

# Intersubjectivity and learning: a socio-semantic investigation of classroom discourse

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INTERSUBJECTIVITY AND LEARNING:  
A SOCIO-SEMANTIC INVESTIGATION OF CLASSROOM  
DISCOURSE

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VOLUME 1: TEXT

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of the requirements for the degree of  
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## **ABSTRACT**

This thesis is concerned with the shaping of pedagogic subjectivities through classroom talk. It addresses a number of research questions, namely: In what ways do forms of intersubjectivity created in classroom talk shape the learning for children in two socio-economically disadvantaged classrooms? How do teachers' variant readings of official curriculum documents impact on classroom practices? How might the role of the teacher in such classrooms be usefully understood and articulated?

The research described in the thesis draws on socio-cultural approaches to language, learning and pedagogy. Systemic functional linguistics, which models cognition as meaning, provides the major theoretical position together with tools for close linguistic analysis (Halliday 1994, 1999). Vygotsky's complementary view of learning as the consequence of joint activity in semiotised environments highlights the role of the mediating agent (1978). Bernstein's theory of pedagogic relations provides a useful framework for understanding the circulation of cultural dynamics through locally situated pedagogic settings (1990, 1996, 2000).

The research adopts a case study approach; data comprises talk produced during a complete curriculum cycle in each primary classroom as well as interviews, written texts and official curriculum documents. The analysis proceeds through phases; that is, it initially describes the curriculum macrogenres (Christie 2002) then moves to more detailed linguistic analyses of prototypical texts from each setting. Mood, speech function and appraisal (Egins & Slade 1997, Martin & Rose 2003) are systems recognised in the SFL model as those which enact intersubjective relations. Close attention to their deployment in classroom interactions reveals much about how broad social roles are enacted, how the moral regulation of the learners is accomplished and how subtle differences in learning take place.

The analysis reveals considerable difference in the educational knowledge under negotiation. In one classroom, learners are stranded in localised, everyday discourses; while in the other, learners are given access to more highly valued curriculum discourses. It is argued that the interactive practices which produce such difference

result from teachers' readings of the official curriculum; readings which are shaped by particular philosophical orientations to curriculum, together with features of the local settings and their relations to the official pedagogic field.

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## PREFACE

... talking is a way of doing – of acting on others (and through them, on our shared environment) and in the process, constructing society (Halliday and Matthiessen 1999 pp523-524).

Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first *between* people (*interpsychological*), and then *inside* the child (*intrapsychological*). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All higher functions originate as actual relations between human individuals (Vygotsky 1978 p57).

Pedagogy is a sustained process whereby somebody (s) acquires new forms or develops existing forms of conduct, knowledge, practice and criteria, from somebody (s) or something deemed to be an appropriate provider and evaluator (Bernstein 1999a p259).

Talking, learning and teaching are the fundamental concerns of this thesis, which investigates the talking and learning practices in two Australian primary school classrooms with a view to better understanding the play of dialogic choices in shaping learner consciousness. The two classrooms belong to a network of public schools serving poor communities across metropolitan and regional areas in the state of NSW. Because socioeconomic background remains an important determinant of schooling success, particularly in Australia where poverty is increasingly intergenerational, concentrated by geographical location and in government schools (R. Martin 2002), the relationship between schooling practices and the reproduction of cultural dynamics is an important area for investigation.

The point of departure for the research is the view that learning is primarily social and takes place through participation in cultural activity featuring configurations of people and objects mediated most frequently by language (Vygotsky 1978, 1986/34). Cultural activities here are recognised as pedagogic practices which vary from situation to situation, from classroom to classroom, shaped by socio-cultural and institutional imperatives as well as more localised factors. Drawing inspiration from functional perspectives on language (Halliday & Hasan 1985, Martin 1992, Painter 1999a, Christie

2002) and the sociology of education (Bernstein 1990, 1996, 2000), the thesis contends that it is through participation in varying semiotised environments that learners acquire particular orientations to educational meanings and hence are socialised differentially as learners. Throughout, the role of the teacher as a powerful mediating agent exercising symbolic control is acknowledged. The thesis uses detailed linguistic analyses to explore how such symbolic control is enacted in interpersonal linguistic choices and to varying educational effects in two different settings. The two settings – one, a multicultural urban classroom and the other, a monocultural rural classroom - are typical yet very different contexts in which socio-economically disadvantaged children find themselves in Australia. Thus, through close readings of the local pedagogic contexts, the thesis provides insights into both the nature and operation of the language (the relay) and also the learning (the relayed) within the broader institutional context of schooling (Bernstein 1990 p63).

The thesis addresses the following overarching questions regarding talk and learning practices:

1. In what ways do forms of intersubjectivity created in classroom talk shape the learning for children in two socio-economically disadvantaged classrooms?
2. How do teachers' variant readings of official curriculum documents impact on classroom practices?
3. How might the role of the teacher in such classrooms be usefully understood and articulated?

There are also several relevant contributing questions, namely:

- How are different learning contexts produced through interactive practices in two classroom settings?
- What is the nature of the educational knowledge under construction in each classroom? To what extent do generalisation, technicality and abstraction feature in that knowledge?
- How are teachers' ideological positionings enacted in classroom practices?

Chapter one of the thesis introduces the major informing theories for the thesis; that is, those that focus on social perspectives on language, learning and pedagogy. In particular, it features a detailed exegesis of the theory of language as a social semiotic

(Halliday 1980, 1994, Halliday & Hasan 1985) together with sociocultural approaches to cognition (Vygotsky 1978, 1986/34). It also introduces elements of Bernstein's theory of pedagogic relations (1990, 1996, 2000).

Chapter two concerns the methodological issues of the research. It describes the curriculum and classroom contexts for the research. It provides details of the research design; that is, the identification of the research settings, the role of the researcher as participant observer, the collection and selection of data, and the process of analysis. The relevant tools of linguistic analysis are explained in detail with reference to the systemic functional model from which they are drawn.

Chapters three, four and five represent the key analytical stages of the thesis. Chapter three maps the emergent learning contexts of each research setting using a macro approach that addresses the structure of the curriculum units taught in each classroom. In the process, key texts are identified from the classroom data for the more detailed linguistic analyses presented in chapters four and five. These chapters are particularly interested in the relationship between language choices for expressing interpersonal meanings and their affordances in terms of educational discourses and the construction of learning communities. In parallel with the linguistic analyses throughout these three chapters, Bernstein's theory of pedagogic relations is explained in increasing detail. In this way, the socio-cultural and interpersonal aspects of the emergent contexts are brought into relief.

Chapter six summarises the analyses and interpretations presented in the three previous chapters. It discusses these with reference to prevailing curriculum materials and to interviews with teachers. It draws together the key issues, arguments and the theoretical constructs to make sense of the research. It also suggests directions for teacher education and curriculum development.

## CHAPTER ONE

### LITERATURE REVIEW

Knowledge is transmitted in social contexts, through relationships, like those of parent and child, or teacher and pupil, or classmates, that are defined in the value systems and ideologies of the culture. And the words that are exchanged in these contexts get meaning from activities in which they are embedded, which again are social activities with social agencies and goals (Halliday & Hasan 1985 p5).

In order to understand the talk and learning practices that operate in the two classrooms comprising the social contexts for the research, this chapter will examine important theoretical and applied perspectives on language, learning and the nature of the participants in those processes. Because classroom events inflect the particular ideological and historical, as well as material conditions under which teachers and children participate (Halliday & Hasan 1985, Tickle 1994), I will begin by identifying major theories relevant to language and learning research in social traditions. However, as Bernstein (2000) points out, theories are recontextualised by teacher education agencies (eg teacher education institutions, education systems and publications of professional associations) and by teachers in the implementation of curriculum. This makes it necessary to survey literature relevant to theoretical applications of language and learning in the context of organised schooling. Because school is a site where social relations involving socio-economic status, gender and ethnicity are constructed, reproduced (and sometimes transformed) with considerable consequences for the learners involved, the mechanisms by which those relations are played out in talk and learning practices are of interest. Therefore, some theoretical work on subjectivity (and intersubjectivity) will be considered in an effort to arrive at an account of the individual pedagogic subject that acknowledges the sociocultural nature of learning and identity construction.

Finally, because the sites for this research are classrooms in schools designated as socioeconomically disadvantaged, I will examine relevant literature to do with the construction and reproduction of educational disadvantage through the practices of schooling. The concerns of this chapter are therefore twofold: firstly, to identify the



theoretical interests, the informing concepts, the junctures and gaps relevant to this research; and secondly, to locate the discourses through which the pedagogical practices and the subject positions for the participants introduced through the data have been constructed.

## **1.1 Sociocultural approaches to language and learning**

This thesis takes the view that learning is first and foremost a social activity. The term ‘social’ in this instance acknowledges that learning takes place in social institutions as well as through the more locally situated interactions between individuals. The term may also be interpreted both phylogenetically and ontogenetically. In other words, learning is at once an individual and an intergenerational activity; the latter involving cultural transmission and renewal. Such sociocultural approaches to education owe much to the work of Lev Semenovich Vygotsky (1886/34). Influenced by the Marxist philosophy of the time (post revolutionary Russia) and drawing on psychology, semiotics and linguistics, Vygotsky sought to explain the relationship between culture and the human mind. Although little known outside Russia until the 1960’s, Vygotsky’s work and that of his colleagues and students, Luria and Leont’ev, has since the 1980’s influenced much educational thought and practice elsewhere (for example Gray 1985, Rothery 1986, Edwards and Mercer 1987, Newman, Griffin & Cole 1989, Lave & Wenger 1996, Engestrom 1999, Wells 1999, Daniels 2001, Kozulin 2003).

### **1.1.1 Vygotskian theory**

Vygotsky identified the two significant factors in individual cognitive development as the biological (the elementary functions) and the sociocultural (the higher mental functions). Biological or elementary mental functions, which include memory, attention, perception and thinking, are the initial basis for ontogenetic development. However, this ‘natural’ line of development is intersected by a social or cultural line of development at a point in infancy. The social line includes the artefacts and practices created and recreated by successive generations; for example, literary texts and their means of production, distribution and interpretation through such institutions as education and the media. According to Vygotsky, the social line of development acts on the elementary mental functions and transforms them into higher mental functions.

To illustrate this important distinction, Vygotsky distinguished between natural or spontaneous memory (an elementary mental function) and voluntary memory (a higher mental function). In spontaneous non-mediated memory, something is remembered because of a stimulus from the environment; for example, the sight of a product on the supermarket shelf may remind me of the need to purchase that item. However, voluntary memory is mediated by use of aides such as a notched stick, a piece of string around the finger or a list of grocery items. In higher mental functions, human agency comes into play - humans remember something. 'They [the lists, notched sticks, pieces of string] extend the operation of the human memory beyond the biological dimensions of the human nervous system and permit it to incorporate artificial, or self-generated, stimuli, which we call signs' (Vygotsky, 1978 p39). Development is then not just a matter of biological maturation but involves the technologies of the culture too. Human development, according to Vygotsky, differs from that of animals in that the culturally elaborated forms of behaviours described above enable humans to change their environment and therefore their history.

Vygotsky distinguished between elementary and such higher mental functions by the following criteria:

- (1) The shift of control from the environment to the individual, that is the emergence of voluntary regulation; (2) the emergence of conscious realization of mental processes; (3) the social origins and social nature of higher mental functions; and (4) the use of signs to mediate higher mental functions (Wertsch 1985 p25).

The most important contributions of Vygotsky's work to the concerns of this thesis are the latter two criteria: the claims that the origins of individual mental functioning are social, and of the significance of tools and signs (most particularly language) in human mental development.

#### **1.1.1.1 Internalisation: The social origins of individual mental functioning**

Vygotsky stressed the interpersonal as well as the sociocultural origins of individual psychological functioning. Interaction is most significant in individual human development and Vygotsky believed that what children could do with assistance was more indicative of their cognitive development than what they could do alone. *The zone of proximal development* (ZPD), a construct he saw as providing the mechanism

whereby language becomes thought, refers to the distance between what has already been achieved developmentally and the potential development as determined through collaborative activity with more expert others. Addressing a fundamental educational question, Vygotsky saw the relationship between learning and development as one in which learning precedes development. This is an important point of difference between Vygotsky and the other major educational thinker of the time – Piaget – who emphasised the role of maturation rather than social context in development (Cohen 1983, Daniels 2001). Learning in Vygotsky's terms creates the zone of proximal development in which developmental processes are activated and *internalised* as a result of interaction with others. Cognitive development is therefore result of social dialogic activity rather than an individual performance driven by maturation.

Thought and language are coupled as twin aspects of cognition in the zone of proximal development, where language fills two roles: it enables those involved to plan and coordinate the activity and, as external speech, it is the basis for internal speech (Wells 1999 p35). Learning takes place in interaction in the zone of proximal development, as activity is 'language'd', and consequently drives individual cognitive development. In this way, collaborative activity becomes individual through internalisation. Internalisation refers to the process where an external activity (performed in a social context with another/others) is internally reconstructed; thus an interpersonal process becomes an intrapersonal one (Vygotsky 1978 p57). Therefore, the exploration of the discourse between teachers and students (and students and students) in this thesis can be seen as an exploration of internalisation processes within the zone of proximal development.

Lave and Wenger (1996 p47) warn that viewing learning as a process of internalisation can be highly problematic. They argue that in such a view, the nature of the learner, of the world and of their relations tend to be left unexplored; and the notion of the individual is often unexamined. Instead, they use the concept of *participation* to describe the way in which a person becomes a member of a sociocultural community through engagement in social practices. These social practices are constantly renewed or transformed in communities and in turn shape the 'person' through the social relations enacted in them, hence learning is an integral part of all social practice.

Activities, tasks, functions, and understanding do not exist in isolation; they are part of broader systems of relations in which they have meaning. These systems of relations arise out of and are reproduced and developed within social communities, which are in part systems of relations among persons. The person is defined by as well as defines these relations; to ignore this aspect of learning is to overlook the fact that learning involves the construction of identities (Lave & Wenger 1996 p147).

Learning, thinking and knowing are relationships among people as they are engaged in culturally (socially) meaningful activity. Thus learning as participation in activity not only recognises the inherently socially negotiated nature of meaning but also has an explicit focus on the person. In particular, the processes of identity formation are tied to learning through multiple relations with others as participation in joint activity. Lave and Wenger claim that participation is never fully internalised as knowledge structures nor fully externalised as artefacts or activity (1996 p51); participation is based on negotiation and renegotiation in the world. This is a view of learning as taking place inside social practices which occur between specific people under specific circumstances. Although Lave and Wenger (1996) eschewed schooling in their search for exemplifying material, a school site is just such a situated social practice; that is, schooling takes place under specific local conditions where versions of learning and what it means to be a participant are negotiated and played out in daily classroom activity. Accordingly, the account of educational practices in this thesis seeks to simultaneously address the broader social structuring of schooling outcomes and the situated practices negotiated as intersubjective relations among participants in two specific classroom contexts.

#### **1.1.1.2 Semiotic mediation: The role of tools and signs in cognitive development**

Vygotsky's analogy of 'tool' is particularly useful in understanding *semiotic mediation* or the role of classroom talk in learning. The use of a tool to go beyond behaviour as an immediate response in a situation to a 'culturally elaborated' form of behaviour is a process of mediation. Human mental activity is unique in its mediation by artefacts (or technical tools) and signs (or psychological tools). Both artefacts and signs are means of mediating activities: one aimed at mediating the external environment, the other is aimed internally at the mind and behaviour of the individual.

By being included in the process of behaviour [including mental behaviour], the psychological tool alters the entire flow and structure of mental functions. It does this by determining the structure of a new instrumental act just as a technical tool alters the process of a natural adaptation by determining the form of a labour operation (Vygotsky in Wells, 1999 p7).

In other words, Vygotsky postulated a dialectic relationship in which the individual acts upon and in turn is acted upon by the social context (Daniels, 2001 p14). Psychological tools or sign systems are products of the culture and include language, counting systems, mnemonic systems (such as the notched sticks and strings tied around finger described earlier), algebraic symbol systems, works of art, diagrams, maps, technical drawings. Signs transform mental functions: they not only make behaviours beyond immediate response possible, they enable humans to reconstruct, to reflect on past activity and to construct and consider future activity. In Vygotsky's work, semiotic mediation usually meant mediation by language (spoken and written); he regarded speech as the sign system that enables humans to reorganise perceptions and 'to create new relationships between psychological functions' (1978 p38). Importantly for schooling, the sign system of language becomes a mediating mechanism through which consideration of 'decontextualised' activity or linguistically constructed reality becomes possible. Hence close attention to the language used in classrooms reveals much about the processes through which learners are enculturated into 'higher mental functions'.

Although Vygotsky saw speech as synonymous with semiotic mediation, Wells (1999 p6) is not entirely comfortable with a focus on language (spoken or written) as the dominant form of semiotic mediation. He cautions against the dominance of language as means of mediation, 'a single undifferentiated tool distinct from other modes of meaning' instead suggesting that language, together with other sign systems, forms a resource from which tools for semiotic mediation are drawn in a range of activities. However, Hasan argues that language, as well as being a more pervasive and subtle tool than any other, can be considered 'metasemiotic' because children's access to other abstract tools is heavily reliant on verbal semiosis (1996 p158). Therefore, the focus in this research is the talk produced in the classroom as teachers and students engage in activities around a range of other cultural artefacts and signs such as texts, worksheets, charts and tables.

### 1.1.1.3 Scaffolding

Scaffolding is an important way in which semiotic mediation has been theorised. Referring to the mediating role of the adult or enabling other in learning, it is a metaphor first used by Bruner (1985 p24-25) to describe the way in which adult assistance to young language learners in the ZPD gradually diminishes as the learner is able to complete language tasks independently. The concept has been applied in literacy pedagogy, most notably in the Australian context, by Gray (Gray 1985, Gray, Cowey and Rose 2000) in work with young indigenous learners, Rothery (1986) in 'genre-based' approaches to the teaching of writing, and by Hammond and others (2001) in multilingual classrooms. In current teaching practices, the term is used broadly to describe mediation in the form of teacher support through interactional prompts, the use of worksheets and concrete materials, strategies such as joint construction in which the teacher or more expert other writes with the students, and the selection and pacing of learning tasks.

Despite the prevalence of such strategies in common pedagogical practices, several issues arise in the sociocultural literature in relation to scaffolding approaches. Maybin, Mercer and Stierer (1992 p 188) argue that the concept is at once appealing and elusive: appealing because it directs attention to the role of teachers in mediating learning but elusive because of the difficulties in realising the concept in practices. They maintain that scaffolding is not just any type of assistance but a particular type of assisted mediation that brings learners to a point of 'autonomy' with respect to specific educational goals. On a different note, Lave and Wenger (1991) claim that scaffolding approaches emphasise the acquisition of cultural givens and tend to see learning as a culturally reproductive endeavour, ignoring the dynamics of change and transformation. However, it has been shown that current literacy pedagogies which mentor semiosis through modelling and scaffolding have the potential to engage quite young learners in the critique of cultural dynamics (Martin 2000a, Jones and Phillip 1999). This research will explore some of the ways in which teachers in two particular settings enact their roles as agents of semiotic mediation; most particularly the nature of the scaffolding made available to learners.

Those applications of sociocultural theory most familiar to Australian teachers tend to develop the concept of the ZPD further by using peer to peer instruction. These include reciprocal teaching - a structured reading strategy for assisting students to collaboratively build understandings of a text (Palincsar 1998). Jigsaw tasks which involve learners becoming expert in a topic then sharing that information with another 'expert' are another common strategy. Through such developed and structured tasks, the learners are involved in the co-construction of knowledge with members of a learning community. Collaborative learning research involves teachers who often, together with researchers, are interested in the patterns of interaction and the roles, values and interpersonal skills needed to be effective teachers and learners in a collaborative classroom (John-Steiner and Mahn 1996). Such applications, often considerably adapted, circulate widely throughout classrooms such as those described in the thesis.

Vygotsky's work has been extended in a number of directions. Activity theory is an important way in which his work has been read (particularly outside of Australia). Developed by Engestrom (1999), it views human development to be connected with activities and actions undertaken (often jointly) in the external environment. These activities and actions are analysed using a three tiered framework comprising activity, action and operation. In this strand of sociocultural theory, the practice(s) of schooling is viewed as activity, curriculum plans as actions, and linguistic behaviours as operations. Thus, activity theory provides a complementary approach to that taken in this research where curriculum and pedagogic practices are treated as discourse.

### **1.1.2 Issues in Vygotskian theory**

As we have seen, Vygotsky's theoretical perspectives underpin a considerable and divergent body of educational research and practice. There are however important issues unresolved in the work; we have already considered several of these, including the tensions between the individual and the cultural in the concept of internalisation and in the nature of scaffolding as a theorised form of semiotic mediation.

A major difficulty associated with Vygotsky's notion of semiotic mediation is that he provided only a partial picture of the possible interventions in the zone of proximal development (Hasan 1996). This gap has been addressed in studies of interaction in

early child language development (Painter 1985, Wells 1986) and of scaffolding in classroom contexts (Wood, Bruner and Ross 1976, Gray 1985, Gibbons 1999, Wells 1999, Sharpe 2000, Early and Hooper 2001, Hammond 2001). However, given that educational practice is both socially and historically situated and the mechanisms of mediation are influenced accordingly, it is reasonable to assume that different groups of children will experience different forms of semiotic mediation. Clearly, accounts from specific sites of the contexts for and the nature of mediation including scaffolding together with the ways in which teachers' interventions enable and respond to learners' growth toward independence are needed.

If the experiences of semiotic mediation are varied, then we might wonder about what is learnt. The outcomes of schooling demonstrate that what is measured as learning is not an undifferentiated universal. Hasan (1996a p183) critiques the construct of semiotic mediation because it ignores sociological variation. She is cautious about the term 'higher psychological functions', noting the difficulty of classifying forms of human consciousness and pointing out that higher functions are not uniform, that different mediations or fashions of speaking exist and consequently variant forms of consciousness. These forms of consciousness are tied to the social system and are not equally valued in the community. More recently Muller (2000) similarly cautions against regarding social practices as 'all of a piece'. He argues that some mediating practices provide access to discourses that are inherently more socially powerful than others and that access to these 'higher mental functions' is regulated.

Halliday (1994a p6) provides a means of usefully elaborating the term 'higher mental functions' by drawing on Bernstein's distinction between commonsense and uncommonsense or educational knowledge (1975 p99) Commonsense knowledge refers to that which is built up in everyday life around processes involving actions and events. It is usually acquired unconsciously and somewhat randomly. Educational knowledge, in contrast, tends to be construed systematically in formal settings such as schools, around things and ideas which are increasingly abstract and construed in particular linguistic choices. The nature of the 'relayed', or what is learnt, is an important feature of this research because educational success is reliant on the appropriation of particular forms of meanings, most particularly those to do with generalisation, technicality and



abstraction (Halliday 1996, Painter 1999b). Another major issue for the thesis then is the need to describe the variations in knowledge under construction in the two classroom settings. Furthermore, because access to all forms of knowledge is reliant on intersubjective relationships (Halliday 1994), attention to the ways in which these are realised as interpersonal meaning choices is an important feature of the thesis.

## **1.2 Learning as semiotic activity**

Systemic functional linguistics (SFL), the theoretical approach to language developed by M.A.K. Halliday (1980, 1985, 1994a, 1994b) provides a useful model of language and learning which integrates individual language use and the context of culture, as well as providing analytical tools for interpreting meanings. Crucial to understanding a semantic approach to learning is the perspective of language as a social semiotic; a view of language as the most significant of the semiotic or meaning systems of the culture (Halliday and Hasan 1985 p4). This fundamental perspective will be considered initially here before moving to explicate the theoretical model developed by Halliday and others with particular attention to the significance of the model in relation to this research.

### **1.2.1 Language as a social semiotic**

Halliday uses the term social in the sense of social system or culture. The culture comprises all the institutions such as schooling, the media and the church and their relations to inhabitants of the culture; the social processes - the ways of behaving (including saying), being, thinking, feeling and relating - available to individuals/subjects; and the meaning systems through which those processes are circulated, reproduced/appropriated and transformed. Meanings are signed in a range of semiotic modes including language, fashion, dance, music, visual art, and the built environment. In considering any mode, the notion of system is crucial: each sign is not a distinct entity but rather enters into a relationship with other signs, as a realisation of features which constitute options in a network. As Eggins (1994 p3) explains, 'The distinctive feature of semiotic systems is that each choice in the system acquires its meanings against the background of other choices which could have been made.' Sign systems therefore are the meaning making or semiotic resources for representing the material and social worlds.

A semiotic interpretation of experience is necessarily to do with representation. What in commonsense terms we refer to as ‘reality’ and, in many educational circles includes ‘a body of knowledge’, is in semiotic terms a construction represented by sign systems.

When Hasan (1996 p16) writes:

The physical universe in which people live may be independent of its inhabitants, but the picture of it that communities operate with is as much an artefact as a work of fiction,

she is referring to the work of semiotic resources in shaping and constructing our experience of reality. As Threadgold argues ‘what we have is a world constructed in and through discourse, meaning and representation, and the people in that world are constructed in the same way’ (1990 p3). While this is not achieved through the modality of language alone, the semantic system of language, because of its pervasiveness and its role as a meta-semiotic resource, is worthy of special consideration in educational sites.

Malinowski (1923 p312) described language as a mode of action, referring to its potential to give expression to all the things members of a culture do, including acting, thinking, saying and feeling. Approaching learning from the perspective of semantics however goes further than describing language as a means of ‘expressing’ cultural experience, since language is also the means through which the experience is ‘understood’ or interpreted. In a semantically-orientated learning theory there is no way of knowing the world or understanding knowledge (as suggested in other learning theories such as that of Piaget and Dewey), except by construing it semiotically.

Halliday (1980 p3) uses the term *construal*, to acknowledge the mental activity – the intersubjective, dynamic workings of our interpretations – as we make sense of experience. Halliday and Mathiessen approach knowing as a semantic endeavour:

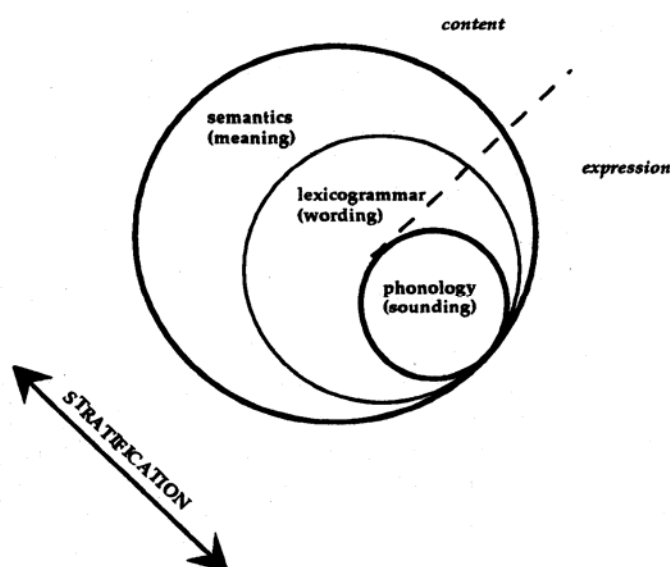
...we are saying that cognition “is” (that is, can most profitably be modelled as) not thinking but meaning: the “mental map” is in fact a semiotic map, and “cognition” is just a way of talking about language. In modelling knowledge as meaning, we are treating it as a linguistic construct: hence, as something that is construed in the lexicogrammar. Instead of explaining language by reference to cognitive processes, we explain cognition by reference to linguistic processes (1999 p x).

Here the idea of knowledge as something that begins as a concept outside of language but which is then expressed in language is contested. Halliday and Mathiessen argue instead that knowledge is ‘made’ in semiotic systems and all representations of

knowledge are constructed ‘by language with grammar as the driving force’ (1999 pxi). Hence a semantic approach to learning is to do with the linguistic construal of schooling experiences. Classroom language will construe meanings made by the participants about the nature of knowledge and learning as well as the functions of schooling and its relation to the social milieu. Further, attention to the semantic choices made by participants in learning practices will reveal something of the nature of cognition or changes in consciousness which are taking place. The socio-semantic approach taken in this thesis uses SFL to address questions of learning and teaching as matters of the social and of meaning.

### 1.2.2 Language as a tri-stratal semiotic system

In the systemic functional linguistic account of language (Halliday 1980, Martin 1992, Halliday and Mathiessen 1999,), language is stratified as a three level construct comprising semantics (also referred to as discourse semantics), lexicogrammar and phonology (as shown in Figure 1.1).



*Figure 1.1 Stratification of language (Halliday & Mathiessen 1999 p5)*

Each stratum represents a different order of abstraction, and is said to be in a relationship of realization with the others: discourse semantics is realized in the lexicogrammar which in turn is realised through phonology (or graphology) (Halliday & Mathiessen 1999 p4). The systems of each stratum will be explained below. It is the fact

of stratification that is important here. The elaboration of the content plane into both the discourse semantic and the lexico-grammatical strata enables us to account more fully for the meaning options available in the language, in particular the flexibility between meaning and the lexico-grammatical structures. One of the most common ways in which this flexibility serves language users is in the negotiation of interpersonal meaning. For example the grammatical system of *mood* comprises the options of indicative (declarative or interrogative) or imperative clause types. These are realised structurally as:

<i>[declarative]</i>	<i>Subject^Finite^Predicator...</i>	We'll pack away now.
<i>[interrogative]</i>	<i>Finite^Subject^Predicator...</i>	Will you all pack away now?
<i>[imperative]</i>	<i>Predicator...</i>	Pack away now, everyone.

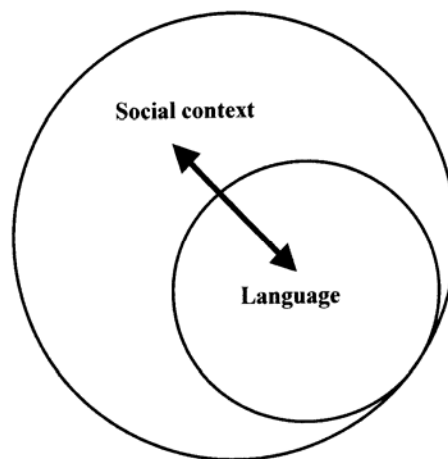
The semantic system of *speech function* includes the options of statement, question, offer, and command. In a congruent realization of a statement, we might expect a declarative, in that of a question an interrogative and in that of a command an imperative. However, this congruent relationship is not mandatory. For example the clause *Will you all pack away now please?* used in a classroom is grammatically an interrogative [*Finite^Subject^Predicator...*] but here realizes a command, thus enacting particular kinds of intersubjective relations – relations different from those which might have been enacted if a congruent choice had been made (*Pack away now, everyone* or *Pack up*). (This lack of congruence between speech function choice and mood choice is referred to as mood metaphor). Stratification allows the description to capture grammatical oppositions (such as declarative vs interrogative) and also discourse semantic oppositions such as types of 'speech act'. Thus this feature of the SFL model is useful in understanding some of variations in interactive practices in classrooms. Importantly for methodology in socially-orientated research, stratification of the content plane means that grammatical analysis is at once an interpretation of the meaning of a text and a means of 'grounding' interpretations (Painter 1999b p53). As Halliday argues:

A discourse analysis that is not based on grammar is not an analysis at all, but simply a running commentary on a text: either an appeal has to be made to some set of non-linguistic conventions, or to some linguistic features that are trivial enough to be accessible without a grammar, like the number of words per sentence (even the objectivity of these is often illusory); or else the exercise remains a private one in which one explanation is as good as another. A text is a semantic unit, not a grammatical one. But meanings are realized through

wordings; and without a theory of wordings – that is, a grammar – there is no way of making explicit one's interpretation of the meaning of a text (1994 p xvi).

### 1.2.3 The relationship between language and culture

SFL is concerned with explaining the relationship between the language system and its use in social contexts. An instance of language use (text) is interpreted in light of the sociocultural context in which it is produced. As is the case with the language system itself, the relationship between context and text is one of realization. Halliday argues that the relationship between text and context is dialectic, since language and culture have evolved simultaneously (Halliday & Hasan 1989 p47). The relationship is diagrammed in Figure 1.2 below:



*Figure 1.2 Text and context (Martin 1997 p4)*

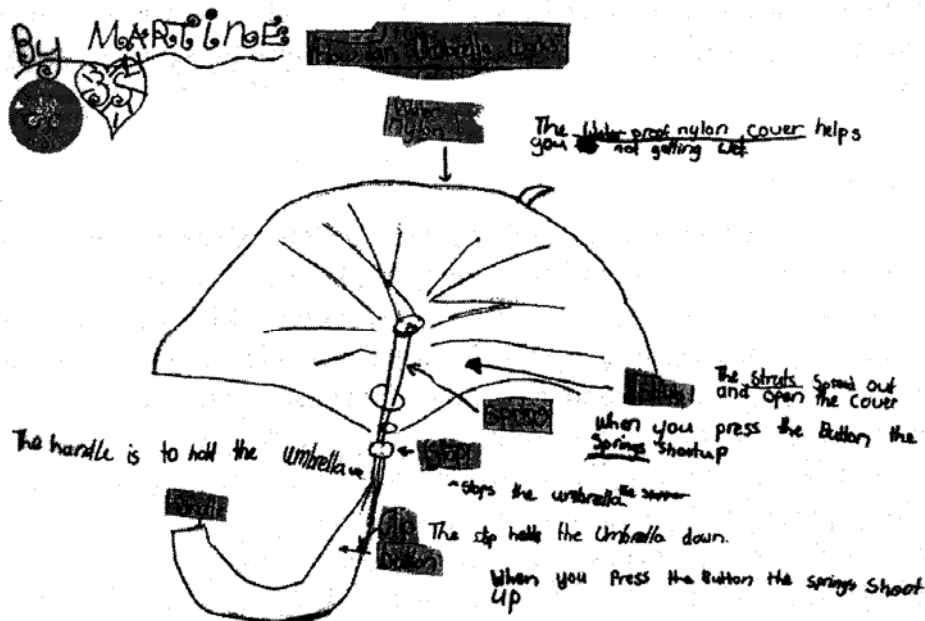
This is not a deterministic explanation. In Figure 1.2 the double headed arrow symbolises the dialectic of realisation. As Martin notes, realization ‘entails that language construes [realizes], is construed by and (over time) reconstrues social context’ (1997 p4). In other words, classroom discourse realizes the beliefs, attitudes, and practices of schooling which in turn are construed and reconstrued in the discourse. Lemke refers to this iterative process as ‘metaredundancy’ (1990).

Context can be probed in terms of the recognisable, patterned practices of the culture: the genres or the systems of social processes (Martin 1997 p12). Genres are not always linguistic; sometimes language is entirely absent as in dance, while at other times a genre comprises language and action, such as when buying in a shop. Linguistic genres

are defined as ‘staged, goal-orientated, social processes’ (Martin 1984 p25): social refers to the relationship to the institutions or practices of a culture, goal-orientated to the fact that genres achieve some purpose in the culture, and staged to the identifiable steps necessary to achieve the purpose. Important early work in teaching literacy using genre theory was concerned with identifying and describing the written genres required for success in schooling for the purpose of developing appropriate pedagogical responses in settings where learners were not likely to have access to these genres outside of school (Martin 1984, Rothery 1986). Later developments have described relationships between genres and focussed on other institutionalised settings such as workplaces and tertiary education (Christie and Martin 1997, Droga 1998).

SFL provides a means to describe the various and complex ways social activity such as curriculum is played out or instantiated in a given situation (Munns, Lawson and Long, 1998 p4). This is through a further elaboration of the relationship between the language and context using the notion of register. The immediate environment of a text - the context of situation - can be described in increasing detail by referring to register variables: *field*, *tenor* and *mode*. Field is concerned with the kind of social activity involved, tenor with the social roles and relationships between the interactants and mode with the functions that language is playing in the situation (Halliday and Hasan, 1985 p12). A text in its cultural and social context can therefore be described in terms of its genre, its field, tenor and mode. For example, the classroom artefact in Figure 1.3, recognisable as an early form of an explanation text, was produced by a young learner at a point during a curriculum unit to do with simple machines.

The register variables are realised in language through three broad ‘metafunctions’ or semantic domains within the language system: the *ideational*, the *interpersonal* and the *textual*. Field is realised in the ideational component, which is concerned with representation of experience, or phenomena. In this instance, the field is realised in such language features such as the vocabulary choices for naming parts, functions and causal relations (*handle*, *waterproof nylon cover*, *struts*, *button*, *springs*, *clip*, *shoots*, *When the ... etc*). The tenor is realised in the interpersonal function which is concerned with interpersonal experience and the negotiation of intersubjectivity. For the most part the young writer has achieved an impersonal tone by avoiding direct address to the reader (*The struts spread out and open the cover*).



Genre: explanation

Field: learning task, simple machines

Tenor: young 'expert' to novices

Mode: written to support oral text

Figure 1.3 An instance of an explanation genre

Mode is realised in the textual function which is concerned with discourse organisation, in this case the mode is realised as image with brief verbal labels (*handle, waterproof nylon cover, struts, spring*) and captions (*When you press the button the spring shoots up*) to be used to support an oral presentation. Figure 1.4 below summarises the dialectic relationships between genre, register and metafunction.

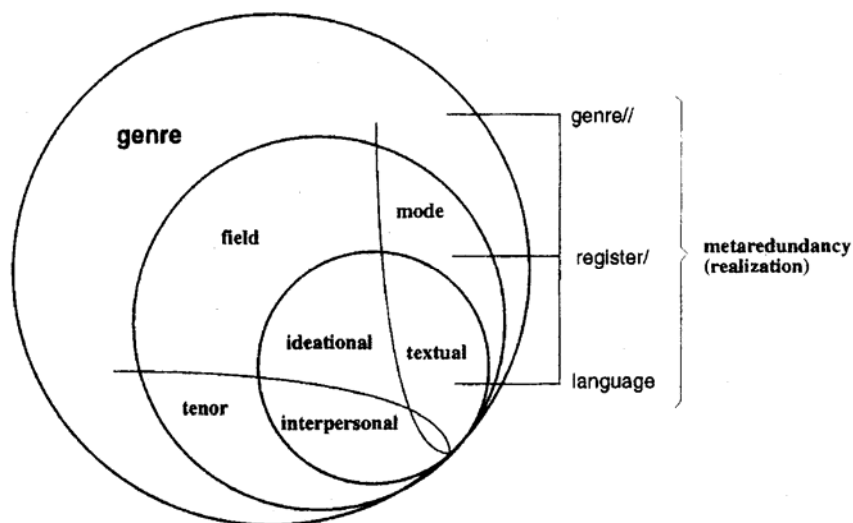


Figure 1.4 Genre, register and text (from Martin, 1997 p8)

### 1.2.4 Language as system

SFL models language as resource or *system*; that is, as an ever expanding semiotic resource consisting of a networks of interlocking systems of alternatives or choices. Metafunctional choices are realised as language, which is represented as sets of options organised paradigmatically. In the creation of text, the choices made from these options are in turn realized syntagmatically as grammatical structures (Halliday 1994). Sets of options occur at the different strata of discourse-semantics, lexicogrammar and phonology, and within each stratum at different ranks: clause, group/phrase, word being key ranks within the grammatical stratum. A system network such as that of the mood system (a resource from the lexicogrammatical stratum for expressing interpersonal meanings at the level of clause) in Figure 1.5 consists of an entry condition and two or more mutually exclusive alternatives.

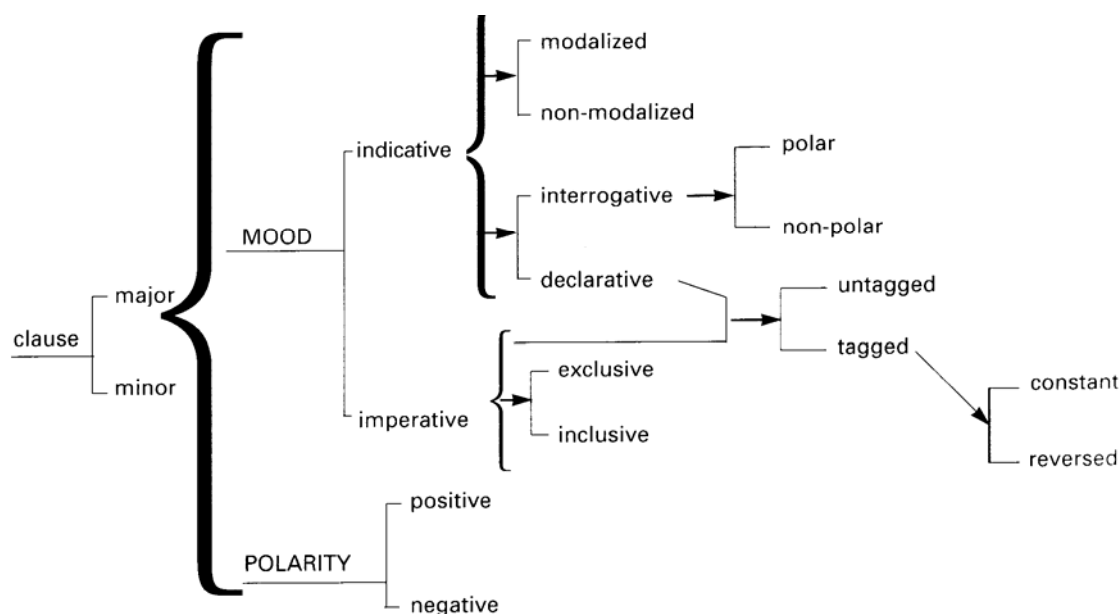


Figure 1.5 A system network for mood (Cloran 2000 p 159)

System networks are read from left to right, with movements to right said to be more 'delicate'. Certain conventions are important in reading system selections. A square bracket [ or ] represents a paradigmatic 'or' relationship, and a brace bracket { represents a simultaneous 'and' choice. In the clause *We'll pack away now* the following pathway through the semantic network has been selected [indicative: declarative: non polar; non modalized; positive]. For *Will you all pack away now?*, the relevant selection is [indicative: interrogative: polar; non modalized; positive]. In these



‘realisation statements’, colons indicate that each term is dependent on the choice previously made. Semicolons indicate that the term which follows (eg non-modalised) is one in a system that operates simultaneously with other systems (eg modalization). In these examples, polarity and modalization are selected simultaneously.

In a network, the realization relationship translates the paradigmatic into the syntagmatic, thereby allowing a linguistic meaning to be defined in terms of both its structure and its paradigmatic relations with other signs in the system. The system networks are important for discourse analysis using SFL tools because it is possible to consider what is said/written in the light of what is not said/written.

Each metafunction – the ideational, the interpersonal/intersubjective and the textual - is realised in a number of grammatical systems. With regard to ideational meaning, the major grammatical system is transitivity – the patterns of choices we make when construing our experiences. Interpersonal meanings draw on options from the systems such as mood, speech function and appraisal. These systems are to do with the ways in which interpersonal relationships are created and maintained, and are therefore highly relevant to studies of intersubjective relations and learning in the classroom. The textual function enables language users to construct and interpret cohesive discourse, creating texts which make sense in the context in which they are used. Major systems here include those of theme and reference and ellipsis. The systems referred to above are deployed with varying emphasis throughout the analyses described in this thesis.

The metafunctions and the systems of realization are part of the linguistic resources of language users from the beginnings of formal schooling. Although Halliday explicitly states that language is not the same as thought (1999), he argues that the processes of learning language and learning other things are one and the same for the child:

But if reality is constructed in language – or, as I would prefer to put it, if human experience is construed in the form of language – then the way in which language itself comes into being must give us an insight into the fundamental nature of learning. After all, children are at the same time both learning language and using language to learn with (as Gordon Wells has documented so richly in the course of his work). It is we who distinguish these two processes, as we have to do for purposes of analysis; as far as the children themselves are concerned, learning language and learning through language are just one integrated process – namely, learning. Might we not take account of what has

been found out about children's language development, when we try to increase our understanding of the nature of learning in general? (1994 p9).

When viewing Vygotskian work through the lens of SFL, it can be argued that the processes of learning and language development take place simultaneously as learners participate in culturally significant activity.

### **1.2.5 Learning from early semiotic apprenticeship**

The rich descriptions of early language development from a social semiotic perspective (Halliday 1975, Painter 1985, 1999a) describe the beginnings of language as an intersubjective, meaning-orientated process: *intersubjective* because the process originates and takes place between child and caregiver, *meaning-orientated* because the jointly constructed meanings are those significant to the lived-in world of the child and caregiver. This semantic view of language development contrasts with those that are syntactically orientated or behaviourist in origin where language is seen as a conduit for, rather than a maker and shaper of, experience. Halliday's work takes us beyond language development: as we have noted previously, he maintains that in learning language the child is learning the semiotic or meaning systems of the culture. Therefore when institutional learning is under scrutiny, we are well served to focus on language development as learners engage in the cultural practices of learning.

There are several aspects of children's language development that are relevant to semiotic approaches to cognition and which complement particular points in Vygotsky's work. The first of these is the place of *the interpersonal gateway*, Halliday (1994a p10) notes that early language development takes place in highly charged interpersonal environments which at times push the experiential resources along. When he suggests that the greater the conceptual distance to be traversed the more critical the interpersonal environment, it is not difficult to consider the zone of proximal development as a resonating idea.

The practices of schooling make specific demands on an individual's meaning making systems - different fields are available, more distant tenor relationships and the new modality of writing - demanding a reconstrual of experience. Halliday (1994a p11) describes the ways in which additional semantic spaces are opened up as children develop their language resources to construe generalised meanings then abstract

categories and finally grammatically metaphorical meanings (Painter, Derewianka and Torr forthcoming). This movement takes place in the individual over the course of primary years to early high school. At the same time, Halliday points out that development also necessarily occurs in the potential of the learners' lexicogrammar.

Grammatical metaphor is a feature of educational texts from upper primary onwards. The following extracts are from a text about Natural Disasters written for young learners (Brian 1991) and will serve to exemplify the idea.

*A flood is an overflow which covers land that is usually dry.*

*An earthquake is a violent shaking of the ground.*

*A volcanic eruption is the spurting out of gases and hot lava from an opening in the Earth's crust.*

The noun groups *an overflow*, *a violent shaking of the ground*, *a volcanic eruption*, *the spurting out* encode processes (*overflow*, *shake*, *erupt*, *spurt*) or actions, but do so 'metaphorically' or incongruently. That is to say, the action meanings are realized as nouns rather than congruently as verbs. Halliday explains 'for any given semantic configuration there will be some realization in the lexicogrammar – some wording – that can be considered 'congruent'; there may also be various others that are in someway transferred, or 'metaphorical' (1994a p342). Ideational metaphor is the particular type of grammatical metaphor said to describe this 'mismatch' of meaning and wording, involving nominalisation. It is accounted for by the stratified content plane and is a feature of dense written texts with which learners are expected to engage in the upper grades of primary and in secondary school. This engagement pushes learners to reconstruct their lexicogrammar in the direction of 'higher mental functions' or 'uncommonsense' concepts (Unsworth 2000 p146).

In the process of language development, then, SFL posits a dialectical relationship between the system and the instance or text. The learner construes the system of language from occasions of use, at the same time producing instances of language which in turn reverberate through the speaker's resources. When Painter writes:

My thesis is that the child's experience with the communicative system he has developed sets up the conditions for placing new requirements on the system, and these in turn change the nature of the system' (1989 p30),

she reminds us of Vygotsky's view that semiotic mediation leads to a reorganisation of the learner's existing mental functions at a new 'higher level'. When the child interacts with a mature user of language, her or his own system of language (and hence semiotic resources) is pressed/pushed in the direction of the more sophisticated system.

Despite the emphasis in SFL theory on the role of language in learning, its uptake in educational practice, while significant, has been restricted to language and literacy curriculum. In order to help understand the practices evident in the classroom data and suggested in official curriculum materials, the interpretation of theory as curriculum will be discussed below.

### **1.3 Sociocultural and social semiotic theories in the curriculum**

This chapter so far has surveyed two major theoretical contributions to current educational research: the language-based theories of learning of Vygotsky and Halliday. Both stress the social nature of learning and learning, the role of language as a semiotic tool and the dialectical relationship between the culture and the individual. The influences of the two in educational praxis have been felt in two distinct and frequently unconnected areas. In contrast to Halliday's work which, it has been noted, has influenced language and literacy curriculum, Vygotsky's ideas have been taken up primarily through educational psychology (most frequently under the rubric of 'social constructivism'). Many of the strategies described in the literature of sociocultural learning theory are familiar, being part of established practices which are not always conscious of their theoretical origins. John-Steiner and Mahn (1996 p 204) suggest the tendency is to abstract parts of the theory from the whole, which results in distorted understandings and applications. Hatano (1993) also claims that with few exceptions, it remains the case that Vygotsky's work is often partially adopted rather than the theory as a whole. This is clear in the competing descriptors such as psychological constructivism, social constructivism, postmodern constructivism (Prawat 1996) which appear to embrace a range of positions on cognition, learning, the social and the individual - some of which resonate with Vygotskian theory, others with Piagetian and a few with semiotic approaches. As a result, Palincsar maintains that social-constructivism 'has had little impact on the practices of schooling' (1998 p22). She suggests that the kinds of large scale pedagogical reforms required by social

constructivism require significantly more effort in terms of teacher professional development than currently occurs.

### **1.3.1 Social semiotic approaches to language and literacy curriculum**

The transformation of language and literacy curriculum in Australian schools during the late 20<sup>th</sup> century was chiefly due to two not always separate influences: SFL theory and critical literacy perspectives, both stressing the importance of sociocultural factors in literacy.

*SFL theory* has had considerable impact on language and literacy curriculum and pedagogy in primary schools. In the state of NSW, elements of the theory, together known as ‘a functional or social view of language’ underpin the NSW K-6 English (NSW Board of Studies 1998) syllabus and the State Literacy Strategy (NSW Department of Education 1997). Hallidayan educational linguists have been influential in moving primary school English curriculum away from a progressivist, personal growth model to one that accommodates elements of Vygotskian theory. In particular, the importance of joint activity and scaffolding strategies such as modelling, demonstrating and direct instruction featured in the pedagogy as well as the more explicit exploration of the context-text relationship, genre and some aspects of the grammatics (Martin 1999). The processes of change were lengthy, beginning from early action research by Martin, Rothery and the Metropolitan East Region of the NSW Disadvantaged Schools Program into the teaching of writing (Rothery 1986). Importantly this early work was undertaken in schools where many students were learning English as a second language. Emphasis on language use across different subject areas, the importance of shared experiences in building up field and vocabulary knowledge collaboratively and the benefits of a metalanguage to talk about language were attractive to ESL teachers. Many worked in classrooms, which at the time operated under a hegemonic curriculum located within a ‘whole language’ paradigm in which linguistic processes were rendered invisible.

Martin and Rothery drew on the work of Bernstein (1990) who sought to explain how the *classification* and *framing* of educational knowledge together with different forms of pedagogy led to varying outcomes for groups of learners (Martin 2000 p142).

Classification refers to relations between curriculum subjects. When subject areas are clearly delineated, classification is said to be strong; when subjects are integrated and the boundaries between them blurred, classification is weak. In pedagogic terms, framing concerns the degree of control teachers and learners have over teaching and learning events; strong framing means the teacher has explicit control over instruction, where it is weak the teacher is less interventionist and learners have more ‘control’. Strong framing and strong classification realises a ‘visible, explicit pedagogy’; weak framing and weak classification an ‘invisible pedagogy’. According to Bernstein (1996 p28), an invisible pedagogy tends to leave the rules of the pedagogic discourse implicit and thus limits access to educational knowledge. Martin and Rothery used ‘the strengths of both the visible and invisible regimes’ to develop genre-based pedagogy (Martin 1999 p142).

The process by which the functional approach to language has been adopted by mainstream curriculum was not smooth. There were initially fears, cautions and debates: fears of a ‘back to basics’ approach which were read into strategies such as demonstration, cautions about the normative effects of teaching certain genres and not others (although the research of Martin and Rothery suggested that these genres were essential to educational success), and debates over which grammar (functional or traditional) should be used. The controversy was such in NSW that an early syllabus based on SFL was withdrawn and another with more subdued versions of the theory subsequently published. Clearly curriculum is a site of contestation, where differing views of knowledge, cognition, learning and teaching are played out with compromised outcomes, but as has been noted elsewhere:

...if a syllabus is to have any possibility of implementation then competing discourses, theories, beliefs and attitudes must somehow be accommodated. In a pluralist society a syllabus is necessarily heteroglossic; at least our experience in NSW suggests so (Jones and Phillip, 1999 p2).

While the emphasis on language in its contexts of use is intact in the current syllabus, the compromise has meant that genre theory has been recontextualised as ‘text-types’ or text forms rather than social processes, and there is a ‘text-based’ grammar, which contains both functional and traditional terms.

*Critical literacy* approaches to literacy pedagogy, informed by critical social theorists such as Foucault, Bourdieu and Friere, are focussed on the ideological aspects of literacy and on making explicit the belief systems of text to illuminate and ultimately transform cultural dynamics to do with power and access (Christie 1998). Like SFL, critical literacy focuses on the social mind, and views reading and writing as sociocultural practices which take place in situated circumstances. Lankshear (1997) proposes three ‘versions’ of critical literacy practice that might involve individually or simultaneously:

- a critical perspective on language and literacy, where language practices become the object of critique
- a critical perspective on particular texts, where the worldviews constructed in the text are scrutinised
- a critical perspective on wider social practices which are construed in discursive practices; here the social practices and the ways they are sustained and reproduced are the targets for analysis.

In the primary curriculum context, critical literacy has been embraced in a universal model known as ‘the four roles of the reader’ or the four types of competencies necessary to be literate in the culture (Freebody 1992 p48, Luke 1992 p11): coding competence means knowing how to decode the text, semantic competence requires engaging with the meaning systems of the text, pragmatic competence refers to the ability to use texts in literacy events and critical competence requires recognising the ideas systems or ideologies at play in a text. This model has been instrumental in drawing together competing views of literacy: the skills, growth and heritage and critical-cultural approaches identified in a national survey of literacy practices (Christie *et al* 1991).

Critical literacy and SFL based approaches to literacy often converge in practice. Several critical discourse scholars use SFL tools in their discourse analysis (Kress 1985, Fairclough 1995, Gee 1999). In classroom work, aspects of SFL are used as a tool for mediating young learners’ engagement with written texts; in particular the ways in which social relations are discursively constructed (Martin 2000, Jones and Phillips 1999). Critical competency may be considered as one of the competencies or ‘higher mental functions’ learners are expected to acquire during the course of their schooling,

and there is increasing evidence to support the use of SFL tools in enabling learners' access to this educational knowledge (Macken-Horarik 1998, Martin 1999, Miller & Howie 2000).

Macken-Horarik (1998) argues that learners who rely upon their schooling for pathways into critical competencies benefit from explicit and visible pedagogies. She describes different ways in which learners are required to recontextualise or reconstrue experience in the literacy curriculum, from common sense construals to technical and critical construals. The latter can be seen as commensurate with Vygotsky's 'higher mental functions'. Such reconstruals demand high levels of linguistic proficiency on the part of the learner and she sees the agency of the teacher in mediating learners' access to different construal frames as crucial. The types of mediations necessary include giving students access to a metalanguage, employing scaffolding strategies such as joint construction and deconstruction so that all students have access to the necessary semiotic resources, and assisting students to recognise which literate competency or 'role of the reader' is expected in a given situation. The teachers introduced in this thesis are implementing substantial primary English curriculum reforms and, like teachers across the system, with varying understandings and experiences of functional linguistic and critical literacy approaches. The official materials produced for dissemination throughout the NSW school system reflect the heteroglossia of curriculum development.

The phrase 'explicit and systematic' has become a leitmotiv of the current State literacy strategy associated with the implementation of primary English curriculum. However if the phrase is considered from two different perspectives on literacy as below:

In a multicultural society, the values, meanings and structures which are coded and realised in every text are not shared by all members of the society. They must therefore become the subject of an explicit curriculum. (Kress 1996 p65)

There is a need for skills to be explicit and systematically taught rather than being elusively embedded within student learning (Braggett in NSW DSE, 1997 p14),

then two very different contexts for understanding what is required in an 'explicit pedagogy' are evident. Kress writes of the need to be explicit about cultural practices, while Braggett is referring to the explicit teaching of skills. On the one hand, 'explicit'



enters a chain of signifying relations orientated toward socio-semiotic perspectives, associated with apprenticeship into cultural practices, visible and therefore inclusive pedagogies, metalinguistic awareness, specialised and critical competencies. On the other, it signifies a chain of relations to do with skills based perspectives, associated with direct teaching of sound/symbol relationships, graded readers, and individualistic approaches to instruction. Unfortunate misreadings of these two perspectives have resulted in a number of tools designed for subtly probing text and context relationships with young learners (for example, frames for recognising configurations of textual features in different text types) becoming themselves the object of explicit and reproductive teaching without recourse to broader social and cultural meanings.

Such divergent 'families of thought' to do with language and literacy are evident among teachers in schools as well as the broader community (Christie *et al* 1991). In NSW, a state literacy strategy is a major system response to the broad community concerns with literacy standards. It is important for this thesis to note that this policy is a strategy aimed at enhancing the teaching of literacy and it is located in the curriculum area of English. This means that while there is strong emphasis on literacy across subject areas, it does not address competing views of cognition and learning which affect the readings teachers and others make of the strategy materials. The effect of the statewide initiative has been to mobilise resources around literacy pedagogy and assessment, resulting in a significant number of publications disseminated to schools. At the same time under successive restructurings of the Department, the middle layer of the educational system, usually the domain of consultancy support to teachers and, in the case of Sydney's Metropolitan East, some groundbreaking research-in-practice, has been stretched by fewer staff with larger portfolios. To compensate, there are smaller school districts with support teams usually drawn from local schools. Professional development is more centralised, geared toward implementing system identified priorities, opportunities for teachers to be released from the classroom to work collaboratively with other teachers and curriculum experts are fewer. Teachers reading and interpreting documents are frequently doing so at some distance from their authorship, hence these readings are variously produced dependent on the available discourses about language, learning and literacy.

Genre theory, relating as it does to systems of social practices, helps us describe the structures and patternings of institutionalised educational practice which exist and often become naturalised as ‘common knowledge’. However because syllabus documents are heteroglossic (Jones & Phillip 1999 p2), readings of them are made which result in variable schooling practices in specific settings. For example, in the research-in-practice Wells (1999) describes, ‘science’ is unproblematically construed as a process of ‘inquiry’, teaching-learning as ‘dialogic inquiry’, the learner as an ‘inquirer’, and the teacher as ‘responder’. These semantic choices signify an ideological and therefore culturally constructed stance toward science education, one of the kind scrutinised elsewhere in sociocultural literature (see Lemke 1990). Classroom discourse inflects institutionalised theories, relationships and practices to do with schooling (Halliday 1985 p47); the versions of science and of learning, and the subject positions of learner and teacher are discursively formed, regulated and reproduced in classroom learning. Sociocultural theory, like all theories, is an ideological construct; learners in diverse communities are likely to have competing views of what it means to learn, to be a learner and teacher, and to do science, literacy or mathematics. The research reported in this thesis is as much concerned with the nature of curriculum content in different institutional settings as it is about its dialogic construction. It is therefore concerned with the ways in which syllabus and curriculum documents mediate in situated practice.

### **1.3.2 Philosophical orientations to curriculum**

Thus in sociocultural theory, teaching and learning are variable and situated cultural practices enacted in local settings by social subjects. The agency of the teacher in selecting and sequencing activity and in mediating learners’ access to activity is central and leads to the question of how teachers ‘read’ or construe curriculum. Halliday (1985 p47) argues that part of the environment for interpreting any text is a set of previous texts, texts that are taken for granted as shared among those participating. In this way texts are said to be ‘intertextual’, to be related to and read/interpreted against other texts. Lemke explains the principle of intertextuality as:

We are all constantly reading and listening to, writing and speaking, this text in the context of and against the background of other texts and other discourses...Each community and every subcommunity within it has its own system of intertextuality; its own set of important or valued texts, its own

preferred discourses, and particularly its own habits of deciding which texts should be read in the context of which others, and why, and how (1995 p10).

In order to understand the teachers' construal of official curriculum material, it is useful to identify the intertexts that are called into play – the valued or privileged texts which shape the teachers' views on pedagogical practice. This thesis investigates the play of ideology in teachers' readings of curriculum documents and their subsequent enactment as classroom practices. Therefore it is necessary to consider ideologies which draw on a range of other texts or theories in addition to those already presented. Kemmis et al (1983) provide a useful framework which identifies three general philosophical orientations to curriculum: the vocational/neo-classical orientation, the liberal/progressive orientation and the socially/critical orientation. Each orientation is a cluster of historical and prevailing texts about the theory and practice of education in the culture.

The *vocational/neo-classical orientation* to curriculum is one, which sees education as reflecting the wider values of the culture, and is concerned with preparing learners for work in a stratified social system. 'Ability' is recognised early so that preparation with the necessary tools for later life may be achieved through participation in schooling.

The *liberal progressive orientation* sees the aims of education as involving the preparation of the 'whole person' for life rather than focussing on 'skilling up' for work. Society is in need of reconstruction and this is achieved through reasoned collective action by autonomous individuals. Schooling should recognise and build on the innate qualities of learners through engaging them in creative, motivating tasks.

The *socially critical orientation* recognises the inequalities of the social system, and sees the individual as subject to the social system. Education is regarded as a crucial site to engage in emancipatory practices. Emphasis is on developing habits of critique and transformation in the context of group action.

Kemmis *et al* observe that it is not uncommon to find all three orientations residing uncomfortably in both a school community and a teacher's philosophy and practice. Importantly however, they argue that a coherent view of educational practice cannot be composed of competing fragments of all three. Table 1.1 presents an analysis of the

distinct views of each orientation on key concepts such as knowledge, learning theories and the roles of learners and teachers.

Table 1.1 Philosophical approaches to curriculum (from Kemmis et al 1983)

View of	VOCATIONAL/ NEO-CLASSICAL	LIBERAL/ PROGRESSIVE	SOCIALLY-CRITICAL
<b>KNOWLEDGE</b>	Objective; exists in books, performances; mostly described as skills and information (facts and concepts); emphasis on specialist knowledge; strong split between mental and manual skills.	Subjective; exists in accomplishments or intramentally, mostly described as learnings, attitudes, habits; emphasis on practical, expressive, cultural knowledge; integration of mental and manual in individual work.	Dialectical; an interplay of subjective views of the world and the historical-cultural frameworks in which they are located; knowledge is constructed through social interaction and thus as relative; emphasis on knowledge in social action through critique and collaboration; mental and manual are integrated in group action.
<b>LEARNING THEORIES</b>	Behaviourism; deficit models of the learner; 'transmission' theories of learning, eg Skinner, Gagne.	Constructivist-interactionist; models of the learner as building cognitive structures through interaction, eg Dewey, Piaget.	Social constructivist-interactionist model of the learner as reconstructing a social reality that is socially constructed and subject to reconstruction through historical and political processes, eg Vygotsky Foucault, Gramsci, Althusser, Habermas.
<b>ROLE OF THE STUDENT</b>	A receiver of transmitted knowledge, more or less prepared to achieve within the framework of what is taught.	An active constructor of knowledge through experience and opportunities to discover and enquire, more or less able to take advantage of opportunities in terms of preparation and own previous experience.	A co-learner, using available knowledge through interaction with others in socially-significant tasks of critique or collaborative work.
<b>ROLE OF TEACHER</b>	An authority, transmitting knowledge, structuring and sequencing what is known to allow the students to achieve mastery.	A 'mentor' or facilitator, organising learning opportunities to allow the student to take advantage of opportunities and achieve autonomy.	A project organiser and resource person, organising critical and collaborative activities in negotiation with students and community, demanding joint values of autonomy and social responsibility.

The framework offers a lens for interpreting and locating the intertextual choices made by teachers as they construe the outcomes and strategies of curriculum materials (which are themselves construals of theoretical perspectives) for the purposes of their own practices. In the multiple layering of classroom events these practices are in turn construed by learners, thus the classroom might be described as an 'infinitely embedded' context through which cultural transmission and change is worked.

The descriptions of the roles of learner and teacher are important in Kemmis' framework as a means of distinguishing different ideological positionings. They are additionally significant to efforts toward understanding and articulating the role of the teacher in transformative pedagogy for disadvantaged settings.

### **1.3.3 The teaching/learning subject in semiosis**

Because terms such as subject, subjectivity, and intersubjectivity are important concepts in the theorising of learning and identity building from socio-cultural perspectives, it is necessary to devote some attention to explaining their use in this thesis.

The *subject* can be considered a 'social agent in a network of social relations, in specific places in a social structure' (Kress 1985 p5). The term is usually used to prioritise the social over the individual but recognises that not only is the subject subjugated to the social system, s/he acts (and speaks) creatively too. The semiotic practices or meaning systems of the culture position individuals in multiple ways; that is, subject us to ways of being and acting – teacher, learner, friend, mother, sister, daughter, wife, citizen - and such positioning helps determine who we become. However, because institutions such as education do not serve all equally, children are positioned varyingly in the practices and procedures of schooling. While individuals also have some discretion as to which of the positions are taken up, the degree of discretion available depends on various positionings that are not always available to all or equally valued in the culture. In SFL theory this means that while language from the system perspective is choice, an individual's choice is limited to her/his speaking positions within the culture (Hasan 1999). Hence 'subject' is an institutionally orientated concept.

*Subjectivity* is an interior-orientated concept, referring to an individual's conscious and unconscious thoughts and emotions, sense of self and of relation to the world; all of which result from how individuals are positioned and which subject positions are taken up as we live our lives (Weedon 1987 p33). The constructed view of subjectivity is most fully elaborated in educational theory through poststructuralist and feminist accounts of the person (Weedon 1987, Threadgold 1990, Walkerdine 1990, Davies 1994). This view is in contrast to humanist views of subjectivity which are tied to notions of individualism, a coherent identity in pursuit of self-realisation. From a humanist perspective, the world is objective and knowable; worthwhile human

endeavour is engaged in working towards an ideal society. The humanist child is a subject in possession of certain qualities that are shaped by particular experiences into a 'unique self'. It is not difficult to recognise this view in the liberal/progressivist orientation to curriculum (Kemmis et al 1983) with its emphasis on 'active construction of knowledge' and 'personal experience'. In contrast, post-structuralism (a very recent influence on teacher education) considers subjectivity to be social, complex, always in process and produced within discursive practices. It is concerned with access to social power, language and subjectivity: in exploring the ways in which social power is exercised and how social relations might be transformed. Like SFL accounts of consciousness/cognition, poststructuralism holds that experience is only given meaning through semiotic practices, that 'all cognitive representations of the world are historically and linguistically mediated' (Best and Kellner 1991 p4).

This research considers intersubjectivity as the means by which the meaning systems of the culture are acquired or learned by social subjects enacting social relations in local situations within a broader context of culture. One of the useful concepts for considering cultural dynamics is that of discourse based here on the work of French historian Michel Foucault (1972). Foucault was interested in how the social practices of institutions such as the law, family, the education system are historically and culturally structured in 'discursive fields' which govern the social subject. Kress provides the following Foucauldian framework for considering discourse:

Discourses are systematically-organised sets of statements, which give expression to the meanings, and values of an institution. Beyond that, they define, describe and delimit what it is possible to say and not to say (and by extension – what it is possible to do and not to do) with respect to the area of concern of that institution, whether marginally or centrally. A discourse provides a set of possible statements about a given area, and organises and gives structure to the manner in which a particular topic, object, process is to be talked about. In that it provides descriptions, rules, permissions and prohibitions of social and individual actions (1985 p6-7).

Foucault's work also has considerable credence in contemporary teacher education practice; particularly in assisting neophyte teachers understand the construction of 'schooling bodies'. However this work too is usually undertaken by interpreting context at the levels of ideology and genre in a most general sense rather than with reference to systematic linguistic descriptions.

Foucault saw discourse as to do with power, but in his view power does not merely reside in the social institutions of the culture but circulates constantly in the texts negotiated intersubjectively among speaking subjects in the culture. Of education, Foucault observed:

[It] may well be, as of right, the instrument whereby every individual, in a society like our own, can gain access to any kind of discourse. But we well know that in its distribution, in what it permits and in what it prevents, it follows the well-trodden battle-lines of social conflict. Every education system is a political means of maintaining or of modifying the appropriation of discourse, with the knowledge and powers it carried with it' (1972 p227).

Of course, individuals are seldom conscious of how their subjectivities are produced and performed. Bourdieu (1991 p12) describes the 'habitus' as a set of body and cognitive dispositions (usually preconscious) which are acquired over time through participation in social contexts and which incline subjects to act and react in certain or habitual ways. For teachers, the habitus is the oft-observed 'second nature' knowledge acquired through years of participating in the activity systems of schooling which are already imbued with attitudes, beliefs and values. Perhaps the 'natural' student teacher who seemingly effortlessly performs the classroom genres, 'controls' the class, knows the playground and staffroom practices – who 'walks the walk and talks the talk' of a teacher – might be understood by reference to this set of dispositions. The significance of the notion of the habitus is that it is a useful concept for helping explain the many choices often made spontaneously by teachers and learners in the minute by minute unfolding of classroom events. As a result, the subject positions made available to learners by teachers are often subconscious rather than designed choices.

Another way of considering the subconscious workings of subjectivity is by reference to ideology, or 'the systems of ideas which appear as if inevitable' (Hasan 1996 p133). Discourses bring with them assumptions (often implicit) about the shared values of, and particular kinds of, people who are speakers/writers and listeners/readers: in any interaction there is already a number of intertexts already in existence (Kress 1985 p168), and an 'ideal' participant is assumed. In this way ideology is said to be inscribed or written into specific discourses (Belsey 1980 p5). Althusser describes the operation of ideology through discourses that work on subjects by calling them to identify with particular 'ideal' subject positions:

I shall then suggest that ideology ‘acts’ or ‘functions’ in such a way that it ‘recruits’ subjects among the individuals (it recruits them all), or ‘transforms’ the individuals into subjects (it transforms them all) by that very precise operation which I have called interpellation or hailing, and which can be imagined along the lines of the most commonplace everyday police (or other) hailing: “Hey you there!” (1971 p162-163).

Ideology may be read as it works at the institutional, subjective and text levels to position people in particular ways. All texts are representations of experience construed by semiotic subjects; therefore linguistic choices whether made in the construction of syllabus documents, the negotiation of pedagogical tasks or in completing discrete learning tasks, are ideological choices.

SFL provides a complementary account of the workings of ideology and the agency of individuals as they engage in semiotic processes (Martin 1997 p9). *Semogenesis* refers to the processes through which meanings are ‘continually created, transmitted, recreated, extended and changed’ (Halliday and Mathiessen 1999 p17).

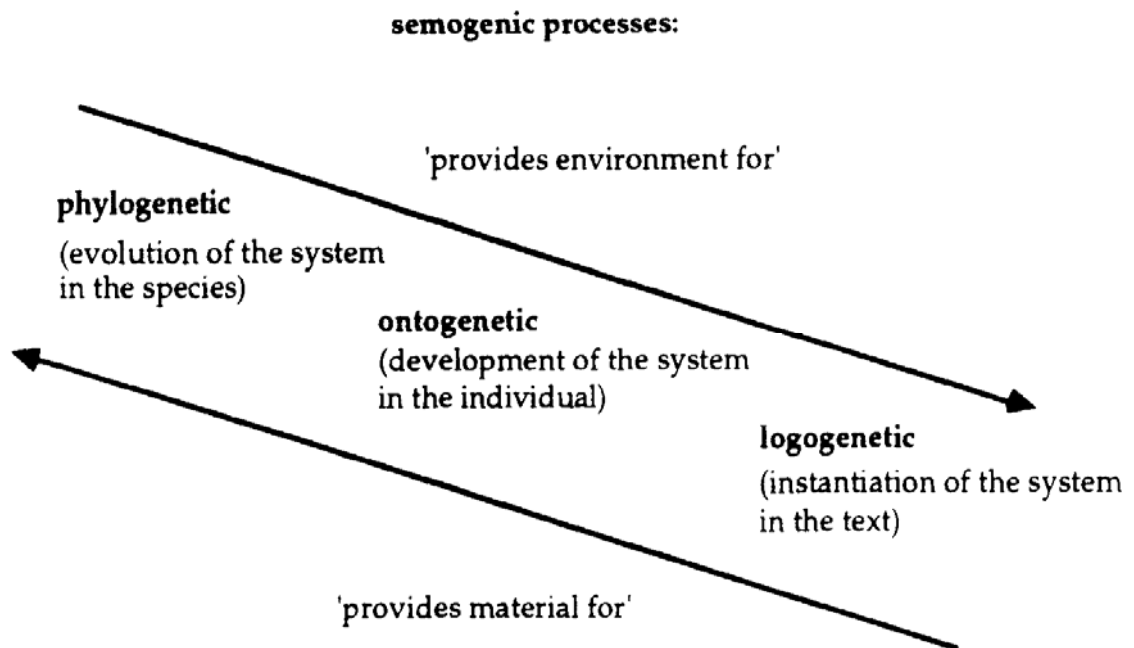


Figure 1.6 Semogenic processes (Halliday & Mathiessen 1999 p18)

As Figure 1.6 indicates, there are three timeframes for semogenic change: logogenesis, the shortest timeframe, refers to the text, the instantiation of linguistic choices, and how it unfolds within the text; ontogenesis, as we have seen, is a longer timeframe relating to the language development of an individual; and phylogenesis is longer still, referring to the evolution of human language within the species.



Each timeframe creates the environment for the next: the evolutionary stage reached by the culture provides the context and with it the tools, artefacts and social practices (including genres) for the individual's linguistic development, which in turn provides the resources for a particular text or instantiation of the system. At the same time, and as the realization arrows indicate, a particular textual event has ramifications for individual ontogenetic development. An interaction or instant of joint activity with its different register variables is in many respects unique and it is through these moments that the individual construes the social system. It is 'the heteroglossic aggregation' (Martin 1997 p 9) of individual meaning systems that in turn provides material for phylogenesis. All three timeframes are implicated in classroom practice.

Martin refers to the genre and writing project (Rothery 1986) as an intervention which worked in three different timeframes: logogenetic support via close work with students on their texts during classroom time, ontogenetic development in the use scaffolding strategies and phylogenetic intervention through curriculum renewal and orientated to social change (1999 p125).

This semiotic account of human cognitive development is both reminiscent of and contrastive with Vygotsky's 'genetic' account. Vygotsky wrote of the phylogenetic as distinct from sociohistorical development, allowing him to delineate biological and sociocultural 'lines of development' so that the interplay of the two could be addressed and therefore making it possible to sidestep nature/nurture arguments. As Wells points out (1999 p36), Vygotsky's concern to include the biological with his account may be explained by the discipline that he set out to transform – psychology – and its concerns with the mind and cognition, the 'intramental' processes. In contrast, the SFL account focuses on meaning making or 'intermental' processes; therefore cognition is understood by referring to semiotic (usually linguistic) processes. Vygotsky did not provide a systematic way of relating the sociocultural to the individual instance of interaction during joint activity such as is possible in the SFL model with its paradigmatic description of language as choice instantiated in the logogenetic timeframe. Nevertheless, the dynamic nature of the interaction of different timeframes for individual cognitive development and cultural change is stressed in both accounts. Wells suggests that, 'from this perspective, particular occasions of situated joint activity

are the crucible of change and development as well as the means whereby society is perpetuated. Here, history extends in both directions' (1997 p4).

Semogenesis provides a framework for understanding the dynamics of cultural transmission and change and it assists us to consider the construction of subjectivities: the ways in which individuals or social subjects are positioned through the meaning options made available in the culture, the options they take up and the texts with which they engage.

Phylogenesis may be considered to be about the evolution of discourses and the reworking of hegemonies or dominant ideologies (Gramsci 1971 p12) across generations, ontogenesis to do with the development of social subjectivities – systems of ideas about the world constructed as a result of positioning and repositioning throughout a lifetime, and logogenesis captures the ways in which subjects are positioned by texts as they engage with them. In this model, language, register and genre are projections across all three timeframes; consequently 'language [grammar], register and genre constitute the meaning potential that is immanent, from moment to moment as a text unfolds, for the social subjects involved, at the point in the evolution of the culture where meanings are made' (Martin 1997 p10). In these terms, ideology saturates grammar, register and genre: generic and grammatical analyses of texts produced in educational contexts will assist to illuminate 'invisible' or naturalised pedagogical practices and their relationships to subjectivities.

#### **1.3.4 A focus on classroom discourse**

Close attention to classroom discourse is an important means of understanding schooling as social activity. Edwards and Westgate (1994), in a major review of approaches to studying classroom talk, identify three major orientations: systematic observation studies, interpretive studies and those which are linguistically orientated.

Systematic observation studies require the observer to assign teachers and students' utterances to predetermined categories as they occur moment by moment in the classroom (for example, Flanders 1970). The advantage of such methods is that they are easily learnt, quickly generate large amounts of data; they provide a means of bringing some order to classroom interaction and encourage teacher reflection. However, they do

tend to focus on isolated incidents in a teaching learning setting and thus risk overlooking the logogenetic development of teacher and learner roles across the zone of proximal development. The generality of the categories of analysis is problematic also. For example, asking for assistance can be realised in a number of ways with different interactive effects. Such delicacy is not possible in most systematic observation studies. Interestingly, the current Quality Teaching initiative (NSW DET 2003) encourages teachers to use a similar approach to measure observed instances of practice against a rubric of what constitutes quality pedagogy.

Interpretive studies of classroom discourse, a long tradition in teacher education research, include a range of approaches from ethnographic and poststructuralist accounts of classroom practice to more structured analysis such as conversational and computer-based text analysis (for example, Barnes 1976, Edwards & Mercer 1987, Baker & Freebody 1989, Walkerdine 1990, Gore 1993, Davies 1994, Wegerif & Mercer 1997). The aim of many such studies is to understand the routine practices of classrooms and their underlying assumptions. In order to acquire insider-knowledge, researchers often spend extended periods of time in a single classroom. Interpretive data includes audio and video recordings and their transcriptions which are able to be revisited during the processes of analyses and interpretation to which participants are often asked to respond. Extracts from the analyses are likely to accompany an interpretive commentary based on the extended observations and analyses. One benefit of interpretive work is that classroom practices, which are often taken for granted, can be brought to consciousness. Such studies, with their emphasis on social context and discursive formation, complement the approach taken in this research. However, a considerable burden is borne by the interpretation which usually draws self-reflexively on a range of discourses including those of post-structuralism, feminism, psychoanalysis and critical theory. Such a leap from the expression plane of language to the semantic, without recourse to the lexicogrammatical systems of description is a major difficulty with interpretive work.

Linguistically orientated studies, because of their descriptions of language as both process and system, have the advantage of providing considerable detail to observations and interpretations of classroom events. Sinclair and Coulthard's research (1975) has become perhaps the best known of these studies because it demonstrated much of the

sequential organisation of classroom discourse by drawing on Halliday's rank and scale grammar (in Berry 1975). In Halliday's notion of rank scale, units of higher rank are made up of units of the rank below; that is, sentences are made up of clauses, clauses of groups, groups of words. Sinclair and Coulthard used five units to describe classroom discourse - act, move, exchanges, transactions and lessons – in ascending order, which were labelled functionally. An act refers to a word or group of words with a recognisable meaning, these words serve a range of functions such as 'marker' (*Now, looking here*), 'elicitation' (*What is ... ?*), 'nomination' (*Poppy?*), 'evaluate' (*Good work*) and 'cue' (*Hands up*). Acts combine to form moves or turns in the interaction such as this: elicitation ^ cue ^ nomination:

*Who can tell me how many legs spiders have?* (elicitation),

*Hands up* (cue).

*Yes Poppy, how many?* (nomination).

Moves in turn combine in distinct clusters to form exchanges such as the Initiation, Response, Feedback (IRF) exchange. Exchanges combine to form transactions or activity types such as shared book sessions and discussions. Lessons comprise a number of such transactions. Despite the usefulness of being able to account for talk at all ranks, it was the identification of the IRF exchange that had most impact on understanding the nature of classroom discourse.

Subsequent studies of classroom discourse have noted the prevalence of the IRF. That this dialogue structure has been frequently observed in classrooms throughout the years of schooling is an indicator of the ways in which learners are shaped into compliant bodies through interaction (see Edwards and Mercer 1987). Subsequent research (for example, Barnes 1976, Lemke 1990) has criticised classrooms which rely on the teacher-centred IRF sequence as a dominant form of communication. More recently however, Wells has added important detail to the IRF structure. In extensive studies of classroom interactions, Nassaji and Wells (2000 p400) found considerable variation in the teacher-follow up move. Sometimes the purpose of these additional moves such as that of line four in the exchange below will be to extend students' responses, at other times to consolidate students' learning or to assist them envisage or 'reenvisage' future action.

- T:     *What bits does a clause need?*                                 (initiating)  
 S:     *A verb*   (responding)  
 T:     *A verb, good*   (evaluation)  
        *What else? What else does it have to have?* (initiating)

Wells refers to the work of these moves in increasing the *prospectiveness* of the exchange (Wells 1999 p206). Other researchers agree that changes to the IRF structure can change the nature of classroom discourse (see for example Gibbons 1999, Sharpe 2002).

Christie has undertaken some of the most important linguistically orientated research into classroom talk (1985, 1994, 1995, 2002). Using theoretical insights from SFL and Bernstein's work on pedagogic discourse, Christie examines how teachers and learners are positioned varying in respect of educational knowledge through patterns of classroom talk. She has identified curriculum genres such as morning news as one of the mechanisms through which particular ways of behaving come to be naturalised in classroom lessons. In this familiar classroom routine, often tacit rules operate about topics, turntaking and the structuring of text. Such rules serve to regulate particular forms of identity and behaviour. The morning news genre can be described as follows:

*Lesson initiation*^[*News nomination*^*News greetings*^*News giving*^*News finish*]^*Lesson closure*. (Note that in the description, those elements contained in square brackets are understood to be recursive). The functional description of such common activity is an important means by which ideologies and discourses can be brought to consciousness.

Building on the concept of curriculum genres, Christie argues that the operation of pedagogic discourse can only really be seen in complete cycles of teaching and learning, as teachers and students negotiate towards 'handover/takeover' as the zone of proximal development unfolds. Curriculum genres combine to form the curriculum macrogenre, a larger unit of meaning comprising all of the talk and written texts produced during a unit of work in a particular curriculum area. In the macrogenre analysis, a detailed and systematic analysis of these texts takes place at the levels of clause, text and genre using multiple SFL tools, including those resources concerned with enacting interpersonal/intersubjective meanings. In this way, the agency of teachers and learners, and the educational discourses under construction, can be considered across varying classroom organisational modes and relationships, and at different points in the

development of the curriculum unit. Christie has also argued that ‘considerably more work in the future needs to be done in order to investigate the operation of curriculum macrogenres’ in a range of curriculum areas and levels of schooling (1994 p10). This thesis addresses this gap. Because of its descriptive power, Christie’s work is the basis for the first phase of the linguistic analysis and will be described in further detail in following chapters.

Wells (1999), who uses both activity theory and aspects of SFL to provide accounts of classroom practices, argues that linguistic genres together with ‘genres of non-linguistic semiotic behaviour’ operationalise the curriculum macrogenre. Referring to Christie’s work, he claims that

It [Christie’s approach] fails to recognize the fact that a given curriculum genre can be realized by means of a variety of discourse genres and thus makes it impossible to compare the ways in which different teachers implement the same activity (1999 p177).

However, it is precisely this difference in implementation or mediation arrangements that we should be able to describe by using the curriculum genre framework through its attention to linguistic realization of register variables. As argued earlier, it is difficult to imagine any activity in schooling that is not mediated by language. One of the ‘non-linguistic’ examples given by Wells - model-making – which might be alternatively described as an event in which language accompanies action, is adequately captured in Christie’s description of a Science curriculum genre (1994 p14). As noted previously, language (particularly talk) is the preferred semiotic mode of the classroom and through talk, we can consider the social processes and relations enacted in teaching and learning events.

As has been shown, social semiotic and sociocultural theories together with other informing frameworks and the work of this thesis share the view that subjectivity, most specifically individual consciousness, is a result of semiotic negotiation which is first and foremost cultural (and ideological). SFL offers a powerful and systematic way of opening up the often naturalised discursive practices of schooling to scrutiny through the use of grammatics as an analysis tool – a tool which enables us not only to understand something of the construction of forms of consciousness through a person’s linguistic construals of experiences in the culture but to ‘ground concerns with power

and ideology in the detailed analysis of texts as they unfold, clause by clause, in real contexts of language use' (Martin 2000 p275).

## **1.4 Schooling and social (re)production**

In research and practice in diverse classroom communities such as those described in this thesis, there are tensions between the 'large scale' categories of class, gender, and ethnicity on the one hand; and the subjectivities of the participants on the other, their lived experiences as inhabitants of multiple lifeworlds. The learners and teachers who participated in this research are positioned inside several discourses at once; for example, simultaneously as female, mature, beginning teacher, middle-class Anglo-Australian or simultaneously as male, young, poor, Chinese speaking. The equity program to which both schools belong targets the poorest communities and provides additional resources to their schools. The group designated as socio-economically disadvantaged in Australian society is diverse: poverty intersects with ethnicity, gender and age. Many learners in disadvantaged schools are from immigrant backgrounds, a large number are from families headed by young single women. Although poverty tends to be intergenerational among some groups such as indigenous Australians, it is not always a lifelong state of being – for example, women who leave long standing relationships frequently experience financial hardship for periods of time (Connell 1993, Munns 1998). Socio-economic disadvantage is part of the complex positioning of learners in these classrooms. One of the difficulties facing those who research and teach in areas related to equity is knowing when to use the large-scale category of social disadvantage usefully, to argue for more resources, or better programs; and when to illuminate the complex relations within and between categories. For this research which addresses both the context of situation and the context of culture, the broader research into schooling and poverty will be taken as background against which to read the more situated practices of low socioeconomic schools.

The discourse of poverty and schooling is seldom an enabling one, there is 'a complex cultural dynamic around education and educational selection itself, which leads to families in poverty being excluded from educational decision making, their skills undervalued, and their children seen as less intelligent' (Connell, White & Johnson 1991 p24). Teachers' attitudes to learners from poor communities often include deficit

perceptions of learners as lacking language and language experiences and belonging in unreliable, unsupportive families (Comber 1997). As a result learners may be offered diminished versions of curriculum ('skills rather than frills') with little access to academic discourses (Hatton, Munns & Dent 1996); hence pedagogical practices in the disadvantaged schools are often reproductive. This thesis will consider the ways in which the teachers, through their pedagogic practices, contribute to existing social relations.

#### **1.4.1 Pedagogic Discourse and the Pedagogic Subject**

A discussion of power and ideology in educational contexts must return to the sociology of Basil Bernstein, which concerns social positioning and educational disadvantage. Bernstein was deeply interested in how meanings, particularly those to do with the dynamics of power, are transmitted or reproduced in the culture. Arguing that much research in sociology of education is concerned with the ways in which social relations are reproduced in discourse rather than focussing on the ways in which the discourse itself is structured, Bernstein used the term *pedagogic discourse* to describe the principles by which institutions such as school, medicine, and law appropriate other discourses and relocate or recontextualize them in specific relations with each other for the purposes of selective acquisition and transmission (1990 p183). The recontextualization process is possible because the pedagogic discourse embeds the skills of the specialist institution, the *instructional discourse*, into another which creates order and social relations, this is the *regulative discourse*. In the school context, this means that the content discourse is always embedded in a second discourse. For example, the discourse of carpentry is recontextualised for the purposes of teaching and learning as woodworking in school: carpentry/woodwork is the actual knowledge or content (the instructional discourse) while the regulative discourse is to do with the ways in which the content is organised - the structure through which the content is negotiated, such as the delineation of steps necessary to complete the task, the negotiation of safety rules and tool use. The relationship between the instructional and the regulative discourses may or may not enable learners to access valued educational knowledge.



Framing, as described above (see 1.3.1) refers to the control over the selection, sequencing and pacing of content. Framing regulates the pedagogic discourse via the interplay of the instructional and the regulatory discourses or registers (Bernstein 1996 p28). Instructional and regulatory discourses are not always parallel: framing may vary between the instructional and regulatory; for example the regulatory discourse may be weakly framed, the instructional strong.

Bernstein (2000 p205) acknowledges a connection between his work on the operation of pedagogic discourse and Foucault's view of discourse as a 'normalising' technology. However he argues that his more elaborate system of description and his concern to integrate the macro and micro levels of the social, makes the processes of identity construction more transparent.

Bernstein's theory has informed Christie's work on curriculum macrogenres. She demonstrates how, in the curriculum macrogenre, the operation of pedagogical discourse through the two registers works to produce pedagogical subjects: 'persons who both participate in the construction of the discourse and who are shaped by it' (1995 p221). She describes the two discourses as in a relationship of projection, the regulative discourse enabling the recontextualisation of the instructional discourse. In her analyses of language produced in a number of curriculum macrogenres from the early childhood and upper primary years, she describes in detail how the two discourses operate to offer particular subject positions to students. These subject positions over time help shape pedagogic subjectivities as learners move from strongly framed group activities to independent accomplishment in a similar fashion to learning in the ZPD.

Christie's most recent work focuses on the nature of teacher authority and its role in the construction of knowledge (2004). The positioning of the teachers as mediating agents in pedagogic discourse is critical, their work in establishing pedagogical practices involving 'a moral regulation' which simultaneously establishes and maintains for learners appropriate ways of behaving intersubjectively as well as ways of working with curriculum content. The nature of such symbolic control is a function of ideological positioning. The thesis explores how pedagogical practices, shaped as they are by these ideologies, make available different subject positions for the learners: in other words,

how teachers' ideologies shape learners' beliefs about learning which in turn influence the subject positions taken up and hence the learners' forms of consciousness.

#### **1.4.2 Socio-semantic perspectives**

Vygotsky's original discussion of the social origins of human consciousness, as we have seen, did not include accounts of practices in different social locations (Daniels 2001 p99). SFL and sociological theories both share a concern with explicating the relationships between the social system, semiotic exchanges and the subjectivities produced and so are well placed to redress this difficulty in Vygotsky's oeuvre. Insights may assist teachers move beyond the 'deficit discourse' of disadvantage. Originally subjected to 'grotesque' readings (Singh 2002 p571) which conflated *code* (different ways of meaning and saying within the same context of situation) with *register* (different ways of saying different things) and *dialect* (different ways of saying the same thing) (Halliday 1995), Bernstein's work has only recently resurfaced in teacher education. His theory of code offers some explanations for the ways in which different social locations or positions in the culture give rise to different 'ways of saying, ways of meaning' now referred to as 'coding orientations' –and thus to different forms of consciousness among groups of learners (Bernstein 1990, Hasan 1996, 1999). Hasan argues that the ways of meaning available to a speaker - 'semantic aspects of the linguistic habitus' - are code-regulated and these meanings in the context of the subject's positioning in the culture determine the ways of saying available to her/him (1999 p24). Coding orientations are both social and individual: social in that they are acquired in intersubjective settings in homes, neighbourhoods and schools, individual in so far as they shape the subject's semiotic resources. Disadvantage then is implicated in habitual ways in which semiotic resources are used rather than being a matter of 'intellectual deficiency and social disorganisation' (Moll 1992).

Bernstein sees power as to do with the relationships between social categories, and control as to do with the forms of communication which sustain or change those groups (Bernstein 1996 p 19). *Power* relations and *control* are translated through the concepts of classification and framing already introduced. Power, in Bernstein's terms creates and polices boundaries or categories; classification refers to relations between categories: agents, institutions, discourses, practices. Classification is related to context,

it orientates the speaker to recognise what might be expected, to what are legitimate ways of making meaning in that context. On the other hand, framing refers to the controls on the realization of that context in language. As has been already noted, strong classification and framing can assist learners to learn to recognise and respond to the semiotic demands of situational contexts. Genre-based pedagogy sought to use variations to classification and framing values to provide students from immigrant and low income backgrounds with access to dominant discourses at the same time as incorporating and valuing their own voices (Martin 1999). Semiotic mediation via classification and framing choices (which are teachers' orientations to curriculum) affect learners' access to the pedagogical code and hence their orientations to educational practices. Therefore different types of semiotic mediation are deeply implicated in shaping different forms of consciousness and variant social positionings.

In summary, this chapter has introduced the major theoretical contributions to views of learning and cognition which link the culture, the social and the individual: the sociocultural traditions of Lev Vygotsky; systemic functional linguistics, the social semiotic theory of language developed by Michael Halliday; and the sociological theory of Basil Bernstein. These three informing theories will be used to explore the practices observed in the two classrooms.

Vygotsky provides a view of the mind that is both social and individual: cognition begins as social activity in interactions with others (the zone of proximal development) and through semiotic mediation is internalised as mental activity. Cognitive development occurs as each 'wave' of internalisation places pressure on and affects growth in the individual's cognitive system toward 'higher mental functions' or scientific concepts. The significant issues arising from Vygotsky's work are the lack of specificity of the range of semiotic mediations and the universalising of 'higher mental functions'. Learners will experience different types of semiotic mediations and therefore different cognitive outcomes or forms of consciousness; it was argued therefore that close accounts of specific educational settings of the nature of semiotic mediation, such as provided in this thesis, are necessary.

SFL theory, with its approach to cognition as meaning making and its tools for close analysis of classroom discourse, has a central place in this research. Because the

relationship between language and its contexts of use can be accounted for systematically, it is possible to read institutionalised learning and teaching practices as well as more subtle local interactive practices in considerable detail. The SFL metafunctional descriptions reveal much about the construal of ideational meanings as well as the interpersonal relations enacted. In this way, the nature of the ‘interpersonal/intersubjective gateway’ and its affordances in terms of higher mental functions can be explored. Such close description of the nature and mechanisms of semiotic mediation in the two classroom sites can be seen as a ‘linguaging’ of the zone of proximal development in each.

Bernstein’s theory of pedagogic relations reveals how different forms of semiotic mediation are implicated in the construction of social relations. His model of the relay between the socio-cultural context and individual consciousness provides a means of considering how both the reproduction of social disadvantage and the possibilities for intervention take place discursively. He provides a powerful explanatory social theory to accompany the socially orientated linguistic analysis undertaken here. Analysis of the classroom interactions in this thesis will proceed in parallel with an increasingly detailed exegesis of the theoretical architecture of his model. Firstly however, the research methodology, including a detailed account of the SFL analytical tools to be used, will be presented.

## **CHAPTER TWO**

### **METHODOLOGY**

....unlike thinking and knowing, at least as these are traditionally conceived, meaning is a social, intersubjective process. If experience is interpreted as meaning, its construal becomes an act of collaboration, sometimes of conflict, and always of negotiation (Halliday and Matthiessen 1999 p2).

This chapter presents the research methodology which derives from a social semiotic perspective. The importance of reflexivity is recognised but at the same time, it will be argued that the research meets the demands for systematic inquiry; that is, the relationships among theory, research approach and analysis tools are elaborated. Systemic functional linguistics (SFL) provides a consistent, mutually informing relationship among the theoretical underpinnings of the thesis, the research approach and the techniques of analysis and interpretation. In this project, the SFL theory of language as a social semiotic plays multiple roles: it is at once a frame for the epistemological stance and the research design, the means of data analysis and the ‘guiding hand’ of data interpretation. The chapter discusses the theoretically driven epistemological assumptions of the project as well as the procedural and ethical decisions taken during the processes of designing and implementing the research. The chapter then discusses the data sites and explains the procedures of discourse analysis adopted in the research, describing the relevant SFL tools deployed in the thesis.

#### **2.1 The epistemological basis for the research**

Education has been a major focus for the gaze of SFL theory; research has taken place into first and second language development, classroom interaction, language and social location, and curriculum. Hasan attributes this tendency of SFL to enter into dialogue with discipline areas outside of linguistics to its exotropic nature; helped by its explicit conceptual syntax which provides a language of description upon which to base the dialogue (1999 p13). As we shall see, Bernstein’s theory of pedagogic relations is similarly dialogic. Traditionally, educational research itself has drawn on and contributed to a number of different

disciplines (Griffiths 1998 p63). It engages with the socio-cultural world and hence, along with other socially orientated research, is often contrasted with ‘scientific’ models which focus on the physical and biological worlds. Much educational research does not set out to discover a single certainty or ‘truth’ about educational practices in the way scientific knowledge is usually considered to do in the physical and biological worlds (Keeves 1999 p7). Instead research such as that described in this thesis seeks to contribute to the collective ‘sense-making’ of educational practices. Griffiths argues further that educational research is distinct within the social sciences:

... education research lays no claim to abstract neutrality or to being a curiosity-driven search for knowledge, of the sort that, sociology, history or philosophy might profess. Rather in the long run (and sometimes in the short run) it is action-orientated. So it follows that educational research is not necessarily research *about* education or its processes. Rather it is research that has an *effect* on education. It *participates in* the development of educational practices, whether that is directly in schools and classrooms or more broadly in policy or through initial teacher education (1998 p67).

Martin describes the SFL research referred to above as action-orientated and ‘transdisciplinary’ rather than ‘interdisciplinary’ (which works on a particular problem from separate perspectives). He argues that SFL and education have overlapped expertise to work successfully toward co-articulated goals (2000 p24) and in cycles of theory/practice/theory. Referring to work in language in education undertaken in the past two decades in Australia (see 1.3.1), Martin describes the varying perspectives of linguists and educators.

For linguists like myself, this meant interpreting pedagogy linguistically as language development and curriculum as grammar and genre; for their part, our colleagues from education learned to read language development as pedagogy and grammar and genre as a tool for factoring out curricular goals (2000 p25).

The research to be reported in this thesis is similarly action-orientated and takes a transdisciplinary perspective.

A fundamental difference between socially orientated research and that in other traditions lies in the conception of knowledge. Approaching the research task from a social semiotic perspective means considering the research experience as

a semiotic endeavour and the resulting interpretations and conclusions as partial and open to critique. Postmodern perspectives on knowledge share such a view; for example, Griffiths (1998 p82) argues that knowledge should always be situated in terms of its social and historical contexts. A further consequence of this 'situated' view of knowledge, is the recognition that the research process is inscribed with my own subjectivity.

### **2.1.1 The researcher as participant subject**

My actions and interpretations can themselves be seen as shaped by beliefs, values and experiences. This is not to be taken as a methodological weakness but rather a strength because, as Griffiths argues, a stance of absolute neutrality is more biased than one that admits partiality precisely. This is because to claim to be neutral is to hide that partiality (1998 p47).

The research, in terms of its intent, the theoretical approach and its techniques, is influenced by particular values and experiences. After some 15 years experience teaching in schools serving poor communities, a major motivation for the project has been to understand something of how teachers' work contributes to the reproduction of social division (Munns, Lawson and Long 1998 p3). In drawing on SFL theory, the research builds on work already successfully undertaken in literacy pedagogy (for discussions of examples see Jones and Phillip 1999, Martin 2000, Millar and Howie 2000, Mohan 2001). Such projects are convincing of the worth of social semiotic approaches to literacy, particularly for students who suffer the double educational disadvantage of being poor and from homes where English is not the dominant language used. As a teacher educator, I am also engaged in the recontextualisation of the research work of others in both the preparation of neophyte teachers and in the professional development of experienced teachers. In this respect, it is critical to develop useful explanatory frameworks for the way in which social relations are relayed through communicative practices in different educational settings. Because teacher education frequently takes place in highly compartmentalised environments, a transdisciplinary perspective is particularly important in this endeavour.

The research methodology, in particular my relationship to ‘the researched’, is shaped by experience with classroom-based action research. Participant observation takes on many shades from peripheral involvement through to the ‘full and recognised participation’ (Knobel and Lankshear 1999 p97) adopted in this project. Throughout the data collection phase in each classroom, I was simultaneously engaged in planning, observing, teaching, and reflecting with the teachers. However, because such an interventionist role is not without difficulty, a degree of reflexivity is necessary throughout.

### **2.1.2 The ethics of the research**

The teachers entered into the research project as a collaborative problem-solving endeavour through which we might jointly come to understand more about the relationships between talk and learning. Mindful of the existent relations between universities and the teaching profession, I do not suggest that the power relations are symmetrical but I endeavoured to be as open as possible with the teachers and the purposes for the research were discussed at the earliest stage of the research. The fieldwork included a period of orientation before the data collection began during which aspects of the research such as the curriculum design and the identification of focus learners were negotiated. The fieldwork period also included frequent and sometimes lengthy reflective discussions, some of which were recorded. Although the detailed linguistic analysis of the data took place after the fieldwork was complete, some early published analysis and interpretation was shared with the teachers (Jones 2001).

It is important throughout the research that practices are seen as emerging from the positioning of teachers by prevailing curriculum and cultural practices. Because a good deal of educational research is concerned with investigating teachers’ practices from the sidelines, there is a danger that teachers will be pathologised as more- or less-competent professional beings in the ensuing reporting and discussion of that research. The use of theories such as SFL and Bernstein’s theory of pedagogic relations with their elaboration of the relationship between the macro and micro social worlds, are particularly useful in this respect. The participant observer role is also important. I am aware of the pull of subjectivity in the shaping of research events but argue that, like the classroom teachers, such shaping is the result of my interpellation as a teacher. Thus



my own practices and beliefs were also under scrutiny. The ‘propensity to report sideways’ (Walker 1985 p86) or ‘reciprocal vulnerability’ (Westgate in Edwards and Westgate 1994 p78) is an advantage of the ‘engaged’ researcher and was an important ethical choice in the research design. Further, the participant observer role which carries ‘insider’ knowledge of the social context is another advantage because the researcher has additional ethnographic resources with which to understand classroom contexts.

## **2.2 The research context**

The context for the research comprises the official institutional setting as well as the local classroom sites. As part of the broader setting, the two schools draw on the same mandatory curriculum and at the time belonged to an equity program which attracts additional governmental resourcing to enhance student outcomes in the form of extra project-based funding and consultancy support. At the time of data collection, the schools were engaged in projects aimed to address language and literacy outcomes and the implementation of curriculum, as well as enhancing relations between home and school contexts (see for example, Munns, Lawson and Long 1998).

### **2.2.1 The curriculum environment**

Teachers in the research were implementing the relatively new English syllabus for primary schools (Board of Studies NSW 1998). Because this document mandates the teaching of talking and listening for the first time in a number of years, these teachers, like many others, sought assistance to enhance their classroom oral language programs. At the time some considerable portion of the additional resources allocated to disadvantaged schools was channelled toward projects concerned with the broad area of classroom talk. Not uncommonly, as an extension of teachers’ familiarity with genre-based pedagogy (Martin 1999), programs emerged which focused on the teaching of spoken genres or text types and frequently found expression as public speaking or debating activities (see for example Jones 1996). Other programs recruited second language teaching techniques to mainstream classrooms in an effort to increase student interaction (hence student language production) and to produce subject specific language (NSW Department of School Education 1997b).

As the implementation of primary English curriculum became diffused throughout a larger system increasingly distracted by a conservative 'back to basics' agenda (NSW Department of School Education 1997a), curriculum meanings were frequently elided from activities. While talk is held to be important for learning, the nature of this relationship is generally under-articulated in these curriculum and policy documents. An emphasis on curriculum as distinct from pedagogy has the effect of separating the two, with language relegated to either a curriculum area of its own or to second language teaching methodology. In both cases, language is treated as an object differentiated into rather general categories such as English/mother tongue, oral/written, text types, formal/informal (for example, see Board of Studies NSW 1998). Rarely is the discursive basis of curriculum knowledge elaborated, nor the role of classroom talk in constructing the learners' cognitive capacities highlighted (Christie 2004); rather, cognitive development is seen to be a quite separate matter.

Experiencing diminishing opportunities for professional development outside of mandatory curriculum areas, many teachers continue to draw on 'individualistic' theories of learning such as those identified by Kemmis et al (see 1.3.2) acquired in their early professional preparation. Social approaches to learning, with their emphasis on the role of linguistic interaction in cognition, are relatively new additions to Australian teacher education curriculum (Renshaw 1998). Here too, it must be said, efforts are embryonic as boundaries between curriculum areas such as language education and educational psychology remain heavily policed in many initial teacher education programs.

In the life of a thesis, there are inevitable shifts in the curriculum environment. In most recent times, emphasis in the Australian education system has moved away from the implementation of new curriculum toward pedagogy more generally. The Quality Teaching Project (NSW Department of Education and Training 2003) draws on research in low SES schools in the United States (Newmann & Associates 1996) and from system-wide research in Queensland (The State of Queensland (Dept of Education) 2001) to develop a model aimed at improving pedagogy. This model has had considerable uptake in socially disadvantaged schools. Quality teaching is identified as

practice which demonstrates three key dimensions of ‘intellectual quality’, ‘supportive learning environments’ (classroom intersubjectivities) and ‘educational significance’ (home-school continuity). While all three dimensions are considered essential, that of *intellectual quality* is held to be central (NSW Dept of Education and Training 2003 p8). Pedagogy exhibiting intellectual quality is concerned with providing access to educational knowledge and is described as featuring ‘deep knowledge and understanding’, ‘higher order thinking’, ‘problematic knowledge’, ‘use of a metalanguage’ and ‘substantive communication’.

Considerable resources are currently allocated to support the Quality Teaching project, large numbers of teachers being engaged in examining their practices in light of the dimensions described above. While such a focus on pedagogy is welcomed generally, there remains a cleavage between language and learning in the model. The training materials offer little to enhance teachers’ understandings of language and learning. Teachers are encouraged to consider what particular dimensions ‘look like’ in classroom practice with little recognition of how these are realised as discursive choices. The linguistic means by which educational knowledge is constructed and its close ties to discipline contexts are unacknowledged in very general constructs such as ‘higher order thinking’ and ‘deep vs shallow knowledge’. Likewise, the affordances of particular interpersonal language choices in the development of the intellectual environment are under-elaborated. Throughout official curriculum and emergent pedagogic reforms, there appears scant support for teachers to understand the complexities of the use of language as a tool in pursuit of curricula goals in different social settings. This thesis hopes to contribute toward the elaboration of particular elements of the Quality Teaching model; that is, the identification of the linguistic realisation of productive forms of semiotic mediation as well as that of different versions of educational knowledge.

### **2.2.2 The classroom settings**

In spite of their common curriculum and social justice concerns, the classrooms studied are located in schools that are geographically and culturally diverse. Crystalvale is a small one-teacher school in the Central Tablelands region of NSW. The former coal mining town has a population of approximately 300 and sits in an ancient sandstone

landscape of weathered cliffs ringed with open, cold weather vegetation. It is built around a major highway and comprises a mixture of old and new housing together with a few public buildings such as the hotel, the store and the school. These buildings tend to be multi-purpose; for example, the store is also the post office and the school canteen, while the hotel functions as both TAB and bank (in the form of an ATM machine). Other services are available in larger centres connected by highway bus route. There are few local jobs and recent industry closures in the district have meant considerable hardship for a number of families.

The school provides a preschool service for part of the year and is the venue for community meetings as well as the annual town fair. The 20 enrolled children are from English speaking backgrounds, and a number are related, with some families having been resident for two generations. The school has a reputation as difficult; achievement on system-wide tests is below state average, and there are several students with learning and behaviour problems. Because of falling enrolments, the number of teachers has fallen to just one and a demountable building (the second of two classrooms) is on the site awaiting removal. Most teaching takes place in one building which has a large open plan room with enclosed verandahs around two sides which are used for administration and storage. The school and its surrounds are neat, freshly painted and appear well resourced in terms of equipment and teaching materials.

The teacher/principal, Kate, is a recent mature-age graduate of the local regional university. She works hard to enhance students' academic achievement, and to provide pastoral support to the children and families in the school community. Part-time assistance from a teacher aide and an administrative worker is available. The usual daily timetable is structured to include time for children to engage in individual, partner work and small group work with either the teacher or the teacher aide. There are also frequent occasions when the whole school is taught together. A casual teacher provides few hours relief for Kate each week so that she can attend to administrative tasks; however, Kate often spends this time working with students needing additional support or completing unfinished tasks with groups of students. Not infrequently too, this time is absorbed by consultation and negotiation with the local community. Kate drives from her home in a nearby city forty minutes away each morning and afternoon, while other

staff members live in the local community. Regular professional development is organised through the Department of Education, however because it involves travelling some distance and frequently takes place within school hours, Kate worries about disruptions to her students when she participates.

Briary Road, the second school described in the thesis, is located in Sydney and has some 400 students enrolled, the majority of whom (approximately 90%) speak a language other than English at home. The major language groups here are Arabic, Cantonese, Mandarin, Greek, Vietnamese, Hindi, Fijian, Vietnamese and Indonesian. The suburb has long been a low cost housing area; popular with newly arrived immigrants in an area with considerable support services. There are also large numbers of Australians from non English speaking backgrounds who have settled permanently in the brick homes and flats in quieter streets away from the busy dissecting roads that attract light industry, hotels, clubs and night time crime. The school is situated on one such major road and, despite its regular experiences of vandalism, noise and hazardous litter, it has a good reputation amongst parents and teachers. The school results on system-wide tests are above state average and it has in recent times won a National Literacy Award in recognition of the quality of its programs. The school buildings have been recently refurbished and extended, and considerable teaching resources have been carefully acquired to support the teaching of curriculum content.

While enrolment numbers dropped slightly in years before the data collection took place, the staff at Briary Road is relatively stable and consists of a number of classroom teachers and specialists in areas such as English as a Second Language (ESL), community languages, literacy support and library as well as long-time administrative staff. Tisha, the class teacher involved in the research, is a very experienced teacher and has been at the school for a number of years. At the time of the research she taught a year 4/5 class of 28 students, 27 of whom speak a language other than English at home. Bilingual herself, she works regularly with other teachers of years 4 and 5 and the specialist teachers, particularly the ESL teacher. Like most of the other teachers, she does not live locally but commutes each day from several suburbs away. Her classroom is small and appears cluttered but is well organised and cheerful. The daily timetable until lunchtime is structured around blocks of time for English and Maths in which each

year level is usually taught separately. Other curriculum areas are undertaken as one class.

Cognisant of the English language learning needs of the students, the school's professional development program has targeted the development of teachers' expertise and resources in this area. For a number of years, all of the staff have been engaged in school-based projects funded through the equity program. While these have had outside involvement from university or departmental staff; they are designed by the school staff and community to suit local implementation of curriculum. One of the outcomes of this activity is the development of curriculum units used by teachers across the school. These units address official curriculum yet take the language demands of learning areas as their starting points. In this way, a language-based approach to learning has become an important part of practices of individual teachers like Tisha.

In summary, these geo-spatial features shape the nature of teachers' work in each school. The use of classroom space and time, the groupings of students, the relationships among staff and distances between the school and other educational institutions conspire to establish the positions from which common official curriculum may be read and enacted.

### **2.2.3 The research approach**

The approach adopted is a feature of the research context, as well as its motivation and aims. This research uses a case study approach employing linguistic tools to analyse pedagogic discourse from the classrooms. The work is change-orientated (Sturman 1999 p107) and focuses on teaching and learning in the two sites with a view to better understanding the choices available to teachers of learners in particular social locations. As case study, the research is dual rather than singular; the two schools were chosen with a view to using the inevitable comparisons as a means of denaturalising habitual practices, attitudes and beliefs. This was particularly important given my role as a 'fully involved' participant observer described above.

As both case study sites are NSW Department of Education schools, the research required official approval and assistance to proceed. That both schools belonged to the

equity program was a critical issue because of the interest throughout the program on classroom interaction. Crystalvale, the small rural school, was identified as a suitable site by the local equity program consultant in the area close to where I live and work in central west NSW. The teacher, Kate, was anxious to be involved in order to understand the new English curriculum better and together we negotiated a period of orientation in which I would observe and assist while getting to know the school and its community. This was followed by a period in which a unit of curriculum work was to be co-taught. At Briary Road, the larger urban school, the orientation period was considerably shorter. A former staff member, I had also been recently engaged as a 'critical friend' in action research funded by the equity program. Here too, the class teacher Tisha and I decided to teach a curriculum unit together. In both classrooms, the units were based on existing programs which were adapted for use in each setting.

Classes in the upper grades were identified for the research. Because of the project's concern with shifts in the construal of content-related meanings, the older grades were selected because there was a greater chance that the classes would be engaged in subject specific learning or identifiable content learning. Many younger grades spend a good deal of time learning early literacy skills while holding the fields of focus within the realm of the everyday or commonsense understandings. A further advantage of the focus on more mature learners is that we might expect to see an emphasis on peer to peer learning; hence there would be a range of organisational patterns from which to investigate intersubjective relations. At Crystalvale, because the students in the senior grades (3-6) were usually grouped together for lessons, this group provided the focus for data collection. However in accord with usual practice the whole school participated in the lessons on several occasions. At Briary Road a 4/5 composite class was selected.

The interpretations in this thesis can be read in the context of the larger body of other similar Australian classroom case studies (for example Christie 1994 2002, Hammond 1995, Wignell 1998, Gibbons 1999, Sharpe 2003). Generalisation from one case study to others is reliant on sufficient documentation and understanding of relations and events in a given context. Therefore, some techniques of ethnographic fieldwork (in addition to participant observation) feature in the methodology. These include the use of a variety of data sources: transcripts of classroom talk, observation, interviews and

reflective discussion, classroom artefacts such as work samples, charts and chalkboard texts, curriculum documents and field notes. Together these sources make available a rich description of the social contexts for the research so that readers may recognise similarities and disjunctures with others. As Taft argues:

Thus generalizations are built up through the investigator being able to mediate between one group and others; an ethnographic account of a school, then derives its value largely from the fact that the investigator – and also the readers – are familiar with other schools and with schools in general (1999 p119).

However, multiple data sources do not merely provide contextual background for potential readers; because teaching and learning takes place within text-saturated environments, these sources are crucial to understanding semiosis-in-motion. Because of the concern with semiotic mediation during a unit of work and the discursive formations of teachers and learners, the broad textual landscape is very significant. The language used by teachers and children is of primary importance, so too are the secondary texts which are not only abstract tools (see 1.1.1.2) but also provide additional information to inform the discourse analysis. Nevertheless, transcripts of classroom talk form the main source of data for the research.

In classrooms, as elsewhere, talk is a social process. In life, as opposed to on the printed page, talk is more than words; it is a social activity that includes our gestures, facial expressions, and movements in social space. And we make sense of talk not just by seeing it as words organised into phrases and clauses, but as action organised into longer sequences of action that are typical of a particular kind of human social activity. In this case it is classroom activity (Lemke 1985 p5).

## **2.3 The data**

The research data is categorised into primary and secondary sources. The primary data comprises that collected in the classroom. Lessons were audio-taped and transcribed and supplemented by interviews with classroom participants, the researchers' field notes and reflective journals. Secondary data includes unit and lesson plans, extracts from syllabus and support materials, samples of teacher professional development publications and teacher education materials.



### **2.3.1 The primary data**

Data collection proceeded differently in each site influenced by the proximity of each location, and the school organisation. The Briary Road school was too distant from my home to be visited every day so the data was collected in a one week block with a second visit shortly afterwards. Because Crystalvale was closer, the data was collected over a period of approximately a month, during which I travelled to the school with the teacher on single days. In the orientation periods, the teachers ran their usual programs in which I assisted and got to know the children and their contexts better and collected texts from the environments.

During the implementation of the curriculum units, the lessons were team taught: sometimes the class teacher led the lesson, at other times I did. Importantly, this meant some measure of reciprocity was made possible in the research relationships. However, while team teaching was familiar mode of teaching at Briary Road; in the other school, its unfamiliarity was indicative of a general lack of alignment in teaching practices which soon become obvious. This divergence points toward one of the significant findings of the research; that is, the variant positioning of teachers in regard to local and official pedagogic discourses. A further point about team teaching is that at times it was difficult to capture all of the important events of the lesson. Hence it was important to record reflections after the event and when listening to the audiotapes.

Transcriptions of audiotaped lessons form the bulk of the research data. Several focus children in each class were identified and tracked during the audiotaping of small group or pair activities. A total of approximately 12 and a half hours of classroom discourse was taped and transcribed. This data was supplemented by worksheets and worksamples used during tasks and copies of chalkboard texts, charts and other guides prepared by the teachers. On two occasions, the tape was left running as we reflected on the lesson. My field journal and reflective notebooks provide additional resources for interpreting the classroom discourse. Audio-recordings were transcribed by a research assistant as soon as possible after the event, these were then checked and rechecked so that each transcript has been listened to at least three times by two people. Primary data not subjected to detailed linguistic analysis was used to develop

descriptions of context and to assist interpretation and discussion of the closely analysed material.

### **2.3.2 The secondary data**

The secondary data was collected during and around the time of the fieldwork. Comprising texts of interviews with teachers and learners, official curriculum documents, newsletters and unit plans, it is an important source for interpreting the classroom data against the broader sociocultural backdrop. The talking and listening outcomes from official curriculum documents were subject to detailed linguistic analysis as were the interview texts although the detail with which these could be presented and discussed was to be restricted because of limitations to the size of the thesis. However, together with more general readings of other secondary sources, this data also provided important support to the general register analysis undertaken to describe the learning contexts initially (see chapter 3) as well as the ongoing interpretation of the more specific linguistic analysis of selected classroom texts.

## **2.4 The analysis tools**

In the following section, the analysis tools will be described in detail. The order of their description will begin with the curriculum macrogenre analysis that allowed entire curriculum units to be described. It will then move to the systems of close linguistic analysis which enabled selected interactions to be described in finer detail.

### **2.4.1 The Curriculum Macrogenre: working towards ‘handover/takeover’**

In order to determine which sections to focus on in detail, and how these fit into the overall enactment of the curriculum unit; it was necessary to begin with a top-down approach such as that made available by the macrogenre analysis. In the research, the realisation of the macrogenre - the unit of work - is seen to resonate with Vygotsky’s zone of proximal development: an identifiable stretch of activity during which ‘handover’ from teacher (or ‘more knowledgeable other’) to learner is expected to occur (Gibbons 1999). In this way, the curriculum macrogenre gives insights into on how individual classroom episodes, themselves comprising smaller units of meaning, serve to fulfil the goals of the curriculum unit.

The concept of the curriculum macrogenre derives from genre theory. Martin (1997) uses the term *macrogenre* to describe texts comprising elemental genres such as reports, recounts and procedures. Because the curriculum unit usually consists of several lessons which are considered elemental or *curriculum genres*, it can be said to exemplify a macrogenre. Each curriculum unit or macrogenre aims to achieve particular pedagogical goals. The curriculum macrogenre is hierarchical; consisting of a number of parts or *curriculum genres* which are themselves composed of smaller elements (Christie 1998 p154). These constituents will be referred to using discourse analysis terms that have equivalence in teachers' lay terms as indicated in the following display:

Discourse analysis term	Teachers' lay term
curriculum macrogenre	curriculum unit
curriculum genre	lesson or group of lessons

The *curriculum genre* represents a lesson or group of lessons. Lessons are institutionalised methods of organising learners and teachers' time and attention. A lesson or group of lessons can be described as a curriculum genre because they are 'staged, purposeful social activit[ies] in which certain pedagogical goals are realised' (Christie 1995 p224). They vary in duration depending on the age of the learners, the internal timetabling arrangements and the nature of the curriculum content. Each curriculum genre functions slightly differently in relation to, but together are crucial to the success of, the overall curriculum macrogenre or teaching learning cycle. For example, one curriculum genre may function to engage learners in the topic at hand while another will serve to construct learners' knowledge of the topic.

Because a single lesson may vary from thirty minutes to one and a half hours in duration, curriculum genres are themselves made up of discrete stages. Such stages or *schematic elements* are orientated to the more local concern of completing the work during the lesson. In the classrooms studied in this research, schematic elements are most often represented by *tasks* which mediate between the grounded circumstances of the classroom and the more general curriculum outcomes. For example, consider the following outcome recorded in the documentation of the Briary Road curriculum unit:

The student communicates effectively in informal and formal classroom activities in school and social situations for an increasing range of purposes on a variety of topics across the curriculum (Board of Studies NSW 1998).

Here, the learners' interactional behaviours are stipulated in terms of their quality in a large range of situations, for different purposes and on a variety of matters. As is typical of curriculum outcomes, it is broad and represents the kind of behaviours expected as a result of participating in many different teaching and learning events over lengthy periods of time. If we contrast the objectives for one of the tasks in that same curriculum unit with the outcome, we see how tasks 'enact' outcomes. The task itself moved through four distinct 'stages' or 'phases'. Firstly, the teacher demonstrated graduation of the verb *take* through considering synonyms such as *steal*, *remove*, *hijack*. Then the children worked in small groups to consider social conditions under which removal of indigenous children occurred and to discuss the significance of the focus text, an autobiographical account. Next, the contents of that discussion were made public to the whole class, before the task concluded with a brief review of important classroom interactional skills. The following instructional objectives were identified for the task:

- To enhance children's understandings of the Stolen Generations
- To develop children's English vocabulary particularly that related to the *take-steal* graduation
- To encourage children to consider the social circumstances leading to the policy of removing Aboriginal children from their parents
- To build common understandings about the socio-historical context of the text and its significance now
- To provide opportunities for children to use oral English in a more structured or 'written-like' mode
- To enhance children's awareness of valued interaction skills eg listening and turn-taking.

In these objectives, the content, purposes and nature of the interaction suggested generally in the curriculum outcome were further specified as the teachers designed and implemented an activity suited to the learners' age and experience and the curriculum topic.

Tasks are discrete in that each has a particular unity and makes sense on its own. They usually involve oral and written modes of language use. One curriculum genre may

consist of an individual task or several tasks. A shorter curriculum genre such as one comprising of one lesson, may feature only one or two tasks. Where teaching is most successful, tasks are both retrospective and prospective in nature; that is, designed and sequenced to recognise previous tasks and those to come in the achievement of the overall outcomes of the curriculum unit. In the received wisdom of the classroom, outcomes are likely to be achieved through the aggregation of such learning tasks. The constituent elements and equivalent terms can now be displayed as follows:

<b>Discourse analysis term</b>	<b>Teachers' lay term</b>
curriculum macrogenre	curriculum unit
curriculum genre	lesson or group of lessons
structural elements	tasks

In turn, tasks or structural elements, as we have seen, are themselves composed of steps or *phases* which, when compared to other levels or ranks in the curriculum macrogenre, are particularly sensitive to learners' responses and to immediate environmental matters. Phases include moments of explicit teaching involving new understandings or review of old, explanations of work to be undertaken, and collaborative student activity. Phases are often linked to shifts in the immediate classroom environment. Such shifts might include a change in the physical arrangement of learners and teachers, such as moving from working as a whole class in an open space to small groups at clusters of desks. This was evident in the example from Briary Road above when the children moved from a whole class lesson on vocabulary to a small group discussion activity.

Phases are also signalled by changes in framing choices available; for example, a shift from a strongly teacher directed activity to one more loosely framed requiring students to discuss some topic or issue. Each phase realises a teaching purpose usually working towards achieving the goals of the lesson and is critical to the overall success of the task. The phasing or steps necessary to achieve a task frequently operate at an unconscious level; that is, they are part of a teacher's 'habitus' (Bourdieu 1991). As a result, their pedagogical purposes may be implicit and available only as a result of reflection. Of course, phases themselves are composed of smaller steps or moves, such as those exchanges which are the focus of interaction analysis. However, phases are the smallest unit in a curriculum macrogenre analysis and for the purpose of this research

more delicate analysis is offered of selections only from the curriculum units. In summary then, our display can now be fully represented as:

Discourse analysis term	Teachers' lay term
curriculum macrogenre	curriculum unit
curriculum genre	lesson or group of lessons
structural elements	tasks
phases	steps in a lesson

In this way, the curriculum macrogenre emphasises the layering or embeddedness of teaching and learning. I have annotated the following diagram (Figure 2.1) of a curriculum macrogenre from Christie (1994) to demonstrate the hierarchical relationships described above.

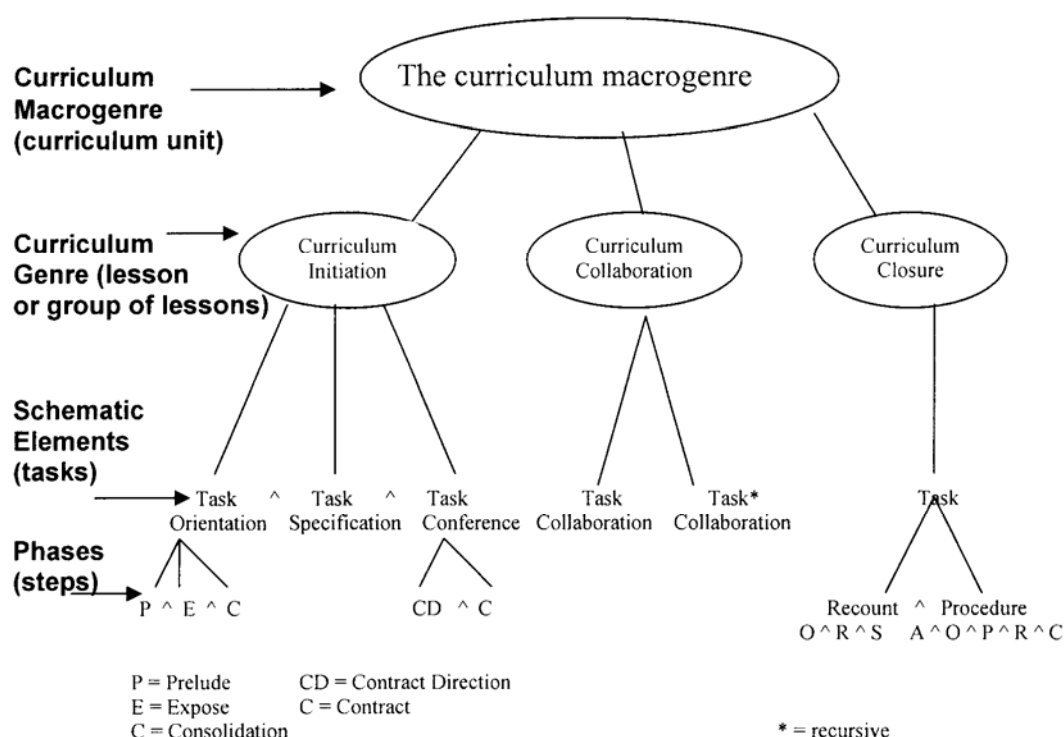
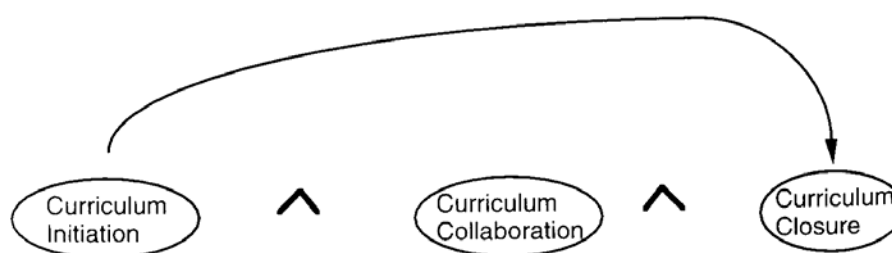


Figure 2.1 The structure of an upper primary Science curriculum macrogenre (adapted from Christie 1994 p14)

#### 2.4.1.1 Curriculum genres

Because content and classroom practices vary, so too will the patternings of language use in the macrogenre. Nevertheless, Christie makes some general observations about the curriculum macrogenre in a range of settings including secondary English and Geography as well as upper primary Science (1994, 1995, 1998, 2002). I propose to

draw on these prototypical curriculum macrogenres to further explain the analysis generally, while the more specific application of the analysis to the two classrooms in the study will be discussed in the next chapter. Christie has found that a curriculum macrogenre usually involves three genres: the Curriculum Initiation, the Curriculum Collaboration (or Negotiation) and the Curriculum Closure (see Figure 2.2 below).



*Figure 2.2 An initial view of the curriculum macrogenre (from Christie 1998 p156)*

The Curriculum Initiation is an opening genre which provides an orientation to the content area. This orientation can function in a range of ways including:

- establishing the field or topic under investigation
- engaging the learners' interest in the field
- identifying broad aims for the ensuing activity
- describing the learning activities or artefacts to be produced
- probing existing construals of the field
- beginning to construct shared understandings.

Because of the nature of these functions, the teacher usually maintains strong framing during this early stage. In the primary school, everyday construals of the field or related experiences (Halliday 1994 p6) will often be a feature of language used by learners in the Curriculum Initiation as the teacher uses learners' existing understandings as a starting point.

The middle genre, the Curriculum Collaboration/Negotiation, is the lengthiest genre and involves a number of activities or tasks designed to achieve the pedagogic goals.

Christie's experience is that this middle genre may involve several recursive elements and is the stage that demonstrates most variation among classrooms. She comments that this genre seems particularly sensitive to such factors as the content area and the age of the learners (1998 p156). In her research, the nature of collaboration in the middle genre was found to be either one of collaboration or negotiation. Curriculum Collaboration

refers to a situation in which learners work together in a problem-solving activity with the teacher in a secondary role. Curriculum Negotiation, on the other hand, describes practices where teacher and learners are more actively involved in a series of tasks together. In both cases, tasks in this genre tend to be loosely framed; that is, learners and teacher have more flexibility about the direction of the learning than in the Curriculum Initiation. Christie observed that it was through these tasks of the Curriculum Collaboration/Negotiation that more technical construals of the field are built cumulatively and that students begin to act independently of teacher direction. In this research as we shall see, the middle genre also revealed considerable differences between the classrooms. Such differences in classification and framing choices are shaped by prevailing beliefs about teaching and learning.

The Curriculum Closure completes the teaching learning cycle. This genre usually involves the completion of earlier activities or tasks identified in the opening genre. Here learners make public their new or reconstrued understandings, reflect on original ideas in the light of new understandings and sometimes (with teacher assistance) identify new areas for investigation. Strong classification and weak framing may be evident in this final genre.

From a socio-cultural perspective on learning, where teaching is successful we can expect to see growth in independence throughout the curriculum macrogenre as learners move from strongly teacher-directed activity grounded in everyday experience in the opening stages.

Study of a sequence of lessons, in the manner permitted by examination of a curriculum macrogenre makes it possible to identify those points in patterns of classroom discourse at which successful shifts are effected from teacher-directed talk, to jointly negotiated talk, to student-led talk, and to independent talk (Christie 1994 p9).

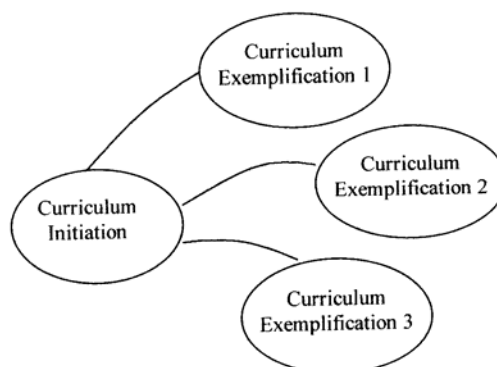
We would expect to witness learners gaining increasing control over the field in focus through joint activity (often with peers) in the middle genre. Finally, through the production of a classroom artefact or work sample, learners should demonstrate their control over the technical construals of the subject area.



#### 2.4.1.2 Linear and orbital curriculum macrogenres

Although the curriculum macrogenre presented thus far has been linear in structure, Christie (2002) has distinguished between these and others which are orbital (see Figure 2.3). For her identification of these different curriculum macrogenres, Christie built on earlier work on the orbital rather than linear structures of newstories (White in Christie 2002 p101). In these texts, information is seen to be organised around a central nucleus (often the headline and/or first sentence). Additional textual elements known as satellites cluster around the nucleus in such a way as to recast, exemplify or elaborate its contents in some way. This structure differs markedly from a linear text in that such elements can be reordered or even left out without significant loss of meaning. This difference is signalled by use of the label Curriculum Exemplification to identified genres which occur after the Curriculum Initiation in orbital macrogenres.

A linear curriculum macrogenre tends to move through a series of stages incrementally building knowledge in a technical or uncommonsense area toward some culminating task/s. Each task builds on the knowledge constructed in the previous one and foreshadows aspects of the next. In this way learners are apprenticed into new and increasingly technical and abstract construals of the field. In contrast, orbital curriculum macrogenres will feature sets of parallel tasks: some beginning while others are being developed and yet others being completed. Engagement in one task can enrich or enhance the construction of understandings in another. Importantly, there will not usually be a culminating task although some kind of closure will be evident.



*Figure 2.3 The structure of an orbital curriculum macrogenre (after Christie 2002)*

In summary, the method of development for the orbital curriculum macrogenre is said to be 'accretive', representing an organic growth rather than incremental (Christie 2002 p126). As we shall see, this distinction proved important for comparing the curriculum macrogenres in the classrooms studied.

#### **2.4.1.3 Logical relations and macrogenre analysis**

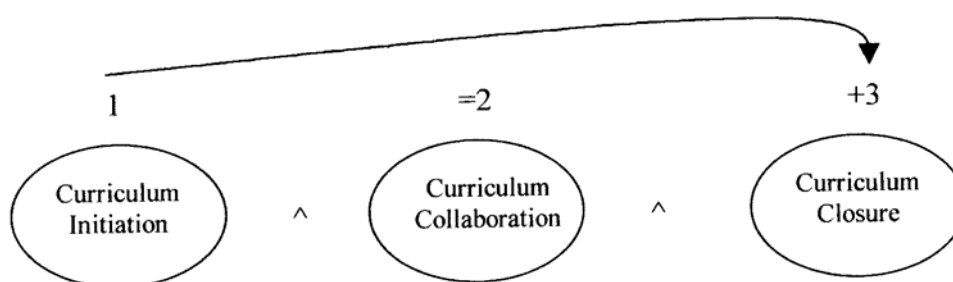
Having elaborated the variations observed in the prototypical macrogenres, it is timely to explain the 'borrowing' of the system of logical relations from the lexicogrammatical stratum for use in macrogenre analysis. Because this system is crucial for analysing interclausal relationships, Christie (2002) argues that it is also useful for reasoning about the relationships between genres.

##### *Relations between genres*

According to Halliday (1994 p219), clauses are related to each other in two general ways: expansion and projection. In the grammar, expansion refers to the relationship when the secondary clause expands upon the primary clause in one of three ways: elaboration, extension or enhancement. Elaborating clauses are those that restate in other words, specify in greater detail, comment or exemplify. Extending clauses do so by adding a new element, offering an alternative or giving an exemption. Enhancing clauses embellish the original clause in some way usually with circumstantial information such as time, place, manner or reason. Halliday (1994 p220) suggests that elaboration is best represented as a *that is* type of relationship; extension as *and/or*, and enhancement as *so*, *yet* and *then*. In SFL analyses, these relations are indicated by the symbols '=', '+' and 'x' respectively.

In macrogeneric analysis then, a Curriculum Collaboration (or Curriculum Negotiation or Curriculum Exemplification) may stand in a relationship of elaboration, extension or enhancement to the Curriculum Initiation. In a case of elaboration (=), this means that which is introduced in the opening genre of the curriculum unit is restated, specified in greater detail or exemplified in subsequent teaching and learning activities during the middle genre. The Curriculum genre is said to be in a relationship of extension (+) to the initiating genre when it extends the original content by adding new content or offering alternatives. When the middle genre embellishes on the content of the opening genre by adding circumstantial information, a relationship of enhancement (x) is said to

exist. Christie illustrates the relationship between genres in the upper primary science classroom in the following diagram (Figure 2.4):



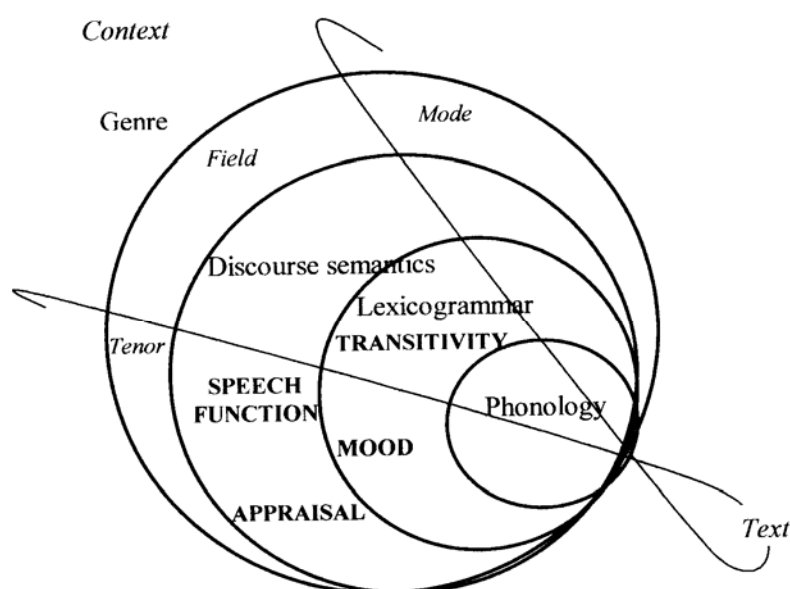
*Figure 2.4 Relations between curriculum genres (after Christie 1998 p156)*

She describes the Curriculum Collaboration as being in a relation of elaboration (=) to the Curriculum Initiation. The middle genre involved learners in designing and building models thus exemplifying the principle of mechanical advantage introduced in the opening genre. The Curriculum Closure in this instance of the curriculum macrogenre stands in a relation of extension (+) to the Curriculum Collaboration. It extended on the work of the middle genre by requiring learners to produce oral recounts of their model making and to display procedural genres. In instances of the curriculum macrogenre from different classroom sites, the relations between curriculum genres will be of considerable interest. This stage of the analysis provided a detailed overview of operation of pedagogic discourse in each site.

#### **2.4.2 The linguistic analysis**

The selection of data for close linguistic analysis was also motivated by the macrogenre analysis. As this proceeded, a number of phases or ‘hotspots’ appeared significant in terms of the differences or similarities observed in the classroom practices. These hotspots are identified and described in the macrogenre analysis in Appendix 1. They include the texts selected for the detailed linguistic analyses described in chapters four and five. These latter texts, themselves comprising over 3000 clauses, presented significant challenges in terms of the volume of data and analysis to manage. I am indebted to Eggins and Slade’s work with casual conversation (1997) for direction both in proceeding with interpersonal analysis and in the presentation of large amounts of oral language data. Management of the linguistic analysis was made easier with the use of a digital database (O’Halloran & Judd 2002). The database stored the analysis of texts identified as hotspots and enabled the display and counting of coded items.

Systemic functional linguistics models resources for expressing interpersonal meanings as three major systems: mood (Halliday 1994), speech function (Eggins & Slade 1997) and appraisal (Martin 2000, Martin & Rose 2003). Figure 2.5 below locates these systems of interpersonal meanings (that is, those relating to tenor variables) in the SFL model.



*Figure 2.5 SFL strata and relevant systems*

The mood system belongs to the lexicogrammatical stratum. It is the major grammatical resource by which the manner in which teachers and learners manage power differentials in their relationships can be glimpsed. The systems of speech function and appraisal belong to the stratum of discourse semantics. Speech function analysis illuminates the ways in which classroom interactants position each other as ‘knowers’ and learners and how different forms of knowledge are shared and constructed through classroom dialogue (Mercer 2000). Appraisal focuses on how particular communities or cultures of learning are built through expressions of attitude and evaluation.

Of course, interpersonal meaning systems interact simultaneously with those of the ideational and textual. My purpose in focussing on the interpersonal here is to do with the crucial place of intersubjectivity in socio-cultural approaches to learning and language. Transitivity analysis was also undertaken but only very selected aspects could be included in the thesis. Transitivity, the grammatical system through which the

ideational metafunction of language is realised, gives insights into ‘the world view’ of interactants. The grammatical items relevant to transitivity are processes (realised as verbal groups), participants (realised as nominal groups) and circumstances (realised as adverbials). Because process or verb choices are a major way in which we represent experience; that is, mental activity (thinking, sensing and feeling), verbalising (saying), acting (doing or happening), relating (identifying and classifying) or simply being (Halliday 1994); patterns of these choices were useful in understanding how teachers and learning construe classroom experiences. Additional insights into how people, objects and ideas are positioned in discourse are available in the presence or absence of particular associated participant roles. Table 2.1 indicates the configurations of such semantic roles for each process type.

Table 2.1 Processes and participant options (adapted from Halliday 1994 p143)

Process type	Meaning	Semantic/participant roles
Material	‘doing’ and ‘happening’	Actor, Goal <i>Missionaries moved <u>my family</u></i> Beneficiary <i>I gave <u>her</u> a good one</i>
Behavioural	Behaving	Behaver <i>(you) look carefully</i>
Mental: Perception Affection Cognition	‘sensing’ ‘seeing’ ‘feeling’ ‘thinking’	Senser, Phenomenon <i>I can see <u>a pattern</u></i> <i>I liked <u>the game</u></i> <i>I think <u>we might finish there</u></i>
Verbal	‘saying’	Sayer, Target <i><u>He</u> was stating <u>the statistics</u></i> Receiver, Verbage <i>She told <u>him</u> a story</i>
Relational: Attribution Identification	‘being’ ‘attributing’ ‘identifying’	Carrier, Attribute <i><u>She is Aboriginal</u></i> Token, Value <i><u>That is her family</u></i>
Existential	‘existing’	Existent <i>There was <u>this fire truck</u> ...</i>

In this research, because the relationship between the interpersonal and experiential is of interest, the transitivity analysis will provide glimpses of how teachers and learners make sense of classroom experiences; that is, how they construe learning and the nature of knowledge.

In the following discussion of interpersonal/intersubjective meaning systems, it is possible to see how meanings are realised across lexicogrammar and discourse. Thus it is possible to firstly identify the grammatical choices individuals make in conversation

moves then to consider how these moves become the dialogic turns through which information is negotiated and finally to see how affect and evaluation accumulate across the unfolding of text.

Because the major focus for the research is on the role of interpersonal/intersubjective resources in the construction of learning, the remainder of the chapter will focus on explanation of these meaning systems.

#### 2.4.2.1 The mood system: the grammatical ‘bones’

The mood system is the grammatical resource through which a speaker is positioned in terms of social authority and status in the circulation of information and goods and services (that is, symbolic and material resources). Mood selections indicate how control (that is, power) operates at its most obvious in discourse. The analysis is interested primarily in the patterns of clause types selected by individual speakers; for example, who uses most interrogatives, who uses minor clauses, who utters imperatives. Figure 2.6 below illustrates the basic mood choices of declarative, imperative, interrogatives, and minor clauses, this time with their typical realization statements.

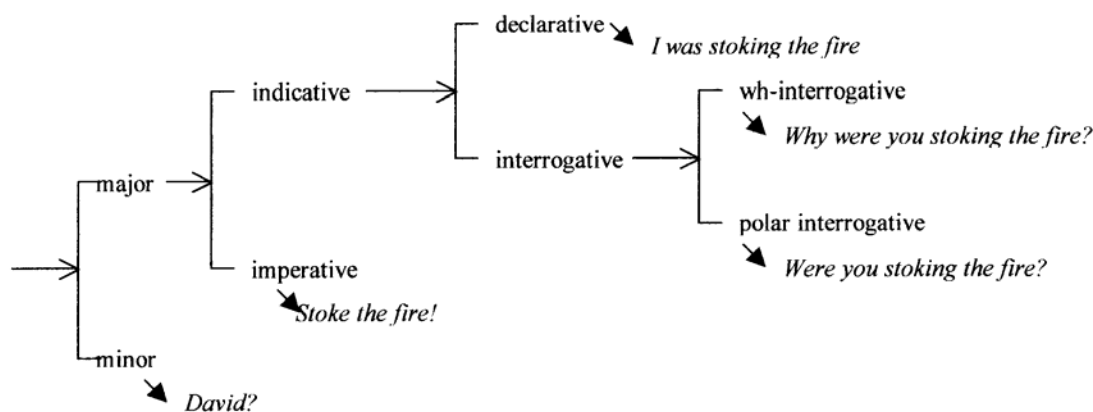


Figure 2.6 Basic Mood options

Each mood type involves a configuration of clause constituents as evident in the realisation statements. The crucial constituents to the mood analysis are the Subject and Finite. The Subject is the person or thing with which the proposition or proposal is concerned, it is usually a nominal group of varying length (*I was stoking the fire*). The Finite is the part of the verbal group that gives the proposition a point of reference either in time or in the speakers’ judgement ( *I was stoking the fire*, *I should stoke the fire*).

Sometimes in the case of single-word verbal groups, the Finite is fused with the rest of the verbal group (*I stoked the fire*). In verbal groups of more than one word, the Finite is the first element, usually expressed as an auxiliary verb. Other words in the verb group are known as the Predicator. Together, the Subject and Finite comprise the Mood block.

The ordering of the Subject and Finite constituents identifies the different Mood selections. Declarative clauses are those in which the Subject occurs before the Finite:

<i>I</i>	<i>was</i>	<i>stoking</i>	<i>the fire</i>	<i>carefully</i>
Subject	Finite	Predicator	Complement	Adjunct
mood: declarative				

Interrogative clauses are those in which the Finite precedes the Subject:

<i>Were</i>	<i>you</i>	<i>stoking</i>	<i>the fire?</i>
Finite	Subject	Predicator	Complement
mood: interrogative			

Imperative clauses are those in which the Subject and Finite is usually absent:

		<i>Stoke</i>	<i>the fire!</i>
no Subject	no Finite	Predicator	Complement
mood: imperative			

All of the finite clauses in the texts of the identified hotspots were coded for mood. The sub-systems of polarity and modality, which tend to be encoded in the Mood block of the clause also, are relevant to the mood analysis. This phase of the linguistic analysis, it shall be shown, is the important first step in interpersonally orientated analysis as it exposes the grammatical patterns upon which interactivity and evaluation rest.

#### 2.4.2.2 The speech function system: discorsal reciprocity and flexibility

Speech function analysis is an important tool for understanding the dialogic nature of learning. While the mood analysis is restricted to discrete moves by individual speakers, SFL theory recognises that an utterance positions both speaker and listener. In dialogue, the speaker/writer takes on a particular role and in doing so, assigns a complementary role to the listener/reader.

Typically therefore, an 'act' of speaking is an 'interact': it is an exchange, in which giving implies receiving and demanding implies giving in response (Halliday 1994 p65).

For example, when one of the teachers in the research poses a question, she takes on the role of information seeker and simultaneously requires the learners to become the suppliers of information. Similarly, when she makes a statement, she assumes the role of information giver and positions the learners as beneficiaries or receivers of that information. In each case, the potential for authority relations, particularly in respect of the construction of knowledge, is quite different. Reciprocal speech roles are one of the two important dimensions to dialogue, the other relates to the nature of the commodity being exchanged. A speaker/writer either *gives* or *demands* something. The commodity being exchanged may be goods and services (*Give me that book*) or information (*Where is that book?*). Language is considered ancilliary in exchanges of goods and services but essential in the exchange of information (Martin, Matthiessen and Painter 1997, p57).

Together, the two dimensions (speech role and the exchange commodity) define the four basic speech categories of statement, question, command, and offer; that is the ‘four basic types of moves interactants can make to initiate a piece of dialogue’ (Eggins & Slade 1997 p180). Statements and questions involve exchanges of information and are called propositions. Offers and demands are to do with exchanges of goods and services and are termed proposals. Halliday further theorises this interactivity by identifying each of the four basic initiating speech functions with typical responses. Such responses are further categorised into choices that are supporting (or compliant) and those that are confronting (or non-compliant).

Table 2.2 An overview of initiating and responding speech functions

Speech role	Initiating speech function	Responding speech functions	
		Supporting	Confronting
Giving information	Statement Declarative <i>That's a good book</i>	Acknowledgment Elliptical declarative <i>Yes, it is</i>	Contradiction Elliptical declarative <i>No, its not</i>
Demanding information	Question Interrogative <i>Where is your book?</i>	Answer Elliptical declarative <i>Over there</i>	Disclaimer Elliptical declarative <i>I don't know</i>
Giving goods & services	Offer Modulated interrogative <i>Would you like this book?</i>	Acceptance Minor (or non-verbal) <i>Yes please</i>	Rejection Minor clause <i>No thanks</i>
Demanding goods & services	Command Imperative <i>Give me that book</i>	Undertaking or compliance Minor (or NV) <i>Sure</i>	Refusal Elliptical declarative <i>No I won't</i>

(adapted from Halliday 1994 p69 and Eggins & Slade 1997 p183 )



Table 2.2 includes these basic moves and responses as well as the typical or congruent mood structure, for example a command is typically represented by an imperative (*Give me that book!*).

### *Flexibility*

So far, the discussion of speech function has centred on typical or congruent mood choices. However, it is a feature of language that a small number of mood choices are capable of encoding a significantly larger number of communicative purposes. This is because speech functions are semantic categories which are mapped onto the grammatical system of mood. This distinction is crucial because the move to the speech function system represents an *interstratal* move; that is, it exploits the separation in SFL of the content plane into discourse semantics and lexicogrammar (see 1.2.2). This flexibility is important because there is not a one-to-one match between meaning and form. Rather one selection of mood can realise different interactive functions, and different mood selections can realise the same interactive function. It is precisely this characteristic of language that gives rise to mood metaphor (see 1.2.2). Eggins and Slade (1997 p184) summarise congruent and metaphorical (non-congruent) realisations of speech functions in Table 2.3.

Table 2.3 Congruent and metaphorical realisation of speech functions

<b>Speech Function</b>	<b>Congruent realisations</b>	<b>Metaphorical realisations</b>
Command	Imperative <i>Look at the pictures.</i>	Modulated interrogative <i>Will you look at the pictures?</i> Declarative <i>Here are the pictures.</i>
Offer	Modulated interrogative <i>Would you like to see the pictures?</i>	Imperative <i>Look at the pictures.</i> Declarative <i>Here are the pictures.</i>
Statement	Declarative <i>Those are the pictures.</i>	Tagged declarative <i>They're the pictures, are they?</i>
Question	Interrogative <i>Where are the pictures?</i>	Modulated interrogative <i>Would you like to find the pictures?</i>

Speech function assists in the identification of more subtle patterns of difference in classroom interactions. Mood metaphor and ideational metaphor (discussed earlier in 1.2) are features of academic and professional discourses. Neither congruent nor metaphoric expressions are considered 'normal', rather different modes and registers feature them varyingly. Halliday (1994 p342) argues that metaphorical modes of

expression are present in all adult discourse. The only speech without grammatical metaphor is to be found in that of young children and traditional children's rhymes and chants. Speakers usually operate somewhere between the two extremes of congruent and metaphorical language choices. Christie (2002 p20) observed that while talk in the early childhood years of school is relatively free of metaphor, there is a general tendency to move increasingly into metaphoric modes as students proceed through the grades and hence into increasingly 'uncommonsense' knowledge domains. We can therefore expect to see instances of mood (together with ideational) metaphor in the classroom data. However, Martin points out that '...choosing a metaphorical realisation means encoding additional layers of meaning: it is not just a question of choosing an untypical means of expression' (1992 p17).

Arguing that analyses with Halliday's speech function system give important evidence of the reciprocity of dialogue as well as the flexibility between form and function, Eggins and Slade (1997) have further developed the system to enable nuanced descriptions of dialogue in specific contexts such as workplaces and social events.

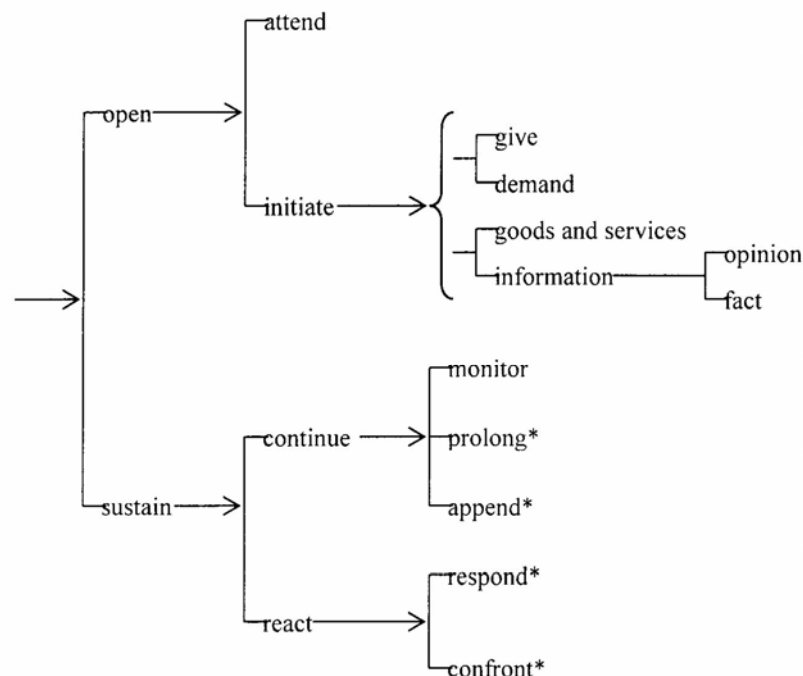


Figure 2.7 An overview of the speech function network for casual conversation (Eggins & Slade 1997) \* indicates further options

The network shown in Figure 2.7 (Eggins & Slade 1997) extends Halliday's system to incorporate more delicate options in the types of initiations and types of responses through which social differences were created and maintained in their study of casual conversation. The network includes the basic options of opening new sequences or exchanges (*open* moves) or sustaining these exchanges (*sustain* moves). Opening moves are either those that attract a listener's attention (*attend* moves) or those that get the dialogue underway (*initiate* moves). These latter are further delineated by the nature of what is being exchanged (goods & services or information) and whether or not they are to do with opinion or fact. Sustain moves maintain the dialogue around the original proposition either by the same speaker continuing (*continuing* moves) or by another taking a turn (*reacting* moves). Each of these moves are further delineated into functions such as supporting or confronting, prolonging or monitoring.

#### *Units of analysis*

Whereas mood analysis was concerned with the unit of clause, speech function analysis requires larger units. Although turns may appear an obvious selection in interaction, the basic unit is a *move* - a unit which while closely related to both clause and turn, differs in that it meets two general criteria. Firstly, a move selects independently for mood (hence, dependent clauses are usually treated as part of a move involving an independent clause); and secondly, it carries the potential for a change in turn-taking. Moves may comprise more than one clause and turns are frequently composed of more than one move. Moves are particularly relevant when approaching speech function from a synoptic perspective, that is when interested in overall patterns of choices made by participants in classroom discourse.

In addition, speech function is also concerned with bundles of moves termed *exchanges*. Exchanges comprise varying numbers of moves that serve to negotiate a proposition identified in the opening move. Eggins and Slade describe an exchange as a stretch of dialogue beginning with an opening move followed by all related continuing and sustaining moves until another opening move occurs (1997 p222). Exchanges vary in length: in one transcript from the classroom data, the exchange length ranges from one to thirty-three moves. Through studying the dynamic unfolding of these exchanges in

classroom talk, we can expect to see evidence of how learning is accomplished through dialogue.

Distinguishing like this between the two units, moves and exchanges, enables the analysis to consider patterns of move choices made by individual interactants as well as their contribution to unfolding dialogue. While exchanges and moves generally involve language use, in classroom discourse they may be signed non-verbally through body movement and shifts in attention. For example, students frequently indicate their preparedness to participate in exchanges by raising a hand. Teachers, in turn, give approval for a turn by nodding and looking directly at the learner. Accordingly, such realisations are not available in the audiotapes of the classroom interactions although it is possible to identify points at which these nonverbal responses occurred. For this reason, the category of *move* includes nonverbal realisations. These have been suggested in the transcripts where considered most important to the analysis.

So far the systems for simultaneously enacting social roles and for learning via interactivity have been explained. In doing so, the focus for the analysis moved from the grammatical stratum toward that of discourse semantics. Speech function analysis is concerned with the discursal construction of the classroom context. The third interpersonal meaning system, appraisal, is to do with how values and feelings are negotiated in semantic choices made by classroom interactants.

#### **2.4.2.3 The appraisal system: building sociality**

Appraisal resources refer to those linguistic resources used for expressing emotions, for making judgements and for valuing processes and products. They are important resources for developing ‘sociality’ (Martin 2003); that is, for negotiating relationships of solidarity and difference, for creating cultures of learning with insiders and outsiders. The basic system is depicted in Figure 2.8.

Appraisal resources consist of three parallel subsystems: *attitude* (expressions of evaluations), *graduation* (expressions of the relative strength of feelings) and *engagement* (attribution of evaluation to one source or another). Appraisal is located at the discourse semantic stratum and realised in lexicogrammar particularly through

lexical choice (Droga and Humphries 2002 p77).

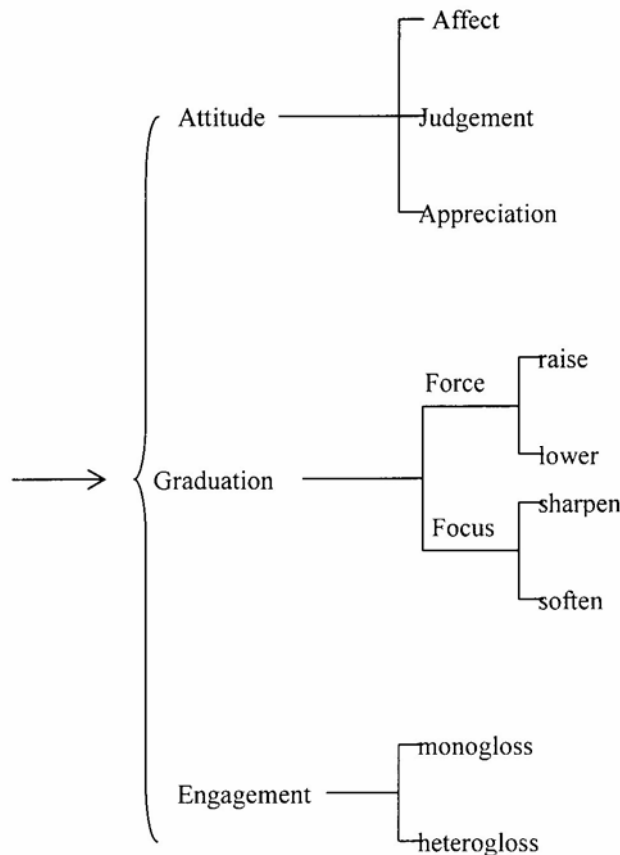


Figure 2.8 The appraisal system (adapted from Martin 2003 p176)

Attitude refers to the linguistic resources for expressing feelings; that is, speakers' likes and dislikes. It is divided into three sub-systems of affect, judgement and appreciation. Affect, according to Martin (2000 p147) is the basic system for expressing 'personal' emotional responses while judgement and appreciation are the institutionalisation of those expressions in terms of people's behaviour and cultural or 'natural' commodities respectively.

#### *Attitude: affect*

Unlike judgement and appreciation, affect 'directly' (relatively speaking, see explanation below on inscribed and evoked affect) expresses the speaker's feelings. These are realised across different grammatical categories such as Epithets (*the happiest time of my life*), Processes (*I loved my time there*) and Modal Adjuncts (*Unfortunately my father died several years before*).

Affect can be organised into three major categories to do with happiness, security and satisfaction; each of which can express positive or negative emotions. These values are expressed in Table 2.4.

Table 2.4 A framework for affect (from Droga and Humphries 2002 p77)

<b>Affect Categories</b>	<b>Examples</b>
Happiness (positive)	<i>happy, love, smile, rejoice</i>
Unhappiness (negative)	<i>sad, hate, miserable, abhor</i>
Security (positive)	<i>safe, trust, confident, declare</i>
Insecurity (negative)	<i>terrify, frighten, anxious, faint</i>
Satisfaction (positive)	<i>interest, fascinate, stimulate, busy</i>
Dissatisfaction (negative)	<i>bore, envy, want, yawn</i>

In classroom discourse, the sources of affective expression, the emotions involved and the interactive consequences for these choices are important considerations.

#### *Attitude: judgement*

Judgement is to do with character. It evaluates behaviour in positive and negative terms yet from the perspectives of social and ethical values rather than the direct feelings of the speaker. Judgement divides into two major categories: social esteem and social sanction. ‘Judgements of esteem have to do with normality (how unusual someone is), capacity (how capable they are) and tenacity (how resolute they are); judgements of sanction have to do with veracity (how truthful someone is) and propriety (how ethical someone is)’ (Martin 2000 p156). These distinctions are illustrated in Table 2.5.

Table 2.5 A framework for judgement (from Martin & Rose 2003)

<b>SOCIAL ESTEEM</b>	<b>Positive (admire)</b>	<b>Negative (criticise)</b>
Normality (fate) <i>‘Is s/he special?’</i>	<i>popular, delightful, cheerful</i>	<i>strange, weird, unusual</i>
Capacity <i>‘Is s/he capable?’</i>	<i>good, active, bright, neat, resourceful</i>	<i>passive, naughty, slow, sloppy</i>
Tenacity <i>‘Is s/he reliable, dependable?’</i>	<i>careful, reliable, responsible</i>	<i>careless, sloppy, immature</i>
<b>SOCIAL SANCTION</b>	<b>Positive (praise)</b>	<b>Negative (condemn)</b>
Veracity (truth) <i>‘Is s/he honest?’</i>	<i>honest, truthful, frank</i>	<i>dishonest, manipulative</i>
Propriety (ethics) <i>‘Is s/he beyond reproach?’</i>	<i>good, just, kind</i>	<i>unkind, evil, bad</i>

It is important to note that judgements are always shaped by the socio-cultural settings in which they are made. For example, in the classroom an expression such as *good boy* may be considered a judgement of social esteem: capacity while in other contexts

‘good’ may be a judgement of social sanction: propriety. Further, entitlements to make judgements and the kind of judgements made will be sensitive to the institutional positions held by speakers (Martin 2000 p156). In the examination of classroom discourse, it is important to consider the kinds of behaviours that are judged as valued (as against those that are not) as well as who is able to make judgements and on what grounds are these made (social sanction or social esteem).

#### *Attitude: appreciation*

Appreciation is concerned with norms for valuing products, performances and naturally occurring phenomena (Martin 2000 p159). It is organised around speakers’ reactions (in terms of *impact* and *quality*) to the particular phenomenon under focus, its composition according to institutional values, and its social and cultural worth. Like affect and judgement, appreciation has positive and negative values. Valuation too is particularly sensitive to field, ‘since the criteria for judging a text/process are for the most part institutionally specific’ (Martin 2000 p160). Martin (1997) provides the framework in Table 2.6 for analysing appreciation resources in subject English.

Table 2.6 Appreciation resources for subject English (Martin 1997)

<b>Appreciation categories</b>	<b>Positive</b>	<b>Negative</b>
<b>Reaction: impact</b> ‘Did it grab me?’	<i>arresting, absorbing, stunning</i>	<i>dull, boring, tedious,</i>
<b>Reaction: quality</b> ‘Did I like it?’	<i>lovely, appealing, enchanting</i>	<i>plain, ugly, repulsive</i>
<b>Composition: balance</b> ‘Did it hang together?’	<i>balanced, harmonious, unified</i>	<i>discordant, distorted, unbalanced</i>
<b>Composition: complexity</b> ‘Was it hard to follow?’	<i>simple, elegant, detailed</i>	<i>extravagant, monolithic, simplistic</i>
<b>Valuation</b> ‘Was it worthwhile?’	<i>challenging, significant, profound</i>	<i>shallow, banal, sentimental</i>

In the analysis of the classroom discourse, we can expect that appreciation will be a major means for evaluating student contributions. Some evaluations will be institutionally specific; others will be shaped by the teachers’ and learners’ ideologies about which knowledge is valued, as well as which contributions are regarded positively and negatively. Painter (2003 p189) observes that appreciation is the least interpersonally charged system because it does not appraise the individual directly but rather the products of their experiences. In her study of the language development of middle-class children, she notes that because parents tend to shift failure to objects or

processes, the children learn quickly that construing evaluation as appreciation rather than judgement or affect is a useful strategy. In classroom discourse, it is likely that teachers will draw on the resources of appreciation to soften evaluations of children and to maintain a positively charged learning environment.

### *Engagement*

Engagement is to do with the source of attitudes. A text can be monoglossic (single voiced) or heteroglossic (multi-voiced). The major linguistic resources for introducing alternative voices into dialogue are projection, modality and concession (Martin & Rose 2003). Projection is frequently signed by mental and verbal processes (*I think she is trying to find her family* and *That's exactly what David down in Sydney said*). Projection can also occur within a clause (*it was thought that Aboriginal people would eventually die out*). However other means of projecting include the use of 'scare' quotes (usually in written texts) and the naming of speech acts (*she's telling her story*). Modality, relevant to both mood and appraisal analyses, admits the possibility for alternative positions (*that might be her mother there*) thus making space in dialogue for negotiation. Concessive resources are to do with 'counter-expectancy' (Martin & Rose 2003 p52) in a text. These linguistic signals adjust dialogic direction and include conjunctions and continuatives (*but that looks like her mother there* and *and I have even told one of my stories but let's get back to the excursion*).

Together these engagement resources are important for varying the play of voices in a particular instance of classroom activity. Employing multiple voices is one way of constructing an inclusive curriculum; one that builds on a range of experience and perspectives from within the classroom community and the broader socio-cultural context as a basis for pedagogic activity. However, there will also be times when alternatives need to be narrowed, when the voice of teacher authority needs to be foregrounded. Mapping movements between these positions and the pedagogic consequences of such choices in the logogenesis of the curriculum macrogenre will be an important task for the linguistic analysis.

### *Graduation*

An important point about the expression of feelings is that they can be graduated; that is, attitudes can be graded and categories blurred. These choices are referred to as force



and focus respectively. For example, when one of the teachers says *look very very carefully*, she is ‘turning up’ the force or intensity of her utterance, particularly when it is considered in light of what she might have said: *look carefully* or simply *look*. Resources for grading feelings include intensifiers, attitudinal lexis, metaphors and swearing. Non-gradable categories are graded by deploying different values of focus (*is that black light-brown?..brownish like Frank*). In this way classification (that is, boundary strengths) between ideas, activities, people and objects can be varied. As a whole, graduation resources make a significant contribution to shaping the learning environment, particularly to the circulating authority relations. When teachers use high force and sharp focus, we can be reasonably sure strong framing and classification is in place. By contrast, low force and soft focus suggests loose framing and classification.

On a final note, emotions and evaluations are not always construed directly in discourse. This difference is described as one between inscribed (direct) or evoked (implied) attitudes. Inscribed attitude uses explicitly attitudinal lexical items and their grading, while evoked attitude is encoded in units of various lengths. The latter are usually referred to as ‘tokens’, which are ideational meanings implying an implying or inviting an attitudinal evaluation (*The government took the children*). While indirect attitudes require the analysis to be particularly sensitive to field specific meanings, Macken-Horarik (2003) and Painter (2003) both comment on the tendency for evoked appraisal to be accompanied by more explicit evaluation in co-text. This is one reason that Martin argues for the prosodic nature of appraisal resources; that is, their tendency to ‘sprawl across’ a text (2003). Thus it is important to consider evaluation in relation to the unfolding text, rather than as representative samples or accumulated occurrences.

In this thesis, four representative texts were selected and coded for appraisal in their entirety for consideration alongside the mood and speech function analysis. In addition, extracts from current curriculum materials were also analysed to consider how different reading positions might be assumed. These contributed toward the discussion surrounding the interpellation of teachers in the final chapter.

In summary, this chapter has detailed the methodological decisions taken throughout the research; it has identified the theoretical underpinnings of the research design and

described the approach to data selection and collection. The nature of the researcher as participant subject has been discussed in terms of the value of such insider knowledge as an ethnographic lens for the linguistic description. The major systems of linguistic analysis to be used from genre to discourse semantics and grammar have been explained at length. The next chapter will further detail the use of the curriculum macrogenre to describe the emerging learning contexts for each classroom before moving to provide a more delicate analysis of selected texts in subsequent chapters. Concomitant with this increasing specificity in analysis will be an increasingly detailed description of Bernstein's theory of pedagogic relations. In this way, discursive choices made in the classroom and the broader social context are brought into a mutually informing relationship in order to illuminate the processes and consequences of semiotic mediation across different sites.

## **CHAPTER THREE**

### **DESCRIBING THE LEARNING CONTEXTS**

...it is in the operation of the curriculum macrogenre that we see at work those linguistic resources in which students are apprenticed into behaviours, skills, attitudes, procedures and forms of knowledge that enable them to achieve particular pedagogical subject positions and hence to acquire aspects of the “common knowledge” that is an important part of schooling (Christie 1995 pp222-223).

The aim of this chapter is to describe the construction of the teaching/learning contexts and hence of pedagogic subject positions throughout the curriculum units in each classroom. The description is predicated on social-semiotic and sociocultural theories of learning and language. In such complementary perspectives, the curriculum unit can be likened to ‘a long conversation’ (Mercer 2000) in which familiar participants construct a dynamic shared context via processes of semiotic, chiefly semantic, mediation. Over the course of a curriculum unit, we expect to see learners take increasing control of the relevant meanings and behaviours. This trend should be accompanied by a decrease in teacher support. Christie (1995, 2002) offers the curriculum macrogenre as a means of linguistically mapping these language and learning processes throughout the curriculum unit. The ideal subject position she describes above is constructed through these linguistic processes. Thus, as the curriculum macrogenre models the unfolding of pedagogic discourse, it will be possible to describe patterns of 'handover/takeover' practices including variations in semiotic mediation in the classrooms. This chapter will return briefly to Bernstein’s theory of pedagogic relations, in particular the notion of pedagogic discourse, a key construct in macrogenre analysis. It will then move to the detailed description and discussion of the curriculum macrogenre in each research setting.

#### **3.1 Pedagogic discourse**

Christie uses the curriculum macrogenre as a means of demonstrating the operation of pedagogical discourse and its role in construction of pedagogical subject positions in school settings. In Bernstein’s terms, as we have seen, pedagogic discourse accomplishes this via a specialised relationship between an instructional or content

discourse and a regulative one. Any classroom text should instantiate both instructional and regulatory discourses; sometimes one or other will be foregrounded. According to Christie (2002), the most productive pedagogy will see the two discourses closely meshed.

Martin (1999 p145) argues that genre-based pedagogy adds a further instructional discourse: the social semiotic instructional discourse or SSID. This second instructional discourse, deriving from SFL, refers to the metalanguage used to project instructional discourse by developing learners' understandings of the relationship between text and social context. Examples of this discourse include explicit talk about genres - their social purposes, and choices in staging and grammatical features. This is a linguistic discourse – SFL - recontextualised for the classroom. In the uptake of genre work in the current primary English syllabus (Board of Studies NSW 1998), this SSID has been subsumed as part of a more general metalinguistic knowledge strand running through 'Learning about talking and listening/reading/writing' outcomes. The macrogenre analysis will proceed with this elaborated view of pedagogical discourse; that is to say, the patterning of instructional (ID), social semiotic (SSID) and regulative (RD) discourses are all relevant. Linguistic realisations of field, tenor and mode have been used to indicate the patternings and relationships between the discourses.

In a further reference to Bernstein's work, classification and framing have been described as constructs that help describe the patterning of relations among teachers, students and content. The curriculum macrogenre will enable us to see the nature of classification and framing as it unfolds throughout the curriculum unit. It has already been argued that teachers' classification and framing choices at once reflect their ideologies of teaching and learning and help shape a particular version of the pedagogic subject.

### **3.2 A general register analysis**

The phases of the curriculum genres are identified by exploring shifts in the register values of field, tenor and mode which in turn lead to shifts in their linguistic realization. For example, movement from teacher-led activity to group work will lead to shifts in

tenor and hence in interpersonal meaning choices. In her work in identifying genres, Christie undertook detailed linguistic analysis involving systems of theme, transitivity, reference, polarity and mood (Halliday 1994b). Owing to the extensive nature of the data from the two classrooms, a focus on the levels of genre and register supported by key linguistic features across the metafunctions has proved sufficient to examine broad differences and similarities across the macrogenres. While to definitively establish a macrogenre, a clause by clause analysis may be required, such a delicate analysis would reveal more sub-stages and transition points than I have done. However, my purpose here is to have a basis for commenting on the operation of the pedagogic discourse and to compare classroom genres.

Table 3.1 illustrates the manner of the analysis undertaken in this stage of the research. With few exceptions which were not recorded, each phase in the curriculum unit in both classrooms has been described thus. The sample phase is from an instance of the Curriculum Initiation. Here the class teacher (T1) is establishing cooperative group work as an important instructional goal and reviewing the behaviours expected of the learners when engaged in group work. The left-hand column records the purpose of the particular phase and includes a language sample. To the right, the columns display general register descriptions with sample language features relevant to the phase. Some generalised linguistic realisations of the phases are offered as a means of grounding the claims for distinct phases. The curriculum units undertaken at Briary Road and Crystalvale are each summarised in Appendix I in identical tables to that shown in Table 3.1.

The register variables of *mode*, *tenor* and *field* as those aspects of the immediate situation which influence language in use are used as general descriptions of shifts in the learning contexts.

### **3.2.1 Mode**

Mode is often described as the aspect of the situation which influences the channel of communication; but the simple variables of spoken/dialogic and monologic/written were not sufficiently detailed for the research. Classroom interaction involves a range of social relationships, orientations to material events and uses of text. Spoken language is

not always dialogic, it may take place in face-to face situations but with immediate feedback discouraged by the institutional relationships involved.

Table 3.1 Sample register analysis table

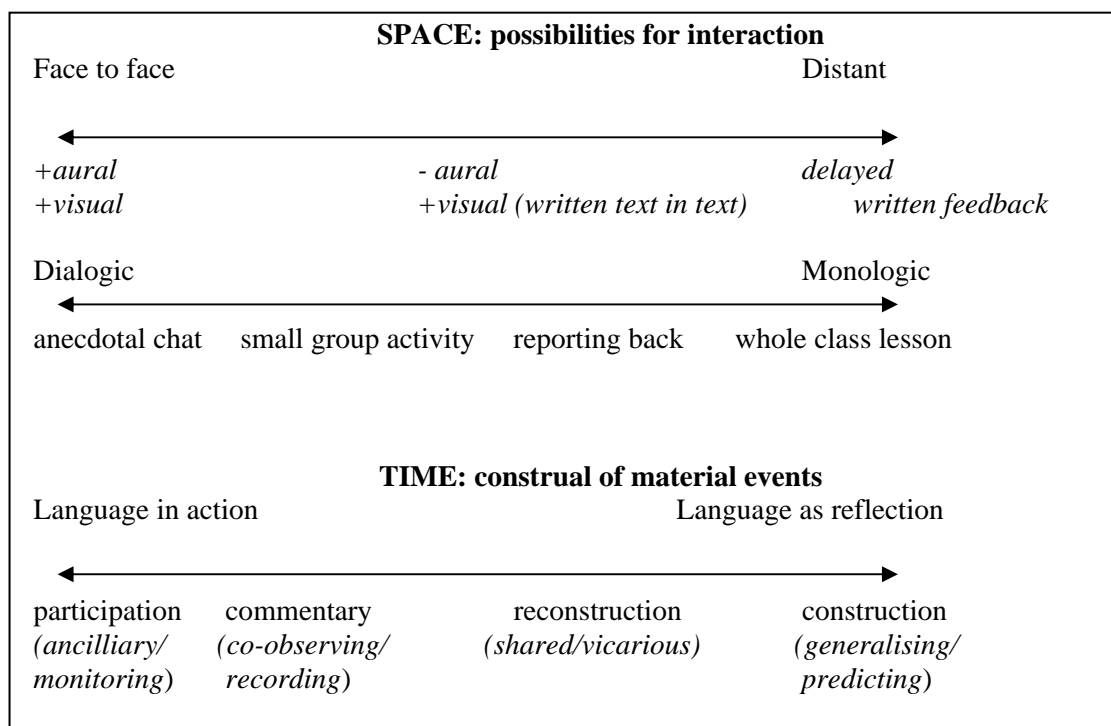
Purpose and language preview	Field	Tenor	Mode
<p>To establish productive group discussion as an instructional goal</p> <p>To review group roles and responsibilities</p> <p><i>Tch: What does that role do?</i></p> <p><i>S: The runner goes and gets ( )</i></p> <p><i>Tch: Okay, thank you Another one?</i></p> <p><i>S: The recorder um that has to</i></p> <p><i>Write record everything</i></p> <p><i>Tch: Okay, the third role, Sam?</i></p> <p><i>S: The encourager</i></p> <p><i>T1: Tell me what does an encourager do? ...</i></p>	<p>Group roles, and behaviours feature in lexis.</p> <p>Desired behaviours are projected through use of material processes with group roles (and by extension the children) as Actors eg <i>The recorder that has to write record everything.</i></p>	<p>Teacher-led whole class activity</p> <p>Status: unequal</p> <p>Contact: involved daily</p> <p>Affect: positive</p> <p>Teacher prompts children to recall existing knowledge of group processes in frequent IRF patterns; turns are allocated by use of vocative eg <i>Sam?</i></p>	<p>Spoken</p> <p>Space: face to face, dialogic</p> <p>Time: generalising language</p> <p>Teacher maintains and directs the focus of the lesson by frequent use of textual continuatives eg <i>Okay</i>. Salience of group behaviours is established in thematic choices eg <i>The runner...</i>, <i>The recorder</i>. Particular group behaviours are legitimised through use of generalised reference eg <i>The runner</i>, and selection of simple present tense eg <i>goes and gets</i>.</p>
REGULATIVE DISCOURSE IS FOREGROUNDED			

(S = unidentified student)

To complicate matters further, spoken language is used as a *metasemiotic* (Hasan 1996b p158) in classrooms. That is to say, talk takes place around written text which is sometimes used centrally in a task as an artefact for examination, at other times as a scaffold for the discussion itself. It is this metasemiotic nature of the resource that is reflected in curriculum outcomes concerned with students' knowledge about language, and in the social semiotic instructional discourse described earlier. Because mode tunes into both tenor and field in this way, it was necessary to use more subtle dimensions for

mode. For this reason, the rubric depicted in Table 3.2 was devised as a means of considering the values for mode used in the general analysis.

Table 3.2 Mode continua (based on Martin 1992 and Painter 1999)



The description of mode uses space and time continua as above together with additional notations as deemed necessary. In respect of mode realisations in linguistic features, I looked for patterns in theme choices, conjunction (in particular the use of textual connectives), tense, ellipsis and reference.

### 3.2.2 Tenor

The tenor dimensions of the teaching and learning context are critical for identifying ‘hotspots’ of intersubjectivity for later analysis. The chief features of the tenor description here are Poynton’s values of status, affect and contact (1985). Following Martin (1992 p525), status is taken as referring to the relative positions of speakers/writers in the hierarchy of the school and broader socio-cultural institutions; contact is to do with the degree of institutional involvement between them and affect concerns the emotional climate or ‘charge’ evident. The tenor description includes a brief comment on the organisation of the event (for example, whether it is teacher-led, whole class, or small group). The linguistic cues used most regularly here are the

choices in the systems of mood, modality and polarity together with the use of vocatives and pronouns.

### **3.2.3 Field**

Field is read as a broader notion than topic. It encompasses the type of occasion and what is relevant in each move within the curriculum unit. Martin's description of field as 'sets of activity sequences orientated to some global institutional purpose' (1992 p292) is most relevant for the description of pedagogical contexts. Schooling comprises many activity sequences which enculturate participants into valued ways of behaving and believing. The relevant linguistic systems here include lexis and transitivity.

Together the register variables served to reveal differences between the classrooms as well as to highlight sections of talk for linguistic analysis later. This 'top-down' approach will now be used to describe the curriculum macrogenre in each classroom setting.

## **3.3 'The stolen generations': The curriculum macrogenre at Briary Rd**

Because 28 of the 29 children in the classroom at Briary Road, the urban school, speak a language other than English at home, their teacher's priorities are to develop their English language proficiencies, and to simultaneously assist them to gain access to the mainstream curriculum. In the normal course of events, specialist English language support is provided via co-operative teaching sessions involving the classroom teacher and ESL teachers working with the whole class on jointly planned units drawn from mainstream syllabuses. The curriculum unit, in which I would work in the manner of an ESL teacher, was based on this model. The curriculum unit, it will be recalled, corresponds to the curriculum macrogenre, the largest unit in the macrogenre analysis. Throughout the analysis of both data sites, the class teacher and I are identified as T1 and T2 respectively.



### 3.3.1 Broad curriculum goals

The curriculum unit at Briary Road was focussed on a text entitled *Pilawuk* (Brian 1996). The unit draws on the life story of a well-known Aboriginal actor and activist to introduce children to the historical fact of the forced removal of Aboriginal children from their families in Australia during the 20<sup>th</sup> century. The timing of the unit coincided with the school's observance of National Aboriginal and Torres Strait Island week.

An award-winning children's book, *Pilawuk*, is a moving account of the well-known actor and educationist's life experiences produced in a manner cognisant of young learner-readers' needs and of current literacy pedagogy. The verbal text is accompanied by visuals such as photographs, maps and drawings including Aboriginal modes of representation. Because an official syllabus for Human Society and Its Environment was not in evidence in the school at the time of the field work, the curriculum unit was constructed around this text with reference to the syllabus outcomes of the curriculum area of English.

The staff had recently completed a project aimed at enhancing teachers' understanding of text-based grammar and its potential as a critical literacy tool. The unit provided an opportunity to use the metalinguistic awareness provided by knowledge of genre and semantic role for close reading with the children of the discourses surrounding the issue of the 'Stolen Generations'. The following analysis is indicative of the patterns of transitivity and voice. In the early stages of the text when the author is reconstructing her early years of powerlessness and dislocation, she and other Aboriginal children are the goals of material clauses while the institutions of government and church are Agents (often implicit):

Missionaries	moved	my family	from our own country ...
Actor	Pro: material	Goal	Cir: location: physical/geographical

*Voice: Active: Agent: Explicit*

Then	as a child	I	was	forcibly	taken	from my family
	Cir: location: temporal/developmental	Goal	Pro: material	Cir: manner: quality		Cir: location: social/psychological

*Voice: Passive: Agent: Implicit*

First	I	was taken	to Darwin
	Goal	Pro: material	Cir: location: physical/geographical

*Voice: Passive: Agent: Implicit*

And	sent to live	with a non-Aboriginal family in Adelaide.
	Pro: material	Cir: Accompaniment: comitative

*Voice: Passive: Agent: Implicit*

Then	many Aboriginal children and I	were flown	to Darwin
	Goal	Pro: material	Circumstance: location: physical/geographical

*Voice: Passive: Agent: Implicit*

At a later point in the text, coinciding with her secondary schooling experiences, Pilawuk becomes Behaver and Actor as she seeks out family members:

I	wrote to	the superintendent	there
Behaver	Pro: behavioural	Range Goal	Circumstance: location: physical/geographical

*Voice: Active: Agent: explicit*

I	went	to Daly River
Actor	Pro: material	Circumstance: location: physical/geographical

*Voice: Active: Agent: explicit*

Mindful of an entrenched ‘deficit’ discourse which positions Aboriginal Australians as passive beneficiaries of welfare, together with a tendency in official accounts of the forced removal of Aboriginal children from their families to elide responsibility (Luke 1997), we were anxious to have the children recognise active and passive voice and to notice Pilawuk’s growth into agency. This became the initial focus for the grammar and critical literacy work with the class.

### 3.3.2 The English language goals

Throughout the unit, opportunities for enhancing the learners’ communicative repertoires across speaking and listening, reading and writing in English were to be exploited. Learners’ knowledge and understanding about how language works was also considered important. Confident of the educational value of genre theory, the class teacher recognised that children needed to understand more about development within the genres. *Pilawuk* falls into the generic patterning of autobiographical recounts (Martin 1997 p15). A detailed generic analysis of the text is seen in Table 3.3.

Table 3.3 Generic analysis of ‘Pilawuk’ (... indicates text omitted)

Schematic structure	Pilawuk: When I was Young	Some language features
Orientation 1	<p><b>Who:</b> Pilawuk  <b>When:</b> born in 1955  <b>Where:</b> Luttugia, Darwin, Australia  <b>Occupation:</b> Mother, teacher, actor, writer  Pilawuk lived most of her childhood in Kaurna country, Adelaide.  She was sixteen when she traced her family.</p>	<p>Individualised participants  Circumstantial information introduces time and place</p>
Orientation 2  Sequence of events	<p><b>Pilawuk’s Story</b></p> <p>My country is Malfiyin and I come from the Ngangiwumerrri people. My mother is Aboriginal and my father is non-Aboriginal.</p> <p>Missionaries moved my family from our own country to Malak Malak country in the Daly River area. Then as a child, I was forcibly taken from my family and sent to live with a non-Aboriginal family in Adelaide.</p> <p>This happened because the Australian Government had a policy to make Australia ‘white’. The government wanted everyone to have to same skin colour, culture and language. The idea was that dark-skinned Aboriginal people, like my mother, would die out as a race. But other Aboriginal people, like me, who had a non-Aboriginal mother or father should be made to fit into the white community. Thousands of other Aboriginal children from all over Australia were also taken from their families.</p> <p>First I was taken to Darwin. Then many other Aboriginal children and I were flown to Melville Island. I stayed in Garden Point Mission for a long time. ....I remember getting stung by a jellyfish and ....I was taken from that mission and flown down to Adelaide...I don’t remember much of that ...</p> <p>Then I was sent to live with another non-Aboriginal family who also had an Aboriginal boy staying with them ...I remember feeling that I didn’t belong to those families...I felt this loss throughout my childhood....</p> <p>I went to lots of schools. I loved school. I don’t remember much of the schoolwork. I think I looked forward mostly to being with the other kids. But I did love sewing, singing, art and sport. After second year high School, I left the second family and boarded at Cabra College. I also stayed with the sports teacher and her family for a while. I just loved that.  Once at her house I was reading an article in the paper about a cattle dispute in the Daly River area.</p> <p>I wrote to the superintendent three. I told him I wanted to find out about my family. Not long after I received a letter from my older sister, Ungunmere (Miriam). That’s when things began to happen.</p> <p>My family were living at the mission at Daly River. I have four sisters and two brothers. My sister, Ungunmere, is the principal at the school. My father was killed in Cyclone Tracy in 1974, so I never met him. I met mum when I was about seventeen. ....</p>	<p>Personal pronouns as Pilawuk becomes narrator</p> <p>Past tense as events are reconstructed  Passive voice, Actors frequently elided.</p> <p>Circumstances of location: physical/geographical and social/psychological</p> <p>Temporal connectives</p> <p>Mental processes of cognition as P. reconstructs her life</p> <p>Mental processes of affect as P. describes her school years</p> <p>Move into active voice as P. becomes agentive</p>
Evaluation of Significance of events/  Reorientation	<p>My mother gasped. Then she cried. We held each other and cried. It was the happiest moment of my life ...and the saddest too.</p> <p>Nothing can take away the pain of being apart from my family for so long, but I’m at peace and making up for lost time.</p>	<p>Behavioural processes construe psychological states</p> <p>Attitudinal lexis as Pilawuk reflects on the significance of the occasion</p>

The learners were experienced readers and writers of personal recounts of familiar events. Their teacher was anxious to develop this genre further with them and to enhance their understandings of its potential social power. The text provided just such an opportunity. It would hold some features constant; that is, it maintained an individual focus and was event orientated, but it moved beyond the children's personal experience into the socio-political context.

Table 3.4 'The Stolen Generations' English curriculum outcomes

OUTCOMES	INDICATORS
TS2*.1 Communicates effectively in informal and formal classroom activities in school and social situations for an increasing range of purposes on a variety of topics across the curriculum	Participates in class discussions about the Stolen Generations Talks briefly to class after a group discussion on an issue or topic related to the Stolen Generations. Offers opinions on the text <i>Pilawuk</i> and its events
TS2.2 Interacts effectively in groups and pairs, adopting a range of roles, uses a variety of media and uses various listening strategies for different situation	Responds to different viewpoints in discussions about the Stolen Generations Acts in different group roles during small group activities
RS2.6 Uses efficiently an integrated range of skills and strategies when reading and interpreting written texts	Identifies evaluative language in the focus text Recognises reader response expected by author
RS3.8 Identifies the text structure of a wider range of more complex text types and discusses how the characteristic grammatical features work to influence readers' and viewers' understanding of text	Identifies passive and active voice and changes in agency patterns Discusses structures and features of autobiographies Recognises the effects of different grammatical choices in autobiographical texts
WS2.9 Drafts, revises, proofreads and publishes well-structured texts that are more demanding in terms of topic, audience and written language features	Writes more involved recounts such as autobiographies Expresses points of view in joint construction
WS3.10 Uses knowledge of sentence structure, grammar and punctuation to edit own writing	Uses different types of verbs, eg action, thinking, seeing, feeling, relating

Note: T – talking and listening      \*S 2: stage 2 – years 3 and 4  
R – reading      S 3: stage 3 – years 5 and 6  
W - writing

As a result of the school-wide focus on genre, the children's understandings of language features tended to be restricted to the discourse semantic stratum. The teacher saw considerable value in using the text as a means to begin working with grammar at the level of clause: to introduce semantic role in the exploration of agency patterns, and to

demonstrate that more sophisticated recounts often feature a range of process types as they move beyond material activity into description, evaluation and appraisal. Because graduation resources were deployed varying in the emotionally charged environment for discussions surrounding the issue, these provided opportunities for vocabulary work. In summary, the English language goals can be located in the outcomes statements from the K-6 English syllabus (NSW Board of Studies 1998) as shown in Table 3.4. The indicators are guides to the kinds of semantic behaviours that indicate learners have achieved outcomes as a result of participation in particular activities and tasks.

### **3.3.3 Mapping the curriculum macrogenre structure at Briary Road**

The syllabus outcomes serve to highlight the particular and multifunctional nature of primary school English. Because children are learning through language in an English speaking environment, primary English frequently operates as a service discourse for other content areas.

It is through talking, listening, reading and writing practices such as those prescribed in the English syllabus that the discourses of history, geography, mathematics, health and nutrition, science and design are recontextualised in the early years of schooling. When literature and author studies are emphasised, primary English may also be seen as a version of secondary subject English. As a result, it can be seen to resemble those elements of secondary English curriculum that are concerned with constructing shared reading positions and producing a moral judgement (Christie 1999). Because of these competing demands on the subject, primary English teachers are usually simultaneously juggling broad goals associated with regulatory, instructional and metalinguistics/social semiotic discourses.

In the analysis of the curriculum unit at Briary Road, the instructional discourse (ID) is concerned with the topic of the text *Pilawuk, the Stolen Generations*. The metalinguistic/social semiotic instructional discourses (MD/SSID) refer to that content which is concerned with metalinguistic awareness and the relationships between a text and its social context. The regulatory discourse (RD) is to do with classroom procedures, learner roles and behaviours.

The analysis of general register variables described above has generated the overview below (Figure 3.1) of the quite complex curriculum macrogenre at Briary Road. As discussed in chapter two, the hierarchy of units in the curriculum macrogenre are as follows:

Discourse analysis term	Teachers' lay term
curriculum macrogenre	curriculum unit
curriculum genre	lesson or group of lessons
structural elements	tasks
phases	steps in a lesson

The following discussion proceeds through the layers of the overview model, moving from curriculum genre through schematic element to the most detailed level of phase.

### 3.3.3.1 An overview of the curriculum macrogenre at Briary Road

The structure of the curriculum macrogenre at Briary Road is similar to those linear types described by Christie; that is to say, it consists of three genres: an initiating genre, a middle genre and a concluding genre. I will briefly describe the functions of each genre and identify the major tasks.

The functions of the *Curriculum Initiation* genre at Briary Road were to introduce the topic of the curriculum unit and to establish the procedures or behaviours by which the work will be undertaken. While mention of the broad goals is not evident in the transcripts of the recorded classroom talk, I am reasonably confident that through wider school communication systems the children were aware of the link to the school focus on Aboriginal studies.

The Curriculum Initiation comprises two schematic elements or tasks: an Orientating task and an Initiating task. In the Orientating task, expectations for learners' behaviours were established and something can be seen of the nature of the pedagogical subject constructed in this classroom. Here, productive group work is important; productivity depends on an individual taking responsibility for a particular role.

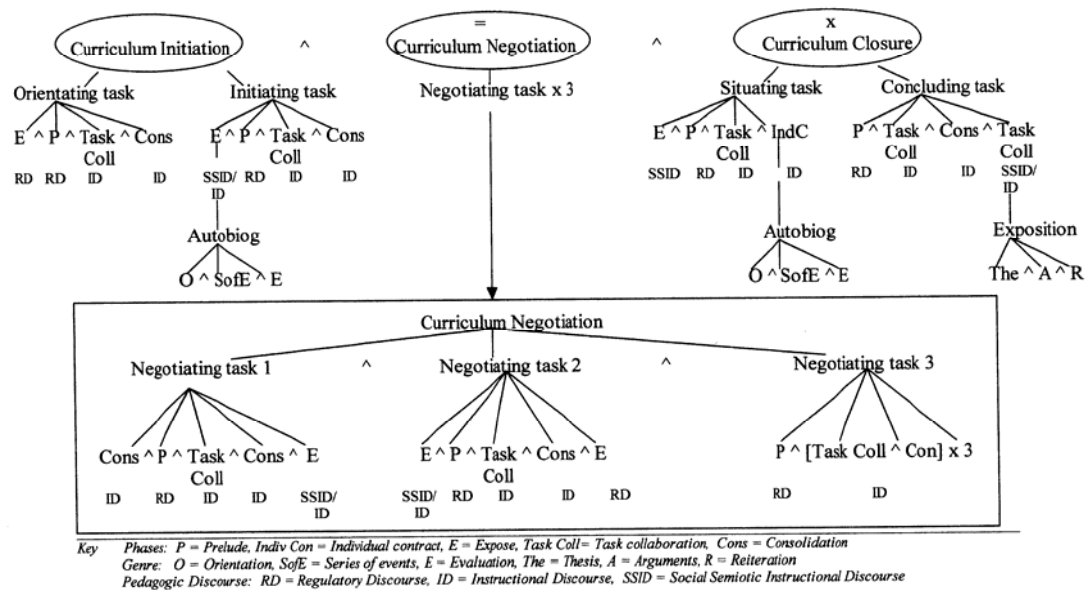


Figure 3.1 An overview of the curriculum macrogenre at Briary Road

As the following extracts from student-talk demonstrate, the class teacher makes explicit the processes of group participation through prompting the children to articulate the physical and verbal behaviours associated with each role.

- T1: *what does that role do?*  
Student: *the runner goes and gets (...)*  
T1: *okay thank you. Another one?*  
Student: *the recorder um that has to write record everything*  
T1: *okay, the third role, Sam?*  
Sam: *the encourager*  
T1: *tell me what does an encourager do?*  
Sam: *um tells people like who do good in groups*

Later in this dialogue, the teacher was to stress the importance of turn-taking and listening to each other during group work.

While the regulative discourse is very much evident in the beginning phase of the orientating task, the next phase signals a move into the instructional discourse as aspects of the topic - Aboriginality, Pilawuk and family –were introduced. Each group of children had been issued with a montage of images from the text and a list of guiding questions for the discussion. Thus, the regulative discourse does not entirely disappear, since the children's engagement with the instructional discourse was regulated by these vicarious forms of control. The activity was quite strongly framed by the following instructions which had been rehearsed as well as distributed in written form.

*LOOK AT THE PICTURES CAREFULLY. DESCRIBE WHAT YOU SEE.  
WHAT DO YOU THINK THE BOOK WILL BE ABOUT?  
DO YOU KNOW ANYTHING ABOUT THIS TOPIC?  
IF SO, TELL THE OTHER MEMBERS OF YOUR GROUP.*

The learning behaviours legitimised here are both individual and social behaviours - perceiving, verbalising (and listening) and thinking. In this way, common knowledge is to be built.

The second element of the Curriculum Orientation, *the Initiating task* set out to produce a shared reading of the text. This was achieved via the teacher reading the text aloud before leading a short discussion about and jointly constructing the main events in Pilawuk's life. The teacher-reading was punctuated by teacher questions and comments which drew children's attention to elements of the text. Importantly for the overall



pedagogical purposes, the children were also encouraged to empathise with the writer. In an extended exchange here, children try to explain why a moment might be at once the happiest and the saddest day of Pilawuk's life.

- T2: ((reading from text)) *I REMEMBER FEELING THAT I DIDN'T BELONG TO THOSE FAMILIES. I FELT THIS LOSS THROUGHOUT MY CHILDHOOD*  
*and loss is a little bit like crying inside you, have you ever felt like a bit of ...a bit of a sad feeling in you? That's a loss/(that's)*
- Sam: / ( )
- T2: *beg pardon?*
- Sam: *when I went to Greece Miss*
- T2: *when you went to Greece, ye-ah ye-ah?*  
*how did ... what would you ... what made you sad?*
- Sam: *that I couldn't see my uncles ... my aunties*
- T2: *where are they?*
- Sam: ((inaudible)) *when I lived there that's when my mum took me so I was not ever seeing them um ever again unless I go for holidays*

At this early genre in the curriculum macrogenre, the learners are encouraged to interpret the text from their own perspectives and experiences as they engage in familiar classroom practices such as shared reading shown above. They are also assisted to 'internalise' the events of the text by retelling the events several times in different activities with different interactants and modalities. While the reading position offered may be described as literal-interpretive rather than critical, the instructional mediations here were intended to make a reading position available to all of the bilingual learners. In this way, the instructional discourse was established in the collective consciousness of the class, and the children were prepared for ensuing tasks which expanded the topic.

The *Curriculum Negotiation* or middle genre of the curriculum macrogenre at Briary Road reconstrues the individual experiences presented in the shared text as a broader social issue and locates the text within current community concerns. The function of the middle stage in the macrogenre at Briary Road varies from that in the upper primary Science macrogenre described by Christie (1997). In the latter, the middle genre comprised tasks through which learners collaboratively explored and deduced principles of mechanical advantage. The Briary Road curriculum unit by contrast is concerned with social justice; the instructional discourse is significantly less strongly classified, requiring the learners to negotiate the personal and the social with teachers so that a shared moral or value judgement might ultimately be arrived at. As the process is one of

building, modifying and adapting knowledge rather than collaboration; I have (following Christie 2002) labelled the middle genre *Curriculum Negotiation* rather than Curriculum Collaboration. It is through the Curriculum Negotiation that the text is situated in its broader socio-cultural context, it also provides opportunities for the growth and practice of children's English language repertoires.

The Curriculum Negotiation comprises three tasks which revolve around contextualising Pilawuk's story as one of many which form the focus for the current community concern. Each task builds on those undertaken previously while at the same time foreshadowing or working towards others yet to come. It is through the tasks in this middle genre that the curriculum unit gains momentum. In the first *Negotiating task* the teachers drew on the grammatical constructs of participant role and grammatical voice to help identify the role of institutions in removing Aboriginal children from their families and to recognise Pilawuk's growth into agency. Thus the task introduces the SSID in order to help clarify the instructional discourse to be presented via the text during the Curriculum Initiation. The second *negotiating task* provided the opportunity for teachers to introduced the topic of the Stolen Generations again via the SSID, in this instance, by looking at resources for expressing graduation in respect of the verb 'to take'. This task revealed aspects of the historical context of the event and began to consider something of the importance of the focus text in its current Australian context. In this way the personal experiences of Pilawuk were restated as a broader social phenomenon. The third *negotiating task*, a three level reading guide, while it was aimed at giving practice in the development of reading skills, also developed students' facility with the instructional discourse. Throughout the Curriculum Negotiation, the trajectory of the tasks is linear; that is, the success of each task is dependent on the communal knowledge constructed in the previous task.

The Curriculum Negotiation in this instance of the curriculum macrogenre may be seen as the genre that elaborates the instructional discourse; that is, the tasks in this middle genre restate or project personal experience in terms of broader cultural historical meanings. The SSID enabled the teachers and children to work closely with text to explore cultural issues. Accordingly, it is argued that the Curriculum Negotiation genre

in this instance can be seen as in an enhancing (=) relationship to the Curriculum Initiation genre.

The *Curriculum Closure* in the Curriculum Macrogenre at Briary Road functioned to both enable learners to display new learnings individually and to take collective social action based on knowledge developed earlier in the curriculum unit. This final genre at Briary Road consisted of two tasks: *a situating task* and *a concluding task*. During the *situating task*, the children used their knowledge of the autobiographical recounts to write and present their own. This formed the basis of a task in which they compared their childhoods with that of Pilawuk. In this way, the instructional discourse was relocated back from the broader socio-cultural context and 'situated' alongside the children's experiences. The purpose of this task was to avoid constructing Aboriginal children as distant 'others'. Instead we hoped to help the children see something of the importance of families, culture and language in the construction of identities and thus understand the ramifications of the historical events. The task also affirmed the diversity in the lives of the children. The situating task was initially planned as the final task; however as the unit neared closure we noticed that children responded in sometimes quite emotional ways to the events in the text. As visible members of immigrant communities, they were not immune to less tolerant discourses circulating in an environment leading up to an election in which race relations was a significant issue. Therefore, it was important that they engage in a constructive process of registering social dissent - such critical practices being not unusual in this school nor in the critical literacy practices implemented in many other classrooms. Hence a *concluding task* was added in which children (with teacher help) wrote to the Australian Prime Minister and voiced their concern about the lack of an official apology. This task involved the children in using discursive resources for acting in the wider cultural arena.

In summary then, the Curriculum Closure in the Briary Road Curriculum Macrogenre, demonstrated a movement toward learner independence but at the same time channelled that individual effort toward some kind of social transformation. While that social action is not achieved individually in this particular instance of the Curriculum Macrogenre, the opportunity for doing so in the future is nevertheless advanced. It can be argued then that the Curriculum Closure is related to the Curriculum Initiation by

enhancement (x); that is, it develops the instructional discourse in terms of relocating it in terms of action in the contemporary social milieu.

### **3.3.3.2 Phases in the curriculum macrogenre at Briary Road**

The structure of the curriculum macrogenre described above has been mapped from the perspective of the smallest layer of analysis - the phase. This is, of course, not surprising since SFL theory holds that a close relationship exists between lower ranked (usually grammatical) elements and overall discourse structure. The analysis of the curriculum unit at Briary Road began at the level of phases, which are most closely aligned with what may be thought of as steps in a lesson. Phases, it has been pointed out, tend to coincide with changes in the material setting: sometimes requiring a bodily shift either from small group to whole class, or from desk to floor work, or a movement from desk work to chalkboard work. It has already been suggested that these steps may be preplanned or the results of on-the-spot decisions; frequently they are the result of habitual practices, while at other times the steps involve new strategies which may or may not be successful. The mapping of steps or phases, sensitive as they are to particular classroom practices is done retrospectively.

The curriculum macrogenre at Briary Road comprised a large number of relatively short activities – there were 33 discrete phases identified. Each phase built on a previous one and together they fulfilled a range of purposes. Some were repeated teaching strategies designed to optimise student language production, others were concerned with giving instructions for a subsequent activity, others again were designed around specific teaching points for new learning.

It is the level of phase that appears to be most sensitive to differences in the classroom and curriculum contexts. In the description of the curriculum macrogenre at Briary Road, I have retained Christie's phase labels where appropriate; that is, where the functions of the phase are recognisably similar to those in her descriptions of curriculum macrogenres. These are explicated in terms of their key linguistic features in Appendix I and below.

I propose to explain the identification of phases in the curriculum unit at Briary Road by reference to the orientating task, the first phase of the Curriculum Initiation genre. The

orientating task comprises a number of phases or elements within the task that are essential to its overall achievement. Most of these phases have enough in common in their functions and linguistic patterning with other phases in the macrogenre for me to claim that those of the initiating task are representative of other similarly labelled phases throughout the macrogenre. The schematic structure of the orientating task and its constituent phases can be modelled as shown in Figure 3.2.

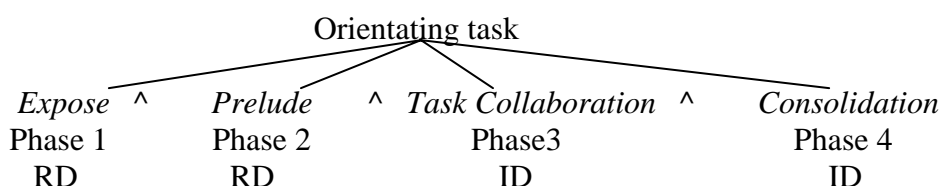


Figure 3.2 A sequence of phases from the curriculum macrogenre at Briary Rd

The *Expose* is a recurring phase in the curriculum macrogenre at Briary Road. It orientates to the broad outcomes for the unit and acts as a catalyst for things to come. In the curriculum macrogenre, most explicit teaching took place in the *Expose* phases. In this extract, from the very beginning of the unit, the regulatory discourse is foregrounded as the class teacher reviews group roles (for example: *the runner, the encourager*) and behaviours with the learners. She is, as we have already seen, reminding the children of practices which are important to remember throughout the unit.

- T1:        *what does that role do?*  
 S:        *the runner goes and gets ( )*  
 T1:        *okay, thank you. Another one?*  
 S:        *the recorder um that has to record everything*

This phase is teacher-led but dialogic as teacher and students jointly construct the labels for group roles. The teacher invites participation via ‘slots’ in the interaction pattern and naming of individuals. Through the choices of *we* and *our*, she constructs the classroom participants as a group working toward common goals.

- T1:    *what are some of the things that we need to say to encourage our group?*

Importantly for this curriculum unit, the initial *Expose* provides a retrospective link, it reviews given knowledge in preparation for the new. In this way the teacher and learners identify the material actions and linguistic behaviours generally desired of an individual in a particular group role. Textual continuatives (*okay*) feature frequently in

the Expose, being an important means by which the teacher controls the pacing and topic changes of the talk.

T1: *okay the third role, Sam?*

As the unit develops the Expose is the phase that advances the instructional discourses particularly through the SSID. This following extract is from a transcript of phase 13 where our concern is with teaching students to recognise the Actors of material processes in readiness for recognising their absence in passive constructions. While the students had some experience of verbs as ‘doing words’, the idea of participant role is new. This example also features a largely monologic teacher text in which the relevant activity and desired behaviours are initially established through strong framing of the regulatory and the instructional discourses:

T2: *We’re going to come down a little bit closer to the words now and look at some of the grammar. So if you can just leave your books and pieces of paper on your table for a while and look to me. I’m going to show you the beginning of a sentence that comes from the text ((holding up a strip of card with a clause written on it)). Get where you can see (this) ((indicating strip of cardboard)). MISSIONARIES MOVED MY FAMILY FROM OUR OWN COUNTRY Okay, hands up if you can tell me what’s the verb in that sentence, Stanley?*

However, participation is invited and a collaborative endeavour suggested by the allocation of turns and the use of the plural pronoun *we* in the initial clause. The presence of relational processes here is interesting. Christie (2002) comments that these are a feature of teachers’ explicit talk, here they are making important language understandings explicit.

Stanley: *move*  
T2: *move (that’s that) ((pointing to process on strip)) move’s the verb is the verb. Now often verbs have a ...well they nearly always **have** a ‘doer’ who or what is doing*

The function of the Expose is to make critical understandings available to the students. In descriptions of curriculum macrogenres in other classrooms, the critical understandings are often concerned with subject specific knowledges (Christie 1997). In the curriculum unit at Briary Road, a frequent function of the Expose phase is teaching knowledge about language. The one task which did not feature an Expose phase was a task in which students were revisiting a ‘three level guide’ - a familiar strategy used to

assist children to practice recognising the kinds of readings required in different situations. As this task did not require the explicit teaching of new skills or knowledge, it is therefore unlikely to feature an Expose.

The *Prelude* phase, like the Expose, is a teacher led, whole class event; however, unlike the Expose, it has less to do with the broad instructional goals, functioning instead to give instructions to enable students to complete a subsequent phase. The Prelude is a crucial point for explaining the requirements of the activity to be completed, because the next activity often depends on it for its own success, particularly if it is to be carried out independently or in small groups with minimal teacher direction. In the Prelude phase, the teacher explains the purpose of the task and often models it as we see in this extract from an instance of a Prelude from the Orientating task.

- T: *Now, our first task this morning is aimed at getting you ready to read your book ...at pointing your thoughts in the right direction um for the words and the ideas that you're going to come across in the the book. Now what I've done is I've put together a collage of some of the pictures from the book and it looks a little bit like this ((showing montage)). I'm going to ask you to move into small groups that we've selected in a little while and we'll give each group one of these sheets, one of these collages.*  
*Now in your group we want you to look carefully at the pictures, **FIRST OF ALL LOOK AT THE PICTURES CAREFULLY** ((reading from montage)) they're from the text.*  
*Then we want you to **DESCRIBE WHAT YOU SEE**, for example this is my picture and that's Pilawuk there ((pointing to cover of big book)). What can we see there? Describe that picture for me please Surayah?*
- Surayah: *Um she has long hair*

Again we is selected to emphasise the importance of a collaborative approach in this classroom. The desired learner behaviours here are observing and talking initially then (although not shown in this extract) later talking and thinking together. Positive polarity is most obvious throughout the phase, thus closing off possibilities for courses of action other than that being demonstrated. This is one way in which strong framing is realised in the task. Here, the task is very clearly modelled by the teacher using the montage worksheet as a prop and inviting individuals to demonstrate the required linguistic behaviours. The strong framing is also realised by the textual continuatives used by the teacher to manage the pacing and sequencing of the interaction. The Prelude phase is specifically orientated to the task that follows immediately in each of its realisations at Briary Road, hence the chief selection for tense is future.

The *Task Collaboration* phase represents a marked change in the dynamics of the macrogenre. This phase features student to student interaction in small groups or pair formations, with conversation guided, as it is here, by a teacher-designed worksheet. I observed a number of such reasonably brief collaborative small group activities in the lessons at Briary Road. These have been analysed as Task Collaboration phases embedded in the structural elements of the genre. This is in contrast to Christie's (1998) analysis of the curriculum macrogenre in an upper primary Science curriculum where Task Collaboration identifies a particular schematic element, a different level in the hierarchy, involving students working on lengthier design projects. However here, as in Christie's analysis, the function of the Task Collaboration is to increase the density of classroom interaction around the curriculum content; that is, children are more freely able to talk to one another about matters related to the instructional discourse. At the same time, teachers are able to listen to children's construals of the field and to provide sensitive mediations to those. In this extract from the third phase in the Orientating Task, the first Task Collaboration, a small group of learners is participating in a prereading activity. As we have seen, the children have the support of images and guiding questions. Their conversation proceeds like this:

- Patsy: *yes well, look at this picture in the corner here*  
 Sam: *yes Pilawuk that's a Aboriginal girl, it's an Aboriginal girl alright.*  
 Patsy: *mm okay*  
 Kenneth: *o-kay, okay*  
 Simone: *okay*  
 Frank: *the book is about her , it's about ...*  
 Patsy: *okay Sam, what do you think about this girl? who do you think she is?*  
 Sam: *don't ... I don't know, she funny. I think that she .. I think that she is an Aborigine white girl*  
 Kenneth: *an Aborigine white?*  
 Frank: *yeah an Aborigine can be a white or black, it depends whatever colour their skin is*  
 Simone: *no, because there's Aboriginal thing there ((indicating Aboriginal artwork on the page)) thing here see*

Learners are using language more autonomously here, and although the broad topic focus is maintained by the images and guiding questions, students have more turns and control over the topic directions. This increased control is reflected in the students' use of textual continuatives, their initiating of ideas within the topic and their readiness to agree and disagree with each other. The Task Collaboration phase is repeated throughout the curriculum macrogenre. It is always concerned with the instructional



discourse but it is not altogether possible to predict the way the talk related to topic unfolds. Lines of communication are opened up as children build on each other's contributions. Such phases are the most loosely framed moments in the curriculum macrogenre in Briary Road.

In this next extract from the same event, one of the teachers, concerned that they needed to complete their discussion, has joined the group after listening to them arguing about skin colour for some time.

- T2: *okay, let's see, you think this is her family here?*  
Patsy: *no, I think that's the family she was moved to*  
T2: *right*  
Sam: *no I don't think so, because is that black light brown? and she is white*  
S?: *look! that's a drawing*  
Frank: *look! that could be her*  
Kenneth: *that lady was a baby and that's a baby*  
Sam: *yes I know but a black man or woman can't have a white baby*  
Patsy: *yes they can, I have seen it in the newspapers because I have seen two black people and their and their babies are fair, they're white*  
Sam: *yes*  
T2: *you can have somebody/*  
Sam: */but they might have married a white person*  
S?: *alright, alright, alright*  
Ss: *sh sh sh*  
T2: *yes you can. It might ... it might be a family who might be a a dark dark skinned person and a light skinned person and their baby will often be lightish*  
Patsy: *brownish*  
Sam: *like Frank*

Clearly the children had not completed their discussion and were stuck on the matter of skin colour. Here the teacher intervention functions to restrain children from pursuing the matter of genetics further at the expense of answering the question 'What do you think the text will be about?'. While the children have more linguistic freedom in this phase, the Task Collaboration also enables teachers to 'listen to children think' and to mediate appropriately.

Throughout the macrogenre at Briary Road, the talk usually centres around the instructional discourses, however there are occasional 'flashes' of regulatory discourse often at the beginning of the task as children establish their group roles. Sometimes this happens again as tensions flare within the group, but for the most part, the regulatory discourse disappears as children participate in what for them are habitual classroom

practices. Interestingly, the one example of the Task Collaboration phase where the regulatory discourse occurs most frequently coincides with a task which is orientated to producing an individual piece of work rather than producing collective knowledge. In this task children were seated together in groups yet are drafting an individual autobiographical recount.

The phase following that represented above is an instance of a *Consolidation* phase. In this teacher-led activity, the children ‘report back’ on the discussions of the Task Collaboration. In the Briary Road classroom, children were so accustomed to this practice that it was possible to see them ‘rehearsing’ for the role. Sometimes their teacher let them know in advance who would be the reporter, at other times the selection was impromptu. The functions of this phase are two-fold: to build and make available common understandings of the content and to provide an opportunity for children to use oral language a little way along the mode continuum. In this exchange which took place straight after the group activity described above, Kenneth reports back on his group’s discussions.

- Kenneth: *um we think ... we think the book is going to be about this um ...*  
 S?: *lady ((whispered))*  
 Kenneth: *lady um Pilawuk um Pilwuk um it’s going to be in Pilawuk’s family and*  
 S?: *because ((whispered))*  
 Kenneth: *because because*  
 S?: *she’s on the picture ((whispered))*  
 Kenneth: *it shows on the picture*  
 ...  
 T2: *want to add something else?*  
 ... *Mase would you like to add something there?*  
 Mase: *um that*  
 T2: *oop please start ‘We think’*  
 Mase: *we think that cause she um some of her family go to school because she has a picture of everyone*  
 ...  
 T1: *okay who’s the reporter? ((to another group))*  
 Monty: *Monty! Lucky you Monty!*  
 Monty: *we think the book is about um a woman who is um remembering her past ((rising intonation)) and um when she was um at school*

Kenneth’s initial shy contribution is extended by other students and the teacher until there is a quite accurate shared background with which to approach reading the text. Interestingly, the teacher reminds Mase to use the mental projective clause (*we think ...*) to begin his contribution, in this way the learner as group member rather than individual

is highlighted as well as the tentative nature of the propositional content at this point during this phase.

The link between the Task Collaboration and the Consolidation is important in the development of the instructional discourse. The ideas and opinions expressed in the Task Collaboration are often unpredictable and diverse, and it is out of these various construals that shared knowledge is built. However, teachers need to foreground and elaborate some lines of thought and to background others. The operation of the Task Collaboration and the Consolidation is illustrated once again in the following extracts. The first is from a Task Collaboration in which children are working in small groups considering the question: *Why do you think the events that happened to Pilawuk and other Aboriginal children were allowed to happen?*

- S1: *it was allowed to happen because the Government told them to do that*  
Sam: *maybe*  
...  
S2: *I think that the answer is for the first one is um because the Government allowed them to so they done it. So the white people um send the Aborigines to um other states*  
Sam: *oh I know because the government didn't want the um um Aborigines people and they only wanted the white people and only white people in Australia and no black people*  
...

In the subsequent Consolidation phase illustrated below, the children reported back on the discussions in their groups during the previous phase. One of the teachers wrote their contributions in point form on the chalkboard.

- Frank: *our group thinks the events that happened to Pilawuk and other Aboriginal children were allowed to happen because the chil...the Australian government wanted Australia to be a one colour nation. Aboriginal people didn't have any power to respond to them*  
T2: *what do we call that policy?*  
T1: *they wanted one colour .. is a white colour*  
S?: *one nation*  
T2: *one nation? I think one nation's very close to it but?*

Here language is clearly being used for building common knowledge (Mercer 2000). There are frequent occurrences of mental cognitive processes (*think*) in the talk, perhaps in part due to the construction of knowledge as speculative and in part due to the fact that no one could claim to be an expert in this particular topic. The collaborative nature of the task is reflected in the students and teachers' use of the plural possessive pronouns *our* and *we*. In the following extracts from the same phase, it is possible to

see further instances of the construction of this shared knowledge. The extract begins with the class teacher prompting Patsy to recall the phrase ‘White Australia Policy’:

- T1: *Patsy, what do you think? White ...((14 secs))*  
Patsy: *um ... White Australian ...*  
T1: *White Australian Pol...? ((a good deal of vocalising, murmuring as other students try to remember)) White Australian .... ...*  
Ss?: *population ((whispered)) ((other bids for attention))*  
T1: *pol-icy*  
.....  
Kenneth: *Aboriginal people could not um communicate with the government*  
T2: *oh lack of communication ((writing on chalkboard))*  
T1: *okay anything else?*  
Kenneth: *the government was the boss and in charge*  
T2: *sorry ... .. sorry Kenneth I didn't hear that one?*  
Kenneth: *the government was the boss and in charge*  
T2: *okay the government had the power good*  
T1: *so much well done! Right next Patsy? ...*  
Patsy: *um we we had the White Australia Policy*  
T1: *so it's the same ((referring to the group contribution))*  
Patsy: *yes*  
Sam: *the government was racist and they were more powerful than the*  
*Aboriginals*  
Jake: *they had the right to take over because they owned ((inaudible))*  
T2: *they had the law on their side didn't they? even though it was wrong*  
*but they did have the law. what else were you going to say Sam?*  
Sam: *uh*  
T2: *yes?*  
Sam: *they had more money*  
T2: *mmm more money ...? ((encouraging elaboration))*  
Sam: *and they had and um maybe they had more (people) England, they had*  
*the England people to help*

The extract demonstrates how through the aggregation of responses, the initial single-cause contribution is elaborated into a more complex set of reasons touching on such abstract ideas as institutional power and privilege. Throughout the interaction pattern is strongly framed by the teachers' scaffolding moves. The consolidation of meanings already negotiated in the Task Collaboration phase is an important movement in shaping the direction of the curriculum unit. Patsy initially struggles to remember the term the *White Australia Policy* yet by the time it is her turn to report back on her group's discussion she uses it without hesitation. In this way, key construals of the instructional discourse are appropriated or internalised by the learners. The Consolidation phase occurs towards the end of each task at Briary Road; in this way it provides a prospective link to subsequent tasks.

In summary, the curriculum macrogenre at Briary Road reflects the broad goals for the curriculum unit as well as patterned classroom practices developed to help meet the perceived needs of the learners in this classroom at a particular point in time.

The curriculum macrogenre at Briary Road is a complex, layered structure successfully understood and negotiated by teachers and learners. As Figure 3.1 has demonstrated, the phases of Expose, Prelude, Task Collaboration and Consolidation occur throughout most tasks in the curriculum genres comprising the Briary Road instance of the macrogenre. The patterning can be represented thus:

(Expose) ^ Prelude ^ Task Collaboration ^ Consolidation ^ (Expose)

The obligatory phases are the Prelude, Task Collaboration and Consolidation. The Expose is usually present and may occur either at the commencement or completion of the task, at which points the teacher's authority over the instructional discourse is most obvious. Another important stage in the development of the instructional discourse is that of the Consolidation. As we have seen, it is important in the development of shared understandings as well as for moving students' language use toward more decontextualised language use. The recursive nature of this set of phases was unexpected, but in this classroom they have evolved over time as strategies which seemed to meet learners' needs for explicit instruction and for opportunities to practice using English. The original instructional purposes were less to do with building shared construals of experiences yet this was clearly a vital part of their function in the achieving the overall purposes of the curriculum unit.

### **3.4 'Natural Disasters': The curriculum macrogenre at Crystalvale**

Although the students at Crystalvale, the small rural school, were monolingual speakers of English, their teacher was very interested in pedagogy from the perspective of language development. Her expressed priorities were to expand the children's language repertoires, to develop a metalanguage for discussing texts, and to build field knowledge to enable children 'to operate at a functional level with a variety of texts'. She and I undertook to jointly implement and teach a curriculum unit which would be a vehicle for her to achieve the general outcomes identified for the project as well as provide a context for my research.

### **3.4.1 Broad curriculum goals**

The Crystalvale curriculum unit may be described as ‘topic- focussed’ rather than ‘text- focussed’. That is, the curriculum unit did not take one particular text as an entry point, but began instead with a general investigation of what children knew about the topic of natural disasters. The initial source for this was to be the children’s existing construals of the topic. These understandings would then be built up through investigations, firstly of a shared phenomenon – bushfires - then of a range of different types of natural disasters pursued individually. A number of different information sources were used in this general investigation. These included stimulus pictures, an excursion and discussions of children’s personal experiences and a range of texts including non-fiction, fiction and media. The teacher was keen to model the curriculum unit on one developed and circulated by the DSP. This sample unit was strongly framed by a social semiotic teaching and learning cycle (Murray and Zammitt 1992) developed for the teaching of writing in primary schools. It consists of stages in which teachers and students build topic knowledge together and spend time engaged in joint construction of text before students are expected to produce independent text.

There were other indications that this topic was appropriate to explore with the learners. A few months previously, bushfires had swept through the local area resulting in at least one death in the community and causing considerable impact on the local environment which was only just beginning to rejuvenate. At the same time, a tsunami had devastated a village in Papua New Guinea. The children had watched reports on this disaster on their weekly educational television broadcast and a number of relief appeals were featured locally. The curriculum unit coincided with a flood in the nearby rural city. We felt that to avoid ‘tabloid’ readings of these events, it was important to explore the causes of natural disasters and to encourage the children to empathise with those whose lives are severely affected.

The original curriculum unit was intended as a cross-curriculum vehicle for the key learning areas of Human Society and its Environment (HSIE) and English. In its enactment at Crystalvale, the focus was to be the English curriculum. The aim was to

enable the children to independently construct information reports on a particular type of natural disaster. The process of doing this would involve the development of a metalanguage with which to talk about factual texts and their contexts of use and the construction of field knowledge via collaborative work. The children were used to and seemed to enjoy undertaking individual projects on particular topics and the classroom walls were lined with these. They usually involved elaborate design features but were noticeably ineffective at dealing with the information presented in reference materials. The projects often featured extensive tracts of copied text. Despite displays of the typical structures and grammatical features of the range of text types found in the primary years K-6 on the classroom walls, I found the children's knowledge of text types and grammatical features and their experiences with talking about texts in their contexts to be very limited. When I examined two of the children's basic skills literacy test responses, I noted that they were able to identify the social purposes of texts but were unable to identify the text type. This is not surprising, since following the release of the original version of English K-6 (NSW Board of Studies 1994) and the subsequent re-release in 1998, the uptake of genre-based pedagogy and other aspects of its social semiotic approach outside of the schools served by the then Metropolitan East DSP was and remains ad hoc. At the time of the research, teachers such as Kate who were also struggling with coming to terms with an outcomes and profiles approach, frequently complained of the 'load of newness'.

### **3.4.2 The English language goals**

Because of the nature of the small school, curriculum planning usually encompasses the range of ages from early stage 1 (kindergarten) through to stage 3 (years 5 and 6). In the teaching of this unit to years 3-6, little differentiation was made between the years although the standards of achievement tended to be sensitive to age differences. That is, students' work was assessed according to the stage of schooling they represent. Table 3.5 represents the English language goals identified by the teacher for the curriculum unit for stages 2 and 3 (years 3-6).

Table 3.5 'Natural Disasters' English curriculum outcomes

OUTCOMES	INDICATORS
TS3.2 Interacts productively and with autonomy in pairs and groups of various sizes and composition, uses effective oral presentation skills and strategies	Uses a range of strategies to participate cooperatively in small-group discussions around Natural Disasters, eg taking turns, asking questions to gain more information.
TS2.3 Identifies the effect of purpose and audience on spoken texts and distinguishes between different varieties of English.	Understands that the listener can influence the speaker, eg the listener can ask questions to clarify meaning
RS2.6 Uses efficiently an integrated range of skills and strategies when reading and interpreting written texts	Predicts what a text will be about from its cover and title Uses several strategies for finding information in texts eg skimming for gist, scanning for specific information, index, glossary Identifies and locates resources through subject/key word/ author/ title searches, consulting encyclopedias, atlases, databases, CD-ROMs, pamphlets and newspapers, internet
RS2.7 Discusses how writers relate to their readers in different ways, how they create a variety of worlds through language to achieve a wide range of purposes	Recognises and discusses the purpose of organisational stages of different text types, particularly information reports and explanations. Makes general statements about how visual texts such as diagrams, tables and illustrations enhance or detract from meaning
WS2.9 Drafts, revises, proofreads and publishes well-structured texts that are more demanding in terms of topic, audience and written language features WS3.9 Produces a wide range of well-structured and well presented literary and factual texts for a variety of purposes and audiences using increasingly challenging topics, ideas, issues and written language features.	(years 3 & 4) Writes information report about a natural disaster Researches specific topics to write about Uses illustrations and diagrams where relevant (years 5 & 6) Writes a detailed information report about a natural disaster Undertakes research to extend knowledge of subject matter Uses diagrams, charts, maps, graphs, illustration relevant to text
WS2.10 Produces texts clearly, effectively and accurately, using the sentence structure, grammatical features and punctuation conventions of the text type.  WS3.10 Uses knowledge of sentence structure, grammar and punctuation to edit own writing.	Years 3 & 4 Uses present tense in factual texts such as information reports Combines clauses by using a variety of conjunctions eg time, cause & effect Years 5 & 6 Uses cause and effect relationships Edits own writing eg spelling errors, incomplete sentences, missing punctuation



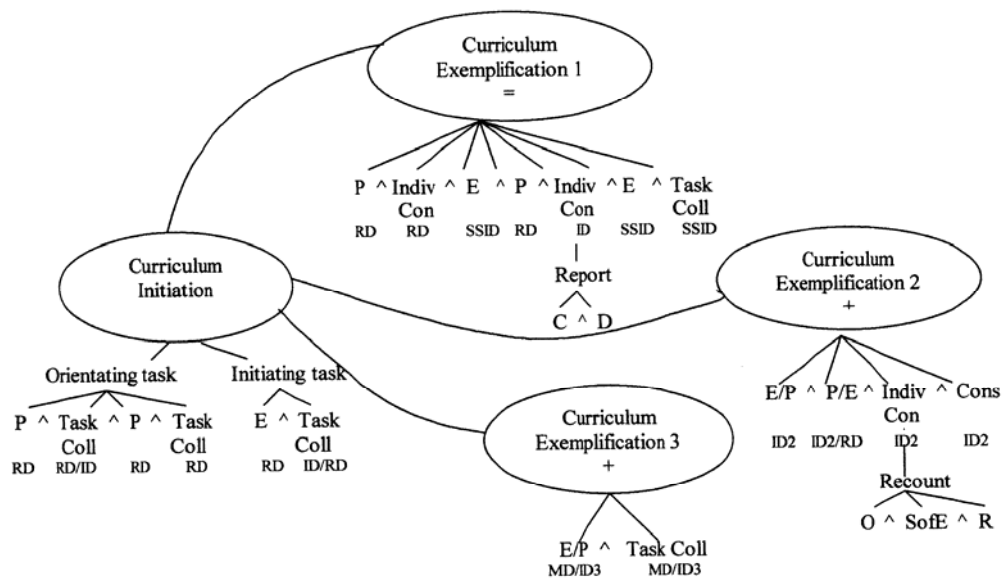
### **3.4.3 Mapping the curriculum macrogenre structure at Crystalvale**

As the syllabus outcomes indicate, English in this curriculum unit is concerned with the development of both general literacy skills important for managing other curriculum areas, and learner's knowledge about language. Although we did not refer to HSIE outcomes, the curriculum unit must nevertheless deal with some content-based knowledge.

In the development of knowledge about language at Crystalvale, there are two relevant aspects: the social semiotic instructional discourse noticed in Briary Road is also represented here but there is also a more general metalanguage or metacognitive set of skills advocated that does not necessarily draw on linguistically principled descriptive tools. I have coded this as a second metalanguage discourse (MD). While in the Crystalvale classroom the general metalinguistic discourse is evident in a task to do with identifying topic words in a text; in other classrooms it includes such activities as identifying word classes in text, learning spelling rules, and many reader response activities. Such activities tend to be less concerned with describing the relations between social phenomena and a text than they are with identifying and labelling. The functions of these text features will often remain obscured to the learners in this general metalinguistics discourse (MD).

The pedagogical discourse in Crystalvale thus encompasses an instructional discourse (ID) concerning natural disasters such as bushfires, floods, volcanoes, and droughts; the regulatory discourse (RD) which is to do with the practices of schooling; a social semiotic discourse (SSID) which considers language choices in their contexts of use; and a metalanguage discourse (MD) involving a more formal focus on language.

Transcripts of classroom talk occurring during the curriculum unit have been analysed using the general register principles described above. The analysis, summarised in Appendix I, has generated the following overview of the curriculum macrogenre at Crystalvale (see Figure 3.3).



Key Phases: P = Prelude, Indiv Con = Individual contract, E = Expose, Task Coll = Task collaboration, Cons = Consolidation

Genre: C = Classification, D = Description

Pedagogic Discourse: RD = Regulatory Discourse, ID = Instructional Discourse, MD = Metalinguistic Discourse, SSID = Social Semiotic Instructional Discourse

Figure 3.3 An overview of the curriculum macrogenre at Crystalvale

### 3.4.3.1 An overview of the curriculum macrogenre at Crystalvale

As shown in Figure 3.3, the structure of the curriculum macrogenre at Crystalvale, the rural school, resembles the orbital structure identified by Christie (2002); that is, it features satellite-like elements in an orbital relationship to the Curriculum Initiation genre. However there is a difference between the Crystalvale macrogenre and that described by Christie. In the case of Christie's example from a secondary Geography classroom, the satellites were related to the Curriculum Initiation in a principled way; each satellite exemplified the instructional concepts introduced initially. In contrast, the relationships between the satellites at Crystalvale do not seem principled or even planned. Instead the structure is a result of decisions made 'on the wing' as the unit was taught and modified in response to prevailing teaching and learning influences. These influences include both the teachers' responses to each other's readings of the curriculum imperatives and the learners' responses to the teachers' interventions. It must be said that neither teacher was satisfied with the unit – it petered out over the final two weeks of the term as a number of other events took over in classroom and community life. Several students did not complete their individual projects and those that did tended to employ the same strategies of copied text and extravagant layout features as previously noted. I have observed a sufficient number of similarly structured curriculum macrogenres, however - usually in monolingual English settings - to believe that examining the curriculum macrogenre such as this is important in considering how pedagogic identities and hence orientations to educational meanings might be variously shaped.

In the Crystalvale curriculum macrogenre, there are two identifiable genres: the *Curriculum Initiation* and the *Curriculum Exemplification*. As is common with orbital curriculum macrogenres, there is no closing genre.

The *Curriculum Initiation* functioned to introduce the topic for the unit and to highlight the importance of collaborative work. It consisted of two tasks: a collaborative activity and another task which made the goals for the curriculum unit explicit. Following the Briary Road pattern, these have been labelled the *Orientating* and *Initiating tasks* respectively. The purpose of Orientating task, like that in the Briary Road curriculum macrogenre, was to engage the learners in the topic, to identify what they know about it

and to begin to construct shared knowledge (in this case knowledge about natural disasters). It also served as the learners' introduction to cooperative small group work although this was not done in an explicit way as it was at Briary Road. Working in small groups, the children were encouraged to list the vocabulary items they could think of using a photomontage of images from natural disasters as a 'trigger'. Each group consisted of children from kindergarten through to year 6. Here Jenny, one of the older students is writing individual's contributions onto cards and overseeing the distribution of turns in the task simultaneously.

Jenny: *I got floods. your turn ((addressing another child, Mel))*  
 Mel: *can I write mine?*

These cards were then manipulated into the more general categories such as types of natural disasters, their effects and relief workers as a means of encouraging children to generalise about the field.

Jenny: *blood ... sickness .. is that where 'sickness' goes?*  
 Robert: *does that work?*  
 David: *'family' goes there*

The *Initiating task* functions to make the curriculum unit goals and the means by which they might be achieved explicit to the learners. That is, the teachers explained to the children what was required of them in terms of a learning product and described the steps in the teaching learning cycle through which that was to be achieved. The strong framing of this stage of the genre is evident in the textual continuatives and positive polarity in the teacher's language.

T2: *now there are several things that Ms Lee and I want you to learn about in the Natural Disasters unit. We want you to learn about the different types, what causes them, where they happen, what sorts of effects they have on people and what sort of effect they have on um things other than people like the buildings and the wildlife*  
 ... ..  
 T2: *now today I want to work with you, I've pretended that I'm going to choose the topic called 'Bushfires' and you're going to work through some of that topic with me and I'm going to point out some of the things that you need to know about reading so that you can do it a little more easily*

This task involved constructing a class matrix displaying a range of different natural disasters with common investigative questions. It also considered the advantages of

using factual rather than literary texts as sources for the project. In the following extract, the student inappropriately offers a novel as a source text.

T2: *now think of my research questions*  
S: *'Fire on the Ridge'*  
T2: *okay Grant which one ((ignoring unsolicited response))*  
Greg: *'Fire on the Ridge'*  
T2: *what made you choose 'Fire on the Ridge'*  
Greg: *because it's got more writing*

Another student, Sally, nominates a factual text as a more useful source of information. She justifies it as follows:

Sally: *Because that could be just a story about a fire um a fire on the thing and what they're doing. That could tell you what causes them ((pointing to factual text)) and that that could just say what it done ((pointing to narrative))*

The task planned to follow up from this one remained incomplete as the intended modelled research on the topic of bushfires was abandoned in response to the children's anxiety to work on independent projects.

The remainder of the curriculum macrogenre at Crystalvale comprised the *Curriculum Exemplification* genres, which presented perhaps the most marked feature of difference between the practices observed at Crystalvale and Briary Road. As in Christie's prototypical orbital curriculum macrogenre, each Curriculum Exemplification was related to the Curriculum Initiation rather than to each other. This contrasts with the more incremental relationships observed between genres in the Briary Road curriculum macrogenre. The Curriculum Exemplifications also tended to overlap as the commencement of each one was not dependent on completion of the previous one. There are three Curriculum Exemplifications in the Crystalvale curriculum instance.

*Curriculum Exemplification 1* The first curriculum exemplification drew strongly on the regulatory and social semiotic instructional discourses. It was initially concerned with how the knowledge for individual projects might be located and organised. Such activities included designing a research proforma, recording individual topic choices in the class matrix and learning how to nominalise research questions as subheadings, identifying and describing the functions of the components of factual texts. In preparing

students to research their own topics, the teachers attempted to encourage the behaviours that were valued:

- T2: *Ms Lee when they're doing their research, if there's more than one person doing it, it'll be a good opportunity to talk together while they're doing it won't it?*  
T1: *that's right*  
T2: *the more you talk about it*

Although not in the taped corpus because the children who eventually completed the individual contract did so at home, it is a reasonable assumption to make that later in the sequence of phases in this Curriculum Exemplification, the instructional discourse surfaced as learners researched their topics.

*Curriculum Exemplification 2* The second Curriculum Exemplification, revolving as it does around an excursion to a museum concerned with domestic fires, introduces a second instructional discourse which relates only loosely to that introduced in the Curriculum Initiation. However, the class teacher argued for the importance of experiences outside the classroom as a means of enhancing learning. She made a number of points in support of such educational activities. She believed that the excursion would consolidate the work of the curriculum unit; that is to say, children would have greater understanding about natural disasters as a result of participating in the excursion. She frequently expressed concern that the children were lacking in experiences outside the local community and felt obliged to look for compensatory opportunities in the school curriculum. It was also seen to be important for language development. The subsequent collective oral retelling then individual written recounting of the excursion would provide children with the opportunity to use decontextualised language in a staged manner. In the follow extract, the class teacher leads the lesson recounting the excursion events:

- T1: *let's talk about things. what was the first thing we did? where did we go?*  
Mark: *Museum of Fire*  
T1: *Museum of Fire, now what did we see there?*  
Mark: *fire engines*  
T1: *pardon?*  
Mark: *fire engines?*  
T1: *what about fire engines?*  
Mark: *they showed us all the different ones and the old ones*  
T1: *anybody else want to add to that?*  
Michael: *we seen how pictures and lounges burn so quickly?*

The phase in this task which involved the children in recounting the events of the excursion was significant for the way in which it also encouraged children to relate the events of the excursion to their own lives.

Luke: *well when I was stoking the fire and a big piece of hot coal came out.....*

The class teacher took time to explain to the children the educational benefits of talking in this way about the excursion and their personal experiences. Her explanation with its emphasis on the student as active in the construction of knowledge by making sense of the new through past experience resonates with what Kemmis et al (1983) describe as a liberal/progressive philosophical orientation to curriculum.

T1: *what you're actually doing is making sense of where you went on Friday by your experience. if these sorts of things have happened to you when you see a fire and we start talking about it, it brings it all back into your memory and helps you make sense of the whole thing*

*Curriculum Exemplification 3* The final Curriculum Exemplification is concerned with the general metalinguistics discourse and a third but incidental instructional discourse. It revolves around research skills, chiefly the location of key topic words in a text and their use in notetaking.

T1: *just let your eyes look at all the words on the page, picking out what we call topic words. you don't have to read every word, don't even attempt to read every word. skimming is not reading every word, you're just glancing your eyes over the page*

The topic, Australian Wildlife, is selected because it is a suitable model of a factual text and it is a topic with which children are already familiar.

T2: *so I'm not going to do this on Natural Disasters, that will be your job*

The link with the curriculum unit here is at best tenuous, the task is related to the curriculum initiation in that it builds on research skills but how the students might use those skills in their own projects on natural disasters is left largely unexplored.

Each Curriculum Exemplification expands on the Curriculum Initiation in different ways. Curriculum Exemplification 1 may be said to be in a relationship of elaboration (=) to the Curriculum Initiation; that is, its purpose is to explore the field of natural disasters introduced in the Curriculum Initiation genre. It further specifies the different kinds of natural disasters and some of the questions that may be asked about them.

Learners are also given more information about how to locate and record information so that shared understandings of the topic may be constructed. By contrast, Curriculum Exemplification 2 may be said to be in a relationship of extension (+) to the Curriculum Initiation. Through the second instructional discourse of domestic fire safety and personal experiences with fire in the home and community, it extends the content initially introduced. The Curriculum Exemplification 3 likewise extends the initial content; this time the metalinguistics discourse about reading for information is extended to include using key lexical items to reconstruct text. This genre also adds a further instructional discourse.

In summary, the three Curriculum Exemplifications can be seen as our different ‘takes’ on the instructional discourse. My teaching preferences are reflected strongly in the first Curriculum Exemplification that is to do with assisting students to research and construct a report about a particular natural disaster. It presented a set of unfamiliar pedagogical practices to the teacher and learners and resulted in a good deal of resistance from the learners. As a result of this, a number of phases I consider crucial (including the joint construction of a model text) were abandoned. The tasks comprising Curriculum Exemplifications 2 and 3 were completed much more smoothly as they represented habitual practices in the school culture.

#### **3.4.3.2 Phases in the curriculum macrogenre at Crystalvale**

The following phases identified at Briary Road are also evident at Crystalvale: the Prelude, the Expose, the Task Collaboration, the Individual Contract, and the Consolidation phases. However, despite these functional similarities, it is the level of phase which provides most evidence of the differences in teaching and learning practices between the two classroom contexts. Phases at Crystalvale vary in a range of ways including their number, the relative occurrences of particular phases, the sequencing of phases and the patterning of these sequences. I propose to consider some of these differences in further detail below.

The Curriculum Initiation genre (illustrated in Figure 3.4) consists of just six different phases representing three different types of phases: the Prelude, the Task Collaboration and the Expose. These initial phases are similar to those in the Briary Road opening



genre which also comprised an Orientating Task and an Initiating task. These tasks function to introduce learners to the topic for the unit.

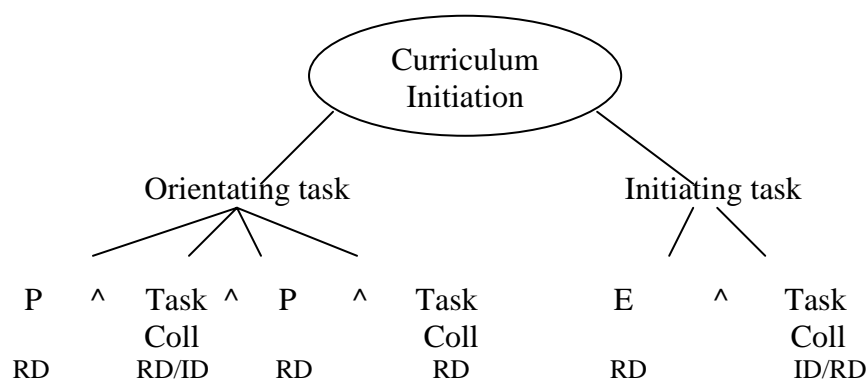


Figure 3.4 A sequence of phases from the curriculum macrogenre at Crystalvale

One difference is the relatively delayed appearance of an Expose phase at Crystalvale. As we have described, the Expose phase functions to reveal or teach something related to the overall goals of the curriculum unit. At Briary Road the first teaching event was an Expose. At Crystalvale however the first teaching event is a Prelude. Orientating as it does to the successful accomplishment of the very next task, the view of the unit is initially a very local, small picture; learners complete a task without recourse to the larger picture of the curriculum unit. These goals are made explicit later during the Expose phase in the Initiating Task which introduces a set of generic research questions for the topic of Natural Disasters and begins to prepare for a sequence of activities which would move the learners toward independence in research and text construction.

The first Curriculum Exemplification task in the Crystalvale curriculum macrogenre was intended to support the children in their research. It consists of a string of phases: Prelude ^ IndividualContract ^ Expose ^ Individual Contract(Report) ^ Expose ^ Task Collaboration.

The sequencing of events in this task was intended to position learners to undertake their research through joint construction and supported research. The first two phases drew on the regulatory discourse as learners designed proformas for their own research. From here learners began work on their own texts in times outside the research and classroom time. The children were to complete their projects in times allocated by the teacher, when free time was available, and at home. Several of the children commented that they had encyclopedias and books available at home for their research. Much of the task was concerned with assisting children to understanding features of factual texts in

order to interpret and construct such texts. These activities included demonstrating to children the structures and features of factual texts and how research questions might be nominalised to form subheadings in factual texts. The SSID was introduced at this point from whence it might have been a catalyst for a surge in topic knowledge. Yet it is interrupted and remains unpursued because of the shift in focus to second and third instructional discourses in tasks 2 and 3.

The second Curriculum Exemplification task centred around a school excursion to a nearby 'Museum of Fire'. The phasing in the second task of the Curriculum Exemplification genre is sequenced in the following way:

Expose/Prelude ^ Prelude/Expose^ Individual Contract (Recount) ^ Consolidation

It was not always possible to distinguish a phase intended to function as an Expose from that of a Prelude in the Crystalvale macrogenre. Indeed Curriculum Exemplification 2 marks the emergence of a quite unique aspect of the classroom practices here; that is, the fusing of the Prelude and Expose phases. This fusing took place as the phase fulfilled dual functions. As an Expose, it simultaneously orientated to the overall goals of the unit (skewed as they have been toward domestic fire) and acted as a catalyst for further events. However, at the same time, like the Prelude, it brought the immediately subsequent task into focus so that learners were able to accomplish it. The order of the dual labelling is significant, where I have labelled the phase an Expose/Prelude, I am fairly confident that the major function of the phase is as a Expose with elements of Prelude; that is, it was orientated to the teacher's overall view of the unit but there were also elements concerned with accomplishing the next phase. The excursion to the Museum may be considered an instance of this Expose/Prelude. Although it was not taped and took place at a time when I did not attend, from experience with many primary school excursions and from the subsequent rather exhaustive reconstruction of the excursion, I can say with some certainty that this phase was at once event-orientated and featured text-in-text (eg teacher probes and comments on experiences as they occurred, reading interpretations accompanying exhibits). That is to say, the children participated in a range of activities which the teacher intended them to experience now with a view to generalisations about fire causes and prevention. She was also mindful of the opportunity for some language work upon return to the classroom.

In the second phase of this task, the reverse applies in which a phase is labelled Prelude/Expose. In this configuration of the two fused phases, the major function of the phase is as a Prelude - its function was to prepare children for writing about the experience. The phase featured a lengthy session in which the class teacher and students reconstructed the events of the excursion in readiness for writing an individual recount of the event. However it also has elements of an Expose because of a number of opportunities taken to generalise about fire safety and elements of fire. As the events are reconstructed, the teacher makes some teaching points about domestic fire safety (*What's the safest thing to do?*).

The relatively late emergence of the Expose elements in the tasks at Crystalvale is interesting. In the Briary Road macrogenre, this 'teaching point' happens early and often – perhaps the students' diverse language backgrounds and experiences make teachers cautious about assuming too much shared knowledge and experience. Hence there is an emphasis on explicitness whereas at Crystalvale, generalised knowledge seems to be slowly revealed as students are 'comfortable' with the topic.

The interactions between learners and teachers at Crystalvale appear to be quite loosely classified. Those phases that are teacher fronted at Crystalvale tend to be more dialogic than those similar phases at Briary Road; in the small rural school children are inclined to interrupt, to initiate and to challenge during the lessons. This is evident in the relatively infrequent teacher use of textual continuatives and in the distribution of turns between learners and teachers. In the following extract, the freedom to nominate turns and topics is evident:

T1:	<i>oh! that's a bit scary. Michael?</i>
Michael:	<i>charcoal chicken had a fire when they were cooking the chicken</i>
Ss:	<i>((laughing))</i>
Michael:	<i>and went 'woof'</i>
T1:	<i>really?</i>
Michael:	<i>out of the stove</i>

This reflects the teacher's concern to encourage children to talk and to share personal experiences.

Rob:	<i>Miss Lee</i>
T2:	<i>mmm that's interesting ((responding to a previous child comment))</i>
T1:	<i>yes Rob?</i>
Rob:	<i>can I tell you something that happened at our house? Well Chris was</i>

- standing next*
- T1: */ssssh ((to other children))*
- Rob: *Christopher was standing um uh um standing up leaning against the wall and a big flame came through ... went through the wall right next to him*
- T1: *where did it come from?*

However, one result of this latitude is that topics for talk frequently veer away from that of the curriculum outcomes. In the latter phases of this task, learners construct an individual recount of the museum excursion and select an event from the experience to illustrate for a classroom frieze that recorded the events of the day pictorially.

The third Curriculum Exemplification task features the two following phases:

Expose/Prelude ^ Task Collaboration

The first is another instance of the fused Expose/Prelude; here in the following extract the class teacher reviews note taking with the learners using texts from further instructional discourse.

- T1: *so I'm not going to do this on Natural Disasters because that'll be your job. we're going to do this on something (else). Our topic would be ... when you look at the name of this ((showing text)), what would the topic be?*
- Ss: *AUSTRALIAN WILDLIFE WITH THEIR BABIES ((reading))*
- T1: *okay well that's the title of the book, what would the topic be?*
- Rob: *wildlife*
- S?: *wildlife*
- Rob: *wildlife and their babies*

This phase is very different from that involving the recount of the excursion, it is much more monologic. The teacher's use of continuatives suggests a much stronger framing and use of IRF sequences than in previous phases. This is one of the few instances in which the teacher uses relational processes and present tense to make generalisations about language. This task was undertaken in response to the difficulties students were experiencing in Curriculum Exemplification 1 which required children to read quite difficult text. That the topic for these last two phases represents yet another instructional discourse is remarkable and perhaps not helpful from a subject/discipline perspective but understandable given the teacher's overwhelming concern to generate language.

### 3.5 Comparing the two curriculum macrogenres

The curriculum macrogenres differ in several ways. The linear curriculum macrogenre at Briary Road reflects the carefully selected and sequenced learning activities designed by the teachers in that classroom. The activities are orientated toward a timeframe encompassing a curriculum unit. The orbital curriculum macrogenre at Crystalvale reflects a more segmental, task-based approach developed in response to children's contemporaneous interests and perceived needs.

There are also a number of important points to make in regard to the occurrences and patternings of phases at the two schools. Table 3.6 displays each phase and the frequency of its occurrence at both sites. The nature of the dominant discourse (that is, either regulatory, instructional, social semiotic or metalinguistic) under construction in each phase is included. In the Crystalvale curriculum macrogenre, there are fewer phases (19) than the 33 identified at Briary Road.

Table 3.6 Comparing phases in the curriculum macrogenres

Phase	Crystalvale		Briary Road	
	no. of instances	discourse	no. of instances	discourse
Prelude	7(*3)	RD x 4, ID x3	7	RD x7
Expose	6(*3) 1	ID x2, SSID x2, MD x1, RD x 1	6	ID x 0, RD x2, SSID x4
Task Collaboration	5	ID x1, RD x2, SSID x1, MD x1	10	ID x 9, SSID x1
Individual Contract	3	ID x2, RD x1	1	ID
Consolidation	1	ID	9	ID
<b>Total</b>	19		33	

*\*on 3 occasions, Prelude and Expose are fused, coded here as both Prelude and Expose*

Learners at Briary Road spend a greater proportion of their time engaged with the instructional knowledge; sometimes this is the topic knowledge, at other times it is the social semiotic discourse. Indeed in this classroom, the social semiotic instructional discourse dominates most of the Expose phases: that is, those where the curriculum goals become most obvious, thus indicating both a particularly significant relationship between the SSID and the ID and that the SSID is critical in the overall curriculum macrogenre.

Table 3.7 presents the sequencing of the regulatory and instructional discourses in the two classrooms. Frequently appearing as either the initial or final phase in a task, the Expose phases featuring the SSID in the Briary Road classroom precede periods of activity focussed on the instructional discourse. This is because close textual work is seen as an important part of working with educational knowledge in this classroom.

Table 3.7 Sequencing of discourses in the curriculum macrogenres

Curriculum Macrogenre	Crystalvale	Briary Road
<b>Curriculum Initiation</b>		
<b>Orientating task</b>	P ^ TaskColl ^ P ^ TaskColl RD RD/ID RD RD	E ^ P ^ TaskColl ^ Cons RD RD ID ID
<b>Initiating task</b>	E ^ TaskColl RD ID/RD	E ^ P ^ TaskColl ^ Cons SSID RD ID ID
<b>Curriculum Exemplification / Curriculum Negotiation</b>		
<b>Task 1</b>	E ^ IndivCon ^ E ^ P ^ IndivCon ^ E ^ TaskColl RD RD SSID RD ID SSID SSID	Cons ^ P ^ TaskColl ^ Cons ^ E ID RD ID ID SSID/ID
<b>Task 2</b>	E/P ^ P/E ^ IndivCon ^ Cons ID2 ID2/RD ID2 ID2	E ^ P ^ TaskColl ^ Cons ^ E SSID/ID RD ID ID RD
<b>Task 3</b>	E/P ^ TaskColl MD/ID3 MD/ID3	P ^ [Task Coll] x 3 RD ID
<b>Curriculum Closure</b>		
<b>Situating Task</b>		E ^ P ^ TaskColl ^ IndC SSID RD ID ID
<b>Concluding Task</b>		P ^ TaskColl ^ Cons ^ TaskColl RD ID ID SSID/ID

Although relatively fewer phases featuring the regulative discourse appear in the Briary Road macrogenre, a good deal of strong framing occurs. Management routines are made explicit and practised most visibly in the Prelude phases and even in two occasions of the Expose at Briary Road. In this way, the regulatory is able to become part of the learners' habitual practices, submerged so that the instructional is foregrounded. In contrast, learning in most phases at Crystalvale is frequently distracted by the regulatory discourse. This is in part due to the novelty of small group work but also due to the intensity of relationships in the small school and community.

Another difference in the macrogenres is the occurrence of the Task Collaboration and Consolidation phases. As shown earlier, the Task Collaboration functions to build pooled knowledge and to provide increased opportunities for interaction among students and teachers. Co-occurring as it does at Briary Road with the Consolidation phase, the Task Collaboration is crucial in constructing a shared context for further negotiation of meanings during the following Consolidation phase. This latter phase is the point at which learners' shared construals of the field are made available to be monitored and

shaped by the teachers and other learners. Because this often requires learners to reconstruct or report on events, this phase serves a further function of moving learners toward decontextualised uses of language - an important part of successful learning at school. Both Task Collaboration and Consolidation phases were crucial in the learners' appropriation of the instructional discourses at Briary Road; however they are noticeably less prevalent in the Crystalvale macrogenre.

At Briary Road, the Consolidation phase usually took the form of a 'reporting back' session where learners reported the results of collaborative discussion or problem solving. Interestingly, the one instance of the Consolidation phase at Crystalvale occurs after an Individual Contract rather than a Task Collaboration as was usual at Briary Road. At Crystalvale the Consolidation phase involved the learners producing a record in the form of a wall frieze, of the major events of the excursion. To produce the wall frieze, individuals or pairs of students selected an event to illustrate. These illustrations were to be displayed around the walls of the classroom later. This phase appeared to be less about joint construction and negotiation of knowledge through interaction and more to do with the display of individual construals of the experience which would together form a public record for individuals to access as they are able.

Learners at Crystalvale work individually more frequently than those at Briary Road. Of the total number of phases at Crystalvale, three are Individual Contracts requiring the students to produce substantial pieces of work. While they are encouraged to work together (usually in pairs), it is to produce individual representations of knowledge. In contrast, only one Individual Contract phase occurs at Briary Road and that is toward the end of the unit when learners have served a lengthy 'apprenticeship' into the topic of study.

The patterning of the Task Collaboration/Consolidation and Individual Contract phases reveals something of the competing views of knowledge and its acquisition that exist in the two learning contexts. In one, knowledge is built, shared and shaped in group interaction with teacher mediations while in the other it appears to be a more individual matter. In the former setting, this collaborative knowledge building or meaning making has happened less by design than default as the focus has been on maximising language

learning potential. This is evidence of the complementary nature of socio-cultural and social semantic approaches to pedagogy noted earlier. In contrast, at Crystalvale the absence of teaching and learning phases which enable common knowledge to be constructed means that valuable opportunities are lost. For example, in these extracts from a Task Collaboration in the curriculum macrogenre, Sally is poised to appropriate more technical construals of fire properties and effects. At the time, the children were working in a small group with a set of research questions that included one asking the children to consider something of the effects of bushfires. I (T2) have joined the group to assist.

- T2: *what do they do? What do bushfires do to animals?*  
 Mel: *hmm kill em (horrible)*  
 T2: *and how (else )?*  
 Sally: *same as they do ... they take away um*  
 Jenny: *they take away ( )*  
 Sally: *food ... they ... they take away their home*  
 Jenny: *they take away your home*  
 Sally: *the habitat*  
 T2: *yep habitat very good*
- .....
- T2: *this is interesting children – SOME SCIENTISTS FEEL THAT FIRE IS NATURE’S WAY OF RENEWING THE LAND. IN 1988 FIRES RAGED THROUGH YELLOWSTONE PARK IN THE US. MANY PEOPLE WANTED THE FIRES PUT OUT BUT AS THERE WAS NOT PROPERTY (no houses and buildings) IN DANGER THEY WERE ALLOWED TO BURN. AFTER THE FIRES WERE OVER THE VEGETATION GREW AGAIN VERY QUICKLY. That’s interesting.*  
 Mel: *that’s kind of (boring)*  
 Sally: *that’s what they have to do sometimes to burn off to keep other fires to come and to give more um*  
 Jenny: *excuse me Ms Jones*  
 Sally: *and to let other things*  
 S?: *alalalalala ((brief interruption from unidentified student))*  
 T2: *yeah that’s right, good girl, yep and did you notice .../*  
 Jenny: *so the animals can have more food*  
 T2: *the an ../*  
 Jenny: *Jayden! Jayden! ((calling to student working in another group))*  
 S?: *((laughing))*  
 T2: *did you notice that?*  
 Sally: *yes*  
 T2: *did you notice that what they um said here is true ((referring to text Sally is using))*  
 ... *it happened around Lithgow after the fires last year, did you see all the vegetation growing back?*  
 Rob: *yeah the things growing yeah*  
 Greg: *that looked weird ... was like ....um*  
 PJ: *it did look like the trees had beards*  
 Mel: *fern kind of stuff growing off it and like the rest of the tree was dead and there was all this green stuff growing off it*



Greg        *out the bottom of it*  
 Rob:       *it looked funny*  
 PJ:        *yeah well that might be one of the effects. The other effects of bushfires is when ... we call it regrowth ((this is one of the categories the children are researching))*  
 Sally:     *that's helping*  
 T2:        *yes*  
 Sally:     *yes that's what .. fires a fire .. the fire can help um to stop causing other fires*  
 T2:        *yes*  
 Sa:        *it can help to bring more vegetation all over the place*

A Consolidation phase would provide opportunities for this new language (*habitat, vegetation, regrowth*) to be made public and potentially recycled among the larger group. Without such a phase and without clear links between curriculum tasks, uptake of the new language is left to the individual. Sally returns briefly to the theme of fire as a means of managing landscape later in the macrogenre when the students are recounting the excursion to the Museum of Fire. After a series of cautionary tales about the dangers of domestic fire, she offers:

Sally: *but Miss Lee what about .... What about burning off? It does a good thing, the fire cause cause ( ) burning off it stops fire*  
 T1:     *it's a preventative fire though isn't it?*  
 Sally: *yeah it's fire that's useful fire*  
 T1:     *yeah it working ( )*  
 T2:     *did you learn about that at the excursion on Friday?*  
 Ss:     *yes*  
 T1:     *we talked a little bit about the fire not since then*  
 Ss:     ((a few seconds chat among the students chiefly about burning off not easily transcribed))  
 T1:     *mmm you know what I meant ((to two boys who have been chatting))*

The exchange is brief and little mediation is offered despite the children's interest; the topic of discussion shifts to the regulatory discourse before returning to the events of the excursion.

In summary then, two quite different learning contexts are constructed discursively in the classrooms. The smooth operation of the curriculum macrogenre in one suggests a shared understanding of familiar practices. This shared understanding is frequently underpinned by the teacher's explicit explanations and descriptions in the Prelude and Expose phases. In the multilingual classroom, there is an emphasis on joint negotiation of knowledge resulting from the construction of a shared context through interaction with others - the view of the learner here is very much that of a group member rather than an individual. The instructional discourse is pursued consistently throughout the

unit, it moves from local understandings excavated in the Curriculum Initiation to the more general understandings developed in latter stages of the curriculum macrogenre. As we might expect in the context, language plays an important role in learning in this classroom. Further, the language focus in the form of the SSID assists the momentum of the macrogenre. Here the SSID enables the learners to engage with broader cultural dynamics; that is, it helps open up the culture for these young learners; each Expose featuring the SSID precedes a surge in the instructional discourse. This is language as a psychological tool in powerful use.

The view of the learner is one who, with support, is a social agent capable of engaging with issues of dissent and of acting in the world outside the classroom. The tenor relations are tightly framed by the teachers and with the learners' co-operation for the most part. In the unit, there is a constant movement backwards and forwards between activity in which learners are more dependent and others where they are more independent. Nevertheless, there is a sense of movement toward learner autonomy in many of the desired student outcomes. In this classroom, the ideal learner is one who is accustomed to working closely with text, and who recognises when and how to participate in different phases: in strongly framed teacher fronted IRF sequences, in a smaller group comprising peers when a freer exchange of opinion is required and when a student presentation to the whole class is called for. There is a close alignment between these classroom practices and my own teaching practices as well as those presupposed in much of the contemporary curriculum materials. Thus it can be argued that the pedagogical subject position available in the Briary Road classroom is similar to that projected by socio-cultural and socio-semantic approaches to teaching and learning.

In contrast, the tensions caused by my presence and revealed by the curriculum macrogenre analysis in the other classroom remind us of the situated nature of classroom practices. My habitual practices were incongruent with the local pedagogy. This is evident in the difference between Curriculum Exemplification 1 and 2 where there is sudden shift in the curriculum macrogenre from the planned instructional discourse of Natural Disasters (with an accompanying social semiotic instructional discourse) to quite different instructional discourse concerning domestic fire. The ideal learner at Crystalvale is a talking learner, who can 'hold the floor' with an anecdote, who

can work independently and who is able to make connections between what may seem to many as unconnected or loosely connected fields of discourse. This ability to 'leap semantic space in a single bound' becomes possible because the instructional discourse is loosely classified; that is, largely restricted to commonsense and domestic rather than discipline-related knowledge. There is less emphasis on language to build shared experience than there is on language to express personal experience. And this is necessary, because without the joint negotiation of meaning, there is only restricted access to the 'uncommonsense' knowledge of schooling. In the absence of a developed SSID in the unit, the metalinguistic discourse appears as isolated, skills-based exercises that require the young learner to use her/his resources to apply in other contexts.

The fluidity of the instructional discourses is mirrored in the tenor relations throughout the curriculum macrogenre at Crystalvale. The opportunities for interaction between teacher and learners are more loosely framed, and a greater range of communicative opportunities appear to be available to learners in teacher-learner interactions. Closer examination of texts (see chapter four) suggests that this may not in fact serve students well. The pedagogic subject position constructed in this classroom has the individualistic but expressive orientation associated with child-centred approaches to learning. The relationship between language use and learning in this classroom is left largely unexplored, and while language use and growth is valued, learning practices and the role of language in these are obscured and mystified.

In review, this chapter has described the ways in which two quite different pedagogical subject positions are constructed via the mediational practices in the activity of schooling. It is by considering the available subject positions that we might begin to understand how learners are apprenticed into ways of meaning and saying; that is forms of consciousness (Hasan 1996 p186). In the following chapters, I propose to pursue in more detail those points in the curriculum macrogenres which indicate how this takes place via intersubjectivity. Such points include those at which particular communication roles are enacted to affect varying forms of knowledge and authority relations. These points will be the focus of more detailed linguistic analysis deploying those systems specifically relating to intersubjective meanings.

## CHAPTER FOUR

### **ENACTING INTERPERSONAL MEANINGS: PEDAGOGIC ROLES AND THE CONSTRUCTION OF KNOWLEDGE**

In every human language, whenever we speak (or write) we are typically at once both construing some aspect of experience and enacting some interpersonal force – the second of these includes both expressing our own angle on the matter and engaging in some relationship with another person, or other people (Halliday 1994 p10).

A number of scholars have foregrounded the significance of the interpersonal metafunction in pedagogic contexts. Halliday argues that the child's way into new meanings is through the interpersonal gateway (1996 p11). The crucial role of the mother/caregiver in early language development with respect to the child's orientation to meaning has been recognised in systemic functional linguistics (Painter 1999); as has the relevance of the mother's social positioning to the child's subsequent orientations to meaning (Hasan 1999, Bernstein 1990, 1996, Williams 1999). Other research into classroom talk produced over time has contributed much toward understanding of the role of interpersonal relations in negotiating curriculum knowledge (Edwards & Mercer 1987, Mercer 2000) and in schooling variant forms of consciousness (Bernstein 1990, 1996, 2000, Christie 1991, 1994, 2002). This latter body of work in particular, with its fine-tuned exploration of the interactional foundations of pedagogic knowledge and subjectivity, has contributed to the interpretation of the linguistic analyses undertaken here.

The previous chapter examined the learning contexts constructed dynamically in each of the two classroom settings. Differences and similarities in the contexts were captured in the curriculum macrogenre which models the operation of the pedagogic discourse.

Christie argues that it is through the pedagogic discourse that

a particular kind of consciousness is constructed, involving the building of a willingness and capacity, ideally at least, to accept methods of defining what counts as knowledge, and what counts as acceptable performance in demonstrating a capacity to use such knowledge (2002 p29).

Thus it was suggested that each of the classroom contexts produces a version of the ideal learner, with varying notions of what counts as desirable behaviour, attitudes, values and beliefs. Because, as Edwards and Westgate argue, ‘context [is] brought into being, maintained, modified or challenged through the talk itself’ (1994 p23), the register analysis has revealed particular slices or ‘hotspots’ of classroom language which give insights into some of the differences observed. Selecting from these slices in the next two chapters, I use selected SFL systems to describe the deployment of tenor-related resources in order to gain further insights into the nature and consequences of the interaction which takes place. But first, in order to align the social, instructional and linguistic lenses for this stage of the research, a more detailed explanation of the location of pedagogic discourse in terms of Bernstein’s overall theory of pedagogic relations will be provided. While Bernstein has written about a range of institutional settings, I will restrict my explanation of his work to the field most applicable here – that of education.

#### **4.1 A model of pedagogic relations**

Bernstein provides a detailed model of how variations in semiotic mediation contribute to the production and distribution of different forms of consciousness. In seeking to explain how this takes place discursively, he presents the ‘pedagogic device’, a hierarchical model of the complex relations among societal institutions such as those of higher education (including teacher education), schooling and specific settings such as classrooms, homes and communities. It is via these relations that ‘discipline-specific, expert knowledge is converted or pedagogised to constitute educational knowledge, such as classroom curricula, teacher-student talk, online learning’ (Singh 2002 p572). Always concerned with social inequality, Bernstein described the pedagogic device as

a symbolic regulator of consciousness; the question is, whose regulator, what consciousness and for whom? It is a condition for the production, reproduction and transformation of culture (1996 p52).

Bernstein uses the metaphor of a ‘grammar’ to describe the means by which the pedagogic device operates to produce pedagogic discourse and hence pedagogic subjectivities. The grammar comprises three inter-related sets of rules: distributive, recontextualising and evaluative (see Figure 4.1).

The rules are hierarchically related in that the distributive rules are said to regulate the recontextualising rules which in turn regulate the evaluative rules. Each set of rules operates on a particular ‘field or arena’ of pedagogic activity occupied by human agents who, because of ongoing struggles to reproduce or maintain existing social orders, seek to valorise particular practices and texts (Bernstein 2000 p203). For Bernstein, it is not the categories of fields (ie classrooms or bureaucracies), agents (ie teachers, learners, academics, publishers), practices or discourses themselves that are of interest but the ‘boundary relations’; that is, the relative strengths of the boundaries between them. Boundary strengths (or classifications) are maintained by power relations because the identity of a category only exists through establishing its difference in relation to other categories. Without insulation from other categories, a specific category cannot exist. As examples of categories, Bernstein cites the discourses of school subjects like geography, history, maths; and the categories of the division of labour such as unskilled, skilled, clerical, technological and managerial (1996 p20). Bernstein’s focus is not necessarily on the negative effects of the power relations that circulate through the device but on the redistributive tendencies of the device (Martin and Rose 2003 p264).

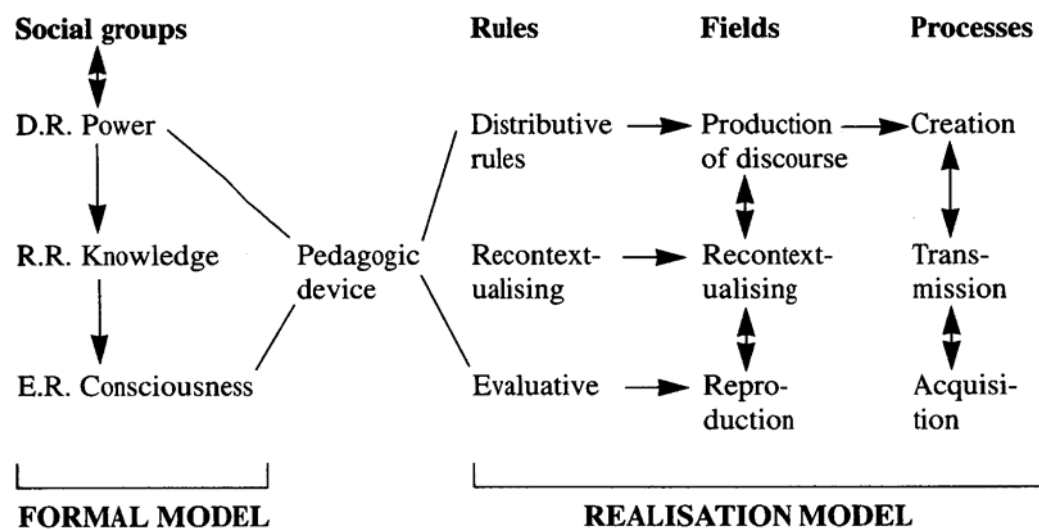


Figure 4.1 The pedagogic device (Bernstein 2000 p37)

#### 4.1.1 Power relations and the distribution of knowledge

The *distributive* rules belong to the primary arena of knowledge production and are said to regulate relationships between social groups by regulating access to differing forms of knowledge or orientations to meaning. For example, access to the discourses of higher education is not equally available to children from families occupying all social

locations. Bernstein refers to Durkheim's distinction between the *profane* (or the thinkable) and the *sacred* (the unthinkable) (Muller 2001 p132). The profane can be considered similar to the notion of commonsense knowledge (see 1.1.2); that is, knowledge or orientations to meaning that have a strong connection to the material base of everyday activity. In contrast, the sacred refers to esoteric forms of knowledge usually removed from the embodied experiences of everyday. This latter form of knowledge refers to that of disciplines produced by research communities, or literary and artistic communities. In other words, esoteric knowledge is that valued by educational institutions. Because of the limited access to this knowledge, distributive rules are said to operate in the arena of knowledge *production* or *creation* (as opposed to those arenas of *recontextualisation* or *reproduction* see below). Singh (2002 p575) argues the recent surge in the volume and complexity of esoteric knowledge has had profound implications because much new knowledge is in highly symbolic forms requiring pedagogising for those outside the specialist domain.

#### **4.1.2 Recontextualising relations and the pedagogic subject**

The *recontextualising* rules are the means by which the 'sacred' or specialist knowledges are moved from their original sites and relocated to other sites such as those concerned with teacher education and school curriculum development. In Bernstein's own example of the relocation of carpentry, the original discourse is transformed or pedagogised (1990). It is here in the recontextualising arena that the recontextualisation rules work across two sub-arenas: the official pedagogic field and the pedagogic recontextualising field. The official pedagogic field (OPF) refers to the state educational departments and offices as well as the curriculum documents, policies and practices deriving from these. The ascendancy of OPF in Australia in recent years is evident in the return to centralised curriculum and basic skills testing. The pedagogic recontextualising field (PRF) includes teacher education settings, publishers, educational media and curriculum documents. Across Australia, the recontextualising arena is frequently the setting for shifting yet often productive alliances between the elements within the state education authorities (the ORF) and universities (the PDF). For example, the research undertaken under the auspices of the 'Write it Right' and 'Language as Social Power' projects during the 1980's can be seen as productive examples of alliances between a university linguistics department and the equity section

within the state education department. The current 'Quality Teaching' project jointly undertaken by the state and a teacher education institution is another example of such an alliance. Other instances include syllabus and advisory committees. In NSW, the official pedagogic field is currently seeking to intervene in the pedagogic recontextualising field by legislating the content of teacher preparation courses through the embryonic Institute of Teachers.

However, the PRF is the site of considerable ideological struggle as theories are relocated from the primary field for the purposes of preparing and 'upskilling' teachers to implement them in the arena of reproduction. Nowhere is that contestation more evident than in the recent struggles over the English curriculum which the teachers in this research are implementing. These are struggles which are essentially to do with the production and dissemination of different pedagogic models or ideologies of instruction (Singh 2002 p577).

The recontextualising arena gives rise to the particular recontextualising principle or form of communication known as pedagogic discourse. As we have seen in the previous chapter, this is the principle by which a content or skills based discourse (the instructional) is recontextualised by a regulative discourse to create a particular kind of student-in-the-curriculum. In this way, the key process of the recontextualisation arena is said to be one of knowledge *transformation*.

#### **4.1.2.1 A closer look at the nature of knowledge**

In later work, Bernstein (1999) extends the distinction between sacred and profane knowledge to provide a more complex means of considering the instructional discourse itself as well as its relation to the regulative. He distinguishes between horizontal and vertical discourses and argues that these discourses realise different forms of knowledge. Horizontal discourses are those which realise everyday knowledges and tend to be context dependent, local and oral. These are likely to be acquired in non-institutional contexts of home and community and do not usually attract official evaluation. By contrast vertical discourses realise more specialised forms of knowledge: they include both the systematically principled, hierarchical organised discourses of science and the series of specialised languages and methods of



interrogation of the social sciences. These discourses tend to be acquired in institutional contexts, through recontextualising principles and frequently involve official grading. Vertical discourses are further divided into those with horizontal and others with hierarchical knowledge structures (Bernstein 1999 p162). Hierarchical knowledge structures, such as those of physics, create a few, very general theoretical propositions and are geared toward increasing abstraction as new ideas are integrated (Muller 2001 p 139). Horizontal knowledge structures are serially ordered; that is, growth occurs as new specialised languages are added. Examples of fields featuring horizontal knowledge structures include literary criticism and sociology. These distinctions between horizontal and vertical discourses are useful in shedding further light on the nature of the instructional discourse. However, Muller (2001 p147) cautions against linking them with Vygotskian notions of higher mental functions, suggesting that psychological approaches tend to essentialise individuals as either abstract or concrete thinkers. Rather he argues that it is more useful to think of these as ‘discourses which subjects access or are positioned in some of the time’.

#### **4.1.2.2 Grammatical metaphor: the elaborated language of educational contexts**

SFL theory has identified grammatical metaphor as a key feature of vertical discourses (Halliday 2003 p282). Grammatical metaphor, it has already been pointed out, occurs when the usual realisation of a meaning is given a non-congruent or metaphorical expression. Halliday argues that in instances of grammatical metaphor we are looking at some linguistic configuration that is in some way not the most straightforward encoding of meaning; rather there is ‘variation in the expression of a given meaning’ (1994 p 342). Two types of grammatical metaphor have been described: those to do with transitivity and those to do with mood (and modality). These are known as ideational (see 1.2.5) and interpersonal (see 2.4.2.1) metaphor respectively, both of which are important resources in the construction of pedagogic discourse.

Because ideational metaphor is closely linked to the operation of the instructional discourse, in particular to development in ‘uncommonsense’ or vertical discourses, it refers to a range of patterns for representing experience beyond the ‘typical’ process-participant configurations associated with horizontal discourses. It was shown earlier (see 1.2.5) that the most significant resource for creating this kind of metaphor is

nominalisation. Halliday suggests that nominalizing metaphor may have evolved from scientific and technical registers as hierarchies of technical terms were constructed. Written language tends to feature a higher proportion of grammatical metaphors than does spoken language. For this reason, many written texts associated with vertical discourses are overly demanding for students in the upper primary and early secondary years unless mediated by more expert others. Such mediation, which usually requires encounters with the material world and in oral language before a more symbolic representation is required, is difficult to achieve unless the curriculum macrogenre is carefully staged. Christie (2002 p20) points out that facility with grammatical metaphor tends to emerge in late childhood and that many adolescent readers and writers experience considerable difficulty with this feature of vertical discourses.

Interpersonal metaphors are of two types: modality and mood. Modality opens up a proposition to an 'element of doubt' (Halliday 1994 p363). In other words, *It will rain* is an expression of certainty but *I'm certain it will rain* or *It's is likely to rain*, *Surely it will rain* opens up the possibility of other alternatives. Metaphors of modality include the common type of expression which uses a first person mental process to express a modality such as *I think it will be wet at lunchtime* to express the meaning 'It will probably be wet at lunchtime'. *I think* 'stands for' a modality rather than being a bona fide proposition under negotiation. This is evident because the proposition which is tagged is the projected element rather than the theme; that is, *I think it will be wet at lunchtime won't it?*, rather than *I think it will be wet at lunchtime don't I?* Some metaphors of modality are explicitly 'subjective' as above, or they may be explicitly 'objective' as in *It is likely to rain at lunchtime*. They may take the form of a clause as above or as a prepositional phrase, such as *In my opinion* (subjective) and *In all probability* (objective). In the case of subjective modality, these patterns function to give prominence to the speaker's opinion, and in the case of objective modality to disguise the source. Metaphors of modality, as we shall see, are important in the negotiation of both relationships and ideas throughout the unfolding of the curriculum macrogenre.

Of special interest with respect to the regulative discourse are metaphors of mood, the resource which enables a large number of rhetorical functions such as *ordering*,

*requesting, insulting, boasting, doubting, responding* and *acknowledging* to be expressed through the relatively few grammatical structures of the mood system (Halliday 1994b p363). Mood metaphors are particularly evident in teachers' language and play a key role in the construction and maintenance of the regulative discourse, in particular teacher authority. For example, let's consider the command *Give me that book!* Here, the speech function of command is realised typically or congruently as an imperative. However, in reality many teachers would rarely use such a realisation fearing it is too 'rude' or 'abrupt'. Rather they are more likely to select a realisation considered 'softer' or more polite, perhaps an interrogative - *May I have your book please?* or a declarative - *Your books need to be handed in today.* These are mood metaphors and usually soften authority relations and create more harmonious learning conditions although they tend to veil the regulative discourse therefore making access to the recognition rules difficult for some learners.

Grammatical metaphor of both types features significantly in Bernstein's theory of code (Halliday 1994a). Interpersonal metaphors are strongly associated with middle class forms of enacting social relations including invisible forms of control. Ideational metaphors are a feature of dominant discourses in the educational arena. It appears that access to the former at home is likely to be accompanied by some access to the latter. The result of this semantic variation is that middle class children are positioned more favourably than those from socially disadvantaged backgrounds with regard to vertical discourses in educational settings. Such coding orientations and hence social positionings may be reproduced or transformed through schooling practices.

#### **4.1.3 Producing forms of consciousness**

Thus far something has been said of the distributive rules and of the recontextualising rules as well as of the nature of the discourse relayed by these. Now we can return to Bernstein's model and the third set of rules - the *evaluative* – which regulate pedagogic practices at the classroom level by specifying which knowledges will be made available through which instructional means for particular groups of learners (Bernstein 2000 p115). This takes place in the third arena, that of reproduction. Bernstein refers to specific classroom practices as *specialised interactional practices* (1996 p31). Through participation in such practices, learners learn to classify categories of contexts, texts and

individual practices; they acquire facility with what are relevant meanings in particular contexts. In other words, they acquire *recognition rules*, the ability to distinguish between contexts and to recognise what meanings are relevant to particular contexts. Learners also acquire *realisation rules*; that is, they acquire the means of constructing the appropriate texts in a particular context. Hasan (1999 p17) describes a learner's management of recognition and realisation rules as her/his 'sense of relevant meanings' and argues that these are manifested in an individual's 'habitual ways of being, doing and saying'. It is possible to recognise what meanings are appropriate in a particular context but to lack the means of producing these. Hence full participation in a range of contexts may be restricted. An emphasis on both recognition and realisation rules is arguably important in the reproductive arena as one of the major demands of education is the ability to move across different, increasingly specialised registers. It is here, then, in the arena of reproduction, that the maintenance, construction and transformation of learners' coding orientations are manifest.

The curriculum macrogenres indicate that learners in the two classrooms have access to different forms of knowledge or instructional discourses. In Bernstein's model, this suggests that important differences operate in evaluation relations – in the operation of recognition and realisation rules – and hence learners acquire different orientations to meanings. This is a result of the variations in framing, deriving from theories of instruction (Bernstein 1990 p189) which operate in the classrooms; in other words, in different values for the instructional and the regulative discourses and for the relationship between the two. Because the regulative discourse implies interaction, intersubjective meanings are of central concern to exploring learners' acquisition of instructional discourses via such regulatory use. From a linguistic perspective, then the regulative discourse can be said to operate through resources for enacting communication roles, interactivity and evaluation.

## **4.2 A grammatical view: role relations in classroom interactions**

In this section clause-level analysis is employed to consider the ways in which teachers and learners enact their roles as social agents in the arena of reproduction. For the most part, the system in focus in this chapter is that of mood with some reference to the subsystems of polarity and modality as relevant. Speech function and appraisal will be

relevant to the following chapter. The discussion for this phase of the analysis will focus on the communication roles of learners and teachers as these are enacted in selected texts from the curriculum macrogenre. The selection of classroom texts for close linguistic analyses is motivated by several considerations. In the first place, it is important to select texts that demonstrate key differences observed in the curriculum macrogenres. However because the primary purpose of the research is not to simply contrast the classrooms, the selection also includes texts in which the teachers are either working to achieve similar instructional goals or are using common pedagogic strategies. It is also important to ensure that different organisational modes including whole-class teacher fronted lessons and small group interactions are included. This enables variation *within* as well as *between* classrooms to be considered.

The quantity of text to analyse closely was a consideration as each selection has been analysed using several SFL systems. A number of complete lesson phases or steps have been analysed to provide reliable evidence of particular patterns of choice. However at times where the patterns of choice have already been established, then selections only have been analysed. Initially texts from teacher fronted lessons, which enact the most extreme hierarchical relations, are presented for analysis and discussion before turning to small group tasks enacting more democratic relations among participants.

#### **4.2.1 Exploring hierarchical role relations**

To begin exploring the patterns of mood choices, I have selected one text from each of the two classrooms. Each text represents a phase in the curriculum macrogenre. As described earlier, the curriculum macrogenre comprises a number of genres (lessons or series of lessons) consisting of one or more tasks which in turn are made up of phases (lesson steps). The phases vary in length: one phase at Crystalvale took almost 90 minutes to complete, while another took just a few minutes. Because of the different curriculum macrogenres operating in the research settings, it is not possible to select two texts which matched for genre, phase or task. However it is possible to match in other ways and the decision of which texts to select relied on several factors. The most important is the archetypal or prototypical nature of texts which have been chosen to represent fundamental differences observed in the curriculum macrogenres. In the Crystalvale classroom the distinctive aspect was the importance placed on talk as a

vehicle for expressing personal experience; this was in contrast to the Briary Road class, where language itself was a frequent topic for talk as well as the vehicle for constructing common knowledge. In the phase represented by text 4.1 *Let's Talk*, the valuing of personal experience in the Crystalvale classroom is evident in the frequency with which children are permitted to retell anecdotes. By contrast, the place of language (as both the text to be studied and grammatics) in the construction of knowledge at Briary Road is significant in the task phase from which text 4.2 *A Little Bit Closer* is drawn.

Another reason for selecting these two particular phases was that I was also interested in those points where the teachers' authority would be most visible. Because teachers are crucial agents of recontextualisation and reproduction, it is important to examine the kinds of interpersonal language choices made by them. The phases chosen for this initial mood analysis are therefore whole class teacher-fronted tasks where teachers' language choices are rendered quite accessible.

A further factor influencing the selection of the texts is that the phases appeared to work very smoothly in each classroom: the participants were engaged and there was minimal obvious incursion of interactive difficulties. Therefore, these extracts would give glimpses into each classroom 'at its best' and into the relationships normalised in habitual classroom practices.

#### **4.2.1.1 'Let's Talk'**

Text 4.1, 'Let's talk', is an extract from the Crystalvale curriculum macrogenre where the class teacher, Kate, assisted the children to recall the events of a recent excursion to the Museum of Fire. An instantiation of the fused Prelude/Expose phase observed earlier, its instructional goal is orientated to the next task, one which requires the children to produce an individual written recount of the excursion. However it also has elements of teacher explanation as generalisations about fire and its properties and fire safety are drawn out by the teacher during the course of the lesson. The teacher aide and I were also present, though I had not participated in the excursion. Kate sat on a small chair in the front of the room facing the children (the entire school of 20) who were seated on the floor in front of her. During the activity, she wrote notes in the form of brief headings on the chalkboard as an aide-memoire for the children.

The text of the whole phase, consisting of over one thousand clauses, is too long to be included in its entirety here. (The complete transcript with detailed linguistic analysis is included in Appendix II). Nevertheless, the opening stages represented below give a sense of how the talk unfolded. The teacher begins by asking the children to recall the events of the excursion in sequence.

*Text 4.1 Extract from 'Let's talk' lesson*

The adult speakers are coded T1 (class teacher) and T2 (PJ). The nine child speakers identified in the extract are Mark, Julie, Jenny, Annie, Sally, Matty, Mel, Greg and Robbie. At times it was not possible to identify individual speakers of moves; sometimes children spoke in unison (Ss), at other times the child speaker was unidentifiable (S?). Other symbols used include ( ) to indicate some uncertainty over speaker or content, (...) when the content was indistinguishable, and (( )) when additional transcription comments are provided.

- T1: *Let's talk about things. What was the first thing we did? Where did we go?*  
 Ss: (...)
 T1: *What was the first thing you did? Where did we go?*  
 Mark: *Museum of Fire*  
 T1: *Museum of Fire ... Now what did we see and do there?*  
 Mark: *fire engines*  
 T1: *pardon?*  
 Mark: *fire engines*  
 T1: *What about the fire engines?*  
 Mark: *They showed us all the different ones and the old ones*  
 T1: *Anybody else want to add to that?*  
 Mike: *We seen how pictures and lounges burn so quickly*  
 T1: *We did too didn't we? How did that make you feel?*  
 Mark: *good*  
 S?: ((laughing))  
 T1: *Mark please don't keep calling out over the top of everyone. Julie?*  
 Julie: *sad*  
 T1: *sad Why were we sad?*  
 Julie: *cause (people been killed in fires)*  
 T1: *mmm What was the thing we could see in that diorama - in that big window we looked in? What sorts of things did you see in there?*  
 Julie: *fire*  
 T1: *Did you see anything more? Have a think about it.*  
 S?: ( )  
 T1: *Jenny, in that first window, what did you see?*  
 Jenny: *We saw rooms with bars, closed curtains*  
 T1: *Mmm, what was special about that room? Cathie? Sorry Annie?*  
 Annie: *(fire)*  
 T1: *What was different about that room that we don't usually see?*  
 Ss: *oh ((bids for turns))*  
 Annie: *cause (everything was blacked out)*  
 T1: *How could you tell that?*  
 Annie: *cause it was ( ) and (there was) blackness*  
 T1: *Where was the blackness?*  
 Annie: ( )  
 T1: *Sally would you like to answer that?*

Sally      *The the all the things in that ah um in that window were all out (of a )fire and mostly they weren't burnt from fires as from the air. The hot air burned them.*

T1:        *That's right wasn't it?... That was something that was very interesting. I don't think any of you realised that before I did because I have actually had fire in my home*

Matty:     *Miss Lee*

T1:        *mmm Matty?*

Matty:     *We had a fire. We forgot to turn the stove off and it burnt burnt all of the um all the plastic and burned all of the um lunch stuff*

S?:        */We've had two fires!*

T1:        */And that's exactly what David down at the Fire Museum was talking about. Who can think of what he said adults should have before they use stoves and other electrical equipment?Greg?*

Greg:      *a licence*

T1:        *a licence. He thought we should all have to get a licence to use one.*

Matty:     *Hey Miss Lee, we had another one too ( )*

T1:        *Was it? Well you've got to listen because you weren't able to go so (you need to hear what other people saw)*

S?:        *We saw smoke at Lithgow when it was burned*

T1:        *( )*

Matty:     *Mum was cooking and I think she dropped something and when she left the room it went up and she came out and it was till burning so took the pot it burned all the pot*

*and the fire was still going and you couldn't get it out.*

T1:        *So it was still actually burning was it? Because something that David down in Sydney told us about was that lots of times it's not the actual fire that burns things, it's the smoke. The smoke gets really, really really hot and then it explodes and burns.*

S?:        *( )*

S?:        *Yes I did*

S?:        *( )*

Rob:       *and Miss Lee when stuff falls into the stove, ( ) it starts to burn.*

The extract demonstrates clearly how the social roles allocated to teachers and students in the culture are reproduced at the microlevel of the classroom. The authority of the teacher is evident in Kate's greater linguistic rights; she talks more frequently and has a greater scope in mood choices. In contrast, the students' utterances in the extract are generally restricted in quantity and kind. Their contributions tend to be either single words or declaratives in response to the teacher's questions. Matty's stories are the exception to this pattern, for it is in these exchanges that he becomes the information giver. However he is only able to do so within a turn which is framed by the teacher authority; in the beginning the teacher gives permission for him to proceed with the story, which she concludes by interpreting it in light of what was learnt at the excursion. Figure 4.2 represents an overview of the entire lesson.



Clause	Regulatory discourse	Instructional discourse strand a: The Museum of Fire excursion	Instructional discourse strand b: Anecdotes of personal experience
1	Orientation: <i>Let's talk about things</i> (T1)	Recount sequence 1: recall purpose and events generally <i>What was the first thing we did?</i> (T1)	Anecdote 1: <i>We had a fire .....</i> (Matty)
	Connecting home and school experience <i>and that's exactly what David at the Fire Museum was talking about</i> (T1)		Anecdote 2: <i>We saw fire at Lithgow ...</i> (S?)
	Connecting home and school experience <i>because that's something David down in Sydney told us about ...</i> (T1)	Return to sequencing events <i>What happened next?</i>	Anecdote 3: <i>Well Chris was standing next ...</i> (Rob)
150	Metacommentary on learning processes <i>Can anyone see what's happening here?</i> (T1)		Anecdote 4: <i>Well when I was stoking the fire ...</i> (Luke)
			Anecdote 5: <i>When my brother stayed up ...</i> (Libby undeveloped)
		Recount sequence 3: sequencing events of the day <i>What time did we leave school?</i> (T1)	Anecdote 6: <i>Charcoal chicken had a fire .....</i> (Mike)
		Recount sequence 4: sequencing events at the museum <i>What's the first thing we saw?</i> (T1)	
300			Anecdote 7: <i>Ritchie lit a fire once up the back lane ...</i> (Mel)
600		Recount sequence 5: recalling and describing fire exhibits <i>Remember ...</i> (T1)	
		Recount sequence 6: <i>Road safety exhibits so will we focus on Questacon?</i> (T1)	Anecdote 8: <i>When we were in Bundaberg .....</i> (Sally)
		General talk about fire safety	
750		Re-enactment of fire drills: <i>If your clothes caught on fire, what would be the safest thing to do?</i> (T1)	
		Recount sequence 7: Responding to and describing road safety exhibits <i>Is there another activity somebody liked particularly well that they would like to talk about?</i> (T1)	
900			
		Recount sequence 8: The Road Safety Show <i>Ah yes now who is going to tell me about the Science Show</i> (T2)	
		Recount sequence 9: The Heritage Fire Engines <i>Okay so after Questacon where did you go?</i> (T2)	
1192	Conclusion: <i>Oh sounds like it was a fantastic excursion</i> (T2)		

Figure 4.2 Overview of 'Let's Talk' lesson

The dialogue continues in the pattern exhibited in the opening extract throughout the remainder of the activity. The events of the excursion are recalled in response to the teacher's questions as she constructs a shared version of the excursion. This pattern is interrupted from time to time as several children contribute anecdotes of related experiences in their lives outside school.

The differences in the distribution of linguistic rights among teachers and learners across the complete text are captured in the following display in Table 4.1 below.

Table 4.1 Summary of mood analysis for 'Let's talk' lesson

Mood (clause type)	Teachers			Learners ( <i>n</i> =17)
	T1	T2	TA†	
<b>number</b> of clauses (% of total number of 1092 ranking clauses in text)	434 (40%)	92 (8%)	2 (0.2%)	564 (52%)
<b>Declaratives*</b>				
full	172 (39%)	28 (30%)	1 (50%)	346 (61%)
elliptical	27 (6%)	6 (7%)	1 (50%)	118 (21%)
abandoned	5 (1%)	0	0	26 (5%)
co-constructed	0	0	0	4(0.7%)
<b>Interrogatives</b>				
wh	94 (21%)	13 (14%)	0	5 (1%)
polar	35 (8%)	8 (9%)	0	5 (1%)
<b>Imperatives</b>	35 (8%)	4 (3%)	0	13 (2%)
<b>Minor</b>	61 (14%)	39 (42%)	0	35 (6%)
Unknown mood	5	0	0	33
most frequent <b>Subject</b> choice	you (x57), we (x39), it (x28), what(x27), that (x27), I (x14), he (x13), they (x10), she (x2).	That (x12), you (x11), I (x6)	We (x1)	It (x74), I (x58), you (x49), they (x37), we (x35), he (x15), she (x7).
<b>negation</b>	15	2	0	33
<b>Modalization</b> (high, medium, low)				
probability	4 (l=3, 1=h)	0	0	4
usuality	0	0	0	0
<b>Modulation</b>				
Obligation (h, m, l)	4(m=3, 1=h)	1(h)	0	20
Inclination “	0	0	0	0
capability/ potentiality	12	0	0	6

†Teachers Aide

\*from this point in table percentages refer to portion of that speaker's total clauses

(Note: table based on Eggins & Slade 1997 p110)

That the teacher talks most is not surprising given the nature of the activity. Of the 1092 clauses in the text, 434 (or 40%) are produced by the class teacher and 564 (or 52%) by the children, 17 of whom are identified.. The majority of her turns (over 40%) are declaratives, particularly full declaratives which are most commonly associated with information giving. Wh-interrogatives also feature (21% of her total utterances). Fewer polar interrogatives are used (8%) and these are often metaphorical realisations of invitations to speak or requests for further information (*Sally would you like to answer that? Were you frightened?*). Imperatives, the congruent realisation of commands and hence tied to the regulative discourse, are not a significant feature of the teacher discourse in this text. This low incidence despite the apparent order of the task suggests that less visible forms of control prevail. A number of minor clauses in the class teacher's talk (*mmm, ssh, Greg?*) indicate that these function significantly as part of the regulatory discourse.

The number of full declaratives used by the learners (61%) is unusual because the unmarked pattern for such classroom events is one in which learners' contributions feature significant numbers of elliptical declaratives as they react to teachers' questions. The pattern here suggests that children take a good deal of responsibility for giving information.

The degree to which the talk is both context dependent and to do with shared experience is reflected in the frequency with which all of the speakers select pronoun references (*we, you, it, they*) as Subjects. The most usual choice of Subject in the teacher's speech is *we*, representing the adults and children who have shared the activity (*Now what did we see and do there?*) This is an important way of building a shared context. *What* appears as subject when Kate probes children's memories of the excursion. As the talk unfolds, the subject choice moves from the inclusive *we* to *you*; *you* refers to the students as individuals with perceptual and affective capacities (*How did that make you feel? Did you see anything more?*).

The children's choices for Subject were also usually pronoun references including *it, I, you* and *they*. The children used *it* to refer to the phenomenon of fire and individual exhibits (*It does a good thing the fire, It was called the friendly egg*). In their talk, *you*

is often generalised and *they* tends to be employed to refer to the exhibits and the museum guides (*you have to tie yourself, you can put it in gears, they had to feel the door*). The individual personal pronoun *I* featured less strongly in the children's retelling of personal events than it did in responding to probes for personal reactions (*I like the Lego man*). Analysis of Subject choice suggests that the children represent themselves most frequently not as individuals but as members of families and of a community. This is most evident in the anecdotes contributed during the lesson. For example, Matty and Rob retell incidents with fire at home (*We had a fire, we forgot to turn the stove off and Christopher was standing um uh um standing up leaning against the wall and a big flame came through ...went through the wall right next to him*), Sally relates a camping holiday in North Queensland (*When we were in Bundaberg well my nan ...*). The most developed anecdote is one told by Mel and other children about Mel's younger brother Ritchie and when he started a fire in the township (*Ritchie lit a fire once up the back lane ...*).

The degree of cooperation evident during the task is indicated by the mostly positive polarity. Modulations of capability play a large part in the class teacher's distribution of turns among the children (*Who can remember what time it was? Who can think of what he said...?*). These also point to the kinds of competencies valued in the classroom, in this instance remembering time specifics and the words of museum staff. Modulations of obligation are directed toward shaping children's behaviours in terms of fire safety – *you have to take care, you have to be very careful*. The children's use of modality tends to be restricted to modulations of obligation which revolve around their retellings of the excursion activities (*I had to use this big ball and this tiny ball*) and their renderings of the important tasks of the exhibits (*They had to feel the door, First you have to yell out fire*).

In summary, the mood analysis of the entire task supports the patterns observed in the extract. Even though the teacher constructs and maintains her authority throughout the task, the children are allowed some latitude in topic nomination and information giving. The result is a weakening in classification between the curriculum and everyday topics. However the children's contributions are reframed by the teacher in meanings relevant to the topic of instruction. These associated field meanings are in themselves

problematic in that they might be described as ‘life skills’ perhaps more appropriate to the early years of school rather than the more technical understandings of natural phenomenon recorded in the original curriculum plans. Daniels (2001 p106) describes how the regulative discourse can become its own content or instructional discourse with its own specialist agents of transmission in examples such as sex education, driver education, and here fire safety. In this way, the instructional content evident in the text may be described as a pedagogised regulative discourse which draws selectively on horizontal discourses of home and community life. Although the Science exhibits encountered later in the Questacon section of the excursion and enjoyed by the children provided some scope for the development of more vertically orientated knowledge structures, their underlying concepts were incidental to this unit and hence went unmediated.

#### **4.2.1.2 ‘A Little Bit Closer’**

The second text (4.2 ‘A Little Bit Closer’) is from the urban school, Briary Road. The text represents an extract from a lesson exploring the patterns of agency in the focus text, *Pilawuk*. It is an instantiation of the Expose phase of the curriculum macrogenre; that is, it is orientated to the broad instructional goals of the unit, in particular the representation of racialised events. This is one of our earliest attempts at teaching grammatics, and the class teacher and I are both quite nervous. We had prepared strips of card with clauses from the text written on them and a worksheet for the students to practise identifying voice in clauses. Because we felt that identifying the processes in the clauses was still a developing skill for the children, the processes have been marked in a different colour. The class teacher and I are standing during the activity; and although we both move around the classroom, for the most part I am in front of the class leading the lesson while Tisha is toward the back. The children are seated, having just completed a series of activities in which they identified and sequenced the events in Pilawuk’s life. They each have a worksheet featuring a timeline and clauses from the text in sequence. Some clauses feature active voice, others passive. The transcript of the entire lesson can be seen in Appendix III.

#### *Text 4.2 Extract from ‘A little bit closer’ lesson*

The adult speakers are coded T1 (class teacher) and T2 (PJ). The six child speakers identified in the extract are Stanley, Daniel, Jasmine, Marie, Marvin and Frank. Other symbols used are consistent with those in Text 4.1

T2: *We're going to come down a little bit closer to the words now and look at some of the grammar. So if you can just leave your books and pieces of paper on your table for a while, and look to me... I'm going to show you the beginning of a sentence that comes from the text ((holding up a strip of card with clause written on it)). Get where you can see (this ) ((indicating strip of cardboard))*

Ss: NV

T2: *MISSIONARIES MOVED MY FAMILY (FROM OUR OWN COUNTRY)*  
*Okay, hands up if you can tell me what's the verb in that sentence... Stanley?*

Stanley: *move*

T2: *move (that's that) ((pointing to process on strip))*  
*Move's the verb ... is the verb. Now often verbs have a ... well they nearly always have a 'doer' who or what is doing.*

T1: *Stop moving ((to one of the children))*

T2: *In this sentence ((indicating same cardboard strip)) hands up if you can tell me who is the doer in this sentence?*

S?: *missionaries*

T2: *Good boy, the missionaries are 'doers' and they moved.*  
*Now let's look at this sentence ((picking up another strip of card))*  
*THE GOVERNMENT WANTED EVERYONE TO HAVE THE SAME SKIN COLOUR, CULTURE AND LANGUAGE*  
*First question - what's the verb?((3secs)) what's the verb?*

T1: *Daniel?*

Daniel: *wanted*

T1: *good boy*

T2: *Who's doing the wanting?*

S?: *the government?*

T2: *good. Alright now one more ((selecting a third strip of cardboard)) the verb... please Jasmine?*

Jasmine: *went*

T2: *PILAWUK WENT TO DALY RIVER*  
*Okay who's the doer there ( ) ((child's name inaudible))*

S?: *Pilawuk*

T1: *Okay good that's three. Now FIRST I WAS TAKEN TO DARWIN, the verb? the verb bits Marie?*

Marie: *was was taken?*

T2: *Okay, was taken. Now listen carefully to this: who is the 'doer'? Don't be tricked, who's doing the taking? (7.0) Think very very carefully, who's doing the taking?*  
*You choose for this one ((to class teacher))*

T1: *This is the \$64000 question... Frank?*

Frank: *missionaries*

T2: *good boy Who was going to say the Missionaries? ((waiting for 'hands up'))*  
*Who was going to say Pilawuk or I? nobody?*

T1: *(Who'd) own up to that one!*

T2: *Yeah that's very interesting. This is what often happens in English they hide the doers, the doers sort of become invisible like this sentence here ((pointing to card showing sentence FIRST I WAS TAKEN TO DARWIN)). Okay, so what we say is in this one PILAWUK WENT TO DALY RIVER, she's active there because she's doing the doing, she is the actor - the doer. Now here, she is not doing the doing, someone else is doing it to her. So it's not active, what do you think the opposite of active is? You can be active or you can be .....?*

Ss: NV

T1: *yes Marvin have a go*

T2: *If I write it on the board Marvin ((writing the word 'passive' on the board)) see if this is what you were going to say?*

S?: *passive (whispered)*

T2: *no? What what's that word?*

Marvin: *passive*

T1: *passive Okay here she's the active person, here she's passive because? What's up there is done to her ((pointing to points on the class timeline)).*  
*There she is passive because the missionaries and the government are doing things to her. Now if you have a very careful look at your time line, you will see that Pilawuk was passive for part of her life, her life, she was passive.*  
*No, no, no ((in response to some children putting up their hands)) have a look, TAKEN TO DARWIN, is Pilawuk active or passive there?*

Ss?: */passive passive*  
*active active/*

T1: *passive*

S?: *active*

T2: *No no she didn't do the taking, somebody took her*

S?: *She took herself to Darwin.*

T1&T2: *no*

T2: *Okay now FLOWN TO MELVILLE ISLAND?*

S?: *active*

S?: *passive*

T2: *passive*  
*Okay what I want you to do now is to look carefully and see where she is active and where she is passive, and see if you can find a pattern to it.*  
*So just carefully look at those look at the events in her life*  
*and see where she has, she's the doer and where things are being done to her.*  
*Have a look carefully and then when you're ready to notice the pattern,*  
*put your hand up to tell to talk about a pattern.*

T1: *In other words, from where in her life in her life- timeline - does she become active?*

This extract too is easily recognised as a classroom text. The power differentials in teacher/learner relationships are realised in the interaction patterns. Here too the teachers have more turns and are able to employ a greater range of mood selections than the learners who are most often positioned as suppliers of information known by the teachers.

As Figure 4.3 demonstrates, the teacher begins by reviewing previous work (identifying processes) then introduces concepts of semantic role and passive voice before introducing that of Agency. In the remainder of the task, the children work in small groups to identify Agency patterns on their pre-constructed timelines<sup>1</sup>

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<sup>1</sup> A short portion of the tape is inaudible

In the latter part of the activity (Expose sequence 4), teacher 2 joins one group of learners to check their progress and to invite speculation about the reasons for Pilawuk's growth into independent action.

Clause	Regulatory discourse	Instructional discourse: Pilawuk's growth into agency
1	Orientation: <i>We're going to come down a little bit closer to the words now</i> (T2)	
3 - 15		Review of 'given' knowledge <i>Okay hands up if you can tell me what's the verb in that sentence?</i> (T2)
16 - 43		Expose sequence 1: introduction to semantic role <i>Now often verbs have a ... well they nearly always have a 'doer' ...</i> (T2)
44 - 69		Expose sequence 2: identifying passive voice <i>Now, FIRST I WAS TAKEN TO DARWIN, the verb?</i> (T2)
70 - 110		Expose sequence 3: introducing agency <i>Okay so what we say is in this one PILAWUK WENT TO DALY RIVER, she's active there because she's doing the doing ...</i> (T2)
111 - 173		Expose sequence 4: identifying changes in agency <i>Okay what I want you to do now is to look carefully and see where she is active and where she is passive ...</i> (T2) This sequence includes student: student interaction over timelines consisting of clauses from the text.
174 - 175	Conclusion: <i>But I think we might finish there</i> (T2)	

Figure 4.3 Overview of 'A Little Bit Closer' lesson

Table 4.2 summarises the mood analysis of the entire transcript of the lesson phase (see Appendix III for the complete linguistic analysis of the text). Team teaching is an arrangement common in NSW schools with significant populations of multilingual learners. Where the topic of instruction is linguistically orientated, the ESL teacher, usually possessing additional qualifications in language teaching, commonly takes charge of the task. The class teacher will then make contributions for the most part restricted to the regulative discourse, for example nominating individual learners to respond, managing behaviours and commenting on the unfolding task.

Accordingly, T2 (as English language teacher) does most talking, producing 109 (66%) of the total 165 clauses as compared to 29 (18%) produced by the class teacher (T1). The learners produce (27 or 16%). Unusually here the class teacher also contributes to the instructional discourse. While our shared history of working together is partly responsible for this confidence, it is also due to the class teacher's experiences in the recent professional development program focusing on the teaching of grammar in the context of literary texts.



Table 4.2 Summary of mood analysis for ‘A Little Bit Closer’ lesson

Mood (clause type)	Teachers		Learners (n =28)
	T1	T2	
number of clauses (% of total 165 clauses analysed)	29 (18%)	109 (66%)	28 (16%)
<b>Declaratives*</b>			
full	10 (34%)	42 (39%)	10 (36%)
elliptical	4(14%)**	14 (12%)**	15 (54%)
abandoned	0	0	1(4%)
co-constructed	0	0	0
<b>Interrogatives</b>			
wh	6(21%)	24(22%)	1(4%)
polar	1(3%)	1(1%)	1(4%)
<b>Imperatives</b>	3(10%)	15(14%)	0
<b>Minor</b>	5(17%)	13(12%)	0
most frequent <b>Subject</b> choice	She (x7)	You (x13), she (x10), who (x7), that (x5), what (x4).	She (x4)
<b>negation</b>	1 **	5**	0
<b>Modalization</b> (h, m, l)			
probability	1	1 (low)	0
usuality	0	3 (m=2, h=1)	0
<b>Modulation</b>			
obligation (h, m, l)	0	0	0
inclination “	0	0	0
capability/potentiality	0	4	2

\*from this point in table percentages refer to portion of that speaker’s total clauses

\*\* includes one negative elliptical declarative (*no*)spoken by the teachers in unison

Together, the two teachers make a wide selection for mood; thus reflecting our institutional status relative to that of the learners. Together the teachers’ most common selections are full declaratives (42 or 39%). They also ask most questions (particularly T2), employ a number of imperatives and minor clauses. In contrast the children’s range is almost entirely restricted to information-giving declaratives. These comprise an overwhelming proportion of elliptical clauses (*moved, missionaries, wanted*) produced in the initial stages of the task and some full declaratives (*The last five are the active*) produced in the closing stages.

Here in this teaching moment, we see how what Vygotsky refers to as the psychological tool (that is, language) becomes the focus of instruction. The Subject *what* refers to the symbolic representation in the form of words on card. The most common choice of clausal Subject across the speakers is *she* (= Pilawuk), indicating the focus here on the textual world. However *you* representing students and their roles in this task also

features highly in highly in T2's language as she maintains control through the framing of the regulative discourse.

This activity, like that represented in text 4.1 'Let's Talk', is positive throughout, suggesting students are cooperative in achieving the goals of the task but also indicative of the single focus of the task. The one instance of negation produced in this task is of an instructional nature when the teachers quickly move to correct a student's reading of the nature of Pilawuk's agency (*No*, ellipsis of *No she didn't take herself [to Darwin]*).

The task is relatively free of modality. Most expressions occurring are in T2's talk as the children's cooperation is sought (*I think we might finish here*) and as a reflection of the uncertainties of working with grammatics (*This is what often happens in English, Well they nearly always have a doer*). Modulation for capability occurs when challenging learners to identify parts of speech and semantic role (*Hands up if you can tell me ...*). The children modulate for capability in two instances: once in response to a teacher question (*I can see a pattern*) and once when discussing the Pilawuk's qualities (*She can take care of herself*). Here, as we saw in the Crystalvale classroom, this type of modality contributes to the construction of particular competencies as desirable.

In summary, the status of teachers and learners is evident in 'A Little Bit Closer'. The teachers' authority over both the instructional and regulative discourses is very clear in the range of linguistic choices available. The mood selections strategically realise elements of both instructional and regulative discourses. In contrast, learners' choices in this phase are much more restricted. The resultant text is one in which the instructional content is privileged, that is, almost all of the mood selections realise expressions of the text under study as well as elements of the social semiotic instructional discourse. While learners do not have the opportunity to contribute as often and in the same way as their peers did in 'Let's Talk' at Crystalvale, their teachers' aims are quite different.

A comparison of the language patterns of the two texts reflects some of the ideological differences between the classrooms observed earlier in the macrogenre analysis. The role of the teacher in each text is markedly different. In one it is backgrounded,

emerging most frequently to elicit information from the learners, just occasionally to link home and school experience; in the other it is centred, providing highly visible instruction and guidance in the application of grammatics to understand the social world. As a result, learners are given access to very different forms of instructional discourse.

Perhaps the most obvious difference is in the length of the texts: the Crystalvale text ('Let's Talk') comprises 1092 clauses while the Briary Road text ('A Little Bit Closer') comprises 165 clauses. The relative length of the two texts is also indicative of the fact that tasks in general at Crystalvale were longer with relatively fewer phases than those at Briary Road where tasks tended to be shorter and consist of more phases. The greater number of phases at Briary Road is a result of the teachers exploiting a greater range of pedagogic strategies across a number of different register configurations. Such strategies provide a certain degree of flexibility in social relations which in turn mean that learners at Briary Road have access to increased range communicative possibilities, and hence recognition and realization rules, within the same identifiable context of situation (that is, the classroom).

In the educational practices represented by these texts, the learners recognise what kinds of participation are possible in the context and know how to produce the legitimate texts. However, while both texts are instantly recognisable as teacher dominated classroom discourse, there are nevertheless significant differences in the language choices available to teachers and learners in the sites. Because the texts are seen as representative of the interactional practices 'naturalised' in the classrooms, the differences observed may be seen as related to the different kinds of habitual practices in each setting. These differences are illustrated in Table 4.3.

Another clear difference is the volume of student talk. In these two texts, the children at Crystalvale have more opportunities to talk than do their counterparts at Briary Road. In text 4.1 'Let's Talk', the relative proportions of teachers and learners' turns is almost equal (48% and 52% of the total clauses spoken respectively). In comparison, teachers at Briary Road dominate the discourse, contributing 83% of the total clauses analysed while their learners contribute just 17%. It may seem at first glance, therefore, as if the

task at Crystalvale is a ‘better’ learning activity; however as we have seen, these increased opportunities to talk do not insure access to important educational knowledge.

Table 4.3 Comparing mood selections in ‘Let’s Talk’ and ‘A Little Bit Closer’

<b>Mood (clause type)</b>	<b>Crystalvale</b>		<b>Briary Road</b>	
<i>Total number of clauses</i>	1092		165	
<i>Spoken by</i>	Teachers	Learners	Teachers	Learners
<i>Declaratives</i>				
Full	*195 (18%)	344 (31%)	52 (32%)	10 (6%)
Elliptical	34 (3%)	118 (11%)	17(10%)	15 (9%)
Abandoned	5 (0.5%)	26 (2.5%)	0	0
Co-constructed	0	4 (0.2%)	0	
<i>Imperatives</i>	39 (4%)	13(1.2%)	18 (11%)	0
<i>Minor</i>	100 (9%)	36 (4%)	18 (11%)	0
<i>Interrogatives</i>				
Wh	107 (10%)	6(0.5%)	30 (18%)	1(0.6%)
Polar	43 (4%)	5(0.5%)	2 (1%)	1(0.6%)
<i>Mood unknown</i>	5	12	0	0
<b>Totals</b>	528(48%)	564(52%)	137(83%)	28(17%)
<i>Number of modalities</i>	21	30	6	2

(NB Percentages refer to portion of total clauses produced in that classroom during the task, eg \*18% =195 clauses of 1097 clauses analysed from the Crystalvale task).

Hasan (2001) approaches the troublesome distinction between different kinds of knowledge as a difference between meanings that are ‘situation dependent’ produced in *actual* contexts and those that are ‘decontextualised’ or disembedded from a material base, produced in *virtual* contexts. An actual context is one which is bound to an experience involving the senses, either immediately or in the retelling (as in the recount of the excursion experiences). A virtual context is a text-based reality which cannot be directly or physically experienced. This distinction between actual and virtual contexts is homologous to Bernstein’s distinction between horizontal and vertical discourses (1999). To avoid presenting either position as one of binaries, Hasan’s concept of the cline is useful. The instructional discourses at play in the two classrooms are quite differently positioned vis-à-vis their relationship to material and virtual experiences.

To clarify this point, reference to the transitivity system is useful. For the analysis, I have focussed on process choices as indicators of the order individuals impose on the flow of classroom events (Halliday 1994b p106). Material and mental (together with the borderline category of behavioural) processes will give some indication of how teachers and learners construe external and internal experiences, while relational processes

indicate the kinds of generalisations that are made. Existential processes will indicate which phenomena are regarded as simply ‘being’. Table 4.4 below displays the summary of process choices for the Crystalvale text ‘Let’s talk’.

Table 4.4 Summary of Process choices in ‘Let’s talk’

Process type	Teachers	Learners	Total
<b>Total no of ranking clauses analysed for process</b>	468	421	889
Material	162 (35%)*	235 (56%)	397( 45%)
Mental	97 (21%)	41 (10%)	138 (16%)
Affective	6	6	12
Cognitive	64	19	83
Perception	27	16	43
Behavioural	16 (3%)	14 (3%)	30 (3%)
Relational	145 (31%)	96 (23%)	241 (27%)
Attributive	75	70	145
Identifying	70	26	96
Existential	8 (2%)	12 (3%)	20 (2%)
Verbal	40 (9%)	23 (5%)	63 (7%)

\* % indicates proportion of speakers’ total selections for process

The majority of process choices for this activity are material processes selected as the teacher and children retell the events and happenings of the excursion and related anecdotes (*We went to the big response fire engine, I was stoking the fire*). The teachers’ talk features mental processes to do with remembering events and with the children’s observations from the excursion (*Can you remember? What did you see?*). The relational processes are chiefly attributive, as the properties of fire are discussed (*it was very very hot*) and the attributes of responsible behaviours with respect to fire are stressed (*you must be very careful*). Despite these more abstract processes, this text is overwhelmingly a text bound to an ‘actual’ situation, reflecting the children’s lived experiences at the excursion and in their homes.

By contrast, as Table 4.5 indicates, the processes chosen by the teachers and learners at Briary Road are relatively evenly divided between material (41%) and relational (35%). The teachers’ use of material processes is partly to regulate learners’ behaviours (*Hands up*) and partly to identify agency in the focus text (*The missionaries took her*). The relational processes identify grammatical elements (*Move’s the verb*) and describe the attributes of the characters in the biographical recount (*She was older*). The children’s use of relational processes is linked to their identification of the changes in agency (*The*

*last five are the active*). They employ material processes to provide evidence of these changes, usually in response to teacher demands for information (*She took herself to Darwin*).

Table 4.5 Summary of Process choices in ‘A Little Bit Closer’

Process type	Teachers	Learners	Total
<b>Total no of ranking clauses analysed for process</b>	113	11	124
Material	47 (42%)	4 (36%)	51 (41%)
Mental	12 (11%)	2 (18%)	14 (11%)
Affective	0	0	0
Cognitive	8	1	9
Perception	3	1	4
Behavioural	7(6%)	0	7(6%)
Relational	39 (35%)	5 (45%)	44 (35%)
Attributive	20	1	21
Identifying	19	4	23
Existential	1(0.8%)	0	1(0.8%)
Verbal	0	0	0

The instructional discourse that dominates at Briary Road is therefore one which comprises two symbolic fields – that of the text *Pilawuk* and elements of English grammar. Neither field is available to be experienced bodily by the children. The former, despite its personalisation via the retelling of a stranger’s material and mental world, is a vicarious experience to these learners. The latter, a recontextualisation of a vertical discourse, grammatics, is more hierarchically structured knowledge. There is no possibility of sensing the grammatical relations under focus here. Neither the experience of a member of the stolen generations nor the grammatical categories of voice and agency are *sensible*. Instead they are *intelligible* (Hasan 2001 p54); that is they are disembedded, decontextualised discourses constructed in a virtual context. The world construed by this text is not a material one but an abstract one of generalised relationships built on text-based evidence. Yet there is no suggestion that such abstract worlds are beyond these young learners; rather they are set up for success in the task through decisions involving the framing of the regulative discourse. Such decisions involve careful sequencing and repetition and the use of multi-modal resources such as colour-coded text to structure learners’ attention. Thus through this teacher-fronted lesson, the children at Briary Road are given access to the kinds of decontextualised language associated with educationally valued discourses in a way that is not afforded in the lesson to the children in Crystalvale.

#### 4.2.2 Exploring horizontal role relations

Thus far, the mood analysis has been concerned with teacher dominated phases of the macrogenre, those classroom situations that reflect social relations between teachers and learners - agents who occupy the extremities of hierarchical relations. However, the macrogenre analysis demonstrated a range of organisational modes including those in which students work collaboratively and teachers are less interventionist. The curriculum units in both classrooms featured a 'brainstorming' activity aimed at providing opportunities for student-student interaction. In current curriculum materials, brainstorming is described thus:

...a means of activating and recording information about current knowledge, range of vocabulary and perceptions of a given topic. This information can include vocabulary, questions, known facts, predictions, links and ideas (NSW Department of School Education 1997 p12).

*Floorstorming* is presented as one technique for brainstorming in which images are provided and the children are instructed to 'look at the pictures and record words or phrases that describe' some aspect of the images. It is suggested that 'asking one child to scribe the group's response allows for the free flow of ideas' (NSW Department of School Education 1997 p13). Floorstorming is one of a number of strategies recommended to teachers as useful for developing students' field knowledge. It can be regarded as a form of scaffolding. Students' individual contributions become common knowledge of the group, which is then pooled as shared knowledge of the larger class. That both sets of data feature the strategy is not surprising given the teachers' concerns with implementing new curriculum materials, particularly those concerning the spoken language domain. Such an opportunity to consider the mediation of curriculum material in the situated circumstances of the classrooms is valuable. Because the strategy has particular 'designed-in' (Sharpe 2001 p34) elements in the form of images, the teacher-guidance will be available yet the relations among interactants in the small group are more horizontal.

The two transcripts provide some data for comparison of how the ideal student-in-the-curriculum produced in the official pedagogic recontextualising field aligns with the subjectivities of students in sites of reproduction. In this way, it is possible to see how the recontextualising rules generate the evaluative rules; that is, how ideas from the

‘cauldron’ of curriculum development are transformed into situated pedagogic practices. However, some caution must be exercised in generalising from such a comparison as the students in the respective classrooms have had differing experiences with group work. Children at Briary Road had participated in a long-term school based program aimed at developing interpersonal skills for learning. This was the only opportunity for structured group work recorded in the Crystalvale macrogenre, where student-student interaction more usually took the form of student-selected dyads.

#### 4.2.2.1 ‘Floorstorming at Crystalvale’

This activity, from the Curriculum Initiation genre, is an example of the phase identified as Task Collaboration, where students collaboratively accomplish a given task. The class teacher was anxious to try the floorstorming strategy as a means of developing children’s spoken language. Here with the help of a page of images, the children are listing lexical items associated with the theme of natural disasters. The montage featured images from magazines and newspapers of floods, storms, disaster relief workers and bushfires, as well as those of the aftermath of a recent tsunami in Papua New Guinea. The children were asked to make a list of ‘all of the things you know about natural disasters’. The goal of this early task is to engage the children with the topic by building up common understandings. It was anticipated that the activity would yield a vocabulary collection of single word-labels that could subsequently be categorised into abstractions. This task involves the senior part of the school population: years three to six. There are three groups of children seated in small groups on the floor. The text below is an extract of the talk produced by one group in which Jenny, an older student, has been nominated to record the contributions of individuals on pieces of card. The teachers moved from group to group assisting as necessary. The following text represents approximately 20% of the complete transcript (together with the linguistic analysis) of the task which can also be found in Appendix IV.

#### *Text 4.3 Extract from ‘Floorstorming at Crystalvale’*

Adult speakers are T1 (classroom teacher) and T2 (PJ). Child speakers are Mel (M), Mark (Ma), Jenny (J), David (D), Richie (R), Tammy (T). Other symbols and conventions are as those identified in text 4.1.(.....indicates text omitted)

- J: *Ms Jones, can I have something to lean on?*  
T2: ((NV))  
J: *thanks ...floods ((writing on a piece of card)) ..Okay Mel your turn. I got floods...your turn*



M: *Can I write mine?*  
 J: *I will*  
 R: *He had a turn ((referring to Mel)) ...um... I pick flood*  
 M: *baby...babies*  
 T: *I pick fire*  
 J: *babies ((writing))*  
 D: *My dad is a fire fighter*  
 T: *My daddy can fight fires*  
 D: *It 's my turn now*  
 J: *it' s Tammy's*  
 R: *having babies*  
 Ss: *no*  
 R: *Tammy went first*  
 T: *I went fires*  
 M: *Okay your turn Richard*  
 R: *I' m last. I' m last*  
 J: *I' m last*  
 D: *this way ((pointing to direction that he thinks turn-taking should go)) Storms*  
 M: *Jenny 's last*  
 J: *what? storms?*  
 D: *yes storms*  
 J: *okay*  
 R: *say storms*  
 D: *yep*  
 Ss: *fires*  
 J: *Hang on, this one' s a little piece ((referring to cards she is writing on)) Okay*  
 R: *fires there ((ellipsis of 'there's fires there'))*  
 D: *got fires down?*  
 J: *That' s mine*  
 M: *okay um*  
 J: *my turn*  
 D: *the best one I ever took ...*  
 J: *doctors*  
 S?: *doctors*  
 .....  
 D: *I' ve got a good one*  
 R: *it' s my turn*  
 Ss: *( )*  
 T2: *fantastic people dying*  
 T: *that' s easy*  
 T2: *house wrecking things ((reading from list))*  
 M: *furniture ((laughing))*  
 T2: *now you might need ... might need to describe ..this here is meant to be really dry land because of no rain ... mmm you know what they're called?*  
 J: *Oh they 're like droughts*  
 T2: *Yeah droughts and in countries like Papua New Guinea, droughts are really serious natural disasters because there's ... people starve*  
 Ss: *oh*  
 T2: *Yeah and that was happening in New Guinea two years ago - really serious drought and up here that picture which you might not be able to see is a volcano*  
 Ss: *volcano!*  
 M: *I love volcanoes*

The children identify the examples of natural disasters represented in the collection of images and then attempt to contribute others from their individual knowledge. These efforts are frequently displaced by negotiations over turn-taking and the ownership of contributions. As Figure 4.4 demonstrates, the remainder of the text proceeds in a similar fashion.

Clause	Regulatory Discourse	Instructional Discourse: Natural Disasters
1	Orientation: <i>Ms Jones, can I have something to lean on?</i> (Jenny)	
4 - 172		Collaborating to identify images: <i>Floods</i> (Jenny)
173 - 194	Regulating Behaviour: <i>Stop it leave it there David</i> (Tammy)	
195 - 203		Return to brainstorming images: <i>David your turn</i> (Jenny)
204 - 221	Teacher mediation: <i>Okay how are we going here?</i> (T2)	
222 - 289		Return to group task: <i>I've got a good one</i> (Ritchie)
290 - 304	Regulating Behaviour: <i>Stop that tickling</i> (Mel)	
305 - 324	Call for teacher mediation: <i>Yeah we're going to tell on you</i> (Mel)	
325 - 330	Teacher mediation: <i>Right there can you stay there and be on task there?</i> (T1)	
331 - 372	Negotiating turn-taking: <i>Just wait just wait excuse me</i> (Ss)	
373 - 410	Reviewing progress with teacher: <i>This one's for me</i> (Mel)	
411 - 451	Teacher mediation: <i>What's the problem?</i> (T1)	
452 - 521		Return to group task: <i>How about bridges falling?</i> (Ritchie)
522 - 563		Expose of natural disasters: <i>When people die..</i> (Ritchie)
564 - 622		Collaborating over vocabulary: <i>Big volcanoes...</i> ( David)
623		Rescue anecdote: <i>I know how to rescue people</i> ( David)
654	Conclusion: <i>We only got this much paper</i> (S?)	

Figure 4.4 Overview of 'Floorstorming' lesson at Crystalvale

The teachers visit four times to assist with these interactive difficulties and to check the students' progress. Toward the end of the activity, one of the children, David,

contributes a lengthy anecdote inspired by the images. The conclusion coincides with the exhaustion of the blank cards supplied to the group.

The following tables summarise the mood selections for teachers and learners during the whole task. Firstly the teachers' and total learners' contributions will be compared (Table 4.6) and then, because learners' contributions vary, the contributions of individual children are compared (Table 4.7). In this way, it is possible to explore both hierarchical and horizontal interactive patterns.

Table 4.6 Summary of mood analysis 'Floorstorming at Crystalvale': teachers & learners' choices in detail

<b>Mood (clause type)</b>	<b>Teachers</b>		<b>Learners (n=6)</b>
	T1	T2	
number of clauses (% of total 628 clauses analysed)	28 (4%)	50(8%)	550 (88%)
<b>Declaratives*</b>			
full	8(29%)	24(48%)	235(43%)
elliptical	1 (4%)	5(12%)	150(27%)
abandoned	0	1(2%)	21(4%)
co-constructed	0	0	0
<b>Imperatives</b>	2(7%)	6 (12%)	41 (7%)
<b>Minor</b>	3(11%)	9(18%)	40 (7%)
<b>Interrogatives</b>			
wh	6 (21%)	3(6%)	21(4%)
polar	9 (32%)	2(4%)	17 (3%)
abandoned	0	1(2%)	1(0.2%)
most frequent <b>Subject</b> choice	You (x10), it (x3), that (x2)	You (x7), that (x6), we (x4)	I (x89), it (x15), you (x31), we (x25)
<b>negation</b>	4	2	45
<b>Modalization</b> (h, m, l)			
probability	0	1(low)	0
usuality	0	0	0
<b>Modulation</b>			
obligation (h, m, l)	0	0	3 (2m, 1h)
inclination “	0	0	0
capability/potentiality	0	1	2

As anticipated, the learners produce the greater portion of the text, in this case the proportion is 88% to 12%. Although learners have more equitable access to the full range of mood selection in this task than in those examined earlier, their most frequent choices are full and elliptical declaratives. The significant number of abandoned declaratives here are a result of the weaker framing expected with this kind of organisation; that is, the responsibility for order rests with the students collectively

rather than the teacher. Understandably there are moments when more than one speaker begins an utterance and someone must defer to another.

Although the teachers' contributions are minimal, their most frequent mood selections are full declaratives which initially tend to realise the instructional discourse (*Yes that's a disaster, When we say natural disasters we mean things that are caused mostly by the weather, right?*). Later in the task the regulative discourse is evident in these declaratives as they attempt to smooth interactive difficulties among the children (*You don't need to cause a huge fuss, Maybe you will put it like that so he can see*).

Imperatives, although they are not employed with frequency, are overwhelmingly associated with the regulative discourse when used by both students (*Stop it youse two!*) and teachers (*Well let's share*). The minor clauses selected by students and teachers (*Okay* and *David*<sup>2</sup>) are likewise to do with the regulative discourse.

Teachers' use of interrogatives is for the most part regulative. Just once here are students asked *What is a natural disaster?*; to which they respond with specific examples rather than a definition. Interestingly, this is despite the fact that the accomplishment of the task of listing types of natural disasters is predicated on understanding what kind of phenomenon they are to identify. In two subsequent exchanges, polar interrogatives are used to check children's contributions against their developing understandings (*Ritchie Ritchie, is a car crash a natural disaster?*). Students' use of interrogatives is fairly evenly distributed between *wh* and polar types both of which are restricted to elliptical expressions.

As might be expected in spoken, context-bound language events, pronouns feature as the Subjects of clauses. The children are most frequently the Subjects of their own clauses suggesting that the task for them is less to do with collaborative endeavour than with individual turns and contributions. The teachers comply by selecting *you* representing individual learners as their most common Subject choice.

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<sup>2</sup> Following Eggins & Slade's (1997 p95) treatment of formulaic expressions as minor clauses, moves used to nominate turns in classroom discourse such as *David* are treated as minor clauses throughout

This is an event enacted at the extremes of polarity. The instances of negation in the task occur across the text, usually as children struggle to manage the interaction (*It's not your turn* and *But I don't want to say it*). There are few expressions of modality, indicating that the participants see this activity as one in which there is little space for negotiation between right and wrong information and behaviours.

Thus far, the contributions of learners as compared to those of teachers have been discussed and something of the interactive difficulties throughout the event has been seen in the language choices. Because the participation patterns of learners varied, we shall turn now to analysing the mood selections of the children as they enact their social roles.

#### *Enacting learner roles in 'Floorstorming at Crystalvale'*

The conversational contributions of each of the six group members during the task are illustrated in Table 4.7 below.

Table 4.7 Summary of mood analysis for 'Floorstorming at Crystalvale': learners' choices in detail

Mood (clause type)	Learners						
	Jenny	Ritchie	David	Sally	Tammy	Mel	Ss or S?
number of clauses (% of 550 clauses spoken by learners)	131 (24%)	124 (23%)	95 (17%)	1 (0.2%)	33 (6%)	96 (17%)	103 (18%)
<b>Declaratives*</b>							
full	49(37%)	64(52%)	36(38%)	0	15(45%)	44(46%)	38(37%)
elliptical	34(26%)	30**(24%)	31**(33%)	0	10(27%)	26(27%)	22(21%)
abandoned	4(3%)	5(4%)	5(5%)	1	0	2(2%)	11(11%)
co-constructed	0	0	0	0	0	0	0
<b>Imperatives</b>	12(9%)	4(3%)	5(5%)	0	6(18%)	7(7%)	17(17%)
<b>Minor</b>	17(13%)	9(7%)	2(2%)	0	1(3%)	9(9%)	5(5%)
<b>Interrogatives</b>							
wh	9(7%)	5(4%)	6(6%)	0	0	1(1%)	3(3%)
polar	4(3%)	2(2%)	5(5%)	0	1(3%)	2(2%)	3(3%)
abandoned	0	0	1(1%)	0	0	0	1(1%)
Unknown mood							
	2(1.5%)	6(5%)	2(2.5%)	0	0	5(5%)	7(7%)
most frequent <b>Subject</b> choice	1 (x19), it (x10)	I (x24), it (x19), you (x6)	I (x10), You (x9), it (x7)	n/a	I (x3), that (x3), it (x3)	1 (x19), it (x10), we (x7)	
<b>negation</b>	10	8	5	0	4	11	
<b>Modalization</b> (h, m, l)							
probability							
usuality	0	0	0	0	0	0	
	0	0	0	0	0	0	
<b>Modulation</b>							
obligation (h, m, l)	0	1(m)	2 (m=1,h=1)	0	0	0	
inclination “	0	0	0	0	0	0	
capability/potentiality	0	0	0	0	1	1	

\*from this point in table percentages refer to portion of that speaker's or group of speakers' total clauses

\*\* includes one clause spoken in chorus

Because of the difficulties in recording naturalistic classroom talk, a number of moves are difficult to assign to particular speakers. Such moves are labelled Ss or S? and grouped for the purposes of display. Their combined occurrences are not sufficient in quantity to affect the overall patterning of choices among the speakers.

The detail of the display reveals differences in learners' participation in the task. For at least four of the children (Jenny, Ritchie, David and Mel) the opportunities for talk are relatively equally distributed. However for two others (Tammy and Sally) opportunities are much more limited; indeed in the extreme case, Sally is silent. Setting aside the issue of the volume of talk, it is in the mood choices that we begin to see something of the differing nature of participatory roles taken up by the learners. Jenny, perhaps by virtue of her need to record the lexical items, takes much of the responsibility for accomplishing the task. These responsibilities range across regulating other children's bodies and behaviours, validating the utterances of others and pacing the task. Her use of full declaratives realises the regulative discourse, in particular distributing turns and accepting and rejecting individual contributions (*It's your turn, We had that*). Likewise, she employs imperatives in a teacher-like manner to smooth interactions, and check behaviours (*Mel, Mel just wait there, stop fighting, settle down*). While other children tend to use minor clauses to react to the contributions of others (*yeah, woh!*), in Jenny's talk they are important ways in which she controls the timing of the task (*okay, not yet, hang on*). Nevertheless there is a certain tension in her role; as well as being the facilitator, she is a learner with responsibility for contributions of her own. Hence, like the other learners, her most frequent selection for Subject is the person pronoun *I*. Jenny's use of elliptical declaratives realises both the regulative (*your turn*) and the instructional discourses. The instructional reflects both her efforts to label images (*accidents, babies*) and to repeat the contributions of others while recording these (*rescuing people*). Jenny's use of negation is focussed towards herself (*No this is my second, I haven't even had my turn*) rather than in regulating others' behaviour.

Ritchie, although voluble, finds participation difficult and adopts an 'agent provocateur' role in the task. The class teacher reported that upon entry into kindergarten about four years previously, Ritchie's speech was considerably delayed. As a result, expert advice is available to the teacher to develop a more individualised program for him, and the

teacher aide regularly works with him. Ritchie's full declaratives are almost entirely to do with the regulatory discourse, particularly turn-taking disputes (*It's my turn, She just had her turn*). His elliptical declaratives usually realise the instructional discourse, but are often repetitions of his own contributions or reactions to those of others (*landslides!*). Ritchie's negation clusters around a point in the dialogue where he is refusing a contribution someone else has offered to him (*I don't care, I don't want it*), a point where he again repeats himself to emphasise his strong feelings about the matter.

Mel's language choices most closely resemble those of Jenny, suggesting that she would have liked to assume a more instrumental role in the task. This is not surprising since she and Jenny are both year 6 students, used to taking responsibility for younger children during the school day. She employs full declaratives to realise her concerns with turntaking and the validity of contributions (*You can have a turn after me, I got a good one for you*) while her elliptical declaratives tend to enact both the instructional and regulative discourse (*tidal waves, babies, your turn Jenny, it's David's*). However, a good many of her regulatory orientated utterances are directed toward Ritchie, her younger brother (*okay your turn Richard, I said that Ritchie, you're a sook*). She uses the plural *we* as Subject, not to enact a collaborative set of relationships but to align the other members of the group again Ritchie. Likewise her use of negation tends to revolve around a dispute with Ritchie over turns. In this respect, the classroom relations can be seen to reflect the social intimacies of the local context.

David appears to align most closely with the ideal student-in-the-curriculum, bringing to the activity resources that enable him to recognise and realise possible participation structures. Initially his contributions are focussed on the labelling task but toward its conclusion he recounts two related anecdotes in a manner reminiscent of the earlier anecdotes evident in text 4.1, 'Let's Talk'. David attends to both the regulative and instructional discourses in his use of declaratives (*My dad is a firefighter, It's my turn now*). He employs full declaratives in his recounting of anecdotes (*and then they just want to hold it and then they get under it*), while his contributions to the task of labelling are usually in the form of elliptical declaratives (*storms*). He avoids both the more extreme interactive difficulties of Tammy, Mel and Ritchie and the type of facilitator's role taken by Jenny.

The remaining two children, Tammy and Sally, play only a small part in the discussion. Tammy's contributions begin focussing on the instructional discourse but become absorbed by the regulatory as she expresses her concerns and increasing frustrations with the task. On a number of occasions her utterances are also directed toward Ritchie (*Stop it Ritchie*). Sally's lone contribution is a declarative which is interrupted by Ritchie (*his name not ...*).

In summary, while the activity does produce a considerable amount of learner talk, its instructional goals are not met. The regulative discourse dominates the text as the learners struggle to enact unfamiliar interpersonal meanings and at the same time reconstrue everyday meanings as more specialised. The limited outlets for the instructional discourse are frequently usurped by the regulative, both of which tend to be realised in elliptical structures. Once more, we can see something of how the participants construed the activity in Table 4.8 which summarises choices from the transitivity system.

Table 4.8 Summary of Process choices in 'Floorstorming at Crystalvale'

Process type	Teachers	Learners	Total
<b>Total no of ranking clauses analysed for process</b>	77	346	423
Material	30 (39%)	138 (40%)	168 (40%)
Mental	20 (26%)	39 (11%)	59 (14%)
Affective	1	12	13
Cognitive	11	18	29
Perception	8	9	17
Behavioural	1 (1%)	9 (3%)	10 (2%)
Relational	23 (30%)	109 (32%)	132 (31%)
Attributive	12	53	65
Identifying	11	56	67
Existential	-	4 (1%)	4 (1%)
Verbal	3 (4%)	47 (14%)	50 (12%)

The most frequent process choices are material and relational. The material processes selected by learners and teachers revolve around the regulative discourse (*Stop, Let's share, He had a turn*). The relational clauses used by the children are predominantly possessive (*It's my turn, I've got a good one*) as they negotiate for turns during the activity. Those selected by the teachers realise the regulative as they encourage the children (*that's right*). The teachers also use mental processes to encourage the children



to use the images as stimuli (*What does that make you think of?*). For their part, the children's mental processes tend to express feelings (*I don't want it*) and as a signal for individual contributions (*I know!*). Elsewhere (Jones 2001 p83) I have described this activity as one in which knowledge is seen as something to be identified and laid claim to as if it had a materiality. At the same time, interaction is seen to revolve around turns to be given, taken and at times refused.

The rich language experience promised in the curriculum materials does not materialise for these learners. Despite the learners' recent experiences with floods and bushfires in their local area, they were unable to draw on these to generalise about the topic at this point in time, their language remaining restricted to labelling the depicted objects (*helicopter, doctors*) and, just occasionally, a concept (*people dying*). A follow-up activity in which these labels would be categorised under more general headings was planned. However, transcripts of the following phase indicate that in spite of careful modelling of the task, the children experienced difficulties reorganising their context-bound perceptions of the field. For them, the next group activity focussed on preparing the text for display rather than conceptual work, which was probably the result of the novelty of the organisational mode and resources.

The activity captured in text 4.3, 'Floorstorming at Crystalvale', is loosely framed in respect of both the regulative and instructional discourses. A major failure of the framing relations lies with the instructional design. The presentation of the montage with little explicit direction as to the kinds of meanings required other than 'lists' represents a strengthening in classification; that is, the boundary between horizontal and vertical discourses is undisturbed. At the same time there is a relative weakening of hierarchical relations, with the effect that teacher-authority is absent at a point where learners need a good deal of assistance. The description in the curriculum materials suggests a speaker able to concomitantly participate in conversational exchanges and to attend to higher order meanings of the kind most often found in more teacher-directed exchanges. These learners lack experience with co-operative group processes and hence access to the recognition and realisation rules necessary to accomplish the task successfully. While learners chose to represent themselves as members of communities and families outside of the classroom, they did not identify as a 'knowledge building'

community inside. Individual learners for their part read the requirements of the activity differently and chose to enact the task accordingly. Some learners took considerable responsibility for instruction, others were marginalised by the lack of access to the means to participate legitimately. The specialised interactional practices that these children are being enculturated into in their small rural school do not align comfortably with those represented in the curriculum support material developed in the official recontextualising arena.

#### **4.2.2.2 ‘Floorstorming at Briary Road’**

Text 4.4, from the Briary Road data and from the Curriculum Initiation genre, is also an example of the Task Collaboration phase. This activity takes place at an early point in the curriculum macrogenre, considerably earlier than the previously discussed lesson on agency. The children here have a page of images from their focus text, ‘Pilawuk’ (Brian 1996), and have been asked to do the following:

*Look at the pictures carefully, describe what you see.  
What do you think the book will be about?  
Do you know anything about this topic?  
If so, tell the other members of your group.*

The instructions to the children in this use of the strategy have been more explicit than in its use at Crystalvale. The task requirements were modelled during a whole class interlude and these directions are printed and placed on the tables where the children are seated. Under each direction on the worksheet, line space has been left for children to record individual contributions as dot points. These points then become notes for the ‘speaker’ who in the next phase of the task will summarise the group discussion for the rest of the class. The task involves the whole class who have been divided into six groups. The children are seated around tables grouped for such activities. The class teacher and I are moving from group to group assisting as necessary. The following extract of 113 clauses represents approximately 40% of the complete transcript of the task consisting of 283 clauses (see Appendix IV for the transcript and the complete linguistic analysis).

#### *Text 4.4 Extract from ‘Floorstorming at Briary Road’*

The five child speakers identified in the extract are Patsy (P), Sam (S), Simone (Si), Kenneth (K) and Frank (F). Other symbols used are consistent with those in Text 4.1. There is a considerable number of overlapping turns in this transcript, these are coded //. Frank is recording the contributions of others.

F: *Right I'm recorder*  
 P: *okay right LOOK AT THE PICTURES CAREFULLY ((reading from sheet))*  
*Look at the picture carefully*  
 Si: *I'm the encourager*  
 P: *Alright, look*  
 Si: *look*  
 K: *Looking, we have to look and see first*  
 S: *No we are not singing whatever ((to someone fooling with microphone)).*  
 P: *Alright DESCRIBE WHAT YOU SEE ((reading instructions)) ...not yet ... Who*  
*do you think these people are?*  
 Si: *They are Aborigines/*  
 S: */Aborigines/*  
 F: */Aborigines/*  
 S: *I thought you said 'Bangunya'*  
 Si: *yeah and do you know what's here? ((pointing at pictures))*  
 F: *yes because...*  
 Si: *( )*  
 P: *yes well, Look at this picture in the corner here.*  
 S: */yes/*  
 K: */Pilawuk/*  
 F: */that's a Aboriginal girl/it's an Aboriginal girl, alright*  
 P: *um okay.*  
 K: *o-kay okay*  
 Si: *okay*  
 F: *the book is about her it's about ....*  
 P: *Okay Steven What do you think about this girl? Who do you think she is?*  
 S: *don't..I don't know. she funny ...I think that she .... I think that she is an*  
*Aborigine white girl*  
 K: *an Aborigine white?*  
 F: *Yeah an Aborigine can be a white or black... it depends whatever colour their*  
*skin is*  
 Si: *no, because there's Aboriginal thing here ((indicating picture))*  
 S: *thing here see*  
 F: *No look,there's a map of ah a picture of Australia. Let's see that.*  
 S: *Look at the little girl, good girl ((teasing tone))*  
 P: *Simone, what do you who do you think Pilawuk is going to be?*  
 Si: *I think she's gonna be/ ((very softly))*  
 P: */Who do you think?/*  
 Si: */an Aboriginal girl*  
 F: *What about you?*  
 P: *Okay I think Pilawuk is gonna be an Aboriginal who gets separated from her*  
*family because in this picture she is with a different family. She is with a white*  
*family so I think she was separated from her family*  
 S: *How would you know if there if that is a white family?*  
 P: *Because I have read the book before,I read it with 4B*  
 S(s): *oooh! aaaah! ( )*  
 S: *she read it with 4B ((teasing tone))*  
*( )*  
 P: *Okay don't worry, the book is going to be about Pilawuk. Okay, when um*  
*what do you think 'when I was young' means?*  
 F: *um um I think it means her life*  
 S: *when she was looong time ago, like about ( )*  
 P: *Frank, what do you think?*  
 F: *The book starts when she was young and then it starts building along what...*

P: So what do you think it is really about?  
 F: a girl who is growing up  
 P: Okay, Sam?  
 S: The book is about a young Aborigine.  
 P: What do you think 'when I was young' means? What do you think 'when I was young' means? What do you think do you think that tells you more about the book or do you need more information?  
 S: hear hear hear  
 P: Kenneth what do you think?  
 S: okay, okay, okay.  
 P: okay Kenneth?  
 K: like long time ago ( )/  
 P: What do you think? What do you think 'when I was young' means?  
 K: like she could be about Miss Santos' age when she was young (4.0) ((giggling))  
 S: ooh!  
 P: Simone, what do you think 'when I was young' means?  
 Si: me um?  
 F: could be .....  
 K: man you've already t-old ... who told you you could/  
 P: /what do you think 'when I was young' means?  
 F: I didn't make it a joke you know  
 Si: well well it's hard  
 K: it's a hard thing  
 P: it is a very hard question but/  
 S: /yeah/  
 P: try and answer it, okay? Okay, what I think 'when I was young' means... well this is at least what I think  
 K: don't move the mike Ms J...  
 P: 'When I was young', I think it means like it is telling about her life from when she was born and what happened when she... what happened in her life.  
 F: right next picture ( )  
 P: DOES ANYONE HERE KNOW ANYTHING ABOUT THE TOPIC?((reading the next question from the worksheet))  
 F: yeah I do  
 P: okay Frank first  
 F: I don't

The task follows the sequence of directions given in the written instructions. Firstly the children describe the images (*Look at the pictures carefully, describe what you see*), and predict something of the text content (*What do you think when I was young means?*) before exploring their existing knowledge of the topic (*Does anyone here know anything about the topic?*).

The task concludes with the children summarising their discussions for the benefit of one of the teachers who has visited the group. During these latter exchanges, a lively discussion of skin colour and inheritance developed. As the overview in Figure 4.5 indicates, aside from the orientating and concluding moves, the task dialogue is overwhelmingly to do with the topic of instruction.

Clause	Regulatory Discourse	Instructional Discourse: Pilawuk
1 - 2	Orientation: <i>Right I'm recorder</i> (Frank)	
3 - 95		Collaborating step 1: describing images <i>LOOK AT THE PICTURES CAREFULLY</i> (Patsy)
96 - 112		Collaborating step 2: predicting the text <i>Okay when um what do you think 'when I was young' means?</i> (Patsy)
113 - 197		Collaborating step 3: surfacing existing knowledge <i>Does anyone here know anything about the topic?</i> (Patsy)
198 - 251		Collaborating step 4: summarising group knowledge <i>What do you think the book is going to be about?</i> (T2)
252 - 281		Collaborating step 5: negotiating differences of opinion <i>You think this is her family here?</i> (T2)
282 - 283	Conclusion/transition: <i>Now soon you are going to have to tell the others what you think the book will be about</i> (T2)	

Figure 4.5 Overview of 'Floorstorming' lesson at Briary Road

The mood choices of group members and teachers during the task are presented in Table 4.9 below. Again, the total learner contributions are compared to those of just T2 initially (Table 4.9), as the class teacher (T1) did not visit this particular group during the task.

The learners produce almost all of the talk (92%) during the task. Teacher 2 visits just once towards the end of the task for the purpose of encouraging children to articulate their responses in preparation for the next task. The teacher's language is entirely concerned with the learning task, her most frequent mood selections are interrogatives, minor clauses and full declaratives. She employs interrogatives to echo the written task directions (*What do you think the book will be about?*) which have served as sequencing frames as well as probes for discussion. This is another way in which the regulative discourse can be said to project the instructional, that is, here it creates the conditions for the children to employ the instructional. The minor clauses realise the regulative discourse, reflecting the teacher's role as supporter and encourager as well as her control of exchanges for the time she is able to spend with this one group (*yep, right okay*). The teacher's use of full declaratives is to do with the instructional discourse on

three out of the four occasions they are selected (*It might be a family who might have a dark skinned person and a light skinned person...*) .

Table 4.9 Summary of mood analysis for ‘Floorstorming at Briary Road’: teachers and learners’ choices in detail

Mood (clause type)	Teacher (T2)	Learners (n = 5)
number of clauses (% of total 269 clauses analysed)	23 (9%)	245(91%)
<b>Declaratives*</b>		
full	4(17%)	109(44%)
elliptical	0	17(7%)
abandoned	3(13%)	15(6%)
co-constructed	0	1(0.4%)
<b>Imperatives</b>	1(4%)	24(10%)
<b>Minor</b>	6(26%)	39(16%)
<b>Interrogatives</b>		
wh	6(26%)	28(11%)
polar	3(17%)	11(4%)
most frequent <b>Subject</b> choice	You (x8), she (x3)	You (x33), 1 (x33), she (x28), it (x15), we (x4)
<b>negation</b>	0	12
<b>Modalization</b> (high, medium, low)		
probability	6(m=4, l=2)	30(h=2, m=23,
usuality	1(m)	l=5) 0
<b>Modulation</b>		
obligation (h, m, l)	0	2(h)
inclination “	0	0
capability/potentiality	0	7

\*from this point in table percentages refer to portion of that speaker’s total clauses

The learners’ most frequent mood choices are declaratives. Like the children at Crystalvale they are positioned as information givers in this task. They select a large number of full declaratives, usually to do with the instructional discourse (*I think she is an Aborigine white girl*). Elliptical declaratives occur much less frequently in this instance of floorstorming than they do at Crystalvale, with utterances tending to be shaped by the worksheet (*What do you think...?*). Those elliptical declaratives which do occur indicate the degree to which context is shared (*Yeah, an Aboriginal girl*). The transcript of this high density interactive event features a number of overlapping turns and accordingly there is a significant proportion of abandoned clauses. Despite the relative lack of disputational talk when compared to the similar task at Crystalvale, children are not necessarily constructing shared meanings. The one co-constructed clause indicates the somewhat limited extent to which this takes place:

T2:                    *and their baby will be lightish*  
Patsy:                *brownish*  
Sam:                  *like Frank.*

Instead common knowledge is being built up turn by turn and contributions tend to be in proportion to an individual's previous experience with the topic.

The regulative discourse is most obviously realised through the written instructions. The learners at Briary Road frequently employ interrogatives to support their accomplishment of the activity (*Do you know anything about the topic at all?*).

Likewise the imperatives often reflect the written instructions (*Describe what you see*) although at other times they are realisations of more local interactive negotiations (*Wait a minute, Look*). Not quite so obvious is the work done by minor clauses in maintaining order and completing the task; learners' use of these appears to be almost entirely to do with the pacing of the task (*Okay, right, Sam?*).

In order to examine the learners' choices more closely, tallies of their individual choices are displayed in Table 4.10 below. The convention of treating unidentified and choral responses is consistent with that in Table 4.7.

Table 4.10 Summary of mood analysis for 'Floorstorming at Briary Road': learners' choices in detail

Mood (clause type)	Learners					
	Patsy	Simone	Sam	Kenneth	Frank	Ss
number of clauses (% of total 245 learners' clauses analysed)	106 (43%)	20 (8%)	52 (21%)	24 (10%)	33 (13%)	36 (15%)
<b>Declaratives*</b>						
full	42(40%)	9(45%)	26(50%)	14(58%)	17(52%)	11(31%)
elliptical	3(3%)	2(10%)	4(8%)	1(4%)	5(15%)	5(14%)
abandoned	3(3%)	3(15%)	1(2%)	0	4(12%)	3(8%)
co-constructed	1(1%)	0	0	0	0	0
<b>Imperatives</b>	10(9%)	1(5%)	3(6%)	3(13%)	5(15%)	2(6%)
<b>Minor</b>	17(16%)	4(20%)	8(15%)	3(13%)	1(3%)	14(39%)
<b>Interrogatives</b>						
wh	20(20%)	0	5(10%)	1(4%)	1(3%)	0
polar	6(6%)	1(5%)	1(2%)	2(8%)	0	1(2%)
abandoned	2(2%)	0	0	1(4%)	0	0
most frequent <b>Subject</b> choice	You (x21), I (x17), she (x8)	She (x6), I (x3), I(x1)	She (x11), you (x5), I (x4)	We (x2), it (x3), she (x2)	I (x7), it (x4), she (x3)	
<b>negation</b>	2	0	6	1	3	
<b>Modalization</b> (h, m, l) probability usuality	19(h=1,m=18) 0	1(m) 0	7(h=1, m=3, l=3) 0	1(l) 0	2(m=1,l=1) 0	
<b>Modulation</b> obligation (h, m, l) inclination " capability/potentiality	0 0 4	0 0 0	0 0 2	1 0 1	0 0 0	

\*from this point in table percentages refer to portion of speaker's total clauses

The participation structures of the learners during the floorstorming task at Briary Road are established in part by the explicit adoption of the group roles that were the subject of an earlier review phase. In the transcript of the talk we saw how Frank adopts the role of ‘recorder’ and Simone assumes that of ‘encourager’. Such explicitness however does not necessarily lead to an egalitarian group dynamic, since here the roles are more hierarchically organised than at Crystalvale. There are marked differences in the volume of utterances contributed by Patsy (43%) and that produced by the other group members. Like Jenny in the Crystalvale task, Patsy takes a leading role in the accomplishment of this task. This is achieved without explicit negotiation or mention. Sam also speaks frequently, producing approximately 21% of the total learner clauses. In comparison, Simone speaks least in the group, contributing just 8%.

#### *Enacting learner roles in ‘Floorstorming at Briary Road’*

When we examine more closely the nature of individual participation in Table 4.10, Patsy’s mood selections can be seen to mirror those of Kate, the class teacher at Crystalvale. That is, Patsy predominantly uses full declaratives (40%) and wh interrogatives (25%) with a significant number of minor clauses (16%). Like Kate, she attempts to ‘draw’ information out of the other children. She uses very few elliptical declaratives, and her full declaratives realise both the instructional and the regulative (*She is with a white family, Okay that’s good*). Because of this patterning, her most frequent Subject choice is *you*, as she seeks these responses from the other group members. Her minor clauses serve to pace the lesson (*Okay, not yet*) and distribute speaking turns (*Simone?*). However, unlike teacher-talk, she does not use them to evaluate or extend children’s contributions for her expertise in the instructional discourse is somewhat limited. Throughout the activity however, she strives to maintain the focus and positive polarity, her only use of negation is reassurance (*Okay, don’t worry*) and to supervise behaviour (*Don’t fight*).

Patsy’s assumption of the teacher-like role does not go unchallenged. Sam is the next most frequent speaker, contributing 52 or 21% of the total clauses. Half of his contributions are full declaratives realising for the most part the instructional discourse (*I think that she is an Aborigine white girl*). Interestingly, the nature of Sam’s participation shifts over the course of the task. Initially he deploys the regulatory



discourse to taunt the two girls in the group (*She knows nothing, She read it with 4B*) and to challenge hierarchical group relations with negatives (*I don't know*) and inciting imperatives (*start a fight*). However, toward the end of the task, his use of modalizations of probability (*but they might have married a white person*) reflects his preparedness to shift the focus of dissent to the instructional rather than regulative discourse.

Frank assumes the role of recorder early in the task but performs the role unobtrusively. He manages to remain firmly focussed on the instructional discourse throughout. Almost all of his full declaratives are topic related (*I've seen a girl who is Aboriginal and she is white*). His use of the regulatory discourse is not concerned with procedural matters but rather furthers the negotiation of instructional content. This is evident in his choices of imperatives (*No look, Let's see that*) and the strategic choice of a Wh-interrogative (*What about you?*) to draw Patsy into becoming a group member as well as a group facilitator.

Kenneth and Simone are the quietest contributors. For the most part Kenneth participates in completing the task (*She is recording her memories now*) although he is also keenly aware of turntaking (*Man, you've already told*) and the validity or otherwise of others' contributions (*We already know that*). Simone's decision to adopt the role of encourager early (*I'm the encourager*) is an interesting choice given that she is probably the shyest student in the class. This is a role identified previously as being responsible for keeping people 'on task'. However, there is little need for her to enact these responsibilities as Patsy steps in to ensure that all participate accordingly. Simone has the highest proportion of abandoned clauses indicative of her frequent deferral to others. Her relatively high proportion of minor clauses is perhaps a result of her surprise at being asked to contribute.

Perhaps the most striking aspect of Patsy's mood selections is the unusually high incidence of modality. Resulting from her use and reuse of the task directions to elicit responses from the others, this highlights the crucial role of pedagogic design in shaping learners' language choices. The use of an interpersonal metaphor (*What do you think...?*) in the task design provides a semantic feature around which children

negotiate. All are drawn into responding to these questions with modalizations of probability. In this way, the instructional discourse is opened up to the possibility of a range of construals and the process of collaborative knowledge building is underway. The following exchanges from the final stages of the task demonstrate the play of spoken and written (in the forms of Patsy's questions and the worksheet containing directions respectively) language as psychological tools in this situation. We see how, over the course of the task, the learners begin to internalise the resources for negotiating ideas. In this extract from Collaborating step 5, the group has just been joined by one of the teachers:

- T2: *You think this is her family here?*  
P: *No I think that's the family she was moved to*  
T2: *right*  
S: *no I don't think so because is that black / light brown?  
and she is white*  
S?: *look that's a drawing*  
F: *look that could be her*  
K: *That lady was a baby and that's a baby*  
S: *Yes I know but a black man or woman can't have a white baby*  
P: *Yes they can, I have seen it in the newspapers. Because I have seen two black people and their and their babies are fair ... they're white*  
S: *yes*  
T2: *you can have somebody...*  
S: *but they might have married a white person*  
S?: *alright alright alright*  
P: *they are both black*  
Ss: *shh shh shh*  
T2: *Yeah you can . It might...It might be a family who might be a a dark dark skinned person and a light skinned person and their baby will often be lightish brownish*  
P: *brownish*  
S: *like Frank*

The other students' deployment of full rather than elliptical declaratives is a result of responding to the projected clause structure; that is, the explicit subjective (*What do you think ...? Do you know ...?*) becomes a pivot for responses with a Subject<sup>^</sup>Finite structure. Thus, on the one hand, the framing of the instructional discourse – what can and cannot be said – is weakened; on the other, a certain measure of control is evident in the responses allowed by the worksheet and duplicated in Patsy's questions. At this early point in the macrogenre, the symbolic context presented here in the form of images, coupled with the invitation to interpret these from experiences in material contexts, paves the way for future encounters with decontextualised language later in the curriculum macrogenre. However, Morais argues that such pedagogic decisions

‘should not be mistaken for a weakening in classification’ (2002 p561) for indeed, as the transitivity analysis of the whole transcript indicates (see Table 4.11), the children explore the virtual context of decontextualised language discussed earlier.

Table 4.11 Summary of Process choices in ‘Floorstorming at Briary Road’

Process type	Teachers	Learners	Total
<b>Total no of clauses analysed for process</b>	20	206	226
Material	2 (10%)	23 (11%)	25 (11%)
Mental	9 (45%)	100 (49%)	109 (48%)
Affective	-	3	3
Cognitive	7	82	89
Perception	2	15	17
Behavioural	-	9 (4%)	9 (4%)
Relational	5 (25%)	52 (25%)	57 (25%)
Attributive	3	26	29
Identifying	2	26	28
Existential	-	1(0.5%)	1 (0.5%)
Verbal	3 (15%)	22 (11%)	25 (11%)

Overwhelmingly, the learners in this activity are negotiating an ‘intellig-ible’ rather than ‘sens-ible’ world (Hasan 2001 p 48). Their major process choices are mental: cognitive types demanded by the framing of the activity (*what do you think the book will be about?*). Relational processes realise the identifying and classifying of images (*because she is white and that there is a white family*) to act as evidence for the modalised claims to knowledge. Once again these learners have been given access to the use of vertically-orientated discourses via particular framing values of the regulative discourse.

The floorstorming strategy is more successful in this classroom, as the learners’ talk is focussed on the instructional discourse and the interpersonal climate is generally positive. This is due to the pedagogic design of the activity; for example, the decisions to model its requirements, to use guiding questions in a particular form and sequence and to foreground the topic via the montage of images. It is also a measure of the extent to which small group dialogic practices are part of the classroom routines. Nevertheless, the group dynamics are not egalitarian and the success of the task requires some students to adopt more dominant roles, thus relegating others to the margins.

One difficulty faced by the children in this task is the need to produce what Mercer (2002 p103) terms a ‘joint identity’; that is a shared intersubjective perspective to be

reported during the next lesson phase, the Consolidation. Patsy is keenly aware of the need to produce this perspective which is one that minimises difference; Sam, on the other hand, seems threatened by this prospect and opts to project an individual perspective. Mercer describes the kinds of talk that produce these perspectives as *cumulative* and *disputational* respectively. He includes a third category, that of *exploratory* talk, in which difference is treated productively, as a matter of different construals of experience. Perhaps the closing moves of this phase where children are discussing skin colour provide the point for the closest form of exploratory talk observed. Mercer (2000 p102) points out that these different kinds of talk are idealised forms and that one stretch of dialogue may exhibit characteristics of all three. It appears that the third – exploratory talk – is more difficult to accomplish, since as we have seen, power dynamics also circulate in horizontal relations. For the most part, the talk in these two group work phases represented cumulative and disputational types in varying degrees. The contribution of exploratory talk to the logogenetic development of the curriculum macrogenre across hierarchical and horizontal role relations remains an interesting question.

This chapter has begun to examine, in some detail, the variable nature of the pedagogic discourse as it is realised in different settings within the arena of reproduction. The mood analysis provides an initial perspective on how interpersonal and experiential meanings co-operate in each classroom, in particular how speakers construct their social roles to different instructional effects. Despite the instant recognisability of the hierarchical nature of teachers and learners' roles, learners in each classroom are being socialised to different orders of relevance. Children construe the experience of learning quite differently: at Crystalvale, learning has a close material basis while at Briary Road it is more closely connected to symbolic activity (Hasan 2001). This is achieved through different forms of semiotic mediation; that is, through variations in framing of the relationship between the regulative and instructional discourses. The looser framing at Crystalvale allowed learners more opportunities for information giving but their access to instructional discourse was predominantly horizontal, related to everyday, material contexts. In contrast, the tighter control at Briary Road appears to assist learners into more symbolic, vertical instructional discourses and thus to extend their communicative repertoires.

Framing, because it involves control, rests on the nature of the relationships among agents in the field of reproduction. The mood analysis suggests that the major locus of control lies with teacher authority either as it is exercised in whole class lessons, or in the design of learning tasks and tools. Sometimes too, as the struggles observed in seemingly horizontal relations indicate, control hinges on appropriation of teacher-like authority by individual learners. However it must be said that the authority of children in leadership roles revolves around more obvious forms of regulatory rather than instructional discourses. The effect of different values for authority relations is to position learners varying in terms of the forms of instructional discourse valued in educational contexts. In this way, the teacher can be seen to be implicated in both the recontextualisation of knowledge and in the reproduction of social difference.

The next chapter will remain with the arena of reproduction to focus on the regulative discourse as it is realised further in interpersonal meaning choices. It will remain with the texts introduced thus far and will also make brief reference to others from the curriculum macrogenres as necessary. It will consider how interactants co-construct knowledge through dialogue and how different cultures of learning and hence pedagogic subjectivities are produced. Firstly the analysis will be concerned with the flexible relationships between function and grammar described in the system of speech function. In this way more subtle patterns of framing which, because they are ideologically motivated, are not always conscious but nevertheless serve to shape teachers' (and therefore learners') predispositions to learning and knowledge in important ways, may be understood. It will employ elements of the appraisal system to consider the concomitant resources in which learners' values, behaviours and attitudes are shaped through evaluation.

## **CHAPTER FIVE**

### **CONSTRUCTING PEDAGOGIC CULTURES THROUGH DIALOGUE: THE INTERSUBJECTIVE BASIS OF LEARNING**

Social discourse rarely consists of just single clauses, rather social contexts develop as sequences of meanings comprising texts. Since each text is produced interactively between speakers, and writers and (potential) readers, we can use it to interpret the interaction it manifests. And since each interaction is an instance of the speakers' culture, we can also use the text to interpret aspects of the culture it manifests (Martin and Rose 2003 p1).

Thus far, the investigation of semiotic mediation in the two classrooms has taken place at extremes of linguistic units. The general register analysis of the corpus of classroom talk, which revealed distinctly different generic patternings, suggested that quite different versions of the ideal learner were operating in each site. The more specific grammatical analysis of selected classroom texts indicated how the social roles adopted by teachers and learners, while broadly recognisable, varied in their positioning with respect to control and power. The importance of the role of the teacher as the voice of mediation was also highlighted. The variations in communicative practices revealed by these initial perspectives have provided grounds for pursuing some important meaning features further. This chapter focuses more closely on the 'specialised interactional practices' (Bernstein 1996 p31) developed over time in the classrooms to consider how different cultures of learning are constructed and maintained through intersubjectivity; that is, through the co-deployment of the linguistic resources for enacting interaction and evaluation. The relevant tools here are the systems of speech function and appraisal, systems which SFL theory situates at the level of discourse semantics - between the clause and genre.

To demonstrate and discuss this stage of the analysis, the extracts will be described initially as the exchanges unfold dynamically (in sequence) and then the larger texts from which each extract is drawn will be discussed synoptically (in patternings of accumulated discrete moves). As these lesson fragments are representative of larger texts which in turn realise particular pedagogic functions, the speech function analysis helps understand something of how the construction of knowledge is achieved by

dialogic choices at the micro-levels of move and exchange. At the same time, because the semiotic resources used to construct values and attitudes tend to operate ‘prosodically’ (Martin and Rose 2003 p54) - in wave-like patterns throughout an unfolding text - the appraisal analysis is discussed alongside speech function. This will occur at points where the two operate together for particular rhetorical purposes and at other points where the expression of feelings gives further insights into the differential construction of learning cultures or communities.

## 5.1 A dynamic view of intersubjectivity in the prototypical texts

Opening moves from the prototypical texts, already familiar from the mood analysis in chapter four, are reproduced with their speech function and appraisal analysis in extracts below.

### 5.1.1 ‘Let’s Talk’

This section presents the Crystalvale text ‘Let’s talk’, an instance of the Prelude phase (see Appendix II for the complete transcript as well as the linguistic analyses in their entirety). Here it appears in smaller extracts with exchange boundaries indicated and speech function and appraisal labels added to the original mood analysis. As we have seen, the instructional sequence in ‘Let’s Talk’ moves through a pattern comprising teacher demands for recalled information, child-initiated anecdote and teacher monologue linking home experiences and the excursion. Throughout the displayed text, the basic selections of opening and sustaining options are indicated as O and S respectively. The more delicate options labelled below will be presented in detail later in the chapter. Appraisal is represented in bold font and evoked appraisal is noted. The opening exchanges are presented in Table 5.1 below.

The teacher’s first non-reciprocated move (*Let’s talk about things*) frames the interaction, delineating discussion (or conversation) as the activity to be undertaken. Because of its non-specific nature (in terms of the specific lesson objectives) and the lack of expectation of response from the students, this move has not been coded as an exchange but rather as a move operating at a rank closer to genre than to the exchange.

Table 5.1 Opening exchanges from ‘Let’s Talk’

<i>Ex/ Move</i>	<b>Speaker</b>	<b>Talk</b>	<b>SPEECH FUNCTION and APPRAISAL</b>
Orientation	T1	<i>Let’s talk about things</i>	Framing move <i>Imperative</i>
Ex 1 1		<i>what was the first thing we did?</i>	O: initiate: demand: information: open: fact <i>Wh- interrogative</i>
2		<i>where did we go?</i>	S: continue: prolong: elaborate = <i>Wh- interrogative</i>
3	Ss	<i>oh oh ((bid for turns))</i>	S: react: respond: support: engage <i>minor</i>
4	T1	<i>what was the first thing you did?</i>	S: continue: prolong: append: extend + <i>Wh- interrogative</i>
5		<i>where did we go?</i>	S: continue: prolong: elaborate = <i>Wh- interrogative</i>
6	Mark	<i>Museum of Fire</i>	S: react: respond: support: reply: answer <i>Elliptical declarative</i>
7	T1	<i>Museum of Fire</i>	S: react: respond: support: reply: acknowledge <i>Elliptical declarative</i>
Ex 2 1	T1:	<i>now what did we see and do there?</i>	O: initiate: demand: information: open: fact <i>Wh- interrogative</i>
2	Mark	<i>fire engines</i>	S: react: respond: support: reply: answer <i>Elliptical declarative</i>
3	T1	<i><b>pardon</b></i>	S: react: rejoinder: support: track: check; <b>Appreciation: valuation – (evoked)</b> <i>Minor</i>
4	Mark	<i>fire engines</i>	S: react: rejoinder: support: respond: resolve <i>Elliptical declarative</i>
5	T1	<i><b>what about the Fire Engines?</b></i>	S: react: rejoinder: confront: challenge: rebound; <b>Appreciation: valuation – (evoked)</b> <i>wh- interrogative ellipsed</i>
6	Mark	<i>they showed us <b>all</b> the different ones and the old ones</i>	S: react: rejoinder: support: respond: resolve; <b>Graduation: force↑ declarative</b>
Ex 3 1	T1	<i><b>anybody else want to add to that?</b></i>	O: initiate: demand: information: open: fact; <b>Appreciation: valuation - (evoked)</b> <i>Y/N interrogative ellipsed</i> <i>* interpersonal metaphor</i>
2	Michael	<i>we seen how pictures and lounges burn <b>so</b> quickly</i>	S: react: respond: support: reply: answer; <b>Graduation: force↑; declarative</b>
3	T1	<i><b>we did too didn't we</b></i>	S: react: respond: support: reply: acknowledge; <b>Appreciation: valuation + (evoked)</b> <i>Elliptical declarative: tagged</i>

### 5.1.1.1 Recount sequence 1: learning to retell

The first three exchanges shown in Table 5.1 indicate how the teacher’s interpersonal meaning choices contribute to the construction of a tacit regulative discourse which causes difficulties for at least one learner. In exchange 1, the teacher specifies what is meant in the initial framing move by demanding that children identify the first activity



of the day. Mark's answer (*Museum of Fire*) is acknowledged. In exchange 2, she refines the focus of attention to that of the activities only. The teacher's expectations in the next exchanges are remarkably obscure. Mark again answers supportively (*fire engines*) but the brevity of his response is first checked (*pardon?*) then more overtly challenged (*what about the fire engines?*) when his response is not the expected response. His final move in this exchange is unacknowledged, thus indicating it is not quite what is required. This leads to exchange 3 in which the teacher, in a metaphoric move (*Anyone else want to add to that?*) redirects the question to other members of the class. The teacher moves in Ex 2 moves 3 and 5 and Ex 3 move 1 are tokens of negative evaluation - indirect ways of encouraging the children to provide more extended responses. Michael answers with some additional information (*We seen how pictures and lounges burn so quickly*). The teacher acknowledges this positively (*We did too didn't we?*) but again the need for the children to respond in such expanded utterances is left to be implicitly understood.

#### **5.1.1.2 Responding to events**

The next few exchanges in Table 5.2 demonstrate how particular moral positions are shaped for learners in classroom interaction. Here invitations for 'personal' responses to events are, on closer inspection, lessons about what constitutes socially acceptable responses. We also see once more the value accorded to the ability to take extended conversational turns.

In exchange 4, the nature of the information being sought changes from fact to 'opinion' (*How did that make you feel?*); that is, from details of time, place and activity to an affective response to the fire exhibits. Despite the seemingly 'open' nature of this question, there is an expectation that children will respond sympathetically. Perhaps because of his earlier public disciplining, Mark is no longer supportive and challenges the expected response by providing an inappropriate one (*good*) – a response that is really a token of his dis-satisfaction. The teacher extends the exchange by re-challenging the response but focuses on his more obvious violation of classroom rules rather than the inappropriateness of his response, thus indirectly evaluating his contribution negatively. Hence the matter becomes one of conduct rather than content, as once more the nature of the instructional discourse is obscured by the regulatory.

Jenny provides the desired reply, which in turn supplies the propositional content for the next exchange.

Table 5.2 Exchanges 4-9 from 'Let's Talk'

<i>Ex/ Move</i>	<b>Speaker</b>	<b>Talk</b>	<b>SPEECH FUNCTION and APPRAISAL</b>
Ex 4 1		<i>how did that make you feel?</i>	Open: initiate: demand: information: open: opinion; <b>Affect: un/happiness</b> <i>Wh- interrogative</i>
2	Mark	<i>good</i>	S: react: respond: confront: challenge: counter; <b>Affect: dissatisfaction</b> <i>Elliptical declarative</i>
3	Ss	<i>(laughing)</i>	S: react: respond: support: register
4	T1	<i>Mark please don't keep calling out over the top of everyone</i>	S: react: rejoinder: confront: response: re-challenge <b>Judgement: social sanction: propriety –(evoked)</b> <i>Imperative * interpersonal metaphor</i>
5		<i>Julie?</i>	S: continue: monitor <i>minor</i>
6	Julie	<i>sad</i>	S: react: respond: support: reply: affirm; <b>Affect: unhappiness</b> <i>Elliptical declarative</i>
7	T1	<i>sad</i>	S: react: respond: support: reply: acknowledge <i>Elliptical declarative</i>
Ex 5 1		<i>why were we sad?</i>	O: initiate: demand: information: open: fact; <b>Affect: unhappiness</b> <i>Wh- interrogative</i>
2	Julie	<i>cause (people been killed in fires)</i>	S: react: respond: support: reply: answer <i>Elliptical declarative</i>
3	T1	<i>mmm</i>	S: react: respond: register <i>minor</i>
Ex 6 1		<i>what was the thing we could see in that diorama - in that big window we looked in?</i>	O: initiate: demand: information: open: fact <i>Wh- interrogative</i>
2		<i>what sorts of things did you see in there?</i>	S: continue: prolong: elaborate = <i>Wh- interrogative</i>
3	Julie	<i>fire</i>	S: react: respond: support: reply: answer <i>Elliptical declarative</i>
4	T1	<i>did you see anything more?</i>	S: react: rejoinder: track: probe; <b>Appreciation: valuation- (evoked); Graduation: force↑</b> <i>Y/N interrogative</i>
Ex 7 1		<i>have a think about it</i>	O: initiate: demand: goods and services <i>Imperative</i>
2	Ss	<i>oh oh ((bids for turns))</i>	S: react: respond: engage <i>minor</i>
Ex 8 1	T1	<i>Jenny in that first window, what did you see?</i>	O: initiate: demand: information: open: fact <i>Wh- interrogative</i>
2	Jenny	<i>we saw rooms with bars, closed windows</i>	S: react: respond: support: reply: answer <i>declarative</i>
3	T1	<i>mmm</i>	S: react: respond: support: reply: register <i>minor</i>

In exchange 5, the teacher also demands opinion; that is, why 'everyone' felt sad. Julie's response, while not wrong, is not entirely acceptable, and the teacher responds with a minimally supportive *mmm*, thus suggesting further effort on the parts of the

learners is necessary. Perhaps in an attempt to encourage children to provide lengthier responses, in exchange 8 the teacher switches from demanding opinion/affect to fact and asks the children to identify the contents of specific exhibits (*What was the thing we could see in that diorama...?*). Again Julie's answer is not quite sufficient and gets indirectly evaluated negatively when the teacher probes for additional information. At that point, the teacher terminates the exchange and suggests that she and the other learners have 'a think about it'. In exchange 8 the question is redirected to another student (*Jenny, in that first window, what did you see?*). Jenny's response, although a full declarative (*We saw rooms with bars, closed windows ...*), also receives a minimally supportive reply, thus indicating that children are not producing the desired responses. Once more, in these exchanges, the nature of the necessary participation is obscured by the teacher's reluctance to be seen to criticise children's contributions.

#### **5.1.1.3 Learning to 'take the floor': extending the response move**

Exchange 9 is the densest exchange in the extract, partly because of the children's continuing tardiness in recognising the requirement of extended responses. It is a demand for different information from that in previous exchanges, this time about the significance of the exhibit (*What was special about that room?*). Here the teacher draws a boundary between that room and other rooms familiar from everyday experiences, indicating to the learners that the exhibit-room, while apparently physically resembling a home, is a significant learning site. She recasts the questions with only slightly different wording, probably to make the request for information available to more students. Annie's response is returned twice with probes (moves 4, 7 and 9) for more information. Finally, the teacher redirects the question to Sally, who supplies the required extended answer (a 3-move response featuring two extending clauses) about the effects of fire. Sally's answer is positively and explicitly appreciated.

The interactive difficulties in this exchange may be attributed to the nature of the initial demand. The teacher requires a content-orientated response (that is, that the hot air burnt the room contents) yet her demand and follow up move featuring appraisal lexis (*special* and *so different*) tend to obscure the factual nature of the desired response, suggesting instead that some kind of personal judgement is required.

Table 5.3 Exchange 9 from ‘Let’s Talk’

<i>Ex/ Move</i>	<b>Speaker</b>	<b>Talk</b>	<b>SPEECH FUNCTION and APPRAISAL</b>
Ex 9 1		<i>what was <b>special</b> about that room?</i>	O: initiate: demand: information: open: fact; <b>Appreciation: worthwhileness + Wh- interrogative</b>
2		<i>Cathy sorry Annie</i>	S: continue: monitor <i>minor</i>
3	Annie	<i>(fire)</i>	S: react: respond: support: reply: answer <i>Elliptical declarative</i>
4	T1	<i>what was <b>so different</b> about that room that we don’t usually see?</i>	S: react: rejoinder: support: track: probe; <b>Appreciation: worthwhileness +, Graduation: force↑; Wh- interrogative</b>
5	Ss	<i>oh oh ((bids for turns))</i>	S: react: support: engage <i>minor</i>
6	Annie	<i>cause (everything was blacked out)</i>	S: react: rejoinder: support: respond: resolve <i>Elliptical declarative</i>
7	T1	<i>how could you tell that?</i>	S: react: rejoinder: support: track: probe <i>Wh- interrogative</i>
8	Annie	<i>cause it was ( ) and (there was) blackness</i>	S: react: rejoinder: support: resolve <i>declarative</i>
9	T1	<i>Where was the blackness?</i>	S: react: rejoinder: support: track: probe <i>Wh- interrogative</i>
10	Ss	<i>Oh (bids for turns)</i>	S: react: support: engage <i>minor</i>
11	T1	<i>Sally would you like to answer that?</i>	S: continue: monitor <i>* interpersonal metaphor</i>
12	Sally	<i>the the <b>all</b> the things in that ah um in that window were <b>all</b> out (of a fire)</i>	S: react: respond: support: reply: answer <b>Graduation: force↑; declarative</b>
13		<i>and mostly they weren’t burnt from fires as from the air</i>	S: continue: prolong: extend + <i>declarative</i>
14		<i>the hot air burned them</i>	S: continue: prolong: enhance <i>declarative</i>
15	T1	<i>that’s <b>right</b> wasn’t it?</i>	S: react: respond: support: reply: acknowledge <b>Appreciation: valuation+ declarative</b>

This particular exchange demonstrates the delicacy of analysis enabled by the speech function network over exchanges of different lengths. Ethnographic methods of conversational analysis rely on the two-utterance length of adjacency pairs as a minimal unit for analysis (Eggins & Slade 1997 p27). Sinclair and Coulthard’s identification of the three-part IRF sequence as a common exchange in pedagogic discourse (see 1.3.4) acknowledges that a response may be reacted to. Exchange 8 (in Table 5.2) is one typical instance of triadic dialogue

<b>Exchange</b>	<b>Speaker</b>	
Initiation	Teacher	<i>Jenny in that first window, what did you see?</i>
Response	Jenny	<i>we saw rooms with bars, closed windows</i>
Feedback	Teacher	<i>mmm</i>

As the research of Nassaji and Wells (2000 p400) suggests, not all occurrences are as neat as this example suggests. The speech function network is an important tool for allowing a number of different ‘sub-types’ of each move to be described (Eggins & Slade 1997 p46). Such sub-types occur across a range of classroom settings with a good deal of variation not always readily described in the IRF framework. The distinction between demands for facts and those for opinion in the teacher-initiating moves in exchanges 4, 5 and 6 (also in Table 5.2) is an example of such variation. Furthermore, utterances are frequently longer than single moves; for example, speakers may choose to prolong their turns, expanding their initial moves with additional information as the teacher in exchange 6 does with her second wh- interrogative:

<b>Exchange</b>	<b>Speaker</b>	
Initiation	Teacher	<i>what was the thing we could see in that diorama - in that big window we looked in what sorts of things did you see in there?</i>

The more delicate analysis of speech function also reveals the interactive work done in the feedback stage. This is illustrated in exchange 9 above in moves 4 to 15. The teacher’s choices for the feedback ‘slot’ include probing for further detail, monitoring the turn-taking and finally acknowledging and evaluating the desired extended response. Here, SFL enables description of how one teacher pursues a key instructional objective via particular discursive choices with considerably more complexity than suggested by the general categories offered by the IRF framework.

#### **5.1.1.4 Linking everyday and school contexts**

In exchanges 10 – 12 (Table 5.4), the emotional climate of the lesson shifts markedly to include more explicit evaluation and intensification of experience in the next exchanges. This is largely due to the beginning of anecdote-telling cycles. In exchange 10, the teacher positively evaluates the information recalled by Sally in terms of its impact (*that was **very** interesting*) and enhances it with intensified personal circumstances (*I have **actually** had a fire in my home*). This exchange is a strong cue for the final two of the extract; ones which enable Matty to share something of his own personal experiences of fire at home.

Table 5.4 Exchanges 10- 12 from ‘Let’s Talk’

<i>Ex/ Move</i>	<b>Speaker</b>	<b>Talk</b>	<b>SPEECH FUNCTION and APPRAISAL</b>
Ex 10 1		<i>that was something [[that was very interesting]]</i>	O: initiate: give: information: opinion <b>Appreciation: reaction; Graduation: force↑</b> <i>declarative</i>
2		<i>I don’t think any of you realised that before</i>	S: continue: prolong: elaborate = <i>declarative</i>
3		<i>I did</i>	S: continue: prolong: enhance x <i>Elliptical declarative</i>
4		<i>because I have <b>actually</b> had fire in my home</i>	S: continue: prolong: enhance x; <b>Graduation: force↑</b> <i>declarative</i>
Ex 11 1	Matty	<i>Ms Lee</i>	O: attend <i>minor</i>
2	T1	<i>mmm?</i>	S: react: respond: support: engage <i>minor</i>
3		<i>Matthew?</i>	S: continue: monitor <i>minor</i>
Ex 12	Matty	<i>we had a fire</i>	O: initiate: give: information: fact <i>declarative</i>
2		<i>we forgot to turn the stove off</i>	S: continue: prolong: enhance x <i>declarative</i>
3		<i>and it burnt burnt <b>all</b> the plastic</i>	S: continue: prolong: extend +; <b>Graduation: force↑</b> <i>declarative</i>
4		<i>and burned <b>all</b> of the um lunch stuff</i>	S: continue: prolong: extend +; <b>Graduation: force↑</b> <i>Elliptical declarative</i>
5	S?	<i>we’ve had <b>two</b> fires!</i>	S: react: rejoinder: confront: challenge: counter; <b>Graduation: force↑</b> <i>declarative</i>
6	T1	<i>and that’s <b>exactly</b> what <b>David</b> down at the Fire Museum was talking about</i>	S: react: rejoinder: support: track: confirm; <b>Graduation: force↑</b> ; Engagement: heterogloss: projection <i>declarative</i>

These exchanges are unique in the extracts presented so far as they are initiated by Matty rather than the teacher; however as observed in the previous chapter, it is the first of several such child-initiated anecdotes. Exchange 11 is a short exchange the likes of which do not occur in the casual conversations studied by Eggins & Slade (1997). In the classroom discourse setting however, they are important regulatory moves that secure individual children’s rights to speak in a group setting. In this particular setting, they signal the transfer of discursive space from the teacher to the children (albeit on her terms). Exchange 12 is dominated by Matty in a series of moves through which the personal anecdote unfolds until it is interrupted by a challenge from an unidentified child who, in a moment of either recognition or bravado, interjects with *We’ve had two fires*. Matty moves quickly into story-telling mode here, employing graduation (*all of the plastic, all of the lunch stuff*) to dramatic effect. The exchange concludes with the

teacher confirming Matty's anecdote and linking it with the educational content of the excursion. This is achieved by amplifying the importance of fire safety at home and projecting the lessons of the 'expert' (*And that's **exactly** what David down at Sydney was talking about*).

In summary, the analysis so far of these opening extracts reveals how, via interactivity and evaluation, the teacher is achieving two objectives. Firstly she is building up a shared version of events, and secondly she successfully encourages a number of children to talk about personal experiences related to the excursion. In pursuit of the first objective, she seems also to be intent on constructing a joint response to the excursion. This response, as we have seen, is regulated in both experiential and affective terms.

The extract also demonstrates the way in which mood selections serve a number of different functions in text. For example, the teacher uses wh- interrogatives to initiate exchanges, to expand on her initial utterances and at other times to probe and challenge children's utterances. She selects minor clauses to check and provide feedback to the children's responses and to monitor turn-taking, at other times the children use minor clauses to signal their desire to engage in exchanges. Likewise declaratives both initiate and expand information while elliptical declaratives function variously to answer teacher questions, to acknowledge these answers, to resolve interactive difficulty and to expand on previous utterances. The speech function analysis is, as we shall see, a means of systematically organising and describing the functions of these grammatical choices.

One effect of this uncoupling of semantic and grammatical categories by the teacher is to obscure the nature of participation and, to a certain extent, the kind of contribution required. The three instances of mood metaphor in the extract together with evoked appraisal suggest an invisible pedagogy in action during this lesson. The demand for information in exchange three, realised as a Y/N interrogative, is the first metaphorical instance in the dialogue presented above, *Anyone else want to add to that?*. The second interpersonal metaphor, *Mark, please don't keep calling out over the top of everyone*, is an imperative directing behaviour used incongruently here as it is most likely that the teacher is declining the propositional content of his contribution, a move which

eventually leads to Mark's disengagement. The third instance is a monitoring move, usually minimally interactive, which is realised as a modulated interrogative (*Jenny would you like to answer that?*). Different readings of the implicit recognition and realisation rules in this situation mean that some valuable instructional impetus is lost while learners 'work out' what is required of them.

The appraisal analysis indicates how evaluation contributes to the positioning of children within a particular kind of instructional discourse, this time a horizontal one. The boundary between the home and institutional sites is blurred in this conversation-like lesson as the children and families depicted in the exhibits (*the little/special people*) become the class members and their families (*we are the special people*). The unreliability of adults is a recurrent theme through the children's anecdotes and the 'lessons' learnt from the excursion. The need for fire drills and the need for caution and to act safely were emphasised repeatedly through the recounting of the excursion. This instructional discourse presents life as a risky business. It is not an overstatement to suggest that the message to be learnt from this activity is that success rests on preparedness for accident and emergency rather than meeting academic-orientated challenges.

Throughout the extracts and indeed the entire lesson from which the extracts are drawn, the teacher retains control of the turn-taking procedures as well as of which responses are allowed or disallowed and which are returned for expansion. One of the interesting features in this extract is the relative absence of other semiotic modalities to support the children's recall. In this absence, there is a heavy reliance on oral language, particularly the children's, as the means of achieving the lesson objectives. The children take a major responsibility for expanding the propositional content in this text, which results in a loosely predictable experiential content. The effect of such unpredictability is evident in the orbital structure of the curriculum macrogenre observed earlier. There it was observed that satellites of information occurred as the topics for instruction tended to shift according to local interests.



### 5.1.2 ‘A Little Bit Closer’

In contrast to the loosely framed, slow-paced, conversational nature of ‘Let’s Talk’, ‘A Little Bit Closer’ from Briary Road (see Appendix III for the complete transcript and linguistic analyses) has a more strongly framed, fast, incremental feel. As we shall see, the pacing appears to be very closely related to the explicit evaluative moves made by the teacher. These moves regulate the intense emotional climate of the lesson, alternatively tuning up and down tension. The following discussion indicates how opening moves illustrate the kinds of speech function and appraisal choices made in such an Expose phase. Once again the text is presented as bundles of exchanges of varying lengths to be discussed in sequence.

#### 5.1.2.1 Orientating to the lesson: organising bodies and attention

Table 5.5 indicates how the teacher dominates the opening moves. However, there are differences in the nature of information exchange between this extract and that of ‘Let’s Talk’. The first two exchanges give rather than demand information as the teacher does in ‘Let’s talk’. In this way, the teacher and learners are positioned differently with respect to authority over the instructional discourse. The opening move (*We’re going to come down **a little bit closer** ...*) intensifies and makes the goals of the lesson (grammar) explicit from the first move. Thus it has been coded as an exchange which contributes to the logogenesis of the lesson, rather than the more generically orientated opening to ‘Let’s talk’. To relieve any anxiety about the new work, the teacher tones down the emotional weather by understating the scope of the matters to be considered (*...**some** of the grammar*).

Exchange 2 is concerned with organising the children’s bodies and attention. In contrast to the tacit nature of the pedagogic discourse in ‘Let’s Talk’ the teachers in this classroom work to ensure that the regulative and instructional discourses are accessible. The cardboard strips featuring sentences from the focus text (including colour-coded processes) are introduced as a central source of relevant meanings for the lesson. Use of such ‘message abundance’ (Gibbons 1999) is a feature of English language teaching methodology. The design, preparation and use of multiple mediating tools is an

important part of the work of English language teachers concerned to provide adequate scaffolding for learners.

Table 5.5 Opening exchanges from ‘A Little Bit Closer’

<i>Ex/ Move</i>	<b>Speaker</b>	<b>Talk</b>	<b>SPEECH FUNCTION and APPRAISAL</b>
Ex 1	T2	<i>We're going to come down <b>a little bit closer</b> to the words now</i>	O: initiate: give information: fact; <b>Graduation: focus↑ Declarative</b>
		<i>and look at <b>some</b> of the grammar</i>	S: continue: prolong: extend +; <b>Graduation: force↓ Elliptical declarative</b>
Ex 2 1		<i>So if you <b>just</b> leave the books and pieces of paper on your table for a while and look to me, I'm going to show you the beginning of a sentence [[that comes from the text]] (holding up a strip of card with clause written on it)</i>	O: initiate: demand: gds and services <b>Graduation: force↓ Declarative</b>
2		<i>get where you can see (this ) ((indicating strip of cardboard))</i>	S: continue: prolong: enhance x <b>Imperative</b>
3		<i>MISSIONARIES MOVED MY FAMILY (read aloud)</i>	S: continue: prolong: elaborate = <b>Declarative</b>
4	Ss	(NV)	

### 5.1.2.2 From known to new information: verb groups and the Subject/Actor

The exchanges in Table 5.6 illustrate what Mercer (2000 p52) describes as ‘building the future from the past’. Exchange 3 serves to review known information and opens with a demand by the teacher for children to identify the verb group in the sentence provided. The initiating move is interesting for its metaphorical nature; that is, a demand for information is realised as an imperative. The move is simultaneously a reminder to the children of turntaking procedures (*hands up ...*) and, via the dependent clause, a request for information (*... if you can tell me what's the verb in that sentence*). While mood metaphor is frequently seen as a source of difficulty for second language learners, here the children, helped by the phonological salience of the latter clause, have little difficulty recognising what is required of them. This kind of incongruence is a subtle yet explicit form of enacting teacher authority, shaping in one dialogic move both action and attention. The exchange is a typical IRF structure but for the addition of an elaborating move which refers to the verb in the display sentence (*That's that = move*). This move provides ‘a place holder’ for the next exchange by drawing the children’s collective attention to the written text on display. Such explicitness about both how to participate in activity and the object of focus is a sign of the strong framing associated

with a visible pedagogy, the need for which is part of the professional enculturation of teachers working in multilingual environments.

Table 5.6 Exchanges 3-6 ‘A Little Bit Closer’

Ex/ Move	Speaker	Talk	SPEECH FUNCTION and APPRAISAL
Ex 3 1		<i>Hands up if you can tell me what's the verb in that sentence</i>	O: initiate: demand: information <i>Imperative Interpersonal metaphor</i>
2		<i>Stanley?</i>	S: continue: monitor <i>minor</i>
3	Stanley	<i>Move</i>	S: react: support: reply: answer <i>Elliptical declarative</i>
4	T2	<i>Move</i>	S: respond: support: reply: accept <i>Elliptical declarative</i>
5		<i>(that's that) ((pointing to process on strip))</i>	S: continue: prolong: elaborate = <i>Declarative</i>
Ex 4 1		<i>Move's the verb</i>	O: initiate: give: information: fact <i>Declarative</i>
2		<i>is the verb</i>	S: continue: prolong: elaborate <i>Elliptical declarative</i>
3		<i>now <b>often</b> verbs have a ... <b>actually</b> they <b>nearly always</b> have a 'doer' ... /who or what is doing in this sentence/</i>	S: continue: prolong: extend +; <b>Graduation: force</b> ↑ <i>Declarative</i>
Ex 5	T1	<i>/stop!/(to a restless child)</i>	O: initiate: demand: gds & services <i>Imperative</i>
Ex 6 1	T2	<i>hands up if you can tell me who is the doer in this sentence?</i>	O: initiate: demand: information <i>Imperative Interpersonal metaphor</i>
2	S?	<i>missionaries</i>	S: respond: support: reply: answer <i>Elliptical declarative</i>
3	T2	<i><b>good</b> boy the missionaries</i>	S: react: respond: support: reply: acknowledge; <b>Judgement: social esteem: capacity</b> <i>minor</i>
4		<i>the missionaries are 'doers'</i>	S: continue: prolong: elaborate = <i>Declarative</i>
5		<i>and they moved</i>	S: continue: prolong: extend + <i>Declarative</i>

The review of known information now complete, exchanges 4 to 6 are concerned with the new. These are crucial to the development of the instructional discourse for it is in these moves that the children are introduced to a fused category of Actor/Subject (described as ‘doer’ in current curriculum) in readiness for understanding agency. Because this is the terrain of vertical discourse, the teacher, by virtue of her authority over the ‘uncommonsense’ knowledge, must keep control of the turn. Exchange 4, comprising a teacher led initiating move followed by two prolonging moves, is concerned with the first piece of new information for the children – an introduction to semantic role. Noticeably this is accompanied by a little ‘down-tuning’ (*often .. well nearly always*) which owes much to the teacher’s uncertainty with teaching grammatics.

The short incursion of regulatory discourse in exchange 5 (*Stop moving!*) is designed to check potential disruptive behaviour at this critical point in the lesson with a minimally interactive move and thus allow a fairly smooth transition to the next exchange. The next exchange (exchange 6) returns the focus to the instructional discourse by asking students to identify the ‘doer’ of a material process. In this way, the learners are offered the opportunity to become ‘secondary knowers’ (Martin 1992 p48) of the new vertically-orientated instructional content. Important work takes place in the teacher’s prolonging moves of this exchange for it is here that the student is judged positively on the terms of his response (*good boy*) - a response which is then reformulated and extended into a more complete public utterance for the class (*the missionaries are ‘doers’ and they moved*). This latter kind of teacher assistance is described by Sharpe (2001 p32) as ‘point-of-need’ scaffolding as distinct from that which is ‘designed-in’ as is evident in the use of colour coded text.

### **5.1.2.3 Guided practice: recognising the ‘doer’**

In exchanges 7-12 shown in Table 5.7, the teacher guides the class in the collective appropriation of the vertical discourse by assisting them to practise recognising the ‘doer’ in three different sentences from the focus text.

Each time in exchanges 7-11, individual children identify the verbal group before identifying the Subject. In this way, new content (identifying the doer) is linked with known (identifying verb groups). This triadic dialogue is repeated three times in order to allow all of the children to nominate themselves as the representative ‘speaker’ and for those who are listening and watching to monitor their own understandings. The textual world is introduced to be evaluated, evoked at this point in time but to be explicitly evaluated later when children have worked more with the ramifications of the government policy. Daniel and other students’ responses are evaluated positively here, keeping a positive tone for this new work throughout. Exchange 12, which introduces a clause in passive voice with an explicit agent, serves as a bridging point between these practice opportunities and the next exchange.

Table 5.7 Exchanges 7-12 from 'A Little Bit Closer'

Ex/ Move	Speaker	Talk	SPEECH FUNCTION and APPRAISAL
Ex 7 1		<i>now let's look at this sentence ((picking up another strip of card))</i>	O: initiate: demand: gds and services <i>Imperative</i>
2		<b>THE GOVERNMENT WANTED EVERYONE TO HAVE THE SAME SKIN COLOUR, CULTURE AND LANGUAGE</b>	S: continue: prolong: elaborate = ; <b>Judgement: social sanction: propriety- (evoked) Declarative</b>
	Ss	(NV)	
Ex 8 1		<i>First question - what's the verb? (3secs)</i>	O: initiate: demand: information: open: fact <i>Wh- interrogative</i>
2		<i>What's the verb?</i>	S: continue: prolong: extend + <i>Wh- interrogative</i>
3	T1	<i>Daniel?</i>	S: continue: monitor <i>minor</i>
4	Daniel:	<i>Wanted</i>	S: react: respond: reply: answer; <i>Elliptical declarative</i>
5	T2	<b>Good</b> boy	S: react: respond: support: reply: affirm; <b>Judgement: social esteem: capacity+ minor</b>
Ex 9 1		<i>who's doing the wanting?</i>	O: initiate: demand: information: open: fact <i>Wh- interrogative</i>
2	S?	<i>The government?</i>	S: respond: support: reply: answer <i>Elliptical declarative</i>
3		<b>Good</b>	S: react: respond: support: reply: acknowledge; <b>Appreciation: valuation + minor</b>
Ex 10 1	T2	<b>Alright</b> now one more	O: initiate: demand: gds & services; <b>Appreciation: valuation + elliptical imperative</b>
2		<i>The verb please... Jasmine?</i>	S: continue: prolong: elaborate
3	Jasmine	<i>Went</i>	S: respond: support: reply: answer <i>Elliptical declarative</i>
4	T2	<i>Went ... PILAWUK WENT TO DALY RIVER</i>	S: react: respond: support: reply: acknowledge <i>Declarative</i>
Ex 11 1		<b>Okay</b> who's the doer there ( )	O: initiate: demand: information: open: fact; <b>Appreciation: valuation + (evoked) Wh- interrogative</b>
2	S?	<i>Pilawuk</i>	S: respond: support: reply: answer <i>Elliptical declarative</i>
3	T2	<b>okay good</b>	S: react: respond: support: acknowledge; <b>Appreciation: valuation + minor</b>
4		<i>That's three</i>	S: react: monitor <i>declarative</i>
Ex 12 1		<i>Now FIRST I WAS TAKEN TO DARWIN, the verb?</i>	O: initiate: demand: information: open: fact <i>elliptical wh- interrogative</i>
2		<i>The verb bits Marie?</i>	S: continue: monitor
3	Marie	<i>Was ... was taken?</i>	S: respond: support: reply: answer <i>Elliptical interrogative</i>
4	T2	<i>Okay, was taken</i>	S: react: respond: support: reply: acknowledge; <b>Appreciation: valuation + (evoked) minor</b>

### 5.1.2.4 The Complication and Resolution: recognising passive voice

Exchange 13, in Table 5.8, is a significant moment in the dialogue, it is the point at which the children, having been previously set up for success via a visible explicit pedagogic discourse, are asked to identify the Subject of a clause in passive voice.

Table 5.8 Exchanges 13 and 14 from ‘A Little Bit Closer’

<i>Ex/ Move</i>	<b>Speaker</b>	<b>Talk</b>	<b>SPEECH FUNCTION and APPRAISAL</b>
Ex 13 1		<i>Now listen <b>carefully</b> to this</i>	O: initiate: demand: gds & services; <b>Judgement: social esteem: tenacity+ imperative</b>
2		<i>Who is the ‘doer’?</i>	S: continue: prolong: elaborate = <i>wh-interrogative</i>
3		<b><i>Don’t be tricked</i></b>	S: continue: prolong: extend + ; <b>Judgement: social esteem: capacity + imperative</b>
4		<i>Who’s doing the taking?</i>	S: continue: prolong: elaborate = <i>wh-interrogative</i>
5		<i>NV 7.0 secs</i>	
6		<i>Think <b>very very carefully</b></i>	S: continue: prolong: enhance x; <b>Judgement: social esteem: tenacity+; Graduation: force↑ imperative</b>
7		<i>Who’s doing the taking</i>	S: continue: prolong: elaborate = <i>wh-interrogative</i>
8		<i>You choose for this one (to class teacher)</i>	S: continue: monitor <i>declarative</i>
9		<b><i>This is the \$64,000 question</i></b>	S: react: respond: support: develop: extend; <b>Graduation: force↑ (evoked) declarative</b>
10	T1	<i>Frank?</i>	S: continue: monitor <i>minor</i>
11	Frank	<i>Missionaries</i>	S: respond: support: reply: answer <i>Elliptical declarative</i>
12	T2	<i>/good boy/</i>	S: react: respond: support: reply: acknowledge; <b>Judgement: social esteem: capacity+ minor</b>
13	S?	<i>/That’s what I was going to say/</i>	S: react: respond: support: register <i>declarative</i>
Ex 14 1		<i>Who was going to say missionaries?</i>	O: initiate: demand: information: open: fact <i>wh-interrogative</i>
2		<i>NV (waiting for hands to show)</i>	
3		<i>Who was going to say Pilawuk or I?</i>	S: continue: prolong: elaborate = <i>wh-interrogative</i>
4		<i>Nobody?</i>	S: continue: monitor <i>elliptical interrogative</i>
5	T1	<b><i>(who’d) own up to that one!</i></b>	S: react: rejoinder: track: check <b>Judgement: social esteem: capacity – (evoked) declarative</b>
6	T2	<i>Yeah</i>	S: react: respond: support: reply: acknowledge <i>minor</i>
7		<b><i>That’s very interesting</i></b>	S: continue: prolong: enhance x <b>Appreciation: reaction + declarative</b>

The importance of the moment is underscored by the dramatic effects achieved in the teacher's use of silence and a number of prolonging moves in the initiation stages of the exchange. These moves are designed to emphasise the instructional moment and to enable as many children as possible time to be successful. They include reformulations, cautions, repetition and finally a monitoring move that recruits the other teacher into the dialogue. There is a sense of rhythm to this dialogue, orchestrated by the teacher's control of conversational moves and helped in no small part by the punctuations of appraisal. These appraisal moves foreground the values of tenacity and capacity (thinking carefully, not being tricked) and once again make public the approval of students and their answers (*Good boy, good*). The student's comment in line 13 (*That's what I was going to say*) is a sentiment that the teachers hope all the students share in this lesson.

Exchange 14 is an interesting series of moves, which identify the wrong answers without singling out individuals. These moves are rounded off with an evaluative comment (*that's very interesting*). From here, the lesson moves to small group work in which the children use their previously constructed timeline to identify changes in Pilawuk's agency.

As has been already observed, there is evidence of a good deal of solidarity operating in this very diverse classroom. Throughout the extract there is little interactive tension and the instructional and regulative discourses appear to be working together to enable the students' access to vertical discourses. In the talk, the children cooperate in the participation structures established and assist in building the lesson content productively. This is so much so that the regulative discourse reduces to a couple of 'pulse-like' reminders as prefaces to the metaphorical information demands earlier identified (*Hands up if you can tell me what's the verb in that sentence*) and the brief intervention from the class teacher (*Stop moving!*).

No individuals are singled out for 'interactive remediation' other than as by acknowledgement (*good boy*) that their contributions of information are positively received. The children assume a collective identity here. The nature of the learning community is of interest, this being no accumulation of individual experiences as was

evident in 'Let's Talk' but rather an attempt to construct a common consciousness. That the responses produced by the children are successful is largely due to the supported nature of the dialogue. In contrast to the loosely framed, interactional practices observed in 'Let's Talk, there is very little left to chance in this encounter. Desired behaviour in respect of how to work with classroom resources, how to bid for turns and what information should be the focus for attention is made visible. At the same time, new information is built upon given knowledge; the children quickly appropriate the public knowledge, which they then contribute to the next exchange. These types of exchanges are a common type of teacher-mediation which Bruner (in Cazden 1992 p103) describes as 'ratchet-like' assisted performance. Such incremental development at the microlevel parallels that observed in the macrogenre analysis. It is in this way that the learners are prepared for successively more challenging work throughout the small steps comprising the curriculum macrogenre.

So far, in order to orientate to the discursual nature of intersubjective analysis, the discussion has focussed on the moves and exchanges of the opening extracts of the two prototypical phases. Because these phases, like others identified in the macrogenres, function differently, it is useful to consider how different types of moves accumulate and are deployed across the entire texts to achieve those purposes. The following section of the chapter presents the speech function and appraisal analyses in further detail and discusses the effects of patternings in choices in the complete texts of phases already presented in chapter four. There will also be reference to other selected texts from the curriculum macrogenres as relevant.

## **5.2 A synoptic view of discursive control**

As previously noted, the speech function network developed by Eggins & Slade (1997) includes the basic assertive move options of *opening* and *sustaining* (see Figure 5.1). Speakers' use of opening moves and some types of sustaining moves indicates a measure of control over the discursive terrain. In this section, opening and continuing sustaining moves are of interest as, it will be shown, these moves that are crucial in establishing the nature and scope of propositional content.



### 5.2.1 Opening dialogic space

The fact that children at Crystalvale, like Matty in the discussion above, had a good deal of responsibility for giving information was due to their frequent selection of opening moves. Opening moves options comprise *attend* moves, which attract an interlocutor's attention, and others, which *initiate* an exchange. Attend moves tend to be realised as minor clauses of a formulaic nature (*Miss!*). Initiating moves include Halliday's original distinctions between giving and demanding, and between the nature of the commodity being exchanged - goods and services or information.

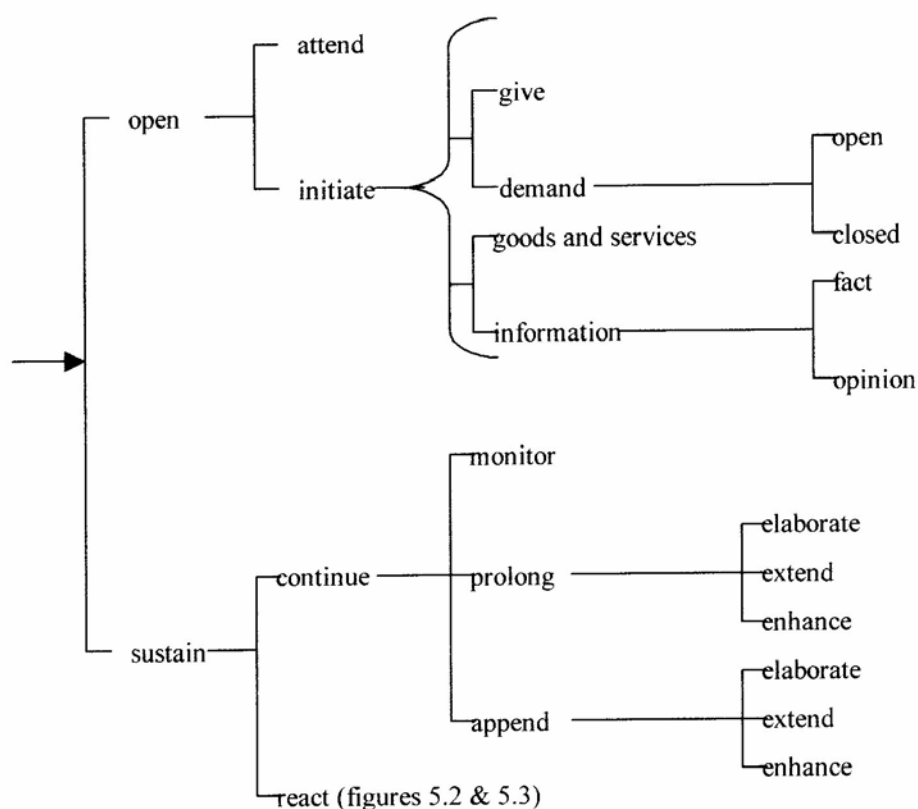


Figure 5.1 Assertive move options (from Eggins & Slade 1997)

Eggins & Slade have added 2 further distinctions to these kinds of moves: that between fact and opinion information and another between open and closed questions. Fact and opinion initiations, they suggest, led to different kinds of exchanges and ultimately to different genres (1997 p 194). Opinion initiations usually encourage speakers to express some degree of affective involvement and tend to generate texts which negotiate information. This was evident in the small group task 'Floorstorming at Briary Road' where learners were negotiating responses to *What do you think ...* type questions. In contrast, fact initiations signal exchanges which are either brief like those in "A Little

Bit Closer’ and ‘Floorstorming at Crystalvale’, or develop into story texts like the anecdotes in ‘Let’s Talk’. Likewise, there are dialogic consequences for differing kinds of questions: open questions will usually encourage further discussion of the propositional content while closed questions present a completed proposition for approval. Throughout the curriculum macrogenres in both classrooms, teachers used predominantly open questions to encourage student language production as well as to facilitate their appropriation of the instructional discourse.

Table 5.9 shows the distributions of opening moves between teachers and students in the complete texts of ‘Let’s Talk’ and ‘A Little Bit Closer’.

Table 5.9 Summary of opening moves from ‘Let’s Talk’ and ‘A Little Bit Closer’

SPEECH FUNCTION	Let’s Talk			A Little Bit Closer		
	*T1	T2	L’ners	T1	*T2	L’ners
O:						
Attend	3	0	16	0	0	0
I: demand: g & s	22	5	1	2	8	0
I: demand: info: open: fact	45	7	1	1	8	0
I: demand: info: open: opinion	8	2	1	0	1	0
I: demand: info: closed: fact	6	2	1	0	0	0
I: demand: info: closed: opinion	0	0	0	0	0	0
I: give: g & s	1	0	0	0	0	0
I: give: info: fact	13	2	32	1	4	0
I: give: info: opinion	1	1	1	0	0	0
Total:	99 (25%)	19 (20%)	53 (10%)	4 (15%)	21 (23%)	0

\*Indicates teacher leading the lesson

The teachers’ dominating opening moves are often open demands for facts; that is, invitations to give information. In this way children’s participation is sought. There are few opinion-related demands in either text; their use appears related to the logogenetic patterning in both texts. In ‘A Little Bit Closer’, the sole occurrence of this move type happens toward the end of a lesson focussing exclusively on factual information when the students are asked to nominate reasons for Pilawuk’s growth into agency (*What sort of skills do you think she was starting to learn Monty?*). In ‘Let’s Talk’, there is some sliding between fact and opinion related demands in the opening extracts of the lesson, a feature which, as we have seen, led to some confusion as children sought to recognise the nature of the information required. However, in this lesson, the majority of opinion-affect demand moves (*so is there another activity someone liked particularly well that*

*they would like to talk about?)* occur towards the end of the activity after several children have shared their anecdotes.

Because of the nature of these whole class lessons, we might expect opening moves giving information to feature in the teachers' talk. Interestingly, Briary Road teachers rarely use them while those few selected by the teacher at Crystalvale are concerned with the regulatory discourse. This suggests that information giving with respect to the instructional discourse happens in speech moves beyond those that initiate dialogue.

Likewise, there is a relatively low occurrence of teacher-demands for goods and services, the most congruent way of expressing commands; indicating once more that teachers employ less visible ways of enacting control, ways which may 'soften' hierarchical relations and promote cooperative classroom climates, but also serve to obscure the kinds of participation necessary. Some of these more subtle forms of control have been glimpsed in the selection of interpersonal metaphor and evoked evaluation in the above discussion of the extracts. It was also shown that an important form of control operates in the teachers' evaluative follow-up moves through evaluation of children and their contributions.

Despite the commonality of teacher dominance, there is a distinct difference in the degree to which learners from each school select opening moves. Children at Crystalvale are more assertive in initiating exchanges than the children at Briary Road, who are absent entirely from these moves. In the Crystalvale text, learners make significant numbers of *attend* moves to signal readiness to enter into dialogue, and others which *give information*. The attend moves, as previously noted, are necessary to secure the rights of an individual to speak and occur across the Crystalvale macrogenre, often as children begin a personal anecdote or observation usually (but not always) connected to the topic of study. Attend moves in 'Let's Talk' usually precede another exchange from the same speaker initiated by a move giving information, for example:

Matty:     *Ms Lee*  
T1:         *mmm? Matthew?*  
Matty:     *we had a fire .....*

Because *attend* and *give information* moves function together to produce shifts in the topic of discussion and hence contexts for talk, they are a key means by which the children at Crystalvale have the degree of control over the instructional content observed earlier. These moves are thus instrumental in the construction and maintenance of horizontally orientated discourses.

While children at Briary Road do not initiate exchanges in the Expose text, they have opportunities to do so at other times during the curriculum macrogenre. This is especially so in small group tasks such as that represented in the Floorstorming texts, instances of the Task Collaboration phase. The opening moves from the lesson phases represented in the ‘Floorstorming’ texts from both classrooms are presented below in Tables 5.10 and 5.11 (see Appendices IV and V for the complete transcripts and analyses of these two phases).

Table 5.10 Summary of opening moves from ‘Floorstorming at Crystalvale ’

SPEECH FUNCTION	T1	T2	Jenny	Ritchie	David	Mel	Tammy
O:							
Attend	0	0	4	1	1	0	0
Initiate: demand: g & s	2	2	8	8	1	4	4
Initiate: demand: info: open: fact	2	2	4	0	2	0	0
Initiate: demand: info: open: op	0	1	0	0	0	0	0
Initiate: demand: info: closed: fact	0	0	0	2	1	1	0
Initiate: demand: info: closed: op	1	0	0	0	0	0	0
Initiate: give: g & s	0	0	0	0	0	0	0
Initiate: give: info: fact	0	3	6	7	5	3	5
Initiate: give: info: opinion	0	1	0	0	0	1	0

The previously observed asymmetry among the children’s roles in this small group task in both settings is apparent in the control of opening moves (see Table 5.10). At Crystalvale, Jenny and Ritchie’s struggles for control of the task are reflected in the number of their demands for goods and services as well as the number of their moves giving information. In the absence of ‘routine’ turntaking understandings, Jenny uses attend moves to gain students’ attention so that they can take turns. She has considerable responsibility for keeping the task going smoothly here because of the lack of explicit guidelines together with the children’s inexperience with group work. The demands for goods and services made by all of the group members are almost entirely concerned with the regulatory discourse; particularly that involving turns and monitoring behaviour. A good deal of appraisal occurs when children nominate themselves for turns (*I’ve got a good one*). Other opening moves giving information

tend to be instructional because the children are doing what they have been asked to do; that is, to identify the images they see and any other aspects of the topic that comes to mind (*fires, floods, How about a drought?*). The crucial role of classroom artefacts such as the montage in shaping the language produced is evident here, for the children's information giving moves are usually elliptical declaratives as they label the images before them.

At Briary Road, Patsy's leadership role is evident in Table 5.11 in the number of demands she makes, most often replicating one of the guiding questions supplied to the children for the task (*Describe what you see* and *What do you think the book will be about?*). That so many of her opening moves are demands for opinions is also attributable to these - once more highlighting the importance of worksheets as psychological tools for the production of particular kinds of meanings. The textual effect of guiding questions in the form of interpersonal metaphor (*What do you think ..?*) from the perspective of appraisal, is to encourage dialogism by allowing for the possibility of multiple perspectives on the matter. Thus there is potential for all of the learners to make relevant contributions to the task.

Table 5.11 Summary of opening moves from 'Floorstorming at Briary Road '

SPEECH FUNCTION	T2	Patsy	Sam	Simone	Kenneth	Frank
O:						
Attend	0	0	0	0	0	0
Initiate: demand: g & s	1	5	2	0	2	1
Initiate: demand: info: open: fact	0	2	1	0	0	0
Initiate: demand: info: open: op	3	7	0	0	0	0
Initiate: demand: info: closed: fact	0	0	0	0	0	0
Initiate: demand: info: closed: op	0	0	0	0	0	0
Initiate: give: g & s	0	0	0	0	0	0
Initiate: give: info: fact	1	2	0	1	0	3
Initiate: give: info: opinion	0	0	0	0	0	0

The child-speakers share the deployment of opening moves that give information quite evenly. These moves are divided between regulatory and instructional content, the former initially when group roles are identified (*I'm the encourager*), and the latter as the task gets underway (*She's recording her memory*). There is no need for the children to use attend moves to secure the right to speak. Indeed these rarely happened across the Briary Road macrogenre. More usually speaking and listening etiquette is a focus of a formalised regulative discourse, as the following extract from an Expose phase revising participation structures early in the curriculum macrogenre demonstrates:

Tcher: *now, what are the two most important rules when you are working in small groups, Frank?*  
 Frank: *listen to each other*  
 Tcher: *listen, yes*  
 Frank: *take turns*  
 Tcher: *take turns yes*  
 Frank: *take turns talking*

And then later during another brief Expose of the regulatory discourse:

Tcher: *What are the two most important rules when you are working in small groups, Frank? What you need to do is focus on one person talking at a time and everybody listen to that person. It 's concentrating ... um it is hard work but I think you just have to keep one conversation going and one only. um You're sitting in a good spot to do it there's no reason why you can't see folks talking.*

Making the regulatory discourse explicit in this way is a feature of a pedagogy which renders desired interactive behaviours visible so that they can be practised in order to become internalised by the learners.

### 5.2.2 Building knowledge within the turn

Like opening moves, *continuing* moves are assertive. In the brief extracts from the prototypical texts, these moves were important means by which authority with respect to both instructional and regulatory discourses was enacted. Indeed, these moves represent the largest portion of the talk of the teachers leading the whole class lessons. There are three options for *continuing* moves: *prolonging*, *appending* or *monitoring*. Table 5.12 presents the patterns of these moves for 'Let's Talk' and 'A Little Bit Closer'. While appending and monitoring moves are used in a regulatory manner, the analysis here is most interested in the prolonging moves as these are an important way of enacting teacher authority in terms of the instructional discourse.

Table 5.12 Summary of continuing moves from 'Let's Talk' and 'A Little Bit Closer'

	Let's Talk			A Little Bit Closer		
SPEECH FUNCTION	T1*	T2	L'ners	T1	T2*	L'ners
S: Continue						
Monitor	30	7	3	6	7	1
Prolong: elaborate	50	9	29	5	29	1
Prolong: extend	44	3	145	1	13	1
Prolong: enhance	17	2	30	3	13	0
Append: elaborate	4	1	11	1	1	2
Append: extend	7	0	19	0	0	0
Append: enhance	4	0	2	0	0	0
	156	22	239	16	63	5

### 5.2.2.1 Prolonging the turn

Speakers *prolong* dialogue by adding more information to the previous move. However, as we shall see, not all prolonging moves have the same pedagogical effect, as the nature of the meanings being constructed can vary considerably. Borrowing from Halliday's system of logico-semantic relations, Eggins and Slade (1997 p196) describe prolonging moves in terms of expansion: that is, as elaborating (=), extending (+) or enhancing (x) options. (These more delicate distinctions are used in several places in the speech function network.) Prolonging: elaborating moves clarify, exemplify or restate a previous move such as:

Tcher:	<i>What was the first thing we did?</i> <i>Where did we go?</i>	Open: initiate: demand: info: open: fact Sustain: continue: prolong: elaborate =
--------	--	---

Prolonging: extending moves provide additional or contrasting information to the previous move, for example:

Tcher:	<i>We're going to come down a little bit closer to the words now</i> <i>And look at some of the grammar</i>	Open: initiate: give: info: fact Sustain: continue: prolong: extend +.
--------	--	---

Prolonging: enhancing moves qualify previous moves by adding more information of a circumstantial - time, place, cause, or condition – type, such as:

Matty:	<i>We had a fire</i> <i>We forgot to turn the stove off</i>	Sustain: continue: prolong: enhance x
--------	--	--

The teachers leading the lessons in both 'Let's Talk' and 'A Little Bit Closer' make significant numbers of prolonging moves, particularly those of an elaborating kind. In the data, these tend to be those kinds of contingent scaffolding moves such as restatements and repetitions which serve to make the original propositional content more public and accessible (*that's that*).

Extending and enhancing prolonging moves are more likely to function as knowledge building moves. In 'Let's Talk', the extend moves are a key means by which the instructional discourse is constructed (... *and the fire was still going and you couldn't get it out*). When the selections for continuing moves made in each extract are considered, we see how these reflect the purposes established for the lessons in each classroom. The extending moves are particularly important sequencing moves: at

Crystalvale they tend to sequence events and happenings in the teacher's talk as well as that of the children. That these moves realise a major dialogic role for the child-speakers is consistent with them being placed in the role of knowledgeable ones. However, the use of extending relations as a dominant semantic choice for linking information is a feature of the kinds of anecdotal story telling associated with the temporally orientated, situation-dependent discourse of 'actual' contexts (Hasan 2001).

Enhancing moves feature less commonly in both classrooms. In the following exchanges, we see evidence of interplay between elaborating and enhancing moves:

Tcher:	<i>Now here ((pointing to sentence strip FIRST I WAS TAKEN TO DARWIN)) she is not doing the doing</i>	O: initiate: give: information: fact
	<i>someone else is doing it to her so it is not active</i>	S: continue: prolong: elaborate = S: continue: prolong: enhance x
	<i>what do you think the opposite of active is</i>	O: initiate: demand: info: fact
	<i>you can be active or you can be .....?</i>	S: continue: prolong: elaborate =

Enhancing moves are important in the construction of vertical discourse. They tend to occur economically and frequently after one or more moves featuring different kinds of expanding moves. In this way, expanding moves often work together to build instructional content, with a series of elaborating moves (=) and/or extending moves (+) operating to draw learners into a shared semantic space. For this reason, they are likely to feature in Expose phases. Because enhancing moves add circumstantial information, they are crucial for reasoning and generalising with information as well as for applying knowledge across sites, particularly for linking different contexts.

While the Crystalvale macrogenre showed relatively few instances of Expose phases, there were two occasions when the class teacher led activities in which a similar patterning of prolonging moves might be expected. The following extract in Table 5.13 is from a Expose/prelude, the goal of which was to teach children how to take notes from information texts. Here the teacher deploys prolonging moves as she explains and exemplifies 'topic' words with a model text from another field. The children have individual copies of the text and are following line by line with rulers. The prolonging moves are shaded.



Table 5.13 Extract from Crystalvale: ‘Now Pretend’

Ex/ Move	Speaker	Talk	SPEECH FUNCTION and APPRAISAL
Ex 1 1	Tcher:	<i>righty oh now pretend that we're going to do a project on emus</i>	O: initiate: demand: gds & services
2		<i>now we're getting our information from this page</i>	S: continue: prolong: extend +
3		<i>if we're doing a topic area on emus we will be looking at things like ( )?</i>	S: continue: prolong: elaborate =
4	Rob:	<i>grass</i>	S: react: respond: support: reply: answer
5	Tcher:	<i>food</i>	S: react: respond: support: develop: extend+
6	Rob:	<i>what they eat</i>	S: react: respond: support: develop: elaborate =
7	Tcher:	<i>food, exactly, food,</i>	S: react: respond: support: develop: elaborate =
8		<i>perhaps where they live and their size</i>	S: continue: append: extend +; <b>Engagement: heteroglossia: modality</b>
9	Rob:	<i>and their environment</i>	S: react: respond: support: develop: extend +
10	Tcher:	<i>and their environment</i>	S: react: respond: support: acknowledge
11	S?:	<i>and their food</i>	S: react: respond: support: develop: extend +
Ex 2 1	Tcher:	<i>So from this paragraph we need to take any word from there that will help us with our information to write a report or you know do a project on.</i>	O: initiate: give: information: fact; <b>Graduation: focus ↓</b>
2		<i>so do we need words like 'is the'?</i>	S: continue: prolong: elaborate =
3	Ss:	<i>no</i>	S: react: respond: support: reply: answer
Ex 3 1	CT:	<i>do we need words like um 'they'</i>	O: initiate: demand: closed: info
2	Ss:	<i>no</i>	S: react: respond: support: reply: answer
Ex 4 1	CT:	<i>do we need words like 'but'?</i>	O: initiate: demand: closed: info
2	Ss:	<i>no</i>	S: react: respond: support: reply: answer
Ex 5 1	CT:	<i>what kind of words do we do we look for in here, Jason?</i>	O: initiate: demand: open: info: fact
2	Jason:	<i>emu</i>	S: react: respond: support: reply: answer
3	CT:	<i>emu, yep</i>	S: react: respond: support: reply: acknowledge
4	Jason:	<i>insects</i>	S: react: respond: support: reply: develop: extend +
5	CT:	<i>insects, where's that?</i>	S: react: rejoinder: support: track: check
6	Ss?	<i>( )</i>	?
Ex 6 1	CT:	<i>okay ( ), there's a name for all those words</i>	O: initiate: give: information: fact; <b>Graduation: focus ↓</b>
2		<i>they're called the topic words</i>	S: continue: prolong: elaborate = <b>Graduation: focus ↑</b>
3		<i>right?</i>	S: continue: monitor
4		<i>all these words that tell us about this topic we're doing</i>	S: continue: prolong: elaborate = <b>Graduation: focus ↑</b>

The information here is built up jointly by the class teacher and one of the children in a series of elaborating and extending moves until the teacher retains the turn to identify

their collection of lexical items as ‘topic words’. The absence of attitudinal expression in the lesson on the one hand suggests that this is unremarkable activity of little instructional importance. However, on the other it is indicative of several observed lessons in which the teacher would focus on a particular teaching point related to a common problem with the children’s work. Often the problem was manifest as extreme frustration among the children, so the lesson appears to be deliberately low key to defuse the tension.

Interestingly because this work was done without using enhancing moves, we can assume there was little done toward generalising these new understandings across other contexts. This lesson might have considered the semantic relations among these lexical items (such as *insects* and *food* or *where they live* and *environment*) or it might have considered other kinds of words such as structural words. However it remains concerned with the immediate task to be accomplished – finding topic words, poised at precisely a point where new more generalised language for ‘uncommonsense’ construals of experience could be introduced. So too, the concepts of ‘text’ and the processes of its production are blurred when the teacher suggests the ‘project’ and the more technical ‘report’ are one. In this way, the knowledge about language is interpreted here as a narrowly applicable skills-based knowledge – a regulatory discourse rather than instructional. This is in contrast to the knowledge about language lesson represented in ‘A Little Bit Closer’, a lesson about voice and agency to be used in the service of social criticism and generalisable across a number of different contexts.

The Expose phase, with its emphasis on teacher explanation and the building of educational knowledge through teacher-prolonging moves is a very distinct feature of the specialised interactional practices at Briary Road. Nevertheless, there were moments when the students were asked to recall and respond to events similar to the task of the children in ‘Let’s Talk’. In the extract below (Table 5.14) from a lesson early in the curriculum macrogenre, even though the children are asked to respond to a shared reading of the focus text, the teacher’s use of prolonging moves is a critical part of constructing a joint response as part of the instructional discourse.

Table 5.14 Extract from Briary Road: ‘The Happiest Moment’

Ex/ Move	Speaker	Talk	SPEECH FUNCTION and APPRAISAL
Ex 1 1	PJ:	<i>that's <b>very good</b></i>	O: initiate: give: information: opinion; <b>Appreciation: valuation +;</b> <b>Graduation: force ↑</b>
2		<i>that's the end of the story,</i>	S: continue: prolong: elaborate =
3		<i>I'll show you <b>the little bit</b> at the back.</i>	S: continue: prolong: extend +; <b>Graduation: force ↓</b>
Ex 2 1		<i>what <b>do you think</b> she means when she says 'it was the <b>happiest</b> moment in my life and the <b>saddest</b> too'?</i>	Open: initiate: demand: information: opinion; <b>Engagement: heteroglossia: projection; Affect: happiness; Graduation: force ↑</b>
2		<i>what's <b>the saddest</b>?(7secs)</i>	S: continue: prolong: elaborate =; <b>Affect: happiness; Graduation: force ↑</b>
3		<i>what <b>do you think</b> she means, people?</i>	S: continue: prolong: elaborate =; <b>Engagement: heteroglossia: projection;</b>
4		<i>why would she be <b>happy</b>?</i>	S: continue: prolong: extend +; <b>Affect: happiness +</b>
5	S?:	<i>(inaudible)</i>	
6	PJ:	<i>Beg pardon?</i>	S: react: rejoinder: support: track: check
7	S?:	<i>Because she has her son.</i>	S: react: respond: support: reply: answer
8	PJ	<i><b>Y-e-s, because she has her son</b></i>	S: react: respond: support: acknowledge; <b>Appreciation: valuation – (evoked)</b>
Ex 3 1		<i>But listen to the paragraph MY MOTHER GASPED THEN SHE <b>CRIED</b> WE HELD EACH OTHER AND <b>CRIED</b>.IT WAS THE <b>HAPPIEST</b> DAY OF MY LIFE</i>	O: initiate: demand: gds & services; <b>Affect: un/happiness; Graduation: force ↑</b>
2		<i>It's not so much about her son there as her .....?(15sec)</i>	S: continue: prolong: extend +
3		<i>Jasmine why is /?</i>	S: continue: prolong: elaborate =
4	Jasmine:	<i>Mother/</i>	S: react: respond: support: reply: answer
5	PJ:	<i>moth(mother) (mother)</i>	S: react: respond: support: reply: accept
Ex 4 1		<i>Okay, so she's happy because ..?</i>	O: initiate: demand: information: fact
2		<i>She's met her mother for the first time</i>	S: continue: prolong: enhance x
3		<i>Seventeen, that's <b>a lot older</b> than you are isn't it,</i>	S: continue: prolong: extend +; <b>Graduation: force ↑</b>
4		<i>Can you imagine being all that time without meeting your mum?</i>	S: continue: prolong: enhance x
5		<i>It would be <b>very hard</b> wouldn't it,</i>	S: continue: prolong: elaborate =; <b>Affect: unhappiness</b>
6		<i>so when you <b>finally</b> did you'd be <b>really really happy</b></i>	S: continue: prolong: enhance x; <b>Affect: happiness; Graduation: force ↑</b>

The source of information for consideration here is a written text rather than children's direct experiences. The response here is constructed via an interplay of the teacher's demands (sometimes in the form of an incomplete declarative) together with her use of prolonging moves of all types. The children's brief responses are accepted and recast as part of building a shared rather than personal response to the text.

Opportunities to encourage lengthier children's utterances are left for other phases of the macrogenre such as the Consolidation. Note again the evaluative choices: the first positively appreciates the joint reading of the text that has just been completed, followed by a shift into understanding affect in the textual world. The following tables demonstrate how the learners' use of prolonging moves varies between classrooms during the floorstorming tasks. Children at Crystalvale selected predominantly elaborating moves, almost all of which were concerned with the regulatory discourse; in other words they were preoccupied with saying the same things in different ways. This is an indication of how little new knowledge was built during this 'field-building' exercise. The notable exception to this is David, who employs several extending moves in his anecdotes during the task.

Table 5.15 Summary of prolonging moves from 'Floorstorming at Crystalvale'

SPEECH FUNCTION	T1	T2	Jenny	Ritchie	David	Mel	Tammy
S: Continue							
Monitor	0	3	9	2	0	1	0
Prolong: elaborate	7	9	15	22	13	15	4
Prolong: extend	1	6	5	7	11	5	0
Prolong: enhance	2	3	3	5	0	1	0
Append: elaborate	0	0	1	5	2	1	0
Append: extend	0	1	0	0	2	0	0
Append: enhance	0	0	0	0	1	0	0
Total:	10 (33%)	22 (48%)	33 (26%)	41(34%)	28(33%)	23(26%)	4(12%)

During the floorstorming task at Briary Road, Patsy and Sam's use of prolonging moves are not unlike those of teachers; that is, they use a range of expansion to different rhetorical effects. Elaborating moves restate the written questions (*what do you think 'when I was young' means?*), extending moves build evidence (*but a black man and black woman cannot have a white baby*) and enhancing ones tend to state a particular point of view (*so I think she was separated from her family*).

Table 5.16 Summary of prolonging moves from ‘Floorstorming at Briary Road’

SPEECH FUNCTION	T2	Patsy	Sam	Simone	Kenneth	Frank
S: Continue						
Monitor	1	8	0	0	0	0
Prolong: elaborate	4	17	4	1	4	3
Prolong: extend	1	4	4	0	2	2
Prolong: enhance	0	13	2	0	1	2
Append: elaborate	0	5	1	0	0	1
Append: extend	0	1	0	0	0	0
Append: enhance	0	1	0	0	0	0

So far, the discussion has centred on assertive conversational moves – opening and sustaining continuing moves. The speech function network describes a group of other moves as *sustaining reacting* moves. Because these moves involve a change in speaker, they are important in negotiating classroom relationships. The next section examines the patternings of these moves together with the deployment of appraisal resources to consider the nature of the learning communities under construction.

### 5.3 Enacting communities of learners

*Reacting* moves are not as assertive as opening and continuing moves but are critical in understanding interactivity in learning. There are two options: *responding* moves which help move an exchange toward completion and *rejoinders*, which prolong or disrupt the exchange in some way. While rejoinder moves are important in the maintenance of casual conversation (Eggins & Slade 1997), it is less certain how these options contribute to the specialised interactional practices in learning contexts. Because of their tendency to enact interpersonal conflict, rejoinders were a significant feature of the Crystalvale classroom while Briary Road texts tended to favour responding moves.

#### 5.3.1 Negotiating towards closure

*Responding* moves are reacting move options that negotiate information introduced earlier in an exchange. Figure 5.2 illustrates the range of options available for responding moves. Interestingly, these moves are often realised through ellipsis, for example:

Tcher: *in this sentence, hands up if you can tell me who is the doer in this sentence?*  
S: *missionaries*

Because these moves negotiate the original proposition, the Subject^Finite element is presupposed. Therefore, many responding moves are ‘potentially or actually elliptically dependent on prior moves by other speakers’ (Eggins & Slade 1997 p200).

Thus, the tension already observed in the early stages of ‘Let’s Talk’ was in no small part due to the children’s difficulty in recognising that the required response was different from that expected in informal conversation. The physical environment for the lesson comprised the whole school sitting on the floor close to the teacher who was seated on a low chair. The topic for discussion concerned direct personal experiences in the home and community. The intimacy constructed through such proximity in space and in experience strongly suggests a shared context jointly constructed via linguistic interdependence; that is, responding moves closely dependent on prior moves. Such a close conversational activity is more likely to be found in the local pedagogy of home, and here when projected into the classroom forms a mismatch with the teacher’s expectations for the production of more decontextualised meanings (that is, full declaratives).

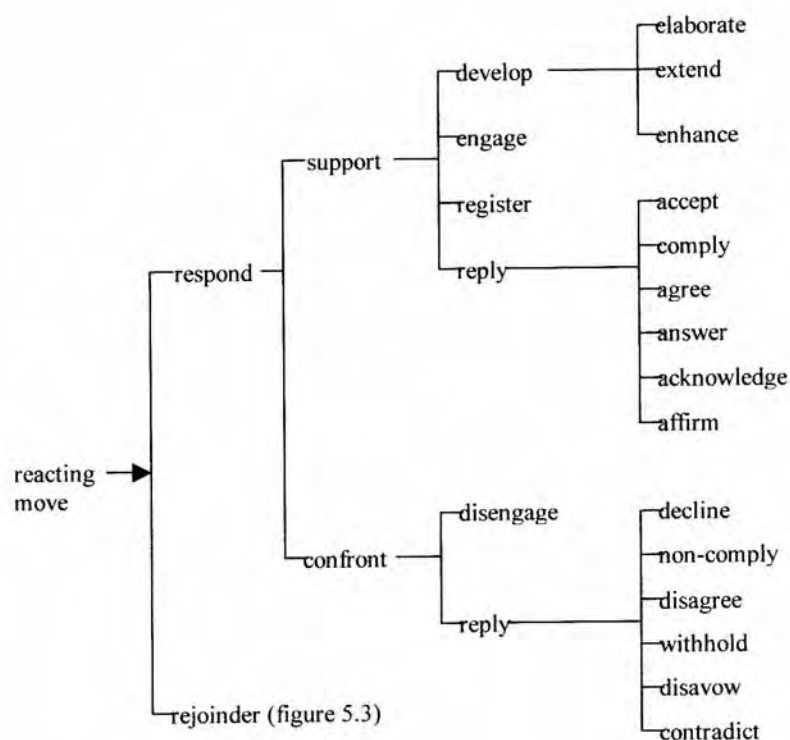


Figure 5.2 Responding move options (Eggins and Slade 1997 p220)

There is considerable scope for choice in responding moves, which can be further categorised as either *supporting* or *confronting*. Supporting moves enact consensus

whilst confronting moves are weak forms of non-compliance (Eggins & Slade 1997 p207). Table 5.17 indicates the kinds of responding moves (excluding rejoinders) made by different interactants in the teacher-fronted lessons.

The patternings of reacting moves shown in Table 5.17 show how the acquiescent relationship between the teacher-as-initiator and student-as-responder observed earlier in these prototypical texts is realised in the predominantly supportive responses of the participants in both classroom settings. Students most frequently respond with answers while teachers in turn acknowledge these answers.

Table 5.17 Summary of reacting moves from ‘Let’s Talk’ and ‘A Little Bit Closer’

SPEECH FUNCTION	Let’s Talk			A Little Bit Closer		
	T1	T2	L’ners	T1	T2	L’ners
S: React: respond						
Support: develop: elaborate	10	1	32	1	1	2
Support: develop: enhance	3	0	3	0	0	0
Support: develop: extend	3	0	30	1	0	0
Support: engage	19	9	8	1	0	0
Support: register	16	26	8	0	2	0
Support: reply: accept	0	0	0	0	0	0
Support: reply: comply	0	0	3	0	0	0
Support: reply: agree	1	0	1	0	0	0
Support: reply: answer	1	1	76	0	0	18
Support: reply: acknowledge	32	11	4	3	13	0
Support: reply: affirm	0	1	5	0	0	0
Confront: disengage	0	0	0	0	0	0
Confront: reply: decline	0	0	1	0	0	0
Confront: reply: non-comply	0	0	0	0	0	0
Confront: reply: disagree	0	0	1	0	0	0
Confront: reply: withhold	0	0	0	0	0	0
Confront: reply: disavow	3	0	5	0	0	0
Confront: reply: contradict	4	0	9	1*	1*	0

\*indicates spoken in unison

Supporting moves include the options of *developing*, *engaging*, *registering* or *replying*. *Developing* moves are important collaborative moves through which interactants build interpersonal support as well as co-construct knowledge. Such moves build solidarity relations by expanding on a previous speaker’s move, again through relations of elaborating, extending or enhancing. Noticeably absent in the expose ‘A Little Bit Closer’, these moves featured in the small group tasks in both classrooms and in the whole class text, ‘Let’s Talk’. Table 5.18 features text from ‘Let’s Talk’ in which two children deploy developing moves to jointly retell an incident in which Ritchie was responsible for a fire.

Table 5.18 Extract from Crystalvale: 'Ritchie's Fire'

Ex/ move	Speaker	Talk	SPEECH FUNCTION and APPRAISAL
Ex 1.	Mel	<i>guess what</i>	O: attend
2		<i>Ritchie lit a fire once up in the back lane on this <b>big</b> hill,</i>	S: continue: prolong: elaborate =; <b>Judgement: social sanction: propriety -(evoked); Graduation: force ↑</b>
3		<b><i>Ritchie did</i></b>	S: continue: monitor; <b>Graduation: force ↑</b>
4		<i>and went it shoosh</i>	S: continue: prolong: enhance x
5		<i>it just went <b>all</b> over the hill</i>	S: continue: prolong: enhance x; <b>Graduation: force ↑</b>
6		<b><i>Ritchie did</i></b>	S: continue: monitor; <b>Graduation: force ↑</b>
7	Greg:	<i>it was close to (people's houses)</i>	S: react: respond: develop: enhance x
8	Mel:	<i>yeah people came up the back lane</i>	S: react: respond: develop: extend +
9		<i>and the...there was <b>big</b> fire</i>	S: continue: respond: develop: extend +; <b>Graduation: force ↑</b>
Ex 2 1	Greg:	<b><i>oh Ritchie don't smile!</i></b>	O: initiate: demand: gds and services; <b>Judgement: social sanction: propriety- (evoked)</b>

Perhaps not surprisingly given the closeness of the children's lives, such moves occurred frequently in the texts from Crystalvale. For example, here two girls draw me into a discussion about one of the girl's mothers:

Mel:	<i>she she didn't .... only her dad was working first off</i>	O: initiate: give: information
	<i>But now her mum's a got a job</i>	S: continue: prolong: extend +
T2:	<i>it feels nice when you get a new job</i>	S: react: respond: develop: enhance x
	<i>when you're a grown up</i>	S: continue: prolong: enhance x
Jenny:	<i>she was sick of lying around the house</i>	S: react: respond: develop: enhance x
T2:	<i>aaah</i>	S: react: respond: register
Mel:	<i>so she got up and went and got a job</i>	S: react: respond: develop: enhance x

However, while such joint constructions served to consolidate relations among the speakers, they also served to both include and exclude. The individuals under scrutiny were evaluated in terms of their character and behaviour, a factor that goaded Ritchie to a quite violent outburst of feeling at least once. On other occasions, family members – usually mothers or grandmothers – were subject to joint appraisal of their capacity, tenacity or propriety. Such appraisal tends to recycle teachers' ideologies of the unreliability of poor families (Comber 1997, Hatton, Munns & Dent 1996) and give support to the positioning of their children in the horizontal discourses of life skills and compensatory experiences.



*Engaging* and *registering* moves, other options for supporting moves, are strongly associated with the regulative discourse and are most frequently selected by the teachers. Both are minimally interactive and typically realised as minor clauses and indicate a measure of control lies with their speakers. Engaging moves are those which agree to the exchange proceeding. The teacher will frequently give permission for an individual to speak (*Sally? yes?*) in response to an attend move. For the students' part, engaging moves may be non-verbal and include gestures such as putting a hand in the air. Where they are verbal, they are particularly phatic (*oh oh oh*). Registering moves are less interactive and include backchannelling or feedback moves such as the minor clause *mmm* identified in the mood analysis. Such moves are associated with a supportive, facilitating teacher role. In 'Let's Talk', they function in the class teacher's talk to maintain the children's position as knowledge givers by enabling the turn to remain with them rather than revert to her. Interestingly, the second teacher uses a significant number of registering moves in 'Let's talk' as she encourages the children to tell her about the excursion events (*really, right* and *wow*). This is commensurate with her role as an authentic audience for the students' retellings.

The final option for supporting moves, *replying* moves (see Figure 5.2), are important points for negotiating information as well as shaping desired learners' behaviours. As already observed, a good deal of important dialogic work occurs in these more subtle stages of exchanges. Because teachers signal approval and disapproval of children's participation, they are important in appraisal analysis. Replying moves can be further classified as *supporting* or *confronting*.

Supporting reply moves include the options of *accept, comply, agree, affirm, answer* and *acknowledge*. Of these, the latter two are relevant to the analysis of texts here. Unsurprisingly, given the prevalence of teacher demands for information observed in the discussion of opening moves, the majority of replies in 'Let's Talk' and 'A Little Bit Closer' are *answers* given by the children. The teachers' supporting replies tend to be *acknowledgements*, moves that are minimally interactive, predominantly positive responses which also function to evaluate the children's answers (*that's right, good boy*). Frequently in 'A Little Bit Closer' these realisations of the regulative discourse

act as anchors for development of the instructional discourse through the use of prolonging continuing moves discussed earlier.

In contrast to the supporting replies, *confronting* moves include a range of replies responding to typical initiations through to refusals to participate. There is little confrontation in either whole class lessons, since as has already been observed, these tasks were completed relatively harmoniously. When they did occur it was sometimes when children questioned the veracity of each other's contributions. The example below from 'Let's Talk' indicates how confronting moves occur as a result of shared intimate knowledge of the local context:

T2:	<i>Ritchie how old were you then?</i>	S: continue: prolong: enhance x
Ritchie:	<i>oh about three</i>	S: react: respond: support: reply: answer
Ss:	<i>no you weren't three!</i>	S: react: confront: reply: disagree

Turning now to comparing the learners' talk, the tables below indicate some of the ways in which they supported and queried each other's contributions during the floorstorming tasks. In Table 5.19, we see once more how Jenny's teacher-like role is reflected in the frequency with which she acknowledges other's responses.

Table 5.19 Summary of reacting moves from 'Floorstorming at CV'

SPEECH FUNCTION	T1	T2	Jenny	Ritchie	David	Mel	Tammy
S: React: respond							
Support: develop: elaborate	1	1	10	10	14	20	2
Support: develop: enhance	0	1	0	0	2	0	2
Support: develop: extend	0	0	1	0	2	3	2
Support: engage	0	0	2	0	0	0	1
Support: register	1	1	4	0	2	3	0
Support: reply: accept	0	0	0	0	0	0	0
Support: reply: comply	0	0	1	0	0	1	0
Support: reply: agree	0	0	0	0	0	0	0
Support: reply: answer	0	1	5	4	3	2	2
Support: reply: acknowledge	4	9	14	1	1	2	0
Support: reply: affirm	0	0	0	0	0	0	0
Confront: disengage	0	0	0	0	0	0	0
Confront: reply: decline	0	0	0	0	0	0	0
Confront: reply: non-com	0	0	0	0	0	0	0
Confront: reply: disagree	0	0	0	0	0	0	0
Confront: reply: withhold	0	0	1	0	0	0	0
Confront: reply: disavow	0	0	0	0	0	1	0
Confront: reply: contradict	0	0	0	0	0	0	0

The other children make relatively few answer moves. This is consistent with the task design that required that they identify or list ideas to do with the topic, which they do in information giving opening moves. However the most frequent selection for

developing moves are elaborating, once more suggesting that the children here tended to say the same thing in different ways rather than build knowledge through expanding moves. This pattern points to the importance of expertise in building vertically orientated discourse; because of its decontextualised, ‘unsensible’ nature, without expert guidance, learners can only negotiate what is already known. David and Tammy use some enhancing moves to help embroider the other children’s contributions; however these moves are concerned with building relationships rather than content knowledge (*oh that would be sad Mel, I saw it on pay TV*).

Table 5.20 indicates that children at Briary Road develop each other’s contributions through elaborations frequently, thus suggesting a degree of repetition of ideas takes place here too. Children in this classroom use enhancing relations very rarely - for the most part towards the end of the session during their exploratory talk about skin colour and ethnicity:

T2:	<i>and their babies will often be lightish</i>	S: continue: prolong: extend+
P:	<i>brownish</i>	S: react: respond: support: develop: extend+
S:	<i>like Frank</i>	S: react: respond: support: develop: enhance+

Table 5.20 Summary of reacting moves from ‘Floorstorming at BR’

SPEECH FUNCTION	T2	Patsy	Sam	Simone	Kenneth	Frank
S: React: respond						
Support: develop: elaborate	1	5	6	2	3	6
Support: develop: enhance	0	0	1	1	0	0
Support: develop: extend	0	1	1	0	0	0
Support: engage	1	6	2	1	0	0
Support: register	2	6	2	2	2	1
Support: reply: accept	0	0	0	0	0	0
Support: reply: comply	0	0	1	0	0	0
Support: reply: agree	0	0	0	0	0	0
Support: reply: answer	0	4	3	4	3	3
Support: reply: acknowledge	5	7	3	0	0	1
Support: reply: affirm	0	0	1	0	0	1
Confront: disengage	0	0	0	0	0	0
Confront: reply: decline	0	0	0	0	0	0
Confront: reply: non-comply	0	0	0	0	0	1
Confront: reply: disagree	0	0	0	1	0	0
Confront: reply: withhold	0	0	0	0	0	0
Confront: reply: disavow	0	0	1	1	0	2
Confront: reply: contradict	0	1	1	1	1	0
Total:	9(43%)	30(29%)	22(47%)	13(70%)	9(39%)	15(50%)

While the children at Briary Road appeared to have fewer disputes than their peers at Crystalvale, they also enact patterns of replying moves that closely parallel those of the

more hierarchical teacher-centred lessons. This is a reminder that power relations circulate throughout different classroom configurations. However, while there was some confrontation observed among the children in Briary Road, it seldom seemed to prevent them from completing their work, not did it emerge in the whole class conversation, rather it was productive in terms of the instructional discourse. Here, in the closing moves of the floorstorming task once more, the disagreement is focused on the information from the text rather than dialogic procedures (which were well known and oft practised) and individual recollection of events.

Frank:	<i>but a <b>black</b> man or woman can 't have a <b>white</b> baby</i>	S: react: prolong: extend +; <b>Graduation: focus</b> ↑
Patsy:	<i><b>Yes they can</b></i>	S: react: respond: confront: reply: contradict
	<i>because I have seen it in the newspapers</i>	S: continue: prolong: enhance x , <b>Graduation: focus</b> ↓
	<i>because I have seen two <b>black</b> people and their and their babies are <b>fair</b> they're <b>white</b>.</i>	S: continue: prolong: elaborate = S: continue: prolong: extend + S: continue: prolong: elaborate =

This is a significant point in the construction of ‘uncommonsense’ understandings here, for in their disagreement, the children simultaneously recruit speech function and appraisal resources to begin to blur categories of skin colour (*black – white – fair*) and thus to uncouple assumptions about skin colour and ethnicity. These are important ideas in understanding the politics of the White Australia Policy.

### 5.3.2 Enacting support and resistance

So far, the reacting moves considered have been those which tend to move an exchange toward closure, usually with relatively little evidence of struggle. There are others that tend to suspend the original proposition by either querying it or rejecting it. These moves are *rejoinders* and are important for building social relationships in casual conversation (Eggins & Slade 1997); however they are also the means by which considerable resistance is enacted. The classroom discourse includes elements of both kinds of rejoinder moves: some that extend dialogue, others that challenge and disrupt activity. The options for rejoinder moves are displayed in Figure 5.3. The two main categories of rejoinders are *tracking* and *challenging* moves. *Tracking* moves support and prolong the negotiation of the exchange while *challenging* moves reject the prior

move. Tracking moves tend to keep an exchange open without too much interpersonal investment, while challenging moves are a more direct interpersonal confrontation.

### 5.3.2.1 Prolonging dialogue through tracking moves

At Crystalvale tracking moves are a major way in which the teacher in ‘Let’s Talk’ allows the horizontal instructional discourse to develop. This is achieved by encouraging the learners to contribute further information and to produce expanded utterances rather than by taking continuing turns herself.

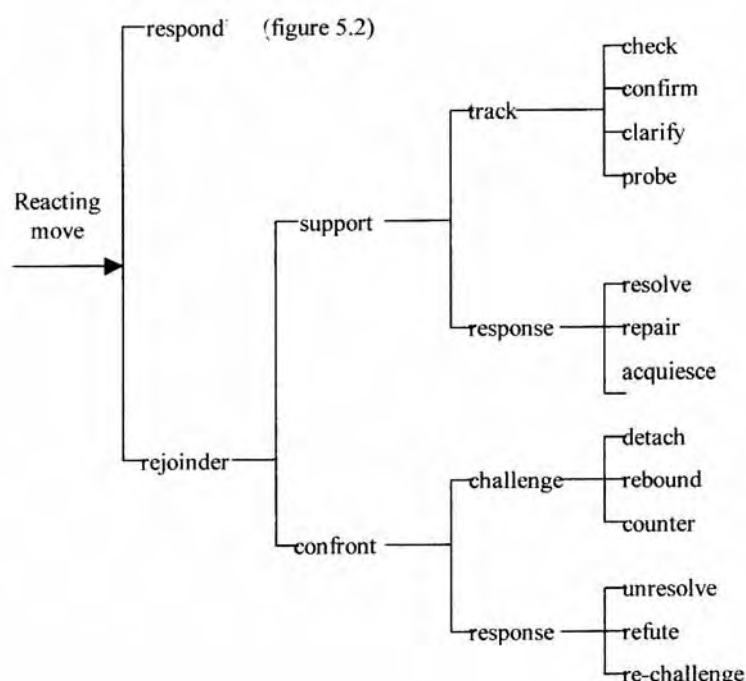


Figure 5.3 Rejoinder move options (Egins and Slade 1997)

Table 5.21 below indicates the patterning of the teacher’s tracking moves and the students’ responses in the prototypical texts.

The Crystalvale teacher frequently selects clarifying and probing tracking moves. Clarifying probes aim at eliciting additional information in order to understand a previous move.

Rob:	<i>Christopher was standing um uh um standing up leaning against the wall and a big flame came through ...went through the wall right next to him</i>	S: append: continue: elaborate =
T1:	<i>where did it come from?</i>	S: continue: prolong: extend + S:react: rejoinder: support: track: clarify

Rob: *we ...we don't know* S: react: support: respond: resolve  
T1: *well where did it go to?* S:react: rejoinder: support: track: clarify

Probing tracking moves usually seek additional information:

Mark: *fire engines* S: react: rejoinder: respond: repair  
T1: *what about the fire engines?* S: react: rejoinder: track: probe

Table 5.21 Summary of rejoinder moves from ‘Let’s Talk’ and ‘A Little Bit Closer’

SPEECH FUNCTION	Let’s Talk			A Little Bit Closer		
	T1	T2	L’ners	T1	T2	L’ners
S: React: rejoinder						
Support: track: check	6	0	2	1	1	1
Support: track: confirm	1	1	2	0	0	0
Support: track: clarify	11	2	2	0	0	0
Support: track: probe	18	3	1	0	0	0
Respond: resolve	1	0	19	0	1	1
Respond: repair	1	0	3	0	0	0
Respond: acquiesce	1	0	1	0	0	0
Confront: challenge: detach	0	0	1	0	0	0
Confront: challenge: rebound	1	0	3	0	1	0
Confront: challenge: counter	0	0	5	0	0	0
Respond: unresolve	0	0	1	0	0	0
Respond: refute	2	0	0	0	0	0
Respond: re-challenge	0	0	0	0	0	0

In another lesson from the Crystalvale macrogenre, these different kinds of tracking moves are deployed together to clarify a contribution and gently suggest a modification in the form of an interrogative. This is another instance in which mood metaphor is deployed to soften hierarchical relations by once more avoiding a direct rejection of the wrong answer.

T1: *what was the last one you said* S: continue: rejoinder: track :  
*Sally?* clarify  
Sally: *(bird ) largest* S: react: rejoinder: reply: repair  
T1: *do you think largest might be* S: react: rejoinder: track: probe  
*necessary?*

Tracking moves are also an important resource for interlocutors to collaboratively build information. In this more extended extract from the sequencing task at Briary Road presented above, we see two instances of their use. Patsy uses one as a conciliatory move to re-engage Sam in the dialogue, and later Sam employs one to check his understanding of a question.

Sam: *well she had a son* S: continue: prolong: elaborate =  
Patsy: *she didn’t have her son* S: react: respond: confront: reply: contradict

	<i>/when she was</i>	[abandoned]
Sam:	<i>yeah yeah yeah whatever/</i>	S: react: respond: reply: accept
Patsy:	<i>okay?</i>	S: react: rejoinder: track: check
Sam:	<i>whatever (singing)</i>	S: react: respond: response: acquiesce
Patsy:	<i>what about you ... What do you think? The first thing in her life?</i>	O: initiate: demand: info: fact
Sam:	<i>in her life? um</i>	S: react: rejoinder: track: check
Patsy:	<i>/okay /</i>	O: attend
Sam:	<i>alright I think, I think /that she/ that she um she was born the first thing in her life</i>	S: continue: append

### 5.3.2.2 Resistance in dialogue

The final moves in the speech function network to be described are *challenging rejoinders*. These moves require a stance independent of the previous move and are likely to be more interpersonally charged than tracking moves or confronting replies. As might be expected of the relatively harmonious whole class lessons, there were few instances of these. In ‘Let’s Talk’, the teacher ‘charges up’ the atmosphere somewhat as she challenges the adequacy of Mark’s abbreviated responses. From the appraisal perspective, this is, as already noted, an evoked judgement of Mark’s propriety.

T1:	<i>now what did we see and do there?</i>	O: initiate: demand: information: open: fact
Mark:	<i>fire engines</i>	S: react: respond: support: reply: answer
T1:	<i>pardon</i>	S: react: rejoinder: support: track: check
Mark:	<i>fire engines</i>	S: react: rejoinder: support: respond: resolve
T1:	<i>what about the Fire Engines?</i>	S: react: rejoinder: confront: challenge: rebound
Mark:	<i>they showed us all the different ones and the old ones</i>	S: react: rejoinder: support: respond: resolve

In contrast to their relative absence in the teacher-fronted lessons, challenges occur as the children negotiate differences during the floorstorming tasks (see Tables 5.22 and 5.23 below). These moves were made more frequently in the small group activity at Crystalvale than at Briary Road.

Children at Crystalvale challenged each other frequently about matters such as turns and resources. In this extract from the floorstorming lesson, the children are attempting to negotiate turns and roles:

Jenny:	<i>okay Mel your turn</i> <i>I got floods</i> <i>your turn</i>	O: initiate: demand: gds & services S: continue: prolong: elaborate = S: continue: monitor
Mel:	<i>can I write mine?</i>	S: react: rejoinder: confront: challenge: counter
Jenny:	<i>/I will/</i>	S: react: rejoinder: confront: response: re-challenge
Ritchie:	<i>/(s)he had a turn/</i>	S: react: rejoinder: confront: challenge: rebound
Jenny:	<i>um I pick floods</i>	S: react: respond: confront: disengage
Mel:	<i>baby</i> <i>babies</i>	S: react: respond: support: reply: answer S: continue: append: elaborate

The activity is interrupted twice in this short extract and it was to be delayed many times more before it was completed. Frequently rejoinders were also outpourings of affect (*I don't care, but I don't want that*) and judgement (*he's a sook*). The interruptions may be a result of the children's inexperience with collaborative work, but small challenges also arose in relation to materials even when children seemed to be at their most co-operative. Greg and Sally are cousins who enjoyed working together; here they are locating the topic words in a copy of a text about koalas.

Sally:	<i>koala is one</i> <i>KOALA</i> ((pointing to the word on the sheet in front of Greg))	O: initiate: give: information S: continue: monitor
Greg:	<i>you could do yours</i>	S: react: rejoinder: confront: challenge: counter
Sally:	<i>I don't have one</i>	S: react: rejoinder: confront: response: refute
Greg:	<i>we got to work together</i> <i>oh</i> ((and then underlines the word KOALA))	S: continue: prolong: elaborate = S: react: respond: register

Table 5.22 Summary of challenging moves from 'Floorstorming at Crystalvale '

SPEECH FUNCTION	T1	T2	Jenny	Ritchie	David	Mel	Tammy
S: React: rejoinder							
Support: track: check	2	0	5	3	2	1	0
Support: track: confirm	0	0	0	0	1	0	0
Support: track: clarify	2	0	1	1	0	0	0
Support: track: probe	3	3	1	2	2	1	1
Respond: resolve	2	0	7	2	4	4	2
Respond: repair	0	0	0	0	1	0	0
Respond: acquiesce	0	0	0	0	0	1	0
Confront: challenge: detach	0	0	0	0	0	0	0
Confront: challenge: rebound	0	0	1	4	0	0	0
Confront: challenge: counter	0	0	9	27	11	8	3
Respond: unresolve	0	0	0	0	0	1	0
Respond: refute	0	0	7	3 (1)	3 (1)	7	4
Respond: re-challenge	0	0	1	2	0	2	0



Small group work at Briary Road is not immune from unproductive interactive challenges. A brief exchange from a lesson in which the children had been asked in groups to decide the five most important events in Pilawuk's life illustrates one such event:

Sam:	<i>well she had a son</i>	S: continue: prolong: elaborate =
Patsy:	<i>she didn't have her son</i>	S: react: respond: confront: reply:
		contradict
	<i>/when she was</i>	[abandoned]
Sam:	<i>yeah yeah yeah whatever/</i>	S: react: respond: disengage
Patsy:	<i>okay?</i>	S: react: rejoinder: support: track:
		check
Sam:	<i>whatever (singing)</i>	S: react: rejoinder: challenge:
		<u>detach</u>

Table 5.23 Summary of challenging moves from 'Floorstorming at Briary Road'

SPEECH FUNCTION	T2	Patsy	Sam	Simone	Kenneth	Frank
S: React: rejoinder						
Support: track: check	1	0	1	2	1	0
Support: track: confirm	0	0	0	0	0	0
Support: track: clarify	0	1	0	0	0	0
Support: track: probe	1	4	2	1	0	1
Respond: resolve	0	1	1	1	1	1
Respond: repair	0	0	0	0	0	0
Respond: acquiesce	0	0	0	0	0	0
Confront: challenge: detach	0	0	1	0	0	0
Confront: challenge: rebound	0	0	2	0	2	0
Confront: challenge: counter	0	1	4	0	1	1
Respond: unresolve	0	0	0	0	0	0
Respond: refute	0	1	0	0	0	0
Respond: re-challenge	0	0	0	0	0	0

Frank, Sam and Patsy were members of the focus group for audio-taping; hence their interactions feature quite frequently in the classroom data. A common pattern for their relationships in small groups was for Patsy to assume a teacher-like role and for Sam (with assistance from other boys) to challenge her. Such resistance takes the form of challenges to her capacity (*Look at the little girl, Good girl*). Simone, the other girl in the task also attracts these negative evaluations (*She knows nothing!*). Eventually the task would be completed, sometimes because of the intervention of a teacher or other students, at other times because Patsy or Sam gave in to the other. Nevertheless there were moments such as that above when disputes escalated to the point where individuals refused to engage in the exchange. Such moments demonstrate how discursive struggle takes place outside of the more obvious opening and continuing moves; that is, at the most micro-levels of discourse in seemingly horizontal interpersonal configurations.

In summary then, the speech function analysis reveals the complex construction of particular forms of instructional discourse through interactive choices. Where the framing and hence the enactment of hierarchical social roles is strong, teachers are more likely to control the opening and continuing moves. It is through these moves that discursive space is won and that vertical discourses can be accessed. Such moves are likely to feature in Expose and Consolidation phases of curriculum macrogenre; and it is those points that, it has been observed, are frequently responsible for a surge in instructional discourse and for the mediation of common knowledge. However, the kinds of choices teachers make for continuing moves may enable or constrain access to vertically structured discourses. Where information is constructed through a range of prolonging relations (elaborating, enhancing, extending) then the possibilities of generalising, abstracting and synthesising are opened up. In contrast, when knowledge is accumulated through a reliance on extending moves, the resultant discourse is likely to be local and segmented. Horizontal discourse is fostered where framing is weak and more democratic social roles are in evidence for it is here that learners have control over opening moves and hence of information giving. The nature of the information to be negotiated in the child-controlled talk tends to be restricted to that within their limited experience. Teachers' use of minimally interactive supportive moves (*mmm*) and tracking moves (*why did that happen?*).. can assist to restrict students to these horizontal discourses.

Strong framing of the instructional discourse appears to have implications for pedagogic sociality. Framing was generally stronger in the lessons observed at Briary Road than at Crystalvale, evidenced by the relative lack of Consolidation and Expose phases at the latter, where horizontal discourses were seen to dominate the curriculum. Concomitant with the emphasis on everyday knowledge at Crystalvale is a tendency toward extremes of struggle and collaboration at points throughout the curriculum macrogenre. This uneasy meshing of everyday and school contexts, together with the lack of explicit description of the valued behaviours, make it difficult for learners to access recognition and realisation rules. The prevalence of mood metaphors at Crystalvale served to veil the evaluative rules of the classroom. Together, the emphasis on horizontal discourse and an invisible pedagogy has quite catastrophic consequences for these learners'

orientations to relevant meanings in educational contexts. Although both classrooms feature metaphorical and evoked expressions, at Briary Road where the boundaries between contexts and their concomitant discourses and relations were stronger, learners were able to productively engage with vertical discourses. Teacher presence was evident throughout the curriculum macrogenre here, even the looser framed phases at Briary Road (that is, the Task Collaboration and Individual Contract) being usually accompanied by some form of explicit direction, either given verbally or in the form of a prepared worksheet. In this way, the framing of the regulative discourse via visible teacher agency assisted access to vertical instructional discourse.

Appraisal resources worked alongside those of speech function to contribute to the framing of pedagogic discourse in important ways. They involve a 'moral regulation' (Christie 2002); that is, making visible acceptable interpersonal behaviour both inside and outside of the classroom as well as ways of working with cultural discourses. Learners (and members of the wider community and its institutions) are judged in terms of their capacity, propriety and tenacity; their performance in terms of its impact, complexity and value (Martin & Rose 2003 p63). Using judgement and appreciation in this way, the teachers constructed insiders and outsiders to the cultures of learning valued in their classrooms. They also shaped children's notions of the significant in the broader social context. Graduation further contributed to the developing subjectivities of the learners by positioning them variously in respect of the instructional discourse. This was achieved by operating on the boundaries between learning contexts. At times graduation enabled various construals of classroom experience, at others it blurred or brought into relief differences in material and symbolic contexts. Appraisal resources are also an important means by which teachers negotiate the affective environments of their classroom, tuning the emotional temperature up and down where necessary, and playing with dramatic tension in ways that contribute significantly to the nature of students' motivation and continued engagement.

This chapter has shown how different cultures of learning emerge from such patternings of intersubjective meanings in the arena of reproduction. The speech function and appraisal analysis above has added considerable detail to the readings of classroom practices begun earlier in the curriculum macrogenre and mood analyses. In particular,

this chapter has shown the work of interactivity and evaluation in the ongoing negotiation of classroom communities. The earlier mood analysis demonstrated how classroom relationships and emergent pedagogic subjectivities are bounded by the social roles enabled in the broad context of schooling, yet in this chapter we saw how they are differently enacted in subtle and complex ways through choices of conversational moves. For learners, the differences revolve around the discourses or meanings considered relevant in each setting and the particular behaviours in respect of these meanings which are valued in the classroom. For teachers, the differences are to do with their authority with respect to the valued educational discourses and their influence in terms of interactive choices.

Throughout the discussion, the authority of the teachers in relation to pedagogic design, whether bodily present as mediating agents or vicariously through the use of additional psychological tools, was shown to be critical to the nature of the interaction. The following chapter will focus on the agency of the teacher and consider the ideological basis for the construction and maintenance of the specialised interactional practices described above. These practices reflect particular pedagogic theories. It will also draw together the analysis and discussion thus far of classroom discourse with a view to identifying significant insights and issues for curriculum renewal as well as the professional development of those teachers working in disadvantaged schools.

## CHAPTER SIX

### DISCUSSION

...Vygotsky tells a simple story. For Bernstein the story is more complex: the varying social relations of class through the varied functioning of their distributive rules ultimately become differentiated realities of the differently positioned subjects, shaping differently their notions of the significant and the relevant. The child is no longer generic: differently positioned children become the concern; the adult agent of semiotic mediation is no longer culturally neutral: s/he is the voice of a distinct ideology (Hasan 1999 p19).

The research described in the thesis addresses the issue of the reproduction of educational disadvantage. The thesis has presented the major theoretical perspectives for the research; that is, language and learning in socio-cultural traditions as these have developed in post-Vygotskian times. The nature of the research methodology, a linguistic analysis of classroom discourse from two sites, has provided insights into the complex ways in which children are positioned differentially in and by schooling. The analysis has moved from considering lengthy tracts of classroom discourse in the form of complete curriculum units through to the more detailed interpretation of specific instances of classroom dialogue as it unfolds. Throughout, the relationship between discourses, agents and activity in the local classroom contexts and that of the broader socio-cultural has been foregrounded, enabled by complementary theoretical insights and methodological tools from Halliday (1994, 1999) and Bernstein (1990, 1996, 2000).

This chapter is concerned with the relationship between the official recontextualising arena and that of reproduction or the local. Firstly it will summarise the analyses of texts produced in the local pedagogic context undertaken with reference to the broad research questions. These questions were concerned with understanding different forms of semiotic mediation realised in classroom talk, and their impact on children's notions of 'the significant and the relevant' (Hasan 1999). In particular, it will present an overview of the linguistic choices contributing to the construction of learning contexts that enable differential access to educationally valued discourses. Then, to help explain the relation between the official pedagogic arena and the production of local pedagogic practices, the chapter will consider the nature of official language curriculum and its

readings by the teachers in the research. Because the teacher is a key agent operating between the official and local pedagogic sites, consideration of her interpellation is important in understanding her role in shaping the nature of classroom discourse and its consequences. Selections from interviews, which sought the teachers' views on talking and learning, together with additional analyses of some pertinent curriculum texts, will be presented with a view to identifying significant tropes. To conclude the thesis, implications for teacher education and research will be discussed.

## **6.1 Intersubjectivity and learning**

This section of the chapter considers the initial research question and its related probes: In what ways do forms of intersubjectivity created in classroom talk shape the learning for children in two socio-economically disadvantaged classrooms? How are different learning contexts produced through interactive practices in two classroom settings? What is the nature of educational knowledge under construction in each setting? and To what extent do generalisation, technicality and abstraction feature in that knowledge?

The research has revealed a good deal about the play of intersubjective meanings in shaping pedagogic subjectivities in the two classrooms. As Hasan has observed (1999), one of the limitations of Vygotsky's theory is that he did not acknowledge differences in the operation of higher mental functions; that is, the existence of variant forms of consciousness across the social system. In focussing on specialised interactional practices, the thesis has documented how different semiotic mediations in the schooling experiences of the two groups of learners produce different subjectivities which in turn may be tied to the (re)production of social positionings. Specialised interactive practices were seen to differ at the strata of genre, discourse and grammar with the result that the two local pedagogic sites varied with respect to both the classification of knowledge and the framing of social relations. Consequently different pedagogic subjectivities are produced in terms of the learners' management of discourses; that is, their sense of relevant meanings in particular evoking contexts (here, classroom activity) (Bernstein 2000 p189).

An important means of considering the nature of learning in each classroom is through the contexts produced dynamically in each. The analyses have demonstrated how the

learning contexts in the two classrooms differ significantly in terms of their relationship to the everyday and symbolic worlds; or in Hasan's terms (2001) *actual* and *virtual* contexts. At Crystalvale, the rural school, the learning for these upper primary school students was closely bound to the embodied experience of everyday contexts. Such a context favours the situated, segmented horizontal discourses of home and community life, and as a dominant form of interactive practice, it provides few opportunities for accessing the vertically orientated discourses valued in education. In contrast, learning for students at Briary Road, the urban school, was orientated toward symbolic contexts that give rise to the construal of abstract, generalised and technicalised meanings inscribed in valued vertical discourses.

The relationship between the concepts of classification and framing is crucial, for it is the relative strength or weakness of framing that regulates classification between contexts and discourses and hence learners' access to and management of these. Framing values are rendered most visible and yet most complex in the intersubjective meaning systems which comprise the regulative discourse. The linguistic analyses undertaken in the thesis have identified specific interactive choices that regulate access to different kinds of contexts and thus different forms of discourse. The patterned co-deployment of particular intersubjective choices for mood, speech function and appraisal from which different contexts emerge is summarised in Table 6.1.

With respect to everyday contexts, the mood analysis revealed how access to vertical instructional discourses is hindered by those choices which position learners as information givers and restrict topics to those concerned with the telling and evaluating of personal experience. In such contexts, teachers are positioned as information seekers and control is likely to be veiled. The speech function analysis added flesh to the interpretation of grammatical structures of mood, providing further detail of how everyday contexts are constructed in unfolding dialogue. When learners are in control of discursive terrain (through opening moves) and information construction (through prolonging moves), the instructional discourse is restricted to the knowledge and experience of the young apprentices. Primary socialisation, already shared in many school communities, is the source for this affectively loaded, segmented discourse. Its recontextualisation as instructional discourse magnifies the affective dimensions with

mixed consequences. At its best, learners are able to experience some measure of democracy and autonomy with respect to information building.

Table 6.1 Specific interactive features of everyday and symbolic contexts

<i>Intersubjective System</i>	<i>Everyday contexts /horizontal discourses</i>	<i>Symbolic contexts/vertical discourses</i>
<i>Mood</i>	<ul style="list-style-type: none"> <li>teacher demands information via wh- interrogatives</li> <li>teacher uses minor clauses</li> <li>learners give information via full declaratives</li> <li>Subject choices most frequently refer to learners</li> <li>personal pronouns refer to learners and their experiences</li> <li>modality of obligation &amp; capability/ potentiality</li> </ul>	<ul style="list-style-type: none"> <li>teacher gives information via full declaratives</li> <li>teacher uses imperatives</li> <li>learners employ elliptical declaratives</li> <li>Subject choices often ellipsed, commonly refer to textual world as well as learners</li> <li>personal pronouns frequently includes textual world</li> <li>low modality</li> <li>positive polarity</li> </ul>
<i>Speech Function</i>	<ul style="list-style-type: none"> <li>learners control assertive (attend, opening and prolonging +) moves</li> <li>demands for opinions (arguments) and facts (story texts) intermixed</li> <li>teacher uses minimally interactive acknowledgement moves</li> <li>learners use developing moves (+,=) in collaborative knowledge building</li> <li>reacting moves are frequently rejoinders enacting conflict and prolonging exchange closer</li> <li>teacher makes tracking (clarifying and probing) moves</li> </ul>	<ul style="list-style-type: none"> <li>teacher controls assertive (opening and prolonging +, =, x) moves</li> <li>demands for facts and opinions occur separately as related to function</li> <li>teacher acknowledgement moves followed by prolonging ( =, x) moves</li> <li>learner reply moves often elliptical</li> <li>reacting moves are usually responding which move exchange toward closure</li> </ul>
<i>Appraisal</i>	<ul style="list-style-type: none"> <li>teacher uses evoked negative evaluation</li> <li>limited positive inscribed evaluation</li> <li>lived experiences frequently explicitly negatively evaluated</li> <li>children employ affect as resource for evaluation of learning experiences</li> <li>absence of rhetorical dynamics</li> </ul>	<ul style="list-style-type: none"> <li>teacher uses frequent positive inscribed evaluation</li> <li>limited negative evaluation (evoked or inscribed )</li> <li>expressions of affect and other negative evaluation directed toward textual/symbolic world</li> <li>graduation used dynamically for rhetorical effect</li> </ul>

There remains, however, the difficulty of highly personalised discourses running so closely to the surface of classroom life. Because appraisal of them tends to be achieved via expressions of affect rather than institutionalised expressions of appreciation or judgement, only small changes to the equilibrium of classroom relations are necessary for them to spill over into confrontation. Teachers like Kate may avoid direct evaluation, with its potential for confrontation, by fostering a veiled regulative



discourse; that is, the 'low force, soft focus' ambience achieved via the co-deployment of evoked evaluation and mood metaphor.

The teachers' restricted abilities to take up positions as experts in horizontal instructional discourses further disadvantage students in classrooms that favour everyday contexts as the source for curriculum. Here, they can only be facilitators or surrogate parents. The role of the teacher as facilitator is to encourage via minimally interactive moves and to elicit further information through tracking and probing moves. Surrogate parenthood is manifest as the pedagogised regulative discourses of lifeskills.

In contrast, where learning is focussed on symbolic contexts that enable access to vertical instructional discourses, teachers are likely to be information givers whose control is highly visible and focussed. Control of discursive space is retained through opening and prolonging moves. Information is built and made public in the latter, repeated, recast and generalised to different contexts. When learners are positioned as information givers, it is most likely information already under negotiation and shared, hence the use of elliptical responses. The learners' access to vertical instructional discourse is assisted by explicit evaluation; appraisal of children tends to be positive and targeted to desired behaviours and meanings, negative appraisal is focussed away from individuals toward 'hypothetical' learners and toward the textual world. Entry into symbolic discourses is a highly orchestrated activity with little left to chance, its importance highlighted by 'sharp focus and high force' of an overt regulative discourse. The design of the curriculum macrogenre is also significant in enabling children's access to instructional discourse; the relative strength of the regulative discourse enables teachers to assist learners to build increasingly symbolic contexts into their 'registerial repertoires' (Matthiessen 2003).

The logogenetic development of the curriculum macrogenre can be propelled by the social semiotic instructional discourse. Teachers who are able to deploy the SSID to develop common understandings do so because of their knowledge about language and of the nature of this knowledge. Facility with text and context is an important competency in schooling. At Briary Road, the SSID emerged most obviously in the teaching of grammatics as the lesson on Agency and voice, at another point when the

resources for graduation around the term ‘stolen’ were explored ,and again when the learners were considering process choices in the construction of autobiographical recounts. Throughout the macrogenre, the use of a functionally-oriented shared metalanguage assisted the teacher to link the study of the focus text and topic with previous work on genre and the structuring of written texts. Such work is also prospective, with the development of the SSID at this stage of schooling very important preparatory work for the later years. For example, *The Stolen Children: Their Stories* (Bird 1998) is a text recently studied by senior secondary students in NSW. Highly political, and at times, heartbreaking reading, its inclusion as a text for study is based on its cultural significance and the multiple perspectives on the experiences of the Stolen Generations. An abridged version of the official report of the national inquiry into the removal of Aboriginal children from their families, it comprises a range of different text types. These include biographical recounts, historical recounts, and expository texts in the form of extracts from the report recommendations and of speeches parliamentary debates.

The text assumes a capacity to recognise and engage productively with this important issue from a range of perspectives and with its realisation in different text types, text structures and linguistic choices. Millicent’s story is similar to Pilawuk’s: *At the age of four, I was taken away from my family and placed in Sister Kate’s Home, Western Australia, where I was kept as a ward of the State until I was eighteen years old...* (Bird 1998 p27). The children at Briary Road would recognise a number of the grammatical features of this text: it is time sequenced, features material processes and, critically in this discourse, Agency is implicit. Their knowledge of the issue in its social context would assist them to understand the divergent views expressed by politicians, commentators and included in the text. For example, the Australian Prime Minister’s statement - *I do not believe that the current generations of Australians could be held accountable for or regarded as guilty for the acts of earlier generations over which they had no control* (Bird 1998 p121) – is one that the children did indeed take issue with. Their experiences will also prepare them later to read such heavily nominalised text such as that post colonial view contributed by historian, Henry Reynolds – *The raping and abduction of women and the stealing of children have always been part of the story of conquest-acts that brutally illustrated new, imposed relationships of dominance,*

*submission and humiliation.* Their early experiences with genres of personal and political processes will position these learners favourably for encountering official texts such as that from the recommendations of the Bringing Them Home Report– *That the council of Australian Governments ensure the adequate funding of appropriate Indigenous agencies to record, preserve and administer access to the testimonies of Indigenous people, affected by the forcible removal policies, who wish to provide their histories in audio, audio-visual or written form* (Bird 1998 p159). The children at Briary Road, through the SSID, are developing the capacity to engage with these texts and the discourses and socio-cultural events and practices construed by them in the manner anticipated by the senior school English curriculum.

For the children at Crystalvale, knowledge of genre and textual features would, in the short term, have assisted them to undertake their individual projects with a good deal more confidence. The online text shown below is similar to those which they would have encountered in the course of completing their projects.

#### **WEATHER AND FIRE**

Low relative humidity, high winds and lack of rain all contribute to increased fire danger. Sunshine and high temperatures rapidly dry timber and grass (fuel) which burn very quickly. Hot air can lower the moisture content of forests and grasslands to around 5 per cent and in extreme cases to 2-3 per cent, greatly increasing the speed of the fire.

**Humidity:** Relative humidity is the most commonly used measure of atmospheric moisture and is defined as the ratio of the amount of water vapour actually measured to that which air could hold at saturation. Very low relative humidity of, say, less than 20 per cent, causes fuels to dry out and become more flammable.

**Wind:** Air movement provides the oxygen the fire needs to keep burning. Higher winds mean more oxygen and more intense flames. Doubling the wind speed will quadruple the rate of spread of the fire. Winds also carry burning embers downwind, which can start new fires. This is known as spotting.

**Rainfall:** Dry grass, parched native shrubs and dead leaves and twigs are fire's basic fuel. During droughts and in very hot, windy weather, even heavy fuels like large logs and the green leaves and smaller branches of large trees can become dry and flammable.

Bushfires in Australia spread as a thin front of flame, with flames usually about as thick as they are high. Forest fires normally travel at one to three km/h, have flames 10-20 metres high and thick, and will pass a spot in 30-60 seconds. Severe forest fires travel at up to 12 km/h, with flames 100-150 metres high and thick. Grass fires generally travel about three to ten km/h, but speeds of around 25 km/h have been recorded.

(Australian Government Bureau of Meteorology 2004)

Despite the educational intent of the website and an obvious effort made to provide accessible information, the young reader requires a good deal of support to engage with the text. It features highly technicalised language and successful reading relies upon a

measure of familiarity with the field. However recognition of the thematic structuring of text would assist the novice reader. The macrothemes<sup>3</sup> (*low relative humidity, high winds and lack of rain*) introduced in the first sentence are explained under lexically similar headings in paragraphs two, three and four. Knowledge of the hypertheme/theme relations would also assist the reading of the small shaded report in which the hypertheme (*Bushfires in Australia*) is elaborated in the selections for theme in the following clause complexes (*Forest fires, Severe forest fires, Grass fires*).

However, to return to the body of the text, the explanations of the macrothemes are presented as definitions in which relational processes (a common feature of such texts) feature heavily; for example *Relative humidity [Token] is [Process: relational] the most commonly used measure of atmospheric moisture [Value]// and is defined as [Process: relational] the ratio of the amount of water vapour actually measured to that [[which air could hold at saturation]] [Value]*. These definitions present further difficulty for a struggling reader in their presentation of material events and processes ‘packaged up’ as nominalisations (*the most commonly used **measure** of atmospheric moisture, the ratio of the amount of water **vapour**, that which air could hold at **saturation***). This text is not one arising from an actual experience, material processes featuring Actors which are frequently atmospheric phenomena (*Low relative humidity, Very low relative humidity of, say, less than 20 per cent high winds, lack of rain, sunshine, high temperatures, hot air, air movement*).

It is hardly surprising that the children at Crystalvale found individual research frustrating, instead opting to reproduce such texts faithfully as their own and to devote considerable time to their ornamentation. Of course, the technicality and abstraction of the text above indicate it is suited to a secondary Science classroom rather than the primary school. More age-appropriate information reports are available for use with these learners, texts which enable facility with the language features to be developed as part of one’s ‘linguistic habitus’ so that more sophisticated instances, relying on shared technical knowledge, can be engaged with later in schooling. Such close monitoring of contexts and texts is an important part of ‘designed in’ scaffolding. Knowledge about language is not something to be ‘discovered’ through activity or to be hurriedly taught

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<sup>3</sup> See Martin 1992 for a discussion of macrotheme and hypertheme patterns in the structuring of text.

as an isolated skills lesson, but something to be taught explicitly as a tool for exploring social contexts and their meanings. Entry to this highly symbolic discourse, where language is ‘turned back on itself’ (Halliday 2002 p384), requires strong framing in which the teacher is expert, controlling the discursive terrain, carefully balancing the relationship between the SSID and other relevant instructional discourses. The varying proportions of RD, ID and SSID between the sites is a major difference displayed in the thesis.

Together the effect of using interpersonal systems of analysis is to assemble an array of resources through which language can be seen to accomplish its work in the maintenance, reproduction and transformation of schooling outcomes. That is, it can be seen as a tool for the relay of social relations. The close linguistic analysis has demonstrated how, through variations in semiotic mediation, learners in the two classroom sites are being shaped with different notions of significant and relevant meanings in the social context of schooling. One set of practices, bound in ‘quotidian’ meanings (Hasan 2004) and compensatory curriculum, appears destined to reproduce social inequality. The other, with its emphasis on enabling discourses and cultural critique, carries the potential for social transformation.

Of course, everyday and symbolic contexts are two extremes on the cline identified by Hasan (2001). The two prototypical texts – those which best illustrated the learning contexts under construction - were clearly identifiable as being positioned at either end. The macrogenre analysis revealed several instances of phases that move between the two, and the relationship between the two end points of the cline is worthy of consideration. Hasan points out, ‘the more removed from personal experience a category is, perhaps the more problematic it is from the point of view of understanding its full meaning, and this naturally means lack of sure footedness in building it into one’s own discourse’ (2001 p57). However, we can be reasonably certain that when learners are stranded in everyday contexts with infrequent and disconnected access to vertical discourses, they will not acquire the facility with the language of generalisation, abstraction and technicality. The research described in this thesis adds weight to the argument that successful acquisition of educational discourses is facilitated when learning is viewed as an apprenticeship marked by careful staging over time with the

guidance of an expert drawing on language as both social and psychological tool. How teachers work between the two points of the cline is of issue here, for as Bourne points out ‘The teacher’s art is in the tightening and relaxing of classification between discourses and also in the tenor of the teacher/student relationships’ (2003 p515). Such adjustments, which may be represented as movements backwards and forwards along the contextual cline are, of course, semiotic choices realising tenor relationships and made by teachers and learners as they enact classroom routines. In this way, according to Hasan (1996 p136), ideologies of teaching and learning find their expression.

## **6.2 The teacher as the agent of recontextualisation**

As further research questions foreshadowed, the nature of teachers’ art became an important aspect of the thesis: How do teachers’ variant readings of official curriculum documents impact on classroom practices? More specifically, how are teachers’ ideological positionings enacted in classroom practices?

In the operation of the pedagogic device, teachers are agents in the recontextualising of the official pedagogic field at local sites. Bernstein (2000 p31) argued that in the construction of pedagogic discourse, when the instructional discourse is relocated from its original site to the pedagogic site, a space is created in which ideology can play. The differences in interactional practices or framing described above frequently operate sub-consciously as part of a teacher’s ‘habitus’ (Bourdieu 1991). The patterns in the unfolding dialogue gave shape and form to the varying structures of the curriculum macrogenres as they inscribe different ways in which the teachers approach their work. A reliance on loosely framed moves led to the orbital curriculum macrogenre identified in the Crystalvale classroom. The unfolding of the macrogenre here reflects the initial struggle between the conflicting pedagogic approaches of the class teacher and myself in the Curriculum Initiation and Curriculum Exemplification 1 before settling into the more usual practices of Curriculum Exemplifications 2 and 3. These self-contained genres are consistent with the segmental nature of horizontal discourses. The most dominant sequence for tasks was quite simply thus: Prelude/Expose ^ Individual Contract. The Task Collaboration phase is optional, thus indicating that the construction of common knowledge was not a significant feature of the teacher’s

ideology. Emphasis instead was on the learner as an individual, and knowledge as a means of personal expression, existing in the children's accomplishments (Kemmis et al 1983).

In contrast, the macrogenre at Briary Road had a more predictable and intricate structure; the tendency toward stronger framing in the pedagogy gave rise to a linear and more complicated curriculum macrogenre. A typical phasing pattern is (Expose) ^ Prelude ^ Task Collaboration ^ Consolidation ^ (Expose). The Expose phase is where the teachers' authority over the instructional discourse is evident and occurs more reliably in Briary Road than in Crystalvale. So too does the Task Collaboration phase in which learners work to construct common knowledge, as well as the Consolidation, where representatives make the group knowledge available for mediation and appropriation. The teachers' commitment to their pupils' English language development has led them toward a view of knowledge as jointly constructed through dialogue and as social critique.

Such differences in the detail of the curriculum macrogenres reflect decisions in pedagogic design, decisions influenced by beliefs about the nature of knowledge, learning, the role of the learner and the teacher (Kemmis et al 1983). As we have seen, these decisions were reflected in choices for mood, speech function and appraisal. In this way, ideology can be seen to resonate through grammar, text and genre (Martin 1997); that is, different patterns in dialogue produce different forms of pedagogy which shape differences in pedagogic subjectivities.

The tensions surrounding the authority of the teacher run deep in educational discourse. In all of the phases of the curriculum macrogenre at Briary Road, the regulatory discourse was visible throughout, its relative strength influencing the nature of the instructional discourses at that point in time. Teachers and teacher education students not infrequently express alarm at the 'interventionist' role of the teacher in that curriculum macrogenre. Indeed, the role of the teacher at Briary Road goes beyond that described in socially critical approaches to curriculum (Kemmis et al 1983, see 1.3.2). There, the teacher was described as 'a project organiser and resource person, organising critical and collaborative activities in negotiation with students and community,

demanding joint values of autonomy and social responsibility’. In contrast, the teachers at Briary Road first and foremost take up roles as experts in the instructional discourses (the SSID and the ID) and in the selection and sequencing of activity. While they work toward learner autonomy or handover/takeover, this becomes possible only because of strong framing by the teachers throughout much of the curriculum macrogenre.

Both class teachers – Kate and Tisha - gave very clear accounts of their practices and beliefs about classroom talk and learning. These accounts are important in understanding their pedagogic decisions, decisions that are not necessarily ‘personal’ but rather informed by their readings of discourses in the recontextualising arena. Initially, the discussion below will focus on the discourses of official curriculum materials before turning to consider how these materials mediate in the teachers’ practice.

### **6.2.1 The ideological spaces in the curriculum**

In order to understand how curriculum documents feature in teachers’ talking and learning practices, appraisal (because it is concerned with evaluation) is a useful resource for exploring spaces for and realisations of ideology: ‘the kinds of attitudes that are negotiated in a text, the strength of feelings involved and the ways in which values are sourced and readers aligned’ (Martin & Rose 2003 p22). The primary English curriculum (NSW Board of Studies 1998) used by the teachers has a number of outcomes relevant to the oral language development of students in the primary school years. These outcomes are reproduced in Table 6.2 below; appraisal items (evoked and inscribed) are in bold, the more complete analysis is included in Appendix VI.

The organisation of the talking and listening outcomes reflects that of the syllabus generally. That is, the outcomes are broadly grouped into *learning language* and *knowledge about language* (Halliday 1980). Learning language consists of communication skills with regard to different contexts and skills and strategies within those contexts of use. Knowledge about language outcomes refers to knowledge of relationships between context and text and language structures and features. Despite the document’s obvious functional underpinnings, and perhaps because of the prevailing



ideological struggles from which it emerged, the circumstantial vagueness (*more extended, increasing confidence*) allows for a variety of readings.

Table 6.2 Talking and listening outcomes

Substrands	Early stage 1	Stage 1	Stage 2	Stage 3
Learning to talk and listen				
Talking & listening	Communicates with peers and <b>known</b> adults in <b>informal</b> situations and <b>structured</b> activities dealing <b>briefly</b> with <b>familiar</b> topics.	Communicates with an <b>increasing range</b> of people for <b>a variety</b> of purposes on both <b>familiar</b> and <b>introduced</b> topics in <b>spontaneous</b> and <b>structured</b> classroom activities.	Communicates in <b>informal</b> and <b>formal</b> classroom activities in <b>school</b> and <b>social</b> situations for an <b>increasing range</b> of purposes on <b>a variety</b> of topics across the curriculum.	Communicates <b>effectively</b> for <b>a range</b> of purposes and with <b>a variety</b> of audiences to express <b>well-developed, well-organised</b> deals dealing with <b>more challenging</b> topics.
Skills & strategies	Demonstrates <b>basic</b> skills of classroom and group interaction, makes <b>brief</b> oral presentations and listens with <b>reasonable attentiveness</b> .	Interacts in <b>more extended</b> ways with <b>less teacher intervention</b> , makes <b>increasingly confident</b> oral presentations and <b>generally listens effectively</b> .	Interacts <b>effectively</b> in <b>groups</b> and <b>pairs</b> , adopting <b>a range</b> of roles, uses <b>a variety</b> of media and uses <b>various</b> listening strategies for <b>different</b> situations.	Interacts <b>productively</b> and with <b>autonomy</b> in <b>pairs</b> and <b>groups</b> of <b>various</b> sizes and composition, uses <b>effective</b> oral presentation skills and strategies and listens <b>attentively</b> .
Learning about talking and listening				
Context & text	Recognises that there are <b>different</b> kinds of spoken texts and shows <b>emerging</b> awareness of school purposes and expectations for using spoken language.	Recognises <b>a range of</b> purposes and audiences for spoken language and considers how <b>own</b> talking and listening are adjusted in <b>different</b> situations.	Identifies the effect of purpose and audience on spoken texts and distinguishes between <b>different varieties</b> of English.	Discusses ways in which spoken language <b>differs</b> from written language and how spoken language varies according to <b>different</b> contexts.
Language structures & features	<b>With teacher guidance</b> , identifies some <b>basic</b> language features of <b>familiar</b> spoken texts.	Recognises that <b>different</b> types of <b>predictable</b> spoken texts have <b>different</b> organisational patterns and features.	Identifies <b>common</b> organisational patterns and <b>some</b> characteristics language features of <b>a few</b> types of <b>predictable</b> spoken texts.	Evaluates the organisation patterns of <b>some more challenging</b> spoken texts and <b>some characteristic</b> language features.

Development from the early to upper primary years tends to be measured by increasing competence in ever-widening registers; this competence is most obviously expressed in evaluative language. Appreciation (in terms of degrees of complexity - *spontaneous* and *structured*), together with graduation (in terms of intensity and relative boundary strengths between contexts, texts, speakers, audiences etc - *in groups* and *pairs*, *own*

*listening and talking*), signals differences in curriculum for learners of varying ages. The early years tend to minimise differences between everyday and school contexts (*in informal situations, on ...familiar topics*). This is in contrast to the upper years where complexity and reaction as well as ‘worthwhileness’ feature (*well-developed, well-organised, effective, formal classroom activities*). Likewise, the early years feature graduated lexis such as *briefly* and *some* while development is signalled by items such as *emerging, increasingly, some more challenging*. In these initial years, competency is also made possible with teacher assistance. Distinctions are drawn between known and unknown interactants, school and social situations, classroom and group organisations, different kinds of texts (text types) and English varieties.

While the document is sympathetic to a socio-cultural reading, there is no explicit mention of learning through language nor of knowledge about the place of language in learning. Although the outcomes are accompanied in the syllabus document with quite detailed lists of how such outcomes might be realised in student behaviour, these lists revolve around language as object (learning about language) and as communication (learning language). This is despite the emphasis in the opening pages on ‘making meaning through language’ (Board of Studies, NSW 1998), a point at which some discussion about the construction of knowledge as joint meaning endeavours and the discursive nature of knowledge might be included.

*Register* is a key concept in this curriculum. The student-in-the-curriculum here talks and listens with regard to registers which are increasingly removed from those of horizontal discourses: topics become more diverse and range from familiar to introduced to more challenging; activities include spontaneous and structured, interactants become increasingly distant and text becomes more dense and specialised. This ideal student has some metalinguistic knowledge of generic structuring and grammatical features of spoken texts; that is, of the relationship between context and text. The ideal student also spends a good deal of time engaged in collaborative work, in this way s/he becomes an increasingly fluent communicator.

Of course, just as Bernstein points out that ideology creates an imaginary learner, it also creates an imaginary teacher. The teacher-in-the-curriculum here possesses considerable

expertise in the area of language. She has substantive knowledge of register (particularly of how meanings are specialised according to curriculum contexts) and text (as instantiation of system) to bring to the task of pedagogic design. The term ‘varieties of English’ in the outcomes illustrated in Table 6.2 appears to refer to both register (variation according to use) and dialect (variation according to user). The ideal teacher understands the distinction between the two sufficiently to support her students’ investigation of genre and language in use in specific situations as well as ‘community languages and dialects’, ‘Standard Australian English’, ‘standard and non-standard speech’ (Board of Studies, NSW p25). Interviews with the teachers canvassed their responses on these issues and others and inform the ensuing discussion. Complete transcripts of the interviews may be found in Appendix VII.

### **6.2.2 Exploring ideas about talk and learning**

The teachers were asked to comment on a range of issues related to the teaching of oral language and the relationship between talking and learning. Differences emerged with respect to their appropriation of key socio-cultural concepts, their knowledge about language and the nature of their professional roles in the school context.

With respect to the place of interaction in learning, both teachers argued that the teaching of oral language is very important but drew on competing theories of language and learning to do so. Tisha, the teacher at Briary Road, explained its importance as *a tool for communication and for learning, to ask questions for clarification not just from me from each other*. Kate, the teacher at Crystalvale, discussed oral language in terms of her role as a facilitator *in providing activities to make it happen*. The teachers also drew on quite different theories when asked about talking and learning. Tisha identifies *interaction as a key ingredient in effective learning*. Her description of how she uses talk as a rehearsal for writing in a way resonates with Vygotsky’s (1986/34 p94) notion of ‘thought on the way inwards’ (*so as we are dramatising it, we are saying it orally, this is what’s happening, okay, so they can actually visualise what is happening so that they will be able to ...write it*). Kate considers learning as *a sensory experience* that happens through *experiencing things* and *immediate feedback*. This resonates with Piagetian notions of child development.

‘Field building’ and ‘modelling’, key strategies for scaffolding in socio-cultural approaches and in current curriculum materials, were located in quite different practices. Tisha draws on socio-cultural traditions when she talks of modelling text types (*there is always also a pattern of starting a report and then if they are comfortable in saying that or using that particular pattern or guide then they can use their own.*). In similar fashion, she describes the role of the teacher in field building as ‘expert other’: *not an idle talk so everything has to be structured ... I had to facilitate that there is an interaction that something is going on there, like a learning, a learning activity going on.* In contrast, for Kate these strategies are read from an individual child-centered philosophy. Modelling revolves around error correction (*well, lots of modelling with immediate feedback I guess, if I don’t point out that somebody has made an error without making them feel inferior they don’t know it’s the wrong way*); and field building requires less teacher intervention (*it’s sort of like a pretty much relaxed conversation type way that I deal with this building of the field*).

There were also differences in the teachers’ knowledge about language, which arise from differences in their contexts. For Tisha, language development is strongly associated with English language development. A bilingual language user herself, she makes only brief mention of her pupils as English language learners when she describes the class as ‘multicultural’, suggesting that language teaching methodologies are part of normalised teaching practices. Tisha expresses concern for her students’ competencies with using expanded utterances and extended responses (*they still need work on that ... yes, more elaborated response, detailed response, description, descriptive*). Her response focuses on instructional tools, the need to design materials, which encourage talk by *having a specific proforma that when they have a task that they are expected to do talking and therefore they follow a guideline ....* Indeed, in such a school context, English language methodology becomes the mainstream and with the emphasis on learning through (English) language comes an orientation to socio-cultural approaches with a strong position on language. In this way, context can be seen as a powerful shaper of teachers’ ideologies or theories of instruction.

In contrast, Kate’s individualistic ideology suggests that cognition is revealed by, rather than constructed through, interaction. To her, the children’s displays of development as

they are evident in language are of issue, rather than the nature and operation of language. Without expert knowledge of language, she struggles to understand the difficulties facing her students in acquiring facility with school discourses. She conflates register and dialect, describing their difficulties with decontextualised language as issues of dialect (*it's the dialect, like lots of words are not part of their dialect, it is a very restrictive language*). This concern is behind her frequent selections of tracking moves: *it's like drawing that extra language, it's like pulling teeth at times and trying to get the point across without again, downgrading them that you need to make it more explicit*. The learners' difficulties in recognising and realising productive regulative discourse are interpreted as deficiencies in the home environment for which school must compensate by teaching *basic skills of manners and social communication*.

The role of the teacher as pastoral carer emerges in Kate's interview. Her concern for her students is evident in her discussion of the children's emotional welfare: *the interaction skills within a group at times can explode at any second.... sometimes horrendous things have happened at home to them within the past hour before they have left for school, sometimes I have children coming to school, they just get out of the family car, walk through the gates and they are crying...*). Home/community relationships frequently spilled into the school day at Crystalvale, interrupting lessons, creating playground and classroom tensions. It was a difficult school to work at because of this; Kate was frequently called on to arbitrate in these disputes, sometimes attracting significant criticism herself from parents and students.

During the fieldwork at Crystalvale the loneliness of Kate's work as well as its extensive nature struck me. An individual with limited teaching experience but with the considerable life experience of a mature person, as the only full time teacher, she bears major responsibilities in the school and in the community. These include curriculum leadership and implementation, administration and maintenance, supervision of part time staff, pastoral care and counselling of children and their families, and community services such as a preschool program and a local festival. Such professional appointments tend to be romanticised in teacher education programs and more recently in popular culture (see for example, the French film *To Be and To Have*), yet the disputes common in the school life at Crystalvale are exacerbated by the close

alignment between home and school. However school and community contexts are not the same, Bourne argues that 'the secondary socialisation of schooling is a different thing altogether from primary socialisation' (2003 p499). The former is a close affective-orientated arrangement which socialises an individual into a relatively small family unit, the latter is an enculturation into wider cultural activities and into membership of a collectivised unit. Undoubtedly, a good many valuable insights for classroom learning have come from home and community contexts in which interactants are in pursuit of what Vygotsky termed 'spontaneous' concepts (1978). Nevertheless, because educational contexts feature different discourses, interactants and activity, the nature of the social relations is necessarily different. At Crystalvale, this loose framing of contexts combined with loose classification of discourses, events and people creates some difficulties for all involved. Particularly close relationships understandably result from siblings and relatives spending almost all their waking hours together. The personal experiences that are frequently the focus for the instructional discourse, it has been argued, are likely to be shared and already/always infused with emotional investment. These investments become intensified when the importance of the personal is magnified so.

The teachers also had varying access to professional development and support for curriculum implementation. Kate talks of not having time to use the recently released curriculum documents although those that she has been '*sneaking little looks at are great*'. Rather, teaching programs and collections of blackline masters developed elsewhere and distributed at professional development meetings provide an important means of accessing curriculum initiatives. While meetings are regularly organised, she is reluctant to be absent from the school in case of emergencies. It is important for Kate to avert trouble at school because the educational community in which the school is located is fairly widely dispersed geographically yet maintains a close network of communication and there is considerable loss of face to be suffered if a principal is known to be coping badly. The result of these pressing local needs is to distance Kate further from the official pedagogic field, and to produce a quite different reading of the official documents than that intended.

In contrast, Tisha's discussion of language focussed on curriculum needs. That is not to say she was not involved in the children's welfare, rather that work was done outside of English lessons and in the administration block located in another building. Such strong boundaries between the physical and the discursive spaces assists participants see distinctions between contexts and thus make recognition rules more explicit. Tisha's professional life is also in sharp contrast to Kate's. She is a member of a large staff with a number of full time specialists who work closely with classroom teachers and she herself has many years teaching experience. She makes a close compliant reading of the new curriculum documents as she has been continuously involved in professional development that was closely aligned to the official pedagogic field through consultants and university staff involvement with the school. Unlike Kate's experience, professional development opportunities come to Tisha. At the same time, she has access to several local universities and professional associations which offer opportunities for further study and inservice.

Thus in one local pedagogy setting, the effect of liberal-progressivist philosophy is to render the school and community as one undifferentiated context with brief, haphazard incursions into vertical discourses. Horizontal discourses are pedagogised as compensatory measures for a perceived 'lack' in the lives of disadvantaged children. In this way the learners are stranded in local affectively-loaded pedagogy and further disadvantaged in terms of access to official pedagogy. In the other local site, a socially critical philosophy that centres language constructs a more complex context that varies the boundary strength between local and official knowledges with the result that disadvantaged learners are frequently positioned within educationally salient discourses. In this pliable context, horizontal and vertical discourses are integrated in the pursuit of cultural critique. In a multilingual, culturally diverse setting where difference is most visible, the absence of shared assumptions necessitates a visible, explicit pedagogy where language becomes the focus for instruction. Knowledge about language becomes both a vertical discourse itself and a key tool for mediating access to other vertically-orientated instructional discourses. Language in all its modes and with other semiotic systems is recruited as a powerful and flexible psychological tool in this classroom.

The differences in pedagogy described in the thesis are the result of differing ideologies or theories of instruction which are in turned produced by a complex interaction of teachers' philosophical orientations to curriculum, their relationship with the official pedagogic arena and their readings of the local pedagogic context. Their philosophical orientations to curriculum include beliefs of what constitutes educational knowledge, the roles of the learner and teacher and the nature of learning (including the role of language in that process). These views are often forged by experiences in the official recontextualising arena at early career points and remain static without further engagement in professional development and associated experiences. The primary English curriculum stands apart from other curriculum areas because of the role of language as both relay and relayed, its recontextualising agents needing to reconcile a theory of language with their views of learning and of knowledge. The positioning of teachers with regard to the official pedagogic context impacts upon their reading of and reconciliation of these matters in the curriculum; for the greater the distance between the pedagogic recontextualising field and the classroom, the more space there is for ideology to play in the act of reading. The thesis has shown how complex mediation is; it is not simply a matter of a strong/weak binary but rather patternings of dialogic choices which produce different pedagogic effects. Certainly, as has been observed, loose framing occurs in both classrooms but the urban classroom has more moments where teacher authority enables learners to appropriate features of the vertical discourse. This is in no small part possible because of the intervention of the genre project and subsequent professional development programs, the effect of which has been to produce a particular form of local pedagogy closely aligned with the official pedagogic field.

### **6.3 The significance of the research**

The significance of the research is best expressed in the final research question: How might the role of the teacher in low SES classrooms be usefully understood and articulated?

The thesis makes a contribution to understandings of how classroom talk figures in the learning that takes place in different settings within the single institutional context of schooling. The thesis reveals much about how different levels of achievement are



produced in two schools serving socially economically disadvantaged communities. Its detailed linguistic analysis demonstrates how teachers mediate learners' access to educational discourses differentially through particular kinds of interactive practices. The research documented in the thesis strongly suggests the need for further case studies of semiotic mediation during curriculum units in different school settings.

The functionally orientated analysis provides a view of classroom dialogue over different time scales and in varying degrees of delicacy. The use of the curriculum macrogenre enables discussion and comparison of entire curriculum units in terms of their pedagogic functions and curricula goals. At the same time, the analysis also allowed briefer interactive events from local points in the curriculum cycle to be considered in more detail through choices in the linguistic systems of mood, speech function and appraisal.

By centering the teacher as the mediating agent, the thesis has highlighted the importance of teachers' choices in pedagogic design. This indicates that the role of the teacher should be much more interventionist than that suggested by liberal-progressive orientations to curriculum (Kemmis et al 1985). In focussing on semantic mediation thus, the thesis provides support to arguments in favour of an authoritative role for the teacher (Christie 2004). To be effective teachers of children who rely on schooling for access to vertical discourses, teachers must be agentive in terms of discipline expertise and with regard to pedagogic design. In terms of pedagogic design, understanding the options for and consequences of dialogic choices is a key ingredient in the 'art of teaching' (Bourne 2003). The challenge for the pedagogic recontextualising field (that is, teacher education) is to provide programs which bring to consciousness and develop understandings of the operation of classroom discourse (regulative and instructional) at the micro level of exchange as well as the macrolevel of the curriculum macrogenre. The thesis has also provided insights into the linguistic construction of instructional discourses themselves. For primary school teachers to develop discipline expertise, understanding the nature of vertical and horizontal discourses is important preparatory work; so too is the need to recognise how the horizontal may be put to use in service of the vertical. These issues are also challenges for the official pedagogic field (state education departments) which, perhaps in partnership with teacher education, must also

look to the distribution of support to teachers as they struggle to implement curriculum across dispersed pedagogic sites.

The transdisciplinary perspectives suggested in the thesis attempt to connect some different but complementary stances in teacher education. These arise from different views of the complex relationships among language, cognition, classroom activity and social structure. By reading across classroom events with the functional linguistic perspectives together with those drawn from sociology and psychology, the thesis provides support for educational scholarship of a dialogic nature. Such scholarship suggests that whereas Kate's preparation for teaching has been heavily influenced by progressivist ideology, clearly a more socially critical approach is warranted. Current undertakings in this area may be insufficient. For example, one way in which teacher education is attempting to move away from such individualist psychology is toward a critical psychology that blends elements of feminist, poststructuralist, psychoanalytic theories. Such approaches emphasise discourse and its work in the construction of pedagogic subjectivities (for example see Gore 1993, Davies 1994, Renshaw 1998, Green 1998). As a result, teacher education students frequently engage in the deconstruction of cultural dynamics and of their own interpellations as pedagogic subjects. Important as this work may prove in understanding social diversity, it is not likely to be successful unless beliefs about the nature of educational knowledge, of language and of learning are addressed.

The thesis provides evidence of the importance of meaning-based approaches to learning such as that advocated by Halliday (1994a). The teachers who, because of their English language teaching backgrounds, approached language as the starting point for curriculum activity were able to recruit a powerful and visible tool. Such a tool has the potential to assist learners (mother tongue speakers as well as those from non-English speaking backgrounds) to access the vertical discourses associated with schooling success. In order to do so however, teachers' knowledge about language must become more central in general teacher education. Such a move would see teachers not only preparing to teach a social semiotic grammatics, but also exploring the nature of educational discourses and their circulation, engaging with code theory, recognising and understanding differences of register and dialect. In this way, they will be better

positioned to mediate the schooling experiences of children from dominated social groups and thus realise the culturally and individually transformative potential of pedagogy.

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INTERSUBJECTIVITY AND LEARNING:  
A SOCIO-SEMANTIC INVESTIGATION OF CLASSROOM  
DISCOURSE

PAULINE JONES

VOLUME 2: APPENDICES

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## A guide to notations

T1:	Classroom teacher
T2:	Pauline Jones
S/S?:	unidentified student
.....	text omitted
...	pause
UPPERCASE	text is read
/	heard as an interruption
( )	transcriber's best guess
(( ))	additional contextual information
RD	regulative discourse
ID	instructional discourse
SSID	social semiotic instructional discourse

## Briary Road: genre and register analysis

Genre: Curriculum Initiation Schematic Structure: Orientating task					
	Phase	Purpose and language sample	Field	Tenor	Mode
1	Expose *Hotspot-version of the learner is being explicitly constructed	To establish productive group discussion as an instructional goal ..... T1: <i>what does that role do?</i> S: <i>The runner goes and gets (stuff)</i> T1: <i>Okay, thank you. Another one?</i> S: <i>The recorder um that has to write record everything.....</i>	Lexis: group roles, group rules, group behaviours  At this stage the learner behaviours desired and those which are precursors to knowing are construed as doing ( <i>The runner goes and gets...</i> ), saying ( <i>The encourager tells</i> ) and perceiving ( <i>the observer watches</i> ).  Regulative Discourse (RD) is foregrounded	Teacher-led whole class Status: unequal Contact: involved daily Affect: positive  Strong framing is maintained by use of IRF type sequences in which Vocatives are used to control the turntaking <i>eg. And what does the reporter do on behalf of the group, Patsy?</i> . Teacher builds positive collective consciousness through use of plural pronouns <i>eg our, we</i>	Spoken, , dialogic Space: face to face Time: language as construction, to generalise  Activity proceeds guided by teacher use of continuative <i>eg Okay., and...</i>
2	Prelude *Hotspot for considering what learning behaviours are emphasised eg looking, describing, talking, thinking etc.	To instruct children on how to complete the prereading task T2: <i>Okay now, our first task for this morning is aimed at getting you ready to read your book, pointing your thoughts in the right direction for the words and the ideas that you are going to come across in the book..... What can we see there? Describe that picture for me.</i> S: <i>She has long hair</i> T2: <i>Who is she? She is a _?</i> S: <i>A lady</i> T2: <i>Yes she is a lady or young woman. She has long hair, what else?</i> S: <i>She has a smile on her face</i> T2: <i>Yes, okay who do you think she might be? ...</i>	Lexis: task, topic, images, attributes of Pilawuk.  Expectations for the task ahead are made explicit through modelling description (eg <i>She has long hair</i> ) and nominalised forms of behaviours identified in previous phase (eg <i>this is where lots more thinking comes in, there might not be a lot of talking first</i> ).  RD, emergence of Instructional Discourse (ID)	Teacher-led whole class Status: unequal Contact: involved regularly Affect: positive  Explicitness is tempered by a little modality about how children complete task <i>eg so each one of you might choose one of these pictures</i> . Also contributes to positive tone. Teacher/s: student roles are kept distinct through framing I and you behaviours separately <i>eg I am going to ask you to move into small groups that we have selected</i> .	Spoken, centered around worksheet Space: face to face, monologic Time: language as commentary  Phase momentum is maintained by teacher use of textual continuatives <i>eg Now, okay.</i>



<p>3. Task Collaboration *Hotspot because similar task in done in both classrooms, different versions of the learner enacted here</p> <p>Focus on Patsy and Sam</p>	<p>To orientate children to the topic of the text To begin to build children's knowledge and vocabulary of the instructional field To provide children with opportunities to use spoken English To allow teachers to gauge children's existing understandings of the topic of the text Scaffolded by directions on montage: LOOK AT THE PICTURES CAREFULLY, DESCRIBE WHAT YOU SEE. WHAT DO YOU THINK THE BOOK WILL BE ABOUT? DO YOU KNOW ANYTHING ABOUT THIS TOPIC? IF SO, TELL THE OTHER MEMBERS OF YOUR GROUP. <i>F: Right I'm recorder</i> <i>P: Okay now look at the pictures carefully, look at the pictures carefully.....</i></p>	<p>Lexis: skin colour, families, images on the montage, some group roles.</p> <p>Group roles are claimed through use of relating processes eg <i>I'm the recorder</i>. Images are described using verbal processes eg <i>It's an Aboriginal girl alright</i>. The task unfolds as the written instructions – looking, describing, thinking, talking. Children's individual but tentative responses are projected via mental processes eg <i>I think ..</i></p> <p>ID with a 'splash' of RD at the beginning and end in transition points between phases</p>	<p>Student: student small group of 4 Status: equal Contact: involved Affect: generally positive</p> <p>Patsy takes responsibility for completing the task, she manages turntaking and contributions by 'relaying' teacher-written instructions often as interrogatives featuring vocatives eg <i>Okay Sam what do you think about this girl?</i>. Challenges are to do with experiential content or aimed at other children rather than Patsy's direction.</p>	<p>Spoken, dialogic (supported by montage of images from text) Space: face to face Time: language in action, constructing text from images</p> <p>The task unfolds with the assistance of textual continuatives – Patsy uses frequently but other children might use them as acknowledge/replay responses eg <i>P: Um okay</i> <i>K: O-kay okay</i> <i>Si: Okay</i>.</p>
<p>4. Consolidation</p>	<p>To build common understandings with which to approach the text To provide opportunities for children to use oral English in a more structured or 'written-like' mode <i>T1: Are you listening? Kenneth, Ssh Time to listen.</i> <i>S: I think...(whispered)</i> <i>K: Um we think (12sec) we think the book is going to be about this um, (11 sec).....\</i></p>	<p>Lexis: Pilawuk, family, skin colour, Aboriginality, text, montage</p> <p>Student summaries of small group discussions are construed through mental processes with plural pronouns eg <i>We think the book is going to be about ....</i> These claims are supported by reference to images on the montage in clauses featuring textual conjunctives eg <i>because there is a picture of the school ..</i></p> <p>RD acts to project ID, teacher</p>	<p>Individual students to whole class Status: equal Contact: involved Affect: positive</p> <p>Consensual nature of task underscored by plural pronoun 'we'. Sometimes student summaries are jointly constructed as group members are supported by others. Familiarity with this phase is indicated by how easily students respond to teachers ellipsed interrogatives eg <i>Monty! Lucky you Monty</i></p>	<p>Spoken, dialogic Space: face to face (with written notes) Time: language in action, reconstructing small group discussions.</p> <p>Task is framed by teacher use of textual continuatives eg <i>Okay, Alright</i>.</p>

			talk is to do with manner of articulating group knowledge, student talk concerns instructional discourse (ie predictions about the events in the book to be read)	okay? Responses are evaluated by teacher in follow-up moves in exchanges eg <i>Very good.</i>	
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Genre: Curriculum Initiation Schematic Structure: Initiating task					
Phase		Purpose and language sample	Field	Tenor	Mode
5	Expose *discussion at end is significant in constructing shared reading position	To introduce the topic of the Stolen Generations To read the focus text with the children in preparation for individual reading later To connect this text with children's knowledge of the schematic structure of a recount genre and features of other factual texts To discuss the significance of the text events in Pilawuk's life T2: Okay THIS BOOK REPORTS SOME OF THE IMPORTANT THINGS PILAWUK REMEMBERS ABOUT HER CHILDHOOD. (reading from foreward to text).....	Lexis: Pilawuk, place, time (dates and ages), family, skin colour, church and government institutions, emotions, text and text features. ID with Social semiotic instruction discourse (SSID)	Teacher-led, whole class Status: unequal Contact: frequent Affect: positive	Spoken, monologic Space: face to face (with large format text) Time: language as reflection, Reading and discussing text and language features
5a	Autobiographical recount	To recount events in Pilawuk's life To enhance understandings about the forced removal of Aboriginal children from their parents <i>Pilawuk's Story</i> <i>My country is Malfiyin and I come from the Ngangiwumerrri people. My mother is Aboriginal and my father is non-Aboriginal.</i>  <i>Missionaries moved my family from our own country to Malak Malak country in the Daly River area. Then as a child, I was forcibly taken from my family and sent to live with a non-Aboriginal family in Adelaide.....</i>	Lexis: Pilawuk, place, reunion, time (dates and ages), family, skin colour, church and government institutions, emotions  ID	Pilawuk: young reader Status: uninvolved, once only Affect: positive	Written, monologic (recorded oral history) Space: distance Time: language as reflection
6	Prelude	To instruct children on how to complete the next task T2: <i>Right I think in this ten minutes</i> <i>What I'm going to ask you to do is to move back into the groups that you were just in</i> <i>And I want you to decide the five most important events in Pilawuk's life</i>	Lexis: Pilawuk's life, events, text RD is foregrounded	Teacher-led, whole class Status: unequal Contact: frequent Affect: positive	Spoken, monologic Space: face to face Time: language in action, directing activity

		<p><i>Okay?</i>  <i>Think about the story that we've just heard here</i>  <i>What are the first most important events in Pilawuk's life?</i>  <i>Talk about it and then we're going to hear about that .....</i></p>			
7	<p>Task  Collaboration</p> <p>*hotspot Patsy</p>	<p>To assist children identify significant events in the text  To encourage children to use spoken English to reach shared understandings of the significant events</p> <p><i>Sam: You're a sad case</i>  <i>Kenneth: Yep sad case</i>  <i>Patsy: I'll start okay?</i>  <i>Sam: No, let's start from Frank and go around that way</i>  <i>Patsy: Think for 30 seconds</i>  .....  <i>Patsy: okay</i>  <i>Let's start from the beginning of her life</i>  <i>Sam: Boom boom boom well she had a son.....</i></p>	<p>Lexis: turntaking, ordering, Pilawuk, family, place</p> <p>RD initially but moves to ID with surges in RD as group dynamics become difficult</p>	<p>Student: student small group of 4  Status: equal  Contact: involved daily  Affect: not consistently positive</p>	<p>Spoken, dialogic  Space: face to face  Time: language as reconstruction</p>
8	Consolidation	<p>To build common understandings of the significant events in the text  To provide opportunities for children to use oral English in a more structured or 'written-like' mode</p> <p><i>CT: Okay we can start here ((pointing to a group of students))</i>  <i>T2: Okay</i>  <i>S: Us?</i>  <i>T2: Yep</i>  <i>Listening everyone else?</i>  <i>S: Number one is when she was taken from her family( (rising intonation at the end of the clause))</i>  <i>T2: Okay, I'm just going to write shorthand notes here ((writing on chalkboard))</i>  <i>Yep?.....</i></p>	<p>Lexis: ordering, family, Aboriginality/nonAboriginality, place.</p> <p>ID</p>	<p>Teacher-led, whole class  Status: unequal  Contact: involved regularly  Affect: positive</p>	<p>Spoken, monologic (constructing chalkboard timeline)  Space: face to face  Time: language as reconstruction</p>

Genre: Curriculum Negotiation Schematic Structure: Negotiating task 1					
Phase		Purpose and language sample	Field	Tenor	Mode
9	Consolidation	To provide opportunities for the children to read the text independently Simone: AN ORAL HISTORY IS A RECORD OF A PERSON'S MEMORY OF THEIR LIFE. IT TELLS US MUCH ABOUT THEIR FAMILIES, SCHOOLING AND INTERESTS. THIS BOOK RECORDS SOME OF IMPORTANT THINGS PALAWOK [sic] REMEMBERS OF HER CHILDHOOD. David: I TAPED AN AN INTERVIEW WITH PAAWUK. THIS RECORDED INFORMATION WAS TYPED AND E-D-I-T-ED. PILAWUK .....	Lexis: Pilawuk, family, Aboriginality/nonAboriginality, church and government, text ID	Student: student (in pairs) Status: equal Affect: positive	Spoken, monologic (reading aloud from small format text) Space: removed, book Time: language as reflection
10	Prelude	To instruct children on how to complete the next task – a time line T1: <i>Normally we have this or do this when we are doing a recount</i> <i>Writing a recount</i> S: <i>From the first thing that happened to the last</i> T1: <i>Okay right so in the correct order, the chronological order, okay?</i> <i>Now there are ten events there</i> <i>Some events are dated</i> <i>Some events do not have a date.....</i>	Lexis: recount, timeline, events, ordering, classroom materials, task RD some SSID	Teacher led, whole class Status: unequal Affect: positive	Spoken, monologic (demonstrating on worksheet to be completed) Space: face to face Time: language in action (directing activity)
11	Task Collaboration *hotspot for relationships between RD, ID and SSID	To enable children to sequence events in the text by manipulating clauses on a timeline To provide opportunities for children to use oral English to collaborate on the activity To enable children to practise using and reusing field related vocabulary ..... Heidi: <i>Number one should (be the last one)</i> <i>Because when when</i> T1: <i>/It would be a good idea before you start to read to read the text/</i> Heidi: <i>because it says 1996 she published her book</i> <i>It's this book</i> Simone: <i>she was born first.....</i>	Lexis: Pilawuk, place, family, the text, text features and structure, ordering RD/ID/SSID all three appear here, but predominately ID. It is possible to see SSID operating at one point as teacher attempts to draw on children's knowledge of schematic structure to correct some sequencing.	Student: student (pairs) Status: equal Affect: generally positive	Spoken, dialogic (around worksheet) Space: face to face Time: language as reconstruction (of events in the text)

12	Consolidation * hotspot Patsy's move into teacher-like role	To provide opportunities for children to construct an oral recount To encourage children to further recycle field specific vocabulary Patsy: <i>In 1955 she was born</i> <i>Not long after she was taken to Darwin away from her family</i> <i>Then she was flown to Melville Island to live in a dormitory</i> <i>Um not long after that she was taken and flown to Adelaide</i> <i>To live with a non-Aboriginal family...</i>	Lexis: Pilawuk, time (dates), place, family ID is foregrounded	Student: student (groups of 2/3) Status: equal Contact: daily Affect: positive	Spoken, monologic (worksheet as prompt) Space: face to face Time: language as reflection/reconstruction
13	Expose *hotspot, how does 'revealing' occur? What is relationship between SSID and ID?	To reveal patterns of voice in the text to children To introduce children to semantic role (doer/done to) T2: <i>We're going ot come down a little bit closer to the words now and look at some of the grammar</i> <i>So if you can just leave your books and pieces of paper on your table for awhile and look to me</i> <i>I'm going to show you the beginning of a sentence that comes from the text (holding up a strip of card with a clause written on it).....</i>	Lexis: text/grammar, voice, doer/done to, a pattern, Pilawuk, authorities, power, events, timeline. SSID and ID mesh here	Teacher-led, whole class Status: unequal Contact: frequent Affect: positive	Spoken, monologic (card strips, large format timeline as props) Space: face to face Time: language in action

Genre: Curriculum Negotiation Schematic Structure: Negotiating task 2					
Phase		Purpose and language sample	Field	Tenor	Mode
14	Expose	To enhance children's understandings of the Stolen Generations To develop children's English vocabulary particularly the take/steal graduation ..... T1: <i>Yes Kenneth</i> Kenneth: <i>Grab</i> T2: <i>Grab?, very good ((writing on chalkboard))</i> Marvin? Marvin: <i>get</i> S?: <i>snatch</i> T2: <i>these are all ones I hadn't thought of Miss S</i> T1: <i>((inaudible))</i> T2: <i>Mase?</i> Mase: <i>Steal.....</i>	Lexis: class members, grammar, the text, Pilawuk, family and community, Aboriginal children, The Stolen Generations, the affect, language and culture ID, SSID is an important way into discussion of the Stolen Generations	Teacher-led, whole class Status: unequal Affect: positive	Spoken, dialogic (word web is constructed on chalkboard) Space: face to face Time: language in action

15	Prelude *hotspot – where will answers come from?	To instruct children about how to complete next task <i>T2: Now what we're going to do now is some small group discussion....</i>	Lexis: group work, class members, rules, the text, questions/answers. RD	Teacher-led, whole class Status: unequal Contact: frequent Affect: positive	Spoken, demonstrating with worksheet Monologic Space: face to face Time: language in action, directing activity
16	Task collaboration *hotspot some conflict here, arrival of teacher changes dynamics. Group membership has changed from that in earlier tasks such as phase 3 and 7	To encourage children to consider the social circumstances leading to the policy of removing Aboriginal children from their parents To assist children to understand the significance of the text  ..... <i>S: it was allowed to happen because the government told them to do that</i> <i>Sam: maybe.....</i>  Scaffolding note: Children have the following guiding questions. <b>WHY DO YOU THINK THE EVENTS THAT HAPPENED TO PILAWUK AND OTHER ABORIGINAL CHILDREN WERE ALLOWED TO HAPPEN? WHY IS THIS TEXT IMPORTANT? WHO IS THE TEXT WRITTEN FOR?</b>	Lexis: group roles, questions, Pilawuk, her story, Aboriginal people, government, racism, weapons, money, disease.  ID Some clashes between RD and ID as children's interpersonal struggles interrupt the task at hand.	Student:student, small group Status: equal Contact: daily Affect: quite negative when compared with other tasks	Spoken, Dialogic (supported by worksheet) Space: face to face Time: language in action, reconstructing events to justify opinions
17	Consolidation *hotspot – watch how individual responses are built on to make common complex understandings  Patsy	To build common understandings about the social-historical context of the text and its significance now To provide opportunities for children to use oral English in a more structured or 'written-like' mode ..... <i>Frank: Our group thinks the events that happened to Pilawuk and other Aboriginal children were allowed to happen because the chil..the Australian Governmetn wanted Australia to be a one colour nation. Aboriginal people didn't have any power to respond to them .....</i>	Lexis: Pilawuk, Aboriginal children, Aboriginal people, government, white Australia policy, power, money, guns, the law, colonialism, land ownership, generations, culture. ID	Teacher-led Whole class Status: unequal Contact: regular Affect: positive	Spoken, dialogic (reporting from notes taken during task collaboration) Space: face to face Time: language in action, reconstructing events to justify opinions
18	Expose	To enhance children's awareness of valued interaction skills <i>T2: What do you think are the the um tricks or steps as you might like to call it okay steps to improve our listening skills Because even though this group here has lots to offer Some of them were not willing to listen.....</i>	Lexis: listening skills, the group, work, time, questions RD	Teacher-led, whole class Status: unequal Contact: daily Affect: generally positive	Spoken, monologic Space: face to face Time: language in action

Genre: Curriculum Negotiation Schematic Structure: Negotiating task 3					
Phase		Purpose and language sample	Field	Tenor	Mode
19	Prelude	To remind children about how to complete a three level guide ..... <i>T2: or with reading sometimes reading just requires reading the words that are on the page</i> <i>Remember we called them 'looking questions'</i> <i>Sometimes it requires looking at the page and thinking</i> <i>We have these 'looking and thinking questions'</i> <i>Then start mainly looking but some thinking</i> <i>And then the third level is all 'thinking questions'.....</i>	Lexis: the text, reading, pages, other texts, 3 level guide, types of questions, the writer, evidence RD	Teacher-led, whole class Status: unequal Contact: frequent Affect: positive	Spoken, monologic (using worksheet to demonstrate) Space: face to face Time: language in action (directing activity)
20	Task Collaboration	To give children practice in recognising the need to and to practise reading using literal information in the text To encourage children to use oral English to jointly produce responses to the task To enable children to further engage with the topic of the text ..... <i>Simone: No but you see PILAWUK WAS TAKEN FROM HER FAMILY AND SENT TO LIVE WITH THE NON-ABORIGINAL PEOPLE IN ADELAIDE BECAUSE OF THE WHITE.. Yeah it is yeah ...Yep it's page</i> <i>Helena: 10</i> <i>Simone: 10 SHE'S ALWAYS FELT SHE BELONGED WITH ...</i>	Lexis: Pilawuk, place, Aboriginality, family, evidence ID	Student: student (pairs) Status: equal Contact: daily Affect: positive	Spoken, dialogic (completing a worksheet) Space: face to face Time: language in action (some reconstruction as text is referenced)
21	Consolidation	To construct shared understandings of the text To check children's progress in first stage of the task To provide feedback to children on their work to this stage ..... <i>T2: alright Adam could you read the next one to us please.. for us please?</i> <i>Adam: um THE SPORTS TEACHER WROTE TO THE SUPER...SUPER</i> <i>T2: superintendent</i> <i>Adam: SUPERINTENDENT OF OF DALY RIVER RI..RIVER</i> <i>T2: okay is that true or false?</i> <i>Adam: false</i>	Lexis: evidence, page numbers, right/wrong, information, the text, class members, Pilawuk, places, age, time ID	Teacher-led (whole class) Status: unequal Contact: involved regularly Affect: positive	Spoken, dialogic (worksheet as prompt) Space: face-to-face Time: language in action

		<p><i>T2: false and your evidence?</i>  <i>Adam: um um on page .....</i></p>			
22	Task collaboration	<p>To assist children practise using implied information to read the text  To encourage children to use oral English to jointly produce responses to the task  To enable children to further engage with the topic of the text  .....  <i>Simone and Heidi: PILAWUK WAS LONELY ON MELVILLE ISLAND COMPARED TO WHEN SHE LIVED IN ADELAIDE</i>  <i>Simone: Okay let's look in Melville Island something like that just look in it then look for the picture.....</i></p>	<p>Lexis: right/wrong, evidence, pages, pictures, Pilawuk, places, Aboriginality, authorities, language and culture  ID</p>	<p>Student: student (pair)  Status: equal  Contact: daily  Affect: positive  ID</p>	<p>Spoken, dialogic (completing a worksheet)  Space: face to face  Time: language in action (some reconstruction as text is referenced)</p>
23	Consolidation *hotspot collaborative knowledge building	<p>To construct shared understandings of the text  To check children's progress in second stage of the task  .....  <i>Marie: Um on page 6 it says THEN AS A CHILD I WAS FORCIBLY TAKEN FROM MY FAMILY AND SENT TO LIVE WITH A NON-ABORIGINAL FAMILY IN ADELAIDE. THIS HAPPENED BECAUSE AUSTRALIAN GOVERNMENTS HAD A POLICY TO MAKE AUSTRALIA WHITE. THE GOVERNMENT WANTED EVERYONE TO HAVE THE SAME SKIN COLOUR, CULTURE AND LANGUAGE</i>  <i>T2: Alright that's talk about the White Australia Policy But where does it tell us that Pilawuk was light skinned? Where does it mention that? Has somebody got something to add to Marie's evidence?.....</i></p>	<p>Lexis: right/wrong, evidence, class members, pages, pictures, Pilawuk, places, Aboriginality, authorities, language and culture  ID</p>	<p>Teacher-led (whole class)  Status: unequal  Contact: involved regularly  Affect: positive  ID</p>	<p>Spoken, dialogic (worksheet as prompt)  Space: face-to-face  Time: language in action</p>
24	Task Collaboration *hotspot some nice co- construction of argument here	<p>To assist children recognise the need to and to practise bringing intertextual resources to a reading of the text  To encourage children to use oral English to jointly produce responses to the task  To enable children to further engage with the topic of the text  <i>Simone: let's pass this one and do the third one IT DOESN'T MATTER WHERE YOU LIVE OR WHO YOU LIVE WITH YOU STILL GET TO KNOW YOUR LANGUAGE AND CUSTOMS</i>  <i>S?: cos you do</i>  <i>Simone: cos you do</i>  <i>Surayah: no no not really because if you go to Australia and then</i></p>	<p>Lexis: Pilawuk, White Australia Policy, The Stolen Generations, language, customs, tick/cross, Non-Aboriginal people, Aboriginal people  ID</p>	<p>Student: student (groups of three)  Status: equal  Contact: daily  Affect: positive  ID</p>	<p>Spoken, dialogic (completing a worksheet)  Space: face to face  Time: language in action</p>



		<i>like you learn Australian you forget your own culture you forget like language and all that</i>			
25	Consolidation	<p>To locate the text in its social context with the children To share responses to the third stage of the task .....</p> <p><i>T2: Now the first one CHILDREN LIKE PILAWUK SHOULD HAVE NEVER HAVE BEEN TAKEN AWAY FROM THEIR FAMILIES</i> <i>Is that something you would think the writer would agree with...Monty?</i> <i>Monty: Um yes yes because um whoever has been um taken away from their family um would um they'd be real disappointed um that they never got to see um got a chance to meet their family.....</i></p>	<p>Lexis: Pilawuk, family, evidence, sentence, White Australia Policy, ethnicity, The Stolen Generations, Non-Aboriginal people, Aboriginal people history, page numbers, writer, class members ID</p>	<p>Teacher-led (whole class) Status: unequal Contact: involved regularly Affect: positive</p>	<p>Spoken, dialogic (worksheet as prompt) Space: face-to-face Time: language in action</p>

<p align="center"><b>Genre: Curriculum Closure</b> <b>Schematic Structure: Situating task</b></p>					
Phase		Purpose and language sample	Field	Tenor	Mode
26	Expose *hotspot: look at development of metalinguistic talk - relationship between text types (known) and verb types (new)	<p>To model the schematic structure of an autobiographical recount for the children To instruct children about different types of verbs .....</p> <p><i>T2: ...it's very like one you're familiar with but it's a special sort Caro?</i> <i>Caro: um fiction I mean um factual</i> <i>T2: it's factual very good, that's a good clue</i> <i>How would you...what's its label though?</i> <i>Caro: um...recount.....</i></p> <p>Scaffolding note: We constructed a model autobiography for the students, on the back of this page was a proforma with boxes and guiding questions for the kinds of information which should be included in each paragraph.</p>	<p>Lexis: text types, paragraphs, information, family, age, place, memories, school, verb types, list SSID</p>	<p>Teacher-led, Whole class Status: unequal Contact: involved regularly Affect: positive</p>	<p>Spoken, dialogic (around worksheet and chalkboard lists) Space: face to face Time: language in action</p>
27	Prelude	To instruct children on how to complete the following task (planning	Lexis: plan, page,	Teacher-led,	Spoken, monologic

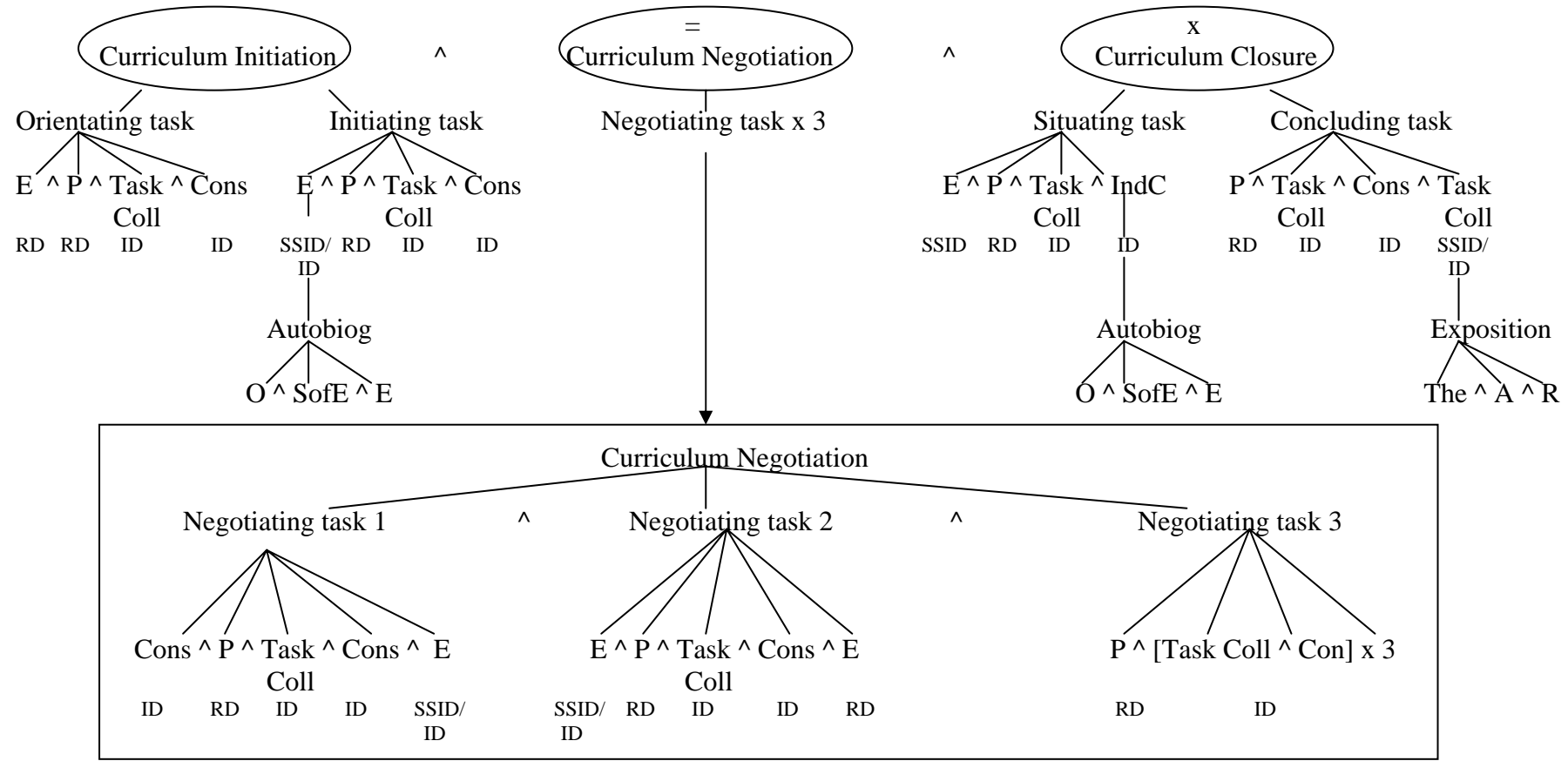
		<p>their autobiographical recounts)</p> <p><i>...T2: what we're going to ask you to do now is to do your plan of your oral history or your recount now on the back of that sheet when you turn it over</i></p> <p><i>turn it over now please...</i></p>	<p>information, text, writing, draft, sentence, paragraph, words, ideas, class members</p> <p>RD</p>	<p>Whole class</p> <p>Status: unequal</p> <p>Contact: involved regularly</p> <p>Affect: positive</p>	<p>(around proforma for plan)</p> <p>Space: face to face</p> <p>Time: language in action</p>
28	<p>Task</p> <p>Collaboration</p> <p>*hotspot Patsy's reading of task and interpersonal frictions, teacher joins briefly.</p>	<p>To provide opportunities for children to share ideas as they complete plans for their autobiographical recounts</p> <p>To encourage children to use spoken English in small group situations</p> <p><i>Patsy: ...I don't know how to spell Ilocano</i></p> <p><i>Kimberley: I think Miss S does because she is from the Phillipines</i></p> <p><i>Stanley: don't worry about that at this stage because (this is draft)</i></p> <p><i>Patsy: Ilocano</i></p> <p><i>Stanley: I was born in ....</i></p>	<p>Lexis: languages spoken, occupation, place, family, memories, photographs, school, academic achievement, celebrations, food.</p> <p>ID some RD as tensions arise</p>	<p>Student: student (small groups)</p> <p>Status: equal</p> <p>Contact: daily</p> <p>Affect: positive</p>	<p>Spoken, dialogic (completing a worksheet)</p> <p>Space: face to face</p> <p>Time: language as reconstruction</p>
28a	<p>Autobiographical recount</p> <p>*hotspot: track language from model to discussion to written text</p>	<p>To reconstruct the events in an individual's life</p> <p><i>My story</i></p> <p><i>My name is Patsy Celeste Beaumont. I was born in the Phillipines on 6<sup>th</sup> June 19---. I speak two languages.: English and Tagalog and a bit of Ilocano which is a dialect. At the moment I am a student in year 4 at Briary Road Public school.....</i></p>	<p>Lexis: family, time, place, school, teachers, occupations, memories, hopes.</p> <p>ID</p>	<p>Student: interested reader</p> <p>Status: equal</p> <p>Contact: infrequent</p> <p>Affect : positive</p>	<p>Written, monologic (accompanied by photographs, drawings and maps)bv</p> <p>Space: distant</p> <p>Time: language as reflection</p>
28b	Prelude	<p>To instruct children on how to complete the following task (performing their autobiographical recounts)</p> <p><i>NB : not taped but confident that register analysis* would reveal a similar pattern to that of earlier prelude phases</i></p>	*RD	<p>*Teacher-led,</p> <p>Whole class</p> <p>Status: unequal</p> <p>Contact: involved regularly</p> <p>Affect: positive</p>	<p>*Spoken, monologic (around proforma for plan)</p> <p>Space: face to face</p> <p>Time: language in action</p>
38c	Contract	<p>To provide opportunities for children to orally present their autobiographical recounts to each other</p> <p><i>T1: That's it okay. Now I would like to welcome you back to our sharing session. This is your life history sharing time and my first guest is Donna – Donna who comes from Indonesia and her, one of her favourite TV shows is South Park. Donna would you come here please? Donna this is your life.</i></p> <p><i>Donna: My name is Donna and I was born in 1987 in Indonesia. I speak English and Indonesian.....</i></p>	<p>Lexis: family, time, place, school, teachers, occupations, memories, hopes.</p> <p>ID</p>	<p>Student: students</p> <p>Status: equal</p> <p>Contact: daily</p> <p>Affect : positive</p>	<p>Spoken monologic (using written publication as prop_)</p> <p>Space: face to face</p> <p>Time: language as reflection</p>

Genre: Curriculum Closure Schematic Structure: Concluding task					
Phase		Purpose and language sample	Field	Tenor	Mode
29	Prelude	To instruct children on how to complete the following task (comparing childhoods) <i>NB: not taped but confident that register analysis* would reveal a similar pattern to that of earlier prelude phases</i> Scaffolding note: We distributed a proforma showing 2 boxes; one labelled for those things that are the same about your childhoods and Pilawuk's and another for those that are different.	*RD	*Teacher-led, Whole class Status: unequal Contact: involved regularly Affect: positive	*Spoken, monologic (around proforma for plan) Space: face to face Time: language in action
30	Task Collaboration *hotspot: Patsy assumes responsibility for the task	To work with children to identify differences between their childhoods and Pilawuk's To encourage children to use spoken English related to the topic in small group situations ..... <i>Patsy: We will go around in a circle. Okay this is how we are going to set it out ((showing model)) What is the same with Pilawuk's and yours and what is the difference?</i> <i>Sam: Well I don't have anything the same.....</i>	Lexis: family, cultural identity, separation, superintendent, writing, turntaking, cooperation, school, time ID/RD significant as group tensions emerge	Student: student (small groups) Status: equal Contact: daily Affect: frequently negative	Spoken, dialogic (around proforma) Space: face to face Time: language in action (maintenance of activity)
31	Consolidation	To emphasise the significance of removing children from their families by constructing shared understandings of the differences between the class members childhoods and Pilawuk's To affirm the cultural diversity of the class To encourage children to use spoken English related to the topic in a large group situation To demonstrate to children a productive way of demonstrating social dissent (that is, by writing to the Prime Minister)  <i>T2: let's see who who would like to report back on what they think is the same in their childhoods and ...</i> <i>Right we might have Jake's group first</i> <i>Are you going to report back? ((indicating one of the students))</i> <i>Surayah: My group thinks that the same is that she went to school and we go to school .....</i>	Lexis: Pilawuk, class members, school, places, sport, language, families, age, Aboriginal Australian, non-Aboriginal Australian, skin colour, government, multiculturalism, Prime Minister, letter ID	Teacher-led Whole class Status: unequal Contact: involved regularly Affect: positive	Spoken, dialogic (worksheet as prompt and notes made on chalkboard) Space: face to face Time: language in action
32	Prelude	To instruct children on how to complete the following task (planning for writing to the PM <i>NB: not taped but confident that register analysis* would reveal a</i>	RD	*Teacher-led, Whole class Status: unequal	*Spoken, monologic (around proforma for plan) Space: face to face

		similar pattern to that of earlier prelude phases		Contact: involved regularly Affect: positive	Time: language in action
33	Task Collaboration	To assist children prepare for writing to the PM To encourage children to share ideas for inclusion in the letter To give children practice at using spoken English  Scaffolding note: We'd distributed a proforma with the following probes – <i>Who are we? What have we been doing? What did we learn? How do we feel about that? Why are we writing to the Prime Minister?</i>	Lexis: students, school, writing, Pilawuk, family, language, racism, Stolen Generations, Aboriginal people, government ID	Student: student (small groups) Status: equal Contact: daily Affect: generally positive	Spoken, dialogic (around proforma) Space: face to face Time: language in action
34a	Consolidation	To jointly construct an expository text to the PM ..... <i>T2: Now as you report we are going to be writing our letter to Mr Howard Now I started the letter here ((pointing to address)) When we have finished here I'll take this and put it onto the computer so that it can go off to him but on the website it told me that this was the way everybody needs to address a letter to Mr Howard.....</i>	Lexis: students, school, prime minister, governments, Pilawuk, Stolen Generations, White Australia Policy, multiculturalism, letter, language, grammar, voice ID/SSIS	Teacher-led Whole class Status: unequal Contact: involved regularly Affect: positive	Spoken, dialogic (worksheet as prompt and letter on chart) Space: face to face Time: language as construction
34b	Exposition	To add weight to the public calls for the PM to apologise to Aboriginal Australians on behalf of previous governments To affirm the importance of cultural diversity in Australia <i>Dear Mr Howard We are students from years 4 and 5 at Briary Road Public School in Sydney. We are Australians and speak many different languages. We live in a multicultural community..... Pilawuk is one of the Stolen Generations. We learnt about the White Australia Policy and how it has affected other children like Pilawuk. We learnt about how important our families are. Families care for us and teach us our cultures, our languages and our religions. They tell us about how we looked and things we did. They also keep photographs and videos of us. Families help us know who we are. Pilawuk missed this for many years.....</i>	Lexis: students, school, prime minister, governments, Pilawuk, Stolen Generations, White Australia Policy, multiculturalism, letter, language, grammar, voice ID/SSIS	Students: PM Status: unequal Contact: uninvolved, one-off Affect: generally positive but expressing discord	Written, monologic Space: distant Time: language as reflection
34c	Exposition	To present an official version of the government's stance toward issues associated with Reconciliation To respond to the students' earlier letter	Lexis: Australia, Aboriginal Australians, families, government	PM: students Status: unequal Contact: uninvolved, one-	

		<p><i>Dear Students</i></p> <p><i>I would like to thank you for your letter about the talking and literacy project undertaken by Years 4 and 5 at Briary Rd Public School in 19--. I am sorry my busy schedule has prevented me from replying to you sooner.</i></p> <p><i>I appreciate your sharing with me aspects of your lifestyles and aspirations for the future as told in Our Stories. I agree that Australia is a lucky country made up of people from many different cultural backgrounds.</i></p> <p><i>You mention indigenous children separated from their families ...</i></p>	<p>policies, my government, money, organisations</p> <p>ID</p>	<p>off</p> <p>Affect: generally positive but expressing discord</p>	
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## An overview of the curriculum macrogenre at Briary Road



**Key** Phases: P = Prelude, Indiv Con = Individual contract, E = Expose, Task Coll = Task collaboration, Cons = Consolidation  
 Genre: O = Orientation, SofE = Series of events, E = Evaluation, The = Thesis, A = Arguments, R = Reiteration  
 Pedagogic Discourse: RD = Regulatory Discourse, ID = Instructional Discourse, SSID = Social Semiotic Instructional Discourse

## Crystalvale: genre and register analysis

Genre: Curriculum Initiation Schematic Structure: Orientating task					
Phase		Purpose and language sample	Field	Tenor	Mode
1	Prelude	To instruct children on how to complete the task collaboration below Not taped, but can reasonably confidently state that the RD is foregrounded as the task and expectations of behaviours are explained.			
2	Task collaboration	<p>To find out what children already know about the topic of natural disasters</p> <p>To focus their attentions on the topic</p> <p>To encourage use of language to build on each other's understandings of the topic</p> <p>J: <i>Ms Jones, can I have something to lean on?</i></p> <p>T2: ((NV))</p> <p>J: <i>thanks ...floods ((writing on a piece of card)) ..Okay Mel your turn. I got floods...your turn</i></p> <p>M: <i>Can I write mine?</i></p> <p>J: <i>I will</i></p> <p>R: <i>He had a turn ((referring to Mel)) ...um... I pick flood</i></p> <p>M: <i>baby...babies</i></p> <p>T: <i>I pick fire</i></p> <p>J: <i>babies ((writing))</i></p>	<p>Lexis: natural disasters, group members, turns, people, rescue operations, images on montage, effects of natural disasters, popular films</p> <p>Children's construal of the task as one of as identification and labelling of images in turn is reflected in their use of predominantly material processes eg <i>He had a turn, I pick floods.</i></p> <p>RD/ID</p>	<p>Student: student (small groups)</p> <p>Status: equal</p> <p>Affect: frequently negative</p> <p>Vocatives feature in children's talk as turns are allocated and disputed</p> <p>Teachers use most non-elliptical declaratives eg <i>droughts are really serious natural disasters</i>; and only instances of modality <i>You might need....</i>when they join the group.</p>	<p>Spoken - with montage of images to use as cues;</p> <p>Space: face to face, dialogic;</p> <p>Time: language is ancillary to action.</p> <p>Images are identified by elliptical clauses eg <i>floods, babies.</i></p> <p>Student scribe allocates turns by using textual continuatives <i>okay</i> and elliptical clauses eg <i>Mel, your turn.</i></p>
3	Prelude Hotspot - revisit to look at how words are moved from a list into categories	<p>To explain to children the next task which is categorising words</p> <p>To model categorising words for the children</p> <p>T2: <i>The next job's going to be putting your words into groups, Okay? Now so you'll probably have to go back and maybe describe them (you could) read them or spread them all out so that everybody can read them</i></p> <p>Ritchie: <i>Are you keep make making pictures like wall um like wall and all that that ...?</i></p>	<p>Lexis: task, words on cards, names of natural disasters, rescue workers, categories, presentation of information, children in class, equipment for the task</p> <p>The learning goal and categories for classification</p>	<p>Teacher: whole class</p> <p>Status: unequal</p> <p>Affect: positive</p> <p>Strong pattern of IRF sequences is evident eg <i>PJ: but why do they make</i></p>	<p>Spoken - with card strips to assist;</p> <p>Space: face to face, dialogic;</p> <p>Time: language used to generalise.</p> <p>Teacher directs activity and attention by use of textual continuatives eg <i>Okay.</i></p>

		<p>T2: <i>Ma ... a special sort of picture Ritchie</i></p> <p>Ritchie: <i>like oh oh make a picture and make it up and all that and stick it like you'd um (do) it and staple it and make it (like) a book</i></p> <p>T2: <i>It's a little bit ... it's probably more of what we'd call a diagram like one of these ..</i></p>	<p>are identified and described through relating processes eg <i>The next job's going to be putting your words into groups and They're all about the earth.</i> Lexical items from earlier task are tokens in relating clauses as students categorise these eg <i>The nurse and the doctors are the workers.</i> As the task is demonstrated, teacher talk features material process types eg <i>I'm going to put some words together.</i> However, when the children's role in the task is explained, mental processes are used <i>See if you can tell me....and Why do you think I might have put those together?</i></p> <p>RD</p>	<p><i>sense, what is it about them that makes them together Sarah?</i></p> <p><i>S: um they're .....they're all about the earth and um they ..it's what happens naturally all the time</i></p> <p><i>PJ: yeah yeah that's good; often completed with series of declaratives eg that's what Sarah is saying. These are types of natural disasters that happen and a lot of you have got those.</i> Turn taking is allocated via use of vocatives eg <i>Martin? Louise?.</i></p> <p>Microlevel scaffolding present in jointly constructed clauses eg</p> <p><i>PJ: ...in other words, they?</i></p> <p><i>Ss: help.</i></p> <p>Teacher uses modality as she provides a model of how to complete the task eg <i>You'll probably have to go back and maybe describe /read them or spread them all out.</i></p>	<p>Expectations for the learners behaviours during the task are expressed in topical theme choices of 'I' and 'you' eg <i>Now so you'll probably have to go back and And I'll show you.</i></p>
4	Task collaboration	<p>To assist children organise their knowledge about natural disasters into categories</p> <p>To provide opportunities for children to use topic related spoken English</p> <p>To enable children to practise using language to build on each other's knowledge</p> <p>Jenny: <i>Okay put them into a lump</i></p>	<p>Lexis: categories, names of natural disasters, words on cards, children in class, resources, textas and glue, effects of natural disasters.</p> <p>The physical dimensions of the task are highlighted by</p>	<p>Student: student (small groups) Teachers visit briefly</p> <p>Status: equal</p> <p>Affect: frequently negative</p> <p>Students use imperatives to</p>	<p>Spoken - with cards to manipulate and equipment to share;</p> <p>Space: face to face, dialogic;</p> <p>Time: language used as ancilliary to action.</p> <p>Increased student</p>



		<p>S?: ( ) <i>most of them</i>  S?: <i>that's with them</i>  Mel: <i>and them</i>  Jenny: <i>put hospital there</i></p>	<p>the children's frequent choice of material processes as they move labels for disasters which are often goals <i>eg Put that hospital there</i>. Materials for completing the task also appear as goals of material processes <i>eg We've to two browns and one black</i>.</p> <p>RD around ID as 'artefacts'</p>	<p>manipulate information on cards <i>eg Put them there and Put that hospital there</i>.</p> <p>Teachers use interrogatives to encourage children to discuss groupings <i>eg And if there's something there that's not a natural disaster will it belong in that group?</i> and extended declaratives as they explain categorisations <i>eg Natural disasters is something that is created by the earth, by nature okay?</i></p>	<p>responsibility for the conduct of the task is evident in the students' use of textual continuatives <i>Okay</i>.</p> <p>Context dependent nature of the task means that the Theme of clauses is frequently the label on card <i>Family goes there, Baby goes there</i> .and that exophoric reference is often featured and elliptical clauses predominate <i>eg rescue newspaper</i>.</p>
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Genre: Curriculum Initiation Schematic Structure: Initiating task					
Phase		Purpose	Field	Tenor	Mode
5	Expose Hotspot points about sensemaking, interesting contrasts in teachers' styles with event 6	<p>To describe unit goals to the children  To model how to select and organise information for projects for children  To introduce guidelines for individual research project</p> <p>T2: <i>Now there are several things that Miss Lee and I want you to learn about in the Natural Disasters unit. We want you to learn about some of the different types, what causes them, where they happen, what sort of effects they have on people, and what sort of effects they have on um things other than people like the buildings and the wildlife..</i></p>	<p>Lexis: Natural Disasters, bushfires, research questions, text types and their functions, text parts, text features, causes of bushfires, effects of bushfires</p> <p>The teacher explicitly addresses the goals for the unit and the task through affective clauses  <i>Now today I want to</i></p>	<p>Teacher: whole class  Status: unequal  Affect: positive</p> <p>This phase features teacher fronted IRF sequences. The teacher draws children's attention to salient text features using imperative <i>eg Look at the way they're set out</i>. Teacher's use of polarity tends to be positive <i>eg</i></p>	<p>Spoken - supported by large format research questions and with sample texts;  Space: face to face, dialogic  Time: language used as commentary.</p> <p>The content and pacing of the task are led by the teachers use of textual continuatives <i>eg Now, okay</i>.</p>

			<p><i>work with you [to].</i></p> <p>As texts are classified and described, the teacher chooses relational processes <i>eg It's called Natural Disasters...</i> and <i>And it has the contents page.</i></p> <p>ID/SSID</p>	<p><i>It's like a mountain, You'll find that the information is quite difficult.</i> However when the children are asked to work in pairs, polarity becomes negative <i>I'm not going with Robert 2, I don't want to go with Jenny.</i></p> <p>Vocatives are used to allocate turns <i>eg Grant which one?.</i>; imperatives to focus children's attention <i>eg Look at the way they're set out.</i></p>	<p>The roles of teacher and student are delineated by the occurrence of <i>you</i> and <i>I</i> in thematic position <i>eg I've pretended that I'm going to choose the topic called Bushfires and you're going to point out some of the things...</i></p>
6	<p>Task</p> <p>Collaboration</p> <p>*hotspot – 2 key points here.</p> <p>There's another example of a personal anecdote during the task.</p> <p>There's also instances of movement away from the given text <i>eg</i> when Greg decides to include Crystalvale as a site of bushfires, and then when they discuss the benefits of burning off.</p> <p>Takeup of technical terms such as habitat</p>	<p>To practice locating and recording specific information in given texts.</p> <p>To work collaboratively to support and extend each other's learning</p> <p>To use spoken English related to the topic</p> <p>Sally: <i>there you go</i> ((handing Greg a worksheet))</p> <p>Greg: <i>thank you</i></p> <p>Sally: <i>um ... bushfires...</i></p> <p>S?: <i>no!</i> ((another student seated nearby))</p> <p>Sally: <i>so SALLY she doesn't say (each) SALLY</i> ((writing name of worksheet))</p> <p>Greg: <i>don't talk to us you're not allowed to</i> ((to another child who has stopped by the desk))</p> <p>S?: ( )</p> <p>S?: <i>Greg</i></p> <p>Greg: <i>Oh you could've wrote my name ( )</i></p> <p>Sally: <i>WHAT IS A BUSHFIRE?</i> ((reading off worksheet))</p>	<p>Lexis: bushfires, children's names, causes of bushfires, locations of bushfires, effects of bushfires, timing of fires, research questions, texts, worksheet, family information (briefly), animal, equipment.</p> <p>As children plan to complete the task, they choose material processes <i>I'll read first, you can write with</i> children as Actors.</p> <p>Defining and identifying the causes of bushfires is realised in the use of relational processes <i>eg What is a bushfire? That's the one isn't it?</i></p> <p>Circumstances of place</p>	<p>Student: student joined by me frequently;</p> <p>Status: equal;</p> <p>Affect: generally positive, some tension evident.</p> <p>Student use of imperatives as they negotiate completion of activity and use of resources</p> <p><i>Write now 'in bushland areas'.</i></p> <p>Heavy reliance on teacher presence in the task despite the guiding worksheet is evident in the frequent occurrence of teacher interrogatives</p>	<p>Spoken - supported by worksheet with model research questions written on it;</p> <p>Space: face to face, dialogic;</p> <p>Time: language used to generalise.</p> <p>Increased student responsibility for task seen in frequent use of textual continuatives <i>eg Okay, Well.</i></p> <p>Dependence on written textual material in context evident in use of elliptical clauses <i>eg droughts, cigarettes, Autumn.</i></p>

	and vegetation occurs.		are prevalent when children are identifying where bushfires occur eg <i>in bushland areas</i> .  ID/RD	such as <i>Have you done number four have you?</i> Some modality used by teacher as she suggests attempts to make suggestions eg <i>Maybe you want to say in bushland areas</i> [rather than where there is a lot of bush]. Negative polarities toward end of event eg <i>Mel that's not very nice, I don't care!, I don't know!</i>	Children's apportioning of responsibilities is evident in the thematic choices eg <i>I'll read You can write</i> .
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Genre: Curriculum Exemplification					
Schematic Structure: Task 1					
Phase		Purpose	Field	Tenor	Mode
7	Prelude *hotspot – CV children treat prelude as dialogic; speech function selections are more equitably distributed among teacher and some children	To explain next task  T2: <i>Now if I have you a sheet of paper each/</i> Sally: <i>/mmm?</i> T2: <i>Would you design your questions for your topic now?</i> Sally: <i>yeeah</i> T2: <i>if you choose tornadoes, you might say/</i> Luke: <i>I chose it</i> T2: <i>what/</i> Luke: <i>what is a tornado? what make a ... causes a tornado?</i>	Lexis: research questions, natural disasters   As behaviours are explained and taken up, children are represented as Actors of material processes eg <i>If you choose tornadoes..., I chose it, Would you like to do them on the computers?</i>  RD	Teacher: whole group; Status: unequal; Affect: positive.  To construct and maintain a positive climate, teacher uses questions to realise commands eg <i>Would you design your own questions?</i> She also uses modality to suggest courses of action to the learners eg <i>You might say....</i>	Spoken; Space: face to face, dialogic*; Time: language to generalise.  Teacher signals the beginning of the phase with use of textual continuative eg <i>Now....</i>

8	Individual contract *hotspot – although this is individual and convergent task - it is done in pairs, constant presence of other children, is this part of the accepted freedoms in the classroom – dialogic nature of all tasks?	<p>To identify research questions relevant to individual projects To record individual questions on a proforma To work together to support each others' learning</p> <p>Sally: <i>yep</i>  Greg: <i>me and you me and you will work together</i>  Sally: <i>yeah but but yes because that's me and ...No we can't because we might be doing it on something different. What are you doing yours on?</i>  Greg: <i>I was going to do it...what are you doing yours on?</i>  Ritchie: <i>I'm doing mine on 'nadoes</i>  Sally: <i>did you write yours down? ((ignoring Ritchie)) Have you done it? Written down what you wanted to learn about and that?</i></p>	<p>Lexis: proforma sections, research questions, research topics, names of natural disasters, computer technology, children's names.</p> <p>Greg and Sarah use material processes with themselves in role of Actors as they commentate on their actions eg <i>I'm doing mine on 'nadoes</i> and <i>So we go to new file.</i></p> <p>RD</p>	<p>Student: student (PJ joins a often);  Status: equal;  Affect: generally positive but some tension evident.</p> <p>Collaboration between these two children evidenced in use of plural pronouns <i>us</i> and <i>we</i>, and co-occurrence of <i>you</i> and <i>me</i> eg <i>Let's do one together</i> and <i>We got to do it like this.</i></p>	<p>Spoken - takes place at a computer with a written model;  Space: face to face dialogic;  Time: language as a commentary to word processing.</p> <p>When teacher joins the pair there is use of textual continuatives otherwise absent.</p> <p><i>We</i> is thematised in children's talk  Shared nature of task evident in use of exophoric reference:  G: <i>I was going to do it. What are you doing yours?</i>  R: <i>I'm doing my on 'nadoes</i>  S: <i>Did you write yours down?</i></p>
9	Expose	<p>To move from research questions into subheadings</p> <p>T2: <i>... Now what I 'm going to do with you today is some talking in a group like this and then you're going to have some other tasks to do by yourself or with another person.Right so are we ready to focus?</i></p>	<p>Lexis: research questions, headings for research, the chart</p> <p>Material processes as task is explained</p> <p>SSID</p>	<p>Teacher: whole class  Status: unequal  Affect: generally not positive</p> <p>Use of <i>we</i> to encourage common endeavours.  Teacher uses imperatives to direct activity <i>Just sit quietly and hold it for the time being</i></p>	<p>Spoken - with cards and large format to support;  Space: face to face, predominantly monologic;  Time: language in action</p> <p>Teacher use of textual continuatives. <i>I</i> and <i>you</i> thematised as teacher tells children what is to happen. Exophoric reference</p>

10	Prelude	<p>To record children's selections of topics for individual projects</p> <p>T2: <i>...no they're the questions, the things you are going to find out about your topic. Now let's have a look. Here's Luke, Luke is going to research volcanoes, okay</i></p> <p>Luke: <i>yeah but that's not the one I had to write ... a different one</i> ((referring to what he nominated the previous lesson))</p> <p>T2: <i>Okay well, we'll just put volcano up there</i> ((entering as a heading on matrix)) <i>and I'll put a little L</i></p>	<p>Lexis: research questions, types of Natural disasters, children's names, information</p> <p>Material processes with children as Actors, types of Natural disasters as Goals as research projects are nominated <i>Liam's going to research volcanoes</i>. Teacher is Actor of material process as she provides commentary on her actions, and uses relating processes as children work out code for recording the topics <i>What's the V? The V is Vicky ..</i> RD</p>	<p>Teacher: whole class Status: unequal Affect: positive but tense</p> <p>Vocatives used extensively as individuals are called upon to nominate their topic <i>Sally you're going to find. .re ..research tornadoes?</i> Incongruent language but children respond in declaratives.</p>	<p>Spoken - recording decisions on matrix; Space: face to face, primarily monologic; Time: language to record intentions</p> <p>Teacher use of textual continuatives Children's names are thematised as the event is organised around that <i>and Matthew?</i></p>
11	Contract	<p>To reseach individual projects Not taped (ID)</p>			
12	Expose	<p>To identify elements of factual text To model reading factual text</p> <p>[This text is video-recorded, not transcribed]</p>	(SSID)	Teacher: whole class	<p>Spoken - with large format text; Space: face to face, primarily monologic; Time: language as commentary on text.</p>
13	Task Collaboration	<p>To provide opportunities for children to practise identifying and labelling elements of factual text [also video-recorded but not transcribed]</p>	(SSID)	Student: student (small groups)	

Genre: Curriculum Exemplification Schematic Structure: Task 2 (overlaps with task 1)					
Phase		Purpose	Field	Tenor	Mode
14	Expose/prelude	To build children's field knowledge To provide a 'real life experience' upon which to draw for in-class work ID2			
15	Prelude/Expose * Hotspot - a lengthy event the purpose of which is to make connections between unit, excursion and home experiences. In this event, the teacher opens up spaces for the children to share personal experiences early and then narrows focus to excursion events. Again quite dialogic. Attempt to make learning processes transparent.	<p>To build collaborative knowledge about the school excursion To encourage children to use language to retell events To prepare children to write about the school excursion</p> <p>T1: <i>Let's talk about things. What was the first thing we did? Where did we go?</i> Ss: (...) T1: <i>What was the first thing you did? Where did we go?</i> Mark: <i>Museum of Fire</i> T1: <i>Museum of Fire ...Now what did we see and do there?</i> Mark: <i>fire engines</i> T1: <i>pardon?</i> Mark: <i>fire engines</i> T1: <i>What about the fire engines?</i> Mark: <i>They showed us all the different ones and the old ones</i></p>	<p>Lexis: children in class, Museum of Fire, exhibits, Fire Engines, domestic life, fire, time, Questacon, cars, elementary physics</p> <p>Children reconstruct events of excursion using mental: perception and action processes: eg <i>What did we see and do there?</i> Past tense is selected to retell events eg <i>We saw smoke at Lithgow when it was burned.</i> Events relating to both excursion and home are reconstructed using circumstances of time and place eg <i>Ritchie lit a fire once up in the back lane on this big hill and We left school at 7.15.</i></p> <p>ID2/RD</p>	<p>Teacher: whole class Status: unequal Affect: positive</p> <p>IRF sequences feature frequently here as the teacher encourages the students to reconstruct the events of the excursion. Range of speech functions distributed across speakers as children initiate anecdotes about personal experiences with fire eg <i>Ronald: Can I tell you something that happened at our house?</i> . Shared nature of the excursion experience evident in frequently use of <i>we</i> by both teacher and children <i>Eg and we stopped at Springwood.</i> Teacher uses vocatives to distribute turn taking eg <i>What was the next thing we did, Lawrence?</i></p>	<p>Spoken - accompanied by some (incomplete) recording on chalkboard; Space: face to face, dialogic; Time: language used to reconstruct events.</p> <p>More 'dialogic'-nature of this whole class lesson evident in little use of textual continuatives in the teacher's talk until well into the event. Children's responses to teacher's questions about the excursion are usually elliptical declaratives eg <i>Museum of Fire</i> and <i>Fire Engines.</i> <i>I</i> appears regularly in thematic position when children share anecdotes.</p>
16	Contract	To provide opportunities for children to write individual recounts of excursion - texts unavailable, uncertain whether task was ever completed ID2			

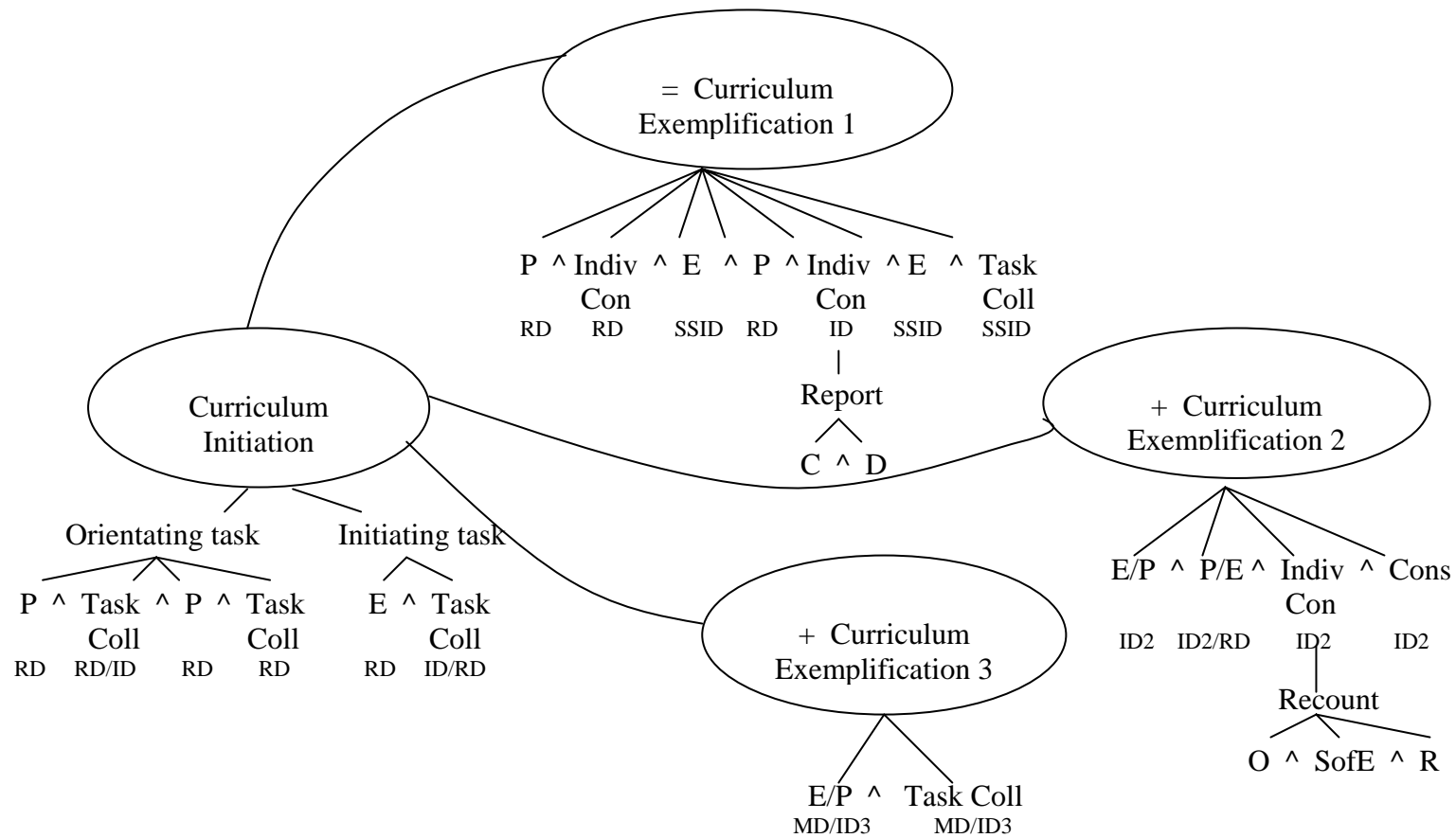
17	Consolidation	To consolidate children's sequencing of excursion events To model selected language features in the form of a shared record of events (wall freize) - event not recorded, uncertain whether emphasis was on making language features explicit or not, text completed but not displayed. ID2
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Genre: Curriculum Exemplification Schematic Structure: Task 3 (overlaps with task 1)					
Phase		Purpose	Field	Tenor	Mode
18	Expose/Prelude Note: this phase is very different from recount of excursion, much more directed.	To teach children how to locate topic words in a text  T1: <i>what we are going to do is look for ...do a few some practice runs with notetaking skills. I think you did some of this with Ms Jones on the Titanic</i> T2: <i>huh huh</i> S?: <i>lots</i> T1: <i>lots okay identify lots, tell me something about the lots</i> Rob: <i>we played a game about it ..</i>	Lexis: the project, notes, words in the text, topic words, emus, parts of a text, equipment  Teacher uses relating processes as she defines topic words and reads report <i>eg They're called the topic words and EMUS HAVE ....</i> Learner behaviours are made explicit through use of material processes such as <i>underline</i> and <i>put</i> . MD/ID3	Teacher (CT): whole class Status: unequal Affect: generally positive but occasionally negative  Strong teacher direction in this phase is evident in frequent IRF sequences and teacher use of imperatives <i>eg Just let your eyes look at all the words on the page.</i>	Spoken - written text on worksheets, texts and rulers for all; Space: face to face, primarily monologic; Time: language as commentary on activity  Teacher shapes direction of phase with frequent use of textual continuatives <i>eg Righty oh.</i> Children participate in IRF sequences via slots comprising elliptical clauses <i>eg Insects Emu.</i>
19	Task Collaboration	To practice locating topic words in a text  T2: <i>You don't have to read it out ... don't think you have to be reading the text aloud unless you unless you ... need to.</i> Sally: <i>okay okay</i> Greg: <i>yep</i> Sally: <i>Koala is one (( underline the word))</i>	Lexis: koalas, parts of text	Student: student (joined by me towards the end) Status: equal Affect: generally positive	Spoken - written text on shared worksheet, text and ruler; Space: face to face, dialogic; Time: language as a commentary to locating

			<p>Children identify relevant topic lexis using relating processes eg <i>Koala is one.</i></p> <p>They use attributive processes as report is read <i>Koalas have sharp claws</i></p> <p>MD/ID3</p>	<p>Children's close relationship (i.e.cousins) evident in co-constructed clauses.</p> <p>Sally: <i>cross</i></p> <p>Greg: <i>cross over form one tree</i></p> <p>Sally: <i>tree [to another</i></p> <p>Greg: <i>[to another</i></p>	<p>and underlining key words.</p> <p>Increased student responsibility for task reflected in student use of textual continuatives eg <i>Okay okay.</i></p> <p>Elliptical clauses as children identify topic lexis: <i>Koala Animal ears black</i></p>
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## An overview of the curriculum macrogenre at Crystalvale



**Key** Phases: *P* = Prelude, *Indiv Con* = Individual contract, *E* = Expose, *Task Coll* = Task collaboration, *Cons* = Consolidation

Genre: *C* = Classification, *D* = Description

Pedagogic Discourse: *RD* = Regulatory Discourse, *ID* = Instructional Discourse, *MD* = Metalinguistic Discourse, *SSID* = Social Semiotic Instructional Discourse

## **APPENDIX II: ‘Let’s Talk’ text and analyses of Mood, Speech Function, Appraisal and Transitivity choices**

### Clause 1

	let	's	talk	about	things
M1	Subj Mood	Pred Residue	Circ-Adj Residue		
T1	Sayer	Proc Verbl	Matt		
MET1					
Int1	FRAMING-MOVE			Mood imperative full	
Lex1					

### Clause 2

	what	was	the	first	thing	[[we	did]]?
M1	Subj WH Mood	Fin Mood	Comp Residue				
M2						Subj Mood	Fin Pred Mood-Residue
T1	Token	Proc ReIn Iden Int	Value				
T2						Actor	Proc Mat
MET1	Exp Proc Ent						
Int1	SPEECH-FUNCTION Open initiate demand open information fact			Mood WH-interrogative full		TENSE past	
Lex1							

### Clause 3

where did we go?

M1	Circ-Adj Residue	Fin Mood	Subj Mood	Pred Residue
T1	Locn Place	Proc Mat	Actor	Proc Mat
MET1				

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood WH-interrogative full	TENSE past
Lex1			

### Clause 4

(...)

M1	
MET1	
Lex1	
Int2	

### Clause 5

what was the first thing [[you did]]?

M1	Subj Mood	Fin Mood	Comp Residue				
M2						Subj Mood	Fin Pred Mood-Residue
T1	Token	Proc Reln Iden Int	Value				
T2						Actor	Proc Mat
MET1	Exp Proc Ent						

Int1	SPEECH-FUNCTION Sustain continue append extend	Mood WH-interrogative full	TENSE past
Lex1			

#### Clause 6

where did we go?

M1	Circ-Adj Residue	Fin Mood	Subj Mood	Pred Residue
T1	Locn Place	Proc Mat	Actor	Proc Mat
MET1				

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood WH-interrogative full	TENSE past
Lex1			

#### Clause 7

Museum of Fire

MET1			
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Int1	SPEECH-FUNCTION Sustain react respond support reply answer	Mood WH-interrogative full	TENSE past
Lex1			

#### Clause 8

Museum of Fire

MET1			
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Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support reply acknowledge	<b>Mood</b> declarative ellipsed	
Lex1			

### Clause 9

now    what            did    we        see            and    do    there?

M1		Comp Residue	Fin Mood	Subj Mood	Pred Residue			Circ-Adj Residue
T1		Goal	Proc Mat	Actor	Proc Mat			Locn Place
MET1								

Int1	<b>SPEECH-FUNCTION</b> Open initiate demand open information fact	<b>Mood</b> WH-interrogative full	<b>TENSE</b> past
Lex1			

### Clause 10

fire    engines

M1		
T1		
MET1		

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support reply answer	<b>Mood</b> declarative ellipsed	
Lex1			

Clause 11

pardon

M1	
T1	
MET1	

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain react rejoinder confront challenge rebound</div>	<div>Mood</div> <div>minor</div>	<div>Mood metaphor</div>
Lex1	<div>Appraisal</div> <div>attitude appreciation valuation</div>	<div>Appraisal</div> <div>token</div>	

Clause 12

fire engines

M1		
T1		
MET1		

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain react rejoinder support respond resolve</div>	<div>Mood</div> <div>declarative ellipsed</div>	
Lex1			

Clause 13

what about the fire engines

M1					
T1					
MET1					

Int1	SPEECH-FUNCTION Sustain react rejoinder confront challenge rebound	Mood WH-interrogative ellipsed	
Lex1	Appraisal token	Appraisal attitude appreciation valuation	

#### Clause 14

they showed us all the different ones and the old ones

M1	Subj Mood	Fin Pred Mood-Residue	Comp Residue	Comp Residue							
T1	Actor	Proc Mat	Recip	Goal							
MET1											

Int1	SPEECH-FUNCTION Sustain react rejoinder support respond resolve	Mood declarative full	TENSE past
Lex1			

#### Clause 15

anybody else want to add to that?

M1	Subj Mood	Pred Residue				Comp Residue
T1	Actor	Proc Mat				Goal
MET1						



Int1	SPEECH-FUNCTION Open initiate demand closed information fact	Mood YN-interrogative ellipsed	TENSE present
Lex1	Appraisal token	Appraisal attitude appreciation valuation	

#### Clause 16

we      seen                      how      pictures      and      lounges      burn      so      quickly

M1	Subj Mood	Fin Pred Mood-Residue	Comp Residue						
T1	Sens	Proc Ment Perc	Phen Range						
MET1									

Int1	SPEECH-FUNCTION Sustain react respond support reply answer	Mood declarative full	TENSE past
Lex1	Appraisal graduation force		

#### Clause 17

we      did      too      didn't      we?

M1	Subj Mood	Fin Mood		Fin Mtag	Subj Mtag
T1	Sens	Proc Ment Perc			
MET1					

Int1	SPEECH-FUNCTION Sustain react respond support reply acknowledge	Mood declarative ellipsed	
Lex1	Appraisal token	Appraisal attitude appreciation valuation	

### Clause 18

how did that make you feel?

M1	Circ-Adj Residue	Fin Mood	Subj Mood	Pred Residue	Comp Residue	Pred Residue
T1	Mann Qual	Proc Ment Aff	Phen Agent	Proc Ment Aff	Sens	Proc Ment Aff
MET1						

Int1	SPEECH-FUNCTION Open initiate demand open information opinion	Mood WH-interrogative full	TENSE past
Lex1	Appraisal attitude affect happinessunhappiness misery		

### Clause 19

good

M1	
T1	
MET1	

Int1	<b>SPEECH-FUNCTION</b> Sustain react rejoinder confront challenge counter	Mood minor
Lex1	Appraisal token	Appraisal attitude affect satisfactiondissatisfaction displeasure

### Clause 20

(laughing)

MET1

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support register		
Lex1			

### Clause 21

	Mark	please	don't	keep	calling	out	over	the	top	of	everyone
M1	Voc-Adj		Fin Modl Mood	Pred Residue			Circ-Adj Residue				
T1			Proc Verbl				Mann Qual				
MET1											

Int1	SPEECH-FUNCTION Sustain react rejoinder confront response re-challenge	Mood imperative full	TENSE present	POLARITY negative	
Lex1	Appraisal token	Appraisal attitude judgement socialsanction propriety			

### Clause 22

Julie?

M1	Voc-Adj
T1	
MET1	

Int1	SPEECH-FUNCTION Sustain continue monitor	Mood minor	
Lex1			

### Clause 23

sad

M1	
T1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support reply affirm	Mood declarative ellipsed	
Lex1	Appraisal attitude affect happinessunhappiness misery		

#### Clause 24

sad

M1	
T1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support reply acknowledge	Mood declarative ellipsed	
Lex1			

#### Clause 25

why      were      we      sad?

M1	Circ-Adj Residue	Fin Mood	Subj Mood	Comp Residue
T1	Caus Reas	Proc Reln Attr Int	Carr	Att
MET1				

Int1	SPEECH-FUNCTION Open initiate demand open information fact	Mood WH-interrogative full	
Lex1			

#### Clause 26

cause (people been killed in fires)

M1		Subj Mood	Fin Mood	Pred Residue	Circ-Adj Residue	
T1		Goal	Proc Mat		Locn Place	
MET1						

Int1	SPEECH-FUNCTION Sustain react respond support reply answer	Mood declarative ellipsed	
Lex1			

#### Clause 27

mmm

M1	
T1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support register	Mood minor	
Lex1			

### Clause 28

	what	was	the	thing	[[we	could	see	in	that	diorama	–	in
M1	Subj Mood	Fin Mood	Comp Residue									
M2					Subj Mood	Fin Modl Mood	Pred Residue	Comp Residue				
M3												
T1	Token	Proc Reln Iden Int	Value									
T2					Sens	Proc Ment Perc		Locn Place				
T3												
MET1												

Int1	SPEECH-FUNCTION Open initiate demand closed information fact	Mood WH-interrogative full	TENSE past
Lex1			

### Clause 29

	what	sorts	of	things	did	you	see	in	there?
M1	Comp WH Residue				Fin Mood	Subj Mood	Pred Residue	Circ-Adj Residue	
T1	Phen Range				Proc Ment Perc	Sens	Proc Ment Perc	Locn Place	
MET1									

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood WH-interrogative full	TENSE past
Lex1			

### Clause 30

fire

M1	
T1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support reply answer	Mood declarative ellipsed	
Lex1			

### Clause 31

did you see anything more?

M1	Fin Mood	Subj Mood	Pred Residue	Comp Residue	
T1	Proc Ment Perc	Sens	Proc Ment Perc	Phen Range	
MET1					



Int1	SPEECH-FUNCTION Sustain react rejoinder support track probe	Mood YN-interrogative full	
Lex1	Appraisal token	Appraisal attitude appreciation valuation	Appraisal graduation force

### Clause 32

	have	a	think	about	it
M1	Fin Mood	Comp Residue		Circ-Adj Residue	
T1	Proc Behl	Behr		Matt	
MET1	Exp Proc Ent				

Int1	SPEECH-FUNCTION Open initiate demand open gdsservices	Mood imperative full	TENSE present
Lex1			

### Clause 33

	oh	(bids	for	turns)
M1				
T1				
MET1				
Int1		Mood minor		
Lex1				

### Clause 34

Jenny, in that first window what did you see?

M1		Circ-Adj Residue				Comp WH Residue	Fin Mood	Subj Mood	Comp Residue
T1		Locn Place				Phen Range	Proc Ment Perc	Sens	Proc Ment Perc
MET1									

Int1	SPEECH-FUNCTION Open initiate demand open information fact	Mood WH-interrogative full	TENSE past
Lex1			

### Clause 35

we saw rooms with bars, closed curtains

M1	Subj Mood	Fin Pred Mood-Residue	Comp Residue				
T1	Sens	Proc Ment Perc	Phen Range				
MET1							

Int1	SPEECH-FUNCTION Sustain react respond support reply answer	Mood declarative full	TENSE past
Lex1			

### Clause 36

mmm

M1

--

T1

--

MET1

--

Int1

SPEECH-FUNCTION	Mood	
Sustain	minor	
react		
respond		
support		
register		

Lex1

--	--	--

### Clause 37

what was special about that room?

M1

Subj	Fin	Comp	Circ-Adj		
Mood	Mood	Residue	Residue		

T1

Carr	Proc	Att	Matt		
	ReIn				
	Attr				
	Int				

MET1

--	--	--	--	--	--

Int1

SPEECH-FUNCTION	Mood	TENSE
Open	WH-interrogative	past
initiate	full	
demand		
closed		
information		
fact		

Lex1

Appraisal		
attitude		
appreciation		
valuation		

Clause 38

Cathy     sorry     Annie?

M1			
T1			
MET1			

Int1	<b>SPEECH-FUNCTION</b> Sustain continue monitor	<b>Mood</b> minor	
Lex1			

Clause 39

(fire)

M1	
T1	
MET1	

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support reply answer	<b>Mood</b> declarative ellipsed	
Lex1			

Clause 40

what     was     different     about     that     room     [[that     we     don't     usually     see?]]

M1	Subj Mood	Fin Mood	Comp Residue	Circ-Adj Residue			Subj Mood				
T1	Carr	Proc ReIn Attr Int	Att				Carr				
T2							Sens	Proc Ment Perc			
MET1											

Int1	SPEECH-FUNCTION Sustain react rejoinder support track probe	Mood WH-interrogative full	TENSE past
Lex1	Appraisal token	Appraisal attitude appreciation valuation	

#### Clause 41

oh (bids for turns)

M1				
T1				
MET1				

Int1	Mood minor	
Lex1		

#### Clause 42

cause (everything was blacked out )

M1	Subj Mood	Fin Mood	Comp Residue		
T1	Carr	Proc ReIn Attr Int	Att		
MET1					

Int1	SPEECH-FUNCTION Sustain react rejoinder support respond resolve	Mood declarative ellipsed	TENSE past
Lex1			

Clause 43

how            could    you        tell            that?

M1	Circ-Adj Residue	Fin Modl Mood	Subj Mood	Pred Residue	Comp Residue
T1	Mann Means	Proc Ment Perc	Sens	Proc Ment Perc	Phen Range
MET1					

Int1	SPEECH-FUNCTION Sustain react rejoinder support track probe		Mood WH-interrogative full		TENSE past
Lex1					

Clause 44

cause        it            was        (   )

M1		Subj Mood	Fin Mood		
T1					
MET1					

Int1	SPEECH-FUNCTION Sustain react rejoinder support respond resolve		Mood declarative abandoned		
Lex1					

### Clause 45

and (there was) blackness

M1		Subj Mood	Fin Mood	Comp Residue
T1		Ex	Proc Exist	Ex
MET1	Exp Attrib Ent			

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	
Lex1			

### Clause 46

where was the blackness?

M1	Circ-Adj Residue	Fin Mood	Subj Mood	
T1	Att Circ	Proc Reln Attr Circ	Carr	
MET1	Exp Attrib Ent			

Int1	SPEECH-FUNCTION Sustain react rejoinder support track probe	Mood WH-interrogative full	TENSE past
Lex1			

Clause 47

oh (bids for turns)

M1				
T1				
MET1				
Int1		Mood minor		
Lex1				

Clause 48

Sally would you like to answer that?

M1		Fin Modl Mood	Subj Mood	Pred Residue			Comp Residue
T1		Proc Verbl	Sayer	Proc Verbl			Target
MET1							
Int1	SPEECH-FUNCTION Sustain continue monitor			Mood YN-interrogative full		TENSE present	
Lex1							

Clause 49

the the all the things in that ah um in that window were all out (of a

M1	Subj Mood													Fin Mood	Comp Residue			
T1	Carr													Proc ReIn Attr Int	Att			
MET1																		



Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support reply answer	<b>Mood</b> declarative full	<b>TENSE</b> past
Lex1			

#### Clause 50

and mostly they weren't burnt from fires as from the air

M1	Adj Mood	Subj Mood	Fin Modl Mood	Comp Residue	Circ-Adj Residue					
T1		Goal	Proc Mat		Caus Reas					
MET1										

Int1	<b>SPEECH-FUNCTION</b> Sustain continue prolong extend	<b>Mood</b> declarative full	<b>MOOD-ADJUNCT</b> usuality	<b>TENSE</b> past	<b>POLARITY</b> negative
Lex1					

#### Clause 51

the hot air burned them

M1	Subj Mood		Fin Pred Mood-Residue	Comp Residue
T1	Actor		Proc Mat	Goal
MET1				

Int1	<b>SPEECH-FUNCTION</b> Sustain continue prolong enhance	<b>Mood</b> declarative full	<b>TENSE</b> past	
Lex1				

### Clause 52

that 's right wasn't it?

M1	Subj Mood	Fin Mood	Comp Residue	Fin Mtag	Subj Mtag
T1	Carr	Proc ReIn Attr Int	Att		
MET1					

Int1	SPEECH-FUNCTION		Mood	TENSE	
	Sustain		declarative	present	
	react		full		
	respond				
	support				
	reply				
	acknowledge				
Lex1	Appraisal				
	attitude				
	appreciation				
	valuation				

### Clause 53

that was something [[that was very interesting]]

M1	Subj Mood	Fin Mood	Comp Residue				
M2				Subj Mood	Fin Mood	Comp Residue	
T1		Proc Exist	Ex				
T2				Carr	Proc ReIn Attr Int	Att	
MET1							

Int1	SPEECH-FUNCTION Open initiate give information opinion	Mood declarative full	TENSE past
Lex1	Appraisal attitude appreciation reaction impact	Appraisal graduation force	

#### Clause 54

I don't think any of you realised that before

M1	Subj Mood	Fin Mood	Pred Residue	Comp Residue					Circ-Adj Residue
T1	Sens	Proc Ment Cogn		Phen Range					Locn Time
MET1	Int Modal Proc								

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE past	POLARITY negative
Lex1				

#### Clause 55

I did

M1		
T1		
MET1		

Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood declarative ellipsed	
Lex1			

### Clause 56

	because	I	have	actually	had	fire	in	my	home
M1		Subj Mood	Fin Mood	Adj Mood	Fin Mood	Comp Residue	Circ-Adj Residue		
T1		Carr Possr	Proc Reln Attr Poss			Att Possd	Locn Place		
MET1									

Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood declarative full	MOOD-ADJUNCT intensity	TENSE past
Lex1	Appraisal graduation force			

### Clause 57

	Miss	Lee
M1		
T1		
MET1		

Int1	SPEECH-FUNCTION Open attend	Mood minor	
Lex1			

Clause 58

mmm

M1	
T1	
MET1	

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain react respond support engage</div>	<div>Mood</div> <div>minor</div>	
Lex1			

Clause 59

Matty?

M1	
T1	
MET1	

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain continue monitor</div>	<div>Mood</div> <div>minor</div>	
Lex1			

Clause 60

we        had        a        fire

M1	<div>Subj</div> <div>Mood</div>	<div>Fin</div> <div>Mood</div>	<div>Comp</div> <div>Residue</div>	
T1	<div>Carr</div> <div>Possr</div>	<div>Proc</div> <div>ReIn</div> <div>Attr</div> <div>Poss</div>	<div>Att</div> <div>Possd</div>	
MET1				

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative full	
Lex1			

#### Clause 61

we forgot to turn the stove off

M1	Subj	Fin		Comp		Pred
	Mood	Mood-Residue		Residue		Residue
T1	Actor	Proc		Goal		Proc
		Mat				Mat
MET1						

Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood declarative full	TENSE past
Lex1			

#### Clause 62

and it burnt burnt all of the um all the plastic

M1	Subj	Fin		Comp						
	Mood	Mood-Residue		Residue						
T1	Actor	Proc		Goal						
		Mat								
MET1										

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE past
Lex1			

### Clause 63

and burned all of the um lunch stuff

M1		Fin Pred Mood-Residue	Comp Residue					
T1		Proc Mat	Goal					
MET1								

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative ellipsed	
Lex1			

### Clause 64

we' ve had two fires!

M1	Subj Mood	Fin Mood	Pred Residue	Comp Residue	
T1	Carr Possr	Proc Reln Attr Poss		Att Possd	
MET1					

Int1	SPEECH-FUNCTION Sustain react rejoinder confront challenge counter	Mood declarative full	TENSE past
Lex1	Appraisal graduation force		

### Clause 65

and that' s exactly what David down at the Fire Museum was

M1		Subj Mood	Fin Mood	Adj Mood	Comp Residue							
T1		Token	Proc Reln Iden Int		Value							
MET1												

Int1	SPEECH-FUNCTION Sustain react rejoinder support track confirm	Mood declarative full	MOOD-ADJUNCT obviousness	TENSE present
Lex1	Appraisal graduation focus	Appraisal engagement heterogloss projection		

### Clause 66

who can think of what he said adults should have before they use

M1	Subj Mood	Fin Modl Mood	Pred Residue	Comp Residue								
T1	Sens	Proc Ment Cogn		Phen Range								
MET1												

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood WH-interrogative full	MODALITY Modulation capability	TENSE present
Lex1	Appraisal engagement heterogloss projection	Appraisal engagement heterogloss modality	Appraisal token	Appraisal attitude judgement socialesteem capacity



Clause 67

Greg?

M1	
T1	
MET1	

Int1	<b>SPEECH-FUNCTION</b> Sustain continue monitor	<b>Mood</b> minor	
Lex1			

Clause 68

a licence

M1		
T1		
MET1		

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support reply answer	<b>Mood</b> declarative ellipsed	
Lex1			

Clause 69

a licence

M1		
T1		
MET1		

Int1	SPEECH-FUNCTION Sustain react respond support reply acknowledge	Mood declarative ellipsed	
Lex1			

#### Clause 70

he thought we should all have to get a licence to use one

M1	Subj	Fin Pred Mood-Residue	Comp Residue														
T1	Sens	Proc Ment Cogn	Phen Range														
MET1	Int Modal Proc																

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE past
Lex1			

#### Clause 71

hey Miss Lee

M1			
T1			
MET1			

Int1	SPEECH-FUNCTION Open attend	Mood minor	
Lex1			

### Clause 72

we had another one too ( )

M1	Subj Mood	Fin Mood	Comp Residue		Residue	
T1	Carr	Proc ReIn Attr Int	Att			
MET1						

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate		Mood declarative full	
Lex1	Appraisal graduation force			

### Clause 73

was it?

M1		
T1		
MET1		

Int1	SPEECH-FUNCTION Sustain react respond support register		Mood YN-interrogative ellipsed	
Lex1				

### Clause 74

well you' ve got to listen

M1		Subj Mood	Fin Mood	Pred Residue		
T1		Behav	Proc Behl			
MET1						

Int1	SPEECH-FUNCTION Open initiate demand closed gdsservices	Mood declarative full	TENSE present
Lex1	Appraisal engagement heterogloss modality		

### Clause 75

because you weren't able to go

M1		Subj Mood	Fin Mood	Pred Residue		
T1		Actor	Proc Mat			
MET1						

Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood declarative full	TENSE past	POLARITY negative
Lex1				

### Clause 76

so (you need to hear what other people saw)

M1		Subj Mood	Fin Modl Mood	Pred Residue		Comp Residue			
T1		Sens	Proc Ment Perc			Phen Range			
MET1									

Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood declarative full	TENSE present
Lex1			

### Clause 77

	we	saw	smoke	at	Lithgow
M1	Subj	Fin Pred Mood Mood-Residue	Comp Residue	Circ-Adj Residue	
T1	Sens	Proc Ment Perc	Phen Range	Locn Place	
MET1					

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative full	TENSE past
Lex1			

### Clause 78

	when	it	was	burned
M1		Subj Mood	Fin Mood	Pred Residue
T1		Goal	Proc Mat	
MET1				

Int1		Mood declarative full	TENSE past
Lex1			

### Clause 79

( )

M1		
T1		
MET1		

Int1			
Lex1			

### Clause 80

mum was cooking

M1	Subj Mood	Fin Mood	Pred Residue
T1	Actor	Proc Mat	
MET1			

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative full	TENSE past
Lex1			

### Clause 81

and I think she dropped something

M1		Subj Mood	Fin Pred Mood-Residue	Comp Residue		
T1		Sens	Proc Ment Cogn	Phen Range		
MET1						

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE present
Lex1			

#### Clause 82

	and	when	she	left	the	room
M1		Circ-Adj Residue	Subj Mood	Fin Pred Mood-Residue	Comp Residue	
T1			Actor	Proc Mat	Range	
MET1						

Int1	Mood declarative full	TENSE past
Lex1		

#### Clause 83

	it	went	up
M1	Subj Mood	Fin Pred Mood-Residue	
T1	Actor	Proc Mat	
T2			
MET1			

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE past
Lex1			

Clause 84

and she came out

M1		Subj Mood	Fin Pred Mood-Residue	
T1		Actor	Proc Mat	
MET1				

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE past
Lex1			

Clause 85

and it was still burning

M1		Subj Mood	Fin Mood	Adj Mood	Pred Residue
T1		Actor	Proc Mat		
MET1					

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	MOOD-ADJUNCT time	TENSE past	
Lex1	Appraisal graduation force				



Clause 86

	so	took		the		pot
M1		Fin Pred Mood-Residue	Comp Residue			
T1		Proc Mat	Goal			
MET1						
Int1	SPEECH-FUNCTION Sustain continue prolong enhance		Mood declarative ellipsed	TENSE past		
Lex1						

Clause 87

	it	burned		all		the	pot
M1	Subj Mood	Fin Pred Mood-Residue	Comp Residue				
T1	Actor	Proc Mat	Goal				
MET1							
Int1	SPEECH-FUNCTION Sustain continue prolong extend		Mood declarative full	TENSE past			
Lex1	Appraisal graduation force						

### Clause 88

and the fire was still going

M1		Subj Mood	Fin Mood	Adj Mood	Pred Residue
T1		Actor	Proc Mat		
MET1					

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	MOOD-ADJUNCT time	TENSE past
Lex1	Appraisal graduation force			

### Clause 89

and you couldn't get it out

M1		Subj Mood	Fin Modl Mood	Pred Residue	Comp Residue	Circ-Adj Residue
T1		Actor	Proc Mat		Goal	Locn Place
MET1						

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE past	MODALITY Modulation capability
Lex1				

### Clause 90

so it was still actually burning was it?

M1		Subj Mood	Fin Mood	Adj Mood	Adj Mood	Pred Residue	Fin Mtag	Subj Mtag
T1		Actor	Proc Mat					
MET1								

Int1	SPEECH-FUNCTION Sustain react rejoinder support track clarify	Mood declarative full	MOOD-ADJUNCT time	MOOD-ADJUNCT intensity	TENSE past
Lex1	Appraisal graduation force				

### Clause 91

because something [[that David down in Sydney told us about]] was

M1	Subj Mood									Fin Mood
T1	Value									Proc ReIn Iden Int
MET1										

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative full	TENSE past
Lex1	Appraisal engagement heterogloss projection	Appraisal graduation focus	

### Clause 92

	the	smoke	gets	really,	really	really	hot
M1	Subj		Fin Pred Mood-Residue	Adj	Adj	Adj	Comp Residue
T1	Token		Proc ReIn Iden Int				Value
MET1							

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	MOOD-ADJUNCT intensity	MOOD-ADJUNCT intensity
Lex1	Appraisal graduation force			

### Clause 93

	and	then	it	explodes	and	burns
M1			Subj	Fin Pred Mood-Residue		
T1			Actor	Proc Mat		
MET1						

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE present
Lex1	Appraisal graduation force		

### Clause 94

... (3 short barely audible moves from students )

M1									
T1									
MET1									

Int1			
Lex1			

### Clause 95

and Miss Lane when stuff falls into the stove

M1				Circ-Adj WH Residue	Subj Mood	Fin Pred Mood-Residue	Circ-Adj Residue		
T1				Locn Time	Actor	Proc Mat	Locn Place		
MET1									

Int1		Mood declarative full	TENSE present	
Lex1				

### Clause 96

it starts to burn

M1	Subj Mood	Fin Pred Mood-Residue		
T1	Actor	Proc Mat		
MET1				

Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood declarative full	TENSE present
Lex1			

### Clause 97

now let's get back to the Museum

M1		Subj Mood	Pred Residue		Circ-Adj Residue		
T1		Actor	Proc Mat		Locn Place		
MET1							

Int1	SPEECH-FUNCTION Open initiate demand closed gdsservices	Mood imperative full	TENSE present
Lex1			

### Clause 98

let's put ourselves at that first diorama that first window [[we

M1	Subj Mood	Pred Residue	Comp Residue	Circ-Adj Residue							
T1	Actor	Proc Mat	Goal	Locn Place							
MET1											

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood imperative full	TENSE present
Lex1			

### Clause 99

okay

M1	
T1	
MET1	

Int1	SPEECH-FUNCTION Sustain continue monitor	Mood minor	
Lex1			

### Clause 100

	what	happened	next?
M1	Subj WH Mood	Fin Pred Mood-Residue	Circ-Adj Residue
T1	Actor	Proc Mat	Locn Time
MET1			

Int1	SPEECH-FUNCTION Open initiate demand open information fact	Mood WH-interrogative full	TENSE past
Lex1			

### Clause 101

	where	did	we	go	next?
M1	Circ-Adj WH Residue	Fin Mood	Subj Mood	Pred Residue	Circ-Adj Residue
T1	Locn Place	Proc Mat	Actor	Proc Mat	Locn Time
MET1					

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood WH-interrogative full	TENSE past
Lex1			

### Clause 102

David?

M1	
T1	
MET1	

Int1	SPEECH-FUNCTION Sustain continue monitor	Mood minor	
Lex1			

### Clause 103

um we went went to see the ... ourselves in the mirror

M1	Subj	Fin						Comp	Circ-Adj		
	Mood	Pred	Mood-Residue					Residue	Residue		
T1	Sens	Proc	Ment					Phen	Locn		
			Perc					Range	Place		
MET1											

Int1	SPEECH-FUNCTION Sustain react respond support reply answer	Mood declarative full	TENSE past
Lex1			

### Clause 104

ah yes the special people

M1				
T1				
MET1				



Int1	SPEECH-FUNCTION Sustain react respond support reply acknowledge	Mood declarative ellipsed	
Lex1	Appraisal attitude judgement socialesteem normality		

### Clause 105

who would like to talk a bit more about that one?

M1	Subj WH Mood	Fin Mood	Pred Residue		Comp Residue		Circ-Adj Residue		
T1	Sayer	Proc Verbl			Verb		Matt		
MET1									

Int1	SPEECH-FUNCTION Open initiate demand open information fact	Mood WH-interrogative full	TENSE present
Lex1	Appraisal graduation force	Appraisal engagement heterogloss projection	

### Clause 106

if you have your hand up

M1	Subj Mood	Fin Mood	Comp Residue		Circ-Adj Residue
T1	Actor	Proc Mat	Goal		Mann Qual
MET1					

Int1	Mood WH-interrogative full	TENSE present
Lex1		

### Clause 107

	remember	when	David	said	he	wanted	all	the	little	people
M1	Pred Residue	Comp Residue								
T1	Proc Ment Cogn	Phen Range								
MET1										

Int1	SPEECH-FUNCTION Sustain continue monitor	Mood imperative abandoned	
Lex1	Appraisal attitude judgement socialesteem normality		

### Clause 108

	because	he	wanted	to show...show	them	something	really	really
M1		Subj Mood	Fin Pred Mood-Residue			Comp Residue	Comp Residue	
T1		Actor	Proc Mat			Recip	Goal	
MET1								

Int1		Mood declarative full	TENSE past
Lex1	Appraisal attitude appreciation valuation	Appraisal graduation force	

### Clause 109

( )

M1		
T1		
MET1		

Int1		Mood unknown	
Lex1			

### Clause 110

yes that whe....yeah yes he talked to us about that

M1					Subj	Fin Pred	Comp		Circ-Adj	
					Mood	Mood-Residue	Residue		Residue	
T1					Sayer	Proc Verbl	Target		Matt	
MET1										

Int1	SPEECH-FUNCTION Sustain react respond support reply acknowledge	Mood declarative full	TENSE past
Lex1			

### Clause 111

but when he called all the little people over

M1			Subj	Fin Pred	Comp				Circ-Adj
			Mood	Mood-Residue	Residue				Residue
T1			Sayer	Proc Verbl	Target				Locn Place
MET1									

Int1	Mood declarative full	TENSE past
Lex1		

### Clause 112

what did you see?

M1	Comp WH Residue	Fin Mood	Subj Mood	Pred Residue
T1	Phen Range	Proc Ment Perc	Sens	Proc Ment Perc
MET1				

Int1	SPEECH-FUNCTION Open initiate demand open information fact	Mood WH-interrogative full	TENSE past
Lex1			

### Clause 113

can you remember?

M1	Fin Modl Mood	Subj Mood	Pred Residue
T1	Proc Ment Cogn	Sens	Proc Ment Cogn
MET1			

Int1	SPEECH-FUNCTION Sustain continue monitor	Mood YN-interrogative full	MODALITY Modulation capability	TENSE present	Mood metaphor
Lex1					

Clause 114

(the line of )

M1				
T1				
MET1				

Int1		Mood unknown	
Lex1			

Clause 115

what was it?

M1	Subj Mood	Fin Mood	Comp Residue
T1	Token	Proc ReIn Iden Int	Value
MET1			

Int1	SPEECH-FUNCTION Sustain react rejoinder support track check	Mood WH-interrogative full	TENSE past
Lex1			

Clause 116

ourselves

M1	
T1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support reply answer	Mood declarative ellipsed	
Lex1			

#### Clause 117

how come?

M1		
T1		
MET1		

Int1	SPEECH-FUNCTION Sustain react rejoinder support track probe	Mood WH-interrogative ellipsed	
Lex1			

#### Clause 118

because the mirror was just a reflection

M1		Subj Mood		Fin Mood	Adj Mood	Comp Residue	
T1		Carr		Proc ReIn Attr Int		Att	
MET1	Exp Proc Ent						

Int1	SPEECH-FUNCTION Sustain react rejoinder support respond resolve	Mood declarative full	MOOD-ADJUNCT intensity	TENSE past
Lex1				

#### Clause 119

you might like to explain that to Ms Jones

M1	Subj	Fin Modl	Pred			Comp	Comp		
	Mood	Mood	Residue			Residue	Residue		
T1	Sayer	Proc Verbl				Verb	Target		
MET1									

Int1	SPEECH-FUNCTION Open initiate demand closed gdsservices	Mood declarative full	MODALITY Modalization probability low	TENSE present
Lex1	Appraisal engagement heterogloss modality			

#### Clause 120

mmm

M1	
T1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support register	Mood minor	
Lex1			

#### Clause 121

alright

M1	
T1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support reply comply	Mood minor	
Lex1			

#### Clause 122

she      wasn't      there

M1	Subj Mood	Fin Mood	Circ-Adj Residue
T1	Carr	Proc ReIn Attr Circ	Att Circ
MET1			

Int1	SPEECH-FUNCTION Sustain continue append enhance	Mood declarative full	TENSE past	POLARITY negative
Lex1				



### Clause 123

and she has this really curious look on her face

M1		Subj Mood	Fin Mood	Comp Residue				Circ-Adj Residue		
T1		Carr Possr	Proc ReIn Attr Poss	Att Possd				Locn Place		
MET1										

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE present
Lex1	Appraisal graduation force		

### Clause 124

that' s right

M1	Subj TH Mood	Fin Mood	Comp Residue
T1	Carr	Proc ReIn Attr Int	Att
MET1			

Int1	SPEECH-FUNCTION Sustain react respond support reply acknowledge	Mood declarative full	TENSE present
Lex1			

### Clause 125

that' s right

M1	Subj Mood	Fin Mood	Comp Residue
T1	Carr	Proc ReIn Attr Int	Att
MET1			

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE present
Lex1			

### Clause 126

now there was a mirror

M1		Subj Mood	Fin Mood	Comp Residue	
T1			Proc Exist	Ex	
MET1					

Int1	Mood declarative full	TENSE past
Lex1		

### Clause 127

why was the mirror there?

M1	Circ-Adj WH Residue	Fin Mood	Subj Mood		Circ-Adj Residue
T1	Caus Reas	Proc ReIn Attr Circ	Carr		Locn Place
MET1					

Int1	<b>SPEECH-FUNCTION</b> Open initiate demand open information fact	<b>Mood</b> WH-interrogative full	<b>TENSE</b> past
Lex1			

### Clause 128

to see yourselves in

M1				
T1				
MET1				

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support reply answer	<b>Mood</b> declarative ellipsed	
Lex1			

### Clause 129

uh huh uh huh

M1				
T1				
MET1				

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support register	<b>Mood</b> minor	
Lex1			

### Clause 130

	and	what	...what	did	that	have	to	do	with	fire?
M1			Comp WH Residue	Fin Mood	Subj TH Mood	Pred Residue			Circ-Adj Residue	
T1			Goal	Proc Mat	Actor	Proc Mat			Matt	
MET1										

Int1	SPEECH-FUNCTION Open initiate demand open information fact	Mood WH-interrogative full	
Lex1			

### Clause 131

	cos	they'	re	the	people	[[that	get	burnt]]
M1		Subj Mood	Fin Mood	Comp Residue				
T1		Token	Proc ReIn Iden Int	Value				
MET1								

Int1	SPEECH-FUNCTION Sustain react respond support reply answer	Mood declarative ellipsed	TENSE present	
Lex1				

### Clause 132

and (we' re special)

M1		Subj Mood	Fin Mood	Comp Residue
T1		Carr	Proc ReIn Attr Int	Att
MET1				

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE present
Lex1	Appraisal attitude judgement socialesteem normality	Appraisal graduation focus	

### Clause 133

up the top of the mirror it said who gets burnt

M1	Circ-Adj Residue						Subj Mood	Fin Pred Mood-Residue	Comp Residue		
T1	Locn Place						Sayer	Proc Verbl	Verb		
MET1											

Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood declarative full	TENSE past
Lex1			

Clause 134

wow

M1	
T1	
MET1	

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain react respond support register</div>	<div>Mood</div> <div>minor</div>	
Lex1	<div>Appraisal</div> <div>attitude appreciation reaction impact</div>		

Clause 135

and that' s exactly what it was about

M1	<div>Subj</div> <div>Mood</div>	<div>Fin</div> <div>Mood</div>	<div>Comp</div> <div>Residue</div>				
T1	<div>Token</div>	<div>Proc</div> <div>Reln</div> <div>Iden</div> <div>Int</div>	<div>Value</div>				
MET1							

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain react respond support develop elaborate</div>	<div>Mood</div> <div>declarative full</div>	<div>TENSE</div> <div>present</div>
Lex1	<div>Appraisal</div> <div>graduation focus</div>		

Clause 136

he was stating the um statistics

M1	Subj Mood	Fin Mood	Pred Residue	Comp Residue		
T1	Sayer	Proc Verbl		Verb		
MET1	Exp Proc Ent					
Int1	SPEECH-FUNCTION Sustain continue prolong extend		Mood declarative full	TENSE past		
Lex1						

Clause 137

( )

M1		
T1		
MET1		
Int1	Mood unknown	
Lex1		

Clause 138

( )

M1		
T1		
MET1		
Int1	Mood unknown	
Lex1		

### Clause 139

	and	it'	s	stat...	that	age	group
M1		Subj Mood	Fin Mood		Comp Residue		
T1		Token	Proc Reln Iden Int		Value		
MET1	Exp Attrib Ent						

Int1	SPEECH-FUNCTION Sustain continue append extend	Mood declarative full	TENSE present
Lex1	Appraisal graduation focus		

### Clause 140

	and	it	burnt	more	people	in	it	than	anybody	else
M1		Subj Mood	Fin Pred Mood-Residue		Comp Residue					
T1		Actor	Proc Mat		Goal					
MET1										

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE past
Lex1	Appraisal graduation force		



### Clause 141

and he was trying to point out you are the special people

M1		Subj Mood	Fin Mood	Pred Residue				Comp Residue				
T1		Sayer	Proc Verbl					Verb				
MET1	Int Modal Proc											

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE past	MODALITY-orientation subjective explicit
Lex1	Appraisal attitude judgement socialesteem normality	Appraisal engagement heterogloss projection		

### Clause 142

and you have to take care

M1		Subj Mood	Fin Modl Mood	Pred Residue		
T1		Carr	Proc ReIn Attr Int			Att
MET1						

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	MODALITY Modulation obligation high	TENSE present
Lex1	Appraisal engagement heterogloss modality			

Clause 143

Miss Lee

M1		
T1		
MET1		

Int1	SPEECH-FUNCTION Open attend	Mood minor	
Lex1			

Clause 144

mmm that's interesting (response to 'ex' 25)

M1	Subj Mood	Fin Mood	Comp Residue				
T1	Carr	Proc ReIn Attr Int	Att				
MET1							

Int1	SPEECH-FUNCTION Sustain react respond support reply acknowledge	Mood minor	
Lex1	Appraisal attitude appreciation reaction impact		

Clause 145

yes Robert?

M1		
T1		
MET1		

Int1	SPEECH-FUNCTION Sustain react respond support engage	Mood minor	
Lex1			

#### Clause 146

can I tell you something [[that happened at our house]]?

M1	Fin	Subj	Pred	Comp	Comp					
	Modl									
	Mood	Mood	Residue	Residue	Residue					
T1	Proc	Sayer	Proc	Target	Verb					
	Verbl		Verbl							
MET1										

Int1	SPEECH-FUNCTION Open initiate demand open gdsservices	Mood YN-interrogative full	
Lex1			

#### Clause 147

well Chris was standing next

M1					
T1					
MET1					

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative abandoned	
Lex1			

### Clause 148

ssshhh

M1	
T1	
MET1	

Int1	<div>SPEECH-FUNCTION</div> <div>Open</div> <div>initiate</div> <div>demand</div> <div>open</div> <div>gdsservices</div>	<div>Mood</div> <div>minor</div>	
Lex1			

### Clause 149

Christopher was standing um uh um standing up leaning against the wall

M1	<div>Subj</div> <div>Mood</div>	<div>Fin</div> <div>Mood</div>								<div>Circ-Adj</div> <div>Residue</div>		
T1	<div>Actor</div>	<div>Proc</div> <div>Mat</div>								<div>Locn</div> <div>Place</div>		
MET1												

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain</div> <div>continue</div> <div>append</div> <div>elaborate</div>	<div>Mood</div> <div>declarative</div> <div>full</div>	<div>TENSE</div> <div>past</div>
Lex1			

### Clause 150

and a big flame came through ...went through the wall right

M1	<div>Subj</div> <div>Mood</div>		<div>Fin</div> <div>Pred</div> <div>Mood-Residue</div>			<div>Circ-Adj</div> <div>Residue</div>			<div>Circ-Adj</div> <div>Residue</div>
T1	<div>Actor</div>		<div>Proc</div> <div>Mat</div>			<div>Locn</div> <div>Place</div>			<div>Locn</div> <div>Place</div>
MET1									

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE past
Lex1	Appraisal graduation force		

#### Clause 151

where did it come from?

M1	Circ-Adj WH Residue	Fin Mood	Subj Mood	Pred Residue	
T1	Locn Place	Proc Mat	Actor	Proc Mat	
MET1					

Int1	SPEECH-FUNCTION Sustain react rejoinder support track clarify	Mood WH-interrogative full	TENSE past
Lex1			

#### Clause 152

we ...we don't know

M1		Subj Mood	Fin Mood	Pred Residue
T1		Sens	Proc Ment Cogn	
MET1				

Int1	SPEECH-FUNCTION Sustain react rejoinder support respond resolve	Mood declarative ellipsed	TENSE present	POLARITY negative
Lex1				

### Clause 153

well    where    did    it    go    to?

M1	Circ-Adj Residue	Fin Mood	Subj Mood	Pred Residue	
T1	Locn Place	Proc Mat	Actor	Proc Mat	
MET1					

Int1	SPEECH-FUNCTION Sustain react rejoinder support track clarify	Mood WH-interrogative full	TENSE past
Lex1			

### Clause 154

it    just..a    big    flame    went    'zoom'    right    through    the    house

M1					Fin Pred Mood-Residue	Circ-Adj Residue	Circ-Adj Residue			
T1					Proc Mat	Mann Qual	Locn Place			
MET1										

Int1	SPEECH-FUNCTION Knowledge response answer	Mood declarative abandoned	
Lex1	Appraisal graduation force		

#### Clause 155

well I can't understand how that happens

M1	Subj Mood	Fin Mood	Pred Residue	Comp Residue		
T1	Sens	Proc Ment Cogn		Phen Range		
MET1						

Int1	SPEECH-FUNCTION Sustain react rejoinder support track clarify	Mood declarative full	TENSE past	POLARITY negative
Lex1				

#### Clause 156

it just

M1		
T1		
MET1		

Int1	Mood declarative abandoned	
Lex1		

### Clause 157

can you help me?

M1	Fin Modl Mood	Subj Mood	Pred Residue	Comp Residue
T1	Proc Mat	Actor	Proc Mat	Goal
MET1				

Int1	SPEECH-FUNCTION Open initiate demand closed gdsservices	Mood YN-interrogative full	MODALITY Modulation capability	TENSE present
Lex1				

### Clause 158

was there a heater [[going]] or something?

M1	Fin Mood	Subj Mood	Comp Residue				
T1	Proc Exist		Ex				
MET1							

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood YN-interrogative full	TENSE past
Lex1			

### Clause 159

no it just came through the wall

M1	Subj Mood	Adj Mood	Pred Residue	Circ-Adj Residue		
T1	Actor	Proc Mat		Locn Place		
MET1						



Int1	SPEECH-FUNCTION Sustain react respond support reply answer	Mood declarative full	MOOD-ADJUNCT intensity	TENSE past
Lex1	Appraisal graduation force			

#### Clause 160

	what	was	it	near	that	wood	heater	[[	you	have	got]]?
M1		Fin Mood	Subj Mood	Comp Residue							
T1		Proc ReIn Attr Circ	Carr	Att Circ							
MET1											

Int1	SPEECH-FUNCTION Sustain react rejoinder support track probe	Mood YN-interrogative full	TENSE past
Lex1			

#### Clause 161

	it	just	went	'zoom'
M1	Subj Mood	Adj Mood	Fin Pred Mood-Residue	Circ-Adj Residue
T1	Actor	Proc Mat		Mann Qual
MET1				

Int1	SPEECH-FUNCTION Sustain react rejoinder support respond repair	Mood declarative full	MOOD-ADJUNCT intensity
Lex1			

### Clause 162

well    maybe    it    was    an    electrical    fault?

M1			Subj Mood	Fin Mood	Comp Residue		
T1			Carr	Proc ReIn Attr Int	Att		
MET1							

Int1	SPEECH-FUNCTION Sustain react rejoinder support track probe	Mood declarative full	MODALITY Modalization probability low	TENSE past
Lex1	Appraisal engagement heterogloss modality			

### Clause 163

might    be

M1		
T1		
MET1		

Int1	<b>SPEECH-FUNCTION</b> Sustain react rejoinder support respond repair	<b>Mood</b> declarative ellipsed	<b>MODALITY</b> Modalization probability low
Lex1			

#### Clause 164

	Miss	Lee	I	think	it	was
M1			Subj Mood	Fin Mood	Comp Residue	
T1			Sens	Proc Ment Cogn	Phen Range	
MET1	Exp Modal Proc					

Int1	<b>SPEECH-FUNCTION</b> Sustain continue prolong extend	<b>Mood</b> declarative ellipsed	
Lex1			

#### Clause 165

	because	and	then	we	asked	the	electrician	to	come	and
M1				Subj Mood	Fin Pred Mood-Residue	Comp Residue				
T1				Sayer	Proc Verbl	Target		Verb		
MET1										

Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood declarative full	TENSE past
Lex1			

#### Clause 166

and he said we had the wrong wires in it

M1	Subj	Fin	Comp						
	Mood	Mood-Residue	Residue						
T1	Sayer	Proc	Verb						
		Verbl							
MET1									

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE past
Lex1			

#### Clause 167

uh huh sounds like an electrical fault

M1							
T1							
MET1							

Int1	SPEECH-FUNCTION Sustain react respond support reply agree	Mood declarative ellipsed	
Lex1			

Clause 168

that is something [[that we saw ( and they told us about)at the

M1	Subj Mood	Fin Mood	Comp Residue										
T1	Token	Proc ReIn Iden Int	Value										
MET1													

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative full	TENSE present
Lex1	Appraisal engagement heterogloss projection		

Clause 169

NV

M1	
T1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support engage		
Lex1			

Clause 170

Luke?

M1	
T1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support engage	Mood minor	
Lex1			

#### Clause 171

well when I was stoking the fire

M1			Subj Mood	Fin Mood	Pred Residue	Comp Residue	
T1			Actor	Proc Mat		Goal	
MET1							

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative abandoned	TENSE past
Lex1			

#### Clause 172

um mum wasn't home

M1		Subj Mood	Fin Mood	Comp Residue
T1		Carr	Proc Reln Attr Circ	Att Circ
MET1				

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE past	POLARITY negative
Lex1				

### Clause 173

and I was stoking the fire

M1		Subj Mood	Fin Mood	Pred Residue	Comp Residue	
T1		Actor	Proc Mat		Goal	
MET1						

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE past
Lex1			

### Clause 174

and a big piece of hot coal came out

M1		Subj						Fin	Circ-Adj
		Mood						Pred Mood-Residue	Residue
T1		Actor						Proc Mat	Locn Place
MET1									

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE past
Lex1	Appraisal graduation force		

### Clause 175

( )

M1		
T1		
MET1		

Int1			
Lex1			

### Clause 176

can anyone see what's happening here?

M1	Fin Modl Mood	Subj Mood	Pred Residue	Comp Residue		
T1	Proc Ment Perc	Sens	Proc Ment Perc	Phen Range		
MET1						

Int1	SPEECH-FUNCTION Open initiate demand open information fact	Mood YN-interrogative full	MODALITY Modulation capability	TENSE present
Lex1				

### Clause 177

yes

M1	
T1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support reply answer	Mood declarative ellipsed	
Lex1			



### Clause 178

what' s happening here in this conversation?

M1	Subj WH Mood	Fin Mood	Pred Residue	Circ-Adj Residue	Circ-Adj Residue		
T1	Actor	Proc Mat		Locn Place	Locn Place		
MET1	Exp Proc Circ						

Int1	SPEECH-FUNCTION Sustain continue append elaborate	Mood WH-interrogative full	TENSE present
Lex1			

### Clause 179

the kids are doing all the stuff

M1	Subj Mood	Fin Mood	Pred Residue	Comp Residue		
T1	Actor	Proc Mat		Goal		
MET1						

Int1	SPEECH-FUNCTION Sustain react respond support reply answer	Mood declarative full	TENSE present
Lex1	Appraisal graduation force		

### Clause 180

and making the ( ) oh it all oh all uh

M1		Fin Pred Mood-Residue	Comp Residue										
T1		Proc Mat	Goal										
MET1													

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative ellipsed	TENSE present
Lex1			

### Clause 181

you know usually you don't um a kid doesn't stoke the fire

M1	Subj Mood	Fin Pred Mood-Residue	Adj Mood				Comp Residue						
T1	Sens	Proc Ment Cogn					Phen Range						
MET1													

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE present	MODALITY Modalization usuality high
Lex1				

### Clause 182

and um usually your Mum does or something

M1			Adj Mood	Subj Mood		Fin Pred Mood-Residue		
T1				Actor		Proc Mat		
MET1								

Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood declarative ellipsed	MODALITY Modalization usuality high	TENSE present
Lex1	Appraisal token	Appraisal attitude judgement socialesteem capacity		

### Clause 183

and it burnt the carpet

M1		Subj Mood	Fin Pred Mood-Residue	Comp Residue	
T1		Actor	Proc Mat	Goal	
MET1					

Int1	SPEECH-FUNCTION Sustain continue append extend	Mood declarative full	TENSE past
Lex1			

Clause 184

oh oh ((laughing))

M1			
T1			
MET1			

Int1	SPEECH-FUNCTION	Mood	
	Sustain	minor	
	react		
	respond		
	support		
	reply		
	affirm		
Lex1			

Clause 185

Greg Greg (Greg has had his hand up)

M1							
T1							
MET1							

Int1	SPEECH-FUNCTION	Mood	
	Sustain	minor	
	react		
	respond		
	support		
	engage		
Lex1			

Clause 186

we' re talking about the Museum of Fire

M1	Subj	Fin	Pred	Circ-Adj			
	Mood	Mood	Residue	Residue			
T1	Behav	Proc		Matt			
		Behl					
MET1							

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support reply answer	<b>Mood</b> declarative full	<b>TENSE</b> present
Lex1			

#### Clause 187

but we' re talking about home

M1	Subj Mood	Fin Mood	Pred Residue	Circ-Adj Residue	
T1	Behav 	Proc Behl		Matt	
MET1					

Int1	<b>SPEECH-FUNCTION</b> Sustain continue prolong extend	<b>Mood</b> declarative full	<b>TENSE</b> present
Lex1	Appraisal engagement heterogloss concession		

#### Clause 188

right

M1	
T1	
MET1	

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support reply acknowledge	<b>Mood</b> minor	
Lex1			

### Clause 189

why do you think that' s happening?

M1	Comp TH Residue	Fin Mood	Subj Mood	Pred Residue	Comp Residue		
T1	Caus Reas	Proc Ment Cogn	Sens	Proc Ment Cogn	Phen Range		
MET1	Int Modal Proc						

Int1	SPEECH-FUNCTION Open initiate demand open information opinion	Mood WH-interrogative full	TENSE present
Lex1	Appraisal engagement heterogloss projection		

### Clause 190

and we because we ...we talk about fire at home

M1				Subj Mood		Fin Pred Mood-Residue	Circ-Adj Residue		Circ-Adj Residue	
T1				Behav		Proc Behl	Matt		Locn Place	
MET1										

Int1	SPEECH-FUNCTION Sustain react respond support reply answer	Mood declarative full	
Lex1			

### Clause 191

	but	why	do	you	think	your	brain' s	doing	it?
M1		Comp WH Residue	Fin Mood	Subj Mood	Comp Residue	Comp Residue			
T1		Caus Reas	Proc Ment Cogn	Sens	Proc Ment Cogn	Phen Range			
MET1	Int Modal Proc								

Int1	SPEECH-FUNCTION Sustain react rejoinder support track clarify	Mood WH-interrogative full	TENSE present
Lex1	Appraisal engagement heterogloss projection		

### Clause 192

	why	do	you	think	you	... we' re	talking	about	fire	in	one	place?
M1	Circ-Adj WH Residue	Fin Mood	Subj Mood	Comp Residue								
T1	Caus Reas	Proc Ment Cogn	Sens	Proc Ment Cogn	Phen Range							
MET1	Int Modal Proc											

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood WH-interrogative full	
Lex1			

Clause 193

(talking about fire alarms)

M1				
T1				
MET1				

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain react respond support reply answer</div>	<div>Mood</div> <div>declarative ellipsed</div>	
Lex1			

Clause 194

[[what you' re actually doing]] is [[making sense of where you went on

M1	<div>Subj</div> <div>WH</div> <div>Mood</div>					<div>Fin</div>	<div>Comp</div>						
T1	<div>Token</div>					<div>Proc</div> <div>ReIn</div> <div>Iden</div> <div>Int</div>	<div>Value</div>						
MET1	<div>Exp</div> <div>Proc</div> <div>Ent</div>												

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain continue prolong elaborate</div>	<div>Mood</div> <div>declarative full</div>	<div>TENSE</div> <div>present</div>
Lex1			



### Clause 195

if these sorts of things have happened to you

M1	Subj Mood				Fin Mood	Pred Residue	Comp Residue	
T1	Actor				Proc Mat		Goal	
MET1								

Int1		Mood declarative full	TENSE present
Lex1	Appraisal graduation focus		

### Clause 196

when you see the fire

M1		Subj Mood	Fin Pred Mood-Residue	Comp Residue	
T1		Sens	Proc Ment Perc	Phen Range	
MET1					

Int1	Mood declarative full	TENSE present
Lex1		

### Clause 197

and we start talking about it

M1		Subj Mood	Fin Pred Mood-Residue		Circ-Adj Residue	
T1		Behav	Proc Behl		Matt	
MET1						

Int1	Mood declarative full	TENSE present
Lex1		

#### Clause 198

	it	brings	it	all	back	into	your	memory
M1	Subj	Fin Pred Mood Mood-Residue	Comp Residue		Circ-Adj Residue			
T1	Actor	Proc Mat	Goal		Locn Place			
MET1	Exp Proc Circ							

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE present
Lex1			

#### Clause 199

	it	helps	you	make	sense	of	the	whole	thing
M1	Subj	Fin Pred Mood Mood-Residue	Subj Mood	Comp Residue					
T1	Phen Agent	Proc Ment Cogn	Sens	Proc Ment Cogn			Phen Range		
MET1									

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	
Lex1	Appraisal graduation focus		

Clause 200

NV

M1	
T1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support engage		
Lex1			

Clause 201

Libby?

M1	
T1	
MET1	

Int1			
Lex1			

Clause 202

(when my brother stayed up ..... )

M1		Subj Mood		Fin Pred Mood-Residue			
T1		Actor		Proc Mat			
MET1							

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative full	
Lex1			

Clause 203

oh! that' s a bit scary

M1		Subj Mood	Fin Mood	Comp Residue		
T1		Carr	Proc Reln Attr Int	Att		
MET1						

Int1	SPEECH-FUNCTION Sustain react respond support reply acknowledge	Mood declarative full	
Lex1	Appraisal attitude affect satisfactiondissatisfaction interest		

Clause 204

NV

M1	
T1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support engage		
Lex1			

### Clause 205

Mike?

M1	
T1	
MET1	
Int1	
Lex1	

### Clause 206

Charcoal chicken had a fire

M1	Subj Mood		Fin Mood	Comp Residue	
T1	Carr Possr		Proc ReIn Attr Poss	Att Possd	
MET1					
Int1	SPEECH-FUNCTION Open initiate give information fact		Mood declarative full	TENSE past	
Lex1					

### Clause 207

when they were cooking the chicken

M1		Subj Mood	Fin Mood	Pred Residue	Comp Residue	
T1		Actor	Proc Mat		Goal	
MET1						
Int1		Mood declarative full		TENSE past		
Lex1						

Clause 208

((laughing))

M1	
T1	
MET1	

Int1	SPEECH-FUNCTION		
	Sustain		
	react		
	respond		
	support		
	reply		
	affirm		
Lex1			

Clause 209

and    went    'woof'

M1			
T1			
MET1			

Int1	SPEECH-FUNCTION	Mood	
	Sustain	declarative	
	continue	ellipsed	
	append		
	extend		
Lex1	Appraisal		
	graduation		
	force		

Clause 210

really?    (ellipsis    of 'did they really?')

M1					
T1					
MET1					

Int1	SPEECH-FUNCTION Sustain react respond support register	Mood YN-interrogative ellipsed	
Lex1			

#### Clause 211

out of the stove

M1				
T1				
MET1				

Int1	SPEECH-FUNCTION Sustain continue append extend	Mood declarative ellipsed	
Lex1			

#### Clause 212

((more laughing))

M1		
T1		
MET1		

Int1	SPEECH-FUNCTION Sustain react respond support reply affirm		
Lex1			

Clause 213

	it'	s	really	great
M1	Subj Mood	Fin Mood	Comp Residue	
T1	Carr	Proc ReIn Attr Int	Att	
MET1				

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative full	TENSE present
Lex1	Appraisal attitude affect satisfactiondissatisfaction interest	Appraisal graduation force	

Clause 214

	to	hear	all	these	special	experiences	and	all	that
M1									
T1									
MET1	Exp Proc Ent								

Int1			
Lex1	Appraisal graduation force	Appraisal attitude appreciation valuation	



### Clause 215

and I even shared one of mine

M1		Subj Mood	Adj Mood	Pred Residue	Comp Residue		
T1		Actor		Proc Mat	Goal		
MET1							

Int1	SPEECH-FUNCTION Sustain continue prolong extend			Mood declarative full	MOOD-ADJUNCT intensity	TENSE past
Lex1						

### Clause 216

but let's put a heading up here

M1		Subj Mood	Pred Residue	Comp Residue		Circ-Adj Residue	
T1		Actor	Proc Mat	Goal		Locn Place	
MET1	Exp Proc Ent						

Int1	SPEECH-FUNCTION Sustain continue prolong extend			Mood imperative full	
Lex1					

### Clause 217

what time did we leave the school?

M1	Circ-Adj WH Residue		Fin Mood	Subj Mood	Pred Residue	Circ-Adj Residue	
T1	Locn Time		Proc Mat	Actor	Proc Mat	Locn Place	
MET1							

Int1	<b>SPEECH-FUNCTION</b> Open initiate demand closed information fact	<b>Mood</b> WH-interrogative full	<b>TENSE</b> past
Lex1			

#### Clause 218

too early ((a comment from the teacher aide))

M1								
T1								
MET1								

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support reply answer	<b>Mood</b> declarative ellipsed	
Lex1	Appraisal graduation force		

#### Clause 219

((laughter))

M1	
T1	
MET1	

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support reply affirm		
Lex1			

Clause 220

seven o'clock

M1		
T1		
MET1		

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain react respond support develop elaborate</div>	<div>Mood</div> <div>declarative ellipsed</div>	
Lex1			

Clause 221

((a few seconds general untranscribable discussion while teacher writes on

M1									
T1									
MET1									

Int1			
Lex1			

Clause 222

what was the next thing we did?

M1	<div>Subj</div> <div>WH</div> <div>Mood</div>	<div>Fin</div> <div>Mood</div>	<div>Comp</div> <div>Residue</div>				
T1	<div>Token</div>	<div>Proc</div> <div>ReIn</div> <div>Iden</div> <div>Int</div>		<div>Value</div>			
MET1	<div>Exp</div> <div>Proc</div> <div>Ent</div>						

Int1	<b>SPEECH-FUNCTION</b> Open initiate demand closed information fact	<b>Mood</b> WH-interrogative full	<b>TENSE</b> past
Lex1			

### Clause 223

Luke?

M1	
T1	
MET1	

Int1	<b>SPEECH-FUNCTION</b> Sustain continue monitor	<b>Mood</b> minor	
Lex1			

### Clause 224

stopped at Springwood for lunch

M1	<b>Fin</b> Pred Mood-Residue	<b>Circ-Adj</b> Residue		<b>Circ-Adj</b> Residue	
T1	<b>Proc</b> Mat	<b>Locn</b> Place		<b>Caus</b> Reas	
MET1					

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support reply answer	<b>Mood</b> declarative ellipsed	
Lex1			

Clause 225

( )

M1		
T1		
MET1		

Int1			
Lex1			

Clause 226

for what

M1		
T1		
MET1		

Int1	<b>SPEECH-FUNCTION</b> Sustain react rejoinder support track check	<b>Mood</b> WH-interrogative ellipsed	
Lex1			

Clause 227

what did we stop for Luke?

M1	Comp WH Residue	Fin Mood	Subj Mood	Pred Residue		Voc-Adj
T1	Goal	Proc Mat	Actor	Proc Mat		
MET1						

Int1	<b>SPEECH-FUNCTION</b> Sustain continue prolong elaborate	<b>Mood</b> WH-interrogative full	<b>TENSE</b> past
Lex1			

Clause 228

( )

M1		
T1		
MET1		

Int1			
Lex1			

Clause 229

it          was          seven          fifteen

M1	Subj Mood	Fin Mood	Comp Residue	
T1	Token	Proc Reln Iden Int	Value	
MET1				

Int1	SPEECH-FUNCTION Sustain react respond confront reply contradict	Mood declarative full	TENSE past
Lex1			

Clause 230

oh    alright    then    ((changing    time    on    chalkboard))

M1						
T1						
MET1						

Int1	SPEECH-FUNCTION Sustain react respond support reply acknowledge	Mood declarative ellipsed	
Lex1			

#### Clause 231

but we had to be here at 7:00 didn't we?

M1	Subj Mood	Fin Mood	Pred Residue		Circ-Adj Residue	Circ-Adj Residue		Fin Mtag	Subj Mtag
T1	Carr	Proc ReIn Attr Circ			Locn Place	Locn Time			
MET1									

Int1	SPEECH-FUNCTION Sustain react rejoinder confront challenge counter	Mood declarative full	TENSE past
Lex1			

#### Clause 232

( )

M1		
T1		
MET1		

Int1			
Lex1			

### Clause 233

but we didn't leave till about fifteen

M1		Subj Mood	Fin Mood	Pred Residue	Circ-Adj Residue		
T1		Actor	Proc Mat		Locn Time		
MET1							

Int1	SPEECH-FUNCTION Sustain react rejoinder confront response refute	Mood declarative full	TENSE past
Lex1			

### Clause 234

you 're right

M1	Subj Mood	Fin Mood	Comp Residue
T1	Carr	Proc ReIn Attr Int	Att
MET1			

Int1	SPEECH-FUNCTION Sustain react rejoinder support respond acquiesce	Mood declarative full	TENSE present
Lex1	Appraisal attitude judgement socialsanction veracity		



### Clause 235

	I'	ll	spread	this	out	a	bit	further
M1	Subj Mood	Fin Mood	Pred Residue	Comp Residue	Circ-Adj Residue			
T1	Actor	Proc Mat		Goal	Mann Qual	Locn Place		
MET1								

Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood declarative full	TENSE future
Lex1			

### Clause 236

	WE	LEFT	SCHOOL	AT	7.15	((writing	on	chalkboard))
M1	Subj Mood	Fin Pred Mood-Residue	Circ-Adj Residue	Circ-Adj Residue				
T1	Actor	Proc Mat	Goal	Locn Time				
MET1								

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE past
Lex1			

### Clause 237

	was	it	am	or	pm?
M1	Fin Mood	Subj Mood	Comp Residue		
T1	Proc ReIn Iden Int	Token	Value		
MET1					

Int1	SPEECH-FUNCTION Open initiate demand open information fact	Mood WH-interrogative full	TENSE past
Lex1			

### Clause 238

am

M1	
T1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support reply answer	Mood declarative ellipsed	
Lex1			

### Clause 239

how do you know?

M1	Subj WH Mood	Fin Mood	Subj Mood	Pred Residue
T1	Caus Reas	Proc Ment Cogn	Sens	Proc Ment Cogn
MET1				

Int1	SPEECH-FUNCTION Sustain react rejoinder support track probe	Mood WH-interrogative full	
Lex1			

#### Clause 240

morning ...in the morning

M1				
T1				
MET1				

Int1	SPEECH-FUNCTION Sustain react respond support reply answer	Mood declarative ellipsed	
Lex1			

#### Clause 241

it was in the morning

M1	Subj Mood	Fin Mood	Comp Residue		
T1	Carr	Proc Reln Attr Circ	Att Circ		
MET1					

Int1	SPEECH-FUNCTION Sustain react respond support reply answer	Mood declarative full	TENSE past
Lex1			

#### Clause 242

that' s right

M1	Subj Mood	Fin Mood	Comp Residue
T1	Carr	Proc ReIn Attr Int	Att
MET1			

Int1	SPEECH-FUNCTION Sustain react respond support reply acknowledge	Mood declarative full	
Lex1	Appraisal attitude appreciation valuation		

#### Clause 243

and we stopped a-t Springwood

M1		Subj Mood	Fin Pred Mood-Residue	Circ-Adj Residue	
T1		Actor	Proc Mat	Locn Place	
MET1					

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE past
Lex1			

#### Clause 244

what did we do there?

M1	Comp WH Residue	Fin Mood	Subj Mood	Pred Residue	Circ-Adj Residue
T1	Goal	Proc Mat	Actor	Proc Mat	Locn Place
MET1					

Int1	SPEECH-FUNCTION Open initiate demand open information fact	Mood WH-interrogative full	TENSE past
Lex1			

#### Clause 245

had the lunch

M1			
T1			
MET1			

Int1	SPEECH-FUNCTION Sustain react respond support reply answer	Mood declarative ellipsed	
Lex1			

# Clause 246

we (just) had a snack

M1	Subj Mood	Adj Mood	Fin Mood	Comp Residue	
T1	Actor	Proc Mat		Range	
MET1	Exp Proc Ent				

Int1	SPEECH-FUNCTION Sustain react respond confront reply contradict	Mood declarative full	MOOD-ADJUNCT intensity
Lex1			

# Clause 247

we don't know what time it was

M1	Subj Mood	Fin Mood	Pred Residue	Comp Residue			
T1	Sens	Proc Ment Cogn		Phen Range			
MET1							

Int1	SPEECH-FUNCTION Sustain react respond support develop extend	Mood declarative full	TENSE present	POLARITY negative
Lex1				

### Clause 248

	we	'll	just	put	recess	there
M1	Subj Mood	Fin Mood	Adj Mood	Pred Residue	Comp Residue	Circ-Adj Residue
T1	Actor	Proc Mat			Goal	Locn Place
MET1						
Int1	SPEECH-FUNCTION Sustain continue prolong extend			Mood declarative full	MOOD-ADJUNCT intensity	TENSE future
Lex1						

### Clause 249

	RECESS	((reading off chalkboard))		
M1				
T1				
MET1				
Int1				
Lex1				

### Clause 250

	what	was	the	next	thing	we	did?
M1	Subj WH Mood	Fin Mood	Comp Residue				
T1	Token	Proc ReIn Iden Int	Value				
MET1	Exp Proc Ent						

Int1	<b>SPEECH-FUNCTION</b> Open initiate demand closed information fact	<b>Mood</b> WH-interrogative full	<b>TENSE</b> past
Lex1			

#### Clause 251

we had ( )

M1				
T1				
MET1				

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support reply answer	<b>Mood</b> declarative full	
Lex1			

#### Clause 252

we had snack

M1	Subj	Fin	Comp
	Mood	Mood	Residue
T1	Actor	Proc	Range
		Mat	
MET1	Exp		
	Proc		
	Ent		

Int1	<b>SPEECH-FUNCTION</b> Sustain continue append elaborate	<b>Mood</b> declarative full	<b>TENSE</b> past
Lex1			



Clause 253

recess and lunch

M1			
T1			
MET1			
Int1	Mood		
	declarative		
	ellipsed		
Lex1			

Clause 254

mmm

M1	
T1	
MET1	
Int1	SPEECH-FUNCTION
	Sustain
	react
	respond
	support
	engage
Lex1	

Mood	
minor	

Clause 255

no

M1	
T1	
MET1	
Int1	SPEECH-FUNCTION
	Sustain
	react
	respond
	confront
	reply
	disagree
Lex1	

Mood	
minor	

### Clause 256

and that ain't all

M1		Subj Mood	Fin Mood	Comp Residue
T1		Token	Proc Reln Iden Int	Value
MET1				

Int1		Mood declarative full	TENSE past	POLARITY negative
Lex1				

### Clause 257

we definitely didn't go home

M1	Subj Mood	Adj Mood	Fin Mood	Pred Residue	Circ-Adj Residue
T1	Actor		Proc Mat		Locn Place
MET1					

Int1	SPEECH-FUNCTION Sustain react respond confront reply disavow	Mood declarative full	MOOD-ADJUNCT obviousness	TENSE past	POLARITY negative
Lex1	Appraisal graduation force				

### Clause 258

and we had two recesses

M1		Subj Mood	Fin Mood	Comp Residue	
T1		Carr Possr	Proc Reln Attr Poss	Att Possd	
MET1	Exp Circ Ent				

Int1	SPEECH-FUNCTION		Mood	TENSE
	Sustain		declarative	past
	react		full	
	respond			
	support			
	develop			
	extend			
Lex1				

### Clause 259

wh...when we left Springwood where did

M1						
T1						
MET1						

Int1	Mood WH-interrogative abandoned	
Lex1		

### Clause 260

when we left Springwood

M1		Subj Mood	Fin Pred Mood-Residue	Circ-Adj Residue
T1		Actor	Proc Mat	Locn Place
MET1				

Int1	Mood declarative full	TENSE past
Lex1		

#### Clause 261

where did we go?

M1	Circ-Adj WH Residue	Fin Mood	Subj Mood	Pred Residue
T1	Locn Place	Proc Mat	Actor	Proc Mat
MET1				

Int1	SPEECH-FUNCTION Open initiate demand closed information fact	Mood WH-interrogative full	TENSE past
Lex1			

#### Clause 262

( )

M1	
T1	
MET1	

Int1			
Lex1			

#### Clause 263

on the bus again

M1				
T1				
MET1				

Int1	SPEECH-FUNCTION Sustain react respond support reply answer	Mood declarative ellipsed	
Lex1			

#### Clause 264

on the bus again

M1				
T1				
MET1				

Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood declarative ellipsed	
Lex1			

#### Clause 265

on the bus to where?

M1					
T1					
MET1					

Int1	SPEECH-FUNCTION Sustain react rejoinder support track probe	Mood WH-interrogative ellipsed	
Lex1			

Clause 266

the Museum of Fire

M1				
T1				
MET1				

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain react rejoinder support respond resolve</div>	<div>Mood</div> <div>declarative ellipsed</div>	
Lex1			

Clause 267

( )

M1		
T1		
MET1		

Int1			
Lex1			

Clause 268

that was about...

M1			
T1			
MET1			

Int1	<div>Mood</div> <div>declarative abandoned</div>	
Lex1		

Clause 269

	who	can	remember	what	time	that	was?
M1	Subj	Fin Modl	Pred	Comp			
	Mood	Mood	Residue	Residue			
T1	Sens	Proc Ment Cogn		Phen Range			
MET1							

Int1	SPEECH-FUNCTION	Mood	MODALITY	TENSE
	Open	WH-interrogative	Modulation	present
	initiate	full	capability	
	demand			
	closed			
	information			
	fact			
Lex1				

Clause 270

	( )
M1	
T1	
MET1	
Int1	
Lex1	

Clause 271

	it	was	ten
M1	Subj	Fin	Comp
	Mood	Mood	Residue
T1	Token	Proc Reln Iden Int	Value
MET1			

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support reply answer	<b>Mood</b> declarative full	<b>TENSE</b> past
Lex1			

#### Clause 272

thirty ten thirty

M1			
T1			
MET1			

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond confront reply contradict	<b>Mood</b> declarative ellipsed	
Lex1			

#### Clause 273

( ) ((a short time of children talking over each other as they try to remember

M1																	
T1																	
MET1																	

Int1			
Lex1			



Clause 274

it        was        8:58        am.

M1	Subj Mood	Fin Mood	Comp Residue	
T1	Token	Proc ReIn Iden Int	Value	
MET1				

Int1	SPEECH-FUNCTION Sustain react respond confront reply contradict	Mood declarative full	TENSE past
Lex1			

Clause 275

8:58!

M1	
T1	
MET1	

Int1	SPEECH-FUNCTION Sustain react rejoinder confront challenge rebound	Mood declarative ellipsed	
Lex1			

Clause 276

no

M1	
T1	
MET1	

Int1	SPEECH-FUNCTION Sustain continue append elaborate	Mood minor	
Lex1			

### Clause 277

it          was          actually          about          nine

M1	Subj Mood	Fin Mood	Adj Mood	Comp Residue	
T1	Token	Proc Reln Iden Int		Value	
MET1					

Int1	SPEECH-FUNCTION Sustain react respond support develop extend	Mood declarative full	MOOD-ADJUNCT intensity
Lex1	Appraisal graduation force		

### Clause 278

nine ( )

M1			
T1			
MET1			

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support reply acknowledge	<b>Mood</b> declarative ellipsed	
Lex1			

#### Clause 279

	oh	I	said	that	
M1		Subj	Fin	Pred	Comp
		Mood	Mood-Residue		Residue
T1		Sayer	Proc	Verbl	Verb
MET1					

Int1	<b>SPEECH-FUNCTION</b> Sustain react rejoinder confront challenge detach	<b>Mood</b> declarative full	<b>TENSE</b> past
Lex1			

#### Clause 280

	(	)	
M1			
T1			
MET1			
Int1			
Lex1			

Clause 281

	now	...
M1		
T1		
MET1		
Int1		
Lex1		

Clause 282

	( )
M1	
T1	
MET1	
Int1	
Lex1	

Clause 283

	this	is	what	we	need	to	focus	on
M1	Subj Mood	Fin Mood	Comp WH Residue					
T1	Token	Proc Reln Iden Int	Value					
MET1								
Int1	SPEECH-FUNCTION Open initiate give information fact		Mood declarative full					
Lex1	Appraisal token		Appraisal attitude judgement socialesteem tenacity					

### Clause 284

sssh

M1	
T1	
MET1	

Int1	SPEECH-FUNCTION Sustain continue monitor	Mood minor	
Lex1			

### Clause 285

right this is what we' re talking about – the Museum of Fire

M1	Subj Mood	Fin Mood	Comp WH Residue									
T1	Token	Proc ReIn Iden Int	Value									
MET1												

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	
Lex1			

### Clause 286

and let's see if we can keep our mind on there

M1	Subj Mood	Pred Residue	Comp Residue								
T1	Sens	Proc Ment Perc	Phen Range								
MET1	Exp Proc Ent										

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood imperative full	
Lex1			

#### Clause 287

and talk about what we did see in the Museum of Fire and what

M1	Pred Residue	Comp Residue															
T1	Proc Verbl	Verb															
MET1																	

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood imperative full	
Lex1			

#### Clause 288

(and ah)

M1		
T1		
MET1		

Int1	SPEECH-FUNCTION Sustain react respond support engage	Mood minor	
Lex1			

### Clause 289

we 've been ...we 've been down that little aisle to the first

M1				Subj Mood	Fin Mood	Pred Residue	Circ-Adj Residue				Circ-Adj Residue		
T1				Actor	Proc Mat		Locn Place				Locn Place		
MET1													

Int1			Mood declarative full	TENSE past
Lex1	Appraisal attitude affect happinessunhappiness affection			

### Clause 290

where we saw ... what?

M1	Comp WH Residue	Subj Mood	Fin Pred Mood-Residue	Comp WH Residue
T1	Locn Place	Sens	Proc Ment Perc	Phen Range
MET1				

Int1	SPEECH-FUNCTION Open initiate demand open information fact	Mood declarative full	TENSE past
Lex1			

Clause 291

who ...can you recall that?

M1		Fin Modl Mood	Subj Mood	Pred Residue	Comp Residue
T1		Proc Ment Cogn	Sens	Proc Ment Cogn	Phen Range
MET1					

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood YN-interrogative full	
Lex1			

Clause 292

(a fire)

M1		
T1		
MET1		

Int1	SPEECH-FUNCTION Sustain react respond support reply answer	Mood declarative ellipsed	
Lex1			



Clause 293

what' s the first thing we saw?

M1	Subj WH Mood	Fin Mood	Comp Residue				
T1	Token	Proc Reln Iden Int	Value				
MET1							

Int1	SPEECH-FUNCTION Open initiate demand open information fact	Mood WH-interrogative full	TENSE past
Lex1			

Clause 294

a house fire

M1			
T1			
MET1	Exp Circ Qual		

Int1	SPEECH-FUNCTION Sustain react respond support reply answer	Mood declarative ellipsed	
Lex1			

Clause 295

a stove

M1		
T1		
MET1		

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support develop extend	<b>Mood</b> declarative ellipsed	
Lex1			

Clause 296

right

M1	
T1	
MET1	

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support reply acknowledge	<b>Mood</b> minor	
Lex1	<b>Appraisal</b> attitude appreciation valuation		

### Clause 297

	it	showed	us	what	a house	fire	looks	after	the	fire	didn't
M1	Subj	Fin Pred Mood	Comp Residue	Comp Residue							Fin Mtag
T1	Sayer	Proc Verbl	Target	Verb							
MET1											

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE past
Lex1			

### Clause 298

	yes
M1	
T1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support reply answer	Mood minor	
Lex1			

### Clause 299

	so	we	kept	walking	down	that	aisle
M1		Subj	Fin Pred Mood		Circ-Adj Residue		
T1		Actor	Proc Mat		Locn Place		
MET1							

Int1	SPEECH-FUNCTION Sustain continue monitor	Mood declarative full	TENSE past
Lex1			

### Clause 300

where did we go next?

M1	Comp WH Residue	Fin Mood	Subj Mood	Pred Residue	Circ-Adj Residue
T1	Locn Place	Proc Mat	Actor Mat	Proc Mat	Locn Time
MET1					

Int1	SPEECH-FUNCTION Open initiate demand open information fact	Mood WH-interrogative full	TENSE past
Lex1			

### Clause 301

back of the house

M1				
T1				
MET1				

Int1	SPEECH-FUNCTION Sustain react respond support reply answer	Mood declarative ellipsed	
Lex1			

Clause 302

Greg?

M1	
T1	
MET1	

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain continue monitor</div>	<div>Mood</div> <div>minor</div>	
Lex1			

Clause 303

to the cinema

M1			
T1			
MET1			

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain react respond support reply answer</div>	<div>Mood</div> <div>declarative ellipsed</div>	
Lex1			

Clause 304

cinema?

M1	
T1	
MET1	

Int1	SPEECH-FUNCTION Sustain react rejoinder support track check	Mood declarative ellipsed	
Lex1			

### Clause 305

ooh no

M1		
T1		
MET1		

Int1	SPEECH-FUNCTION Sustain react respond confront reply contradict	Mood minor	
Lex1			

### Clause 306

no no

M1		
T1		
MET1		

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood minor	
Lex1			

### Clause 307

to the rest of the house

M1						
T1						
MET1						

Int1	<b>SPEECH-FUNCTION</b> Sustain react rejoinder support respond resolve	<b>Mood</b> declarative ellipsed	
Lex1			

### Clause 308

the place where you look at the little boy that was burnt

M1												
T1												
MET1												

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support develop extend	<b>Mood</b> declarative ellipsed	
Lex1	Appraisal attitude judgement socialesteem capacity		

### Clause 309

and where the um what you gotta wear when you're swimming

M1											
T1											
MET1											

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative ellipsed	
Lex1			

### Clause 310

mmm

M1	
T1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support register	Mood minor	
Lex1			

### Clause 311

and the (lighter) the matchbox toys things like that

M1									
T1									
MET1									

Int1	SPEECH-FUNCTION Sustain continue append extend	Mood declarative ellipsed	
Lex1			



Clause 312

that' s right

M1	Subj	Fin	Comp
	Mood	Mood	Residue
T1	Carr	Proc	Att
		ReIn	
		Attr	
		Int	
MET1			

Int1	SPEECH-FUNCTION		Mood	
	Sustain		declarative	
	react		full	
	respond			
	support			
	reply			
	acknowledge			
	Lex1			

Clause 313

just before that we we had a look in that mirror

M1	Circ-Adj			Subj		Fin	Comp		Circ-Adj		
	Residue			Mood		Mood	Residue		Residue		
T1	Locn			Actor		Proc	Goal		Locn		
	Time					Mat			Place		
MET1											

Int1	SPEECH-FUNCTION		Mood	TENSE
	Open		declarative	past
	initiate		full	
	give			
	information			
	fact			
Lex1				

### Clause 314

and talked about that little girl

M1		Pred Residue	Circ-Adj Residue			
T1		Proc Verbl	Matt			
MET1						

Int1		Mood declarative ellipsed	TENSE past
Lex1	Appraisal attitude judgement socialesteem normality		

### Clause 315

remember?

M1	Pred Residue
T1	Proc Ment Cogn
MET1	

Int1	SPEECH-FUNCTION Sustain continue monitor	Mood YN-interrogative ellipsed	TENSE past
Lex1			

### Clause 316

that ...that man

M1			
T1			
MET1			

Int1	SPEECH-FUNCTION Sustain react respond support engage	Mood unknown	
Lex1			

### Clause 317

no that ....we went down that ...straight down the aisle

M1		Subj	Fin	Circ-Adj		Circ-Adj			
		Mood	Mood-Residue	Residue		Residue			
T1		Actor	Proc	Locn		Mann	Locn		
			Mat	Place		Qual	Place		
MET1									

Int1	SPEECH-FUNCTION Sustain react respond confront reply contradict	Mood declarative full	TENSE past
Lex1			

### Clause 318

then we turned right

M1		Subj	Fin	Circ-Adj
		Mood	Mood-Residue	Residue
T1		Actor	Proc	Locn
			Mat	Time
MET1				

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE past
Lex1			

### Clause 319

turned around that corner

M1	Pred Residue	Circ-Adj Residue		
T1	Proc Mat	Locn Place		
MET1				

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative ellipsed	TENSE past
Lex1			

### Clause 320

and then there was a mirror

M1		Subj Mood	Fin Mood	Comp Residue	
T1		Carr	Proc Reln Attr Int	Att	
MET1					

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE past
Lex1			

### Clause 321

and that' s why I am talking about the special people in statistics

M1		Subj TH Mood	Fin Mood	Comp Residue								
T1		Token --	Proc Reln Iden Circ	Value Circ								
MET1	Exp Proc Ent											

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	
Lex1	Appraisal attitude judgement socialesteem normality		

### Clause 322

that means how many people are burnt in a year

M1	Subj Mood	Fin Mood	Comp Residue						
T1	Token	Proc Reln Iden Int	Value						
MET1									

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	
Lex1			

Clause 323

and    what        ages    they        are

M1		Comp WH Residue		Subj  Mood	Fin  Mood
T1		Value		Token	Proc Reln Iden Int
MET1					

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE present
Lex1			

Clause 324

then    we        went                    on

M1		Subj  Mood	Fin Pred Mood-Residue	
T1		Actor	Proc Mat	
MET1				

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE past
Lex1			

### Clause 325

and saw what Sally just described

M1		Fin Pred Mood-Residue	Comp Residue			
T1		Proc Ment Perc	Phen Range			
MET1						

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative ellipsed	TENSE past
Lex1	Appraisal graduation force		

### Clause 326

a boy got burnt

M1	Subj Mood	Fin Mood	
T1	Goal	Proc Mat	
MET1			

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative full	TENSE past
Lex1	Appraisal token	Appraisal attitude affect happinessunhappiness antipathy	

Clause 327

( )

M1		
T1		
MET1		
Int1		
Lex1		

Clause 328

mmm

M1			
T1			
MET1			
Int1	SPEECH-FUNCTION Sustain react respond support register	Mood minor	
Lex1			

Clause 329

remember      'beware      matches'

M1	Pred Residue	Comp Residue	
T1	Proc Ment Cogn	Phen Range	
MET1			
Int1	SPEECH-FUNCTION Sustain continue monitor	Mood imperative full	TENSE present
Lex1			



Clause 330

(matches)

M1	
T1	
MET1	

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain react respond support register</div>	<div>Mood</div> <div>minor</div>	
Lex1			

Clause 331

what      other    things    did    they    have    up      on the wall    to      explain

M1	<div>Comp</div> <div>Residue</div>			<div>Fin</div> <div>Mood</div>	<div>Subj</div> <div>Mood</div>	<div>Fin</div> <div>Mood</div>	<div>Circ-Adj</div> <div>Residue</div>				<div>Comp</div> <div>Residue</div>	
T1	<div>Goal</div>			<div>Proc</div> <div>Mat</div>	<div>Actor</div>	<div>Proc</div> <div>Mat</div>	<div>Locn</div> <div>Place</div>				<div>Goal</div>	
MET1												

Int1	<div>SPEECH-FUNCTION</div> <div>Open initiate demand open information fact</div>	<div>Mood</div> <div>WH-interrogative full</div>	<div>TENSE</div> <div>past</div>
Lex1			

Clause 332

matches      lighting    up

M1			
T1			
MET1			

Int1	SPEECH-FUNCTION Sustain react respond support reply answer	Mood declarative ellipsed	
Lex1			

### Clause 333

( )

M1		
T1		
MET1		

Int1			
Lex1			

### Clause 334

there was fifteen hundred dollars damages just on that ( )

M1	Subj	Fin	Comp										
	Mood	Mood	Residue										
T1		Proc	Ex										
		Exist											
MET1													

Int1	SPEECH-FUNCTION Sustain react respond support develop extend	Mood declarative full	
Lex1	Appraisal token	Appraisal attitude appreciation valuation	

Clause 335

wow

M1	
T1	
MET1	

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain react respond support register</div>	<div>Mood</div> <div>minor</div>	
Lex1	<div>Appraisal</div> <div>attitude appreciation reaction impact</div>		

Clause 336

mmm.. that' s right

M1		<div>Subj</div> <div>Mood</div>	<div>Fin</div> <div>Mood</div>	<div>Comp</div> <div>Residue</div>
T1		<div>Carr</div>	<div>Proc</div> <div>ReIn</div> <div>Attr</div> <div>Int</div>	<div>Att</div>
MET1				

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain react respond support reply acknowledge</div>	<div>Mood</div> <div>minor</div>	
Lex1	<div>Appraisal</div> <div>attitude appreciation valuation</div>		

Clause 337

((quite a few children talking at once briefly))

M1							
T1							
MET1							
Int1							
Lex1							

Clause 338

then what was the next step in this?

M1		Subj WH Mood	Fin Mood	Comp Residue			Circ-Adj Residue	
T1		Token	Proc ReIn Iden Int	Value			Matt	
MET1	Exp Proc Ent							
Int1	SPEECH-FUNCTION Open initiate demand open information fact			Mood WH-interrogative full		TENSE past		
Lex1								

Clause 339

Rob Rob?

M1		
T1		
MET1		

Int1	SPEECH-FUNCTION Sustain continue monitor	Mood minor	
Lex1			

#### Clause 340

what was the next step?

M1	Subj WH Mood	Fin Mood	Comp Residue		
T1	Token	Proc Reln Iden Int	Value		
MET1	Exp Proc Ent				

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood WH-interrogative full	TENSE past
Lex1			

#### Clause 341

who can think what the third step was?

M1	Subj Mood	Fin Modl Mood	Pred Residue	Comp Residue				
T1	Sens	Proc Ment Cogn		Phen Range				
MET1	Exp Proc Ent							

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood WH-interrogative full	
Lex1			

#### Clause 342

Jenny?

M1	
T1	
MET1	

Int1	SPEECH-FUNCTION Sustain continue monitor	Mood minor	
Lex1			

#### Clause 343

we went and saw a video on fires

M1	Subj	Fin Pred Mood	Mood-Residue		Comp			
T1	Sens	Proc Ment Perc			Phen Range			
MET1								

Int1	SPEECH-FUNCTION Sustain react respond support reply answer	Mood declarative full	TENSE past
Lex1			

### Clause 344

	first	we	saw	them	boys
M1		Subj	Fin Pred	Comp	
		Mood	Mood-Residue	Residue	
T1		Sens	Proc Ment Perc	Phen Range	
MET1					

Int1	SPEECH-FUNCTION Sustain react respond confront reply contradict	Mood declarative full	TENSE past
Lex1			

### Clause 345

	youse	were	rude	to	them	((laughing))
M1	Subj	Fin	Comp	Comp		
	Mood	Mood	Residue	Residue		
T1	Carr	Proc ReIn Attr Int	Attbr	Benef		
MET1						

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE past
Lex1	Appraisal attitude judgement socialsanction propriety		

### Clause 346

that 's not what I did there

M1	Subj TH Mood	Fin Mood		Comp WH Residue			
T1	Token	Proc Reln Iden Int		Value			
MET1							

Int1	SPEECH-FUNCTION Sustain react respond confront reply disavow	Mood declarative full	POLARITY negative
Lex1	Appraisal token	Appraisal attitude judgement socialesteem tenacity	

### Clause 347

oh I figured everything

M1	Subj Mood	Fin Pred Mood-Residue	Comp Residue
T1	Sens	Proc Ment Cogn	Phen Range
MET1			

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative full	TENSE past
Lex1			



### Clause 348

the fireman 's got (everything)

M1	Subj Mood		Fin Mood		Comp Residue
T1	Carr Possr		Proc Reln Attr Poss		Att Possd
MET1					

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE present
Lex1			

### Clause 349

Judy?

M1	
T1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support engage	Mood minor	
Lex1			

### Clause 350

(a mother and father and kids were in the park)

M1	Subj Mood					Fin Mood	Circ-Adj Residue		
T1	Actor					Proc Mat	Locn Place		
MET1									

Int1	SPEECH-FUNCTION Sustain react respond support reply answer	Mood declarative full	TENSE past
Lex1			

### Clause 351

mmm ... I see

M1				
T1				
MET1				

Int1	SPEECH-FUNCTION Sustain react respond support register	Mood minor	
Lex1			

### Clause 352

and their couch got burnt

M1	Subj Mood		Fin Mood	Pred Residue
T1	Goal		Proc Mat	
MET1				

Int1	SPEECH-FUNCTION Sustain continue append extend	Mood declarative full	TENSE past
Lex1			

Clause 353

mmm

M1	
T1	
MET1	

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain react respond support register</div>	<div>Mood</div> <div>minor</div>	
Lex1			

Clause 354

what      else      did      they      tell      you?

M1	<div>Comp</div> <div>Residue</div>		<div>Fin</div> <div>Mood</div>	<div>Subj</div> <div>Mood</div>	<div>Pred</div> <div>Residue</div>	<div>Comp</div> <div>Residue</div>
T1	<div>Verb</div>		<div>Proc</div> <div>Verbl</div>	<div>Sayer</div>	<div>Proc</div> <div>Verbl</div>	<div>Target</div>
MET1						

Int1	<div>SPEECH-FUNCTION</div> <div>Open initiate demand open information fact</div>	<div>Mood</div> <div>WH-interrogative full</div>	<div>TENSE</div> <div>past</div>
Lex1			

### Clause 355

remember the couch [[that was burnt]]

M1	Pred Residue	Comp Residue				
T1	Proc Ment Cogn	Phen Range				
T2					Proc Mat	
MET1						

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood imperative full	
Lex1			

### Clause 356

what caused it?

M1	Subj WH Mood	Fin Pred Mood-Residue	Comp Residue
T1	Value	Proc ReIn Iden Int	Token
MET1			

Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood WH-interrogative full	TENSE past
Lex1			

### Clause 357

they were playing with the lighter

M1	Subj Mood	Fin Mood	Pred Residue		Comp Residue	
T1	Actor	Proc Mat			Goal	
MET1						

Int1	SPEECH-FUNCTION		Mood	TENSE
	Sustain react respond support reply answer		declarative full	past
Lex1	Appraisal token		Appraisal attitude judgement socialsanction propriety	

### Clause 358

that' s right

M1	Subj Mood	Fin Mood	Comp Residue
T1	Carr	Proc Reln Attr Int	Att
MET1			

Int1	SPEECH-FUNCTION		Mood	
	Sustain react respond support reply acknowledge		declarative full	
Lex1				

Clause 359

you have to be very careful

M1	Subj	Fin Modl	Pred		Adj	Comp
	Mood	Mood	Residue		Mood	Residue
T1	Carr	Proc Reln Attr Int			Att	
MET1						

Int1	SPEECH-FUNCTION	Mood	MODALITY	MOOD-ADJUNCT	
	Sustain	declarative	Modulation	degree	
	continue	full	obligation		
	prolong		high		
	elaborate				
Lex1	Appraisal	Appraisal			
	token	attitude			
		judgement			
		socialesteem			
		capacity			

Clause 360

Michael?

M1	
T1	
MET1	

Int1	SPEECH-FUNCTION		
	Sustain		
	react		
	respond		
	support		
	engage		
Lex1			

Clause 361

	In	the	first	one	how	the	fire	started	(is)	[[they	kind	of
M1	Circ-Adj Residue				Subj Mood				Fin Mood	Comp Residue		
M2										Subj Mood	Adj Mood	
M3												
T1					Value				Proc Reln Iden Int	Token		
T2										Actor	Proc Mat	
T3												
MET1												

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative full	
Lex1	Appraisal graduation focus		

Clause 362

	but	they	didn't
M1		Subj Mood	Fin Pred Mood-Residue
T1			
MET1			

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative ellipsed	
Lex1			

### Clause 363

they    ca..caught            on    fire

M1	Subj	Fin Pred Mood Mood-Residue		
T1	Actor	Proc Mat		
MET1				

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE past
Lex1			

### Clause 364

and    then    they    set                    the            whole    room    on            fire

M1			Subj	Fin Pred Mood Mood-Residue	Comp Residue				Pred Residue	
T1			Actor	Proc Mat	Goal				Proc Mat	
MET1										

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	
Lex1			



Clause 365

mmm

M1	
T1	
MET1	

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain</div> <div>react</div> <div>respond</div> <div>support</div> <div>register</div>	<div>Mood</div> <div>minor</div>	
Lex1			

Clause 366

yes    Mark

M1		
T1		
MET1		

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain</div> <div>react</div> <div>respond</div> <div>support</div> <div>engage</div>	<div>Mood</div> <div>minor</div>	
Lex1			

Clause 367

he        told                    us            what        we    should    wear    and    what    day

M1	<div>Subj</div>	<div>Fin</div> <div>Pred</div> <div>Mood</div>	<div>Comp</div> <div>Residue</div>	<div>Comp</div> <div>Residue</div>						
T1	<div>Sayer</div>	<div>Proc</div> <div>Verbl</div>	<div>Target</div>	<div>Verb</div>						
MET1										

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative full	TENSE past
Lex1	Appraisal engagement heterogloss projection	Appraisal engagement heterogloss modality	

### Clause 368

	he	told	us	what	to wear	and	that	stuff
M1	Subj Mood	Fin Pred Mood-Residue	Comp Residue	Comp Residue				
T1	Sayer	Proc Verbl	Target	Verb				
MET1								

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE past
Lex1			

### Clause 369

	well	that	's	right
M1		Subj Mood	Fin Mood	Comp Residue
T1		Carr	Proc Reln Attr Int	Att
MET1				

Int1	SPEECH-FUNCTION Sustain react respond support reply acknowledge	Mood declarative full	
Lex1			

#### Clause 370

that was about if you also get burnt by the sun wasn't it

M1	Subj Mood	Fin Mood	Circ-Adj Residue									Fin Mtag	Subj Mtag
T1	Carr	Proc Reln Attr Circ	Att Circ										
MET1													

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE past
Lex1			

#### Clause 371

you couldn't do much about that

M1	Subj Mood	Fin Modl Mood	Pred Residue	Comp Residue	Circ-Adj Residue	
T1	Actor	Proc Mat		Goal	Matt	
MET1						

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE past
Lex1			

Clause 372

	but	he	still	talked	about	the	heat	[[that's	in	the	sun]]
M1		Subj	Adj	Fin	Comp						
		Mood	Mood	Pred	Residue						
T1		Behav	Proc	Behr	Matt						
		Behl									
MET1	Exp										
	Attrib										
	Ent										
Int1	SPEECH-FUNCTION			Mood	MOOD-ADJUNCT			TENSE			
	Sustain			declarative	time			past			
	continue			full							
	prolong										
	extend										
Lex1											

Clause 373

	and	how	it	can	burn	your	skin	(ellipsis	of	'and	he	talked	about	how	it
M1		Comp													
		Residue													
T1		Verb													
MET1															
Int1		Mood													
		declarative													
		ellipsed													
Lex1															

Clause 374

	yes	Rob?
M1		
T1		
MET1		

Int1	SPEECH-FUNCTION Sustain react respond support engage	Mood minor	
Lex1			

### Clause 375

he told us that if you think you' re tougher than fire

M1	Subj	Fin Pred Mood Mood-Residue	Comp Residue	Comp Residue									
T1	Sayer	Proc Verbl	Target	Verb									
MET1													

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative full	TENSE past	
Lex1	Appraisal engagement heterogloss projection			

### Clause 376

( )

M1		
T1		
MET1		

Int1			
Lex1			

### Clause 377

and fire doesn't play fair

M1		Subj Mood	Fin Mood	Pred Residue	Comp Residue
T1		Actor	Proc Mat		Goal
MET1					

Int1	SPEECH-FUNCTION Sustain react respond support develop extend	Mood declarative full	TENSE present	POLARITY negative
Lex1	Appraisal token	Appraisal attitude affect securityinsecurity disquiet		

### Clause 378

that was the big thing [[they kept saying all day]]

M1	Subj TH Mood	Fin Mood	Comp Residue							
T1	Token	Proc ReIn Iden Int	Value							
MET1										

Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood declarative full	TENSE past
Lex1	Appraisal graduation force		

Clause 379

what        was        it        again?

M1	Comp Residue	Fin Mood	Subj Mood	Circ-Adj Residue
T1	Value	Proc Reln Iden Int	Token	Locn Time
MET1				

Int1	SPEECH-FUNCTION Open initiate demand closed information fact	Mood WH-interrogative full	TENSE past
Lex1			

Clause 380

fire        doesn't        play        fair

M1	Subj Mood	Fin Mood	Pred Residue	Circ-Adj Residue
T1	Actor	Proc Mat		Mann Qual
MET1				

Int1	SPEECH-FUNCTION Sustain react respond support reply answer	Mood declarative full	TENSE present
Lex1			

Clause 381

mmm

M1	
T1	
MET1	

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain react respond support reply acknowledge</div>	<div>Mood</div> <div>minor</div>	
Lex1			

Clause 382

you can never rely on it to do the right thing

M1	<div>Subj</div>	<div>Fin</div> <div>Modl</div> <div>Mood</div>	<div>Adj</div> <div>Mood</div>	<div>Pred</div> <div>Residue</div>	<div>Comp</div> <div>Residue</div>						
T1	<div>Sens</div>	<div>Proc</div> <div>Ment</div> <div>Cogn</div>			<div>Phen</div> <div>Range</div>						
MET1											

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain continue prolong elaborate</div>	<div>Mood</div> <div>declarative full</div>	<div>MODALITY</div> <div>Modulation capability</div>	<div>POLARITY</div> <div>negative</div>	
Lex1					



### Clause 383

just when you think that you've it all under control

M1		Circ-Adj WH Residue	Subj Mood	Fin Pred Mood-Residue	Comp Residue					
T1		Locn Time	Sens	Proc Ment Cogn	Phen Range					
MET1										

Int1		Mood declarative full	
Lex1			

### Clause 384

but Miss Lee what about ... what about burning off?

M1										
T1										
MET1	Exp Proc Ent									

Int1		Mood WH-interrogative abandoned	
Lex1			

### Clause 385

it does a good thing the fire

M1	Subj Mood	Fin Pred Mood-Residue	Comp Residue			Subj Mtag	
T1	Actor	Proc Mat	Goal				
MET1	Exp Attrib Qual						

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	
Lex1	Appraisal engagement heterogloss modality		

### Clause 386

cause cause ( ) burning off it stops fire

M1				Subj Mood		Fin Temp Mood	Comp Residue
T1				Actor		Proc Mat	Goal
MET1							

Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood declarative full	
Lex1	Appraisal attitude appreciation valuation		

### Clause 387

it' s a sort of preventative thing though isn't it?

M1	Subj Mood	Fin Mood	Comp Residue				Adj Mood	Fin Mtag	Subj Mood
T1	Carr	Proc ReIn Attr Int	Att						
MET1	Exp Proc Qual								

Int1	SPEECH-FUNCTION Sustain react respond support reply acknowledge	Mood declarative full	
Lex1			

#### Clause 388

yeah it' s fire [[that's useful fire]]

M1		Subj Mood	Fin Mood	Comp Residue			
T1		Token	Proc Reln Iden Int	Value			
MET1							

Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood declarative full	
Lex1			

#### Clause 389

it working ( )

M1				
T1				
MET1				

Int1		Mood unknown	
Lex1			

Clause 390

	did	you	learn	about	that	at	the	excursion	on	Friday?
M1	Fin Mood	Subj Mood	Pred Residue	Circ-Adj Residue		Circ-Adj Residue			Comp Residue	
T1	Proc Ment Cogn	Sens	Proc Ment Cogn	Matt		Locn Place			Locn Time	
MET1	Exp Proc Ent									
Int1	SPEECH-FUNCTION Open initiate demand closed information fact			Mood YN-interrogative full		TENSE past				
Lex1										

Clause 391

	yes	(	)
M1			
T1			
MET1			
Int1	SPEECH-FUNCTION Sustain react respond support reply affirm		Mood declarative ellipsed
Lex1			

Clause 392

	yes	we	talked	a	little	bit	about	the	fire	not	since	then
M1		Subj	Fin	Comp			Circ-Adj					
		Mood	Pred									
			Mood-Residue	Residue			Residue					
T1		Behav	Proc	Behr			Matt					
			Behl									
MET1												

Int1	SPEECH-FUNCTION	Mood	TENSE
	Sustain	declarative	past
	continue	full	
	append		
	elaborate		
Lex1	Appraisal		
	graduation		
	force		

Clause 393

	((a	few	secs	chat	among	the	students	chiefly	about	burning	off	not	easily
M1													
T1													
MET1													
Int1													
Lex1													

Clause 394

	mmm		
M1			
T1			
MET1			
Int1	SPEECH-FUNCTION	Mood	
	Sustain	minor	
	react		
	respond		
	support		
	register		
Lex1			

### Clause 395

you know what I meant ((to two boys who have been

M1	Subj	Fin Pred Mood	Comp Residue							
T1	Sens	Proc Ment Cogn	Phen Range							
MET1										

Int1	Mood declarative full	
Lex1		

### Clause 396

I know the rules are the rules

M1	Subj	Fin Pred Mood	Comp Residue				
T1	Sens	Proc Ment Cogn	Phen Range				
MET1							

Int1	Mood declarative full	
Lex1		

### Clause 397

that 'd be right...

M1	Subj TH Mood	Fin Modl Mood	Pred Residue	Comp Residue
T1	Carr	Proc ReIn Attr Int		Att
MET1				

Int1	Mood declarative full	MODALITY Modalization probability high	
Lex1			

#### Clause 398

perhaps you need to stay there

M1	Subj Mood	Fin Modl Mood	Pred Residue		Circ-Adj Residue
T1	Actor	Proc Mat			Locn Place
MET1					

Int1	SPEECH-FUNCTION Open initiate demand open gdsservices	Mood declarative full	MODALITY Modalization probability low
Lex1			

#### Clause 399

and you need to move ((pointing to children and spaces in the

M1	Subj Mood	Fin Modl Mood	Pred Residue								
T1	Actor	Proc Mat									
MET1											

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	MODALITY C-Modulation obligation low
Lex1			

Clause 400

( )

M1		
T1		
MET1		

Int1			
Lex1			

Clause 401

you know what a special saying when I was .. once upon a time – fools

M1																		Subj
T1																		Mood
MET1																		Token

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood unknown	
Lex1	Appraisal attitude appreciation valuation	Appraisal graduation force	Appraisal attitude judgement socialesteem capacity

Clause 402

((some giggles))

M1		
T1		
MET1		

Int1			
Lex1			



Clause 403

guess      what

M1		
T1		
MET1		

Int1	SPEECH-FUNCTION Open attend	Mood minor	
Lex1			

Clause 404

Ritchie      lit                      a              fire      once              up              in              the      back      lane      on

M1	Subj	Fin Pred	Comp		Circ-Adj	Circ-Adj					
	Mood	Mood-Residue	Residue		Residue	Residue					
T1	Actor	Proc Mat	Range		Locn Time	Locn Place	Locn Place				Locn Place
MET1											

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE past
Lex1	Appraisal token	Appraisal attitude judgement socialsanction propriety	

Clause 405

Ritchie      did

M1		
T1		
MET1		

Int1	SPEECH-FUNCTION Sustain continue monitor	Mood declarative full	TENSE past
Lex1	Appraisal graduation force		

#### Clause 406

and went it shoosh

M1	Fin Mood	Subj Mood	Comp Residue
T1	Proc Mat	Actor	Mann Qual
MET1			

Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood declarative full	TENSE past
Lex1	Appraisal graduation force		

#### Clause 407

it just went all over the hill

M1	Subj Mood	Adj Mood	Fin Pred Mood-Residue	Circ-Adj Residue			
T1	Actor		Proc Mat	Locn Place			
MET1							

Int1	<b>SPEECH-FUNCTION</b> Sustain continue prolong elaborate	<b>Mood</b> declarative full	<b>MOOD-ADJUNCT</b> intensity
Lex1	Appraisal graduation force		

#### Clause 408

Ritchie did

M1	<b>Subj</b> <b>Mood</b>	<b>Fin</b> <b>Mood</b>
T1	<b>Actor</b>	<b>Proc</b> <b>Mat</b>
MET1		

Int1	<b>SPEECH-FUNCTION</b> Sustain continue monitor	<b>Mood</b> declarative ellipsed	<b>TENSE</b> past
Lex1			

#### Clause 409

it was close to (people's houses)

M1	<b>Subj</b> <b>Mood</b>	<b>Fin</b> <b>Mood</b>	<b>Circ-Adj</b> <b>Residue</b>			
T1	<b>Carr</b>	<b>Proc</b> <b>ReIn</b> <b>Attr</b> <b>Circ</b>	<b>Att</b> <b>Circ</b>			
MET1						

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support develop enhance	<b>Mood</b> declarative full	<b>TENSE</b> past
Lex1			

### Clause 410

yeah people came up the back lane

M1		Subj Mood	Fin Pred Mood-Residue	Circ-Adj Residue			
T1		Actor	Proc Mat	Locn Place			
MET1							

Int1	SPEECH-FUNCTION Sustain react respond support develop extend	Mood declarative full	TENSE past
Lex1			

### Clause 411

and the...there was big fire

M1		Subj Mood	Fin Mood	Comp Residue	
T1			Proc Exist	Ex	
MET1					

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE past
Lex1			

### Clause 412

oh Ritchie don't smile!

M1			Fin Mood	Pred Residue
T1			Proc Behl	
MET1				

Int1	SPEECH-FUNCTION Open initiate demand closed gdsservices	Mood imperative full	POLARITY negative
Lex1	Appraisal token	Appraisal attitude judgement socialesteem normality	

#### Clause 413

oh aah

M1		
T1		
MET1		

Int1	SPEECH-FUNCTION Sustain react respond support register	Mood minor	
Lex1			

#### Clause 414

Ritchie how old were you then?

M1			Fin Mood	Subj Mood	Circ-Adj Residue
T1		Att	Proc Reln Attr Int	Carr	Locn Time
MET1					

Int1	<b>SPEECH-FUNCTION</b> Open initiate demand open information fact	<b>Mood</b> WH-interrogative full	<b>TENSE</b> past
Lex1	Appraisal token	Appraisal attitude judgement socialesteem normality	

#### Clause 415

oh about three

M1			
T1			
MET1			

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support reply answer	<b>Mood</b> declarative ellipsed	
Lex1			

#### Clause 416

no you weren't three ((an outburst of disbelief from the other children))

M1	Subj Mood	Fin Mood	Comp Residue									
T1	Carr	Proc ReIn Attr Int	Att									
MET1												

Int1	SPEECH-FUNCTION Sustain react respond confront reply disavow	Mood declarative full	TENSE past	POLARITY negative
Lex1				

#### Clause 417

no you weren't three Ritchie

M1	Subj Mood	Fin Mood	Comp Residue	Voc-Adj
T1	Carr	Proc ReIn Attr Int	Att	
MET1				

Int1	SPEECH-FUNCTION Sustain continue append elaborate	Mood declarative full	TENSE past	POLARITY negative
Lex1				

#### Clause 418

you were about five or seven

M1	Subj Mood	Fin Mood	Comp Residue			
T1	Carr	Proc ReIn Attr Int		Att		
MET1						

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support develop extend	<b>Mood</b> declarative full	<b>MOOD-ADJUNCT</b> degree	<b>TENSE</b> past
Lex1				

#### Clause 419

	when	you	done	that
M1		Subj	Fin Pred	Comp
		Mood	Mood-Residue	Residue
T1		Actor	Proc Mat	Goal
MET1				

Int1	<b>Mood</b> declarative full	<b>TENSE</b> past
Lex1		

#### Clause 420

	no	I	wasn't
M1		Subj Mood	Fin Mood
T1		Carr	Proc ReIn Attr Int
MET1			

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond confront reply contradict	<b>Mood</b> declarative ellipsed	<b>TENSE</b> past	<b>POLARITY</b> negative
Lex1				



Clause 421

I was four

M1	Subj	Fin	Comp
	Mood	Mood	Residue
T1	Carr	Proc	Att
		ReIn	
		Attr	
		Int	
MET1			

Int1	SPEECH-FUNCTION		Mood	TENSE
	Sustain		declarative	past
	continue		full	
	prolong			
	elaborate			
Lex1				

Clause 422

you 're a fibber ((amid sounds of protests from other children))

M1	Subj	Fin	Comp								
	Mood	Mood	Residue								
T1	Carr	Proc	Att								
		ReIn									
		Attr									
		Int									
MET1	Exp										
	Proc										
	Ent										

Int1	SPEECH-FUNCTION		Mood	
	Sustain		declarative	
	react		full	
	rejoinder			
	confront			
	challenge			
	counter			
Lex1	Appraisal			
	attitude			
	judgement			
	socialsanction			
	veracity			

### Clause 423

listen

M1	Pred Residue
T1	Proc Behl
MET1	

Int1	SPEECH-FUNCTION Open initiate demand closed gdsservices	Mood imperative ellipsed	
Lex1			

### Clause 424

listen

M1	Pred Residue
T1	Proc Behl
MET1	

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood imperative ellipsed	
Lex1			

### Clause 425

why      don't      you      let      him      explain      it?

M1	Comp WH Residue	Fin Mood	Subj Mood	Comp Residue			
T1	Caus Reas	Proc Verbl	Phen Agent	Proc Verbl	Sayer	Proc Verbl	Verb
MET1							

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood WH-interrogative full	POLARITY negative
Lex1			

#### Clause 426

NV (compliance in silence)

M1				
T1				
MET1				

Int1			
Lex1			

#### Clause 427

Ritchie where did you get the matches from?

M1		Circ-Adj Residue	Fin Mood	Subj Mood	Pred Residue	Comp Residue		Circ-Adj Residue
T1		Locn Place	Proc Mat	Actor	Proc Mat	Goal		Locn Place
MET1								

Int1	SPEECH-FUNCTION Open initiate demand open information fact	Mood WH-interrogative full	TENSE past
Lex1			

Clause 428

I            don't    know

M1	Subj	Fin	Pred
	Mood	Mood	Residue
T1	Sens	Proc	
		Ment	
		Cogn	
MET1			

Int1	SPEECH-FUNCTION		Mood	POLARITY
	Sustain		declarative	negative
	react		ellipsed	
	respond			
	support			
	reply			
	answer			
Lex1				

Clause 429

(I            wanted            to    play)

M1	Subj	Fin		
		Pred		
	Mood	Mood-Residue		
T1	Actor	Proc		
		Mat		
MET1				

Int1	SPEECH-FUNCTION		Mood	TENSE
	Sustain		declarative	past
	continue		full	
	prolong			
	elaborate			
Lex1	Appraisal			
	attitude			
	affect			
	satisfactiondissatisfaction			
	ennui			

### Clause 430

and what did you do then?

M1		Comp Residue	Fin Mood	Subj Mood	Pred Residue	Circ-Adj Residue
T1		Goal	Proc Mat	Actor	Proc Mat	Locn Time
MET1						

Int1	SPEECH-FUNCTION		Mood		TENSE
	Sustain		WH-interrogative		past
	react		full		
	rejoinder				
	support				
	track				
	probe				
Lex1					

### Clause 431

I went to see ( ..).

M1	Subj	Fin				
		Pred				
	Mood	Mood-Residue				
T1	Sens	Proc			Phen	
		Ment			Range	
		Perc				
MET1						

Int1	SPEECH-FUNCTION		Mood		TENSE
	Sustain		declarative		past
	react		full		
	respond				
	support				
	reply				
	answer				
Lex1					

### Clause 432

I wanted to play

M1	Subj	Fin		
	Mood	Pred	Mood-Residue	
T1	Actor	Proc		
		Mat		
MET1				

Int1	SPEECH-FUNCTION	Mood	TENSE
	Sustain	declarative	past
	continue	full	
	prolong		
	enhance		
Lex1			

### Clause 433

but he wouldn't)

M1		Subj	Fin
		Mood	Pred
			Mood-Residue
T1		Proc	Proc
		Mat	Mat
MET1			

Int1	Mood	TENSE	POLARITY
	declarative	past	negative
	ellipsed		
Lex1			

### Clause 434

were you frightened?

M1	Fin	Subj	Comp
	Mood	Mood	Residue
T1	Proc	Carr	Attbr
	ReIn		
	Attr		
	Int		
MET1			

Int1	SPEECH-FUNCTION Open initiate demand closed information fact	Mood YN-interrogative full	TENSE past
Lex1	Appraisal attitude affect securityinsecurity disquiet		

#### Clause 435

	yeah	when	I	looked	the	other	way
M1			Subj Mood	Fin Pred Mood-Residue	Circ-Adj Residue		
T1			Behav	Proc Behl	Locn Place		
MET1							

Int1	Mood declarative full	TENSE past
Lex1		

#### Clause 436

	I	was	screaming
M1	Subj Mood	Fin Mood	Pred Residue
T1	Behav	Proc Behl	
MET1			

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support reply affirm	<b>Mood</b> declarative full	<b>TENSE</b> past
Lex1		Appraisal attitude affect securityinsecurity disquiet	

#### Clause 437

were you?

M1	Fin Mtag	Subj Mtag
T1		
MET1		

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support register	<b>Mood</b> YN-interrogative ellipsed	<b>TENSE</b> past
Lex1			

#### Clause 438

so where did you go to then?

M1	Circ-Adj Residue	Fin Mood	Subj Mood	Pred Residue	Circ-Adj Residue
T1	Locn Place	Proc Mat	Actor	Proc Mat	Locn Time
MET1					



Int1	<b>SPEECH-FUNCTION</b> Open initiate demand open information fact	<b>Mood</b> WH-interrogative full	<b>TENSE</b> past
Lex1			

#### Clause 439

(I was gone hours ...)

M1	Subj Mood	Fin Mood	Pred Residue	Circ-Adj Residue	
T1	Actor	Proc Mat		Locn Time	
MET1					

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support reply answer	<b>Mood</b> declarative full	<b>TENSE</b> past
Lex1			

#### Clause 440

oh oh oh ((laughing))

M1				
T1				
MET1				

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support engage	<b>Mood</b> unknown	
Lex1			

### Clause 441

	I	bet	you	wouldn't	do	that	now	Robert
M1	Subj	Fin Pred Mood	Comp Mood-Residue	Residue				Voc-Adj
T1	Sens	Proc Ment Cogn	Phen Range					
MET1	Int Modal Proc							

Int1	SPEECH-FUNCTION Open initiate demand closed information fact	Mood declarative full	POLARITY negative
Lex1	Appraisal engagement heterogloss projection		

### Clause 442

	you	know	much	better	don't	you?
M1	Subj	Fin Pred Mood	Comp Residue		Fin Mood	Subj Mood
T1	Sens	Proc Ment Cogn	Phen Range			
MET1						

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	
Lex1			

Clause 443

((laughing))

M1	
T1	
MET1	

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain react respond support register</div>	<div>Mood</div> <div>unknown</div>	
Lex1			

Clause 444

The police came up to school

M1	<div>Subj</div> <div>Mood</div>	<div>Fin</div> <div>Pred</div> <div>Mood-Residue</div>	<div>Circ-Adj</div> <div>Residue</div>		
T1	<div>Actor</div>	<div>Proc</div> <div>Mat</div>	<div>Locn</div> <div>Place</div>		
MET1					

Int1	<div>SPEECH-FUNCTION</div> <div>Open initiate give information fact</div>	<div>Mood</div> <div>declarative full</div>	<div>TENSE</div> <div>past</div>
Lex1	<div>Appraisal</div> <div>token</div>	<div>Appraisal</div> <div>attitude judgement socialsanction propriety</div>	

### Clause 445

and he had to go with them

M1		Subj Mood	Fin Modl Mood	Pred Residue		Circ-Adj Residue	
T1		Actor	Proc Mat			Accom Comt	
MET1							

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	MODALITY Modulation obligation high	TENSE past
Lex1				

### Clause 446

oh the police

M1			
T1			
MET1			

Int1	SPEECH-FUNCTION Sustain react respond support reply acknowledge	Mood minor	
Lex1			

### Clause 447

now we went through a part of the Museum of Fire

M1		Subj Mood	Fin Pred Mood-Residue	Circ-Adj Residue							
T1		Actor	Proc Mat	Locn Place							
MET1											

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative full	TENSE past
Lex1			

#### Clause 448

then we went into the cinema

M1	Subj Mood	Fin Mood	Circ-Adj Residue		
T1	Actor	Proc Mat	Locn Place		
MET1					

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE past	
Lex1				

#### Clause 449

remember we were there twice

M1	Pred Residue	Comp Residue			
T1	Proc Ment Cogn	Phen Range			
MET1					

Int1	SPEECH-FUNCTION Sustain continue monitor	Mood imperative full	
Lex1			

### Clause 450

so try to get the right order here

M1		Fin Pred Mood-Residue		Comp Residue			Circ-Adj Residue
T1		Proc Mat		Goal			Locn Time
MET1							

Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood imperative full	
Lex1			

### Clause 451

what happened in this cinema the first time?

M1	Subj	Fin Pred Mood Mood-Residue	Circ-Adj Residue			Circ-Adj Residue		
T1	Actor	Proc Mat	Locn Place			Locn Time		
MET1								

Int1	SPEECH-FUNCTION Open initiate demand closed information fact	Mood WH-interrogative full	TENSE past
Lex1			

### Clause 452

okay Luke?

M1		
T1		
MET1		

Int1	SPEECH-FUNCTION Sustain continue monitor	Mood minor	
Lex1			

#### Clause 453

we seen the people trying to get all the ( ) out

M1	Subj Mood	Fin Pred Mood-Residue	Comp Residue												
T1	Sens	Proc Ment Perc	Phen Range												
MET1															

Int1	SPEECH-FUNCTION Sustain react respond support reply answer	Mood declarative full	TENSE past
Lex1			

#### Clause 454

and there was already one on fire

M1		Subj Mood	Fin Mood	Adj Mood	Comp Residue		
T1			Proc Exist		Ex		
MET1							

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	MOOD-ADJUNCT time	TENSE past
Lex1				

### Clause 455

and well and and we shut all the doors

M1					Subj	Fin Pred	Comp		
					Mood	Mood-Residue	Residue		
T1					Actor	Proc Mat	Goal		
MET1									

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE past
Lex1			

### Clause 456

and locked in some things

M1		Fin Pred	Circ-Adj	Comp	
		Mood-Residue	Residue	Residue	
T1		Proc Mat	Locn Place	Range	
MET1					

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative ellipsed	TENSE past
Lex1			

### Clause 457

does somebody want to explain that?

M1	Fin Mood	Subj Mood	Pred Residue			Comp Residue
T1	Proc Verbl	Sayer	Proc Verbl			Verb
MET1						



Int1	SPEECH-FUNCTION Sustain react rejoinder support track clarify	Mood YN-interrogative full	
Lex1			

#### Clause 458

um ( )

M1			
T1			
MET1			

Int1	SPEECH-FUNCTION Sustain react respond support engage	Mood unknown	
Lex1			

#### Clause 459

we didn't lock things back in.

M1	Subj Mood	Fin Mood	Pred Residue	Comp Residue	Circ-Adj Residue	Circ-Adj Residue
T1	Actor	Proc Mat		Goal	Locn Time	Locn Place
MET1						

Int1	SPEECH-FUNCTION Sustain react respond confront reply contradict	Mood declarative full	TENSE past
Lex1			

Clause 460

they    were    ...

M1			
T1			
MET1			

Int1		Mood declarative abandoned	
Lex1			

Clause 461

the        fire    came

M1	Subj  Mood		Fin Pred Mood-Residue
T1	Actor		Proc Mat
MET1			

Int1	SPEECH-FUNCTION Sustain react respond support develop extend	Mood declarative full	TENSE past
Lex1			

Clause 462

and    they        were    screaming

M1		Subj Mood	Fin Mood	Pred Residue
T1		Behav	Proc Behl	
MET1				

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE past
Lex1	Appraisal graduation force		

#### Clause 463

and the lady was running around trying to push the men out of

M1	Subj Mood	Fin Mood	Pred Residue						Comp Residue		Circ-Adj Residue	
T1	Actor	Proc Mat							Goal		Locn Place	
MET1												

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE past
Lex1			

#### Clause 464

and they went outside...side

M1	Subj Mood	Fin Pred Mood-Residue	Circ-Adj Residue
T1	Actor	Proc Mat	Locn Place
MET1			

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE past
Lex1			

### Clause 465

and they went back in again

M1		Subj Mood	Fin Pred Mood-Residue	Circ-Adj Residue	Circ-Adj Residue
T1		Actor	Proc Mat	Locn Place	Locn Time
MET1					

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE past
Lex1			

### Clause 466

and they weren't supposed to (ellipsis of 'and they weren't supposed to go

M1		Subj Mood	Fin Mood	Pred Residue										
T1		Actor	Proc Mat											
MET1														

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE past	POLARITY negative
Lex1				

### Clause 467

because the fire was there

M1		Subj Mood	Fin Mood	Comp Residue
T1		Carr	Proc ReIn Attr Circ	Att Circ
MET1				

Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood declarative full	TENSE past
Lex1			

#### Clause 468

	they	kept	taking	books	out
M1	Subj	Fin Pred Mood		Comp Residue	Circ-Adj Residue
T1	Actor	Proc Mat		Goal	Locn Place
MET1					

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE past
Lex1			

#### Clause 469

	they	were	stuff	that
M1				
T1				
MET1				

Int1	Mood declarative abandoned	
Lex1		

#### Clause 470

	( )
M1	
T1	
MET1	

Int1			
Lex1			

# **Clause 471**

yeah that they wanted to keep

M1						
T1						
MET1						

Int1	SPEECH-FUNCTION Sustain continue append elaborate	Mood declarative ellipsed	
Lex1			

# **Clause 472**

and the little girl was carrying a doll around

M1	Subj Mood		Fin Mood	Pred Residue	Comp Residue	Circ-Adj Residue
T1	Actor		Proc Mat		Goal	Locn Place
MET1						

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE past
Lex1	Appraisal attitude judgement socialesteem capacity		

Clause 473

and the little boy

M1				
T1				
MET1				

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain continue prolong extend</div>	<div>Mood</div> <div>declarative abandoned</div>	
Lex1	<div>Appraisal</div> <div>attitude judgement socialesteem capacity</div>		

Clause 474

( he came mad with them!)

M1	<div>Subj</div> <div>Mood</div>	<div>Fin</div> <div>Pred</div> <div>Mood-Residue</div>	<div>Comp</div> <div>Residue</div>	<div>Comp</div> <div>Residue</div>	
T1	<div>Carr</div>	<div>Proc</div> <div>Reln</div> <div>Attr</div> <div>Int</div>	<div>Att</div>	<div>Benef</div>	
MET1					

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain react respond support develop extend</div>	<div>Mood</div> <div>declarative full</div>	<div>TENSE</div> <div>past</div>
Lex1			

Clause 475

( ) Ms Jones you might like to sort of ask questions here

M1					Subj	Fin Modl	Pred		Adj		Pred	Comp	Circ-Adj
					Mood	Mood	Residue		Mood		Residue	Residue	Residue
T1					Sayer	Proc Verbl						Verb	Locn Time
MET1													

Int1	SPEECH-FUNCTION Open initiate give gdsservices	Mood declarative full	MODALITY Modalization probability low	MOOD-ADJUNCT degree	
Lex1	Appraisal graduation focus				

Clause 476

mmm

M1	
T1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support register	Mood minor	
Lex1			



Clause 477

	because	I	know	exactly	what	they're	talking	about
M1		Subj	Fin Pred Mood	Comp Residue				
T1		Sens	Proc Ment Cogn	Phen Range				
MET1								

Int1	SPEECH-FUNCTION Sustain continue append enhance	Mood declarative full	
Lex1	Appraisal graduation focus		

Clause 478

	mmm
M1	
T1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support register	Mood minor	
Lex1			

# Clause 479

and you' re probably still a little bit in the dark

M1		Subj Mood	Fin Mood	Adj Mood	Adj Mood	Comp Residue					
T1		Carr	Proc ReIn Attr Circ			Att Circ					
MET1											

Int1	SPEECH-FUNCTION Sustain continue append extend	Mood declarative full	MODALITY Modalization probability high	MOOD-ADJUNCT time
Lex1	Appraisal engagement heterogloss modality	Appraisal graduation focus		

# Clause 480

because remember Ms Jones wasn't there

M1		Pred Residue	Comp Residue			
T1		Proc Ment Cogn	Phen Range			
MET1						

Int1	SPEECH-FUNCTION Sustain continue monitor	Mood declarative full	
Lex1			

Clause 481

we       were

M1	Subj	Fin
	Mood	Mood
T1	Carr	Proc
		ReIn
		Attr
		Circ
MET1		

Int1	SPEECH-FUNCTION		Mood	
	Sustain		declarative	
	continue		ellipsed	
	prolong			
	extend			
Lex1				

Clause 482

so    you       can       talk       to       me    about       that

M1		Subj	Fin	Pred	Comp		Circ-Adj	
		Mood	ModI	Residue	Residue		Residue	
T1		Behav	Proc		Target		Matt	
			BehI					
MET1								

Int1	SPEECH-FUNCTION		Mood	
	Sustain		declarative	
	continue		full	
	prolong			
	enhance			
Lex1				

### Clause 483

and I know exactly what you mean

M1		Subj Mood	Fin Pred Mood-Residue	Comp Residue			
T1		Sens	Proc Ment Cogn	Phen Range			
MET1							

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	
Lex1	Appraisal graduation focus		

### Clause 484

we watched a

M1	Subj Mood	Fin Pred Mood-Residue	Comp Residue
T1	Behav	Proc Behl	Behr
MET1			

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative ellipsed	
Lex1			

Clause 485

(video)

M1	
T1	
MET1	

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain react respond support engage</div>	<div>Mood</div> <div>declarative co-constructed</div>	
Lex1			

Clause 486

in our...

M1			
T1			
MET1			
Int1			
Lex1			

Clause 487

and it showed you um what they should have done and what

M1		<div>Subj</div> <div>Mood</div>	<div>Fin</div> <div>Pred</div> <div>Mood-Residue</div>	<div>Comp</div> <div>Residue</div>								
T1		<div>Sayer</div>	<div>Proc</div> <div>Verbl</div>	<div>Target</div>	<div>Verb</div>							
MET1												

Int1	SPEECH-FUNCTION Sustain continue append extend	Mood declarative full	TENSE past
Lex1	Appraisal engagement heterogloss modality		

#### Clause 488

	and	first	off	they	done	one	bit	[[what	that	they	weren't
M1		Circ-Adj		Subj	Fin Pred Mood-Residue	Comp Residue					
T1		Locn Time		Actor	Proc Mat	Goal					
MET1											

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE past
Lex1	Appraisal attitude judgement socialesteem capacity		

#### Clause 489

	and	they	done	all	the	(taking	dolls	and	that	out)
M1		Subj	Fin Pred Mood	Mood-Residue	Comp Residue					
T1		Actor	Proc Mat	Goal						
MET1										

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE past
Lex1			

#### Clause 490

	and	then	the	second	time	um	around	not	the	second	time	they
M1			Circ-Adj									Subj
			Residue									Mood
T1			Locn Time									Sens
MET1												

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE past
Lex1	Appraisal attitude judgement socialesteem capacity		

#### Clause 491

	and	trying	to	work	out	which	way	to	get	out	the	window
M1		Pred Residue				Comp Residue						
T1		Proc Ment Cogn				Phen Range						
MET1												

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative ellipsed	
Lex1			

#### Clause 492

if all the doors are locked

M1	Subj Mood			Fin Mood	Pred Residue
T1	Goal			Proc Mat	
MET1					

Int1		Mood declarative full	
Lex1	Appraisal graduation force		

#### Clause 493

and things blocked off

M1	Subj Mood	Pred Residue	
T1	Goal	Proc Mat	
MET1			

Int1	Mood declarative ellipsed	
Lex1		



Clause 494

right

M1	
T1	
MET1	

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain react respond support register</div>	<div>Mood</div> <div>minor</div>	
Lex1			

Clause 495

and the fire' s coming

M1	<div>Subj</div> <div>Mood</div>		<div>Fin</div> <div>Pred</div> <div>Mood-Residue</div>	
T1	<div>Actor</div>		<div>Proc</div> <div>Mat</div>	
MET1				

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain continue append extend</div>	<div>Mood</div> <div>declarative full</div>	
Lex1			

Clause 496

and what they have got to do and things like that

M1	<div>Comp</div> <div>Residue</div>									
T1	<div>Proc</div> <div>Ment</div> <div>Cogn</div>									
MET1										

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative ellipsed	
Lex1			

#### Clause 497

	then	they	made	a	big	plan	up
M1		Subj	Fin Pred Mood Mood-Residue	Comp Residue			
T1		Actor	Proc Mat	Goal			
MET1							

Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood declarative full	TENSE past
Lex1			

#### Clause 498

	and	the	fire	happened
M1		Subj	Fin	Pred
		Mood		Mood-Residue
T1		Actor		Proc
				Mat
MET1				

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE past
Lex1			

Clause 499

mmm

M1	
T1	
MET1	

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain react respond support register</div>	<div>Mood</div> <div>minor</div>	
Lex1			

Clause 500

and so they um they done all the things that they had to do

M1					<div>Subj</div>	<div>Fin</div> <div>Pred</div>	<div>Comp</div>								
T1					<div>Mood</div>	<div>Mood-Residue</div>	<div>Residue</div>								
MET1															

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain continue append enhance</div>	<div>Mood</div> <div>declarative full</div>	<div>TENSE</div> <div>past</div>
Lex1			

Clause 501

right

M1	
T1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support register	Mood minor	
Lex1			

### Clause 502

and they got outside

M1	Subj Mood	Pred Residue	Circ-Adj Residue
T1	Actor	Proc Mat	Locn Place
MET1			

Int1	SPEECH-FUNCTION Sustain continue append extend	Mood declarative full	TENSE past
Lex1			

### Clause 503

they had to feel the door

M1	Subj Mood	Fin Modl Mood	Pred Residue	Comp Residue	
T1	Behav	Proc Behl		Phen Range	
MET1					

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	MODALITY Modulation obligation high	TENSE past
Lex1	Appraisal engagement heterogloss modality			

### Clause 504

	when	the...they	thought	um	the	fire	wasn't	near	the	front	door
M1		Subj Mood	Fin Pred Mood-Residue		Comp Residue						
T1		Sens	Proc Ment Cogn		Phen Range						
MET1											
Int1		Mood declarative full	TENSE past								
Lex1											

### Clause 505

	they	had	to	use	the	back	of	your	hand
M1	Subj Mood	Fin Modl Mood	Pred Residue		Comp Residue				
T1	Actor	Proc Mat			Goal				
MET1									
Int1	SPEECH-FUNCTION Sustain continue prolong extend		Mood declarative full	MODALITY Modulation obligation high					
Lex1									

### Clause 506

	and	feel	upwards
M1		Pred Residue	Circ-Adj Residue
T1		Proc Ment Perc	Locn Place
MET1			

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative ellipsed	TENSE past
Lex1			

#### Clause 507

yeah

M1	
T1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support register	Mood minor	
Lex1			

#### Clause 508

start from the bottom

M1	Pred Residue	Circ-Adj Residue		
T1	Proc Mat	Locn Place		
MET1				

Int1	SPEECH-FUNCTION Sustain continue append extend	Mood imperative full	
Lex1			

Clause 509

then on to the um

M1					
T1					
MET1					

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain continue prolong extend</div>	<div>Mood</div> <div>imperative abandoned</div>	
Lex1			

Clause 510

door handle

M1		
T1		
MET1		

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain react respond support develop elaborate</div>	<div>Mood</div> <div>declarative co-constructed</div>	
Lex1			

Clause 511

handle

M1	
T1	
MET1	

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain continue prolong elaborate</div>	<div>Mood</div> <div>minor</div>	
Lex1			

Clause 512

oh right okay

M1			
T1			
MET1			

Int1	<div>SPEECH-FUNCTION Sustain react respond support register</div>	<div>Mood minor</div>	
Lex1			

Clause 513

and then they ...

M1				
T1				
MET1				

Int1	<div>Mood declarative abandoned</div>	
Lex1		

Clause 514

then they got outside

M1	<div>Subj Mood</div>	<div>Pred Residue</div>	<div>Circ-Adj Residue</div>
T1	<div>Actor</div>	<div>Proc Mat</div>	<div>Locn Place</div>
MET1			

Int1	<div>SPEECH-FUNCTION Sustain continue prolong extend</div>	<div>Mood declarative full</div>	<div>TENSE past</div>
Lex1			



### Clause 515

he had.. the man had to go and ring the um fire brigade next

M1			Subj Mood		Fin Mood	Pred Residue				Comp Residue				
T1			Actor		Proc Mat					Goal				Locn Place
MET1														

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	
Lex1			

### Clause 516

so it sounds like it was a very informative video

M1	Subj Mood	Fin Pred Mood-Residue	Comp Residue						
T1	Token	Proc Reln Iden Int	Value						
MET1									

Int1	SPEECH-FUNCTION Sustain react respond support reply acknowledge	Mood declarative full	
Lex1	Appraisal attitude appreciation composition complexity		

Clause 517

yeah    well    well    done

M1				
T1				
MET1				

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood minor	
Lex1	Appraisal attitude appreciation valuation		

Clause 518

and    the        first    family    didn't    have        a            map    or    anything

M1	Subj Mood			Fin Mood	Pred Residue	Comp Residue			
T1	Carr Possr			Proc ReIn Attr Poss		Att Possd			
MET1									

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative full	TENSE past	POLARITY negative
Lex1	Appraisal token	Appraisal attitude judgement socialesteem capacity		

Clause 519

( )

M1		
T1		
MET1		
Int1		
Lex1		

Clause 520

oh that was what you don't do?

M1	Subj Mood	Fin Mood	Comp Residue			
T1	Token	Proc Reln Iden Int	Value			
MET1						
Int1	SPEECH-FUNCTION Open initiate demand closed information fact		Mood declarative full	TENSE past		
Lex1						

Clause 521

that 's was the reason we got

M1	Subj Mood	Fin Mood		Comp Residue			
T1	Token	Proc Reln Iden Int		Value			
MET1							

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support reply affirm	<b>Mood</b> declarative full	<b>TENSE</b> past
Lex1			

#### Clause 522

that' s right

M1	<b>Subj</b> Mood	<b>Fin</b> Mood	<b>Comp</b> Residue
T1	<b>Carr</b>	<b>Proc</b> ReIn Attr Int	<b>Att</b>
MET1			

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support reply acknowledge	<b>Mood</b> declarative full	
Lex1			

#### Clause 523

it was the same family

M1	<b>Subj</b> Mood	<b>Fin</b> Mood	<b>Comp</b> Residue		
T1	<b>Token</b>	<b>Proc</b> ReIn Iden Int	<b>Value</b>		
MET1					

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support develop elaborate	<b>Mood</b> declarative full	<b>TENSE</b> past
Lex1			

#### Clause 524

but they did the same

M1	Subj Mood	Fin Pred Mood-Residue	Comp Residue	
T1	Actor	Proc Mat	Goal	
MET1				

Int1	<b>SPEECH-FUNCTION</b> Sustain continue prolong extend	<b>Mood</b> declarative full	
Lex1			

#### Clause 525

or they responded to a fire twice

M1	Subj Mood	Fin Pred Mood-Residue	Comp Residue	Circ-Adj Residue
T1	Actor	Proc Mat	Goal	Locn Time
MET1				

Int1	<b>SPEECH-FUNCTION</b> Sustain continue prolong extend	<b>Mood</b> declarative full	<b>TENSE</b> past
Lex1			

# Clause 526

and they had two chances to work out which was the right way to

M1		Subj Mood	Fin Mood	Comp Residue									
T1		Carr Possr	Proc Reln Attr Poss	Att Possd									
MET1													

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE past
Lex1	Appraisal attitude appreciation valuation		

# Clause 527

and the lady said with the doors closed and you can't get

M1		Subj Mood	Fin Pred Mood-Residue	Comp Residue								
T1		Sayer	Proc Verbl	Verb								
MET1												

Int1	SPEECH-FUNCTION Sustain react respond support develop extend	Mood declarative full	TENSE past
Lex1	Appraisal engagement heterogloss projection		

Clause 528

	mmm	...	that	's	right
M1			Subj Mood	Fin Mood	Comp Residue
T1			Carr	Proc ReIn Attr Int	Att
MET1					

Int1	SPEECH-FUNCTION Sustain react respond support reply acknowledge	Mood minor	
Lex1	Appraisal attitude appreciation valuation		

Clause 529

	mmm
M1	
T1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support register	Mood minor	
Lex1			

Clause 530

you've got to ( )

M1					
T1					
MET1					
Int1		Mood declarative abandoned			
Lex1					

Clause 531

and if there' s smoke in the house

M1		Subj Mood	Fin Mood	Comp Residue	Circ-Adj Residue		
T1			Proc Exist	Ex			
MET1							
Int1		Mood declarative full					
Lex1							

Clause 532

what' s the safest thing for anyone to do?

M1	Subj Mood	Fin Mood	Comp Residue					
T1	Token	Proc ReIn Iden Int	Value					
MET1	Exp Proc Ent							



Int1	SPEECH-FUNCTION Open initiate demand open information fact	Mood WH-interrogative full	
Lex1	Appraisal token	Appraisal attitude appreciation valuation	

### Clause 533

jump out your window

M1	Pred Residue	Circ-Adj Residue		
T1	Proc Mat	Locn Place		
MET1				

Int1	SPEECH-FUNCTION Sustain react respond support reply answer	Mood declarative ellipsed	
Lex1			

### Clause 534

yeah and go go go low

M1		Pred Residue			Circ-Adj Residue
T1		Proc Mat			Mann Qual
MET1					

Int1	SPEECH-FUNCTION Sustain react respond support develop extend	Mood imperative full	
Lex1	Appraisal graduation force		

### Clause 535

no not first

M1			
T1			
MET1			

Int1	SPEECH-FUNCTION Sustain react respond confront reply contradict	Mood declarative ellipsed	POLARITY negative
Lex1			

### Clause 536

get down

M1	Pred Residue	Circ-Adj Residue
T1	Proc Mat	Mann Qual
MET1		

Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood imperative full	
Lex1	Appraisal graduation force		

**Clause 537**

	and	go	low	low	low
M1	Fin Pred Mood-Residue	Circ-Adj Residue			
T1	Proc Mat	Mann Qual			
MET1					

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood imperative full	
Lex1			

**Clause 538**

	( )				
M1	<table><tr><td></td><td></td></tr></table>				
T1	<table><tr><td></td><td></td></tr></table>				
ET1	<table><tr><td></td><td></td></tr></table>				
Int1	<table><tr><td></td><td></td><td></td><td></td></tr></table>				
Lex1	<table><tr><td></td><td></td><td></td><td></td></tr></table>				

Clause 539

go low

M1	Pred	Circ-Adj
	Residue	Residue
T1	Proc	Mann
	Mat	Qual
MET1		

Int1	SPEECH-FUNCTION		Mood	
	Sustain		imperative	
	react		full	
	respond			
	support			
	develop			
	elaborate			
Lex1				

Clause 540

and go

M1		Pred
		Residue
T1		Proc
		Mat
MET1		

Int1	SPEECH-FUNCTION		Mood	
	Sustain		imperative	
	react		ellipsed	
	respond			
	support			
	develop			
	extend			
Lex1				

Clause 541

get down

M1	Pred	Circ-Adj
	Residue	Residue
T1	Proc	Mann
	Mat	Qual
MET1		

Int1	SPEECH-FUNCTION		Mood	
	Sustain		imperative	
	react		full	
	respond			
	support			
	develop			
	elaborate			
Lex1				

Clause 542

first of all you gotta

M1				
T1				
MET1				

Int1	Mood	
	declarative	
	abandoned	
Lex1		

Clause 543

( )

M1	
T1	
MET1	

Int1		
Lex1		

Clause 544

	go	low	
M1	Pred Residue	Circ-Adj Residue	
T1	Proc Mat	Mann Qual	
MET1			
Int1	SPEECH-FUNCTION		
	Sustain	Mood	
	react	imperative	
	respond	full	
	support		
	develop		
	elaborate		
Lex1			

Clause 545

	and	go	go	go
M1		Pred Residue		
T1		Proc Mat		
MET1				
Int1	SPEECH-FUNCTION			
	Sustain	Mood		
	continue	imperative		
	prolong	full		
	extend			
Lex1				

Clause 546

	mmm
M1	
T1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support register	Mood minor	
Lex1			

#### Clause 547

Greg over here (ellipsis of 'Greg move over here')

M1	Circ-Adj Residue							
T1	Locn Place							
MET1								

Int1	SPEECH-FUNCTION Open initiate demand closed gdsservices	Mood imperative ellipsed	Mood metaphor
Lex1			

#### Clause 548

just put a space

M1	Pred Residue	Comp Residue	
T1	Proc Mat	Goal	
MET1			

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood imperative full	MOOD-ADJUNCT degree	Mood metaphor
Lex1				

Clause 549

	so	he	can	show	...
M1		Subj	Fin	Pred	
		Mood	Modl	Residue	
T1		Actor	Proc		
			Mat		
MET1					
Int1		Mood			
		declarative			
		abandoned			
Lex1					

Clause 550

	he	can	show	[[what	to	do]]
M1	Subj	Fin	Pred	Comp		
	Mood	Modl	Residue	Residue		
T1	Actor	Proc		Goal		
		Mat				
MET1						
Int1	SPEECH-FUNCTION		Mood	MODALITY		
	Sustain		declarative	Modulation		
	continue		full	capability		
	prolong					
	enhance					
Lex1						

Clause 551

	((giggling))
M1	
T1	
MET1	
Int1	
Lex1	



### Clause 552

(now girls)

M1		
T1		
MET1		

Int1	<b>SPEECH-FUNCTION</b> Open initiate demand closed gdsservices	<b>Mood</b> minor	<b>Mood metaphor</b>
Lex1			

### Clause 553

I 'm sure [[he can do it properly]]

M1	Subj Mood	Fin Mood	Comp Residue	Circ-Adj Residue				
T1	Carr	Proc ReIn Attr Int	Att	Matt				
MET1								

Int1	<b>SPEECH-FUNCTION</b> Sustain continue monitor	<b>MODALITY-orientation</b> subjective explicit
Lex1	Appraisal attitude appreciation valuation	Appraisal engagement heterogloss projection

### Clause 554

((a little chatter and noise as Greg moves to the space indicated))

M1											
T1											
MET1											

Int1			
Lex1			

**Clause 555**

so 'go low and go go go' – what does it mean?

M1		Subj						Comp WH Residue	Fin	Subj	Pred
		Mood						Residue	Mood	Mood	Residue
T1		Token						Value	Proc Reln Iden Int	Token	Proc Reln Iden Int
MET1											

Int1	SPEECH-FUNCTION	Mood	
	Open	imperative	
	initiate	full	
	demand		
	closed		
	information		
	fact		
Lex1			

**Clause 556**

show us Greg

M1	Pred Residue	Comp Residue	Voc-Adj
T1	Proc Mat	Goal	
MET1			

Int1	SPEECH-FUNCTION	Mood	
	Sustain	imperative	
	continue	full	
	prolong		
	elaborate		
Lex1			

Clause 557

	just	get	down
M1		Fin Pred Mood-Residue	Circ-Adj Residue
T1		Proc Mat	Locn Place
MET1			
Int1	SPEECH-FUNCTION Sustain continue prolong elaborate		
	Mood imperative full		MOOD-ADJUNCT degree
Lex1			

Clause 558

	and	go	to	the	door
M1		Pred Residue	Circ-Adj Residue		
T1		Proc Mat	Locn Place		
MET1					
Int1	SPEECH-FUNCTION Sustain continue prolong extend		Mood imperative full		
Lex1					

Clause 559

	NV
M1	
T1	
MET1	
Int1	
Lex1	

Clause 560

good

M1	
T1	
MET1	

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain react respond support reply acknowledge</div>	<div>Mood</div> <div>minor</div>	
Lex1	<div>Appraisal</div> <div>attitude appreciation valuation</div>		

Clause 561

why          did          he          do          that?

M1	<div>Circ-Adj</div> <div>Residue</div>	<div>Fin</div> <div>Mood</div>	<div>Subj</div> <div>Mood</div>	<div>Pred</div> <div>Residue</div>	<div>Comp</div> <div>Residue</div>
T1	<div>Caus</div> <div>Reas</div>	<div>Proc</div> <div>Mat</div>	<div>Goal</div>	<div>Proc</div> <div>Mat</div>	<div>Goal</div>
MET1					

Int1	<div>SPEECH-FUNCTION</div> <div>Open initiate demand open information fact</div>	<div>Mood</div> <div>WH-interrogative full</div>	
Lex1			

Clause 562

why?

M1	
T1	
MET1	

Int1	SPEECH-FUNCTION Sustain continue monitor	Mood WH-interrogative ellipsed	
Lex1			

### Clause 563

Miss Lee

M1		
T1		
MET1		

Int1	SPEECH-FUNCTION Sustain react respond support engage	Mood minor	
Lex1			

### Clause 564

Victoria

M1	
T1	
MET1	

Int1	SPEECH-FUNCTION Sustain continue monitor	Mood minor	
Lex1			

Clause 565

first    you       have    to           yell   out   fire

M1		Subj Mood	Fin Modl Mood	Pred Residue		Comp Residue
T1		Behav	Proc Behl			Verb
MET1						

Int1	SPEECH-FUNCTION Sustain react respond support reply answer	Mood declarative full	MODALITY Modulation obligation high
Lex1			

Clause 566

true

M1	
T1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support reply acknowledge	Mood declarative ellipsed	
Lex1			

### Clause 567

because you have to let everybody know what's happening

M1		Subj Mood	Fin Modl Mood	Pred Residue		Subj Mood	Pred Residue	Comp Residue	
T1		Phen Agent	Proc Ment Cogn			Sens	Proc Ment Cogn	Phen Range	
MET1									

Int1	SPEECH-FUNCTION Sustain continue append enhance	Mood declarative full	MODALITY Modulation obligation high
Lex1			

### Clause 568

but why do you get down low

M1		Circ-Adj Residue	Fin Mood	Subj Mood	Pred Residue		Circ-Adj Residue
T1		Caus Reas	Proc Mat	Actor	Proc Mat		Mann Qual
MET1							

Int1	SPEECH-FUNCTION Sustain react rejoinder support track probe	Mood WH-interrogative full	
Lex1			

Clause 569

why        ...    why    do       people    recommend    you       get    down    low    in    the    fire?

M1	Circ-Adj Residue			Fin Mood	Subj Mood	Pred Residue	Comp Residue						
T1	Caus Reas			Proc Verbl	Sayer	Proc Verbl	Verb						
MET1	Int Modal Proc												

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood WH-interrogative full	MODALITY-orientation subjective explicit
Lex1			

Clause 570

so    you       safer

M1	Subj Mood	Comp Residue
T1	Carr	Att
MET1		

Int1	SPEECH-FUNCTION Sustain react rejoinder support respond resolve	Proc Mat	
Lex1			



Clause 571

	it	's	safe	
M1	Subj Mood	Fin Mood	Comp Residue	
T1	Carr	Proc ReIn Attr Int	Att	
MET1				
Int1	SPEECH-FUNCTION Sustain continue prolong elaborate		Mood declarative full	
Lex1				

Clause 572

	Miss	Lee	((other	children	bidding	for	turns))
M1							
T1							
MET1							
Int1		Mood minor					
Lex1							

Clause 573

	what	makes	it	safer?
M1	Subj Mood	Fin Pred Mood-Residue	Subj Mood	Comp Residue
T1	Attbr	Proc ReIn Attr Int	Carr Att	
MET1				

Int1	SPEECH-FUNCTION Sustain react rejoinder support track clarify	Mood WH-interrogative full	
Lex1			

#### Clause 574

Mel?

M1	
T1	
MET1	

Int1	SPEECH-FUNCTION Sustain continue monitor	Mood minor	
Lex1			

#### Clause 575

mmm

M1	
T1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support register	Mood minor	
Lex1			

### Clause 576

what did you think of the video we saw?

M1	Comp Residue	Fin Mood	Subj Mood	Pred Residue	Comp Residue				
T1	Phen Range	Proc Ment Cogn	Sens	Proc Ment Cogn	Phen Range				
MET1	Int Modal Proc								

Int1	SPEECH-FUNCTION Open initiate demand open information opinion	Mood WH-interrogative full	TENSE past
Lex1			

### Clause 577

well have a ...

M1				
T1				
MET1				

Int1	Mood imperative abandoned	
Lex1		

### Clause 578

think of any fire

M1	Pred Residue	Comp Residue		
T1	Proc Ment Cogn	Phen Range		
MET1				

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood imperative full	
Lex1			

#### Clause 579

if there is a fire [[burning down here]]

M1	Subj Mood	Fin Mood	Comp Residue				
T1		Proc Exist	Ex				
MET1							

Int1	Mood declarative full	
Lex1		

#### Clause 580

what comes from it?

M1	Subj WH Mood	Fin Pred Mood-Residue	Comp Residue	
T1	Actor	Proc Mat	Locn Place	
MET1				

Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood WH-interrogative full	TENSE present
Lex1			

Clause 581

fire ...

M1		
T1		
MET1		

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain react respond support reply answer</div>	<div>Mood</div> <div>declarative ellipsed</div>	
Lex1			

Clause 582

smoke

M1	
T1	
MET1	

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain continue prolong enhance</div>	<div>Mood</div> <div>declarative ellipsed</div>	
Lex1			

Clause 583

well    where        does    the        smoke    go?

M1		<div>Circ-Adj</div> <div>Residue</div>	<div>Fin</div> <div>Mood</div>	<div>Subj</div> <div>Mood</div>		<div>Pred</div> <div>Residue</div>
T1		<div>Locn</div> <div>Place</div>	<div>Proc</div> <div>Mat</div>	<div>Actor</div>		<div>Proc</div> <div>Mat</div>
MET1						

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain</div> <div>react</div> <div>rejoinder</div> <div>support</div> <div>track</div> <div>probe</div>	<div>Mood</div> <div>WH-interrogative</div> <div>full</div>	
Lex1			

#### Clause 584

	( )		
M1			
T1			
MET1			
Int1			
Lex1			

#### Clause 585

	up	on	the	roof	
M1					
T1					
MET1					
Int1	SPEECH-FUNCTION			Mood	
	Sustain			declarative	
	react			ellipsed	
	rejoinder				
	support				
	respond				
	resolve				
Lex1					

Clause 586

	is	it	down	low?
M1	Fin Mood	Subj Mood	Circ-Adj Residue	
T1	Proc ReIn Attr Circ	Carr	Att Circ	
MET1				
Int1	SPEECH-FUNCTION Sustain react rejoinder support track probe		Mood YN-interrogative full	
Lex1				

Clause 587

	no
M1	
T1	
MET1	
Int1	SPEECH-FUNCTION Sustain react rejoinder support respond resolve
Lex1	Mood declarative ellipsed

Clause 588

so    where        does    it        (go)?

M1		Circ-Adj WH Residue	Fin  Mood	Subj  Mood	Pred  Residue
T1		Locn Place	Proc Mat	Actor  	Proc Mat
MET1					

Int1	SPEECH-FUNCTION Sustain react rejoinder support track probe	Mood WH-interrogative full	
Lex1			

Clause 589

it        goes                    up        up

M1	Subj  Mood	Fin Pred Mood-Residue	Circ-Adj  Residue	
T1	Actor	Proc Mat	Locn Place	
MET1				

Int1	SPEECH-FUNCTION Sustain react rejoinder support respond resolve	Mood declarative full	TENSE present
Lex1			



Clause 590

	alright	that'	s	right
M1		Subj Mood	Fin Mood	Comp Residue
T1		Carr	Proc ReIn Attr Int	Att
MET1				
Int1	SPEECH-FUNCTION		Mood	TENSE
	Sustain		declarative	present
	react		full	
	respond			
	support			
	reply			
	acknowledge			
Lex1				

Clause 591

	if	I ...	if	there	...
M1					
T1					
MET1					
Int1		Mood			
		declarative			
		abandoned			
Lex1					

Clause 592

	if	there	was	fire	down	there
M1		Subj Mood	Fin Mood	Comp Residue	Circ-Adj Residue	
T1			Proc Exist	Ex	Locn Place	
MET1						

Int1	Mood declarative full	TENSE past
Lex1		

#### Clause 593

and all the smoke has come up

M1	Subj Mood			Fin Mood	Pred Residue	Circ-Adj Residue
T1	Actor			Proc Mat		Locn Place
MET1						

Int1	Mood declarative full	TENSE past
Lex1		

#### Clause 594

and I' m walking through

M1	Subj Mood	Fin Mood	Pred Residue	Circ-Adj Residue
T1	Actor	Proc Mat		Locn Place
MET1				

Int1	Mood declarative full	
Lex1		

#### Clause 595

what' s going to happen to me?

M1	Subj WH Mood	Fin Mood	Pred Residue		Comp Residue	
T1	Actor	Proc Mat			Recip	
MET1						

Int1	<b>SPEECH-FUNCTION</b> Open initiate demand closed information fact	<b>Mood</b> WH-interrogative full	<b>TENSE</b> present
Lex1			

#### Clause 596

you get ... get ...

M1					
T1					
MET1					

Int1	<b>Mood</b> declarative abandoned	
Lex1		

#### Clause 597

you could get

M1			
T1			
MET1			

Int1	<b>Mood</b> declarative abandoned	
Lex1		

#### Clause 598

burnt

M1	
T1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support reply answer	Mood declarative ellipsed	
Lex1			

#### Clause 599

probably killed

M1		
T1		
MET1		

Int1	SPEECH-FUNCTION Sustain react respond support develop extend	Mood declarative ellipsed	
Lex1			

#### Clause 600

well you' re going to breathe it all in

M1		Subj Mood	Fin Mood	Pred Residue			Comp Residue		Circ-Adj Residue
T1		Actor	Proc Mat				Goal		Locn Place
MET1									

Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood declarative full	TENSE present
Lex1			

Clause 601

	if	I	get	low
M1		Subj	Fin Pred	Circ-Adj
		Mood	Mood-Residue	Residue
T1		Actor	Proc Mat	Mann Qual
MET1				
Int1		Mood declarative full	TENSE present	
Lex1				

Clause 602

	what	would	be	the	difference?
M1	Subj WH Mood	Fin Mood		Comp Residue	
T1	Token	Proc Reln Iden Int		Value	
MET1	Exp Attrib Ent				
Int1	SPEECH-FUNCTION Open initiate demand open information fact			Mood WH-interrogative full	TENSE future
Lex1					

### Clause 603

nothing – you won't breathe nothing

M1	Comp Residue	Subj Mood	Fin Mood	Pred Residue	Comp Residue
T1	Goal	Actor	Proc Mat		Goal
MET1					

Int1	SPEECH-FUNCTION Sustain react respond support reply answer	Mood declarative full	POLARITY negative
Lex1			

### Clause 604

you won't breathe it down there

M1	Subj Mood	Fin Mood	Pred Residue	Comp Residue	Circ-Adj Residue	
T1	Actor	Proc Mat		Goal	Locn Place	
MET1						

Int1	SPEECH-FUNCTION Sustain react respond support develop enhance	Mood declarative full	TENSE future	POLARITY negative
Lex1				

Clause 605

	because	hot	air	ris	es
M1		Subj		Fin	
		Mood		Pred	
				Mood-Residue	
T1		Actor		Proc	
				Mat	
MET1	Exp				
	Attrib				
	Qual				
Int1		Mood		TENSE	
		declarative		present	
		full			
Lex1					

Clause 606

	that'	s	it	...	good
M1	Subj	Fin	Comp		
	Mood	Mood	Residue		
T1	Token	Proc	Value		
		ReIn			
		Iden			
		Int			
MET1					
Int1	SPEECH-FUNCTION			Mood	
	Sustain			declarative	
	react			full	
	respond				
	support				
	reply				
	acknowledge				
Lex1	Appraisal				
	attitude				
	appreciation				
	valuation				

Clause 607

and so it' s [[so you' re not breathing in all the heavy smoke,

M1			Subj Mood	Fin Mood	Comp Residue										
T1			Proc Reln Iden Int	Proc Reln Iden Int	Value										
MET1															

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative full	
Lex1			

Clause 608

NV

M1	
T1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support engage		
Lex1			

Clause 609

yes Rob

M1		
T1		
MET1		
Int1		
Lex1		



Clause 610

the man said when you ring up it takes the the fire engine

M1	Subj		Fin	Comp									
	Mood		Pred										
T1	Mood-Residue		Residue										
	Sayer		Proc	Verb									
MET1	Verbl												

Int1	SPEECH-FUNCTION		Mood	
	Open		declarative	
	initiate		full	
	give			
	information			
	fact			
Lex1				

Clause 611

that' s right - about five minutes

M1	Subj	Fin	Comp			
	Mood	Mood	Residue			
T1	Carr	Proc	Att			
		ReIn				
		Attr				
		Int				
MET1						

Int1	SPEECH-FUNCTION		Mood	TENSE
	Sustain		declarative	present
	react		full	
	respond			
	support			
	reply			
	acknowledge			
Lex1				

Clause 612

( )

M1		
T1		
MET1		
Int1		
Lex1		

Clause 613

	but	it	only	takes	two	seconds	to	burn	the	whole	house
M1		Subj	Adj	Fin Pred	Comp						
		Mood	Mood	Mood-Residue	Residue						
T1											
MET1											
Int1	SPEECH-FUNCTION			Mood							
	Sustain			declarative							
	continue			full							
	append										
	extend										
Lex1	Appraisal			Appraisal							
	engagement			graduation							
	heterogloss			force							
	concession										

Clause 614

	what	do	you	mean?
M1	Comp WH Residue	Fin Mood	Subj Mood	Pred Residue
T1	Value	Proc ReIn Iden Int	Assign	Proc ReIn Iden Int
MET1				

Int1	<b>SPEECH-FUNCTION</b> Sustain react rejoinder confront challenge rebound	<b>Mood</b> WH-interrogative full	
Lex1			

#### Clause 615

	he	said	ten	minutes
M1	Subj	Fin Pred Mood-Residue	Comp Residue	
T1	Sayer	Proc Verbl	Verb	
MET1				

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support develop elaborate	<b>Mood</b> declarative full	
Lex1			

#### Clause 616

	oh	yeah	ten	minutes
M1				
T1				
MET1				

Int1	<b>SPEECH-FUNCTION</b> Sustain react rejoinder support respond acquiesce	<b>Mood</b> declarative ellipsed	
Lex1			

Clause 617

((a short time of comment difficult to transcribe))

M1							
T1							
MET1							
Int1							
Lex1							

Clause 618

NV

M1			
T1			
MET1			
Int1	SPEECH-FUNCTION Sustain react respond support engage		
Lex1			

Clause 619

yes Rob

M1		
T1		
MET1		
Int1		
Lex1		

Clause 620

you know when I asked the man

M1				Subj	Fin	Comp	
				Pred			
				Mood	Mood-Residue	Residue	
T1				Sayer	Proc	Rec	
				Verbl			
MET1							

Int1		Mood	
		declarative	
		full	
Lex1			

Clause 621

if you put a bucket in front of a fire

M1		Subj	Fin	Comp		Circ-Adj			
		Pred							
		Mood	Mood-Residue	Residue		Residue			
T1		Actor	Proc	Goal		Locn			
		Mat				Place			
MET1									

Int1		Mood	
		declarative	
		full	
Lex1			

Clause 622

but you wouldn't (stop) the fire

M1		Subj	Fin	Pred	Comp	
		Modl				
		Mood	Mood	Residue	Residue	
T1		Actor	Proc		Goal	
		Mat				
MET1						

Int1		Mood declarative full	MODALITY Modulation capability	POLARITY negative
Lex1				

#### Clause 623

and the fire goes over it

M1		Subj Mood	Fin Mood	Circ-Adj Residue	
T1		Actor	Proc Mat	Locn Place	
MET1					

Int1		Mood declarative full	TENSE present
Lex1			

#### Clause 624

and it won't burn

M1		Subj Mood	Fin Mood	Pred Residue
T1		Actor	Proc Mat	
MET1				

Int1		Mood declarative full	TENSE present	POLARITY negative
Lex1				

Clause 625

does that mean that a bucket of water is stronger than a fire?

M1	Fin Mood	Subj Mood	Pred Residue	Comp Residue									
T1	Proc ReIn Iden Int	Token	Proc ReIn Iden Int	Value									
MET1													

Int1	SPEECH-FUNCTION Open initiate demand closed information fact	Mood YN-interrogative full	TENSE present
Lex1			

Clause 626

no the water is in it

M1	Subj Mood		Fin Mood	Comp Residue	
T1	Carr		Proc ReIn Attr Circ	Att Circ	
MET1					

Int1	SPEECH-FUNCTION Sustain react respond confront reply contradict	Mood declarative full	POLARITY negative
Lex1			

Clause 627

and keeps it cool

M1		Pred Residue	Comp Residue	Circ-Adj Residue
T1		Proc Mat	Goal	Mann Qual
MET1				

Int1	SPEECH-FUNCTION		Mood	
	Sustain		declarative	
	continue		ellipsed	
	prolong			
	extend			
Lex1				

Clause 628

if it' s plastic

M1	Subj Mood	Fin Mood	Comp Residue
T1	Carr	Proc ReIn Attr Int	Att
MET1			

Int1	Mood	
	declarative	
	full	
Lex1		

Clause 629

it 'll melt

M1	Subj Mood	Fin Mood	Pred Residue
T1	Actor	Proc Mat	
MET1			



Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood declarative full	
Lex1			

### Clause 630

but it' s cold

M1	Subj Mood	Fin Mood	Comp Residue
T1	Carr	Proc Reln Attr Int	Att
MET1			

Int1	SPEECH-FUNCTION Sustain react respond support develop extend	SPEECH-FUNCTION Knowledge statement	TENSE present
Lex1			

### Clause 631

the bucket' s cold

M1	Subj Mood	Fin Mood	Comp Residue
T1	Carr	Proc Reln Attr Int	Att
MET1			

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	
Lex1			

### Clause 632

	so	the	water	keeps	it	cold	so
M1	Subj Mood		Fin Pred Mood-Residue	Comp Residue	Pred Residue	Circ-Adj Residue	
T1	Attbr		Proc ReIn Attr Int	Carr	Att		
MET1							

Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood declarative full	TENSE present
Lex1			

### Clause 633

	but	wouldn't	the	fire	make	the	water	hot?
M1	Fin Mood	Subj Mood		Pred Residue	Comp Residue		Pred Residue	
T1	Proc ReIn Attr Int	Attbr		Proc ReIn Attr Int	Carr		Att	
MET1								

Int1	<b>SPEECH-FUNCTION</b> Sustain react rejoinder support track clarify	<b>Mood</b> declarative full	<b>TENSE</b> present
Lex1			

#### Clause 634

	it	depends	how	long	it's	there
M1	Subj	Fin Pred Mood Mood-Residue	Comp Residue			
T1	Token Circ	Proc Reln Iden Circ	Value Circ			
MET1						

Int1	<b>SPEECH-FUNCTION</b> Sustain react rejoinder support respond resolve	<b>Mood</b> declarative full	<b>TENSE</b> present
Lex1			

#### Clause 635

	if	it's	a	...
M1				
T1				
MET1				
Int1				
Lex1				

### Clause 636

if it' s a fire [[ that's sort of just blowing through somewhere]]

M1	Subj Mood	Fin Mood	Comp Residue									
T1	Carr	Proc Reln Attr Int	Att									
MET1												

Int1	SPEECH-FUNCTION Knowledge statement	Mood declarative full	
Lex1			

### Clause 637

it will only be (in the fire) for a short time

M1	Subj Mood	Fin Mood	Adj Mood	Pred Residue	Comp Residue			Circ-Adj Residue			
T1	Carr	Proc Reln Attr Circ			Att Circ			Ext Dur			
MET1											

Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood declarative full	MOOD-ADJUNCT intensity
Lex1			

### Clause 638

so it will just go 'wosh'

M1	Subj Mood	Fin Mood	Adj Mood	Pred Residue	Circ-Adj Residue
T1	Actor	Proc Mat			Mann Qual
MET1					

Int1	<b>SPEECH-FUNCTION</b> Sustain continue prolong enhance	<b>Mood</b> declarative full	<b>MOOD-ADJUNCT</b> intensity	<b>TENSE</b> present
Lex1				

### Clause 639

	the	water	will	keep	the	bucket	cold
M1	Subj Mood		Fin Mood	Pred Residue	Comp Residue		Comp Residue
T1	Attbr		Proc ReIn Attr Int		Carr		Att
MET1							

Int1	<b>SPEECH-FUNCTION</b> Sustain continue prolong extend	<b>Mood</b> declarative ellipsed	<b>TENSE</b> present
Lex1			

### Clause 640

	it	probably	will	be	charcoal	um	charred
M1	Subj Mood	Adj Mood	Fin Mood	Pred Residue	Comp Residue		
T1	Carr		Proc ReIn Attr Int		Att		
MET1							

Int1	<b>SPEECH-FUNCTION</b> Sustain continue prolong extend	<b>Mood</b> declarative full	<b>MODALITY</b> Modalization probability high	<b>TENSE</b> future
Lex1				

### Clause 641

it 'll go black right?

M1	Subj Mood	Fin Mood	Pred Residue	Comp Residue	
T1	Carr	Proc ReIn Attr Int		Att	
MET1					

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate		Mood declarative full	TENSE future
Lex1				

### Clause 642

but if you put that same bucket of water onto a

M1		Subj Mood		Fin Pred Mood-Residue	Comp Residue						Circ-Adj Residue	
T1			Actor	Proc Mat	Goal						Locn Place	
MET1												

Int1		Mood declarative full	TENSE future
Lex1			

### Clause 643

what do you think would happen then?

M1	Comp Residue	Fin Mood	Subj Mood	Pred Residue	Comp Residue		Circ-Adj Residue
T1	Phen Range	Proc Ment Cogn	Sens	Proc Ment Cogn	Phen Range		Locn Time
MET1							

Int1	<b>SPEECH-FUNCTION</b> Open initiate demand open information opinion	<b>Mood</b> WH-interrogative full	<b>TENSE</b> future
Lex1			

#### Clause 644

it      'll      boil

M1	<b>Subj</b> Mood	<b>Fin</b> Mood	<b>Pred</b> Residue
T1	<b>Actor</b>	<b>Proc</b> Mat	
MET1			

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support reply answer	<b>Mood</b> declarative full	<b>TENSE</b> future
Lex1			

#### Clause 645

it      will      boil

M1	<b>Subj</b> Mood	<b>Fin</b> Mood	<b>Pred</b> Residue
T1	<b>Actor</b>	<b>Proc</b> Mat	
MET1			

Int1

## Clause 646

so

M1Int1

## Clause 647

Lib

M1Int1



Clause 648

(inaudible)

M1			
T1			
MET1			
Int1			
Lex1			

Clause 649

( ) Cathy?

M1			
T1			
MET1			
Int1	SPEECH-FUNCTION		Mood
	Sustain		minor
	react		
	respond		
	support		
	engage		
Lex1			

Clause 650

and the newspaper stories ( )

M1					
T1					
MET1					
Int1		Mood			
		declarative			
		ellipsed			
Lex1					

### Clause 651

	so	the	boys	have	lots	of	um	learning	to	do
M1		Subj Mood		Fin Mood	Comp Residue					
T1		Carr		Proc ReIn Attr Int	Att					
MET1	Exp Proc Ent									

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative full	TENSE present
Lex1			

### Clause 652

	because	statistics	show	that	boys	are	the	ones	who	create	the
M1		Subj Mood	Fin Pred Mood-Residue	Comp Residue							
T1		Sayer	Proc Verbl	Verb							
MET1	Exp Proc Ent										

Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood declarative full	TENSE present
Lex1			

Clause 653

oooh

M1	
T1	
MET1	

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain react respond support register</div>	<div>Mood</div> <div>minor</div>	
Lex1	<div>Appraisal</div> <div>attitude affect securityinsecurity disquiet</div>		

Clause 654

we    don't!

M1		
T1		
MET1		

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain react rejoinder confront challenge counter</div>	<div>Mood</div> <div>declarative ellipsed</div>	<div>POLARITY</div> <div>negative</div>
Lex1			

Clause 655

that 's interesting

M1	Subj Mood	Fin Mood	Comp Residue
T1	Carr	Proc ReIn Attr Int	Att
MET1			

Int1	SPEECH-FUNCTION Sustain react respond support register	Mood declarative full	TENSE present	
Lex1	Appraisal attitude appreciation valuation			

Clause 656

oh I 've seen a girl light a fire

M1	Subj Mood	Fin Mood	Pred Residue	Comp Residue				
T1	Sens	Proc Ment Perc		Phen Range				
MET1								

Int1	SPEECH-FUNCTION Sustain react rejoinder confront challenge counter	Mood declarative full	TENSE past
Lex1			

Clause 657

( )

M1		
T1		
MET1		

Int1			
Lex1			

Clause 658

they didn't say girls don't light fires

M1	Subj Mood	Fin Mood	Pred Residue	Comp Residue			
T1	Sayer	Proc Verbl		Verb			
MET1							

Int1	SPEECH-FUNCTION Sustain react rejoinder support respond repair	Mood declarative full	POLARITY negative
Lex1			

Clause 659

they just said there ( )

M1						
T1						
MET1						

Int1		Mood declarative abandoned	
Lex1			

Clause 660

now    there    are    a            number    of    (people    who    seem    to    have    been    asleep

M1		Subj Mood	Fin Mood	Comp Residue									
T1		Carr	Proc ReIn Attr Int	Att									
MET1													

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative full	TENSE present
Lex1	Appraisal token	Appraisal attitude judgement socialsanction propriety	

Clause 661

I'            m            not

M1	Subj Mood	Fin Modl Mood	
T1			
MET1			

Int1	SPEECH-FUNCTION Sustain react respond confront reply disavow	Mood declarative ellipsed	
Lex1			

### Clause 662

right thanks Sally

M1			
T1			
MET1			

Int1	SPEECH-FUNCTION Sustain react respond support reply acknowledge	Mood minor	
Lex1			

### Clause 663

so far we' ve just gone through the first section of what we

M1		Subj	Fin	Adj	Pred		Comp						
		Mood	Mood	Mood	Residue		Residue						
T1		Actor	Proc				Goal						
		Mat											
MET1													

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative full	MOOD-ADJUNCT intensity	TENSE past
Lex1				

### Clause 664

we saw a video

M1	Subj	Fin	Comp	
		Pred		
	Mood	Mood-Residue	Residue	
T1	Sens	Proc	Phen	
		Ment	Range	
		Perc		
MET1				

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE past
Lex1			

#### Clause 665

then we went and had a break

M1	Subj	Fin Pred Mood Mood-Residue			Comp Residue	
T1	Actor	Proc Mat			Goal	
MET1						

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE past
Lex1			

#### Clause 666

then we came back in ((writing on the chalkboard))

M1	Subj	Fin Pred Mood Mood-Residue		Circ-Adj Residue				
T1	Actor	Proc Mat		Locn Place				
MET1								

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE past	
Lex1				



Clause 667

NRMA

M1	
T1	
MET1	

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support develop extend	<b>Mood</b> declarative ellipsed	
Lex1			

Clause 668

((quite    noisy    as    children    work    out    what    next    exhibit    is))

M1									
T1									
MET1									
Int1									
Lex1									

Clause 669

so    will    we    focus    on    questacon?

M1	<b>Fin</b> Mood	<b>Subj</b> Mood	<b>Pred</b> Residue		<b>Comp</b> Residue
T1	<b>Proc</b> Ment Cogn	<b>Sens</b>	<b>Proc</b> Ment Cogn		<b>Phen</b> Range
MET1					
Int1	<b>SPEECH-FUNCTION</b> Open initiate demand closed gdsservices	<b>Mood</b> YN-interrogative full	<b>TENSE</b> future		
Lex1					

Clause 670

yes

M1	
T1	
MET1	

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain react respond support reply comply</div>	<div>Mood</div> <div>declarative ellipsed</div>	
Lex1			

Clause 671

Jenny, are you ready?

M1		<div>Fin</div> <div>Mood</div>	<div>Subj</div> <div>Mood</div>	<div>Comp</div> <div>Residue</div>
T1		<div>Proc</div> <div>ReIn</div> <div>Attr</div> <div>Int</div>	<div>Carr</div>	<div>Att</div>
MET1				

Int1	<div>SPEECH-FUNCTION</div> <div>Open attend</div>	<div>Mood</div> <div>YN-interrogative full</div>	<div>TENSE</div> <div>present</div>
Lex1			

Clause 672

Rob?

M1	
T1	
MET1	

Int1	SPEECH-FUNCTION Sustain continue monitor	Mood minor	
Lex1			

#### Clause 673

( )

M1		
T1		
MET1		

Int1			
Lex1			

#### Clause 674

the car one NRMA

M1				
T1				
MET1				

Int1	SPEECH-FUNCTION Sustain react respond support reply answer	Mood declarative ellipsed	
Lex1			

#### Clause 675

((4 secs general noise as children comment on a road safety exhibit))

M1												
T1												
MET1												

Int1			
Lex1			

Clause 676

	I'	m...	I'	m	interested	Rob
M1			Subj Mood	Fin Mood	Comp Residue	Voc-Adj
T1			Carr	Proc Reln Attr Int	Att	
MET1						

Int1	SPEECH-FUNCTION Sustain react respond support engage	Mood declarative full	
Lex1	Appraisal attitude affect satisfactiondissatisfaction interest		

Clause 677

	because	I	didn't	know	you	were	going	to	go	to	a	car	museum	as
M1		Subj Mood	Fin Mood	Pred Residue	Comp Residue									
T1		Sens	Proc Ment Cogn		Phen Range									
MET1														

Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood declarative full	TENSE past	POLARITY negative
Lex1				

Clause 678

	you	tell	me	about	it
M1	Subj	Fin	Comp	Circ-Adj	
	Mood	Pred			
	Mood-Residue	Residue	Residue		
T1	Sayer	Proc	Verb	Matt	
		Verbl			
MET1					

Int1	SPEECH-FUNCTION	Mood	TENSE
	Sustain	imperative	present
	continue	full	
	monitor		
Lex1			

Clause 679

	(	)
M1		
T1		
MET1		

Int1			
Lex1			

Clause 680

	I'	d	like	you	to (stop)	that	please	and	listen	((to	one	of	the
M1	Subj	Fin	Pred	Comp									
	Mood	Mood	Residue	Residue									
T1	Sens	Proc		Phen									
		Ment		Range									
		Aff											
MET1													

Int1	SPEECH-FUNCTION Open initiate demand closed gdsservices	Mood declarative full	TENSE present	Mood metaphor
Lex1	Appraisal token	Appraisal attitude judgement socialsanction propriety		

#### Clause 681

( ) ((general hubbub again))

M1				
T1				
MET1				

Int1			
Lex1			

#### Clause 682

okay just let Rob talk

M1		Adj Mood	Fin Pred Mood-Residue	Comp Residue	Pred Residue
T1		Init	Proc Behl	Behav	Proc Behl
MET1					

Int1	SPEECH-FUNCTION Open initiate demand open gdsservices	Mood imperative full	MOOD-ADJUNCT intensity	TENSE present
Lex1				

### Clause 683

((12 secs response is inaudible but seems to be about eggs and crashing

M1													
T1													
MET1													

Int1			
Lex1			

### Clause 684

why did you have to do that Rob?

M1	Comp WH Residue	Fin Mood	Subj Mood	Fin Mood	Pred Mod Residue		Comp Residue	Voc-Adj
T1	Caus Reas	Proc Mat	Actor	Proc Mat			Goal	
MET1								

Int1	SPEECH-FUNCTION Open initiate demand open information fact	Mood WH-interrogative full	TENSE past
Lex1			

### Clause 685

what... what were you meant to learn from that?

M1		Comp Residue	Fin Mood	Subj Mood	Pred Residue			Circ-Adj Residue	
T1		Phen Range	Proc Ment Cogn	Sens	Proc Ment Cogn			Phen Agent	
MET1									

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood WH-interrogative full	TENSE past
Lex1			

#### Clause 686

(about) cars, smashing into things

M1				
T1				
MET1				

Int1	SPEECH-FUNCTION Sustain react respond support reply answer	Mood declarative ellipsed	
Lex1	Appraisal token	Appraisal attitude affect happinessunhappiness misery	

#### Clause 687

okay what happens when cars crash – is that right? (ellipsis of 'You

M1	Subj Mood					Fin Mood	Subj Mood	Comp Residue			
T1	Carr					Proc ReIn Attr Int	Carr	Att			
MET1											



Int1	SPEECH-FUNCTION Sustain react rejoinder support track confirm	Mood declarative ellipsed	TENSE present	Mood metaphor
Lex1				

**Clause 688**

	( )		
M1			
T1			
MET1			
Int1			
Lex1			

**Clause 689**

	right		
M1			
T1			
MET1			
Int1	SPEECH-FUNCTION Sustain react respond support reply acknowledge	Mood minor	
Lex1			

Clause 690

was        it        something        to do about        safety?

M1	Fin Mood	Subj Mood	Comp Residue				
T1	Proc ReIn Iden Int	Token	Value				
MET1							

Int1	SPEECH-FUNCTION Sustain react rejoinder support track clarify	Mood YN-interrogative full	TENSE past
Lex1			

Clause 691

(    )

M1		
T1		
MET1		
Int1		
Lex1		

Clause 692

yeah

M1	
T1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support reply answer	Mood declarative ellipsed	
Lex1			

#### Clause 693

and how far and how fast

M1						
T1						
MET1						

Int1	SPEECH-FUNCTION Sustain react respond support develop extend	Mood declarative ellipsed	
Lex1			

#### Clause 694

yeah

M1	
T1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support register	Mood minor	
Lex1			

### Clause 695

and you have to have your seatbelt on

M1		Subj Mood	Fin Modl Mood	Pred Residue		Comp Residue		Pred Residue
T1		Actor	Proc Mat			Goal		Proc Mat
MET1								

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	MODALITY Modulation obligation high
Lex1			

### Clause 696

right okay yes

M1			
T1			
MET1			

Int1	SPEECH-FUNCTION Sustain react respond support reply acknowledge	Mood minor	
Lex1			

### Clause 697

that would have protected the eggs

M1	Subj Mood	Fin Mood	Pred Residue		Comp Residue	
T1	Actor	Proc Mat			Goal	
MET1						

Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood declarative full	TENSE past
Lex1			

#### Clause 698

yes ( )

M1			
T1			
MET1			

Int1	SPEECH-FUNCTION Sustain react respond support reply agree		
Lex1			

#### Clause 699

they had a wonderful time in that ( )

M1	Subj Mood	Fin Mood	Comp Residue						
T1	Carr Possr	Proc ReIn Attr Poss	Att Possd						
MET1									

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative full	TENSE past
Lex1	Appraisal attitude appreciation reaction impact		

#### Clause 700

((16 secs inaudible has many children are talking about this exhibit))

M1											
T1											
MET1											

Int1			
Lex1			

#### Clause 701

hang on Victoria

M1			
T1			
MET1			

Int1	SPEECH-FUNCTION Open initiate demand closed gdsservices	Mood minor	
Lex1			

Clause 702

hang on

M1		
T1		
MET1		

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood minor	
Lex1			

Clause 703

when everyone has found their manners

M1		Subj Mood	Fin Mood	Pred Residue	Comp Residue	
T1		Actor	Proc Mat		Goal	
MET1						

Int1		Mood declarative full	TENSE past
Lex1	Appraisal token	Appraisal attitude judgement socialsanction propriety	

Clause 704

we' ll go back to doing this

M1	Subj Mood	Fin Mood	Pred Residue				Comp Residue
T1	Actor	Proc Mat					Goal
MET1							

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE future
Lex1			

#### Clause 705

thank you Viv

M1			
T1			
MET1			

Int1	SPEECH-FUNCTION Sustain continue monitor	Mood minor	
Lex1			

#### Clause 706

keep going

M1	Pred Residue	
T1	Proc Mat	
MET1		

Int1	SPEECH-FUNCTION Sustain continue monitor	Mood imperative full	
Lex1			

#### Clause 707

a tow truck, a big tow truck where all all the things on it got taken

M1															
T1															
MET1															



Int1	SPEECH-FUNCTION Sustain react respond support reply answer	Mood declarative ellipsed	
Lex1			

#### Clause 708

NV

M1	
T1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support engage		
Lex1			

#### Clause 709

um ( ) Sally um ( ) yes Sally

M1									
T1									
MET1									

Int1	SPEECH-FUNCTION Sustain react respond support engage	Mood minor	
Lex1			

Clause 710

when ...

M1		
T1		
MET1		

Int1	Mood unknown	
Lex1		

Clause 711

when we were in Bundaberg

M1		Subj Mood	Fin Pred Mood-Residue	Comp Residue	
T1		Carr	Proc ReIn Attr Circ	Att Circ	
MET1					

Int1	Mood declarative full	TENSE past
Lex1		

Clause 712

well my nan was a ...

M1					
T1					
MET1					

Int1	Mood declarative abandoned	
Lex1		

### Clause 713

	I'	ve	got	this	um	tent	in	Bundaberg
M1	Subj Mood	Fin Mood	Pred Residue	Comp Residue			Circ-Adj Residue	
T1	Actor	Proc Mat		Goal			Locn Place	
MET1								

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative full	TENSE past
Lex1			

### Clause 714

	and	um	she	put	it	up
M1			Subj Mood	Fin Pred Mood-Residue	Comp Residue	Pred Residue
T1			Actor	Proc Mat	Goal	Proc Mat
MET1						

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE past
Lex1			

### Clause 715

and it didn't have a roof

M1		Subj Mood	Fin Mood		Comp Residue	
T1		Carr Possr	Proc Reln Attr Poss		Att Possd	
MET1						

Int1	SPEECH-FUNCTION		Mood	TENSE	POLARITY
	Sustain continue prolong extend		declarative full	past	negative
Lex1					

### Clause 716

so they had to take it back

M1		Subj Mood	Fin Mood	Pred Residue		Comp Residue	Pred Residue
T1		Actor	Proc Mat			Goal	Proc Mat
MET1							

Int1	SPEECH-FUNCTION		Mood	
	Sustain continue prolong enhance		declarative full	
Lex1				

### Clause 717

and while that happened

M1			Subj Mood	Fin Pred Mood-Residue
T1			Actor	Proc Mat
MET1				

Int1		Mood declarative full	TENSE past
Lex1			

#### Clause 718

	Nan	had	the	kettle	boiling
M1	Subj Mood	Fin Mood	Comp Residue		
T1	Init	Proc Mat	Actor		Proc Mat
MET1					

Int1	SPEECH-FUNCTION Sustain continue prolong extend		Mood declarative full	TENSE past
Lex1				

#### Clause 719

	we	come	back
M1	Subj Mood	Fin Pred Mood-Residue	
T1	Actor	Proc Mat	
MET1			

Int1	SPEECH-FUNCTION Sustain continue prolong extend		Mood declarative full	
Lex1				

Clause 720

and there was metal

M1		Subj Mood	Fin Mood	Comp Residue
T1			Proc Exist	Ex
MET1				

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE past
Lex1			

Clause 721

it was blue

M1	Subj Mood	Fin Mood	Comp Residue
T1	Carr	Proc ReIn Attr Int	Att
MET1			

Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood declarative full	TENSE past
Lex1			

Clause 722

yeah blue

M1		
T1		
MET1		

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative ellipsed	
Lex1			

### Clause 723

it was one of them um them kind of ones (miming holding a kettle)

M1	Subj Mood	Fin Mood	Comp Residue										
T1	Carr	Proc Reln Attr Int	Att										
MET1													

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE past
Lex1			

### Clause 724

it was red

M1	Subj Mood	Fin Mood	Comp Residue
T1	Carr	Proc Reln Attr Int	Att
MET1			

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE past
Lex1			

Clause 725

	and	it	just	went	all	blue
M1		Subj	Adj	Fin	Comp	
		Mood	Mood	Pred		
				Mood-Residue	Residue	
T1		Carr	Proc		Att	
			ReIn			
			Attr			
			Int			
MET1						
Int1	SPEECH-FUNCTION			Mood	MOOD-ADJUNCT	TENSE
	Sustain			declarative	intensity	past
	continue			full		
	prolong					
	extend					
Lex1						

Clause 726

	when	she	got	back
M1		Subj	Fin	
		Mood	Pred	
			Mood-Residue	
T1		Actor	Proc	
			Mat	
MET1				
Int1		Mood	TENSE	
		declarative	past	
		full		
Lex1				



### Clause 727

why do you think it went blue?

M1	Circ-Adj WH Residue	Fin Mood	Subj Mood	Pred Residue	Comp Residue		
T1	Caus Reas	Proc Ment Cogn	Sens	Proc Ment Cogn	Phen Range		
MET1							

Int1	SPEECH-FUNCTION Sustain react rejoinder support track probe		Mood WH-interrogative full		TENSE present
Lex1					

### Clause 728

because she left it on the stove

M1		Subj Mood	Fin Pred Mood-Residue	Comp Residue	Circ-Adj Residue		
T1		Actor	Proc Mat	Goal	Locn Place		
MET1							

Int1	SPEECH-FUNCTION Sustain react rejoinder support respond resolve		Mood declarative full		TENSE past
Lex1	Appraisal token		Appraisal attitude judgement socialesteem capacity		

Clause 729

and it melted

M1		Subj Mood	Fin Pred Mood-Residue
T1		Actor	Proc Mat
MET1			

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE past
Lex1			

Clause 730

mmm

M1	
T1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support register	Mood minor	
Lex1			

Clause 731

( ) this was at home was it?

M1		Subj Mood	Fin Mood	Comp Residue		Fin Mtag	Subj Mtag
T1		Carr	Proc ReIn Attr Circ	Att Circ			
MET1							

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE past
Lex1			

**Clause 732**

( )

M1		
T1		
MET1		

Int1			
Lex1			

**Clause 733**

oh from the television ( ) answer

M1							
T1							
MET1							

Int1	SPEECH-FUNCTION Sustain react respond support reply acknowledge	Mood declarative ellipsed	
Lex1			

**Clause 734**

David?

M1	
T1	
MET1	

Int1	SPEECH-FUNCTION Sustain continue monitor	Mood minor	
Lex1			

#### Clause 735

um if you ...

M1				
T1				
MET1				

Int1	Mood WH-interrogative abandoned	
Lex1		

#### Clause 736

if your clothes get on fire

M1						
T1						
MET1						

Int1			
Lex1			

#### Clause 737

all you just got to do is step out the door

M1	Subj Mood					Fin Mood	Pred Residue	Circ-Adj Residue		
T1	Actor					Proc Mat			Goal	
MET1										

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative full	TENSE present
Lex1			

#### Clause 738

	and	wave	some	paper
M1		Fin Pred Mood-Residue	Comp Residue	
T1		Proc Mat	Goal	
MET1				

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative ellipsed	
Lex1			

#### Clause 739

	no	you	don't
M1			
T1			
MET1			

Int1	SPEECH-FUNCTION Sustain react respond confront reply disavow	Mood declarative ellipsed	POLARITY positive
Lex1			

Clause 740

( )

M1		
T1		
MET1		

Int1			
Lex1			

Clause 741

David if you we ...

M1					
T1					
MET1					

Int1		Mood unknown	
Lex1			

Clause 742

if your clothes caught on fire

M1	Subj		Fin Pred Mood-Residue	Comp Residue	
T1	Carr		Proc ReIn Attr Int	Att	
MET1					

Int1	Mood declarative full	TENSE past
Lex1		

### Clause 743

what would be the safest thing to do?

M1	Subj Mood	Fin Mood	Pred Residue	Comp Residue				
T1	Token	Proc Reln Iden Int		Value				
MET1	Exp Proc Ent							

Int1	SPEECH-FUNCTION Open initiate demand open information fact	Mood WH-interrogative full	TENSE future
Lex1	Appraisal token	Appraisal attitude appreciation valuation	

### Clause 744

get down low

M1	Pred Residue	Circ-Adj Residue	Circ-Adj Residue
T1	Proc Mat	Locn Place	Mann Qual
MET1			

Int1	SPEECH-FUNCTION Sustain react respond support reply answer	Mood imperative full	TENSE present
Lex1			

Clause 745

is        it        safe        [[to run?]]

M1	Fin Mood	Subj Mood	Comp Residue		
T1	Proc ReIn Attr Int	Carr	Att		
MET1					

Int1	SPEECH-FUNCTION Open initiate demand closed information fact	Mood YN-interrogative full	TENSE present
Lex1	Appraisal token	Appraisal attitude appreciation valuation	

Clause 746

no

M1	
T1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support reply answer	Mood declarative ellipsed	POLARITY negative
Lex1			



Clause 747

why?

M1	
T1	
MET1	

Int1	<div>SPEECH-FUNCTION</div> <div>Open initiate demand open information fact</div>	<div>Mood</div> <div>WH-interrogative ellipsed</div>	<div>Mood metaphor</div>
Lex1			

Clause 748

because      you      get      killed

M1		<div>Subj</div> <div>Mood</div>	<div>Fin</div> <div>Mood</div>	<div>Pred</div> <div>Residue</div>
T1		<div>Goal</div>	<div>Proc</div> <div>Mat</div>	
MET1				

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain react respond support reply answer</div>	<div>Mood</div> <div>declarative full</div>	<div>TENSE</div> <div>past</div>
Lex1			

Clause 749

( )

M1	
T1	
MET1	

Int1			
Lex1			

Clause 750

the more [[you run]] the more it starts to burn all over you

M1	Subj						Fin			Circ-Adj		
	Mood						Pred			Residue		
T1	Actor						Proc			Locn		
							Mat			Place		
MET1												

Int1	SPEECH-FUNCTION	Mood	TENSE
	Sustain	unknown	present
	continue		
	append		
	elaborate		
Lex1	Appraisal		
	graduation		
	force		

Clause 751

so the safest thing to do?

M1					
T1					
MET1					

Int1	SPEECH-FUNCTION	Mood	
	Open	WH-interrogative	
	initiate	ellipsed	
	demand		
	open		
	information		
	fact		
Lex1	Appraisal	Appraisal	
	token	attitude	
		appreciation	
		valuation	

Clause 752

	Miss	Lee	I	know	something	about	fire
M1			Subj	Fin	Comp	Circ-Adj	
			Mood	Pred	Residue	Residue	
			Mood-Residue				
T1			Sens	Proc	Phen		
				Ment	Range		
				Cogn			
MET1							
Int1		Mood	TENSE				
		declarative	present				
		full					
Lex1							

Clause 753

	mmm		
M1			
T1			
MET1			
Int1	SPEECH-FUNCTION	Mood	
	Sustain	minor	
	react		
	respond		
	support		
	engage		
Lex1			

Clause 754

	if	you	've	got	an	...	an	um	on	the	ground	pool
M1	Subj	Fin	Pred	Comp								
	Mood	Mood	Residue	Residue								
T1	Carr	Proc	Att									
	Possr	Reln	Possd									
		Attr										
		Poss										
MET1												

Int1		Mood declarative full	TENSE present
Lex1			

#### Clause 755

	you	don't	hop	in	it
M1	Subj Mood	Fin Mood	Pred Residue	Circ-Adj Residue	
T1	Actor	Proc Mat		Locn Place	
MET1					

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative full	TENSE present	POLARITY negative
Lex1				

#### Clause 756

	cause	they	boil
M1		Subj Mood	Fin Pred Mood-Residue
T1		Actor	Proc Mat
MET1			

Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood declarative full	TENSE present
Lex1			

Clause 757

( ) ((all talking at once briefly))

M1						
T1						
MET1						
Int1						
Lex1						

Clause 758

if it' s on the ground

M1	Subj Mood	Fin Mood	Circ-Adj Residue		
T1	Carr	Proc ReIn Attr Circ	Att Circ		
MET1					
Int1	Mood declarative full	TENSE present			
Lex1					

Clause 759

you jump in the pool

M1	Subj Mood	Fin Pred Mood-Residue	Circ-Adj Residue		
T1	Actor	Proc Mat	Locn Place		
MET1					
Int1	SPEECH-FUNCTION Sustain continue prolong extend		Mood declarative full	TENSE present	
Lex1					

Clause 760

and    it'       s       underneath

M1		Subj Mood	Fin Mood	Comp Residue
T1		Carr	Proc Reln Attr Circ	Att Circ
MET1				

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE present
Lex1			

Clause 761

the       fire    go                   underneath

M1	Subj		Fin Pred	Circ-Adj
	Mood		Mood-Residue	Residue
T1	Actor		Proc Mat	Locn Place
MET1				

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	
Lex1			

Clause 762

	and	boils		you
M1		Fin Pred Mood-Residue	Comp Residue	
T1		Proc Mat	Goal	
MET1				

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative ellipsed	TENSE present
Lex1			

Clause 763

	mmm
M1	
T1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support register	Mood minor	
Lex1			

Clause 764

	((12	secs	of	talk	which	is	difficult	to	transcribe))
M1									
T1									
MET1									

Int1			
Lex1			

Clause 765

do     you     people     need     to have a     wriggle     or something?

M1	Fin Mood	Subj Mood		Pred Residue			Comp Residue			
T1		Actor		Proc Mat			Goal			
MET1										

Int1	SPEECH-FUNCTION Open initiate demand closed gdsservices	Mood YN-interrogative full	TENSE present	Mood metaphor
Lex1	Appraisal token	Appraisal attitude judgement socialesteem tenacity		

Clause 766

no

M1	
T1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond confront reply decline	Mood declarative ellipsed	
Lex1			



### Clause 767

yes you do

M1		Subj Mood	Fin Mood
T1			
MET1			

Int1	SPEECH-FUNCTION Sustain react respond confront reply contradict	Mood declarative ellipsed	
Lex1			

### Clause 768

let' s stand up

M1	Subj Mood	Pred Residue	
T1	Actor	Proc Mat	
MET1			

Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood imperative full	TENSE present
Lex1			

### Clause 769

oooohhh ((the sounds of reluctance))

M1				
T1				
MET1				

Int1	SPEECH-FUNCTION Sustain react respond support reply comply	Mood minor	
Lex1			

#### Clause 770

Rob' s going to demonstrate what you will do

M1	Subj Mood	Fin Mood	Pred Residue			Comp Residue			
T1	Actor	Proc Mat				Goal			
MET1	Exp Proc Ent								

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative full	TENSE future
Lex1			

#### Clause 771

if your clothes caught on fire

M1	Subj Mood		Fin Pred Mood-Residue		
T1	Actor		Proc Mat		
MET1					

Int1			
Lex1			

### Clause 772

oh might need ....

M1				
T1				
MET1				

Int1		Mood unknown	
Lex1			

### Clause 773

can you move just a bit please? ((to children seated near

M1	Fin Mood	Subj Mood	Pred Residue	Adj Mood	Circ-Adj Residue						
T1	Proc Mat	Actor	Proc Mat		Ext Dist						
MET1											

Int1	SPEECH-FUNCTION Open initiate demand closed gdsservices	Mood YN-interrogative full	TENSE present	Mood metaphor
Lex1				

### Clause 774

((short utterances of protest))

M1				
T1				
MET1				

Int1			
Lex1			

Clause 775

clothes      are      on      fire

M1	Subj Mood	Fin Mood	Comp Residue	
T1	Carr	Proc Reln Attr Int	Att	
MET1				

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative full	TENSE present
Lex1			

Clause 776

so    get            down

M1	Pred Residue	Circ-Adj Residue
T1	Proc Mat	Mann Qual
MET1		

Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood imperative full	
Lex1			

Clause 777

and    ((demonstrating      rolling))

M1		
T1		
MET1		

Int1			
Lex1			

### Clause 778

((giggling))

M1	
T1	
MET1	

Int1			
Lex1			

### Clause 779

you got to cover your throat Rob

M1	Subj	Fin Modl	Pred		Comp		Voc-Adj
	Mood	Mood	Residue		Residue		
T1	Actor	Proc Mat			Goal		
MET1							

Int1	SPEECH-FUNCTION	Mood	MODALITY	TENSE
	Sustain	declarative	Modulation	present
	react	full	obligation	
	respond		high	
	support			
	develop			
	extend			
Lex1				

### Clause 780

oh yeah

M1		
T1		
MET1		

Int1	SPEECH-FUNCTION Sustain react respond support reply acknowledge	Mood minor	
Lex1			

#### Clause 781

right good boy

M1			
T1			
MET1			

Int1	SPEECH-FUNCTION Sustain react respond support reply acknowledge	Mood minor	
Lex1	Appraisal attitude judgement socialsanction propriety		

#### Clause 782

and that' s what you do

M1	Subj TH Mood	Fin Mood	Comp Residue		
T1	Token	Proc ReIn Iden Int	Value		
MET1					

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative full	TENSE present
Lex1			

### Clause 783

the last thing you do or the thing that you don't do is run

M1	Subj Mood											Fin Mood	Comp Residue
T1	Token											Proc ReIn Iden Int	Value
MET1	Exp Proc Ent												

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE present
Lex1	Appraisal token	Appraisal attitude appreciation valuation	

### Clause 784

that' s what I'm going to do

M1	Subj Mood	Fin Mood	Comp Residue				
T1	Token	Proc ReIn Iden Int	Value				
MET1							

Int1	SPEECH-FUNCTION Sustain react respond confront reply disavow	Mood declarative full	TENSE present
Lex1			

#### Clause 785

flat on the floor or ground or wherever it might be and roll over

M1														Fin Pred Mood-Residue	
T1														Proc Mat	Mann Qual
MET1															

Int1	SPEECH-FUNCTION Sustain continue append enhance	Mood declarative ellipsed	
Lex1			

#### Clause 786

( )

M1		
T1		
MET1		

Int1			
Lex1			

#### Clause 787

now after questacom?

M1			
T1			
MET1			



Int1	<b>SPEECH-FUNCTION</b> Open initiate demand closed information fact	<b>Mood</b> WH-interrogative ellipsed	
Lex1			

#### Clause 788

	no	we'	re	still	at	Questacom	...con...com
M1		Subj Mood	Fin Mood	Adj Mood	Comp Residue		
T1		Carr	Proc ReIn Attr Circ		Att Circ		
MET1							

Int1	<b>SPEECH-FUNCTION</b> Sustain continue monitor	<b>Mood</b> declarative full	<b>MOOD-ADJUNCT</b> time	<b>TENSE</b> present
Lex1				

#### Clause 789

	what'	s	the	ending?
M1	Subj Mood	Fin Mood	Comp Residue	
T1	Token	Proc ReIn Iden Int	Value	
MET1	Exp Attrib Ent			

Int1	SPEECH-FUNCTION Open initiate demand closed information fact	Mood WH-interrogative full	TENSE present
Lex1			

## Clause 790

questacon ((exaggeratedly))

M1		
T1		
MET1		

Int1	SPEECH-FUNCTION	Mood	
	Sustain	declarative	
	react	ellipsed	
	respond		
	support		
	reply		
	answer		
Lex1			

## Clause 791

we specially took notice of the spelling on Friday ((to me))

[illegible]

Int1	<p><b>SPEECH-FUNCTION</b></p> <p>Sustain</p> <p>react</p> <p>respond</p> <p>support</p> <p>develop</p> <p>elaborate</p>	<p><b>Mood</b></p> <p>declarative</p> <p>full</p>	<p><b>TENSE</b></p> <p>past</p>
Lex1			

Clause 792

oh ((laughing))

M1	
T1	
MET1	

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain react respond support engage</div>	<div>Mood</div> <div>minor</div>	
Lex1			

Clause 793

we'      ve      been      saying      questacom      for      years

M1	<div>Subj</div> <div>Mood</div>	<div>Fin</div> <div>Mood</div>	<div>Pred</div> <div>Residue</div>		<div>Comp</div> <div>Residue</div>	<div>Circ-Adj</div> <div>Residue</div>	
T1	<div>Sayer</div>	<div>Proc</div> <div>Verbl</div>			<div>Verb</div>	<div>Ext</div> <div>Dur</div>	
MET1							

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain continue append extend</div>	<div>Mood</div> <div>declarative full</div>	<div>TENSE</div> <div>past</div>
Lex1			

Clause 794

right

M1	
T1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support register	Mood minor	
Lex1			

#### Clause 795

	it'	s	Questacon
M1	Subj Mood	Fin Mood	Comp Residue
T1	Token	Proc ReIn Iden Int	Value
MET1			

Int1	SPEECH-FUNCTION Sustain continue append elaborate	Mood declarative full	TENSE present
Lex1			

#### Clause 796

	I	say	Questacon
M1	Subj Mood	Fin Pred Mood-Residue	Comp Residue
T1	Sayer	Proc Verbl	Verb
MET1			

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support develop elaborate	<b>Mood</b> declarative full	<b>TENSE</b> present
Lex1			

#### Clause 797

	so	everybody	had	a	turn	on	lots	and	lots	of	those
M1		Subj	Fin Pred	Comp		Circ-Adj					
		Mood	Mood-Residue	Residue		Residue					
T1		Actor	Proc Mat	Goal		Locn Place					
MET1	Exp										
	Proc										
	Qual										

Int1	<b>SPEECH-FUNCTION</b> Sustain continue append enhance	<b>Mood</b> declarative full	<b>TENSE</b> past
Lex1			

#### Clause 798

	something	I	noticed	people	did	...
M1						
T1						
MET1						

Int1	<b>Mood</b> declarative ellipsed	
Lex1		

Clause 799

I can remember a few people said 'oh this is dumb, this is

M1	Subj	Fin Modl	Pred	Comp									
	Mood	Mood	Residue	Residue									
T1	Sens	Proc Ment Cogn		Phen Range									
MET1													

Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood declarative full	MODALITY Modulation capability	TENSE present
Lex1	Appraisal attitude appreciation reaction impact			

Clause 800

( )

M1		
T1		
MET1		
Int1		
Lex1		

Clause 801

and the question was asked 'did you read the instructions?'

M1		Subj Mood		Fin Mood	Comp Residue	Subj Mood				
T1		Verb		Proc Verbl		Verb				
MET1	Exp Proc Ent									

Int1	SPEECH-FUNCTION Sustain continue append extend	Mood declarative full	TENSE past
Lex1			

#### Clause 802

no (ellipsis of 'they said no they didn't read the instructions')

M1										
T1										
MET1										

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative ellipsed	
Lex1			

#### Clause 803

so then they read the instructions

M1			Subj	Fin Pred	Comp	
T1			Mood	Mood-Residue	Residue	
MET1	Exp Proc Ent		Actor	Proc Mat	Goal	

Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood declarative full	TENSE past
Lex1			

# Clause 804

that was easy

M1	Subj Mood	Fin Mood	Comp Residue
T1	Carr	Proc ReIn Attr Int	Att
MET1			

Int1	SPEECH-FUNCTION Sustain react respond support develop extend	Mood declarative full	TENSE past
Lex1	Appraisal attitude appreciation valuation		

# Clause 805

and what happened?

M1	Subj Mood	Fin Pred Mood-Residue
T1	Actor	Proc Mat
MET1		

Int1	SPEECH-FUNCTION Sustain continue append extend	Mood WH-interrogative full	TENSE past
Lex1			



Clause 806

this    thing    that    was    too    hard    and    dumb    and    stupid    ...?

M1										
T1										
MET1										

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood WH-interrogative ellipsed	
Lex1			

Clause 807

what    happened

M1	Subj WH Mood	Fin Pred Mood-Residue
T1	Actor Mat	Proc
MET1		

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood WH-interrogative full	TENSE past
Lex1			

Clause 808

after    the    instructions    were    read?

M1	Subj Mood		Fin Mood	Pred Residue
T1	Goal		Proc Mat	
MET1	Exp Proc Ent			

Int1	Mood WH-interrogative full	
Lex1		

# **Clause 809**

	it	became	easy
M1	Subj Mood	Fin Pred Mood-Residue	Comp Residue
T1	Carr	Proc ReIn Attr Int	Att
MET1			

Int1	SPEECH-FUNCTION Sustain react respond support reply answer	Mood declarative full	TENSE past
Lex1			

# **Clause 810**

	(a	brief	time	of	comment	impossible	to	transcribe))
M1								
T1								
MET1								
Int1								
Lex1								

### Clause 811

I was listening to the music Miss Lee

M1	Subj Mood	Fin Mood	Pred Residue	Comp Residue	Voc-Adj	
T1	Behav	Proc Behl	Goal			
MET1						

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative full	TENSE past
Lex1			

### Clause 812

and this song come on

M1	Subj Mood	Fin Pred Mood-Residue
T1	Actor	Proc Mat
MET1		

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE present
Lex1			

### Clause 813

and the man swore

M1	Subj Mood	Fin Pred Mood-Residue
T1	Sayer	Proc Verbl
MET1		

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE past
Lex1	Appraisal token	Appraisal attitude judgement socialsanction propriety	

#### Clause 814

oh cool

M1		
T1		
MET1		

Int1	SPEECH-FUNCTION Sustain react respond support reply acknowledge	Mood minor	
Lex1			

#### Clause 815

so what was that activity about Sally?

M1	Circ-Adj Residue	Fin Mood	Subj Mood		Circ-Adj Residue	Voc-Adj
T1	Att Circ	Proc Reln Attr Circ	Carr		Att Circ	
MET1	Exp Proc Ent					

Int1	<b>SPEECH-FUNCTION</b> Sustain react rejoinder support track probe	<b>Mood</b> WH-interrogative full	<b>TENSE</b> past
Lex1			

#### Clause 816

I'      ll      tell      ya

M1	<b>Subj</b> Mood	<b>Fin</b> Mood	<b>Pred</b> Residue	<b>Comp</b> Residue
T1	<b>Sayer</b>	<b>Proc</b> Verbl		<b>Rec</b>
MET1				

Int1	<b>SPEECH-FUNCTION</b> Sustain react rejoinder support respond resolve	<b>Mood</b> declarative full	<b>TENSE</b> future
Lex1			

#### Clause 817

it'      s      got      a      kid on      tha um on the bike

M1	<b>Subj</b> Mood	<b>Fin</b> Mood	<b>Pred</b> Residue	<b>Comp</b> Residue	<b>Circ-Adj</b> Residue					
T1		<b>Proc</b> Exist		<b>Ex</b>	<b>Locn</b> Place					
MET1										

Int1	<b>SPEECH-FUNCTION</b> Sustain continue prolong elaborate	<b>Mood</b> declarative full	<b>TENSE</b> present
Lex1			

### Clause 818

and first off he

M1				
T1				
MET1				

Int1	<b>SPEECH-FUNCTION</b> Sustain continue prolong extend	<b>Mood</b> declarative abandoned	
Lex1			

### Clause 819

it' s not your turn

M1	<b>Subj</b> Mood	<b>Fin</b> Mood	<b>Comp</b> Residue	
T1	<b>Token</b> Possr	<b>Proc</b> ReIn Iden Poss	<b>Value</b> Possd	
MET1				

Int1	<b>SPEECH-FUNCTION</b> Sustain react rejoinder confront challenge rebound	<b>Mood</b> declarative full	<b>TENSE</b> present	<b>POLARITY</b> negative
Lex1	Appraisal token	Appraisal attitude judgement socialsanction propriety		

Clause 820

no    you    don't    (    )

M1					
T1					
MET1					

Int1	<b>SPEECH-FUNCTION</b> Sustain continue monitor	<b>Mood</b> declarative ellipsed	
Lex1			

Clause 821

you    got    to    stay    on    the    bike    first

M1	Subj	Fin Modl	Pred		Circ-Adj			Circ-Adj
	Mood	Mood	Residue		Residue			Residue
T1	Actor	Proc Mat			Goal			Locn Time
MET1								

Int1	<b>SPEECH-FUNCTION</b> Sustain continue prolong elaborate	<b>Mood</b> declarative full	<b>MODALITY</b> Modulation obligation high	<b>TENSE</b> present
Lex1				

Clause 822

and    you    quick...

M1			
T1			
MET1			

Int1	<b>SPEECH-FUNCTION</b> Sustain continue prolong extend	<b>Mood</b> declarative abandoned	
Lex1			

Clause 823

where the stairs are coming from

M1		Subj Mood		Fin Mood	Pred Residue	
T1		Actor		Proc Mat		
MET1						

Int1	Mood declarative full	TENSE present
Lex1		

Clause 824

then you ( )

M1				
T1				
MET1				

Int1	Mood declarative abandoned	
Lex1		

Clause 825

( )and then you have got to try and find out where the sound is

M1				Subj	Fin	Fin Modl	Pred					Comp			
				Mood	Mood	Mood	Residue					Residue			
T1				Sens	Proc Ment Cogn							Phen Range			
MET1															



Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood declarative full	MODALITY Modulation obligation high	TENSE present
Lex1				

#### Clause 826

what was the reason for that?

M1	Comp Residue	Fin Mood	Subj Mood			
T1	Token	Proc Reln Iden Int	Value			
MET1	Exp Circ Ent					

Int1	SPEECH-FUNCTION Sustain react rejoinder support track probe	Mood WH-interrogative full	TENSE past
Lex1			

#### Clause 827

what was that one about?

M1	Comp Residue	Fin Mood	Subj Mood		Comp Residue
T1	Att Circ	Proc Reln Attr Circ	Carr		Att Circ
MET1					

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood WH-interrogative full	TENSE past
Lex1			

#### Clause 828

who knows?

M1	Subj Mood	Fin Pred Mood-Residue
T1	Sens	Proc Ment Cogn
MET1		

Int1	SPEECH-FUNCTION Sustain continue monitor	Mood WH-interrogative full	TENSE present
Lex1			

#### Clause 829

um when you' re driving

M1		Subj Mood	Fin Mood	Pred Residue
T1		Actor	Proc Mat	
MET1				

Int1		TENSE present
Lex1		

### Clause 830

	when	you	got		the	music	full	bore
M1		Subj	Fin	Pred	Comp		Circ-Adj	
		Mood	Mood-Residue		Residue		Residue	
T1		Actor	Proc	Mat	Goal		Mann	Qual
MET1								

Int1		TENSE
		present
Lex1		

### Clause 831

	you	hear		this	noise	or	something,
M1	Subj	Fin	Pred	Comp			
	Mood	Mood-Residue		Residue			
T1	Sens	Proc	Phen				
		Ment	Range				
		Perc					
MET1							

Int1	SPEECH-FUNCTION	Mood
	Sustain	declarative
	continue	full
	prolong	
	elaborate	
Lex1		

### Clause 832

	um	you	don't	know	where	it' s	come	from
M1		Subj	Fin	Pred	Comp			
		Mood	Mood	Residue	Residue			
T1		Sens	Proc	Phen				
			Ment	Range				
			Cogn					
MET1								

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE present	POLARITY negative
Lex1				

### Clause 833

and it could be someone hurt or something

M1	Subj	Fin Modl	Pred	Comp			
T1	Mood	Mood	Residue	Residue			
MET1		Proc Exist		Ex			

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	MODALITY Modalization probability low	TENSE future
Lex1				

### Clause 834

so is there another activity somebody liked particularly well that they

M1	Fin Mood	Subj Mood	Comp Residue						
T1	Proc Exist		Ex						
MET1	Exp Proc Ent								

Int1	SPEECH-FUNCTION Open initiate demand open information opinion	Mood YN-interrogative full	TENSE present
Lex1	Appraisal attitude appreciation reaction impact		

### Clause 835

	I	like	the	Lego	man
M1	Subj	Fin Pred Mood Mood-Residue	Comp Residue		
T1	Sens	Proc Ment Aff	Phen Range		
MET1	Exp Circ Qual				

Int1	SPEECH-FUNCTION Sustain react respond support reply answer	Mood declarative full	TENSE present
Lex1	Appraisal attitude affect happinessunhappiness affection		

Clause 836

	where	you	go	it	up
M1		Subj	Fin	Comp	Circ-Adj
		Mood	Pred	Residue	Residue
		Mood-Residue			
T1		Actor	Proc	Goal	Locn
		Mat			Place
MET1					

Int1	Mood	TENSE
	declarative	present
	full	
Lex1		

Clause 837

	and	you	can	put	it	in	gears
M1		Subj	Fin	Pred	Comp	Circ-Adj	
		Mood	Modl	Residue	Residue	Residue	
		Mood					
T1		Actor	Proc	Goal	Mann		
		Mat			Qual		
MET1							

Int1	SPEECH-FUNCTION	Mood	MODALITY	TENSE
	Sustain	declarative	Modulation	present
	continue	full	capability	
	prolong			
	extend			
Lex1				

Clause 838

	and	I	liked	how	you	have	to	try	and	put	them	down
M1		Subj	Fin	Comp								
		Mood	Pred	Residue								
		Mood-Residue										
T1		Sens	Proc	Phen								
		Ment	Range									
		Aff										
MET1												

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE past
Lex1	Appraisal attitude affect satisfactiondissatisfaction interest		

### Clause 839

	I	always	hit	it
M1	Subj Mood	Adj Mood	Fin Pred Mood-Residue	Comp Residue
T1	Actor	Proc Mat		Goal
MET1				

Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood declarative full	MOOD-ADJUNCT usuality	TENSE past
Lex1				

### Clause 840

	were	you	doing	it	on	purpose?
M1	Fin Mood	Subj Mood	Pred Residue	Comp Residue	Circ-Adj Residue	
T1	Proc Mat	Actor	Proc Mat	Goal	Caus Reas	
MET1						

Int1	SPEECH-FUNCTION Knowledge question	Mood YN-interrogative full	TENSE past
Lex1			

Clause 841

yes (ellipsis of 'Yes I was doing it on purpose')

M1									
T1									
MET1									

Int1	SPEECH-FUNCTION Sustain react respond support reply answer	Mood declarative ellipsed	
Lex1			

Clause 842

so you weren't actually doing the activity [[how you are meant

M1	Subj Mood	Fin Mood	Adj Mood	Pred Residue	Comp Residue		Circ-Adj Residue			
T1	Actor	Proc Mat			Goal		Mann Qual			
MET1	Exp Proc Ent									

Int1	SPEECH-FUNCTION Sustain react rejoinder support track check	Mood declarative full	TENSE past	POLARITY negative
Lex1	Appraisal token	Appraisal attitude judgement socialsanction propriety		



### Clause 843

that' s mean

M1	Subj Mood	Fin Mood	Comp Residue
T1	Carr	Proc ReIn Attr Int	Att
MET1			

Int1	SPEECH-FUNCTION Sustain react respond support develop extend	Mood declarative full	TENSE present
Lex1	Appraisal attitude judgement socialsanction propriety		

### Clause 844

do you think that was sensible doing that?

M1	Fin Mood	Subj Mood	Pred Residue	Comp Residue				
T1	Proc Ment Cogn	Sens	Proc Ment Cogn	Phen Range				
MET1								

Int1	SPEECH-FUNCTION Open initiate demand open information opinion	Mood YN-interrogative full	TENSE present
Lex1	Appraisal attitude appreciation valuation		

Clause 845

no ( ) (ellipsis of 'No I don't think it was sensible')

M1											
T1											
MET1											

Int1	<div><div>SPEECH-FUNCTION</div><div>Sustain react respond support reply answer</div></div>	<div><div>Mood</div><div>declarative ellipsed</div></div>	
Lex1			

Clause 846

so Luke did you build the Lego person?

M1			Fin Mood	Subj Mood	Pred Residue	Comp Residue		
T1			Proc Mat	Actor	Proc Mat	Goal		
MET1	Exp Circ Qual							

Int1	<div><div>SPEECH-FUNCTION</div><div>Open initiate demand closed information fact</div></div>	<div><div>Mood</div><div>YN-interrogative full</div></div>	<div><div>TENSE</div><div>past</div></div>
Lex1			

### Clause 847

or was that already built?

M1		Fin Mood	Subj Mood	Adj Mood	Pred Residue
T1		Proc Mat	Goal	Proc Mat	
MET1					

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood YN-interrogative full	MOOD-ADJUNCT time	TENSE past
Lex1				

### Clause 848

no it was already built

M1		Subj Mood	Fin Mood	Adj Mood	Pred Residue
T1		Goal	Proc Mat		
MET1					

Int1	SPEECH-FUNCTION Sustain react respond support reply answer	Mood declarative full	TENSE past	POLARITY negative
Lex1				

### Clause 849

then lights just shine up

M1		Subj Mood	Adj Mood	Fin Pred Mood-Residue	
T1		Actor	Proc Mat		
MET1					

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	MOOD-ADJUNCT intensity	TENSE present
Lex1				

#### Clause 850

because it' s new ( )

M1		Subj Mood	Fin Mood	Comp Residue		
T1		Carr	Proc ReIn Attr Int	Att		
MET1						

Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood declarative ellipsed	
Lex1			

#### Clause 851

((short exchange of rapid talk among children difficult to hear on tape))

M1												
T1												
MET1												

Int1			
Lex1			

#### Clause 852

Jenny?

M1	
T1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support engage	Mood minor	
Lex1			

### Clause 853

I liked the um

M1				
T1				
MET1				

Int1		Mood declarative abandoned	
Lex1	Appraisal attitude affect happinessunhappiness affection		

### Clause 854

just listen here quickly

M1	Adj Mood	Pred Residue	Circ-Adj Residue	Circ-Adj Residue
T1	Proc Behl	Proc Behl	Locn Place	Mann Qual
MET1				

Int1	SPEECH-FUNCTION Open initiate demand closed gdsservices	Mood imperative full	MOOD-ADJUNCT intensity	TENSE present
Lex1				

Clause 855

I liked the one with the

M1						
T1						
MET1						

Int1		Mood declarative abandoned	
Lex1			

Clause 856

( )

M1		
T1		
MET1		

Int1			
Lex1			

Clause 857

I liked the game with the balls and where you stick em on

M1	Subj	Fin Temp Mood	Comp Residue										
T1	Sens	Proc Ment Aff	Phen Range										
MET1													

Int1	SPEECH-FUNCTION Open initiate give information opinion	Mood declarative full	TENSE past
Lex1	Appraisal attitude affect happinessunhappiness affection		

#### Clause 858

and then you got to feel them

M1		Subj Mood	Fin Mood	Pred Residue	Comp Residue
T1		Actor	Proc Mat		Goal
MET1					

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	
Lex1			

#### Clause 859

and I rammed them

M1	Subj Mood	Fin Pred Mood-Residue	Comp Residue
T1	Actor	Proc Mat	Goal
MET1			

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE past
Lex1			

#### Clause 860

and I rammed this truck and this car – the police car

M1	Subj Mood	Fin Pred Mood-Residue	Comp Residue									
T1	Actor	Proc Mat	Goal									
MET1												

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE past
Lex1			

#### Clause 861

I rammed it with a ball

M1	Subj Mood	Fin Pred Mood-Residue	Comp Residue	Circ-Adj Residue		
T1	Proc Mat	Proc Mat	Goal	Mann Means		
MET1						

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE past
Lex1			



Clause 862

((laughing))

M1	
T1	
MET1	
Int1	
Lex1	

Clause 863

were you supposed to ram it with the ball?

M1	Fin Mood	Subj Mood	Fin Modl Mood	Pred Residue		Comp Residue	Circ-Adj Residue		
T1	Proc Mat	Actor	Proc Mat			Goal	Mann Means		
MET1									
Int1	SPEECH-FUNCTION Sustain react rejoinder support track probe			Mood YN-interrogative full		TENSE past			
Lex1									

Clause 864

no (ellipsis of 'No I wasn't supposed to ...')

M1									
T1									
MET1									

Int1	<b>SPEECH-FUNCTION</b> Sustain react rejoinder support respond resolve	<b>Mood</b> declarative ellipsed	
Lex1			

#### Clause 865

you got to try and control the ball

M1	Subj Mood	Fin Mood	Pred Residue				Comp Residue	
T1	Actor	Proc Mat					Goal	
MET1								

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support develop elaborate	<b>Mood</b> declarative full	<b>MODALITY</b> Modulation obligation high	<b>TENSE</b> present
Lex1				

#### Clause 866

she can't control it

M1	Subj Mood	Fin Modl Mood	Pred Residue	Comp Residue
T1	Actor	Proc Mat		Goal
MET1				

Int1	SPEECH-FUNCTION Sustain react respond support develop extend	Mood declarative full	MODALITY Modulation capability	TENSE present	POLARITY negative
Lex1	Appraisal token	Appraisal attitude judgement socialesteem capacity			

### Clause 867

((some brief responses usually affirmative))

M1				
T1				
MET1				

Int1			
Lex1			

### Clause 868

NV

M1	
T1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support engage		
Lex1			

Clause 869

Victoria?      Victoria?

M1		
T1		
MET1		

Int1	SPEECH-FUNCTION Sustain react respond support engage		
Lex1			

Clause 870

I                liked                                the                one    [[where        you        got        to                sit    on

M1	Subj Mood	Fin Pred Mood-Residue	Comp Residue			Subj Mood	Fin Mood	Pred Residue		Circ-Adj Residue
T1	Sens	Proc Ment Aff	Phen Range							
T2						Actor	Proc Mat			Locn Place
MET1										

Int1	SPEECH-FUNCTION Open initiate give information opinion	Mood declarative full	TENSE past
Lex1	Appraisal attitude affect happinessunhappiness affection		

### Clause 871

you got to steer the wheels

M1	Subj Mood	Fin Modl Mood	Pred Residue		Comp Residue	
T1	Actor	Proc Mat			Goal	
MET1						

Int1	SPEECH-FUNCTION Sustain continue prolong extend		Mood declarative full	MODALITY Modalization probability high	TENSE present
Lex1					

### Clause 872

there' s a car

M1	Subj Mood	Fin Mood	Comp Residue	
T1		Proc Exist	Ex	
MET1				

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate		Mood declarative full	TENSE present	POLARITY positive
Lex1					

### Clause 873

you can't see the car

M1	Subj Mood	Fin Modl Mood	Pred Residue	Comp Residue	
T1	Sens	Proc Ment Perc		Phen Range	
MET1					

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	MODALITY Modulation capability	TENSE past
Lex1				

#### Clause 874

but you got to (be careful of the car)

M1	Subj Mood	Fin Modl Mood	Pred Residue			Circ-Adj Residue		
T1	Carr	Proc ReIn Attr Int				Matt		
MET1								

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	MODALITY Modulation obligation high	TENSE present
Lex1				

#### Clause 875

then the person comes up

M1	Subj Mood		Fin Pred Mood-Residue	Circ-Adj Residue
T1	Actor		Proc Mat	Locn Place
MET1				

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE present
Lex1			

### Clause 876

you got to quickly stop

M1	Subj Mood	Fin Modl Mood	Pred Residue	Circ-Adj Residue	Pred Residue
T1	Actor	Proc Mat		Mann Qual	Proc Mat
MET1					
Int1	SPEECH-FUNCTION Sustain continue prolong extend		Mood declarative full	MODALITY Modulation obligation high	TENSE present
Lex1					

### Clause 877

and if you hit it

M1		Subj Mood	Fin Pred Mood-Residue	Comp Residue
T1		Actor	Proc Mat	Goal
MET1				
Int1		Mood declarative full	TENSE future	
Lex1				

### Clause 878

then it shows up the top

M1		Subj Mood	Fin Pred Mood-Residue	Circ-Adj Residue		
T1		Actor	Proc Mat	Locn Place		
MET1						

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE present
Lex1			

#### Clause 879

yeah ( )

M1			
T1			
MET1			

Int1	SPEECH-FUNCTION Sustain react respond support register	Mood minor	
Lex1			

#### Clause 880

and you hit it

M1	Subj	Fin Pred Mood	Comp Mood-Residue Residue
T1	Actor	Proc Mat	Goal
MET1			

Int1	SPEECH-FUNCTION Sustain continue append extend	Mood declarative full	TENSE present
Lex1			



Clause 881

and you have

M1			
T1			
MET1			

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain continue prolong extend</div>	<div>Mood</div> <div>declarative abandoned</div>	
Lex1			

Clause 882

( )

M1		
T1		
MET1		

Int1			
Lex1			

Clause 883

Jake

M1	
T1	
MET1	

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain react respond support engage</div>	<div>Mood</div> <div>minor</div>	
Lex1			

Clause 884

and then you don't hit it without braking

M1			Subj Mood	Fin Mood	Pred Residue	Comp Residue	Circ-Adj Residue	
T1			Actor	Proc Mat		Goal	Mann Qual	
MET1								

Int1	SPEECH-FUNCTION Sustain react respond support develop extend	Mood declarative full	TENSE present	POLARITY negative
Lex1				

Clause 885

right

M1	
T1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support register	Mood minor	
Lex1			

Clause 886

yeah without hitting the people

M1		Circ-Adj Residue			
T1		Mann Qual			
MET1					

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support develop elaborate	<b>Mood</b> declarative ellipsed	
Lex1			

### Clause 887

is      that      the      one    [[that had the lights on]]?

M1	<b>Fin</b> Mood	<b>Subj</b> TH Mood	<b>Comp</b> Residue						
T1	<b>Proc</b> ReIn Iden Int	<b>Token</b>	<b>Value</b>						
MET1									

Int1	<b>SPEECH-FUNCTION</b> Sustain react rejoinder support track clarify	<b>Mood</b> YN-interrogative full	<b>TENSE</b> present
Lex1			

### Clause 888

but    I      kept      hitting      the      people

M1		<b>Subj</b> Mood	<b>Fin</b> Pred Mood-Residue	<b>Pred</b> Residue	<b>Comp</b> Residue	
T1		<b>Actor</b>	<b>Proc</b> Mat		<b>Goal</b>	
MET1						

Int1	SPEECH-FUNCTION Sustain continue append enhance	Mood declarative full	TENSE past
Lex1			

#### Clause 889

	because	you	can't	see	the	car
M1		Subj	Fin Modl	Pred	Comp	
		Mood	Mood	Residue	Residue	
T1		Sens	Proc Ment Perc		Phen Range	
MET1						

Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood declarative full	MODALITY Modulation capability	TENSE past	POLARITY negative
Lex1					

#### Clause 890

	and	you	want	to	stop
M1		Subj	Fin Pred		
		Mood	Mood-Residue		
T1		Sens	Proc Ment Aff		
MET1					

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE present
Lex1			

Clause 891

((sounds of protest))

M1			
T1			
MET1			
Int1			
Lex1			

Clause 892

and that is exactly what happens out on the highway

M1		Subj TH Mood	Fin Mood	Adj Mood	Comp Residue				
T1		Token	Proc ReIn Iden Int		Value				
MET1									
Int1	SPEECH-FUNCTION Sustain react respond support develop enhance			Mood declarative full		MOOD-ADJUNCT intensity		TENSE present	
Lex1									

Clause 893

I done 'better drinking'

M1	Subj Mood	Fin Pred Mood-Residue	Comp Residue	
T1	Actor	Proc Mat	Goal	
MET1	Exp Proc Ent			

Int1	<div>SPEECH-FUNCTION</div> <div>Open</div> <div>initiate</div> <div>give</div> <div>information</div> <div>fact</div>	<div>Mood</div> <div>declarative</div> <div>full</div>	<div>TENSE</div> <div>past</div>
Lex1			

#### Clause 894

and it said now you are allowed a couple of alcoholic

M1	<div>Subj</div> <div>Mood</div>	<div>Fin</div> <div>Pred</div> <div>Mood-Residue</div>	<div>Comp</div> <div>Residue</div>									
T1	<div>Sayer</div>	<div>Proc</div> <div>Verbl</div>	<div>Verb</div>									
MET1												

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain</div> <div>continue</div> <div>prolong</div> <div>extend</div>	<div>Mood</div> <div>declarative</div> <div>full</div>	<div>TENSE</div> <div>past</div>
Lex1			

#### Clause 895

Sally! (laughing)

M1		
T1		
MET1		

Int1	SPEECH-FUNCTION Sustain react respond confront reply disavow	Mood minor	
Lex1	Appraisal token	Appraisal attitude judgement socialsanction propriety	

# Clause 896

	and	I	done	better	doing	that	than	just	normal
M1		Subj	Fin	Circ-Adj					
		Mood	Mood-Residue	Residue					
T1		Actor	Proc	Mann					
			Mat	Qual					
MET1									

Int1	SPEECH-FUNCTION Sustain continue append extend	Mood declarative full	TENSE past
Lex1			

# Clause 897

	like	I'	m	just	driving
M1		Subj	Fin	Adj	Pred
		Mood	Mood	Mood	Residue
T1		Actor	Proc		
			Mat		
MET1					

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	MOOD-ADJUNCT intensity	TENSE present
Lex1				

#### Clause 898

and then I put the brakes on

M1		Subj	Fin Pred Mood	Fin Pred Mood-Residue	Comp Residue		Fin Pred Mood-Residue
T1		Actor	Proc Mat		Goal		Proc Mat
MET1							

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE present
Lex1			

#### Clause 899

and I hit him

M1		Subj	Fin Pred Mood	Fin Pred Mood-Residue	Comp Residue
T1		Actor	Proc Mat		Goal
MET1					

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE past
Lex1			



Clause 900

and then when I had a couple of alcoholic drinks

M1				Subj Mood	Fin Mood	Comp Residue				
T1				Actor	Proc Mat	Goal				
MET1										

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE past
Lex1			

Clause 901

I' m fine

M1	Subj Mood	Fin Mood	Comp Residue
T1	Carr	Proc Reln Attr Int	Att
MET1			

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE present
Lex1			

Clause 902

I didn't (ellipsis of 'I didn't hit him')

M1							
T1							
MET1							

Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood declarative ellipsed	
Lex1			

### Clause 903

is that how you think it really works? ((laughing))

M1	Fin Mood	Subj Mood	Comp Residue					
T1	Proc ReIn Iden Int	Token	Value					
MET1								

Int1	SPEECH-FUNCTION Sustain react rejoinder support track clarify	Mood YN-interrogative full	TENSE present
Lex1			

### Clause 904

no it' s funny

M1	Subj Mood	Fin Mood	Comp Residue
T1	Carr	Proc ReIn Attr Int	Att
MET1			

Int1	SPEECH-FUNCTION Sustain react rejoinder support respond repair	Mood declarative full	
Lex1	Appraisal attitude appreciation reaction impact		

### Clause 905

no it 's not

M1				
T1				
MET1				

Int1	SPEECH-FUNCTION Sustain react rejoinder confront response refute	Mood declarative ellipsed	TENSE present	POLARITY negative
Lex1				

### Clause 906

that' s not how it really works

M1	Subj TH Mood	Fin Mood		Comp Residue		
T1	Token	Proc ReIn Iden Int		Value		
MET1						

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE present	POLARITY negative
Lex1	Appraisal attitude appreciation composition complexity			

### Clause 907

	I	liked	that	one
M1	Subj	Fin Pred Mood Mood-Residue	Comp Residue	
T1	Sens	Proc Ment Aff	Phen Range	
MET1				

Int1	SPEECH-FUNCTION Sustain react rejoinder support track confirm	Mood declarative full	TENSE past
Lex1	Appraisal attitude affect happinessunhappiness affection		

### Clause 908

	well	now	just	forget	about	those	for	a minute	those	activities
M1			Adj Mood	Pred Residue	Comp Residue					
T1			Proc Ment Cogn		Phen Range					
MET1										

Int1	SPEECH-FUNCTION Open initiate demand closed gdsservices	Mood imperative full	MOOD-ADJUNCT intensity	TENSE present
Lex1				

### Clause 909

	what	was	something	else	that	happened	in the	Questacon	section?
M1	Subj WH Mood	Fin Mood	Comp Residue						
T1	Token	Proc Reln Iden Int	Value						
MET1									

Int1	SPEECH-FUNCTION Open initiate demand open information fact	Mood WH-interrogative full	TENSE past
Lex1			

Clause 910

somebody got

M1		
T1		
MET1		

Int1	Mood declarative abandoned	
Lex1		

Clause 911

we all went and did some activities

M1	Subj	Fin		Comp	
	Mood	Mood-Residue		Residue	
T1	Actor	Proc		Goal	
		Mat			
MET1	Exp				
	Proc				
	Ent				

Int1	SPEECH-FUNCTION Sustain continue append extend	Mood declarative full	TENSE past
Lex1			

Clause 912

and then ...

M1		
T1		
MET1		

Int1	Mood unknown	
Lex1		

Clause 913

Science      Show

M1		
T1		
MET1		

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support reply answer	<b>Mood</b> declarative ellipsed	
Lex1			

Clause 914

ahhh!

M1	
T1	
MET1	

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support engage	<b>Mood</b> minor	
Lex1			

Clause 915

did      you      want      to ask      some      questions?      ((to me))

M1	Fin Mood	Subj Mood	Pred Residue			Comp Residue			
T1	Proc Ment Aff	Sens	Proc Ment Aff			Phen Range			
MET1									

Int1	SPEECH-FUNCTION Open initiate give gdsservices	Mood YN-interrogative full	TENSE present
Lex1			

#### Clause 916

ah yes

M1		
T1		
MET1		

Int1	SPEECH-FUNCTION Sustain react respond support reply answer	Mood declarative ellipsed	
Lex1			

#### Clause 917

now who' s going to tell me about the Science Show?

M1	Subj WH Mood	Fin Mood	Pred Residue		Comp Residue	Circ-Adj Residue			
T1	Sayer	Proc Verbl			Target	Matt			
MET1									

Int1	SPEECH-FUNCTION Open initiate demand open gdsservices	Mood WH-interrogative full	
Lex1			



# Clause 918

Luke?

M1	
T1	
MET1	

Int1	SPEECH-FUNCTION Sustain continue monitor	Mood minor	
Lex1			

# Clause 919

(well) there was a man

M1		Subj Mood	Fin Mood	Comp Residue	
T1			Proc Exist	Ex	
MET1					

Int1	SPEECH-FUNCTION Sustain react respond support reply answer	Mood WH-interrogative full	TENSE present
Lex1			

# Clause 920

and he had this sort of sticky tape all in his car

M1		Subj Mood	Fin Mood	Comp Residue					Circ-Adj Residue			
T1		Token Possr	Proc Reln Iden Poss	Value Possd					Locn Place			
MET1												

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE past
Lex1	Appraisal graduation focus		

#### Clause 921

and it was on the front

M1	Subj Mood	Fin Mood	Comp Residue		
T1	Carr	Proc ReIn Attr Circ	Att Circ		
MET1					

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE past
Lex1			

#### Clause 922

and they called it

M1	Subj Mood	Fin Pred Mood-Residue	Comp Residue
T1	Assign	Proc ReIn Iden Int	Token
MET1			

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative abandoned	TENSE past
Lex1			

### Clause 923

'the bumbledog'

M1	Comp Residue	
T1	Value	
MET1		

Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood declarative co-constructed	TENSE past
Lex1			

### Clause 924

( ) and he done a picture of it ( )

M1				Subj	Fin Pred	Comp						
				Mood	Mood-Residue	Residue						
T1				Actor	Proc Mat	Goal						
MET1												

Int1	SPEECH-FUNCTION Sustain continue append extend	Mood declarative full	TENSE past
Lex1			

Clause 925

and then he went and made it

M1			Subj	Fin			Comp
			Mood	Mood-Residue			Residue
T1			Actor	Proc			Goal
				Mat			
MET1							

Int1	SPEECH-FUNCTION	Mood	TENSE
	Sustain	declarative	past
	continue	full	
	prolong		
	extend		
Lex1			

Clause 926

and it looked like a real crackle what he did

M1		Subj	Fin		Comp			Subj		
		Mood	Mood-Residue		Residue			Mood		
T1		Carr	Proc	Att				Carr		
			ReIn							
			Attr							
			Int							
MET1										

Int1	SPEECH-FUNCTION	Mood	TENSE
	Sustain	declarative	past
	continue	full	
	prolong		
	extend		
Lex1			

Clause 927

it was called the Friendly Egg ( )

M1	Subj Mood	Fin Mood	Pred Residue	Comp Residue			
T1	Token	Proc ReIn Iden Int		Value			
MET1							

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE past
Lex1			

Clause 928

right

M1	
T1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support register	Mood minor	
Lex1			

Clause 929

( ) rotten eggs

M1			
T1			
MET1			

Int1	Mood unknown	
Lex1		

Clause 930

oh yuk

M1		
T1		
MET1		

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support develop extend	<b>Mood</b> minor	
Lex1			

Clause 931

what was that section in the front of the box for Liam?

M1	Subj WH Mood	Fin Mood	Comp Residue							Pred Mod Residue	Voc-Adj
T1	Token	Proc ReIn Iden Int	Value							Proc ReIn Iden Int	
MET1											

Int1	<b>SPEECH-FUNCTION</b> Sustain react rejoinder support track probe	<b>Mood</b> WH-interrogative full	<b>TENSE</b> past
Lex1			

Clause 932

what was that section in the front of the box for?

M1	Subj	Fin	Comp								Pred
	WH										
	Mood	Mood	Residue								Residue
T1	Token	Proc	Value								Proc
		Reln									Reln
		Iden									Iden
		Int									Int
MET1											

Int1	SPEECH-FUNCTION		Mood	TENSE
	Sustain		WH-interrogative	past
	continue		full	
	prolong			
	elaborate			
Lex1				

Clause 933

(crumping bar )

M1			
T1			
MET1			

Int1	SPEECH-FUNCTION		Mood	
	Sustain		declarative	
	react		ellipsed	
	respond			
	support			
	develop			
	elaborate			
Lex1				

Clause 934

the crumple zone ((to T2))

M1					
T1					
MET1	Exp				
	Attrib				
	Qual				

Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood declarative ellipsed	
Lex1			

### Clause 935

r-i-ght

M1	
T1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support register		
Lex1			

### Clause 936

so what was that about?

M1	Subj Mood	Fin Mood	Comp Residue	Circ-Adj Residue
T1	Carr	Proc ReIn Attr Circ	Att Circ	Matt
MET1				

Int1	SPEECH-FUNCTION Open initiate demand open information fact	Mood WH-interrogative full	TENSE past
Lex1			



### Clause 937

I don't know

M1	Subj	Fin	Pred
	Mood	Mood	Residue
T1	Sens	Proc	
		Ment	
		Cogn	
MET1			

Int1	SPEECH-FUNCTION		Mood	TENSE	POLARITY
	Sustain		declarative	present	negative
	react		full		
	respond				
	support				
	reply				
	answer				
Lex1					

### Clause 938

it was about (a egg)

M1	Subj	Fin	Comp		
	Mood	Mood	Residue		
T1	Carr	Proc	Att		
		Reln	Circ		
		Attr			
		Circ			
MET1					

Int1	SPEECH-FUNCTION		Mood	TENSE
	Sustain		declarative	past
	react		full	
	respond			
	support			
	develop			
	elaborate			
Lex1				

Clause 939

and he got crashed

M1		Subj Mood	Fin Mood	Pred Residue
T1		Goal	Proc Mat	
MET1				

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE past
Lex1			

Clause 940

and car coming with stuff all across the windscreen

M1		Subj Mood	Pred Residue	Circ-Adj Residue					
T1		Actor	Proc Mat	Mann Qual					
MET1									

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	
Lex1			

Clause 941

so if a car has a crumple zone

M1		Subj Mood		Fin Mood	Comp Residue		
T1		Carr Possr		Proc ReIn Attr Poss	Att Possd		
MET1							

Int1	Mood declarative full	TENSE present
Lex1		

#### Clause 942

	what'	s	the	difference	between	that	and	a	car	that	doesn't	have	a
M1	Subj Mood	Fin Mood	Comp Residue										
T1	Token	Proc ReIn Iden Int	Value										
MET1	Exp Attrib Ent												

Int1	SPEECH-FUNCTION Open initiate demand open information fact	Mood WH-interrogative full	TENSE present
Lex1			

#### Clause 943

	that	car	always	crashes
M1	Subj  Mood		Adj  Mood	Fin Pred Mood-Residue
T1	Actor		Proc Mat	
MET1				

Int1	SPEECH-FUNCTION Sustain react respond support reply answer	Mood declarative full	MOOD-ADJUNCT usuality	TENSE present
Lex1				

#### Clause 944

and the one [[that has a crumple]] doesn't

M1								
T1								
MET1								

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative ellipsed	
Lex1			

#### Clause 945

well I will have to think about that one

M1		Subj	Fin	Fin Modl	Pred		Comp		
		Mood	Mood	Mood	Residue		Residue		
T1		Sens	Proc Ment Cogn				Phen Range		
MET1									

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	MODALITY Modulation obligation high	TENSE future
Lex1				

Clause 946

Judy?

M1	
T1	
MET1	

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain continue monitor</div>	<div>Mood</div> <div>minor</div>	
Lex1			

Clause 947

my       nose       is                       bleeding

M1	<div>Subj</div> <div>Mood</div>		<div>Fin</div> <div>Pred</div> <div>Mood-Residue</div>	
T1	<div>Actor</div>		<div>Proc</div> <div>Mat</div>	
MET1				

Int1	<div>SPEECH-FUNCTION</div> <div>Open initiate give information fact</div>	<div>Mood</div> <div>declarative full</div>	<div>TENSE</div> <div>present</div>
Lex1			

Clause 948

can       you       go               and       get       a               tissue?

M1	<div>Fin</div> <div>Modl</div> <div>Mood</div>	<div>Subj</div> <div>Mood</div>	<div>Pred</div> <div>Residue</div>		<div>Comp</div> <div>Residue</div>	
T1	<div>Proc</div> <div>Mat</div>	<div>Actor</div>	<div>Proc</div> <div>Mat</div>		<div>Goal</div>	
MET1						

Int1	SPEECH-FUNCTION Sustain react respond support develop enhance	Mood YN-interrogative full	MODALITY Modulation capability	TENSE future
Lex1				

**Clause 949**

Kylie!

M1	
T1	
MET1	

Int1	SPEECH-FUNCTION Open attend	Mood minor		
Lex1				

**Clause 950**

I        haven't    heard        anything    from    you

M1	Subj Mood	Fin Mood	Pred Residue	Comp Residue		
T1	Sens	Proc Ment Perc		Phen Range		
MET1						

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE present	POLARITY negative
Lex1	Appraisal token	Appraisal attitude judgement socialesteem capacity		

Clause 951

The Science Show – what did you see in the Science

M1	Circ-Adj Residue			Comp WH Residue	Fin Mood	Subj Mood	Pred Residue	Circ-Adj Residue		
T1	Locn Place			Phen Range	Proc Ment Perc	Sens	Proc Ment Perc	Locn Place		
MET1										

Int1	SPEECH-FUNCTION Open initiate demand open information fact	Mood declarative ellipsed	
Lex1			

Clause 952

um (inaudible )

M1		
T1		
MET1		

Int1	SPEECH-FUNCTION Sustain react respond support reply answer	Mood declarative ellipsed	
Lex1			

Clause 953

anything else?

M1		
T1		
MET1		

Int1	SPEECH-FUNCTION Sustain react rejoinder support track probe	Mood YN-interrogative ellipsed	
Lex1			

#### Clause 954

(inaudible )

M1		
T1		
MET1		

Int1	Mood unknown	
Lex1		

#### Clause 955

Adam!

M1	
T1	
MET1	

Int1	SPEECH-FUNCTION Open attend	Mood declarative full	TENSE past
Lex1			

#### Clause 956

haven't heard from you yet

M1	Pred Residue	Comp Residue	Circ-Adj Residue
T1		Phen Range	Locn Time
MET1			



Int1	SPEECH-FUNCTION Sustain continue prolong elaborate		Mood declarative full	TENSE past
Lex1				

#### Clause 957

	what	did	you	see	in	the	Science	Show?
M1	Comp Residue	Fin Mood	Subj Mood	Pred Residue	Circ-Adj Residue			
T1	Phen Range	Proc Ment Perc	Sens	Proc Ment Perc	Locn Place			
MET1								

Int1	SPEECH-FUNCTION Open initiate demand open information fact	Mood WH-interrogative full	TENSE past
Lex1			

#### Clause 958

	well	Ritchie	Mars	crushed	the	egg
M1		Subj Mood		Fin Pred Mood-Residue	Comp Residue	
T1		Actor		Proc Mat	Goal	
MET1						

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support reply answer	<b>Mood</b> declarative full	<b>TENSE</b> past
Lex1			

#### Clause 959

Ritchie    crushed                    the                    egg    did    he?

M1	<b>Subj</b> <b>Fin</b> Pred <b>Mood</b> Mood-Residue	<b>Comp</b> Residue		<b>Fin</b> Mtag	<b>Subj</b> Mtag
T1	<b>Actor</b> Proc Mat	<b>Goal</b>			
MET1					

Int1	<b>SPEECH-FUNCTION</b> Sustain react rejoinder support track check	<b>Mood</b> declarative full	<b>TENSE</b> past
Lex1			

#### Clause 960

right

M1	
T1	
MET1	

Int1	<b>SPEECH-FUNCTION</b> Sustain continue monitor	<b>Mood</b> minor	
Lex1			

Clause 961

yes

M1	
T1	
MET1	

Int1	<b>SPEECH-FUNCTION</b> Sustain react rejoinder support respond resolve	<b>Mood</b> declarative ellipsed	
Lex1			

Clause 962

and      smashed                      it

M1		<b>Fin</b> Pred Mood-Residue	<b>Comp</b> Residue
T1		<b>Proc</b> Mat	<b>Goal</b>
MET1			

Int1	<b>SPEECH-FUNCTION</b> Sustain continue prolong extend	<b>Mood</b> declarative ellipsed	<b>TENSE</b> past
Lex1	Appraisal graduation force		

Clause 963

	you	actually	got	up	in	the	Science	Show
M1	Subj	Adj	Fin		Circ-Adj			
	Mood	Mood	Mood-Residue		Residue			
T1	Actor	Proc			Locn			
		Mat			Place			
MET1								
Int1	SPEECH-FUNCTION		Mood	MOOD-ADJUNCT		TENSE		
	Sustain		declarative	intensity		past		
	react		full					
	respond							
	support							
	develop							
	enhance							
Lex1								

Clause 964

	remember	(what)	Ben	said	(when	he)	pulled	you	up	the	front	with	him
M1	Pred	Comp											
	Residue	Residue											
T1	Proc	Phen											
	Ment	Range											
	Cogn												
MET1													
Int1	SPEECH-FUNCTION		Mood	TENSE									
	Sustain		YN-interrogative	present									
	continue		ellipsed										
	monitor												
Lex1													

Clause 965

and    you    did                    something    special,    didn't    you?

M1		Subj Mood	Fin Pred Mood-Residue	Comp Residue		Fin Mtag	Subj Mtag
T1		Actor	Proc Mat	Goal			
MET1							

Int1	Mood declarative full	TENSE past
Lex1		

Clause 966

Ben?

M1	
T1	
MET1	

Int1	SPEECH-FUNCTION Sustain react rejoinder support track check	Mood minor	
Lex1			

Clause 967

it            was    you            wasn't    it?

M1	Subj Mood	Fin Mood	Comp Residue	Fin Mtag	Subj Mtag
T1	Token	Proc Reln Iden Int	Value		
MET1					

Int1	<b>SPEECH-FUNCTION</b> Sustain react rejoinder support track clarify	<b>Mood</b> declarative full	<b>TENSE</b> past
Lex1			

#### Clause 968

did      you      get      up      then?

M1	Fin	Subj	Pred		Circ-Adj
	Mood	Mood	Residue		Residue
T1	Proc	Actor	Proc		Locn
	Mat		Mat		Time
MET1					

Int1	<b>SPEECH-FUNCTION</b> Sustain react rejoinder support track clarify	<b>Mood</b> YN-interrogative full	<b>TENSE</b> past
Lex1			

#### Clause 969

no    Mark

M1		
T1		
MET1		

Int1	<b>SPEECH-FUNCTION</b> Sustain react rejoinder support respond resolve	<b>Mood</b> declarative ellipsed	
Lex1			

Clause 970

sorry

M1	
T1	
MET1	

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain react respond support register</div>	<div>Mood</div> <div>minor</div>	
Lex1			

Clause 971

it            was            Mark

M1	<div>Subj</div> <div>Mood</div>	<div>Fin</div> <div>Mood</div>	<div>Comp</div> <div>Residue</div>
T1	<div>Token</div>	<div>Proc</div> <div>Reln</div> <div>Iden</div> <div>Int</div>	<div>Value</div>
MET1			

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain continue prolong elaborate</div>	<div>Mood</div> <div>declarative full</div>	<div>TENSE</div> <div>past</div>
Lex1			

Clause 972

you            are            right

M1	<div>Subj</div> <div>Mood</div>	<div>Fin</div> <div>Mood</div>	<div>Comp</div> <div>Residue</div>
T1	<div>Carr</div>	<div>Proc</div> <div>Reln</div> <div>Attr</div> <div>Int</div>	<div>Att</div>
MET1			

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE present
Lex1			

### Clause 973

it          was          Mark

M1	Subj Mood	Fin Mood	Comp Residue
T1	Token	Proc Reln Iden Int	Value
MET1			

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE past
Lex1			

### Clause 974

what          did          he          give          you?

M1	Comp WH Residue	Fin Mood	Subj Mood	Pred Residue	Comp Residue
T1	Recip	Proc Mat	Actor	Proc Mat	Goal
MET1					

Int1	SPEECH-FUNCTION Open initiate demand open information fact	Mood WH-interrogative full	TENSE past
Lex1			



Clause 975

	I	went	up	there
M1	Subj	Fin	Circ-Adj	
	Mood	Pred		
		Mood-Residue	Residue	
T1	Actor	Proc	Locn	
		Mat	Time	
MET1				
Int1	SPEECH-FUNCTION		Mood	TENSE
	Sustain		declarative	past
	react		full	
	respond			
	support			
	reply			
	answer			
Lex1				

Clause 976

	and	I	had	this	...
M1					
T1					
MET1					
Int1	SPEECH-FUNCTION		Mood		
	Sustain		declarative		
	continue		ellipsed		
	prolong				
	extend				
Lex1					

Clause 977

	I	had	to	use	this	big	ball	and	this	tiny	ball
M1	Subj	Fin	Pred		Comp						
	Mood	Modl									
		Mood	Residue		Residue						
T1	Actor	Proc			Goal						
		Mat									
MET1											

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	MODALITY Modulation obligation high	TENSE past
Lex1	Appraisal attitude appreciation composition complexity			

### Clause 978

gee it was funny

M1	Subj Mood	Fin Mood	Comp Residue
T1	Carr	Proc ReIn Attr Int	Att
MET1			

Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood declarative full	TENSE past
Lex1	Appraisal attitude appreciation reaction impact		

### Clause 979

and I dropped the (bottle) of ball

M1	Subj Mood	Fin Pred Mood-Residue	Comp Residue			
T1	Actor	Proc Mat	Goal			
MET1						

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE past
Lex1			

#### Clause 980

when it was up very high

M1		Subj Mood	Fin Mood	Comp Residue	Circ-Adj Residue	
T1		Carr	Proc Reln Attr Circ	Att Circ	Mann Qual	
MET1						

Int1	Mood declarative full	TENSE past
Lex1		

#### Clause 981

and it hit someone in the head

M1		Subj Mood	Fin Pred Mood-Residue	Comp Residue	Circ-Adj Residue		
T1		Actor	Proc Mat	Goal	Locn Place		
MET1							

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE past
Lex1			

Clause 982

but sort of ...

M1				
T1				
MET1				
Int1		Mood declarative abandoned		
Lex1				

Clause 983

what was Ben talking about

M1	Circ-Adj Residue	Fin Mood	Subj Mood	Pred Residue	
T1	Matt	Proc Behl	Behav	Proc Behl	
MET1					
Int1	SPEECH-FUNCTION Open initiate demand open information fact		Mood WH-interrogative full		TENSE past
Lex1					

Clause 984

when he got you to do that activity?

M1		Subj Mood	Fin Mood	Subj Mood	Pred Residue	Comp Residue	
T1		Init	Proc Mat	Actor	Proc Mat	Goal	
MET1	Exp Proc Ent						

Int1	Mood declarative full	TENSE past
Lex1		

#### Clause 985

well energy energy ...

M1				
T1				
MET1	Exp Proc Ent			

Int1	SPEECH-FUNCTION Sustain react respond support reply answer	Mood declarative ellipsed	
Lex1			

#### Clause 986

and the bigger ball had more energy

M1	Subj Mood		Fin Mood	Comp Residue	
T1	Carr Possr		Proc Reln Attr Poss	Att Possd	
MET1	Exp Proc Ent				

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE past
Lex1			

Clause 987

and    the    little   ball   had    less    energy

M1		Subj Mood		Fin Mood	Comp Residue	
T1		Carr Possr		Proc Reln Attr Poss	Att Possd	
MET1	Exp Proc Ent					

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE past
Lex1			

Clause 988

so    they    both    use    it

M1	Subj Mood		Fin Pred Mood-Residue	Comp Residue
T1	Actor		Proc Mat	Goal
MET1				

Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood declarative full	TENSE past
Lex1			

### Clause 989

and I had to do it

M1		Subj Mood	Fin Modl Mood	Pred Residue		Comp Residue
T1		Actor	Proc Mat			Goal
MET1						

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	MODALITY Modulation obligation high	TENSE past
Lex1				

### Clause 990

and then right up in the air

M1			Circ-Adj Residue				
T1			Locn Place				
MET1							

Int1	Mood declarative ellipsed	
Lex1		

### Clause 991

so what does that mean for car safety then

M1	Comp WH Residue	Fin Mood	Subj Mood	Pred Residue	Circ-Adj Residue			
T1	Value	Proc ReIn Iden Int	Token	Proc ReIn Iden Int	Caus Purp			
MET1								

Int1	<b>SPEECH-FUNCTION</b> Sustain react rejoinder support track clarify	<b>Mood</b> WH-interrogative full	<b>TENSE</b> present
Lex1			

#### Clause 992

why was he trying to

M1				
T1				
MET1				

Int1	<b>SPEECH-FUNCTION</b> Sustain continue prolong elaborate	<b>Mood</b> WH-interrogative abandoned	
Lex1			

#### Clause 993

I don't know

M1	<b>Subj</b> Mood	<b>Fin</b> Mood	<b>Pred</b> Residue
T1	<b>Sens</b>	<b>Proc</b> Ment Cogn	
MET1			

Int1	<b>SPEECH-FUNCTION</b> Sustain react rejoinder confront response unresolve	<b>Mood</b> declarative full	<b>TENSE</b> present	<b>POLARITY</b> negative
Lex1				



Clause 994

that cars have got more energy than us?

M1		Subj Mood	Fin Mood	Pred Residue	Comp Residue			
T1		Carr Possr	Proc ReIn Attr Poss		Att Possd			
MET1	Exp Proc Ent							

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE present
Lex1			

Clause 995

Sally?

M1	
T1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support engage	Mood minor	
Lex1			

Clause 996

( )with a car... a truck' s more energy

M1	Circ-Adj Residue			Subj Mood		Fin Mood	Comp Residue	
T1	Matt			Carr Possr		Proc Reln Attr Poss	Att Possd	
MET1	Exp Proc Ent							

Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood declarative ellipsed	
Lex1			

Clause 997

and pushes it

M1	Fin Pred Mood-Residue	Comp Residue
T1	Proc Mat	Goal
MET1		

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative ellipsed	TENSE present
Lex1			

Clause 998

	and	the	car	goes	forwards
M1		Subj		Fin	Circ-Adj
		Mood		Pred	
				Mood-Residue	Residue
T1		Actor		Proc	Mann
				Mat	Qual
MET1					
Int1	SPEECH-FUNCTION			Mood	TENSE
	Sustain			declarative	present
	continue			full	
	prolong				
	elaborate				
Lex1					

Clause 999

	and	then	it'	s	about	the	truck	puts	energy	into	the	car
M1			Subj	Fin		Comp						
			Mood	Mood		Residue						
T1			Token	Proc	Value							
			--	ReIn	Circ							
				Iden								
				Circ								
MET1	Exp											
	Proc											
	Ent											
Int1	SPEECH-FUNCTION			Mood	TENSE							
	Sustain			declarative	present							
	continue			full								
	prolong											
	extend											
Lex1												

## Clause 1000

and pushes it

M1		Fin Pred Mood-Residue	Comp Residue
T1		Proc Mat	Goal
MET1			

Int1	<b>SPEECH-FUNCTION</b> Sustain continue prolong extend	Mood declarative full	TENSE present
Lex1			

## Clause 1001

and it's about when the little ball is like the car

[illegible]

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE present
Lex1			

Clause 1002

and the big ball is the truck

M1		Subj Mood			Fin Mood	Comp Residue	
T1		Token			Proc ReIn Iden Int	Value	
MET1							

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE present
Lex1			

Clause 1003

and pushes it

M1		Pred Residue	Comp Residue
T1		Proc Mat	Goal
MET1			

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative ellipsed	TENSE present
Lex1			

Clause 1004

yep I see

M1		
T1		
MET1		

Int1	SPEECH-FUNCTION Sustain react respond support register	Mood minor	
Lex1			

#### Clause 1005

when the ...

M1			
T1			
MET1			

Int1			
Lex1			

#### Clause 1006

talking about the crumple zone

M1	Pred Residue	Circ-Adj Residue			
T1	Proc Behl	Matt			
MET1					

Int1	Mood declarative full	
Lex1		

#### Clause 1007

he was showing where ours was

M1	Subj Mood	Fin Mood	Pred Residue		Subj Mood	Fin Mood
T1	Actor	Proc Mat			Carr Possr	Proc ReIn Attr Poss
MET1						

Int1	SPEECH-FUNCTION Sustain continue append elaborate	Mood declarative full	TENSE past
Lex1			

#### Clause 1008

like she asked us

M1	Subj Mood	Fin Pred Mood-Residue	Comp Residue
T1	Sayer	Proc Verbl	Verb
MET1			

Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood declarative full	TENSE past
Lex1			

#### Clause 1009

and we were trying to guess

M1	Subj Mood	Fin Mood	Pred Residue		
T1	Sens	Proc Ment Cogn			
MET1					

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE past
Lex1			

Clause 1010

and we went on our elbows on our knees on our ( ) our

M1		Subj Mood	Fin Pred Mood-Residue	Circ-Adj Residue													
T1		Actor	Proc Mat	Mann Means													
MET1																	

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE past
Lex1			

Clause 1011

right they 're our crumple zones?

M1	Adj Pol Mood	Subj Mood	Fin Mood	Comp Residue		
T1		Token	Proc Reln Iden Int	Value		
MET1						

Int1	SPEECH-FUNCTION Sustain react rejoinder support track confirm	Mood declarative full	
Lex1			



### Clause 1012

mmm		
M1		
T1		
MET1		
Int1	<div>SPEECH-FUNCTION</div> <div>Sustain react respond support reply affirm</div>	<div>Mood</div> <div>minor</div>
Lex1		

### Clause 1013

	Mike	has	had	his	hand	up	here	for	ages
M1	Subj	Fin		Comp		Circ-Adj	Circ-Adj	Circ-Adj	
	Mood	Mood		Residue		Residue	Residue	Residue	
T1	Actor	Proc		Goal		Mann	Locn	Ext	
		Mat				Qual	Place	Dur	
MET1									
Int1	SPEECH-FUNCTION			Mood		TENSE			
	Sustain			declarative		past			
	continue			full					
	monitor								
Lex1									

### Clause 1014

	well	I	want	to	go	to	say.....	well	this	beach	ball	and	a	play
M1		Subj	Fin				Pred		Comp					
		Mood	Mood				Residue		Residue					
T1		Sayer	Proc						Verb					
			Verbl											
MET1														

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative ellipsed	
Lex1			

#### Clause 1015

and the second time Ben bounces the playdough ball

M1	Circ-Adj Residue			Subj Mood	Fin Pred Mood-Residue	Comp Residue		
T1	Locn Time			Actor	Proc Mat	Goal		
MET1								

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE present
Lex1			

#### Clause 1016

the playdough ball went flying right over the questa... right

M1	Subj Mood			Fin Pred Mood-Residue		Circ-Adj Residue				
T1	Actor			Proc Mat		Goal				
MET1										

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE past
Lex1			

Clause 1017

	it	went	right	over	a	big	ball
M1	Subj	Fin	Circ-Adj	Circ-Adj			
	Mood	Pred	Residue	Residue			
		Mood-Residue					
T1	Actor	Proc	Mann	Locn			
		Mat	Qual	Place			
MET1							
Int1	SPEECH-FUNCTION		Mood	TENSE			
	Sustain		declarative	past			
	continue		full				
	prolong						
	extend						
Lex1							

Clause 1018

	where	you	have	to	walk	through	a	door
M1		Subj	Fin	Pred		Circ-Adj		
		Mood	Modl	Residue		Residue		
			Mood					
T1		Actor	Proc			Locn		
			Mat			Place		
MET1								
Int1		Mood	MODALITY	TENSE				
		declarative	Modulation	present				
		full	obligation					
			high					
Lex1								

Clause 1019

	((giggling))
M1	
T1	
MET1	
Int1	
Lex1	

Clause 1020

so    which    had    the    most    energy    Mike?

M1		Subj WH Mood	Fin Mood	Comp Residue			Voc-Adj
T1		Token Possr	Proc Reln Iden Poss	Value Possd			
MET1	Exp Proc Ent						

Int1	SPEECH-FUNCTION Sustain react rejoinder support track probe	Mood WH-interrogative full	TENSE past
Lex1			

Clause 1021

the    big    ball

M1			
T1			
MET1			

Int1	SPEECH-FUNCTION Sustain react rejoinder support respond resolve	Mood declarative ellipsed	
Lex1			

### Clause 1022

the big ball – it made the little ball fly.

M1	Subj				Fin	Pred	Subj			Pred
	Mood				Mood-Residue		Mood			Residue
T1	Init				Proc		Actor			Proc
					Mat					Mat
MET1										

Int1	SPEECH-FUNCTION	Mood	TENSE
	Sustain	declarative	past
	continue	full	
	prolong		
	elaborate		
Lex1			

### Clause 1023

just like Sally was ....

M1				
T1				
MET1				

Int1	Mood
	declarative
	ellipsed
Lex1	

### Clause 1024

just ... like Sally was explaining the truck and the car

M1	Adj		Subj	Fin	Pred	Comp				
	Mood		Mood	Mood	Residue	Residue				
T1			Sayer	Proc		Verb				
				Verbl						
MET1										

Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood declarative ellipsed	
Lex1			

#### Clause 1025

more (ellipsis of 'let's have one more')

M1						
T1						
MET1						

Int1	SPEECH-FUNCTION Open initiate demand open information fact	Mood declarative ellipsed	
Lex1			

#### Clause 1026

what does Libby want to say there?

M1	Comp Residue	Fin Mood	Subj Mood	Comp Residue		Circ-Adj Residue
T1	Verb	Proc Verbl	Sayer	Proc Verbl		Locn Place
MET1						

Int1	SPEECH-FUNCTION Sustain continue monitor	Mood WH-interrogative full	
Lex1			

# Clause 1027

	oh	um	Tammy	leave	her	hair	alone	–	smart	learning
M1				Pred Residue	Comp Residue		Circ-Adj Residue			
T1				Proc Mat	Goal		Mann Qual			
MET1	Exp Proc Ent									

Int1	SPEECH-FUNCTION Open initiate demand closed gdsservices	Mood imperative full	TENSE present
Lex1	Appraisal attitude affect satisfactiondissatisfaction displeasure		

# Clause 1028

	what	are	we	doing	about	the	boys?	(referring	to	some	boys
M1	Comp WH Residue	Fin Mood	Subj Mood	Pred Residue	Circ-Adj Residue						
T1	Goal	Proc Mat	Actor	Proc Mat	Matt						
MET1											

Int1	SPEECH-FUNCTION Open initiate demand open information fact	Mood WH-interrogative full	TENSE present
Lex1			

Clause 1029

good question

M1		
T1		
MET1		

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain react respond support engage</div>	<div>Mood</div> <div>declarative ellipsed</div>	
Lex1	<div>Appraisal</div> <div>attitude appreciation valuation</div>		

Clause 1030

I think that Miss Lee is the best one to answer that

M1	<div>Subj</div> <div>Fin Pred</div> <div>Mood</div>	<div>Comp</div> <div>Mood-Residue</div>	<div>Residue</div>									
T1	<div>Sens</div>	<div>Proc</div> <div>Ment Cogn</div>	<div>Phen</div> <div>Range</div>									
MET1												

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain continue prolong elaborate</div>	<div>Mood</div> <div>declarative full</div>	<div>TENSE</div> <div>present</div>
Lex1			

Clause 1031

( )

M1		
T1		
MET1		



Int1			
Lex1			

### Clause 1032

	NV		
M1			
T1			
MET1			
Int1	SPEECH-FUNCTION Sustain react respond support engage		
Lex1			

### Clause 1033

	Cathy?		
M1			
T1			
MET1			
Int1	SPEECH-FUNCTION Sustain react respond support engage	Mood minor	
Lex1			

### Clause 1034

	then	we	went	into	that
M1		Subj	Fin Pred	Circ-Adj	
		Mood	Mood-Residue	Residue	
T1		Actor	Proc Mat	Locn Place	
MET1					

Int1	Mood declarative full	TENSE past
Lex1		

#### Clause 1035

	and	we	said	'fire,	fire'
M1		Subj	Fin Pred Mood Mood-Residue	Comp Residue	
T1		Sayer	Proc Verbl	Verb	
MET1					

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE past
Lex1			

#### Clause 1036

	so	okay	after	Questacon	where	did	you	go?
M1			Circ-Adj Residue		Circ-Adj WH Residue	Fin Mood	Subj Mood	Pred Residue
T1			Locn Time		Locn Place	Proc Mat	Actor	Proc Mat
MET1								

Int1	SPEECH-FUNCTION Sustain react rejoinder support track probe	Mood WH-interrogative full	TENSE past
Lex1			

Clause 1037

was that the end of your ... your visit to the Museum of Fire?

M1	Fin Mood	Subj Mood	Comp Residue										
T1	Proc ReIn Iden Int	Token	Value										
MET1	Exp Proc Ent												

Int1	Mood YN-interrogative full	TENSE past
Lex1		

Clause 1038

no (ellipsis of 'No it wasn't the end')

M1								
T1								
MET1								

Int1	SPEECH-FUNCTION Sustain react respond support reply answer	Mood declarative ellipsed	
Lex1			

Clause 1039

Mark?

M1	
T1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support engage	Mood minor	
Lex1			

#### Clause 1040

then we went and seen some Fire Engines

M1	Subj	Fin Pred Mood Mood-Residue			Comp Residue		
T1	Sens	Proc Ment Perc			Phen Range		
MET1							

Int1	SPEECH-FUNCTION Sustain react respond support develop extend	Mood declarative full	TENSE past
Lex1			

#### Clause 1041

oh right

M1		
T1		
MET1		

Int1	SPEECH-FUNCTION Sustain react respond support reply acknowledge	Mood minor	
Lex1			

Clause 1042

this is what Cathy was just talking about

M1	Subj	Fin	Comp					
	TH							
	Mood	Mood	Residue					
T1	Token	Proc	Value					
		Reln						
		Iden						
		Int						
MET1								

Int1	SPEECH-FUNCTION		Mood	TENSE
	Sustain		declarative	present
	continue		full	
	prolong			
	elaborate			
Lex1				

Clause 1043

and he showed us this real tiny fire engine that was ( )

M1		Subj	Fin	Comp	Comp								
		Mood	Pred	Residue	Residue								
			Mood-Residue										
T1		Actor	Proc	Recip	Goal								
			Mat										
MET1													

Int1	SPEECH-FUNCTION		Mood	TENSE
	Sustain		declarative	past
	continue		full	
	append			
	extend			
Lex1	Appraisal			
	graduation			
	force			

**Clause 1044**

oh right

M1		
T1		
MET1		

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support reply acknowledge	<b>Mood</b> minor	
Lex1			

**Clause 1045**

no railway line

M1			
T1			
MET1			

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond confront reply contradict	<b>Mood</b> declarative ellipsed	
Lex1			

**Clause 1046**

oh yes

M1		
T1		
MET1		

Int1	SPEECH-FUNCTION Sustain react respond support register	Mood minor	
Lex1			

#### Clause 1047

that was the railway line wasn't it?

M1	Subj Mood	Fin Mood	Comp Residue			Fin Mtag	Subj Mood
T1	Token	Proc ReIn Iden Int	Value				
MET1							

Int1	SPEECH-FUNCTION Sustain react rejoinder support track confirm	Mood declarative full	TENSE past
Lex1			

#### Clause 1048

well there were lots and lots of fire engines

M1		Subj Mood	Fin Mood	Comp Residue					
T1			Proc Exist	Ex					
MET1									

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support develop elaborate	<b>Mood</b> declarative full	<b>TENSE</b> past
Lex1			

#### Clause 1049

and they gave us lots and lots of information

M1		Subj	Fin Pred	Comp	Comp				
		Mood	Mood-Residue	Residue	Residue				
T1		Actor	Proc Mat	Recip	Goal				
MET1	Exp								
	Proc								
	Ent								

Int1	<b>SPEECH-FUNCTION</b> Sustain continue prolong extend	<b>Mood</b> declarative full	<b>TENSE</b> past
Lex1	Appraisal graduation force		

#### Clause 1050

Greg is dying to say something back there

M1	Subj	Fin	Pred		Comp	Circ-Adj	
	Mood	Mood	Residue		Residue	Residue	
T1	Verb	Proc			Verb	Locn	
		Verbl				Place	
MET1							



Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative full	TENSE present
Lex1			

# **Clause 1051**

the big response fire engine could pump ...

M1	Subj					Fin	Pred	
	Mood					Modl	Residue	
T1	Actor					Proc		
						Mat		
MET1								

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative abandoned	MODALITY Modulation capability	TENSE present
Lex1				

# **Clause 1052**

( 6 litres um seconds.... every 20....) ((some interruptions as children try to

M1													
T1													
MET1													

Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood declarative co-constructed	
Lex1			

Clause 1053

hey?

M1	
T1	
MET1	

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain react rejoinder support track check</div>	<div>Mood</div> <div>minor</div>	
Lex1			

Clause 1054

(keep    their    pumps    full)

M1				
T1				
MET1				

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain react rejoinder support respond resolve</div>	<div>Mood</div> <div>declarative ellipsed</div>	
Lex1			

Clause 1055

just    hang    on    a    sec

M1	<div>Adj</div> <div>Mood</div>	<div>Pred</div> <div>Residue</div>	<div>Circ-Adj</div> <div>Residue</div>	
T1	<div>Proc</div> <div>Mat</div>		<div>Ext</div> <div>Dur</div>	
MET1				

Int1	SPEECH-FUNCTION Open initiate demand open gdsservices	Mood imperative full	TENSE present
Lex1			

#### Clause 1056

you might want to stand up

M1	Subj	Fin Modl Mood	Pred Residue			
T1	Actor	Proc Mat				
MET1						

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	MODALITY Modalization probability low	TENSE present	Mood metaphor
Lex1	Appraisal token	Appraisal attitude judgement socialesteem tenacity			

#### Clause 1057

and do all the wriggling again

M1		Pred Residue	Comp Residue			Circ-Adj Residue
T1		Proc Mat	Goal			Ext Dur
MET1						

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood imperative full	TENSE present	Mood metaphor
Lex1				

#### Clause 1058

come      on

M1	Pred	
	Residue	
T1	Proc	
	Mat	
MET1		

Int1	SPEECH-FUNCTION Sustain continue monitor	Mood imperative full	Mood metaphor
Lex1			

#### Clause 1059

you      need      to get it together

M1	Subj	Fin				
		Pred				
	Mood	Mood-Residue				
T1	Actor	Proc				
		Mat				
MET1						

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE present	Mood metaphor
Lex1				

Clause 1060

	think	about	it
M1	Pred Residue	Circ-Adj Residue	
T1	Proc Ment Cogn	Matt	
MET1			
Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood imperative full	TENSE present Mood metaphor
Lex1			

Clause 1061

	we'	re	back	in	the	Museum	of	Fire
M1	Subj Mood	Fin Mood	Circ-Adj Residue					
T1	Carr	Proc ReIn Attr Circ	Att Circ					
MET1								
Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE present					
Lex1								

### Clause 1062

	we'	re	with	David
M1	Subj Mood	Fin Mood	Comp Residue	
T1	Carr	Proc ReIn Attr Circ	Att Circ	
MET1				
Int1	SPEECH-FUNCTION Sustain continue prolong extend		Mood declarative full	TENSE present
Lex1				

### Clause 1063

	and	he'	s	taking	us	around	in	a	group
M1		Subj Mood	Fin Mood	Pred Residue	Comp Residue	Circ-Adj Residue	Circ-Adj Residue		
T1		Actor	Proc Mat		Goal	Locn Place	Mann Qual		
MET1	Exp Circ Ent								
Int1	SPEECH-FUNCTION Sustain continue prolong extend			Mood declarative full		TENSE present			
Lex1									

### Clause 1064

right can you think where we started?

M1		Fin Mood	Subj Mood	Pred Residue	Comp Residue		
T1		Proc Ment Cogn	Sens	Proc Ment Cogn	Phen Range		
MET1							

Int1	SPEECH-FUNCTION Sustain continue monitor			Mood YN-interrogative full		Mood metaphor	
Lex1							

### Clause 1065

now get a picture in your head

M1		Pred Residue	Comp Residue		Circ-Adj Residue		
T1		Proc Mat	Goal		Locn Place		
MET1							

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate			Mood imperative full		TENSE present	Mood metaphor
Lex1							

### Clause 1066

we walked through the door right?

M1	Subj	Fin Pred Mood	Fin Mood-Residue	Circ-Adj Residue			
T1	Actor	Proc Mat		Locn Place			
MET1							

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE past
Lex1			

#### Clause 1067

now can you see the picture in your head where we were?

M1	Fin Mood	Subj Mood	Pred Residue	Comp Residue								
T1	Proc Ment Perc	Sens	Proc Ment Perc	Phen Range								
MET1												

Int1	SPEECH-FUNCTION Sustain continue monitor	Mood YN-interrogative full	TENSE present
Lex1			

#### Clause 1068

now let's start talking about the Museum of Fire and that tour [[that

M1	Subj Mood	Pred Residue		Comp Residue								
T1	Behav	Proc Behl		Verb								
MET1												

Int1	SPEECH-FUNCTION Sustain continue monitor	Mood imperative full	TENSE present	Mood metaphor
Lex1				



Clause 1069

	now	who	would	like	to	start	us	off?
M1		Subj WH Mood	Fin Modl Mood	Pred  Residue			Comp  Residue	Pred  Residue
T1		Actor	Proc Mat				Actor	Proc Mat
MET1								

Int1	SPEECH-FUNCTION Open initiate demand open information fact	Mood WH-interrogative full	TENSE present
Lex1			

Clause 1070

	me
M1	
T1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support reply answer	Mood minor	
Lex1			

Clause 1071

	Greg?
M1	
T1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support engage	Mood minor	
Lex1			

#### Clause 1072

well we went to the big response fire engine

M1	Subj Mood	Fin Pred Mood-Residue	Circ-Adj Residue						
T1	Actor	Proc Mat	Locn Place						
MET1									

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative full	TENSE past
Lex1			

#### Clause 1073

and it could pump – I forget

M1	Subj Mood	Fin Modl Mood	Pred Residue			
T1	Actor	Proc Mat				
MET1						

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative abandoned	MODALITY Modulation capability	TENSE present
Lex1				

Clause 1074

lots of ((laughing))

M1			
T1			
MET1			

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain react respond support develop elaborate</div>	<div>Mood</div> <div>declarative ellipsed</div>	
Lex1	<div>Appraisal graduation force</div>		

Clause 1075

lots of, heaps

M1			
T1			
MET1			

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain continue append elaborate</div>	<div>Mood</div> <div>declarative ellipsed</div>	
Lex1			

Clause 1076

millions...heaps....      lots....a    couple    of    seconds    .. ((outbreak    of    help    again))

M1									
T1									
MET1									

Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood declarative ellipsed	
Lex1			

#### Clause 1077

right okay

M1		
T1		
MET1		

Int1	SPEECH-FUNCTION Sustain react respond support register	Mood minor	
Lex1			

#### Clause 1078

in a short time

M1				
T1				
MET1				

Int1	SPEECH-FUNCTION Sustain continue append extend	Mood declarative ellipsed	
Lex1			

Clause 1079

and we can't make them in the modern day

M1		Subj Mood	Fin Modl Mood	Pred Residue	Comp Residue	Circ-Adj Residue			
T1		Actor	Proc Mat		Goal	Locn Time			
MET1									

Int1	SPEECH-FUNCTION Sustain react respond support develop extend	Mood declarative full	TENSE present	POLARITY negative
Lex1				

Clause 1080

because it is too hard

M1		Subj Mood	Fin Mood	Comp Residue	
T1		Carr	Proc ReIn Attr Int	Att	
MET1					

Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood declarative full	TENSE present
Lex1			

Clause 1081

like you need about ten people or something to hold the hose

M1		Subj	Fin	Comp								
		Mood	Mood-Residue	Residue								
T1		Behav	Proc	Phen								
			Behl	Range								
MET1												

Int1	SPEECH-FUNCTION	Mood	TENSE
	Sustain	declarative	present
	continue	full	
	prolong		
	enhance		
Lex1			

Clause 1082

five people?

M1		
T1		
MET1		

Int1	SPEECH-FUNCTION	Mood	
	Sustain	YN-interrogative	
	react	ellipsed	
	rejoinder		
	support		
	track		
	clarify		
Lex1			

Clause 1083

five people

M1		
T1		
MET1		

Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood YN-interrogative ellipsed	
Lex1			

#### Clause 1084

something like that

M1			
T1			
MET1			

Int1	SPEECH-FUNCTION Sustain react respond support reply answer	Mood declarative ellipsed	
Lex1			

#### Clause 1085

oooh?

M1	
T1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond confront reply disavow	Mood minor	
Lex1			

Clause 1086

	you	needed	heaps	and	heaps
M1	Subj	Fin Pred Mood	Circ-Adj Residue		
T1	Behav	Proc Behl	Phen Range		
MET1					

Int1	SPEECH-FUNCTION Sustain continue append elaborate	Mood declarative full	
Lex1	Appraisal graduation force		

Clause 1087

	and	you	can't	make	them	in	the	modern	days	now
M1		Subj Mood	Fin Modl Mood	Pred Residue	Comp Residue	Circ-Adj Residue				Circ-Adj Residue
T1		Actor	Proc Mat			Locn Time				Locn Time
MET1										

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE present	POLARITY negative
Lex1				



Clause 1088

remember      that      guy   chucked      the   ladder

M1	Pred Residue	Comp Residue				
T1	Proc Ment Cogn	Phen Range				
MET1						

Int1	SPEECH-FUNCTION Open initiate demand open gdsservices	Mood imperative full	TENSE past
Lex1			

Clause 1089

and   it      was      really      really   high

M1	Subj Mood	Fin Mood	Comp Residue		
T1	Carr	Proc ReIn Attr Circ	Att Circ		
MET1					

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE past
Lex1	Appraisal graduation force		

Clause 1090

yes

M1	
T1	
MET1	

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain react respond support reply affirm</div>	<div>Mood</div> <div>minor</div>	
Lex1			

Clause 1091

that      was      weird

M1	<div>Subj</div> <div>Mood</div>	<div>Fin</div> <div>Mood</div>	<div>Comp</div> <div>Residue</div>
T1	<div>Carr</div>	<div>Proc</div> <div>ReIn</div> <div>Attr</div> <div>Int</div>	<div>Att</div>
MET1			

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain react respond support develop elaborate</div>	<div>Mood</div> <div>declarative full</div>	<div>TENSE</div> <div>past</div>
Lex1	<div>Appraisal</div> <div>attitude appreciation reaction impact</div>		

Clause 1092

does    anyone    remember    the           name    of    that    one?

M1	Fin Mood	Subj Mood	Pred Residue	Comp Residue				
T1	Proc Ment Cogn	Sens	Proc Ment Cogn	Phen Range				
MET1								

Int1	SPEECH-FUNCTION Open initiate demand closed information fact	Mood YN-interrogative full	TENSE present
Lex1			

Clause 1093

no    (    )

M1			
T1			
MET1			

Int1	SPEECH-FUNCTION Sustain react respond support reply answer	Mood minor	POLARITY negative
Lex1			

# Clause 1094

it        was        ladder        carrier

M1	Subj Mood	Fin Mood	Comp Residue	
T1	Token	Proc ReIn Iden Int	Value	
MET1	Exp Proc Ent			

Int1	SPEECH-FUNCTION Sustain react respond support develop extend	Mood declarative full	TENSE past
Lex1			

# Clause 1095

and    what        did        David    tell        us        about        the    ladder?

M1		Comp WH Residue	Fin Mood	Subj Mood	Pred Residue	Comp Residue	Circ-Adj Residue		
T1		Verb	Proc Verbl	Sayer	Proc Verbl	Rec	Matt		
MET1									

Int1	SPEECH-FUNCTION Open initiate demand open information fact	Mood WH-interrogative full	TENSE past
Lex1			

### Clause 1096

when it was fully extended

M1		Subj Mood	Fin Mood	Adj Mood	Pred Residue
T1		Goal	Proc Mat		
MET1					

Int1	Mood declarative full	MOOD-ADJUNCT degree	TENSE past
Lex1			

### Clause 1097

and a fireman is up there

M1	Subj Mood		Fin Mood	Circ-Adj Residue	
T1	Carr		Proc ReIn Attr Circ	Att Circ	
MET1					

Int1	Mood declarative full	TENSE present
Lex1		

### Clause 1098

what did he say?

M1	Comp WH Residue	Fin Mood	Subj Mood	Pred Residue
T1	Verb	Proc Verbl	Sayer	Proc Verbl
MET1				

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood WH-interrogative full	TENSE past
Lex1			

**Clause 1099**

ooooh

M1	
T1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support engage	Mood minor	
Lex1			

**Clause 1100**

about 500 metres

M1			
T1			
MET1			

Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood declarative ellipsed	
Lex1			

### Clause 1101

you have to tie yourself to it to it

M1	Subj Mood	Fin Modl Mood	Pred Residue	Comp Residue	Circ-Adj Residue			
T1	Actor	Proc Mat		Goal	Locn Place			
MET1								

Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood declarative full	MODALITY Modulation obligation high	TENSE present
Lex1				

### Clause 1102

because it swings side to side

M1		Subj Mood	Fin Pred Mood-Residue	Circ-Adj Residue		
T1		Actor	Proc Mat	Mann Qual		
MET1						

Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood declarative full	TENSE present
Lex1			

### Clause 1103

it' s really tall

M1	Subj Mood	Fin Mood	Adj Mood	Comp Residue
T1	Carr	Proc ReIn Attr Int	Att	
MET1				

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE present
Lex1	Appraisal graduation force		

### Clause 1104

and you have to tie yourself

M1	Subj Mood	Fin Modl Mood	Pred Residue	Comp Residue
T1	Actor	Proc Mat		Goal
MET1				

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	MODALITY Modulation obligation high	TENSE present
Lex1				



### Clause 1105

	because	you	go	like	this
M1		Subj	Fin Pred	Circ-Adj	
		Mood	Mood-Residue	Residue	
T1		Actor	Proc Mat	Mann Qual	
MET1					

Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood declarative full	TENSE present
Lex1			

### Clause 1106

	you	have	to	tie	your	hose	to	your	belt
M1	Subj	Fin Modl	Pred		Comp		Circ-Adj		
	Mood	Mood	Residue		Residue		Residue		
T1	Actor	Proc Mat			Goal		Locn Place		
MET1									

Int1	SPEECH-FUNCTION Sustain react respond support develop extend	Mood declarative full	MODALITY Modulation obligation high	TENSE present
Lex1				

Clause 1107

yes well that' s right

M1			Subj Mood	Fin Mood	Comp Residue
T1			Carr	Proc ReIn Attr Int	Att
MET1					

Int1	SPEECH-FUNCTION Sustain react respond support reply acknowledge	Mood declarative full	TENSE present
Lex1	Appraisal attitude appreciation valuation		

Clause 1108

so tell us how did they get the hose up to the top of the

M1	Pred Residue	Comp Residue	Comp Residue												
T1	Proc Verbl	Rec	Verb												
MET1															

Int1	SPEECH-FUNCTION Open initiate demand open information fact	Mood imperative full	
Lex1			

### Clause 1109

they had to tie it onto their self

M1	Subj	Fin Modl	Pred		Comp	Circ-Adj		
	Mood	Mood	Residue		Residue	Residue		
T1	Actor	Proc Mat			Goal	Locn Place		
MET1								

Int1	SPEECH-FUNCTION		Mood	MODALITY	TENSE
	Sustain		declarative	Modulation	past
	react		full	obligation	
	respond			high	
	support				
	reply				
	answer				
Lex1					

### Clause 1110

right, okay

M1		
T1		
MET1		

Int1	SPEECH-FUNCTION		Mood	
	Sustain		minor	
	react			
	respond			
	support			
	register			
Lex1				

### Clause 1111

they had to pull it up

M1	Subj	Fin Modl	Pred		Comp	Pred
	Mood	Mood	Residue		Residue	Residue
T1	Actor	Proc Mat			Goal	Proc Mat
MET1						

Int1	SPEECH-FUNCTION Sustain react respond support develop extend	Mood declarative full	MODALITY Modulation obligation high
Lex1			

#### Clause 1112

( )

M1		
T1		
MET1		
Int1		
Lex1		

#### Clause 1113

	then	they	open	the	thing
M1		Subj	Fin Pred Mood	Comp Residue	
T1		Actor	Proc Mat	Goal	
MET1					
Int1	SPEECH-FUNCTION Sustain react respond support develop extend		Mood declarative full	TENSE present	
Lex1					

Clause 1114

	and	then	they	tie	themselves	on
M1			Subj	Fin Pred Mood	Comp Residue	Pred Residue
T1			Actor	Proc Mat	Goal	Proc Mat
MET1						
Int1	SPEECH-FUNCTION Sustain continue prolong extend			Mood declarative full	TENSE present	
Lex1						

Clause 1115

	and	then	they	and	go	up
M1			Subj	Fin Pred Mood	Circ-Adj Residue	
T1			Actor	Proc Mat	Locn Place	
MET1						
Int1	SPEECH-FUNCTION Sustain continue prolong extend			Mood declarative full	TENSE past	
Lex1						

Clause 1116

	Miss	Lee	(	)
M1				
T1				
MET1				

Int1	SPEECH-FUNCTION Open attend	Mood minor	
Lex1			

#### Clause 1117

that' s one reason now

M1	Subj Mood	Fin Mood	Comp Residue		Circ-Adj Residue
T1	Token	Proc Reln Iden Int	Value		Locn Time
MET1	Exp Circ Ent				

Int1	SPEECH-FUNCTION Sustain react respond support reply acknowledge	Mood declarative full	TENSE present
Lex1			

#### Clause 1118

what' s the other reason?

M1	Subj WH Mood	Fin Mood	Comp Residue		
T1	Token	Proc Reln Iden Int	Value		
MET1					

Int1	<b>SPEECH-FUNCTION</b> Open initiate demand open information fact	<b>Mood</b> WH-interrogative full	<b>TENSE</b> present
Lex1			

#### Clause 1119

because (it) was too big [[to put it]]

M1		Subj Mood	Fin Mood	Comp Residue				
T1		Carr	Proc ReIn Attr Int	Att				
MET1								

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support reply answer	<b>Mood</b> declarative full	<b>TENSE</b> past
Lex1	Appraisal graduation force		

#### Clause 1120

that 's right

M1	Subj Mood	Fin Mood	Comp Residue
T1	Carr	Proc ReIn Attr Int	Att
MET1			

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support reply acknowledge	<b>Mood</b> declarative full	<b>TENSE</b> present
Lex1			

#### Clause 1121

it' s too long

M1	Subj Mood	Fin Mood	Comp Residue	
T1	Carr	Proc ReIn Attr Int	Att	
MET1				

Int1	<b>SPEECH-FUNCTION</b> Sustain continue prolong elaborate	<b>Mood</b> declarative full	<b>TENSE</b> present
Lex1			

#### Clause 1122

this boy's hand is going to drop off here Ms Lane

M1	Subj Mood			Fin Mood	Pred Residue				Circ-Adj Residue	Voc-Adj	
T1	Proc Mat			Proc Mat					Locn Place		
MET1											

Int1	<b>SPEECH-FUNCTION</b> Open initiate demand open gdsservices	<b>Mood metaphor</b>	<b>TENSE</b> present
Lex1			



### Clause 1123

	I'	m	holding	it	for	him
M1	Subj Mood	Fin Mood	Pred Residue	Comp Residue	Comp Residue	
T1	Actor	Proc Mat		Goal	Recip	
MET1						
Int1	SPEECH-FUNCTION Sustain continue prolong extend		Mood declarative full		TENSE present	
Lex1						

### Clause 1124

	what	would	you	like	to say	Mike?
M1	Comp WH Residue	Fin Modl Mood	Subj Mood	Pred Residue		Voc-Adj
T1	Verb	Proc Verbl	Sayer	Proc Verbl		
MET1						
Int1	SPEECH-FUNCTION Sustain continue monitor		Mood WH-interrogative full		TENSE present	
Lex1						

### Clause 1125

	there	was	this	fire	truck
M1	Subj Mood	Fin Mood	Comp Residue		
T1		Proc Exist	Ex		
MET1					

Int1	SPEECH-FUNCTION Sustain react respond support reply answer	Mood declarative full	TENSE past
Lex1			

#### Clause 1126

and it was called The Flying Pig

M1	Subj Mood	Fin Mood	Pred Residue	Comp Residue		
T1	Token	Proc ReIn Iden Int	Value			
MET1						

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE past
Lex1			

#### Clause 1127

((laughter))

M1	
T1	
MET1	

Int1			
Lex1			

Clause 1128

did     it     look     a     little   bit   like   a   pig?

M1	Fin	Subj	Pred	Comp					
	Mood	Mood	Residue	Residue					
T1	Proc	Carr	Proc	Att					
	Reln		Reln						
	Attr		Attr						
	Int		Int						
MET1									

Int1	SPEECH-FUNCTION		Mood	TENSE
	Sustain		YN-interrogative	past
	react		full	
	rejoinder			
	support			
	track			
	probe			
	Lex1			

Clause 1129

yeah   its   nose

M1			
T1			
MET1			

Int1	SPEECH-FUNCTION		Mood	
	Sustain		declarative	
	react		ellipsed	
	rejoinder			
	support			
	respond			
	resolve			
	Lex1			

Clause 1130

that' s why they named it after a pig

M1	Subj	Fin	Comp					
	Mood	Mood	Residue					
T1	Token	Proc	Value					
		Reln						
		Iden						
		Int						
MET1								

Int1	SPEECH-FUNCTION		Mood	TENSE
	Sustain		declarative	present
	continue		full	
	prolong			
	elaborate			
Lex1				

Clause 1131

that' s why

M1	Subj	Fin	Comp
	Mood	Mood	Residue
T1	Token	Proc	Value
		Reln	
		Iden	
		Int	
MET1			

Int1	SPEECH-FUNCTION		Mood	TENSE
	Sustain		declarative	present
	react		full	
	respond			
	support			
	develop			
	elaborate			
	Lex1			

Clause 1132

	now	Robert'	s	having	a	go
M1		Subj Mood	Fin Mood	Pred Residue	Comp Residue	
T1		Actor	Proc Mat		Goal	
MET1	Exp Proc Ent					
Int1	SPEECH-FUNCTION Open initiate demand open gdsservices			Mood declarative full	TENSE present	
Lex1	Appraisal token			Appraisal attitude judgement socialsanction propriety		

Clause 1133

	when	you'	re	ready
M1		Subj Mood	Fin Mood	Comp Residue
T1		Carr	Proc ReIn Attr Int	Att
MET1				
Int1		Mood declarative full	TENSE present	
Lex1				

### Clause 1134

oh Annie just listen to Rob please

M1			Adj Mood	Pred Residue	Comp Residue		Residue
T1			Proc Behl		Behr		
MET1							

Int1	SPEECH-FUNCTION Open initiate demand open gdsservices	Mood imperative full	MOOD-ADJUNCT intensity	TENSE present
Lex1				

### Clause 1135

I' m saying that fire engine was a little bit scratched

M1	Subj Mood	Fin Mood	Pred Residue	Comp Residue								
T1	Sayer	Proc Verbl		Verb								
MET1												

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative full	TENSE present
Lex1	Appraisal graduation force		

Clause 1136

	because	it	went	out	in the	rain
M1		Subj	Fin Pred Mood Mood-Residue	Circ-Adj Residue		
T1		Actor	Proc Mat	Locn Place		
MET1						

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE past
Lex1			

Clause 1137

	and the	men	you	know	put	heaps	of	water	already	in
M1		Subj		Fin Pred Mood Mood-Residue		Comp Residue			Adj Mood	Circ-Adj Residue
T1		Actor		Proc Mat		Proc Mat	Goal			Locn Place
MET1										

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	MOOD-ADJUNCT time	TENSE past
Lex1				

Clause 1138

	and then	um
M1		
T1		
MET1		

Int1		Mood declarative abandoned	
Lex1			

#### Clause 1139

turned the knob

M1			
T1			
MET1			

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative ellipsed	
Lex1			

#### Clause 1140

and then turned the thing

M1		Fin Pred Mood-Residue	Comp Residue	
T1		Proc Mat	Goal	
MET1				

Int1	SPEECH-FUNCTION Sustain continue append extend	Mood declarative full	TENSE past
Lex1			



Clause 1141

and it just squirted out and all that

M1		Subj Mood	Adj Mood	Pred Residue				
T1		Actor	Proc Mat					
MET1								

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	MOOD-ADJUNCT intensity	TENSE past
Lex1				

Clause 1142

it drove people off the streets

M1	Subj Mood	Fin Pred Mood-Residue	Comp Residue	Circ-Adj Residue		
T1	Actor	Proc Mat	Goal	Locn Place		
MET1						

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE past
Lex1			

Clause 1143

and they used to make call it

M1		Subj	Fin				Comp
		Mood	Pred				Residue
			Mood-Residue				
T1		Token	Proc				Value
			ReIn				
			IdeN				
			Int				
MET1							

Int1	SPEECH-FUNCTION	Mood	TENSE
	Sustain	declarative	past
	continue	full	
	prolong		
	extend		
Lex1			

Clause 1144

and they used to go 'beero beero'

M1		Subj	Fin			Comp	
		Mood	Pred			Residue	
			Mood-Residue				
T1		Sayer	Proc			Verb	
			Verbl				
MET1							

Int1	SPEECH-FUNCTION	Mood	TENSE
	Sustain	declarative	past
	continue	full	
	prolong		
	extend		
Lex1			

### Clause 1145

cause they used to get beer and money

M1		Subj Mood	Fin Mood	Pred Residue				
T1		Actor	Proc Mat			Goal		
MET1								

Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood declarative full	TENSE past
Lex1			

### Clause 1146

the firefighters?

M1		
T1		
MET1		

Int1	SPEECH-FUNCTION Sustain react rejoinder support track clarify	Mood YN-interrogative full	
Lex1			

### Clause 1147

oh that' s interesting!

M1	Subj Mood	Fin Mood	Comp Residue
T1	Carr	Proc ReIn Attr Int	Att
MET1			

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE present
Lex1	Appraisal attitude appreciation reaction impact		

#### Clause 1148

((a few seconds of untranscribable noise as children laughed and took up

M1												
T1												
MET1												

Int1			
Lex1			

#### Clause 1149

NV

M1	
T1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support engage		
Lex1			

#### Clause 1150

Cathy

M1	
T1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support engage	Mood minor	
Lex1			

#### Clause 1151

maybe Cathy is the last person, yes?

M1	Adj Mood	Subj Mood	Fin Mood	Comp Residue			Comp Residue
T1		Token	Proc ReIn Iden Int	Value			
MET1	Exp Attrib Qual						

Int1	SPEECH-FUNCTION Sustain continue monitor	Mood declarative full	MODALITY Modalization probability low	TENSE present	
Lex1					

#### Clause 1152

after we saw all the fire engines

M1		Subj Mood	Fin Pred Mood-Residue	Comp Residue			
T1		Sens	Proc Ment Perc	Phen Range			
MET1							

Int1	Mood declarative full	TENSE past
Lex1		

### Clause 1153

we went and had our lunch

M1	Subj Mood	Fin Mood	Pred Residue		Comp Residue	
T1	Actor	Proc Mat			Goal	
MET1	Exp Proc Ent					

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative full	TENSE past
Lex1			

### Clause 1154

and stayed in the car park for our lunch

M1		Pred Residue	Adj Mood				Circ-Adj Residue		
T1		Proc Mat	Locn Place				Locn Time		
MET1									

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative ellipsed	TENSE past
Lex1			

### Clause 1155

oh did you?

M1			
T1			
MET1			

Int1	SPEECH-FUNCTION Sustain react respond support register	Mood YN-interrogative ellipsed	
Lex1			

#### Clause 1156

that was really fun ( )!

M1	Subj Mood	Fin Mood	Comp Residue			
T1	Carr ReIn Attr Int	Proc ReIn Attr Int	Att			
MET1						

Int1	SPEECH-FUNCTION Sustain react respond support develop extend	Mood declarative full	TENSE past
Lex1	Appraisal attitude affect happinessunhappiness cheer		

#### Clause 1157

was it a nice park?

M1	Fin Mood	Subj Mood	Comp Residue		
T1	Proc ReIn Attr Int	Carr	Att		
MET1					

Int1	SPEECH-FUNCTION Sustain react rejoinder support track probe	Mood YN-interrogative full	TENSE past
Lex1	Appraisal attitude appreciation reaction quality		

#### Clause 1158

and there was a fire engine going

M1	Subj Mood	Fin Mood	Comp Residue			
T1		Proc Exist	Ex			
MET1						

Int1	SPEECH-FUNCTION Sustain continue append extend	Mood declarative full	TENSE past
Lex1			

#### Clause 1159

ah what a coincidence!

M1			
T1			
MET1	Exp Circ Ent		



Int1	SPEECH-FUNCTION Sustain react respond support reply acknowledge	Mood WH-interrogative ellipsed	
Lex1			

#### Clause 1160

it was like a park

M1	Subj Mood	Fin Mood	Circ-Adj Residue		
T1	Carr	Proc Reln Attr Int	Att		
MET1					

Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood declarative full	TENSE past
Lex1			

#### Clause 1161

and I even waved to it

M1		Subj Mood	Adj Mood	Fin Pred Mood-Residue	Comp Residue	
T1		Goal	Proc Mat		Recip	
MET1						

Int1	SPEECH-FUNCTION Sustain react respond support develop extend	Mood declarative full	MOOD-ADJUNCT intensity	TENSE past
Lex1	Appraisal graduation force			

#### Clause 1162

	when	I	seen	it
M1		Subj Mood	Fin Pred Mood-Residue	Comp Residue
T1		Sens	Proc Ment Perc	Phen Range
MET1				

Int1	Mood declarative full	TENSE past
Lex1		

#### Clause 1163

	when	we	were	coming	to	the	bus
M1		Subj Mood	Fin Mood	Pred Residue	Circ-Adj Residue		
T1		Actor	Proc Mat		Goal		
MET1							

Int1	Mood declarative full	TENSE past
Lex1		

### Clause 1164

	I	even	went	like	that	to	the	firefighter
M1		Adj Mood	Pred Residue	Circ-Adj Residue		Comp Residue		
T1	Actor	Proc Mat		Mann Qual		Recip		
MET1								
Int1	SPEECH-FUNCTION Sustain continue prolong extend			Mood declarative full	MOOD-ADJUNCT intensity		TENSE past	
Lex1								

### Clause 1165

	and	one	of	them	waved	back	to	me
M1		Subj Mood			Fin Pred Mood-Residue	Circ-Adj Residue		
T1		Actor			Proc Mat	Locn Place		
MET1								
Int1	SPEECH-FUNCTION Sustain continue prolong extend			Mood declarative full	TENSE past			
Lex1								

### Clause 1166

	oh	that	was	nice
M1		Subj Mood	Fin Mood	Comp Residue
T1		Carr	Proc ReIn Attr Int	Att
MET1				

Int1	SPEECH-FUNCTION Sustain react respond support reply acknowledge	Mood declarative full	TENSE past
Lex1	Appraisal attitude appreciation reaction quality		

#### Clause 1167

	Ms	Jones	the	man	even	beeped	his	horn	at	us
M1	Voc-Adj		Subj Mood		Adj Mood	Pred Residue	Comp Residue		Comp Residue	
T1			Actor		Proc Mat		Goal		Recip	
MET1										

Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood declarative full	MOOD-ADJUNCT intensity	TENSE past
Lex1				

#### Clause 1168

	and	turned	his	siren	on
M1		Fin Pred Mood-Residue	Comp Residue		Pred Residue
T1		Proc Mat	Goal		Proc Mat
MET1					

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE past
Lex1			

#### Clause 1169

went    eee-on

M1		
T1		
MET1		

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative ellipsed	
Lex1			

#### Clause 1170

at          the    park    there    was          this          thing

M1	Circ-Adj Residue			Subj Mood	Fin Mood	Comp Residue	
T1	Locn Place				Proc Exist	Ex	
MET1							

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative full	TENSE past
Lex1			

### Clause 1171

and two people or three can sit on the seat

M1		Subj				Fin Modl	Pred	Circ-Adj		
		Mood				Mood	Residue	Residue		
T1		Actor				Proc Mat		Locn Place		
MET1										

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	MODALITY Modulation capability	TENSE present
Lex1				

### Clause 1172

and over the other side of the seat was ...

M1									
T1									
MET1									

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative abandoned	
Lex1			

### Clause 1173

I think there is in the middle heaps of people can sit

M1	Subj	Fin	Comp								
		Pred									
	Mood	Mood-Residue	Residue								
T1	Sens	Proc Ment Cogn	Phen Range								
MET1											

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE present
Lex1			

#### Clause 1174

	and	you	go	really	high
M1		Subj	Fin Pred Mood	Adj Mood	Circ-Adj Residue
T1		Actor	Proc Mat		Mann Qual
MET1					

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	MOOD-ADJUNCT degree	TENSE present
Lex1	Appraisal graduation force			

#### Clause 1175

	and	it	goes	up	like	that
M1		Subj	Fin Pred Mood	Circ-Adj Residue	Circ-Adj Residue	
T1		Actor	Proc Mat	Locn Place	Mann Qual	
MET1						

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE present
Lex1			

# Clause 1176

oh yes I think I know those

M1			Subj	Fin	Comp		
			Mood	Pred	Residue		
				Mood-Residue			
T1			Sens	Proc	Phen		
				Ment	Range		
				Cogn			
MET1							

Int1	SPEECH-FUNCTION			Mood		TENSE
	Sustain			declarative		present
	react			full		
	respond					
	support					
	reply					
	acknowledge					
Lex1						

# Clause 1177

I was there for about five minutes

M1	Subj	Fin	Comp	Circ-Adj			
	Mood	Mood	Residue	Residue			
T1	Carr	Proc	Att	Ext			
		ReIn	Circ	Dur			
		Attr					
		Circ					
MET1							

Int1	SPEECH-FUNCTION			Mood		TENSE
	Sustain			declarative		past
	continue			full		
	append					
	extend					
Lex1						



### Clause 1178

and I was getting really tired

M1		Subj Mood	Fin Mood	Pred Residue	Adj Mood	Comp Residue
T1		Carr	Proc ReIn Attr Int			Att
MET1						

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE past	MOOD-ADJUNCT degree
Lex1	Appraisal graduation force			

### Clause 1179

and I was going to sleep

M1		Subj Mood	Fin Mood	Pred Residue		
T1		Actor	Proc Mat			
MET1						

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE present
Lex1			

Clause 1180

and Cain was pushing us real high

M1		Subj Mood	Fin Mood	Pred Residue	Comp Residue	Circ-Adj Residue	
T1		Actor	Proc Mat		Goal	Mann Qual	
MET1							

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE past
Lex1	Appraisal graduation force		

Clause 1181

and Judy was on it

M1		Subj Mood	Fin Mood	Pred Residue	
T1		Carr	Proc ReIn Attr Circ	Att Circ	
MET1					

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE past
Lex1			

Clause 1182

and Judy's little brother was on it as well

M1		Subj Mood			Fin Mood	Circ-Adj Residue			
T1		Carr Possr			Proc Reln Attr Poss	Locn Place			
MET1									

Int1	SPEECH-FUNCTION	Mood	TENSE
	Sustain	declarative	past
	continue	full	
	prolong		
	extend		
Lex1			

Clause 1183

so we had to go slow for him

M1		Subj Mood	Fin Modl Mood	Pred Residue			Comp Residue	
T1		Actor	Proc Mat				Recip	
MET1								

Int1	SPEECH-FUNCTION	Mood	MODALITY	TENSE
	Sustain	declarative	Modulation	past
	continue	full	obligation	
	prolong		high	
	enhance			
Lex1				

Clause 1184

NV

M1	
T1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support engage		
Lex1			

#### Clause 1185

Jenny?

M1	
T1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support engage	Mood minor	
Lex1			

#### Clause 1186

oh back in the Museum this Fire Truck carried picked up people

M1	Circ-Adj Residue				Subj Mood			Fin Pred Mood-Residue			Comp Residue
T1	Locn Place				Actor			Proc Mat			
MET1											

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative full	TENSE past
Lex1			

Clause 1187

and carried ten

M1			
T1			
MET1			

Int1	<b>SPEECH-FUNCTION</b> Sustain continue prolong extend	<b>Mood</b> declarative ellipsed	<b>TENSE</b> past
Lex1			

Clause 1188

and they used to fall off the edge

M1	Subj Mood	Fin Mood	Pred Residue			Comp Residue	
T1	Actor	Proc Mat				Range	
MET1							

Int1	<b>SPEECH-FUNCTION</b> Sustain continue prolong extend	<b>Mood</b> declarative full	<b>TENSE</b> past	
Lex1				

Clause 1189

really? ((laughing))

M1		
T1		
MET1		

Int1	SPEECH-FUNCTION Sustain react respond support register	Mood minor	
Lex1			

#### Clause 1190

and they used to sit on the seat at the back

M1	Subj Mood	Fin Mood	Pred Residue		Circ-Adj Residue			Circ-Adj Residue		
T1	Actor	Proc Mat			Locn Place			Locn Place		
MET1										

Int1	SPEECH-FUNCTION Sustain react respond support reply acknowledge	Mood declarative full	TENSE past
Lex1			

#### Clause 1191

the rain used to rain them

M1	Subj Mood	Fin Mood	Pred Residue		Comp Residue
T1	Actor	Proc Mat			Goal
MET1					

Int1	SPEECH-FUNCTION Sustain react respond support develop extend	Mood declarative full	TENSE past
Lex1			

Clause 1192

yes

M1	
T1	
MET1	

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain react respond support register</div>	<div>Mood</div> <div>minor</div>	
Lex1			

Clause 1193

oh sounds like it was a fantastic (excursion)

M1	<div>Fin</div> <div>Pred</div> <div>Mood-Residue</div>	<div>Comp</div> <div>Residue</div>					
T1	<div>Proc</div> <div>Reln</div> <div>Attr</div> <div>Int</div>	<div>Att</div>					
MET1							

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain react respond support develop elaborate</div>	<div>Mood</div> <div>declarative full</div>	<div>TENSE</div> <div>present</div>	
Lex1	<div>Appraisal</div> <div>attitude appreciation valuation</div>	<div>Appraisal</div> <div>graduation force</div>		

'Let's Talk' – teacher and children are recounting an excursion to the Museum of Fire (Phase 15, Curriculum E  
Adult speakers are T1 (class teacher), T2 (second teacher) and TA (teacher aide).

Child speakers are Ma (Mark), Mi(Michael), Ju (Julie), S (Sally), G (Greg), R (Ritchie), M (Mel), A (Andy)

**orientation**

1 T1 /let 's talk about things /

**recount sequence 1: fire engines, heat and smoke**

**'Exchange' 1**

2 /what was the first thing [[we did]]? /

3 /where did we go? /

4 Ss /(...) /

5 T1 /what was the first thing [[you did]]? /

6 /where did we go? /

7 Ma /Museum of Fire /

8 T1 /Museum of Fire /

**'Ex' 2**

9 /now what did we see and do there? /

10 Ma /fire engines /

11 T1 /pardon /

12 Ma /fire engines /

13 T1 /what about the fire engines /

14 Ma /they showed us all the different ones and the old ones /

**'Ex' 3**

15 T1 /anybody else want to add to that? /

16 Mi /we seen how pictures and lounges burn so quickly /

17 T1 /we did too didn't we? /

**'Ex' 4**

18 /how did that make you feel? /

19 Ma /good /

20 S? /(laughing) /

21 T1 /Mark please don't keep calling out over the top of everyone /

22 /Julie? /

23 Ju /sad /

24 T1 /sad /

**'Ex' 5 (changed 21.12.04)**

25 /why were we sad? /

26 Ju /cause (people been killed in fires) /

27 T1 /mmm /

**'Ex' 7**



28 /what was the thing [[we could see in that diorama – in that big  
window [[[we looked in]]] ]]? /

29 /what sorts of things did you see in there? /

30 Ju /fire /

31 T1 /did you see anything more? /

**'Ex' 8**

32 /have a think about it /

33 S? /oh (bids for turns) /

**'Ex' 9**

34 T1 /Jenny, in that first window what did you see? /

35 J /we saw rooms with bars, closed curtains /

36 T1 /mmm /

**'Ex' 10**

37 /what was special about that room? /

38 /Cathy sorry Annie? /

39 A /(fire) /

40 T1 /what was different about that room [[that we don't usually see?]] /

41 S? /oh (bids for turns) /

42 A /cause (everything was blacked out ) /

43 T1 /how could you tell that? /

44 A /cause it was ( ) /

45 /and (there was) blackness /

46 T1 /where was the blackness? /

47 A /oh (bids for turns) /

48 T1 /Sally would you like to answer that? /

49 S /the the all the things in that ah um in that window were all out  
(of a )fire /

50 /and mostly they weren't burnt from fires as from the air /

51 /the hot air burned them /

52 T1 /that 's right wasn't it? /

**'Ex' 11**

53 /that was something [[that was very interesting]] /

54 /I don't think any of you realised that before /

55 /I did /

56 /because I have actually had fire in my home /

**anecdote 1: Matty's story**

**'Ex' 12**

57 Mt /Miss Lee /

58 T1 /mmm /

59 /Matty? /

**'Ex' 13**

60 Mt /we had a fire /  
 61 /we forgot to turn the stove off /  
 62 /and it burnt burnt all of the um all the plastic /  
 63 /and burned all of the um lunch stuff /  
 64 S? /we' ve had two fires! /

**Personal/school connection: adult competence/incompetence**

65 T1 /and that' s exactly what David down at the Fire Museum was  
 talking about /

**'Ex' 14**

66 /who can think of what he said adults should have before they  
 use stoves and other electrical equipment? /  
 67 /Greg? /  
 68 G /a licence /  
 69 T1 /a licence /  
 70 /he thought we should all have to get a licence to use one /

**anecdote 1: Matty's story cont.**

**'Ex' 15**

71 Mt /hey Miss Lee /  
 72 /we had another one too ( )/  
 73 T1 /was it? /

**'Ex' 16**

74 /well you' ve got to listen /  
 75 /because you weren't able to go /  
 76 /so (you need to hear what other people saw) /

**anecdote 2: undeveloped**

**'Ex' 17**

77 S? /we saw smoke at Lithgow /  
 78 /when it was burned /  
 79 T1 /( )/

**anecdote 1: Matty's story cont.**

**'Ex' 18**

80 Mt /mum was cooking /  
 81 /and I think she dropped something /  
 82 /and when she left the room /  
 83 /it went up /  
 84 /and she came out /  
 85 /and it was still burning /  
 86 /so took the pot /  
 87 /it burned all the pot /  
 88 /and the fire was still going /  
 89 /and you couldn't get it out /

90 T1 /so it was still actually burning was it? /

#### personal/school connection

##### 'Ex' 19

91 /because something [[that David down in Sydney told us about]]  
was that lots of times it's not the actual fire[[ that burns things  
]]it's the smoke /  
92 /the smoke gets really, really really hot /  
93 /and then it explodes and burns /  
94 /... (3 short barely audible moves from students ) /  
95 Ro /and Miss Lane when stuff falls into the stove /  
96 /it starts to burn /

#### recount sequence 3: return to sequencing the museum visit

##### 'Ex' 20

97 T1 /now let's get back to the Museum /  
98 /let's put ourselves at that first diorama that first window [[we  
were looking in]] /  
99 /okay /

##### 'Ex' 21

100 /what happened next? /  
101 /where did we go next? /  
102 T1 /David? /  
103 D /um we went went to see the ... ourselves in the mirror /  
104 T1 /ah yes the special people /

##### 'Ex' 22

105 /who would like to talk a bit more about that one? /  
106 /if you have your hand up /  
107 /remember when David said he wanted all the little people /  
108 /because he wanted to show...show them something really really  
special /  
109 S? / ( ) /  
110 T1 /yes that whe....yeah yes he talked to us about that /  
111 /but when he called all the little people over /  
112 /what did you see? /  
113 /can you remember? /  
114 S? / (the line of ) /  
115 T1 /what was it? /  
116 S? /ourselves /  
117 T1 /how come? /  
118 Ju /because the mirror was just a reflection /

##### 'Ex' 23

119 T1 /you might like to explain that to Ms Jones /

120 T2 /mmm /  
 121 Ju /alright /  
 122 T1 /she wasn't there /  
 123 /and she has this really curious look on her face /  
 124 T2 /that' s right /  
 125 /that' s right /  
 126 /now there was a mirror /

**'Ex' 24**

127 /why was the mirror there? /  
 128 S? /to see yourselves in /  
 129 T2 /uh huh uh huh /

**'Ex' 25**

130 /and what ...what did that have to do with fire? /  
 131 Mi /cos they' re the people [[that get burnt]] /  
 132 /and (we' re special) /  
 133 Ju /up the top of the mirror it said who gets burnt /  
 134 T2 /wow /  
 135 T1 /and that' s exactly what it was about /  
 136 /he was stating the um statistics /  
 137 S? / ( ) /  
 138 S? / ( ) /  
 139 T1 /and it' s stat... that age group /  
 140 /and it burnt more people in it than anybody else /  
 141 /and he was trying to point out you are the special people /  
 142 /and you have to take care /

### anecdote 3: Rob's fire story

#### 'Ex' 26

143 Ro /Miss Lee /  
 144 T2 /mmm that' s interesting (response to 'ex' 25) /

#### bid for initiating turn (NV)

#### 'Ex' 26

145 T1 /yes Robert? /

#### 'Ex' 26

146 Ro /can I tell you something [[that happened at our house]]? /  
 147 /well Chris was standing next /

#### 'Ex' 27

148 T1 /ssshhh /

#### 'Ex' 27

149 Ro /Christopher was standing um uh um standing up leaning against  
 the wall /  
 150 /and a big flame came through ...went through the wall right next

to him /

151 T1 /where did it come from? /

152 Ro /we ...we don't know /

153 T1 /well where did it go to? /

154 Ro /it just..a big flame went 'zoom' right through the house /

155 T1 /well I can't understand how that happens /

156 Ro /it just /

157 T1 /can you help me? /

**'Ex' 28**

158 /was there a heater [[going]] or something? /

159 Ro /no it just came through the wall /

160 S? /what was it near that wood heater [[ you have got]]? /

161 Ro /it just went 'zoom' /

162 T1 /well maybe it was an electrical fault? /

163 S? /might be /

164 Ro /Miss Lee I think it was /

165 /because and then we asked the electrician to come and wire our house /

166 /and he said we had the wrong wires in it/

167 T1 /uh huh sounds like an electrical fault /

168 /that is something [[that we saw ( and they told us about)at the museum as well]] /

#### **anecdote 4: Luke's fire story**

##### **'Ex' 29**

169 Luke /NV /

170 T1 /Luke? /

##### **'Ex' 30**

171 L /well when I was stoking the fire /

172 /um mum wasn't home /

173 /and I was stoking the fire /

174 /and a big piece of hot coal came out /

175 S? /( )/

#### **metacommentary on learning processes**

##### **'Ex' 31**

176 T1 /can anyone see what's happening here? /

177 S? /yes /

178 T1 /what' s happening here in this conversation? /

179 Mel /the kids are doing all the stuff /

180 /and making the ( ) oh it all oh all uh /

181 /you know usually you don't um a kid doesn't stoke the fire /

182 /and um usually your Mum does or something /

183 L /and it burnt the carpet /  
 184 Ss /oh oh ((laughing)) /  
 185 T1 /Greg Greg (Greg has had his hand up) /  
 186 G /we' re talking about the Museum of Fire /  
 187 /but we' re talking about home /  
 188 T1 /right /  
 189 /why do you think that' s happening? /

**'Ex' 32**

190 G /and we because we ...we talk about fire at home not in the  
 Museum. /  
 191 T1 /but why do you think your brain' s doing it? /  
 192 /why do you think you ... we' re talking about fire in one place? /  
 193 G /(talking about fire alarms) /  
 194 T1 /[[what you' re actually doing]] is [[making sense of where you  
 went on Friday]] by your experience /  
 195 /if these sorts of things have happened to you /  
 196 /when you see the fire /  
 197 /and we start talking about it /  
 198 /it brings it all back into your memory /  
 199 /it helps you make sense of the whole thing /

**anecdote 5 (Libby's undeveloped story)**

**'Ex' 33**

200 Libby /NV /  
 201 T1 /Libby? /

**'Ex' 34**

202 L /(when my brother stayed up ..... )/  
 203 T1 /oh! that' s a bit scary /

**anecdote 6: Mike's fire story'Ex' 35**

204 Mike /NV /  
 205 T1 /Mike? /

**anecdote 6: Mike's fire story**

**'Ex' 36**

206 Mi /Charcoal chicken had a fire /  
 207 /when they were cooking the chicken /  
 208 Ss /((laughing)) /  
 209 Mi /and went 'woof' /  
 210 T1 /really? (ellipsis of 'did they really?') /  
 211 Mi /out of the stove /  
 212 Ss /((more laughing)) /

**recount sequence 4: the events of the day**

**'Ex' 37**

213 T1 /it' s really great /  
 214 /to hear all these special experiences and all that /  
 215 /and I even shared one of mine /  
 216 /but let's put a heading up here /  
**'Ex' 38**  
 217 /what time did we leave the school? /  
 218 TA /too early ((a comment from the teacher aide)) /  
 219 /((laughter)) /  
 220 S? /seven o'clock /  
 221 /((a few seconds general untranscribable discussion while teacher  
 writes on chalkboard)) /  
 222 T1 /what was the next thing we did? /  
 223 /Luke? /  
 224 L /stopped at Springwood for lunch /  
 225 / ( ) /  
 226 T1 /for what /  
 227 /what did we stop for Luke? /  
 228 Ss / ( ) /  
 229 /it was seven fifteen /  
 230 T1 /oh alright then ((changing time on chalkboard)) /  
 231 TA /but we had to be here at 7:00 didn't we? /  
 232 S? / ( ) /  
 233 T1 /but we didn't leave till about fifteen /  
 234 /you 're right /  
 235 /I' ll spread this out a bit further /  
 236 /WE LEFT SCHOOL AT 7.15 ((writing on chalkboard)) /  
**'Ex' 39**  
 237 /was it am or pm? /  
 238 Ss /am /  
 239 T1 /how do you know? /  
 240 Ss /morning ...in the morning /  
 241 T1 /it was in the morning /  
 242 /that' s right /  
 243 T1 /and we stopped a-t Springwood /  
**'Ex' 40**  
 244 /what did we do there? /  
 245 Ss /had the lunch /  
 246 S? /we (just) had a snack /  
 247 T1 /we don't know what time it was /  
 248 /we 'll just put recess there /  
 249 /RECESS ((reading off chalkboard)) /

250 /what was the next thing we did? /  
 251 S? /we had ( ) /  
 252 S? /we had snack /  
 253 /recess and lunch /  
 254 T1 /mmm /  
 255 S? /no /  
 256 S? /and that ain't all /  
 257 T1 /we definitely didn't go home /  
 258 Mi /and we had two recesses /  
 259 T1 /wh...when we left Springwood where did /  
 260 /when we left Springwood /

**'Ex' 41**

261 /where did we go? /  
 262 Ss /( ) /  
 263 S? /on the bus again /  
 264 /on the bus again /  
 265 T1 /on the bus to where? /  
 266 Ss /the Museum of Fire /  
 267 S? /( ) /  
 268 T1 /that was about... /

**'Ex' 42**

269 /who can remember what time that was? /  
 270 Ss /( ) /  
 271 S? /it was ten /  
 272 S? /thirty ten thirty /  
 273 Ss /( ) ((a short time of children talking over each other as they try  
 to remember the time)) /  
 274 S? /it was 8:58 am. /  
 275 R /8:58! /  
 276 /no /  
 277 T1 /it was actually about nine /  
 278 Ss /nine ( ) /  
 279 R /oh I said that /  
 280 S? /( ) /  
 281 T1 /now ... /  
 282 R /( ) /

**recount sequence 5: refocus on museum of fire– lessons about fire**

**'Ex' 43**

283 T1 /this is what we need to focus on /  
 284 /sssh /  
 285 /right this is what we' re talking about – the Museum of Fire /



286 /and let's see if we can keep our mind on there /  
 287 /and talk about what we did see in the Museum of Fire and what  
 happened /  
 288 S? /(and ah) /  
 289 T1 /we 've been ...we 've been down that little aisle to the first  
 diorama /  
**'Ex' 44**  
 290 /where we saw ... what? /  
 291 /who ...can you recall that? /  
 292 S? /(a fire) /  
**'Ex' 45**  
 293 T1 /what' s the first thing we saw? /  
 294 S? /a house fire /  
 295 S? /a stove /  
 296 T1 /right /  
 297 /it showed us what a house fire looks after the fire didn't it? /  
 298 Ss /yes /  
 299 T1 /so we kept walking down that aisle /  
**'Ex' 46**  
 300 /where did we go next? /  
 301 S? /back of the house /  
 302 T1 /Greg? /  
 303 G /to the cinema /  
 304 S? /cinema? /  
 305 T1 /ooh no /  
 306 Ss /no no /  
 307 /to the rest of the house /  
 308 S /the place where you look at the little boy that was burnt /  
 309 /and where the um what you gotta wear when you're swimming /  
 310 T1 /mmm /  
 311 S /and the (lighter) the matchbox toys things like that /  
 312 T1 /that' s right /  
**'Ex' 47**  
 313 /just before that we we had a look in that mirror /  
 314 /and talked about that little girl /  
 315 /remember? /  
 316 S? /that ...that man /  
 317 T1 /no that ...we went down that ...straight down the aisle /  
 318 /then we turned right /  
 319 /turned around that corner /  
 320 /and then there was a mirror /

321 /and that' s why I am talking about the special people in statistics /  
 322 /that means how many people are burnt in a year /  
 323 /and what ages they are /  
 324 /then we went on /  
 325 /and saw what Sally just described /  
**'Ex' 48**  
 326 S? /a boy got burnt /  
 327 S? / ( ) /  
 328 T1 /mmm /  
**'Ex' 49**  
 329 /remember 'beware matches' /  
 330 S? /(matches) /  
**'Ex' 50**  
 331 T1 /what other things did they have up on the wall to explain  
 danger? /  
 332 S? /matches lighting up /  
 333 S? / ( ) /  
 334 S? /there was fifteen hundred dollars damages just on that ( ) /  
 335 T2 /wow /  
 336 T1 /mmm.. that' s right /  
 337 Ss /((quite a few children talking at once briefly)) /  
**'Ex' 51**  
 338 T1 /then what was the next step in this? /  
 339 /Rob Rob? /  
 340 /what was the next step? /  
 341 /who can think what the third step was? /  
 342 /Jenny? /  
 343 J /we went and saw a video on fires /  
 344 Mel /first we saw them boys /  
 345 /youse were rude to them ((laughing)) /  
 346 T1 /that 's not what I did there /  
 347 D /oh I figured everything /  
 348 /the fireman 's got (everything) /  
**'Ex' 52**  
 349 T1 /Judy? /  
 350 Ju /(a mother and father and kids were in the park) /  
 351 T1 /mmm ... I see /  
 352 Ju /and their couch got burnt /  
 353 T1 /mmm /  
**'Ex' 53**  
 354 /what else did they tell you? /

355 /remember the couch [[that was burnt]] /  
 356 /what caused it? /  
 357 Ju /they were playing with the lighter /  
 358 T1 /that' s right /  
 359 /you have to be very careful /  
 360 /Michael? /  
**'Ex' 54**  
 361 Mi /In the first one how the fire started (is) [[they kind of hang the  
 clothes over the chair and try to dry them]] /  
 362 /but they didn't /  
 363 /they ca..caught on fire /  
 364 /and then they set the whole room on fire /  
 365 T1 /mmm /  
 366 /yes Mark /  
 367 Ma /he told us what we should wear and what day /  
 368 /he told us what to wear and that stuff /  
 369 T1 /well that 's right /  
 370 /that was about if you also get burnt by the sun wasn't it /  
 371 /you couldn't do much about that /  
 372 /but he still talked about the heat [[that's in the sun]] /  
 373 /and how it can burn your skin (ellipsis of 'and he talked about  
 how it can burn your skin) /  
 374 /yes Rob? /  
**'Ex' 55**  
 375 Ro /he told us that if you think you' re tougher than fire that iron' s  
 tougher than you and fire can burn iron /  
 376 S? /( ) /  
 377 S? /and fire doesn't play fair /  
 378 T1 /that was the big thing [[they kept saying all day]] /  
**'Ex' 56**  
 379 /what was it again? /  
 380 Ss /fire doesn't play fair /  
 381 T1 /mmm /  
 382 /you can never rely on it to do the right thing /  
 383 /just when you think that you've it all under control /  
**'Ex' 57**  
 384 Sa /but Miss Lee what about ... what about burning off? /  
 385 /it does a good thing the fire /  
 386 /cause cause ( ) burning off it stops fire /  
 387 T1 /it' s a sort of preventative thing though isn't it? /  
 388 Sa /yeah it' s fire [[that's useful fire]] /

389 T1 /it working ( )/

**'Ex' 58**

390 T2 /did you learn about that at the excursion on Friday? /

391 Ss /yes ( )/

392 T1 /yes we talked a little bit about the fire not since then /

393 S? /((a few secs chat among the students chiefly about burning off  
not easily transcribed)) /

394 T2 /mmm /

395 T1 /you know what I meant ((to two boys who have been chatting)) /

396 S? /I know the rules are the rules /

397 S? /that 'd be right... /

**'Ex' 59**

398 T1 /perhaps you need to stay there /

399 /and you need to move ((pointing to children and spaces in the  
classroom)). /

400 Mt /( )/

**'Ex' 60**

401 T1 /you know what a special saying when I was .. once upon a time  
- fools who play with fire become flaming idiots /

402 Ss /((some giggles)) /

**anecdote 8: Mel's story of Ritchie's fire**

**'Ex' 62**

403 Mel /guess what /

**anecdote 8: Mel's story of Ritchie's fire**

404 /Ritchie lit a fire once up in the back lane on this big hill /

405 /Ritchie did /

406 /and went it shoosh /

407 /it just went all over the hill /

408 /Ritchie did /

409 G /it was close to (people's houses) /

410 Mel /yeah people came up the back lane /

411 /and the...there was big fire /

412 G /oh Ritchie don't smile! /

413 T2 /oh aah /

**'Ex' 63**

414 /Ritchie how old were you then? /

415 Ri /oh about three /

416 Ss /no you weren't three ((an outburst of disbelief from the other  
children)) /

417 /no you weren't three Ritchie /

418 Mel /you were about five or seven /

419 /when you done that /  
 420 R /no I wasn't /  
 421 /I was four /  
 422 S? /you 're a fibber ((amid sounds of protests from other children)) /

**Ritchie's response**

**'Ex' 64**

423 T1 /listen /  
 424 /listen /  
 425 /why don't you let him explain it? /  
 426 /NV (compliance in silence) /

**'Ex' 65**

427 /Ritchie where did you get the matches from? /  
 428 R /I don't know /  
 429 /(I wanted to play) /  
 430 T1 /and what did you do then? /  
 431 R /I went to see ( ..). /  
 432 /I wanted to play /  
 433 /but he wouldn't) /

**430 /but he wouldn't)**

**'Ex' 66**

434 T1 /were you frightened? /  
 435 R /yeah when I looked the other way /  
 436 /I was screaming /  
 437 T1 /were you? /

**"Ex' 67**

438 /so where did you go to then? /  
 439 R /(I was gone hours ...) /  
 440 Ss /oh oh oh ((laughing)) /

**'Ex' 68**

441 T2 /I bet you wouldn't do that now Robert /  
 442 /you know much better don't you? /  
 443 Ss /((laughing)) /  
 444 S? /The police came up to school /  
 445 /and he had to go with them /  
 446 T1 /oh the police /

**recount sequence 6: refocus on museum visit including fire drill procedures**

**'Ex' 69**

447 /now we went through a part of the Museum of Fire /  
 448 /then we went into the cinema /  
 449 /remember we were there twice /  
 450 /so try to get the right order here /

**'Ex' 70**

451 /what happened in this cinema the first time? /  
452 /okay Luke? /  
453 L /we seen the people trying to get all the ( ) out /  
454 /and there was already one on fire /  
455 /and well and and we shut all the doors /  
456 /and locked in some things /  
457 T1 /does somebody want to explain that? /  
458 /um ( ) /  
459 S? /we didn't lock things back in. /  
460 Sa /they were ... /  
461 /the fire came /  
462 /and they were screaming /  
463 /and the lady was running around trying to push the men out of  
the road /  
464 /and they went outside...side /  
465 /and they went back in again /  
466 /and they weren't supposed to (ellipsis of 'and they weren't  
supposed to go back in again') /  
467 /because the fire was there /  
468 /they kept taking books out /  
469 /they were stuff that /  
470 S? / ( ) /  
471 Sa /yeah that they wanted to keep /  
472 /and the little girl was carrying a doll around /  
473 /and the little boy /  
474 J / ( he came mad with them!) /

**'Ex' 71**

475 T1 / ( ) Ms Jones you might like to sort of ask questions here /  
476 T2 /mmm /  
477 T1 /because I know exactly what they're talking about /  
478 T2 /mmm /  
479 T1 /and you' re probably still a little bit in the dark /  
480 /because remember Ms Jones wasn't there /  
481 /we were /  
482 /so you can talk to me about that /  
483 /and I know exactly what you mean /

**"Ex' 72**

484 Sa /we watched a /  
485 S? / (video) /  
486 Sa /in our... /

487 /and it showed you um what they should have done and what  
 they shouldn't have /  
 488 /and first off they done one bit [[what that they weren't supposed  
 to]] /  
 489 /and they done all the (taking dolls and that out) /  
 490 /and then the second time um around not the second time they  
 worked out places to meet like the letter box /  
 491 /and trying to work out which way to get out the window /  
 492 /if all the doors are locked /  
 493 /and things blocked off /  
 494 T2 /right /  
 495 Sa /and the fire' s coming /  
 496 /and what they have got to do and things like that /  
 497 /then they made a big plan up /  
 498 /and the fire happened /  
 499 T2 /mmm /  
 500 Sa /and so they um they done all the things that they had to do /  
 501 T2 /right /  
 502 Sa /and they got outside /  
 503 /they had to feel the door /  
 504 /when the...they thought um the fire wasn't near the front door /  
 505 /they had to use the back of your hand /  
 506 /and feel upwards /  
 507 T2 /yeah /  
 508 Sa /start from the bottom /  
 509 /then on to the um /  
 510 S? /door handle /  
 511 Sa /handle /  
 512 T2 /oh right okay /  
 513 Sa /and then they ... /  
 514 /then they got outside /  
 515 /he had.. the man had to go and ring the um fire brigade next  
 door /  
 516 T2 /so it sounds like it was a very informative video /  
 517 /yeah well well done /  
 518 Mt /and the first family didn't have a map or anything /  
 519 S? /( )/  
**'Ex' 73**  
 520 T2 /oh that was what you don't do? /  
 521 S? /that 's was the reason we got /  
 522 T1 /that' s right /

523 /it was the same family /  
 524 /but they did the same /  
 525 /or they responded to a fire twice /  
 526 /and they had two chances to work out which was the right way  
 to do it – which was the safest way /  
 527 Ro /and the lady said with the doors closed and you can't get out  
 you 've got to jump out the window /  
 528 T1 /mmm ... that 's right /  
 529 T2 /mmm /  
 530 S? /you've got to ( )/

**'Ex' 74**

531 T1 /and if there' s smoke in the house /  
 532 /what' s the safest thing for anyone to do? /  
 533 S? /jump out your window /  
 534 J /yeah and go go go low /  
 535 T1 /no not first /  
 536 J /get down /  
 537 /and go low low low /  
 538 S? / ( ) /  
 539 T1 /go low /  
 540 S? /and go /  
 541 S? /get down /  
 542 S? /first of all you gotta /  
 543 S? / ( ) /  
 544 T1 /go low /  
 545 /and go go go /  
 546 T2 /mmm /

**'Ex' 75**

547 T1 /Greg over here (ellipsis of 'Greg move over here') /  
 548 /just put a space /  
 549 /so he can show ... /  
 550 /he can show [[what to do]] /  
 551 Ss /((giggling)) /

**'Ex' 76**

552 T1 / (now girls) /  
 553 /I 'm sure [[he can do it properly]] /  
 554 /((a little chatter and noise as Greg moves to the space indicated))  
 /

**'Ex' 77**

555 /so 'go low and go go go' – what does it mean? /  
 556 /show us Greg /



557 S? /just get down /  
 558 /and go to the door /  
 559 /NV /  
 560 T2 /good /  
**'Ex' 78**  
 561 T1 /why did he do that? /  
 562 /why? /  
**Ex' 79**  
 563 Mi /Miss Lee /  
 564 T1 /Victoria /  
 565 Mi /first you have to yell out fire /  
 566 T1 /true /  
 567 /because you have to let everybody know what's happening /  
 568 /but why do you get down low /  
 569 /why ... why do people recommend you get down low in the fire?  
 /  
 570 V /so you safer /  
 571 /it 's safe /  
 572 Ss /Miss Lee ((other children bidding for turns)) /  
**'Ex' 79**  
 573 T1 /what makes it safer? /  
 574 /Mel? /  
 575 Mel /mmm /  
 576 T1 /what did you think of the video we saw? /  
 577 /well have a ... /  
**'Ex' 80**  
 578 /think of any fire /  
 579 /if there is a fire [[burning down here]] /  
 580 /what comes from it? /  
 581 Mel /fire ... /  
 582 /smoke /  
**'Ex' 81**  
 583 T1 /well where does the smoke go? /  
 584 Mel /( ) /  
 585 S? /up on the roof /  
 586 T1 /is it down low? /  
 587 Mel /no /  
**'Ex' 82**  
 588 T1 /so where does it (go)? /  
 589 Ss /it goes up up /  
 590 T1 /alright that' s right /

**'Ex' 83**

591 /if I ... if there ... /  
592 /if there was fire down there /  
593 /and all the smoke has come up /  
594 /and I'm walking through /  
595 /what's going to happen to me? /  
596 S? /you get ... get ... /  
597 /you could get /  
598 S? /burnt /  
599 S? /probably killed /  
600 T1 /well you're going to breathe it all in /

**'Ex' 84**

601 /if I get low /  
602 /what would be the difference? /  
603 S? /nothing – you won't breathe nothing /  
604 Ro /you won't breathe it down there /  
605 /because hot air rises /  
606 T1 /that's it ... good /

**'Ex' 85 interrupted**

607 /and so it's [[so you're not breathing in all the heavy smoke, you  
get down to the lowest point [[[ where it's a lot clearer]]] ]]/

**'Ex' 86**

608 Ro /NV /  
609 T1 /yes Rob /

**'Ex' 87**

610 Ro /the man said when you ring up it takes the the fire engine takes  
five minutes to get there /  
611 T1 /that's right – about five minutes /  
612 S? / ( ) /  
613 Ro /but it only takes two seconds to burn the whole house /  
614 S? /what do you mean? /  
615 S? /he said ten minutes /  
616 S? /oh yeah ten minutes /  
617 Ss /((a short time of comment difficult to transcribe)) /

**'Ex'**

618 Ro /NV /  
619 T1 /yes Rob /

**'Ex' 8**

620 Ro /you know when I asked the man /  
621 /if you put a bucket in front of a fire /  
622 /but you wouldn't (stop) the fire /

623 /and the fire goes over it/  
 624 /and it won't burn /  
 625 /does that mean that a bucket of water is stronger than a fire? /  
 626 S? /no the water is in it/  
 627 /and keeps it cool /  
 628 J /if it's plastic /  
 629 /it 'll melt /  
 630 S? /but it's cold /  
 631 /the bucket's cold /  
 632 /so the water keeps it cold so /  
 633 Ro /but wouldn't the fire make the water hot? /  
 634 T1 /it depends how long it's there /  
 635 /if it's a ... /  
 636 /if it's a fire [[ that's sort of just blowing through somewhere]] /  
 637 /it will only be (in the fire) for a short time /  
 638 /so it will just go 'wosh' /  
 639 /the water will keep the bucket cold /  
 640 /it probably will be charcoal um charred /  
 641 /it 'll go black right? /  
 642 /but if you put that same bucket of water onto a campfire for  
 instance /  
 643 /what do you think would happen then? /  
 644 Ss /it 'll boil /  
 645 T1 /it will boil /  
 646 /so it all comes down to how much time it's sitting in the fire /  
**'Ex' 88**  
 647 /Libby? /  
 648 Li /(inaudible) /  
**'Ex' 89**  
 649 T1 /( ) Cathy? /  
 650 C /and the newspaper stories ( )/  
**'Ex' 90**  
 651 T1 /so the boys have lots of um learning to do /  
 652 /because statistics show that boys are the ones who create the  
 fires /  
 653 Ss /oooh /  
 654 S? /we don't! /  
 655 T2 /that's interesting /  
 656 S? /oh I've seen a girl light a fire /  
 657 /( )/  
 658 T1 /they didn't say girls don't light fires /

659 /they just said there ( )/

**recount sequence 7: refocus engagement and science/road safety exhibits**

**'Ex' 91**

660 /now there are a number of (people who seem to have been  
asleep all morning) /

661 Sa /I' m not /

662 T1 /right thanks Sally /

**'Ex' 92**

663 /so far we' ve just gone through the first section of what we did  
on Friday which is the Museum of Fire /

664 /we saw a video /

665 /then we went and had a break /

666 /then we came back in ((writing on the chalkboard)) /

667 S? /NRMA /

668 Ss /((quite noisy as children work out what next exhibit is)) /

**'Ex' 93**

669 T1 /so will we focus on questacon? /

670 Ss /yes /

**'Ex' 94**

671 T1 /Jenny, are you ready? /

672 /Rob? /

673 / ( ) /

674 Ro /the car one NRMA /

675 Ss /((4 secs general noise as children comment on a road safety  
exhibit)) /

676 T2 /I' m... I' m interested Rob /

677 /because I didn't know you were going to go to a car museum as  
well /

678 /you tell me about it/

679 Ro / ( ) /

**'Ex' 95**

680 T1 /I' d like you to (stop) that please and listen ((to one of the other  
children)) /

681 S? / ( ) ((general hubbub again)) /

**'Ex' 96**

682 T2 /okay just let Rob talk /

683 Ro /((12 secs response is inaudible but seems to be about eggs and  
crashing them)) /

684 T2 /why did you have to do that Rob? /

685 /what... what were you meant to learn from that? /

686 Ro /(about) cars, smashing into things /

687 T2 /okay what happens when cars crash – is that right? (ellipsis of  
'You learnt about what happens..') /

688 S? / ( ) /

689 T2 /right /

**'Ex' 97**

690 T1 /was it something to do about safety? /

691 S? / ( ) /

692 Mi /yeah /

693 S? /and how far and how fast /

694 S? /yeah /

695 /and you have to have your seatbelt on /

696 T2 /right okay yes /

697 /that would have protected the eggs /

698 Ss /yes ( ) /

**'Ex' 98**

699 T1 /they had a wonderful time in that ( ) /

700 /((16 secs inaudible has many children are talking about this  
exhibit)) /

**'Ex' 99**

701 T2 /hang on Victoria /

702 /hang on /

703 /when everyone has found their manners /

704 /we' ll go back to doing this /

705 /thank you Viv /

706 /keep going /

707 V /a tow truck, a big tow truck where all all the things on it got  
taken /

**anecdote 9: Sally's fire story**

**'Ex' 100**

708 Sa /NV /

709 T1 /um ( ) Sally um ( ) yes Sally /

**anecdote 9: Sally's fire story**

**'Ex' 101**

710 Sa /when ... /

711 /when we were in Bundaberg /

712 /well my nan was a ... /

713 /I' ve got this um tent in Bundaberg /

714 /and um she put it up /

715 /and it didn't have a roof /

716 /so they had to take it back /

717 /and while that happened /

718 /Nan had the kettle boiling /  
 719 /we come back /  
 720 /and there was metal /  
 721 Gr /it was blue /  
 722 Sa /yeah blue /  
 723 /it was one of them um them kind of ones (miming holding a kettle)  
 /  
 724 /it was red /  
 725 /and it just went all blue /  
 726 /when she got back /

**'Ex' 102**

727 T1 /why do you think it went blue? /  
 728 Gr /because she left it on the stove /  
 729 /and it melted /  
 730 T1 /mmm /  
 731 /( ) this was at home was it? /  
 732 S? /( ) /  
 733 T1 /oh from the television ( ) answer /  
 734 /David? /

**'Ex' 103**

735 D /um if you ... /  
 736 /if your clothes get on fire /  
 737 /all you just got to do is step out the door /  
 738 /and wave some paper /  
 739 S? /no you don't /  
 740 S? /( ) /

**'Ex' 104**

741 T1 /David if you we ... /  
 742 /if your clothes caught on fire /  
 743 /what would be the safest thing to do? /  
 744 D /get down low /

**'Ex' 105**

745 T1 /is it safe [[to run?]] /  
 746 D /no /

**"Ex' 106**

747 T1 /why? /  
 748 D /because you get killed /  
 749 T1 /( ) /  
 750 D /the more [[you run]] the more it starts to burn all over you /

**'Ex' 107 interrupted**

751 T1 /so the safest thing to do? /

**'Ex' 108**

752 S? /Miss Lee I know something about fire /  
753 T1 /mmm /

**knowledge display**

**'Ex' 109**

754 S? /if you 've got an ... an um on the ground pool /  
755 /you don't hop in it /  
756 /cause they boil /  
757 Ss /( ) ((all talking at once briefly)) /  
758 S? /if it' s on the ground /  
759 /you jump in the pool /  
760 /and it' s underneath /  
761 /the fire go underneath /  
762 /and boils you /  
763 T1 /mmm /  
764 /((12 secs of talk which is difficult to transcribe)) /

**recount sequence 8: return to sequence with re-enactment of fire drill and Questacon**

**'Ex' 110**

765 T1 /do you people need to have a wriggle or something? /  
766 S? /no /  
767 T1 /yes you do /  
768 /let' s stand up /  
769 Ss /oooohhh ((the sounds of reluctance)) /

**'Ex' 111**

770 T1 /Rob' s going to demonstrate what you will do /  
771 /if your clothes caught on fire /  
772 Ro /oh might need .... /

**'Ex' 112**

773 T1 /can you move just a bit please? ((to children seated near where  
Robert 2 is going to perform)) /  
774 S? /((short utterances of protest)) /

**return to recount sequence with re-enactment**

**'Ex' 113**

775 Ro /clothes are on fire /  
776 /so get down /  
777 /and ((demonstrating rolling)) /  
778 Ss /((giggling)) /  
779 S? /you got to cover your throat Rob /  
780 Ro /oh yeah /  
781 T1 /right good boy /

**'Ex' 114**

782 /and that' s what you do /  
 783 /the last thing you do or the thing that you don't do is run /  
 784 S? /that' s what I'm going to do /  
 785 T1 /flat on the floor or ground or wherever it might be and roll over /  
 786 S? /( )/

**'Ex' 115**

787 T1 /now after questacom? /  
 788 /no we' re still at Questacom ...con...com /  
 789 /what' s the ending? /  
 790 S? /questacon ((exaggeratedly)) /  
 791 T1 /we specially took notice of the spelling on Friday ((to me)) /  
 792 T2 /oh ((laughing)) /  
 793 T1 /we' ve been saying questacom for years /  
 794 T2 /right /  
 795 T2 /it' s Questacon /  
 796 S? /I say Questacon /

**'Ex' 116**

797 T1 /so everybody had a turn on lots and lots of those hands on  
 activities [[where you could sit in on the seats and push the  
 buttons and ah watch the lights come on]] /  
 798 /something I noticed people did ... /  
 799 /I can remember a few people said 'oh this is dumb, this is stupid,  
 it's too hard' /  
 800 S? /( )/  
 801 T1 /and the question was asked 'did you read the instructions?' /  
 802 /no (ellipsis of 'they said no they didn't read the instructions') /  
 803 /so then they read the instructions /  
 804 S? /that was easy /  
 805 T1 /and what happened? /  
 806 /this thing that was too hard and dumb and stupid ...? /  
 807 /what happened /  
 808 /after the instructions were read? /  
 809 S? /it became easy /  
 810 Ss /(a brief time of comment impossible to transcribe)) /

**'Ex' 117**

811 Sa /I was listening to the music Miss Lee /  
 812 /and this song come on /  
 813 /and the man swore /  
 814 S? /oh cool /  
 815 T1 /so what was that activity about Sally? /  
 816 Ro /I' ll tell ya /



817 /it' s got a kid on tha um on the bike /  
 818 /and first off he /  
 819 Sa /it' s not your turn /  
 820 /no you don't ( ) /  
 821 /you got to stay on the bike first /  
 822 /and you quick... /  
 823 /where the stairs are coming from /  
 824 /then you ( ) /  
 825 S? /( )and then you have got to try and find out where the sound is  
 coming from. /  
 826 T1 /what was the reason for that? /  
 827 /what was that one about? /  
 828 /who knows? /  
 829 Ro /um when you' re driving /  
 830 /when you got the music full bore /  
 831 /you hear this noise or something, /  
 832 /um you don't know where it' s come from /  
 833 /and it could be someone hurt or something /

#### Personal reaction 1: Luke

##### 'Ex' 118

834 T1 /so is there another activity somebody liked particularly well that  
 they would like to talk about? /

#### recount/personal reaction 1

835 L /I like the Lego man /  
 836 /where you go it up /  
 837 /and you can put it in gears /  
 838 /and I liked how you have to try and put them down without  
 hitting the ( ) /  
 839 /I always hit it /  
 840 T1 /were you doing it on purpose? /  
 841 L /yes (ellipsis of 'Yes I was doing it on purpose') /

##### 'Ex' 119

842 T1 /so you weren't actually doing the activity [[how you are meant to  
 do it]]? /  
 843 S? /that' s mean /

##### 'Ex' 119

844 T1 /do you think that was sensible doing that? /  
 845 L /no ( ) (ellipsis of 'No I don't think it was sensible') /

##### 'Ex' 120

846 T2 /so Luke did you build the Lego person? /  
 847 /or was that already built? /

848 L /no it was already built /  
 849 /then lights just shine up /  
 850 /because it' s new ( ) /  
 851 Ss /((short exchange of rapid talk among children difficult to hear on  
 tape)) /

#### recount/personal reaction 2: Jenny

##### 'Ex' 121

852 T1 /Jenny? /  
 853 J /I liked the um /  
 854 T1 /just listen here quickly /  
 855 J /I liked the one with the /  
 856 S? /( ) /

##### 'Ex' 122

857 J /I liked the game with the balls and where you stick em on /  
 858 /and then you got to feel them /  
 859 /and I rammed them /  
 860 /and I rammed this truck and this car – the police car /  
 861 /I rammed it with a ball /  
 862 Ss /((laughing)) /  
 863 T1 /were you supposed to ram it with the ball? /  
 864 J /no (ellipsis of 'No I wasn't supposed to ...') /  
 865 S? /you got to try and control the ball /  
 866 S? /she can't control it /  
 867 Ss /((some brief responses usually affirmative)) /

#### recount/personal reaction 3: Victoria

##### 'Ex' 123

868 V /NV /  
 869 T1 /Victoria? Victoria? /

#### recount/personal reaction 3: Vic

##### 'Ex' 124

870 V /I liked the one [[where you got to sit on the seat]] /  
 871 /you got to steer the wheels /  
 872 /there' s a car /  
 873 /you can't see the car /  
 874 /but you got to (be careful of the car) /  
 875 /then the person comes up /  
 876 /you got to quickly stop /  
 877 /and if you hit it /  
 878 /then it shows up the top /  
 879 S? /yeah ( ) /  
 880 V /and you hit it /

881 /and you have /  
 882 S? / ( ) /  
 883 T2 /Jake /  
 884 J /and then you don't hit it without braking /  
 885 T2 /right /  
 886 V /yeah without hitting the people /  
 887 T1 /is that the one [[that had the lights on]]? /  
 888 V /but I kept hitting the people /  
 889 /because you can't see the car /  
 890 /and you want to stop /  
 891 S? /((sounds of protest)) /  
 892 T1 /and that is exactly what happens out on the highway /

#### recount/personal reaction 4: Sally

##### 'Ex' 125

893 Sa /I done 'better drinking' /  
 894 /and it said now you are allowed a couple of alcoholic drinks /  
 895 T1 /Sally! (laughing) /  
 896 Sa /and I done better doing that than just normal /  
 897 /like I' m just driving /  
 898 /and then I put the brakes on /  
 899 /and I hit him /  
 900 /and then when I had a couple of alcoholic drinks /  
 901 /I' m fine /  
 902 /I didn't (ellipsis of 'I didn't hit him') /  
 903 T1 /is that how you think it really works? ((laughing)) /  
 904 Sa /no it' s funny /  
 905 T1 /no it 's not /  
 906 /that' s not how it really works /  
 907 S? /I liked that one /

#### recount sequence 9: the Science showaming moves

##### 'Ex' 126

908 T1 /well now just forget about those for a minute those activities /  
 909 /what was something else that happened in the Qestacon  
 section? /  
 910 S? /somebody got /  
 911 T1 /we all went and did some activities /  
 912 /and then ... /  
 913 L /Science Show /  
 914 T2 /ahhh! /

##### 'Ex' 127

915 T1 /did you want to ask some questions? ((to me)) /

916 T2 /ah yes /

**'Ex' 128**

917 /now who' s going to tell me about the Science Show? /

918 /Luke? /

**return to recount sequence**

919 L /(well) there was a man /

920 /and he had this sort of sticky tape all in his car /

921 /and it was on the front /

922 /and they called it/

923 S? /'the bumbledog' /

924 L /( ) and he done a picture of it ( )/

925 /and then he went and made it/

926 /and it looked like a real crackle what he did /

927 S? /it was called the Friendly Egg ( )/

928 T2 /right /

929 S? /( ) rotten eggs /

930 Ss /oh yuk /

931 T1 /what was that section in the front of the box for Liam? /

932 /what was that section in the front of the box for? /

933 S? /(crumping bar )/

934 T1 /the crumple zone ((to T2)) /

935 T2 /r-i-ght /

**'Ex' 129**

936 T1 /so what was that about? /

937 S? /I don't know /

938 L /it was about (a egg) /

939 /and he got crashed /

940 /and car coming with stuff all across the windscreen /

**'Ex' 130**

941 T1 /so if a car has a crumple zone /

942 /what' s the difference between that and a car that doesn't have a crumple zone? /

943 L /that car always crashes /

944 T1 /and the one [[that has a crumple]] doesn't /

945 /well I will have to think about that one /

946 /Judy? /

**'Ex' 131**

947 Ju /my nose is bleeding /

948 T1 /can you go and get a tissue? /

**'Ex' 132**

949 /Kylie! /

950 /I haven't heard anything from you /  
 951 /The Science Show – what did you see in the Science Show that  
 you can remember? /  
 952 K /um (inaudible) /  
 953 T1 /anything else? /  
 954 K /(inaudible) /

**'Ex' 133**

955 T1 /Adam! /  
 956 /haven't heard from you yet /  
 957 /what did you see in the Science Show? /  
 958 A /well Ritchie Mars crushed the egg /  
 959 T1 /Ritchie crushed the egg did he? /  
 960 /right /  
 961 A /yes /  
 962 /and smashed it /  
 963 T1 /you actually got up in the Science Show /  
 964 /remember (what) Ben said (when he) pulled you up the front  
 with him /  
 965 /and you did something special, didn't you? /  
 966 A /Ben? /  
 967 T1 /it was you wasn't it? /  
 968 /did you get up then? /  
 969 A /no Mark /  
 970 T1 /sorry /  
 971 /it was Mark /  
 972 /you are right /  
 973 /it was Mark /

**'Ex' 134**

974 /what did he give you? /  
 975 M /I went up there /  
 976 /and I had this ... /  
 977 /I had to use this big ball and this tiny ball /  
 978 /gee it was funny /  
 979 /and I dropped the (bottle) of ball /  
 980 /when it was up very high /  
 981 /and it hit someone in the head /  
 982 T1 /but sort of ... /

**'Ex' 135**

983 /what was Ben talking about /  
 984 /when he got you to do that activity? /  
 985 M /well energy energy ... /

986 /and the bigger ball had more energy /  
 987 /and the little ball had less energy /  
 988 /so they both use it /  
 989 /and I had to do it /  
 990 /and then right up in the air /  
 991 T2 /so what does that mean for car safety then /  
 992 /why was he trying to /  
 993 M /I don't know /  
 994 /that cars have got more energy than us? /  
 995 T2 /Sally? /  
 996 Sa /( )with a car... a truck' s more energy /  
 997 /and pushes it /  
 998 /and the car goes forwards /  
 999 /and then it' s about the truck puts energy into the car /  
 1000 /and pushes it /  
 1001 /and it' s about when the little ball is like the car /  
 1002 /and the big ball is the truck /  
 1003 /and pushes it /  
 1004 T2 /yep I see /  
 1005 Sa /when the ... /  
 1006 /talking about the crumple zone /  
 1007 /he was showing where ours was /  
 1008 /like she asked us /  
 1009 /and we were trying to guess /  
 1010 /and we went on our elbows on our knees on our ( ) our ankle  
 and that /  
 1011 T2 /right they 're our crumple zones? /  
 1012 /mmm /

#### framing move

1013 /Mike has had his hand up here for ages /

#### return to recount sequence

#### 'Ex' 136

1014 Mi /well I want to go to say..... well this beach ball and a play  
 dough ball /  
 1015 /and the second time Ben bounces the playdough ball on the big  
 ball /  
 1016 /the playdough ball went flying right over the queta... right past  
 the quetacon /  
 1017 /it went right over a big ball /  
 1018 /where you have to walk through a door /  
 1019 Ss /((giggling)) /

1020 T2 /so which had the most energy Mike? /

1021 Mi /the big ball /

1022 /the big ball – it made the little ball fly. /

1023 T2 /just like Sally was .... /

1024 /just ... like Sally was explaining the truck and the car /

**'Ex' 137**

1025 /more (ellipsis of 'let's have one more') /

1026 /what does Libby want to say there? /

**'Ex' 138**

1027 /oh um Tammy leave her hair alone – smart learning /

**'Ex' 139**

1028 Li /what are we doing about the boys? (referring to some boys  
outside the classroom) /

1029 T2 /good question /

1030 /I think that Miss Lee is the best one to answer that /

1031 T1 /( ) /

**return to recount sequence**

**'Ex' 140**

1032 C /NV /

1033 T1 /Cathy? /

**'Ex' 141**

1034 C /then we went into that /

1035 /and we said 'fire, fire' /

1036 T2 /so okay after Questacon where did you go? /

**return to recount sequence**

1037 /was that the end of your ... your visit to the Museum of Fire? /

1038 S? /no (ellipsis of 'No it wasn't the end') /

1039 T2 /Mark? /

1040 Ma /then we went and seen some Fire Engines /

1041 T2 /oh right /

1042 /this is what Cathy was just talking about /

1043 Ma /and he showed us this real tiny fire engine that was ( ) /

1044 T2 /oh right /

1045 S? /no railway line /

1046 T2 /oh yes /

1047 Ro /that was the railway line wasn't it? /

1048 T1 /well there were lots and lots of fire engines /

1049 /and they gave us lots and lots of information /

**'Ex' 142**

1050 T1 /Greg is dying to say something back there /

1051 G /the big response fire engine could pump ... /

1052 Ss / ( 6 litres um seconds.... every 20....) ((some interruptions as  
children try to help Grant out with some statistics on water and  
time)) /

1053 T1 /hey? /

1054 G / (keep their pumps full) /

**'Ex' 143**

1055 T1 /just hang on a sec /

1056 /you might want to stand up /

1057 /and do all the wriggling again /

1058 /come on /

1059 /you need to get it together /

1060 /think about it/

1061 /we' re back in the Museum of Fire /

1062 /we' re with David /

1063 /and he' s taking us around in a group /

**'Ex' 144**

1064 /right can you think where we started? /

1065 /now get a picture in your head /

1066 /we walked through the door right? /

1067 /now can you see the picture in your head where we were? /

1068 /now let's start talking about the Museum of Fire and that tour  
[[that David gave us around all the Fire Engines]] /

**'Ex' 145**

1069 /now who would like to start us off? /

1070 G /me /

1071 T1 /Greg? /

**'Ex' 146**

1072 Gr /well we went to the big response fire engine /

1073 /and it could pump - I forget /

1074 T1 /lots of ((laughing)) /

1075 Gr /lots of, heaps /

1076 Ss /millions...heaps.... lots....a couple of seconds .. ((outbreak of help  
again)) /

1077 T2 /right okay /

1078 Gr /in a short time /

1079 Ro /and we can't make them in the modern day /

1080 /because it is too hard /

1081 /like you need about ten people or something to hold the hose /

1082 S? /five people? /

1083 S? /five people /

1084 Ro /something like that /



1085 S? /oooh? /

1086 Ro /you needed heaps and heaps /

1087 /and you can't make them in the modern days now /

**'Ex' 147**

1088 S? /remember that guy chunked the ladder /

**'Ex' 147**

1089 /and it was really really high /

1090 Ss /yes /

1091 S? /that was weird /

**'Ex' 148**

1092 T1 /does anyone remember the name of that one? /

1093 S? /no ( )/

1094 Ma /it was ladder carrier /

**'Ex' 149**

1095 T1 /and what did David tell us about the ladder? /

1096 /when it was fully extended /

1097 /and a fireman is up there /

1098 /what did he say? /

1099 S? /ooooh /

1100 S? /about 500 metres /

1101 Ro /you have to tie yourself to it to it/

1102 /because it swings side to side /

1103 /it' s really tall /

1104 /and you have to tie yourself /

1105 /because you go like this /

1106 Ma /you have to tie your hose to your belt /

1107 T1 /yes well that' s right /

**'Ex' 150**

1108 /so tell us how did they get the hose up to the top of the ladder  
Mark? /

1109 Ma /they had to tie it onto their self /

1110 T2 /right, okay /

1111 Ma /they had to pull it up /

1112 S? /( )/

1113 J /then they open the thing /

1114 /and then they tie themselves on /

1115 /and then they and go up /

**'Ex' 151 (incomplete)**

1116 S? /Miss Lee ( )/

**'Ex' 152**

1117 T1 /that' s one reason now /

1118 /what' s the other reason? /

1119 S? /because (it) was too big [[to put it]] /

1120 T1 /that 's right /

1121 /it' s too long /

**'Ex' 153**

1122 T2 /this boy's hand is going to drop off here Ms Lane /

1123 /I' m holding it for him /

1124 /what would you like to say Mike? /

1125 Mi /there was this fire truck /

1126 /and it was called The Flying Pig /

1127 Ss /((laughter)) /

1128 T2 /did it look a little bit like a pig? /

1129 Mi /yeah its nose /

1130 /that' s why they named it after a pig /

1131 S? /that' s why /

**'Ex' 154 (interrupted)**

1132 T1 /now Robert' s having a go /

1133 /when you' re ready /

**'Ex' 155**

1134 T2 /oh Annie just listen to Rob please /

**'Ex' 154 continued**

1135 Ro /I' m saying that fire engine was a little bit scratched /

1136 /because it went out in the rain /

1137 /and the men you know put heaps of water already in /

1138 /and then um /

1139 T1 /turned the knob /

1140 Ro /and then turned the thing /

1141 /and it just squirted out and all that /

1142 /it drove people off the streets /

1143 /and they used to make call it/

1144 /and they used to go 'beero beero' /

1145 /cause they used to get beer and money /

1146 T2 /the firefighters? /

1147 /oh that' s interesting! /

1148 Ss /((a few seconds of untranscribable noise as children laughed and took up the beero beero chant)) /

**bid for initiating turn**

**'Ex' 156**

1149 C /NV /

1150 T2 /Cathy /

1151 /maybe Cathy is the last person, yes? /

**'Ex' 157**

1152 C /after we saw all the fire engines /  
1153 /we went and had our lunch /  
1154 /and stayed in the car park for our lunch /  
1155 T2 /oh did you? /  
1156 C /that was really fun ( )!/  
1157 T2 /was it a nice park? /  
1158 C /and there was a fire engine going /  
1159 T2 /ah what a coincidence! /  
1160 Ro /it was like a park /  
1161 Mi /and I even waved to it/  
1162 /when I seen it/  
1163 /when we were coming to the bus /  
1164 /I even went like that to the firefighter /  
1165 /and one of them waved back to me /  
1166 T2 /oh that was nice /  
1167 Mi /Ms Jones the man even beeped his horn at us /  
1168 /and turned his siren on /  
1169 /went eee-on /  
1170 Mel /at the park there was this thing /  
1171 /and two people or three can sit on the seat /  
1172 /and over the other side of the seat was ... /  
1173 /I think there is in the middle heaps of people can sit /  
1174 /and you go really high /  
1175 /and it goes up like that /  
1176 T2 /oh yes I think I know those /  
1177 Mel /I was there for about five minutes /  
1178 /and I was getting really tired /  
1179 /and I was going to sleep /  
1180 /and Cain was pushing us real high /  
1181 /and Judy was on it/  
1182 /and Judy's little brother was on it as well /  
1183 /so we had to go slow for him /

**'Ex' 158**

1184 J /NV /  
1185 T2 /Jenny? /

**'Ex' 159**

1186 J /oh back in the Museum this Fire Truck carried picked up people  
and all these fire fighters /  
1187 /and carried ten /  
1188 /and they used to fall off the edge /

1189 T2 /really? ((laughing)) /  
1190 J /and they used to sit on the seat at the back /  
1191 S? /the rain used to rain them /  
1192 J /yes /

**concluding moves**

1193 T2 /oh sounds like it was a fantastic (excursion) /

**C**

/

### **APPENDIX III: ‘A Little Bit Closer’ text and analyses of Mood, Speech Function, Appraisal and Transitivity choices**

### Clause 1

	We'	re	going	to	come	down	a	little	bit	closer	to	the
M1	Subj Mood	Fin Mood	Pred Residue					Circ-Adj Residue				Circ-Adj Residue
T1	Actor	Proc Mat						Locn Place				Locn Place
LEX1								Lex1 Int				
MET1												

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative full	TENSE future
Lex1	Appraisal graduation focus		

### Clause 2

	and	look		at	some		of	the	grammar
M1		Fin Pred Mood-Residue		Comp Residue					
T1		Proc Behl		Goal					
LEX1				Lex1 Int					
MET1									

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative ellipsed	TENSE future
Lex1	Appraisal graduation force		

### Clause 3

so if you just leave the books and pieces of paper on your table

M1		Subj Mood	Adj Mood	Pred Residue							Circ-Adj Residue		
T1		Actor									Locn Place		
LEX1													
MET1													

Int1	SPEECH-FUNCTION Open initiate demand gdsservices			TENSE present	
Lex1					

### Clause 4

I' m going to show you the beginning of a sentence [[that

M1	Subj Mood	Fin Mood	Pred Residue			Comp Residue	Comp Residue					
T1	Actor	Proc Mat				Recip	Goal					
T2												
LEX1												
MET1												

Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood declarative full	TENSE future	
Lex1				

### Clause 5

get [[where you can see (this )]] (indicating strip of cardboard)

M1	Pred Residue	Circ-Adj Residue									
T1	Proc Mat	Locn Place									
T2		Locn Place	Sens	Proc Ment Perc		Phen Range					
LEX1											
MET1											

Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood imperative full	TENSE present
Lex1			

### Clause 6

MISSIONARIES MOVED MY FAMILY (read aloud)

M1	Subj Mood	Fin Pred Mood-Residue	Comp Residue		
T1	Actor	Proc Mat	Goal		
LEX1					
MET1					

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE past	
Lex1				



### Clause 7

(NV)

M1	
T1	
LEX1	
MET1	

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE past	
Lex1				

### Clause 8

okay hands up

M1	Comp Residue	Circ-Adj Residue
T1	Goal	Locn Place
LEX1		
MET1		

Int1	SPEECH-FUNCTION Open initiate demand gdsservices	Mood imperative full	TENSE present	
Lex1				

### Clause 9

if you can tell me what' s the verb in that sentence

M1	Subj Mood	Fin Modl Mood	Pred Residue	Comp Residue	Comp Residue						
T1	Sayer	Proc Verbl		Rec	Verb						
LEX1											
MET1											

Int1	SPEECH-FUNCTION Sustain continue prolong enhance		TENSE present	MODALITY Modulation capability	
Lex1					

#### Clause 10

Stanley?

M1	
T1	
LEX1	
MET1	

Int1	SPEECH-FUNCTION Sustain continue monitor	Mood minor			
Lex1					

#### Clause 11

Move

M1	
T1	
LEX1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support reply answer	Mood declarative ellipsed	
Lex1			

Clause 12

Move

M1	
T1	
LEX1	
MET1	

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain react respond support reply acknowledge</div>	<div>Mood</div> <div>declarative ellipsed</div>	
Lex1			

Clause 13

(that    's    that)    (pointing   to   process   on   strip)

M1	<div>Subj</div> <div>Mood</div>	<div>Fin</div> <div>Mood</div>	<div>Comp</div> <div>Residue</div>				
T1	<div>Token</div>	<div>Proc</div> <div>ReIn</div> <div>Iden</div> <div>Int</div>	<div>Value</div>				
LEX1							
MET1							

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain continue prolong elaborate</div>	<div>Mood</div> <div>declarative full</div>	<div>TENSE</div> <div>present</div>	
Lex1				

Clause 14

Move' s the verb

M1	Subj	Fin	Comp	
	Mood	Mood	Residue	
T1	Token	Proc	Value	
		Reln		
		Iden		
		Int		
LEX1				
MET1				

Int1	SPEECH-FUNCTION		Mood	TENSE	
	Open		declarative	present	
	initiate		full		
	give				
	information				
	fact				
Lex1					

Clause 15

...is the verb,

M1			
T1			
LEX1			
MET1			

Int1	SPEECH-FUNCTION		Mood		
	Sustain		declarative		
	continue		ellipsed		
	prolong				
	elaborate				
Lex1					

### Clause 16

	now	often	verbs	have	a	...
M1		Adj Mood	Subj Mood			
T1			Carr Possr	Proc ReIn Attr Poss		
LEX1						
MET1	Exp Proc Ent					
Int1	SPEECH-FUNCTION Sustain continue prolong extend			Mood declarative abandoned		
Lex1						

### Clause 17

	actually	they	nearly	always	have	a	'doer'
M1			Adj Mood		Fin Mood	Comp Residue	
T1		Carr Possr	Proc ReIn Attr Poss			Att Possd	
LEX1			Lex2 Int	Lex1 Int			
MET1							
Int1		Mood declarative full	MODALITY Modalization usuality median				
Lex1		Appraisal graduation force	Appraisal graduation force				

Clause 18

who or what is doing the moving in this sentence

M1	Subj			Fin	Comp					
	Mood			Mood	Residue					
T1	Actor			Proc						
				Mat						
LEX1										
MET1	Exp									
	Ent									
	Proc									

Int1	Mood	TENSE	
	declarative	present	
	ellipsed		
Lex1			

Clause 19

stop

M1	Pred
	Residue
T1	Proc
	Mat
LEX1	
MET1	

Int1	SPEECH-FUNCTION	Mood	
	Open	imperative	
	initiate	full	
	demand		
	gdsservices		
Lex1			

### Clause 20

hands up

M1	Comp Residue	
T1	Proc Mat	Locn Place
LEX1		
MET1		

Int1	SPEECH-FUNCTION Open initiate demand gdsservices	Mood imperative full	TENSE present	
Lex1				

### Clause 21

if you can tell me who is the doer in this sentence

M1	Subj Mood	Fin Modl Mood	Pred Residue	Comp Residue	Comp Residue							
T1	Sayer	Proc Verbl		Rec	Verb							
LEX1												
MET1												

Int1	SPEECH-FUNCTION Sustain continue prolong enhance		TENSE present	MODALITY Modulation capability	Mood metaphor
Lex1					

### Clause 22

missionaries

M1	
T1	
LEX1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support reply answer	Mood declarative ellipsed	
Lex1			

### Clause 23

good boy

M1		
T1		
LEX1		
MET1		

Int1	SPEECH-FUNCTION Sustain react respond support reply acknowledge	Mood minor	
Lex1	Appraisal attitude judgement socialesteem capacity		

### Clause 24

the missionaries

M1		
T1		
LEX1		
MET1		

Int1			
Lex1			



### Clause 25

the missionaries are 'doers'

M1	Subj Mood		Fin Mood	Comp Residue
T1	Token		Proc ReIn Iden Int	Value
LEX1				
MET1	Exp Proc Ent			

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE present	
Lex1				

### Clause 26

and they moved

M1	Subj Mood	Fin Pred Mood-Residue
T1	Actor	Proc Mat
LEX1		
MET1		

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE past	
Lex1				

### Clause 27

now let' s look at this sentence (picking up another strip of card)

M1		Subj Mood	Pred Residue	Comp Residue							
T1		Behav	Proc Behl	Phen Range							
LEX1											
MET1											

Int1	SPEECH-FUNCTION Open initiate demand gdsservices	Mood imperative full		TENSE present
Lex1				

### Clause 28

THE GOVERNMENT WANTED EVERYONE TO HAVE THE SAME SKIN

M1	Subj Mood		Fin Pred Mood-Residue	Comp Residue					
T1	Attbr		Proc Reln Attr Int	Carr	Proc Reln Attr Poss	Att			
LEX1									
MET1									

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE past
Lex1	Appraisal token	Appraisal attitude judgement socialsanction propriety	

Clause 29

(NV)

M1	
T1	
LEX1	
MET1	
Int1	
Lex1	

Clause 30

	First	question	-	[[what'	s	the	verb?]]	(ellipsis	of	'The	first	question
M1	Subj Mood			Comp Residue	Pred Residue							
M2				Subj Mood	Pred Residue							
T2				Token	Proc ReIn Iden Int	Value						
LEX1												
MET1	Exp Proc Ent											
Int1	SPEECH-FUNCTION Open initiate demand information open			Mood declarative ellipsed		Mood metaphor						
Lex1												

Clause 31

What' s the verb?

M1	Subj Mood	Fin Mood	Comp Residue	
T1	Token	Proc Reln Iden Int	Value	
LEX1				
MET1				

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood WH-interrogative full	TENSE present
Lex1			

Clause 32

Daniel?

M1	Voc-Adj
T1	
LEX1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support engage	Mood minor	
Lex1			

Clause 33

wanted

M1	
T1	
LEX1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support reply answer	Mood declarative ellipsed	
Lex1			

#### Clause 34

good boy

M1		
T1		
LEX1		
MET1		

Int1	SPEECH-FUNCTION Sustain react respond support reply acknowledge	Mood minor	
Lex1	Appraisal attitude judgement socialesteem capacity		

#### Clause 35

who' s doing the wanting?

M1	Subj Mood	Fin Mood	Pred Residue	Comp Residue	
T1	Actor	Proc Mat		Goal	
LEX1					
MET1					

Int1	<b>SPEECH-FUNCTION</b> Open initiate demand information open fact	<b>Mood</b> WH-interrogative full	<b>TENSE</b> present
Lex1			

### Clause 36

the government?

M1	
T1	
LEX1	
MET1	

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support reply answer	<b>Mood</b> declarative ellipsed	
Lex1			

### Clause 37

good

M1	
T1	
LEX1	
MET1	

Int1	SPEECH-FUNCTION		Mood	
	Sustain		minor	
	react			
	respond			
	support			
	reply			
	acknowledge			
Lex1	Appraisal			
	attitude			
	appreciation			
	valuation			

### Clause 38

alright now one more (ellipsis of 'let's have one more question' ) (selecting a

[illegible]

Int1	SPEECH-FUNCTION Open initiate demand gdsservices	Mood imperative ellipsed	
Lex1			

### Clause 39

the verb... please Jasmine?

M1				
T1				
LEX1				
MET1				

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood WH-interrogative ellipsed	
Lex1			

Clause 40

went

M1	
T1	
LEX1	
MET1	

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support reply answer	<b>Mood</b> declarative ellipsed	
Lex1			

Clause 41

went

M1	
T1	
LEX1	
MET1	

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support reply acknowledge	<b>Mood</b> declarative full	<b>TENSE</b> past
Lex1			



# Clause 42

	PILAWUK	WENT	TO	DALY	RIVER
M1	Subj Mood	Fin Pred Mood-Residue	Circ-Adj Residue		
T1	Actor	Proc Mat	Locn Place		
LEX1					
MET1					

Int1	SPEECH-FUNCTION Sustain react respond support reply acknowledge	Mood declarative full	TENSE past
Lex1			

# Clause 43

	Okay	who'	s	the	doer	there	( )	(child's	name	inaudible)
M1		Subj WH Mood	Fin Mood	Comp Residue		Circ-Adj Residue				
T1		Token	Proc ReIn Iden Int	Value		Locn Place				
LEX1										
MET1	Exp Proc Ent									

Int1	SPEECH-FUNCTION Open initiate demand information open fact	Mood WH-interrogative full	TENSE present
Lex1			

Clause 44

Pilawuk

M1	
T1	
LEX1	
MET1	

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain react respond support reply answer</div>	<div>Mood</div> <div>declarative ellipsed</div>	
Lex1			

Clause 45

okay    good

M1		
T1		
LEX1		
MET1		

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain react respond support reply acknowledge</div>	<div>Mood</div> <div>minor</div>	
Lex1	<div>Appraisal</div> <div>attitude appreciation valuation</div>		

Clause 46

that 's three (ellipsis of 'that's three questions')

M1	Subj Mood	Fin Mood	Comp Residue					
T1	Carr	Proc ReIn Attr Int	Att					
LEX1								
MET1	Exp Proc Ent							

Int1	SPEECH-FUNCTION Sustain continue monitor	Mood declarative ellipsed	
Lex1			

Clause 47

now FIRST I WAS TAKEN TO DARWIN, the verb?

M1								
T1								
LEX1								
MET1								

Int1	SPEECH-FUNCTION Open initiate demand information open fact	Mood WH-interrogative ellipsed	
Lex1			

Clause 48

the verb bits Marie?

M1				
T1				
LEX1				
MET1				

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain continue monitor</div>	<div>Mood</div> <div>WH-interrogative ellipsed</div>	
Lex1			

Clause 49

was ... was taken?

M1				
T1				
LEX1				
MET1				

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain react respond support reply answer</div>	<div>Mood</div> <div>YN-interrogative ellipsed</div>	
Lex1			

Clause 50

okay, was taken

M1			
T1			
LEX1			
MET1			

Int1	SPEECH-FUNCTION Sustain react respond support reply acknowledge	Mood declarative ellipsed	
Lex1			

#### Clause 51

	now	listen	carefully	to	this
M1	Pred Residue	Circ-Adj Residue	Pred Residue	Comp Residue	
T1	Proc Behl	Mann Qual	Proc Behl	Phen Range	
LEX1					
MET1					

Int1	SPEECH-FUNCTION Open initiate demand gdsservices	Mood imperative full	
Lex1	Appraisal token	Appraisal attitude judgement socialesteem tenacity	

#### Clause 52

	who	is	the	'doer'?
M1	Subj Mood	Fin Mood	Comp Residue	
T1	Token	Proc ReIn Iden Int	Value	
LEX1				
MET1	Exp Proc Ent			

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood WH-interrogative full	
Lex1			

### Clause 53

don't be tricked,

M1	Fin Mood	Pred Residue	
T1	Proc Mat		
LEX1			
MET1			

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood imperative full	POLARITY negative
Lex1	Appraisal attitude judgement socialsanction veracity		

### Clause 54

who' s doing the taking?

M1	Subj Mood	Fin Mood	Pred Residue	Comp Residue	
T1	Actor	Proc Mat		Goal	
LEX1					
MET1	Exp Proc Ent				

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood WH-interrogative full	TENSE present
Lex1			

#### Clause 55

(NV 7.0 secs)

M1			
T1			
LEX1			
MET1			

Int1			
Lex1			

#### Clause 56

think very very carefully,

M1	Pred Residue	Circ-Adj Residue		
T1	Proc Ment Cogn	Mann Qual		
LEX1				
MET1				

Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood imperative full	
Lex1	Appraisal attitude judgement socialesteem tenacity	Appraisal graduation force	Appraisal token

### Clause 57

who' s doing the taking?

M1	Subj Mood	Fin Mood	Pred Residue	Comp Residue	
T1	Actor	Proc Mat		Goal	
LEX1					
MET1	Exp Proc Ent				

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood WH-interrogative full	TENSE present
Lex1			

### Clause 58

you choose for this one (to class teacher)

M1	Subj Mood	Fin Pred Mood-Residue	Circ-Adj Residue					
T1	Actor	Proc Mat	Ext Dur					
LEX1								
MET1								

Int1	SPEECH-FUNCTION Sustain continue monitor	Mood declarative full	TENSE present
Lex1			



Clause 59

this is the \$64000 question

M1	Subj Mood	Fin Mood	Comp Residue		
T1	Token	Proc ReIn Iden Int	Value		
LEX1					
MET1	Exp Proc Ent				

Int1	SPEECH-FUNCTION Sustain react respond support develop extend	Mood declarative full	TENSE present
Lex1	Appraisal token		

Clause 60

Frank?

M1	
T1	
LEX1	
MET1	

Int1	SPEECH-FUNCTION Sustain continue monitor	Mood minor	
Lex1			

Clause 61

missionaries

M1	
T1	
LEX1	
MET1	

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain react respond support reply answer</div>	<div>Mood</div> <div>declarative ellipsed</div>	
Lex1			

Clause 62

good boy

M1		
T1		
LEX1		
MET1		

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain react respond support reply acknowledge</div>	<div>Mood</div> <div>minor</div>	
Lex1	<div>Appraisal</div> <div>attitude judgement socialesteem capacity</div>		

### Clause 63

that is what i was going to say/

M1							
T1							
LEX1							
MET1							

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support register	<b>Mood</b> WH-interrogative full	<b>TENSE</b> past
Lex1			

### Clause 64

who was going to say the Missionaries?

M1	Subj Mood	Fin Mood	Pred Residue			Comp Residue	
T1	Sayer	Proc Verbl				Verb	
LEX1							
MET1							

Int1	<b>SPEECH-FUNCTION</b> Open initiate demand information open fact	<b>Mood</b> WH-interrogative full	<b>TENSE</b> past
Lex1			

### Clause 65

NV (waiting for hands to show)

M1							
T1							
LEX1							
MET1							

Int1			
Lex1			

### Clause 66

who was going to say Pilawuk or I?

M1	Subj Mood	Fin Mood	Pred Residue			Comp Residue		
T1	Sayer	Proc Verbl				Verb		
LEX1								
MET1								

Int1	<b>SPEECH-FUNCTION</b> Sustain continue prolong elaborate	<b>Mood</b> WH-interrogative full	<b>TENSE</b> past
Lex1			

### Clause 67

nobody?

M1	
T1	
LEX1	
MET1	

Int1	<b>SPEECH-FUNCTION</b> Sustain continue monitor	<b>Mood</b> WH-interrogative ellipsed	
Lex1			

Clause 68

(Who' d )own up to that one!

M1	Subj Mood	Fin Mood	Pred Residue		Comp Residue	
T1	Actor	Proc Mat			Goal	
LEX1						
MET1						

Int1	SPEECH-FUNCTION Sustain react rejoinder support track check	Mood WH-interrogative full	
Lex1	Appraisal token	Appraisal attitude judgement socialesteem capacity	

Clause 69

yeah

M1	
T1	
LEX1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support reply acknowledge	Mood declarative ellipsed	
Lex1			

### Clause 70

	that'	s	very	interesting
M1	Subj Mood	Fin Mood	Comp Residue	
T1	Carr	Proc ReIn Attr Int	Att	
LEX1				
MET1				

Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood declarative full	TENSE present
Lex1	Appraisal attitude appreciation reaction impact	Appraisal graduation force	

### Clause 71

	this	is	[[what	often	happens	in	English]]
M1	Subj Mood	Fin Mood	Comp Residue				
M2			Subj WH Mood	Adj Mood	Pred Residue	Circ-Adj Residue	
T1	Token	Proc ReIn Iden Int	Value				
T2			Actor		Proc Mat	Locn Place	
LEX1							
MET1							

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative full	TENSE present	MODALITY Modalization usuality median	MODALITY-orientation objective implict
Lex1	Appraisal graduation force				

### Clause 72

	they	hide	the	doers,
M1	Subj	Fin Pred Mood Mood-Residue	Comp Residue	
T1	Actor	Proc Mat	Goal	
LEX1				
MET1	Exp Proc Ent			

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE present
Lex1			

Clause 73

	the	doers	sort		of	become	invisible	like	this	sentence	here
M1	Subj		Fin					Circ-Adj			Circ-Adj
	Mood		Pred					Residue			Residue
			Mood-Residue								
T1	Carr		Proc					Mann			Locn
			ReIn					Comp			Place
			Attr								
			Int								
LEX1											
MET1	Exp										
	Proc										
	Ent										

Int1	SPEECH-FUNCTION	Mood	TENSE
	Sustain	declarative	present
	continue	full	
	prolong		
	elaborate		
Lex1	Appraisal		
	graduation		
	focus		



Clause 74

	okay,	so	what	we	say	is	[[in	this	one	PILAWUK	WENT	TO	DALY
M1				Subj Mood		Fin Mood	Comp Residue						
M2							Circ-Adj Residue						
M3													
T1		Token				Proc ReIn Iden Int	Value						
T2							Locn Place						
T3													
LEX1													
MET1	Int Modal Proc												

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative full	TENSE present	MODALITY-orientation subjective explicit
Lex1				

### Clause 75

she is the actor, the doer

M1	Subj Mood	Fin Mood	Comp Residue			
T1	Token	Proc ReIn Iden Int	Value			
LEX1						
MET1	Exp Proc Ent					

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE present
Lex1			

### Clause 76

now here she is not doing the doing,

M1		Circ-Adj Residue	Subj Mood	Fin Mood	Adj Pol Mood	Pred Residue	Comp Residue	
T1		Locn Place	Actor	Proc Mat			Goal	
LEX1								
MET1	Exp Proc Ent							

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	MOOD-ADJUNCT polarity	TENSE past	POLARITY negative
Lex1					

### Clause 77

	someone	else	is	doing	it	to	her
M1	Subj Mood		Fin Mood	Pred Residue	Comp Residue	Comp Residue	
T1	Actor		Proc Mat		Goal	Recip	
LEX1							
MET1	Exp Proc Ent						

Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood declarative full	TENSE present	
Lex1				

### Clause 78

	so	it'	s	not	active
M1		Subj Mood	Fin Mood	Adj Pol Mood	Comp Residue
T1		Carr	Proc Reln Attr Int		Att
LEX1					
MET1	Exp Proc Attrib				

Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood declarative full	MOOD-ADJUNCT polarity
Lex1			

### Clause 79

	what	do	you	think	the	opposite	of	active	is?
M1	Comp WH Residue	Fin Mood	Subj Mood	Pred Residue	Comp Residue				
T1	Phen Range	Proc Ment Cogn	Sens	Proc Ment Cogn		Phen Range			
LEX1									
MET1	Exp Modal Proc								

Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood WH-interrogative full	MODALITY-orientation subjective explicit	TENSE present
Lex1	Appraisal engagement heterogloss projection	Appraisal token	Appraisal attitude judgement socialesteem capacity	

### Clause 80

	you	can	be	active
M1		Fin Modl Mood	Fin Mood	
T1	Carr	Proc ReIn Attr Int	Att	
LEX1				
MET1	Exp Proc Attrib			

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	MODALITY Modulation capability	TENSE present	Mood metaphor
Lex1					

### Clause 81

or you can be .....?

M1					
T1					
LEX1					
MET1					

Int1	Mood declarative ellipsed	
Lex1		

### Clause 82

NV

M1	
T1	
LEX1	
MET1	

Int1			
Lex1			

### Clause 83

	Yes	Marvin	have	a	go
M1		Voc-Adj	Pred Residue	Comp Residue	
T1		Actor	Proc Mat	Goal	
LEX1					
MET1	Exp Proc Ent				

Int1	SPEECH-FUNCTION Sustain continue monitor	Mood imperative full	
Lex1			

### Clause 84

	If	I	write	it	on	the	board	Marvin	(writing	the	word
M1		Subj	Fin Pred Mood		Comp Residue	Circ-Adj Residue			Voc-Adj		
T1		Actor	Proc Mat	Goal	Locn Place						
LEX1											
MET1											

Int1	Mood declarative full	TENSE present
Lex1		

### Clause 85

	see	if	this	is	[[what	you	were	going	to	say]]
M1	Pred Residue	Comp Residue								
M2					Comp Residue	Subj Mood	Fin Modl Mood	Pred Residue		
T1	Proc Ment Perc	Phen Range								
T2					Verb	Sayer	Proc Verbl			
LEX1										
MET1										

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood imperative full	MODALITY C-Modulation obligation high
Lex1			

### Clause 86

	passive	(whispered)
M1		
T1		
LEX1		
MET1		

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative ellipsed	
Lex1			

### Clause 87

No?

M1	
T1	
LEX1	
MET1	

Int1	SPEECH-FUNCTION Sustain continue monitor	Mood minor	
Lex1			

### Clause 88

what ....what' s that word?

M1		Subj Mood	Fin Mood	Comp Residue	
T1		Token	Proc Reln Iden Int	Value	
LEX1					
MET1					

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood WH-interrogative full	TENSE present
Lex1			

### Clause 89

passive

M1	
T1	
LEX1	
MET1	



Int1	SPEECH-FUNCTION Sustain react respond support reply answer	Mood declarative ellipsed	
Lex1			

#### Clause 90

passive (class teacher)

M1			
T1			
LEX1			
MET1			

Int1	SPEECH-FUNCTION Sustain react respond support reply acknowledge	Mood declarative ellipsed	
Lex1			

#### Clause 91

okay here she' s the active person

M1	Circ-Adj Residue	Subj Mood	Fin Mood	Comp Residue		
T1	Locn Place	Token	Proc Reln Iden Int	Value		
LEX1						
MET1	Exp Proc Attrib					

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative full	TENSE present
Lex1			

#### Clause 92

	here	she'	s	passive
M1	Circ-Adj Residue	Subj Mood	Fin Mood	Comp Residue
T1	Locn Place	Carr	Proc ReIn Attr Int	Att
LEX1				
MET1	Exp Proc Attrib			

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE present
Lex1	Appraisal token	Appraisal attitude judgement socialesteem capacity	

#### Clause 93

	because?
M1	
T1	
LEX1	
MET1	

Int1	SPEECH-FUNCTION Sustain continue monitor	Mood declarative ellipsed	
Lex1			

#### Clause 94

	[[[what' s up there]] is done to her (pointing to								
M1	Subj Mood				Fin Mood	Pred Residue	Comp Residue		
M2	Subj Mood	Fin Pred Mood-Residue	Circ-Adj Residue						
T1	Goal				Proc Mat		Recip		
T2	Token ---	Proc ReIn Iden Circ	Value Circ						
LEX1									
MET1									

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE present
Lex1			

### Clause 95

there she is passive

M1	Circ-Adj Residue	Subj Mood	Fin Mood	Comp Residue
T1	Locn Place	Carr	Proc ReIn Attr Int	Att
LEX1				
MET1	Exp Proc Attrib			

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE present
Lex1			

### Clause 96

because the missionaries and the government are doing things

M1		Subj Mood				Fin Mood	Pred Residue	Comp Residue
T1		Actor				Proc Mat		Goal
LEX1								
MET1								

Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood declarative full	TENSE present
Lex1	Appraisal token	Appraisal attitude judgement socialsanction propriety	

### Clause 97

now if you have a very careful look at your time line

M1			Subj Mood	Fin Mood	Comp Residue				Circ-Adj Residue			
T1			Actor	Proc Mat	Range				Locn Place			
LEX1												
MET1	Exp Proc Ent											

Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood declarative full	TENSE present
Lex1	Appraisal attitude judgement socialesteem tenacity	Appraisal graduation force	

### Clause 98

you will see that Pilawuk was passive for part of her life, her

M1	Subj Mood	Fin Mood	Pred Residue	Comp Residue								
T1	Sens	Proc Ment Perc		Phen Range								
LEX1												
MET1	Exp Proc Attrib											

Int1	Mood declarative full	TENSE future
Lex1		

Clause 99

she was passive,

M1	Subj Mood	Fin Mood	Comp Residue
T1	Carr	Proc ReIn Attr Int	Att
LEX1			
MET1	Exp Proc Attrib		

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE past
Lex1			

Clause 100

no, no, no ((referring to number of hands up already)

M1											
T1											
LEX1											
MET1											

Int1	SPEECH-FUNCTION Sustain continue monitor	Mood minor	
Lex1			

### Clause 101

have a look – TAKEN TO DARWIN,

M1	Pred Residue	Comp Residue				
T1	Proc Mat	Range				
LEX1						
MET1	Exp Proc Ent					

Int1	SPEECH-FUNCTION Open initiate demand gdsservices	Mood imperative full	
Lex1			

### Clause 102

is Pilawuk active or passive there?

M1	Fin Mood	Subj Mood	Comp Residue			Circ-Adj Residue
T1	Proc ReIn Attr Int	Carr	Attbr			Locn Place
LEX1						
MET1	Exp Proc Attrib					

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood YN-interrogative full	TENSE present
Lex1	Appraisal attitude judgement socialesteem capacity		

Clause 103

[passive      passive.

M1		
T1		
LEX1		
MET1		

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support reply answer	<b>Mood</b> declarative ellipsed	
Lex1			

Clause 104

active      active]

M1		
T1		
LEX1		
MET1		

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support reply answer	<b>Mood</b> declarative ellipsed	
Lex1			

Clause 105

passive

M1	
T1	
LEX1	
MET1	



Int1	SPEECH-FUNCTION Sustain continue append elaborate	Mood declarative full	
Lex1			

#### Clause 106

active

M1	
T1	
LEX1	
MET1	

Int1	SPEECH-FUNCTION Sustain continue append elaborate	Mood declarative ellipsed	
Lex1			

#### Clause 107

	no	no	she	didn't	do	the	taking
M1			Subj Mood	Fin Mood	Pred Residue	Comp Residue	
T1			Actor	Proc Mat		Goal	
LEX1							
MET1	Exp Proc Ent						

Int1	SPEECH-FUNCTION Sustain react rejoinder confront challenge rebound	Mood declarative full	TENSE past	POLARITY negative
Lex1	Appraisal attitude affect satisfactiondissatisfaction displeasure	Appraisal graduation force		

#### Clause 108

	somebody	took	her
M1	Subj	Fin Pred Mood Mood-Residue	Comp Residue
T1	Actor	Proc Mat	Goal
LEX1			
MET1			

Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood declarative full	TENSE past
Lex1			

#### Clause 109

	she	took	herself	to	Darwin
M1	Subj	Fin Pred Mood Mood-Residue	Comp Residue	Circ-Adj Residue	
T1	Actor	Proc Mat	Goal	Locn Place	
LEX1					
MET1					

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support develop elaborate	<b>Mood</b> declarative full	<b>TENSE</b> past
Lex1			

#### Clause 110

no (ellipsis of 'No she didn't take herself')

M1							
T1							
LEX1							
MET1							

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond confront reply contradict	<b>Mood</b> declarative ellipsed	<b>POLARITY</b> negative
Lex1			

#### Clause 111

okay now FLOWN TO MELVILLE ISLAND?

M1						
T1						
LEX1						
MET1						

Int1	<b>SPEECH-FUNCTION</b> Open initiate demand information open fact	<b>Mood</b> WH-interrogative ellipsed	
Lex1			

**Clause 112**

active

M1	
T1	
LEX1	
MET1	

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support reply answer	<b>Mood</b> declarative ellipsed	
Lex1			

**Clause 113**

passive

M1	
T1	
LEX1	
MET1	

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support reply answer	<b>Mood</b> declarative ellipsed	
Lex1			

**Clause 114**

passive

M1	
T1	
LEX1	
MET1	

Int1	SPEECH-FUNCTION Sustain continue append elaborate	Mood declarative ellipsed	
Lex1			

### Clause 115

	okay	[[	what	I	want	you	to	do	now]]	is	[[to
M1		Subj								Fin	Comp
		WH								Mood	Residue
		Mood									
MET2											
M2		Comp	Subj	Fin	Comp			Circ-Adj			
		WH		Pred							
		Residue	Mood	Mood-Residue	Residue			Residue			
M3											Pred
											Residue
M4											
T1		Token								Proc	Value
										ReIn	
										Iden	
										Int	
T2		Phen	Sens	Proc	Phen			Locn			
		Range		Ment	Range			Time			
				Aff							
T3											
LEX1											
MET1	Exp	Int									
	Proc	Modal									
	Attrib	Proc									

Int1	SPEECH-FUNCTION Open initiate demand gdsservices	Mood declarative full		TENSE present	MODALITY-orientation subjective explicit
Lex1		Appraisal attitude judgement socialesteem tenacity			

#### Clause 116

	so	just	carefully	look	at	those
M1	Pred Mod Residue	Circ-Adj Residue	Pred Residue		Comp Residue	
T1	Proc Behl	Mann Qual			Phen Range	
LEX1						
MET1						

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood imperative full	MODALITY C-Modulation obligation median	
Lex1	Appraisal attitude judgement socialesteem tenacity			

#### Clause 117

	look	at	the	events	in	her	life
M1	Pred Residue		Comp Residue				
T1	Proc Behl		Phen Range				
LEX1							
MET1							

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood imperative full		TENSE present
Lex1				

# Clause 118

and see [[where she has ... she' s the doer]] and [[where

M1	Pred Residue	Comp Residue									
M2		Circ-Adj Residue				Subj Mood	Fin Mood	Comp Residue			Circ-Adj Residue
T1	Proc Ment Perc	Phen Range									
MET2		Exp Proc Ent									
T2		Locn Place				Token	Proc ReIn Iden Int	Value			Locn Place
LEX1											
MET1											

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood imperative full	TENSE present	
Lex1				

### Clause 119

have a look carefully

M1	Pred Residue	Comp Residue		Circ-Adj Residue
T1	Proc Mat	Goal		Mann Qual
LEX1				
MET1				

Int1	SPEECH-FUNCTION Sustain continue monitor	Mood imperative full	TENSE present	
Lex1	Appraisal attitude judgement socialesteem tenacity			

### Clause 120

and then when you' re ready to notice the pattern

M1			Circ-Adj WH Residue	Subj Mood	Fin Mood	Pred Residue			Comp Residue	
T1				Sens	Proc Ment Cogn				Phen Range	
LEX1										
MET1										

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE present
Lex1			



### Clause 121

put your hand up to tell to talk about a pattern

M1	Pred Residue	Comp Residue		Pred Residue	Circ-Adj Residue									
T1	Proc Mat	Goal		Proc Mat	Caus Purp									
LEX1														
MET1														

Int1	SPEECH-FUNCTION		Mood	TENSE	Mood metaphor
	Sustain		imperative	present	
	continue		full		
	prolong				
	extend				
Lex1					

### Clause 122

in other words, from where in her life in her life timeline does she

M1				Circ-Adj WH Residue									Fin	Subj
													Mood	Mood
T1				Locn Time									Proc ReIn Attr Int	Carr
LEX1														
MET1	Exp Proc Circ	Exp Proc Attrib												

Int1	SPEECH-FUNCTION		Mood	TENSE	
	Sustain		WH-interrogative	present	
	continue		full		
	prolong				
	enhance				
Lex1					

### Clause 123

very good

M1		
T1		
LEX1		
MET1		

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support reply acknowledge		
Lex1	Appraisal attitude appreciation valuation	Appraisal graduation force	

### Clause 124

yes that' s right

M1	Subj Mood	Fin Mood	Comp Residue
T1	Token	Proc ReIn Iden Int	Value
LEX1			
MET1			

Int1	<b>SPEECH-FUNCTION</b> Sustain continue prolong elaborate	<b>Mood</b> declarative full	<b>TENSE</b> present
Lex1	Appraisal attitude appreciation valuation		

Clause 125

when she was young

M1		Subj Mood	Fin Mood	Comp Residue
T1		Carr	Proc ReIn Attr Int	Att
LEX1				
MET1				

Int1	Mood declarative full	
Lex1		

Clause 126

she didn't have the power to to stop those things happening to her,

M1	Subj Mood	Fin Mood	Fin Mood	Comp Residue										
T1	Carr Possr	Proc ReIn Attr Poss		Att Possd										
LEX1														
MET1														

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE past	POLARITY negative
Lex1				

Clause 127

	but	when	she	was	older
M1		Circ-Adj WH Residue	Subj Mood	Fin Mood	Comp Residue
T1			Carr	Proc Reln Attr Int	Att
LEX1					
MET1					

Int1	Mood declarative full	
Lex1		

Clause 128

	she	(was)	able	to	(ellipsis	of	'She	was	able	to	stop	them')
M1												
T1												
LEX1												
MET1												

Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood declarative ellipsed	
Lex1			

### Clause 129

	now	Sam	you	wanted	to	say	something	then	((response	to
M1			Subj	Fin			Comp	Circ-Adj		
			Mood	Pred			Residue	Residue		
			Mood-Residue							
T1			Sayer	Proc			Verb	Locn		
				Verbl				Time		
LEX1										
MET1										

Int1	SPEECH-FUNCTION	Mood	TENSE	Mood metaphor
	Sustain	declarative	past	
	react	full		
	respond			
	support			
	engage			
Lex1				

### Clause 130

	what	were	you	going	to	say?
M1	Comp	Fin	Subj	Pred		
	WH					
	Residue	Mood	Mood	Residue		
T1	Verb	Proc	Sayer	Proc		
		Verbl		Verbl		
LEX1						
MET1						

Int1	SPEECH-FUNCTION	Mood	TENSE
	Sustain	WH-interrogative	past
	continue	full	
	prolong		
	elaborate		
Lex1			

Clause 131

(inaudible)

M1	
T1	
LEX1	
MET1	
Int1	
Lex1	

Clause 132

hey?

M1																						
T1																						
LEX1																						
MET1																						
Int1	<table><tr><td>SPEECH-FUNCTION</td><td>Mood</td><td></td></tr><tr><td>Sustain</td><td>minor</td><td></td></tr><tr><td>react</td><td></td><td></td></tr><tr><td>rejoinder</td><td></td><td></td></tr><tr><td>support</td><td></td><td></td></tr><tr><td>track</td><td></td><td></td></tr><tr><td>check</td><td></td><td></td></tr></table>	SPEECH-FUNCTION	Mood		Sustain	minor		react			rejoinder			support			track			check		
SPEECH-FUNCTION	Mood																					
Sustain	minor																					
react																						
rejoinder																						
support																						
track																						
check																						
Lex1	<table><tr><td></td><td></td><td></td></tr></table>																					

Clause 133

I can see a pattern

M1	Subj	Fin	Pred	Comp	
		Modl			
	Mood	Mood	Residue	Residue	
T1	Sens	Proc		Phen	
		Ment		Range	
		Perc			
LEX1					
MET1	Exp				
	Proc				
	Ent				

Int1	SPEECH-FUNCTION Sustain react rejoinder support respond resolve	Mood declarative full	TENSE present	MODALITY Modulation capability
Lex1				

#### Clause 134

the pattern

M1		
T1		
LEX1		
MET1	Exp Proc Ent	

Int1	SPEECH-FUNCTION Sustain react respond support reply acknowledge	Mood declarative ellipsed	
Lex1			

#### Clause 135

alright and you' ve noticed the pattern?

M1			Subj	Fin	Fin Pred	Comp	
			Mood	Mood	Mood-Residue	Residue	
T1			Sens	Proc Ment Cogn		Phen Range	
LEX1							
MET1	Exp Proc Ent						

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood YN-interrogative full	
Lex1			

### Clause 136

yes it' s that ... it' s five and five

M1	Subj Mood	Fin Mood					Comp Residue		
T1	Token	Proc Reln Iden Int					Value		
LEX1									
MET1									

Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood declarative full	TENSE present
Lex1			

### Clause 137

okay

M1	
T1	
LEX1	
MET1	



Int1	SPEECH-FUNCTION Sustain react respond support register	Mood minor	
Lex1			

#### Clause 138

the last five are the active

M1	Subj Mood			Fin Mood	Comp Residue	
T1	Token			Proc ReIn Iden Int	Value	
LEX1						
MET1	Exp Proc Attrib					

Int1	SPEECH-FUNCTION Sustain continue append elaborate	Mood declarative full	TENSE present
Lex1			

#### Clause 139

and the first five are the passive

M1		Subj Mood			Fin Mood	Comp Residue	
T1		Token			Proc ReIn Iden Int	Value	
LEX1							
MET1	Exp Proc Ent						

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE present
Lex1			

#### Clause 140

Sam, when does it change?

M1	Circ-Adj WH Residue	Fin Mood	Subj Mood	Pred Residue
T1	Locn Time	Proc Mat	Actor	Proc Mat
LEX1				
MET1				

Int1	SPEECH-FUNCTION Open initiate demand information open fact	Mood WH-interrogative full	TENSE present
Lex1			

#### Clause 141

when does the pattern change?

M1	Circ-Adj WH Residue	Fin Mood	Subj Mood	Pred Residue
T1	Locn Time	Proc Mat	Actor	Proc Mat
LEX1				
MET1	Exp Proc Ent			

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood WH-interrogative full	TENSE present
Lex1			

#### Clause 142

	when	she	gets	older
M1		Subj	Fin Pred Mood	Comp Residue
T1		Carr	Proc ReIn Attr Int	Att
LEX1				
MET1				

Int1	SPEECH-FUNCTION Sustain react respond support reply answer	Mood declarative full	
Lex1			

#### Clause 143

	okay	yeah
M1		
T1		
LEX1		
MET1		

Int1	SPEECH-FUNCTION Sustain react respond support reply acknowledge	Mood minor	
Lex1			

#### Clause 144

	well	that'	s	[[what	Kimberley	said]]
M1	Subj Mood	Fin Mood	Comp Residue			
T1	Token	Proc Reln Iden Int	Value			
LEX1						
MET1						

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE past
Lex1			

#### Clause 145

	now	what	else	happens	as	she	gets	older	[[that	you	think	might
M1	Subj Mood		Fin Pred Mood-Residue	Circ-Adj Residue					Subj Mood			
T1	Actor		Proc Mat	Locn Time					Actor			
LEX1												
MET1												

Int1	SPEECH-FUNCTION Open initiate demand information open fact	Mood WH-interrogative full	TENSE present	
Lex1				

#### Clause 146

she can take care of herself

M1	Subj	Fin Modl	Pred		Comp
	Mood	Mood	Residue		Residue
T1	Actor	Proc Mat			Goal
LEX1					
MET1					

Int1	SPEECH-FUNCTION Sustain react respond support reply answer	Mood declarative full	TENSE present	MODALITY Modulation capability
Lex1				

#### Clause 147

she can

M1		
T1		
LEX1		
MET1		

Int1	SPEECH-FUNCTION Sustain react respond support reply acknowledge	Mood declarative ellipsed	
Lex1			

#### Clause 148

yes    yes    yes

M1			
T1			
LEX1			
MET1			

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood minor	
Lex1			

#### Clause 149

as    you    do

M1	Subj	Fin Pred Mood-Residue
T1	Actor	Proc Mat
LEX1		
MET1		

Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood declarative full	TENSE present
Lex1			

### Clause 150

when you are older

M1		Subj Mood	Fin Mood	Comp Residue
T1		Carr	Proc ReIn Attr Int	Att
LEX1				
MET1				

Int1	Mood declarative full	TENSE present
Lex1		

### Clause 151

but look carefully

M1	Pred Residue	Circ-Adj Residue
T1	Proc Behl	Mann Qual
LEX1		
MET1		

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood imperative full	TENSE present
Lex1	Appraisal attitude judgement socialesteem tenacity		

### Clause 152

what did she do?

M1	Comp WH Residue	Fin Mood	Subj Mood	Pred Residue
T1	Goal	Proc Mat	Actor	Proc Mat
LEX1				
MET1				

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood WH-interrogative full	TENSE past
Lex1			

### Clause 153

where 's the ... where' s the bit [[where she changes]]?

M1				Subj Mood	Fin Mood	Comp Residue				
T1				Token	Proc Reln Iden Int	Value				
LEX1										
MET1										

Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood WH-interrogative full	TENSE present
Lex1			



Clause 154

when ( ) when did she become the doer?

M1				Circ-Adj Residue	Fin Mood	Subj Mood	Pred Residue	Comp Residue	
T1				Locn Time	Proc Reln Iden Int	Token	Proc Reln Iden Int	Value	
LEX1									
MET1	Exp Proc Ent								

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood WH-interrogative full	TENSE past
Lex1	Appraisal token	Appraisal attitude judgement socialesteem capacity	

Clause 155

NV

M1			
T1			
LEX1			
MET1			
Int1			
Lex1			

### Clause 156

Mm Caro?

M1		
T1		
LEX1		
MET1		

Int1	SPEECH-FUNCTION Sustain continue monitor	Mood minor	
Lex1			

### Clause 157

when she boarded at Cabra College?

M1	Circ-Adj Residue	Subj Mood	Fin Pred Mood-Residue	Circ-Adj Residue		
T1	Locn Time	Actor	Proc Mat	Locn Place		
LEX1						
MET1						

Int1	SPEECH-FUNCTION Sustain react rejoinder support track check	Mood declarative full	TENSE past
Lex1			

### Clause 158

good boy

M1		
T1		
LEX1		
MET1		

Int1	SPEECH-FUNCTION Sustain react rejoinder support respond resolve	Mood minor	
Lex1	Appraisal attitude judgement socialesteem capacity		

### Clause 159

now what does she what d...

M1					
T1					
LEX1					
MET1					

Int1	Mood WH-interrogative abandoned	
Lex1		

### Clause 160

when she went to Cabra College

M1	Subj Mood	Fin Pred Mood-Residue	Circ-Adj Residue		
T1	Actor	Proc Mat	Locn Place		
LEX1					
MET1					

Int1	Mood declarative full	TENSE past
Lex1		

### Clause 161

what did she do?

M1	Comp Residue	Fin Mood	Subj Mood	Pred Residue
T1	Range	Proc Mat	Actor	Proc Mat
LEX1				
MET1				

Int1	SPEECH-FUNCTION Open initiate demand information open fact	Mood WH-interrogative full	TENSE past
Lex1			

### Clause 162

what do you do at College?

M1	Comp Residue	Fin Mood	Subj Mood	Pred Residue	Circ-Adj Residue	
T1	Goal	Proc Mat	Actor	Proc Mat	Locn Place	
LEX1						
MET1						

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood WH-interrogative full	TENSE present
Lex1			

Clause 163

Patsy?

M1	
T1	
LEX1	
MET1	

Int1	SPEECH-FUNCTION Sustain continue monitor	Mood minor	
Lex1			

Clause 164

um she she um she was like, when she was...

M1										
T1										
LEX1										
MET1										

Int1	Mood declarative abandoned	
Lex1		

Clause 165

Miss what was the question?

M1	Subj WH Mood	Fin Mood	Comp Residue	
T1	Token	Proc ReIn Iden Int	Value	
LEX1				
MET1	Exp Proc Ent			

Int1	SPEECH-FUNCTION Sustain continue monitor	Mood WH-interrogative full	TENSE past	
Lex1				

#### Clause 166

	okay	what	did	she	do	at	Canberra	College	which
M1		Comp WH Residue	Fin Mood	Subj Mood	Pred Residue	Circ-Adj Residue			Comp Residue
T1		Goal	Proc Mat	Actor	Proc Mat				Goal
LEX1									
MET1									

Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood WH-interrogative full	TENSE past
Lex1			

#### Clause 167

	Um	she	was	starting	to	um	learn	for	a	job
M1		Subj Mood	Fin Mood	Pred Residue				Circ-Adj Residue		
T1		Sens	Proc Ment Cogn					Caus Reas		
LEX1										
MET1										

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support reply answer	<b>Mood</b> declarative full	<b>TENSE</b> present
Lex1			

#### Clause 168

okay

M1	
T1	
LEX1	
MET1	

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support reply acknowledge	<b>Mood</b> minor	
Lex1			

#### Clause 169

so she 's starting to learn

M1	Subj Mood	Fin Mood	Pred Residue		
T1	Sens	Proc Ment Cogn			
LEX1					
MET1					

Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood declarative full	
Lex1			

#### Clause 170

	what	sort	of	skills	do	you	think	she	was	starting	to	learn
M1	Comp					Subj	Fin	Comp				
	Residue					Mood	Mood-Residue	Residue				
T1	Phen					Sens	Proc	Phen				
	Range						Ment	Range				
							Cogn					
LEX1												
MET1	Int											
	Modal											
	Proc											

Int1	SPEECH-FUNCTION Open initiate demand information open opinion	Mood WH-interrogative full	
Lex1			

#### Clause 171

	um	to	read?
M1			
T1			
LEX1			
MET1			



Int1	SPEECH-FUNCTION Sustain react respond support reply answer	Mood declarative ellipsed	
Lex1			

### Clause 172

read and write

M1			
T1			
LEX1			
MET1			

Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood declarative ellipsed	
Lex1			

### Clause 173

okay now what so what is what is the next thing [[she does]],

M1						Subj WH Mood	Fin Mood	Comp Residue				
T1						Token	Proc Reln Iden Int	Value				
LEX1												
MET1												

Int1	<b>SPEECH-FUNCTION</b> Open initiate demand information open fact	<b>Mood</b> WH-interrogative full	<b>TENSE</b> present
Lex1			

#### Clause 174

	she	reads	about	Daly	River
M1	Subj	Fin Pred Mood Mood-Residue	Circ-Adj Residue		
T1	Actor	Proc Mat	Matt		
LEX1					
MET1					

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support reply answer	<b>Mood</b> declarative full	<b>TENSE</b> present	
Lex1				

#### Clause 175

	yep	she	reads	about	Daly	River
M1		Subj	Fin Pred Mood Mood-Residue	Circ-Adj Residue		
T1		Actor	Proc Mat	Matt		
LEX1						
MET1						

Int1	SPEECH-FUNCTION Sustain react respond support reply acknowledge	Mood declarative full	
Lex1			

#### Clause 176

and writes to the superintendent

M1	Fin Pred Mood-Residue	Circ-Adj Residue		
T1	Proc Mat	Locn Place		
LEX1				
MET1				

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative ellipsed	TENSE present
Lex1			

#### Clause 177

there' s other things as well

M1	Subj Mood	Fin Mood	Comp Residue		
T1		Proc Exist	Ex		
LEX1					
MET1					

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE present
Lex1			

### Clause 178

	but	I	think	we	might	finish	there
M1		Subj Mood	Fin Pred Mood-Residue	Comp Residue			
T1		Sens	Proc Ment Cogn	Phen Range			
LEX1							
MET1	Int Modal Proc						

Int1	SPEECH-FUNCTION Open initiate demand gdsservices	Mood declarative full	MODALITY Modalization probability low	Mood metaphor
Lex1				

### Clause 179

	that	was	very	good
M1	Subj Mood	Fin Mood	Comp Residue	
T1	Carr	Proc ReIn Attr Int	Att	
LEX1				
MET1				

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain</div> <div>continue</div> <div>prolong</div> <div>extend</div>	<div>Mood</div> <div>declarative</div> <div>full</div>	
Lex1	<div>Appraisal</div> <div>attitude</div> <div>appreciation</div> <div>valuation</div>		

'A Little Bit Closer' – teacher is introducing children to the linguistic concept of voice as a way of exploring ag  
(Phase 13, Curriculum Construction, an instance of the Expose from Constructing task 1 from Briary Road)

Adult speakers are T1 (class teacher) and T2 (second teacher)

Child speakers are St (Stanley), D (Daniel), J (Jasmine), M (Marie), Ma (Marvin), Sam, P (Patsy)

'Ex' 1: orientation

1 T2 /We' re going to come down a little bit closer to the words now /  
2 /and look at some of the grammar /

Expose introduction: review of given knowledge

'Ex' 2

3 /so if you just leave the books and pieces of paper on your table  
for a while and look to me /  
4 /I' m going to show you the beginning of a sentence [[that comes  
from the text]] (holding up a strip of card with clause written on  
it) /  
5 /get [[where you can see (this )]] (indicating strip of cardboard) /  
6 /MISSIONARIES MOVED MY FAMILY (read aloud) /  
7 /(NV) /

'Ex' 3

8 /okay hands up /  
9 /if you can tell me what' s the verb in that sentence /  
10 /Stanley? /  
11 St /Move /  
12 T2 /Move /  
13 /(that 's that) (pointing to process on strip) /

Expose sequence: introduction to semantic role

'Ex' 4

14 /Move' s the verb /  
15 /...is the verb, /  
16 /now often verbs have a ... /  
17 /actually they nearly always have a 'doer' /  
18 /who or what is doing the moving in this sentence /

'Ex' 5

19 T1 /stop /

'Ex' 6

20 T2 /hands up /  
21 /if you can tell me who is the doer in this sentence /  
22 S? /missionaries /  
23 T2 /good boy /

24 /the missionaries /  
 25 /the missionaries are 'doers' /  
 26 /and they moved /

**'Ex' 7**

27 /now let' s look at this sentence (picking up another strip of card) /  
 28 /THE GOVERNMENT WANTED EVERYONE TO HAVE THE SAME  
 SKIN COLOUR, CULTURE AND LANGUAGE /  
 29 Ss /(NV) /

**'Ex' 8**

30 /First question – [[what' s the verb?]] (ellipsis of 'The first question  
 is 'what is the verb?') /  
 31 /What' s the verb? /  
 32 T1 /Daniel? /  
 33 D /wanted /  
 34 T1 /good boy /

**'Ex' 9**

35 T2 /who' s doing the wanting? /  
 36 S?: /the government? /  
 37 T2 /good /

**'Ex' 10**

38 /alright now one more (ellipsis of 'let's have one more question' )  
 (selecting a third strip of cardboard) /  
 39 /the verb... please Jasmine? /  
 40 J /went /  
 41 T2 /went /  
 42 /PILAWUK WENT TO DALY RIVER /

**'Ex' 11**

43 /Okay who' s the doer there ( ) (child's name inaudible) /  
 44 S? /Pilawuk /  
 45 T1 /okay good /  
 46 /that 's three (ellipsis of 'that's three questions') /

#### **Expose: identifying passive voice**

**'Ex' 12**

47 /now FIRST I WAS TAKEN TO DARWIN, the verb? /  
 48 /the verb bits Marie? /  
 49 M /was ... was taken? /

**'Ex' 13**

50 T2 /okay, was taken /  
 51 /now listen carefully to this /  
 52 /who is the 'doer'? /  
 53 /don't be tricked, /

54 /who' s doing the taking? /  
 55 /(NV 7.0 secs) /  
 56 /think very very carefully, /  
 57 /who' s doing the taking? /  
 58 /you choose for this one (to class teacher) /  
 59 /this is the \$64000 question /  
 60 T1 /Frank? /  
 61 F /missionaries /  
 62 T2 /good boy /  
 63 S? /that is what i was going to say/ /  
**'Ex' 14**  
 64 T2 /who was going to say the Missionaries? /  
 65 /NV (waiting for hands to show) /  
 66 /who was going to say Pilawuk or I? /  
 67 /nobody? /  
 68 T1 /(Who' d )own up to that one! /  
 69 T2 /yeah /  
 70 /that' s very interesting /  
**'Ex' 15**  
 71 /this is [[what often happens in English]] /  
 72 /they hide the doers, /  
 73 /the doers sort of become invisible like this sentence here (pointing  
 to card showing 'First I was taken to Darwin') /  
**Expose: introducing agency**  
**'Ex' 16**  
 74 /okay, so what we say is [[in this one PILAWUK WENT TO DALY  
 RIVER, she 's active there because she 's doing the doing]], /  
 75 /she is the actor, the doer /  
 76 /now here she is not doing the doing, /  
 77 /someone else is doing it to her /  
 78 /so it' s not active /  
 79 /what do you think the opposite of active is? /  
 80 /you can be active /  
 81 /or you can be .....? /  
 82 /NV /  
 83 T1 /Yes Marvin have a go /  
 84 T2 /If I write it on the board Marvin (writing the word 'passive' on the  
 board) /  
 85 /see if this is [[what you were going to say]] /  
 86 S? /passive (whispered) /  
 87 T2 /No? /



88 /what ....what' s that word? /  
 89 Ma /passive /  
 90 T1 /passive (class teacher) /  
 91 /okay here she' s the active person /  
 92 /here she' s passive /  
 93 /because? /  
 94 /[[what' s up there]] is done to her (pointing to class time line) /  
 95 /there she is passive /  
 96 /because the missionaries and the government are doing things to  
 her, /  
 97 /now if you have a very careful look at your time line /  
 98 /you will see that Pilawuk was passive for part of her life, her  
 life, /  
 99 /she was passive, /  
 100 /no, no, no ((referring to number of hands up already) /  
 101 /have a look - TAKEN TO DARWIN, /  
 102 /is Pilawuk active or passive there? /  
 103 Ss /[passive passive. /  
 104 /active active] /  
 105 T1 /passive /  
 106 S? /active /  
 107 T2 /no no she didn't do the taking /  
 108 /somebody took her /  
 109 S? /she took herself to Darwin /  
 110 T1&T2 /no (ellipsis of 'No she didn't take herself') /

#### 'Ex' 17

111 T2 /okay now FLOWN TO MELVILLE ISLAND? /  
 112 S? /active /  
 113 S? /passive /  
 114 T2 /passive /

#### Expose: identifying changes in agency

#### 'Ex' 18

115 /okay [[ what I want you to do now]] is [[to look carefully and see  
 where she is active and where she is passive [[[and see if you  
 can find a pattern to it ]]] ] /  
 116 /so just carefully look at those /  
 117 /look at the events in her life /  
 118 /and see [[where she has ... she' s the doer]] and [[where things  
 are being done to her]] /  
 119 /have a look carefully /  
 120 /and then when you' re ready to notice the pattern /

121 /put your hand up to tell to talk about a pattern /  
 122 T1 /in other words, from where in her life in her life timeline does  
 she become active? /

**tape inaudible as children set to work, tape is also turned over. Here T2 joins a group of children as they comp**

**'Ex' 19 cont**

123 T2 /very good /  
 124 /yes that' s right /  
 125 /when she was young /  
 126 /she didn't have the power to to stop those things happening to  
 her, did she? /  
 127 /but when she was older /  
 128 /she (was) able to (ellipsis of 'She was able to stop them') /

**'Ex' 20**

129 /now Sam you wanted to say something then ((response to  
 inaudible perhaps NV signal)) /  
 130 /what were you going to say? /  
 131 Sam /(inaudible) /  
 132 T2 /hey? /

**'Ex' 21**

133 Sam /I can see a pattern /  
 134 T2 /the pattern /  
 135 /alright and you' ve noticed the pattern? /  
 136 Sam /yes it' s that ... it' s five and five /  
 137 T2 /okay /  
 138 Sam /the last five are the active /  
 139 /and the first five are the passive /

**'Ex' 22**

140 T2 /Sam, when does it change? /  
 141 /when does the pattern change? /  
 142 Sam /when she gets older /  
 143 T2 /okay yeah /  
 144 /well that' s [[what Kimberley said]] /

**'Ex' 23**

145 /now what else happens as she gets older [[that you think might  
 have helped her change into s, have more control, have more  
 power over things]]? /  
 146 K /she can take care of herself /  
 147 T2 /she can /  
 148 /yes yes yes /  
 149 /as you do /  
 150 /when you are older /

151 /but look carefully /  
 152 /what did she do? /  
 153 /where 's the ... where' s the bit [[where she changes]]? /  
 154 T1 /when ( ) when did she become the doer? /  
 155 /NV /  
 156 T2 /Mm Caro? /  
 157 Caro /when she boarded at Cabra College? /  
 158 T2 /good boy /

**'Ex' 24**

159 /now what does she what d... /  
 160 /when she went to Cabra College /  
 161 /what did she do? /  
 162 /what do you do at College? /  
 163 /Patsy? /  
 164 P /um she she um she was like, when she was... /  
 165 /Miss what was the question? /  
 166 T1 /okay what did she do at Canberra College which changed her  
 life, gave her the power? /  
 167 P /Um she was starting to um learn for a job /  
 168 T2 /okay /  
 169 /so she 's starting to learn /

**'Ex' 25**

170 /what sort of skills do you think she was starting to learn Monty? /  
 171 Mo /um to read? /  
 172 T2 /read and write /

**'Ex' 26**

173 /okay now what so what is what is the next thing [[she does]],  
 Sam? /  
 174 Sam /she reads about Daly River /  
 175 T2 /yep she reads about Daly River /  
 176 /and writes to the superintendent /  
 177 /there' s other things as well /

**Framing move: conclusion**

**'Ex' 2**

178 /but I think we might finish there /  
 179 /that was very good /

## **APPENDIX IV: ‘Floorstorming at Crystalvale’ text and analyses of Mood, Speech Function, Appraisal and Transitivity choices**

Clause 1

	Ms	Jones,	can	I	have	something	to	lean	on?
M1			Fin Modl Mood	Subj Mood	Fin Mood	Comp Residue			
T1			Proc ReIn Attr Poss	Carr Possr	Proc ReIn Attr Poss	Att Possd			
LEX1									
MET1									

Int1	SPEECH-FUNCTION Open initiate demand open gdsservices	Mood YN-interrogative full	TENSE present
Lex1			

Clause 2

	(NV)
M1	
T1	
LEX1	
MET1	
Int1	
Lex1	

Clause 3

	thanks
M1	
T1	
LEX1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support reply acknowledge	Mood minor	
Lex1			

#### Clause 4

floods

M1	
T1	
LEX1	
MET1	

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative ellipsed	Mood metaphor
Lex1			

#### Clause 5

okay Mel your turn (= 'It's your turn')

M1							
T1							
LEX1							
MET1							

Int1	SPEECH-FUNCTION Sustain continue monitor	Mood declarative ellipsed	TENSE present
Lex1			

### Clause 6

	I	got	floods
M1	Subj	Fin Pred Mood	Comp Residue
T1	Actor	Proc Mat	Goal
LEX1			
MET1			

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE present
Lex1			

### Clause 7

	your	turn
M1		
T1		
LEX1		
MET1		

Int1	SPEECH-FUNCTION Sustain continue monitor	Mood declarative ellipsed
Lex1		

### Clause 8

	can	I	write	mine?
M1	Fin Modl Mood	Subj Mood	Pred Residue	Comp Residue
T1	Proc Mat	Actor	Proc Mat	Goal
LEX1				
MET1				

Int1	<b>SPEECH-FUNCTION</b> Sustain react rejoinder confront challenge counter	<b>Mood</b> YN-interrogative full	<b>MODALITY</b> O-Modulation potentiality	<b>TENSE</b> present
Lex1				

### Clause 9

I will

M1	<b>Subj</b> <b>Fin</b> <b>Mood</b>	<b>Pred</b> <b>Mood-Residue</b>
T1	<b>Actor</b> <b>Proc</b> <b>Mat</b>	
LEX1		
MET1		

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond confront reply withhold	<b>Mood</b> declarative ellipsed	<b>TENSE</b> future
Lex1			

### Clause 10

he had a turn (referring to Mel)

M1	<b>Subj</b> <b>Mood</b>	<b>Fin</b> <b>Mood</b>	<b>Comp</b> <b>Residue</b>				
T1	<b>Actor</b> <b>Proc</b> <b>Mat</b>	<b>Range</b>					
LEX1							
MET1							



Int1	<b>SPEECH-FUNCTION</b> Sustain react rejoinder confront challenge counter	<b>Mood</b> declarative full	<b>TENSE</b> past
Lex1			

#### Clause 11

	Um	I	pick	floods
M1		Subj	Fin Pred	Comp
		Mood	Mood-Residue	Residue
T1		Actor	Proc Mat	Goal
LEX1				
MET1	Exp Proc Ent			

Int1	<b>SPEECH-FUNCTION</b> Sustain continue prolong elaborate	<b>Mood</b> declarative full	<b>TENSE</b> present
Lex1			

#### Clause 12

	baby
M1	
T1	
LEX1	
MET1	

Int1	SPEECH-FUNCTION Sustain react rejoinder confront response re-challenge	Mood declarative ellipsed	
Lex1			

### Clause 13

babies

M1	
T1	
LEX1	
MET1	

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative ellipsed
Lex1		

### Clause 14

I          pick          fire

M1	Subj	Fin Pred Mood Mood-Residue	Comp Residue
T1	Actor	Proc Mat	Goal
LEX1			
MET1			

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative full	TENSE present
Lex1			

Clause 15

babies (writing)

M1		
T1		
LEX1		
MET1		

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain react respond support reply acknowledge</div>	<div>Mood</div> <div>minor</div>	
Lex1			

Clause 16

my dad is a fire fighter

M1	<div>Subj</div> <div>Mood</div>	<div></div> <div></div>	<div>Fin</div> <div>Pred</div> <div>Mood-Residue</div>	<div>Comp</div> <div>Residue</div>		
T1	<div>Carr</div>	<div></div>	<div>Proc</div> <div>ReIn</div> <div>Attr</div> <div>Int</div>	<div>Att</div>		
LEX1						
MET1	<div>Exp</div> <div>Proc</div> <div>Ent</div>					

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain react respond support develop extend</div>	<div>Mood</div> <div>declarative full</div>	<div>TENSE</div> <div>present</div>
Lex1			

### Clause 17

	my	daddy	can	fight	fires
M1	Subj		Fin Modl	Pred	Comp
	Mood		Mood	Residue	Residue
T1	Actor		Proc Mat	Goal	
LEX1					
MET1					

Int1	SPEECH-FUNCTION		Mood	MODALITY	TENSE
	Sustain		declarative	Modulation	present
	react		full	capability	
	respond				
	support				
	develop				
	extend				
Lex1					

### Clause 18

	it	's	my	turn	now
M1	Subj	Fin	Comp		Circ-Adj
	Mood	Mood	Residue		Residue
T1	Token	Proc	Value		Locn
	Possr	Reln	Possd		Time
		Iden			
		Poss			
LEX1					
MET1					

Int1	SPEECH-FUNCTION		Mood	TENSE
	Sustain		declarative	present
	react		full	
	rejoinder			
	confront			
	challenge			
	counter			
Lex1				

Clause 19

( )/

M1		
T1		
LEX1		
MET1		

Int1			
Lex1			

Clause 20

it' s Tammy's

M1	Subj Mood	Fin Mood	Comp Residue
T1	Token Possd	Proc Reln Iden Poss	Token Possr
LEX1			
MET1			

Int1	SPEECH-FUNCTION Sustain react rejoinder confront response refute	Mood declarative ellipsed	TENSE present
Lex1			

Clause 21

having babies

M1		
T1		
LEX1		
MET1		

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative ellipsed	
Lex1			

### Clause 22

	no
M1	
T1	
LEX1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond confront reply disavow	Mood declarative ellipsed	POLARITY negative
Lex1			

### Clause 23

	Tammy	went	first
M1	Subj Mood	Fin Pred Mood-Residue	Circ-Adj Residue
T1	Actor	Proc Mat	Locn Time
LEX1			
MET1			

Int1	<b>SPEECH-FUNCTION</b> Sustain react rejoinder confront challenge counter	<b>Mood</b> declarative full
Lex1		

#### Clause 24

	I	went	fires
M1	Subj	Fin Pred Mood Mood-Residue	Comp Residue
T1	Sayer	Proc Verbl	Verb
LEX1			
MET1			

Int1	<b>SPEECH-FUNCTION</b> Sustain react rejoinder support respond resolve	<b>Mood</b> declarative full	<b>TENSE</b> past
Lex1			

#### Clause 25

	okay	your	turn	Richard
M1		Comp Residue		Voc-Adj
T1		Value Possd		
LEX1				
MET1				

Int1	SPEECH-FUNCTION Sustain react rejoinder support respond acquiesce	Mood declarative ellipsed	
Lex1			

#### Clause 26

	I'	m	last
M1	Subj Mood	Fin Mood	Comp Residue
T1	Carr	Proc Reln Attr Int	Att
LEX1			
MET1			

Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood declarative full	TENSE present
Lex1			

#### Clause 27

	I'	m	last
M1	Subj Mood	Fin Mood	Comp Residue
T1	Carr	Proc Reln Attr Int	Att
LEX1			
MET1			



Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE present
Lex1			

### Clause 28

	I'	m	last
M1	Subj Mood	Fin Mood	Comp Residue
T1	Carr	Proc ReIn Attr Int	Att
LEX1			
MET1			

Int1	SPEECH-FUNCTION Sustain react rejoinder confront challenge counter	Mood declarative full	TENSE present
Lex1			

### Clause 29

	this	way	(pointing	to	direction	that	he	thinks	turn-taking	should	go)
M1											
T1											
LEX1											
MET1											

Int1	SPEECH-FUNCTION Sustain react rejoinder confront response refute	Mood declarative ellipsed	
Lex1			

### Clause 30

storms

M1	
T1	
LEX1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood declarative ellipsed	
Lex1			

### Clause 31

Jenny 's last/

M1	Subj Mood	Fin Mood	Comp Residue
T1	Carr	Proc Reln Attr Int	Att
LEX1			
MET1			

Int1	<b>SPEECH-FUNCTION</b> Sustain react rejoinder confront challenge counter	<b>Mood</b> declarative full	<b>TENSE</b> present
Lex1			

### Clause 32

what?

M1	
T1	
LEX1	
MET1	

Int1	<b>SPEECH-FUNCTION</b> Sustain react rejoinder support track check	<b>Mood</b> WH-interrogative ellipsed	
Lex1			

### Clause 33

storms?

M1	
T1	
LEX1	
MET1	

Int1	<b>SPEECH-FUNCTION</b> Sustain continue prolong elaborate	<b>Mood</b> YN-interrogative ellipsed
Lex1		

Clause 34

yes storms (ellipsis of 'I said storms')

M1						
T1						
LEX1						
MET1						

Int1	<b>SPEECH-FUNCTION</b> Sustain react rejoinder support respond resolve	<b>Mood</b> declarative ellipsed	
Lex1			

Clause 35

okay

M1	
T1	
LEX1	
MET1	

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support reply acknowledge	<b>Mood</b> minor	
Lex1			

Clause 36

	say	storms
M1	Pred Residue	
T1	Proc Verbl	Verb
LEX1		
MET1		

Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood imperative full	TENSE present
Lex1			

Clause 37

	yep
M1	
T1	
LEX1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support register	Mood minor
Lex1		

Clause 38

	fires
M1	
T1	
LEX1	
MET1	

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative ellipsed	
Lex1			

### Clause 39

hang on

M1		
T1		
LEX1		
MET1		

Int1	SPEECH-FUNCTION Sustain react respond support register	Mood minor
Lex1		

### Clause 40

this one' s a little piece ((referring to cards she is writing on))

M1	Subj Mood	Fin Mood	Comp Residue										
T1	Carr	Proc ReIn Attr Int	Att										
LEX1													
MET1													

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE present
Lex1			

Clause 41

okay

M1	
T1	
LEX1	
MET1	

Int1	<div><div>SPEECH-FUNCTION</div><div>Sustain react respond support register</div></div>	<div><div>Mood</div><div>minor</div></div>
Lex1		

Clause 42

fires    there    (ellipsis    of    'there's    fires    there')

M1							
T1							
LEX1							
MET1							

Int1	<div><div>SPEECH-FUNCTION</div><div>Sustain react respond support develop elaborate</div></div>	<div><div>Mood</div><div>declarative ellipsed</div></div>
Lex1		

### Clause 43

	got	fires	down?
M1	Fin Pred Mood-Residue	Comp Residue	Circ-Adj Residue
T1	Proc Mat	Goal	Locn Place
LEX1			
MET1			

Int1	SPEECH-FUNCTION Sustain react rejoinder support track probe	Mood YN-interrogative ellipsed
Lex1		

### Clause 44

	that'	s	mine
M1	Subj Mood	Fin Mood	Comp Residue
T1	Carr Possd	Proc Reln Attr Poss	Att Possr
LEX1			
MET1			

Int1	SPEECH-FUNCTION Sustain react rejoinder support respond resolve	Mood declarative full	TENSE present
Lex1			



**Clause 45**

okay    um

M1		
T1		
LEX1		
MET1		

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support reply acknowledge	<b>Mood</b> minor
Lex1		

**Clause 46**

my    turn

M1		
T1		
LEX1		
MET1		

Int1	<b>SPEECH-FUNCTION</b> Sustain continue append elaborate	<b>Mood</b> declarative ellipsed
Lex1		

**Clause 47**

the    best    one    I    ever    took    ...

M1						
T1						
LEX1						
MET1						

Int1	Mood declarative abandoned
Lex1	

#### Clause 48

doctors

M1	
T1	
LEX1	
MET1	

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative ellipsed	
Lex1			

#### Clause 49

doctors

M1	
T1	
LEX1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support reply acknowledge	Mood declarative ellipsed
Lex1		

### Clause 50

who' s doctors? (asking where on the montage)

M1	Subj WH Mood	Fin Mood	Comp Residue					
T1	Token	Proc Reln Iden Int	Value					
LEX1								
MET1								

Int1	SPEECH-FUNCTION Sustain react rejoinder support track clarify	Mood WH-interrogative full	TENSE present
Lex1			

### Clause 51

that' s doctor

M1	Subj Mood	Fin Mood	Comp Residue
T1	Token	Proc Reln Iden Int	Value
LEX1			
MET1			

Int1	SPEECH-FUNCTION Sustain react rejoinder support respond resolve	Mood declarative full	TENSE present
Lex1			

Clause 52

or that is – whatever

M1		Subj Mood	Fin Mood		
T1		Token	Proc ReIn Iden Int		
LEX1					
MET1					

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative ellipsed	TENSE present
Lex1			

Clause 53

anyone

M1	
T1	
LEX1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood declarative ellipsed
Lex1		

Clause 54

and that one there (pointing to montage)

M1							
T1							
LEX1							
MET1							

Int1	<div><div>SPEECH-FUNCTION</div><div>Sustain continue prolong elaborate</div></div>	<div><div>Mood</div><div>declarative ellipsed</div></div>
Lex1		

Clause 55

I know which one

M1	<div><div>Subj</div><div>Fin</div><div>Mood</div></div>	<div><div>Pred</div><div>Mood-Residue</div></div>	<div><div>Comp</div><div>WH</div><div>Residue</div></div>	
T1	<div><div>Sens</div></div>	<div><div>Proc</div><div>Ment</div><div>Cogn</div></div>	<div><div>Phen</div><div>Range</div></div>	
LEX1				
MET1				

Int1	<div><div>SPEECH-FUNCTION</div><div>Sustain react respond support develop elaborate</div></div>	<div><div>Mood</div><div>declarative full</div></div>	<div><div>TENSE</div><div>present</div></div>
Lex1			

Clause 56

his name not ( )

M1				
T1				
LEX1				
MET1				

Int1	Mood minor abandoned	
Lex1		

Clause 57

I' m getting it (= I'm understanding the task now)

M1	Subj Mood	Fin Mood	Pred Residue	Comp Residue						
T1	Actor	Proc Mat		Goal						
LEX1										
MET1										

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative full	TENSE present
Lex1			

Clause 58

okay next Tammy (ellipsis of 'next is Tammy')

M1							
T1							
LEX1							
MET1							

Int1	SPEECH-FUNCTION Open initiate demand open information fact	Mood declarative ellipsed	Mood metaphor
Lex1			

### Clause 59

oh there' s ... helicopter

M1	Subj Mood	Fin Mood	Comp Residue	
T1	Token	Proc Reln Iden Int	Value	
LEX1				
MET1				

Int1	SPEECH-FUNCTION Sustain react respond support reply answer	Mood declarative full	TENSE present
Lex1			

### Clause 60

helicopter

M1	
T1	
LEX1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support reply acknowledge	Mood minor ellipsed	
Lex1			

#### Clause 61

helicopter

M1	
T1	
LEX1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support register	Mood declarative ellipsed	
Lex1			

#### Clause 62

( )pick that one

M1	Pred Residue	Comp Residue	
T1	Proc Mat	Goal	
LEX1			
MET1			

Int1	SPEECH-FUNCTION Open initiate demand open gdsservices	Mood imperative full	TENSE present
Lex1			



Clause 63

whatever it is (pointing to montage)

M1	Comp Residue	Subj Mood	Fin Mood			
T1	Value	Token	Proc Reln Iden Int			
LEX1						
MET1						

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE present
Lex1			

Clause 64

um people dying

M1			
T1			
LEX1			
MET1			

Int1	SPEECH-FUNCTION Sustain react respond support reply comply	Mood declarative ellipsed
Lex1		

Clause 65

hang on

M1		
T1		
LEX1		
MET1		

Int1	<div><div>SPEECH-FUNCTION</div><div>Sustain react rejoinder support track check</div></div>	<div><div>Mood</div><div>minor</div></div>
Lex1		

Clause 66

come on

M1		
T1		
LEX1		
MET1		

Int1	<div><div>SPEECH-FUNCTION</div><div>Sustain react rejoinder support respond resolve</div></div>	<div><div>Mood</div><div>imperative full</div></div>
Lex1		

Clause 67

people dying

M1		
T1		
LEX1		
MET1		

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative ellipsed	
Lex1			

### Clause 68

it' s not/

M1			
T1			
LEX1			
MET1			

Int1	Mood declarative abandoned	
Lex1		

### Clause 69

I' ve got a good one

M1	Subj Mood	Fin Mood	Pred Residue	Comp Residue		
T1	Carr Possr	Proc ReIn Attr Poss		Att Possd		
LEX1						
MET1						

Int1	SPEECH-FUNCTION Sustain react rejoinder confront challenge counter	Mood declarative full	TENSE present
Lex1	Appraisal attitude appreciation valuation		

### Clause 70

	it'	s	my	turn
M1	Subj Mood	Fin Mood	Comp Residue	
T1	Token	Proc ReIn Iden Poss	Value	
LEX1				
MET1				

Int1	SPEECH-FUNCTION Sustain react rejoinder confront challenge counter	Mood declarative full	TENSE present
Lex1			

### Clause 71

	no	it	is	n' t	
M1	Adj Pol Mood	Subj Mood	Fin Mood		
T1		Token Possd	Proc ReIn Iden Poss		
LEX1					
MET1					

Int1	SPEECH-FUNCTION Sustain react rejoinder confront response refute	Mood declarative ellipsed	MOOD-ADJUNCT polarity	TENSE present	POLARITY negative
Lex1					

### Clause 72

	it'	s	Mel's	
M1	Subj Mood	Fin Mood	Comp Residue	
T1	Token Possd	Proc ReIn Iden Poss	Value Possd	
LEX1				
MET1				

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative ellipsed	TENSE present
Lex1			

Clause 73

	she	just	had	her	turn
M1	Subj Mood	Adj Mood	Fin Mood	Comp Residue	
T1	Actor		Proc Mat	Range	
LEX1					
MET1					
Int1	SPEECH-FUNCTION Sustain react rejoinder confront challenge counter		Mood declarative full	MOOD-ADJUNCT time	TENSE past
Lex1					

Clause 74

	no	I	was	....
M1				
T1				
LEX1				
MET1				
Int1		Mood declarative abandoned		
Lex1				

Clause 75

	I	had	my	turn
M1	Subj	Fin	Comp	
	Mood	Pred		
		Mood-Residue	Residue	
T1	Carr	Proc	Att	
	Possr	ReIn	Possd	
		Attr		
		Poss		
LEX1				
MET1				

Int1	SPEECH-FUNCTION	Mood	TENSE
	Sustain	declarative	past
	react	full	
	respond		
	support		
	develop		
	elaborate		
Lex1			

Clause 76

	people	dying	(writing)
M1			
T1			
LEX1			
MET1			

Int1	SPEECH-FUNCTION	Mood
	Sustain	declarative
	react	ellipsed
	respond	
	support	
	reply	
	acknowledge	
Lex1		

### Clause 77

	oh	that	would	be	sad	Mel
M1		Subj TH Mood	Fin Mood	Pred Residue	Comp Residue	Voc-Adj
T1		Carr	Proc ReIn Attr Int		Att	
LEX1						
MET1						

Int1	SPEECH-FUNCTION Sustain react respond support develop enhance	Mood declarative full	TENSE future
Lex1			

### Clause 78

	you	said	doctors	die
M1	Subj Mood	Fin Pred Mood-Residue	Comp Residue	
T1	Sayer	Proc Verbl	Verb	
LEX1				
MET1				

Int1	SPEECH-FUNCTION Sustain react rejoinder confront challenge counter	Mood declarative full	TENSE past
Lex1			



Clause 79

	did	not
M1	Fin Mood	Adj Pol Mood
T1	Proc Mat	
LEX1		
MET1		

Int1	SPEECH-FUNCTION Sustain react rejoinder confront response refute	Mood declarative ellipsed	TENSE past	POLARITY negative
Lex1				

Clause 80

	I	said	...(oh)
M1	Subj Mood	Fin Pred Mood-Residue	Comp Residue
T1	Sayer	Proc Verbl	Verb
LEX1			
MET1			

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE past
Lex1			

Clause 81

	now	it'	s	my	turn
M1	Circ-Adj Residue	Subj Mood	Fin Mood	Comp Residue	
T1	Locn Time	Token Possr	Proc Reln Iden Poss	Value Possd	
LEX1					
MET1					

Int1	SPEECH-FUNCTION Open initiate demand open gdsservices	Mood declarative full	TENSE present	Mood metaphor
Lex1				

Clause 82

	okay	Richie	(ellipsis	of	'okay	Richie	it's	your	turn')
M1									
T1									
LEX1									
MET1									

Int1	SPEECH-FUNCTION Sustain react respond support reply comply	Mood declarative ellipsed	
Lex1			

Clause 83

um houses fallin down killin people

M1					
T1					
LEX1					
MET1					

Int1	<div><div>SPEECH-FUNCTION</div><div>Open initiate give information fact</div></div>	<div><div>Mood</div><div>declarative ellipsed</div></div>	
Lex1			

Clause 84

(laughter)

M1	
T1	
LEX1	
MET1	

Int1	<div><div>SPEECH-FUNCTION</div><div>Sustain react respond support register</div></div>		
Lex1			

Clause 85

look (probably pointing to montage)

M1	<div><div>Pred</div><div>Residue</div></div>			
T1	<div><div>Proc</div><div>Behl</div></div>			
LEX1				
MET1				

Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood imperative full	TENSE present
Lex1			

#### Clause 86

a house falling (vocalising as she begins to write)

M1									
T1									
LEX1									
MET1									

Int1	SPEECH-FUNCTION Sustain react respond support reply acknowledge	Mood imperative full	TENSE present
Lex1			

#### Clause 87

there 's (sandshoes)

M1	Subj Mood	Fin Mood	Comp Residue
T1	Idd Token	Proc Reln Iden Int	Idr Value
LEX1			
MET1			

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support develop extend	<b>Mood</b> declarative full	<b>TENSE</b> present
Lex1			

#### Clause 88

house    wrecking

M1		
T1		
LEX1		
MET1	Exp Proc Ent	

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support develop elaborate	<b>Mood</b> declarative ellipsed
Lex1		

#### Clause 89

house    wrecking

M1		
T1		
LEX1		
MET1		

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain</div> <div>react</div> <div>respond</div> <div>support</div> <div>develop</div> <div>elaborate</div>	<div>Mood</div> <div>declarative</div> <div>ellipsed</div>
Lex1		

### Clause 90

yeah HOUSE WRECKING (writing)

M1				
T1				
LEX1				
MET1				

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain</div> <div>react</div> <div>respond</div> <div>support</div> <div>reply</div> <div>acknowledge</div>	<div>Mood</div> <div>declarative</div> <div>ellipsed</div>	
Lex1			

### Clause 91

not falling on everyone and killin em Richard

M1								
T1								
LEX1								
MET1								

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain</div> <div>react</div> <div>respond</div> <div>support</div> <div>develop</div> <div>extend</div>	<div>Mood</div> <div>declarative</div> <div>ellipsed</div>
Lex1		

### Clause 92

flags

M1	
T1	
LEX1	
MET1	

Int1	<b>SPEECH-FUNCTION</b> Open initiate give information fact	<b>Mood</b> declarative ellipsed	
Lex1			

### Clause 93

stop      it      youse      two

M1	Pred Residue	Comp Residue	Voc-Adj	
T1	Proc Mat	Goal		
LEX1				
MET1				

Int1	<b>SPEECH-FUNCTION</b> Open initiate demand open gdsservices	<b>Mood</b> imperative full	<b>TENSE</b> present
Lex1			

### Clause 94

flags

M1	
T1	
LEX1	
MET1	

Int1	SPEECH-FUNCTION Sustain continue append elaborate	Mood declarative ellipsed
Lex1		

#### Clause 95

flags

M1	
T1	
LEX1	
MET1	

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative ellipsed
Lex1		

#### Clause 96

flags

M1	
T1	
LEX1	
MET1	

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood minor ellipsed	
Lex1			



### Clause 97

	they	're	not	flags
M1	Subj	Fin	Adj Pol	Comp
	Mood	Mood	Mood	Residue
T1	Carr	Proc Reln Attr Int		Att
LEX1				
MET1				

Int1	SPEECH-FUNCTION Sustain react rejoinder confront challenge counter	Mood declarative full	MOOD-ADJUNCT polarity	TENSE present	POLARITY negative
Lex1					

### Clause 98

	yes	they	are
M1		Subj Mood	Fin Mood
T1		Carr	Proc Reln Attr Int
LEX1			
MET1			

Int1	SPEECH-FUNCTION Sustain react rejoinder confront response refute	Mood declarative ellipsed
Lex1		

Clause 99

yes    they    are    Mel            (whispered)

M1		Subj Mood	Fin Mood	Voc-Adj	
T1		Carr	Proc ReIn Attr Int		
LEX1					
MET1					

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support develop elaborate	<b>Mood</b> declarative ellipsed	<b>TENSE</b> present
Lex1			

Clause 100

ya    when    do    you    ....(humming)

M1					
T1					
LEX1					
MET1					

Int1	<b>Mood</b> unknown
Lex1	

Clause 101

your    turn    Jenny

M1			
T1			
LEX1			
MET1			

Int1	<b>SPEECH-FUNCTION</b> Open initiate demand open gdsservices	<b>Mood</b> declarative ellipsed	<b>Mood metaphor</b>
Lex1			

#### Clause 102

Oh I know

M1			
T1			
LEX1			
MET1			

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support engage	<b>Mood</b> declarative ellipsed
Lex1		

#### Clause 103

I see .....

M1			
T1			
LEX1			
MET1			

Int1	<b>Mood</b> declarative abandoned
Lex1	

### Clause 104

	I	got	a	good	one
M1	Subj Mood	Fin Pred Mood-Residue	Comp Residue		
T1	Carr Possr	Proc Reln Attr Poss	Att Possd		
LEX1					
MET1					

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE present
Lex1	Appraisal attitude appreciation valuation		

### Clause 105

	no	one	said	this	did	ya?
M1	Subj Mood		Fin Pred Mood-Residue	Comp Residue	Fin Mtag	Subj Mtag
T1	Sayer		Proc Verbl	Verb		
LEX1						
MET1						

Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood declarative full	TENSE past	POLARITY negative
Lex1				

Clause 106

did they?

M1		
T1		
LEX1		
MET1		

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain continue monitor</div>	<div>Mood</div> <div>YN-interrogative ellipsed</div>	
Lex1			

Clause 107

that one? (pointing to montage)

M1					
T1					
LEX1					
MET1					

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain react rejoinder support track probe</div>	<div>Mood</div> <div>declarative ellipsed</div>
Lex1		

### Clause 108

	doesn't	have	to	be	on	this
M1	Fin Pred Mood-Residue				Circ-Adj Residue	
T1	Proc ReIn Attr Circ				Locn Place	
LEX1						
MET1						

Int1	SPEECH-FUNCTION Sustain react rejoinder confront challenge counter	Mood declarative ellipsed	
Lex1			

### Clause 109

	I	bet	you	it	was	that
M1	Subj Mood	Fin Pred Mood-Residue	Comp Residue	Comp Residue		
T1	Sayer	Proc Verbl	Rec	Verb		
LEX1						
MET1						

Int1	SPEECH-FUNCTION Sustain react rejoinder confront challenge counter	Mood declarative full	TENSE present
Lex1	Appraisal engagement heterogloss projection		

Clause 110

	I	bet	you	it	was	that
M1	Subj	Fin	Comp			
	Mood	Pred	Residue			
		Mood-Residue				
T1	Sayer	Proc	Rec	Verb		
		Verbl				
LEX1						
MET1						

Int1	SPEECH-FUNCTION	Mood	TENSE
	Sustain	declarative	present
	continue	full	
	prolong		
	elaborate		
Lex1			

Clause 111

	no,	landslides
M1		
T1		
LEX1		
MET1	Exp	
	Proc	
	Ent	

Int1	SPEECH-FUNCTION	Mood	POLARITY
	Sustain	declarative	negative
	react	ellipsed	
	rejoinder		
	confront		
	response		
	refute		
Lex1			

### Clause 112

	no	one	thunk	it
M1	Subj		Fin Pred	Comp
	Mood		Mood-Residue	Residue
T1	Sens		Proc Ment Cogn	Phen Range
LEX1				
MET1				

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE past	POLARITY negative
Lex1				

### Clause 113

	are	you	talking	about	that?	(pointing	to	image)
M1	Fin	Subj	Pred	Circ-Adj				
	Mood	Mood	Residue	Residue				
T1	Proc	Sayer	Proc	Matt				
	Verbl		Verbl					
LEX1								
MET1								

Int1	SPEECH-FUNCTION Sustain react rejoinder support track probe	Mood YN-interrogative full	TENSE present
Lex1			



Clause 114

landslides!

M1	
T1	
LEX1	
MET1	

Int1	<div><div>SPEECH-FUNCTION</div><div>Sustain react respond support reply acknowledge</div></div> <div><div>Mood</div><div>declarative ellipsed</div></div>
Lex1	

Clause 115

there' s nothing else to talk about

M1	<div><div>Subj</div><div>Mood</div></div> <div><div>Fin</div><div>Mood</div></div> <div><div>Comp</div><div>Residue</div></div> <div></div> <div></div> <div></div> <div></div>
T1	<div><div>Proc</div><div>Exist</div></div> <div>Ex</div> <div></div> <div></div> <div></div> <div></div>
LEX1	
MET1	

Int1	<div><div>SPEECH-FUNCTION</div><div>Open initiate give information fact</div></div> <div><div>Mood</div><div>declarative full</div></div> <div><div>TENSE</div><div>present</div></div> <div><div>POLARITY</div><div>negative</div></div>
Lex1	

Clause 116

storms

M1	
T1	
LEX1	
MET1	

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain</div> <div>react</div> <div>rejoinder</div> <div>confront</div> <div>challenge</div> <div>counter</div>	<div>Mood</div> <div>declarative</div> <div>full</div>
Lex1		

### Clause 117

storms

M1	
T1	
LEX1	
MET1	

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain</div> <div>continue</div> <div>prolong</div> <div>elaborate</div>	<div>Mood</div> <div>declarative</div> <div>ellipsed</div>
Lex1		

### Clause 118

earthquakes

M1	
T1	
LEX1	
MET1	

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain</div> <div>react</div> <div>rejoinder</div> <div>confront</div> <div>challenge</div> <div>counter</div>	<div>Mood</div> <div>declarative</div> <div>ellipsed</div>
Lex1		

### Clause 119

	it'	s	my	turn
M1	Subj Mood	Fin Mood	Comp Residue	
T1	Token Possr	Proc Reln Iden Poss	Value Possd	
LEX1				
MET1				

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE present
Lex1			

### Clause 120

	have	we	had	storm	yet?/
M1	Fin Mood	Subj Mood	Pred Residue	Comp Residue	Circ-Adj Residue
T1	Proc Mat	Actor	Proc Mat	Goal	Locn Time
LEX1					
MET1					

Int1	SPEECH-FUNCTION Sustain react rejoinder support track probe	Mood YN-interrogative full	TENSE past
Lex1			

### Clause 121

storm?

M1	
T1	
LEX1	
MET1	

Int1	<b>SPEECH-FUNCTION</b> Sustain continue monitor	<b>Mood</b> YN-interrogative ellipsed
Lex1		

### Clause 122

yep my turn

M1			
T1			
LEX1			
MET1			

Int1	<b>SPEECH-FUNCTION</b> Sustain react rejoinder confront response refute	<b>Mood</b> declarative ellipsed
Lex1		

### Clause 123

you can have a turn after me

M1	Subj	Fin Modl Mood	Fin Pred Mood-Residue	Comp Residue		Circ-Adj Residue	
T1	Actor	Proc Mat		Goal		Locn Time	
LEX1							
MET1							

Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood declarative full	TENSE future
Lex1			

#### Clause 124

yep

M1	
T1	
LEX1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support reply answer	Mood declarative ellipsed
Lex1		

#### Clause 125

you' ve had your turn

M1	Subj Mood	Fin Mood	Pred Residue			
T1	Actor	Proc Mat				
LEX1						
MET1						

Int1	SPEECH-FUNCTION Sustain react rejoinder confront challenge counter	Mood declarative full	TENSE past	
Lex1				

#### Clause 126

no I didn't

M1						
T1						
LEX1						
MET1						

Int1	SPEECH-FUNCTION Sustain react rejoinder confront response refute	Mood declarative ellipsed	MOOD-ADJUNCT polarity	TENSE past	POLARITY negative
Lex1					

#### Clause 127

it' s my turn

M1	Subj Mood	Fin Mood	Comp Residue			
T1	Token Possr	Proc Reln Iden Poss	Value Possd			
LEX1						
MET1						

Int1	SPEECH-FUNCTION Sustain react rejoinder support respond resolve	Mood declarative full	TENSE present
Lex1	Appraisal engagement heterogloss concession		

### Clause 128

	and	I'	m	lettin	him	go
M1		Subj Mood	Fin Mood	Pred Residue	Comp Residue	
T1		Init	Proc Mat		Actor	Proc Mat
LEX1						
MET1						

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE present
Lex1			

### Clause 129

	okay
M1	
T1	
LEX1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support reply acknowledge	Mood minor full
Lex1		

### Clause 130

oh excellent good

M1					
T1					
LEX1					
MET1					

Int1	SPEECH-FUNCTION Open initiate give information opinion	Mood minor	
Lex1	Appraisal attitude appreciation valuation	Appraisal graduation force	

### Clause 131

( )

M1				
T1				
LEX1				
MET1				

Int1	Mood unknown	
Lex1		



Clause 132

fantastic

M1	
T1	
LEX1	
MET1	

Int1		Mood declarative ellipsed
Lex1	Appraisal graduation force	

Clause 133

people    dying

M1				
T1				
LEX1				
MET1				

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative ellipsed	
Lex1			

Clause 134

that'    s    easy

M1	Subj Mood	Fin Mood	Comp Residue	
T1	Carr	Proc ReIn Attr Int	Att	
LEX1				
MET1				

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support develop elaborate	<b>Mood</b> declarative full	<b>TENSE</b> present
Lex1	Appraisal attitude appreciation valuation		

### Clause 135

house    wrecking    things    (reading    from    list)

M1							
T1							
LEX1							
MET1							

Int1	<b>SPEECH-FUNCTION</b> Sustain continue append extend	<b>Mood</b> declarative ellipsed
Lex1		

### Clause 136

furniture    (laughing)

M1				
T1				
LEX1				
MET1				



Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	MOOD-ADJUNCT intensity	TENSE present
Lex1	Appraisal graduation force			

### Clause 139

mmm you know what they're called?

M1	Subj Mood	Pred Residue	Comp Residue						
T1	Sens	Proc Ment Cogn	Phen Range						
LEX1									
MET1									

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	MOOD-ADJUNCT intensity	TENSE present
Lex1				

### Clause 140

oh they 're like droughts

M1	Subj Mood	Fin Mood	Circ-Adj Residue						
T1	Carr	Proc ReIn Attr Int	Mann Comp						
LEX1									
MET1									



Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	MOOD-ADJUNCT intensity	TENSE present
Lex1	Appraisal graduation force			

### Clause 143

because      there's      ...      people      starve

M1				Subj	Fin						
				Mood	Pred						
T1				Actor	Mood-Residue						
					Proc						
LEX1					Mat						
MET1											

Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood declarative full	TENSE present
Lex1			

### Clause 144

oh

M1		
T1		
LEX1		
MET1		

Int1	SPEECH-FUNCTION Sustain react respond support register
Lex1	

### Clause 145

yeah and that was happening in New Guinea two years ago –

M1			Subj TH Mood	Fin Mood	Pred Residue	Circ-Adj Residue			Circ-Adj Residue				
T1			Actor	Proc Mat		Locn Place			Locn Time				
LEX1													
MET1													

Int1	SPEECH-FUNCTION Sustain react respond support develop enhance	Mood declarative full	TENSE past
Lex1	Appraisal graduation force		

### Clause 146

and up here that picture [[which you might not be able to see]] is

M1		Circ-Adj Residue		Subj Mood										Fin Mood
T1		Locn Place		Att										Proc ReIn Attr Int
LEX1														
MET1														

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative full	TENSE present
Lex1	Appraisal engagement heterogloss modality		

Clause 147

volcano!

M1	
T1	
LEX1	
MET1	

Int1	<div><div>SPEECH-FUNCTION</div><div>Sustain react respond support reply acknowledge</div></div>	<div><div>Mood</div><div>declarative ellipsed</div></div>
Lex1		

Clause 148

I love volcanoes

M1	<div><div>Subj</div><div>Fin</div><div>Mood</div></div>	<div><div>Pred</div><div>Mood-Residue</div></div>	<div><div>Comp</div><div>Residue</div></div>		
T1	<div><div>Sens</div></div>	<div><div>Proc</div><div>Ment</div><div>Aff</div></div>	<div><div>Phen</div><div>Range</div></div>		
LEX1					
MET1					

Int1	<div><div>SPEECH-FUNCTION</div><div>Sustain react respond support develop elaborate</div></div>	<div><div>Mood</div><div>declarative full</div></div>
Lex1	<div><div>Appraisal</div><div>attitude affect</div></div>	



Clause 149

	I	said	volcanoes				
M1	Subj	Fin	Comp				
		Pred					
	Mood	Mood-Residue	Residue				
T1	Sayer	Proc	Verb				
		Verbl					
LEX1							
MET1							

Int1	SPEECH-FUNCTION	Mood	TENSE
	Sustain	declarative	past
	react	full	
	rejoinder		
	confront		
	challenge		
	counter		
Lex1			

Clause 150

	I	said	vocanio				
M1	Subj	Fin	Comp				
		Pred					
	Mood	Mood-Residue	Residue				
T1	Sayer	Proc	Verb				
		Verbl					
LEX1							
MET1							

Int1	SPEECH-FUNCTION	Mood	TENSE
	Sustain	declarative	past
	continue	full	
	prolong		
	elaborate		
Lex1			

Clause 151

you        did        not

M1	Subj	Fin			
	Mood	Mood			
T1	Sayer	Proc			
		Verbl			
LEX1					
MET1					

Int1	SPEECH-FUNCTION		Mood	TENSE
	Sustain		declarative	present
	react		ellipsed	
	rejoinder			
	confront			
	response			
	refute			
Lex1				

Clause 152

did    so

M1				
T1				
LEX1				
MET1				

Int1	SPEECH-FUNCTION		Mood	TENSE
	Sustain		declarative	past
	react		ellipsed	
	rejoinder			
	confront			
	response			
	re-challenge			
Lex1				

Clause 153

look

M1	Pred Residue
T1	Proc Behl
LEX1	
MET1	

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain react rejoinder support respond resolve</div>	<div>Mood</div> <div>declarative ellipsed</div>	<div>TENSE</div> <div>past</div>
Lex1			

Clause 154

I                wrote                it                down

M1	Subj	Fin Pred Mood Mood-Residue	Comp Residue	Circ-Adj Residue			
T1	Actor	Proc Mat	Goal	Locn Place			
LEX1							
MET1							

Int1	<div>Mood</div> <div>declarative full</div>	<div>TENSE</div> <div>past</div>
Lex1		

### Clause 155

	because	she	said	volcanoes			
M1		Subj Mood	Fin Pred Mood-Residue	Comp Residue			
T1		Sayer	Proc Verbl	Verb			
LEX1							
MET1							

Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood declarative full	TENSE past
Lex1			

### Clause 156

	you	have	had	your	turn		
M1	Subj Mood	Fin Mood	Pred Residue	Comp Residue			
T1	Actor	Proc Mat		Goal			
LEX1							
MET1							

Int1	SPEECH-FUNCTION Sustain react rejoinder confront challenge counter	Mood declarative full	TENSE past
Lex1			

### Clause 157

	it'	s	my	turn
M1	Subj Mood	Fin Mood	Comp Residue	
T1		Proc Exist	Ex	
LEX1				
MET1				

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	
Lex1			

### Clause 158

	[v]olcanoes
M1	
T1	
LEX1	
MET1	

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative ellipsed
Lex1		

### Clause 159

	I	said	that
M1	Subj Mood	Fin Pred Mood-Residue	Comp Residue
T1	Sayer	Proc Verbl	Verb
LEX1			
MET1			

Int1	SPEECH-FUNCTION Sustain react rejoinder confront challenge counter	Mood declarative full	TENSE past
Lex1			

#### Clause 160

	it	has	already	been	done	Richie						
M1	Subj Mood	Fin Mood	Adj Mood	Pred Residue		Voc-Adj						
T1	Actor	Proc Mat										
LEX1												
MET1												

Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood declarative full	MOOD-ADJUNCT time	TENSE past
Lex1				

#### Clause 161

	I	said	that	Richie								
M1	Subj Mood	Fin Pred Mood-Residue	Comp Residue	Voc-Adj								
T1	Sayer	Proc Verbl	Verb									
LEX1												
MET1												

Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood declarative full	TENSE past	
Lex1				

### Clause 162

	yeah	it'	s	my	go				
M1		Subj Mood	Fin Mood	Comp Residue					
T1		Token Possr	Proc Reln Iden Poss	Value Possd					
LEX1									
MET1									

Int1	SPEECH-FUNCTION Sustain react respond support develop extend	Mood declarative full	TENSE present	
Lex1				

### Clause 163

	(.....)	the	door	
M1				
T1				
LEX1				
MET1				

Int1	Mood unknown			
Lex1				

Clause 164

floods

M1				
T1				
LEX1				
MET1				

Int1	<div>SPEECH-FUNCTION Open initiate give information fact</div>	<div>Mood declarative ellipsed</div>	<div>Mood metaphor</div>
Lex1			

Clause 165

we      've      had      floods

M1	<div>Subj Mood</div>	<div>Fin Mood</div>	<div>Comp Residue</div>					
T1	<div>Carr Possr</div>	<div>Proc Reln Attr Poss</div>	<div>Att Possd</div>					
LEX1								
MET1								

Int1	<div>SPEECH-FUNCTION Sustain react rejoinder confront challenge counter</div>	<div>Mood declarative full</div>	<div>TENSE past</div>
Lex1			



## Clause 166

I got a good one for you

[illegible]

Int1	SPEECH-FUNCTION Open initiate demand closed gdsservices	Mood declarative full	TENSE present	Mood metaphor
Lex1	Appraisal attitude appreciation valuation			

## Clause 167

that's a flood

M1	Subj Mood	Fin Mood	Comp Residue	
T1	Carr	Proc Reln Attr Int	Att	
LEX1				
MET1				

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support develop elaborate	<b>Mood</b> declarative full	<b>TENSE</b> present
Lex1			

	where?
M1	
T1	
LEX1	
MET1	

**Clause 169**

[illegible]

## Clause 170

M1	
T1	
LEX1	
MET1	

Int1	SPEECH-FUNCTION		
	Sustain		
	react		
	rejoinder		
	support		
	track		
	check		
Lex1			

#### Clause 171

(sounds like a knock on the door)

M1						
T1						
LEX1						
MET1						

Int1			
Lex1			

#### Clause 172

how about a drought?

M1						
T1						
LEX1						
MET1						

Int1	SPEECH-FUNCTION	Mood	Mood metaphor
	Open	WH-interrogative	
	initiate	ellipsed	
	demand		
	open		
	information		
	fact		
Lex1			

Clause 173

Yes a drought

M1					
T1					
LEX1					
MET1					

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain react respond support reply acknowledge</div>	<div>Mood</div> <div>declarative ellipsed</div>
Lex1		

Clause 174

stop it

M1	<div>Pred</div> <div>Residue</div>	<div>Comp</div> <div>Residue</div>		
T1	<div>Proc</div> <div>Mat</div>	<div>Goal</div>		
LEX1				
MET1				

Int1	<div>SPEECH-FUNCTION</div> <div>Open initiate demand open gdsservices</div>	<div>Mood</div> <div>imperative full</div>	<div>TENSE</div> <div>present</div>
Lex1			

### Clause 175

	leave	it	there	David				
M1	Pred Residue	Comp Residue	Circ-Adj Residue	Voc-Adj				
T1	Proc Mat	Goal	Locn Place					
LEX1								
MET1								

Int1	SPEECH-FUNCTION		Mood	TENSE
	Sustain		imperative	present
	continue		full	
	prolong			
	elaborate			
Lex1				

### Clause 176

	that	was	n't	me				
M1	Subj Mood	Fin Mood		Comp Residue				
T1	Token	Proc Reln Iden Int		Value				
LEX1								
MET1								

Int1	SPEECH-FUNCTION		Mood	TENSE	POLARITY
	Sustain		declarative	past	negative
	react		full		
	rejoinder				
	confront				
	challenge				
	counter				
Lex1					

Clause 177

the door was being (opened)

M1							
T1							
LEX1							
MET1							

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain continue prolong elaborate</div>	<div>Mood</div> <div>declarative full</div>	<div>TENSE</div> <div>past</div>
Lex1			

Clause 178

wasn't me

M1	<div>Fin</div> <div>Mood</div>	<div>Comp</div> <div>Residue</div>		
T1	<div>Proc</div> <div>ReIn</div> <div>Iden</div> <div>Int</div>	<div>Value</div>		
LEX1				
MET1				

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain continue prolong elaborate</div>	<div>Mood</div> <div>declarative ellipsed</div>	<div>POLARITY</div> <div>negative</div>
Lex1			

Clause 179

you       did       it

M1	Subj Mood	Fin Mood	Comp Residue				
T1	Actor	Proc Mat	Goal				
LEX1							
MET1							

Int1	SPEECH-FUNCTION Sustain react rejoinder confront challenge counter	Mood declarative full	TENSE past
Lex1			

Clause 180

was       so       (=it was the door')

M1							
T1							
LEX1							
MET1							

Int1	SPEECH-FUNCTION Sustain react rejoinder confront response refute	Mood declarative ellipsed
Lex1		

Clause 181

wasn't

M1	
T1	
LEX1	
MET1	

Int1	<b>SPEECH-FUNCTION</b> Sustain react rejoinder confront response refute	<b>Mood</b> declarative ellipsed	<b>POLARITY</b> negative
Lex1			

Clause 182

okay

M1	
T1	
LEX1	
MET1	

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support reply acknowledge	<b>Mood</b> minor	
Lex1			



Clause 183

	stop	it	Richard			
M1	Pred Residue	Comp Residue	Voc-Adj			
T1	Proc Mat	Goal				
LEX1						
MET1						

Int1	SPEECH-FUNCTION Open initiate demand open gdsservices	Mood imperative full	TENSE present
Lex1			

Clause 184

	settle	down			
M1	Pred Residue				
T1	Proc Mat				
LEX1					
MET1					

Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood imperative full	TENSE present
Lex1			

### Clause 185

stop it

M1	Pred Residue	Comp Residue		
T1	Proc Mat	Goal		
LEX1				
MET1				

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood imperative full	TENSE present
Lex1			

### Clause 186

I' m sick of Richard

M1	Subj Mood	Fin Mood	Comp Residue				
T1	Carr	Proc Reln Attr Int	Att	Matt			
LEX1							
MET1							

Int1	SPEECH-FUNCTION Sustain react respond support develop extend	Mood declarative full	TENSE present
Lex1	Appraisal attitude affect		

### Clause 187

Richard we 're taping

M1		Subj Mood	Fin Mood	Pred Residue	
T1		Actor	Proc Mat		
LEX1					
MET1					

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative full	TENSE present
Lex1			

### Clause 188

Richard!

M1	
T1	
LEX1	
MET1	

Int1	SPEECH-FUNCTION Sustain continue monitor	Mood minor	
Lex1			

### Clause 189

and if you do it again

M1		Subj Mood	Fin Pred Mood-Residue	Comp Residue	Circ-Adj Residue
T1		Actor	Proc Mat	Goal	Locn Time
LEX1					
MET1					

Int1		Mood declarative full	TENSE future
Lex1			

### Clause 190

I' II watch

M1			
T1			
LEX1			
MET1			

Int1		Mood declarative abandoned	
Lex1			

### Clause 191

I' II watch your behaviour

M1	Subj	Fin Pred Mood		Comp Residue		
T1	Behav	Proc Behl		Range		
LEX1						
MET1						

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE future
Lex1			

Clause 192

	we	're	taping
M1	Subj Mood	Fin Mood	Comp Residue
T1	Actor	Proc Mat	
LEX1			
MET1			

Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood declarative full	TENSE present
Lex1			

Clause 193

	and	if	you	do	it	again
M1		Subj Mood		Fin Pred Mood-Residue	Comp Residue	Circ-Adj Residue
T1		Actor		Proc Mat	Goal	Locn Time
LEX1						
MET1						

Int1	Mood declarative full	TENSE future
Lex1		

Clause 194

we are going to tell

M1	Subj Mood	Fin Mood	Pred Residue		
T1	Sayer	Proc Verbl			
LEX1					
MET1					

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE future
Lex1			

Clause 195

David your turn

M1			
T1			
LEX1			
MET1			

Int1	SPEECH-FUNCTION Open initiate demand open information fact	Mood declarative ellipsed	Mood metaphor
Lex1			

Clause 196

um storming

M1		
T1		
LEX1		
MET1		

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain</div> <div>react</div> <div>respond</div> <div>support</div> <div>reply</div> <div>answer</div>	<div>Mood</div> <div>declarative</div> <div>ellipsed</div>
Lex1		

**Clause 197**

storming?

M1	
T1	
LEX1	
MET1	

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain</div> <div>react</div> <div>rejoinder</div> <div>support</div> <div>track</div> <div>check</div>	<div>Mood</div> <div>WH-interrogative</div> <div>ellipsed</div>
Lex1		

**Clause 198**

yeah

M1	
T1	
LEX1	
MET1	

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain</div> <div>react</div> <div>rejoinder</div> <div>support</div> <div>respond</div> <div>resolve</div>	<div>Mood</div> <div>minor</div>	
Lex1			

### Clause 199

well what' s storms? (referring to montage)

M1		Subj WH Mood	Fin Mood	Comp Residue			
T1		Token	Proc Reln Iden Int	Value			
LEX1							
MET1							

Int1	<b>SPEECH-FUNCTION</b> Sustain react rejoinder support track clarify	<b>Mood</b> WH-interrogative full	<b>TENSE</b> present
Lex1			

### Clause 200

stop it

M1	Pred Residue	
T1	Proc Mat	Range
LEX1		
MET1		

Int1	<b>SPEECH-FUNCTION</b> Open initiate demand open gdsservices	<b>Mood</b> imperative full	<b>TENSE</b> present
Lex1			



Clause 201

	stop	it				
M1	Pred Residue	Comp Residue				
T1	Proc Mat	Range				
LEX1						
MET1						
Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate		Mood imperative full	TENSE present		
Lex1						

Clause 202

	because	we'	re	taking	up	...
M1		Subj Mood	Fin Mood	Pred Residue		
T1		Actor	Proc Mat			
LEX1						
MET1						
Int1	SPEECH-FUNCTION Sustain continue prolong elaborate		Mood declarative abandoned			
Lex1						

### Clause 203

floodings

M1	
T1	
LEX1	
MET1	

Int1	<b>SPEECH-FUNCTION</b> Open initiate give information fact	<b>Mood</b> declarative ellipsed	
Lex1			

### Clause 204

okay how are we going here?

M1		Circ-Adj Residue	Fin Mood	Subj Mood	Pred Residue	Circ-Adj Residue
T1		Mann Qual	Proc Mat	Actor	Proc Mat	Locn Place
LEX1						
MET1						

Int1	<b>SPEECH-FUNCTION</b> Open initiate demand open information fact	<b>Mood</b> WH-interrogative full	<b>TENSE</b> present
Lex1			

### Clause 205

good

M1	
T1	
LEX1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support reply answer	Mood declarative ellipsed	
Lex1	Appraisal attitude appreciation reaction quality		

### Clause 206

but    Richie    Mars    is        being    annoying

M1		Subj Mood		Fin Mood		Comp Residue
T1		Carr		Proc Reln Attr Int		Att
LEX1						
MET1						

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE present
Lex1	Appraisal attitude judgement socialesteem normality		

Clause 207

	because	he	keeps	going	like	that	(shifting	worksheet)
M1		Subj Mood	Fin Mood	Pred Residue	Circ-Adj Residue			
T1		Actor	Proc Mat		Mann Means			
LEX1								
MET1								

Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood declarative full	TENSE present
Lex1			

Clause 208

	oh
M1	
T1	
LEX1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support reply acknowledge	Mood minor
Lex1		

### Clause 209

	maybe	but	yeah	when	it'	s	his	turn
M1	Adj Mood			Circ-Adj Residue				
M2					Subj Mood	Fin Mood	Comp Residue	
T1				Locn Time				
T2					Token Possr	Proc Reln Iden Poss	Value Possd	
LEX1								
MET1								

Int1	Mood declarative full	MOOD-ADJUNCT probability	TENSE future	Mood metaphor
Lex1				

### Clause 210

	you	will	put	it	like	that	((moving	paper	to	demonstrate))
M1	Subj Mood	Fin Mood	Pred Residue	Comp Residue	Circ-Adj Residue					
T1	Actor	Proc Mat		Goal	Mann Qual					
LEX1										
MET1										

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	MOOD-ADJUNCT probability	TENSE future
Lex1				

### Clause 211

so he can see

M1		Subj Mood	Fin Modl Mood	Pred Residue
T1		Sens	Proc Ment Perc	
LEX1				
MET1				

Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood declarative full	MODALITY Modulation capability	TENSE future
Lex1				

### Clause 212

he turns it

M1	Subj Mood	Fin Pred Mood-Residue	Comp Residue
T1	Actor	Proc Mat	Goal
LEX1			
MET1			

Int1	SPEECH-FUNCTION Sustain react rejoinder confront challenge counter	Mood declarative full	TENSE present
Lex1			

### Clause 213

look you' re coming up with some fantastic ideas

M1		Subj Mood	Fin Mood	Pred Residue			Comp Residue		
T1		Sens	Proc Ment Cogn				Phen Range		
LEX1									
MET1									

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative full	TENSE present
Lex1	Appraisal attitude appreciation reaction impact	Appraisal graduation force	

### Clause 214

anything else [[ [that you haven' t said]] [[that' s in your head]] that may not

M1																	
T1																	
LEX1																	
MET1																	

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood YN-interrogative abandoned
Lex1		

### Clause 215

yeah

M1	
T1	
LEX1	
MET1	

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support reply answer	<b>Mood</b> minor
Lex1		

### Clause 216

I got a good one

M1	Subj	Fin	Comp		
	Mood	Mood	Residue		
T1	Carr	Proc	Att		
	Possr	Reln	Possd		
		Attr			
		Poss			
LEX1					
MET1					

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support develop elaborate	<b>Mood</b> declarative full	<b>TENSE</b> present
Lex1	Appraisal attitude appreciation valuation		



Clause 217

	I	got	a	good	one	in	me	head
M1	Subj	Fin	Comp			Circ-Adj		
	Mood	Mood-Residue	Residue			Residue		
T1	Actor	Proc	Goal			Locn		
		Mat				Place		
LEX1								
MET1								

Int1	SPEECH-FUNCTION	Mood	TENSE
	Sustain	declarative	present
	react	full	
	respond		
	support		
	develop		
	elaborate		
Lex1	Appraisal		
	attitude		
	appreciation		
	valuation		

Clause 218

	Alright
M1	
T1	
LEX1	
MET1	

Int1	SPEECH-FUNCTION	Mood	TENSE
	Sustain	imperative	present
	react	full	
	respond		
	support		
	reply		
	acknowledge		
Lex1			

Clause 219

	well	let'	s	share
M1		Subj Mood		Pred Residue
T1		Proc Mat	Actor	Proc Mat
LEX1				
MET1				

Int1	SPEECH-FUNCTION Open initiate demand open information fact	Mood imperative full	TENSE present
Lex1			

Clause 220

	firefighters
M1	
T1	
LEX1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support reply answer	Mood declarative ellipsed
Lex1		

### Clause 221

right, excellent

M1		
T1		
LEX1		
MET1		

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support reply acknowledge	<b>Mood</b> minor
Lex1	<b>Appraisal</b> attitude appreciation valuation	<b>Appraisal</b> graduation force

### Clause 222

I' ve got a good one

M1	Subj Mood	Fin Mood	Pred Residue	Comp Residue		
T1	Carr Possr	Proc Reln Attr Poss	Att Possd			
LEX1						
MET1						

Int1	<b>SPEECH-FUNCTION</b> Open initiate demand closed gdsservices	<b>Mood</b> declarative full	<b>Mood metaphor</b>
Lex1	<b>Appraisal</b> attitude appreciation valuation		

Clause 223

great

M1	
T1	
LEX1	
MET1	

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain react respond support register</div>	<div>Mood</div> <div>minor</div>	
Lex1	<div>Appraisal</div> <div>attitude appreciation valuation</div>	<div>Appraisal</div> <div>graduation force</div>	

Clause 224

wait

M1	<div>Pred</div> <div>Residue</div>
T1	<div>Proc</div> <div>Mat</div>
LEX1	
MET1	

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain continue monitor</div>	<div>Mood</div> <div>imperative full</div>
Lex1		

Clause 225

wait

M1	Pred Residue
T1	Proc Mat
LEX1	
MET1	

Int1	SPEECH-FUNCTION Sustain continue monitor	Mood imperative full
Lex1		

Clause 226

give      Jenny      enough      time      to (write)

M1	Pred Residue	Comp Residue	Comp Residue			
T1	Proc Mat	Recip	Goal			
LEX1						
MET1						

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood imperative full	TENSE present
Lex1			

Clause 227

I've ...

M1		
T1		
LEX1		
MET1		

Int1		Mood declarative abandoned	
Lex1			

### Clause 228

	Jenny,	I	've	got	one
M1	Voc-Adj	Subj Mood	Fin Mood	Pred Residue	Comp Residue
T1		Carr Possr	Proc ReIn Attr Poss		Att Possd
LEX1					
MET1					

Int1	SPEECH-FUNCTION Sustain continue append elaborate	Mood declarative full	TENSE present
Lex1			

### Clause 229

	my	turn
M1		
T1		
LEX1		
MET1		

Int1	SPEECH-FUNCTION Sustain react rejoinder confront challenge counter	Mood declarative ellipsed
Lex1		

### Clause 230

who' s a speed car? (that is, 'who said a speeding car?')

M1	Subj WH Mood	Fin Mood	Comp Residue								
T1	Carr	Proc ReIn Attr Int	Att								
LEX1											
MET1											

Int1	SPEECH-FUNCTION Open initiate demand open information fact	Mood WH-interrogative ellipsed	TENSE present
Lex1			

### Clause 231

no one' s a speed car

M1	Subj Mood	Fin Mood	Comp Residue		
T1	Carr	Proc ReIn Attr Int	Att		
LEX1					
MET1					

Int1	SPEECH-FUNCTION Sustain react respond support reply answer	Mood declarative full	TENSE present
Lex1			

Clause 232

hey guess what Jenny

M1				
T1				
LEX1				
MET1				

Int1	SPEECH-FUNCTION Open attend	Mood minor	
Lex1			

Clause 233

quick ah quick

M1			
T1			
LEX1			
MET1			

Int1	SPEECH-FUNCTION Sustain continue monitor	Mood minor	
Lex1			

Clause 234

Jenny Jenny pick um pick um you know like a thing like that [[what

M1			Pred Residue				Comp Residue							
T1			Proc Mat				Goal							
LEX1														
MET1														



Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood imperative full	TENSE future
Lex1			

#### Clause 235

bridge

M1	
T1	
LEX1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood declarative ellipsed
Lex1		

#### Clause 236

and and it fall out

M1			Subj Mood	Fin Pred Mood-Residue	Circ-Adj Residue
T1			Actor	Proc Mat	
LEX1					
MET1					

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE present
Lex1			

Clause 237

	and	it	floods	it
M1		Subj	Fin Pred Mood-Residue	Comp Residue
T1		Actor	Proc Mat	Range
LEX1				
MET1				

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE present
Lex1			

Clause 238

	floods	the	bridge	(ellipsis of 'It floods the bridge')
M1	Fin Pred Mood-Residue	Comp Residue		
T1	Proc Mat	Range		
LEX1				
MET1				

Int1	SPEECH-FUNCTION Knowledge response r-replay	Mood declarative ellipsed
Lex1		

### Clause 239

	floods	the	bridge
M1	Fin Pred Mood-Residue	Comp Residue	
T1	Proc Mat	Range	
LEX1			
MET1			

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative ellipsed
Lex1		

### Clause 240

	I'	ve	got	a	good	one
M1	Subj Mood	Fin Mood	Pred Residue	Comp Residue		
T1	Carr Possr	Proc Reln Attr Poss		Att Possd		
LEX1						
MET1						

Int1	SPEECH-FUNCTION Open initiate demand open gdsservices	Mood declarative full	TENSE present	Mood metaphor
Lex1	Appraisal attitude appreciation valuation			

### Clause 241

	we'	ve	had	our	second	turn
M1	Subj Mood	Fin Mood	Pred Residue	Comp Residue		
T1	Carr Possr	Proc Reln Attr Poss		Att Possd		
LEX1						
MET1						

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE present
Lex1			

### Clause 242

	this	is	our	third	turn	speaking
M1	Subj Mood	Fin Mood	Comp Residue			
T1	Token	Proc Reln Iden Int	Value			
LEX1						
MET1						

Int1	SPEECH-FUNCTION Sustain react respond support develop extend	Mood declarative full	TENSE present
Lex1			

### Clause 243

	no	this	is	my	second
M1	Adj Pol Mood	Subj Mood	Fin Mood	Comp Residue	
T1		Token	Proc Reln Iden Int	Value	
LEX1					
MET1					

Int1	SPEECH-FUNCTION Sustain react rejoinder confront challenge counter	Mood declarative full	TENSE present	POLARITY negative
Lex1				

### Clause 244

	no,	hang	on
M1	Adj Pol Mood	Pred Residue	
T1		Proc Mat	
LEX1			
MET1			

Int1	SPEECH-FUNCTION Sustain react rejoinder confront response refute	Mood imperative full	MOOD-ADJUNCT polarity	TENSE present
Lex1				

### Clause 245

	that'	s	third
M1	Subj Mood	Fin Mood	Comp Residue
T1	Token	Proc Reln Iden Int	Value
LEX1			
MET1			

Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood declarative full	TENSE present
Lex1			

### Clause 246

	this	is	my	second
M1	Subj Mood	Fin Mood	Comp Residue	
T1	Token	Proc Reln Iden Poss	Value Possd	
LEX1				
MET1				

Int1	SPEECH-FUNCTION Sustain react rejoinder confront response re-challenge	Mood declarative full	TENSE present
Lex1			

Clause 247

cause..

M1	
T1	
LEX1	
MET1	
Int1	Mood declarative abandoned
Lex1	

Clause 248

no no no

M1			
T1			
LEX1			
MET1			
Int1	SPEECH-FUNCTION Sustain react rejoinder confront response refute	Mood minor full	POLARITY negative
Lex1			

Clause 249

I know one

M1	Subj	Fin Pred Mood Mood-Residue	Comp Residue
T1	Sens	Proc Ment Cogn	Phen Range
LEX1			
MET1			

Int1	SPEECH-FUNCTION Open initiate demand open gdsservices	Mood declarative full	TENSE present	Mood metaphor
Lex1				

#### Clause 250

	hang	on	um
M1	Pred Residue		
T1	Proc Mat		
LEX1			
MET1			

Int1	SPEECH-FUNCTION Sustain react rejoinder confront challenge rebound	Mood imperative full	
Lex1			

#### Clause 251

	this	is	mine
M1	Subj Mood	Fin Mood	Comp Residue
T1	Carr Possr	Proc ReIn Attr Poss	Att Possd
LEX1			
MET1			



Int1	<b>SPEECH-FUNCTION</b> Sustain continue prolong elaborate	<b>Mood</b> declarative full	<b>TENSE</b> present
Lex1			

#### Clause 252

	um	what	do	you	call	it?
M1		Comp WH Residue	Fin Mood	Subj Mood	Pred Residue	Comp Residue
T1		Verb	Proc Verbl	Sayer	Proc Verbl	Verb
LEX1						
MET1						

Int1	<b>SPEECH-FUNCTION</b> Sustain continue monitor	<b>Mood</b> WH-interrogative full	<b>TENSE</b> present
Lex1			

#### Clause 253

	accidents
M1	
T1	
LEX1	
MET1	Exp Attrib Ent

Int1	<b>SPEECH-FUNCTION</b> Sustain continue prolong elaborate	<b>Mood</b> minor
Lex1		

# **Clause 254**

A-C-C (spelling)

M1		
T1		
LEX1		
MET1		

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support reply acknowledge	<b>Mood</b> unknown	
Lex1			

# **Clause 255**

I'      ve      got      a      good      one

M1	Subj	Fin	Pred	Comp		
	Mood	Mood	Residue	Residue		
T1	Carr	Proc		Att		
	Possr	Reln		Possd		
		Attr				
		Poss				
LEX1						
MET1						

Int1	<b>SPEECH-FUNCTION</b> Open initiate demand closed gdsservices	<b>Mood</b> declarative full	<b>TENSE</b> present	<b>Mood metaphor</b>
Lex1	Appraisal attitude appreciation valuation			

# Clause 256

	now	it'	s	going	back	the	other	way
M1	Circ-Adj Residue	Subj Mood	Fin Mood	Pred Residue		Circ-Adj Residue		
T1	Locn Time	Actor	Proc Mat			Mann Means		
LEX1								
MET1								

Int1	SPEECH-FUNCTION Sustain react rejoinder confront challenge counter	Mood declarative full	TENSE present
Lex1			

# Clause 257

	now	it'	s	going	to	meet
M1	Circ-Adj Residue	Subj Mood	Fin Mood	Pred Residue		
T1	Locn Time	Actor	Proc Mat			
LEX1						
MET1						

Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood declarative full	TENSE present
Lex1			

Clause 258

you ...

M1		
T1		
LEX1		
MET1		

Int1				
Lex1				

Clause 259

didn't you say fire?

M1	Fin Mood	Subj Mood	Pred Residue	Comp Residue
T1	Proc Verbl	Sayer	Proc Verbl	Verb
LEX1				
MET1				

Int1	SPEECH-FUNCTION Sustain react rejoinder support track check	Mood YN-interrogative full	TENSE past
Lex1			

Clause 260

firepeople helpin people

M1	Subj Mood	Pred Residue	Comp Residue
T1	Actor	Proc Mat	Goal
LEX1			
MET1			

Int1	<b>SPEECH-FUNCTION</b> Sustain continue prolong elaborate	<b>Mood</b> declarative ellipsed	<b>TENSE</b> present
Lex1			

#### Clause 261

	why	didn't	you	say	that?
M1	Circ-Adj WH Residue	Fin Mood	Subj Mood	Pred Residue	Comp Residue
T1	Caus Reas	Proc Verbl	Sayer	Proc Verbl	Verb
LEX1					
MET1					

Int1	<b>SPEECH-FUNCTION</b> Sustain continue prolong elaborate	<b>Mood</b> WH-interrogative full	<b>TENSE</b> past
Lex1			

#### Clause 262

	crashes?
M1	
T1	
LEX1	
MET1	Exp Proc Ent

Int1	<b>SPEECH-FUNCTION</b> Open initiate demand open gdsservices	<b>Mood</b> WH-interrogative ellipsed	
Lex1			

### Clause 263

	I	go	last
M1	Subj	Fin Pred Mood	Circ-Adj Residue
T1	Actor	Proc Mat	Locn Time
LEX1			
MET1			

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative full	TENSE present
Lex1			

### Clause 264

	no	she	goes	after	me
M1	Adj Pol Mood	Subj Mood	Fin Pred Mood-Residue	Circ-Adj Residue	
T1		Actor	Proc Mat	Locn Time	
LEX1					
MET1					

Int1	SPEECH-FUNCTION Sustain react rejoinder confront challenge counter	Mood declarative full	TENSE present	POLARITY negative
Lex1				

### Clause 265

	yeah	it	goes	girl	boys
M1		Subj Mood	Fin Pred Mood-Residue	Circ-Adj Residue	
T1		Actor	Proc Mat	Mann Means	
LEX1					
MET1					

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE present
Lex1			

### Clause 266

	there	's	3	girls	against	2	boys
M1	Subj Mood	Fin Mood	Comp Residue				
T1		Proc Exist	Ex				
LEX1							
MET1							

Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood declarative full	TENSE present
Lex1			

Clause 267

okay

M1	
T1	
LEX1	
MET1	

Int1	<div><div>SPEECH-FUNCTION</div><div>Sustain react respond support reply acknowledge</div></div>	<div><div>Mood</div><div>minor full</div></div>
Lex1		

Clause 268

( ) (moving montage)

M1			
T1			
LEX1			
MET1			

Int1	<div><div>SPEECH-FUNCTION</div><div>Open initiate demand open gdsservices</div></div>		
Lex1			



Clause 269

	It	's	not	your	turn	Richard
M1	Subj Mood	Fin Mood		Comp Residue		Voc-Adj
T1	Token Possr	Proc Reln Iden Poss		Value Possd		
LEX1						
MET1						

Int1	SPEECH-FUNCTION Sustain react rejoinder confront challenge counter	Mood declarative full	TENSE present	POLARITY negative
Lex1				

Clause 270

	(	)	(protesting	sounds)
M1				
T1				
LEX1				
MET1				

Int1			
Lex1			

### Clause 271

	I	got	your	favourite	colour	Mel	purple
M1	Subj Mood	Fin Mood	Comp Residue			Voc-Adj	Comp Residue
T1	Carr Possr	Proc Reln Attr Poss	Att Possd				Att Possd
LEX1							
MET1							

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative full	TENSE past
Lex1	Appraisal attitude affect		

### Clause 272

	move	your	hand	( = so I can see)
M1	Pred Residue			
T1	Proc Mat	Goal		
LEX1				
MET1				

Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood imperative full	TENSE present
Lex1			

### Clause 273

yea yea stupid

M1			
T1			
LEX1			
MET1			

Int1	<b>SPEECH-FUNCTION</b> Sustain react rejoinder confront challenge counter	<b>Mood</b> imperative full	<b>TENSE</b> present
Lex1	Appraisal attitude judgement socialesteem capacity		

### Clause 274

cause you should write over it

M1		Subj	Fin Modl	Fin Pred	Circ-Adj	
		Mood	Mood	Mood-Residue	Residue	
T1		Actor	Proc Mat		Locn Place	
LEX1						
MET1						

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support develop elaborate	<b>Mood</b> declarative full	<b>MODALITY</b> C-Modulation obligation median	<b>TENSE</b> future
Lex1				

# Clause 275

and make it pink

M1		Pred Residue	Comp Residue	Comp Residue
T1		Proc Reln Attr Int	Carr	Att
LEX1				
MET1				

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative ellipsed	TENSE future
Lex1			

# Clause 276

I' m up to flood

M1	Subj Mood	Fin Mood	Circ-Adj Residue		
T1	Carr	Proc Reln Attr Circ	Locn Place		
LEX1					
MET1					

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative full	TENSE present
Lex1			

Clause 277

oh don't

M1		
T1		
LEX1		
MET1		

Int1	Mood imperative ellipsed	POLARITY negative
Lex1		

Clause 278

no it won't

M1			
T1			
LEX1			
MET1			

Int1	Mood declarative ellipsed	
Lex1		

Clause 279

( )

M1		
T1		
LEX1		
MET1		

Int1			
Lex1			

Clause 280

what?

M1	
T1	
LEX1	
MET1	

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain react rejoinder support track check</div>	<div>Mood</div> <div>WH-interrogative ellipsed</div>	
Lex1			

Clause 281

plane crashes

M1		
T1		
LEX1		
MET1	<div>Exp Proc Ent</div>	

Int1	<div>SPEECH-FUNCTION</div> <div>Open initiate give information fact</div>	<div>Mood</div> <div>declarative ellipsed</div>	<div>Mood metaphor</div>
Lex1			

Clause 282

crash, boom, smash, boom, smash

M1					
T1					
LEX1					
MET1					

Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood minor	
Lex1			

#### Clause 283

that isn't crash (pointing to image)

M1	Subj Mood	Fin Mood	Comp Residue			
T1	Token	Proc Reln Iden Int	Value			
LEX1						
MET1						

Int1	SPEECH-FUNCTION Sustain react rejoinder confront challenge counter	Mood declarative full
Lex1		

#### Clause 284

yeah I know

M1		Subj Mood	Fin Pred Mood-Residue
T1		Sens	Proc Ment Cogn
LEX1			
MET1			

Int1	<b>SPEECH-FUNCTION</b> Sustain react rejoinder support respond resolve	<b>Mood</b> declarative ellipsed
Lex1		

#### Clause 285

	cause	I	was	just	saying
M1		Subj Mood	Fin Mood	Adj Mood	Pred Residue
T1		Sayer	Proc Verbl		
LEX1					
MET1					

Int1	<b>SPEECH-FUNCTION</b> Sustain continue prolong elaborate	<b>Mood</b> declarative full	<b>MOOD-ADJUNCT</b> time
Lex1			

#### Clause 286

	because	that	's	an	accident
M1		Subj Mood	Fin Mood	Comp Residue	
T1		Token	Proc Reln Iden Int	Value	
LEX1					
MET1	Exp Attrib Ent				



Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support develop elaborate	<b>Mood</b> declarative full	<b>TENSE</b> present
Lex1			

#### Clause 287

I know

M1	<b>Subj</b> <b>Fin</b> <b>Mood</b>	<b>Pred</b> <b>Mood-Residue</b>
T1	<b>Sens</b> <b>Proc</b> <b>Ment</b> <b>Cogn</b>	
LEX1		
MET1		

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support reply acknowledge	<b>Mood</b> declarative ellipsed	<b>TENSE</b> present
Lex1			

#### Clause 288

I was just saying that

M1	<b>Subj</b> <b>Fin</b> <b>Mood</b>	<b>Adj</b> <b>Mood</b>	<b>Pred</b> <b>Residue</b>	<b>Comp</b> <b>Residue</b>
T1	<b>Sayer</b> <b>Verbl</b>			<b>Verb</b>
LEX1				
MET1				

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	MOOD-ADJUNCT time	TENSE past
Lex1				

### Clause 289

plane crash (writing)

M1			
T1			
LEX1			
MET1	Exp Attrib Ent		

Int1	SPEECH-FUNCTION Sustain react respond support reply acknowledge	Mood declarative ellipsed	
Lex1			

### Clause 290

stop that tickling (giggling)

M1	Pred Residue	Comp Residue		
T1	Proc Mat	Goal		
LEX1				
MET1	Exp Proc Ent			

Int1	SPEECH-FUNCTION Open initiate demand closed gdsservices	Mood imperative full	MODALITY C-Modulation obligation high	TENSE present
Lex1				

#### Clause 291

stop

M1	Pred Residue
T1	Proc Mat
LEX1	
MET1	

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood minor	
Lex1			

#### Clause 292

stop

M1	Pred Residue
T1	Proc Mat
LEX1	
MET1	

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood minor full	
Lex1			

Clause 293

	we	're	getting	taped
M1	Subj	Fin	Pred	
	Mood	Mood	Residue	
T1	Goal	Proc		
		Mat		
LEX1				
MET1				

Int1	SPEECH-FUNCTION	Mood	TENSE
	Sustain	declarative	present
	continue	full	
	prolong		
	enhance		
Lex1			

Clause 294

	tape?
M1	
T1	
LEX1	
MET1	

Int1	SPEECH-FUNCTION	Mood	
	Sustain	WH-interrogative	
	react	ellipsed	
	rejoinder		
	support		
	track		
	check		
Lex1			

Clause 295

	(giggling)
M1	
T1	
LEX1	
MET1	

Int1			
Lex1			

### Clause 296

Tammy, Mel (warning tone)

M1				
T1				
LEX1				
MET1				

Int1	SPEECH-FUNCTION Open attend	Mood minor	
Lex1			

### Clause 297

Mel farted

M1	Subj Mood	Fin Pred Mood-Residue
T1	Behav	Proc Behl
LEX1		
MET1		

Int1	SPEECH-FUNCTION Sustain react rejoinder confront challenge counter	Mood declarative full	TENSE past
Lex1			

Clause 298

Richard!

M1	
T1	
LEX1	
MET1	

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain react rejoinder confront response refute</div>	<div>Mood</div> <div>minor</div>	
Lex1			

Clause 299

(giggling)

M1	
T1	
LEX1	
MET1	

Int1			
Lex1			

Clause 300

change (referring to changeable pens)

M1				
T1				
LEX1				
MET1				

Int1	<div>Mood</div> <div>unknown</div>		
Lex1			

### Clause 301

do you hear me?

M1	Fin Mood	Subj Mood	Pred Residue	Comp Residue
T1	Proc Ment Perc	Sens	Proc Ment Perc	Phen Agent
LEX1				
MET1				

Int1	SPEECH-FUNCTION Open initiate demand open gdsservices	Mood YN-interrogative full	TENSE present
Lex1			

### Clause 302

I am going to tell on you

M1	Subj Mood	Fin Mood	Pred Residue				Comp Residue
T1	Sayer	Proc Verbl					Target
LEX1							
MET1							

Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood declarative full	TENSE future
Lex1			

Clause 303

	I	said	trees,	woods
M1	Subj	Fin	Comp	
		Pred		
	Mood	Mood-Residue	Residue	
T1	Sayer	Proc	Verb	
		Verbl		
LEX1				
MET1				

Int1	SPEECH-FUNCTION	Mood	TENSE
	Sustain	declarative	past
	continue	full	
	append		
	elaborate		
Lex1			

Clause 304

	how	about	fallen	trees?
M1				
T1				
LEX1				
MET1				

Int1	SPEECH-FUNCTION	Mood	
	Sustain	WH-interrogative	
	react	ellipsed	
	rejoinder		
	support		
	track		
	probe		
Lex1			

Clause 305

	Yeah
M1	
T1	
LEX1	
MET1	



Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood minor	
Lex1			

### Clause 306

we' re going to tell on you

M1	Subj Mood	Fin Mood	Pred Residue				Comp Residue
T1	Sayer	Proc Verbl					Target
LEX1							
MET1							

Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood declarative full	TENSE future
Lex1			

### Clause 307

well it smells

M1		Subj Mood	Fin Pred Mood-Residue
T1		Actor	Proc Mat
LEX1			
MET1			

Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood declarative full	TENSE present
Lex1			

### Clause 308

somebody farted

M1	Subj Mood	Fin Pred Mood-Residue
T1	Behav	Proc Behl
LEX1		
MET1		

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE present
Lex1			

### Clause 309

not me (ellipsis of 'It was not me')

M1								
T1								
LEX1								
MET1								

Int1	<b>SPEECH-FUNCTION</b> Sustain react rejoinder confront response refute	<b>Mood</b> declarative ellipsed	<b>POLARITY</b> negative
Lex1			

#### Clause 310

not me

M1		
T1		
LEX1		
MET1		

Int1	<b>SPEECH-FUNCTION</b> Sustain react rejoinder confront challenge counter	<b>Mood</b> declarative ellipsed	<b>POLARITY</b> negative
Lex1			

#### Clause 311

I          didn't    do          it

M1	Subj	Fin	Pred	Comp
	Mood	Mood	Residue	Residue
T1	Actor	Proc		Range
		Mat		
LEX1				
MET1				

Int1	SPEECH-FUNCTION Sustain react rejoinder confront response refute	Mood declarative full	TENSE past	POLARITY negative
Lex1				

### Clause 312

it smells like

M1			
T1			
LEX1			
MET1			

Int1	Mood declarative abandoned	
Lex1		

### Clause 313

it smells like somebody farted

M1	Subj Mood	Fin Pred Mood-Residue	Circ-Adj Residue		
T1	Actor	Proc Mat	Mann Qual		
LEX1					
MET1					

Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood declarative full	TENSE present
Lex1			

Clause 314

yeah    well/

M1		
T1		
LEX1		
MET1		

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support register	<b>Mood</b> minor	
Lex1			

Clause 315

I did/

M1		
T1		
LEX1		
MET1		

Int1	<b>SPEECH-FUNCTION</b> Sustain react rejoinder support track confirm	<b>Mood</b> declarative ellipsed	
Lex1			

### Clause 316

but you was next to me

M1		Subj Mood	Fin Mood	Circ-Adj Residue		
T1		Token Circ	Proc ReIn Iden Circ	Locn Place		
LEX1						
MET1						

Int1	SPEECH-FUNCTION Sustain react rejoinder confront challenge counter	Mood declarative full	TENSE past
Lex1			

### Clause 317

and it smells like from there

M1		Subj Mood	Fin Pred Mood-Residue	Circ-Adj Residue		
T1		Actor	Proc Mat	Locn Place		
LEX1						
MET1						

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE present
Lex1			

### Clause 318

alright but can you find a nicer way to say it though?

M1			Fin Mood	Subj Mood	Pred Residue	Comp Residue						Circ-Adj Residue
T1			Proc Mat	Actor	Proc Mat	Goal						
LEX1												
MET1												

Int1	SPEECH-FUNCTION Sustain react rejoinder support track probe	Mood YN-interrogative full	TENSE present
Lex1	Appraisal attitude judgement socialsanction propriety		

### Clause 319

sure Miss someone done a pop off

M1			Subj Mood	Fin Pred Mood-Residue	Comp Residue		
T1			Actor	Proc Mat	Range		
LEX1							
MET1	Exp Proc Ent						

Int1	SPEECH-FUNCTION Sustain react rejoinder support respond resolve	Mood declarative full	TENSE past
Lex1			

### Clause 320

	Miss	they'	re	taping	each	other
M1		Subj Mood	Fin Mood	Pred Residue	Comp Residue	
T1		Actor	Proc Mat		Goal	
LEX1						
MET1						

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative full	TENSE present
Lex1			

### Clause 321

	well	[[whoever	did	it]]	can't	you	say	excuse	me?
M1		Voc-Adj			Fin Mood	Subj Mood	Pred Residue	Comp Residue	
T1					Proc Verbl	Sayer	Proc Verbl	Verb	
LEX1									
MET1									

Int1	SPEECH-FUNCTION Sustain react rejoinder support track probe	Mood YN-interrogative full	TENSE present	POLARITY negative
Lex1				



### Clause 322

well excuse me

M1		Pred Residue	Comp Residue
T1		Proc Mat	Goal
LEX1			
MET1			

Int1	SPEECH-FUNCTION Sustain react rejoinder support respond repair	Mood imperative full
Lex1		

### Clause 323

you don't need to cause a huge fuss

M1	Subj Mood	Fin Mood	Pred Residue			Comp Residue		
T1	Actor	Proc Mat				Goal		
LEX1								
MET1	Exp Proc Ent							

Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood declarative full	TENSE present	POLARITY negative
Lex1	Appraisal graduation force			

# Clause 324

I            said                            (= I had my go)

M1	Subj	Fin Pred Mood Mood-Residue					
T1	Sayer	Proc Verbl					
LEX1							
MET1							

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative full	TENSE past
Lex1			

# Clause 325

right   now,   can   you   stay   there

M1			Fin Modl Mood	Subj Mood	Pred Residue	Circ-Adj Residue
T1			Proc Mat	Actor	Proc Mat	Locn Place
LEX1						
MET1						

Int1	SPEECH-FUNCTION Open initiate demand open gdsservices	Mood YN-interrogative full	MODALITY C-Modulation obligation low	TENSE present	Mood metaphor
Lex1					

Clause 326

and be on task there?

M1		Fin Mood	Comp Residue		Circ-Adj Residue
T1		Proc Reln Attr Circ	Att Circ		Locn Place
LEX1					
MET1					

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood YN-interrogative ellipsed	
Lex1	Appraisal token	Appraisal attitude judgement socialesteem tenacity	

Clause 327

(thunder)

M1	
T1	
LEX1	
MET1	

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative ellipsed	TENSE present	
Lex1				

### Clause 328

no you can 't have thunder

M1		Subj Mood	Fin Mood		Pred Residue
T1		Carr Possr	Proc Reln Attr Poss		Att Possd
LEX1					
MET1					

Int1	SPEECH-FUNCTION Sustain react respond confront reply disavow	Mood declarative full	MOOD-ADJUNCT polarity	TENSE present	POLARITY negative
Lex1					

### Clause 329

we 've got lightening

M1		Subj Mood	Fin Mood		Comp Residue
T1		Carr Possr	Proc Reln Attr Poss		Att Possd
LEX1					
MET1					

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE present
Lex1			

Clause 330

and then the thunder (next two clauses overlap)

M1							
T1							
LEX1							
MET1							

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain continue prolong extend</div>	<div>Mood</div> <div>declarative ellipsed</div>	
Lex1			

Clause 331

just wait

M1	<div>Adj</div> <div>Mood</div>	<div>Pred</div> <div>Residue</div>
T1	<div>Proc</div> <div>Mat</div>	
LEX1		
MET1		

Int1	<div>SPEECH-FUNCTION</div> <div>Open initiate demand open gdsservices</div>	<div>Mood</div> <div>imperative ellipsed</div>	<div>MOOD-ADJUNCT</div> <div>time</div>
Lex1			

Clause 332

just wait

M1	<div>Adj</div> <div>Mood</div>	<div>Pred</div> <div>Residue</div>
T1	<div>Proc</div> <div>Mat</div>	
LEX1		
MET1		

Int1		Mood imperative full	
Lex1			

### Clause 333

	excuse	me
M1	Pred Residue	Comp Residue
T1	Proc Mat	Goal
LEX1		
MET1		

Int1	Mood minor	Mood imperative full	
Lex1			

### Clause 334

	There	is	no	(next	four	clauses	overlap)
M1							
T1							
LEX1							
MET1							

Int1		Mood declarative abandoned	
Lex1			

### Clause 335

	I'	ve	got	that
M1				
T1				
LEX1				
MET1				

Int1		Mood declarative abandoned	TENSE present
Lex1			

### Clause 336

I would just like to

M1				
T1				
LEX1				
MET1				

Int1		Mood declarative abandoned	
Lex1			

### Clause 337

I' ve got one

M1	Subj Mood	Fin Mood	Comp Residue
T1	Carr Possr	Proc ReIn Attr Poss	Att
LEX1			
MET1			

Int1		Mood declarative full	
Lex1			

Clause 338

excuse    me   I' ve   got

M1				
T1				
LEX1				
MET1				

Int1	Mood declarative abandoned	
Lex1		

Clause 339

I'        m        going        first

M1	Subj Mood	Fin Mood	Pred Residue	Circ-Adj Residue
T1	Actor	Proc Mat		Locn Time
LEX1				
MET1				

Int1	Mood declarative full	TENSE present
Lex1		

Clause 340

excuse        me

M1	Pred Residue	Comp Residue
T1	Proc Mat	Goal
LEX1		
MET1		

Int1	SPEECH-FUNCTION Open attend	Mood minor	
Lex1			



### Clause 341

	no	Mel	is	going	first
M1		Subj Mood	Fin Mood	Pred Residue	Circ-Adj Residue
T1		Actor	Proc Mat		Locn Time
LEX1					
MET1					

Int1	SPEECH-FUNCTION Sustain react rejoinder confront challenge counter	Mood declarative full	TENSE future	POLARITY negative
Lex1				

### Clause 342

	oh	it	is	supposed	to	be	my	turn
M1		Subj Mood	Pred Residue	Fin Modl Mood	Pred Residue		Comp Residue	
T1		Token	Proc ReIn Iden Int				Value	
LEX1								
MET1								

Int1	SPEECH-FUNCTION Sustain react rejoinder confront challenge counter	Mood declarative full	MODALITY Modulation obligation medium	TENSE present	MODALITY-orientation objective implicit
Lex1					

Clause 343

oh

M1	
T1	
LEX1	
MET1	

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain react respond support register</div>	<div>Mood</div> <div>unknown</div>	
Lex1			

Clause 344

what?

M1	
T1	
LEX1	
MET1	

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain react rejoinder support track check</div>	<div>Mood</div> <div>declarative ellipsed</div>	
Lex1			

Clause 345

	she	says	it	is	not
M1	Subj	Fin	Comp		
	Mood	Pred	Residue		
		Mood-Residue			
T1	Sayer	Proc	Verb		
		Verbl			
LEX1					
MET1					

Int1	SPEECH-FUNCTION	Mood	TENSE
	Sustain	declarative	present
	react	full	
	respond		
	support		
	develop		
	elaborate		
Lex1			

Clause 346

	Mel	didn't	say	...
M1				
T1				
LEX1				
MET1				
Int1		Mood		
		declarative		
		abandoned		
Lex1				

### Clause 347

	after	Mel	it	's	my	turn
M1	Circ-Adj Residue		Subj Mood	Fin Mood	Comp Residue	
T1	Locn Time		Token	Proc ReIn Iden Int	Value	
LEX1						
MET1						

Int1	SPEECH-FUNCTION		Mood	TENSE	
	Sustain		declarative	present	
	react		full		
	respond				
	support				
	develop				
	extend				
Lex1					

### Clause 348

	stop	fighting
M1	Pred Residue	
T1	Proc Mat	Range
LEX1		
MET1		

Int1	SPEECH-FUNCTION		Mood	TENSE	
	Open		imperative	present	
	initiate		full		
	demand				
	open				
	gdsservices				
Lex1					

### Clause 349

	break	it	up
M1	Pred Residue	Comp Residue	Pred Residue
T1	Proc Mat	Goal	Proc Mat
LEX1			
MET1			

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood imperative full		TENSE present
Lex1				

### Clause 350

	supposed	to	be	my	turn	(= 'It's supposed to be my turn)
M1	Fin Modl Mood	Pred Residue	Comp Residue			
T1	Proc ReIn Iden Int		Value			
LEX1						
MET1						

Int1	SPEECH-FUNCTION Sustain react rejoinder confront challenge counter	Mood declarative ellipsed	MODALITY Modulation obligation medium	TENSE present	MODALITY-orientation objective explicit
Lex1					

Clause 351

( ..... )

M1			
T1			
LEX1			
MET1			
Int1			
Lex1			

Clause 352

I'        ve        got    one!

M1	Subj Mood	Fin Mood	Comp Residue	
T1	Carr Possr	Proc Reln Attr Poss	Att Possd	
LEX1				
MET1				
Int1	SPEECH-FUNCTION Open initiate demand open gdsservices		Mood declarative full	TENSE present  Mood metaphor
Lex1				

Clause 353

it'        s        my        turn    now

M1	Subj Mood	Fin Mood	Comp Residue	Circ-Adj Residue
T1	Token Possr	Proc Reln Iden Poss	Value Possd	Locn Time
LEX1				
MET1				

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE present
Lex1			

#### Clause 354

	no	it	ain't
M1	Subj Mood	Fin Mood	
T1	Token Possr	Proc Reln Iden Poss	
LEX1			
MET1			

Int1	SPEECH-FUNCTION Sustain react rejoinder confront challenge counter	Mood declarative ellipsed		POLARITY negative
Lex1				

#### Clause 355

	it'	s	David's
M1	Subj Mood	Fin Mood	Comp Residue
T1	Token Possr	Proc Reln Iden Poss	Value Possd
LEX1			
MET1			

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative ellipsed	
Lex1			

#### Clause 356

yes    it        is

M1		Subj Mood	Fin Mood
T1		Token Possr	Proc ReIn Iden Poss
LEX1			
MET1			

Int1	SPEECH-FUNCTION Sustain react rejoinder confront response refute	Mood declarative ellipsed	
Lex1			

#### Clause 357

no   (=of   'It's   not   your   turn)

M1					
T1					
LEX1					
MET1					



Int1	SPEECH-FUNCTION Sustain react rejoinder confront response refute	Mood declarative ellipsed	
Lex1			

#### Clause 358

	it	's	my	turn
M1	Subj Mood	Fin Mood	Comp Residue	
T1	Token Possr	Proc Reln Iden Poss	Value Possd	
LEX1				
MET1				

Int1	SPEECH-FUNCTION Sustain react rejoinder confront challenge counter	TENSE present	
Lex1			

#### Clause 359

	I	have	n't	even	had	my	turn
M1	Subj Mood	Fin Modl Mood		Adj Mood	Pred Residue	Comp Residue	
T1	Token Possr	Proc Reln Iden Poss				Value Possd	
LEX1							
MET1							

Int1	SPEECH-FUNCTION Sustain react rejoinder confront response refute	Mood declarative full	MOOD-ADJUNCT intensity	TENSE present	POLARITY negative
Lex1					

### Clause 360

no

M1	
T1	
LEX1	
MET1	

Int1	SPEECH-FUNCTION Sustain react rejoinder confront response re-challenge	Mood minor	
Lex1			

### Clause 361

it' s her turn

M1	Subj Mood	Fin Mood	Comp Residue	
T1	Token Possr	Proc Reln Iden Poss	Value Possd	
LEX1				
MET1				

Int1	SPEECH-FUNCTION Sustain react rejoinder confront challenge counter	Mood declarative full	TENSE present
Lex1			

#### Clause 362

	it'	s	my	turn
M1	Subj Mood	Fin Mood	Comp Residue	
T1	Token Possr	Proc Reln Iden Poss	Value Possd	
LEX1				
MET1				

Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood declarative full	TENSE present
Lex1			

#### Clause 363

	because	I	didn't	get	a	turn
M1		Subj Mood	Fin Mood	Pred Residue	Comp Residue	
T1		Recip	Proc Mat		Goal	
LEX1						
MET1						

Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood declarative full	TENSE present	POLARITY negative
Lex1				

#### Clause 364

	she	didn't	get	her	turn	Richard
M1	Subj Mood	Fin Mood	Pred Residue	Comp Residue		Voc-Adj
T1	Recip	Proc Mat		Goal		
LEX1						
MET1						

Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood declarative full	TENSE past	POLARITY negative
Lex1				

#### Clause 365

	you'	re	a	sook
M1	Subj Mood	Fin Mood	Comp Residue	
T1	Carr	Proc ReIn Attr Int	Att	
LEX1				
MET1				

Int1	SPEECH-FUNCTION Open initiate give information opinion	Mood declarative full	TENSE present
Lex1	Appraisal attitude judgement socialesteem tenacity		

### Clause 366

	it'	s	not	your	turn
M1	Subj Mood	Fin Mood		Comp Residue	
T1	Token Possr	Proc Reln Iden Poss		Value Possd	
LEX1					
MET1					

Int1	SPEECH-FUNCTION Sustain react rejoinder confront challenge counter	Mood declarative full	TENSE present	POLARITY negative
Lex1				

Clause 367

you      had      yours

M1	Subj	Fin	Comp
	Mood	Mood	Residue
T1	Carr	Proc	Att
	Possr	Reln	Possd
		Attr	
		Poss	
LEX1			
MET1			

Int1	SPEECH-FUNCTION		Mood	TENSE
	Sustain		declarative	past
	continue		full	
	prolong			
	elaborate			
Lex1				

Clause 368

(   )

M1		
T1		
LEX1		
MET1		

Int1			
Lex1			

Clause 369

I'      m      going      to      tell

M1	Subj	Fin	Pred		
	Mood	Mood	Residue		
T1	Sayer	Proc			
		Verbl			
LEX1					
MET1					

Int1	Mood declarative full	TENSE future
Lex1		

### Clause 370

I am going tell, Jenny

M1	Subj Mood	Fin Mood	Pred Residue		Voc-Adj
T1	Sayer	Proc Verbl			
LEX1					
MET1					

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE future
Lex1			

### Clause 371

she doesn't have to go last does she?

M1	Subj Mood	Fin Mood	Pred Residue		Circ-Adj Residue	Fin Mtag	Subj Mtag
T1	Actor	Proc Mat			Locn Time		
LEX1							
MET1							

Int1	SPEECH-FUNCTION Open initiate demand closed information fact	Mood declarative full	TENSE present	Mood metaphor
Lex1				

### Clause 372

Jenny goes last

M1	Subj Mood	Fin Pred Mood-Residue	Circ-Adj Residue
T1	Actor	Proc Mat	Locn Time
LEX1			
MET1			

Int1	SPEECH-FUNCTION Sustain react respond support reply answer	Mood declarative full	TENSE present
Lex1			

### Clause 373

this one' s for me (one of the teachers has joined the group)

M1	Subj Mood	Fin Mood	Comp Residue										
T1	Token Possd	Proc ReIn Iden Poss	Value Possr										
LEX1													
MET1													

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative full	TENSE present
Lex1			



### Clause 374

	and	I	gave	her	a	good	one	–	iceberg	[[what	the
M1		Subj	Fin Pred Mood	Comp Residue	Comp Residue						
T1		Actor	Proc Mat	Recip	Goal						
T2										Range	
LEX1											
MET1											

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE past
Lex1	Appraisal attitude appreciation valuation	Appraisal token	Appraisal attitude judgement socialsanction propriety

### Clause 375

	how	's	it	going?
M1	Circ-Adj WH Residue	Fin Mood	Subj Mood	Pred Residue
T1	Mann Means	Proc Mat	Actor	Proc Mat
LEX1				
MET1				

Int1	SPEECH-FUNCTION Sustain react rejoinder support track probe	Mood WH-interrogative full	TENSE present
Lex1			

# Clause 376

	I	got	all	that	(displaying	completed	cards)
M1	Subj	Fin	Comp				
	Mood	Pred	Residue				
		Mood-Residue					
T1	Actor	Proc	Goal				
		Mat					
LEX1							
MET1							

Int1	SPEECH-FUNCTION	Mood	TENSE
	Sustain	declarative	past
	react	full	
	rejoinder		
	support		
	respond		
	resolve		
Lex1			

# Clause 377

	and	look	what	I	give	her	- icebergs
M1		Pred					
		Residue					
T1		Proc	Behr				
		Behl					
T2			Goal	Actor	Proc	Recip	Goal
				Mat			
LEX1							
MET1							

Int1	SPEECH-FUNCTION	Mood	TENSE
	Sustain	imperative	present
	react	full	
	respond		
	support		
	develop		
	elaborate		
Lex1			

Clause 378

iceberg      excellent

M1		
T1		
LEX1		
MET1		

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain react respond support reply acknowledge</div>	<div>Mood</div> <div>declarative ellipsed</div>	
Lex1			

Clause 379

titanic

M1	
T1	
LEX1	
MET1	

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain react respond support develop elaborate</div>	<div>Mood</div> <div>declarative ellipsed</div>	
Lex1			

Clause 380

	I	saw	Titanic	last	night	right	down	under	the	bottom
M1	Subj	Fin Pred	Comp	Circ-Adj		Circ-Adj				
	Mood	Mood-Residue	Residue	Residue		Residue				
T1	Sens	Proc Ment Perc	Phen Range	Locn Time		Locn Place				
LEX1										
MET1										

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE past
Lex1	Appraisal graduation force		

Clause 381

	Titanic
M1	
T1	
LEX1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support register	Mood minor	
Lex1			

Clause 382

	it	's	my	turn
M1	Subj Mood	Fin Mood	Comp Residue	
T1	Token Possr	Proc Reln Iden Poss	Value Possd	
LEX1				
MET1				

Int1	SPEECH-FUNCTION Sustain react rejoinder confront challenge counter	Mood declarative full	TENSE present
Lex1			

Clause 383

	no	oh	yes
M1			
T1			
LEX1			
MET1			

Int1	SPEECH-FUNCTION Sustain react rejoinder support respond resolve	Mood minor	
Lex1			

Clause 384

	it'	s	your	turn	Ritchie
M1	Subj Mood	Fin Mood	Comp Residue		Voc-Adj
T1	Token Possr	Proc Reln Iden Poss	Value Possd		
LEX1					
MET1					

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE present
Lex1			

Clause 385

	Titanic
M1	
T1	
LEX1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood minor	
Lex1			

Clause 386

Titanic

M1	
T1	
LEX1	
MET1	

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain continue prolong elaborate</div>	<div>Mood</div> <div>minor</div>	
Lex1			

Clause 387

just      write      Titanic

M1	<div>Adj</div> <div>Mood</div>	<div>Pred</div> <div>Residue</div>	<div>Comp</div> <div>Residue</div>
T1		<div>Proc</div> <div>Mat</div>	<div>Goal</div>
LEX1			
MET1			

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain react respond support develop elaborate</div>	<div>Mood</div> <div>imperative full</div>	<div>MOOD-ADJUNCT</div> <div>intensity</div>	<div>TENSE</div> <div>present</div>
Lex1				

Clause 388

no

M1	
T1	
LEX1	
MET1	

Int1	SPEECH-FUNCTION Sustain react rejoinder confront challenge rebound	Mood minor	
Lex1			

### Clause 389

yeah

M1	
T1	
LEX1	
MET1	

Int1	SPEECH-FUNCTION Sustain react rejoinder confront challenge counter	Mood minor	
Lex1			

### Clause 390

it' s mine

M1	Subj Mood	Fin Mood	Comp Residue
T1	Token Possr	Proc Reln Iden Poss	Value Possd
LEX1			
MET1			



Int1	<b>SPEECH-FUNCTION</b> Sustain react rejoinder confront response refute	<b>Mood</b> declarative full	<b>TENSE</b> present
Lex1			

#### Clause 391

	it'	s	right
M1	Subj Mood	Fin Mood	Comp Residue
T1	Carr	Proc Reln Attr Int	Att
LEX1			
MET1			

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support develop elaborate	<b>Mood</b> declarative full	<b>TENSE</b> present
Lex1			

#### Clause 392

	who	cares?
M1	Subj WH Mood	Fin Pred Mood-Residue
T1	Sens	Proc Ment Aff
LEX1		
MET1		

Int1	SPEECH-FUNCTION Sustain react rejoinder confront challenge rebound	Mood WH-interrogative ellipsed	
Lex1			

### Clause 393

I            don't                    want    it

M1	Subj	Fin Pred Mood Mood-Residue		Comp Residue
T1	Sens	Proc Ment Aff		Phen Range
LEX1				
MET1				

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE present	POLARITY negative
Lex1	Appraisal attitude affect			

### Clause 394

Mel    Mel    just            wait                    there

M1			Adj Mood	Pred Residue	Circ-Adj Residue
T1			Proc Mat		Loch Place
LEX1					
MET1					

Int1	SPEECH-FUNCTION Open initiate demand open gdsservices	Mood imperative full		MOOD-ADJUNCT time	TENSE present	
Lex1						

#### Clause 395

	I'	II	go	ask	Miss
M1	Subj Mood	Fin Mood	Pred Residue		Comp Residue
T1	Actor	Proc Mat			Goal
LEX1					
MET1					

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE future
Lex1			

#### Clause 396

	who	cares?
M1		
T1		
LEX1		
MET1		

Int1	SPEECH-FUNCTION Sustain react rejoinder confront challenge rebound	Mood WH-interrogative ellipsed	
Lex1			

### Clause 397

	I	don't	want	it
M1	Subj	Fin Pred		Comp
	Mood	Mood-Residue		Residue
T1	Sens	Proc Ment Aff		Phen Range
LEX1				
MET1				

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE present	POLARITY negative
Lex1	Appraisal attitude affect			

### Clause 398

	yeah	well
M1		
T1		
LEX1		
MET1		
Int1	Mood unknown	
Lex1		

### Clause 399

	Oh	I	am	going	to	tell
M1		Subj	Fin	Pred		
		Mood	Mood	Residue		
T1		Sayer	Proc Verbl			
LEX1						
MET1						

Int1	SPEECH-FUNCTION Sustain continue append elaborate	Mood declarative full	TENSE future
Lex1			

#### Clause 400

	because	it'	s	my	go
M1		Subj Mood	Fin Mood	Comp Residue	
T1		Token Possr	Proc Reln Iden Poss	Value Possd	
LEX1					
MET1					

Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood declarative full	TENSE present
Lex1			

#### Clause 401

	look	...
M1		
T1		
LEX1		
MET1		

Int1	Mood unknown	
Lex1		

### Clause 402

Oh! let 's go and tell on him Mel

M1		Subj Mood		Pred Residue			Circ-Adj Residue		Voc-Adj
T1		Proc Verbl	Sayer	Proc Verbl			Matt		
LEX1									
MET1									

Int1	SPEECH-FUNCTION Open initiate demand open gdsservices	Mood imperative full	TENSE present
Lex1			

### Clause 403

I don't care

M1	Subj Mood	Fin Mood	Pred Residue
T1	Sens	Proc Ment Aff	
LEX1			
MET1			

Int1	SPEECH-FUNCTION Sustain react rejoinder confront challenge counter	Mood declarative full	TENSE present	POLARITY negative
Lex1	Appraisal attitude affect			

Clause 404

now            we'        re            taping

M1	Circ-Adj Residue	Subj Mood	Fin Mood	Pred Residue
T1	Locn Time	Actor	Proc Mat	
LEX1				
MET1				

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative full	TENSE present
Lex1			

Clause 405

it'            s            taping

M1	Subj Mood	Fin Mood	Pred Residue
T1	Actor	Proc Mat	
LEX1			
MET1			

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE present	
Lex1				

Clause 406

yeah

M1	
T1	
LEX1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support register	Mood minor	
Lex1			

#### Clause 407

	and	I	put	it	on	there
M1		Subj	Fin Pred Mood	Comp Residue	Circ-Adj Residue	
T1		Actor	Proc Mat	Goal	Locn Time	
LEX1						
MET1						

Int1	SPEECH-FUNCTION Sustain react rejoinder confront challenge counter	Mood declarative full	TENSE present
Lex1			

#### Clause 408

	and	they	can	listen	to	him
M1		Subj	Fin Modl Mood	Pred Residue	Comp Residue	
T1		Behav	Proc Behl		Behr	
LEX1						
MET1						



Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood declarative full		TENSE present
Lex1				

#### Clause 409

I        don't    care

M1	Subj Mood	Fin Mood	Pred Residue
T1	Sens	Proc Ment Aff	
LEX1			
MET1			

Int1	SPEECH-FUNCTION Sustain react rejoinder confront challenge rebound	Mood declarative full	TENSE present	POLARITY negative
Lex1	Appraisal attitude affect			

#### Clause 410

I        don't    want        to (= 'I don't want to listen to him')

M1	Subj Mood	Fin Mood	Pred Residue									
T1	Sens	Proc Ment Aff										
LEX1												
MET1												

Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood declarative ellipsed	POLARITY negative
Lex1	Appraisal attitude affect		

#### Clause 411

what' s the problem?

M1	Comp WH Residue	Fin Mood	Subj Mood	
T1	Value	Proc Reln Iden Int	Token	
LEX1				
MET1				

Int1	SPEECH-FUNCTION Open initiate demand open information fact	Mood WH-interrogative full	TENSE present
Lex1	Appraisal attitude affect securityinsecurity disquiet		

#### Clause 412

we are writin the natural um

M1					
T1					
LEX1					
MET1					

Int1	SPEECH-FUNCTION Sustain react respond support reply answer	Mood declarative abandoned	TENSE present
Lex1	Appraisal attitude appreciation valuation		

### Clause 413

but I don't want to (that )

M1	Subj Mood	Fin Mood	Pred Residue			
T1	Sens	Proc Ment Aff				
LEX1						
MET1						

Int1	SPEECH-FUNCTION Sustain react rejoinder confront challenge counter	Mood declarative full	
Lex1	Appraisal attitude affect satisfactiondissatisfaction displeasure		

#### Clause 414

	I	want	a	different	thing
M1	Subj Mood	Fin Pred Mood-Residue	Comp Residue		
T1	Sens	Proc Ment Aff	Phen Range		
LEX1					
MET1					

Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood declarative full	TENSE present
Lex1			

#### Clause 415

	because	it'	s	natural
M1		Subj Mood	Fin Mood	Comp Residue
T1		Carr	Proc ReIn Attr Int	Att
LEX1				
MET1				

Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood declarative full	TENSE present
Lex1			

# Clause 416

I don't want to( )

M1	Subj Mood	Fin Mood	Pred Residue		
T1	Sens	Proc Ment Aff			
LEX1					
MET1					

Int1	SPEECH-FUNCTION Sustain react rejoinder confront challenge counter	Mood declarative abandoned		TENSE present	POLARITY negative
Lex1					

# Clause 417

I want to speak something else

M1	Subj Mood	Fin Modl Mood	Pred Residue		Comp Residue	
T1	Sayer	Proc Verbl			Verb	
LEX1						
MET1						

Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood declarative full		TENSE present	
Lex1	Appraisal attitude affect satisfactiondissatisfaction displeasure				

### Clause 418

well that' s all right

M1		Subj Mood	Fin Mood	Comp Residue	
T1		Carr	Proc Reln Attr Int	Att	
LEX1					
MET1					

Int1	SPEECH-FUNCTION Sustain react rejoinder support respond resolve	Mood declarative full	TENSE present
Lex1	Appraisal graduation force		

### Clause 419

don't get upset about it

M1	Fin Mood	Pred Residue		Circ-Adj Residue	
T1	Proc Ment Aff			Matt	
LEX1					
MET1					

Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood imperative full	POLARITY negative
Lex1			

Clause 420

Richard' s kicking

M1	Subj Mood	Fin Mood	Pred Residue
T1	Actor	Proc Mat	
LEX1			
MET1			

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative full	TENSE present
Lex1	Appraisal token	Appraisal attitude judgement socialsanction propriety	

Clause 421

your turn

M1		
T1		
LEX1		
MET1		

Int1	SPEECH-FUNCTION Open initiate demand open gdsservices	Mood declarative ellipsed	Mood metaphor
Lex1			

Clause 422

just      wait

M1	Adj Mood	Fin Pred Mood-Residue
T1	Proc Mat	
LEX1		
MET1		

Int1	SPEECH-FUNCTION Sustain continue monitor	MOOD-ADJUNCT time	TENSE present
Lex1			

Clause 423

well    youse    are    getting    my    turn

M1	Subj Mood	Fin Mood	Pred Residue	Comp Residue	
T1	Actor	Proc Mat		Goal	
LEX1					
MET1					

Int1	SPEECH-FUNCTION Sustain react rejoinder confront challenge counter	Mood declarative full	TENSE present
Lex1			



Clause 424

we are not (ellipsis of 'We are not getting your turn')

M1											
T1											
LEX1											
MET1											

Int1	<b>SPEECH-FUNCTION</b> Sustain react rejoinder confront response refute	<b>Mood</b> declarative ellipsed	<b>POLARITY</b> negative
Lex1			

Clause 425

youse are

M1		
T1		
LEX1		
MET1		

Int1	<b>SPEECH-FUNCTION</b> Sustain react rejoinder confront response refute	<b>Mood</b> declarative ellipsed	
Lex1			

### Clause 426

well let' s stop

M1		Subj	Fin	Pred	Mood-Residue
T1		Proc	Proc	Mat	Mat
LEX1					
MET1					

Int1	SPEECH-FUNCTION	Mood	TENSE
	Open	imperative	present
	initiate	full	
	demand		
	open		
	gdsservices		
Lex1			

### Clause 427

whose turn is it now?

M1	Comp	Fin	Subj	Circ-Adj
	WH	Mood	Mood	Residue
T1	Value	Proc	Token	Locn
		Reln		Time
		Iden		
		Int		
LEX1				
MET1				

Int1	SPEECH-FUNCTION	Mood	TENSE
	Sustain	WH-interrogative	present
	continue	full	
	prolong		
	elaborate		
Lex1			

### Clause 428

	just	write	Titanic
M1	Adj Mood	Pred Residue	Comp Residue
T1	Proc Mat		Goal
LEX1			
MET1			

Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood imperative full	MOOD-ADJUNCT time	TENSE present
Lex1				

### Clause 429

	it'	s	my	turn
M1	Subj Mood	Fin Mood	Comp Residue	
T1	Token	Proc Reln Iden Int	Value	
LEX1				
MET1				

Int1	SPEECH-FUNCTION Sustain react rejoinder confront challenge counter	Mood declarative full	TENSE present
Lex1			

Clause 430

	It'	s	Ritchie's	(overtalk	with	next	turns)
M1	Subj Mood	Fin Mood	Comp Residue				
T1	Token	Proc ReIn Iden Int	Value				
LEX1							
MET1							

Int1	SPEECH-FUNCTION Sustain react respond support reply acknowledge	Mood declarative ellipsed	
Lex1			

Clause 431

	he'	s	a	sook
M1	Subj Mood	Fin Mood	Comp Residue	
T1	Token	Proc ReIn Iden Int	Value	
LEX1				
MET1				

Int1	SPEECH-FUNCTION Sustain react rejoinder confront response refute	Mood declarative full	TENSE present
Lex1	Appraisal attitude judgement socialesteem tenacity		

#### Clause 432

well okay did you ... do you understand now that the Titanic' s

M1					Fin Mood	Subj Mood	Pred Residue	Circ-Adj Residue	Comp Residue			
T1					Proc Ment Cogn	Sens	Proc Ment Cogn		Phen Range			
LEX1												
MET1												

Int1	SPEECH-FUNCTION Open initiate demand closed information fact	Mood YN-interrogative full	TENSE present
Lex1			

#### Clause 433

but I don't want to say it

M1		Subj Mood	Fin Mood		Pred Residue		Comp Residue
T1		Sayer	Proc Verbl				Verb
LEX1							
MET1							

Int1	SPEECH-FUNCTION Sustain react rejoinder confront challenge counter	Mood declarative full	TENSE present	POLARITY negative
Lex1	Appraisal attitude affect satisfactiondissatisfaction displeasure			

#### Clause 434

	okay	well	you	think	of	something	else?
M1			Subj Mood	Pred Residue	Pred Residue		
T1			Sens	Proc Ment Cogn	Matt		
LEX1							
MET1							

Int1	SPEECH-FUNCTION Sustain react rejoinder support track probe	Mood YN-interrogative ellipsed	
Lex1			

#### Clause 435

	did	you	see	...	have	a look	here	at	the pictures?
M1	Fin Mood	Subj Mood	Pred Residue				Circ-Adj Residue	Circ-Adj Residue	
T1		Behav	Proc Behl				Locn Place	Range	
LEX1									
MET1									

Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood YN-interrogative full	TENSE present
Lex1			

#### Clause 436

they all taken up

M1	Subj Mood	Fin Pred Mood-Residue	
T1	Goal	Proc Mat	
LEX1			
MET1			

Int1	SPEECH-FUNCTION Sustain react rejoinder confront challenge counter	Mood declarative full	TENSE past
Lex1			

#### Clause 437

no that has not

M1	Adj Pol Mood	Subj Mood	Fin Mood	
T1		Goal	Proc Mat	
LEX1				
MET1				

Int1	SPEECH-FUNCTION Sustain react rejoinder confront response refute	Mood declarative ellipsed	MOOD-ADJUNCT polarity	TENSE past	POLARITY negative
Lex1					

**Clause 438**

people    dying

M1		
T1		
LEX1		
MET1		

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative ellipsed	
Lex1			

**Clause 439**

yeah    that'    s    a

M1				
T1				
LEX1				
MET1				

Int1	Mood declarative abandoned	
Lex1		



Clause 440

so did you hear what he said?

M1		Fin Mood	Subj Mood	Pred Residue	Comp Residue		
T1			Sens	Proc Ment Perc	Phen Range		
LEX1							
MET1							

Int1	SPEECH-FUNCTION Sustain react rejoinder support track check	Mood YN-interrogative full	TENSE present
Lex1	Appraisal engagement heterogloss projection		

Clause 441

people dying

M1		
T1		
LEX1		
MET1		

Int1	SPEECH-FUNCTION Sustain react rejoinder support respond resolve	Mood imperative ellipsed	
Lex1			

Clause 442

mmm

M1	
T1	
LEX1	
MET1	

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain</div> <div>react</div> <div>respond</div> <div>support</div> <div>register</div>		
Lex1			

Clause 443

we            said                            that

M1	<div>Subj</div> <div>Mood</div>	<div>Fin</div> <div>Pred</div> <div>Mood-Residue</div>	<div>Comp</div> <div>Residue</div>
T1	<div>Sayer</div>	<div>Proc</div> <div>Verbl</div>	<div>Verb</div>
LEX1			
MET1			

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain</div> <div>react</div> <div>rejoinder</div> <div>confront</div> <div>challenge</div> <div>counter</div>	<div>Mood</div> <div>declarative</div> <div>full</div>	
Lex1			

# Clause 444

	I	said	that
M1	Subj Mood	Fin Pred Mood-Residue	Comp Residue
T1	Sayer	Proc Verbl	Verb
LEX1			
MET1			

Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood declarative full	TENSE past
Lex1			

# Clause 445

	okay	what	else	can	you	see	in	here,	Richie	(pointing	to
M1		Comp WH Residue		Fin Modl Mood	Subj Mood	Pred Residue	Circ-Adj Residue		Voc-Adj		
T1		Phen Range		Proc Ment Perc	Sens	Proc Ment Perc	Locn Place				
LEX1											
MET1											

Int1	SPEECH-FUNCTION Open initiate demand open information fact	Mood WH-interrogative full	TENSE present
Lex1			

Clause 446

what        does    it        make        you        think        of?

M1	Comp Residue	Fin Mood	Subj Mood	Pred Residue	Comp Residue	Pred Residue	
T1	Phen Range	Proc Ment Cogn	Phen Agent	Proc Ment Cogn	Sens	Proc Ment Cogn	
LEX1							
MET1							

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood WH-interrogative full	TENSE present
Lex1			

Clause 447

floods

M1	
T1	
LEX1	
MET1	Exp Proc Ent

Int1	SPEECH-FUNCTION Sustain react respond support reply answer	Mood declarative ellipsed	
Lex1			

Clause 448

floods    yes

M1		
T1		
LEX1		
MET1	Exp Proc Ent	

Int1	SPEECH-FUNCTION Sustain react respond support reply acknowledge	Mood minor
Lex1		

Clause 449

we'    ve    got    floods

M1	Subj Mood	Fin Mood		Comp Residue
T1	Carr Possr	Proc Reln Attr Poss		Att Possd
LEX1				
MET1	Exp Proc Ent			

Int1	SPEECH-FUNCTION Sustain react rejoinder confront challenge counter	Mood declarative full	TENSE present
Lex1			

Clause 450

rainfall

M1	
T1	
LEX1	
MET1	Exp Proc Ent

Int1	SPEECH-FUNCTION	Mood	
	Sustain	minor	
	react		
	respond		
	support		
	develop		
	extend		
Lex1			

Clause 451

how about bridges falling?

M1				
T1				
LEX1				
MET1				

Int1	SPEECH-FUNCTION	Mood	
	Open	unknown	
	initiate		
	demand		
	closed		
	information		
	fact		
Lex1			

Clause 452

( )

M1		
T1		
LEX1		
MET1		

Int1			
Lex1			

Clause 453

Um bridges falling

M1			
T1			
LEX1			
MET1			

Int1	SPEECH-FUNCTION Sustain continue append elaborate	Mood minor ellipsed	
Lex1			

Clause 454

now um bridges falling

M1				
T1				
LEX1				
MET1				

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood unknown	
Lex1			

### Clause 455

and a car coming

M1				
T1				
LEX1				
MET1				

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood unknown	
Lex1			

### Clause 456

didn't all fall in the water

M1					
T1					
LEX1					
MET1					

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative ellipsed	
Lex1			

### Clause 457

cause it floods there the bridge

M1		Subj	Fin Pred Mood Mood-Residue	Circ-Adj Residue	Comp Residue	
T1		Actor	Proc Mat	Locn Place	Goal	
LEX1						
MET1						



Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood declarative ellipsed	
Lex1			

#### Clause 458

	look	how	flat	that	is
M1	Pred Residue	Comp Residue			
T1	Proc Behl	Range			
LEX1					
MET1					

Int1	SPEECH-FUNCTION Sustain react respond support develop enhance	Mood imperative full	TENSE present
Lex1			

#### Clause 459

	wish	we	could	swim	in	it
M1	Pred Residue	Comp Residue				
T1	Proc Ment Aff	Phen Range				
LEX1						
MET1						

Int1	SPEECH-FUNCTION Sustain react respond support develop enhance	Mood declarative ellipsed	
Lex1	Appraisal attitude affect satisfactiondissatisfaction ennui		

### Clause 460

Tammy do you know what?

M1	Fin Mood	Subj Mood	Pred Residue	Comp Residue
T1	Proc Ment Cogn	Sens	Proc Ment Cogn	Phen Range
LEX1				
MET1				

Int1	SPEECH-FUNCTION Open attend	Mood YN-interrogative full	TENSE present	Mood metaphor
Lex1				

### Clause 461

what?

M1	
T1	
LEX1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support engage	Mood minor	
Lex1			

**Clause 462**

	down	...
M1		
T1		
LEX1		
MET1		
Int1	Mood unknown	
Lex1		

**Clause 463**

	when	I	was	coming	home	from	Fingal	Bay
M1		Subj Mood	Fin Mood	Pred Residue		Circ-Adj Residue		
T1	Locn Time	Actor	Proc Mat			Locn Place		
LEX1								
MET1								
Int1	Mood declarative full			TENSE past				
Lex1								

# Clause 464

	a	bridge	had	to	go	up
M1	Subj		Fin	Pred		
	Mood		Modl	Residue		
T1	Actor		Proc			
			Mat			
LEX1						
MET1						

Int1	SPEECH-FUNCTION		Mood		TENSE
	Sustain		declarative		past
	react		full		
	respond				
	support				
	develop				
	elaborate				
Lex1					

# Clause 465

	and	boats	had	to	go	under
M1		Subj	Fin	Pred		Circ-Adj
		Mood	Modl	Residue		Residue
T1		Actor	Proc			Locn
			Mat			Place
LEX1						
MET1						

Int1	SPEECH-FUNCTION		Mood		MODALITY	TENSE
	Sustain		declarative		Modulation	present
	continue		full		obligation	
	prolong				high	
	extend					
Lex1						

Clause 466

and all that stuff

M1				
T1				
LEX1				
MET1				

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain continue prolong extend</div>	<div>Mood</div> <div>unknown</div>	
Lex1	<div>Appraisal</div> <div>graduation focus</div>		

Clause 467

David David

M1		
T1		
LEX1		
MET1		

Int1	<div>SPEECH-FUNCTION</div> <div>Open attend</div>	<div>Mood</div> <div>minor</div>	
Lex1			

Clause 468

it' s your turn David

M1	<div>Subj</div> <div>Mood</div>	<div>Fin</div> <div>Mood</div>	<div>Comp</div> <div>Residue</div>		<div>Voc-Adj</div>
T1	<div>Token</div> <div>Possr</div>	<div>Proc</div> <div>Reln</div> <div>Iden</div> <div>Poss</div>	<div>Value</div> <div>Possd</div>		
LEX1					
MET1					

Int1	SPEECH-FUNCTION Sustain continue monitor	Mood declarative full	TENSE present
Lex1			

#### Clause 469

	David	it	's	your	turn
M1	Voc-Adj Mood	Subj Mood	Fin Mood	Comp Residue	
T1		Token Possr	Proc Reln Iden Poss	Value Possd	
LEX1					
MET1					

Int1	SPEECH-FUNCTION Sustain continue monitor	Mood declarative full	TENSE present
Lex1			

#### Clause 470

	it	's	your	turn
M1	Subj Mood	Fin Mood	Comp Residue	
T1	Token	Proc Reln Iden Int	Value	
LEX1				
MET1				

Int1	SPEECH-FUNCTION Sustain continue monitor	Mood declarative full	TENSE present
Lex1			

Clause 471

Um bridges um staying up

M1					
T1					
LEX1					
MET1					

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain react respond support reply answer</div>	<div>Mood</div> <div>declarative ellipsed</div>	
Lex1			

Clause 472

and boats go under

M1	<div>Subj</div> <div>Mood</div>	<div>Fin</div> <div>Pred</div> <div>Mood-Residue</div>	<div>Circ-Adj</div> <div>Residue</div>
T1	<div>Actor</div>	<div>Proc</div> <div>Mat</div>	<div>Loch</div> <div>Place</div>
LEX1			
MET1			

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain continue prolong extend</div>	<div>Mood</div> <div>declarative full</div>	<div>TENSE</div> <div>present</div>
Lex1			

### Clause 473

	the	boats	push	them	up
M1	Subj		Fin Pred Mood-Residue	Comp Residue	Circ-Adj Residue
T1	Actor		Proc Mat	Goal	Locn Place
LEX1					
MET1					

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE present
Lex1			

### Clause 474

	did	you	write	Titanic?
M1	Fin Mood	Subj Mood	Pred Residue	Comp Residue
T1	Proc Mat	Actor	Proc Mat	Goal
LEX1				
MET1				

Int1	SPEECH-FUNCTION Open initiate demand closed information fact	Mood YN-interrogative full	TENSE past
Lex1			



Clause 475

not yet

M1		
T1		
LEX1		
MET1		

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support reply answer	<b>Mood</b> minor	<b>POLARITY</b> negative
Lex1			

Clause 476

up to bridges ( = of 'I'm up to bridges')

M1										
T1										
LEX1										
MET1										

Int1	<b>SPEECH-FUNCTION</b> Sustain continue prolong elaborate	<b>Mood</b> declarative ellipsed	
Lex1			

Clause 477

(remember on Thursday)

M1			
T1			
LEX1			
MET1			

Int1		Mood YN-interrogative ellipsed	
Lex1			

#### Clause 478

( )

M1		
T1		
LEX1		
MET1		

Int1			
Lex1			

#### Clause 479

you can write Titanic

M1	Subj	Fin Modl	Pred	Comp
	Mood	Mood	Residue	Residue
T1	Actor	Proc Mat		Goal
LEX1				
MET1				

Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood declarative full	MODALITY Modulation capability	TENSE present
Lex1				

### Clause 480

not with two pages but

M1					
T1					
LEX1					
MET1					

Int1	<b>SPEECH-FUNCTION</b> Sustain continue prolong extend	<b>Mood</b> unknown
Lex1		

### Clause 481

we 're getting taped Richard

M1	<b>Subj</b> Mood	<b>Fin</b> Mood	<b>Pred</b> Residue		<b>Voc-Adj</b>
T1	<b>Goal</b>	<b>Proc</b> Mat			
LEX1					
MET1					

Int1	<b>SPEECH-FUNCTION</b> Open initiate give information fact	<b>Mood</b> declarative full	<b>TENSE</b> present	
Lex1				

### Clause 482

what?

M1	
T1	
LEX1	
MET1	

Int1	SPEECH-FUNCTION Sustain react rejoinder support track check	Mood minor	
Lex1			

### Clause 483

we 're getting taped (overlapped clauses)

M1	Subj Mood	Fin Mood	Pred Residue		
T1	Goal	Proc Mat		Actor	
LEX1					
MET1					

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	
Lex1			

### Clause 484

A-N-I-C

M1	
T1	
LEX1	
MET1	

Int1	Mood unknown	
Lex1		

# Clause 485

Titanic that 's it I think

M1	Comp Residue			Subj Mood	Fin Pred Mood-Residue
T1	Phen Range			Sens	Proc Ment Cogn
LEX1					
MET1					

Int1	SPEECH-FUNCTION Sustain react respond support reply acknowledge	Mood declarative full		TENSE present	
Lex1					

# Clause 486

I watched Titanic last night

M1	Subj Mood	Fin Pred Mood-Residue	Comp Residue	Circ-Adj Residue	
T1	Behav	Proc Behl	Range	Locn Time	
LEX1					
MET1					

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE past
Lex1			

# Clause 487

was it a good movie?

M1	Fin Mood	Subj Mood	Comp Residue		
T1	Proc ReIn Attr Int	Carr	Attbr		
LEX1					
MET1					

Int1	SPEECH-FUNCTION Sustain react rejoinder support track probe	Mood YN-interrogative full	TENSE past
Lex1	Appraisal attitude appreciation valuation		

# Clause 488

no, I saw it

M1	Adj Mood	Subj Mood	Fin Pred Mood-Residue	Comp Residue
T1		Sens	Proc Ment Perc	Phen Range
LEX1				
MET1				

Int1	SPEECH-FUNCTION Sustain react rejoinder support respond resolve	Mood declarative full	MOOD-ADJUNCT polarity	TENSE past	POLARITY negative
Lex1					

**Clause 489**

	I	saw	it	on
M1	Subj	Fin Pred Mood	Comp Residue	Circ-Adj Residue
T1	Sens	Proc Ment Perc	Phen Range	Locn Time
LEX1				
MET1				

Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood declarative abandoned	
Lex1			

**Clause 490**

	I	want	to	go	to	Katoomba
M1	Subj	Fin Pred Mood			Circ-Adj Residue	
T1	Actor	Proc Mat			Locn Place	
LEX1						
MET1						

Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood declarative full	TENSE future	
Lex1	Appraisal attitude affect satisfactiondissatisfaction ennui			

Clause 491

and see it on that big screen

M1	<div>Fin Pred Mood-Residue</div>	<div>Comp Residue</div>	<div>Circ-Adj Residue</div>			
T1	<div>Proc Ment Perc</div>	<div>Phen Range</div>	<div>Locn Place</div>			
LEX1						
MET1						

Int1	<div>SPEECH-FUNCTION Sustain continue prolong extend</div>	<div>Mood declarative ellipsed</div>	
Lex1			

Clause 492

I do

M1	<div>Subj</div>	<div>Fin Pred Mood Mood-Residue</div>
T1	<div>Actor</div>	<div>Proc Mat</div>
LEX1		
MET1		

Int1	<div>SPEECH-FUNCTION Sustain continue monitor</div>	<div>Mood declarative ellipsed</div>	
Lex1			



### Clause 493

	I	saw	it	on	Pay	TV
M1	Subj	Fin Pred Mood Mood-Residue	Comp Residue	Circ-Adj Residue		
T1	Sens	Proc Ment Perc	Phen Range	Locn Place		
LEX1						
MET1						

Int1	SPEECH-FUNCTION Sustain react respond support develop enhance	Mood declarative full	TENSE past	
Lex1				

### Clause 494

	I	saw	it	weeks	ago
M1	Subj	Fin Pred Mood Mood-Residue	Comp Residue	Circ-Adj Residue	
T1	Sens	Proc Ment Perc	Phen Range	Locn Time	
LEX1					
MET1					

Int1	SPEECH-FUNCTION Sustain react rejoinder confront challenge counter	Mood declarative full	TENSE past	
Lex1				

Clause 495

um um

M1		
T1		
LEX1		
MET1		

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain react respond support register</div>	<div>Mood</div> <div>unknown</div>	
Lex1			

Clause 496

what 's today?

M1	<div>Comp</div> <div>WH</div> <div>Residue</div>	<div>Fin</div> <div>Mood</div>	<div>Subj</div> <div>Mood</div>
T1	<div>Value</div>	<div>Proc</div> <div>Reln</div> <div>Iden</div> <div>Int</div>	<div>Token</div>
LEX1			
MET1			

Int1	<div>SPEECH-FUNCTION</div> <div>Open initiate demand open information fact</div>	<div>Mood</div> <div>WH-interrogative full</div>	<div>TENSE</div> <div>present</div>
Lex1			

Clause 497

what' s today?

M1	Comp WH Residue	Fin Mood	Subj Mood
T1	Value	Proc Reln Iden Int	Token
LEX1			
MET1			

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood WH-interrogative full	TENSE present	
Lex1				

Clause 498

the 18th

M1		
T1		
LEX1		
MET1		

Int1	SPEECH-FUNCTION Sustain react respond support reply answer	Mood declarative ellipsed	
Lex1			

Clause 499

firefighters

M1	
T1	
LEX1	
MET1	Exp Proc Ent

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative ellipsed	
Lex1			

Clause 500

no      we      have      already      got      that      down

M1	Adj Pol Mood	Subj Mood	Fin Mood	Adj Mood	Pred Residue	Comp Residue	Pred Residue
T1		Actor	Proc Mat			Goal	Proc Mat
LEX1							
MET1							

Int1	SPEECH-FUNCTION Sustain react rejoinder confront challenge counter	Mood declarative full	MOOD-ADJUNCT time	TENSE present	
Lex1					

Clause 501

	I	said	that
M1	Subj	Fin Pred	Comp
	Mood	Mood-Residue	Residue
T1	Sayer	Proc Verbl	Verb
LEX1			
MET1			

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE past	
Lex1				

Clause 502

	newspapers
M1	
T1	
LEX1	
MET1	

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative ellipsed	
Lex1			

Clause 503

	( )
M1	
T1	
LEX1	
MET1	

Int1			
Lex1			

#### Clause 504

yeah newspapers

M1		
T1		
LEX1		
MET1		

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support develop elaborate	<b>Mood</b> declarative full	
Lex1			

#### Clause 505

there 's a lot in it, yes (perhaps referring to montage)

M1	Subj	Fin	Comp			Adj				
	Mood	Mood	Residue			Pol				
						Mood				
T1		Proc	Ex		Locn					
		Exist			Place					
LEX1										
MET1										

Int1	<b>Mood</b> declarative full	<b>TENSE</b> present
Lex1		

Clause 506

	you	get	all	that
M1	Subj	Fin	Comp	
		Pred		
	Mood	Mood-Residue	Residue	
T1	Actor	Proc	Goal	
		Mat		
LEX1				
MET1				

Int1	Mood	TENSE
	declarative	present
	full	
Lex1		

Clause 507

	newspapers	there
M1		
T1		
LEX1		
MET1		

Int1	SPEECH-FUNCTION	Mood	
	Sustain	declarative	
	react	ellipsed	
	respond		
	support		
	reply		
	acknowledge		
Lex1			

Clause 508

	( )
M1	
T1	
LEX1	
MET1	

Int1			
Lex1			

### Clause 509

hey kids what about car smash?

M1					
T1					
LEX1					
MET1	Exp Proc Ent				

Int1	SPEECH-FUNCTION Open initiate demand closed information fact	Mood WH-interrogative ellipsed	Mood metaphor
Lex1			

### Clause 510

no we got that

M1	Adj Pol Mood	Subj Mood	Fin Pred Mood-Residue	Comp Residue
T1		Actor	Proc Mat	Goal
LEX1				
MET1				

Int1	SPEECH-FUNCTION Sustain react rejoinder confront challenge counter	Mood declarative full	MOOD-ADJUNCT polarity	TENSE present
Lex1				



### Clause 511

	no	we	got	that
M1	Adj Pol Mood	Subj Mood	Fin Pred Mood-Residue	Comp Residue
T1		Carr Possr	Proc Reln Attr Poss	Att Possd
LEX1				
MET1				

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE present	POLARITY positive
Lex1				

### Clause 512

	it'	s	my	turn	next
M1	Subj Mood	Fin Mood	Comp Residue		Circ-Adj Residue
T1	Token Possr	Proc Reln Iden Poss	Value Possd		Locn Time
LEX1					
MET1					

Int1	SPEECH-FUNCTION Open initiate demand closed gdsservices	Mood declarative full	TENSE present	Mood metaphor
Lex1				

Clause 513

car    smash?

M1		
T1		
LEX1		
MET1	Exp Proc Ent	

Int1	SPEECH-FUNCTION Open initiate demand closed information fact	Mood declarative ellipsed	
Lex1			

Clause 514

no    we    haven't    ...

M1				
T1				
LEX1				
MET1				

Int1	SPEECH-FUNCTION Sustain react rejoinder confront challenge counter	Mood declarative ellipsed	TENSE present	POLARITY negative
Lex1				

Clause 515

not cars

M1		
T1		
LEX1		
MET1		

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain continue prolong elaborate</div>	<div>Mood</div> <div>minor ellipsed</div>	
Lex1			

Clause 516

we have so

M1			
T1			
LEX1			
MET1			

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain react rejoinder confront response refute</div>	<div>Mood</div> <div>declarative ellipsed</div>	
Lex1			

Clause 517

	Richie	Richie,	is	a	car	crash	a	natural	disaster?
M1	Voc-Adj	Voc-Adj	Fin Mood	Subj Mood			Comp Residue		
T1			Proc ReIn Iden Int		Token		Value		
LEX1									
MET1	Exp Proc Ent								

Int1	SPEECH-FUNCTION Sustain react rejoinder support track clarify	Mood YN-interrogative full	TENSE present
Lex1			

Clause 518

	yes
M1	
T1	
LEX1	
MET1	

Int1	SPEECH-FUNCTION Sustain react rejoinder support respond resolve	Mood declarative ellipsed	
Lex1			

Clause 519

what 's a natural disaster?

M1	Subj Mood	Fin Mood	Comp Residue		
T1	Token	Proc Reln Iden Int	Value		
LEX1					
MET1					

Int1	SPEECH-FUNCTION Sustain react rejoinder support track check	Mood WH-interrogative full	
Lex1			

Clause 520

towtruck

M1	
T1	
LEX1	
MET1	Exp Rel Attrib

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative ellipsed	
Lex1			

Clause 521

when people die

M1			
T1			
LEX1			
MET1			

Int1	<div><div>SPEECH-FUNCTION</div><div>Sustain react respond support reply answer</div></div>	<div><div>Mood</div><div>declarative ellipsed</div></div>	
Lex1			

Clause 522

yes [[when people die]] – that 's a disaster

M1		<div>Subj</div>				<div>Fin</div>	<div>Comp</div>	
		<div>Mood</div>				<div>Mood</div>	<div>Residue</div>	
T1		<div>Token</div>				<div>Proc ReIn Iden Int</div>	<div>Value</div>	
LEX1								
MET1								

Int1	<div><div>SPEECH-FUNCTION</div><div>Sustain react respond support reply acknowledge</div></div>	<div><div>Mood</div><div>declarative full</div></div>	
Lex1			

Clause 523

	yes	that	's	a	disaster
M1		Subj Mood	Fin Mood	Comp Residue	
T1		Token	Proc ReIn Iden Int	Value	
LEX1					
MET1					

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE present
Lex1			

Clause 524

	when	we	say	a	natural	disaster
M1	Circ-Adj Residue	Subj Mood	Fin Pred Mood-Residue	Comp Residue		
T1		Sayer	Proc Verbl	Verb		
LEX1						
MET1						

Int1	Mood declarative full	TENSE present
Lex1		

### Clause 525

	we	mean	things	[[	that	are	caused	mostly	by	the
M1	Subj Mood	Fin Pred Mood-Residue								
M2				Subj Mood	Fin Mood	Pred Residue	Adj Mood	Circ-Adj Residue		
T1	Token	Proc ReIn Iden Int	Value							
T2				Goal	Proc Mat					Actor
LEX1										
MET1										

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	TENSE present	MOOD-ADJUNCT probability	TENSE present
Lex1				

### Clause 526

	it'	s	natural
M1	Subj Mood	Fin Mood	Comp Residue
T1	Carr	Proc ReIn Attr Int	Att
LEX1			
MET1			

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE present
Lex1			



### Clause 527

people do n't make it happen.

M1	Subj Mood	Fin Mood		Pred Residue	Comp Residue	Pred Residue
T1	Actor	Proc Mat			Goal	Proc Mat
LEX1						
MET1						

Int1	SPEECH-FUNCTION		Mood	TENSE	POLARITY	
	Sustain		declarative	present	negative	
	continue		full			
	prolong					
	elaborate					
Lex1						

### Clause 528

yeah but cars are destroyed from the wind

M1		Subj	Fin	Fin	Circ-Adj		
		Mood	Mood	Pred	Residue		
				Mood-Residue			
T1		Goal	Proc		Mann		
			Mat		Means		
LEX1							
MET1							

Int1	SPEECH-FUNCTION		Mood	TENSE	
	Sustain		declarative	present	
	react		full		
	rejoinder				
	confront				
	challenge				
	counter				
Lex1					

### Clause 529

when the twister comes

M1	Circ-Adj WH Residue	Subj Mood		Fin Pred Mood-Residue
T1		Actor		Proc Mat
LEX1				
MET1	Exp Proc Ent			

Int1	Mood declarative full	TENSE present	
Lex1			

### Clause 530

oh I see yes

M1	Subj Mood	Fin Pred Mood-Residue	Adj Pol Mood
T1	Sens	Proc Ment Cogn	
LEX1			
MET1			

Int1	SPEECH-FUNCTION Sustain react rejoinder support respond resolve	Mood declarative full	MOOD-ADJUNCT polarity	TENSE present	
Lex1					

Clause 531

right    yes

M1		
T1		
LEX1		
MET1		

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood minor	
Lex1			

Clause 532

when        the        twister        comes

M1	Circ-Adj WH Residue	Subj Mood		Fin Pred Mood-Residue
T1	Locn Time	Actor		Proc Mat
LEX1				
MET1	Exp Proc Ent			

Int1	Mood declarative full	
Lex1		

Clause 533

it blows all the cars over

M1	Subj	Fin	Comp			Circ-Adj
	Mood	Pred				
		Mood-Residue	Residue			Residue
T1	Actor	Proc	Goal			Locn
		Mat				Place
LEX1						
MET1						

Int1	SPEECH-FUNCTION	Mood	TENSE	
	Sustain	declarative	present	
	react	full		
	respond			
	support			
	develop			
	elaborate			
Lex1				

Clause 534

oh I see

M1	Subj	Fin
	Mood	Pred
		Mood-Residue
T1	Sens	Proc
		Ment
		Perc
LEX1		
MET1		

Int1	SPEECH-FUNCTION	Mood	
	Sustain	minor	
	react		
	respond		
	support		
	reply		
	acknowledge		
Lex1			

Clause 535

yes    that    's    right,

M1		Subj Mood	Fin Mood	Comp Residue
T1		Carr	Proc ReIn Attr Int	Att
LEX1				
MET1				

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE present
Lex1			

Clause 536

yes    you    are    absolutely    right

M1		Subj Mood	Fin Mood	Adj Comm Mood	Comp Residue
T1		Carr	Proc ReIn Attr Int		Att
LEX1					
MET1					

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	MOOD-ADJUNCT intensity	TENSE present
Lex1				

### Clause 537

we might just have a couple more minutes

M1	Subj Mood	Fin Modl Mood	Adj Mood	Fin Mood	Comp Residue			
T1	Actor	Proc Mat			Goal			
LEX1								
MET1								

Int1	SPEECH-FUNCTION Open initiate demand open gdsservices	Mood declarative full	MODALITY Modalization probability low	MOOD-ADJUNCT time	TENSE present
Lex1					

### Clause 538

and then we will leave these things here

M1		Subj Mood	Fin Mood	Pred Residue	Comp Residue		Circ-Adj Residue
T1		Actor	Proc Mat		Goal		Locn Place
LEX1							
MET1							

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE future
Lex1			

Clause 539

and      come                      back

M1		Fin Pred Mood-Residue	
T1		Proc Mat	
LEX1			
MET1			

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative ellipsed	
Lex1			

Clause 540

and      do                      a              bit      more      the              next      time

M1		Fin Pred Mood-Residue	Comp			Circ-Adj		
T1		Proc Mat	Residue			Residue		
LEX1								
MET1								

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative ellipsed	
Lex1			

### Clause 541

	twister	I	wrote	twister	on	that
M1		Subj	Fin Pred	Comp	Circ-Adj	
		Mood	Mood-Residue	Residue	Residue	
T1		Actor	Proc Mat	Goal	Locn Place	
LEX1						
MET1						

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative full	TENSE past
Lex1			

### Clause 542

	( )	said	the	f	word	on	that
M1		Fin Pred Mood-Residue	Comp			Circ-Adj	
			Residue			Residue	
T1		Proc Verbl	Verb			Locn Place	
LEX1							
MET1							

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative full	TENSE past
Lex1	Appraisal attitude judgement socialsanction propriety		



### Clause 543

that 's alright

M1	Subj Mood	Fin Mood	Comp Residue
T1	Carr	Proc ReIn Attr Int	Att
LEX1			
MET1			

Int1	SPEECH-FUNCTION Sustain react respond support reply answer	Mood declarative full	TENSE present
Lex1	Appraisal graduation force		

### Clause 544

I didn't hear it

M1	Subj Mood	Fin Mood	Fin Pred Mood-Residue	Comp Residue
T1	Sens	Proc Ment Perc		Phen Range
LEX1				
MET1				

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE past	POLARITY negative
Lex1				

Clause 545

I' m a bit disappointed

M1	Subj Mood	Fin Mood	Comp Residue		
T1	Carr	Proc ReIn Attr Int	Att		
LEX1					
MET1					

Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood declarative full	TENSE present
Lex1	Appraisal attitude affect satisfactiondissatisfaction displeasure		

Clause 546

but we won't make a big thing about it

M1	Subj Mood	Fin Mood	Pred Residue					
T1	Actor	Proc Mat		Goal			Matt	
LEX1								
MET1								

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE past	POLARITY negative
Lex1	Appraisal graduation force			

Clause 547

hey David

M1		
T1		
LEX1		
MET1		

Int1	SPEECH-FUNCTION Open attend	Mood minor	
Lex1			

Clause 548

I know a good one for you

M1	Subj WH Mood	Fin Pred Mood-Residue	Comp Residue			Comp Residue	
T1	Sens	Proc Ment Cogn	Phen Range			Recip	
LEX1							
MET1							

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE past	
Lex1	Appraisal attitude appreciation valuation			

Clause 549

what?

M1	
T1	
LEX1	
MET1	

Int1	SPEECH-FUNCTION Sustain react rejoinder support track check	Mood WH-interrogative ellipsed	
Lex1			

#### Clause 550

volcanoes erupting

M1		
T1		
LEX1		
MET1		

Int1	SPEECH-FUNCTION Sustain react rejoinder support respond resolve	Mood declarative full	
Lex1			

#### Clause 551

we already got volcanoes down

M1	Subj Mood	Adj Mood	Fin Pred Mood-Residue	Comp Residue	Circ-Adj Residue
T1	Actor	Proc Mat	Proc Mat	Goal	Locn Place
LEX1					
MET1					

Int1	SPEECH-FUNCTION Sustain react rejoinder confront challenge counter	Mood declarative full	MOOD-ADJUNCT time	TENSE present	
Lex1					

#### Clause 552

	no
M1	
T1	
LEX1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood minor	
Lex1			

#### Clause 553

	I	know	one	...
M1	Subj	Fin Pred Mood	Comp Residue	
T1	Sens	Proc Ment Cogn	Phen Range	
LEX1				
MET1				

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative full	TENSE present
Lex1			

#### Clause 554

	I	know	one	...
M1	Subj	Fin Pred Mood Mood-Residue	Comp Residue	
T1	Sens	Proc Ment Cogn	Phen Range	
LEX1				
MET1				

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE present
Lex1			

#### Clause 555

	I	know	one
M1	Subj	Fin Pred Mood Mood-Residue	Comp Residue
T1	Sens	Proc Ment Cogn	Phen Range
LEX1			
MET1			

Int1	SPEECH-FUNCTION Sustain continue append elaborate	Mood declarative full	TENSE present
Lex1			

#### Clause 556

	okay	it	's	alright
M1	Subj Mood	Fin Mood	Comp Residue	
T1	Carr	Proc Reln Attr Int	Att	
LEX1				
MET1				

Int1	SPEECH-FUNCTION Sustain react respond support register	Mood declarative full	TENSE present
Lex1			

#### Clause 557

	she	was	yelling	at	it wasn't	ya?
M1	Subj Mood	Fin Mood	Pred Residue	Comp Residue	Fin Mtag	Subj Mtag
T1	Sayer	Proc Verbl		Rec		
LEX1						
MET1						

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative full	TENSE past
Lex1			

#### Clause 558

Tammy was yelling at it

M1	Subj Mood	Fin Mood	Pred Residue	Comp Residue	
T1	Sayer	Proc Verbl		Rec	
LEX1					
MET1					

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE past
Lex1			

#### Clause 559

she was going ' yeah now we have got you taped on there'

M1	Subj Mood	Fin Mood	Pred Residue	Comp Residue									
T1	Sayer	Proc Verbl		Verb									
LEX1													
MET1													

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE past
Lex1			



Clause 560

( )under that door

M1				
T1				
LEX1				
MET1				

Int1	Mood unknown		
Lex1			

Clause 561

your speak

M1		
T1		
LEX1		
MET1		

Int1	SPEECH-FUNCTION Open initiate demand closed gdsservices	Mood unknown
Lex1		

Clause 562

okay David your turn

M1				
T1				
LEX1				
MET1				

Int1	SPEECH-FUNCTION Sustain react respond support engage	Mood declarative ellipsed	
Lex1			

### Clause 563

big volcanoes?

M1		
T1		
LEX1		
MET1		

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative ellipsed	Mood metaphor
Lex1			

### Clause 564

we said volcanoes

M1	Subj Mood	Fin Pred Mood-Residue	Comp Residue
T1	Sayer	Proc Verbl	Verb
LEX1			
MET1			

Int1	SPEECH-FUNCTION Sustain react rejoinder confront challenge counter	Mood declarative full	TENSE past
Lex1			

**Clause 565**

( )

M1		
T1		
LEX1		
MET1		

Int1			
Lex1			

**Clause 566**

we    said    um    ...

M1				
T1				
LEX1				
MET1				

Int1	Mood declarative abandoned		
Lex1			

Clause 567

	her	say	um	vocanoes	open	(=	'she	said	volcanoes	open'	),
M1	Subj	Fin	Comp								
	Mood	Mood-Residue	Residue								
T1	Sayer	Proc	Verb								
	Verbl										
LEX1											
MET1											

Int1	SPEECH-FUNCTION	Mood	TENSE
	Sustain	declarative	present
	react	full	
	respond		
	support		
	develop		
	elaborate		
Lex1			

Clause 568

	(	)
M1		
T1		
LEX1		
MET1		
Int1		
Lex1		

Clause 569

	open
M1	
T1	
LEX1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood unknown	
Lex1			

#### Clause 570

vocanoes      open

M1		
T1		
LEX1		
MET1		

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood unknown	
Lex1			

#### Clause 571

what      do      you      mean      by      open      Richie?

M1	Comp WH Residue	Fin Mood	Subj Mood	Pred Residue	Circ-Adj Residue		Voc-Adj
T1	Value	Proc ReIn Iden Int	Assign	Proc ReIn Iden Int		Token	
LEX1							
MET1							

Int1	<b>SPEECH-FUNCTION</b> Sustain react rejoinder support track clarify	<b>Mood</b> WH-interrogative full	<b>TENSE</b> present
Lex1			

### Clause 572

like erupt

M1		
T1		
LEX1		
MET1		

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support develop elaborate	<b>Mood</b> declarative ellipsed	
Lex1			

### Clause 573

erupt – that 's good David

M1	Subj Mood		Fin Mood	Comp Residue	Voc-Adj
T1	Carr		Proc ReIn Attr Int	Att	
LEX1					
MET1					

Int1	SPEECH-FUNCTION Sustain react respond support reply acknowledge	Mood declarative ellipsed	
Lex1	Appraisal attitude appreciation valuation		

#### Clause 574

comes up

M1		
T1		
LEX1		
MET1		

Int1	SPEECH-FUNCTION Sustain continue append elaborate	Mood declarative ellipsed	
Lex1			

#### Clause 575

say that then

M1	Pred Residue	Comp Residue	Circ-Adj Residue
T1	Proc Verbl	Verb	Locn Time
LEX1			
MET1			

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood imperative full	TENSE present
Lex1			

#### Clause 576

the girls have it

M1	Subj Mood	Fin Mood	Comp Residue
T1	Carr Possr	Proc Reln Attr Poss	Att Possd
LEX1			
MET1			

Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood declarative full	TENSE present
Lex1			

#### Clause 577

leave it

M1	Pred Residue	Comp Residue
T1	Proc Mat	Goal
LEX1		
MET1		



Int1	SPEECH-FUNCTION Open initiate demand open gdsservices	Mood imperative full	TENSE present
Lex1			

#### Clause 578

	leave	it	David
M1	Pred Residue	Comp Residue	
T1	Proc Mat	Goal	
LEX1			
MET1			

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood imperative full	TENSE present
Lex1			

#### Clause 579

	( )
M1	
T1	
LEX1	
MET1	
Int1	
Lex1	

Clause 580

erupting (writing)

M1		
T1		
LEX1		
MET1		

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain react respond support reply acknowledge</div>	<div>Mood</div> <div>declarative ellipsed</div>	
Lex1			

Clause 581

but we have already got volcanoes

M1	<div>Subj</div> <div>Mood</div>	<div>Fin</div> <div>Mood</div>	<div>Adj</div> <div>Mood</div>	<div>Pred</div> <div>Residue</div>	<div>Comp</div> <div>Residue</div>
T1	<div>Carr</div> <div>Possr</div>	<div>Proc</div> <div>Reln</div> <div>Attr</div> <div>Poss</div>			<div>Att</div> <div>Possd</div>
LEX1					
MET1					

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain react rejoinder confront challenge counter</div>	<div>Mood</div> <div>declarative full</div>	<div>TENSE</div> <div>past</div>	<div>MOOD-ADJUNCT</div> <div>time</div>
Lex1				

Clause 582

yeah but we haven't got erupting have we?

M1			Subj Mood	Fin Mood	Pred Residue	Comp Residue	Fin Mtag	Subj Mtag
T1			Carr	Proc Reln Attr Int		Att		
LEX1								
MET1								

Int1	SPEECH-FUNCTION Sustain react rejoinder confront response refute	Mood declarative full	POLARITY negative	TENSE present
Lex1				

Clause 583

okay my turn (ellipsis of 'it's my turn')

M1							
T1							
LEX1							
MET1							

Int1	SPEECH-FUNCTION Open initiate demand open gdsservices	Mood declarative ellipsed	Mood metaphor
Lex1			

Clause 584

I know a good one – cyclones

M1	Subj	Fin	Comp			
	Mood	Pred Mood–Residue	Residue			
T1	Sens	Proc	Phen			
		Ment	Range			
		Cogn				
LEX1						
MET1						

Int1	SPEECH–FUNCTION		Mood	TENSE
	Sustain		declarative	present
	continue		full	
	prolong			
	elaborate			
Lex1	Appraisal			
	attitude			
	appreciation			
	valuation			

Clause 585

ooh what about

M1			
T1			
LEX1			
MET1			

Int1		Mood	
		WH–interrogative	
		abandoned	
Lex1			

Clause 586

cyclones

M1	
T1	
LEX1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support reply acknowledge	Mood declarative ellipsed	
Lex1			

### Clause 587

what about the biggest tidal wave?

M1					
T1					
LEX1					
MET1					

Int1	SPEECH-FUNCTION Open initiate demand open information fact	Mood WH-interrogative ellipsed	Mood metaphor
Lex1	Appraisal graduation force		

### Clause 588

tidal waves?

M1		
T1		
LEX1		
MET1		

Int1	SPEECH-FUNCTION Sustain react rejoinder confront challenge rebound	Mood minor	
Lex1			

### Clause 589

I' m trying to think of that (giggling)

M1	Subj Mood	Fin Mood	Pred Residue				Comp Residue	
T1	Sens	Proc Ment Cogn					Phen Range	
LEX1								
MET1								

Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood declarative full	TENSE present
Lex1			

### Clause 590

no it' s my turn

M1	Subj Mood	Fin Mood	Comp Residue	
T1	Token Possr	Proc Reln Iden Poss	Value Possd	
LEX1				
MET1				

Int1	<b>SPEECH-FUNCTION</b> Sustain react rejoinder confront challenge counter	<b>Mood</b> declarative full	<b>POLARITY</b> negative
Lex1			

#### Clause 591

tidal waves

M1		
T1		
LEX1		
MET1		

Int1	<b>SPEECH-FUNCTION</b> Sustain continue prolong elaborate	<b>Mood</b> declarative ellipsed	
Lex1			

#### Clause 592

No it' s my turn

M1	Subj Mood	Fin Mood	Comp Residue	
T1	Token Possr	Proc ReIn Iden Poss	Value Possd	
LEX1				
MET1				

Int1	<b>SPEECH-FUNCTION</b> Sustain react rejoinder confront response re-challenge	<b>Mood</b> declarative full	<b>TENSE</b> present
Lex1			

### Clause 593

tidal waves

M1		
T1		
LEX1		
MET1		

Int1	<b>SPEECH-FUNCTION</b> Sustain react rejoinder confront response unresolve	<b>Mood</b> declarative ellipsed	
Lex1			

### Clause 594

you want /tidal waves?

M1	<b>Subj</b> <b>Mood</b>	<b>Pred</b> <b>Residue</b>	<b>Comp</b> <b>Residue</b>	
T1	<b>Sens</b>	<b>Proc</b> <b>Ment</b> <b>Aff</b>	<b>Phen</b> <b>Range</b>	
LEX1				
MET1				



Int1	SPEECH-FUNCTION Sustain react rejoinder support track check	Mood YN-interrogative ellipsed	
Lex1			

# **Clause 595**

waves      tidal      waves

M1			
T1			
LEX1			
MET1			

Int1	SPEECH-FUNCTION Sustain react rejoinder support track check	Mood YN-interrogative ellipsed	
Lex1			

# **Clause 596**

( 30.0      untranscribable      )

M1				
T1				
LEX1				
MET1				

Int1			
Lex1			

Clause 597

remember    you    are    listening    to    each    other    Richard

M1	Pred Residue	Comp Residue						Voc-Adj
T1	Proc Ment Cogn	Phen Range						
LEX1								
MET1								

Int1	SPEECH-FUNCTION Open initiate demand open gdsservices	Mood imperative full	TENSE present
Lex1	Appraisal token		

Clause 598

excuse    me

M1	Pred Residue	Comp Residue
T1	Proc Mat	Goal
LEX1		
MET1		

Int1	SPEECH-FUNCTION Sustain continue monitor	Mood minor	
Lex1			

Clause 599

(barely    decipherable    – a good    deal    of    overtalk)

M1								
T1								
LEX1								
MET1								

Int1			
Lex1			

Clause 600

that'    s    the    bridge    [[what    was    going    to    Limestone]]

M1	Subj Mood	Fin Mood	Comp Residue						
T1	Token	Proc ReIn Iden Int	Value						
T2						Proc Mat		Locn Place	
LEX1									
MET1									

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative full	TENSE present
Lex1			

Clause 601

	excuse	me,	um	you	know	the	tidal	waves,
M1				Subj	Fin Pred Mood	Comp Residue		
T1				Sens	Proc Ment Cogn	Phen Range		
LEX1								
MET1								

Int1	Mood declarative full	TENSE present
Lex1		

Clause 602

	excuse	me,	you	know	which	one	the	Bathurst
M1				Subj	Fin Pred Mood	Comp Residue		
T1				Sens	Proc Ment Cogn	Phen Range		
LEX1								
MET1								

Int1	Mood declarative abandoned	
Lex1		

### Clause 603

that' s that bridge in the middle (referring to image on

M1	Subj Mood	Fin Mood	Comp Residue		Circ-Adj Residue					
T1	Token	Proc Reln Iden Int	Value		Locn Place					
LEX1										
MET1										

Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood declarative full	TENSE present
Lex1			

### Clause 604

don't touch it!

M1	Fin Mood	Pred Residue	Comp Residue
T1	Proc Mat		Goal
LEX1			
MET1			

Int1	SPEECH-FUNCTION Open initiate demand open gdsservices	Mood imperative full	TENSE present	POLARITY negative
Lex1				

### Clause 605

	ssh	don't	scream
M1		Fin Mood	Pred Residue
T1		Proc Verbl	
LEX1			
MET1			

Int1	SPEECH-FUNCTION Sustain react rejoinder confront challenge counter	Mood imperative full	POLARITY negative
Lex1	Appraisal token	Appraisal attitude judgement socialsanction propriety	

### Clause 606

	( ....)that	movie	Tidal	Wave	goes	that	way
M1	Subj Mood				Fin Pred Mood-Residue	Circ-Adj Residue	
T1	Actor				Proc Mat	Mann Means	
LEX1							
MET1							

Int1	Mood declarative full	TENSE present
Lex1		

### Clause 607

and it floods all the city and that

M1		Subj Mood	Fin Pred Mood-Residue	Comp Residue				
T1		Actor	Proc Mat	Range				
LEX1								
MET1								

Int1		Mood declarative full	TENSE present
Lex1			

### Clause 608

you 're thinking of an asteroid

M1		Subj Mood	Fin Mood	Pred Residue	Comp Residue	
T1		Sens	Proc Ment Cogn	Phen Range		
LEX1						
MET1						

Int1		Mood declarative full	TENSE present
Lex1			

### Clause 609

yeah the Asteroid causes the tidal wave

M1		Subj Mood	Fin Pred Mood-Residue	Comp Residue		
T1		Actor	Proc Mat	Goal		
LEX1						
MET1						

Int1	Mood declarative full	TENSE present
Lex1		

#### Clause 610

	Deep	Impact	Deep	Impact	– have	you	seen	that	movie?
M1					Fin Mood	Subj Mood	Pred Residue	Comp Residue	
T1					Proc Mat	Actor	Proc Mat	Goal	
LEX1									
MET1									

Int1	SPEECH-FUNCTION Open initiate demand closed information fact	Mood YN-interrogative full	TENSE past
Lex1			

#### Clause 611

	yes
M1	
T1	
LEX1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support reply answer	Mood declarative ellipsed	
Lex1			



Clause 612

yes

M1	
T1	
LEX1	
MET1	

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain react respond support reply answer</div>	<div>Mood</div> <div>minor full</div>	
Lex1			

Clause 613

you      should      saw      the      big      thing

M1	<div>Subj</div>	<div>Fin</div> <div>Modl</div>	<div>Pred</div>	<div>Comp</div>		
	<div>Mood</div>	<div>Mood</div>	<div>Residue</div>	<div>Residue</div>		
T1	<div>Sens</div>	<div>Proc</div> <div>Ment</div> <div>Perc</div>		<div>Phen</div> <div>Range</div>		
LEX1						
MET1						

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain continue prolong elaborate</div>	<div>Mood</div> <div>declarative full</div>	<div>MODALITY</div> <div>C-Modulation obligation high</div>	<div>TENSE</div> <div>present</div>
Lex1	<div>Appraisal</div> <div>graduation force</div>			

Clause 614

woh

M1	
T1	
LEX1	
MET1	

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain continue prolong elaborate</div>	<div>Mood</div> <div>minor</div>	
Lex1			

Clause 615

look (ellipsis of 'look at this picture')

M1						
T1						
LEX1						
MET1						

Int1	<div>SPEECH-FUNCTION</div> <div>Open initiate demand open gdsservices</div>	<div>Mood</div> <div>imperative ellipsed</div>	
Lex1			

Clause 616

( )

M1	
T1	
LEX1	
MET1	

Int1			
Lex1			

### Clause 617

that is a tidal wave Richard and Mel

M1	Subj Mood	Fin Mood	Comp Residue			Voc-Adj		
T1	Carr	Proc ReIn Attr Int	Att					
LEX1								
MET1								

Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood declarative full	TENSE present
Lex1			

### Clause 618

and that' s the sort of thing [[we are asking you to think

M1	Subj Mood	Fin Mood	Comp Residue									
M2							Subj Mood	Fin Mood	Pred Residue	Comp Residue		
T1	Token	Proc ReIn Iden Int	Value									
T2							Sayer	Proc Verbl		Verb		
LEX1												
MET1												

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE present
Lex1			

Clause 619

rescuing people

M1		
T1		
LEX1		
MET1		

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support develop extend	<b>Mood</b> declarative ellipsed	
Lex1			

Clause 620

exactly

M1	
T1	
LEX1	
MET1	

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support reply acknowledge	<b>Mood</b> minor	
Lex1			

Clause 621

rescuing people (writing)

M1			
T1			
LEX1			
MET1			

Int1	SPEECH-FUNCTION Sustain react respond support register	Mood minor	
Lex1			

#### Clause 622

I know how to rescue people,

M1	Subj Fin Mood	Pred Mood-Residue	Comp Residue			
T1	Sens	Proc Ment Cogn	Phen Range			
LEX1						
MET1						

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative full	TENSE present
Lex1			

#### Clause 623

how do you rescue people?

M1	Circ-Adj WH Residue	Fin Mood	Subj Mood	Pred Residue	Comp Residue
T1	Mann Means	Proc Mat	Actor	Proc Mat	Goal
LEX1					
MET1					

Int1	<b>SPEECH-FUNCTION</b> Sustain react rejoinder support track probe	<b>Mood</b> WH-interrogative full	<b>TENSE</b> present
Lex1			

#### Clause 624

	you	get	a	aeroplane
M1	Subj	Fin Pred Mood	Comp Mood-Residue Residue	
T1	Actor	Proc Mat	Goal	
LEX1				
MET1				

Int1	<b>SPEECH-FUNCTION</b> Sustain react rejoinder support respond resolve	<b>Mood</b> declarative full	<b>TENSE</b> present
Lex1			

#### Clause 625

	and	you	go	away
M1		Subj Mood	Fin Pred Mood-Residue	
T1		Actor	Proc Mat	
LEX1				
MET1				

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE present
Lex1			

#### Clause 626

when somebody is in the water,

M1	Subj Mood	Fin Mood	Circ-Adj Residue		
T1	Carr	Proc Reln Attr Circ	Att Circ		
LEX1					
MET1					

Int1	Mood declarative full	TENSE present
Lex1		

#### Clause 627

you get this thing – and a long um (stick with this big) um

M1	Subj Fin Mood	Pred Mood-Residue	Comp Residue											
T1	Actor	Proc Mat	Goal											
LEX1														
MET1														

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE present
Lex1			

Clause 628

got one getting killed

M1				
T1				
LEX1				
MET1				

Int1		Mood declarative ellipsed	
Lex1			

Clause 629

and you ( ) circle thing [[what you save people with]]

T1											
LEX1											
MET1											

Int1	SPEECH-FUNCTION Sustain continue append extend	Mood declarative ellipsed	
Lex1			

Clause 630

people die in water/

M1	Subj Mood	Fin Pred Mood-Residue	Circ-Adj Residue	
T1	Actor	Proc Mat	Loch Place	
LEX1				
MET1				



Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood declarative full	TENSE present
Lex1			

#### Clause 631

	then	when	they	's	drowning	in	the	water
M1			Subj Mood	Fin Mood	Pred Residue	Circ-Adj Residue		
T1			Actor	Proc Mat		Locn Place		
LEX1								
MET1								

Int1	Mood declarative full	TENSE present
Lex1		

#### Clause 632

	throw	it	in
M1	Pred Residue	Comp Residue	Circ-Adj Residue
T1	Proc Mat	Goal	Locn Place
LEX1			
MET1			

Int1	SPEECH-FUNCTION Sustain continue append extend	Mood imperative full	TENSE present
Lex1			

### Clause 633

and then they just want to hold it

M1			Subj	Adj	Fin			Comp
			Mood	Mood	Pred			Residue
T1			Actor		Proc			Goal
					Mat			
LEX1								
MET1								

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	MOOD-ADJUNCT intensity	TENSE present
Lex1				

### Clause 634

and then they get under it

M1			Subj	Fin	Circ-Adj	
			Mood	Pred	Residue	
T1			Actor	Proc	Locn	
				Mat	Place	
LEX1						
MET1						

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE present
Lex1			

### Clause 635

	and	hold	their	arms	like	that	under	it
M1		Fin Pred Mood-Residue	Comp Residue		Circ-Adj Residue		Circ-Adj Residue	
T1		Proc Mat	Goal		Mann Means		Locn Place	
LEX1								
MET1								

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative ellipsed	
Lex1			

### Clause 636

	and	then	you	pull	them	up
M1			Subj	Fin Pred Mood	Comp Residue	Circ-Adj Residue
T1			Actor	Proc Mat	Goal	Locn Place
LEX1						
MET1						

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE present
Lex1			

### Clause 637

and put them in the aeroplane

M1		Fin Pred Mood-Residue	Comp Residue	Circ-Adj Residue		
T1		Proc Mat	Goal	Locn Place		
LEX1						
MET1						

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative ellipsed	TENSE present
Lex1			

### Clause 638

that sounds really good

M1	Subj	Fin Pred Mood Mood-Residue	Circ-Adj Residue	
T1	Carr	Proc ReIn Attr Int	Att	
LEX1				
MET1				

Int1	SPEECH-FUNCTION Sustain react respond support reply acknowledge	Mood declarative full	TENSE present
Lex1	Appraisal attitude appreciation valuation	Appraisal graduation force	

Clause 639

have    you    seen    that    happen    somewhere?

M1	Fin Mood	Subj Mood	Pred Residue	Comp Residue		Circ-Adj Residue
T1	Proc Ment Perc	Sens	Proc Ment Perc	Phen Range		Locn Place
LEX1						
MET1						

Int1	SPEECH-FUNCTION Sustain react rejoinder support track probe	Mood YN-interrogative full	TENSE past
Lex1			

Clause 640

on    telly

M1		
T1		
LEX1		
MET1		

Int1	SPEECH-FUNCTION Sustain react rejoinder support respond resolve	Mood declarative ellipsed	
Lex1			

Clause 641

	I	know	one	now
M1	Subj	Fin Pred	Comp	Circ-Adj
	Mood	Mood-Residue	Residue	Residue
T1	Sens	Proc Ment Cogn	Phen Range	Locn Place
LEX1				
MET1				

Int1	SPEECH-FUNCTION Open initiate demand closed gdsservices	Mood declarative full	TENSE present	Mood metaphor
Lex1				

Clause 642

	fire
M1	
T1	
LEX1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood declarative ellipsed	
Lex1			

Clause 643

and I saw about how people ...

M1						
T1						
LEX1						
MET1						

Int1		Mood declarative abandoned	
Lex1			

Clause 644

( )

M1		
T1		
LEX1		
MET1		

Int1			
Lex1			

Clause 645

people killed

M1		
T1		
LEX1		
MET1		

Int1	SPEECH-FUNCTION Sustain continue append elaborate	Mood declarative ellipsed	
Lex1			

Clause 646

hang on

M1		
T1		
LEX1		
MET1		

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain continue monitor</div>	<div>Mood</div> <div>minor</div>	
Lex1			

Clause 647

people with fires

M1			
T1			
LEX1			
MET1			

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain react respond support develop elaborate</div>	<div>Mood</div> <div>declarative ellipsed</div>	
Lex1			

Clause 648

yes right

M1		
T1		
LEX1		
MET1		



Int1	SPEECH-FUNCTION Sustain react respond support reply acknowledge	Mood minor	
Lex1			

#### Clause 649

spray    water    down    from    the    aeroplane

M1					
T1					
LEX1					
MET1					

Int1	SPEECH-FUNCTION Sustain continue append elaborate	Mood declarative ellipsed	
Lex1			

#### Clause 650

they    get    water

M1	Subj	Fin Pred Mood Mood-Residue	Comp Residue
T1	Actor	Proc Mat	Goal
LEX1			
MET1			

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	
Lex1			

Clause 651

	and	throw	it	down	on	the	people	in	it
M1		Fin Pred Mood-Residue	Comp Residue	Circ-Adj Residue	Circ-Adj Residue				
T1		Proc Mat	Goal	Locn Place	Locn Place				
LEX1									
MET1									

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative ellipsed	
Lex1			

Clause 652

	(	)
M1		
T1		
LEX1		
MET1		
Int1		
Lex1		

Clause 653

	we	only	got	this	much	paper
M1	Subj Mood	Adj Mood	Fin Pred Mood-Residue	Comp Residue		
T1	Carr Possr		Proc Reln Attr Poss	Attbr		
LEX1						
MET1						

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative full	MOOD-ADJUNCT intensity	
Lex1				

#### Clause 654

how much paper?

M1	Comp Residue		
T1	Goal		
LEX1			
MET1			

Int1	SPEECH-FUNCTION Sustain react rejoinder support track check	Mood WH-interrogative ellipsed	
Lex1			

#### Clause 655

one, two, three four papers left

M1					
T1					
LEX1					
MET1					

Int1	SPEECH-FUNCTION Sustain react rejoinder support respond resolve	Mood declarative ellipsed	
Lex1			

Clause 656

show me

M1	Pred	Comp
	Residue	Residue
T1	Proc	Goal
	Mat	
LEX1		
MET1		

Int1	SPEECH-FUNCTION		Mood	TENSE
	Sustain		imperative	present
	react		full	
	rejoinder			
	confront			
	challenge			
	counter			
Lex1				

Clause 657

no get em

M1			
T1			
LEX1			
MET1			

Int1	SPEECH-FUNCTION		Mood	POLARITY	
	Sustain		imperative	negative	
	react		ellipsed		
	rejoinder				
	confront				
	response				
	refute				
Lex1					

'Floorstorming at Crystalvale' – With the assistance of a photomontage, children are identifying everything they see. Jenny is recording contributions on cards for later work on categorisation.

(Phase 2, from the Orientating task in the Curriculum Initiation genre – an instance of a Task Collaboration)

Adult speakers are T1 (classroom teacher) and T2 (second teacher)

Child speakers are M (Mel), Ma (Mark), J (Jenny), D (David), R (Richie), T (Tammy)

#### Orientation

##### 'Ex' 1

- 1 J /Ms Jones, can I have something to lean on? /  
2 T2 / (NV) /  
3 J / thanks /

#### Collaborating to identify images

##### 'Ex' 2

- 4 / floods /  
5 / okay Mel your turn (= 'It's your turn') /  
6 / I got floods /  
7 / your turn /  
8 M / can I write mine? /  
9 J / I will /  
10 R / he had a turn (referring to Mel) /  
11 / Um I pick floods /  
12 M / baby /  
13 / babies /

##### 'Ex' 3

- 14 T / I pick fire /  
15 J / babies (writing) /  
16 D / my dad is a fire fighter /  
17 T / my daddy can fight fires /  
18 D / it 's my turn now /  
19 / ( ) /  
20 J / it ' s Tammy's /

##### 'Ex' 4

- 21 R / having babies /  
22 Ss / no /  
23 R / Tammy went first /  
24 T / I went fires /  
25 M / okay your turn Richard /  
26 R / I' m last /  
27 / I' m last /

28 J /I' m last /

29 D /this way (pointing to direction that he thinks turn-taking should go)  
/

**'Ex' 5**

30 /storms /

31 M /Jenny 's last/ /

32 J /what? /

33 /storms? /

34 D /yes storms (ellipsis of 'I said storms') /

35 J /okay /

36 R /say storms /

37 D /yep /

**'Ex' 6**

38 Ss /fires /

39 J /hang on /

40 /this one' s a little piece ((referring to cards she is writing on)) /

41 /okay /

42 R /fires there (ellipsis of 'there's fires there') /

43 D /got fires down? /

44 J /that' s mine /

45 M /okay um /

46 J /my turn /

47 D /the best one I ever took ... /

**'Ex' 7**

48 J /doctors /

49 S? /doctors /

50 R /who' s doctors? (asking where on the montage) /

51 J /that' s doctor /

52 /or that is – whatever /

53 M /anyone /

54 /and that one there (pointing to montage) /

55 D /I know which one /

56 S /his name not ( )/

**'Ex' 8 interrupted**

57 R /I' m getting it (= I'm understanding the task now) /

**'Ex' 9**

58 J /okay next Tammy (ellipsis of 'next is Tammy') /

59 T /oh there' s ... helicopter /

60 J /helicopter /

61 S? /helicopter /

**'Ex' 10**

62 J / ( ) pick that one /  
 63 / whatever it is (pointing to montage) /  
 64 M / um people dying /  
 65 J / hang on /  
 66 M / come on /  
 67 / people dying /  
 68 S? / it' s not/ /  
 69 D / I' ve got a good one /  
 70 R / it' s my turn /  
 71 D / no it is n' t /  
 72 / it' s Mel's /  
 73 R / she just had her turn /  
 74 M / no I was .... /  
 75 / I had my turn /  
 76 J / people dying (writing) /  
 77 T / oh that would be sad Mel /  
 78 R / you said doctors die /  
 79 M / did not /  
 80 / I said ...(oh) /  
**'Ex' 11**  
 81 R / now it' s my turn /  
 82 J / okay Richie (ellipsis of 'okay Richie it's your turn') /  
**'Ex' 12**  
 83 R / um houses fallin down killin people /  
 84 Ss / (laughter) /  
 85 Ss / look (probably pointing to montage) /  
 86 Ss / a house falling (vocalising as she begins to write) /  
 87 S? / there 's (sandshoes) /  
 88 M / house wrecking /  
 89 / house wrecking /  
 90 J / yeah HOUSE WRECKING (writing) /  
 91 M / not falling on everyone and killin em Richard /  
**'Ex' 13**  
 92 R / flags /  
**'Ex' 14**  
 93 J / stop it youse two /  
**'Ex' 13 cont**  
 94 R / flags /  
 95 / flags /  
 96 / flags /  
 97 M / they 're not flags /

98 D&R /yes they are /  
 99 S? /yes they are Mel (whispered) /  
**'Ex' 15**  
 100 R /ya when do you ....(humming) /  
**'Ex' 16**  
 101 M /your turn Jenny /  
 102 J /Oh I know /  
 103 /I see ..... /  
 104 /I got a good one /  
 105 /no one said this did ya? /  
 106 /did they? /  
 107 T /that one? (pointing to montage) /  
 108 D /doesn't have to be on this /  
 109 R /I bet you it was that /  
 110 /I bet you it was that /  
 111 J /no, landslides /  
 112 /no one thunk it /  
 113 D /are you talking about that? (pointing to image) /  
 114 R /landslides! /  
**'Ex' 17**  
 115 M /there' s nothing else to talk about /  
 116 R /storms /  
 117 /storms /  
 118 T /earthquakes /  
 119 /it' s my turn /  
 120 R /have we had storm yet?/ /  
 121 /storm? /  
 122 T /yep my turn /  
 123 M /you can have a turn after me /  
 124 T /yep /  
 125 R /you' ve had your turn /  
 126 T /no I didn't /  
 127 M /it' s my turn /  
 128 /and I' m lettin him go /  
 129 J /okay /  
**'Ex' 18**  
 130 T2 /oh excellent good /  
 131 Ss /( ) /  
 132 T2 /fantastic /  
 133 /people dying /  
 134 T /that' s easy /



135 T2 /house wrecking things (reading from list) /  
 136 M /furniture (laughing) /

**'Ex' 19**

137 T2 /now you might need ... might need to describe ... /  
 138 /this here is meant to be really dry land because of no rain  
 /  
 139 /mmm you know what they're called? /  
 140 J /oh they 're like droughts /  
 141 T2 /yeah droughts /  
 142 /and in countries like Papua New Guinea droughts are really  
 serious natural disasters /  
 143 /because there's ... people starve /  
 144 Ss /oh /  
 145 T2 /yeah and that was happening in New Guinea two years ago –  
 really serious drought /

**'Ex' 20**

146 /and up here that picture [[which you might not be able to see]] is  
 a volcano /  
 147 Ss /volcano! /  
 148 M /I love volcanoes /  
 149 R /I said volcanoes /  
 150 /I said volcanio /  
 151 M /you did not /  
 152 R /did so /  
 153 J /look /  
 154 /I wrote it down /  
 155 /because she said volcanoes /  
 156 R /you have had your turn /  
 157 /it' s my turn /  
 158 /[v]olcanoes /  
 159 M /I said that /  
 160 J /it has already been done Richie /  
 161 M /I said that Richie /  
 162 S? /yeah it' s my go /  
 163 S? / (.....) the door /

**'Ex' 21**

164 D /floods /  
 165 J /we 've had floods /

**'Ex' 22**

166 M /I got a good one for you /  
 167 /that' s a flood /

168 R /where? /  
 169 M /um drowning /  
 170 R /drowning? /  
 171 / (sounds like a knock on the door) /

**'Ex' 23**

172 J /how about a drought? /  
 173 D /Yes a drought /

**regulating behaviour**

**'Ex' 24**

174 T /stop it /  
 175 /leave it there David /  
 176 D /that was n't me /  
 177 /the door was being (opened) /  
 178 /wasn't me /  
 179 T /you did it /  
 180 D /was so (=it was the door) /  
 181 T /wasn't /  
 182 J /okay /

**'Ex' 25**

183 T /stop it Richard /  
 184 J /settle down /  
 185 /stop it /  
 186 M /I'm sick of Richard /  
 187 J /Richard we're taping /  
 188 /Richard! /  
 189 /and if you do it again /  
 190 /I'll watch /  
 191 /I'll watch your behaviour /  
 192 M /we're taping /  
 193 /and if you do it again /  
 194 /we are going to tell /

**return to brainstorming images**

**'Ex' 26**

195 J /David your turn /  
 196 D /um storming /  
 197 J /storming? /  
 198 D /yeah /  
 199 J /well what's storms? (referring to montage) /

**'Ex' 27**

200 /stop it /  
 201 D /stop it /

202 /because we' re taking up ... /

**'Ex' 28 interrupted**

203 S? /floodings /

**teacher mediation**

**'Ex' 29**

204 T2 /okay how are we going here? /

205 J /good /

206 /but Richie Mars is being annoying /

207 /because he keeps going like that (shifting worksheet) /

208 T2 /oh /

209 /maybe but yeah when it' s his turn /

210 /you will put it like that ((moving paper to demonstrate)) /

211 /so he can see /

212 J /he turns it/

**'Ex' 30**

213 T2 /look you' re coming up with some fantastic ideas /

214 /anything else [[ [that you haven' t said]] [[that' s in your head]]  
that may not be on ...?]] /

215 Ss /yeah /

216 D /I got a good one /

217 R /I got a good one in me head /

218 T2 /Alright /

**'Ex' 31**

219 /well let' s share /

220 D /firefighters /

221 T2 /right, excellent /

**return to group task**

**'Ex' 32**

222 R /I' ve got a good one /

223 T2 /great /

224 /wait /

225 /wait /

226 /give Jenny enough time to (write) /

227 R /I've ... /

228 /Jenny, I 've got one /

229 J /my turn /

**'Ex' 33**

230 D /who' s a speed car? (that is, 'who said a speeding car?') /

231 J /no one' s a speed car /

**'Ex' 34**

232 R /hey guess what Jenny /

233 /quick ah quick /  
 234 /Jenny Jenny pick um pick um you know like a thing like that  
 [[what you ... the cars go over the bit]] (indicating picture of  
 flooded bridge in montage) /  
 235 Ss /bridge /  
 236 R /and and it fall out /  
 237 /and it floods it /  
 238 /floods the bridge (ellipsis of 'It floods the bridge') /  
 239 /floods the bridge /

**'Ex' 35**

240 M /I' ve got a good one /  
 241 /we' ve had our second turn /  
 242 D /this is our third turn speaking /  
 243 J /no this is my second /  
 244 /no, hang on /  
 245 S? /that' s third /  
 246 J /this is my second /  
 247 /cause.. /  
 248 /no no no /

**"Ex' 36**

249 R /I know one /  
 250 J /hang on um /  
 251 /this is mine /  
 252 /um what do you call it? /  
 253 /accidents /  
 254 /A-C-C (spelling) /

**'Ex' 37**

255 S? /I' ve got a good one /  
 256 R /now it' s going back the other way /  
 257 J /now it' s going to meet /  
 258 D /you ... /  
 259 /didn't you say fire? /  
 260 /firepeople helpin people /  
 261 /why didn't you say that? /

**'Ex' 38**

262 R /crashes? /

**'Ex' 39**

263 T /I go last /  
 264 M /no she goes after me /  
 265 /yeah it goes girl boys /  
 266 D /there 's 3 girls against 2 boys /

267 J /okay /

**'Ex' 40**

268 R /( ) (moving montage) /

269 M /It 's not your turn Richard /

270 Ss /( ) (protesting sounds) /

**'Ex' 41**

271 J /I got your favourite colour Mel purple /

272 M /move your hand ( = so I can see) /

273 R /yea yea stupid /

274 D /cause you should write over it/

275 /and make it pink /

**'Ex' 42**

276 J /I' m up to flood /

277 M /oh don't /

278 D /no it won't /

**'Ex' 43**

279 S? /( )/

280 J /what? /

**'Ex' 43**

281 /plane crashes /

282 M /crash, boom, smash, boom, smash /

283 J /that isn't crash (pointing to image) /

284 M /yeah I know /

285 /cause I was just saying /

286 J /because that 's an accident /

287 M /I know /

288 /I was just saying that /

289 J /plane crash (writing) /

**regulating behaviour again**

**'Ex' 44**

290 M /stop that tickling (giggling) /

291 /stop /

292 /stop /

293 /we 're getting taped /

294 M /tape? /

295 /(giggling) /

**'Ex' 45**

296 J /Tammy, Mel (warning tone) /

297 R /Mel farted /

298 M /Richard! /

299 /(giggling) /

**'Ex' 46 undeveloped**

300 M /change (referring to changeable pens) /

**'Ex' 47**

301 D /do you hear me? /

**'Ex' 45 cont.**

302 M /I am going to tell on you /

**'Ex' 47 cont.**

303 D /I said trees, woods /

304 J /how about fallen trees? /

**teacher returns**

**'Ex' 45 cont.**

305 M /Yeah /

306 /we' re going to tell on you /

307 R /well it smells /

308 /somebody farted /

309 Ss /not me (ellipsis of 'It was not me') /

310 /not me /

311 /I didn't do it/

312 R /it smells like /

313 /it smells like somebody farted /

314 J /yeah well/ /

315 D /I did/ /

316 R /but you was next to me /

317 /and it smells like from there /

318 T1 /alright but can you find a nicer way to say it though? /

319 R /sure Miss someone done a pop off /

**'Ex' 48**

320 S? /Miss they' re taping each other /

**'Ex' 45 cont**

321 T1 /well [[whoever did it]] can't you say excuse me? /

322 D /well excuse me /

323 T1 /you don't need to cause a huge fuss /

**'Ex' 49 interrupted**

324 S? /I said (= I had my go) /

**return to brainstorming task**

**'Ex' 50**

325 T1 /right now, can you stay there /

326 /and be on task there? /

**'Ex' 51**

327 S? /(thunder) /

328 M /no you can 't have thunder /

329 /we 've got lightening /  
 330 /and then the thunder (next two clauses overlap) /

**children negotiating turn-taking**

**'Ex' 52**

331 Ss /just wait /  
 332 /just wait /  
 333 /excuse me /

**'Ex' 53**

334 /There is no (next four clauses overlap) /  
 335 /I' ve got that /  
 336 /I would just like to /  
 337 /I' ve got one /  
 338 /excuse me I' ve got /  
 339 /I' m going first /

**'Ex' 54**

340 J /excuse me /  
 341 T /no Mel is going first /  
 342 R /oh it is supposed to be my turn /  
 343 M /oh /  
 344 R /what? /  
 345 J /she says it is not /  
 346 R /Mel didn't say ... /  
 347 T /after Mel it 's my turn /

**'Ex' 55**

348 J /stop fighting /  
 349 /break it up /  
 350 D /supposed to be my turn (= 'It's supposed to be my turn) /  
 351 Ss /( ..... )/

**'Ex' 56**

352 R /I' ve got one! /  
 353 /it' s my turn now /  
 354 M /no it ain't /  
 355 /it' s David's /  
 356 R /yes it is /  
 357 J /no (=of 'It's not your turn) /  
 358 R /it 's my turn /  
 359 J /I have n't even had my turn /  
 360 R /no /  
 361 D /it' s her turn /  
 362 J /it' s my turn /  
 363 /because I didn't get a turn /

364 M /she didn't get her turn Richard /

**'Ex' 57**

365 /you' re a sook /

366 R /it' s not your turn /

367 /you had yours /

368 S? / ( ) /

369 /I' m going to tell /

370 /I am going tell, Jenny /

**'Ex' 58**

371 M /she doesn't have to go last does she? /

372 R /Jenny goes last /

**reviewing progress with teacher**

**'Ex' 59**

373 M /this one' s for me (one of the teachers has joined the group) /

374 /and I gave her a good one - iceberg [[what the ....what the  
Titanic went into]] /

375 T2 /how 's it going? /

376 J /I got all that (displaying completed cards) /

377 M /and look what I give her - icebergs /

378 T2 /iceberg excellent /

379 R /titanic /

380 J /I saw Titanic last night right down under the bottom (perhaps  
gesturing with hands) /

381 D /Titanic /

382 R /it 's my turn /

383 M /no oh yes /

384 /it' s your turn Ritchie /

385 D /Titanic /

386 /Titanic /

387 M /just write Titanic /

388 R /no /

389 J /yeah /

390 R /it' s mine /

391 D /it' s right /

392 R /who cares? /

393 /I don't want it/

**'Ex' 60**

394 J /Mel Mel just wait there /

395 /I' ll go ask Miss /

396 R /who cares? /

397 /I don't want it/



398 J /yeah well /  
 399 R /Oh I am going to tell /  
 400 /because it's my go /  
 401 M /look ... /

**'Ex' 61**

402 T /Oh! let's go and tell on him Mel /  
 403 R /I don't care /

**'Ex' 62**

404 T /now we're taping /  
 405 /it's taping /  
 406 M /yeah /  
 407 R /and I put it on there /  
 408 S? /and they can listen to him /  
 409 R /I don't care /  
 410 /I don't want to (= 'I don't want to listen to him') /

**teacher helps negotiate interactive problems**

**'Ex' 63**

411 T1 /what's the problem? /  
 412 M /we are writin the natural um /  
 413 R /but I don't want to (that ) /  
 414 /I want a different thing /  
 415 J /because it's natural /  
 416 R /I don't want to( ) /  
 417 /I want to speak something else /  
 418 T1 /well that's all right /  
 419 /don't get upset about it /

**'Ex' 64**

420 M /Richard's kicking /

**'Ex' 65**

421 J /your turn /  
 422 /just wait /  
 423 R /well youse are getting my turn /  
 424 M /we are not (ellipsis of 'We are not getting your turn') /  
 425 R /youse are /

**'Ex' 66**

426 T1 /well let's stop /  
 427 /whose turn is it now? /  
 428 D /just write Titanic /  
 429 R /it's my turn /  
 430 J /It's Ritchie's (overtalk with next turns) /  
 431 M /he's a sook /

**'Ex' 67**

432 T1 /well okay did you ... do you understand now that the Titanic' s  
not a natural disaster? /  
433 R /but I don't want to say it/  
434 T1 /okay well you think of something else? /  
435 /did you see ... have a look here at the pictures? /  
436 R /they all taken up /  
437 T /no that has not /

**'Ex' 68**

438 R /people dying /  
439 J /yeah that' s a /  
440 T1 /so did you hear what he said? /  
441 J /people dying /  
442 T1 /mmm /  
443 Ss /we said that /  
444 M /I said that /

**'Ex' 69**

445 T1 /okay what else can you see in here, Richie (pointing to montage) /  
446 /what does it make you think of? /  
447 R /floods /  
448 T1 /floods yes /  
449 J /we' ve got floods /  
450 S? /rainfall /

**children resume task**

**'Ex' 70**

451 R /how about bridges falling? /  
452 S? / ( ) /  
453 R /Um bridges falling /  
454 /now um bridges falling /  
455 /and a car coming /  
456 /didn't all fall in the water /  
457 /cause it floods there the bridge /

**'Ex' 77**

458 D /look how flat that is /  
459 T /wish we could swim in it/

**'Ex' 71**

460 D /Tammy do you know what? /  
461 T /what? /  
462 D /down ... /  
463 /when I was coming home from Fingal Bay /  
464 /a bridge had to go up /

465 /and boats had to go under /  
 466 /and all that stuff /

**'Ex' 72**

467 J /David David /  
 468 /it' s your turn David /  
 469 /David it 's your turn /  
 470 /it 's your turn /  
 471 D /Um bridges um staying up /  
 472 /and boats go under /  
 473 /the boats push them up /

**'Ex' 73**

474 T /did you write Titanic? /  
 475 J /not yet /  
 476 /up to bridges ( = of 'I'm up to bridges') /

**'Ex' 74**

477 S? /(remember on Thursday) /  
 478 S? /( ) /

**'Ex' 73 cont**

479 M /you can write Titanic /  
 480 /not with two pages but /

**'Ex' 75**

481 T /we 're getting taped Richard /  
 482 R /what? /  
 483 /we 're getting taped (overlapped clauses) /  
 484 M /A-N-I-C /  
 485 J /Titanic that 's it I think /  
 486 /I watched Titanic last night /  
 487 M /was it a good movie? /  
 488 J /no, I saw it /  
 489 D /I saw it on /  
 490 M /I want to go to Katoomba /  
 491 /and see it on that big screen /  
 492 /I do /  
 493 D /I saw it on Pay TV /  
 494 S? /I saw it weeks ago /  
 495 S? /um um /

**'Ex' 76**

496 J /what 's today? /  
 497 /what' s today? /  
 498 /the 18th /

**'Ex' 77**

499 T /firefighters /

500 D /no we have already got that down /

501 /I said that /

**'Ex' 78**

502 R /newspapers /

503 S? /( )/

504 R /yeah newspapers /

505 /there 's a lot in it, yes (perhaps referring to montage) /

506 /you get all that /

507 S? /newspapers there /

508 /( )/

**'Ex' 79**

509 D /hey kids what about car smash? /

510 Ss /no we got that /

511 /no we got that /

**'Ex' 80**

512 S? /it' s my turn next /

**'Ex' 81**

513 R /car smash? /

514 D /no we haven't ... /

515 /not cars /

516 M /we have so /

517 T1 /Richie Richie, is a car crash a natural disaster? /

518 R /yes /

519 T1 /what 's a natural disaster? /

**'Ex' 82 undeveloped**

520 D /towtruck /

**teacher explanation of category of natural disasters**

**'Ex' 81 cont**

521 R /when people die /

522 T1 /yes [[when people die]] – that 's a disaster /

523 /yes that 's a disaster /

524 /when we say a natural disaster /

525 /we mean things [[ that are caused mostly by the weather ]] right?

/

526 /it' s natural /

527 /people do n't make it happen. /

528 D /yeah but cars are destroyed from the wind /

529 /when the twister comes /

530 T1 /oh I see yes /

531 /right yes /

532 D /when the twister comes /  
 533 /it blows all the cars over /  
 534 T2 /oh I see /  
 535 /yes that 's right, /  
 536 /yes you are absolutely right /  
**'Ex' 83**  
 537 T2 /we might just have a couple more minutes /  
 538 /and then we will leave these things here /  
 539 /and come back /  
 540 /and do a bit more the next time /  
**'Ex' 84**  
 541 D /twister I wrote twister on that /  
**'Ex' 85**  
 542 S? /( ) said the f word on that /  
 543 T2 /that 's alright /  
 544 /I didn't hear it/  
 545 /I' m a bit disappointed /  
 546 /but we won't make a big thing about it/  
**'Ex' 86**  
 547 J /hey David /  
 548 /I know a good one for you /  
 549 D /what? /  
 550 J /volcanoes erupting /  
 551 D /we already got volcanoes down /  
 552 M /no /  
**'Ex' 87**  
 553 S? /I know one ... /  
 554 /I know one ... /  
 555 /I know one /  
 556 M /okay it 's alright /  
**'Ex' 88**  
 557 R /she was yelling at it wasn't ya? /  
 558 /Tammy was yelling at it/  
 559 /she was going ' yeah now we have got you taped on there' /  
 560 Ss /( )under that door /  
**'Ex' 89**  
 561 S? /your speak /  
 562 J /okay David your turn /  
**collaborating over vocabulary**  
**'Ex' 90**  
 563 D /big volcanoes? /

564 R /we said volcanoes /  
 565 S? / ( ) /  
 566 R /we said um ... /  
 567 /her say um volcanoes open (= 'she said volcanoes open' ), /  
 568 S? / ( ) /  
 569 R /open /  
 570 /volcanoes open /  
 571 T1 /what do you mean by open Richie? /  
 572 D /like erupt /  
 573 T1 /erupt – that 's good David /  
 574 R /comes up /  
 575 /say that then /  
 576 T /the girls have it /

**'Ex' 91**

577 /leave it /  
 578 /leave it David /  
 579 S? / ( ) /  
 580 J /erupting (writing) /  
 581 M /but we have already got volcanoes /  
 582 J /yeah but we haven't got erupting have we? /

**'Ex' 92**

583 /okay my turn (ellipsis of 'it's my turn') /  
 584 /I know a good one – cyclones /  
 585 D /ooh what about /  
 586 S? /cyclones /

**'Ex' 93**

587 D /what about the biggest tidal wave? /  
 588 Ss /tidal waves? /  
 589 M /I' m trying to think of that (giggling) /  
 590 D /no it' s my turn /  
 591 /tidal waves /  
 592 M /No it' s my turn /  
 593 /tidal waves /  
 594 J /you want /tidal waves? /  
 595 S? /waves tidal waves /  
 596 / ( 30.0 untranscribable ) /

**'Ex' 94**

597 T2 /remember you are listening to each other Richard /  
 598 /excuse me /  
 599 Ss / (barely decipherable – a good deal of overtalk) /

**'Ex' 95**

600 /that' s the bridge [[what was going to Limestone]] /  
 601 /excuse me, um you know the tidal waves, /  
 602 /excuse me, you know which one the Bathurst /  
 603 /that' s that bridge in the middle (referring to image on montage) /

**'Ex' 96**

604 /don't touch it! /  
 605 /ssh don't scream /  
 606 /( ....)that movie Tidal Wave goes that way /  
 607 /and it floods all the city and that /  
 608 T2 /you 're thinking of an asteroid /  
 609 /yeah the Asteroid causes the tidal wave /

**'Ex' 97**

610 S? /Deep Impact Deep Impact – have you seen that movie? /  
 611 M /yes /  
 612 R /yes /  
 613 /you should saw the big thing /  
 614 /woh /

**'Ex' 98**

615 /look (ellipsis of 'look at this picture') /  
 616 S? /( ) /  
 617 T2 /that is a tidal wave Richard and Mel /  
 618 /and that' s the sort of thing [[we are asking you to think about here]] /  
 619 J /rescuing people /  
 620 T2 /exactly /  
 621 J /rescuing people (writing) /

**David's rescue anecdote**

**'Ex' 99**

622 D /I know how to rescue people, /  
 623 T2 /how do you rescue people? /  
 624 D /you get a aeroplane /  
 625 /and you go away /  
 626 /when somebody is in the water, /  
 627 /you get this thing – and a long um (stick with this big) um circle on it /  
 628 S? /got one getting killed /  
 629 D /and you ( ) circle thing [[what you save people with]] /  
 630 J /people die in water/ /  
 631 D /then when they 's drowning in the water /  
 632 /throw it in /  
 633 /and then they just want to hold it /

634 /and then they get under it/  
 635 /and hold their arms like that under it/  
 636 /and then you pull them up /  
 637 /and put them in the aeroplane /  
 638 T2 /that sounds really good /  
 639 /have you seen that happen somewhere? /  
 640 D /on telly /

**'Ex' 100**

641 R /I know one now /  
 642 J /fire /  
 643 D /and I saw about how people ... /  
 644 S? / ( ) /  
 645 /people killed /  
 646 /hang on /

**'Ex' 106**

647 D /people with fires /  
 648 T2 /yes right /  
 649 D /spray water down from the aeroplane /  
 650 /they get water /  
 651 /and throw it down on the people in it/  
 652 / ( ) /

**Conclusion**

**'Ex' 101**

653 S? /we only got this much paper /  
 654 S? /how much paper? /  
 655 T /one, two, three four papers left /  
 656 J /show me /  
 657 M /no get em /



**APPENDIX V: ‘Floorstorming at Briary Road’ text and analyses of Mood, Speech Function, Appraisal and Transitivity choices**

### Clause 1

	right	I	m	recorder
M1		Subj	Fin Pred	Comp
		Mood	Mood-Residue	Residue
T1		Idd Token	Proc Reln Iden Int	Idr Value
MET1	Exp Proc Ent			

Int1	SPEECH-FUNCTION	Mood	TENSE
	Open	declarative	present
	initiate	full	
	give		
	information		
	fact		

### Clause 2

	okay	right
M1		
T1		

Int1	SPEECH-FUNCTION	Mood	
	Sustain	minor	
	react		
	respond		
	support		
	reply		
	acknowledge		

### Clause 3

	LOOK	AT	THE PICTURES	CAREFULLY	(reading	from	instructions)
M1	Pred Residue	Circ-Adj Residue			Circ-Adj Residue		
T1	Proc Behl	Locn Place			Mann Qual		

Int1	SPEECH-FUNCTION Open initiate demand open gdsservices	Mood imperative full	TENSE present
Lex1	Appraisal attitude judgement socialesteem tenacity		

#### Clause 4

look at the picture carefully

M1	Pred Residue	Circ-Adj Residue			Circ-Adj Residue
T1	Proc Behl	Locn Place			Mann Qual
MET1					

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood imperative full	TENSE present
Lex1			

#### Clause 5

NV

M1	
T1	
MET1	

Int1			
Lex1			

Clause 6

I' m the encourager

M1	Subj	Fin	Comp	
		Pred		
	Mood	Mood-Residue	Residue	
T1	Idd	Proc	Idr	
	Token	Reln	Value	
		Iden		
		Int		
MET1	Exp			
	Proc			
	Ent			

Int1	SPEECH-FUNCTION		Mood	TENSE
	Open		declarative	present
	initiate		full	
	give			
	information			
	fact			
Lex1				

Clause 7

alright

M1	
T1	
MET1	

Int1	SPEECH-FUNCTION		Mood	
	Sustain		minor	
	react			
	respond			
	support			
	reply			
	acknowledge			
Lex1				

### Clause 8

look (ellipsis of 'Look at the paper')

M1	Pred Residue						
T1	Proc Behl						
MET1							

Int1	SPEECH-FUNCTION Open initiate demand open gdsservices	Mood imperative ellipsed
Lex1		

### Clause 9

look

M1	Pred Residue
T1	Proc Behl

Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood imperative full	TENSE present
Lex1			

### Clause 10

looking (ellipsis of 'I'm looking')

M1	Pred Residue				
T1	Proc Behl				

Int1	SPEECH-FUNCTION Sustain react rejoinder confront challenge counter	Mood imperative ellipsed	TENSE present
Lex1			

### Clause 11

we have to look and see first (some fooling with microphone)

M1	Subj	Fin Modl	Pred				Circ-Adj				
	Mood	Mood	Residue				Residue				
T1	Sens	Proc Ment Perc					Locn Time				

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE present
Lex1			

### Clause 12

NV

M1	
T1	
MET1	

Int1			
Lex1			

Clause 13

	no	we	are	not	singing	whatever
M1	Adj Mood	Subj Mood	Fin Mood		Pred Residue	Comp Residue
T1		Sayer	Proc Verbl			Verb
Int1	SPEECH-FUNCTION Open initiate demand open gdsservices			Mood declarative full	TENSE present	Mood metaphor
Lex1						

Clause 14

	NV
M1	
T1	
MET1	
Int1	
Lex1	

Clause 15

	alright	DESCRIBE	WHAT	YOU	SEE	(reading	instructions)
M1		Pred Residue	Comp Residue				
T1		Proc Verbl	Verb				
MET1							
Int1	SPEECH-FUNCTION Open initiate demand open gdsservices		Mood imperative full				
Lex1							

Clause 16

not yet

M1		
T1		
MET1		

Int1	SPEECH-FUNCTION Sustain continue monitor	Mood minor
Lex1		

Clause 17

who do you think these people are?

M1	Comp WH Residue	Fin Mood	Subj Mood	Pred Residue	Comp Residue		Fin Pred Mood-Residue
T1	Phen Range	Proc Ment Cogn	Sens	Proc Ment Cogn	Phen Range		
MET1	Int Modal Proc						

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood WH-interrogative full	TENSE present	MODALITY-orientation subjective explicit
Lex1	Appraisal engagement heterogloss projection			



Clause 18

	they	are	Aborigines/
M1	Subj	Fin Pred	Comp
	Mood	Mood-Residue	Residue
T1	Carr	Proc Reln Attr Int	Att

Int1	SPEECH-FUNCTION	Mood	TENSE
	Sustain	declarative	present
	react	full	
	respond		
	support		
	reply		
	answer		
Lex1			

Clause 19

	Aborigines	(ellipsis	of	'	They	are	Aborigines')
M1							
T1							

Int1	SPEECH-FUNCTION	Mood
	Sustain	declarative
	react	ellipsed
	respond	
	support	
	develop	
	elaborate	
Lex1		

### Clause 20

Aborigines (ellipsis of 'They are Aborigines')

M1	Comp Residue				
T1	Proc ReIn Attr Int				
MET1					

Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood declarative ellipsed	TENSE present
Lex1			

### Clause 21

I thought you said 'Bangunya'

M1	Modal-Met Mood		Subj Mood	Fin Pred Mood-Residue	Pred Residue
T1	Sens	Proc Ment Cogn	Phen Range		
MET1	Int Modal Proc				

Int1	SPEECH-FUNCTION Sustain react rejoinder support track check	Mood declarative full	MODALITY-orientation subjective explicit	TENSE past	
Lex1	Appraisal engagement heterogloss projection				

### Clause 22

yeah

M1	
T1	

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain</div> <div>react</div> <div>respond</div> <div>support</div> <div>register</div>	<div>Mood</div> <div>minor</div>
Lex1		

### Clause 23

and do you know what' s here? (pointing at pictures)

M1		Fin Mood	Subj Mood	Pred Residue	Comp Residue					
T1		Proc Ment Cogn	Sens	Proc Ment Cogn	Phen Range					

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain</div> <div>react</div> <div>rejoinder</div> <div>support</div> <div>track</div> <div>probe</div>	<div>Mood</div> <div>YN-interrogative</div> <div>full</div>	<div>TENSE</div> <div>present</div>
Lex1			

### Clause 24

Yes because...

M1		
T1		
MET1		

Int1	<div>Mood</div> <div>declarative</div> <div>abandoned</div>	
Lex1		

### Clause 25

yes well look at this picture in the corner here

M1			Pred Residue	Circ-Adj Residue			Circ-Adj Residue			Circ-Adj Residue
T1			Proc Ment Perc	Locn Place			Locn Place			Locn Place
MET1										

Int1	SPEECH-FUNCTION Open initiate demand open gdsservices	Mood imperative full	TENSE present
Lex1			

### Clause 26

yes

M1	
T1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support reply comply	Mood minor	
Lex1			

### Clause 27

Pilawuk

M1	
T1	

Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood minor
Lex1		

#### Clause 28

	that	's	a	Aboriginal	girl/
M1	Subj WH Mood	Fin Mood	Comp Residue		
T1	Carr	Proc ReIn Attr Int	Attbr		

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE present
Lex1			

#### Clause 29

	it	's	an	Aboriginal	girl,	alright.
M1	Subj	Fin	Comp			Adj
		Pred				Comm
	Mood	Mood-Residue	Residue			Mood
T1	Carr	Proc	Att			
		ReIn				
		Attr				
		Int				

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	MOOD-ADJUNCT obviousness	TENSE present
Lex1				

Clause 30

um    okay

M1		
T1		
MET1		

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support reply acknowledge	<b>Mood</b> minor
Lex1		

Clause 31

o-kay    okay

M1		
T1		
MET1		

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support register	<b>Mood</b> minor	
Lex1			

Clause 32

okay

M1	
T1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support register	Mood minor	
Lex1			

### Clause 33

the book is about her,

M1	Subj		Fin Pred Mood-Residue	Circ-Adj	
T1	Carr		Proc Reln Attr Circ	Att Circ	

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative full	TENSE present
Lex1			

### Clause 34

it' s about ....

M1			
T1			
MET1			

Int1	Mood declarative abandoned	
Lex1		

### Clause 35

	okay	Steven	what	do	you	think	about	this	girl?
M1			Comp WH Residue	Fin Mood	Subj Mood	Pred Residue	Circ-Adj Residue		
T1			Matt		Sens	Proc Ment Cogn	Matt		
MET1	Int Modal Proc								

Int1	SPEECH-FUNCTION Open initiate demand open information opinion	Mood WH-interrogative full	TENSE present	MODALITY-orientation subjective explicit
Lex1	Appraisal engagement heterogloss projection			

### Clause 36

	who	do	you	think	she	is?
M1	Comp WH Residue	Fin Mood	Subj Mood	Pred Residue		
T1	Phen Agent	Proc Ment Cogn	Sens	Proc Ment Cogn		
MET1	Int Modal Proc					

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood WH-interrogative full	TENSE present
Lex1			



Clause 37

don't...

M1	
T1	
MET1	

Int1	Mood imperative abandoned	POLARITY negative
Lex1		

Clause 38

I        don        't know

M1	Subj Mood	Fin Mood	Pred Residue
T1	Sens	Proc Ment Cogn	
MET1			

Int1	SPEECH-FUNCTION Sustain react respond support reply answer	Mood declarative full	TENSE present	POLARITY negative
Lex1				

Clause 39

she    funny

M1		
T1		
MET1		

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood minor ellipsed
Lex1		

#### Clause 40

I think that she ....

M1				
T1				
MET1				

Int1		Mood declarative abandoned	
Lex1	Appraisal engagement heterogloss projection		

#### Clause 41

I think that she is an Aborigine white girl

M1	Modal-Met Mood		Subj TH Mood		Fin Mood	Comp Residue			
T1	Sens	Proc Ment Cogn		Phen Range					
MET1	Int Modal Proc								

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE present
Lex1			

### Clause 42

an Aborigine white?

M1			
T1			
MET1			

Int1	<b>SPEECH-FUNCTION</b> Sustain react rejoinder support track check	<b>Mood</b> YN-interrogative ellipsed	
Lex1			

### Clause 43

yeah an Aborigine can be a white or black

M1	Subj Mood		Fin Mood	Pred Residue	Comp Residue			
T1	Carr		Proc ReIn Attr Int		Att			

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support develop elaborate	<b>Mood</b> declarative full	<b>TENSE</b> present
Lex1	Appraisal engagement heterogloss modality	Appraisal graduation focus	

#### Clause 44

	it	depends	whatever	colour	their	skin	is
M1	Subj	Fin Pred Mood	Circ-Adj Residue				
T1	Token	Proc Reln Iden Int	Value				

Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood declarative full	TENSE present
Lex1			

#### Clause 45

	no,	because	there'	s	Aboriginal	thing	here	(indicating	picture)
M1			Subj Mood	Fin Mood	Comp Residue		Circ-Adj Residue		
T1			Token	Proc Reln Iden Int	Value		Locn Place		

Int1	SPEECH-FUNCTION Sustain react respond confront reply disavow	Mood declarative full	TENSE present
Lex1			

#### Clause 46

	thing	here
M1		
T1		
MET1		

Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood unknown	
Lex1			

#### Clause 47

see

M1	Pred Residue
T1	Proc Ment Perc

Int1	SPEECH-FUNCTION Open initiate demand closed gdsservices	Mood imperative full	TENSE present
Lex1			

#### Clause 48

no      look

M1	Adj Pol Mood	Pred Residue
T1		Proc Behl
MET1		

Int1

## Clause 49

ther

M1Int1

## Clause 50

let'

M1Int1

### Clause 51

	look	at	the	little	girl,	good	girl	(teasing	tone)
M1	Pred Residue	Comp Residue				Voc-Adj			
T1	Proc Behl	Behr							

Int1	SPEECH-FUNCTION Sustain react rejoinder confront challenge counter	Mood imperative full	TENSE present
Lex1	Appraisal attitude judgement socialesteem normality		

### Clause 52

	Si	what	do	you	...	who	do	you	think	Pilawuk	is	going	to	be?
M1						Comp WH Residue	Fin Mood	Subj Mood	Pred Residue	Comp Residue				
T1						Phen Range		Sens Ment Cogn	Proc Ment Cogn	Phen Range				
MET1	Int Modal Proc													

Int1	SPEECH-FUNCTION Open initiate demand open information opinion	Mood WH-interrogative full	TENSE present
Lex1	Appraisal engagement heterogloss projection		

### Clause 53

	I	think	she'	s	gunna	be/	(very	softly)
M1	Modal-Met Mood		Subj Mood	Fin Pred Mood-Residue				
T1	Sens	Proc Ment Cogn	Phen Range					
MET1	Int Modal Proc							

Int1	SPEECH-FUNCTION Sustain react respond support reply answer	Mood declarative abandoned	TENSE present	MODALITY-orientation subjective explicit
Lex1	Appraisal engagement heterogloss projection			

### Clause 54

	who	do	you	think	(ellipsis	of	'who	do	you	think	she's	going	to	be?)
M1														
T1														
MET1														
Int1		Mood WH-interrogative abandoned												
Lex1														

### Clause 55

	an	Aboriginal	girl	(ellipsis	of	'I	think	she	is	going	to	be	an	Aboriginal	girl')
M1															
T1															
MET1															



Int1	SPEECH-FUNCTION Sustain react respond support reply answer	Mood declarative ellipsed	
Lex1			

#### Clause 56

what about you?

M1			
T1			
MET1			

Int1	SPEECH-FUNCTION Sustain react rejoinder support track probe	Mood WH-interrogative ellipsed	
Lex1			

#### Clause 57

okay I think Pilawuk is gonna be an Aboriginal [[who

M1		Modal-Met Mood		Subj Mood	Fin Mood	Pred Residue		Comp Residue	
M2									Subj Mood
T1		Sens	Proc Ment Cogn	Phen Range					Goal
T2									Goal
MET1	Int Modal Proc								

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support reply answer	<b>Mood</b> declarative full	<b>TENSE</b> present	<b>MODALITY-orientation</b> subjective explicit
Lex1	Appraisal engagement heterogloss projection			

### Clause 58

because in this picture she is with a different family

M1		Circ-Adj Residue			Subj Mood	Fin Mood	Circ-Adj Residue			
T1		Locn Place			Carr	Proc Reln Attr Circ	Att Circ			

Int1	<b>SPEECH-FUNCTION</b> Sustain continue prolong elaborate	<b>Mood</b> declarative full	<b>TENSE</b> present
Lex1	Appraisal graduation focus		

### Clause 59

she is with a white family,

M1	Subj Mood	Fin Mood	Circ-Adj Residue			
T1	Carr	Proc Reln Attr Circ	Att Circ			

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE present
Lex1			

#### Clause 60

so I think she was separated from her family

M1		Modal-Met Mood		Subj Mood	Fin Mood	Pred Residue	Circ-Adj Residue		
T1		Sens	Proc Ment Cogn	Phen Range					
MET1	Int Modal Proc								

Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood declarative full	TENSE present	MODALITY-orientation subjective explicit
Lex1				

#### Clause 61

how would you know if there ... if that is a white family?

M1	Circ-Adj WH Residue	Fin Modl Mood	Subj Mood	Pred Residue	Pred Residue								
T1	Phen Range	Proc Ment Cogn	Sens	Proc Ment Cogn	Phen Range								

Int1	<b>SPEECH-FUNCTION</b> Sustain react rejoinder support track probe	<b>Mood</b> WH-interrogative full	<b>TENSE</b> present
Lex1			

#### Clause 62

	because	I	have	read	the	book	before
M1		Subj Mood	Fin Mood	Pred Residue	Comp Residue		Circ-Adj Residue
T1		Sens	Proc Ment Cogn		Phen Range		Locn Time

Int1	<b>SPEECH-FUNCTION</b> Sustain react rejoinder support respond resolve	<b>Mood</b> declarative full	<b>TENSE</b> past
Lex1			

#### Clause 63

	I	read	it	with
M1	Subj Mood	Fin Pred Mood-Residue	Comp Residue	Circ-Adj Residue
T1	Sens	Proc Ment Cogn	Phen Range	Accom Comt

Int1	<b>SPEECH-FUNCTION</b> Sustain continue prolong enhance	<b>Mood</b> declarative full	<b>TENSE</b> past
Lex1			

### Clause 64

oooh! 4B aaaah! ( )

M1					
T1					

Int1	<b>SPEECH-FUNCTION</b> Sustain continue prolong enhance	<b>Mood</b> declarative full	<b>TENSE</b> past
Lex1	<b>Appraisal</b> attitude appreciation reaction impact		

### Clause 65

she read it with 4B (teasing tone)

M1	<b>Subj</b> <b>Fin</b> Pred <b>Mood</b> Mood-Residue	<b>Comp</b> Residue	<b>Circ-Adj</b> Residue		
T1	<b>Sens</b> Proc Ment Cogn	<b>Phen</b> Range	<b>Accom</b> Comt		

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond confront reply disavow	<b>Mood</b> declarative full	<b>TENSE</b> past
Lex1	<b>Appraisal</b> attitude affect happinessunhappiness antipathy		

### Clause 66

( )

M1		
T1		
MET1		

Int1			
Lex1			

### Clause 67

okay don't worry,

M1		Fin Mood	Pred Residue
T1		Proc Ment Aff	

Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood imperative full	TENSE present	POLARITY negative
Lex1				

### Clause 68

the book is going to be about Pilawuk

M1	Subj Mood		Fin Mood	Pred Residue			Circ-Adj Residue	
T1	Carr		Proc ReIn Attr Circ				Attbr	

Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood declarative full	TENSE future
Lex1			

### Clause 69

	okay,	when	um	what	do	you	think	'when	I was	young'	means?
M1		Comp WH Residue			Fin Mood	Subj Mood	Pred Residue	Comp Residue			
T1		Phen Range			Proc Ment Cogn	Sens	Proc Ment Cogn	Phen Range			
MET1	Int Modal Proc										

Int1	SPEECH-FUNCTION Open initiate demand open information opinion	Mood WH-interrogative full	TENSE present	MODALITY-orientation subjective explicit
Lex1	Appraisal engagement heterogloss projection			

### Clause 70

	um	um
M1		
T1		
MET1		

Int1	SPEECH-FUNCTION Sustain react respond support register	Mood minor	
Lex1			

Clause 71

	I	think	it	means	her	life
M1	Modal–Met Mood		Subj Mood	Fin Pred Mood–Residue	Comp Residue	
T1	Sens	Proc Ment Cogn	Phen Range			
MET1	Int Modal Proc					
Int1	SPEECH–FUNCTION Sustain react respond support reply answer		Mood declarative full	TENSE present	MODALITY–orientation subjective explicit	
Lex1						

Clause 72

	when	she	was	looong	time	ago,	like	about	(	)	.
M1											
T1											
MET1											
Int1		Mood declarative abandoned									
Lex1											



### Clause 73

	Frank,	what	do	you	think?
M1	Voc-Adj	Comp WH Residue	Fin Mood	Subj Mood	Pred Residue
T1		Phen Range	Proc Ment Cogn	Sens	Proc Ment Cogn
MET1	Int Modal Proc				

Int1	SPEECH-FUNCTION Sustain react respond support engage	Mood WH-interrogative full	TENSE present	MODALITY-orientation subjective explicit
Lex1				

### Clause 74

	the	book	starts	[[when	she	was	young]]
M1	Subj Mood		Fin Pred Mood-Residue	Circ-Adj Residue			
M2					Subj Mood	Fin Pred Mood-Residue	Circ-Adj Residue
T1	Actor		Proc Mat	Locn Time			
T2					Carr	Proc Reln Attr Int	Att
MET1							

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support reply answer	<b>Mood</b> declarative full	<b>TENSE</b> present
Lex1			

#### Clause 75

and then it starts building along what...

M1			Subj	Fin Pred Mood Mood-Residue		Circ-Adj Residue	
T1			Actor	Proc Mat		Matt	
MET1							

Int1	<b>SPEECH-FUNCTION</b> Sustain continue prolong extend	<b>Mood</b> declarative abandoned	<b>TENSE</b> present
Lex1			

#### Clause 76

so what do you think it is really about?

M1		Comp WH Residue	Fin Mood	Subj Mood	Pred Residue	Comp Residue			
T1		Phen Range	Proc Ment Cogn	Sens	Proc Ment Cogn	Phen Range			
MET1	Int Modal Proc								

Int1	SPEECH-FUNCTION	Mood	TENSE	MODALITY-orientation
	Sustain	WH-interrogative	present	subjective
	react	full		explicit
	rejoinder			
	support			
	track			
	probe			
Lex1				

## Clause 77

a girl [[who is growing up]] (ellipsis of "I think it is about a girl who is

[illegible]

Int1	<b>SPEECH-FUNCTION</b> Sustain react rejoinder support respond resolve	<b>Mood</b> declarative ellipsed	
Lex1			

## Clause 78

okay, Sam? (ellipsis of 'Okay and what do you think it is about Sam?')

[illegible]

Int1	SPEECH-FUNCTION Sustain continue monitor	Mood WH-interrogative ellipsed	
Lex1			

### Clause 79

the book is about a young Aborigine

M1	Subj Mood		Fin Mood	Circ-Adj Residue			
T1	Carr		Proc Reln Attr Circ	Att Circ			
MET1							

Int1	SPEECH-FUNCTION Sustain react respond support reply answer	Mood declarative full	TENSE present
Lex1			

### Clause 80

what do you think 'when I was young' means?

M1	Comp WH Residue	Fin Mood	Subj Mood	Pred Residue	Comp Residue			
T1	Phen Range	Proc Ment Cogn	Sens	Proc Ment Cogn	Phen Range			
MET1	Int Modal Proc							

Int1	SPEECH-FUNCTION Open initiate demand open information opinion	Mood WH-interrogative full	TENSE present	MODALITY-orientation subjective explicit
Lex1	Appraisal engagement heterogloss projection			

### Clause 81

what do you think 'when I was young' means?

M1	Comp WH Residue	Fin Mood	Subj Mood	Pred Residue	Comp Residue				
T1	Phen Range		Sens	Proc Ment Cogn	Phen Range				
MET1	Int Modal Proc								

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood WH-interrogative full	TENSE present	MODALITY-orientation subjective explicit
Lex1				

### Clause 82

what do you think?

M1	Comp WH Residue	Fin Mood	Subj Mood	Pred Residue
T1	Phen Range	Proc Ment Cogn	Sens	Proc Ment Cogn
MET1	Int Modal Proc			

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood WH-interrogative full	TENSE present	MODALITY-orientation subjective explicit
Lex1				

### Clause 83

	do	you	think	that	tells	you	more	about	the	book
M1	Modal-Met Mood			Subj Mood	Fin Pred Mood-Residue	Comp Residue	Comp Residue			
T1	Proc Ment Cogn	Sens	Proc Ment Cogn	Phen Range						
MET1	Int Modal Proc									
Int1	SPEECH-FUNCTION Sustain continue prolong elaborate			Mood YN-interrogative full		TENSE present	MODALITY-orientation subjective explicit			
Lex1										

### Clause 84

	or	do	you	need	more	information?
M1	Fin Mood	Subj Mood	Pred Residue	Comp Residue		
T1	Proc Ment Aff	Sens	Proc Ment Aff	Phen Range		
MET1						
Int1	SPEECH-FUNCTION Sustain continue prolong extend			Mood YN-interrogative full		TENSE present
Lex1						

### Clause 85

	hear	hear	hear
M1			
T1			
MET1			

Int1	SPEECH-FUNCTION Sustain react respond support reply affirm	Mood minor	
Lex1			

### Clause 86

Kenneth what do you think?

M1	Voc-Adj WH Residue	Comp WH Residue	Fin Mood	Subj Mood	Pred Residue
T1		Phen Range	Proc Ment Cogn	Sens	Proc Ment Cogn
MET1	Int Modal Proc				

Int1	SPEECH-FUNCTION Open initiate demand open information opinion	Mood WH-interrogative full	TENSE present	MODALITY-orientation subjective explicit
Lex1	Appraisal engagement heterogloss projection			

### Clause 87

okay, okay, okay.

M1			
T1			
MET1			

Int1	SPEECH-FUNCTION Sustain react respond support engage	Mood minor	
Lex1			

### Clause 88

okay Kenneth?

M1		
T1		
MET1		

Int1	SPEECH-FUNCTION Sustain react respond support engage	Mood minor	
Lex1			

### Clause 89

like long time ago( )/

M1				
T1				
MET1				

Int1	SPEECH-FUNCTION Sustain react respond support reply answer		
Lex1			



### Clause 90

what do you think?

M1	Comp WH Residue	Fin Mood	Subj Mood	Pred Residue
T1	Phen Range	Proc Ment Cogn	Sens	Proc Ment Cogn
MET1	Int Modal Proc			

Int1	SPEECH-FUNCTION Sustain continue append elaborate	Mood WH-interrogative full	TENSE present	MODALITY-orientation subjective explicit
Lex1				

### Clause 91

what do you think 'when I was young' means?

M1	Comp WH Residue	Adj Mood			Subj Mood			
T1	Phen Range	Proc Ment Cogn	Sens	Proc Ment Cogn	Phen Range			
MET1	Int Modal Proc							

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood WH-interrogative full	TENSE present	MODALITY-orientation subjective explicit
Lex1				

Clause 92

	like	she	could	be	about	Miss	Sison's	age	[[when	she	was
M1		Subj	Adj	Fin	Circ-Adj						
		Mood	Mood	Pred	Residue						
				Mood-Residue							
T1		Carr	Proc		Att						
			ReIn		Circ						
			Attr								
			Circ								
MET1											

Int1	SPEECH-FUNCTION	Mood	MOOD-ADJUNCT	TENSE
	Sustain	declarative	probability	present
	react	full		
	respond			
	support			
	reply			
	answer			
Lex1	Appraisal			
	engagement			
	heterogloss			
	modality			

Clause 93

	(4.0)	giggling
M1		
T1		
MET1		
Int1		
Lex1		

Clause 94

	ooh!
M1	
T1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support register	Mood minor	
Lex1	Appraisal attitude appreciation reaction impact		

### Clause 95

Simone, what do you think 'when I was young' means?

M1	Voc-Adj WH Residue	Comp WH Residue	Fin Mood	Subj Mood	Pred Residue	Comp Residue			
T1		Phen Range	Proc Ment Cogn	Sens	Proc Ment Cogn	Phen Range			
MET1	Int Modal Proc								

Int1	SPEECH-FUNCTION Open initiate demand open information opinion	Mood WH-interrogative full	TENSE present	MODALITY-orientation subjective explicit
Lex1	Appraisal engagement heterogloss projection			

### Clause 96

me um?

M1		
T1		
MET1		

Int1	SPEECH-FUNCTION Sustain react rejoinder support track check	Mood minor	
Lex1			

#### Clause 97

could be .....

M1			
T1			
MET1			

Int1	Mood declarative abandoned	
Lex1		

#### Clause 98

man you' ve already t-old ...

M1	Voc-Adj Mood	Subj Mood	Fin Mood	Adj Mood	Pred Residue	
T1		Sayer		Ext Dur	Proc Verbl	

Int1	SPEECH-FUNCTION Sustain react respond confront reply disavow	Mood declarative abandoned	
Lex1	Appraisal attitude affect satisfactiondissatisfaction displeasure		

### Clause 99

	who	told	you	you	could/
M1	Subj	Fin Pred Mood	Comp Mood-Residue	Residue	
T1	Sayer	Proc Verbl	Rec	Verb	

Int1	SPEECH-FUNCTION Sustain react rejoinder confront challenge rebound	Mood declarative abandoned	
Lex1	Appraisal engagement heterogloss modality		

### Clause 100

	what	do	you	think	'when	I was	young'	means?
M1	Comp Residue	Fin Mood	Subj Mood	Pred Residue	Comp Residue			
T1	Phen Range	Proc Ment Cogn	Sens	Proc Ment Cogn	Phen Range			
MET1	Int Modal Proc							

Int1	SPEECH-FUNCTION Open initiate demand open information opinion	Mood WH-interrogative full	TENSE present	MODALITY-orientation subjective explicit
Lex1	Appraisal engagement heterogloss projection			

### Clause 101

I did n't make it a joke you know

M1	Subj	Fin		Pred	Comp	Comp		Adj	
	Mood	Mood		Residue	Residue	Residue		Comm	
								Mood	
T1	Actor	Proc			Goal	Matt			
		Mat							

Int1	SPEECH-FUNCTION			Mood		TENSE
	Sustain			WH-interrogative		present
	react			full		
	respond					
	confront					
	reply					
	disavow					
Lex1						

### Clause 102

well well It' s hard

M1			Subj	Fin	Circ-Adj
			Mood	Mood	Residue
T1			Carr	Proc	Attbr
				Reln	
				Attr	
				Circ	

Int1	SPEECH-FUNCTION			Mood		TENSE
	Sustain			declarative		present
	react			full		
	respond					
	support					
	develop					
	elaborate					
Lex1	Appraisal					
	attitude					
	appreciation					
	composition					
	complexity					

### Clause 103

	it'	s	a	hard	thing
M1	Subj Mood	Fin Mood	Fin Pred Mood-Residue	Comp Residue	
T1	Idd Token		Proc Reln Iden Int	Idr Value	
MET1	Exp Qual Ent				
Int1	SPEECH-FUNCTION Sustain continue prolong elaborate		Mood declarative full	TENSE present	
Lex1					

### Clause 104

	it	is	a	very	hard	question
M1	Subj Mood	Fin Mood	Comp Residue	Adj Comm Mood		
T1	Idd Token	Proc Reln Iden Int	Idr Value			
Int1	SPEECH-FUNCTION Sustain continue prolong elaborate		Mood declarative full	MOOD-ADJUNCT intensity	TENSE present	
Lex1	Appraisal graduation force					

### Clause 105

yeah (ellipsis of 'Yes, it's a very hard question')

M1								
T1								
MET1								

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support reply acknowledge	<b>Mood</b> declarative ellipsed	
Lex1			

### Clause 106

but try and answer it okay?

M1	<b>Fin</b> Pred Mood-Residue			<b>Comp</b> Residue	<b>Adj</b> Mood
T1	<b>Proc</b> Verbl			<b>Target</b>	

Int1	<b>SPEECH-FUNCTION</b> Sustain continue append extend	<b>Mood</b> imperative full	<b>MOOD-ADJUNCT</b> obligation	<b>TENSE</b> present
Lex1	Appraisal engagement heterogloss concession			



### Clause 107

	okay	what	I	think	'when	I was	young'	means...
M1		Comp WH Residue	Subj Mood	Pred Residue				
T1		Phen Range	Sens	Proc Ment Cogn	Phen Range			
MET1	Int Modal Proc							

Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood declarative ellipsed	
Lex1	Appraisal engagement heterogloss projection		

### Clause 108

	well	this	is	at	least	what	I think
M1		Subj Mood	Fin Mood	Adj Mood		Comp Residue	
T1		Idd Token	Proc Reln Iden Int			Idr Value	
Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood declarative full	MOOD-ADJUNCT degree	TENSE present			
Lex1	Appraisal engagement heterogloss projection						

Clause 109

	don't	move	the	mike	Ms	J...
M1	Pred Residue		Comp Residue			
T1	Proc Mat		Goal			
Int1	SPEECH-FUNCTION Open initiate demand open gdsservices		Mood imperative full	POLARITY negative		
Lex1						

Clause 110

	NV
M1	
T1	
MET1	
Int1	
Lex1	

Clause 111

	'When	I	was	young',	I	think	it	means	like	it	is	telling
M1					Adj Mood		Subj Mood	Fin Pred Mood-Residue	Comp Residue			
T1	Matt				Sens	Proc Ment Cogn						
T2												
T3												
MET1	Int Modal Proc											

Int1	SPEECH-FUNCTION Sustain continue append elaborate	Mood declarative full	TENSE present	MODALITY-orientation subjective explicit
Lex1	Appraisal engagement heterogloss projection			

### Clause 112

right next picture ( )

M1					
T1					
MET1					

Int1	SPEECH-FUNCTION Sustain react respond support reply acknowledge	Mood imperative ellipsed	
Lex1			

### Clause 113

DOES ANYONE HERE KNOW ANYTHING ABOUT THE TOPIC? (reading the

M1	Fin Mood									
T1	Proc Ment Cogn									

Int1	SPEECH-FUNCTION Open initiate demand open information fact	Mood YN-interrogative full	TENSE present
Lex1	Appraisal engagement heterogloss projection		

#### Clause 114

yeah I do

M1		Subj Mood	Fin Mood
T1		Sens	Proc Ment Cogn
MET1			

Int1	SPEECH-FUNCTION Sustain react respond support reply affirm	Mood declarative ellipsed	TENSE present
Lex1			

#### Clause 115

okay Frank first

M1			
T1			
MET1			

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support engage	<b>Mood</b> imperative ellipsed	
Lex1			

#### Clause 116

	I	do	n'	t
M1	Subj	Fin	Adj	
	Mood	Mood	Mood	
T1	Sens	Proc		
		Ment		
		Cogn		
MET1				

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support reply answer	<b>Mood</b> declarative ellipsed	<b>MOOD-ADJUNCT</b> polarity	<b>TENSE</b> present	<b>POLARITY</b> negative
Lex1					

#### Clause 117

	I	never	read	the	book
M1	Subj	Adj	Fin	Comp	
	Mood	Mood	Mood-Residue	Residue	
T1	Sens	Proc		Phen	
		Ment		Range	
		Cogn			

Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood declarative full	MOOD-ADJUNCT polarity	TENSE past	POLARITY negative
Lex1					

#### Clause 118

okay

M1	
T1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support register	Mood minor	
Lex1			

#### Clause 119

what about you Sam?

M1				
T1				
MET1				

Int1	SPEECH-FUNCTION Sustain continue monitor	Mood WH-interrogative ellipsed	
Lex1			

### Clause 120

do you know anything about the topic?

M1	Fin Mood	Subj Mood	Pred Residue	Comp Residue			
T1	Proc Ment Cogn	Sens	Proc Ment Cogn	Phen Range			

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate		Mood YN-interrogative full		TENSE present		
Lex1							

### Clause 121

okay you know that 'when I was young'/'

M1		Subj Mood	Fin Pred Mood-Residue	Comp Residue			
T1		Sens	Proc Ment Cogn	Phen Range			

Int1	Mood YN-interrogative abandoned	
Lex1		

### Clause 122

you know that a girl was young once

M1	Subj Mood	Fin Mood	Comp TH Residue				
T1	Sens	Proc Ment Cogn	Phen Range				

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support reply answer	<b>Mood</b> declarative full	<b>TENSE</b> present
Lex1			

### Clause 123

and she is telling her story about [[when she was

M1	Subj Mood	Fin Mood	Pred Residue	Comp Residue					
M2								Subj Mood	Fin Pred Mood-Residue
T1	Sayer	Proc Verbl		Verb					
T2								Carr	Proc ReIn Attr Int
MET1									

Int1	<b>SPEECH-FUNCTION</b> Sustain continue prolong extend	<b>Mood</b> declarative full	<b>TENSE</b> present
Lex1			

### Clause 124

okay

M1	
T1	
MET1	



Int1	SPEECH-FUNCTION Sustain react respond support register	Mood minor	
Lex1			

#### Clause 125

	she'	s	recording	her	memory
M1	Subj Mood	Fin Mood	Pred Residue	Comp Residue	
T1	Actor	Proc Mat		Goal	
Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative full		TENSE present	
Lex1					

#### Clause 126

	okay,	that'	s	good
M1		Subj TH Mood	Fin Mood	Circ-Adj Residue
T1		Carr	Proc ReIn Attr Int	Carr
MET1				

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support reply acknowledge	<b>Mood</b> declarative full	<b>TENSE</b> present
Lex1	Appraisal attitude appreciation valuation		

### Clause 127

Simone?

M1	
T1	
MET1	

Int1	<b>SPEECH-FUNCTION</b> Sustain continue monitor	<b>Mood</b> minor
Lex1		

### Clause 128

um

M1	
T1	
MET1	

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support engage	<b>Mood</b> minor	
Lex1			

Clause 129

	do	you	know	anything	about	the	topic	at	all?
M1	Fin	Subj	Pred	Comp				Adj	
	Mood	Mood	Residue	Residue				Comm	
			Mood						
T1		Sens	Proc	Phen					
			Ment	Range					
			Cogn						

Int1	SPEECH-FUNCTION	Mood	MOOD-ADJUNCT	TENSE
	Sustain	YN-interrogative	degree	present
	react	full		
	rejoinder			
	support			
	track			
	probe			
Lex1	Appraisal	Appraisal	Appraisal	
	graduation	token	attitude	
	force		judgement	
			socialesteem	
			capacity	

Clause 130

	no	not	sure	(ellipsis	of	'I'm	not	sure')
M1								
T1								
MET1								
Int1	SPEECH-FUNCTION	Mood						
	Sustain	declarative						
	react	ellipsed						
	rejoinder							
	support							
	respond							
	resolve							
Lex1								

### Clause 131

she knows nothing (teasing tone)

M1	Subj Mood	Fin Pred Mood-Residue	Comp Residue		
T1	Sens	Proc Ment Cogn	Phen Range		
MET1					

Int1	SPEECH-FUNCTION Sustain react rejoinder confront challenge counter	Mood declarative full	TENSE present
Lex1	Appraisal attitude judgement socialesteem capacity		

### Clause 132

okay well I know a lot about the topic

M1		Subj Mood	Fin Pred Mood-Residue	Comp Residue		Circ-Adj Residue		
T1		Sens	Proc Ment Cogn	Phen Range				

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative full	TENSE present	
Lex1		Appraisal graduation force	Appraisal token	Appraisal attitude judgement socialesteem capacity

### Clause 133

	because	I	have	read	the	book
M1		Subj Mood	Fin Mood	Pred Residue	Comp Residue	
T1		Sens	Proc Ment Cogn		Phen Range	
MET1						

Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood declarative full	TENSE past
Lex1			

### Clause 134

	why	not	tell	us	then?	(giggling)
M1	Comp WH Residue	Fin Mood	Pred Residue	Comp Residue		
T1	Caus Reas	Proc Verbl		Rec		
MET1						

Int1	SPEECH-FUNCTION Sustain react rejoinder confront challenge rebound	Mood WH-interrogative full	TENSE present
Lex1			

Clause 135

okay I know what happens is...,

M1		Subj	Fin Pred	Comp		
		Mood	Mood-Residue	Residue		
T1		Sens	Proc Ment Cogn	Phen Range		
MET1						

Int1	SPEECH-FUNCTION		Mood	
	Sustain		declarative	
	react		abandoned	
	respond			
	support			
	reply			
	answer			
Lex1				

Clause 136

like Kenneth said it it

M1					
T1					
MET1					

Int1	Mood	
	declarative	
	abandoned	
Lex1		

Clause 137

It has a

M1			
T1			
MET1			

Int1	Mood	
	declarative	
	abandoned	
Lex1		

### Clause 138

	she'	s	recorded	her	memories	in	this	book	[[	from
M1	Subj	Fin Pred Mood		Comp Residue		Circ-Adj Residue				Circ-Adj Residue
M2										
T1	Actor	Proc Mat		Goal		Locn Place				Locn Time
T2										
MET1										

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE past
Lex1			

### Clause 139

	why	did	n' t	you	say	it?
M1	Circ-Adj WH Residue	Fin Mood	Subj Mood		Pred Residue	Comp Residue
T1	Caus Reas	Proc Verbl		Sayer	Proc Verbl	Verb
MET1						

Int1	SPEECH-FUNCTION Sustain react rejoinder confront challenge rebound	Mood WH-interrogative full	TENSE past	POLARITY negative
Lex1				

Clause 140

Yep that is [[what I said]]

M1		Subj TH Mood	Fin Mood	Comp Residue		
T1		Idd Token	Proc Reln Iden Int	Idr Value		
MET1						

Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood declarative full	TENSE past
Lex1			

Clause 141

so okay

M1		
T1		
MET1		

Int1	SPEECH-FUNCTION Sustain react respond support reply acknowledge	Mood minor	
Lex1			

Clause 142

next

M1	
T1	
MET1	



Int1		Mood minor	
Lex1			

### Clause 143

Anyone know does ...does anyone know anything about the book now?

M1				Fin Mood	Subj Mood	Pred Residue	Comp Residue				Circ-Adj Residue
T1				Proc Ment Cogn	Sens	Proc Ment Cogn	Phen Range				Locn Time
MET1											

Int1	SPEECH-FUNCTION Open initiate demand open information fact	Mood YN-interrogative full	TENSE present
Lex1			

### Clause 144

(Yep yep

M1		
T1		
MET1		

Int1	SPEECH-FUNCTION Sustain react respond support reply affirm	Mood declarative ellipsed	
Lex1			

Clause 145

I do

M1	Subj	Fin
	Mood	Pred Mood-Residue
T1	Sens	Proc
		Ment
		Cogn
MET1		

Int1	SPEECH-FUNCTION		Mood	
	Sustain		declarative	
	continue		ellipsed	
	append			
	elaborate			
Lex1				

Clause 146

Frank

M1	
T1	
MET1	

Int1	SPEECH-FUNCTION		Mood	
	Sustain		minor	
	react			
	respond			
	support			
	engage			
Lex1				

### Clause 147

yes it' s about this girl' s life

M1		Subj Mood	Fin Mood	Circ-Adj Residue				
T1		Idd Token --	Proc ReIn Iden Circ	Idr Value Circ				
MET1	Exp Proc Ent							

Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood declarative full	TENSE present
Lex1			

### Clause 148

okay good so you have learned something

M1				Subj Mood	Fin Mood	Pred Residue	Comp Residue
T1				Sens	Proc Ment Cogn		Phen Range
MET1							

Int1	SPEECH-FUNCTION Sustain react respond support reply acknowledge	Mood declarative full	TENSE past
Lex1	Appraisal attitude appreciation valuation		

Clause 149

Sam?

M1	
T1	
MET1	

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain continue monitor</div>	<div>Mood</div> <div>minor</div>	
Lex1			

Clause 150

she is talking about [[when she was (softly)]]

M1	<div>Subj</div> <div>Mood</div>	<div>Fin</div> <div>Mood</div>	<div>Pred</div> <div>Residue</div>	<div>Circ-Adj</div> <div>Residue</div>				
M2					<div>Comp</div> <div>WH</div> <div>Residue</div>	<div>Subj</div> <div>Mood</div>	<div>Fin</div> <div>Mood</div>	
T1	<div>Sayer</div>	<div>Proc</div> <div>Verbl</div>		<div>Matt</div>				
MET1								

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain react respond support develop elaborate</div>	<div>Mood</div> <div>declarative full</div>	<div>TENSE</div> <div>present</div>
Lex1			

Clause 151

	she	was	talking	about	[[when she was really really young.]]				
M1	Subj Mood	Fin Mood	Pred Mod Residue		Circ-Adj Residue				
M2					Subj Mood	Fin Mood	Circ-Adj Residue		
T1	Sayer	Proc Verbl		Matt					
T2					Carr	Proc ReIn Attr Int	Att		
MET1									

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE past
Lex1	Appraisal graduation force		

Clause 152

	okay
M1	
T1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support register	Mood minor	
Lex1			

### Clause 153

okay

M1

--

T1

--

MET1

--

Int1

SPEECH-FUNCTION	Mood	
Sustain	minor	
react		
respond		
support		
register		

Lex1

--	--	--

### Clause 154

she was talking about her relatives, her family, her gran and herself

M1

Subj	Fin	Pred	Circ-Adj								
Mood	Mood	Residue	Residue								

T1

Sayer	Proc		Matt								
Verbl											

Int1

SPEECH-FUNCTION	Mood	TENSE
Sustain	declarative	past
continue	full	
append		
elaborate		

### Clause 155

and Sam?

M1

--	--

T1

--	--

MET1

--	--

Int1

SPEECH-FUNCTION		
Sustain		
react		
respond		
support		
register		

Lex1

--	--	--

### Clause 156

um she is talking about her family and [[when she was young]]

M1		Subj Mood	Fin Mood	Pred Residue	Circ-Adj Residue							
T1		Sayer	Proc Verbl		Matt							
MET1												

Int1	SPEECH-FUNCTION		
	Sustain		
	react		
	respond		
	support		
	develop		
	elaborate		
Lex1			

### Clause 157

okay

M1	
T1	
MET1	

Int1	SPEECH-FUNCTION		Mood	
	Sustain		minor	
	react			
	respond			
	support			
	register			
Lex1				

### Clause 158

yeah but how do you know that she is talking about her

M1			Comp WH Residue	Fin Mood	Subj Mood	Pred Residue	Comp Residue					
T1			Mann Means	Proc Ment Cogn	Sens	Proc Ment Cogn	Phen Range					

Int1	<b>SPEECH-FUNCTION</b> Sustain react rejoinder support track probe	<b>Mood</b> WH-interrogative full	<b>TENSE</b> present
Lex1	Appraisal engagement heterogloss projection		

#### Clause 159

because I think that' s her fam-ily.

M1		<b>Subj</b> <b>Mood</b>	<b>Fin</b> Pred <b>Mood-Residue</b>	<b>Comp</b> Residue			
T1		<b>Sens</b>	<b>Proc</b> Ment Cogn	<b>Phen</b> Range			
MET1	Int Modal Proc						

Int1	<b>SPEECH-FUNCTION</b> Sustain react rejoinder support respond resolve	<b>Mood</b> declarative full	<b>TENSE</b> present	<b>MODALITY-orientation</b> subjective explicit
Lex1	Appraisal engagement heterogloss projection	Appraisal graduation focus		



### Clause 160

	yeah	maybe	that	is	not	her	family
M1		Adj Mood	Subj Mood	Fin Mood	Adj Pol Mood	Comp Residue	
T1			Idd Token	Proc ReIn Iden Int		Idr Value	
MET1							

Int1	SPEECH-FUNCTION			Mood	TENSE	MOOD-ADJUNCT	TENSE	POLARITY
	Sustain			declarative	present	probability	present	negative
	react			full				
	respond							
	support							
	develop							
	elaborate							
Lex1								

### Clause 161

	maybe	maybe	it'	s	here.....
M1		Adj Mood	Subj Mood	Fin Mood	Circ-Adj Residue
T1			Idd Token —	Proc ReIn Iden Circ	Value Circ
MET1					

Int1	SPEECH-FUNCTION			Mood	MOOD-ADJUNCT	TENSE
	Sustain			declarative	probability	present
	continue			full		
	prolong					
	elaborate					
Lex1						

Clause 162

	but	it	looks	like
M1		Subj Mood	Fin Pred Mood-Residue	Circ-Adj Residue
T1		Sens	Proc Ment Perc	Phen Range
MET1				
Int1	SPEECH-FUNCTION Sustain react rejoinder support track check			Mood declarative abandoned
Lex1				

Clause 163

	okay
M1	
T1	
MET1	
Int1	SPEECH-FUNCTION Sustain react respond support register
	Mood minor

Clause 164

	maybe	that'	s	her	relatives
M1	Adj Mood	Subj Mood	Fin Mood	Comp Residue	
T1		Idd Token	Proc ReIn Iden Int	Idr Value	

Int1	SPEECH-FUNCTION Sustain react respond support develop extend	Mood declarative full	MOOD-ADJUNCT probability	TENSE present
------	--	-----------------------------	-----------------------------	------------------

#### Clause 165

but I think ...

M1				
T1				
MET1				

Int1	SPEECH-FUNCTION Sustain react respond confront reply contradict	Mood minor abandoned	
Lex1			

#### Clause 166

don' t fight

M1	Fin Pred Mood-Residue	
T1	Proc Mat	

Int1	SPEECH-FUNCTION Open initiate demand open gdsservices	Mood imperative full	POLARITY negative
Lex1	Appraisal token	Appraisal attitude affect securityinsecurity disquiet	

Clause 167

now..

M1	
T1	
MET1	

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain continue monitor</div>	<div>Mood</div> <div>unknown</div>	
Lex1			

Clause 168

start          a          fight    (laughing)/

M1	<div>Pred</div> <div>Residue</div>	<div>Comp</div> <div>Residue</div>		
T1	<div>Proc</div> <div>Mat</div>	<div>Goal</div>		

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain react rejoinder confront challenge counter</div>	<div>Mood</div> <div>imperative full</div>	<div>TENSE</div> <div>present</div>
------	--	--	-------------------------------------

Clause 169

now    I          know                  a          lot    about          the    book

M1		<div>Subj</div> <div>Mood</div>	<div>Fin</div> <div>Pred</div> <div>Mood-Residue</div>	<div>Comp</div> <div>Residue</div>		<div>Circ-Adj</div> <div>Residue</div>		
T1		<div>Sens</div>	<div>Proc</div> <div>Ment</div> <div>Cogn</div>	<div>Phen</div> <div>Range</div>				

Int1	SPEECH-FUNCTION Open initiate give information fact	Mood declarative full	TENSE present
Lex1	Appraisal engagement heterogloss projection		

#### Clause 170

	as	I	said	I	have	read	it,
M1		Subj	Fin Pred	Comp			
		Mood	Mood-Residue	Residue			
T1		Sayer	Proc Verbl	Verb			

Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood declarative full	TENSE past
------	--	-----------------------------	---------------

#### Clause 171

	Oh	yes	oh
M1			
T1			
MET1			

Int1	SPEECH-FUNCTION Sustain react rejoinder confront challenge counter	Mood minor	
Lex1			

Clause 172

	first	of	all,	I	know	that	she	was	separated	from	her
M1				Subj	Fin					Circ-Adj	
				Mood	Pred					Residue	
					Mood-Residue						
						Residue					
M2											
T1				Sens	Proc						
					Ment						
					Cogn						
T2											
MET1											
Int1	SPEECH-FUNCTION				Mood		TENSE				
	Sustain				declarative		past				
	continue				full						
	append										
	elaborate										

Clause 173

	ah	huh/
M1		
T1		
MET1		
Int1	SPEECH-FUNCTION	
	Sustain	
	react	
	respond	
	support	
	register	
Lex1		

### Clause 174

because she was white,

M1		Subj Mood	Fin Mood	Circ-Adj Residue
T1		Carr	Proc ReIn Attr Int	Att
MET1				

Int1	SPEECH-FUNCTION	Mood	TENSE
	Sustain	declarative	past
	continue	full	
	append		
	enhance		

### Clause 175

see

M1	Pred Residue
T1	Proc Ment Perc
MET1	

Int1	SPEECH-FUNCTION	Mood	TENSE
	Sustain	imperative	present
	continue	full	
	prolong		
	enhance		

### Clause 176

this is her family here

M1	Subj Mood	Fin Mood	Comp Residue	Circ-Adj Residue
T1	Idd Token	Proc ReIn Iden Int	Idr Value	Locn Place

Int1	SPEECH-FUNCTION	Mood	TENSE
	Sustain	declarative	present
	continue	full	
	prolong		
	elaborate		

### Clause 177

as you can see

M1	Subj	Fin	Pred
	Mood	Modl	Residue
T1	Sens	Proc	
		Ment	
		Perc	

Int1	Mood	MODALITY	TENSE
	declarative	Modalization	present
	full	potentiality	

### Clause 178

wait wait

M1		
T1		
MET1		

Int1	SPEECH-FUNCTION	Mood	
	Sustain	minor	
	react		
	rejoinder		
	confront		
	challenge		
	rebound		
Lex1			

### Clause 179

can I s

M1		
T1		
MET1		



Int1	Mood YN-interrogative abandoned	
Lex1		

**Clause 180**

	yes	that'	s	her
M1	Subj TH Mood	Fin Mood	Comp Residue	
T1	Token	Proc ReIn Iden Int	Value	

Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood declarative full	TENSE present
------	---	-----------------------------	------------------

**Clause 181**

	that'	s	her
M1	Subj TH Mood	Fin Mood	Comp Residue
T1	Token	Proc ReIn Iden Int	Value

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE present
------	--	-----------------------------	------------------

### Clause 182

	let	me	see	something	for	a	minute/
M1	Subj		Fin Pred	Comp	Circ-Adj		
	Mood		Mood-Residue	Residue	Residue		
T1	Proc Ment Perc	Sens	Proc Ment Perc	Phen Range	Ext Dur		
MET1							

Int1	SPEECH-FUNCTION Open initiate demand open gdsservices	Mood imperative full	TENSE present
Lex1			

### Clause 183

	wait	a	minute
M1	Pred Residue		
T1	Proc Mat	Ext Dur	

Int1	SPEECH-FUNCTION Sustain react respond confront reply noncomply	Mood imperative full	TENSE present
------	--	----------------------------	------------------

### Clause 184

	hey	these	two	pictures	are	the	same
M1		Subj Mood			Fin Mood	Circ-Adj Residue	
T1		Idd Token			Proc Reln Iden Int	Idr Value	

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support develop elaborate	<b>Mood</b> declarative full	<b>TENSE</b> present
Lex1	Appraisal graduation focus		

#### Clause 185

yes so what about it?

M1					
T1					
MET1					

Int1	<b>SPEECH-FUNCTION</b> Sustain react rejoinder support track probe	<b>Mood</b> WH-interrogative ellipsed
------	--	---

#### Clause 186

yes Sam Sam what do you want to say?

M1				Comp WH Residue	Fin Mood	Subj Mood	Pred Residue		
T1				Verb	Proc Verbl	Sayer	Proc Verbl		
MET1									

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support engage	<b>Mood</b> minor	
------	--	----------------------	--

Clause 187

( ) sshh

M1	
T1	
MET1	

Int1	SPEECH-FUNCTION Sustain continue monitor	Mood minor	
Lex1			

Clause 188

what do you want to say, Sam

M1	Comp WH Residue	Fin Pred Mood-Residue	Subj Mood	Pred Residue		Voc-Adj
T1	Verb	Proc Verbl	Sayer	Proc Verbl		

Int1	SPEECH-FUNCTION Sustain continue append elaborate	Mood WH-interrogative full	TENSE present
------	---	----------------------------------	------------------

Clause 189

yes?

M1	
T1	
MET1	

Int1	SPEECH-FUNCTION Sustain continue monitor	Mood minor	
Lex1			

Clause 190

This book is a ..

M1					
T1					
Int1		Mood declarative abandoned			

Clause 191

if she was separated from her family

M1	Subj Mood	Fin Mood	Pred Residue	Circ-Adj Residue		
T1	Goal	Proc Mat		Locn Place		
Int1	Mood declarative full		TENSE past			
Lex1						

Clause 192

why did n't she stay with her real family?

M1	Circ-Adj WH Residue	Fin Mood		Subj Mood	Pred Residue	Circ-Adj Residue			
T1	Caus Reas	Proc Mat		Actor	Proc Mat	Accom Comt			
Int1	SPEECH-FUNCTION Open initiate demand open information fact			Mood WH-interrogative full			TENSE past		
Lex1	Appraisal graduation focus								

Clause 193

	what	do	you	mean?
M1	Comp WH Residue	Fin Mood	Subj Mood	Pred Residue
T1	Verb	Proc Verbl	Sayer	Proc Verbl
Int1	SPEECH-FUNCTION Sustain react rejoinder support track clarify		Mood WH-interrogative full	TENSE present

Clause 194

	when	you	grow	older
M1	Circ-Adj WH Residue	Subj Mood	Fin Pred Mood-Residue	Comp Residue
T1		Actor	Proc Mat	Range
Int1		Mood declarative full	TENSE present	

Clause 195

	you'	re	allow	..you	could	run	off
M1				Subj Mood	Fin Modl Mood	Pred Residue	
T1				Actor	Proc Mat		

Int1	SPEECH-FUNCTION Sustain react rejoinder support respond resolve	Mood declarative full	MOOD-ADJUNCT probability	TENSE present
Lex1	Appraisal engagement heterogloss modality			

**Clause 196**

	yes,	you	see	what	happens	is	[[that	she	was	brought
M1		Adj		Subj	Fin Pred					
		Mood		Mood	Mood-Residue	Residue				
M2								Subj	Fin	Pred
								Mood	Mood	Residue
T1				Actor	Proc Mat					
T2								Goal	Proc Mat	

Int1	SPEECH-FUNCTION Sustain react respond support reply answer	Mood declarative full	TENSE present
------	--	-----------------------------	------------------

**Clause 197**

	yes
M1	
T1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support reply acknowledge	Mood minor	
Lex1			

### Clause 198

what do you think

M1				
T1				

Int1		Mood WH-interrogative ellipsed	
Lex1	Appraisal engagement heterogloss projection		

### Clause 199

what do you think the book is going to be (about)?

M1	Comp WH Residue	Fin Mood	Subj Mood	Pred Residue	Comp Residue						
T1	Phen Range	Proc Ment Cogn	Sens	Proc Ment Cogn	Phen Range						
MET1	Int Modal Proc										
Int1	SPEECH-FUNCTION Open initiate demand open information opinion	Mood WH-interrogative full	MODALITY-orientation subjective explicit								



### Clause 200

	Miss,	I	have	read	it	before
M1		Subj Mood	Fin Mood	Pred Residue	Comp Residue	Circ-Adj Residue
T1		Sens	Proc Ment Cogn		Phen Range	Locn Time

Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood declarative full	MODALITY-orientation subjective explicit	TENSE past
------	---	-----------------------------	--	---------------

### Clause 201

oh have you? (ellipsis of 'Have you read it before?')

M1									
T1									
MET1									

Int1	SPEECH-FUNCTION Sustain react respond support register	Mood declarative ellipsed	
Lex1			

### Clause 202

I know what it is about

M1	Subj Mood	Fin Pred Mood-Residue	Comp Residue			
T1	Sens	Proc Ment Cogn	Phen Range			

Int1	SPEECH-FUNCTION	Mood	TENSE
	Sustain	declarative	present
	react	full	
	respond		
	support		
	engage		

#### Clause 203

	okay	well	let	Sam	tell	me	what	it	is	about
M1			Subj Mood		Comp Residue					
T1			Proc Verbl	Sayer	Proc Verbl	Rec	Verb			

Int1	SPEECH-FUNCTION	TENSE	
	Sustain	present	
	react		
	respond		
	support		
	engage		

#### Clause 204

	Miss	we	were	/gathering	information/
M1	Voc-Adj	Subj Mood	Fin Mood	Pred Residue	Comp Residue
T1		Actor	Proc Mat		Goal

Int1	SPEECH-FUNCTION	Mood	TENSE
	Sustain	declarative	past
	react	full	
	rejoinder		
	confront		
	challenge		
	counter		
Lex1	Appraisal	Appraisal	
	token	attitude	
		judgement	
		socialsanction	
		propriety	

### Clause 205

it is about a girl [[who was separated from her family]]

M1	Subj Mood	Fin Mood	Circ-Adj Residue							
M2					Subj Mood	Fin Mood	Pred Residue	Circ-Adj Residue		
T1	Idd Token ---	Proc Reln Iden Circ	Idr Value Circ							
T2					Goal	Proc Mat		Locn Place		
MET1										

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE present
------	--	-----------------------------	------------------

### Clause 206

that' s all [[I remember]]

M1	Subj TH Mood	Fin Mood	Comp Residue		
M2				Subj Mood	Fin Pred Mood-Residue
T1	Idd Token ---	Proc Reln Iden Circ	Idr Value Circ		
T2				Sens	Proc Ment Cogn
MET1					

Int1	SPEECH-FUNCTION	Mood	TENSE
	Sustain	declarative	present
	react	full	
	rejoinder		
	confront		
	challenge		
	detach		

#### Clause 207

okay who else would like to...?

M1		Subj WH Mood		Fin Modl Mood	Adj Mood	Pred Residue
T1		Actor		Proc Mat		

Int1	SPEECH-FUNCTION	Mood	MOOD-ADJUNCT	TENSE
	Open	WH-interrogative	obligation	present
	initiate	ellipsed		
	demand			
	open			
	gdsservices			
Lex1	Appraisal	Appraisal		
	engagement	engagement		
	heterogloss	heterogloss		
	projection	modality		

#### Clause 208

it' s about a girl a young girl,

M1	Subj Mood	Fin Mood	Circ-Adj Residue				
T1	Idd Token ---	Proc Reln Iden Circ	Idr Value Circ				

Int1	SPEECH-FUNCTION	Mood	TENSE
	Sustain	declarative	present
	react	full	
	respond		
	support		
	reply		
	answer		

#### Clause 209

she is recording her memories from now

M1	Subj Mood	Fin Mood	Pred Residue	Comp Residue		Circ-Adj Residue	
T1	Actor	Proc Mat		Goal		Locn Time	
MET1	Exp Proc Ent						

Int1	SPEECH-FUNCTION	Mood	TENSE
	Sustain	declarative	present
	continue	full	
	prolong		
	extend		

#### Clause 210

right she is recording

M1		Subj Mood	Fin Mood	Pred Residue
T1		Actor	Proc Mat	

Int1	SPEECH-FUNCTION	Mood	TENSE
	Sustain	declarative	present
	react	abandoned	
	respond		
	support		
	reply		
	acknowledge		

### Clause 211

that is right

M1	Subj	Fin	Comp
	Mood	Mood	Residue
T1	Token	Proc	Value
		Reln	
		Iden	
		Int	

Int1	SPEECH-FUNCTION	Mood	TENSE
	Sustain	declarative	present
	continue	full	
	prolong		
	elaborate		

### Clause 212

(when she was young)/

M1		Subj	Fin	Comp
		Mood	Mood	Residue
T1		Carr	Proc	Att
			Reln	
			Attr	
			Int	

Int1	SPEECH-FUNCTION		Mood	TENSE
	Sustain		declarative	past
	react		full	
	respond			
	support			
	develop			
	enhance			

### Clause 213

she' s already recorded/

M1	Subj	Fin	Adj	Pred
	Mood	Mood	Mood	Residue
T1	Actor	Proc		
		Mat		

Int1	SPEECH-FUNCTION	Mood	MOOD-ADJUNCT	TENSE
	Sustain	declarative	time	past
	react	full		
	respond			
	support			
	develop			
	elaborate			

#### Clause 214

yep

M1	
T1	

Int1	SPEECH-FUNCTION	Mood	
	Sustain	minor	
	react		
	respond		
	support		
	reply		
	acknowledge		

#### Clause 215

and what do you think/

M1				
T1				

Int1	Mood	
	WH-interrogative	
	abandoned	

#### Clause 216

oh Simone doh we already know that

M1	Voc-Adj	Adj	Subj	Adj	Fin	Comp
		Comm			Pred	
		Mood	Mood	Mood	Mood-Residue	Residue
T1			Sens	Proc	Proc	Phen
				Ment	Ment	Range
				Cogn	Cogn	

Int1	<b>SPEECH-FUNCTION</b> Sustain react rejoinder confront challenge rebound	<b>MOOD-ADJUNCT</b> time	<b>TENSE</b> present
Lex1	Orientation overt negative	Appraisal attitude affect satisfactiondissatisfaction ennui	

### Clause 217

beg your pardon?

M1			
T1			
MET1			

Int1	<b>SPEECH-FUNCTION</b> Sustain react rejoinder support track check	<b>Mood</b> minor	
Lex1			

### Clause 218

we already know that

M1	<b>Subj</b> Mood	<b>Adj</b> Mood	<b>Fin</b> Pred Mood-Residue	<b>Comp</b> Residue
T1	<b>Sens</b>	<b>Proc</b> Ment Cogn		<b>Phen</b> Range



Int1	SPEECH-FUNCTION	Mood	MOOD-ADJUNCT	TENSE
	Sustain	declarative	time	present
	react	full		
	rejoinder			
	support			
	respond			
	resolve			

#### Clause 219

because (pointing to big book on display and referring to title)

M1											
T1											
MET1											

Int1	SPEECH-FUNCTION	Mood	
	Sustain	declarative	
	continue	ellipsed	
	prolong		
	enhance		
Lex1			

#### Clause 220

because?

M1	
T1	

Int1	SPEECH-FUNCTION	Mood	
	Sustain	declarative	
	react	ellipsed	
	rejoinder		
	support		
	track		
	probe		

Clause 221

	like	he	said	that	yeah	you	already	just	said	it
M1		Subj	Fin Pred	Comp						
		Mood	Mood-Residue	Residue						
T1		Sayer	Proc Verbl	Verb						
MET1										

Int1	SPEECH-FUNCTION Sustain react rejoinder support respond resolve	Mood declarative full	
Lex1			

Clause 222

	we	already	know	that
M1	Subj	Adj	Fin Pred	Comp
	Mood	Mood	Mood-Residue	Residue
T1	Sens	Proc Ment Cogn		Phen Range
MET1				

Int1	Mood declarative full	MOOD-ADJUNCT time	TENSE present
Lex1			

### Clause 223

the title is [when she was young] (Simone)

M1	Subj Mood	Fin Mood	Comp Residue				Voc-Adj
T1	Token	Proc ReIn Iden Int	Value				
MET1							

Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood declarative full	TENSE present
Lex1			

### Clause 224

okay, what do you think is special about her life

M1		Comp WH Residue	Fin Mood	Subj Mood	Pred Residue	Comp Residue				
T1		Phen Range	Proc Ment Cogn	Sens	Proc Ment Cogn	Phen Range				
MET1	Int Modal Proc									

Int1	SPEECH-FUNCTION Open initiate demand open information opinion	Mood WH-interrogative full	TENSE present	MODALITY-orientation subjective explicit
Lex1	Appraisal attitude judgement socialesteem normality			

### Clause 225

or different about her life?

M1		Comp Residue			
T1		Phen Range			
MET1					

Int1		Mood WH-interrogative ellipsed	
Lex1	Appraisal graduation focus		

### Clause 226

I know/

M1	Subj Mood	Fin Pred Mood-Residue
T1	Sens	Proc Ment Cogn

Int1	SPEECH-FUNCTION Sustain react respond support engage	Mood declarative ellipsed	TENSE present
Lex1			

### Clause 227

she is white

M1	Subj Mood	Fin Mood	Comp Residue
T1	Carr	Proc ReIn Attr Int	Att
MET1			

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support reply answer	<b>Mood</b> declarative full	<b>TENSE</b> present
Lex1			

#### Clause 228

because she is white/

M1		Subj Mood	Fin Mood	Comp Residue
T1		Carr	Proc ReIn Attr Int	Att
MET1				

Int1	<b>SPEECH-FUNCTION</b> Sustain continue prolong elaborate	<b>Mood</b> declarative full	<b>TENSE</b> present
Lex1			

#### Clause 229

she is white/.

M1	Subj Mood	Fin Mood	Comp Residue
T1	Carr	Proc ReIn Attr Int	Att
MET1			

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support develop elaborate	<b>Mood</b> declarative full	<b>TENSE</b> present
Lex1			

### Clause 230

she is white is she?

M1	Subj Mood	Fin Mood	Comp Residue	Fin Mtag	Subj Mtag
T1	Carr	Proc Reln Attr Int	Att		
MET1					

Int1	<b>SPEECH-FUNCTION</b> Sustain react rejoinder support track probe	<b>Mood</b> declarative full	<b>TENSE</b> present
Lex1			

### Clause 231

and do you think she is white?

M1		Fin Mood	Subj Mood	Pred Residue	Comp Residue		
T1		Proc Ment Cogn	Sens	Proc Ment Cogn	Phen Range		
MET1	Int Modal Proc						

Int1	<b>SPEECH-FUNCTION</b> Sustain continue prolong elaborate	<b>Mood</b> YN-interrogative full	<b>TENSE</b> present	<b>MODALITY-orientation</b> subjective explicit
Lex1	Appraisal graduation focus			

### Clause 232

and she is living with a black family/.

M1	Subj Mood	Fin Mood	Pred Residue	Circ-Adj Residue			
T1	Actor	Proc Mat		Accom Comt			

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support develop elaborate	<b>Mood</b> declarative full	<b>TENSE</b> present
Lex1			

### Clause 233

yes

M1	
T1	
MET1	

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond support reply answer	<b>Mood</b> minor	
Lex1			

### Clause 234

I' ve seen a girl [[who is white]]

M1	Subj Mood	Fin Mood	Pred Residue	Comp Residue				
M2					Subj WH Mood	Fin Mood	Comp Residue	
T1	Sens	Proc Ment Perc		Phen Range				
T2					Carr	Proc ReIn Attr Int	Att	
MET1								

Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood declarative full	TENSE past	
Lex1				

### Clause 235

and she is Aboriginal

M1	Subj Mood	Fin Mood	Comp Residue	
T1	Carr	Proc ReIn Attr Int	Att	
Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE present	
Lex1				



Clause 236

(.....)

M1	
T1	
MET1	
Int1	
Lex1	

Clause 237

(Cool)

M1																						
T1																						
MET1																						
Int1	<table><tr><td>SPEECH-FUNCTION</td><td>Mood</td><td></td></tr><tr><td>Sustain</td><td>minor</td><td></td></tr><tr><td>react</td><td></td><td></td></tr><tr><td>respond</td><td></td><td></td></tr><tr><td>support</td><td></td><td></td></tr><tr><td>reply</td><td></td><td></td></tr><tr><td>acknowledge</td><td></td><td></td></tr></table>	SPEECH-FUNCTION	Mood		Sustain	minor		react			respond			support			reply			acknowledge		
SPEECH-FUNCTION	Mood																					
Sustain	minor																					
react																						
respond																						
support																						
reply																						
acknowledge																						
Lex1	<table><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table>																					

Clause 238

alright

M1																						
T1																						
Int1	<table><tr><td>SPEECH-FUNCTION</td><td>Mood</td><td></td></tr><tr><td>Sustain</td><td>minor</td><td></td></tr><tr><td>react</td><td></td><td></td></tr><tr><td>respond</td><td></td><td></td></tr><tr><td>support</td><td></td><td></td></tr><tr><td>reply</td><td></td><td></td></tr><tr><td>acknowledge</td><td></td><td></td></tr></table>	SPEECH-FUNCTION	Mood		Sustain	minor		react			respond			support			reply			acknowledge		
SPEECH-FUNCTION	Mood																					
Sustain	minor																					
react																						
respond																						
support																						
reply																						
acknowledge																						
Lex1																						

### Clause 239

okay Patsy?

M1		
T1		

Int1	SPEECH-FUNCTION Sustain continue monitor	Mood minor	
Lex1			

### Clause 240

well I' ve read the book

M1	Subj Mood	Fin Mood	Pred Residue	Comp Residue	
T1	Sens	Proc Ment Cogn		Phen Range	

Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood declarative full	TENSE past	
Lex1	Appraisal engagement heterogloss projection			

### Clause 241

so I know what it is about

M1	Subj Mood	Fin Pred Mood-Residue	Comp Residue			
T1	Sens	Proc Ment Cogn	Phen Range			

Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood declarative full	TENSE present		
Lex1					

#### Clause 242

	anyway	um	it	looks	here	that	[[this	is	her	family]]
M1			Adj Mood		Circ-Adj Residue					
M2							Subj Mood	Fin Mood	Comp Residue	
T1			Carr	Proc ReIn Attr Circ	Locn Place	Att Circ				
T2							Idd Token	Proc ReIn Iden Int	Idr Value	

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	MOOD-ADJUNCT obviousness	TENSE present
Lex1				

#### Clause 243

	because	I	can	tell
M1		Subj Mood	Fin ModI Mood	Pred Residue
T1		Sens	Proc Ment Perc	
MET1				

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain</div> <div>continue</div> <div>prolong</div> <div>enhance</div>	<div>Mood</div> <div>declarative</div> <div>full</div>	<div>TENSE</div> <div>present</div>
Lex1			

#### Clause 244

I can tell

M1	<div>Subj</div> <div>Mood</div>	<div>Fin</div> <div>Modl</div> <div>Mood</div>	<div>Pred</div> <div>Residue</div>
T1	<div>Sens</div>	<div>Proc</div> <div>Ment</div> <div>Perc</div>	
MET1			

Int1	<div>SPEECH-FUNCTION</div> <div>Sustain</div> <div>continue</div> <div>prolong</div> <div>elaborate</div>	<div>Mood</div> <div>declarative</div> <div>full</div>		<div>TENSE</div> <div>present</div>
Lex1				

#### Clause 245

because she looks like that girl and that girl [[which that

M1		<div>Subj</div> <div>Mood</div>	<div>Fin</div> <div>Pred</div> <div>Mood-Residue</div>	<div>Circ-Adj</div> <div>Residue</div>							
M2										<div>Subj</div> <div>WH</div> <div>Mood</div>	
T1		<div>Behav</div>	<div>Proc</div> <div>Behl</div>	<div>Mann</div> <div>Qual</div>							
T2											<div>Idd</div> <div>Token</div>
MET1											

Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood declarative full	TENSE present	MODALITY Modalization probability low
Lex1				

#### Clause 246

and and um I think she has been separated from her

M1				Subj Mood	Fin Pred Mood-Residue	Comp Residue					
T1				Sens	Proc Ment Cogn	Phen Range					
MET1	Int Modal Proc										

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE past	MODALITY-orientation subjective explicit
Lex1				

#### Clause 247

because she was white

M1		Subj Mood	Fin Mood	Comp Residue
T1		Carr	Proc ReIn Attr Int	Att
MET1				

Int1	SPEECH-FUNCTION Sustain continue prolong enhance	Mood declarative full	TENSE past	
Lex1				

#### Clause 248

and that there is a white family

M1	Subj Mood	Circ-Adj Residue	Fin Mood	Comp Residue		
T1		Idd Token	Proc Reln Iden Int	Idr Value		
MET1						

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE present
Lex1			

#### Clause 249

right okay

M1		
T1		
MET1		

Int1	SPEECH-FUNCTION Sustain react respond support reply acknowledge	Mood minor	
Lex1	Appraisal attitude appreciation valuation		

### Clause 250

I disagree

M1	Subj	Fin Pred Mood Mood-Residue
T1	Sayer	Proc Verbl
MET1		

Int1	SPEECH-FUNCTION Sustain react respond confront reply disagree	Mood declarative full	TENSE present
Lex1	Appraisal engagement heterogloss projection		

### Clause 251

okay let 's see

M1	Subj		Fin Pred Mood Mood-Residue
T1	Proc Ment Perc	Sens	Proc Ment Perc
MET1			

Int1	SPEECH-FUNCTION Sustain react respond support reply acknowledge	Mood imperative full	TENSE present
Lex1			

### Clause 252

you think this is her family here?

M1	Subj Mood	Fin Pred Mood-Residue	Comp Residue				Circ-Adj Residue
T1	Sens	Proc Ment Cogn	Phen Range				
MET1	Int Modal Proc						

Int1	SPEECH-FUNCTION Open initiate demand open information opinion	Mood declarative full	TENSE present	MODALITY-orientation subjective explicit
Lex1	Appraisal engagement heterogloss projection			

### Clause 253

no I think that's the family [[she was moved to]]

M1		Subj Mood	Fin Pred Mood-Residue	Comp Residue							
M2								Subj Mood	Fin Mood	Pred Residue	
T1		Sens	Proc Ment Cogn	Phen Range							
T2								Goal	Proc Mat		
MET1	Int Modal Proc										



Int1	SPEECH-FUNCTION Sustain react respond support reply answer	Mood declarative full	TENSE present	MODALITY-orientation subjective explicit
Lex1				

#### Clause 254

right

M1	
T1	
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support register	Mood minor	
Lex1			

#### Clause 255

no      I      don      ' t think      so

M1		Subj Mood	Fin Mood		Pred Residue	Comp Residue
T1		Sens	Proc Ment Cogn			Phen Range
MET1	Int Modal Proc					

Int1	<b>SPEECH-FUNCTION</b> Sustain react respond confront reply contradict	<b>Mood</b> declarative full	<b>TENSE</b> present	<b>MODALITY-orientation</b> subjective explicit
Lex1				

### Clause 256

because is that black / light brown?

M1		<b>Fin</b> Mood	<b>Subj</b> TH Mood	<b>Comp</b> Residue		
T1		<b>Proc</b> Reln Attr Int	<b>Carr</b>	<b>Att</b>		
MET1						

Int1	<b>SPEECH-FUNCTION</b> Sustain continue prolong enhance	<b>Mood</b> YN-interrogative full	<b>TENSE</b> present
Lex1	Appraisal graduation focus		

### Clause 257

and she is white

M1		<b>Subj</b> Mood	<b>Fin</b> Mood	<b>Comp</b> Residue
T1		<b>Carr</b>	<b>Proc</b> Reln Attr Int	<b>Att</b>
MET1				

Int1	<b>SPEECH-FUNCTION</b> Sustain continue prolong extend	<b>Mood</b> declarative full	<b>TENSE</b> present
Lex1			

#### Clause 258

look

M1	Pred Residue
T1	Proc Behl

Int1	<b>SPEECH-FUNCTION</b> Open initiate demand open gdsservices	<b>Mood</b> imperative full	<b>TENSE</b> present
Lex1			

#### Clause 259

that' s a drawing

M1	Subj TH Mood	Fin Mood	Comp Residue	
T1	Idd Token	Proc Reln Iden Int	Idr Value	

Int1	<b>SPEECH-FUNCTION</b> Sustain continue prolong elaborate	<b>Mood</b> declarative full	<b>TENSE</b> present
Lex1			

Clause 260

look

M1	Pred
	Residue
T1	Proc
	Ment
	Perc

Int1	SPEECH-FUNCTION	Mood	TENSE
	Sustain	imperative	present
	react	full	
	rejoinder		
	confront		
	challenge		
Lex1	counter		

Clause 261

that could be her

M1	Subj	Adj	Fin	Comp
	TH			
	Mood	Mood	Mood	Residue
T1	Idd	Proc		Idr
	Token	Reln		Value
		Iden		
		Int		
MET1				

Int1	SPEECH-FUNCTION	Mood	MOOD-ADJUNCT	TENSE
	Sustain	declarative	probability	present
	continue	full		
	prolong			
	elaborate			
Lex1	Appraisal			
	engagement			
	heterogloss			
	modality			

### Clause 262

that lady was a baby

M1	Subj Mood		Fin Mood	Comp Residue	
T1	Idd Token		Proc Reln Iden Int	Idr Value	
MET1					

Int1	SPEECH-FUNCTION			Mood	TENSE
	Sustain			declarative	past
	react			full	
	respond				
	support				
	develop				
	elaborate				
Lex1					

### Clause 263

and that' s a baby

M1		Subj TH Mood	Fin Mood	Comp Residue	
T1		Idd Token	Proc Reln Iden Int	Idr Value	
MET1					

Int1	SPEECH-FUNCTION			Mood	TENSE
	Sustain			declarative	present
	continue			full	
	prolong				
	extend				
Lex1					

Clause 264

yes I know

M1		Subj	Fin
		Mood	Pred
			Mood-Residue
T1		Sens	Proc
			Ment
			Cogn

Int1	SPEECH-FUNCTION	Mood	TENSE
	Sustain	declarative	present
	react	ellipsed	
	respond		
	support		
	reply		
	acknowledge		
Lex1			

Clause 265

but a black man or woman can 't have a white baby

M1		Subj					Fin		Pred	Comp		
		Mood					Modl		Residue	Residue		
							Mood					
T1		Actor					Proc			Goal		
							Mat					
MET1												

Int1	SPEECH-FUNCTION	Mood	TENSE
	Sustain	declarative	present
	continue	full	
	prolong		
	extend		
Lex1	Appraisal		
	engagement		
	heterogloss		
	concession		

Clause 266

	yes	they	can
M1		Subj Mood	Fin Pred Mood-Residue
T1		Actor	Proc Mat

Int1	SPEECH-FUNCTION Sustain react respond confront reply contradict	Mood declarative full	TENSE present
Lex1	Appraisal engagement heterogloss modality		

Clause 267

	I	have	seen	it	in	the	newspapers
M1	Subj	Fin Modl	Fin Pred Mood-Residue	Comp Residue	Circ-Adj Residue		
T1	Sens	Proc Ment Perc		Phen Range	Locn Place		
Int1	SPEECH-FUNCTION Sustain continue prolong enhance		Mood declarative full	TENSE past			
Lex1							

Clause 268

	because	I	have	seen	two	black	people
M1		Subj Mood	Fin Modl Mood	Pred Residue	Comp Residue		
T1		Sens	Proc Ment Perc		Phen Range		

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	TENSE past
Lex1			

Clause 269

	and	their	and	their	babies	are	fair,
M1				Subj Mood		Fin Mood	Comp Residue
T1				Carr		Proc Reln Attr Int	Att

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	TENSE present
Lex1	Appraisal graduation focus		



Clause 270

	they'	re	white
M1	Subj Mood	Fin Mood	Comp Residue
T1	Carr	Proc ReIn Attr Int	Att
Int1	SPEECH-FUNCTION Sustain continue prolong elaborate		Mood declarative full TENSE present
Lex1	Appraisal graduation focus		

Clause 271

	yes
M1	
T1	
MET1	
Int1	SPEECH-FUNCTION Sustain react respond support register Mood minor
Lex1	

### Clause 272

you can have somebody.../

M1	Subj Mood	Fin Modl Mood	Fin Mood	Comp Residue
T1	Idd Token Possr	Proc Reln Iden Poss		Idr Value Possd
MET1				

Int1	SPEECH-FUNCTION Sustain react respond support develop elaborate	Mood declarative abandoned
Lex1	Appraisal engagement heterogloss modality	

### Clause 273

but they might have married a white person

M1	Subj Mood	Fin Modl Mood	Pred Residue		Comp Residue		
T1	Actor	Proc Mat			Goal		

Int1	SPEECH-FUNCTION Sustain react rejoinder confront challenge counter	Mood declarative full	MODALITY Modalization probability low	TENSE past
Lex1	Appraisal engagement heterogloss modality	Appraisal engagement heterogloss concession		

# Clause 274

alright    alright    alright

M1			
T1			
MET1			

Int1	<b>SPEECH-FUNCTION</b> Sustain react rejoinder confront challenge detach	<b>Mood</b> minor	
Lex1	Appraisal attitude affect securityinsecurity disquiet		

# Clause 275

they    are    both    black

M1	<b>Subj</b> <b>Mood</b>	<b>Fin</b> <b>Mood</b>	<b>Comp</b> <b>Residue</b>	
T1	<b>Carr</b>     	<b>Proc</b> <b>ReIn</b> <b>Attr</b> <b>Int</b>		<b>Att</b>

Int1	<b>SPEECH-FUNCTION</b> Sustain react rejoinder confront response refute	<b>Mood</b> declarative full	<b>TENSE</b> present
Lex1	Appraisal engagement heterogloss concession	Appraisal graduation focus	

Clause 276

shh shh shh

M1			
T1			
MET1			

Int1	SPEECH-FUNCTION Sustain react rejoinder confront challenge detach	Mood minor	
Lex1			

Clause 277

yeah you can (ellipsis of 'yes it is possible to have a white baby')..

M1														
T1														
MET1														

Int1		Mood declarative abandoned	
Lex1	Appraisal engagement heterogloss modality		

Clause 278

It might...It might be a family [[who might be a a dark dark

M1	Subj Mood	Fin Modl Mood		Pred Residue	Comp Residue									
T1			Proc Exist		Ex									
T2								Proc Exist			Ex			

Int1	SPEECH-FUNCTION Sustain continue prolong elaborate	Mood declarative full	MODALITY Modalization probability low	TENSE present
Lex1				

#### Clause 279

and their baby will often be lightish

M1	Subj Mood		Fin Modl Mood	Adj Mood		Comp Residue
T1	Carr		Proc ReIn Attr Int		Proc ReIn Attr Int	Att
MET1						

Int1	SPEECH-FUNCTION Sustain continue prolong extend	Mood declarative full	MODALITY Modalization usuality high	TENSE future
Lex1				

#### Clause 280

brownish

M1	Comp Residue
T1	Att
MET1	

Int1	SPEECH-FUNCTION Sustain react respond support develop extend	Mood declarative co-constructed	
Lex1	Appraisal graduation focus		

### Clause 281

	like	Frank
M1	Circ-Adj Residue	
T1	Mann Comp	
MET1		

Int1	SPEECH-FUNCTION Sustain react respond support develop enhance	Mood declarative ellipsed	
Lex1			

### Clause 282

	now	soon	you	are	going	to	have	to	tell	the	others	what
M1		Circ-Adj Residue	Subj Mood	Fin Mood				Pred Mod Residue		Comp Residue		Comp Residue
T1		Locn Time	Sayer	Proc Verbl						Rec		Verb
MET1												

Int1	SPEECH-FUNCTION		
	Open		
	initiate		
	give		
	information		
	fact		
Lex1			

### Clause 283

right I know

M1			
T1			
MET1			

Int1	SPEECH-FUNCTION	Mood	
	Sustain	minor	
	react		
	respond		
	support		
	reply		
	acknowledge		
Lex1			

'Floorstorming at Briary Rd' an instance of Task Collaboration from Briary Rd.

The children are seated around a montage of images from the text.

They have a separate sheet with the following guidelinesessions written on it:

'Look at the pictures carefully. Describe what you see. What do you think the book will be about? Do you know anything about this topic? If so, tell the other members of your group'.

Adult speakers are T1 (class teacher) and T2 (visiting teacher)

Child speakers are F (Frank), P (Patsy), Si (Simone), S (Sam), K (Kenneth)

#### Orientation

##### 'Exchange' 1

- 1 F /right I m recorder /  
2 P /okay right /

##### Colloborating step 1: describing images

##### 'Ex' 2

- 3 /LOOK AT THE PICTURES CAREFULLY (reading from instructions) /  
4 /look at the picture carefully /  
5 Ss /NV /

##### 'Ex' 3

- 6 Si /I' m the encourager /  
7 P /alright /

##### 'Ex' 4

- 8 /look (ellipsis of 'Look at the paper') /  
9 Si /look /  
10 K /looking (ellipsis of "I'm looking') /  
11 /we have to look and see first (some fooling with microphone) /  
12 /NV /

##### 'Ex' 5

- 13 S /no we are not singing whatever /  
14 S /NV /

##### 'Ex' 6

- 15 P /alright DESCRIBE WHAT YOU SEE (reading instructions) /  
16 /not yet /  
17 /who do you think these people are? /  
18 Si /they are Aborigines/ /  
19 S /Aborigines (ellipsis of ' They are Aborigines') /  
20 F /Aborigines (ellipsis of 'They are Aborigines) /  
21 S /I thought you said 'Bangunya' /  
22 Si /yeah /



23 /and do you know what' s here? (pointing at pictures) /  
 24 F /Yes because... /

**'Ex' 7**

25 P /yes well look at this picture in the corner here /  
 26 S /yes /  
 27 K /Pilawuk /  
 28 /that 's a Aboriginal girl/ /  
 29 /it 's an Aboriginal girl, alright. /  
 30 P /um okay /  
 31 K /o-kay okay /  
 32 Si /okay /  
 33 F /the book is about her, /  
 34 /it' s about .... /

**'Ex' 8**

35 P /okay Steven what do you think about this girl? /  
 36 /who do you think she is? /  
 37 S /don't... /  
 38 /I don 't know /  
 39 /she funny /  
 40 /I think that she .... /  
 41 /I think that she is an Aborigine white girl /  
 42 K /an Aborigine white? /  
 43 F /yeah an Aborigine can be a white or black /  
 44 /it depends whatever colour their skin is /  
 45 Si /no, because there' s Aboriginal thing here (indicating picture) /  
 46 S /thing here /

**'Ex' 9**

47 /see /  
 48 F /no look /  
 49 /there' s a map of ah a picture of Australia /

**'Ex' 10**

50 /let' s see that /  
 51 S /look at the little girl, good girl (teasing tone) /

**'Ex' 11**

52 P /Si what do you ... who do you think Pilawuk is going to be? /  
 53 Si /I think she' s gunna be/ (very softly) /  
 54 P /who do you think (ellipsis of 'who do you think she's going to be?) /  
 55 Si /an Aboriginal girl (ellipsis of 'I think she is going to be an Aboriginal girl') /  
 56 F /what about you? /

57 P /okay I think Pilawuk is gonna be an Aboriginal [[who gets  
separated from her family]] /  
58 /because in this picture she is with a different family /  
59 /she is with a white family, /  
60 /so I think she was separated from her family /  
61 /how would you know if there ... if that is a white family? /  
62 /because I have read the book before /  
63 /I read it with /  
64 Ss? /oooh! 4B aaaah! ( ) /  
65 S /she read it with 4B (teasing tone) /  
66 / ( ) /  
67 P /okay don't worry, /  
68 /the book is going to be about Pilawuk /

## Collaborating step 2: predicting the text

### 'Ex' 12

69 /okay, when um what do you think 'when I was young' means? /  
70 F /um um /  
71 /I think it means her life /  
72 S /when she was looong time ago, like about ( ). /  
73 P /Frank, what do you think? /  
74 F /the book starts [[when she was young]] /  
75 /and then it starts building along what... /  
76 P /so what do you think it is really about? /  
77 F /a girl [[who is growing up]] (ellipsis of "I think it is about a girl  
who is growing up") /  
78 P /okay, Sam? (ellipsis of 'Okay and what do you think it is about  
Sam?') /  
79 S /the book is about a young Aborigine /

### 'Ex' 13

80 P /what do you think 'when I was young' means? /  
81 /what do you think 'when I was young' means? /  
82 /what do you think? /  
83 /do you think that tells you more about the book /  
84 /or do you need more information? /  
85 S /hear hear hear /

### 'Ex' 14

86 P /Kenneth what do you think? /  
87 S /okay, okay, okay. /  
88 P /okay Kenneth? /  
89 K /like long time ago( ) /  
90 P /what do you think? /

91 /what do you think 'when I was young' means? /  
 92 K /like she could be about Miss Sison's age [[when she was young]]  
 /  
 93 / (4.0) giggling /  
 94 S /ooh! /

**'Ex' 15**

95 P /Simone, what do you think 'when I was young' means? /  
 96 Si /me um? /  
 97 F /could be ..... /  
 98 K /man you' ve already t-old ... /  
 99 /who told you you could/ /

**'Ex' 16**

100 P /what do you think 'when I was young' means? /  
 101 F /I did n't make it a joke you know /  
 102 Si /well well It' s hard /  
 103 K /it' s a hard thing /  
 104 P /it is a very hard question /  
 105 S /yeah (ellipsis of 'Yes, it's a very hard question' /  
 106 P /but try and answer it okay? /  
 107 /okay what I think 'when I was young' means... /  
 108 /well this is at least what I think /

**Collaborating step 3: surfacing existing knowledge**

**'Ex' 17**

109 K /don't move the mike Ms J... /  
 110 /NV /  
 111 P /'When I was young', I think it means like it is telling about her life  
 from [ [[when she was born]] and [[what happened [[[when  
 she...]]] [[ what happened in her life]] ]. /  
 112 F /right next picture ( ) /

**'Ex' 18**

113 P /DOES ANYONE HERE KNOW ANYTHING ABOUT THE TOPIC?  
 (reading the next question from the worksheet) /  
 114 F /yeah I do /  
 115 P /okay Frank first /  
 116 F /I do n' t/  
 117 /I never read the book /  
 118 P /okay /  
 119 /what about you Sam? /  
 120 /do you know anything about the topic? /  
 121 /okay you know that 'when I was young'/ /  
 122 S /you know that a girl was young once /

123 /and she is telling her story about [[when she was young]] /  
 124 P /okay /

**'Ex' 19**

125 F /she' s recording her memory /  
 126 P /okay, that' s good /  
 127 /Simone? /  
 128 Si /um /  
 129 P /do you know anything about the topic at all? /  
 130 Si /no not sure (ellipsis of 'I'm not sure') /  
 131 S /she knows nothing (teasing tone) /

**'Ex' 20**

132 P /okay well I know a lot about the topic /  
 133 /because I have read the book /  
 134 S /why not tell us then? (giggling) /  
 135 P /okay I know what happens is..., /  
 136 /like Kenneth said it it /  
 137 /It has a /  
 138 /she' s recorded her memories in this book [[ from when she was  
 young]] /  
 139 S /why did n' t you say it? /  
 140 /Yep that is [[what I said]] /  
 141 P /so okay /  
 142 S /next /

**'Ex' 21**

143 P /Anyone know does ...does anyone know anything about the book  
 now? /  
 144 Ss /(Yep yep /  
 145 F /I do /  
 146 P /Frank /  
 147 F /yes it' s about this girl' s life /  
 148 P /okay good so you have learned something /  
 149 /Sam? /  
 150 S /she is talking about [[when she was (softly)]] /  
 151 /she was talking about [[when she was really really young.]] /  
 152 P /okay /  
 153 K /okay /  
 154 S /she was talking about her relatives, her family, her gran and  
 herself /  
 155 P /and Sam? /  
 156 S /um she is talking about her family and [[when she was young]] /  
 157 P /okay /

158 S /yeah but how do you know that she is talking about her family? /  
 159 Si /because I think that' s her fam-ily. /  
 160 S /yeah maybe that is not her family /  
 161 /maybe maybe it' s here..... /  
 162 Si /but it looks like /  
 163 P /okay /  
 164 S /maybe that' s her relatives /  
 165 Si /but I think ... /

**'Ex' 22**

166 P /don' t fight /  
 167 /now.. /  
 168 S /start a fight (laughing)/ /

**'Ex' 23**

169 P /now I know a lot about the book /  
 170 /as I said I have read it, /  
 171 Ss /Oh yes oh /  
 172 P /first of all, I know that she was separated from her family [[when  
 she was young]] /  
 173 Ss /ah huh/ /  
 174 P /because she was white, /  
 175 /see /  
 176 /this is her family here /  
 177 /as you can see /  
 178 K /wait wait /  
 179 /can I s /  
 180 F /yes that' s her /  
 181 /that' s her /

**'Ex' 24**

182 K /let me see something for a minute/ /  
 183 F /wait a minute /  
 184 K /hey these two pictures are the same /  
 185 S /yes so what about it? /  
 186 P /yes Sam Sam what do you want to say? /  
 187 /( )ssh /  
 188 P /what do you want to say, Sam /  
 189 /yes? /  
 190 S /This book is a .. /

**'Ex' 25**

191 /if she was separated from her family /  
 192 /why did n't she stay with her real family? /  
 193 P /what do you mean? /

194 S /when you grow older /  
 195 /you' re allow ..you could run off /  
 196 P /yes, you see what happens is [[that she was brought back to  
 her family]]. /  
 197 S /yes /

#### Collaborating step 4: summarising group knowledge

##### 'Ex' 26

198 Tch /what do you think /  
 199 /what do you think the book is going to be (about)? /  
 200 P /Miss, I have read it before /  
 201 Tch /oh have you? (ellipsis of 'Have you read it before?') /  
 202 S /I know what it is about /  
 203 Tch /okay well let Sam tell me what it is about /  
 204 P /Miss we were /gathering information/ /  
 205 S /it is about a girl [[who was separated from her family]] /  
 206 /that' s all [[I remember]] /

##### 'Ex' 27

207 Tch /okay who else would like to...? /  
 208 K /it' s about a girl a young girl, /  
 209 /she is recording her memories from now /  
 210 Tch /right she is recording /  
 211 /that is right /  
 212 Si /(when she was young)/ /  
 213 F /she' s already recorded/ /  
 214 Tch /yep /  
 215 /and what do you think/ /  
 216 S? /oh Simone doh we already know that /  
 217 Tch /beg your pardon? /  
 218 S? /we already know that /  
 219 /because (pointing to big book on display and referring to title) /  
 220 P /because? /  
 221 K /like he said that yeah you already just said it/  
 222 /we already know that /  
 223 /the title is [when she was young] (Simone) /

##### 'Ex' 28

224 Tch /okay, what do you think is special about her life /  
 225 /or different about her life? /  
 226 P /I know/ /  
 227 Si /she is white /  
 228 /because she is white/ /  
 229 P /she is white/. /

230 Tch /she is white is she? /  
 231 /and do you think she is white? /  
 232 S /and she is living with a black family/. /  
 233 Ss /yes /  
 234 F /I've seen a girl [[who is white]] /  
 235 /and she is Aboriginal /  
 236 K /(......) /  
 237 S? / (Cool) /  
 238 Tch /alright /  
 239 /okay Patsy? /  
 240 P /well I've read the book /  
 241 /so I know what it is about /  
 242 /anyway um it looks here that [[this is her family]] /  
 243 /because I can tell /  
 244 /I can tell /  
 245 /because she looks like that girl and that girl [[which that might be  
 her mum]] /  
 246 /and and um I think she has been separated from her family /  
 247 /because she was white /  
 248 /and that there is a white family /  
 249 Tch /right okay /  
 250 Si /I disagree /  
 251 Tch /okay let 's see /

**'Ex' 29**

252 /you think this is her family here? /  
 253 P /no I think that's the family [[she was moved to]] /  
 254 Tch /right /  
 255 S /no I don 't think so /  
 256 /because is that black / light brown? /  
 257 /and she is white /

**'Ex' 30**

258 S? /look /  
 259 /that's a drawing /  
 260 F /look /  
 261 /that could be her /  
 262 K /that lady was a baby /  
 263 /and that's a baby /  
 264 S /yes I know /  
 265 /but a black man or woman can 't have a white baby /  
 266 P /yes they can /  
 267 /I have seen it in the newspapers /

268            /because I have seen two black people /  
 269            /and their and their babies are fair, /  
 270            /they' re white /  
 271        S        /yes /  
 272        Tch     /you can have somebody.../ /  
 273        S        /but they might have married a white person /  
 274        S?      /alright alright alright /  
 275        P        /they are both black /  
 276        Ss      /shh shh shh /  
 277        Tch     /yeah you can (ellipsis of 'yes it is possible to have a white  
                  baby').. /  
 278            /It might...It might be a family [[who might be a a dark dark skinned  
                  person and a light skinned person ]] /  
 279            /and their baby will often be lightish /  
 280        P        /brownish /  
 281        S        /like Frank /

#### **Conclusion/transition**

#### **'Ex' 31**

282        T2     /now soon you are going to have to tell the others what you think  
                  the book is going to be about /  
 283        P        /right I know /



## **APPENDIX VI: Talking and Listening Outcomes<sup>1</sup> text and Appraisal analysis**

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<sup>1</sup> From NSW Board of Studies, 1998. *English K-6 Syllabus*. NSW Board of Studies, Sydney.

### Clause 1

Communicates with peers and known adults in informal situations

LEX1				Lex1 Int			Lex2 Int	
------	--	--	--	-------------	--	--	-------------	--

and structured activities [[dealing briefly with familiar topics]].

	Lex3 Int			Lex4 Int		Lex5 Int	
--	-------------	--	--	-------------	--	-------------	--

Lex1	Appraisal graduation focus	Appraisal attitude appreciation valuation	Appraisal attitude appreciation composition complexity	Appraisal graduation force	Appraisal attitude appreciation composition complexity
------	----------------------------------	--	--	----------------------------------	--

### Clause 2

Communicates with an increasing range of people for a variety

LEX1			Lex1 Int					Lex2 Int
------	--	--	-------------	--	--	--	--	-------------

of purposes on both familiar and introduced topics in spontaneous

				Lex3 Int		Lex4 Int		Lex5 Int
--	--	--	--	-------------	--	-------------	--	-------------

and structured classroom activities.

	Lex6 Int		
--	-------------	--	--

Lex1	Appraisal graduation force	Appraisal attitude appreciation valuation	Appraisal attitude appreciation composition complexity	Appraisal attitude appreciation composition complexity	Appraisal attitude appreciation composition complexity
------	----------------------------------	--	--	--	--

Appraisal
attitude
appreciation
composition
complexity

**Clause 3**

Communicates in informal and formal classroom activities in

LEX1

	Lex1		Lex2			
	Int		Int			

school and social situations for an increasing range of purposes

Lex3		Lex4			Lex5			
Int		Int			Int			

on a variety of topics across the curriculum.

	Lex6					
	Int					

Lex1

Appraisal	Appraisal	Appraisal	Appraisal	Appraisal
attitude	attitude	graduation	graduation	graduation
appreciation	appreciation	focus	focus	force
valuation	valuation			

Appraisal
attitude
appreciation
composition
complexity

#### Clause 4

	Communicates	effectively	for	a	range	of	purposes	and	with	a
LEX1		Lex1 Int				Lex2 Int				

variety of audiences to express well-developed, well-organised

Lex3 Int					Lex4 Int	Lex5 Int
-------------	--	--	--	--	-------------	-------------

ideas [[dealing with more challenging topics]].

			Lex6 Int		
--	--	--	-------------	--	--

Lex1	Appraisal attitude judgement socialesteem capacity	Appraisal attitude appreciation valuation	Appraisal attitude appreciation composition complexity	Appraisal attitude appreciation composition complexity	Appraisal attitude appreciation composition balance
------	--	--	--	--	---

Appraisal attitude appreciation valuation
--

#### Clause 5

	Demonstrates	basic	skills	of	classroom	and	group	interaction,
LEX1		Lex1 Int			Lex2 Int			

Lex1	Appraisal attitude appreciation valuation	Appraisal graduation focus
------	--	----------------------------------

**Clause 6**

makes brief oral presentations

LEX1		Lex3 Int		
------	--	-------------	--	--

Lex1	Appraisal attitude appreciation valuation
------	--

**Clause 7**

and listens with reasonable attentiveness.

LEX1				Lex4 Int	Lex5 Int
------	--	--	--	-------------	-------------

Lex1	Appraisal graduation force	Appraisal attitude judgement socialsanction propriety
------	----------------------------------	---

**Clause 8**

Interacts in more extended ways with less teacher

LEX1		Lex1 Int				Lex2 Int		
------	--	-------------	--	--	--	-------------	--	--

intervention,

--

Lex1	Appraisal attitude appreciation composition complexity	Appraisal attitude judgement socialesteem capacity	
------	--	--	--

**Clause 9**

makes increasingly confident oral presentations

LEX1	Lex3 Int				
------	-------------	--	--	--	--

Lex1	Appraisal attitude appreciation reaction impact		
------	---	--	--

**Clause 10**

and generally listens effectively.

LEX1			Lex4 Int	
------	--	--	-------------	--

Lex1	Appraisal attitude judgement socialesteem capacity		
------	--	--	--

**Clause 11**

Interacts effectively in groups and pairs, adopting a range of

LEX1		Lex1 Int	Lex2 Int					Lex3 Int	
------	--	-------------	-------------	--	--	--	--	-------------	--

roles,

--

Lex1	Appraisal attitude judgement socialesteem capacity	Appraisal graduation focus	Appraisal attitude appreciation composition complexity	
------	--	----------------------------------	--	--

#### Clause 12

uses a variety of media

LEX1		Lex3 Int			
------	--	-------------	--	--	--

Lex1	Appraisal attitude appreciation composition complexity		
------	--	--	--

#### Clause 13

and uses various listening strategies for different situations.

LEX1			Lex4 Int				Lex4 Int	
------	--	--	-------------	--	--	--	-------------	--

Lex1	Appraisal attitude appreciation composition complexity	Appraisal graduation focus	
------	--	----------------------------------	--

#### Clause 14

Interacts productively and with autonomy in pairs and groups of

LEX1		Lex1 Int		Lex2 Int						
------	--	-------------	--	-------------	--	--	--	--	--	--

various sizes and composition,

Lex3			
Int			

Lex1	Appraisal attitude judgement socialsanction propriety	Appraisal attitude judgement socialesteem tenacity	Appraisal graduation force
------	---	--	----------------------------------

### Clause 15

uses effective oral presentation skills and strategies

LEX1		Lex4 Int					
------	--	-------------	--	--	--	--	--

Lex1	Appraisal attitude appreciation reaction impact		
------	---	--	--

### Clause 16

and listens attentively.

LEX1		Lex5 Int	
------	--	-------------	--

Lex1	Appraisal attitude judgement socialsanction propriety		
------	---	--	--



**Clause 17**

Recognises that there are different kinds of spoken texts

LEX1					Lex1 Int				
------	--	--	--	--	-------------	--	--	--	--

Lex1	Appraisal graduation focus		
------	----------------------------------	--	--

**Clause 18**

and shows emerging awareness of school purposes and

LEX1			Lex2 Int						
------	--	--	-------------	--	--	--	--	--	--

expectations for using spoken language.

--	--	--	--	--

Lex1	Appraisal graduation force		
------	----------------------------------	--	--

**Clause 19**

Recognises a range of purposes and audiences for spoken

LEX1		Lex1 Int							
------	--	-------------	--	--	--	--	--	--	--

language

--

Lex1	Appraisal token	Appraisal graduation force	
------	--------------------	----------------------------------	--

### Clause 20

and considers how own talking and listening are adjusted in

LEX1		Lex2 Int								
------	--	-------------	--	--	--	--	--	--	--	--

different situations.

Lex3 Int	
-------------	--

Lex1	Appraisal token	Appraisal graduation force	
------	--------------------	----------------------------------	--

### Clause 21

Identifies the effect of purpose and audience on spoken texts

LEX1										
------	--	--	--	--	--	--	--	--	--	--

Lex1	Appraisal token		
------	--------------------	--	--

### Clause 22

and distinguishes between different varieties of English.

LEX1			Lex1 Int			
------	--	--	-------------	--	--	--

Lex1	Appraisal graduation focus		
------	----------------------------------	--	--

### Clause 23

Discusses ways in which spoken language differs from written

LEX1		Lex1 Int							
------	--	-------------	--	--	--	--	--	--	--

language

--

Lex1	Appraisal graduation focus	Appraisal attitude judgement socialesteem capacity	
------	----------------------------------	--	--

#### Clause 24

and how spoken language varies according to different contexts.

LEX1		Lex2 Int							
------	--	-------------	--	--	--	--	--	--	--

Lex1	Appraisal graduation focus		
------	----------------------------------	--	--

#### Clause 25

With teacher guidance, identifies some basic language features

LEX1	Lex1 Int					Lex2 Int		
------	-------------	--	--	--	--	-------------	--	--

of familiar spoken texts.

	Lex3 Int		
--	-------------	--	--

Lex1	Appraisal token	Appraisal attitude appreciation composition complexity	Appraisal attitude appreciation valuation
------	--------------------	--	--

### Clause 26

Recognises that different types of predictable spoken texts have

LEX1			Lex1 Int			Lex2 Int			
------	--	--	-------------	--	--	-------------	--	--	--

different organisational patterns and features.

Lex3 Int				
-------------	--	--	--	--

Lex1	Appraisal graduation focus	Appraisal attitude appreciation composition complexity	Appraisal graduation focus
------	----------------------------------	--	----------------------------------

### Clause 27

Identifies common organisational patterns and some characteristic

LEX1		Lex1 Int				Lex2 Int	
------	--	-------------	--	--	--	-------------	--

language features of a few types of predictable spoken texts.

				Lex3 Int			Lex4 Int		
--	--	--	--	-------------	--	--	-------------	--	--

Lex1	Appraisal attitude appreciation composition complexity	Appraisal graduation force	Appraisal graduation force	Appraisal attitude appreciation composition complexity
------	--	----------------------------------	----------------------------------	--

### Clause 28

Evaluates the organisational patterns of some more challenging

LEX1					Lex1 Int		
------	--	--	--	--	-------------	--	--

spoken texts and some characteristic language features.

			Lex2 Int			
--	--	--	-------------	--	--	--

Lex1	Appraisal graduation force	Appraisal attitude appreciation valuation	Appraisal graduation force
------	----------------------------------	--	----------------------------------

**Clause 29**

(from Board of Studies 1998 p17)

LEX1					
------	--	--	--	--	--

Lex1			
------	--	--	--

- 1 /Communicates with peers and known adults in informal situations and structured activities  
[[dealing briefly with familiar topics]]. /
- 2 /Communicates with an increasing range of people for a variety of purposes on both  
familiar and introduced topics in spontaneous and structured classroom activities. /
- 3 /Communicates in informal and formal classroom activities in school and social situations  
for an increasing range of purposes on a variety of topics across the curriculum. /
- 4 /Communicates effectively for a range of purposes and with a variety of audiences to  
express well-developed, well-organised ideas [[dealing with more challenging topics]]. /
- 5 /Demonstrates basic skills of classroom and group interaction, /
- 6 /makes brief oral presentations /
- 7 /and listens with reasonable attentiveness. /
- 8 /Interacts in more extended ways with less teacher intervention, /
- 9 /makes increasingly confident oral presentations /
- 10 /and generally listens effectively. /
- 11 /Interacts effectively in groups and pairs, adopting a range of roles, /
- 12 /uses a variety of media /
- 13 /and uses various listening strategies for different situations. /
- 14 /Interacts productively and with autonomy in pairs and groups of various sizes and  
composition, /
- 15 /uses effective oral presentation skills and strategies /
- 16 /and listens attentively. /
- 17 /Recognises that there are different kinds of spoken texts /
- 18 /and shows emerging awareness of school purposes and expectations for using spoken  
language. /
- 19 /Recognises a range of purposes and audiences for spoken language /
- 20 /and considers how own talking and listening are adjusted in different situations. /
- 21 /Identifies the effect of purpose and audience on spoken texts /
- 22 /and distinguishes between different varieties of English. /
- 23 /Discusses ways in which spoken language differs from written language /
- 24 /and how spoken language varies according to different contexts. /
- 25 /With teacher guidance, identifies some basic language features of familiar spoken texts. /
- 26 /Recognises that different types of predictable spoken texts have different organisational  
patterns and features. /
- 27 /Identifies common organisational patterns and some characteristic language features of a  
few types of predictable spoken texts. /
- 28 /Evaluates the organisational patterns of some more challenging spoken texts and some  
characteristic language features. /
- 29 /(from Board of Studies 1998 p17) /

## **APPENDIX VII Interviews with teachers**

1. Interview with Kate (Crystalvale 9.10.98).....	2
2. Interview with Tisha (Briary Road 27.10.98) .....	18

## 1. Interview with Kate (Crystalvale 9.10.98)

**PJ:** *So, would you like to talk about how you see oral language in the classroom?*

**K:** I see it as extremely important,  
providing activities to make it happen  
or to allow it to happen,  
encourage it to happen.  
It is a challenge  
to do that at times  
as it suits such a broad range of children,  
even though there is nobody  
who speaks a different language as such,  
I have children  
that speak a different dialect to what I'm used to,  
I guess over a period of time  
I've learnt to speak the dialect  
without even thinking about it  
and therefore I understand a lot of things the children say  
that other people who walk into the school don't  
and to me to provide opportunities for them to talk  
and express themselves is of major importance  
because their language seems to be based more on being able to talk to people they know  
all the time on a very intimate basis,  
therefore lots of nouns, verbs etc are left out of their conversation  
and so it's quite a challenge to force the issue  
instead of them saying 'have you got that thing from yesterday that I need'  
it's quite a challenge  
to force the issue  
to get them to use the nouns and the verbs to express themselves  
so that anybody can understand them,  
not just somebody that was there at the time  
or somebody that knows what they are talking about  
and providing the opportunities to bring that out is of extreme importance  
as far as I am concerned.

**PJ:** *And what sorts of things have worked for you in terms of those opportunities?*

**K:** Are you talking about specific activities or ways of working with groups or...?

**PJ:** *Yes, principles, what sorts of things have you found useful?*

**K:** Well lots of modelling with immediate feedback I guess.  
if I don't point out that somebody has made an error  
without making them feel inferior  
they don't know that that's the wrong way  
to say it or do it.  
I try to work things more as a group  
where I encourage everybody supporting each other,  
mistakes, that's okay  
and I have had to work in a quite intense way with the children  
to bring them out of,  
if somebody made a mistake  
people would laugh or ridicule or whatever  
and it has been quite, again, a challenge  
to move the children from some downgrading of others  
because of an error or mistake  
to actually participate and assist each other in their language.  
Small group activities I find work



work best because it gives the children opportunities or more opportunities to interact more often.

A big group you can only sort of do the one person at the one time thing, a small group there is lots of interaction happening and more people talking, basically at the same time but with more meaning, so yes, providing opportunities for that to happen I guess works best to draw the language out.

They need that adult person there that is able to say  
'I didn't quite understand that, what do you mean?'  
because the children that they are working with they see on a regular basis and they know what they are talking about  
and so it's drawing that extra language,  
it's like pulling teeth at times  
and trying to sort of get the point across  
without again, downgrading them  
that you need to make it more explicit  
so that others understand  
not just those people that you know.

**PJ:** *There are just two things about that,  
the point about dialect  
and then the point about the need for co-operative skills,  
just back to dialect again,  
you talked about them needing to be able to communicate with people  
who don't share the same situations, the same context,  
what other sorts of issues do you see for the children in terms of the learning in dialect,  
how does the dialect...?*

**K:** I guess when you look at reading,  
when you look at theme work  
when you might be working  
it might be HSI  
oh doesn't matter what KLA  
I guess it's about building up that field and the field knowledge of the words  
because that's not something in many cases that these children have  
and so to get any sort of interaction happening within a group  
it is essential  
that you build up this field knowledge  
before you do anything that is really formal  
I guess,  
it's sort of like a pretty much relaxed conversation type way  
that I deal with this building of the field,  
I mean  
it's formal to the extent that I plan it  
and I know what I am talking about,  
I know what I am doing,  
but it is informal in its presentation  
because what I try to do is take away intimidation  
because the children actually go into flight or fright mode  
when they are presented with something that is new or different,  
something that they don't know  
and I find  
well that's my way of getting around that problem with the children  
and I can build that field knowledge with various activities,  
just I mean just sitting down in a group with them,  
this happens,  
showing pictures,  
talking about them, those sorts of things  
and from that point then you work to a formal type academia I guess,

the written work where you have this thing,  
 there is this thing that I can collect data on  
 and that I can produce  
 and this is what your child can do,  
 but to get to that point where they can actually write something about a specific topic then I  
 need to build that language for them.  
 Some of the children do have lots of language in various topics  
 but generally it's the majority don't have it.  
 So it's sort of going back to what do they know about starting  
 and then working forward  
 and it's the dialect,  
 that's not like lots of words are not part of their dialect,  
 it is a very restricted language I guess  
 but it is not restricted for them  
 because they each understand what they are talking about,  
 its restricted and it works for them,  
 but it's not for me.

**PJ:** *It doesn't actually help them into literate modes?*

**K:** Definitely not,  
 no I mean lots of reading difficulties happen  
 because children see words that they have no idea what they mean,  
 so how can they make meaning  
 if they are reading a certain amount of words in a text  
 and they reach another say three or four words in the next couple of lines in the sentence  
 they have no idea of what the field is about,  
 how can they work them out,  
 how can they make sense of them  
 and so it's building that field to make the reading happen  
 and it's building that field to make the language happen.

**PJ:** *Well then just back on the issue of co-operative skills,  
 what have you had to do in that area for them  
 to be able to participate in....?*

**K:** Co-operative learning skills has been a major problem within the school  
 and still is,  
 as bad as it is it is still a lot better  
 that what it was from my point of view anyway,  
 I'm the one that's been trying to do a lot about it.  
 Talking about the older group of the children here  
 because I didn't have them from the early stages,  
 I have inherited them so to speak,  
 I inherited children that could not take turns,  
 I inherited children who have very poor manners,  
 or who had very poor manners,  
 they are a lot better than that now.  
 How I have gone about that I guess  
 is just through setting up  
 and explaining to them  
 this is what I want,  
 this is what I expect,  
 I know you can do it,  
 I don't accept less and constantly re-enforcing,  
 if somebody says thank you when I hand them something, praise,  
 if somebody doesn't I don't let it go,  
 I mean it is simple things like that to try

and build the social skills, personal interaction skills which all basically meant blending together anyway.

The interaction skills within a group at times can explode at any second depending on what mood which particular child is in, that one I still struggle with, how do you deal with that, because some of these children come to school with sometimes horrendous things that have happened at home to them within the past hour before they have left for school, sometimes I have children coming to school, they just get out of the family car, walk through the gates and they are crying or if they are not crying I can see that they are on the verge of or have been. So basically what we are dealing with within the school is to teach manners basic skills of manners and social communication, the things that make people tick and make people interact and work together, that's we all have to do in a workforce these days and these children don't have these skills from their family situations so we have to provide that somehow.

**PJ:** *And do you think  
it's particularly worse at the school than in other schools  
or do you think it is worse  
because it is a disadvantaged school  
or is worse  
because it's a small community?*

**K:** Not having had a great experience in other schools  
I really find that a difficult one to answer,  
within the school and the children that I deal with, this is only a small group,  
however, that small group demands so much attention,  
the needs are with that group  
I mean ( )  
I am talking mostly about the senior groups.

**PJ:** *So we are talking about  
whether or not it is different for that community  
and you said that you hadn't really as a comparison to others  
but the group of children  
that you were talking about was a small group?*

**K:** Within the school yes  
and it's the older group within the school  
that generates the most difficulties or the most problems  
and as I said  
demand so much time and energy from staff including me and the councillors and all the extra support and  
within that group most of them,  
I should actually specify how many families,  
if I can just sort of work that out,  
it would be four families  
I think,  
two no three children within the school are cousins,  
I'm including Sara in that one

so you could say there are two families,  
 but really it's only one,  
 it comes under one umbrella  
 because Grandma actually is the,  
 she is the one that actually provides all the care,  
 she is the carer within that group and the patriarch no matriarch sorry,  
 then we have Mel and Ritchie's parents  
 who are in turn related to almost everybody within the community,  
 I don't know about each other  
 but it wouldn't be far off it from what I can gather  
 and we have the Devines which again are related to everybody within the community and  
 probably, without going back looking at family trees,  
 I am brave enough to say  
 'yes they have to be related really'  
 I would be amazed if they are not.

**PJ:** *That is Tammy and Vicky's parents?*

**K:** Yes and Matthew, yes  
 and so that is the group  
 which provides the most problems within the school.

**PJ:** *Long term residents of the community?*

**K:** Yes, very long term residents  
 I mean the families would go back most of them  
 almost as far as Crystalvale goes back  
 if not by direct name  
 there is a descendent out there somewhere.  
 Carol I know doesn't come,  
 this is the grandmother of Greg and Sally  
 I know she doesn't come from there,  
 she comes from out at Blackspring,  
 somewhere out towards Oberon anyway,  
 I'm not sure about her husband  
 but it appears as though to me  
 that he comes from around that area  
 so you are talking to these people  
 who have been within this community  
 and been supported by the coal mining industry or associated industries for generations and  
 the cycle seems to be,  
 although I believe we're changing it at the moment,  
 it is a long hard slog  
 but I believe we are making ground on that.  
 A cycle of poor literacy skills, low education range,  
 I know  
 that Carol she's our cleaner as well as being a grandparent to three children in the school,  
 I know her schooling went to Year 6,  
 she is only 53 or 54  
 and that is where her schooling finished,  
 so she is the one that has most to do with the children  
 and I am including their parents in this the grandparents,  
 the grandmother has more to do with those children  
 than those parents do.  
 Her language skills I guess, well I know aren't good at all,  
 what should I say,  
 that's not what I mean,  
 I mean you can sit down and have a conversation with Cathy  
 and what's the word, help me Pauline:.

um, functional,  
 okay  
 the language is functional,  
 she can make herself understood  
 you know exactly what she is talking about  
 but when it comes to grammar,  
 when it comes to the written word,  
 you can still understand and everything,  
 so it is functional  
 but it is not grammatically correct,  
 it is not spelt correctly  
 but it is functional  
 and that's the children's role model along with their parents,  
 who that was their role model  
 and they haven't come out of that mould either  
 and so that's the cycle  
 I'm hell bent on trying to break.

**PJ:** *So the language is functional but not conventional?*

**K:** Yes, functional but not conventional.  
 I mean they must be able to make themselves understood,  
 to go shopping  
 I mean they have to confront people in shops, banks  
 wherever you go  
 you have to confront people  
 and talk to them.  
 I'd like to actually be alongside of the likes of say, Matty,  
 you were there yesterday  
 when he asked me something  
 and I knew exactly what he meant,  
 it was 'have you got that thing that we done yesterday on the computer?'  
 I knew exactly what he meant  
 and I insisted that he go back and think about it,  
 I think I had to send him back about four times to go back  
 and think about it  
 and tell me the words  
 and exactly what you mean  
 and eventually he came forward with it  
 and was just a straight forward statement  
 'have you got the printout from the research questions we did yesterday on the computer?'  
 I mean he was able to put it like that  
 but I had to force that to happen.

**PJ:** *I know what you mean  
 because one day I asked Jenny where she lived  
 and she told me  
 'well you know down there,  
 you go down there  
 and you turn up there  
 and then it's along there'.*

**K:** So you knew exactly which house?

**PJ:** *We even walked to the edge of the playground,  
 I couldn't see it and she was quite frustrated,  
 she was incredibly patient for a while  
 so I guess it is that inability to remove themselves from the immediate situation.....*

**K:** To move outside themselves.

**PJ:** *Which is book language*

**K:** Yes.

**PJ:** *The language of books*

**K:** Yes  
but there is this other side of it  
which becomes social  
which is they cannot see themselves in somebody else's shoes  
they cannot see another person's point of view,  
you always try to bang it into heads or really set it up,  
it is so difficult to try and get those sorts of concepts across  
because they are not concrete.  
I find most of the parents that I work with  
oh sorry most of the parents of the children I work with the interactions that I have with  
them  
most seem to be at the concrete level themselves and the egocentric  
I mean you go back to all these philosophers and psychologists and all these things from  
way back in Academia  
and that is where the parents are at  
and I actually believe we have until this last lot of consultation with the children  
we have actually moved the children past  
where many of their parents have reached, emotionally, socially,  
socially ooh that's a bit iffy but academically definitely,  
that is why I say to you  
I know we are breaking their cycle  
but the thing that bothers me is this  
and I will go back to again the social interactions  
where when confronted with something  
and it becomes an emergency type situation  
or whether it becomes a survival type thing  
where there is a fight or an argument or something  
the children verbalise,  
yes this is what I should do,  
I should ignore it,  
I should walk away from it,  
I should say 'I don't want you to do that,  
I don't like it when you speak to me like that',  
dealing with each other  
they can say all these things  
but they don't do  
what the instant reaction is to thump, or punch or whatever  
and that's the part of the cycle  
I am not quite sure  
how I am able to break  
because, how do you change something, a reaction  
and I believe that's what it is it is an instant reaction with no thought,  
it's just a spontaneous reaction  
because that's what they have modelled in front of them continually  
and have done,  
I mean some of these children I am talking about are 10 years of age  
and they have lived with domestic violence for that 10 years.  
How do you break that cycle  
because when it comes to the crunch  
that's what they revert back to, that reflex,  
I don't know the answer to that question.

- PJ:** *No  
but it makes,  
yes  
that explains why co-operative learning has been such a big.....*
- K:** */battle It has been a really a big battle with the old group  
again I specify it is not the whole school  
it is just that specific group.*
- PJ:** *There are sorts of tasks where we expect them,  
small group tasks where they build on each other's learning  
quite difficult to operate and for them to participate in.*
- K** *Incredibly so.*
- PJ:** *We have talked about those questions there  
about catering and their particular needs,  
do you see talk as more important than the other language modes  
or how do you see the relation to reading and writing?*
- K:** *I have mixed feelings on this  
I really believe strongly that language is really important  
but I also have this other side of me  
that some of us aren't created as talkers  
or some of us aren't talkers  
we are listeners  
and so I still have this uncertainty within me  
but can you say that the spoken language is more important than the written language  
because if somebody can write and know about a subject topic whatever  
is it more important  
or is it more important to be able to stand up and talk about it  
and so I have this conflict with that  
however, when you look at how children learn or how people learn  
(why pick on children)  
but if you go from the earliest stages of development  
babies start with noises  
and it's mimicking what they hear around them  
so that in turn relies on hearing  
and I have and this takes me straight through to David,  
you listen to David,  
this is a child with a hearing difficulty,  
minor,  
not enough for a hearing aid,  
you listen to David speak  
and he is very difficult to understand,  
you see David write,  
you can see he is writing what he hears.  
Does he know what he is writing about?  
yes I believe he does  
even though it mightn't make sense on paper  
it's not spelt correctly  
you don't necessarily understand him  
when he is talking to you  
and it's not because he is not saying the correct,  
he jumbles his words,  
he has a he uses different sounds  
that what ought to be used at times  
but does this say he doesn't know,*

I believe he does know,  
it is just what he hears and how he regenerates I guess.

**PJ:** *It is the structural [surface] features that he is generating  
not necessarily the meaning underlying that he knows.*

**K:** Yes  
I believe he knows the meaning  
but that is just my interpretation,  
maybe he doesn't  
but I think he does,  
but maybe he doesn't,  
but how do you judge that  
and you do that mostly through listening to somebody talk  
and if you listen to David talk  
and I know I am taking this of on a tangent with somebody with difficulties  
but I am also trying to work out for myself where I lie on this question.  
Often something again  
but still to do with talking  
and I can think of that movie Children of a Lesser God,  
have you seen that?

**PJ:** *Yes.*

**K:** That person was thought to be dumb, stupid, basically no brain  
because she couldn't talk,  
why couldn't she talk?  
because she couldn't hear,  
her communication was through frustration, anger  
and why wouldn't you respond like that  
if you couldn't talk.  
Taking this now into my classroom,  
this same group of children with all the difficulties  
all raised with behavioural problems and every thing else,  
I believe that same kind of thing exists there,  
this is why they don't have the language to express themselves  
therefore it comes out in other ways,  
again that is why I feel it is so important  
to try to develop that language by building fields etc,  
I don't know that I answered that question  
I think I asked lots of questions of my own within that  
because I really, I can't give you a yes or no.

**PJ:** *No that is fine.*

**K:** I am all over the place on that.

**PJ:** *I don't think there are particular answers to these questions  
I think that the understandings are in peoples' heads and the complexity of it too.  
So when you said  
that people come to know in different ways  
tell me more about that  
how do you think people learn,  
how do people come to know  
what they know?*

**K:** Well do you think that varies with ages, If we go back again to the early stages of  
development  
it's by, it's a sensory learning



and I don't think that really changes that much,  
 maybe a dependency on different senses changes over time into adulthood.  
 This is just my personal view of course  
 nothing founded on anybody's studies or anything,  
 it is through experiencing things,  
 it is through the immediate feedback mostly,  
 often times you don't get immediate feedback  
 but you don't learn as quickly either  
 and talking about learning quickly,  
 some people learn things at a more slower rate than others  
 [this] doesn't make them people with learning difficulties  
 just means they process things in a different way perhaps or a slower way,  
 yeah it's the experimenting  
 whether it be with sticking your finger in the power point,  
 if you get a buzz out of that  
 and it hurts you will know not to do that.  
 language, if you want a drink  
 and you say dirt or something or you say the wrong word  
 you are not going to get the drink are you?  
 so there is that immediate feedback  
 and I think that starts at the very early stages of development  
 and leads through,  
 it changes by degrees  
 I believe but not dramatically.

**PJ:** *What about talk in learning,  
 how do you understand that?*

**K:** As in the classroom or do you mean just generally?

**PJ:** *Think of the classroom.*

**K:** Talking and learning,  
 look at a classroom,  
 what learning happens without talking,  
 that's how important I feel it is.  
 How can learning happen without the talking?  
 Somebody can't  
 if you present a child or,  
 again I would say more than the child  
 I would say any person with a task  
 and they don't understand,  
 how do you solve that for them without talking or  
 and again go back to those that can't hear correctly,  
 those that can't communicate verbally without the sign language, without some sort of  
 communications, how do you learn?

**PJ:** *there has to be interaction?*

you don't,  
 there has to be personal interaction.  
 personal interaction in that language whether it be verbal, whether it be body language, I  
 mean  
 lets face it,  
 I can look at a group of children  
 and get the same message across with a look  
 as I can say with probably ten words  
 and it might not be verbal language  
 but it's an interaction,

it's communication,  
by the same token they can do that to me,  
I know if a child is not happy and stomps out of the room,  
I mean the body language tells me heaps,  
but the learning, the bulk of it in a classroom  
I am convinced happens through language.

**PJ:** *I mean it varies with age?  
do you think the relative importance of it varies from K to 6?*

**K:** I would say no  
because I am more into stages of development than ages.  
School and children's sport are the only places children are lumped together,  
anybody are lumped together because of their age  
and I disagree with that  
and I am very heavily into stages of development  
and I am also into family groupings of various stages of development  
because I think that is a normal way of life and a much more normal way of learning where  
you get a full range or gambit of abilities  
I guess and I forget  
what the question is  
I am sorry.

**PJ:** *You'd see talk then as important then in all of those stages?*

**K:** Yes, yes.

**PJ:** *Not relatively weighted in one .....?*

**K:** No,  
I mean I guess you start down at the early stages as very informal  
and as the children go up the grades  
whether it be age or stage it doesn't matter  
outcome expectations are that they will achieve more formal language and everything  
becomes more formalised as they go up the grades so to speak.  
How does this happen?  
not by magic  
it happens through language and various activities as set up by the teacher  
or even things that aren't necessarily formal,  
again I will go back to this,  
you can plan it and so on,  
often times  
I believe it is the informality  
that achieves more language  
than what formal things do.

**PJ:** *Spontaneity helps?*

**K:** Yes and I think, yes the spontaneity for children sort of have more control over it,  
something I am thinking of right there is the stamps that we use at school,  
that is amazing  
I just love to watch that happen  
and listen to it,  
it is something  
that we hand out stamps  
and they're from all over the world  
and they, you know what postage stamps are like?  
they have animals or pictures or flowers or whatever

but just to listen to the interaction  
 and the kids actually struggle for the words to describe 'have you got so and so?'  
 and 'look this is from this country'  
 and then they try  
 and get their tongue around how to pronounce this country that is written on this stamp, you  
 can't produce that in a formal way  
 and they remember it better  
 whether they are trying to do something for themselves?  
 and I wished I some a magic wand  
 so that I could make that happen more within the classroom,  
 you know that sort of enthusiasm  
 I guess there is no fight against doing this,  
 you know this is not a battle to keep concentration or anything else  
 this is something they want to do.

**PJ:** *And there is very few interpersonal struggles in that task?*

**K:** Yes which is very interesting  
 considering that swapping is happening,  
 you know, swap this one with that one  
 and it happens very amicably,  
 one of the few times though.

**PJ:** *But everybody knows  
 that they are going to get their stamps don't they?*

**K:** Yes and they know it's on there,  
 it is something that they have achieved,  
 it is on there,  
 it is something  
 that they have produced  
 or they have done.

**PJ:** *That's right,  
 interesting that.*

**K:** So maybe one year I might take that a little further  
 and come up with some other brainstorm  
 that will produce that kind of activity.

**PJ:** *That's right and using the same sort of principles.*

**K:** Yes.

**PJ:** *Yes that is very interesting,  
 okay,  
 now how do you plan talking and listening in the classroom now,  
 I guess  
 all sorts of things to think about  
 are what works best for you,  
 what's useful,  
 what is the most difficult?*

**K:** The most difficult again with that same group and a couple of others is to focus their  
 concentration,  
 concentration levels are very very short  
 that is the biggest challenge,  
 the talking and listening will happen  
 whether it is to what I want

whether it is associated with what I am trying to present is something else  
 and to keep that focus right back on the task  
 that is an incredible challenge at times.  
 Often times within trying to deliver something,  
 for instance this afternoon we were talking about the disasters  
 and something came up about the equator,  
 somebody was giving a definition I think of cyclones  
 and where they occur  
 and they were talking about the equators  
 and I go 'okay who can tell me what the equator is?',  
 so nobody had retained this from before  
 when we talked about it  
 so we had run into that  
 and I took note  
 and there were three children, three of the older group again,  
 this particular group playing with little people's hair in front of them  
 and so I finished the explanation and the interaction with the children  
 and so I said to them,  
 I called each one by name  
 and said 'could you explain about the equator?'  
 and 'oh! don't know, uh'  
 they're were the kind of responses  
 and so I asked a couple of other children  
 if they could elaborate on this blah blah  
 so I went back to these three again  
 knowing full well  
 they had taken no notice at all  
 and again they said 'I don't know'  
 and I said  
 'why do you think we are here?' –  
 'to learn I know about this'  
 'do you,  
 No well why should I stand here while you learn to do hair?'  
 well that is what they were doing,  
 and I said I'm not teaching you to be a hairdresser right now  
 we are learning about the equator,  
 are you ready to listen yet?'  
 Yes Miss Lee  
 so I went through the explanation again  
 and after I finished the explanation  
 they each had to talk about the equator  
 and that's what I mean about the difficulties from the keeping the concentration  
 and keeping them on task  
 so it's, that's the time consuming thing,  
 that's the thing  
 that takes the most effort  
 and it becomes very very tiring  
 but if you don't follow it through,  
 if you don't push it every inch of the way  
 they 'd be still sitting there brushing somebody else's hair now.

**PJ:** Yes.

**K:** I am sure  
 All these hours later they would still be doing it  
 if I didn't tie it up  
 and again that sort of takes away from what you are trying to do too  
 because it takes three times as long, four times as long  
 so you don't get to the end of what you had planned anyway

because of.

**PJ:** *Yes it's the break in the break in the..?*

**K:** Yes and so  
while that's happening  
you have the others that have been sitting very attentively doing the right thing suddenly  
getting a little restless,  
they have been sitting too long  
so you are juggling all those sorts of issues within the classroom  
which is very difficult.  
For me the thing that works the best is a brief short  
usually going back to something that they knew as an explanation  
so it's a review and model whatever it is that is new  
using something that they already know as the model,  
that's an important thing  
that I have discovered  
through talking with you,  
making me reflect on what is it,  
I didn't realise I did that until you asked me some questions one time  
and that is a crucial link,  
use something  
that they already know as the model  
and will build up slowly from there  
and always reflect back on what we have already covered,  
and lots of times they can't remember  
and can't tell you much  
but if you reflect back  
and you start talking  
you can see the lights coming on,  
and oh! yes I do remember this.

**PJ:** *You make the connection for them?*

**K:** Yes  
and I guess it is finding the peg for them  
to hang the new information on,  
so,  
yes it is  
I keep saying challenge  
but it is,  
luckily I thrive on a challenge, luckily.

**PJ:** *What about planning,  
what sorts of things have you found useful in planning,  
whether they be strategies or people or documents or .../?*

**K:** I haven't used them a lot  
but a couple of documents,  
I mean I have been sneaking little looks at are great,  
'choosing literacy strategies that work' and what was that the modules  
that have just come out with the English syllabus,  
for somebody who is not all that confident with various text types  
I am finding it very useful  
because it gives me text types, stages, the outcomes, the indicators,  
but activities that correspond  
and I am finding that a Godsend actually and lots of those activities just with a different  
slant  
and I wished

I could give you an example right now,  
 but I just can't think of one  
 but I know  
 that with a little emphasis the different way you can actually turn that into a lot more  
 talking and listening,  
 it can be a writing exercise  
 but with just a little slant another way it encourages more talk, more interaction and  
 thinking, problem solving skills  
 and it's the thinking  
 that's so often they fight that badly,  
 thinking,  
 they can't copy it from somewhere,  
 if they can copy something from the board  
 as long as there is not too much up there,  
 that's fine  
 they're happy to do that  
 but asking them to write a story from scratch doesn't work  
 you have to provide framework, the scaffolding  
 and you have to keep reminding them  
 'now this is what this needs to include  
 you know what why and when'  
 all the what words we call them now, the what words  
 and the how word is how something you don't have to have  
 how sometimes put in how,  
 constant, yeah constant  
 that's what works  
 and it is this constant reviewing  
 and going back over and repetitive  
 and it works eventually  
 but if you stop doing it  
 which I have done  
 and found out the hard way  
 they regress,  
 they forget,  
 so that's what works for me with these children,  
 it's constant review,  
 it's constant reminding,  
 if you do something,  
 say I know  
 I have done this  
 and I have worked nouns, verbs and adjectives  
 we did those blow by blow over Term 2  
 I think it was,  
 one at a time over weeks  
 and then we would try the next one  
 and so at the end we brought it all together  
 and we started to  
 I think I wrote a poem or something on the board  
 and I had to go again and review,  
 what is a noun  
 and would you look at the definitions up on the board  
 and then we would get  
 then we went through and picked out from the poem  
 and let's pick out all the nouns  
 and it worked  
 and I am really interested now over the next couple of weeks  
 because we need to review this  
 and that's when it will show  
 I mean I have referred to nouns, verbs and adjectives various times

but not explicit teaching  
and that is the crunch  
that is the important thing,  
the explicit sequential teaching  
that has to continually be reviewed,  
I guess  
that's those few words just sum it up  
that is what works for these children.

**PJ:** *Practice, at review they get the practice?*

**K:** Yes.

**PJ:** *Just something you said  
interestingly enough about, what was it, it was thinking,  
they were reluctant to think  
they would copy off the board,  
I wonder if that's got to do with their idea of what knowledge is,  
it is something you are given,  
something you learn from somewhere else?*

**K:** It could be for me  
I think a couple of things,  
one - laziness because they are so used to having things done for them  
and I mean outside everything is provided for them  
and the other thing I think is part of that -  
is a fear of getting it wrong  
and I don't understand that  
so that doesn't happen with the group  
that I have had from Kindergarten through,  
they don't have that fear,  
that's okay,  
that's okay to make a mistake,  
with the older group I have to keep re-enforcing,  
it's okay to make the mistake  
and there are times I hear them saying  
the younger group they don't bother about it,  
it doesn't matter,  
it's okay  
but the older group there are times  
that I'll hear somebody say to somebody else  
and you have probably even picked this up on some of your tapes,  
it's okay to make a mistake,  
it doesn't matter.

**PJ:** *Yes, I have heard that.*

**K:** And I have to  
and I still have to constantly re-enforce,  
have a go  
it doesn't matter  
if you get it wrong,  
having a go is the main thing.

**P:** *We might call it quits there for the moment*

## 2. Interview with Tisha (Briary Road 27.10.98)

- PJ:** *Do you want to make some comments about oral language in the classroom?*
- T:** I think that oral language in the classroom is very important because it's a tool for communication, just exchanging pleasantries and just talking and also they use it in a formal formal way to ask questions for clarification not just from me from each other too when they are working in a in small groups they do oral work This particular class is (multicultural) I tried to develop, in some way I have achieved that especially when they are giving their feedback the report so they do a lot of oral language.
- PJ:** *And I notice that's almost becoming second nature to many of them now as they report back.*
- T:** They stand up and then, and there is one or two that still need encouragement because they are new to the system to the class and I ( ) sees from the other children too that this is the way it is done here.
- PJ:** *Expectations - how were they with co-operative learning when you got them at the beginning of the year?*
- T:** Well I did have difficulty with introducing it or reviewing it because they have done, having a composite class, the ones that I had I used them as a model for the new ones and the ones that I got from Year 3 who are now in Year 4 had done a ground work on that so it's just a matter of building up on what they have done in the past which is, and we just have to be conscious or aware that we are still doing it, like every now and again you have to review the rules and roles otherwise they will just forget and you have to keep on using those skills working in small groups, even if you just, in pairs even just doing that.
- PJ:** *And what about the composition of small groups, when you do it do you do you select which children go in the class or in the group or?*
- T:** I must say that I often do the selecting, I should perhaps now that it is in Term 4 that I have to give more them freedom to select their own group but it depends on what the activity is about, if it requires a more structured like grouping then I would pick and most of the time it is successful like the combination, like the ability.
- PJ:** *It was interesting today when we had two groups comprising entirely of girls and two of boys isn't it?*
- T:** Yes it always happens when you let them choose their own group and there is always someone who's going to be left out, that is why I tend to do the groupings.
- PJ:** *So we have talked about co-operative learning and the importance of talk in communicating and for clarifying ideas and understandings,*



*Now how do you consciously go about catering for those needs in the classroom?*

- T:** I always start with the most able person to use as a model,  
sometimes I take the person aside and sort of rehearse  
so that the others are less able to compose their spoken sort of language to use for reporting  
will have a model  
and there is always also a pattern of starting a report  
and then if they are comfortable in saying that  
or using that particular pattern or guide  
then they can use their own,  
like for instance, Patsy she doesn't have to use my own pattern or my own beginning  
sentence or like the introduction,  
she just you know does it  
and then when the others hear 'oh! You know well done ... you've used your own'  
then they'll attempt to use their own way of introducing their report  
and if I use what I call a numbered head  
then you just call out each group,  
sorry the members of a group will be numbered  
so that everyone will have a turn  
and there is no reason why one person should not have a turn  
and if a number is called out  
then that person has to stand up and speak whatever the task is  
I don't have any problem with that  
sometimes they get excited,  
it's like a bingo you know,  
if their number's going to be chosen and  
often they are prepared for even just a one liner introduction  
and that's okay to have a one liner,  
that's just fine  
and then they build up on that on that experience.
- PJ:** *Yes I have noticed that none of them find a terrible (onerous) task to report back  
or to say something publicly  
because its part they're expected to  
and they expect to be selected to at any time,  
interesting.*
- T:** And sometimes they're are eager  
that they have to have a turn,  
like with the group that I was working with today  
they said 'oh! I haven't had a turn yet'.
- PJ:** *It was the groups that hadn't had a turn?*
- T:** Yes.
- PJ:** *So we are talking about the randomness of it ( not really bothering the children)*
- T:** And it works.
- PJ:** *So if you were to talk about what specific oral language needs your class has  
what do you see them as?*
- T:** Right now?
- PJ:** *Yes well what particular strengths they have and what particular needs do they have?*
- T:** They still need to be able to build on the field knowledge of what they're talking about.  
They are still unable to expand as they're talking about their particular topic,

they still need work on that.

**PJ:** *More elaborated responses?*

**T:** Yes more elaborated response, detailed response, description, descriptive language, others are okay like for instance Patsy I mean that is how where I want the children to go to like just stand up and, even if they have like 30 seconds just to be able to talk about one particular topic. Some of them are still using a written language to speak, that kind of, like even if they have a note they will read, they think by reading the written note that is using a spoken language, they have to be taught how to use a written note and speak.

**PJ:** *So how to paraphrase?*

**T:** Yes.

**PJ:** *Actually I thought that this morning in a couple of cases where we were doing that reporting back on the three level guide, I was thinking oh! wish they would just paraphrase, you know, on page 6 it mentions the White Australian Policy rather than /feel they want to read.*

**T:** Yes rather than reading the whole the whole text/, yes, so I think yes, that's that's where their their weakness is at the moment. That's / that's how my/ how I assess them at the moment.

**PJ:** */Well yes/ I guess practice again show them what paraphrasing means?*

**T:** Say it in their own their own words.

**PJ:** *Yes, one of the things I have done with another group is the words in sentences in written text and then they just used the topic words and put them so maybe that's something.*

**T:** You know when they take notes they take they do they use the point system, what do you call that? In points

**PJ:** *Yeah Dot point.*

**T:** Dot points so that's not a complete sentence so they have to fill in the missing the missing words to make it a sentence so that when they say it it is a structured sentence but in spoken manner. So there's still a lot of work to be done, I am happy where they're at now I don't have to say 'oh! come on, have a go' at saying this,

no  
not one I was refused,  
you say okay it is your turn now  
and they just get up,  
at least I have that.

**PJ:** *Yes that's great  
and when they are working back down to this real far left hand side of the mode, say  
reporting backs up a little bit but when they are actually working in their small groups they  
are working very well too and we talked about some of that this morning with them.*

**T:** And it is very important they have that they are clear with the rules though,  
it is very very important I always  
when I am doing a group task like that where ( )

**PJ:** *You have been through a program with the microphone  
and all of those things haven't they?*

**T:** Oh yes taking turns, listening.

**PJ:** *Listening body (laughter) okay,  
now how important  
do you see talk in relation to the other language modes,  
say reading and writing,  
how do you see the relationship between?*

**T:** It is that there is a very important link there,  
actually talking links the two,  
okay because you read and then they about it  
and then they write  
or they write, they talk about it (laughing)  
they read,  
for instance with the writing activities we are doing explanation texts  
and to be able to,  
the only way I could explain to make them understand this particular,  
because we are talking about how the ear works okay  
and the ear has several parts and it's like a domino affect  
and we have to dramatise it  
because we can't dissect the ear,  
I mean I don't have a,  
yes it is very difficult to get a pigs ear  
and then dissect it to see,  
it is very difficult  
so we have to dramatise it  
and as we are dramatising it  
we are saying it orally,  
this is what's happening,  
okay,  
so they can actually visualise what's happening  
so that they will be able to read it, I mean sorry write it  
then when they've finished dramatising it  
I ask them the question 'why did we do that, why did we have to dramatise it?'  
okay that when the sound comes in through the outside ear,  
like the flap it goes into the ear canal to the eardrum  
and the eardrum shakes and so on  
and they all said 'to connect the different stages'  
now if I didn't do that, dramatise it  
and talking about it  
and as they say it

they were saying,  
 you know  
 it was being done  
 they were saying it  
 I don't know how I could help make them understand the difference stages of the  
 explanation,  
 then it becomes easier for them to write  
 because they are actually have rehearsed it in their head  
 that this is what happened  
 And now I'm ready to write it.

**PJ:** *So talk mediates their reading and writing experience?*

**T:** Oh! yes and makes it easier.

**PJ:** *And in a sense the reading helps the talk as well or ( )?*

**T:** And also when they are reading  
 they are allowed to interrupt the reading,  
 especially when they don't understand what the word is in what context,  
 so they interrupt their reading  
 and then they ask their the person next to them or in the group  
 what it means  
 and it is just not going to the dictionary  
 okay  
 and looking for the meaning  
 because sometimes it is not enough,  
 sometimes you have to involve your experience,  
 so so that's how they,  
 like Mickey Moon and Daniel Day ((reference to previous work with texts))  
 okay  
 I mean the words are easy  
 but the concept is a bit difficult for some  
 and they have to ask someone  
 and say well what does it mean to you,  
 how do you relate this  
 so they are allowed to talk about it,  
 but then again you have to structure it again  
 it is just not an idle talk  
 so everything has to be structured I think.

**PJ:** *Yes, because I think and it was said before, just putting them together doesn't make talk happen?*

**T:** No.

**PJ:** *That why we design those tasks has to be quite specific and strategic doesn't it, the sort of questions/.*

**T:** /The other thing that I have used lately is the press conference.

**PJ:** *What is a press conference?*

**T:** yeah yeah It is like a hot seat, we are having a press conference and one would ask, you are reading this book now and it is written by so and so, and what do you feel about it, so after reading it do you think that you can make a radio or do you think that you will become a singer, whatever they're reading and so that sort of applies what they they have read like getting the impression or maybe from the other person that's being interviewed so that is a questioning technique again and they quite enjoy that.

**PJ:** *Yes, that is a good one.*

**T:** So that is a press conference.

**PJ:** *A press conference a grown up version of hot seat? (laughter)*  
*very good,*  
*okay,*  
*alright now we've talked a lot about oral language*  
*now I'm going to probe a bit about learning,*  
*tell me a bit about your ideas on learning*  
*how do students learn?*

It has changed a lot  
because I mean ten years ago I thought that  
learning had to be an acquired activity  
but since I have been involved with DSP  
with all these new um strategies  
it has changed actually ,  
it really has that um you know you have to,  
the key ingredients in effective learning is interaction,  
interaction with the people around you  
you know like whether it is interaction in a group or interaction one to one  
and to do that you have to be an active participant,  
to be an active participant is to use your oral I suppose language oral ,  
it is very important for the children to know  
how to ask questions,  
see it is very important for them to learn how to make comments,  
how to do things with with the other children around them and even grown ups too  
because it is a different mode isn't it  
and we often as adults we're often sort of offended  
if the children talk to us in a child's mode  
and, you see that has changed,  
that has changed me I think,  
I 'm I'm sure it has changed  
because whereas before to me everything has to be quiet  
but now it's okay,  
yeah as long as there is something good,  
you know has come out of that talking  
but again it has to be structured,  
it's it's it's very important.

**PJ:** *And I mean and back to your comment about the adult too,*  
*I mean the adult role is quite important*

**T:** It is.

**PJ:** *It varies doesn't it,*  
*I think it varies,*  
*that explicit teaching and showing then at other times it is not quite so interventionist but it*  
*is still there in the planning and the sort of/.*

**T:** /And you have to facilitate as an adult figure in the classroom,  
I had to facilitate that, that there is an interaction  
that there is something going on there,  
like a a learning, a learning activity going on,  
I have to bring myself down  
if I'm having a discussion with them at their level  
or when I'm instructing

and they are listening to me  
because listening is part of that of listening  
and they have to learn how to listen,  
I mean not just hearing  
but listening and picking up all the key notes that I am saying, key points that I am saying  
and not just me  
but the other children there too  
and often if you ask them to repeat what the other person said  
they won't know,  
they have missed the point.

**PJ:** *It's hard for concentration is a hard thing isn't it keeping that focus, keeping that focus up?*

**T:** Yes.

**PJ:** *So what about talk and thinking  
what do you think the relationship between talking and thinking is?*

**T:** I would say talking, listening and thinking.

**PJ:** *mmm yeah Yes, good point.*

**T:** Well  
as I said they have to understand what you're talking about,  
they have to understand  
that the theme of what you are saying,  
what you are talking,  
so there has to be again the field knowledge has to come in,  
field knowledge has to come in,  
what is this person talking about,  
I don't know, what she is talking about,  
so there again we must not assume  
that what we are talking about is known,  
is a well known topic to the children  
so you have to scaffold that  
I think so say for instance we are talking about Pilawuk,  
I mean without the grounding there that you've done, say,  
it would just go over their head,  
so you just wasted your time  
so that grounding is very important,  
building that field knowledge is very important in talking and listening,  
so that they will understand.

**PJ:** *Yes  
and sometimes that understanding won't happen initially,  
so for example this morning for a lot of the children the business of the stolen generation  
I thought was getting tricky  
but hopefully in two days time the understanding will be more, will be greater.*

**T:** So talking has to be taught,  
just like your um,  
see I have come to realise this now I am ready to retire,  
I have just realised it now  
but talking is like reading and writing  
that you have to follow the same steps  
that you you introduce it and unpack it,  
you know and then you present it  
and then you do all the evaluation assessment  
and then you,

if it is not understood at that level  
 then you go back do it again,  
 it's the same thing,  
 but it is the most of three, talking, listening, no talking listening, the three in the English  
 strand, that is the undermining thing.  
 Talking and listening isn't it,  
 because I think we have this pre-conceived idea  
 that everyone knows how to do it,  
 I suppose you can use your vocal cords for talking.  
 Making noise you're talking, but now.

**PJ:** *The classroom is quite a specific use of language or uses of language, talk isn't it?*

**T:** Yes.

**PJ:** *Okay, do you think that importance of talk in learning varies across curriculum areas?*

**T:** I think so  
 if you are going to rank or probably not  
 because then you need to talk in maths,  
 not just talking about talking and listening you have to do that don't you?  
 and even in drama,  
 see so you have to give your instruction through talking  
 and they listen to you so ( )  
 by using talking and listening,  
 you use it all the time.  
 Art is the same thing,  
 not so much in Art here  
 because you use,  
 yes that's why  
 Science  
 see it again depends what the task is,  
 in Science the way we do the experiments now  
 you know it involves a lot of discussion, interaction with your group,  
 talking about the result of the experiment,  
 how you are going to do it you know your project, whatever it is  
 and because Science now is so different from Science before,  
 you have to do, what do they call that? A um The Design Brief  
 and you have to log  
 and you present it  
 you talk this,  
 it is so much different.

**PJ:** *Saying there is a lot more language more talk built in?*

**T:** Yes that is right.

**PJ:** *To the design of the curriculum areas?*

**T:** Yes,  
 Science is the same thing,  
 the only thing you don't use talking and listening is when you are doing computer.

**PJ:** *That's right.*

**T:** That's it,  
 that's the one,  
 even though,  
 no no I must

no if they are playing games,  
still a bit of discussion there.

**PJ:** *Email is sort of somewhere talking and listening isn't, it's written but it's got some features, spoken language.*

**T:** Yes, spoken language there, yes that's true.

**PJ:** *But I think you are right yes, the more screen activity there is the less talk.  
Good  
Okay now  
What about the relationship between talking and learning across the years,  
do you think it is consistently important  
or are there some stages in school  
where it is more important than others?*

**T:** I think in the lower (years) oral talking oral language don't they  
because I mean  
they are not able to do much writing there or written language, all oral language,  
but it's not the it's not the frequency  
but the frequency use of oral language  
but the complexity of it,  
so it becomes more complex as you go higher up  
and therefore they need more as they go again structured lesson there.

**PJ:** *Yes  
and I think as the topics become more complex.*

**T:** And their reading becomes more dense  
and the writing becomes more involved you know  
then the oral language follows on,  
I think it should be part of the two, reading and writing.

**PJ:** *So in a sense down there they're using their talk to help them with early Literacy  
experience,  
whereas up here it is being used to mediate the Literacy isn't it ,  
to make sense of it.  
Okay now  
How do you plan for talking and listening in your classroom now,  
how do you go about planning for it,  
what have you found (useful)?*

**T:** Having a specific proforma  
that when when they have a task  
that they are expected to do talking  
and therefore they follow a guideline.  
When they are expected to report  
they follow a guideline  
so there is a specific  
and that's already, you know mentally,  
at the beginning of the term it is written,  
and now I've taken that away  
so its all expected to be inside their head.  
Because I think especially my Year 5, my Year 4s not so much  
but because I have a good Year 4 too  
they are sort of being carried away with the Year 5s,  
that they should be able to do that  
when they are in Year 6,  
that it becomes second nature to them.



- PJ:** *So what about the documents,  
what do you think of English K to 6,  
is that useful?*
- T:** Useful,  
yes,  
yes because it gives you varied activities  
the last time I looked at it.
- PJ:** *Was this a revised one or unrevised one?*
- T:** The revised one, different activities, different strategies,  
when this particular strategies are suitable  
if you are doing this particular activity  
you refer back  
and it gives you the strategies suitable for that unit you are doing,  
so it is quite good.
- PJ:** *What about the outcomes?*
- T:** The outcomes, they some outcomes are too general  
or sometimes too specific  
so it depends it depends again  
and I find that I have to with Year 5  
I am supposed to be following Stage 3  
but I find that in some outcomes are just too high or too advanced  
so I have to move to the different stage across  
so yes,  
otherwise it is set out quite clearly  
because you have the outcomes and the pointers or indicators  
so for assessment evaluation you know it's pretty good.
- PJ:** *Good.*
- T:** And when you are making your program too  
It's a lot easier.
- PJ:** *Alright, I have another question here.  
What do you find difficult,  
is there anything difficult you find about those documents,  
you partially answered that when you were talking about the outcomes?*
- T:** Sometimes there are things there that hasn't explained clearly,  
if you go down to, further down,  
I can't remember specifically now  
when I was doing my program for reading I think, reading or writing, one of those 2  
I suppose I can't remember now  
which one is more easier the new one or the (old one).
- PJ:** *And how do you assess talking and listening?*
- T:** Now that is difficult  
because the nature of it  
it is difficult to um ,  
monitoring it is not too difficult  
because I often use, I'm what they call here a 'check list'  
you have ( ...spoken, yes),  
I often have a check list so

whether that, up the top I have specific skills  
 whether this child is reporting in complete sentence structure or detailed  
 so I would have that,  
 so that's how I monitor it.  
 The grading is difficult  
 because of the nature of the activity talking  
 how do you grade a talking, you know  
 how can you quantify or give a quality assessment,  
 so I just base it on yes you know this child can do this,  
 as to whether it is 100%/95%  
 it is very difficult.  
 It is very subjective subjective yes.  
 It is very difficult.  
 It depends  
 whether you like the answer,  
 it depends  
 whether you agree with what the other person,  
 see it depends what you are looking at  
 so you have to be specific  
 I guess  
 and then you just add how many ticks like.

**PJ:** *So do your objectives come from indicators,  
 do you find indicators useful for looking or objectives or things to look for?*

**T:** Yes.

**PJ:** *What about context,  
 do you have some way of tracking what sorts of situations you get to noticed the children  
 in,  
 whether they are in pairs or as individuals or groups, structured based?*

**T:** I often have a structure  
 when I am using my check list,  
 with the informal one it is very difficult  
 if you are only one person there  
 and I often don't remember to carry a tape recorder and

**PJ:** *And if you've got time to play it back?*

**T:** Yes that is right so  
 all my monitored talking is all structured.  
 That is the only way I could do it,  
 When there was another person there  
 yes, making a tally or how often this child contributed  
 and even then it is very difficult to be fair with your assessment  
 if you're by yourself there,  
 doing the whole class,  
 because your attention would be sort of called somewhere else,  
 like if someone is not listening,  
 don't do that  
 then they say 'what did you say?'  
 and you have to be fair,  
 it is all structured.

**PJ:** *Well it is interesting,  
 there is a bit of school of thought  
 that say that informal assessment is unfair*

*because it is like having the children under surveillance (laughing).*

**T:** Well they are used to me  
when I open my folder,  
that means to say  
that I have my check list  
and they go (*laughing*),  
have you read today,  
have you borrowed,  
did you do this (*laughing*)?  
You know, even if just for show,  
some of those ticks are not going anywhere  
they are just ticks so.

**PJ:** *Okay Now my last question  
I am just going to go back to something  
we were talking about up here  
when you said  
that your ideas about how students learn have changed in the last ten years,  
particularly um because of your experiences with DSP  
what sorts of things about DSP stand out to you as being the things that (have been  
important)*

**T:** Many  
That's interesting.  
I had to um  
I had to change,  
It it started from from my style of teaching I think  
and the DSP helped um me change that,  
like I I became more open for criticism I suppose,  
like you know like  
I wasn't sort of,  
I became more shy to to ask for help,  
that that anyone can come into my room,  
whereas at the other schools they don't do that,  
you know  
what are they doing in my classroom,  
are they going to criticise me  
and all that  
and team teaching you learn from each other  
you see and when I have accepted that,  
then that's when I started to change  
and I suppose I passed that on to my children too,  
so if I can do this  
you can do it.  
You know  
like you learn from each other,  
what you are modelling,  
you are learning from a model,  
you see so that that's how it it started  
and DSP, well the DSP that I 've known,  
I have only been to one DSP school  
and this is it  
so and I thought  
that that teachers learn from other teachers through modelling  
so children can learn  
or will learn from modelling,  
from you know from and it just flowed down.

**PJ:** *That's good.*

**T:** So I don't know but I feel,  
I really do feel  
that I have achieved something  
if I can call that, a change in my (practice)(420)  
the only thing that I am sorry about  
it came too late.(laughter)

**PJ:** *Oh! come on.*

**T:** but you know I'm going to retire and it just happened now.

**PJ:** *So you mentioned retiring  
when are you retiring?*

**T:** Oh about three years,  
four years  
So I've reached that stage,  
but I suppose I can still go on now.

**PJ:** *Yes, you can't retire yet.*

**T:** No No It's a pity isn't it?  
because you sort of enrich yourself  
and then you're retiring,  
no but I feel that I have truly enriched myself  
so does that answer your questions?

**PJ:** *Yes it does*

- T:** Like with Con, I did so much with Con, with Kathy and you and Margaret because we have different styles of teaching /you see
- PJ:** *oh and I'm sure/*
- T:** /that you bring in and you say okay and even Vanessa and here everyone can just go in and out of each other's room and you pick something that oh I haven't done that, I'll try and it works.
- PJ:** *Yes that's right so that real genuine sharing of materials too.*
- T:** Yes.
- PJ:** *No I'd I'd have to say that from a support teachers' specialist teachers' point of view you learn heaps from being in other people's classrooms about styles and management as well as content so Margaret and Con would say that they learn from being in yours too.*
- Okay well that was my last question, have you got anything else that you would like to say?*
- T:** No.(laughing)