



Unit 0

Organizational introduction

Getting started in the study of grammar

Exploring English Grammar — the world of clauses presentation given on
17 October 2017

Goals

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Initial Survey

Situating grammar

Provisional Plan (revised
on 21.10.2017)

Resources

An introductory game

Don't forget

Robert Spence
Angewandte Sprachwissenschaft
Universität des Saarlandes



The goals of today's session are:

- 1 To make sure this is the right course for you.

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The goals of today's session are:

- 1 To make sure this is the right course for you.
- 2 To find out how many people are taking the course

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- 2 To find out how many people are taking the course
- 3 To exchange contact details (email) -> LIST!!

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- 2 To find out how many people are taking the course
- 3 To exchange contact details (email) -> LIST!!
- 4 To get an overview of how the course will work

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- 5 To complete a brief survey about previous experience with grammar

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- 6 To get an initial overview of what the course will cover, and what we will be doing each week

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- 7 To play a guessing game :-)

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- 4 To get an overview of how the course will work
- 5 To complete a brief survey about previous experience with grammar
- 6 To get an initial overview of what the course will cover, and what we will be doing each week
- 7 To play a guessing game :-)
- 8 To set the homework for next week

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Where to find information about the course:

- The course website:
<http://www.spence.saar.de/courses/grammar>
which includes the slides as shown in the presentations
(and a printable form of the slides as well)



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which includes the slides as shown in the presentations
(and a printable form of the slides as well)
- The course notes (online):
[http://www.spence.saar.de/courses/grammar/
coursenotes201702/fascicles/fascicle_00.pdf](http://www.spence.saar.de/courses/grammar/coursenotes201702/fascicles/fascicle_00.pdf)



Grammar

Course Notes Winter 2017/2018

online:

<http://www.spence.saar.de/courses/grammar>

Robert Spence

Last update: 2017-10-17 07:44 UTC+02:00

One context in which grammar is useful: translating into English



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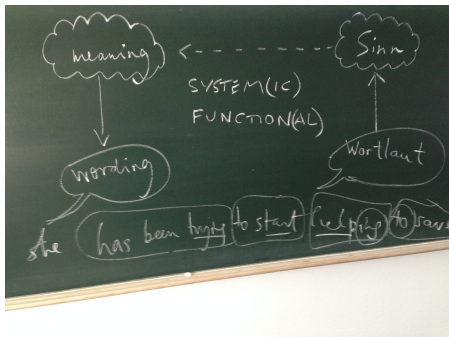
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An Initial Survey

- 1 Please complete the initial survey now ...



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An Initial Survey

- 1 Please complete the initial survey now ...
- 2 ... and hand it in before leaving.



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- 1 Please complete the initial survey now ...
- 2 ... and hand it in before leaving.
- 3 In case you missed the first class, you can download the survey here:

<http://www.spence.saar.de/courses/grammar/initialsurvey/index.pdf>



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Situating English grammar—the grammar of a nice cup of tea

(...)

Lastly, tea—unless one is drinking it in the Russian style—should be drunk *without sugar*. I know very well that I am in a minority here. But still, how can you call yourself a true tea-lover if you destroy the flavour of your tea by putting sugar in it? It would be equally reasonable to put in pepper or salt. Tea is meant to be bitter, just as beer is meant to be bitter. If you sweeten it, you are no longer tasting the tea, you are merely tasting the sugar; you could make a very similar drink by dissolving sugar in plain hot water.

Some people would answer that they don't like tea in itself, that they only drink it in order to be warmed and stimulated, and they need sugar to take the taste away. To those misguided people I would say: Try drinking tea without sugar for, say, a fortnight and it is very unlikely that you will ever want to ruin your tea by sweetening it again.

(...)

—George Orwell, 'A Nice Cup of Tea' (1946).

Provisional Timetable 1/3



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| <i>Week</i> | <i>Date</i> | <i>Unit</i> | <i>Description</i> |
|-------------|-------------|-------------|------------------------------------------------------------------------------|
| 01 | 17.x | 00 | Basic organization; initial orientation |
| 02 | 24.x | 01 | Theoretical introduction (based on the guessing game from week 1) |
| 03 | 31.x | - | No CLASS |
| 04 | 07.xi | 02 | Overview of English grammar within the SYSTEMIC FUNCTIONAL model of language |
| 05 | 14.xi | 03 | Clause as message: THEME (Theme & Rheme) |
| 06 | 21.xi | 04a | Clause as exchange (1): MOOD, POLARITY, and MOOD TAGGING |
| 07 | 28.xi | 04b | Clause as exchange (2): MODALITY |



| <i>Week</i> | <i>Date</i> | <i>Unit</i> | <i>Description</i> |
|-------------|-------------|-------------|--------------------------------------------------------------------------------------------------------|
| 08 | 05.xii | 05a | Clause as representation (1): process types and participants |
| 09 | 12.xii | 05b | Clause as representation (2): the grammar of 'being' |
| 10 | 19.xii | 05c | Clause as representation (3): circumstances |
| 11 | 02.i | — | No FORMAL CLASS (consultations) |
| 12 | 09.i | 07a | Above the clause (1): brief overview of clause complexes (PARATAXIS, HYPOTAXIS; EXPANSION, PROJECTION) |

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| <i>Week</i> | <i>Date</i> | <i>Unit</i> | <i>Description</i> |
|-------------|-------------|-------------|--------------------|
|-------------|-------------|-------------|--------------------|

| | | | |
|----|------|-----|------------------------------------------------------------|
| 13 | 16.i | 07b | Above the clause (2): reports vs. ideas vs. facts vs. acts |
|----|------|-----|------------------------------------------------------------|

| | | | |
|----|------|-----|------------------------------------------------------------------------------------------------------------|
| 14 | 23.i | 07c | Complexing below the clause: hypotactic verbal group complexes ('catenative structures'); overview of exam |
|----|------|-----|------------------------------------------------------------------------------------------------------------|

| | | | |
|----|------|--|------|
| 15 | 30.i | | EXAM |
|----|------|--|------|

In summer semester we look at “the world of groups and phrases” (Unit 6), doing a lot of work on tense (Unit 6b) as well as on basic morphology (Unit 11). In addition, we look at information structure and the role of intonation in English grammar (unit 8), cohesion in English (unit 9), and “grammatical metaphor” (including nominalization) (Unit 10). If necessary, unit 7c could also be moved to summer semester.

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Some people would answer that they don't like tea in itself, that they only drink it in order to be warmed and stimulated, and they need sugar to take the taste away. **To those misguided people** I would say: Try drinking tea without sugar for, say, a fortnight and it is very unlikely that you will ever want to ruin your tea by sweetening it again.

unmarked Theme (Theme = Subject)

marked Theme (Theme ≠ Subject)

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Unit 4 – MOOD

Lastly, tea—unless one is drinking it in the Russian style—should be drunk *without sugar*. I know very well that I am in a minority here. But still, **how can you call yourself a true tea-lover** if you destroy the flavour of your tea by putting sugar in it? It would be equally reasonable to put in pepper or salt. Tea is meant to be bitter, just as beer is meant to be bitter. If you sweeten it, **you are no longer tasting the tea**, you are merely tasting the sugar; you could make a very similar drink by dissolving sugar in plain hot water.

Some people would answer that they don't like tea in itself, that they only drink it in order to be warmed and stimulated, and they need sugar to take the taste away. To those misguided people I would say:

Try drinking tea without sugar for, say, a fortnight and it is very unlikely that you will ever want to ruin your tea by sweetening it again.

indicative: declarative MOOD

indicative: interrogative MOOD

imperative MOOD

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Unit 4 — POLARITY

Lastly, tea—unless one is drinking it in the Russian style—should be drunk *without sugar*. I know very well that I am in a minority here. But still, how can you call yourself a true tea-lover if you destroy the flavour of your tea by putting sugar in it? It would be equally reasonable to put in pepper or salt. Tea is meant to be bitter, just as beer is meant to be bitter. If you sweeten it, you **are no longer tasting** the tea, you are merely tasting the sugar; you could make a very similar drink by dissolving sugar in plain hot water.

Some people would answer that they **don't like** tea in itself, that they only drink it in order to be warmed and stimulated, and they **need** sugar to take the taste away. To those misguided people I would say: Try drinking tea without sugar for, say, a fortnight and it is very **unlikely** that you will ever want to ruin your tea by sweetening it again.

positive POLARITY

negative POLARITY



Lastly, tea—unless one is drinking it in the Russian style—should be drunk *without sugar*, **shóuldn't it?** I know very well that I am in a minority here, **àrent I.** But still, how can you call yourself a true tea-lover if you destroy the flavour of your tea by putting sugar in it? It would be equally reasonable to put in pepper or salt. Tea is meant to be bitter, just as beer is meant to be bitter. If you sweeten it, you are no longer tasting the tea, **àre you**, you are merely tasting the sugar, **àren't you**; you could make a very similar drink by dissolving sugar in plain hot water.

Some people would answer that they don't like tea in itself, that they only drink it in order to be warmed and stimulated, and they need sugar to take the taste away. To those misguided people I would say: Try drinking tea without sugar for, say, a fortnight, **will you?**, and it is very unlikely that you will ever want to ruin your tea by sweetening it again, **will you.**

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Lastly, tea—unless one is drinking it in the Russian style—**should** be drunk *without sugar*. I know very well that I am in a minority here. But still, how **can** you call yourself a true tea-lover if you destroy the flavour of your tea by putting sugar in it? It would be equally reasonable to put in pepper or salt. Tea is meant to be bitter, just as beer is meant to be bitter. If you sweeten it, you are no longer tasting the tea, you are merely tasting the sugar; you **could** make a very similar drink by dissolving sugar in plain hot water.

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Unit 5 — PROCESS TYPE

Lastly, tea—unless one **IS DRINKING** it in the Russian style—should be drunk *without sugar*. I **KNOW** very well that I **AM** in a minority here. But still, how can you call yourself a true tea-lover if you destroy the flavour of your tea by putting sugar in it? It would be equally reasonable to put in pepper or salt. Tea is meant to be bitter, just as beer is meant to be bitter. If you sweeten it, you are no longer tasting the tea, you are merely tasting the sugar; you could make a very similar drink by dissolving sugar in plain hot water.

Some people would answer that they don't like tea in itself, that they only drink it in order to be warmed and stimulated, and they need sugar to take the taste away. To those misguided people I would say: Try drinking tea without sugar for, say, a fortnight and it is very unlikely that you will ever want to ruin your tea by sweetening it again.

material PROCESS

mental PROCESS

relational PROCESS

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Unit 6 – nominal group

Lastly, tea—unless one is drinking it in **the Russian style**—should be drunk *without sugar*. I know very well that I am in a minority here. But still, how can you call yourself **a true tea-lover** if you destroy the flavour of your tea by putting sugar in it? It would be equally reasonable to put in pepper or salt. Tea is meant to be bitter, just as beer is meant to be bitter. If you sweeten it, you are no longer tasting the tea, you are merely tasting the sugar; you could make **a very similar drink** by dissolving sugar in **plain hot water**.

Some people would answer that they don't like tea in itself, that they only drink it in order to be warmed and stimulated, and they need sugar to take the taste away. To **those misguided people** I would say: Try drinking **tea** without sugar for, say, a fortnight and it is very unlikely that you will ever want to ruin your tea by sweetening **it** again.

nominal group

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Unit 6 — TENSE

Lastly, tea—unless one **is drinking** it in the Russian style—should be drunk *without sugar*. I **know** very well that I am in a minority here. But still, how can you call yourself a true tea-lover if you destroy the flavour of your tea by putting sugar in it? It would be equally reasonable to put in pepper or salt. Tea is meant to be bitter, just as beer is meant to be bitter. If you sweeten it, you are no longer tasting the tea, you are merely tasting the sugar; you could make a very similar drink by dissolving sugar in plain hot water.

Some people would answer that they don't like tea in itself, that they only drink it in order to be warmed and stimulated, and they need sugar to take the taste away. To those misguided people I would say: Try drinking tea without sugar for, say, a fortnight and it is very unlikely that you **will ever want** to ruin your tea by sweetening it again.

present

present-in-present

future (?)

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Unit 7 – clause complexes

Lastly, tea—unless one is drinking it in the Russian style—should be drunk *without sugar*. I know very well **that I am in a minority here**. But still, how can you call yourself a true tea-lover if you destroy the flavour of your tea by putting sugar in it? It would be equally reasonable to put in pepper or salt. Tea is meant to be bitter, just as beer is meant to be bitter. **If you sweeten it**, you are no longer tasting the tea, you are merely tasting the sugar; you could make a very similar drink by dissolving sugar in plain hot water.

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expanding clause: condition

projected clause: idea

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Unit 7 – verbal group complexes

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Some people would answer that they don't like tea in itself, that they only drink it in order to be warmed and stimulated, and they need sugar to take the taste away. To those misguided people I would say:

Try | drinking tea without sugar for, say, a fortnight and it is very unlikely that you **will ever want | to ruin** your tea by sweetening it again.

expansion: means

projection: idea

Books

There is no required reading for this course, apart from the course notes and the printouts of the slides from the weekly presentations. However, some students may want to look at the following reference work:



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Just google "Collins COBUILD English Grammar PDF" (or similar)

The structure and content of the course are based on:

- M. A. K. Halliday, *An Introduction to Functional Grammar*. London: Edward Arnold, 1994² ["IFG2"]

Associate Professor Annabelle Lukin of Macquarie University, Sydney, has produced an excellent series of videos that are available online:

<https://vimeo.com/album/2028694>

The videos follow essentially the same structure as the present course; they are based on M. A. K. Halliday and Christian Matthiessen, *An Introduction to Functional Grammar*, London: Edward Arnold, 2004 [“IFG3”]



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- I want you to guess which English sentence I'm thinking of.



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- I want you to guess which English sentence I'm thinking of.
- The answer is written on a piece of paper in a sealed envelope.



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- I want you to guess which English sentence I'm thinking of.
- The answer is written on a piece of paper in a sealed envelope.
- You are allowed to ask 'yes/no' questions or 'alternative' questions with a limited number of mutually exclusive possible answers.



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- I want you to guess which English sentence I'm thinking of.
- The answer is written on a piece of paper in a sealed envelope.
- You are allowed to ask 'yes/no' questions or 'alternative' questions with a limited number of mutually exclusive possible answers.
- Hint: The sentence consists of four words.

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- Check your email inbox for a mail from me.



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- If you haven't received one by the end of the week, please mail me.



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- Check your email inbox for a mail from me.
- If you haven't received one by the end of the week, please mail me.
- Translate the sentences on Exercise Sheet 1, which will be handed out at the end of the class, and is also available here:

[http:](http://www.spence.saar.de/courses/grammar/questions01/index.pdf)

[//www.spence.saar.de/courses/grammar/questions01/index.pdf](http://www.spence.saar.de/courses/grammar/questions01/index.pdf)



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