

Unit 0

Organizational introduction

Getting started in the study of grammar

Slides for the session of

Exploring English Grammar — the world of clauses
held on

15 October 2019 /

23 vendémiaire, an CCXXVIII de la République

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- 4 To get an overview of how the course will work

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- 3 To exchange contact details (email) -> LIST!!
- 4 To get an overview of how the course will work
- 5 To get an initial overview of what the course will cover, and what we will be doing each week

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- 6 To play a guessing game :-)

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

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)
plus the exercises for homework

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16.10.2018)

Examples of English
grammar at work in a text

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- The course notes (online):
http://www.spence.saar.de/courses/grammar/coursenotes201902/fascicles/fascicle_00.pdf



Exploring English Grammar – the world of clauses

Course Notes Winter 2019/2020

online:

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

Robert Spence

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One context in which grammar is useful: translating into English

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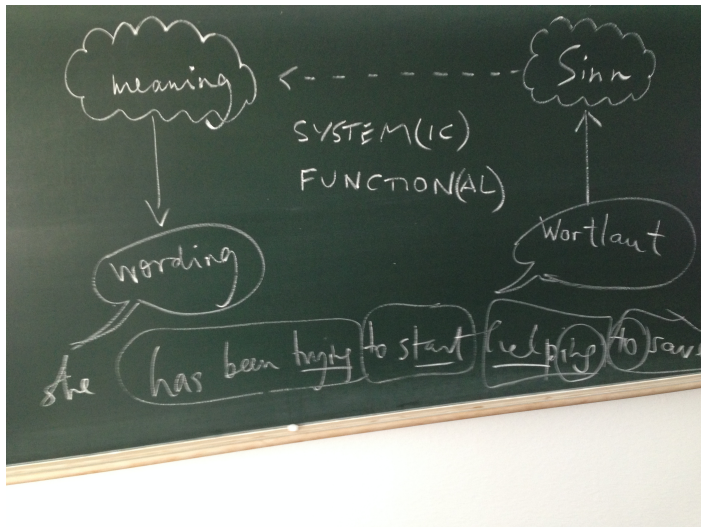
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Situating English grammar—the grammar of a nice cup of tea



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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.

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) [extract].

Por último, el té - a menos que uno lo esté tomando al estilo ruso - se debe beber sin azúcar. Sé muy bien que estoy en minoría aquí. Pero aún así, ¿cómo puede usted llamarse un verdadero amante del té si destruye su sabor poniéndole azúcar? También se le podría poner pimienta o sal. Se supone que el té debe ser amargo, al igual que la cerveza está destinada a serlo. Si endulza el té ya no sentiría su sabor; y podría obtener una bebida muy similar al disolver azúcar en agua caliente pura.

Algunas personas responden que no les gusta el té en sí mismo, que sólo lo beben con el fin de ser calentados y estimulados, y que necesitan el azúcar para cambiarle el gusto al té. A estas personas equivocadas, yo les diría: Trate de tomar el té sin azúcar, por ejemplo, un par de semanas y es muy poco probable que usted nunca más vaya a querer arruinar su té nuevamente por la edulcoración.

—George Orwell, “Una buena taza de té’ (1946).

Enfin, le thé –sauf si on le boit dans le style russe –doit être savouré sans sucre. En effet, mettre du sucre dans un thé équivaut à y mettre du sel ou du poivre. Tout comme la bière, le thé est censé être de goût amer. Si l'on met du sucre dans le thé, on ne déguste pas du thé, mais du sucre, ce qui équivaut à savourer du sucre dans de l'eau chaude.

Certaines personnes ne n'aiment pas le thé en soi, ils en boivent pour la chaleur et la stimulation, et ils ont besoin de sucre pour dissiper le goût original du thé. Que ces personnes essayent de déguster du thé sans sucre pendant environ 15 jours, et ils n'auront plus, par la suite, envie détruire le goût du thé avec des édulcorants.

—George Orwell, 'Une belle tasse de thé' (1946).

A meno che non si beva all maniera russa, il tè deve essere bevuto senza zucchero. So perfettamente che su questo rappresento una minoranza ma, in ogni modo, come puoi definirti un vero amante del tè se ne distruggi il sapore con lo zucchero? Sarebbe come aggiungere pepe o sale. Il tè deve essere amorognolo, così come la birra. Se lo addolcisci non stai più assaggiando tè ma lo zucchero: puoi ottenere un drink molto simile sciogliendo lo zucchero in acqua calda.

Alcune persone risponderanno che a loro non piace il tè così, senza zucchero, che lo bevono per scaldarsi e come eccitante, e che hanno bisogno dello zucchero per modificarne il sapore. A queste persone, che si sbagliano, vorrei dire: provate a bere il tè senza zucchero per una quindicina di giorni e poi sarà veramente difficile che vogliate tornare a rovinare il vostro tè, zuccherandolo di nuovo.

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—George Orwell, 'La perfetta tazza di tè' (1946).

Provisional Timetable 1/3

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

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

<i>Week</i>	<i>Date</i>	<i>Unit</i>	<i>Description</i>
12	14.i	07b	Above the clause (2): reports vs. ideas vs. facts vs. acts
13	21.i	07c	Complexing below the clause: hypotactic verbal group complexes ('catenative structures'); overview of exam
14	28.i		General Questions
15	04.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.

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)

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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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.**

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.

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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material PROCESS

mental PROCESS

relational PROCESS

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

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.

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present

present-in-present

future (?)

Unit 7 – clause complexes

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expanding clause: condition

projected clause: idea

Unit 7 – verbal group complexes

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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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① The Collins COBUILD Grammar of English

<https://www.amazon.com/>

[Collins-COBUILD-English-Grammar-UK/dp/0008135819](https://www.amazon.com/Collins-COBUILD-English-Grammar-UK/dp/0008135819)

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

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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”]

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

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.

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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.

- 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.

- 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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- If you haven't received one by the end of the week, please mail me.
- Complete the Initial Survey (it was handed out in class) and put it in my letterbox or bring it to class next week:
- In case you missed the first class, you can download the survey here:

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