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E304A - MTA

Q: Some words in the following text have been blanked out. Choose one word from the list to fill in the blanks and write next to the word its word class: (noun, adjective, verb, or adverb) مهم

[Misinformed – free – piously – wild – head – zoos – imagine – then – does – Handsome - Freedom - is - pleasure - shadow - wicked – slim – Aardvark – proudly – simple – rarely]

1. I have __Heard (V)__ **(1)** nearly as much nonsense about __Zoos (N)__ **(2)** as I have about God and religion. Well-meaning, but __Misinformed (Adj)__ **(3)** people think animals in the __Wild (N)__ **(4)** are "happy" because they are __Free (Adj)__ **(5)**. These people usually have a large, __Handsome (Adj)__ **(6)** predator in mind, a lion or cheetah (the life of a gun or of an __Aardvark (N)__ **(7)** is __Rarely (Adv)__ **(8)** exalted.

2. They imagine this wild animal roaming about the savannah on digestive walks after eating a prey that accepted its lot __Piously (Adv)__ **(9)** or going for callisthenic runs to stay __Slim (Adj)__ **(10)** after overindulging. They imagine this animal overseeing its offspring __Proudly (Adv)__ **(11)** and tenderly, the whole family watching the setting of the sun from the limbs of trees with sighs of __Pleasure (N)__ **(12)**

3. The life of the wild animal is __Simple (Adj)__ **(13)**, noble and meaningful, they __Imagine (V)__ **(14)**. __Then (Adv)__ **(15)** it __is (V)__ **(16)** captured by __Wicked (Adj)__ **(17)** men and thrown into tiny jails. Its "happiness" is dashed. It yearns mightily for freedom and __Does (V)__ **(18)** all it can to escape. Being denied its __Freedom (N)__ **(19)** for too long, the animal becomes a __Shadow (N)__ **(20)** of itself, its spirit broken. So, some people imagine.

Q: Write the function (word class: adjective, noun, verb, conjunction, etc.)

1. The rocks of the Earth and the fossils they contain, **record** important events in the Earth's history **(Verb)**

2. They tell us about the changes in the Earth's climate, and **if** we can date the rocks accurately, we can work out the rate of the climate change **(Conjunction)**

3. Rocks also record **catastrophic** events and through dating we can work out exactly when these were. **(Adjective)**

4. Some millions of years ago, at the end of the Cretaceous and **before** the beginning of the Tertiary Period – this is usually called the K-T boundary **(Preposition)**

5. By dating rocks, we have been able to match up **this** event with the impact of a large meteorite off the Yucatan coast of Mexico, and with the eruption of vast lava flows in India **(Determiner)**

6. **This** gives us actual dates for changes in climate **(Determiner)**

7. Both of these events caused a catastrophic change in the climate and environment, and **that** was the end of the dinosaurs **(Pronoun)**

8. Radiometric dating has given **us** an exact age for this – 65 million years ago **(Pronoun)**

9. We can use the radioactive decay of carbon to give **us** absolute ages **(Pronoun)**

10. Carbon occurs in organic remain+s **like** bone and wood, which can also be fossilized in rocks. **(Preposition)**

11. "Carbon dating" is **therefore** useful for dating events in the length of glacial periods. **(Adverb)**

12. We can even **date** the actual ice age using the bones of woolly mammoths which are trapped and preserved in it **(Verb)**

13. Carbon dating used together with tree rings – a science called 'dendrochronology'- gives us real clues to the changes in our **environment** in the. last few thousand years **(Noun)**

14. **These** microscopic grains are very resistant to decay **(Determiner)**

15. Of course, carbon can also be used for dating archaeological remains like boats, tools and skeletons – which is **important** for understanding the evolution of humankind **(Adjective)**

16. Sections **through** preserved or fossilised tree trunks are carbon dated and these dates are then matched up with the growth rings in the tree trunk **(Preposition)**

17. **Another** organic matter which can help us with dating and give us clues to past climate is pollen.

18. **Pollen** and spores are part of the reproductive system of plants, and they are produced by flowering plants, trees, moss, and ferns **(Noun).**

19. During warm periods, like interglacial periods, trees grow **Vigorously** and produce thick rings; in colder periods they grow very slowly and form thinner growth rings **(Adverb)**

20. They are trapped in peat bogs and even **Occasionally** in ice **(Adverb)**

21. Pollen can be carbon dated, which gives us an absolute age for the pollen grain, and also the **Surrounding** peat or ice **(Adjective)**

22. Plants are **quite** fussy about the environment in which they can grow **(Adverb)**

23. Therefore, the type of pollen grain we find, whether it is pine, birch, oak tree or grass for example, will help us work out exactly what type of climate prevailed **when** that patch of peat or ice was laid down **(Conjunction)**

EXAMPLE (1): Q: Fill in the blank of each of the Proper word from the list. مهم

[Concordancer - Passive voice - Function - Text - Participant - One-to-one - Parts of speech Traditional \Structural gramma - Analysed and Writing - Circumstance - Formal/Structural Category]

1. **Traditional\Structural grammar** is a grammar that divides language on the **Parts of speech** basis of units such as **nouns**, **verbs**, and **adjectives**.

2. **Text** in language analysis can refer both to speech which has been prepared in a written form that can be **Analysed and Writing.**

3. The most common way of accessing Corpus data is by using a **Corpus\Concordancer.**

4. In functional grammar, there are two ways to describe a clause structure: one that **focuses on the meaning**, i.e., the **Function** of each unit in the clause and one **Focuses on the classification of that unit** in terms of its own structure, i.e., **Formal/Structural**

5. In functional grammar, **Structural form and speech-act function** do not always match up in a **One-to-one relation**.

6. Written English is more likely to **Exploit two** particular patterns that **Provide flexibility** in the organization of information. One of these is the use of a **Circumstance** rather than the more **Participant** to begin the **Clause** with because it **Plays a role in structuring the information** in the text as a whole.

7. The other pattern is the **Passive voice** structure to achieve the **Smooth flow of information**. This structure is much more frequent in written than spoken English. One major reason is that achieving a **Flow** in monologue

requires writers to exploit more fully the possibilities for varying the organization of element in an individual clause.

EXAPLE (2) Fill in the SFL Grammar Meanings with the Correct Term from the list.
[Filler - Metalanguage - Register - Positioning - Co-text - Concordancer- Sociocultural context Realised - Co-constitutive - Multimodal]

1. **Co-text** the linguistic context of a word or words, i.e., all the words that surround it in its immediate context, and the whole paragraph and even the chapter in which it is found. It has a major influence on how we **interpret the meaning of a particular word or group** of words.

2. **Positioning** attitude is the term used in linguistics to suggest that particular texts (**whether spoken or written**) assume or influence listeners or readers to have a particular stance or orientation.

3. **Concordancer** corpus tool which allows language analysts such as grammarians and dictionary writers to find out **how frequently different words**, word classes, or word combinations are used and to look at examples for analysis in detail.

4. **Multimodal** is used to refer to communication which draws on more than one system of conveying meanings; for example, a child's picture book combines words with illustrations, and also **design elements such as typography** and **font color**, all of which contribute to the overall meaning of the text.

5. **Metalanguage** the term used by linguists for language about language, that is language we use to refer to some aspects of language itself, such as the SFL terms 'Participant', 'Process' and 'Circumstance".

6. **Sociocultural Context** in linguistics, it is the **broader social**, historical, economic, technological and cultural environment which surrounds, influences, and is influenced by, language use. Different theoretical perspectives on language define it in different ways and highlight different aspects of context as more relevant than others.

7. **Filler** words such as you know and like that people use in unplanned speech to fill what would otherwise be a pause while they are finding the words they want to say.

8. **Realised** is used to refer to the way in which functional categories, such as participants, processes and circumstances are made up of formal categories such as noun groups, verb groups and prepositional groups.

9. **Co-constitutive** (**bi-directional**) Describing the way in which text and context mutually shape one another. For example, a formal context will influence the lexicogrammatical choices made in a way that makes them more formal. However, speakers can also (to some extent) change the context by changing their way of speaking, e.g., cracking a joke in a formal context may make it more informal.

10. **Register** variety of language which is **distinguished by its context of situation**. This involves three main aspects: field, tenor, and mode. All of these <u>affect the lexical and grammatical features of the language used</u>.

EXAMPLE (3): **Fill in each blank with the correct word from the word list below.**

[The question tag – Modes - SFL - Register - Context - Semantic domain - Dysfluency - Transcript]

1. In Systemic Functional Linguistics (SFL)، **Context** refers both to linguistically relevant **aspects of the social setting** in which the <u>language operates and to the served</u> by the text.

2. **Field**, **Tenor** and **Mode** are the **aspects of a text's context** of use in **Register** and the type of field/tenor/mode determines the **Semantic Domain** can usually be identified by the relatively simple means of organizing the text's nouns and verbs (and sometimes adjectives and adverbs) into the different topic and subtopic areas from which they are drawn.

3. The **The Question Tag** is a structure almost absent from the **written corpus**, reflecting the essentially **monologic** <u>nature of writing</u>.

4. Variations in context that can affect grammatical choice may relate to different **Modes** of communication, such as whether it is speech or writing, telephone, or email, and so on.

5. **Transcript** is a written version of something that someone has said in language analysis can refer both to speech which has been prepared in a written form that can be analysed and to writing.

6. **Dysfluency** is the use of **hesitators, pauses and repetitions** which reflect the difficulty of mental <u>planning at speed in a conversation.</u> EX: Repetition we didn't.

EXAMPLE (4): Complete the following sentences with suitable words
All important SFL Grammar Meanings and Term Exam.

7. **Face-to-Face** communication there are a number of non-verbal clues as to the overall meaning of a message, such as body language, the direction of gaze, facial expressions and tone of voice.

8. **Text** can be either spoken, written or multimodal.

9. **Written text** meanings may be communicated through the choice of font style or colour, for example, as well as through the verbal choices.

10. **Communication** is a complex mix of different sorts of message, in which the words we use play an important, but not exclusive, role in conveying meaning.

11. The **Three Varying components of context,** Field, Tenor, and Node are known as **Register.**

12. The **Meaningful Constituents** of a word are called morphemes and the study of word structure is called **Morphology**

13. **In Systemic Functional Linguistics (SFL)** of use refers both to linguistically relevant aspects of the social setting in which the language operates and to the '**Communicative Objectives**' served by the text.

14. **Mode V** relates to the nature of the text as a **Communicative Event** or **Action**, to **How** it is **Produced** and **Transmitted to how** it [1] **Relates** to the **Context** in which it is [2] **Created** or to the **Information of (Presents).**

15. There is **Only TWO** ways in **SFL** to describe **A Clause Structure**, which **Focuses on the Meaning** such as the **function of each unit in the clause.**

16. **Language** is constrained by [1] **Context** and there is a [2] **Dynamic**, **TWO** way relationship between **Lexicogrammatical choices** and **Context.**

17. **Phrase** is a **grammar unit that consists of a group of words** that seem to belong together and is not meaningful and has a head word.

18. **Morphemes** are the **Smallest Unit** of grammar that has mearing.

19. **Bound Morpheme** **Never occur on their own**. They must be combined with (free morphemes) to give meaning.

20. **Derivation** involves changing the word class or meaning, and in English they can be (**suffixes or prefixes**).

21. **Transitive Verb** is a verb requires an **object** because the meaning is not complete.

22. When a **verb** is followed by a complement which describes the **Subject**. It is called **Intransitive**

23. **Words** are **Symbols** - Signs in a language, which have no resemblance to the thing they represent.

24. The basic building block of a sentence is called a **Clause**

25. Clauses can be simple but can also be joined by a **Coordinator** where both sentences are of (equal status).

26. The area of linguistics that studies sense and sense relations is known as **Semantics**

27. **Syntax** involves the study of words that go together in groups and how those groups go together with other groups.

28. **Lexis** alone allows us to label people, things, and actions but not to show how they relate to each other.

29. The verb that is marked for tense is called **Finite**

30. **Adverbials** are elements that add information about how, why, where and when an action takes place.

31. **Very**, rather, and quite are adverbs that belong to a special class of adverbs called **Degree Adverbs**

32. *"Men and Women"* include **Allomorphs** because they give different forms of the plural morpheme-s in English.

33. **Progressive** and perfect do not mark the verb for tense. They are called **Transitive aspects**

34. The **tendency** of words to keep company of each other is called **Collocation**

35. The term **Colloquial** refers to any **kind of casual language**, whether it is **Spoken** or **just Written** in the style of speech.

36. **Mode Continuum** is the movement from more **Spontaneous** Spoken like language to more formal, written like language. Spoken language and written language are not sharply divided but exist on a **Continuum**.

37. **Scriptio continua** is a Latin expression which refers to a **style of writing** used in the earliest **written Manuscripts** where **no spaces were used to separate words**.

Q: Fill in each blank with the correct word from the word list below.

1. **Framework** is for analyse time we communicate in language, simultaneously covey three types of meaning known as Every time we communicate in language, we simultaneously convey three types of meaning, known as **Metafunctions** Every clause we use. **Represents** some kind of **(experience)** the **Ideational Metafunction**, enacts a relationship with the listener or reader **Interpersonal** relates to the surrounding text and context **Textual Metafunction**.

2. The **ideational Metafunction** relates to what is being talked about **Field** It involves **Processes** (**Actions, events, and states), participants, and circumstances.** The interpersonal Metafunction relates to who the participants are **Tenor**. It involves the type of interaction; for example, (asserting, questioning, and commanding), and the **Attitudes** conveyed. The textual function relates to how the message is constructed **Mode**. It involves the way language is organised at all **Levels** from the clause to the whole text.

Q: For each statement, write **TRUE (T)** if it is true or write if it is **FALSE (F)**. If the statement is false, rewrite it or change a word or a phrase so it becomes true.

2. The **Generative Grammar approach** is very important for E304 module/course **(F) Systemic Functional**

3. The E304 course takes a **Prescriptive Approach to grammar**, one which focuses on how grammar is used in a wide range of real situations to communicate meaning **(F) Descriptive not prescriptive**

4. When we set out to describe grammar, it helps to have a range of words, phrases, and terms with precise and clear meanings which we can use. These words and terms are known as a metafunction **(F) Metalanguage**

5. Grammars which are designed to assist learners of a language are called functional grammars **(F) Pedagogic Grammars**

6. The E304 course is based on **functional Grammar** only **(F) Functional and Structural**

7. In SFL, there are **three overarching function**s of language, known as three communicative functions **(F) Metafunctions**

8. In SFL, **Participants** are the elements of a clause that indicate extra information (**when, where, how, etc.**) that is directly involved in the process **(F) indicate who or what**

9. The term used in SFL to describe the interface between <u>context</u> and language choice is known as **lexis** **(F) Register.**

10. A **verbal text** can be only spoken **(F) Can be either Spoken or Written**

11. In **subordination**, clauses <u>that</u> can operate independently are linked together **(F) When - Subordinating conjunction EX: he came, I welcomed him**

12. The **Ideational Metafunction** is the way we use language to interact with other people **(F) Interpersonal Metafunction**

13. A **morpheme** is a unit in the <u>sound system</u> of a **language** **(F) Its words - not language**

14. **Constituents** of the English clause are groups, (<u>verb group or noun group, and words</u>) **(F)**

15. The **declarative** clause is mostly in **question** form **(F)**

16. **Lexical verbs** are verbs that contain a content word **(T)**

17. The element that is affected by <u>the **Action** is the</u> **Agent** **(F)**

18. A **Circumstance** is sometimes realized by a group with an adverb as its **Head** **(F) He went home slowly then Quickly**

19. **Questions**, **statements** (declaration), **commands** (**order**) and <u>offers are called</u> **Speech Functions** **(F)**

20. The mode continuum is the movement from **spontaneous** spoken-like language to formal written-like language **(F)**

21. The term **attitude** is used in linguistics to suggest that particular **texts** assume or influence listeners or readers to have a particular stance or orientation **(F) Positioning**

22. **Combine** elements from **descriptive** and **prescriptive grammars** **(T)**

23. The theoretically driven study of grammar as an academic discipline is sometimes called **'languistics'**, a term coined by Halliday (1996) **(F) Grammatics**

24. The link between **Grammatical Choices** and meaning making is the key focus of E304 module **(T)**

25. **Pedagogic Grammars** are generally based on descriptions of standard language and often set out '**rules'** of English with lots of examples and precise material. They thus combine elements from descriptive and prescriptive grammars **(T)**

26. In the early twentieth century, the American anthropologists **Whorf and Sapir proposed that the structure** of the language of a given **Social Group Determines** the way in which its members see the world **(T)**

27. Both **one-Morpheme** and **Multi-Morpheme units** are called **words (T)**

28. **Hedging** is one type of **Modality**. The term is used to describe the way **language allows a speaker** to indicate the desirability or likelihood of a proposition or a proposal **(T)**

29. The **Intermediate-sized units** **between those of word and clause are made up** of groups of words, such as verb groups, noun groups, prepositional groups that seem to belong together more closely than they do to other words inside the clause **(T)**

30. A verb group may consist of a **single word or several words (T)**

31. **Scriptio Continua** is a Latin expression, which refers to **A Syle of Writing** used in the earliest written Manuscripts where No Spaces were used to Separate Words **(T)**

32. **The Longman Reference Grammar Book** describes three principles that govern the structuring of spoken grammar limited planning **(T)**

33. In describing how **meaning is packaged** in a clause in SFL that is in describing its **textual metafunction** careful attention needs to be paid to where a text falls on the mode continuum **(T)**

34. SFL proposes that **language** use will reflect, or be influenced by the topic, the nature of the communication process and **social roles,** relationships, and **social relative** status of the interactants. **(T)**

35. **Functional categories**: can be realised (such as made real or made actual) by variety of formal categories. **(T)**

36. The relationship between language and context is of a **co-constitutive** or **bi-directional nature** **(T)**

37. The term used in SFL to describe the **interface** between **context** and language **choice** is known as **Register (T)**

38. There is a systemic link between language use and **context**, which most of the time goes **unnoticed (T)**

39. The **intermediate-sized units** between those of **word and clause** are made up of groups of words, such as verb groups, noun groups, prepositional groups that seems to belong together more closely than they do to other **words inside the clause. (T)**

40. The clause types **'Interrogative** and **Imperative'** are many times more frequent overall in the **spoken language corpus than in written one. (T)**

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41. **Written English** is more likely to exploit two particular patterns that **provide flexibility in the organization** of **information**. **(T)**

42. One of these is the use of the **'Passive Voice' structure** to achieve the smooth flow of **information**. This structure is much **more frequent** in **written than spoken English**. **(T)**

43. One major reason is that achieving a "flow" in monologue requires writers to **exploit more fully the possibilities** for varying the organisation of element in an individual clause. **(T)**

44. Once **someone speaks** to you, you are in a relatively determined context and you are **not free just to say what** you **Please**. **(T)**

45. There is not always a **one-to-one relationship** between **lexical items** and **process** types, and that we need to consider **both semantic meaning** based on the context as well as **grammatical behaviour (T)**

46. One of the **key reasons** for using short **passive** is to obscure or de-emphasize **the role or involvement of the actor (the doer of the action) (T)**

47. **Progressive** and **Perfect** are the **aspect of the verb that provides** a particular point of view from within or **retrospectively**. **(T)**

48. The **two aspects** of Field are topic and social activity/ **angle of representation (T)**

49. In phrasal verbs, the final element of the **lexical verb** no longer operates independently as an adverb or preposition but semantically '**fused'** with the other **elements of the verb (T)**

50. One of the **key reasons** of using the **short passive** is to remove the **Actor**, as this is not important information. **(T)**

51. **The angle of Representation** indicates the way in which the **happenings in the text** are shown or **represented**. **(T)**

The most important Definitions

1. **Metalanguage**: The term used by linguists for language about language, that is language we use to refer to some aspect of language itself, such as the SFL terms 'participant', 'process' and 'circumstance'.

2. **Substitution**: is a device used by English speakers to avoid having to repeat redundant or retrievable information. The replaced item may be a clause (She could be at home, but I don't think so), a verb (I don't cook, but he does) or a noun (As soon I saw your watch, I wanted one too).

3. **Spontaneity** is a key aspect of mode in SFL, which is concerned with whether the text was produced 'on-the-spot', that is, spontaneously and without the opportunity for ore-editing or correction.

4. **Interactivity**: interactive texts involve turn-taking, questions and answers, interruptions, and indicators of sympathetic support.

5. **Interpretation**: is used to refer to identifying and explaining patterns of language use as they emerge in the careful analysis of language data, whether in the individual texts or in larger collections of texts. The interpretation component of a register analysis consists of discussing the findings in a discursive form and supporting this discussion with examples from the text.

6. **Register**: a variety of language that is associated with different circumstances and purpose. This includes factors such as mode (speech or writing), interactivity (monologue or dialogue) and communicative purpose (telling, requesting, ordering, etc).

7. **Post modifiers**: are the elements in used in a noun phrase which came after the word and modify it. It could be modified by a prepositional phrase or embedded clause

8. **Premodifiers**: are the elements used in a noun phrase which come before the head word and modify it.

9. **Co-text**: The linguistic context of a word or words, i.e., all the words that surround it in its immediate context, and the whole paragraph and even the chapter and book in which it is found. The co-text has a major influence on how we interpret the meaning of a particular word or group of words.

10. **Noun group:** A group consisting of one or more words with a noun or a pronoun as head, EX: we, holidays, all the right answers, the man in the moon. Premodifiers may give further information before the head and postmodifiers after the head.

11. **Positioning:** used in linguistics to suggest that texts (whether spoken or written) assume or influence listeners or readers to have a particular stance or orientation. For example, a text may encourage or normalise a particular point of view or interpretation or suggest that others in the interaction (the readers or listeners) are certain types of people or hold certain views.

12. **Question tag:** attached to the end of a statement that often a (positive statement) is followed by a (negative question tag) and vice versa.

13. **Descriptive grammar:** set out to account for the language we use without necessarily making judgements about its correctness.

14. **Functional grammar:** A grammar that concentrates on how words combine to make meanings.

15. **Generative grammar:** Chomsky's theory of generative grammar aimed at creating precise descriptions of the ways in which sentences are structured syntactically, searching for the underlying rules which speakers intuitively draw on to generate and comprehend an infinite number of acceptable sentences.

16. **Genre pedagogy:** A language-based approach to subject teaching which emphasises the meaning- making role of genre and language.

17. **Genre:** A widely used term referring to text types and to the socially purposeful activities in which texts play a key role. EX: 'Political address'.

18. **Grammatics:** theoretically driven study of grammar as an academic discipline.

19. **Part of speech:** describe different word classes, particularly in the context of 'traditional' grammar. In this module, we generally use the term 'word classes' in preference.

20. **Pedagogic grammar:** which is designed to assist learners of a language generally based on descriptions of standard language and often set out the 'rules' of the language, together with examples and practice material.

21. **Prescriptive grammar:** aim to tell people how they should speak/write rather than to describe how they do speak/write.

22. **Clause Components:** means that words have to (be organised in clauses). Each clause is built up around (a verb). The verb describes the process, and other parts of the clause provide further information about what is involved in the process.

23. **Active:** clause contains an active verb group with a subject, which is the agent of the main verb, such as carries out the action as the dog bites.

24. **Agent:** where the participant that carries out the action of the verb.

25. **Passive:** contains a passive verb group with a subject, which, instead of carrying out the action of the main verb, is affected by it which typically consists of the verb to be followed by a past participle.

26. **Bare assertion:** Used to denote a clause or sentence, which states something as fact, with no modality.

27. **Sociocultural context**: is the broader social, historical, economic, technological and cultural environment, which surrounds, influences, and is influenced by, language use. Different theoretical perspectives on language define sociocultural context in different ways and highlight different aspects of context as more relevant than others.

28. **Phrase** is a Grammar Unit that consists of a group of words that seem to belong together and is not Meaningful and has a Head word.

29. **Mode** relates to the nature of the text as a communicative event or action, to how it is produced and transmitted to how it relates to the context in which it is created or to the information, it presents.

30. **Concordance:** A corpus tool which allows language analysts such as grammarians and dictionary writers to find out how frequently different words, word classes, or word combinations are used and to look at examples for analysis in detail.

31. **Head:** An item that is placed at the beginning of the main utterance. Hedging: The term used to describe language which reduces the force of a statement, which is one type of modality, the term used to describe the way that language allows a speaker to indicate the desirability or likelihood of a proposition or proposal.

32. **The lexical and grammatical resources** in a language, from which speakers and writers create meaning.

33. **Structural grammar** [formal grammar, traditional grammar]: A grammar that divides language on the basis of word classes, such as nouns, verbs, and adjectives, which because of its long history is also known as a 'traditional grammar' approach.

34. **Theoretical grammar:** Theoretical grammars attempt to provide a coherent, overarching explanation of the structures and functions of language.

35. **Interpretation:** refer to identifying and explaining patterns of language use as they emerge in the careful analysis of language data, whether in individual texts or in larger collections of texts. The interpretation component of a register analysis consists of discussing your findings in a discursive form and supporting this discussion with examples from the text.

36. **Choice**: relates to the idea that the language system provides the language user with a set of options to choose from, such as the choice between [a declarative, an interrogative or an imperative form] to get someone else to

do something. The choice between these options will be meaningful, whether or not they are made consciously.

37. **Choices** used of both individual words and the way in which they are ordered to make (Meaning Grammar) is to discover how we represent our thoughts, feelings, and ideas to others and how they represent theirs to us.

38. **Participant:** The element of a clause that indicates who or what is directly involved in the process. Prepositional group: A unit in which a noun group is linked into the clause by a preposition.

39. **Process:** is the element of the clause that indicates what is going on the action and event, experience or relationship which is represented by the verb.

40. **Speech function**: The communicative function associated with an utterance, for example an apology or a complaint.

41. **Co-constitutive [bi-directional]:** Describing the way in which text and context mutually shape one another. For instance, a formal context will influence the lexicogrammatical choices made in a way that makes them more formal. However, speakers can also (to a certain extent) change the context by changing their way of speaking, such as cracking a joke in a formal context may make it more informal.

42. **Construe:** To constitute something in a co-constitutive relationship.

43. **Dialogic [turn-taking]:** Communication involving two or more people, as opposed to Monologic.

44. **Dysfluency:** any of the features that disturb the fluency of speech, including fillers, hesitators, pauses and repetitions.

45. **Field:** The topic or the activity being undertaken which is the language users' main concern, such as the health of a patient during a GP's consultation or the rise of turnip sales in China.

46. **Interpretation:** refer to identifying and explaining patterns of language use as they emerge in the careful analysis of language data, whether in individual texts or in larger collections of texts.

47. **Mode:** the nature of the communicative process, including what type of medium (speech or writing) is being used and the degree of spontaneity and interactivity (face-to-face spoken discussion with a strong routine element, a newspaper article, or an academic report.

48. **Monologic:** describing communication involving one person as opposed to 'dialogic'.

49. **Pause:** a type of dysfluency involving any length of silence in a stretch of speech.

50. **Register variable:** any of the three varying components of context which are [field, mode and tenor].

51. **Relative pronoun:** A pronoun or adverb that introduces a dependent clause as [which, that, or why].

52. **Situational variety:** is distinguished by its context of use which can be understood in contrast to a geographical variety, which is distinguished by the geographical provenance of its speakers.

53. **Tenor:** The social roles, relationships, and relative status of participants, such as doctor/patient, teacher/student, customer/service provider.

54. **Nominalisation:** Where a noun group is used to represent a process or a clause.

55. **Phatic Communication**: is to describe talk, which has the primary function of binding people together. It is a common feature of everyday spoken interaction in both formal and informal situations.

56. **Transitions** are frequently used in academic writing and conversation. They are "less frequently" used in fiction and least in the news.

57. **Transformation**: changing a clause to produce a related clause with similar meaning. For instance, many clauses can be transformed from active to passive.

58. **Analysis:** by assigning positive and negative associations; refers to the careful and systematic description of language use Interpret these findings are in terms of how the texts work for the writer and readers.

59. **Evaluation** is to identify the significance of certain language patterns, whether lead to text coherence, persuasion or biased. It helps understand how a text works.

60. **Material verbs:** relational verbs and many mental verbs tend to resist from The Prefer the Progressive.

61. **Modal finit:** expresses a degree of certainty or obligation

62. **Topic:** refers to the subject matter of a text (answering the question: what is the text about?)

63. **Social activity:** denotes what is happening in the text (answering the questions: what is the nature of the social action taking place? What is the purpose? It is closely linked with the angle of representation of a text.

64. **Modal auxiliary:** goes with another verb to indicate a non-factual meaning, such as possibility, probability, necessity, obligation or desirability, EX: (could, would and might).

65. **Verb group:** A verb group is a group of one or more words which together function as a verb. It contains a lexical verb as head, either alone (e.g. he knew) or accompanied by one or more auxiliary verbs (e.g. he must have known). The first auxiliary is referred to as the finite element (he must have known).

66. **Auxiliary verb:** closed set of verbs, the first auxiliary in a verb group is the finite element specify the way in which the process of the verb group is to be interpreted will have applied, was overtaking, may believe.

67. **Circumstance:** are the elements of a clause that add information about the situation surrounding the process: how (manner), where (location), when (location in time), why (cause), how long (extent) etc.

68. **Clause complex:** Two or more dependent or independent clauses linked together.

69. **Command:** The speech function of asking for something, associated with imperative clauses, such as Heat the water to boiling point.

70. **Conjunction:** A type of function word that connects clauses, groups, or words. Conjunctions are subdivided into coordinating and subordinating conjunctions.

71. **Constituent:** A morpheme, word or group that constitutes a unit in the rank scale.

72. **Coordination:** Where two independent clauses are linked, generally through conjunctions like and, [but so and or].

73. **Subordination:** Subordination is where a clause, which could not operate independently, is linked with one that can. This kind of linking is generally achieved through conjunctions like while, because and although, and through relative pronouns like who, which and that.

74. **Independent clause:** A clause which can stand alone without being dependent on another clause.

75. **Relative pronoun:** A pronoun or adverb that introduces a dependent clause, such as that, or why.

76. **Filler:** words such as you know and like that, people use in unplanned speech to fill what would otherwise be a pause while they are finding the words they want to say.

77. **Lexical verb:** A verb that is a 'content' word, which carries informational content, such as walk, study, swim.

78. **Epistemic modality:** the expression of a writer's judgment about the likelihood of what is being said/written 'logical modal meaning', It can express Strang or Weak possibility. It contrasts with a related term as 'Deontic Modality' which levels of obligations\, such as personal modal meaning.

Q: Divide each of the following sentences into groups. Put brackets around each group.

Answer:

1. (Most probably) (our ancestors) (would have eaten) (a diet low in carbohydrates).
2. (The carbohydrate) (came) (mainly) (from the fruits and vegetables).
3. (Nowadays) (our diet) (contains) (far more carbohydrate).
4. (The proportion of sugar) (is) (also) (much higher).
5. (Increased intake of carbohydrate and sugar) (affects) (the human body) (in various ways).
6. (At the restaurant) (we) (had) (a wonderful dinner) (last night).
7. (This analysis) (does not reveal) (any differences) (between the two sentences).
8. (The words that can fit in the space) (are) (nouns).
9. (Obviously) (linguists) (require) (special terminology) (for analyzing grammatical structures).
10. (All of them) (had been working) (hard).

Q: Divide each of the following sentences into groups. Put brackets around each group.

Answer:

1. (Evidently) (those neat clothes) (have) (new price tags).
2. (Nobody) (can (really) deny) (the bitter truth).
3. (The kids) (threw the sand) (here and there).
4. (The young math teacher) (has been trying (hard) to contact) (the school management).
5. (At the restaurant) (we) (had) (a wonderful dinner) (last night).
6. (This analysis) (does not reveal) (any differences) (between the two sentences).
7. (The words that can fit in the space) (are) (nouns).

8. (Obviously) (linguists) (require) (special terminology) (for analyzing grammatical structures).

9. (All of them) (had been working) (hard).

10. (Almost) (all of my old friends) (are) (here).

Q: **Noun Group** functioning as the subject and circle **Head Noun (HN)**

1. **Students who are interested in getting a university loan** must apply on Sunday.

2. **The first book he published** was his best.

3. **This famous car design** was from Europe.

4. **My sincere belief** is that he was lying

5. **A few more little extras** are needed.

6. **Several hard working university students** got scholarships.

7. **The really frustrating thing** is that nobody listens.

8. **Many interested company managers** applied for the new position.

9. **Her beautiful designer clothes** were very expensive.

10. **A lot of things** are at stake in this project.

11. **Her physical education gym trainer** is a nice a loving lady.

12. **All of them** prefer the old plan.

13. **One of the boys** left early.

14. **Three or four absolutely tasty dishes** were on the table.

15. **This huge and nice box we bought last year** was handmade.

Q: Identify the **Noun Group (H)** functioning as the **Subject** of the sentence.

1. **The three red wires (H)** will have been joined in one terminal.

2. **Car factories (H)** produce millions of cheap vehicles.

3. **Domestic manufacture (H)** of goods underwent several significant changes.

4. **Rapid, extensive technical development (H)** replaced older concerns.

5. **The disastrous slump (H)** was caused by three unforeseen factors.

6. **There has been much economic dislocation (H)**

7. **The available functional statistics (H)** do not support the many optimistic claims made.

8. **The first dam (H)** on the Indus was completed in 1932.

9. **This vast forested river basin** extends over some 700 million hectares**.**

10. **A broken brake cable (H)** can easily be repaired.

11. **Many similar hormones (H)** can be injected into animals.

12. **These really old patients (H)** I told you about experienced the usual side-effects.

13. **One (H)** of the witnesses before the committee was Nobel-winning economist Paul Brown.

14. **A very new and beautiful Toyota vehicle (H)** bumped the left rear of another car.

15. **All the students (H)** who are gathered in the cafeteria were told to exit immediately.

16. **The man (H)** I met yesterday explained everything to me.

Q: Underline the Circumstance in each of the following sentences and write whether it is realized as: Noun Group (NG), Adverb Group (AdvG), Prepositional Group (PG) or as Dependent Clause (DC).

1. I can speak **more loudly than ever**. **(Adv. G)**

2. **Please** I want to see you **as soon as possible**. **(Adv.G) + (Adv.G)**

3. I'll call you **when I go home**. **(Finite circumstantial dependent clause)**

4. **Because she was sick**, she could not write the report. **(Finite circumstantial dependent clause)**

5. And **then** the teacher returns our assignments and we correct our mistakes. **(Adv.G)**

6. I had to go **a long way to reach the camp**. **(Adv.G) + (Non-finite circumstantial dependent clause)**

7. The details of the new project will be discussed **in the next meeting**. **(PG)**

8. I'll see you all <u>**tomorrow night**</u>. **(NG)**

9. <u>**Occasionally**</u> she would like to gaze <u>**out the window**</u>. **(Adv.G) + (Adv.G)**

10. <u>**Someday**</u> they'll understand <u>**what they had done**</u>. **(NG) + (Finite circumstantial dependent clause)**

Q: Underline each of the Noun Groups circle the Head (H), Adjective (A), Adverb (Adv), Verb (V), Prepositional (P).

1. <u>This **(H)**</u> is <u>absolutely</u> <u>important</u>

2. <u>He **(H)**</u> tried **<u>very hard</u>.**

3. <u>These nice **designer** clothes **(H)** **on the shelf**</u> are expensive.

4. <u>Three **wonderfully dressed** school teachers **(H)**</u> <u>have won</u> prizes.

5. <u>**John's fine cotton** sweater **(H)**</u> is <u>from</u> Egypt.

6. <u>Two great leaders **(H)** of the country</u> died in **their sixties**.

7. <u>I **(H)**</u> liked **the cake you made yesterday.**

8. <u>The **new** book **(H)** he published last year</u> was a great success.

9. <u>She **(H)**</u> answered all questions **<u>correctly</u>.**

10. <u>A few employees **(H)** **of the university**</u> received awards.

11. <u>A few top students **(H)**</u> answered all questions <u>correctly</u>

Q: Which of the Prepositional Groups in bold are functioning as Circumstance (C)

1. "I expect you saw us **<u>from the window</u>**", she said **(C)**

2. At first, they were too busy to notice the cat **<u>with brown fur</u>** **(NC)**

3. The man dived **<u>into the pool</u>** and made a huge splash **(C)**

4. We left the car **<u>for twenty minutes</u>** **(C)**

5. A girl **<u>in a raincoat</u>** was patting the dog. **(NC)**

6. Ziad bought a suitcase **<u>with a brown handle</u>** **(NC)**

7. The student discovered the answer **<u>by chance</u>** **(C)**

8. The school cancelled the class **<u>for advanced students</u>** **(NC)**

9. We had coffee **by the pool (C)**

10. I will meet you **at five (C)**

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1. You can't ride a horse <u>in a dress</u>.

2. She's expecting her fifth child <u>in a month</u>.

3. The butler's going to drop his book <u>on the royal family</u>.

4. The bull attacked the old man <u>with a walking stick</u>.

5. We'll send the tickets for your trip to Australia <u>by post</u>.

6. The charity reported several cases of cruelty <u>to the donkeys</u>.

7. Central Europe braced <u>for tide of pollution</u>.

8. The flood waters <u>of the river</u> are in retreat, but a new threat has emerged - dioxins, mercury

9. and bacteria <u>in the sludge carried by the waters</u>.

10. At the same time, scientists <u>in the region</u> are careful.

Q: Noun Groups in bold and circle the head (H) of each one and Underline the Postmodifier

1. In the first four days after the revolution **no fewer than 550 trucks (H) of aid (Pos)** were sent to Romania.

2. **This small country hotel (H)** nestles in an acre of pure peace and tranquility, surrounded by the unique beauty of the Somerset Levels.

3. There are **only a very few, small sites (H) available for redevelopment (Pos)**

4. **Two-in-one cleansing and conditioning products (H)** are specially designed to clean the hair and condition the outer layers.

5. Why should **those (H) living alone (Pos)** be paying as high rates as large wage-earning families?

6. **Automatic and semi-automatic high-bay warehousing systems (H)** are being built abroad at an ever-increasing rate.

7. **A programme (H) of lectures, seminars, and visits over a period of time (Pos)** is most likely to meet that need.

8. Almost all of the holdings shown as belonging to the banking sector were held by banks' discount houses.

9. The second possible practical application of algebraic laws is for transforming programs to improve their efficiency in some way.

Q: Groups Group (HG) Clause complex Circumstances (C) and Not Circumstances (NC)

1. Police are confident that the kidnappers will **soon** make contact **(C)**
2. Nick watched her **somewhat enviously** as she efficiently cut the engines **(C)**
3. The thing is though people **at the top** don't necessarily see the problems that you see **(NC)**
4. And I keep honey bees **outside** in the garden **(C)**
5. These youngsters work **seventy meters below ground** in appalling conditions **(C)**
6. They were held in the hospital **without access to medical treatment** for something like ten days **(C)**
7. By sharing her experiences, she can help other mothers **with the same problem** **(NC)**
8. He took over **as regional party leader** in July in place of the hardliner Mr. Lev Solovyv **(C)**
9. Somebody said on the radio **the other day**, everybody's got a song inside them **(C)**
10. He played roulette for quarters and within an hour he had won, **surprisingly**, twenty dollars **(NC)**
11. And then she tried to put it in the washing machine **for a joke** and the dog was gonna get in **(C)**
12. **By tradition**, a red drink should be served at approximately room temperature **(C)**
13. Deputies sanctioned eleven decrees which will **thoroughly** reshape Poland's economy **(C)**
14. This viewpoint has now been translated into action **by the majority of people in this country** **(NC)**
15. A girl **in a raincoat** was stroking and patting her pet dog **(NC)**

Q: Write (ONE) if the verbs in bold type involve one Verb Group Complex and write (TWO) if they involve two separate verb groups.

1. I **remembered to send** the letters. **(One)**
2. Everybody **started watching** the show. **(One)**
3. The director **managed to find** a replacement. **(One)**
4. She **remembered sending** the mail. **(One)**
5. All students **went to check** their results. **(Two)**
6. I **tried to find** my luggage. **(One)**
7. I **stopped to tie** up my shoelaces. **(Two)**
8. She **said living** with her in-laws would be fine. **(Two)**
9. He **ended up succeeding** where others had failed. **(One)**
10. He **came and said** to me that he was leaving. **(Two)**

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11. I **stayed to watch** the football match. **(Two)**

12. They **talked and talked** for hours. **(One)**

13. She **succeeded in passing** the exams after all. **(One)**

14. She **worked to pay** for her children's music lessons. **(Two)**

15. I **realized doing** that would get me into trouble. **(Two)**

16. I kept watching the film. **One**

17.   I started watching the show **One**

18. I went to find my sister. **Two**

19. I managed to find my sister **One**

20. I stayed up to see the film. **Two**

21. I remembered to see the film. **One**

22. I tried to find my sister. **One**

Identify each of the following clauses as (active or passive).

2. King Alfred **(actor)** cooked the cakes **(goal).**

3. The thieves **(actor)** broke the vase **(goal).**

4. Ren Hua **(actor)** bowed to my grandfather.

5. Everyone **(actor)** jumped in fright.

6. Violence **(actor)** erupted outside the embassy.

7. The police **(actor)** provoked the violence **(goal).**

8. The cake **(actor)** is cooking.

9. The cakes **(goal)** were cooked by King Alfred **(by-phrase actor)**.

10. The vase **(goal)** was broken by the thieves **(by-phrase actor)**.

11. The violence **(goal)** was provoked by the police **(by-phrase actor).**

12. The police **(actor)** pushed the damaged car **(goal)** to the side of the road.

13. Many demonstrators **(goal)** were shot by the terrorists **(by-phrase actor).**

Q: Identify each of the following clauses as (active or passive).

1. The exam supervisor came running over. **ACTIVE**

2. Genes do influence the rate of ageing. **ACTIVE**

3. Genes effects on ageing can be understood only as a side-effect of something else. **PASSIVE**

4. Ageing is caused by the accumulation of damage. **PASSIVE**

5. They had the middle seat empty. **ACTIVE**

6. Birds live longer than comparably sized mammals. **ACTIVE**

7. There's something on my foot.

8. Many of the genes that slow ageing are involved in the response to changing nutrient levels. **PASSIVE**

2. The Ganges **[Token]** happens not to be holy **Value]** here

3. The toddy palms and neem trees **[Token]**

4. now become visible **[Value]**

5. They **(Actor)** rise from the gardens

6. whose ancient tanks **[Actor]**

7. nourish them **[Goal],**

8. They **[Actor]**

9. Burst out of stifling purlieus and unconsidered temples As for the Civil Station itself, it **[Actor]**

10. provokes no emotion **(Goal)**

11. It **[Actor]** charms not

12. The city of Chandrapore **[Actor]**

13. Presents nothing extraordinar **[Goal]**

14. It **[Actor]**

15. trails for a couple of miles along the bank Bazaars **[Actor]**

16. shut out the wide and shifting panorama of the scene **[Goal]**

17. Inland, the prospect **[Actor]**

18. alters Beyond the railway the land **[Actor]**

Q: In the clause complexes below, identify whether the clauses are related by Coordination or Subordination. Write (S) for Subordination and write (C) for Coordination.

1. Keeping as still **as possible**, I slowly opened my eyes **(S)**

2. FruMoller was not a silly woman **nor** was she utterly stupid **(C)**

3. I'll stay by the phone **until** you call **(S)**

4. She climbs without a safety harness **because** she's crazy **(S)**

5. You won't achieve anything **by** shouting at me **(S)**

6. The bed isn't made, but you'll find plenty of blankets there **(C)**

7. He stood up, took a couple of steps and then promptly fell down again **(C)**

8. You'll have to get up **a lot** earlier to fool me **(S)**

9. We were just sitting there and he comes up and starts yelling **(C)**

10. **While** completing that particular task, she realised her first mistake **(S)**

11. He always reacts badly **when** teased **(S)**

12. **As soon as** you get rid of one tyrant, another one pops up **(S)**

13. The floor's about three feet down, so don't fall **(C)**

14. They didn't watch the program they **always** watch **(S)**

15. He woke up, rubbed his eyes **and** jumped out of bed **(C)**

Q: Identify the role of each participant shown in bold type in the following clauses as: actor, goal, behaver, behavior, senser, phenomenon, beneficiary, sayer, verbiage, or relational participant.

1. **Two species of bird from the South Pacific**... have been rediscovered **(goal)**

2. **The long-legged warbler, *Trichocichlarufa*,**,... has been spotted again. **(phenomenon)**

3. **a major survey of the island nation** conducted by the conservation group Birdlife International **(goal)**

4. ... a major survey of the island nation conducted by **the conservation group Birdlife International** **(actor)**

5. **A pair of British naturalists are also reporting**... (sayer)

6. ... to have **seen the New Zealand storm petrel**, *Oceanites maorianus* (phenomenon)

7. the New Zealand storm petrel, *Oceanites maorianus*, **another species** believed to have died out in the 19th century (behaver)

8. … though the discovery has yet to be confirmed **by independent scientists** (sayer)

9. **A study team led by Vikikesa Masibaluvu, of Birdlife International**, has now found 12 pairs of the birds in AWabu, a remote forest reserve on Viti Levu, Fiji's largest island (goal)

10. **Mr. Masibaluvu** said he was alerted to the presence of the bird (sayer)

11. '**I** heard a loud song which was different from any other Fijian bird.'(sayer)

12. 'I heard **a loud song** which was different from any other Fijian bird.'(phenomenon)

13. **Guy Dutsun, BirdLife International's project manager in Fiji**, was also part of the discovery team (relational participant) .

14. 'At first incredulous, **I** soon realized this was indeed the bird that we had been searching for' (sayer)

15.' At first incredulous, I soon realized that **this** was indeed the bird that we had been searching for' (relational participant)

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[1] She is the teenager who **marked** her 16th birthday with a live address from UN headquarters, is **known** around the world by her first name alone and has been lauded by a former British prime minister as 'an icon of courage and hope'. *Answer*: (**'Known'** can function as an adjective and here expresses a continuous state, **not a happening**, so 'is known' is **not** in the **passive voice**.)

[2] She **is** Malala Yousafzai, whose life was forever changed at age 15 by a Taliban bullet on 9 October 2012. **[3]** There **was** still the usual after-school chat and gossip to share with Moniba, who **was sitting** next to her. *Answer*: **(No passive) [4]** The two girls sitting on Malala's other side, Shazia Ramzan and Kainat Riaz, were also injured.

[5] When they **reached** hospital, it **was assumed** all four girls were wounded, because Moniba's clothing **was drenched** in her friend's blood. *Answer*: **(An alternative reading for 'were wounded'** is to see 'wounded' as functioning as an adjective and describing the girls' assumed state when they arrived at the hospital. A similar **argument could be made** in 'was drenched'; that is, with 'drenched' **functioning as an adjective)**

[6] She **has experienced** the worst of humanity, and the best of humanity both from the medics who **cared** for her and the messages from many thousands of well-wishers. *Answer*: **(No passive).**

[7] I **find** one of those well-wishers in her own street in Swat, just outside the home that she never **made** it **back** to, on the afternoon she **was shot**. **[8]** Malala **was** 'Pakistan's daughter', he **says**. "We **should be** proud that she **has made** such a big sacrifice for Pakistan. *Answer:* **(No passive).** **[9]** When I **ask** Malala what she **thinks** the militants **achieved** that day she **smiles**. *Answer:* **(No passive).**

[10] 'I **think** they may **be regretting** that they **shot** Malala,' **she** 'Now she **is heard** in every corner of the world"

LIDENTIFY THE NOUN HEAD, PRE-MODIFICATION AND POST-MODIFICATION IN THE UNDERLINED NOUN PHRASES:

1. **All my friends** are watching **the World Cup Final** tonight.

2. **Tonight's special** is **Sichuan-Style Sea bass**.

3. **Most people would** enjoy **a really good holiday**.

4. **The Queen of Sheba's secret garden** is **my favorite novel.**

5. There are **some gigantic Jurassic Sea creatures in** the documentary.

6. Strange bright **lights** are hovering at low altitude.

7. There is a **stainless-steel bathroom cabinet with mirrored door.**

8. I saw **the woman with a dog in a pink tutu.**

9. Have you seen **the rubbish lorry driver loses licence.**

Q: Identify <u>transitive</u> and <u>intransitive</u> clauses, you need to distinguish participants from (Processes and circumstance: Participant (Par) – Process (P) – Circumstance (C)

1. <u>The shearers (Par) work (P) in teams (C)</u>   **(Intransitive)**

2. <u>The shearers (Par) compete (P) on a sheep per hour basis (C)</u>   **(Intransitive)**

3. <u>During harvesting time (C), a sheep station (Par) would have (P) some 15,000 animals ready for shearing (Par)</u>
   (Transitive)

4. <u>Such teams (Par) can shear (P) 500 animals (Par) a day (C)</u>   **(Transitive)**

5. <u>Tired men (and women!) (Par) can make (P) mistakes (Par),</u>   **(Transitive)**

6. <u>A shortage of shearers (Par) has not helped (P) matters (Par)</u>   **(Transitive)**

7. <u>This (Par) would reduce (P) the price of our wool (Par)</u>   **(Transitive)**

8. <u>Australia (Par) must compete (P) more strongly for the dollars of other countries (C</u>   **(Intransitive)**

9. <u>The futurere of our wool industry (Par) depends on (P) the competitiveness of wool (Par)</u>   **(Transitive)**

Q: Underline ALL DEPENDENT clauses in each of the following Clause Complexes and label each one as Finite (F) or Non-finite (NF). Then identify the type of each Dependent Clause as: Adverbial (A), Relative (R) or Nominal (N) (Embedded as Participant).

1. <u>If a merger between Coopers and Deloitte is successful,</u> it will become the largest firm in the country **(F. A)**

2. <u>The fact is that</u> the community needs them **(F. N)**,

3. <u>While he was gone,</u> a nurse poked her head through the doorway **(F. A)**

4. Billy didn't even know <u>whether he was alive</u> **(F. A)**

5. Did she say anything about <u>what happened?</u> **(F. N)**

6. Richard wood, Professor of Surgery, has told Dr. Grant <u>that such surgery cannot be halted</u> **(F. N)**

7. Our goal is <u>to make their voice heard</u>. **(NF. A)**

8. <u>To make matters wore,</u> the economy is a merciless juggernaut **(NF. A)**

9. <u>After I asked her for a raise,</u> **(F. A)**, my boss told me <u>that I would be promoted in due time</u> **(F. N)**

10. <u>That they are already struggling</u> troubles Graham Taylor **(F. N)**

11. <u>They fear that,</u> **(as winter approaches) (F. A)**, <u>medical emergencies will spill over into surgical beds</u> **(F. A)** <u>halting urgent operations</u> **(NF. A)**

12. These protests will be all the stronger, <u>because the cabinet has already changed its mind on a number of issues</u> **(F. A)**.

13. <u>The importance which William Shakespeare attributed to this form and stage of love</u> is well known **(F. R)**.

Underline All Dependent clauses and circle All Embedded clauses (embedded as participant) in each of the following clause complexes and label each one as finite (F) or non-finite (NF).

2. Keeping as still **as possible**, I slowly opened my eyes
3. I'll stay by the phone **until** you call
4. She climbs without a safety harness **because** she's crazy
5. You won't achieve anything **by** shouting at me
6. You'll have to get up **a lot** earlier to fool me
7. **While** completing that particular task, she realised her first mistake
8. He always reacts badly **when** teased
9. **As soon as** you get rid of one tyrant, another one pops up
10. The floor's about three feet down, <u>**so**</u> don't fall
11. Fru Møller was <u>**not**</u> a silly woman nor was she utterly stupid
12. The bed isn't made, <u>**but**</u> you'll find plenty of blankets there
13. He stood up, took a couple of steps <u>**and**</u> then promptly fell down again
14. We were just sitting there <u>**and**</u> he comes up and starts yelling

Q: Identify processes, participants and circumstances. Each clause has been numbered and displayed on a separate line with the <u>conjunctions</u> in parentheses.

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1 <u>We</u> **sat** on a hill

2 (and) **observed** <u>the plants.</u>

3 <u>We</u> **saw** <u>bushes and grass</u>

4 (but) <u>we</u> **didn't see** <u>many plants</u> because of the pollution.

5 <u>We</u> **climbed** on the bus again

6 (and) **went** to Mt Kiera rainforest.

7 <u>We</u> **got** off the bus

8 (and) **ate** our little lunch in the clearing area.

<u>We</u> **saw** many different types of plants and trees.

10 <u>We</u> **saw** wattle trees, tall trees, thin trees and rock plants.

11 <u>We</u> **returned** to school at 12 o'clock.

12 (Then) <u>we</u> **went** into school

13 (and) **talked** about our excursion.

Underline the verb group (V) with object S and Circle the head noun (HN) of each noun Group:

1. I bought a dog as a pet,
2. but I wanted a good one
3. so, I bought a show quality dog
4. and the lady I bought the dog from worked at the same place as my father.
5. A blue haziness makes up the whole picture
6. The idea was born at a particular hour out of a natural atmospheric effect,
7. dashed off by his scurrying brush in a personal, almost private pictorial note.
8. After that, the art critics started calling Monet an Impressionist.
9. Monet painted his impression of sunlight reflected in the water.
10. It appeared on the cover design

Function and form in SFL:

Q: Structural grammar **are formal and traditional grammar that divides language on the basis of word classes, such as (nouns, verbs, and adjectives), because of its long history is also known as a 'traditional grammar' approach.**

There is no one-to-one relationship between function and form. In the case of **circumstances**, not all adverb and prepositional groups function as **circumstances** and not all **circumstances** are expressed through prepositional or adverb groups though many of them are. In SFL, functional and structural grammatical analysis should be mutually helpful. Breaking a clause into meaningful functional elements, such as participant, process, or circumstance which that will help us to recognize structural forms and identifying structural form will help us to see functional elements. Moreover, when it comes to interpretation of texts, functional analysis will be particularly helpful in enabling us to consider how the overall patterns of choices in functional elements contribute to the meaning of a text. SFL focuses on meaning making and identifies and labels chunks of grammar accordingly. While it builds on structural forms and considers their role in meaning-making, its primary emphasis is on function and meaning indicate the class or category of the head word ("what type is it?"). Classifiers are usually realized by adjectives and nouns.

There is another functional group that acts as a **premodifier** and that is the numerative. Numeratives quantify and order items numerically. They pre-modify the Head by indicating some numerical feature of the noun, such as number (three, a few, a lot of, etc.), quantity (a kilo, a pound of, etc.) or order (first, last, etc.). Postmodifiers and qualification are the postmodifying element is one whose function is to further qualify the Head (to the right of the head), so its functional label is qualifier. Qualifiers can be realized by either prepositional phrases or clauses or both. It is possible to have multiple qualifiers. Qualifiers can be qualified themselves by other qualifiers; thus, making the noun phrase more complex. This phenomenon is referred to as embedding, so we can have multiple embedded clauses and embedded prepositional phrases.

Q: Briefly discuss Short Passive as a grammatical structure used to de-emphasize or obscure informational aspects in written texts. Short passive is a passive structure where the agent (actor/doer of the action), such as the by-phrase, is not used.

The use of short passive is one mechanism by which the role of those responsible for an action may be obscured or suppressed. If that action is likely to be viewed negatively by the reader/listener, then such a formulation can act to deflect criticism from those responsible for the action. Short passives may be used to

present a given social entity in a more positive light, or at least to mitigate negative evaluations of that social actor/agent. Not all short passives will have such an evaluative functionality textual context must be considered. But here again the short passive might still have a very strong rhetorical effect.

Identify the clause components: circumstance and adverbial'

Some linguists call this component 'adjunct' or 'circumstance'. The other main component is the 'adverbial'. Adverbials: are elements of a clause which give further information about the circumstances of the process, typically about Circumstances are the elements of a clause that add information about the situation surrounding the process: how (manner), where (location), when (location in time), why (cause), how long (extent) etc which it takes place. Adverbials are often optional elements that can be omitted without making the clause ungrammatical. They can also be found in different positions in the clause. Often, it is possible to move an adverbial to different places in the clause.

Group Complex

A Verb Group consist of a 'single word' or 'several words' which some verbs include an adverb or preposition, like fly by or get up or run out. Each verb group consists of one lexical verb, which carries the main meaning and may have one or more (auxiliary verbs). For example, the verb group (have been waiting) contains (the lexical verb waiting) and (the auxiliaries have and been). **Finite and Non-finite verbs:** Finite verbs may have either present or past tense, whereas non-finite verbs have no tense. In a finite verb group, the first word "finite" sometimes changes to show the present/past tense. Modal verbs as non-finite in that it does (not have an infinitive or participle form). Non-Finite Verbs, such as verbs that do not show tense, person, or number (go – to go – going). In English, there are two aspects 'perfect or progressive'. It is also possible for a verb group to be both 'perfect' and 'progressive', such as (**had** **been** *waiting*). Perfect indicates that an event or state happens before something else. While a perfect verb group includes the auxiliary have followed by a past participle, such as (**have** *changed*). The **progressive**: indicates that an event or state is in progress rather than complete as known called the (Continuous). It includes the "auxiliary be" followed by a present participle, such as (**were** *singing*). Clause **Components** means that words have to (be organised in clauses). Each clause is built up around (a verb). The verb describes the process, and other parts of the clause provide further information about what is involved in the process (subject/verb/object/adverbial). **Transitive/Intransitive verbs:** a verb which takes an object is called a

Transitive verb. For example: (Open + the box = Verb = Object) – (Take + the money = Verb + Object). A verb which does not take an object is called an "Intransitive verb". (Wait! = Verb) - (Sleep + well = Verb + Adverbial). Many verbs can be used either transitively or intransitively, depending on the context.

A clause is a fundamental unit in the process of communication because it is the minimal unit which can stand alone as constituting a complete message. Clause can range from those with one process only to those with a process and several participants and circumstances. One of the keys to identifying clause boundaries in the text is to see that each clause must have a process. There is at least one process, such as got, went, to buy, bought and liked? There are several other aspects can help you identify the 'boundaries'. In written language, full stops indicate a clause boundary. Intonation patterns provide a guide. Commas often, but not always, mark clause boundaries. We can use conjunctions (when, and and) as one of the key indicators because of their position near or at the beginning of a new clause. Another helpful test is to see if the clause is moveable as a unit. A further guide to identifying clause boundaries, but not evident, is the presence of grammatical elements like, who, which, whose. Non-clausal units are defined as structural units that are not composed of clauses. Non-clausal material is defined as the parts of the text which do not consist of clauses. It units reflect the simplicity of grammatical constructions resulting from real-time production in conversation, such as 'Poor Kids, Good for you'. Many questions in conversation occur as noun group or a verbless structure beginning with a wh-word, such as 'More sauce? How about your wife?' Its units can also be related to ellipsis. For example, 'Perfect!' as a response is equivalent to the clause That's perfectwith the subject and verb omitted. In complexes, the rank scale looks at language hierarchically. The clause of complexes are clauses of various kinds combine into larger stretches of language. In the scale we use here, there are four levels: the clause/clause complex level, the phrase level, the word level, and the morpheme level. Even though every room in the school had an air conditioner, the heat was unbearable. The sentence is essentially a phenomenon of written language. It can be identified as a stretch of words beginning with a capital letter and ending with a full stop. This doesn't apply to spoken language where a more useful unit to be working with is the clause complex. This are the highest or broadest scale rank/level of grammatical constituent which are said to be constituted of one or more clauses. There are two ways that clauses can be linked to form clause complexes are coordination; where two potentially independent grammatically equal clauses are linked, generally through conjunctions like, 'and', 'but' and 'or'. For example, you can watch television, or you can have a swim in the pool. An independent clause is one which stands by itself and has (equal status) to the other clause or clauses it is being linked with subordinate clause that is not able to stand alone. The independent grammatical status of a clause is indicated by the possibility of reorganizing the sequence of the clauses without significantly changing the meaning or rendering the clause complex ungrammatical.

Q: Identify the Noun Group functioning as the subject of the sentence and circle the Participants and Head Noun (HN) in the following sentences.

1- **This** (Pre) **region** (HN) of short distances and definite places **(Post)**

2- **The** (Pre) **respiration** (HN) of soil bacteria and plant roots **(Post)**

3- **Additional carbon** (Pre) **dioxide** (HN)

4- **The** (Pre) **process** (HN) by which an organism breaks down the organic materials in food **(Post)**

5- **A private** (Pre) **pool** (HN) for its fish **(Post)**

6- **Its own little** (Pre) **ravine** (HN) whose cliffs entertain the butterfly and the lizard **(Post)**

7- **The** (Pre) **action** (HN) of growing plants on breaking down minerals in rocks **(Post)**

8- **The one** (Pre) **landscape** (HN) that we are constantly homesick for **(Post)**

9- **The normal** (Pre) **concentration** (HN) in the atmosphere **(Post)**

10- **Organic plant** (Pre) **acids** (HN)

11- **These rounded** (Pre) **slopes** (HN) with their surface fragrance of thyme **(Post)**

12- **The** (Pre) **weathering** (HN) of rocks and minerals **(Post)**

13- **These** (Pre) **springs** (HN) that spurt out everywhere with a chuckle **(Post)**

14- **A secret** (Pre) **system** (HN) of caves and conduits **(Post)**

15- **All those new river** (Pre) **dams** (HN) constructed by the European Companies **(Post)**

16- **The** (Pre) **teachers** (HN) who arrived yesterday **(Post)**

17- **My newly approved** (Pre) **results** (HN) of the study.

18- **This amazing** (Pre) **look** (HN) of hers.

19- **Several company** (Pre) **managers** (HN) I told you about **(Post)**

20- **The young married** (Pre) **couples** (HN)

21- **Our** (Pre) **brothers and sisters** (HN) whom we sent to Europe **(Post)**

Q: Identify the noun group functioning as the subject of the sentence and circle Head Noun (H) and determiner (D), Postmodifier (P) in the following sentences

1. That (D) **waitress** (H) in the blue jacket (Post)

2. **Employees** (H) of the companies sponsoring the competition (Post)

3. A (D) **return** (H) to old-fashioned family values (Post)

4. A (D) purpose-built (Pre) **waterfall** (H)

5. The (D) richest (Pre) **man** (H) in the village (Post)

6. Those (D) old cast-iron (Pre) **nails** (H)

7. The (D) **information** (H) on this page (Post)

8. Most (D) **bedrooms** (H) in the main building (Post)

9. A (D) painful (Pre) **problem** (H) in her mouth (Post)

10. The (D) **benefits** (H) of doing a procedure (Post)

11. The (D) **risks** (H) of an aesthetic (Post)

12. Her (D) **age** (H)

13. Those (D) small (Pre) **risks** (H)

14. **She** (H)

15. **Pain** (H) in her mouth (Post)

16. A (D) much happier (Pre) **cat** (H)

17. Those (D) **sources** (H) of pain (Post)

18. At least one (D) bad (Pre) **tooth** (H)

19. So much (D) **tartar** (H) on the teeth (Post)

20. **Treatment** (H)

21. Those (D) nice school (Pre) **boys** (H)

22. The (D) new company (Pre) **manager** (H) in black suit (Post)

Q: Analyze the structure of the underlined noun group in each of the following sentences in terms of:
 Numerative (NU), determiner (D), describer (Des), classifier (C), qualifier (Q) and head noun (HN).

1. **This (HN)** is really interesting.

2. The **(D)** new **(Des)** **book (HN)** he published **(Q)** was his best.

3. Many **(Nu)** university **(C)** **students (HN)** are from foreign countries.

4. This **(D)** famous **(Des)** car **(C)** **design (HN)** was from Europe.

5. A few **(Nu)** little **(Des)** **extras (HN)** are needed.

6. Several **(Nu)** hard working **(Des)** university **(C)** **students (HN)** got scholarships.

7. The **(D)** really frustrating **(Des) thing (HN)** is that nobody listens.

8. Many **(Nu)** interested **(Des)** company **(C) managers (HN)** applied for the new position.

9. Her **(D)** beautiful **(Des)** designer **(C) clothes (HN)** were very expensive.

10. Her **(D)** physical **(C)** education **(C)** gym **(C) trainer (HN)** is a nice a loving lady.

11. Three or four **(Nu)** absolutely tasty **(Des) dishes (HN)** were on the table.

12. This **(D)** huge and nice **(Des) box (HN)** we bought last year **(Q)** was handmade.

Analyze the structure of the underlined noun group in each of the following sentences in terms of: Numerative (NU), determiner (D), describer (Des), classifier (C), qualifier (Q) and head noun (HN).

1- Three or four **(Nu)** absolutely tasty **(Des) dishes (HN)** were on the table.

2- This **(D)** huge and nice **(Des) box (HN)** we bought last year **(Q)** was handmade.

3- Her **(D)** physical **(C)** education **(C)** gym **(C) trainer (HN)** is a nice a loving lady.

4- Her **(D)** beautiful **(Des)** designer **(C)** clothes **(HN)** were very expensive.

5- Many **(Nu)** interested **(Des)** company **(C) managers (HN)** applied for the new position.

6- The **(D)** really frustrating **(Des) thing (HN)** is that nobody listens.

7- Several **(Nu)** hard working **(Des)** university **(C) students (HN)** got scholarships.

8- A few **(Nu)** little **(Des) extras (HN)** are needed.

Underline the Noun group and select Participant (Pof) the whole sentence in each of the following sentences and analyze it in terms of Head Noun (HN), Determiner (Det), Numerative (Nu), Describer (D), Classifier (C) and Qualifier (Q)

1. This **(Det)** very **(NU)** old **(D)** shop **(C) woman (H)** next door **(Q)** is scrubbing the carpet with Vigor.
2. Before breakfast, John **(Pof)** unenthusiastically **Swept (H)** the footpath.

3. Tomorrow morning, <u>the **(Det)** four **(NU)** new **(D)** school **(C)** **teachers (H)** attending the meeting **(Q)**</u> will be granted something unexpected.

4. Here, <u>many **(NU)** furniture **(C)** **shoppers** **(H)** of the new mall **(Q)**</u> will find old and beautiful things.

5. <u>This **(Det)** very **(NU)** difficult math **(C)** **problem (H)**</u> cannot be solved.

6. In the heat <u>the **(Det)** newly arrived **(D)** **flowers (H)**</u> are drooping.

7. Yesterday, <u>my **(Det)** old **(D)** step **(C)** **sister (H)**</u> hit the man with the red hair.

8. <u>Several **(NU)** new **(D)** company **(C)** project **managers (H)** you have just met **(Q)**</u> were hired yesterday.

9. <u>The **(Det)** recently published **(D)** **book (H)** he wrote last year (Q)**</u> will be expensive.

10. <u>Fabulous **(D)** designer **(C)** **clothes (H)**</u> are on display now.

Q: Analyse the following <u>noun groups</u> into, circle the <mark>Head Noun</mark> (HN) underline the <mark>Postmodifiers</mark> (Post) and types of postmodifier as <u>Prepositional</u>, <u>Embedded</u> (finite)-(non-finite), <u>Adjective</u>, and <u>Adverb</u> groups.

1. Future **changes (HN)** <u>**in your circumstances** (Prepositional group)</u>

2. A private **pool (HN)** <u>**for its fish** (Prepositional group)</u>

3. A **car (HN)** <u>**that's got a service history** (Embedded - finite)</u>

4. The **process (HN)** <u>**by which an organism breaks down the organic materials in food** (Embedded - finite)</u>

5. Your **ability (HN)** <u>**to make the payments** (Embedded – non-finite)</u>

6. Venous gas **bubbles (HN)** <u>**impinging on the capillaries in the lungs** (Embedded – non-finite)</u>

7. The monthly **payments (HN)** <u>**due under the agreement** (Adjective group)</u>

8. The **Daily Mail (HN)** <u>**online** (Adjective group)</u>

9. The cotton **harvest (HN)** <u>**last year** (Noun Group)</u>

10. Their **home (HN)** <u>**100 miles away** (Adverb groups)</u>.

Analyze each of the following sentences in SFL functional parts of the clause: participant (Pa), process (Pro) and circumstance (C).

Answer:

The old woman (Pa) swept (Pro) the floor (Participant Noun group) with vigor (C).

1. Before breakfast (C), Peter (Pa) enthusiastically (C) scrubbed (Pro) the table (Pa).

2. In the heat (C) the flowers (Pa) were drooping (Pro).

3. My cousin (pa) smashed (pro) the car (pa).

4. John (pa) went (pro) to the cashier (c).

5. Explain (pro) this problem (pa).

6. All teachers (par) have been working (pro) hard (c) lately (c).

7. She (pa) is (pro) an engineer (pa).

8. Everyone (pa) will have done (pro) something (pa).

9. They (pa) hunted (pro) the deer (pa) with a rifle (c).

10. Leave (pro) at five (c) today (c).

11. My friends (pa) gathered (pro) around the pool (c).

Evaluation of mode, field, and tenor.

1. Field (ideational metafunction): The field of the given paragraph is the advantages and disadvantages of the internet.

2. Tenor (interpersonal metafunction): The text is written by a student whose native language is not English and he is presenting this text to his instructor (reader).

Mode (textual metafunction): Written mode of communication is used in this text.

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Q: Each of the following pairs of utterances differs in one respect. Briefly note what this difference is, and whether it relates mainly to field, mode or tenor.

1. It's there to help protect you in the event of an insurance write-off situation either via an accident or the car being stolen and not recovered. b. It's there to help protect you if you write off the car, like in an accident or if it's stolen.

Answer The language in utterance (a) shows evidence of more pre-planning, in particular with the very long noun group: *an insurance write-off situation, either via an accident, or the car being stolen and not recovered.*

Utterance (b), in contrast, uses short clauses and simple noun groups. The degree of pre-planning relates to the way the language is produced (mode), although the denser language in utterance (a) also tends to sound more formal, and therefore involves a difference in tenor as well. So there are three things that are covered by this, firstly is something called asset protection, secondly is extended warranty, thirdly is paintwork protection. b. This provides three types of cover: asset protection o extended warranty o paintwork protection

Answer The language of utterance (a) includes conversational features such as the elision of there in three clauses, e.g. secondly [there] is extended warranty. The use of bullet points in utterance (b) shows that it must be a written text (whether on paper or online). The difference between writing and speech relates to the way the language is produced (mode). 3. a. Asset protection is an additional insurance policy that is designed to sit alongside your car insurance. b. A particle filter is an additional filter in the exhaust system that is designed to filter out soot particles from the exhaust gases.

Answer In utterance (a), there are lexical items related to the field of insurance (asset protection, insurance, policy), whereas the lexis in utterance (b) relates to motor mechanics (filter, exhaust, particles, gases). The difference in subject matter relates to field. 4. a. When you were mentioning turmeric there ... b. Turning to the topic of turmeric …

Answer Utterance (a) brings up the topic of turmeric in relation to something that has just been said; the words you and there make it clear that the speaker is referring to the immediate environment. Utterance (b), however, does not suggest any immediacy. Differences in immediacy and spontaneity relate to the way the language is produced and used (mode). Involving the listener (you) may also suggest a closer relationship between the participants, which relates to tenor. 5. a. I always think the best turmeric I've ever had is stuff that I nicked when you left it behind at uni. b. I think the best turmeric I've ever had is the one that I took when you left it behind at university.

Answer Utterance (a) uses some informal lexis (stuff, nicked, uni), while utterance (b) uses more standard lexis (the one, took, university). Differences in formality relate both to the

relationship between the participants (tenor), and to whether the language is produced using speech or writing (mode). In this case, as both utterances are spoken, the main variable is tenor. 6. a. Have you been reading the Daily Mail again? b. You really shouldn't be reading the Daily Mail.

Answer Utterance (a) is interrogative whereas utterance (b) is declarative. In some contexts, this could suggest a difference in communicative purpose, but if you look at the video, it is clear that the function of utterance (a) is not really to ask for information, but to comment jokingly on the suggestion that turmeric cures cancer. So, in this context, the main difference between the utterances is that (a) explicitly invites a response from the listener. The degree of interactivity here reflects the fact that language is being used in a dialogue (which relates to mode), but it also reflects the fact that the participants are engaging closely with each other (which relates to tenor)

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2 Q: Look at the clauses shown in bold in the extracts below. Using the drop-down menus, identify their grammatical form as Declarative, Interrogative, or Imperative, and identify their function as Statement, Question, Offer, or Request/Command.

Statements (offering information)
Questions (requesting information)
Offers (offering goods or services)
Commands/Requests (requesting goods or services)

<DROPDOWN LIST 1>	<DROPDOWN LIST 2>
DECLARATIVE	STATEMENT
INTERROGATIVE	QUESTION
IMPERATIVE	OFFER
	COMMAND/REQUEST

KS: Okay and the thing is, this huge voltage right… **we're expecting a little spark to happen inside there.** JH: Yeah basically when the current goes through, it produces a magnet … which attracts this … and then turns it off … and so initially all that energy that's stored in there then produces the spark, it breaks down the air	**declarative**	**question**
KH: Okay, can I, **am I allowed to swap between you so I can see it** KS: Sure	**interrogative**	**command/request**
JH: **You can see the sparks**. KH: Bright blue.	**declarative**	**statement**
JH: Yeah it's lovely. KS: Hey … hey hey hey **I want to see now**.	**declarative**	**command/request**
KH: … **is that basically how this is working**. JH: Yeah, I mean this is this is actually producing radio waves er but we don't call it interference this time.	**interrogative**	**question**
KS: And and **you're absolutely right**, that's what happens when lightning strikes	**declarative**	**statement**

Q: Look at the clauses shown below. In the text box at the side, identify the grammatical form of the clause, and what function you think it is serving. You can use abbreviations to show the grammatical form: DECL (declarative), INT (interrogative) or IMP (imperative)

	Answer
VET: So shall we get her out and have a look at her.	INT/REQUEST: The vet is not really asking for information, but requesting the client to take the cat out.
VET: Do you still eat when you've got toothache?	INT/QUESTION: This is a genuine question, and the client provides an answer. You could argue, though, that the vet already knows the answer, and is just using the question to guide the client's understanding (an example of 'Socratic dialogue')
VET: they don't stop eating with pain in their mouths.	DECL/STATEMENT: The vet is giving information
VET: Come on poppet, come on sweetie.	IMP/REQUEST? The vet is asking the cat to come out. It's a strange kind of request, since it's addressed to a cat, but people do talk to their pets as if they understood. You could argue that the function is really to reassure the cat, or perhaps even to reassure the client!
CLIENT: But it is better to have it done really	DECL/QUESTION? It's unlikely that the client is really trying to give this information to the vet. Instead, she seems to be asking for confirmation.
VET: I can promise you she's going to feel so much better for getting it sorted	DECL/STATEMENT: The vet is giving information
VET: now let's just mind that out of the way	IMP/REQUEST: The imperative form let us appears to be a kind of command that includes the speaker, but often it's used as a gentle way to ask somebody else to do something, which is what seems to be happening here.
CLIENT: You don't know what time she'll be going down	DECL/QUESTION: The client is not giving but asking for information. However, she does so in a tentative way, showing that she understands the vet may not be able to answer.
VET: if you could just hang on to her there for me	DECL/REQUEST: This is a declarative clause, but it's used to make a request. If-clauses are not uncommon as a way of making a request without sounding bossy.
VET: And she's not eaten this morning.	DECL/QUESTION: Presumably the vet has previously given instructions about preparing the cat for surgery. This declarative clause is used to ask for confirmation.

The transitivity system helps to construct different perspectives in different texts. Write an essay (350-400 words) in which you explain how the types, frequencies and position of processes, participants and circumstance can reveal different points of view.

Different representations of the same content embodied in different grammar choices can convey different ways of viewing the world. For example, Fishermen traditionally caught 100,000 tons of fish per year in the North Sea. The North Sea used to provide 100,000 tons of fish per year. These sentences present the same content, but they convey different views of the natural world. This is revealed by looking at the grammar of the sentences. First, the process types of the two sentences present material verbs. This reveals that both sentences talk about

activities and action. In the North Sea is presented as circumstance, thus, providing background information, secondary in importance and in a marginal position. Looking at the participants reveal the view of the writers; in the first sentence Fishermen is the actor and 100,000 tons of fish is the goal. The North Sea is presented as a circumstance thus marginal information. The second sentence reveals different grammar relations. The North Sea is presented as the actor of the sentence of an action verb. This places the North Sea (a non-human subject) as an active participant of the action taking place. Thus, it is presented in a focal position emitting an action verb. This presentation may help us to change our views to the natural world. It is presented from a Nature dominant point of view.

Looking at Participants, Processes and Circumstance, which represent experiential meaning, can reveal different views and points of view. Participants are expressed by chunks organized around noun phrases and acting to identify entities in some experiential world. Processes are expressed as chunks organized around verb phrases and acting to identify happenings and states of affairs in some experiential world.

Circumstances are expressed as adverbial phrases or prepositional phrases and acting to provide some context for the participant and processes. Its unmarked typical position in the sentence is after the verb phrase or object participant in transitional sentences. It is placed in this marginal position since it provides additional background information. If the position differs, for example, at the beginning of the sentence, this reveals different view towards this background information since it is placed in a focal position before the participants and process.

By looking at processes we can specify the degree of agency and affectedness of the participants. For example, using frequent material processes indicates content that represents action and activity. The participants involved can either be an active, effective and dynamic participant (if it is an actor and in the subject position before the process); or it could be a more passive, inert, acted upon participant if placed after the verb phrase as a goal. This degree of agency and affectedness can be revealed also by looking at transitivity and intransitivity and long passives. The agent in these sentences is presented as an active participant with a strong impact on the world. Using short passives, nominalization and ergative verbs can help hide agency and thus de-emphasize actors and evade responsibility.

Mode is one of the language aspects which determines the nature of the text whether it takes the form of writing or speech. The metafunction of the mode is known as a textual metafunction. Mode has three linguistic

indicators including interactivity, spontaneity, and role of language. Firstly, interactivity is one of the mode's aspects of a text. It has the most influence on the style of language that has been used in a text. Some texts are interactive with multiple interactants while others are non-interactive with one speaker/writer in isolation. Interactive texts include some elements such as turn-taking, questions and answers, interruptions, hesitators, and overlaps. Each element creates kind of interactivity, for example, "speaker 1: the idea is … / speaker 2: It is a very good idea". In this example, there is an overlap and interruption in which they create a kind of interactivity between speaker 1 and speaker 2. Secondly, spontaneity focuses on the idea whether the text is produced in "real time", spontaneously and without pre-editing; or it is produced in "off-line" and non-spontaneously. Spontaneity has some indicators such as pauses, mid-utterance correction, and repetition, false starts, reformulations. For example, "speaker 1: the book is about cultures. Cultures of people.. / speaker 2: cultures of people around the world". In this example where there is a repetition which creates a sense of spontaneity to the text. Thirdly, role of language is the third key aspect of mode which concerns the role language is playing. For example, is the language taking the main role in delivering the meaning or there are other sources for example physical action that in T.V live programs the language accompanies with the action in order to express the meaning; visual images a map or a diagram in the book; sounds for example, the music accompanying a TV advertisement. In other words, it is the way that the language has in order to make meaning whether by its own or by the existence of other semiotic resources. All these points show the three main aspects of mode including interactivity, spontaneity, and role of language in which each one has its role in expressing the textual metafunction of a text.

Write an essay discuss and explain the three aspects of Tenor (the interpersonal meanings).with examples.

Social roles and relative social status (equality/inequality): (in spoken interaction)

This phenomenon is best observed in interactive types of texts such as spoken dialogues where multiple participants can be seen adopting positions of greater or lesser social standing relative to each other. It can also be observed, but to a lesser extent, in non-interactive texts such as most forms of writing, where it is still possible for writers to present themselves as authoritative or expert. Relative social status is revealed by whether or not the people communicating have equal access to, or make equal use of, various key meanings and communicative functions, for example: making statements, asking questions, giving directions, making use of similar terms of address when referring to each other (formal titles such as 'Sir', 'Dr.', 'Mr.' as opposed to given names), determining the direction the conversation takes by, for example, choosing or changing the topic, passing judgments or making assessments.

Speaker/writer persona: power, expertise or authority: In the case of single-participant, non-interactive texts, the text is constructed by a single author (or possibly more) and so we no longer have the option of comparing and contrasting the different linguistic contributions of the various speakers. Here we need to examine how individual authors present themselves to the readers. We need to consider whether, by their language, writers represent themselves as being authoritative, expert, powerful or otherwise holding a position of influence or high status in society (the persona being created in the text), whether the language used is assertive or demonstrating expertise, whether the writers present themselves as in a position to give advice to readers or to direct or control the actions of others, to criticize or praise others, and so on.

Social distance (degree of familiarity or connection): Whether the language used indicates that the communicative participants are more or less well known to each other (family members, friends, etc.) or, alternatively, indicates that they are not on familiar terms or are in some other way socially distant. Social closeness is indicated via the use of 'informal' language (e.g. use of colloquial, casual, or slang vocabulary, use of more familiar terms of address, use of reduced, abbreviated or elliptical forms of expression, incomplete clauses, etc.