

牛津应用语言学丛书



A Grammar of Speech

□ 语 语 法

David Brazil



上海外语教育出版社



牛津应用语言学丛书

口语语法

A Grammar of Speech

David Brazil 著

上海外语教育出版社

上海市版权局

著作权合同登记章

图字:09-1999-026号

牛津应用语言学丛书

A Grammar of Speech

口语语法

David Brazil 著

上海外语教育出版社出版发行

(上海外国语大学内)

中华商务联合印刷(广东)有限公司印刷

新华书店上海发行所经销

开本 880 × 1187 1/32 9印张 348千字

1999年4月第1版 1999年6月第2次印刷

印数:3000册

ISBN 7-81046-586-4

H·596 定价:18.00元

Oxford University Press
Walton Street, Oxford OX2 6DP

Oxford New York
Athens Auckland Bangkok Bombay
Calcutta Cape Town Dar es Salaam Delhi
Florence Hong Kong Istanbul Karachi
Kuala Lumpur Madras Madrid Melbourne
Mexico City Nairobi Paris Singapore
Taipei Tokyo Toronto

and associated companies in
Berlin Ibadan

Oxford and *Oxford English* are trade marks of Oxford University Press

ISBN 0 19 437193 X

© David Brazil 1995

First published 1995

Second impression 1995

No unauthorized photocopying

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of Oxford University Press.

This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, re-sold, hired out, or otherwise circulated without the publisher's prior consent in any form of binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

Typeset by Wyvern Typesetting Ltd, Bristol

This edition of *A Grammar of Speech*,
originally published in 1995, is published
by arrangement with Oxford University Press.

本书由牛津大学出版社授权上海外语教育出版社出版。

出版前言

这是一部从新的视角来描写和分析英语口语语法的学术专著,作者 D·布拉泽尔是伯明翰大学人文科学高级研究院的研究员。1975 年起任教于该校英语系,并从事话语语调的研究。1986 年退休后,曾到巴西及日本的一些大学讲学,并开始将自己在语调研究中的成果应用于对语法的考察。

本书根据现实生活中的语料,运用新观点和新方法来分析英语口语语言的语法现象。其基本思想是说话者和听话者把他们共同了解的复杂背景运用于每一段有目的的交谈,这种共同了解存在于整个言语行为之中。口语语法的目的在于解释交际者如何通过调节话语功能来加强对对方话语的理解。其中作者首先考虑到两个问题:(1)说话者编码时所采取的逐步进行的方式;(2)说话者在理解和说话时,如何把现实世界的知识和理论上的语言知识联系起来。

口头言语交际具有相互作用的特性。无论是即席交谈还是发表演说,任何进行言语交谈的人必定同时通过彼此的言语行为产生相互作用。在书面表达时相互作用的特性有时表现得并不十分明显,而以往几乎所有的语法研究都侧重于书面语言。布拉泽尔十分明确地主张不能以传统语法为框架来分析口语的语法结构,因为这些语法是基于对书面语言的研究。这就为语法研究提供了一个新的视角,同时也突出了语调在语法研究中的作用。语调分析奠定了全书的基调。作者通过语调来阐明相互影响的意义并认为语调和短语的结合便产生了有意义的话语。

对于口头语言数据分析感兴趣的读者以及从事英语教学工作的教师都不难发现这是一本有创意的新书。它同时也适用于应用语言学专业的研究生和高年级学生,可以作为他们的教学参考书。

本社编辑部

Acknowledgements

I am indebted to my storytellers for providing me with a corpus to work on, but must keep the promise of anonymity that I made them.

The book has had a lengthy gestation, and most of my former colleagues in the School of English at Birmingham University have been involved at some time or other in the exchange of ideas without which I could never have completed it. I should like to mention three in particular: Richard Cauldwell, Martin Hewins, and Dave Willis.

Anna Mauranen and Laurence Schourup were both kind enough to read an early version of the manuscript and offer invaluable comments and advice.

I am grateful to the series editors, John Sinclair and Ronald Carter, for their help and generous promotion of the book, and to Antoinette Meehan of Oxford University Press for efficiently steering it through the editorial process.

The author and publishers would like to thank the following for permission to reproduce material that falls within their copyright:

Cambridge University Press for extracts from *An Introduction to Theoretical Linguistics* (1968) by John Lyons.

Every effort has been made to trace the owners of copyright material in this book, but we should be pleased to hear from any copyright holder whom we have been unable to contact.

The author and series editors

The late **David Brazil** was a Fellow of the Institute of Advanced Research in the Humanities at the University of Birmingham, and joined the English Department there in 1975 to work on discourse intonation. After taking early retirement in 1986, he was visiting professor at universities in Brazil and Japan, where the main thrust of his work was to apply the principles that informed his intonation studies to a fresh examination of grammar.

John Sinclair has been Professor of Modern English Language at the University of Birmingham since 1965. His main areas of research are discourse (both spoken and written) and computational linguistics — with particular emphasis on the study of very long texts. He has been consultant/adviser to a number of groups, including, among others, the Bullock Committee, The British Council, and the National Congress for Languages in Education. He holds the title of Adjunct Professor in Jiao Tong University, Shanghai. Professor Sinclair has published extensively, and is currently Editor-in-Chief of the Cobuild project at Birmingham University.

Ronald Carter is Professor of Modern English Language in the Department of English Studies at the University of Nottingham, where he has taught since 1979. He is Chairman of the Poetics and Linguistics Association of Great Britain, a member of CNAA panels for Humanities, and a member of the Literature Advisory Committee of The British Council. Dr Carter has published widely in the areas of language and education, applied linguistics, and literary linguistics. He is Director of the Centre for English Language Education at the University of Nottingham, and from 1989 to 1992 was National Co-ordinator for Language in the National Curriculum.

Foreword

Describing English Language

The Describing English Language series provides much-needed descriptions of modern English. Analysis of extended naturally-occurring texts, spoken and written, and, in particular, computer processing of texts have revealed quite unsuspected patterns of language. Traditional descriptive frameworks are normally not able to account for or accommodate such phenomena, and new approaches are required. This series aims to meet the challenge of describing linguistic features as they are encountered in real contexts of use in extended stretches of discourse. Accordingly, and taking the revelations of recent research into account, each book in the series will make appropriate reference to corpora of naturally-occurring data.

The series will cover most areas of the continuum between theoretical and applied linguistics, converging around the mid-point suggested by the term 'descriptive'. In this way, we believe the series can be of maximum potential usefulness.

One principal aim of the series is to exploit the relevance to teaching of an increased emphasis on the description of naturally-occurring stretches of language. To this end, the books are illustrated with frequent references to examples of language use. Contributors to the series will consider both the substantial changes taking place in our understanding of the English language and the inevitable effect of such changes upon syllabus specifications, design of materials, and choice of method.

John Sinclair, *University of Birmingham*
Ronald Carter, *University of Nottingham*

A Grammar of Speech

This is a courageous and innovative book. For many years its author has expressed dissatisfaction at the poor representation of speech in conventional grammars, and now he offers a grammar that puts the organization of the spoken language in central position.

For David Brazil, the most important feature of speech is its interactive character. Whether in intimate conversation or public performance, anyone communicating through speech must be engaged in shaping an interaction through co-operative verbal behaviour, in real time. With writing, things are different, and the interactive nature of the communication may be obscured at times. The segmentation into units, especially sentences, is usually clearer, however, and there is not normally any need to pay minute attention to the passage of real time while one is composing a written piece.

Small wonder, then, given these differences, if grammars concentrate on either the spoken or the written form, and tend to neglect the other. Almost all grammars focus on the written language, and the few that claim to deal with speech make only modest concessions to the special character of speech.

David Brazil starts from a firm position: that speech will be examined for its grammatical structure without reference to the received conventions of grammatical description, since these arise mainly from the study of written language. This perspective gives a new look to the grammar, and a rich role to the intonation choices that we make, and that have little place in other grammars. The new model turns out to be more general than was envisaged, and could form the basis of a genuine integrated grammar of speech and writing.

The brilliant analysis of intonation that forms the powerhouse of this description has been evolving for some twenty years, and has been the inspiration for many other studies, some of which are listed in the bibliography. Here, it accounts for interactive meaning in the broader perspective of a grammar, and combines with a phrase generator to create the specifications for meaningful utterances.

I commend this fascinating book to anyone with an interest either in the spoken language or the grammar of English; they will profit from studying it. For David Brazil's close colleagues, there will be an end to waiting for him to articulate this valuable model.

John Sinclair

Transcription notations

The following notations are used throughout the book:

| | |
|--------|--------------------------------------|
| A | adverbial element |
| E | adjectival element |
| N | nominal element |
| P | preposition |
| P/N | preposition/nominal element |
| V | verbal element |
| V' | non-finite verbal element |
| W | open selector |
| a | suspensive adverbial element |
| d | article |
| d° | article with zero realization |
| e | suspensive adjectival element |
| n | suspensive nominal element |
| p | suspensive preposition |
| v | suspensive verbal element |
| v' | suspensive non-finite verbal element |
| w | suspensive open selector |
| // // | tone unit boundary |
| //P// | proclaiming tone |
| //R// | referring tone |
| //0// | level tone |
| //r// | referring tone (non-dominant) |
| //p// | proclaiming tone (non-dominant) |
| //r+// | referring tone (dominant) |

Transcription notations

| | |
|--------|-------------------------------|
| //p+// | proclaiming tone (dominant) |
| + | reduplication |
| Ø | element with zero realization |
| # | end of increment |
| & | <i>and</i> or <i>so</i> |

Contents

| | |
|--|------|
| Acknowledgements | xi |
| The author and series editors | xii |
| Foreword | xiii |
| Transcription notations | xv |
| Introduction | |
| An exploratory grammar | 1 |
| Starting assumptions | 2 |
| Why do we want a linear grammar? | 4 |
| Discourse analysis | 4 |
| What is a sentence grammar? | 7 |
| Product and process | 10 |
| Why speech? | 11 |
| Who is it for? | 12 |
| 1 The argument and organization of the book | |
| Communicating in time | 15 |
| Immediate constituent grammars | 17 |
| Finite state grammars | 20 |
| Summary of the argument | 21 |
| Development of the description | 22 |
| 2 Used language | |
| Sample of data | 24 |
| Used speech is purposeful | 26 |
| Going through the motions | 28 |
| Interaction | 29 |
| What can be told or asked? | 30 |
| Communicative need | 31 |
| Participants co-operate | 31 |
| Dealing with mismatches | 32 |
| Projecting a need | 32 |
| Existential values | 33 |

Contents

| | |
|---|----|
| Meaning and value | 33 |
| Existential antonyms | 34 |
| Scholarly background | 36 |
| Process and product | 37 |
| The purposeful increment | 38 |
| | |
| 3 Telling and asking exchanges | |
| The telling increment | 41 |
| Minimum requirements for telling: syntactic | 42 |
| Minimum requirements for telling: intonational | 44 |
| | |
| 4 The simple chain | |
| Initial, Intermediate, and Target States | 47 |
| Three-element chains | 48 |
| Four- and five-element chains | 50 |
| A set of sequencing rules | 51 |
| Some implications of the sequencing rules | 51 |
| The simple chain | 55 |
| Sample of data | 56 |
| | |
| 5 Non-finite verbal elements | |
| Non-finite forms | 57 |
| Extensions | 57 |
| Chains representing more than one telling increment | 61 |
| Suspension | 61 |
| Suspension in simple chains | 62 |
| Characteristics of suspensions | 64 |
| Suspensive non-finite verbal elements | 64 |
| Suspensive elements before chain-initial N | 66 |
| Extensions and suspensions compared | 67 |
| Sample of data | 67 |
| | |
| 6 The relationship between elements | |
| The relationship among constituents | 69 |
| Post-verbal and post-nominal functions | 70 |

Contents

| | |
|---|-----|
| Indeterminacy and ambiguity | 71 |
| Non-significant differences | 73 |
| Indeterminacy in chains with non-finite verbal elements | 74 |
| Unrestricted reference | 76 |
| A finite-state account | 76 |
| Non-finite verbal elements as suspensions | 77 |
| 7 The timing of events | |
| The two time continua | 79 |
| Event time and moment of utterance | 79 |
| Differentiated and undifferentiated time reference | 80 |
| Perfective and imperfective verbs | 81 |
| Exploitation | 82 |
| Non-finite verbal elements | 84 |
| Event time with the <i>-ing</i> form | 85 |
| Event time with the <i>to</i> form | 85 |
| Event time with the <i>pp</i> form | 86 |
| Linearity | 87 |
| The effect of suspension | 88 |
| Non-finite verbal elements with post-nominal function | 88 |
| 8 Selection and communication | |
| Prominence and selection | 90 |
| Existential values | 92 |
| Tone units with two prominent syllables | 95 |
| The nature of prominence | 95 |
| Selection in two-prominence tone units | 96 |
| Sample of data | 100 |
| 9 More on verbal elements | |
| Analysis of multi-word elements | 101 |
| Selectional possibilities of auxiliary <i>have</i> | 102 |
| Communicative deficiency | 104 |
| Auxiliary <i>have</i> followed by non-finite forms | 105 |
| Auxiliary <i>be</i> | 107 |
| Events and conditions | 108 |
| Auxiliary <i>be</i> followed by non-finite forms | 109 |
| Longer verbal sequences | 111 |

Contents

10 Modals and the plain infinitive

| | |
|---|-----|
| Modals | 113 |
| Base form of non-finite elements | 114 |
| Modals in sequence with non-finite forms | 115 |
| Conversational use of modals | 116 |
| Verbal element <i>do</i> | 119 |
| Plain infinitives following other verbal elements | 120 |
| Sample of data | 120 |

11 More extensions and suspensions

| | |
|--|-----|
| Reduplication | 121 |
| The + symbol | 122 |
| Preposition/nominal elements | 123 |
| Indeterminacy resulting from reduplication | 123 |
| Same or different referent? | 127 |
| Reduplicative N as extension or suspension | 128 |
| Finite second predication | 128 |
| Summary | 130 |

12 Zero realization

| | |
|--|-----|
| Second mention | 131 |
| The \emptyset symbol | 132 |
| Zero realization in finite second predications | 133 |
| <i>Who</i> | 134 |
| Optional elements | 136 |
| Uses of zero realization compared | 137 |

13 Open selectors

| | |
|--|-----|
| The pertinence of selection | 139 |
| Open selectors in telling increments | 140 |
| Functional indeterminacy of open selectors | 141 |
| Selection by equation | 143 |
| Prominent and non-prominent W | 144 |
| Selection by predication | 145 |
| Suspensions | 146 |
| Slot-filling <i>who</i> | 147 |
| Sample of data | 150 |

Contents

14 Nominal elements

| | |
|--|-----|
| Events and things | 151 |
| Characterizing and identifying | 151 |
| Speaker's choice | 153 |
| Post-nominal specification | 155 |
| Other kinds of post-specifiers | 157 |
| Pre-nominal specification | 159 |
| Ordering of adjectival elements | 161 |
| Intonation of pre-specified nominal elements | 164 |

15 Talk about talk

| | |
|-----------------------------------|-----|
| What does the discourse count as? | 167 |
| Retrospective labelling | 170 |
| Unlabelled intentions | 171 |
| Essential and incidental items | 171 |
| Secondary purposes of increments | 172 |
| Illocutionary force | 173 |
| Explicit and implicit purposes | 175 |
| What is the discourse about? | 176 |
| Discrete labelling | 178 |

16 More talk about talk

| | |
|---|-----|
| Non-discrete labelling | 179 |
| Pre-empting the purpose | 181 |
| Tone choice | 182 |
| Suspensions at the beginning of the chain | 183 |
| Theme | 187 |
| Temporal precedence | 188 |

17 Asking exchanges

| | |
|-----------------------------|-----|
| Who knows what? | 190 |
| Initiating increments | 192 |
| Finding out or making sure? | 193 |
| Question types | 195 |
| Responses | 197 |
| Extended responses | 200 |

Contents

| | |
|---|-----|
| 18 What can go wrong? | |
| Chains that do not occur | 203 |
| Categories of constraint | 204 |
| Absolute constraints | 207 |
| Probable constraints associated with particular words | 208 |
| Category 3 constraints | 209 |
| On-line amendments | 211 |
| 19 A version of the story analysed | 214 |
| A linear analysis | 215 |
| Comments | 218 |
| 20 Uses of a linear account of grammar | |
| Principles | 222 |
| The sentence | 225 |
| A user's model? | 228 |
| Psychological reality? | 229 |
| Purposeful language and psycholinguistics | 230 |
| Language acquisition | 233 |
| Language learning and teaching | 234 |
| Seeing the wood for the trees | 235 |
| Learning to use a language or learning about it? | 239 |
| Appendix | 240 |
| Glossary | 247 |
| Bibliography | 256 |
| Index | 259 |