Contents

Preface to the Third Edition 1
Preface to the Second Edition (updated) 3

1 Who this book is for, where it comes from, and how to read it 6
1.1 A book for two sorts of reader 6
1.2 A note to the ‘experienced linguist’: three ways to read this book 7
1.3 A controversial question 8
1.4 The current scene in SFL: The Sydney Grammar and the Cardiff Grammar 11
1.5 The common ground between the Sydney Grammar and the Cardiff Grammar 14
1.6 Eight factors that led to developments in the Cardiff Grammar 1970-2007 16
1.7 Developments in the Sydney Grammar since the 1970s compared with those in the Cardiff Grammar 22
1.8 A note on works that describe the Sydney Grammar and the Cardiff Grammar 28
1.9 Research methods and research personnel in the Cardiff Grammar 29
1.10 How to use this book as an introductory text 33
1.11 How to read this book 34

2 The place of syntax in an overall model of language 36
2.1 Saussure and Systemic Functional Grammar 36
2.2 Form and meaning 36
2.3 Language and text 37
2.4 Paradigmatic and syntagmatic relations 39
2.5 From Saussure to Systemic Functional Grammar 40
2.6 The answers to two questions about SFL 41
# Contents

3  **Introducing the syntax of TRANSITIVITY and MOOD: a simple example**  
   3.1 The clause in its context  
   3.2 Halliday’s multifunctional principle  
   3.3 The syntax of TRANSITIVITY in our example  
   3.4 The syntax of MOOD in our example  
   3.5 Strands of meaning and system networks  
   3.6 Integrating the structures for TRANSITIVITY and MOOD  
   3.7 The Manner of the Process  
   3.8 Summary

4  **Developing reliable analysis skills: towards an adequate set of Guidelines**  
   4.1 The need for reliable criteria  
   4.2 *Preliminary Guidelines 1* (with no tests)  
   4.3 A first analysis task  
   4.4 Three tips for drawing syntax diagrams  
   4.5 What were your criteria?  
   4.6 Towards a better method of analysis  
   4.7 The principles behind the *Mood Test*  
   4.8 *Preliminary Guidelines 2*  
   4.9 ‘Information seekers’ and ‘polarity seekers’  
   4.10 Summary so far

5  **A minimal theory of syntax: keeping things simple**  
   5.1 The text analyst’s problem  
   5.2 A minimal theory of syntax: four categories  
   5.3 A minimal theory of syntax: four relationships  
   5.4 Keeping things simple  
   5.5 Which elements of the clause can be filled by units?  
   5.6 Replacing the metaphor of ‘words as beads on a string’  
   5.7 Summary: theory and practice in the clause

6  **The special case of 'being' as a Main Verb - and some related concepts**  
   6.1 A unique type of Main Verb  
   6.2 The concepts of ‘referent’ and ‘Participant’  
   6.3 Analysis task  
   6.4 Qualities as Complements
### Contents

6.5 Qualities (and things) as the expression of ‘affective’ meaning 87
6.6 Contractions 90
6.7 Aside: the case of ‘apostrophe s’ as a ‘genitive’ 91
6.8 Summary 91

7 Interlude: a systemic functional grammar for the structures introduced so far 93
7.1 Overview 93
7.2 How to use the system network 95
7.3 Generating a ‘selection expression’ of semantic features 99
7.4 Applying the realization rules 99
7.5 Generating the structure of a clause 100
7.6 Summary: some limitations of this little grammar 101

8 Three types of Auxiliary Verb, and one type of ‘Theme’, a ‘covert’ PR and ‘New’ 104
8.1 Auxiliary Verbs 104
8.2 The Auxiliary Verb that expresses the meaning ‘retrospective’ 104
8.3 The Auxiliary Verb that expresses the meaning ‘period-marked’ 106
8.4 The Auxiliary Verb that expresses the meaning ‘passive’ 107
8.5 The SUBJECT THEME system: the first source of the ‘passive’ Auxiliary 108
8.6 The centrality in the grammar of SUBJECT THEME 112
8.7 A covert Agent (or other PR): the second source of the ‘passive’ Auxiliary 115
8.8 ‘Unmarked Newness’: the third source of the ‘passive’ Auxiliary 117
8.9 Summary 122

9 POLARITY, ‘Contrastive Newness’ and Preliminary Guidelines with an improved Mood Test 125
9.1 The types of Operator met so far 125
9.2 The problem of a clause with no Operator 125
9.3 Introducing a form of *do* as a default Operator 126
9.4 Negation: a second reason for having an Operator 127
9.5 The ‘Contrastive Newness’ of ‘polarity correction’: a third reason for having an Operator 132
9.6 Preliminary Guidelines 2 133
9.7 A summary of MOOD so far 135

10 An overview of the syntax of TRANSITIVITY: Participants as Subjects and Complements 136
10.1 Four questions 136
10.2 How to identify a Participant Role 137
10.3 Answers to the first three questions 138
10.4 A summary diagram for TRANSITIVITY 140
10.5 Types of Complement 142
10.6 Some major patterns in TRANSITIVITY 144
10.7 Summary 148

11 An overview of the syntax of MOOD 150
11.1 The pattern of the next few chapters 150
11.2 MOOD meanings concerning ‘information’ 151
11.3 MOOD meanings that are ‘proposals for action’ 158
11.4 The meanings and forms of MOOD: a summary 163

12 The syntax of Circumstances and other types of Adjunct 166
12.1 An overview of Adjuncts 166
12.2 An overview of the functions served by Adjuncts 166
12.3 Interlude: the last two major strands of meaning and two minor ones 168
12.4 An overview of the places filled by Adjuncts 172
12.5 A third type of Newness 176
12.6 The meanings of the three main types of ‘prominence’ 177
12.7 Summary 179

13 The syntax of TRANSITIVITY: five more concepts 183
13.1 The five additional concepts 183
13.2 A Process that uses a Main Verb Extension (MEx) 183
13.3 A Process that uses a following preposition 189
13.4 A Process that uses a MEx and a preposition 191
13.5 A third type of ‘covert’ Participant Role 194
13.6 A Complement as a Marked PR Theme 196
13.7 Summary 197
14 Three new elements: Infinitive, Auxiliary Extension and Vocative 198
  14.1 Overview 198
  14.2 The Infinitive Element (I) 198
  14.3 The Auxiliary Extension (XEx) 200
  14.4 The Vocative (V) 206
  14.5 Summary 207

15 Full Guidelines for clause analysis 208
  15.1 How complete are these Guidelines? 208
  15.2 Tips for drawing syntax diagrams: a reminder 209
  15.3 The Full Guidelines - brief version 209
  15.4 The Full Guidelines - with tests and examples 210

16 A final analysis task 232
  16.1 The task 232
  16.2 Solutions 233
  16.3 Comments on experiential meaning in the analyses 234
  16.4 Comments on other strands of meaning in the analyses 235

17 Beyond the simple clause: two further dimensions 237
  17.1 Summary: the simple clause in English 237
  17.2 The first further dimension:
      representing the units within the clause 238
  17.3 The second further dimension:
      representing the semantics 242
  17.4 Towards a full analysis of meaning and form 244
  17.5 Summary: the interdependence of meaning and form 245
  17.6 And next? 247

Appendix 1: A summary of English syntax for the text analyst 248

Appendix 2: An overall comparison of the Cardiff and Sydney Grammars 253

References 259

Index 267