +Pr[DeclV-Phr(+ $\left\langle \begin{smallmatrix} +Mo \\ +Aux +t \left\langle \begin{smallmatrix} (-s) \\ (-ed) \end{smallmatrix} \end{smallmatrix} \right\rangle + \dots \end{smallmatrix} \right\rangle]$

$T_{Inter} \left\langle \begin{smallmatrix} Mo \\ Aux \end{smallmatrix} \right\rangle$

$Inter \left\langle \begin{smallmatrix} Mo \\ Aux \end{smallmatrix} \right\rangle V-Phr: + \left\langle \begin{smallmatrix} +Mo \\ +Aux +t \left\langle \begin{smallmatrix} (-s) \\ (-ed) \end{smallmatrix} \end{smallmatrix} \right\rangle +S +Pr[InterAuxV-Phr(+ + \dots)] \right\rangle$

(2) v. See 4.1.1.1.4.1. (2) above.

(3) Problems. Vietnamese students will have to learn that, in English, the position of the Modal (or the Auxiliary and its Tense suffix) before the Subject tagmeme is an Interrogative marker.

(4) Suggested drills. Transformational and substitutional drills can be prepared to teach the English alternate division-subclass Interrogative Modal (or Auxiliary) Verb Phrase. The students will be asked to transform Declarative Verb Phrases which contain an Auxiliary or a Modal into Interrogative Modal (or Auxiliary) Verb Phrases, and also to use the correct Tense and Aspect with given Time expressions.

Examples:

(Transformational drills)

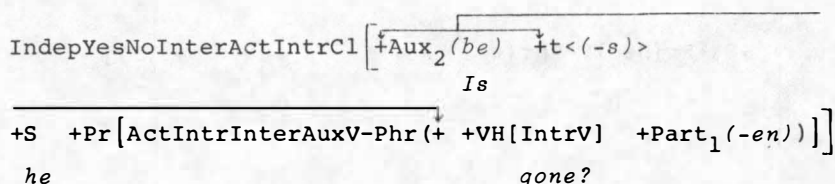
$IndepDeclActIntrCl +S \left[+Pr \left[ActIntrDeclV-Phr (+Mo +VH[IntrV]) \right] \right] \implies$
He should go.

$IndepYesNoInterActIntrCl$

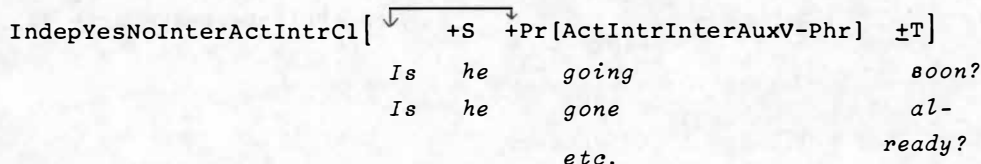
$\left[+Mo +S +Pr \left[ActIntrInterMoV-Phr (+ +VH[IntrV]) \right] \right]$
Should he go?

$IndepDeclActIntrCl \left[+S +Pr \left[ActIntrDeclV-Phr (+Aux_2 (be) \right. \right.$
He is

$\left. +t \langle (-s) \rangle +VH[IntrV] +Part_1 (-en) \right] \implies$
gone.



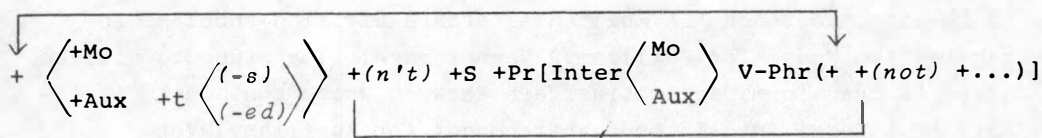
(Substitutional drills)



4.1.1.1.4.2a. Negation of the Interrogative Modal (or Auxiliary) Verb Phrase

(1) E. Structure formula:

(cf.E.3.1.1.1.4.2a.)



(2) V. None. (cf.V.2.1.)

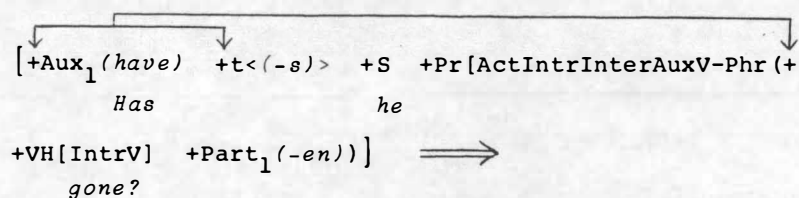
(3) Problems. There are no Negative Yes-No Interrogative Predicative Phrases, nor Negative Realization-Non-realization Interrogative Predicative Phrases; likewise, there are no Negative Yes-No Interrogative or Realization-Non-realization Interrogative Clauses in Vietnamese. Consequently, all English Negated Interrogative Verb Phrases and Negative Interrogative Clauses are problems for Vietnamese to learn.

(4) Suggested drills. The English Negated Interrogative Modal (or Auxiliary) Verb Phrase can be taught in transformational and substitutional drills in which the students will be asked to transform Affirmative Interrogative Modal (or Auxiliary) Verb Phrases and Affirmative Declarative Modal (or Auxiliary) Verb Phrases into Negated Interrogative Modal (or Auxiliary) Verb Phrases, and to use the correct Tense and Aspect with given Time expressions.

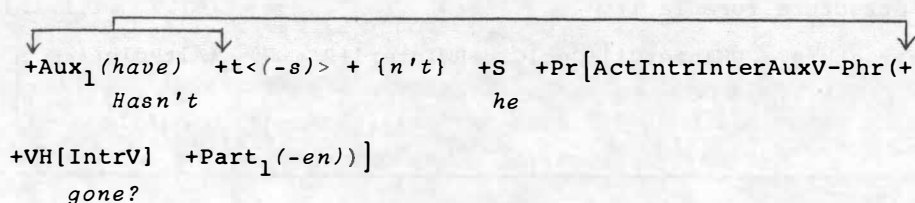
Examples:

(Transformational drills)

IndepYesNoInterActIntrCl

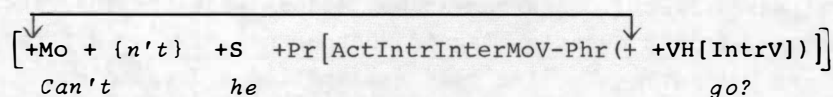


IndepYesNoInterActIntrCl

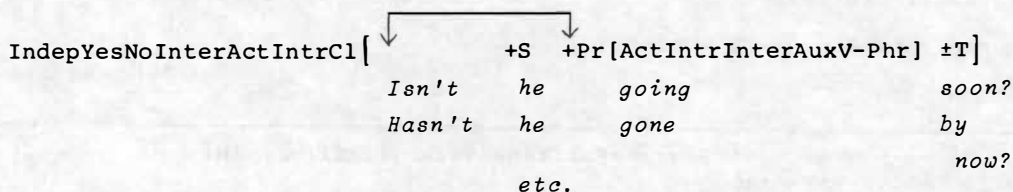


IndepDeclActIntrCl +S +Pr[ActIntrDeclV-Phr(+Mo +VH[IntrV])] $\Rightarrow$
He can go.

IndepYesNoInterActIntrCl



(Substitutional drills)



4.1.1.1.5. Verb Phrase Substitutes

4.1.1.1.5.1. The alternate division-subclass Substitute (do) Phrase

(1) E. Structure formula:

(cf.E.3.1.1.1.5.1.)

kernel structure: Close-knit Verb Phrases, Declarative or Interrogative, that do not contain an Auxiliary or a Modal.

$T_{\text{Subst}(do)}$

Subst(*do*)-Phr : +(*do*) +t $\left\langle \begin{matrix} (-s) \\ (-ed) \end{matrix} \right\rangle$

(2) v. There are three kinds of Predicative Phrase Substitutes in Vietnamese as stated in the following structure formulas:

Structure formula 1: (cf.V.3.1.1.1.3.)

kernel structure: RWInterCl [+DeclCl +RWInter[+R(*phải*) ±AltPcle(*hay*)
+Neg(*không*) 1]

T_{RWSubst}

Right-Answer : +[±Politeness(*đá*) +R(*phải*)]

Wrong-Answer : +Politeness(*đá*) +[+Neg(*không*) +R(*phải*)]

A Right-Answer or a Wrong-Answer does not mean either an Affirmative or a Negative-Answer. A Right-Answer means 'What the interlocutor assumed in his question (whether negative or affirmative) was correct'. A Wrong-Answer means 'What the interlocutor assumed in his question (again whether negative or affirmative) was not correct'. (For more explanation and examples, see V.3.1.1.1.3.)

Structure formula 2: (cf.V.3.1.1.1.3.)

kernel structure: YesNoInterCl

$T_{\text{YesNoSubst}}$

Affirmative-Answer: $\left\{ \begin{array}{l} \text{Past: +Politeness}(đá) +[\text{Aff}(có) \pm H] \\ \text{Present or Future: } \pm \text{Politeness}(đá) +H \end{array} \right\}$

Negative-Answer: $\left\{ \begin{array}{l} \text{Past: +Politeness}(đá) +[+Neg(không) +\text{Aff}(có) \pm H] \\ \text{Present or Future: +Politeness}(đá) +[+Neg(không) \pm H] \end{array} \right\}$

Structure formula 3: (cf.V.3.1.1.1.3.)

kernel structure: $\text{RnonRInterCl} [+\text{DeclCl} +\text{RnonR} [\pm\text{R} (r\ddot{o}i) \pm\text{AltPcle} (hay) +\text{nonR} (chua)]]$

$\text{T}^{\text{RnonRSubst}}$

Realization-Answer: $+\text{Politeness} (da) + [\pm\text{H} +\text{R} (r\ddot{o}i)]$

Non-realization-Answer: $+\text{Politeness} (da) + [+\text{nonR} (chua) \pm\text{H}]$

(3) **Problems:** An Affirmative answer in English corresponds, according to the type of the question, to a Vietnamese Right-Answer, a Wrong-Answer, an Affirmative-Answer, or a Realization-Answer. Thus, Affirmative answers in English in general are linguistic and psychological problems for Vietnamese to master. As far as the English Substitute (*do*) Phrase is concerned, Vietnamese students will have to learn to use it to replace Close-knit Declarative or Interrogative Verb Phrases that do not contain an Auxiliary or a Modal.

(4) **Suggested drills.** The Substitute (*do*) Phrase can be taught in transformational and substitutional drills in which the students are asked to use the Phrase to replace Close-knit Declarative Verb Phrases or to answer to questions, and also to use the correct Tense with given Time expressions.

Examples:

(Transformational drills, answers to questions)

$\text{IndepYesNoInterActInterCl}$

$$\left[\begin{array}{c} \downarrow \qquad \qquad \qquad \downarrow \\ + (do) + t < (-ed) > \pm \{ n't \} + S + Pr [\text{ActIntrInter} (do) V\text{-Phr} (+ VH [\text{IntrV}])] \end{array} \right]$$

Did *you* *go?*
Didn't

$$+ (Yes) + \text{AffEchoCl} [+ S + Pr [\text{Subst} (do) - Pr (+ (do) + t < (-ed) >)]]$$

Yes, *I* *did.*

(Substitution drills)

In these drills, a Time expression (for examples, (*yesterday*), (*every day*), etc.) is given. One of the students will have to ask a question with the given Time expression, and another student will give an answer containing a Substitute (*do*) Phrase.

Example with 'every day':

IndepYesNoInterActIntrCl

$$\left[\begin{array}{c} \text{Does} \\ \text{Doesn't} \end{array} + (do) + t < (-s) > + \{n't\} + S + Pr [ActIntrInter(do)V-Phr(+ +VH[IntrV])] + T \right]$$

he *walk every day?*

$$+ (Yes) + AffEchCl [+S + Pr [Subst(do)-Phr(+ (do) + t < (-s) >)]]$$

Yes, he does.

4.1.1.1.5.2. The alternate division-subclass Substitute Modal (or Auxiliary) Phrase

(1) E. Structure formula: (cf.E.3.1.1.1.5.2.)

kernel structure: $\left\langle \begin{array}{c} Decl \\ Inter \end{array} \right\rangle V-Phr (+ \left\langle \begin{array}{c} +Mo \\ +Aux +t \left\langle \begin{array}{c} -s \\ -ed \end{array} \right\rangle \end{array} \right\rangle + \dots)$

 $T_{Subst} \left\langle \begin{array}{c} Mo \\ Aux \end{array} \right\rangle$

$Subst \left\langle \begin{array}{c} Mo \\ Aux \end{array} \right\rangle -Phr: + \left\langle \begin{array}{c} +Mo \\ +Aux +t \left\langle \begin{array}{c} (-s) \\ (-ed) \end{array} \right\rangle \end{array} \right\rangle$

(2) V. See (2) in 4.1.1.1.5.1.

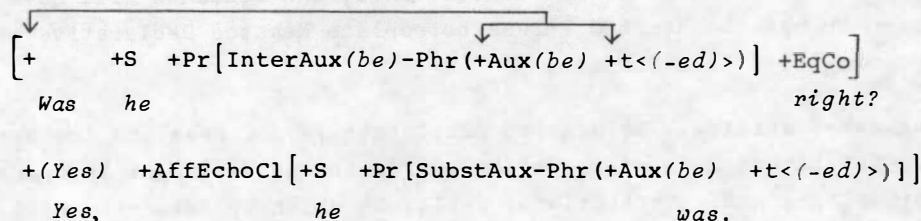
(3) Problems. Affirmative answers in English are linguistic and psychological problems for Vietnamese speakers to learn (see (3) in 4.1.1.1.5.1.). As far as the English Substitute Modal (or Auxiliary) Phrase is concerned, Vietnamese students will have to learn to use it to replace Close-knit Declarative or Interrogative Verb Phrases that begin with a Modal, or an Auxiliary followed by an obligatory nucleus Tense tagmeme.

(4) Suggested drills. The Substitute Modal (or Auxiliary) Phrase can be taught in transformational and substitutional drills in which the students will have to use the Phrase to replace Close-knit Declarative Verb Phrases or to answer questions, and also to use the correct Tense and Aspect with given Time expressions.

Examples:

(Transformational drills, answers to questions)

IndepYesNoInterEqCl

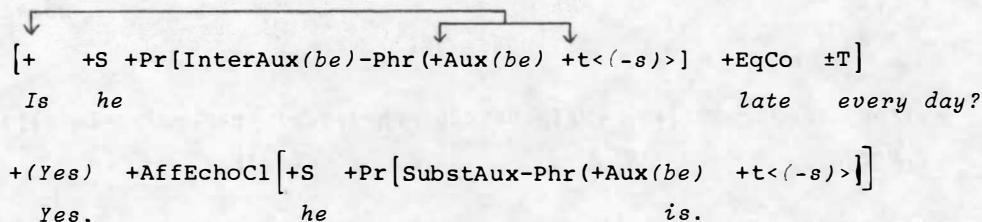


(Substitution drills)

In these drills, a Time expression is given. One of the students will have to ask a question with the given Time expression, and another student will give an answer containing a Substitute Modal (or Auxiliary) Phrase.

Example with 'every day':

IndepYesNoInterEqCl



4.1.1.1.5a. Negation of the Substitute (do) Phrase and the Substitute Modal (or Auxiliary) Phrase

(1) E. Structure formula:

(cf.E.3.1.1.1.5a.)

$$\begin{aligned}
 & +(do) \quad +t \left\langle \begin{array}{c} (-s) \\ (-ed) \end{array} \right\rangle + \left\{ \begin{array}{c} (n't) \\ (not) \end{array} \right\} \\
 \text{and} \\
 & + \left\langle \begin{array}{c} +Mo \\ +Aus \end{array} +t \left\langle \begin{array}{c} (-s) \\ (-ed) \end{array} \right\rangle \right\rangle + \left\{ \begin{array}{c} (n't) \\ (not) \end{array} \right\}
 \end{aligned}$$

(2) V. See (2) in 4.1.1.1.5.1.

- (3) **Problems.** Negative answers are linguistic and psychological problems for Vietnamese students to overcome (see (3) in 4.1.1.1.5.1.). As far as the English Negated Substitute (*do*) Phrase or Substitute Modal (or Auxiliary) Phrase is concerned, the students will have to learn to use the Negated Phrase to replace Negated Declarative or Interrogative Verb Phrases.
- (4) **Suggested drills.** The Negated Substitute (*do*) Phrase and the Negated Substitute Modal (or Auxiliary) Phrase can be taught in transformational and substitutional drills in which the students will have to use the Phrases to replace Declarative Verb Phrases or to answer questions, and also to use the correct Tense and Aspect according to given Time expressions.

Examples:

(Transformational drills, answers to questions)

IndepYesNoInterActIntrCl

$$\left[\begin{array}{c} \downarrow \qquad \qquad \downarrow \qquad \qquad \qquad \qquad \qquad \downarrow \\ +(\text{do}) \quad +t\langle(-ed)\rangle +\{n't\} +S \quad +Pr[ActIntrInter(\text{do})V-Phr(+ +VH[IntrV])] \end{array} \right]$$

Did *he* *work?*

Didn't

$$+(No) \quad +NegEchoCl[+S \quad +Pr[Subst(\text{do})-Phr(+(\text{do}) +t\langle(-ed)\rangle +\{n't\})]]$$

No, *he* *didn't.*

(Substitutional drills)

In these drills, a Time expression is given. One of the students will have to ask a question with the given Time expression, and another student will give a negative answer containing a Substitute (*do*) Phrase or a Substitute Modal (or Auxiliary) Phrase.

Examples with '*yesterday*', and '*a short while ago*':

IndepYesNoInterActIntrCl

$$\left[\begin{array}{c} \downarrow \qquad \qquad \downarrow \qquad \qquad \qquad \qquad \qquad \downarrow \\ +(\text{do}) \quad +t\langle(-ed)\rangle \pm\{n't\} +S \quad +Pr[ActIntrInter(\text{do})V-Phr(+ +VH[IntrV])] \end{array} \right]$$

Did *he* *leave*

Didn't

$\pm T$

yesterday?

+ (No) +NegEchoCl [+S +Pr[Subst(do)-Phr(+ (do) +t<(-ed)> +{n't})]]
 No, he didn't. (he left last week)

IndepYesNoInterActIntrCl

$$\left[\begin{array}{c} +\text{Aux}_1 \text{ (have) } +t<(-s)> \pm\{n't\} +S +\text{Pr}[\text{ActIntrInterAuxV-Phr}(+ \\ \text{Has} \qquad \qquad \qquad \text{he} \\ \text{Hasn't} \\ +\text{VH}[\text{Intr}] +\text{Part}_1(-en)) \end{array} \right] \pm T$$

left *already?*

+ (No) +NegEchoCl

No,

$$\left[+S +\text{Pr}[\text{SubstAux-Phr}(+\text{Aux}_1 \text{ (have) } +t<(-s)> +\{n't\})] \right]$$

he *hasn't. (he left yesterday)*

4.1.1.1.6. $\pm\text{Del}$, the optional satellite Delimiter tagmeme

(1) E. Structure formula: (cf.E.3.1.1.1.6.)

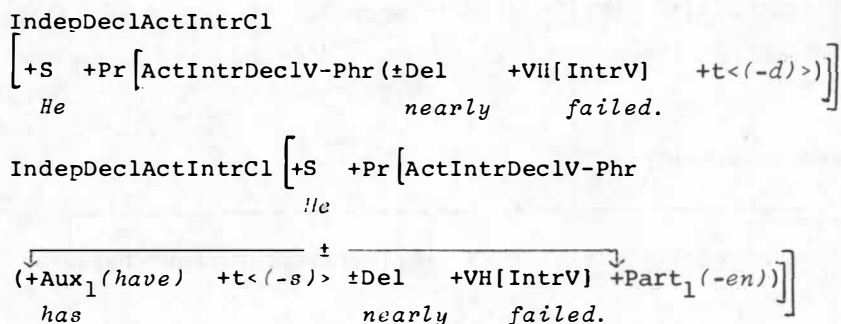
$\pm\text{Aux}_1 \pm\text{Del} \pm\text{Aux}_2 +\text{VH} +\dots$

(2) V. The delimitation is expressed in Vietnamese by Clause level tagmemes which can be before the Subject, or the Predicate tagmeme, etc.

(3) Problems. Vietnamese students will have to learn the position of the optional satellite Delimiter tagmeme in English (i.e. before the obligatory nucleus Verb Head, and after an optional satellite Auxiliary, if any).

(4) Suggested drills. The optional satellite Delimiter tagmeme can be taught in expansion drills in which the students will have to insert a given Delimiter Adverb (*almost, nearly, scarcely, hardly, etc.*)

Examples:



4.1.1.2. Note on Verb stem classes, division-subclasses and co-occurrence-subclasses

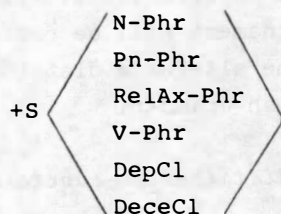
In the sections 3.1.1.2. both English Grammar and Vietnamese Grammar, a detailed analysis of Verb stem classes, division-subclasses, and co-occurrence-subclasses in English and in Vietnamese was given. The analysis is very important to a contrastive grammatical analysis, because it serves as a constant guide for the writing of pattern practices in the choice of Verb stems to go with the Clause Types being drilled on.

Nevertheless, an actual contrastive analysis of Verb stem classes, division-subclasses, and co-occurrence subclasses proves to be unnecessary because the difference in co-occurrence-subclasses of Verb stems in the two languages are reflected in the differences in Object and Complement filler classes in the languages. The latter differences will be pointed out later, with references to co-occurrence-subclasses of Verb stems in English that can have their Complement or Object slots filled by particular filler classes.

4.1.2. +S, the obligatory nucleus Subject tagmeme

In the sections 3.1.2. in English Grammar and in Vietnamese Grammar, the Subject tagmemes in the languages were seen to have the following structure formulae:

THE ENGLISH OBLIGATORY NUCLEUS
SUBJECT TAGMEME



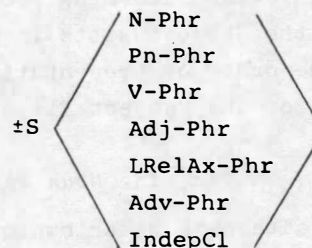
The Subject tagmeme, obligatory and nucleus to Grammatical Subject Clause Types, selects the form of the Predicate tagmeme, and has one of the following functional meanings:

"Performer or Participant in the action of the Active Predicate tagmeme";

"Goal or undergoer of the action of the Passive Transitive Predicate tagmeme";

"That which is identified or that which is described".

THE VIETNAMESE OPTIONAL NUCLEUS
SUBJECT TAGMEME



The Subject tagmeme, optional and nucleus to Grammatical Subject Clause Types, has one of the following functional meanings:

"Performer or Participant in the action of the Active Predicate tagmeme"

"Forced Performer or Undergoer of the action of the Submissive Complements";

"That which is identified, or that which is described".

In comparing the two statements, one can see there are three kinds of problems that Vietnamese students will have to learn about the Subject tagmeme in English:

- (1) the functional meaning of "Goal or Undergoer of the action of the Passive Transitive Predicate tagmeme" in Passive Transitive Clause Types (for the learning problems of the English Passive Transitive Clause Class, see 2.2.3.)
- (2) the obligatory characteristic of the Subject tagmeme (cf.2.2.2.)
- (3) the differences of filler classes of the Subject slots in English and Vietnamese, which are of two kinds:
 - (a) Vietnamese students will have to learn to use a Dependent Clause, and a Defective Clause as alternate distribution-subclasses of the Subject slot in English:
 - (b) they will have to learn not to use an Adjective Phrase, an

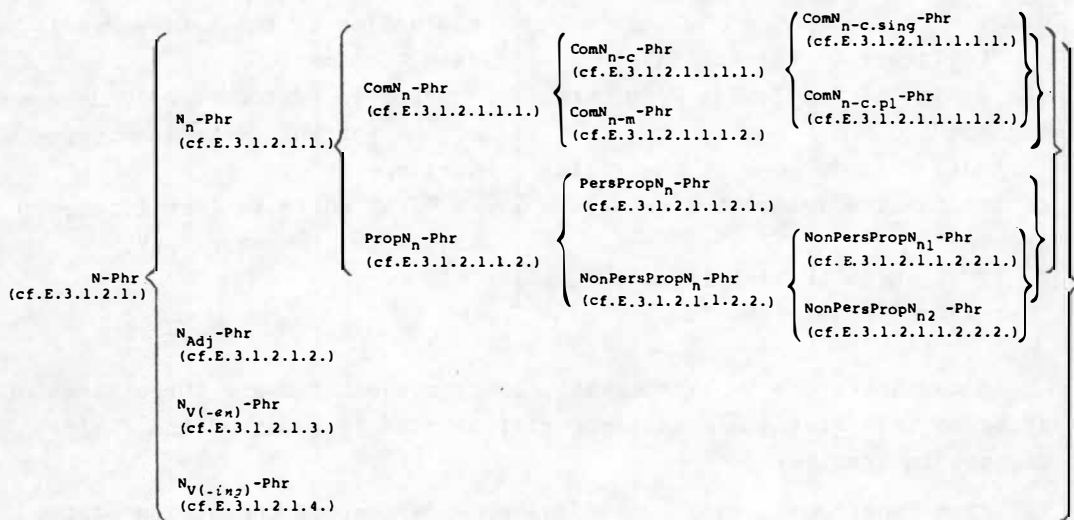
Adverb Phrase, and an Independent Clause as alternate distribution-subclasses of the Subject slot in English.

Teaching and learning problems due to the differences of filler classes of the Subject slots in English and Vietnamese will be presented in the same order of presentation as that of the alternate distribution-subclasses of the Subject filler class in English Grammar.

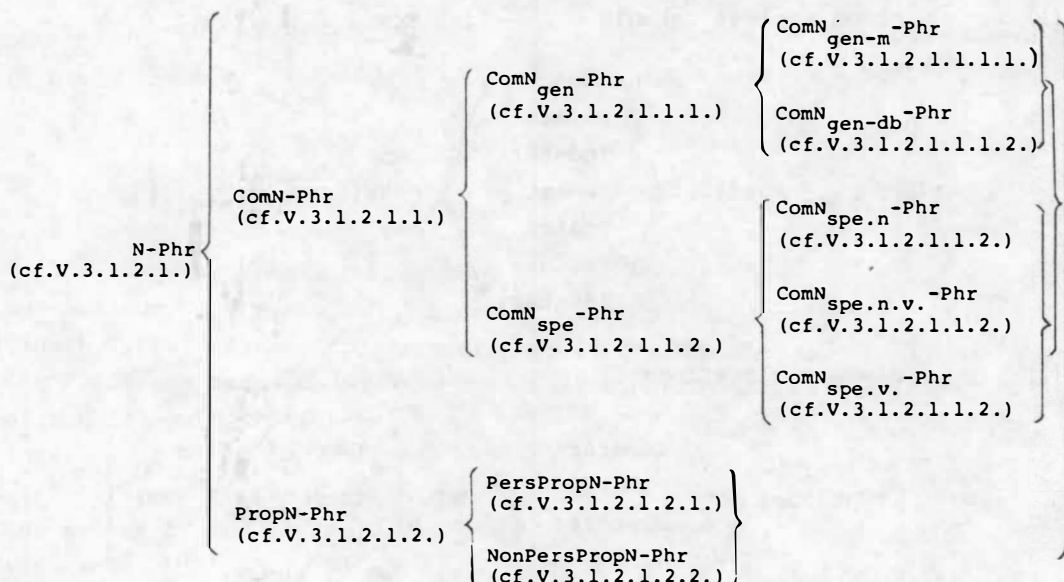
4.1.2.1. *N-Phr, the Noun Phrase alternate distribution-subclass*

The alternate distribution-subclass Noun Phrase in English and in Vietnamese includes alternate division-subclasses and co-occurrence-subclasses shown in the following general tables:

THE ENGLISH NOUN PHRASE, ITS ALTERNATE DIVISION-SUBCLASSES AND CO-OCCURRENCE SUBCLASSES



THE VIETNAMESE NOUN PHRASE
ITS ALTERNATE DIVISION-SUBCLASSES AND CO-OCCURRENCE-SUBCLASSES

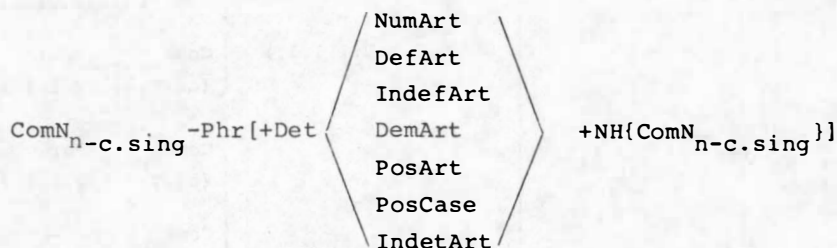


In this contrastive analysis of Noun Phrases in English and in Vietnamese, an alternate division-subclass, or a co-occurrence-subclass of Noun Phrase in English is presented in contrast to a structurally similar alternate division-subclass, or a similar co-occurrence-subclass of Noun Phrase in Vietnamese, if any. When there is no alternate division-subclass, or co-occurrence-subclass of Noun Phrase in Vietnamese which is structurally similar to the one in English, there is a real conflict to overcome in the teaching of English to Vietnamese. When there are two alternate division-subclasses or co-occurrence-subclasses of Noun Phrases in English and Vietnamese which are structurally similar, a contrastive analysis is still necessary in order to find out if there are problems to overcome due to the differences in nucleus tagmemes, or in satellite tagmemes of the two Noun Phrases.

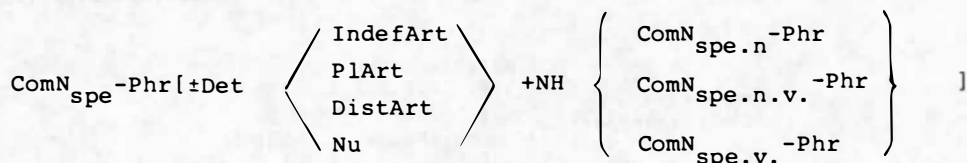
For the sake of simplicity, and also in order to avoid redundancy in the presentation of maximal expanded formulae of different co-occurrence-subclasses of Noun Phrase, only minimal nucleus formulae of co-occurrence-subclasses are discussed separately, while their maximal expanded formulae will be discussed together.

4.1.2.1.1. The Common Noun Phrase co-occurrence-Sub-
class Noun-Count.Singular

- (1) E.- Minimum nucleus formula (cf.E.3.1.2.1.1.1.1.1.)



- (2) V.- Minimum nucleus formula (cf. V.3.1.2.1.1.2.)



- (3) **Problems:** There are two problems for Vietnamese students to master in learning the English Common Noun Noun-Count.Singular Phrase co-occurrence-subclass: the obligatory characteristic of its Determiner slot, and the filler class of that slot.
- (4) **Suggested Drills:** Substitutional drills can be written to teach the English Common Noun Noun-Count.Singular Phrase co-occurrence-subclass to Vietnamese students who will have to fill the obligatory nucleus Determiner slot in the Phrase with its different alternate distribution-subclasses: Numeral Article; Definite Article; Demonstrative Article; Possessive Article; Possessive Case; Indeterminate Article.

Example:

$\text{ComN}_{n-c.sing} \{ + \text{Det} \langle \text{NumArt} \rangle + \text{NH} \{ \text{ComN}_{n-c.sing} \} \}$

One *house*

$\langle \text{DefArt} \rangle$

The

$\langle \text{IndefArt} \rangle$

A

Examples:

(Transformational drills - the different phonemic forms of the Plural suffix are presented here as well.)

$\text{ComN}_{n-c.\text{sing}} - \text{Phr} [+ \text{Det} < \text{DemArt} > \quad + \text{NH} \{ \text{ComN}_{n-c.\text{sing}} \}] \implies$
 That *house*

$\text{ComN}_{n-c.\text{pl}} - \text{Phr} [+ \text{Det} < \text{DemArt} > \quad + \text{NH} \{ + \text{ComN}_{n-c.\text{sing}} + (-z) \}]$
 Those *houses*

(Substitutional drills)

$\text{ComN}_{n-c.\text{pl}} - \text{Phr} [+ \text{Det} < \text{DetArt} > \quad + \text{NH} \{ \text{ComN}_{n-c.\text{sing}} + \text{pl}(-z) \}]$
 The *cars*
 <DemArt>
 These
 <PosArt>
 Her
 <PosCase>
 John's
 <IndetArt>
 Some

4.1.2.1.3. The Common Noun_{Noun-Mass} Phrase alternate division-subclass

(1) E. Minimum nucleus formula: (cf.E.3.1.2.1.1.1.2.)

$\text{ComN}_{n-m} - \text{Phr} [\pm \text{Det} \left\{ \begin{array}{l} \text{DefArt} \\ \text{DemArt} \\ \text{PosArt} \\ \text{PosCase} \\ \text{IndetArt} \end{array} \right\} + \text{NH} \{ \text{ComN}_{n-m} \}]$

(2) V. Minimum nucleus formula: (cf.V.3.1.1.1.1.1.)

$\text{ComN}_{\text{gen-m}} - \text{Phr} [+ \text{Det} < \text{IndefArt} \left\{ \begin{array}{l} (ít) \\ (nhiều) \end{array} \right\} > + \text{NH} \{ \text{ComN}_{\text{gen-m}} \}]$

(3) Problems. In learning the Common Noun_{Noun-Mass} Phrase in English Vietnamese students will have to learn the five alternate distribution-subclasses of the Determiner slot filler class: Definite Article; Demonstrative Article; Possessive Article; Possessive Case; Indeterminate Article.

- (4) Suggested drills: Substitutional drills can be written to teach the English Common Noun_{Noun-Mass} Phrase to Vietnamese students who will have to substitute different distribution-subclasses of the Determiner slot filler class.

Examples:

ComN_{n-m}-Phr [± Det <DefArt> +NH {ComN_{n-m}}]

The coffee

<DemArt>

This

<PosArt>

His

<PosCase>

John's

<IndetArt>

Some

4.1.2.1.4. Maximal expanded structures of Common Noun_{noun} Phrases

- (1) E. Maximal expanded formulae:

ComN_{n-c.sing}-Phr [+PreDet +Det ±Ord ±Mod₁ ±Mod₂ +NH ±PostMod]
(cf.E.3.1.2.1.1.1.1.1.)

ComN_{n-c.pl}-Phr [±PreDet ±Det ±Ord ±Nu ±Mod₁ ±Mod₂ +NH ±PostMod]
(cf.E.3.1.2.1.1.1.1.2.)

ComN_{n-m}-Phr [±PreDet ±Det ±Mod₁ ±Mod₂ +NH ±PostMod]
(cf.E.3.1.2.1.1.1.2.)

- (2) V. Maximum expanded formula of the Common Noun Phrase

ComN-Phr { ±PreDet ±Det +NH ±PostMod₁ } $\left\langle \begin{array}{l} \text{Adj-Phr} \\ \text{N-Phr} \\ \text{Ord-Phr} \end{array} \right\rangle$

±PostMod₂ $\left\langle \begin{array}{l} \text{Rel (bằng) Ax-Phr} \\ \text{Rel (ở) Ax-Phr} \\ \text{DepCl} \\ \text{Rel (dễ) Ax-Phr} \end{array} \right\rangle$

±PostMod₃ [Rel (của) Ax-Phr] ±PostMod₄ [DemArt]

(cf.V.3.1.2.1.1a.)

- (3) **Problems.** In learning the maximal expanded structures of English Common Noun_{Noun} Phrases, Vietnamese students will have to master the tagmemic ordering of optional satellite Ordinal, Modifier 1, and Modifier 2 tagmemes before the obligatory nucleus Noun Head, (not mentioning the problems of filler classes of optional satellite slots which will be discussed later).
- (4) **Suggested drills.** Expanded structures of English Common Noun_{Noun} Phrases can be taught in expansion drills in which the students will have to use all the permissible optional satellite tagmemes in the Phrases, and also to substitute different distribution-subclasses of filler classes of the optional satellite slots.

Examples:

ComN_{n-c.sing} -Phr[±PreDet +Det ±Ord ±Mod₁ ±Mod₂ +NH ±PostMod]

Only the first wooden bullock cart of the district

Not even the last old brick house in this region

etc.

4.1.2.1.4.1. The optional satellite Pre-Determiner tagmeme

- (1) **E.- Structure formula:** (cf.E.3.1.2.1.1.1a.1.)
- ±PreDet[PreDet-Phr(±Del ±PreDet)]
- (2) **V.-** The optional satellite Pre-Determiner slot in Vietnamese is filled by a Totalizer expression (cf.V.3.1.2.1.1.3.1.)
- (3) **Problems.** In learning the optional satellite Pre-Determiner tagmeme of a Common Noun_{Noun} Phrase in English, Vietnamese students will have to learn the meanings of Pre-Determiner expressions and the kinds of Noun Heads that these expressions can precede.
- (4) **Suggested drills.** The students can be asked to do substitutional drills in which they will have to use the correct Pre-Determiner expressions with given Noun Heads.

Example:

ComN _n -Phr[±Pre-Det	+Det	+NH]
<i>Hardly</i>	<i>a</i>	<i>man</i>
<i>Not all</i>	<i>the</i>	<i>books</i>
<i>Not even</i>	<i>this</i>	<i>coffee</i>
<i>etc.</i>		

4.1.2.1.4.2. The optional satellite Ordinal tagmeme

(1) E.- Structure formula: (cf.E.3.1.2.1.1.1a.2.)

±Ord[Ord-Phr(+Nu +Ord(-th))]

(2) V.- Structure formula: (cf.V.3.1.2.1.1.3.2.3.)

±Ord[Ord-Phr(+ (th) +Nu)]

(3) Problems. The optional satellite Ordinal tagmeme in Common Noun Noun Phrases in English creates two problems to be mastered by Vietnamese students: its place before the Noun Head, and its Ordinal suffix (-th).

(4) Suggested drills. The students will be asked to substitute Ordinal expressions in Common Noun Noun Phrases (attention should also be given to the correct pronunciation of the morphophoneme /θ/).

Examples:

ComN _n -Phr[+Det	±Ord	+NH]
<i>The</i>	<i>first</i>	<i>boat</i>
<i>The</i>	<i>second</i>	<i>car</i>
<i>The</i>	<i>fifth</i>	<i>house</i>
	<i>etc.</i>	

4.1.2.1.4.3. The optional satellite Numeral tagmeme

(1) E.- Structure formula: (cf.E.3.1.2.1.1.1a.3.)

±Nu[Nu-Phr]

- (2) V.- Structure formula: (cf.v.3.1.2.1.1.2.)

$\pm \text{Det} < \text{Nu} [\text{Nu-Phr}] >$

- (3) Problems: None.

- (4) Suggested drills: None.

4.1.2.1.4.4. The optional satellite Modifier 1 tagmeme

- (1) E.- Structure formula:

$\pm \text{Mod}_1 \left\langle \begin{array}{l} \text{Adj-Phr} \\ \text{V}_{(-en)}\text{-Phr} \\ \text{V}_{(-ing)}\text{-Phr} \end{array} \right\rangle$ (cf.E.3.1.2.1.1.1a.4.)

- (2) V.- There is no Modifier tagmeme in a Noun Phrase in Vietnamese (there are only Post-Modifiers). (cf.V.3.1.2.1.1a.)

- (3) Problems. Vietnamese students will have to learn the position (before the Noun Head) of the Modifier 1 in an English Noun Phrase, and also the alternate distribution-subclasses of the filler class of the slot which will be discussed later.

- (4) Suggested drills. The position of the Modifier 1 before the Noun Head in English can be taught in expansion drills in which the students will have to use Adjective, Verb_(-en), and Verb_(-ing), Phrases before the modified Noun Head.

Examples:

$\text{ComN}_{n-c.sing}\text{-Phr} [+\text{Det} < \text{DefArt} > \pm \text{Mod}_1 < \text{Adj-Phr} > +\text{NH} \{ \text{ComN}_{n-c.sing} \}]$

The good man

$< \text{V}_{(-en)}\text{-Phr} >$

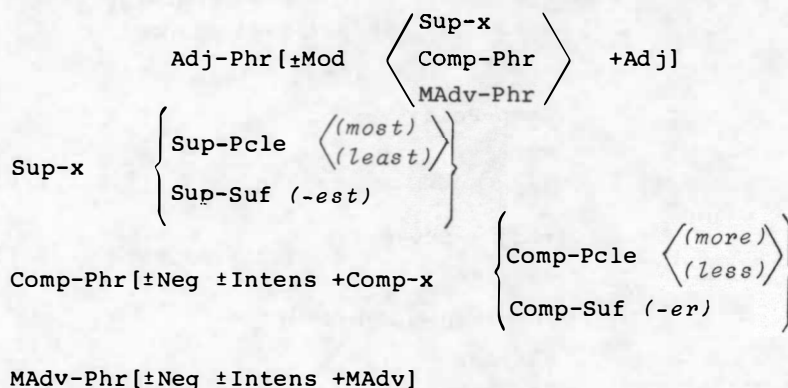
The surprised man

$< \text{V}_{(-ing)}\text{-Phr} >$

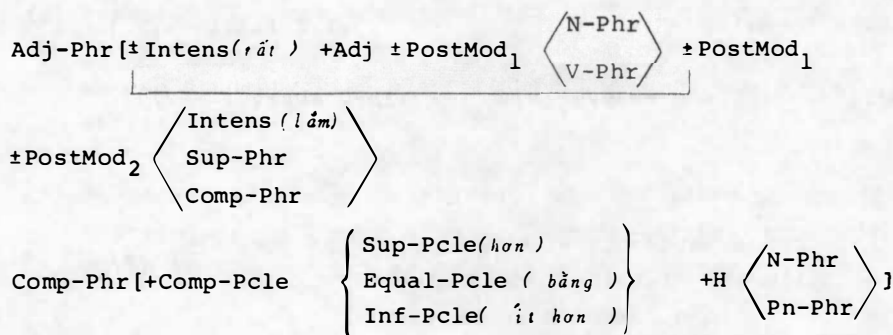
The working man

4.1.2.1.4.4.1. The alternate distribution-subclass Adjective Phrase

(1) E.- Structure formula: (cf.E.3.1.2.1.1.1a.4.1.)



(2) V.- Structure formula: (cf.V.3.1.2.1.1.3.2.1.)



(3) **Problems.** In learning the Adjective Phrase which is an alternate distribution-subclass of the Modifier 1 filler class, Vietnamese students will have to learn the position of its optional satellite Modifier tagmeme before its obligatory nucleus Adjective Head, and the use of Comparative or Superlative Particles (*more*, *less*, *most*, *least*) and of Comparative or Superlative suffixes (*(-er)*, *(-est)*).

(4) **Suggested drills:** Expansion and substitution drills can be prepared to teach the Adjective Phrase as filling the Modifier 1 slot.

Example:

ComN_{n-c.sing}-Phr

[+Det<DefArt> ±Mod₁<Adj-Phr(±Mod<Sup-Pcle> +Adj)> +NH{ComN_{n-c.sing}}]

The

most

intelligent student.

least

<Comp-Pcle>

more

less

(+Adj ±<Sup-Suf>)

quickest

±<Comp-Suf>)

quicker

4.1.2.1.4.4.2. The alternate distribution-subclass Verb_(-en)Phrase

(1) E. Structure formula:

(cf.E.3.1.2.1.1.1a.4.1.)

V_(-en)-Phr[±Mod[±Neg ±Intens +MAdv] +H[V_(-en)(+InfV +Part₁(-en))]]

(2) V. None.

(3) Problems. Vietnamese students will have to learn the Verb_(-en)Phrase as an alternate distribution-subclass of the filler class of the Modifier 1 slot in a Common Noun Phrase.

(4) Suggested drills. Expansion and substitution drills can be written to teach the alternate distribution-subclass Verb_(-en)Phrase.

Example:

ComN_{n-c.sing}-Phr[+Det<DefArt> ±Mod[V_(-en)-Phr(±Mod[±Neg ±Intens +Madv]

The

not very properly

The

not very well

+H[V_(-en)(+InfV +Part₁(-en))]] +NH{ComN_{n-c.sing}}]

conducted

affair

cooked

steak

4.1.2.1.4.4.3. The alternate distribution-subclass verb_(-ing)Phrase

(1) E. Structure formula: (cf.E.3.1.2.1.1.1a.4.3.)

$$V_{(-ing)}\text{-Phr}[\pm\text{Mod}[\pm\text{Neg } \pm\text{Intens } \pm\text{MAdv}] + H[V_{(-ing)}(+\text{InfV } +\text{Part}_2(-ing))]]$$

(2) V. None.

(3) **Problems.** Vietnamese students will have to learn the Verb_(-ing)Phrase as being an alternate distribution-subclass of the Modifier 1 slot filler class.

(4) **Suggested drills.** Expansion and substitution drills can be prepared to teach the Verb_(-ing)Phrase as being an alternate distribution-subclass of the Modifier 1 slot filler class.

Example:

ComN_{n-c.sing}-Phr[+Det<DefArt> $\pm\text{Mod}_1$ <V_(-ing)-Phr($\pm\text{Mod}$
The
The
 $[\pm\text{Neg } \pm\text{Intens } \pm\text{MAdv}] + V_{(-ing)}(+\text{InfV } +\text{Part}_2(-ing)) + \text{NH}(\text{ComN}_{n-c.sing})]$
rapidly *revolving* *ventilator*
not very rapidly *progressing* *business*

4.1.2.1.4.5. The optional satellite Modifier 2 tagmeme

(1) E. Structure formula: (cf.E.3.1.2.1.1.1a.5.)

$$+\text{Mod}_2 [\text{N-Phr}(\pm\text{Mod} \begin{array}{c} \text{Adj-Phr} \\ V_{(-en)}\text{-Phr} \\ V_{(-ing)}\text{-Phr} \\ \text{N-Phr} \end{array} + \text{NH})]$$

(2) V. Structure formula: (cf.V.3.1.2.1.1.3.2.2.)

PostMod₁<N-Phr>

(3) **Problems.** The students will have to learn the position of the Modifier 2 tagmeme before the Noun Head it modifies, and also the optional satellite Modifier tagmeme within the Modifier 2 tagmeme.

- (4) **Suggested drills.** Substitution and expansion drills can be prepared to teach the Modifier 2 tagmeme of the Common Noun_{Noun}Phrase in English.

Example:

ComN_{n-c.sing}-Phr

[+Det<DefArt>±Mod₂[N-Phr(±Mod<Adj-Phr>+NH)] +NH{ComN_{n-c.sing}}]

The private school teacher

The chipped stone house

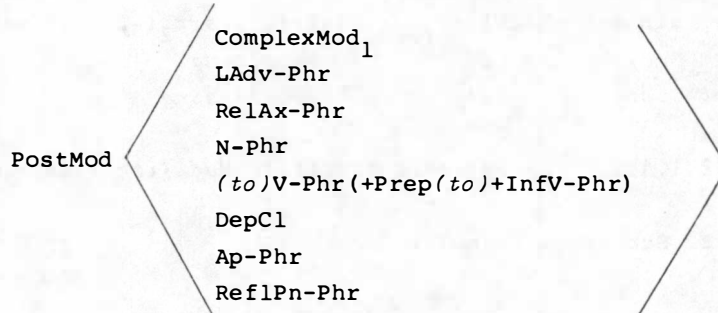
The running water distribution

The New York beautification commission

4.1.2.1.4.6. The optional satellite Post-Modifier tagmeme

- (1) E. Structure formula:

(cf.E.3.1.2.1.1.1a.6.)



- (2) V. See (2) in 4.1.2.1.4.

- (3) **Problems.** Problems of the filler class of the Post-Modifier slot in a Common Noun_{Noun}Phrase will be discussed later in detail. As far as the position of the Post-Modifier tagmeme after the Noun Head is concerned, there is no problem to be mastered by Vietnamese students, since there are Post-Modifiers in a Vietnamese Common Noun Phrase as well.

- (4) **Suggested drills.** None, except drills on different filler distribution-subclasses which will be presented later.

4.1.2.1.4.6.1. The alternate distribution-subclass Complex Modifier 1

- (1) E. Structure formula: (cf.E.3.1.2.1.1.1a.6.1.)

$$\text{ComplexMod}_1 [+H \left\langle \begin{array}{c} \text{Adj-Phr} \\ \text{V}_{(-en)}\text{-Phr} \\ \text{V}_{(-ing)}\text{-Phr} \end{array} \right\rangle +\text{PostMod}]$$

- (2) V. Structure formula: (cf.V.3.1.2.1.1a.)

$$\text{PostMod}_1 <\text{Adj-Phr}>$$

- (3) Problems. Besides learning the Verb_(-en) and the Verb_(-ing) Phrases in English (cf. 4.1.2.4.4.2. and 4.1.2.4.4.3.) Vietnamese students will have to learn to use a Modifier 1 before the modified Noun Head (cf. 4.1.2.1.4.4.) and a Complex Modifier 1 after the modified Noun Head.

- (4) Suggested drills. Substitution drills can be written to teach the position of a Complex Modifier 1 after the modified Noun Head. The students will have to use Modifiers 1 before, and Complex Modifiers 1 after the modified Noun Head.

Examples:

1. Using an Adjective Phrase without a Post-Modifier before the Noun Head, and an Adjective Phrase with a Post-Modifier after the Noun Head:

$$\text{ComN}_{n-c.sing}\text{-Phr} [+ \text{Det} < \text{PosArt} > \pm \text{Mod}_1 < \text{Adj-Phr} > + \text{NH} \{ \text{ComN}_{n-c.sing} \}]$$

His full bag

$$\text{ComN}_{n-c.sing}\text{-Phr} [+ \text{Det} < \text{PosArt} > + \text{NH} \{ \text{ComN}_{n-c.sing} \} \pm \text{PostMod}_1 < \text{Adj-Phr} (+H < \text{Adj-Phr} > + \text{PostMod} [\text{RelAx-Phr}]) >]$$

full of strange objects

2. Using a Verb_(-en) Phrase:

$$\text{ComN}_{n-c.sing}\text{-Phr} [+ \text{Det} < \text{DefArt} > \pm \text{Mod}_1 < \text{V}_{(-en)}\text{-Phr} > + \text{NH} \{ \text{ComN}_{n-c.sing} \}]$$

The beaten boy

ComN_{n-c.sing}-Phr [+Det<DefArt> +NH{ComN_{n-c.sing}}
The boy
 ±PostMod₁<V_(-en)-Phr (+V_(-en)-Phr +PostMod [AgRelAx-Phr (+Prep(*by*) +NH)])>]
beaten by his classmates

3. Using a Verb (-ing) Phrase:

ComN_{n-c.sing}-Phr [+Det<DefArt> ±Mod₁<V_(-ing)-Phr> +NH{ComN_{n-c.sing}}]
The walking man

ComN_{n-c.sing}-Phr [+Det<DefArt> +NH{ComN_{n-c.sing}}
The man
 ±PostMod₁<V_(-ing)-Phr (+V_(-ing)-Phr +LRelAx-Phr (+Prep(*in*) +NH))>]
walking in the street

4.1.2.1.4.6.2. The alternate distribution-subclass Location Adverb Phrase

(1) E. Structure formula: (cf.E.3.1.2.1.1.1a.6.2.)

LAdv-Phr[±Prec +LAdv]

(2) V. Structure formula: (cf.V.3.1.2.1.1.3.3.2.)

Rel(♢)Ax-Phr[+[±DefeV(♢) ±LPrep] +H $\left\langle \begin{array}{c} \text{N-Phr} \\ \text{LAdv} \end{array} \right\rangle$]

(3) Problems: None.

(4) Suggested drills: None.

4.1.2.1.4.6.3. The alternate distribution-subclass Relator Axis Phrase

(1) E. Structure formula: (cf.E.3.1.2.1.1.1a.6.3.)

RelAx-Phr[+LPrep +H<O-x>]

(2) V. See (2) in 4.1.2.4.6.2.

(3) Problems: None.

(4) Suggested drills: None.

4.1.2.1.4.6.4. *The alternate distribution-subclass Noun Phrase*

- (1) E. Structure formula: (cf.E.3.1.2.1.1.1a.6.4.)

$$\text{N-Phr} \begin{cases} \text{TimeN-Phr} \\ \text{SizeN-Phr} \end{cases}$$

- (2) V. Structure formula: (cf.V.3.1.2.1.1.3.2.2.)

$$\text{PostMod}_1 \langle \text{N-Phr} \rangle$$

- (3) Problems. The use of a Time or a Size Noun Phrase in a Post-Modifier slot in English is not a problem for Vietnamese students.

- (4) Suggested drills. None.

4.1.2.1.4.6.5. *The alternate distribution-subclass (to) Verb Phrase*

- (1) E. Structure formula: (cf.E.3.1.2.1.1.1a.6.5.)

$$(\text{to})\text{V-Phr}[\text{+Prep}(\text{to}) \text{+InfV-Phr}]$$

- (2) V. None.

- (3) Problems. Vietnamese students will have to learn to use the (to) Verb Phrase as an alternate distribution-subclass of the filler class of the Post-Modifier slot in a Noun Phrase.

- (4) Suggested drills. The English alternate distribution-subclass (to) Verb Phrase of the Post-Modifier slot in a Noun Phrase can be taught in expansion drills in which the students will have to use the Phrase to modify a Noun Head.

Example:

$$\begin{aligned} &\text{ComN}_{\text{n-c.sing}} - \text{Phr} \left[\text{+Det} \langle \text{DefArt} \rangle \text{+NH} \{ \text{ComN}_{\text{n-c.sing}} \} \right. \\ &\quad \text{The} \qquad \qquad \qquad \text{man} \\ &\left. \text{+PostMod} [(\text{to})\text{V-Phr} (\text{+Prep}(\text{to}) \text{+InfV-Phr})] \right] \\ &\qquad \qquad \qquad \text{to} \quad \text{see} \\ &\qquad \qquad \qquad \qquad \text{meet} \\ &\qquad \qquad \qquad \qquad \text{find} \\ &\qquad \qquad \qquad \qquad \text{etc.} \end{aligned}$$

4.1.2.1.4.6.6. The alternate distribution-subclass Dependent Clause

- (1) E. Structure formula: (cf.E.3.1.2.1.1.1a.6.8.)

$$\text{DepCl} \left\{ \begin{array}{l} \text{DepSCl} \\ \text{DepNonSCl} \\ \text{DepRelCl} \\ \text{XDepCl} \end{array} \right\}$$

- (2) V. Structure formula: (cf.V.3.1.2.1.1.3.3.4.)

$$\text{DepCl} \left\{ \begin{array}{l} \text{DepSCl} \\ \text{DepNonSCl} \end{array} \right\}$$

- (3) Problems. Vietnamese students will have to learn to use the alternate distribution-subclasses Dependent Relative Clause Class and Extra Dependent Clause Class of the Post-Modifier slot in a Noun Phrase.

- (4) Suggested drills. The students can be asked to do substitution drills in which they have to substitute different Dependent Clauses in a Post-Modifier slot.

Examples:

ComN_{n-c.sing} -Phr [+Det<DefArt> +NH{ComN_{n-c.sing}} ±PostMod<XDepCl>]
The time when they were young

ComN_{n-c.sing} -Phr [+Det<DefArt> +NH{ComN_{n-c.sing}} +PostMod<DepRelCl>]
The moment you heard him

4.1.2.1.4.6.7. The alternate distribution-subclass Appositive Phrase

- (1) E. Structure formula: (cf.E.3.1.2.1.1.1a.6.6.)

$$\text{Ap-Phr}[\text{N-Phr}]$$

- (2) V. Structure formula: (cf.V.3.1.2.1.1.3.2.2.)

$$\text{PostMod}_1 <\text{N-Phr}>$$

Although this structure formula does not necessarily state an appositional Noun Phrase in the Post-Modifier 1 slot, the modifying Noun Phrase is appositional when it refers to the same person, thing, etc., as the modified Noun Head.

(3) Problems. None.

(4) Suggested drills. None.

4.1.2.1.4.6.8. *The alternate distribution-subclass Reflexive Pronoun Phrase*

(1) E. Structure formula: (cf.E.3.1.2.1.1.1a.6.7.)

$$\text{ReflPn-Phr}[+\text{PersOPn} + \text{Refl} \left\langle \begin{matrix} (\text{self}) \\ (\text{selves}) \end{matrix} \right\rangle]$$

(2) V. None.

(3) Problems. Vietnamese students will have to learn the English Reflexive Pronoun Phrase as an alternate distribution-subclass of the Post-Modifier slot in a Noun Phrase.

(4) Suggested drills. The alternate distribution-subclass Reflexive Pronoun Phrase can be taught in expansion drills in which the students are asked to use a Reflexive Pronoun to modify a Noun Head.

Examples:

ComN_{n-c.sing}-Phr[+Det<DefArt> +NH{ComN_{n-c.sing}}
The man
 ±PostMod<ReflPn-Phr(+PersOPn +Refl(*self*))>]
himself

ComN_{n-c.pl}-Phr[±Det<DefArt> +NH{ComN_{n-c.sing} +Pl(-s)}
The men
 ±PostMod<ReflPn-Phr(+PersOPn +Refl(*selves*))>]
themselves

4.1.2.1.5. *The Personal Proper Noun_{Noun} Phrase co-occurrence-subclass*

(1) E. Structure formula: (cf.E.3.1.2.1.1.2.1.)

$$\text{PersPropN}_n\text{-Phr}[\pm\text{Title} + \text{PersPropN}_n]$$

(2) V. Structure formula: (cf.V.3.1.2.1.2.1.)

PersPropN-Phr[±kinship ±Title +PersPropN]

(3) Problems. None.

(4) Suggested drills. None.

4.1.2.1.6. The Non-Personal Proper Noun_{Noun 1}Phrase co-occurrence-subclass

(1) E. Structure formula: (cf.E.3.1.2.1.1.2.2.1.)

NonPersPropN_{n1}-Phr[+NonPersPropN_{n1}]

(2) V. Structure formula: (cf.V.3.1.2.1.2.2.)

NonPersPropN-Phr[±ComN-Phr +NonPersPropN]

(3) Problems. None.

(4) Suggested drills. None.

4.1.2.1.7. The Non-Personal Proper Noun_{Noun2}Phrase co-occurrence-subclass

NonPersPropN_{n2}-Phr[+Det<DefArt> +NonPersPropN_{n2}]

(2) V. See (2) in 4.1.2.1.6.

(3) Problems. Vietnamese students will have to learn the English Non-Personal Proper Noun_{Noun2}Phrase co-occurrence-subclass, i.e. they have to learn to use the Definite Article with Non-Personal Proper Noun_{Noun2} stems.

(4) Suggested drills. Substitution drills can be written to teach the Non-Personal Proper Noun_{Noun2} co-occurrence-subclass. The students will have to use different Non-Personal Proper Noun_{Noun2} stems in a Subject slot.

Example:

NonPersPropN_{n2}-Phr[+Det<DefArt> +NonPersPropN_{n2}]

The Hague

The Congo

NonPersPropN_{n2}-Phr [+Det<DefArt> +NonPersPropN_{n2}]

The Alps

The Philippines

4.1.2.1.8. The Nominalized Adjective Phrase alternate division-subclass

(1) E. Structure formula:

(cf.E.3.1.2.1.2.)

N_{Adj}-Phr [+Det<DefArt> +NH<Adj-Phr (±Mod $\left\langle \begin{array}{c} \text{Sup-x} \\ \text{Comp-Phr} \\ \text{MAdv-Phr} \end{array} \right\rangle$ +Adj)>]

Sup-x $\left\{ \begin{array}{l} \text{Sup-Pcle} \left\langle \begin{array}{c} \text{most} \\ \text{least} \end{array} \right\rangle \\ \text{Sup-Suf}(-est) \end{array} \right\}$

Comp-Phr [+Neg +Intens +Comp-x $\left\{ \begin{array}{l} \text{Comp-Pcle} \left\langle \begin{array}{c} \text{more} \\ \text{less} \end{array} \right\rangle \\ \text{Comp-Suf}(-er) \end{array} \right\}$

MAdv-Phr [±Neg ±Intens +MAdv]

(2) V. None.

(3) Problems. Vietnamese students will have to learn the English Nominalized Adjective Phrase, which furthermore includes two alternate co-occurrence-subclasses: Singular Nominalized Adjective Phrase; Plural Nominalized Adjective Phrase (cf.E.3.1.2.1.2a.).

(4) Suggested drills. The Nominalized Adjective Phrase in English can be taught in substitutional drills in which the students will have to use the Phrase in Subject slots.

Examples:

S[N_{Adj.sing}-Phr(+Det<DefArt> +NH<Adj>)]
The good leads us to higher accomplishments.

S[N_{Adj.pl}-Phr(+Det<DefArt> +NH<Adj>)]
The poor are sometimes happier than the rich.

4.1.2.1.9. The Nominalized Verb_(-en)Phrase alternate division-subclass

- (1) E. Structure formula: (cf.E.3.1.2.1.3.)

$$N_{V(-en)}-Phr[+Det<DefArt> +NH<V_{(-en)}-Phr(\pm Mod[\pm Neg \pm Intens +MAdv] +V_{(-en)}(+InfV-Phr +Part_1(-en)))>]$$
- (2) V. None.
- (3) Problems. Vietnamese students will have to learn the English Nominalized Verb_(-en)Phrase.
- (4) Suggested drills. The English Nominalized Verb_(-en)Phrase can be taught in substitutional drills in which the students will have to use the Phrase in Subject slots.

Example:

$$S\langle N_{V(-en)}-Phr(+Det<DefArt> +NH<V_{(-en)}-Phr(+InfV +Part_1(-en)))>>$$

<i>The</i>	<i>injured</i>	<i>were taken</i>
	<i>wounded</i>	<i>to the hos-</i>
	<i>etc..</i>	<i>pital</i>

4.1.2.1.10. The Nominalized Verb_(-ing)Phrases alternate division-subclass

- (1) E. Structure formula: (cf.E.3.1.2.1.4.)

$$N_{V(-ing)}-Phr[+Det<PosArt> +NH<V_{(-ing)}-Phr(+InfV +Part_2(-ing))>]$$
- (2) V. None.
- (3) Problems. Vietnamese students will have to learn the Nominalized Verb_(-ing)Phrase.
- (4) Suggested drills. Substitution drills can be prepared to teach the Nominalized Verb_(-ing)Phrase as an alternate division-subclass of the Common Noun Phrase in English. The students will have to use the Phrase in Subject slots.

Examples:

$S < N_{V(-ing)} - \text{Phr}(+ \text{Det} < \text{PosArt} > + \text{NH} < V_{(-ing)} - \text{Phr}(+ \text{InfV} + \text{Part}_2(-ing)) > >$
His *being hit on the head*
working excessively
etc..
did not ruin his health.

4.1.2.2. The Pronoun Phrase alternate distribution-subclass

The alternate distribution-subclass Pronoun Phrase in English and in Vietnamese includes alternate division-subclasses as in the following Tables:

ENGLISH		VIETNAMESE	
Pn-Phr	PersSPn-Phr	Pn-Phr	PersPn-Phr
	IndetPn-Phr		PersPropNSubst-Phr
	DemPn-Phr		NonPersPropNSubst-Phr
	PosPn-Phr		ComNSubst-Phr
	PosCase-Phr		
(cf.E.3.1.2.2.)		(cf.V.3.1.2.2.)	

An alternate division-subclass Pronoun Phrase in English that does not have a structurally corresponding division-subclass in Vietnamese is a teaching and learning problem for Vietnamese students.

4.1.2.2.1. The Personal Subject pronoun Phrase alternate division-subclass

(1) E. Structure formula: (cf.E.3.1.2.2.1.)

PersSPn-Phr[PersSPn]

(2) V. Structure formula: (cf.V.3.1.2.2.1.)

PersPn-Phr[±Pl(*chúng*) +PersPn]

(3) Problems. None, except problems on the English Subject/Object cases which will be discussed in 4.1.3.2.1.

(4) Suggested drills. None.

4.1.2.2.2. *The Indeterminate Pronoun Phrase alternate division-subclass*

- (1) E. Structure formula: (cf.E.3.1.2.2.2.)

$$\text{IndetPn-Phr} \left\{ \begin{array}{l} \text{IndetPn}_1 \\ \pm\text{Det}<\text{DefArt}> +\text{IndetPn}_2 \\ \pm\text{Det}<\text{IndefArt}> +\text{IndetPn}_3 \end{array} \right\}$$

- (2) V. None.

- (3) **Problems.** The Indeterminate Pronoun Phrase in English is a learning problem for Vietnamese students.

- (4) **Suggested drills.** The Indeterminate Pronoun Phrase is taught in substitution drills in which the students will have to use the Phrase in Subject slots.

Examples:

S<IndetPn-Phr{IndetPn₁}>

Some *didn't come.*

{±Det<DefArt> +IndetPn₂}

The *few* *didn't come.*

{±Det<IndefArt> +IndetPn₃}

A *few* *didn't come.*

4.1.2.2.3. *The Demonstrative Pronoun Phrase alternate division-subclass*

- (1) E. Structure formula: (cf.E.3.1.2.2.3.)

DemPn-Phr [DemPn]

- (2) V. None.

- (3) **Problems.** The Demonstrative Pronoun Phrase is a learning problem for Vietnamese students.

- (4) **Suggested drills.** The Demonstrative Pronoun Phrase is taught in substitution drills in which the students will be asked to use the Phrase in Subject slots.

Examples:**S<DemPn-Phr>**

This *is good.*
That *is good.*
These *are good.*
Those *are good.*
etc.

4.1.2.2.4. The Possessive Pronoun Phrase alternate division-subclass

(1) E. Structure formula: (cf.E.3.1.2.2.4.)

PosPn-Phr[PosPn]

(2) V. None.

(3) Problems. The Possessive Pronoun Phrase is a learning problem for Vietnamese students.

(4) Suggested drills. The Possessive Pronoun Phrase can be taught in substitution drills in which the students will have to use the Phrase in Subject slots.

Example:**S<PosPn-Phr>**

Mine *is dark green.*
His
etc.

4.1.2.2.5. The Possessive Case Phrase alternate division-subclass

(1) E. Structure formula: (cf.E.3.1.2.2.5. and 3.1.2.1.1.1.1.)

PosCase[+Posr[AnimateN-Phr] +PosInd(-'s)]

(2) V. None.

(3) Problems. The Possessive Case is a problem to be overcome by Vietnamese students.

- (4) **Suggested drills.** The Possessive Case, being an alternate division-subclass of the alternate distribution-subclass Pronoun Phrase, can be taught in substitution drills in which the students will be asked to use the Phrase in Subject slots.

Example:

S<PosCase[+Posr[AnimateN-Phr] +PosInd(-'s)]>

John's

is in the garage.

Mary's

etc.

4.1.2.3. *The Relator Axis Phrase alternate distribution-subclass*

- (1) E. Structure formula: (cf.E.3.1.2.3.)

RelAx-Phr[+Prep(*from*) +NH₁ +Prep(*to*) +NH₂]

- (2) V. Structure formula: (cf.V.3.1.2.5. modified)

RelAx-Phr[+Prep(*từ*) +NH₁ +Prep(*đến*) +NH₂]

- (3) **Problems.** None.

- (4) **Suggested drills.** None.

4.1.2.4. *The Verb Phrase alternate distribution-subclass*

- (1) E. Structure formulae:

(*to*)V-Phr[+Prep(*to*) +InfV-Phr] (cf.E.3.1.2.4.1.)

V_(-ing)-Phr[+InfV-Phr +Part₂(-ing)] (cf.E.3.1.2.4.2.)

- (2) V. Structure formula: (cf.V.3.1.2.3.)

V-Phr[InfV-Phr]

- (3) **Problems.** Both the English (*to*) Verb Phrase, and Verb_(-ing) Phrase are problems to be mastered by Vietnamese students.

- (4) **Suggested drills.** The English (*to*) Verb Phrase, and Verb_(-ing) Phrase, being alternate distribution-subclasses of the Subject

slot filler class, can be taught in substitution drills in which the students will have to use the Phrases in Subject slots.

Examples:

$S\langle (to)V\text{-Phr}(+Prep(to) +InfV\text{-Phr})\rangle$

To seek the good merits admiration.
To be engaged in this means a lot of useless work.
etc.

$S\langle V_{(-ing)}\text{-Phr}(+InfV\text{-Phr} +Part_2(-ing))\rangle$

Taking a walk every day is good for our health.
Being sent to that place was tragic for him.
etc.

4.1.2.5. The Dependent Clause alternate distribution-subclass

(1) E. Structure formula:

(cf.E.3.1.2.5.)

$$DepCl \left\{ \begin{array}{l} DepSCl \\ DepNonSCl \\ DepRelCl \\ XDepCl \end{array} \right\}$$

(2) V. Structure formula:

(cf.V.3.1.2.6.)

$S\langle IndepCl\rangle$

(3) **Problems.** The alternate distribution-subclass Dependent Clause of the Subject slot filler class in English is a learning problem for Vietnamese students.

(4) **Suggested drills.** The alternate distribution-subclass Dependent Clause of the Subject slot filler class in English can be taught in substitution drills in which the students will have to use Dependent Clauses in Subject slots.

Examples:

$S\langle DepSCl\rangle$

Whoever sees him will like him.

$S\langle DepNonSCl\rangle$

Whatever he sees is bought.

S<DepRelCl>

That he is honest is no surprise to anybody.

S<XDepCl>

Why he goes is a mystery to us.

4.1.2.6. The Defective Clause alternate distribution-subclass

(1) E. Structure formula:

(cf.E.3.1.2.6.)

$$\text{DefeCl} \left\{ \begin{array}{l} \text{DefeCl}_{(-ing)} [+S +Pr[V_{(-ing)}-Phr(+InfV-Phr +Part_2(-ing))]] \\ \text{RelAx-Phr} [+Prep(for) +DefeCl_{(to)} [+S +Pr[(to)V-Phr(+Prep(to) \\ +InfV-Phr)]]] \end{array} \right\}$$

(2) V. None.

(3) Problems. The alternate distribution-subclass Defective Clause of the Subject filler class in English is a problem to be overcome by Vietnamese students.

(4) Suggested drills. The alternate distribution-subclass Defective Clause of the Subject slot filler class in English can be taught in substitution drills in which the students will have to use Defective Clauses in Subject slots.

Examples:

S<DefeCl_(-ing)>

Getting this job would make him happy.

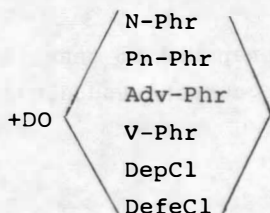
S<RelAx-Phr(+Prep(for) +DefeCl_(to))>

For John to go there is a good thing.

4.1.3. +DO, the obligatory nucleus Direct Object tagmeme

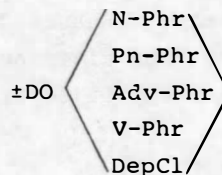
In the sections 3.1.3. in English Grammar and in Vietnamese Grammar, the Direct Object tagmemes in the languages were seen to have the following structure formulae:

THE ENGLISH OBLIGATORY NUCLEUS
DIRECT OBJECT TAGMEME



The Direct Object tagmeme, obligatory and nucleus to the Active Transitive Clause Types 2, 3, and 4, and alternate obligatory nucleus to the Passive Double Transitive Clause Type 6, has the functional meaning of "that which undergoes the action" or "undergoer" of the action of the Transitive Predicate.

THE VIETNAMESE OPTIONAL NUCLEUS
DIRECT OBJECT TAGMEME



The Direct Object tagmeme, optional and nucleus to the Active Transitive Clause Types 2, 3, and 4, has the functional meaning of "that which undergoes the action", or "undergoer" of the action of the Active Transitive Predicate.

In comparing the two statements, one can see there are three kinds of problems that Vietnamese students will have to overcome in learning the English Direct Object tagmeme:

- (1) the obligatory characteristic of the Direct Object tagmeme in English (cf.2.2.2.);
- (2) the differences of filler classes of the Direct Object slots in English and Vietnamese;
- (3) the English Direct Object tagmeme as being alternate obligatory nucleus to the Passive Double Transitive Clause Type 6 (cf.2.3.6.)

4.1.3.1. *The Noun Phrase alternate distribution-subclass*

- (1) E. Structure formula: (cf.E.3.1.3.1.)

+DO<N-Phr>

- (2) V. Structure formula: (cf.V.3.1.3.1.)

±DO<N-Phr>

- (3) Problems. The different Noun Phrase division-subclasses and co-occurrence-subclasses in English constitute learning problems for

Vietnamese students to master. They have been taught as fillers of the Subject slot already (cf.4.1.2.1.). They can now be revised as being fillers of the Direct Object slot.

- (4) **Suggested drills.** Substitution drills can be prepared to teach different Noun Phrase division-subclasses and co-occurrence-subclasses filling the Direct Object slot.

Example:

IndepDeclActSgTrCl

[+S<PersSPn> +Pr[ActSgTrDeclV-Phr] +DO{ComN_{n-c.sing}-Phr}]

They *wanted* *an airplane.*

{ComN_{n-c.pl}-Phr}

some airplanes.

{ComN_{n-m}-Phr}

some water.

{N_{Adj.sing}-Phr}

the good.

{N_{Adj.pl}-Phr}

the rich.

{N_{V(-en)}-Phr}

the accused.

They *objected to* *his going to town.*

{N_{V(-ing)}-Phr}

4.1.3.2. The Pronoun Phrase alternate distribution-subclass

(1) E. Structure formula:

(cf.E.3.1.3.2.)

Pn-Phr

{

PersOPn-Phr

ReflPn-Phr

IndetPn-Phr

DemPn-Phr

PosPn-Phr

PosCase-Phr

}

(2) V. Structure formula:

(cf.V.3.1.3.2. and V.3.1.2.2.)

$$\text{Pn-Phr} \left\{ \begin{array}{l} \text{PersPn-Phr} \\ \text{PersPropNSubst-Phr} \\ \text{NonPersPropNSubst-Phr} \\ \text{ComNSubst-Phr} \end{array} \right\}$$

- (3) **Problems.** The alternate division-subclass Personal Object Pronoun Phrase is a new learning problem to overcome, besides the other listed Pronoun Phrase alternate division-subclasses which have been discussed already (cf. 4.1.2.2. and 4.1.2.4.6.8.)
- (4) **Suggested drills.** Substitution drills can be prepared to teach the Personal Object Pronoun Phrase, and to review the other Pronoun Phrase alternate division-subclasses as filling the Direct Object slot.

Example:

IndepDeclActSgTrCl [+S<PersSPn> +Pr[ActSgTrDeclV-Phr] +DO{PersOPn}]

<i>They</i>	<i>met</i>	<i>him.</i>
		<i>her.</i>
		{IndetPn}
		<i>a few.</i>
		{DemPn}
		<i>these.</i>
		{PosPn}
		<i>his.</i>
		{PosCase-Phr}
		<i>John's.</i>

4.1.3.3. The Adverb Phrase alternate distribution-subclass

- (1) E. Structure formula: (cf. E.3.1.3.3.)

Adv-Phr [Adv]

- (2) V. Structure formula:

Adv-Phr [+Comp(*nhu*) +Adv]

- (3) **Problems.** None, except to learn the Single Transitive Verb stem co-

occurrence-subclasses which can have their Direct Object slot filled by the Adverbs (*so*) and (*not*) (cf.E.3.1.1.2.2.1.1. and E.3.1.1.2.2.1.2.).

- (4) **Suggested drills.** The Single Transitive Verb stem co-occurrence-subclasses which can have their Direct Object slot filled by the Adverbs (*so*) and (*not*) can be taught in substitution drills in which the students will have to use Single Transitive Verb stems.

Example :

IndepDeclActSgTrCl [+S <PersSPn> +Pr [ActSgTrDeclV-Phr] +DO<Adv-Phr>]

<i>They</i>	<i>hoped</i>	<i>so.</i>
	<i>thought</i>	
	<i>etc.</i>	

4.1.3.4. The Verb alternate distribution-subclass

- (1) E. Structure formula: (cf.E.3.1.3.4.)

$$V\text{-Phr} \left\{ \begin{array}{l} \text{InfV-Phr} \\ (to)V\text{-Phr}[+Prep(to) + \text{InfV-Phr}] \\ V_{(-ing)}\text{-Phr}[+\text{InfV-Phr} + \text{Part}_2(-ing)] \end{array} \right\}$$

- (2) V. Structure formula: (cf.V.3.1.3.4.)

V-Phr [InfV-Phr]

- (3) **Problems.** Vietnamese students will have to learn to use the different English Verb Phrase alternate division-subclasses as filling the Direct Object slot.

- (4) **Suggested drills.** Substitution drills can be prepared to teach the different English Verb Phrase alternate division-subclasses. The students will have to use Verb Phrases in Direct Object slots.

Examples:

IndepDeclActSgTrCl
[+S<PersSPn> +Pr[ActSgTrDeclV-Phr] +DO{InfV-Phr}]

He helped do the work.

carry the bags.

etc.

IndepDeclActSgTrCl

[+S<PersSPn> +Pr [ActSgTrDeclV-Phr] +DO{(to)V-Phr(+Prep(to) +InfV-Phr)}]

He wanted to go to town.

return home.

etc.

IndepDeclActSgTrCl

[+S<PersSPn> +Pr[ActSgTrDeclV-Phr] +DO{V(-ing)-Phr(+InfV-Phr+Part₂(-ing))}]

He liked buying a house.

going to the market.

etc.

4.1.3.5. The Dependent Clause alternate distribution-subclass

(1) E. Structure formula:

(cf. E.3.1.3.5.)

$$\text{DepCl} \left\{ \begin{array}{l} \text{DepDeclCl} \left\{ \begin{array}{l} \text{DepDeclSCl} \\ \text{DepDeclNonSCl} \\ \text{DepDeclRelCl} \\ \text{XDepDeclCl} \end{array} \right\} \\ \text{XDepSubjunctCl} \end{array} \right\}$$

(2) V. Structure formula:

(cf.V.3.1.3.5.)

$$\text{DepC1} \left\{ \begin{array}{l} \text{DepRelC1} \\ \text{XDepC1} \end{array} \right\}$$

(3) **Problems.** Vietnamese students will have to learn the Dependent Declarative Subject Clause, the Dependent Declarative Non-Subject Clause, and the Extra Dependent Subjunctive Clause as filling the Direct Object slot.

(4) **Suggested drills.** The Dependent Declarative Subject Clause, the Dependent Declarative Non-Subject Clause, and the Extra Dependent Subjunctive Clause, as filling the Direct Object slot, can be taught in substitution drills in which the students will have to use the Clauses in Direct Object slots.

Examples:**IndepDeclActSgTrCl**

[+S<PersSPn> +Pr[ActSgTrDeclV-Phr] +DO{DepDeclRelCl}]

They *admitted* *that they didn't see him.*

{XDepDeclCl}

They *asked* *whether he had come.*

{XDepSubjunctCl}

They *asked* *that he be removed.*

4.1.3.6. The Defective Clause alternate distribution-subclass

(1) E. Structure formula:

(cf.E.3.1.3.6.)

$$\text{DefeCl} \left\{ \begin{array}{l} \text{DefeCl}_{\text{Inf}} [+S[O-x] +Pr[InfV-Phr]] \\ \text{DefeCl}_{(to)} [+S[O-x] +Pr[(to)V-Phr(+Prep(to) +InfV-Phr)]] \\ \text{DefeCl}_{(-ing)} [+S[O-x] +Pr[V_{(-ing)}-Phr(+InfV-Phr +Part_2(-ing))]] \end{array} \right\}$$

(2) V. None.

(3) **Problems.** The Defective Clause_(to), and the Defective Clause_(-ing), as filling the Subject slot, have been dealt with in 4.1.2.6. The Defective Clause_{Infinitive} is a new Clause Type to be learned by Vietnamese students.

(4) **Suggested drills.** Substitution drills can be prepared to teach the Defective Clause_{Infinitive}, and to revise the Defective Clause_(to) and the Defective Clause_(-ing). The students will have to use the Defective Clauses in Direct Object slots.

Examples:

IndepDeclActSgTrCl [+S<PersSPn> +Pr[ActSgTrDeclV-Phr] +DO{DefeCl_{Inf}}]

They *saw* *him go.*

{DefeCl_(to)}

They *wanted* *him to go.*

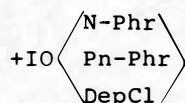
{DefeCl_(-ing)}

They *saw* *him going.*

4.1.4. +IO, the obligatory nucleus Indirect Object tagmeme

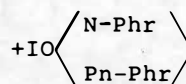
In the sections 3.1.4. in English Grammar and in Vietnamese Grammar, the Indirect Object tagmemes in the languages were seen to have the following structure formulae:

THE ENGLISH OBLIGATORY NUCLEUS INDIRECT OBJECT TAGMEME



The Indirect Object tagmeme, obligatory and nucleus to the Active Double Transitive Clause Type 3, and alternate obligatory nucleus to the Passive Double Transitive Clause Type 6, has the functional meaning of "that to or for which an action is performed".

THE VIETNAMESE OBLIGATORY NUCLEUS INDIRECT OBJECT TAGMEME



The Indirect Object tagmeme, obligatory and nucleus to the Active Double Transitive Clause Type, has the functional meaning of "that to or for which an action is performed".

In comparing the two statements, one can see two kinds of problems that Vietnamese students will have to overcome in learning the English Indirect Object tagmeme:

- (1) the English Indirect Object tagmeme as being alternate obligatory nucleus to the Passive Double Transitive Clause Type 6 (cf.2.3.6.)
- (2) the differences of filler classes of the Indirect Object slots in English and Vietnamese.

4.1.4.1. *The Noun Phrase alternate distribution-subclass*

- (1) E. Structure formula: (cf.E.3.1.4.1.)

+IO<N-Phr>

- (2) V. Structure formula: (cf.V.3.1.4.1.)

+IO<N-Phr>

- (3) Problems. The different Noun Phrase alternate division-subclasses and co-occurrence-subclasses constitute learning problems for Vietnamese students to master. They have been taught as fillers of the

Subject slot (cf.4.1.2.1.), and revised as being fillers of the Direct Object slot (cf.4.1.3.1.). They can now be revised again as being fillers of the Indirect Object slot.

- (4) Suggested drills. The different Noun Phrase alternate division-subclasses and co-occurrence-subclasses can be revised in substitution drills in which the students will have to use Noun Phrases in Indirect Object slots.

Example:

IndepDeclActDbTrCl

[+S<PersSPn> +Pr[ActDbTrDeclV-Phr] +IO{ComN_{n-c.sing}-Phr} +DO{ComN_{n-c.pl}-Phr}]

They *bought* *the boy* *presents.*

{ComN_{n-c.pl}-Phr}

the boys

{N_{Adj.pl}-Phr}

the deaf

{N_{V(-en)}-Phr}

the imprisoned

IndepDeclActDbTrCl

[+S{ComN_{n-c.sing}-Phr} +Pr[ActDbTrDeclV-Phr] +IO{ComN_{n-m}-Phr}
The man gave the furniture
 +DO{ComN_{n-c.sing}-Phr}]
a coat of paint.

4.1.4.2. The Pronoun Phrase alternate distribution-subclass

- (1) E. Structure formula: (cf.E.3.1.4.2.)

$$\text{Pn-Phr} \left\{ \begin{array}{l} \text{PersOPn-Phr} \\ \text{RefIPn-Phr} \\ \text{IndetPn-Phr} \\ \text{DemPn-Phr} \\ \text{PosPn-Phr} \end{array} \right\}$$

- (2) V. Structure formula: (cf.V.3.1.4.2.)

$$\text{Pn-Phr} \left\{ \begin{array}{l} \text{PersPn-Phr} \\ \text{PersPropNSubst-Phr} \\ \text{NonPersPropNSubst-Phr} \\ \text{ComNSubst-Phr} \end{array} \right\}$$

- (3) **Problems.** All the English Pronoun Phrase alternate division-subclasses have been learned as being fillers of the Subject and the Direct Object slots (cf. 4.1.2.2. and 4.1.3.2.). They can now be revised as being fillers of the Indirect Object slot also.
- (4) **Suggested drills.** Substitution drills can be prepared to revise the different Pronoun Phrase alternate division-subclasses. The students will have to use the Pronoun Phrases in Indirect Object slots.

Example:

IndepDeclActDbTrCl

{+S<PersSPn> +Pr[ActDbTrDeclV-Phr] +IO{PersOPn} +DO{ComN_{n-c.pl}-Phr}}

They *bought* *him* *presents.*

{ReflPn-Phr}

themselves

{IndetPn-Phr}

those they met

{PosPn}

theirs

4.1.4.3. The Dependent Clause alternate distribution-subclass

- (1) **E. Structure formula:**

$$\text{DepCl} \left\{ \begin{array}{l} \text{DepSCl} \\ \text{DepNonSCl} \end{array} \right\}$$

- (2) **V. None.**

- (3) **Problems.** Vietnamese students will have to learn the Dependent Subject Clause and the Dependent Non-Subject Clause as fillers of the Indirect Object slot in English.

- (4) Suggested drills. Substitution drills can be prepared to teach the Dependent Subject Clause and the Dependent Non-Subject Clause as filling the Indirect Object slot.

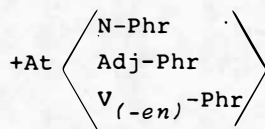
Example:

IndepDeclActDbTrCl [$+S<PersSPn> +Pr[ActDbTrDeclV-Phr] +IO\{DepSCl\}$
They *gave* *whoever met them*
 $\{DepNonSCl\}$
whoever they
met
 $+DO\{ComN_{n-c.pl}-Phr\}$
presents.

4.1.5. +At, the obligatory nucleus Attributive tagmeme

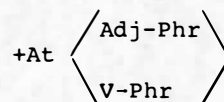
In the sections 3.1.5. in English Grammar and in Vietnamese Grammar, the Attributive tagmemes in the languages were seen to have the following structure formulae:

THE ENGLISH OBLIGATORY NUCLEUS ATTRIBUTIVE TAGMEME



The Attributive tagmeme, obligatory and nucleus to the Active and to the Passive Attributive Transitive Clause Types 4 and 7, has the functional meaning of "that which results from the action upon an undergoer".

THE VIETNAMESE OBLIGATORY NUCLEUS ATTRIBUTIVE TAGMEME



The Attributive tagmeme, obligatory and nucleus to the Active Attributive Transitive Clause Type 4, has the functional meaning of "that which results from the action upon an undergoer".

In comparing the two statements, one can see there are two kinds of problems that Vietnamese students will have to overcome in learning the English Attributive tagmeme:

- (1) the English Attributive tagmeme as being obligatory and nucleus to the Passive Attributive Transitive Clause Type 7 (cf.2.3.7.)

- (2) the differences of filler classes of the Attributive slots in the two languages.

4.1.5.1. The Noun Phrase alternate distribution-subclass

- (1) E. Structure formula: (cf.E.3.1.5.1.)

$$\text{N-Phr} \left\{ \begin{array}{l} \text{N-Phr} \\ \text{AtN-Phr (+NH)} \end{array} \right\}$$

- (2) V. None.

- (3) **Problems.** In learning the English Attributive tagmeme, Vietnamese students will have to learn the alternate distribution-subclass Noun Phrase, which includes two alternate division-subclasses: Noun Phrase; Attributive Noun Phrase (which does not have a Determiner).

- (4) **Suggested drills.** Substitution drills can be prepared to teach the alternate distribution-subclass Noun Phrase of the English Attributive slot. The students will have to use both the regular Noun Phrase and the Attributive Noun Phrase in Attributive slots.

Examples:

IndepDeclActAtTrCl

[+S<PersSPn> +Pr[ActAtTrDeclV-Phr] +DO<RefIPn> +At<N-Phr>]
He styled himself a Marine officer.

IndepDeclPasAtTrCl

[+S<PersSPn> +Pr[PasAtTrDeclV-Phr] +At<N-Phr>]
He was considered an excellent companion.

IndepDeclActAtTrCl

[+S<PersSPn> +Pr[ActAtTrDeclV-Phr] +DO<PersOPn> +At<AtN-Phr>]
They elected him chairman.

IndepDeclPasAtTrCl

[+S<PersSPn> +Pr[PasAtTrDeclV-Phr] +At<AtN-Phr>]
She was nominated secretary.

4.1.5.2. *The Adjective Phrase alternate distribution-subclass*

- (1) E. Structure formula: (cf.E.3.1.5.2.)

+At<Adj-Phr>

- (2) V. Structure formula: (cf.V.3.1.5.1.)

+At<Adj-Phr>

- (3) Problems. The Adjective Phrase alternate distribution-subclass of the Attributive slot filler class is not a learning problem for Vietnamese students. Nevertheless, since the Attributive slot in the Passive Attributive Transitive Clause Type 7 is a learning problem, the students should learn to use the Phrase in that slot.(cf.2.3.7.)

- (4) Suggested drills. The Adjective Phrase, as filling the Attributive slot in a Passive Attributive Transitive Clause Type 7, can be taught in substitution drills in which the students will have to use Adjective Phrases in Attributive slots.

Example:

IndepDeclPasAtTrCl [*+S<PersSPn> +Pr[PasAtTrDeclV-Phr] +At<Adj-Phr>*]
She was considered great.
intelligent.
etc.

4.1.5.3. *The Verb_(-en) Phrase alternate distribution-subclass*

- (1) E. Structure formula: (cf.E.3.1.5.3.)

+At<V_(-en)-Phr(+InfV-Phr +Part₁(-en))>

- (2) v. None.

- (3) Problems. The Verb_(-en)Phrase alternate distribution-subclass of the Attributive slot filler class is a problem to be overcome by Vietnamese students.

- (4) Suggested drills. The Verb_(-en) Phrase alternate distribution-subclass of the Attributive slot filler class can be taught in substi-

tution drills in which the students will have to use Verb_(-en) Phrases in Attributive slots.

Examples:

IndepDeclActAtTrCl

[+S<PersSPn> +Pr[ActAtTrDeclV-Phr] +DO<PersOPn> +At<V_(-en)-Phr>]

They *believed* *him* *caught.*
seen.
etc.

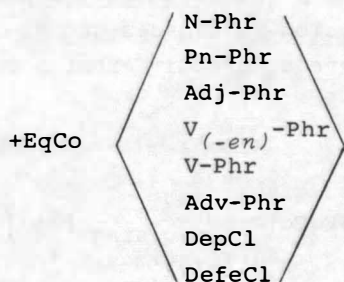
IndepDeclPasAtTrCl

[+S<PersSPn> +Pr[PasAtTrDeclV-Phr] +At<V_(-en)-Phr>]
He was believed caught.

4.1.6. +EqCo, the obligatory nucleus Equational Complement tagmeme

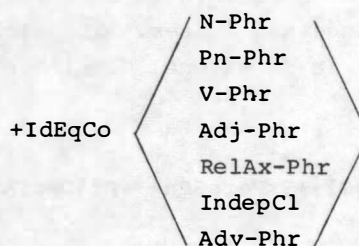
In the section 3.1.6. in English Grammar, the Equational Complement tagmeme, and in the section 3.1.8. in Vietnamese Grammar, the Identificative Equational Complement tagmeme were seen to have the following structure formulae:

THE ENGLISH OBLIGATORY NUCLEUS
EQUATIONAL COMPLEMENT TAGMEME



The Equational Complement tag-meme, obligatory and nucleus to the Equational Clause Type 8, has the structure meaning of "characteristics of identification or equation".

THE VIETNAMESE OBLIGATORY NUCLEUS
IDENTIFICATIVE EQUATIONAL
COMPLEMENT TAGMEME



The Identificative Equational Complement tagmeme, obligatory and nucleus to the Identificative Equational Clause Type 7, has the structure meaning of "characteristics of identification or equation".

In comparing the two statements, one can see there is only one kind of problem that Vietnamese students will have to overcome in learning the English Equational Complement tagmeme: the differences between the filler classes of the Equational Complement slot in English, and those of the Identificative Equational Complement slot in Vietnamese.

4.1.6.1. The Noun Phrase alternate distribution-subclass

(1) E. Structure formula: (cf.E.3.1.6.1.)

+EqCo<N-Phr>

(2) V. Structure formula: (cf.V.3.1.8.1.)

+IdEqCo<N-Phr>

(3) **Problems.** The Noun Phrase alternate distribution-subclass of the Equational Complement slot filler class does not constitute a learning problem for Vietnamese students. Nevertheless, the different English Noun Phrase alternate division-subclasses, and co-occurrence-subclasses can be revised here as filling the Equational Complement slot.

(4) **Suggested drills.** Substitution drills can be prepared to revise the different English Noun Phrase alternate division-subclasses and co-occurrence-subclasses. The students will have to use different Noun Phrases in Equational Complement slots.

Examples:

IndepDeclEqCl [+S<PersSPn> +Pr[DeclAux(<i>be</i>)-Phr] +EqCo{ComN _{n-c.sing} -Phr}]	
<i>He</i>	<i>is</i> a fisherman.
<i>They</i>	<i>are</i> fishermen.
<DemPn>	{ComN _{n-c.pl} -Phr}
<i>That</i>	<i>is</i> wood.
<PersSPn>	{ComN _{n-m} -Phr}
<i>She</i>	<i>is</i> Mary.
<PersSPn>	{PersPropN _n -Phr}
<i>She</i>	<i>is</i> Mary.
<N _{Adj.sing} -Phr>	{N _{Adj.sing} -Phr}
<i>The good</i>	<i>is</i> the beautiful.

IndepDeclEqCl[+S<DemPn> +Pr[DeclAux(*be*)-Phr] +EqCo{N_V(-en)-Phr}]
These are the accused.

4.1.6.2. The Pronoun Phrase alternate distribution-subclass

(1) E. Structure formula: (cf.E.3.1.6.2.)

+EqCo<Pn-Phr>

(2) V. Structure formula: (cf.V.3.1.8.2.)

+EqCo<Pn-Phr>

(3) **Problems.** The Pronoun Phrase alternate distribution-subclass of the Equational Complement slot filler class does not constitute a learning problem for Vietnamese students. Nevertheless, the different English Pronoun Phrase alternate division-subclasses can be revised here as filling the Equational Complement slot.

(4) **Suggested drills.** Substitution drills can be prepared to revise the different English Pronoun Phrase alternate division-subclasses. The students will have to use different Pronoun Phrases as filling the Equational Complement slot.

Example:

IndepDeclEqCl[+S<PersSPn> +Pr[DeclAux(*be*)-Phr] +EqCo{IndetPn-Phr}]
They were the few I have met.
 {DemPn}
these.
 {PosPn}
hers.
 {PosCase}
Mary's.
 {PersOPn}
 <DemPn>
That was him.
 {RefIPn}
myself.

4.1.6.3. *The Adjective Phrase alternate distribution-subclass*

(1) E. Structure formula: (cf.E.3.1.6.3.)

+EqCo<Adj-Phr>

(2) V. Structure formula: (cf.V.3.1.8.4.)

+EqCo<Adj-Phr>

(3) Problems. According to the formulae shown above, there is no problem for Vietnamese students to learn the Adjective Phrase alternate distribution-subclass of the Equational Complement slot filler class. Nevertheless, in Vietnamese, there is also the Identificative Adjective Clause Type 8 (cf.V.1.3.8.), in which an Adjective Phrase can fill the Predicate slot, and consequently, there is no other Predicate filler. Vietnamese students might transfer the Identificative Adjective Clause Type 8 in their native language into English, and make mistakes like '*they good*' (literally in Vietnamese '*họ tốt*', which is a grammatical Clause). Thus the copulative Predicate in the English Equational Clause Type, when its Equational Complement slot is filled by an Adjective Phrase, has to be learned by the students.

(4) Suggested drills. Substitution drills can be prepared to teach the English Equational Clause Type having its Equational Complement slot filled by an Adjective Phrase.

Example:

IndepDeclEqCl $\left[+S<PersSPn> +Pr[DeclAux(be)-Phr] +EqCo<Adj-Phr> \right]$		
<i>He</i>	<i>was</i>	<i>very kind.</i>
		<i>careful.</i>
		<i>etc..</i>

4.1.6.4. *The Verb_(-en) Phrase alternate distribution-subclass*

(1) E. Structure formula: (cf.E.3.1.6.4.)

+EqCo<V_(-en)-Phr(+InfV-Phr +Part₁(-en))>

(2) V. None.

- (3) **Problems.** The Verb_(-en) Phrase alternate distribution-subclass of the Equational Complement slot filler class is a problem to be overcome by Vietnamese students. The Phrase itself has already been learned as filling other tagmemic slots.
- (4) **Suggested drills.** Substitution drills can be prepared to teach the English Verb_(-en) Phrase alternate distribution-subclass of the Equational Complement slot filler class.

Example:

IndepDeclEqCl $\left[+S \langle \text{PersSPn} \rangle +Pr[\text{DeclAux}(be)\text{-Phr}] +EqCo \langle V_{(-en)}\text{-Phr} \rangle \right]$

<i>He</i>	<i>was</i>	<i>gone.</i>
	DeclSemiAux-Phr	
<i>He</i>	<i>looked</i>	<i>defeated.</i>
		<i>etc.</i>

4.1.6.5. The Verb Phrase alternate distribution-subclass

- (1) E. Structure formula: (cf.E.3.1.6.5.)

$$+EqCo \langle V\text{-Phr} \left\{ \begin{array}{l} (to)V\text{-Phr} (+Prep(to) +InfV\text{-Phr}) \\ V_{(-ing)}\text{-Phr} (+InfV\text{-Phr} +Part_2(-ing)) \end{array} \right\} \rangle$$

- (2) V. Structure formula: (cf.V.3.1.8.3.)

$$+IdEqCo \langle V\text{-Phr} (InfV\text{-Phr}) \rangle$$

- (3) **Problems.** Vietnamese students will have to learn the English *(to)* Verb Phrase, and the Verb_(-ing) Phrase as filling the Equational Complement slot.
- (4) **Suggested drills.** Substitution drills can be prepared to teach the English *(to)* Verb Phrase, and Verb_(-ing) Phrase as filling the Equational Complement slot.

Examples:

IndepDeclEqCl $\left[+S \langle (to)V\text{-Phr} \rangle +Pr[\text{DeclAux}(be)\text{-Phr}] +EqCo \langle (to)V\text{-Phr} \rangle \right]$

<i>To see</i>	<i>is</i>	<i>to believe.</i>
		<i>to sympathize.</i>
		<i>etc.</i>

IndepDeclEqCl $\left[+S \langle V_{(-ing)} -Phr \rangle +Pr[DeclAux(be) -Phr] +EqCo \langle V_{(-ing)} -Phr \rangle \right]$
Working like this is *wasting our time.*
etc.

4.1.6.6. The Location Adverb Phrase alternate distribution-subclass

(1) E. Structure formula:

(cf.E.3.1.6.6.)

LAdv-Phr [$\pm$ Intens +LAdv]

(2) V. None.

(3) Problems. The Location Adverb Phrase alternate distribution-subclass of the Equational Complement slot filler class is a problem for Vietnamese students to master.

(4) Suggested drills. Substitution drills can be prepared to teach the English Location Adverb Phrase alternate distribution-subclass of the Equational Complement slot filler class.

Example:

IndepDeclEqCl $\left[+S \langle PersSPn \rangle +Pr[DeclAux(be) -Phr] +EqCo \langle LAdv-Phr \rangle \right]$
He *was* *right here.*
over there.
etc.

4.1.6.7. The Dependent Clause alternate distribution-subclass

(1) E. Structure formula:

(cf.E.3.1.6.8.)

DepCl $\left\{ \begin{array}{l} DepSCl \\ DepNonSCl \\ DepRelCl \\ XDepCl \end{array} \right\}$

(2) V. None.

(3) Problems. The Dependent Clause alternate distribution-subclass of the Equational Complement slot filler class in English is a learning problem for Vietnamese students.

- (4) **Suggested drills.** Substitution drills can be prepared to teach the English Dependent Clause alternate distribution-subclass of the Equational Complement slot filler class.

Examples:

IndepDeclEqCl [+S<DemPn> +Pr[DeclAux(*be*)-Phr] +EqCo{DepSCl}]
That was what made him angry.

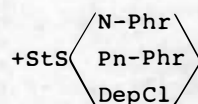
IndepDeclEqCl [+S<PersSPn> +Pr[DeclAux(*be*)-Phr] +EqCo{DepSCl}]
He was not who he seemed to be.

IndepDeclEqCl [+S<N-Phr> +Pr[DeclAux(*be*)-Phr] +EqCo{DepRelCl}]
My opinion is that he should stay.

IndepDeclEqCl [+S<PersSPn> +Pr[DeclAux(*be*)-Phr] +EqCo{XDepCl}]
It was before you arrived.

4.1.7. +StS, the obligatory nucleus Stative Subject tagmeme

In the section 3.1.7. of English Grammar, the Stative Subject tagmeme was seen to have the following structure formula:



The Stative Subject tagmeme, obligatory and nucleus to the (*There*) Stative Clause Type 9, occupies the third obligatory nucleus slot, selects the form of the Predicate tagmeme, and has the functional meaning of "that which is stated or enumerated".

Since there is no Stative Subject tagmeme in Vietnamese, the English tagmeme constitutes a problem for Vietnamese students to overcome. The (*There*) Stative Clause Type 9, as a learning problem, has been discussed in 2.3.9. The following is a discussion on learning problems of the filler class of the Stative Subject slot.

4.1.7.1. The Noun Phrase alternate distribution-subclass

Substitution drills can be prepared to teach the Noun Phrase alternate distribution-subclass of the Stative Subject slot filler class. Attention should also be paid to the different English Noun Phrase

alternate division-subclasses, and co-occurrence-subclasses, and also to the selection of the form of the Predicate tagmeme by the Stative Subject tagmeme.

Examples:

IndepDecl(*There*)StCl[+S(*There*) +Pr[DeclAux(*be*)-Phr] +StS{ComN_{n-c.sing}-Phr}]
There *was* *a student.*

{ComN_{n-m}-Phr}
some water.

{N_{V(-en)}-Phr}
the accused.

{PersPropN_n-Phr}
John Smith.

{N_V(-ing)-Phr}
his writing that
letter.

{NonPersPropN_{nl}-Phr}
Mexico.

{NonPersPropN_{n2}-Phr}
the Hague.

$$\text{IndepDecl}(\textit{There})\text{StCl}\left[+\text{S}(\textit{There}) + \text{Pr}[\text{DeclAux}(\textit{be})-\text{Phr}] + \text{StS}\{\text{ComN}_{n-c.pl}-\text{Phr}\}\right]$$

There were a few students.

{N_{Adj.pl}-Phr}
the poor.

{N_{V(-en)}-Phr}
the accused.

4.1.7.2. *The Pronoun Phrase alternate distribution-subclass*

Substitution drills can be prepared to teach the Pronoun Phrase alternate distribution-subclass of the Stative Subject slot filler class. Attention should also be paid to the different Pronoun Phrase alternate division-subclasses, and also to the selection of the form of the Predicate tagmeme by the Stative Subject tagmeme.

Examples:

IndepDecl(*There*)StCl [+S(*There*) +Pr[DeclAux(*be*)-Phr] +StS{PersSPn}]
There was he.

IndepDecl(*There*)StCl [+S(*There*) +Pr[DeclAux(*be*)-Phr] +StS{IndetPn}]
There were some.

{DemPn}

these.

{PosPn}

yours.

{PosCase}

John's.

4.1.7.3. The Dependent Clause alternate distribution-subclass

Substitution drills can be prepared to teach the Dependent Clause alternate distribution-subclass of the Stative Subject slot filler class. Attention should be paid to the different Dependent Clause alternate division-subclasses that can occur in this slot, and also to the selection of the form of the Predicate tagmeme by the Stative Subject tagmeme.

Example:

IndepDecl(*There*)StCl [+S(*There*) +Pr[DeclAux(*be*)-Phr] +StS{DepSCl}]
There will be whatever pleases you.

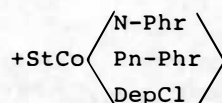
{DepNonSCl}

whatever you like.

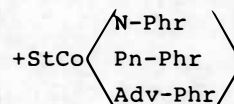
4.1.8. +StCo, the obligatory nucleus Stative Complement tagmeme

In the section 3.1.8. of English Grammar, and 3.1.9. of Vietnamese Grammar, the Stative Complement tagmemes in the languages were seen to have the following structure formulae:

THE ENGLISH OBLIGATORY NUCLEUS
 STATIVE COMPLEMENT TAGMEME



THE VIETNAMESE OBLIGATORY NUCLEUS
 STATIVE COMPLEMENT TAGMEME



The Stative Complement tagmeme, obligatory and nucleus to the (*It*) Stative Clause Type 10, occupies the third obligatory nucleus slot in the Clause Type, and has the functional meaning of "that which is stated or defined".

The Stative Complement tagmeme, obligatory and nucleus to the Subjectless Stative Clause Type 9, has the functional meaning of "that which is stated or enumerated".

In comparing the two statements, one can see there is only one kind of problem for Vietnamese students to master in learning the English Stative Complement tagmeme: the differences of filler classes of the Stative Complement slots in English and Vietnamese.

4.1.8.1. The Noun Phrase alternate distribution-subclass

- (1) E. Structure formula: (cf.E.3.1.8.1.)

 $+StCo<N-Phr>$

- (2) V. Structure formula: (cf.V.3.1.9.1.)

 $+StCo<N-Phr>$

- (3) **Problems.** The Noun Phrase alternate distribution-subclass of the Stative Complement slot filler class does not constitute a learning problem for Vietnamese students. Nevertheless, the different Noun Phrase alternate division-subclasses and co-occurrence-subclasses can be revised here as filling the Stative Complement slot. Attention should also be paid to the selection of the form of the Predicate tagmeme, not by the Stative Complement tagmeme, but by the Logical Subject (*It*).

- (4) **Suggested drills.** Substitution drills can be prepared to revise the different English Noun Phrase alternate division-subclasses and co-occurrence-subclasses as filling the Stative Complement slot. The students will also be reminded of the selection of the form of the Predicate tagmeme by the Logical Subject (*It*) in the Clause Type.

Example:

'IndepDecl(*It*)StCl [_{*It*} +S(*It*) +Pr[DeclAux(*be*)-Phr] +StCo{ComN_{n-c.sing}-Phr}]

IndepDecl(<i>It</i>)StCl[+S(<i>It</i>) +Pr[DeclAux(<i>be</i>)-Phr] +StCo{ComN _{n-m} -Phr}]	
<i>It</i> <i>was</i>	<i>some water.</i>
	{NAdj.pl-Phr}
	<i>the poor.</i>
	{NAdj.sing-Phr}
	<i>the good.</i>
	{NV(-en)-Phr}
	<i>the injured.</i>
	{PersPropN _n -Phr}
	<i>John Smith.</i>
	{NonPersPropN _n -Phr}
	<i>England.</i>
	{ComN _{n-c.pl} -Phr}
	<i>a few students.</i>
	{NV(-ing)-Phr}
	<i>his writing the</i> <i>letters quickly.</i>

4.1.8.2. The Pronoun Phrase alternate distribution-subclass

(1) E. Structure formula: (cf.E.3.1.8.2.)

+StCo<Pn-Phr>

(2) V. Structure formula: (cf.V.3.1.8.2.)

+StCo<Pn-Phr>

43) Problems. The Pronoun Phrase alternate distribution-subclass of the Stative Complement slot filler class does not constitute a learning problem for Vietnamese students. Nevertheless, the different English Pronoun Phrase alternate division-subclasses can be reviewed here as filling the Stative Complement slot.

(4) Suggested drills. Substitution drills can be prepared to review the different English Pronoun Phrase alternate division-subclasses as filling the Stative Complement slot.

Example:

IndepDecl(*It*)StCl[+S(*It*) +Pr[DeclAux(*be*)-Phr] +StCo{PersOPn}]

It *was* *me.*

{PersSPn}

I.

{IndetPn-Phr}

a few of them.

{DemPn}

these.

{PosPn}

mine.

{PosCase}

John's.

4.1.8.3. The Dependent Clause alternate distribution-subclass

(1) E. Structure formula: (cf.E.3.1.8.3.)

$$+EqCo < DepCl \left\{ \begin{array}{l} DepSC1 \\ DepNonSC1 \end{array} \right\} >$$

(2) v. None.

(3) **Problems.** The Dependent Clause alternate distribution-subclass of the Equational Complement slot filler class is a problem for Vietnamese students to overcome.

(4) **Suggested drills.** Substitution drills can be prepared to teach the Dependent Clause alternate distribution-subclass of the Equational Complement slot filler class.

Example:

IndepDecl(*It*)StCl [$+S(I_t) + Pr[DeclAux(be) - Phr] + StCo<DepSCl>$]
It *will be* *what pleases you most.*

<DepNonSCl>
what you like most.

4.1.9. $\pm$ Ag, the optional nucleus Agent tagmeme

(1) E. Structure formula:

(cf.E.3.1.9.)

$$\pm \text{Ag} [\text{RelAx-Phr} (+\text{Prep}(\text{by}) + \text{H} \langle \begin{array}{c} \text{N-Phr} \\ \text{Pn-Phr} \\ \text{DepCl} \end{array} \rangle)]$$

(2) V. None.

(3) Problems. The English Agent tagmeme is a learning problem for Vietnamese students.

(4) Suggested drills. Transformational and substitutional drills can be prepared to teach the English Agent tagmeme. The students will have to transform Active Transitive Clauses into Passive Transitive Clauses in order to learn to transform the Subject tagmeme in Active Transitive Clauses into the Agent tagmeme in Passive Transitive Clauses, and to substitute different alternate distribution-subclasses of the Agent slot filler class.

Examples:

(Transformational drills)

IndepDeclActSgTrCl

$$[+S \langle \text{PersSPn} \rangle +\text{Pr} [\text{ActSgTrDeclV-Phr}] +\text{DO} \langle \text{PersOPn} \rangle] \implies$$

They *congratulated* *him.*

IndepDeclPasSgTrCl

$$[+S \langle \text{PersSPn} \rangle +\text{Pr} [\text{PasSgTrDeclV-Phr}] \pm \text{Ag} [\text{RelAx-Phr} (+\text{Prep}(\text{by}) + \text{H} \langle \text{PersOPn} \rangle)]$$

He *was congratulated* *by* *them.*

IndepDeclAtTrCl

$$[+S \langle \text{PersSPn} \rangle +\text{Pr} [\text{ActAtTrDeclV-Phr}] +\text{DO} \langle \text{PersOPn} \rangle +\text{At} \langle \text{AtN-Phr} \rangle] \implies$$

They *elected* *him* *president.*

IndepDeclPasAtTrCl

$$[+S \langle \text{PersSPn} \rangle +\text{Pr} [\text{PasAtTrDeclV-Phr}] +\text{At} \langle \text{AtN-Phr} \rangle \pm \text{Ag} [\text{RelAx-Phr} (+\text{Prep}(\text{by}) + \text{H} \langle \text{PersOPn} \rangle))]]$$

He *was elected* *president* *by* *them.*

(Substitutional drills will be presented under the headline for each particular alternate distribution-subclass of the filler class of the Agent slot.)

4.1.9.1. The Noun Phrase alternate distribution-subclass

Substitution drills can be prepared to teach the Noun Phrase alternate distribution-subclass of the Agent slot filler class, and also to review the different English Noun Phrase alternate division-subclasses and co-occurrence-subclasses.

Example:

IndepDeclPasSgTrCl

[+S<PersSPn> +Pr[PasSgTrDeclV-Phr] ±Ag[RelAx-Phr(+Prep(*by*)
He *was moved* *by*
 +H(ComN_{n-.sing}-Phr)]]
the speaker.
 {ComN_{n-c.pl}-Phr}
the speakers.
 {N_{Adj.sing}-Phr}
the good.
 {N_{Adj.pl}-Phr}
the poor.
 <PersPropN_n-Phr}
John.
 {N_{V(-en)}-Phr}
the accused.
 {N_{V(-ing)}-Phr}>
her going abroad.

4.1.9.2. The Pronoun Phrase alternate distribution-subclass

Substitution drills can be prepared to teach the Pronoun Phrase alternate distribution-subclass of the Agent slot filler class, and also to review the different English Pronoun Phrase alternate division-subclasses.

Example:

IndepDeclPasSgTrCl

[+S<PersSPn> +Pr [PasSgTrDeclV-Phr] ±Ag [RelAx-Phr (+Prep(*by*) +H{PersOPn})]]

He *was helped* *by* *them.*

{IndetPn}
somebody.

{DemPn}
these.

{PosPn}
his.

{PosCase}
John's.

4.1.9.3. The Dependent Clause alternate distribution-subclass

The Dependent Clause alternate distribution-subclass of the Agent slot filler class can be taught in substitution drills.

Example:

IndepDeclPasSgTrCl

[+S<PersSPn> +Pr [PasSgTrDeclV-Phr] +Ag [RelAx-Phr (+Prep(*by*) +H{DepSCL})]]

They *will be liked* *by* *whoever sees them.*

{DepNonSCL}
whoever they help.

4.2. Optional satellite Clause level tagmemes

As stated in 3.2. in both the English and Vietnamese Grammars, the expansion of the basic nucleus of the Clause Types in the two languages includes ten optional satellite Clause level tagmemes which can be re-grouped into two classes:

- (1) the class of four optional satellite Complementary tagmemes: Indirect Object - IO; Accompaniment - A; Benefactor - B; and Instrument - I.
- (2) the class of six optional satellite Circumstantial tagmemes; Time - T; Frequency - F; Location-Direction - L; Manner - M; Purpose - P; and Cause - C.

Since the same tagmemes exist in the language of the learner as well as in the language to be learned, they would not constitute tagmemic learning problems, i.e. problems in terms of both slots and filler classes. They might constitute learning difficulties due to differences in their filler classes or tagmemic ordering. A contrastive analysis of each optional satellite Clause level tagmeme in the two languages will point out these learning difficulties.

4.2.1. $\pm$ IO, the optional satellite Indirect Object tagmeme

- (1) E. Structure formula: (cf.E.3.2.1.)

$$\pm\text{IO}[\text{IORelAx-Phr}(+\text{Prep}(to) +\text{H}\langle\text{O-x}\rangle)]$$

Places: the optional satellite Clause level Indirect Object tagmeme is regularly placed after the obligatory nucleus Direct Object slot filled by a short expression, but before the latter slot filled by a long expression.

- (2) V. Structure formula: (cf.V.3.2.1.)

$$\pm\text{IO}[\text{IORelAx-Phr}(+\text{DefeV}(cho) +\text{H}\langle\begin{matrix} \text{N-Phr} \\ \text{Pn-Phr} \end{matrix}\rangle)]$$

Places: the optional satellite Clause level Indirect Object tagmeme may precede or follow a polysyllabic Direct Object tagmeme, but must follow a monosyllabic Direct Object tagmeme.

- (3) Problems. An Object expression in English can be a Noun Phrase or a Pronoun Phrase. When it is a Personal Pronoun, it must be a Personal Object Pronoun (*me, you, her, it, us, them*), and not a Personal Subject Pronoun (*I, you, he, she, it, we, they*). Since there is no distinction between Personal Subject and Personal Object Pronoun Phrases in Vietnamese, the students will have to learn to use Personal Object Pronouns, and not Personal Subject Pronouns in the Indirect Object slot in English. From now on, when there is an Object expression in an English tagmemic slot, it will be implicit that there is a learning problem about the use of Personal Object, not Subject, Pronouns. Similarly, a Subject expression in English can be a Noun Phrase or a Pronoun Phrase. When it is a Personal Pronoun Phrase, it must be a Personal Subject Pronoun, and not a Personal Object Pronoun. The learning problem about a Subject expression in English would then be learning to use Personal Subject Pronouns, and not Personal Object Pronouns.

not Personal Object Pronouns.

There is practically no learning problem about the places of the optional satellite Indirect Object tagmeme vis-a-vis other Clause level tagmemes, because the tagmeme can occupy the same positions within a Clause in the two languages.

- (4) **Suggested drills.** Substitution drills can be prepared to teach the use of Personal Object Pronouns, and not Personal Subject Pronouns in the optional satellite Indirect Object slot.

Example:

IndepDeclActSgTrCl

[+S<PersSPn> +Pr[ActSgTrDeclV-Phr] +DO(ComN_{n-c.sing}-Phr)

He *gave* *the book*
 ±IO[IORelAx-Phr(+Prep(*to*) +H<PersOPn>)]
 to *him.*
 her.
 etc.

4.2.2. ±A, the optional satellite Accompaniment tagmeme

- (1) E. Structure formula: (cf.E.3.2.2.)

±A[ARelAx-Phr(+Prep(*with*) +H<O-x>)]

Places: the optional satellite Clause level Accompaniment tagmeme is regularly placed after the Predicate tagmeme.

- (2) V. Structure formula: (cf.V.3.2.2.)

±A[ARelAx-Phr(+Prep(*với*) +H<N-Phr
Pn-Phr>)]

Places: the optional satellite Clause level Accompaniment tagmeme is regularly placed after the Predicate tagmeme, but it may also be placed before the Subject tagmeme for emphasis.

- (3) **Problems.** There is no other learning problem for Vietnamese students about the English optional satellite Clause level Accompaniment tagmeme, except that of the use of Personal Object Pronouns rather than of Personal Subject Pronouns.

- (4) **Suggested drills.** Substitution drills can be prepared to teach the use of Personal Object Pronouns instead of Personal Subject Pronouns in the optional satellite Accompaniment slot.

Example:

IndepDeclActIntrCl

[illegible]

4.2.3. $\pm B$, the optional satellite Benefactor tagmeme

- (1) E. Structure formula: (cf.E.3.2.3.)

$$\pm B[BRelAx-Phr(+Prep(for) +H<O-x>)]$$

Place: the optional satellite Clause level Benefactor tagmeme is regularly placed after the Predicate tagmeme, or after the Object tagmeme, if any.

- (2) V. Structure formula: (cf.V.3.2.3.)

$$\pm B \{ \text{BRelAx-Phr} (+\text{Defev} \left\{ \begin{array}{l} (g i \ddot{u} m) \\ (h \hat{o}) \\ (c h o) \end{array} \right\} + H \left\langle \begin{array}{c} \text{N-Phr} \\ \text{Pn-Phr} \end{array} \right\rangle) \}$$

Place: the optional satellite Clause level Benefactor tagmeme is regularly placed after the Predicate tagmeme, and after the Object tagmeme, if any.

- (3) **Problems.** The use of Personal Object Pronouns rather than of Personal Subject Pronouns in an optional satellite Clause level Benefactor slot is the only problem for Vietnamese students to master in the learning of the Benefactor tagmeme in English.
- (4) **Suggested drills.** The use of Personal Object Pronouns in the optional satellite Clause level Benefactor slot can be taught in substitution drills.

Example:

IndepDeclActSgTrCl [+S<PersSPn> +Pr[ActSgTrDeclV-Phr] +DO{ComN_{n-c.pl}-Phr}
He bought the flowers
 +B[BRelAx-Phr(+Prep(*for*) +H<PersOPn>)]]
for her.
them.
etc.

4.2.4. ±I, the optional satellite Instrument tagmeme

- (1) E. Structure formula: (cf.E.3.2.4.)

$$\pm I \left\{ \begin{array}{l} \text{IRelAx-Phr}_1 (+\text{Prep}(\textit{by}) + \text{H}\langle \text{O-x} \rangle) \\ \text{IRelAx-Phr}_2 (+\text{Prep}(\textit{with}) + \text{H}\langle \text{O-x} \rangle) \end{array} \right\}$$

Place: the optional satellite Clause level Instrument tagmeme, whose slot is filled by either an Instrument Relator Axis Phrase 1, or an Instrument Relator Axis Phrase 2, is regularly placed after the Predicate tagmeme, or the Object tagmeme, if any.

- (2) V. Structure formula: (cf.V.3.2.4.)

$$\pm \mathbf{I} \left\{ \begin{array}{l} \mathbf{I}_1 \text{ IRelAx-Phr (+Prep(} b\grave{a}n\grave{g} \text{) +H[N-Phr]} \\ \mathbf{I}_2 \text{ [N-Phr]} \end{array} \right\}$$

Places: the optional satellite Clause level Instrument tagmeme occurs after the Predicate tagmeme, the Object, or Complement tagmeme, if any.

The alternate division-subclass 1 can occur in all the stated positions.

The alternate division-subclass 2 occurs only immediately after the Predicate tagmeme.

- (3) **Problems.** In learning the optional satellite Clause level Instrument tagmeme in English, Vietnamese students will have to learn to use only an Instrument Relator Axis, and not a Noun Phrase.
- (4) **Suggested drills.** Substitution drills can be prepared to teach the Instrument Relator Axis Phrase 1 (with attention paid to the absence of a Determiner in it) and the Instrument Relator Axis Phrase 2 in English.

Examples:

IndepDeclActIntrCl

$[+S<PersSPn> +Pr[ActIntrDeclV-Phr] \pm I\{I\{IRelAx-Phr_1 (+Prep(by) \text{ by}$
He *went*
 $+H\{ComN_{n-c.sing-Phr}\})\}]$
train.
car.
bus.
etc.

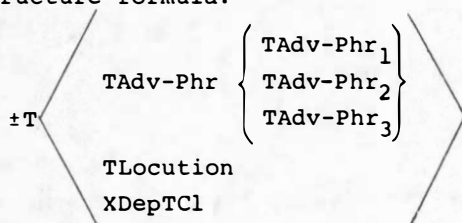
IndepDeclActSgTrCl $[+S<PersSPn> +Pr[ActSgTrDeclV-Phr] +DO<PersOPn>$

$\pm I\{I\{IRelAx-Phr_2 (+Prep(with) +H\{ComN_{n-c.sing-Phr}\})\}]$
He *opened* *it*
with *a knife.*
a can opener.
etc.

4.2.5. $\pm T$, the optional satellite Time tagmeme

(1) E. Structure formula:

(cf.E.3.2.5.)



Places:

- (a) The Time Adverb Phrase 1 (*already, finally, etc.*) is regularly placed before the Predicate tagmeme, or before the Verb Head of a complex Predicate tagmeme, but may also be placed after the Predicate tagmeme, or after the Object tagmeme, if any.
- (b) The Time Adverb 2 (*soon, now, recently, immediately, etc.*) may be placed either before the Predicate tagmeme, the Verb Head of a complex Predicate tagmeme, or after the Predicate and the Object tagmemes, if any.
- (c) The Time Adverb Phrase 3 (*yet, lately, before, etc.*) is regularly placed after the Predicate tagmeme, or the Object tagmeme, if any. But it may occasionally be placed before

the Predicate tagmeme, or before the Verb Head of a complex Predicate tagmeme.

- (d) The Time Locution is regularly placed after the Predicate tagmeme, or the Object tagmeme, if any.
- (e) The Extra Dependent Time Clause can be placed before or after the modified Independent Clause.

(2) V. Structure formula.

(cf.V.3.2.5.)

$$\pm T \left\langle \begin{array}{c} \text{TN-Phr} \\ \text{TLocution} \\ \text{XDepTC1} \end{array} \right\rangle$$

Places: the optional satellite Clause level Time tagmeme may precede or follow a Clause nucleus.

- (3) Problems. In learning the optional satellite Clause level Time tagmeme in English, Vietnamese students will have to learn Time Adverb Phrases and their places before the Predicate tagmeme or before the Verb Head of a complex Predicate tagmeme.
- (4) Suggested drills. Substitutional and transformational drills can be prepared to teach the use of Time Adverb Phrases. The students will have to substitute different Time Adverb Phrases and to place them in different positions - before a simple Predicate tagmeme, before the Verb Head of a complex Predicate tagmeme, before or after the Clause nucleus. In these drills, attention should also be paid to the Tenses of Verb Phrases according to given Time expressions.

Examples:

(Substitution drills)

IndepDeclActSgTrCl

[+S<PersSPn> +Pr[ActSgTrDeclV-Phr] +DO{ComN_{n-c.sing}-Phr} ±T{TAdv-Phr₁}]

<i>He</i>	<i>has completed</i>	<i>his paper</i>	<i>already.</i>
			<i>finally.</i>
			<i>etc.</i>

IndepDeclActIntrCl

[+S<PersSPn> +Pr[ActIntrDeclV-Phr] ±L<LRelAx-Phr> ±T{TAdv-Phr₂}]

<i>I</i>	<i>will go</i>	<i>to the airport soon.</i>
----------	----------------	-----------------------------

IndepDeclActIntrCl

[+S<PersSPn> +Pr[ActIntrDeclV-Phr] ±L<LRelAx-Phr> ±T{TAdv-Phr₂}]
I will go to the airport now, immediately. etc.

IndepDeclActSgTrCl

[+S<PersSPn> +Pr[ActSgTrDeclV-Phr] +DO<PersOPn> ±T{TAdv-Phr₃}]
They haven't realized it yet. before. lately. etc.

(Transformation drills: the Clauses above are to be transformed to have a different tagmemic ordering; the Time tagmeme will be before the Verb Head of complex Predicates.)

IndepDeclActSgTrCl

[+S<PersSPn> ±T{TAdv-Phr₁} +Pr[ActSgTrDeclV-Phr] +DO{ComN_{n-c.sing}-Phr}]
He has already completed his paper. finally etc.

IndepDeclActIntrCl

[+S<PersSPn> ±T{TAdv-Phr₂} +Pr[ActIntrDeclV-Phr] ±L<LRelAx-Phr}]
I will soon go to the airport. now immediately etc.

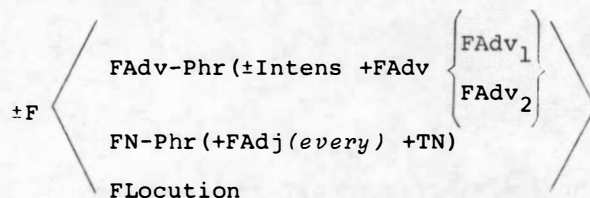
IndepDeclActSgTrCl

[+S<PersSPn> ±T{TAdv-Phr₃} +Pr[ActSgTrDeclV-Phr] +DO<PersOPn>]
They haven't yet realized it. ever always etc.

4.2.6. $\pm F$, the optional satellite Frequency tagmeme

(1) E. Structure formula:

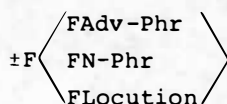
(cf.E.3.2.6.)

**Places:**

- (1) The Frequency Adverb Phrase 1 (*always, usually, seldom, never, etc..*) is regularly placed before the Predicate tagmeme, or before the Verb Head of a complex Predicate tagmeme in most Clause Types. It is regularly placed after the Equational Predicate tagmeme in the Equational Clause Type 8.
- (2) The Frequency Adverb Phrase 2 (*frequently, rarely, sometimes, occasionally, etc..*) is regularly placed either after the Predicate tagmeme and the Object tagmeme, if any, or before the Predicate tagmeme, or the Verb Head of a complex Predicate tagmeme.
- (3) The Frequency Noun Phrase is regularly placed after the Predicate and the Object tagmeme, if any.
- (4) The Frequency Locution is regularly placed after the Predicate, or the Object tagmeme, if any.

(2) V. Structure formula:

(cf.V.3.2.6.)



Places: the Frequency tagmeme usually follows the Predicate tagmeme, or the Object tagmeme, if any. Nevertheless, the Frequency Adverb Phrase (*thỉnh-thoảng*) always precedes the Subject tagmeme. Some Frequency Adverb Phrases can also precede the Predicate tagmeme.

- (3) **Problems.** The usual position of the Frequency Adverb Phrase 1 and the possible position of the Frequency Adverb Phrase 2 in English before the Predicate, or before the Verb Head of a complex Predicate tagmeme is to be mastered by Vietnamese students.

- (4) **Suggested drills.** Substitution drills can be prepared to teach the use of the Frequency Adverb Phrase 1, or the Frequency Adverb Phrase 2 before the Predicate, or the Verb Head of a complex Predicate tagmeme.

Examples:

IndepDeclActSgTrCl

[+S<PersSPn> $\pm$ F{FAdv-Phr₁} +Pr[ActSgTrDeclV-Phr] +DO{ComN_{n-c.sing}-Phr}]

He has always done his homework.
usually
seldom
etc.

IndepDeclActSgTrCl

[+S<PersSPn> $\pm$ F{FAdv-Phr₂} +Pr[ActSgTrDeclV-Phr] +DO{ComN_{n-c.sing}-Phr}]

He rarely met his friends.
frequently
often
etc.

4.2.7. $\pm$ L, the optional satellite Location-Direction tagmeme

- (1) **E. Structure formula:**

(cf.E.3.2.7.)

$\pm$ L $\left\langle \begin{array}{l} \text{LAdv-Phr} \\ \text{LRelAx-Phr} \\ \text{XDepLC1} \end{array} \right\rangle$

Places: the optional satellite Clause level Location-Direction tagmeme is regularly placed after the Predicate tagmeme, or after the Object tagmeme, if any.

- (2) **V. Structure formula:**

(cf.V.3.2.7.)

$\pm$ L $\left\langle \begin{array}{l} \text{N-Phr} \\ \text{LRelAx-Phr} \end{array} \right\rangle$

Places:

- (1) the optional satellite Clause level Location-Direction slot when filled by a Noun Phrase is placed immediately after the

Active Intransitive Predicate in an Active Transitive Clause.

- (2) the tagmeme is placed after the Predicate tagmeme, or after the Object tagmeme, or before the Subject tagmeme when its slot is filled by a Location-Direction Relator Axis Phrase.

- (3) **Problems.** In learning the optional satellite Clause level Location-Direction tagmeme in English, Vietnamese students will have to learn the English alternate distribution-subclasses Location Adverb Phrase, and Extra Dependent Location Clause (which cannot fill Vietnamese Location-Direction slot in Vietnamese), and not to use a Noun Phrase (which fills the slot in Vietnamese).

- (4) **Suggested drills.** Substitution drills can be prepared to teach the alternate distribution-subclasses Location Adverb Phrase, and Extra Dependent Location Clause of the English optional satellite Clause level Location-Direction tagmeme.

Example:

IndepDeclActIntrCl

[+S<PersSPn> +Pr[ActIntrDeclV-Phr] ±L<LAdv-Phr>]

He

went

in.

out.

away.

etc.

<XDepLCl>

where they went.

where they lived.

etc.

4.2.8. ±M, the optional satellite Manner tagmeme

- (1) E. Structure formula:

(cf.E.3.2.8.)

$$\pm M \left\langle \begin{array}{l} MAdv-Phr(\pm Intens + MAdv \left\{ \begin{array}{l} MAdv_{(-ly)} \\ MAdv_{-f} \end{array} \right\}) \\ MRelAx-Phr(+MPrep + H<O-x>) \end{array} \right\rangle$$

Places:

- (1) The Manner Adverb Phrase is regularly placed after the Predicate tagmeme, or after the Object tagmeme, if any. The alternate division-subclass Manner Adverb_(-ly) Phrase (with some

exceptions like *badly*, *poorly*, *nicely*, etc.) can also be placed before the Predicate tagmeme, or the Verb Head of a complex Predicate tagmeme.

- (2) The Manner Relator Axis Phrase is regularly placed after the Predicate tagmeme, or after the Object tagmeme, if any.

(2) V. Structure formula:

(cf.V.3.2.8.)

$$\pm M \left\langle \begin{array}{l} \text{Adj-Phr} \\ \text{ComN}_{\text{spe.v}} - \text{Phr} (+\text{SpeN}(\text{cách}) + \text{H}[\text{Adj-Phr}]) \\ \text{N-Phr} \end{array} \right\rangle$$

Places: the optional satellite Clause level Manner tagmeme is usually placed after the Predicate tagmeme, or after the Object tagmeme, if any.

- (3) **Problems.** In learning the optional satellite Clause level Manner tagmeme in English, Vietnamese students will have to learn to use a Manner Adverb Phrase instead of an Adjective Phrase, and a Manner Relator Axis Phrase instead of a Noun Phrase. They will have to learn to place a Manner Adverb Phrase _(-ly) Phrase before the Predicate tagmeme, or the Verb Head of a complex Predicate tagmeme.

- (4) **Suggested drills.** Substitution drills can be prepared to teach the use of a Manner Adverb Phrase, and a Manner Relator Axis Phrase. Transformational drills can also be prepared to teach the possible position of a Manner Adverb _(-ly) Phrase before the Predicate tagmeme, or the Verb Head of a complex Predicate tagmeme.

Examples:

(Substitution drills)

IndepDeclActIntrCl [_{He} +S<PersSPn> +Pr[ActIntrDeclV-Phr] _{spoke} ±M(MAdv-Phr _{very quietly.} _{quite hesitantly.} _{clearly.} _{etc.} {MAAdv-Phr_f _{very fast.} _{well.} _{etc.})]

IndepDeclActIntrCl [$+S<PersSpn>+Pr[ActIntrDeclV-Phr] \pm M<MRelAx-Phr>$]
He *went* *on foot.*
by car.
etc.

(Transformation drills in which the Manner slot filled by a Manner Adverb_(-ly) Phrase is transferred to the position before the Predicate or the Verb Head of a complex Predicate.)

IndepDeclActSgTrCl [$+S<PersSPn> +Pr[ActSgTrDeclV-Phr] +DO\{ComN_{n-c.sing}-Phr\}$
He *has done* *his homework*
 $\pm M\{MAdv-Phr_{(-ly)}\}$ $\Rightarrow$
carefully.

IndepDeclActSgTrCl [$+S<PersSPn> \pm M\{MAdv-Phr_{(-ly)}\} +Pr[ActSgTrDeclV-Phr]$
He *has* *carefully* *done*
skilfully
rapidly
etc..
 $+DO\{ComN_{n-c.sing}-Phr\}$
his homework.

4.2.9. $\pm p$, the optional satellite Purpose tagmeme

(1) E. Structure formula:

(cf.E.3.2.9.)

$$\pm P \left\langle \begin{array}{l} PRelAx-Phr_1 (+Prep(for) +H<O-x>) \\ PRelAx-Phr_2 (+Prep-Phr \left\{ \begin{array}{l} (to) \\ (in\ order\ to) \end{array} \right\} +H<InfV-Phr>) \\ XDepPCl \end{array} \right\rangle$$

Places: the optional satellite Purpose tagmeme is regularly placed after the Predicate tagmeme, or the Object tagmeme, if any.

(2) V. Structure formula:

(cf.V.3.2.9.)

$$\pm P \left\langle \begin{array}{l} InfV-Phr \\ PRelAx-Phr (+DefeV(\acute{d}\acute{e}) +H<InfV-Phr>) \\ XDepPCl (+DefeV(\acute{d}\acute{e}) +H<IndepCl>) \end{array} \right\rangle$$

Places: the optional satellite Purpose tagmeme is regularly placed after the Predicate tagmeme, the Object tagmeme, or the Location-Direction tagmeme, if any.

- (3) **Problems.** In learning the optional satellite Purpose tagmeme in English, Vietnamese students will have to master the alternate distribution-subclass Purpose Relator Axis Phrase 1, and the use of either the Preposition Phrase (*to*) or the Preposition Phrase (*in order to*) before an Affirmative Verb Phrase, and of only the Preposition Phrase (*in order to*) before a Negative Verb Phrase in the alternate distribution-subclass Purpose Relator Axis Phrase 2.
- (4) **Suggested drills.** Substitution drills can be prepared to teach the use of the alternate distribution-subclass Purpose Relator Axis Phrase 1, and the use of (*to*) and (*in order to*) in the alternate distribution-subclass Purpose Relator Axis Phrase 2 of the optional satellite Purpose slot filler class.

Examples:

IndepDeclActIntrCl [+S<PersSPn> +Pr[ActIntrDeclV-Phr] ±L<LRelAx-Phr>

He *went* *to Saigon*
 ±P{(PRelAx-Phr₁ (+Prep(*for*) +H(ComN_{n-c.sing}-Phr)) } }

for the master.

PersOPn

them

etc.

IndepDeclActSgTrCl [+S<PersSPn> +Pr[ActSgTrDeclV-Phr] +DO(ComN_{n-c.pl}-Phr)

He *bought* *the records*
 ±P {(P RelAx-Phr₂ (+Prep-Phr { *(to)*
 (in order to) } +H<InfV-Phr>) } }

to listen to them at home.

in order to listen to them at home.

in order not to look ignorant.

etc.

4.2.10 ±C, the optional satellite Cause tagmeme

(1) E. Structure formula:

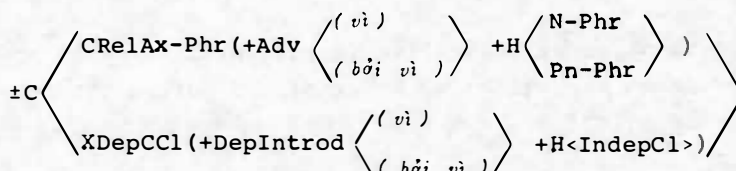
(cf.E.3.2.10.)

±C < CRelAx-Phr (+Prep-Phr(*because of*) +H<O-x>)
 XDepCCl(+DepIntrod(*because*) +H<IndepDeclCl>) >

Places: the optional satellite Cause tagmeme is regularly placed after the Predicate, or after the Object tagmeme, if any; it can also be placed before the Subject tagmeme.

(2) V. Structure formula:

(cf.V.3.2.10.)



Places: the optional satellite Cause tagmeme is regularly placed after the Predicate, the Object tagmeme, or the Complement tagmeme, if any; it can also be placed before the Subject tagmeme.

(3) **Problems.** In learning the optional satellite Cause tagmeme in English, Vietnamese students will have to learn the Preposition Phrase (*because of*) in the Cause Relator Axis Phrase, and the Dependent Introducer (*because*) in the Extra Dependent Cause Clause.

(4) **Suggested drills.** Substitution drills can be prepared to teach the Preposition Phrase (*because of*), and the Dependent Introducer (*because*).

Examples:

IndepDeclActIntrCl [+S<PersSPn> +Pr[ActIntrDeclV-Phr] $\pm C$ <CRelAx-Phr (+Prep-Phr
He *couldn't come*
 (*because of*) +H{ComN_{n-c.pl}-Phr}>]
because of *his classes.*
 <PersOPn>
them
etc.

IndepDeclActIntrCl [+S<PersSPn> +Pr[ActIntrDeclV-Phr] $\pm C$ <XDepCCl (+DepIntrod
He *couldn't come*
 (*because*) +IndepDeclCl)>]
because *he had to attend classes.*
it was raining.
etc.

4.2a. Emphasized place of an optional satellite tagmeme

- (1) E. Many of the optional satellite Clause level tagmemes previously stated can be emphasized by being placed before the Subject tagmeme. (cf.3.2a.)
- (2) V. Many of the optional satellite Clause level tagmemes previously stated can be emphasized by being placed before the Subject tagmeme (cf.V.3.2a.)
- (3) Problems. There is no problem for Vietnamese students to learn to use optional satellite Clause level tagmemes emphatically by placing these tagmemes before the Subject tagmeme.
- (4) Suggested drills. None.

4.2b. The optional satellite Clause level tagmeme ordering.

- (1) E. (cf.E.3.2b.)
 - (a) An optional satellite Clause level tagmeme can be emphasized by being placed before the Subject tagmeme.
 - (b) The four optional satellite Clause level tagmemes: Location-Direction, Manner, Frequency and Time, when they all follow the Predicate tagmeme, occur in this order: L, M, F and T.
 - (c) The five optional satellite Clause level tagmemes: Indirect Object (which occurs only in the Single Transitive Active and the Single Transitive Passive Clause Types), Accompaniment, Instrument, Benefactor and Purpose, although occurring also after the Predicate tagmeme or the Object tagmeme, if any, seem to have no fixed ordering relationship vis-a-vis the other optional satellite Clause level tagmemes mentioned in (b).
 - (d) The optional satellite Clause level Cause tagmeme, if not placed before the Subject tagmeme, is always placed at the end of a Clause.
- (2) V. (cf.V.3.2a.)
 - (1) An optional satellite Clause level tagmeme can be emphasized by being placed before the Subject tagmeme.

- (2) When there is a large number of optional satellite Clause level tagmemes in a Clause, there is a tendency to place one of them in the emphatic pre-Subject position in order to discharge the heavy load of them at the end of the Clause.
- (3) Not taking into consideration the optional satellite Clause level Indirect Object tagmeme (because it occurs only in the Active Single Transitive Clause Type 2), and the optional satellite Clause level Frequency tagmeme (which can precede the predicate tagmeme), one can state the following usual optional satellite Clause level tagmeme ordering:

			±B		
±L	±M	±I	±T	±P	±C
		±A			

The three tagmemes set on the vertical line seem to have no fixed positions vis-a-vis the other tagmemes.

- (3) **Problems.** The optional satellite Clause level tagmeme ordering in English corresponds more or less to that in Vietnamese. Thus, there seems to be no problem in the use of many optional satellite Clause level tagmemes in a Clause, for Vietnamese students to overcome.
- (4) **Suggested drills.** None.

Chapter 5

CONTRASTIVE ANALYSIS OF CROSS LEVEL TAGMEMES AND CROSS LEVEL CONSTRUCTIONS

5.1. THE COORDINATOR TAGMEME

(1) E. Structure formula: (cf.E.4.1.)

$$\text{Coord} \left\{ \begin{array}{l} \text{SgCoord} \\ \text{DbCoord} \end{array} \right\}$$

(2) V. Structure formula: (cf.V.4.1.)

$$\text{Coord} \left\{ \begin{array}{l} \text{SgCoord} \\ \text{DbCoord} \end{array} \right\}$$

(3) Problems. None.

(4) Suggested drills. None.

5.2. THE COMPARATIVE TAGMEME

(1) E. Structure formula:

(cf.E.4.2.)

$$\text{Comp} \left\{ \begin{array}{l} \text{EqualComp} \\ \text{SupComp} \\ \text{InferComp} \end{array} \right\}$$

$$\text{EqualComp} (+\text{EqualComp} + \left\langle \begin{array}{l} \text{Adj-Phe} \\ \text{Adv-Phr} \end{array} \right\rangle + \text{EqualComp} \left\langle \begin{array}{l} \text{S-x} \\ \text{IndepDeclCl} \end{array} \right\rangle)$$

(cf.E.4.2.1.)

$$\text{SupComp} (+\text{SupPcle} + \left\langle \begin{array}{l} \text{Adj-Phr} \\ \text{Adv-Phr} \end{array} \right\rangle + \text{SupSuf}(-er) + \text{DepIntrod}(than) + \left\langle \begin{array}{l} \text{S-x} \\ \text{IndepDeclCl} \end{array} \right\rangle)$$

(cf.E.4.2.2.)

$$\text{InferComp} (+\text{InferPcle} + \left\langle \begin{array}{l} \text{Adj-Phr} \\ \text{Adv-Phr} \end{array} \right\rangle + \text{DepIntrod}(than) + \left\langle \begin{array}{l} \text{S-x} \\ \text{IndepDeclCl} \end{array} \right\rangle)$$

(cf.E.4.2.3.)

(2) V. Structure formula:

(cf.V.4.3.)

$$\text{Comp} \left\langle \begin{array}{l} \text{CompAdj-Phr} \\ \text{CompN-Phr} \end{array} \right\rangle$$

$$\text{CompAdj-Phr} (+\text{Adj} + \text{Comp-Phr} (+\text{CompPcle} \left\{ \begin{array}{l} \text{Sup-Pcle}(\text{hơn}) \\ \text{Equal-Pcle}(\text{bằng}) \\ \text{Inf-Pcle}(\text{ít hơn}) \end{array} \right\} + \text{H} \left\langle \begin{array}{l} \text{N-Phr} \\ \text{Pn-Phr} \end{array} \right\rangle))$$

(cf.V.3.1.2.1.1.3.2.1.)

$$\text{CompN-Phr} (+\text{IndefArt} \left\langle \begin{array}{l} (\text{ít}) \\ (\text{nhiều}) \end{array} \right\rangle + \text{NH} + \text{Comp-Pcle}(\text{hơn}) + \text{CompH} \left\langle \begin{array}{l} \text{N-Phr} \\ \text{Pn-Phr} \end{array} \right\rangle)$$

(cf.V.4.3.)

(3) Problems. In learning the Comparative Phrase in English, Vietnamese students will have to learn the use of an Adverb Phrase, of the Superiority suffix (-er) versus the Superiority Particle (more), and a Subject expression (which can be a Noun Phrase, or a Pronoun Phrase. When it is a Personal Pronoun Phrase, it must be a Personal Subject Pronoun, and not a Personal Object Pronoun).

(4) Suggested drills.

- (1) Substitution drills can be prepared to teach the use of an Adverb Phrase in a Comparative tagmeme.

IndepDeclActIntrCl [+S<PersSPn> +Pr[ActIntrDeclV-Phr]
He drove
±M<Adv-Phr (+SupPcle(*more*) +Adv +DepIntrd(*than*) +<PersSPn>) >
more carefully than she.
surely
etc.

- (2) Substitution drills can be prepared to teach the use of the Superiority suffix (-er) with short Adjective stems, and the use of the Superiority Particle (more) with long Adjective stems.

Examples:

IndepDeclEqCl [+S<PersSPn> +Pr[DeclAux(*be*)-Phr] +EqCo<Adj-Phr (+CompPcle(*more*)
He is more
+Adj +DepIntrod(*than*) +<PersSPn>)>]
careful than she.
intelligent
etc.

$$\begin{aligned} & \text{IndepDeclEqCl} \left[+S \langle \text{PersSPn} \rangle + \text{Pr} [\text{DeclAux}(\text{be}) -\text{Phr}] \right. \\ & \qquad \qquad \qquad \text{He} \qquad \qquad \qquad \text{is} \\ & \left. + \text{EqCo} \langle \text{Adj} -\text{Phr} (+\text{Adj} + \text{SupSuf}(-\text{er}) + \text{DepIntro}(\text{than}) + \langle \text{PersSPn} \rangle) \rangle \right] \\ & \qquad \qquad \qquad \text{younger} \qquad \qquad \qquad \text{than} \qquad \qquad \text{she.} \\ & \qquad \qquad \qquad \text{taller} \\ & \qquad \qquad \qquad \text{etc.} \end{aligned}$$

- (3) Substitution drills can be prepared to teach the use of Personal Subject Pronouns in a Comparative tagmeme.

Examples:

IndepDeclActIntrCl [+S<PersSPn> +Pr[ActIntrDeclV-Phr]
He drove
 +M<Adv-Phr (+SupPcle(*more*) +Adv +DepIntro(*than*) +<PersSPn>)> }
more slowly than she.
they.
etc.

5.3. THE RESULTATIVE TAGMEME

(1) E. Structure formula: (cf.E.4.3.)

$$\text{Result} \begin{Bmatrix} \text{Result}_1 \\ \text{Result}_2 \\ \text{Result}_3 \end{Bmatrix}$$

$$\text{Result}_1 \{ +\text{Result}(\text{so}) + \begin{Bmatrix} \text{Adj-Phr} \\ \text{Adv-Phr} \end{Bmatrix} +\text{DepIntro}(\text{than}) +\text{IndepDeclCl} \} \quad (\text{cf.E.4.3.1.})$$

$$\text{Result}_2 \{ +\text{Result}(\text{so}) + \begin{Bmatrix} +\text{Det} \langle \text{IndefArt} \begin{Bmatrix} \text{many} \\ \text{few} \end{Bmatrix} \rangle > +\text{ComN}_{n-c.pl} \\ +\text{Det} \langle \text{IndefArt} \begin{Bmatrix} \text{much} \\ \text{little} \end{Bmatrix} \rangle > +\text{ComN}_{n-m} \end{Bmatrix} +\text{DepIntro}(\text{than}) +\text{IndepDeclCl} \} \quad (\text{cf.E.4.3.2.})$$

$$\text{Result}_3 \{ +\text{Result}(\text{such}) + \begin{Bmatrix} +\text{Det} \langle \text{IndefArt}(a) \rangle \end{Bmatrix} +\text{Adj-Phr} + \begin{Bmatrix} \text{ComN}_{n-c.sing} \\ \text{ComN}_{n-c.pl} \end{Bmatrix} +\text{DepIntro}(\text{that}) +\text{IndepDeclCl} \} \quad (\text{cf.E.4.3.3.})$$

(2) V. None.

(3) Problems. Vietnamese students will have to learn the Resultative tagmeme in English.

(4) Suggested drills. Substitution drills can be prepared to teach the Resultative tagmeme in English.

Examples:

IndepDecl(*It*)StCl[+S(*It*) +Pr[DeclAux(*be*)-Phr]
It was
 +StCo<Adj-Phr(+Result(*so*) +Adj-Phr +DepIntro(*that*)+IndepDeclActIntrCl)>]
so hot that he couldn't work.
cold that he couldn't go out.
etc.

IndepActSgTrCl [+S<PersSPn> +Pr[ActSgTrDeclV-Phr] +DO<N-Phr(+Result(so)
He gave so
+Det<IndefArt(many)> +ComN_{n.c-pl} +DepIntrod(that) +IndepActIntrCl) >]
many assignments that they couldn't go to
the movies.
ice-creams that they couldn't finish
them.
etc.

IndepDecl(*It*)StCl [+S(*It*)+Pr[DeclAux(*be*)-Phr] +StCo<N-Phr (+Result(*such*)
It was such
+Det<IndefArt(*a*)> +Adj-Phr +ComN_{n-c.sing} +DepIntro(*that*) +IndepDeclActIn
a rainy day that they didn't
beautiful day that they went to
etc.

trCl)>]
like to go out.
take pictures.

IndepDeclEqCl [_S<PersSPn> +Pr[DeclAux(*be*)-Phr] +EqCo<N-Phr(+Result(*such*)
They were such
+Adj-Phr +ComN_{n-c.pl} +DepIntrod(*that*) +IndepDeclActSgTrCl)>]
friendly people that everybody liked them.
helpful neighbours that we liked to live near them.
etc.

CONCLUSION: HIERARCHY OF DIFFICULTY AND PEDAGOGY

Pedagogy

In this contrastive grammatical analysis, teaching and learning problems of English grammar for Vietnamese students, and suggested drills have been presented in the grammatical hierarchy ordering from sentence level to phrase level. That was the analytical order of presentation. In the writing of text books the writer should adopt a philosophical approach to teaching problems in order to present them in a valid pedagogical sequence, following some hierarchy of difficulty.

Some text writers feel that the English structures most like Vietnamese should be taught first so that the students can build their confidence upon a sense of accomplishment. Others feel that the dangers of negative transfer, and of crystallisation of obvious mistakes, are too important to postpone the patterns that are different from Vietnamese.

In either of these two approaches the importance of a hierarchy of difficulty is recognised. Some writers start with the easiest and work towards the hardest, while others work from the hardest to the easiest. It might be advisable to combine the two approaches in the sense to have in early foreign language lessons easy patterns (i.e. those that are sim-

ilar to the native language of the learners), and difficult ones (i.e. those that are different from their native language) to give the students both confidence and a feel for the newness in the target language. In the planning of a foreign language course, there are also some principles that have to be observed:

- (a) the chief problem in foreign language teaching is not primarily to teach vocabulary items. What must come first is the teaching of the sound system and the grammatical structure of the language, or the "crystallization"¹ - which gives a characteristic patterning to sentences. Once the use of the sound system and the grammatical structure of the language have become habits, the students can proceed easily to learning vocabulary items;
- (b) since language is part of total human behaviour and intimately linked to social interaction, a foreign language should be taught in larger social context. The students should be encouraged to use the language in social situations;
- (c) teaching grammar means making the use of grammatical patterns a habit. This can be done in "pattern practice drills" of the English Language Institute, University of Michigan, or "substitution tables" of British foreign language teaching specialists.
- (d) it is more profitable to start teaching grammatical constructions on the sentence level (because the students will be able to learn intonation patterns as well, and to express complete ideas in the language right at the beginning) and teaching constructions on lower hierarchical grammatical levels later than the other way round.
- (e) in the planning of a valid pedagogical sequencing of materials, one should first of all be able to construct a hierarchy of difficulty, which will be discussed below.

¹ The term "crystallization" is taken from Kenneth L. Pike "Nucleation", *The Modern Language Journal*, vol.XLIV, no.7 (1960), pp.291-5. Some ideas about foreign language learning in this conclusion are also borrowed from Pike's article.

Hierarchy of difficulty

The construction of a hierarchy of difficulty results from a practical constatation that some grammatical constructions are more difficult to master than others. The following hierarchy is a set of predictions based upon a scientific linguistic analysis, but it has to be tested against statistics of problems which students do in fact have.

Before arriving at a logic on which a hierarchy of difficulty can be constructed, it is necessary to see again the definition of a grammatical unit. Pike defines an emic unit of any type in terms of three modes, or "specific kinds of complex components" (*Language*, 3.5.), namely the feature mode, the manifestation mode, and the distribution mode. The formula for an emic unit of any type is:

$$U = \begin{matrix} F \\ D \end{matrix} M \quad (\textit{Language}, 3.55)^1$$

In the tagmemic hierarchy, the emic unit of any level is a tagmeme (Longacre, "String Constituent Analysis", 1960). The feature mode of a tagmeme consists in its formal aspect of two components: the emic slot or positional relationship; and the class of items whose members fill the slot in question. The meaningful relation of tagmemes is also relevant to their feature mode. The manifestation mode of a tagmeme consists of the various occurrences of lexical items which comprise the filler component of the tagmeme. A tagmeme can be manifested by a minimum nucleus form or an expanded form (*Language*, 7.44). The distribution mode of a tagmeme consists in the occurrence of the tagmeme in larger tagmemes (which are syntagmemes in which the tagmeme occurs (Longacre, *Grammar Discovery Procedures*, p.15)).

The construction of a hierarchy of difficulty can now be built upon the different components of a tagmeme in English compared with the components of a similar tagmeme in Vietnamese. The more different components there are in the two tagmemes, the more learning problems there are about the English tagmeme.

¹ In more recent literature, the terms Contrast, Variation and Distribution are used. For a definition of these terms and preference to their use, see, for example, Kenneth L. Pike, 1966, *A Guide to publications related to tagmemic theory*, in Thomas A. Sebeok (ed.), *Trends in Current Linguistics*, volume III, *Theoretical Foundations*, Mouton & Co., pp.365-94.

A tagmeme (or a syntagmeme) in English is most difficult for Vietnamese students when it has no correspondence in Vietnamese (example: the Agent tagmeme). It is considered as a tagmemic problem because the students will have to learn all the three modes of the tagmeme. Substitution drills can be prepared to teach tagmemic problems.

A tagmeme (or a syntagmeme) in English is very difficult for Vietnamese students when it has no correspondence, or a remote one in Vietnamese, and when it can be derived from a simpler kernel tagmeme (or a simpler kernel syntagmeme) by some transform. It is considered as a transformational problem, because the students will have to learn to transform the kernel into the tagmeme (or the syntagmeme (examples: Passive Transitive Clause Types)). Transformational drills can be prepared to teach the tagmeme (or the syntagmeme).

When a tagmeme (or a syntagmeme) in English has a corresponding tagmeme (or a syntagmeme) in Vietnamese, the degree of difficulty of the tagmeme for Vietnamese students to learn depends upon the number of dissimilarities the two tagmemes have. This can be stated in the following table:

Mode	Types of dissimilarities	Suggested drills
Feature	slot filler class	substitutional drills
Manifestation	minimum nucleus manifestation: obligatory characteristic of components maximum expanded manifestation	substitutional drills expansional and substitutional drills
Distribution	occurrence of the tagmeme in larger tagmemes ordering of components ¹	substitutional and sometimes transformational drills substitutional and sometimes transformational drills

¹ Pike includes the ordering of the components of an emic unit in the distribution mode of the unit (*Language*, 3.51), but Crawford excludes it from the distribution mode, saying that it is part of the feature mode of the unit already (*Totontepec Mixe Phonotagmemics*, 6.23).

Furthermore, if a tagmeme in English differs from its corresponding tagmeme in Vietnamese by more than one dissimilarity, a combination of different types of drills can be made to teach the tagmeme.

A contrastive grammatical analysis, whose role is to point out teaching and learning problems and their relative hierarchy of difficulty, should serve as a source from which to draw materials to be arranged into a series of foreign language lessons. But the materials to be built into practical lessons, although they should be accurate, should not be a complete grammar in the early stages of learning the language. The student should not be confused by the whole variety of alternate modes of expression. Thus, the text writer must give a careful consideration to the selection of the basic patterns essential to the students who will send and receive messages. Language is communication: in consequence, those patterns which carry a proportionately larger share of the burden of communication are more important and should be mastered in the early stages of learning a foreign language.

In conclusion, a contrastive linguistic analysis of the language of the learner and the language to be learned is necessary, but not sufficient for the writing of text books. It has to be followed by a contrastive cultural analysis and a frequency list of words and grammatical patterns. Only upon all these scientific bases and following a sound philosophy of approach, can a foreign language course claim to be a serious one.

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