Unit 1

Theoretical Introduction and Overview of English grammar

within the SYSTEMIC FUNCTIONAL model of language

Slides for the session of
Exploring English Grammar — the world of groups and phrases
held on
02.v.2022

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LangSciTech
Saarland University

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Theoretical Introduction and Overview of English grammar

Goals

About grammar

- Prescriptive vs descriptive grammar
- Lexicogrammar
- Functional vs formal grammar
- Systemic vs structural grammar

Some choices involved in producing a clause

- Strata: semantics vs grammar vs phonology/orthography
- 'Functional components' a.k.a. 'metafunctions'
- Clause as interaction: MOOD
- Clause as representation: TRANSITIVITY
- Clause as message: THEME

Situating grammar

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    1. Descriptive vs prescriptive grammar
    2. Lexis + Grammar = Lexicogrammar
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    4. Systemic vs structural grammar
2. To introduce some concepts useful in studying grammar

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2. A modern grammarian just describes how people actually use language (rather than how they think they do, or claim to do)
3. Grammatical "rules" therefore need to be reinterpreted as something like "laws of nature" (like gravity, or conservation of energy, or evolution by means of natural selection): generalized statements of observed fact.
4. We'll try to work with real examples taken from linguistic corpora; but sometimes, when trying to illustrate a particular grammatical point, it can be convenient to use (carefully) constructed examples.

Lexis + Grammar = Lexicogrammar

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3. Lexicogrammar covers all the knowledge in the dictionary plus all the knowledge in the grammar book
4. With this knowledge, you can produce and understand very many sentences
5. But you still need to know about the context before you can really use or understand lexis and grammar appropriately.

Functional vs formal grammar

1. Consider the simple sentence: “Socrates runs”.

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2. A formal grammar might analyze this by saying that it consists of a noun followed by a verb.

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    3. a theme (specifying the topic), followed by a rheme (conveying a message about the topic)

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Socrates	runs
S	P
Actor	Process
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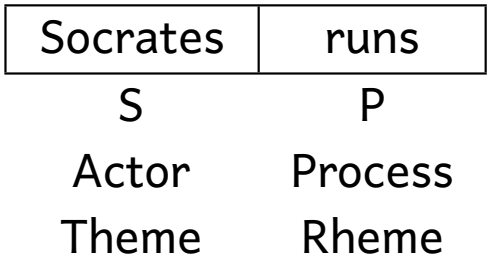
4. 

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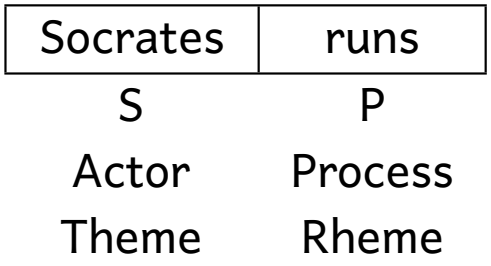
4. 

5. From now on, we’ll use initial capitals for function labels.
6. We’ll also include information from formal grammar as well:

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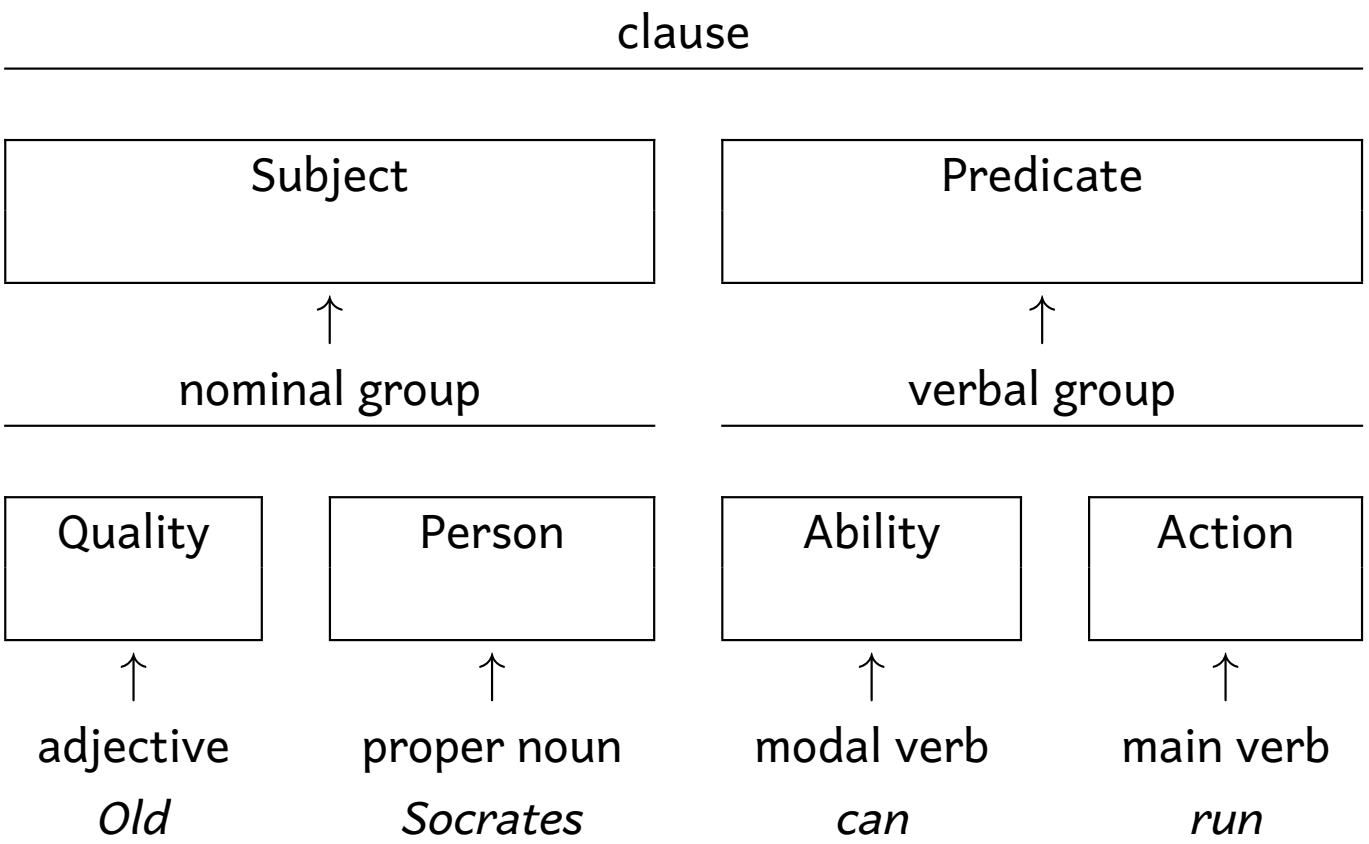
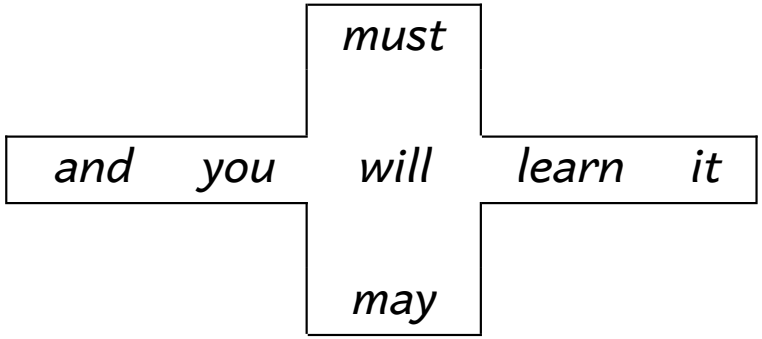
Functional and formal grammar combined



Systemic vs structural grammar



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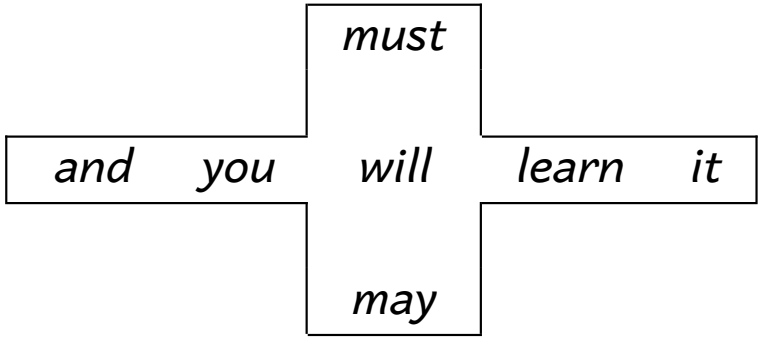

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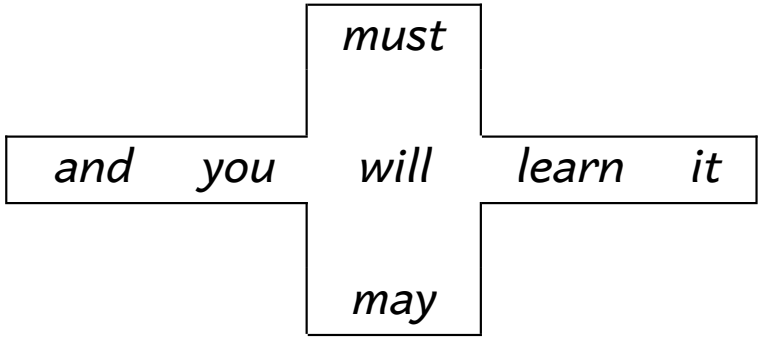

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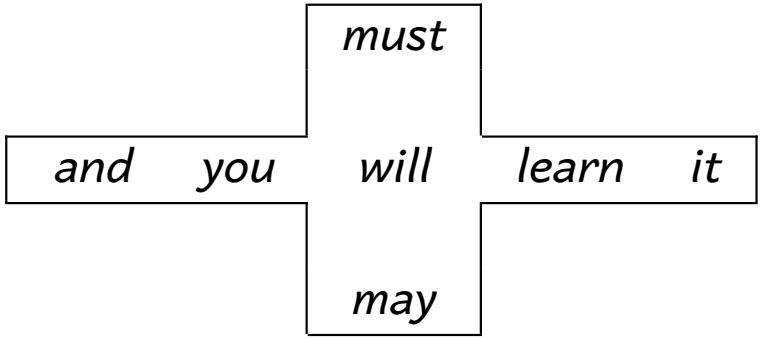
Systemic vs structural grammar



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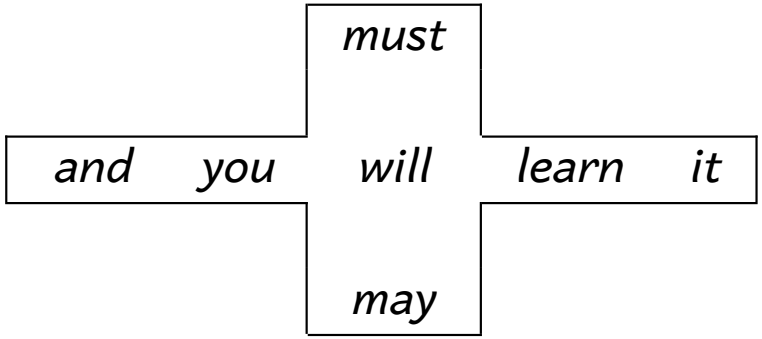

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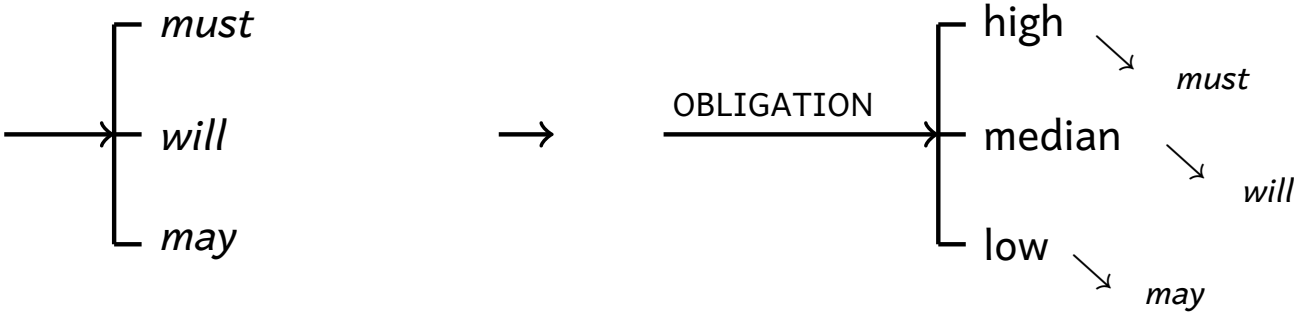

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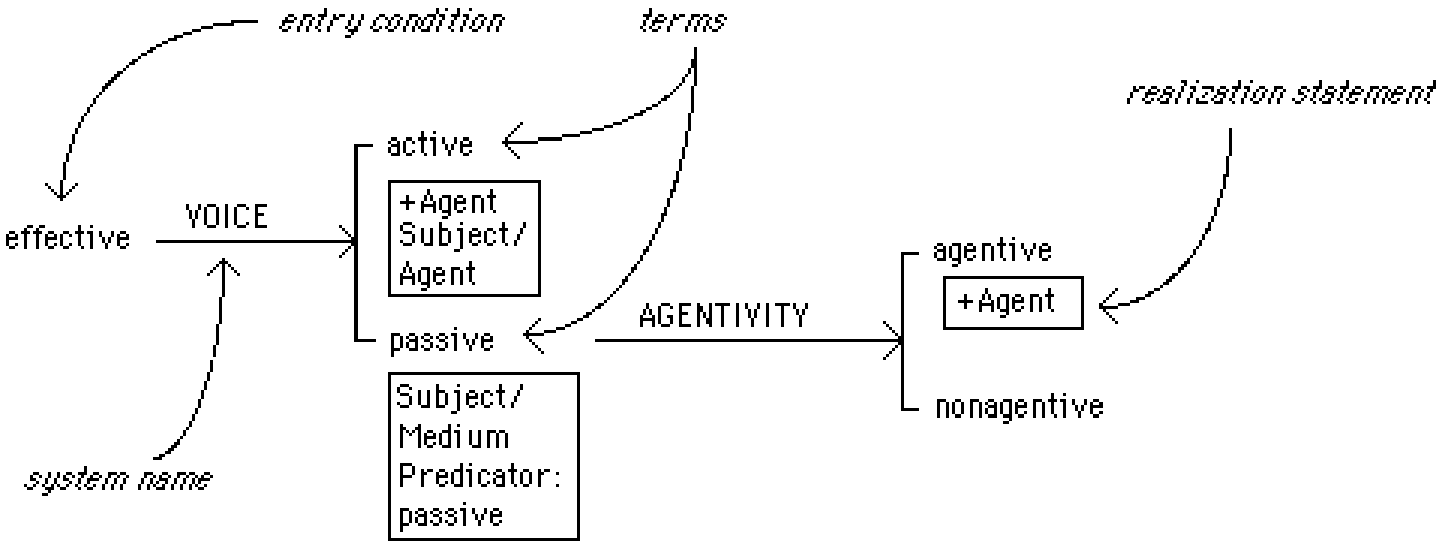
Some notational conventions



Oswald	shot	Kennedy
Subject/ Agent	Predicator	Medium

Kennedy	was shot	by Oswald
Subject/ Medium	Predicator: passive	Agent

Kennedy	was shot
Subject/ Medium	Predicator: passive

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2. Some of the results from that experiment can be generalized.

Strata:

- “Is it a question?”

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Strata:

- “Is it a question?”
- ⟶

Strata:

- “Is it a question?”
- $\longrightarrow$
- “Does it function as a question?”

Strata:

- “Is it a question?”
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- “Is it a question?”
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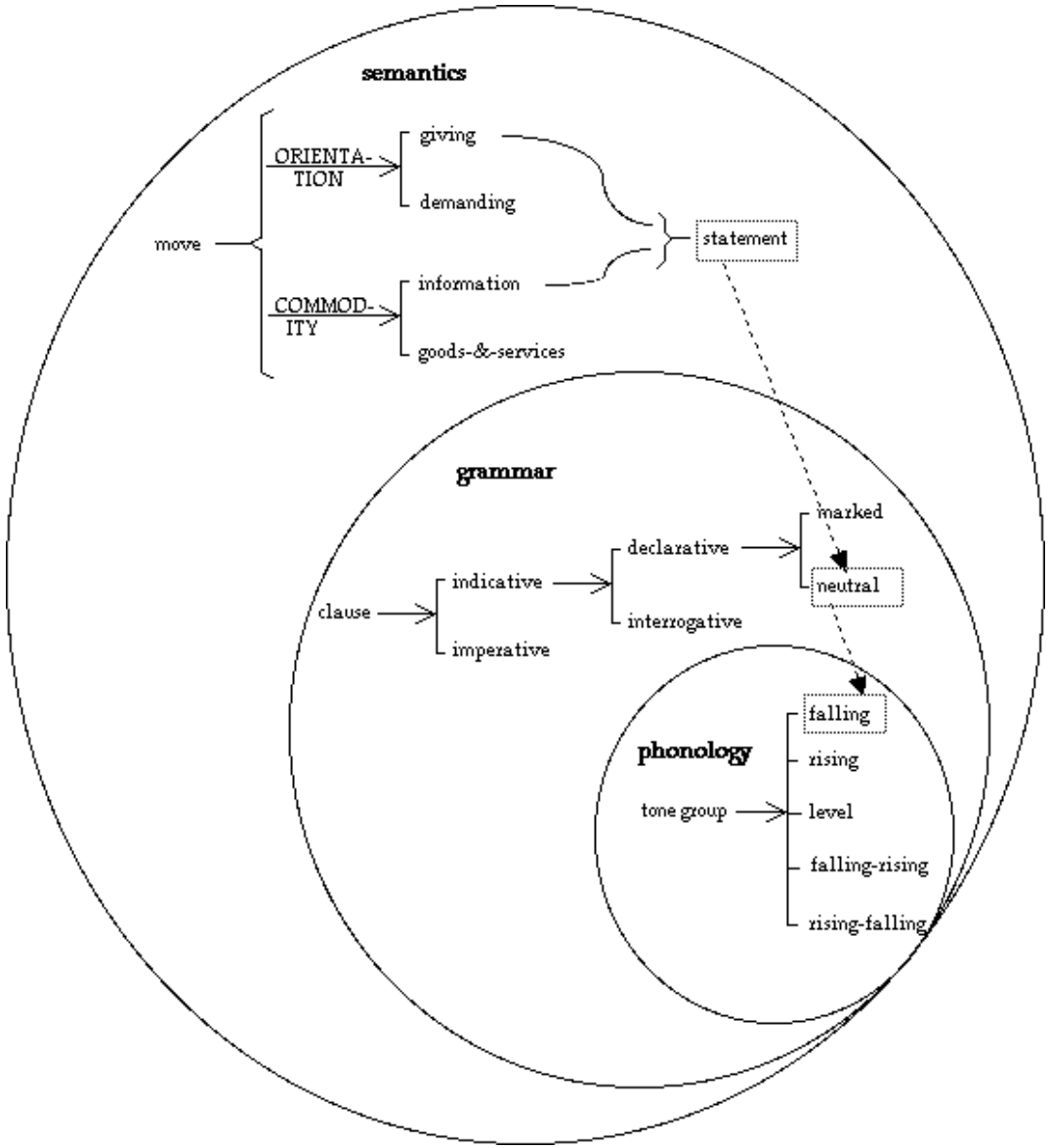
- “Does it function as a question?”
- OR:
- “Does it have the grammatical structure of a question?”
- OR:
- “Does it sound like (/ Is it written like) a question?”


semantics
move
ORIENTA-TION
giving
demanding
COMMOD-ITY
information
goods-&-services
statement
grammar
clause
indicative
imperative
declarative
interrogative
marked
neutral
phonology
tone group
falling
rising
level
falling-rising
rising-falling

‘Functional components’ a.k.a. ‘metafunctions’

1. Clause as interaction:
   grammatical systems of MOOD
   — enacting social relationships

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2. Clause as representation:
   grammatical systems of TRANSITIVITY
   — construing a model of reality

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   grammatical systems of THEME
   — creating relevance to context

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2. Clause as representation:
   grammatical systems of TRANSITIVITY
   — construing a model of reality
3. Clause as message:
   grammatical systems of THEME
   — creating relevance to context
4. These three sets of choices are simultaneous to and independent of each other (i.e. they are ‘in parallel’)

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Metafunctions in the grammar of English (1): syntagmatic view

Metafunctions in the grammar of English (1): syntagmatic view

Do	cats	eat	bats?

Mood		Residue		
Finite	Subject	Predicator	Complement $_{D.O.}$	MOOD

Pro-	Actor/ Agent	-cess: material	Goal/ Medium 'affected'	TRANSITIVITY

Theme	Rheme	THEME

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Clause as interaction: MOOD

Clause as representation: TRANSITIVITY

Clause as message: THEME

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Metafunctions in the grammar of English (1): syntagmatic view

Do	cats	eat	bats?

Mood		Residue		MOOD
Finite	Subject	Predicator	Complement D.O.	

Pro-	Actor/ Agent	-cess: material	Goal/ Medium 'affected'	TRANSITIVITY

Theme	Rheme	THEME

Who	shot	the sheriff?

Mood		Residue	
Subject/Wh-	(did) Finite	Predicator (shoot)	Complement D.O.

Actor/ Agent	Process: material	Goal/ Medium

Theme	Rheme

Metafunctions in the grammar of English (1): syntagmatic view

Do	cats	eat	bats?

Mood		Residue		
Finite	Subject	Predicator	Complement $_{D.O.}$	MOOD

Pro-	Actor/ Agent	-cess: material	Goal/ Medium 'affected'	TRANSITIVITY

Theme	Rheme	THEME

Who	shot	the sheriff?

Mood		Residue	
Subject/Wh-	(did) Finite	Predicator (shoot)	Complement $_{D.O.}$

Actor/ Agent	Process: material	Goal/ Medium

Theme	Rheme

I	have	a dream.

Mood		Residue	
Subject	(do) Finite	Predicator (have)	Complement $_{D.O.}$

Carrier/ Medium	Process: relational: ascriptive/possessive	Attribute/ Range

Theme	Rheme

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Clause as interaction: MOOD

Clause as representation: TRANSITIVITY

Clause as message: THEME

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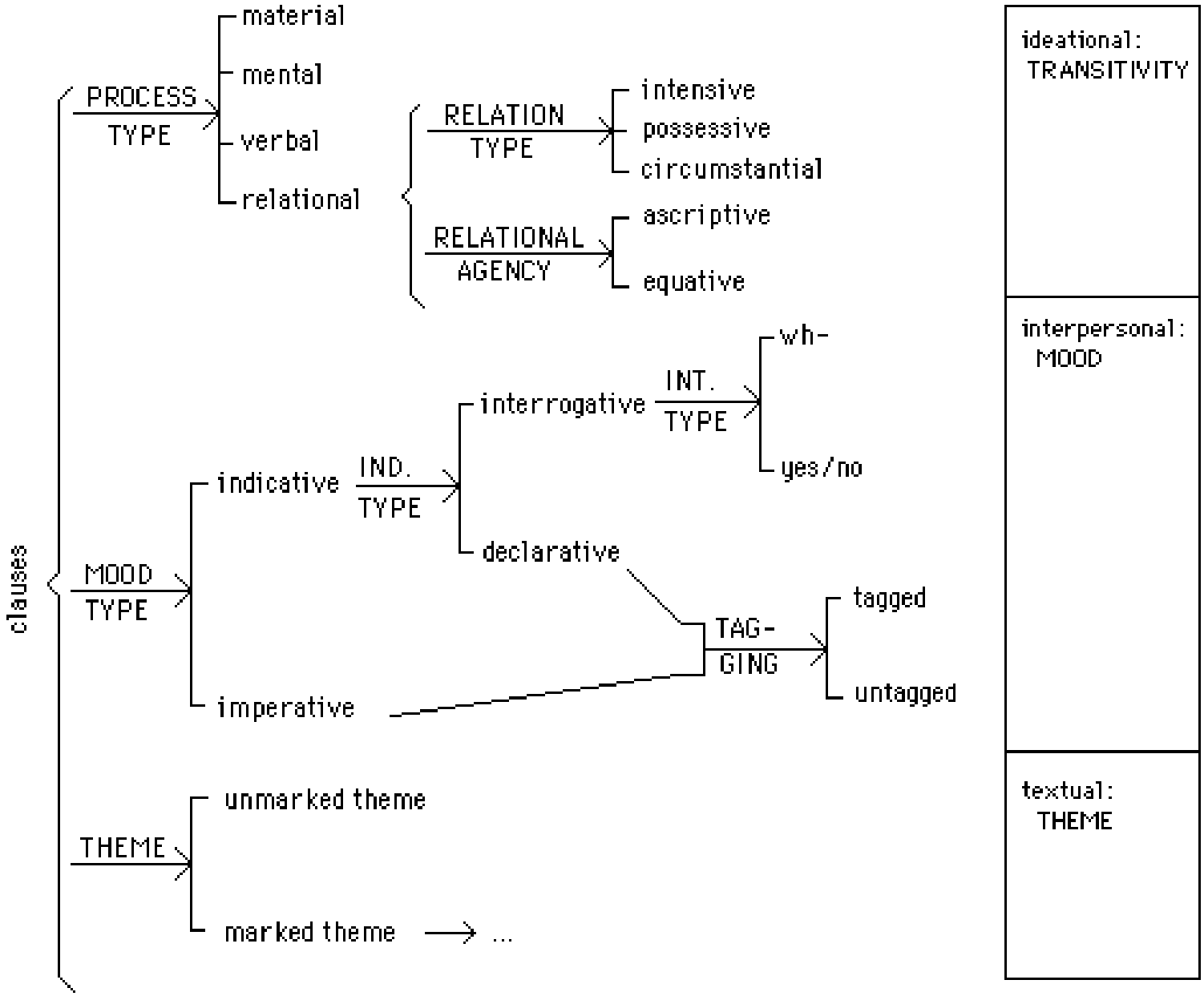
Metafunctions in the grammar of English (2): paradigmatic view



Clause as interaction: MOOD (1)

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Clause as message: THEME

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Clause as interaction: MOOD (1)

MOOD TYPE:

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Clause as message: THEME

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Clause as interaction: MOOD (1)

MOOD TYPE:

- either ‘imperative’ or ‘indicative’,

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Clause as interaction: MOOD (1)

MOOD TYPE:

- either ‘imperative’ or ‘indicative’,
  - if ‘indicative’, then either ‘declarative’ or ‘interrogative’,

Clause as interaction: MOOD (1)

MOOD TYPE:

- either ‘imperative’ or ‘indicative’,
  - if ‘indicative’, then either ‘declarative’ or ‘interrogative’,
    - if ‘interrogative’, then ‘yes/no’ or ‘WH-’,

Clause as interaction: MOOD (1)

MOOD TYPE:

- either ‘imperative’ or ‘indicative’,
  - if ‘indicative’, then either ‘declarative’ or ‘interrogative’,
    - if ‘interrogative’, then ‘yes/no’ or ‘WH-’,

Clause as interaction: MOOD (1)

MOOD TYPE:

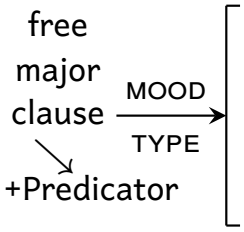
- either ‘imperative’ or ‘indicative’,
  - if ‘indicative’, then either ‘declarative’ or ‘interrogative’,
    - if ‘interrogative’, then ‘yes/no’ or ‘WH-’,
      if ‘WH-’, then ‘WH-subject’ or ‘WH-other’.

clause

major
clause
↘
+Predicator

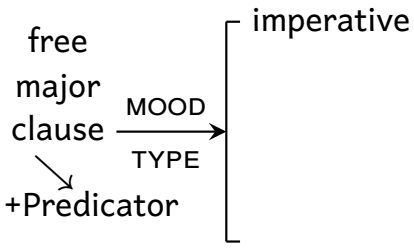
Close

↑
Pred



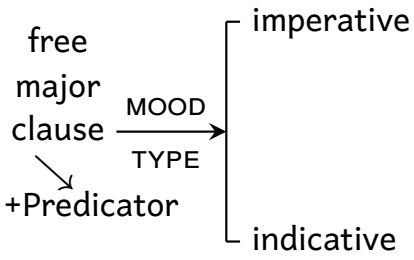
Close

↑
Pred



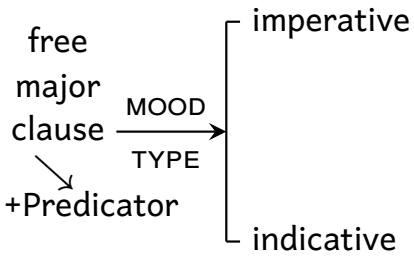
Close

↑
Pred


free
major
clause
MOOD
TYPE
+Predicator
imperative
indicative

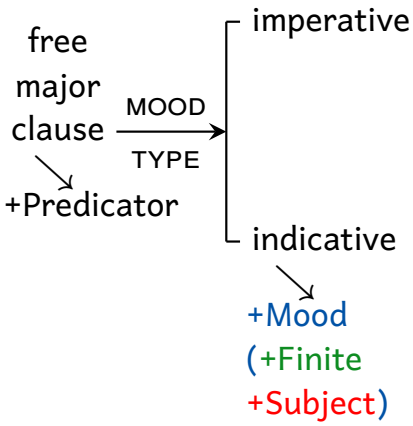
Close

↑
Pred



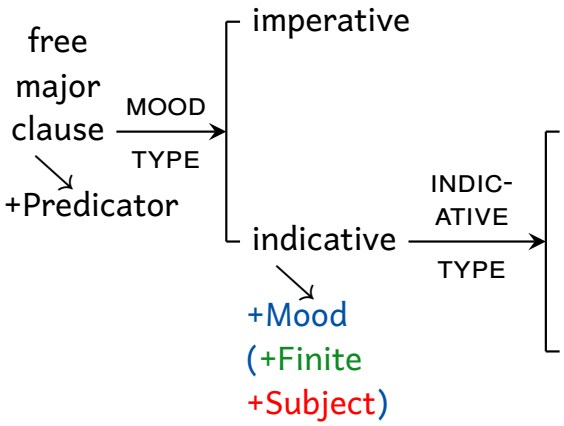
Close the window!

↑ ↑
Pred Complement



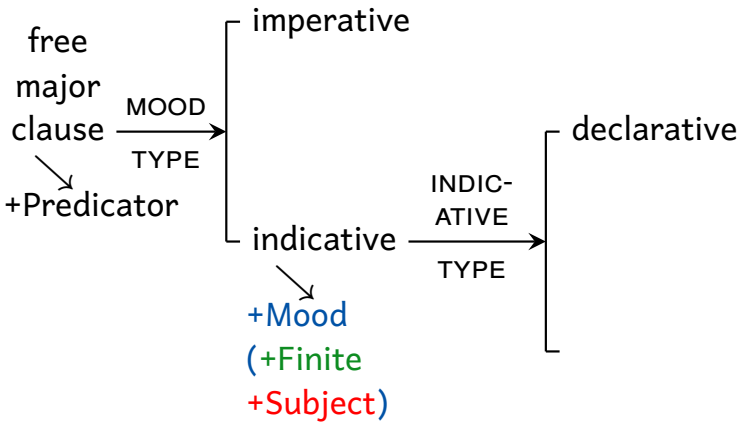
Close the window!

Mood Pred Complement



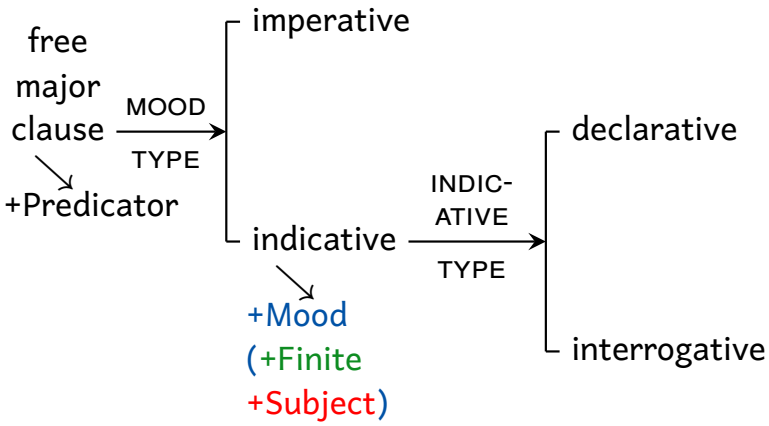
Close the window!

Mood Pred Complement



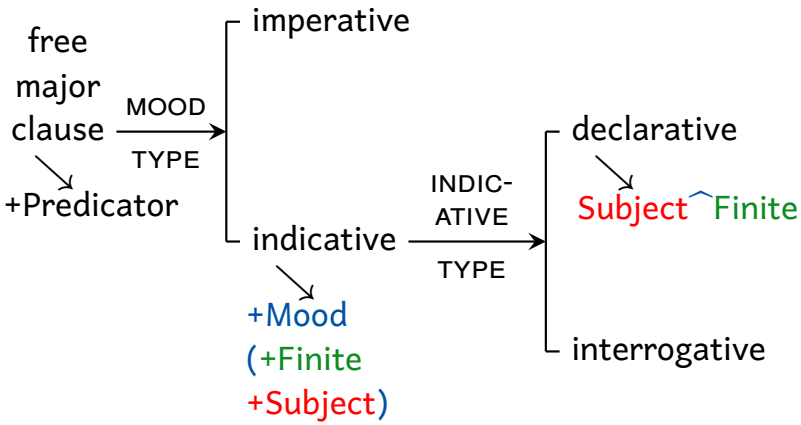
Close the window!

Mood Pred Complement



Close the window!

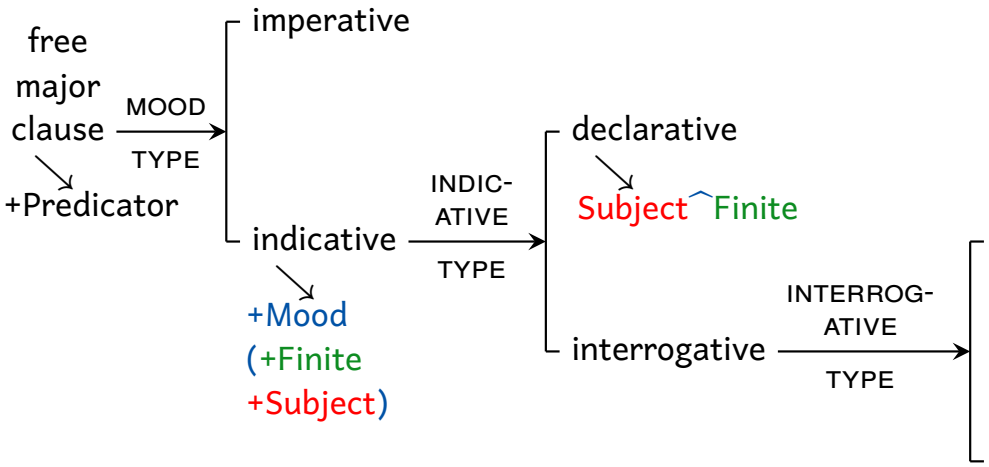
Mood Pred Complement



Close the window!

He is closing the window.

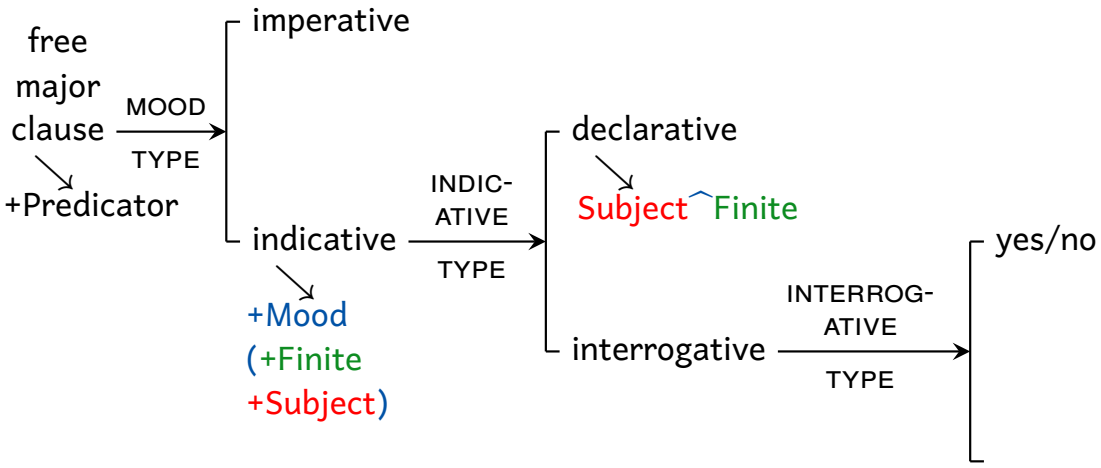
Mood Pred Complement



Close the window!

He is closing the window.

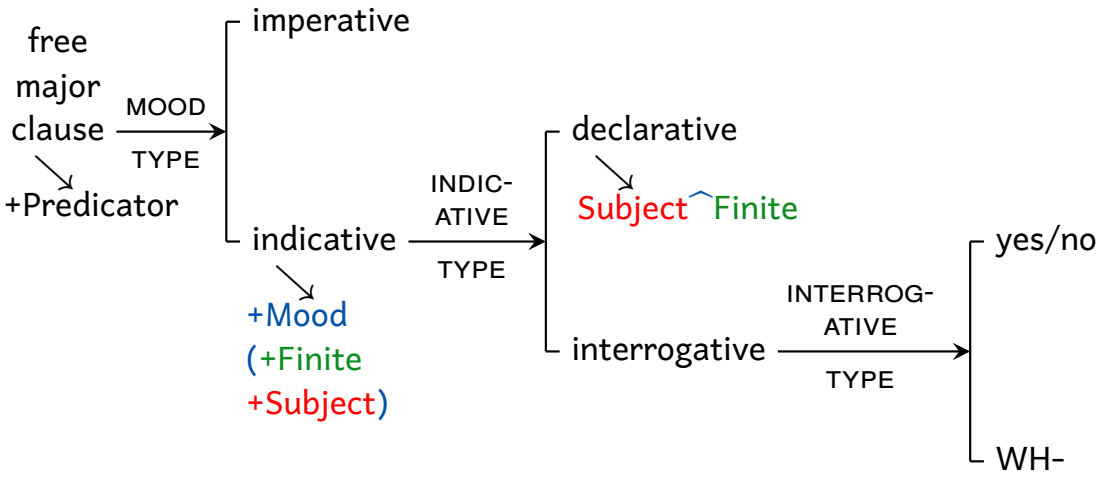
Mood Pred Complement



Close the window!

He is closing the window.

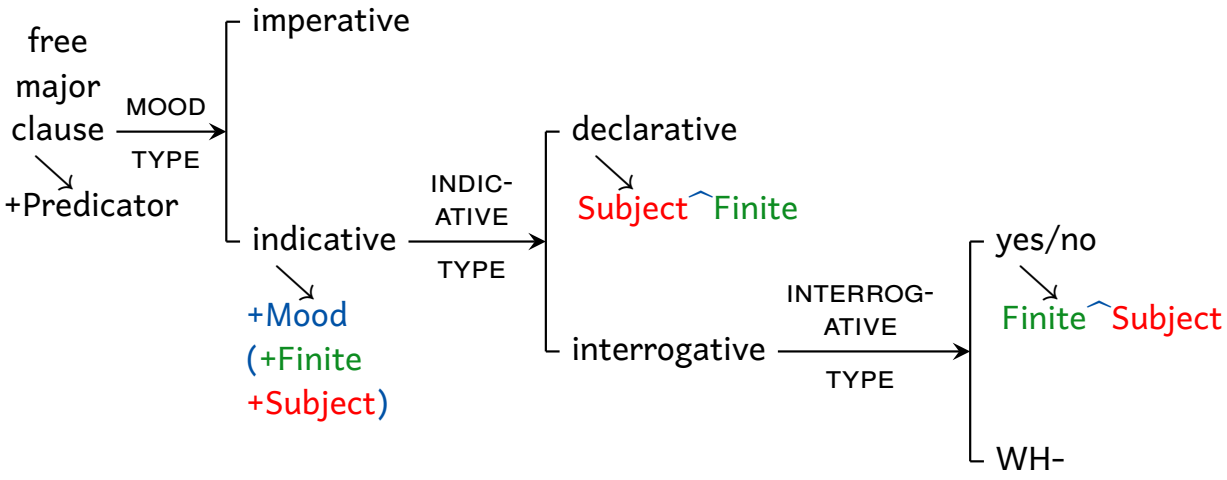
Mood Pred Complement



Close the window!

He is closing the window.

Mood Pred Complement

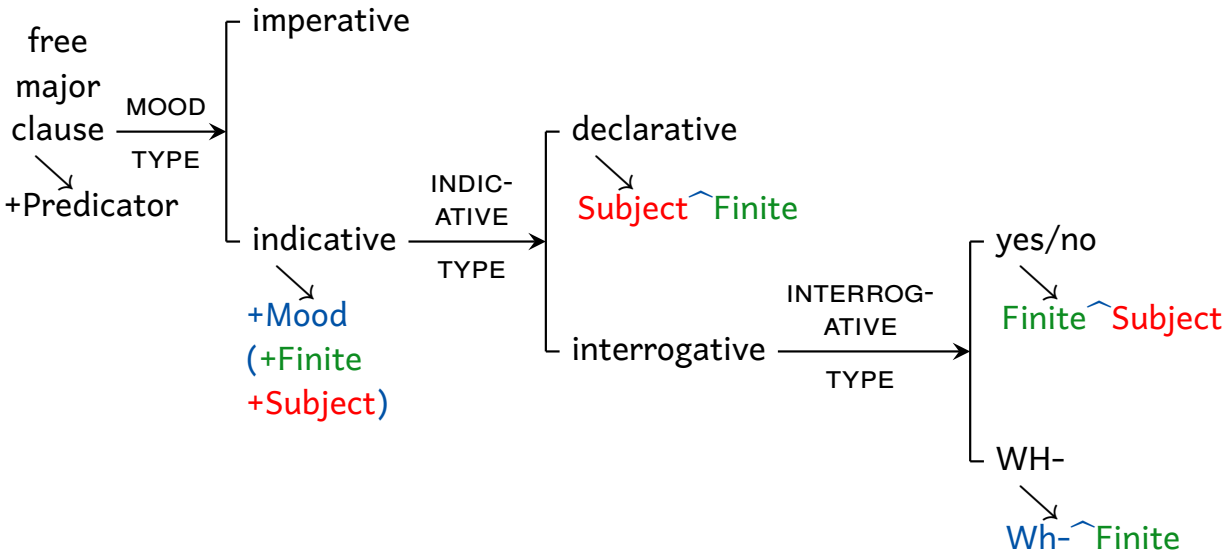


Close the window!

He is closing the window.

Is he closing the window?

Mood Pred Complement



Close the window!

He is closing the window.

Is he closing the window?

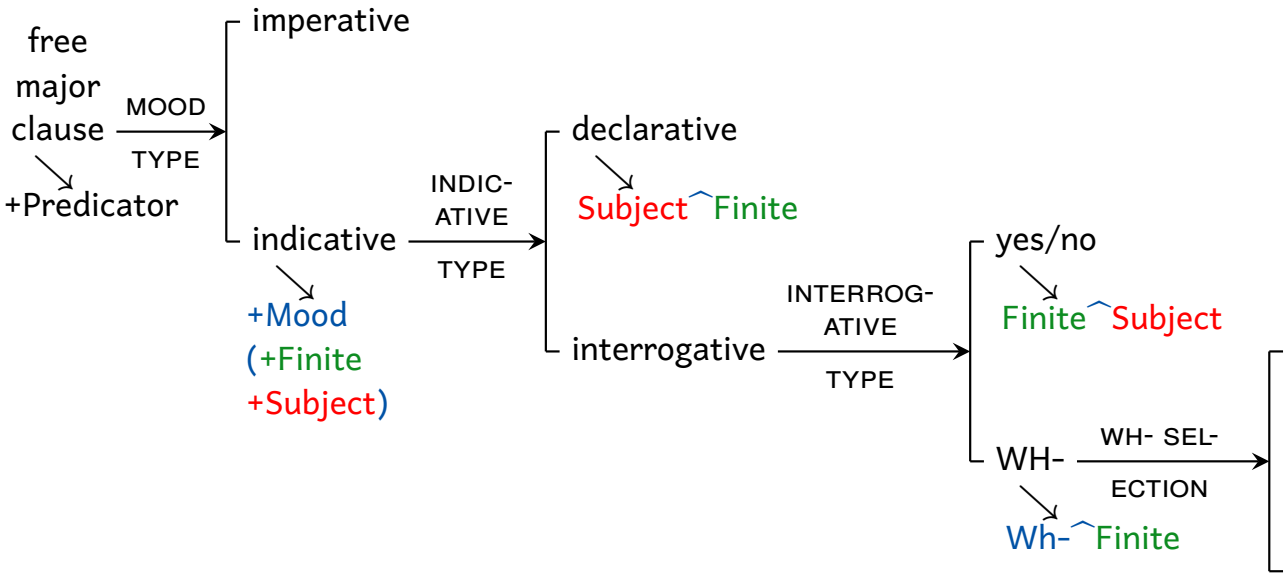
Wh is

Wh is

Wh is

↑ ↑ ↑ ↑

Mood Pred Complement



Close the window!

He is closing the window.

Is he closing the window?

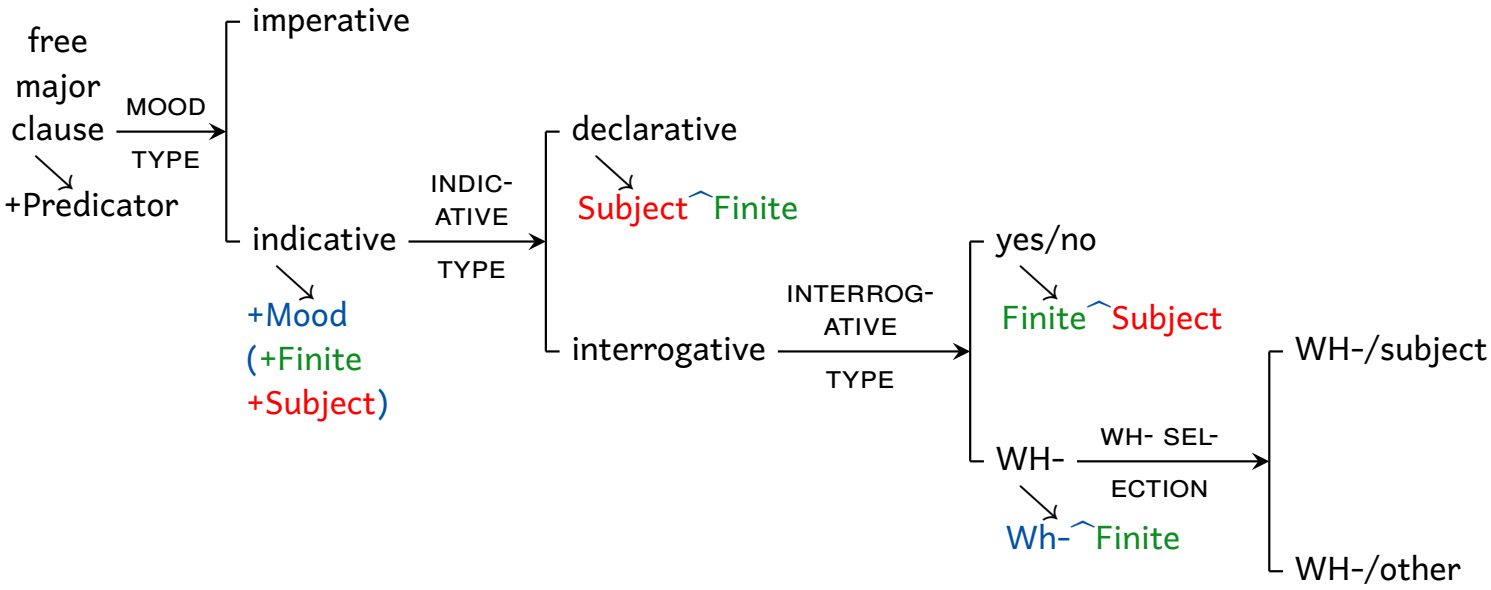
Wh is

Wh is

Wh is

↑ ↑ ↑ ↑

Mood Pred Complement



Close the window!

He is closing the window.

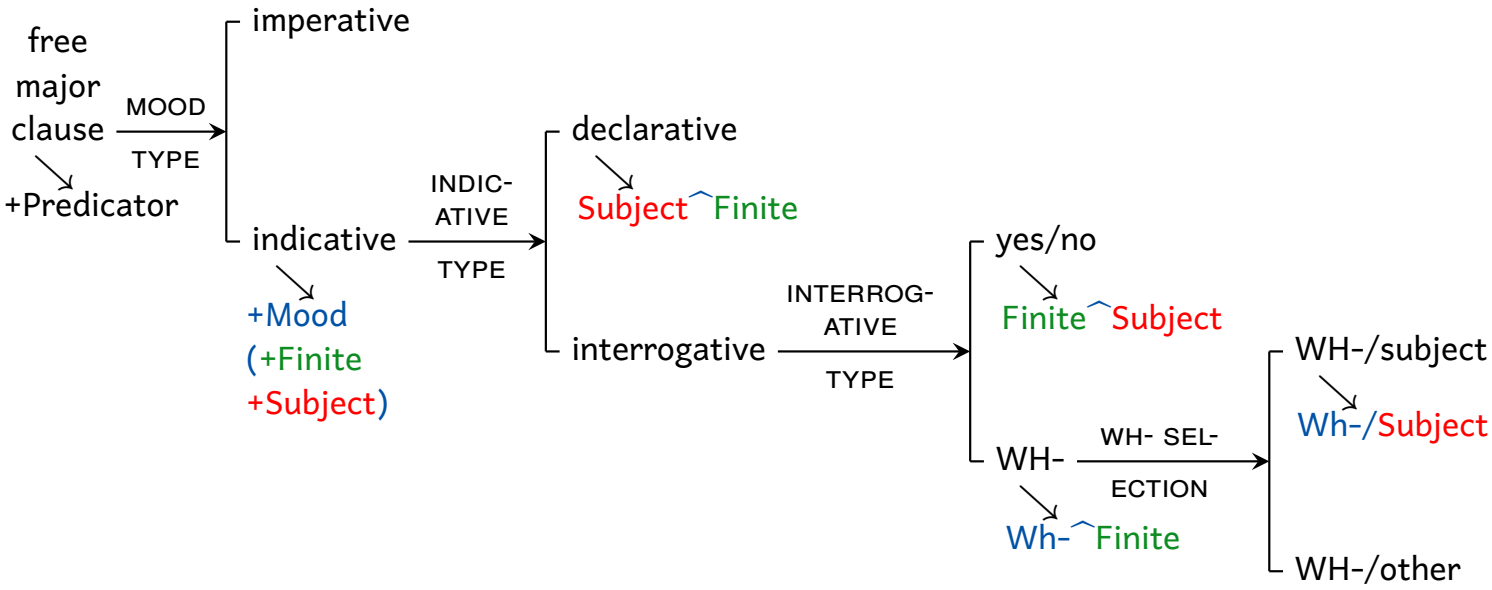
Is he closing the window?

Wh is

Wh is

Wh is

Mood Mood Pred Complement



Close the window!

He is closing the window.

Is he closing the window?

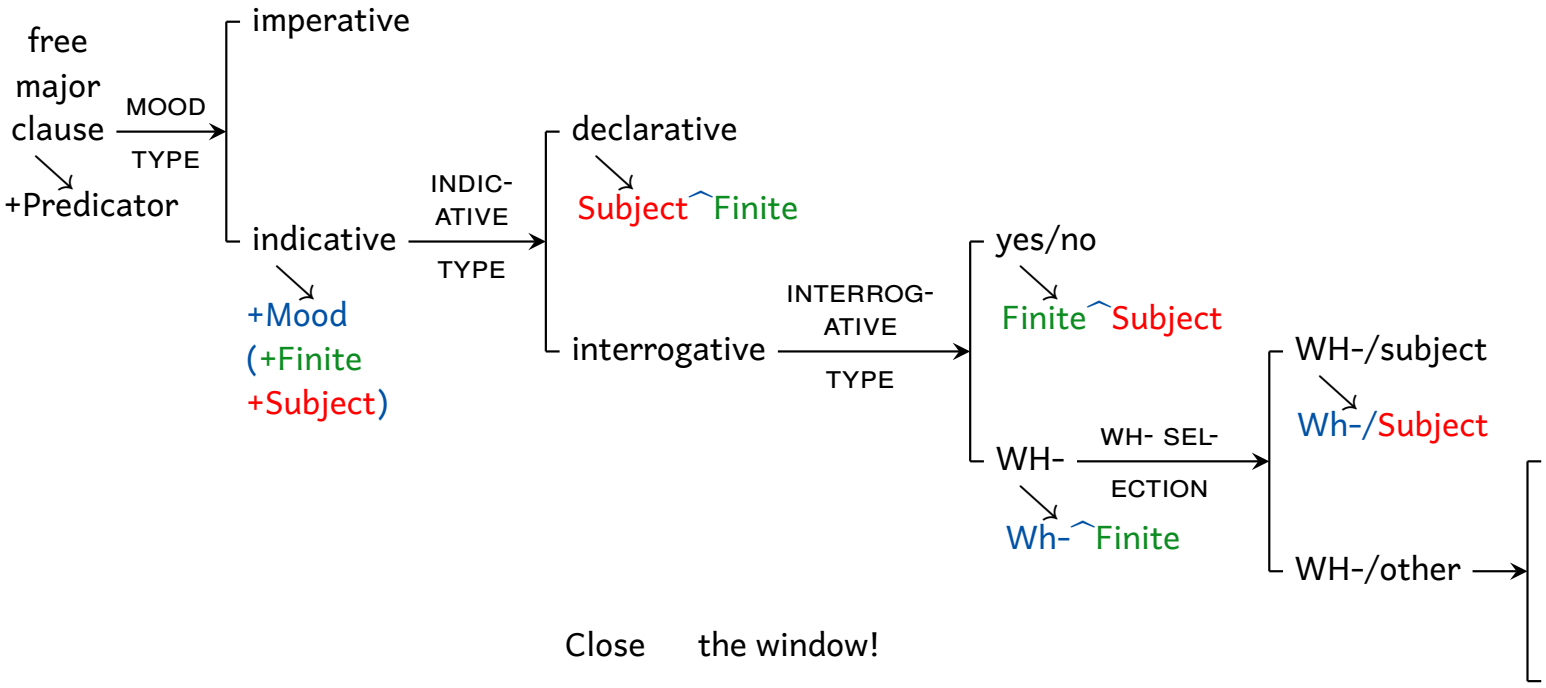
Who is closing the window?

Wh is

Wh is

Mood

Pred Complement



Close the window!

He is closing the window.

Is he closing the window?

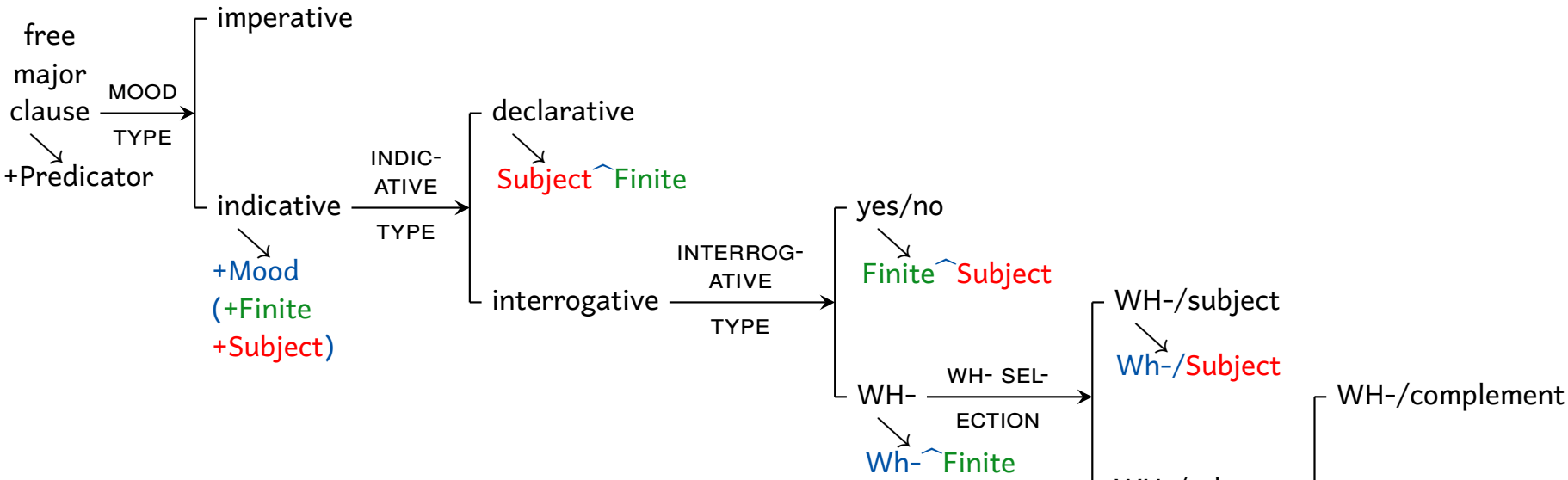
Who is closing the window?

Wh is

Wh is

↑ ↑ ↑ ↑

Mood Pred Complement



Close the window!

He is closing the window.

Is he closing the window?

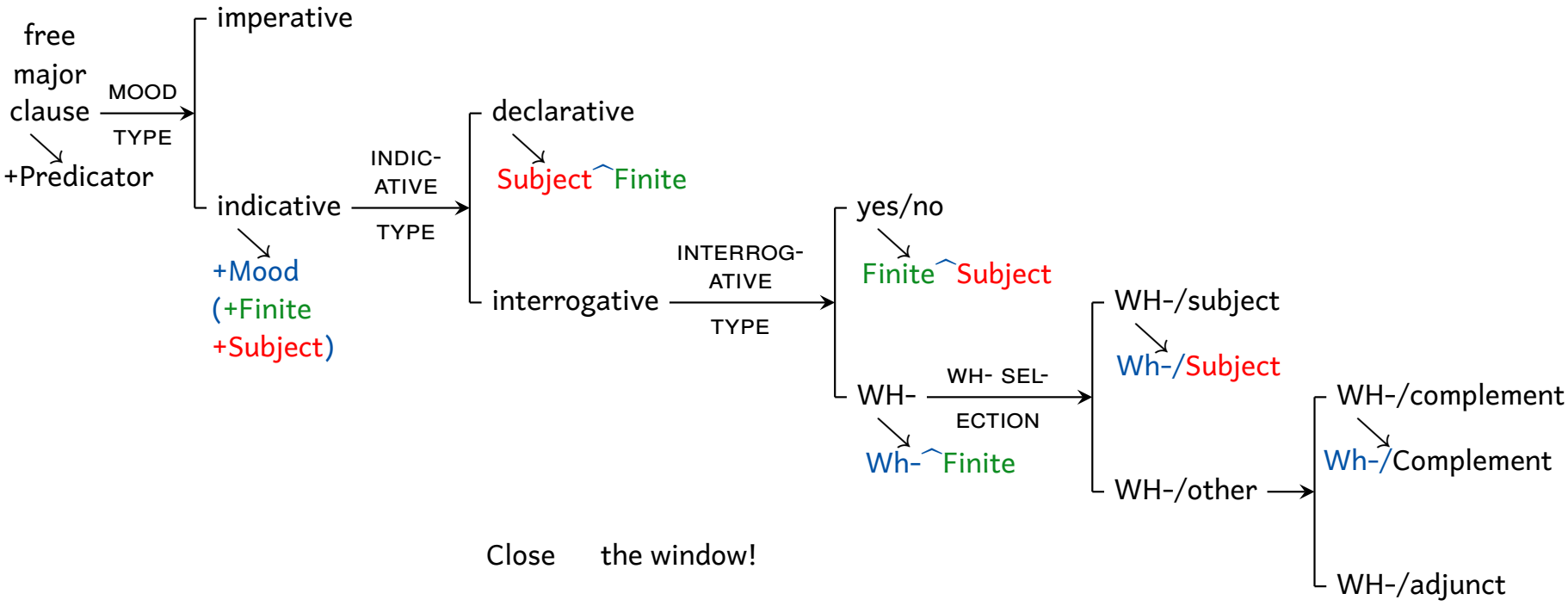
Who is closing the window?

Wh is

Wh is

↑ ↑ ↑ ↑

Mood Pred Complement



Close the window!

He is closing the window.

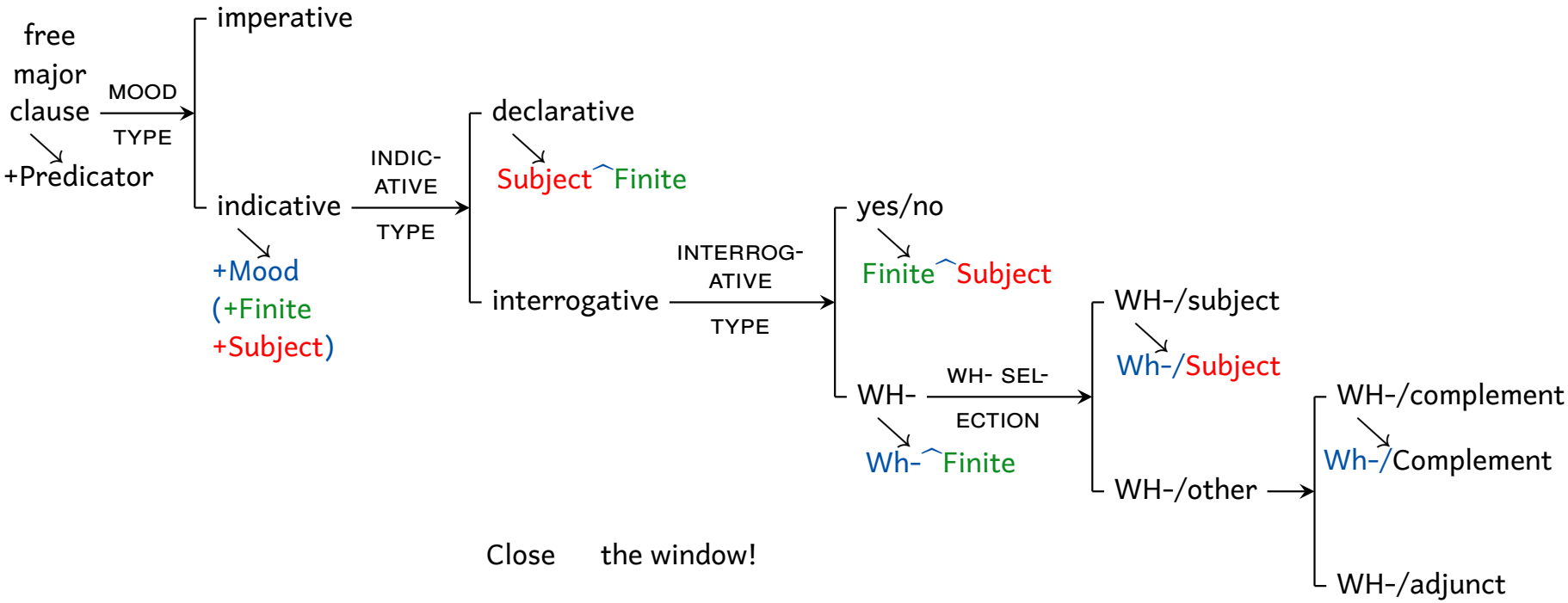
Is he closing the window?

Who is closing the window?

What is
Wh is

Complement ↑ ↑ ↑ Pred ↑ Complement

Mood



Close the window!

He is closing the window.

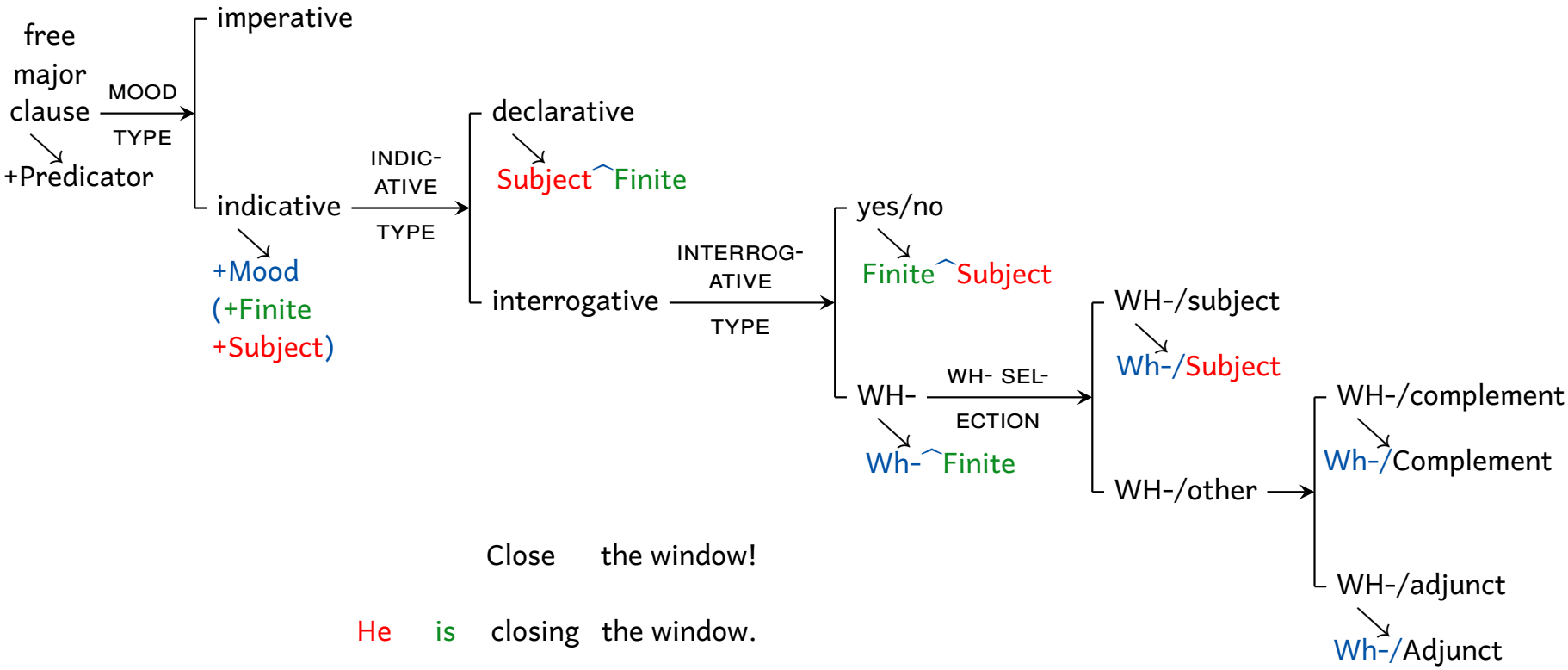
Is he closing the window?

Who is closing the window?

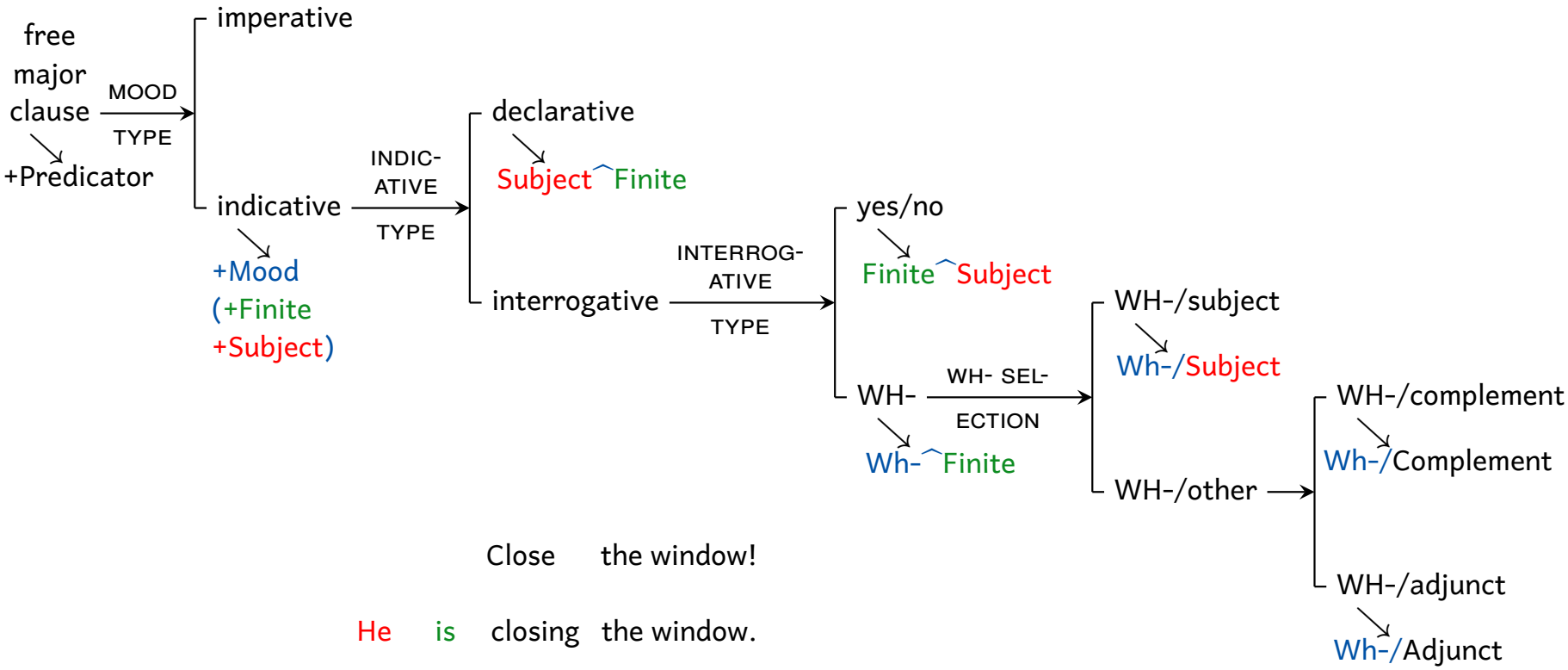
What is he closing?

Wh is

Complement ↑ Mood ↑ ↑ Pred ↑ Complement



			Close		the window!
		He	is	closing	the window.
		Is	he	closing	the window?
		Who	is	closing	the window?
	What	is	he	closing	?
Why		is			
↑	↑	↑	↑	↑	↑
Adjunct	Complement	Mood		Pred	Complement



			Close		the window!
		He	is	closing	the window.
		Is	he	closing	the window?
		Who	is	closing	the window?
	What	is	he	closing	?
Why		is	he	closing	the window?
↑	↑	↑	↑	↑	↑
Adjunct	Complement	Mood		Pred	Complement

- clause

- major
- clause

- bound (e.g. reported speech)
- major
- clause

- non-finite or finite
- bound (e.g. reported speech)
- major
- clause

- non-finite or finite
- bound (e.g. reported speech)
- major
- clause
-

- non-finite or finite
- bound (e.g. reported speech)
- major
- clause
-
-

[free]	([free])	[bound]		
Close the window!	(She told me)		to close the window.	[non-finite]
He is closing the window	(She told me)	he was	closing the window.	[finite]
Is he closing the window?	(She asked me)	whether he was	closing the window.	[finite]
Who is closing the window?	(She asked me)	who was	closing the window.	[finite]
What is he closing?	(She asked) me	what he was	closing.	[finite]
Why is he closing the window?	(She asked me)	why he was	closing the window.	[finite]

Clause as interaction: MOOD (2)

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SUBJECT PERSON:

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Clause as interaction: MOOD (2)

SUBJECT PERSON:

- either ‘non-interactant’ or ‘interactant’,

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Clause as interaction: MOOD (2)

SUBJECT PERSON:

- either ‘non-interactant’ or ‘interactant’,
  - if ‘interactant’, then ‘speaker’ (“I”) or ‘speaker-plus’ (“we”) or ‘addressee’ (“you”);

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Clause as interaction: MOOD (2)

SUBJECT PERSON:

- either ‘non-interactant’ or ‘interactant’,
  - if ‘interactant’, then ‘speaker’ (“I”) or ‘speaker-plus’ (“we”) or ‘addressee’ (“you”);
    - if ‘addressee’, then: no further differentiation (unlike German)

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Clause as interaction: MOOD (2)

SUBJECT PERSON:

- either ‘non-interactant’ or ‘interactant’,
  - if ‘interactant’, then ‘speaker’ (“I”) or ‘speaker-plus’ (“we”) or ‘addressee’ (“you”);
    - if ‘addressee’, then: no further differentiation (unlike German)
    - *You kenn say You to me.* :-D

MOTHERSUPERIOR

Clause as interaction: MOOD (3)

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Clause as interaction: MOOD (3)

FINITE TYPE:

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Clause as interaction: MOOD (3)

FINITE TYPE:

- either ‘temporal’ (primary tense) or ‘modal’;

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Clause as interaction: MOOD (3)

FINITE TYPE:

- either ‘temporal’ (primary tense) or ‘modal’;
  - if ‘temporal’, then PRIMARY TENSE: ‘past’ or ‘present’ or ‘future’;

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Clause as interaction: MOOD (3)

FINITE TYPE:

- either ‘temporal’ (primary tense) or ‘modal’;
  - if ‘temporal’, then PRIMARY TENSE: ‘past’ or ‘present’ or ‘future’;
  - if ‘modal’, then MODALITY: ‘high’ or ‘median’ or ‘low’.

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Clause as interaction: MOOD (3)

FINITE TYPE:

- either ‘temporal’ (primary tense) or ‘modal’;
  - if ‘temporal’, then PRIMARY TENSE: ‘past’ or ‘present’ or ‘future’;
  - if ‘modal’, then MODALITY: ‘high’ or ‘median’ or ‘low’.

	[past]	*she knew* (‘yesterday’)
PRIMARY TENSE	[present]	*she knows* (‘now’)
	[future]	*she will know* (‘tomorrow’)
	[high]	*she must know* (‘surely’)
MODALITY	[median]	*she will know* (‘probably’)
	[low]	*she may know* (‘perhaps’)

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Clause as interaction: MOOD (4)

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'Functional components' a.k.a. 'metafunctions'

Clause as interaction: MOOD

Clause as representation: TRANSITIVITY

Clause as message: THEME

Situating grammar

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Clause as interaction: MOOD (4)

POLARITY:

Clause as interaction: MOOD (4)

POLARITY:

- either ‘positive’ or ‘negative’;

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Clause as interaction: MOOD (4)

POLARITY:

- either ‘positive’ or ‘negative’;

POLARITY MARKING:

Clause as interaction: MOOD (4)

POLARITY:

- either ‘positive’ or ‘negative’;

POLARITY MARKING:

- if ‘positive’ or if ‘negative’, then either ‘marked’ (emphatic) or ‘unmarked’.

Clause as interaction: MOOD (4)

POLARITY:

- either ‘positive’ or ‘negative’;

POLARITY MARKING:

- if ‘positive’ or if ‘negative’, then either ‘marked’ (emphatic) or ‘unmarked’.

	[unmarked]	[marked]
[positive]	*he closed it*	*he did close it*
[negative]	*he didn’t close it*	*he did not close it*

Clause as representation: TRANSITIVITY

Clause as representation: TRANSITIVITY

1. A “GOING ON” consists of
   - PROCESS +
   - PARTICIPANTS +
   - CIRCUMSTANCES

Clause as representation: TRANSITIVITY

1. A “GOING ON” consists of
   - PROCESS +
   - PARTICIPANTS +
   - CIRCUMSTANCES
2. PROCESS TYPE:

Clause as representation: TRANSITIVITY

1. A “GOING ON” consists of
   - PROCESS +
   - PARTICIPANTS +
   - CIRCUMSTANCES
2. PROCESS TYPE:
   - material (‘doing’)
     - *Lola runs.* [intransitive]
     - *Tom films Lola.* [transitive]

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1. A “GOING ON” consists of
   - PROCESS +
   - PARTICIPANTS +
   - CIRCUMSTANCES
2. PROCESS TYPE:
   - material (‘doing’)
     - *Lola runs.* [intransitive]
     - *Tom films Lola.* [transitive]
   - mental (‘sensing’)
     - *Mary liked the gift.* [‘like’ type]
     - *The gift pleased Mary.* [‘please’ type]

Clause as representation: TRANSITIVITY

1. A "GOING ON" consists of
   - PROCESS +
   - PARTICIPANTS +
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2. PROCESS TYPE:
   - material ('doing')
     - *Lola runs.* [intransitive]
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   - mental ('sensing')
     - *Mary liked the gift.* ['like' type]
     - *The gift pleased Mary.* ['please' type]
   - relational ('being')
     - *Mary is a teacher.* [ascriptive]
     - *Mary is the teacher.* [equative]

Clause as representation: TRANSITIVITY

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   - PROCESS +
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   - (plus other minor types)

Clause as representation: TRANSITIVITY

1. A "GOING ON" consists of
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     - *The gift pleased Mary.* ['please' type]
   - relational ('being')
     - *Mary is a teacher.* [ascriptive]
     - *Mary is the teacher.* [equative]
   - (plus other minor types)
3. TWO WAYS OF MODELLING REALITY:
   - *Pat cooked.* [intransitive]
   - *Pat cooked the rice.* [transitive]
   - *The rice cooked.* [middle]
   - *Pat cooked the rice.* [effective]

MODEL 1 IS THE 'TRANSITIVE' MODEL

MODEL 2 IS THE 'ERGATIVE' MODEL

Clause as message: THEME

1. THEME SELECTION
   - Theme = Predicator (*Close the **window**!*)
   - Theme = Adjunct (*In summer the students drink lots of **beer**.*)
   - Theme = Subject (*Maria likes **Mozart**.*)
   - Theme = …

Clause as message: THEME

1. THEME SELECTION
   - Theme = Predicator (*Close the **window**!*)
   - Theme = Adjunct (*In summer the students drink lots of **beer**.*)
   - Theme = Subject (*Maria likes **Mozart**.*)
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2. THEME FOCUSSING

Clause as message: THEME

1. THEME SELECTION
   - Theme = Predicator (*Close the **window**!*)
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   - Theme = Subject (*Maria likes **Mozart**.*)
   - Theme = …
2. THEME FOCUSSING
   - THEME PREDICATION
     - *it was **Oswald** who shot Kennedy*

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Clause as message: THEME

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   - Theme = Predicator (*Close the **window**!*)
   - Theme = Adjunct (*In summer the students drink lots of **beer**.*)
   - Theme = Subject (*Maria likes **Mozart**.*)
   - Theme = …
2. THEME FOCUSSING
   - THEME PREDICATION
     - *it was **Oswald** who shot Kennedy*
   - THEME IDENTIFICATION
     - *the one who shot Kennedy was **Oswald***
     - *Oswald was the one who shot **Kennedy***

Clause as message: THEME

1. THEME SELECTION
   - Theme = Predicator (*Close the **window**!*)
   - Theme = Adjunct (*In summer the students drink lots of **beer**.*)
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2. THEME FOCUSSING
   - THEME PREDICATION
     - *it was **Oswald** who shot Kennedy*
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     - *the one who shot Kennedy was **Oswald***
     - *Oswald was the one who shot **Kennedy***
   - … probably VOICE belongs here, too:
     - *Oswald shot **Kennedy***
     - *Kennedy was shot by **Oswald***

Clause as message: THEME

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   - Theme = Predicator (*Close the **window**!*)
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     - *Oswald shot **Kennedy***
     - *Kennedy was shot by **Oswald***
3. INTERPERSONAL THEME
   - *surely Anne*

Clause as message: THEME

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   - Theme = Predicator (*Close the **window**!*)
   - Theme = Adjunct (*In summer the students drink lots of **beer**.*)
   - Theme = Subject (*Maria likes **Mozart**.*)
   - Theme = …
2. THEME FOCUSSING
   - THEME PREDICATION
     - *it was **Oswald** who shot Kennedy*
   - THEME IDENTIFICATION
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   - … probably VOICE belongs here, too:
     - *Oswald shot **Kennedy***
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3. INTERPERSONAL THEME
   - *surely Anne*
4. TEXTUAL THEME
   - *oh but in that case*

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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).

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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unmarked Theme (Theme = Subject)
marked Theme (Theme ≠ Subject)

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indicative: declarative MOOD
indicative: interrogative MOOD
imperative MOOD

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positive POLARITY

negative POLARITY

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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, wíll you?, and it is very unlikely that you will ever want to ruin your tea by sweetening it again, wìll you.

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Unit 5 (winter) — 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

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.

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 (summer) — 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 (?)

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

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

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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, 1994[2] [“IFG2”]

Videos available online

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"]