

Instructions for the unit on Thematic Progression

1. Do the following exercise:
http://www.spence.saar.de/courses/writtenexpression/unit05_1902/01_unscrambling_thematic_progression.pdf
2. Study the examples (and the analyses of them) that are presented in the following extract (pp 118-121) from DANEŠ, František: 'Functional sentence perspective and the organization of the text'. In: DANEŠ, František (ed.): *Papers on Functional Sentence Perspective*. The Hague / Paris, Mouton: 1974 (pp 106-128).
http://www.spence.saar.de/courses/writtenexpression/unit05_1902/02_danes74_p118ff.pdf
Note: FSP = Functional Sentence Perspective; TP = Thematic Progression; U = Utterance; T = Theme; R = Rheme.
3. Examine Text A from 'Some texts to think about':
http://www.spence.saar.de/courses/writtenexpression/unit05_1902/03_text_A_to_work_on.pdf
 - (a) For each main clause, identify those components of the clause that are to the left of the verbal group. What functions do these components serve? (Are they Subject, or something else?)
 - (b) There are three lexical systems contained within this paragraph:
 - i. living, growing, changing
 - ii. wisdom versus chance
 - iii. concepts from the field of governmentFor each of these three, try to find out whether the lexical items involved are mainly in the Theme (and therefore to the left of the verbal group), are mainly in the Rheme (and therefore to the right of the verbal group), or are found in both Theme and Rheme. (For the Erasmus group, the answer will be made available at the beginning of the class on Unit 06).
4. What type(s) of thematic progression are involved in this paragraph, as defined by Daneš?
5. If you would like more information on the first exercise, read pages 2-4 of:
<http://www.spence.saar.de/courses/grammar/textuality/textuality.pdf>
6. Look at these slides and/or the print-out of them:
<http://www.spence.saar.de/courses/grammar/gram1902topic03/>
7. The following screenshot shows (in the second half) the degrees of markedness of Themes: from the most unmarked at the top to the most marked at the bottom.
http://www.spence.saar.de/courses/writtenexpression/unit05_1902/04_Theme_Markedness_Degrees.png
The extreme markedness of "But what chance gave, chance took away" contributes to the excellence of the