



# Unit 0

## Organizational introduction

Getting started in the study of grammar

*Exploring English Grammar — the world of clauses* presentation given on  
16 October 2018

Goals

Course Overview

Initial Survey

Situating grammar

Provisional Plan (as at  
16.10.2018)

Resources

An introductory game

Don't forget

Robert Spence  
LangSciTech  
Saarland University



## The goals of today's session are:

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

### Goals

Course Overview

Initial Survey

Situating grammar

Provisional Plan (as at  
16.10.2018)

Resources

An introductory game

Don't forget



## 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

### Goals

[Course Overview](#)

[Initial Survey](#)

[Situating grammar](#)

[Provisional Plan \(as at  
16.10.2018\)](#)

[Resources](#)

[An introductory game](#)

[Don't forget](#)



## 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
- 3 To exchange contact details (email) -> LIST!!

### Goals

Course Overview

Initial Survey

Situating grammar

Provisional Plan (as at  
16.10.2018)

Resources

An introductory game

Don't forget



## 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
- 3 To exchange contact details (email) -> LIST!!
- 4 To get an overview of how the course will work

### Goals

Course Overview

Initial Survey

Situating grammar

Provisional Plan (as at  
16.10.2018)

Resources

An introductory game

Don't forget



## 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
- 3 To exchange contact details (email) -> LIST!!
- 4 To get an overview of how the course will work
- 5 To complete a brief survey about previous experience with grammar

### Goals

Course Overview

Initial Survey

Situating grammar

Provisional Plan (as at  
16.10.2018)

Resources

An introductory game

Don't forget



## 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
- 3 To exchange contact details (email) -> LIST!!
- 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

### Goals

Course Overview

Initial Survey

Situating grammar

Provisional Plan (as at  
16.10.2018)

Resources

An introductory game

Don't forget



## 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
- 3 To exchange contact details (email) -> LIST!!
- 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 :-)

### Goals

Course Overview

Initial Survey

Situating grammar

Provisional Plan (as at  
16.10.2018)

Resources

An introductory game

Don't forget





## 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
- 3 To exchange contact details (email) -> LIST!!
- 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

### Goals

Course Overview

Initial Survey

Situating grammar

Provisional Plan (as at  
16.10.2018)

Resources

An introductory game

Don't forget



Goals

Course Overview

Initial Survey

Situating grammar

Provisional Plan (as at  
16.10.2018)

Resources

An introductory game

Don't forget

## 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)



Goals

Course Overview

Initial Survey

Situating grammar

Provisional Plan (as at  
16.10.2018)

Resources

An introductory game

Don't forget

## 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)
- The course notes (online):  
[http://www.spence.saar.de/courses/grammar/  
coursenotes201802/fascicles/fascicle\\_00.pdf](http://www.spence.saar.de/courses/grammar/coursenotes201802/fascicles/fascicle_00.pdf)



**Exploring English Grammar – the world of clauses**

**Course Notes Winter 2018/2019**

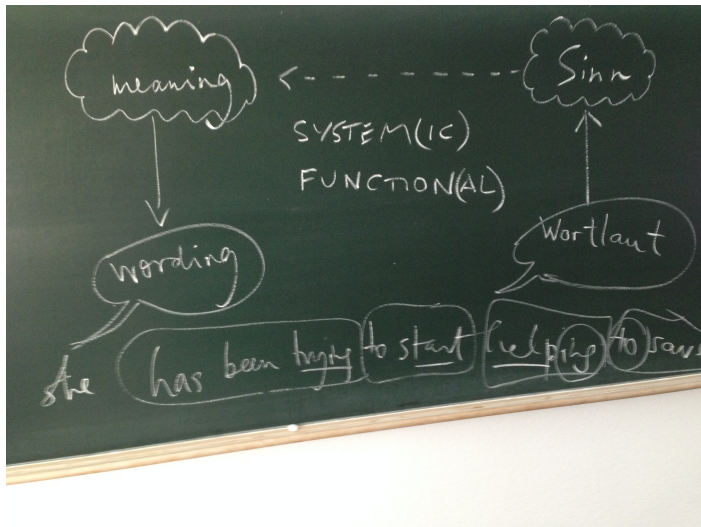
online:

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

Robert Spence

Last update: 2018-09-17 17:23 UTC+10:00

## One context in which grammar is useful: translating into English



## An Initial Survey

- 1 Please complete the initial survey now ...



Goals

Course Overview

Initial Survey

Situating grammar

Provisional Plan (as at  
16.10.2018)

Resources

An introductory game

Don't forget

## An Initial Survey

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



Goals

Course Overview

Initial Survey

Situating grammar

Provisional Plan (as at  
16.10.2018)

Resources

An introductory game

Don't forget

- 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>



Goals

Course Overview

Initial Survey

Situating grammar

Provisional Plan (as at  
16.10.2018)

Resources

An introductory game

Don't forget

[Goals](#)[Course Overview](#)[Initial Survey](#)[Situating grammar](#)[Provisional Plan \(as at 16.10.2018\)](#)[Resources](#)[An introductory game](#)[Don't forget](#)

## 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



[Goals](#)

[Course Overview](#)

[Initial Survey](#)

[Situating grammar](#)

[Provisional Plan \(as at  
16.10.2018\)](#)

[Resources](#)

[An introductory game](#)

[Don't forget](#)

<i>Week</i>	<i>Date</i>	<i>Unit</i>	<i>Description</i>
01	16.x	00	Basic organization; initial orientation
02	23.x	01	Theoretical introduction (based on the guessing game from week 1)
03	30.x	02	Overview of English grammar within the SYSTEMIC FUNCTIONAL model of language
04	06.xi	03	Clause as message: THEME (Theme & Rheme)
05	13.xi	04a	Clause as exchange (1): MOOD, POLARITY, and MOOD TAGGING
06	20.xi	04b	Clause as exchange (2): MODALITY



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

Goals

Course Overview

Initial Survey

Situating grammar

Provisional Plan (as at  
16.10.2018)

Resources

An introductory game

Don't forget


[Goals](#)
[Course Overview](#)
[Initial Survey](#)
[Situating grammar](#)
[Provisional Plan \(as at 16.10.2018\)](#)
[Resources](#)
[An introductory game](#)
[Don't forget](#)

## Provisional Timetable 3/3

<i>Week</i>	<i>Date</i>	<i>Unit</i>	<i>Description</i>
12	15.i	07b	Above the clause (2): reports vs. ideas vs. facts vs. acts
13	22.i	07c	Complexing below the clause: hypotactic verbal group complexes ('catenative structures'); overview of exam
14	29.i		General Questions
15	05.ii		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.



Goals

Course Overview

Initial Survey

Situating grammar

Provisional Plan (as at  
16.10.2018)

Resources

An introductory game

Don't forget

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.

**unmarked Theme** (Theme = Subject)

**marked Theme** (Theme ≠ Subject)

[Goals](#)[Course Overview](#)[Initial Survey](#)[Situating grammar](#)[Provisional Plan \(as at  
16.10.2018\)](#)[Resources](#)[An introductory game](#)[Don't forget](#)

## 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

[Goals](#)[Course Overview](#)[Initial Survey](#)[Situating grammar](#)[Provisional Plan \(as at  
16.10.2018\)](#)[Resources](#)[An introductory game](#)[Don't forget](#)

## 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.**

Goals

Course Overview

Initial Survey

Situating grammar

Provisional Plan (as at  
16.10.2018)

Resources

An introductory game

Don't forget



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.

Goals

Course Overview

Initial Survey

Situating grammar

Provisional Plan (as at  
16.10.2018)

Resources

An introductory game

Don't forget



[Goals](#)[Course Overview](#)[Initial Survey](#)[Situating grammar](#)[Provisional Plan \(as at  
16.10.2018\)](#)[Resources](#)[An introductory game](#)[Don't forget](#)

## 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**

[Goals](#)[Course Overview](#)[Initial Survey](#)[Situating grammar](#)[Provisional Plan \(as at  
16.10.2018\)](#)[Resources](#)[An introductory game](#)[Don't forget](#)

## 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**

[Goals](#)[Course Overview](#)[Initial Survey](#)[Situating grammar](#)[Provisional Plan \(as at  
16.10.2018\)](#)[Resources](#)[An introductory game](#)[Don't forget](#)

## 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 (?)

[Goals](#)[Course Overview](#)[Initial Survey](#)[Situating grammar](#)[Provisional Plan \(as at  
16.10.2018\)](#)[Resources](#)[An introductory game](#)[Don't forget](#)

## 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.

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.

expanding clause: condition

projected clause: idea

[Goals](#)[Course Overview](#)[Initial Survey](#)[Situating grammar](#)[Provisional Plan \(as at  
16.10.2018\)](#)[Resources](#)[An introductory game](#)[Don't forget](#)

## Unit 7 – verbal group 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.

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:



[Goals](#)

[Course Overview](#)

[Initial Survey](#)

[Situating grammar](#)

[Provisional Plan \(as at  
16.10.2018\)](#)

[Resources](#)

[An introductory game](#)

[Don't forget](#)

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:

① The Collins COBUILD Grammar of English

<http://www.amazon.com/Collins-Cobuild-English-Grammar/dp/0007393644>



Goals

Course Overview

Initial Survey

Situating grammar

Provisional Plan (as at  
16.10.2018)

Resources

An introductory game

Don't forget

[Goals](#)[Course Overview](#)[Initial Survey](#)[Situating grammar](#)[Provisional Plan \(as at  
16.10.2018\)](#)[Resources](#)[An introductory game](#)[Don't forget](#)

## 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:

- 1 The Collins COBUILD Grammar of English

<http://www.amazon.com/Collins-Cobuild-English-Grammar/dp/0007393644>

- 2 or the older edition:

<http://www.amazon.com/Collins-COBUILD-English-Grammar/dp/0007183879>



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:

- 1 The Collins COBUILD Grammar of English

<http://www.amazon.com/Collins-Cobuild-English-Grammar/dp/0007393644>

- 2 or the older edition:

<http://www.amazon.com/Collins-COBUILD-English-Grammar/dp/0007183879>

- 3 The earlier edition appears to be available as a downloadable PDF file on the Internet :-)

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



Goals

Course Overview

Initial Survey

Situating grammar

Provisional Plan (as at  
16.10.2018)

Resources

An introductory game

Don't forget

[Goals](#)[Course Overview](#)[Initial Survey](#)[Situating grammar](#)[Provisional Plan \(as at  
16.10.2018\)](#)[Resources](#)[An introductory game](#)[Don't forget](#)

## 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:

- 1 The Collins COBUILD Grammar of English  
<http://www.amazon.com/Collins-Cobuild-English-Grammar/dp/0007393644>
- 2 or the older edition:  
<http://www.amazon.com/Collins-COBUILD-English-Grammar/dp/0007183879>
- 3 The earlier edition appears to be available as a downloadable PDF file on the Internet :-)  
Just google "Collins COBUILD English Grammar PDF" (or similar)

The structure and content of the course are based on:

[Goals](#)[Course Overview](#)[Initial Survey](#)[Situating grammar](#)[Provisional Plan \(as at 16.10.2018\)](#)[Resources](#)[An introductory game](#)[Don't forget](#)

## 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:

- 1 The Collins COBUILD Grammar of English  
<http://www.amazon.com/Collins-Cobuild-English-Grammar/dp/0007393644>
- 2 or the older edition:  
<http://www.amazon.com/Collins-COBUILD-English-Grammar/dp/0007183879>
- 3 The earlier edition appears to be available as a downloadable PDF file on the Internet :-)  
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, 1994<sup>2</sup> ["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”]



Goals

Course Overview

Initial Survey

Situating grammar

Provisional Plan (as at  
16.10.2018)

Resources

An introductory game

Don't forget

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



Goals

Course Overview

Initial Survey

Situating grammar

Provisional Plan (as at  
16.10.2018)

Resources

An introductory game

Don't forget

## Grammar is about choice

- 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.



Goals

Course Overview

Initial Survey

Situating grammar

Provisional Plan (as at  
16.10.2018)

Resources

An introductory game

Don't forget

- 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.



Goals

Course Overview

Initial Survey

Situating grammar

Provisional Plan (as at  
16.10.2018)

Resources

An introductory game

Don't forget

- 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.



Goals

Course Overview

Initial Survey

Situating grammar

Provisional Plan (as at  
16.10.2018)

Resources

An introductory game

Don't forget



## HOMEWORK

- Check your email inbox for a mail from me.



Goals

Course Overview

Initial Survey

Situating grammar

Provisional Plan (as at  
16.10.2018)

Resources

An introductory game

Don't forget

- Check your email inbox for a mail from me.
- If you haven't received one by the end of the week, please mail me.



Goals

Course Overview

Initial Survey

Situating grammar

Provisional Plan (as at  
16.10.2018)

Resources

An introductory game

Don't forget

- 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)



Goals

Course Overview

Initial Survey

Situating grammar

Provisional Plan (as at  
16.10.2018)

Resources

An introductory game

Don't forget