

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

09 November 2020 /

19 brumaire, an CCXXIX de la République

Robert Spence
LangSciTech
Saarland University



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Situating grammar

Provisional Plan (as at
02.11.2020)

Examples of English
grammar at work in a text

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.



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- 2 To find out how many people are taking the course



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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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- 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 :-)

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 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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- The course notes (online):
http://www.spence.saar.de/courses/grammar/coursenotes202002/fascicles/fascicle_00.pdf



Exploring English Grammar – the world of clauses

Course Notes Winter 2020/21

online:

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

Robert Spence

Last update: 2020-10-26 23:09 UTC+11:00

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One context in which grammar is useful: translating into English

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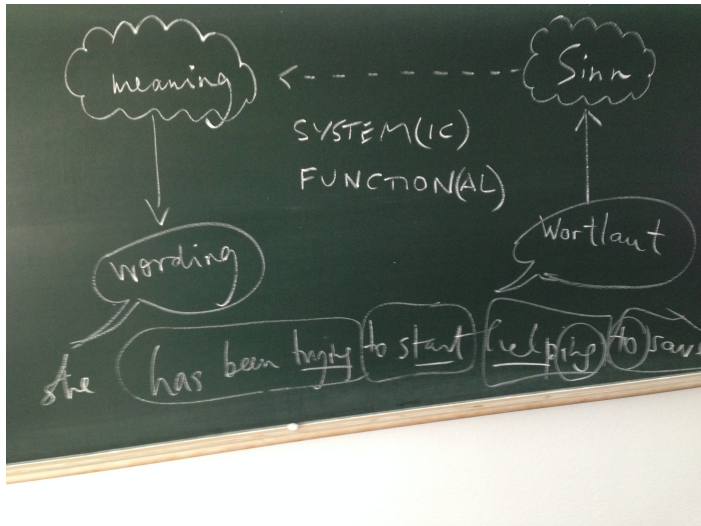
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Lastly, tea—unless one is drinking it in the Russian style—should be drunk *without sugar*. I know very well that I am in a minority here. But still, how can you call yourself a true tea-lover if you destroy the flavour of your tea by putting sugar 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.

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

И наконец, чай —если только вы не пьете его по-русски —нельзя пить с сахаром. Да, сознаю: здесь я в меньшинстве. Но все же как может именовать себя чаевником человек, способный убить вкус чая сахаром? С таким же успехом можно сдобрить чай перцем или солью. Чаю положено быть горьким, точно так же как пиву. Подсластив его, вы пьете не чай, вы пьете сахар, который с таким же успехом могли бы растворить просто в горячей воде.

Некоторые скажут, что вовсе не любят чай как таковой и пьют его лишь для того, чтобы взбодриться и согреться, и кладут сахар, чтобы отбить привкус чая. Этим заблудшим я скажу одно: попробуйте пить чай без сахара хотя бы в течение двух недель, и вам больше никогда не захочется портить вкус чая, подслащивая его.

— Джордж Оруэлл: Чашка отменного чая (г. 1946).

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Provisional Timetable 1/3

<i>Week</i>	<i>Date</i>	<i>Unit</i>	<i>Description</i>
01	12.x	–	No CLASS
02	19.x	–	No CLASS
03	26.x	–	No CLASS
04	02.xi	–	Return survey and initial test
05	09.xi	00	Basic organization; initial orientation
06	16.xi	01	Theoretical introduction, based on the guessing game from the first meeting, and merging with:
07	23.xi	02	Overview of English grammar within the SYSTEMIC FUNCTIONAL model of language
08	30.xi	03	Clause as message: THEME (Theme & Rheme)

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<i>Week</i>	<i>Date</i>	<i>Unit</i>	<i>Description</i>
09	07.xii	04a	Clause as exchange (1): MOOD, POLARITY, and MOOD TAGGING
10	14.xii	04b	Clause as exchange (2): MODALITY
–	21.xii	–	Christmas break
–	28.xii	–	Christmas break
11	04.i	05a	Clause as representation (1): process types and participants
12	11.i	05b	Clause as representation (2): the grammar of 'being'
13	18.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>
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14	25.i	07b	Above the clause (2): reports vs. ideas vs. facts vs. acts;
15	01.ii	07c	Complexing below the clause: hypotactic verbal group complexes ('catenative structures')

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.

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indicative: declarative MOOD

indicative: interrogative MOOD

imperative MOOD

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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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material PROCESS

mental PROCESS

relational PROCESS

Unit 6 (summer) – 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**.

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nominal group

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Unit 6 (summer) — TENSE

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present

present-in-present

future (?)

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Unit 7 (winter) – clause complexes



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expanding clause: condition

projected clause: idea

Unit 7 (winter) – verbal group complexes

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expansion: means

projection: idea

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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.

- 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.

- 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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- 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.

- Check your email inbox for a mail from me.
- 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/
shortinitialsurvey/shortinitialsurvey.pdf](http://www.spence.saar.de/courses/grammar/shortinitialsurvey/shortinitialsurvey.pdf)