



ملخص الإرسالة المقالية سابقة مع الحل مع الحل النموذجي E304B MTA Essay

Q 1: Briefly discuss the following aspects of mode (textual metafunction): interactivity, spontaneity, and the role of language?

Written text can exhibit a very spoken style, this movement from spoken like- to more written like language is often referred to as the mode. **Mode** in SFL refers to the organization of information in the text and **interrelates with three aspects of the context: the degree of interactivity and spontaneity** there is and how much work language is doing in a situation (the role of language). **Three aspects of Mode are interactivity, spontaneity, and the role of language, including the type of medium (speech or writing) and the degree of spontaneity and interactivity.**

Organizing a text has a significant importance in which texts that are produced in a great way have a reflection and conscious design. Well organizing texts work better in communicating what the incoming of information is and outputs, while texts that are produced **spontaneously**, include a difficulty to distinct between incoming information and outputs. This **register** variable has some features that help in analysing texts, but the most important part is **thematic organization**. The mode has to do with the nature of the communication process, including what **type of medium (speech or writing)** is being used and the degree of **spontaneity, interactivity,** and the **role language**.

Firstly, Interactivity is one aspect of a text's **mode** that has the most obvious **influence on the style of the language**, constructed through a process of interaction between multiple **interlocutors or non-interactively** by one writer or speaker in isolation. **Interactive texts** involve **turn-taking, questions and answers, interruptions, overlaps, hesitations, and indicators of sympathetic support**, (like Ok, right, yep, really...etc.). **Non-interactive** texts do not. In many cases, whether the text is interactive or non-interactive will be obvious. In other cases, however, the text may be less obvious.

Secondly, Spontaneity is the second key aspect of mode concern with whether the text was produced '**on the spot**', that is, **spontaneously** and without the opportunity for pre-editing or correction. such as is typically the case in casual conversation. **Indicators of spontaneity** are clear, for example, pauses, mid-utterance corrections and reformulations, repetitions, and abrupt topic changes. There is another less obvious indicator (**lexical density** of a text) which is the close bond between the **spontaneity/non-spontaneity** of a **text's production** and the **density** with which the text packages its information as high densities of information is associated with non-spontaneous production, while lower densities are associated with spontaneous. Alternatively, a text may be produced due to careful **planning and editing** (the case with much written English). Some indicators of **spontaneity** are relatively obvious – for example, topic changes and dysfluencies such as pauses, false starts, reformulations, and repetitions. Other indicators are less obvious – for example, the density with which the text packages its information.

The Role of language is the third key aspect of **mode** concerns the **role language plays**. The point here is that language frequently interacts with other **semiotic resources** (or meaning-making resources). Part of the meaning of a text may be communicated through one or more of the following: **(physical action, activity diagram, colour, effects, and sound)**. In the conversation between the **speakers of the television program**, the analysis of the **lexicogrammatical**



resources of tenor is clearly shown. **Semiotic resources** (meaning-making resources) and part of the meaning of a text may be communicated through **graphic effects** and **physical activity**. The **channel and medium** of communication are two aspects of mode that used to be directly related. *Channel* refers to the physical means by which a message is transmitted, whether face to face or via a computer, phone, TV, radio (and so on). All different channels of communication have different effects on language use by creating barriers between the speaker or the writer and their audience. *Medium* refers to the material resources used in communication and whether they are auditory (speech) or visual (signed or written language), and for written language, whether it is hand-written, digitally produced, carved in stone and so on.

To sum up, 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.

Q: Discuss the aspect of mode role of language, channel and medium of communication.
(السؤال تابع - Role of language is the third key aspect - سؤال اختبارات سابق)

Semiotic resources (meaning-making resources) and part of the meaning of a text may be communicated through **graphic effects and physical activity**. The **channel and medium** of communication are two aspects of mode that used to be directly related. *Channel* refers to the physical means by which a message is transmitted, whether face to face or via a computer, phone, TV, radio (and so on). All different channels of communication have different effects on language use by creating barriers between the speaker or the writer and their audience. *Medium* refers to the **material resources** used in communication and whether they are **auditory** (speech) or **visual** (signed or written language), and for written language, whether it is **hand-written, digitally produced, carved in stone** and so on.

In the past there was often a **one-to-one relationship between channel and degree of interactivity and spontaneity**. For example, communication using a phone was interactive and spontaneous, whereas radio was not (at least in relation to the mass audiences it transmitted to). In addition, there was often a more straightforward **relationship between the channel and medium of interaction**. In a context of an increasingly diverse and **changing set of communicative technologies**, there is a less predictable relationship between **channel, medium and language use**. For example, **computers and mobile phones enable communication through both writings (email, tweets, text chat) and speech (podcasts, Skype)**. Such communication may be **more or less interactive and more or less spontaneous**. **Text chat**, for example, tends to be **interactive and spontaneous**, as do **emails**. But emails can also be highly planned and carefully edited. **Podcasts** tend to be more one-way (**less interactive**) and more planned (**less spontaneous**), but not in all cases.

For this reason, in order to understand the relationship between language and context from a **mode perspective**, the **key aspects** we will focus on are the **degree of interactivity and of spontaneity**, and the **role language is playing, regardless of channel or medium**. Although the **channel and medium of communication** affect these aspects, the **relationship between them is no longer predictable**.

سؤال اختبار ميدتيرم سابق

Q: Discuss briefly cohesive reference (Chains of Reference) as a grammatical resource to make a text 'hang together'. What is it? What are its types? Why do speakers/writers use it? How is it used effectively?



Answer:

Reference, as a cohesive device, signals that the identity of what is being talked about or written about can be recovered from the *surrounding text*. **Pronouns**, the **definite article**, **demonstrative pronouns**, **comparatives and time and place** adverbials are sets of grammatical resources referred to as **Cohesive Reference** that serve to keep track of the participants in a text as it unfolds. They are used to signal that what they are referring to can be retrieved in a **previous or subsequent section** of the text. It is only when reference items enter into chains of reference that they can be said to function cohesively. In other words, participants in a text may either be presented as 'new' or presumed as being retrievable from another part of the text. It is **presuming** rather presenting reference that creates cohesion in a text.

Q: Compare and contrast the patterns of cohesion. How do these patterns relate to the different purposes of the two texts? Identify any noun groups or pronouns that refer to the satellite. مهم جدا!!!

Text A below is a paragraph from an expository news article. Find all the examples where **it** is used to refer to something in the text. Indicate what each example of **it** refers to: free speech, what you say, or the quoted utterance (I disapprove of what you say, but I will defend to the death your right to say **it**). **Text B** is news article which deals with the possible complications arising out of a satellite re-entry to Earth. One of the major **cohesive chains** running through this text is the one dealing with the satellite.

Text A: "Around the world, people are dying to get **it**. And we're giving it away. Qualifying **it**, compromising **it**, trying to suffocate **it** in new protocols and legislation. Free speech. 'Give me the liberty to know, utter and to argue freely according to conscience, above all liberties,' said John Milton. 'I disapprove of what you say, but I will defend to the death your right to say **it**,' said Voltaire. Although some scholars argue the utterance is apocryphal, no matter. If Voltaire didn't say **it**, he should have, and **it's** important that we should be saying **it** too.

Text B: "The Brazilian Space Agency said on Thursday an Italian satellite that was deactivated last year may crash in the Amazon jungle in the coming days. The agency said Brazilian authorities had been contacted by the Italian Space Agency, which estimated the **satellite**, the BeppoSAX, was most likely to re-enter orbit on May 1 but could crash to Earth any time between next Tuesday and May 4..... "

Answer:

Text A: Around the world, people are dying to get **it**. And we're giving **it** away. Qualifying **it**, compromising **it**, trying to suffocate **it** in new protocols and legislation. **Here, it refers to free speech**) For example, 'Give me the liberty to know, utter and to argue freely according to conscience, above all liberties,' said John Milton. 'I disapprove of what you say, but I will defend to the death your right to say **it** (**here, it refers to what you say**),' said Voltaire. Although some scholars argue the utterance is apocryphal, no matter. If Voltaire didn't say **it**, he should have, and **it's** important that we should be saying **it** (**here, it refers to the quoted utterance**) too.

Text B: The Brazilian Space Agency said in a statement it was too soon to conclude exactly where the **satellite** would land, but Brazilian and Italian authorities formed a group to monitor **its** trajectory over the coming days. **It** could also crash to Earth in any of Brazil's Amazon neighbors, such as Venezuela, Colombia or Peru. The agency said **it** was also too early to say how much damage the 3,080-pound (1,400-kg) **satellite** could cause when **it** crashed, but **it** was likely to break up into 42 fragments when **it** entered orbit, according to the Italian Space Agency.

'This re-entry manoeuvre was expected,' said a spokesman for Alenia Aeronautica, a unit of Italy's state defense group Finmeccanica, which built the **satellite**. He said Italy was responsible for advising countries where **it** might fall. If **it** crashes in Brazil, it will likely be in one of seven states in the Amazon – the world's largest tropical rain forest, home to up to 30 percent of the planet's animal and plant life and covering an area larger than Western Europe. The **satellite** was launched in 1996 to monitor space radiation. **It** is owned by the state-run Italian Space Agency.

Although both texts appeared in news media, they have different purposes, and this is reflected in the kind of cohesion we see. Text A: involves an expository text which is building an argument about the importance of free speech. It begins by using forward reference to engage the curiosity of the reader, hooking them into the rest of the text. This expository text requires a little more effort than usual to track the referents. The **forward** references invite the reader to anticipate what might be coming next, while the **backward** references relate to clauses, rather than just to



noun groups. This use of reference, combined with the nature of the topic, suggests that the **writer has a more educated reader in mind.**

In **Text B**, the purpose of the article is primarily to convey a ‘hard news’ story, and the reference system is very clear and unremarkable. It begins with a non-specific noun group, *an Italian satellite that was deactivated last year*; this is a **presenting reference**, introducing something which the reader is not expected to know about. This is next referred to using a specific noun group, *the satellite, the BeppoSAX*, since the reader is now **presumed** to know about it. **There is also an example of ellipsis in this paragraph: *but <the satellite> could crash to Earth*; ellipsis will be dealt with in more detail in Part Two.**

The whole article remains focused on this topic, so in each paragraph we see the same pattern which that specific reference with *the*, followed by (*it*) that making it easy for the reader to track the referents. Notice that while this use of (*the*) involves grammatical cohesion, the repetition of the word *satellite* involves lexical cohesion; **both contribute to the overall cohesion of the text**

Q: Check carefully the ideational, the interpersonal and the textual themes in the following two texts: Text A (from a newspaper article) and Text B (from a conversation at a vet clinic). Discuss how the themes differ in the two texts. نموذج اختبار سابق مهم

Text A	Text B
<p>The best pets are gerbils They have longer lifespans and < they > are active in the day whereas hamsters are nocturnal They also need very little maintenance This is fair enough if you think they live in a cage with a wheel But they don't At the London Zoo pet centre they reside in a deep glass tank half filled with soil Gerbils are burrowers and < they > must be placed in a tank with a peat substitute and sand mix packed tightly so it doesn't collapse Then create tunnels for them and children can watch them dig Don't introduce outside gerbils even if one dies</p>	<p>I'll just have a quick look at him yeah? I don't think he'll mind being handled, ah he's a nice fella, < let me > get this box out of your way yeah, someone'll be missing him what's his condition? he's got good body weight on him, there's actually some food in the box have you already fed it? yes we found carrots then we got some lettuce and tomatoes so he's had something to eat then</p>

Answer:

It is clear that the conversation uses fewer **textual** themes than the news text. This is not always the case with conversation, since it tends to show a high frequency of *and*, *but* and *or*. This conversation, however, involves short turns, so there is less use of conjunctions to link clauses, and more use of items like *oh* and *yeah*, which help to provide a smooth transition between speakers. The newspaper extract, on the other hand, has been planned and edited to read coherently, and the textual themes function to make the relationships clear – relationships that include cause, condition, and contrast, as well as just addition. When we turn to **interpersonal** themes, we can see that these are more common in the conversation, where they reflect the interaction between the speakers as they ask for and give information. Notice also that in the question *What's his condition?* the word *what* is both an interpersonal and an ideational theme; we've shown it as ideational in the answer because we can only use one colour at a time.



Q: Read the following two texts carefully. Then identify and underline as many reference items as you can. Also identify the grammatical form of each and, where possible, use an arrow to show what item they refer to in the text. Which register do you put each text in? What kind of reference is used in the texts? Do you find any difficulty in making the connection between the reference items when using third person pronouns, particularly in conversation? حصري مني لكم مهم جددددا

Text 1 (news)

John was being outboxed, but then amazingly put his opponent down in the third and fifth rounds. The new champion, who lost the title to Bob a year ago, said: [...] A woman and a child had a narrow escape yesterday when their car left the road. The accident happened at about 9.25 am at Marks Tey, near Colchester.

Text 2 (conversation)

Nobody really likes, you know, snow snowmen and things like that. Okay? So we built this snowwoman round this rock and this car came back cos he came he just came in to hit it and he burst into and broke his bumper, this massive dent in his bumper and he drove round. Cos they did it to me before. I made another one in the park earlier. And they just drove in, knocked it over and ran out. So I put in a rock this time and it was so funny though.

Answer

Text 1 (news)

John was being outboxed, but then amazingly put his opponent down in the third and fifth rounds. **The new champion**, who lost the title to Bob a year ago, said: [...] A woman and a child had a narrow escape yesterday when their car left the road. **The accident** happened at about 9.25 am at Marks Tey, near Colchester.

Text 2 (conversation)

Nobody really likes, you know, snow snowmen and things like that. Okay? So we built this snowwoman round this rock and this car came back cos **he** came **he** just came in to hit **it** and he burst into and broke **his** bumper, this massive dent in **his** bumper and he drove round. Cos **they** did it to me before. I made another **one** in the park earlier. And **they** just drove in, knocked **it** over and ran out. So I put in a rock this time and **it** was so funny though.

There are (12) reference items are identified and underlined. There is indirect reference in the (2 texts), where the connection has to be **inferred**. (In text 1): **John is the new champion**; in the second part of the text, it must be inferred that the events of the first sentence constitute an accident which the events are **interpreted and referred to as The accident**. **The 3rd person pronouns** may at **times** require a **good deal of work** on the part of the **addressee**, particularly in **conversation** (as in text 2). (In text 2) the listener/reader has to do a **fair amount of work to interpret several of the references**. For example, **he** must be **inferred as the driver of the car**; **they** the **people in the car**; **it**. In two of the cases, seems to **refer to the snowman but in the other cases, it refers more generally to what happened**. Another potential source of confusion when using or **interpreting 3rd person pronouns** concerns **gender and the issue of gender bias**. If the gender of a referent is **unknown or irrelevant**, which **pronoun form do English speakers use?**

Q: Read Text A and Text B below and discuss their mode by responding to the two questions below. How spontaneous and interactive does the text seem? What role is language playing? Is it doing all the work or do other semiotic modes contribute to the meaning-making? P 69. 70

Text A: Not so bad

I'm not so **old**, he said, in a musing sort of voice. So **old** as what?
Properly considered, I'm **in my prime**. Besides, what a young and inexperienced girl needs is a man **of weight and years** to lean on. The sturdy oak, not the sapling.
It was at this point that, as I said above, I saw all.
Great Scott, Uncle George!" I said. 'You weren't thinking of getting marries?

Text B: Cat and mouse

For years those of us who have played a cat and mouse game with cagey manager Billy Brigham over team selections could always be sure that **Donaghy's** name could be the first one down on the sheet. Now, for the first time in over a decade there is



uncertainty over the **Chelsea veteran's** inclusion. **Recently the 35-year-old Belfast** man has been playing the 'sweeper' role in front of the back four.

Answer:

'**Not so old**' is a piece of written fiction. It is a carefully planned text, though it consists of conversational turns between two people and is designed to replicate spoken, "spontaneous dialogue", which does not display any of the dysfluencies of naturally occurring speech, such as interruptions, false starts, hesitations, and overlaps. Moreover, we can also see several lexical items related to the same item in the old. The repetition use of the lexical items in my prime and 'weight' and 'years'. as they carry more or less the same meaning in this context. Thus, the lexical relationship highlighted is that of 'synonymy' as the relationship between words or groups with the same or similar meaning. Therefore, using synonymy makes it possible to create cohesion by referring to the same idea in slightly different ways. Repetition and synonymy are different types of reiteration, which is the general process by which one lexical item restates the meaning of another lexical item. Also, it uses a literary metaphor, whereby one item represents or symbolises another, which further 'reiterates' the notion of age, in that sturdy 'oak' represents age and the 'sapling' stands for youth and thus reiterates the earlier use of young.

'**Cat and Mouse**' is an extract from a news text written for a mass audience and is "not interactive". The planned nature of the text is clear from the use of tightly packed 'noun groups', such as "the 35-year-old Belfast man", and of 'nominalisation', such as 'uncertainty over the Chelsea veteran's inclusion. There are several uses of technical terms within the noun groups, such as 'sweeper role refers to a footballer's role in intercepting a loose ball and then distributing it, usually to the defenders or goalkeeper; and the back four refers to the defenders in a football team'. The same person is referred to using different lexical choices' such as "Donaghy, Chelsea veteran", and "35-year-old Belfast man". This type of relationship is known as "co-reference", in which different 'lexical items' indicate the same referent. For example, co-reference enables the writer to provide the name of Donaghy's football team, his age and his origins.

Q: Read the following text carefully and then answer the following questions: What is the text about (its field)? What type of relationship exists between the interlocutors (its tenor)? Is the text more spoken or more written (its mode)? Why? Explain the pattern of the lexical cohesion in the text and underline the words that are related for the type of cohesion you are explaining. What is the communicative effect of the relationship among the underlined words?

Text

The effects of **ageing** are particularly obvious in humans, but are not peculiar to us. **Ageing** occurs in natural populations – as individuals get older they become less fecund and more likely to die. Organisms ranging from yeast to mammals to plants are affected. Cars and washing machines wear out too, which suggests that **ageing** could be an inevitable consequence of complexity. But at least some things do not **age**. All organisms living today are descended from lineages that have been going strong for three billion years. Germ lines do not wear out. So if **ageing** is not inevitable, surely such a universal and ultimately lethal process must have a purpose. p. 70 مهم جدا

Answer:

There is no evidence of interactivity in the text and there are **no dysfluencies**, such as false starts and reformulations. These features suggest a text which has been planned, not produced spontaneously. Language constitutes the whole text. There are many examples of nominalisations and complex 'noun groups' (with pre- and postmodifiers).

It's a scientific subject about **aging**. The relationship between writer and reader is conversational in places, but the **mode is clearly written**. There is a very clear example of repetition where the same lexical item (aging) is repeated



five times. This helps to leaven what could otherwise be a rather dense and inaccessible piece of 'academic writing'. The nature and function of **repetition**, where the simple restatement of an item enables the writer to draw out different aspects of the phenomenon. This simple restatement of the same item allows the writer to draw different aspects of the phenomenon. For example: "Ageing occurs in natural populations ageing could be an inevitable consequence of complexity". Here, the **repeated lexical** item is **morphologically** different. For example (**age or aged rather than ageing**). Moreover, the writer uses **the resource of theme** to create a framework for the text to have **the same effect as repetition**.

Q: Read the two texts below carefully. Then explain how the lexical relations in the two texts serve to build taxonomies (classification systems). Create a visual taxonomy for each text making explicit the relationships between the different phenomena. State whether the relations are class-subclass or whole-part or a combination. What role do technical terms (and the relations between them) play in building meaning? Write your answer for each question in a paragraph (150-200 words maximum). Illustrate your answers with appropriate examples. Your answers must be comprehensive, clear and focused. Use your own words. p. 37

Text 1

Insects are sometimes pests and they are sometimes useful. There are hundreds of insects, e.g. flies, mosquitoes, moths and cicadas. Flies are annoying but also an insect looking very much the same is a bee. They produce honey and wax. They are not pests.

Text 2

The body of an insect is divided into three, the head, thorax and abdomen. The thorax has three pairs of walking legs and can also have two pairs of wing. The most simple insects such as silverfish have no wings. The young are the same as the parents. The winged insects can be put into two groups. In one group, the newly hatched insects look rather like the adults except that their wings are not fully developed. The other group have young called larvae which are quite different from the adult.

Two of the texts, 'Insects' and 'Insect body', were written by young students. These students (at the age of 11) have limited control over technical, specialised knowledge and so are unable to build complex **lexical relations**, such as those displayed in the professionally written text, '*Insecta*'. The writer of 'Insects' uses every day, common-sense criteria to make a **simple classification of insects as either pests or useful**. However, it is not clear which category mosquitoes, moths and cicadas belong to. The **lexical relations** are therefore **relatively undeveloped**. The writer of 'Insect Body', on the other hand, uses technical terms (**specialised lexis**) to classify insects by their different structures. The lexical **relations** are thus more complex as can be seen in the **taxonomy diagram**. 'Insect Body' also creates a **taxonomy of the different parts that make up the body of the insect**. From an educational perspective, the writer of 'Insect Body' is more advanced in their scientific understanding of insects than the writer of 'Insects'. The author of '*Insecta*' develops the use of technical terms even further; thus, creating a **highly specialised taxonomic representation of insect** types relate different phenomena (or aspects of phenomena) to each other. **There are the taxonomic lexical relations** in the following text in The class *Insecta* is divided into two sub-classes. *Apterygota* comprises the wing-less insects. *Pterygota* includes all insects which have wings at some stage in their life cycle.

However, **lexical relations**, providing insights into a child's language and their emerging conceptual. 'Insects' nor 'Insect body' are likely to be judged as successful scientific texts in absolute terms (and in relation to professional texts on the same topic, such as '*Insecta*'), both pieces of writing might **nonetheless be positively evaluated in relation to each individual student's stage of development**. When evaluating language use in an educational or developmental setting, it is particularly important to clarify the benchmarks or standards against which a judgement is made. However, in text 1: **class/subclass**, using every day, commonsensical criteria Insects: '**Pests - Flies, - Useful, Bees**.'



There are the taxonomic lexical relations in the following text 1: such as '(Insects) are sometimes pests, and they are sometimes useful. There are hundreds of insects, (flies, mosquitoes, moths, and cicadas) as class-subclass. Flies are annoying but also an insect looking very much the same is a bee. They produce honey and wax. They are not pests.

On the other hand, composition of part-whole, using distinct structural features as criteria; NB: use of technical terms

There are the taxonomic lexical relations in the following text in 'The body of an insect is divided into three, the head, thorax, and abdomen. The thorax has three pairs of walking legs and can also have two pairs of wings. **Abdomen** (class/subclass), **Insects** Winged (larvae distinct from adult -newly hatched resemble adult), and **non-winged**. The writers have limited control over technical, specialized knowledge and so are unable to build complex lexical relations. The writer of text 1: uses every day, **commonsensical criteria** to make a **simple classification** of insects as either *pests* or *useful*. However, it is not clear which category *mosquitoes*, *moths*, and *cicadas* belong to. **The lexical relations** are relatively undeveloped. In other hand, the writer of text 2 uses **technical terms to classify insects by their different structures**. The lexical relations are therefore more complex (as can be seen in the taxonomy). He also creates a taxonomy of the different parts that make up the body of the insect.

Q: Compare and contrast the patterns of cohesion. How do these patterns relate to the different purposes of the two texts? Identify any noun groups or pronouns that refer to the satellite.

Text A below is a paragraph from an expository news article. Find all the examples where it is used to refer to something in the text. Indicate what each example of it refers to: free speech, what you say, or the quoted utterance (I disapprove of what you say, but I will defend to the death your right to say it). **Text B** is news article which deals with the possible complications arising out of a satellite re-entry to Earth. One of the major cohesive chains running through this text is the one dealing with the satellite.

Text A: "Around the world, people are dying to get it. And we're giving it away. Qualifying it, compromising it, trying to suffocate it in new protocols and legislation. Free speech. 'Give me the liberty to know, utter and to argue freely according to conscience, above all liberties,' said John Milton. 'I disapprove of what you say, but I will defend to the death your right to say it,' said Voltaire. Although some scholars argue the utterance is apocryphal, no matter. If Voltaire didn't say it, he should have, and it's important that we should be saying it too.

Text B: "The Brazilian Space Agency said on Thursday an Italian satellite that was deactivated last year may crash in the Amazon jungle in the coming days. The agency said Brazilian authorities had been contacted by the Italian Space Agency, which estimated the satellite, the BeppoSAX, was most likely to re-enter orbit on May 1 but could crash to Earth any time between next Tuesday and May 4..... "

Answer:

Text A:

Around the world, people are dying to get it. And we're giving it away. Qualifying it, compromising it, trying to suffocate it in new protocols and legislation. **Here, it refers to free speech** For example, 'Give me the liberty to know, utter and to argue freely according to conscience, above all liberties,' said John Milton. 'I disapprove of what you say, but I will defend to the death your right to say it (here, it refers to what you say),' said Voltaire. Although some scholars argue the utterance is apocryphal, no matter. If Voltaire didn't say it, he should have, and it's important that we should be saying it (here, it refers to the quoted utterance) too.

Text B: The Brazilian Space Agency said in a statement it was too soon to conclude exactly where the satellite would land, but Brazilian and Italian authorities formed a group to monitor its trajectory over the coming days. It could also crash to Earth in any of Brazil's Amazon neighbors, such as Venezuela, Colombia or Peru. The agency said it was also too early to say how much damage the 3,080-pound (1,400-kg) satellite could cause when it crashed, but it was likely to break up into 42 fragments when it entered orbit, according to the Italian Space Agency.



'This re-entry manoeuvre was expected,' said a spokesman for Alenia Aeronautica, a unit of Italy's state defense group Finmeccanica, which built the satellite. He said Italy was responsible for advising countries where it might fall. If it crashes in Brazil, it will likely be in one of seven states in the Amazon – the world's largest tropical rain forest, home to up to 30 percent of the planet's animal and plant life and covering an area larger than Western Europe. The satellite was launched in 1996 to monitor space radiation. It is owned by the state-run Italian Space Agency.

Although both texts appeared in news media, they have different purposes, and this is reflected in the kind of cohesion we see. Text A involves an expository text which is building an argument about the importance of free speech. It begins by using forward reference to engage the curiosity of the reader, hooking them into the rest of the text. This expository text requires a little more effort than usual to track the referents. The forward references invite the reader to anticipate what might be coming next, while the backward references relate to clauses, rather than just to noun groups. This use of reference, combined with the nature of the topic, suggests that the writer has a more educated reader in mind.

In Text B, the purpose of the article is primarily to convey a 'hard news' story, and the reference system is very clear and unremarkable. It begins with a non-specific noun group, *an Italian satellite that was deactivated last year*; this is a **presenting reference**, introducing something which the reader is not expected to know about. This is next referred to using a specific noun group, *the satellite, the BeppoSAX*, since the reader is now presumed to know about it. **There is also an example of ellipsis in this paragraph: but <the satellite> could crash to Earth; ellipsis will be dealt with in more detail in Part Two.**

The whole article remains focused on this topic, so in each paragraph we see the same pattern – a specific reference with *the*, followed by *it* – making it easy for the reader to track the referents. Notice that while this use of *the* involves grammatical cohesion, the repetition of the word *satellite* involves lexical cohesion; both contribute to the overall cohesion of the text.

Q: Read the following two texts carefully. Then identify and underline as many reference items as you can. Also identify the grammatical form of each and, where possible, use an arrow to show what item they refer to in the text. Which register do you put each text in? What kind of reference is used in the texts? Do you find any difficulty in making the connection between the reference items when using third person pronouns, particularly in conversation? حصري مني لكم مهم جدددددا

Text 1 (news)

John was being outboxed, but then amazingly put his opponent down in the third and fifth rounds. The new champion, who lost the title to Bob a year ago, said: [...] A woman and a child had a narrow escape yesterday when their car left the road. The accident happened at about 9.25 am at Marks Tey, near Colchester.

Text 2 (conversation)

Nobody really likes, you know, snow snowmen and things like that. Okay? So we built this snowwoman round this rock and this car came back cos he came he just came in to hit it and he burst into and broke his bumper, this massive dent in his bumper and he drove round. Cos they did it to me before. I made another one in the park earlier. And they just drove in, knocked it over and ran out. So I put in a rock this time and it was so funny though.

Answer

Text 1 (news)

John was being outboxed, but then amazingly put his opponent down in the third and fifth rounds. **The new champion**, who lost the title to Bob a year ago, said: [...] A woman and a child had a narrow escape yesterday when their car left the road. **The accident** happened at about 9.25 am at Marks Tey, near Colchester.

Text 2 (conversation)

Nobody really likes, you know, snow snowmen and things like that. Okay? So we built this snowwoman round this rock and this car came back cos **he** came **he** just came in to hit **it** and he burst into and broke **his** bumper, this massive dent in **his** bumper and he drove round. Cos **they** did it to me before. I made another **one** in the park earlier. And **they** just drove in, knocked **it** over and ran out. So I put in a rock this time and **it** was so funny though.

There are (12) reference items are identified and underlined. There is indirect reference in the (2 texts), where the connection has to be **inferred**. (In text 1): *John* is **the new champion**; in the second part of the text, it must be inferred that the events of the first sentence constitute an accident which the events are **interpreted and referred** to as **The**



accident. The 3rd person pronouns may at times require a good deal of work on the part of the addressee, particularly in conversation (as in text 2). (In text 2) the listener/reader has to do a fair amount of work to interpret several of the references. For example, **he** must be inferred as the driver of the car; **they** the people in the car; **it**. In two of the cases, seems to refer to the snowman but in the other cases, **it** refers more generally to what happened. Another potential source of confusion when using or interpreting 3rd person pronouns concerns gender and the issue of gender bias. If the gender of a referent is unknown or irrelevant, which pronoun form do English speakers use?

Q: the hyper theme and themes (the theme of each sentence) in the two texts below. Then discuss the thematic progression pattern in each text. Write an essay (350-400 words) in which you discuss and explain the role of Theme in the organization of ideas and information by speakers/writers in spoken/written discourse. Your discussion and explanation must be complete, clear, and focused. Illustrate your discussion with appropriate examples. Use your own words

Text 1: Friction of rotary saws, flywheels, sanders, belts or pulleys can cause abrasions. An abrasion is simply a loss of skin surface. Broken skin gives easy entry to harmful substances and bacteria.

Text 2: The scheme has two key objectives. The first objective is to deter professional misconduct by migration agents. The second is to provide a mechanism for dealing with complaints against particular migration agents.

Answer:

Text 1

Friction of rotary saws, flywheels, sanders, belts or pulleys can cause abrasions. (hyper theme)

Friction of rotary saws, flywheels, sanders, belts or pulleys (theme)

An abrasion (theme) is simply a loss of skin surface. **Broken skin (theme)** gives easy entry to harmful substances and bacteria.

Text 2

The scheme has two key objectives. (hyper theme)

The scheme (theme)

The first objective (theme) is to deter professional misconduct by migration agents. **The second (theme)** is to provide a mechanism for dealing with complaints against particular migration agents.

Text 1: Information placed in rheme position is often repackaged in a subsequent theme. This is an important means of developing meaning, particularly within written texts. Such a **Zig Zag pattern** (in Text 1) is common in texts where there are sequences of information organized by reference to time or causes and consequences. These temporal or causal sequences are frequently found in academic and technical writing. **Text 2:** Another thematic pattern which is drawn on to manage information flow is referred to as the **Fan pattern** (in Text 2). This pattern involves a clause typically in hyper-theme position introducing a number of different pieces of information, each of which is then picked up and made theme in subsequent clauses. Such a pattern is often used to organize sets of things such as objectives and reasons. In some (particularly administrative) documents the pattern may be realized in the form of numbered points.



Q: Read the text below carefully to establish its overall context and do the following tasks. **Task (1):** The first paragraph (the macro-theme) in the text is missing. Following the text there are three sample macro-themes. Select the one that best highlights the ideas communicated by the writer. **Task (2):** Write an essay (350-400 words) in which you discuss and explain the reasons that made you select that particular macro-theme as the most effective in developing meaning and organizing information. Your answer should be comprehensive, clear and focused. Illustrate your answers with appropriate examples. Use your own words.

TEXT

The reason for population movement is employment. In many rural areas of Australia, recession and draught have caused severe hardship in the late 1980s and early 1990s. As a result many farmers are making losses, not profits. This has led to an increase in unemployment as many services in rural areas have been closed down. Consequently, many people are leaving the rural areas and moving down to larger towns or cities in search of work.

Affordable housing is another important cause of population movement. In recent years, more and more higher-income people are moving into the inner-city areas of many Australian cities and renovating the older houses. As the houses are renovated, their value increases. This leads to an increase in the house values and land rates of other houses in the area. Consequently, some of the older low-income residents can no longer afford to live there. They are, therefore, forced to sell their houses and move elsewhere.

A third reason for people moving is urban renewal. During the 1970s, there was a trend towards building larger houses in the suburbs rather than living closer to the city itself. This led to an expansion of the suburbs, which often required large areas of land. This suburban sprawl resulted in many problems, including lack of public transport, pollution and lack of basic services. In the late 1980s, the government has tried to attract people to move back closer to the city centres. They have, therefore, encouraged medium and higher density housing. As a result, more town houses and units have been built in many areas.

Possible macro-themes:

- (a) It's likely that many farmers are currently making losses, not profits and so many of them are leaving the rural areas and moving to larger towns or cities in search of work. It's also quite possible that other people are moving to city centres because of problems with suburban living.
- (b) In Australia, large numbers of people move from one place to another to live. While the majority of moves occur within the same town or city, many people move from the rural areas to the cities and others move out of cities to suburban areas or towns. The main reasons for this are unemployment, cheaper housing and urban renewal.
- (c) There are lots of reasons for why people move house. I think one of the biggest reasons is that people can't really afford to live in the city centres these days. It's probably also because out in the country people aren't doing so well so they need to come here to look for work.

Task (1): At the macro-theme level, macro-theme (b) is the most effective macro-theme for the essay.

Task (2): Reasons for the choice include the following observations:

- Macro-theme (b) introduces the three main reasons for population movement (cheaper housing and urban renewal) in the order in which they are discussed in the main body of the essay. Compression of information in compact noun group and nominalization are used to distil and formulate these three factors. The opening thus provides a useful general overview without confusing the reader with too many details. In contrast, the other sample macro-themes (a & c) only include ONE or TWO reasons.**
- In macro-theme (b) the reasons cited for population movement are stated in categorical terms; whereby the reader is likely perceive/interpret them as Factual Statements rather than propositions open for debate. In contrast, the modality expressions employed in the other 2 sample macro-themes (a & c) makes the writer's arguments/statements less convincing (cf. *it's likely; it's quite possible; I think... probably*).**
- The thematization of the circumstance of location in macro-theme (b) [In Australia] geographically locates the discussion of the following paragraphs. No reference whatsoever is made to this specific location in the other 2 sample macro-themes.**
- Macro-theme (b) lays claims to objectivity; the writer remains absent from the text, more in keeping with the body



paragraphs that follow, unlike macro-themes (a) and

(c) where personalization and the use of informal forms brings in the personal voice of the writer.

There are no features of spoken grammar in macro-theme (b), which makes it most effective in introducing the text that follows which has relatively formal written style. Macro-themes (a) and (c) have more spoken style (use of colloquialism and contractions), which makes them unfitting as a macro-theme for a formal text as exhibited in the body paragraphs of the essay.

Q: Write an essay in which you discuss and explain the role of Theme discussion and explanation must be complete, clear, and focused. Illustrate your discussion with appropriate examples. Use your own words.

Answer:

What comes first at clause level can vary considerably, so the choices exercised by speakers and writers in this regard are functional and meaningful. That is, we start a message from a different point depending on what information is relevant and meaningful to our communicative purpose and our audience. The technical term for the first element or departure point in a clause is theme. In functional grammar, 'theme' is formally defined as stretching as far as and including the first experiential element in a clause- that is a participant, process, or circumstance. What follows it in a clause is called the rheme, the part of the clause which develops the theme. The **theme** could include not only experiential elements but textual and interpersonal elements too. A textual element in a theme will serve to link one clause with another (and, or, however, etc.). The **interpersonal** theme which adds interpersonal information about the speaker/reader such as stance, social distance, equality/inequality, etc., via the use of words such as: darling, perhaps, Sir, etc., is significant since it is in the departure point for the message and thus will affect how the rheme is understood by the listener/reader. **Interpersonal themes** also play a role in the interrogative mood, both wh-interrogatives and polar-interrogatives (yes/no questions). Since wh-words are also circumstances and thus an experiential element, they form the whole of the theme. Finites in interrogatives such as does, did, have, etc., are not experiential element and cannot comprise the whole theme. Mood and theme: the concept of marked and unmarked theme. The default patterns of theme are the ones which match the declarative, interrogative, and imperative patterns, but speakers and writers can vary these patterns to orient a clause in a particular way. Declarative (theme = subject), interrogative: wh (theme = wh-word), interrogative: polar (theme = finite + subject), imperative (theme = process). Where a theme and subject are not the same, the theme is called marked (atypical or unusual).

Answer:

Text: A Mary Reibey (1)

Mary Reibey née Haydock was born in England in 1772. **She** was transported as a convict to Australia **where she** became a successful business woman.

In 1785, at the age of thirteen, Mary was convicted for stealing the favourite horse of the local squire. **She** was sentenced, as a result, to seven years transportation to New South Wales. **Soon after**, she was employed as a nursemaid in the household of Major Francis Grose.

(Theme) Nine years later, in 1794, Mary married Thomas Reibey, a young officer of the British East India Company **(Rheme)**. **They** set up a home in the Rocks area **where she** ran a bakery business **while her husband** operated a fleet



of three small ships to the Hawkesbury for grain and the Hunter River for coal and timber. **During this time** she also managed to raise seven children.

In 1809 (Theme) Thomas Reibey *suffered severe sunstroke in India* **(the subject in the second clause is ellipse)** and died two years later. **Mary** therefore took over the family businesses, **many of which** were located in the centre of Sydney.

1812 was the year that Mary opened a new warehouse and expanded her maritime business by buying a ship called the John Palmer. **In 1817** she bought another ship.

Three years later she returned to England with her daughters to visit family and friends **and at the same time** took care of her business interests.

In 1828 she returned to Sydney to continue making investments in city properties. **She** became involved in charity work, town planning and education.

On the 30th of May, 1855 Mary died in Newtown, NSW, aged seventy-eight. **Mary Reibey**, despite her convict background, became one of the few successful female convicts. **She** was an extremely competent business woman. **As well, she** was a selfless person. **She** received great respect from the community due to her charity work **and in recognition of her philanthropy**. Mary Reibey appears on the front of the Australian 20-dollar banknote.

In SFL, the departure point of the clause is known as the **theme**. This technical use of the term '**theme**' needs to be distinguished from its more general use, which refers to the most important issue or idea in a film, novel, speech, painting, etc. In SFL, '**theme**' is formally defined as the part of the clause up to and including the first ideational element (participant, process, or circumstance) EX: **Mary Reibey née Haydock (Theme)**. The clause is called the **rheme**; this is the part of the clause which develops the theme. This is a circumstance and constitutes the **first ideational element** in the clause. It therefore satisfies the definition of theme. (**Rheme**): **Mary married Thomas Reibey, a young officer of the British East India Company**. This forms the remainder of the clause and is therefore the **rheme**. The theme of the first clause is **Thomas Reibey**, and the **rheme** (is *suffered severe sunstroke in India*) in 1809. The second clause, however, poses a problem, because the subject has been **(ellipsed)**; if we restored the missing words, the complete clause *would be and Thomas Reibey* died two years later. In this case, the **theme** would be *and Thomas Reibey*, because this would fit the definition of everything up to and including the **(first ideational element)**. However, since the words *Thomas Reibey* have been **ellipsed**, the **first ideational element is missing**, and therefore the **theme is simply and**. Managing communication flow: Textual meaning-making.

Q: The text below comes from the introduction, written by an academic, to a photographic exhibition on the 1969 Native American Indian occupation of the former island prison of Alcatraz in San Francisco Bay.

Q1: Read the whole text and identify the macro-theme and any hyper-themes you find.

Q2: Then identify the theme of all the remaining finite clauses. مهم جدا جدا

Text Alcatraz:

The nineteen-month occupation of Alcatraz Island that began on November 20, 1969 is a watershed in the American Indian protest and activist movement. Prior to this event, Indian activism was generally tribal in nature, centered in small geographic areas, and focused on specific issues such as illegal trespass on Indian lands or violation of Indian treaty rights for access to traditional hunting and fishing sites. The Alcatraz occupation brought together hundreds of Indian people who came to live on the island and thousands more who identified with the call for self-determination, autonomy, and respect for Indian culture.

Today, the Alcatraz occupation is recognized as the springboard for the rise of Indian activism that began in 1969



and continued into the late 1970s, as evidenced by the large number of occupations that occurred shortly after the November 20, 1969 landing. These occupations continued through the BIA headquarters takeover in 1972, Wounded Knee II in 1973, and the June 26, 1975 shootout between American Indian Movement members and Federal Bureau of Investigation agents on the Pine Ridge Reservation in South Dakota. Alcatraz was the catalyst for this new activism as it became more organised and more 'pan-Indian'. Many of the approximately seventy-four occupations of federal facilities and private lands that followed Alcatraz were either planned by or included people who had been involved in the occupation of the island.

The Indian people who organised the occupation and those who participated either by living on the island or working to solicit donations of money, water, food, or electrical generators, came from all walks of life. Some, like Richard Oakes and LaNada Boyer, were college students trying to better themselves and Indian people through education. Others, such as Adam (Nordwall) Fortunate Eagle, Dorothy Lonewolf Miller, and Stella Leach, had relocated to the Bay Area and were successful in their own businesses or careers. As the occupation gained international attention, Indian people came from Canada, from South America, and from Indian reservations across the United States to show support for those who had taken a stand against the federal government. Thousands came; some stayed, and others carried the message home to their reservations that Alcatraz was a clarion call for the rise of Red Power.

Answer: Q1

Macro theme

The nineteen-month occupation of Alcatraz Island that began on November 20, 1969, is a watershed in the American Indian protest and activist movement. Prior to this event, Indian activism was generally tribal in nature, centered in small geographic areas, and focused on specific issues such as illegal trespass on Indian lands or violation of Indian treaty rights for access to traditional hunting and fishing sites. The Alcatraz occupation brought together hundreds of Indian people who came to live on the island and thousands more who identified with the call for self-determination, autonomy, and respect for Indian culture.

At a text level as the first paragraph of the article, as well as it has thesis statement, which the main meanings expressed in whole article. For example, hyper theme = the topic sentence. At text level, which call it macro-theme = the thesis statement

Hyper-theme 1	The nineteen-month occupation of Alcatraz Island that began on November 20, 1969 is a watershed in the American Indian protest and activist movement.	The first sentence of the body 1
Hyper-theme 2	Today, the Alcatraz occupation is recognized as the springboard for the rise of Indian activism that began in 1969 and continued into the late 1970s, as evidenced by the large number of occupations that occurred shortly after the November 20, 1969 landing.	The first sentence of the body 2
Hyper-theme 3	The Indian people who organised the occupation and those who participated either by living on the island or working to solicit donations of money, water, food, or electrical generators, came from all walks of life.	The first sentence of the body 3

Answer: Q2

Theme at clause level

Themes OR Finite Clauses	
The nineteen-month occupation of Alcatraz Island that began on November 20, 1969 is a watershed in the American Indian protest and activist movement.	The nineteen-month occupation of Alcatraz Island that began on November 20



<p>Prior to this event, Indian activism was generally tribal in nature, centered in small geographic areas, and focused on specific issues such as illegal trespass on Indian lands or violation of Indian treaty rights for access to traditional hunting and fishing sites.</p>	<p>Prior to this event <u>Marked themes</u></p>
<p>The Alcatraz occupation brought together hundreds of Indian people who came to live on the island and thousands more who identified with the call for self-determination, autonomy, and respect for Indian culture.</p>	<p>The Alcatraz occupation</p>
<p>Today, the Alcatraz occupation is recognized as the springboard for the rise of Indian activism that began in 1969</p>	<p>Today</p>
<p>and continued into the late 1970s, as evidenced by the large number of occupations that occurred shortly after the November 20, 1969 landing.</p>	<p>and continued into the late 1970s</p>
<p>These occupations continued through the BIA headquarters takeover in 1972, Wounded Knee II in 1973, and the June 26, 1975 shootout between American Indian Movement members and Federal Bureau of Investigation agents on the Pine Ridge Reservation in South Dakota.</p>	<p>These occupations continued through the BIA headquarters</p>
<p>Alcatraz was the catalyst for this new activism as it became more organised and more ‘pan-Indian’.</p>	<p>Alcatraz Finite quotations clauses: ‘pan-Indian’</p>
<p>Many of the approximately seventy-four occupations of federal facilities and private lands that followed Alcatraz were either planned by or included people who had been involved in the occupation of the island.</p>	<p>Many of the approximately seventy-four occupations of federal facilities and private lands that followed Alcatraz</p>
<p>The Indian people who organised the occupation and those who participated either by living on the island or working to solicit donations of money, water, food, or electrical generators, came from all walks of life.</p>	<p>The Indian people who organised the occupation and those who participated either by living on the island or working to solicit donations of money, water, food, or electrical generators</p>
<p>Some, like Richard Oakes and LaNada Boyer, were college students trying to better themselves and Indian people through education.</p>	<p>Some, like Richard Oakes and LaNada Boyer,</p>
<p>Others, such as Adam (Nordwall) Fortunate Eagle, Dorothy Lonewolf Miller, and Stella Leach, had relocated to the Bay Area and were successful in their own businesses or careers.</p>	<p>Others, such as Adam (Nordwall) Fortunate Eagle, Dorothy Lonewolf Miller, and Stella Leach</p>
<p>As the occupation gained international attention, Indian people came from Canada, from South America, and from Indian reservations across the United States to show support for those who had taken a stand against the federal government.</p>	<p>As the occupation gained international attention</p>
<p>Thousands came; some stayed, and others carried the message home to their reservations that Alcatraz was a clarion call for the rise of Red Power.</p>	<p>Thousands</p>



Q: Write an essay in which you analyze tenor in an extract from the TV program *Rough Science*, in which the presenters test a radio transmitter they have made. Based on your understanding of the main function of each turn in the conversation in terms of command, offer, question and statement, discuss how this conversation analyzes and explains the relationships between the interactants. Think about the distribution of turns, the function of turns, and the lexicogrammatical realizations. Your answer must be full, focused and well-illustrated. *Use your own languages.*

Lexicogrammar level resources is related to the systemic functional linguistic. It is the method of wording, demonstrating the linguistic resources for interpreting meanings through words or verses and arrangements. Here, field refers to the important element of the conversation or the 'what; mode is the manner of constructing words or the 'how'; and tenor is the relationship between those involved in the conversation or the 'who'. Thus, tenor refers to the writer and listener or the speaker and the listener. Thus, the TV program *Rough Science* has a coherent dissection to the Lexicogrammatical resources of Tenor

In conclusion, the characteristics of tenor, such as social roles and relative social status are applied in the exchanging of dialogue of the speakers. In the television program the theme is described as the inclusion of the first experiential element in a text being a contributor, procedure, or situation. The theme makes a significant contribution to the cohesion and coherence of a text by determining or influencing the way thematic elements succeed each other. Anything that follows the theme in a sentence is called rhyme, which is not a grammatical category but rather a communicative one. Language functions are divided into three ideational function which uses language to express worldly experiences, interpersonal function that views language to serve interactional purposes and finally textual function that indicates that individual's structure messages to square with a larger context. However, this dialogue clearly portrays the fact that form is not causally linked to function. However, intonation plays a major role in both clauses.

Overall, the difference between situational and textual reference is precise in approach. For example, perhaps, he refers to the energy or the electricity as (the spark), which he presumably, and (it'd be bad it) as getting electrocuted, can't go through air can it as (electricity), it's radio waves as it = (that interference) these may have a different interpretation. The language used in the conversation is informal language because slangs exist, and incomplete sentences are shown. This shows that the speakers have equal social status that is why equality in the conversation is also shown. On the contrary, a conversation that has taken time to organize and plan accordingly turns out to be effective. Additionally, if the conversation is formal and is planned well, it will be characterized by more care in comparison to reference of pronouns. This is common in backgrounds that are written. Also, when the dialogue is spontaneous, the use of pronouns does not go well although it is non-significant, as long as the meanings are direct and clear. A conversation that happens spontaneously is characterized by insufficient planning hence comes out in a manner that is not clear or rather precise. However, Jonathan, Kate and Kathy, shows how these speakers covered the statement, give question, and give offers in their conversation. For example, different clauses are used in the following conversation:

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



<i>KH: Okay, can I, am I allowed to swap between you so I can see it</i>	interrogative	command/request
<i>KS: Sure</i>		
<i>JH: You can see the sparks.</i>	declarative	statement
<i>KH: Bright blue.</i>		
<i>JH: Yeah it's lovely.</i>	declarative	command/request
<i>KS: Hey ... hey hey hey I want to see now.</i>		
<i>KH: ... is that basically how this is working.</i>		
<i>JH: Yeah, I mean this is this is actually producing radio waves er but we don't call it interference this time.</i>	interrogative	question
<i>KS: And and you're absolutely right, that's what happens when lightning strikes</i>	declarative	statement

To sum up, the conversation in the TV program Rough Science denotes the social distance, social roles, and relative social status. Therefore, the exposition of the tenor in the conversation is equal that results to a low social distance factor.