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## RESEARCH

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# THE TRANSLATION OF THEMES FROM ENGLISH INTO VIETNAMESE: THE CASE OF THE AMERICAN NOVEL “TO KILL A MOCKINGBIRD” AND THE VIETNAMESE TRANSLATION “GIẾT CON CHIM NHẠI”

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**Abstract:** This paper attempts to examine how Themes in English are translated into Vietnamese. The data for the study are taken from the novel ‘To Kill a Mockingbird’ written by the eminent American novelist Harper Lee and the Vietnamese version ‘Giết con chim nhại’ translated by two Vietnamese translators Huỳnh Kim Oanh and Phạm Viêm Phương. The theoretical framework employed in the study is Systemic Functional Linguistics (SFL). The unit of analysis is independent major clause simplexes in the source text (ST) and their corresponding major independent clause simplexes in the target text (TT). The aspects of analysis and comparison are simple and multiple Themes in declarative, imperative and interrogative clause simplexes. The study shows that most Themes in English clause simplexes are closely translated and retained as Themes in corresponding Vietnamese clause simplexes. The study also indicates that there are a number of translation shifts which are partly due to the differences in clause structure of English and Vietnamese, partly due to the semantic complexity (ambiguity) of some ST question words, and partly due to the translators’ negligence of the role of Theme and its delicate choices in constructing textual meaning in the clause and developing meaning in the texts. It is clear from the study that SFL is highly relevant to translation theory and translation practice: It can stand to benefit the translator from analysis of the ST, to discussion of translation problems, to explanation for establishment of points of translation equivalence and translation shift between the choices in the TT and those in the ST, and to synthesis of the TT – the final product of the translation process.

**Keywords:** translation, theme, Systemic Functional Linguistics (SFL), English, Vietnamese, ‘To Kill a Mockingbird’, ‘Giết con chim nhại’

## 1. Introduction

This current study is motivated by the author’s observation that knowledge about contrastive system of Theme in English and Vietnamese clause has virtually not received attention, and that in practice Theme and its more delicate choices in texts are not always properly rendered from English into Vietnamese and vice versa. These theoretical gaps and translatorial errors or translation shifts (to use Catford’s 1965 terminology) are worthy of attention because of their potential to effect translation quality as regards what has been referred

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to as ‘textual equivalence’ (Catford, 1965, p. 27; Popovič, 1976; Koller, 1979, p. 185, 1989; see also Baker, 2018). Having this motive in mind, in this paper I will attempt to examine how Theme and its delicate choices in English are translated into Vietnamese. The data for the examination are taken from the novel ‘To Kill a Mockingbird’ written by the famous American novelist Harper Lee and the Vietnamese version ‘Giết con chim nhại’ translated by Huỳnh Kim Oanh and Phạm Viêm Phương. The theoretical framework employed for analysis, comparison and discussion of the translation of Themes from the English original into the Vietnamese translated version is Systemic Functional Linguistics (SFL). The study is organized into five main sections. Following Section one which states the rationale of the study, Section two provides an overview of SFL, paying particular attention to the notion of Theme in English and Vietnamese. Section three is concerned with research design and methodology of the study. Section four presents findings, compares findings and discusses the compared findings obtained from the study. Section five summarises the main findings of the study and recommends the relevance of SFL to translation theory and translation practice.

## 2. Systemic Functional Linguistics and the Notion of Theme

### 2.1. General Orientation

Systemic Functional Linguistics was first introduced in the early 1960s by the eminent British-born Australian Linguist M. A. K. Halliday. Since its introduction, SFL has provided an important approach in linguistics as well as in translation studies world-wide (Kim and Matthiessen, 2017). In translation, quite a significant number of scholars have been interested in applying SFL to their research. Depending on the focus in their research, however, different scholars have employed different aspects of the theory. Some have used the theory extensively in setting up a theory of translation (e.g. Catford, 1965). Others have attempted to build some aspects of the theory into their translation models (e.g. House, 2015; Baker, 2018). And still others have used the theory for more practical purposes: analyzing the source text or reconstituting the target text (e.g. Taylor, 1998; Bell, 1991). In what follows, we shall be selective, focusing our review on those studies which are relevant to the purpose of our research. Among the various studies that have been concerned with SFL and translation studies, two are the most representative: ‘The environments of translation’ by C. M. I. M. Matthiessen (2001) and ‘The gloomy ganoderma: Systemic functional linguistics and translation’ by M. A. K. Halliday (2017).

In “The environments of translation” and “The gloomy ganoderma: Systemic functional linguistics and translation”, Matthiessen and Halliday take as one cornerstone of their analyses and reciprocal notions of translation equivalence and translation shifts, seeing these terms as two opposite poles on the clines of difference between languages. Taking environments or contexts as a principle for identifying translation equivalence and translation shift, Halliday (2017, p. 106, cited in Matthiessen, 2001, p. 78) states: “The general principle is that the wider the environment of translation, the higher the degree of translation equivalence; and the narrower the environment, the higher the degree of translation shift”. The environments which Matthiessen and Halliday refer to here are the various levels or dimensions as conceptualized in the current SFL model along which language is organized: *stratification*, *instantiation*, *rank*, *metafunction*, *delicacy*, and *axis*. “...these [dimensions] are what give a language its inexhaustible power of making meaning, opening up all the different vectors of abstraction, of combination, of depth in detail, of functional specialization, and so on” (Halliday, 2017, p. 106). Proceeding from this principle of contextualization, Matthiessen and Halliday come to explore

these dimensions in detail, trying to relate them to translation where, they believe, these dimensions define various kinds of translation equivalence. As *stratification* is directly relevant to our study of Theme translation, we will first provide an overview of *instantiation*, *rank*, *metafunction*, *delicacy*, and *axis*, giving *stratification* a separate section.

*Instantiation*, in Halliday and Matthiessen's formulation, refers to the relation between the semiotic system (the meaning potential) and the observable events (the actual act of meaning) by which the system is constituted (Halliday, 1993; Hasan, 1993; Hoang, 2012). In Halliday's formulation, instantiation "is the scale that links the instance - the text, the usual object of the translation process - to the system of the language that lies behind it" (Halliday 2017, p. 107). Halliday suggests that it is along the scale of instantiation that we can recognize the registers (subsystems) whose social categories of field of discourse, tenor of discourse and mode of discourse are crucial for the translator's effectiveness of translation.

*Metafunction* is the property of every language system (Halliday, 1978, 1985, 1998, 2017; Matthiessen, 2001; and Halliday and Matthiessen, 2015). It is the basis for the organization of meaning. Halliday and Matthiessen claim that any instance of language or text is a complex of three orders of meaning which are usually analysed out at the semantic stratum as the ideational metafunction, the interpersonal metafunction, and the textual metafunction realized respectively at the lexicogrammatical stratum as the system of transitivity and the systems of inter-clausal expansion and projection, the system of mood, and the system of theme. According to Halliday,

the ideational is the representational aspect of meaning: meaning as the construal of experience, as narrative of things and the qualities and the happenings of the world around us. The interpersonal is the active component of meaning, meaning as our way of interacting with other people, ..., and introducing our own judgments and desires and our own angle on the situation (Halliday, 2017, p. 108).

And the textual is

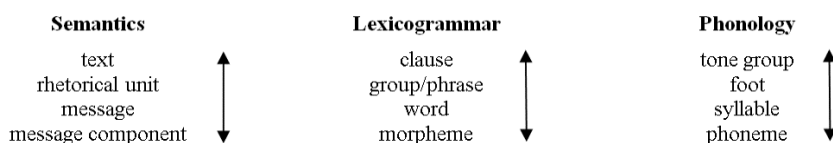
the organization of meaning as a flow of discourse, with its balance between the old, or 'given', and the new, and its ongoing fabric of connection with itself and with the context surrounding it (Halliday, 2017, p. 108).

Halliday (2017) notes that interlacing the ideational and the interpersonal in the text has always been seen a problem for the translator, because it is one place where the demands of 'equivalence' are most likely to conflict; and in actual translation, the translator usually gives priority to the ideational ('denotative') meaning.

As regards *rank*, SFL claims that the overall organization of language in context is based on order of abstraction. The organization of structure within the language-internal strata is said to be rank-based (Halliday, 1961; Halliday in Kress [Ed.], 1981; see also Olo Tomori, 1982; Hoang, 2012). SFL further claims that all language-internal strata have the scale of rank which, in relation to English, can be represented in Figure 1. (Note that the number of strata may be fixed for all languages, but the number of ranks within a given stratum may be not.)

**Figure 1**

*Scales of Rank in English Language-Internal Strata (Hoang, 2012, p. 79, based on Hasan, 1996, 2011)*



Halliday (2001) draws attention to the fact that metafunction is the organization of the content strata (lexicogrammar and semantics) in functional components such as ideational, interpersonal and textual. Rank is the organization of the formal strata (phonology and lexicogrammar) in a compositional hierarchy: for example, clause complexes, clause simplexes, phrases/groups, words and morphemes. Halliday and Matthiessen maintain that the recognition of rank is important because translation equivalence is not just established at one rank; rather it is established at all ranks across different language formal strata (see also Catford, 1965).

The scale of rank is set up to account for the different hierarchically ordered units such as clause, group/phrase, word, and morpheme at the stratum of lexicogrammar, the notion of *delicacy* is employed to refer to the degree of differentiation made at a particular rank (Hoang 2012, p. 84). Halliday in Kress (Ed.) (1981, p. 62) explains,

This [delicacy] is depth of detail, and is a cline running from a fixed point at one end (least delicate, or ‘primary’) to that undefined but theoretically crucial point (probably statistically definable) where distinctions are so fine that they cease to be distinctions at all, like a river flowed up from the mouth, each of whose tributaries ends in a moorland bog (Kress [Ed.], 1981, 62).

*Delicacy*, claims Halliday (2017, p. 108), is the basic concept behind SFL system networks which represent progressively finer distinctions. Figure 2 serves to illustrate his point.

**Figure 2**

*Scale of Delicacy of the Vietnamese Experiential Clause (Hoang, 2012, p. 85)*

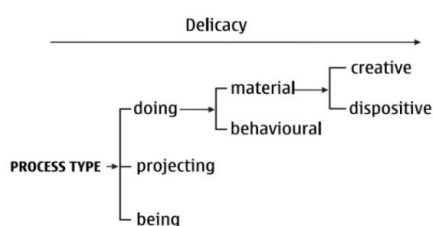


Figure 2 shows that at primary degree of delicacy, one might want to distinguish between [doing], [projecting], and [being]; at a greater degree of delicacy one might then want to distinguish between [material] and [behavioural] clauses; and then in the environment of [material] one might want to distinguish between [creative] and [dispositive], and so on. Halliday (2017, p. 108) emphasizes that translators often face the problem of matching the degree of specificity found in the source language text: in other words, of maintaining equivalence in delicacy. He warns that this problem arises throughout the lexicogrammar of every language.

The fifth dimension discussed in Matthiessen’s and Halliday’s chapters is *axis*. By axis is meant that the two environments of the semiotic space which are occupied by every element

of the text at every stratum: the paradigmatic and the syntagmatic. In Halliday's interpretation, the paradigmatic environment is modelled as system. It is concerned with what could have come instead - what contrasts the element is entering into, what are the other alternatives that might have occurred (but did not). The syntagmatic environment, in contrast, is modelled as structure. It refers to what comes before and after - what combines, or can combine, with the element as parts in some organic whole. Halliday (2017) maintains that the two axes of system and structure define the space in which the text is unfolding - at the lexicogrammatical stratum, the structure and grammatical classes, the collocation and lexical set, which make up the context within which the translator is operating. Halliday (2017, p. 109) claims that

the meaning of any element is the product of relations on both the axes, but the paradigmatic axis is what defines the 'translation potential', since it involves relations with things that are not present in the particular instance, but are as it were lurking behind the text (Halliday, 2017, p. 109).

Complementing to Halliday's idea, Matthiessen (2001) suggests that of the two axes, the paradigmatic is the wider environment and the syntagmatic is the narrower. This explains why there is likely to be less translation difference between the clause systems of two languages than between their clause structures. "It is usually possible to translate an 'interrogative' clause in one language into an 'interrogative' clause in another, regardless of how 'interrogative' is realized; what matters is that the systemic contrast between 'interrogative' and 'declarative' is maintained in the structural realization" (Matthiessen, 2001, p. 76).

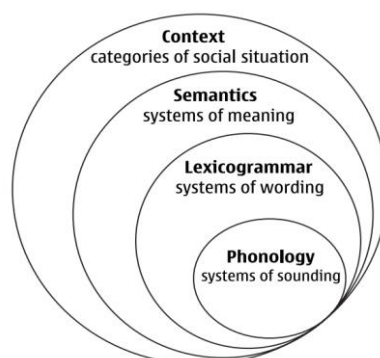
## 2.2. Stratification

Language is stratified (Halliday, 1961, 2017; Martin, 1992; Matthiessen, 1995, 2001; Hasan and Perret, 1994; Halliday and Matthiessen, 2015). The current SFL postulates that language consists of four strata or levels: **context** (of culture and situation), **semantics**, **lexicogrammar**, and **phonology/graphology** of which context is language-external, and semantics, lexicogrammar, and phonology/graphology are language-internal. These strata of the SFL model are 'interdependent' (Webster, 2015, p. 25), and are related by activation-construal/realization relation: context of situation (which instantiates context of culture) activates and is construed/realised by semantics which activates and is construed/realised by lexicogrammar which is expressed as a phonologically/graphologically patterned acoustic stream (Hasan, 1995, 2011, p. xxxix; Hasan and Perrett, 1994, p. 188; see also Halliday, 1991, p. 8). At the most abstract level, the SFL model can be represented in Figure 3 below.

**Figure 3**

*The Four Strata of the SFL Model*

(Source: Hasan and Perret, 1994, p. 189; see also Hoang, 2012, p. 73, 2020, p. 4)



### 2.2.1. Context

Context is a higher-order semiotic system above the linguistic system (Halliday, 1978; Matthiessen, Terya, and Lam, 2010, p. 77). At this stratum of language, SFL draws attention to three contextual aspects of speech, viewing it as a theoretical construct consisting of three categories of social situation which are referred to respectively as field of discourse, tenor of discourse, and mode of discourse (Halliday, McIntosh and Strevens, 1964; Halliday, 1978; Gregory and Carroll, 1978; Halliday and Hasan, 1989; Matthiessen, 1995; Hasan, 2011; Hoang, 2012).

Field of discourse is concerned with what is going on in the speech situation. It activates the choice of meanings realised in lexicogrammatical patterns to express (taking the material process as representative) *who, does what, to whom, in what circumstance*. Tenor of discourse refers to the role relationships of those involved in the speech situation. It affects the type of relationship between the participants and what the speaker does to achieve that type of relationship. And mode of discourse refers to the channel of communication (written or spoken or some combination of the two). It activates the choices such as point of departure of the clause simplex, rhetoric patterns in the clause complex, and cohesive and coherent features in discourse – with how clauses ‘hang together’ to make discourse a unified whole (Halliday, 1978; Halliday and Hasan, 1976, 1989; Martin and Rose, 2013). Field of discourse, tenor of discourse, and mode of discourse represent what Halliday, McIntosh and Strevens (1964), Halliday (1978), Gregory and Carroll (1978), and Halliday and Hasan (1989) refer to as ‘register’, defined by Halliday (1978, p. 195) as ‘a set of meanings that is appropriate to a particular function of language, together with the words and structures which express these meanings’.

### 2.2.2. Semantics

Semantics is resource for meaning. It is the gateway to the linguistic system (Matthiessen, 1995, p. 5). At this stratum of language, SFL claims that language is organized around three strands of meaning referred to as ‘metafunctions’ (Halliday, 1970, 1985, 1998; Halliday and Matthiessen, 2015): ideational metafunction, interpersonal metafunction, and textual metafunction. The ideational metafunction, comprised of experiential metafunction and logical metafunction, construes the contextual category of field of discourse of which the experiential metafunction is concerned with ‘the representational aspect of meaning: meaning as the construal of experience, as narrative of things and the qualities and the happenings of the world around us’ (Halliday, 2017, p. 108), and the logical metafunction is concerned with construing our experience ‘serially as chains of phenomena related by logico-relationship’ (Matthiessen, Teruya and Lam, 2010, p. 132). The interpersonal metafunction construes the contextual category of tenor of discourse and is concerned with resources for ‘enacting roles and relations between speaker and addressee as meaning’ (Matthiessen, Teruya and Lam, 2010, p. 126). And the textual metafunction construes the contextual category of mode of discourse and is concerned with creating relevance between the parts of what is being said/written, and between the text and the context (linguistic and situational).

### 2.2.3. Lexicogrammar

The three semantic systems of experiential, interpersonal, and textual meanings activate three wording systems referred to respectively as transitivity system, mood system, and theme system. The transitivity system of the clause is concerned with the choices that are made between (1) different types of process such as material (the process of doing), behavioural (the

process of physical and psychological behaviour), mental (the process of sensing), verbal (the process of saying), and relational (the process of being, having, and being at), and existential (the process of existing, positing that something or some natural force exists); (2) different types of participants taking part in relevant types of process, and/or (3) different types of incumbent circumstances attendant on those processes such as place, time, manner, cause, etc. (for more detail, see Halliday 1985, 1998, 2012; Matthiessen, 1995; Halliday and Matthiessen, 2015).

The mood system of the clause refers to the role relationships construed in language as interaction including ‘speakers’ subjectivity – their assessment of probability, obligation, and commitment, their attitudes and evaluations’ (Hasan and Perrett, 1994, p. 183) realised in different choices of mood such as declarative, imperative, and interrogative, and different mood functions such as Subject, Predicator, Complement, and Adjunct.

The theme system of the clause refers to the organization of the clause as message realised in Theme + Rheme structure and Given + New structure of the clause (Halliday in Kress [Ed.], 1981, 1985, 1998, 2012 and elsewhere; Halliday and Hasan, 1989; Matthiessen, 1995; Halliday and Matthiessen, 2015). As the focus of this study is on the translation of Themes from English into Vietnamese, we will delve in some more detail into this textual notion in English and Vietnamese. It has been widely recognized that a reliable comparison of any two texts in two languages cannot be carried out until we have a common descriptive framework of these two languages (Halliday, McIntosh, and Strevens, 1964; Matthiessen, 2013; see also Kim and Matthiessen, 2017, p. 18). We are lucky that at present, Theme in both English and Vietnamese has been extensively described in the systemic functional model (e.g. in English: Halliday, 1985, 1998; Martin, 1992; Matthiessen, 1995; Eggins, 2004; Thompson, 2014; Halliday and Matthiessen, 2015, and many others; and in Vietnamese: Thai, 1998, 2004; Diep, 2005; Nguyen, 2015; Hoang, 2007, 2008, 2022, 2023). As a first step to the present study, we will provide a review of the studies of Theme in English and Vietnamese. The review of theme in English is based mainly on Halliday (1985, 1998), Halliday and Matthiessen (2015), and Fries (1981, 1995a, 1995b, 1997, 2002), and the review of Theme in Vietnamese is based mainly on Hoang (2022, 2023). To familiarize readers with the source text (ST) and the target text (TT), illustrative examples, except agnates, are taken from ‘To Kill a Mockingbird’ and ‘Giết con chim nhại’. They are in italics, the Theme portion is recognized in boldface type, and information about the ST and TT and the page number in which they occur is provided between square brackets.

### 2.2.3.1. Theme in English

1. Theme in English clause simplex can be defined as ‘the point of departure of a message’ and can be recognised by the first constituent having a transitivity function in the clause, everything else that follows this initial constituent will automatically fall into Rheme (Halliday, 1985, 1998; Fries, 1995b; Halliday and Matthiessen, 2015). Theme can be conflated with one or another of the transitivity functions: with, taking material process as representative, Actor (Actor Theme) as *I* in *I crept from Jem’s room and shut the door softly*. [ST, p. 365] (Tôi lủi khỏi phòng Jem và đóng cửa nhẹ nhàng. [TT, p. 359]); Complement (Complement Theme) as *The door* in *The door I shut softly*. (Cửa tôi đóng nhẹ nhàng.); and Circumstance (Circumstance Theme) as *Softly* in *Softly I shut the door*. (Nhẹ nhàng tôi đóng cửa.)

2. In declarative clause simplexes, Theme can be conflated with one or another of the mood function elements: with Subject (Subject Theme) as *He* in *He remembered her clearly*. [ST, p. 12] (Anh ấy nhớ mẹ rất rõ. [TT, p. 14]); Complement (Complement Theme) as *Her* in *Her he remembered clearly*. (Mẹ, anh ấy nhớ rất rõ.); Adjunct (Adjunct Theme) as *Clearly* in



*Clearly he remembered her.* (Rất rõ, anh ấy nhớ mẹ.)

3. In imperative clause simplexes, Theme is typically conflated with Predicator (Predicator Theme) as *Give* in ***Give me those scissors.*** [ST, p. 61] (Đưa bố cái kéo. [TT, p. 63]), *Get* in ***Get aside from the door, Mr. Finch.*** [ST, p. 224] (Tránh khỏi cái cửa đó đi, ông Finch. [TT, p. 221]).

4. Interrogative clause simplexes fall into two categories: polar interrogative and non-polar interrogative. Polar interrogative clause simplexes are concerned with what the speaker wants to know whether the content of the clause is affirmed (yes) or negated/denied (no). In a polar interrogative clause simplex in English, the finite verb is thematic, but it only functions as an interpersonal Theme, and the Subject that follows it functions as the topical Theme (Halliday in Kress [Ed.], 1981, p. 180; see also Halliday, 1985, p. 47, 1998, p. 45; Halliday and Matthiessen, 2015). Thus, both *Did* and *you* function as Theme in ***Did you pay a bushel of potatoes for him?*** [ST, p. 27] (Mày đã trả thúng khoai tây chưa? [TT, p. 40]), and both *Can't* and *you* function as Theme in ***Can't you remember?*** [ST, p. 249] (Ông không nhớ được à? [TT, p. 246]). In contrast, in non-polar interrogative clause simplexes (also referred to as WH-interrogatives), the WH-element (Who, What, When, Why, or Where) functions solely as Theme of the clause, no matter what other function it has in the mood structure (i.e. whether it is Subject, Adjunct or Complement) (see Halliday, 1985, pp. 47-48; 1998, pp. 45-46; Halliday and Matthiessen, 2015, pp. 101-102). Thus, *Who* is Theme in ***Who are your friends?*** [ST, p. 271] (Bạn cô là ai? [TT, p. 267]), *When* is Theme in ***When did she ask you to chop up the - the chiffarobe?*** [ST, p. 284] (Cô ta yêu cầu anh bừa cái ... cái tủ hời nào? [TT, p. 278]), and *Why* is Theme in ***Why don't you come over, Charles Baker Harris?*** [ST, p. 13] (Sao mày không qua đây, Charles Baker Harris? [TT, p. 15]).

5. Theme can be simple or multiple. A simple Theme is one that is represented by just one constituent: a nominal group as *School* in ***School started.*** [ST, p.88] (Năm học bắt đầu. [TT, p. 89]), a prepositional phrase as *After supper* in ***After supper, Atticus sat down with the paper...*** [ST, p. 44] (Sau bữa tối, bố Atticus cầm tờ báo ngồi xuống... [TT, p. 46]. A simple Theme can also be represented by two or more elements occurring concurrently in initial position in the clause, forming a single complex element and having the same transitivity function as *Jem and I* in ***Jem and I found our father satisfactory.*** [ST, p. 11] (Jem và tôi thấy bố rất dễ chịu. [TT, p. 13]) or *Mr. Gilmer and Atticus* in ***Mr. Gilmer and Atticus exchanged glances.*** [ST, p. 258] (Ông Gilmer và bố Atticus liếc nhìn nhau. [TT, p. 255]).

A multiple Theme is one that has a further internal structure of its own. Here we can distinguish between topical Theme, interpersonal Theme, and textual Theme. A topical Theme is the experiential part or phrase of the Theme. It is element that is conflated with a transitivity element of the clause: it can be, again taking material clause as representative, Actor as *Boo* in ***Boo drove the scissors into his parent's leg*** [ST, p. 18] (Boo đâm kéo vào chân ba mình. [TT, p. 21]), Goal as *The scissors* in ***The scissors Boo drove into his parent's leg.*** (Cái kéo, Boo đâm vào chân ba mình.), or Circumstance as *Into his parent's leg* in ***Into his parent's leg Boo drove the scissors.*** (Vào chân ba mình, Boo đâm cái kéo.). An interpersonal Theme is the interpersonal part or phrase of the Theme. It represents the interpersonal element with which the speaker or writer acts on the listener or reader. An interpersonal Theme may include (i) a modal adjunct as *Maybe* in ***Maybe someday we would see him.*** [ST, p. 359] (Biết đâu một ngày nào đó chúng tôi sẽ thấy ông ta. [TT, p. 352]), (ii) the definite element in the case of *yes/no* interrogative clauses as *Are* in ***Are we poor, Atticus?*** [ST, p. 32] (Nhà mình có nghèo không, bố Atticus? [TT, p. 35]), *Do* in ***Do you smell my mimosa?*** [ST, p. 65] (Cháu có ngửi thấy mùi hoa mimosa



của cô không? [TT, p. 68]), and (iii) a vocative element as *Burris* in *Burris, go home*. [ST, p. 42] (*Burris, về nhà đi*. [TT, p. 45]), *Scout* in *Scout, try not to antagonize Aunty, hear?* [ST, p. 202] (*Scout, cố đừng làm trái ý bác, nghe không?* [TT, p. 201]). A textual Theme is the textual part of the Theme. It represents the meaning that is relevant to the context: both the preceding and the following text (co-text) and the context of situation. It may include any combination of three textual elements: (i) a continuative element as *Yessum*, in *Yessum, he's alive*. [ST, p. 39] (*Vâng, nó còn sống*. [TT, p. 42]), *Well* in *Well, answer it, son* [ST, p. 216] (*Ừ, trả lời điện thoại đi, con*. [TT, p. 214]); (ii) a structural element as *But* in *But last night he wanted to hurt you*. [ST, p. 233] (*Nhưng tối hôm qua ông ta muốn hại bố*. [TT, p. 230]), *And* in *And what did you find?* [ST, p. 247] (*Và ông đã thấy cái gì?* [TT, p. 244]); and (iii) a conjunctive element as *Although* in *Although we heard no more about the Finch family from Aunt Alexandra, we heard plenty from the town*. [ST, p. 199] (*Dù chúng tôi không nghe thêm gì về Dòng họ Finch từ miệng bác Alexandra, nhưng chúng tôi nghe đủ thứ chuyện về họ nhà tôi từ dân thị trấn*. [TT, p. 198])

A multiple Theme may fall into one of these thematic patterns: (1) textual ^ interpersonal ^ topical Theme as *All right* (textual Theme), *Mr. Finch* (interpersonal Theme), and *get* (topical Theme) in *All right, Mr. Finch, get 'em outa here* [ST, p. 226] (*Được rồi, ông Finch, đưa chúng tránh khỏi chỗ này* [TT, p. 223]), (2) textual ^ topical Theme as *and* (textual Theme) and *two years later* (topical Theme) in *and two years later our mother died from a sudden heart attack* [ST, p. 12] (*và hai năm sau mẹ tôi mất vì một cơn đau tim* [TT, p. 14]), and (3) interpersonal ^ topical Theme as *Scout* (interpersonal Theme) and *come on* (topical Theme) in *Scout, come on*. [ST, p. 242] (*Scout, lên đây*. [TT, p. 240]).

6. Theme can be unmarked or marked. An unmarked Theme is a constituent occupying clause-initial position functioning as Subject in declarative clause simplex as *Miss Maudie* in *Miss Maudie had known Uncle Jack Finch, Atticus's brother*. [ST, p. 66] (*Cô Maudie đã biết chú Jack Finch, em trai của bố Atticus*. [TT, p. 68]); *What Mr. Radley did* in *What Mr. Radley did was his own business*. [ST, p. 74] (*Những gì ông Radley làm là việc riêng của ông ta*. [TT, p. 76]). A marked Theme, in contrast, is a constituent occupying clause-initial position having a function other than Subject in declarative clause simplex and Predicator in imperative clause simplex. Examples of marked Theme in declarative are the Complement Theme *This* in *This he did with enthusiasm*. [ST, p. 358] (*Việc này anh làm với sự nhiệt tình*.), and the Adjunct Theme *In the waning moonlight* in *In the waning moonlight I saw Jem swing his feet to the floor*. [ST, p. 84] (*Trong ánh trăng tàn tôi thấy Jem bung chân xuống đất*. [TT, p. 86]).

(For more details about how Theme is defined and recognised in English, see Halliday, 1985, 1998, Chapter 3; Halliday and Matthiessen, 2015, Chapter 3; Fries, 1981, 1995a, 1995b, 1997, 2002).

### 2.2.3.2. Theme in Vietnamese

1. As with English, Theme in Vietnamese clause simplex can be defined as ‘the point of departure of a message’ and can be recognised by the first constituent having a transitivity function in the clause, everything else that follows this initial constituent will automatically fall into Rheme (Hoang, 2022, 2023; so also Cao, 2004; Diep, 2005; Nguyen, 2015).

2. In declarative and interrogative clause simplexes, Theme can be conflated with one or another of the transitivity functions: with, taking material process as representative, Actor as *Dill* in *Dill chia tay chúng tôi đầu tháng chín* [TT, p. 27] (*Dill left us early in September* [ST, p. 25]), Goal as *Chúng tôi* in *Chúng tôi, Dill chia tay đầu tháng chín* (*Us, Dill left early in*

September), and Circumstance as *Đầu tháng chín* in **Đầu tháng chín** Dill chia tay chúng tôi (Early in September Dill left us); and (interrogative) with Actor as *Dill* in **Dill** chia tay chúng tôi đầu tháng chín có phải không? (Did Dill leave us early in September?), Goal as *Chúng tôi* in **Chúng tôi**, Dill chia tay đầu tháng chín có phải không? (Did Dill leave us early in September?), Circumstance as *Đầu tháng chín* in **Đầu tháng chín** Dill chia ta chúng tôi có phải không? (Early in September did Dill leave us?).

3. Theme can be conflated with one or another of the mood functions: with Subject (Subject Theme) as *Một đứa con gái nhỏ* in **Một đứa con gái nhỏ** bước ra cửa chòi [TT, p. 348] (A little girl came to the cabin door [ST, p. 355], Complement (Complement Theme) as *Chuyện này* in **Chuyện này** anh làm với sự nhiệt tình (TT, p. 351) (This he did with enthusiasm [ST, p. 358]), Adjunct (Adjunct Theme) as *Hai ngày sau* in **Hai ngày sau** Dill đến trong vinh quang rực rỡ. [TT, p. 56] (Two days later Dill arrived in a blaze of glory. [ST, p. 54]).

4. In imperative clause simplex, Theme is typically conflated with Predicator (Predicator Theme) as *Đưa* in **Đưa** bỏ cái kéo [TT, p. 63] (*Give* me those scissors [ST, p. 61]) or *Về* in **Về** nhà đi, Jem [TT, p. 223] (Go home, Jem [ST, p. 225]).

5. Theme can be simple or multiple. A simple Theme is one that is represented by just one constituent: a nominal group as *Hội trường* in **Hội trường** đang dần ken chặt người [TT, p. 374] (The auditorium was filling with people [ST, p. 380]), a prepositional phrase as *Trong một nhóm hàng xóm* in **Trong một nhóm hàng xóm**, bố Articus đang đứng hai tay thọc vào túi áo khoác. [TT, p. 106] (In a group of neighbors, Atticus was standing with his hands in his overcoat pockets. [ST, p. 107]) or a rank-shifted clause as *Săn bắn* in **Săn bắn** vào ngày Chủ nhật bị cấm [TT, p. 217] (Shooting on Sundays was prohibited [ST, p. 219]). A simple Theme can also be represented by two or more elements occurring concurrently in initial position in the clause, forming a single complex element and having the same transitivity function as *Ông Gilmer và bố Articus* in **Ông Gilmer và bố Articus** liếc nhìn nhau. [TT, p. 255] (Mr. Gilmer and Atticus exchanged glances. [ST, p. 258])

A multiple Theme is one that has a further internal structure of its own. Like English, here we can distinguish between topical Theme, interpersonal Theme, and textual Theme. A topical Theme is one that is conflated with a transitivity element of the clause: it can be, again taking material clause as representative, Actor as *Ba đứa chúng tôi* in **Ba đứa chúng tôi** thận trọng đi về phía ngôi nhà cổ. [TT, p. 74] (The three of us walked cautiously toward the old house. [ST, p. 72]), Goal as *Cửa* in **Cửa** được mở ra [TT, p. 180] (The door was opened [ST, p. 182]), Circumstance as *Vào mùa mưa* in **Vào mùa mưa** đường phố trở nên lầy lội đỏ quạch [TT, p. 12] (In rainy weather the streets turned to red slop [ST, p. 11]). An interpersonal Theme is one that 'sets up the speaker's angle on the clause as part of its local context' (Matthiessen, Terya, and Lam, 2010, p. 128). It may be a modal element as *Có lẽ* in **Có lẽ** bố Articus đúng. [TT, p. 353] (Perhaps Atticus was right. [ST, p. 360]), the definite polar element in the case of *có/không* (yes/no) as *Có* in **Có**, thưa ngài, tôi phải đi ngang qua nhà cô ấy mỗi ngày để đi ra đồng hay về nhà [TT, p. 278] (Yes suh, I had to pass her place goin' to and from the field every day. [ST, p. 284]) and *Không đâu* in **Không đâu**, Scout, đó là chuyện mà không hiểu được [TT, p. 147] (Naw, Scout, it's something you wouldn't understand [ST, p.150]), and a vocative as *Link* in **Link**, chàng trai đó có thể lên ghế điện. [TT, p. 214] (Link, that boy might go to the chair. [ST, p. 216]). A textual Theme represents the meaning that is relevant to context, both co-text (of text) and context (of situation); it may have any combination of three textual elements: a continuative element (e.g., *đúng/vâng* [yes]), a structural element as *Nhưng* in **Nhưng** tôi thích đàn ông. [TT, p. 340] (But I liked them [ST, p. 347]), and a conjunctive element

as *Vì vậy* in *Vì vậy tôi đến nhà Robinson* [TT, p. 244] (So I went down to Robinson's house [ST, p. 247]).

A multiple Theme may fall into one of these thematic patterns: (1) textual ^ interpersonal ^ topical Theme as *Được rồi* (textual Theme), *ông Finch* (interpersonal Theme), *đưa* (topical Theme) in *Được rồi, ông Finch, đưa chúng tránh khỏi chỗ này*. [TT, p. 223] (All right, Mr. Finch, get 'em outa here. [ST, p. 226], (2) textual ^ topical Theme as *nhưng* (textual Theme) *trong một số cách* (topical Theme) in *nhưng trong một số cách ông cố chấp như những người nhà Cunningham* [TT, p. 397] (but in some ways he was as set as the Cunninghams. [ST, p. 405]), and (3) interpersonal ^ topical Theme as *Có lẽ* (interpersonal Theme) *Jem* (topical Theme) in *Có lẽ Jem có câu trả lời*. [TT, p. 357] (Perhaps Jem could provide the answer. [ST, p. 364]).

**6.** Theme in Vietnamese can be unmarked or marked. An unmarked Theme is a constituent occupying initial position functioning as Subject in declarative and interrogative clause simplexes as (declarative) *Vật này* in *Vật này chắc đã cứu mạng cô bé*. [TT, p. 391] (This thing probably saved her life. [ST, p. 398]) and as (interrogative) *Con* in *Con có biết thỏa hiệp là gì không?* [TT, p. 49] (Do you know what a compromise is? [ST, p. 47]), and Predicator in an imperative clause simplex as *Nhắm* and *mở* in *Nhắm mắt lại, mở mắt ra* [TT, p. 46] (Shut your eyes and open your mouth [ST, p. 43]).

A marked Theme is a constituent occupying initial position having a function other than Subject in declarative and interrogative clause simplexes and Predicator in imperative clause simplex. Examples of marked Theme in declarative and interrogative clause simplexes are the Complement Theme *Chuyện này* in *Chuyện này anh làm với sự nhiệt tình*.<sup>1</sup> (This he did with enthusiasm [ST, p. 358]) and *chuyện này* in *Có phải chuyện này anh làm với sự nhiệt tình không?* (Did he do this with enthusiasm?), and the Adjunct Theme *bốn năm sau* in *bốn năm sau tôi ra đời* [TT, p. 14] (four years later I was born [ST, p. 12]. An example of marked Theme in imperative clause simplex is the Subject *Tụi con* in *Tụi con ngưng ngay trò nhảm nhí này lại*. [TT, p. 76] (You stop this nonsense right now. [ST, p. 75]).

(For more details about how Theme is defined and recognised in Vietnamese, see Hoang, 2022, 2023; see also Diep, 2005; Nguyen, 2015).

### 3. Research Design and Methodology

#### 3.1. Research Question

This study is intended to address the following research question:

To what extent are Themes in ‘To Kill a Mockingbird’ translated into ‘Giết con chim nhại’, and how are they translated?

#### 3.2. Data Collection and Data Analysis

The data for this study are from ‘To Kill a Mockingbird’ written by the famous American novelist Harper Lee and published by McIntosh and Otis, Inc. in 1988, and ‘Giết con chim nhại’ translated by Huỳnh Kim Oanh and Phạm Viêm Phương and published by Nhà xuất bản văn học (Literature Publishing House) in 2008. There are two main reasons for choosing

<sup>1</sup> In the TT, the ST clause ‘This he did with enthusiasm’ [p. 358] is translated as ‘Anh làm chuyện này hết sức nhiệt tình’ [p. 351]. For purposes of illustration of marked Complement Theme in Vietnamese, I provide a more appropriate version of translation as ‘Chuyện này anh làm với sự nhiệt tình’.

these texts. First, ‘To Kill a Mockingbird’ is ‘One of the best-loved stories of all time, has earned many distinctions since its original publication in 1960. It won the Pulitzer Prize, has been translated into more than forty languages, sold more than thirty million copies worldwide, and has been made into an enormously popular movie’ (see back cover of Harper Lee’s 2002 edition of ‘To Kill a Mockingbird’). And second, since it was translated and published in Vietnamese, ‘Giết con chim nhại’ has enjoyed popularity among Vietnamese readers, particularly Vietnamese children.

Halliday in Kress (Ed.) (1981, p. 180) and Halliday (1985, p. 44, 1998, p. 42) suggest that the meaning of the choices of theme is best understood by reference to the mood system. Following Halliday’s suggestion, in this study we will focus on collecting:

- declarative clause simplexes in the ST and their corresponding clause simplexes in the TT;
- imperative clause simplexes in the ST and their corresponding imperative clause simplexes in the TT; and
- interrogative clause simplexes in the ST and their corresponding interrogative clause simplexes in the TT.

The collected clause simplexes in the ST and in the TT are numbered and placed in two columns: the collected clause simplexes in the ST are placed in the left column followed by the page number put between square brackets, and the corresponding clause simplexes in the TT are placed in the right column also followed by the page number put between square brackets. Then the ST clause simplexes are analysed for simple and multiple Themes, and the corresponding simple and multiple Themes are identified in the TT clause simplexes. They are then quantified and recorded, and findings are displayed in tables. To facilitate discussion, the Theme portions in the ST clause simplexes and their corresponding elements in the TT clause simplexes appear in italics and boldface type, and each element of a multiple Theme in the ST and (where possible) the corresponding element of a multiple Theme in the TT are notated and put between round brackets. For example, (txt) = textual Theme, (int) = interpersonal Theme, and (top) = topical Theme. For reasons of space, the information which is not in point is omitted from both ST and TT data. Details of these are provided in Appendices. Below are some illustrative examples of data analysis taken from Appendix 1:

## Appendix 1

### *Subject Theme in Declarative Clause Simplex*

ST	TT
84. <i>Doors</i> opened one by one [147]	84. <i>Từng cánh cửa</i> mở ra [144]
85. <i>Miss Maudie</i> grinned wickedly. [149]	85. <i>Cô Maudie</i> cười ranh mãnh [145]
86. <i>Maybe</i> (int) <i>I</i> (top) can tell you, [149]	86. <i>Có lẽ</i> (int) <i>cô</i> (top) có thể cho cháu biết [146]
87. <i>Naw</i> (txt), <i>Scout</i> (int), <i>it</i> (top) 's ... [150]	87. <i>Không đâu</i> (txt), <i>Scout</i> (int), <i>đó</i> (top) là ... [147]
88. <i>A lovelier lady than our mother</i> never ... [152]	88. <i>Một quý bà để thương hơn người mẹ</i> ... [149]

The analysed Themes in the ST are then matched with those corresponding elements in the TT to establish points of translation equivalence and points of translation shift between them. The discussion of translation equivalence and translation shifts is based mainly on the comparative features of Themes in the ST and those in the TT and on my own judgement as a competent English-Vietnamese translator (cf. Catford, 1965, p. 27). In some cases, when there is a need to affirm my decision, I consult the translators of the TT, and whenever possible, my

translation colleagues.

## 4. Findings and Discussion

### 4.1. Base-line Information

To get base-line information for further analysis and discussion, the total number of the collected clause simplexes, and the number of each mood type clause simplexes in the ST and TT are provided in Table 1.

**Table 1**

#### *Base-line Information*

Clause type	ST	TT
Number of declarative clause simplexes:	349	349
Number of imperative clause simplexes:	123	123
Number of interrogative clause simplexes:	230	230
<b>Total:</b>	<b>702</b>	<b>702</b>

Table 1 shows that the total number of collected ST and TT clause simplexes are 702, of which the number of declarative clause simplexes in both texts are 349, the number of imperative clause simplexes are 123, and the number of interrogative clause simplexes are 230. This base-line information suggests that the data size is reasonably big enough for us to talk meaningfully about the extent to which Themes in the ST are translated into the TT and how they are translated.

### 4.2. Translation of Theme in Declarative Clause Simplex

Halliday (1985, p. 54, 1998) and Halliday and Matthiessen (2015) observe that among the elements in the English mood clause: Predicator, Subject, Complement and Adjunct, Predicator is rarely thematic. Their observation aligns to our finding in ‘To Kill a Mockingbird’ where no Predicator Theme is found. In what follows, we will focus on examining how Subject Theme, Complement Theme, and Adjunct Theme in ‘To Kill a Mockingbird’ are translated into ‘Giết con chim nhại’.

#### 4.2.1. Translation of Subject Theme in Declarative Clause Simplex

Details of analysis of Subject Theme in ST and TT declarative clause simplex are provided in Appendix 1. The main findings are summarised in Table 2 below.

**Table 2**

#### *Subject Theme in English and Vietnamese Declarative Clause Simplex*

Details of Theme types	ST	TT
Number of clauses:	201	201
Number of Subject Theme clauses:	201	195
Number of simple Theme clauses:	125	118
Number of multiple Theme clauses:	76	77
+ Number of interpersonal + topical Themes:	11	12



+ Number of textual + topical Theme:	61	61
+ Number of textual + interpersonal + topical Themes:	4	4
Number of Subject Theme shifts:		6

Findings in Table 2 invites at least three observations. First, most Subject Themes in English declarative clause simplexes are closely translated and retained as Subject Themes in corresponding Vietnamese clause simplexes: 201/195. Second, most textual themes and interpersonal Themes in ST clause simplexes are also closely and consistently rendered into TT clause simplexes: in the data we find that one ST textual or interpersonal Theme item is rendered into one TT correspondence: *so = vì vậy; but = nhưng; then = rồi; and = và; probably = có lẽ; of course = dĩ nhiên*. We also find that all the proper names and place names functioning as interpersonal Theme and topical Theme in the ST clause simplexes are calqued or rendered verbatim in the corresponding TT clause simplexes: *Atticus = Atticus* [at 176], *Underwood = Underwood* [at 179], *Tom Robinson = Tom Robinson* [at 169]; *Maycomb = Maycomb* [at 8 and 186], and many others. Third, most Themes in the ST clause simplexes are rendered into TT clause simplexes on the basis of what Halliday (2017) refers to as ‘ideational (‘denotative’) meaning’; and, for this reason, the translation can be said to have reached a high level of equivalence or congruence: *Their attention = Sự chú ý của họ* [at 128], *Maycomb = Maycomb* [at 186], *Perhaps (int) Calpurnia (top) = Có lẽ (int) Calpurnia (top)* [at 33], *Then (txt) Christmas (top) = Rồi (txt) Giáng sinh (top)* [at 74], *Yes (txt) suh (int), I (top) = Có (txt), thưa ngài, tôi (top)* [at 152], and many others.

A closer inspection of multiple Themes shows that most of the elements in the multiple Themes in the ST clause simplexes can be transferred into the TT clause simplexes on a ‘one-to-one correspondence’ basis. Two examples at 87 and 152 will suffice. At 87, the ST multiple Theme *Naw Scout it* in *Naw, Scout, it's something you wouldn't understand* [ST, p. 150] has the sequence of continuative textual Theme (Naw) ^ interpersonal Theme (Scout) ^ topical Theme (it), the corresponding TT multiple Theme *Không đâu, Scout, đó* in *Không đâu, Scout, đó là chuyện mà không hiểu được* [TT, p. 147] has the same sequence of continuative textual theme (Không đâu) ^ interpersonal Theme (Scout) ^ topical Theme (đó). Similarly at 152, the ST multiple Theme *Yes suh, I* in *Yes suh, I had to pass her place goin' to and from the field every day* [ST, p. 284] has the sequence of continuative textual Theme (Yes) ^ interpersonal Theme (suh) ^ topical Theme (I), the corresponding TT multiple Theme *Có, thưa ngài, tôi* in *Có, thưa ngài, tôi phải đi ngang nhà cô ấy mỗi ngày để ra đồng hay về nhà* [TT, p. 278]) also has the sequence of continuative textual Theme (Có) ^ interpersonal Theme (thưa ngài) ^ topical Theme (tôi).

There are, however, a number of translation shifts observed in the TT data. The first translation shift concerns the alteration of Theme in the TT clause simplexes. Six instances in point can be found at 34, 69, 112, 124, 129, and 167. At 34, the ST nominal group *None of them* in *None of them had done an honest day's work in his recollection* [ST, p. 46] is Subject Theme; but it is replaced by the prepositional phrase *Theo như trí nhớ của ông* in *Theo như trí nhớ của ông, không một ai trong số họ từng lao động một ngày lương thiện* [TT, p. 48] where *Theo như trí nhớ của ông* is Adjunct Theme, placing in the Rheme portion the nominal group *không một ai trong số họ* which corresponds to the ST Subject Theme *None of them*. At 69, the ST nominal group *The snow* in *The snow stopped in the afternoon* [ST, p. 103] is Subject Theme; but it is replaced by the prepositional phrase *Đến chiều* in *Đến chiều tuyết ngừng rơi* [TT, p. 103], placing *tuyết* which corresponds to the ST Subject Theme *The snow* in the Rheme portion. At 129, the ST nominal group *Everybody's appetite* in *Everybody's appetite was delicate this*

*morning* [ST, p. 231] is Subject Theme; but like 34 and 69, it is replaced by the nominal group functioning as Adjunct Theme *Sáng nay* in *Sáng nay mọi người ăn không thấy ngon* [TT, p. 228], and instead of placing the element corresponding to *Everybody's appetite* in the Rheme portion, the translators have exercised a kind of semantic translation restructuring the ST relational clause of Carrier (Everybody's appetite) ^ Process: relational (was) ^ Attribute (delicate) into the TT behavioral clause of Behaver (mọi người) ^ Process: behavioral (ăn) ^ Circumstance (không thấy ngon). At 112, the ST nominal group *His circulation* is Subject Theme in the clause *His circulation restored* [ST, p. 206] (which can be closely translated into Vietnamese as *Lưu thông khí huyết của anh đã phục hồi* without affecting the meaning of the ST clause simplex), but it is rendered into Vietnamese as the dependent clause *Sau khi máu huyết lưu thông đều đặn lại* [TT, p. 204], making this translation ungrammatical. 124 and 167 present other cases of Subject Theme translation shift which deserve mentioning here. At 124, the ST nominal group *His office* in the clause simplex *His office was reached by a long hallway* [ST, p. 222] is Subject Theme, but not only the ST clause Theme but also the whole ST clause simplex is rendered into the TT as the hypotactic clause complex *Muốn đến văn phòng của ông phải đi qua một hành lang dài* [TT, p. 219] where the dependent clause *Muốn đến văn phòng của ông* (If [you] want to reach his office) functions as Theme. And at 167, we find that although both Themes in the ST and TT clause are Subject Themes, what makes them strikingly different is that the Theme *His face* in the ST clause simplex *His face was streaked with angry tears* [ST, p. 316] and the Theme *Những dòng nước mắt giận dữ* in the TT clause simplex *Những dòng nước mắt giận dữ lăn trên mặt anh* [TT, p. 309] represent quite different experiential meanings realized in quite different structures; ST: Deictic (His) ^ Thing (face), and TT: Thing (Những dòng) ^ Classifier (nước mắt) ^ Epithet (giận dữ).

The second translation shift has to do with the alteration of ST topical Theme in the TT at 130: *But* (txt) *she* (top) *was frowning at Atticus* [ST, p. 232] : : *Nhưng* (txt) *đó* (top) *là bác đang cau mày với bố Articus* [TT, p. 229]). A cursory glance shows that the pattern of the multiple Theme in the ST and TT clause simplex is the same: textual ^ topical Theme; but a closer examination shows that in the ST clause simplex, the personal pronoun *she* (which, from the context of the ST, can be appropriately translated into Vietnamese as *bác*) is topical Theme; but it is replaced in the TT clause simplex by the demonstrative pronoun *đó* (that/it), placing *bác* - the element corresponding to the ST topical Theme *she* in the Rheme portion. The third translation shift concerns the addition of Theme in the TT clause simplex at 31: *No one had noticed him* [ST, p. 41] : : *Chắc chắn* (int) *không ai* (top) *để ý đến nó* [TT, p. 43]. Here we find that *No one* is simple Theme in the ST clause simplex; but in the TT clause simplex, the interpersonal Theme *Chắc chắn* is added, making *Chắc chắn không ai* in the TT clause simplex a multiple Theme. Another translation addition is found at 132: *Aw* (txt), *Aunty* (int), *that* (top)'s just *Dill's way* [ST, p. 234] : : *Ồ* (txt), *bác* (int), *Dill* (top) *chỉ nói vậy thôi* [TT, p. 232] where the multiple Theme pattern of the ST clause simplex is retained in the TT clause simplex: textual ^ interpersonal ^ topical Theme. But a closer inspection reveals that the topical Themes in the two clause simplexes are quite different: the topical Theme in the ST clause simplex is the demonstrative pronoun *that* (which can be translated into Vietnamese without changing the meaning of the ST clause simplex as *đó*), whereas the topical Theme of the TT clause simplex is the proper name *Dill*. This casts doubt on whether the ST and TT clause simplexes are equivalent as seen from the point of view of ideational meaning.

The third translation shift is translation omission at 172. Here *Well I* in *Well I'm glad he could* [ST, p. 337] is multiple Theme. But in the corresponding TT clause simplex, the continuative Theme *Well* is omitted. What can be seen in the TT clause simplex is only the



simple Subject Theme *Em* in *Em mừng là cụ tổ biết đọc biết viết* [TT, p. 331].

The biggest translation shift is perhaps at 57: *Dill's hand* sought the back of his head [ST, p. 83] : : *Dill sờ gáy, rồi đưa tay ngang trán* [TT, p. 84]. A cursory glance will show that there is not much to say about this translation, because both Themes in the ST clause simplex and TT clause simplex are simple Themes. But a more detailed analysis shows that there is a substantial alteration in the translation of not only the ST simple Theme but also the ST clause structure. Here instead of retaining the nominal group consisting of the proper noun with the possessive case *Dill's* and the noun *hand* (which can still be properly rendered as *Bàn tay Dill*) in the TT clause simplex, it is replaced by the proper noun *Dill*. And instead of rendering the ST declarative clause simplex: Subject (*Dill's hand*) ^ Predicator (*sought*) ^ Complement (the back of his head) into a corresponding TT declarative clause simplex (such as *Bàn tay Dill sờ gáy mình*), it is restructured into two independent clause simplexes whose mood structures are Subject (*Dill*) ^ Predicator (*sờ*) ^ Goal (*gáy*) and Adjunct (*rồi*) ^ Predicator (*đưa*) ^ Goal (*tay*) ^ Adjunct (*ngang trán*).

#### 4.2.2. Translation of Complement Theme in Declarative Clause Simplex

Details of analysis of Complement Theme in ST and TT declarative clause simplexes are given in Appendix 2. Findings are provided in Table 3.

**Table 3**

*Complement Theme in Declarative Clause Simplex*

Details of Theme types	ST	TT
Number of clauses:	3	3
Number of Subject Theme clauses:	0	3
Number of translation shifts:		3

Table 3 shows that all three instances of the ST Complement Theme clause simplex are translated into the TT, but it is the place of Theme in the TT clause simplexes that merits some careful consideration. Three points are of notice here. First, all three Complement Themes in the ST clause simplexes are simple and marked. Second, all of the Themes the ST clause simplexes are realized by the demonstrative anaphoric pronoun *this* which in its particular context, is used to refer to the activity that has just been mentioned in the previous texts: *This* in *This she did* [ST, p. 320] at 1 refers to 'Miss Maudie's activity of settling her bridgework'; *This* in *This he did with enthusiasm* [ST, p. 358] at 2, refers to 'Jem's activity of carrying the team water buckets'; and *This* in *This she covered with brown cloth* [ST, p. 374] at 3 refers to the 'chicken wire'. And third, in all three ST clause simplexes the Complement *this* is thematised or foregrounded for emphatic purposes. But in the TT, they are not placed as marked Complement Themes, which, seen from the point of Theme, can be complete matches to *This* in ST clause simplexes. Instead, all the three Themes in the TT clause simplexes are unmarked Subject Themes. Hence, *This she did* is rendered as *Cô ấy đã làm thế* which can be back-translated into English as *She did like that*; *This he did with enthusiasm*, as *Anh làm chuyện này hết sức nhiệt tình* which can be back-translated into English as *He did this with great enthusiasm*; and *This she covered with brown cloth*, as *Bà phủ lên một lớp vải nâu* which is back-translated into English as *She covered [it] with a layer of brown cloth*. It may be argued that Subject Theme in these translated clause simplexes may read more natural in Vietnamese, but is not true. In these contexts, ST and TT can be equivalent when the Complement Themes

in the ST clause simplexes are retained in the corresponding TT clause simplexes. It sounds quite natural to say in Vietnamese: **Việc này** (việc cô sửa lại hàm răng giả) *cô đã làm* at 1, **Việc này** (việc Jem mang các xô nước cho đội bóng) *anh làm với sự nhiệt tình* at 2, and **Cái này** (lớp thép mỏng) *bà đã phủ lên bằng tấm vải màu nâu* at 3.

#### 4.2.3. Translation of Adjunct Theme in Declarative Clause Simplex

Details of analysis of Adjunct Theme in ST and TT declarative clause simplexes are given in Appendix 3. Findings are provided in Table 4.

**Table 4**

*Adjunct Theme in Declarative Clause Simplex*

Details of Theme types	ST	TT
Number of clauses:	145	145
Number of Adjunct Themes:	145	138
Number of Subject Themes:	0	6
Number of clause Themes:	0	1
Number of simple Theme clauses:	139	131
Number of multiple clauses:	6	7
+ Number of int + top Themes:	1	1
+ Number of text + top Themes:	5	6

Findings in Table 4 show that Adjunct Themes in English declarative clause simplexes are closely translated into Vietnamese, and the number of Adjunct Themes in the ST and TT are fairly equal: of 145 ST Adjunct Themes, 138 are translated and retained as Adjunct Themes in the corresponding TT clause simplexes; of 139 ST simple Themes, 131 are rendered as simple Themes in the corresponding TT clause simplexes. Findings in Table 4 also indicate that there is a slight difference in the number of multiple Themes found in the ST and TT: 6 in the ST v. 7 in the TT, and the order of the elements in ST multiple Themes is kept almost the same in the TT.

A closer examination shows that there are five noticeable translation shifts. The first translation shift concerns the alteration to Adjunct Theme type at 91 where the ST location Adjunct Theme *In a dream* in ***In a dream***, *I went to the kitchen* [ST, p. 206] is rendered into the TT as comparison/manner Adjunct Theme *Như trong cơn mơ* in ***Như trong cơn mơ***, *tôi xuống nhà bếp* [TT, p. 204]. The second translation shift has to do with the alteration of rank of grammatical unit at 96 where the ST accompaniment Adjunct Theme *With that* in ***With that***, *he put his hat on* [ST, p. 220] is restructured into the TT as the independent clause *Nói xong* in ***Nói xong***, *ông đội mũ* [TT, p. 217]. The third translation shift concerns the alteration of the type of Theme at 125, 141, and 144. At 125, the clause simplex ***Again***, *she turned to me* [ST, p. 344] where *Again* is Adjunct Theme; but this clause is rendered into Vietnamese as ***Bà lại quay sang*** *tôi* [TT, p. 337] where *Bà* is Subject Theme, and the Adjunct *lại* corresponding to the ST Adjunct Theme *Again* is placed in the Rheme portion. At 141, *Sooner* in the ST clause simplex ***Sooner*** *we get this over with the better* [ST, p. 404] is Adjunct Theme; but this clause is translated into the TT clause as ***Chúng ta*** *giải quyết chuyện này càng sớm càng tốt* [TT, p. 397] where *Chúng ta* is Subject Theme, placing the Adjunct *càng sớm càng tốt* corresponding to the ST Adjunct Theme *Sooner* in the Rheme portion. And at 144, *Once more* in the ST clause simplex ***Once more***, *he got to his feet* [ST, p. 410] is Adjunct Theme; but this clause simplex

is rendered into the TT clause simplex as *Ông lại đứng lên* [TT, p. 403] where *Ông* is Subject Theme, and the Adjunct *lại* corresponding to the ST Adjunct Theme *Once more* is placed in the Rheme portion. The fourth translation shift has to do with translation addition at 57. Here, the Adjunct *With these attributes* in *With these attributes, however, he would not remain as inconspicuous as we wished him to* [ST, p. 136] is simple Theme; but in the corresponding TT clause simplex *Tuy nhiên, với những đặc điểm này bố tôi không được chìm khuất như chúng tôi mong ước* [TT, p. 135], we find the Adjunct *Tuy nhiên* is added, making *Tuy nhiên, với những đặc điểm này* a multiple Theme. And the fifth translation shift of notice concerns translation omission at 67. Here, the Adjunct *By that time* in the ST clause simplex *By that time I was shrieking* [ST, p. 156] is Theme; but this clause simplex is translated into Vietnamese as *Tôi bèn la hét inh ỏi* [TT, p. 153] where the Subject *Tôi* is Theme, and the ST Adjunct Theme *By that time* is not translated.

#### 4.3. Translation of Predicator Theme in Imperative Clause Simplex

Details of analysis of Predicator Theme in ST and TT imperative clause simplexes are given in Appendix 4. Findings are provided in Table 5.

**Table 5**

##### *Predicator Theme in Imperative Clause Simplex*

Details of Theme types	ST	TT
Number of imperative clauses:	123	123
Number of Predicator Theme clauses:	120	120
Number of Adjunct Theme clauses:	3	3
Number of simple clauses:	81	88
Number of multiple clauses:	39	29
+ Number of text + int + top Themes:	1	2
+ Number of int + top Themes:	23	17
+ Number of text + top Theme:	15	10
Number of translation shifts:		3

Imperative clauses can be employed to issue command, urging, request, exhortation addressed to the interlocutor(s). Imperative clauses in English are typically indicated by the absence of a Finite and a Subject function. In somewhat similar manner, imperative clauses in Vietnamese are typically indicated by the absence of a Subject function. To put it in a simpler way, in both English and Vietnamese, an imperative clause simplex is typically realized by the main verb functioning as Predicator in mood which seen from the point of view of the textual metafiction is an unmarked Theme.

Findings from Table 5 show a number of equivalent points between the ST and TT. First, all Predicator Themes in the ST clause simplexes are translated and retained as Predicator Themes in the corresponding TT clause simplexes: 123/123. Second, all three ST marked Adjunct Themes at 33, 35, and 90 are consistently translated and retained in TT as marked Adjunct Themes. At 33, *Now* is Adjunct Theme in *Now get the basket* [ST, p. 101], and it is translated as *Bây giờ* which is also Adjunct Theme in *Bây giờ cầm cái giỏ* [TT, p. 101]); at 35, *Now* is Adjunct Theme in *Now listen, both of you* [ST, p. 105]), and it is translated as *Giờ* which is also Adjunct Theme in *Giờ thì nghe đây, hai đứa* [TT, p. 105]; and at 90, *Now* is Adjunct Theme in *Now let's consider this calmly* [ST, p. 276], and it is rendered as *Bây giờ* which is

also Adjunct Theme in *Bây giờ chúng ta hãy xem xét chuyện này một cách bình tĩnh ...* [TT, p. 271]). Third, most of ST multiple Themes are appropriately rendered, and their order in corresponding TT multiple Themes are retained as in ST multiple Themes. 91 and 76 are examples in point. At 91, the multiple Theme *Oh sit down* in the ST clause simplex *Oh sit down, Horace* [ST, p. 271] has the sequence: interpersonal Theme (Oh) ^ topical Theme (sit down). This multiple Theme is translated as *Ồ, ngồi xuống* in *Ồ, ngồi xuống đi Horace* [TT, p. 271] whose sequence is also interpersonal Theme (Ồ) ^ topical Theme (ngồi xuống). And at 76 the multiple Theme *All right, Mr. Finch, get* in the ST clause simplex *All right, Mr. Finch, get 'em outa here* [ST, p. 226] has the order: textual Theme (All right) ^ interpersonal Theme (Mr. Finch) ^ topical Theme (get). This multiple Theme is translated as *Được rồi, ông Finch, đưa* in *Được rồi, ông Finch, đưa chúng tránh khỏi chỗ này* [TT, p. 223]) whose order is also textual Theme (Được rồi) ^ interpersonal Theme (Ông Finch) ^ topical Theme (đưa). And fourth, all inclusive Subject Themes in ST clause simplexes are appropriately translated and retained as inclusive Subject Themes in corresponding TT clause simplexes. 15 and 79 are the examples in point. At 15, the inclusive Subject *Let's* in the ST clause simplex *Let's roll in the tire* [ST, p. 56] is marked Theme, and it is rendered as *Tụi mình* which is also marked inclusive Subject Theme in the TT clause simplex *Tụi mình lăn trong lốp xe đi* [TT, p. 58]. And at 79, the inclusive Subject *Let's* in the ST clause simplex *Let's go in* [ST, p. 240] is marked Theme, and it is rendered as *Tụi mình* which is also marked inclusive Subject Theme in the TT clause simplex *Tụi mình vô đi* [TT, p. 237].

Findings in Table 5 also reveal a number of translation shifts. The most obvious can be seen at 4, 9 and 47. At 4, the unmarked Predicator Theme *Go and eat* in the ST clause simplex *Go and eat downtown today* [ST, p. 30] is translated as *Hôm nay xuống phố ăn đi* [TT, p. 33] where the temporal Adjunct *Hôm nay* is a marked Theme, and the expression *xuống phố ăn đi* which corresponds to the ST Predicator Theme *Go and eat* is placed in the Rheme portion. A somewhat similar translation shift can be observed at 9. Here, the ST multiple Theme *please bathe* in *please bathe yourself before you come back tomorrow* [ST, p. 41] is replaced by the nominal group *ngày mai* in *ngày mai làm ơn tắm trước khi đi học lại* [TT, p. 43] where the ST multiple unmarked Predicator Theme *please bathe* is not retained as the same function in the TT clause simplex. Instead, the expression *làm ơn tắm* corresponding to the ST multiple Predicator Theme *please bathe* is found in the Rheme portion of the ST clause simplex. 47 is a slightly different case of translation shift. Here, the ST unmarked Predicator Theme *Go on* in *Go on, please sir* [ST, p. 129] is replaced by the noun *Chú* in *Chú cứ nói đi* [TT, p. 128] where the noun *Chú* functioning as marked Subject Theme is added.

Apart from the translation shifts discussed above, there are a number of textual, interpersonal and topical elements in ST multiple Themes which are either not translated (translation omission) or not properly rendered (mistranslation). 2, 50, 82, and 113 are the cases in point. At 2, the continuative textual Theme *Well* which is part of the multiple Theme *Well go on* in the ST imperative clause simplex *Well go on* [ST, p. 24] is not translated. Instead only the simple topical Predicator Theme *Tới* which is somewhat equivalent to *go on* is found in the TT clause simplex *Tới luôn đi* [TT, p. 26]). At 50, the two interpersonal Themes *Please* and *ma'am* which are parts of the multiple Theme *Please ma'am hurry* in the ST imperative clause simplex *Please ma'am hurry!* [ST, p. 142] are not translated. Instead only the simple Predicator Theme *Lẹ lên* which corresponds to the ST topical Theme *hurry* is found in the TT clause *Lẹ lên cô* [TT, p. 140]. At 82, the interpersonal Theme *Just* which is part of the multiple Theme *Just describe* in *Just describe her injuries, Heck* [ST, p. 249] is not translated either. Only the simple Predicator Theme *Tả lại* which is equivalent of *describe* is found in the TT clause

simplex *Tả lại những vết thương của cô ta đi*, Heck [TT, p. 245]. And at 113, the multiple Theme *Well let's* in the ST imperative clause simplex *Well let's go get 'em* [ST, p. 383] is not translated. What is found in the TT clause simplex is only the topical Theme *Trở lại* which is in some way equivalent to the ST clause element *go*: *Trở lại lấy đi* [TT, p. 377].

#### 4.4. Translation of Theme in Interrogative Clause Simplex

Halliday (1998, p. 47, 1998, p. 45 in relation to English) states: “The typical function of an interrogative clause is to ask a question; and from the speaker’s point of view asking a question is an indication that he wants to be told something. The fact that, in real life, people ask questions for all kinds of reasons does not call into dispute the observation that the basic meaning of a question is a request for an answer. The natural Theme of a question [in English], therefore, is ‘what I want to know’”. Halliday distinguishes two basic types of interrogative clause which can also be applicable to Vietnamese: polar interrogative v. non-polar interrogative, illustrated by the following examples:

##### **Polar interrogative:**

*Ain't you scared of haints?* [ST, p. 376]

Em không sợ ma hả? [TT, p. 370]

*Did you swap with somebody at school?* [ST, p. 92]

Con có đổi chác với ai trong trường không? [TT, p. 93]

##### **Non-polar interrogative:**

*Why didn't you bring it?* [ST, p. 57]

Sao mà không lấy nó theo? [TT, p. 59]

*Who are your friends?* [ST, p. 271]

Bạn cô là ai? [TT, p. 267]

*What does who want, Alexandra?* [ST, p. 350]

Ai muốn gì, Alexandre? [TT, p. 343]

#### 4.4.1. Translation of Theme in Polar Interrogative Clause Simplex

Details of analysis of ST and TT Theme in polar interrogative clause simplexes are provided in Appendix 5. The main findings are summarised in Table 6.

**Table 6**

*Theme in Polar Interrogative Clause Simplex*

Details of Theme types	ST	TT
Number of interrogative clauses:	178	178
Number of Subject Themes:	178	172
Number of Adjunct Themes:	0	6
Number of simple Theme clauses:	0	128
Number of multiple clauses:	178	50
+ Number of int + top Themes:	174	28
+ Number of text + top Themes:	0	18
+ Number of text + int + top Themes:	4	4

Analysis in Appendix 5 and Findings in Table 6 show that due to differences in the structure of polar interrogative clause simplexes in English and Vietnamese<sup>2</sup>, quite a number of translation shifts can be found in the TT data, of which four stand out. First, all 178 Themes in the ST interrogative clause simplexes are multiple Themes, while only 50 multiple Themes are found in the TT, the remaining 128 TT clause simplexes have simple Themes. Second, all 178 ST clause simplexes have Subject Themes, while 172 TT clause simplexes have Subject Themes, and 6 others have Adjunct Themes. Third, the number of interpersonal ^ topical Themes in the ST is 174, while the number of interpersonal ^ textual Themes in the TT is 28. Fourth, no textual ^ topical Theme is found in the ST, whereas 18 are found in the TT.

At a more local level, some other translation shifts can also be observed. The first translation shift concerns translation addition at 110. Here, we find *Was Tom Robinson* in *Was Tom Robinson well known to you?* [ST, p. 273] is a multiple Theme consisting of the positive polar interrogative *Was* functioning as interpersonal Theme and the Subject *Tom Robinson* functioning as topical Theme; but in the corresponding TT clause simplex *Và cô biết rõ Tom Robinson?* [TT, p. 268], we find the quite different multiple Theme *Và cô* consisting of the conjunction *Và* functioning as textual Theme and the Subject *cô* functioning as topical Theme. Two other translation shifts can be seen at 5 and 112. At 5, *Did you* in *Did you forget your lunch this morning?* [ST, p. 30] is multiple Theme consisting of the positive polar interrogative particle *Did* functioning as interpersonal Theme and the Subject *you* functioning as topical Theme, but in the corresponding TT clause simplex we find the simple Adjunct Theme *Sáng nay* in *Sáng nay em quên mang bữa trưa à?* [TT, p. 33], and *em* which corresponds to the ST topical Subject Theme *you* is placed in the Rheme portion of the TT clause simplex. Similarly, *Didn't you* in *Didn't you ever ask him to come inside the fence before?* [ST, p. 273] at 112 is a multiple Theme consisting of the negative polar interrogative particle *Didn't* functioning as interpersonal Theme and the Subject *you* functioning as topical Theme; but in the corresponding TT clause simplex *Trước đó cô chưa bao giờ yêu cầu anh ta vào bên trong hàng rào à?* [TT, p. 269], we find *Trước đó* is simple Adjunct Theme, and *cô* which corresponds to the ST topical Subject Theme *you* is placed in the Rheme portion of the TT clause.

A closer inspection, however, reveals quite number of translation equivalents. First, most vocative interpersonal Themes, such as *Tom* at 130; *Jem* at 161 and 162, *Jean Louise* at 175 and at many others, are calqued and retained as interpersonal Themes in the TT clause multiple Themes. Second, most modal Adjuncts functioning as interpersonal Theme, such as *can* at 113 and *Can't* at 145, are appropriately rendered and placed in the Rheme portion – their unmarked order in the Vietnamese polar interrogative clause simplex. Third, most topical Themes in the ST clause simplexes are translated and retained as topical Themes in the TT clause simplexes. And fourth, based on the contexts in which the dialogic portions occur in the ST, all personal pronouns and proper names in ST clause simplexes are culture-appropriately translated and retained as interpersonal Themes in the TT clause simplexes. 144 and 159 will serve the point well. At 144, the personal pronoun *you* in *Ain't you heard yet?* [ST, p. 323] is

<sup>2</sup> In English a polar interrogative clause simplex is realised by only one pattern: Finite ^ Subject ^ Predicate ^ ±Complement ^ ±Adjunct (e.g. *Did you call a doctor, Sheriff?* [ST, p. 248]). In contrast, in Vietnamese, a polar interrogative clause simplex is realized by a variety of patterns, among which four are the most common: (1) Subject ^ *có* ^ Predicate ^ ±Complement ^ ±Adjunct ^ *không* (e.g. *Ông có gọi bác sĩ không?* [TT, p. 245]); (2) Subject ^ Predicate ^ ±Complement ^ ±Adjunct ^ *không* (e.g. *Ông gọi bác sĩ không?*); (3) *có phải* ^ Subject ^ Predicate ^ ±Complement ^ ±Adjunct ^ *không* (e.g. *Có phải ông gọi bác sĩ không?*); and (4) Subject ^ Predicate ^ ±Complement ^ ±Adjunct ^ *có phải không* (e.g. *Ông gọi bác sĩ, có phải không?*).

culture-appropriately rendered as *Tụi cháu* in *Tụi cháu chưa nghe hả?* [TT, p. 315]), because *Ain't you heard yet?* was the question by Miss Rachel to Dill and Scout, and the relation between them is that of adult to children. Similarly, at 159 the personal pronoun *you* in *Ain't you scared of haints?* [ST, p. 376] is culture-appropriately translated as *Em* in *Em không sợ ma hả?* [TT, p. 370], because *Ain't you scared of haints?* is the question by Jem to Scout and the relation between them is that of elder brother and younger sister.

#### 4.4.2. Translation of Theme in Non-polar Interrogative Clause Simplex

Non-polar interrogative clause simplexes cover a very rich but fairly complex textual domain. This is due to the fact that in daily communication, people ask their interlocutors not only to confirm or deny a proposition but also to provide any piece of missing information they want: they might want to know the missing piece about **who** a person is, **what** a thing is; **what**, **when** and **where** a person or a thing does; and **how** and **why** an action or an event happens, and so on and so forth (see Halliday, 1998, pp. 45-6; Halliday & Matthiessen, 2015, pp. 101-2; see also Hoang, 2022, p. 26).

Non-polar interrogatives in English are often referred to as 'WH-interrogatives'. They consist of interrogative pronouns such as 'who' and 'what' and interrogative adverbs such as 'when', 'where', 'why', etc. Seven types of non-polar interrogative clause simplexes are found in the ST: (i) 'who' as Subject Theme, (ii) 'who' as Complement Theme, (iii) 'what' as Subject Theme, (iv) 'what' as Complement Theme, (v) 'how' as Adjunct Theme, (vi) 'where' as Adjunct Theme, and (vii) 'why' as Adjunct Theme. The translation of Theme in these non-polar interrogative clause simplexes from 'To Kill a Mockingbird' into 'Giết con chim nhại' will be addressed in turn in the sections that follow.

##### 4.4.2.1. Translation of 'Who' as Interrogative Subject Theme

Details of analysis of the translation of 'who' as Subject Theme in non-polar interrogative clause simplex are provided in Appendix 6. The main findings are summarised in Table 7.

**Table 7**

*'Who' as Interrogative Subject Theme*

Details of Theme types	ST	TT
Number of clauses:	15	15
Number of Subject Themes:	15	15
Number of simple Subject Themes:	14	15
Number of multiple Themes:	1	0
+ Number of text + int + top Themes:	0	0
+ Number of int + top Themes:	0	0
+ Number of text + top Themes:	1	0

As presented in Table 6, 'who' as Subject Theme in English declarative clause simplex is closely translated into Vietnamese, and mismatches between the ST and TT are reduced to the minimum. This is evidenced in the following aspects. First, of 15 Subject Themes in the ST clause simplexes, 14 are translated and retained as Subject Themes in the corresponding TT clause simplexes. Second, in almost all instances, the typical Vietnamese form employed to render the ST interrogative Subject Theme 'who' is consistently *Ai/ai*.



There are, however, two noticeable translation shifts at 2 and 4. At 2, *And who* in ***And who's runnin', Miss Priss?*** [ST, p. 36] is multiple Theme consisting of the conjunction *And* functioning as textual Theme and the interrogative pronoun *who* functioning as topic Theme; but in the corresponding TT clause simplex *Ai chạy vậy, cô Priss* [TT, p. 39], the element corresponding to *And* is not translated, making the interrogative pronoun *Ai* simple Theme. And at 4, the interrogative pronoun *Who* in ***Who did 'em, you reckon?*** [ST, p. 91] is Subject Theme; but in the TT clause simplex, *Theo anh* is added functioning as Adjunct Theme in ***Theo anh ai làm chúng?*** [TT, p. 92], placing the interrogative pronoun *ai* which corresponds to the Complement Theme *Who* in the ST clause simplex in the Rheme portion.

#### 4.4.2.2. Translation of ‘Who’ as Interrogative Complement Theme

Details of analysis of the translation of ‘who’ as interrogative Complement Theme in non-polar interrogative clause simplex are provided in Appendix 7. The main findings are summarised in Table 8.

**Table 8**

*‘Who’ as Interrogative Complement Theme*

Details of Theme types	ST	TT
Number of clauses:	6	6
Number of ‘who’ Complement Themes:	6	0
Number of ‘who’ Subject Themes:	0	6
Number of simple Theme Themes:	6	6
Number of multiple Themes:	0	0

Findings in Table 8 show that the number of clause simplexes containing ‘who’ as interrogative Complement Theme in the ST is quite small: 6. But four points should be noted here concerning both translation equivalence and translation shift. First, the number of ‘who’ as interrogative Complement Themes in the ST is 6, while the number of interrogative Complement Themes in the TT corresponding clause simplexes is 0; conversely, the number of Subject Themes in the ST clause simplexes is 0, while the number of Subject Themes in the corresponding TT clause simplexes is 6. Second, the number of simple Themes in the ST is equal to the number of simple Themes in the TT: 6/6. Third, the typical Vietnamese form/word employed to render the ST interrogative Complement Theme ‘who’ is *ai*: 6/6. And fourth, all ST Themes are closely translated into Vietnamese, but due to the structure of the Vietnamese clause of this type they are not Themes in the TT clause simplexes: they are put in the Rheme portion, or more precisely, in the place where the missing information is required to be supplied, giving them Subject the status of Theme (see Hoang, 2022, p. 28).

#### 4.4.2.3. Translation of ‘What’ as Interrogative Subject Theme

Details of analysis of the translation of ‘what’ as interrogative Subject Theme in non-polar interrogative clause simplex are provided in Appendix 8. The main findings are provided in Table 9.

**Table 9***'What' as Interrogative Subject Theme*

Details of Theme types	ST	TT
Number of Subject Theme clauses:	17	17
Number of simple Theme clauses:	11	8
Number of multiple Themes:	6	9
+ Number of text + int + top Themes:	0	0
+ Number of int + top Themes:	2	5
+ Number of text + top Themes:	4	4
Number of translation shifts:		5

Analysis in Appendix 8 shows that three common forms employed to render the ST Subject Theme 'what' into Vietnamese are *chuyện gì* (11/17), *cái gì* (3/17) and *gì* (2/17), and in their contexts of use they can be the exact matches of 'what'. Findings in Table 9 indicate that a high degree of translation equivalence has been achieved: of 17 ST clause simplexes which have 'what' as Subject Theme, 15 are translated and retained as Subject Themes in the TT clause simplexes.

There are, however, some translation shifts observed. First, of 17 ST clause simplexes, 11 have simple Themes, while of 17 corresponding TT clause simplexes, 8 have simple Themes. Second, the number of ST multiple Themes is 6, of which the number of interpersonal ^ topical Themes is 2, and that of textual ^ topical Themes is 4; whereas the number of TT multiple Themes is 9, of which the number of interpersonal ^ topical Themes is 5, and that of textual ^ topical Themes is 4. Third, among the 5 translation shifts noted in Table 8, three (at 1, 2, and 12) are related to translation addition, and two (at 16 and 17) have to do with alteration of Subject Theme. At 1, 2 and 12, we find *What* in *What happened?* [ST, p. 82], *What* in *What's in those packages?* [ST, p. 119], and *What* in *What has happened?* [ST, p. 325] are simple Themes; but in the corresponding TT clause simplexes, the particle *có* functioning as interpersonal Theme is added to the three topical Subject Themes: *chuyện gì* at 1, *chuyện gì* at 2, and *cái gì* at 12, making the Themes in these clause simplexes multiple: *Có chuyện gì vậy?* [TT, p. 83], *Có cái gì trong mấy cái túi đó vậy?* [TT, p. 119], and *Có chuyện gì à?* [TT, p. 318]. At 16, the interrogative pronoun *What* in *What's wrong with that?* [ST, p. 365] is Subject Theme; but in the corresponding TT clause simplex *Chuyện đó có gì sai đâu?* [TT, p. 358], we find *Chuyện đó* which is in some way corresponds to *that* in the ST clause simplex functions as Theme; and the interrogative pronoun *gì* which corresponds to the ST Subject Theme *What* is put in the Rheme portion or, more precisely, in the place where the missing information is required to be supplied, giving the Complement *Chuyện đó* the status of Theme (see Hoang, 2022, p. 28). And 17 is perhaps a kind of semantic translation where the interrogative pronoun *What* in *What's eatin' you?* [ST, p. 365], which can be literally rendered into Vietnamese as *Cái gì đang ăn mày thế?*, is replaced by the noun *Em* in *Em đang ưu tư gì vậy?* [TT, p. 358], making it Theme of the TT clause simplex.

#### 4.4.2.4. Translation of 'What' as Interrogative Complement Theme

Details of analysis of the translation of 'what' as interrogative Complement Theme in non-polar interrogative clause simplex are provided in Appendix 9. The main findings are provided in Table 10.

**Table 10***'What' as Interrogative Complement Theme*

Details of Theme types	ST	TT
Number of clauses:	70	70
Number 'what' interrogative Complement Themes:	70	0
Number of Subject Themes:	0	62
Number of non-Subject/non-Complement Themes:	70	8
Number of simple Themes:	60	56
Number of multiple Themes:	10	14
+ Number of text ^ int ^ top Themes:	0	0
+ Number of int ^ top Themes:	5	7
+ Number of text ^ top Themes:	5	7

Findings in Table 10 allow at least three observations. First, all 70 ST clause simplexes have 'what' Complement Themes, while of 70 corresponding TT clause simplexes, 62 have Subject Themes, and 8 have non-Subject Themes (including 6 Adjunct Themes and 2 Predicator Themes). Second, the most Vietnamese common form employed to render the ST interrogative Complement Theme 'what' is *gì* (52/70), and it can be the exact match of 'what'. And third, almost all ST 'what' Complement Themes are closely translated into Vietnamese, but due to thematisation preference of this clause type in Vietnamese, *gì* is not Theme in the TT clause simplexes: it is put in the Rheme portion – in the place where the interrogative Complement is normally located, giving the Subject the status of Theme (see Hoang, 2022, p. 28).

Apart from the points mentioned above, three other translation shifts are observed in the data. The first translation shift concerns translation addition at 12, 27, and 63 where we find *What* in *What's the matter with you?* [ST, p. 91], *What* in *What's the matter with you, boy, ...?* [ST, p. 148], and *What* in *What's the matter?* [ST, p. 349] are simple Themes; but in the three corresponding TT clause simplexes the particle *Có* functioning as interpersonal Theme is added, making *Có chuyện gì* in *Có chuyện gì với mày vậy?* [TT, p. 92], *Có chuyện gì* in *Có chuyện gì mà cháu không nói được vậy?* [TT, p. 145], and *Có chuyện gì* in *Có chuyện gì vậy?* [TT, p. 342] multiple Themes. The second translation shift has to do with translation omission at 38. Here, *Well what* in *Well what do you all do?* [ST, p. 189] is a multiple Theme consisting of the continuative textual Theme *Well* and the topical Theme *what*; but in the corresponding TT clause simplex *Bọn cháu làm gì?* [ST, p. 187], only the Subject Theme *Bọn cháu* is present. The third translation shift of notice concerns what can be referred to as Theme alteration at 61. Here, the interrogative pronoun *What* in *What did you all study this afternoon?* [ST, p. 342] is Complement Theme; but in the corresponding TT clause simplex *Chiều nay nghiên cứu của các bà là gì?* [TT, p. 335], *Chiều nay* is temporal Adjunct Theme, placing the interrogative pronoun *gì* which corresponds to the Complement Theme *What* in the ST clause simplex in the Rheme portion.

#### 4.4.2.5. Translation of 'How' as Interrogative Adjunct Theme

Details of analysis of the translation of 'how' as Adjunct Theme in non-polar interrogative clause simplex are provided in Appendix 10. The main findings are represented in Table 11.

**Table 11***'How' as Interrogative Adjunct Theme*

Details of Theme types	ST	TT
Number of clauses:	38	38
Number of clauses with 'how' Themes:	38	24
Number of 'non-how' Themes:	0	14
Number of simple Themes:	34	35
Number of multiple clauses:	4	3
+ Number of text + int + top clauses:	0	0
+ Number of int + top Themes:	1	1
+ Number of text + top Themes:	3	2

Findings in Table 11 reveal three noticeable points. First, all 38 ST clause simplexes have 'how' interrogative Adjunct Themes, while of 38 corresponding TT clause simplexes, only 24 have interrogative Adjunct Themes, and 14 others contain non-how Themes (including 13 Subject Themes and 1 clause Theme). Second, the ST interrogative Adjunct Theme 'how' is diversely translated into Vietnamese: *how* = *sao* (15/38), *how* = *làm sao* (13/38), *how* = *như thế nào* (4/38), and *how* = *làm thế nào/bằng cách nào* (3/38), but in the relevant contexts of the ST clause simplexes, most of them can be said to be the appropriate matches of 'how'. And third, the place of the TT expressions corresponding to 'how' is not fixed: 25/35 are in clause-initial position and 10/35 are in clause-final position.

A closer analysis reveals that 'how' as interrogative Adjunct Theme in English presents one of the most difficult problems in Theme translation from English into Vietnamese. This may be partly due to the choice preference of the translators, but mostly to the semantic complexity of 'how'. Depending on its context of use, 'how' can function as an Adjunct of manner, of means, of reason, or of cause/reason. Further, what seems to compound the problem of translation is that no matter what meaning 'how' refers to in an English clause simplex, it always occupies clause-initial position and functions as Theme. In Vietnamese, the picture seems to be quite different: the elements corresponding to 'how' can float around in the clause. When, for example, 'how' is interpreted as interrogative Adjunct of manner, the Vietnamese translation correspondence can be put either in clause-initial position (and thus functioning as Adjunct Theme) as *Làm thế nào* in *Làm thế nào để dừng đi xuyên qua một thứ như vậy?* [TT, p. 58], or in clause-final position (and thus functioning as part of Rheme) as *như thế nào* in *Ông nghĩ tôi ký các hóa đơn cứu trợ của tôi như thế nào?* [TT, p. 258]. Similarly, when 'how' is interpreted as interrogative Adjunct of means, the Vietnamese translation correspondence can be put either in clause-initial position (and thus functioning as Theme) as *Bằng cách nào* in *Bằng cách nào mà đến đây?* or in clause-final position (and thus functioning as part of Rheme) as *bằng cách nào* in *Mày đến đây bằng cách nào?* [TT, p. 205].

The semantic complexity of 'how' in English explains why there are a number of translation shifts found in the TT data. But for reasons of space, they are not pursued further here.

#### 4.4.2.6. Translation of 'Where' as Interrogative Adjunct Theme

Details of analysis of the translation of 'how' as Adjunct Theme in non-polar interrogative clause simplex are provided in Appendix 11. The main findings are summarised

in Table 12.

**Table 12**

*'Where' as Interrogative Adjunct Theme*

Details of Theme types	ST	TT
Number of clauses:	22	22
Number of 'where' Themes:	22	1
Number of Subject Themes:	0	20
Number of simple Themes:	20	21
Number of multiple Themes:	2	1
+ Number of text + int + top clauses:	0	0
+ Number of int + top Themes:	0	0
+ Number of text + top Themes:	2	1
Number of Adjunct Theme other than 'how':	0	1

Analysis of the data in Appendix 11 shows that the most common forms employed to render the English interrogative Adjunct Theme 'where' into Vietnamese are *đâu* (13/22) and *ở đâu* (8/22), and they can be seen as the exact matches of 'where'. Findings in Table 12 indicate that due to the difference in thematisation preference between English and Vietnamese in this type of non-polar interrogative clause simplex, striking number of translation shifts are found in the data, of which two are salient. First, all 22 ST clause simplexes have 'where' as interrogative Adjunct Theme, while almost all TT clause simplexes (20/22) have Subject Theme. And second, except one instance at 22 where *Ở đâu* in *Ở đâu ông có nó vậy?* [TT, p. 400] equivalent to *Where* in *Where'd you get it?* [ST, p. 407] is Theme, all the remaining forms *đâu* and *ở đâu* corresponding to the ST interrogative Adjunct Theme 'where' are placed in the Rheme portion or, more precisely, in the place where the missing Adjunct is normally located, giving the Subject the status of Theme.

Two other minor translation shifts are observed at 13 and 17. 13 is the case of translation omission where *And where* in *And where are you going, Stephanie?* [ST, p. 237] is a multiple Theme consisting of the interpersonal Theme *And* and the topical Theme *where*; but in the corresponding TT clause simplex *Chị tính đi đâu, Stephanie?* [TT, p. 234], the textual Theme element equivalent to *And* is omitted, making *Chị* simple Subject Theme. And 17 is the case of alteration of Theme type. Here, *Where* in *Where are your britches today?* [ST, p. 341] is location interrogative Adjunct Theme; but in the corresponding TT clause simplex *Bữa nay quần cháu đâu?* [TT, p. 334], *Bữa nay* which corresponds to *today* functioning as part of Rheme in the ST clause simplex is temporal Adjunct Theme.

#### 4.4.2.7. Translation of 'Why' as Interrogative Adjunct Theme

Details of analysis of the translation of 'why' as Adjunct Theme in non-polar interrogative clause simplexes are provided in Appendix 12. The main findings are summarised in Table 13.

**Table 13***'Why' as Interrogative Adjunct Theme*

Details of Theme types	ST	TT
Number of clauses:	62	62
Number of 'why' Themes:	62	60
Number of Subject Themes:	0	0
Number of simple Theme clauses:	48	47
Number of multiple clauses:	14	15
+ Number of text + int + top Themes:	0	0
+ Number of int + top Themes:	1	1
+ Number of text + top Themes:	13	12
Number of Adjunct Theme other than 'why':	0	2

Analysis in Appendix 12 shows that the English interrogative Adjunct Theme 'why' is diversely translated into Vietnamese. The most common translation forms found in the TT data are *sao* (37/62) and *tại sao* (25/62), and in this context of translation they can be the exact matches of 'why'. Findings in Table 13 indicate that due to the similarity in thematisation between English and Vietnamese in this type of non-polar interrogative clause simplex, there is a high degree of equivalence between the ST and TT. Of 62 ST clause simplexes with 'why' as interrogative Adjunct Theme, 60 are translated and retained as interrogative Adjunct Theme in the TT. Findings in Table 13 also reveal some slight differences with regard to the number of simple and multiple Themes in the ST and TT: 48 ST simple Themes v. 47 TT simple Themes, and 13 ST textual Themes ^ topical Themes v. 12 TT textual Themes ^ topical Themes.

Apart from the equivalent points discussed above, there remain a number of translation shifts found in the TT data: three (at 2, 4 and 60) concern translation addition and one (at 22) is related to translation omission. At 2, the interrogative Adjunct *Why* in ***Why do you think Miss Rachel locks up so tight at night?*** [ST, p. 21] is simple Theme; but in the corresponding TT ***Mày nghĩ vì sao cô Rachel khoá cửa kỹ thế ban đêm?*** [TT, p. 23], *Mày nghĩ* is a clause Theme, and the interrogative Adjunct *vì sao* which corresponds to the ST Adjunct Theme *Why* is put in the Rheme portion. At 4, ***Miss Caroline, why don't you read us a story?*** [ST, p. 43] is a clause simplex in which *Miss Caroline, why* is multiple Theme consisting of the interpersonal Theme *Miss Caroline* and the topical Theme *why*; but in the TT, we find the clause complex ***Cô Caroline, cô đừng buồn nữa, sao cô không đọc cho tui em nghe một truyện nào đó?*** [TT, p. 45], in which the first clause simplex has the multiple Theme *Cô Caroline, cô* consisting of the interpersonal Theme *Cô Caroline* equivalent to the ST interpersonal Theme *Miss Caroline* and the topical Theme *cô* (including the rest of the Rheme portion of this clause simplex – *đừng buồn nữa*) which is a translation addition, and the second clause has the simple Theme *sao* equivalent to the ST clause Theme *Why*. And at 60, *Why* in ***Why don't they like the Jews, you reckon, Miss Gates?*** [ST, p. 363] is simple Theme; but in the corresponding TT ***Theo cô tại sao họ không thích người Do Thái?*** [TT, p. 356], we find *Theo cô* functioning as Adjunct Theme, and the interrogative Adjunct *vì sao* which corresponds to the ST Adjunct Theme *Why* is put in the Rheme portion. And in regard to the translation omission at 22, *And why* in ***And why do I not understand children, Miss Jean Louise?*** [ST, p. 130] is multiple Theme consisting of the textual Theme *And* and the topical Theme *why*; but in the corresponding TT clause simplex *And* is not translated, making *Tại sao* in ***Tại sao chú không hiểu trẻ con, cô Jean Louise?***

[TT, p. 128] a simple Theme.

## 5. Conclusion

In this article, I have made a modest attempt to explore in some detail how Themes in English are translated into Vietnamese. The theoretical framework employed in this study is Systemic Functional Linguistics. The data for this study are from the famous American novel 'To Kill a Mockingbird' and the Vietnamese version of translation 'Giết con chim nhại'. The unit of analysis is independent major clause simplexes in the source text and their corresponding major independent clause simplexes in the target text; and the aspects of analysis and comparison are simple and multiple Themes in declarative, imperative and interrogative clause simplexes. The study has brought to light a number of findings, but the following are salient:

- Most Subject and Adjunct Themes in the ST declarative clause simplexes are closely translated and retained as Subject and Adjunct Themes in the corresponding TT clause simplexes: 201/195 and 145/138 respectively.
- All 3 Complement Themes in the ST declarative clause simplexes are translated but are not retained as Complement Themes in the corresponding TT declarative clause simplexes.
- All Predicator Themes in the ST clause simplexes are translated and retained as Predicator Themes in the corresponding TT clause simplexes: 123/123.
- Most Subject Themes in the ST polar interrogative clause simplexes are closely rendered and retained as Subject Themes in the corresponding TT polar interrogative clause simplexes: 178/172.
- All 'whos' and 'whats' as interrogative Subject Themes in the ST clause simplexes are appropriately rendered and retained as interrogative Subject Themes in the corresponding TT clause simplexes: 15/15 and 17/17 respectively.
- All 6 'whos' as interrogative Complement Theme in the ST clause simplexes are translated, but are not retained as interrogative Complement Theme in the corresponding TT clause simplexes.
- All 70 ST clause simplexes contain 'what' as interrogative Complement Theme, whereas 62 corresponding TT clause simplexes contain Subject Theme, and 8 others contain non-Subject/non-Complement Theme.
- Over 2/3 of 'hows' as interrogative Adjunct Theme in ST clause simplexes are translated and retained as interrogative Adjunct Themes in the corresponding TT clause simplexes: 38/24.
- All 22 'wheres' as interrogative Adjunct Theme in the ST clause simplexes are translated, but only 1 is retained as interrogative Adjunct Theme in the TT; 20 other TT clause simplexes contain Subject Themes, and one contains temporal Adjunct Theme.
- Most 'whys' as interrogative Adjunct Theme in ST clause simplexes are closely translated and retained as interrogative Adjunct Theme in the corresponding TT clause simplexes: 62/60.

Apart from the main findings summarised above, there are a number of other translation shifts concerning translation addition, translation omission, alteration of Theme type, reordering of textual and interpersonal elements in multiple Themes. These translation shifts are partly due to the differences in clause structures of English and Vietnamese (see Halliday, 1985, 1998; Halliday and Matthiessen, 2015 and elsewhere in relation to English; and Hoang, 2022, 2023 in relation to Vietnamese), partly due to the semantic complexity (ambiguity) of



some ST question words, and partly due to the translators' negligence of the role of Theme and its delicate choices in constructing textual meaning in the clause and developing meaning in the texts.

In exploring how Theme and its delicate choices in 'To Kill a Mockingbird' are translated into 'Giết con chim nhại', I have placed the problem within the framework of Systemic Functional Linguistics, particularly the SF theory of Theme. It is clear from my study that Systemic Functional Linguistics is highly relevant to translation theory and translation practice: It can stand to benefit the translator from analysis of the source text, to discussion of translation problems, to explanation for establishment of points of translation equivalence between the choices in the target text and those in the source text, and to synthesis of the target text. It may be argued that other models of language can also be relevant to translation, because 'all roads lead to Rome'. But of all the roads that lead to Rome, the better possibility would be the Systemic Functional Linguistics road. However, for translators, particularly translation students, to travel along this road smoothly and confidently, it is highly recommended that they explore the road (i.e. the SFL theory) thoroughly before starting their 'translation journey' – a daunting journey whose destination seems to be always far ahead (see Hoang, 2021, pp. 89-90).

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### Appendices

**Key:**

- ST** = source text  
**TT** = target text  
top = topical Theme  
int = interpersonal Theme  
txt = textual Theme  
*Italics* and **boldface** type: indicate the Theme portion of the ST and TT clause

#### Appendix 1 Subject Theme in declarative clause simplex

ST	TT
1. <b>He</b> couldn't have cared less [8]	1. <b>Anh</b> hoàn toàn không quan tâm [9]
2. <b>We</b> were far too old to settle an argument with ... [8]	2. <b>Chúng tôi</b> đã quá lớn không thể dàn xếp ... [10]
3. <b>Our father</b> said we were both right [8]	3. <b>Bố tôi</b> nói cả hai đứa tôi đều đúng [10]
4. <b>So</b> (txt) <b>Simon</b> (top), [...], bought three slaves [9]	4. <b>Vì thế</b> (txt) <b>Simon</b> (top), [...] đã mua ba nô lệ [10]
5. <b>The place</b> was self-sufficient [9]	5. <b>Trang trại này</b> hoàn toàn tự túc [11]
6. <b>Atticus's office in the courthouse</b> contained little ... [10]	6. <b>Văn phòng của bố Articus tại toà án</b> chẳng có ... [11]
7. <b>John Hale Finch</b> was ten years younger than ... [10]	7. <b>John Hale Finch</b> nhỏ hơn bố mười tuổi [12]
8. <b>Maycomb</b> was an old town [11]	8. <b>Maycomb</b> là một thị trấn cổ [12]
9. <b>A day</b> was twenty-four hours long but seemed longer [11]	9. <b>Một ngày</b> dài hai mươi bốn giờ nhưng có vẻ như ... [13]
10. <b>But</b> (txt) <b>it</b> (top) was a time of vague optimism ... [11]	10. <b>Nhưng</b> (txt) <b>đó</b> (top) là thời kì lạc quan mơ hồ ... [14]
11. <b>Our mother</b> died when I was two [12]	11. <b>Mẹ chúng tôi</b> mất khi tôi lên hai [14]
12. <b>so</b> (txt) <b>I</b> (top) never felt her absence [12]	12. <b>vì vậy</b> (txt) <b>tôi</b> (top) không hề cảm thấy thiếu ... [14]
13. <b>Dill</b> was from Meridian, Mississippi [13]	13. <b>Dill</b> quê ở Meridian [15]
14. <b>The shutters and doors of the Radley house</b> .... [16]	14. <b>Cửa sổ và cửa chính nhà Radley</b> đóng kín vào ... [19]
15. <b>So</b> (txt) <b>Jem</b> (top) received most of his ... [18]	15. <b>Vì vậy</b> (txt) <b>Jem</b> (top) nhận hầu hết thông tin từ ... [20]
16. <b>My memory</b> came alive to see Mrs. Radley ... [19]	16. <b>Kí ức của tôi</b> trở nên sống động khi thấy bà ... [21]
17. <b>Then</b> (txt) <b>he</b> (top) jumped [22]	17. <b>Rồi</b> (txt) <b>anh</b> (top) nhảy [25]
18. <b>Dill</b> left us early in September [25]	18. <b>Dill</b> chia tay chúng tôi đầu tháng chín [27]
19. <b>but</b> (txt) <b>Atticus</b> (top) had said Jem would .... [25]	19. <b>Nhưng</b> (txt) <b>bố Articus</b> (top) nói Jem sẽ thích .... [27]
20. <b>The cats</b> had long conversations with one another [26]	20. <b>Lũ mèo</b> có những cuộc chuyện trò dài với nhau [29]
21. <b>Then</b> (txt) <b>she</b> (top) went to the blackboard [27]	21. <b>Sau đó</b> (txt) <b>cô</b> (top) lên bảng [29]
22. <b>Your father</b> does not know how to teach [28]	22. <b>Ba em</b> không biết cách dạy [30]
23. <b>but</b> (txt) <b>I</b> (top) had stared at them all the ... [28]	23. <b>nhưng</b> (txt) <b>tôi</b> (top) đã chăm chú nhìn ... [30]

24. <i>Everybody who goes home to lunch</i> hold up your ... [29]	24. <i>Em nào về nhà ăn trưa</i> giờ tay lên [32]
25. <i>The town children</i> did so [30]	25. <i>Những đứa trẻ thị trấn</i> giờ tay lên [32]
26. <i>Walter's face</i> brightened [35]	26. <i>Mặt Walter</i> bừng sáng [35]
27. <i>Indeed</i> (int), <i>Jem</i> (top) grew boastful [36]	27. <i>Thực sự là</i> (int) <i>Jem</i> (top) đâm ra hênh hoang [39]
28. <i>Then</i> (txt) <i>he</i> (top) ducked his head. [37]	28. <i>Sau đó</i> (txt) <i>nó</i> (top) cúi đầu xuống [40]
29. <i>But</i> (txt) <i>he</i> '(top) s gone and drowned his dinner ... [37]	29. <i>Nhưng</i> (txt) <i>nó</i> (top) tằm bữa ăn của nó .... [40]
30. <i>Jem and Walter</i> returned to school ahead of me [38]	30. <i>Jem và Walter</i> trở lại trường trước tôi [42]
31. <i>No one</i> had noticed him [41]	31. <i>Chắc chắn</i> (int) <i>không ai</i> (top) để ý đến nó [43]
32. <i>But</i> (txt) <i>Miss Caroline</i> (top) seemed willing ... [41]	32. <i>Nhưng</i> (txt) <i>cô Caroline</i> (top) có vẻ sẵn sàng ... [44]
33. <i>Perhaps</i> (int) <i>Calpurnia</i> (top) sensed that my day ... [43]	33. <i>Có lẽ</i> (int) <i>Calpurnia</i> (top) cảm thấy rằng ... [46]
34. <i>None of them</i> had done an [...] in his recollection [46]	34. <i>Theo như trí nhớ của ông</i> , không một ai ... [48]
35. <i>No</i> (txt), <i>an agreement</i> (top) reached by mutual .... [47]	35. <i>Không</i> (txt), <i>một thỏa thuận</i> (top) đạt được .... [50]
36. <i>Furthermore</i> (txt), <i>I</i> (top) couldn't help noticing ... [49]	36. <i>Hơn nữa</i> (txt), <i>tôi</i> (top) không thể không nhận ... [52]
37. <i>Two live oaks</i> stood at the edge of the Radley lot [50]	37. <i>Hai cây sồi</i> tươi tốt đứng ngay rìa khu đất ... [53]
38. <i>Summer</i> was on the way [51]	38. <i>Mùa hè</i> sắp đến [54]
39. <i>Grown folks</i> don't have hidin' places [52]	39. <i>Người lớn</i> không làm chỗ giấu đó. [55]
40. <i>Dill's father</i> was taller than ours [54]	40. <i>Cha Dill</i> cao hơn bố tôi [57]
41. <i>The tire</i> bumped on gravel [56]	41. <i>Lốp xe</i> này tung lên sỏi [59]
42. <i>but</i> (txt) <i>I</i> (top) couldn't prove it [58]	42. <i>nhưng</i> (txt) <i>tôi</i> (top) không thể chứng minh [61]
43. <i>The three of us</i> were the boys who got ... [59]	43. <i>Bộ ba chúng tôi</i> là những đứa trẻ vướng vào ... [62]
44. <i>The sun</i> said twelve noon. [60]	44. <i>Mặt trời</i> cho biết đã mười hai giờ [63]
45. <i>The first reason</i> happened the day I rolled into .... [61]	45. <i>Lí do thứ nhất</i> xảy ra vào ngày tôi lăn vào ... [64]
46. <i>My nagging</i> got the better of Jem eventually [63]	46. <i>Trò càm ràm của tôi</i> cuối cùng đã đánh bại Jem [65]
47. <i>but</i> (txt) <i>Jem and Dill</i> (top) drove me closer ... [64]	47. <i>nhưng</i> (txt) <i>lối cư xử của Dill và Jem</i> (top) đã ... [66]
48. <i>Our promptness</i> was always rewarded. [65]	48. <i>Sự mau mắn của bọn tôi</i> luôn được ... [67]
49. <i>Dr. Buford's profession</i> was medicine [66]	49. <i>Nghề của bác sĩ Buford</i> là nghề y [68]
50. <i>Dill and Jem</i> emerged from a brief huddle [70]	50. <i>Dill và Jem</i> bàn bạc riêng một lát [71]
51. <i>The three of us</i> walked cautiously toward the ... [72]	51. <i>Ba đứa chúng tôi</i> thận trọng đi về phía ... [74]
52. <i>What Mr. Radley did</i> was his own business [74]	52. <i>Những gì ông Radley làm</i> là việc riêng ... [76]
53. <i>A gigantic moon</i> was rising behind Miss .... [76]	53. <i>Mặt trăng khổng lồ</i> nhô lên phía sau [...] của ... [78]
54. <i>The sill</i> was several inches taller than Jem. [79]	54. <i>Bệ cửa</i> cao hơn Jem đến mấy tấc [81]
55. <i>The step</i> was silent. [80]	55. <i>Bậc cấp</i> im lặng [82]
56. <i>We</i> ran across the schoolyard [81]	56. <i>Chúng tôi</i> chạy ngang qua sân trường [83]
57. <i>Dill's hand</i> sought the back of his head. [83]	57. <i>Dill</i> sờ gáy, rồi đưa tay ngang trán. [84]
58. <i>the chinaberry trees</i> were malignant [84]	58. <i>những cây xoan</i> hiểm ác [86]
59. <i>Then</i> (txt) <i>I</i> (top) 'm goin' with you- [86]	59. <i>Vậy</i> (txt) <i>em</i> (top) sẽ đi với anh- [87]
60. <i>The second grade</i> was as bad as the first [88]	60. <i>Lớp hai</i> cũng tồi tệ như lớp một [89]
61. <i>however</i> (txt), <i>the usual crew</i> (top) had flunked ... [88]	61. <i>tuy nhiên</i> (txt), <i>cái nhóm như thường lệ</i> (top) ... [89]
62. <i>Jem's question</i> was an appeal. [89]	62. <i>Câu hỏi của Jem</i> là một lời khẩn dụ. [90]
63. <i>summer</i> drifts into autumn, [90]	63. <i>mùa hè</i> lan sang mùa thu [91]
64. <i>and</i> (txt) <i>autumn</i> (top) is sometimes never ... [90]	64. <i>và</i> (txt) <i>mùa thu</i> (top) đôi khi không có mùa ... [91]
65. <i>his face</i> was dirty in the right places [96]	65. <i>mặt anh</i> bẩn ở những chỗ có thể có nước mắt [96]
66. <i>The telephone</i> rang [98]	66. <i>Điện thoại</i> reo [98]
67. <i>Miss Maudie's old sunhat</i> glistened with .... [100]	67. <i>Chiếc mũ cũ kĩ của cô Maudie</i> lấp lánh ... [100]
68. <i>Jem's ears</i> reddened from Atticus's compliment [102]	68. <i>Tại Jem</i> đỏ lựng trước lời khen của bố Articus [102]
69. <i>The snow</i> stopped in the afternoon [103]	69. <i>Đến chiều</i> tuyết ngừng rơi [103]
70. <i>Miss Maudie</i> looked around [111]	70. <i>Cô Maudie</i> nhìn quanh [110]
71. <i>and</i> (txt) <i>the shadow of her old grin</i> crossed .... [111]	71. <i>và</i> (txt) <i>bóng nụ cười quen thuộc</i> (top) phớt ... [110]
72. <i>Cecil Jacobs</i> made me forget. [114]	72. <i>Cecil Jacobs</i> đã làm tôi quên [113]
73. <i>But</i> (txt) <i>I</i> (top) was worrying another bone. [115]	73. <i>Nhưng</i> (txt) <i>tôi</i> (top) ưu tư về một cục ... [114]
74. <i>Then</i> (txt) <i>Christmas</i> (top) came and .... [117]	74. <i>Rồi</i> (txt) <i>Giáng sinh</i> (top) đến và tai họa ... [116]
75. <i>Rose Aylmer</i> was Uncle Jack's cat. [119]	75. <i>Rose Aylmer</i> là con mèo của chú Jack [119]
76. <i>but</i> (txt) <i>the daughters' rooms</i> (top) could be ... [122]	76. <i>nhưng</i> (txt) <i>phòng của đám con gái</i> (top) ... [121]
77. <i>Jem and Francis</i> sat with the adults at the ... [124]	77. <i>Jem và Francis</i> ngồi với người lớn tại bàn ... [123]
78. <i>Of course</i> (int) <i>I</i> (top) will, baby. [131]	78. <i>Đĩ nhiên</i> (int) <i>chú</i> (top) sẽ băng cho, bé con [130]
79. <i>Bad language</i> is a stage all children go through [133]	79. <i>Ngôn ngữ bậy bạ</i> là một chặng đường ... [131-2]
80. <i>Mockingbirds</i> don't do one thing but .... [137]	80. <i>Những con chim nhại</i> chẳng làm gì khác ... [135]
81. <i>Tim Johnson</i> was the property of Mr. Harry ... [140]	81. <i>Tim Johnson</i> là tài sản của ông Harry Johnson [138]
82. <i>Miss Maudie</i> appeared and stood beside her. [144]	82. <i>Cô Maudie</i> xuất hiện, đứng cạnh cô. [142]
83. <i>The rifle</i> cracked. [146]	83. <i>Khẩu súng</i> nổ vang [144]
84. <i>Doors</i> opened one by one [147]	84. <i>Từng cánh cửa</i> mở ra [144]
85. <i>Miss Maudie</i> grinned wickedly. [149]	85. <i>Cô Maudie</i> cười ranh mãnh [145]
86. <i>Maybe</i> (int) <i>I</i> (top) can tell you, [149]	86. <i>Có lẽ</i> (int) <i>cô</i> (top) có thể cho cháu biết [146]



87. <i>Naw</i> (txt), <i>Scout</i> (int), <i>it</i> (top) 's something you .... [150]	87. <i>Không đầu</i> (txt), <i>Scout</i> (int), <i>đó</i> (top) là .... [147]
88. <i>A lovelier lady than our mother</i> never lived [152]	88. <i>Một quý bà dễ thương hơn người mẹ quá cố</i> ... [149]
89. <i>The O.K. Cafe</i> was a dim organization.... [154]	89. <i>Quán cà phê OK</i> là một cơ sở âm u .... [151]
90. <i>and</i> (txt) <i>I</i> (top) made a secret reconnaissance .... [159]	90. <i>và</i> (txt) <i>tôi</i> (top) bí mật dò xét Jem [156]
91. <i>but</i> (txt) <i>he</i> (top) had a queer look on his face. [159]	91. <i>nhưng</i> (txt) <i>mặt anh</i> (top) có nét kì cục [156]
92. <i>Perhaps</i> (int) <i>she</i> (top) had given him a dose .... [159]	92. <i>Có lẽ</i> (int) <i>bà</i> (top) đã cho anh một liều thuốc xổ [159]
93. <i>An oppressive odor</i> met us when ... [160]	93. <i>Một mùi ngọt ngọt</i> phá vào chúng tôi khi ... [157]
94. <i>Atticus's face</i> was grave. [164]	94. <i>Mặt bố Articus</i> nghiêm lại [160]
95. <i>Jem's eyes</i> nearly popped out of his head. [169]	95. <i>Jem</i> tròn tròn mắt [165]
96. <i>This change in Jem</i> had come about .... [171]	96. <i>Sự thay đổi này ở Jem</i> xảy ra .... [169]
97. <i>The beginning of that summer</i> boded well [172]	97. <i>Bước khởi đầu của mùa hè đó</i> là điềm tốt lành [170]
98. <i>But</i> (txt) <i>summer</i> (top) came and Dill was not ... [172]	98. <i>Nhưng</i> (txt) <i>mùa hè</i> (top) tới mà Dill không đến [170]
99. <i>The churchyard</i> was brick-hard clay [175]	99. <i>Sàn nhà thờ bằng đất sét</i> cứng như gạch nung [174]
100. <i>A murmur</i> ran through the crowd. [176]	100. <i>Tiếng xì xầm</i> lan khắp đám đông [175]
101. <i>the last note</i> lingered [180]	101. <i>nốt cuối cùng</i> ngân dài [178]
102. <i>The door</i> was opened [182]	102. <i>Cửa</i> mở ra [180]
103. <i>No</i> (txt), <i>I</i> (top) made him get a page .... [185]	103. <i>Không</i> (txt), <i>tôi</i> (top) bắt nó học mỗi ngày ... [183]
104. <i>Calpurnia</i> tilted her hat [186]	104. <i>Calpurnia</i> nghiêng mũ [184]
105. <i>Probably</i> (int) <i>he</i> (top) forgot. [188]	105. <i>Có lẽ</i> (int) <i>ông ấy</i> (top) quên [186]
106. <i>Well</i> (txt), <i>your father and I</i> (top) decided .... [188]	106. <i>À</i> (txt), <i>bố cháu với ta</i> (top) đã quyết định .... [186]
107. <i>Today</i> was Sunday [189]	107. <i>Hôm nay</i> là Chủ nhật [187]
108. <i>Things</i> were more or less the same .... [193]	108. <i>Mọi chuyện</i> ít nhiều vẫn y như vậy .... [192]
109. <i>No</i> (txt), <i>I</i> (top) just want to explain to you that .... [196]	109. <i>Không</i> (txt), <i>bố</i> (top) chỉ muốn giải thích .... [195]
110. <i>My father</i> never thought these thoughts. [197]	110. <i>Bố tôi</i> không bao giờ có những ý nghĩ này [196]
111. <i>His eyebrows</i> were raised [198]	111. <i>Lông mày bố</i> nhướng lên [197]
112. <i>His circulation</i> restored [206]	112. Sau khi máu huyết lưu thông đều đặn lại [204]
113. <i>Dill's eyes</i> flickered at Jem [207]	113. <i>Đôi mắt Dill</i> nhìn Jem nhấp nháy [206]
114. <i>Dill's voice</i> went on steadily in the darkness [211]	114. <i>Giọng của Dill</i> tiếp tục đều đều trong bóng tối [210]
116. <i>Beautiful things</i> floated around in his .... [212]	116. <i>Những điều tốt đẹp</i> đang trôi nổi trong cái ... [210]
116. <i>Maybe</i> (int) <i>he</i> (top) doesn't have anywhere.... [213]	116. <i>Có lẽ</i> (int) <i>ông ta</i> (top) không có chỗ nào ... [211]
117. <i>Aunt Alexandra</i> was in her chair in the corner [214]	117. <i>Bác Alexandra</i> ngồi trên ghế trong một góc [121]
118. <i>Link</i> (int), <i>that boy</i> (top) might go to the chair [216]	118. <i>Link</i> (int), <i>chàng trai đó</i> (top) có thể lên ... [214]
119. <i>Laughter</i> broke them up. [216]	119. <i>Họ</i> bật cười ồ [214]
120. <i>The Levy family</i> met all criteria for being ... [218]	120. <i>Dòng họ Levy</i> đã hội đủ mọi tiêu chuẩn ... [215]
121. <i>Shooting on Sundays</i> was prohibited [219]	121. <i>Săn bắn vào ngày Chủ nhật</i> bị cấm [217]
122. <i>Our father</i> had a few peculiarities [220]	122. <i>Bố chúng tôi</i> có vài thói quen lập dị [218]
123. <i>The south side of the square</i> was deserted. [221]	123. <i>Cạnh nam của quảng trường</i> vắng hoe [219]
124. <i>His office</i> was reached by a long hallway. [222]	124. <i>Muốn đến văn phòng của ông</i> [...] hành ... [219]
125. <i>but</i> (txt) <i>his face</i> killed my joy. [225]	125. <i>nhưng</i> (txt) <i>khuôn mặt của ông</i> (top) giết ... [222]
126. <i>My friendly overture</i> had fallen flat. [227]	126. <i>Khúc dạo đầu thân thiện của tôi</i> đã thất bại [224]
127. <i>Maybe</i> (int) <i>he</i> told you about me [227]	127. <i>Có lẽ</i> (int) <i>bạn ấy</i> (top) có nói với ông về cháu [225]
128. <i>Their attention</i> amounted to fascination. [228]	128. <i>Sự chú ý của họ</i> đã lên tới mức ngây cả người [225]
129. <i>Everybody's appetite</i> was delicate this morning [231]	129. <i>Sáng nay</i> mọi người ăn không thấy ngon [228]
130. <i>But</i> (txt) <i>she</i> was frowning at Atticus. [232]	130. <i>Nhưng</i> (txt) <i>đó là</i> bác đang cau mày với ... [229]
131. <i>Well</i> (txt), <i>I</i> (top) 'm sure Cal knows it. [232]	131. <i>Phải</i> (txt), <i>em</i> (top) chắc chắn Calpurnia .... [229]
132. <i>Aw</i> (txt), <i>Aunty</i> (int), <i>that</i> (top) 's just Dill's way, [234]	132. <i>Ồ</i> (txt), <i>bác, Dill</i> (top) chỉ nói vậy thôi [232]
133. <i>A wagonload of ladies</i> rattled past us. [235]	133. <i>Một chiếc xe chở toàn các bà</i> đi ngang qua ... [232]
134. <i>The inhabitants of these offices</i> were ... [241]	134. <i>Người trong các văn phòng này</i> là những ... [238]
135. <i>Judge Taylor</i> had one interesting habit. [245]	135. <i>Quan toà Taylor</i> có một thói quen thú vị [242]
136. <i>The solicitor, a Mr. Gilmer</i> , was not well ... [246]	136. <i>Luật sư này, ông Gilmer</i> , chúng tôi .... [243]
137. <i>So</i> (txt) <i>I</i> (top) went down to Robinson's house [247]	137. <i>Vì vậy</i> (txt) <i>tôi</i> (top) đến nhà Robinson [244]
138. <i>The Negroes behind us</i> whispered softly ... [251]	138. <i>Những người da đen đằng sau chúng tôi</i> xì ... [247]
139. <i>Some people</i> said six [253]	139. <i>Một số người</i> nói sáu [250]
140. <i>Mr. Gilmer's back</i> stiffened a little [254]	140. <i>Lưng ông Gilmer</i> cứng lại một chút [251]
141. <i>Mr. Gilmer and Atticus</i> exchanged glances. [258]	141. <i>Ông Gilmer và bố Articus</i> liếc nhìn nhau [255]
142. <i>but</i> (txt) <i>the defendant</i> (top) said something. [258]	142. <i>nhưng</i> (txt) <i>bị cáo</i> (top) nói điều gì đó. [255]
143. <i>The witness</i> said he never thought of it [260]	143. <i>Nhân chứng</i> nói ông ta không thể nghĩ đến ... [256]
144. <i>Judge Taylor</i> was about to speak [261]	144. <i>Quan toà Taylor</i> định nói [258]
145. <i>The reporter</i> can't put down gestures very well. [267]	145. <i>Người viết biên bản</i> không thể ghi lại các ... [263]
146. <i>but</i> (txt) <i>you</i> (top) stay there [268]	146. <i>nhưng</i> (txt) <i>cô</i> (top) cứ ở đó [264]
147. <i>The jury</i> learned the following things [271]	147. <i>Bồi thẩm đoàn</i> biết được những điều sau [266]
148. <i>Atticus's glasses</i> had slipped a little [273]	148. <i>Kính của bố Articus</i> hơi tụt xuống [268]
149. <i>Atticus's voice</i> had lost its comfortableness [275]	149. <i>Giọng bố Articus</i> đã mất vẻ dễ chịu [270]

150. <i>but</i> (txt) <i>Mayella's face</i> (top) was a mixture ... [279]	150. <i>nhưng</i> (txt) <i>khuôn mặt của Mayella</i> (top) ... [273]
151. <i>Then</i> (txt) <i>she</i> burst into real tears. [280]	151. <i>Sau đó</i> (txt) <i>cô</i> (top) òa khóc [274]
152. <i>Yes</i> (txt) <i>suh</i> (int), <i>I</i> (top) had to pass her place.... [284]	152. <i>Có</i> (txt), <i>thưa ngài</i> (int), <i>tôi</i> (top) phải đi ... [278]
153. <i>Then</i> (txt) <i>I</i> (top) went home. [284]	153. <i>Sau đó</i> (txt) <i>tôi</i> (top) về nhà [278]
154. <i>and</i> (txt) <i>he</i> ran his hand over his face. [287]	154. <i>và</i> (txt) <i>anh</i> (top) đưa tay lên vuốt mặt [281]
155. <i>The witness</i> swallowed hard [289]	155. <i>Nhân chứng</i> nuốt nước miếng khó khan [283]
156. <i>Well</i> (txt), <i>I</i> s(top) ay it looked like they never ... [294]	156. <i>Ồ</i> (txt), <i>tôi</i> (top) nói có vẻ họ không giúp đỡ ... [287]
157. <i>but</i> (txt) <i>Tom Robinson</i> (top) didn't need him. [295]	157. <i>Nhưng</i> (txt) <i>Tom Robinson</i> (top) không cần ... [287]
158. <i>Well</i> (txt), <i>Dill</i> (int), <i>after all</i> (txt) <i>he</i> (top)'s ... [297]	158. <i>Dill</i> (int), <i>xét cho cùng</i> (txt) <i>anh ta</i> (top) chỉ ... [289]
159. <i>Things</i> haven't caught up with that one's .... [301]	159. <i>Mọi chuyện</i> chưa bắt nhịp với bản năng .... [293]
160. <i>The courtroom</i> was still [302]	160. <i>Phòng xử án</i> vẫn im lặng [294]
161. <i>and then</i> (txt) <i>Atticus</i> (top) did something ... [303]	161. <i>và sau đó</i> (txt) <i>ông</i> (top) làm một điều gì đó ... [295]
162. <i>The defendant</i> is not guilty, [304]	162. <i>Bị cáo</i> không có tội [295]
163. <i>but</i> (txt) <i>somebody</i> (top) in this courtroom is. [304]	163. <i>nhưng</i> (txt) <i>ai đó</i> (top) trong phòng xử án ... [295]
164. <i>Thomas Jefferson</i> once said that all men ... [306]	164. <i>Thomas Jefferson</i> từng nói rằng tất cả mọi ... [298]
165. <i>But</i> (txt) <i>I</i> (top) must have been reasonably awake [313]	165. <i>Nhưng</i> (txt) <i>tôi</i> (top) phải giữ cho mình đủ ... [306]
166. <i>Then</i> (txt) <i>he</i> (top) left the courtroom [315]	166. <i>Sau đó</i> (txt) <i>ông</i> rời khỏi phòng xử án [308]
167. <i>His face</i> was streaked with angry tears [316]	167. <i>Những dòng nước mắt giận dữ</i> lăn trên ... [309]
168. <i>But</i> (txt) <i>things</i> (top) are always better in .... [317]	168. <i>Nhưng</i> (txt) <i>mọi việc</i> (top) luôn khá hơn ... [310]
169. <i>And</i> (txt) <i>I</i> (top) thought to myself [321]	169. <i>Và</i> (txt) <i>tôi</i> (top) thầm nghĩ [314]
170. <i>Tom Robinson's</i> a colored man, Jem. [327]	170. <i>Tom Robinson</i> là người da màu, Jem à. [320]
171. <i>So</i> (txt) <i>Judge Taylor</i> (top) excuses him [330]	171. <i>Vì vậy</i> (txt) <i>quan tòa</i> (top) miễn cho ông ta [323]
172. <i>Well</i> (txt) <i>I</i> (top) 'm glad he could, [337]	172. <i>Em</i> mừng là cụ tỏ biết đọc biết viết [331]
173. <i>August</i> was on the brink of September. [339]	173. <i>Tháng tám</i> sắp bước sang tháng chín [332]
174. <i>Miss Stephanie</i> eyed me suspiciously [342]	174. <i>Cô Stephanie</i> nhìn tôi đầy ngờ vực [335]
175. <i>But</i> (txt) <i>I</i> (top) liked them. [347]	175. <i>Nhưng</i> (txt) <i>tôi</i> thích đàn ông [340]
176. <i>The front door</i> slammed [348]	176. <i>Cửa trước</i> đóng mạnh [342]
177. <i>Atticus</i> leaned against the refrigerator, [350]	177. <i>Bố Atticus</i> dựa vào tủ lạnh [343]
178. <i>And so</i> (txt) <i>they</i> (top) went, ... [352]	178. <i>Và thế là</i> (txt) <i>họ</i> (top) đi [345]
179. <i>A little girl</i> came to the cabin door.... [355]	179. <i>Một đứa con gái nhỏ</i> bước ra cửa chòi [348]
180. <i>Then</i> (txt) <i>Mr. Underwood's meaning</i> (top) ... [357]	180. <i>Bây giờ hàm ý của ông Underwood</i> đã ... [350]
181. <i>The Radley Place</i> had ceased to terrify me, [358]	181. <i>Nhà Radley</i> không còn làm tôi khiếp sợ nữa [351]
182. <i>And yet</i> (txt) <i>I</i> (top) remembered. [358]	182. <i>Và</i> (txt) <i>tôi</i> (top) vẫn nhớ [351]
183. <i>Perhaps</i> (int) <i>Atticus</i> (top) was right [360]	183. <i>Có lẽ</i> (int) <i>bố Atticus</i> đúng [353]
184. <i>so</i> (txt) <i>the burden of Current Events</i> (top) ... [360]	184. <i>Vì vậy</i> (txt) <i>gánh nặng của tiết học</i> (top)... [354]
185. <i>Perhaps</i> (int) <i>Jem</i> could provide the answer. [364]	185. <i>Có lẽ</i> (int) <i>Jem</i> (top) có câu trả lời. [357]
186. <i>Thereafter</i> (txt), <i>he</i> (top) resumed his .... [367]	186. <i>Sau đó</i> (txt) <i>ông ta</i> (top) lại tiếp tục .... [360]
187. <i>Maycomb</i> was itself again [371]	187. <i>Maycomb</i> lại trở về như cũ [365]
188. <i>Then</i> (txt) <i>the assembled company</i> (top) ... [373]	188. <i>Sau đó</i> (txt) <i>nhóm của chúng tôi</i> (top) sẽ hát [368]
189. <i>but</i> (txt) <i>I</i> (top) was disappointed. [374]	189. <i>nhưng</i> (txt) <i>tôi</i> (top) thất vọng [368]
190. <i>The wind</i> was growing stronger [376]	190. <i>Gió</i> thổi mạnh hơn [370]
191. <i>The auditorium</i> was filling with people [380]	191. <i>Hội trường</i> đang dần ken chặt người [374]
192. <i>Our company</i> shuffled and dragged his feet [386]	192. <i>Người đồng hành với chúng tôi</i> kéo lê ... [380]
193. <i>Then</i> (txt) <i>they</i> (top) stopped. [387]	193. <i>Rồi</i> (txt) <i>chúng tôi</i> (top) dừng lại [380]
194. <i>A car</i> stopped in front of the house. [391]	194. <i>Một chiếc xe hơi</i> dừng ngay trước cửa nhà tôi. [383]
195. <i>Atticus</i> was standing by Jem's bed. [393]	195. <i>Bố Atticus</i> đứng cạnh giường của Jem. [385]
196. <i>Somehow</i> (txt), <i>I</i> (top) could think of nothing [395]	196. <i>Chẳng biết sao</i> (txt) <i>tôi</i> (top) chẳng nghĩ ... [388]
197. <i>This thing</i> probably saved her life [398]	197. <i>Vật này</i> chắc đã cứu mạng cô bé [391]
198. <i>Anyway</i> (txt), <i>Jem</i> (top) hollered and ... [399]	198. <i>Dù sao thì</i> (txt) <i>Jem</i> (top) hét lên và ... [392]
199. <i>His cheeks</i> were thin to hollowness [400]	199. <i>Đôi gò má ông</i> gầy đến mức hóp vào [393]
200. <i>Every move</i> he made was uncertain [410]	200. <i>Mọi cử chỉ của ông</i> đều không khắc chẵn [403]
201. <i>He</i> turned out the light and went into .... [416]	201. <i>Ông</i> tắt đèn rồi đi vào phòng Jem. [408]

Appendix 2

Complement Theme in declarative clause simplex

ST	TT
1. <i>This</i> she did, [320]	1. <i>Cô</i> đã làm như thế [313]
2. <i>This</i> he did with enthusiasm [358]	2. <i>Anh</i> làm chuyện này hết sức nhiệt tình [351]
3. <i>This</i> she covered with brown cloth [374]	3. <i>Bà</i> phủ lên một lớp vải nâu [368]

**Appendix 3**  
**Adjunct Theme in declarative clause simplex**

ST	TT
1. <i>In England</i> , Simon was irritated by ... [8]	1. <i>Ở Anh</i> , Simon tức tối trước việc bách hại ... [10]
2. <i>During his first five years in Maycomb</i> , ... [10]	2. <i>Trong những năm đầu ở Maycomb</i> , bố Articus... [12]
3. <i>In rainy weather</i> the streets turned to red slop [11]	3. <i>Vào mùa mưa</i> đường phố trở nên lầy lội đỏ quạch [12]
4. <i>four years later</i> I was born [12]	4. <i>bốn năm sau</i> tôi ra đời [14]
5. <i>and</i> (txt) <i>two years later</i> (top) our mother died ... [12]	5. <i>và</i> (txt) <i>hai năm sau</i> mẹ tôi mất vì một cơn đau tim [14]
6. <i>Early one morning</i> [...], Jem and I heard ... [12]	6. <i>Một sáng sớm</i> [...], Jem và tôi nghe ... [14]
7. <i>Thereafter</i> the summer passed in routine ... [14]	7. <i>Sau đó</i> mùa hè trôi qua trong sự thỏa mãn ... [16]
8. <i>But</i> (txt) <i>by the end of August</i> (top) our r ... [15]	8. <i>Nhưng</i> (txt) <i>vào cuối tháng Tám</i> (top) kho ... [17]
9. <i>Inside the house</i> lived a malevolent phantom [15]	9. <i>Bên trong ngôi nhà</i> có một bóng ma quỷ quái [17]
10. <i>According to neighborhood legend</i> , [...] tribe [17]	10. <i>Theo hàng xóm đồn đại</i> , [...] dòng họ... [19]
11. <i>One night</i> , [...], the boys backed around ... [17]	11. <i>Một đêm</i> , [...], bọn chúng [...] quanh ... [19]
12. <i>The next day</i> Dill said [21]	12. <i>Ngày hôm sau</i> Dill nói [24]
13. <i>One morning</i> Jem and I found a load of ... [32]	13. <i>Một sáng nọ</i> Jem và tôi một đống củi ở sân sau [33]
14. <i>Later</i> , a sack of hickory nuts appeared .... [32]	14. <i>Sau đó</i> một bao hạt hồ đào nằm ở bậc thềm ... [35]
15. <i>With Christmas</i> came a crate of smilax .... [32]	15. <i>Giáng sinh</i> thì có một thùng dây leo và cây ô rô ... [35]
16. <i>By the time we reached our front steps</i> ... [36]	16. <i>Lúc chúng tôi tới bậc thềm trước nhà</i> , Walter ... [39]
17. <i>Finally</i> she found her voice [40]	17. <i>Cuối cùng</i> giọng cô bình tĩnh lại [43]
18. <i>Soon</i> we were clustered around her desk [43]	18. <i>Ngay sau đó</i> chúng tôi vây quanh bàn cô [45]
19. <i>By late afternoon</i> most of my traveling ... [43]	19. <i>Cho đến chiều tối</i> phần lớn những kế hoạch ... [45]
20. <i>Bit by bit</i> , I told him the day's misfortunes. [45]	20. <i>Từ từ</i> tôi kể cho bố tôi những chuyện xui xẻo ... [47]
21. <i>Sometimes</i> it's better to bend the law a little .... [46]	21. <i>Đôi khi</i> tốt hơn là nên bẻ cong luật một chút .... [48]
22. <i>In your case</i> , the law remains rigid. [46]	22. <i>Trong trường hợp của con</i> luật pháp vẫn rất ... [48]
23. <i>As for me</i> , I knew nothing except ... [49]	23. <i>Về phần tôi</i> , tôi chẳng biết gì trừ ... [52-3]
24. <i>One afternoon</i> [...], something caught my eye [50]	24. <i>Một buổi chiều</i> , [...], một cái gì đó đập vào mắt tôi [52]
25. <i>On my part</i> , I went to much trouble, ... [51]	25. <i>Về phần tôi</i> , đôi khi tôi phải tốn nhiều nỗ lực, ... [54]
26. <i>Two days later</i> Dill arrived in a blaze of glory [54]	26. <i>Hai ngày sau</i> Dill đến trong vinh quang rực rỡ [56]
27. <i>Sometimes</i> they stretch all the way across ... [55]	27. <i>Có khi</i> nó nằm dang ngang trên đường [58]
28. <i>Safely in the yard</i> , Dill asked Jem if ... [61]	28. <i>Ra tới chỗ an toàn ngoài sân</i> , Dill hỏi Jem liệu.... [63]
29. <i>In summertime</i> , twilights are long and peaceful [65]	29. <i>Trong mùa hè</i> , những buổi hoàng hôn ... [67]
30. <i>Next morning</i> [...] I found Jem and Dill .... [70]	30. <i>Sáng hôm sau</i> [...] tôi thấy Dill và Jem đang .... [72]
31. <i>Occasionally</i> I looked back at Jem [73]	31. <i>Thỉnh thoảng</i> tôi nhìn về phía Jem [75]
32. <i>Lastly</i> , we were to stay away from that house [74]	32. <i>Cuối cùng</i> , chúng tôi phải tránh xa ngôi nhà đó [76]
33. <i>Occasionally</i> we heard Miss Stephanie laugh. [77]	33. <i>Thỉnh thoảng</i> chúng tôi nghe cô Stephanie .... [79]
34. <i>With this thought in mind</i> , I made .... [79]	34. <i>Ghi nhớ điều đó</i> nên tôi có lẽ phải mất ... [80-1]
35. <i>In the glare from the streetlight</i> , I could ... [82]	35. <i>Trong ánh sáng chói của ngọn đèn đường</i> , tôi ... [84]
36. <i>Sometimes</i> I did not understand him [85]	36. <i>Đôi khi</i> tôi không hiểu anh ấy [87]
37. <i>Next morning</i> the twine was where we had left it. [90]	37. <i>Sáng hôm sau</i> cuộc dây vẫn còn ở nơi chúng tôi .... [91]
38. <i>From then on</i> , we considered everything... [90]	38. <i>Từ đó trở đi</i> chúng tôi xem mọi thứ... [91]
39. <i>Less than two weeks later</i> we found... [92]	39. <i>Chưa đầy hai tuần sau</i> chúng tôi nhận được ... [93]
40. <i>The following week</i> the knot-hole yielded.... [92]	40. <i>Tuần kế tiếp</i> lỗ bọng đó chứa một huy ... [93]
41. <i>Next day</i> Jem repeated his vigil .... [94]	41. <i>Ngày hôm sau</i> Jem lặp lại việc trông chừng ... [95]
42. <i>Next morning</i> I awoke [98]	42. <i>Sáng hôm sau</i> thói thức dậy [98]
43. <i>Suddenly</i> she grinned. [103]	43. <i>Bất ngờ</i> cô cười nhăn răng [103]
44. <i>By then</i> he did not have to tell me. [104]	44. <i>Đến lúc đó</i> ông không cần phải nói gì nữa [104]
45. <i>At the front door</i> , we saw fire spewing .... [105]	45. <i>Nơi cửa trước</i> chúng tôi thấy lửa phun ra ... [104]
46. <i>Sometimes</i> we heard shouts. [106]	46. <i>Thỉnh thoảng</i> chúng tôi nghe tiếng la. [105]
47. <i>In a group of neighbors</i> , Atticus was .... [107]	47. <i>Trong một nhóm hàng xóm</i> , bố Articus .... [106]
48. <i>By dancing a little</i> , I could feel my feet. [108]	48. <i>Nhảy nhót một chút</i> , tôi có lại cảm giác ... [107]
49. <i>From now on</i> it'll be everybody less one... [114]	49. <i>Từ giờ trở đi</i> mọi người cứ làm vậy trừ ... [113]
50. <i>One Christmas</i> I lurked in corners .... [119]	50. <i>Một Giáng sinh nọ</i> , tôi trốn vào góc .... [118]
51. <i>and</i> (txt) <i>that night</i> (top) I dreamed of.... [121]	51. <i>và</i> (txt) <i>đêm đó</i> (top) tôi mơ về hai gói dài cho ... [120]
52. <i>In his old age</i> , our ancestor Simon Finch .... [121]	52. <i>Lúc về già</i> , cụ tổ Simon Finch của chúng tôi .... [121]
53. <i>At Christmas dinner</i> , I sat at the little table .... [124]	53. <i>Lúc ăn bữa Giáng sinh</i> , tôi ngồi tại .... [123]
54. <i>Afterwards</i> , the adults made for the ... [124]	54. <i>Sau đó</i> người lớn sang phòng khách [224]
55. <i>This time</i> , I split my knuckle .... [128]	55. <i>Lần này</i> tôi đâm vào tay của nó .... [127]
56. <i>From the look on Uncle Jack's face</i> , I .... [131]	56. <i>Qua vẻ mặt chú Jack</i> , tôi nghĩ .... [129]
57. <i>With these attributes</i> , however, he .... [136]	57. <i>Tuy nhiên, với những đặc điểm này</i> (top) bố .... [135]
58. <i>One Saturday</i> Jem and I decided to go ... [140]	58. <i>Một thứ bảy</i> tôi và Jem quyết định ... [138]
59. <i>In a fog</i> , Jem and I watched our father .... [146]	59. <i>Với cảm giác bối rối</i> , tôi với Jem nhìn bố tôi .... [143]
60. <i>In the silence</i> , I heard them crack. [146]	60. <i>Trong im lặng</i> , tôi nghe thấy cặp kính bể [143]



61. <i>In front of the Radley gate</i> , Tim Johnson .... [146]	61. <i>Trước cổng nhà Radley</i> , Tim Johnson .... [143]
62. <i>With movements so swift</i> they seemed .... [146]	62. <i>Với những động tác quá nhanh</i> có vẻ như .... [144]
63. <i>Once</i> she heard Jem refer to our father as ... [152]	63. <i>Có lần</i> bà nghe Jem gọi bố chúng tôi là “Articus” [149]
64. <i>The day after Jem's twelfth birthday</i> his .... [153]	64. <i>Ngày sau sinh nhật thứ mười hai của Jem</i> , .... [150]
65. <i>On the way home</i> I nearly hit Mr. Link Deas [155]	65. <i>Trên đường về nhà</i> tôi suýt va phải ông Link ... [152]
66. <i>In later years</i> , I sometimes wondered .... [155]	66. <i>Nhiều năm sau</i> tôi tự hỏi .... [152]
67. <i>By that time</i> I was shrieking. [156]	67. <i>Tôi</i> bèn la hét inh ỏi [153]
68. <i>By some voo-doo system</i> Calpurnia seemed .... [156]	68. <i>Bằng những phép thuật nào đó</i> mà Calpurnia .... [153]
69. <i>Two geological ages later</i> , we heard .... [157]	69. <i>Hai kỉ địa chất sau</i> chúng tôi mới nghe tiếng .... [154]
70. <i>For the life of me</i> , I did not understand .... [158]	70. <i>Dù cố gắng đến mấy</i> , tôi cũng không thể hiểu .... [155]
71. <i>The following Monday afternoon</i> Jem and I.... [160]	71. <i>Chiều thứ Hai sau đó</i> Jem và tôi trèo lên .... [157]
72. <i>From time to time</i> she would open her ... [162]	72. <i>Thỉnh thoảng</i> bà há to miệng [159]
73. <i>A minute later</i> , [...], Jem and I were .... [163]	73. <i>Một phút sau</i> , [...], Jem và tôi đã trở ra via hè.... [159]
74. <i>One afternoon a month later</i> Jem was .... [165]	74. <i>Một tháng sau vào một chiều</i> khi Jem đang .... [161]
75. <i>Today</i> she had antagonized Jem for nearly ... [165]	75. <i>Hôm nay</i> bà làm Jem tức tối gần hai tiếng ... [162]
76. <i>On the way home</i> , Jem said he had to do it .... [166]	76. <i>Trên đường về nhà</i> , Jem nói anh phải làm .... [162]
77. <i>At last</i> the day came. [167]	77. <i>Cuối cùng</i> ngày đó đã đến [163]
78. <i>Every night</i> Atticus would read us .... [167]	78. <i>Mỗi đêm</i> bố Articus sẽ đọc cho chúng tôi .... [163]
79. <i>In a flash</i> Atticus was up [169]	79. <i>Trong chớp mắt</i> , bố Articus đứng dậy đến ... [165]
80. <i>In addition to Jem's newly [...] characteristics</i> , [173]	80. <i>Ngoài những đặc điểm mới phát triển của Jem</i> , ... [171]
81. <i>Next morning</i> she began earlier than usual [174]	81. <i>Sáng hôm sau</i> bà bắt đầu sớm hơn thường lệ [172]
82. <i>One by one</i> , the congregation came forward [181]	82. <i>Từng người một</i> , giáo đoàn tiến về phía trước [179]
83. <i>To our amazement</i> , Reverend Sykes emptied .... [181]	83. <i>Trước sự ngạc nhiên của bọn tôi</i> , mục sư ... [179]
84. <i>Slowly, painfully</i> , the ten dollars was collected. [182]	84. <i>Từ từ, một cách đau khổ</i> , mười đô được gom đủ. [180]
85. <i>In the beginning</i> its buildings were solid [193]	85. <i>Hồi buổi đầu</i> , những tòa nhà ở đó chắc chắn [191]
86. <i>As a result</i> the town remained the same .... [193]	86. <i>Do đó</i> thị trấn vẫn giữ nguyên kích thước ... [192]
87. <i>Before bedtime</i> I was in Jem's room trying ... [195]	87. <i>Trước giờ ngủ</i> tôi ở trong phòng Jem định ... [194]
88. <i>Presently</i> I picked up a comb from Jem's dresser [197]	88. <i>Tôi</i> cầm cái lược trên bàn của Jem [196]
89. <i>Through the door</i> I could see Jem on ... [201]	89. <i>Qua cánh cửa</i> tôi có thể thấy Jem ngồi ... [200]
90. <i>With that</i> , I was gone. [203]	90. <i>Điều đó</i> làm tôi điên [202]
91. <i>In a dream</i> , I went to the kitchen. [206]	91. <i>Như trong cơn mơ</i> , tôi xuống nhà bếp [204]
92. <i>Beneath its sweat-streaked dirt</i> Dill's face.... [207]	92. <i>Bên dưới lớp bụi bẩn nhễ nhại mồ hôi</i> , khuôn .... [206]
93. <i>After that</i> , little, it seemed. [214]	93. <i>Sau đó</i> , một chút, có vẻ vậy [212]
94. <i>In Maycomb</i> , grown men stood outside .... [214]	94. <i>Ở Maycomb</i> , người lớn đang đứng ngoài sân .... [212]
95. <i>Suddenly</i> Jem screamed, [216]	95. <i>Bất chợt</i> Jem hét toáng lên [214]
96. <i>With that</i> , he put his hat on [220]	96. <i>Nói xong</i> , ông đội mũ [217]
97. <i>Later on</i> , I bade my aunt and brother good night. [220]	97. <i>Sau đó</i> , tôi chúc bác và anh trai tôi ngủ ngon [218]
98. <i>In the light from its bare bulb</i> , Atticus was .... [223]	98. <i>Trong ánh sáng từ bóng đèn trần trụi ở đầu dây</i> , ... [220]
99. <i>In the midst of this strange assembly</i> , .... [226]	99. <i>Giữa nhóm người lạ này</i> , bố Articus .... [224]
100. <i>Finally</i> Atticus returned [229]	100. <i>Cuối cùng</i> bố Articus quay lại [227]
101. <i>But</i> (txt) <i>last night</i> he wanted to hurt you. [233]	101. <i>Nhưng</i> (txt) <i>tối hôm qua</i> (top) ông ta muốn ... [230]
102. <i>In a far corner of the square</i> , the .... [237]	102. Ở góc xa quảng trường, những người Da đen ... [235]
103. <i>Sometimes</i> he would skip happily [239]	103. <i>Thỉnh thoảng</i> nó nhảy chân sáo thật phần khởi [236]
104. <i>In a few moments</i> he was back. [243]	104. <i>Vài phút sau</i> ông quay lại [240]
105. <i>Happily</i> , we sped ahead of Reverend .... [243]	105. <i>Mừng rỡ</i> , bọn tôi chạy trước mục sư Sykes .... [240]
106. <i>From that moment</i> he ceased to terrify me. [246]	106. <i>Từ phút đó</i> ông không còn làm tôi khiếp sợ [243]
107. <i>As if by instinct</i> , Tom Robinson .... [250]	107. <i>Như thể theo bản năng</i> , Tom Robinson ngẩng ... [246]
108. <i>Below us</i> , heads turned [251]	108. <i>Bên dưới chúng tôi</i> , những chiếc đầu quay qua ... [247]
109. <i>At the witness's affirmative nod</i> he continued, [255]	109. <i>Trước cái gật đầu khẳng định của nhân chứng</i> ... [252]
110. <i>In possession of his court once more</i> , Judge .... [257]	110. <i>Khi kiểm soát được căn phòng</i> , quan tòa .... [254]
111. <i>In Maycomb County</i> , it was easy to tell .... [265]	111. <i>Ở hạt Maycomb</i> , thật dễ xác định .... [261]
112. <i>Slowly but surely</i> I began to see the .... [271]	112. <i>Từ từ, nhưng chắc chắn</i> tôi bắt đầu nhận ra .... [266]
113. <i>Presently</i> Judge Taylor returned [281]	113. <i>Hiện thời</i> quan tòa Taylor đã trở lại [275]
114. <i>As a rule</i> , a recess meant a general exodus [281]	114. <i>Như một nguyên tắc</i> , giờ giải lao có nghĩa là.... [276]
115. <i>Between two fires</i> , I could not decide ... [301]	115. <i>Kẹt giữa hai làn đạn</i> , tôi không quyết .... [393]
116. <i>Sometimes</i> a baby would cry out fretfully [312]	116. <i>Thỉnh thoảng</i> một đứa bé khóc quấy [305]
117. <i>In the balcony</i> , the Negroes sat and stood ... [312]	117. <i>Nơi ban công</i> , những người Da đen đứng ngồi ... [306]
118. <i>At that moment</i> Aunt Alexandra came ... [323]	118. <i>Ngay lúc đó</i> bác Alexandra bước ra cửa gọi ... [315]
119. <i>In our courts</i> , when it's a white man's .... [328]	119. <i>Trong tòa án của chúng ta</i> , khi lời khai của .... [321]
120. <i>For some reason</i> he looked pleased .... [329]	120. <i>Vì lí do nào đó</i> ông có vẻ hài lòng với jem [322]
121. <i>Now</i> I was glad I'd done it. [332]	121. <i>Bây giờ</i> tôi vui vì mình đã làm chuyện đó [326]
121. <i>This time</i> the tactics were different [334]	122. <i>Lần này</i> chiến thuật khác hẳn [327]
123. <i>Today</i> Aunt Alexandra and her missionary .... [339]	123. <i>Bữa nay</i> bác Alexandra và nhóm truyền .... [332]

124. <i>From the kitchen</i> , I heard Mrs. .... [339]	124. <i>Từ nhà bếp</i> tôi nghe bà Crace Meriweather .... [332]
125. <i>Again</i> , she turned to me. [344]	125. <i>Bà</i> lại quay sang tôi [337]
126. <i>At least</i> we don't have the deceit to say to 'em [347]	126. <i>Ít nhất</i> chúng ta không có thói lừa đảo để ... [340]
127. <i>Automatically</i> I wondered what time it was. [348]	127. <i>Bất giác</i> tôi tự hỏi không biết bây giờ là mấy giờ [342]
128. <i>According to Dill</i> , he and Jem had just ... [354]	128. <i>Theo Dill kể</i> , nó với Jem vừa ra đến xa lộ [347]
129. <i>On the way to Tom Robinson's</i> , Atticus .... [355]	129. <i>Trên đường đến nhà Tom Robinson</i> , .... [348]
130. <i>Maybe</i> (int) <i>someday</i> (top) we would .... [359]	130. <i>Biết đâu</i> (int) <i>một ngày nào đó</i> (top) chúng tôi ... [352]
131. <i>Once a week</i> , we had a Current .... [360]	131. <i>Mỗi tuần một lần</i> chúng tôi có học tiết học ... [353]
132. <i>In the first place</i> , few rural children had... [360]	132. <i>Thứ nhất</i> , ít có trẻ nông thôn đến tiếp cận ... [354]
133. <i>By the middle of October</i> , only two small .... [367]	133. <i>Vào giữa tháng Mười</i> chỉ có hai việc nhỏ .... [360]
134. <i>All the way to the house</i> , Helen said, she .... [369]	134. <i>Suốt đường đi</i> , Helen nói chị nghe .... [362]
135. <i>By the end of October</i> , our lives .... [370]	135. <i>Cho đến tháng Mười</i> , cuộc sống của .... [364]
136. <i>Firstly</i> , people had removed from their store ... [371]	136. <i>Trước tiên</i> , người ta đã gỡ khỏi các tủ ... [365]
137. <i>After that</i> , it didn't matter whether .... [375]	137. <i>Rối cuộc</i> , họ đi hay không cũng chẳng ... [369]
138. <i>Occasionally</i> there was a sudden breeze .... [384]	138. <i>Thỉnh thoảng</i> có một cơn gió nhẹ bắt đầu .... [378]
139. <i>From somewhere near by</i> came scuffling, .... [387]	139. <i>Từ đâu đó gần bên tôi</i> vang lên những âm t ... [380]
140. <i>By the time I reached the corner</i> the .... [389]	140. <i>Đến khi tôi tới góc đường</i> thì người đó đang .... [382]
141. <i>Sooner</i> we get this over with the better [404]	141. <i>Chúng ta</i> giải quyết chuyện này càng ... [397]
142. <i>but</i> (txt) <i>in some ways</i> (top) he was .... [405]	142. <i>nhưng</i> (txt) <i>trong một số cách</i> (top) ông ... [397]
143. <i>Finally</i> he raised his head. [409]	143. <i>Cuối cùng</i> ông ngẩng đầu lên. [402]
144. <i>Once more</i> , he got to his feet [410]	144. <i>Ông</i> lại đứng lên [403]
145. <i>Daylight... in my mind</i> , the night faded. [412]	145. <i>Ban ngày... trong đầu tôi</i> , đêm đã tàn [405]

Appendix 4

Predicator Theme in imperative clause simplex

ST	TT
1. <i>Don't blame</i> me when he gouges your eyes out. [22]	1. <i>Đừng trách</i> tao khi hắn móc mắt mày ghen [24]
2. <i>Well</i> (txt) <i>go on</i> (top) [24]	2. <i>Tới luôn đi</i> [26]
3. <i>Don't worry</i> , Scout [28]	3. <i>Đừng lo</i> , Scout [31]
4. <i>Go and eat</i> downtown today [30]	4. <i>Hôm nay</i> xuống phố ăn đi [33]
5. <i>Walter</i> (int), <i>come get</i> (top) <i>it</i> it [31]	5. <i>Đây Walter</i> (int), <i>cầm lấy</i> (top) [33]
6. <i>Let that be</i> the least of your worries, Walter [32]	6. <i>Đừng lo</i> chuyện đó, Walter [35]
7. <i>Let him go</i> , Scout [35]	7. <i>Buông nó ra</i> , Scout. [38]
8. <i>Hush</i> your fussin' [38]	8. <i>Đẹp</i> cái trò nhặc xị của cô đi. [41]
9. <i>please</i> (int) <i>bathe</i> (top) yourself before .... [41]	9. <i>ngày mai</i> làm ơn tắm trước khi đi học lại. [43]
10. <i>Burriss</i> (int), <i>go</i> (top) home. [42]	10. <i>Burriss</i> (int), <i>về</i> (top) nhà đi [45]
11. <i>Shut</i> your eyes and open your mouth [43]	11. <i>Nhắm</i> mắt lại, mở mắt ra [46]
12. <i>Don't eat</i> things you find, Scout. [50]	12. <i>Đừng ăn</i> những thứ lượm được, Scout [53]
13. <i>Spit</i> it out right now! [50]	13. <i>Nhổ</i> ra ngay! [54]
14. <i>Make us up</i> one, Jem [54]	14. <i>Chế</i> một vở cho tụi mình đi [56]
15. <i>Let's roll</i> in the tire [56]	15. <i>Tụi mình lăn</i> trong lốp xe đi [58]
16. <i>Come on</i> , Scout [57]	16. <i>Ráng lên</i> , Scout [59]
17. <i>Bring</i> it with you! [57]	17. <i>Mang</i> nó theo [59]
18. <i>Give</i> me those scissors [61]	18. <i>Đưa</i> bó cái kéo [63]
19. <i>Pull</i> it up, child [64]	19. <i>Nhổ</i> nó lên, bé con [67]
20. <i>Stop</i> ringing that bell. [73]	20. <i>Thôi</i> lắc cái chuông đi [75]
21. <i>Tell</i> him so long for me [76]	21. <i>Tạm biệt</i> cậu ta giùm bố [78]
22. <i>Don't make</i> a sound [78]	22. <i>Đừng gây</i> tiếng động [80]
23. <i>Sh-h</i> (int). <i>Spit</i> (top) on it, Scout. [79]	23. <i>Suyt</i> (int), <i>nhổ</i> (top) bọt vào nó đi, Scout [81]
24. <i>Wait</i> , though. [80]	24. <i>Đợi</i> đã [81]
25. <i>Let's try</i> the back window. [80]	25. <i>Thử</i> dòm qua cửa sổ phía sau [82]
26. <i>Don't worry</i> , Dill [83]	26. <i>Đừng lo</i> , Dill [85]
27. <i>Look</i> , it ain't worth it, Jem [85]	27. <i>Nghe nè</i> , không đáng đâu Jem à [86]
28. <i>Don't take</i> it, Jem [89]	28. <i>Đừng lấy</i> , Jem [90]
29. <i>Scout</i> (int)... <i>don't cry</i> (top) now [94]	29. <i>Đừng khóc</i> , Scout lúc này [95]
30. <i>Come on in</i> , Jem [96]	30. <i>Vào nhà đi</i> , Jem [96]
31. <i>Please</i> (int) <i>do</i> something! [98]	31. <i>Làm ơn</i> (int) <i>làm</i> (top) cái gì đi! [98]
32. <i>and</i> (txt) <i>haul</i> (top) all the snow [101]	32. <i>và</i> (txt) <i>hốt</i> (top) hết tuyết [101]
33. <i>Now get</i> the basket [101]	33. <i>Bây giờ</i> cầm cái giỏ [101]
34. <i>Baby</i> (int), <i>get up</i> (top). [104]	34. <i>Bé con</i> (int), <i>dậy</i> (top) đi. [104]
35. <i>Now</i> listen, both of you. [105]	35. <i>Giờ thì</i> nghe đây, hai đứa [105]
36. <i>Go</i> down and stand in front of the Radley Place. [105]	36. <i>Đi</i> xuống kia đứng trước nhà Radley [105]

37. <i>Come down</i> from there, Dick! [106]	37. <i>Xuống đi</i> , Dick [106]
38. <i>Let's don't pester</i> him [107]	38. <i>Đừng quay rầy</i> (bố) [107]
40. <i>Do not let</i> this inspire you to further glory, Jeremy. [110]	40. <i>Đừng lấy</i> chuyện này làm vinh quang, Jeremy. [110]
41. <i>Don't say</i> nigger, Scout. [114]	41. <i>Đừng gọi</i> là mọi đen, Scout [113]
42. <i>Come</i> here, Scout [117]	42. <i>Lại</i> đây, Scout [116]
43. <i>But</i> (txt) <i>remember</i> (top) this, [117]	43. <i>Nhưng</i> (txt) <i>hãy</i> (int) <i>nhớ</i> (top) điều này [116]
44. <i>Don't point</i> them in the house [121]	44. <i>Đừng chia</i> súng trong nhà [120]
45. <i>Francis</i> (int), <i>come</i> (top) out of there! [127]	45. <i>Francis</i> (int), <i>ra</i> khỏi đó! [126]
46. <i>Stay</i> there. [128]	46. <i>Đứng</i> đó [127]
47. <i>Go on</i> , please sir. [129]	47. <i>Chú</i> cứ nói đi [128]
48. <i>Please</i> (int) <i>sir</i> (int), <i>just</i> (int) <i>let it go</i> (top). [131]	48. <i>Thôi đi</i> (int), <i>chú</i> (int), <i>bỏ qua</i> (top) chuyện này [130]
49. <i>Go</i> to bed. [135]	49. <i>Đi</i> ngủ. [233]
50. <i>Please</i> (int) <i>ma'am</i> (int) <i>hurry</i> (top)! [142]	50. <i>Lẹ lên</i> cô [140]
51. <i>Stay</i> inside, son [143]	51. <i>Ở</i> trong nhà đi, con trai [141]
52. <i>Don't waste</i> time, Heck [145]	52. <i>Đừng phí</i> thời gian, Heck [143]
53. <i>Don't just stand</i> there [146]	53. <i>Đừng cứ đứng</i> ngầy ra đó, Heck [243]
54. <i>let's go</i> back to town. [148]	54. <i>mình quay</i> lại thị trấn đi. [145]
55. <i>Don't say</i> anything about it, Scout, [150]	55. <i>Đừng nói</i> gì về chuyện này, Scout [147]
56. <i>just</i> (int) <i>hold</i> (top) your head high [154]	56. <i>cứ</i> (int) <i>ngẩng</i> (top) cao đầu [151]
57. <i>and</i> (txt) <i>be</i> (top) a gentleman. [154]	57. <i>và</i> (txt) <i>làm</i> (top) một quý ông coi [151]
58. <i>Look</i> out now, Scout! [155]	58. <i>Cẩn thận</i> , Scout [252]
59. <i>Come</i> back here [157]	59. <i>Quay</i> lại đây [155]
60. <i>Let 'em</i> both in, Jessie [160]	60. <i>Cho cả hai đứa vô đi</i> , Jessie [157]
61. <i>Come</i> to the side of the bed. [161]	61. <i>Tới</i> cạnh giường nè [158]
62. <i>Oh</i> (txt), <i>go on and leave</i> (top) me alone. [173]	62. <i>Ồ</i> (txt), <i>đi chơi đi, để</i> anh yên [171]
63. <i>Stop</i> right there, nigger. [177]	63. <i>Đứng lại</i> đó, con mọi đen [175]
64. <i>Speak</i> to your Cousin Lily [194]	64. <i>Nói chuyện</i> với cô Lily của cháu đi [193]
65. <i>Let's get</i> this clear [201]	65. <i>Chúng ta làm rõ</i> điều này [200]
66. <i>And</i> (txt) <i>don't try to get</i> (top) around it. [201]	66. <i>Và</i> (txt) <i>đừng cố lẩn tránh</i> (top) [200]
67. <i>Scout</i> (int), <i>try not</i> to antagonize Aunty [202]	67. <i>Scout</i> (int), <i>cố đừng làm</i> (top) trái ý bác [201]
68. <i>Move</i> over, Scout. [210]	68. <i>Dịch</i> sang một bên, Scout [208]
69. <i>Go</i> back in the house. [214]	69. <i>Quay</i> vào trong nhà [212]
70. <i>Don't be</i> foolish, Heck [215]	70. <i>Đừng</i> ngốc thế Heck [213]
71. <i>Well</i> (txt), <i>answer</i> (top) it, son [216]	71. <i>Ừ</i> (txt), <i>trả lời</i> (top) điện thoại đi, con [214]
72. <i>Let's go</i> up the street. [222]	72. <i>Mình đi tiếp</i> [219]
73. <i>Don't go</i> to him [223]	73. <i>Đừng đến</i> chỗ bố [221]
74. <i>Get</i> aside from the door, Mr. Finch. [224]	74. <i>Tránh</i> khỏi cái cửa đó đi, ông Finch. [221]
75. <i>Go</i> home, Jem [225]	75. <i>Về</i> nhà đi, Jem [223]
76. <i>All right</i> (txt), <i>Mr. Finch</i> (int), <i>get</i> (top) 'em ... [226]	76. <i>Được rồi</i> (txt), <i>ông Finch</i> (int), <i>đưa</i> (top) ... [223]
77. <i>Get</i> some sleep, Tom. [229]	77. <i>Ráng</i> ngủ chút đi, Tom [226]
78. <i>Try</i> to go to sleep [231]	78. <i>Ráng</i> ngủ đi [228]
79. <i>Let's go</i> in [240]	79. <i>Tụi mình</i> vô đi [237]
80. <i>Just</i> (int) <i>don't start up</i> (top) them there .... [242]	80. <i>Khoan hãy cho họ</i> lên lâu một lát. [240]
81. <i>Scout</i> (int), <i>come on</i> (top) [242]	81. <i>Scout</i> (int), <i>lên</i> đây [240]
82. <i>Just</i> (int) <i>describe</i> (top) her injuries, Heck. [249]	82. <i>Tả lại</i> những vết thương của cô ta đi, Heck [245]
83. <i>Just</i> (int) <i>answer</i> (top) the question yes or no, ... [251]	83. <i>Làm ơn chỉ trả lời</i> câu hỏi có hoặc không [247]
84. <i>so help</i> me God. [252]	84. <i>xin chúa cứu giúp</i> [248]
85. <i>Well</i> (txt), <i>let's get</i> (top) something straight. [255]	85. <i>Tốt</i> (txt), <i>chúng ta hãy hiểu</i> (top) đúng mấy điều [252]
86. <i>Don't be</i> 'fraid of anybody here, [266]	86. <i>Đừng</i> sợ bất cứ ai ở đây [262]
87. <i>Atticus</i> (int), <i>let's get on</i> (top) with ... [270]	87. <i>Articus</i> (int), <i>hãy tiếp tục</i> với vụ kiện này [266]
88. <i>Let her cry</i> . [275]	88. <i>Cứ để cô ta khóc</i> . [270]
89. <i>Tom</i> (int), <i>stand up</i> (top). [276]	89. <i>Tom</i> (int), <i>đứng lên</i> (top). [270]
90. <i>Now</i> let's consider this calmly [276]	90. <i>Bây giờ</i> chúng ta hãy xem xét [...] bình tĩnh [271]
91. <i>Oh</i> (txt) <i>sit down</i> (top), Horace [276]	91. <i>Ồ</i> (txt), <i>ngồi xuống</i> (top) đi Horace [271]
92. <i>Give</i> the witness a chance to answer. [278]	92. <i>Hãy để</i> nhân chứng còn kịp trả lời [273]
93. <i>Tom</i> (int), <i>go</i> back once more to Mr. Ewell [290]	93. <i>Tom</i> (int), <i>trở</i> lại (top) với ông Ewell [284]
94. <i>Come on</i> out under the trees [296]	94. <i>Ra</i> ngoài dưới gốc cây đi [289]
95. <i>Come on</i> round here, son [299]	95. <i>Đi</i> vòng qua đây, con trai [291]
96. <i>Go</i> home with Calpurnia [308]	96. <i>Về</i> nhà với cô Calpurnia [302]
97. <i>Please</i> (int) <i>let us hear</i> (top) the verdict [309]	97. <i>Làm ơn</i> (int) <i>cho tụi con nghe</i> (top) tuyên án đi [302]
98. <i>Miss Jean Louise</i> (int), <i>stand up</i> (top) [316]	98. <i>Jean Louise</i> (int), <i>đứng lên đi</i> (top) [308]
99. <i>Tell</i> them I'm very grateful [318]	99. <i>Nói</i> với họ tôi rất cảm kích [311]
100. <i>Don't talk</i> like that, Dill [319]	100. <i>Không được nói</i> như vậy, Dill [312]

101. <i>Don't fret</i> , Jem [320]	101. <i>Đừng lo</i> , Jem [213]
102. <i>Don't fool</i> yourselves [329]	102. <i>Đừng đánh lừa</i> mình [322]
103. <i>Have</i> a chew, Scout. [335]	103. <i>Nhai</i> kẹo cao su đi, Scout. [328]
104. <i>Stay</i> with us, Jean Louise [341]	104. <i>Ở đây</i> với bọn ta nào, Jean Louise [334]
105. <i>Go</i> right ahead with your meeting [348]	105. <i>Cứ tự nhiên</i> với cuộc họp của các quý vị [342]
106. <i>Be</i> quiet, they'll hear you [351]	106. <i>Nói</i> nhỏ thôi, họ nghe thấy chị nói đấy [344]
107. <i>Then</i> (txt) <i>let's join</i> (top) the ladies [352]	107. <i>Vậy</i> (txt) <i>ta</i> ra với các bà thôi [345]
108. <i>Don't do</i> that, Scout. [353]	108. <i>Đừng làm</i> vậy, Scout [346]
109. <i>Go on</i> with your game, boys [355]	109. <i>Chơi tiếp</i> đi mấy đứa [348]
110. <i>Now</i> go on! [365]	110. <i>Giờ thì</i> xéo đi [359]
111. <i>Cut</i> it out, now [376]	111. <i>Thôi đi</i> [370]
112. <i>Don't look</i> ahead, Scout [377]	112. <i>Đừng nhìn</i> đằng trước, Scout [371]
113. <i>Well</i> (txt) <i>let's go</i> (top) get 'em. [383]	113. <i>Trở lại</i> lấy đi [377]
114. <i>Hush</i> a minute, Scout [384]	114. <i>Im</i> một chút coi, Scout [378]
115. <i>Jem, Jem</i> (int), <i>help</i> (top) me, Jem! [387]	115. <i>Jem, Jem</i> (int), <i>cứu</i> (top) em, Jem [380]
116. <i>Run</i> out there for me, please, [390]	116. <i>Làm ơn chạy</i> ra đó giùm tôi [383]
117. <i>Go have</i> a look at him [392]	117. <i>Vào</i> thăm cháu đi [385]
118. <i>Let's all sit down</i> . [393]	118. <i>Mình ngồi cả đi</i> . [386]
119. <i>Go ahead</i> , Scout [397]	119. <i>Nói tiếp đi</i> , Scout [390]
120. <i>Heck</i> (int), <i>let's go</i> (top) out on the front porch. [402]	120. <i>Heck này</i> (int), <i>mình ra</i> (top) ngoài sân trước đi [395]
121. <i>so</i> (txt) <i>don't worry</i> [406]	121. <i>cho nên</i> (txt) <i>đừng lo</i> (top) [399]
122. <i>Go</i> to bed, Scout. [414]	122. <i>Đi</i> ngủ đi, Scout [407]
123. <i>Read</i> it out loud, please, Atticus [414]	123. <i>Đọc</i> lớn lên đi, bố Atticus [407]

Appendix 5

Theme in polar interrogative clause simplex

ST	TT
1. <i>Is</i> (int) <i>he</i> (top) dead? [14]	1. <i>Ông</i> chết rồi hả? [16]
2. <i>Ain't</i> (int) <i>you</i> (top) ever waked up at night [...], Dill? [21]	2. <i>Mày</i> có bao giờ thức giấc nửa đêm [...], Dill? [23]
3. <i>Were</i> (int) <i>you</i> (top) ever a turtle, huh? [23]	3. <i>Bộ</i> (txt) <i>mày</i> (top) từng là rùa hả? [25]
4. <i>Does</i> (int) <i>anybody</i> (top) know what these are? [27]	4. <i>Có</i> (int) <i>ai</i> (top) biết những chữ này không? [29]
5. <i>Did</i> (int) <i>you</i> (top) forget your lunch this morning? [30]	5. <i>Sáng nay</i> em quên mang bữa trưa à? [33]
6. <i>Are</i> (int) <i>we</i> (top) poor, Atticus? [32]	6. <i>Nhà mình</i> có nghèo không, bố Atticus? [35]
7. <i>Are</i> (int) <i>we</i> (top) as poor as the Cunninghams? [33]	7. <i>Mình</i> có nghèo như nhà Cunningham không? [35]
8. <i>Don't</i> (int) <i>you</i> (top) like butterbeans? [36]	8. <i>Mày</i> không thích đậu bơ sao? [39]
9. <i>Did</i> (int) <i>you</i> (top) pay a bushel of potatoes ...? [37]	9. <i>Mày</i> đã trả thúng khoai tây chưa? [40]
10. <i>Have</i> (int) <i>you</i> (top) ever considered that Jem ...? [38]	10. <i>Con</i> có bao giờ nghĩ rằng Jem ...? [41]
11. <i>Did</i> (int) <i>he</i> (top) scare you some way? [39]	11. <i>Nó</i> làm gì khiến cô sợ vậy? [42]
12. <i>Ain't</i> (int) <i>you</i> (top) ever seen one? [39]	12. <i>Cô</i> chưa từng thấy con chí nào sao? [42]
13. <i>Do</i> (int) <i>you</i> (top) know what a compromise is? [47]	13. <i>Con</i> có biết thoả hiệp là gì không? [49]
14. <i>Haven't</i> (int) <i>you</i> (top) ever walked ...? [55]	14. <i>Bộ</i> (txt) <i>mày</i> (top) chưa hề đi [...] hả? [58]
15. <i>Well</i> , (txt) <i>are</i> (int) <i>we</i> (top) gonna play ...? [56]	15. <i>Được rồi</i> , (txt) <i>tụi mình</i> (top) có tính [...] không? [58]
16. <i>Ain't</i> (int) <i>you</i> (top) got any sense at all? [57]	16. <i>Bộ</i> (txt) <i>mày</i> (top) không hiểu chuyện gì ...? [59]
17. <i>Do</i> (int) <i>you</i> (top) smell my mimosa? [65]	17. <i>Cháu</i> có ngửi thấy mùi hoa [...] không? [68]
18. <i>Did</i> (int) <i>you</i> (top) know some of 'em came ...? [67]	18. <i>Cháu</i> có biết [...] một số họ ra khỏi...? [69]
19. <i>Do</i> (int) <i>you</i> (top) think they're true, ...? [68]	19. <i>Cô</i> có nghĩ chúng có thật, [...] không? [71]
20. <i>didn't</i> (int) <i>you</i> (top) hear the commotion? [82]	20. <i>bộ</i> [No Sub] không nghe thấy vụ lộn xộn ...? [83]
21. <i>Did</i> (int) <i>he</i> (top) hit him? [82]	21. <i>Có</i> (int) <i>bản</i> (top) trúng không? [84]
22. <i>Were</i> (int) <i>you</i> (top) all playing cards? [83]	22. <i>Cả bọn</i> chơi bài là hả? [85]
23. <i>Are</i> (int) <i>you</i> (top) crazy? [84]	23. <i>Anh</i> khùng hả? [86]
24. <i>Can't</i> (int) <i>anybody</i> (top) tell [...] can they, Scout [89]	24. <i>Không ai</i> có thể biết [...], đúng không Scout? [90]
25. <i>Did</i> (int) <i>you</i> (top) swap with somebody at school? [92]	25. <i>Con</i> có đổi chác với ai trong trường không? [93]
26. <i>Is</i> (int) <i>that tree</i> (top) dyin'? [95]	26. <i>Cây đó</i> sắp chết hả? [96]
27. <i>Do</i> (int) <i>you</i> (top) itch, Jem? [96]	27. <i>Anh</i> ngứa hả, Jem? [96]
28. <i>did</i> (int) <i>you</i> (top) see Mr. Arthur? [97]	28. <i>bố</i> có gặp ông Arthur không a? [98]
29. <i>Could</i> (int) <i>Scout and me</i> (top) borrow some ...? [100]	29. <i>Scout với cháu</i> có thể vay ít tuyết [...] không? [100]
30. <i>Are</i> (int) <i>we</i> (top) gonna have a snow baby, Jem? [101]	30. <i>Mình</i> sẽ có một em bé tuyết hả, Jem? [101]
31. <i>Is</i> (int) <i>it</i> (top) morning already? [104]	31. <i>Trời</i> sáng rồi à? [104]
32. <i>Do</i> (int) <i>you</i> (top) defend niggers, Atticus? [114]	32. <i>Bộ</i> (txt) <i>bố</i> (top) biện hộ cho mọi đen há bố ...? [114]
33. <i>Do</i> (int) <i>all lawyers</i> (top) defend ...? [115]	33. <i>Bộ</i> (txt) <i>luật sư nào</i> (top) cũng biện hộ ...? [114]
34. <i>Atticus</i> , (int) <i>are</i> (int) <i>we</i> (top) going to win it? [116]	34. <i>Bố Atticus</i> (int), <i>mình</i> (top) sẽ thắng chứ? [115]
35. <i>Well</i> , (txt) <i>can't</i> (int) <i>you</i> (top) just see ...? [123]	35. <i>Mày</i> không hình dung được vẻ mặt của nó ...? [122]

36. <i>Did</i> (int) <i>I</i> (top) hear you say hell a while ago? [127]	36. <i>Hồi nãy</i> bác nghe cháu nói [...] phải không? [126]
37. <i>do</i> (int) <i>you</i> (top) still hate me? [129]	37. <i>cháu</i> vẫn ghét chú sao? [128]
38. <i>Will</i> (int) <i>you</i> (top) come this way? [131]	38. <i>Cháu</i> vào trong kia nghe? [130]
39. <i>Did</i> (int) <i>you</i> (top) tell her? [133]	39. <i>Rồi</i> ((txt) <i>chú</i> (top) nói cho nó biết hả? [131]
40. <i>are</i> (int) <i>you</i> (top) acquainted with the Ewells? [134]	40. <i>chú</i> có quen biết nhà Ewells không? [132]
41. <i>Well</i> , (txt) <i>did</i> (int) <i>you</i> (top) know he's ...? [138]	41. <i>Ồ</i> , (txt) <i>cháu</i> (top) có biết ba cháu là người ...? [136]
42. <i>Cal</i> , (int) [...] <i>can</i> (int) <i>you</i> (top) come ...? [141]	42. <i>Cal</i> , (int) [...] <i>bà</i> (top) bước ra via hè ...? [139]
43. <i>Was</i> (int) <i>he</i> (top) runnin'? [141]	43. <i>Nó</i> có chạy không? [139]
44. <i>Should</i> (int) <i>we</i> (top) go after him, Heck? [144]	44. <i>Mình</i> phải săn tìm nó hả, Heck? [141]
45. <i>Don't</i> (int) <i>you</i> (top) go near that dog, ...? [148]	45. <i>Con</i> đừng đến gần con chó đó, hiểu không? [145]
46. <i>'d</i> (int) <i>you</i> (top) see him just standin' there? [148]	46. <i>Mày</i> có thấy bô đứng ngay sau đó không? [145]
47. <i>Jem</i> , (int) [...] <i>are</i> (int) <i>you</i> (top) responsible ...? [157]	47. <i>Jem</i> , (int) [...] <i>con</i> (top) là thủ phạm [...] không? [154]
48. <i>Atticus</i> (int), <i>do</i> (int) <i>I</i> (top) have to? [160]	48. <i>Bố Atticus</i> , (int) <i>con</i> (top) nên làm không? [157]
49. <i>Mrs. Dubose</i> (int), <i>are</i> (int) <i>you</i> (top) all right? [162]	49. <i>Bà Bose</i> , (int) <i>bà</i> (top) ổn không? [159]
50. <i>Did</i> (int) <i>she</i> (top) frighten you? [163]	50. <i>Bà ấy</i> có làm tui con sợ không? [160]
51. <i>Has</i> (int) <i>somebody</i> (top) been calling you that? [164]	51. <i>Bộ</i> (txt) <i>có</i> (top) người gọi con vậy hả? [160]
52. <i>Do</i> (int) <i>you</i> (top) know what time it is, Atticus? [165]	52. <i>Anh</i> biết mấy giờ rồi đây, Atticus? [162]
53. <i>Did</i> (int) <i>she</i> (top) die free? [169]	53. <i>Vậy là</i> (txt) <i>bà</i> (top) đã hết thanh thân? [165]
54. <i>Can't</i> (int) <i>anybody</i> (top) take a bath in this ...? [174]	54. <i>Trong nhà này</i> bộ người ta không thể tắm... [172]
55. <i>Can't</i> (int) <i>you</i> (top) tell? [175]	55. <i>Cậu</i> không biết hả? [173]
56. <i>Didn't</i> (int) <i>you</i> (top) hear why? [182]	56. <i>Cô</i> không biết lý do à? [180]
57. <i>Does</i> (int) <i>he</i> (top) have anything to do with ...? [183]	57. <i>Anh</i> có quan hệ gì với mấy thằng [...] không? [181]
58. <i>Are</i> (int) <i>you</i> (top) that old?" [184]	58. <i>Bà</i> già tới vậy sao? [182]
59. <i>Cal</i> , (int) <i>did</i> (int) <i>you</i> (top) teach Zeebo? [185]	59. <i>Cal</i> (int), <i>bộ</i> (txt) <i>bà</i> (top) dạy Zeebo đọc hả [183]
60. <i>Were</i> (int) <i>you</i> (top) from the Landing? [185]	60. <i>Bà</i> từng ở Landing hả? [183]
61. <i>Cal</i> , (int) <i>can</i> (int) <i>I</i> (top) come to see ...? [187]	61. <i>Cal</i> , (int) <i>thỉnh thoảng</i> (top) con [...] không? [185]
62. <i>Didn't</i> (int) <i>your father</i> (top) tell you? [188]	62. <i>Bố cháu</i> không nói với cháu hả? [186]
63. <i>Won't</i> (int) <i>you</i> (top) miss him? [189]	63. <i>Bác</i> không nhớ bác ấy sao? [187]
64. <i>Don't</i> (int) <i>you</i> (top) do anything? [189]	64. <i>Cháu</i> không làm gì cả à? [187]
65. <i>'d</i> (int) <i>you</i> (top) know Aunty's here? [190]	65. <i>Bố</i> có biết bác ấy ở đây không? [189]
66. <i>Would</i> (int) <i>you</i> (top) say the Finches have ...? [191]	66. <i>Chắc</i> (int) <i>chị</i> (top) sẽ nói họ nhà Finch ...? [190]
67. <i>Is</i> (int) <i>this</i> (top) the Cousin Joshua who ...? [195]	67. <i>Đây là</i> người họ hàng Joshua [...] ả? [194]
68. <i>Have</i> (int) <i>we</i> (top) done something? [196]	68. <i>Tụi con</i> đã làm chuyện gì bậy sao? [195]
69. <i>Do</i> (int) <i>you</i> (top) think I'll end up costing ...? [198]	69. <i>Bố</i> thực sự muốn tui con làm [...] hả? [197]
70. <i>Can</i> (int) <i>you</i> (top) come look? [205]	70. <i>Anh</i> vô xem thử được không? [203]
71. <i>Do</i> (int) <i>snakes</i> (top) grunt? [205]	71. <i>Bộ</i> (txt) <i>rắn</i> (top) biết kêu hả? [204]
72. <i>can</i> (int) <i>you</i> (top) come here a minute, sir? [207]	72. <i>Bố</i> vào đây một lát được không? [206]
73. <i>Are</i> (int) <i>you</i> (top) waked up? [210]	73. <i>Mày</i> thức rồi hả? [208]
74. <i>Didn't</i> (int) <i>you</i> (top) all build that boat like ...? [210]	74. <i>Bố</i> con mày không đóng thuyền như ...? [208]
75. <i>Do</i> (int) <i>you</i> (top) really think so? [216]	75. <i>Ông</i> nghĩ thế thật à? [214]
76. <i>Have</i> (int) <i>they</i> (top) been at it? [218]	76. <i>Họ</i> lại cãi nhau hả? [216]
77. <i>Don't</i> (int) <i>you</i> (top) remember me, Mr. ...? [227]	77. <i>Ông</i> không nhớ cháu hả, ông Cunningham? [225]
78. <i>Can</i> (int) <i>we</i> (top) go home now? [229]	78. <i>Mình</i> về nhà bây giờ được chưa? [226]
79. <i>Can</i> (int) <i>I</i> (top) carry it for you, Mr. Finch? [229]	79. <i>Để</i> (txt) <i>cháu</i> (top) mang cho, ông Finch? [227]
80. <i>Aren't</i> (int) <i>you</i> (top) goin' down to watch? [236]	80. <i>Cô</i> không xuống đó để theo dõi sao? [234]
81. <i>Did</i> (int) <i>they</i> (top) ever know why? [238]	81. <i>Họ</i> có biết lý do không? [236]
82. <i>But</i> (txt) <i>did</i> (int) <i>that</i> (top) explain the ...? [242]	82. <i>Nhưng</i> (txt) <i>điều đó</i> (top) có [...] không? [239]
83. <i>Can't</i> (int) <i>you</i> (top) all get in? [243]	83. <i>Tụi cháu</i> không vô được hả? [240]
84. <i>Jem</i> , (int) [...] <i>are</i> (int) <i>those</i> (top) the ...? [246]	84. <i>Jem</i> , (txt) <i>có phải</i> (int) <i>người nhà Ewell</i> (top)...? [243]
85. <i>Could</i> (int) <i>you</i> (top) say it to the jury, ...? [246]	85. <i>Ông</i> có thể nói điều đó với [...], ông Tate? [244]
86. <i>Did</i> (int) <i>you</i> (top) go? [247]	86. <i>Ông</i> có đi không? [244]
87. <i>Did</i> (int) <i>you</i> (top) call a doctor, Sheriff? [248]	87. <i>Ông</i> có gọi bác sĩ không, cảnh sát trưởng? [245]
88. <i>Did</i> (int) <i>anybody</i> (top) call a doctor? [248]	88. <i>Có</i> (int) <i>bất cứ ai</i> (top) gọi bác sĩ không? [245]
89. <i>Can't</i> (int) <i>you</i> (top) remember? [249]	89. <i>Ông</i> không nhớ được à? [246]
90. <i>Was</i> (int) <i>it</i> (top) her left facing you or her ...? [249]	90. <i>Bên trái của cô ta</i> đối diện với với ông hay...? [246]
91. <i>Are</i> (int) <i>you</i> (top) the father of Mayella Ewell? [254]	91. <i>Ông</i> là cha của Mayella Ewell? [251]
92. <i>Do</i> (int) <i>you</i> (top) understand? [255]	92. <i>Ông</i> có hiểu không? [252]
93. <i>Mr. Ewell</i> , (int) <i>did</i> (int) <i>you</i> (top) see the ...? [258]	93. <i>Ông Ewell</i> , (int) <i>ông</i> (top) có thấy [...] không? [255]
94. <i>Could</i> (int) <i>I</i> (top) ask you a question or two? [259]	94. <i>Tôi</i> có thể hỏi ông một hai câu được không? [256]
95. <i>Weren't</i> (int) <i>you</i> (top) concerned with ...? [259]	95. <i>Ông</i> không quan tâm đến ...? [256]
96. <i>Didn't</i> (int) <i>you</i> (top) think she should have ...? [260]	96. <i>Ông</i> không nghĩ cô ấy cần phải có...? [256]
97. <i>Do</i> (int) <i>you</i> (top) have anything to add to it? [261]	97. <i>Ông</i> có thêm gì nữa không? [257]
98. <i>Do</i> (int) <i>you</i> (top) agree with the sheriff? [261]	98. <i>Ông</i> có đồng ý với ông cảnh sát trưởng không? [257]

99. <i>Mr. Ewell</i> , (int) <i>can</i> (int) <i>you</i> (top) read ...? [261]	99. <i>Ông Ewell</i> , (int) <i>ông</i> (top) biết [...] không? [258]
100. <i>Can</i> (int) <i>you</i> (top) read and write? [262]	100. <i>Ông</i> biết đọc biết viết không? [258]
101. <i>Will</i> (int) <i>you</i> (top) write your name and ...? [262]	101. <i>Ông</i> làm ơn viết tên ông và cho chúng tôi ...? [258]
102. <i>Would</i> (int) <i>you</i> (top) write your name for us? [262]	102. <i>Ông</i> sẽ viết tên ông cho chúng tôi được chứ? [259]
103. <i>are</i> (int) <i>you</i> (top) ambidextrous, Mr. Ewell? [263]	103. <i>ông</i> thuận cả hai tay hả ông Ewell? [260]
104. <i>Has</i> (int) <i>she</i> (top) got good sense? [267]	104. <i>Cô</i> ta khôn đó chứ? [262]
105. <i>Did</i> (int) <i>you</i> (top) scream? [268]	105. <i>Cô</i> có la lên? [263]
106. <i>Did</i> (int) <i>you</i> (top) scream and fight back? [268]	106. <i>Cô</i> có la lên và chống lại không? [263]
107. <i>Did</i> (int) <i>you</i> (top) ever go to school? [270]	107. <i>Cô</i> có bao giờ đi học không? [266]
108. <i>Do</i> (int) <i>you</i> (top) love your father, ...? [272]	108. <i>Cô</i> có yêu thương cha cô không, cô Mayella? [267]
109. <i>Does</i> (int) <i>he</i> (top) ever go after you? [272]	109. <i>Ông ta</i> có bao giờ lùng cô không? [268]
110. <i>Was</i> (int) <i>Tom Robinson</i> (top) well known ...? [273]	110. <i>Và</i> (txt) <i>cô</i> (top) biết rõ Tom Robinson? [268]
111. <i>Was</i> (int) <i>this</i> (top) the first time you ...? [273]	111. <i>Đây</i> là lần đầu tiên cô yêu cầu ...? [268]
112. <i>Didn't</i> (int) <i>you</i> (top) ever ask him ...? [273]	112. <i>Trước đó</i> cô chưa bao giờ yêu cầu anh ta? [269]
113. <i>Can</i> (int) <i>you</i> (top) remember any other ...? [274]	113. <i>Cô</i> có thể nhớ bất kỳ lần nào không? [269]
114. <i>Do</i> (int) <i>you</i> (top) remember him [...] the face? [274]	114. <i>Cô</i> nhớ hán đánh vào mặt cô hả? [269]
115. <i>Was</i> (int) <i>your last sentence</i> (top) your answer? [275]	115. <i>Câu sau</i> mới là câu trả lời của cô phải không? [270]
116. <i>Will</i> (int) <i>you</i> (top) identify the man who...? [275]	116. <i>Cô</i> nhận dạng được người đàn ông...? [270]
117. <i>Is</i> (int) <i>this</i> (top) the man, Miss Mayella? [276]	117. <i>Phải</i> (int) <i>người đàn ông này</i> (top) không, có? [270]
118. <i>Is</i> (int) <i>this</i> (top) the man who raped you? [276]	118. <i>Đây</i> có phải là người đã cưỡng hiếp cô không? [271]
119. <i>do</i> (int) <i>you</i> (top) wish to reconsider ...? [277]	119. <i>cô</i> có muốn xem lại lời khai của cô không? [272]
120. <i>Did</i> (int) <i>you</i> (top) scream first at your ...? [279]	120. <i>Cô</i> phải ban đầu cô gào vào mặt cha cô ...? [273]
121. <i>Do</i> (int) <i>you</i> (top) want to tell us what ...? [279]	121. <i>Cô</i> muốn nói với chúng tôi những gì đã xảy ra? [274]
122. <i>Shall</i> (int) <i>we</i> (top) try to wind up this ...? [282]	122. <i>Chúng ta</i> kết thúc trong chiều nay được không? [276]
123. <i>Did</i> (int) <i>he</i> (top) succeed? [283]	123. <i>Hắn</i> có làm được không? [277]
124. <i>Were</i> (int) <i>you</i> (top) picking cotton in ...? [284]	124. <i>Anh</i> hái bông vào tháng Mười một à? [278]
125. <i>Is</i> (int) <i>there</i> (top) any other way to go? [284]	125. <i>Có còn</i> con đường nào khác để đi nữa không? [278]
126. <i>Tom</i> , (int) <i>did</i> (top) she ever speak to you? [284]	126. <i>Tom</i> , (int) <i>cô ta</i> (top) [...] nói chuyện với ...? [278]
127. <i>Would</i> (int) <i>Miss Mayella</i> (top) talk to you? [285]	127. <i>Cô Mayella</i> có nói chuyện với anh không? [279]
128. <i>did</i> (int) <i>you</i> (top) ever set foot on the ...? [286]	128. <i>Anh</i> có bao giờ đặt chân lên đất nhà Ewell...? [280]
129. <i>Will</i> (int) <i>you</i> (top) tell it? [288]	129. <i>Anh</i> sẽ nói điều đó chứ? [282]
130. <i>Tom</i> , (int) <i>did</i> (int) <i>you</i> (top) rape Mayella ...? [290]	130. <i>Tom</i> , (int) <i>anh</i> (top) có cưỡng hiếp ... không? [283]
131. <i>Did</i> (int) <i>you</i> (top) resist her advances? [290]	131. <i>Anh</i> có cự tuyệt đòi hỏi của cô ta không? [283]
132. <i>Did</i> (int) <i>he</i> (top) say anything to you? [290]	132. <i>Ông ta</i> có nói gì với anh không? [284]
133. <i>Had</i> (int) <i>your eye</i> (top) on her a long time, ...? [293]	133. <i>Anh</i> đã để mắt đến cô ta từ lâu, [...], chàng trai? [286]
134. <i>Do</i> (int) <i>you</i> (top) deny that you went by ...? [294]	134. <i>Anh</i> phủ nhận rằng anh đi [...] ngôi nhà đó? [287]
135. <i>Were</i> (int) <i>you</i> (top) so scared that ...? [295]	135. <i>Anh</i> đã sợ rằng cô ấy làm anh đau đến thế, ...? [288]
136. <i>Ain't</i> (int) <i>you</i> (top) feeling good? [296]	136. <i>Mày</i> thấy khoẻ không hả? [289]
137. <i>Could</i> (int) <i>I</i> (top) just pass this note to ...? [308]	137. <i>Tôi</i> có thể đưa lá thư này cho ông Finch ...? [301]
138. <i>Mister Jem</i> , (int) <i>don't</i> (int) <i>you</i> (top) know ...? [309]	138. <i>Cậu Jem</i> , (int) <i>bộ</i> (txt) <i>cậu</i> (top) ... sao? [302]
139. <i>Don't</i> (int) <i>you</i> (top) want to hear about it, Cal? [310]	139. <i>Bộ</i> (txt) <i>bà</i> (top) không muốn [...] sao, Cal? [303]
140. <i>Is</i> (int) <i>he</i> (top) all right? [316]	140. <i>Nó</i> ổn không? [307]
141. <i>Did</i> (int) <i>Atticus</i> (top) put us up there as a ...? [319]	141. <i>Có phải</i> (int) <i>bộ Atticus</i> (top) đã bảo ...? [312]
142. <i>Did</i> (int) <i>Scout</i> (top) understand all the-? [319]	142. <i>Scout</i> có hiểu tất cả chuyện đó...? [312]
143. <i>Did</i> (int) <i>it</i> (top) ever strike you that Judge ...? [321]	143. <i>Bộ</i> (txt) <i>cháu</i> (top) không thấy rằng việc ...? [314]
144. <i>Ain't</i> (int) <i>you</i> (top) heard yet? [323]	144. <i>Tụi cháu</i> chưa nghe hả? [315]
145. <i>Can't</i> (int) <i>you</i> (top) take up sewin' or somethin'? [336]	145. <i>Bộ</i> (txt) <i>em</i> (txt) không thể tập may vá [...] sao? [329]
146. <i>Can</i> (int) <i>I</i> (top) help you, Cal? [340]	146. <i>Con</i> giúp được gì cho bà không, Cal? [333]
147. <i>Don't</i> (int) <i>you</i> (top) want to grow up to be a ...? [342]	147. <i>Cháu</i> không muốn lớn lên thành luật sư sao? [335]
148. <i>Was</i> (int) <i>he</i> (top) there, ma'am? [343]	148. <i>Ông ấy</i> ở đó hả, bà? [336]
149. <i>are</i> (int) <i>you</i> (top) all talking about Mayella ...? [344]	149. <i>bà</i> đang nói về Mayella Ewell hả? [337]
150. <i>Alexandra</i> , (int) <i>could</i> (int) <i>you</i> (top) ...? [348-9]	150. <i>Alexandra</i> , (int) <i>chị</i> (top) có thể xuống bếp ...? [342]
151. <i>Didn't</i> (int) <i>they</i> (top) give him any warning? [349]	151. <i>Họ</i> không có hành động cảnh báo nào sao? [349]
152. <i>Have</i> (int) <i>you</i> (top) ever thought of it this ...? [351]	152. <i>Chị</i> từng nghĩ về nó theo cách này chưa, ...? [344]
153. <i>Are</i> (int) <i>you</i> (top) together again, Jean Louise? [351]	153. <i>Cháu</i> ra cùng bọn ta không, Jean Louise? [344]
154. <i>'d</i> (int) <i>you</i> (top) hear what that cousin of mine? [352]	154. <i>Chị</i> có nghe những gì đứa em họ của tôi ...? [345]
155. <i>Jem</i> , (int) <i>are</i> (int) <i>you</i> (top) crazy? [353]	155. <i>Jem</i> , (int) <i>anh</i> (top) khùng hả?... [246]
156. <i>Mr. Finch</i> , (int) <i>won't</i> (int) <i>you</i> (top) have ...? [355]	156. <i>Ông Finch</i> , (int) <i>sao</i> (top) ông không ngồi chơi? [348]
157. <i>Did</i> (int) <i>you</i> (top) hear about? [356]	157. <i>Anh</i> có nghe về? [349]
158. <i>Does</i> (int) <i>anybody</i> (top) have a definition? [362]	158. <i>Ai</i> có thể định nghĩa được? [356]
159. <i>Ain't</i> (int) <i>you</i> (top) scared of haints? [376]	159. <i>Em</i> không sợ ma hả? [370]
160. <i>ain't</i> (int) <i>you</i> (top) a cow tonight? [378]	160. <i>tối nay</i> mày không làm bò hả? [372]
161. <i>Jem</i> , (int) <i>are</i> (int) <i>you</i> (top) tryin' to scare me? [384]	161. <i>Jem</i> , (int) <i>bộ</i> (txt) <i>anh</i> (top) tính nhát em đó hả? [378]

162. <i>Jem</i> , (int) <i>are</i> (int) <i>you</i> (top) afraid? [386]	162. <i>Jem</i> , (int) <i>anh</i> (top) sợ hả? [379]
163. <i>Agnes</i> , (int) <i>is</i> (int) <i>your father</i> (top) home? [389]	163. <i>Agnes</i> , (int) <i>ba cháu</i> (top) có nhà không? [382]
164. <i>Are</i> (int) <i>you</i> (top) all right, darling? [390]	164. <i>Cháu</i> có sao không, cục cưng? [383]
165. <i>Aunty</i> , (int) <i>is</i> (int) <i>Jem</i> (top) dead? [390]	165. <i>Bác này</i> , (int) <i>Jem</i> (top) chết rồi hả? [383]
166. <i>Is</i> (int) <i>Jem</i> (top) dead? [391]	166. <i>Jem</i> chết rồi hả? [384]
167. <i>Did</i> (int) <i>you</i> (top) find anything? [393]	166. <i>Anh</i> có tìm thấy gì không? [386]
168. <i>Are</i> (int) <i>you</i> sure? [395]	168. <i>Anh</i> chắc chứ? [388]
169. <i>Mr. Finch</i> , (int) <i>did</i> (int) <i>you</i> (top) hear them? [396]	169. <i>Ông Finch</i> , (int) <i>ông</i> (top) có nghe thấy ...? [390]
170. <i>Won't</i> (int) <i>you</i> (top) have a seat, Mr. Arthur? [402]	170. <i>Sao</i> ông không ngồi, ông Arthur? [395]
171. <i>Mr. Finch</i> , (int) <i>do you</i> think <i>Jem</i> killed ...? [403]	171. <i>Ông Finch</i> (int), <i>ông</i> (top) nghĩ <i>Jem</i> đã ... hả? [396]
172. <i>Do</i> (int) <i>you</i> (top) think that? [403]	172. <i>Ông</i> nghĩ vậy hả? [396]
173. <i>Heck</i> , (int) <i>can't</i> (int) <i>you</i> even try to see it ...? [405]	173. <i>Heck này</i> , (int) <i>ông</i> (top) thậm chí [...] sao? [398]
174. <i>Can</i> (int) <i>you</i> (top) possibly understand? [409]	174. <i>Chắc</i> (int) <i>con</i> (top) hiểu chứ? [402]
175. <i>Jean Louise</i> , (int) <i>is</i> (int) <i>your</i> (top) father in ...? [410]	175. <i>Jean Louise</i> , (int) <i>bố cháu</i> (top) trong [...] hả? [403]
176. <i>Will</i> (int) <i>you</i> (top) take me home? [411]	176. <i>Cô</i> sẽ đưa tôi về nhà chứ? [404]
177. <i>Is</i> (int) <i>Jem</i> (top) awake yet? [414]	177. <i>Jem</i> thức chưa? [407]
178. <i>Are</i> (int) <i>you</i> (top) sittin' up with him? [414]	178. <i>Bố</i> ngồi suốt với anh ấy hả? [407]

Appendix 6

'Who' as interrogative Subject Theme

ST	TT
1. <i>who</i> did? [27]	1. <i>ai</i> dạy?" [29]
2. <i>And</i> (txt) <i>who</i> (to)'s runnin', Miss Priss? [36]	2. <i>Ai</i> chạy vậy, cô Priss? [39]
3. <i>who</i> 's so high and mighty all of a sudden? [70]	3. <i>ai</i> mà bất ngờ cao cấp và quyền hành dữ vậy ta? [72]
4. <i>Who</i> did 'em, you reckon? [91]	4. <i>Theo anh</i> ai làm chúng? [92]
5. <i>Who</i> do we know around here who whittles? [91]	5. <i>Ai</i> quanh đây biết đẽo gọt mà tụi mình biết? [92]
6. <i>Who</i> started this? [128]	6. <i>Đứa nào</i> gây sự trước? [127]
7. <i>who</i> taught me my letters? [184]	7. <i>ai</i> dạy chữ cho tôi hả? [182]
8. <i>Who</i> started it? [204]	8. <i>Ai</i> gây chuyện trước? [203]
9. <i>Who</i> called you? [246]	9. <i>Ai</i> đã gọi ông? [244]
10. <i>who</i> done it? [268]	10. <i>ai</i> đã làm chuyện này? [264]
11. <i>Who</i> beat you up? [279]	11. <i>Ai</i> đánh đập cô? [273]
12. <i>Who</i> in this town did one thing ...? [321]	12. <i>Ai</i> trong thị trấn này đã làm một việc ...? [314]
13. <i>who</i> 'd've thought of little dewberry tarts...? [340]	13. <i>ai</i> đã nghĩ tới loại bánh nướng nhân quả ...? [333]
14. <i>Who</i> do what? [362]	14. <i>Ai</i> làm cái gì? [355]
15. <i>Who</i> 's scared to go around the corner? [378]	15. <i>Ai</i> mà sợ đi đi vòng cua này? [372]

Appendix 7

'Who' as interrogative Complement Theme

ST	TT
1. <i>Who</i> 'd we give 'em back to? [52]	1. <i>Mình</i> trả chúng lại cho ai đây? [55]
2. <i>Who</i> do you think you are? [203]	2. <i>Anh</i> tưởng anh là ai chứ? [202]
3. <i>Who</i> is 'he? [267]	3. <i>Hắn</i> ta là ai? [263]
4. <i>Who</i> are your friends? [271]	4. <i>Bạn</i> cô là ai? [267]
5. <i>who</i> was he talking to? [290]	5. <i>anh ta</i> đang nói với ai? [284]
6. <i>Who</i> was it? [399]	6. <i>Đó</i> là ai? [392]

Appendix 8

'What' as interrogative Subject Theme

ST	TT
1. <i>What</i> happened? [82]	1. <i>Có</i> (int) <i>chuyện gì</i> (top) vậy? [83]
2. <i>What</i> 's in those packages? [119]	2. <i>Có</i> (int) <i>cái gì</i> (top) trong mấy cái túi đó vậy? [119]
3. <i>What</i> 's so interestin'? [263]	3. <i>Cái gì</i> thú vị thế? [259]
4. <i>Then</i> (txt) <i>what</i> (top) happened? [267]	4. <i>Sau đó</i> (txt) <i>chuyện gì</i> (top) đã xảy ra?? [263]
5. <i>Then</i> (txt) <i>what</i> (top) happened? [268]	5. <i>Sau đó</i> (txt) <i>chuyện gì</i> (top) xảy ra? [264]
6. <i>Then</i> (txt) <i>what</i> (top) happened? [268]	6. <i>Sau đó</i> (txt) <i>chuyện gì</i> (top) xảy ra? [264]
7. <i>what</i> was it? [273]	7. <i>cái gì</i> nhi? [268]
8. <i>Tom</i> , (int) <i>what</i> (top) happened to you on ...? [286]	8. <i>Tom</i> , (int) <i>chuyện gì</i> (top) đã xảy ra với anh vào? [280]
9. <i>What</i> happened after you turned the chair over? [288]	9. <i>Chuyện gì</i> xảy ra sau khi anh làm đổ ghế? [282]
10. <i>What</i> happened after that? [288]	10. <i>Chuyện gì</i> xảy ra sau đó? [282]
11. <i>Then</i> (txt) <i>what</i> (top) happened? [290]	11. <i>Sau đó</i> (txt) <i>chuyện gì</i> (top) xảy ra? [283]

12. <i>What</i> has happened? [325]	12. <i>Có</i> (int) <i>chuyện gì</i> (top) à? [318]
13. <i>what</i> 'll happen to him? [326]	13. <i>chuyện gì</i> sẽ đến với anh ta? [319]
14. <i>What</i> 'd make him think either one of 'em'd ...? [330]	14. <i>Điều gì</i> khiến ông ta nghĩ một trong hai cô ...? [323]
15. <i>what</i> 'll blow over? [344]	15. <i>gió</i> sẽ cuốn đi cái gì? [337]
16. <i>What</i> 's wrong with that? [365]	16. <i>Chuyện đó</i> có gì sai đâu? [358]
17. <i>What</i> 's eatin' you? [365]	17. <i>Em</i> đang ưu tư gì vậy? [358]
18. <i>Jean Louise</i> , (int) <i>what</i> (top) happened? [390]	18. <i>Jean Louise</i> , (int) <i>chuyện gì</i> (top) xảy ra vậy? [383]

Appendix 9

'What' as interrogative Complement Theme

ST	TT
1. <i>What</i> is it, Jean Louise? [31]	1. <i>Là sao</i> , Jean Louise [34]
2. <i>What</i> is your name, son? [40]	2. <i>Em</i> tên gì, cậu bé [43]
3. <i>What</i> do you mean by that? [41]	3. <i>Con</i> nói vậy là sao? [44]
4. <i>What</i> you reckon we oughta do, Jem? [53]	4. <i>Vậy</i> (txt) <i>theo anh</i> (top) mình nên làm gì, Jem? [56]
5. <i>What</i> 'll we play today? [54]	5. <i>Bữa nay</i> mình chơi vai gì? [57]
6. <i>What</i> 's a Hot Steam? [55]	6. <i>Hồn nóng</i> là cái gì vậy? [58]
7. <i>What</i> are you all playing? [60]	7. <i>Tụi con</i> đang diễn cái trò gì vậy? [63]
8. <i>What</i> 'd you write him? [71]	8. <i>Anh</i> viết gì cho hắn vậy? [73]
9. <i>What</i> were you trying to give him? [73]	9. <i>Tụi con</i> cô đưa cho ông ta cái gì? [75]
10. <i>What</i> 'd you see? [80]	10. <i>Mày</i> thấy cái gì? [82]
11. <i>But</i> (txt) <i>what</i> (top) was strip poker? [83]	11. <i>Nhưng</i> (txt) <i>đánh phé cời đồ</i> (top) là gì? [84]
12. <i>What</i> 's the matter with you? [91]	12. <i>Có</i> (int) <i>chuyện gì</i> (top) với mày vậy? [92]
13. <i>Jem Finch</i> , (int) <i>what</i> (top) are you ...? [100]	13. <i>Jem Finch</i> , <i>cháu</i> (top) sẽ làm gì với tuyết của cô? [100]
14. <i>What</i> 's the matter? [104]	14. <i>Chuyện gì</i> vậy? [104]
15. <i>What</i> 'd he mean sayin' that? [114]	15. <i>Nó nói vậy</i> là có ý gì? [113]
16. <i>What</i> 'd you get for Christmas? [122]	16. <i>Giáng sinh</i> mày được cho cái gì? [122]
17. <i>What</i> do you mean? [125] ( <i>Ý mày là gì?</i> )	17. <i>Ý mày</i> là sao? [125]
18. <i>Francis</i> , (int) <i>what</i> (top) the hell do you mean? [126]	18. <i>Francis</i> , (int) <i>mày</i> (top) muốn nói cái quái ...? [125]
19. <i>What</i> is all this, Jean Louise? [127]	19. <i>Chuyện gì</i> vậy, Louise [126]
20. <i>What</i> did Francis call him? [130]	20. <i>Francis</i> gọi ba con là gì? [129]
21. <i>What</i> 's a whore-lady? [132]	21. <i>Con điếm</i> là gì vậy? [130]
22. <i>What</i> are you going to do, then? [134]	22. <i>Vậy</i> (txt) <i>anh</i> (top) sẽ làm gì? [233]
23. <i>What</i> can he do? [138]	23. <i>Bố cháu</i> có thể làm gì? [136]
24. <i>What</i> are you shooting at? [139]	24. <i>Con</i> bắn cái gì vậy? [137]
25. <i>Whatcha</i> looking at? [140]	25. <i>Con</i> đang nhìn gì vậy? [238]
26. <i>What</i> 's he doin', ...? [141]	26. <i>Nó</i> đang làm gì? [139]
27. <i>What</i> 's the matter with you, boy, ...? [148]	27. <i>Có</i> (int) <i>chuyện gì</i> (top) mà cháu không nói ...? [145]
28. <i>what</i> are you doing in those overalls? [154]	28. <i>cháu</i> làm gì trong bộ áo liền quần đó? [151]
29. <i>what</i> exactly is a nigge-rllover? [164]	29. <i>chính xác</i> thì kẻ yêu mọi đen là gì? [160]
30. <i>What</i> 'd she want? [167]	30. <i>Bà</i> ấy muốn gì vậy? [164]
31. <i>What</i> was that? [168]	31. <i>Đó</i> là chuyện gì? [164]
32. <i>What</i> am I gonna do about you [...] this Sunday? [173]	32. <i>Chủ nhật này</i> tôi làm gì với vụ đi nhà thờ của ...? [171]
33. <i>What</i> 's all this for, Cal? [175]	33. <i>Tất cả chuyện này</i> để làm chi vậy, Cal? [173]
34. <i>What</i> you want, Lula? [176]	34. <i>Cô</i> muốn gì Lula? [174]
35. <i>Just</i> (int) <i>what</i> (top) did he do, Cal? [183]	35. <i>Thế</i> (txt) <i>anh</i> (top) ta đã làm gì, Cal? [181]
36. <i>What</i> 's your birthday, Cal? [184]	36. <i>Sinh nhật của bà</i> là ngày nào, Cal?
37. <i>What</i> was the book, Cal? [185]	37. <i>Cuốn sách đó</i> là cuốn gì vậy, Cal? [183]
38. <i>Well</i> (txt) <i>what</i> (top) do you all do? [189]	38. <i>Bọn cháu</i> làm gì? [187]
39. <i>Atticus</i> (int), <i>what</i> (top) 's the matter? [196]	39. <i>Bố Atticus</i> , (int) <i>có chuyện gì</i> (top) vậy? [195]
40. <i>What</i> 's rape? [199]	40. <i>Cưỡng hiếp</i> là gì? [199]
41. <i>What</i> 'd they do in there? [211]	41. <i>Họ</i> làm gì trong đó? [209]
42. <i>What</i> have you been reading? [217]	42. <i>Con</i> đang đọc cái gì vậy? [215]
43. <i>what</i> 's a mixed child? [239]	43. <i>trẻ lai</i> là gì? [236]
44. <i>And</i> (txt) <i>what</i> (top) did you find? [247]	44. <i>Và</i> (txt) <i>ông</i> (top) đã thấy cái gì? [244]
45. <i>What</i> is it? [248] ( <i>Cái đó là gì?</i> )	45. <i>Vậy</i> là sao? [245]
46. <i>What</i> did you do when you saw the defendant? [258]	46. <i>Ông</i> đã làm gì khi thấy bị cáo? [255]
47. <i>Then</i> (txt) <i>what</i> (top) did you do? [259]	47. <i>Rồi</i> (txt) <i>ông</i> (top) làm gì? [355]
48. <i>What</i> were you doing on the porch? [266]	48. <i>Cô</i> làm gì ở hiên nhà? [262]
49. <i>What</i> are you scared of? [266]	49. <i>Cô</i> sợ cái gì? [266]
50. <i>What</i> 's the matter with you? [269]	50. <i>Cô</i> sao vậy? [265]
51. <i>whatcha</i> mean? [272]	51. <i>ông</i> muốn nói sao? [268]



52. <i>What</i> did it consist of? [283]	52. <i>Gồm</i> chuyện gì? [277]
53. <i>What</i> did you say then, Tom? [288]	53. <i>Sau đó</i> (txt) <i>anh</i> (to) nói gì, Tom? [281]
54. <i>Then</i> (txt) <i>what</i> (top) did she do? [289]	54. <i>Sau đó</i> (txt) <i>cô ta</i> (top) làm gì? [283]
55. <i>What</i> did he say, Tom? [289]	55. <i>Ông ta</i> nói gì? [283]
56. <i>What</i> was the evidence of her offense? [304]	56. <i>Chứng cứ cho sự vi phạm luật lệ của cô ta</i> là gì? [296]
57. <i>What</i> did she do? [304]	57. <i>Cô ta</i> đã làm những gì? [296]
58. <i>What'd</i> he say? [307]	58. <i>Bố</i> nói gì vậy? [300]
59. <i>Cal</i> (int), <i>what</i> (top) 's all this? [317]	59. <i>Cal</i> , (int) <i>tất cả những thứ này</i> (top) là gì vậy? [310]
60. <i>What</i> on earth could Ewell do to me, sister? [326]	60. <i>Ewell</i> có thể làm trò gì với em há, bà chị? [319]
61. <i>What</i> did you all study this afternoon? [342]	61. <i>Chiều nay</i> nghiên cứu của các bà là gì? [335]
62. <i>what</i> was that, Gertrude? [344]	62. <i>đó</i> là gì vậy, Gertrude? [337]
63. <i>What's</i> the matter? [349]	63. <i>Có</i> (int) <i>chuyện gì</i> (top) vậy? [342]
64. <i>what</i> else do they want from him, ...? [350]	64. <i>họ</i> còn muốn gì ở cậu ấy nữa, muốn gì nữa? [343]
65. <i>What</i> does who want, Alexandra? [350]	65. <i>Ai</i> muốn gì, Alexandre? [343]
66. <i>What</i> was that old thing, Jem said. [376]	66. <i>Câu hỏi xưa đó</i> là gì nhỉ? [370]
67. <i>What</i> are you doin' way out here by yourself, boy? [378]	67. <i>Mày</i> làm gì ở ngoài này vậy, nhóc? [372]
68. <i>Whatcha</i> thinkin' about? [384]	68. <i>Anh</i> nghĩ gì vậy? [378]
60. <i>What</i> do you mean? [309]	69. <i>Ý con</i> là sao? [402]
70. <i>Whatcha</i> readin'? [314]	70. <i>Bố</i> đọc gì vậy? [407]

**Appendix 10**  
**'How' as interrogative Adjunct Theme**

ST	TT
1. <i>How</i> do you know a match don't hurt him? [23]	1. <i>Sao</i> mà biết đốt diêm không làm nó đau? [25]
2. <i>How's</i> that, Jem...? [53]	2. <i>Quan trọng</i> làm sao, Jem? [56]
3. <i>How</i> can you keep from passing through one? [55]	3. <i>Làm thế nào</i> để đừng đi xuyên qua một thứ như vậy? [58]
4. <i>Scout</i> (int), <i>how</i> (top) 's he gonna know what ...? [58]	4. <i>Scout</i> (int), <i>làm sao</i> (top) hẳn [...] làm cái gì? [60]
5. <i>How</i> do you know? [65]	5. <i>Làm sao</i> cô biết? [68]
6. <i>How'd</i> you like some fresh poundcake to take home? [69]	6. <i>Cháu</i> có muốn mang ít bánh nướng về nhà không? [72]
7. <i>How</i> do you know he don't feel good? [71]	7. <i>Sao</i> mà biết hẳn không cảm thấy dễ chịu? [73]
8. <i>How</i> do you know it's a man? [93]	8. <i>Sao</i> mà biết đó là đàn ông? [94]
9. <i>How</i> do you make a snowman? [98]	9. <i>Đáp người tuyết</i> như thế nào há bố? [98]
10. <i>How</i> can flowers keep warm? [100]	10. <i>Làm sao</i> giữ hoa ấm được? [100]
11. <i>How'd</i> it catch, Miss Maudie? [111]	11. <i>Làm sao</i> bắt lửa vậy, cô Maudie [110]
12. <i>How'd</i> you know? [111]	12. <i>Sao</i> cô biết? [111]
13. <i>How's</i> that? [159]	13. <i>Sai</i> thế nào? [156]
14. <i>How</i> do you know? [173]	14. <i>Sao</i> anh biết? [171]
15. <i>How'd</i> you and Mister Jem like to come ...? [174]	15. <i>Cô với cậu Jem</i> có thích đi nhà thờ [...] không? [172]
16. <i>How're</i> we gonna sing it if there ain't any ...? [179]	16. <i>Làm sao</i> mà hát được nếu không có cuốn ...? [178]
17. <i>How'd</i> you like for her to come live with us? [190]	17. <i>Tụi con</i> chắc thích lắm khi bác đến sống ...? [188]
18. <i>How</i> did you know that? [195]	18. <i>Sao</i> bác biết chuyện đó? [194]
19. <i>How</i> does a snake feel? [205]	19. <i>Con rắn</i> rờ thấy làm sao? [203]
20. <i>How'd</i> you get here? [206] (means)	20. <i>Mày</i> đến đây bằng cách nào? [205]
21. <i>How'd</i> you get here? [207] (means)	21. <i>Sao</i> cậu đến đây được? [205] (reason)
22. <i>How's</i> your entailment gettin' along? [227]	22. <i>Vụ tài sản kế thừa của ông</i> đến đâu rồi? [224]
23. <i>How</i> c'n you stand to get drunk 'fore eight in ...? [235]	23. <i>Làm sao</i> em có thể say xỉn khi chưa tới ...? [232]
24. <i>How</i> does he keep what's in it in it? [238]	24. <i>Làm thế nào</i> ông ta đựng cái gì trong đó ...? [235]
25. <i>How</i> can you tell? [239]	25. <i>Sao</i> cậu dám chắc? [237]
26. <i>But</i> (txt) <i>how</i> (top) can you tell? [239]	26. <i>Nhưng</i> (txt) <i>làm sao</i> (top) anh dám chắc? [237]
27. <i>Well</i> (txt) <i>how</i> (top) do you know we ...? [240]	27. <i>Làm sao</i> anh biết chúng ta không phải là người ...? [237]
28. <i>How</i> do you know? [249]	28. <i>Làm sao</i> ông biết? [245]
29. <i>How's</i> that? [260]	29. <i>Rồi</i> sao? [257]
30. <i>How</i> do you think I sign my relief checks? [262]	30. <i>Ông</i> nghĩ tôi kí các hóa đơn [...] như thế nào? [258]
31. <i>How</i> you mean? [272]	31. <i>Ý ông</i> là sao? [268]
32. <i>How</i> could they do it, ...? [317]	32. <i>Sao</i> họ có thể làm vậy, ...? [310]
33. <i>How</i> could you take such a risk, Atticus, ...? [331]	33. <i>Sao</i> bỏ lại liều thế, bố Articus, ...? [325]
34. <i>How</i> can that be? [332]	34. <i>Tức là</i> sao? [325]
35. <i>Well then</i> , (txt) <i>how</i> (top) do you explain why ...? [338]	35. <i>Nếu vậy</i> (txt) <i>làm sao</i> (top) em giải thích ...? [331]
36. <i>How</i> can he do that? [362]	36. <i>Sao</i> ông ta có thể làm điều đó? [355]
37. <i>How</i> do you know where we're at, Jem? [377]	37. <i>Làm sao</i> anh biết mình đang ở đâu, Jem? [371]
38. <i>How's</i> that? [397]	38. <i>Cái đó</i> là sao? [390]

**Appendix 11**  
**‘Where’ as interrogative Adjunct Theme**

ST	TT
1. <i>and</i> (txt) <i>where</i> (top) would we be if he hadn't? [8]	1. <i>và liệu</i> (txt) <i>chúng tôi</i> (top) ở đâu nếu ông không ...? [8]
2. <i>Where'd</i> you come from? [13]	2. <i>Mày</i> ở đâu tới vậy? [15]
3. <i>Where's</i> yours? [30]	3. <i>Bữa trưa của em</i> ở đâu? [32]
4. <i>where'd</i> he go? [39]	4. <i>nó</i> chạy đâu rồi? [42]
5. <i>Where</i> did you get such a notion? [65]	5. <i>Cháu</i> lấy đâu ra cái ý tưởng đó vậy? [68]
6. <i>Where</i> were you all, ...? [82]	6. <i>Mấy</i> đứa ở đâu vậy, ...? [83]
7. <i>Where're</i> your pants, son? [82]	7. <i>Quần dài của con</i> đâu hả con? [84]
8. <i>Where's</i> Francis? [127]	8. <i>Francis</i> đâu rồi [126]
9. <i>Where</i> is he, Cal? [143]	9. <i>Nó</i> đâu, Cal? [141]
10. <i>Where</i> are you two going at this time of day? [153]	10. <i>Hai đứa</i> đi đâu vào giờ này hả? [150]
11. <i>where</i> are the hymn-books? [178]	11. <i>Sách</i> thánh ca đâu? [177]
12. <i>Where'd</i> you go to school, Cal? [184]	12. <i>Bà</i> học trường nào vậy, Cal? [182]
13. <i>And</i> (txt) <i>where</i> (top) are you going, Stephanie? [237]	13. <i>Chị</i> tính đi đâu, Stephanie? [234]
14. <i>Where</i> were you at dusk on that evening? [265]	14. <i>Cô</i> đã ở đâu lúc chạng vạng tối? [261]
15. <i>Where</i> were they? [278]	15. <i>Chúng</i> ở đâu? [273]
16. <i>Where</i> were the other children? [285]	16. <i>Mấy đứa nhỏ kia</i> ở đâu? [279]
17. <i>Where</i> are your britches today? [341]	17. <i>Bữa nay</i> quần cháu đâu? [334]
18. <i>Where's</i> your mother, Sam? [355]	18. <i>Mẹ cháu</i> đâu, Sam? [348]
19. <i>Where's</i> your costume? [378]	19. <i>Trang phục của mày</i> đâu? [372]
20. <i>Where's</i> Scout? [389]	20. <i>Scout</i> đâu? [382]
21. <i>Where</i> were you when you thought it was Cecil? [396]	21. <i>Cháu</i> ở đâu khi cháu nghĩ đó là Cecil? [389]
22. <i>Where'd</i> you get it? [407]	22. <i>Ở đâu</i> ông có nó vậy? [400]

**Appendix 12**  
**‘Why’ as Adjunct Theme**

ST	TT
1. <i>Why</i> don't you come over, Charles Baker Harris? [13]	1. <i>Sao</i> mày không qua đây, Charles Baker Harris? [15]
2. <i>Why</i> do you think Miss Rachel locks up ...? [21]	2. <i>Mày nghĩ</i> vì sao cô Rachel khoá cửa...? [23]
3. <i>Why</i> does he pay you like that? [32]	3. <i>Sao</i> ông lại trả bố như vậy? [35]
4. <i>Miss Caroline</i> , (int) <i>why</i> (top) don't you read ...? [43]	4. <i>Cô Caroline, cô đừng buồn nữa, sao</i> cô ...? [45]
5. <i>Why</i> not? [48]	5. <i>Sao</i> vậy? [50]
6. <i>Yeah, but</i> (txt) <i>why</i> (top) should somebody want...? [53]	6. <i>Phải, nhưng</i> (txt) <i>tại sao</i> (top) ai đó muốn ...? [56]
7. <i>Why</i> didn't you bring it? [57]	7. <i>Sao</i> mày không lấy nó theo? [59]
8. <i>Why</i> don't you get it? [57]	8. <i>Sao</i> anh không vào mà lấy? [57]
9. <i>Why</i> are you tearing up that newspaper? [60]	9. <i>Sao</i> lại xé nát tờ báo kia vậy? [63]
10. <i>Why</i> can't you just pull it up? [64]	10. <i>Sao</i> cô không đơn giản là nhô nó lên? [66]
11. <i>Why</i> doesn't he? [66]	11. <i>Sao</i> ông ta không muốn nhỉ? [69]
12. <i>Why</i> don't you just knock the front door down? [72]	12. <i>Sao</i> anh không đến gõ ngay cửa trước? [74]
13. <i>Why</i> do you want Mr. Radley to come out? [73]	13. <i>Sao</i> tụi con lại muốn ông Radley ra ngoài? [75]
14. <i>Why</i> don't you go on home, Scout? [78]	14. <i>Sao</i> mày không về nhà đi, Scout? [80]
15. <i>Why'd</i> you do it, sir? [95]	15. <i>Sao</i> ông làm vậy? [95]
16. <i>Why</i> don't they hurry, why don't they hurry... [105]	16. <i>Sao</i> họ không nhanh lên, sao họ không nhanh... [105]
17. <i>Why</i> ain't he on top of one of the houses? [107]	17. <i>Sao</i> bố không leo lên nóc nhà? [106]
18. <i>Why</i> don't you get a colored man? [112]	18. <i>Sao</i> cô không thuê một người da màu? [112]
19. <i>why</i> do you send me to school?" [114]	19. <i>sao</i> bố cho con đi học? [114]
20. <i>Then</i> (txt) <i>why</i> (top) did Cecil say you ...? [115]	20. <i>Vậy</i> (txt) <i>sao</i> (top) Cecil nói bố bảo vệ ...? [114]
21. <i>then</i> (txt) <i>why</i> (top) are you doin' it? [115]	21. <i>vậy</i> (txt) <i>sao</i> (top) bố lại làm? [114]
22. <i>And</i> (txt) <i>why</i> (top) do I not understand ...? [130]	22. <i>Tại sao</i> chú không hiểu trẻ con, cô Jean Luise? [128]
23. <i>Why'd</i> you do it? [157]	23. <i>Sao</i> con làm vậy? [154]
24. <i>Then</i> (txt) <i>why</i> (top) are you asking me what ...? [164]	24. <i>Vậy</i> (txt) <i>tại sao</i> (top) con hỏi bố nó nghĩa là gì? [161]
25. <i>Why</i> can't she leave me alone? [169]	25. <i>Sao</i> bà không để con yên? [165]
26. <i>Why</i> were you all takin' up collection for ...? [182]	26. <i>Tại sao</i> mọi người đều tham gia quyên góp...? [180]
27. <i>Why</i> can't she take 'em with her, Reverend? [182]	27. <i>Sao</i> cô ấy không mang chúng theo, mục sư? [181]
28. <i>Why</i> not, Reverend? [183]	28. <i>Sao</i> không, mục sư? [181]
29. <i>but</i> (txt) <i>why</i> (top) won't folks hire Helen? [183]	29. <i>nhưng</i> (txt) <i>sao</i> (top) người ta không thuê ...? [181]
30. <i>but</i> (txt) <i>why</i> (top) do you all sing hymns that way? [184]	30. <i>nhưng</i> (txt) <i>sao</i> (top) mọi người ở đây hát ...? [182]
31. <i>Why'd</i> you do it? [210]	31. <i>Sao</i> mày làm vậy? [208]
32. <i>Why</i> do you reckon Boo Radley's never run off? [212]	32. <i>Tại sao</i> mày nghĩ Boo Radley không bao giờ ...? [211]
33. <i>Why</i> on earth are you all sitting in the dark? [217]	33. <i>Sao</i> tụi con ngồi trong bóng tối vậy? [214]

34. <i>Why</i> ain't you going to bed? [220]	34. <i>Sao</i> anh chưa đi ngủ? [218]
35. <i>Why</i> so? [224]	35. <i>Sao</i> lại thế? [222]
36. <i>Why</i> don't you drink your coffee, Scout? [233]	36. <i>Sao</i> con không uống cà phê của con đi, Scout? [230]
37. <i>Why's</i> he sittin' with the colored folks? [238]	37. <i>Sao</i> ông ta ngồi với những người da màu vậy? [235]
38. <i>Then</i> (txt) <i>why</i> (top) does he do like that? [238]	38. <i>Vậy</i> (txt) <i>sao</i> (top) ông ta lại làm thế? [235]
39. <i>Why</i> not? [248]	39. <i>Tại sao</i> không? [245]
40. <i>why</i> didn't you run? [278]	40. <i>tại sao</i> không chạy? [273]
41. <i>Then</i> (txt) <i>why</i> (top) didn't the other children ...? [278]	41. <i>Vậy</i> (txt) <i>sao</i> (top) những đứa em kia không ...? [273]
42. <i>Why</i> didn't your screams make them come ...? [278]	42. <i>Tại sao</i> tiếng kêu gào của cô không làm ...? [273]
43. <i>Why</i> did you run? [291]	43. <i>Tại sao</i> anh bỏ chạy?" [284]
44. <i>Why</i> were you scared? [292]	44. <i>Tại sao</i> anh sợ? [284]
45. <i>Why</i> didn't you do them instead of Miss Ewell's? [293]	45. <i>Tại sao</i> anh không làm những việc đó mà lại ...? [286]
46. <i>Why</i> what, suh? [293]	46. <i>Tại sao</i> cái gì, thưa ngài? [286]
47. <i>Why</i> were you so anxious to do that ...? [293]	47. <i>Tại sao</i> anh sẵn lòng làm những việc lật vật ...? [286]
48. <i>why</i> did you run so fast? [295]	48. <i>tại sao</i> anh chạy nhanh như thế? [288]
49. <i>why</i> were you scared? [295]	49. <i>tại sao</i> anh sợ? [288]
50. <i>Why</i> do you do like you do? [300]	50. <i>Tại sao</i> ông cứ làm vậy hoài? [292]
51. <i>But</i> (txt) <i>why</i> (top) had he entrusted us with ...? [300]	51. <i>Nhưng</i> (txt) <i>tại sao</i> (top) ông ta lại tiết lộ ...? [292]
52. <i>why</i> don't people like us and [...] sit on juries? [329]	52. <i>tại sao</i> không có những người như chúng ta ...? [322]
53. <i>Why</i> not, Auntie? [333]	53. <i>Sao</i> không được bác? [326]
54. <i>then why</i> can't I be nice to Walter? [334]	54. <i>thì</i> (txt) <i>tại sao</i> (top) cháu không thể cư xử tốt ...? [327]
55. <i>why</i> can't I? [334]	55. <i>sao</i> lại không được? [328]
56. <i>then</i> (txt) <i>why</i> (top) didn't Tom's jury, ...? [337]	56. <i>vậy thì</i> (txt) <i>tại sao</i> (top) bồi thẩm đoàn của ...? [330]
57. <i>why</i> can't they get along with each other? [338]	57. <i>tại sao</i> mọi người không thân thiện được ...? [331]
58. <i>why</i> do they go out of their way to despise ...? [338]	58. <i>tại sao</i> họ lại mất công coi thường nhau? [331]
59. <i>Why</i> couldn't I mash him? [354]	59. <i>Tại sao</i> em không đập được nó? [347]
60. <i>Why</i> don't they like the Jews, [...], Miss Gates? [363]	60. <i>Theo cô tại sao</i> họ không thích người Do ...? [356]
61. <i>But</i> (txt) <i>why</i> (top) should he try to burgle? [370]	61. <i>Nhưng</i> (txt) <i>tại sao</i> (top) hẳn phải đột nhập ...? [364]
62. <i>Why'd</i> you get that one? [414]	62. <i>Sao</i> bỏ lấy cuốn đó? [407]

**DỊCH ĐỀ NGỮ TỪ TIẾNG ANH SANG TIẾNG VIỆT:  
TRƯỜNG HỢP CỦA CUỐN TIỂU THUYẾT MỸ  
“TO KILL A MOCKINGBIRD” VÀ BẢN DỊCH TIẾNG VIỆT  
“GIẾT CON CHIM NHẠI”**

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**Tóm tắt:** Bài viết này cố gắng tìm hiểu cách dịch Đề ngữ từ tiếng Anh sang tiếng Việt. Dữ liệu phục vụ nghiên cứu được lấy từ cuốn tiểu thuyết ‘To Kill a Mockingbird’ của tiểu thuyết gia nổi tiếng người Mỹ, Harper Lee và bản dịch tiếng Việt “Giết con chim nhại” do hai dịch giả người Việt, Huỳnh Kim Oanh và Phạm Viêm Phương dịch. Khung lí thuyết sử dụng trong nghiên cứu này là Ngôn ngữ học chức năng hệ thống. Đơn vị phân tích là các cú chính độc lập trong văn bản ngữ nguồn và các cú chính độc lập tương ứng trong văn bản ngữ đích. Các khía cạnh phân tích và so sánh là Đề ngữ đơn và Đề ngữ phức trong các cú tuyên bố, cú mệnh lệnh và cú nghi vấn. Nghiên cứu cho thấy hầu hết các Đề ngữ trong các cú đơn tiếng Anh đều được dịch sát và giữ lại làm Đề ngữ trong các cú đơn tiếng Việt tương ứng. Nghiên cứu cũng chỉ ra rằng còn tồn tại một số điểm dịch chuyển trong bản dịch, một phần là do sự khác biệt về cấu trúc cú trong tiếng Anh và tiếng Việt, một phần là do sự phức tạp ngữ nghĩa (sự tối nghĩa) của một số từ dùng để hỏi, một phần do người dịch chưa quan tâm đến vai trò của Đề ngữ và những sự lựa chọn tinh tế của nó trong việc kiến tạo nghĩa văn bản trong cú và phát triển ý nghĩa trong văn bản. Nghiên cứu cho thấy rõ ràng rằng Ngôn ngữ học chức năng hệ thống rất phù hợp với lí luận và thực hành dịch thuật: Ngôn ngữ học chức năng hệ thống có thể mang lại lợi ích cho người dịch từ việc phân tích văn bản ngữ nguồn, đến thảo luận về các vấn đề dịch thuật, đến giải thích việc xác lập các điểm tương đương và các điểm dịch chuyển giữa những lựa chọn trong văn bản ngữ đích và những lựa chọn trong văn bản ngữ nguồn, đến tổng hợp văn bản ngữ đích - sản phẩm cuối cùng của quá trình dịch.

*Từ khoá:* dịch thuật, Đề ngữ, Ngôn ngữ học chức năng hệ thống, tiếng Anh, tiếng Việt, ‘To Kill a Mockingbird’, ‘Giết con chim nhại’