GRAMMAR
IN
DISCOURSE

A Textbook for Students
of English and Linguistics

Chatarini Septi Ngudi Lestari

Sanksi Pelanggaran Pasal 113

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ENGLISH GRAMMAR IN DISCOURSE
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A Textbook for Students of English and Linguistics

PREFACE

This textbook, *"Grammar in Discourse," is designed to guide students in exploring the relationship between grammar and meaning within a specific* context. Unlike traditional grammar studies that focus primarily on sentence structure, this textbook emphasizes how grammatical choices contribute to the construction of discourse, both spoken and written. By engaging with real-life texts, students will develop critical awareness of how grammar functions in communication and how it shapes meaning, stance, and coherence.

The textbook is structured into fourteen chapters, each highlighting different aspects of grammar in discourse, such as theme and rheme, cohesion, modality, and evaluative language. Each chapter contains explanations, examples, exercises, and reflection tasks to encourage active learning and self-evaluation.

I hope that this textbook will support learners not only in mastering grammar theoretically but also in applying it practically for effective communication in academic and professional contexts.

ENGLISH GRAMMAR IN DISCOURSE :
A Textbook for Students of English and Linguistics

ACKNOWLEDGEMENTS

ENGLISH GRAMMAR IN DISCOURSE :
A Textbook for Students of English and Linguistics

TABLE OF CONTENTS

ENGLISH GRAMMAR IN DISCOURSE :
A Textbook for Students of English and Linguistics

ENGLISH GRAMMAR IN DISCOURSE :
A Textbook for Students of English and Linguistics

ix

ENGLISH GRAMMAR IN DISCOURSE :
A Textbook for Students of English and Linguistics

ENGLISH GRAMMAR IN DISCOURSE :
A Textbook for Students of English and Linguistics

CHAPTER 1
INTRODUCTION TO GRAMMAR AND DISCOURSE

Learning Objectives:

By the end of this session, students will be able to:

1. Define grammar and discourse from a linguistic perspective.
2. Understand the relationship between grammar and discourse.
3. Identify how grammatical structures contribute to meaning in spoken and written texts.

A. Introduction

What is Grammar?

Grammar refers to the set of structural rules that govern the composition of clauses, phrases, and words in a language. It encompasses syntax (sentence structure), morphology (word formation), and the use of tenses, modals, articles, and other grammatical elements.

What is Discourse?

Discourse refers to the use of language in texts and contexts. It includes how language is structured beyond the sentence level, such as in conversations, essays, articles, or speeches.

The Interface Between Grammar and Discourse

While grammar focuses on sentence-level accuracy, discourse focuses on how sentences are connected to convey coherent messages. Discourse grammar examines how grammatical choices shape meaning and function within larger contexts.

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B. Key Concepts

Term	Definition	Example
Grammar	Rules of sentence structure	"She **is reading** a book."
Discourse	Language in use across sentences and contexts	A conversation, a letter, a lecture
Discourse Grammar	The use of grammar for organizing information, showing relationships, and building meaning in context	Passive voice in academic texts focuses on the action

C. Examples in Context

Example 1 – Formal Academic Writing

"The results **were analysed** using a statistical program."

The passive voice is used to focus on the process, not the agent.

Example 2 – Casual Conversation

A: "Hey, you coming to class today?"
B: "Yeah, I **was thinking** about it."

The progressive tense shows tentative decision; informal ellipsis ("Are you" → "you")

Observation: In both examples, grammar functions beyond sentence rules—it reflects social meaning, tone, and context.

D. Class Discussion Questions

1. How does grammar help create meaning in a text beyond individual sentences?
2. In what ways does spoken grammar differ from written grammar?
3. Can the same grammatical structure have different effects in different contexts? Give examples.

E. Practice Activity

Task 1 – Identify Grammar in Context

Read the short passage and answer the questions:

"When the fire alarm rang, the students immediately left the building. They   were guided by the teachers, who made sure everyone was safe."

Questions:

1. What verb tense is used in each sentence?
2. Why is the passive voice used in the second sentence?
3. How do these grammar choices contribute to the meaning of the text?

Task 2 – Analyse a Short Text

Choose a short paragraph from a newspaper, a blog, or your textbook. Analyse:

1. The types of sentences used (declarative, interrogative, etc.)
2. The voice (active/passive)
3. How grammar supports the writer's purpose

F. Answer Key (Suggested)

Task 1 Answers:

1. Simple past tense: "rang", "left", "were guided", "made sure"
2. Passive voice ("were guided") is used to emphasize the action over the agent.
3. It creates a sense of calm order during an emergency and emphasizes the collective response.

G. Reflection Task (Homework)

Write a short paragraph (5–7 sentences) describing your morning routine.

1. Use at least **one passive voice**, **one complex sentence**, and **one modal verb**.
2. Reflect: How do your grammar choices affect the tone and meaning?

Suggested Example for Reflection Task

Student Paragraph Example:

Every morning, I wake up at 6 a.m. and make a cup of coffee. After that, I take a quick shower and prepare my breakfast. My clothes **are usually prepared** the night before to save time. While I

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A Textbook for Students of English and Linguistics

eat, I check my emails and plan my daily schedule. I **should be more disciplined** about starting my day earlier, but sometimes I hit the snooze button. If I finish everything on time, I leave home around 7:30 a.m.

Explanation of Grammar Choices:
1. **Passive voice:** "are usually prepared" – used to focus on the clothes rather than who prepares them (assumed to be the speaker) / emphasizes the result, not the agent.
2. **Complex sentence:** "If I finish everything on time, I leave home around 7:30 a.m." – conditional structure showing a logical relationship. – adds a logical condition.
3. **Modal verb:** "should be more disciplined" – expresses attitude and evaluation (stance) toward the speaker's habit. – shows personal evaluation or stance

CHAPTER 2
SENTENCE TYPES AND DISCOURSE FUNCTIONS

Learning Objectives:

By the end of this session, students will be able to:

1. Identify different types of sentences in English grammar.
2. Understand how sentence types serve various discourse functions.
3. Analyse how speakers and writers use sentence forms to express intention, emotion, and stance.

A. Introduction

Why do sentence types matter in discourse?

In discourse, sentence types are more than just grammatical categories—they signal meaning, attitude, and purpose. Understanding how declaratives, interrogatives, imperatives, and exclamatives function in context allows us to grasp both surface and deeper meanings in texts.

B. Types of Sentences and Their Functions

Sentence Type	Structure	Discourse Function	Example
Declarative	Subject + Verb	To inform, describe, or state a fact	"The patient is resting."
Interrogative	Auxiliary + Subject + Verb	To ask a question, request info	"Is the patient conscious?"
Imperative	Verb (base form)	To give commands, instructions	"Take your medicine."
Exclamative	What/How + clause	To express strong emotion	"What a terri-ble accident!"

Note: These forms can be used for *pragmatic* functions such as politeness, persuasion, or mitigation, depending on tone and context.

C. Examples in Context

1. Medical Context:
"Could you please lie down on the bed?"
Grammatically an interrogative, but pragmatically a polite command.

2. Classroom Context:
"Let's begin today's lesson with a short quiz."
Imperative form used for organizing discourse (softened with inclusive 'let's').

3. Casual Text Message:
"Wow, you really nailed that presentation!"
Exclamations are used to express praise and excitement.

D. Class Discussion Questions
1. How can a sentence's form differ from its function?
2. Why might a speaker choose an interrogative to make a request instead of using an imperative?
3. Give an example of a sentence that performs a different function than what its grammatical structure suggests.

E. Practice Activity

Task 1 – Identify Sentence Types and Functions
Label each of the following sentences with their *form* and *function*:
1. "Can you send me the report by noon?"
2. "The meeting has been rescheduled."
3. "Don't touch that wire!"
4. "How amazing that performance was!"

Task 2 – Rewrite for Different Purposes
Rewrite each sentence below to match the specified function:
1. Original: "Close the window."
   Function: Make it more polite.
2. Original: "You did a great job."
   Function: Add more enthusiasm.
3. Original: "Is the medicine ready?"
   Function: Turn into a direct command.

F. Answer Key (Suggested)

Task 1:
1. Interrogative (form); Imperative/request (function)
2. Declarative (form); Informative statement (function)
3. Imperative (form); Warning/command (function)
4. Exclamative (form); Expressing admiration/emotion (function)

Task 2:
1. "Could you please close the window?"
2. "Wow, you did a fantastic job!"
3. "Get the medicine ready now."

G. Reflection Task (Homework)

Instruction:
Write four sentences, each using a different sentence type: declarative, interrogative,
imperative, and exclamative. Then, explain the *discourse function* of each one in its context.

Suggested Example:
1. Declarative: "I will present my paper tomorrow."
   → To inform the listener of a scheduled plan.
2. Interrogative: "Can I borrow your notes?"
   → A polite request in the form of a question.
3. Imperative: "Please turn off your phone."
   → Instructing politely.
4. Exclamative: "What an inspiring lecture that was!"
   → To express strong emotion or appreciation.

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A Textbook for Students of English and Linguistics

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A Textbook for Students of English and Linguistics

CHAPTER 3
TENSE AND TIME IN DISCOURSE

Learning Objectives:
By the end of this session, students will be able to:
1. Recognize how different verb tenses are used to convey time in discourse.
2. Understand how tense choices affect coherence and perspective.
3. Analyse tense shifts in spoken and written texts.

A. Introduction

Tense is not only a grammatical tool—it also plays a key role in shaping the narrative flow, point of view, and communicative intent. In discourse, tense helps the listener or reader to follow time frames, sequences of events, and the speaker's stance toward them.

B. Key Concepts: Tense and Time

Tense	Usage in Discourse	Example
Simple Present	General truths, routines, descriptions	"Water boils at 100°C."
Present Progressive	Ongoing actions, temporary states	"She is working on her assignment."
Simple Past	Completed actions, narratives	"He graduated in 2020."
Past Perfect	Earlier past, reflection, flashbacks	"She had already left when I arrived."
Future (will/be going to)	Predictions, plans, promises	"It will rain tomorrow." / "I'm going to visit my parents."

Tense Shifting: In narratives or conversations, speakers often shift tenses to mark transitions, highlight importance, or change perspective.

9

C. Examples in Context

Example 1 – Storytelling in Conversation:

"So I **was walking** to class when suddenly I **saw** this cat jump out of nowhere! I didn't know what to do."
→ Shift from past to present to create immediacy and engagement in storytelling.

Example 2 – Academic Writing:

"This study **examines** the effects of climate change. Previous studies **have shown** significant variation in weather patterns."
→ Present tense for current study, present perfect/past for background research.

D. Class Discussion Questions

1. Why do speakers sometimes shift from past to present when telling a story?
2. How does tense usage differ in spoken vs. written discourse?
3. In academic writing, when is it appropriate to use the present perfect tense?

E. Practice Activity

Task 1 – Identify Tense and Purpose

Read the following text and answer the questions:

"I **wake up** every morning at 6 a.m. Yesterday, I **overslept** because I stayed up too late. I **will try** to sleep earlier tonight."

Questions:

1. Identify the tenses used in each sentence.
2. What is the purpose of each tense in its context?
3. How do the tense shifts help structure the meaning?

Task 2 – Rewrite a Paragraph

Rewrite the following paragraph in a consistent tense, then reflect on how the meaning changes:

"She walks into the room and sits down quietly. Everyone is looking at her, but she didn't say anything."

F. Answer Key (Suggested)

Task 1:
1. Present simple ("wake up"), simple past ("overslept"), past perfect ("had stayed"), simple future ("will try")
2. Present: habitual routine, Past: completed action, Past perfect: earlier past event, Future: intention
3. The tense shifts guide the reader through different time frames—routine, exception, and plan.

Task 2 (Sample Rewrite):

"She walked into the room and sat down quietly. Everyone was looking at her, but she didn't say anything."
→ More traditional past narrative style creates distance and formality.

G. Reflection Task (Homework)

Instruction:
Write a short personal anecdote (6–8 sentences) involving an experience from the past.
1. Use at least **three different tenses**: past simple, past perfect, and present.
2. Reflect on how using different tenses affects the emotional or dramatic tone of your story.

Suggested Example:

"Last week, I visited my old school. It **looked** the same, but the memories **came** rushing back. I **had spent** six years there, so every corner felt familiar. I even **saw** one of my former teachers. Now, as I **write** this, I **realize** how much that place shaped me."

Tenses Used:
1. Past simple: "visited," "looked," "came," "saw" – for narration
2. Past perfect: "had spent" – to indicate an earlier time within the past
3. Present: "write," "realize" – for emotional reflection in the present

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CHAPTER 4
VOICE IN DISCOURSE:
ACTIVE VS. PASSIVE

Learning Objectives:

By the end of this session, students will be able to:

1. Understand the difference between active and passive voice in discourse.
2. Analyse how voice choices affect meaning, focus, and formality.
3. Apply the use of voice strategically in different discourse contexts (e.g., academic writing, media, and conversation).

A. Introduction

Voice is a grammatical feature that determines the relationship between the verb and its arguments (subject, object). In discourse, choosing between **active** and **passive** voice is not just a matter of grammar—it reflects focus, agency, and rhetorical purpose. Active voice typically highlights the agent (the doer), while passive voice often emphasizes the action or the recipient of the action, especially when the agent is unknown or irrelevant.

B. Voice in Grammar and Discourse

Voice Type	Structure	Function in Discourse	Example
Active	Subject + Verb + Object	Emphasizes agent, direct, and dynamic	"The researcher conducted the survey."
Passive	Object + Verb (be + past participle) + (by Agent)	Focuses on action or recipient, more formal, the agent is less important	"The researcher conducted the survey." / "The survey was conducted."

13

Use of Passive in Discourse:

1. Academic writing (to foreground results rather than the researcher)
2. News reporting (to maintain objectivity)
3. When the agent is unknown or less relevant

C. Examples in Context

1. Academic Context:

Active: "We analysed the data using SPSS."
Passive: "The data were analysed using SPSS."
→ Passive voice is preferred to maintain objectivity and focus on results.

2. Media Reporting:

"Five people were injured in the accident."
→ Passive voice used; the agent (cause) may be unknown or intentionally omitted.

3. Everyday Conversation:

"Someone broke the window!" vs "The window was broken!"
→ Passive can reduce direct blame or soften an accusatory tone.

D. Class Discussion Questions

1. Why do academic writers often use passive voice?
2. How does the use of passive voice influence the tone of a message?
3. In which situations is the active voice more effective than the passive voice?

E. Practice Activity

Task 1 – Identify Voice and Its Purpose

Read the sentences and answer: Is the sentence in active or passive voice? Or What is the purpose of this voice choice?

1. "The vaccine was developed in record time."
2. "They launched the new campaign yesterday."
3. "The suspect was arrested last night."
4. "The team will complete the project by next week."

Task 2 – Rewrite for a Different Voice

Change the voice of the sentences below and reflect on the difference:

1. Original: "The committee approved the new policy."
   Passive: "The new policy was approved by the committee."
2. Original: "The report was submitted late."
   Active: "She submitted the report late."

F. Answer Key (Suggested)

Task 1:

Sentence	Voice	Purpose
1	Passive	Emphasizes achievement over agent
2	Active	Highlights the agent and action
3	Passive	In a standard for police/legal reports, the agent may be unimportant
4	Active	Emphasizes future commitment by the agent

Task 2:

1. Voice change alters focus:
   a. From agent ("The committee") to object/action ("The new policy").
   b. From impersonal ("The report was submitted late") to assigning responsibility ("She submitted...").

G. Reflection Task (Homework)

Instruction:

Choose a short paragraph (5–6 sentences) from a textbook, article, or your writing that contains at least two passive sentences.

1. Rewrite the paragraph using active voice where possible.
2. Reflect on how the meaning, tone, or clarity changes with the voice shift.

Suggested Example:

Original (Passive-focused):

"The article was written by Dr. Lim in 2021. It was published in a peer-reviewed journal. The findings were considered significant by the scientific community."

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Rewritten (Active-focused):

"Dr. Lim wrote the article in 2021. A peer-reviewed journal published it. The scientific community considered the findings significant."

Reflection:

The active version feels more direct and clearer about who did what. The passive version sounds more formal and objective, but can feel distant.

CHAPTER 5
MODALITY IN DISCOURSE

Learning Objectives:

By the end of this session, students will be able to:

1. Define modality and recognize its role in expressing the speaker's attitudes and judgments.
2. Identify different types of modalities (epistemic, deontic, dynamic) in discourse.
3. Analyse how modality shapes interpersonal meaning and stance in various discourse contexts.

A. Introduction

Modality refers to linguistic expressions that convey the speaker's attitude towards the likelihood, necessity, permission, or ability related to a statement. In discourse, modality helps us understand not just what is being said but how the speaker feels about it — whether they are certain, doubtful, commanding, or offering.

B. Types of Modalities

Type	Function	Examples
Epistemic	Expresses possibility, probability, or certainty about a proposition	might, may, must, could, probably, certainly
Deontic	Expresses permission, obligation, or necessity	must, should, may, have to, ought to
Dynamic	Expresses ability or willingness	can, will, be able to

C. Modality in Different Discourse Contexts

1. Academic Writing:

"The results **may suggest** a correlation between variables."
(Epistemic modality showing caution or uncertainty)

2. Workplace Communication:
"You **must** submit the report by Friday."
(Deontic modality expressing obligation)
 3. Everyday Conversation:
"I **can** help you with that."
(Dynamic modality expressing ability or willingness)

D. Class Discussion Questions

1. How does modality help speakers express politeness or indirectness?
2. What differences do you notice between epistemic and deontic modality in communication?
3. Can modality influence the perceived certainty or urgency of a message? How?

E. Practice Activity

Task 1 – Identify the Type of Modality

Read the sentences below and identify the modality type and its function:
1. "She **might** come to the meeting later."
2. "You **should** wear a helmet while riding a bike."
3. "They **can** finish the project on time."
4. "The team **must** follow the safety guidelines."

Task 2 – Modality in Context

Rewrite the sentences below using a different modality to change the tone or meaning, then explain the effect:
1. Original: "You **must** attend the seminar."
   Rewritten: "You **should** attend the seminar."
2. Original: "He **might** agree to the proposal."
   Rewritten: "He **will** agree to the proposal."

F. Answer Key (Suggested)

Task 1:

Sentence	Modality Type	Function
1	Epistemic	Possibility
2	Deontic	Advice/obligation
3	Dynamic	Ability
4	Deontic	Obligation

Task 2:

1. Changing "must" to "should" softens the obligation to advise.
2. Changing "might" to "will" increases certainty and commitment.

G. Reflection Task (Homework)

Instruction:

Write a short paragraph (5–6 sentences) describing a personal or professional situation using **at least three different modal verbs or expressions**. Explain briefly how each modal choice reflects your attitude or stance.

Suggested Example:

"I **must** finish this assignment by tonight because the deadline is strict. However, I **might** need some help with the data analysis. If I can find a tutor, I **will** be able to complete it on time."

Reflection:

1. **must** express a strong obligation.
2. **might** show uncertainty or possibility.
3. **Will** expresses intention and confidence.

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A Textbook for Students of English and Linguistics

CHAPTER 6
NOMINALIZATION AND GRAMMAR METAPHOR

Learning Objectives:

By the end of this session, students will be able to:

1. Define nominalization and explain its function in discourse.
2. Understand the concept of grammar metaphor as proposed by systemic functional linguistics (SFL).
3. Analyse how nominalization contributes to abstraction, cohesion, and formality in texts.

A. Introduction

Nominalization is the process of turning verbs or adjectives into nouns. This grammatical transformation enables ideas or processes to be conceptualised as "things," thereby making the discourse more abstract and formal. In systemic functional linguistics, this process relates to the **grammar metaphor**, where meanings typically expressed by one grammatical form (such as a verb) are represented by another (such as a noun), affecting how information is packaged and understood.

B. What is Nominalization?

1. **Definition:** Turning a verb or adjective into a noun.
2. **Example:**
   a. Verb → Noun: *decide → decision*
   b. Adjective → Noun: *strong → strength*

C. Functions of Nominalization in Discourse

Function	Explanation	Example
Abstraction	Makes actions/processes into concepts	"The **development** of technology is rapid."
Cohesion	Connects ideas by using nouns that refer to actions	"His **explanation** was clear."

Function	Explanation	Example
Formality	Adds formality and objectivity to academic and professional texts	"The **implementation** of the policy took place in 2020."

D. Grammar Metaphor (SFL perspective)

1. Grammar metaphor involves shifting meanings typically conveyed by verbs/adjectives into nouns.
2. It helps speakers/writers package information differently for specific rhetorical effects, such as increased abstraction or emphasis on concepts.

E. Examples in Discourse

1. Original (Process as verb):
"Scientists **investigate** climate change."
2. Nominalized (Process as noun):
"The **investigation** of climate change is ongoing."

F. Class Discussion Questions

1. How does nominalization affect the clarity and style of a text?
2. Why might writers prefer nominalization in academic writing?
3. Can excessive nominalization cause difficulties in understandding? How?

G. Practice Activity

Task 1 – Identify Nominalization
Find and underline nominalized nouns in the sentences below:
1. "The **evaluation** of the project will happen next week."
2. "Her **decision** surprised everyone."
3. "The company's **growth** has been steady."
4. "The **failure** to meet deadlines caused problems."

Task 2 – Convert Verbs/Adjectives to Nominalizations
Rewrite the verbs or adjectives in parentheses as nominalized nouns:
1. "We need a (decide) _____ soon."
2. "The (strong) _____ of the argument convinced the jury."

3. "(Analyse) _____ of the data revealed important trends."
4. "The (improve) _____ of services is our priority."

H. Answer Key (Suggested)

Task 1:
evaluation, decision, growth, failure

Task 2:
1. decision
2. Strength
3. analysis
4. improvement

I. Reflection Task (Homework)

Instruction:
Write five sentences using nominalization to describe a process or event in your field of study or daily life. Then, briefly reflect on how nominalization changes the tone or focus compared to using verbs or adjectives.

Suggested Example:
"The **implementation** of the new system required careful planning. The **evaluation** showed positive results. However, the **delay** in training caused some issues."

Reflection:
Using nominalization makes the description more formal and focuses on the concepts or results rather than actions.

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A Textbook for Students of English and Linguistics

CHAPTER 7
THEME AND RHEME STRUCTURE

Learning Objectives:

    By the end of this session, students will be able to:

1. Define the concepts of Theme and Rheme in a clause.
2. Identify Theme and Rheme in various sentence types.
3. Understand how the Theme-Rheme structure contributes to the flow and coherence of information in discourse.

A. Introduction

    In systemic functional linguistics, every clause is organized into two main parts: **Theme** and **Rheme**. The Theme is what the clause is about — it sets the topic or point of departure. The Rheme is what is said about the Theme — it carries the new or important information. Understanding this structure helps us analyse how data is packaged and flows within texts and conversations.

B. Definition of Theme and Rheme

Term	Definition	Example Sentence
Theme	The starting point of the message (given or known information)	"***The weather*** is nice today."
Rheme	The rest of the message (new or focal information)	"The weather **is nice today**."

C. Types of Themes

1. **Ideational Theme:** Usually, the participant, process, or circumstance that introduces the topic.
   Example: "**The students** are studying."
2. **Textual Theme:** Connective or linking elements that organize the discourse.
   Example: "**However**, the results were inconclusive."
3. **Interpersonal Theme:** Expressions that establish the speaker's attitude or engage the listener.
   Example: "**Honestly**, I don't agree."

D. Theme-Rheme in Discourse

1. Theme presents **old information** or sets context; Rheme provides **new information**.
2. It helps guide the listener/reader through the logical flow of information.
3. Shifts in Theme can indicate changes in topic or emphasis.

E. Examples

1. **Simple sentence:**
   Theme: "**The manager**"
   Rheme: "approved the budget."
2. **With textual theme:**
   Theme: "**Therefore,**"
   Rheme: "We need to revise the plan."
3. **With interpersonal theme:**
   Theme: "**Frankly,**"
   Rheme: "The project is behind schedule."

F. Class Discussion Questions

1. How does identifying Theme and Rheme help in understanding text coherence?
2. What effects do textual and interpersonal themes have on the tone of discourse?
3. Can you give examples from your writing or speech where the Theme-Rheme structure affects meaning?

G. Practice Activity

Task 1 – Identify Theme and Rheme

Underline the Theme and circle the Rheme in the following sentences:

1. "The report was submitted yesterday."
2. "However, the results were not satisfactory."
3. "Honestly, I think we should wait."
4. "Our team will complete the project next week."

Task 2 – Theme-Rheme Analysis
Rewrite the sentence by changing the Theme to highlight different information:
Original: "The company increased profits last quarter."

Rewrite 1: "**Last quarter,** the company increased profits."
Rewrite 2: "**Profits** increased last quarter."

H. Answer Key (Suggested)

Task 1:

Sentence	Theme (Underline)	Rheme (Circle)
1	The report	was submitted yesterday
2	However,	The results were not satisfactory
3	Honestly,	I think we should wait
4	Our team	will complete the project next week

Task 2:
Rewrite 1: Theme = "Last quarter," Rheme = "the company increased profits."
Rewrite 2: Theme = "Profits" Rheme = "increased last quarter."

I. Reflection Task (Homework)

Instruction:
Choose a short paragraph from a newspaper or academic article. Identify the Themes and Rhemes in at least three sentences. Reflect on how the choice of Theme affects the information flow and focus.

Suggested Example:
Original sentence: "The government announced new policies yesterday."
Themes: "The government" (participant/theme), "Yesterday" (circumstance/theme)
Rhemes: "announced new policies."
Reflection: Starting with "The government"
focuses on the agent; starting with "Yesterday" emphasizes the time frame.

27

ENGLISH GRAMMAR IN DISCOURSE :
A Textbook for Students of English and Linguistics

CHAPTER 8
GIVEN AND NEW INFORMATION

Learning Objectives:

By the end of this session, students will be able to:

1. Define the concepts of given and new information in discourse.
2. Identify given and new information in sentences and texts.
3. Understand how speakers and writers manage information flow to ensure coherence and emphasis.

A. Introduction

In communication, information is typically divided into what is already known or assumed to be known by the listener or reader (**given information**) and what is being introduced (**new information**). Effective discourse organizes these elements to help the audience follow the message and focus on the most important points.

B. Definitions

Term	Explanation	Example
Given Information	Information that is already known, assumed, or previously mentioned	"**The report** was submitted yesterday." (The report is known)
New Information	Information that is introduced or emphasized	"The report was **submitted yesterday**." (The submission is new info)

C. Role of Given and New Information in Discourse

1. Given information often occurs at the beginning of a sentence or clause.
2. New information tends to appear toward the end, highlighting what is important or novel.
3. This arrangement helps maintain coherence and guides the listener's attention.

D. Examples

1. **Sentence example:**
   "**The students** (given) completed the project (new) last week."
2. **Paragraph example:**
   The company launched a new product. **This product** (given) has received excellent reviews (new).

E. Class Discussion Questions

1. Why is it important to manage given and new information in writing or speaking?
2. How can the improper use of given/new information affect clarity?
3. Can you think of examples from your language use where emphasizing new information changes meaning?

F. Practice Activity

Task 1 – Identify Given and New Information

In each sentence, underline the given information and circle the new information:

1. "The meeting **was postponed** to next week."
2. "**Our team** won the championship."
3. "The research **revealed surprising results**."
4. "**This study** focuses on language acquisition."

Task 2 – Reorder Sentences

Rewrite the sentences so that the given information comes first and the new information comes last:

1. "Completed the project the students last week."
2. "Received excellent reviews for the new product."
3. "Is a famous author John?"
4. "Won the award as the artist."

G. Answer Key (Suggested)

Task 1:

Sentence	Given (Underline)	New (Circle)
1. The meeting	was postponed	to next week
2. Our team	won	the championship
3. The research	revealed	surprising results

Sentence	Given (Underline)	New (Circle)
4. This study	focuses	On language acquisition

Task 2:
1. "The students completed the project last week."
2. "The new product received excellent reviews."
3. "John is a famous author."
4. "The artist won the award."

H. Reflection Task (Homework)

Instruction:

Write a short paragraph (5 sentences) about a recent event or topic you like. Highlight the given and new information in your sentences. Reflect on how arranging given and new information affects the clarity and flow of your writing.

Suggested Example:

Yesterday, the school announced the results. **The results** showed improvement compared to last year. Many students **were happy** with their scores. **This improvement** was due to extra tutoring sessions. The school plans to continue **these sessions** next semester.

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CHAPTER 9
COHESION:
REFERENCE, SUBSTITUTION, ELLIPSIS

Learning Objectives:
By the end of this session, students will be able to:
1. Define the concepts of reference, substitution, and ellipsis as cohesion devices.
2. Identify examples of each cohesion device in texts.
3. Understand how these devices contribute to textual cohesion and coherence.

A. Introduction

Cohesion in discourse refers to the linguistic devices that connect sentences and parts of texts, creating a unified whole. Three important types of cohesion are **reference**, **substitution**, and **ellipsis**. These devices help avoid repetition and maintain a clear flow by linking ideas effectively.

B. Definitions

Term	Definition	Example
Reference	Using words (pronouns, demonstratives) to refer back to something already mentioned	"Mary is late. **She** missed the bus."
Substitution	Replacing a word or phrase with another to avoid repetition	"I want the red one, not the blue **one**."
Ellipsis	Omitting an element of a sentence because it is understood from context	"Do you want coffee? I do (want coffee)."

C. Reference

1. Types:
   a. **Personal reference:** pronouns like he, she, it, they
   b. **Demonstrative reference:** this, that, these, those
   c. **Comparative reference:** more, less, same