

fin, el poeta hispano Prudencio) donde no sólo se registran denigrantes epítetos condenatorios de la promiscua conducta de Zeus (moixo\j /*moechus, adulter*), sino de los innumerables vicios y crímenes que se le imputan: parricida (patrokto/non), injusto (a)/dikoj), *spurcus, infamis, atrox...*

Con todo, la crítica moral apologética no supuso un rechazo frontal de la cultura clásica. Aceptaron sus métodos literarios y estilísticos, su retórica, pero dotándolas del nuevo ideario ético cristiano. En fiel paralelo con ese diálogo intercultural, este mosaico da acogida a un tema mitológico en su expresión artística mientras, al margen de su representación erótica, juzga moralmente con severidad su contenido. Se trata de una obra comprometida, como el siglo IV que la vio nacer, un siglo envuelto en disputas teológicas y confrontaciones ideológicas, lleno de contradicciones y paradojas como la que implica su *inscriptio*. Los episodios, a veces extremadamente violentos, del conflicto entre el antiguo mundo pagano y el nuevo orden cultural cristiano parecen haber encontrado armónica solución, al menos, en la conciliadora expresión artística de ese mosaico de *Complutum*.

[ENRIQUE BENÍTEZ RODRÍGUEZ]

**Angela Downing and Philip Locke, (2nd ed.), *Grammar of English. A University Course*. London: Routledge, 2006, 610 pp.**

### *Introduction*

The present handbook is a comprehensive update of the first edition with a slight change of the title. It is also the result of Angela Downing's long career of teaching English at the UCM. As the new orangish-red cover of the volume shows, it is she who is mostly holding the authorship responsibility, while the late Ph. Locke was her collaborator in some parts of it. Aimed at meeting the needs of both the graduate and postgraduate student, the book shares both a pedagogical and a theoretical orientation. This is no mean feat, since abstract grammar concepts are rigorously tackled by the authors (henceforth D&L), while their presentation is remarkably user-friendly.

As can be expected in a functional, discourse-bent on grammar, it is corpus-based, the student being required to reinforce theory explanations with actual, attested instances in a context of use, rather than with invented, isolated examples. The copious array of texts drawn both from the British National Corpus and from personal readings together with grammar exercises after each module are invaluable material for our students, badly needing practical study aid founded on authentic data. Nor are other scientific disciplines' needs to be scorned. As Halliday suggested as far back as 1984, when times were starting to be hard and university departments everywhere were faced with cutbacks and retrenchments of all kind, it would be good to remind ourselves that "nowadays, when the language is based on exchange of information, everybody seems to be studying language: sociologists, computer

scientists, mathematicians, anthropologists, medical researchers—the list goes on". In sum, the study of such an outstanding, international language like English in some depth can surely shed some light on other scientific and social disciplines and afford the students a clearer overview of their own field of work.

The present second edition incorporates several improvements aimed at clarifying some thorny points in the grammatical description of English. In short, this edition, while building on its original strengths contains substantial additions and revisions reflecting recent developments that brings it noticeably up to date, as I suggest in the pages below. Since it was first published in 1992 by Prentice Hall, D&L's work has been widely recognized as a leading textbook in Spain for advanced students of English. No doubt, their practical and however in-depth approach to the fully comprehensive range of grammatical topics makes it an ideal coursebook for students of Philology. Further still, it can also prove most beneficial for students of social sciences with an interest in communication, whose view of language seems to be utterly blinded by the incoherent, thick tangle of prescriptive grammatical rules.

As duly acknowledged by the authors, the original theoretical framework derives from Halliday's approach to functional grammar (1985; 1994; 2005), which in turn draws, as is well known, on linguistic concepts as proposed by the former linguist, the founder of the so called *London School of Language*, J. R. Firth (1935). His functional views are shared by a great number of current developments of grammar and discourse analysis (Butler 1990; 2003; 2004). However, that common source of basic notions have diverted into new tributary branches developed by a number of scholars from all over the world (notably, U.K., Australia, Canada and China) in the last forty years. Annual meetings and workshops, together with several Working Papers and the periodical publication, *Functions of Language* (J. Benjamins) contribute, as it were, to keep the flame alive.

As a result, although systemic-functional at the outset, the present work draws also on other theoretical persuasions, notably the fast-growing areas of pragmatics or cognitive theory. For the critical eye, it is evident that Downing's personal investigation and major research papers are reflected in the present work under review. As can be expected, glaring shifts of focus keep creeping in now and then along the fat volume.

Not a minor virtue of it is that the authors have constantly borne in mind their academic audience by clarifying inherently complex phenomena (modality, for one), and by seeking to present holistic functional explanations aimed at providing coherence to the whole multi-storey edifice of grammar. As a consequence, the reader is left with the impression of been smoothly guided into a unified, coherent system, a Saussurian *un system où tout se tient*. That the volume is reader-friendly is attested by a number of well-presented summary tables, neatly arranged charts, and clear, insightful comments in each of the 60 modules.

*Presentation Format.*

The volume consists of 12 Chapters divided up into 60 modules. The most apparent structural change undergone by the 2006 revised edition is as follows: the fusion of Chapters 11 and 12 in the 1992 edition into a single one, Chapter 11. In sum, the student will find 12 Chapters instead of the former 13.

D&L have carried out an enormous work of rearrangement and reclassification of the material by creating new sections and subsections when they judge necessary to do so, while merging or moving contents to different sections, modules or chapters, or even removing some of the sections, in order to achieve a clearer presentation of ideas. Moreover, the undoubted pedagogical goals in the authors' mind have inspired new charts and tables for the students' benefit. They have also renamed many sections.

Many of the abundant of examples sentences or texts in the 1992 edition have been maintained, but the authors have increased their number in the new edition with authentic data drawn from language corpora (British National Corpus, etc.) Besides, many new practical exercises have been added.

A very interesting and helpful innovation is the creation of the new sections called "Further reading", where the authors provide the readers with information about the linguistic sources for the units studied, together with a section "Select bibliography" at the end of the volume.

All the chapters in the course-book have undergone a thorough, meticulous process of reorganisation. From the very first chapter we may notice that it offers a more clarified and more detailed classification of the classes of clauses, with a new section on Finite dependent clauses. Besides, a now more detailed and extensive section on Negation is brought forward from chapter 5 to chapter 1, sharing Module 3 with the concept of Expansion. Negation is deservedly highlighted and seen in a new light that means a departure from mainstream functional grammars (pragmatic-prone T. Givón (1989; 1993) being perhaps an exception).

Also brought forward from chapter 8 to the beginning modules is the syntax of prepositional and phrasal verbs, which is widely explained in Chapter 2 in relation to prepositional objects (Op, Oprep in the 1992 edition). The features of the constituent called 'Predicator Complement' in the 1992 edition are now re-analysed (see 2.2.2.). Moreover, the didactic explanation of the different constituents placed in this chapter are more detailed while they are also illustrated with more examples. The abstract nature of rank-shifted constituency demands such extra didactic effort. Experience tells us, though, that such an strenuous effort will never be sufficiently acknowledged.

The different complementation patterns of the verb also deserve a more extensive explanation and they are illustrated with new examples and a wider summary in chapter 3. They are not expressed, however, in terms of syntactic constituents, one may notice, but rather at the the rank of phrases and clauses, which bears also some sense. A number of modules are compressed in order to provide a

clearer classification: Intransitive and Copular patterns (Module 9, in contrast with 9, 11 and 12 in the previous edition) and Transitive patterns (Module 10), as well as two modules devoted to the analysis of the complementation by finite and non-finite clauses (extracted from patterns in different modules in the 92 edition).

In the *ideational* function the patterns of "experience" are also pedagogically rearranged. For instance, material processes of *doing* and *happening* are merged into one module instead of two, while *causative* material processes and material processes of *transfer* deserve a module each. Also, the *instrument* is classified among the other circumstances and not separated, together with the participant called *range* as special cases in a different module. Further, mental processes are reordered while perception processes are simplified; the distinction between *volitional* (now, also called behavioural) and *non-volitional* mental processes is maintained, but not so the distinction between *agentive* vs. *recipient* experiencer. Thus, behavioural processes, borderline cases between material and mental, are included (they already occur in Halliday 1985). On the other hand, relational processes are completely reorganised. In the 1992 edition, they were split up into attributive, circumstantial and possessive relational processes. Now, these three types seem to be included in the current edition in a broader "attributive" pattern, as opposed to the "identifying" pattern, which is newly introduced and widely explained through a sharp contrast of the dichotomies identifier/identified and token/value, also formerly suggested by Halliday. The current/resulting attribute distinction is maintained in the attributive processes, but not so the characterising/identifying attribute dichotomy, thus disappearing the label "characterising attribute".

Moving on now to Chapter 5, it is noteworthy that the complex relationship between *speech acts* and *clause types* is also successfully reordered and schematised departing from the simpler Hallidayan "speech functions" correspondences. The declarative and interrogative clause types are now grouped together in one single module, and the same happens with exclamatives and interrogatives, while they are more extensively analysed and illustrated with clarifying examples. Also, a new, badly needed section on "The subjunctive in English" (Module 24.4) is also added. Even more importantly, the pragmatic function or intended meaning realised by clause types is now focused on. For instance, a new, suggestive module called "Indirect speech acts, clause types and discourse functions" is included, where further pragmatic notions are explained in some detail and closer attention is paid to indirectness in communication. Interestingly, the last two modules deal with two speech acts, *questions* and *directives*, respectively. The students' benefit from work on such modules is undeniable when facing a real-life text.

The "distribution of information" is analysed in Chapter 6 and it is again articulated into new subsections. The notion of topic, stemming from and highlighted by kindred functional persuasions, but also no doubt as a result of Downing's personal research, is now being dwelt in. Also, the realisations of the

theme are expanded (Module 28.11) and a new subsection on "event utterances", which are an exception to the principle of end-focus with no previous presupposition (*The LIGHT's gone out!*), is included. A further section is dedicated to "Thematic progression", a former pet topic for all functionalist persuasions and frequently dealt with in recent *Functions of Language* 11:2, 12:1, 13:1. Also, this has been a frequent subject of research and PhD thesis (notably Gómez González's, 2001) in the last few years among functionalism-oriented postgraduates. D&L, quite rightly, attach great relevance to all the discourse functions of the different syntactic strategies of information structure (Module 30.2.1., 30.2.2., and the following).

The study of "expansion" in Chapter 7 is widened with the analysis of new conjunctions (Modules 34.2., 34.3. *while, whereas, besides, instead of...*). Although the Hallidayian term *projection* is not used, *reporting* is now dealt with in Module 36, with a re-ordering and re-classification of contents, supported with evidence from new examples, new texts (oral and written dialogues) and charts. Now, building on the widely accepted functional notions of *locution* and *ideas* and the concepts of *quoted vs reported*, D&L are inclined to focus on the terms "direct and indirect reporting", where the pragmatic *free indirect speech* (Leech and Short, 1981) combining features of quoted and reported speech, is given pride of place. I can see some useful discourse applications in that preference, although some would feel that the whole picture is not complete without exploiting alternative functional distinctions, like quoting, eschewed as too simplistic. But, perhaps for the sake of clarity, their design of this topic seems to me impeccable.

The explanations about the Verbal Group (Chapter 8) are also presented in a more orderly way, highlighting relevant issues, creating new sections (for instance, on "Raised subjects") or rearranging concepts from one module to another (the section on multi-word verbs is now extensively devoted to the semantics of phrasal verbs only (Module 40), while the syntax of prepositional, phrasal and phrasal-prepositional verbs are widely studied in Chapter 2).

The concepts of tense, aspect and modality are also thoroughly reorganised, now proving more subdivided for clarity's sake, with the inclusion of new sections (Module 43.7, 43.8...), new modals now split into "extrinsic and intrinsic" (Module 44: "dynamic modals" like propensity *can, be able, will, would...*), plus a new array of examples, charts and summaries, notably the new ones on "extrinsic and intrinsic" modal auxiliaries and the meanings they usually convey.

The Noun Group (NG) is also re-organised, re-classified where more information about the noun as head is provided, more specifically about the non-count noun. Perhaps Downing has drawn from a monographic discussion of NG published recently in *Functions of Language* 11:1 (2004) and edited by J-Ch. Verstraete. There are more examples and a wider analysis of pronouns (for instance, reflexive pronouns are included), determiners (more information about 'such', new 'semi-determinatives'...), pre-modifiers (new sections Module 48.3, 48.7, 48.8...) and post-modifiers (nominal, circumstantial and attributive qualifiers are now classified as

restrictive / non-restrictive (supplementive) post-modifiers). Some sections are omitted (elliptical epithets and classifiers; qualifier vs. adjunct) but many others are included like the new section on nominalisation (Module 50.7).

The most evident re-arrangement is the merging of Chapters 11 (AdjG) and 12 (AdvG) into Chapter 11, proved possible through the creation of new sections and the omission of some others. Further subdivisions are raised here with the purpose of clarifying the explanations (new section in Module 51.6. "Central and peripheral adjectives", and Module 52.1.1. "Functions of comparatives and superlatives"...).

In the final chapter on the Prepositional Phrase (former PrepG), also re-organised and illustrated with further examples and charts, more attention is paid to particular prepositions and their meanings and uses.

### *Theoretical considerations*

As far as the present handbook's theoretical stand is concerned, it is worth quoting C. Butler's statement in the Foreword to it: "the treatment ... integrates structural, functional and cognitive perspectives into a coherent and satisfying whole" (p.xii). The authors, I find, do not draw such much from Halliday's unavoidable influence as in their first 1992 edition, but they successfully incorporate new insights and ideas, some based on updated structural linguistics like Quirk et al. (1985), Biber et al. (1999), Huddleston & Pullum (2002), some based on recent pragmatics and cognition studies. Downing herself confesses in the Preface to this edition that there are some modifications that "Halliday may not agree with... made in order to suit the rather different learning objectives of many of [the] readers" (p.xiii). The result is a more maturely balanced, eclectic presentation of the Grammar of English.

These new insights, in turn, result in a re-analysis with the introduction of new terms and categories and the deletion (removing?) of some others, all of these changes being accordingly reflected in the "Table of Notational Symbols" (p.xxi).

D&L's work is intendedly a functional grammar in purpose. As the author points out at the very beginning of the first module: "A functional grammar aims to match forms to function and meaning in context... the three strands of meaning that form the basis of a functional interpretation of grammar: the representational, the interpersonal and the textual." (p. 3) Nevertheless, as the authors state, new insights and publications have been taken into account and incorporated.

Firstly, an interest in the cognitive dimension of language is pervasive throughout the book. For instance, the analysis of "cognitive features" of clause constituents is added to that of semantic and syntactic features in Chapter 2; besides, the patterns of complementation of the verb are also seen in the light of cognitive motivations for choice ("Frame, perspective and attention", Module 10.6.). This in itself means a great updating improvement of the book.

When dealing with the organisation of the message (Chapter 6) more attention is given the concept of *topic* than to the Prague-born structural concept of *theme*, the

“cognitive features of the topic” being analysed in 28.5. This has been a recurring object of research work published by Downing recently in *EIUC*, 5 (1997) and somewhere else. What is more, three levels of topic are accounted for: global topic of a piece of language, paragraph or episode topic, and local topic of an utterance or sentence.

The cognitive dimension of the meanings expressed by tenses are also emphasised in Chapter 9 (Module 41). In particular, aspect is a notable category that differs in their form and use in Spanish and English, and is therefore worthy of study in discourse uses.

Secondly, the new definition of discourse in this edition includes an important pragmatic dimension. Discourse is seen as “a pragmatic-semantic unit” and is said to be “made up of various types of pragmatic acts, which in turn are realised semantically and syntactically” (p. 20). Though this seems a straightforward notion for functionalist, it can, however, give rise to some debate on the strict hierarchy of linguistic levels. In short, some may ask, is pragmatics is an ordinary level of linguistic description? Many wouldn't accept it so readily, even if this is a generally accepted working concept. Here D&L seem to re-define Halliday and Hasan's 1976 definition of coherent “discourse”.

A number of Modules deal, I am glad to say, with the pragmatic inference of meaning (for instance, 9.2.1. “Pragmatic inference of circumstantial meanings” in Chapter 3 or Module 35.1.1. “Inferred meanings of and” and Module 35.3. “Pragmatic conjunction” in Chapter 7). In the study of the relation between *speech acts* and *clause types* more attention is paid to the pragmatic meaning realised by clause types and a connection is established between directives and the principle of 'politeness' with the inclusion of new sections (Module 27.2 - 27.6) on discourse functions, indirectness and (im)politeness. This breaks new ground in an integrated functional grammar which aims at discourse analysis, thus promoting a desirable cross-breeding between grammar and pragmatics.

Such a thorough revision of the Grammar's first edition has obviously resulted in a reclassification of several terms and categories aimed at a better fitting with contents. Some of them have already been mentioned in the previous sections.

Terms like 'speech act', 'asking & stating' have been preferred to 'illocutionary act' and 'giving & demanding' respectively. There is no reference to the terms 'mood element' and 'residue' when dealing with the interpersonal features of 'clause types' (instead of 'mood structures'), but rather to 'subject+finite operator' which replaces the former. 'Verbless clause' replaces 'minor/moodless clause'. The old systemic 'modifier' and 'qualifier' have become, in agreement with more modern grammarians, 'pre-modifier' and 'post-modifier'.

Quite importantly, 'prepositional phrase' (PP) has replaced 'prepositional group' (PrepG): the distinction between 'endocentric' and 'exocentric groups' in the 92 edition has now become a distinction between groups and phrases. A *group* consists of a main element like a verb, noun, adjective or adverb and other possible non-

obligatory elements; a *phrase*, on the other hand, consists of two compulsory elements (preposition + complement).

The new criteria for the classification of clause constituents included in Module 4 (Chapter 2) trigger the re-analysis of some syntactic constituents:

a) The concept of Predicator Complement (Cp) is omitted, thus leaving just two types of main complements, Subject Complement (Cs) and Object Complement (Co) in Module 7. Most of the uses previously covered by the term (Cp) and the Circumstantial Subject Complement in the 92 edition now conflate with the new Locative/Goal complement (p. 17). For this reason, the syntactic structure SPCp becomes SPCloc (*The journey takes several days*) and SPOdCp becomes SPOdCloc (*I put the dish in the microwave*) (p. 39 y 99). The reason, I understand, for this is that, instead of a "pure" complement of the predicator, it is now considered a nuclear circumstance functioning as complement ("Circumstantial as central clause elements", 8.2.3.), and, thus, moved from the module devoted to complements to that dealing with circumstances.

Some other uses of the former Cp realised by prepositional phrases or clauses are also re-analysed: for instance, the former SPOdCp becomes the new pattern SPOdOp (*They robbed her of her watch*). D&L seem here to get round a hard descriptive issue which at all events does not lend itself to be easily described. The pattern is indeed hard to tackle, since not all functional grammarians would describe it in the same way. (Huddleston and Pullum, 2002). Perhaps future discussion will shed some light on some of these structural snags.

Another new syntactic patterns of verb complementation is also added: SPA (Subject-Predicator-Adjunct) for instances where the circumstance is habitually provided but not compulsory (*Tom works in London*).

b) There is a new classification of non-central elements of the clause. In the 1992 edition the authors dealt with Adjuncts, Disjuncts and Conjuncts. The three of them are re-analysed in this edition as different types of Adjuncts: circumstantial adjunct, stance adjunct and connective adjunct, respectively (see Huddleston, 2002) Discourse markers, that would coincide with 'conjunctive and continuative themes' in the 1992 version, are briefly referred to in 8.2.8.

A further new focus is laid on 'catenatives' (Chapter 3, Module 12). This is a sensible determination, as many an awkward analysis would arise from not capturing the general features of that recurrent structure of English. The term 'catenative' fully describes the functions and relations of neighbouring verbs.

When dealing with transitivity patterns or "patterns of experience" some concepts are rightly emphasised ('dynamic' vs 'stative' processes in Module 14), or introduced ('anti-causative structure' in Module 15 when dealing with ergativity; a new circumstance 'evidence' in Module 20), or removed (the participant called 'effected' is not referred to (Module 16), which I assume that she includes it in "affected" without question and finally the 'characterising attribute' is relegated in favour of the new opposing pairs 'identifier/identified' — 'token/value' (Module 18).



Further still, other, less relevant categories are changed: for instance, in verbal processes the participant called 'verbiage' becomes the 'said' (Module 19) and the 'direction' circumstance becomes 'goal' in Module 21). 'Topical' and 'discourse' (interpersonal and textual) themes in the 1992 edition become now 'experiential' and 'non-experiential themes'.

Furthermore, the term 'reporting' is preferred to that of 'projection' in chapter 7, as we remarked above, and the odd terms 'parataxis and hypotaxis' are referred to as the widely accepted 'coordination' and 'dependency' or 'subordination' respectively. Besides, the term "supplementives" is incorporated to refer to non-restrictive relative clauses. Adversative conjuncts become now 'upgrading connectives'.

Other changes include: Chapter 9 re-names 'epistemic modality' to become 'extrinsic modality'. In Chapter 10 dealing with NG, 'things' become 'entities'. 'Non-specific deictic' determiners become 'indefinite quantifiers' while 'qualification' is an old name for 'complementation of the adjective'. Grading of the AdjG is not a feature but a use, thus 'comparative' and 'superlative' uses. And lastly, 'expanded prepositions' become 'stranded prepositions' which is more widely accepted in the linguistic literature.

I am aware that this review is too shallow for such an extensive work. Surely, every chapter would deserve detailed comments, most of them to extoll the satisfactory improvement carried out by the author(s) in relation to the first edition. I therefore strongly recommend it to all University lecturers and students, who are sometimes at a loss searching for an integrated, practical view of English Grammar.

An "Answer key" is also provided of all the Chapters at the end of the coursebook followed by "Select Bibliography" and a very helpful and extensive "Index". All in all, this authoritative textbook is specifically designed to provide University students of English with a unified approach of the basic building blocks of grammar, drawing on widely accepted functional concepts. But also it has been carefully revised and planned to become an invaluable tool for all those who work on English texts of all types of sources.

#### *Works Cited*

- Biber D. and al. (1999), *Longman Grammar of Spoken and Written English*. London: Longman
- Butler C. S. (1995), *Systemic Linguistics: Theory and Applications*. London: Batsford
- Butler C. S. (1990), *Functional Grammar and Systemic Functional Grammar*. Nottingham: Working Papers in Functional Grammar.
- Butler C. S. (2003), "Multi-word sequences and their relevance for recent models of Functional Grammar" In *Functions of Language*, 10:2, pp. 179-208.
- Downing A. (1997), "Encapsulating Discourse Topic". In *Estudios Ingleses de la Universidad Complutense*, 5, pp. 147-168. Madrid: Ed. Universidad Complutense.

- Givón T. (1989), *Mind, Code and Context: Essays in Pragmatics*. London: Lawrence Erlbaum
- Givón T. (1993), *English Grammar: A Function-based Introduction* (2 vols) Amsterdam: J. Benjamins.
- Gómez González M. A (2001), *The Theme-Topic Interface. Evidence from English*. Amsterdam: John Benjamins.
- Halliday M. A. K (1985), *An Introduction to Functional Grammar*. London: Edward Arnold.
- Halliday M. A. K (1994), *An Introduction to Functional Grammar*. 3rd ed revised by Ch. M. Matthiessen. London: Arnold.
- Huddleston R. & Pullum G.K. (2002), *The Cambridge Grammar of the English Language*. Cambridge: Cambridge U. Press.
- Leech G. & Short M. (1981), *Style in Fiction: A Linguistic Introduction to English Fictional Prose*. London: Longman
- Quirk R. & al. (1985), *A Comprehensive Grammar of the English Language*. London: Longman.

[VICENTE LÓPEZ FOLGADO]