

Activity 12.

If you or anyone in the class speaks a non-European language, compare the different vocabulary for family members available in English and the other language. Is there one word that exactly conveys the meanings of the word *brother* ‘male sibling’ or *uncle* ‘brother of mother or father’? If you speak French as well as English, consider whether there is any precise equivalent for the meaning of the words *chair* or *brown* in French.

Comment 12.

You probably found that there was no exact match for ‘brother’ and ‘uncle’ in your non-European language. For example, in East Asian languages an important semantic feature in classifying siblings is seniority in relation to the speaker. This means that, for speakers of these languages, the ‘natural’ way of thinking about siblings is in terms of seniority. However, in English, the primary means of classification is by sex. And yet this does not mean it is impossible for a monolingual speaker of English to understand the East Asian concepts; she can simply paraphrase: ‘younger brother’ and ‘older sister’; or ‘elder brother of father’ and ‘elder brother of mother’, etc. In French there are two words *chaise* and *fauteuil*. The first has the English equivalent *chair* and the second is translated *armchair*. The difference is that whereas an armchair is a type of chair, a fauteuil is not a type of chaise. Perhaps more interesting is that the distinction between ‘brown’ and ‘yellow’ in English is not the same as the distinction between ‘brun’ and ‘jaune’ in French.

Activity 13.

- A. Two men were killed when the stolen police motorcycle they were riding was involved in a crash with an unmarked police car.
- B. Police murdered two 17-year-olds on a motorcycle by ramming them with their unmarked police car.
- C. Two youths killed themselves by driving their motorcycle into an unmarked police car.

In which of the reports A–C are we most inclined to blame the police and sympathise with those who die? And in which do we shift responsibility for the event onto the victims? What aspects of the language (grammar and vocabulary) create these differences in assigning responsibility and creating sympathy?

Comment 13.

Obviously B is most hostile to the police and sympathetic to the victims; C makes it look as though the youths were responsible for the accident; while A is relatively neutral.

The neutrality of A is due to the use of ‘crash’, suggesting an accident, and the turning of it from a verb into a noun (nominalisation), which makes it unclear who is responsible for the crash.

In C the youths are made responsible as subjects of the reflexive verb ‘killed themselves’ and ‘driving’.

In B the police are the subject of the verb ‘murdered’ and therefore responsible. The choices of ‘murder’ over ‘kill’ and of ‘rammed’ rather than ‘driving’ or ‘crash’ suggest deliberate violence.

And the phrase used to refer to the young people varies from ‘men’, which invites little sympathy, to ‘youths’ and ‘teenagers’, which evoke progressively more.

Activity 14.

Try to find examples of the invention of labels for such classes of people in ads or popular newspapers. Can you invent any parodic terms?

Comment 14.

I have noted the terms *cat-lovers* and *catarrh-sufferers* in ads.

Activity 15.

Discuss how the extract from the following letter in the *Telegraph* uses categorisation of migrants to urge the government to help refugees from Syria. Are there any other interesting or important categorisations apparent in the letter? You might consider the word 'crisis'. Is it possible to challenge any of these categorisations?

(1) SIR – Julia Hartley-Brewer’s lively article does not mention that lawyers, including retired judges, are in a good position to comment on the Syrian refugee crisis. We are aware of this country’s international obligations under the Refugee Convention and we have practical experience of its operation.

(2) The Convention was agreed to meet the grave humanitarian crisis after the Second World War. It is concerned, not with economic migrants, still less with freedom of movement within the EU, but with giving refuge to people whose lives have been made intolerable by persecution at home.

(3) Since 1945 we have given asylum to refugees from all over Europe and beyond, including Hungary, the former Czechoslovakia, the Balkans, and to the Ugandan Asians expelled by Idi Amin.

(4) The present crisis is the worst for 70 years, and it has been made worse by the EU’s Dublin Accord, under which asylum-seekers must apply in the first member state that they reach. This imposes an unfair and insupportable burden on Italy, Greece and other member states in south-east Europe.

(5) The Dublin Accord has already broken down. Our open letter urges the Government to do much more to address this crisis.

Lord Walker of Gestingthorpe

London SW1

(www.telegraph.co.uk/comment/letters/11934423/Letters, retrieved 16 October 2015)

Comment 15.

Paragraph 2 sets up a three-way categorisation: (a) economic migrants; (b) [people enjoying] freedom of movement within the EU; (c) people [refugees] whose lives have been made intolerable by persecution at home. Paragraphs 1, 3 and 4 use the terms refugees and asylum-seekers, which are presumably supposed to be the same category as (c). This categorisation attempts to make a distinction between refugee asylum-seekers who flee persecution and economic migrants.

However, this distinction might be challenged. Are people fleeing Syria because of persecution or because the bombing has destroyed their means of livelihood? Moreover, people exercising freedom of movement within the EU usually do so for economic purposes.

Another categorisation in paragraph 1 is to include retired judges under the category of lawyers. This is presumably because both lawyers and retired judges signed the open letter mentioned in paragraph 5.

There are other geographical categorisations in 3 and 4, but they may not be as significant as the ones in paragraph 2.

Categorising the migration phenomenon as a ‘crisis’ suggests that it is temporary. It may be that the effects of global warming, economic instability and inequality, and war have become so widespread that this will be a chronic long-term problem rather than a temporary crisis.

Activity 16.

Make a list of adjectives that you associate with any three of the following nationalities: Italian, Jamaican, Mexican, Swedish, Hongkongese, American. To what extent are these qualities the result of first-hand experience, and to what extent are they second-hand? If second-hand, where do you think they come from?

Comment 16.

We may have met some of these nationalities, but the ones we meet are not necessarily a representative sample. We will meet US tourists and expatriates in Europe and Asia, but these will tend to be far richer than the average US citizen. Conversely, if we live in the United States, the Mexicans we meet may well be unrepresentatively poor, as they are often economic migrants. Many adjectives might come from the media or hearsay. If we confirm these media-based stereotypes on visiting their native country, this may simply be that the stereotypes have cued us to look for certain characteristics and to ignore others.

Activity 17.

Look at a recent copy of a tabloid newspaper. List the vocabulary used to describe women and compare it with the vocabulary used to describe or categorise men. You might look both at adjectives, and the *classes* to which women are assigned, e.g. Hillary Clinton is an exceptional (adjective) *politician* (class). What differences do you perceive in the portrayal of the sexes?

Activity 18.

Look at the following vocabulary, which depicts humans as food. Are these words used equally of men and women? You may need to use a dictionary, such as the *COBUILD English Dictionary*.

Nouns: *cookie, tart, eye-candy, arm-candy, crumpet, sugar, honey, sweetie, cheesecake, mutton dressed as lamb*

Adjectives: *tasty, dishy, insipid, refined, sour, bitter*

Comment 18.

You probably felt that *tart, crumpet, honey, mutton dressed as lamb* and *eye-candy* are used almost exclusively for women.

Activity 19.

Look at the sentences below and decide what processes the bolded verbs represent. In material processes what things or people are the actors and affected? In mental processes who are the thinkers and the experiencers of emotion, and what thoughts or feelings are they experiencing? In verbal processes who are the sayers?

1. Rebel Syrian group **sets up** government in exile.
2. Angelina Jolie **to be** witness in News Corp hacking case.
3. She **disgusts** me.
4. Iraq **denounces** world population conference.
5. Japanese parents **reconsider** cram school system.
6. I was **given** a present by John.
7. I **love** the present.
8. He **said** she should be more careful.

Comment 19.

I would analyse the clauses as follows:

ACTOR	PROCESS	AFFECTED	
Rebel Syrian group	sets up	radio station = MATERIAL	
TOKEN	PROCESS	VALUE	
Angelina Jolie	to be	witness in News Corp hacking case = RELATIONAL	
EXPERIENCE	PROCESS	EXPERIENCER	
She	disgusts	me = MENTAL (EMOTION)	
SAYER	PROCESS	TARGET	
Iraq	denounces	world population conference = VERBAL	
EXPERIENCER	PROCESS	EXPERIENCE	
Japanese parents	reconsider	cram school system = MENTAL (THINKING)	
AFFECTED (Beneficiary)	PROCESS	AFFECTED	ACTOR
I	was given	a present	by John = MATERIAL
EXPERIENCER	PROCESS	EXPERIENCE	
I	love	the present = MENTAL (EMOTION)	
SAYER	PROCESS	VERBIAGE/TARGET	
He	said	she should be more	

		careful = VERBAL	
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Activity 20.

The following text is part of an advertisement for a perm. The text has been modified to avoid copyright problems, substituting the product name with 'X'. It appeared in the magazine *Good Housekeeping*, and the visual accompanying the text depicts a woman running her fingers through long, black, curly hair.

Try to apply the type of grammatical analysis demonstrated above to this text. The verbs representing processes have been underlined to help you. We have also unpacked the more complicated clauses and put them in brackets. Analyse these too, giving you 14 analyses in all.

If you need guidance in the analysis, ask yourself the following questions:

- A. Which six verbs represent actions, material processes? Who are the actors in these processes? Which things or people are affected, if any? Who or what is represented as most powerful in this text? Who or what are least powerful?
- B. Which five verbs represent mental processes? Are these of perception, emotion or thought? If the experiencers (perceivers, thinkers and emoters) are identified, who are they? In cases where they are not identified, can we supply them easily?
- C. Which two verbs represent relational processes or states? Who/what are being described or categorised?
- D. Which verb represents a verbal process? Who does the speaking and who do they speak to?
- E. What explanation can you give for these patterns in the text, i.e. how are women, hairdressers, and the product represented? What might be the underlying ideological explanations?

1. Feel the difference X makes.
2. [X makes a difference]
3. X is a perm for you to enjoy.
4. [you enjoy a perm]
5. It gives your hair a superb feel and a new vitality.
6. As your hairdresser perms in X
7. every single hair receives a thorough beauty treatment through its conditioning agent Y.
8. Just imagine the difference.
9. Your hair not only has vitality – lasting body, bounce and curl,
10. but [your hair] also shines with a soft natural silkiness that feels as good as it looks.
11. [a soft natural silkiness feels good]
12. [a soft natural silkiness looks good]
13. So ask your hairdresser for X.
14. Because only he can add that finishing touch of brilliance to your hair style with X.

(Good Housekeeping May 1987, p.133)

Comment 20.

A.		
Material		
ACTOR		AFFECTED
X	(1) makes	a difference
ACTOR	AFFECTED	AFFECTED
It [X]	(2) your hair	a superb feel and a new vitality.
ACTOR	AFFECTED	
your hairdresser	(3) perms in	X
ACTOR		
Your hair ...	(4) shines	(with a soft natural silkiness)
AFFECTED	AFFECTED	
every single hair	(5) receives	a thorough beauty treatment
ACTOR	AFFECTED	
only he	(6) can add	that finishing touch of brilliance (to...X)

The material processes confer no power on the women, the potential consumers of the perm. Instead, power resides in the product, X, and the hairdresser who uses it. Women are seen as relatively passive. Only part of the woman's body, the hair, has any agency attached to it.

B.		
Mental		
EXPERIENCER	EXPERIENCE	
(you)	(1) feel	the difference = MENTAL (PERCEPTION)
EXPERIENCER	EXPERIENCE	
you	(2) enjoy	a perm = MENTAL (EMOTION)
EXPERIENCER	EXPERIENCE	
(you) Just	(3) imagine	the difference = MENTAL (COGNITION)
EXPERIENCE		
a soft natural silkiness that (4) feels as good as it looks = MENTAL(PERCEPTION?)		

In contrast with material processes, the women consumers are represented as indulging in mental processes a whole lot more, either of emotion ('enjoy') or perception ('feels') or thinking ('imagine'). They are the explicit or implicit experiencers in the first four of these clauses, this role being implied by the visuals. In the last clause the perceiver (experiencer) is presumably whoever admires the hair of the woman consumer. Predictably enough, the experiences throughout are either the perm or the qualities it produces in the hair.

C.		
Relational		
(TOKEN – Carrier)		(VALUE – Attribute)

X	is	a perm for you to enjoy
(TOKEN – Possessor)		(VALUE—Possession)
Your hair	[not only] has	vitality

These clauses concentrate on describing the product and the qualities it can transfer to the hair of the consumer.

D.			
Verbal			
(SAYER)		(RECEIVER)	(TARGET)
(you)	ask	your hairdresser	for X

Again, women can't actually do much except verbalise what they want to their hairdresser, who, along with the product, is the only person with power.

E.

Summary

Obviously adverts are attempts to sell products, so it is not surprising that the focus is upon the product, what it can do, its qualities, and the way it can change the qualities or potential of the customer's hair. The depiction of the readers of the ad as indulging mostly in mental processes centring on parts of their own bodies fits in with a stereotype of a woman worrying about whether she is an object beautiful enough to attract men. That the women themselves are not actors in material processes also reinforces this stereotype of the passive female, and in a sense thereby de-personifies her. The fact that the hairdresser, male, comes over as quite powerful may be explained by the readership of *Good Housekeeping*: middle-aged women, who might appreciate the intimate touch of a male hairdresser.

Activity 21.

Take the following passage and turn the underlined verbs into the passive, putting the actors into a *by* phrase. This will mean making the object of the sentences (italicised) the subject of the passive clause.

As always bad events usurp *the news agenda*, and as I write in the comfort of my home, the New Orleans catastrophe fills *the television screens and front pages*. Horrific though it was, it distracts *us* from the more extensive suffering caused by the tsunami in December 2004, that disastrously splashed across the bowl of the Indian Ocean. That awful event starkly revealed *the power of Earth to kill*.

In what cases could the actor in the *by* phrase be omitted?

Comment 21.

As always the news agenda is usurped by bad events, and as I write in the comfort of my home, the television screens and front pages are filled by the New Orleans catastrophe. Horrific though it was, we are distracted [by it] from the more extensive suffering caused by the tsunami in December 2004, that disastrously splashed across the bowl of the Indian Ocean. The power of the Earth to kill was starkly revealed [by that event].

Notice that in only two cases can the actor be omitted, as indicated by the brackets. And even then the missing actor can be inferred from the context. So passives do not necessarily leave a gap in our thinking.

Activity 22.

- A. Look at the following passage about children's learning and identify the nominalisations in the underlined clauses. There are at least ten but you should be able to find eight. Then give the verb or adjective which has been nominalised.

We agree that all children need to succeed; but do we mean the same thing? My own feeling is that success should not be quick or easy, and should not come all the time. Success implies overcoming an obstacle, including, perhaps, the thought in our mind that we might not succeed. It is turning 'I can't' into 'I can and I did.'

We ought to learn, beginning early, that we don't always succeed. Life holds many more defeats than victories for all of us. Shouldn't we get used to this early? We should learn, too, to aim higher than we think we can hit. 'A man's reach should exceed his grasp, or what's a heaven for?' What we fail to do today, we, or someone, may do tomorrow. Our failure may pave the way for someone else's success.

- B. Combine the following pairs of sentences by nominalising the underlined verb or adjective. In some cases you will have to add the verb (if you like, try the one provided in brackets). e.g.:

If you word-process at the keyboard for long periods this stresses your eyes and wrists. It is very exhausting (leads to) → Word-processing at the keyboard for long periods leads to stress of the eyes and wrists and to exhaustion.

1. People applauded. The play ended. (follow)
2. John ate the banana skin. This shows he is stupid.
3. We stayed in Switzerland. It was wonderful.
4. The jury agreed with the judge. He suggested that I was guilty.
5. The mountains are cool. When moist air goes over them it condenses. (cause)

Comment 22.

A.
My own **feeling** is that **success** should not be quick or easy. (feel, succeed)
Success implies **overcoming** an obstacle, including, perhaps, the **thought** in our mind that we might not succeed. (succeed, overcome, think)
Life holds many more **defeats** than victories for all of us. (defeat)
'A man's **reach** should exceed his **grasp**'. (reach, grasp)
Our **failure** may pave the way for someone else's **success**. (fail, succeed)

- B.
1. Applause followed the end of the play.
 2. (John's) eating the banana skin shows (his) stupidity.
 3. Our stay in Switzerland was wonderful.
 4. The jury agreed with the (judge's) suggestion that I was guilty.
 5. The coolness of the mountains causes the condensation of moist air that/when it goes over them.

Activity 23.

Try rewriting sentences 12–15 of the news report below, ‘Iraqi Sunni protest clashes in Hawija leave many dead’, in order to apportion agency and responsibility more clearly. This might mean de-nominalising the underlined words and de-passivising the italicised clauses. You can discuss the changes you have made, using the appropriate terminology, and say what differences in meaning the changes make.

Iraqi Sunni protest clashes in Hawija leave many dead (1)

More than 20 people have been killed in clashes between security forces and Sunni Arab protesters in northern Iraq, officials say (2).

Violence erupted when security forces raided an anti-government protest camp in Hawija, near Kirkuk (3).

Two Sunni ministers said they were resigning in protest over Tuesday’s raid (4).

It was the worst violence between security forces and Sunni protesters in recent months (5).

Tens of thousands of Iraqis in Sunni-dominated areas have been protesting against Prime Minister Nouri al-Maliki, accusing his government of discriminating against them (6).

The government denies the accusations and says that *protesters have been infiltrated by militant groups* (7).

Hawija has been under siege since Friday, when *an Iraqi officer was killed in clashes with protesters* (8). Residents refused a demand to hand the suspects over (9).

A final attempt at mediation broke down on Monday night and *troops were sent in* at dawn, the BBC Arabic’s Rafid Jaboori reports from Baghdad (10). The government claimed its forces came under attack and had to respond (11).

The defence ministry said *20 ‘gunmen’ and three officers were killed*, while other officials said that as many as 27 people had died (12).

After the raid, Sunnis briefly seized control of three checkpoints near Hawija before the army, reportedly using helicopter gunships, retook them (13). *A number of further deaths were reported as the checkpoints were attacked* (14).

In Hawija, the army cleared the square where the protest camp *had been set up*, burning tents, Reuters news agency reported (15).

Comment 23.

One possibility would be:

The defence ministry said 20 ‘gunmen’ and three officers **were killed**, while other officials said that as many as 27 people had died (12) →

Protesters killed three officers

After **the raid**, Sunnis briefly seized **control** of three checkpoints near Hawija before the army, reportedly using helicopter gunships, retook them (13). →

After the security forces raided the camp ... Sunnis controlled three checkpoints.

A number of further **deaths were reported** as the checkpoints **were attacked** (14).
→

A number of other protesters died, an eyewitness reported, as Sunni men, women and children attacked the checkpoints.

In Hawija, the army cleared the square where the **protest camp** had been set up, burning tents, Reuters news agency reported (15) →

Sunnis had camped to protest against government persecution

The most important effect is to be found in supplying the Sayer and Actor in 14, which makes clear that Sunnis died (rather than, for example, security forces). This might make the reader more sympathetic to the Sunni protestors. These deaths were reported by eyewitnesses first-hand, rather than, for example, the security forces or a distant news agency, which might make the report more credible. By saying that men, women and children did the attacking, more sympathy might be gained for the Sunni cause, compared with, say, ‘armed Sunni insurgents’.

Activity 24.

Look at the images below and identify the ideational meanings or processes represented through them:

- A. <insert image 2a here>
- B. <insert image 2b here>

Comment 24.

Image A: The image realises a **conceptual classificational** process with **covert** taxonomy. The image presents women with different attributes such as ethnicity or backgrounds with common elements: they are all young and they are all in denims. Thus, despite their differences, the women are represented as belonging to the same class/membership, that of energetic and fashionable youngsters. This covert taxonomy is strategically employed by visual text producers to ‘naturalise’ the way they classify entities that normally do not belong to the same class intrinsically. As a result, there is an apparent equivalence among the participants as they are depicted in a ‘more or less objective, decontextualised way’.

Image B: The image realises a **narrative actional non-transactional** process. There is only one participant, David Beckham, and no action directed towards anyone or anything. The process can be verbally represented as: David Beckham is playing football. The prominence of the *actor* is realised by the relative space occupied by Beckham in the image and hence the focus here is clearly Beckham. The purpose of the image therefore is not only to describe ‘what is happening’, but also ‘who is performing the action’. The participant performing the action is not an average football player, but one of the best professional players and sport celebrities. Most importantly, he is donning a T-shirt with Herbalife on it and Adidas shoes. Both of these brands take advantage of the sportsman’s status as a marketing strategy to sell its products. So, when consumers buy any of these items, they are not just purchasing a product, they are purchasing the symbolic value attached to the product and reinforced by the visual of the sports celebrity Beckham.