

UNIVERSIDADE FEDERAL DE SANTA CATARINA  
PÓS-GRADUAÇÃO EM LETRAS/INGLÊS E LITERATURA CORRESPONDENTE

A CORPORA-BASED STUDY OF THE DEVELOPMENT OF EFL BRAZILIAN  
LEARNERS' INTERLANGUAGE FROM SIMPLIFICATION  
TO COMPLEXIFICATION IN THE LIGHT OF  
SYSTEMIC-FUNCTIONAL GRAMMAR

PEDRO HENRIQUE LIMA PRAXEDES FILHO

Tese submetida à Universidade Federal de Santa Catarina em cumprimento parcial dos  
requisitos para obtenção do grau de

DOUTOR EM LETRAS

FLORIANÓPOLIS

Outubro 2007

# **Livros Grátis**

<http://www.livrosgratis.com.br>

Milhares de livros grátis para download.

Esta Tese de Pedro Henrique Lima Praxedes Filho, intitulada A CORPORATE-BASED STUDY OF THE DEVELOPMENT OF EFL BRAZILIAN LEARNERS' INTERLANGUAGE FROM SIMPLIFICATION TO COMPLEXIFICATION IN THE LIGHT OF SYSTEMIC-FUNCTIONAL GRAMMAR, foi julgada adequada e aprovada em sua forma final, pelo Programa de Pós-Graduação em Letras/Inglês e Literatura Correspondente, da Universidade Federal de Santa Catarina, para fins de obtenção do grau de

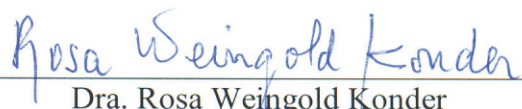
DOUTOR EM LETRAS

Área de concentração: Inglês e Literatura Correspondente  
Opção: Língua Inglesa e Lingüística Aplicada

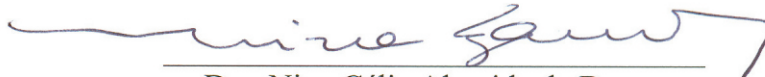


Dr. José Luiz Meurer  
Coordenador

BANCA EXAMINADORA:



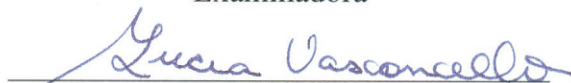
Dra. Rosa Weingold Konder  
Orientadora e Presidente



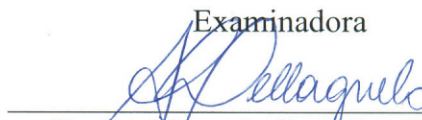
Dra. Nina Célia Almeida de Barros  
Examinadora



Dra. Carla Lynn Reichmann  
Examinadora



Dra. Maria Lúcia Barbosa de Vasconcellos  
Examinadora



Dra. Adriana de Carvalho Kuerten  
Dellagnelo  
Examinadora

Florianópolis, 14 de dezembro de 2007.

To JOÃO, my life-partner for the past 21 years, for his unconditional love, care, and companionship.

To MIRIAN, my mother, for her love and the example of a heavenly-given capacity to endure suffering -  
IN MEMORIAM.

To PEDRO, my father, for his love taken away from me at so early a time and the example of dedication to intellectual work -  
IN MEMORIAM.

To THE LGBTT COMMUNITY AND ALL OTHER MINORITIES still discriminated against as a result of irrational intolerance in relation to human diversity as expressed in the Rainbow-Flag colors spread throughout this dissertation.

## ACKNOWLEDGEMENTS

To God, for having provided me with the gift of life as well as the strength, the willpower that enabled me to face the Ph.D. program and to finish it – especially the dissertation – despite the hardships along the way.

To Rosa, for having been my professor and introduced me to Systemic-Functional Grammar (SFG) in the former UECE MA Program in English; for the inspiring and efficient supervision now and back at the MA program; and especially for the friendship.

To CAPES, for having sponsored the piece of research here reported on with a *PICDT* grant through UECE.

To my professors at the UFSC Ph.D. program – Drs. Lêda Tomitch, Mailce Fortkamp, Rosa Konder, and Viviane Heberle, for having so effectively contributed with my intellectual growth.

To Drs. Lêda Tomitch, Maria Lúcia Vasconcellos, Mailce Fortkamp, and José Luiz Meurer, for having so efficiently coordinated PPGI/UFSC during the years I was one of its students, the latter being the current coordinator.

To the members of the PPGI/UFSC deliberating board, for having so understandingly complied with my right for one defense-deadline extension and five sick leaves due to my vision problems; otherwise, the dissertation defense would never have happened.

To the PPGI/UFSC secretary officials João Carlos, Luiz, and Rodrigo as well as the undergraduate students with working grants – Daniela, Priscilla, Sirley and the others whose names I cannot recall, for their unfailing readiness to help me with whatever demand I had in need of a solution.

To UECE at all levels, for having approved my study leave and made the arrangements for me to have the *PICDT* CAPES grant.

To my UECE colleagues and friends Cleudene, Dilamar, Hans, Iúta, Josi, Luciano, Paula, Stella, and Vera, for their constant psychological support.

To the coordinators of the four English Language Centers (ELCs), for having allowed me to have free access to teachers and students; a double *thank you* goes to the Coordinators of ELC A, for my having doubly disturbed their professional routine at both the cross-sectional and longitudinal data collection moments.

To the teachers of the four ELCs, for having willingly and kindly turned into actual partners in the data collection enterprises.

To the students of the four ELCs, for having gladly and unreservedly accepted to participate in the data-collection tasks, without ever uttering a single complaint.

To the Foreign-Affairs Coordinator of ELC E, for not having gone through any bureaucratic procedures in order to open my way to the University-of-Pittsburgh Coordinator.

To the Coordinator of the University-of-Pittsburgh group of American undergraduate students, for having immediately sympathized with my need for native English data and introduced me to the group members.

To the six University-of-Pittsburgh American students in Brazil, for having unhesitatingly volunteered themselves to do, so promptly, the two investigation tasks I presented them with.

To the three Americans in the US, for having accepted to willingly participate in the research via e-mail and painstakingly completed the hard and boring task of rating 60 nonnative English written texts for three different aspects.

To Dr. Enedina Bezerra from UNIFOR (University of Fortaleza), for having taken the effort to help me find two out of the three American raters.

To Dr. Luiz Paulo da Moita Lopes of UFRJ, for having kept telling me, whenever the opportunity came up, to enter a Ph.D. program; for having read the first draft of my Ph.D. project proposal and, as a result, introduced me to the book *Vygotskian Approaches to Second Language Research* edited by James Lantolf and Gabriela Appel; and for having read the second draft of the proposal and warned me to the inaccuracy of what I was still back then considering a type of qualitative analysis.

To Dr. Rob Batstone of The Institute of Education/University of London, for having also read the first draft of the project proposal and provided me with valuable insights with regard to Second Language Acquisition (SLA), which was done during my two week's stay in London on a business trip to negotiate, on behalf of UECE, academic agreements with the IofE as well as other units within the UL and Middlesex University.

To Dr. William Armour of University of New South Wales, for having – via e-mails – raised questions as with the relationship between the cognitive- and/or mentalist-based interlanguage theory and the social-based SFG; and for having introduced me to Michael Halliday's only paper on L2 (*Is Learning a Second Language Like Learning a First Language All Over Again?*) – restricted to a theoretical discussion – and sent a copy of it to me via air mail.

To Dr. Gillian Perrett of Universiti Brunei Darussalam, for having assured me, also via e-mail, that four years after the publication of her 2000 chapter – *Researching Second and Foreign Language Development* – research into L2 development from the perspective of SFG remained scarce.

To Dr. Geoff Thompson of the University of Liverpool, for having, on two occasions through the sysfling mailing list, so brilliantly solved doubts of mine as to some transitivity categorizations.

To Dr. Diana Slade of University of Technology Sydney, for having filled me with insights during the mini course in the ABRALIN XVI Linguistics Institute held at UFRJ; and for having presented me with her book, coauthored by Suzanne Eggins, *Analysing Casual Conversation*.

To Dr. José Luiz Meurer of UFSC, for having made possible, when he was on study leave for one of his postdoctorates at Macquarie University, the financial arrangements with Dr. Makoto Sasaki, also on study leave at the same university, for me to purchase Christian Matthiessen's *Lexicogrammatical Cartography: English Systems*, without which I would have never been able to construct the indispensable transitivity, mood, and theme system networks.

To Dr. Makoto Sasaki of Aichi Gakuin University and General Secretary of The Japan Association of Systemic-Functional Linguistics (JASFL), for having promptly mailed out to me, immediately upon his arrival back in Tokyo, my copy of *Lexicogrammatical Cartography: English Systems*.

To Hans, for having indicated dozens of relevant bibliographical references within the area of SLA; and for having permitted me to make photocopies of a huge number of journal articles also about SLA that he had collected throughout time.

To Lourival and Daniel, for having, on several different occasions, sent me by air mail photocopies of articles on SFG from journals at the LAEL/PUC-SP and IEL/UNICAMP libraries, respectively.

To Rachel, for having also sent me by air mail dozens of photocopies of articles from journals at the UFSC library; for having been my official representative at the PPGI/UFSC for the purpose of making my registration every semester after my return to Fortaleza; and for her faithful friendship and support.

To MDs Abrahão Lucena and Abelardo Targino of the *Centro Avançado de Retina e Catarata* (Fortaleza, CE), for having taken care of my keratoconus corneas and the Lattice degenerations on my retinas, respectively, with such expertise that the cornea abnormality was cured and the retina degenerations were stabilized; without their expertise, I would have had no other choice except for having given up writing this dissertation.

To Santa Catarina and her people, for having received me with such warm hospitality.

To Erivelton, for having taught me how to tabulate the table of contents and the lists.

To Célio and Cristiano, keyboarders at *Fábrica de Serviços*, for having spent long hours changing the Excel-made figures into Corel-Draw-made ones.

To all other people who directly or indirectly had any sort of participation in the research or in the writing of the dissertation but have not been mentioned here due to memory failure on my part.

## ABSTRACT

A CORPORA-BASED STUDY OF THE DEVELOPMENT OF EFL BRAZILIAN  
LEARNERS' INTERLANGUAGE FROM SIMPLIFICATION  
TO COMPLEXIFICATION IN THE LIGHT OF  
SYSTEMIC-FUNCTIONAL GRAMMAR

PEDRO HENRIQUE LIMA PRAXEDES FILHO

UNIVERSIDADE FEDERAL DE SANTA CATARINA  
2007

Supervising Professor: Dr. Rosa Weingold Konder

Interlanguage theory-ILT has been the most pervasive within the Applied-Linguistics subarea of Second Language Development-SLD. Drawing upon its cognitivist version as developed by Selinker (1972, 1992), Tarone (1979, 1982, 1983), and Ellis (1982a, 1982b, 1988, 1994), I focus on the concepts of interlanguage-IL stage, IL developmental continuum, the (non)discreteness of the stages, and fossilization. To avoid using a mentalist-biased theory like case grammar as Ellis (1982a, 1982b, 1988) did, I resort to a social-based theory – systemic-functional grammar-SFG as represented mainly by Halliday (1994a), Halliday and Matthiessen (2004), Matthiessen (1995), and Matthiessen and Halliday (1997). The study aims at describing the simplification-complexification continuum of a classroom Brazilian-Portuguese/English IL from the perspectives of SFG's systemic and functional/configurational dimensions in relation to the lexico-grammatical transitivity, mood, and theme systems. The central relevance lies in the fact, among others, that studies on classroom SLD and SFG-based descriptions of SLD are scarce. Methodologically, the study is divided into a cross-sectional part and a longitudinal one. Cross-sectionally, only the configurational continuum is described as for the spoken and written IL registers – personal experience narratives-PE, picture-story narratives-PN, dialog-D, test-T, and group-G – rendered by subjects from the English Language Centers-ELCs **A**, **B**, **C**, and **D**. Longitudinally, the description encompasses both the configurational and the systemic continuum as with the written IL PE and PN registers produced by subjects from ELC **A**. The discussion of the results derived from the verification of the first three cross-sectional hypotheses led to the emergence of the following pattern: The registers whose topic is classroom-unrelated – PE and PN – present lower complexification levels; the registers whose topic is classroom-related – D, T, and G – score higher. The high refutation percentage originated from the verification of the last cross-sectional hypothesis indicates (a) that not only the topic but also interaction- and medium-related aspects are responsible for configurational complexification; and (b) that the unexpected results might be caused by configurational fossilization and/or the nondiscreteness of the IL stages, and/or the inappropriateness of the a priori criteria for the complexification ranges, or they might be an artifact of the cross-sectional approach. The discussion of the results derived from the verification of the longitudinal hypotheses led to the following points: (a) The subjects go through seven and eight proficiency levels for the PE and PN registers; (b) the IL stages are nondiscrete; (c) IL1 skips the protolinguistic phases of L1 development; (d) while IL1 is characterized by the predominance of mood systems, IL2 onwards have more transitivity systems; (e)



hypotheses were raised whereby configurational fossilization exists irrespective of the learning conditions and systemic fossilization does not exist if the learning conditions are optimal; and (f) the subjects' IL stopped complexifying configurationally at the moderate level, confirming the existence of configurational fossilization; the subjects' configurational continuum is beginning<intermediate<advanced, discarding the inappropriateness of the criteria for the complexification ranges. The findings were systematized into a preliminary SFG-based description of induced SLD. The pedagogical implication regards the likely nonexistence of systemic fossilization. I further hypothesized that the optimal learning conditions for it not to exist have to do with instruction in the L2 by means of a communicative register-based syllabus and about the L2 by means of SFG. Further longitudinal research should be carried out aiming at: (a) the addition of the registers' spoken medium; (b) the description of L1 transfer and overgeneralization; (c) the explanation of classroom SLD; (d) the replacement of ILT for sociocultural SLD; and (e) the verification of the pedagogical-implication hypothesis.

## RESUMO

A teoria da interlíngua-TIL é a mais difundida na subárea ‘Desenvolvimento de Segunda Língua-DSL’ da Linguística Aplicada. Adotando sua versão cognitivista desenvolvida por Selinker (1972, 1992), Tarone (1979, 1982, 1983) e Ellis (1982a, 1982b, 1988, 1994), focalizo os conceitos de estágio de interlíngua-IL, *continuum* de desenvolvimento de IL, interpenetração ou não dos estágios e fossilização. Para evitar o uso de uma teoria de orientação mentalista como a gramática de casos tal como feito por Ellis (1982a, 1982b, 1988), recorro a uma teoria de base social – a gramática sistêmico-funcional-GSF, representada principalmente por Halliday (1994a), Halliday e Matthiessen (2004), Matthiessen (1995) e Matthiessen e Halliday (1997). O estudo objetiva descrever o *continuum* simplificação-complexificação de uma IL português-brasileiro/inglês desenvolvida em sala de aula, dos pontos de vista das dimensões sistêmica e funcional/configuracional da GSF e em relação aos sistemas léxico-gramaticais de transitividade, modo e tema. A justificativa central recai sobre o fato, dentre outros, de que estudos sobre DSL em sala de aula e descrições de DSL baseadas na GSF são escassos. Metodologicamente, o estudo divide-se numa parte transversal e outra longitudinal. Transversalmente, somente o *continuum* configuracional é descrito quanto aos meios falado e escrito dos registros de IL – narrativas sobre experiência pessoal-EP, narrativas sobre uma estória em gravuras-NG, diálogo-D, teste-T e grupo-G – produzidos por sujeitos dos Cursos Livres de Inglês-CLIs **A**, **B**, **C** e **D**. Longitudinalmente, a descrição compreende tanto o *continuum* configuracional como o sistêmico quanto ao meio escrito dos registros EP e NG produzidos por sujeitos do CLI **A**. A discussão dos resultados da verificação das três primeiras hipóteses transversais levaram à emergência do seguinte padrão: Os registros cujo assunto não é relacionado à sala de aula – EP e NG – apresentam níveis mais baixos de complexificação; os registros cujo assunto é relacionado à sala de aula – D, T e G – pontuam mais alto. O percentual elevado de refutação originado da verificação da última hipótese transversal indica (a) que não apenas o assunto, mas aspectos a ver com a interação e o meio são também responsáveis pela complexificação configuracional e (b) que os resultados inesperados podem ser causados por fossilização configuracional e/ou interpenetração ou não dos estágios de IL e/ou inadequação dos critérios apriorísticos dos intervalos de complexificação ou eles podem ser um artefato da abordagem transversal. A discussão dos resultados da verificação das hipóteses longitudinais levou aos seguintes pontos: (a) Os sujeitos passam por sete e oito níveis de proficiência dependendo se o registro é EP ou NG; (b) os estágios de IL se interpenetram; (c) a IL1 não apresenta as fases protolingüísticas do desenvolvimento de L1; (d) enquanto a IL1 é caracterizada pela predominância dos sistemas de modo, as ILs 2 em diante apresentam mais sistemas de transitividade; (e) hipóteses foram levantadas segundo as quais a fossilização configuracional existe independentemente das condições de aprendizagem e a fossilização sistêmica não existe se as condições forem ótimas e (f) a IL dos sujeitos parou de complexificar-se configuracionalmente no nível moderado, confirmando a existência de fossilização configuracional; o *continuum* configuracional dos sujeitos é principiante<intermediário<avançado, descartando a inadequação dos critérios dos intervalos de complexificação. Os achados foram sistematizados numa descrição preliminar, com base na GSF, do DSL induzido. A implicação pedagógica refere-se à provável inexistência da fossilização sistêmica. Levantei ainda uma outra hipótese pela qual as condições ótimas de aprendizagem para que ela não exista têm a ver com uma instrução na L2 por meio de um conteúdo comunicativo baseado em registros e sobre a L2 por meio da GSF. Outras pesquisas longitudinais devem ser conduzidas objetivando: (a) incorporação do meio falado; (b) descrição de transferência da L1 e hipergeneralização; (c) explicação do DSL de sala de aula; (d) substituição da TIL pela teoria de DSL sociocultural; e (e) verificação da hipótese da implicação pedagógica.

## TABLE OF CONTENTS

Acknowledgements .....	iv
Abstract .....	vii
<i>Resumo</i> .....	ix
Table of Contents .....	x
<b>CHAPTER I – INTRODUCTION: THE RESEARCH</b>	
1.1 Theoretical and empirical contextualization .....	1
1.2 Theme and relevance .....	3
1.3 Objectives .....	7
1.3.1 General objectives .....	7
1.3.2 Specific objectives .....	8
1.3.2.1 Cross-sectional part of the study – 1 .....	8
1.3.2.2 Longitudinal part of the study – 1 .....	8
1.3.2.3 Cross-sectional part of the study – 2 .....	8
1.3.2.4 Longitudinal part of the study – 2 .....	8
1.4 Hypotheses .....	9
1.4.1 Cross-sectional part of the study .....	9
1.4.1.1 Cross-sectional Hypothesis 1 .....	9
1.4.1.2 Cross-sectional Hypothesis 2 .....	9
1.4.1.3 Cross-sectional Hypothesis 3 .....	9
1.4.1.4 Cross-sectional Hypothesis 4 .....	9
1.4.2 Longitudinal part of the study .....	10
1.4.2.1 Longitudinal Hypothesis 1 .....	10
1.4.2.2 Longitudinal Hypothesis 2 .....	10
1.4.2.3 Longitudinal Hypothesis 3 .....	10
1.4.2.4 Longitudinal Hypothesis 4 .....	10
1.4.2.5 Longitudinal Hypothesis 5 .....	11
1.4.2.6 Longitudinal Hypothesis 6 .....	11
1.5 Dissertation plan .....	11

## **CHAPTER II – IL LEXICO-GRAMMATICAL SIMPLIFICATION-COMPLEXIFICATION: AN SFG-BASED CONSTRUCT**

2.1 Introduction .....	13
2.2 Systemic-Functional Grammar .....	14
2.2.1 Systemic and functional dimensions .....	28
2.2.1.1 Transitivity structural layer .....	35
2.2.1.2 Mood structural layer .....	44
2.2.1.3 Theme structural layer .....	62
2.2.2 Lexico-grammatical system networks .....	69
2.2.2.1 Transitivity system network and selection expressions .....	80
2.2.2.2 Mood system network and selection expressions .....	85
2.2.2.3 Theme system network and selection expressions .....	90
2.3 IL Lexico-grammatical simplification-complexification .....	94
2.3.1 From the perspective of the systemic dimension .....	94
2.3.2 From the perspective of the functional dimension .....	95
2.3.2.1 Pilot Study 1 (PS1) .....	97
2.3.2.2 Pilot Study 2 (PS2).....	98
2.3.2.3 Pilot Study 3 (PS3).....	101
2.3.2.4 Functional simplification and complexification categories .....	102
2.4 Concluding remarks .....	104

## **CHAPTER III – SECOND LANGUAGE ACQUISITION THEORY**

3.1 Introduction .....	106
3.2 IL theory .....	109
3.2.1 Genesis of the theory .....	109
3.2.1.1 Selinker .....	115
3.2.1.2 Adjemian .....	124
3.2.1.3 Tarone .....	129
3.2.1.4 Schumann .....	135
3.2.1.5 Andersen .....	137
3.2.2 Classroom-learned IL .....	139
3.2.2.1 Felix .....	139
3.2.2.2 Lightbown .....	142
3.2.2.3 Ellis .....	150

3.2.2.4 Myles .....	163
3.2.2.5 Perrett .....	165
3.2.3 Initial IL hypotheses .....	170
3.2.3.1 Psycholinguistic vs. psycho-sociolinguistic hypotheses .....	172
3.2.3.2 Recreation vs. restructuring hypotheses .....	178
3.2.4 Other relevant issues .....	178
3.2.4.1 Simplification, complexification or both? .....	178
3.2.4.2 Semantic and/or grammatical simplification-complexification? .....	180
3.3 Concluding remarks .....	182

## **CHAPTER IV – METHODOLOGY**

4.1 Introduction .....	190
4.2 Cross-sectional part of the study .....	191
4.2.1 Subjects .....	191
4.2.2 Corpus .....	197
4.2.3 Instruments .....	198
4.2.4 Data collection procedures .....	198
4.2.5 Data categorization procedures and analysis criteria .....	201
4.3 Longitudinal part of the study .....	209
4.3.1 Subjects .....	210
4.3.1.1 Primary subjects .....	210
4.3.1.2 Secondary subjects .....	215
4.3.1.3 Tertiary subjects .....	217
4.3.2 Corpora .....	219
4.3.2.1 Primary corpus .....	219
4.3.2.2 Secondary corpus .....	221
4.3.2.3 Tertiary corpus .....	221
4.3.3 Instruments .....	222
4.3.3.1 Primary instruments .....	222
4.3.3.2 Secondary instruments .....	222
4.3.3.3 Tertiary instruments .....	223
4.3.4 Data collection procedures .....	223
4.3.4.1 Primary data collection procedures .....	223
4.3.4.2 Secondary data collection procedures .....	227

4.3.4.3 Tertiary data collection procedures .....	228
4.3.5 Data categorization procedures and analysis criteria .....	230
4.3.5.1 Primary data categorization procedures and analysis criteria ...	230
4.3.5.2 Secondary data categorization procedures and analysis criteria	235
4.3.5.3 Tertiary data categorization procedures and analysis criteria ...	237
4.4 Concluding remarks .....	238

## **CHAPTER V – RESULTS AND DISCUSSION**

5.1 Introduction .....	240
5.2 Cross-sectional part of the study .....	240
5.2.1 Results .....	240
5.2.1.1 CSH1 .....	246
5.2.1.2 CSH2 .....	249
5.2.1.3 CSH3 .....	251
5.2.1.4 CSH4 .....	254
5.2.2 Discussion .....	256
5.2.2.1 Discussion of the CSH1 Results .....	257
5.2.2.2 Discussion of the CSH2 Results .....	272
5.2.2.3 Discussion of the CSH3 Results .....	284
5.2.2.4 Discussion of the CSH4 Results .....	294
5.3 Longitudinal part of the study .....	303
5.3.1 Results .....	303
5.3.1.1 LH1 .....	313
5.3.1.2 LH2 .....	314
5.3.1.3 LH3 .....	315
5.3.1.4 LH4 .....	318
5.3.1.5 LH5 .....	321
5.3.1.6 LH6 .....	347
5.3.2 Discussion .....	350
5.3.2.1 Discussion of the LH1 results .....	350
5.3.2.2 Discussion of the LH2 results .....	355
5.3.2.3 Discussion of the LH3 results .....	356
5.3.2.4 Discussion of the LH4 results .....	359
5.3.2.5 Discussion of the LH5 results .....	361

5.3.2.6 Discussion of the LH6 results .....	366
5.4 Concluding remarks .....	370
 <b>CHAPTER VI – CONCLUSION</b>	
6.1 Systematization of a preliminary SFG-based description of induced SLD .....	373
6.2 Pedagogical implications .....	378
6.3 Suggestions for future research .....	384
 <b>REFERENCES .....</b>	
	388

## LIST OF APPENDIXES

Appendix A: Profile questionnaires: Cross-sectional part of the study .....	407
Appendix B: Figures with the subjects' profiles: Cross-sectional part of the study .	427
Appendix C: Figures with the results of the profile questionnaires used in the selection of the subjects and classes per English Language Center and proficiency level: Cross sectional part of the study .....	431
Appendix D: Picture story.....	456
Appendix E: Functional categorization of <b>A's</b> , <b>B's</b> , <b>C's</b> , and <b>D's</b> data: Cross sectional part of the study .....	461
Appendix F: Profile questionnaires – primary subjects: Longitudinal part of the study .....	887
Appendix G: Figures with the primary subjects' profiles: Longitudinal part of the study .....	900
Appendix H: Profile questionnaire – secondary subjects: Longitudinal part of the study .....	902
Appendix I: Figure with the remaining profile aspects of the secondary subjects: Longitudinal part of the study .....	904
Appendix J: Profile questionnaire – tertiary subjects: Longitudinal part of the study .....	905
Appendix K: Systemic and functional categorization of the primary corpus: Longitudinal part of the study .....	907
Appendix L: Systemic and functional categorization of the secondary corpus: Longitudinal part of the study .....	992
Appendix M: Primary data collection instructions for the teachers: Longitudinal part of the study.....	1073
Appendix N: Potential primary subjects' data-collection sheets: Longitudinal part of the study.....	1094
Appendix O: Secondary subjects' data-collection sheets: Longitudinal part of the study .....	1106
Appendix P: Tertiary subjects' data-collection instrument: Longitudinal part of the study .....	1108



Appendix Q: General systemic results derived from the primary corpus: Longitudinal part of the study .....	1168
Appendix R: Systemic results derived from the primary corpus as to the new repertoire of terms and systems per data collection moment: Longitudinal part of the study .....	1234
Appendix S: Systemic results derived from the secondary corpus: Longitudinal part of the study.....	1254
Appendix T: Net difference between the secondary subjects' and the primary subjects' systemic repertoires: Longitudinal part of the study.....	1266
Appendix U: Tabulation of the tertiary-corpus-related answers: Longitudinal part of the study.....	1270
Appendix V: Tables with the calculations of the tertiary-corpus-related average results: Longitudinal part of the study .....	1274

## LIST OF FIGURES

### Chapter II

<i>Figure 2.1.:</i> Rank scale and constituency. ....	30
<i>Figure 2.2.:</i> The functional dimension as realization of the systemic dimension. ...	34
<i>Figure 2.3.:</i> Transitivity functions and their respective classes. ....	35
<i>Figure 2.4.:</i> Nuclear transitivity. ....	36
<i>Figure 2.5.:</i> Circumstantial transitivity. ....	38
<i>Figure 2.6.:</i> Material clauses. ....	38
<i>Figure 2.7.:</i> Mental clauses. ....	39
<i>Figure 2.8.:</i> Verbal clauses. ....	40
<i>Figure 2.9.:</i> Relational clauses. ....	41
<i>Figure 2.10.:</i> Effective and middle clauses. ....	43
<i>Figure 2.11.:</i> Mood functions and their respective classes. ....	44
<i>Figure 2.12.:</i> Mood types and respective configurational realizations. ....	46
<i>Figure 2.13.:</i> Clauses of different mood types. ....	47
<i>Figure 2.14.:</i> The different functions of the Predicator. ....	49
<i>Figure 2.15.:</i> Mood and comment Adjuncts and respective lexical realizations. ....	51
<i>Figure 2.16.:</i> Clauses with modal Adjuncts. ....	52
<i>Figure 2.17.:</i> Configurational realizations of modality types. ....	54
<i>Figure 2.18.:</i> Modality aspects and subspects: Definitions and lexical realizations. ....	55
<i>Figure 2.19.:</i> Modalized and modulated clauses. ....	56
<i>Figure 2.20.:</i> Miscellany of clause types. ....	58
<i>Figure 2.21.:</i> Down-ranked clauses: Lexico-grammatical contexts. ....	60
<i>Figure 2.22.:</i> Clause complexes and down-ranked clauses. ....	61
<i>Figure 2.23.:</i> Theme and information functions and their respective classes. ....	63

<i>Figure 2.24.:</i> Simple and multiple Themes. ....	64
<i>Figure 2.25.:</i> Unmarked topical Theme per mood type. ....	65
<i>Figure 2.26.:</i> Unmarked and marked topical Themes. ....	66
<i>Figure 2.27.:</i> Realization and (un)markedness of equative Themes. ....	68
<i>Figure 2.28.:</i> Predicated and identifying topical Themes. ....	68
<i>Figure 2.29.:</i> Simultaneity of the transitivity, mood, and theme structural layers. .	69
<i>Figure 2.30.:</i> Aspects of entry conditions per lexico-grammatical system network. .....	71
<i>Figure 2.31.:</i> Topological layout of the lexico-grammatical networks. ....	74
<i>Figure 2.32.:</i> Systemic graphic conventions. ....	76
<i>Figure 2.33.:</i> Theoretical concepts and illustrations of realization statements. ....	79
<i>Figure 2.34.:</i> Transitivity system network. ....	84
<i>Figure 2.35.:</i> Mood system network. ....	89
<i>Figure 2.36.:</i> Theme system network. ....	93
<i>Figure 2.37.:</i> Review of the empirical rationale of Pilot Studies 1, 2, and 3. ....	96
<i>Figure 2.38.:</i> Functional lexico-grammatical simplification and complexification categories. ....	103
 <b>Chapter III</b>	
<i>Figure 3.1.:</i> Ellis's IL stage-1 semantically simplified + formulaic samples and respective categorizations. ....	153
 <b>Chapter IV</b>	
<i>Figure 4.1.:</i> Proficiency level equivalence across ELCs. ....	194
<i>Figure 4.2.:</i> Selected classes for group data collection per proficiency level and ELC. ....	196
<i>Figure 4.3.:</i> Complete ranking clause – CC (Clause 2-Subject 01 of A's beginning spoken PN). ....	205

<i>Figure 4.4.:</i> LDP incomplete ranking clause – LDP (Clause 2-Subject 02 of <b>B</b> 's beginning written PE). .....	206
<i>Figure 4.5.:</i> Down-ranked-clause-related LDP incomplete ranking clause – DOWN-RANKED-CLAUSE-RELATED LDP (Clause 10-Informant 7 of <b>A</b> 's intermediate written G). .....	206
<i>Figure 4.6.:</i> LPP pseudoincomplete ranking clause – LPP (Clause 37-Subject 02 of <b>B</b> 's intermediate spoken D). .....	206
<i>Figure 4.7.:</i> Down-ranked-clause-related LPP pseudoincomplete ranking clause – DOWN-RANKED-CLAUSE-RELATED LPP (Clause 93-Subject 01 of <b>A</b> 's advanced spoken T). .....	207
<i>Figure 4.8.:</i> Simplified deviant complete ranking clause – SDCC (Clause 17-Subject 01 of <b>B</b> 's advanced written PN). .....	207
<i>Figure 4.9.:</i> Down-ranked-clause-related simplified deviant complete ranking clause – DOWN-RANKED-CLAUSE-RELATED SDCC (Clause 23-Subject 01 of <b>A</b> 's advanced spoken PN). .....	208
<i>Figure 4.10.:</i> Definitive primary subjects for the longitudinal part of the study and respective identifications. ....	215
<i>Figure 4.11.:</i> Secondary subjects for the longitudinal part of the study with respective main profile aspects and identifications. ....	217
<i>Figure 4.12.:</i> Tertiary subjects for the longitudinal part of the study with respective profile aspects and identifications. ....	218
<i>Figure 4.13.:</i> Timetable of the longitudinal collection and sizes of the primary corpora and subcorpora. ....	226
<i>Figure 4.14.:</i> Systemic categorization of the PE-register text produced at the first collection (Ct1) of the first stage (S1). .....	231
<i>Figure 4.15.:</i> Systemic categorization of the PE-register text produced at the last collection (Ct6) of the last stage (S10). .....	232
<i>Figure 4.16.:</i> Systemic categorization of part of the PE-register text produced by SS5. ....	236
<i>Figure 4.17.:</i> Systemic categorization of part of the PN-register text produced by SS5. ....	237
 <b>Chapter V</b>	
<i>Figure 5.1.:</i> Comparison between <b>B</b> 's beginning D and excerpts from the respective textbook. ....	260

<i>Figure 5.2.: C's and D's beginning D texts.</i> .....	262
<i>Figure 5.3.: B's beginning spoken T.</i> .....	263
<i>Figure 5.4.: Examples of simplifying and complexifying forces from D's subjects' spoken T.</i> .....	265
<i>Figure 5.5.: Samples from B's beginning written G.</i> .....	267
<i>Figure 5.6.: Samples from C's and D's written G.</i> .....	271
<i>Figure 5.7.: A's and B's spoken D.</i> .....	278
<i>Figure 5.8.: Examples of probable configurational fossilizations at the advanced proficiency level per ELC, medium, and register.</i> .....	292
<i>Figure 5.9.: Comparison among the context-of-situation variables and their features across registers and media.</i> .....	298
<i>Figure 5.10.: IL systemic developmental continuum for PE as to transitivity.</i> .....	304
<i>Figure 5.11.: IL systemic developmental continuum for PN as to transitivity.</i> .....	305
<i>Figure 5.12.: IL systemic developmental continuum for PE as to mood.</i> .....	306
<i>Figure 5.13.: IL systemic developmental continuum for PN as to mood.</i> .....	307
<i>Figure 5.14.: IL systemic developmental continuum for PE as to theme.</i> .....	308
<i>Figure 5.15.: IL systemic developmental continuum for PN as to theme.</i> .....	309
<i>Figure 5.16.: IL systemic developmental continuum for PE as to transitivity, mood, and theme simultaneously.</i> .....	310
<i>Figure 5.17.: IL systemic developmental continuum for PN as to transitivity, mood, and theme simultaneously.</i> .....	311
<i>Figure 5.18.: Number of transitivity delicacy scale levels present at the outset of IL1 per register.</i> .....	317
<i>Figure 5.19.: Number of mood delicacy scale levels present at the outset of IL1 per register.</i> .....	317
<i>Figure 5.20.: Number of theme delicacy scale levels present at the outset of IL1 per register.</i> .....	317
<i>Figure 5.21.: Comparison between the numbers of effectively chosen transitivity systems and terms by the primary and secondary subjects and the totals of systems and terms within the transitivity system network as to PE.</i> .....	324

<i>Figure 5.22.:</i> Comparison between the numbers of effectively chosen mood systems and terms by the primary and secondary subjects and the totals of systems and terms within the mood system network as to PE. ....	326
<i>Figure 5.23.:</i> Comparison between the numbers of effectively chosen theme systems and terms by the primary and secondary subjects and the totals of systems and terms within the theme system network as to PE. ....	328
<i>Figure 5.24.:</i> Comparison between the numbers of effectively chosen transitivity systems and terms by the primary and secondary subjects and the totals of systems and terms within the transitivity system network as to PN. ....	330
<i>Figure 5.25.:</i> Comparison between the numbers of effectively chosen mood systems and terms by the primary and secondary subjects and the totals of systems and terms within the mood system network as to PN. ....	332
<i>Figure 5.26.:</i> Comparison between the numbers of effectively chosen theme systems and terms by the primary and secondary subjects and the totals of systems and terms within the theme system network as to PN. ....	334
<i>Figure 5.27.:</i> Comparison between the numbers of effectively chosen simultaneous transitivity, mood, and theme systems and terms by the primary and secondary subjects and the simultaneous totals of systems and terms within the three system networks as to PE. ....	336
<i>Figure 5.28.:</i> Comparison between the numbers of effectively chosen simultaneous transitivity, mood, and theme systems and terms by the primary and secondary subjects and the simultaneous totals of systems and terms within the three system networks as to PN. ....	338
<i>Figure 5.29.:</i> Comparison among the ratings for comprehension, native-likeness, and grammatical accuracy by the tertiary subjects as to PE. ....	342
<i>Figure 5.30.:</i> Comparison among the ratings for comprehension, native-likeness, and grammatical accuracy by the tertiary subjects as to PN. ....	343
<i>Figure 5.31.:</i> Comparison among the average ratings for comprehension, native-likeness, and grammatical accuracy by the tertiary subjects as to PE. ....	345
<i>Figure 5.32.:</i> Comparison among the average ratings for comprehension, native-likeness, and grammatical accuracy by the tertiary subjects as to PN. ....	346
<i>Figure 5.33.:</i> Basis for the demarcation of the new PE proficiency levels. ....	353
<i>Figure 5.34.:</i> Basis for the demarcation of the new PN proficiency levels. ....	354
<i>Figure 5.35.:</i> Examples of configurational fossilizations at the advanced proficiency level per register and collection moment. ....	368

## LIST OF TABLES

### Chapter IV

Table 4.1: <i>C's Proficiency Level Classification According to Accumulated Class-Hours</i> .....	192
Table 4.2: <i>A's Proficiency Level Classification According to Accumulated Class-Hours</i> .....	193
Table 4.3: <i>B's Proficiency Level Classification According to Accumulated Class-Hours</i> .....	193
Table 4.4: <i>D's Proficiency Level Classification According to Accumulated Class-Hours</i> .....	194
Table 4.5: <i>A's Academic Information</i> .....	211
Table 4.6: <i>Individual and Collective Academic Achievement of All Participants in the Longitudinal Primary Data Collection</i> .....	213
Table 4.7: <i>A's Proficiency Level Classification According to the Longitudinal Data Collections</i> .....	234

### Chapter V

Table 5.1: <i>Total Numbers of Words in the Spoken and Written Texts per Proficiency Level, ELC, and Register</i> .....	241
Table 5.2: <i>Simple Frequency Indices and Respective Percentages for Complete, Incomplete, Unanalyzable, and Net Total of Ranking Clauses per Medium, Proficiency Level, ELC, and Register</i> .....	244
Table 5.3: <i>Results for the Beginning Proficiency Level per Register, Medium, and ELC</i> .....	247
Table 5.4: <i>Results for the Intermediate Proficiency Level per Register, Medium, and ELC</i> .....	249
Table 5.5: <i>Results for the Advanced Proficiency Level per Register, Medium, and ELC</i> .....	252
Table 5.6: <i>Results for the Developmental Behavior of the Configurational Complexification Levels per Register, Medium, and ELC</i> .....	254
Table 5.7: <i>Number of ILs per Register and System Network Separately and Simultaneously</i> .....	313
Table 5.8: <i>Total Numbers of Words in the Primary-Corpus Texts per Register</i> .....	318

Table 5.9: <i>Absolute Numbers and Respective Simple Frequency Indices for the Relevant System Counts per Register, System Network, and Collection Moment ...</i>	319
Table 5.10: <i>Absolute Numbers and Respective Simple Frequency Indices for Other Relevant System Counts per Register and System Network .....</i>	320
Table 5.11: <i>LH4-Related Results per System Network, Register, and Part of the Hypothesis .....</i>	321
Table 5.12: <i>Quantities of Transitivity Systems and Terms (Non)Used by the Primary and Secondary Subjects as to PE in Relation to the Totals of Transitivity Systems and Terms .....</i>	323
Table 5.13: <i>Quantities of Mood Systems and Terms (Non)Used by the Primary and Secondary Subjects as to PE in Relation to the Totals of Mood Systems and Terms .....</i>	325
Table 5.14: <i>Quantities of Theme Systems and Terms (Non)Used by the Primary and Secondary Subjects as to PE in Relation to the Totals of Theme Systems and Terms .....</i>	327
Table 5.15: <i>Quantities of Transitivity Systems and Terms (Non)Used by the Primary and Secondary Subjects as to PN in Relation to the Totals of Transitivity Systems and Terms .....</i>	329
Table 5.16: <i>Quantities of Mood Systems and Terms (Non)Used by the Primary and Secondary Subjects as to the PN Register in Relation to the Totals of Mood Systems and Terms .....</i>	331
Table 5.17: <i>Quantities of Theme Systems and Terms (Non)Used by the Primary and Secondary Subjects as to PN in Relation to the Totals of Theme Systems and Terms .....</i>	333
Table 5.18: <i>Quantities of Transitivity, Mood, and Theme Systems and Terms (Non)Used by the Primary and Secondary Subjects as to PE in Relation to the Totals of Transitivity, Mood, and Theme Systems and Terms .....</i>	335
Table 5.19: <i>Quantities of Transitivity, Mood, and Theme Systems and Terms (Non)Used by the Primary and Secondary Subjects as to PN in Relation to the Totals of Transitivity, Mood, and Theme Systems and Terms .....</i>	337
Table 5.20: <i>Total Numbers of Words in the Primary-Corpus Texts per Proficiency Level and Register .....</i>	347
Table 5.21: <i>Simple Frequency Indices and Respective Percentages for Complete, Incomplete, and Total Ranking Clauses in the Primary-Corpus Texts per Proficiency Level and Register .....</i>	348
Table 5.22: <i>Functional-Related Results Derived From the Primary Data as to the Configurational Complexification Levels per Proficiency Level and Register .....</i>	349



Table 5.23: <i>Functional-Related Results Derived From the Primary Data as to the Developmental Behavior of the Configurational Complexification Levels per Register</i> .....	350
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----

## LIST OF ABBREVIATIONS

<b>A</b> .....	English Language Center <b>A</b>
A / adv .....	advanced proficiency level
AEC .....	anaphorically elliptical clause
<b>B</b> .....	English Language Center <b>B</b>
B / bign .....	beginning proficiency level
BS .....	Bilingual Studies
BSM .....	Bilingual Syntax Measure
<b>C</b> .....	English Language Center <b>C</b>
C(1,2,3,etc) .....	Clause 1, 2, 3, etc
CBLL .....	Content-based Language Learning
CC .....	complete clause
CCA .....	Classical Contrastive Analysis
CDA .....	Critical Discourse Analysis
c-h .....	class-hour(s)
CSA1 (...) CSA6 .....	<b>A</b> 's Subject 1 (...) 6 (cross-sectional part of the study)
CSB1 (...) CSB6 .....	<b>B</b> 's Subject 1 (...) 6 (cross-sectional part of the study)
CSC1 (...) CSC6 .....	<b>C</b> 's Subject 1 (...) 6 (cross-sectional part of the study)
CSD1 (...) CSD6 .....	<b>D</b> 's Subject 1 (...) 6 (cross-sectional part of the study)
CSH(1,2,3,4) .....	Cross-Sectional Hypothesis 1, 2, 3, 4
Ct(1,2,3,4,5,6) .....	Collection Moment(1,2,3,4,5,6)
<b>D</b> .....	English Language Center <b>D</b>
D .....	Dialog register
DCC .....	deviant complete clause
DM .....	discourse marker
DR .....	Dialog report
<b>E</b> .....	English Language Center <b>E</b>
E .....	existential Process
EA .....	Error Analysis
ECA .....	Experimental Contrastive Analysis
EEC .....	exophorically elliptical clause
<i>EF</i> .....	<i>Ensino Fundamental</i>
EFL .....	English as a Foreign Language

ELC .....	English Language Center
<i>EM</i> .....	<i>Ensino Médio</i>
ESL .....	English as a Second Language
<b>F</b> .....	English Language Center <b>F</b>
FCE .....	Cambridge First Certificate Exam
FL .....	Foreign Language / L2
G .....	Group register
GD .....	Group data
IC .....	incomplete clause
IL .....	interlanguage
ILT .....	interlanguage theory
<i>I</i> / int .....	intermediate proficiency level
L1 .....	mother tongue
L2 .....	second or foreign language
LA1 .....	<b>A</b> 's primary Subject 1 (longitudinal part of the study)
LA2 .....	<b>A</b> 's primary Subject 2 (longitudinal part of the study)
LA3 .....	<b>A</b> 's primary Subject 3 (longitudinal part of the study)
LA4 .....	<b>A</b> 's primary Subject 4 (longitudinal part of the study)
LA5 .....	<b>A</b> 's primary Subject 5 (longitudinal part of the study)
LAD .....	Language Acquisition Device
LDP .....	language development processes
LPP .....	language production processes
LPS .....	Latent Psychological Structure
LSP .....	Language for Specific Purposes
M .....	material Process
MC .....	minor clause
Md .....	mood system network
ML .....	mental Process
NAD .....	no available data
NEAD .....	not enough available data
NFC .....	nonfinite clause
OT .....	oral Test
PE .....	Personal-Experience register
PLPE(1,2,3,4,5,6,7) .....	Proficiency Level(1,2,3,4,5,6,7) for the PE register

PLPN(1,2,3,4,5,6,7,8)	Proficiency Level(1,2,3,4,5,6,7,8) for the PN register
PN	Picture-Narrative register
PS	primary subjects
PS1	Pilot Study 1
PS2	Pilot Study 2
PS3	Pilot Study 3
PS4	Pilot Study 4
R	relational Process
S	spoken
S(1,2,3,4,5,6,7,8,9,10)	Stage(1,2,3,4,5,6,7,8,9,10)
SDCC	simplified deviant complete clause
SFI(s)	Simple Frequency Index (Indices)
SFL	Systemic-Functional Linguistics
SFG	Systemic-Functional Grammar
SL	Second Language / L2
SLA	Second Language Acquisition
SLD	Second Language Development
SS	secondary subjects
SS1	secondary Subject 1 (longitudinal part of the study)
SS2	secondary Subject 2 (longitudinal part of the study)
SS3	secondary Subject 3 (longitudinal part of the study)
SS4	secondary Subject 4 (longitudinal part of the study)
SS5	secondary Subject 5 (longitudinal part of the study)
SS6	secondary Subject 6 (longitudinal part of the study)
T	Test register
TC	<i>tertium comparationis</i>
Th	theme system network
TL	Target Language / L2
Tr	transitivity system network
TS1	tertiary Subject 1 (longitudinal part of the study)
TS2	tertiary Subject 2 (longitudinal part of the study)
TS3	tertiary Subject 3 (longitudinal part of the study)
UECE	State University of <i>Ceará</i>
UECE's FLC	UECE's Foreign Language Center

<i>UFC</i> .....	Federal University of <i>Ceará</i>
<i>V</i> .....	verbal Process
<i>VLC</i> .....	verbless clause
<i>W</i> .....	written
<i>WTC</i> .....	written Test composition
<i>ZPD</i> .....	Zone of Proximal Development

# CHAPTER I

## INTRODUCTION: THE RESEARCH

### 1.1 Theoretical and empirical contextualization

The theoretical contextualization behind the research reported on in this dissertation is twofold. It relies upon the areas of Linguistics and Applied Linguistics.

Insofar as Linguistics is concerned, the theoretical source is provided by both the systemic and the functional/configurational dimension that comprise the Hallidayan systemic-functional grammar-SFG. SFG, in turn, is represented – among many others – by mainly Halliday (1994a), Halliday and Matthiessen (2004), Matthiessen (1995), as well as Matthiessen and Halliday (1997).

Inasmuch as Applied Linguistics is concerned, it is restricted to its subarea of Second Language Development-SLD. The subarea, in turn, remains within the limits of pure induced/classroom/instructed SLD<sup>1</sup> and its cognitivist interlanguage theory-ILT as proposed especially by Selinker (1972, 1992), Tarone (1979, 1982, 1983), and Ellis (1982a, 1982b, 1988, 1994a).

On the one hand, SFG will serve the purposes of defining the interlanguage-IL lexico-grammatical simplification-complexification construct and of categorizing IL data. On the other hand, cognitivist ILT – through its central concepts of (non)discrete IL stages; IL developmental continuum along IL1, IL2, IL3, etc; fossilization; backsliding – will be the substrate upon which a preliminary SFG-based description of induced/classroom/instructed SLD will be propounded around the constructs of IL

---

<sup>1</sup> The terms ‘induced’, ‘classroom’, and ‘instructed’ are interchangeable. However, I will only adopt the first one in Subsection 5.3.1.4, where – in its Footnote 34 – the choice is justified. For the pure-related concept, see Section 3.1 and Subsection 3.2.2.1.

systemic and configurational/functional developmental continua under the perspective of lexico-grammatical simplification-complexification.

Empirically speaking, what functioned as the research contextualization was four previously conducted cross-sectional pilot studies, namely PS1, PS2, PS3, and PS4 (see Figure 2.37 as well as Subsections 2.3.2.1, 2.3.2.2, 2.3.2.3, & 2.3.2.4 for the reviews). The first three dealt with the configurational lexico-grammatical complexification level of the spoken and written IL produced, respectively, by advanced subjects from State University of *Ceará-UECE* and Federal University of *Ceará-UFC*, by intermediate subjects from English Language Center-ELC **F**, and by beginner subjects from ELC **B**. The data in all cases were composed of the register called personal-experience narratives-PE (see Chapter II for the definition of register).

It was only in PS4 that the three proficiency levels were investigated simultaneously also as regards the configurational lexico-grammatical complexification levels of the spoken and written IL produced in a single ELC; two of them were included in the study: **A** and **B**. The data were made up not only by the PE register but also by four other registers called: (a) picture-story narratives-PN, (b) dialog-D, (c) test-T, and (d) group-G. Concomitantly, the same type of data were collected at ELCs **C** and **D** as well.<sup>2</sup> The first four were furnished by subjects while the G register was provided by informants, an organizational difference that is duly clarified in Subsection 4.2.1.

The four PSs had a common general objective, which was to preliminarily evaluate the suitability of SFG as an IL data categorization framework. PS4 – with the incorporation of ELCs **C** and **D** besides **A** and **B** – becomes the cross-sectional part of the current study. Since it leaves some relevant issues unresolved, I found it necessary

---

<sup>2</sup> For the description of the subjects and the ELCs, see Figure 2.37 in Subsection 2.3.2 and Subsection 4.2.1. As with the characterization of the registers, refer to Subsections 4.2.2 and 4.2.4.

to add a longitudinal part in which only written PE- and PN- register data were collected at ELC A.

## 1.2 Theme and relevance

Based on the theoretical and empirical contextualization of the research, its theme can be thus stated: a preliminary SFG-based description – from the viewpoint of the lexico-grammatical simplification-complexification construct – directed at the systemic and configurational developmental continua of a Portuguese/English IL rendered by pure classroom/instructed Brazilian EFL students. The description will attempt to cover issues like the discreteness of the IL stages and fossilization.

The relevance to carry out such a piece of research is supported by the following arguments:

1. Relevant studies on classroom/instructed SLD are scarce. This scarcity can be attested in Ellis (1982a, 1982b, 1988, 1994a).

2. As regards longitudinal SLD studies, Doughty and Long (2003) assure that they are “. . . distressingly rare; the vast majority of SLA [Second Language Acquisition] studies are cross-sectional, with serious resulting limitations on the conclusions that can be drawn on some important issues” (p. 3). On the other hand, Lakshmanan and Selinker (2001) state that – in relation to the 1970s – there was a revival of the longitudinal type of SLD study in the 1990s. However, they find that the results of the neo-longitudinal studies may not be the most reliable because the data they used were those collected in the 1970s:

One of the obvious disadvantages of using such data . . . is that in many instances only transcripts . . . are available. As such transcripts cannot be independently checked against the audio-recordings, and certainly interlanguage intentions are difficult to retrieve from such data, this could have led to an over-reliance on the interpretations provided by the original collectors of the data. (p. 394)



3. Two longitudinal studies – within the classroom/instructed SLD subarea – related to the IL simplification-complexification continuum are: (a) Ellis (1982a, 1982b, 1988), which investigated only the semantic complexification of his subjects’ spoken English-based IL within the scope of only the beginning proficiency level in a second-language setting as opposed to a foreign-language setting; and (b) Myles (2003), which investigated only the structural – lexis (range of lexical items, number of words and turns per data elicitation, number of words per turn) and grammar (range of verbs along with their argument structure)<sup>3</sup> – complexification of her subjects’ spoken French-based narrative IL also within the scope of only the beginning proficiency level in a foreign-language setting. Hence, there is a gap to be filled as regards a longitudinal study on the semantic and structural<sup>4</sup> (lexico-grammatical) continuum of English-based classroom/instructed IL within the scope of the three proficiency levels – from beginning through advanced – in a foreign-language setting.

4. Ellis (1982a, 1982b, 1988) used as the theoretical criterion for data categorization, the adaptation of a model – case grammar – that is meant to account, according to his own interpretation in the 1982b paper, for the unordered elements of the semantic deep structure – “. . . the propositional structure of sentences” – in order to evidence the semantic functions of surface-structure utterances: The cases “. . . serve as coding categories for actual utterances and as such are listed in the same order that they occur in the different propositions they are used to describe” (p. 213) (see Subsection 3.2.2.3). I find it more appropriate to use a model that has been designed to account straightforwardly for surface-structure semantic and grammatical categories or roles (configurational functions), that is, Hallidayan SFG. Besides, Perrett (2000) makes the point that “[t]he theoretical framework of SFL [systemic-functional linguistics] and

---

<sup>3</sup> The analytical categories in Myles (2003) comprise a partial view of structure.

<sup>4</sup> Under a holistic view of structure.

some of its practical procedures can provide particular advantages for the study of SLD, especially with regard to how language use changes over time” (p. 89).<sup>5</sup>

5. Perrett (2000), upon describing the great SFG involvement with the description and explanation of L1 development, asserts that “[a] similar contribution to the study of SLD remains to be made” for “. . . there is little SFL [systemic-functional linguistics] research into SLD . . .” (pp. 89/93); therefore, “. . . the field is very very empty . . .” (personal communication, April, 12, 2004).<sup>6</sup> As a matter of fact, hers – about meaning negotiation/scaffolding – was the only study I have encountered thus far (Perrett, 2000, pp. 96-107).

6. Ellis (1982b, 1988) claims that the great majority of the studies in SLD considered only the grammar side of the IL utterances (the word-order and morpheme studies), leaving out the semantic side. Thus, it is time to undertake a study that attempts to describe IL renderings from a holistic viewpoint, encompassing both grammar and semantics. This endeavor is undoubtedly made possible if the theoretical criterion for data categorization is Hallidayan SFG as it claims that “. . . there is no clear line between semantics and grammar . . .” (Halliday, 1994a, p. xix) (see the thirtieth paragraph of Section 2.2 & Subsection 3.2.4.2).

7. Although Washburn (1994, p. 70) makes no claim against fossilization as an SLD fact, he posits that it still needs to be better understood both theoretically and empirically, especially due to the lack of linguistic criteria for the identification of L2 fossilized speakers. On the contrary, the issue concerning the relationship between

---

<sup>5</sup> She further explains her point, saying that “[s]ystem networks from different points in time can be compared to determine the language development paths of individual learners” and that “[n]etworks of the choices made by learners at different stages of development can be compared in order to establish generalities” (Perrett, 2000, p. 94).

<sup>6</sup> Apropos of this e-mail message, Dr. William Armour (personal communication, April, 20, 2004) – also through e-mail – makes the following comment: “As Perrett pointed out in her email to you that little has been done in SFL on L2 development so if you and I are doing this kind of work [he was involved with Japanese as a foreign language at the time], then it is new!”.

every two neighboring IL stages is still controversial: Whereas some scholars postulate that they are discrete, some others hypothesize their nondiscreteness.

8. If fossilization does take place somewhere along the L1-L2 continuum, it is imperative that the classroom/instructed IL in foreign-language settings be extensively described, aiming at the design of more effective instructional material and pedagogic procedures for the purpose of, at least, minimizing its effects.

The mixed cross-sectional and longitudinal study is justified by the fact that I found in PS4 that the subjects and informants of ELC **A**, as compared with the other investigated ELC – **B**, tended to present a lower lexico-grammatical complexification performance at the three proficiency levels, and, thus, I arrived at the conclusion that more research is needed in order to further clarify the issues of IL fossilization and the discreteness, or not, of the IL stages along the lexico-grammatical configurational simplification-complexification continuum. The likely lower performance of **A**'s subjects was brought to light by means of a cross-sectional study; accordingly, it is more methodologically appropriate to investigate, for comparison purposes, other ELCs – **C** and **D** – through the same type of research, in order to figure which IL behavior is more dominant. Moreover, the cross-sectional part of the present study was indispensable because there was still the need to examine whether the adequateness of SFG could be extended for the three proficiency levels simultaneously at the same ELC and at different ELCs and for different registers. Since all registers could not be, for practical reasons, carried over to the longitudinal part of the study, its cross-sectional part also had the function of testing which registers would be more effective in terms of evidencing the developmental aspects of IL in the longitudinal part of the study.

Since the questions related to the fossilization and discreteness issues have remained unanswered throughout all the PSs, it is more sensible that the new attempt at

clarifying them be made longitudinally, not only from the configurational/functional viewpoint but also from the perspective of SFG's systemic dimension.

For the longitudinal part of the study, the chosen ELC was **A** for the following reasons: (a) In PS4, as just mentioned, it was the ELC whose results were less expected, which made me feel the need for more in-depth and detailed information that could make explicit the type of Brazilian-Portuguese/English IL learning the students are provided with (it seems to me that opting for **B** would lead to no new knowledge in terms of what has been accumulated in the SLD literature to date); (b) coincidentally, **A** is the only ELC whose student assessment system is composed of three testing occasions along the academic semester, and as at these occasions the students/subjects have more available free time, it sounds reasonable to have three data collections per academic semester whenever it is testing time (two collections per semester – as it is the usual number of testing occasions at all other ELCs – would be too few); and (c) the cross-sectional data collection experience at **C** and **D** made me realize that their internal bureaucratic organization would turn a longitudinal data collection into a very difficult or impossible task.

### **1.3 Objectives**

#### **1.3.1 General objectives**

Generally speaking, the objectives are as follows:

1. To confirm and expand the results of PS1, PS2, PS3, and PS4 concerning the suitability of SFG as a theoretical framework to be used in research on IL.
2. To study IL from the theoretical perspective of SFG.

### 1.3.2 Specific objectives

Locally, there are at first objectives derived from General Objective 1.

#### 1.3.2.1 Cross-sectional part of the study – 1

1. To attest the suitability of SFG in investigations into the lexico-grammatical features that characterize the configurational developmental continuum of the spoken and written Brazilian-Portuguese/English IL within the PE, PN, D, T, and G registers produced by the subjects and informants from ELCs **A, B, C, and D**.

#### 1.3.2.2 Longitudinal part of the study – 1

2. To attest the suitability of SFG in investigations into the lexico-grammatical features that characterize both the configurational developmental continuum and the systemic developmental continuum of the written Brazilian-Portuguese/English IL within the PE and PN registers rendered by the subjects from ELC **A**.

There are also specific objectives derived from General Objective 2.

#### 1.3.2.3 Cross-sectional part of the study – 2

3. To describe the lexico-grammatical simplification-towards-complexification progression that characterizes the configurational developmental continuum of the spoken and written Brazilian-Portuguese/English IL within the PE, PN, D, T, and G registers produced by the subjects and informants from ELCs **A, B, C, and D**.

#### 1.3.2.4 Longitudinal part of the study – 2

4. To describe the lexico-grammatical simplification-towards-complexification progression that characterizes both the configurational developmental continuum and

the systemic developmental continuum of the written Brazilian-Portuguese/English IL within the PE and PN registers rendered by the subjects from ELC A.

#### **1.4 Hypotheses**

Out of Specific Objectives 3 and 4, I raised the working hypotheses.

##### 1.4.1 Cross-sectional part of the study

###### 1.4.1.1 Cross-sectional Hypothesis 1-CSH1

Provided that the subjects and informants are beginner EFL students, their spoken and written IL, per register and ELC, bears a low level of configurational complexification.

###### 1.4.1.2 Cross-sectional Hypothesis 2-CSH2

Provided that the subjects and informants are intermediate EFL students, their spoken and written IL, per register and ELC, bears a moderate level of configurational complexification.

###### 1.4.1.3 Cross-sectional Hypothesis 3-CSH3

Provided that the subjects and informants are advanced EFL students, their spoken and written IL, per register and ELC, bears a high level of configurational complexification.

###### 1.4.1.4 Cross-sectional Hypothesis 4-CSH4

Per register and ELC, the configurational complexification levels present the following increasing behavior across the proficiency levels: beginning < intermediate < advanced.

## 1.4.2 Longitudinal part of the study

### 1.4.2.1 Longitudinal Hypothesis 1-LH1

Since I demonstrated that, in PS2, the intermediate subjects are false advanced and that, in PS3, the beginner subjects are false intermediate, more than the three ILs related to the traditional classification of the proficiency levels – beginning, intermediate, and advanced – will be identified along the systemic developmental continua for the PE and PN registers; hence, the traditional classification of the learners' proficiency into three levels will be refuted in favor of another with a broader spectrum of levels.

### 1.4.2.2 Longitudinal Hypothesis 2-LH2

Also due to the presupposition part of LH1 and since there is the backsliding phenomenon, the ILs along the systemic developmental continua are nondiscrete.

### 1.4.2.3 Longitudinal Hypothesis 3-LH3

Since there is the compulsory influence, from the very beginning, of the type of mature adult language both from the teacher and especially from the textbook, IL1 is more like the adult's multifunctional language than the child's protolanguage (see Section 2.2 – 16th to 19th paragraph – for the definition of protolanguage).

### 1.4.2.4 Longitudinal Hypothesis 4-LH4

Since Perrett (2000, p. 96) claims that the quantity of systems – within the transitivity, mood, and theme system networks – that are integrated into the learners' repertoire of resources increases as a function of learning time, the pattern of systemic development, regardless of register, will be: (a) Concerning IL1, the systems within the mood network – as their functional realization configurations enable the subject to

interact with the teacher and the classmates – rank the highest in number, the systems within the transitivity network – as their functional realization configurations enable the subject to represent her/his outer and inner worlds – rank second, and the systems within the theme network – as it is through their functional realization configurations that the transitivity and mood meanings gain appropriate texture – rank third; and (b) as regards IL2 onwards, the quantitative pattern remains unaltered.

#### 1.4.2.5 Longitudinal Hypothesis 5-LH5

Since the learning setting is that of the classroom/instructed type, where there is intensive instruction and training all the way through, thorough systemic fossilization will not have occurred when the subjects finish their instruction at the end of A's last curricular stage.

#### 1.4.2.6 Longitudinal Hypothesis 6-LH6

Considering that, for IL developmental studies, the longitudinal approach of data collection is more reliable than the cross-sectional one, the functional-related results will not corroborate those found in the cross-sectional part of this study with reference to A's written versions of the PE and PN registers.

### **1.5 Dissertation plan**

The dissertation was planned in view of making possible the achievement of the objectives and the verification of the hypotheses in the five subsequent chapters. Chapters II and III present the theoretical rationale of the research while Chapters IV and V, its empirical rationale.



Chapter II deals with the review of the systemic and functional/configurational dimensions of SFG as well as the SFG-based definition of the lexico-grammatical simplification-complexification construct from both angles. Chapter III, in turn, reviews SLD insofar as its chosen theory – IL theory – is concerned. Besides reviewing the work of the founding scholars and of those involved with classroom-learned IL, the chapter attempts to answer the questions whether: (a) IL1 is a result of psycholinguistic alone or psycho-sociolinguistic processes, (b) IL1 derives from recreation or restructuring, (c) the IL developmental continuum is characterized by complexification alone or by simplification followed by complexification, and (d) the simplification-complexification construct is semantic alone or semantic and grammatical at the same time.

Chapter IV describes the methodological path of the research in terms of the subjects, corpora, instruments, data collection procedures, and data categorization procedures and analysis criteria. The description is provided for the cross-sectional and the longitudinal parts of the study separately. Chapter V presents the results arrived at due to the verification of the cross-sectional and the longitudinal hypotheses and the respective discussions.

Before the listing of the bibliographical references, Chapter VI attempts to lead the study as a whole to a temporary closing, systematizing a preliminary SFG-based description of induced/classroom/instructed SLD, pointing out the pedagogical implications, and suggesting topics for future research.

## **CHAPTER II**

### **IL LEXICO-GRAMMATICAL SIMPLIFICATION- COMPLEXIFICATION: AN SFG-BASED CONSTRUCT**

#### **2.1 Introduction**

For the purpose of bringing out the lexico-grammatical features of the IL configurational developmental continuum in the cross-sectional and longitudinal parts of the study and the systemic developmental continuum in the latter part – through the discussion in Chapter V of the results derived from the verification of the hypotheses forwarded in Section 1.4 – it is necessary to define some theoretical terms beforehand. The most crucial term in need of previous definition, due to its being the theoretical construct underlying the elucidation of the developmental continua, is that of IL lexico-grammatical simplification-complexification.

Since the definition of the lexico-grammatical simplification-complexification construct is intended to be SFG-based, the Hallidayan linguistic theory should also be described. In the following subsection, I will at first define the general and basic concepts of the theory so that the definitions of its systemic-specific and functional-specific concepts can be subsequently provided and exemplified. The transitivity, mood, and theme networks will be presented separately, accompanied by respective further definitions and exemplifications.

Before the concluding remarks of the chapter, the IL simplification-complexification construct proper will finally be defined from the viewpoint of the systemic and the functional dimensions of SFG. With regard to the former dimension, the definition was constructed within the scope of the current investigation. Insofar as

the latter dimension is concerned, the definition resulted from the insights I had throughout the four pilot studies in which I proposed the functional lexico-grammatical simplification-complexification categories. The first three studies will be reviewed in order that the categories themselves can be duly defined and exemplified.

## 2.2 Systemic-Functional Grammar

According to Neves (1997, pp. 39-41), formalism and functionalism are the main but opposing theoretical linguistic traditions. Reviewing several scholars, she states that the opposition results from the following: (a) Formalism, on the one hand, examines language as an autonomous object and investigates linguistic structure irrespective of its use – dealing, therefore, with the systematic structure of the forms of a language and disregarding thoroughly the social context, which makes the linguistic forms bear primary focus over the functional aspects; and (b) functionalism, on the other hand, examines language as a non self-sufficient entity and investigates linguistic structure as the realization of the meanings conveyed in use – dealing, hence, with the systematic relationship between the forms and functions of a language within social context, which makes the functions of the linguistic forms bear primary focus.<sup>1</sup> Halliday (1994a) corroborates such a dichotomous way of viewing the differences between the two linguistic trends when he says:

In the history of western linguistics, from its beginnings in ancient Greece, this was the direction that was taken: first the forms of words were studied (morphology); then, in order to explain the forms of words, grammarians explored the forms of sentences (syntax); and once the forms had been established, the question was then posed: “what do these forms mean?”. In a functional grammar, on the other hand, the direction is reversed. A language is interpreted as a system of meanings, accompanied by forms through which the meanings can be realized. The question is rather: “how are these meanings expressed?”. This puts the forms of a language in a different perspective: as means to an end, rather than as an end in themselves. (p. xiv)

---

<sup>1</sup> Neves (2006) sums up her understanding of functionalism, pointing out its central aspects as being “use (in relation to system); meaning (in relation to form); social (in relation to individual)” [my translation] (p. 17).

In a vein similar to Neves's (1997), Schiffrin (1994, pp. 21-22), citing Leech (1983), draws the distinction between formalists and functionalists thus:

1. Formalists consider languages as mainly mental phenomena; functionalists, as mainly social phenomena.

2. Formalists claim that linguistic universals result from a genetic linguistic inheritance shared by all humans; functionalists postulate that they come from the pervasiveness of the uses humans make of language in society.

3. Formalists explicate L1 acquisition by way of a mental and innate human capability to learn languages; functionalists explicate it through the developmental process of the infant's communicative needs, which arise within her/his social group.

4. Formalists approach languages as autonomous systems; functionalists, as social-grounded systems.

After the founding of the Saussurian School of Linguistics (the Geneva School), while formalism flourished in the United States of America, functionalism came into being in Europe and developed mostly there. The major formalist schools are: (a) Bloomfieldian structuralism, (b) Chomskyan generativism (in its various versions throughout time), (c) Fillmore's (1968) case grammar, and (d) McCawlian generative semantics<sup>2</sup> (following the work by George Lakoff, John Ross, and Paul Postal). Inasmuch as functionalism is concerned, the major schools are: (a) the Prague School; (b) Halliday's (1967a, 1967b, 1968, 1970a, 1970b, 1973a, 1973b, 1975a, 1978a, 1985a, 1994a, 2004<sup>3</sup>) systemic-functional grammar (the former London School that grew out of England into Australia, becoming the Sidney School of systemic-functional linguistics); (c) Dik's (1978, 1982, 1989) functional grammar (the Holland Group); and

---

<sup>2</sup> As with generative semantics and case grammar, Neves (1997) assures that "... one can see, within a formalist paradigm, *attempts* [italics added] to question the theory's basic propositions from a semantic-functionalist perspective" [my translation] (p. 40).

<sup>3</sup> The 2004 edition of *An Introduction to Functional Grammar* is coauthored with Christian Matthiessen. Other relevant SFG sources are Matthiessen (1995) as well as Matthiessen and Halliday (1997).

(d) the American Group,<sup>4</sup> represented – among others – by Givón (1979a, 1995), Hopper (1987), and Thompson (1991).

Halliday (1978a, pp. 17/191-192; 1994a, p. xiv) adds to the discussion on the distinction between formalism and functionalism by asserting that the former draws on philosophy and logic – which view language as rule – while the latter comes from ethnography – which understands language as resource. Matthiessen (1995) reminds that, besides ethnography, functionalism also derives from rhetoric and explains how the linguistic strands are related to the respective nonlinguistic disciplines:<sup>5</sup>

Formal grammar is constructed in large part to answer philosophical questions – questions having to do with the nature and origin of knowledge. . . . In contrast, functional grammarians are concerned with a variety of questions concerning grammar as a socio-cultural system. Formal grammar takes categories from logic, such as Subject + Predicate . . . , while functional grammar is oriented towards the rhetorical tradition with its interest in categories such as Theme + Rheme. Formal grammarians have often worked with invented, decontextualized examples – in the philosopher’s arm chair, whereas functional grammarians draw on studies of naturally occurring texts in context – the ethnographer’s field work. (p. 64)

Since Halliday interprets language “. . . as a system of meanings . . .” (1994a, p. xiv) and as resource or, as he puts it, “. . . meaning potential . . .” (1978a, p. 192), language is clearly endowed with semogenetic power. Within semogenesis, Halliday and Matthiessen (1999, pp. 17-18) point out three time spans throughout which it manifests itself: (a) the phylogenetic span, related to the evolution of language within the human species; (b) the ontogenetic span, related to the development of language within the human individual; and (c) the logogenetic span, related to the unfolding of language within a text. The authors also point out that each span type creates the necessary conditions for the next one down to happen, that is, “. . . the system of the language (the meaning potential of the species) provides the environment in which the individual’s meaning emerges; the meaning potential of the individual provides the

---

<sup>4</sup> Matthiessen (1995, p. 64) labels this group as ‘West-Coast functionalism’.

<sup>5</sup> For a more detailed account, refer to Halliday and Matthiessen (1999, pp. 3-4/415-418).

environment within which the meaning of the text emerges” (p. 18). Only the ontogenetic and the logogenetic time spans are within the scope of the present review.

Halliday (1973a, 1975a, 1992/2002, 1998/2004, 2004) introduces his ethnography- and rhetoric-oriented linguistic theory – systemic-functional grammar – by means of describing his ontogenetic hypothesis, which is based upon a data-driven longitudinal investigation he carried out into his own child’s “. . . learning how to mean” (Halliday, 1975a, p. 8), that is, into the infant’s L1 development. Nigel, the research subject, had his utterances recorded by his father, equipped with only notebooks and pencils, from when he was nine months old until he turned two and a half years of age. Although the written record was made continuously, the description of the utterances took place at six weeks’ intervals: “[L]ess than that, one could be picking up too many isolated instances . . . ; more than that, one could be losing track of the way the system was developing” (Halliday, 1998/2004, p. 13).

Most of the previous studies on L1 acquisition started at a later time – in relation to nine months of age – when the infant was already capable of rendering two-element syntactic structures. Furthermore, syntax was about the only linguistic stratum these studies were interested in, which Halliday (1975a) considered “. . . a rather one-sided concentration on grammatical structure” (p. 1).

What made it possible for him to begin his mother-tongue investigation at so earlier a time was a shift of focus to the learning of meanings instead – of a semantic system or meaning potential – and the adoption of a holistic linguistic perspective whereby the meaning-expressing systems of grammar – of which syntax makes up a single part beside lexis as well as morphology – and phonology were also taken into account. The aim was, as a matter of fact, to reveal how Nigel progressively mastered the full tri-stratal linguistic system. What made it possible, in turn, for Halliday to change his focus to how Nigel was learning a meaning potential was his use of a functional theoretical rationale for

interpreting the child's meanings: They resulted from the functions/uses language was put to serve within the surrounding social structure through the interactions between himself and the immediate other social actors or, as Halliday (1992/2002) names them, his "... meaning group" (p. 355), that is, his caretakers. Accordingly, the researcher was finally free of having to wait until his subject was producing two-element syntagmatic strings because, "[f]rom [a] functional point of view, as soon as there are meaningful expressions [of the phonological and kinetic types only] there is language, and the investigation can begin at a time before words and structures have evolved to take over the burden of realization" (Halliday, 1975a, p. 6).

After all, the adopted theoretical rationale was sociology-oriented due to the fact that the building of the meaning potential and the building of the social structure were seen as interdependent and, thus, inseparable. Although such a sociolinguistic rationale was thoroughly independent of any underlying psychological theory of learning in general and of learning language in particular, it was not, by any means, incompatible with a psycholinguistic theoretical viewpoint:

The child's task is to construct the system of meanings that represents his own model of reality. This process takes place inside his own head; it is a cognitive process. But it takes place in contexts of social interaction, and there is no way it can take place except in these contexts. As well as being a cognitive process, the learning of the mother tongue is also an interactive process. It takes the form of the continued exchange of meanings between the self and others. The act of meaning is a social act. (Halliday, 1975a, pp. 139-140)<sup>6</sup>

The intrasubjective/cognitive processes (meaning construal) and the intersubjective/social processes (meaning exchange) involved in mother-tongue learning belong to the semiotic realm of an infant's life. Her/his life, on the other hand, also bears a

---

<sup>6</sup> More recently, Halliday and Matthiessen (1999) realized that changing 'reality construction' to 'experience construal' was theoretically preferable because, among other reasons, "... what is being construed by the brain is not the environment as such, but the impact of that environment on the organism and the ongoing material and semiotic exchange between the two" (p. 609). Furthermore, Halliday (1998/2004, p. 15) makes the distinction between 'to construe' and 'to construct', relating the former to the semiotic realm and the latter to the material realm.

material realm of bodily processes. As a matter of fact, meaning is ultimately the outcome of the relationship between the distinct realms constitutive of her/his daily experience (Halliday, 1992/2002, p. 353; Halliday & Matthiessen, 1999, p. 612). Accordingly, it is not surprising that, as the infant grows up, the activities relative to both realms unfold in extraordinarily parallel phases under the control of a still immature brain – the material actions of (a) agitating the limbs and crying, (b) reaching and grasping (directed movement), (c) rolling over (environment seen from two perspectives: prone and supine), (d) sitting up (environment seen as a landscape), (e) crawling (environment seen from various moving perspectives), and (f) walking upright are respectively concomitant, to a great extent, with the semiotic actions of (a) exchanging attention with the mother, (b) yelling (directed cry), (c) expressing wonder (“!”), (“?”), (d) using isolated signs, (e) using a primary semiotic system, and (f) using a higher-order semiotic system (Halliday, 1998/2004, p. 9). At the same time that it is the immature brain that makes possible the unfolding of the parallel activities pertaining to the two realms, it is the accumulation of material and semiotic experiences that makes possible the maturation of the brain: “It is now clear that language and the brain evolve together . . . in infancy and childhood”; besides, “[t]he development of the brain is the development of the ability to mean” (Halliday, 2002, p. 3). As can be seen, the infant develops within the material realm until s/he begins walking and within the semiotic realm until s/he begins talking; her/his brain develops until it reaches full maturation.<sup>7</sup> Therefore, one should refer to the unfolding of the mother tongue as L1 development rather than L1 acquisition. Moreover, if it is

---

<sup>7</sup> The infant’s primary and higher-order semiotic systems are associated, respectively, with her/his brain’s primary consciousness and higher-order consciousness. The relationship between the increasing level of consciousness and the increasing complexity of the semiotic systems is clarified mainly in Halliday (2004) and Halliday and Matthiessen (1999). Halliday (2004, p. 38) acknowledges that his insight as for the interdependency between the evolutionary processes of language and the brain comes from the work developed by the neurobiologist Gerald Edelman (Edelman, 1992). The compatibility between the works of both scholars is demonstrated in Halliday (1994b).



meanings that the infant is learning, language is a potential to be developed instead of a commodity to be acquired (Halliday, 1975a, p. 1).

Halliday's (1973a, 1975a, 1992/2002, 1998/2004, 2004) long-lasting investigation into ontogenesis was actually enlightening. The results are indicative that mother-tongue/L1 development takes place along three overlapping phases.

Phase I, which comes along with crawling, is characterized by the development of the primary semiotic system or protolanguage, that is, “. . . child tongue, not mother tongue[, which is] created by the child . . .” through her/his brain's primary consciousness: “a level of consciousness shared with many other species” (Halliday, 1998/2004, pp. 11/15/18). It is a bistratal system, consisting of a content plane and an expression plane.

The expressions are either gestural or vocal. Since the overwhelming majority is composed of vocalizations that are far from resembling the phones of any fully developed natural language, Halliday (1975a) faced the methodological need to set a criterion whereby he could distinguish systematic from random instances:

The criterion adopted for regarding a vocalization by the child as an instance of language was that there must be an observable and constant relation between the content and the expression: that each particular expression must be observed in at least three unambiguous instances, and its content must be interpreted in functional terms. (p. 38)

The contents are meanings grouped within six microfunctions,<sup>8</sup> developed throughout five one-and-a-half months' stages – N[igel's] L[anguage] 1 (from 9 to 10½ months old), NL 2 (10½ to 12 months), NL 3 (12 to 13½ months), NL 4 (13½ to 15 months), and NL 5 (15 to 16½ months) (Halliday, 1975a, p. 147). The meanings associated with each microfunction are systemic, that is, they are paradigmatically organized within system networks – “. . . each utterance . . . is an instance of a systemic

---

<sup>8</sup> The term is intended to contrast the lowest abstractness level of the protolinguistic functions both with the intermediate abstractness level of the Phase II generalized functions and with the highest abstractness level of the Phase III/adult language metafunctions (Halliday, 1998/2004, p. 11).

choice” (Halliday, 1998/2004, p. 11). The microfunctions constitute, hence, meaning potentials, the choices of which are still individualized, restricted to the needs arisen in the child’s immediate environment or context of situation. Halliday (1973a) hypothesizes the existence of the instrumental, regulatory, interactional, personal, heuristic, and imaginative microfunctions and describes them thus:<sup>9</sup>

In its instrumental function, [child] language is used for the satisfaction of material needs [goods and services]; this is the ‘I want’ function. The regulatory is the ‘do as I tell you’ function, language in the control of [the] behaviour [of others]. The interactional function is that of getting along with others, the ‘me and you’ function (including ‘me and my mummy’). The personal is related to this: it is the expression of identity, of the self, which develops largely *through* linguistic interaction; the ‘here I come’ function, perhaps. The heuristic is the use of language to learn, to explore reality [nonself]: the function of ‘tell me why’. The imaginative is that of ‘let’s pretend’, whereby the reality is created,<sup>10</sup> and what is being explored is the child’s own mind, including language itself. (p. 17)

Each microfunction is equivalent to one use of language – “functions = uses” (Halliday, 1975a, p. 158), and the child, at this protolinguistic phase, is capable of meaning only one thing at a time. Each of her/his utterances has either this or that of the six mutually exclusive microfunctions. The utterances are, therefore, unifunctional as the functional dimension is still extralinguistic: The microfunctions do nothing but to construe the infant’s context of situation, without activating any formal interface between the planes of content and expression. In sum, there is no functional organization of the core of the protolinguistic system due to the fact that such a core, which is the lexico-grammatical stratum, has not developed yet.

---

<sup>9</sup> Halliday (1973a, pp. 16-17) also postulates the existence of a seventh microfunction that he names as the representational model of language. Halliday (1975a), however, renames it as informative, thus defined: It is the (micro)function by way of which “. . . language can be used as a means of communicating information to someone who does not already possess that information” or “. . . the ‘I’ve got something to tell you’ function” (p. 21). Since it is the only microfunction that is thoroughly dependent on language itself – especially on dialog, it does not come into being within the protolinguistic phase, appearing only towards the end of Phase II – within NL 9 (21 to 22½ months) (p. 40).

<sup>10</sup> Halliday (1975a) rewords the definition of the imaginative microfunction, stating that it is the means through which “. . . the child creates an environment of his own . . . the child . . . uses language for creating a universe of his own . . .” (p. 20).

Phase II coincides with the very first developmental stage of the ontogenetic studies carried out by the formalist, syntax-oriented scholars referred to earlier. Insofar as the present approach is concerned, it already marks the transition into the adult language and extends from NL 6 (16½ to 18 months) until NL 10 (22½ to 24 months).

It is characterized by the agglutination of five of the microfunctions into more abstract transitional functions – “functions = generalized type of use” (Halliday, 1975a, p. 158). While the utterances conveying the instrumental and regulatory microfunctions start being used when a response is required, those carrying the personal and heuristic microfunctions start being used when no response is demanded. On the one hand, the combination of instrumental and regulatory leads to a generalized function called pragmatic or language-as-doing function. On the other hand, the combination of personal and heuristic gives way to another generalized function named mathetic or language-as-learning function.<sup>11</sup> Differently, the interactional utterances take turns between the two generalized transitional functions. As for the imaginative microfunction, Halliday (1975a) states that “[t]he one aspect that lies outside this system [transitional system between Phase I and Phase III] is the imaginative or play function of language, which at this stage takes the form of chants and jingles with special intonation patterns of their own” (p. 53).

The combination of the microfunctions is made possible by the entrance, into the protolinguistic system, of vocabulary. It, in turn, comes into being motivated by the need to categorize the surrounding phenomena in order that the child, at the same time s/he is learning language, can also learn – through language – about the environment or context of situation and ultimately about the context of culture. The categorization need is, hence, the impetus for the mathetic or learning/reflexive transitional function.

---

<sup>11</sup> Nigel’s idiosyncratic manner of signaling whether his transitional utterances were either pragmatic or mathetic was by way of saying the former on a rising tone and the latter on a falling tone.

Other major Phase II developments are the beginnings of structure and dialog. Dialog, through the manipulation of structure, enables the child to assign and accept or reject the type of social roles that “. . . exist only in and through language . . . speaker, addressee, respondent, questioner, persuader and the like” (Halliday, 1975a, p. 48). Their assignment and acceptance or rejection presuppose that the social participants act upon one another. The need to negotiate social roles is, thus, the impetus for the pragmatic or doing/active transitional function.

When vocabulary and structure are incorporated, they become a formal continuum that constitutes the single stratum of lexico-grammar. The new stratum is implemented between the primitive strata of content and expression, leading to the Phase III tristratal system.

Phase II utterances are still unifunctional – either mathetic or pragmatic. Since the main job of lexico-grammar “. . . is that of ‘mapping’ different functional meanings one on to another” (Halliday, 1975a, p. 42), its effective implementation leads to the plurifunctional utterances of adult language. The transitional mathetic and pragmatic functions are transformed into the mature ideational and interpersonal functions, respectively. From then on, the infant begins rendering utterances that are both ideational and interpersonal, which marks her/his arrival in Phase III.

Phase III, which begins together with walking, is already the mature adult language or higher-order semiotic system. Materially speaking, such a complex level of linguistic development was reached because the brain, concomitantly, evolved from the primary level of consciousness to a higher-order level of consciousness:

This stratification of the content plane [from semantics only to semantics and lexico-grammar] had immense significance in the evolution of the human species – it is no exaggeration to say that it turned *homo* . . . into *homo sapiens* . . . . It opened up the power of language and in so doing created the modern human brain. (Halliday & Matthiessen, 2004, p. 25)

The adult language is characterized by a shift in the signification of the term ‘function’: from ‘a single use of language’ or microfunction in Phase I, through ‘a generalized use of language’ or generalized function in Phase II, to a “. . . component of the linguistic system” or metafunction (Halliday, 1975a, p. 54) in Phase III, that is, the signification evolves from having an extralinguistic status to holding an intralinguistic one. The shift is made possible due to the insertion of lexico-grammar (form) that, upon becoming the core of the system, is connected to the material realm by the preexisting strata of content (semantics) and expression (phonology or graphology). When the whole linguistic system is seen from above, semantics is the interface between the lexico-grammatical core and the context of social situation; when the system is seen from below, phonology or graphology is the interface between the core and the physical world of sound waves or written signals. The outcomes of the lexico-grammatical development are that the child’s utterances turn out to be composites of all metafunctions simultaneously and that her/his capability to mean becomes unlimited as, unlike the individualized microfunctions, the metafunctions are socialized/universal meaning potentials. Halliday (1973b) provides a summary in the following paragraph:

What happens in the course of maturation is a process that we might . . . call ‘functional reduction’, whereby the original functional range of the child’s language – a set of fairly discrete functional components each with its own meaning potential – is gradually replaced by a more highly coded and more abstract, but also simpler, functional system. There is an immense functional diversity in the adult’s use of language; . . . But this diversity of usage is reduced in the internal organization of the adult language system . . . to a very small set of functional components. Let us call these for the moment ‘macro-functions’. . . .<sup>12</sup> These ‘macro-functions’ are the highly abstract linguistic reflexes of the multiplicity of social uses of language. (p. 356)

Lukin and Williams – citing Halliday (1961, 1973, 1994a), Halliday and Matthiessen (1999), and Matthiessen (1995) – summarize the characteristics of adult language, arguing that its ability to map simultaneously different kinds of meaning one

---

<sup>12</sup> These are what later on Halliday (1985a, 1985b) starts calling ‘metafunctions’.

onto the others in all of its utterances is derived, ultimately, from a dimension-based type of organization. The dimensions, which are completely abstract, are as follows: (a) stratification, (b) realization, (c) metafunction, and (d) instantiation (Lukin & Williams, 2004, p. 5). As a matter of fact, Halliday and Matthiessen (2004, p. 20) posit that, instead of being a dimension, realization is the ordering principle of stratification as will be explained below. Furthermore, they point out structure and system as the first two dimensions, which is congruent with my referring to the functional and systemic aspects of SFG as dimensions.

The four strata – the extralinguistic context of situation (social), and the intralinguistic semantics (meanings), lexico-grammar (wordings), phonology-graphology (sounds-letters)<sup>13</sup> – relate to one another by means of realization/activation and realization/construal. From the ‘above’ perspective, the context of situation is realized by/activates semantics (social semiotic); semantics is realized by/activates lexico-grammar (cognitive semiotic); lexico-grammar is realized by/activates phonology-graphology (physical semiotic). From the ‘below’ perspective, phonology-graphology realizes/construes lexico-grammar; lexico-grammar realizes/construes semantics; semantics realizes/construes the context of situation. Out of the realization/activation viewpoint, it is clear that, ultimately, the context of situation is realized by/activates the phonological or graphological expression, which leads to the conclusion that language is predominantly a social semiotic: Language is dependent upon the social structure for its existence. Out of the realization/construal viewpoint, it is evident that, after all, the phonological or graphological expression realizes/construes the context of situation, which makes possible the conclusion that the social realm is a linguistically constructed structure: The social structure is dependent upon language for its existence.

---

<sup>13</sup> The reference to the context of situation as “. . . the language-external stratum . . .” and to semantics, lexico-grammar, and phonology-graphology as “. . . the three language-internal . . .” strata is made by Hasan and Perrett (1994, p. 189).

Moreover, the Phase I strata of semantics and phonology-graphology are related to each other by the principle of arbitrariness or conventionality (the same principle that holds true between the signified and signifier components of the Saussurian sign). When the stratum of lexico-grammar is inserted, the interface between the same two strata continues to be featured by arbitrariness; besides, the new interface that arises between lexico-grammar and phonology-graphology is also of the arbitrary, conventional, or nonnatural type. However, the other new interface that interposes between the strata of semantics (content/meanings) and lexico-grammar (form/wordings) is of the natural, nonarbitrary, or nonconventional type due to the reason that “. . . [l]anguage is as it is [form] because of what it has do [meanings] (Halliday, 1973a, p. 34; 1973b, p. 354). The Givónian functionalism also supports the idea that the “. . . level of structural organization in language . . .” is “. . . functionally motivated . . .” (Givón, 1979b, p. 82).

There are three metafunctions: ideational, interpersonal, and textual. The origins of the first two are, as explained earlier, the mathetic and pragmatic Phase II generalized functions, respectively. As with the origin of the third, Halliday (1975a), on the one hand, says that “[t]he textual [meta]function arises out of the very nature of language, and we need not therefore look for its independent origin in the developmental process” (p. 52); on the other hand, however, he clarifies that

[t]he imaginative and informative [micro]functions call for the narrative mode (within the ideational component) as distinct from observation and recall. This in turn requires discourse, i.e. text which is structured so as to be relevant not only to the situation but also to the verbal context, to what is said before and after. What we referred to as the ‘textual’ component in the linguistic system can be seen developing, with Nigel, in response to the needs of dialogue and of narrative. (p. 58)

The same way that the Phase I microfunctions and the Phase II generalized functions are components of the content plane, the Phase III metafunctions are components of the semantic stratum. Since semantics construes/realizes the context of situation and activates/is realized by lexico-grammar, which, in turn, activates/is

realized by phonology-graphology, the internal metafunctional organization of semantics spreads to the other strata in such a way that the whole linguistic system can be said to be metafunctionally organized. Hasan and Perrett (1994) corroborate this interpretation when they claim that “. . . metafunctions are not restricted to any one stratum of the [SFG] model: They ‘resonate’ throughout the system and process of language, acting as the underlying principle for its organisation” (p. 195).

Instantiation is the dimension of adult language that results from the evolution of ‘uses of language’ as the (micro)functions of language in the protolinguistic Phase I to ‘uses of language’ as “social contexts” (Halliday, 1975a, p. 158) in Phase III. The “social contexts” or “situation types” (Matthiessen, 1995, p. 39) are situated within only a subset of the context of culture (‘subculture’) and resort, for realization, to only a given region of the linguistic potential (‘subpotential’/‘subsystem’), forming registers – “functional”/“diatypic varieties” (Halliday & Hasan, 1989, pp. 42-43) (see Section 2.4) or, in the words of Bowcher (1999), “. . . text types . . .” (p. 142).<sup>14</sup> On the one hand, above the situation types, there exists the whole context of culture that encompasses and is encompassed by the entire linguistic potential (‘potential’/‘system’). On the other hand, below the situation types, there is the context of situation that encompasses and is encompassed by a single instance of a given register, which is a spoken or written text (Halliday & Matthiessen, 1999, 2004; Matthiessen, 1995; Matthiessen & Halliday, 1997). The continuum beginning with the context of culture and the linguistic potential or system, going through a ‘subculture’ and a linguistic ‘subpotential’, ‘subsystem’, or register (see the twentieth paragraph of Subsection 5.3.1.5 & its Footnote 36), and ending with the context of situation and a linguistic instance or text makes up the instantiation cline.

---

<sup>14</sup> See Footnote 34 of Subsection 2.3.1.



Since the approach to language adopted in this dissertation is functionalist rather than formalist, that what is shared by the three ontogenetic phases is the existence of a functional dimension, whose components are the entry to the linguistic resources – the system potential – organized within system networks. The system networks are the basis of the systemic dimension, also common to the three phases. Both the systemic and the functional dimensions of SFG as manifested in Phase III or mature, adult language will be more fully described in Subsection 2.2.1.

### 2.2.1 Systemic and functional dimensions

The systemic and functional dimensions can be better described if we, at first, understand how they are related to each other. At the same time that the relationship is defined by the Saussurian horizontal and vertical axes of language, it transcends the Swiss linguist's concepts of syntagmatic and paradigmatic relations. In SFG, these concepts are at an even higher level of abstraction.

Unlike formalist grammars that are syntagmatic or chain grammars – the main action happens along the horizontal axis, with a focus on the *in presentia* relations, SFG is, on the contrary, a paradigmatic or choice grammar – its main action takes place along the vertical axis, with a focus on the *in absentia* relations instead. Whereas paradigmatic grammars like SFG have the system as their major organizing principle, syntagmatic grammars have the structure as their most important organizing principle.

Although Halliday (1994a, p. xxii) recognizes the Saussurian system (*langue*) seen as an integral whole (the potential/system end of the instantiation cline), the term, when used as the major organizing principle of SFG, is not understood as such. It incorporates the signification it assumes within the Firthian linguistic tradition; “. . . while Saussure postulates the existence of a single system . . . , Firth considers language as a system of

systems (polysystemic idea of language)” (Quereda, 1992, Subsection 2.7, ¶ 2). Systems, in turn, are understood as finite sets of mutually exclusive terms among which choices can be made (language seen as meaning potential, as resource). The systemic choices are, then, realized in structures, which are, hence, merely results or outcomes of the choices.<sup>15</sup>

Systems have each an entry condition, which is one of the ranks in the rank scale. The ranks are the grammatical units of clause complex, clause, group and phrase, word, and morpheme. They are grammatical because of their being made up of chain classes, the elements of which belong to the rank immediately below, playing a role there as ranked constituents – derived from minimal bracketing that originate functional structural segments – rather than immediate constituents – derived from maximal bracketing that lead to nonfunctional structural segments (Halliday, 1994a, pp. 17-28). Accordingly, the structure of the most superordinate unit – the clause complex – is defined in terms of the classes of the clause unit, whose structure is defined in terms of the classes of the group or phrase unit, whose structure, in turn, is defined in terms of the classes of the word unit, whose structure is finally defined in terms of the classes of the most subordinate unit – the morpheme. There is, however, the possibility of rank shifting or down-ranking that occurs when a given rank plays a constituent role within the structure either of the same rank or of the rank immediately below: “Most commonly, though not uniquely, a clause may be downranked to function in the structure of a group”, originating a down-ranked clause as

---

<sup>15</sup> Bloor and Bloor (1995) posit that, besides J. R. Firth’s system-structure theory (London School), the Hallidayan theoretical model also drew on the contributions of: (a) Saussure (Geneva School), especially the concept of syntagmatic against paradigmatic relations; (b) Whorf, who – in the United States, together with Sapir – postulated the Sapir-Whorf hypothesis, whereby the way a given human community interprets reality is dependent on the language they speak; (c) the functionalists Trubetskoj, Jakobson, Mathesius, and others (Prague School), with their Theme-Rheme proposal for message organization; (d) Malinowski, the anthropologist that “. . . coined the term context of situation . . .” (p. 248) as well as the term context of culture, when working with Firth at London University. Halliday (1994a) himself acknowledges that his theory “. . . derives more abstract principles from Hjelmslev . . .” (Copenhagen School) (p. xxvi), mainly the idea – developed within his glossematics – that linguists should go beyond the analysis of the underlying system and study the text as well. When SFG first came into being, in the early 1960s, it was called ‘scale and category grammar’ due to its basis on the scales of delicacy, rank, and exponence as well as on the categories of the theory of grammar, namely, unit, class, structure, and system (Halliday, 1961). The name ‘systemic grammar’ was adopted when the category ‘system’ became “. . . the dominant concept of the theory . . .” (Hudson, 1981, p. 190).

opposed to the regular ranking clause. The conventional boundary notations are: (a) |||clause complex|||, (b) ||ranking clause||, (c) [[down-ranked clause]], (d) <<enclosed clause>>, (e) |group or phrase|, (f) #word# (Halliday & Matthiessen, 2004, p. 10). The rank scale can be represented as in Figure 2.1.

		Ranked/Functional Constituency			
Rank Scale	Clause Complex → ↓	Clause 1	Clause 2	Clause 3	Clause n...
	Clause(s) → ↓	Group 1	Group n ...	Phrase 1	Phrase n...
	Group(s)-Phrase(s) → ↓	Word 1	Word 2	Word 3	Word n...
	Word(s) → ↓	Morpheme 1	Morpheme 2	Morpheme 3	Morpheme n...
	Morphemes				

Figure 2.1. Rank scale and constituency.

Once a rank has been selected as the entry condition into a system and one of its terms – to the exclusion of all others – has been chosen, the choice made can become the entry condition into another, more delicate (more detailed), system. These interrelated systems constitute a system network. The more detailed and expanded to the right a system network is, the more delicate it is. Therefore, the systems of a system network are organized in accordance with what is named the delicacy scale, whereby a network initiates with systems whose terms are very general and can be traversed, in a sideways movement to the right, through systems whose terms are ever less general until the systems whose terms are very specific are reached.

Every intralinguistic stratum has system networks related to it; thus, there are semantic, lexico-grammatical, and phonological-graphological system networks. Since the scope of the current work is restricted to the lexico-grammatical stratum, it is the only one in regard to which the delicacy scale will be further explained: As a lexico-

grammatical system network unfolds to the right, the left-most purely grammatical systems – whose terms, finite in number, realize structures that construe general meanings – go through a transitional space until they, at the far right end of the network, become purely lexical systems – whose terms, infinite in number, realize lexical items that construe specific meanings. The conclusion drawn from such a description is that grammar and lexis are “. . . the two poles of a single cline, or continuum”, which, after all, is equivalent to stating that “. . . lexis will be defined as grammar extended to the point of maximum delicacy” (Halliday & Matthiessen, 2004, p. 43/46).

The abstract concept of a system can be concretely represented either linearly by means of an algebraic type of notation or bidimensionally through a graph (Matthiessen, 1995, p. 750). As for me, the choice between the former and the latter should depend upon the demands imposed by the research purpose: If isolated, small systems suffice, the linear mode seems to be more suitable because it is more economic spatially speaking; if, on the other hand, systems as part of system networks are necessary, the bidimensional mode is certainly more adequate due to its greater power to represent the intricate connections of networks. Since the level of intricacy of a system network is directly proportionate to its degree of delicacy, and since my research purpose required the utilization of system networks that were as delicate as possible, I opted for graphs despite the fact that they take up a large amount of room in paper.

Regardless of the selected representational mode, a system network must display: (a) its entry condition, (b) the relevant systems up to the needed degree of delicacy and the terms of each system, (c) graphic conventions, (d) and realization statements for the terms. I would rather elucidate the role played by the representational component parts through making direct reference to real exemplars in the three system networks I constructed for the current study, whose initial entry condition is the clause rank. In order that I can proceed

with this in Subsection 2.2.2, it is necessary that, beforehand, I describe the functional dimension of SFG,<sup>16</sup> but only insofar as the lexico-grammatical stratum is concerned.

The realization statements are the connection between a certain lexico-grammatical system network – part of the potential/system – and the generation or analysis process of a text's given lexico-grammatical perspective – a facet of the instance. As with analysis, which is what concerns me here, the analyst traverses the system network – from the least delicate towards the most delicate systems – for each clause (initial entry condition) in a text. This results in the clause's selection expression, which is the set of the systemic terms chosen by the speaker<sup>17</sup> when producing the clause. Once the selection expression has been figured out, the realization statement for each term is identified in the network in order that its structural realization can be known. The point has been reached when the analyst is able to reconstruct the clause's structure of configurational functions as regards the lexico-grammatical system network under focus.

It is clear from the above that, within SFG, the term 'function' has different meanings. The functions of language or metafunctions are the universal semantic components of all languages in all cultures. The configurational functions of a clause are its structural constituents or roles that realize the choices made in relation to a given lexico-grammatical system network and are brought to light by the realization statements associated with the systemic terms. The social functions are the different uses or registers of any language and are dependent upon the variables of the context of situation. At last, the speech functions – statements and questions (propositions) as well as offers and demands (proposals) – result from the social roles negotiated by speakers in their interactions.

---

<sup>16</sup> For the description, I resorted to Almeida (2002); Bloor and Bloor (1995); Butt, Fahey, Feez, Spinks, and Yallop (2000); Downing and Locke (2002); Droga and Humphrey (2002); Eggins (1994); Halliday (1994a); Halliday and Hasan (1989); Halliday and Matthiessen (2004); Hasan and Perrett (1994); Lock (1996); Martin, Matthiessen, and Painter (1997); Praxedes Filho (1996); Thompson (1996).

<sup>17</sup> Whenever 'speaker' is used, it also implies the 'writer', and 'listener', when referred to, implies the 'reader' as well.

Lexico-grammatically speaking, the variables – field, tenor, and mode – of the extralinguistic stratum of the context of situation are realized by the metafunctions of the semantic stratum: (a) ideational, subdivided into logical and experiential; (b) interpersonal; and (c) textual. The metafunctions are realized, at clause rank, by the system networks of the lexico-grammatical stratum: (a) taxis and logico-semantic (logical metafunction) and transitivity (experiential metafunction); (b) mood, modality, and appraisal; as well as (c) theme. The system networks, in turn, are realized – still within the lexico-grammatical stratum – by structures of configurational functions. These are finally realized by either the phonic or the graphic expression at the level of the phonological-graphological stratum. The logical strand of the ideational metafunction and the respective lexico-grammatical taxis and logico-semantic system network along with the interpersonal-metafunction-related appraisal system network are outside the scope of this study as is whatever pertains to the phonological-graphological stratum. The functional dimension as it relates to the systemic dimension is represented in Figure 2.2.<sup>18</sup>

As demonstrated in Figure 2.2, there are three lexico-grammatical system networks, the entry condition of which is the clause rank: (a) transitivity, (b) mood-modality,<sup>19</sup> and (c) theme. After the traversal of each – always in the direction from the least to the most delicate systems – for every clause being analyzed in either a spoken or a written text, it becomes clear that all clauses are composites of three different but simultaneous structural layers of specific configurational functions.

---

<sup>18</sup> The topological orientation of Figure 2.2 results from the fact that lexico-grammar is the only stratum within the scope of the present work; thus, I utilize “. . . the . . . metaphor of vertical space, as implied in the word ‘stratum’, the stratum ‘above’ is the semantics, that ‘below’ is the phonology . . . we . . . look into it [lexico-grammar] ‘from above’ [realization/activation] and ‘from below’ [realization/construal], taking a **trinocular perspective** [also “. . . from its own level . . .” or ‘from around’/configurational realization]” (Halliday & Matthiessen, 2004, p. 31) (see also Matthiessen & Halliday, 1997, pp. 4/7/36-38 as well as Hasan & Perrett, p. 216). The three context-of-situation variables and their defining features are those indicated by Halliday (1978a) as well as Halliday and Hasan (1989). The terms ‘content’, ‘observer’, ‘participation’, ‘intruder’, ‘enabling’, and ‘relevance’ are found in Halliday (1975a, 1978a) and Halliday and Matthiessen (1999).

<sup>19</sup> Henceforth, the mood-modality system network will be referred to only as the mood system network because, in the present study, the modality network will be presented as an integral part of the mood one.

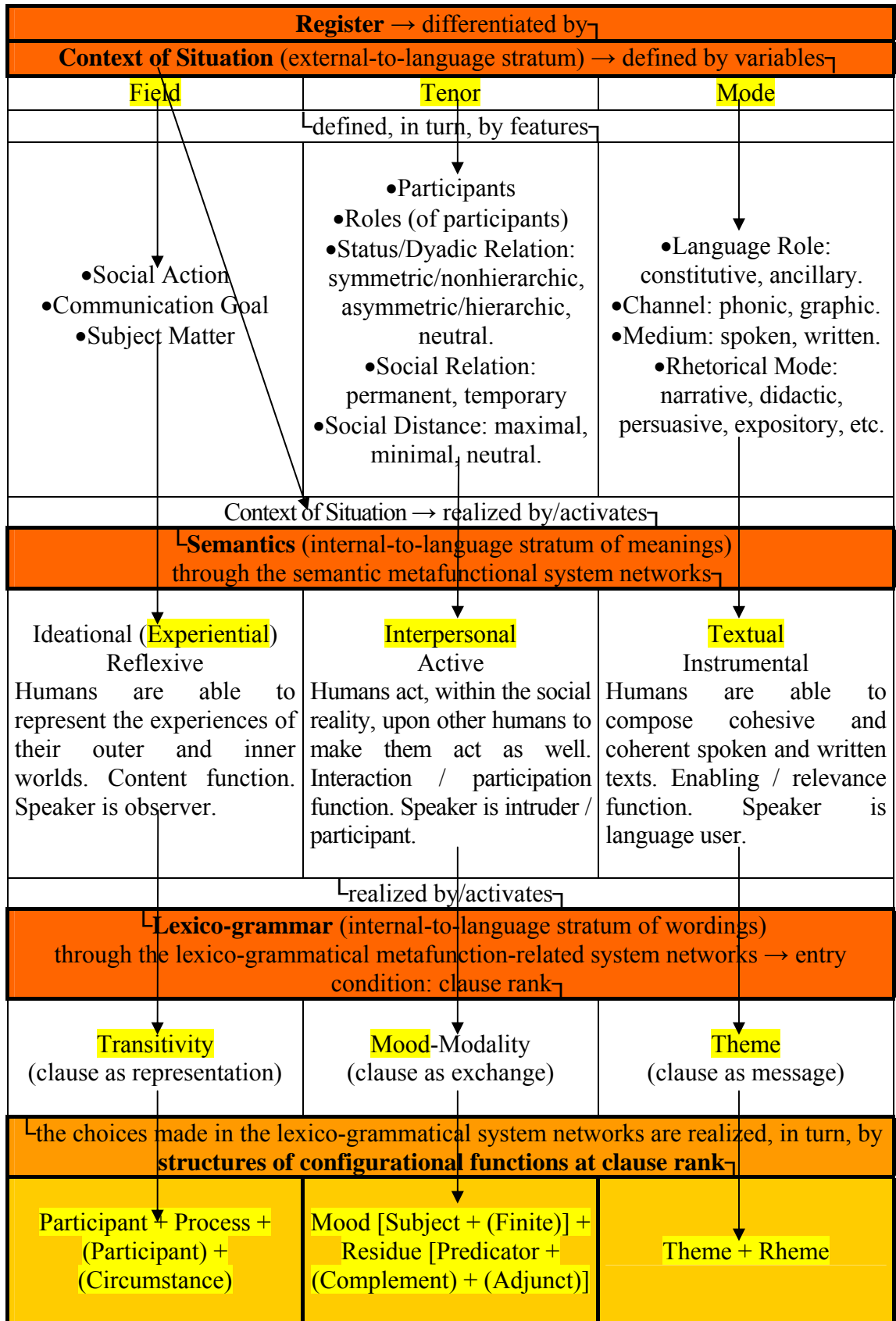


Figure 2.2. The functional dimension as realization of the systemic dimension.

### 2.2.1.1 Transitivity structural layer

The transitivity structural layer constitutes a figure<sup>20</sup> that represents the speaker's outer and inner experiences through the configurational functions of: (a) a process or going-on, which occupies the nucleus of the experiential figure; (b) those that take part in the going-on – the participants, who, because of their being inherent to the nuclear process, are very closely involved in it; and (c) the circumstances under which the going-on unfolds, situated on the periphery of the figure and, hence, being much less involved in the nuclear process. Matthiessen (1995) posits that there may be “. . . one to three different kinds of PARTICIPANTS taking part in the process, and up to around seven different kinds of CIRCUMSTANCES associated with it (p. 196) (see also Halliday & Matthiessen, 1999, pp. 53-54). The transitivity configurational functions or elements, when they compose the most unmarked format of a figure or clause as representation, are realized by the classes of the rank immediately below – group/phrase – as displayed in Figure 2.3.

Transitivity Configurational Functions			
Participant	Process	(Participant) <sup>21</sup>	(Circumstance)
Nominal Group	Verbal Group	Nominal Group	Adverbial Group or Prepositional Phrase
Classes of...			

Figure 2.3. Transitivity functions and their respective classes.

The various processes and their respective participants are shown in Figure 2.4.

The circumstances can be found in Figure 2.5. These two groups of elements are what Matthiessen (1995) calls the “. . . regions . . .” of “. . . [nuclear] and [circumstantial]

<sup>20</sup> Insofar as the lexico-grammatical construal of experience is concerned, Halliday and Matthiessen (1999, pp. 48-59) lend SFG-related specialized meanings to the following terms: (a) ‘figure’ or a configuration of elements, making up a clause; (b) ‘elements’ or the constituent parts of a figure, playing different functional roles within it – the roles of process, participants, and circumstances; and (c) sequences or complexes of figures, making up a clause complex in which the figures relate to each other by way of taxis and logico-semantic relations.

<sup>21</sup> The parentheses indicate that the functional constituent is not obligatory.



TRANSITIVITY” (p. 205), respectively. Unlike Halliday (1985a, 1994a) as well as Halliday and Matthiessen (2004), who distinguish six process types – material, mental, verbal, relational, behavioral, and existential, Matthiessen (1995, p. 210-211) along with Halliday and Matthiessen (1999, p. 67) recognize only the first four. Within such an interpretation, behavioral<sup>22</sup> and existential processes are subtypes of material and relational processes, respectively.

Processes	Participants			
	<p><b>Material:</b> They express concrete or abstract actions performed by some entity and extended, or not, to some other entity. The actions are either doings or happenings. If doings, they are either creative (make-type) or transformative (do-to-or-with type). If happenings, they are eventive, behavioral, or meteorological. These are, therefore, processes of ‘doing &amp; happening’.</p>			
	<p><b>Actor:</b> Entity that performs the action. There may be an <b>Initiator</b> that puts the Actor in motion in causative material clauses.</p>			
	<p><b>Goal:</b> Entity to which the action extends if the process is a doing, being its target.</p>			
	<p><b>Range:</b> Entity to which the action extends if the process is a happening, being either its domain (‘climb a mountain’) or its actual expression when the verb is lexically empty (‘take a shower’).</p>			
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"><b>Beneficiary:</b> Entity that is benefited by the unfolding of the process.</td> <td style="width: 50%;"><b>Recipient:</b> Entity to whom goods are given.</td> </tr> <tr> <td></td> <td><b>Client:</b> Entity for whom services are done.</td> </tr> </table>	<b>Beneficiary:</b> Entity that is benefited by the unfolding of the process.	<b>Recipient:</b> Entity to whom goods are given.	
<b>Beneficiary:</b> Entity that is benefited by the unfolding of the process.	<b>Recipient:</b> Entity to whom goods are given.			
	<b>Client:</b> Entity for whom services are done.			
	<p><b>Attribute:</b> Quality of the Actor or Goal as the outcome of the completion of a doing process.</p>			
	<p><b>Senser:</b> Entity that holds the intrinsic or attributed capacity to perceive, to perform cognitive activities, to desiderate, and to feel emotions.</p>			
	<p><b>Phenomenon:</b> People, things, abstractions, or facts that are detected by intrinsic or attributed consciousness. The Phenomenon can be hyperphenomenalized as a macrophenomenon or a metaphenomenon. Macrophenomena are down-ranked non-finite clauses that function as Phenomenon of perceptive and emotive processes. Metaphenomena are either facts realized by down-ranked finite clauses that function as Phenomenon of perceptive and emotive processes or ideas realized by ranking clauses that are projected by cognitive and desiderative processes when, interpersonally, the former are propositions and the latter, proposals. Ideas are not constituents of mental clauses.</p>			

<sup>22</sup> Matthiessen (1995, p. 212-214) does not even include the ‘Behaver’ – that who carries out a behavior – among the material-process-related participant roles. However, he just mentions it in passing (p. 251). In the cross-sectional part of the study, I categorized behavioral processes as material, mental, or verbal since the borderline between the former type of process and the latter three is tenuous, which often leads to unnecessary ambiguities.

	<b>Verbal:</b>		<p><b>Sayer:</b> Entity that performs the saying or, more broadly, the “. . . symbolic exchange of meaning . . .” Unlike the Senser, the Sayer does not have necessarily to be endowed with consciousness.</p>	
	They express “. . . any kind of symbolic exchange of meaning . . .” (Halliday, 1994a, p. 140), being, thus, processes of ‘saying’.		<p><b>Verbiage:</b> The quantum of saying or meaning that is exchanged symbolically; that which is verbalized. The Verbiage is not an effective participant when it is a locution realized by ranking clauses projected by the verbal process either paratactically, in quoted speech, or hypotactically, in reported speech. Both types of locution can be projected either by indicating or imperating verbal processes: The former project propositions while the latter, proposals.</p>	
			<p><b>Receiver:</b> That with whom or what meaning is exchanged symbolically; that to whom or what the saying/verbalization is directed.</p>	
			<p><b>Target:</b> Entity on whom or what the Sayer acts verbally.</p>	
	<b>Existential:</b>	They express the existence of people, objects, institutions, abstractions, events, or actions.	<p><b>Existent:</b> Entity whose existence is declared in existential proper clauses or whose appearance of existence, coming into existence, or emergence is declared in existential plus clauses.</p>	
		<b>Ascriptive:</b>	They express the relationship of characterization of an entity by another. The characterization mode of relationship, in turn, can be of three types: intensive, circumstantial, and possessive.	<p><b>Carrier:</b> Entity that holds/carries the characteristic ascribed by the other entity.</p>
	<b>Relational:</b>	They are processes of ‘being & having’. There are two types of ‘being & having’: (a) existential – the limiting case as it involves a single entity, and (b) expanding – the unmarked case as it involves two separate entities that relate to each other.	<b>Identifying:</b>	<p><b>Attribute:</b> Entity that is the characteristic/attribute ascribed to the other entity. The participants Carrier and Attribute are irreversible in terms of the configurational positions they occupy within the clause. There may be an <b>Attributor</b> of the Attribute in causative relational clauses of the intensive type.</p>
		<p><b>Identifier:</b> Entity that provides the identity of the other one.</p>		
		<p><b>Identified:</b> Entity that receives the identity from the other one. The participants Identifier and Identified are reversible in terms of the configurational positions they occupy within the clause as they share a single referent.</p>		
		<p><b>Token and Value:</b> Participants that distinguish between the same-referent participants Identifier and Identified. The relationship between Token and Value is the one of realization: The Value – the content/signified – is realized by the Token – the expression/signifier. If the Token is conflated with the Identified (Value=Identifier), the clausal identity decodes it in regard to the Value, and the clause is identifying-decoding. If the Value is conflated with the Identified (Token=Identifier), the clausal identity encodes it in regard to the Token, and the clause is identifying-encoding. There may be an <b>Assigner</b> of the identity in causative relational clauses of the intensive type.</p>		

Figure 2.4. Nuclear transitivity.

Circumstances		
Type	Subtype	Examples
Extent	Distance	for two blocks / every 100 meters / a long way
	Duration	for five years / since 2002 / every six hours
	Frequency	once / twice / three times
Location	Place	at home / in the bedroom / on the table
	Time	at one o'clock / in January / on Tuesday
Manner	Means	with a knife / by means of an e-mail / through books
	Quality	beautifully / in a happy way / with happiness
	Comparison	like everybody else / unlike most students
	Degree	deeply / to a high degree / to a low extent
Cause	Reason	because of the rain / due to the exam / thanks to money
	Purpose	for the purpose of restoring his sight / for the sake of recovering her health
	Behalf	on behalf of the LGBTT minority / in favor of same-sex marriage / against discrimination
Contingency	Condition	in case of fire / in the event of a storm / on condition of leaving now
	Default	in the absence of fair play / in default of justice
	Concession	in spite of prejudice / regardless of the difficulties / notwithstanding her bad health
Accompaniment	Comitative	with João / without Mary
	Additive	as well as Shirley / instead of the President
Role	Guise	as a teacher / in the role of your representative
	Product	(grow) into a beautiful person / (cut) in cubes
Matter	X	about your life / (talk) of the causes of bigotry
Angle	Source	in the words of Halliday / according to Matthiessen
	Viewpoint	to me / in my view / from the standpoint of SFG

Figure 2.5. Circumstantial transitivity.

Nuclear and circumstantial transitivity are exemplified by clauses (C) extracted from the corpus – made up of Personal Experiences (PE) and Picture Narratives (PN) (see Appendix L) – produced by the English-as-a-native-language-speaking secondary subjects (SS1 through SS6) as described in Subsection 4.3.1.2. The sample clauses were placed in Figures 2.6 through 2.9.

Clause Type/ Identification	Sample Material Clauses and Respective Configurational Functions							
Creative Doing SS1/PE/C127	so	they	could write up	their incident report.				
	X	Actor	Process: Material	Goal				
Transformative Doing SS3/PN/C7	But instead,	Little Jenny	gave	Mr. Kitty	a cookie	as a meal.		
	X	Actor	Process: Material	Beneficiary: Recipient	Goal	Circumstance: Role/Guise		
Transformative Doing SS6/PE/C36	I	was going to	willingly	allow	some unknown doctor	to put	a needle and thread	in my face!
	Initiator	Process:	Circumstance: Manner/ Quality	Mate...	Actor	...rial	Goal	Circumstance: Location/Place

Transformative Doing SS2/PN/C56	I	threw	my bedroom door	open	
	Actor	Process: Material	Goal	Attribute	
Eventive Happening SS5/PN/C2	One day	Jenny	had planned to read	Whiskers	a story
	Circumstance: Location/Time	Actor	Process: Material	Beneficiary: Client	Range
Behavioral Happening SS1/PN/C3	because	her kitty cat, Spike,	was sleeping	on the bed.	
	X	Actor	Process: Material	Circumstance: Location/Place	
Meteorological Happening SS1/PE/C37	It	was freezing	to death	on the bus,	
	no configurational function in transitivity	Process: Material	Circumstance: Manner/Degree	Circumstance: Location/Place	

Figure 2.6. Material clauses.

Clause Type/ Identification	Sample Mental Clauses and Respective Configurational Functions				
Perceptive Phenomenal SS2/PN/C55	what	I	saw	with my own two eyes.	
	Phenomenon	Senser	Process: Mental/Perceptive/Visual	Circumstance: Manner/Means	
Perceptive Macrophenomenal SS6/PN/C17	when	he	heard	[[Hubert the yellow bird yell something.]]	
	Circumstance: Location/Time	Senser	Process: Mental/Perceptive/Auditory	Macrophenomenon	
Perceptive Metaphenomenal SS1/PE/C110	and	(I)	saw	[[that the entire back side of the bus was on fire.]]	
	X	Senser (retrievable from C109 in anaphorically elliptical C110)	Process: Mental/Perceptive/ Visual	Metaphenomenon/ fact	
Cognitive Phenomenal SS1/PE/C57	I	didn't think	anything	of it	
	Senser	Process: Mental/Cognitive/Thinking	Phenomenon	Circumstance: Matter	
Cognitive Metaphenomenal SS4/PN/C50	and	in time	Maria	realized	51    that it was better [[for him to fly free in nature.]]
	X	Circumstance: Location/Time	Senser	Process: Mental/ Cognitive/ Understanding	Metaphenomenon/ idea
Desiderative Phenomenal SS4/PE/C11	although	(I)	having planned	it all	carefully
	X	Senser (retrievable from C10 in non-finite C11)	Process: Mental/ Desiderative/ Plan	Phenomenon	Circumstance: Manner/ Quality

Desiderative Metaphenomenal SS5/PE/C11	I	decided	12    I would attend another event [[they organized on Wednesday.]]	
	Sensor	Process: Mental/Desiderative/ Decision	Metaphenomenon/idea	
Emotive Phenomenal SS4/PN/C45	Outside in the backyard,	Sunny	enjoyed	the fresh air and sunlight.
	Circumstance: Location/Place	Sensor	Process: Mental/Emotive/ Interest-Attention	Phenomenon
Emotive Macrophenomenal SS3/PE/C36	Now	I	resent	[[not having stayed a bit longer,]]
	Circumstance: Location/Time	Sensor	Process: Mental/Emotive/Anger	Macrophenomenon
Emotive Metaphenomenal	Nonexistent in Primary or Secondary Corpus The metaphenomenon/fact of an emotive metaphenomenal clause is a finite, rather than non-finite, down-ranked clause.			

Figure 2.7. Mental clauses.

Clause Type/ Identification	Sample Verbal Clauses and Respective Configurational Functions				
Verbalization as Verbiage Without Receiver SS6/PN/C19	that	Hector	did not speak	Parakeet	at all,
	X	Sayer	Process: Verbal	Verbiage	Circumstance: Manner/Degree
Verbalization as Verbiage With Receiver SS6/PE/C11	(I)	yelling	something	to my little boyfriend, Julian Fertman,	
	Sayer (retrievable from C10 in non- finite C11)	Process: Verbal	Verbiage	Receiver	
Verbalization With Target	Nonexistent in Primary or Secondary Corpus The following, among others, are verbs whose Sayer can act verbally upon a given entity that is configurationally called Target: “praise, insult, abuse, slander, flatter, blame, criticize, chide” (Halliday & Matthiessen, 2004, p. 255).				
Verbalization as Quoted Locution / Indicating SS3/PN/C31	30    “Really! . . . 32    Let me try it”.		Replied	Mr. Kitty.	
	quoted locution		Process: indicating Verbal	Sayer	
Verbalization as Quoted Locution / Imperating	Nonexistent in Primary or Secondary Corpus The following, among others, are imperating verbal processes: “tell (sb to do), ask (sb to do), order, command, require, promise, threaten, persuade (sb to do), convince (sb to do), entreat, implore, beg” (Halliday & Matthiessen, 2004, p. 255).				
Verbalization as Reported Locution / Indicating SS1/PE/C12	and	(he)	told	me	13    that he wouldn’t be able to take me
	X	Sayer (retrievable from C11 in anaphorically elliptical C12)	Process: indicating Verbal	Receiver	reported locution

Verbalization as Reported Location / Imperating SS4/PE/C33	and	(I)	continued to encourage	Stacey	34    to be strong and patient.
	X	Sayer (retrievable from C31 in anaphorically elliptical C33)	Process: imperating Verbal	Receiver	reported locution

Figure 2.8. Verbal clauses.

Clause Type/ Identification	Sample Relational Clauses and Respective Configurational Functions						
Existential (proper) SS1/PE/C128	Then	there		was		nothing [[ to do ]]	
	Circumstance: Location/Time	no configurational function in transitivity		Process: Relational/Existential		Existent	
Existential (plus) SS6/PE/C19	and	there		appeared		a big, burly lifeguard [[who grabbed me out of the water with only one of his huge hands.]]	
	X	no configurational function in transitivity		Process: Relational/Existential		Existent	
Ascriptive Intensive SS5/PN/C11	Finally,	Whiskers	was	alone	in the big dining room	with Goldie, the canary.	
	X	Carrier	Process: Relational	Attribute	Circumstance: Location/Place	Circumstance: Accompaniment/Comitative	
Ascriptive Circumstantial SS1/PE/C26	so	I	needed to stay		in town	for that.	
	X	Carrier	Process: Relational		Attribute	Circumstance: Cause/Purpose	
Ascriptive Possessive SS3/PE/C18	We	really	had had			no idea [[ what to expect ]]	
	Carrier	X	Process: Relational			Attribute	
Identifying Intensive Decoding SS2/PN/C5	because,	it [Charlotte's Web]		's		my favorite book.	
	X	Identifier/Value		Process: Relational		Identified/Token	
Identifying Intensive Encoding SS2/PN/C62	The only noise, other than my screams,			was		Tiger's whines.	
	Identifier/Token			Process: Relational		Identified/Value	
Identifying Circumstantial Encoding	Nonexistent in Primary or Secondary Corpus If entity1 is said to be within entity2, the former conflates Identified with Value while the latter, Identifier with Token; thus, the circumstantial relational clause is encoding.						
Identifying Possessive Decoding	Nonexistent in Primary or Secondary Corpus If entity1 is said to possess entity2, the former conflates Identified with Token while the latter, Identifier with Value; thus, the possessive relational clause is decoding.						
Ascriptive Intensive With Attributor SS3/PN/C25	No wonder	I	have	always	considered	Tweeter	smart.
	X	Attributor	Process...	X	Relational	Carrier	Attribute

Identifying Intensive Decoding With Assigner SS4/PE/C37	that [a small baby]	she and her husband	named	Colton.
	Identified/Token	Assigner	Process: Relational	Identifier/Value

Figure 2.9. Relational clauses.

Nuclear transitivity can be viewed from two different but complementary perspectives: a particularizing or transitivity proper model and a generalizing or ergative model.<sup>23</sup> The former divides human experience into particular types of process with their respective specific set of participants as seen in Figure 2.4 and revolves around the feature of extension: The process into which a participant enters may either extend, transcend to, or impact another participant – transitive clause – or not – intransitive clause (Matthiessen, 1995, p. 795). The latter represents human experience as one single whole by means of an all encompassing generalized process with the obligatory, inherent-to-the-process participant Medium and the optional participant Agent; its organization is construed around the feature of causation: The monolithic combination of Process and Medium may be caused externally by the Agent (ergative or effective clause) or not (nonergative or middle clause). Therefore, whereas the Agent is the participant that causes the occurrence of the process, the Medium is the participant that engenders the means for its occurrence. Both models share the same region of circumstantial transitivity.

Besides the Agent and the Medium, the ergative model may also have two other participants, namely, the Beneficiary and the Range that, like the first two, cut across the process types recognized by the transitivity model. Inasmuch as the Beneficiary is concerned, it is found mostly in material clauses – as either the Recipient or the Client presented in Figure 2.4 – and in verbal clauses – as the Receiver displayed in the same figure. In regard to the

<sup>23</sup> Halliday and Matthiessen (2004) warn “. . . that ‘transitivity’ is the name for the whole system, including both the ‘transitive’ model and the ‘ergative’ one. ‘Ergativity’ is thus not the name of a system, but of a property of the system of transitivity” (p. 281).

Range, it is the Phenomenon, the Macrophenomenon, or the fact type of Metaphenomenon in mental clauses; the Verbiage in verbal clauses; the Attribute in ascriptive relational clauses; the Value in identifying relational clauses. When it comes to material clauses, the ergative Range merges with the transitive Range of Figure 2.4. In order to prevent the terminological ambiguity, Halliday and Matthiessen (2004, pp. 190-195/293-295) introduced the term ‘Scope’ to be the name of the transitive Range. Despite acknowledging the relevance of the new term, I found it unnecessary to add it to the current work.

Effective and middle clauses, again extracted from the secondary corpus (see Appendix L), are exemplified in Figure 2.10. The way the ergative perspective of the sample clauses relates to their transitivity perspective is also demonstrated.

Identification/ Clause Type	Samples of Effective and Middle Clauses and Respective Transitive Analysis						
SS1/PN/C23	that	definitely	he	couldn't	physically	open	Max's cage,
Ergative Effective	X	X	Agent	Pro...	Circumstance: Manner/Means	...cess	Medium
Transitive Analysis	X	X	Actor	Process:	Circumstance: Manner/Means	Material	Goal
SS1/PN/C26	As a result,		the door		opened,		
Ergative Nonranged Middle	X		Medium		Process		
Transitive Analysis	X		Actor		Process: Material		
SS3/PN/C2	as	Little Jenny McGillicutty		read	fairy tales.		
Ergative Ranged Middle	X	Medium		Process	Range		
Transitive Analysis	X	Actor		Process: Material	Range (Scope)		

Figure 2.10. Effective and middle clauses.



### 2.2.1.2 Mood structural layer

The mood structural layer constitutes a move<sup>24</sup> in the speaker's interactions with others, ". . . construing [her/his] intersubjectivity, whereby social relations are created, maintained, and . . . changed" (Hasan & Perrett, 1994, p. 207). The move can be either a proposition (statement or question – exchange of information by giving or demanding it, respectively) or a proposal (offer or command – exchange of goods-and-services also by giving or demanding them, respectively). Propositions and proposals can be construed thanks to the configurational functions of Mood and Residue. These along with their functional subdivisions, when disposed within the most unmarked format of a move or clause as exchange, are realized by the classes of the group/phrase rank as shown in Figure 2.11.

Mood Configurational Functions				
Mood		Residue		
Subject	(Finite)	Predicate	(Complement)	(circumstantial Adjunct)
Nominal Group	Temporal or Modal Operator	Lexical Verb	Nominal Group	Adverbial Group or Prepositional Phrase
Classes of...				

Figure 2.11. Mood functions and their respective classes.

As demonstrated in the figure, the Mood fragment of the clause as exchange has its own structure, which contains further configurational functions, namely, the Subject and the Finite. The Subject, according to Halliday and Matthiessen (2004), is the constituent which is ". . . responsible for the functioning of the clause as an interactive event" (p.117) and, hence, ". . . carries the **modal responsibility**; that is, responsibility for the validity of what is being . . . stated, questioned [propositions], commanded or

<sup>24</sup> Halliday and Matthiessen (1999, p. 525) utilize this term. In fact, the terms 'figure' (see Footnote 20) and 'move' can already be found in Matthiessen (1995, p. 189). They are maintained in Halliday and Matthiessen (2004, pp. 108/169-170), where the term 'sequence' also appears (pp. 363-364).

offered [proposals] in the clause” (p. 119). There is an explicit choice, on the part of the referred to scholars, for the concept of validity rather than that of truth derived from formal semantics since they claim that “[s]emantics has nothing to do with truth; it is concerned with consensus about validity, and consensus is negotiated in dialogue” (p. 117). The Finite is the constituent which makes propositions and proposals arguable by way of providing them with a reference mark in relation to “. . . the here and now . . .” or their “. . . context in the speech event” (p. 115). The reference mark is established by way of deixicity. While propositions are governed by temporal deixis – “. . . reference to the time of speaking . . .” or “. . . **primary tense** . . .”, proposals are ruled by means of modal deixis – “. . . the judgement of the speaker . . .” or “. . . **modality**” (p.115). As can be seen in Figure 2.11, the Finite configurational function is realized by temporal or modal operators, which, in turn, besides conveying the constructs of primary tense and modality respectively, also contribute to the arguability of propositions and proposals through the specification of either positive or negative polarity.

Like the Mood, the Residue fragment of the clause as exchange also holds a structure of its own, whose additional configurational functions are as follows: Predicator, Complement, and circumstantial Adjunct. The Predicator is constituted by all verbs, other than the Finite, within the verbal group. The Complement(s) is/are the nominal group(s) except for the one that realizes the Subject. Nominal groups whose Head is an adjective will always be Complements since in transitivity they play the participant role of Attribute, which can never be Subject. The circumstantial Adjunct(s) is/are the adverbial group(s) and/or prepositional phrase(s) that set(s) the circumstance(s) under which the move is made by the interactant.

The function of the Mood is to make possible the continued succession of moves – propositions and proposals – in interaction. Such continuity is achieved through the

interactants' manipulating not only the configurational positions but also the presence or absence of the Subject and the Finite, opening the way to the different clausal mood types, namely, indicative and imperative. The former is the mood of propositions and, as such, offers the subtypes: (a) declarative (statements and exclamations), and (b) interrogative (wh- and yes/no questions). The latter is the unmarked mood of proposals, furnishing the subtypes: (a) oblativ (offers), (b) suggestive (suggestions, with and without the connotation of commands), and (c) jussive (commands). The configurational realizations of the aforementioned mood types and sample clauses from the secondary corpus (see Appendix L) containing them<sup>25</sup> are found in Figures 2.12 and 2.13, respectively.

Mood Types			Configurational Realizations	
Indicative	Declarative	Statements		Subject^Finite
		Exclamations		Wh-^Subject^Finite
	Interrogative	Wh- Questions	Wh- as Subject	Wh-/Subject^Finite
			Wh- as Complement	Wh-/Complement^Finite^Subject
			Wh- as Adjunct	Wh-/Adjunct^Finite^Subject
Yes/No Questions		Finite^Subject		
Imperative	Oblative		Let me/Subject^Residue Finite^Let me/Subject^Residue (Finite^Not)^Let me/Subject^(Not)^Residue	
	Suggestive		Let's/Subject^Residue Finite^Let's/Subject^Residue (Finite^Not)^Let's/Subject^(Not)^Residue	
	Jussive		Residue Subject^Residue Subject^Finite^Residue Finite^Residue Finite^Not^Residue Finite^Not^Subject^Residue	

Figure 2.12. Mood types and respective configurational realizations.

<sup>25</sup> The source of the sample clauses (C) is once more the Personal Experiences (PE) and the Picture Narratives (PN) rendered by the secondary subjects (SS1 through SS6) (see Appendix L).

Clause Type/ Identification	Sample Clauses of Different Mood Types and Respective Configurational Functions					
Indicative/ Declarative/ Statement/ Positive Polarity SS6/PN/C31	They all	lived		happily	ever after	in better-suited environments.
	Subject	past	live	circumstantial Adjunct	circumstantial Adjunct	circumstantial Adjunct
		positive Finite	Predicator			
Mood	Residue					
Indicative/ Declarative/ Statement/ Negative Polarity SS6/PE/C26	and	I	didn't cry			a single tear
	X	Subject	didn't	cry		Complement
			negative Finite	Predicator		
X	Mood		Residue			
Indicative/ Declarative/ Exclamation	Nonexistent in Primary or Secondary Corpus “These clauses have the WH- element <i>what</i> or <i>how</i> , in nominal or adverbial group. . . . <i>what</i> conflates with a Complement . . . . <i>how</i> conflates with an Adjunct . . .” (Halliday & Matthiessen, 2004, p. 137).					
Indicative/ Interrogative/ Wh- Question/ Wh- as Subject SS3/PN/C43	“What		is		happening?”	
	Subject	is		happening		
		positive Finite		Predicator		
Mood		Residue				
Indicative/ Interrogative/ Wh- Question/ Wh- as Complement	Nonexistent in Primary or Secondary Corpus “If it [WH- element] is conflated with the Subject, it is part of the Mood, and the order within the Mood element must therefore be Subject ^ Finite [as in SS3/PN/C43] . . . . If . . . the WH- element is conflated with a Complement					
Indicative/ Interrogative/ Wh- Question/ Wh- as Adjunct	Nonexistent in Primary or Secondary Corpus or Adjunct, it is part of the Residue; and . . . the typical interrogative ordering within the Mood element reasserts itself, and we have Finite preceding Subject . . .” (Halliday & Matthiessen, 2004, p. 136).					
Indicative/ Interrogative/ Yes/No Question SS3/PN/C13	“Hey	Mr. Kitty,	aren't		you	hungry?”
	X	Vocative <sup>26</sup>	present + not	be	Subject	Complement
			negative Finite	Predicator		
X	X	Mo...	Resi...	...od	...due	
Imperative/ Oblative SS2/PN/C41	Let me	first	describe	the few moments [[before I entered the living room.]]		
	Subject	circumstantial Adjunct	describe	Complement		
			Predicator			
Mood	Residue					
Imperative/ Suggestive	Nonexistent in Primary or Secondary Corpus “In a suggestive clause, the speaker assigns responsibility for the success of the proposal to both himself / herself and the addressee. . . . [T]he value of the Subject has to be made explicit . . . as <i>let's</i> . If there is a Finite element, the Subject follows ( <i>Don't/ Do let's ...</i> )” (Matthiessen, 1995, p. 425).					

<sup>26</sup> Halliday and Matthiessen (2004) postulate that, although the Vocative belongs to the mood structural layer of the clause, it is not a constituent of either the Mood or the Residue. Interpersonally, it serves the functions of identifying the addressor, calling her/his attention, or establishing a hierarchical relationship with her/him (pp. 133-134). Textually, however, it holds the configurational function of one of the interpersonal types of Theme as will be shown in Subsection 2.2.1.3.

Imperative/ Jussive	Nonexistent in Primary or Secondary Corpus “Jussive clauses realize commands; the Subject = addressee is held responsible for complying. A positive jussive clause typically consists of only Residue. . . . The Finite has to be present if the clause is negative . . . to carry the negative polarity; in a positive clause, it is only present if the positive polarity is salient . . . . The Subject may be present, either just to specify the addressee, <i>you</i> , or to specify a non-specific addressee, <i>somebody</i> ” (Matthiessen, 1995, p. 424).
------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Figure 2.13. Clauses of different mood types.

The function of the Residue in interaction comes from the functions performed by its constituents:

1. The Predicator, among other things, is responsible for the realization of secondary tenses within temporal deixis: Whereas the primary tense conveys time – present, past, or future – in reference to the time of speaking, secondary tenses convey time – present, past, or future – in reference to “. . . the time selected in the previous tense” (Halliday & Matthiessen, 2004, p. 337). The verbal group ‘had been waiting’, for example, in the down-ranked clause of “that this was the opportunity [[he had been waiting for.]]” (SS5/PN/C6) has the Finite ‘had’ as primary tense – past time in reference to the time of speaking, the first secondary tense ‘been’ – past time in reference to the past time of the primary tense, and the second secondary tense ‘waiting’ – present time in reference to the past time of the first secondary tense, yielding the resulting tense ‘present in past in past’ (see a more detailed analysis in Figure 2.14). Furthermore, the Predicator holds responsibility over three other aspects: (a) the specification of the type of meaning relationship between two lexical verbs when the Predicator is a verbal group complex – **phase** (reality-phase: *apparent* – ‘seem/appear to do’, *realized* – ‘prove/turn out to do’; time-phase: *inceptive/conclusive* – ‘start/begin/cease doing/to do-get/stop doing’, *durative* – ‘keep/go on doing’), **conation** (potentiality-conation: presence or absence of *ability to succeed* – ‘be (un)able/(not) know how/learn to do-practice doing’; actuality-conation: presence or absence of

*attempt and success* – ‘try/attempt/manage/get to do-avoid/(can’t) help/succeed in doing-fail (in) doing/to do’), and **circumstance** (time: ‘begin by/end up (by) doing-tend to do’; manner-quality: ‘hasten/venture/hesitate/regret to do-insist on doing’; cause-reason: ‘happen/remember/forget to do’; cause-purpose: ‘try doing’; contingency-concession: ‘come/get to do’; accompaniment: ‘help (to) do-help (in, with) doing’); (b) the specification of clausal voice – active (operative) or passive (receptive), which is a function that extrapolates mood structure and transcends to theme structure as it enables different constituents to receive thematic focus; and (c) the specification, in transitivity structure, of the process type in accordance with the category of participant the Subject fits in. The functions of the Predicator are illustrated through the clauses – also produced by the secondary subjects (see Appendix L) – in Figure 2.14.

Clause Type/ Identification	Sample Clauses Illustrative of the Predicator’s Different Functions				
Temporal Deixis Secondary Tense SS1/PE/C14	because	it	was going to snow		that evening.
	X	Subject	was	going to snow	circumstantial Adjunct
			positive Finite primary tense: past	Predicator secondary tense: future	
			resulting tense: ‘future in past’		
X	Mood		Residue		
Temporal Deixis Secondary Tense Recursive SS5/PN/C6	he		had been waiting for.		
	Subject	had		been waiting for.	
		positive Finite primary tense: past	Predicator secondary tense 1: past secondary tense 2: present		
		resulting tense: ‘present in past in past’			
Mood		Residue			
Verbal Group Complex Phase SS4/PN/C26	Tiger		began to paw		at the cage.
	Subject	past	begin to paw		circumstantial Adjunct
		positive Finite	Predicator verbal group complex: time-phase: inceptive/conclusive		
		Mood		Residue	

Verbal Group Complex Conation SS5/PN/C20	and	(he)	tried to open		Goldie's cage	with his paw.
	X	Subject (retrievable from C19 in anaphorically elliptical C20)	past	try to open	Complement	circumstantial Adjunct
			positive Finite	Predicator verbal group complex: actuality-conation		
X	Mood		Residue			
Verbal Group Complex Circumstance SS3/PE/C8	if	we	insisted on going,			
	X	Subject	past	insist on going,		
			positive Finite	Predicator verbal group complex: circumstance: manner-quality		
X	Mood		Residue			
Clausal Voice Operative SS6/PE/C29	if	I	spilled		blood	in the \$50,000 car.
	X	Subject = Actor	past	spill	Complement = Goal	circumstantial Adjunct
			positive Finite	Predicator (no secondary tense with 'be')		
X	Mood		Residue			
Clausal Voice Receptive SS4/PE/C27	She	had been	well	medicated	for her pain	
	Subject = Goal	had	been	Circumstantial Adjunct	medicated	circumstantial Adjunct
		posit. Finite	Pre...		...dicator (secondary tense with be)	
Mood		Residue				
Process Type SS2/PN/C65	A moment later,	I	noticed		Tweetie	there on the coffee table,
	X	Subject (conscious being capable of perceiving)	past	notice	Complement	circumstantial Adjunct
			posit. Finite	Predicator (lexical verb expressing perception implies a mental process of perception)		
X	Mood		Residue			

Figure 2.14. The different functions of the Predicator.

2. The Complement, since it is endowed with the potentiality to become Subject, has a function that is a corollary of the Predicator's clausal-voice-related function. When the voice of the Predicator shifts from operative to receptive, it is the Complement(s) that will automatically move to Theme position, changing the meaning of the whole move (see SS4/PE/C27 in Figure 2.14).

3. The Adjunct that may occupy a constituent position in the Residue is of the circumstantial type, and, as stated earlier, it makes explicit the circumstance under which the interactant carries out the interactional move. There are, however, two other types of Adjuncts – modal and conjunctive. While the former occupy different positions in mood structure – but in the Mood rather than in the Residue, the latter occur in thematic structure only. The modal Adjuncts, in turn, encompass two types and are used to achieve the aim of modal assessment. They are as indicated in Figure 2.15.

<b>Types of Modal Adjuncts</b>	<b>Subtype</b>	<b>Lexical Realizations</b>
<p><b><u>Mood Adjuncts:</u></b> Their degree of involvement in the structure of the Mood is very high; as such, they most commonly occur right before or right after the Finite. However, they are also found before the Subject as Theme (except for the intensity ones) or “. . . at the end of the clause as Afterthought” (Halliday &amp; Matthiessen, 2004, p. 126).</p>	<p><b>Temporality:</b> They refer either to primary temporal deixis – remote or near present, past, or future in relation to the time of speaking – or to an expectation (positive or negative) the speaker has in regard to the time of speaking or to secondary tense occasionally.</p>	<p>eventually, soon, once, just, still, already, no longer, not yet</p>
	<p><b>Modality:</b> Either they express high, median, or low probability, or they convey high, median, or low usuality.</p>	<p>probably, certainly, definitely, no way/no how, possibly, perhaps, maybe, hardly, usually, always, never, sometimes, occasionally, seldom, rarely</p>
	<p><b>Intensity:</b> They express degree, which can be total, high, or low, or counterexpectancy, which can be exceeding or limiting.</p>	<p>totally, utterly, entirely, completely, quite, almost, nearly, scarcely, hardly, even, actually, really, in fact, just, simply, merely, only</p>
<p><b><u>Comment Adjuncts:</u></b> Their degree of involvement in the structure of the Mood is much lower than that of mood Adjuncts. They occur only in indicative-mood clauses or propositions.</p>	<p><b>Propositional:</b> The comment, present only in declarative clauses, is directed towards the declarative proposition as such, either to the whole of it or to the Subject alone. They may occur clause medially or “. . . as Theme . . . or in final position as Afterthought” (Halliday &amp; Matthiessen, 2004, p. 130).</p>	<p>naturally, inevitably, of course, obviously, clearly, plainly, doubtless, indubitably, no doubt, unsurprisingly, predictably, to no one’s surprise, surprisingly, unexpectedly, evidently, allegedly, supposedly, arguably, presumably, luckily, fortunately, hopefully, sadly, unfortunately, wisely, cleverly, foolishly, stupidly, rightly, correctly, justifiably, wrongly, unjustifiably</p>



	<p><b>Speech-functional:</b></p> <p>The comment, present in declarative or interrogative clauses, is directed towards the specific speech functions of statement and exclamation or question, respectively. When directed to statements and exclamations, the comment is made from the speaker's viewpoint; when directed to questions, the comment is made in order to find out what the listener's viewpoint is. They occur either thematically or finally in the clause. Either they may modify 'speaking' – being of the qualified subtype, or they may not modify 'speaking' – being of the unqualified subtype.</p>	<p>truly, honestly, seriously, admittedly, certainly, to be sure, actually, really, in fact, as a matter of fact, generally, broadly, roughly, ordinarily, by and large, on the whole, frankly, candidly, to be honest, confidentially, between you and me, personally, for my part, strictly, tentatively</p>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Figure 2.15. Mood and comment Adjuncts and respective lexical realizations.

Figure 2.16 displays secondary-corpus clauses (see Appendix L) that exemplify the subtypes of modal Adjuncts.

Clause Type/ Identification	Sample Clauses Illustrative of Modal Adjuncts' Subtypes						
Mood Adjunct Temporality SS4/PN/C52	In spite of it all,	Maria	was		no longer	sad,	
	circumstantial Adjunct	Subject	past	be	mood Adjunct: temporality: expectation / negative	Complement	
			positive Finite	Predicator			
Re...	Mo...	...si...	...od	...due			
Mood Adjunct Modality SS3/PN/C6	Maybe		I	'll pay		a little visit	to that bird, Tweeter".
	mood Adjunct: modality: modalization / low probability		Subject	will	pay	Complement	Complement
				positive Finite	Predicator		
Mood			Residue				
Mood Adjunct Intensity SS5/PE/C34	that	the "encontro"	was		truly	something spectacular	
	X	Subject	past	be	mood Adjunct: intensity: counter- expectancy / exceeding	Complement	
			positive Finite	Predicator			
X	Mo...		Resi...	...od	...due		

Comment Adjunct Propositional SS1/PE/C24	Unfortunately,		I	had		a final exam		that day,
	comment Adjunct: propositional: on whole		Subject	past	have	Complement	circumstantial Adjunct	
				positive Finite	Predicator			
Mood					Residue			
Comment Adjunct Speech- functional SS1/PE/C51	because	personally	I	hate using		bathrooms	on buses	as well.
	X	comment Adjunct: speech- functional: qualified	Subject	present	hate using	Complement	circumstantial Adjunct	circumstantial Adjunct
				positive Finite	Predicator			
X	Mood				Residue			

Figure 2.16. Clauses with modal Adjuncts.

Going back to the Mood fragment of the clause as exchange, it is now time to say a word about modal deixis or modality, whose definition is intimately tied to that of polarity as expressed by the Finite. On the one hand, “[p]olarity is . . . a choice between yes and no”; on the other hand, “[w]hat . . . modality . . . does is to construe the region of uncertainty that lies between ‘yes’ and ‘no’” (Halliday & Matthiessen, 2004, pp. 146-147). Modality, however, is not a monolithic construct as it subdivides into two types: When positive and negative mean assertion and denial – ‘it is’-‘it isn’t’, modality has to do with the speech functions actualized by propositions – statements and questions – and is termed modalization; when the poles mean prescription and proscription – ‘do’-‘don’t do’, modality refers, instead, to the speech functions instantiated by proposals – commands and offers – and is named modulation.<sup>27</sup> The regions of uncertainty covered by modalization are degrees of probability and usuality for both statements and questions while the areas of intermediacy covered by modulation are degrees of obligation for commands and degrees of readiness for offers. The latter is still

<sup>27</sup> From a philosophical perspective, modalization has been known as epistemic modality and modulation, deontic modality.

subdivided into degrees of inclination and ability. The modality types are realized lexico-grammatically as indicated in Figure 2.17.

Types		Realizations
Modalization	Probability	1. Finite modal operator (can, may, could, might, will, would, should, must, ought to, etc), OR
	or	2. Mood Adjunct of the modality subtype (see Figure 2.15), OR
	Usuality	3. 1 and 2 simultaneously.
Modulation	Obligation	1. Finite modal operator (can, may, could, might, will, would, should, must, ought to, etc), OR
	or Readiness Inclination or Ability	2. Expansion of the Predicator by way of the passive voice ('be supposed to do') or an adjective ('anxious to do').

Figure 2.17. Configurational realizations of modality types.

All types of modality, in order to convey the many differentiated meanings pertaining to assessments and opinions, combine with the aspects of value (outer/low, median, outer/high), orientation (objective, subjective), and manifestation (implicit, explicit). There are, however, some combinatory restrictions: (a) If the manifestation is explicit, the type has to be either modalization/probability or modulation/obligation; (b) if the manifestation is explicit and the orientation is objective, the type has to be modalization/usuality; and (c) if the type is modulation/readiness/ability, the value has to be outer/low. The definitions and lexico-grammatical realizations of the modality aspects and their respective subspects are shown in Figure 2.18.

Aspects and Subaspects		Definitions	Lexical Realizations
Value	Outer/Low	It construes the inferior (low) extreme (outer) or weakest degree of the modality types.	can, possibly, I suppose, it's possible, sometimes, it's rare, allowed to, I'll let, it's permissible, will, willing to, able to, etc
	Median	It construes the intermediate (in between the outer values) degree of the modality types.	would, probably, I think, it's likely, usually, it's usual, should, had better, supposed to, I want, it's desirable, would like to, eager to, etc
	Outer/High	It construes the superior (high) extreme (outer) or strongest degree of the modality types.	must, certainly, I know, it's certain, always, (n)ever, have to, required to, I insist, it's necessary, determined to, etc
Orientation	Objective	It construes the source of the assessments and opinions expressed by the modality types as if it were not the speaker.	probably, it's likely, usually, it's usual, supposed to, it's desirable, eager to, possibly, it's possible, sometimes, it's rare, allowed to, it's permissible, willing to, able to, certainly, it's certain, always, (n)ever, required to, it's necessary, determined to, etc
	Subjective	It construes the speaker as the source of the assessments and opinions expressed by the modality types.	will, I think, should, had better, I want, would like to, can, I suppose, I'll let, must, I know, have to, I insist, etc
Manifestation	Implicit	It construes the assessments and opinions expressed by the modality types without declaring their source.	will, probably, can, possibly, must, certainly, usually, sometimes, always, (n)ever, should, had better, supposed to, allowed to, have to, required to, would like to, eager to, willing to, determined to, etc
	Explicit	It construes the assessments and opinions expressed by the modality types declaring what their source is. When the manifestation is explicit and the polarity is negative, the latter may be located directly within the modality segment of the clause or it may be transferred to the segment where the modality source is declared.	I think, it's likely, I suppose, it's possible, I know, it's certain, it's usual, it's rare, I want, it's desirable, I'll let, it's permissible, I insist, it's necessary, etc
			Direct Negative: 'I think/it's likely, etc + negative dependent clause'
			Transferred Negative: 'I don't think/it's not likely, etc + positive dependent clause'

Figure 2.18. Modality aspects and subaspects: Definitions and lexical realizations.

The grammar of modality is exemplified through the clauses, extracted from the secondary corpus (see Appendix L), in Figure 2.19.

Clause Type/ identification	Sample Clauses With Modalization or Modulation						
Modalization Probability SS6/PN/C22	if	a game of charades	would clear			things	up.
	X	Subject	would		clear	Complement	up
	X		positive modal Finite of modalization: probability/median/subjective/implicit		Predi...		...cator
	X	Mood			Residue		
Modalization Usuality SS4/PE/C40	I	will	always	remember looking at	Colton	the first time [[I held him,    thinking    of how miraculous it is [[to bring a new child into the world.]] ]]	
	Subject	will	mood Adjunct	remember looking at	Complement	Circumstantial Adjunct	
		positive modal Finite		Predicator			
		modal Finite and mood Adjunct of modalization: usuality/outer- high/objective/implicit					
Mood			Residue				
Modulation Obligation SS5/PN/ C13 and C14	C13: He	didn't want		C14: Goldie	to stay	in there	
	Subject	didn't	want	Subject	to stay	Circumstantial Adjunct	
		negative temporal Finite	Predicator		Predicator		
	Mood		Residue	Mood	Residue		
mental desiderative projecting clause that is the metaphorical source of modulation: obligation/median/subjective/explicit			non-finite modulated projected clause with transferred negative whose modulation source is the projecting clause				
Modulation Readiness/ Inclination SS4/PN/C36	Maria	was determined to catch			Sunny		
	Subject	past	be determined to catch		Complement		
		positive temporal Finite	expanded Predicator by passive voice construing modulation: readiness/inclination/outer- high/objective/implicit				
Mood			Residue				
Modulation Readiness/ Ability SS1/PE/C52	Anyway,	I	couldn't fall		back	asleep.	
	X	Subject	couldn't		fall	circumstantial Adjunct	asleep
			negative modal Finite of modulation: readiness/ability/outer- low/subjective/implicit		Predi...		...cator
	X	Mood			Residue		

Figure 2.19. Modalized and modulated clauses.

Still about the mood structural layer, for a clause to be eligible for choosing between indicative and imperative, it is necessary that it belong to the class of major clauses as opposed to that of minor ones. The former “. . . have the potential for exchanging information or goods & services in dialogue . . .” (Matthiessen, 1995, p. 386) and are distinguished from the latter through the compulsory presence of the Process – as for transitivity – and the Predicator – as for mood. The minor clauses are subdivided into exclamations (without a transitivity or mood structure), alarms, calls, and greetings.

A major clause, in turn, can only opt for a given mood type if it is free as opposed to bound: “A free clause directly realizes a move in a discourse, so it makes a speech functional selection . . . . In contrast, a bound clause is removed from contributing to the development of the discourse as a direct move” (Matthiessen, 1995, p. 386). While a free clause is always finite, a bound one can be either finite or non-finite.

Unlike finite clauses, the non-finite ones are those whose verbal group lacks the temporal or modal operators that realize the Finite and is left with only the Predicator. Besides the functions of specifying secondary tense(s), the relationship between lexical verbs in complexes, voice, and the process type as listed earlier, the Predicator is also responsible for the determination of aspect: (a) perfective, when it is an infinitive with or without ‘to’; (b) imperfective, when it is a present participle; and (c) neutral, when it is a past participle. As such, non-finite clauses can be perfective, imperfective, or neutral in aspect. Even being deprived of the Finite, they are nonetheless eligible to have the Subject part of the Mood as shown by Quirk, Greenbaum, Leech, and Svartvik (1985):

- (i) INFINITIVE WITH TO
  - without subject: The best thing would be *to tell everybody*.
  - with subject: The best thing would be *for you to tell everybody*. . . .
- (ii) INFINITIVE WITHOUT TO
  - without subject: All I did was *hit him on the head*.
  - with subject: *Rather than you do the job*, I’d prefer to finish it myself. . . .
- (iii) PARTICIPLE WITH -ING
  - without subject: *Leaving the room*, he tripped over the mat.

with subject: *Her aunt having left the room*, I asked Ann for some personal help. . . .

(iv) PARTICIPLE WITH -ED

without subject: *Covered with confusion*, they apologized abjectly.

with subject: *The discussion completed*, the chairman adjourned the meeting for half an hour. . . .

It would be possible *for my son to drive you to the airport* – It would be possible *for you to be driven to the airport by my son*. [passive]

It's his fault for *not* doing anything about it. [negative]

The wisest policy is (for us) *not* to interfere. [negative] (pp. 993-994)

Free clauses can be partially or totally elliptical. In the former case, the Mood is left untouched. In the latter situation, both the Mood – except for the polarity – and the Residue are elided; all that remains, then, is a clausal ‘yes’ or a clausal ‘no’, that is, polarity clauses.

The types of clauses as for their class (major vs. minor), freedom status (free vs. bound), finiteness (finite vs. non-finite), and the extent of ellipsis (partial vs. total) are exemplified in Figure 2.20. The source of the sample clauses is again the secondary corpus (see Appendix L).

Clause Type/ Identification	Sample Clauses of Various Types					
Major Clause SS1/PE/C5	that	it	would be		no problem.	
	X	Subject = Carrier	would	be	Complement = Attribute	
			positive modal Finite of modalization: probability/outer- high/subjective/implicit			Predicator
			Process: Relational			
X		Mood		Residue		
Minor Clause SS5/PN/C25	“Oh no!” A reactive enactment through an exclamation rather than an alarm.					
Free Finite Clause SS2/PE/C3	I		am		32 years old.	
	Subject	present	be	Complement		
		positive Finite			Predicator	
Mood			Residue			
Bound Finite Hypotactic Clause SS3/PN/C2	C1: Mr. Kitty was peacefully sleeping on the bed	as	Little Jenny McGillicutty	read	fairy tales.	
		X	Subject	past	read	
				positive Finite	Predicator	Complement
	X	Mood		Residue		
free clause	bound hypotactic clause					

Non-finite Perfective (to) Bound Hypotactic Clause SS4/PE/C5	to tell		me	
	to tell			
	Predicator		Complement	
	Residue			
Non-Finite Imperfective Bound Hypotactic Clause SS6/PN/C9	asking		her	
	asking			
	Predicator		Complement	
	Residue			
Non-finite Neutral Bound Hypotactic Clause	Nonexistent in Primary or Secondary Corpus Dependent non-finite clause with a past-participle Process + independent finite clause.			
Partially Elliptical Clause SS1/PE/C92	When	he	finally	did, (stopped the bus)
	Circumstantial Adjunct	Subject	mood Adjunct	past
			mood Adjunct of temporality: expectation / positive	positive Finite
	Residue	Mood		
Totally Elliptical Clause SS3/PN/C16	“No,			
	mood Adjunct			
	Mood			
	Negative polarity clause, substituting for C14 – Aren’t you going to try to open up the cage + C15 – and try to eat me?			

Figure 2.20. Miscellany of clause types.

Another feature of free clauses is their grammatical independence. On the other hand, bound clauses are dependent upon a free one at two different levels:

It [bound clause] may serve as a clause hypotactically dependent on a dominant clause [free clause] in a clause complex; as *I did* does in *I wish I did*, where the direct contribution to the exchange is made by the projecting *I wish*. In this function, a bound clause is still directly accessible to arguability in the discourse; for instance, after **A** said *I wish I did*, **B** might have said *But you don’t*, picking up on the projected clause . . . However, the bound clause may be even further removed from arguability serving as a downranked clause, embedded in the structure of clauses or groups/phrases (as in *The claim [[that you can’t paint for a long time]] is strange*). Here, it is less accessible to direct argumentation in the discourse – it cannot be tagged and it is unlikely to be challenged directly without some manoeuvre to make it more accessible to the discourse. (Matthiessen, 1995, p. 386)

When two or more free, independent clauses are related to one another, the type of tactic relationship that keep them together is parataxis (the clauses have equal statuses). A bound clause – except for the down-ranked type – is dependent upon a free one



hypotactically (the clauses have unequal statuses). Free mental and verbal clauses can project – logico-semantically – a paratactic one as a direct idea or locution and a hypotactic one as an indirect idea or locution; an idea is “. . . a construction of meaning” while a locution is “. . . a construction of wording” (Halliday & Matthiessen, 2004, p. 378). Free clauses whose process is other than mental and verbal expand a paratactic or a hypotactic one also logico-semantically through extension (addition – additive/positive, additive/negative, adversative; variation – replacive, subtractive; alternation), elaboration (exposition, exemplification, and clarification if paratactic; nondefining relative clause if hypotactic), or enhancement (circumstance of time, place, manner, cause, or condition).

Down-ranked clauses function differently from ranking ones because the latter relate, through the interdependency (parataxis & hypotaxis) and the logico-semantic (expansion & projection) types of relationship, only to same-rank grammatical units, that is, other clauses. Down-ranked (rankshifted, embedded) clauses, on the other hand, function as constituents or parts of constituents within the structure of another clause or of a group/phrase, which is the grammatical unit that comes one rank below (see the fourth paragraph of Subsection 2.2.1). Therefore, the tactic system is based on interdependency; down-ranking, on constituency. Down-ranked clauses occur in the lexico-grammatical contexts presented in Figure 2.21.

Lexico-grammatical Contexts for Down-ranked Clauses			
1. Post-modifier of the Head of a nominal group:			
The Head is a noun and yields a defining relative down-ranked clause.		The Head is an adjective functioning as Attribute or Identifier or Identified in relational clauses.	
2. Nominalization that functions directly within the structure of the ranking or outer clause. The nominalized down-ranked clause plays one of the following configurational roles:			
Subject of any process type, including the Subject anticipated by the ‘dummy it’.	Complement of relational processes.	Complement of mental processes of perception.	Complement of mental processes of emotion, only when the clausal complement is a proposition.
3. Post-modifier of the Head of an adverbial group.			

Figure 2.21. Down-ranked clauses: Lexico-grammatical contexts.

Resorting to the Personal Experiences (PE) and the Picture Narratives (PN) rendered by the secondary subjects (SS1 through SS6) once more (see Appendix L), clauses (C) exemplifying the tactic, logico-semantic, and constituency types of relationship appear in Figure 2.22.

Clause Type/ Identification	Sample Clauses Illustrative of Their Tactic, Logico-semantic, and Constituency Relations		
Paratactic Projection of Idea	Nonexistent in Primary or Secondary Corpus Projecting free mental clause + projected idea in a free paratactic clause. The clausal positions may be reversed.		
Hypotactic Projection of Idea SS6/PN/C13-14	C13: Hector couldn't pinpoint	C 14: what he heard,	
	projecting free mental clause of cognition/understanding.	projected idea in a bound hypotactic clause.	
Paratactic Projection of Locution SS3/PN/C37-38	C37: "This is crap,"	C38: he said.	
	projected locution in a free paratactic clause.	projecting free verbal clause.	
Hypotactic Projection of Locution SS5/PE/C33-34	C33: He and the other women convinced us	C34: that the "encontro" was truly something spectacular	
	projecting free verbal clause.	projected locution in a bound hypotactic clause.	
Paratactic Expansion - Extension SS2/PN/C2-3-4	C2: Actually, Tiger had fallen asleep on the bed	C3: and Baby had fallen asleep on the floor next to me,	C4: but I kept reading anyway
	expanded free clause.	expanding free clause of the extension/addition/additive/positive type.	expanding free clause of the extension/adversative type.
Hypotactic Expansion - Extension SS1/PE/C18-19	Anyway, I had no choice	except for calling the bus station	
	expanded free clause.	expanding bound hypotactic clause of the extension/variation/subtractive type.	
Paratactic Expansion - Elaboration SS4/PN/C43-44	C43: She was not angry at Tiger;	C44: just worried [[that Sunny would not return.]]	
	expanded free clause.	expanding free clause of the elaboration/clarification type.	
Hypotactic Expansion - Elaboration SS1/PE/C24-25	C24: Unfortunately, I had a final exam that day,	C25: which was a Saturday of all days,	
	expanded free clause.	expanding bound hypotactic clause of the elaboration type, that is, a nondefining relative clause.	
Paratactic Expansion - Enhancement SS6/PN/C23-24	C23: During the game, the clever Hubert managed to get Hector to switch places with him	C24: and then quickly snapped the door shut,	
	expanded free clause.	expanding free clause of the enhancement/time type.	

Hypotactic Expansion - Enhancement SS2/PE/C13-14	C13: When I met my wife,	C14: I began a new life.
	expanding bound hypotactic clause of the enhancement/time type.	expanded free clause.
Down-ranking (constituency) SS5/PE/C1	Last Wednesday night, I had an experience [[that some may consider “remarkable”.]]	
		<div style="border: 1px solid black; padding: 5px; display: inline-block;"> down-ranked clause that functions as postmodifier within the structure of the nominal group: ‘an experience + postmodifier’. </div> nominal group that functions as Complement within the structure of the clause: ‘Last Wednesday night, I had + Complement’.
	ranking or outer clause, which contains a down-ranked one as part of a constituent.	

Figure 2.22. Clause complexes and down-ranked clauses.

### 2.2.1.3 Theme structural layer

The theme structural layer construes the clause as a message, which is interpreted by Matthiessen (1995) as a wave. The metaphor is justified by the fact that a succession of messages contribute to the construal of a text by means of the “. . . differentiation between prominence (the peak of the wave) and non-prominence (troughs)” (p. 514). Configurationally speaking, there are two complementary types of structure: (a) the thematic one itself, whose realization basis is the clause; and (b) the information one, whose realization basis is the tone group.

Whereas the configurational functions of the former type are Theme and Rheme (following the terms used by the Prague-School linguists), those of the latter type are Given (information shared by the interactants) and New (information known by only the speaker). At unmarked situations, the tone group – which can be either longer or shorter than a clause – coincides with it in size; therefore, Theme conflates with Given, and Rheme, with New, “. . . where Theme and New construe peaks and Rheme and Given construe troughs”, which makes, hence, the clause have “. . . two textual peaks of prominence, Theme (followed by non-prominence, Rheme) + New (preceded by non-prominence, Given) . . .” (Matthiessen, 1995, pp. 514/516).

Let us focus on the most unmarked format of a wave or clause as message. Under such a condition, the four configurational functions are realized by the classes of the group/phrase rank as shown in Figure 2.23.

Theme and Information Configurational Functions	
Theme and Given	Rheme and New
First Experiential Constituent	Remaining Structural Constituents
Classes of...	

Figure 2.23. Theme and information functions and their respective classes.

The definitions of Theme and Rheme are closely related to logogenesis, that is, the semogenetic history of a text. Since “[a]ny given point in logogenesis can be characterized as a logogenetic state from which past logogenetic states are accessible” (Matthiessen, 1995, p. 514) and since Theme in English is the configurational constituent that occupies the first clausal position, it is the Theme that is responsible for setting the current, local ideational and interpersonal context from which the rest of the clause unfolds. Thus, Theme is the point of departure of the clause as message from the perspective of its own ideational and interpersonal discursal history. On the other hand, Rheme is “[t]he remainder of the message, the part in which the Theme is developed . . .” (Halliday & Matthiessen, 2004, p. 64).

There are several types of Theme. The main ones are: (a) simple versus multiple, (b) unmarked versus marked, and (c) predicated versus identifying. Their description is as follows:

1. The simple Theme or topical Theme is unifunctional. It conflates with the first clausal experiential constituent – a participant, a circumstance, or a process. The multiple Theme is plurifunctional and, as such, the obligatory topical Theme is preceded by one or more than one interpersonal component – interpersonal Theme – and/or by

one or more than one textual component – textual Theme. In case both the interpersonal and the textual Theme co-occur, the latter frequently, but not necessarily always, precedes the former. The interpersonal Theme is formed by combinations among: (a) a Vocative, (b) a modal Adjunct (see Figure 2.15), and (c) a finite temporal or modal verbal operator. As with the textual Theme, its formation results from any combination of the following components in the same sequence as they are here presented: (a) continuatives, that is, discourse markers like ‘yes’, ‘no’, ‘well’, ‘oh’, ‘now’, ‘you know’, ‘I mean’, etc; (b) conjunctions (paratactic, i.e., linkers or hypotactic, i.e., binders) or relative pronouns (definite or indefinite), that is, a word or a group of words whose function is to establish the connection between “. . . the clause in which it occurs structurally to another clause”; and (c) conjunctive Adjuncts, that is, “. . . adverbial groups or prepositional phrases which relate the clause to the preceding text . . .” (Halliday & Matthiessen, 2004, p. 81)<sup>28</sup>. Since wh- hypotactic conjunctions and relative pronouns always function, within the dependent clause, either as participant or as circumstance, they invariably accumulate the statuses of both textual and topical Theme. Simple and multiple Themes are exemplified through clauses extracted from the secondary corpus (see Appendix L) and displayed in Figure 2.24.

Clause Type/ Identification	Sample Clauses Illustrative of Simple and Multiple Themes	
Simple Theme	the bird	bolted for the window.
Topical Theme: Participant SS6/PN/C30	participant: Actor simple, topical Theme	Rheme

<sup>28</sup> If the cotext to which a clause containing a conjunctive Adjunct relates is not another clause but the preceding text, it means that – unlike conjunctions and relative pronouns that establish structural relationships – conjunctive Adjuncts establish cohesive relationships. A corollary of this is that the textual structural layer is not the only manifestation of the textual metafunction for the purpose of creating texture. The textual metafunction also manifests itself nonstructurally or cohesively through conjunctive Adjuncts, reference, substitution, ellipsis, and the lexicon (Halliday, 1994a, p. 334; Halliday & Hasan, 1976, p. 26-29; Halliday & Matthiessen, 2004, p. 579).

Simple Theme Topical Theme: Circumstance SS5/PN/C37	Inside the house,		Jenny scolded Whiskers		
	circumstance: Location-Place simple, topical Theme		Rheme		
Simple Theme Topical Theme: Process SS3/PN/C31	Replied		Mr. Kitty.		
	process: Verbal simple, topical Theme		Rheme		
Multiple Theme SS1/PE/C24	Unfortunately,	I		had a final exam that day,	
	modal Adjunct: comment- propositional/on whole interpersonal Theme		participant: Actor topical Theme		Rheme
	multiple Theme				
Multiple Theme SS2/PE/C15	And		I		again began a new life.
	conjunctive Adjunct: extending-additive/positive textual Theme		participant: Actor topical Theme		Rheme
	multiple Theme				
Multiple Theme SS3/PN/C13	“Hey	Mr. Kitty,	aren’t	you	hungry?
	continuative textual Theme	Vocative interpersonal Theme	Finite interpersonal Theme	participant: Carrier topical Theme	Rheme
	multiple Theme				
Multiple Theme SS4/PE/C32	that [every move]		the doctor made		
	participant: Goal – topical Theme definite relative pronoun – structural textual Theme multiple Theme		Rheme		

Figure 2.24. Simple and multiple Themes.

2. Unmarked Themes are topical Themes that coincide, for each mood type, with the first constituent of the canonical functional configuration of the clause as exchange or move. Whenever such coincidence does not hold, the topical Theme is marked or untypical. The relationship between thematic unmarkedness and mood type is demonstrated in Figure 2.25.

Mood Type		Unmarked Topical Theme
Indicative	Declarative	Statements
		Exclamations
	Interrogative	Wh- Questions
		Yes/No Questions
Imperative	Oblative	(Don’t) Let me (not)
	Suggestive	(Don’t) Let’s (not)
	Jussive	(Don’t) Predicator

Figure 2.25. Unmarked topical Theme per mood type.

Still within the unmarked type, there exists the substitute Theme, whereby a pronominal Subject conflated with the topical Theme is repeated as a nominal group “. . . at the end of the clause so as to give it a ‘thematic culmination’” (Matthiessen, 1995, p. 563). Whatever topical Theme is chosen outside the indications pointed out in Figure 2.25 belongs to the marked type. There is a special kind of marked topical Theme called ‘internal matter’ that bears only textual relevance, having no configurational function within either the transitivity or the mood structure layer. As the name implies, it is an anticipated announcement of the subject matter the move it introduces deals with internally: “. . . [I]t is typically marked by a preposition such as *as for, as to, regarding*; in spoken English, it is typically realized by a nominal group without a preposition” (Matthiessen, 1995, p. 553).

Unmarked and marked topical Themes are shown in secondary-corpus clauses (see Appendix L) found in Figure 2.26.

Clause Type/ Identification	Sample Clauses Illustrative of Unmarked and Marked Topical Themes	
Unmarked Statement SS1/PE/C1	My journey home [[to visit my family this past December for Christmas]]	was a total disaster!
	Subject = unmarked topical Theme	Rheme
Marked Statement SS1/PN/C1	One day,	a little girl was reading her favorite picture book in her bedroom.
	Circumstance = marked topical Theme	Rheme
Unmarked Exclamation	Nonexistent in Primary or Secondary Corpus “These clauses have the WH- element <i>what</i> or <i>how</i> , in nominal or adverbial group. . . . <i>what</i> conflates with a Complement . . . . <i>how</i> conflates with an Adjunct . . .” (Halliday & Matthiessen, 2004, p. 137).	
Marked Exclamation	Nonexistent in Primary or Secondary Corpus One manner of rendering a marked exclamation is by repeating the nominal group under focus within the exclamatory utterance at initial position as a marked topical Theme of the internal-matter type (see SS6/PN/C6 below in this figure).	
Unmarked Wh- Question SS3/PN/C43	“What	is happening?”
	constituent introduced by Wh- = unmarked topical Theme	Rheme
Marked Wh- Question	Nonexistent in Primary or Secondary Corpus One manner of rendering a marked Wh- question is by placing a Circumstance at initial position before the Wh- element.	

Unmarked Yes/No Question SS3/PN/C	“Hey	Mr. Kitty,	aren’t	you	hungry?
	continuative textual Theme	Vocative interpersonal Theme	Finite interpersonal Theme (F^S)	Subject/Carrier topical Theme	Rheme
	multiple Theme			Mood = unmarked topical Theme	
Marked Yes/No Question	Nonexistent in Primary or Secondary Corpus Manners of rendering a marked Yes/No question are by bringing a Complement, Circumstance, or Process to initial position before the temporal or modal Finite.				
Unmarked Oblative Imperative SS2/PN/C41	Let me		first describe the few moments [[before I entered the living room.]]		
	Subject = unmarked topical Theme		Rheme		
Marked Oblative Imperative	Nonexistent in Primary or Secondary Corpus SS2/PN/C41 above would become marked if the Circumstance ‘first’ were the initial configurational constituent before the Subject ‘Let me’.				
Unmarked Suggestive imperative	Nonexistent in Primary or Secondary Corpus An unmarked suggestive imperative has the following structural configuration: Subject ‘let’s’ preceded or not by negative polarity ‘don’t’ + Predicator +/- Complement +/- circumstantial Adjunct.				
Marked Suggestive imperative	Nonexistent in Primary or Secondary Corpus Manners of rendering a marked suggestive imperative are through preceding the Subject ‘let’s’ by the emphatic Finite ‘do’ or a circumstantial Adjunct.				
Unmarked Jussive Imperative	Nonexistent in Primary or Secondary Corpus An unmarked jussive imperative has the following structural configuration: Predicator preceded or not by negative polarity ‘don’t’ +/- Complement +/- circumstantial Adjunct.				
Marked Jussive Imperative	Nonexistent in Primary or Secondary Corpus Manners of rendering a marked jussive imperative are through preceding the Predicator by the addressee Subject ‘you’ or by an indefinite Subject and/or the emphatic Finite ‘do’ and/or a circumstantial Adjunct.				
Unmarked Substitute Theme	Nonexistent in Primary or Secondary Corpus A clause with an unmarked substitute Theme has the following structural configuration: pronoun Subject (unmarked topical Theme) +/- Finite + Predicator +/- Complement +/- circumstantial Adjunct + repetition of the Subject as a nominal group coreferential with the pronoun Subject (substitute Theme).				
Marked Internal Matter SS6/PN/C6	As for Tay,		she heard nothing,		
	internal matter = marked topical Theme		Rheme		

Figure 2.26. Unmarked and marked topical Themes.

3. The speaker can resort to “. . . a structural feature known as **nominalization**, whereby any element or group of elements is made to function as a nominal group . . .” (Halliday & Matthiessen, 2004, p. 69). When such a resource is realized through a predicated or an identifying Theme – both belonging to the topical type, its use has the



purpose of making possible a more flexible communicative manipulation of the configurational functions that constitute the thematic and information structures: Thematic predication and identification “. . . share the equative feature; but they differ in the choice of Theme, and in the mapping of Theme + Rheme onto Given + New” (p. 95). Whereas the predicated Theme aims at setting a contrast between the chosen thematic constituent and all others in paradigmatic relation with it, the identifying one is aimed at providing the Rheme with the feature of exclusiveness. All these operations are restricted to indicative-mood clauses. The lexico-grammatical realization of the two thematic forms, along with the way they select for (un)markedness, is demonstrated in Figure 2.27.

Equative Theme Type	Lexico-grammatical Realization	(Un)markedness Selection	
Predicated Theme	Identifying Clause → Theme1 [it + be + Identifier] + Rheme1 [down-ranked defining relative clause as Qualifier of nominal group/Identifier in Theme1]	Unmarked	Theme2 [Identified: ‘it’]
		Marked	Theme 2 [Identifier in Theme1 or Circumstance]
Identifying Theme	Identifying Clause → Theme1 [what-introduced nominalizing down-ranked clause as Identifier] + Rheme1 [be + Identified]	Unmarked	Theme1 [nominalizing down-ranked clause]
		Marked	Rheme1 [nominalizing down-ranked clause]

Figure 2.27. Realization and (un)markedness of equative Themes.

Predicated and identifying Themes are exemplified in clauses taken from the secondary corpus (see Appendix L). The clauses are laid out in Figure 2.28.

Clause Type/ Identification	Sample Clauses Illustrative of Predicated and Identifying Topical Themes					
Unmarked Predicated Theme SS4/PE/C4	It	was	my friend’s mother	[[that	was	calling]]
	Theme2	Rheme2		Theme3	Rheme3	
	Theme1			Rheme1		
Marked Predicated Theme	Nonexistent in Primary or Secondary Corpus If the Complement ‘my friend’s mother’ in the outer clause preceded the Theme2 ‘it’, SS4/PE/C4 above would have a marked predicated Theme.					

Unmarked Identifying Theme	Nonexistent in Primary or Secondary Corpus If the down-ranked-clause Complement were the Subject of the relational Process in the outer clause and the Subject 'That' were its Complement, SS6/PE/C47 below would have an unmarked identifying Theme.			
Marked Identifying Theme SS6/PE/C47	That	's	[[what	inevitably happened three weeks later:]]
			Theme2	Rheme2
	Theme1	Rheme1		

Figure 2.28. Predicated and identifying topical Themes.

The simultaneous mapping of the transitivity, mood, and theme structural layers with their respective configurational functions on every English clause is demonstrated in Figure 2.29. In the words of Halliday and Matthiessen (2004) “. . . the clause – like any other grammatical unit – is a multifunctional construct consisting of three metafunctional lines of meaning . . .” (p. 168). The sample clause is the 17th rendered by Secondary Subject 1 in his Personal Experience narrative (see Appendix L).

	because	definitely	I	did not want to take	this bus	home!	
<b>Transitivity</b>	X	X	Actor	Process: Material	Range	Circumstance: Location/Place	
<b>Mood</b>	X			did not	want to take		
	X	mood Adjunct	Subject	negative past Finite	Predicator	Complement	Circumstantial Adjunct
	X	Mood			Residue		
<b>Theme</b>	textual Theme	interpersonal Theme	topical Theme	Rheme			

Figure 2.29. Simultaneity of the transitivity, mood, and theme structural layers.

### 2.2.2 Lexico-grammatical system networks

As announced in Subsection 2.2.1, the current subsection is to start with the description of the role played by the representational component parts of a lexico-grammatical system network. The description, I said then, would be based on the networks constructed by myself.

Before the initiation of the description, it is indispensable to make the clarification that my construction authorship is restricted to the assemblage of much less delicate networks – scattered throughout Matthiessen (1995) as well as Halliday and Matthiessen (2004), covering very limited regions of the three grammatical layers – into the far more delicate transitivity, mood, and theme versions now presented in Figures 2.34, 2.35, and 2.36, respectively (see Subsections 2.2.2.1, 2.2.2.2, & 2.2.2.3). Besides, my authorship expands a little further into some necessary adaptations to the needs of the present study. In order that both the assemblage and the adaptation tasks could be done in a principled manner, I found myself obliged to read all and apply many of the theoretical concepts behind systemic networking found in: Berry (1975, 1976); Eggins (1994); Fawcett (1981, 1987, 1988a, 1988b, 2000); Fawcett, Tucker, and Lin (1993); Grimes (1985), Halliday (1967a, 1967b, 1968, 1970a, 1977, 1981, 1996); Hasan (1993, 1996a); Hasan, Cloran, and Butt (1996); Henrici (1981); Huddleston (1981a, 1981b); Hudson (1981); Mann (1985); Mann and Matthiessen (1985); Martin (1987, 1992); Matthiessen (1985, 1988); Matthiessen and Bateman (1991); Matthiessen and Halliday (1997); O'Donnell (1994); and Steiner (1985).

The representational component parts listed in the eighth paragraph of Subsection 2.2.1, along with their descriptions and exemplifications, are as follows:

1. Entry condition: The initial entry condition into a system network – the network's environment – was partially described in the fourth paragraph of Subsection 2.2.1. What was left to say is that it leads to arrows which contain, above and/or below them, the name or label of the first-delicacy-level systems. Inasmuch as the subsequent entry conditions or input features are concerned, they do not necessarily provide a name or label to the systems whose terms or output features the more delicate entry conditions open up the way into. Whenever names or labels are provided, they are written in

capital letters, not to be confused with the terms/output features of the systems they name. Moreover, entry conditions/input features can be simple or complex. When simple, they can be either single, providing access into only one more delicate system, or multiple, providing separate access into more than one system located to their right along the delicacy scale. When complex, they subdivide into three types: (a) conjunctive – two or more input features are the simultaneous entry conditions into the output features/terms of a system ('and' relation), (b) disjunctive – either of two input features is the sole entry condition into the output features/terms of a system ('or' relation), and (c) mixed – either of two input features separately and a third simultaneous one are the entry conditions into the output features/terms of a system. All that pertains to the entry condition component part described here and in the fourth paragraph of Subsection 2.2.1 are exemplified in Figure 2.30, with the examples extracted from the transitivity, mood, and theme system networks represented in Figures 2.34, 2.35, and 2.36, respectively.

Aspects of Entry Conditions (ECs)			
Lexico-grammatical System Networks	Transitivity System Network	<b>Rank</b>	Initial EC / Initial Input Feature / Network Environment: 'Clause'. Subsequent ECs / Subsequent Input Features: Types of Initial Environment → Clausal Types. Example: The initial input feature 'clause' accesses the system whose output features or terms are 'effective' or 'middle' – types of clauses; if 'effective' is chosen, it turns into the input feature or EC into the system whose output features or terms are 'operative' or 'receptive' – types of clauses.
		<b>Name/Label</b>	The initial EC 'clause' is the initial input feature into the first-delicacy-level systems: AGENCY, PROCESS TYPE, CIRCUMSTANCE TYPE, and COMPLETENESS (the addition of this system to the three networks is an example of an adaptation aimed at meeting specific analytical needs of the learners' corpora). Each is identified in representation by these names/labels in capitals written above and/or below arrows. The system named PROCESS TYPE, for example, has the terms/output features – written in lower case letters – 'material', 'mental 1', 'verbal 1', or 'relational'. The term 'material' is the EC into the unnamed/unlabeled second-delicacy-level system – identified in representation by the arrow alone – whose terms are 'doing' or 'happening' (types of material process). The term 'mental 1' is the EC into the second-delicacy-level system named/labeled PHENOMENALITY 1, whose terms are 'phenomenalization' or 'non-phenomenalization'.
	<b>Simple</b>	<b>Single</b>	The term 'phenomenalization', when chosen, becomes a simple, single EC because it alone is the sole path (simple) into only one more delicate system (single) – PHENOMENALITY 2, whose terms are 'phenomenal' or 'hyperphenomenal'.
		<b>Multiple</b>	The term 'material', when chosen, becomes a simple, multiple EC because it alone is the only path (simple) into more than one more delicate system (multiple): the system whose terms are 'doing' or 'happening' (types of material process) and the system whose terms are 'service' or 'non-service' (presence or absence of the service-providing type of relationship between the Actor and the Client through the unfolding of the process).

Lexico-grammatical System Networks	Mood System Network	Complex	Conjunctive	The terms of the systems RANGING and TYPE OF HAPPENING can only be accessed if both the term 'middle' of the system AGENCY and the term 'happening' of the system TYPE OF MATERIAL PROCESS become a conjunctive, simultaneous EC.		
			Disjunctive	This type of EC is not represented in the transitivity system network in Figure 2.34.		
			Mixed	The ways into the system BENEFACTION 2, whose terms are 'clieny' or 'non-clieny', are either through the conjunctive, simultaneous combination of the terms 'service' and 'ranged' as a possible EC or (disjunctive) through the conjunctive, simultaneous combination of the terms 'service' and 'effective' as another possible EC.		
	Theme System Network	Rank	Simple	Single	The term 'declarative', when chosen in detriment of 'interrogative' within the system INDICATIVE TYPE, becomes a simple, single EC because it alone is the sole path (simple) into only one more delicate system (single) – DECLARATIVE TYPE, whose terms are 'exclamative' or 'non-exclamative'.	
				Multiple	The term 'secondary tense', when chosen in detriment of 'non-secondary tense' within the system CLAUSAL SECONDARY TENSE, becomes a simple, multiple EC because it alone is the only path (simple) into more than one more delicate system (multiple): the system whose terms are 'past 2', 'present 2', or 'future 2' (types of secondary tense) and the system whose terms are '  ' = 'stop' or '+' = 'go on' (presence or absence of recursiveness).	
				Complex	Conjunctive	The terms 'explicit 3' or 'implicit 3' of the system DECLARATIVE SUBJECT PRESUMPTION can only be accessed if both the term 'non-exclamative' of the system DECLARATIVE TYPE and the term 'speaker' of the system INTERACTANT TYPE become a conjunctive, simultaneous EC.
		Name/Label	Complex	Disjunctive	The terms 'untagged' or 'tagged' of the system TAGGING can be accessed if either the term 'non-exclamative' of the system DECLARATIVE TYPE or the term 'imperative' of the system MOOD TYPE becomes a disjunctive, separate EC. In fact, the term 'non-exclamative' is, at the same time, a disjunctive EC into the TAGGING system and a conjunctive EC into the DECLARATIVE SUBJECT PRESUMPTION system.	
				Mixed	This type of EC is not represented in the mood system network in Figure 2.35.	
				Rank	Initial EC / Initial Input Feature / Network Environment: 'Clause'. Subsequent ECs / Subsequent Input Features: Types of Initial Environment → Clausal Types. Example: The initial input feature 'clause' accesses the system whose output features or terms are 'marked topical theme' or 'unmarked topical theme' – types of clausal constituent; if 'marked topical theme' is chosen, it turns into the input feature or EC into the system whose output features or terms are 'as internal matter' or 'as transitivity role' – types of clausal constituent.	
		Theme System Network	Name/Label	Simple	Single	The term 'marked topical theme', when chosen in detriment of 'unmarked topical theme' within the system TOPICAL THEME, becomes a simple, single EC because it alone is the sole path (simple) into only one more delicate system (single) – THEME MATTER, whose terms are 'as internal matter' or 'as transitive role'.
					Multiple	The term 'interpersonal theme', when chosen in detriment of 'non-interpersonal theme' within the system INTERPERSONAL THEME, becomes a simple, multiple EC because it alone is the only path (simple) into more than one more delicate system (multiple): the system whose terms are 'vocative' or 'non-vocative', the system whose terms are 'modal adjunct' or 'non-modal adjunct', and the system whose terms are 'finite' or 'non-finite'.
					Complex	Conjunctive
	Rank		Complex	Disjunctive	This type of EC is not represented in the theme system network in Figure 2.36.	
				Mixed	This type of EC is not represented in the theme system network in Figure 2.36.	

Figure 2.30. Aspects of entry conditions per lexico-grammatical system network.

2. Relevant systems up to the needed degree of delicacy and the terms of each system: The relevant systems in a lexico-grammatical network should be those that meet, in delicacy, the methodological rationale of the research being carried out. Ideally, the current study's methodological rationale would require – for the transitivity, mood, and theme networks – a degree of delicacy that covered the whole of the three lexico-grammatical layers in order that the picture of the EFL learners' IL systemic development could be the most encompassing one within the domain of the registers under focus. However, besides the fact that the state-of-the-art research thus far has not yet reached thorough comprehensiveness, what has been achieved up to this date has not been turned into published system networks.<sup>29</sup> All the literature provides – at least the extensive part of it I had access to – is rather restricted networks and information – not the most updated for that matter, though – on the size of the SFG-based computational Nigell grammar that is part of the Penman Text Generation Project. In 1980, when the project first started at the University of Southern California, there was “. . . a [simultaneous transitivity, mood, and theme] network consisting of 81 systems” (Halliday, 1994b, p. 16). Matthiessen and Bateman (1991, p. 88) informed that, by the early 1990s, the network had reached 600-650 systems. According to Halliday (1994b, p. 16), the network had – in the mid 1990s – already accumulated 1,000 systems, which by far outnumbered the total systems in the networks assembled and adapted by myself: The transitivity system network has 85 systems, the mood one, 74, and the theme one, 68,<sup>30</sup> amounting to no more than 227 systems altogether. The disparity – 1,000 against 227 – was, however, no impediment for the implementation of the present piece of research, mostly probably due to the commonality of the rhetorical modes – narrative

---

<sup>29</sup> Halliday and Matthiessen's (1999) explanation for this fact is that “. . . [systemic] representations are still being explored so as to expand their coverage of the theoretical resources” (p. 41).

<sup>30</sup> The 85 systems of the transitivity network lead to 190 terms; the 74 systems of the mood network, to 162 terms; the 68 systems of the theme network, to 164 terms.

and didactic – of the studied registers. Since there are unnamed/unlabeled systems, I decided to name them – for easier identification – with encircled alphanumeric codes,<sup>31</sup> whereby the numeral indicates the system’s delicacy level or its horizontal topological progression and the letter represents the set of systems that belong to the same delicacy level or their vertical topological progression (when a delicacy level has over 26 systems, the ‘z’ on the 27th one and onwards is followed by ‘a’, ‘b’, ‘c’, etc). If the letters, which are always lower case, are followed by no kind of stroke, the codes name transitivity systems; when the letters are accompanied by a single quotation mark, the codes refer to mood systems; in case the letters present double quotation marks along with them, the codes identify theme systems. The topological layout of the three networks is shown in Figure 2.31.

		Topological Layout										
		Delicacy Levels										
Lexico-grammatical System networks	Transitivity System Network	Same-Delicacy-Level Systems	1a	2a	3a	4a	5a	6a	7a			
			1b	2b	3b	4b	5b	6b				
			1c	2c	3c	4c	5c	6c				
			...	...	...	...	...	...				
			...	...	...	...	...	...				
			1k	2zc	3o	4o	5k	6h				
	Mood System Network	Same-Delicacy-Level Systems	1a'	2a'	3a'	4a'	5a'	6a'	7a'	8a'	9a'	10a'
			1b'	2b'	3b'	4b'	5b'	6b'	7b'	8b'	9b'	
				2c'	3c'	4c'	5c'	6c'	7c'	8c'	9c'	
				2d'	3d'	...	...	...	...	8d'		
				3e'	...	...	...	...				
				3f'	4u'	5za'	6n'	7h'				

<sup>31</sup> Several systems in the three networks are named by more than one encircled alphanumeric code, which means that they can be reached by the traversal of as many paths as the number of encircled codes. In the mood system network, for example, the system CLAUSAL ELLIPSIS is identified by the codes 3b' and 4k'. It is called 3b' when it is reached from 'free clause', a term of the 2a'-FREEDOM system. It is called 4k' when it is reached from 'finite', a term of the 3c'-FINITENESS system.

Theme System Network	Same-Delicacy- Level Systems	1a''	2a''	3a''	4a''	5a''	6a''	7a''	8a''	9a''
		1b''	2b''	3b''	4b''	5b''	6b''	7b''	8b''	
		1c''	2c''	3c''	4c''	5c''	6c''	7c''	8c''	
		1d''	...	3d''	...	...	...	7d''		
			...	3e''	...	...	...	7e''		
			2h''	3f''	4j''	5m''	6r''			

Figure 2.31. Topological layout of the lexico-grammatical networks.

3. Graphic conventions: The basic graphic convention is the one that represents, first of all, only one system separately – an entry condition ‘a’ provides access to two or more mutually exclusive terms ‘1’, ‘2’, ‘3’, etc. The entry condition ‘a’ – obligatorily of the disjunctive/‘or’ type – is shown to lead to the choice among the terms ‘1’, ‘2’, ‘3’, etc by way of a right-pointed arrow (with or without the system’s name in capitals above and/or below it) that terminates at a right-faced square bracket, indicative of the disjunctive relation and with as many perpendicular small lines – including the top and the bottom ones that are already part of the bracket itself – as the number of terms among which one choice has to be made. Secondly, there are graphic conventions that represent the different types of relationship among systems within a network. The main types are: (a) simultaneity, whereby as many choices are made as the number of simultaneous separate systems embraced by a right-faced brace and thus located at the same level of delicacy, with the common entry condition ‘b’ – obligatorily of the conjunctive/‘and’ type – positioned to the left of the brace; (b) dependency, whereby the choice among the mutually exclusive terms ‘I’, ‘II’, ‘III’, etc – enclosed within the right-faced square bracket of a more delicate system – is dependent upon a disjunctive entry condition ‘1’, ‘2’, or ‘3’, etc that is a term of a one-level less delicate system whose enclosure is another right-faced square bracket; to the left of the less delicate



system and to the right of the disjunctive entry condition into the more delicate system, there are right-pointed arrows with or without the systems' names in capitals above and/or below the pointers; (c) recursiveness, whereby the terms of the second system – out of two simultaneous separate ones – are either '||' = 'stop' or '+' = 'go on'; when the latter is chosen, it becomes the entry condition into a third system upon which the simultaneous systems are dependent and accompanies disjunctively the original entry conditions into the third system, making possible as many traversals through the three systems as necessary. While a left-faced brace to the left of either simultaneous or dependent systems means that the entry conditions are conjunctive, a left-faced square bracket located in the same kind of graphic environment signifies that the entry conditions are disjunctive. Sometimes if a term of a given system is chosen, only a certain term of another system may be picked out – the conditional relationship is represented by (an) asterisk(s) followed by a right-pointed arrow over the first-chosen term and a right-pointed arrow followed by (an) asterisk(s) over the second-chosen term. In a system network, no two terms can ever be the same; hence, in case more than one term happens to have the same name, the various instances must be distinguished, which is accomplished by an Arabic numeral following the name. The graphic conventions just described, except for the first one, are illustrated in Figure 2.32.

Type	Source of Example	Example
Simultaneity	Transitivity System Network (Figure 2. 34)	The initial conjunctive entry condition 'clause', followed by a right-faced brace, gives access to the simultaneous systems AGENCY, PROCESS TYPE, and CIRCUMSTANCE TYPE, located at the same delicacy level – the first. The CIRCUMSTANCE TYPE system, in turn, gives access, still at the first delicacy level, to the simultaneous systems EXPANDING CIRCUMSTANCE and PROJECTING CIRCUMSTANCE. Thus, a 'clause' contains simultaneously one of the output features of system 1a, and one of the output features of system 1b, and one of the output features of systems 1c through 1i, and one of the output features of systems 1j and 1k. There is, after all, no delicacy progression.

	Mood System Network (Figure 2. 35)	The conjunctive entry condition ‘finite clause’, a term within the 3c’-FINITENESS system and followed by a right-faced brace, gives access to the simultaneous systems INDICATIVE MOOD PERSON, CLAUSAL ELLIPSIS, DEICTICITY, MODALIZATION, and COMMENT, located at the same delicacy level – the fourth. Thus, a ‘finite clause’ contains simultaneously one of the output features of system 4b’, and one of the output features of system 4k’, and one of the output features of system 4c’, and one of the output features of system 4j’, and one of the output features of system 4d’. There is, again, no delicacy progression.
Dependency	Theme System Network (Figure 2. 36)	The choice between the mutually exclusive terms ‘as internal matter’ and ‘as transitivity role’, – enclosed within the right-faced square bracket of the more delicate 2a”-THEME MATTER system – is dependent upon the disjunctive entry condition ‘marked topical theme’ that is a term of the one-level less delicate system TOPICAL THEME (1a”) whose enclosure is another right-faced square bracket. To the left of the less delicate system and to the right of the disjunctive entry condition into the more delicate system, there are right-pointed arrows with the systems’ names in capitals above the pointers
Recursiveness	Mood System Network (Figure 2. 35)	The terms of the 5k’/6f’ system – simultaneous with the 5j’/6e’ system – are either ‘  ’ = ‘stop’ or ‘+’ = ‘go on’. When the latter term is chosen, it becomes the entry condition into a third system – CLAUSAL SECONDARY TENSE (4i’/5e’) – upon which the simultaneous systems are dependent and accompanies disjunctively the original entry conditions into the third system – ‘temporal’ or ‘non-finite clause’ or ‘modal’, making possible as many traversals through the three systems as necessary.
Conjunctive Entry Conditions	Transitivity System Network (Figure 2. 34)	The left-faced brace to the left of the dependent systems POSSESSIVE ASCRIPTION/4k and 5i means that the entry conditions into 4k – ‘possessive’ (a term within the system RELATION TYPE/3o) and ‘ascriptive’ (a term within the system RELATIONAL ABSTRACTION/3n) – are conjunctive.
Disjunctive Entry Conditions	Mood System Network (Figure 2. 35)	The left-faced square bracket to the left of the simultaneous systems TYPE, VALUE, ORIENTATION, and MANIFESTATION of MODALITY signifies that the entry conditions into the MODALITY systems – ‘modal’ (a term within the system DEICTICITY/4c’), ‘modalized’ (a term within the system 4j’), or ‘modality’ (a term within the system MOOD ASSESSMENT TYPE/3e’) – are disjunctive.
Conditional Relationship	Theme System Network (Figure 2. 36)	If the term ‘as internal matter’ of the system THEME MATTER is chosen, only the term ‘non-predicated theme’ and the term ‘non-identifying theme’ may be chosen within the system THEME PREDICATION and within the system THEME IDENTIFICATION, respectively. If ‘as transitivity role’, then also ‘non-predicated theme’ or ‘non-identifying theme’. If ‘process theme’ (as marked topical Theme), then also ‘indicative’.
Same-Name Terms	Transitivity System Network (Figure 2. 34)	The terms ‘mental 1’ and ‘verbal 1’ within the system PROCESS TYPE (1b) are different from the terms ‘mental 2’ and ‘verbal 2’ within the system TYPE OF PROJECTION ASSIGNMENT (6h).

Figure 2.32. Systemic graphic conventions.

4. Realization statements for the terms: Fawcett (1988b) postulates that, for a system network to be useful, it must meet three criteria; the first of them is “. . . that the system network must be accompanied by a set of realization rules (or, as Halliday prefers to call them, realization statements: the two terms are used by systemic linguists in the same sense)” (p. 7).<sup>32</sup> The reason for so high a degree of importance lies in the fact that realization statements are the link between the paradigmatic aspect of the systemic dimension of SFG and the syntagmatic aspect of its functional dimension – a chosen systemic term can only be transformed into its contribution to a given structure of configurational functions through the performance of the operations indicated in the realization statement associated with it. There are three types of realization operations: (a) structuring, which has to do with the “[p]resence of functions in the structure”, with “[f]unctional constituency relations”, and with the “[r]elative ordering of functions . . .”; (b) layering, which relates to the “[c]onflation of one function with another”; and (c) ranking, which regards the “[r]ealization of a function in terms of features from the rank below” (Matthiessen, 1995, pp. 752-753), that is, the realization of a configurational function that belongs to the structure of a given rank by way of the classes that constitute the next rank down the scale. Realization statements, in a system network, are found inside boxes situated right below the respective term and contain one realization operator as well as at least one realization operand. While the operands are configurational functions of a certain rank or classes of the rank right below, the operators vary in accordance with the operation type. As with structuring, the operators

---

<sup>32</sup> Despite the theoretical differences between the Cardiff School of systemic-functional linguistics – whose main representative is Robin Fawcett – and the Sidney School, the current concept is valid for both. The major difference between the two trends lies in the fact that, for the former, the transitivity, mood, and theme system networks are semantic rather than lexico-grammatical, with the link between semantics and lexico-grammar being established through realization statements – there is, thus, no need for contextually-based purely semantic networks (Fawcett, 1980, 1987, 1988a; Fawcett, Tucker, & Lin, 1993) like those theorized about and illustrated in Hasan (1996a). However, “Fawcett’s model . . . is also a systemic-functional model . . . it is within the same general theoretical framework as that within which our own work is located” (Halliday & Matthiessen, 1999, 429).

are: (a) ‘insert’ for functional presence, (b) ‘expand’ for functional constituency, and (c) ‘order’ for functional ordering. Inasmuch as layering and ranking are concerned, the operators are, respectively, ‘conflate’ and ‘preselect’ (select the constituent class of the current-rank structure previously from the classes of the immediately-below structure). The operators are thus symbolized: (a) ‘insert’ → ‘+’, (b) ‘expand’ → ‘()’, (c) ‘order’ → ‘^’, (d) ‘conflate’ → ‘/’, and (e) ‘preselect’ → ‘:’. The operands involved in the various realization operations and illustrations of the latter within realization statements found in the networks that make up Figures 2.34 through 2.36 are displayed in Figure 2.33.

Realization Operations	Operators	Operands		Illustrative Realization Statements
		First	Second	
Structuring	Insert → +	Function	None	‘+ Agent’ is in the box below the term ‘effective’ of the transitivity system AGENCY. It means that, for a clause to be effective, the configurational function Agent has to be present and must be inserted into the structure.
	Expand → ()	Function	Function(s)	‘+ Mood (Subject, Finite)’ is in the box below the term ‘finite’ of the mood system FINITENESS. It means that, for a clause to be finite, the configurational function Mood has to be inserted; after its insertion, it must be expanded into its constituent configurational functions Subject and Finite.
	Order → ^	Function	Function	‘Finite^Subject’ is in the box below the term ‘yes/no’ of the mood system INTERROGATIVE TYPE. It means that, for a clause to be a yes/no question, its configurational function Subject must be preceded by the configurational function Finite.
Layering	Conflate → /	Function	Function	‘Theme/Process’ is in the box below the term ‘process theme’ of the theme system TYPE OF TRANSITIVITY ROLE THEME. It means that an indicative clause may have a marked topical theme when, among other situations, its configurational function Theme is conflated with its configurational function Process, that is, both functions are realized by the same structural constituent.
Ranking	Preselect → :	Function	Class(es)	‘+ Range: nom. gp.’ is in the box below the term ‘ranged’ of the transitivity system RANGING. It means that, for a clause to be ranged, the configurational function Range has to be inserted; after its insertion, it must previously select the class ‘nominal group’ for its realization.

Figure 2.33. Theoretical concepts and illustrations of realization statements.

### 2.2.2.1 Transitivity system network and selection expressions

The transitivity system network, presented in Figure 2.34, was constructed in view of text analysis rather than text generation. The analyzed texts were those produced by the EFL-learning primary subjects – primary corpus (see Appendix K) – and the secondary subjects – secondary corpus (see Appendix L) – that participated in the longitudinal part of the study.

The analytical aim that meets the methodological purposes of the referred to part of the current investigation is the unveiling of the selection expression relative to each clause of each text within both corpora. The aim, then, is not the general one – stated in the ninth paragraph of Subsection 2.2.1 – whereby what is searched for is the reconstruction of each clause's structure. Therefore, the role played by the realization statements was changed: Instead of using them as the way into the clauses' structures via the selection expressions, I utilized them here as one of the ways into the selection expressions themselves. The other way that led to the arrival at the expressions was the extensive use I made of the SFG theoretical concepts reviewed in this chapter's previous subsections.

The selection expression – defined in the ninth paragraph of Subsection 2.2.1 as the set of systemic terms a speaker picks out upon rendering a clause – has the following notation: The terms are written in lower case letters, separated by commas, and enclosed within square brackets. The steps I took, when working with both corpora, in order to unveil the transitivity selection expressions are demonstrated below in regard to the first two clauses (C1 and C2) produced by the Secondary Subject 1 (SS1) in his Personal Experience (PE) narrative (see Appendix L):

1. C1 – *My journey home [[to visit my family this past December for Christmas]] was a total disaster!* – is made up of a ranking/outer clause and a down-ranked one. The transitivity selection expression of the ranking clause – *My journey*

*home was a total disaster!* – is as follows: [*clause, middle, relational, expanding, ascriptive, intensive, non-phase, class, complete*]. The first term is ‘clause’ because it is the initial input feature/entry condition into the transitivity system network. The writer of the clause had then to choose among the terms of the three simultaneous systems AGENCY, PROCESS TYPE, and CIRCUMSTANCE TYPE. As with AGENCY, for him to have chosen the term ‘effective’, the clause would have to meet the requirement of the realization statement ‘+ Agent’; since there is no structural constituent that can hold the configurational function Agent, the clause must be ‘middle’, instead. Insofar as PROCESS TYPE is concerned, due to the facts (a) that the clause does not meet the requirement ‘+ Actor’, ‘+ Senser’, or ‘+ Sayer’ in the realization statements of the terms ‘material’, ‘mental 1’, or ‘verbal 1’, respectively and (b) that the Event in the verbal group is ‘be’, the clause is ‘relational’ at the first delicacy level. At the second level of delicacy, it is not ‘existential’ because it does not meet the requirement ‘+ Existent’ in the realization statement, being, accordingly, ‘expanding’. At the third level of delicacy – between ‘ascriptive’ or ‘identifying’, the clause is ‘ascriptive’ as the constituent *a total disaster* clearly meets the requirement ‘+ Attribute’ in the respective realization statement, and the constituent *My journey home* [*to visit my family this past December for Christmas*] undoubtedly meets the requirement ‘+ Carrier’ in the same realization statement; among ‘intensive’, ‘circumstantial’, or ‘possessive’, the clause is ‘intensive’ since there is no relationship of circumstance or possession between the Carrier and the Attribute. At the fourth level of delicacy, the choice for ‘non-phase’ is explained by the fact that the Event in the verbal group is the unmarked relational process ‘be’ according to the realization expression of ‘non-phase’. At the fifth level of delicacy, the choice for ‘class’ derives from the relationship between Carrier and Attribute, which is of the member-class type and not of the qualification or quantification type. As to

CIRCUMSTANCE TYPE, no choices were made among any of the terms that belong to the simultaneous circumstantial systems.

2. C2 – *Originally, my boyfriend was supposed to drive me home.* – is a ranking clause. Its transitivity selection expression is the following: [*clause, effective, material, doing, transformative, enhancing I, operative, location, place, complete*]. The term ‘clause’ is also the first one for the same reason as that presented in regard to C1. Choices had also to be made among the terms of the same three simultaneous systems AGENCY, PROCESS TYPE, and CIRCUMSTANCE TYPE. As to the first system, the writer inserted – into his second clause – the constituent *my boyfriend* as the Agent, which is the requirement of the realization statement for the term ‘effective’. Inasmuch as the second system is concerned, at the first level of delicacy, the term ‘material’ was chosen because the clause has the configurational function Actor – realized, through preselection, by the same nominal group *my boyfriend*, which is the requirement imposed by the term’s realization statement. At the second level of delicacy, the term ‘doing’ is justified by the fact that it meets the requirements of its realization statement: There is a Goal realized, through preselection, by the nominal group *me*, which conflates with the configurational function Medium instead of Agent. Still at the second delicacy level, the choice was for ‘operative’ rather than ‘receptive’ since the requirements of the former term’s realization statement are met: (a) There is an Agent that preselects the nominal group *my boyfriend*; (b) the transitivity configurational function Agent is conflated with the mood configurational function Subject; (c) the transitivity configurational function Medium is conflated with the mood configurational function Complement, both being realized – through preselection – by the nominal group *me*; and (d) the process *to drive* is active. At the third level of delicacy – between ‘creative’ or ‘transformative’, the clause is ‘transformative’ as the constituents *my*

*boyfriend* and *me* are preexistent, that is, they were not created (made) by the process *to drive*: The driving was supposed to be done to *me* by *my boyfriend*. At the fourth level of delicacy, the transformation has to do with motion or location shift; hence, the term ‘enhancing 1’ is the one in the selection expression in place of ‘extending’ (addition) or ‘elaborating 1’ (restatement). As to the third system, the constituent *home* is a circumstance because it is only loosely involved in the process.

The down-ranked clause within C1 above also has its transitivity selection expression, which was not detailed here. The reader ought to refer to Figure 4.16 (see Subsection 4.3.5.2) or Appendix L.



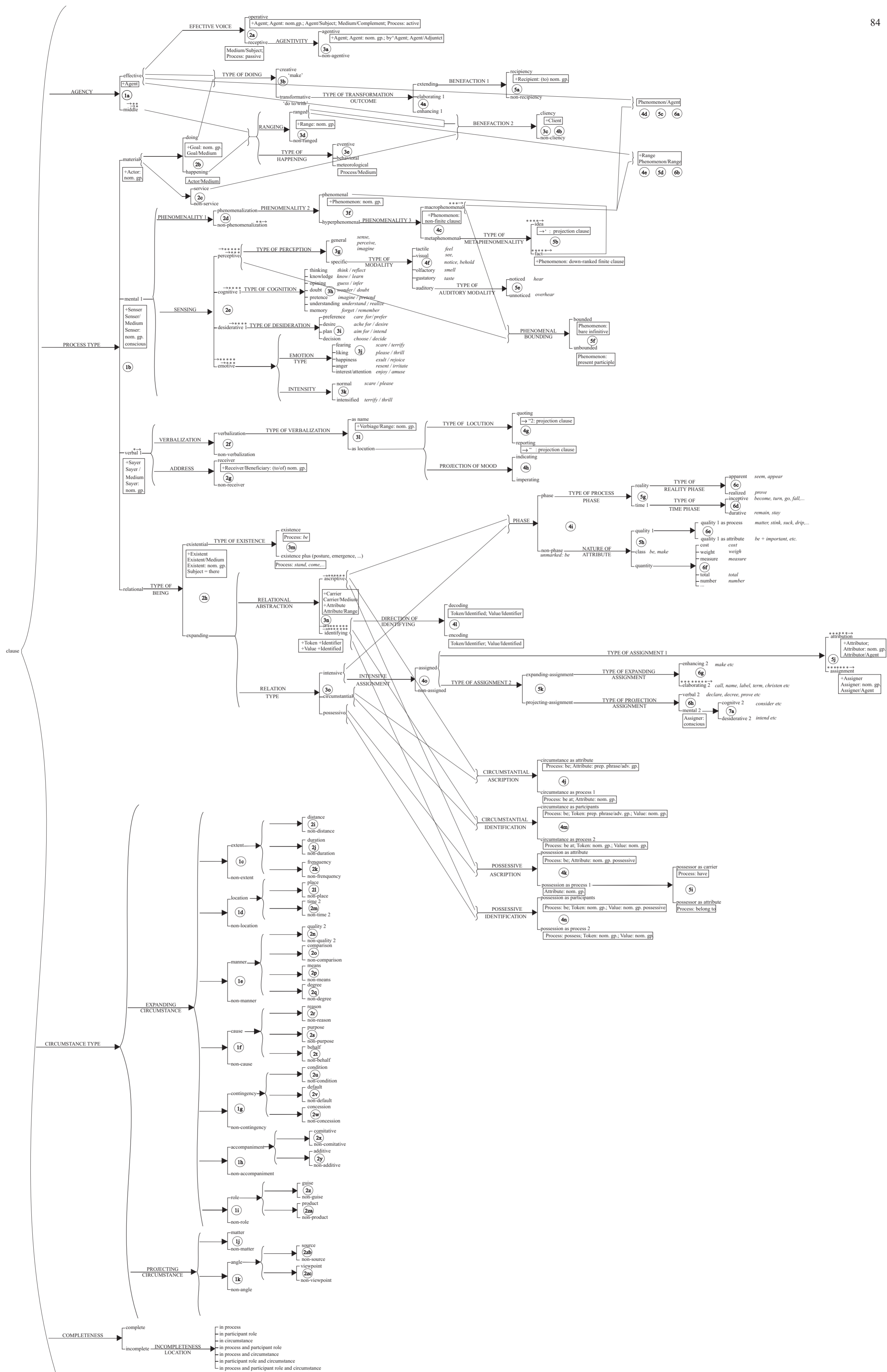


Figure 2.34. Transitivity system network.

### 2.2.2.2 Mood system network and selection expressions

The points I clarified in Subsection 2.2.2.1 as to the analytical aim of the transitivity system network – the use both of its realization statements and of the SFG theoretical concepts to attain the specified aim in relation to the corpora indicated then and the definition of selection expression – apply equally to the mood and theme system networks. While the mood network is presented in Figure 2.35 within the current subsection, the theme network is displayed in Figure 2.36 in Subsection 2.2.2.3.

The steps taken in order that I could arrive at the mood selection expressions are shown below. The sample clauses are the same two as those I used in Subsection 2.2.2.1:

1. C1 – *My journey home [[to visit my family this past December for Christmas]] was a total disaster!* – has the following mood selection expression: *[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete]*.

The first term is ‘clause’ because it is the initial input feature/entry condition into the mood system network. The writer of the clause had then to choose among the terms of the two simultaneous systems CLAUSE CLASS and VOCATIVE. As to VOCATIVE, his choice for the term ‘non-vocative’<sup>33</sup> resulted from the fact that the main requirement within the realization statement of the term ‘vocative’ – ‘+ Vocative’ – is not met. As regards CLAUSE CLASS at the first delicacy level, his choice had to be directed towards the term ‘major’ – to the exclusion of ‘minor’ – because the clause meets the requirements of the realization statement that demands the insertion of the configurational functions Process and Predicator. At the second level of delicacy, the writer had to choose among the terms of the three simultaneous systems FREEDOM, POLARITY, and MOOD ASSESSMENT. Insofar as FREEDOM is concerned, the

---

<sup>33</sup> The term ‘non-vocative’ does not appear in C1’s selection expression because I conventionalized that negative terms – those introduced by the prefix ‘non’ – would not be included. The only exception is ‘non-exclamative’ – a term within the system DECLARATIVE TYPE/5b’ – because it is a conjunctive entry condition into the DECLARATIVE SUBJECT PRESUMPTION/6c’ system and a disjunctive entry condition into the TAGGING/4e’-6d’ system.

clause is ‘free’ – not ‘bound’ – because, besides being ‘finite’, it is neither hypotactic nor down-ranked. As with POLARITY, it is ‘positive 1’ once the requirement in the realization statement of the term ‘negative 1’ – the insertion of the configurational function Polarity realized, through preselection, by the adverbial group ‘not’ – is not met either. Since there is no insertion of the configurational function ‘mood Adjunct’ – the requirement in the realization statement of the term ‘mood assessment’, no choice was made within the system MOOD ASSESSMENT. At the third level of delicacy, due to the ‘free’ status of the clause, the writer had, at his disposal, the terms with the two simultaneous systems MOOD TYPE and CLAUSAL ELLIPSIS. Inasmuch as MOOD TYPE is concerned, the choice for ‘indicative’ instead of ‘imperative’ was a requirement of the former term’s realization statement whereby the configurational function Mood, expanded by the configurational functions Subject and Finite, must be inserted. As regards CLAUSAL ELLIPSIS, the clause is ‘full’ due to the insertion – a requirement of the term’s realization statement – of the configurational function Residue. At the fourth level of delicacy, the ‘indicative’ status of the clause opens up choices among the terms of the four simultaneous systems INDICATIVE TYPE, INDICATIVE MOOD PERSON, DEICTICITY, and COMMENT. As with INDICATIVE TYPE, the clause is ‘declarative’ – rather than ‘interrogative’ – because it is ‘non-exclamative’, and, in turn, it is ‘non-exclamative’ because the ordering of the configurational functions that expand the Mood is the Subject preceding the Finite. Within the system INDICATIVE MOOD PERSON, the choice for the term ‘non-interactant’ is explicated, according to its realization statement, by the fact that the Subject preselects a non-interactant, third person nominal group. When it comes to DEICTICITY, the choice for ‘temporal’ at the expense of ‘modal’ derived from the fact that the latter term’s realization requires the preselection of a modal auxiliary by the

configurational function Finite. The choice for ‘non-comment’, a term of the system COMMENT, was a consequence of the noninsertion of the configurational function comment Adjunct. At the fifth level of delicacy, the ‘temporal’ status of the clause leads to the choices among the terms of the two simultaneous systems CLAUSAL PRIMARY TENSE and CLAUSAL SECONDARY TENSE. Once the configurational function Finite is realized – through preselection – by a past verbal group, the term ‘past’ was the chosen one as to the system CLAUSAL PRIMARY TENSE. For lack of the insertion of an Auxiliary, the choice made within the system CLAUSAL SECONDARY TENSE was for the term ‘non-secondary tense’.

2. C2 – *Originally, my boyfriend was supposed to drive me home.* – has a mood selection expression as follows: [*clause, major, free, indicative, declarative, modal, modulation, obligation, median, objective, implicit 4, full, positive 1, complete*]. All that was said about the terms ‘clause’, ‘major’, ‘free’, ‘indicative’, ‘declarative’, ‘full’, and ‘positive 1’ in relation to C1 is also valid for C2. As seen earlier, the term ‘major’ leads to the term ‘indicative’ via the term ‘free’. The term ‘indicative’, in turn, is C2’s path into the system DEICTICITY, within which the choice was for the term ‘modal’ at the fourth level of delicacy. The justification for such a choice is the fulfillment of the requirement – in the term’s realization statement – for the expression of the configurational function Finite, by means of preselection, through the lexical verb ‘be’ made a modal auxiliary by the passive type of expansion of the Predicator: ‘be’ + ‘supposed to’. The term ‘modal’ becomes the entry condition into the two simultaneous systems CLAUSAL SECONDARY TENSE and MODALITY at the fifth delicacy level. Since there is no nonmodal auxiliary – ‘have’ or ‘be’, the choice was for the term ‘non-secondary tense’ as with the system CLAUSAL SECONDARY TENSE. The system MODALITY subdivides into the four simultaneous systems TYPE, VALUE,

ORIENTATION, and MANIFESTATION. The TYPE is ‘modulation’ instead of ‘modalization’ as the clause with the area of intermediacy – *Originally, my boyfriend was supposed to drive me home.* – originates from a proposal that might have been something like: “*Please, drive me home*”. At the sixth delicacy level, the subtype had to be chosen by the writer between the terms ‘readiness’ or ‘obligation’ within the subsequent disjunctive dependent system. His choice for ‘obligation’ is explicated by the fact that his original proposal is of the command type, not an offer. The VALUE is ‘median’ because *be supposed to* construes the intermediate degree of ‘obligation’ in place of the ‘outer’ degrees – located at the extremes – ‘low’ (weak obligation) or ‘high’ (strong obligation). The ORIENTATION is ‘objective’ as opposed to ‘subjective’ since *be supposed to* construes the median obligation as if the writer were not the source of the assessment. Finally, the MANIFESTATION is ‘implicit 4’ rather than ‘explicit 4’ once *be supposed to* construes the assessment without making explicit who/what the assessment source is (see Figure 2.18).

For the mood selection expression of the down-ranked clause within C1, the reader should see it in Figure 4.16 (see Subsection 4.3.5.2) or in Appendix L.

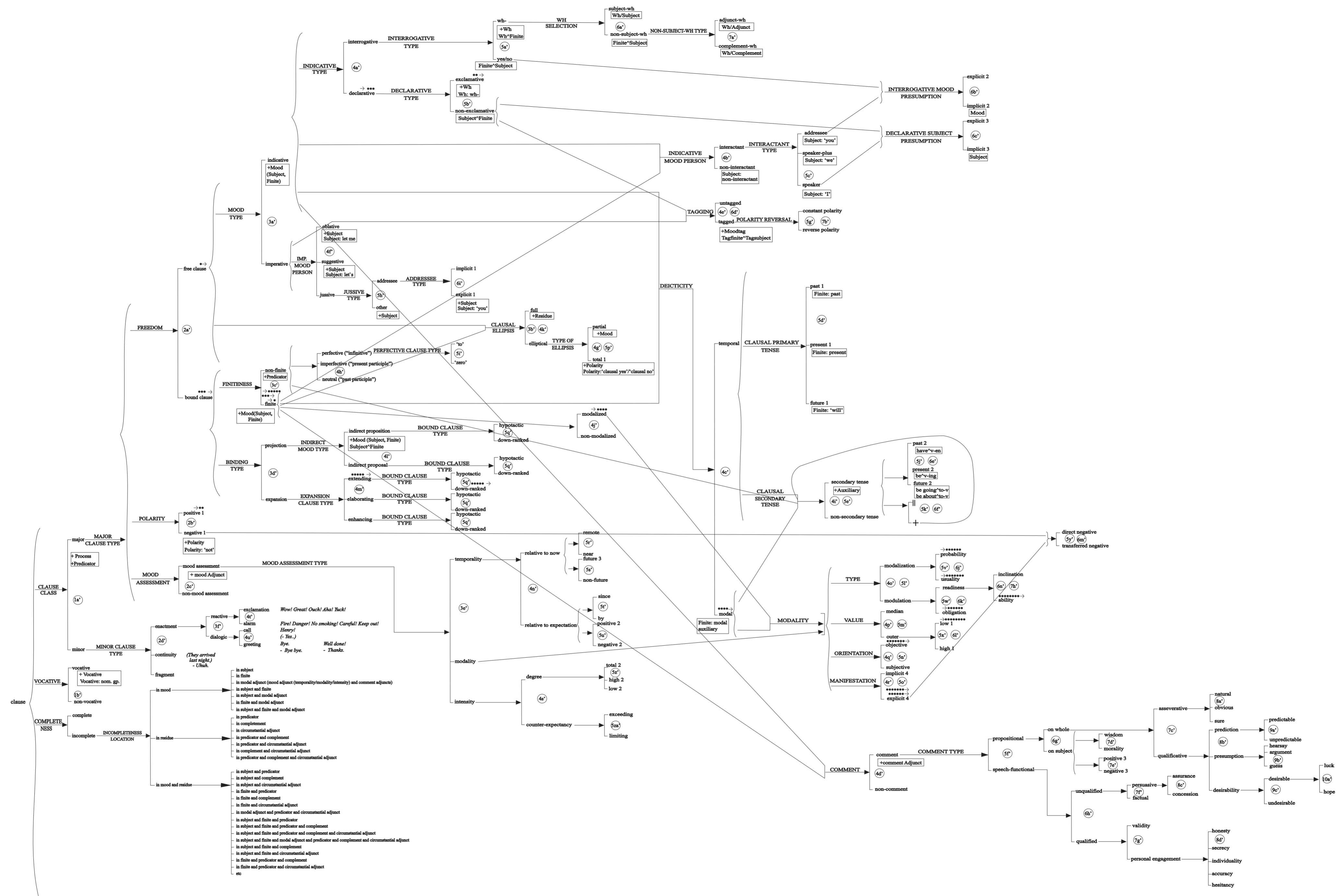


Figure 2.35. Mood system network.

### 2.2.2.3 Theme system network and selection expressions

The steps I went through for the purpose of figuring out the theme selection expressions are described below. The sample clauses are still the same two as those I used in Subsections 2.2.2.1 and 2.2.2.2:

1. C1 – *My journey home [[to visit my family this past December for Christmas]] was a total disaster!* – has the following theme selection expression: [*clause, unmarked topical theme, complete*]. The first term is ‘clause’ due to its being the initial input feature/entry condition into the theme system network. The writer of the clause had then to choose among the terms of the four simultaneous systems TOPICAL THEME, MOOD TYPE, TEXTUAL THEME, and INTERPERSONAL THEME at the first level of delicacy. In regard to MOOD TYPE, I conventionalized that either of its terms would appear in the selection expression only if the Theme were predicated or identifying. As to TEXTUAL THEME, the choice was for the term ‘non-textual theme’ since the further choices – at the second level of delicacy – were for ‘non-continuative’, ‘non-structural’ (lack of a conjunction or a relative pronoun – third delicacy level), and ‘non-conjunctive adjunct’. Insofar as INTERPERSONAL THEME is concerned, the choice ‘non-interpersonal theme’ is justified by the further choices – also at the second level of delicacy – for ‘non-vocative’, ‘non-modal adjunct’, and ‘non-finite’. As with TOPICAL THEME, the clause has an ‘unmarked topical theme’ because the term meets the requirement of its realization statement whereby, when the mood type is indicative/declarative, it is necessary that the topical Theme conflate with the Subject: *My journey home [[to visit my family this past December for Christmas]]* is both Subject and topical Theme.

2. C2 – *Originally, my boyfriend was supposed to drive me home.* – has a theme selection expression as follows: [*clause, unmarked topical theme, textual theme,*

*conjunctive adjunct, enhancing, spatio-temporal, simple, preceding, external, complete*]. The descriptions I furnished of the terms ‘clause’ and ‘unmarked topical theme’ regarding C1 are also true for C2. As stated earlier, the same way that ‘clause’ is the input feature/entry condition into the systems TOPICAL THEME and MOOD TYPE, it is the input feature/entry condition also into the systems TEXTUAL THEME and INTERPERSONAL THEME. For lack of a Vocative, a modal Adjunct, or the Finite occupying the first structural position in C2, the writer chose not to add any interpersonal Theme. However, before the topical Theme *my boyfriend* (Subject conflated with topical Theme), he chose to add the textual Theme *Originally*. Hence, after the initial entry condition ‘clause’ was satisfied, he had access to the first-level-delicacy system TEXTUAL THEME whose terms are ‘textual theme’ or ‘non-textual theme’ with the choice having been for the former. Such a choice opened up the access into three simultaneous systems under the name TEXTUAL THEME TYPE at the second level of delicacy. While the term ‘non-continuative’ was chosen as for the first system, the term ‘non-structural’ was the choice within the second. When it comes to the third, the choice was for the term ‘conjunctive adjunct’ since that is what *Originally* is (See the sixth paragraph of Subsection 2.2.1.3). The ‘conjunctive adjunct’ term, in turn, leads to the dependent third-level-delicacy disjunctive system TYPE OF CONJUNCTIVE ADJUNCT, whose terms are ‘elaborating’, ‘extending’, or ‘enhancing’. Once *Originally* does not convey the meanings of restatement or addition, it does not meet the requirements of the realization statements for ‘elaborating’ or ‘extending’. The meaning conveyed by the conjunctive adjunct under focus has to do with circumstances, being, thus, ‘enhancing’. The latter term gives access into the dependent fourth-level-delicacy disjunctive system TYPE OF ENHANCEMENT, whose terms are ‘matter’, ‘spatio-temporal’, ‘manner’, or ‘causal-conditional’.



*Originally* fits under ‘spatio-temporal’, which becomes the entry condition into the dependent fifth-level-delicacy disjunctive system TYPE OF SPACE-TIME. Between the terms ‘simple’ or ‘complex’, *Originally* fits under the former because, by definition, complex spatio-temporal terms “. . . are the simple ones with some other semantic feature or features present at the same time” (Halliday & Matthiessen, 2004, p. 545), which is not the case with *Originally*; some examples of complex terms are: “‘then + immediately’ (*at once, thereupon, on which*); ‘then + after an interval’ (*soon, presently, later, after a time*); ‘then + repetition’ (*next time, on another occasion*); ‘then + a specific time interval’ (*next day, five minutes later*) and so on” (Halliday & Hasan, 1976, pp. 261-262). The term ‘simple’ leads, at last, to two simultaneous sixth-level-delicacy conjunctive systems. The terms of the first being ‘following’, ‘simultaneous’, ‘preceding’, or ‘concluding’, *Originally* fits under the penultimate one. The terms of the second are ‘external’ – meaning oriented towards “. . . the experiential sequence of process configurations . . .”, or ‘internal’ – meaning oriented towards “. . . the interpersonal sequence of interactive moves . . .”. On the one hand, ‘accordingly’, for instance, is external as it is equivalent to “as a result of these *events* [italics added]”, of this process configuration; on the other hand, ‘moreover’ is internal because it is equivalent to “*I say* [italics added] further (to add to my point)” or to continue with the interaction by means of another move (Matthiessen, 1995, pp. 523/524/525). Since *Originally* is equivalent to ‘before/preceding the process configuration construed in C1’, it is of the ‘external’ type.

Concerning the theme selection expression of the down-ranked clause within C1, the reader is invited to look it over in Figure 4.16 (see Subsection 4.3.5.2) or in Appendix L.

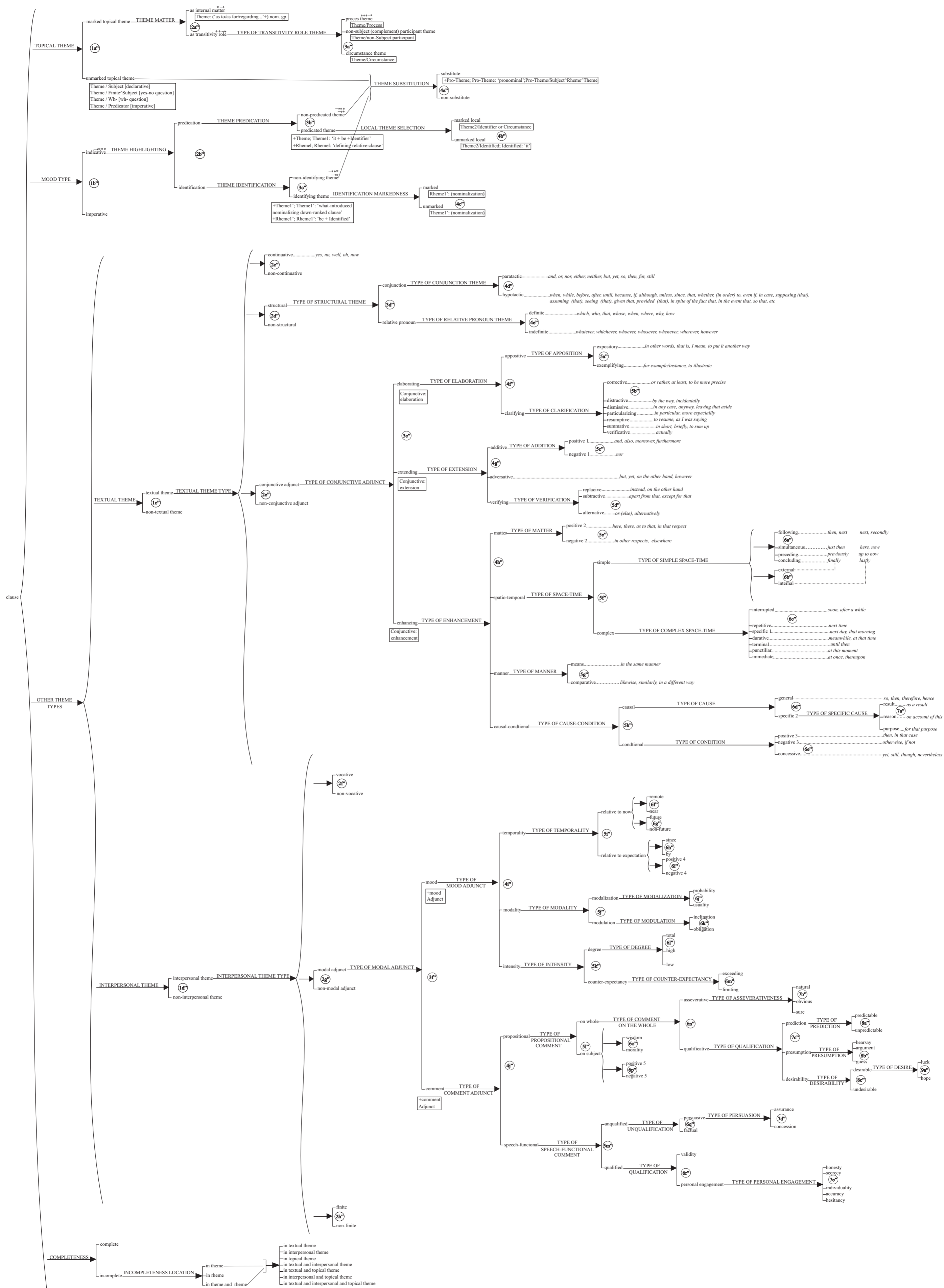


Figure 2.36. Theme system network.

## 2.3 IL Lexico-grammatical simplification-complexification

Now that the basics of SFG were described in Section 2.2 and its respective subsections, it is time to formulate the SFG-based definition of IL lexico-grammatical simplification-complexification. The defining task must be accomplished from the viewpoints of the systemic and the functional dimensions of the Hallidayan theory, which will be done separately in Subsections 2.3.1 and 2.3.2.

### 2.3.1 From the perspective of the systemic dimension

Perrett (2000) claims that the utilization of system networks is an effective way to reveal the IL developmental continuum of the kind I have been calling IL systemic developmental continuum. She also offers the argument whereby the system networks that serve as the basis for such a revealing endeavor can be built of the generic and/or registerial<sup>34</sup> and/or semantic and/or lexico-grammatical and/or phonetic-phonological choices made in spoken and/or written texts rendered by L2 learners under a longitudinal empirical approach. However, the systemic-related definition of simplification-complexification will be formulated only from the perspective of the lexico-grammatical stratum, which – as stated earlier – is the sole scope of the current research.

IL systemic lexico-grammatical complexification is a function of the increase in the quantity of systems and terms integrated into an L2 learner's IL resource repertoire over time: The more transitivity, mood, and/or theme systems and terms have been integrated into the learner's IL up to a given point in time, the more lexico-grammatically complex it

---

<sup>34</sup> Even though Perrett (2000) considers genre and register as different constructs, I do not as I follow Hasan's position when she proposes her construct of generic structure potential-GSP or genre based on a text's contextual configuration-CC or context of situation (field, tenor, and mode). Upon advancing her proposal, she neutralizes the theoretical difference between genre and register (Halliday & Hasan, 1989, pp. 110/113) (see Matthiessen, 1995, p. 53). Referring to the issue in an interview Michael Halliday gave to Thompson and Collins (2001, pp. 131-153), he states: "I haven't found it [distinguishing two extralinguistic strata: genre and register] necessary" (p. 144). It was Martin (1992) who put forward such a theoretical extension, which led to his alternative six-stratum semiotic language model with two other extralinguistic strata besides register: (a) genre, realized by the context-of-situation bound register; and (b) ideology, realized by the context-of-culture bound genre (the three intralinguistic strata – semantics, lexico-grammar, and phonology/graphology – are shared with the model in Halliday, 1978a).

is. This means that the IL rendered at the first few stages of the continuum – due to its still small quantity of integrated systems and terms – is characterized by systemic lexico-grammatical simplification that then turns to complexification along the subsequent stages.

The manner under which a network's systems and terms spread topologically in accordance with the concepts behind systemic theory contributes to the refinement of the searched for definition of IL systemic lexico-grammatical simplification-complexification. Within each lexico-grammatical system network, the systems and terms increase in quantity – that is, the IL continuum shifts away from formal simplification towards complexification – whenever either of the following movements happens: (a) up and downwards inside the same delicacy scale level (the numerals of the alphanumeric codes remain the same while the letters vary – see Figure 2.31), or (b) rightwards across delicacy scale levels (the numerals of the alphanumeric codes vary while the letters remain the same – see also Figure 2.31).

### 2.3.2 From the perspective of the functional dimension

The present investigation was preceded by four cross-sectional pilot studies. The first three were published as: (a) Praxedes Filho (2004), (b) Praxedes Filho (2002), and (c) Praxedes Filho (2003a). The fourth remains in manuscript form and is referenced as Praxedes Filho (2003b).

The initial definition of IL functional lexico-grammatical simplification-complexification I started with in Pilot Study 1 was: (a) Complexification, on the one hand, is the production – on the part of L2 learners in their spoken and written narratives – of ranking clauses that have all the lexico-grammatical structural slots filled in by the configurational functions that realize the systems of transitivity and mood; and (b) simplification, on the other hand, is the occurrence of ranking clauses whose configurational functions, for the same two systems, are not all present simultaneously.

This initial definition started being expanded still within Pilot Study 1, and the expansion process continued throughout the subsequent studies, with the final version of the definition having been, thus, empirically constructed. In order that the expansions can be understood within the contexts in which I had the insights into them, the first three studies will be briefly reviewed. The fourth does not need reviewing as, after the necessary adaptations, its Methodology, Results, and Discussion sections were incorporated into the current study. That which is common among the three studies – their empirical rationale – is presented in Figure 2.37. Their findings – along with the expansions on the definition – will be reviewed in Subsections 2.3.2.1, 2.3.2.2, and 2.3.2.3.

Aspects of the Empirical Rationale	Reviews
Type of IL Data	Spoken and written impromptu narratives about a remarkable personal experience.
Subjects	Pilot Study 1: 10 <i>Letras</i> students from <i>UECE</i> and <i>UFC</i> (advanced learners).
	Pilot Study 2: 10 <i>Inglês 6</i> students from ELC <b>F</b> – located in Florianópolis, Santa Catarina (intermediate learners).
	Pilot Study 3: 10 <i>Semestre 2</i> students from ELC <b>B</b> (beginner learners).
Objectives	1: To identify the functional lexico-grammatical complexification level (high, moderate, or low) of the subjects' spoken and written narratives.
	2: To find out whether there is any difference as for the level of functional lexico-grammatical complexification between the subjects' spoken and written narratives.
Hypotheses	1: Since the subjects are advanced / intermediate / beginner EFL learners, their spoken and written narratives (both separately and together) bear a high / moderate / low level of functional lexico-grammatical complexification.
	2: Since the writer has more time than the speaker to elaborate on her/his discursal production, the subjects' written narratives will bear a higher level of functional lexico-grammatical complexification than their spoken ones.
Relevance	It lies in the fact that the three studies made it possible for me to make a preliminary evaluation as to whether SFG is adequate for data categorization aimed at shedding light on investigations into the lexico-grammatical configurational developmental continuum of ILs (developmental in the sense of simplification towards complexification). The 'relevance' here functions as a sort of general objective.
Data Analysis Criteria	As for the determination of the level (high, moderate, low) of the subjects' IL functional lexico-grammatical complexification, the adopted a priori criteria were: up to 50% of complete clauses – low level of complexification, from 50% (exclusive) to 80% (inclusive) of complete clauses – moderate level, higher than 80% of complete clauses – high level. Before having been changed into percentages, the complexification absolute numbers were turned into 'simple frequency indices', which are the numbers of occurrence of a given lexico-grammatical feature per every 1,000 words of text.

Figure 2.37. Review of the empirical rationale of Pilot Studies 1, 2, and 3.

### 2.3.2.1 Pilot Study 1 (PS1)

The first expansion on the definition of functional lexico-grammatical simplification-complexification was inspired by Ellis's (1994a) claim that functional lexico-grammatical simplification (noncomplexification) or clausal incompleteness “. . . may occur either because learners have not yet acquired the necessary linguistic forms or because they are unable to access them in the production of specific utterances . . . . It may reflect processes of language acquisition or of language production” (p. 89). Such typological classification had, however, to go through some adaptations in order that spoken-language-specific features could also be encompassed.

The adaptations led to the following classification of functional lexico-grammatical simplification/incompleteness that was then integrated into my work:

1. LAP (Language Acquisition Process) type of simplification whereby incompleteness is a result of the fact that “. . . learners have not yet acquired the necessary linguistic forms . . .” (Ellis, 1994a, p. 89), which means that simplified/incomplete ranking clauses are those produced without resorting to self-corrections or hesitations. Therefore, they are the actual simplifications or incompletenesses.

2. LPP (Language Production Process) type of simplification whereby incompleteness is a result of naturally occurring pauses in spoken language for discourse planning as a consequence of the necessity for correction – message adjustment – or as a consequence of hesitation (Praxedes Filho, 1996, pp. 149-150), or as a consequence of the inability “. . . to access them [the necessary linguistic forms] in the production of specific utterances” (Ellis, 1994a, p. 89), which signifies that simplified/incomplete ranking clauses are those produced as a result of self-corrections and/or hesitations. Since these clauses are idiosyncratically characteristic of spoken discourse for both native and nonnative speakers, they are considered as pseudo-

simplifications or pseudo-incompletenesses, being categorized together with the functionally complete ranking clauses that contribute, after all, to actual complexification.

Both hypotheses were confirmed no matter whether the classification of functional incompleteness into two different types was considered or not. However, the more reliable result was the one arrived at when, on the one hand, the percentage of functional complexification was calculated by means of adding the LPP type of simplification or pseudo-simplification to the complete ranking clauses, and, on the other hand, the percentage of functional simplification remained restricted to the LAP type of actual simplification. Under such condition, the subjects' spoken and written narratives presented high functional lexico-grammatical complexification levels both separately – 95.77% for the spoken medium and 96.09% for the written one, and together – 95.92% of all ranking clauses in the corpus had complete transitivity and mood structural configurations. Due to the writer's having more elaboration time than that of the speaker, the subjects' written narratives were 0.15% more lexico-grammatically complexified than their spoken ones.

Within the scope of PS1 – the advanced proficiency level, SFG proved to be suitable for the categorization of the data. More globally, PS1 partially showed the adequateness of the use of SFG for data categorization in longitudinal investigations whose aim is to reveal the lexico-grammatical features of an IL continuum in terms of its functional simplification-complexification development.

#### 2.3.2.2 Pilot Study 2 (PS2)

PS2 made two contributions towards the expansion on the definition of functional lexico-grammatical simplification-complexification:

1. In PS1, the down-ranked clauses were left out of the categorization. The justification offered then was that they are either whole constituents or part of constituents of the ranking clause in which they are embedded (see Figure 2.22). It was this very definitional characteristic that led me, in PS2, to realize that the functional lexico-grammatical incompleteness of a down-ranked clause makes the ranking clause of which it is a constituent (part) also incomplete, regardless of the latter being complete. From the classification of functional lexico-grammatical simplification/incompleteness into LAP and LPP, two other types were derived: (a) LAP incomplete ranking clauses whose incompleteness is located within a constituent down-ranked clause, and (b) LPP incomplete ranking clauses whose incompleteness is also located within a constituent down-ranked clause (these are also pseudo-incompletenesses, contributing, thus, to actual complexification).

2. It was also in PS2 that I came to the realization that the structurally complete clauses containing deviations in relation to the English language norm used in the adopted textbook and by the teacher in class can be classified into those clauses whose deviations are characterized by an attempt, on the part of the subjects, to opt for simpler lexico-grammatical forms in order to express the deviant configurational functions and those clauses whose deviations do not hold this simplifying feature. This leads to the following types of complete clauses: (a) deviant complete ranking clauses, (b) simplified deviant complete ranking clauses, and (c) simplified deviant complete ranking clauses whose simplified deviation is located within a constituent down-ranked clause. Only the last two types were considered of interest to the IL functional lexico-grammatical simplification-complexification issue. Their incorporation required a broadening of the definition of functional lexico-grammatical simplification because they started being categorized as incompleteness or pseudo-completeness rather than completeness.



Hypothesis 2 was confirmed both under the down-ranked-clause-related condition and under the simplified-completeness-related condition: The written narratives were more lexico-grammatically complexified by 1.39% and 1.99%, respectively, in relation to the spoken narratives. Inasmuch as Hypothesis 1 is concerned, it was thoroughly confirmed under both conditions. Under the first one alone, it was refuted only as for the written narratives when considered separately as they entered the high functional complexification range by 0.35%.

The written-medium-related refutation was by no means surprising. It would have been fully unexpected if, instead, it had happened to the spoken medium. This claim can be understood through the assumption part of Hypothesis 2: The writer has more time than the speaker to elaborate on her/his discursal production. However, the functional complexification levels for the separate spoken narratives and for the spoken and written narratives together – 78.96% and 79.61%, respectively – got very close to the complexification level of the separate written narratives, with all the percentages situated inside the 78%-81% range. A reasonable explication seemed to be related to the fact that the subjects' IL, in general, might have been on the verge of becoming highly complexified functionally speaking. This, in turn, may have been so because the chosen stage – *Inglês 6* – is the last within the intermediate proficiency level. It appeared likely that the *Inglês 6* students could be considered as false-advanced. For a cross-sectional study, the choice of the middle intermediate stage – *Inglês 5*<sup>35</sup> – would have certainly been more suitable in view of capturing a more accurate 'frozen picture' of the intermediate proficiency level. Such an interpretation opened the way towards the postulation that the general objective, posed within the relevance of the pilot studies (see Figure 2.37), was soundly reached.

---

<sup>35</sup> For the purpose of PS2, the stages of ELC **F** were thus classified: (a) *Inglês 1, 2, and 3* as the beginning stages; (b) *Inglês 4, 5, and 6* as the intermediate stages; and (c) *Inglês 7 and 8* as well as *Avançado 1 and 2* as the advanced stages.

### 2.3.2.3 Pilot Study 3 (PS3)

Up to PS2, the definition of IL functional lexico-grammatical simplification-complexification was backed by only one type of developmental continuum, namely, the functional-configurational continuum – from a low percentage rate regarding the presence of clausal configurational functions, going through a moderate rate and reaching a high rate as the proficiency levels progress in time. In PS3, I suggested that the definition could also be based on two other continua: (a) a clause-complex continuum – simple clauses versus clause complexes: from low to high occurrence of clause complexes, and (b) a down-ranked-clause continuum – non-embedding versus embedding: from low to high occurrence of down-ranked clauses. However, since the new continua would lead to a substantial increase in the quantification and tabulation work load, they were incorporated neither into PS3 nor into the present dissertation.

Whereas the functional complexification levels of the separate spoken and written narratives were 45.75% and 54.76% respectively, the spoken and written narratives together reached a complexification level of 49.86%.<sup>36</sup> Therefore, Hypothesis 1 was confirmed for the spoken medium and refuted, by 4.76%, for the written medium; Hypothesis 2 was confirmed as the written narratives were more lexico-grammatically complexified by 9.01% than the spoken ones.

As can be seen, all the percentages – located within the 45%-55% range – were on the borderline between the low and moderate functional complexification levels. Accordingly, these results might have been indicative of the fact that the *Semestre 2* students, although still in the beginning proficiency level according to the traditional classification into three proficiency levels, must have already gone through the ‘initial IL’ stage. As such, the written-medium part of Hypothesis 1 would most probably have

---

<sup>36</sup> These results were arrived at taking into account all the expansions on the definition of IL functional lexico-grammatical simplification-complexification that had been thought of up to PS2.

been confirmed if ELC **B**'s chosen stage had been *Semestre 1* because the *Semestre 2* students used in PS3 as subjects might have been on the verge of becoming intermediate learners. Since the results of PS2 indicated that the top-intermediate stage subjects were on the verge of becoming advanced learners, the recommendation was that, for cross-sectional IL developmental studies, the most prototypical stages, again considering the traditional three-level classification, must be: (a) the very first stage of the beginning proficiency level, (b) the middle stage of the intermediate level, and (c) the top stage of the advanced level.

Like in PS2, the written-medium-related refutation in PS3 was no reason to state that the general objective of the three pilot studies (see Figure 2.37) was not satisfactorily attained. Again, the basis for this assertion was the same kind of interpretation given to the results in both studies.

#### 2.3.2.4 Functional simplification and complexification categories

Before compiling the functional simplification and complexification categories I came up with throughout the expansions on the definition of IL functional lexico-grammatical simplification-complexification as described in Subsections 2.3.2.1-2.3.2.3, it is necessary to clarify that it was only in PS4 that the functional scope of the definition started encompassing the configurational functions that realize the system of theme. As stated in Subsection 2.3.2, initially the definition covered only the configurational functions related to the systems of transitivity and mood.

PS4 showed that leaving the thematic structure out of the categorization meant having a partial view of IL functional lexico-grammatical simplification-complexification. An example is the second ranking clause of the following clause complex found in the written Dialog produced by one of the beginner subjects from ELC **A**: 2/2||She (Actor / Subject / Theme)

lives (Process: Material / Finite & Predicator / Rheme) in Fortaleza, (Circumstance / Adjunct / Rheme) (Complete Clause) 3 ||(?) she (Carrier / Subject / topical Theme) 's (Process: Relational / Finite & Predicator / Rheme) from Aldeota. (Attribute / Complement / Rheme) (Incomplete Clause-textual Theme lacking) (Language-Development-Process type of functional simplification)|||. The medium is the written one, and the subject made the choice of separating the two paratactic ranking clauses by a comma; thus, the paratactic conjunction *and* becomes necessary since the linguistic norm is standard American English.

PS4 also gave another contribution. It was only then that I figured that the name of the IL functional lexico-grammatical simplification category 'LAP', which stands for 'Language-Acquisition-Process type of simplification', was theoretically inadequate as far as SFG is concerned. Within SFG, as claimed in the 14th paragraph of Section 2.2, it is argued that what an L1 learner learns is a meaning potential that, unlike a commodity that can be acquired, develops throughout time. There is no theoretical reason to look at an L2 learner in any different way: S/he is also developing a meaning potential – a new one, it is true – rather than acquiring a commodity. This reasoning, hence, led me to adopt the name 'LDP' instead, which stands for 'Language-Development-Process type of simplification'.

The compilation of the IL functional lexico-grammatical simplification and complexification categories is displayed in Figure 2.38.

Category Type	Category Subtype	Category Abbreviation	Category Name
Complexification	Completeness	CC	Complete Ranking Clause
		DCC	Deviant Complete Ranking Clause
	Pseudo-Incompleteness	LPP	Language-Production-Process Type of Simplification
		DOWN-RANKED- CLAUSE-RELATED LPP	Language-Production-Process Type of Simplification Within a Down-Ranked Clause

Simplification	Incompleteness	IC	Incomplete Ranking Clause
		LDP	Language-Development-Process Type of Simplification
		DOWN-RANKED- CLAUSE-RELATED LDP	Language-Development-Process Type of Simplification Within a Down-Ranked Clause
	Pseudo- Completeness	SDCC	Simplified Deviant Complete Ranking Clause
		DOWN-RANKED- CLAUSE-RELATED SDCC	Simplified Deviant Complete Ranking Clause – Simplified Deviation Within a Down-Ranked Clause

Figure 2.38. Functional lexico-grammatical simplification and complexification categories.

## 2.4 Concluding remarks

This chapter's central objective was to provide the definition of the research main theoretical construct – the systemic and functional lexico-grammatical simplification-complexification of the Brazilian-Portuguese/English IL, which was done in Section 2.3. The objective was duly achieved thanks to the brief review of the underlying theoretical model – SFG, conducted in Section 2.2.

Although occupying a lengthy physical space within the chapter, the review could not have been described with any other Epithet than *brief* because of the comprehensiveness of the reviewed theory. As a matter of fact, Matthiessen and Bateman (1991) posit that SFG, Sidney Lamb's stratificational grammar, and Kenneth Pike's tagmemics “. . . are probably the only three comprehensive [linguistic] theories with a long tradition of research”<sup>37</sup> and that it is SFG which is “. . . clearly the most comprehensive in descriptive coverage of English” (pp. 57/58). They justify their comprehensiveness position relative to the three theories thus:

[T]here are, in fact, few linguistic theories that are comprehensive enough. That is, most current linguistic theories are not theories of language but theories of syntax, syntax and morphology, or syntax, morphology, and phonology; but they

<sup>37</sup> No wonder Berry (1975, p. 22) claims that the linguistic schools SFG has shared the most theoretical orientation with are stratificational grammar and tagmemics.

do not cover semantics in a general way, discourse or discourse organization, cohesion, context, and register (functional variation). . . (p. 57)

If other theories do not approach semantics in an encompassing manner, SFG does. What this means is that the semantics of formal theories is restricted to only the ideational strand – the experiential world of humans and the logical relations within it, leaving out the interpersonal and textual strands. SFG, on the contrary, as seen in the review, takes care of all three simultaneously. Since it is the latter two strands that deal with verbal interaction and text-formation, that is, language in use, which has been traditionally considered the scope of pragmatics, Halliday (1994a, p. xiv) implies that his theory can dispense with it as a complement to semantics. Halliday and Matthiessen (1999) more explicitly put forward the following claim:

There is no separate component of “pragmatics” within our interpretative frame. . . . pragmatics has served as an alternative term for the interpersonal and textual domains of semantics. . . . but it seems undesirable to obscure the relationship between ideational meaning on the one hand and interpersonal and textual meaning on the other hand by locating them within different disciplines. (p. 12)

Further on, they add:

In the logico-philosophical orientation, meaning is closely associated with representation, reference, denotation, extension or ‘aboutness’, so the metafunctional scope is restricted to the ideational metafunction: semantics means ideational semantics. In the rhetorical-ethnographic orientation, meaning is closely associated with rhetorical concerns, so the metafunctional scope involves all three metafunctions: semantics means ideational, interpersonal and textual semantics; it is multifunctional. If interpersonal and textual meanings are dealt with by logico-philosophical accounts . . . , they are handled under the heading of pragmatics rather than the heading of semantics.

After having reviewed the theoretical basis of data categorization, it is now time to review, in Chapter III, the relevant theory of Second Language Development that is intended to second the critical discussion of the empirical results. This is not to say that SFG will not either have its share in the discussion task.

## CHAPTER III

### SECOND LANGUAGE DEVELOPMENT THEORY

#### 3.1 Introduction

Before engaging in the review of the main theory that is meant to inform the discussion of the empirical results, I find it indispensable to clarify three aspects pertaining to the title of the chapter:

1. Following Ellis (1985, pp. 5/221; 1994a, pp. 11-12), I make the socially-related environmental distinction between ‘Second Language’-SL and ‘Foreign Language’-FL. However, in the title, ‘Second Language’ is used as an umbrella term in order to refer to the field of study that encompasses investigations into both SL and FL development, which is in accordance with Ellis’s (1994a) own recommendation: “There is a need for a neutral and superordinate term to cover both types of learning . . . . [I]n line with common usage, the term ‘second language acquisition’ will be used for this purpose” (p. 12). By the same token, L2 is here used as an umbrella abbreviation for ‘Target Language’-TL, regardless of its being an SL or an FL. In spite of recognizing that SL and FL learners are located in socially differentiated environments – within and outside an L2 speaking community respectively, I also go along with Ellis (1988) when he claims that naturalistic versus classroom learners is a more effective distinction, characterized by the absence and presence of instruction. The greater effectiveness of such a distinction derives from Ellis’s (1988) subclassifying L2 learners into “pure classroom” – when they are “. . . totally dependent on instruction”, “impure classroom” – when “. . . instruction is supplemented by varying degrees of general exposure [to the L2]”, and “pure naturalistic” (p. 2) – when they are totally dependent on exposure within an L2 speaking community. All nonnative

subjects taking part in the study now being reported on are “pure classroom” learners of English (see Subsections 4.2.1 & 4.3.1.1).

2. Traditionally, the subarea of Applied Linguistics that deals with the unfolding of an L2 has been named ‘Second Language Acquisition’ or SLA as can be testified in the quotation from Ellis (1994a, p. 12) made in the previous paragraph. However, in his 1988 publication, Ellis uses the term ‘Second Language Development’ or SLD, which is a different practice from his other earlier and later publications. In fact, on the first two pages of the book, he even creates the impression that he considers SLD a subarea of SLA, but by no means does he specify the scope of the former in relation to the latter in any clear way. Regardless of Ellis’s theoretical stance, my own position is for the definitive adoption of ‘Second Language Development’ due to the SFG bias of the present study and, as such, for the reasons pointed out in Section 2.2 as well as in Subsection 2.3.2.4. Perrett (2000) sums up the preference of systemicists for ‘development’ in place of ‘acquisition’, positing that the latter term “. . . connotes the involvement of independent forces within an individual’s mind” while the former “. . . connotes the social nature of language learning” (p. 88). The stated theoretical choice leads to the thorough rejection of Krashen’s (1981, 1982) acquisition-learning dichotomy proposed in his monitor model: On the one hand, acquisition is subconscious and more related to naturalistic settings; on the other hand, learning is conscious and more in tune with instructed settings. As for Krashen’s critics – Ellis (1985, pp. 232-234; 1988, pp. 161-167) and McLaughlin (1987, pp. 55-58) among others,<sup>1</sup> the two terms are used interchangeably as explicitly stated in Ellis (1994a, p. 14) and in McLaughlin (1985, p. x). As with systemicists, ‘acquisition’ is avoided altogether whereas learning is interchangeable with development.

---

<sup>1</sup> Some other critics of Krashen’s (1981, 1982) monitor model are Gass and Selinker (1994, pp. 148-151) and Gregg (1984).



3. The title as a whole might seem intriguing due to the singular form *theory*, which may suggest that I recognize the existence of a sole SLD theory: IL theory. So restricted a choice is justified by the fact that IL theory has been the most pervasive over the past almost 40 years. This is so because all post-Contrastive-Analysis<sup>2</sup> SLD theories – like those compiled from the reviews made by Ellis (1985, 1994a, 1997a), Gass (1988, 1997), Gass and Selinker (1994), Johnson and Johnson (1998), Larsen-Freeman and Long (1991), McLaughlin (1987), Mitchell and Myles (1998), Pienemann (1999), Sharwood Smith (1994), Skehan (1998), Tarone (1983, 1988), and Towel and Hawkins (1994)<sup>3</sup> – are based on the IL construct according to which learner language or IL is seen as a linguistic system in its own right, different from the learner’s L1 and the L2 under development. Ellis (1985) corroborates such a position when he says that “. . . the main goal of a theory of SLA is . . . the characterization of the nature of the linguistic categories which constitute the learner’s *interlanguage* [italics added] at any point in development” (p. 249). Moreover, McLaughlin (1987) claims: “Since the early 1970s ‘interlanguage’ has come to characterize a major approach to second-language research and theory” (p. 60).

IL theory will be reviewed in four different moments. Firstly, its genesis will be accounted for, which will lead to the review of the theoretical position of the main founding scholars: Selinker, Adjemian, Tarone, Schumann, and Andersen. Secondly, the

---

<sup>2</sup> For information on Contrastive Analysis, see Subsection 3.2.1.

<sup>3</sup> The result of the compilation is as follows: accommodation theory, adaptive control of thought-ACT model, analysis-control model, capability continuum model, competition model, comprehensible output hypothesis, consciousness and noticing hypothesis, Dulay and Burt’s creative construction theory, frequency hypothesis, Gass’s integrated model, Givón’s functional-typological theory and SLD, gradual diffusion model, Hatch’s discourse/scaffolding theory, homogeneous competence model, ignorance hypothesis, interaction hypothesis, inter-group model, interlanguage structural conformity hypothesis, learnability/teachability hypothesis, markedness differential hypothesis, McLaughlin’s information-processing model, monitor model (dual competence model), multidimensional model, nativization model, neurofunctional theory, parameter-setting model, pedagogical grammar hypothesis, pidginization/accluturation hypothesis, Preston’s sociolinguistic model, processability theory, projection hypothesis, selective attention hypothesis, social identity and investment theory, socio-educational model, Spolsky’s general model, Towel and Hawkins’s model, universal grammar hypothesis, variable competence model, Vygotsky’s sociocultural theory and SLD, Wolfe Quintero’s model.

review will proceed with the presentation of the theoretical stance of some scholars involved with classroom SLD: Felix, Lightbown, Ellis, Myles, and Perrett. Thirdly, the issues relative to the genesis of the IL continuum – psycholinguistic alone or psychosociolinguistic origin and origin through recreation or restructuring – will be discussed in order that I can make my own theoretical choices. Finally, the discussion will turn to whether there is, along the IL continuum, only processes of complexification or processes of simplification followed by those of complexification, and whether these processes occur only at the semantic or the grammatical stratum or at both simultaneously.

Although the scholars chosen to be reviewed are those whose work is closely related to the theoretical and methodological rationales of this study, it does not mean that the discussion of its empirical results will be restricted to their ideas. The ideas of several others will also be used according to necessity, but the ideas they defend revolve around the construct of IL as the learner's own idiosyncratic language that is different from both her/his L1 and the L2 through which s/he is learning how to mean once again.

## **3.2 IL theory**

### **3.2.1 Genesis of the theory**

The genesis of IL theory will be dealt with at first from the perspective of Selinker (1969) and his Experimental Contrastive Analysis-ECA. Then, going back in time, it will be approached from the viewpoint of: (a) Weinreich (1953) and his Bilingual Studies-BS, (b) Fries (1945) as well as Lado (1957) and their Classical Contrastive Analysis-CCA, and (c) Corder (1974a/1967, 1974b/1971) and his Error Analysis-EA.

Selinker (1969) is a paper with a summarized and revised version of his Ph.D. dissertation – “A Psycholinguistic Study of Language Transfer”, submitted to the Institute of Languages and Linguistics at Georgetown University-USA in 1966. In the

paper, the scholar states that in order to study syntactic language transfer from Israeli Hebrew (L1) into the American English (L2) produced by Israeli children, he carried out a nonpredictive and quantitative ECA instead of a predictive and qualitative CCA.<sup>4</sup> His data collection instrument was a set of questions he made up in both English and Hebrew. The data were collected by way of interviewing both the Israeli children in English and Hebrew and American children – the same age range and educational level as the Israeli ones – in English alone. The children were instructed to answer all questions with complete sentences. He then furnishes the following example taken from the corpus:

- (1) Heb. ani ohev *meod* / *xatulim*  
 Int. I like *very much* / *cats*  
 Eng. I like *cats* / *very much* (Selinker, 1969, p. 71)

Two other examples are furnished and, in the paragraph that follows them, Selinker (1969) clarifies that the first two lines of each example bring the answers given by the Israeli children to the experimental questions and that the third line shows the answers provided by the American children to the same questions. He further clarifies that: (a) ‘Heb.’ is the Hebrew norm/dialectal variety spoken by the Israeli children; (b) ‘Int.’ stands for ‘interlanguage’, that is, “. . . the Israeli’s attempted production of English . . .” (p. 71); and (c) ‘Eng.’ represents the English norm/dialectal variety spoken by the American children.<sup>5</sup>

---

<sup>4</sup> As a matter of fact, ECAs were designed for the purpose of verifying, experimentally, the strength of the predictions made by CCAs.

<sup>5</sup> A portion of the ‘Int.’ and the ‘Eng.’ parts of the corpus are presented in the Appendix to Selinker (1992, pp. 265-270). Not only the complete sentences with the answers but also the questions are found there. The whole set of English questions and their Israeli Hebrew equivalents were included in the seventh chapter (pp. 188-189).

One of the referred-to-ECA's findings was that there are three types of transfer of a given syntactic structure:<sup>6</sup> (a) positive, when only nonerrors occur; (b) negative, when only errors occur; and (c) neutral, when the quantitative difference between nonerrors and errors is statistically nonsignificant. Both nonerrors and errors appeared in the attempts to render English sentences by the Israeli children. Since their Hebrew and the American children's English are made up of only nonerrors and since it was clear by then that any of the three transfer types took place from the Israeli children's Hebrew into their attempted English sentences – with the referential used to classify such sentences as holding nonerrors or errors having been the norm/dialectal variety of English extracted from the answers to the experimental questions given by the American children, the attempted English sentences were undoubtedly a blend of nonerroneous Israeli Hebrew and both nonerroneous and erroneous American English.

The findings – made possible by the adopted empirical rationale whereby the contrastive analysis was done between 'Heb.' (L1) and 'Int.' (learner language), with 'Eng.' (L2) serving as the dialectal reference against which errors and nonerrors were defined – led Selinker (1969) to postulate that the attempted English sentences were part of a language in its own right, that is, learner language or interlanguage,<sup>7</sup> which, in the current case, is an Israeli-Hebrew/American-English IL. Moreover, it became fully

---

<sup>6</sup> In search of a syntactic interlingual identification unit (see the seventh paragraph within the current subsection), Selinker (1969) used the term syntactic strings and considered, within the scope of the study, only postverbal strings, which explicates the methodological requirement for complete sentences as responses to the experimental questions: "ARRANGEMENT is used to mean the specific order or sequence of syntactic strings, and is symbolized by a hyphen [*sic*], e.g., Ob-PI [Direct Object-Adverb of Place]; COMBINATION is used to mean the occurrence of the strings in either arrangement and is symbolized by a plus sign, e.g., Ob+PI equals Ob-PI and PI-Ob [Adverb of Place following or preceding the Direct Object]" (p. 74). Six combinations were investigated altogether (p. 79).

<sup>7</sup> Selinker (1992, pp. 171-207) reviews, besides his (1969/1966) ECA (syntactic level), two others: Nemser's (1961) "The Interpretation of English Stops and Interdental Fricatives by Native Speakers of Hungarian" (phonetic level) and Briere's (1964) "On Defining a Hierarchy of Difficulty in Learning Phonological Categories" (phonological level). The reviews are included for the purpose of showing that the three scholars, although working "... independently, none of the three being aware of any other work or of the planning of that work" (Selinker, 1992, p. 171), arrived at the invariable conclusion that learner language stands as a language in its own right. Despite the fact that Selinker (1969/1966) is known as having coined the term 'interlanguage', James (1980, p. 4) refers to Mel'chuk (1963) as the first scholar to have used the term '*interlingua*' in relation to translation studies.

evident that language transfer takes place from the L1 to the IL, rather than from the L1 to the L2 as originally thought; in fact, Andersen (1983) testified, once and for all, that transfer, when it does occur, has to be bound to somewhere else other than the fully developed L2.

Almost simultaneously, but again independently, Corder (1974a/1967, 1974b/1971) and Nemser (1974/1971) were also developing an L2-learner-language construct. These scholars, however, coined different terms from IL: Corder (1974a/1967, 1974b/1971), on the one hand, suggested the terms ‘transitional competence’ and ‘idiosyncratic dialect’, respectively; Nemser (1974/1971), on the other hand, came up with the term ‘approximative systems’.<sup>8</sup> The first definition of Selinker’s (1969) IL read thus:

An “interlanguage” may be linguistically described using as data the observable output resulting from a speaker’s attempt to produce a foreign norm, i.e., both his errors and nonerrors. It is assumed that such behavior is highly structured. In comprehensive language transfer work [based on ECA], it seems to me that recognition of the existence of an interlanguage cannot be avoided and that it must be dealt with as a system, not as an isolated collection of errors. This notion of interlanguage may puzzle some readers and this is quite understandable. Especially with regard to individual differences, the status of the interlanguage as an unambiguous system is not clear; this concept should be developed in the coming years. . . . (p. 71)

Selinker (1972, 1992) posits that what makes it possible for the L2 learner to destabilize the L1 and the L2 systems, aiming at the emergence of IL as a distinct language, is L1-L2 interlingual identifications s/he makes. The learner spots two linguistic items that have some similar feature in common and raises them – tempted by the similarity – to the status of being the same across the two languages, despite the theoretical impossibility of their being so since the identifications involve, in Saussurian terms, thoroughly developed systems: Each item can only bear its value in relation to the linguistic system it originally belongs to. The outcome of such interlingual

---

<sup>8</sup> Corder’s (1974a/1967, 1974b/1971) and Nemser’s (1974/1971) terms did not find their way into the specialized SLD literature, as IL did, due to theoretical inadequacies, which will be clarified further later.

identifications is the breaking or the violation of the L1 and L2 systems. Such breaking/violation results in linguistic forms that are not genuinely either L1 or L2, which, in turn, implies that it is reasonable to hypothesize that learner language makes up a third independent system with its own lexico-grammar – an IL.<sup>9</sup> The construct of interlingual identifications brought an important contribution to the still ongoing building up of the IL construct.

In order to be able to propose interlingual identifications as the starting point of IL, Selinker (1972, 1992) states that he resorted to investigations into the areas of BS, CCA, and EA. The BS were his primary source of inspiration as interlingual identifications are a theoretical construct originally proposed by Weinreich (1953) to account for the transfers or cross-linguistic influences between the languages spoken by his bilingual subjects.<sup>10</sup> However, Selinker (1992) says he was convinced that the IL construct had begun its actual genesis with Fries (1945) and Lado's (1957) CCA.

It is true that Fries (1945) and Lado (1957) aimed, with their behaviorist-oriented predictive and qualitative CCAs, essentially at the design of truly effective, language-specific teaching materials, based on the theoretical comparison between the L1 and the L2 at the levels of phonology, grammar, lexis, the writing systems, and the cultures (Lado, 1957, p. ix): All that is similar between the two languages is positively transferred to the L2 and does not require any further learning; all that is different between the two languages is negatively transferred to the L2 and leads to learners' errors, which necessitate to be avoided in order that appropriate L2 habits are formed. On the other hand, Lado (1957), back in the 1950s, already indicated that “[t]he list of

---

<sup>9</sup> For Selinker (1992), interlingual identifications and the emergence of IL as a result of the violation of the L1 and the L2 systems is what underlies the process of language transfer or, in Sharwood Smith's (1982) terms, cross-linguistic influence.

<sup>10</sup> Selinker (1992) illustrates the phenomenon of interlingual identification by way of the following general example provided by Weinreich (1953, p. 39): A bilingual speaker makes the identification of a linguistic item in L1 with a linguistic item in L2 and uses the L2 form in functions derived from the L1. Selinker then comments that “[t]his would be CLI [cross-linguistic influence] par excellence” (p. 31).

problems resulting from the comparison of the foreign language with the native language . . . . *must be considered a list of hypothetical problems* [italics added] until final validation is achieved by *checking it against the actual speech of students* [italics added] (p. 72). It was precisely the italicized parts of this quotation that led Selinker (1992) to consider CCA as the start on the IL construct, despite its focus on only the L1 and the L2 systems.

Furthermore, it was the CCA researchers who, for some decades, kept searching for linguistic units of interlingual identifications, in accordance with Weinreich's (1953) proposal, to serve as a criterion for conducting the comparison between the descriptions – based upon some chosen linguistic theory – of the L1 and the L2. James (1980, pp. 63-65/166-178), years later, renamed such interlingual identifications as *tertium comparationis*-TC (comparison criterion) and proposed: (a) the International Phonetic Alphabet as TC for phonological CCAs; (b) semantic components resulting from structural/formal componential analyses as TC for lexical CCAs; and (c) either the surface structure, the deep structure, or translation equivalence as TC for grammatical CCAs.

After the BS and the CCAs, it was Corder's (1974a/1967, 1974b/1971) EAs that extrapolated the limits of the L1-L2 domain of analysis and began examining learner language as well, but still only its erroneous subset. It was found that learners' errors were, almost always, too ambiguous to be described, explained, and evaluated by means of either the L1 or the L2; such impossibility of an L1/L2-based interpretation of the errors led to the formulation of a third system – IL – that is unique to learners and that comprises its own rules. The next step forward was the encompassing – done by Selinker (1969) – of the complementary nonerroneous subset of learner language into interlanguage theory-ILT, through which learner language “. . . data began to be perceived as not just a random collection of ‘errors’, of ‘deviations’ from some other

system, but as data which relate to the creation of some sort of language system . . .” (Selinker, 1992, p. 224).

### 3.2.1.1 Selinker

After incorporating all the contributions provided by CCA, BS, ECA, and EA, Selinker (1972, 1992) proposes a more explicit definition of IL<sup>11</sup> in relation to his first attempt at defining it in Selinker (1969): IL is the language produced by an L2 learner, who is a native speaker of a given L1, when s/he is attempting to communicate by means of that L2. There emerges, hence, “. . . a separate linguistic system based on the observable output which results from a learner’s attempted production of a TL norm” (Selinker, 1972, p. 214).

It is crucial to note that the definition begins with the statement that IL is language, a notion whose outcome is the fact that the L2 learner, in her/his attempts at communicating in the L2, produces a distinct language, which differs from both her/his L1 and the L2 s/he is trying to learn as already stated in Section 3.1 and Subsection 3.2.1. Learner language, IL, is, thus, a third language,<sup>12</sup> that is, a system in the Saussurian sense, containing its own internal structure. Selinker (1992), citing Lightbown (1984), admits “. . . that one of the most important accomplishments in SLA has been that we have shown that learner language does in fact have structure” (p. 222).

For Selinker (1972), ILT is meant to describe and explain the phenomenon of L2 development, by postulating the existence, within the brain, of a Latent Psychological Structure-LPS that is “. . . an already formulated arrangement in the brain . . . activated whenever an adult attempts to produce meanings . . . in a second language which he is

---

<sup>11</sup> Even though the time span between 1972 and 1992 is quite long, it does not result in any relevant difference as for the definition of IL; rather, minor differences have to do with other aspects of ILT.

<sup>12</sup> Since IL is language, it is not a dialect. That is why Corder’s (1974b/1971) ‘idiosyncratic dialect’ is theoretically inappropriate. However, it is, in fact, idiosyncratic since it is a third different linguistic system.



learning” (p. 229). It is this LPS that is responsible, when the learner gets in touch with L2 input, for the interlingual identifications, which, in turn, are the basic SLD strategy because of the reasons stated in Subsection 3.2.1.

Selinker (1972) claims that LPS is “. . . different from and exists in addition to Lenneberg’s [Lenneberg, 1967, pp. 374-379] latent language structure” (p. 212), postulated to account for L1 development. Selinker’s structure is different from that of Lenneberg’s in that, for the former,

there is no genetic timetable; there is no direct counterpart to any grammatical concept such as ‘universal grammar’; there is no guarantee that the latent structure will be activated at all; there is no guarantee that the latent structure will be ‘realized’ into the actual structure of any natural language (i.e. there is no guarantee that attempted learning will prove successful), and there is every possibility that an overlapping exists between this latent language acquisition structure and other intellectual structures. (p. 212)

Therefore, LPS is also different, due to the same reasons, from the Chomskyan Language Acquisition Device-LAD. Contrary to the Lennebergian and Chomskyan constructs, which are exclusively modular/localized, LPS is at the same time modular/localized – it is specific to L2 development – and wholist<sup>13</sup> – it needs integration with other nonlinguistic cognitive domains within the brain.

The fact that LPS guarantees neither the initiation nor the success of L2 development implies that IL might, at any time, go through a process of fossilization, which is a process whereby linguistic elements (rules, subsystems) of a learner’s IL, which are not yet L2-like, will remain without any further change or development, regardless of variables such as the learner’s age or the amount and quality of the training s/he undergoes in the L2; it is, then, the “... cessation of IL learning, often far

---

<sup>13</sup> The terms ‘localized’ and ‘wholist’ are adopted by Gellatly and Zarate (1999, p. 26). Trask (1999, p. 191) prefers ‘modular’ for the former and the spelling ‘holist’ for the latter. It is the wholist view that has gained more empirical support lately: “[R]esearchers have shown . . . that human language is not restricted to only specific brain areas. On the contrary, they have observed, . . . within studies carried out through imaging techniques like . . . functional magnetic resonance imaging, that language processing is ‘conducted’ by a complex network of brain regions . . .” [my translation] (Tomitch & Rodrigues, 2004, p. 14).

from TL norms” (Selinker, 1992, p. 243). The fossilized elements tend to recur, especially under stressful situations, in IL production, no matter the attempts to eliminate them: “Fossilized forms may sometimes seem to disappear but are always likely to reappear in productive language use, a phenomenon known as *backsliding*” (Ellis, 1994a, p. 353).

The fossilization process, in turn, is brought about by the psycholinguistic processes which are themselves responsible for L2 development. The seemingly paradoxical principle whereby the same processes are the simultaneous causes of both L2 development and the fossilization of L2 development is explicated through the reality that the fossilization process is nearly inevitable: Only around 5% of learners manage to achieve L2-like proficiency (Selinker, 1972, p. 212). The main processes are: (a) language transfer (fossilization is due to L1 influence), (b) transfer of training (fossilization is due to certain features found in the instruction), (c) strategies of second language learning (fossilization is due to some approach adopted by the learner to the learning of L2 material, one such approach being the “. . . tendency . . . to reduce the TL to a simpler system”, i.e., “. . . a *learning strategy* of simplification . . .” (Selinker, 1972, pp. 219/220)), (d) strategies of second language communication (fossilization is due to some approach adopted by the learner when communicating with L2 native speakers), and (e) overgeneralization (fossilization is due to the use of an L2 rule in contexts where it is not required) (Selinker, 1972, pp. 215/216-221).

The inevitability of the fossilization process makes ILT appear to be pessimistic from the perspective of the FL-SL teaching profession. However, it must be clarified that the L2 learning cessation process is mostly circumscribed to linguistic proficiency; as such, it is possible for fossilized L2 learners to achieve full communicative proficiency. Selinker (1992), referring to a foreign colleague of his, says that F is “a psycholinguist . . .

originally from Eastern Europe, whose English is elegant but noticeably foreign”, and “[w]e all agree that F is a very fluent speaker of English, even an elegant speaker of English, but is noticeably foreign, non-native, certainly on the phonetic level” (pp. 253/257). Moreover, Selinker (1992), citing Klein (1984, 1986), argues that fossilization, provided that it does not start very early, can be “. . . ecologically reasonable . . .”, being, thus, beneficial to L2 learning as a result of the following facts: “(a) fossilized systems are often simple, and (b) therefore, they are more easily learnable than mature TL systems, and (c) one can do many things with these limited means” (p. 252).

Another aspect of ILT is that, throughout the developmental process, the learner creates a series of ILs that make up a developmental continuum: “. . . IL learning is best viewed as a ‘cline progression’ from stable plateau to stable plateau . . . the learner . . . operating with a system at each point, with some subsystems fossilizable at an early stage” (Selinker, 1992, p. 226). Ritchie and Bhatia (1996) put it even more explicitly:

[W]e may characterize the process of acquisition as consisting of a sequence of IL systems:  $ILS_1, ILS_2, \dots, ILS_i, ILS_{i+1}, \dots, ILS_u$ . The final product of a particular case of SLA ( $ILS_u$ ), then, is the ILS that is ultimately attained in that case. A given  $ILS_i$  in this sequence is thus replaced by a successor ( $ILS_{i+1}$ ). (p. 26)

The continuum, as a result of the fossilization process, is interrupted – for 95% of the learners (Selinker, 1972, p. 212) – closer to or farther from the most perfect IL, which would be the L2 itself.<sup>14</sup> The interruption will happen closer or farther depending on context, which is named by Selinker and Douglas (1985) as “. . . discourse domain . . .” (p. 190) and considered only from the restricted internal-to-speaker viewpoint of subject

---

<sup>14</sup> On the other hand, Johnson (1992) claims that her “tennis clinic strategy” (p. 185) for teaching is capable of defossilizing the accumulated linguistic competence of a “‘fluent-but-fossilized’ intermediate student” (p. 180). Despite Nickel’s (1998) corroboration of Selinker’s (1972) proposed fossilization figure, he defends the idea that “. . . there is . . . the possibility for very good teachers to postpone or bypass some effects of fossilization” (p. 6). Odlin (1993) also goes along with Selinker’s (1992) claims on fossilization but suggests that, if SLA is to have any relevance for L2 pedagogy, it must “. . . deal . . . also with the path of progress that highly successful learners have followed” (p. 382).

matter.<sup>15</sup> The IL variability concept, envisaged in Selinker's (1969) tentative definition of IL as being in need of development in the following years (see Subsection 3.2.1), was finally and slowly coming into theoretical existence.

Corder (1981a) claims that his (1974a/1967) 'transitional competence', Nemser's (1974/1971) 'approximative systems', and Selinker's (1969, 1972) 'interlanguage' are synonymous. Selinker (1992), however, disagrees. He argues that, behind each one of the three terms, there is a different theoretical way of approaching ". . . the nature of SLA . . .", with each making, thus, ". . . significantly different claims and predictions about IL" (p. 225).<sup>16</sup> Although Corder (1974a/1967) also goes along with the existence of the fossilization process, the problem with his 'transitional competence' is that it does not contemplate, due to the implied fact that learner language is in a constant state of flux, either late entirely fossilized L2 proficiency or early L2 learning cessation as a result of external sociopolitical factors. For ILT, on the contrary, while some subsystems of learner language are transitional, many others are susceptible to fossilization at any developmental stage, including ". . . day one of exposure to TL data . . ." (Selinker, 1992, p. 225). Nemser's (1974/1971) 'approximative systems' are based on the assumptions that learner language develops through stages that continuously approximate L2 until the two become indistinguishable from each other and that these stages are discrete. What makes Nemser's (1974/1971) construct different from IL is the first assumption as all empirical evidence points to the direction that fossilization, again, prevents the learner from reaching L2-like proficiency. At the very best, a learner may

---

<sup>15</sup> See also Douglas and Selinker (1994) as well as Selinker (1992). In the early 1980s, Selinker (1984) was already starting to forge the link among fossilization, an optimistic view on the FL-SL teaching profession, and discourse domains: "Nowhere is it claimed that fossilization means that learners cannot be taught to communicate in the L2. Various teaching strategies have been proposed to deal with apparently fossilized learners, but the most important point I wish to make here concerns 'discourse domains'. Teachers might wish to become aware of those domains in which particular learners may wish to or need to communicate in. Teachers might thus wish to adjust teaching to that, since in my experience, system-wide changes appear to be more difficult to induce than domain-specific IL change" (p. 335).

<sup>16</sup> Selinker (1996, p. 101) sustains the same argument.

sound L2-like in only some IL subsystems as a consequence of both her/his controlling the IL discourse domain involved and her/his using the strategy of avoiding difficult L2 structures, which may lead to the belief that the learner has reached L2-like proficiency as a whole. As for the second assumption, Selinker (1992, pp. 225-226) fully agrees with it since the discreteness of the IL stages – although he finds it difficult to be demonstrated empirically – is what makes it possible for him to explain the backsliding phenomenon. However, I find his idea of discreteness contradictory with his view of IL as a ‘cline progression’ since a cline is “a graded series . . . of differences . . .” (Woolf, 1981, p. 207).<sup>17</sup> If the progression from one IL stable stage to the next is cline-like or graded, the stable stages cannot be discrete; it means that the initial and final endings of each stage most likely mingle with the endings of the neighboring stages. Supported by the findings of the pilot studies reviewed in Subsections 2.3.2.1, 2.3.2.2, and 2.3.2.3 as well as the one referenced as Praxedes Filho (2003b), I agree with the graded progression from one IL stage to the next as well as with the early fossilization; nevertheless, I doubt – based on the same findings – the discrete nature of the stages, a position shared by Bickerton (1975) – cited by Selinker (1992, p. 226). Moreover, Meisel, Clahsen, and Pienemann (1981) claim that the “. . . criterion for identifying those [grammatical] features which indicate new developmental stages is the assumption that it should be possible to plot such features on an implicational scale” (p. 123), and Ellis (1982b) postulates that the stages he proposes are “. . . three overlapping stages of IL development” (p. 220).

Selinker, Swain, and Dumas (1975) empirically extrapolated the scope of IL theory out of its original realm of L2 learning taking place only “. . . after puberty . . .” (p. 140) –

---

<sup>17</sup> Selinker – in Tarone, Frauenfelder, and Selinker (1976) – used to disagree with the discreteness issue: “An assumption held by some researchers . . . – but *not* by the authors of this paper – is that the learner’s language is (a) “directional” in that it evolves in stages which closer and closer “approximate” the norm of the TL, and (b) that *these stages are necessarily discrete* [italics added] (cf. Nemser 1971)” (p. 96).

defined by Selinker (1972) “. . . as being over the age of 12” (p. 210) – into a realm that included L2 learning by children as well. The subjects were seven-year-old English-speaking boys and girls submitted to a French immersion program in Toronto, Canada. Upon data collection, the French-instructed boys and girls were at the end of the first-grade in their English-language elementary school, where the program had been implemented when they were in Kindergarten; therefore, the referred to children met the criterion of nonsimultaneity between the learning of English – their L1 – and French – their L2. Further, there was the criterion whereby the subjects were not supposed to speak French with French-speaking children of their same age (the only L2 interlocutors were their teacher, a native speaker of French, and themselves when they talked to one another in French in the classroom) so that the environment would favor not only developmental but also fossilized errors: “It is this characteristic of fossilized errors which is reminiscent of adult second-language speech” (Selinker, Swain, and Dumas, 1975, p. 141). Out of four major characteristics of IL pointed out in the paper – stability, mutual intelligibility among speakers of a given IL, backsliding, and systematicity, the three scholars chose to focus upon the last one in order to test the hypothesis that IL theory also applies to children provided they meet the criteria just mentioned. The scholars’ definition of systematicity<sup>18</sup> does not have to do with the fact that IL holds “. . . features . . . which are predictable by grammatical rule on a given occasion . . .”; it has to do with the fact that IL “. . . evidences recognizable strategies”, that is, “. . . cognitive activities relating to the processing of second-language data in the attempt to express meaning” (p. 141). The IL data furnished by the subjects were then tested for systematicity as regards the strategies of language transfer

---

<sup>18</sup> The terms ‘systematicity’ and ‘stability’ are better defined in Tarone, Frauenfelder, and Selinker (1976). Whereas the former is said to characterize IL that is internally consistent in the use of learning strategies or “. . . process[es] of rule-formation . . .” (p. 99) at one point in time, the latter is said to characterize IL that presents the same type of consistency between two points in time. On the other hand, IL that “. . . is *not systematic* at a single point in time evidences ‘variability’, and IL that “. . . is *not stable* over time evidences ‘instability’ (p. 98).

(interlinguistic type), overgeneralization of L2 rules (intralinguistic type), and simplification, which, in turn, were labeled under the rubric of learning strategies. Insofar as the three types are concerned, the subjects used them consistently in their English-French IL, which – due to such a consistency – was considered systematic. Thus, the results of the data analysis showed that ILT can actually be extended to children. Moreover, as an important by-product, the analysis of the data also led to the conclusion that “. . . it may turn out to be more fruitful to consider simplification as a ‘superordinate strategy’ with overgeneralization and language transfer as types of simplification” (p. 149).

Still another aspect of ILT, but one that was incorporated only later, concerns the fact that IL is variable in the Labovian sense. Gass, Madden, Preston, and Selinker (1989, pp. 4-5) refer to the works of Tarone, Frauenfelder, and Selinker (1976) as well as Ellis (1985), in which they demonstrate, respectively, that IL varies systematically and both systematically and nonsystematically (free variation). Tarone and colleagues’ concept of IL variability and that of Ellis’s will be touched on in Subsections 3.2.1.3 and 3.2.1.4, respectively.

Very briefly in the Summary section of the eighth chapter – “The Continual Discovery of IL”, Selinker (1992) updates his 1972 original formulation of ILT, stating

that in attempting to express meanings in an L2 and attempting to interact verbally with native, as well as with other non-native, speakers of that L2, at least the following occur.

- (1) People create a (partly) separate linguistic system.
- (2) In that system interlingual identifications and language transfer are central.
- (3) One selectively uses the NL by context.
- (4) One fossilizes at least parts of the IL.
- (5) One selectively fossilizes differentially according to linguistic level and discourse domain.
- (6) The IL one is creating is susceptible to the force of several types of language universals, as well as interlanguage universals.
- (7) The IL one is creating is susceptible to the training and learning strategies that are adopted.
- (8) The IL one is creating is susceptible to simplification and complexification strategies. (p. 247)

In relation to the 1972 proposal:

1. IL was formulated as a fully, not partially, separate linguistic system from the L1 and L2 systems. Strangely, whereas Selinker (1996, pp. 102-103) refers to a “‘partially separate linguistic system’ (Selinker 1972) that we call ‘interlanguage’”, the original wording of the internal quote lacks the adverbial group *partially*: “. . . the existence of a separate linguistic system based on the observable output which results from a learner’s attempted production of a TL norm. This linguistic system we will call ‘interlanguage’ (IL)” (Selinker, 1972, p. 214). Selinker (1992) provides no clarification or further information on this issue, which may be explicated by the fact that he had certainly considered the adverbial group as understood information since his 1969 empirical findings: IL is a mixture of nonerroneous L1 and nonerroneous as well as erroneous L2. Therefore, although the resultant IL is a different, distinct system in its own right, it is not entirely separate because it carries L1 and L2 features derived from the interlingual identifications themselves.

2. There was no mention of the complexification strategy. Besides, Selinker (1992) provides no explanation on either the complexification or the simplification strategy. As for the latter, however, Selinker, Swain, and Dumas (1975) not only reintroduced it as a subtype of learning strategies but also explained what its meaning is (see the 12th paragraph of the current subsection).

3. There was reference to the overgeneralization psycholinguistic process. It is surprising that the brief updated account of IL lacks any mention of such process especially because it is mentioned previously in the 1992 work – twice in the fourth chapter. Again, no clarification whatsoever is furnished. A plausible explication is the fact that, in the 1992 updated account, overgeneralization may be understood as being part of learning strategies since – in Selinker, Swain, and Dumas (1975) – it is



presented, like simplification, as one of their subtypes (see also the 12th paragraph of the current subsection).

Eubank, Selinker, and Sharwood Smith (1995) do not add anything new to ILT; further, Ellis and Barkhuizen (2005) – upon mentioning the Selinkerian ILT – inform that it “. . . has evolved considerably over the years but the central premises have remained largely intact” (p. 54). Some of the novelties were aggregated, for instance, by each of the other founding scholars despite the existing theoretical divergences among them. As a matter of fact, the next two to be reviewed, Adjemian and Tarone, are presented by McLaughlin (1987) – along with Selinker – as scholars who had proposed the three “early formulations” (p. 60) on IL: Selinker, from a cognitive viewpoint as seen in the present subsection (cognitive processes, within which learning strategies are included, lead to IL rules); Adjemian, from a purely linguistic perspective (the IL grammatical rules lead to the use of cognitive production strategies); and Tarone, from a sociolinguistic angle (each IL stage is a conglomerate of styles).

### 3.2.1.2 Adjemian

In order to propose his own IL formulation, Adjemian (1976) departs from the Selinkerian formulation just to say that “. . . the pertinent characteristics of ILs have not all been defined narrowly enough to make the framework optimal in research work” (p. 298). The characteristics he refers to are precisely those pointed out by Selinker, Swain, and Dumas (1975) as being the major IL distinctive features: (a) mutual intelligibility, (b) systematicity, (c) stability, and (d) backsliding. Adjemian’s (1976) statement is motivated by his theoretical position whereby what actually distinguishes ILs from any other linguistic system is (a) permeability, (b) fossilization, and (c) backsliding.

For the purpose of building up his divergent formulation, Adjemian's (1976) first postulation is that ILs are linguistic systems of the same kind as any natural language, that is, ". . . any human language shared by a community of speakers and developed over time by a general process of evolution" (p. 298). His justification for such a claim derives from the assumption that otherwise ILs could never be analyzed through the methodological rationale of (Chomskyan mentalist) Linguistics or described by its theoretical tools. The claim and its justification lead to the following corollaries: (a) ILs are governed by internally organized rules that have the power to generate utterances that are new – regardless of L2 input, that is, L2 empirical data available in the environment – and unique – formally different from L1 and L2 utterances; (b) the same formal constraints that characterize natural languages apply to ILs as well; and (c) they can also be idealized, which means that the researcher – to arrive at a plausibly comprehensive description of L2 learners' transitional competence – must rely mainly on intuitional data derived from grammaticality judgments collected at several points in time along the developmental continuum, with textual data used only secondarily as support.

Therefore, since ILs are like natural languages, Selinker, Swain, and Dumas's (1975) characteristic of mutual intelligibility cannot, by any means, be a distinctive feature of IL. It indeed characterizes ILs but only because it is common to all natural languages: "Mutual intelligibility is an inherent property of ILs as a result of their being members of the set of possible human languages" (Adjemian, 1976, p. 300).

Based upon the argument, among several others, that IL speakers are capable of understanding one another in communication because their IL behaves as natural languages do, Moita Lopes (1996) proposes an extension of ILT so that it can account not only for the IL of separate individuals, but also for the IL of groups of people. After having briefly reviewed the theoretical basis of Adjemian's (1976) argument and presented, in a more

detailed manner, the reasoning as to why “. . . the dynamic nature of ILs and the fact that ILs are languages related to individuals and not to communities” [my translation] (Moita Lopes, 1996, p. 115) do not refute the ILs-like-natural-languages argument, he posits that his claim is feasible when the group of people shares “. . . the same L1 dialect, the same IL proficiency, the same social experience, and the same motivation” [my translation] (p. 118). This is almost always true for a group of learners sharing the same L1 and learning the same L2 in a given class, at a given Language Center. Moita Lopes (1996) further claims that this wider view “. . . makes it theoretically possible to deal with the IL of a group of pupils and, hence, draw conclusions on their ILs” [my translation] (p. 120), which justifies my methodological decision to treat the subjects in both parts of this study as groups of speakers of the same Brazilian-Portuguese/English IL, making the results valid for the groups under investigation as wholes.

Believing that systematicity can only have a linguistically oriented definition based on grammatical rules, Adjemian (1976) rejects its cognitively oriented definitions based on learning strategies put forward by Selinker, Swain, and Dumas (1975) as well as Tarone, Frauenfelder, and Selinker (1976) (see Subsection 3.2.1.1 & Footnote 18, respectively). Instead, he advocates that

[i]f ILs are natural languages . . . , then systematicity should only be taken to mean that there exists an internal consistency in the rule . . . system which makes up the IL. Like all human languages ILs must contain an organized set of rules . . . . The organization of these sets into a coherent functional whole results in the emergence of a linguistic entity with internal consistency: systematicity. Thus, this property may not be used to differentiate ILs from other systems. (pp. 301-302)

On the other hand, ILs are “. . . somehow incomplete and in a state of flux” (p. 308). Due to such incompleteness and fluidity, it is not rare for an L2 learner to be faced with the need to convey content without possessing yet the rules for generating the respective forms. In many occasions, the need for content expression is so pressing that it becomes stronger than the fact that the corresponding forms still lack within her/his

IL. In a situation like this, the learner ends up rendering “. . . a string which is either inconsistent or impossible for her [*sic*] own IL norm” (p. 308). The imposed difficulty is overcome either by the penetration – into the learner’s IL – of an L1 rule (production strategy of language transfer) or by the inaccurate generalization of an L2 rule previously internalized by the learner (production strategy of overgeneralization); these production strategies are ultimately communication-enabling simplification strategies according to Adjemian (1976, p. 309).<sup>19</sup> It is the possibility of having its linguistic systematicity broken by way of the penetration of L1 rules and the overgeneralization of internalized L2 rules that actually differentiates ILs from any other natural language. Such differentiating characteristic of ILs is named permeability (p. 308): “. . . ILs should be viewed as linguistic systems, as grammars, which are permeable” whereas a natural language is “. . . consistent and relatively stable; it is not permeable” (p. 309).<sup>20</sup>

Insofar as the stability characteristic is concerned, Selinker, Swain, and Dumas (1975) do not offer any satisfactory definition of it as their focus is solely on the systematicity characteristic. Therefore, Adjemian (1976) makes his criticism – in view of giving continuation to his IL-formulation proposal – on the basis of the definition put forward by Tarone, Frauenfelder, and Selinker (1976): ILs have stability when their speakers are consistent in the use of learning strategies between two points in time (see Footnote 18); the consistent use of learning strategies over time, in turn, leads to both stability that is featured by the rendering of nonerroneous forms and stability that is marked by the rendering of erroneous forms as regards the L2 norm.

---

<sup>19</sup> Contrary to that what is postulated within the Selinkerian IL formulation, Adjemian’s (1976) formulation is based upon the fact that strategies do not contribute to the formation of IL competence as only rules do. For the latter, strategies are the means through which IL systems are made permeable.

<sup>20</sup> Tarone (1982) is more realistic when she says that “. . . all [linguistic systems] may incorporate elements of other rule systems from time to time” (p. 76); what makes ILs different from other natural languages is the fact that the latter are permeable just to some limited extent, which is more in accordance with Adjemian’s (1976) own recognition that natural languages’ stability is only relative.

Adjemian (1976), however, proposes that stability is the systematic recurrence of IL forms that will always be nonerroneous in relation to the IL system proper, regardless of their being nonerroneous or erroneous in relation to the L2 norm. Since stability is concerned with forms that the learner already has at her/his disposal – which eliminates the possibility of communication blockage, it means that such forms belong to regions of the IL system that are not permeable any longer. The scholar summarizes his view thus:

The particular rule, feature, or form within the component or subcomponent of an IL which has become stable may be one of three things: a TL element improperly generalized or modified (relative to the TL); a NL element borrowed into the IL; or a TL element accurately replicated in the IL. In all three cases, the result is the same: the learner consistently uses that particular linguistic element or rule to generate speech forms. In effect, I am proposing that stability in an IL is synonymous with “IL norm”. (pp. 314-315)

It is then claimed that if an IL is seen as a system in its own right – in a way whereby all of its forms are nonerroneous due to their not being compared with the L2 forms, its stability cannot be considered a differentiating characteristic. This is so because every natural language presents stability as defined by Adjemian (1976) as one of its inherent characteristics, which is corroborated by the lack of awareness, on the part of its speakers, of the slow changes it undergoes over time.

Besides permeability, the other two “. . . key difference[s] between ILs and other natural language systems” (Adjemian, 1976, p. 318) are fossilization and backsliding. The postulation is explicated by the fact that, unlike an L1 learner, an L2 learner consciously sets as her/his objective the replication of “. . . the system of the TL in the learner’s language acquisition device” (p. 315). When such objective is not reached at all for any given set of forms, they are said to have fossilized and evidence IL stability; when the objective seems to have been reached by means of the eradication of some set of fossilized forms that sooner or later reappear, the apparently eradicated forms are said to have gone through the process of backsliding, sliding back “‘toward an IL norm’

(Selinker, 1972: 216) and not toward the speaker's NL" (p. 315). Therefore, an L1 learner is subject neither to fossilization nor to backsliding, which indicates that both of these processes are not properties of natural languages.

### 3.2.1.3 Tarone

For the purpose of elaborating her own IL formulation proposal, Tarone (1979) makes reference to Labov's (1969) *The Study of Language in Its Social Context* regarding his theory of natural-language variability according to social context so as to demonstrate that it equally applies to ILs. The demonstration is made feasible once she goes along with Adjemian (1976) in his conferring ILs the status of natural languages.

There are five aspects of the Labovian construct whose applicability to ILs is demonstrated based on empirical evidence provided by several scholars who carried out investigations into the subareas of IL phonology and syntax:

1. The quoted scholars, upon data collection, kept constant the same group of L2-learning subjects and the same stage along the IL developmental continuum the subjects were at, varying only the data elicitation tasks. It was found that, as the research task – the contextual properties of IL experimental production – changed, the phonological and syntactic features of the rendered IL also changed. Such a finding showed that a single IL stage is characterized by linguistic variants systematically linked to different contexts just as a given synchronic span of a natural language is. Following Labov (1969), Tarone (1979) called each IL variant a style and the phenomenon of contextual variability style-shifting. Therefore, ILs and natural languages undergo style-shifting under the same circumstances.

2. The second aspect is concerned with the criticism as to the research finding, common to most studies conducted up to Tarone (1979), that considers ILs as having

only two dichotomous styles: either the unattended one derived from unmonitored IL speech or the attended one resulting from monitored IL speech. Krashen (1976, 1977, 1978) is cited as the author of the major proposal of this kind, with his subconsciously acquired IL – not susceptible to the influence of the attention-demanding Monitor – versus his consciously learned IL – susceptible to the modeling action of the same attention-demanding Monitor. Again following Labov (1969), Tarone (1979) argues against the static dichotomous construct, stating that

I believe that it is not helpful to postulate only two extreme opposite ends of what I contend here is a continuum. More appropriate is the hypothesis that IL, as a natural language, consists of a *continuous range of styles* which are defined, as Labov suggests, by the *degree* of attention paid to speech. Labov . . . suggests that attention is not an “on-off”, all-or-nothing matter, but a matter of degree. (p. 183)

Therefore, in SLD research, the IL style rendered by a certain type of data collection task will be situated at different points along the continuum. Its exact location is dependent upon the amount of attention required of the L2-learning subjects by the chosen task. It is important to note that Tarone (1979) also recognizes, besides the style continuum, the Selinkerian developmental continuum. Moreover, the two continua are not mutually exclusive in the sense that a different synchronic style continuum stems from each diachronic stage along the developmental continuum as already hinted within the Aspect-1 paragraph of the current subsection. She states that IL variation caused by the varying degree of attention paid to form due to the different types of task to be undertaken by L2 learners takes place “. . . quite apart from the variation in the data occurring over time due to learning” (p. 187).

3. The ends of the style continuum are occupied by the vernacular and the careful styles. The former is produced as a result of an informal context that leads the respective communicative task to demand the least amount of attention to speech form; it is, then, the most systematic style and, thus, the least permeable one, resembling a pidgin the

most. The latter is rendered as a consequence of a formal context that leads the respective communicative task to demand the most amount of attention to speech form; it is, then, the most variable style and, thus, the most permeable one, holding the highest number of L1 and L2 traces. Again, Tarone (1979) resorts to Adjemian (1976) for the permeability construct as well as its relationship with the concepts of systematicity and variability. However, both handle these theoretical aspects from quite opposite angles as will be demonstrated shortly.

4. The fourth aspect has to do with the definition of formality. Still following Labov (1969), Tarone (1979) considers an IL-use context as formal when L2 learners are regularly under observation. She further clarifies the definition thus:

If IL is a natural language, speakers of IL must style-shift as they move from an experimenter-subject question-answer context in a school testing situation, to peer discourse in a tavern or at home. (p. 187)

5. The last aspect is a follow-up to the first four. It deals with the empirical rationale of a research endeavor aimed at describing the full range of IL styles that make up a given developmental stage. In order to achieve so encompassing an aim as covering a whole style continuum, the researcher must use data collection tasks of several different types and analyze the resulting data separately. The tasks must vary from unattended or free speech whose objective is the rendering of the vernacular style to grammaticality judgment tests whose goal is the rendering of the careful style. The in-between styles will be produced by way of tasks that range from attended or guided speech to “various elicitation tasks: elicited imitation, sentence-combining, etc” (Tarone, 1983, p. 152).

Tarone (1982, 1983) deepens the discussion about some concepts of her IL formulation, which she calls “the Capability Continuum Paradigm . . .” (1983, p. 147), as follows:



1. Tarone's (1979, 1982, 1983) central aim upon elaborating her IL formulation was to describe the abstract underlying system of ILs, not their surface linguistic materiality. As seen earlier in the present subsection, what underlies the performance of L2 learners is the style continuum, which is then named the capability continuum. Tarone's (1983) choice as for the terminological substitution of competence with capability is justified by her willingness to make explicit the theoretical difference between her own IL formulation and Adjemian's (1976), which she calls "the Homogeneous Competence Paradigm . . ." (p. 147): "The capability of the speaker of IL includes both the careful and the vernacular styles of the system, and the intermediate continuum of styles which makes up the system of IL" (p. 152).

2. The vernacular and the careful styles – along with the intermediate ones – may be either equally systematic or unevenly so, depending on the viewpoint. When the viewpoint is the existence of an underlying grammar (an organized set of rules), the styles are equally systematic in that they are all rule governed. This type of systematicity does not entail that the styles are invariable. As a matter of fact, the underlying rules that govern performance in any style may be either variable or categorical. Referring to a variable type of rule, Tarone (1982) states that it

may specify that Form A be used 60% of the time in context X—Y, and Form B be used 40% of the time in the same context. Such a variable rule is nevertheless systematic, in that it correctly describes and predicts (in a statistical sense) what the learner will consistently do in the context X—Y. (p. 74)

A categorical rule, in turn, predicts that, in context X—Y, a given form – be it erroneous or not – will be used either 0% or 100% of the time. When L2 learners style-shift between the poles of the capability continuum in either direction, variable rules may turn (more) categorical and vice versa. When the systematicity viewpoint is the presence of internal consistency, the styles are unevenly systematic in that they may be more or less (im)permeable to penetration of L1 and/or L2 rules. Empirical evidence

from various scholars cited by Tarone (1982) shows that, unlike the vernacular style, the careful style is the most permeable one: Being the most permeable style, it is the least internally consistent and thus the least systematic; on the contrary, being the least permeable style, the vernacular is the most internally consistent and hence the most systematic. Therefore, Tarone's (1983) capability is heterogeneous/variable and hence able to account for the ". . . regularities in learner production and perception, writing and reading, as well as in making judgements on grammaticality" (p. 151). Adjemian (1976) adopts the idealized Chomskyan competence, which is homogeneous/invariant and hence able to account for a sole style that is the careful one as it is the only style evidenced by means of grammaticality judgment tests, his major data source. Despite his homogeneous-like conceptualization of IL competence, he nonetheless attempts to utilize the permeability construct with the objective of explaining IL variability, which is accomplished in the same static dichotomous fashion as that defended by Krashen (1981, 1982). Adjemian (1976), thus, propounds that there is variation between IL data that results from grammaticality judgment tests because of their impermeability and systematicity and those that result from utterances delivered in real communicative situations due to their permeability and nonsystematicity. It is clear now that such a proposal runs in the opposite direction relative to Tarone's (1979, 1982, 1983) most permeable and least systematic careful style and her least permeable and most systematic vernacular along the capability continuum. Tarone (1983, p. 150) strongly argues that it is her position that is corroborated by the empirical data she reviews.

3. Style-shifting is not synonymous with register-shifting. A style, on the one hand, is dependent on social context only in those contextual variables that are directly capable of changing the degree of attention paid to form. A register within the Hallidayan theoretical framework, on the other hand, is more broadly dependent on

social context. The contextual variables – as seen in Figure 2.2 and Footnote 18 of Subsection 2.2.1 – are said to encompass: (a) the field of discourse with its features – social action, communication goal, subject matter; (b) the tenor of discourse with its features – participants, roles of participants, status/dyadic relation, social relation, social distance; and (c) the mode of discourse with its features – language role, channel, medium, rhetorical mode. Accordingly, there will be style-shifting within each new register that is added to an L2 learner's repertoire.

4. When L2 learners are first exposed to an L2, two processes are triggered: (a) L2 rules underlying the performance of their respective L2 forms penetrate the careful style, and (b) L2 learners render – in a thoroughly spontaneous fashion in the vernacular style – simple forms that cannot be traced to either the L1 or the L2. Once these processes have started taking place, Tarone (1983) advocates that L2 development has initiated. After the initiation, the development unfolds thus: “[W]hile TL structures move over time from the careful style towards the vernacular, . . . those IL structures which spontaneously appear in the vernacular style would gradually be replaced by them” (pp. 155-156).

5. Tarone (1982) defines the backsliding concept from the perspective of her IL formulation. She goes on to postulate that if L2 learners pay attention to form rather than to content, they style-shift from the vernacular to the careful style; if L2 learners pay attention to content rather than to form, they style-shift from the careful to the vernacular style. In the latter situation, she claims the learners undergo the process of backsliding.

Tarone (1988, 1989a) reviews the theories about IL variation proposed by herself and other scholars. Inasmuch as her own capability continuum theory is concerned, she draws the conclusions that, on the one hand, the abstract underlying system of ILs is actually the style or capability continuum, and that, on the other hand, attention to form

cannot be the only cause of IL style-shifting along the continuum. Indeed, Tarone (1989b), summarizing the studies on variability at the grammatical stratum reported in Tarone (1985) as well as in Tarone and Parrish (1988), finally admits that, besides the various degrees of attention to form, the factors brought to light by the other scholars also play a role in IL style-shifting when there is task change: (a) the various linguistic contexts of the variant form, (b) the various functions of the variant form, (c) the interlocutor, (d) the topic, and (e) the social norms activated by the assigned task. Another contribution made by the cited summarized studies is that the following factors also hold relevance: “(1) the connectedness of the discourse [degree of cohesiveness] required by the task, and (2) the [degree of] communicative pressure brought to bear [by the task] upon the speaker to be clear in transmitting information to a listener” (Tarone, 1989b, pp. 11-12).<sup>21</sup> Moreover, it is claimed that, for a holistic account of IL style-shifting, the interconnectedness among all these factors must also be duly considered. An example is: The more connected/cohesive the discourse relative to a given task and the more pressure a given task exerts on a learner for intelligibility, the less attention to form is demanded by the task.

#### 3.2.1.4 Schumann

Schumann (1978a)<sup>22</sup> refers to his IL formulation as the pidginization hypothesis (p. 270), which is related to the socio-psychological process of acculturation. The acculturation process, in turn, is a theoretical construct that depends on the variables: (a) social distance, which “. . . involves such sociological factors as domination versus

---

<sup>21</sup> The variability factors of the updated version of the capability continuum theory became closer to the Hallidayan context-of-situation construct whose variables are constitutive of registerial variation. The topic and the social norms are related to the field of discourse; the interlocutor, to the tenor of discourse; both the degree of attention to form that varies with the medium and the degree of cohesiveness, to the mode of discourse.

<sup>22</sup> See also Schumann (1978b, 1978c).

subordination, assimilation versus acculturation versus preservation, enclosure, size, congruence, and attitude” (p. 261) of the foreign group (naturalistic L2 learners) towards the native group (L2 native speakers); and (b) psychological distance, which relates “. . . to the learner as an individual, and involves such psychological factors as resolution of language shock, culture shock and culture stress, integrative versus instrumental motivation and ego permeability” (p. 261).

For Schumann’s (1978a) pidginization hypothesis, the first IL developmental stage in a naturalistic setting follows the same processes as those that take place when a pidgin, in language contact situations, is emerging. In Cook’s (1998) interpretation: “The starting-point is the resemblance of pidgin languages to L2 learners’ languages, particularly in terms of the overall simplicity of SYNTAX” (p. 1).<sup>23</sup> The extent to which the first learning stage will develop, by means of its lexico-grammatical complexification, into subsequent stages is determined by the degree of social and psychological distances: the smaller the distances, the higher the probability of success; the greater the distances, the higher the probability for the first IL developmental stage to remain pidginized over time or fossilized in McLaughlin’s (1987, p. 112) terms when referring to Schumann’s (1978a) proposal.

In order to be able to formulate his hypothesis, Schumann (1978a) conducted a nine-month longitudinal case study. The sole subject was Alberto, a working class Costa Rican young man living in the United States. Such characteristics led him to live at great social and psychological distances from Americans and their culture. The empirically-found lexico-grammatical features of Alberto’s first IL developmental stage and subsequent stages had much in common with pidgins, which means that he fossilized as he did not depidginize after going through the first stage. The list of features is:

---

<sup>23</sup> Jaworski (1998a, p. 248) states that the simplification of pidgins encompasses not only the level of syntax but also the levels of lexis and morphology.

- a. He used the uniform negative “no” for most of his negative utterances as in American Indian Pidgin English (AIPE) (Leachman and Hall, 1955) and English Worker Pidgin (EWP) (Clyne, 1975).
- b. He did not invert in questions as in Neo-Melanesian Pidgin (N-MP) (Smith, 1972) and EWP.
- c. He lacked auxiliaries as in EWP.
- d. He tended not to inflect for the possessive as in AIPE.
- e. He used the unmarked form of the verb as in English-Japanese Pidgin (E-JP) (Goodman, 1967), AIPE and EWP.
- f. He deleted subject pronouns as in EWP. (Schumann, 1978a, p. 260)

I would say that these features are also present in the first IL developmental stage and possibly in the subsequent stages of classroom learners of an L2 as a foreign – not as a second – language. Such a claim is based on my belief that the pidginization hypothesis applies to this group of learners as well: While the social distance is almost always maximal since these are not culturally immersed learners,<sup>24</sup> the psychological distance may assume the same dimensions as it does for naturalistic learners (e.g., a Brazilian whose political convictions are strongly left-winged sits in an EFL classroom exclusively due to educational and/or professional demands).

### 3.2.1.5 Andersen

Building upon Schumann’s (1978a) pidginization/acclulturation hypothesis, with a greater emphasis on the cognitive dimension, Andersen (1979, 1981, 1983) creates his own IL formulation, called nativization model, around the processes of nativization (similar to the Piagetian concept of assimilation) – responsible for the first IL developmental stage – and denativization (similar to the Piagetian concept of accommodation) – responsible for the subsequent stages. Besides being present in SLD, the nativization process, on the one hand, also characterizes pidginization, creolization, as well as L1 development, and the denativization process, on the other hand, equally features depidginization, decreolization, and L1 development (Andersen, 1983, pp. 11/12).

---

<sup>24</sup> Andersen (1981), citing Bickerton and Odo (1976) as well as Bickerton (1977), claims that, besides social and psychological distances, physical distance is actually relevant.

At the beginning, the L2 learner builds an IL system that is ‘native’ to her/him in the sense that it is autonomous in relation to the L2 norm and, thus, unique. The building of such a unique system depends upon the L2 input the learner is exposed to and is guided by his “internal representation [perception] of [the] language he is acquiring” (Andersen, 1979, p. 109; 1981, p. 192). There is, therefore, due to a “[r]estricted [initial] access to [L2] input” (Andersen, 1983, p. 11) in naturalistic settings, the action of a simplification strategy in that the basis for the construction of the L2 knowledge is the learner’s previous knowledge of both the L1 and the world and her/his perceived knowledge of the L2<sup>25</sup>. Andersen (1981), based on the comparison between a pidgin language and the production of a beginner L2 learner, came up with the following effects of the simplification strategy:

[T]he reliance on word order rather than inflections for expressing grammatical relations, native-language transfer in this word order as well as the use of English word order, the sporadic emergence of preverbal markers which come from lexical verbs promoted to auxiliary status, a basic pidgin negation that becomes eroded by depidginization towards standard native English negation, lack of inversion in questions, and a preponderance of unmarked verb forms together with varying degrees of depidginization towards the standard native English tense-aspect system. (p. 191)

Throughout the following stages, during which the exposure to L2 input tends to increase and thus turns more pressing, the uniqueness attributed to the underlying system of the first IL developmental stage tends to disappear, that is, it undergoes the process of denativization. It means that the learner’s initially simplified/pidginized L2 system becomes, by way of its complexification/depidginization, ever more similar to the L2 input. After all, denativization and nativization are associated with “. . . movement *toward* or *away* from the target [L2] . . .” (Andersen, 1983, p. 13), respectively.

---

<sup>25</sup> This aspect of the nativization model has much in common with Ellis’s (1982) Hypothesis 1 (see Subsection 3.2.2.3).

### 3.2.2 Classroom-learned IL

The scholars reviewed in this subsection, except for Ellis, have not gone as far as proposing IL formulations. Felix, Lightbown, Myles, and Perrett will have single works reviewed in which they contribute to the understanding of some facet of classroom-learned IL. Whereas the first three carried out their studies under a longitudinal empirical rationale, the fourth conducted hers cross-sectionally. All but one focused on L2 development that takes place in an EFL setting. The only one to have directed her attention to the ESL type of setting is Perrett. Furthermore, she is the only one to have done an SFG-based SLD study.

Inasmuch as Ellis is concerned, his contribution towards IL theorization has included both instructed and naturalistic development also unfolding in an ESL setting. His main informing study was empirically longitudinal like Felix's, Lightbown's, and Myles's. My approach to reviewing Ellis's work will be a holistic one for reasons that will be made clear in Subsections 3.2.2.3 and 3.2.4.2.

#### 3.2.2.1 Felix

Departing from the assumption that L2 development is highly sensitive to the environmental variable, Felix (1981) introduces the report on his study by criticizing SLD investigations whose subjects are characterized by “. . . a mixed type of learner . . .” that “. . . has received, or is still receiving, some kind of formal language instruction, while managing a good deal of his or her daily life in a naturalistic English-speaking environment” (p. 88). Since his aim is to find out the influence of formal instruction on SLD, he argues that such an endeavor can only be pursued if the environmental variable is effectively controlled.



The urge to control the environmental variable leads to the indispensable necessity for acknowledging the existence of three types of learners: (a) without any instruction, located solely in a naturalistic setting; (b) with instruction, located solely in a classroom setting; and (c) with instruction, located in a naturalistic setting, that is, the “mixed type of learner”.<sup>26</sup> The extent of formal instruction influence over SLD can only be appropriately evaluated provided that the different types of learners are studied separately. Only afterwards are the findings eligible for comparison; Felix (1981) compares his results with those in studies about pure naturalistic L2 development and L1 development within the German Kiel Project on Language Acquisition, whose goal was the “. . . comparative analysis of different types of language acquisition . . .” (p. 89).

Felix’s (1981) 34 subjects are, therefore, learners whose contact with the L2 is restricted to classroom lessons in an EFL situation. Their specific profile is as such: (a) origin – Germans in the first year of an EFL program at a high school in Germany; (b) sex – 19 females and 15 males in the same EFL-program class; (c) age – between 10 and 11 years old; (d) frequency and length of class meetings – 45 minutes’ meetings from Monday through Friday; (e) exposition to the English language outside the classroom – none except for music listening; (f) teaching methodology – a loose version of audiolingualism, with formal instruction provided in the subjects’ L1 and a question-answer type of practice at the new forms always following the instruction. By and large, the didactic procedures can thus be described:

Repetition practice and pattern drills made up most of the classroom activities. . . . There was hardly any room for spontaneous utterances; in their verbal productions students were expected to strictly conform to the type of pattern presented by the teacher. Errors were immediately and consistently corrected, and any spontaneous verbal attempts which deviated from the intended pattern were immediately blocked by the teacher. (p. 90)

---

<sup>26</sup> Ellis’s (1988) classification of L2 learners, presented in Section 3.1, into “pure classroom”, “impure classroom”, and “pure naturalistic” was inspired by Felix’s (1981) criticism.

The data were collected longitudinally over a time span of eight months. During this whole period, the collection procedures were made up of the following activities: (a) Every class meeting was audio taped, and (b) observed by three outsiders whose assignment was to write down whatever happened in the classroom that they judged was relevant for the purpose of understanding the learning process as thoroughly as possible.

Upon analyzing the data, Felix (1981, pp. 90-91) wondered whether: (a) the subjects' utterances were structurally similar or identical to those rendered by learners in pure naturalistic settings, (b) the subjects followed sequences of structural development that were similar or identical to those found for both L1 and pure naturalistic L2 learning, (c) the subjects tended to override the imposed syllabus and follow their own ". . . built-in syllabus . . ." – ". . . learner-generated sequence . . ." as opposed to ". . . instructor-generated sequence . . ." – in Corder's (1974a, p. 24) terms, being able to be creative instead of depending upon habit formation. In order to make an attempt at answering these questions, the data analysis focused on the previously chosen structural domains of negation, interrogation, sentence types, and pronouns.

The data analysis reveals results that are common to the four structural domains.<sup>27</sup> Such shared results make it possible to answer each of the research questions in general terms, regardless of the domain under study. Inasmuch as the first question is concerned, Felix (1981) states that ". . . the number of structural parallels between utterances of tutored and naturalistic L1 [*sic*] learners is in fact quite striking" (p. 108). As regards the second question, the researcher claims to have found ". . . that it is in general not possible

---

<sup>27</sup> There is only one discrepancy in that the subjects' use of the three sentence types taught initially did not follow any systematic criterion whatsoever. For over five weeks, they were mixed in so radical a way that there was a complete mismatch between the teacher's choice for a given type in a question and the subject's choice in the response – a situation unheard of in any other modality of language development. Felix (1981) posits that this is about the only idiosyncrasy of pure classroom L2 development. The author argues that so unique a situation is an artefact of the teaching methodology as the subjects, differently from learners in naturalistic settings, are not given the choice to remain silent when questioned by the teacher: "Consequently, one of the few available solutions is to say at least something, even if it doesn't make sense to either the teacher or the student. Hopefully the answer will be the correct one, but the chances in this context are 1 to 3" (p. 105).

to successfully reverse natural sequences of language development through external manipulation” (p. 109). Insofar as the third question is concerned, the author remarks that

[e]ven though most foreign language programs are based more or less strongly on a behavioristic habit formation concept, our data indicate that even in the classroom, language learning does not follow principles of habit formation, but qualifies as a creative construction process in the sense defined by Dulay and Burt (1974a, 1974b). (p. 109)

The conclusion Felix (1981) draws from the results points towards the direction whereby the influence of formal instruction on SLD is almost nonexistent. However, Long (1983), after reevaluating the results of 12 studies that had dealt with the relationship between formal instruction and SLD, posits that the latter is positively influenced by the former regardless of the learners’ age (children and adults), of their proficiency level (beginning, intermediate, advanced), and of the fact whether the SLD setting is “. . . acquisition-rich . . .” or “. . . acquisition-poor . . .” (p. 374).<sup>28</sup> In addition, Long ends his paper saying that “[f]or SLA theory and SL [L2] educators alike, on the basis of currently available studies, an answer to the question ‘Does SL [L2] instruction make a difference?’ is a not-so-tentative ‘Yes’” (p. 380).

### 3.2.2.2 Lightbown

Krashen’s (1981, 1982) monitor model was built around the following hypotheses: (a) “the acquisition-learning distinction”, (b) “the natural order hypothesis”, (c) “the Monitor hypothesis”, (d) “the input hypothesis”, and (e) “the Affective Filter hypothesis” (1982, pp. 10-32).<sup>29</sup> The researcher assures that there exists empirical “. . . evidence . . . to support them” (p. 9). The supporting evidence concerning the second –

---

<sup>28</sup> Firstly, it must be pointed out that, out of the 12 studies, only one had as its subjects pure classroom L2 learners. Secondly, Long (1983) makes use of the term ‘acquisition’ as it is opposed to the term ‘learning’ in Krashen’s (1981, 1982) model (see Section 3.1).

<sup>29</sup> The theoretically diversified origins of the hypotheses turn the monitor model into a hybrid theory. The first three are based on “. . . system-internal . . . factors . . .”; the last two are based on “. . . system-external factors . . .” (McLaughlin, 1987, p. 50), being environmentalist. Out of the system-internal ones, the first two are mentalist whereas the last one is cognitivist.

“the natural order hypothesis” (pp. 12-15) – originates from a group of SLD research known as the morpheme studies. Their results indicate that the order or sequence in which naturalistic L2 learners accurately supply a series of preselected morphemes in over 90% of the total obligatory grammatical contexts furnished by some elicitation task – the so-called accuracy order – is equivalent to the L1-independent order or sequence in which the learners naturally internalize the chosen morphemes under acquisition rather than learning circumstances (see Section 3.1) – the so-called acquisition sequence or natural order, unaltered by formal instruction.

However, the morpheme studies were submitted to various severe methodological criticisms. Larsen-Freeman and Long (1991, pp. 88-92) review the problems pointed out by some of the critics, namely: (a) The results were an artefact of the invariant data elicitation task, which was a structured dialog following the principles of the Bilingual Syntax Measure-BSM; (b) the statistical tests – “. . . Spearman or Kendall rank order correlations . . .” (p. 91) – were inappropriate to evaluate the significance of the correlation between the number of correct supplants and the resultant accuracy order; (c) the number of selected morphemes per study was very low, and the intersection level across studies was even lower, “. . . meaning that any claims concerning common orders were based on a tiny portion of English grammar (just nine items in Krashen’s order, for instance<sup>30</sup>)” (p. 91); (d) all studies were English-language biased, which prevented cross-linguistic generalizations – the findings were “. . . likely to be something about ESL, not SLA” (p. 91); and (e) the accuracy order would be “. . . more revealing of

---

<sup>30</sup> Krashen (1982, p. 13) re-presents the order he came up with in his 1977 article “Some Issues Relating to the Monitor Model”. The nine morphemes are separated in four groups: (a) *-ing* in present progressive tense, plural of nouns, and copula *be* as main verb; (b) auxiliary *be* in present progressive tense and (in)definite article; (c) irregular past; and (d) regular past, third person singular *-s* of verbs in the simple present tense, and possessive *-s* of nouns. What is acquisitionally ordered is the groups; the morphemes within each group are not necessarily acquired in their presentation order.

developmental patterns . . .” (p. 91) if the selected morphemes were separated into those related to the nominal group and those related to the verbal group.<sup>31</sup>

To the above list, Lightbown (1983) adds a few other criticisms. She argues that: (a) The great majority of the morpheme studies were cross-sectional as for the approach to data collection, (b) the learners participating as subjects were mostly either of the mixed type in Felix’s (1981) terms (the impure classroom type according to Ellis, 1988) or of the pure naturalistic type in Ellis’s (1988) terms, and (c) the focus of the analysis solely on obligatory contexts left “. . . a substantial amount of data unaccounted for . . .” because “. . . learners may not only use a particular form correctly in obligatory contexts but also incorrectly in other contexts” (Lightbown, 1983, p. 219).

Therefore, she decides to carry out a longitudinal – rather than a cross-sectional – morpheme study aimed at discovering whether the externally-sequenced instructional input received by pure classroom L2 learners is capable of altering or not the internal natural order of morpheme learning over their L2 development. For such an endeavor, Lightbown’s (1983) empirical rationale comprised the following aspects:

1. The subjects were French-speaking EFL learners, who were born and lived in the Province of Quebec, Canada. They attended the regular Québécois school system and began having EFL lessons in Grade 4 or 5. Their two years’ participation as subjects was thus characterized: The 6th, 8th, and 10th graders were accompanied until the end of their respective 7th, 9th, and 11th grades. In the 1983 paper, however, Lightbown related the results regarding only the data provided by 75 eleven-year-old sixth graders until the end of their seventh grade when the group was reduced to 36 students. While the sixth graders had between 80 and 120 minutes of EFL lessons a

---

<sup>31</sup> Apropos of Larsen-Freeman and Long (1991), they hypothesize that adult L2 learners start undergoing Andersen’s (1979, 1981, 1983) denativization still at the very beginning of the IL developmental continuum, which means that the tendency is for the traversal of the first IL stages to take place fairly quickly. The main basis for such a hypothesis is the fact that “. . . older children and adult SL acquirers are less cognitively and psycholinguistically constrained than young children acquiring their native language” (p. 82).

week, the seventh graders had around 200 minutes. Except for a few students that had either an English-speaking friend or an English-speaking baseball or hockey coach to whom they could try to converse in English, their experience with the L2 outside the classroom was restricted to watching some TV shows and listening to popular music.

2. There were two sources of data: the learners (output) and the classroom (input). Inasmuch as the first is concerned, it originated IL data that was collected by means of “. . . an oral communication game – the picture card game” (Lightbown, 1983, p. 223) rather than by means of the structured dialog based on the BSM. A game was chosen for the IL data collection task due to the expectation that the subjects would pay less attention to form and more attention to the meanings to be conveyed. The game was constructed in a way as to provide the subjects with “. . . obligatory contexts for the use of *-s*<sup>32</sup> and *-ing* morphemes” (p. 224). It was played by one subject at a time – the interviewee – and either the researcher or one of her assistants – the interviewer. IL data were collected three times during the project’s two years’ period – once in Grade 6 (towards the end of the academic year) and twice in Grade 7 (around the middle and also towards the end of the academic year); at each collection time, every interview resulting from the playing of the game was taped on audio cassettes and then transcribed. Insofar as the second data source is concerned, it originated both the transcriptions of the audio recordings of 15 sixth-grade classes made every two weeks over the whole academic year (for operational reasons, none of the seventh-grade classes was audio taped) and a list containing all the occurrences of the *-s* (in its five categories) and the *-ing* morphemes within the textbooks adopted in Grades 6 and 7.

3. The quantitative categorization of the IL data took into consideration not only the accurate uses of the *-s* and *-ing* morphemes in the obligatory contexts the subjects

---

<sup>32</sup> In the research being described, the *-s* morpheme encompassed five categories: (a) copula verb – *is/s*, (b) auxiliary verb in progressive structures – *is/s*, (c) third person singular of verbs in the simple present tense, (d) plural form of nouns, and (e) possessive form of nouns (Lightbown, 1983, p. 226).

were provided with by the card game but also their inaccurate uses, “. . . that is, when another form was required” (p. 227). As regards the audio taped part of the classroom data, chunks of the transcribed teacher’s speech was categorized for the manner through which all verbs were used in relation to the presence or absence of inflection; in the former situation, the verbs were further categorized for the type of inflection: *-s*, *-ing*, or any other. The verbal categorization went on a step further still in view of classifying each occurrence “. . . according to whether the verb was ‘text-determined’ (i.e., taken directly from the textbook) or used as part of some other classroom interaction” (p. 228). The selected chunks of transcribed teacher’s speech were also marked for the verbs that appeared in the transcriptions of the subjects’ participation in the interviews conducted whenever the picture card game was played; the subjects’ verbs were then categorized for their inflectional form for comparison with the inflectional form of the same verbs when utilized by the teacher. Moreover, two final categorization steps were taken: (a) The transcribed teacher’s speech was scanned for some grammatical morphemes (no mention is made as to which ones) whose occurrence frequency was compared to their occurrence frequency in the subjects’ speech as well as in other morpheme studies, and (b) again the transcribed teacher’s speech and the transcription of the subjects’ classroom speech were scanned for the purpose of calculating the relative occurrence frequencies of *-s* and *-’s* used as copula and auxiliary verbs. No explicit mention is made, in the Subjects and Procedures section, as to the criteria under which the nominal-group-related morphemes – plural and possessive – were categorized and analyzed. However, the Results and Discussion section allows for the inference that the criteria were most probably the same as those used in the categorization and analysis of the verbal-group-related morphemes.

4. The results led to the following conclusions: (a) There seems to be no correlation between the occurrence frequency of morphemes in the input and their frequency and accuracy in the subjects' IL at a given moment; (b) there seems to be, on the other hand, a delayed effect of the input-related occurrence frequency –

[f]or example, the grade 6 students had practiced *-ing* and copula and auxiliary *-s* to the point of overlearning. Even though the *-ing* was relatively infrequent in grade 6 classroom language, their overlearning of the form may have caused it to remain in their speech throughout that year. Subsequently, the decline in frequency of *-ing* and the corresponding rise in frequency of uninflected verbs may have led to their later preference for uninflected verbs in their speech. Outside this kind of highly structured classroom setting one would expect learners to use uninflected verbs in the earliest stages of language acquisition, adding grammatical markers gradually, as their meaning became apparent in various contexts. This build-up from the simplest forms to the more complex ones may be a necessary part of development. By forcing learners to repeat and overlearn forms which have no associated meaning to contrast them with any other form(s), we may be setting up barriers which have to be broken down before the learners can begin to build up their own interlanguage systems (p. 239);

(c) overlearning appears to be a sensible explanation for the occurrence of an inappropriate use of the *-s* morpheme – following a nominal group at clause initial position like in “she’s have three balloons” and “she’s blow the candles” (p. 227), which happened frequently at the beginning and declined as the project moved forward into the second year –

[l]earners in natural environments also use memorized formulas which are grammatically complex. . . . These formulas or routines differ from the overlearned forms of the classroom environment in at least two ways. First, the phrases and sentences are heard and subsequently used in environments where their meaning is the important consideration. Second, they represent only a part of the learner’s total output – the remainder being based on a simplified version of the target language (pp. 239-240);

(d) it is advocated that there exist predetermined sequences as to the development of ESL, but it is assured that the reported investigation was not intended to back up the natural order hypothesis because some predetermined sequences – especially the one related to the early appearance of the plural form – would not apply to the French-speaking subjects even if submitted to a pure naturalistic setting (French, unlike English



or Spanish, does not have the plural allomorph *s* pronounced); (e) however, the results cannot be used to refute the natural order hypothesis –

[t]he fact that our learners' accuracy orders differ from those observed in previous studies may be due to the exposure they had to a distorted version of the English language [classroom language] and to the fact that they were required to repeat and practice sentences whose grammatical complexities were far beyond what they would have included in their speech if they had been acquiring English through communicative interaction involving more varied natural language (p. 240);

(e) although there was a constant emphasis upon grammatical accuracy in the subjects' EFL classes, such an effort was not accompanied by the corresponding amount of improvement in their use of the studied grammatical morphemes in obligatory contexts –

[o]pportunities for real communicative interaction or discussion of student-selected topics were virtually nonexistent. It seems certain that greater developments in fluency and vocabulary could have been possible if more activities involving communicative language use had been available. (p. 240)

Lightbown's (1983) conclusions (a) and (b) are contradicted by Hatch's (1978) discourse theory in spite of the fact that its source of empirical evidence was restricted to pure naturalistic SLD. The contradiction has to do with one of the postulations of the theory in that the grammatical sequencing in L2 development is dependent upon the type of interaction the learner gets involved in. The interaction type will determine the sequencing by way of the frequency at which grammatical forms appear in the input the learner is exposed to.

Ellis (1988) comments on Felix's (1981) and Lightbown's (1983) studies on pure classroom SLD and his own (1982a, 1982b, 1988) (see Subsection 3.2.2.3). He propounds that, in the classroom, learners are confronted with and produce two kinds of L2 data, namely

'modelled' data consisting of utterance tokens where the focus is on form and where the learner treats the target language as an object of study rather than as a means of communication and 'communicative' data consisting of utterance tokens where the focus is on meaning and where the language is being used to realise behavioral goals important to the learner. (p. 3)

In consonance with the results of the three studies, Ellis (1988) argues that the natural order or route in his terms seems to remain the same as the one pure naturalistic L2 learners go through. The tendency for sameness is explicated by the fact that “. . . constant use [of an L2 form like the *-ing* morpheme in Lightbown’s (1983) study] in modelled speech may have an effect on communicative speech, although the natural order will ultimately reimpose itself (i.e. the form derived from modelled speech will fall out of use until it reappears in its natural position)” (p. 41). However, he admits that modeled data might be able to improve both the success – attained proficiency level – and the rate of pure classroom SLD by drawing the learners’ attention to the form being taught so that they can internalize it in an easier way later (pp. 143-150).

Besides the limited evidence on route, success, and rate discussed in his 1988 publication, Ellis (1985, 1990, 1994a, 1997a, 1997b), reviewing a large body of research on the influence of formal instruction on SLD, discusses more robust evidence which points to the fact that, on the one hand, formal instruction is actually only rarely capable of affecting the route and, on the other hand, it does affect both the rate and the success. Such evidence does not make pure classroom SLD, by any means, as similar to the pure naturalistic modalities of language development as Felix’s (1981) and Lightbown’s (1983) results indicate.

The subjects that take part in the cross-sectional and longitudinal parts of this dissertation are exposed to both modeled data and communicative data. Each one of the ELCs involved in the project adopts syllabuses that call for both types of speech.

### 3.2.2.3 Ellis

Ellis's (1982a, 1982b, 1988) study aimed at the investigation of the relationship between the different types of classroom discourse and the genesis of IL as well as its subsequent development within a classroom setting. The empirical rationale of the study is thus characterized:

1. Ellis's (1982a, 1982b, 1988) initial impetus came from his having spotted a limitation in ILT as originally formulated by Selinker (1972). The former scholar started questioning the Selinkerian Latent-Psychological-Structure construct and its interlingual identifications in that they did not hold enough explanatory strength to account for the genesis of IL.

2. The subjects were three preadolescents – two boys and one girl – whose ages ranged between 10 and 13. While one of the boys and the girl spoke Punjabi as their L1, the other boy's L1 was Portuguese; they had all moved to London, England, shortly before their entrance into the research project. The Portuguese-speaking boy was fully literate and the Punjabi-speaking girl was partially so in the respective L1s whereas the Punjabi-speaking boy was thoroughly illiterate in his L1 and had had almost no classroom experience. At data collection time, the three of them were still true beginner learners of English as their second language. In London, the school they went to was a Language Unit, a type of school that receives only foreign children and where English is both taught as a regular subject, under a communicative perspective, and used as the lingua franca for instruction in the other school subjects and for general communication among the students and teachers outside the classrooms. Since the Portuguese-speaking boy had no problem socializing with the British and speakers of other languages from the very beginning, he was undoubtedly an impure classroom L2 learner. On the other hand, despite the surrounding linguistic environment, the Punjabi-speaking children could be considered pure classroom L2 learners because they

were “. . . firmly enclosed in their own community (i.e. experienced acute ‘social distance’) and so were almost entirely reliant on the classroom for exposure to English, particularly in the early stages” (Ellis, 1988, p. 25); besides, so strong an in-group behavior in society at large was carried over to the Language Unit where, whenever they were not in the classroom, they immediately joined other Punjabi-speaking children that used their L1 as the sole means of communication.

3. The longitudinal classroom IL data were collected over a two years’ stretch of time. The collection means were mostly note-taking by the researcher himself and, to a much lesser extent, audio tapings. The data were, in general, made up of communicative speech, but there were also some instances of modeled speech.

4. The data categorization framework was case grammar as proposed by Fillmore (1968), Greenfield and Dent (1980, cited by Ellis, 1988, p. 53; 1994a, p. 90) and Cook (1979, cited by Ellis, 1982b, p. 212). The framework’s theoretical rationale is based exclusively upon formal semantics, and its analytical unit is the logic proposition – a tense-and-aspect-free set of relationships between one argument and its predicates, being, hence, purely semantic in nature. The deep-structure case categories used by Ellis (1988, pp. 53-54) were: (a) Action-Process, State-Process, Property of Object, and Locative State for the predicates; and (b) Agent, Object, Dative – subdivided into Recipient, Beneficiary, Possessor, and Experiencer – as well as Locative for the arguments. As with the arguments, Ellis (1982b, p. 212) presents a slightly different list, adding one more – Performative – and using the term ‘Benefactive’ in place of ‘Beneficiary’.

Inasmuch as the genesis of classroom IL is concerned, Ellis (1982b), using the corpus just described, attempts to overcome the lack of sufficient theorizing in the Selinkerian formulation by propounding a set of hypotheses:

*Hypothesis 1:*

The L2 learner utilizes his knowledge of the conceptual organization of events and simplifies their representation in the L2 according to principles of informativeness. He operates a strategy of semantic simplification. . . .

*Hypothesis 2:*

The L2 learner knows that language is syntactic. He operates with the assumption that word order is meaningful if this is also true for his L1.

*Hypothesis 3:*

The L2 learner knows that language realizes modality elements<sup>33</sup> as well as propositional elements and actively seeks out how to express those modal meanings that he considers communicatively useful. . . .

*Hypothesis 4:*

The L2 learner utilizes his capacity to learn, store, and reproduce verbal information to search for ‘formulas’<sup>34</sup> that will be communicatively useful to him. (pp. 214-215/216/218)

Insofar as the subsequent development of classroom IL is concerned, Ellis (1982b) advocates that it unfolds throughout three nondiscrete stages:

## Stage 1: Semantic simplification+formulas

[. . . consists principally of lexis which can be slotted into strings of semantic functions and also socially useful formulas. . . . incorporated chunks of language which learners lift from the linguistic environment]

## Stage 2: Semantic implementation+acquisition of some modality elements

[. . . characterized by longer ‘created’ utterances as the learner acquires the ability to fill out more of the semantic functions. Also, simultaneously, he starts to acquire a number of modality elements, for example, unanalysed ‘don’t’ in negative structures, the copula, the progressive functor, ways of denoting past and future]

Stage 3: Acquisition of further modality element [*sic*] (p. 220)

In addition, it is claimed that not all learners move up to Stage 3 – when their communication needs are met at Stage 2, they tend to remain there unless there is extra motivation for going any further – and that there might be drawbacks to a previous stage when difficulties arise. These claims are in tune with Selinker’s (1972, 1992) fossilization and backsliding, respectively, as well as the evident simplification-

---

<sup>33</sup> In case grammar, modality elements are bound and free grammatical morphemes that convey meanings like tense, aspect, number, gender, negation, definiteness, being, accordingly, elements that are purely structural in nature. In systemic functional grammar, modality is one of the lexico-grammatical systems, together with the mood and appraisal systems, that realizes the interpersonal metafunction, through the subsystems of modalization – probability and usuality – and modulation – readiness (inclination and ability) and obligation (see Subsection 2.2.1.2 & Figures 2.15 through 2.19).

<sup>34</sup> Ellis (1988, pp. 66-72) distinguishes three types of formulas: (a) routines, (b) patterns, and (c) scripts. They will be exemplified in Subsection 5.2.2.1 under ‘Dialog’ and ‘Test’.

complexification movement, predicted to take place between Stages 1 and 2, is in tune with Selinker (1992).

According to this view, then, simplification, on the one hand, is the encoding of the learner's world knowledge, at the first IL stage, by means of utterances that contain only very few semantic functions and some formulas. On the other, complexification is the implementation, throughout subsequent IL stages, of the simplified initial utterances as a result of the internalization of more semantic functions and modality elements.

Ellis (1982b, pp. 215/218) provides, as samples of Stage-1 utterances, the Portuguese-speaking-boy's first attempts at speaking English. The samples were extracted from the data gathered over the first three weeks of instruction and are presented in Figure 3.1.

	Utterance	Context	Semantic Functions/Cases		Modality
<b>Simplifications</b>	you milkman	he wondered if the teacher wanted a milkman	you	milkman	X
			Dative-Experiencer	Objective-Indicative	∅
<b>Simplifications</b>	me no more	he was not willing to play a game anymore	me		no more
			Dative-Experiencer		Negative
<b>Formulas</b>	my name is John	pupils were introducing themselves after teacher's modeling	Performative		
	thank you	he had just been given a pencil	Performative		

Figure 3.1. Ellis's IL stage-1 semantically simplified + formulaic samples and respective categorizations.

Regarding now the developmental issue in its entirety – genesis and subsequent unfolding, Ellis (1988) formulates a classroom-IL model. The motivation originated from

his disagreeing with the so-called noninterface and interface positions as to the relationship between the two types of underlying IL knowledge, regardless of their being called acquired/implicit/automatic/nonanalytic versus learned/explicit/controlled/analytic. The major proponent of the noninterface position is Krashen (1981, 1982), who advocates – within the realm of his monitor model – that acquired knowledge does not turn into learned knowledge and vice versa, implying the existence of two different cortical storage areas. So radical a position made Ellis (1988) refer to Krashen’s IL formulation as the “. . . dual-competence model . . .” (p. 161). The many proponents of the interface position argue that learning can become acquisition by way of consciousness-raising and practice/automatization, which seems to be a more sensible theoretical stance. However, Ellis (1985, 1988), like Tarone (1979, 1982, 1983), defends a third alternative since “[o]ne problem of the interface position is that it still assumes that L2 knowledge can be dichotomized as ‘acquired/learnt’, or implicit/explicit” (1985, p. 237). His alternative proposal is what he calls “[t]he variability position . . .” (p. 237), whereby the L2 learners’ type of underlying IL knowledge – stored in the same cortical area – varies along a continuum according to the discourse type, among other factors.

The basic differences between Ellis’s (1985, 1988) and Tarone’s (1979, 1982, 1983) formulations are the facts that, in hers, the variability criterion is primarily the amount of attention demanded by task type and that the name of the underlying IL knowledge is changed to capability, giving way to her capability continuum model (see Subsection 3.2.1.3). Once Ellis (1988) maintains the term ‘competence’, his formulation receives the name of “variable competence model” (p. 167).

The variable competence model as proposed originally by Ellis (1988, pp. 167-187) is thus described in brief:

1. The linguistic competence of L2 learners is formed both by the knowledge they accumulate about L2 grammatical rules and by their capability to utilize it, through the application of diverse processes or strategies, for differentiated communicative purposes. Their L2-based performance – IL – results from competence variability of the vertical and horizontal types. The former regards the synchronic use, at any stage along the IL developmental continuum, of free-variation L2 rules. The latter concerns the diachronic construction of the IL system; it is systematic variability.

2. Vertical variability – synchronic free variation – is of the same kind as the Labovian style-shifting postulation for natural languages, which inspired Tarone's (1979, 1982, 1983) IL formulation as already commented on. Ellis (1988), however, deals differently with the amount-of-attention-paid-to-form criterion leading to performance shifting along the style continuum; unlikely, he resorts to an amount-of-discourse-planning criterion that he borrows from Ochs (1979):

Unplanned discourse is discourse that lacks forethought and preparation. Planned discourse is discourse that has been thought out and organised prior to expression. These are not alternatives but poles on a continuum. The kind of discourse encountered in everyday communication falls near the unplanned end of the continuum. The kind of discourse involved in giving a lecture falls near the planned end of the continuum. (Ellis, 1988, pp. 168-169)

The attention and planning continua, characteristic of natural languages and ILs alike, resonate with the IL-specific continuum whose ends are occupied by the communicative type of speech – featured by the least amounts of attention and planning – and the modeled type<sup>35</sup> – featured by the greatest amounts of attention and planning “. . . in order to satisfy the formal norms of correctness established by the teacher . . .” (p. 170). The in-between segment of the continuum is occupied by varying degrees of “. . . a mixture of communicative and modelled language use, involving attention to selected features of the language system in partly planned discourse . . .” (p. 170). At any point

---

<sup>35</sup> For the definition of communicative and modeled speech/data, see Subsection 3.2.2.2.



of this synchronic continuum, learners apply free-variation rules, with the choice being determined by the discourse type demanded from them. Hence, there are two sets of rules: One set – activated when the learners engage in unplanned/communicative discourse – exists as an alternative to the other – drawn upon when they engage in planned/modeled discourse; along the middle portion of the continuum, both sets surface “. . . in varying proportions depending on which features of an utterance . . .” (p. 170) the learners are required to pay more attention to. The synchronic free variation of vertical variability is claimed to be the driving force of SLD as characterized by the diachronic systematicity of horizontal variability (Ellis, 1985). In other words, whenever a certain rule from a group of free-variation rules works its permanence within the IL system in detriment of the competing rules – due to the necessity to comply with “. . . the economy principle of linguistic organization” (p. 95) that will increase the system efficiency, it means that a move is made towards the next IL stage along the developmental continuum as a consequence of the fact that the remaining rule has gained systematicity.

3. Horizontal variability – diachronic systematic variability – has to do with the succession of IL stages along the developmental continuum. Although unplanned/communicative discourse is the origin of the most systematic IL variety along the IL synchronic continuum – in the same way that the vernacular is the most systematic style along the Labovian synchronic continuum, the succession of IL stages has to be described not only from the viewpoint of unplanned/communicative discourse but also from the perspective of planned/modeled discourse. As with the former type, there is no distinction between naturalistic and classroom SLD relative to the developmental route, which, in turn, is made up of four stages (Ellis, 1988, p. 174): (a) formulas + semantic core, characterized by semantic simplification and implementation;

(b) formulas + basic syntax, characterized by the developmental sequences empirically found for structures like the negative and the interrogative; (c) formulas + morphological systems, characterized by the natural order of morpheme internalization as found in the morpheme studies; and (d) formulas + complex sentences, characterized by the developmental sequence empirically found for relative clauses (Schumann, 1980, cited by Ellis, 1988, p. 175).<sup>36</sup> The first two are primary stages while the last two are secondary; the third is both primary regarding L1-related morphemes and secondary concerning L2-specific ones. The primary stages are featured by pidginized IL and, as such, are accessible to all learners whose entrance into the third stage may be restricted to the L1-related morphemes; only a few learners go as far as the fourth stage because most of them fossilize at Stage 3 when it comes to learning the L2-specific morphemes.

The description of the stages as furnished by Ellis (1988) himself is thus:

Initially, the learner relies on non-syntactic and propositionally reduced utterances. During this stage he extends his lexicon, adding those items he needs to meet his basic communicative needs. As his vocabulary grows and as the effort of processing TL utterances becomes less, he is able to fill out more of the case slots of each proposition and reduce his reliance on presupposition. The propositional expansion that takes place continues into the subsequent stage, when word order is used to distinguish one meaning from another. Likewise mastery of the various ordering devices of syntax continues into the third stage, when grammatical functors begin to be systematically and meaningfully used. This in turn overlaps with the fourth stage, when complex sentence patterns are mastered. Throughout all four stages the learner employs a number of formulaic utterances and may slowly separate out the grammatical elements that constitute them and so fuel the processes of morphosyntactic development. (pp. 173-174)

As regards planned/modeled discourse, it is not possible to claim any developmental route. However, it can be claimed that a rule in relation to which there is consciousness raising through instruction will be internalized if learners can perceive its formal features before submitting it to controlled processing at first and then to automatic processing most likely by means of overlearning – excessive practice like in Lightbown

---

<sup>36</sup> This is a more encompassing and detailed version of the three-stage proposal put forward by Ellis (1982b). However, the two proposals are by no means theoretically conflicting.

(1983). In case the rule becomes highly automatized, it may be transferred to unplanned/communicative discourse where it will remain only if its high automatization level does not fade away; otherwise, “. . . it is likely to disappear from communicative speech to be replaced by alternative rules that derive from natural discourse processes involved in the production of unplanned discourse” (Ellis, 1988, p. 175).

4. A new rule enters learners’ competence via the interactional processes or strategies that determine the formation of each discourse type along the IL synchronic continuum between the unplanned/communicative and the planned/modeled poles. There exist both social and mental interactional processes or strategies.<sup>37</sup> The latter – the cognitive ones – are associated with the former – the discourse ones – in a way that, for each discourse process, there is a group of related cognitive processes. For organizational purposes only, the processes of both types are separated into primary and secondary process sets; while the former set is the basis for the building of unplanned/communicative discourse, the latter leads to the building of planned/modeled discourse. Since the primary processes are most likely developmental, they are presented in the natural sequence they are certainly used by L2 learners along their IL developmental continuum; however, the ability to deal with them is cumulative, which means that L2 learners can always resort to some previous process. Leaving the corresponding cognitive processes out, the primary discourse ones are thus listed:

- 1 Imitate a part of the whole of the previous utterance.
- 2(a) Express interpersonal meanings by means of single lexical items and formulaic utterances.
  - (b) Make use of discourse routines even if this means switching the topic.
- 3(a) Simplify the semantic structure of a message by omitting meaning elements that are redundant or that can be realised by a non-verbal device (e.g. mime).
- 4 Extend a message vertically by:
  - (a) Imitating (part of) another speaker’s utterance and adding to it
  - (b) Building on your own previous utterance
  - (c) Juxtaposing two formulaic utterances.

---

<sup>37</sup> Henceforth only the term processes will be used.

- 5 Reduce reliance on shared knowledge and non-verbal devices by distinguishing various functional meanings linguistically. (Ellis, 1988, p. 178)

Initially, but after having gone through the first two processes and accumulated some rudimentary – mostly lexical – L2 knowledge, learners start building upon such elementary linguistic knowledge by means of utilizing the semantic-simplification process and their world knowledge. What is simplified is “. . . the propositional content of messages . . .” (p. 179), which is accomplished by the elimination of those semantic cases that are contextually redundant and interpersonally shared as well as those for which lexicalization is impossible due to the nonexistence of items within the learners’ repertoire. The developmental outcome is the transference of the initially existing lexical items from controlled processing to automatic processing, the augmentation of the lexical repertoire, and the inclusion of the first modality elements without having yet any “. . . clearly functional distribution (i.e. they will be used more or less in free variation . . .)” (p.179). The next step is the use of the vertical-extension process, which enables learners to convey messages with more complexified propositional contents; in turn, the complexification derives from: (a) the production of Stage-1 negative and interrogative structures;<sup>38</sup> (b) the juxtaposition of formulas, with the possibility of diversifying the prototypical expressions by means of lexical substitution; and (c) the internalization of forms used to link structural constituents. However, actual grammar only finds its definitive way into the IL system when learners manage manipulating the last primary discourse process. Becoming ever less dependent upon shared knowledge and nonverbal devices, they start adding then-and-there topics – those that refer to some displaced environment – to their repertoire of here-and-now topics – those that refer to the immediate environment. All this is made possible by the analysis of formulaic

---

<sup>38</sup> Ellis (1988) postulates: (a) that the Stage-1 negative structure is marked by the presence of the negative particle either initiating or terminating the utterance (p. 30) – “No / like ice cream” (p. 179) is an instance, and (b) that the Stage-1 interrogative structure is a declarative utterance produced with a rising intonation contour (p. 34) – “What / you want?” (p. 179) is an example.

expressions into their constituents and the internalization of more modality elements that are now more systematically tied to their genuine functions; hence, there are “. . . increasingly tighter form-function relationships” (p. 180) instead of free-variation morphemes. The major secondary discourse processes are monitoring and borrowing. The former is aimed at performance improvement when there is enough time and after the application of the appropriate primary processes. Learners browse their accumulated nonautomatic and analytic L2 knowledge until they encounter the pieces that will make their intended utterances as effective as possible through “. . . the filling out of propositional slots which had been left unencoded as a result of semantic simplification and the addition of various morphological features” (p. 180). The latter happens when learners resort to the translation of the intended utterance from L1 to L2 also by browsing their accumulated nonautomatic and analytic L2 knowledge. The L1 version of the utterance is usually modified in order that it can fit the located pieces of L2 knowledge.

5. Ellis (1988) goes on to describe the role played by each process type in classroom L2 development. Primary processes, on the one hand, get directly involved in the construction of the nonanalytic/implicit L2 knowledge from which unplanned/communicative discourse derives. It is mainly through them (a) that the accumulated nonanalytic/implicit knowledge becomes automatized; (b) that new internalizations of such knowledge take place; (c) that learners build up the ability to convey spontaneous, grammatically simple utterances in the vernacular; and (d) that learners can produce unplanned/communicative discourse provided that they also utilize the L2 knowledge that is strictly dependent on primary processes, that is, nonanalytic/implicit knowledge. Secondary processes, on the other hand, make only an indirect contribution to the construction of nonanalytic/implicit knowledge on which unplanned/communicative discourse is based; instead, their direct contribution goes to

the construction of analytic/explicit L2 knowledge – “. . . not available for use in unplanned discourse” (p. 181) – as well as to its automatization and augmentation. Nevertheless, the secondary processes can contribute with the L2 natural developmental order, resultant from the also developmentally ordered primary processes, in the following manners:

[T]hey can lead to the overlearning of specific L2 forms with the result that these are available for use with primary processes. However, this is rare and only occurs when the forms are constantly practised in modelled speech. . . . Secondary processes store up a body of L2 knowledge, which, although not immediately accessible in unplanned discourse eventually becomes so when the learner reaches a stage of development involving primary processes which are capable of utilising this knowledge. It is in this sense that analytic L2 knowledge ‘sensitises’ the learner to language forms, which can then, when the time is ripe, be more readily exploited in communicative speech. However, this knowledge will not appear in unplanned discourse until it has been activated for use by the appropriate primary processes. (pp. 181-182)

Ellis (1988) claims further that learners, not infrequently, make concomitant use of primary and secondary processes both globally when participating in communicational occasions and locally when rendering a single utterance. The selection criterion has to do with the demands of each context of social situation. Accordingly, one cannot deny the major role played by secondary processes in L2 classroom development, and, as such, they must not be thoroughly left aside in L2 teaching for “[l]earners need to be able to engage in a variety of discourse types from the unplanned to the planned end of the continuum” (p. 182).

6. The rate of classroom L2 development is influenced by affective and interactional factors. The former – motivation and personality – determine the quantity and quality of L2 interaction learners take part in. The more motivated and extraverted learners are, the more and better quality interactions they tend to engage in and the faster they tend to move along the developmental continuum. As seen, then, motivation and personality by no means contribute to L2 knowledge construction; they do

contribute to the various types of interaction that shape the internalization of such knowledge. The most relevant interactional factor is meaning negotiation with a more proficient interlocutor that is able to use simplified talk like teacher or foreigner talk. As meaning negotiation demands that learners focus their attention on meaning rather than on form, it makes it possible for them to easily access the unplanned-discourse-governing primary processes. The more meaning negotiation aimed at the maintenance of unplanned discourse learners get involved in, the faster they tend to move along the developmental continuum (see Footnote 39).

Ellis (1988) advocates that his variable competence model is also valid for naturalistic L2 development in the same way as it is applied to classroom L2 development. While the variable competence model was proposed from the viewpoint of output, Ellis's (1997b, pp. 107-133) theory of instructed second language acquisition was propounded from the perspective of input. However, there are no theoretical conflicts between the two. The earlier proposal was chosen to be reviewed here because its perspective suits better the theoretical rationale of the research reported on in this dissertation. Moreover, it has not become outdated as (a) Ellis's 1994a summary of it (pp. 365-366) is entirely compatible with the 1988 original version, and (b) its central concepts (spontaneous/unplanned vs. modeled/planned speech, implicit vs. explicit knowledge, control vs. automatization, variable competence, free variation vs. systematic variation) are present in Ellis and Barkhuizen's (2005) account of the accumulated SLD knowledge through the description of the methods utilized in order to collect and analyze IL data from EA to computer-based analyses.

#### 3.2.2.4 Myles

Myles (2003) aimed at studying the simplification-towards-complexification movement as manifested in the development of spoken-medium story telling by beginner L2 learners within an EFL setting. She departed from the assumption that, for the complexification of the IL narrative rhetorical mode to unfold, it is indispensable that the complexification of lexico-grammar happen concomitantly. Accordingly, the scholar – in order to attain her aim – analyzed not only discourse aspects but also lexico-grammatical ones in the narratives rendered longitudinally by the subjects.

The subjects were 14 English-speaking pure classroom learners of French who were born and lived in England – seven boys and seven girls. Where the British education system is concerned, they began having French lessons when they were seven graders at the age of 11-12 years old. Their participation in Myles's (2003) research project initiated a year later when they were eighth graders at the age of 12-13 and continued into the ninth grade when their age was ranging between 13 and 14 years old.

The data collection instrument was a story – *Monstre du Lac Ness: Vrai ou Faux?* – constituted by 12 pictures displayed each on a different card. The pictures completely lacked written lines relative to the story, and the 12 cards – stapled together – made up a booklet with the story title on its cover.

The data collection followed these procedures:

1. In Grade 8, the subjects listened to the story that was told them by the researcher in French, following as close as possible the 12 sequenced pictures.

2. With the booklet in their hands, the subjects were instructed to retell – one at a time and separately – the whole story picture by picture using their own words. The researcher was present just to play the limited role of a prompter that could only act when it was strictly necessary for the purpose of keeping the retelling going for as long



as possible. The dialogs – the subjects’ narration turns and the researcher’s prompting turns – were audio recorded and transcribed.

3. A year later, when the subjects were in Grade 9, the first two procedures were repeated. So long a gap between retellings was intended to make sure that whatever improvement was noticed had to do solely with the complexification of the subjects’ rhetorical ability at narrating and of their IL lexico-grammar. Thus, the possibility of task-familiarity interference could be thoroughly disregarded.

The researcher’s version of the story, maintained unchanged at the two collection occasions, was divided up into 33 episodes. It was considered the model to which the versions produced by the subjects were compared in order to verify “. . . how much of the story line they were able to recount” (Myles, 2003, p. 41).

At discourse level, the transcriptions of the subjects’ turns were categorized for these aspects: (a) number of total retold episodes, (b) number of retold foreground episodes – those that contain “the chronological frame of the story” (Myles, 2003, p. 49), (c) number of retold background episodes – those whose role is “supporting the story line rather than contributing directly to it” (p. 49), and (d) number of utilized cohesive devices of the reference and conjunction types. At the level of lexico-grammar, the same transcriptions were categorized for the following aspects: (a) number of types of lexical items, (b) number of total words, (c) number of total turns, (d) number of words per turn, (e) number of types of verbs, and (f) number of verb complements.

The quantitative analysis generated the results according to which: (a) The number of total retold episodes increased from the first to the second data-collection occasion; (b) foreground episodes were retold in a higher quantity than background ones at both collection occasions; (c) very limited utilization was made of the cohesive devices of reference – subjects relied on “. . . full lexical noun phrases to establish

reference” (Myles, 2003, p. 52) – and conjunction – “. . . limited to the default *et*” (p. 52); (d) while the number of total words increased from the first to the second data-collection occasion, the number of types of lexical items remained almost the same; (e) whereas the number of total turns did not increase, the number of words per turn increased significantly; (f) the number of verb types remained the same, but “[t]he number of verbs used increase[ed] considerably, and verbs [were] increasingly supplied in obligatory contexts” (p. 52); and (g) there was an increase in the number of verb complements at the second collection occasion as compared to the first.

In the Conclusion section, it was claimed that at both data-collection occasions the narratives were produced in accordance with the Principle of Natural Order whereby “order of mention corresponds to order of events” (Klein, 1995, p. 27, cited by Myles, 2003, p. 43) and that their type was script-like as “. . . they never deviate from the chronological order of the story . . .” (p. 48). A further claim pertained to the fact that three developmental stages had been found for the subjects’ capability of using the narrative rhetorical mode:

- Stage 1: lexical phrases are produced independently of one another;
- Stage 2: verbs are increasingly used to structure sentences, relating arguments [complements] with one another;
- Stage 3: formal encoding (e.g. through morphology, anaphora, connectors) of more distant relations appears gradually, moving from local domains to less local domains. (p. 53)

By and large, it is possible to advocate that there was a simplification-towards-complexification evolution of both the IL narrative rhetorical mode and the IL lexicogrammar of the subjects.

### 3.2.2.5 Perrett

Perrett’s study to be reviewed is entitled “How Do Learners Answer Questions? Discourse and the Development of Interlanguage”, which was her Ph.D. dissertation

presented to the University of Sydney in 1990. The review that follows is based upon a summarized version published as Perrett (2000).

Before summarizing her dissertation, Perrett (2000) suggests a methodology aimed at those who might be willing to start using SFG as the basis for SLD research.

While still developing her methodological suggestion, she states that

[w]hile children learn their first language from their primary caregivers beginning from the first months of life, the circumstances in which subsequent languages develop vary enormously. (p. 87)

Such a statement seems to point towards the claim, posited by Halliday (1978b), whereby L1 and L2 developments – especially classroom SLD – are different due to the very reason that the latter presupposes the former: “. . . those [people] who do [learn a second language], have learnt a first one first” (p. 3). Through Halliday (1986), Perrett (2000) further explains the claim when she also states that L2 learners “. . . do not have to rediscover these two basic metafunctions [ideational and interpersonal]” (p. 92). This differentiation claim will be properly detailed when it is used for the purpose of theoretically supporting the verification of Longitudinal Hypotheses 3, 5, and 6 as well as the discussion of the corresponding results (see Subsections 5.3.1.3, 5.3.1.5, 5.3.1.6, 5.3.2.3, 5.3.2.5, & 5.3.2.6).

Within the same paragraph, she continues saying that

[s]ome learners will become fluent and accurate language users, others will achieve lower levels of fluency and accuracy, or perhaps be proficient users in only a limited range of situations. (p. 87)

This postulation conveys Perrett’s (2000) recognition that the success of L2 development is subject to restrictions. It is clearly a systemicist’s way of agreeing with the Selinkerian cognitive concepts of fossilization and discourse domain (see Subsection 3.2.1.1 & Footnotes 14 & 15).

The dissertation investigation had the following empirical rationale, results, and conclusions:

1. The objectives were twofold: (a) To find out the way through which Australian native speakers of English (NSs) help ESL learners (NNSs) in maintaining their conversational participation in interviews used as oral tests, and (b) to find out how the help is provided per proficiency level.

2. The relevance originated from the researcher's interest in the scaffolding<sup>39</sup> that takes place when meaning is negotiated during interaction. The interest, in turn, was a result of the researcher's SFG-based awareness as regards the noncontrol of the genre variable in previous studies – the findings relative to a given genre were indiscriminately generalized to all genres. Moreover, the researcher found that these studies were not careful enough to have made the differentiation among the various speech functions as well as between these and the terms of the systems within the mood system network.

3. The subjects were adult migrants in Australia that took ESL lessons: 12 Poles and 12 Vietnamese. They were categorized as belonging to one out of four proficiency levels by means of the Australian Second Language Proficiency Rating. The levels were labeled A, B, C, and D, with the subjects assigned to A being the least proficient and those assigned to D, the most proficient.

---

<sup>39</sup> Mitchell and Myles (1998), reviewing the Vygotskian sociocultural learning theory as applied to SLD, assert that the most effective realm for learning to come about is the Zone of Proximal Development-ZPD. They then refer to the Vygotskian ZPD as “. . . the domain of knowledge or skill where the learner is not yet capable of independent functioning, but can achieve the desired outcome given relevant scaffolded help” (p. 146). Further on, they inform that scaffolding is a neo-Vygotskian concept, which – according to Donato (1994), in turn resorting to the ideas of others – “. . . states that in social interaction a knowledgeable participant can create, by means of speech, supportive conditions in which the novice can participate in, and extend, current skills and knowledge to higher levels of competence . . .” (p. 40); in other words, “. . . scaffolded performance is a dialogically constituted interpsychological mechanism that promotes the novice's internalization of knowledge co-constructed in shared activity” (p. 41) (Swain, 2000 adopted the term 'collaborative dialog', which – Ellis & Barkhuizen, 2005 claim – has gained preference lately). Ellis's (1988) principal interactional factor that affects the rate of classroom-learned IL – meaning negotiation – accords with the Vygotskian ZPD and the neo-Vygotskian scaffolding concepts (see Subsection 3.2.2.3).

4. As the genre variable had to be controlled, the data were made up of only interviews used as oral tests – 48 altogether. Such a genre was chosen because “. . . the interactional patterns between NSs and NNSs would be relatively easy to establish” (Perrett, 2000, p. 97). Only the main stage of the selected genre was categorized. For its identification, the interviews were analyzed for their generic structure potential-GSP (see Footnote 34 in Subsection 2.3.1), which led to the finding that the main stage – occupying over 96% of each text – was the one which contained “. . . the main business of the interview: the NS interviewer asks questions and the NNS learner answers them” (p. 98).

5. The categorization of the data was a twofold activity: (a) Firstly, the NSs’ and NNSs’ utterances within the main generic stage of each interview text were segmented into moves,<sup>40</sup> which could either be coextensive with the clause or contain more than one of it or even only clause fragments; (b) secondly, the moves were categorized for selection expressions indicating one out of 28 speech functions<sup>41</sup> and derived from the traversal of the speech-function generating system network thus constructed: The initial conjunctive entry condition ‘move’ gives way to three first-delicacy-level simultaneous systems whose terms are ‘give’ or ‘demand’, ‘initiate’ or ‘respond’,<sup>42</sup> and ‘challenge interaction’ or ‘encourage interaction’; the term ‘encourage interaction’ becomes the disjunctive entry condition into a second-delicacy-level dependent system whose terms are ‘contribute content’ or ‘support discourse’; the term ‘contribute content’ becomes the disjunctive entry condition into a third-delicacy-level dependent system whose terms are ‘goods-and-services’ or ‘information’; the term ‘support discourse’ becomes the disjunctive entry condition into another third-delicacy-level dependent system whose

---

<sup>40</sup> Perrett (2000) borrowed the ‘move’ construct from Ventola (1987) and Martin (1992).

<sup>41</sup> The “. . . four primary speech functions of **offer**, **command**, **statement** and **question**” (Halliday & Matthiessen, 2004, p. 108) are among the set of 28 generated by the system network utilized by Perrett (2000, p. 99).

<sup>42</sup> Perrett (2000, p. 98) informs that the terms ‘initiate’ and ‘respond’ were separately introduced by Halliday (1984). However, they become part of the speech-function theoretical frame in Halliday and Matthiessen (2004, p. 108), the third edition of *An Introduction to Functional Grammar*.

terms are ‘message incomplete’ or ‘message complete’; the term ‘message incomplete’ becomes the disjunctive entry condition into a fourth-delicacy-level dependent system whose terms are ‘prompt production’ or ‘repair understanding’; the term ‘message complete’ becomes the disjunctive entry condition into another fourth-delicacy-level dependent system whose terms are ‘confirmation’ or ‘clarification’. Some moves in the data fitted neither type of exchanged commodity – ‘goods-and-services’ or ‘information’, the terms of the CONTRIBUTE CONTENT system – as they served the purpose either of putting a definitive end to the interview or of keeping it going if there existed any danger of its being finished before naturally expected; besides, they are called dynamic – following Martin (1992, pp. 66-76) – and “. . . usually lack mood structure”, being “. . . most likely . . . expressed with a discourse strategy of repeating or paraphrasing . . .” Perrett (2000, p. 99). All other types of interactional move are christened synoptic. Once the data were categorized, they were analyzed under two perspectives: (a) qualitatively, by means of the construction of system networks for each subject for the purposes of representing the speech-function choices made in the moves of the interviews s/he participated in and of comparing the networks as for delicacy similarities and dissimilarities both within proficiency levels as well as across them; and (b) quantitatively, through simple statistical descriptions based on the frequencies of occurrence – per subject – of the speech functions that mark the synoptic moves (giving, demanding, initiating, responding, goods-and-services, and information), those that mark the dynamic moves as a whole, and those that mark the different types of dynamic moves separately (challenges, prompts, repairs, confirmations, and clarifications). While the former perspective leads to systemic comparisons, the latter, to numerical ones.

6. The results are summarized by Perrett (2000) by way of the following points:

1. There are no differences in generic structure between the interviews, even those at different proficiency levels.
  2. The CONTRIBUTE CONTENT system is less developed [less delicate] for speakers at the lowest proficiency level (level A) than it is for speakers at the other levels (B, C, D), where it is still not complete [in delicacy].
  3. The SUPPORT DISCOURSE systems are most complex [most delicate] at levels B and C, with the lowest and highest levels showing simpler systems [less delicate] with fewer choices made.
  4. The proportion of dynamic speech functions used in the main stage of the interview decreases continuously as proficiency level rises; conversely the proportion of synoptic speech functions increases.
  5. The types of dynamic speech function most favoured change with changes in proficiency level. (p. 104)
7. The conclusions drawn by Perrett (2000) are summed up as follows:
1. The oral interview provides a stable context which makes it easier for non-fluent speakers to engage in the exchange of information.
  2. Less fluent speakers do not initiate as freely as more fluent speakers.
  3. The use of dynamic speech functions by NSs and NNSs helps to keep the conversation going.
  4. Confirmations and repairs, the most common dynamic functions at the lower levels, have a more restricted function than the prompts and clarifications which occur at the higher levels; these open up new space within the proposition being negotiated. (p. 106)

### 3.2.3 Initial IL hypotheses

In order to facilitate the comprehension of the initial IL hypotheses reviewed in Subsections 3.2.3.1 and 3.2.3.2, it is necessary that I, at first, make explicit what my understanding is – based upon the relevant literature – of the definitions for the terms ‘initial IL’ and ‘initial IL hypothesis’. For the sake of further clarification, it is important to state that while Ellis (1982b, p. 207) adopts the term ‘learner’s initial hypothesis’, Selinker (1992, p. 164) makes use of the term ‘initial IL hypothesis’. My choice is for the latter for it is, in my view, more transparent as to its signification: ‘Learner’ is too generic a term and hence presupposes a spectrum of different concepts;

‘initial IL’, on the other hand, presupposes, more straightforwardly, the concepts of ‘IL’, ‘IL theory’,<sup>43</sup> and ‘L2 learner’ as opposed to other types of learner.

‘Initial IL’ is the very first “stable plateau” (Selinker, 1992, p. 226) or simply stage to emerge, for a given learner, within the IL developmental continuum formed between her/his L1 and the L2 s/he is trying to learn. It is, thus, the simplest, the most primitive IL, the one that is farthest from the L2.

Departing from the definition of ‘initial IL’, it is not difficult to infer what the second term – ‘initial IL hypothesis’ – means. It is the precarious and a priori answer to the following research question: How does the initial IL emerge? How does it come into being? What is its genesis? How is the developmental process of a certain L2 initiated for any learner engaged in such a process?

Many SLD researchers have attempted to come up with different hypotheses, which was done from the angle of the following dimensions: (a) a psycholinguistic-versus-psycho-sociolinguistic dimension, and (b) a recreation-versus-restructuring dimension. I will review the proposals put forward by Selinker (1972, 1992), Corder (1978, 1981a, 1981b, 1992), Nemser (1971, cited by Selinker, 1992, p. 176; 1974/1971), Ellis (1982b), Schumann (1978a, 1978b, 1978c), and Andersen (1979, 1981, 1983).<sup>44</sup> As with the former dimension, the first three scholars are representatives of the exclusively psycholinguistic type of hypothesis while the last three represent the mixed psycho-sociolinguistic type. As for the latter dimension, Corder (1978, 1981a, 1981b, 1992) is the sole representative of the recreation type of hypothesis, and all others represent the restructuring type.

---

<sup>43</sup> For the definitions of ‘IL’ and ‘IL theory’, see Subsections 3.2.1 and 3.2.1.1 through 3.2.1.5.

<sup>44</sup> Except for Corder’s and Nemser’s IL formulations, those of all the others were reviewed in previous subsections. In Subsections 3.2.3.1 and 3.2.3.2, the reviews will be briefly summarized in a way as to systematize the initial-IL-hypothesis part of each formulation.



### 3.2.3.1 Psycholinguistic vs. psycho-sociolinguistic hypotheses

Inasmuch as Selinker's (1972, 1992) hypothesis is concerned, the initial IL results – as already described in Subsections 3.2.1 and 3.2.1.1 – from the interlingual identifications, which are processed by the latent psychological structure. Based on their own perception of the typological distance between their L1 and the L2 they are attempting to learn, learners identify, in the L2 input, features that, for them, are similar – at the semantic, morphosyntactic, lexical, and phonological levels – to L1 features and equate them as same, which leads to the emergence of the initial IL, the first “stable plateau” (Selinker, 1992, p. 226) – a result of simplification strategies applied on the L2.<sup>45</sup> It is, ultimately, a proposal that takes into account solely psycholinguistic processes, that is, the learners' cognitive apparatus is capable of initiating, all by itself, L2 development. However, such a powerful cognitive apparatus cannot prevent the fossilization, sooner or later, of IL somewhere along its developmental continuum, whose following stages are the result of complexification strategies applied, to some extent, on the initially simplified L2.

Still within the domain of the exclusiveness of the psycholinguistic processes, we come across Corder (1978, 1981a, 1981b, 1992), who claims that the source of the initial IL is not the whole of the L1. In other words, the origin of the initial IL is not the thorough knowledge learners hold of their L1. Therefore, Corder (1978, 1981a, 1981b, 1992) postulates that the initial-IL source is a possibly universal simple linguistic code – something like the L1's skeleton, whose activation is likely related to the remembrances L2 learners have of their experience in learning it. Corder (1992) justifies himself

---

<sup>45</sup> The simplification strategies are those listed in Subsection 3.2.1.1: (a) language transfer, (b) transfer of training, (c) strategies of L2 learning, (d) strategies of L2 communication, and (e) overgeneralization. That these are actually simplification strategies is testified by Widdowson (1979) when he says that “. . . all of the processes which Selinker refers to are tactical variations of the same underlying simplification strategy . . .” (p. 193). Moreover, Hawkins (1998) interprets Selinker's (1972) simplification as “. . . the tendency to reduce the target language to a small set of general properties” (p. 112).

saying that “. . . we all know a simple basic code because we ourselves have created one in the course of acquiring a first language” (p. 25).

After the return to a sort of primitive L1, the simple basic code – the first IL stage – results from the elaboration L2 learners submit it to. Likewise, the subsequent ILs, components of the continuum towards the L2, result from the permanent elaboration/complexification of the initial basic source. Corder (1981a) refers to the learners’ IL continuum as “a dynamic, goal-oriented language system of increasing complexity” (p. 90). However, he also agrees with the occurrence of fossilization, which means that the complexification process halts, for the great majority of learners, well before the final goal – the native-like L2.

Nemser’s (1971, cited by Selinker, 1992, p. 176; 1974/1971) hypothesis is very similar to that raised by Selinker (1972, 1992). Upon having the first contact with L2 input, the learners’ first approximative system – independent of both L1 and L2 – is created as a consequence of the psycholinguistic process of intersystemic identifications (Nemser’s term for the Selinkerian interlingual identifications). The first approximative system is “. . . characterized by the extensive *underdifferentiation* (syncretism)<sup>46</sup> of L<sub>t</sub> [L2] phonological, grammatical and lexical categories . . .” (Nemser, 1974/1971, p. 59). Along the developmental continuum, the subsequent approximative systems – L<sub>a...n</sub> = Approximative System 2, 3, 4, etc, equivalent to “. . . successive stages of proficiency” (Nemser, 1974/1971, p. 56) – keep growing in complexity as they draw on three, instead of on just two, linguistic systems, namely L1, L2, and the accumulated L<sub>a</sub> (approximative system) to date. Again, for most learners, especially adults, the developmental continuum is interrupted before the attainment of the native-like L2 due to the action of fossilization; Nemser (1974/1971) uses the term ‘learner pidgin’ to refer

---

<sup>46</sup> The same as simplification as I interpret these concepts. Jaworski’s (1998b) interpretation of these terms lends support to my own interpretation: “Simplification and TRANSFER are the main features of learner talk described by Nemser (1974) as *approximative systems*” (p. 290).

to the  $L_a$  of an advanced L2 learner who is fluent but has not mastered the  $L_t$  (L2) “. . . fundamentals . . .” (p. 58).

As stated in Subsection 3.2.2.3, Ellis’s (1982b) initial-IL proposal is focused on the classroom, rather than on naturalistic settings. Besides, he characterizes it as holding a “. . . socio-cognitive . . .” (p. 219) nature and develops it by means of the four hypotheses already presented in the same subsection. Despite the fact that Ellis himself does not classify his hypotheses in any manner, I claim that while Hypotheses 1 and 4 bear a social nature, Hypotheses 2 and 3 have a cognitive nature. Hypothesis 1 was thus formulated:<sup>47</sup>

The L2 learner utilizes his knowledge of the conceptual organization of events and simplifies their representation in the L2 according to principles of informativeness. He operates a strategy of semantic simplification. (pp. 214-215)

Ellis (1982b) arrived at this hypothesis by way of observing the communicative need of the Portuguese-speaking subject described in Subsection 3.2.2.3, who did not possess yet the sufficient and necessary L2 linguistic resources in order for him to carry out his intended interactions. Therefore, he “. . . relies extensively on the situational context ‘speaking’ for him . . .” (p. 216). The social context of situation ‘speaks’ in the sense that it indicates to a beginner learner like the Portuguese boy, through its physical and human constitutive entities,<sup>48</sup> which meanings are given and which are new.<sup>49</sup> That which makes it possible for beginner learners to understand the context of situation ‘speaking’ is their “. . . knowledge of the world [knowledge of the conceptual organization of events] and their awareness of the informativeness principle in communication” (p. 214); the latter cause derives from their previous L1 experience.

---

<sup>47</sup> To serve as reminders, I will repeat the four hypotheses in the current subsection.

<sup>48</sup> The human entities are the actors/participants involved in the social interaction.

<sup>49</sup> For the definitions of ‘given’ and ‘new’, see Subsection 2.2.1.3. Here these terms are written with lower-case initial letter because they are being used outside the frame of SFG. Within the Hallidayan frame, on the contrary, “. . . [l]ike all other functions [they] will be written with an initial capital” (Halliday, 1994a, p. 37).

Once the given and new meanings have been identified within the physical and human dimensions of the context of situation, beginner learners – in order to be able to encode, in the L2, the elements of their knowledge of the world they wish to communicate – simplify these elements through the elimination, from the message to be encoded, of the given meanings and through the emphasis on the new meanings that are directly related to the here-and-now of the communicative situation. For Ellis (1982b), therefore, the initial IL is the outcome of a semantic simplification process. The subsequent IL stages – those which make up the developmental continuum in the direction of the L2 – are the product of a gradual complexification process of the initially simplified L2. Within the scope of this proposal, the complexification process is also susceptible – like in Selinker’s, Corder’s, and Nemser’s proposals – to the effects of fossilization.

Hypothesis 4 was raised in the following terms:

The L2 learner utilizes his capacity to learn, store, and reproduce verbal information to search for ‘formulas’ that will be communicatively useful for him. (p. 218)

This indicates that beginner learners increase the communicative effectiveness of their messages in the initial IL by way of the reproduction of formulas or fixed/stereotyped expressions that they spot in the interlocutors’ output, memorize, and then incorporate to their own output.<sup>50</sup> Besides the interactional aspect of Hypothesis 4 as to the manner how learners come across the formulas, its sociolinguistic dimension is also found in the fact that the higher or lower occurrence frequency of formulas in the initial IL depends on two social factors: (a) the type of learning environment – higher frequency in the classroom than in naturalistic settings; and (b) the degree of

---

<sup>50</sup> Corroborating Ellis’s (1982b, 1994b) view, Myles, Hooper, and Mitchell (1998) claim, based on empirical evidence, that “. . . pre-fabricated routines and patterns, imitated utterances, formulas, formulaic units . . .” (p. 324) display a high rate of occurrence in FL classrooms, especially in the beginning stages. Moreover, these researchers state that the formulas’ contribution to learning is twofold: Initially, they help with the development of “. . . an emerging grammatical competence . . .” (p. 327); as the learning proceeds, they start being broken up or unpacked and their constituting parts give rise to new utterances, a process which leads to the formulation of new IL rules.

communicative need – the greater the need, the higher the occurrence of semantic simplification – the creative aspect of the initial IL – and the lower the occurrence of formulas, which are, hence, presented as opposed to the “. . . ‘created’ utterances” (p. 218) derived from simplification.

Hypotheses 2 and 3 were advanced so that the following points could be made:

The L2 learner knows that language is syntactic. He operates with the assumption that word order is meaningful if this is true for his L1. . . .

The L2 learner knows that language realizes modality elements as well as propositional elements and actively seeks out how to express those modal meanings that he considers communicatively useful. (p. 216)

The contribution these hypotheses bring to the emergence of the initial IL is based on the cognitive dimension of the implicit or internalized knowledge that L2 learners possess about the functioning of languages in general – that they are syntactic (word order has meaning), and that they express grammatical (modality) and content (propositional) meanings.

A more careful analysis of Ellis's (1982b) four hypotheses leads to the conclusion that their strictly dichotomous separation into socially natured and cognitively natured hypotheses, as posited by myself, is not exact. At least two of them display a mixed nature. The first one, here classified as mostly socially oriented, depends on knowledge of the world, which is a cognitive construct related to the semantic memory – “. . . our storage of generic information about the world and contains our knowledge about facts of nature, things we have learned at school, and our mental models of the world” (Fortkamp, 2000, p. 12). The third one, here classified as mostly cognitively oriented, depends, like the socially natured Hypothesis 4, on the output of the interlocutors involved in the interaction, in order that the beginner learners can identify the structures that actualize the modal meanings they consider relevant. Such hybrid character of two

of Ellis's (1982b) hypotheses corroborates the fact that, for him, the initial IL hypothesis is not an all psycholinguistic issue, but it is also a sociolinguistic one.

Insofar as Schumann's (1978a, 1978b, 1978c) hypothesis is concerned, the initial IL – as indicated in Subsection 3.2.1.4 – comes into being through the same pidgin-formation process whereby the lexis, morphology, and syntax of the dominating language – the L2 in the case of naturalistic SLD – is simplified. The subsequent lexico-grammatical complexification is guided by the extension of the social and psychological distances L2 learners are faced with: The greater the extension, the more fossilized the IL becomes.

Last but not least, Andersen's (1979, 1981, 1983) hypothesis – commented on in Subsection 3.2.1.5, posits that the initial IL emerges from nativization, the pidginization-like process of L2 lexico-grammatical simplification. The ensuing developmental stages are a consequence of denativization, the depidginization-like process of IL complexification. All too often, the denativization process is halted before the learners' IL fully turns into the L2, fossilizing.

Between the exclusively psycholinguistic position and the mixed psychosociolinguistic one, my theoretical choice is for the latter. Such an option is motivated by my belief that L2 learners cannot be considered as isolated cognition islands (intrapersonal dimension). On the contrary, I support the idea according to which a learner's cognitive apparatus relates itself bidirectionally both to the physical world and to other cognitive-apparatus holders, that is, the other actors – teachers and colleagues – involved in the developmental process through interaction (interpersonal dimension).

### 3.2.3.2 Recreation vs. restructuring hypotheses

As seen, Corder's (1978, 1981a, 1981b, 1992) hypothesis advocates that the starting point of the initial IL is a stripped-to-its-bare-essentials version of the L1 system – most likely universal – that is then built upon, in a recreation process towards the L2. In this case, there is no simplification of the L2 system; there can only be complexification or elaboration of the initial simple – not simplified – version of the L1 system.

Selinker's (1972, 1992), Nemser's (1971, cited by Selinker, 1992, p. 176; 1974/1971), Ellis's (1982b), Schumann's (1978a, 1978b, 1978c), and Andersen's (1979, 1981, 1983) hypotheses posit, on the other hand, that the starting point is the full L1 system that is then slowly and successively restructured into the L2, that is, “[t]he learner gradually replaces L1-based rules with L2-based rules” (Ellis, 1994a, p. 722). For learners to have the cognitive capability in order to undergo the replacing process, there must be simplification of the L2 system, which is then followed by its complexification.

Between the recreation stance and the restructuring one, my theoretical preference falls tentatively upon the latter. The reason has to do with the fact that restructuring is cognitive-based rather than mentalist-based like recreation.

### 3.2.4 Other relevant issues

#### 3.2.4.1 Simplification, complexification or both?

As hinted in Subsections 3.2.3.1 and 3.2.3.2, the question regarding whether the entire IL developmental continuum should be explained by simplification and/or complexification can be better answered if it is the recreation-versus-restructuring dimension of the initial IL hypotheses that is used as the discussion basis. Whereas Corder (1978, 1981a, 1981b, 1992) rejects simplification and finds that complexification alone is capable of doing the whole job (recreation), Selinker (1972,

1992), Nemser (1971, cited by Selinker, 1992, p. 176; 1974/1971), Ellis (1982b), Schumann (1978a, 1978b, 1978c), and Andersen (1979, 1981, 1983) base their IL formulation on the position whereby complexification has definitely to be preceded by simplification (restructuring).

Corder (1981b, p. 149) postulates that beginner L2 learners cannot simplify what they do not know yet: the L2. However, Ellis (1994a) refutes such a postulation, claiming that learners initially simplify the L2 “. . . by attending to and internalizing . . .” (p. 89) the salient, easy-to-perceive features of the input. A beginner learner’s IL actual utterance like “Hitting” can be the simplified realization of the L2-intended utterance “He is hitting me” (p. 90), as a result of her/his having attended to and internalized only the lexical verb due to its greater salience in the input. As for me, I find Ellis’s (1994a) argument more theoretically sensible again due to its cognitive rather than mentalist bias.

Meisel (1983) defends two types of simplification: (a) elaborative, which operates when learners use a facilitating strategy like overgeneralization – “. . . a less complex solution . . .” (p. 145) – for the purpose of reaching a higher level of IL complexification by the incorporation of a new rule whose presence leads to a new developmental stage; and (b) restrictive, which operates when learners need merely to make possible the use of their IL at the current developmental stage. Both types contradict “. . . Corder’s claim that the learner does not have available what is to be simplified . . .” (p. 145).

The simplification-then-complexification position is further supported by the Givónian functional approach to linguistic theory: It is argued that L1, L2, and pidgin-towards-creole developments (creolization) as well as synchronic and diachronic variability of natural languages can be explained by a continuum whose ends are



occupied by a pragmatic and a syntactic mode of communication (Givón, 1979b, pp. 97-106). While the pragmatic mode is highly dependent upon context and very little upon linguistic encoding, the syntactic mode decreases in contextual dependence and increases in linguistic encoding. Linguistic encoding, in turn, is characterized, among other things, by the absence of morphological marking in the pragmatic communicative mode – which, then, features simplification – and by the elaborate presence of morphological marking in the syntactic communicative mode – which, hence, features complexification (Givón, 1979b, p. 98).<sup>51</sup>

Going back to the reviewed proponents of the initial IL hypotheses, I go along with Ellis (1982a, 1982b, 1988, 1994a) because both the psycho-sociolinguistic and restructuring dimensions of his proposal are more congruent with SFG – my selection of data categorization framework. A cognitive-and-social IL theory is better accompanied, as it were, by a socially-grounded linguistic theory than by a nonsocial one like case grammar. Besides, his proposal is the only one to have been designed for classroom SLD and built directly upon Selinker's (1972) original IL theory.

#### 3.2.4.2 Semantic and/or grammatical simplification-complexification?

However, Ellis (1982b), when stating his initial IL hypotheses for classroom SLD, postulates that learners simplify the L2 solely semantically. In order that such a proposal can actually be my theoretical choice, it needs to undergo an expansion in the terms of Ellis's (1994a, pp. 82-90) proposal for the early stages of naturalistic SLD: (a) a silent

---

<sup>51</sup> Widdowson (1979) also deals with simplification and complexification, but not from a developmental perspective. He does so from the viewpoint of synchronic variation, valid for any natural language including IL. He advocates the existence of two opposing forces that “. . . the language user has constantly to keep in equilibrium” (p. 202): (a) the referential force whose vector is content, and (b) the poetic force whose vector is expression. Whenever the former is prevalent, the result is the rendering of pidgin-like speech, marked by formal reduction; if the latter dominates, the outcome is the production of babu-like speech, marked by formal expansion and elaboration. The scholar, among other things, uses the two forces in order to distinguish the spoken from the written medium: “[L]iteracy provides conditions which favour the development of babu. Written language is of its nature independent of immediate context and something, therefore, that can be fashioned in detachment as an artifact” (pp. 208-209).

period, (b) formulaic speech, and (c) structural as well as semantic simplification. The first stage, as I see it, can hardly be found in L2 classrooms, as students are usually requested to speak (see Footnote 27 for empirical evidence). As for the other two stages, they are common to Ellis's (1982b) classroom proposal, except for the presence of structural simplification.

I think structural simplification ought to be added to semantic simplification within the classroom developmental framework. This position derived from a contradiction I identified in the way Ellis (1982a, 1982b, 1988) states his classroom-related results as regards the initial IL hypotheses – first: semantic simplification, second: word order, third: modality elements, fourth: formulas – and the developmental stages – first: semantic simplification and formulas, second: semantic complexification and first modality elements, third: more modality elements (see Subsections 3.2.2.3 & 3.2.3.1).

As I understand it, the four initial IL hypotheses correspond to the first developmental stage. As such, its semantic-simplification part and its formulaic part find correspondence in Hypotheses 1 and 4, respectively. However, Hypotheses 2 and 3 bear no link whatsoever with Stage 1; instead, they correspond to the first-modality-elements' part of developmental Stage 2. On the one hand, Ellis (1982a, 1982b, 1988) advocates, when stating the stages, that the genesis of the first IL "plateau" (Selinker, 1992, p. 226) is an outcome of semantic simplification alone and formulas. On the other hand, he postulates, when announcing the hypotheses, that the creation of the first IL "plateau" is dependent upon semantic (propositional elements) and structural (word order and modality elements) simplification along with the use of formulas. Moreover, the scholar, when exemplifying structural and semantic simplified IL, furnishes two instances of classroom IL, extracted from his own data: "me no blue (= I don't have a blue crayon)" / "eating at school (= She eats meat at school)" (1994, p. 89).

Because I have been defending the argument for the occurrence of not only semantic but also structural simplification at the very beginning of the classroom IL continuum, I found a second reason to opt for SFG – it encompasses semantics and structure simultaneously,<sup>52</sup> which is made possible due to the claims: (a) that structure covers lexis, morphology, and syntax; (b) that morphology and syntax make up grammar; (c) that lexis along with grammar forms the continuum-like lexico-grammatical linguistic stratum; (d) that the borderline between the lexico-grammatical and the semantic linguistic strata is almost nonexistent, which makes the two indistinguishable from each other (semantics is realized by lexico-grammar that realizes semantics). Therefore, the nominal group ‘semantic and structural simplification’ can be reworded, in SFG terms, as ‘lexico-grammatical simplification’. Departing from Ellis’s (1982a, 1982b, 1988) results whereby the formation of the classroom IL developmental continuum is driven by strategies of semantic simplification and complexification, I arrived at the proposal that it is based on strategies of lexico-grammatical simplification and complexification, instead.

### **3.3 Concluding remarks**

The justification for the choice of the specific founding scholars reviewed in Subsection 3.2.1 is always twofold: In the case of Selinker, his choice was motivated by the facts that he is the father of ILT and that his IL formulation belongs to the set of cognition-based proposals. Adjemian and Tarone entered the selection because their formulations, along with Selinker’s, represent the first three most differentiated theoretical proposals. Moreover, their accounts deal with IL synchronic variability, which is done from a mentalist and a psycho-sociolinguistic viewpoint, respectively.

---

<sup>52</sup> As such, it is not necessary to resort to “. . . the traditional categories of a descriptive grammar” for structural simplification and to “. . . the descriptive categories provided by case grammar . . .” for semantic simplification (Ellis, 1994a, p. 89).

Besides being among the founding scholars, Schumann and Andersen were included as their models revolve exclusively around simplification and complexification from a psycho-sociolinguistic restructuring perspective.

Where the discussion of the empirical results in Chapter V is concerned, I draw upon the ideas conceived by all reviewed founding scholars. However, Adjemian's contribution is restricted to his postulation that IL behaves like any other natural language; the bulk of his formulation is left out for it belongs to the set of mentalism-based proposals.

As with the scholars, reviewed in Subsection 3.2.2, whose work focuses on classroom-learned IL, the choice of Felix, Lightbown, and Ellis is backed up by the fact that theirs are the main, among the very few, longitudinal classroom SLD studies carried out in the 1980s and 1990s. Myles and Perrett were also selected because their studies deal with IL complexification, and the latter approaches the issue from an SFG perspective. Moreover, Myles's complexification resembles my functional definition of IL elaboration (see Subsection 2.3.2); Perrett's, my systemic definition (see Subsection 2.3.1).

The mentalism-versus-cognition issue leads to the question as to whether or not ILT is compatible with SFG. The degree of compatibility is nonexistent when the IL formulation is mentalist in theoretical orientation mainly because it must, accordingly, be nativist and approach language as rule rather than resource. On the other hand, the compatibility degree is at least moderate relative to the IL formulations that hold a cognitivist orientation in spite of their also approaching language as rule.

The language-as-resource approach is definitely central to SFG. However, the language-as-rule approach – central to the formalist cognition-based IL formulations (henceforth cognitivist ILT) – is also present in the functionalist Hallidayan linguistic theory as I interpret it. As seen in Chapter II, both formalist and functionalist accounts

of language are based on the concepts of system and structure with the difference having to do with emphasis. Whereas the former has structure as its center of gravity – being syntagmatic and thus dependent on linguistic rules, the latter emphasizes the system – being paradigmatic and hence dependent on linguistic resources (see Section 2.2 & Subsection 2.2.1). Despite the fact that SFG is paradigmatic, I argue it is not a rule-free theory as – although it is resources or meaning potentials that system networks present – once they are traversed and term choices made so that selection expressions are constructed, there must be realization statements or Fawcett’s (1988b) realization rules without which, as is unanimous among systemicists in general, system networks are useless due to the impossibility of turning the selection expressions into syntagmatic structural configurations. Furthermore, the realization statements are composed of the operators ‘insert’, ‘expand’, ‘order’, ‘conflate’, and ‘preselect’, which are linguistic rules in my view (see Subsection 2.2.2 & Figure 2.33).

It is the case of asking whether cognitivist ILT is indeed solely based on cognition, whether it is thoroughly faithful to its formalist origin. I would risk saying that it is not for the following reasons:

1. Methodologically speaking, intuition and grammaticality judgment tests are not the way into cognitivist ILT. The philosopher’s idealization has no place here when the investigation is aimed at the IL vernacular – the most systematic, the least permeable, and, thus, the most genuine style. IL has to be described and explained by means of the collection of real data as rendered by real L2 learners in real learning settings. After all, the ethnographer’s view of reality is what actually counts. Such a methodological posture has been defended by Selinker (1972) from the beginning:

[I]n addition to the usual problems with determining whether a subject perceives or understands an utterance, the analyst in the interlingual domain cannot rely on intuitive grammatical judgments since he will gain information about another system, the one the learner is struggling with, i.e. the TL. . . . Another, and

perhaps the most important, argument against perceptual interlingual studies is that predictions based upon them are not testable in ‘meaningful performance situations’ . . . ; a reconstruction of the event upon the part of the learner would have to be made in a perceptual interlingual study. Such difficulties do not exist when predictions are related to the shape of utterances produced as the result of the learner attempting to express in the TL meanings which he may already have. (pp. 213-214)

2. Even though Selinker (1972, 1992) postulates that the processes of IL genesis and fossilization are located in the Latent Psychological Structure within the brain, this is more towards SFG than towards the Chomskyan Language Acquisition Device/Universal Grammar. Unlike the Chomskyan LAD/UG, the Selinkerian LPS does not guarantee either the initiation or the success of L2 development, implying that other factors – rather than cognitive ones – might be involved. Besides, despite being specific to verbal language under a modular/localized perspective of the human mind, LPS operates in tandem with other cognitive structures.

3. Hence, IL – within a cognitivist ILT – does not depend on innate brain structures (LAD/UG) that are triggered by an unstructured, incomplete input. IL, from day one, needs production and interaction in order to start its way, as can be attested by Selinker upon stating that IL is “. . . the observable output which results from a learner’s attempted production of a TL norm” (1972, p. 214) and that IL comes into being when learners attempt “. . . to express meanings in an L2 and . . . to interact verbally with native, as well as with other non-native, speakers of that L2 . . .” (1992, p. 247). Besides, Ellis (1988, p. 184) presents meaning negotiation as the major interactional factor to have a determinant influence on the rate of SLD, which is consistent with the claim – made by Halliday (1975a) – about L1 development whereby “[i]t takes the form of the continued exchange of meanings between the self and others. The act of meaning is a social act (p. 140) (see Subsection 3.2.2.3 & Section 2.2).

4. Gass, Sorace, and Selinker (1999) define IL as “[t]he mental grammar constructed [cognitive dimension], and the language produced, by a nonnative speaker of a language [social dimension]” (p. 125). On the other hand, the first and second halves of this quotation serve as reminders that the cognitivist formulations of ILT are also based upon the Chomskyan dichotomy ‘competence’ (ideal, grammatical) versus ‘performance’ (real, acceptable), which is rejected by Halliday (1978a, p. 38). The latter scholar posits that

it is necessary to minimize the distinction between what is *grammatical* and what is *acceptable*. . . . There will always be *idealization* in any study of language, or indeed in any systematic inquiry. The point is here that we need to reduce the level of idealization, to make it as low as possible, in order that we can understand the processes of interaction, the sort of phenomena studied from an ethnomethodological standpoint. . . . We have to impose as low a degree of idealization on the facts as is compatible with a systematic inquiry. This means, in other words, that what is grammatical is defined as what is acceptable. There is no distinction between these two, from which it also follows that there is no place for a distinction between competence and performance or between *langue* and *parole*, because the only distinction that remains is that between the *actual* [what is/what is done – the functional dimension] and the *potential* [what could be/what could be done – the systemic dimension] of which it is an actualization.<sup>53</sup> (pp. 51-52)

Halliday (1978a) admits that there exists no theoretical impediment to study linguistic actuality/materiality without reporting to its determining underlying context-of-situation variables, which can be accomplished through the “. . . so-called ‘theories of performance’” (p. 28). Yet, language, within SFG, “. . . cannot be accommodated in a conceptual framework which imposes a rigid boundary between competence and performance and reduces the system to an idealized competence which is invariable and insulated from the environment” (p. 85). Because the cognitivist formulations of ILT accept the competence-versus-performance dichotomy, it seems that they are merely performance theories. However, Selinker’s, Tarone’s, and Ellis’s IL competence is variable and, thus, can explain the regularities found in L2 learners’ output as

---

<sup>53</sup> Besides, Hasan (1993) says that what should be sought is “. . . an *integrated* [italics added] linguistics of language and communication” (p. 83).

determined by a more or less encompassing view of the environment. Selinker and Douglas (1985), Selinker (1992), as well as Douglas and Selinker's (1994) discourse domain is limited to the subject-matter feature of the field variable within the Hallidayan context-of-situation construct. While Tarone's (1979, 1982, 1983) style continuum relies upon the environment as for its aspects that make the amount of attention to form vary, Ellis's (1988) planning continuum relies upon the aspects of the environment that make the amount of discourse planning vary. Since attention to form and planning are closely related as claimed by Ellis (1988) himself, it is my opinion that all three variables of the Hallidayan context of situation are involved to a greater or lesser extent, which is corroborated by the updated version of the capability continuum theory that resulted from what Tarone (1988, 1989a) found upon reviewing the whole of the IL variability research (see Footnote 21).

It is also the case of asking whether SFG is solely socially oriented. Let us take a look at Halliday (2002):

Since 1985 there has been spectacular progress in the field of neuroscience; the combination of new technology – positron-emission tomography, magnetic resonance imaging and its derivatives – with new insights in evolutionary theory . . . has transformed the way we understand the human brain. . . . And this new understanding has radically redefined the place of language. It is now clear that language and the brain evolve together, and that these develop together in infancy and childhood. . . . I have written a certain amount on child language development . . . and it was clear already when I started that this must have mutual implications with the study of the brain. This was in the early 1970s, before the explosion of knowledge in neuroscience; I was not able to make any sensible use of what little I had read then about brain functioning. . . . The brain . . . is only one of the many phenomena that can serve as the point of vantage from which language is viewed and explained. . . . To the extent that I favoured any one angle, it was the social: language as the creature and creator of human society. . . . But by nature, and also by experience, I was (and have always remained) a generalist. So while consciously I was trying to model language as a social phenomenon, in fact I was acting against my own advice and trying to look at language from every possible vantage point in turn. (pp. 2-3/4/6-7)

Further on, he continues saying that

[L]anguage is a system of meaning (a “semiotic” system); and semiotic systems are of the fourth order complexity, being also physical and biological and social.



This means that one and the same linguistic phenomenon (whether “a language” or a single utterance by one speaker) will appear in all these various guises. (p. 13)

As far as I understand this, it confirms Halliday’s (1975a, pp. 139-140) assertion that not only does language have a social dimension, but it also has a cognitive dimension: The genesis and development of the linguistic resources/meaning potential are dependent both on the social interactions the child participates in and on the maturation of her/his brain, the place where the meaning potential is created, develops, and is stored (see Section 2.2). In addition, Halliday and Matthiessen (1999) advocate that SFG “. . . is relevant to current debates in cognitive science” (p. ix).

Fawcett (1980), in turn, describes his version of SFG called “‘cognitive systemic functional grammar’” (p. 6); in so doing, he states that one of the differences between the sociolinguistic Hallidayan version and his own is precisely the fact that his includes cognition explicitly. He still says that

[w]hile the difference of emphasis is undeniable, I would not accept that it had any theoretical consequences, and nor, I think, would Halliday (cp. Halliday, 1974/78:13). That is to say, any fully developed cognitive model must INCLUDE the sort of sociolinguistic variation for which notions such as ‘register’ were set up. (p. 6)

Berry (1975), referring to Halliday and Fawcett, indicates that

Halliday, 1973 [*Explorations in the Functions of Language*] is particularly relevant to the systemic interest in the sociological aspects of language. . . . Fawcett, 1973a [“Systemic Functional Grammar in a Cognitive Model of Language”] and b [“Generating a Sentence in Systemic Functional Grammar”] . . . [is] relevant to the recent interest among systemic linguists in the psychological aspects of language. (p. 198)

Another point for the compatibility argument has to do with the fact that Halliday (1998/2004) postulates that “. . . protolanguage is child language, not mother tongue. It is created by the child . . .” (p. 11). Within SLD, this can easily be reworded to “interlanguage is learner language, not target language. It is created by the L2 learner . . .” and surely be attributed to Selinker (1972, 1992). The latter also makes the same sort of

claim as Perrett (2000) does: “SLD research is interested in learner language rather than in target language description” (p. 89).

As demonstrated throughout the review, ILT is multifaceted. The adopted version in order to guide the discussion of the results is a composite: Selinker’s formulation except for his initial IL hypothesis and with the addition of Tarone’s variability proposal; the substitute initial IL hypothesis is the one forwarded by Ellis. Before the discussion of the results derived from the verification of the cross-sectional and longitudinal hypotheses, I will describe the methodological rationale of the research.

## CHAPTER IV

### METHODOLOGY

#### 4.1 Introduction

The IL data that provided the material intended for categorization was production rather than comprehension data. Such a choice might seem methodologically outdated for Selinker's (1969, p. 71; 1972, p. 214) first definitions of IL, based upon output/production, were proposed nearly 40 years ago (see Subsections 3.2.1 & 3.2.1.1). However, when updating his construct, Selinker (1992, p. 247) maintained – in the new definition – the original production bias and introduced verbal interaction as relevant to the genesis of IL (see Subsection 3.2.1.1). The interaction dimension clearly indicates that comprehension is presupposed; it is just not the focus. Even more recently, Gass, Sorace, and Selinker (1999, p. 125) did not abandon the production-based IL definition as can be attested in Section 3.3.

Moreover, Ellis (1997a), when stating what the goals of SLD are, claims that, methodologically speaking, the best way of reaching them is “. . . by collecting samples of **learner language** – the language that learners *produce when they are called on to use an L2 in speech or writing* [italics added] . . .” because (a) “[t]hese samples provide evidence of what the learners know about the language they are trying to learn . . .” and (b) “[i]f [the] samples are collected at different points in time it may also be possible to find out how learners' knowledge gradually develops” (p. 4). Well into the 21st century, Ellis – associated with Barkhuizen – insists on the definition of learner language as “. . . the oral or written language *produced* [italics added] by learners” and on the fact that “[i]t serves as the primary data for the study of L2 acquisition . . .” (Ellis & Barkhuizen, 2005, p. 4).

Except for the self-report type, Ellis's (1994a, p. 670) typology of data found in SLD research nearly coincides with Lakshmanan and Selinker's (2001) typology, which is: “. . . production data (e.g., spontaneous speech, and experimentally elicited speech data<sup>1</sup>), comprehension data and grammaticality judgements<sup>2</sup>” (p. 394). Whereas Ellis (1994a) argues that “. . . all data, from whatever source, can be used to investigate both competence and performance” (p. 673), Lakshmanan and Selinker (2001) claim (a) that “. . . production data . . . have been frequently used . . .” from the very early times of SLD, the longitudinal approach having been popular in the 1970s at first, and (b) that there has been a revival as for the use of longitudinal production data, as opposed to the cross-sectional approach, since the beginning of the 1990s, for the purpose of “. . . determin[ing] the language learner's mental representations of the L2” (pp. 393-394). An example of a recent study whose data belong to the longitudinal production type is Myles (2003), reviewed in Subsection 3.2.2.4.

The methodological issues concerning subjects, corpora, instruments, data collection and categorization procedures, and data analysis criteria will be described separately for the cross-sectional and the longitudinal parts of the research. The description will be carried out in the two following subsections.

## **4.2 Cross-sectional part of the study**

### **4.2.1 Subjects**

The selection of the subjects had to depend upon an a priori synoptic comparison among the curricular structure of the four ELCs – A (the ELC of a private secondary school whose clientele is both the school's students and people from the community at

---

<sup>1</sup> Ellis (1994a, p. 670), following Corder (1976), further classifies elicited production data into not only experimental – the subject is induced to provide data of any kind – but also clinical – the subject is induced to render data containing the feature(s) that is/are the object(s) of study of a given piece of research.

<sup>2</sup> Ellis (1994a) uses a broader, thus more encompassing term: “metalingual judgements” (p. 670).

large), **B** (a public traditional ELC: the so-called *Curso Livre*), **C** (the ELC of a public secondary school whose clientele is restricted to the school's students), and **D** (a private *Curso Livre*) – in order that the equivalence, across ELCs, as for the proficiency levels – beginning, lower intermediate, upper intermediate, and advanced – could be the selection basis. While the adopted comparison criterion was the number of class-hours, the parameter for the definition of the four class-hour ranges was **C**'s structure. The choice of parameter was circumstantial as this structure is the only inflexible one due to its yearly basis. The others are organized on a semester basis and, hence, can be adapted to that of **C**. The academic stages within each curricular structure along with the respective class-hours and resulting proficiency levels are presented in Tables 4.1, 4.2, 4.3, and 4.4.

Table 4.1  
*C's Proficiency Level Classification According to Accumulated Class-Hours*

Grade	Stage	Class-hour per stage	Accumulated class-hour		Proficiency level
5th <i>EF</i> <sup>a</sup>	<b>1</b>	academic semester 1 = 45 academic semester 2 = 45	180c-h <sup>b</sup>		<b>Beginning</b>
6th <i>EF</i>	5th <i>EF</i> <sup>c</sup>	2 academic semester 1 = 45 academic semester 2 = 45	0-180		
7th <i>EF</i>	6th <i>EF</i>	3 academic semester 1 = 45 academic semester 2 = 45	360c-h		<b>Lower intermediate</b>
8th <i>EF</i>	7th <i>EF</i>	4 academic semester 1 = 45 academic semester 2 = 45	181-360		
1st <i>EM</i> <sup>d</sup>	8th <i>EF</i>	5 academic semester 1 = 45 academic semester 2 = 45	540c-h		<b>Upper intermediate</b>
2nd <i>EM</i>	1st <i>EM</i>	6 academic semester 1 = 45 academic semester 2 = 45	361-540		
3rd <i>EM</i>	2nd <i>EM</i>	7 ac. sem. 1= 30 ac. sem. 2= 30	ac. sem. 1= 45 ac. sem. 2= 45	660c-h 541-660	<b>Advanced</b>
3rd <i>EM</i>	<b>8</b>	academic semester 1 = 30 academic semester 2 = 30	690c-h 541-690		

<sup>a</sup>*EF=Ensino Fundamental*/Fundamental School (fifth grade of *EF*→11 year old children). <sup>b</sup>c-h=class-hours. <sup>c</sup>Fifth graders take a placement test; those who pass start out in Stage 2. <sup>d</sup>*EM=Ensino Médio*/Middle School (first grade of *EM*→15 year old children).

Table 4.2  
*A's Proficiency Level Classification According to Accumulated Class-Hours*

Stage	Class-hour per stage	Accumulated class-hour	Proficiency level
<b>1<sup>a</sup></b>	<b>75</b>	180c-h 0-180	<b>Beginning</b>
2	75		
3	30 <sup>b</sup> 45		
4	75	360c-h 181-360	<b>Lower intermediate</b>
<b>5</b>	<b>60</b> 15		
6	75	540c-h 361-540	<b>Upper intermediate</b>
7	75		
8	15 60		
9	75	690c-h 541-690	<b>Advanced</b>
<b>10</b>	<b>15</b> 60 <sup>c</sup>		

<sup>a</sup>Minimum entrance requirement→seventh grade of *EF*=13 years of age. <sup>b</sup>All stages last 75c-h; the splits were necessary for the purpose of finding the equivalence with C's curricular structure. <sup>c</sup>Due to the equivalence issue, the last 60 c-h of Stage 10 had to be disregarded.

Table 4.3  
*B's Proficiency Level Classification According to Accumulated Class-Hours*

Stage	Class-hours per stage	Accumulated class-hour	Proficiency level
<b>1</b>	<b>60</b>	180c-h 0-180	<b>Beginning</b>
2	60		
3	60		
4	60	360c-h 181-360	<b>Lower intermediate</b>
5	60		
<b>6</b>	<b>60</b>	540c-h 361-540	<b>Upper intermediate</b>
7	60		
8	60		
9	60	690c-h 541-690	<b>Advanced</b>
10	60		
11	60	690c-h 541-690	<b>Advanced</b>
<b>12</b>	<b>30</b> 30 <sup>a</sup>		

<sup>a</sup>Also because of the search for equivalence with C's curricular structure, the second half of Stage-12's class-hours were left out.

Table 4.4  
*D's Proficiency Level Classification According to Accumulated Class-Hours*

Stage	Class-hour per stage	Accumulated class-hour	Proficiency level
<b>1</b>	<b>60</b>	180c-h 0-180	<b>Beginning</b>
2	60		
3	60		
4	60	360c-h 181-360	<b>Lower intermediate</b>
5	60		
<b>6</b>	<b>60</b>		
7	60	540c-h 361-540	<b>Upper intermediate</b>
8	60		
9	60		
<b>10</b>	<b>60</b>	600c-h 541-600	<b>Advanced</b>

The outcome of the comparison can be seen in Figure 4.1.

English Language Center Proficiency Level	C	A	B	D
	Beginning	<b>1</b> (first half)	<b>1</b>	<b>1</b>
Intermediate	<b>4</b> (second half)	<b>5</b> (first 60 hours)	<b>6</b>	<b>6</b>
Advanced	<b>8</b> (second half)	<b>10</b> (first 15 hours)	<b>12</b> (first half)	<b>10</b>
	<b>S t a g e s</b>			

Figure 4.1. Proficiency level equivalence across ELCs.

In PS3, as stated in Subsection 2.3.2.3, I recommended that, in case the IL developmental study was of the cross-sectional type, the most prototypical stages within each proficiency level were the first beginning stage, the middle intermediate stage, and the top advanced stage, considering the traditional classification into three proficiency

levels.<sup>3</sup> This recommendation was observed when establishing the representative stage of each proficiency level for each ELC.

In order to control for the variables of (a) level of education, (b) age, (c) previous knowledge of English, (d) type of entrance into the ELC (via placement test or from the very beginning), and (e) experience with English outside the classroom both in Brazil and abroad, profile questionnaires (see Appendix A<sup>4</sup>) were administered, at the four ELCs, to all students in all classes of the stages – representatives of the beginning, intermediate, and advanced proficiency levels – presented in Figure 4.1. The results of the questionnaires led to the random selection – by means of a draw – of 2 students per stage and per ELC, totalizing 24 subjects. To be eligible for participation in the draw, the students would have to bear the following profile: literate Brazilian EFL students (a) with age ranging between 10 and 35,<sup>5</sup> (b) with no or little previous knowledge of English (if little, the instruction must be limited to Fundamental and/or Middle School<sup>6</sup> and have started in the fifth grade of Fundamental School or later), (c) with entrance into the ELC through Stage 1 (except for ELC C due to its idiosyncratic curricular characteristic – see Note c under Table 4.1), (d) with access to very few extra-ELC experiences as for the use of English (such as opportunities to use English at work, use the Internet and e-mail, watch cable TV and movies, read didactic material, newspapers, novels, and short stories, play electronic games, talk to native speakers, etc), and (e) with no living experience in any English speaking country. The resulting profiles of the

---

<sup>3</sup> Here I took for granted that the intermediate level has been traditionally divided into lower and upper sublevels. These, in turn, were considered for the purpose of evidencing the proficiency-level equivalence across ELCs because of Larsen-Freeman and Long's (1991) hypothesis that the initial IL stages tend to be traversed rather fast (see Footnote 31 in Subsection 3.2.2.2) and Johnson's (1992) claim that the intermediate level is normally characterized by strong fossilization (see Footnote 14 in Subsection 3.2.1.1). Thus, the intermediate proficiency level must last longer than the beginning one.

<sup>4</sup> All appendixes are taped on the CD-ROM found in the pouch on the internal side of the back cover of the Dissertation.

<sup>5</sup> So large a range is justified by the need to cover the very diverse clientele of the four ELCs.

<sup>6</sup> While Fundamental School (*Ensino Fundamental*) receives children aged 7 through 14 in its eight grades, Middle School (*Ensino Médio*) receives children aged 15 through 17 in its three grades.



students from the four ELCs, who were selected as subjects, is shown in Figures B1, B2, B3, and B4 (see Appendix B).

The 24 subjects were the source of the individual-originated IL data that belong to the first four registers: (a) spoken and written narratives about a remarkable personal experience, (b) spoken and written narratives based on a picture story, (c) free dialogs and the respective dialog reports, and (d) oral tests and written-test compositions. As for the fifth register – instructional meetings in class and written home assignments, the source of the group-originated data was whole classes of students. The selection of 1 class per proficiency level for each ELC, according to the stages listed in Figure 4.1, was also based on the results of the profile questionnaires (see Appendix A). The selected classes were those with the greatest number of students/informants who hold, on average, the greatest number of features that make up the general profile determined by the controlled variables. As regards the selected classes,<sup>7</sup> they are those displayed in Figure 4.2.

English Language Center Proficiency Level	A	B	C	D
Beginning	<b>Class 1</b> (Stage 1)	<b>Class 10</b> (Stage 1)	<b>Class 3</b> (Stage 1)	<b>Class 3</b> (Stage 1)
Intermediate	<b>Class 1</b> (Stage 5)	<b>Class 10</b> (Stage 6)	<b>Class 5</b> (Stage 4)	<b>Class 2</b> (Stage 6)
Advanced	<b>Class 2</b> (Stage 10)	<b>Class 1</b> (Stage 12)	<b>Class 2</b> (Stage 7)	<b>Class 4</b> (Stage 10)
<b>C l a s s e s</b>				

Figure 4.2. Selected classes for group data collection per proficiency level and ELC.

<sup>7</sup> At data collection time, **A** had 5 Stage-1 classes, 1 Stage-5 class, and 2 Stage-10 classes; **B**, 13 Stage-1 classes, 11 Stage-6 classes, and 2 Stage-12 classes; **C**, 5 Stage-1 classes, 6 Stage-4 classes, and 2 Stage-7 classes; and **D**, 8 Stage-1 classes, 5 Stage-6 classes, and 5 Stage-10 classes. According to Figure 4.1, **C**'s advanced class should have been a Stage-8 class instead. However, in 2002, no such a class was formed; the most advanced classes were 2 Stage-7 classes, and the closest one to the required general profile was chosen. The class numbers presented in Figure 4.2 are the same as those that appear in the figures of Appendix C.

#### 4.2.2 Corpus

The whole corpus is made up of the IL data collected at **A**, **B**, **C**, and at **D** in the 2002.1 and 2002.2 academic terms. For each ELC, its corpus is a composite of five subcorpora – related to the five IL registers under investigation – as follows: (a) 6 pairs of impromptu spoken-written monologic narratives about a remarkable personal experience – 2 pairs per proficiency level, (b) 6 pairs of spoken-written monologic narratives elicited by means of a picture story<sup>8</sup> – 2 pairs per proficiency level, (c) the transcription of a dialogic task elicited from the 2 subjects from each proficiency level – 3 dialogs altogether – and 2 written reports on the content of the dialogs per proficiency level – 6 dialog reports altogether, (d) the transcriptions of 2 oral tests along with the photocopies of the composition question in the respective written tests per proficiency level – 6 pairs of oral and written tests theoretically speaking,<sup>9</sup> and (e) the transcriptions of 3 whole classes plus a written home assignment produced by all the students/informants per class in the same week in which the recordings were made – the expected 3 classes and 3 sets of written assignments<sup>10</sup> belong to the beginning, intermediate, and advanced proficiency levels, respectively. The whole corpus, with the categorized data, is available in Appendix E.

---

<sup>8</sup> The picture story is entitled *The Cat and the Bird* (Holt, 1994, pp. 2-11), a Macmillan reader for children learning EFL-ESL. My motivation to have opted for this juvenile reader was the fact that it has more pictures than text as each page has a colorful picture that occupies more than half of it. It is possible for anyone to tell a good story based solely on the pictures, without referring to the text. The whole story is made up of 19 pictures. After covering the text, I had photocopies made of only the first 10 pictures so that the task did not take very long. The reader's cover was not photocopied, and the story's title was not told to the subjects (see Appendix D).

<sup>9</sup> At **A**, the Stage-1, Stage-5, and Stage-10 (Class 1 – advanced conversation) written tests have no composition question; the same is true as regards **C**'s Stage-1. At **C**, there are no oral tests; the oral grade depends on the amount and quality of each student's participation in the classes.

<sup>10</sup> Still at **A**, the Stage-1 class was not recorded by the appointed teacher, and no explanation was given; besides, the same stage lacks the written-group data as the provided production was the Written Test, which has no composition question. The Stage-10 (Class 2 – advanced grammar) written-group data are not the result of a home assignment as the provided production was again the Written Test, which does have a composition question.

The different registers are justified by the fact that Selinker and Douglas (1985, p. 190/199) as well as Selinker (1992, pp. 242-243) claim that the structural characteristics of a learner's IL are dependent upon the discourse domain, the implication of which – according to the same authors – being that the findings of IL research cannot be generalized to all discourse domains. Even though it was demonstrated that registers and discourse domains are not theoretically equivalent constructs, the justification remains valid because the demonstration lead to the evidence that the former are based upon a much more encompassing view of context than the latter (see Subsection 3.2.1.1 & Section 3.3). Moreover, the justification could also be extended to the fact that the findings of IL research are not generalizable across all of Tarone's (1979, 1982, 1983) styles. Again, there is a lack of theoretical equivalence between registers and the Taronian styles as was shown in Subsection 3.2.1.3. However, the justification holds true once more since the initial restricted relationship between the several styles and the context-of-situation variables is pushed towards the Hallidayan formulation within the updated version of the capability continuum theory (see Subsection 3.2.1.3 & Section 3.3).

#### 4.2.3 Instruments

In order to guarantee the feasibility of the data collection, the following instruments were utilized: (a) the profile questionnaires, (b) four portable tape recorders, (c) several audio tapes – the traditional, regular-sized cassettes, (d) *The Cat and the Bird* picture story, (e) blank sheets of paper, (f) pencils, and (g) erasers.

#### 4.2.4 Data collection procedures

The data collection procedures will be described for the subcorpora separately:

1. **Subcorpus 1 (PERSONAL EXPERIENCE/PE):** Each subject was called into a different classroom and asked to take a seat in a chair opposite the table that the researcher<sup>11</sup> was sitting at, on which a portable tape recorder was lying. Then the researcher asked her/him to tell a story, made up of only one event, about a remarkable personal experience s/he had lived through up to the day of the interview. The subject was then free to tell her/his true story without the researcher's interference in order that a monologic text could be rendered. Moreover, I asked her/him to pretend that I was not in the room because I wanted to make her/him feel more at ease, as my intention was to elicit the most vernacular and unplanned IL samples as possible within a research environment. In PS2, I justified the subjects' not being allowed to ask any sort of questions and their having to behave as if nobody else were in the room, stating that my aim was to examine their spoken and written IL for the level of functional lexicogrammatical complexification; I would, hence, interfere with the results if I answered their questions for vocabulary and/or grammar.

The time was not controlled. As soon as the subject started telling the story, the record button was pushed down; when s/he finished up, the stop button was pressed down and a sheet of paper, a pencil, and an eraser were given out to the subject, who was asked to tell the same remarkable personal experience in writing. The time was not controlled either, for the written version of the narrative. The PE tasks were carried out in the presence of the researcher, and the resulting narratives are about the there-and-then, characterized by displaced time and space.

---

<sup>11</sup> In the case of **A**, the researcher who made the collection was the Center's Coordinator, who holds an MA degree in Applied Linguistics from State University of Ceará-UECE. As for **B**, the researcher was myself. Insofar as **C** and **D** are concerned, the researchers were the Center's Coordinator and one of the Center's teachers, respectively. Both hold a BA degree in *Letras* from UECE and, as such, had to write a research project, carry out the investigation, write the report on the investigation, and present the report orally before the classmates and an examining committee made up of three professors. I provided the three outside collaborators with detailed oral and written instructions as to how to act when collecting the data related to each of the subcorpora.

2. **Subcorpus 2 (PICTURE NARRATIVE/PN):** Each subject was called into a different classroom and asked to take a seat in a chair opposite the table the researcher was sitting at, on which a portable tape recorder and the sheets with the 10-picture story were lying. The pictures make up a complete story, and the sheets containing them were presented to the subjects in the correct sequence. The researcher asked the subject to look at the pictures for five minutes and to tell the story, which was recorded. The subject was asked to tell, afterwards, the same story in writing; the pictures remained available, and s/he was given a sheet of paper, a pencil, and an eraser. The time variable was not controlled either. The PN tasks were also carried out in the presence of the researcher, and the resulting narratives are about the here-and-now.<sup>12</sup>

3. **Subcorpus 3 (DIALOG/D):** Each pair of subjects, in accordance with the proficiency level, was called into a different classroom and asked to carry out a dialog about a topic of their choice, which was recorded. Once the pair was finished with the dialog, each member was asked to write a report on its contents, using the same stationery instruments as those utilized for the PE and PN written subregisters. Again, the D tasks had no time control and were conducted in the presence of the researcher.

4. **Subcorpus 4 (TEST/T):** The oral test of each pair of subjects, per proficiency level, was recorded. Depending on the testing design, sometimes a subject had to pair up with a classmate that was not participating in the research; sometimes the pair was formed by one of the subjects at a time and the teacher. The recording was done by the subjects' teacher, who received a tape recorder and the necessary instructions from the researcher. The teacher was instructed to collect photocopies of the subjects'

---

<sup>12</sup> Doughty and Long (2000) distinguishes here-and-now and there-and-then narratives through “. . . the presence [former] and absence [latter] of visual support in the form of a cartoon strip story and/or an oral prompt to establish time reference . . .” (p. 152).

composition question in the respective written test. The T tasks were carried out in the absence of the researcher, but in the presence of the teacher.

5. **Subcorpus 5 (GROUP/G):** A class was chosen to be recorded. The selection criterion was the convenience of the ELC, the teacher, and her/his students/informants. The researcher asked the teacher to act, as much as possible, like her/his usual teaching self and gave her/him a portable tape recorder. The researcher instructed her/him to push down the record button at attendance calling time and to press the stop button down only after the students had left the room, trying to forget that the recording machine was in the classroom. Ignoring completely the presence of the tape recorder was impossible as the teacher had to change the side of the cassette and, depending on the length of the class, to change cassettes. In the same week as that of the recording, the researcher asked the teacher to collect, from all students, a regular piece of writing done as a home assignment. The spoken G task was carried out in the absence of the researcher, but in the presence of the teacher; the respective written task was done at home.

#### 4.2.5 Data categorization procedures and analysis criteria

Before the data were ready for categorization, two steps had to be taken. At first, the spoken texts were simultaneously transcribed<sup>13</sup> and keyboarded. The adopted type of transcription was the regular orthographic script without some of its peculiar characteristics (paragraph indentation, capital letters, and punctuation marks) as there is

---

<sup>13</sup> There were three transcribers: (a) one of A's teachers whose class was taped – she transcribed, under my orientation, half of A's spoken texts, B's three classes, and a small quantity of C's spoken texts; (b) one of D's teachers who had his class taped and did D's data collection – he transcribed, also under my orientation, a major part of D's spoken texts; and (c) myself – I transcribed the remaining spoken data. All recorded classes were transcribed in their entirety, but only the excerpts in which the students' participation (all students present in each class) fits Ellis's (1988) communicative data were categorized and considered as part of the spoken G subcorpus; the students' modeled speech and the teachers' participation were left out.

no need, for the study being reported on here, to mark, by any means, the suprasegmental features of the texts produced through the phonic channel. Then, the written texts were also keyboarded, without being submitted to any modification as to the choices made by the subjects and informants in relation to indentation, capitalization, punctuation, and spelling; no matter whether the choices were nonstandard.

Once the data were ready for categorization, both the spoken and the written texts were segmented into ranking clauses, down-ranked clauses, and clause complexes. At clause rank, the segmentation criterion – semantic-structural or grammatical rather than phonological-suprasegmental – was the one adopted in my Master's thesis, as follows:

The departure point, chosen as ideal for the identification of clause extension, was the Process, due to the fact that, within the transitivity configuration, both the Participants and the Circumstances agglutinate around it. When there is a single lexical verb, the Process is realized by a simple verbal group and, hence, there is only one clause. . . . However, when there are two adjacent lexical verbs, the following situations are possible: 1) the two lexical verbs make up a single Process that indicates the existence of only one finite clause as the Process is realized by a verbal group complex . . . 2) each of the two lexical verbs makes up a different Process, which means that there are two simple verbal groups (not one verbal group complex) and, thus, two distinct clauses – the first is finite, and the second, non-finite. (Praxedes Filho, 1996, p. 103)

At clause complex rank, whereas the segmentation criterion, for the written texts, was punctuation – a stretch of language between two full stops makes up a clause complex, for the spoken texts, its basis was also semantic-structural or grammatical, again following the procedures used in my Master's thesis:

As for the spoken narratives, the segmentation criterion was semantic-structural or, ultimately, grammatical within a functionalist perspective. Isolated clauses – not linked to others either ideologically or by means of connectors – were categorized as simple sentences [single-clause clause complexes]. Sets of clauses linked to one another by means of connectors were categorized as compound sentences [multiple-clause clause complexes], with their boundaries being marked by the lack of connectors at both ends of the set. However, when two or more asyndetic clauses in sequence were clearly related to one another through expansion/elaboration [appositive clauses], they were considered as integrating a multiple-clause clause complex, according to Halliday's (1994[a]: 239-240) recommendation. Finally, in order to arrive at the multiple-clause clause complexes in the spoken narratives, the following steps were taken:

- 1- Identification of a set of sequenced clauses that were related to one another by means of formal modification (hypotaxis).
- 2- Identification, within this set, of the modified or independent clause.
- 3- Identification, within the same set, of the modifying or dependent clauses.
- 4- Verification if there were, within the set, clauses that were related to one another or to the independent clause or to one of the dependent clauses identified in 2 and 3, by means of only semantic modification (parataxis).
- 5- Identification of the expansion and projection logico-semantic relations among all the clauses within the set, arriving, thus, at a multiple-clause clause complex. (Praxedes Filho, 1996, pp. 148-149)

The categorization was carried out in conformity with only SFG's functional dimension. The segmented ranking and down-ranked clauses were, hence, categorized for Halliday's (1994a) structural or configurational functions that actualize the lexico-grammatical systems of transitivity (clause as representation), mood (clause as exchange), and theme (clause as message). The three systems realize the experiential, interpersonal, and textual semantic-level metafunctions, respectively (see Figure 2.2). The justification for the triple categorization is found in Ellis (1982b), when he says: (a) "[The] speaker pays attention to content words in preference to markers of grammatical meaning . . ." (pp. 209-210), which justifies the categorization at the level of the transitivity system; (b) ". . . [the speaker] relies extensively on word order to convey propositional meaning . . ." (p. 210), which supports the categorization at the level of the mood system; and (c) "[h]e will also exploit to the full devices that exist already in normal language behaviour such as the various focusing and thematic rules . . . [t]he children appeared to operate a principle of informativeness . . ." (pp. 210/212), which explicates the categorization at the level of the theme system.

With the aim of describing and explaining the configurational simplification-complexification continuum of the subjects' IL, the data were then analyzed



quantitatively as follows: (a) The total of ranking clauses in the spoken IL texts and in the written ones was counted, respectively and per register, ELC, and proficiency level (at the proficiency level layer, the count was done considering the 2 subjects' production together); (b) the total of configurationally complete (with all the configurational/structural slots filled in) ranking clauses as for transitivity, mood, and theme simultaneously and the total of configurationally incomplete ranking clauses as for transitivity, mood, or theme (per type: LDP, DOWN-RANKED-CLAUSE-RELATED LDP, LPP, DOWN-RANKED-CLAUSE-RELATED LPP, SDCC, and DOWN-RANKED-CLAUSE-RELATED SDCC<sup>14</sup>) were counted for each medium, per register, ELC, and proficiency level (again at the proficiency level layer, the count was done considering the 2 subjects' production together); and (c) the resulting absolute numbers were changed into simple frequency indices<sup>15</sup> and then into percentages. Following PS2, the LPP and the DOWN-RANKED-CLAUSE-RELATED LPP types of incompleteness were added to the complete ranking clauses and the LDP, the DOWN-RANKED-CLAUSE-RELATED LDP, the SDCC, and the DOWN-RANKED-CLAUSE-RELATED SDCC types, to the incomplete ranking clauses.

---

<sup>14</sup> As regards the last two categories, I found – in PS4 for ELCs **A** and **B** – that the simplified deviations in complete ranking clauses and down-ranked clauses are mostly either interlinguistic in nature (L1 transfer) or intralinguistic in nature (overgeneralization of L2 lexico-grammatical features), which is in tune with the findings of Selinker, Swain, and Dumas (1975, p. 149) (see Subsection 3.2.1.1). Examples from the corpus are: (a) L1 transfer→ ‘Lucy was in your bedroom’ for ‘Lucy was in her bedroom’ – second person singular for third person singular possessive Deictic, ‘different ages’ for ‘different ages’ – plurality marking on Epithet constituent; and (b) overgeneralization→ ‘and continues to sleep’ for ‘and continues sleeping’ / ‘I don’t mind to stay’ for ‘I don’t mind staying’ / ‘enjoyed to stay’ for ‘enjoyed staying’ – perfective for imperfective aspect of second constituent of verbal group complex, ‘and shaken’ for ‘and shook’ / ‘fighted’ for ‘fought’ – regular for irregular past marking on temporal Finite.

<sup>15</sup> Numbers of occurrences of a given grammatical feature per every 1,000 words of text, “. . . calculated by dividing the total occurrences of a particular word/feature/structure by the total words in the narratives . . . then multiplying the result by 1000” (Beaman, 1984, p. 53). This is a way of overcoming the problem of the different text lengths since production time was not a controlled variable. Absolute numbers are not comparable as the longer a text is, the higher the occurrence of a given linguistic feature tends to be (and vice-versa).

The dialectal criterion for the classification of the (non)deviant completeness and incompleteness of transitivity, mood, and theme configurations was based upon the national variety of the English language (either standard American or standard British, but mostly the former) taught in the relevant stage of each ELC. Within each variety, the configurational criteria were mainly in accordance with its description as presented in the textbooks adopted in the ELCs (see Appendix B & Table 4.5). Besides the textbooks, but to a lesser extent, the following were also used as reference: (a) *Longman Dictionary of Contemporary English: The Complete Guide to Written and Spoken English* (Gadsby et al., 1995), (b) *Longman Dictionary of English Language and Culture* (Summers et al., 1992), (c) *Webster's New Collegiate Dictionary* (Woolf et al., 1981), (d) *Longman Grammar of Spoken and Written English* (Biber, Johansson, Leech, Conrad, & Finegan, 1999), and (e) *A Comprehensive Grammar of the English Language* (Quirk, Greenbaum, Leech, & Svartvik, 1985).

Examples, from **A**'s and **B**'s data, of each analytical category are in Figures 4.3 through 4.9.

	she	is	very happy
<b>Transitivity</b>	Carrier	Process: Relational	Attribute
<b>Mood</b>		present	be
	Subject	Finite	Predicator
	Mood		Residue
<b>Theme</b>	Theme	Rheme	

Figure 4.3. Complete ranking clause – CC (Clause 2-Subject 01 of **A**'s beginning spoken PN).

	but	she and my friend	me (∅)	traíram (∅)	
<b>Transitivity</b>	X	Actor	L2 Goal lacking	L2 Process: Material lacking	
<b>Mood</b>	X			past (∅)	traír (∅)
	X	Subject	L2 Complement lacking	L2 Finite lacking	L2 Predicator lacking
	X	incomplete Mo...	incomplete Re...	...od	...sidue
<b>Theme</b>	textual Theme	topical Theme	L2 Rheme lacking		

Figure 4.4. LDP incomplete ranking clause – LDP (Clause 2-Subject 02 of B’s beginning written PE).

		and	the main institution	[[ I	would give	help	(∅) ]]	would be	“Santa Casa de Misericórdia”
<b>Down-ranked Clause</b>	<b>Transitivity</b>			Actor	Process: Material	Goal	preposition ‘to’ before Beneficiary/ Receiver (deleted relativizer) lacking		
	<b>Mood</b>			would	give				
				Subject	Finite	Predicator	Complement 1	Complement 2 lacking	
	<b>Theme</b>			Mood	incomplete Residue				
<b>Outer Clause</b>	<b>Transitivity</b>	X	Identified				Process: Relational	Identifier	
	<b>Mood</b>	X					would	be	
		X	Subject				Finite	Predicator	Complement
		X	Mood				Residue		
<b>Theme</b>	textual Theme	topical Theme				Rheme			

Figure 4.5. Down-ranked-clause-related LDP incomplete ranking clause – DOWN-RANKED-CLAUSE-RELATED LDP (Clause 10-Informant 7 of A’s intermediate written G).

	because	now	I	(∅)	(∅)	
<b>Transitivity</b>	X	Circumstance	Senser	Process: Mental lacking		Phenomenon lacking
<b>Mood</b>	X			(∅)	(∅)	
	X	Adjunct	Subject	Finite lacking	Predicator lacking	Complement lacking
	X	incomplete Re...	incomplete Mood		...sidue	
<b>Theme</b>	textual Theme	topical Theme	incomplete Rheme			

Figure 4.6. LPP pseudoincomplete ranking clause – LPP (Clause 37-Subject 02 of B’s intermediate spoken D).

The pseudoincompleteness of Clause 37 in Figure 4.6 is revealed by the presence of its missing configurational constituents – the mental Process and the Phenomenon – in the immediate following cotext. The referred to cotext is made up of Clause 38, which reads: || I prefer this ||.

		Down-ranked Clause 1		Down-ranked Clause 2				Down-ranked Clause 3							
		big brother	is	[[to prove ...	what	(∅)	(∅)	(∅)	what	the men	make	for money]]			
Down-ranked Clauses	<b>Transitivity</b>			Process: Material	Goal	Actor lacking	Process: Material lacking	Circumstance lacking	Goal	Actor	Process: Material	Circumstance			
	<b>Mood</b>						(∅)	(∅)			present	make			
					Predicator (complete non-finite clause)	Complement	Subject lacking	Finite lacking	Predicator lacking	Adjunct lacking	Complement	Subject	Finite	Predicator	Adjunct
					Residue	incomplete Residue	Mood lacking		... residue	Residue	Mood	... residue			
<b>Theme</b>			Rheme	Theme	Rheme lacking			Theme	Rheme						
Outer Clause	<b>Transitivity</b>	Identified	Process: Relational	Identifier											
	<b>Mood</b>		present	be											
			Subject	Finite	Predicator	Complement									
			Mood	Residue											
<b>Theme</b>	Theme	Rheme													

Figure 4.7. Down-ranked-clause-related LPP pseudoincomplete ranking clause – DOWN-RANKED-CLAUSE-RELATED LPP (Clause 93-Subject 01 of A's advanced spoken T).

	Michael	opens	the jawle	
<b>Transitivity</b>	Actor	Process: Material	Goal	
<b>Mood</b>		present	open	
	Subject	deviant Finite (present for past primary tense)	Predicator	Complement
	Mood	Residue		
<b>Theme</b>	Theme	Rheme		

Figure 4.8. Simplified deviant complete ranking clause – SDCC (Clause 17-Subject 01 of B's advanced written PN).

The clause that comes in the immediate following cotext of the one in Figure 4.8 is || and the bird could be free around the room ||, identified by Number 18. According to Matthiessen (1995), “[c]ertain modalities make a temporal distinction between past (e.g., *could*) [and] non-past (e.g., *can*)” (p. 422). Thus, the past temporal connotation of the modulated Finite in Clause 18 makes it necessary for Clause 17, for the sake of congruity, to convey, through its temporal Finite, a past rather than a present primary tense.

		so	she	saw	[[her bird	singing	happy	in a free nature house]]
<b>Down-ranked Clause</b>	<b>Transitivity</b>				Actor	Process: Material		deviant Circumstance (adjective for adverb)
	<b>Mood</b>					X (non-finite clause)	sing	
						Subject	X (non-finite clause)	Predicator
	<b>Theme</b>					Mood		Residue
<b>Outer Clause</b>	<b>Transitivity</b>	X	Senser	Process: Mental		Macrophenomenon		
	<b>Mood</b>	X		past	see			
		X	Subject	Finite	Predicator	Complement		
		X	Mood		Residue			
<b>Theme</b>	textual Theme	topical Theme	Rheme					

Figure 4.9. Down-ranked-clause-related simplified deviant complete ranking clause – DOWN-RANKED-CLAUSE-RELATED SDCC (Clause 23-Subject 01 of A’s advanced spoken PN).

Insofar as the determination of the level (low, moderate, high) of the subjects’ IL configurational complexification is concerned, the following a priori criterion was adopted: (a) up to 50% of complete ranking clauses – low level of complexification, (b) from 50% (exclusive) to 80% (inclusive) of complete ranking clauses – moderate level of complexification, and (c) higher than 80% of complete ranking clauses – high level of complexification. The a priori formulation of the criterion was theoretically informed

not only again through Larsen-Freeman and Long's (1991) hypothesis that the initial IL stages tend to develop at a fairly quick pace (see Footnote 31 in Subsection 3.2.2.2), but also through Selinker's (1972, 1992) fossilization hypothesis (see Subsection 3.2.1.1). Thus, the percentage range of configurationally complete clauses must be the largest for the low complexification level and the smallest for the high level. The low and the high complexification levels are hypothesized to be features of the beginning and advanced proficiency levels, respectively (see Subsections 1.4.1.1 & 1.4.1.3).

### 4.3 Longitudinal part of the study

One of the hypotheses in this part of the study – the fifth – deals with the still controversial and unresolved issue of IL fossilization. Aiming at a more consistent verification and discussion of its actual occurrence or not, I envisaged the necessity for making use of the methodological strategy of triangulation, whose relevance and validity is assured by Gass and Mackey (2000). Such a need, in turn, led me to the decision of gathering data from three different types of subjects: (a) EFL learners, (b) native speakers of English as producers,<sup>16</sup> and (c) native speakers of English as raters. For the sake of organization only, the types were named primary, secondary, and tertiary subjects, respectively.<sup>17</sup> Accordingly, the corpus produced by each type, the data within each corpus, and the instruments used for the respective collections were also named primary, secondary, and tertiary.

---

<sup>16</sup> It would have been easier and less time-consuming if I had found – in the SFG literature – transitivity, mood, and theme systemic descriptions of narrative registers rendered by native speakers of American English as detailed as those I made of the PE and PN registers rendered by the EFL-learning subjects. Resorting to the literature was my preliminary intention.

<sup>17</sup> Douglas and Selinker (1994) also make use of production primary and secondary data. The former are “[t]he interlanguage talk or writing we wish to study” and the latter, “[c]ommentary on the primary data” (p. 120). Their secondary data are equivalent to my tertiary data, thus.

The choice as to the utilization of native speakers was made despite my awareness of Bley-Vroman's (1983) claim for the comparative fallacy and its radicalization by Cook (1992, 1999). That is why I accept their noncomparison arguments solely in relation to the unsuitable establishment of a native-speaker model as the final proficiency goal on the part of language learners.<sup>18</sup> For the purpose of descriptive and/or explanatory research, aiming at a more comprehensive understanding of IL, I find more reasonable to go along with Selinker's (1992, pp. 54-57/65/183-207) postulation that an ideal IL study ought to be based not only on actual IL rendered by the learners, but also on actual language rendered by native speakers of both the L1 – the L2 learners themselves like in Selinker (1969) as shown in Subsection 3.2.1 – and the L2. However, inasmuch as the present investigation is concerned, I saw no need for an L1 corpus because the issue of IL transfer is out of its scope.

#### 4.3.1 Subjects

##### 4.3.1.1 Primary subjects

The potential primary subjects for the longitudinal part of the current research were Brazilian EFL students registered, in the 2003.2 academic term, in Stages 1, 3, 5, 7, and 9 at ELC A. A's curricular structure – with the class-hours, the number of textbooks, and the instructional material (textbook lessons) presented according to its distribution across the three test occasions per curricular stage – is displayed in Table 4.5.

---

<sup>18</sup> Even this more restricted position of mine is not backed by unanimity. Davies (1995), discussing which the goal of English-language teaching should be – the native speaker or proficiency, argues for the latter, provided that the ultimate level to be reached is well defined. On the other hand, he admits the definition of proficiency can only be achieved by means of the native speaker, who “. . . is a fine myth: we need it as a model, a goal, almost an inspiration . . . it is useless as a measure . . . the native speaker is the construct, proficiency its metric” (p. 157). Moreover, Lardiere (2003) – referring to the comparative fallacy itself – claims that it “. . . is an entirely real pitfall that we have wisely been reminded to keep in mind when deciding what our goals are or should be in SLA research” (p. 140).

Table 4.5  
A's Academic Information

Curricular structure	Class-hour	Textbook <sup>a</sup>	Content assessed in the written and oral tests <sup>b</sup>		
			First	Second	Third
1 <sup>c</sup>	75	Textbook 1	Unit 1: Lessons 1 to 4 Unit 2: Lessons 1 and 2	Unit 2: Lessons 3 to 6 Unit 3: Lessons 1 and 2	Unit 3: Lessons 3 and 4 Unit 4: Lessons 1 to 3
2	75	Textbook 2	Unit 1: Lessons 1 to 5 Unit 2: Lesson 1	Unit 2: Lessons 2 and 3 Unit 3: Lessons 1 to 4	Unit 3: Lessons 5 and 6 Unit 4: Lessons 1 to 4
3	75	Textbook 3	Unit 1: Lessons 1 to 3	Unit 2: Lessons 1 to 4	Unit 2: Lesson 5 Unit 3: Lessons 1 and 2
4	75	Textbook 4	Unit 1: Lessons 1 and 2 Unit 2: Lesson 1	Unit 2: Lessons 2 and 3 Unit 3: Lesson 1	Unit 3: Lessons 2 to 5
5	75	Textbook 5	Modules 1 and 2	Modules 3 and 4	Modules 5 and 6
6	75	Textbook 5	Modules 7 and 8	Modules 9 and 10	Modules 11 and 12
7	75	Textbook 6	Modules 1 and 2	Modules 3 and 4	Modules 5 and 6
8	75	Textbook 6	Modules 7 and 8	Modules 9 and 10	Modules 11 and 12
9	75	Textbook 7	Units 1 to 4	Units 5 to 9	Units 10 to 13
10	75	Textbook 7	Units 14 to 17	Units 18 to 21	Units 22 to 25

<sup>a</sup>The titles of the textbooks remained unrevealed in view of protecting ELC A's anonymity. All of the books follow the functional/notional/communicative approach to EFL. Whereas Textbooks 1, 2, 3, 4, and 7 adopt American English as the national variety, 5 and 6 use British English. A copy of each was kindly given to me by A's coordinator. <sup>b</sup>At each of the three testing occasions, one class period is allocated for the written test and two periods are set aside for the oral test; however, there is flexibility for the teachers to choose the sequence they find more suitable: The written-test period may be scheduled for before, after, or in between the oral-test periods. The listening skills are assessed during the whole academic term in the compulsory language laboratory classes. <sup>c</sup>Stages 1 through 6 make up A's Regular Course for adolescents and adults, and Stages 7 through 10 comprise the Advanced Course; the minimum criterion for a person to enter Stage 1 is either to be in the seventh grade of Fundamental School or to be 13 years old.

Each of the appointed stages provided 1 subject. The 5 subjects were accompanied through data collections until the end of the 2004.1 academic term and were selected by way of both a precollection criterion and a postcollection criterion. However, for the sake of security – in case any of the preselected subjects happened to drop out along the way or to fail the 2003.1 stage – and the principle of equal treatment – so that no student would end up feeling discriminated against, all students in each of the 5 preselected classes



participated in the collection, carried out collectively in the respective classrooms, of data that originated from the tasks of telling personal-experience and picture-story narratives in writing. The students were not told, however, that only 1 of them was going to be the actual representative of her/his class as effective subject in the research.

The precollection criterion was based upon profile questionnaires (see Appendix F) that were applied to all students of all Stage-1, Stage-3, Stage-5, Stage-7, and Stage-9 classes during the first week of the academic term.<sup>19</sup> The questionnaire addressed to the Stage 1 students served the purpose of controlling for the variables of (a) level of education, (b) age, (c) previous knowledge of English, (d) stage of entrance (whether the student took any of the Juvenile-Course stages<sup>20</sup>), and (e) experience with English outside the classroom both in Brazil and abroad. To be eligible as preselected subjects for potential participation in the research, the Stage-1 students had to hold the following profile: literate Brazilian EFL students (a) with age ranging between 13 and 20, (b) with no or little previous knowledge of English (if little, the instruction must be limited to Fundamental and/or Middle School and have started in the fifth grade of Fundamental School or later), (c) with entrance into A through Stage 1 (without having taken any of the Juvenile-Course stages), (d) with access to very few extra-ELC experiences as for the use of English (such as opportunities to use English at work, use the Internet and e-mail, watch cable TV and movies, read didactic material, newspapers, novels, and short stories, play electronic games, talk to native speakers, etc), and (e) with no living experience in any English speaking country.

The questionnaires addressed to the Stage-3, Stage-5, Stage-7, and Stage-9 students aimed at controlling the same variables. However, two further questions were asked: (a) If

---

<sup>19</sup> In the 2003.2 academic term, whereas Stages 1, 3, 7, and 9 had only 1 class each, Stage 5 had 2 classes. The 50-minute meetings of all 6 classes and their respective continuations into the following academic term, took place simultaneously at the same time: around 12:00 p.m., Monday through Friday.

<sup>20</sup> The Juvenile Course consists of 16 stages and is for children under 13 years of age.

the student's entrance was via a placement test, and (b) what the student's age was when s/he first entered Stage 1. In order to be eligible, the Stage-3, Stage-5, Stage-7, and Stage-9 students had to have the same profile as that of the Stage-1 students preselected for the purpose of potentially participating as subjects in the research. Besides, the entrance of the former may not have been through a placement test, and their age when they started Stage 1 was supposed to be the same as that of the latter.

Inasmuch as the postcollection criterion is concerned, it relied upon the academic achievement of all students who had participated in the collection. When Stages 2, 4, 6, 8, and 10 were over in mid June 2004, I requested the Coordinator to provide me with the students' 2003.2 and 2004.1 final grades, and the selection process of the 5 effective subjects, among only the preselected potential ones, was as shown in Table 4.6.

Table 4.6  
*Individual and Collective Academic Achievement of All Participants in the Longitudinal Primary Data Collection*

Individual academic achievement					Collective academic achievement	Individual deviation of (I) in relation to (II) for the preselected students		
2003.2		2004.1		2003.2 + 2004.1	2003.2 + 2004.1			
Stage <sup>a</sup>	Student	Final grade <sup>b</sup>	Stage	Final grade	Average grade for every two stages (I) <sup>c</sup>		Global average grade for every two stages (II) <sup>d</sup>	
1	J.C.	6.7	2	6.5	6.6	7.5	-0.9	
	E.F.	7.3		7.5			7.4	-0.1
	K.R.	7.6		7.8			7.7	-0.2
	M.R.	7.2		7.3			7.2	-0.3
	P.A.	8.6		9.0			8.8	+1.3
3	F.M.	8.8	4	8.8	8.8	8.3	+0.5	
	G.M.	6.8		6.8			6.8	-1.5
	L.V.	9.3		9.2			9.2	+0.9
	R.A.	8.0		7.9			7.9	Not preselected
	T.P.	7.7		8.1			7.9	Not preselected
5	W.R.	9.3	6	9.4	9.3	8.2	+1.0	
	M.A.	9.2		9.4			9.3	+1.1
	P.B.	8.3		8.8			8.5	+0.3
	V.S.	7.3		6.7			7.0	-1.2
	T.A.	7.6		7.1			7.3	-0.9
	L.M.	7.8		8.1	7.9		Not preselected	
	L.G.	9.5		9.7	9.6		+1.4	

7	<b>C.O.</b>	9.5	8	9.6	9.5	8.8	+0.7
	<b>D.H.</b>	7.6		8.3	7.9		-0.9
	<b>D.L.</b>	9.2		9.4	9.3		+0.5
	<b>I.P.</b>	8.2		8.9	8.5		-0.3
	<b>M.E.</b>	8.6		9.2	8.9		Not preselected
	<b>R.O.</b>	8.3		8.9	8.6		Not preselected
9	<b>S.P.</b>	7.9	10	7.7	7.8	8.2	-0.4
	<b>C.N.</b>	8.3		8.5	8.4		+0.2
	<b>F.F.</b>	8.7		8.4	8.5		Not preselected
	<b>R.B.</b>	8.5		9.3	8.9		Not preselected
	<b>E.C.</b>	8.2		8.0	8.1		Not preselected
	<b>D.T.</b>	7.6		7.0	7.3		Not preselected
	<b>R.V.</b>	8.1		8.1	8.1		Not preselected

<sup>a</sup>From Stages 1 to 2, there were eight dropouts; from Stages 3 to 4, three; from Stages 5 to 6, four; from Stages 9 to 10, two. As for Stages 7 and 8, there were no dropouts. The students listed here are only those that continued on until the end of the second stage in each pair. There is information about only 1 Stage-5 class as the other furnished no preselected students via the profile questionnaire. <sup>b</sup>Each stage's final grade is the result of the average among the averages of: (a) the three written-test grades, (b) the three oral-test grades, and (c) the three laboratory (listening skills) grades. The grade scale is from 0.0 to 10.0, and the passing grade is 7.0; however, final grades from 6.5 to 6.9 are rounded up to 7.0. <sup>c</sup>The (I) grades are the averages of the 2003.2 final grade and the 2004.1 final grade for each student. <sup>d</sup>The (II) grades are the averages of the (I) grades for each pair of stages.

The students definitively selected as the actual subjects were those, among the preselected ones, whose average grade for the two stages along which they had been accompanied was the closest to the global average grade for the respective two stages. It does not matter whether the smallest approximation of the individual average grade for each two stages is positive or negative – greater or less than the collective, global average grade, respectively. In other words, what counts is the absolute deviation number. The results of the selection process are presented in Figure 4.10. The 5 primary subjects' profiles can be seen in Figures G1 and G2 (see Appendix G).

Stage	Selected Student	Primary Subjects' Identification
1→2	E.F.	<b>L(ongitudinal)(ELC)A(Subject)1</b>
3→4	F.M.	<b>LA2</b>
5→6	P.B.	<b>LA3</b>
7→8	I.P.	<b>LA4</b>
9→10	C.N.	<b>LA5</b>

*Figure 4.10.* Definitive primary subjects for the longitudinal part of the study and respective identifications.

#### 4.3.1.2 Secondary subjects

I have always known of two educational institutions in Fortaleza, CE – a Higher Education institution and an English Language Center – that maintain academic agreements with different American universities, whereby small groups of undergraduate students from the United States are eligible to come to Brazil in order to have both Portuguese-language lessons and a living experience in a Brazilian home for two months. When the need arose for native speakers of English as text-producing subjects, I contacted both local coordinators and was told that the university was going to be receiving a new group in a one month's time and the ELC<sup>21</sup> was with a just-arrived group of 12 undergraduate students – 10 girls and 2 boys – from the University of Pittsburgh. Needless to say, I opted for the group from Pennsylvania due to the urgency of the situation. When I notified ELC E's local coordinator of my decision, he told me that the group would be meeting at the ELC premises the following day and that I would be welcome to join them to let them know of my needs and find out their willingness and availability to participate as subjects. At the meeting, I introduced myself, gave them all the necessary explanations, and asked them to volunteer themselves: The two boys but only three of the girls raised their hands.

---

<sup>21</sup> Henceforth, ELC E.

Prior to the meeting, I had already figured that the native-speaking population would have to be made up of 6 subjects. I needed a population size that could provide neither too small a corpus that would be considered innocuous for total lack of linguistic representativeness nor too large a corpus that would make data categorization unfeasible. Since native speakers attain the level of linguistic proficiency apparently unattainable to the most advanced nonnative speakers, it occurred to me that a sensible criterion as to the population size would be the number of collections the most advanced primary subject – LA5 (see Figures 4.10 & 4.13) – was submitted to, that is, six.

For a moment, I saw myself in an impasse as I could not force any of the other members of the group to be the sixth subject. Knowing that I needed 6 participants altogether, the University-of-Pittsburgh coordinator, who is Brazilian, came over to me to let me know that her American husband, who happened to be in Fortaleza with her on vacation, would not mind participating. As I would not have any other alternative, I accepted the offer and ended up with 6 secondary subjects as previously planned. That is the reason why there is only one secondary subject that does not fit the age range and level of education aspects of the general profile.

The questionnaire (see Appendix H) I had prepared to help choose among the volunteers turned out to function merely as an instrument that enabled me to know the relevant aspects of the secondary subjects' profiles. While the main aspects are presented in Figure 4.11, the remaining ones can be found in Figure I (see Appendix I).

The secondary subjects were introduced into the empirical scenario in order to perform the same two tasks completed by the primary subjects. They were, hence, requested to write narratives about a personal experience and a picture story.

Initials	Age	Sex	Citizenship	Mother Tongue	Education	Major	Occupation	Secondary Subjects' Identification
<b>S.M.</b>	20	M	American	English	Under graduate Student	Spanish / Linguistics	Student	<b>SS1</b>
<b>R.K.</b>	32	M	American	English	BSc Degree Holder	Psychology/ Biology	Therapist With Autistic Children	<b>SS2</b>
<b>E.M.</b>	21	M	American	English	Under graduate Student	Spanish / Sociology	Student	<b>SS3</b>
<b>L.C.</b>	22	F	American	English	Under graduate Student	Spanish / Latin American Studies	Student	<b>SS4</b>
<b>C.G.</b>	22	F	American	English	Under graduate Student	Spanish / Latin American Literature	Student / Restaurant Hostess	<b>SS5</b>
<b>S.P.</b>	20	F	American	English	Under graduate Student	Spanish / Political Science	Student	<b>SS6</b>

Figure 4.11. Secondary subjects for the longitudinal part of the study with respective main profile aspects and identifications.

#### 4.3.1.3 Tertiary subjects

The tertiary subjects' population is composed of native speakers of English that functioned as raters of the texts produced by the primary subjects, and its size comprise 3 persons altogether. The odd number is justified by the fact that a third rating would be necessary whenever the other two did not coincide.

The potential subjects were to meet the minimum requirements of residing in the United States, being there during the completion of the task, as well as knowing nothing about the research which the texts to be rated belonged to. They were American friends of mine and of Dr. Enedina Bezerra's.<sup>22</sup>

<sup>22</sup> Dr. Bezerra is a Brazilian friend of mine, who got her Ph.D. degree in the United States and now teaches at *Universidade de Fortaleza-UNIFOR*.

As there were other requirements to be met, the seven potential subjects were sent a profile questionnaire (see Appendix J) via electronic mail. The questionnaire was intended to make possible the control of the following variables: (a) age (over 25), (b) citizenship (American), (c) mother tongue (American English), (d) level of education (BA/BSc degree holder, regardless of having pursued higher degrees), (e) major as an undergraduate student (any except for those within the field of language studies), (f) field of study as a graduate student (any except for those within the field of language studies), (g) occupation (unrelated to language studies), and (h) knowledge of Portuguese and/or Spanish (none, because of the codeswitchings the primary subjects made use of). The profiles of the chosen subjects are found in Figure 4.12.

Initials	Age	Sex	Citizen- ship / Residence	Mother Tongue	Education	Major / Field	Occupation	Knowledge of Portuguese and/or Spanish	Tertiary Subjects' Identifi- cation
<b>M.O.</b>	62	M	American/ Newport Beach, California	English	Ph.D. Degree Holder	Economics / Sociology	Professor of Sociology and Criminal Justice	None	<b>TS1</b>
<b>J.S.</b>	32	M	American/ Gainesville, Florida	English	BSc Degree Holder	Agronomy and Botany	Program Assistant for an International Center	None	<b>TS2</b>
<b>S.J.</b>	44	F	American/ Anapolis, Maryland	English	BA Degree Holder	Business and Management	U.S. Department of Justice Human Resources Assistant	None	<b>TS3</b>

*Figure 4.12.* Tertiary subjects for the longitudinal part of the study with respective profile aspects and identifications.

The rating done by the 3 tertiary subjects consisted of their filling out, for each narrative text rendered by the primary subjects about both a personal experience and a picture story, a three-multiple-choice-questionnaire. The assessed aspects were

the raters' comprehension of the texts and the native-likeness as well as the grammatical accuracy of the latter.

#### 4.3.2 Corpora

##### 4.3.2.1 Primary corpus

Due to time limitations, the longitudinal data collection could not exceed one calendar year – academic terms 2003.2 and 2004.1. Therefore, the data had to be divided into five primary corpora, as follows: (a) Primary Corpus 1, made up of the IL rendered by the Stage-1 potential subjects until they reached the end of Stage 2; (b) Primary Corpus 2, made up of the IL rendered by the Stage-3 potential subjects until they reached the end of Stage 4; (c) Primary Corpus 3, made up of the IL rendered by the Stage-5 potential subjects until they reached the end of Stage 6; (d) Primary Corpus 4, made up of the IL rendered by the Stage-7 potential subjects until they reached the end of Stage 8; and (e) Primary Corpus 5, made up of the IL rendered by the Stage-9 potential subjects until they reached the end of Stage 10.

Each primary corpus, in turn, is composed of the two subcorpora due to the two IL registers being investigated: (a) Primary Subcorpus 1, consisting of 30 written monologic narratives about a remarkable personal experience, made up of a single event – the Personal-Experience register; and (b) Primary Subcorpus 2, consisting of 30 written monologic narratives elicited by means of a picture story, which was the same as that used in the cross-sectional part of the study (see Footnote 8 in Subsection 4.2.2) – the Picture-Narrative register. The monologic feature of the narratives is justified in Subsection 4.2.4, and the entire primary corpus, along with the categorizations, can be found in Appendix K.



In the 2003.1 academic term, I had A's Stage-1, Stage-4, and Stage-7 teachers carry out the longitudinal collection as regards the spoken and written media of the same five registers investigated in the cross-sectional part of the study. Under such more favorable time conditions, the collection was intended to last for three or four academic terms: (a) Stage 1 up to 3, (b) Stage 4 up to 6, and (c) Stage 7 up to 10. Despite my having given the teachers very detailed spoken and written instructions, the spoken material I received at the end of the term was useless for the purpose of this research since it lacked around half of its texts. Insofar as the written material is concerned, it was not thoroughly complete, turning out to be unusable as well. The outcome of this first attempt at collecting the longitudinal data forced me to reduce the collection time to two academic terms instead and to realize that I myself had to do the whole collection. However, when I learned, at the beginning of the 2003.2 academic term, that all Stage-1, Stage-3, Stage-5, Stage-7, and Stage-9 classes would meet at around 12:00 p.m. and thus saw that I could not be at five different places at the same time, I understood I would still have to rely on the teachers' contribution. Since their performance at collecting the written data was much more consistent, I decided I would eliminate the spoken medium. The written version of the Dialog register – the dialog report – depends upon the spoken version – the dialog itself; the register was, accordingly, eliminated altogether. Only the written versions of the other four registers – Personal Experience, Picture Narrative, Test, and Group – remained. When the 120 texts relative to these registers (30 texts per register) had been all keyboarded, I came to the realization I had a nonworkable quantity of data and decided to maintain only the 60 texts produced within the Personal-Experience and

Picture-Narrative registers.<sup>23</sup> These were the ones to remain for they are the registers that are closer to Tarone's (1979, 1982, 1983) vernacular style as, dealing with predetermined and classroom-unrelated topics, allow for less attention to form. Such a choice was informed by the findings of PS4 despite their preliminary status due to their being relative only to ELCs **A** and **B** (see Subsection 5.2.1). The choice is thoroughly justified in Subsection 5.2.2.4 when the findings pertaining to ELCs **C** and **D** are taken into consideration.

#### 4.3.2.2 Secondary corpus

Like the primary corpus and due to the same reason, the secondary corpus is also made up of two subcorpora: (a) Secondary Subcorpus 1, comprising 6 written monologic narratives about a remarkable one-event personal experience – the Personal-Experience register; and (b) Secondary Subcorpus 2, comprising other 6 written monologic<sup>24</sup> narratives elicited through a picture story, which was the same as that utilized for both the cross-sectional corpus and the longitudinal Primary Subcorpus 2 (see Footnote 8 in Subsection 4.2.2) – the Picture-Narrative register. The whole of the categorized secondary corpus is shown in Appendix L.

#### 4.3.2.3 Tertiary corpus

The tertiary corpus is formed by the answers to the three multiple-choice questions relative to each of the 60 texts – 30 personal-experience narratives and 30

---

<sup>23</sup> Both the written data that were cut out of the longitudinal part of the study and those that remained, together with the 2003.1 spoken and written data and all the cross-sectional data, comprise a rather large databank. Furthermore, the longitudinal data were collected both at **A**'s main premises and at its branch. Although the data collected at the branch were left out of this work (not to increase the size of the corpus to be analyzed; the choice for the main premises has to do with the fact that it was there where the cross-sectional data were collected), they are already keyboarded and are part of the same databank. For future work, I intend to change it into a computational corpus in accordance with the theoretical principles of and the techniques developed by Corpus Linguistics.

<sup>24</sup> The monologic characteristic of the narratives is explicated in Subsection 4.2.4.

picture-based stories – that constitute the primary corpus. The answers will be presented as results in Chapter V (see Figures 5.29, 5.30, 5.31, & 5.32).

### 4.3.3 Instruments

#### 4.3.3.1 Primary instruments

Except for the profile questionnaires, which are different (see Appendix F), the blank sheets of paper, and the spoken-channel-related tools, the other instruments that made possible the collection of the cross-sectional data (see Subsection 4.2.3) were also used in the longitudinal part of the study with the potential primary subjects. Moreover, there were very detailed printed instructions in Portuguese for the teachers (see Appendix M) and collection sheets for the potential subjects. The sheets had instructions also in Portuguese, and they were of two types. While the instructions on one type were aimed at the production of the Personal-Experience-register text (Sheet 1), the instructions on the other type were aimed at the rendering of the Picture-Narrative-register text (Sheet 2) (see Appendix N).

#### 4.3.3.2 Secondary instruments

Compared to the primary instruments, the secondary ones are the same provided that the former are subtracted from the teachers' instructions. However, the profile questionnaire was designed for the specific purpose of unveiling the relevant characteristics of the secondary subjects, being, thus, different in content (see Appendix H). Another difference has to do with the fact that the instructions on Sheets 1 and 2 were translated into English (see Appendix O).

#### 4.3.3.3 Tertiary instruments

Besides the profile questionnaire already referred to in Subsection 4.3.1.3 (see Appendix J), two sets of texts – those produced by the primary subjects – were used as tertiary instruments. Whereas Set 1 has the 30 texts about the personal experience, Set 2 contains the 30 texts about the picture story. In each set, each text is followed by an invariable questionnaire. Both sets are the contents of Appendix P.

#### 4.3.4 Data collection procedures

##### 4.3.4.1 Primary data collection procedures

As a first step towards the collection itself, after the profile questionnaires had been administered and their results known, I conducted a half-day meeting with all the teachers the classes of which had been preselected. The meeting was meant to make them fully aware of and knowledgeable about every single aspect of all the actions they were to take as data collectors within the research project whose general guidelines I had just described to them. After I was finished with the instructions, for which I followed a previously and meticulously made up agenda, there was a brief discussion for doubt clarifications. Then each teacher received a yellow envelope with an identification label on, containing the material they were to use at the first collection occasion. The material consisted of: (a) the teachers' printed instructions, (b) the potential primary subjects' Sheets 1 and 2 stapled up together (a separate pair for each student and two extra pairs), and (c) the picture story (a separate set for each student and two extra sets). Once the teachers had the material in hands, they followed my slow reading of each piece with interruptions for either further explanations on my part or for further doubt clarifications on their part. At the remaining collection occasions, I just handed other labeled yellow envelopes with new materials in (except for the sets of the picture story) to the teachers and asked them for the problems, if

any, they had faced at the previous occasion. In case problems were raised, their solutions were discussed immediately.

Each of the five corpora was constructed along six data collections, which happened at the three 2003.2 testing occasions – September, November, and December – as well as at the three 2004.1 testing occasions – March, May, and June. At each data collection, the potential primary subjects produced IL texts pertaining to the two subcorpora, related, respectively, to the Personal-Experience and the Picture-Narrative registers.

All collections took place in the potential primary subjects' classrooms at A's main premises. At each collection occasion, both the PE and the PN tasks had to be done in the same class period some time around the day reserved for the written test. The teachers were free to schedule the day of the class period for the tasks according to their own and their students' convenience. The choices were: (a) the day right before the three testing days, (b) the day of the written test itself, (c) a day in between any two of the three testing days, and (d) the day right after the three testing days (see Note b under Table 4.5). Within the limits of one single class period – the potential subjects were not allowed to finish up the tasks either in another class period afterwards or at home – there was no time control. The teachers were asked to encourage the students to turn in the collection sheets as soon as they had terminated doing the tasks even if still very long before the end of the class period.

On each collection day, the teachers were also asked to provide all potential primary subjects with some necessary instructions after the handing out of a pair of collection sheets and a set of the *Cat and the Bird* picture story to each student in the classroom. The instructions were intended for the potential subjects: (a) to tell, by means of a written composition in English and on Sheet 1, a story, which had to be a different one at each collection occasion, about any remarkable personal experience they had lived through up

to the day of the task (various distinct types of events were then listed as suggestions); (b) to look over, for a few seconds, the set of 10 colorful numbered pictures for the purpose of figuring what complete story they formed in the sequence they had been put together; (c) to tell, by means of a written composition in English and on Sheet 2, the story behind the pictures, pretending – at each collection occasion – that it was being told for the first time as the task was not related to memory testing, which could be assured by the fact that they – the students – were allowed to stay with and manipulate the set of pictures the way they wanted to and for as long as they kept writing the story (the same set of pictures were used all the way through the collections in order to make possible a more controlled monitoring of the lexico-grammatical development within the realm of the PN register); (d) not to worry about grammar or spelling mistakes, so that the focus could be solely on the content of the stories;<sup>25</sup> (e) not to utilize any human or material resources, such as the teacher or the colleagues, dictionaries or the textbook, relying strictly on the knowledge of English learned to date; (f) to make use of their – the students’ – creativity and any communication strategy in order to convey the ideas they wanted and needed to but had not learned the wordings for yet; (g) to resort, if necessary at the beginning stages, to only key words like Tarzan’s way of talking and, at all stages again if necessary, to paraphrases and/or Portuguese for unknown vocabulary items; (h) not to write draft versions of the stories beforehand in order to keep the planning level as low as possible; (i) not to forget to write their names at the appropriate place on the collection sheets for later identification and to be aware that their identities would be kept anonymous in the doctoral dissertation; (j) to keep in mind that they would get, in case they did both tasks appropriately, 1 credit on the grade of the written test, out of the 10 credits it is worth. Regardless of the stage,

---

<sup>25</sup> The instructions under (d) through (j) are valid for both tasks.

all instructions were always given in Portuguese to avoid misunderstandings and make the collection-related activities run smoothly and as fast as possible.

The potential primary subjects were further instructed not to write anything on the picture-story sheets so that the same sets could be reused again and again until the end of the longitudinal collection. As for the teachers, they were further notified that all the materials they had received in the yellow envelope would have to return to me, when each data collection occasion was over, in the same quantities, including the extra pairs of collection sheets and the extra sets of the picture story. This was to prevent the students from having any kind of contact with the materials between collection occasions.

The timetable of the whole longitudinal collection and the sizes of the primary corpora and subcorpora can be seen in Figure 4.13.

	Subject	Stage (S)	Collection (Ct)	Month and Year	Primary Subcorpus 1 Task 1 PE	Partial Size of Primary Subcorpus 1	Primary Subcorpus 2 Task 2 PN	Partial Size of Primary Subcorpus 2
Primary Corpus 1	LA1	S1	Ct1	09/03	√	6 Texts	√	6 Texts
			Ct2	11/03	√		√	
			Ct3	12/03	√		√	
		S2	Ct4	03/04	√		√	
			Ct5	05/04	√		√	
			Ct6	06/04	√		√	
Primary Corpus 2	LA2	S3	Ct1	09/03	√	6 Texts	√	6 Texts
			Ct2	11/03	√		√	
			Ct3	12/03	√		√	
		S4	Ct4	03/04	√		√	
			Ct5	05/04	√		√	
			Ct6	06/04	√		√	
Primary Corpus 3	LA3	S5	Ct1	09/03	√	6 Texts	√	6 Texts
			Ct2	11/03	√		√	
			Ct3	12/03	√		√	
		S6	Ct4	03/04	√		√	
			Ct5	05/04	√		√	
			Ct6	06/04	√		√	

Primary Corpus 4	LA4	S7	Ct1	09/03	√	6 Texts	√	6 Texts
			Ct2	11/03	√		√	
			Ct3	12/03	√		√	
	S8	Ct4	03/04	√	√			
		Ct5	05/04	√	√			
		Ct6	06/04	√	√			
Primary Corpus 5	LA5	S9	Ct1	09/03	√	6 Texts	√	6 Texts
			Ct2	11/03	√		√	
			Ct3	12/03	√		√	
	S10	Ct4	03/04	√	√			
		Ct5	05/04	√	√			
		Ct6	06/04	√	√			
<b>Total Sizes of Primary Subcorpora 1 and 2</b>						<b>30 Texts</b>	<del>30 Texts</del>	<b>30 Texts</b>
<b>Total Size of the Longitudinal Primary Corpus</b>						<b>60 Texts</b>		

Figure 4.13. Timetable of the longitudinal collection and sizes of the primary corpora and subcorpora.

At keyboarding and clause segmentation time, I came across a few hard-to-understand stretches of language in some of the potential primary subjects' texts. Instead of trying to figure out what their probable meanings would be, I went back, with the help of A's Coordinator, to the writer of the text with the confusing passage and asked her/him to clarify its signification. This was done in Portuguese, and the answer was registered on the respective collection sheet. This procedure was necessary in order to comply with Corder's (1981a, p. 44) methodological suggestion whereby an effective IL analysis should be dependent upon the researcher's knowledge of the subjects' intended meaning.

#### 4.3.4.2 Secondary data collection procedures

At a single point in time rather than longitudinally, the secondary subjects rendered texts in order to make up two secondary subcorpora, related, respectively, to the PE and the PN registers.

The rendering of the texts took place under the same conditions as those the primary subjects were submitted to: (a) in a classroom at ELC E, where the Portuguese



lessons were being taught; (b) within a one hour's time – which is roughly equivalent to a class period – for both tasks; and (c) with lack of time control as to the completion of each separate task, provided that the whole allocated time did not exceed one hour. These comprise the general collection conditions.

On collection day, the 6 secondary subjects were provided with further instructions after my having handed out a pair of collection sheets and a set of the *Cat and the Bird* picture story to each of them. The instructions were intended for the English-speaking subjects: (a) to tell, by means of a written composition in English and on Sheet 1, a story about any remarkable personal experience they had lived through until the day of the task (several different types of events were then listed as suggestions); (b) to look over, for a few seconds, the set of 10 colorful numbered pictures for the purpose of figuring what complete story they formed in the sequence they had been put together; (c) to tell, by means of a written composition in English and on Sheet 2, the story formed by the pictures; (d) to keep the set of pictures with them and to manipulate it the way they wanted to and for as long as they remained writing the story; (e) not to write draft versions of the stories beforehand in order to keep the planning level as low as possible; (f) not to forget to write their names at the appropriate place on the collection sheets for identification on my part; and (g) to be aware that their identities would be kept anonymous in the doctoral dissertation. All instructions were given in English.

#### 4.3.4.3 Tertiary data collection procedures

The initial step into the collection of the tertiary data was the preparation of Sets 1 and 2 (see Subsection 4.3.3.3). Firstly, each set had the chronological sequence of its 30 texts completely altered; otherwise, the tertiary subjects would most likely perceive the increasing-proficiency type of relationship among the texts, which could very well

result in biased ratings (the subjects were not notified about the nonchronology; the only piece of information they received was that the writers were nonnative speakers of English). Secondly, each text – randomly sequenced per set – was pasted on a separate page, topped by a number – 1 through 30, and followed by a questionnaire with always the same three multiple-choice questions (see Appendix P).

The first question asked the 3 tertiary subjects to rate their reading comprehension of each text through only one of these choices: (a) everything or 100%, (b) good comprehension or between 50% and 100%, (c) moderate comprehension or 50%, (d) poor comprehension or between 0% and 50%, and (e) nothing or 0%. The second and the third questions made it possible for the subjects to rate, respectively, the levels of native-likeness and grammatical accuracy of each text by choosing one out of the following: (a) very high, (b) high, (c) moderate, (d) low, and (e) very low. The subjects were informed that the native-likeness of a text was supposed to be understood as the proximity to the way an American educated adult would have written the same text (see, in Appendix P, the parenthetical rewording of Question 2).

Like the profile questionnaire, both the data-collecting questionnaire and the instructions for an adequate completion of the task were sent to the tertiary subjects via electronic mail. As for the instructions, they were passed on to the subjects by way of this text:

[Y]our invaluable contribution will be the completion of a two-part task as a 'linguistic judge'. You will receive, attached to an e-mail message, 2 doc-extension files, named SET1 and SET2. Each file contains a set of 30 very short texts. In each set, each text is followed by an invariable three-multiple-choice-questionnaire, by means of which you will be able to express your judgment as to your level of understanding of each text, its level of native-likeness, and its level of grammatical accuracy, using nothing else than your perception and intuitions as a native speaker of English. You will need to follow these instructions: (a) Save each file on your HD or on a floppy disc or a CD; (b) open each file from the medium where you have saved it and mark your answers on these saved versions of the files; (c) do each part of the task on a different day; (d) choose a time of the day when you can get through the whole task part without

interruptions; (e) read each text in each set only once (at the very most twice, but never more than twice); (f) always answer the three invariable multiple-choice questions in the questionnaire before moving on to reading the following text in the sequence; (g) do not take too long thinking as to which choice you should tick as the answer for each of the three questions – do use your intuition/feeling; (h) rely solely on yourself for the judgments, which means you may not ask for the opinion of anybody around or use resources like dictionaries or grammar books; and (i) once you have finished up a task part, save the modifications and attach the respective file to an e-mail message from the medium where you had saved it and send the message to me at [pedprax@terra.com.br](mailto:pedprax@terra.com.br). (Appendix J)

#### 4.3.5 Data categorization procedures and analysis criteria

##### 4.3.5.1 Primary data categorization procedures and analysis criteria

All instances of written IL were keyboarded. The keyboarding was faithful to the orthography used by the primary subjects in their texts, regardless of its nonstandard features. The texts were then segmented into ranking clauses, down-ranked clauses, as well as into clause complexes (see Subsection 4.2.5), and the categorization was done in accordance with the systemic and functional dimensions of SFG (see Chapter II).

Insofar as the systemic categorization is concerned, the ranking and down-ranked clauses found in the 60 written texts of the subcorpora were categorized for the choices of terms made by the primary subjects within the subsystems that form the transitivity, mood, and theme system networks (see Figures 2.34, 2.35, & 2.36). It was done for each register separately and – within that – for each text at a time and was based – as advanced in Subsection 2.2.2.1 – upon the realization statements for the chosen terms and had its outcome represented by selection expressions as exemplified in Figures 4.14 and 4.15.<sup>26</sup>

---

<sup>26</sup> Key to the abbreviations within the figures: (a) C in C1, C2, C3, etc = ranking clause; (b) Tr, Md, and Th = the transitivity, mood, and theme system networks, respectively; (c) LDP = language-development-process type of clausal incompleteness; (d) AEC = anaphorically elliptical clause; (e) NFC = non-finite clause; (f) CC = complete clause as for transitivity, mood, and theme; (g) DCC = deviant complete clause.

1/1||| I and friends fomos há the florest amazonic, 2|| entry in the fazend de acess restrito 3|| p/  
swim em um river, 4|| home chegaram cops dos fazenders, 5|| e mandaram irmos p/ the casa |||

		SELECTION EXPRESSIONS
C1	Tr	[clause, location, place, incomplete, in process and circumstance] <b>LDP</b>
	Md	[clause, minor, fragment, incomplete, in mood and residue, in finite and predicator and circumstantial adjunct] <b>LDP</b>
	Th	[clause, unmarked topical theme, incomplete, in rheme] <b>LDP</b>
C2	Tr	[clause, location, place, incomplete, in process and circumstance] <b>AEC LDP</b>
	Md	[clause, minor, fragment, incomplete, in mood and residue, in finite and predicator and circumstantial adjunct] <b>AEC LDP</b>
	Th	[clause, incomplete, in theme and rheme, in textual theme] <b>AEC LDP</b>
C3	Tr	[clause, middle, material, happening, eventive, location, place, incomplete, in process and circumstance] <b>LDP</b>
	Md	[clause, major, bound, non-finite, perfective, expansion, enhancing, hypotactic, positive 1, incomplete, in residue, in predicator and circumstantial adjunct] <b>LDP</b>
	Th	[clause, incomplete, in theme and rheme, in textual theme] <b>NFC LDP</b>
C4	Tr	[clause, location, place, incomplete, in process and participant role and circumstance] <b>LDP</b>
	Md	[clause, minor, fragment, incomplete, in mood and residue, in subject and finite and predicator and circumstantial adjunct] <b>LDP</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, incomplete, in theme and rheme, in textual and topical theme] <b>LDP</b>
C5	Tr	[clause, incomplete, in process and participant role and circumstance] <b>LDP</b>
	Md	[clause, incomplete, in mood and residue, in subject and finite and predicator and circumstantial adjunct] <b>LDP</b>
	Th	[clause, incomplete, in theme and rheme, in textual and topical theme] <b>LDP</b>

Figure 4.14. Systemic categorization of the PE-register text produced at the first collection (Ct1) of the first stage (S1).

1/1|| Once I was going to the beach 2/2|| It was a rainy day. 3/3|| I was going 4|| only to swim on the sea 4/5|| I wasn't carried about sun light. 5/6|| At the moment I got on the beach 7|| the weather got worse 8|| and suddely the clouds wide opened 9|| and a beatiful rainbow appeared in the sky. 6/10|| that was one of most interesting days of my life. ||

		SELECTION EXPRESSIONS
C1	Tr	[clause, middle, material, happening, eventive, location, place, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, secondary tense, present 2, stop, full, positive 1, mood assessment, temporality, relative to now, remote, non-future, complete] CC
	Th	[clause, unmarked topical theme, interpersonal theme, modal adjunct, mood, temporality, relative to now, remote, non-future, complete] CC
C2	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, class, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C3	Tr	[clause, middle, material, happening, eventive, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, secondary tense, present 2, stop, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C4	Tr	[clause, middle, material, happening, eventive, location, place, complete] DCC
	Md	[clause, major, bound, non-finite, perfective, 'to', expansion, enhancing, hypotactic, positive 1, mood assessment, intensity, counter-expectancy, limiting, complete] DCC
	Th	[clause, textual theme, structural, conjunction, hypotactic, interpersonal theme, modal adjunct, mood, intensity, counter-expectancy, limiting, complete] NFC DCC
C5	Tr	[clause, effective, material, doing, transformative, enhancing 1, receptive, complete] DCC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, negative 1, complete] DCC
	Th	[clause, unmarked topical theme, complete] DCC
C6	Tr	[clause, middle, material, happening, eventive, location, time 2, place, complete] CC
	Md	[clause, major, bound, finite, interactant, speaker, explicit 3, temporal, past 1, expansion, enhancing, hypotactic, positive 1, complete] CC
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, hypotactic, complete] CC
C7	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C8	Tr	[clause, middle, material, happening, eventive, manner, quality 2, incomplete, in circumstance] LDP
	Md	[clause, major, free, indicative, declarative, temporal, past 1, comment, propositional, on whole, qualificative, prediction, unpredictable, full, positive 1, incomplete, in residue, in circumstantial adjunct] LDP
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, interpersonal theme, modal adjunct, comment, propositional, on whole, qualificative, prediction, unpredictable, incomplete, in rheme] LDP
C9	Tr	[clause, middle, relational, existential, existence plus, location, place, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] CC
C10	Tr	[clause, middle, relational, expanding, identifying, decoding, intensive, extent, duration, incomplete, in participant role] LDP
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, incomplete, in residue, in complement] LDP
	Th	[clause, unmarked topical theme, incomplete, in rheme] LDP

Figure 4.15. Systemic categorization of the PE-register text produced at the last collection (Ct6) of the last stage (S10).

As with the functional categorization, it was carried out in the same way as it was done in the cross-sectional part of the study (see Subsection 4.2.5). The same categories – CC, DCC, LDP, DOWN-RANKED-CLAUSE-RELATED LDP, LPP, DOWN-RANKED-CLAUSE-RELATED LPP, SDCC, and DOWN-RANKED-CLAUSE-RELATED SDCC – were adopted, and the results of the categorization were represented both at the end – but within – and outside of each selection expression for transitivity, mood, and theme per clause and text. The within-representation was actualized by means of the adjectives *complete* or *incomplete*. When a clause was categorized as incomplete in relation to its transitivity and/or mood and/or theme structural configuration(s), the adjective *incomplete* was followed by the respective missing constituents. The outside-representation was realized through the abbreviation of the relevant completeness or incompleteness category – the ones listed above. Both representations can be seen in Figures 4.14 and 4.15.

After the categorizations, the data were analyzed quantitatively, which was also done from the viewpoint of both SFG dimensions. The systemic-related analysis was carried out for the purpose of describing the systemic developmental continuum of the primary subjects' IL, and the analytical criteria were as follows: (a) the number of different successive ILs, considering the transitivity, mood, and theme system networks separately and together; (b) the degree of discreteness between each two adjacent ILs, again taking into account the three system networks both separately and together; (c) the extension of the presence of the lexico-grammatical or formal stratum in the initial IL, making it more or less metafunctionally organized; (d) the pattern of development of the transitivity, mood, and theme systemic repertoires in terms of the sequence of appearance of the respective terms and systems and their quantities; and (e) the amount of

augmentation and/or fossilization, in relation to the delicacy scale and along the collection occasions, of the repertoires, seen separately and together.

The functional-related analysis – elucidative of the configurational developmental continuum – aimed at the confrontation of its results with those arrived at in the cross-sectional part of the study. As such, its criteria were the same as those established for use in the first part of the study (see Subsection 4.2.5), with an adaptation, however: The presentation organization of the longitudinal primary data had to be changed from a collection-based type (see Figure 4.13) to a proficiency-level-based one (see Table 4.2). The changes that turned the longitudinal primary data suitable for manipulation in conformity with the cross-sectional analytical criteria are shown in Table 4.7.

Table 4.7

*A's Proficiency Level Classification According to the Longitudinal Data Collections*

Stage	Class-hour per stage	Collections	Proficiency level
1	75 <sup>a</sup>	Ct1	<b>Beginning</b>
		Ct2	
		Ct3	
2	75	Ct4	
		Ct5	
		Ct6	
3	30 <sup>b</sup>	Ct1	
	45	Ct2	
		Ct3	
4	75	Ct4	<b>Lower intermediate</b>
		Ct5	
		Ct6	
5	60	Ct1	
	15	Ct2	
		Ct3	
6	75	Ct4	<b>Upper intermediate</b>
		Ct5	
		Ct6	
7	75	Ct1	
		Ct2	
		Ct3	

8	15	Ct4	<b>Advanced</b>
	60	Ct5	
		Ct6	
9	75	Ct1	
		Ct2	
		Ct3	
10	15	Ct4	
	60	Ct5	
		Ct6	

<sup>a</sup>All stages last 75 class-hours, which means that the first testing time (Collections 1 & 4) happens up to the 25th class-hour; the second testing time (Collections 2 & 5), up to the 50th class-hour; and the third testing time (Collections 3 & 6), up to the 75th class-hour. <sup>b</sup>The splits were necessary for the purpose of finding the equivalence with C's curricular structure.

#### 4.3.5.2 Secondary data categorization procedures and analysis criteria

All that was said about the primary data categorization procedures is also valid inasmuch as the procedures utilized to categorize the secondary data. The analysis of the latter is again of the quantitative type and is meant to have its results compared with those found as a follow-up of the primary data analysis. In other words, the analytical criterion is the comparison between the sizes of the primary subjects' and secondary subjects' systemic repertoires.

Figures 4.16 and 4.17<sup>27</sup> bring small samples of the systemic-functional categorization of the secondary data.

<sup>27</sup> The abbreviation DRC = down-ranked clause. As regards the key to the other abbreviations, refer to Footnote 26.



1/1|| My journey home [[ to visit my family this past December for Christmas ]] was a total disaster!  
 2/2|| Originally, my boyfriend was supposed to drive me home. 3/3|| It's a 6 hour drive from Pittsburgh  
 to Scranton, 4|| and he said 5|| that it would be no problem 4/6|| . . .

		SELECTION EXPRESSIONS
C1	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, class, complete] CC DRC [clause, middle, material, happening, ranged, eventive, location, time 2, cause, purpose, complete] NFC CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC DRC [clause, major, bound, non-finite, perfective, 'to', expansion, enhancing, down-ranked, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC DRC [clause, complete] NFC (Rheme only) CC
C2	Tr	[clause, effective, material, doing, transformative, enhancing 1, operative, location, place, complete] CC
	Md	[clause, major, free, indicative, declarative, modal, modulation, obligation, median, objective, implicit 4, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, conjunctive adjunct, enhancing, spatio-temporal, simple, preceding, external, complete] CC
C3	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, class, extent, distance, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C4	Tr	[clause, middle, verbal 1, verbalization, as locution, reporting, indicating, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] CC
C5 . . .	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, class, complete] CC
	Md	[clause, major, bound, finite, modal, modalization, probability, outer, high 1, subjective, implicit 4, full, projection, indirect proposition, hypotactic, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] CC

Figure 4.16. Systemic categorization of part of the PE-register text produced by SS1.

1/1|| One day, a little girl was reading her favorite picture book in her bedroom. 2/2|| She was reading on the floor 3 || because her kitty cat, Spike, was sleeping on the bed. 3/4|| When Spike woke up, 5 || he realized 6 ||...

		SELECTION EXPRESSIONS
C1	Tr	[clause, middle, material, happening, ranged, eventive, location, time 2, place, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, secondary tense, present 2, stop, full, positive 1, complete] CC
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, complete] CC
C2	Tr	[clause, middle, material, happening, eventive, location, place, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, secondary tense, present 2, stop, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C3	Tr	[clause, middle, material, happening, behavioral, location, place, complete] CC
	Md	[clause, major, bound, finite, temporal, past 1, secondary tense, present 2, stop, full, expansion, enhancing, hypotactic, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] CC
C4	Tr	[clause, middle, material, happening, behavioral, location, time 2, complete] CC
	Md	[clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] CC
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, hypotactic, complete] CC
C5	Tr	[clause, middle, mental 1, phenomenalization, hyperphenomenal, metaphenomenal, idea, cognitive 1, understanding, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC

Figure 4.17. Systemic categorization of part of the PN-register text produced by SS1.

#### 4.3.5.3 Tertiary data categorization procedures and analysis criteria

Instead of undergoing categorization, the tertiary data were tabulated. The tabulations, displayed in Figures U.1 and U.2 (see Appendix U), aim at furnishing a systematized presentation of the ratings in order that their results can be expressed by means of graphs which can make viable a comparative analysis, per register, of the tertiary subjects' perceptions concerning the three rated aspects – comprehension, native-likeness, and grammatical accuracy.

Once the tabulations were ready, a criterion was needed to decide which of the five choices (a, b, c, d, or e), among those ticked by the tertiary subjects, would prevail per rated aspect, text, and register. Three situations came up: (a) three equal ticks, (b) two equal ticks and one different, and (c) three different ticks. The first two situations did not require any specific criterion due to the obviousness of unanimity and majority, respectively. As regards the third situation, I opted for a criterion which would reflect the average perception of the subjects, that is, the tick representing the choice in the middle of the other two.

#### **4.4 Concluding remarks**

The empirical rationale described in Sections 4.2 and 4.3 and their respective subsections is far from being ideal. The methodological designs of both the cross-sectional and the longitudinal part of the study could have been more effective if it were not for the restrictions imposed by an academic work of the kind being reported on here.

The cross-sectional data could have been larger, encompassing a greater number of ELCs than only four. The ideal number would have been one that had furnished enough data to make it possible for them to be submitted to statistic treatment. If this had been the case, the results would reflect an EFL-learning situation legitimately representative of the city of Fortaleza as a whole. This restriction could have been overcome if I had found an adequate computational tool specialized in SFG categorization. The two I had access to – O'Donnell's (2002) Systemic Coder (downloaded for free from the World Wide Web) and Judd and O'Halloran's (2002) Systemics (imported from Singapore University Press) – are still too limited to be adequate for the needs of a more detailed sort of categorization such as the one I did manually in the present work. Both brands of software were of no help either, for the

same reason, in the longitudinal part of the study when I was involved in the time-consuming activity of constructing the lexico-grammatical system networks.

The longitudinal primary data would have been more reliable if only 1 subject had been accompanied from Stage 1 all the way through Stage 10, which would have demanded a five years' collection time. However, there were methodological features – the questionnaires used for the control of individual variables and the individual and collective grades used for the control of academic achievement – that made it feasible for the 5 primary subjects to be considered, as closely as possible, as though they were one and the same person. The features, therefore, gave the longitudinal data the amount of legitimacy and reliance required for the current stage of the bigger research project that this dissertation is a part of (see Section 6.3).

The limitations of the two main types of data were partially overcome by triangulation. Johnson (1992), paraphrasing Goetz and LeCompte (1984), states that it “. . . prevents the researcher from relying on initial impressions, it helps correct for observer biases, and it enhances the development of valid constructs during the study” (p. 90); therefore, the inclusion of the secondary and tertiary data will most likely lead to more reliable results as for the phenomenon of fossilization within the longitudinal part of the study. Since Brown and Dowling (1998) define triangulation as the employment of “. . . *two* [italics added] or more [methodological] approaches to the same [research] problem” (p. 9), the confrontation between the functional analyses originated from both the cross-sectional and the longitudinal parts of the study must also bring more reliability to the respective results.

Despite the still limited data, this chapter provided an extensive description of how they were collected, categorized and analyzed. I now turn to the results of the analysis and their discussions in the following chapter.

## **CHAPTER V**

### **RESULTS AND DISCUSSION**

#### **5.1 Introduction**

Whereas the results of the cross-sectional part of the research are related with only the functional aspects of IL, those of the longitudinal part have to do not only with the functional aspects of learner language but mainly with the systemic ones. On the one hand, the functional-related results are intended to elucidate the IL configurational developmental continuum. On the other hand, the systemic-related results ought to shed light upon the IL systemic developmental continuum.

Following the previous chapter's organization, the results of the analysis and the corresponding discussion will be presented separately for the two parts of the study. Within each part, the presentation of the results and the respective discussion will, in turn, also be disposed in separate subsections.

Moreover, regardless of the part of the work, the presentation of all results will ultimately be organized around the verification of the hypotheses (see Section 1.4). As for the discussions, they will be based not only on the theoretical rationale found in Chapters II and III but also on my own critical stance.

#### **5.2 Cross-sectional part of the study**

##### **5.2.1 Results**

Before the verification itself of the hypotheses – CSH1, CSH2, CSH3, and CSH4, I will exhibit, in Table 5.1, the outcome of the word counts that made possible the transformation of the absolute result numbers into simple frequency indices and of these,

in turn, into percentages (see Subsection 4.2.5). The figures represent the total of words in the texts rendered by the research participants conjointly, according to type – the 2 subjects in the case of the individual-originated data or all informants in the case of the group-originated data (see Subsections 4.2.1 & 4.2.4). The collective counts were done per medium, proficiency level, ELC, and register.

Table 5.1

*Total Numbers of Words in the Spoken and Written Texts per Proficiency Level, ELC, and Register*

Register	ELC	Proficiency level	Medium	Total numbers of words
Personal Experience	A	Beginning	Spoken <sup>a</sup>	44
			Written	83
		Intermediate	Spoken	211
			Written	88
		Advanced	Spoken	232
			Written	114
	B	Beginning	Spoken	103
			Written	56
		Intermediate	Spoken	527
			Written	297
		Advanced	Spoken	723
			Written	382
	C	Beginning	Spoken	86
			Written	70
		Intermediate	Spoken	196
			Written	108
Advanced		Spoken	266	
		Written	197	
D	Beginning	Spoken	69	
		Written	65	
	Intermediate	Spoken	480	
		Written	293	
	Advanced	Spoken	856	
		Written	370	
Picture Narrative	A	Beginning	Spoken	210
			Written	177
		Intermediate	Spoken	300
			Written	219
		Advanced	Spoken	458
			Written	327
	B	Beginning	Spoken	122
			Written	121
		Intermediate	Spoken	424
			Written	289
		Advanced	Spoken	406
			Written	285
	C	Beginning	Spoken	96
			Written	123
		Intermediate	Spoken	232
			Written	143
Advanced		Spoken	327	
		Written	250	
D	Beginning	Spoken	107	
		Written	104	
	Intermediate	Spoken	242	
		Written	217	
	Advanced	Spoken	632	
		Written	205	

Dialog	<b>A</b>	Beginning	Spoken	69
			Written	86
		Intermediate	Spoken	77
	Written		104	
	Advanced	Spoken	213	
		Written	95	
	<b>B</b>	Beginning	Spoken	154
			Written	101
		Intermediate	Spoken	654
			Written	241
		Advanced	Spoken	793
			Written	246
<b>C</b>	Beginning	Spoken	39	
		Written	146	
	Intermediate	Spoken	84	
		Written	89	
	Advanced	Spoken	274	
		Written	91	
<b>D</b>	Beginning	Spoken	72	
		Written	97	
	Intermediate	Spoken	1,348	
		Written	204	
	Advanced	Spoken	492	
		Written	166	
Test	<b>A</b>	Beginning	Spoken	145
			Written	X <sup>b</sup>
		Intermediate	Spoken	398
			Written	X
		Advanced	Spoken	538
			Written	X
	<b>B</b>	Beginning	Spoken	64
			Written	164
		Intermediate	Spoken	172
			Written	432
		Advanced	Spoken	710
			Written	377
	<b>C</b>	Beginning	Spoken	X
			Written	X
		Intermediate	Spoken	X
			Written	60
		Advanced	Spoken	X
			Written	279
<b>D</b>	Beginning	Spoken	182	
		Written	96	
	Intermediate	Spoken	1,001	
		Written	145	
	Advanced	Spoken	522	
		Written	148	
Group	<b>A</b>	Beginning	Spoken	X
			Written	X
		Intermediate	Spoken	606
			Written	693
		Advanced	Spoken	85
			Written	383
	<b>B</b>	Beginning	Spoken	267
			Written	1,644
		Intermediate	Spoken	642
			Written	2,983
		Advanced	Spoken	304
			Written	4,261

<b>C</b>	Beginning	Spoken	879
		Written	989
	Intermediate	Spoken	2
		Written	926
	Advanced	Spoken	225
		Written	668
<b>D</b>	Beginning	Spoken	530
		Written	424
	Intermediate	Spoken	1,975
		Written	1,904
	Advanced	Spoken	2,427
		Written	2,586

<sup>a</sup>Spoken and written are here seen as different actualizations (subregisters) of the main registers: (a) Personal Experience, (b) Picture Narrative, (c) Dialog, (d) Test, and (e) Group. <sup>b</sup>X indicates that, for some reason, the data were not collected or provided, or else the task that would originate them is nonexistent at the respective ELC.

Insofar as the first three hypotheses are concerned, I verified them as regards other IL corpora – in PS1, PS2, and PS3 – under two perspectives: The spoken and written data were analyzed both separately and together. In the present study, however, the second perspective was disregarded since it did not contribute to the elucidation of the findings related to the subjects' Brazilian-Portuguese/English IL configurational developmental continuum. The lack of contribution was not totally unexpected for Castello (2002) and I, in my Master's thesis (Praxedes Filho, 1996), empirically corroborated Halliday's (1989) hypothesis that the "... preferred patterns of lexicogrammatical organisation are different" (Castello, 2002, p. 14) across speaking and writing. While speaking is more grammatically intricate and less lexically dense, writing is less grammatically intricate and more lexically dense. Furthermore, when the medium changes, the register varies and so does the IL style. If the two linguistic media are different, then EFL learners' spoken and written ILs should, instead of being put together, be kept apart for the purpose of comparison so that their dissimilarities and similarities are better understood. Hence, Table 5.2 brings, for the three proficiency levels, the frequency indices and respective percentages of the configurational complexification (column 5) and simplification (column 6) levels of the subjects' and informants' spoken and written IL only separately, per ELC and register.



Table 5.2  
*Simple Frequency Indices and Respective Percentages for Complete, Incomplete, Unanalyzable, and Net Total of Ranking Clauses per Medium, Proficiency Level, ELC, and Register*

Register	ELC	Proficiency level	Medium (sub register)	Complete + [LPP incomplete ranking clauses + LPP incomplete ranking clauses/down-ranked-clause-related (total pseudo incompleteness)]	[LDP incomplete ranking clauses + LDP incomplete ranking clauses/down-ranked-clause-related (total incompleteness)] + [SDCC + SDCC/down-ranked-clause-related]	Unanalyzable ranking clauses <sup>a</sup>	Net total of ranking clauses <sup>b</sup>
Personal Experience	A	Beginning	Spoken	22.73 (11.11%)	181.82 (88.89%)	00.00	204.55 (100%)
			Written	60.24 (33.33%)	120.48 (66.67%)	00.00	180.72 (100%)
		Intermediate	Spoken	85.31 (48.65%)	90.04 (51.35%)	4.74	175.35 (100%)
			Written	113.64 (62.50%)	68.18 (37.50%)	00.00	181.82 (100%)
		Advanced	Spoken	34.48 (33.33%)	68.96 (66.67%)	00.00	103.44 (100%)
			Written	70.18 (50.00%)	70.17 (50.00%)	00.00	140.35 (100%)
	B	Beginning	Spoken	38.83 (16.00%)	203.89 (84.00%)	00.00	242.72 (100%)
			Written	89.29 (35.72%)	160.71 (64.28%)	00.00	250.00 (100%)
		Intermediate	Spoken	115.75 (59.22%)	79.70 (40.78%)	00.00	195.45 (100%)
			Written	121.22 (76.60%)	37.03 (23.40%)	00.00	158.25 (100%)
		Advanced	Spoken	125.86 (71.65%)	49.79 (28.35%)	00.00	175.65 (100%)
			Written	112.57 (81.14%)	26.17 (18.86%)	00.00	138.74 (100%)
	C	Beginning	Spoken	104.65 (47.37%)	116.28 (52.63%)	00.00	220.93 (100%)
			Written	100.00 (50.00%)	100.00 (50.00%)	00.00	200.00 (100%)
		Intermediate	Spoken	81.62 (34.04%)	158.17 (65.96%)	00.00	239.79 (100%)
			Written	120.37 (72.22%)	46.30 (27.78%)	00.00	166.67 (100%)
		Advanced	Spoken	56.39 (31.25%)	124.06 (68.75%)	00.00	180.45 (100%)
			Written	60.91 (48.00%)	65.99 (52.00%)	00.00	126.90 (100%)
	D	Beginning	Spoken	28.99 (8.00%)	333.33 (92.00%)	00.00	362.32 (100%)
			Written	92.31 (42.86%)	123.07 (57.14%)	00.00	215.38 (100%)
		Intermediate	Spoken	131.25 (71.59%)	52.08 (28.41%)	00.00	183.33 (100%)
			Written	133.11 (81.25%)	30.71 (18.75%)	00.00	163.82 (100%)
		Advanced	Spoken	134.34 (82.73%)	28.04 (17.27%)	00.00	162.38 (100%)
			Written	121.62 (78.95%)	32.43 (21.05%)	00.00	154.05 (100%)
Picture Narrative	A	Beginning	Spoken	42.86 (20.93%)	161.90 (79.07%)	00.00	204.76 (100%)
			Written	45.20 (22.86%)	152.54 (77.14%)	00.00	197.74 (100%)
		Intermediate	Spoken	76.67 (41.07%)	110.00 (58.93%)	00.00	186.67 (100%)
			Written	105.02 (65.72%)	54.79 (34.28%)	00.00	159.81 (100%)
		Advanced	Spoken	28.38 (19.11%)	120.09 (80.89%)	00.00	148.47 (100%)
			Written	64.22 (42.86%)	85.63 (57.14%)	00.00	149.85 (100%)
	B	Beginning	Spoken	49.18 (22.22%)	172.13 (77.78%)	00.00	221.31 (100%)
			Written	57.85 (28.00%)	148.76 (72.00%)	00.00	206.61 (100%)
		Intermediate	Spoken	108.49 (60.52%)	70.76 (39.48%)	00.00	179.25 (100%)
			Written	121.11 (72.92%)	44.98 (27.08%)	00.00	166.09 (100%)
		Advanced	Spoken	128.08 (83.87%)	24.63 (16.13%)	00.00	152.71 (100%)
			Written	133.33 (86.36%)	21.06 (13.64%)	00.00	154.39 (100%)
	C	Beginning	Spoken	20.83 (11.11%)	166.67 (88.89%)	00.00	187.50 (100%)
			Written	16.26 (9.09%)	162.60 (90.91%)	00.00	178.86 (100%)
		Intermediate	Spoken	107.76 (54.35%)	90.51 (45.65%)	00.00	198.27 (100%)
			Written	97.90 (58.33%)	69.93 (41.67%)	00.00	167.83 (100%)
		Advanced	Spoken	73.39 (42.10%)	100.92 (57.90%)	00.00	174.31 (100%)
			Written	48.00 (35.29%)	88.00 (64.71%)	00.00	136.00 (100%)
	D	Beginning	Spoken	18.69 (9.09%)	186.92 (90.91%)	00.00	205.61 (100%)
			Written	19.23 (10.53%)	163.46 (89.47%)	00.00	182.69 (100%)
		Intermediate	Spoken	115.71 (60.87%)	74.37 (39.13%)	00.00	190.08 (100%)
			Written	115.21 (69.45%)	50.69 (30.55%)	00.00	165.90 (100%)
		Advanced	Spoken	129.75 (82.00%)	28.48 (18.00%)	00.00	158.23 (100%)
			Written	146.34 (88.24%)	19.51 (11.76%)	00.00	165.85 (100%)

Dialog	<b>A</b>	Beginning	Spoken	188.41 (61.91%)	115.94 (38.09%)	14.49	304.35 (100%)
			Written	209.30 (56.25%)	162.79 (43.75%)	00.00	372.09 (100%)
		Intermediate	Spoken	194.81 (83.33%)	38.96 (16.67%)	25.97	233.77 (100%)
			Written	163.46 (85.00%)	28.85 (15.00%)	00.00	192.31 (100%)
		Advanced	Spoken	154.93 (71.74%)	61.03 (28.26%)	00.00	215.96 (100%)
			Written	136.84 (68.42%)	63.16 (31.58%)	00.00	200.00 (100%)
	<b>B</b>	Beginning	Spoken	311.68 (92.31%)	25.98 (7.69%)	00.00	337.66 (100%)
			Written	148.51 (48.39%)	158.42 (51.61%)	00.00	306.93 (100%)
		Intermediate	Spoken	165.13 (61.36%)	103.98 (38.64%)	00.00	269.11 (100%)
			Written	112.03 (61.36%)	70.54 (38.64%)	00.00	182.57 (100%)
		Advanced	Spoken	196.72 (80.83%)	46.66 (19.17%)	00.00	243.38 (100%)
			Written	117.89 (82.86%)	24.38 (17.14%)	00.00	142.27 (100%)
	<b>C</b>	Beginning	Spoken	256.41 (100%)	00.00 (0%)	00.00	256.41 (100%)
			Written	95.89 (35.90%)	171.23 (64.10%)	00.00	267.12 (100%)
		Intermediate	Spoken	226.19 (86.37%)	35.71 (13.63%)	00.00	261.90 (100%)
			Written	78.66 (35.00%)	146.06 (65.00%)	00.00	224.72 (100%)
		Advanced	Spoken	135.04 (56.92%)	102.19 (43.08%)	00.00	237.23 (100%)
			Written	98.90 (56.25%)	76.92 (43.75%)	00.00	175.82 (100%)
	<b>D</b>	Beginning	Spoken	236.11 (89.47%)	27.78 (10.53%)	00.00	263.89 (100%)
			Written	20.62 (7.41%)	257.73 (92.59%)	00.00	278.35 (100%)
		Intermediate	Spoken	167.65 (71.07%)	68.25 (28.93%)	00.00	235.90 (100%)
			Written	122.55 (65.79%)	63.72 (34.21%)	00.00	186.27 (100%)
		Advanced	Spoken	174.80 (78.18%)	48.78 (21.82%)	00.00	223.58 (100%)
			Written	138.55 (85.18%)	24.10 (14.82%)	00.00	162.65 (100%)
Test	<b>A</b>	Beginning	Spoken	172.41 (45.45%)	206.90 (54.55%)	00.00	379.31 (100%)
			Written	X	X	X	X
		Intermediate	Spoken	216.08 (86.00%)	35.18 (14.00%)	00.00	251.26 (100%)
			Written	X	X	X	X
		Advanced	Spoken	111.53 (58.83%)	78.06 (41.17%)	00.00	189.59 (100%)
			Written	X	X	X	X
	<b>B</b>	Beginning	Spoken	234.37 (100%)	00.00 (0%)	00.00	234.37 (100%)
			Written	195.12 (76.19%)	60.97 (23.81%)	00.00	256.09 (100%)
		Intermediate	Spoken	145.34 (64.10%)	81.40 (35.90%)	00.00	226.74 (100%)
			Written	127.32 (83.34%)	25.45 (16.66%)	00.00	152.77 (100%)
		Advanced	Spoken	171.83 (89.71%)	19.72 (10.29%)	00.00	191.55 (100%)
			Written	92.84 (85.37%)	15.91 (14.63%)	00.00	108.75 (100%)
	<b>C</b>	Beginning	Spoken	X	X	X	X
			Written	X	X	X	X
		Intermediate	Spoken	X	X	X	X
			Written	166.67 (83.33%)	33.33 (16.67%)	00.00	200.00 (100%)
		Advanced	Spoken	X	X	X	X
			Written	71.68 (54.05%)	60.93 (45.95%)	00.00	132.61 (100%)
	<b>D</b>	Beginning	Spoken	241.76 (65.67%)	126.37 (34.33%)	10.99	368.13 (100%)
			Written	104.17 (62.50%)	62.50 (37.50%)	00.00	166.67 (100%)
		Intermediate	Spoken	163.84 (67.77%)	77.92 (32.23%)	5.99	241.76 (100%)
			Written	96.55 (73.69%)	34.48 (26.31%)	00.00	131.03 (100%)
		Advanced	Spoken	181.99 (95.00%)	9.58 (5.00%)	00.00	191.57 (100%)
			Written	101.35 (83.33%)	20.27 (16.67%)	00.00	121.62 (100%)
Group	<b>A</b>	Beginning	Spoken	X	X	X	X
			Written	X	X	X	X
		Intermediate	Spoken	264.02 (79.60%)	67.66 (20.40%)	00.00	331.68 (100%)
			Written	103.90 (72.00%)	40.40 (28.00%)	00.00	144.30 (100%)
		Advanced	Spoken	400.00 (82.93%)	82.35 (17.07%)	00.00	482.35 (100%)
			Written	93.99 (76.60%)	28.72 (23.40%)	00.00	122.71 (100%)
	<b>B</b>	Beginning	Spoken	479.40 (78.53%)	131.09 (21.47%)	00.00	610.49 (100%)
			Written	145.38 (83.57%)	28.59 (16.43%)	00.00	173.97 (100%)
		Intermediate	Spoken	253.89 (81.09%)	59.19 (18.91%)	00.00	313.08 (100%)
			Written	119.68 (83.02%)	24.47 (16.98%)	00.00	144.15 (100%)
		Advanced	Spoken	282.90 (76.11%)	88.81 (23.89%)	00.00	371.71 (100%)
			Written	134.01 (90.79%)	13.60 (9.21%)	00.00	147.61 (100%)

<b>C</b>	Beginning	Spoken	153.58 (47.37%)	170.65 (52.63%)	15.93	324.23 (100%)
		Written	130.43 (71.27%)	52.58 (28.73%)	00.00	183.01 (100%)
	Intermediate	Spoken	1,000.00 (100%)	00.00 (0%)	00.00	1,000.00 (100%)
		Written	134.99 (75.30%)	44.28 (24.70%)	00.00	179.27 (100%)
	Advanced	Spoken	333.34 (85.23%)	57.77 (14.77%)	00.00	391.11 (100%)
		Written	125.75 (77.07%)	37.42 (22.93%)	00.00	163.17 (100%)
<b>D</b>	Beginning	Spoken	315.09 (82.67%)	66.04 (17.33%)	18.87	381.13 (100%)
		Written	96.70 (57.75%)	70.75 (42.25%)	00.00	167.45 (100%)
	Intermediate	Spoken	222.78 (76.00%)	70.39 (24.00%)	18.73	293.17 (100%)
		Written	108.72 (67.21%)	53.05 (32.79%)	1.05	161.77 (100%)
	Advanced	Spoken	260.40 (79.70%)	66.34 (20.30%)	10.71	326.74 (100%)
		Written	82.75 (69.48%)	36.35 (30.52%)	00.00	119.10 (100%)

<sup>a</sup>Unanalyzable ranking clauses are spoken and written clauses with nontranscribable part(s) due to unintelligible speech or unintelligible handwriting, respectively, on the part of a given subject. They cannot be categorized as either complete or incomplete. <sup>b</sup>The net total of ranking clauses results from the subtraction between the general total of ranking clauses (complete + incomplete + unanalyzable) and the number of unanalyzable ranking clauses.

Although Table 5.2 contains the results of the 4 ELCs, **A**'s and **B**'s data were processed at all levels (categorization, quantification, tabulation, analysis, results of the analysis, and discussion of the results) well before **C**'s and **D**'s. Such chronologically anticipated processing was first reported on in PS4.

Now, let us turn to the verification of Cross-sectional Hypothesis 1. It was formulated, in Subsection 1.4.1.1, like this: Provided that the subjects and informants are beginner EFL students, their spoken and written IL, per register and ELC, bears a low level of configurational complexification.

#### 5.2.1.1 CSH1

For the beginning proficiency level, Table 5.2 yields the results in Table 5.3.

Table 5.3  
*Results for the Beginning Proficiency Level per Register, Medium, and ELC*

ELC	Medium (subregister)	Register	Result		
			Verification status	Percentage 1 (confirmation or refutation margin <sup>a</sup> )	Percentage 2 (confirmation and refutation minus NAD <sup>b</sup> )
A	Spoken	Personal Experience	Confirmed	38.89%	Confirmation: 75%
		Picture Narrative	Confirmed	29.07%	
		Dialog	Refuted	11.91% (M)	Refutation: 25%
		Test	Confirmed	4.55%	
		Group	No available data	No available data	
	Written	Personal Experience	Confirmed	16.67%	Confirmation: 66.67%
		Picture Narrative	Confirmed	27.14%	
		Dialog	Refuted	6.25% (M)	Refutation: 33.33%
		Test	No available data	No available data	
		Group	No available data	No available data	
B	Spoken	Personal Experience	Confirmed	34.00%	Confirmation: 40%
		Picture Narrative	Confirmed	27.78%	
		Dialog	Refuted	42.31% (H)	Refutation: 60%
		Test	Refuted	50.00% (H)	
		Group	Refuted	28.53% (M)	
	Written	Personal Experience	Confirmed	14.28%	Confirmation: 60%
		Picture Narrative	Confirmed	22.00%	
		Dialog	Confirmed	1.61%	Refutation: 40%
		Test	Refuted	26.19% (M)	
		Group	Refuted	33.57% (H)	

<b>C</b>	Spoken	Personal Experience	Confirmed	2.63%	Confirmation: 75%	
		Picture Narrative	Confirmed	38.89%		
		Dialog	Refuted	50.00% (H)		Refutation: 25%
		Test	No available data	No available data		
		Group	Confirmed	2.63%		
	Written	Personal Experience	Confirmed	0.00%	Confirmation: 75%	
		Picture Narrative	Confirmed	40.91%		
		Dialog	Confirmed	14.10%		Refutation: 25%
		Test	No available data	No available data		
		Group	Refuted	21.27% (M)		
<b>D</b>	Spoken	Personal Experience	Confirmed	42.00%	Confirmation: 40%	
		Picture Narrative	Confirmed	40.91%		
		Dialog	Refuted	39.47% (H)		Refutation: 60%
		Test	Refuted	15.67% (M)		
		Group	Refuted	32.67% (H)		
	Written	Personal Experience	Confirmed	7.14%	Confirmation: 60%	
		Picture Narrative	Confirmed	39.47%		
		Dialog	Confirmed	42.59%		Refutation: 40%
		Test	Refuted	12.50% (M)		
		Group	Refuted	7.75% (M)		

<sup>a</sup>The confirmation and refutation margins were calculated in relation to the upper end of the low-configurational-complexification-level percentage-range – 50%. In cases of refutation, the *M* or the *H* in parentheses beside the Percentage-1 figure indicates that the margin is within either the moderate range or the high range, respectively. <sup>b</sup>NAD is the abbreviation for the nominal group *no available data*. The confirmation and refutation percentages were calculated without taking into account the NADs so that the resulting figures could be comparable across media and ELCs.

Next, let us proceed with the verification of Cross-sectional Hypothesis 2. Its formulation – in Subsection 1.4.1.2 – was thus: Provided that the subjects and informants are intermediate EFL students, their spoken and written IL, per register and ELC, bears a moderate level of configurational complexification.

### 5.2.1.2 CSH2

For the intermediate proficiency level, Table 5.2 evidences the results in Table 5.4.

Table 5.4  
*Results for the Intermediate Proficiency Level per Register, Medium, and ELC*

ELC	Medium (subregister)	Register	Result		
			Verification status	Percentage 1 (confirmation or refutation margin <sup>a</sup> )	Percentage 2 (confirmation and refutation minus NAD <sup>b</sup> )
A	Spoken	Personal Experience	Refuted	1.35% (L)	Confirmation: 20%  Refutation: 80%
		Picture Narrative	Refuted	8.93% (L)	
		Dialog	Refuted	3.33% (H)	
		Test	Refuted	6.00% (H)	
		Group	Confirmed	29.60%	
	Written	Personal Experience	Confirmed	12.50%	Confirmation: 75%  Refutation: 25%
		Picture Narrative	Confirmed	15.72%	
		Dialog	Refuted	5.00% (H)	
		Test	No available data	No available data	
		Group	Confirmed	22.00%	

<b>B</b>	Spoken	Personal Experience	Confirmed	9.22%	Confirmation: 80%
		Picture Narrative	Confirmed	10.52%	
		Dialog	Confirmed	11.36%	Refutation: 20%
		Test	Confirmed	14.10%	
		Group	Refuted	1.09% (H)	
Written	Personal Experience	Confirmed	26.60%	Confirmation: 60%	
	Picture Narrative	Confirmed	22.92%		
	Dialog	Confirmed	11.36%	Refutation: 40%	
	Test	Refuted	3.34% (H)		
	Group	Refuted	3.02% (H)		
<b>C</b>	Spoken	Personal Experience	Refuted	15.96% (L)	Confirmation: 25%
		Picture Narrative	Confirmed	4.35%	
		Dialog	Refuted	6.37% (H)	Refutation: 75%
		Test	No available data	No available data	
		Group	Refuted	20.00% (H)	
Written	Personal Experience	Confirmed	22.22%	Confirmation: 60%	
	Picture Narrative	Confirmed	8.33%		
	Dialog	Refuted	15.00% (L)	Refutation: 40%	
	Test	Refuted	3.33% (H)		
	Group	Confirmed	25.30%		

<b>D</b>	Spoken	Personal Experience	Confirmed	21.59%	Confirmation: 100%
		Picture Narrative	Confirmed	10.87%	
		Dialog	Confirmed	21.07%	Refutation: 0%
		Test	Confirmed	17.77%	
		Group	Confirmed	26.00%	
	Written	Personal Experience	Refuted	1.25% (H)	Confirmation: 80%
		Picture Narrative	Confirmed	19.45%	
		Dialog	Confirmed	15.79%	Refutation: 20%
		Test	Confirmed	23.69%	
		Group	Confirmed	17.21%	

<sup>a</sup>The confirmation margins were calculated in relation to the lower end of the moderate-configurational-complexification-level percentage-range – 50%; the refutation margins were calculated in relation to the lower end of the moderate percentage-range when the resulting score is within the low-complexification range – in which case there is an *L* in parentheses beside the Percentage-1 figure – or in relation to the upper end of the moderate range, 80%, when the resulting score is within the high-complexification range – in which case there is an *H* equally in parentheses beside the Percentage-1 figure. <sup>b</sup>NAD is the abbreviation for the nominal group *no available data*. The confirmation and refutation percentages were calculated without taking into account the NADs so that the resulting figures could be comparable across media and ELCs.

It is time to move on to the verification of Cross-sectional Hypothesis 3, which, according to Subsection 1.4.1.3, reads: Provided that the subjects and informants are advanced EFL students, their spoken and written IL, per register and ELC, bears a high level of configurational complexification.

### 5.2.1.3 CSH3

For the advanced proficiency level, Table 5.2 presents the results in Table 5.5.



Table 5.5  
*Results for the Advanced Proficiency Level per Register, Medium, and ELC*

ELC	Medium (subregister)	Register	Result		
			Verification status	Percentage 1 (confirmation or refutation margin <sup>a</sup> )	Percentage 2 (confirmation and refutation minus NAD <sup>b</sup> )
A	Spoken	Personal Experience	Refuted	46.67% (L)	Confirmation: 20%
		Picture Narrative	Refuted	60.89% (L)	
		Dialog	Refuted	8.26% (M)	Refutation: 80%
		Test	Refuted	21.17% (M)	
		Group	Confirmed	2.93%	
	Written	Personal Experience	Refuted	30.00% (L)	Confirmation: 0%
		Picture Narrative	Refuted	37.14% (L)	
		Dialog	Refuted	11.58% (M)	Refutation: 100%
		Test	No available data	No available data	
		Group	Refuted	3.40% (M)	
B	Spoken	Personal Experience	Refuted	8.35% (M)	Confirmation: 60%
		Picture Narrative	Confirmed	3.87%	
		Dialog	Confirmed	0.83%	Refutation: 40%
		Test	Confirmed	9.71%	
		Group	Refuted	3.89% (M)	
	Written	Personal Experience	Confirmed	1.14%	Confirmation: 100%
		Picture Narrative	Confirmed	6.36%	
		Dialog	Confirmed	2.86%	Refutation: 0%
		Test	Confirmed	5.37%	
		Group	Confirmed	10.79%	

C	Spoken	Personal Experience	Refuted	48.75% (L)	Confirmation: 25%	
		Picture Narrative	Refuted	37.90% (L)		
		Dialog	Refuted	23.08% (M)		Refutation: 75%
		Test	No available data	No available data		
		Group	Confirmed	5.23%		
	Written	Personal Experience	Refuted	32.00% (L)	Confirmation: 0%	
		Picture Narrative	Refuted	44.71% (L)		
		Dialog	Refuted	23.75% (M)		Refutation: 100%
		Test	Refuted	25.95% (M)		
		Group	Refuted	2.93% (M)		
D	Spoken	Personal Experience	Confirmed	2.73%	Confirmation: 60%	
		Picture Narrative	Confirmed	2.00%		
		Dialog	Refuted	1.82% (M)		Refutation: 40%
		Test	Confirmed	15.00%		
		Group	Refuted	0.30% (M)		
	Written	Personal Experience	Refuted	1.05% (M)	Confirmation: 60%	
		Picture Narrative	Confirmed	8.24%		
		Dialog	Confirmed	5.18%		Refutation: 40%
		Test	Confirmed	3.33%		
		Group	Refuted	10.52% (M)		

<sup>a</sup>The confirmation and refutation margins were calculated in relation to the lower end of the high-configurational-complexification-level percentage-range – 80%. In cases of refutation, the *L* or the *M* in parentheses beside the Percentage-1 figure indicates that the margin is within either the low range or the moderate range, respectively. <sup>b</sup>NAD is the abbreviation for the nominal group *no available data*. The confirmation and refutation percentages were calculated without taking into account the NADs so that the resulting figures could be comparable across media and ELCs.

Following the sequence, let us now go on to the verification of Cross-sectional Hypothesis 4. It was thus formulated in Subsection 1.4.1.4: Per register and ELC, the configurational complexification levels present the following increasing behavior across the proficiency levels: beginning < intermediate < advanced.

#### 5.2.1.4 CSH4

Table 5.2 reveals the results systematized in Table 5.6.

Table 5.6

*Results for the Developmental Behavior of the Configurational Complexification Levels per Register, Medium, and ELC*

ELC	Medium (subregister)	Register	Result		
			Developmental behavior	Verification status	Percentage (confirmation and refutation minus NAD + NEAD <sup>b</sup> )
A	Spoken	Personal Experience	bign < adv < int <sup>a</sup>	Refuted	Confirmation: 0%  Refutation: 100%
		Picture Narrative	adv < bign < int	Refuted	
		Dialog	bign < adv < int	Refuted	
		Test	bign < adv < int	Refuted	
		Group	int < adv	Not enough available data	
	Written	Personal Experience	bign < adv < int	Refuted	Confirmation: 0%  Refutation: 100%
		Picture Narrative	bign < adv < int	Refuted	
		Dialog	bign < adv < int	Refuted	
		Test	No available data	No available data	
		Group	int < adv	Not enough available data	

<b>B</b>	Spoken	Personal Experience	bign < int < adv	Confirmed	Confirmation: 40%
		Picture Narrative	bign < int < adv	Confirmed	
		Dialog	int < adv < bign	Refuted	Refutation: 60%
		Test	int < adv < bign	Refuted	
		Group	adv < bign < int	Refuted	
Written	Personal Experience	bign < int < adv	Confirmed	Confirmation: 80%	
	Picture Narrative	bign < int < adv	Confirmed		
	Dialog	bign < int < adv	Confirmed	Refutation: 20%	
	Test	bign < int < adv	Confirmed		
	Group	int < bign < adv	Refuted		
<b>C</b>	Spoken	Personal Experience	adv < int < bign	Refuted	Confirmation: 0%
		Picture Narrative	int < adv < bign	Refuted	
		Dialog	adv < int < bign	Refuted	Refutation: 100%
		Test	No available data	No available data	
		Group	bign < adv < int	Refuted	
Written	Personal Experience	adv < bign < int	Refuted	Confirmation: 25%	
	Picture Narrative	bign < adv < int	Refuted		
	Dialog	int < bign < adv	Refuted	Refutation: 75%	
	Test	adv < int	Not enough available data		
	Group	bign < int < adv	Confirmed		

Spoken	Personal Experience	bign < int < adv	Confirmed	Confirmation: 60%	
	Picture Narrative	bign < int < adv	Confirmed		
	Dialog	int < adv < bign	Refuted	Refutation: 40%	
	Test	bign < int < adv	Confirmed		
	Group	int < adv < bign	Refuted		
D	Personal Experience	bign < adv < int	Refuted	Confirmation: 80%	
	Picture Narrative	bign < int < adv	Confirmed		
	Written	Dialog	bign < int < adv	Confirmed	Refutation: 20%
		Test	bign < int < adv	Confirmed	
		Group	bign < int < adv	Confirmed	

<sup>a</sup>The abbreviations *bign*, *int*, and *adv* signify beginning, intermediate, and advanced proficiency levels, respectively. <sup>b</sup>While NAD is again the abbreviation for the nominal group *no available data*, NEAD stands for the nominal group *not enough available data*. The confirmation and refutation percentages were calculated without taking into account the NADs and the NEADs so that the resulting figures could be comparable across media and ELCs.

After the presentation of the results relative to the cross-sectional part of the study, I will now engage in the critical discussion of them. As stated earlier, this will also be accomplished under an organization based upon the just-verified hypotheses.

### 5.2.2 Discussion

Due to the chronological gap between the data processing of **A** and **B** and of **C** and **D**, the results will be discussed for each pair of ELC at a time. The same chronological sequence will be observed. I have made such a decision for the purpose of examining whether the generalities arrived at for **A** and **B** are also valid for **C** and **D**.

### 5.2.2.1 Discussion of the CSH1 results

#### ◆ The narrative registers:

The beginner subjects of ELCs **A** and **B** rendered spoken and written PE and PN texts that fit the low-configurational-complexification-level range, with a confirmation occurrence of 100%<sup>1</sup> for both subregisters.

According to the review of PS3 – found in Figure 2.37 and Subsection 2.3.2.3 – its corpus was composed of 10 spoken-written pairs of narratives about personal experiences, produced by subjects from **B**'s Stage 2. Whereas these subjects' spoken narratives have a low configurational complexification level (confirmed hypothesis), their written ones bear a moderate level (refuted hypothesis). However, the confirmation and refutation margins were 4.25% and 4.76%, respectively (configurational-complexification variation-range: 45%-55%). Since both margins are very close to the 50% borderline between the low and the moderate complexification levels, I made the following claims: (a) The low-complexification-level hypothesis could be seen as completely confirmed, which made it possible to assure that SFG was adequate to be used as a data categorization framework in investigations into the IL configurational developmental continuum at the beginning proficiency level; (b) the Stage-2 subjects were on the verge of becoming intermediate learners; and (c) the most prototypical beginning stage that ought to be chosen in cross-sectional IL developmental studies is the very first one – Stage 1, in the case of **B**.

The all-confirmation result for the spoken and written versions of the two narrative-register texts produced by **A**'s and **B**'s subjects in the present study allows me to postulate that: (a) The adequateness of SFG as a data categorization framework is confirmed for the beginning proficiency level; (b) the PS3 subjects from **B**'s Stage 2

---

<sup>1</sup> For the beginning-level verification statuses – confirmation or refutation, their margins, and their percentage distributions per medium and ELC, see Table 5.3.

must have actually been on the verge of becoming intermediate learners as **B**'s confirmation variation range is now 16.00%-35.72%,<sup>2</sup> with the top end being well below the 50% borderline; and (c) the most prototypical beginning stage to be used in cross-sectional IL developmental studies must really be the very first one as the subjects were in **A**'s and **B**'s Stage 1. The second and third claims together provide even more empirical support for the first one: SFG was able to make explicit the increase in the complexification level between **B**'s Stage 1 (variation range: 16.00%-35.72%) and Stage 2 (variation range: 45.75%-54.76%), which is some evidence for the existence of the IL configurational developmental continuum based on lexico-grammatical simplification-complexification.

The all-confirmation result was also found for ELCs **C** and **D** and, accordingly, for the 4 ELCs together as well. Such finding corroborates the aforementioned claims that SFG is suitable as a tool to categorize beginners' IL data and that Stage 1 is the best representative of the beginning proficiency level in cross-sectional IL developmental investigations.

◆ The other registers:

Unlike the results for the narrative registers, **A** and **B**'s confirmations as to the other registers amount to only 20% and 25% for speaking and writing, respectively. With regard to **C** and **D**, the below-half-confirmation tendency is maintained as the percentages are 20% for the spoken medium and 40% for the written. When the 4 ELCs are considered together, the tendency becomes even more evident once their conjoined percentages lower to 9.1% and 14.3%.

By and large, this outcome might be explained by the fact that whereas the narrative registers required that the subjects produced texts about a predetermined and

---

<sup>2</sup> For the complexification percentages, see Table 5.2.

out-of-the-classroom topic, the other registers made it possible for them to produce texts about classroom-related topics. Despite its free-topic characteristic, this is true even for the D register as, once the subjects knew they were free to choose, their choice was for a classroom-related topic.

When the topic is predetermined and classroom-unrelated, the beginner subjects have to be more dependent on the here-and-now of the research-related context of situation in order that they – relying mostly on its new meanings and leaving aside its redundant given/shared meanings – can use their very low accumulated lexico-grammatical configurational resources for the purpose of accomplishing the communicative goal set for them. As for formulas, the beginner subjects can hardly rely on them as their occurrence is inversely proportionate to the communicative need, which is pressing here. These facts lead to the production of simplified spoken and written IL in accordance with Ellis's (1982b) own interpretation of his initial-IL Hypotheses 1 and 4 as presented in Subsection 3.2.3.1. After all, the more cognitive allocation demanded by the subjects' having to meet the novel meaning requirements of the research tasks must conduce towards less attention to form; hence, the produced IL is likely closer to Tarone's (1979, 1982, 1983) vernacular – the most pidginized style for its least permeability to L2 features (see Subsection 3.2.1.3).

When, on the other hand, the topic is classroom-related, the beginner subjects tend to rely mostly on the resources made available by means of the input: (a) formulas, which Ellis (1982b) argues to be more frequent in the classroom than in naturalistic settings; and (b) the lexico-grammar taught to date.<sup>3</sup> Therefore, their spoken and written IL production is more complexified. As the meaning requirements of the research tasks

---

<sup>3</sup> Such an input-related explanatory argument is by no means invalidated by Lightbown's (1983) finding whereby the IL rendered by her pure-classroom subjects is not influenced by the classroom input they are submitted to. This is so because the data collection task – a picture-card game – elicited IL whose topic was classroom-unrelated (see Subsection 3.2.2.2).



belong to their classroom routine, there must be more attention to form; thus, the produced IL is probably closer to Tarone's (1979, 1982, 1983) careful style.

Let us examine each of the other registers at a time:

- Dialog:

There was confirmation, by so small a margin as 1.61%, only for **B**'s subjects' written D. The explanation for this sole occurrence of a low lexico-grammatical complexification level may be the need, on the part of the subjects, to use reported speech, which is not yet part of their beginning lexico-grammatical repertoire. While **A**'s subjects' written D also bear a lower complexification level than the spoken counterpart, the complexification level of **B**'s subjects' spoken D is as high as 92.31%.

It is worthwhile, hence, to compare the dialog the latter subjects produced with material extracted from their textbook. For the comparison, both their output and the input provided by the textbook are synoptically shown in Figure 5.1.<sup>4</sup>

Subjects' Output – BBD	Textbook Input
<b>B1:</b> hi good morning what's your name please? <b>B2:</b> my name is F <b>B1:</b> oh nice to meet you <b>B2:</b> nice to meet you <b>B1:</b> where are you from <b>B2:</b> I'm from fortaleza brazil. <b>B1:</b> what your phone number? <b>B2:</b> 0000000. what's your name please? <b>B1:</b> I <b>B2:</b> where are you from? <b>B1:</b> I'm from brazil in fortaleza. <b>B2:</b> it's phone number? <b>B1:</b> 0000000 <b>B2:</b> do you smoke? <b>B1:</b> no <b>B2:</b> do you like japanese food? <b>B1:</b> yes I do and do you read agatha christie? <b>B2:</b> no I don't	<b>M:</b> Hi, I'm M. M. N. Nice to meet you. <b>S:</b> Hello. Nice to meet you. <b>M:</b> Welcome to D. <b>S:</b> Thank you. <b>M:</b> Bye! See you tomorrow. <b>S:</b> Goodbye. And thanks. <b>R:</b> Good evening. What's your name, please? <b>S:</b> _____. <b>R:</b> Sorry? <b>S:</b> My name's _____. <b>R:</b> How do you spell it? . . . <b>R:</b> Where are you from? <b>S:</b> _____, in _____. <b>R:</b> OK. Thank you. You're in room _____. <b>S:</b> Hello! Sorry I'm late. <b>M:</b> _____ OK. Don't _____. <b>S:</b> How are you? <b>M:</b> I'm fine, _____. How are you?

<sup>4</sup> BBD = **B**'s Beginning Dialog produced by the beginner subjects CSB1 and CSB2 (see Appendix E, pp. 549-551). The textbook was renamed as 1B (see Appendix B).

<p><b>B1:</b> and... do you work?  <b>B2:</b> no <b>no I don't</b>  <b>B1:</b> do you study?  <b>B2:</b> yes I do do you listen to music?  <b>B1:</b> yes  <b>B2:</b> do you play volleyball?  <b>B1:</b> yes do you like... football?  <b>B2:</b> yes I do  <b>B1:</b> <b>how old are you?</b>  <b>B2:</b> I'm fine  <b>B1:</b> [laughs]  <b>B2:</b> sorry sorry  <b>B1:</b> <b>how old are you?</b>  <b>B2:</b> I'm sixteen years  <b>B1:</b> and...  <b>B2:</b> how are you?  <b>B1:</b> I'm fine thank you.  <b>B2:</b> what do you do?  <b>B1:</b> and work and study I study [káwntrɪ]  <b>B2:</b> <b>how old are you?</b>  <b>B1:</b> I'm nineteen good bye  <b>B2:</b> good bye see you tomorrow  <b>B1:</b> see you tomorrow</p>	<p><b>S:</b> Fine – but I'm tired.  <b>M:</b> Me too. _____ on. Let's _____.  <b>S:</b> What's your phone number, M?  <b>M:</b> It's _____. And my work number is _____.  <b>S:</b> OK, goodbye, and good luck!  <b>M:</b> You too. Bye!</p> <p><b>G:</b> Do you speak Spanish?  <b>S:</b> Yes, I do.  <b>G:</b> Do you speak French?  <b>S:</b> No, I don't, but I speak German.  <b>G:</b> Do you speak Italian?  <b>S:</b> A little.  <b>G:</b> Do you smoke?  <b>S:</b> No, I don't.  <b>G:</b> Good. Do you play tennis or basketball?  <b>S:</b> I play basketball, but I don't play tennis.  <b>G:</b> OK. And do you like American food?  <b>S:</b> Yes, I do.</p> <p>What do you do?  I'm a photographer.</p> <p><b>W:</b> Do you work or study?  <b>M:</b> I work.  <b>W:</b> What do you do?  <b>M:</b> I'm an engineer.  <b>W:</b> Where do you work?  <b>M:</b> In Kuwait.  <b>W:</b> Do you like your job?  <b>M:</b> It's OK. The money's good.</p> <p>How old are you?  I'm thirty-five.</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Figure 5.1. Comparison between **B**'s beginning D and excerpts from the respective textbook.

As can be seen, most of the nearly 100% complete ranking clauses produced in BBD fit the types of formulas identified in Footnote 34 of Subsection 3.2.2.3: (a) routines – “nice to meet you”, (b) patterns – “do you like \_\_\_\_\_?”, or scripts – “how are you? I'm fine thank you”.

As with **C** and **D**, the two confirmations were also related to written D. Besides, the corresponding spoken-D texts reached configurational complexification levels as high as 100% and 89.47%, respectively. Therefore, **C** and **D**'s behavior concerning the D register was like that of **A** and **B**, and as such the explanation suggested for the latter ELCs is valid for the former as well.

The high complexification levels of **C**'s and **D**'s spoken-D texts are not surprising for they contain, as attested by Figure 5.2,<sup>5</sup> mostly formulas. All three types are represented: (a) routines (“I’m sorry” / “nice to meet you”), (b) patterns (“my name is \_\_\_\_\_” / “there’s a \_\_\_\_\_”), and (c) scripts (“how old are you? – I’m eleven years old” / “good bye – bye – see you later”).

CBD	DBD
<b>C1:</b> hi my name is P. V. <b>C2:</b> I am N. F. <b>C1:</b> it’s nice to meet you <b>C2:</b> nice to meet you too <b>C1:</b> I’m sorry what’s your last name again? <b>C2:</b> it’s F. how old are you? <b>C1:</b> I’m eleven years old <b>C2:</b> thank you	<b>D1:</b> hi my name’s T. what’s your name? <b>D2:</b> my name’s C. nice to meet you <b>D1:</b> nice to meet you too how are you? <b>D2:</b> I’m fine and you? <b>D1:</b> so so there’s a nice party tomorrow night <b>D2:</b> hum what time? <b>D1:</b> seven o’clock <b>D2:</b> yes <b>D1:</b> good bye <b>D2:</b> bye <b>D1:</b> see you later <i>acabou...</i> <b>D2:</b> what are you... <i>não pera aí...</i> what are you going to do in your weekend? <b>D1:</b> I’m going to go mountains and beach and study... and you? <b>D2:</b> I’m stay at home

Figure 5.2. C’s and D’s beginning D texts.

- Test:

Again, there was only one confirmation whose margin of 4.55% can also be considered small: **A**'s subjects' spoken T (see Appendix E, pp. 468-473) presented a low configurational complexification level, the explanation of which might possibly be related to the test format. Besides one-answer questions – “how do I say *quarto* in English?” / “when is your birthday?” – most of them being of the display type because asked to test whether the addressee also knows the answer previously known by the questioner, there were also open-ended questions – most of them being of the referential

<sup>5</sup> CBD and DBD = C’s and D’s Beginning Dialog.

type<sup>6</sup> because asked to truly demand an unknown answer – like requesting to describe a picture, to look at a map and locate a certain building, to make up a sentence using a certain word, to carry out a role play given a specific situation, which made possible student-student interaction. The latter type of question, which outnumbered by far the former, may have led the subjects to have to depend more heavily on their creativity as for the manipulation of their still very limited lexico-grammatical resource repertoire, thus rendering less formulaic and less complexified IL samples.

On the contrary, **B**'s subjects' spoken T, whose configurational complexification level was 100%, was composed exclusively of one-answer questions mostly of the display type, which made possible only teacher-student interaction. Such predominance of display questions is part of the interaction pattern found by Long and Sato (1983, p. 280) that characterizes the ESL classrooms they investigated. Figure 5.3 contains **B**'s spoken T.<sup>7</sup>

BBOT	
Teacher's Questions	Subjects' Answers
<b>T:</b> what's your name?	<b>B2:</b> my name is F.
<b>T:</b> how do you spell it?	<b>B2:</b> x - x - x - x - x - x - x - x
<b>T:</b> and your name is?	<b>B1:</b> I'm I.
<b>T:</b> how do you spell it?	<b>B1:</b> x - x - x - x - x - x - x
<b>T:</b> how are you I?	<b>B1:</b> fine
<b>T:</b> and you F?	<b>B2:</b> [unintelligible]
<b>T:</b> where are you from F?	<b>B2:</b> I'm from Fortaleza
<b>T:</b> are you from Fortaleza I?	<b>B1:</b> yes
<b>T:</b> what's your telephone number F?	<b>B2:</b> 0 - 0 - 0 - 0 - 0 - 0 - 0
<b>T:</b> I. are you american?	<b>B1:</b> yes
<b>T:</b> F. what's this in english?	<b>B2:</b> it's a book
<b>T:</b> I. what's this in english?	<b>B1:</b> it's a pen
<b>T:</b> F. when do you have english classes at <b>B</b> ?	<b>B2:</b> [inaudible]

<sup>6</sup> Display and referential are part of Long and Sato's (1983, p. 276) taxonomy of teachers' questions. The taxonomy classifies the questions into echoic (subtypes: comprehension checks, clarification requests, and confirmation checks) and epistemic (subtypes: referential, display, expressive, and rhetorical).

<sup>7</sup> BBOT = **B**'s Beginning Oral Test, during which the beginner subjects CSB1 and CSB2 were evaluated by the T(eacher) (see Appendix E, pp. 551-552).

<b>T:</b> I. when do you have english classes at <b>B</b> ?	<b>B1:</b> I don't know
<b>T:</b> I. count from one to ten	<b>B1:</b> 2
<b>T:</b> from one to ten	<b>B1:</b> 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
<b>T:</b> F. count from eleven to twenty	<b>B2:</b> 11, 12, 13, 14, 15, 16, 17, 18, 19, twelve

Figure 5.3. **B**'s beginning spoken T.

When compared with the free dialog, which took place afterwards, **B**'s beginner subjects' answers to the teacher's questions are also formulas of two types only: (a) routines – "I don't know", and (b) patterns – "I'm from \_\_\_\_\_". As a matter of fact, all of the test answers are formulaic, which is expected as students are supposed to come to class on test day with all the assigned textbook lessons in their memories – both declarative or knowing-about and procedural or knowing-how memories.<sup>8</sup> This seems to be a sound explanation for the 100% complexification score.

There are no results to be discussed in relation to **C**. Its students' oral achievement is assessed in a process-like manner based upon the amount and quality of their participation in class over the whole academic term. Furthermore, its Stage-1 written test, like **A**'s, has no composition question (see Table 5.3).

**D**'s T results followed the same trend as **B**'s in that CSH1 was refuted for both media. However, there is a difference as with the spoken subregister: While **B**'s subjects' spoken T reached the highest configurational complexification level (100%), **D**'s remained within the moderate-level range (65.67%). The subjects of both ELCs rendered T-related compositions whose complexification also stayed at the moderate level (**B**: 76.19%, **D**: 62.50%).

As stated earlier, the complexification level of **A**'s spoken T is within the low range because there was a much greater number of open-ended questions. On the other hand, the 100% occurrence of one-answer questions in **B**'s spoken T was indicated as the cause of

---

<sup>8</sup> For a review on approaches to long-term memory, see Fortkamp (2000). For definitions of declarative and procedural knowledge, refer to Parkin (1991).

its 100% complexification level. In turn, the teacher, in **D**'s subjects' oral tests (see Appendix E, pp. 729-731/734-735), asked balanced numbers of one-answer and open-ended questions – 47.5% against 52.5%, respectively. Such equilibrium must be the explanation for **D**'s intermediate result. At the same time that the subjects had to use the simplifying force of creativity, they could also resort to the complexifying force of formulas (see the eighth paragraph of Subsection 3.2.3.1).

Besides the question-type explanation, there was, in the case of **D**'s spoken T, another complexifying force at work: the type of interaction between teacher and student called meaning negotiation (Ellis, 1988;<sup>9</sup> Gass, 1997) – from the viewpoint of input/interaction-based L2 theories – or scaffolding (Mitchell & Myles, 1998; Perrett, 2000<sup>10</sup>) – from the perspective of Vygotskian sociocultural theory. It is an interaction pattern that leads to complexification because the student pays attention to and relies on the teacher's utterances in order to construct her/his own. The three types of forces are demonstrated, for **D**'s subjects' spoken T, in Figure 5.4.<sup>11</sup>

DBOT01 and DBOT02		
Creative Structures	Formulas	Negotiation/Scaffolding
<p><b>T:</b> I want you to tell me about your last weekend how was it? what did you do?</p> <p><b>D1:</b> I'm... last weekend I'm did... I'm went to the beach... I'm study and... I'm drank... I'm... ate... and...</p> <p><b>T:</b> what can I do for my headache?</p> <p><b>D1:</b> aspirin</p> <p><b>T:</b> what is this child doing?</p> <p><b>D1:</b> green é pra dizer a cor?</p> <p><b>T:</b> no what is she doing? is she sleeping?</p>	<p><b>T:</b> so how are you T?</p> <p><b>D1:</b> I'm fine thanks and you?</p> <p><b>D1:</b> how do you say <i>bolo</i>?</p> <p><b>T:</b> cake</p> <p><b>D1:</b> repeat please</p> <p><b>T:</b> are you hungry now?</p> <p><b>D1:</b> more or less so so</p> <p><b>T:</b> look at this picture please what do you see?</p> <p><b>D1:</b> let me see... childrens!</p>	<p><b>T:</b> do you have a favorite kind of food?</p> <p><b>D1:</b> repeat please</p> <p><b>T:</b> do you have a favorite kind of food?</p> <p><b>D1:</b> ah... sandwich</p> <p><b>T:</b> what are you going to do next weekend?</p> <p><b>D1:</b> I'm going to do the beach</p> <p><b>T:</b> I want you to ask me about the things that I want</p> <p><b>D1:</b> what do you want?</p> <p><b>T:</b> I want a hamburger I want a soda and I want french fries and</p>

<sup>9</sup> See Subsection 3.2.2.3.

<sup>10</sup> See Subsection 3.2.2.5 and its Footnote 39.

<sup>11</sup> DBOT01 and DBOT02 = **D**'s Beginning Oral Test administered to the subjects CSD1 and CSD2, respectively.

<p><b>D1:</b> no she's... she's riding é uma coisa assim...</p> <p><b>T:</b> C. how can you describe your clothes?</p> <p><b>D2:</b> blouse eh... blue pants black [unintelligible]</p>	<p><b>T:</b> so are you ok?</p> <p><b>D2:</b> I'm fine</p> <p><b>T:</b> and how was your weekend?</p> <p><b>D2:</b> great</p>	<p>you? what do you want?</p> <p><b>D1:</b> I want ice cream I want chocolate I want water.</p> <p><b>T:</b> ok and do you help your mother at home? [long pause, no verbal answer] do you help your mother [speaking very slowly, still no answer] when your mother is cleaning the house do you help her or no?</p> <p><b>D2:</b> help?</p> <p><b>T:</b> help</p> <p><b>T:</b> yes do you help your mother at home or no?</p> <p><b>D2:</b> eh... sometimes</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

*Figure 5.4.* Examples of simplifying and complexifying forces from **D**'s subjects' spoken T.

As for **B**'s and **D**'s written T (see Appendix E, pp. 552-553/558/731/735), both compositions were designed to be very much guided and completely dependent on the topics and lexico-grammar taught in class. Undoubtedly, that is the reason why the beginner subjects managed to go beyond the low-level range of configurational complexification and reach the moderate-level range.

- Group:

Insofar as the G register is concerned, there is no available data for **A**. For the spoken and the written media, **B**'s beginner informants' IL reached the moderate (78.53%) and high (83.57%) configurational complexification levels, respectively. It appears reasonable to me to propose, for the in-class spoken production (see Appendix E, pp. 559-572), the same explanations as those used for **B**'s spoken D and T (see Figures 5.1 & 5.2, respectively). I do not mean to claim that the same arguments do not apply to the compositions written by the informants.

However, as for the spoken subregister, there is another factor that is likely to help understand its almost high-level score: The in-class spoken IL (output) was built upon the lexico-grammar that was being presented to the informants within the teacher's

input. This argument is consistent with the empirical findings whereby instruction delivered at the stage when input is being processed for conversion into intake is in general more effective than instruction delivered at the stage when the accommodated and restructured part of the intake is being processed for conversion into output (VanPatten & Cadierno, 1993; VanPatten & Sanz, 1995; VanPatten & Oikkenon, 1996).

On the other hand, with regard to the written subregister, two different factors seem to justify its even higher complexification score than that of the in-class spoken production: (a) As the compositions were written at home, the informants had a longer time for more planning, which turns out to be a justification because – besides Ellis (1988) – Foster and Skehan (1996), Skehan and Foster (2001), and Skehan (1998) advocate that IL complexity is directly proportionate to planning; and (b) it is evident that the students had to follow a model previously studied in class since they were instructed to compose a letter similar to the one written by the teacher.

Two samples, out of the 20 compositions (see Appendix E, pp. 572-580), are in Figure 5.5.<sup>12</sup>

BBWGD6	BBWGD7
Sender's address 21/08/02	Sender's address 21/08/02
Mr. T. My name's J. I'm in your first year class on Monday, Tuesday, Wednesday and Thursday. I'm from Fortaleza in Brazil. I'm a student. I study English at <b>B</b> . I like my Course. I speak Portuguese and English. I want to learn English for travel. I'm not married. I don't girlfriend. I'm like rock music, romantic films, and sport. I play Basketball. See you on Thursday. J.	Dear T. My name's D. I'm in your first class on Monday, tuesday, wednesday and thursday. I'm from Brazil. I'm a student. I study administration in UFC. I like my course. I speak Portuguese and Spanish. I'm not married. I have a boyfriend. His name's J. I like forró, pagode, festas and sports. I play futbal and basketball. See you on Monday. Best wishes D.

Figure 5.5. Samples from **B**'s beginning written G.

<sup>12</sup> BBWGD6 and BBWGD7 = **B**'s Beginning Written Group Data by Informants 6 and 7, respectively.



Unlike **A** and **B**, **C** and **D** had one confirmation, which is concerned with **C**'s spoken subregister. In spite of this sole confirmation, the latter pair of ELCs presented a similar result pattern for the G register to that of the former pair.

As with the spoken medium, the similarity is justified by the following reasons:

1. In spite of its classroom-related topic, **C**'s informants' IL scored neither moderately nor high because most of the class was used for a 10-item quiz – the teacher marked a random time on a wooden toy clock, asked the students what time it was, and they had to write it down on a separate sheet of paper (see Appendix E, pp. 669-683). The problem with the quiz was that the students were the least interested in it, which can be inferred by their restless behavior. The students' lack of interest and the teacher's lack of ability to control the situation<sup>13</sup> made it possible for them to keep talking in Portuguese most of the time, not accepting even the scaffolding provided by the teacher as exemplified in the following excerpt: In Clause 54 of CBSGD (**C**'s Beginning Spoken Group Data), one of the students said “*deixa eu olhar de novo*”, and the teacher attempted to bring the student into speaking English by saying “teacher let me see again all right?”. The teacher's attempt was fruitless as the student acted as though the teacher had said nothing. Since ranking and down-ranked clauses in Portuguese were considered as wholly incomplete and assigned to the LDP category, the resultant IL remained within the low-configurational-complexification-level range. Then there was a repetition activity, in which the students had to repeat, after the teacher's modeling, the lines of a conversation. Once this kind of students' participation belongs to Ellis's (1988) modeled data, it contributed nothing to the overall complexification level (see Footnote 13 in Subsection 4.2.5). However, the confirmation margin was as low as 2.63%, which means that the produced IL presents a tendency towards the moderate-

---

<sup>13</sup> It is important to consider that while **C**'s informants' average age is 11, **B**'s and **D**'s are 20.4 and 15.9, respectively.

level range. The upward complexification tendency can be explained by way of the last activity carried out in the classroom. It was a highly guided textbook exercise called *Grammar Focus*. Based on pictures in the textbook and on a recording that said “Mexico City. 6:00 a.m. What’s Marco doing? It’s 6:00 a.m., so he’s getting up”,<sup>14</sup> the students had to answer display questions asked by the teacher as follows: “**T:** ok? so what time is it now? **S:** 6 a.m. **S:** it’s 6 a.m. **T and S:** it’s a.m. **S:** six **T:** so who is he? **S:** it’s marco **T:** he is... **SS and T:** marco **T:** what is marco doing? **S:** getting up **S:** getting up **T:** marco is... **T and SS:** getting up **S:** tá acordando né ele? **T:** where is marco now? where is he? **S:** mexico city”. Although all the questions were of the display type and the students became finally involved and interested, the configurational complexification did not enter the moderate-level range as the utterances in Portuguese did not cease completely.

2. As expected due to its classroom-related topic, **D**’s informants’ IL scored high despite the fact that around 40% of the class was used for the same kind of repetition activity as the one described in the previous paragraph (see Appendix E, pp. 736-753), which was demonstrated to be innocuous in terms of the IL complexification process. On the other hand, the remaining 60% of the instruction period was dedicated to the completion of a written grammar exercise and its subsequent correction. Thus, the students’ interaction with the teacher and among themselves was almost always based upon the written material they had in front of them, which led them (a) to ask formulaic questions like “how do I say *fiquei em casa* in english? how do you spell blouse?”, (b) to make confirmation checks in the form of exophorically elliptical down-ranked clauses (Halliday & Matthiessen, 2004, pp. 100-101) used in the interrogative mood like “she’s going to spend?” (categorized as Complement of the understood-from-context

---

<sup>14</sup> The differences between this and the other recorded utterances were the name of the city, the time, the person’s name, and her/his activity.

Mood “is it \_\_\_\_\_?”/“is it correct to say \_\_\_\_\_?”), (c) to use other formulaic language like “all right / teacher come here please / thank you / repeat please / teacher excuse me / oh my god”, and (d) to accept the scaffolding provided by the teacher like “**S**: o que é isso aí hein tank top? **T**: what does tank top mean? repeat **S**: what does tank top mean? **S**: it means... **T**: camiseta regata yes? do you know?”. Moreover, the teacher was very much inclined to ask display questions like “**T**: do you understand? everybody? ok the past tense now the past tense for example are love work and study... and wash regular or irregular verbs? **S**: regular **S**: regular **T**: regular **SS**: regular **T**: for example the past tense of love is... **S**: loved”.

3. The slight superiority of **D**'s percentage (82.67%) over **B**'s (78.53%) seems to be linked to the written-medium support the informants of the former had. This ought to have been a stronger complexifying force than the input-processing type of instruction the informants of the latter were exposed to.

Inasmuch as the written medium is concerned, **C**'s and **D**'s informants' IL reached the moderate-complexification-level range – 71.27% and 57.75%, respectively – while the IL rendered by **B**'s informants entered the high-level range (83,57%, as stated above). The refutations are explained by the same general arguments: (a) The topics are classroom-related, (b) there was more planning time, and (c) the written assignment was of the guided type. The differences between high-level range and moderate-level range and, within the latter, between closer to or farther from high can be justified by means of the degree of guiding imposed, which, in turn, must have pushed the informants more towards the complexifying force of formulas or more towards the simplifying force of creativity. **B**'s informants had to follow a model letter written by the teacher and previously practiced in the classroom: The guiding was, then, the strictest as the students had to produce their letters according to a preestablished script (see Figure 5.5), leading to

the high-level outcome. **C**'s informants were advised but not obliged to follow a model in the book to write about their routines (the information was given me by the teacher afterwards): The guiding was, hence, moderately strict as the students had a choice. Some of them did follow the model and produced a configurationally complexified text, and some others took the challenge of not referring to the book in order to be able to use their creativity and produced a configurationally simplified text (see Figure 5.6). The fact that the model followers outnumbered the challengers led to the closer-to-high-level outcome. **D**'s informants had no model to follow; instead, their texts were supposed to be made up of the answers to four open-ended questions of the referential type: The guiding was, thus, the least strict as the students were thoroughly free to answer the questions the way they pleased, leading to the farther-from-high-level outcome (see also Figure 5.6)<sup>15</sup>.

CBWGD2	DBWGD1
<p>1- My day A: What time is it? B: It's four in the morning. A: What are you doing? B: I'm sleeping.</p> <p>2- A: What time is it? B: It's 5:45 A.M. A: What are you doing? B: I'm getting up.</p> <p>3- A: What time is it? B: It's 6:00 A.M. A: What are you doing? B: I'm having breakfast.</p> <p>4- A: What time is it? B: It's 6:15 A.M. A: What are you doing? B: I'm going to school.</p> <p>5- A: What time is it? B: It's 10:00 A.M. A: What are you doing? B: I'm studying at my classroom.</p> <p>6- A: What time is it? B: It's 12:30 P.M. A: What are you doing? B: I'm having lunch.</p> <p>7- A: What time is it? B: It's 1:00 P.M. A: What are you doing? B: I'm watching television.</p> <p>8- A: What time is it? B: It's 2:30 P.M. A: What are you doing? B: I'm studying in my house.</p> <p>9- A: What time is it? B: It's 7 P.M. A: What are you doing? B: I'm eating dinner.</p> <p>10- A: What time is it? B: It's 8:00 P.M. A: What are you doing? B: I'm playing videogame.</p>	<p>Now answer these questions about yourself and write a small paragraph. What <u>do</u> you <u>usually do</u> at the weekend? What <u>do</u> you <u>usually wear</u> at the weekend? What <u>did you do</u> last weekend? What <u>are you going to do</u> next weekend?</p> <p>At the weekend I play cards, go to the beach. I swim and walk. I wear short, T-shirts sometimes dress Last weekend I ate out with my family and my boyfriend. I worked and slept. Next weekend I am going to go to the beach and I'm going to walk my boyfriend in the park.</p>

<sup>15</sup> CBWGD2 and CBWGD7 = **C**'s Beginning Written Group Data by Informants 2 and 7, respectively. DBWGD1 = **D**'s Beginning Written Group Data by Informant 1.

CBWGD7	
<p>    I Agreement five o'clock    toothbrush numble     to have a bath    place uniform    breakfast     coming transport school    for the scholl     the class  start the seven o'clock    with interval the nine  fifteen minute for the snack    with termination as  two o'clock of Tuesday the Friday    and as two  fifteen minute the Monday     enough in house at one  ten minute    to have a bath    breakfast    to assist  television    and rest up to the three o'clock    to  have a bath    to assist tv    dinner    toothbrush      the seven thirty organization the book    prepare  uniform    prayer    and coming sleep the ten  o'clock.    </p>	

Figure 5.6. Samples from **C**'s and **D**'s written G.

### 5.2.2.2 Discussion of the CSH2 results

In general terms, **A** and **B**'s intermediate-proficiency-level results present the same pattern as that found for the beginning level. Whereas the registers whose topic is predetermined and classroom-unrelated – PE and PN – hold a lower configurational complexification level, those whose topic is classroom-related – D, T, and G – bear a higher level. The average complexification scores for the narrative registers together are 52.37% (spoken medium) and 69.43% (written medium), and the average scores for the other-registers together are 75.91% (spoken medium) and 76.94% (written medium). This amounts to differences of 23.54% and 7.51% more complexification in favor of the spoken and written other-registers, respectively. Besides, all the refutation scores pertaining to the narrative registers are within the low-complexification-level range; on the contrary, all the refutation scores relative to the other-registers are within the high-complexification-level range.

Insofar as **C** and **D** are concerned, their results follow **A** and **B**'s only as with the spoken medium. The average complexification score for the-former-pair-of-ELCs' spoken narrative registers is 55.21%, and the one for the other-registers amounts to 80.24%. With regard to the written medium, the average scores for their two groups of

registers are, respectively, 70.31% and 66.72%. Therefore, while the 25.03% difference relative to higher complexification within the spoken medium is actually in favor of the other-registers, the 3.59% difference relative to more complexification within the written medium is in favor of the narrative registers, instead.

There were two refutations for the first group of registers (one linked with the spoken medium and the other, with the written) and three for the second (one concerned with the spoken medium and the others, with the written). Two of the written refutations had their margins bound to the unexpected direction: The margin connected with the narrative registers fell within the high-complexification-level range; one of the margins relative to the other-registers, within the low-complexification-level range (Table 5.4 indicates that the narrative subregister is **D**'s written PE and the other-subregister is **C**'s written D). This contrary-to-expectation tendency certainly determined the findings for **C** and **D** in isolation.

**D**'s written-PE score was pushed up to the high-complexification-level range due to the outstanding individual performance of CSD3 as compared with the poor individual performance of CSD4<sup>16</sup> (see Appendix E, pp. 757/771-772). The former's production of complete ranking clauses was as high as 89.47%.<sup>17</sup> The latter's was as low as 50.00%. This phenomenon of unexpected performance in connection with the subjects' proficiency level can be explained by the influences of individual differences upon IL development success (Brown, 1994; Ellis, 1994a; Larsen-Freeman & Long, 1991; Mackey, Philp, Egi, Fujii, & Tatsumi, 2002; Robinson, 2001, 2002; Skehan, 1989, 2002).

**C**'s written-D score was, on the contrary, pushed down to the low-complexification-level range because the explanation furnished for the beginning

---

<sup>16</sup> As can be seen in Appendix B and in the List of Abbreviations, each cross-sectional subject – CS – is identified by an alphanumeric code that indicates the ELC – **A**, **B**, **C**, or **D** – and the proficiency level – 1 and 2 (beginning), 3 and 4 (intermediate), and 5 and 6 (advanced).

<sup>17</sup>For the complexification percentages, see Table 5.2.

proficiency level – the lack of lexico-grammatical resources to render reported speech – must still be valid at the intermediate level.<sup>18</sup> Even being already intermediate learners, CSC3 and CSC4 opted for a classroom-related topic for their free conversation – vacation plans, as can be seen in the transcript of the recorded class (see Appendix E, pp. 697-698, for **C**'s spoken G). As such, their spoken D abounds in formulas and, thus, reached an 86.37% score, which is within the high-complexification-level range.

However, when the 4 ELCs are taken simultaneously, the general result is the same as the pattern found for **A** and **B** in isolation, that is, the differences between averages favor the other-registers for both media. As for the spoken medium, there is an increase to 24.09% (77.88% average score for the other-registers minus 53.79% average score for the narrative registers). As with the written medium, the difference in favor of the other-registers is 1.50% (71.37% average score for the other-registers minus 69.87% average score for the narrative registers).

◆ The narrative registers:

For **A** and **B**'s eight narrative subregisters, there were two refutations, and their margins fell within the low-configurational-complexification-level range. They are: **A**'s spoken PE and PN. However, it is important to clarify that the former is on the verge of entering the intermediate proficiency level, as the refutation margin is as small as 1.35%.<sup>19</sup>

Such a small margin allows for the claim that there are, among the narrative subregisters, one pseudorefutation (**A**'s spoken PE) and only one actual refutation (**A**'s spoken PN). The actual refutation alone does not invalidate the results of PS2, which point to the appropriateness of SFG as a data categorization framework in studies on the IL configurational developmental continuum at the intermediate proficiency level.

---

<sup>18</sup> Table 4.1 (see Subsection 4.2.1) shows that **C**'s chosen intermediate stage – Stage 4 (see Figure 4.1) – is within the traditional lower intermediate half. An examination of the adopted textbooks demonstrated that reported speech is taught in the upper intermediate stages.

<sup>19</sup> For the intermediate-level verification statuses – confirmation or refutation, their margins, and their percentage distributions per medium and ELC, see Table 5.4.

Moreover, the actual refutation might be explained by the fact that it is related to narratives about the here-and-now – as opposed to narratives about the there-and-then, in conformity with the definition formulated by Doughty and Long (2000) as reproduced in Footnote 12 of Subsection 4.2.4. The scholars, based upon reviewed research, advocate that the former tend to be less accurate and complex than the latter.

Figure 2.37 shows that PS2 used 10 pairs of spoken-written PE narratives produced by intermediate students from ELC **F**'s Stage 6. **F**'s curricular structure is equivalent to that of **A** in that both are made up of 10 stages, which makes them comparable.

As reviewed in Subsection 2.3.2.2, while **F**'s score for the spoken medium – 78.96% – is very close to the bottom end of the high-complexification-level range, its score for the written medium – 80.35% – does enter the high-complexification-level range by 0.35%. As known, such a result led me to claim that, for cross-sectional IL developmental studies, the most prototypical intermediate stage is the middle one (according to Footnote 35 in Subsection 2.3.2.2, **F**'s Stage 6 is the top stage; according to Table 4.2 in Subsection 4.2.1, **A**'s Stage 5 is the middle stage). Considering that: (a) 65% is the middle score within the predetermined moderate-complexification-level range ([50%-80%]); (b) **A**'s Stage-5 subjects scored – for the narrative subregisters – 48.65%, 62.50%, 41.07%, and 65.72% (one pseudorefutation, two confirmations, and one actual refutation); and (c) the 62.50% and 65.72% confirmation scores are closer to the middle moderate score than those obtained by **F**'s Stage-6 subjects, I believe that the results under discussion at this point corroborate the claim made in PS2. Furthermore, again it is very clear that SFG must be really capable of demonstrating the developmental character of the IL functional simplification-complexification continuum: There is an increase in **F**'s Stage-6 scores when compared with those of **A**'s Stage 5, even if the SDCC category



is taken into account, which makes **F**'s complexification scores lower down to 71.42% and 73.41% for the spoken and written media, respectively.

Likewise, **C** and **D** had two refutations. Differently, however, their margins are situated at the opposite configurational complexification levels. The one within the low range is **C**'s spoken PE; the one within the high range, **D**'s written PE. Again, it is reasonable to argue that the latter is a pseudorefutation since its margin is as small as 1.25%, which turns the former into the only actual refutation.

The pseudorefutation was already discussed in the introductory part to the current subsection. Since **C**'s subjects attained a configurational complexification score for written PE that is far apart from the one they reached for the spoken counterpart of the same register – 72.22% against 34.04%, respectively, the explanation for the actual refutation must lie in the operational and lexico-grammatical differences themselves between media: (a) The greater amount of planning that favors the rendering of more complex IL (Ellis, 1988; Foster & Skehan, 1996; Skehan & Foster, 2001; Skehan, 1998) is consistent with the production conditions of speaking and writing in general as postulated by Chafe (1982, pp. 36-37) – the former is around 10 times faster than the latter, which means that the writer has about 10 times more time than the speaker to produce and, thus, plan each idea unit;<sup>20</sup> and (b) since, as claimed by Halliday (1989, pp. 61-87), the written medium is more lexically dense (greater number of lexical items per ranking clause), and the spoken medium is more grammatically intricate (greater number of ranking clauses per clause complex), the former, which is dependent on content words – the main fillers of the configurational slots, tends to bear a higher complexification rate than the latter, which is dependent on more clauses and fewer content words per clause, meaning that, in order to catch up with the speed of speech

---

<sup>20</sup> An idea unit is the smallest chunk of language through which meanings are produced and processed. It is adopted by Chafe (1982, p. 37) to categorize his data.

and its clause complex intricacy, the subjects have to simplify the configurational functions of each separate clause as a communication strategy.

Although the actual refutations as for **A**'s spoken PN and **C**'s spoken PE may have been partially caused by the aforementioned factors, I cannot avoid wondering whether they are indicative of: (a) configurational fossilization, or (b) the need to change the a priori criteria I have been using thus far for determining the level of IL configurational complexification, or rather (c) the nondiscreteness of the IL developmental stages.

◆ The other registers:

- Dialog:

Despite the fact that the D register was classified as belonging to the classroom-related-topic macro type, **B**'s spoken and written results did confirm CSH2 – 61.36% for the two media. One plausible explanation is the very fact that while **A**'s subjects, who scored 83.33% and 85.00%, chose to converse about and report on the English tests they had just done (classroom-related topic), **B**'s subjects talked about and reported on their personal lives (classroom-unrelated topic), as can be seen through the conversations displayed in Figure 5.7.<sup>21</sup>

---

<sup>21</sup> A/D and B/D = **A**'s and **B**'s Intermediate Dialog between subjects CSA3-CSA4 and CSB3-CSB4, respectively.

A/D	B/D
<p><b>CSA3:</b> what did you think about the written test?  <b>CSA4:</b> oh it was good I thought it was very easy  <b>CSA3:</b> and about the oral test?  <b>CSA4:</b> it was good too I think I'll get a nice grade  <b>CSA3:</b> and the labs? did you do any lab?  <b>CSA4:</b> yes I did it all  <b>CSA3:</b> I ... I have to ... I have to do today I ... I ... I didn't do all the lab I have to [unintelligible] today  <b>CSA4:</b> do you want me to [unintelligible] with help?</p>	<p><b>CSB4:</b> V. what did you do in your last weekend?  <b>CSB3:</b> on saturday I... I went to my girlfriend house only  <b>CSB4:</b> only?  <b>CSB3:</b> and you? what did you... you go on saturday or stay... stayed at home?  <b>CSB4:</b> I stayed in my house but my boyfriend stayed there with me and we studied very much the computer and and on saturday night we went a a pub and listened to music and talked...  <b>CSB3:</b> what type of music?  <b>CSB4:</b> what type? mpb music  <b>CSB3:</b> mpb?  <b>CSB4:</b> yeah djavan... I liked it  <b>CSB3:</b> at home?  <b>CSB4:</b> no on saturday night I went to a pub  <b>CSB3:</b> ah yes it's ok  <b>CSB4:</b> in the sunday I went... on the sunday... on the sunday?  <b>CSB3:</b> on the sunday yes...  <b>CSB4:</b> I went to the beach and with my boyfriend and my mother and my sister my older sister  <b>CSB3:</b> always with the the boyfriend  <b>CSB4:</b> yes  <b>CSB3:</b> yes? friends no?  <b>CSB4:</b> no because now I... I prefer this  <b>CSB3:</b> prefer?  <b>CSB4:</b> yeah because my boy... he's my new boyfriend...  <b>CSB3:</b> new boyfriend? yes?  <b>CSB4:</b> yes and what about your girlfriend? what's her name?  <b>CSB3:</b> gabriela  <b>CSB4:</b> gabriela she passes to nurse? yes?  <b>CSB3:</b> yes  <b>CSB4:</b> in itaperi?  <b>CSB3:</b> yes and you study nurse too yes?  <b>CSB4:</b> yes  <b>CSB3:</b> I... I remember...  <b>CSB4:</b> sixth semester  <b>CSB3:</b> sixth semester? she started school college in the last last week yes?  <b>CSB4:</b> yeah  <b>CSB3:</b> they started class last week  <b>CSB4:</b> and she likes? but she likes?  <b>CSB3:</b> yes but she... she thought the the other students think always think always think about medicine  <b>CSB4:</b> me too in the past but now I... I'm... I like very much my course  <b>CSB3:</b> so I...  <b>CSB4:</b> there is a a profession in the... in the tv the reporter talk and the nurse has a good profession in the present cause don't... there isn't nurses unemployed yeah? today  <b>CSB3:</b> uh hum how much general how much nursery... earn money?  <b>CSB4:</b> I... I think eh... eh... when a the nurses work in the country and...  <b>CSB3:</b> USA?  <b>CSB4:</b> country the the country of the state quixadá...  <b>CSB3:</b> yes  <b>CSB4:</b> they earn so much two thousand...  <b>CSB3:</b> two thousand?  <b>CSB4:</b> two thousand yes?  <b>CSB3:</b> yes two thousand yes  <b>CSB4:</b> maybe  <b>CSB3:</b> and in fortaleza here?  <b>CSB4:</b> in fortaleza it's... eh... it's necessary to pass in a... <i>concurso</i>... in a in a test with admit professionals in a hospital but earning about... two thousand or less  <b>CSB3:</b> ought to do an graduate yes?  <b>CSB4:</b> pos graduated?  <b>CSB3:</b> graduate the graduate in USA is the same the same <i>pos</i> graduation in brazil yes?  <b>CSB4:</b> ah  <b>CSB3:</b> the teacher said remember?  <b>CSB4:</b> yeah I... what did you... did you answer to me? What what about graduated?  <b>CSB3:</b> graduation in USA the same...  <b>CSB4:</b> <i>não</i>... what did you talk to me about this graduated? did you answer another question?  <b>CSB3:</b> forget forget  <b>CSB4:</b> yeah and what about you? what did you do... in ufc?  <b>CSB3:</b> yes I study psychology...  <b>CSB4:</b> psychology...  <b>CSB3:</b> yes and I... I am... I am eight  <b>CSB4:</b> semester  <b>CSB3:</b> eight eighth semester  <b>CSB4:</b> eighth semester...  <b>CSB3:</b> yes  <b>CSB4:</b> I like it I like...  <b>CSB3:</b> psychology?  <b>CSB4:</b> yeah I... I do an a subject in the... in in my graduate yeah in the second semester I studied it a little... a little a little...  <b>CSB3:</b> what... what do you think about the first semester in university at university?  <b>CSB4:</b> my? my?  <b>CSB3:</b> what did you... what... what did you think?  <b>CSB4:</b> I... I in my opinion... I... I don't... I don't... I didn't like...  <b>CSB3:</b> I thought...  <b>CSB4:</b> because I didn't study nursery so I... I... I don't... eh... a peo... a person who talks about this... in my opinion it's not good for your girlfriend  <b>CSB3:</b> my my girlfriend... I talk... I talk it because my girlfriend... and...  <b>CSB4:</b> doesn't like...  <b>CSB3:</b> ...she is frightened in the future will... will hav... won't have jobs future and won't earn... earn money future because everybody talks only medicine the first semester so and she was... she's frightened frightened...  <b>CSB4:</b> in the the fourth semester she likes the course because...  <b>CSB3:</b> when... when did...  <b>CSB4:</b> ... the the... two years... <i>depois</i>?  <b>CSB3:</b> after  <b>CSB4:</b> ... after... eh...  <b>CSB3:</b> two years two years later yes?  <b>CSB4:</b> yes  <b>CSB3:</b> ok I... I will talk about it... the conversation... I will... I will phone today about this...</p>

Figure 5.7. A's and B's spoken D.

Except for **C**'s written D, whose score went down to the low-complexification-level range (35.00%), **C** and **D**'s other D results followed the same pattern as **A** and **B**'s. Like **A**, **C**'s result for the spoken subregister rose to the high-complexification-level range with a score of 86.37%. Like **B**, **D**'s results for both media also confirmed CSH2 with scores of 71.07% and 65.79%, respectively. Again, the explanation is concerned with the chosen topic: **C**'s subjects' vacation planning is classroom-related as demonstrated in the introductory part to the present subsection; **D**'s subjects' personal lives, on the contrary, belong to the category of classroom-unrelated topics. **C**'s unexpected result relative to the written subregister is discussed in the introduction to this subsection as well.

- Test:

Concerning spoken T, there was refutation for **A** and confirmation for **B** (86.00% and 64.10%, respectively), which is consonant with the general classroom-topic-related pattern. The whole of **A**'s test (see Appendix E, pp. 485-491) was highly textbook guided, having forced the subjects to limit their IL lexico-grammar to the lexis and structures previously taught in the classroom. On the other hand, only a very small part – the final one – of **B**'s test (see Appendix E, pp. 591-592) forced the subjects to the use of solely the lexico-grammar presented in the textbook lessons assigned for the exam; most of it gave the subjects the opportunity to express themselves more freely by means of a situation set by the teacher in which one of the subjects had at first to interview the other one about her best friend and then give the teacher feedback on the friend's characteristics.

While there was no composition question in **A**'s written test, the two suggestions as for composition topics in **B**'s test (see Appendix E, p. 592) reflected directly the themes, and consequently the lexico-grammar, discussed in the textbook-assigned lessons; besides, the instructions for each suggestion were rather lengthy and contained some of the lexico-

grammar to be used, like: “You have arranged to spend a month vacation in London with a friend. You have already decided all details about the trip, including what to do in London. However, a week before your trip, your mother got really sick (list some symptoms). As you are the only child in your family, you can’t go on this trip (give reasons for that). Write a letter to your friend to explain the situation and apologise”. The results of the categorization refuted CSH2 by a margin of 3.34% into the high-complexification-level range, whose cause – the classroom-related topic – seems to have been reinforced by the unelaborated type of input enhancement – the merely suggestive presence, in the instructions, of the relevant lexico-grammar – proposed by Sharwood Smith (1993, p. 177).

As known, **C** does not make use of tests for the purpose of assessing their students’ speaking ability. Instead, the assessment takes into account the amount and quality of the oral participation during the lessons throughout the term; it is, hence, of the process rather than the product type, to use Rea-Dickins and Germaine’s (1992, pp. 114/118) terms. In respect to **C**’s written T, there was refutation at the 83.33% level. **D**’s spoken and written subregisters had confirming results – 67.77% and 73.69%, respectively.

There was no input enhancement for **C**’s written T as the instructions were as simple and straightforward as “Describe your morning routine. Write sentences using sequence adverbs” (see Appendix E, p. 693). However, it is no wonder that the resulting score reached the high-complexification-level range for the instructions reveal a topic that is thoroughly classroom-related and had been being practiced ever since the beginning proficiency level.

The general topic for **D**’s written T – music – is classroom-related, but the instructions for the suggestions were prepared in a way as to demand, from the subjects, the expression of their personal positions, freeing them from having to depend on the textbook-assigned lessons: “Write a short paragraph for **D**’s Newsletter giving your

opinion about EITHER: a) the importance of MUSIC in our lives. OR b) a band/singer that you think should win a ‘Best Band/Singer of the Year’ music award. OR c) a song that should win “Best Song of the Century” music award” (see Appendix E, p. 770). This appears to be the reason why the resulting score remained within the range that is expected for the subjects’ proficiency level but unexpected for a classroom-related topic.

From examining **D**’s oral tests (see Appendix E, pp. 767-770/782-792), I drew the conclusion that the adopted format was the same as the one used for the written-test compositions, that is, the proposal of classroom-related issues in a personal-position demanding way (in fact, a format also shared by **B**’s spoken T): “**T**: can you remember things easily? **CSD3**: no... no I don’t have a good memory **T**: what do you mean? can you give me one example? something that happened to you”. The final remark about **D**’s written T (previous paragraph) is also valid here.

Although **B**’s and **D**’s oral tests and **D**’s written-test composition were designed according to the same criterion, the first two scored 9.59 and 5.92 points behind the latter, respectively. A sensible explanation ought to be the same as that provided for the difference between **C**’s spoken and written PN subregisters: the operational differences and the lexico-grammatical features that characterize each medium.

- Group:

**A**’s G results confirmed CSH2 for both media – 79.60% and 72.00%, respectively. Its class (see Appendix E, pp. 501-510) revolved around the following: (a) a game in which the students had to guess, word by word, a sentence the teacher had formulated, an activity that led them to use one-, two-, or three-word complete ranking clauses and formulas (e.g., anyone? / yes / no / yeah / why? / where? / here / four / one / I can’t / start again / I said / a similar word / I don’t know / just a minute); (b) workbook correction; (c) review for the oral test, in which the students had to practice guided dialogs with books

open. The written home assignment (see Appendix E, pp. 510-514) was about topics covered in the textbook or related to the classroom: leisure time activities, contrary-to-fact situations, and the English stage about to be finished.

Inasmuch as **B**'s results are concerned, they refuted CSH2 for both media as well – 81.09% and 83.02%, respectively. Its class (see Appendix E, pp. 604-612) and its written home assignment (see Appendix E, pp. 612-622) alike dealt with an extratextbook story the students had been requested to read. During the class period, the teacher asked open-ended questions of the referential type: (a) questions to elicit interpretations of the story; and (b) questions to elicit information, based on the story, about the students' personal lives. For the written assignment, the request was for a composition in which the students made a link between the story and their personal lives.

**C**'s informants attained the highest complexification score – 100% – as with the spoken G subregister (see Appendix E, pp. 697-698) because, within the small part of the class that was taped, all they did was to furnish responses to two polarity one-answer questions of the display type. The responses, in turn, were made up of only the polarity mood Adjuncts – *uh hum* and *no* – used “. . . elliptically, as a clause on their own . . .” (Halliday & Matthiessen, 2004, p. 145).

Differently, **C**'s result for the written G subregister (see Appendix E, pp. 698-703) confirmed CSH2 at 75.30%. The instruction to write about a personal wish based upon some exercise *X* on page *Y* of the textbook indicates that the topic of the composition is classroom-related and the informants were supposed to follow a model. At the same time that such high degree of guiding explicates the proximity of the resulting score to the high-complexification-level range, it counters the expectation of the same result having reached the top range. The unexpectedness might be explained, in turn, by research on language transfer reviewed by Ellis (1994a) as well as Gass and Selinker

(1994): (a) Eckman's (1977) markedness hypothesis, and (b) Kellerman's (1977, 1978, 1979, 1986, 1989) coreness or prototypicality hypothesis. Considering that the English lexico-grammar that instantiates contrary-to-fact meanings, like wishes, is more marked, more noncore, or less prototypical (i.e., more language-specific) than that of Portuguese, it is less likely to be transferred to the Portuguese-English IL because more difficult.

Like **A**'s, **D**'s spoken and written G subregisters also had confirming results at 76.00% and 67.21%, respectively. While the class (see Appendix E, pp. 793-816) revolved around a classroom-related topic – a lexico-grammar review based on the correction of a written exercise previously assigned as homework, the composition (see Appendix E, pp. 816-825) requested the retelling of extratextbook stories – either Charles Dickens's novel *Great Expectations*, assigned as home reading, or Jane Campion's movie *The Piano*, watched in class. The apparently unexpected below-the-top-range result encountered for the spoken medium can be understood due to the presence, permeating the review, of short student-teacher conversations carried out in English about classroom-unrelated topics. On the other hand, the extrastatus of both the novel and the movie, along with their linguistic and plot complexities, accords with the below-the-top-range result found for the written medium, which was not the same with **B**'s composition. Therefore, the fact that **D**'s informants scored lower in the composition than in their oral performance in class is justified.

**A**'s and **B**'s unjustified results are contrary to the general classroom-topic-related pattern found so far. As stated above, **A**'s informants, who produced classroom-related IL, scored lower in both media than **B**'s, who rendered classroom-unrelated IL. This away-from-the-general-pattern outcome should be another indication that there is an actual need to reformulate the a priori criteria for determining the level of IL configurational complexification.



### 5.2.2.3 Discussion of the CSH3 results

In the same way as the results for the beginning and intermediate proficiency levels, **A** and **B**'s advanced-level results also reflect the general pattern that separates the five registers into two groups: (a) those whose topic is predetermined and classroom-unrelated – the two narrative registers, which rank lower regarding the level of configurational complexification; and (b) those whose topic is classroom-related – the three other-registers, which rank higher concerning the complexification level. As to the spoken medium, the complexification levels of the narrative registers average 51.99%; those of the other-registers, 76.69%. For the written medium, the narrative-register levels average 65.09%; the levels pertaining to the other-registers, 80.81%. These averages mean differences, in favor of the other-registers, of 24.70% and 15.72% more configurational complexification for the spoken and written media respectively, irrespective of ELC. Furthermore, whereas all but one refutation percentage among the narrative registers are within the low-complexification-level range, all refutation percentages among the other-registers fall within the moderate range.

With regard to **C** and **D**, the average complexification of the spoken narrative subregisters is 59.52%, and that of the spoken other-subregisters amounts to 79.01%. Insofar as the written medium is concerned, the average for the narrative registers equals 62.62%, and that for the other-registers, 70.89%. These averages signify differences, in favor of the other-registers, of 19.49% and 8.27% more complexification for the spoken and written media, respectively. Besides, the distribution of refutations across the two groups of registers for **C** and **D** is the same as the one reported on for **A** and **B** in the previous paragraph.

When the 4 ELCs are taken simultaneously, whereas the narrative-register averages are 55.75% and 63.85%, the other-register averages are 77.74% and 75.40%

across the spoken and written media. Again, the differences of 21.99% and 11.55% favor the spoken and written other-subregisters, respectively. Moreover, it is worth noting that none of the all-embracing averages reached the high-complexification-level range, which might be an indication of configurationally fossilized IL.

◆ The narrative registers:

**A**'s subjects scored within the low-complexification-level range for the two types of narrative in both media: 33.33%<sup>22</sup> and 50.00% for the spoken and written PE subregisters; 19.11% and 42.86% for the spoken and written PN subregisters. On the other hand, **B**'s subjects scored within the moderate range as to the spoken PE subregister – 71.65% – and within the high range for the written PE subregister – 81.14% – as well as for the spoken and written PN subregisters – 83.87% and 86.36%. These results point to the fact that **A**'s subjects may still be at the beginning level of IL configurational complexification.

One could argue that five refutations against only three confirmations among the narrative registers, besides being a possible evidence of configurational fossilization, would be enough to invalidate the PS1 finding whereby SFG is a suitable framework for data categorization in investigations into the IL configurational developmental continuum at the advanced proficiency level. However, all three confirmations are related to the same ELC: **B**'s subjects scored within the high-complexification-level range in the written narratives about a personal experience and in the spoken and written picture-based narratives. For the only subregister – the spoken narratives about a personal experience – whose result refuted CSH3, **B**'s subjects scored within the moderate-complexification-level range, which is not a bad outcome considering that the 71.65% score is almost within the top fourth (72.50%-80.00%) of the moderate range.

---

<sup>22</sup> For the complexification percentages, see Table 5.2.

Since there was confirmation for **B** almost as a whole, I am inclined to rebut the PS1-finding's invalidity argument.

The **C-D** results were not very different from the **A-B** ones. Like **A**'s subjects, **C**'s also scored low regardless of the narrative subregister: 31.25% and 48.00% for the spoken and written stories about a personal experience; 42.10% and 35.29% for the spoken and written picture-based stories. Like **B**'s subjects, **D**'s also scored moderately in relation to one of the narrative subregisters and high as with the other three: 82.73% and 78.95% for the spoken and written personal experiences; 82.00% and 88.24% for the spoken and written stories about the set of pictures. What is more, the same refutation-confirmation ratio reinforces the configurational fossilization evidence.

The rebuttal against the PS1-finding's invalidity argument is strengthened by the fact that, again like **B**'s outcome, **D**'s was almost an all-confirmation outcome. This time even more so since **D**'s sole refutation score – 78.95% – is indeed within the top fourth (72.50%-80.00%) of the moderate range, only 1.05 points away from the high-complexification-level range. The corroboration of the PS1 results, as well as those of PS3 (beginning level) and PS2 (intermediate level),<sup>23</sup> is an evidence – still precarious – towards the attainment of Specific Objective 1 (see Subsection 1.3.2.1) whose focus is to attest the adequateness of SFG as a theoretical framework for IL data categorization aimed at researching the IL configurational developmental continuum.

It appears to me that the advanced subjects' low and moderate scores mean more than just the likely evidence of configurational fossilization. They might also be a hint to two other issues already raised, along with fossilization, because of the below-the-expectation scores attained, for the narrative registers, by the intermediate subjects (see

---

<sup>23</sup> For confirming the attainment of the PSs' general objective, see Subsections 2.3.2.1, 2.3.2.2, and 2.3.2.3.

Subsection 5.2.2.2 under ‘The narrative registers’): (a) the unsuitability of the a priori IL-configurational-complexification criteria,<sup>24</sup> and (b) the nondiscreteness of IL stages.

◆ The other registers:

• Dialog:

**A**’s and **B**’s advanced subjects conversed about and reported on issues concerning their personal lives (see Appendix E, pp. 518-520/520/531/625-630/630/641), which are classroom-unrelated topics. Thus, **B**’s confirmations would be unexpected from the viewpoint of the topic-related aspect. However, it should be pointed out that while **B**’s confirmation margins into the high-complexification-level range are as small as 0.83% (spoken medium) and 2.86% (written medium), **A**’s refutation margins into the moderate range are as large as 8.26% (spoken medium) and 11.58% (written medium).<sup>25</sup>

The subject matter of the conversation carried out and the respective reports written by **C**’s and **D**’ subjects was also classroom-unrelated and again dealt with their personal lives (see Appendix E, pp. 707-709/709-710/715/829-831/831-832/840). From the perspective of the topic-related aspect, there is only one unexpected confirmation by a margin of 5.18%, which has to do with **D**’s reports. **C**’s and **D**’s conversations and **C**’s reports remained moderately complexified by margins of 23.08%, 1.82%, and 23.75%, respectively.

The greater extent of most refutation margins leads to the acknowledgement of the actual relevance of the topic-related aspect. It appears, therefore, that the general topic-related pattern, which divides the five registers into the group whose topic is classroom-unrelated and the group whose topic is classroom-related, needs an adjustment: It seems more reasonable to place the Dialog register in a transition category. At the beginning

---

<sup>24</sup> This issue also came up as a consequence of the unjustified results as with **A**’s and **B**’s intermediate subjects’ rendering of the spoken and written texts within the realm of the G register (see Subsection 5.2.2.2 under ‘Group’).

<sup>25</sup> For the advanced-level verification statuses – confirmation or refutation, their margins, and their percentage distributions per medium and ELC, see Table 5.5.

proficiency level when the subjects have a very restricted lexico-grammatical resource repertoire, they tend to always make their topic choice for some classroom-related issue, thus rendering script-like dialogs that rank higher than expected as for the predetermined configurational-complexification-level criteria. This is what happened to the four pairs of beginner subjects. On the other hand, at the intermediate and advanced proficiency levels when the subjects have a more expanded repertoire, it seems they make their topic choice at times for some classroom-related issue and at times for some classroom-unrelated issue. In the former situation, there is a trend for them to produce dialogs that rank higher than expected when the proficiency level is intermediate – the case with **A**'s and **C**'s intermediate pairs – or (nearly) as high as possible when the proficiency level is advanced – no occurrence in this study. In the latter situation, the trend is towards their production of dialogs that rank lower than expected independently of the proficiency level – the case with **A**'s, **C**'s, and **D**'s advanced pairs.

From another angle, that of the subjects' advanced proficiency level within the curricular structures of the 4 ELCs, the refutations can be seen as uncovering the process of configurational fossilization.

- Test:

**A**'s oral test (see Appendix E, pp. 520-525) was made up of open-ended questions of the referential type intended to lead the students both to interpret the stories in two readers that had been assigned to be read throughout the academic term and to talk about their personal lives from the perspective of the stories. I have been classifying this topic category as classroom-unrelated because it is external to the adopted textbook. One more reason now is my inclination to believe that the students ought not to have been provided with the necessary and enough discussion of the contents of the readers in class along the academic term, which is corroborated by a comment, made in

Portuguese, by one of the subjects at the very beginning of the test session: “*isso é muito complicado*” (see Appendix E, p. 520). Accordingly, the refutation result by a margin of 21.17% lower than the expected minimum is justified. As to the written test, it had no composition question.

The confirmation results achieved by **B**'s subjects in their oral and written tests (see Appendix E, pp. 630-632/632-633/641-643/643-644) can be understood by the fact that both are Cambridge First Certificate Exams-FCE officially administered in previous years and extensively practiced in class throughout the academic term.

There is nothing to discuss about **C**'s oral test for the product type of assessment is not utilized for speaking skills. Inasmuch as the written T is concerned, the subjects wrote their compositions based on the following instruction: “Write about the eating habits of your country. The good aspects and how they could improve” (see Appendix E, p. 710). The general eating-habits topic is undoubtedly classroom-related, but the proposed perspective for its approach in the testing situation – the narrowing down to the good aspects of the students' own country's eating habits and suggestions for their improvement – is very likely a novelty. If this was really the case, the refutation result by a margin of 25.95% into the moderate-complexification-level range is explicated. On the other hand, the explication might also be solely attributed to the configurational fossilization issue.

So high a resulting complexification score of 95.00% for **D**'s spoken T is easily understood if the exams the subjects were submitted to are considered separately: CSD5, who was taking a pronunciation course, was asked just to read a passage and some isolated sentences, having produced only one utterance – a configurationally complete exophorically elliptical clause (see Appendix E, p. 832) – that fits Ellis's (1988) communicative data; CSD6, who was taking a preparatory course for the Cambridge

FCE, underwent the same situation as that described for **B**'s subjects. In CSD5's course, there are no written tests; hence, **D**'s written-T confirmation score of 83.33% received the contribution of only CSD6, who, being in preparation for the Cambridge FCE, again was submitted to the same situation as the one **B**'s subjects went through.

- Group:

**A**'s class (see Appendix E, pp. 537-543) was about the explanation and practice of a lexico-grammatical point following the textbook all the way through. Such a classroom-related topic explains the confirmation result of 82.93%.

The written-G data (see Appendix E, pp. 544-546) provided was not a home assignment. Instead, I was given the students' written test whose Question 7 asked for the description of a movie the students had enjoyed. Movie reviews and descriptions were one of the topics covered in the textbook lessons assigned for the test. The refutation by a margin of 3.40% has as its most likely explanation the fact that this general topic turns out as a novelty whenever the movie to be described changes.

**B**'s class (see Appendix E, pp. 644-649) revolved around the correction of a mock FCE grammar test. Despite the informants' being advanced students, they uttered some clause complexes in Portuguese whose constituent ranking clauses were categorized for completeness. As mentioned earlier, the criterion when this happens is to categorize the L1 clause as an LDP type of incompleteness, which lowered the L2 configurational complexification to a moderate-level score. The refutation margin was 3.89%.

The written home assignment for **B** (see Appendix E, pp. 649-663) was an FCE composition officially administered in previous years. This type of composition is highly guided by means of the instructions. The guidance provided and the extensive training the informants had been submitted to, along with the longer planning time at home, justify the confirmation result by so large a margin as 10.79%.

C's informants got a confirmation result for the spoken G subregister and a refutation result for the written subregister with margins of 5.23% and 2.93%, respectively. The high-complexification-level score attained in the class is a consequence of the fact that the plan followed by the teacher was grounded exclusively upon the textbook: The exercises proposed on pages 46 through 48 were done (see Appendix E, pp. 716-721). Since these exercises were not at all demanding communicatively, the interaction between teacher and students was constituted mostly of one-answer questions of the display type and their respective mostly complete one-word answers. In the compositions, C's informants were asked to write a personal letter to a friend describing the place where they were spending their vacation (see Appendix E, pp. 721-725), which is a classroom-related topic. The refutation score can be understood by way of the same argument as the one used to explain A's advanced informants' also moderate-complexification-level result: When the place to be described and the feelings towards it – the more general topic – change, the more local topic, which pertains to each informant's own living experiences outside the classroom, also changes, and it is as if it became classroom-unrelated. To me, this is one more trace of configurational fossilization that, however, may not be caused by learning cessation but by the very fact that the registers presented by the textbooks are not taught in the most encompassing way possible. It is clear to me that the learners' difficulty to cope with a bigger spectrum of demands from a given register is linked to their being introduced to just a very restricted region of the lexico-grammar that realizes its different facets.

D's informants had two refutation results for the spoken and written G subregisters with margins of 0.30% and 10.52%, respectively. In the class, part of a course in pronunciation, textbook exercises previously assigned as homework were corrected (see Appendix E, pp. 844-876). Despite the classroom-related topic and the



abundance of one-answer questions of the display type with their configurationally complete answers (seemingly typical of exercise correction), the score went down a little into the moderate-complexification-level range because of utterances in Portuguese. In the compositions, the informants had to answer a fairly long questionnaire on George Orwell's novel *Animal Farm* (see Appendix E, pp. 876-888). They were asked referential questions about their interpretation of the complex plot, their personal impression of one of the characters, and the way they would compare their society model with the one presented in the novel. This completely classroom-unrelated topic made the score go well down into the moderate range.

Does the massive number of refutations at the advanced proficiency level – 57.89% in both the spoken and the written medium – indicate: (a) that there was early configurational fossilization, or (b) that the configurational-complexification-level criteria need to be modified, or (c) that the boundaries of the IL stages are not really as discrete as Selinker (1992) claims they are?

Examples of probable configurational fossilization in clauses produced by A's, B's, C's, and D's advanced subjects per register and medium are organized in Figure 5.8 (see List of Abbreviations & Key to Appendix E for the abbreviations).

Text Identification	Text Excerpt
AASPE02	8    I saw things [[ that I didn't see...    I didn't see in brazil ]] 9    <b>because there [the USA] is a first first world</b> (IC-Carrier / Subject / part of Rheme lacking) 10    <b>and is different</b> (IC-Carrier / Subject / topical Theme lacking)
AAWPE02	3    <b>and was a good experience to me</b> (IC-Carrier / Subject / topical Theme lacking)
AASPN01	2/3    <b>so the cat wake up</b> (IC-bound morpheme indicative of third person singular marking on Finite lacking)
AAWPN01	8/17    The girl heard everything 18    <b>and run in direction of the room</b> (IC-Deictic constituent in Circumstance / Adjunct / part of Rheme lacking)
AAD	33    starts to to pick up the clothes 34    <b>and put in the the place</b> (IC-Goal / Complement / part of Rheme lacking)
AADR02	5    <b>or if I like to go to the shopping</b> (IC-Thing constituent 'malls' in Circumstance / Adjunct / Rheme lacking)
AAOT	15/61    <b>How the woman understand another woman?</b> (IC-present tense Finite / part of Rheme lacking)

AASGD	22/23   <b>are you decide?</b> (IC-‘ed’ ending on Attribute / Complement / part of Rheme lacking)
AAWGD3	2   <b>because is a film</b> [[ that talks a mother [[ who was alcoholic    and she was divorced too ]]] (IC-Carrier / Subject / topical Theme lacking)
BASPE01	38   so I believed that lord 39   <b>and eh... be there alone</b> (IC-Carrier / Subject / topical Theme, past primary tense temporal Finite / part of Rheme lacking)
BAWPE01	10/23   <b>After some minutes I decided wait the next metro</b> (IC-perfectiveness marking and post verbal particle ‘for’ in verbal group Predicator / part of Rheme lacking)
BASPN02	36   he can fly 37   <b>wherever he want</b> (IC-present third person singular marking on Finite / part of Rheme, pro-form ‘to’ to substitute for ‘fly’ lacking)
BAWPN01	6   <b>and he wanted to go out the bedroom</b> (IC-preposition ‘of’ in prepositional group complex in location: place Circumstance / Adjunct / part of Rheme prepositional phrase lacking)
BAD	28   <b>I to take part at a group at the university</b> (IC-present primary tense temporal Finite / part of Rheme lacking)
BADR01	1/1   I had a meeting with my friend K. after more than a month [[ <b>without see her</b> (incomplete down-ranked clause: imperfectiveness marking – ‘ing’ – on verbal group Predicator / part of Rheme lacking) ]]
BAOT01	27   <b>it depends the kind of library</b> [[ we have ]] (IC-minor Process – ‘on’ – in Attribute / Complement / part of Rheme lacking)
BAWTC02	13   <b>when these kind of people are drunk</b> (IC-plurality marking on Thing constituent in Carrier / Subject / part of Rheme nominal group lacking)
BASGD	47/49   ...they know the area [[ <b>which he lived... in that house...</b> (incomplete down-ranked clause: minor Process in location: place Circumstance / Adjunct / Theme prepositional phrase lacking) ]]
BAWGD23	11/24   <b>I would like</b> (IC-second constituent – ‘know’ – in Process / Predicator / part of Rheme verbal group complex lacking) 25   if it would be possible [[ to me to stay in your flat next month again ]]
CASPE01	28   <b>so on our stand we stayed just listen music</b> (IC-bound morpheme indicative of imperfectiveness marking and particle ‘to’ lacking in relation to second element of verbal group complex Predicator / part of Rheme)
CAWPE02	8   the printer was not working anymore. 5/9   <b>So, I need to write all the job with a pen</b> (IC-bound morpheme indicative of past primary tense on Finite / part of Rheme lacking)
CASPN02	8   <b>and he could sleep at star room</b> (IC-definite article Deictic constituent in Range nominal group of Circumstance-location: place / Adjunct / part of Rheme prepositional phrase lacking)
CAWPN01	7/15   <b>The girl listened a noisy</b> (IC-particle ‘to’ after Predicator, Thing constituent in Phenomenon / Complement / part of Rheme lacking) 16   and went to the living room.
CAD	41   <b>I back home just nine-thirty</b> (IC-lexical element – ‘go’ – of two-word verb Process: Material / Finite & part of Predicator / part of Rheme, minor Process – ‘at’ – in Circumstance-location: time / Adjunct / part of Rheme lacking) Yeah! 28/65   <b>I think too!</b> (IC-Phenomenon / Complement / part of Rheme substitute pro-form – ‘so’ – lacking)
CADR02	3/4   <b>And about me, I had a funny day of basket game and birth party.</b> (IC-bound morpheme – ‘ball’ – on Classifier of first element and bound morpheme – ‘day’ – on Classifier of second element in Range nominal group complex of Qualifier prepositional phrase in Attribute / Complement / part of Rheme nominal group lacking)
CAWTC01	10   sometimes we ate a “acarajé” 11   <b>and sometimes a “bacalhau”,</b> (IC-L2 Thing constituent lacking) 12   <b>so doesn’t have</b> [[ how to be not healthier. ]] (IC-Carrier / dummy Subject / topical theme lacking)
CASGD	81   <b>sometimes she runs eh... beira mar</b> (IC-minor Process in Circumstance-location: place / Adjunct / part of Rheme prepositional phrase lacking)
CAWGD9	4   <b>and we’ve known many exotics places with beautiful flower and estrange animals.</b> (IC-plurality marking on Thing1 in Range of Qualifier constituent in Goal / Complement / part of Rheme nominal group lacking) 4/6   <b>I’m not feel alone</b> (IC-imperfectiveness marking on Predicator indicative of present secondary tense / part of Rheme lacking)

DASPE01	<b>35</b>    <b>and that she was pay the... the...</b> ( <i>IC-‘going to’ as part of Predicator / part of Rheme, Thing constituent in Goal / Complement / part of Rheme lacking</i> ) <b>44</b>    <b>I would... lose my drive license...</b> ( <i>IC-bound morphemes indicative of nominalization and possessive case on Classifier constituent in Goal / Complement / part of Rheme nominal group lacking</i> )
DAWPE02	10    and so we had to jump over it <b>11</b>    <b>to go</b> ( <i>IC-minor Process – ‘to’ – in Circumstance-location: place / Adjunct / part of Rheme lacking</i> ) 12    and come back from the beach.
DASPN02	5/37    <b>he just let the...</b> ( <i>IC-Thing constituent in Actor-Range / Subject / part of Rheme, Process: Material / Predicator / part of Rheme, Goal / Complement / part of Rheme lacking</i> ) 40    ah... didn’t pay attention to the bird
DAWPN01	<b>8</b>    <b>and outdoors was making a sunny day.</b> ( <i>IC-Carrier / Subject / part of Rheme lacking</i> )
DAD	18/92    <b>but... we can... take rest...</b> ( <i>IC-indefinite article Deictic constituent in Goal / Complement / part of Rheme lacking</i> ) <b>63</b>    <b>that’s other problem...</b> ( <i>IC-bound morpheme – ‘an’ – on Deictic constituent in Attribute / Complement / part of Rheme nominal group lacking</i> )
DADR01	5/13    <b>That’s the bad thing [ to study in a public University. ]</b> ( <i>IC-minor Process – ‘about’ – of Qualifier constituent prepositional phrase in Identifier / Complement / part of Rheme lacking</i> )
DAOT02	<b>46</b>    <b>what do you think about?</b> ( <i>IC-Thing constituent of Range in Circumstance-matter / Adjunct / part of Rheme prepositional phrase lacking</i> )
DAWTC02	<b>12</b>    <b>but what kind of experience you</b> ( <i>Sayer / deviant [declarative for interrogative Mood word order] Subject / Rheme</i> ) <b>are</b> ( <i>deviant [declarative for interrogative Mood word order] temporal Finite / Rheme</i> ) <b>referring to?</b> ( <i>SDCC</i> ) NOTE: This clause is part of a formal letter.
DASGD	T: you were riding a bus... S: <b>538</b>    <b>and I was the side</b> [[ that didn’t pay the ticket ]] ( <i>IC-minor Process – ‘on’- in Attribute / Complement / part of Rheme prepositional phrase lacking</i> )
DAWGD1	15/33    Even in their groups there’s differences. 16/34    Some of them stand out from the others <b>35</b>    <b>because their intelligence or their force or their goodness.</b> ( <i>IC-Process: ? / Finite &amp; Predicator / part of Rheme, Participant / Complement / part of Rheme lacking</i> )

Figure 5.8. Examples of probable configurational fossilizations at the advanced proficiency level per ELC, medium, and register.

#### 5.2.2.4 Discussion of the CSH4 results

After having attested the suitability of SFG as a theoretical framework that can be used in IL-data categorization whose aim is the uncovering of their lexico-grammatical configurational complexification level at the beginning (PS3), intermediate (PS2), and advanced (PS1) proficiency levels – one at a time – under a cross-sectional approach, it is now time to discuss the results arrived at upon bringing the three proficiency levels together and to find out whether Specific Objective 1 (see Subsection 1.3.2.1) – attesting if the Hallidayan linguistic theory is useful to shed light on the IL

configurational developmental continuum – is definitively reached as previewed in Subsection 5.2.2.3 under ‘The narrative registers’. The discussion of the CSH4 results will certainly serve the purpose of finding out this unifying picture – still from a cross-sectional perspective – since they reflect directly the results related to CSH1, 2, and 3.

Independently of medium, the refutations (distorted continua) outnumbered the confirmations (expected – *bign* < *int* < *adv* – continua) concerning both the narrative registers – 56.25% against 43.75%<sup>26</sup> – and the other-registers alike – 63.16% against 36.84%. As the topic-(un)related criterion for separation of the registers into the two groups came into light throughout the discussion of the results relative to CSH1-3, the expectation towards the CSH4 results became refutation bound. Such a change is justified by the revealed tendency of the classroom-unrelated-topic narrative-registers and of the classroom-related-topic other-registers to complexify less and more, respectively, regardless of the proficiency-level criterion.

Refining the new empirical expectation as with the undistorted configurational complexification continuum – *bign* < *int* < *adv*, it became acceptable for the *adv* level to move leftwards when the registers deal with classroom-unrelated topics and for the *bign* level, on the contrary, to move rightwards when the registers are about classroom-related topics. This is what happened to 100% of the narrative-register refutations and to 66.67% of the other-register refutations, respectively. Such high percentages support the new tendencies, evidencing, now in a systematized fashion, the general topic-related pattern.

Since in all of the remaining other-register refutations the *adv* level also moved to the left, the whole of its leftward movements totals 61.90% for both register groups together. Besides this aspect, another of equal importance is the fact that, among all refutations – also irrespective of register group, there are five sequences in which the

---

<sup>26</sup>For the verification statuses – confirmation or refutation, and their percentage distributions per medium and ELC, see Table 5.6.

proficiency levels are ordered differently – [bign < adv < int], [int < bign < adv], [int < adv < bign], [adv < bign < int], and [adv < int < bign]. In my view, the two aspects furnish systematization to the questionings raised fragmentarily in Subsections 5.2.2.1 and 5.2.2.3. While the former aspect systematizes the questioning as for the configurational (non)fossilization issue, the latter means systematization of the questionings linked to the (non)discreteness of the IL stages and to the (in)adequacy of the a priori criteria for the configurational complexification ranges concerning both the number of ranges and their span.

On the other hand, the high refutation percentages and the diversity of proficiency-level sequences ought to be an artifact of the cross-sectional methodological approach. Hence, I may not assure, based on such an outcome, that SFG is useless in studies on the IL configurational developmental continuum before looking at what its behavior is if investigated under the longitudinal methodological approach. Moreover, the confirmation score around 40.00% for each register group is not low enough to be thoroughly disregarded (especially because **B** and **D** reached 100% and 75% confirmations, respectively, as with the narrative registers), and, as such, it may be understood as a significant sign of the theoretical framework's usefulness, despite the cross-sectional perspective, to elucidate the configurational type of continuum. In any case, it is probably correct that the researcher, in order to attain more reliable results, must not dispense with longitudinally collected data, which will be examined in Section 5.3, when studying whatever sort of IL developmental continuum – be it configurational or systemic.

Another possible explanation for the majority of refutations is the nonexclusive dependence of the subjects, for the production of more or less configurationally complexified texts across registers, upon the sole dimension of topic – the Selinkerian

discourse domain. There may be influence not only from the broader field variable but also from the other Hallidayan context-of-situation variables of tenor and mode. In Subsections 5.2.2.1 and 5.2.2.3, the explanations of the results found for three ELCs' beginning spoken T, two ELCs' beginning spoken G, and one ELC's advanced spoken G already had to rely on teacher-student and student-student interactions. Furthermore, in Subsection 5.2.2.2, the interpretation of the results arrived at for one ELC's intermediate spoken and written PE and two ELCs' intermediate spoken and written T already had to revolve around the operational and lexico-grammatical distinctions between media. Since interaction- and medium-related issues pertain to tenor and mode respectively, these variables might also have contributed to the CSH4 results. Only a synoptic comparison among the variables of the contexts of situation constitutive of each of the five registers can reveal whether there is more to the refutation results than just the topic. The comparison is displayed in Figure 5.9.<sup>27</sup>

---

<sup>27</sup> As informed in Footnote 18 of Subsection 2.2.1, the context-of-situation variables – field, tenor, and mode – and the respective constituent features are the ones postulated by Halliday (1978a) as well as Halliday and Hasan (1989). Matthiessen (1993, 1995), reviewing their register and generic-structure-potential theoretical constructs, states that register and genre are interchangeable terms as “. . . [a] **genre** or register is the linguistic reflection of a contextual configuration” (1995, p. 53) of field, tenor, and mode. This is different from the theoretical stance defended by Martin (1992) as well as Martin and Rose (2002), who – for the sake of simplicity – postulates that genre is a separate semiotic stratum superordinate to register (see also Martin, 2001) and leads the way to the most superordinate semiotic stratum of ideology. For more details, see Footnote 34 of Subsection 2.3.1.

Registers	Context-of-situation Variables	Description of Features Relative to Variables for Spoken-Medium Subregisters	Description of Features Relative to Variables for Written-Medium Subregisters
Personal Experience	Field	<p><u>Social Action</u>: A research-data-collection situation in the presence of the researcher but without his participation, at a given ELC.</p> <p><u>Communication Goal</u>: The completion, by 1 subject on her/his own, of a research task requested by the researcher to be recorded on tape.</p> <p><u>Subject Matter</u>: A remarkable experience the subject had gone through.</p>	<p><u>Social Action</u>: The same.</p> <p><u>Communication Goal</u>: The same, but the recording was on paper.</p> <p><u>Subject Matter</u>: The same.</p>
	Tenor	<p><u>Participants</u>: Researcher and subject.</p> <p><u>Roles</u>: Researcher – requester of a research task; observer/listener. Subject – Doer of a research task.</p> <p><u>Status/Dyadic Relation</u>: Neutral as the researcher is not an active participant/interlocutor.</p> <p><u>Social Relation</u>: Temporary.</p> <p><u>Social Distance</u>: Neutral as the researcher is not an active participant/interlocutor.</p>	<p><u>Participants</u>: The same.</p> <p><u>Roles</u>: The same, but the researcher was an observer/reader.</p> <p><u>Status/Dyadic Relation</u>: The same.</p> <p><u>Social Relation</u>: The same.</p> <p><u>Social Distance</u>: The same.</p>
	Mode	<p><u>Language Role</u>: Constitutive.</p> <p><u>Channel</u>: Phonic, but monologic.</p> <p><u>Medium</u>: Spoken.</p> <p><u>Rhetorical Mode</u>: Personal narrative (there-and-then bound).</p>	<p><u>Language Role</u>: The same.</p> <p><u>Channel</u>: Graphic and monologic.</p> <p><u>Medium</u>: Written.</p> <p><u>Rhetorical Genre</u>: The same.</p>
Picture Narrative	Field	<p><u>Social Action</u>: A research-data-collection situation in the presence of the researcher but without his participation, at a given ELC.</p> <p><u>Communication Goal</u>: The completion, by 1 subject on her/his own, of a research task requested by the researcher to be recorded on tape.</p> <p><u>Subject Matter</u>: A story about a girl and her pets – a cat and a bird.</p>	<p><u>Social Action</u>: The same.</p> <p><u>Communication Goal</u>: The same, but the recording was on paper.</p> <p><u>Subject Matter</u>: The same.</p>
	Tenor	<p><u>Participants</u>: Researcher and subject.</p> <p><u>Roles</u>: Researcher – requester of a research task; observer/listener. Subject – Doer of a research task.</p> <p><u>Status/Dyadic Relation</u>: Neutral as the researcher is not an active participant/interlocutor.</p> <p><u>Social Relation</u>: Temporary.</p> <p><u>Social Distance</u>: Neutral as the researcher is not an active participant/interlocutor.</p>	<p><u>Participants</u>: The same.</p> <p><u>Roles</u>: The same, but the researcher was an observer/reader.</p> <p><u>Status/Dyadic Relation</u>: The same.</p> <p><u>Social Relation</u>: The same.</p> <p><u>Social Distance</u>: The same.</p>

	Mode	<p><u>Language Role</u>: Constitutive.  <u>Channel</u>: Phonic, but monologic.  <u>Medium</u>: Spoken.  <u>Rhetorical Mode</u>: Picture-based fictional narrative (here-and-now bound).</p>	<p><u>Language Role</u>: The same.  <u>Channel</u>: Graphic and monologic.  <u>Medium</u>: Written.  <u>Rhetorical Genre</u>: The same.</p>
Dialog	Field	<p><u>Social Action</u>: A research-data-collection situation in the presence of the researcher but without his participation, at a given ELC.  <u>Communication Goal</u>: The completion, by 2 subjects on their own, of a research task requested by the researcher to be recorded on tape.  <u>Subject Matter</u>: The subjects' own lives/routines, with different degrees of dependence on the classroom textbook – from total to no dependence.</p>	<p><u>Social Action</u>: The same.  <u>Communication Goal</u>: The same, but the recording was on paper.  <u>Subject Matter</u>: The same.</p>
	Tenor	<p><u>Participants</u>: Subject 1 and Subject 2.  <u>Roles</u>: Subject 1 – initiator of a dialog and then interlocutor as questioner and respondent / commentator. Subject 2 – subsequent floor holder and then interlocutor as questioner and respondent / commentator.  <u>Status/Dyadic Relation</u>: Symmetric / nonhierarchic – the subjects are socially equal.  <u>Social Relation</u>: Temporary.  <u>Social Distance</u>: Minimal.</p>	<p><u>Participants</u>: Each subject alone.  <u>Roles</u>: Subject 1 – writer of a report on the dialog with Subject 2. Subject 2 – writer of a report on the dialog with Subject 1.  <u>Status/Dyadic Relation</u>: Neutral.  <u>Social Relation</u>: The same.  <u>Social Distance</u>: Neutral.</p>
	Mode	<p><u>Language Role</u>: Constitutive.  <u>Channel</u>: Phonic and dialogic.  <u>Medium</u>: Spoken.  <u>Rhetorical Mode</u>: Personal conversation.</p>	<p><u>Language Role</u>: The same.  <u>Channel</u>: Graphic and monologic.  <u>Medium</u>: Written.  <u>Rhetorical Genre</u>: Report on a conversation.</p>
Test	Field	<p><u>Social Action</u>: An EFL-assessment situation, at a given ELC.  <u>Communication Goal</u>: The completion of an oral test for the purpose of measuring, by means of grades, the subjects' speaking achievement over the past term.  <u>Subject Matter</u>: The meanings and lexico-grammar covered, over the past term, in the assigned textbook lessons.</p>	<p><u>Social Action</u>: The same.  <u>Communication Goal</u>: The completion of a written test for the purpose of measuring, by means of grades, the subjects' writing achievement over the past term.  <u>Subject Matter</u>: The same.</p>
	Tenor	<p><u>Participants</u>: Teacher and 1 or 2 subjects.  <u>Roles</u>: Teacher – questioner or elicitor of an oral task. Subject(s) – respondent(s) or doer(s) of the oral task.  <u>Status/Dyadic Relation</u>: Asymmetric / hierarchic – the subject(s) is/are socially subordinate to the teacher.  <u>Social Relation</u>: Temporary.  <u>Social Distance</u>: Maximal.</p>	<p><u>Participants</u>: Teacher and each subject alone.  <u>Roles</u>: Teacher – questioner. Subject – respondent.  <u>Status/Dyadic Relation</u>: The same.  <u>Social Relation</u>: The same.  <u>Social Distance</u>: The same.</p>



	Mode	<u>Language Role</u> : Constitutive. <u>Channel</u> : Phonic and dialogic. <u>Medium</u> : Written. <u>Rhetorical Mode</u> : Didactic and evaluative.	<u>Language Role</u> : The same. <u>Channel</u> : Graphic and monologic. <u>Medium</u> : Spoken. <u>Rhetorical Genre</u> : The same.
Group	Field	<u>Social Action</u> : An EFL class, at a given ELC. <u>Communication Goal</u> : The teaching and learning of some EFL aspect. <u>Subject Matter</u> : The meanings and lexico-grammar in a given lesson of the textbook.	<u>Social Action</u> : A written home assignment. <u>Communication Goal</u> : The writing of a composition for the purpose of practicing some EFL aspect. <u>Subject Matter</u> : The same.
	Tenor	<u>Participants</u> : Teacher and informants. <u>Roles</u> : Teacher – instructor. Informants – students. <u>Status/Dyadic Relation</u> : Asymmetric / hierarchic – the informants are socially subordinate to the teacher. <u>Social Relation</u> : Temporary. <u>Social Distance</u> : Maximal.	<u>Participants</u> : Teacher and each informant alone. <u>Roles</u> : Teacher – assigner of the composition. Informants – writers of the composition. <u>Status/Dyadic Relation</u> : The same.  <u>Social Relation</u> : The same. <u>Social Distance</u> : The same.
	Mode	<u>Language Role</u> : Constitutive. <u>Channel</u> : Phonic and dialogic. <u>Medium</u> : Spoken. <u>Rhetorical Mode</u> : Didactic and explanatory.	<u>Language Role</u> : The same. <u>Channel</u> : Graphic and monologic. <u>Medium</u> : Written. <u>Rhetorical Genre</u> : The same.

Figure 5.9. Comparison among the context-of-situation variables and their features across registers and media.

The comparison does corroborate the influence of not only topic- but also interaction- and medium-related issues on IL configurational complexification levels and, thus, on the CSH4 refutation results. Such a finding means that all three variables – field, tenor, and mode – of the Hallidayan context of situation are relevant to the complexification process. The field contributes through its feature of *subject matter* in ways already discussed: (a) The narrative registers, being about classroom-unrelated subject matters, tend to hold lower complexification levels; (b) the last two other-registers, dealing with classroom-related subject matters, tend to reach higher levels; and (c) the D other-register, revolving sometimes around classroom-unrelated and sometimes around classroom-related subject matters, tends to oscillate between lower and higher levels of complexification, being, thus, a transition register. The contribution

of the tenor happens via its feature of *roles* in ways commented on earlier: (a) In the narrative registers, only the subjects themselves take on a participatory role, which leads to the impossibility of their being offered scaffolding and, accordingly, to a tendency towards less complexification; and (b) in the other-registers, the subjects/informants play a participatory role along with the teacher and/or other subjects/informants, which leads to the probable occurrence of scaffolding and, therefore, to a tendency towards more complexification. The mode exerts its influence by way of its features of *channel* and *medium*: The spoken and written subregisters of the five registers are supposed to have different configurational complexification patterns due to the very reason that they are realized by means of the different channels and media. Thus, the argument based on the operational and lexico-grammatical distinctions between channels and media is valid as an explication not only for those results of **C**'s intermediate spoken and written PE subregisters and of **B**'s and **D**'s intermediate spoken and written T subregisters (see Subsection 5.2.2.2), but likewise for the 56.60% and 1.89% of written subregisters whose scores are, respectively, higher than and the same as those of the spoken subregisters, irrespective of proficiency level, ELC, and register (see Table 5.2).

Inasmuch as the formality level of the contexts of situation is concerned, Figure 5.9 demonstrates that all of them are formal with regard to the presence of an observer, who is either the researcher or the teacher (see Subsection 3.2.1.3). However, the contexts in which the tenor feature of *status/dyadic relation* is asymmetric/hierarchic and that of *social distance* is maximal are even more formal than the contexts in which the hierarchical relationship between the participants is either symmetric or neutral, with a minimal or neutral social distance. Therefore, while the more formal registers are T and G, the less formal ones are PE, PN, and D. Despite the more comprehensive version

of the capability continuum theory,<sup>28</sup> it is still possible to say that the former registers are closer to the Taronian careful style and the latter, to the vernacular style. Since Tarone (1979, 1982, 1983) also postulates that it is the vernacular style that makes visible the systematicity and the actual developmental stages of IL, the T and G registers were not carried over to the longitudinal part of the study. As for D, it was not either because of its status as a transition register and, besides, due to the fact that the spoken subregisters were all eliminated too: For that matter, the written-D subregister depends on the respective spoken subregister for its existence, as already stated in Subsection 4.3.2.1.

The Hallidayan registerial comparative analysis provided the chaotic results of CSH4 with some general systematization; the chaos, regardless of any systematization, may probably be caused by configurational fossilization and/or the nondiscreteness of the IL stages, and/or the inappropriateness of the a priori criteria for the configurational complexification ranges; half the ELCs – **B** and **D** – had confirmation results as high as 100% and 75% for the narrative registers, which happen to be the ones closest to the vernacular style. These facts, after all, strongly support the high likelihood of the possibly definitive achievement of Specific Objective 1 (see Subsection 1.3.2.1) that has to do with attesting the usefulness of SFG for the purpose of studying the IL configurational developmental continuum.

The discussion of the results pertaining to the cross-sectional part of the study has come to its finalization. This leads to the presentation of the results derived from the analysis of the longitudinal data and then to their discussion. Since it was demonstrated that SFG is more than likely a suitable tool in investigations into the IL configurational developmental continuum, a corollary is that it must be equally an

---

<sup>28</sup> The reader should refer to Subsection 3.2.1.3 and its Footnote 21 as well as to Section 3.3.

adequate candidate in studies on the IL systemic developmental continuum. My basis to consider the latter situation a corollary of the former is the fact that, within SFG, the functional dimension is complementary to the systemic dimension (see Chapter II). Let us see that in the next section.

### **5.3 Longitudinal part of the study**

#### **5.3.1 Results**

The verification of the first two hypotheses will be based upon Figures 5.10 through 5.17, whose contents came from the results systematized in Appendix Q, which, in turn, represents the systematization of the results presented in Appendix K regarding only the terms of the traversed systems within the networks found in Figures 2.34, 2.35, and 2.36. As to the results concerning the systems themselves, I resorted – for the purpose of completing the elaboration of Appendix Q – to the corresponding alphanumeric codes used in the same three figures in order to identify each system (see Subsection 2.2.2 & its Figure 2.31).

The former figures show the primary subjects' systemic developmental continua, per register and along the delicacy scale levels within the transitivity, mood, and theme system networks separately and simultaneously. Once they are large figures, they will be exhibited beforehand.



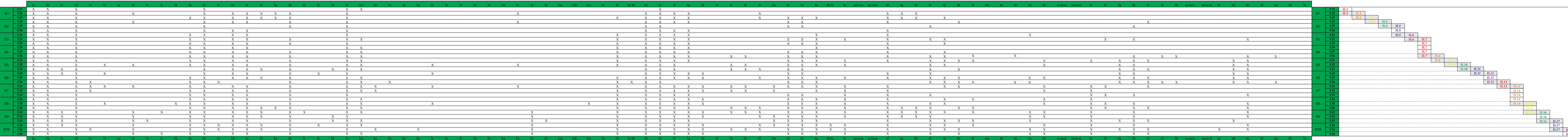


Figure 5.11. IL systemic developmental continuum for PN as to transitivity.

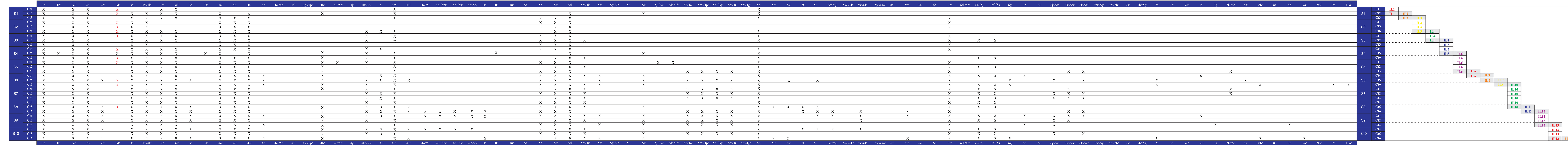


Figure 5.12. IL systemic developmental continuum for PE as to mood.





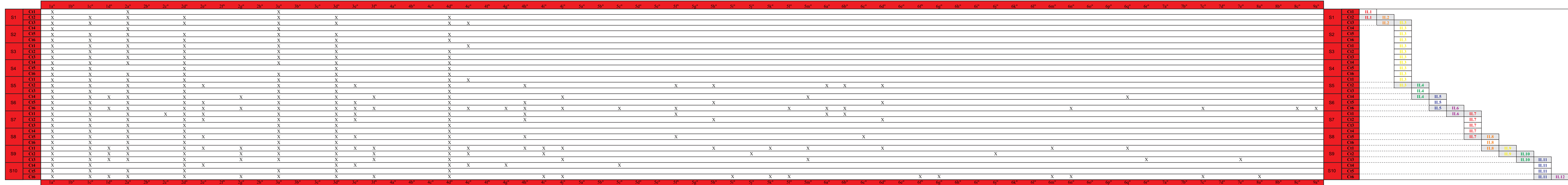


Figure 5.14. IL systemic developmental continuum for PE as to theme.



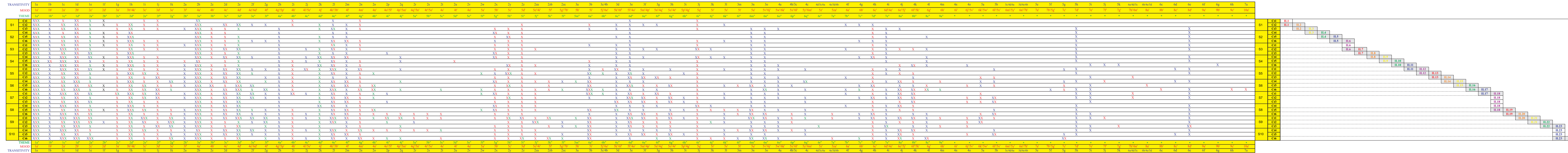


Figure 5.16. IL systemic developmental continuum for PE as to transitivity, mood, and theme simultaneously.

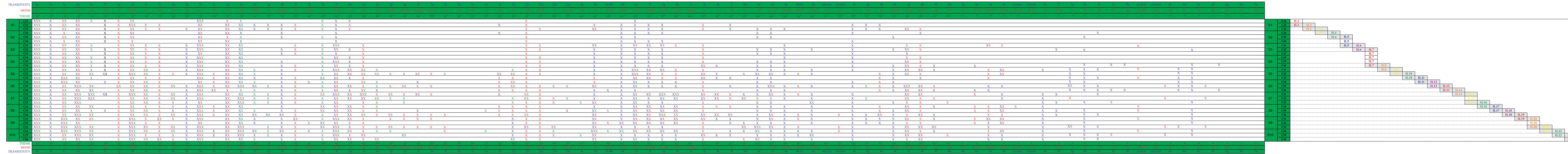


Figure 5.17. IL systemic developmental continuum for PN as to transitivity, mood, and theme simultaneously.

The criterion used to define each IL was that of the first appearance of a given system rather than the 90%-accuracy criterion originated within the realm of the morpheme studies (see Subsection 3.2.2.2), such as Bailey, Madden, and Krashen (1974), Dulay and Burt (1974), Larsen-Freeman (1978), and the one reviewed in Subsection 3.2.2.2, that is, Lightbown (1983) (for critical reviews, see Ellis, 1985, 1990, 1994a, 1997a; Gass & Selinker, 1994; Johnson, 2001; Larsen-Freeman & Long, 1991 – reviewed in Subsection 3.2.2.2; McLaughlin, 1987; Mitchell & Myles, 1998; Shohamy, 1994; Weinert, 1987). Ellis christened them emergence or onset criterion and accurate-use criterion, respectively (1994a, p. 14). My option for the former – also preferred by Lakshmanan and Selinker (2001, pp. 402-403) – lied in the fact that it is more in tune with the social semiotic basis of SFG and the socially bound tendency of the current work: The spontaneous emergence of a given system in the primary subjects' IL is motivated by some specific demand of the ELC-induced context of situation that construes the first-level registerial variation the learners are involved in routinely, which can be called instructional register.<sup>29</sup>

In order to opt for the emergence criterion, I relied upon the SFG-based presupposition whereby the primary subjects were capable of meeting the demand of the instructional/didactic register for a new transitivity, mood, or theme system. Hence, such new system's first reemergence in the PE and PN texts – irrespective of how accurately in terms of configurational realization<sup>30</sup> – was, in turn, a response to a

---

<sup>29</sup> Miller, Maiorani, and Turci (2004, p. 33) name it didactic register, which I find more appropriate, following Halliday (1978a, p. 222) as well as Halliday and Hasan (1989, p. 12), to name the rhetorical-mode feature of the T and G registers.

<sup>30</sup> This seems to be paradoxical as regards the configurational complexification categories of D(eviant)CC and SD(eviant)CC. The paradox is eliminated if the intended meaning for deviation (deviant) is not error (erroneous). Instead, the terms here mean the idiosyncratic features of the primary subjects' own developing L2 system at a given moment, which is in line with (a) Halliday's (1975a) claim that his L1-learning infant subject invented "... sound-meaning correspondences . . . to express meaning . . . that exist[s] within *his own system* [italics added]" (p. 34), and (b) Corder's (1974a/1967) interpretation of L2 learners' errors (despite his usage of the term *error* itself). Nevertheless, Halliday (1978b) makes use of the same term *error* to refer to both L1 and L2 deviations.

demand of the research-related contexts of situation that determine the second-level registerial variations<sup>31</sup> the learners were submitted to now and then, which can be called investigational – namely the PE and the PN registers. Finally, the spontaneous reemergence of the new system by way of its utilization on the part of the primary subjects suggests that it must have already been integrated into their lexico-grammatical repertoire of choices/resources.

As stated in Subsection 1.4.2.1, Longitudinal Hypothesis 1 was proposed as follows: Since I demonstrated that, in PS2, the intermediate subjects are false advanced and that, in PS3, the beginner subjects are false intermediate, more than the three ILs related to the traditional classification of the proficiency levels – beginning, intermediate,<sup>32</sup> and advanced – will be identified along the systemic developmental continua for the PE and PN registers; hence, the traditional classification of the learners' proficiency into three levels will be refuted in favor of another with a broader spectrum of levels.

### 5.3.1.1 LH1

The results spread across Figures 5.10 through 5.17 are systematized in Table 5.7.

Table 5.7  
*Number of ILs per Register and System Network Separately and Simultaneously*

Register	Lexico-grammatical system network	Number of ILs
Personal Experience	Transitivity	19
	Mood	14
	Theme	12
	Transitivity, mood, and theme simultaneously	24

<sup>31</sup> The constructs of first-level and second-level registers were inspired in Halliday's (1978a) proposal for a "... two-level semiotic organization" (p. 146) of fictional written narratives as if they were determined by two contexts of situations: the narration and the story environments.

<sup>32</sup> Here again, the subdivision of the traditional intermediate level into the sublevels of lower intermediate and upper intermediate is taken for granted.

Picture Narrative	Transitivity	18
	Mood	10
	Theme	10
	Transitivity, mood, and theme simultaneously	23

Table 5.7 demonstrates that, for the PE register, the numbers of ILs range between 4 and 8 times as many as the number related to the traditional classification of the proficiency levels. As with the PN register, the numerical findings range between 3.3 and 7.6 times as many as the traditionally accorded with number. Taking into account the high differences, I can say, therefore, that LH1 was confirmed for both registers.

The second longitudinal hypothesis to be verified was elaborated like this in Subsection 1.4.2.2: Also due to the presupposition part of LH1 and since there is the backsliding phenomenon, the ILs along the systemic developmental continua are nondiscrete.

### 5.3.1.2 LH2

Figures 5.10 through 5.17 evidence that when the systemic developmental continua – regardless of which the register is and of whether the system networks are considered separately or simultaneously – move: (a) from the first to the second IL, the latter expands out of the former; and (b) from the penultimate to the last IL, the former mingles into the latter. Inasmuch as the in-between ILs are concerned, the developmental movement is characterized by the expansion of a given IL out of its previous neighbor and by the mingling of it into its subsequent neighbor. For all in-between cases, there is always, then, moments of intersection between a certain IL and both of its immediate neighbors. The expansion-mingling movement that leads to the intersections, clearly seen in the figures, supports the confirmation of the nondiscreteness hypothesis.

The decision to consider the existence of the intersection feature between any two ILs as legitimate – even without the reoccurrence of every single system at subsequent collection moments – was based upon the presupposition thus stated: Every new transitivity, mood, or theme system was integrated into the primary subjects' lexico-grammatical resource repertoire as evidenced by their response to the demands of the second-level contexts of situation at a given time along the collection occasions. Out of the presupposition, the following argument emerges: It seems reasonable to claim that the newly integrated system remains available for reutilization at any subsequent time (accumulation, up to the new integration moment, of the repertoire of lexico-grammatical resources to be utilized in the realization of the meaning potential determined by the relevant contexts of situation). Such supporting argument derived from the presupposition is theoretically acceptable because again it is tuned with the social semiotic orientation of SFG.

Now let us turn to the verification of Longitudinal Hypothesis 3. In accordance with Subsection 1.4.2.3, its formulation follows these lines: Since there is the compulsory influence, from the very beginning, of the type of mature adult language both from the teacher and especially from the textbook, IL1 is more like the adult's multifunctional language than the child's protolanguage.

### 5.3.1.3 LH3

The verification of LH3 will depart from the results displayed in Figures 5.18 through 5.20. They are intended to demonstrate whether the subjects' initial IL, at its outset, is either bistratal (meaning and expression) – used to communicate separate functions that correspond each to a single social use of language – or tristratal (meaning, form, and expression) – used to communicate simultaneous metafunctions that



agglutinate each an infinite number of social uses of language. Whereas the former situation characterizes the child's protolanguage – the beginning of her/his L1 development, the latter is a feature of the adult's mature language (see Subsection 2.2).

The figures attest that, formally or lexico-grammatically speaking, the writers of the PE and the PN texts, who happen to be the research primary subjects, did not start off from scratch. As a matter of fact, they, at the very outset of their IL1 for both registers, already traversed a greater-than-zero number of delicacy scale levels in each of the three system networks. Within the transitivity network, whose systems realize the experiential metafunction, three levels – 42.86% – were traversed for both PE and PN (see Figure 5.18). Within the mood network, whose systems realize the interpersonal metafunction, five levels – 50% – were traversed for PE and PN alike (see Figure 5.19). Finally, within the theme network, whose systems realize the textual metafunction, three – 33.33% – and four – 44.44% – levels were traversed for PE and PN, respectively (see Figure 5.20).

All this means that the primary subjects' initial IL is tristratal and that its lexico-grammar is metafunctionally organized in a way that the three metafunctions are present simultaneously. Therefore, IL1 is more like an adult's L1, which confirms LH3.

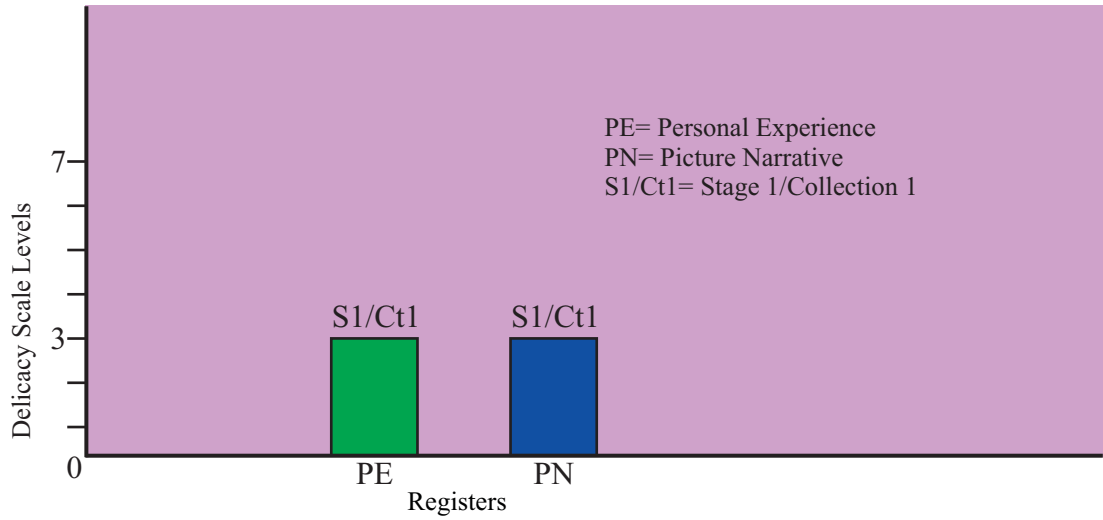


Figure 5.18. Number of transitivity delicacy scale levels present at the outset of IL 1 per register.

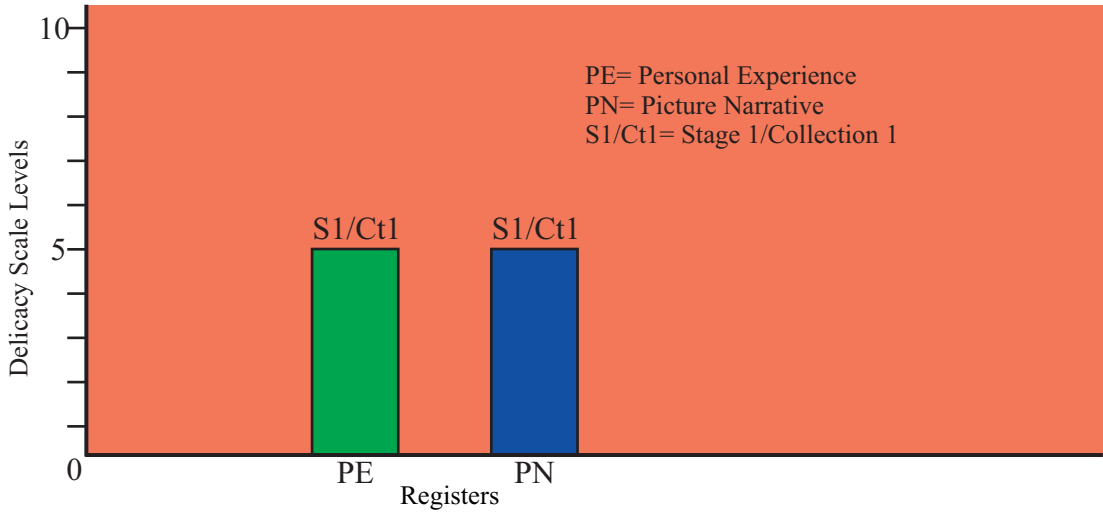


Figure 5.19. Number of mood delicacy scale levels present at the outset of IL 1 per register.

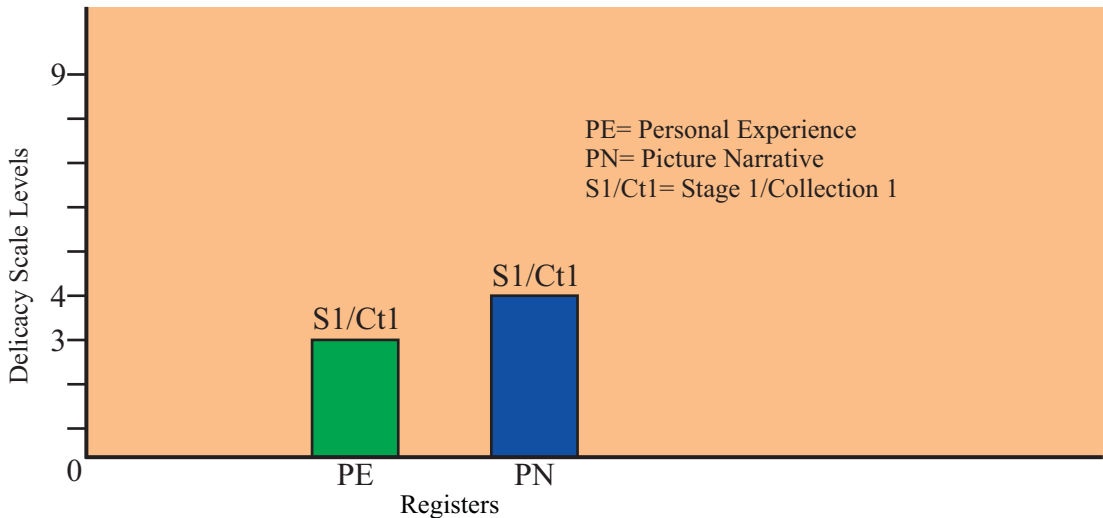


Figure 5.20. Number of theme delicacy scale levels present at the outset of IL 1 per register.

Next, I will carry out the verification of Longitudinal Hypothesis 4.<sup>33</sup> It was worded as follows in Subsection 1.4.2.4: Since Perrett (2000, p. 96) claims that the quantity of systems – within the transitivity, mood, and theme system networks – that are integrated into the learners’ repertoire of resources increases as a function of learning time, the pattern of systemic development, regardless of register, will be: (a) Concerning IL1, the systems within the mood network – as their functional realization configurations enable the subject to interact with the teacher and the classmates – rank the highest in number, the systems within the transitivity network – as their functional realization configurations enable the subject to represent her/his outer and inner worlds – rank second, and the systems within the theme network – as it is through their functional realization configurations that the transitivity and mood meanings gain appropriate texture – rank third; and (b) as regards IL2 onwards, the quantitative pattern remains unaltered.

#### 5.3.1.4 LH4

Before proceeding to the verification of the next two hypotheses, I will provide, in Table 5.8, the result of the counts that indicate the total of words in the primary-corpus texts. The counts were done per register.

Table 5.8  
*Total Numbers of Words in the Primary-Corpus Texts per Register*

Register	Total numbers of words
Personal Experience	2,239
Picture Narrative	2,639

<sup>33</sup> This hypothesis was only eligible for verification because LH3 turned out to be confirmed.

Table 5.9 systematizes the quantifications of the results displayed in Appendix R. Along with Table 5.10, it brings the absolute numbers and the respective simple frequency indices relevant for the verification of LH4.

Table 5.9

*Absolute Numbers and Respective Simple Frequency Indices for the Relevant System Counts per Register, System Network, and Collection Moment*

Collection moments	New repertoire of chosen transitivity, mood, and theme systems											
	Personal Experience						Picture Narrative					
	Tr <sup>a</sup>		Md <sup>b</sup>		Th <sup>c</sup>		Tr		Md		Th	
	A <sup>d</sup>	S <sup>e</sup>	A	S	A	S	A	S	A	S	A	S
S1Ct1 <sup>f</sup>	6	2.7	8	3.6	3	1.3	7	2.7	8	3.0	7	2.7
S1Ct2	12	5.4	6	2.7	4	1.8	14	5.3	6	2.3	0	0
S1Ct3	10	4.5	4	1.8	1	0.4	6	2.3	3	1.1	0	0
S2Ct4	2	0.9	0	0	0	0	2	0.7	0	0	0	0
S2Ct5	2	0.9	0	0	0	0	2	0.7	0	0	0	0
S2Ct6	0	0	1	0.4	0	0	0	0	0	0	0	0
S3Ct1	0	0	0	0	0	0	1	0.4	8	3.0	1	0.4
S3Ct2	4	1.8	3	1.3	0	0	3	1.1	0	0	0	0
S3Ct3	2	0.9	0	0	0	0	0	0	0	0	0	0
S4Ct4	2	0.9	0	0	0	0	0	0	0	0	0	0
S4Ct5	0	0	4	1.8	0	0	0	0	0	0	0	0
S4Ct6	6	2.7	0	0	0	0	7	2.7	0	0	0	0
S5Ct1	6	2.7	0	0	0	0	4	1.5	0	0	6	2.3
S5Ct2	1	0.4	0	0	8	3.6	2	0.7	10	3.8	1	0.4
S5Ct3	1	0.4	7	3.1	0	0	2	0.7	0	0	0	0
S6Ct4	3	1.3	4	1.8	6	2.7	2	0.7	0	0	0	0
S6Ct5	2	0.9	9	4.0	0	0	0	0	6	2.3	9	3.4
S6Ct6	1	0.4	3	1.3	7	3.1	4	1.5	0	0	0	0
S7Ct1	1	0.4	0	0	1	0.4	2	0.7	3	1.1	4	1.5
S7Ct2	0	0	0	0	0	0	0	0	0	0	0	0
S7Ct3	0	0	0	0	0	0	0	0	2	0.7	2	0.7
S8Ct4	0	0	0	0	0	0	0	0	1	0.4	0	0
S8Ct5	0	0	2	0.9	1	0.4	2	0.7	0	0	3	1.1
S8Ct6	0	0	2	0.9	0	0	0	0	3	1.1	0	0
S9Ct1	2	0.9	0	0	3	1.3	3	1.1	0	0	0	0
S9Ct2	3	1.3	0	0	2	0.9	0	0	0	0	0	0
S9Ct3	0	0	2	0.9	2	0.9	2	0.7	0	0	2	0.7
S10Ct4	0	0	0	0	0	0	0	0	0	0	1	0.4
S10Ct5	0	0	0	0	0	0	2	0.7	0	0	0	0
S10Ct6	1	0.4	1	0.4	4	1.8	0	0	0	0	0	0

Note. In accordance with Figures 5.10-5.15, the numerals marked in light green represent the IL1 repertoires, and those marked in light blue represent the new repertoires of IL2 onwards.

<sup>a</sup>Tr=transitivity system network. <sup>b</sup>Md=mood system network. <sup>c</sup>Th=theme system network. <sup>d</sup>A=absolute number. <sup>e</sup>S=simple frequency index. <sup>f</sup>S1, 2, 3, etc Ct 1, 2, 3, etc=Stage 1, 2, 3, etc Collection 1, 2, 3, etc.

Table 5.10

*Absolute Numbers and Respective Simple Frequency Indices for Other Relevant System Counts per Register and System Network*

Types of totals	Totals relative to the transitivity, mood, and theme systems											
	Personal Experience						Picture Narrative					
	Tr		Md		Th		Tr		Md		Th	
	A	S	A	S	A	S	A	S	A	S	A	S
Totals1 <sup>a</sup>	67	29.9	56	25.0	42	18.8	67	25.4	50	18.9	36	13.7
Totals2 <sup>b</sup>	61	27.2	48	21.4	39	17.5	60	22.7	42	15.9	29	11.0
Totals3 <sup>c</sup>	85	37.9	74	33.0	68	30.3	85	32.2	74	28.0	68	25.8

*Note.* The keys to the abbreviations used in this table are those found in Notes a-f of Table 5.9. The definitions of *Totals1* and *Totals2* also make reference to Table 5.9.

<sup>a</sup>*Totals1* represent the accumulated repertoires throughout all ILs presented in Figures 5.10-5.15. On the one hand, the totals in absolute number are the result of the exact sum of the partial numbers relative to each data collection moment and respective IL(s). On the other hand, the totals in simple frequency index do not represent the exact sum of the partial indices relative to each data collection moment and respective IL(s). They are the direct transformation of the absolute-number totals into simple frequency indices. The latter method was chosen due to the problem of decimal rounding. <sup>b</sup>*Totals2* represent the accumulated repertoires related to IL2 onwards (*Totals1* minus the IL1 repertoires in light green). <sup>c</sup>*Totals3* represent the sums of all systems that compose the system networks displayed in Figures 2.34-2.36.

Finally, Table 5.11 – based on Tables 5.9 and 5.10 – contains the results as to the confirmation or refutation of each part of LH4. Whereas the first – (a) – has to do with IL1 only, the second – (b) – is related to IL2 onwards.

By and large, Table 5.11 points to a partial refutation of LH4 as a whole (75% refutations against 25% confirmations). Insofar as the Part-a refutation is concerned, related to PN, it denotes that the initial focus on interpersonal meanings was immediately followed by a focus on textual rather than on ideational meanings. The Part-b refutations – the first having to do with PE and the second with PN – indicate that, after the initial moment, there was a shift of focus to ideational meanings, which were followed by interpersonal and textual meanings in this sequence.

Table 5.11  
*LH4-Related Results per System Network, Register, and Part of the Hypothesis*

Part of LH4	Register	System network	IL1 systemic repertoires <sup>a</sup>	Percentages <sup>b</sup>	Verification status
(a)	Personal Experience	Transitivity	2.7	7.1%	Confirmed
		Mood	3.6	10.9%	
		Theme	1.3	4.3%	
	Picture Narrative	Transitivity	2.7	8.4%	Refuted
		Mood	3.0	10.7%	
		Theme	2.7	10.5%	
			Systemic repertoires of IL2 onwards <sup>c</sup>		
(b)	Personal Experience	Transitivity	27.2	71.8%	Refuted
		Mood	21.4	64.8%	
		Theme	17.5	57.7%	
	Picture Narrative	Transitivity	22.7	70.5%	Refuted
		Mood	15.9	56.8%	
		Theme	11.0	42.6%	

<sup>a</sup>These are the numerals in simple frequency index marked in light green in Table 5.9. <sup>b</sup>The percentages were calculated in relation to *Totals3* – the numerals in simple frequency index marked in yellow in Table 5.10 – and were the basis for the determination of the verification statuses. <sup>c</sup>These are the numerals in simple frequency index marked in pink in Table 5.10 (*Totals2*).

It is now time to conduct the verification of Longitudinal Hypothesis 5. It was constructed as such in Subsection 1.4.2.5: Since the learning setting is that of the classroom/instructed type,<sup>34</sup> where there is intensive instruction and training all the way through, thorough systemic fossilization will not have occurred when the subjects finish their instruction at the end of A's last curricular stage.

### 5.3.1.5 LH5

As stated in Section 4.3, I had to resort, for a more consistent verification of LH5, to secondary and tertiary English-speaking subjects besides the primary EFL-learning ones. At first, the hypothesis will be precariously verified taking into account the

<sup>34</sup> Halliday (1978b, p. 5) uses the terms *natural* and *induced* learning for the naturalistic and classroom/instructed settings of L2 development, respectively. His terms will, henceforth, be adopted.

comparison between the results derived from the data provided by only the primary and secondary subjects. This initial verification will be accomplished through Figures 5.21 up to 5.28. Afterwards, LH5 will be more definitively verified by way of the tertiary subjects' ratings. The attempt for this more definitive verification will be carried out through Figures 5.29 and 5.30.

Figures 5.21 up to 5.28 are based on the systematization of the quantifications contained in Appendixes R, S, and T (while Appendix S is based on Appendix L for the terms and on the alphanumeric codes of Figures 2.34-2.36<sup>35</sup> for the systems, Appendix T is based on Appendixes R & S). Such systematization is presented in Tables 5.12 through 5.17 – which deals with the transitivity, mood, and theme system networks separately per register – and in Tables 5.18 and 5.19 – which takes into account the three networks simultaneously also per register. Figures 5.29 and 5.30, on the other hand, were designed upon the contents of Tables U.1 and U.2 (see Appendix U).

---

<sup>35</sup> The alphanumeric codes are better visualized in Figure 2.31.

Table 5.12

*Quantities of Transitivity Systems and Terms (Non)Used by the Primary and Secondary Subjects as to PE in Relation to the Totals of Transitivity Systems and Terms*

			Absolute number	Simple frequency index	Percentage
<b>Total transitivity systems</b>			85	37.9	100%
Primary subjects (PS)	Used systems	At S1Ct1 <sup>a</sup>	6	2.7	7.1%
		At S10Ct6 <sup>b</sup>	67	29.9	78.9%
		By PS and SS alike	0	0.0	0.0%
	By PS only <sup>c</sup>	0	0.0	0.0%	
	Nonused systems	AtS10Ct6	18	8.0	21.1%
Secondary subjects (SS)	Used systems		78	34.8	91.8%
	Nonused systems		7	3.1	8.2%
Gross difference between systems used by the primary and secondary subjects			11	4.9	12.9%
Systems absent from syllabus <sup>d</sup>			0	0.0	0.0%
Net difference between systems used by the primary and secondary subjects			11	4.9	12.9%
<b>Total transitivity terms</b>			190	84.8	100%
Primary subjects (PS)	Used terms	At S1Ct1	6	2.7	3.2%
		At S10Ct6	100	44.6	52.6%
		By PS and SS alike	0	0.0	0.0%
	By PS only	0	0.0	0.0%	
	Nonused terms	AtS10Ct6	90	40.2	47.4%
Secondary subjects (SS)	Used terms		128	57.1	67.3%
	Nonused terms		62	27.7	32.7%
Gross difference between terms used by the primary and secondary subjects			28	12.5	14.7%
Terms absent from syllabus			0	0.0	0.0%
Net difference between terms used by the primary and secondary subjects			28	12.5	14.7%

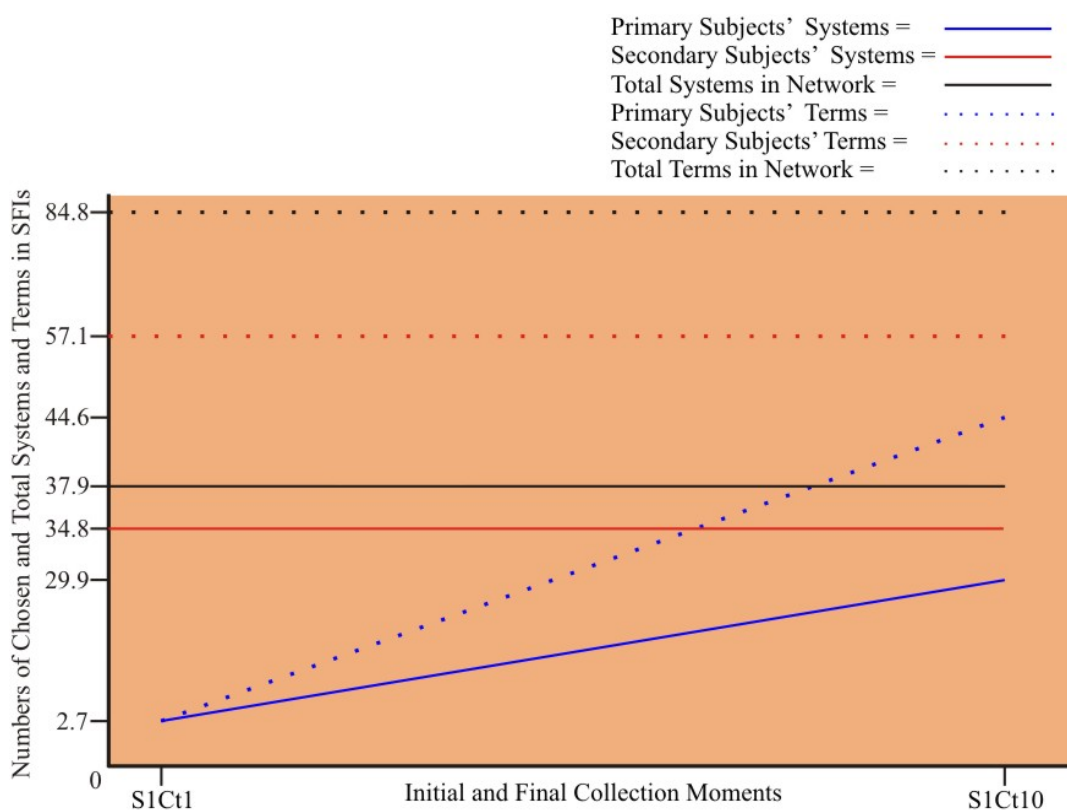
<sup>a</sup>First collection (Ct1) of A's first stage (S1). <sup>b</sup>Last collection (Ct6) of A's last stage (S10). <sup>c</sup>Whenever there are systems and terms that were used by only the primary subjects, they must be disregarded for the purpose of calculating the gross difference between the systems and terms used by the primary and secondary subjects. <sup>d</sup>The systems and terms used only by the secondary subjects (gross difference) were checked against the syllabus the primary subjects were submitted to. Each item was carefully looked up in all textbooks adopted throughout A's whole curricular structure. The net difference in favor of the secondary subjects must result from the subtraction of the absent systems and terms as, theoretically, the primary subjects were not exposed to them in the classroom. Lightbown (1983) also resorted to the textbooks used with her subjects (see Subsection 3.2.2.2).

As for the combination between PE and the transitivity system network: The primary subjects' system repertoire increased from 7.1% – out of the 37.9 systems



within the network – at the first data collection conducted in **A**'s first curricular stage to 78.9% at the last data collection in **A**'s last curricular stage, signifying that 21.1% of the total systems were not used. The increase related to the term repertoire was from 3.2% – out of the 84.8 terms within the systems – to 52.6%, implying that the primary subjects did not use 47.4% of the total terms. While the secondary subjects' system repertoire is made up of 91.8% out of the total network systems, their term repertoire comprises 67.3% out of the total network terms, which means that the primary subjects present net system and term gaps of 12.9% and 14.7%, respectively.

Table 5.12 leads to the results displayed in Figure 5.21.



*Figure 5.21.* Comparison between the numbers of effectively chosen transitivity systems and terms by the primary and secondary subjects and the totals of systems and terms within the transitivity system network as to PE.

Table 5.13

*Quantities of Mood Systems and Terms (Non)Used by the Primary and Secondary Subjects as to PE in Relation to the Totals of Mood Systems and Terms*

				Absolute number	Simple frequency index	Percentage
<b>Total mood systems</b>				74	33.0	100%
Primary subjects (PS)	Used systems	At S1Ct1		8	3.6	10.9%
		At S10Ct6	By PS and SS alike	55	24.6	74.6%
	By PS only		1 <sup>a</sup>	0.4	1.2%	
	Nonused systems		AtS10Ct6	18	8.0	24.2%
Secondary subjects (SS)	Used systems			59	26.4	80%
	Nonused systems			15	6.6	20%
Gross difference between systems used by the primary and secondary subjects				4	1.8	5.4%
Systems absent from syllabus				0	0.0	0%
Net difference between systems used by the primary and secondary subjects				4	1.8	5.4%
<b>Total mood terms</b>				162	72.3	100%
Primary subjects (PS)	Used terms	At S1Ct1		8	3.6	5%
		At S10Ct6	By PS and SS alike	91	40.6	56.2%
	By PS only		1 <sup>b</sup>	0.4	0.5%	
	Nonused terms		AtS10Ct6	70	31.3	43.3%
Secondary subjects (SS)	Used terms			105	46.9	64.9%
	Nonused terms			57	25.4	35.1%
Gross difference between terms used by the primary and secondary subjects				14	6.3	8.7%
Terms absent from syllabus				0	0.0	0.0%
Net difference between terms used by the primary and secondary subjects				14	6.3	8.7%

<sup>a</sup>System = 1b' (see Figure 2.35). <sup>b</sup>Term = *vocative* (see Figure 2.35).

As for the combination between PE and the mood system network: The primary subjects' system repertoire increased from 10.9% – out of the 33.0 systems within the network – at the first data collection moment to 75.8% (not disregarding here the 1.2% of systems used only by the primary subjects) at the last collection moment, signifying that 24.2% of the total systems were not used. The increase related to the term repertoire

was from 5% – out of the 72.3 terms within the systems – to 56.7% (not disregarding here the 0.5% of terms used only by the primary subjects), implying that the primary subjects did not use 43.3% of the total terms. While the secondary subjects’ system repertoire is made up of 80% out of the total systems, their term repertoire comprises 64.9% out of the total terms, which means that the primary subjects present net system and term gaps of 5.4% and 8.7%, respectively.

Table 5.13 produces the results found in Figure 5.22.

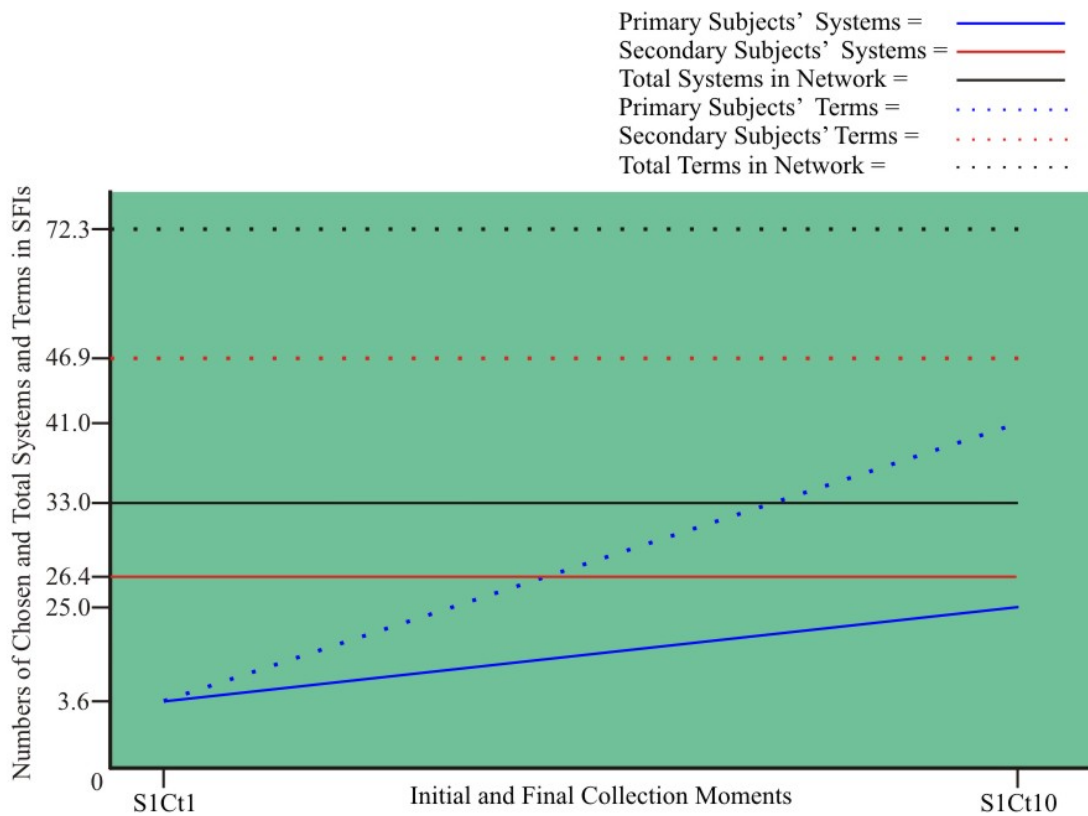


Figure 5.22. Comparison between the numbers of effectively chosen mood systems and terms by the primary and secondary subjects and the totals of systems and terms within the mood system network as to PE.

Table 5.14

*Quantities of Theme Systems and Terms (Non)Used by the Primary and Secondary Subjects as to PE in Relation to the Totals of Theme Systems and Terms*

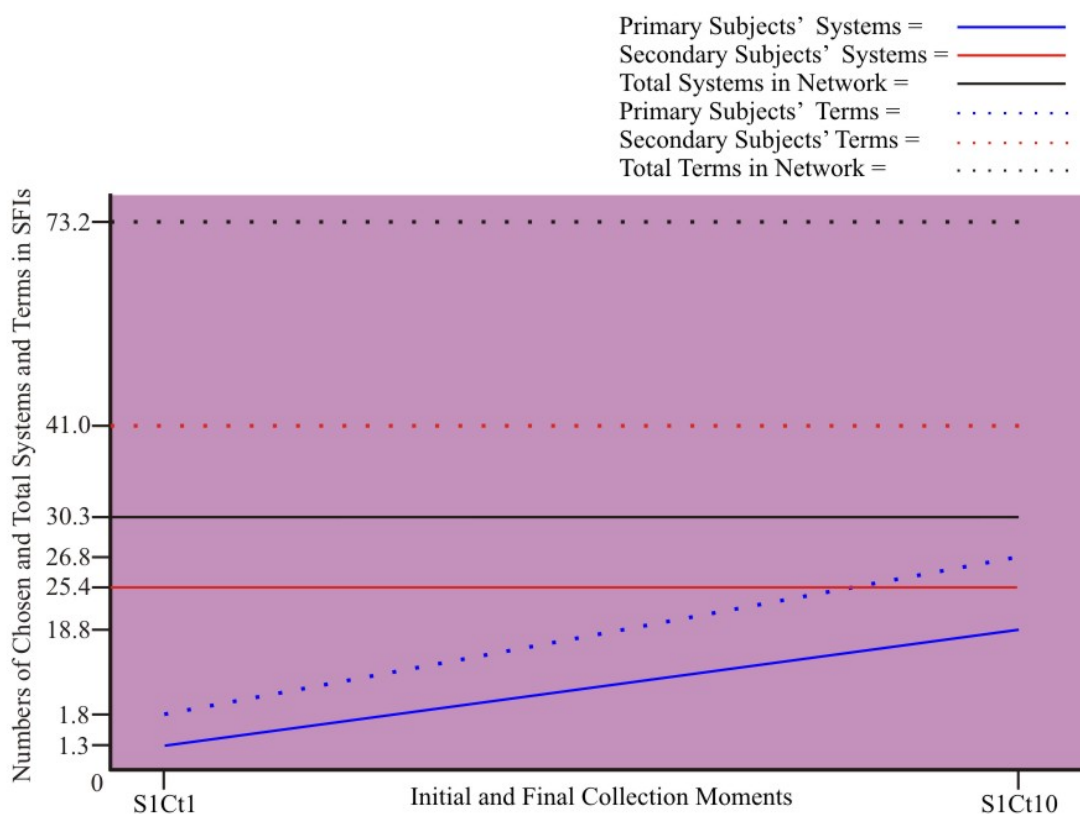
				Absolute number	Simple frequency index	Percentage
<b>Total theme systems</b>				68	30.3	100%
Primary subjects (PS)	Used systems	At S1Ct1		3	1.3	4.3%
		At S10Ct6	By PS and SS alike	42	18.8	62%
			By PS only	0	0.0	0.0%
	Nonused systems		AtS10Ct6	26	11.5	38%
Secondary subjects (SS)	Used systems		57	25.4	83.8%	
	Nonused systems		11	4.9	16.2%	
Gross difference between systems used by the primary and secondary subjects				15	6.6	21.8%
Systems absent from syllabus				0	0.0	0.0%
Net difference between systems used by the primary and secondary subjects				15	6.6	21.8%
<b>Total theme terms</b>				164	73.2	100%
Primary subjects (PS)	Used terms	At S1Ct1		4	1.8	2.5%
		At S10Ct6	By PS and SS alike	59	26.4	36.1%
			By PS only	1 <sup>a</sup>	0.4	0.5%
	Nonused terms		AtS10Ct6	104	46.4	63.4%
Secondary subjects (SS)	Used terms		92	41.0	56%	
	Nonused terms		72	32.2	44%	
Gross difference between terms used by the primary and secondary subjects				33	14.6	19.9%
Terms absent from syllabus				2 <sup>b</sup>	0.9	1.2%
Net difference between terms used by the primary and secondary subjects				31	13.7	18.7%

<sup>a</sup>Term = *process theme* (see Figure 2.36). <sup>b</sup>Terms = as *internal matter* (2a'') and *marked* (4c''); the systems 2a'' and 4c'' are present in the syllabus by means of the other term in each, namely *as transitivity role* and *unmarked*, respectively (see Figure 2.36).

As for the combination between PE and the theme system network: The primary subjects' system repertoire increased from 4.3% – out of the 30.3 systems – at the initial moment to 62% at the final moment, signifying a 38% nonutilization of the total systems. The increase related to the term repertoire was from 2.5% – out of the 73.2 terms – to 36.6% (not disregarding here the 0.5% of terms used only by the primary

subjects), implying a 63.4% nonutilization of the total terms. While the secondary subjects' system repertoire is composed of 83.8% out of the total systems, their term repertoire encompasses 56% of the total terms, which means that the primary subjects present system and term gaps of 21.8% and 19.9% (disregarding here the 0.5% of terms used only by the primary subjects), respectively. Whereas the 21.8% gap represents the net system difference in favor of the secondary subjects, the 19.9% gap represents the gross term difference. The net term difference in favor of the secondary subjects – 18.7% – is obtained through the subtraction between the gross difference and the 1.2% of terms absent from the syllabus to which the primary subjects were exposed.

Table 5.14 generates the results demonstrated in Figure 5.23.



*Figure 5.23.* Comparison between the numbers of effectively chosen theme systems and terms by the primary and secondary subjects and the totals of systems and terms within the theme system network as to PE.

Table 5.15

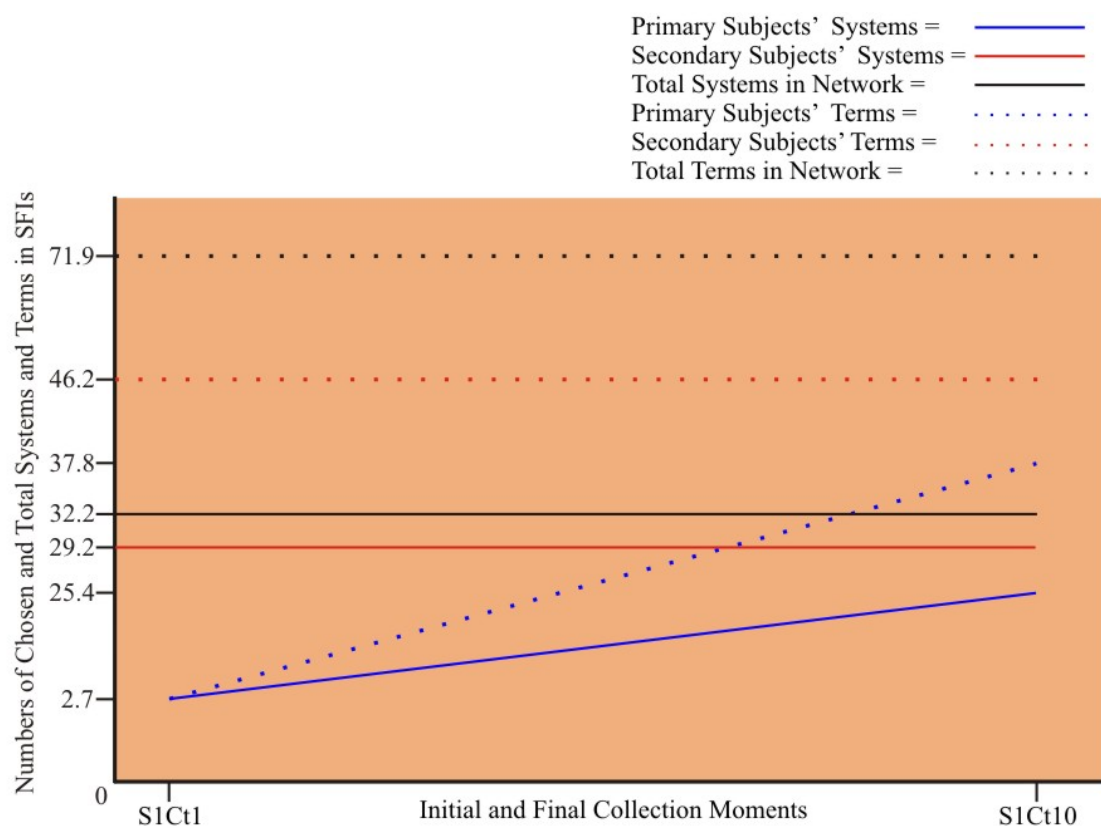
*Quantities of Transitivity Systems and Terms (Non)Used by the Primary and Secondary Subjects as to PN in Relation to the Totals of Transitivity Systems and Terms*

				Absolute number	Simple frequency index	Percentage
<b>Total transitivity systems</b>				85	32.2	100%
Primary subjects (PS)	Used systems	At S1Ct1		7	2.7	8.4%
		At S10Ct6	By PS and SS alike	67	25.4	78.9%
	By PS only		0	0.0	0.0%	
	Nonused systems		AtS10Ct6	18	6.8	21.1%
Secondary subjects (SS)	Used systems			77	29.2	90.7%
	Nonused systems			8	3.0	9.3%
Gross difference between systems used by the primary and secondary subjects				10	3.8	11.8%
Systems absent from syllabus				0	0.0	0.0%
Net difference between systems used by the primary and secondary subjects				10	3.8	11.8%
<b>Total transitivity terms</b>				190	71.9	100%
Primary subjects (PS)	Used terms	At S1Ct1		7	2.7	3.7%
		At S10Ct6	By PS and SS alike	100	37.8	52.6%
	By PS only		0	0.0	0.0%	
	Nonused terms		AtS10Ct6	90	34.1	47.4%
Secondary subjects (SS)	Used terms			122	46.2	64.3%
	Nonused terms			68	25.7	35.7%
Gross difference between terms used by the primary and secondary subjects				22	8.4	11.7%
Terms absent from syllabus				0	0.0	0.0%
Net difference between terms used by the primary and secondary subjects				22	8.4	11.7%

As for the combination between PN and the transitivity system network: The primary subjects' system repertoire rose from 8.4% – out of the 32.2 systems – at the initial moment to 78.9% at the final moment, signifying a 21.1% nonutilization of the total systems. The rise related to the term repertoire was from 3.7% – out of the 71.9 terms – to 52.6%, implying a 47.4% nonutilization of the total terms. While the secondary subjects' system repertoire reached 90.7%, their term repertoire became as

large as 64.3%, which means that the primary subjects present net system and term gaps of 11.8% and 11.7%, respectively.

Table 5.15 yields the results seen in Figure 5.24.



*Figure 5.24.* Comparison between the numbers of effectively chosen transitivity systems and terms by the primary and secondary subjects and the totals of systems and terms within the transitivity system network as to PN.

Table 5.16

*Quantities of Mood Systems and Terms (Non)Used by the Primary and Secondary Subjects as to PN in Relation to the Totals of Mood Systems and Terms*

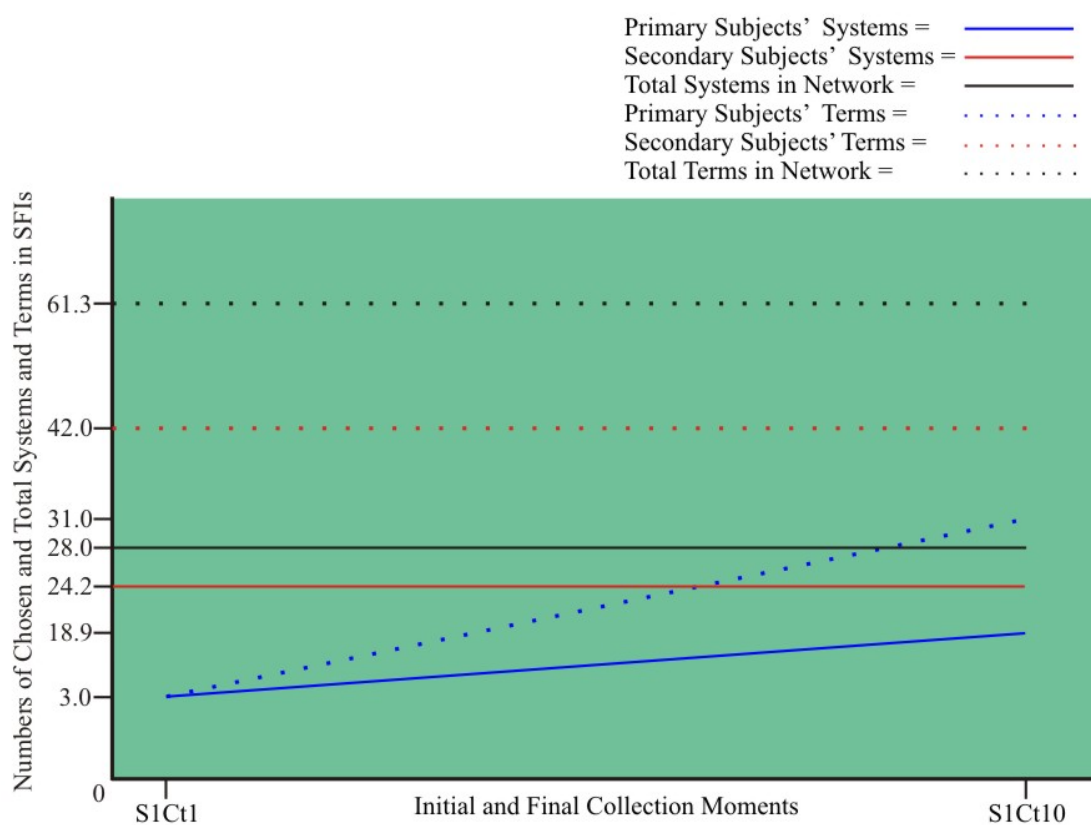
				Absolute number	Simple frequency index	Percentage
<b>Total mood systems</b>				74	28.0	100%
Primary subjects (PS)	Used systems	At S1Ct1		8	3.0	10.7%
		At S10Ct6	By PS and SS alike	50	18.9	67.5%
	By PS only		0	0.0	0.0%	
	Nonused systems		AtS10Ct6	24	9.1	32.5%
Secondary subjects (SS)	Used systems			64	24.2	86.4%
	Nonused systems			10	3.8	13.6%
Gross difference between systems used by the primary and secondary subjects				14	5.3	18.9%
Systems absent from syllabus				0	0.0	0.0%
Net difference between systems used by the primary and secondary subjects				14	5.3	18.9%
<b>Total mood terms</b>				162	61.3	100%
Primary subjects (PS)	Used terms	At S1Ct1		8	3.0	4.9%
		At S10Ct6	By PS and SS alike	82	31.0	50.6%
	By PS only		0	0.0	0.0%	
	Nonused terms		AtS10Ct6	80	30.3	49.4%
Secondary subjects (SS)	Used terms			111	42.0	68.5%
	Nonused terms			51	19.3	31.5%
Gross difference between terms used by the primary and secondary subjects				29	11.0	17.9%
Terms absent from syllabus				0	0.0	0.0%
Net difference between terms used by the primary and secondary subjects				29	11.0	17.9%

As for the combination between PN and the mood system network: The primary subjects' system repertoire rose from 10.7% – out of the 28.0 systems – at the initial collection to 67.5% at the last collection, signifying a 32.5% nonutilization of the total systems. The rise related to the term repertoire was from 4.9% – out of the 61.3 terms – to 50.6%, implying a 49.4% nonutilization of the total terms. While the secondary subjects' system repertoire reached 86.4%, their term repertoire became as big as



68.5%, which means that the primary subjects present net system and term gaps of 18.9% and 17.9%, respectively.

Table 5.16 conduces to the results reproduced in Figure 5.25.



*Figure 5.25.* Comparison between the numbers of effectively chosen mood systems and terms by the primary and secondary subjects and the totals of systems and terms within the mood system network as to PN.

Table 5.17

*Quantities of Theme Systems and Terms (Non)Used by the Primary and Secondary Subjects as to PN in Relation to the Totals of Theme Systems and Terms*

			Absolute number	Simple frequency index	Percentage
<b>Total theme systems</b>			68	25.8	100%
Primary subjects (PS)	Used systems	At S1Ct1	7	2.7	10.5%
		At S10Ct6	36	13.7	53.1%
	Nonused systems	By PS and SS alike	0	0.0	0.0%
		By PS only	0	0.0	0.0%
Secondary subjects (SS)	AtS10Ct6	32	12.1	46.9%	
	Used systems	53	20.1	77.9%	
	Nonused systems	15	5.7	22.1%	
Gross difference between systems used by the primary and secondary subjects			17	6.4	24.8%
Systems absent from syllabus			0	0.0	0.0%
Net difference between systems used by the primary and secondary subjects			17	6.4	24.8%
<b>Total theme terms</b>			164	62.1	100%
Primary subjects (PS)	Used terms	At S1Ct1	9	3.4	5.5%
		At S10Ct6	49	18.6	30%
	Nonused terms	By PS and SS alike	0	0.0	0.0%
		By PS only	0	0.0	0.0%
Secondary subjects (SS)	AtS10Ct6	115	43.5	70%	
	Used terms	81	30.7	49.4%	
	Nonused terms	83	31.4	50.6%	
Gross difference between terms used by the primary and secondary subjects			32	12.1	19.4%
Terms absent from syllabus			1 <sup>a</sup>	0.4	0.6%
Net difference between terms used by the primary and secondary subjects			31	11.7	18.8%

<sup>a</sup>Term = *marked* (4c<sup>o</sup>); the system 4c<sup>o</sup> is present in the syllabus by means of its other term, namely *unmarked* (see Figure 2.36).

As for the combination between PN and the theme system network: The primary subjects' system repertoire rose from 10.5% – out of the 25.8 systems – at the initial collection to 53.1% at the last collection, signifying a 46.9% nonutilization of the total systems. The rise related to the term repertoire was from 5.5% – out of the 62.1 terms – to 30.0%, implying a 70% nonutilization of the total terms. While the secondary

subjects' system repertoire reached 77.9%, their term repertoire became as big as 49.4%, which means that the primary subjects present system and term gaps of 24.8% and 19.4%, respectively. Whereas the 24.8% gap represents the net system difference in favor of the secondary subjects, the 19.4% gap represents the gross term difference. The net term difference in favor of the secondary subjects – 18.8% – is obtained through the subtraction between the gross difference and the 0.6% of terms absent from the syllabus adopted for the primary subjects' instruction.

Table 5.17 originates the results shown in Figure 5.26.

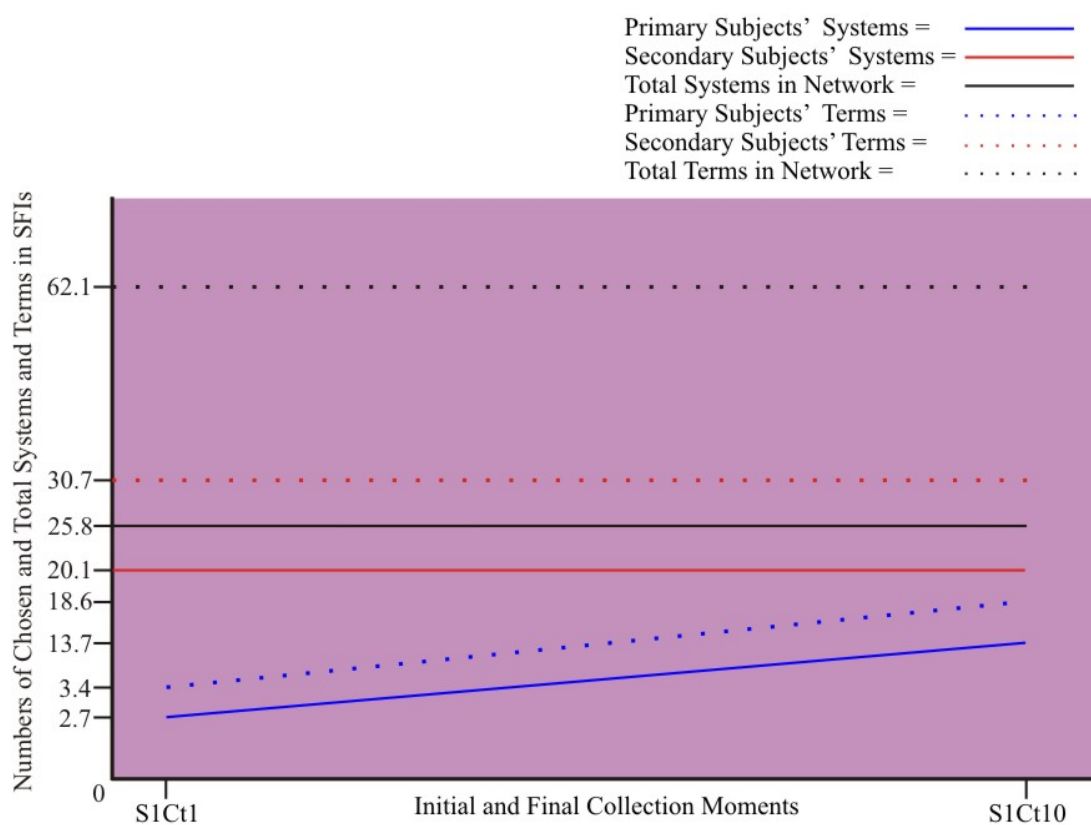


Figure 5.26. Comparison between the numbers of effectively chosen theme systems and terms by the primary and secondary subjects and the totals of systems and terms within the theme system network as to PN.

Table 5.18

*Quantities of Transitivity, Mood, and Theme Systems and Terms (Non)Used by the Primary and Secondary Subjects as to PE in Relation to the Totals of Transitivity, Mood, and Theme Systems and Terms*

			Absolute number	Simple frequency index	Percentage
<b>Total transitivity, mood, and theme systems</b>			227	101.2	100%
Primary subjects (PS)	Used systems	At S1Ct1	17	7.6	7.5%
		At S10Ct6	164	73.3	72.4%
		By PS and SS alike	1 <sup>a</sup>	0.4	0.4%
		By PS only			
	Nonused systems	AtS10Ct6	62	27.5	27.2%
Secondary subjects (SS)	Used systems		194	86.6	85.6%
	Nonused systems		33	14.6	14.4%
Gross difference between systems used by the primary and secondary subjects			30	13.3	13.2%
Systems absent from syllabus			0	0.0	0.0%
Net difference between systems used by the primary and secondary subjects			30	13.3	13.2%
<b>Total transitivity, mood, and theme terms</b>			516	230.3	100%
Primary subjects (PS)	Used terms	At S1Ct1	18	8.1	3.5%
		At S10Ct6	250	111.5	48.4%
		By PS and SS alike	2 <sup>b</sup>	0.9	0.4%
		By PS only			
	Nonused terms	AtS10Ct6	264	117.9	51.2%
Secondary subjects (SS)	Used terms		325	145.0	63%
	Nonused terms		191	85.3	37%
Gross difference between terms used by the primary and secondary subjects			75	33.5	14.6%
Terms absent from syllabus			2 <sup>c</sup>	0.9	0.4%
Net difference between terms used by the primary and secondary subjects			73	32.6	14.2%

<sup>a</sup>Mood System = 1b' (see Figure 2.35). <sup>b</sup>Mood Term = *vocative* (see Figure 2.35); theme term = *process theme* (see Figure 2.36). <sup>c</sup>Theme terms = as *internal matter* (2a'') and *marked* (4c''); the systems 2a'' and 4c'' are present in the syllabus by means of the other term in each, namely as *transitivity role* and *unmarked*, respectively (see Figure 2.36).

When PE is dealt with from the perspective of the transitivity, mood, and theme system networks simultaneously, the primary subjects' system repertoire increases from 7.5% – out of the 101.2 systems within the networks – to 72.8% (considering the 0.4% of systems used only by the primary subjects), which means that 27.2% of the total systems

were not utilized. The increase as for the term repertoire is from 3.5% – out of the 230.3 terms within the systems – to 48.8% (considering the 0.4% of terms used only by the primary subjects), which implies a nonutilization of 51.2% of the total terms. While the secondary subjects' system repertoire is made up of 85.6% out of the total systems that belong to all three networks, their term repertoire comprises 63% out of the general total of terms, signifying that the primary subjects present system and term gaps of 13.2% (not considering the 0.4% of systems used only by the primary subjects) and 14.6% (not considering the 0.4% of terms used only by the primary subjects), respectively. Whereas the 13.2% gap represents the net system difference in favor of the secondary subjects, the 14.6% gap represents the gross term difference. The net term difference in favor of the secondary subjects is 14.2%, which derives from the subtraction between the gross difference and the 0.4% of terms absent from the syllabus taught to the primary subjects.

Table 5.18 provides the results encountered in Figure 5.27.

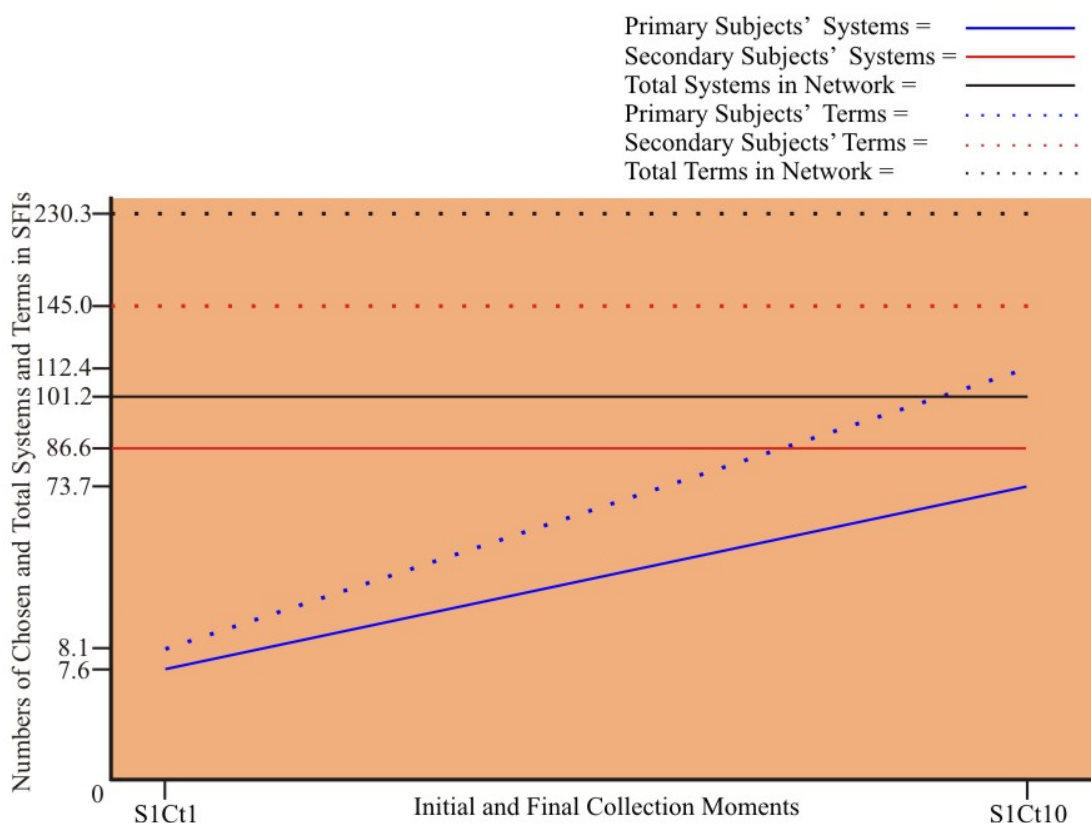


Figure 5.27. Comparison between the numbers of effectively chosen simultaneous transitivity, mood, and theme systems and terms by the primary and secondary subjects and the simultaneous totals of systems and terms within the three system networks as to PE.

Table 5.19

*Quantities of Transitivity, Mood, and Theme Systems and Terms (Non)Used by the Primary and Secondary Subjects as to PN in Relation to the Totals of Transitivity, Mood, and Theme Systems and Terms*

				Absolute number	Simple frequency index	Percentage
<b>Total transitivity, mood, and theme systems</b>				227	86.0	100%
Primary subjects (PS)	Used systems	At S1Ct1		22	8.4	9.8%
		At S10Ct6	By PS and SS alike	153	58.0	67.4%
	By PS only		0	0.0	0.0%	
	Nonused systems		AtS10Ct6	74	28.0	32.6%
Secondary subjects (SS)	Used systems			194	73.5	85.5%
	Nonused systems			33	12.5	14.5%
Gross difference between systems used by the primary and secondary subjects				41	15.5	18.1%
Systems absent from syllabus				0	0.0	0.0%
Net difference between systems used by the primary and secondary subjects				41	15.5	18.1%
<b>Total transitivity, mood, and theme terms</b>				516	195.3	100%
Primary subjects (PS)	Used terms	At S1Ct1		24	9.1	4.7%
		At S10Ct6	By PS and SS alike	231	87.4	44.8%
	By PS only		0	0.0	0.0%	
	Nonused terms		AtS10Ct6	285	107.9	55.2%
Secondary subjects (SS)	Used terms			314	118.9	60.9%
	Nonused terms			202	76.4	39.1%
Gross difference between terms used by the primary and secondary subjects				83	31.5	16.1%
Terms absent from syllabus				1 <sup>a</sup>	0.4	0.2%
Net difference between terms used by the primary and secondary subjects				82	31.1	15.9%

<sup>a</sup>Theme term = *marked* (4c<sup>o</sup>); the system 4c<sup>o</sup> is present in the syllabus by means of its other term, namely *unmarked* (see Figure 2.36).

When PN is accounted for from the viewpoint of the three system networks simultaneously, the primary subjects' system repertoire rises from 9.8% – out of the 86.0 systems within the networks – to 67.4%, which means that 32.6% of the total systems were not selected for use. The rise concerning the term repertoire departs from 4.7% – out of the 195.3 terms within the systems – and goes up to 44.8%, which implies

a nonuse of 55.2% of the total terms. While the secondary subjects' system repertoire is formed of 85.5% out of the total systems that comprise all networks, their term repertoire encompasses 60.9% out of the general total of terms; it follows, then, that the primary subjects present system and term gaps of 18.1% and 16.1%, respectively. Whereas the 18.1% gap represents the net system difference in favor of the secondary subjects, the 16.1% gap represents the gross term difference. The net term difference in favor of the secondary subjects amounts to 15.9%, which results from the subtraction between the gross difference and the 0.2% of terms absent from the primary subjects' instructional syllabus.

Table 5.19 furnishes the results presented in Figure 5.28.

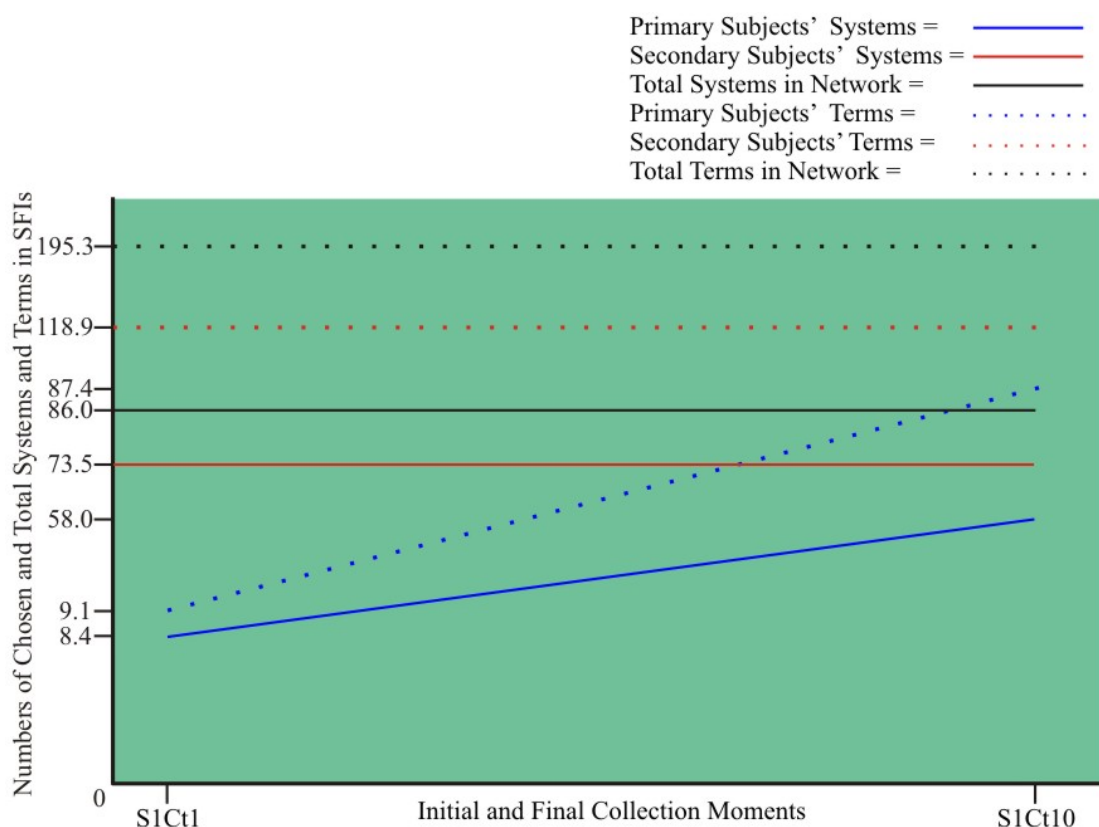


Figure 5.28. Comparison between the numbers of effectively chosen simultaneous transitivity, mood, and theme systems and terms by the primary and secondary subjects and the simultaneous totals of systems and terms within the three system networks as to PN.

At a first glance, the percentage ranges of system nonuse (21.1%-38% for PE & 21.1%-46.9% for PN) and of term nonuse (43.3%-63.4% for PE & 47.4%-70% for PN) on the part of the primary subjects – regardless of whether the transitivity, mood, and theme system networks are taken separately or simultaneously – would be high enough to attest the refutation of LH5. Furthermore, as stated in Subsection 2.2.2, the SFG-based Nigel grammar consisted – in the mid 1990s – of 1,000 systems, a much higher quantity than the 227 systems altogether for transitivity, mood, and theme (see Tables 5.18 & 5.19) I managed to gather, based on more recently published literature (Halliday & Matthiessen, 2004; Matthiessen, 1995), in view of constructing the networks presented in Figures 2.34, 2.35, and 2.36. Therefore, the primary subjects' nonutilization percentages are actually even higher.

However, the primary-corpus-related texts belong to the previously established registers of PE or PN – the research empirical rationale did not allow the primary subjects to choose freely what register to write in. A register, in turn, is linguistic variation to which Matthiessen (1993, pp. 246-249) offers a common-core-system-plus-partition type of possible interpretation, whereby, lexico-grammatically, the system networks of the whole language encompass the system networks of all registers. Registerial variation derives, thus, from the subset (partition of total system)-whole (common-core system) relationship.<sup>36</sup> Therefore, a refutation based solely upon the results provided by the primary subjects would be too precarious due to the lack of knowledge about the extension of the lexico-grammatical systemic subsets that characterize the PE and PN registers as rendered by native speakers of English.

---

<sup>36</sup> This is equivalent to what Michael Halliday says in the interview he gave to Thompson and Collins (2001, pp. 131-153). He states (p. 146) that if one looks at several texts from the perspective of the instance, one will see a set of text types; if, on the other hand, one looks at the same texts from the perspective of the system, one will see the change of the text types into subsystems or registers.



The secondary subjects furnished results indicative of the fact that the tentative lexico-grammatical systemic subsets for PE and PN extend beyond the sizes of the transitivity, mood, and theme repertoires – both separately and simultaneously – used by the primary subjects at the last collection moment. While the gross surplus percentage ranges of systems are 5.4%-21.8% for PE and 11.8%-24.8% for PN, the gross surplus percentage ranges of terms are 8.7%-19.9% for PE and 11.7%-19.4% for PN. The still high ranges would again seem to refute, this time more definitively, LH5. However, the refutation remains precarious as the secondary subjects' surpluses could contain a great quantity of systems and terms that would be absent from the syllabus with which the primary subjects had been instructed. After a careful examination of all adopted textbooks in their entirety (see Note d under Table 5.12), I drew the conclusion that it was not the case since there were no absent systems and the absent terms, restricted to the theme system network, were very few – 1.2% and 0.6% of the total theme terms for the separate networks, resulting in a decrease of 0.4% and 0.2% of the total simultaneous terms for PE and PN, respectively. As such, whereas the system-related net surpluses remained unchanged with respect to the gross ones, the term-related net surpluses varied slightly at their top ends: 8.7%-18.7% for PE and 11.7%-18.8% for PN.

Even with favorable net-surplus percentage-ranges, LH5 maintains its precarious refutation. The hard-to-eliminate precariousness has to do with the tentative status of the lexico-grammatical systemic descriptions of the PE and PN registers. The tentativeness of the descriptions, in turn, is a consequence of their not having resulted from large corpora, which means they hold low linguistic representativeness (see Subsection 4.3.1.2 for the reason of the small size of the corpus and the criterion for its chosen size).

In order to overcome, at least partially, the effect of the small-sized corpus produced by the secondary subjects and, thus, the insistent precarious refutation of LH5, tertiary

subjects were used – as stated in Subsections 4.3.1.3, 4.3.2.3, 4.3.4.3, and 4.3.5.3 – to rate the primary-corpus texts for reading comprehension, native-likeness, and grammatical accuracy. The results of the ratings displayed in Tables U.1 and U.2 (see Appendix U) are now systematized, for better visualization, in Figures 5.29 and 5.30.

For both registers, the tertiary subjects' reading comprehension of the texts produced at the first collection of A's first stage was situated at the *nothing* level (see Subsections 4.3.4.3 & 4.3.5.3); likewise, the ratings concerning the native-likeness and grammatical accuracy of the same texts departed from the *very low* level. While the reading comprehension of the text rendered at the last collection of A's last stage went up to the *good* level for the PE register, the equivalent PN-register text reached the *moderate* level of reading comprehension. Again for both registers, the ratings related to the other two assessed aspects of the texts written at the final collection did not go any further than the *low* level.

Due to the irregularities of the ratings along the 30 collection moments in both figures, I found that the tertiary subjects' contribution would be more fruitful if it could be converted into average results from the second collection moment (S1Ct2) onwards.<sup>37</sup> In order to accomplish the conversion, I attributed numerical values to each of the rating choices, as such: (a) Everything/very high or choice *a* turned out to be worth 5 points; (b) good/high or choice *b*, 4 points; (c) moderate/moderate or choice *c*, 3 points; (d) poor/low or choice *d*, 2 points; and (e) nothing/very low or choice *e*, 1 point. Per rated aspect and register, each of the 29 texts written along the other collection moments was given one of the numerical values according to Figures 5.29 and 5.30 and Appendix U (e.g., the PE text rendered at the S5Ct3 collection moment was given 4 points for reading comprehension, 2 points for native-likeness, and 1 point for grammatical accuracy). The numerals were added up and the resulting sums divided by

---

<sup>37</sup> The first collection moment (S1Ct1) should be left outside as, besides its being the departure point, both the PE and the PN texts produced then received the same ratings – the least valued ones – for the three assessed aspects. Such equal ratings need not be averaged up.

Levels of Comprehension, Native Likeness, and Accuracy

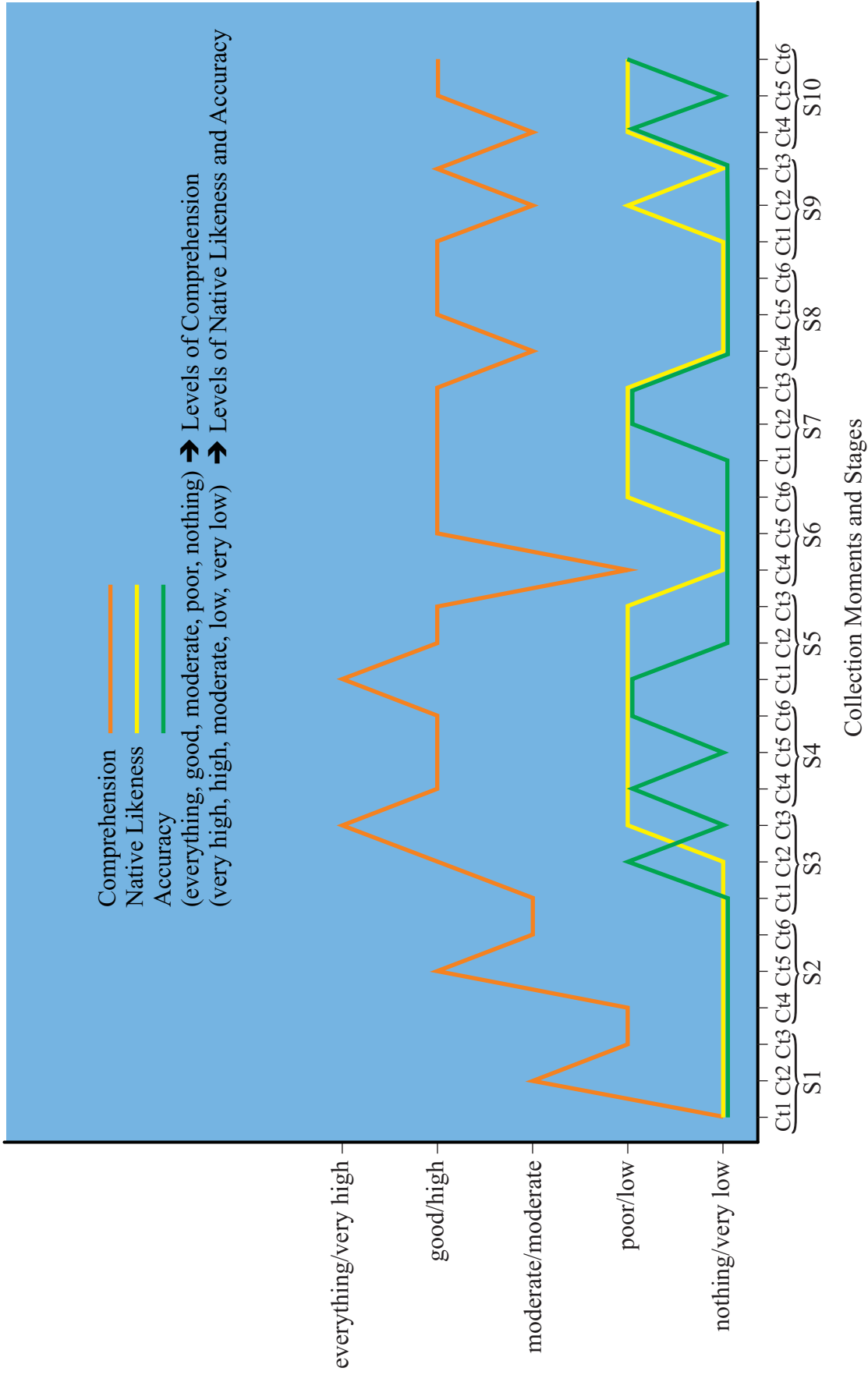


Figure 5.29. Comparison among the ratings for comprehension, native likeness, and grammatical accuracy by the tertiary subjects as to PE.

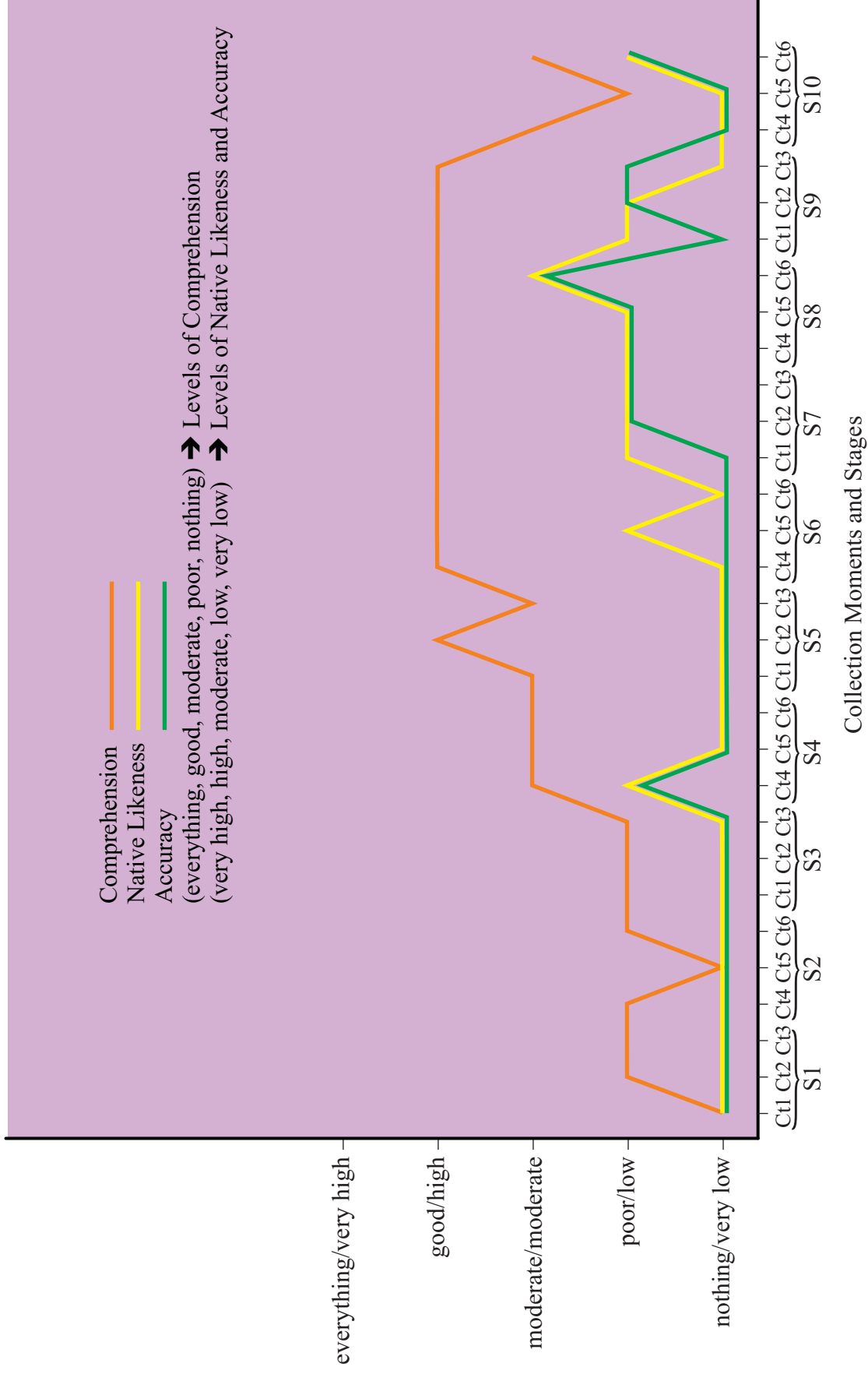


Figure 5.30. Comparison among the ratings for comprehension, native likeness, and grammatical accuracy by the tertiary subjects as to PN.

29. The calculations that led to the elaboration of Figures 5.31 and 5.32 are found in Tables V.1 through V.6 (see Appendix V).

The average results do not differ much across registers, except for the reading comprehension aspect: The PE texts averaged 3.7 – 0.3 points from the *good* level – and the PN ones, 3.1 – 0.1 points above the *moderate* level. For native-likeness, the PE texts averaged 1.5 – half a point above the *very low* level – and the PN ones, 1.4 – 0.4 points also above the *very low* level. As regards grammatical accuracy, both the PE and PN texts averaged 1.3 – 0.3 points again above the *very low* level.

The average range between the *moderate* and the *good* levels for reading comprehension indicates that the primary subjects, at the end of their EFL training at **A**, are able to tell in writing *The Cat and the Bird* picture story and personal-experience stories slightly more than moderately and virtually well, respectively. On the other hand, the average range between the *very low* and the *low* levels for both native-likeness and grammatical accuracy, regardless of register, points to the fact that the same subjects' little-over-moderate-towards-good ability to communicate through the written medium in the two investigated types of the narrative rhetorical mode is made possible despite the presence of a very strong foreign 'accent'.

Therefore, the primary subjects' ability to communicate reasonably with a markedly present foreign 'accent' – in accordance with the tertiary subjects' perception – leads to a more definitive refutation of the hypothesis as to the lexico-grammatical IL nonfossilization in instructed settings. Still, the refutation cannot be declared thoroughly definitive because my intention to overcome the low representativeness of the secondary corpus with the results derived from the tertiary one was only partially fulfilled as the latter is not itself big enough to be submitted to statistic treatment. The demonstrated refutation is, hence, denotative of a tendency.

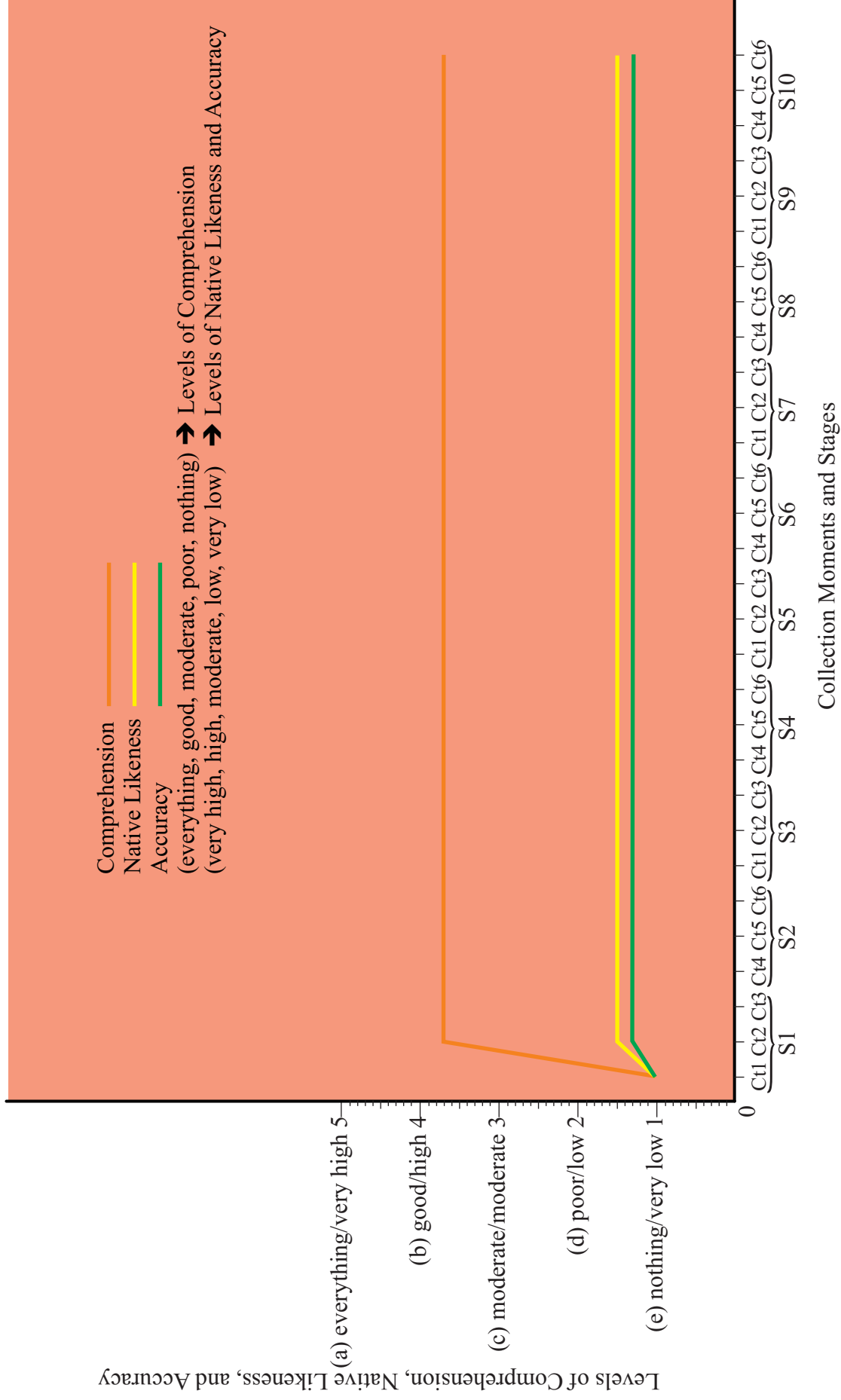


Figure 5.31. Comparison among the average ratings for comprehension, native likeness, and grammatical accuracy by the tertiary subjects as to PE.

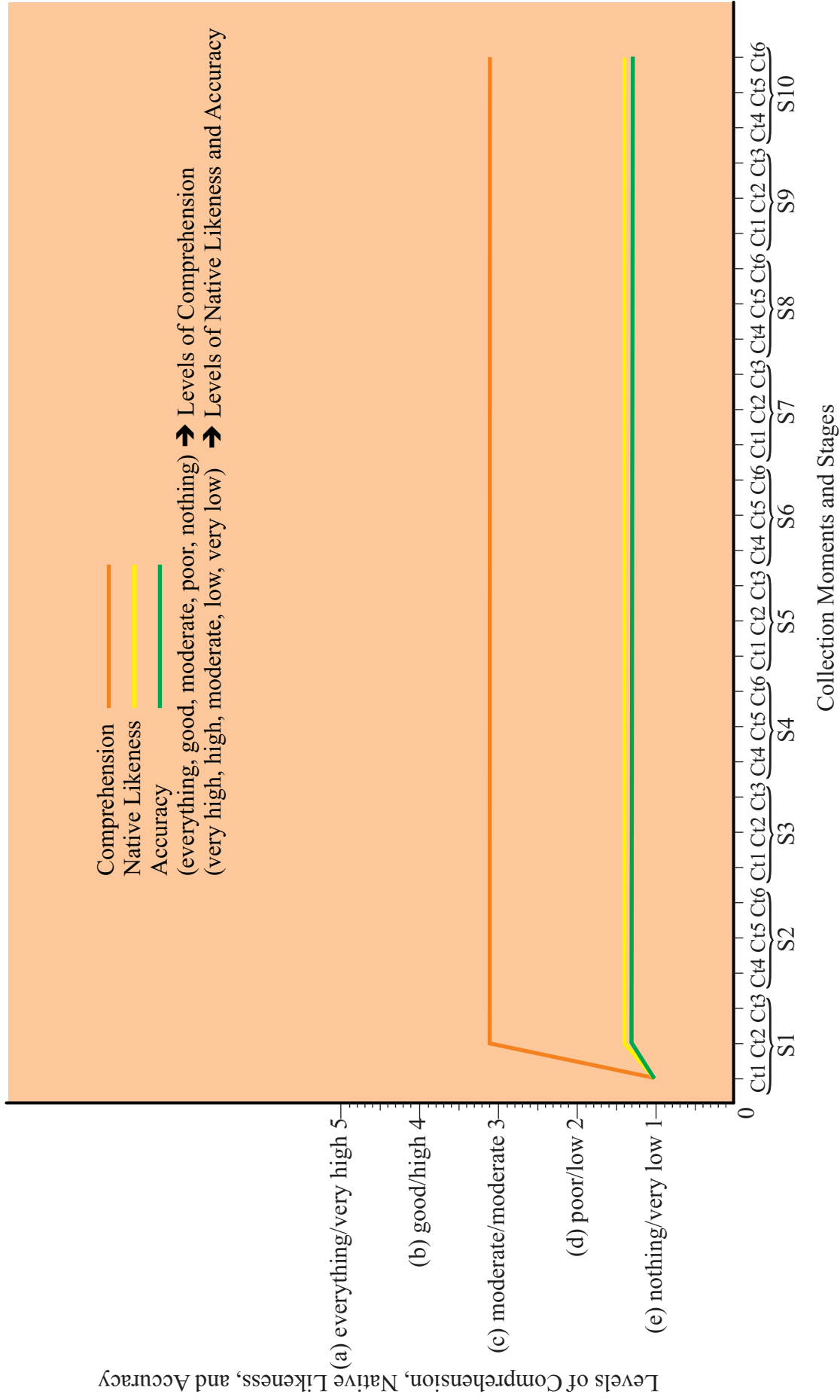


Figure 5.32. Comparison among the average ratings for comprehension, native likeness, and grammatical accuracy by the tertiary subjects as to PN.

Finally, let us proceed with the verification of Longitudinal Hypothesis 6. It was thus put forth in Subsection 1.4.2.6: Considering that, for IL developmental studies, the longitudinal approach of data collection is more reliable than the cross-sectional one, the functional-related results will not corroborate those found in the cross-sectional part of this study with reference to A's written versions of the PE and PN registers.

#### 5.3.1.6 LH6

Based on the adaptation of the longitudinal-primary-data presentation organization into the proficiency-level-based type used in the cross-sectional part of the study (for the adaptation, see Table 4.7 in Subsection 4.3.5.1), Tables 5.20 and 5.21 were constructed. The former brings the word counts that enabled me to transform the absolute numbers of the functional-related results derived from the longitudinal primary data into the simple frequency indices and percentages (see Subsection 4.2.5) displayed in the latter. Accordingly, Table 5.21 shows, per proficiency level and register, the frequency indices and respective percentages of the configurational complexification (column 3) and simplification (column 4) levels of the primary subjects' IL.

Table 5.20

*Total Numbers of Words in the Primary-Corpus Texts per Proficiency Level and Register*

Register	Proficiency level	Total numbers of words
Personal Experience	Beginning	230
	Intermediate	1,192
	Advanced	817
Picture Narrative	Beginning	350
	Intermediate	1,260
	Advanced	1,029



Table 5.21  
*Simple Frequency Indices and Respective Percentages for Complete, Incomplete, and Total Ranking Clauses in the Primary-Corpus Texts per Proficiency Level and Register*

Register	Proficiency level	Complete + [LPP incomplete ranking clauses + LPP incomplete ranking clauses/down-ranked- clause-related (total pseudo incompleteness)]	[LDP incomplete ranking clauses + LDP incomplete ranking clauses/down-ranked- clause-related (total incompleteness)] + [SDCC + SDCC/down-ranked- clause-related]	Total ranking clauses <sup>a</sup>
		Personal Experience	Beginning	17.39 (8.51%)
Intermediate	79.70 (55.56%)		63.76 (44.44%)	143.46 (100%)
Advanced	83.23 (68.69%)		37.94 (31.31%)	121.17 (100%)
Picture Narrative	Beginning	31.43 (16.18%)	162.86 (83.82%)	194.29 (100%)
	Intermediate	88.89 (56.57%)	68.25 (43.43%)	157.14 (100%)
	Advanced	89.41 (60.93%)	57.34 (39.07%)	146.75 (100%)

<sup>a</sup>As far as the primary-corpus texts are concerned, there were no unanalyzable ranking clauses because of the meaning-clarification procedure described in Subsection 4.3.4.1. Unlike the cross-sectional corpus, the longitudinal primary corpus is much smaller in size and limited to only one ELC, which made feasible the conduction of the procedure.

Tables 5.22 and 5.23 evidence the functional-related results in a way that make them useable for the verification of LH6. On the one hand, the former table indicates – for the purpose of comparison with the results of CSH1 through CSH3 – the verification status as to the confirmation or refutation of the configurational complexification levels in isolation per proficiency level and register, in conformity with the a priori criterion whereby: (a) The low level of complexification is determined by the range from 0% to 50% of complete ranking clauses; (b) the moderate level, by the range from 50% (exclusive) to 80% (inclusive); and (c) the high level, by the range from 80% to 100% (see Subsection 4.2.5). On the other hand, the latter table displays – with the aim of comparison with the result of CSH4 – the developmental behavior of the isolated configurational complexification levels across proficiency levels, per register.

Table 5.22

*Functional-Related Results Derived From the Primary Data as to the Configurational Complexification Levels per Proficiency Level and Register*

Register	Proficiency level	Result	
		Verification status	Confirmation or refutation margin percentage
Personal Experience	Beginning	Confirmed	41.49% <sup>a</sup>
	Intermediate	Confirmed	5.56% <sup>b</sup>
	Advanced	Refuted	11.31% (M) <sup>c</sup>
Picture Narrative	Beginning	Confirmed	33.82%
	Intermediate	Confirmed	6.57%
	Advanced	Refuted	19.07 (M)

<sup>a</sup>The confirmation and refutation margins were calculated in relation to the upper end of the low-configurational-complexification-level percentage-range. In cases of refutation, the *M* or the *H* in parentheses beside the percentage indicates that the margin is within either the moderate range or the high range, respectively. <sup>b</sup>The confirmation margins were calculated in relation to the lower end of the moderate-configurational-complexification-level percentage-range; the refutation margins were calculated in relation to the lower end of the moderate percentage-range when the resulting score is within the low-complexification range – in which case there is an *L* in parentheses beside the percentage – or in relation to the upper end of the moderate range when the resulting score is within the high-complexification range – in which case there is an *H* equally in parentheses beside the percentage. <sup>c</sup>The confirmation and refutation margins were calculated in relation to the lower end of the high-configurational-complexification-level percentage-range. In cases of refutation, the *L* or the *M* in parentheses beside the percentage indicates that the margin is within either the low range or the moderate range, respectively.

For the two registers alike, CSH1 – if the subject is a beginner EFL student, her/his IL bears a low level of configurational complexification – and CSH2 – if the subject is an intermediate EFL student, her/his IL bears a moderate level of configurational complexification – were confirmed both cross-sectionally (see Subsections 5.2.1.1 & 5.2.1.2) and longitudinally. Again independently of register, CSH3 – if the subject is an advanced EFL student, her/his IL bears a high level of configurational complexification – was refuted also under both methodological approaches (see Subsection 5.2.1.3 for the cross-sectional results).

Table 5.23

*Functional-Related Results Derived From the Primary Data as to the Developmental Behavior of the Configurational Complexification Levels per Register*

Register	Result	
	Developmental behavior	Verification status
Personal Experience	bign <sup>a</sup> < int <sup>b</sup> < adv <sup>c</sup>	Confirmed
Picture Narrative	bign < int < adv	Confirmed

<sup>a</sup>bign = beginning proficiency level. <sup>b</sup>int = intermediate proficiency level. <sup>c</sup>adv = advanced proficiency level.

Insofar as CSH4 is concerned, it was cross-sectionally refuted (see Subsection 5.2.1.4) but longitudinally confirmed. The refutations and confirmations are independent of register.

With respect to Cross-Sectional Hypotheses 1 through 3, LH6 was thoroughly refuted. As regards Cross-Sectional Hypothesis 4, LH6 was, on the contrary, completely confirmed.

### 5.3.2 Discussion

#### 5.3.2.1 Discussion of the LH1 results

Before making the proposal for a broader classification of proficiency levels, I find important to comment on two issues more directly concerned with the LH1 results. Both have to do with likely reasons: (a) why the hypothesis itself was so overwhelmingly confirmed, and (b) why the PE-related transitivity, mood, and theme continua – irrespective of the separate or simultaneous approach – surpassed the PN-related ones in number of ILs.

As stated in Subsection 5.3.1.1, the numbers of ILs in the developmental continua in Figures 5.10-5.17 (see Subsection 5.3.1) are between 3.3 and 8 times greater than the proficiency levels within the traditional tripartite classification. So wide a confirmation range might have its explication centered on the claim made by Ellis (1985, 1988, 1990,

1994a, 1997a, 1997b), supported by his own and other scholars' research, whereby L2 instruction is capable of increasing the rate and success of SLD, but not its route (see Subsections 3.2.2.2 & 3.2.2.3). If the rate is made faster, the number of places where new lexico-grammatical resources are integrated into the learners' IL repertoire has to be high. Since the places where the integrations occur mark the boundaries of each continuum's constituent parts, that is, the IL stages, the latter must exist in higher numbers than just three.

Insofar as the systemic developmental continuum is concerned, IL lexico-grammatical complexification was defined, in Subsection 2.3.1, around the criterion related to the quantitative increase of systems and terms over time, which means that the primary subjects' IL complexifies as their accumulated systemic resource repertoire enlarges along the collection occasions. Since the criterion used to define each IL stage along the systemic developmental continua was the first emergence of (a) new system(s) and the respective terms, the more ILs a continuum contains, the more accumulated complexification it holds. Table 5.7 (see Subsection 5.3.1.1) shows that the PN-related continua – for the transitivity, mood, and theme networks separately and simultaneously – lag behind the equivalent PE-related ones by margins of one, four, two, and one IL(s), respectively. Therefore, despite the small spans of the margins, the PN-related continua are holders of less complexification. A plausible cause is the same as that utilized to explain, in the cross-sectional part of the study, the results of **A**'s intermediate spoken narrative subregisters: The PN-configurational-complexification score was even lower than the PE one due to the fact that while the former type of narrative rhetorical mode is about the here-and-now, the latter deals with the there-and-then (see Subsection 5.2.2.2).

Concerning the proposal for a more encompassing proficiency-level classification, there is no theoretical support in putting forward a different one for each developmental

continuum derived from the system networks separately. The lack of support is made clear by Halliday (1973) when he states that:

[T]he linguistic units of the adult language serve all (macro-) functions [metafunctions] at once. A clause in English is the simultaneous realization of ideational, interpersonal and textual meanings. But these components are not put together in discrete fashion such that one can point to one segment of the clause as expressing one type of meaning and another segment as expressing another. The choice of a word may express one type of meaning, its morphology another and its position in sequence another; and any element is likely to have more than one structural role, like a chord in a polyphonic structure which participates simultaneously in a number of melodic lines. (p. 42)

On the contrary, there is every theoretical support in making different proposals per register. Once “. . . ILs are natural languages which share all the salient properties of human languages” (Adjemian, 1976, p. 319) except for “. . . the unique properties of . . . backsliding, . . . fossilization, and permeability [to L1 and L2 influences]” (p. 318),<sup>38</sup> their lexico-grammatical intralinguistic stratum, like that of natural languages, is determined – via the semantic intralinguistic stratum – by the context-of-situation extralinguistic one (Butt, Fahey, Feez, Spinks, & Yallop, 2000; Eggins, 1994; Eggins & Slade, 1997; Halliday, 1973, 1975a, 1978a, 1994a; Halliday & Hasan, 1989; Halliday & Matthiessen, 2004; Hasan & Perrett, 1994; Matthiessen, 1995). Being the latter’s variables the determinants of a language’s registerial varieties, it makes very good sense for the broader proficiency-level classification to be proposed per register, which is in conformity with the Selinkerian warning towards the nongeneralization of IL-research findings across discourse domains (see Subsection 4.2.2).

With regard to the materialization of the proposals, a criterion was needed; I thought an effective one would result from the intersection between the moments – throughout the PE and PN continua for transitivity, mood, and theme simultaneously – when the primary subjects traverse any of the networks to a higher delicacy scale level

---

<sup>38</sup> See Subsection 3.2.1.2.

(the systemic-complexification rightward movement) and the moments when they move from a given IL stage to the next.<sup>39</sup> Each new proficiency level, then, commences whenever there is a delicacy-scale-level rightward movement provided that there is also a concomitant IL-stage shift. Each level terminates at the moment that immediately precedes the next delicacy-scale-level movement. Since Proficiency Level 1 has to initiate at the very first collection moment, only the final-demarcation criterion is applicable. The necessary information for the demarcations is found in Figures 5.33 and 5.34, which relate to the PE and PN registers, respectively.

Collection Moments	Traversed Delicacy Scale Levels			Delicacy-Scale-Level Rightward Movement	IL Shift	Intersection Moments
	Transitivity	Mood	Theme			
S1Ct1	3	5	3	No	No	x
<b>S1Ct2</b>	<b>4</b>	<b>5</b>	<b>4</b>	<b>Yes</b>	<b>Yes</b>	<b>√</b>
<b>S1Ct3</b>	<b>6</b>	<b>6</b>	4	<b>Yes</b>	<b>Yes</b>	<b>√</b>
S2Ct4	6	6	3	No	Yes	x
S2Ct5	6	6	4	No	Yes	x
S2Ct6	6	5	4	No	Yes	x
S3Ct1	6	6	4	No	No	x
S3Ct2	6	6	4	No	Yes	x
S3Ct3	5	6	4	No	Yes	x
S4Ct4	6	6	4	No	Yes	x
S4Ct5	6	5	4	No	Yes	x
S4Ct6	6	6	4	No	Yes	x
S5Ct1	6	6	4	No	Yes	x
<b>S5Ct2</b>	6	6	<b>6</b>	<b>Yes</b>	<b>Yes</b>	<b>√</b>
<b>S5Ct3</b>	5	<b>7</b>	4	<b>Yes</b>	<b>Yes</b>	<b>√</b>
S6Ct4	6	7	6	No	Yes	x
<b>S6Ct5</b>	5	<b>8</b>	6	<b>Yes</b>	<b>Yes</b>	<b>√</b>
<b>S6Ct6</b>	6	<b>10</b>	<b>9</b>	<b>Yes</b>	<b>Yes</b>	<b>√</b>
S7Ct1	5	7	6	No	Yes	x
S7Ct2	6	7	6	No	No	x
S7Ct3	5	6	4	No	No	x
S8Ct4	6	6	4	No	No	x
S8Ct5	6	6	6	No	Yes	x
S8Ct6	6	6	4	No	Yes	x
S9Ct1	6	7	6	No	Yes	x
S9Ct2	6	6	6	No	Yes	x
S9Ct3	6	8	7	No	Yes	x

<sup>39</sup> For the primary subjects' delicacy-scale levels per register, system network, and collection moment, see Appendix Q; for the IL stages, Figures 5.16 and 5.17 should be examined.

S10Ct4	6	6	5	No	No	x
S10Ct5	6	6	4	No	No	x
S10Ct6	6	9	8	No	No	x

Figure 5.33. Basis for the demarcation of the new PE proficiency levels.

Figure 5.33 shows that, for the PE register, the primary subjects go through seven proficiency levels. Their demarcations and the respective IL shifts that occur at each initial demarcation are as follows: (a) **P(roficiency) L(evel) P(ersonal) E(xperience)1** – S1Ct1/IL1, (b) **PLPE2** – S1Ct2/IL1→IL2, (c) **PLPE3** – from S1Ct3/IL2→IL3 to S5Ct1, (d) **PLPE4** – S5Ct2/IL12→IL13, (e) **PLPE5** – from S5Ct3/IL13→IL14 to S6Ct4, (f) **PLPE6** – S6Ct5/IL15→IL16, and (g) **PLPE7** – from S6Ct6/IL16→IL17 to S10Ct6.

Collection Moments	Traversed Delicacy Scale Levels			Delicacy-Scale-Level Rightward Movement	IL Shift	Intersection Moments
	Transitivity	Mood	Theme			
S1Ct1	3	5	4	No	No	x
<b>S1Ct2</b>	<b>4</b>	5	4	<b>Yes</b>	<b>Yes</b>	<b>√</b>
<b>S1Ct3</b>	4	<b>6</b>	4	<b>Yes</b>	<b>Yes</b>	<b>√</b>
<b>S2Ct4</b>	<b>5</b>	5	1	<b>Yes</b>	<b>Yes</b>	<b>√</b>
S2Ct5	5	5	4	No	Yes	x
S2Ct6	4	5	1	No	No	x
<b>S3Ct1</b>	5	<b>7</b>	4	<b>Yes</b>	<b>Yes</b>	<b>√</b>
<b>S3Ct2</b>	<b>6</b>	6	4	<b>Yes</b>	<b>Yes</b>	<b>√</b>
S3Ct3	4	5	4	No	No	x
S4Ct4	4	6	4	No	No	x
S4Ct5	4	6	4	No	No	x
S4Ct6	6	6	4	No	Yes	x
<b>S5Ct1</b>	6	7	<b>6</b>	<b>Yes</b>	<b>Yes</b>	<b>√</b>
S5Ct2	6	6	6	No	Yes	x
S5Ct3	6	7	4	No	Yes	x
S6Ct4	6	6	6	No	Yes	x
<b>S6Ct5</b>	6	<b>9</b>	<b>8</b>	<b>Yes</b>	<b>Yes</b>	<b>√</b>
S6Ct6	6	6	4	No	Yes	x
S7Ct1	5	6	6	No	Yes	x
S7Ct2	5	9	8	No	No	x
S7Ct3	6	7	6	No	Yes	x
S8Ct4	5	7	4	No	Yes	x
S8Ct5	6	7	6	No	Yes	x
S8Ct6	6	6	6	No	Yes	x
S9Ct1	6	7	4	No	Yes	x
S9Ct2	6	6	4	No	No	x
S9Ct3	6	9	6	No	Yes	x

S10Ct4	6	7	6	No	Yes	x
S10Ct5	6	7	6	No	Yes	x
S10Ct6	5	6	6	No	No	x

Figure 5.34. Basis for the demarcation of new PN proficiency levels.

Figure 5.34 demonstrates that, for the PN register, eight proficiency levels can be identified. Their demarcations and the respective IL shifts that occur at each initial demarcation are the following: (a) **P(roficiency) L(evel) P(icture) N(arrative)1** – S1Ct1/IL1, (b) **PLPN2** – S1Ct2/IL1→IL2, (c) **PLPN3** – S1Ct3/IL2→IL3, (d) **PLPN4** – from S2Ct4/IL3→IL4 to S2Ct6, (e) **PLPN5** – S3Ct1/IL5→IL6, (f) **PLPN6** – from S3Ct2/IL6→IL7 to S4Ct6, (g) **PLPN7** – from S5Ct1/IL8→IL9 to S6Ct4, and (h) **PLPN8** – from S6Ct5/IL12→IL13 to S10Ct6.

The fact that the PN register outnumbered the PE register in one proficiency level is seemingly congruent with the lagging behind – in number of IL stages – of the PN-related simultaneous continuum when compared with the PE-related one, making the former hold less systemic complexification. If the primary subjects complexified less within the realm of the PN register, it appears plausible to claim that their proficiency evolves at a slower pace. Hence, their having one more proficiency level to traverse is justified.

I find it more sensible not to name the new proficiency levels with any labels – like beginning, (lower/upper) intermediate, and advanced – because they can be misleading. The reason why will be commented on when discussing the LH6 results. There are also connections to be commented on between the findings as with the proficiency-level classification proposals and the LH3 results.

### 5.3.2.2 Discussion of the LH2 results

The LH2 results contradict the discreteness position assumed by Nemser (1974/1971) and Selinker (1992) and described in Subsection 3.2.1.1. As a matter of fact,



it is stated there that the latter holds such a stance aiming at the explanation of backsliding while I use the apparent-defossilization-recurrence phenomenon as part of the presupposition based on which I hypothesize the nondiscreteness position (see Subsection 1.4.2.2). Moreover, Bickerton (1975), Ellis (1982b), as well as Meisel, Clahsen and Pienemann (1981) make the same IL-stage-mingling claim. Accordingly, the LH2 results lend support to the larger group of scholars.

There is another argument, borrowed from SFG, whereby the theoretical construct of the nondiscreteness among ILs – the L2 developmental stages – must be coherent with the empirical confirmation of LH2: The three phases that comprise a child’s linguistic ontogenesis – L1 development – were found to be overlapping rather than discrete:

[T]he ‘metafunctions’ of the Phase III . . . system arise, . . . unmistakably, out of the primary uses of language . . . in Phase I . . . the transition [from Phase I to III] takes place by . . . generalization from these primary functions, which yields the two broad function types of pragmatic and mathetic [in Phase II]. (Halliday, 1975a, p. 57)

Therefore, I do not see any reason why not to suggest the naming of L1 development as primary linguistic ontogenesis and of L2 development as secondary linguistic ontogenesis. This suggestion is here made by analogy with Hasan and Perrett’s (1994) postulation that an individual undergoes “. . . *primary socialisation* . . .” when learning her/his L1 and “. . . *secondary socialisation* . . .” (p. 198) when learning an L2. Whether the nondiscrete L1 and L2 developmental phases/stages are the same or different and the degree of sameness or difference is an issue to be accounted for through the discussion of the results relative to the next longitudinal hypothesis.

### 5.3.2.3 Discussion of the LH3 results

The empirical approach that led to the confirmation of LH3 made it clear that the L1 and L2 developmental phases/stages are partially different. The partial difference has

to do with the initial IL stage because it skips the L1 protolinguistic phases and coincides with the L1 learner's Phase III, which is already the tristratal metafunctionally organized adult system. From then on, there is sameness between L1 and L2 as their subsequent developmental phases and stages are both featured by the augmentation of the repertoire of lexico-grammatical resources. As with the L1-related augmentation, it can be attested by way of what Halliday (1975a) says about the child's linguistic system at Phase III:

This system has a massive potential; in fact it is open-ended, in that it can create indefinitely many meanings and indefinitely many sentences and clauses and phrases and words for the expression of these meanings. The child will spend the rest of his life exploring the potential of this system; having learnt how to walk, he can now start going places. (p. 36)

With regard to the L2-related augmentation, it can be visualized, in Figures 5.10-5.17, through the appearance – from the second collection moment (S1Ct2) on – of the new systems responsible for the formation of the ILs other than IL1. However, whether the L2-related augmentation is endlessly and absolutely nonfossilizable like the L1-related augmentation – as postulated by Halliday (1975a) and corroborated by Gregg (1996, pp. 52-57) – is a question whose answer depends on the LH5 results.

Halliday (1978b) claims – as already hinted at in Subsection 3.2.2.5 – that a relevant criterion for establishing the difference between induced L2 and natural L1 development is the means of learning, that is, “. . . the avenue of approach to the second language in the induced situation can [n]ever be the same as the avenue of approach to the first language” (p. 15). To me, the impossibility of sameness results from the fact that the “avenue of approach” to the latter is protolanguage while the “avenue of approach” to the former is the adult tristratal metafunctionally organized linguistic system.

The fact that the initial IL stage skips the L1 protolinguistic phases is in accordance with the LH1 finding in that IL1 is the only stage within the subjects' first proficiency level for both registers; when the subjects reach the second and third proficiency levels,

they have already moved on to IL2 and IL3, respectively. Such initial developmental rapidity corroborates Larsen-Freeman and Long's (1991) hypothesis that the first-IL-stages' development tends to be rather fast (see Footnote 31 in Subsection 3.2.2.2).

Both the skipping of the protolinguistic phases and the initial developmental rapidity are indicative that the initial IL genesis results from Ellis's (1982b, 1994a) restructuring rather than Corder's (1978, 1981a, 1981b, 1992) recreation (see Subsections 3.2.3.2 & 3.2.4.1). Another evidence for the restructuring type of initial IL postulation is Halliday's (1978b) support of Ervin-Tripp's (1973) findings whereby L2 learners engage, at the beginning, in processes of reorganization, generalization, and simplification. These, in turn, are made possible by the "... apparatus that has already been brought to bear in the process of learning the first language" (Halliday, 1978b, p. 5). Therefore, it is the restructuring hypothesis that the longitudinal findings thus far corroborate.

It is by all means viable to demonstrate that each of Ellis's (1982b) initial IL hypotheses is closely related to the SFG metafunctions and their realizing lexico-grammatical systems. The semantic simplification derived from informativeness principles of the first hypothesis can be said to relate to the textual metafunction and the theme system, provided that the realization of the latter is seen as equivalent to the unmarked realizing structure of the information system in accordance with Halliday and Matthiessen's (2004) claim: "Other things being equal, one information unit is co-extensive with one (ranking) clause ('unmarked tonality'); and, in that case, the ordering of Given ^ New ('unmarked tonicity') means that the Theme falls within the Given, while the New falls within the Rheme" (p. 93). The second hypothesis's word order and the third hypothesis's modality elements – those in Fillmore's (1968) case grammar through which meanings like tense, aspect, polarity, number, gender, definiteness are conveyed by free and bound morphemes – are more straightforwardly related to the

interpersonal metafunction and the mood system. The formulas of the fourth hypothesis can be clearly shown to relate to the ideational metafunction and the transitivity system if we return to the transitional Phase II of L1 ontogenesis: Halliday (1975a) states that the presence of holophrases – “. . . utterance[s] that [are] functionally independent and complete” (p. 41) – represent, for the child, one of the ways into vocabulary, whose motivating force is the still ontogenetic mathetic function that, in turn, originates the mature ideational metafunction. Therefore, the argument whereby Phase III of L1 ontogenesis – the already tristratal metafunctionally organized adult system – is the starting point of IL1 does not at all disagree with Ellis’s (1982b) initial IL hypotheses.

#### 5.3.2.4 Discussion of the LH4 results

As demonstrated in the previous subsection, out of the four initial IL hypotheses, two are mood-related while each of the others is transitivity- and theme-related, respectively. There is, hence, a mood bias within Ellis’s (1982b) proposal, which is tuned with the mood bias also encountered in the LH4 results concerning the IL1 systemic repertoires for the PE and PN registers (see Table 5.11).

With regard to the transitivity bias of the results relative to the systemic repertoires of IL2 onwards – again for both registers, it can be explained by the absence of an immediate interlocutor derived from the restriction of the research tasks to the written medium and the graphic channel, which heavily lowers the possibility of interaction. A sensible hypothesis to be raised is that the results for the IL2 onwards depend upon the degree of interactivity demanded by the research tasks: The more dialogic the tasks are, the more mood biased rather than transitivity biased the results will be.

Independently of whether this hypothesis comes to be eventually confirmed or not, the current LH4 results evidence a pattern that presents itself as characteristic of the

narrative rhetorical mode for it is common to the PE register and the PN register alike: the mood bias of the systemic repertoires for IL1 and the transitivity bias thereafter. Without taking into account the specific interactivity degree of the current research tasks used to elicit the two registers, a tentatively acceptable explanation for the evidenced pattern may be found again in the protolinguistic Phase II of L1 ontogenesis:

1. Provided that the embryo of the interpersonal metafunction is the transitional pragmatic function and that the latter is motivated by the appearance of grammar (see Subsection 2.2), the primary subjects – having used more mood systems initially – would have tended to depend more on grammar to convey their meanings in IL1 rather than on the still scarce lexical repertoire. This would have been fully compatible with Ellis's (1982b, p. 216) initial IL Hypotheses 2 (word order) and 3 (modality elements).

2. Provided that the embryo of the ideational metafunction is the transitional mathetic function and that the latter is motivated by the appearance of lexis (see Subsection 2.2), the primary subjects – having made use of more transitivity systems later on – would have tended to depend more on lexis than on grammar to express their meanings in IL2 onwards. This would have been in accordance with Ellis's (1982b) developmental Stage 2, in which there is semantic implementation, that is, the learning of more propositional elements. However, the clear underdevelopment of grammar as compared to lexis in the LDP and SDCC clauses containing configurational fossilizations at the advanced proficiency level and presented in Figure 5.35 (see Subsection 5.3.2.6) contradicts the tentative explanation being propounded here and supports the aspect of Ellis's (1988) variable competence model whereby lexis starts developing before grammar (see Subsection 3.2.2.3).

At any rate, L1 ontogenesis may well remain a relevant source of explanation for the evidenced L2 pattern: "In my view one of the significant facts about children's

language development, in the context of language education, is that so many grammatical resources . . . are developed first in the interpersonal domain” (Halliday, 1993a, p. 14).

There is still the issue in that the IL1 repertoire of theme systems outnumbered the transitivity initial repertoire for the PN register (see Table 5.11). It is, however, theoretically irrelevant; what matters, in fact, is that the pattern whereby the mood repertoire is greater than the transitivity one constitutes the Part-a results for both registers. This is so due to the fact that the presence of the textual metafunction, being enabling to the other two, is always presupposed, which makes up a good reason for the repertoire of theme systems not to have even entered LH4 in the first place. Such reasoning is given support by Halliday (1975b/2004) when he states that:

The grammar of an adult language is a tripartite network of options, deriving from these two basic functions [ideational and interpersonal] together with a third, that of creating text – the *textual* or, we could equally well say, “textual” function of language. This last is not treated in most functional theories because it is intrinsic to language; it is an enabling function, providing the conditions whereby the other functions can effectively be served. The textual function arises out of the very nature of language, and we need not therefore look for its independent origin in the developmental process [of L1 ontogenesis].<sup>40</sup> (pp. 49-50)

### 5.3.2.5 Discussion of the LH5 results

The definitiveness status of the LH5 refutation increases beyond the reasonable degree if the results of the study conducted by Vereza (2002) are taken into account despite the fact that her main interest is not fossilization but the issue of L2 learners’ identity instead. Aiming at investigating the meaning indetermination characteristic of the discourse in EFL and its effects on learners’ identity as constructed in and through such discourse, she compared the English oral retellings of a movie story with the oral retellings of the same story rendered in Portuguese. Her subjects were advanced fluent EFL majors at a prestigious public university located in southeastern Brazil. In order to

---

<sup>40</sup> This quotation is originally encountered in Halliday (1975a, p. 52).

meet the criteria of proficiency level and fluency, they were chosen among the students from the last academic period of the undergraduate program with good academic achievement.

Some fossilization-relevant aspects she discusses when constructing the theoretical rationale of the study are as follows:

In the initial stages [of EFL learning], we can say that this game [the language game – faced by the EFL learner – that separates language from reality] is fundamentally metalinguistic-natured: Being within indetermination . . . dealing directly with the discrepancy between the longing and the ability to express oneself verbally [in EFL] seems to be part of the game's rules. . . . However, when the student is already institutionally recognized as an advanced learner, and, due to this very reason, s/he starts to have the desire and expectation to be a full speaker, the signification issue begins to be strongly noticed. When, for example, lexical precision lacks, the subject ends up speaking less or differently from what s/he would like to say despite the fact that her/his speech is pragmatically effective. [my translation] (p. 353)

Further later, she continues:

Indetermination . . . finds a suitable place where to come up: the discourse in L2, when the [L2] speaker is vague against her/his will, ambiguous for not knowing how to be precise, more or less straightforward than intended. The discourse pragmatic force creates the illusion of – and the hope for – an effective and noiseless communication: After all, one [L2 speaker] manages to do things by means of what s/he can say. But, up to what extent does that which cannot be said and which cannot be concealed from the [L2] speaker exclude other possible speech acts . . . ? . . . What should be done when the [L2] speaker faces her/himself with having to convey meanings using linguistic forms that . . . s/he did not learn thoroughly . . . ? In other words, what should be done when what one [L2 speaker] says and what one wants to say . . . appear to be, in many occasions, so far apart? [my translation] (p. 355)

As for the partial results of the comparison itself between the English and the Portuguese retellings, she says:

[A]ll of the others [other English and Portuguese retellings except for one pair] . . . confirm the hypothesis whereby there is a tendency to say more in L1. Quantitatively, the lexical density of the Portuguese retellings is greater; the texts themselves are also longer than those in English. [my translation] (p. 356)

On the one hand, Vereza (2002) indirectly helps to increase the plausibility of fossilization at the systemic rather than at the functional level because the discrepancy

between desire to say and capability of saying is clearly restricted to the amount of what is said in L1 and L2 as there is “. . . a greater richness of details in the Portuguese retellings . . .” [my translation] (p. 356), which means that the spectrum of systemic choices at the disposal of the subjects is not as big for the L2 as it is for the L1. Moreover, from what can be observed in two English retellings, presented as appendix, almost all of their clauses belong to the CC category, which, in turn, seconds the systemic restriction argument.

On the other hand, Figures 5.10-5.17 demonstrate that, for the PE register (transitivity, mood, and theme both separately and simultaneously), there is system augmentation until the last collection moment (S10Ct6) with the last IL stage being formed then. Regarding the PN register, the figures show that there is system augmentation until the penultimate collection moment (S10Ct5) as to transitivity separately and transitivity, mood, and theme simultaneously, until the antepenultimate collection moment (S10Ct4) as to theme separately, and until the 24th collection moment (S8Ct6) as to mood separately. This extended appearance of new systems along the continua lowers again the plausibility of systemic fossilization of the subjects' IL. Two other aspects – one within the scope of LH5 proper and the other within the realm of LH1 – contribute to the lowering:

1. The tertiary subjects were given the final products of IL, that is, the texts themselves, to work with. Accordingly, what was within their rating capacity was nothing else than the realizational configurations of the texts' clauses.

2. The transitivity, mood, and theme system networks were built with 7, 10, and 9 delicacy-scale levels, respectively (see Figure 2.31 in Subsection 2.2.2). Out of these totals, the primary subjects reached: (a) 6 transitivity levels for both registers (compared



with the 7 levels traversed by the secondary subjects also for both registers<sup>41</sup>); (b) 10 and 9 mood levels for the PE and PN registers, respectively (compared with the same 10 and 9 levels traversed by the secondary subjects); and (c) 9 and 8 theme levels for the PE and PN registers, respectively (compared with the same 9 and 8 levels traversed by the secondary subjects). This means that the primary subjects' outcomes were either very close to (transitivity) or the same as (mood and theme) those of the secondary subjects. All outcomes, in turn, are also either very close to or the same as the total numbers of levels the networks are composed of. Besides, the primary subjects arrived at their highest delicacy-scale levels within the second third of the collection moments, which is rather early: (a) at the 18th moment (S6Ct6) for the PE register, and (b) at the 17th moment (S6Ct5) for the PN register (see Subsection 5.3.2.1).

Halliday (1978b) himself admits that the only stratum in which he did not fossilize as for his use of Chinese was phonology: "I never became a native speaker in the lexico-grammar, still less in the semantics; and I never shall" (p. 14). Although he says no word about whether the referred to fossilization is restricted solely to the realizations of the choices made within the lexico-grammatical and semantic system networks, he offers, in the same paper, a hint that is conducive to the speculation that there might actually be some difference between the manner how the systemic and functional dimensions affect L2 learners in terms of fossilization.

He postulates that an important criterion for determining the similarity between induced L2 and natural L1 development is the goal of learning: The two are the same in that both aim at success rather than perfection. Nevertheless, they are different in the possible degree of final success, with L2 being in disadvantage over L1. The father of SFG justifies the success goal in place of the perfection one thus:

---

<sup>41</sup> For the secondary subjects' delicacy-scale levels per register and system network, see Appendix S.

Perfection is a goal that goes with a conception of ‘language as rule’; it implies following the rules, getting things right and free of errors. But our language is never error-free, and I think there is too much emphasis on the avoidance of linguistic errors. Success goes with a conception of ‘language as a resource’; it is a native-like concept, which highlights the similarities, not in the *process* of first and second language learning but in the nature of the achievement and in our evaluation of what has been achieved. (p. 16)

Inasmuch as I am concerned, the unfeasibility of the rule-related perfection goal lends support to configurational fossilization as the terms selected within the systems of a network can only turn into syntagmatic configurations through the respective realization statements that are, ultimately, rules (see Section 3.3). On the other hand, the resource-related goal lends support to systemic nonfossilization as the degree feature of success may function as an open door to everlasting systemic augmentation.

The ambiguity of the findings and the insight provided by Halliday (1978b) make me at ease to raise the following hypotheses: (a) Regardless of the quality level of the induced conditions the learners are submitted to, there will be functional/configurational IL fossilization because it is more dependent on the learners’ cognitive apparatus (learning only what they can say – the schematic repertoire of systemic choices – is less cognitively demanding than learning how they are to say – the repertoire of configurations, i.e., strings of syntagmatic configurations are heavier entities than schematic paradigmatic choices/alternatives);<sup>42</sup> and (b) if the learners are provided with favorable induced conditions, there will not be systemic IL fossilization because it is more dependent on the determinations of the contexts of social situation.

The second hypothesis just posed leads me to claim that the semantic and lexicogrammatical systemic open-endedness of L1 developmental Phase III (Halliday, 1975a, p. 36) can also turn out to characterize the last induced IL stage provided that the L2 learner, upon leaving the ELC after the end of the last curricular stage, never stops

---

<sup>42</sup> The functional/configurational-IL-fossilization hypothesis is confirmed in Subsection 5.3.2.6.

being a learner by way of not refusing to take the challenge of effectively participating in the day-by-day local contexts of social situation where her/his broader context of culture calls her/him to function with the L2. The strategy of continued learning even after instruction cease need not be pursued for the purpose of achieving native-likeness (perfection), but for the purpose of augmenting her/his lexico-grammatical resource (success) potential according to the meanings that s/he comes to have the necessity for conveying as determined by those L2-demanding contexts of social situation.<sup>43</sup>

#### 5.3.2.6 Discussion of the LH6 results

When discussing the refutation results of the intermediate-related CSH2 (see Subsection 5.2.2.2) and the advanced-related CSH3 (see Subsections 5.2.2.3), I wondered about the likely causes of those low-score results and came up with three possibilities: (a) configurational/functional fossilization, (b) inappropriateness of the configurational-complexification-level criteria, and (c) nondiscreteness of IL stages. The latter is the focus of LH2, which was confirmed and had its results already discussed (see Subsections 5.3.1.2 & 5.3.2.2). It is now time to comment on the first two.

Inasmuch as the configurational/functional fossilization cause is concerned, its likeliness turned out into certainty as the low-complexification-level scores achieved – for both registers – by the advanced subjects in the cross-sectional part of the study increased to no further than the moderate complexification-level attained – again for both registers – by the primary subjects in the more suitable, for developmental purposes, longitudinal part of the study when they reached the advanced proficiency

---

<sup>43</sup> The social-bound relativization of the cognitive fossilization process at the systemic level here proposed is restricted to the lexico-grammatical stratum. Based upon the present research, however, I am not able to say any word as for the continued augmentation of the potential related to the meaning stratum of semantics or the expression stratum of phonology (graphology). Halliday's (1978b) self-evaluation about his L2 Chinese is by no means enough for me to draw any conclusions because of its merely anecdotal status.

level. Due to the fact that the results relative to the latter subjects indicate that they fossilized at the intermediate proficiency level, the certainty status is backed by Johnson's (1992) "'fluent-but-fossilized' intermediate student" (p. 180) – briefly commented on in Footnote 14 of Subsection 3.2.1.1, whom she describes like this:

We have all come across them at one time or another. Easily recognizable by their inability to move in any direction except sideways and by the glazing of their eyes when you mention the present perfect tense, I am, of course, referring to students suffering from chronic 'intermediate-itis', students whose fluent and extensive output consists almost entirely of communication strategies and very little grammar – the 'fluent-but-fossilized'. (p. 180)

Another piece of evidence comes from Valette (1991), in an editorial on fossilization:

Many college teachers complain of the frustration of teaching an "advanced conversation" class where they are greeted in September by eager students speaking "fluent" but error-ridden language, and where, by December, the proficiency of these students has not noticeably improved except, perhaps, for some modest vocabulary expansion. (p. 325)

It is interesting to note that both Johnson (1992) and Valette's (1991) fossilization impressions are corroborated by the tertiary subjects' perception that the primary subjects, when the latter get to the end of their ELC training, are capable of communicating reasonably well but with low levels of native-likeness and grammatical accuracy. In other words, they are also fluent and fossilized.

The very existence of configurational/functional fossilization, despite the probable nonexistence of systemic fossilization, makes misleading the labeling – by way of the terms *beginning*, *intermediate*, *advanced*, or any others – of the proficiency levels said to be attained throughout a given ELC's curricular structure: A's subjects that reached the institutional advanced proficiency level are actually still intermediate learners configurationally speaking (see Table 5.22). This is a plausible enough reason to justify my position whereby the new proficiency levels found for A per register (see Subsection 5.3.2.1) should not be named with any sort of labels.

Examples of configurational fossilizations in LDP and SDCC clauses rendered by the primary subjects at A's last two advanced curricular stages – S9 and S10, covering the last six collection moments for both registers are displayed in Figure 5.35. The stages and collection moments were chosen according to Table 4.7 that brings the longitudinal primary data organized around the proficiency levels found for A in the cross-sectional part of the study and shown in Table 4.2. For more reliable fossilization examples, the first two collection moments of the advanced level – S8Ct5 and S8Ct6 – in Table 4.7 were left out. For the examples, see Appendix K; for the abbreviations, the List of Abbreviations and the Key to Appendix E.

Register	Collection Moment	Text Excerpt
Personal Experience	S9Ct1	7    and prediction was true, 8    <b>I've get the worst grade</b> ( <i>IC-textual Theme lacking</i> ) [[ <b>that I ever had until today.</b> ( <i>incomplete down-ranked clause: present primary tense temporal Finite / part of Rheme lacking</i> ) ]] 5/13    We have to work in our difficulties 14    <b>trying let it better</b> [[ than it were. ]]    ( <i>IC-perfectiveness marking in verbal group Predicator / part of Rheme lacking</i> )
		2    in fact it would be a test [[ that only would help    <b>if its grade was</b> ( <i>Process: R / deviant [indicative for subjunctive] Finite &amp; Predicator / part of Rheme</i> ) superior ( <i>simplified deviant complete down-ranked clause</i> ) [[ than the principal one. ]] ] ( <i>DOWN-RANKED-CLAUSE-RELATED SDCC</i> ) 10    <b>that the worsts moments in life</b> ( <i>deviant [plural for singular form of Epithet in nominal group] Identifier / Subject / topical Theme</i> ) <b>are the bests moments</b> ( <i>deviant [plural for singular form of Epithet in nominal group] Identified / Complement / part of Rheme</i> ) [[ to show ourselves our capacity [[ of overcoming barriers, ]] ] ( <i>SDCC</i> )
	S9Ct2	4    <b>because that date will pointing our form</b> ( <i>IC-part of Process: M / part of Predicator / part of Rheme lacking</i> ) [[ to express    and to give thanks to God. ]]
	S9Ct3	THERE ARE NO LDP OR SDCC RANKING OR DOWN-RANKED CLAUSES
	S10Ct4	3/3    everyone [[ <b>who already passed on classes in that subject</b> ( <i>incomplete down-ranked clause: past primary tense Finite / part of Rheme lacking</i> ) / <i>Adjunct / Theme prepositional phrase lacking</i> ) ]] had told me how many difficulties [[ I'd feel    on studying that kind of subject. ]]
		1/1    The greatest moment [[ <b>I've ever have</b> ( <i>Process: R / Finite &amp; deviant [present for past secondary tense] Predicator / part of Rheme</i> ) <b>on the last times</b> ]] was my first anatomy class. ( <i>DOWN-RANKED-CLAUSE-RELATED SDCC</i> )
S10Ct5	5    and I've woken up at 10:00AM on that specific day, 6    <b>I was quite nervous</b> ( <i>IC-textual Theme lacking</i> )	
S10Ct6	6/10    <b>that was one of most interesting days of my life.</b> ( <i>IC-definite article Deictic constituent in Identifier / Complement / part of Rheme nominal group lacking</i> )	

Picture Narrative	S9Ct1	1/1   <b>Was a beautiful afternoon,</b> (IC-Carrier / Subject / topical Theme lacking) 16    when he saw nobody in the room [[ <b>that the bird was,</b> (incomplete down-ranked clause: minor Process in location: place Circumstance / Adjunct / Theme prepositional phrase lacking)]] 24    and the girl let the bird go away 25   <b>although she had liked</b> (IC-Phenomenon / Complement / part of Rheme lacking) 26    when her mother gave him to her. 7/27   <b>She have done</b> (Process: M / deviant [unmarked for marked form] Finite & Predicator / part of Rheme) <b>the same thing with other jailed animals,</b> (SDCC) 28    <b>but about her cat, she decide to never give up of him.</b> (IC-bound morpheme indicative of past primary tense on Finite / part of Rheme lacking)
		6    when he heard a bird's whistle 7    that took his attention 8    <b>and make</b> (Process: M / deviant [present primary tense for past primary tense] Finite & Predicator / part of Rheme) <b>him to think about his lunch,</b> (SDCC) 15    so 16<< when he saw nobody in the room [[ that the bird was, ]] >> <b>he went until the jail</b> (deviant [L2-related or overgeneralized minor Process) location: extent Circumstance / Adjunct / part of Rheme) (SDCC)
	S9Ct2	6/14   The hungry cat tryied over and over 15    <b>until the cage fallin down on the floor.</b> (IC-primary past tense Finite / part of Rheme lacking) 7/16   <b>After the cage drop,</b> (IC-bound morpheme indicative of past primary tense on Finite / part of Rheme lacking) 17    the cage got open 18    and the cat jumped over the cage 10    that noise [[ he had heard ]] came of a bird. 5/11   <b>The cat will try to take</b> (Process: M / deviant [present for past modal] Finite & Predicator / part of Rheme) (SDCC) 12    and eat the poor bird 13    though the cage was closed.
		6    when sunddely the cat have heard a bird-noise 7    <b>have called his attention.</b> (IC-Actor / Subject / topical Theme lacking) 3/4   <b>It was an usual day,</b> (deviant [overgeneralized use of the 'an' form of the indefinite article Deictic] Attribute / Complement / part of Rheme) (SDCC)
	S9Ct3	18    <b>she could get free to the bird</b> (IC-noun-forming suffix on Goal / Complement / part of Rheme lacking) 8/20   <b>She has took out</b> (Process: M / Finite & deviant [simple past for past participle form of secondary tense] Predicator / part of Rheme) <b>the cat of that cage too.</b> (SDCC)
	S10Ct4	16    <b>how bad the cat was trying to get the bird.</b> (IC-adverb-forming suffix on manner:quality Circumstance / Adjunct / topical Theme lacking) 11    <b>and was locked on the jail istead the bird</b> (IC-particle 'of' in minor Process complex in accompaniment:additive Circumstance / Adjunct / part of Rheme lacking) 12    <b>who runned away.</b> (Process: M / deviant [regular for irregular past primary tense] Finite & Predicator / part of Rheme) out of the room (SDCC)
		6/12   <b>the girl</b> 13<< <b>listnenning all that noise</b> (IC-particle 'to' lacking in Predicator / part of Rheme) >> <b>came out the room</b> (IC-preposition 'of' in prepositional group complex in location: place Circumstance / Adjunct / part of Rheme prepositional phrase lacking)
	S10Ct5	
	S10Ct6	

Figure 5.35. Examples of configurational fossilizations at the advanced proficiency level per register and collection moment.

With regard to the second likely cause, the unexpected corroboration of the CSH1-3 results by the longitudinal ones and the confirmation rather than refutation of CSH4 when approached longitudinally consolidate the appropriateness of the a priori

configurational-complexification-level criteria and the soundness of their theoretical basis provided by Larsen-Freeman and Long (1991) as well as Selinker (1972, 1992). The confirmation of CSH4 from a longitudinal point of view supports the argument whereby its original greater number of refutations than confirmations was an artifact of the cross-sectional methodological approach. Therefore, SFG is indeed thoroughly capable of evidencing not only the IL systemic developmental continuum but also the IL configurational developmental continuum.

#### **5.4 Concluding remarks**

With regard to the cross-sectional part of the study, it was said that **C**'s and **D**'s data analyses and discussions of results followed **A**'s and **B**'s chronologically. It is now important to state that the generalizations arrived at for the latter pair of ELCs are apt to cover a little broader scope of validity. This is so because the generalizations arrived at for the former pair were found to be of the same kind.

The main generalization – the classroom-(un)related topic as determinant of the subjects' IL configurational complexification level – resembles the overemphasis on the (in)comprehensible input of Krashen's (1981, 1982) hybrid monitor model of SLD (see Subsection 3.2.2.2 & its Footnote 29). The resemblance results from Krashen's referring to comprehensible input as “. . . input language in which the focus is on the *message* [italics added] and not the form” and of his considering it as “. . . the crucial and necessary ingredient” (1981, p. 9) of SLD. However, despite the resemblance, it is clear that such a model cannot be the theoretical basis for SLD from the viewpoint of the IL configurational developmental continuum studied in the cross-sectional part. The unfeasibility is due to the demonstration that, besides the field of discourse (topic/subject matter/message), both the tenor of discourse (interactional issues) and the

mode of discourse (the role played by language itself) of the five registers under investigation also contribute to the levels of IL configurational complexification. Such an outcome calls for an SLD theoretical basis that is compatible with the social orientation of SFG and contemplates the more crucial ingredient of interaction. ILT, in its adopted-version guise as established in Section 3.3, has proven its suitability. However, it is likely that the cognitive-and-social Vygotskian sociocultural theory as applied to SLD – according to the reviews by Mitchell and Myles (1998), Frawley and Lantolf (1984, 1985), Lantolf (2000), as well as Lantolf and Appel (1998) – meets the mentioned criteria even more appropriately.

Ellis (1994a) – citing Clahsen, Meisel, and Pienemann (1983) – says that these researchers argue that “. . . cross-sectional studies only had validity if they were supported by longitudinal research” (p. 382). Insofar as the current investigation is concerned, the situation went beyond the demand for support since three relevant issues merely raised in the cross-sectional part of the study on the basis of its findings could only be resolved in the longitudinal part: (a) the configurational/functional type of fossilization, (b) the inappropriateness of the configurational-complexification-level criteria, and (c) the nondiscreteness of the IL stages. While the first and the last issues were confirmed, the second was refuted.

It might seem paradoxical my having so extensively used mentalist and cognitive concepts – derived from linguistic and psychological SLD theories, respectively, according to Fatur-Santos’s (1994, p. 63) classification – to second interpretations of cross-sectional and longitudinal results alike. However, I would not have had any other alternative except for resorting to the accumulated knowledge within the realm of mainstream SLD in order to move towards the first step into an SFG-based description of SLD.



Within the scopes of the empirical settings of the cross-sectional and longitudinal parts of the study as with the subjects and their ELCs, the IL configurational and systemic developmental continua were satisfactorily unveiled. This leads to the definitive achievement of Specific Objectives 1 and 2 (see Subsections 1.3.2.1 & 1.3.2.2) whose intention was to attest the appropriateness of SFG as a theoretical model to be utilized – by means of IL-data categorization and analysis – in investigations into the lexico-grammatical characteristics of both types of continua.

Having presented the results and their discussions, it is now time to move on to the Conclusion. Among other things, I will attempt to systematize the first step taken – in Chapter V – in the direction of an SFG-based account of induced SLD.

## CHAPTER VI

### CONCLUSION

#### 6.1 Systematization of a preliminary SFG-based description of induced SLD

Lakshmanan and Selinker (2001) introduce their article making the claim that the most central aims of research on SLD are:

- 1) to determine the second language learner's L2 grammatical knowledge (i.e., interlanguage competence); and
- 2) to explain how it develops over time from an initial state to an end state, often a fossilized state. (p. 393)

Doughty and Long (2003, p. 4) also posit that SLD research still revolves around these same issues considered as its subject matter instead.<sup>1</sup> Therefore, I will attempt to systematize the results discussed in Chapter V into a preliminary SFG-based description of induced SLD in accordance with the referred to aims.

Before I can carry out such an enterprise, I see myself obliged to reword the stated aims in a way whereby they reflect the theoretical orientation of SFG as well as the third and fourth specific objectives (see Subsections 1.3.2.3 & 1.3.2.4). The new versions are: (a) To determine the second language learner's L2-based lexico-grammatical meaning potential or her/his IL resources; and (b) to describe how the IL configurational and systemic continua develop over time from an initial state to an end state, often a fossilized state (based on Lakshmanan & Selinker, 2001, p. 393 as well as on Subsections 2.2.1 & 3.3). The former will serve as the systematization criterion for the

---

<sup>1</sup> After all, these issues are in tune with what Gregg (1996) calls – following others – the logical and the developmental problems of SLD, that is, “How is acquisition possible?” in terms of the emergence of IL competence, and “How does acquisition proceed?” (p. 50).

LH1-related results associated with the contents of Tables 5.9 and 5.10 while the latter will be used as the systematization guideline for the results concerning LH2-6.<sup>2</sup>

LH1 (Subsection 1.4.2.1) led to the proposal of broader proficiency-level classifications, with each level being demarcated by collection moments. For the PE and PN registers, seven and eight levels were identified, respectively. Each new proficiency level indicates that the subjects have reached a higher degree of systemic complexification as more transitivity and/or mood and/or theme systems have been integrated into their linguistic repertoire. In order to determine the subjects' L2-based lexico-grammatical meaning potential or their IL resources per proficiency level, it is necessary to add up the new transitivity, mood, and theme systems accumulated at the collection moments that make up each level.

Resorting to Table 5.9, the partial meaning potentials found per register are: (a) **PLPE1** – 7.6 systems,<sup>3</sup> **PLPE2** – 9.9 systems, **PLPE3** – 21.0 systems, **PLPE4** – 4.0 systems, **PLPE5** – 9.3 systems, **PLPE6** – 4.9 systems, **PLPE7** – 16.6 systems; (b) **PLPN1** – 8.4 systems, **PLPN2** – 7.6 systems, **PLPN3** – 3.4 systems, **PLPN4** – 1.4 systems, **PLPN5** – 3.8 systems, **PLPN6** – 3.8 systems, **PLPN7** – 10.1 systems, **PLPN8** – 18.8 systems. Table 5.10 shows that the subjects, at the end of their EFL instruction program at ELC A, had an L2 meaning potential or IL resources of 73.7 systems for the PE register and of 58.0 systems for the PN register.

The aim about the description of the IL developmental continua makes it possible the systematization of the following aspects:

---

<sup>2</sup> Like the results derived from the verification of LH2-6, those came up with out of the verification of CSH1-4 would be also systematized through the second aim. However, the latter results were not included as they left three relevant issues unresolved, whose solutions had to depend upon the longitudinal part of the study: (a) configurational fossilization, (b) (non)discreteness, and (c) (in)appropriateness of the configurational-complexification-range a priori criteria. In any case, LH6 is the link between the longitudinal part of the study and CSH1-4.

<sup>3</sup> The number of systems per proficiency level is here expressed in simple frequency indices for the sake of comparison between the PE and PN registers.

1. LH2 (Subsection 1.4.2.2) → For the intersection between the IL stages to exist legitimately despite the nonreoccurrence of all previously emerged systems across stages, I claimed – based on SFG assumptions – that the emergence of a system for the first time at a given collection moment means its definitive integration into the subjects' lexico-grammatical repertoire. The definitiveness of the integration results from the fact that the referred to emergence is a response to the demand of a second-level context of situation, that is, the investigational context. The existence of intersection leads to the nondiscreteness characteristic of the IL stages along the systemic developmental continuum. Since the systemic and the configurational developmental continua are the two sides of the same coin, the latter's stages must also be nondiscrete. Furthermore, their nondiscreteness was one of the likely explications for the refutation results at various points within the cross-sectional part of the study, which deals with only the configurational continuum.

2. LH3 (Subsection 1.4.2.3) → The initial IL stage or IL1 of the developmental continua differs from the first two protolinguistic stages of L1 ontogenesis, coinciding with its third and last stage. This means that the departure point of the IL developmental continua is a simplified version of the already tristratal, metafunctionally organized lexico-grammar of an adult's L1. After the child L1 learner and the adult L2 learner have traversed the initial ontogenetic stage in each one's idiosyncratic manner, their linguistic continua go on developing lexico-grammatically by way of complexification, which is accomplished through the increasing integration of both configurational and systemic resources. As for the L1 learner, the resource/meaning-potential augmentation lasts throughout her/his entire life; as with the L2 learner, it stops at some point along the complexification continua. Such an approach to the initial IL stage supports restructuring rather than recreation.

3. LH4 (Subsection 1.4.2.4) → Still concerning the initial IL stage, it contains – according to my expectation – more mood systems than transitivity and theme ones irrespective of register, which is in tune with the Hallidayan postulation for L1 learners whereby the interpersonal metafunction is the domain within which lexico-grammar develops faster. However, IL2 and the subsequent IL stages hold – contrary to my expectation – more transitivity systems than mood and theme ones also regardless of register, which might be caused by the lack of immediate interactivity due to the written medium of the research tasks. Only within the IL1 PN register do the theme systems rank second, which seems to be irrelevant because the enabling characteristic of the textual metafunction makes its presence a presupposed fact in all occasions.

4. LH5 (Subsection 1.4.2.5) → The primary, secondary, and tertiary empirical steps gradually conducted to an ever more definitive evidence regarding the existence of systemic fossilization. Besides, there was the indirect contribution to such definitiveness by a study on L2 learners' identity. However, before putting an end to the discussion, I considered the following aspects: (a) There was integration of new transitivity, mood, and theme systems both separately and simultaneously until the last collection moment for the PE register and until very close to it for the PN register; (b) six transitivity delicacy-scale levels – out of seven – were traversed for both registers, ten and nine mood delicacy-scale levels – out of ten – were traversed for each register, and nine and eight theme delicacy-scale levels – out of nine – were traversed again for each register; (c) all traversals had happened by the end of the second third of the collection moments; (d) what the tertiary subjects judged was the configurational dimension of the PE and PN texts; and (e) the Hallidayan claim whereby the goal of both L1 and L2 learning is success, which relates to language seen as resource, gave me the insight that if L2 learning is provided with adequate conditions for success (as opposed to perfection) not

to cease, new resources might continue being integrated indefinitely. These aspects, in turn, made me conclude that it is plausible to advance the hypotheses whereby there is configurational IL fossilization independently of the instruction conditions, and there is not systemic IL fossilization provided not only that the instruction conditions are favorable but also that the graduated student does not stop using the L2 in the contexts of situation that demands it within her/his context of culture for the purpose of keeping her/his systemic lexico-grammatical resources (success) growing.

5. LH6 (Subsection 1.4.2.6) → Configurationally speaking, the end state of the developmental continua for both registers is indeed a fossilized state. While the beginner and intermediate subjects achieved low and moderate levels of lexico-grammatical complexification, the advanced subjects did not move beyond the moderate level. Such an outcome is in tune with the type of student found in the SLD literature that is fluent despite having fossilized at the intermediate proficiency level (see Subsection 5.3.2.6). Moreover, the lexico-grammatical complexification along the IL configurational developmental continuum for both registers was demonstrated to behave thus: bign < int < adv.

The systematization here proposed indicates that Specific Objectives 3 and 4 (See Subsections 1.3.2.3 & 1.3.2.4) were achieved.<sup>4</sup> Furthermore, it is valid only within the empirical scope of the longitudinal part of the current study. The validity, thus, covers nothing else than the IL PE and PN registers produced by the students from ELC A who participated as subjects.

---

<sup>4</sup> Specific Objectives 1 and 2 (see Subsections 1.3.2.1 & 1.3.2.2) were declared to have been reached in Section 5.4.

## 6.2 Pedagogical implications

The main pedagogical implications derive from the conclusion on the plausibility of the hypothesis concerning the nonexistence of systemic IL fossilization caused by effective pedagogy and the frequent use of the L2 after ELC-instruction termination. The purpose of the post-ELC activity is the likely continual augmentation of the lexicogrammatical resource repertoire through the integration of new systems (see Subsections 5.3.2.5 & 6.1).

In my view, the a posteriori potential-augmentation strategy can only be implemented if the now L2 user has been instructed not only in the L2 through a communicative register-based syllabus – as Halliday (1978a) claims that “[t]he notion of ‘developing a language’ means . . . adding to its range of social functions . . . achieved by developing new registers (p. 195) – but also about the L2 through the systemic and functional dimensions of SFG.

Halliday (1978b) seconds the idea of a register-based L2 syllabus when he demonstrates his interest in the language-for-specific-purposes pedagogic movement-LSP. The motivation for such an interest lies in the very fact that LSP is a “. . . practice . . . derived from register theory, from the notion that all use of language, including the mother tongue, is to be explained by reference to the contexts in which language functions” (p. 8).

Further later, he adds:

But success will always be a relative matter; in a second language we may be aiming for success in quite specific areas, not necessarily restricting our ultimate aims but at least ordering the priorities. This is where I favour the notion of ‘languages for specific purposes’. (p. 16)

Like with LSP, a genuinely register-based syllabus will also have to depend upon needs analysis for the selection of the contexts of situation constitutive of the target registers to be included. However, the data collection techniques reviewed by Gomes (1997) and McDonough (1998) should be adapted into an SFG-biased version. The

adaptation is needed so that the selected registers will reflect the educationally and professionally relevant contexts of situation that are also – maybe mainly – socially, politically, and ideologically relevant.

A group of scholars, coordinated by Donna R. Miller, from the Department of Modern Foreign Languages at the University of Bologna, Italy, developed – within the scope of a research project whose follow-up aim was to provide their undergraduate students majoring in English with a better quality education – three e-books that now comprise the series called *Functional Grammar Studies for Non-Native Speakers of English*. The e-books – (a) *Functional Grammar: An Introduction to the EFL Student* (Freddi, 2004), (b) *Exploring Functional Grammar* (Lipson, 2004), and (c) *Language as Purposeful: Functional Varieties of Texts* (Miller, Maiorani, & Turci, 2004) – make up one half of the syllabus covered along the undergraduate program at the Faculty of Foreign Languages and Literature. The other half contains the well-known contents of regular EFL communicative teaching. Miller, in the Forward section to the e-books, argues that

[the] justification . . . [for] metalinguistic reflection on the nature of the language being taught and how it works . . . is essentially the premise put forth by F. Christie (1985/1989) apropos of the L1 learner's education: i.e., that explicit knowledge about language on the learners part is both desirable and useful. It is our conviction that such an insight not only can but should be extended to the L2 learning situation. In short, foreign language learning at the tertiary level should not be merely a question of the further development of students' competence in communicative skills; it should involve learning not only the language, but *about* the language. Indeed, what scholars define as a 'good' adult language learner has long been known to readily attend to language as system and patterns of choice (Johnson 2001: 153). (Miller, Maiorani, & Turci, 2004, p. i)

Miller still informs that the two parts of the syllabus are developed concomitantly and “. . . lead to . . . more *holistic* [italics added] L2 learning . . .” (Miller, Maiorani, & Turci, 2004, p. ii). The metalinguistic half is thus organized along the curriculum:

In the first year a 'skeleton' of the Hallidayan Functional Grammar model is taught; in the second it is 'fleshed out', and in the third it is animated, as it were, put into practice, being made to work as a set of analytical tools for the investigation of the notion of register, or functional varieties of texts. (p. i)



Miller's argument for explicit metalinguistic teaching as a complement to the communicative teaching is claimed to be valid for L1 learners and EFL learners at higher education majoring in a given foreign language. On the other hand, my suggestion regarding the potential-augmentation strategy after communicative register-based instruction (different from the traditional type of communicative EFL instruction Miller says the Italian higher-education learners are submitted to) in the L2 and SFG-based instruction (as a whole, including the meaning-potential systemic dimension, through which the learner sees the schematic spectrum of choices at her/his disposal<sup>5</sup>) about the L2 is directed to the ELC type of EFL learner from northeastern Brazil.<sup>6</sup> Hence, I prefer to consider it, at this point, as a hypothesis to be verified afterwards.

Even more so because the other pieces of empirical evidence I ran into also belong to different realities:

1. Morgan's (2004) subjects were Chinese immigrants learning English at a community type of program in Toronto, Canada. Didactically speaking, the program was characterized by poststructural critical pedagogy. Despite his awareness of the theoretical incompatibility between poststructuralism and SFG, Morgan (2004) taught a focus-on-form grammar class on SFG-oriented modality to his Chinese students.<sup>7</sup> He then assessed the class as thoroughly successful not only linguistically but also ideologically for "[SFG] [m]odality . . . might be seen as a way of negotiating a new

---

<sup>5</sup> This is also different from the practice at the University of Bologna, where they work only with the functional dimension of SFG, which is merely the realization of the systemic choices.

<sup>6</sup> M. Davies (personal communication, February, 16, 2006) says, in an e-mail message posted to the *sfl\_education* mailing list, about L1 and L2: "What SFG does superlatively (at least, for me) is it helps us to write and speak with real insight ABOUT grammar. . . . It can do this not only because it IS a grammatics, and that's what a grammatics is for, but because it is a good grammatics, an extravagant one and not a reductive one. And it doesn't idealise, because it doesn't need to. It has both a deeper and a wider understanding of what a grammar is than most other reductive and idealising grammaticses (may I?) precisely because it is extravagant, and faces up to both what pupils have to learn and what they achieve. If we achieve an understanding of that, through SFG, then I believe we are half-way to understanding and solving [*sic*] our teaching problems."

<sup>7</sup> For the distinction between 'focus on form' and 'focus on formS', see Doughty & Williams (1998, pp. 3-4).

political identity; that is, a means of exploring what can be said and what might be insinuated in a new political culture” (p. 168).

2. Schleppegrell (1998) – briefly reviewed by Mohan and Beckett (2003, p. 424) – demonstrates the benefits of teaching based on registers and their lexico-grammatical features. The subjects were ESL students involved in a content-based language learning program-CBLL, receiving science instruction in their L2. The register they were being taught was science academic writing.

My hypothesis-type suggestion is for a twofold syllabus developed not separately but simultaneously, being the instruction in the L2 register-based from the start and the instruction about the L2 based on the lexico-grammatical transitivity, mood, and theme systems, along with their configurational functional realizations, required by the register being taught. Besides, the registers should be chosen, through the SFG-biased version of needs analysis, among those that are relevant to the learners’ context of culture, which is in accordance with Cook (1992, 1999) when he advocates that the situations to be taught should be those required of the multicompetent user,<sup>8</sup> and not necessarily those in which the native speaker has to act. The follow-up aim of the research project that made possible the implementation of the SFG part of the syllabus at the University of Bologna was not only the design of the e-books but also the evaluation of the effects of their use alongside the regular EFL syllabus. Insofar as the evaluation is concerned, Miller advances only that “. . . the revised curriculum has apparently proved to have a rate of success that I don’t dare yet to quantify” (Miller, Maiorani, & Turci, 2004, p. ii), which is one more reason for me to consider my suggestion as a hypothesis.

Another advantage of the twofold syllabus is that its SFG half might provide the learners, if adequately carried out, with the indispensable political consciousness as to

---

<sup>8</sup> Cook’s (1992, 1999) term for IL user.

the alienating effects of the widespread mainstream imperialistic view of English as a world language so that they can learn the meaning resources to function as left antagonists, that is, social participants that need to gain semiotic power (left) by means of verbally challenging the hegemonic status quo (antagonists).<sup>9</sup> The lack of such resources, according to the arguments put forth by, for example, Canagarajah (1999), Cox and Assis-Peterson (1999), Lin (1999), Moita Lopes (1996), Pattanayak (1996), Pennycook (1994, 1999, 2001), and Phillipson (1992) – will most likely help the imperialistic English-speaking countries to maintain EFL learners, especially those in the peripheral underdeveloped and developing countries, under their economic custody. Miller herself admits that this political concern to empower learners to act as critical social beings in the social world was the basis of the choice for the SFG model even in the nonperipheral Italian situation (Miller, Maiorani, & Turci, 2004, p. ii).<sup>10</sup> With regard to the Brazilian context, Moita Lopes (2002), a propos of the (re)construction of the learners' social identities of gender and sexuality within the realm of language classrooms, captures the still dominant pedagogic orientation that generates alienation in foreign language classrooms in general:

[T]he language-teaching tradition still prescribe[s], sometimes explicitly, the idea that the classroom should be considered as a cultural island – one learns an FL[foreign language] for the purpose of acting in another culture, instead of the idea that what is done there [the foreign language classroom] – meaning construction, should be reflected on in terms both of the world where the learner lives and of her/his social identity. . . . This issue is clearly related to the way through which we have conceived the objectives of teaching/learning FLs in Brazil, without taking into account their social function under a sociopolitical and a sociopsychological perspective. [my translation] (p. 194)

---

<sup>9</sup> This is based on Martin's (1992) language model, which contains six strata: (a) ideology, (b) genre, (c) register, (d) semantics, (e) lexico-grammar, and (f) phonology/graphology (see Footnote 34 in Subsection 2.3.1). Within such a model, his ideological system network is formed by two simultaneous disjunctive systems whose terms are *antagonist* (creating issues) or *protagonist* (resolving issues) and *left* (power to gain) or *right* (power to lose) (p. 583) (see also Martin & Rose, 2002).

<sup>10</sup> Martin (2000) argues that, for the sake of transdisciplinary language-education research, there is a need for the establishment of a universal metalanguage, and he points out that “. . . the model . . . which is already emerging as a [metalinguistic] *lingua franca* for discourse-oriented applied linguistics is Systemic Functional Linguistics, as developed by Halliday and his colleagues around the world” (p. 123).

In tune with Moita Lopes's (2002) worries about Brazil, Halliday (1978b) – over two decades earlier – already gave the following warning in relation to Africa:

[I]t is likely to be easier for a Luo speaker to learn Swahili than to learn English because, although neither language is related to his own, Swahili belongs to the same culture area and therefore largely shares the same meaning styles; but for the mathematics learner much of this advantage may be thrown away if the Swahili mathematics textbooks are simply translated from English, since the mathematical concepts will be introduced and interrelated in ways which reflect the meaning styles and folk mathematics of European languages instead of those of East Africa. This is an example of a fundamental problem in applied linguistics; and it is something which has immense importance for the lives of large numbers of people in the world today. (p. 17)

Moreover, SFG can, afterwards, be used by learners to engage in Critical Discourse Analysis-CDA as proposed by Fairclough (1989, 1993, 1995) since he points out that the Hallidayan linguistic theory is a strong candidate for the tool to go along with the type of discourse analysis that departs from the linguistic materiality of the texts under analysis. The relevance of SFG to CDA is attested by Martin and Rose (2002) when they say that “Halliday’s conception of linguistics as an ideologically form of social action has been one important factor in this dialogue [between CDA and SFG]” (p. 263). The appropriation of a tool such as CDA would certainly be another means of learners’ empowerment.

Referring to education at large, Halliday (1993a) sums up the relevance of both register and metalanguage for the formation of politically conscious individuals:

[I]n order to access knowledge of any kind you have to control the semiotic resources which construe that knowledge; and furthermore, that only by redesigning the curriculum around those resources – the generic construction, the discourse semantics, and the lexicogrammar of the registers involved – can educators hope to open up to the learners the various discourses that make it possible to participate in the democratic political process. (p. 10)

It is true that Halliday (1993a) makes explicit what the empirical foundations of his claim are. However, such foundations were constructed in view of the British and the Australian realities. Therefore, my pedagogical-implication suggestion does not lose its hypothetical status.

To add to this hypothesis, the metalinguistic register-based syllabus may certainly help overcome – at least partially – the effects of the testified configurational IL fossilization. This is no absurd as it is in consonance with the Selinkerian claim according to which fossilization can be dealt with satisfactorily especially if the adopted pedagogy is discourse-domain based (see Footnote 15 of Subsection 3.2.1.1).

### **6.3 Suggestions for future research**

The first step I took towards an SFG-based account of induced SLD was restricted to the level of description. Since Ellis (1997a, p. 4) posits that the goals of SLD should transcend description and reach explanation, the second step to be taken in future research must focus upon the explanatory level.

However, the description systematized in Section 6.1 is preliminary as still incomplete. The criterion for the incompleteness claim is Adjemian's (1976) IL distinguishing features of permeability, fossilization, and backsliding (see Subsection 3.2.1.2). Whereas the third was considered an assumption in this dissertation, the first was not studied at all and the second, only partially. On the one hand, permeability needs description insofar as its realizing processes of L1 transfer and overgeneralization are concerned. On the other, fossilization lacks the verification of the hypothesis that postulates the nonexistence of its systemic type.

Although I managed to reconcile cognitivist ILT and SFG in Section 3.3, it is my opinion that the reconciliation was somewhat precarious, but enough for the present study. The amount of precariousness is a consequence of the language-as-rule construct and the competence-performance dichotomy, which are highly valued by cognitivist ILT because it is based on them but thoroughly rejected by SFG. Therefore, I find – due to further reading done along the dissertation-writing process –

that in future research the SFG-based account of SLD will be better accompanied by sociocultural-related SLD theory or simply – in Ellis and Barkhuizen’s (2005) terms – “. . . SOCIOCULTURAL SLA . . .” (p. 234), which I will refer to as sociocultural SLD for the purpose of compatibility with SFG. The reasons for the suggested better association have to do with the following facts involving Vygotskian theory and SFG that I ended up coming across:

1. Vygotskian sociocultural theory also rejects the competence-performance dichotomy as – in the words of Ellis and Barkhuizen (2005) – its theoretical stance is that “. . . use and knowledge are indistinguishable” (p. 229). Although there is no explicit choice for either the language-as-rule position or the language-as-resource one, the following quotations demonstrate that the way sociocultural theory views language is much more akin to the way SFG construes it:

In *Thought and Language* Vygotsky presents a sophisticated argument demonstrating that language, the very means by which reflection and elaboration of experience takes place, is a . . . profoundly social human process. (John-Steiner & Souberman, 1978, p. 126)

Language, as a particularly powerful semiotic tool, mediates our physical and mental activities. (Swain, 2000, p. 104).

The entailments of a sociocultural theory approach foreground sociality to individuality, language as socially constructed rather than internally intrinsic, language as both referential and constructive of social reality, and notions of distributed and assisted activity in contrast to individual accomplishment. . . . Central to this approach is that human activity is mediated by material artifacts and by symbolic sign systems, the most important of which is language. (Thorne, 2000, p. 225)

To Vygotsky, a clear understanding of the interrelations between thought and language is necessary for the understanding of intellectual development. Language is not merely an expression of the knowledge the child has acquired. There is a fundamental correspondence between thought and speech in terms of one providing resource to the other; language becoming essential in forming thought and determining personality features. (Schütz, 2004, ¶ 6)

2. On the part of systemicists, the number of scholars who offer convincing arguments that make explicit the theoretical compatibility between SFG and socioculturalism is not by any means low. Some of them are: Butt (2004); Butt, Fahey, Feez, Spinks, and Yallop (2000); Gibbons (2004); Halliday (1991); Hasan (1996b); Hasan and Perrett (1994); Martin (2000); Painter (2004); Steiner (1985).

3. On the part of sociocultural scholars working within SLD, de Guerrero (1994) uses SFG as one of the data categorization theories in her investigation into the formal and functional features of adult L2 learners' inner speech, and Thorne (2000) utilizes it theoretically as a means of providing further support to socioculturalism, the basic and main theory.

With so much evidence of convergence, I find it likely that the explanatory endeavor of SFG-based SLD will be made easier if cognitivist ILT is substituted for sociocultural SLD. Hence, I propose the following ensuing research projects:

1. Replication – at *UECE*'s extension Foreign Language Center – of the longitudinal part of the current study with its compact data collection procedure. The differences will be: (a) the addition of the spoken medium in a dialogic fashion with the researcher functioning as a prompter during the telling of the personal-experience and picture-based stories aiming at the verification of the LH4-related hypothesis whereby the prevailing lexico-grammatical system – whether transitivity or mood – in IL2 onwards relies on how interactive the research tasks are (see Subsection 5.3.2.4 & Section 6.1), (b) the inclusion of the description of L1 transfer and overgeneralization, (c) the incorporation of the explanatory level, and (d) the substitution of ILT for sociocultural SLD.

2. Implementation – at *UECE*'s extension Foreign Language Center – of a longitudinal study like the one proposed in the first item for the purpose of verifying the

pedagogical-implication hypothesis (see Section 6.2). The difference is that the longitudinal data collection will be carried out with the same subjects throughout the seven curricular stages that make up the EFL program at *UECE's* FLC.

3. Implementation of a two-year longitudinal study with ELC graduates who work as tourist guides in Fortaleza, Brazil. The aim is the verification of the hypothesis that posits the nonexistence of systemic fossilization (see Subsection 5.3.2.5 & Section 6.1). Due to the fact that the subjects do not use English in its written medium, they will provide only spoken spontaneous dialogic data gathered by means of taped interviews with the researcher.

In all situations, no efforts will be spared in order that the collected learner-language data are as close as possible to the vernacular style. The reasons for such a decision are well documented in several parts of this dissertation.



## REFERENCES

- Adjemian, C. (1976). On the nature of interlanguage systems. *Language Learning*, 26 (2), 297-320.
- Almeida, P. M. C. de (2002). *Atendimento de check-in de companhia aérea: Análise sistêmico funcional de um gênero discursivo do português* [Airline check-in service encounter: Systemic functional analysis of a discursive genre in Portuguese]. Unpublished master's thesis, Pontifícia Universidade Católica do Rio de Janeiro, Rio de Janeiro, Rio de Janeiro, Brazil.
- Andersen, R. W. (1979). Expanding Schumann's pidginization hypothesis. *Language Learning*, 29 (1), 105-119.
- Andersen, R. W. (1981). Two perspectives on pidginization as second language acquisition. In R. W. Andersen (Ed.), *New dimensions in second language acquisition research* (pp. 165-195). Rowley, Ma: Newbury House.
- Andersen, R. W. (1983). Introduction: A language acquisition interpretation of pidginization and creolization. In R. W. Andersen (Ed.), *Pidginization and creolization as language acquisition* (pp. 1-56). Rowley, Ma: Newbury House.
- Bailey, N., Madden, C., & Krashen, S. D. (1974). Is there a "natural sequence" in adult second language learning? *Language Learning*, 24 (2), 235-243.
- Beaman, K. (1984). Coordination and subordination revisited: Syntactic complexity in spoken and written narrative discourse. In D. Tannen (Ed.), *Coherence in spoken and written discourse* (pp. 45-80). Norwood, NJ: Ablex.
- Berry, M. (1975). *Introduction to Systemic Linguistics: 1 Structures and systems*. New York: St. Martin's.
- Berry, M. (1976). *Introduction to Systemic Linguistics: 2 Levels and links*. New York: St. Martin's.
- Biber, D., Johansson, S., Leech, G., Conrad, S., & Finegan, E. (1999). *Longman grammar of spoken and written English*. Essex: Longman.
- Bley-Vroman, R. W. (1983). The comparative fallacy in interlanguage studies: The case of systematicity. *Language Learning*, 33, 1-17.
- Bloor, T., & Bloor, M. (1995). *The functional analysis of English: A Hallidayan approach*. London: Arnold.
- Bowcher, W. L. (1999). Investigating institutionalization in context. In M. Ghadessy (Ed.), *Text and context in Functional Linguistics* (pp. 141-176). Amsterdam and Philadelphia: John Benjamins.
- Brown, H. D. (1994). *Principles of language learning and teaching* (3rd ed.). Englewood Cliffs, NJ: Prentice Hall Regents.

- Brown, A., & Dowling, P. (1998). *Doing research/reading research: A mode of interrogation for Education*. London: Falmer Press.
- Butt, D. (2004). How our meanings change: School contexts and semantic evolution. In G. Williams & A. Lukin (Eds.), *The development of language: Functional perspectives on species and individuals* (pp. 217-240). London and New York: Continuum.
- Butt, D., Fahey, R., Feez, S., Spinks, S., & Yallop, C. (2000). *Using functional grammar: An explorer's guide* (2nd ed.). Sydney: National Centre for English Language Teaching and Research of Macquarie University.
- Canagarajah, A. S. (1999). *Resisting linguistic imperialism in English teaching*. Oxford: Oxford University Press.
- Castello, E. (2002). *Tourist-information texts: A corpus-based study of four related genres*. Padova: Unipress.
- Chafe, W. L. (1982). Integration and involvement in speaking, writing, and oral literature. In D. Tannen (Ed.), *Spoken and written language: Exploring orality and literacy* (pp. 35-53). Norwood, NJ: Ablex.
- Cook, V. J. (1992). Evidence for multicompetence. *Language Learning*, 42 (4), 557-591.
- Cook, V. J. (1998). Acculturation hypothesis. In K. Johnson & H. Johnson (Eds.), *Encyclopedic dictionary of Applied Linguistics: A handbook for language teaching* (pp. 1-2). Oxford: Blackwell.
- Cook, V. J. (1999). Going beyond the native speaker in language teaching. *TESOL QUARTERLY*, 33 (2), 185-209.
- Corder, S. P. (1974a). The significance of learners' errors. In J. C. Richards (Ed.), *Error analysis: Perspectives on second language acquisition* (pp. 19-27). London: Longman. (Reprinted from *IRAL*, 5 (4), 1967).
- Corder, S. P. (1974b). Idiosyncratic dialects and error analysis. In J. C. Richards (Ed.), *Error analysis: Perspectives on second language acquisition* (pp. 158-171). London: Longman. (Reprinted from *IRAL*, 9 (2), 1971).
- Corder, S. P. (1978). Language-learner language. In J. C. Richards (Ed.), *Understanding second and foreign language learning: Issues and approaches* (pp. 71-93). Rowley, MA: Newbury House.
- Corder, S. P. (1981a). *Error analysis and interlanguage*. Oxford: Oxford University Press.
- Corder, S. P. (1981b). Formal simplicity and functional simplification in second language acquisition. In R. W. Andersen (Ed.), *New dimensions in second language acquisition research* (pp. 146-152). Rowley, MA: Newbury House.

- Corder, S. P. (1992). A role for the mother tongue. In S. Gass & L. Selinker (Eds.), *Language transfer in language learning* (pp. 18-31). Amsterdam and Philadelphia: John Benjamins.
- Cox, M. I. P., & Assis-Peterson, A. A. de (1999). Critical pedagogy in ELT: Images of Brazilian teachers of English. *TESOL QUARTERLY*, 33 (3), 433-452.
- Davies, A. (1995). Proficiency or the native speaker: What are we trying to achieve in ELT? In G. Cook & B. Seidlhofer (Eds.), *Principle and practice in Applied Linguistics: Studies in honour of H. G. Widdowson* (pp. 145-157). Oxford: Oxford University Press.
- de Guerrero, M. C. M. (1994). Form and functions of inner speech in adult second language learning. In J. P. Lantolf & G. Appel (Eds.), *Vygotskian approaches to second language research* (pp. 83-115). Norwood, NJ: Ablex.
- Dik, S. C. (1978). *Functional grammar*. Dordrecht, Holland: Foris.
- Dik, S. C. (1982). Seventeen sentences: Basic principles and application of functional grammar. In E. A. Moravcsik & J. R. Wirth (Eds.), *Syntax and semantics: Current approaches to syntax* (pp. 45-75). New York: Academic Press.
- Dik, S. C. (1989). *The theory of functional grammar: Part I – The structure of the clause*. Dordrecht, Holland: Foris.
- Donato, R. (1994). Collective scaffolding in second language learning. In J. P. Lantolf & G. Appel (Eds.), *Vygotskian approaches to second language research* (pp. 33-56). Norwood, NJ: Ablex.
- Doughty, C. J., & Long, M. H. (2000). Eliciting second language speech data. In L. Menn & N. B. Ratner (Eds.), *Methods for studying language production* (pp. 149-177). Mahwah, NJ: Lawrence Erlbaum.
- Doughty, C. J., & Long, M. H. (2003). The scope of inquiry and goals of SLA. In C. J. Doughty & M. H. Long (Eds.), *The handbook of second language acquisition* (pp. 3-16). Oxford: Blackwell.
- Doughty, C. J., & Williams, J. (1998). Issues and terminology. In C. J. Doughty & J. Williams (Eds.), *Focus on form in classroom second language acquisition* (pp. 1-11). Cambridge: Cambridge University Press.
- Douglas, D., & Selinker, L. (1994). Research methodology in context-based second-language research. In E. E. Tarone, S. M. Gass, & A. D. Cohen (Eds.), *Research methodology in second-language acquisition* (pp. 119-131). Hillsdale, NJ: Lawrence Erlbaum.
- Downing, A., & Locke, P. (2002). *A university course in English grammar*. London and New York: Routledge.

- Droga, L., & Humphrey, S. (2002). *A workbook for getting started with functional grammar*. Berry, Australia: Target Texts.
- Dulay, H. C., & Burt, M. K. (1974). Natural sequences in child second language acquisition. *Language Learning*, 24 (1), 37-53.
- Eggs, S. (1994). *An introduction to Systemic Functional Linguistics*. London: Pinter.
- Eggs, S., & Slade, D. (1997). *Analysing casual conversation*. London and New York: Continuum.
- Ellis, R. (1982a). *Discourse processes in classroom second language development*. Unpublished doctoral dissertation, Institute of Education University of London, London, England.
- Ellis, R. (1982b). The origins of interlanguage. *Applied Linguistics*, 3 (3), 207-223.
- Ellis, R. (1985). *Understanding second language acquisition*. Oxford: Oxford University Press.
- Ellis, R. (1988). *Classroom second language development: A study of classroom interaction and language acquisition*. London: Prentice Hall.
- Ellis, R. (1990). *Instructed second language acquisition*. Oxford: Blackwell.
- Ellis, R. (1994a). *The study of second language acquisition*. Oxford: Oxford University Press.
- Ellis, R. (1994b). A theory of instructed second language acquisition. In N. C. Ellis (Ed.), *Implicit and explicit learning of languages* (pp. 79-114). San Diego, CA: Academic Press.
- Ellis, R. (1997a). *Second language acquisition*. Oxford: Oxford University Press.
- Ellis, R. (1997b). *SLA research and language teaching*. Oxford: Oxford University Press.
- Ellis, R., & Barkhuizen, G. (2005). *Analysing learner language*. Oxford: Oxford University Press.
- Eubank, L., Selinker, L., & Sharwood Smith, M. (1995). The current state of interlanguage. In L. Eubank, L. Selinker, & M. Sharwood Smith (Eds.), *The current state of interlanguage: Studies in honor of William E. Rutherford* (pp. 1-10). Amsterdam: John Benjamins.
- Fairclough, N. (1989). *Language and power*. London and New York: Longman.
- Fairclough, N. (1993). *Discourse and social change*. Cambridge: Polity Press.
- Fairclough, N. (1995). *Critical discourse analysis*. London and New York: Longman.

- Fatur-Santos, P. (1994). Classifying SLA theories. In V. J. Leffa (Ed.), *Autonomy in language learning*, pp. 57-64. Porto Alegre: UFRGS.
- Fawcett, R. P. (1980). *Cognitive Linguistics and social interaction: Towards an integrated model of a systemic functional grammar and the other components of a communicating mind*. Heidelberg: Julius Groos and Exeter University.
- Fawcett, R. P. (1981). Generating a sentence in systemic functional grammar. In M. A. K. Halliday & J. R. Martin (Eds.), *Readings in Systemic Linguistics* (pp. 146-183). London: Batsford.
- Fawcett, R. P. (1987). The semantics of clause and verb for relational processes in English. In M. A. K. Halliday & R. P. Fawcett (Eds.), *New developments in Systemic Linguistics: Volume 1 – Theory and description* (130-183). London and New York: Pinter.
- Fawcett, R. P. (1988a). The English personal pronouns: An exercise in linguistic theory. In J. D. Benson, M. J. Cummings, & W. S. Greaves (Eds.), *Linguistic in a systemic perspective* (185-220). Amsterdam and Philadelphia: John Benjamins.
- Fawcett, R. P. (1988b). What makes a “good” system network good?- Four pairs of concepts for such evaluations. In J. D. Benson & W. S. Greaves (Eds.), *Systemic functional approaches to discourse* (pp. 1-28). Norwood, NJ: Ablex.
- Fawcett, R. P. (2000). *A theory of syntax for Systemic Functional Linguistics*. Amsterdam and Philadelphia: John Benjamins.
- Fawcett, R. P., Tucker, G. H., & Lin, Y. Q. (1993). How a systemic functional grammar works: The role of realization in realization. In H. Horacek & M. Zock (Eds.), *New concepts in natural language generation: Planning, realization and systems* (pp. 114-186). London and New York: Pinter.
- Felix, S. W. (1981). The effect of formal instruction on second language acquisition. *Language Learning*, 31 (1), 87-112.
- Fillmore, C. J. (1968). The case for case. In E. Bach & R. T. Harms (Eds.), *Universals in linguistic theory*, pp. 1-88. New York: Holt, Rinehart & Winston.
- Fortkamp, M. B. M. (2000). *Working memory capacity and L2 speech production: An exploratory study*. Unpublished doctoral dissertation, Universidade Federal de Santa Catarina, Florianópolis, Santa Catarina, Brazil.
- Foster, P., & Skehan, P. (1996). The influence of planning and task type on second language performance. *Studies in Second Language Acquisition*, 18, 299-323.
- Frawley, W., & Lantolf, J. P. (1984). Speaking and self-order: A critique of orthodox L2 research. *Studies in Second Language Acquisition*, 6 (2), 143-159.
- Frawley, W., & Lantolf, J. P. (1985). Second language discourse: A Vygotskian perspective. *Applied Linguistics*, 6 (1), 19-44.

- Freddi, M. (2004). *Functional grammar: An introduction to the EFL student*. Retrieved June 21, 2005, from Università di Bologna, Centro Inter-Bibliotecario Web site: [http://amsacta.cib.unibo.it/archive/00000867/01/FunctionalGrammarEFLStudent\\_Freddi\\_2004\\_with\\_foreword.pdf](http://amsacta.cib.unibo.it/archive/00000867/01/FunctionalGrammarEFLStudent_Freddi_2004_with_foreword.pdf)
- Fries, C. C. (1945). *Teaching and learning English as a foreign language*. Ann Arbor: University of Michigan Press.
- Gadsby, A. et al. (Eds.). (1995). *Longman dictionary of contemporary English: The complete guide to written and spoken English* (3rd ed.). Essex: Longman.
- Gass, S. M. (1988). Integrating research areas: A framework for second language studies. *Applied Linguistics*, 9 (2), 198-217.
- Gass, S. (1997). *Input, interaction, and the second language learner*. Mahwah, NJ: Lawrence Erlbaum.
- Gass, S., & Selinker, L. (1994). *Second language acquisition: An introductory course*. Hillsdale, NJ: Lawrence Erlbaum.
- Gass, S., Sorace, A., & Selinker, L. (1999). *Second language learning data analysis* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum.
- Gass, S., & Mackey, A. (2000). *Stimulated recall methodology in second language research*. Mahwah, NJ: Lawrence Erlbaum.
- Gass, S., Madden, C., Preston, D., & Selinker, L. (1989). Introduction. In S. Gass, C. Madden, D. Preston, & L. Selinker (Eds.), *Variation in second language acquisition: Psycholinguistic issues* (pp. 3-10). Clevedon and Philadelphia: Multilingual Matters.
- Gellatly, A., & Zarate, O. (1999). *Introducing mind and brain*. New York: Totem Books.
- Gibbons, P. (2004). Changing the rules, changing the game: A sociocultural perspective on second language learning in the classroom. In G. Williams & A. Lukin (Eds.), *The development of language: Functional perspectives on species and individuals* (pp. 196-216). London and New York: Continuum.
- Givón, T. (1979a). *On understanding grammar*. New York: Academic Press.
- Givón, T. (1979b). From discourse to syntax: Grammar as a processing strategy. In T. Givón (Ed.), *Syntax and semantics* (pp. 81-112). New York: Academic Press.
- Givón, T. (1995). *Functionalism and grammar*. Amsterdam and Philadelphia: John Benjamins.
- Gomes, L. F. (1997). A evolução da utilização da análise de necessidades no ensino do inglês como segunda língua [The evolution of the use of needs analysis in the teaching of English as a second language]. In M. A. A. Celani (Ed.), *Ensino de segunda língua: Redescobrimos as origens* (pp. 133-146). São Paulo: EDUC.

- Gregg, K. R. (1984). Krashen's monitor and Occam's razor. *Applied Linguistics*, 5 (2), 79-100.
- Gregg, K. R. (1996). The logical and developmental problems of second language acquisition. In W. C. Ritchie & T. K. Bhatia (Eds.), *Handbook of second language acquisition* (pp. 49-81). San Diego, CA: Academic Press.
- Grimes, J. E. (1985). How to recognize systems. In J. D. Benson & W. S. Greaves (Eds.), *Systemic perspectives on discourse: Volume 1* (153-162). Norwood, NJ: Ablex.
- Halliday, M. A. K. (1961). Categories of the theory of grammar. In J. J. Webster (Ed.) (2002), *On grammar: Collected works of M. A. K. Halliday* (Vol. 1) (pp. 37-94). London and New York: Continuum.
- Halliday, M. A. K. (1967a). Notes on transitivity and theme in English: Part 1. *Journal of Linguistics*, 3 (1), 37-81.
- Halliday, M. A. K. (1967b). Notes on transitivity and theme in English: Part 2. *Journal of Linguistics*, 3 (2), 199-244.
- Halliday, M. A. K. (1968). Notes on transitivity and theme in English: Part 3. *Journal of Linguistics*, 4 (2), 179-215.
- Halliday, M. A. K. (1970a). Functional diversity in language as seen from a consideration of modality and mood in English. *Foundations of Language: International Journal of Language and Philosophy*, 6 (3), 322-361.
- Halliday, M. A. K. (1970b). Language structure and language function. In J. Lyons (Ed.), *New horizons in Linguistics* (pp. 140-165). Harmondsworth: Penguin.
- Halliday, M. A. K. (1973a). *Explorations in the functions of language*. London: Edward Arnold.
- Halliday, M. A. K. (1973b). The functional basis of language. In B. Bernstein (Ed.), *Class, codes and control: Applied studies towards a sociology of language – Volume 2* (pp. 343-366). London and Boston: Routledge & Kegan Paul.
- Halliday, M. A. K. (1975a). *Learning how to mean: Explorations in the development of language*. London: Edward Arnold.
- Halliday, M. A. K. (1975b). Learning how to mean. In J. J. Webster (Ed.) (2004), *The language of early childhood: Collected works of M. A. K. Halliday* (Vol. 4) (pp. 28-59). London and New York: Continuum.
- Halliday, M. A. K. (1977). Text as semantic choice in social contexts. In T. A. van Dijk & J. S. Petöfi (Eds.), *Grammars and descriptions: Studies in text theory and text analysis* (176-225). Berlin and New York: Walter de Gruyter.

- Halliday, M. A. K. (1978a). *Language as social semiotic: The social interpretation of language and meaning*. London: Edward Arnold.
- Halliday, M. A. K. (1978b). Is learning a second language like learning a first language all over again? In D. E. Ingram & T. J. Quinn (Eds.), *Language learning in Australian society: Proceedings of the 1976 Congress of the Applied Linguistics Association of Australia* (pp. 3-19). Melbourne: Australia International Press & Publications Pty.
- Halliday, M. A. K. (1981). Options and functions in the English clause. In M. A. K. Halliday & J. R. Martin (Eds.), *Readings in Systemic Linguistics* (pp. 138-145). London: Batsford.
- Halliday, M. A. K. (1985a). *An introduction to functional grammar*. London: Edward Arnold.
- Halliday, M. A. K. (1985b). Systemic background. In J. D. Benson & W. S. Greaves (Eds.), *Systemic perspectives on discourse: Selected theoretical papers from the 9<sup>th</sup> International Systemic Workshop* (Vol. 1) (pp. 1-15). Norwood, NJ: Ablex.
- Halliday, M. A. K. (1989). *Spoken and written language* (2nd ed.). Oxford: Oxford University Press.
- Halliday, M. A. K. (1991). The place of dialogue in children's construction of meaning. In J. J. Webster (Ed.) (2004), *The language of early childhood: Collected works of M. A. K. Halliday* (Vol. 4) (pp. 251-264). London and New York: Continuum.
- Halliday, M. A. K. (1992). How do you mean? In J. J. Webster (Ed.) (2002), *On grammar: Collected works of M. A. K. Halliday* (Vol. 1) (pp. 352-368). London and New York: Continuum.
- Halliday, M. A. K. (1993a). The act of meaning. In J. E. Alatis (Ed.), *Georgetown University round table on languages and Linguistics 1992: Language, communication, and social meaning* (pp. 7-21). Washington, D. C.: Georgetown University Press.
- Halliday, M. A. K. (1993b). Towards a language-based theory of learning. In J. J. Webster (Ed.) (2004), *The language of early childhood: Collected works of M. A. K. Halliday* (Vol. 4) (pp. 327-352). London and New York: Continuum.
- Halliday, M. A. K. (1994a). *An introduction to functional grammar* (2nd ed.). London: Edward Arnold.
- Halliday, M. A. K. (1994b). *On language in relation to the evolution of human consciousness*. Unpublished manuscript.
- Halliday, M. A. K. (1996). Systemic Functional Grammar. In K. Brown & J. Miller (Eds.), *Concise encyclopedia of syntactic theories* (321-326). Oxford: Pergamon.



- Halliday, M. A. K. (1998). Representing the child as a semiotic being (one who means). In J. J. Webster (Ed.) (2004), *The language of early childhood: Collected works of M. A. K. Halliday* (Vol. 4) (pp. 6-27). London and New York: Continuum.
- Halliday, M. A. K. (2002). Introduction: A personal perspective. In J. J. Webster (Ed.) (2002), *On grammar: Collected works of M. A. K. Halliday* (Vol. 1) (pp. 1-14). London and New York: Continuum.
- Halliday, M. A. K. (2004). On grammar as the driving force from primary to higher-order consciousness. In G. Williams & A. Lukin (Eds.), *The development of language: Functional perspectives on species and individuals* (pp. 15-44). London and New York: Continuum.
- Halliday, M. A. K., & Hasan, R. (1976). *Cohesion in English*. Harlow, England: Longman.
- Halliday, M. A. K., & Hasan, R. (1989). *Language, context, and text: Aspects of language in a social-semiotic perspective* (2nd ed.). Oxford: Oxford University Press.
- Halliday, M. A. K., & Matthiessen, C. (1999). *Construing experience through meaning: A language-based approach to cognition*. London and New York: Continuum.
- Halliday, M. A. K., & Matthiessen, C. (2004). *An introduction to functional grammar* (3rd ed.). London: Arnold.
- Hasan, R. (1993). Contexts for meaning. In J. E. Alatis (Ed.), *Georgetown University round table on languages and Linguistics 1992: Language, communication, and social meaning* (pp. 79-103). Washington, D. C.: Georgetown University Press.
- Hasan, R. (1996a). Semantic networks: A tool for the analysis of meaning. In C. Cloran, D. Butt, & G. Williams (Eds.), *Ways of saying, ways of meaning: Selected papers of Ruqaiya Hasan* (pp. 104-131). London: Cassell.
- Hasan, R. (1996b). Speech genre, semiotic mediation and the development of higher mental functions. In C. Cloran, D. Butt, & G. Williams (Eds.), *Ways of saying, ways of meaning: Selected papers of Ruqaiya Hasan* (pp. 152-190). London: Cassell.
- Hasan, R., Cloran, C., & Butt, D. (Eds.). (1996). *Functional descriptions: Theory in practice*. Amsterdam and Philadelphia: John Benjamins.
- Hasan, R., & Perrett, G. (1994). Learning to function with the other tongue: A systemic functional perspective on second language teaching. In T. Odlin (Ed.), *Perspectives on pedagogical grammar* (pp. 179-226). Cambridge: Cambridge University Press.
- Hatch, E. M. (1978). Discourse analysis and second language acquisition. In E. M. Hatch (Ed.), *Second language acquisition: A book of readings* (pp. 401-435). Rowley, MA: Newbury House.

- Hawkins, R. (1998). Error analysis. In K. Johnson & H. Johnson (Eds.), *Encyclopedic dictionary of Applied Linguistics: A handbook for language teaching* (pp. 110-114). Oxford: Blackwell.
- Henrici, A. (1981). Some notes on the systemic generation of a paradigm of the English clause. In M. A. K. Halliday & J. R. Martin (Eds.), *Readings in Systemic Linguistics* (pp. 74-98). London: Batsford.
- Holt, R. (1994). *The cat and the bird*. London and Basingstoke: Macmillan.
- Hopper, P. J. (1987). Emergent grammar. *Berkeley Linguistic Society*, 13, 139-157.
- Huddleston, R. D. (1981a). Systemic features and their realization. In M. A. K. Halliday & J. R. Martin (Eds.), *Readings in Systemic Linguistics* (pp. 58-73). London: Batsford.
- Huddleston, R. D. (1981b). A fragment of a systemic description of English. In M. A. K. Halliday & J. R. Martin (Eds.), *Readings in Systemic Linguistics* (pp. 222-236). London: Batsford.
- Hudson, R. A. (1981). Systemic generative grammar. In M. A. K. Halliday & J. R. Martin (Eds.), *Readings in Systemic Linguistics* (pp. 190-217). London: Batsford.
- James, C. (1980). *Contrastive analysis*. London: Longman.
- Jaworski, A. (1998a). Pidgins and creoles. In K. Johnson & H. Johnson (Eds.), *Encyclopedic dictionary of Applied Linguistics: A handbook for language teaching* (p. 248). Oxford: Blackwell.
- Jaworski, A. (1998b). Simplified codes. In K. Johnson & H. Johnson (Eds.), *Encyclopedic dictionary of Applied Linguistics: A handbook for language teaching* (pp. 288-293). Oxford: Blackwell.
- John-Steiner, V., & Souberman, E. (1978). Afterword. In M. Cole, V. John-Steiner, S. Scribner, & E. Souberman (Eds.), *Mind in society: The development of higher psychological processes (L. S. Vygotsky)* (pp. 121-133). Cambridge, MA: Harvard University Press.
- Johnson, D. M. (1992). *Approaches to research in second language learning*. New York: Longman.
- Johnson, H. (1992). Defossilizing. *ELT Journal*, 46 (2), 180-189.
- Johnson, K. (2001). *An introduction to foreign language learning and teaching*. Essex: Pearson Education.
- Johnson, K., & Johnson, H. (1998). *Encyclopedic dictionary of Applied Linguistics*. Oxford: Blackwell.

- Krashen, S. D. (1981). *Second language acquisition and second language learning*. Oxford: Pergamon.
- Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Oxford: Pergamon.
- Lado, R. (1957). *Linguistics across cultures: Applied Linguistics for language teachers*. Ann Arbor: University of Michigan Press.
- Lakshmanan, U., & Selinker, L. (2001). Analysing interlanguage: How do we know what learners know? *Second Language Research*, 17 (4), 393-420.
- Lantolf, J. P. (2000). Introducing sociocultural theory. In J. P. Lantolf (Ed.), *Sociocultural theory and second language learning* (pp. 1-26). Oxford: Oxford University Press.
- Lantolf, J. P., & Appel, G. (1998). Theoretical framework: An introduction to Vygotskian perspectives on second language research. In J. P. Lantolf & G. Appel (Eds.), *Vygotskian approaches to second language research* (pp. 1-22). Norwood, NJ: Ablex.
- Lardiere, D. (2003). Revisiting the comparative fallacy: A reply to Lakshmanan and Selinker, 2001. *Second Language Research*, 19 (2), 129-143.
- Larsen-Freeman, D. (1978). An explanation for the morpheme accuracy order of learners of English as a second language. In E. M. Hatch (Ed.), *Second language acquisition: A book of readings* (pp. 371-379). Rowley, MA: Newbury House.
- Larsen-Freeman, D., & Long, M. H. (1991). *An introduction to second language acquisition research*. London and New York: Longman.
- Lightbown, P. M. (1983). Exploring relationships between developmental and instructional sequences in L2 acquisition. In H. W. Seliger & M. H. Long (Eds.), *Classroom oriented research in second language acquisition* (pp. 217-245). Rowley, MA: Newbury House.
- Lin, A. M. Y. (1999). Doing-English-lessons in the reproduction or transformation of social worlds? *TESOL QUARTERLY*, 33 (3), 393-412.
- Lipson, M. (2004). *Exploring functional grammar*. Retrieved June 21, 2005, from Università di Bologna, Centro Inter-Bibliotecario Web site: [http://amsacta.cib.unibo.it/archive/00000871/01/Exploring\\_Functional\\_Grammar-Maxine\\_Lipson.pdf](http://amsacta.cib.unibo.it/archive/00000871/01/Exploring_Functional_Grammar-Maxine_Lipson.pdf)
- Lock, G. (1996). *Functional English grammar: An introduction for second language teachers*. Cambridge: Cambridge University Press.
- Long, M. H. (1983). Does second language instruction make a difference?: A review of the research. *TESOL QUARTERLY*, 17 (3), 359-382.

- Long, M. H., & Sato, C. J. (1983). Classroom foreigner talk discourse: Forms and functions of teachers' questions. In H. W. Seliger & M. H. Long (Eds.), *Classroom oriented research in second language acquisition* (pp. 268-286). Rowley, MA: Newbury House.
- Lukin, A., & Williams, G. (2004). Emerging language. In G. Williams & A. Lukin (Eds.), *The development of language: Functional perspectives on species and individuals* (pp. 1-14). London and New York: Continuum.
- Mackey, A., Philp, J., Egi, T., Fujii, A., & Tatsumi, T. (2002). Individual differences in working memory, noticing of interactional feedback and L2 development. In P. Robinson (Ed.), *Individual differences and instructed language learning* (pp. 181-209). Amsterdam and Philadelphia: John Benjamins.
- Mann, W. C. (1985). An introduction to the Nigel text generation grammar. In J. D. Benson & W. S. Greaves (Eds.), *Systemic perspectives on discourse: Volume 1* (84-95). Norwood, NJ: Ablex.
- Mann, W. C., & Matthiessen, C. (1985). A demonstration of the Nigel Text Generation Computer Program. In J. D. Benson & W. S. Greaves (Eds.), *Systemic perspectives on discourse: Volume 1* (50-83). Norwood, NJ: Ablex.
- Martin, J. R. (1987). The meaning of features in systemic linguistics. In M. A. K. Halliday & R. P. Fawcett (Eds.), *New developments in Systemic Linguistics: Volume 1 – Theory and description* (14-39). London and New York: Pinter.
- Martin, J. R. (1992). *English text: System and structure*. Philadelphia and Amsterdam: John Benjamins.
- Martin, J. R. (2000). Design and practice: Enacting Functional Linguistics. *Annual Review of Applied Linguistics*, 20, 116-126.
- Martin, J. R. (2001). Language, register and genre. In A. Burns (Ed.), *Analysing English in a global context: A reader* (pp. 149-166). London: Routledge.
- Martin, J. R., Matthiessen, C., & Painter, C. (1997). *Working with functional grammar*. London: Arnold.
- Martin, J. R., & Rose, D. (2002). *Working with discourse: Meaning beyond the clause*. London and New York: Continuum.
- Matthiessen, C. (1985). The systemic framework in text generation: Nigel. In J. D. Benson & W. S. Greaves (Eds.), *Systemic perspectives on discourse: Volume 1* (96-118). Norwood, NJ: Ablex.
- Matthiessen, C. (1988). Representational issues in systemic functional grammar. In J. D. Benson & W. S. Greaves (Eds.), *Systemic functional approaches to discourse* (pp. 136-175). Norwood, NJ: Ablex.

- Matthiessen, C. (1993). Register in the round: Diversity in a unified theory of register analysis. In M. Ghadessy (Ed.), *Register analysis: Theory and practice* (pp. 221-292). London and New York: Pinter.
- Matthiessen, C. (1995). *Lexicogrammatical cartography: English systems*. Tokyo: International Language Sciences Publishers.
- Matthiessen, C., & Bateman, J. A. (1991). *Text generation and Systemic-Functional Linguistics: Experiences from English and Japanese*. London: Pinter.
- Matthiessen, C., & Halliday, M. A. K. (1997). *Systemic functional grammar: A first step into the theory*. Unpublished manuscript.
- McDonough, J. (1998). Needs analysis. In K. Johnson & H. Johnson (Eds.), *Encyclopedic dictionary of Applied Linguistics: A handbook for language teaching* (pp. 228-230). Oxford: Blackwell.
- McLaughlin, B. (1985). *Second-language acquisition in childhood: Volume 2. School-age children* (2nd ed.). Hillsdale, NJ: Lawrence Erlbaum Associates.
- McLaughlin, B. (1987). *Theories of second-language learning*. London: Arnold.
- Meisel, J. M. (1983). Strategies of second language acquisition: More than one kind of simplification. In R. W. Andersen (Ed.), *Pidginization and creolization as language acquisition* (pp. 120-157). Rowley, Ma: Newbury House.
- Meisel, J. M., Clahsen, H., & Pienemann, M. (1981). On determining developmental stages in natural second language acquisition. *Studies in Second Language Acquisition*, 3 (2), 109-135.
- Miller, D. R., Maiorani, A., & Turci, M. (2004). *Language as purposeful: Functional varieties of texts*. Retrieved June 21, 2005, from Università di Bologna, Centro Inter-Bibliotecario Web site: [http://amsacta.cib.unibo.it/archive/00000866/01/language\\_as\\_purposeful-donna\\_miller.pdf](http://amsacta.cib.unibo.it/archive/00000866/01/language_as_purposeful-donna_miller.pdf)
- Mitchell, R., & Myles, F. (1998). *Second language learning theories*. London: Arnold.
- Mohan, B., & Beckett, G. H. (2003). A functional approach to research on content-based language learning: Recasts in causal explanations. *The Modern Language Journal*, 87 (3), 421-432.
- Moita Lopes, L. P. da (1996). *Oficina de Lingüística Aplicada: A natureza social e educacional dos processos de ensino/aprendizagem de línguas* [Applied Linguistics workshop: The social and educational nature of the processes of language teaching/learning]. Campinas, SP: Mercado de Letras.
- Moita Lopes, L. P. da (2002). *Identidades fragmentadas: A construção discursiva de raça, gênero e sexualidade em sala de aula* [Fragmented identities: The discourse-

- based construction of race, gender, and sexuality in the classroom]. Campinas, SP: Mercado de Letras.
- Morgan, B. (2004). Modals and memories: A grammar lesson on the Quebec referendum on sovereignty. In B. Norton & K. Toohey (Eds.), *Critical pedagogies and language learning* (pp. 158-178). Cambridge: Cambridge University Press.
- Myles, F. (2003, May). The early development of L2 narratives: A longitudinal study. *Marges Linguistiques*, 5, 40-55. Retrieved June 16, 2003, from <http://www.marges-linguistiques.com>
- Myles, F., Hooper, J., & Mitchell, R. (1998). Rote or rule? Exploring the role of formulaic language in classroom foreign language learning. *Language Learning*, 48 (3), 323-363.
- Nemser, W. (1974). Approximative systems of foreign language learners. In J. C. Richards (Ed.), *Error analysis: Perspectives on second language acquisition* (pp. 55-63). London: Longman. (Reprinted from *IRAL*, 9 (2), 1971).
- Neves, M. H. de M. (1997). *A gramática funcional* [Functional grammar]. São Paulo: Martins Fontes.
- Neves, M. H. de M. (2006). *Texto e gramática* [Text and grammar]. São Paulo: Contexto.
- Nickel, G. (1998). The role of interlanguage in foreign language teaching. *International Review of Applied Linguistics-IRAL*, 36 (1), 1-10.
- Odlin, T. (1993). Review of Selinker, 1992. *Language*, 69 (2), 379-383.
- O'Donnell, M. (1994). *Sentence analysis and generation: A systemic perspective*. Unpublished Ph.D. dissertation, University of Sydney, New South Wales, Australia.
- O'Donnell, M. (2002). Systemic coder (Version 4.5) [Computer software and manual]. Retrieved March 25, 2002, from <http://www.wagsoft.com/Systemics/Software/index.html>
- O'Halloran, K., & Judd, K. (2002). Systemics 1.0 [Computer software and manual]. Singapore: Singapore University Press.
- Painter, C. (2004). The 'interpersonal first' principle in child language development. In G. Williams & A. Lukin (Eds.), *The development of language: Functional perspectives on species and individuals* (pp. 137-157). London and New York: Continuum.
- Parkin, A. J. (1991). Declarative and procedural knowledge. In M. W. Eysenck (Ed.), *Blackwell dictionary of Cognitive Psychology* (pp. 93-95). Oxford: Blackwell.
- Pattanayak, D. P. (1996). Change, language and the developing world. In H. Coleman & L. Cameron (Eds.), *Change and language* (pp. 143-152). Clevedon, Philadelphia, and Adelaide: British Association for Applied Linguistics and Multilingual Matters.

- Pennycook, A. (1994). *The cultural politics of English as an international language*. London: Longman.
- Pennycook, A. (1999). Introduction: Critical approaches to TESOL. *TESOL QUARTERLY*, 33 (3), 329-348.
- Pennycook, A. (2001). *Critical Applied Linguistics: A critical introduction*. Mahwah, NJ: Lawrence Erlbaum.
- Perrett, G. (2000). Researching second and foreign language development. In L. Unsworth (Ed.), *Researching language in schools and communities: Functional linguistic perspective* (pp. 87-110). London and Washington: Cassell.
- Phillipson, R. (1992). *Linguistic imperialism*. Oxford: Oxford University Press.
- Pienemann, M. (1999). *Language processing and Second Language Development: Processability theory*. Amsterdam and Philadelphia: John Benjamins.
- Praxedes Filho, P. H. L. (1996). *Complexidade gramatical e densidade lexical: Critérios marcadores da diferença entre narrativas orais e escritas* [Grammatical intricacy and lexical density: Criteria for establishing the difference between spoken and written narratives]. Unpublished master's thesis, Universidade Estadual do Ceará, Fortaleza, Ceará, Brazil.
- Praxedes Filho, P. H. L. (2002). The lexico-grammatical level of the interlanguage of Brazilian intermediate EFL students: An exploratory study using systemic-functional grammar. *Trabalhos em Lingüística Aplicada*, 40, 115-147.
- Praxedes Filho, P. H. L. (2003a). The lexico-grammatical level of the interlanguage of Brazilian beginning EFL students: An exploratory study using systemic-functional grammar as a data categorization model. *Trabalhos em Lingüística Aplicada*, 41, 119-146.
- Praxedes Filho, P. H. L. (2003b). *The lexico-grammatical simplification-complexification continuum of the interlanguage of Brazilian EFL students: An exploratory cross-sectional study using systemic-functional grammar*. Unpublished manuscript.
- Praxedes Filho, P. H. L. (2004). Systemic-functional grammar: A tool to investigate the lexico-grammatical complexification of advanced Portuguese-EFL interlanguage. *Ilha do Desterro*, 46, 211-253.
- Quereda, L. (1992). El modelo lingüístico de J. R. Firth [J. R. Firth's linguistic model]. In L. Quereda & L. Santana (Eds.), *Homenaje a J. R. Firth en su centenario* [Homage to J. R. Firth in his centennial]. Retrieved December 11, 2006, from Universidad de Granada, Facultad de Filosofía y Letras, Departamento de Filologías Inglesa y Alemana Web site: [http://www.ugr.es/~lquereda/modelo\\_firth.htm](http://www.ugr.es/~lquereda/modelo_firth.htm)
- Quirk, R., Greenbaum, S., Leech, G., & Svartvik, J. (1985). *A comprehensive grammar of the English language*. London and New York: Longman.

- Rea-Dickins, P., & Germaine, K. (1992). *Evaluation*. Oxford: Oxford University Press.
- Ritchie, W. C., & Bhatia, T. K. (1996). Second language acquisition: Introduction, foundations, and overview. In W. C. Ritchie & T. K. Bhatia (Eds.), *Handbook of second language acquisition* (pp. 1-46). San Diego, CA: Academic Press.
- Robinson, P. (2001). Individual differences, cognitive abilities, aptitude complexes and learning conditions in second language acquisition. *Second Language Research*, 17 (4), 368-392.
- Robinson, P. (2002). Effects of individual differences in intelligence, aptitude and working memory on adult incidental SLA: A replication and extension of Reber, Walkenfield and Hernstadt (1991). In P. Robinson (Ed.), *Individual differences and instructed language learning* (pp. 211-266). Amsterdam and Philadelphia: John Benjamins.
- Tomitch, L. M. B., & Rodrigues, C. (2004). Introdução [Introduction]. In C. Rodrigues & L. M. B. Tomitch (Eds.), *Linguagem e cérebro humano: Contribuições multidisciplinares* [Language and human brain: Multidisciplinary contributions] (pp. 13-17). Porto Alegre: Artmed.
- Schiffrin, D. (1994). *Approaches to discourse*. Oxford: Blackwell.
- Schumann, J. H. (1978a). Second language acquisition: The pidginization hypothesis. In E. M. Hatch (Ed.), *Second language acquisition: A book of readings* (pp. 256-271). Rowley, MA: Newbury House.
- Schumann, J. H. (1978b). *The pidginization process: A model for second language acquisition*. Rowley, MA: Newbury House.
- Schumann, J. H. (1978c). Social and psychological factors in second language acquisition. In J. C. Richards (Ed.), *Understanding second and foreign language learning: Issues and approaches* (pp. 163-178). Rowley, MA: Newbury House.
- Schütz, R. (2004). Vygotsky & language acquisition. *English Made in Brazil*. Retrieved July 20, 2007, from <http://www.sk.com.br/sk-vygot.html>
- Selinker, L. (1969). Language transfer. *General Linguistics*, 9 (2), 67-92.
- Selinker, L. (1972). Interlanguage. *International Review of Applied Linguistics-IRAL*, 10 (3), 209-231.
- Selinker, L. (1984). The current state of IL studies: An attempted critical summary. In A. Davies, C. Cripser, & A. P. R. Howatt (Eds.), *Interlanguage: Papers in honour of S. Pit Corder* (pp. 332-343). Edinburgh: Edinburgh University Press.
- Selinker, L. (1992). *Rediscovering interlanguage*. London and New York: Longman.
- Selinker, L. (1996). On the notion of 'IL competence' in early SLA research: An aid to understanding some baffling current issues. In G. Brown, K. Malmkjæa, & J.



- Williams (Eds.), *Performance & competence in second language acquisition* (pp. 92-113). Cambridge: Cambridge University Press.
- Selinker, L., & Douglas, D. (1985). Wrestling with 'context' in interlanguage theory. *Applied Linguistics*, 6 (2), 190-204.
- Selinker, L., Swain, M., & Dumas, G. (1975). The interlanguage hypothesis extended to children. *Language Learning*, 25 (1), 139-152.
- Sharwood Smith, M. (1982). Crosslinguistic aspects of second language acquisition. *Applied Linguistics*, 3, 192-199.
- Sharwood Smith, M. (1993). Input enhancement in instructed SLA: Theoretical bases. *Studies in Second Language Acquisition*, 15, 165-179.
- Sharwood Smith, M. (1994). *Second language learning: Theoretical foundations*. London and New York: Longman.
- Shohamy, E. (1994). The role of language tests in the construction and validation of second-language acquisition theories. In E. E. Tarone, S. M. Gass, & A. D. Cohen (Eds.), *Research methodology in second-language acquisition* (pp. 133-142). Hillsdale, NJ: Lawrence Erlbaum.
- Skehan, P. (1989). *Individual differences in second-language learning*. London: Arnold.
- Skehan, P. (1998). *A cognitive approach to language learning*. Oxford: Oxford University Press.
- Skehan, P. (2002). Theorising and updating aptitude. In P. Robinson (Ed.), *Individual differences and instructed language learning* (pp. 69-93). Amsterdam and Philadelphia: John Benjamins.
- Skehan, P., & Foster, P. (2001). Cognition and tasks. In P. Robinson (Ed.), *Cognition and second language instruction* (pp. 183-205). Cambridge: Cambridge University Press.
- Steiner, E. (1985). Working with transitivity: System networks in semantic-grammatical descriptions. In J. D. Benson & W. S. Greaves (Eds.), *Systemic perspectives on discourse: Volume 1* (163-186). Norwood, NJ: Ablex.
- Summers, D. et al. (Eds.). (1992). *Longman dictionary of English language and culture*. Essex: Longman.
- Swain, M. (2000). The output hypothesis and beyond: Mediating acquisition through collaborative dialogue. In J. P. Lantolf (Ed.), *Sociocultural theory and second language learning* (pp. 97-114). Oxford: Oxford University Press.
- Tarone, E. E. (1979). Interlanguage as chameleon. *Language Learning*, 29 (1), 181-191.

- Tarone, E. E. (1982). Systematicity and attention in interlanguage. *Language Learning*, 32 (1), 69-84.
- Tarone, E. E. (1983). On the variability of interlanguage systems. *Applied Linguistics*, 4 (2), 142-164.
- Tarone, E. E. (1988). *Variation in interlanguage*. London: Edward Arnold.
- Tarone, E. E. (1989a). Accounting for style-shifting in interlanguage. In S. Gass, C. Madden, D. Preston, & L. Selinker (Eds.), *Variation in second language acquisition: Psycholinguistic issues* (pp. 13-21). Clevedon and Philadelphia: Multilingual Matters.
- Tarone, E. E. (1989b). On chameleons and monitors. In M. R. Eisenstein (Ed.), *The dynamic interlanguage: Empirical studies in second language variation* (pp. 3-15). New York and London: Plenum.
- Tarone, E. E., Frauenfelder, U., & Selinker, L. (1976). Systematicity/variability and stability/instability in interlanguage systems: More data from Toronto French immersion. In H. D. Brown (Ed.), *Papers in second language acquisition* (pp. 93-134). Ann Arbor: University of Michigan Press.
- Thompson, G. (1996). *Introducing functional grammar*. London: Arnold.
- Thompson, G., & Collins, H. (2001). Interview with M. A. K. Halliday, Cardiff, July 1998. *D.E.L.T.A.*, 17 (1), 131-153.
- Thompson, S. A. (1991). On addressing functional explanation in Linguistics. *Language and Communication*, 11 (1-2), 93-96.
- Thorne, S. L. (2000). Second language acquisition theory and the truth(s) about relativity. In J. P. Lantolf (Ed.), *Sociocultural theory and second language learning* (pp. 219-243). Oxford: Oxford University Press.
- Towel, R., & Hawkins, R. (1994). *Approaches to second language acquisition*. Clevedon and Philadelphia: Multilingual Matters.
- Trask, R. L. (1999). *Key concepts in language and Linguistics*. London and New York: Routledge.
- Valette, R. M. (1991). Proficiency and the prevention of fossilization: An editorial. *The Modern Language Journal*, 75 (3), 325-328.
- VanPatten, B., & Cadierno, T. (1993). Explicit instruction and input processing. *Studies in Second Language Acquisition*, 15, 225-243.
- VanPatten, B., & Oikkenon, S. (1996). Explanation versus structured input in processing instruction. *Studies in Second Language Acquisition*, 18, 495-510.

- VanPatten, B., & Sanz, C. (1995). From input to output: Processing instruction and communicative tasks. In R. Eckman, D. Highland, P. W. Lee, J. Mileham, & R. R. Weber (Eds.), *Second language acquisition theory and pedagogy* (pp. 169-185). Mahwah, NJ: Lawrence Erlbaum.
- Vereza, S. C. (2002). Quem fala por mim? Identidade na produção discursiva em língua estrangeira [Who speaks on my behalf? Identity in the discourse production in a foreign language]. In Moita Lopes, L. P. da & Bastos, L. C. (Eds.), *Identidades: Recortes multi e interdisciplinares* (pp. 351-361). Campinas, SP: Mercado de Letras.
- Washburn, G. N. (1994). Working in the ZPD: Fossilized and nonfossilized nonnative speakers. In J. P. Lantolf, & G. Appel (Eds.), *Vygotskian approaches to second language research* (pp. 69-81). Norwood, NJ: Ablex.
- Weinert, R. (1987). Processes in classroom second language development: The acquisition of negation in German. In R. Ellis (Ed.), *Second language acquisition in context* (pp. 83-99). Englewood Cliffs, NJ: Prentice-Hall International.
- Weinreich, U. (1953). *Languages in contact*. New York: Linguistic Circle.
- Widdowson, H. G. (1979). *Explorations in Applied Linguistics*. Oxford: Oxford University Press.
- Woolf, H. B. et al. (Eds.). (1981). *Webster's new collegiate dictionary*. Springfield, MA: G. & C. Merriam Company.

## APPENDIX A

### PROFILE QUESTIONNAIRES: CROSS-SECTIONAL PART OF THE STUDY

#### A.1 Profile questionnaire for A's Stage 1 students

UNIVERSIDADE FEDERAL DE SANTA CATARINA  
CENTRO DE COMUNICAÇÃO E EXPRESSÃO  
PROGRAMA DE PÓS-GRADUAÇÃO EM LETRAS/INGLÊS E LITERATURA  
CORRESPONDENTE  
CURSO DE DOUTORADO EM LÍNGUA INGLESA E LINGÜÍSTICA APLICADA

**COORDENADORA DO PROGRAMA:** Profa. Dra. Lêda Maria Braga Tomitch (UFSC)

**ORIENTADORA:** Profa. Dra. Rosa Weingold Konder (UFSC)

**DOUTORANDO:** Prof. Ms. Pedro Henrique Lima Praxedes Filho (UECE)

#### QUESTIONÁRIO DE SONDAAGEM PARA PESQUISA EM APRENDIZAGEM DE INGLÊS COMO LÍNGUA ESTRANGEIRA

01. Nome: \_\_\_\_\_ .
02. Sexo: MASCULINO ( ) FEMININO ( ) .
03. Idade: \_\_\_\_\_ anos.
04. Você é aluno do Ensino Fundamental (1<sup>a</sup> a 8<sup>a</sup> Séries)? SIM ( ) NÃO ( ) . Em que série você está?  
\_\_\_\_\_ Série. Inglês é uma das suas matérias da escola neste ano? SIM ( ) NÃO ( ) . Em que  
série o inglês entrou como matéria? \_\_\_\_\_ Série. Qual é o nome do livro que você está usando?  
\_\_\_\_\_ .
05. Você é aluno do Ensino Médio (1<sup>a</sup>, 2<sup>a</sup> ou 3<sup>a</sup> Série do antigo 2<sup>o</sup> Grau)? SIM ( ) NÃO ( ) . Em que série  
você está? \_\_\_\_\_ Série. Inglês é uma das suas matérias da escola neste ano? SIM ( ) NÃO ( ) . Em  
que série o inglês entrou como matéria? \_\_\_\_\_ Série do Ensino Fundamental ( ) / do Ensino  
Médio ( ) . Qual é o nome do livro que você está usando?  
\_\_\_\_\_ .
06. Você é aluno do Ensino Superior (estudante universitário)? SIM ( ) NÃO ( ) . Em qual Universidade ou  
Faculdade você estuda? \_\_\_\_\_. Qual o curso que você está fazendo?  
\_\_\_\_\_. Em que semestre você está? \_\_\_\_\_. Você estudou inglês como  
matéria escolar quando estava no Ensino Fundamental (1<sup>a</sup> a 8<sup>a</sup> Séries)? SIM ( ) NÃO ( ) . Em quais séries?  
\_\_\_\_\_. Você estudou inglês como matéria escolar quando estava no Ensino  
Médio (1<sup>a</sup> a 3<sup>a</sup> Séries do antigo 2<sup>o</sup> Grau)? SIM ( ) NÃO ( ) . Em quais séries?  
\_\_\_\_\_. Você tem que ler material bibliográfico em inglês no seu curso  
universitário? SIM ( ) NÃO ( ) . Você faz essa leitura sozinho(a)? Sim ( ) Não ( ) . Você usa dicionário  
inglês/português para ajudar na compreensão da leitura dos textos? SIM ( ) NÃO ( ) . Você pede a alguém  
que sabe inglês para lhe ajudar na compreensão da leitura dos textos? SIM ( ) NÃO ( ) . Você pede ou paga  
a alguém para traduzir, por você, os textos para português? SIM ( ) NÃO ( ) .
07. Você concluiu algum curso universitário? SIM ( ) NÃO ( ) . Em qual Universidade ou Faculdade você  
estudou? \_\_\_\_\_. Qual o curso que você concluiu?  
\_\_\_\_\_. Você estudou inglês como matéria escolar quando estava no Ensino  
Fundamental (1<sup>a</sup> a 8<sup>a</sup> Séries)? SIM ( ) NÃO ( ) . Em quais séries? \_\_\_\_\_.  
Você estudou inglês como matéria escolar quando estava no Ensino Médio (1<sup>a</sup> a 3<sup>a</sup> Séries do antigo 2<sup>o</sup> Grau)?  
SIM ( ) NÃO ( ) . Em quais séries? \_\_\_\_\_ .

08. Você é aluno de pós-graduação? SIM ( ) NÃO ( ). Em caso afirmativo, qual é o nível? ESPECIALIZAÇÃO ( ), MESTRADO ( ), DOUTORADO ( ). Em qual Universidade ou Faculdade você estuda? \_\_\_\_\_. Qual o curso que você está fazendo? \_\_\_\_\_. Você tem que ler material bibliográfico em inglês no seu curso de pós-graduação? SIM ( ) NÃO ( ). Você faz essa leitura sozinho(a)? Sim ( ) Não ( ). Você usa dicionário inglês/português para ajudar na compreensão da leitura dos textos? SIM ( ) NÃO ( ). Você pede a alguém que sabe inglês para lhe ajudar na compreensão da leitura dos textos? SIM ( ) NÃO ( ). Você pede ou paga a alguém para traduzir, por você, os textos para português? SIM ( ) NÃO ( ).
09. Você estudou em alguma outra escola especializada no ensino de inglês (ex.: *EXAMPLES OF NINE DIFFERENT ELCs IN FORTALEZA*) antes de entrar [em] *ACTUAL NAME OF ELC A*? SIM ( ) NÃO ( ). Você terminou o curso de inglês de lá? SIM ( ) NÃO ( ). Quantos anos ou semestres você estudou lá? \_\_\_\_\_ anos ou \_\_\_\_\_ semestres.
10. Ao mesmo tempo que você estuda [em] *ACTUAL NAME OF ELC A*, você também está estudando inglês em alguma outra escola especializada no ensino de inglês (ex.: *EXAMPLES OF NINE DIFFERENT ELCs IN FORTALEZA*)? SIM ( ) NÃO ( ). Qual estágio você está cursando lá agora? \_\_\_\_\_.
11. Qual é o Semestre que você está cursando [em] *ACTUAL NAME OF ELC A* agora? 1 ( ), 2 ( ), 3 ( ), 4 ( ), 5 ( ), 6 ( ). *ACTUAL NAMES OF THE STAGES WERE USED*
12. Você trabalha? SIM ( ) NÃO ( ). Qual é a sua atividade profissional? \_\_\_\_\_. Você tem que usar inglês no seu emprego? SIM ( ) NÃO ( ). Como? FALANDO ( ), ESCUTANDO ( ), LENDO ( ), ESCRIVENDO ( ).
13. Você já morou em algum ou visitou algum país cuja língua nativa é a inglesa? SIM ( ) NÃO ( ). Qual? \_\_\_\_\_. Quanto tempo você passou lá? \_\_\_\_\_ dias / \_\_\_\_\_ meses / \_\_\_\_\_ anos.
14. Você tem oportunidade de usar inglês fora das aulas [de] *ACTUAL NAME OF ELC A*? SIM ( ) NÃO ( ). Onde? NO TRABALHO ( ); NA FACULDADE, LENDO TEXTOS ( ); NO CURSO DE PÓS-GRADUAÇÃO, LENDO TEXTOS ( ); NO COLÉGIO, COMO MATÉRIA ESCOLAR ( ); NA INTERNET, NAVEGANDO POR *SITES* EM INGLÊS ( ); NA INTERNET, CORRESPONDENDO-ME EM INGLÊS ATRAVÉS DO CORREIO ELETRÔNICO (*E-MAIL*) ( ); EM CASA, ASSISTINDO A FILMES E/OU A PROGRAMAS EM INGLÊS, SEM LEGENDAS EM PORTUGUÊS, NOS CANAIS DE TV A CABO OU POR ASSINATURA ( ); EM CASA, LENDO JORNAIS, REVISTAS, ROMANCES, etc ( ); USANDO JOGOS ELETRÔNICOS ( ); OUTROS ( ) Quais? \_\_\_\_\_.
15. Você conversa em inglês com falantes nativos de inglês (americanos, britânicos, canadenses, australianos, neozelandeses, sul-africanos, e/ou outras nacionalidades)? FREQUENTEMENTE ( ); ÀS VEZES ( ); RARAMENTE ( ); NUNCA ( ).

## A.2 Profile questionnaire for A's Stage 5 students

**UNIVERSIDADE FEDERAL DE SANTA CATARINA**  
**CENTRO DE COMUNICAÇÃO E EXPRESSÃO**  
**PROGRAMA DE PÓS-GRADUAÇÃO EM LETRAS/INGLÊS E LITERATURA**  
**CORRESPONDENTE**  
**CURSO DE DOUTORADO EM LÍNGUA INGLESA E LINGÜÍSTICA APLICADA**

**COORDENADORA DO PROGRAMA:** Profa. Dra. Lêda Maria Braga Tomitch (UFSC)

**ORIENTADORA:** Profa. Dra. Rosa Weingold Konder (UFSC)

**DOUTORANDO:** Prof. Ms. Pedro Henrique Lima Praxedes Filho (UECE)

**QUESTIONÁRIO DE SONDAÇÃO PARA PESQUISA EM APRENDIZAGEM DE INGLÊS  
COMO LÍNGUA ESTRANGEIRA**

01. Nome: \_\_\_\_\_ .
02. Sexo: MASCULINO (  ) FEMININO (  ).
03. Idade: \_\_\_\_\_ anos.
04. Você é aluno do Ensino Fundamental (1ª a 8ª Séries)? SIM (  ) NÃO (  ). Em que série você está? \_\_\_\_\_ Série. Inglês é uma das suas matérias da escola neste ano? SIM (  ) NÃO (  ). Em que série o inglês entrou como matéria? \_\_\_\_\_ Série. Qual é o nome do livro que você está usando?  
\_\_\_\_\_ .
05. Você é aluno do Ensino Médio (1ª, 2ª ou 3ª Série do antigo 2º Grau)? SIM (  ) NÃO (  ). Em que série você está? \_\_\_\_\_ Série. Inglês é uma das suas matérias da escola neste ano? SIM (  ) NÃO (  ). Em que série o inglês entrou como matéria? \_\_\_\_\_ Série do Ensino Fundamental (  ) / do Ensino Médio (  ). Qual é o nome do livro que você está usando?  
\_\_\_\_\_ .
06. Você é aluno do Ensino Superior (estudante universitário)? SIM (  ) NÃO (  ). Em qual Universidade ou Faculdade você estuda? \_\_\_\_\_. Qual o curso que você está fazendo? \_\_\_\_\_. Em que semestre você está? \_\_\_\_\_. Você estudou inglês como matéria escolar quando estava no Ensino Fundamental (1ª a 8ª Séries)? SIM (  ) NÃO (  ). Em quais séries? \_\_\_\_\_. Você estudou inglês como matéria escolar quando estava no Ensino Médio (1ª a 3ª Séries do antigo 2º Grau)? SIM (  ) NÃO (  ). Em quais séries? \_\_\_\_\_. Você tem que ler material bibliográfico em inglês no seu curso universitário? SIM (  ) NÃO (  ). Você faz essa leitura sozinho(a)? Sim (  ) Não (  ). Você usa dicionário inglês/português para ajudar na compreensão da leitura dos textos? SIM (  ) NÃO (  ). Você pede a alguém que sabe inglês para lhe ajudar na compreensão da leitura dos textos? SIM (  ) NÃO (  ). Você pede ou paga a alguém para traduzir, por você, os textos para português? SIM (  ) NÃO (  ).
07. Você concluiu algum curso universitário? SIM (  ) NÃO (  ). Em qual Universidade ou Faculdade você estudou? \_\_\_\_\_. Qual o curso que você concluiu? \_\_\_\_\_. Você estudou inglês como matéria escolar quando estava no Ensino Fundamental (1ª a 8ª Séries)? SIM (  ) NÃO (  ). Em quais séries? \_\_\_\_\_. Você estudou inglês como matéria escolar quando estava no Ensino Médio (1ª a 3ª Séries do antigo 2º Grau)? SIM (  ) NÃO (  ). Em quais séries? \_\_\_\_\_.
08. Você é aluno de pós-graduação? SIM (  ) NÃO (  ). Em caso afirmativo, qual é o nível? ESPECIALIZAÇÃO (  ), MESTRADO (  ), DOUTORADO (  ). Em qual Universidade ou Faculdade você estuda? \_\_\_\_\_. Qual o curso que você está fazendo? \_\_\_\_\_. Você tem que ler material bibliográfico em inglês no seu curso de pós-graduação? SIM (  ) NÃO (  ). Você faz essa leitura sozinho(a)? Sim (  ) Não (  ). Você usa dicionário inglês/português para ajudar na compreensão da leitura dos textos? SIM (  ) NÃO (  ). Você pede a alguém que sabe inglês para lhe ajudar na compreensão da leitura dos textos? SIM (  ) NÃO (  ). Você pede ou paga a alguém para traduzir, por você, os textos para português? SIM (  ) NÃO (  ).
09. Você estudou em alguma outra escola especializada no ensino de inglês (ex.: *EXAMPLES OF NINE DIFFERENT ELCs IN FORTALEZA*) antes de entrar [em] *ACTUAL NAME OF ELC A*? SIM (  ) NÃO (  ). Você terminou o curso de inglês de lá? SIM (  ) NÃO (  ). Quantos anos ou semestres você estudou lá? \_\_\_\_\_ anos ou \_\_\_\_\_ semestres.
10. Ao mesmo tempo que você estuda [em] *ACTUAL NAME OF ELC A*, você também está estudando inglês em alguma outra escola especializada no ensino de inglês (ex.: *EXAMPLES OF NINE DIFFERENT ELCs IN FORTALEZA*)? SIM (  ) NÃO (  ). Qual estágio você está cursando lá agora? \_\_\_\_\_.
11. Qual é o Semestre que você está cursando [em] *ACTUAL NAME OF ELC A* agora? 1 (  ), 2 (  ), 3 (  ), 4 (  ), 5 (  ), 6 (  ). *ACTUAL NAMES OF THE STAGES WERE USED*

12. Você entrou [em] *ACTUAL NAME OF ELC A* no *ACTUAL NAME OF STAGE 1*? SIM ( ) NÃO ( ).  
 Você entrou através de teste de nivelamento (*placement test*)? SIM ( ) NÃO ( ). Em qual  
 Semestre do curso de inglês você entrou [em] *ACTUAL NAME OF ELC A*? 1 ( ), 2 ( ), 3 ( ), 4 ( ),  
 5 ( ), 6 ( ). *ACTUAL NAMES OF THE STAGES WERE USED*
13. Você trabalha? SIM ( ) NÃO ( ). Qual é a sua atividade profissional?  
 \_\_\_\_\_. Você tem que usar inglês no seu emprego? SIM ( ) NÃO ( ).  
 Como? FALANDO ( ), ESCUTANDO ( ), LENDO ( ), ESCRIVENDO ( ).
14. Você já morou em algum ou visitou algum país cuja língua nativa é a inglesa? SIM ( ) NÃO ( ).  
 Qual? \_\_\_\_\_. Quanto tempo você passou lá? \_\_\_\_ dias / \_\_\_\_ meses / \_\_\_\_ anos.
15. Você tem oportunidade de usar inglês fora das aulas [de] *ACTUAL NAME OF ELC A*? SIM ( ) NÃO ( ).  
 Onde? NO TRABALHO ( ); NA FACULDADE, LENDO TEXTOS ( ); NO CURSO DE PÓS-  
 GRADUAÇÃO, LENDO TEXTOS ( ); NO COLÉGIO, COMO MATÉRIA ESCOLAR ( ); NA  
 INTERNET, NAVEGANDO POR *SITES* EM INGLÊS ( ); NA INTERNET, CORRESPONDENDO-  
 ME EM INGLÊS ATRAVÉS DO CORREIO ELETRÔNICO (*E-MAIL*) ( ); EM CASA,  
 ASSISTINDO A FILMES E/OU A PROGRAMAS EM INGLÊS, SEM LEGENDAS EM  
 PORTUGUÊS, NOS CANAIS DE TV A CABO OU POR ASSINATURA ( ); EM CASA, LENDO  
 JORNAIS, REVISTAS, ROMANCES, etc ( ); USANDO JOGOS ELETRÔNICOS ( ); OUTROS ( )  
 Quais? \_\_\_\_\_.
16. Você conversa em inglês com falantes nativos de inglês (americanos, britânicos, canadenses,  
 australianos, neozelandeses, sul-africanos, e/ou outras nacionalidades)? FREQUENTEMENTE ( );  
 ÀS VEZES ( ); RARAMENTE ( ); NUNCA ( ).

### A.3 Profile questionnaire for A's Stage 10 students

**UNIVERSIDADE FEDERAL DE SANTA CATARINA**  
**CENTRO DE COMUNICAÇÃO E EXPRESSÃO**  
**PROGRAMA DE PÓS-GRADUAÇÃO EM LETRAS/INGLÊS E LITERATURA**  
**CORRESPONDENTE**  
**CURSO DE DOUTORADO EM LÍNGUA INGLESA E LINGÜÍSTICA APLICADA**

**COORDENADORA DO PROGRAMA:** Profa. Dra. Lêda Maria Braga Tomitch (UFSC)

**ORIENTADORA:** Profa. Dra. Rosa Weingold Konder (UFSC)

**DOUTORANDO:** Prof. Ms. Pedro Henrique Lima Praxedes Filho (UECE)

#### QUESTIONÁRIO DE SONDAÇÃO PARA PESQUISA EM APRENDIZAGEM DE INGLÊS COMO LÍNGUA ESTRANGEIRA

01. Nome: \_\_\_\_\_ .
02. Sexo: MASCULINO ( ) FEMININO ( ).
03. Idade: \_\_\_\_\_ anos.
04. Você é aluno do Ensino Fundamental (1ª a 8ª Séries)? SIM ( ) NÃO ( ). Em que série você está?  
 \_\_\_\_\_ Série. Inglês é uma das suas matérias da escola neste ano? SIM ( ) NÃO ( ). Em que  
 série o inglês entrou como matéria? \_\_\_\_\_ Série. Qual é o nome do livro que você está usando?  
 \_\_\_\_\_ .
05. Você é aluno do Ensino Médio (1ª, 2ª ou 3ª Série do antigo 2º Grau)? SIM ( ) NÃO ( ). Em que série  
 você está? \_\_\_\_\_ Série. Inglês é uma das suas matérias da escola neste ano? SIM ( ) NÃO ( ). Em  
 que série o inglês entrou como matéria? \_\_\_\_\_ Série do Ensino Fundamental ( ) / do Ensino

Médio ( ). Qual é o nome do livro que você está usando?  
\_\_\_\_\_.

06. Você é aluno do Ensino Superior (estudante universitário)? SIM ( ) NÃO ( ). Em qual Universidade ou Faculdade você estuda? \_\_\_\_\_. Qual o curso que você está fazendo? \_\_\_\_\_. Em que semestre você está? \_\_\_\_\_. Você estudou inglês como matéria escolar quando estava no Ensino Fundamental (1<sup>a</sup> a 8<sup>a</sup> Séries)? SIM ( ) NÃO ( ). Em quais séries? \_\_\_\_\_. Você estudou inglês como matéria escolar quando estava no Ensino Médio (1<sup>a</sup> a 3<sup>a</sup> Séries do antigo 2<sup>o</sup> Grau)? SIM ( ) NÃO ( ). Em quais séries? \_\_\_\_\_. Você tem que ler material bibliográfico em inglês no seu curso universitário? SIM ( ) NÃO ( ). Você faz essa leitura sozinho(a)? Sim ( ) Não ( ). Você usa dicionário inglês/português para ajudar na compreensão da leitura dos textos? SIM ( ) NÃO ( ). Você pede a alguém que sabe inglês para lhe ajudar na compreensão da leitura dos textos? SIM ( ) NÃO ( ). Você pede ou paga a alguém para traduzir, por você, os textos para português? SIM ( ) NÃO ( ).
07. Você concluiu algum curso universitário? SIM ( ) NÃO ( ). Em qual Universidade ou Faculdade você estudou? \_\_\_\_\_. Qual o curso que você concluiu? \_\_\_\_\_. Você estudou inglês como matéria escolar quando estava no Ensino Fundamental (1<sup>a</sup> a 8<sup>a</sup> Séries)? SIM ( ) NÃO ( ). Em quais séries? \_\_\_\_\_. Você estudou inglês como matéria escolar quando estava no Ensino Médio (1<sup>a</sup> a 3<sup>a</sup> Séries do antigo 2<sup>o</sup> Grau)? SIM ( ) NÃO ( ). Em quais séries? \_\_\_\_\_.
08. Você é aluno de pós-graduação? SIM ( ) NÃO ( ). Em caso afirmativo, qual é o nível? ESPECIALIZAÇÃO ( ), MESTRADO ( ), DOUTORADO ( ). Em qual Universidade ou Faculdade você estuda? \_\_\_\_\_. Qual o curso que você está fazendo? \_\_\_\_\_. Você tem que ler material bibliográfico em inglês no seu curso de pós-graduação? SIM ( ) NÃO ( ). Você faz essa leitura sozinho(a)? Sim ( ) Não ( ). Você usa dicionário inglês/português para ajudar na compreensão da leitura dos textos? SIM ( ) NÃO ( ). Você pede a alguém que sabe inglês para lhe ajudar na compreensão da leitura dos textos? SIM ( ) NÃO ( ). Você pede ou paga a alguém para traduzir, por você, os textos para português? SIM ( ) NÃO ( ).
09. Você estudou em alguma outra escola especializada no ensino de inglês (ex.: *EXAMPLES OF NINE DIFFERENT ELCs IN FORTALEZA*) antes de entrar [em] *ACTUAL NAME OF ELC A*? SIM ( ) NÃO ( ). Você terminou o curso de inglês de lá? SIM ( ) NÃO ( ). Quantos anos ou semestres você estudou lá? \_\_\_\_\_ anos ou \_\_\_\_\_ semestres.
10. Ao mesmo tempo que você estuda [em] *ACTUAL NAME OF ELC A*, você também está estudando inglês em alguma outra escola especializada no ensino de inglês (ex.: *EXAMPLES OF NINE DIFFERENT ELCs IN FORTALEZA*)? SIM ( ) NÃO ( ). Qual estágio você está cursando lá agora? \_\_\_\_\_.
11. Qual é o Semestre que você está cursando [em] *ACTUAL NAME OF ELC A* agora? 1 ( ), 2 ( ), 3 ( ), 4 ( ), 5 ( ), 6 ( ), 7 ( ), 8 ( ), 9 ( ), 10 ( ). *ACTUAL NAMES OF THE STAGES WERE USED*
12. Quais dos Semestres de nível avançado você já cursou anteriormente? 7 ( ), 8 ( ), 9 ( ), 10 ( ). *ACTUAL NAMES OF THE STAGES WERE USED*
13. Você entrou [em] *ACTUAL NAME OF ELC A* no *ACTUAL NAME OF STAGE 1*? SIM ( ) NÃO ( ). Você entrou através de teste de nivelamento (*placement test*)? SIM ( ) NÃO ( ). Em qual Semestre do curso de inglês você entrou [em] *ACTUAL NAME OF ELC A*? 1 ( ), 2 ( ), 3 ( ), 4 ( ), 5 ( ), 6 ( ), 7 ( ), 8 ( ), 9 ( ), 10 ( ). *ACTUAL NAMES OF THE STAGES WERE USED*
14. Você trabalha? SIM ( ) NÃO ( ). Qual é a sua atividade profissional? \_\_\_\_\_. Você tem que usar inglês no seu emprego? SIM ( ) NÃO ( ). Como? FALANDO ( ), ESCUTANDO ( ), LENDO ( ), ESCRIVENDO ( ).
15. Você já morou em algum ou visitou algum país cuja língua nativa é a inglesa? SIM ( ) NÃO ( ). Qual? \_\_\_\_\_. Quanto tempo você passou lá? \_\_\_\_\_ dias / \_\_\_\_\_ meses / \_\_\_\_\_ anos.



16. Você tem oportunidade de usar inglês fora das aulas [de] *ACTUAL NAME OF ELCA*? SIM ( ) NÃO ( ). Onde? NO TRABALHO ( ); NA FACULDADE, LENDO TEXTOS ( ); NO CURSO DE PÓS-GRADUAÇÃO, LENDO TEXTOS ( ); NO COLÉGIO, COMO MATÉRIA ESCOLAR ( ); NA INTERNET, NAVEGANDO POR *SITES* EM INGLÊS ( ); NA INTERNET, CORRESPONDENDO-ME EM INGLÊS ATRAVÉS DO CORREIO ELETRÔNICO (*E-MAIL*) ( ); EM CASA, ASSISTINDO A FILMES E/OU A PROGRAMAS EM INGLÊS, SEM LEGENDAS EM PORTUGUÊS, NOS CANAIS DE TV A CABO OU POR ASSINATURA ( ); EM CASA, LENDO JORNAIS, REVISTAS, ROMANCES, etc ( ); USANDO JOGOS ELETRÔNICOS ( ); OUTROS ( )  
Quais? \_\_\_\_\_.
17. Você conversa em inglês com falantes nativos de inglês (americanos, britânicos, canadenses, australianos, neozelandeses, sul-africanos, e/ou outras nacionalidades)? FREQUENTEMENTE ( ); ÀS VEZES ( ); RARAMENTE ( ); NUNCA ( ).

#### A.4 Profile questionnaire for B's Stage 1 students

**UNIVERSIDADE FEDERAL DE SANTA CATARINA**  
**CENTRO DE COMUNICAÇÃO E EXPRESSÃO**  
**PROGRAMA DE PÓS-GRADUAÇÃO EM LETRAS/INGLÊS E LITERATURA**  
**CORRESPONDENTE**  
**CURSO DE DOUTORADO EM LÍNGUA INGLESA E LINGÜÍSTICA APLICADA**

**COORDENADORA DO PROGRAMA:** Profa. Dra. Lêda Maria Braga Tomitch (UFSC)

**ORIENTADORA:** Profa. Dra. Rosa Weingold Konder (UFSC)

**DOUTORANDO:** Prof. Ms. Pedro Henrique Lima Praxedes Filho (UECE)

#### QUESTIONÁRIO DE SONDAAGEM PARA PESQUISA EM APRENDIZAGEM DE INGLÊS COMO LÍNGUA ESTRANGEIRA

01. Nome: \_\_\_\_\_.
02. Sexo: MASCULINO ( ) FEMININO ( ).
03. Idade: \_\_\_\_\_ anos.
04. Você é aluno do Ensino Fundamental (1ª a 8ª Séries)? SIM ( ) NÃO ( ). Em que série você está? \_\_\_\_\_ Série. Inglês é uma das suas matérias da escola neste ano? SIM ( ) NÃO ( ). Em que série o inglês entrou como matéria? \_\_\_\_\_ Série. Qual é o nome do livro que você está usando? \_\_\_\_\_.
05. Você é aluno do Ensino Médio (1ª, 2ª ou 3ª Série do antigo 2º Grau)? SIM ( ) NÃO ( ). Em que série você está? \_\_\_\_\_ Série. Inglês é uma das suas matérias da escola neste ano? SIM ( ) NÃO ( ). Em que série o inglês entrou como matéria? \_\_\_\_\_ Série do Ensino Fundamental ( ) / do Ensino Médio ( ). Qual é o nome do livro que você está usando? \_\_\_\_\_.
06. Você é aluno do Ensino Superior (estudante universitário)? SIM ( ) NÃO ( ). Em qual Universidade ou Faculdade você estuda? \_\_\_\_\_. Qual o curso que você está fazendo? \_\_\_\_\_. Em que semestre você está? \_\_\_\_\_. Você estudou inglês como matéria escolar quando estava no Ensino Fundamental (1ª a 8ª Séries)? SIM ( ) NÃO ( ). Em quais séries? \_\_\_\_\_. Você estudou inglês como matéria escolar quando estava no Ensino Médio (1ª a 3ª Séries do antigo 2º Grau)? SIM ( ) NÃO ( ). Em quais séries? \_\_\_\_\_. Você tem que ler material bibliográfico em inglês no seu curso universitário? SIM ( ) NÃO ( ). Você faz essa leitura sozinho(a)? Sim ( ) Não ( ). Você usa dicionário inglês/português para ajudar na compreensão da leitura dos textos? SIM ( ) NÃO ( ). Você pede a alguém que sabe inglês para lhe ajudar na compreensão da leitura dos textos? SIM ( ) NÃO ( ). Você pede ou paga a alguém para traduzir, por você, os textos para português? SIM ( ) NÃO ( ).

07. Você concluiu algum curso universitário? SIM ( ) NÃO ( ). Em qual Universidade ou Faculdade você estudou? \_\_\_\_\_. Qual o curso que você concluiu? \_\_\_\_\_. Você estudou inglês como matéria escolar quando estava no Ensino Fundamental (1<sup>a</sup> a 8<sup>a</sup> Séries)? SIM ( ) NÃO ( ). Em quais séries? \_\_\_\_\_. Você estudou inglês como matéria escolar quando estava no Ensino Médio (1<sup>a</sup> a 3<sup>a</sup> Séries do antigo 2<sup>o</sup> Grau)? SIM ( ) NÃO ( ). Em quais séries? \_\_\_\_\_.
08. Você é aluno de pós-graduação? SIM ( ) NÃO ( ). Em caso afirmativo, qual é o nível? ESPECIALIZAÇÃO ( ), MESTRADO ( ), DOUTORADO ( ). Em qual Universidade ou Faculdade você estuda? \_\_\_\_\_. Qual o curso que você está fazendo? \_\_\_\_\_. Você tem que ler material bibliográfico em inglês no seu curso de pós-graduação? SIM ( ) NÃO ( ). Você faz essa leitura sozinho(a)? Sim ( ) Não ( ). Você usa dicionário inglês/português para ajudar na compreensão da leitura dos textos? SIM ( ) NÃO ( ). Você pede a alguém que sabe inglês para lhe ajudar na compreensão da leitura dos textos? SIM ( ) NÃO ( ). Você pede ou paga a alguém para traduzir, por você, os textos para português? SIM ( ) NÃO ( ).
09. Você estudou em alguma outra escola especializada no ensino de inglês (ex.: *EXAMPLES OF NINE DIFFERENT ELCs IN FORTALEZA*) antes de entrar [em] *ACTUAL NAME OF ELC B*? SIM ( ) NÃO ( ). Você terminou o curso de inglês de lá? SIM ( ) NÃO ( ). Quantos anos ou semestres você estudou lá? \_\_\_\_ anos ou \_\_\_\_ semestres.
10. Ao mesmo tempo que você estuda [em] *ACTUAL NAME OF ELC B*, você também está estudando inglês em alguma outra escola especializada no ensino de inglês (ex.: *EXAMPLES OF NINE DIFFERENT ELCs IN FORTALEZA*)? SIM ( ) NÃO ( ). Qual estágio você está cursando lá agora? \_\_\_\_\_.
11. Qual é o Semestre que você está cursando [em] *ACTUAL NAME OF ELC B* agora? 1 ( ), 2 ( ), 3 ( ), 4 ( ), 5 ( ), 6 ( ), 7 ( ). *ACTUAL NAMES OF THE STAGES WERE USED*
12. Você trabalha? SIM ( ) NÃO ( ). Qual é a sua atividade profissional? \_\_\_\_\_. Você tem que usar inglês no seu emprego? SIM ( ) NÃO ( ). Como? FALANDO ( ), ESCUTANDO ( ), LENDO ( ), ESCRIVENDO ( ).
13. Você já morou em algum ou visitou algum país cuja língua nativa é a inglesa? SIM ( ) NÃO ( ). Qual? \_\_\_\_\_. Quanto tempo você passou lá? \_\_\_\_ dias / \_\_\_\_ meses / \_\_\_\_ anos.
14. Você tem oportunidade de usar inglês fora das aulas [de] *ACTUAL NAME OF ELC B*? SIM ( ) NÃO ( ). Onde? NO TRABALHO ( ); NA FACULDADE, LENDO TEXTOS ( ); NO CURSO DE PÓS-GRADUAÇÃO, LENDO TEXTOS ( ); NO COLÉGIO, COMO MATÉRIA ESCOLAR ( ); NA INTERNET, NAVEGANDO POR *SITES* EM INGLÊS ( ); NA INTERNET, CORRESPONDENDO-ME EM INGLÊS ATRAVÉS DO CORREIO ELETRÔNICO (*E-MAIL*) ( ); EM CASA, ASSISTINDO A FILMES E/OU A PROGRAMAS EM INGLÊS, SEM LEGENDAS EM PORTUGUÊS, NOS CANAIS DE TV A CABO OU POR ASSINATURA ( ); EM CASA, LENDO JORNAIS, REVISTAS, ROMANCES, etc ( ); USANDO JOGOS ELETRÔNICOS ( ); OUTROS ( ) Quais? \_\_\_\_\_.
15. Você conversa em inglês com falantes nativos de inglês (americanos, britânicos, canadenses, australianos, neozelandeses, sul-africanos, e/ou outras nacionalidades)? FREQUENTEMENTE ( ); ÀS VEZES ( ); RARAMENTE ( ); NUNCA ( ).

### A.5 Profile questionnaire for B's Stage 6 students

**UNIVERSIDADE FEDERAL DE SANTA CATARINA**  
**CENTRO DE COMUNICAÇÃO E EXPRESSÃO**  
**PROGRAMA DE PÓS-GRADUAÇÃO EM LETRAS/INGLÊS E LITERATURA**  
**CORRESPONDENTE**  
**CURSO DE DOUTORADO EM LÍNGUA INGLESA E LINGÜÍSTICA APLICADA**

**COORDENADORA DO PROGRAMA:** Profa. Dra. Lêda Maria Braga Tomitch (UFSC)

**ORIENTADORA:** Profa. Dra. Rosa Weingold Konder (UFSC)

**DOUTORANDO:** Prof. Ms. Pedro Henrique Lima Praxedes Filho (UECE)

#### QUESTIONÁRIO DE SONDAÇÃO PARA PESQUISA EM APRENDIZAGEM DE INGLÊS COMO LÍNGUA ESTRANGEIRA

01. Nome: \_\_\_\_\_.
02. Sexo: MASCULINO ( ) FEMININO ( ).
03. Idade: \_\_\_\_\_ anos.
04. Você é aluno do Ensino Fundamental (1ª a 8ª Séries)? SIM ( ) NÃO ( ). Em que série você está? \_\_\_\_\_ Série. Inglês é uma das suas matérias da escola neste ano? SIM ( ) NÃO ( ). Em que série o inglês entrou como matéria? \_\_\_\_\_ Série. Qual é o nome do livro que você está usando? \_\_\_\_\_.
05. Você é aluno do Ensino Médio (1ª, 2ª ou 3ª Série do antigo 2º Grau)? SIM ( ) NÃO ( ). Em que série você está? \_\_\_\_\_ Série. Inglês é uma das suas matérias da escola neste ano? SIM ( ) NÃO ( ). Em que série o inglês entrou como matéria? \_\_\_\_\_ Série do Ensino Fundamental ( ) / do Ensino Médio ( ). Qual é o nome do livro que você está usando? \_\_\_\_\_.
06. Você é aluno do Ensino Superior (estudante universitário)? SIM ( ) NÃO ( ). Em qual Universidade ou Faculdade você estuda? \_\_\_\_\_. Qual o curso que você está fazendo? \_\_\_\_\_. Em que semestre você está? \_\_\_\_\_. Você estudou inglês como matéria escolar quando estava no Ensino Fundamental (1ª a 8ª Séries)? SIM ( ) NÃO ( ). Em quais séries? \_\_\_\_\_. Você estudou inglês como matéria escolar quando estava no Ensino Médio (1ª a 3ª Séries do antigo 2º Grau)? SIM ( ) NÃO ( ). Em quais séries? \_\_\_\_\_. Você tem que ler material bibliográfico em inglês no seu curso universitário? SIM ( ) NÃO ( ). Você faz essa leitura sozinho(a)? Sim ( ) Não ( ). Você usa dicionário inglês/português para ajudar na compreensão da leitura dos textos? SIM ( ) NÃO ( ). Você pede a alguém que sabe inglês para lhe ajudar na compreensão da leitura dos textos? SIM ( ) NÃO ( ). Você pede ou paga a alguém para traduzir, por você, os textos para português? SIM ( ) NÃO ( ).
07. Você concluiu algum curso universitário? SIM ( ) NÃO ( ). Em qual Universidade ou Faculdade você estudou? \_\_\_\_\_. Qual o curso que você concluiu? \_\_\_\_\_. Você estudou inglês como matéria escolar quando estava no Ensino Fundamental (1ª a 8ª Séries)? SIM ( ) NÃO ( ). Em quais séries? \_\_\_\_\_. Você estudou inglês como matéria escolar quando estava no Ensino Médio (1ª a 3ª Séries do antigo 2º Grau)? SIM ( ) NÃO ( ). Em quais séries? \_\_\_\_\_.
08. Você é aluno de pós-graduação? SIM ( ) NÃO ( ). Em caso afirmativo, qual é o nível? ESPECIALIZAÇÃO ( ), MESTRADO ( ), DOUTORADO ( ). Em qual Universidade ou Faculdade você estuda? \_\_\_\_\_. Qual o curso que você está fazendo? \_\_\_\_\_. Você tem que ler material bibliográfico em inglês no seu curso de pós-graduação? SIM ( ) NÃO ( ). Você faz essa leitura sozinho(a)? Sim ( ) Não ( ). Você usa dicionário inglês/português para ajudar na compreensão da leitura dos textos? SIM ( ) NÃO ( ). Você pede a alguém que sabe inglês para lhe ajudar na compreensão da leitura dos textos? SIM ( ) NÃO ( ). Você pede ou paga a alguém para traduzir, por você, os textos para português? SIM ( ) NÃO ( ).

09. Você estudou em alguma outra escola especializada no ensino de inglês (ex.: *EXAMPLES OF NINE DIFFERENT ELCs IN FORTALEZA*) antes de entrar [em] *ACTUAL NAME OF ELC B*? SIM ( ) NÃO ( ). Você terminou o curso de inglês de lá ? SIM ( ) NÃO ( ). Quantos anos ou semestres você estudou lá? \_\_\_\_\_ anos ou \_\_\_\_\_ semestres.
10. Ao mesmo tempo que você estuda [em] *ACTUAL NAME OF ELC B*, você também está estudando inglês em alguma outra escola especializada no ensino de inglês (ex.: *EXAMPLES OF NINE DIFFERENT ELCs IN FORTALEZA*)? SIM ( ) NÃO ( ). Qual estágio você está cursando lá agora? \_\_\_\_\_.
11. Qual é o Semestre que você está cursando [em] *ACTUAL NAME OF ELC B* agora? 1 ( ), 2 ( ), 3 ( ), 4 ( ), 5 ( ), 6 ( ), 7 ( ). *ACTUAL NAMES OF THE STAGES WERE USED*
12. Você entrou [em] *ACTUAL NAME OF ELC B* no *ACTUAL NAME OF STAGE 1*? SIM ( ) NÃO ( ). Você entrou através de teste de nivelamento (*placement test*)? SIM ( ) NÃO ( ). Em qual Semestre do curso de inglês você entrou [em] *ACTUAL NAME OF ELC A*? 1 ( ), 2 ( ), 3 ( ), 4 ( ), 5 ( ), 6 ( ), 7 ( ). *ACTUAL NAMES OF THE STAGES WERE USED*
13. Você trabalha? SIM ( ) NÃO ( ). Qual é a sua atividade profissional? \_\_\_\_\_. Você tem que usar inglês no seu emprego? SIM ( ) NÃO ( ). Como? FALANDO ( ), ESCUTANDO ( ), LENDO ( ), ESCRIVENDO ( ).
14. Você já morou em algum ou visitou algum país cuja língua nativa é a inglesa? SIM ( ) NÃO ( ). Qual? \_\_\_\_\_. Quanto tempo você passou lá? \_\_\_\_\_ dias / \_\_\_\_\_ meses / \_\_\_\_\_ anos.
15. Você tem oportunidade de usar inglês fora das aulas [de] *ACTUAL NAME OF ELC B*? SIM ( ) NÃO ( ). Onde? NO TRABALHO ( ); NA FACULDADE, LENDO TEXTOS ( ); NO CURSO DE PÓS-GRADUAÇÃO, LENDO TEXTOS ( ); NO COLÉGIO, COMO MATÉRIA ESCOLAR ( ); NA INTERNET, NAVEGANDO POR *SITES* EM INGLÊS ( ); NA INTERNET, CORRESPONDENDO-ME EM INGLÊS ATRAVÉS DO CORREIO ELETRÔNICO (*E-MAIL*) ( ); EM CASA, ASSISTINDO A FILMES E/OU A PROGRAMAS EM INGLÊS, SEM LEGENDAS EM PORTUGUÊS, NOS CANAIS DE TV A CABO OU POR ASSINATURA ( ); EM CASA, LENDO JORNAIS, REVISTAS, ROMANCES, etc ( ); USANDO JOGOS ELETRÔNICOS ( ); OUTROS ( ) Quais? \_\_\_\_\_.
16. Você conversa em inglês com falantes nativos de inglês (americanos, britânicos, canadenses, australianos, neozelandeses, sul-africanos, e/ou outras nacionalidades)? FREQUENTEMENTE ( ); ÀS VEZES ( ); RARAMENTE ( ); NUNCA ( ).

## A.6 Profile questionnaire for B's Stage 12 students

**UNIVERSIDADE FEDERAL DE SANTA CATARINA**  
**CENTRO DE COMUNICAÇÃO E EXPRESSÃO**  
**PROGRAMA DE PÓS-GRADUAÇÃO EM LETRAS/INGLÊS E LITERATURA**  
**CORRESPONDENTE**  
**CURSO DE DOUTORADO EM LÍNGUA INGLESA E LINGÜÍSTICA APLICADA**

**COORDENADORA DO PROGRAMA:** Profa. Dra. Lêda Maria Braga Tomitch (UFSC)

**ORIENTADORA:** Profa. Dra. Rosa Weingold Konder (UFSC)

**DOUTORANDO:** Prof. Ms. Pedro Henrique Lima Praxedes Filho (UECE)

### QUESTIONÁRIO DE SONDAAGEM PARA PESQUISA EM APRENDIZAGEM DE INGLÊS COMO LÍNGUA ESTRANGEIRA

01. Nome: \_\_\_\_\_.

02. Sexo: MASCULINO ( ) FEMININO ( ).

03. Idade: \_\_\_\_\_ anos.
04. Você é aluno do Ensino Fundamental (1<sup>a</sup> a 8<sup>a</sup> Séries)? SIM ( ) NÃO ( ). Em que série você está? \_\_\_\_\_ Série. Inglês é uma das suas matérias da escola neste ano? SIM ( ) NÃO ( ). Em que série o inglês entrou como matéria? \_\_\_\_\_ Série. Qual é o nome do livro que você está usando?  
\_\_\_\_\_.
05. Você é aluno do Ensino Médio (1<sup>a</sup>, 2<sup>a</sup> ou 3<sup>a</sup> Série do antigo 2<sup>o</sup> Grau)? SIM ( ) NÃO ( ). Em que série você está? \_\_\_\_\_ Série. Inglês é uma das suas matérias da escola neste ano? SIM ( ) NÃO ( ). Em que série o inglês entrou como matéria? \_\_\_\_\_ Série do Ensino Fundamental ( ) / do Ensino Médio ( ). Qual é o nome do livro que você está usando?  
\_\_\_\_\_.
06. Você é aluno do Ensino Superior (estudante universitário)? SIM ( ) NÃO ( ). Em qual Universidade ou Faculdade você estuda? \_\_\_\_\_. Qual o curso que você está fazendo? \_\_\_\_\_. Em que semestre você está? \_\_\_\_\_. Você estudou inglês como matéria escolar quando estava no Ensino Fundamental (1<sup>a</sup> a 8<sup>a</sup> Séries)? SIM ( ) NÃO ( ). Em quais séries? \_\_\_\_\_. Você estudou inglês como matéria escolar quando estava no Ensino Médio (1<sup>a</sup> a 3<sup>a</sup> Séries do antigo 2<sup>o</sup> Grau)? SIM ( ) NÃO ( ). Em quais séries? \_\_\_\_\_. Você tem que ler material bibliográfico em inglês no seu curso universitário? SIM ( ) NÃO ( ). Você faz essa leitura sozinho(a)? Sim ( ) Não ( ). Você usa dicionário inglês/português para ajudar na compreensão da leitura dos textos? SIM ( ) NÃO ( ). Você pede a alguém que sabe inglês para lhe ajudar na compreensão da leitura dos textos? SIM ( ) NÃO ( ). Você pede ou paga a alguém para traduzir, por você, os textos para português? SIM ( ) NÃO ( ).
07. Você concluiu algum curso universitário? SIM ( ) NÃO ( ). Em qual Universidade ou Faculdade você estudou? \_\_\_\_\_. Qual o curso que você concluiu? \_\_\_\_\_. Você estudou inglês como matéria escolar quando estava no Ensino Fundamental (1<sup>a</sup> a 8<sup>a</sup> Séries)? SIM ( ) NÃO ( ). Em quais séries? \_\_\_\_\_. Você estudou inglês como matéria escolar quando estava no Ensino Médio (1<sup>a</sup> a 3<sup>a</sup> Séries do antigo 2<sup>o</sup> Grau)? SIM ( ) NÃO ( ). Em quais séries? \_\_\_\_\_.
08. Você é aluno de pós-graduação? SIM ( ) NÃO ( ). Em caso afirmativo, qual é o nível? ESPECIALIZAÇÃO ( ), MESTRADO ( ), DOUTORADO ( ). Em qual Universidade ou Faculdade você estuda? \_\_\_\_\_. Qual o curso que você está fazendo? \_\_\_\_\_. Você tem que ler material bibliográfico em inglês no seu curso de pós-graduação? SIM ( ) NÃO ( ). Você faz essa leitura sozinho(a)? Sim ( ) Não ( ). Você usa dicionário inglês/português para ajudar na compreensão da leitura dos textos? SIM ( ) NÃO ( ). Você pede a alguém que sabe inglês para lhe ajudar na compreensão da leitura dos textos? SIM ( ) NÃO ( ). Você pede ou paga a alguém para traduzir, por você, os textos para português? SIM ( ) NÃO ( ).
09. Você estudou em alguma outra escola especializada no ensino de inglês (ex.: *EXAMPLES OF NINE DIFFERENT ELCs IN FORTALEZA*) antes de entrar [em] *ACTUAL NAME OF ELC B*? SIM ( ) NÃO ( ). Você terminou o curso de inglês de lá? SIM ( ) NÃO ( ). Quantos anos ou semestres você estudou lá? \_\_\_\_\_ anos ou \_\_\_\_\_ semestres.
10. Ao mesmo tempo que você estuda [em] *ACTUAL NAME OF ELC B*, você também está estudando inglês em alguma outra escola especializada no ensino de inglês (ex.: *EXAMPLES OF NINE DIFFERENT ELCs IN FORTALEZA*)? SIM ( ) NÃO ( ). Qual estágio você está cursando lá agora? \_\_\_\_\_.
11. Qual é o Semestre que você está cursando [em] *ACTUAL NAME OF ELC B* agora? 1 ( ), 2 ( ), 3 ( ), 4 ( ), 5 ( ), 6 ( ), 7 ( ), 8 ( ), 9 ( ), 10 ( ), 11 ( ), 12 ( ). *ACTUAL NAMES OF THE STAGES WERE USED*
12. Quais dos Semestres de nível avançado você já cursou anteriormente? 7 ( ), 8 ( ), 9 ( ), 10 ( ), 11 ( ), 12 ( ). *ACTUAL NAMES OF THE STAGES WERE USED*

13. Você entrou [em] *ACTUAL NAME OF ELC B* no *ACTUAL NAME OF STAGE 1*? SIM ( ) NÃO ( ).  
 Você entrou através de teste de nivelamento (*placement test*)? SIM ( ) NÃO ( ). Em qual Semestre do curso de inglês você entrou [em] *ACTUAL NAME OF ELC B*? 1 ( ), 2 ( ), 3 ( ), 4 ( ), 5 ( ), 6 ( ), 7 ( ), 8 ( ), 9 ( ), 10 ( ), 11 ( ), 12 ( ). *ACTUAL NAMES OF THE STAGES WERE USED*
14. Você trabalha? SIM ( ) NÃO ( ). Qual é a sua atividade profissional?  
 \_\_\_\_\_. Você tem que usar inglês no seu emprego? SIM ( ) NÃO ( ).  
 Como? FALANDO ( ), ESCUTANDO ( ), LENDO ( ), ESCRIVENDO ( ).
15. Você já morou em algum ou visitou algum país cuja língua nativa é a inglesa? SIM ( ) NÃO ( ).  
 Qual? \_\_\_\_\_. Quanto tempo você passou lá? \_\_\_\_ dias / \_\_\_\_ meses / \_\_\_\_ anos.
16. Você tem oportunidade de usar inglês fora das aulas [de] *ACTUAL NAME OF ELC B*? SIM ( ) NÃO ( ).  
 Onde? NO TRABALHO ( ); NA FACULDADE, LENDO TEXTOS ( ); NO CURSO DE PÓS-GRADUAÇÃO, LENDO TEXTOS ( ); NO COLÉGIO, COMO MATÉRIA ESCOLAR ( ); NA INTERNET, NAVEGANDO POR *SITES* EM INGLÊS ( ); NA INTERNET, CORRESPONDENDO-ME EM INGLÊS ATRAVÉS DO CORREIO ELETRÔNICO (*E-MAIL*) ( ); EM CASA, ASSISTINDO A FILMES E/OU A PROGRAMAS EM INGLÊS, SEM LEGENDAS EM PORTUGUÊS, NOS CANAIS DE TV A CABO OU POR ASSINATURA ( ); EM CASA, LENDO JORNAIS, REVISTAS, ROMANCES, etc ( ); USANDO JOGOS ELETRÔNICOS ( ); OUTROS ( )  
 Quais? \_\_\_\_\_.
17. Você conversa em inglês com falantes nativos de inglês (americanos, britânicos, canadenses, australianos, neozelandeses, sul-africanos, e/ou outras nacionalidades)? FREQUENTEMENTE ( ); ÀS VEZES ( ); RARAMENTE ( ); NUNCA ( ).

### A.7 Profile questionnaire for C's Stage 1 students

**UNIVERSIDADE FEDERAL DE SANTA CATARINA**  
**CENTRO DE COMUNICAÇÃO E EXPRESSÃO**  
**PROGRAMA DE PÓS-GRADUAÇÃO EM LETRAS/INGLÊS E LITERATURA**  
**CORRESPONDENTE**  
**CURSO DE DOUTORADO EM LÍNGUA INGLESA E LINGÜÍSTICA APLICADA**

**COORDENADORA DO PROGRAMA:** Profa. Dra. Lêda Maria Braga Tomitch (UFSC)

**ORIENTADORA:** Profa. Dra. Rosa Weingold Konder (UFSC)

**DOUTORANDO:** Prof. Ms. Pedro Henrique Lima Praxedes Filho (UECE)

#### QUESTIONÁRIO DE SONDAGEM PARA PESQUISA EM APRENDIZAGEM DE INGLÊS COMO LÍNGUA ESTRANGEIRA

01. Nome: \_\_\_\_\_.
02. Sexo: MASCULINO ( ) FEMININO ( ).
03. Idade: \_\_\_\_\_ anos.
04. Você está cursando a \_\_\_\_\_ Série do Ensino Fundamental (1ª a 8ª Séries) [em] *SCHOOL NAME*.
05. Inglês é uma das suas matérias da escola neste ano? SIM ( ) NÃO ( ).
06. Qual é o nome do livro que você está usando? \_\_\_\_\_.
07. Em que Colégio você fez a 1ª, 2ª, 3ª e 4ª Séries do Ensino Fundamental?  
 \_\_\_\_\_.

08. Você estudava inglês lá? SIM ( ) NÃO ( ). Em que série o inglês entrou como matéria?  
1ª Série ( ) 2ª Série ( ) 3ª Série ( ) 4ª Série ( ).
09. Além [de] *ACTUAL NAME OF ELC C*, você também estuda inglês em alguma outra escola especializada no ensino dessa língua (ex.: *EXAMPLES OF NINE DIFFERENT ELCs IN FORTALEZA*)? SIM ( ) NÃO ( ). Qual é a Escola? \_\_\_\_\_. Há quanto tempo você estuda lá? \_\_\_\_\_. Que estágio você está cursando? \_\_\_\_\_.
10. Antes de entrar [em] *ACTUAL NAME OF ELC C*, você estudou inglês em alguma escola especializada no ensino dessa língua (ex.: *EXAMPLES OF NINE DIFFERENT ELCs IN FORTALEZA*)? SIM ( ) NÃO ( ). Qual era a Escola? \_\_\_\_\_. Quanto tempo você estudou lá? \_\_\_\_\_. Até que estágio você cursou? \_\_\_\_\_. Você continua estudando lá? SIM ( ) NÃO ( ). Em que estágio você está? \_\_\_\_\_.
11. Qual é o Estágio que você está cursando [em] *ACTUAL NAME OF ELC C* neste ano? 1 ( ), 2 ( ), 3 ( ), 4 ( ), 5 ( ), 6 ( ), 7 ( ), 8 ( ).
12. Você já morou em algum ou visitou algum país cuja língua nativa é a inglesa? SIM ( ) NÃO ( ). Qual? \_\_\_\_\_. Quanto tempo você passou lá? \_\_\_\_ dias / \_\_\_\_ meses / \_\_\_\_ anos.
13. Você tem oportunidade de usar inglês fora das aulas [de] *ACTUAL NAME OF ELC C*? SIM ( ) NÃO ( ). Onde? NA INTERNET, NAVEGANDO POR *SITES* EM INGLÊS ( ); NA INTERNET, CORRESPONDENDO-ME EM INGLÊS ATRAVÉS DO CORREIO ELETRÔNICO (*E-MAIL*) ( ); EM CASA, ASSISTINDO A FILMES E/OU A PROGRAMAS EM INGLÊS, SEM LEGENDAS EM PORTUGUÊS, NOS CANAIS DE TV A CABO OU POR ASSINATURA ( ); EM CASA, LENDO JORNAIS, REVISTAS, ROMANCES, etc ( ); USANDO JOGOS ELETRÔNICOS ( ); OUTROS ( )  
Quais? \_\_\_\_\_.
14. Você conversa em inglês com falantes nativos de inglês (americanos, britânicos, canadenses, australianos, neozelandeses, sul-africanos, e/ou outras nacionalidades)? FREQUENTEMENTE ( ); ÀS VEZES ( ); RARAMENTE ( ); NUNCA ( ).

## A.8 Profile questionnaire for C's Stage 4 students

**UNIVERSIDADE FEDERAL DE SANTA CATARINA**  
**CENTRO DE COMUNICAÇÃO E EXPRESSÃO**  
**PROGRAMA DE PÓS-GRADUAÇÃO EM LETRAS/INGLÊS E LITERATURA**  
**CORRESPONDENTE**  
**CURSO DE DOUTORADO EM LÍNGUA INGLESA E LINGÜÍSTICA APLICADA**

**COORDENADORA DO PROGRAMA:** Profa. Dra. Lêda Maria Braga Tomitch (UFSC)

**ORIENTADORA:** Profa. Dra. Rosa Weingold Konder (UFSC)

**DOUTORANDO:** Prof. Ms. Pedro Henrique Lima Praxedes Filho (UECE)

### QUESTIONÁRIO DE SONDAGEM PARA PESQUISA EM APRENDIZAGEM DE INGLÊS COMO LÍNGUA ESTRANGEIRA

01. Nome: \_\_\_\_\_.
02. Sexo: MASCULINO ( ) FEMININO ( ).
03. Idade: \_\_\_\_\_ anos.
04. Você está cursando a \_\_\_\_\_ Série do Ensino Fundamental (1ª a 8ª Séries) [em] *SCHOOL NAME*.
05. Inglês é uma das suas matérias da escola neste ano? SIM ( ) NÃO ( ).

06. Qual é o nome do livro que você está usando? \_\_\_\_\_.
07. Se você está na 7ª Série do Ensino Fundamental, em que Colégio você fez 1ª, 2ª, 3ª e 4ª Séries do Ensino Fundamental? \_\_\_\_\_.  
Em que Colégio você fez a 5ª e a 6ª Séries? \_\_\_\_\_.
08. Se você está na 8ª Série do Ensino Fundamental, em que Colégio você fez 1ª, 2ª, 3ª e 4ª Séries do Ensino Fundamental? \_\_\_\_\_.  
Em que Colégio você fez a 5ª, 6ª, e 7ª Séries do Ensino Fundamental? \_\_\_\_\_.
09. Você tinha inglês como matéria nos Colégios onde você estudou antes de entrar [em] *SCHOOL NAME*? SIM ( ) NÃO ( ). Em que série o inglês entrou como matéria? \_\_\_\_\_ Série do Ensino Fundamental.
10. Além [de] *ACTUAL NAME OF ELC C*, você também estuda inglês em alguma outra escola especializada no ensino dessa língua (ex.: *EXAMPLES OF NINE DIFFERENT ELCs IN FORTALEZA*)? SIM ( ) NÃO ( ). Qual é a Escola? \_\_\_\_\_. Há quanto tempo você estuda lá? \_\_\_\_\_. Que estágio você está cursando? \_\_\_\_\_.
11. Antes de entrar [em] *ACTUAL NAME OF ELC C*, você estudou inglês em alguma escola especializada no ensino dessa língua (ex.: *EXAMPLES OF NINE DIFFERENT ELCs IN FORTALEZA*)? SIM ( ) NÃO ( ). Qual era a Escola? \_\_\_\_\_. Quanto tempo você estudou lá? \_\_\_\_\_. Até que estágio você cursou? \_\_\_\_\_. Você continua estudando lá? SIM ( ) NÃO ( ). Em que estágio você está? \_\_\_\_\_.
12. Qual é o Estágio que você está cursando [em] *ACTUAL NAME OF ELC C* neste ano? 1 ( ), 2 ( ), 3 ( ), 4 ( ), 5 ( ), 6 ( ), 7 ( ), 8 ( ).
13. Quais Estágios você já cursou [em] *ACTUAL NAME OF ELC C* anteriormente? 1 ( ), 2 ( ), 3 ( ), 4 ( ), 5 ( ), 6 ( ), 7 ( ), 8 ( ).
14. Você já morou em algum ou visitou algum país cuja língua nativa é a inglesa? SIM ( ) NÃO ( ). Qual? \_\_\_\_\_. Quanto tempo você passou lá? \_\_\_\_ dias / \_\_\_\_ meses / \_\_\_\_ anos.
15. Você tem oportunidade de usar inglês fora das aulas [de] *ACTUAL NAME OF ELC C*? SIM ( ) NÃO ( ). Onde? NA INTERNET, NAVEGANDO POR *SITES* EM INGLÊS ( ); NA INTERNET, CORRESPONDENDO-ME EM INGLÊS ATRAVÉS DO CORREIO ELETRÔNICO (*E-MAIL*) ( ); EM CASA, ASSISTINDO A FILMES E/OU A PROGRAMAS EM INGLÊS, SEM LEGENDAS EM PORTUGUÊS, NOS CANAIS DE TV A CABO OU POR ASSINATURA ( ); EM CASA, LENDO JORNAIS, REVISTAS, ROMANCES, etc ( ); USANDO JOGOS ELETRÔNICOS ( ); OUTROS ( )  
Quais? \_\_\_\_\_.
16. Você conversa em inglês com falantes nativos de inglês (americanos, britânicos, canadenses, australianos, neozelandeses, sul-africanos, e/ou outras nacionalidades)? FREQUENTEMENTE ( ); ÀS VEZES ( ); RARAMENTE ( ); NUNCA ( ).



### A.9 Profile questionnaire for C's Stage 7 students

UNIVERSIDADE FEDERAL DE SANTA CATARINA  
CENTRO DE COMUNICAÇÃO E EXPRESSÃO  
PROGRAMA DE PÓS-GRADUAÇÃO EM LETRAS/INGLÊS E LITERATURA  
CORRESPONDENTE  
CURSO DE DOUTORADO EM LÍNGUA INGLESA E LINGÜÍSTICA APLICADA

**COORDENADORA DO PROGRAMA:** Profa. Dra. Lêda Maria Braga Tomitch (UFSC)

**ORIENTADORA:** Profa. Dra. Rosa Weingold Konder (UFSC)

**DOUTORANDO:** Prof. Ms. Pedro Henrique Lima Praxedes Filho (UECE)

#### QUESTIONÁRIO DE SONDAÇÃO PARA PESQUISA EM APRENDIZAGEM DE INGLÊS COMO LÍNGUA ESTRANGEIRA

01. Nome: \_\_\_\_\_.
02. Sexo: MASCULINO ( ) FEMININO ( ).
03. Idade: \_\_\_\_\_ anos.
04. Você está cursando a \_\_\_\_\_ Série do Ensino Médio (1<sup>a</sup> a 3<sup>a</sup> Séries) [em] *SCHOOL NAME*.
05. Inglês é uma das suas matérias da escola neste ano? SIM ( ) NÃO ( ).
06. Qual é o nome do livro que você está usando? \_\_\_\_\_.
07. Em que Colégio você fez a 1<sup>a</sup>, 2<sup>a</sup>, 3<sup>a</sup> e 4<sup>a</sup> Séries do Ensino Fundamental?  
\_\_\_\_\_  
Em que Colégio você fez a 5<sup>a</sup>, 6<sup>a</sup>, 7<sup>a</sup> e 8<sup>a</sup> Séries do Ensino Fundamental?  
\_\_\_\_\_  
Caso você esteja na 2<sup>a</sup> Série do Ensino Médio, em que Colégio você fez a 1<sup>a</sup> Série?  
\_\_\_\_\_  
Caso você esteja na 3<sup>a</sup> Série do Ensino Médio, em que Colégio você fez a 1<sup>a</sup> e 2<sup>a</sup> Séries?  
\_\_\_\_\_.
08. Você tinha inglês como matéria nos Colégios onde você estudou antes de entrar [em] *SCHOOL NAME*? SIM ( ) NÃO ( ). Em que série o inglês entrou como matéria?  
\_\_\_\_\_ Série do Ensino Fundamental ( ) / Ensino Médio ( ).
09. Além [de] *ACTUAL NAME OF ELC C*, você também estuda inglês em alguma outra escola especializada no ensino dessa língua (ex.: *EXAMPLES OF NINE DIFFERENT ELCs IN FORTALEZA*)? SIM ( ) NÃO ( ). Qual é a Escola? \_\_\_\_\_. Há quanto tempo você estuda lá? \_\_\_\_\_. Que estágio você está cursando? \_\_\_\_\_.
10. Antes de entrar [em] *ACTUAL NAME OF ELC C*, você estudou inglês em alguma escola especializada no ensino dessa língua (ex.: *EXAMPLES OF NINE DIFFERENT ELCs IN FORTALEZA*)? SIM ( ) NÃO ( ). Qual era a Escola? \_\_\_\_\_. Quanto tempo você estudou lá? \_\_\_\_\_. Até que estágio você cursou? \_\_\_\_\_. Você continua estudando lá? SIM ( ) NÃO ( ). Em que estágio você está? \_\_\_\_\_.
11. Qual é o Estágio que você está cursando [em] *ACTUAL NAME OF ELC C* neste ano? 1 ( ), 2 ( ), 3 ( ), 4 ( ), 5 ( ), 6 ( ), 7 ( ), 8 ( ).
12. Quais Estágios você já cursou [em] *ACTUAL NAME OF ELC C* anteriormente? 1 ( ), 2 ( ), 3 ( ), 4 ( ), 5 ( ), 6 ( ), 7 ( ), 8 ( ).
13. Você já morou em algum ou visitou algum país cuja língua nativa é a inglesa? SIM ( ) NÃO ( ). Qual? \_\_\_\_\_. Quanto tempo você passou lá? \_\_\_\_\_ dias / \_\_\_\_\_ meses / \_\_\_\_\_ anos.

14. Você tem oportunidade de usar inglês fora das aulas [de] *ACTUAL NAME OF ELC C*? SIM ( ) NÃO ( ). Onde? NA INTERNET, NAVEGANDO POR *SITES* EM INGLÊS ( ); NA INTERNET, CORRESPONDENDO-ME EM INGLÊS ATRAVÉS DO CORREIO ELETRÔNICO (*E-MAIL*) ( ); EM CASA, ASSISTINDO A FILMES E/OU A PROGRAMAS EM INGLÊS, SEM LEGENDAS EM PORTUGUÊS, NOS CANAIS DE TV A CABO OU POR ASSINATURA ( ); EM CASA, LENDO JORNAIS, REVISTAS, ROMANCES, etc ( ); USANDO JOGOS ELETRÔNICOS ( ); OUTROS ( ) Quais? \_\_\_\_\_.
15. Você conversa em inglês com falantes nativos de inglês (americanos, britânicos, canadenses, australianos, neozelandeses, sul-africanos, e/ou outras nacionalidades)? FREQUENTEMENTE ( ); ÀS VEZES ( ); RARAMENTE ( ); NUNCA ( ).

### A.10 Profile questionnaire for D's Stage 1 students

**UNIVERSIDADE FEDERAL DE SANTA CATARINA**  
**CENTRO DE COMUNICAÇÃO E EXPRESSÃO**  
**PROGRAMA DE PÓS-GRADUAÇÃO EM LETRAS/INGLÊS E LITERATURA**  
**CORRESPONDENTE**  
**CURSO DE DOUTORADO EM LÍNGUA INGLESA E LINGÜÍSTICA APLICADA**

**COORDENADORA DO PROGRAMA:** Profa. Dra. Lêda Maria Braga Tomitch (UFSC)

**ORIENTADORA:** Profa. Dra. Rosa Weingold Konder (UFSC)

**DOUTORANDO:** Prof. Ms. Pedro Henrique Lima Praxedes Filho (UECE)

#### QUESTIONÁRIO DE SONDAÇÃO PARA PESQUISA EM APRENDIZAGEM DE INGLÊS COMO LÍNGUA ESTRANGEIRA

01. Nome: \_\_\_\_\_.
02. Sexo: MASCULINO ( ) FEMININO ( ).
03. Idade: \_\_\_\_\_ anos.
04. Você é aluno do Ensino Fundamental (1<sup>a</sup> a 8<sup>a</sup> Séries)? SIM ( ) NÃO ( ). Em que série você está? \_\_\_\_\_ Série. Inglês é uma das suas matérias da escola neste ano? SIM ( ) NÃO ( ). Em que série o inglês entrou como matéria? \_\_\_\_\_ Série. Qual é o nome do livro que você está usando? \_\_\_\_\_.
05. Você é aluno do Ensino Médio (1<sup>a</sup>, 2<sup>a</sup> ou 3<sup>a</sup> Série do antigo 2<sup>o</sup> Grau)? SIM ( ) NÃO ( ). Em que série você está? \_\_\_\_\_ Série. Inglês é uma das suas matérias da escola neste ano? SIM ( ) NÃO ( ). Em que série o inglês entrou como matéria? \_\_\_\_\_ Série do Ensino Fundamental ( ) / do Ensino Médio ( ). Qual é o nome do livro que você está usando? \_\_\_\_\_.
06. Você é aluno do Ensino Superior (estudante universitário)? SIM ( ) NÃO ( ). Em qual Universidade ou Faculdade você estuda? \_\_\_\_\_. Qual o curso que você está fazendo? \_\_\_\_\_. Em que semestre você está? \_\_\_\_\_. Você estudou inglês como matéria escolar quando estava no Ensino Fundamental (1<sup>a</sup> a 8<sup>a</sup> Séries)? SIM ( ) NÃO ( ). Em quais séries? \_\_\_\_\_. Você estudou inglês como matéria escolar quando estava no Ensino Médio (1<sup>a</sup> a 3<sup>a</sup> Séries do antigo 2<sup>o</sup> Grau)? SIM ( ) NÃO ( ). Em quais séries? \_\_\_\_\_. Você tem que ler material bibliográfico em inglês no seu curso universitário? SIM ( ) NÃO ( ). Você faz essa leitura sozinho(a)? Sim ( ) Não ( ). Você usa dicionário inglês/português para ajudar na compreensão da leitura dos textos? SIM ( ) NÃO ( ). Você pede a alguém que sabe inglês para lhe ajudar na compreensão da leitura dos textos? SIM ( ) NÃO ( ). Você pede ou paga a alguém para traduzir, por você, os textos para português? SIM ( ) NÃO ( ).

07. Você concluiu algum curso universitário? SIM ( ) NÃO ( ). Em qual Universidade ou Faculdade você estudou? \_\_\_\_\_. Qual o curso que você concluiu? \_\_\_\_\_. Você estudou inglês como matéria escolar quando estava no Ensino Fundamental (1ª a 8ª Séries)? SIM ( ) NÃO ( ). Em quais séries? \_\_\_\_\_. Você estudou inglês como matéria escolar quando estava no Ensino Médio (1ª a 3ª Séries do antigo 2º Grau)? SIM ( ) NÃO ( ). Em quais séries? \_\_\_\_\_.
08. Você é aluno de pós-graduação? SIM ( ) NÃO ( ). Em caso afirmativo, qual é o nível? ESPECIALIZAÇÃO ( ), MESTRADO ( ), DOUTORADO ( ). Em qual Universidade ou Faculdade você estuda? \_\_\_\_\_. Qual o curso que você está fazendo? \_\_\_\_\_. Você tem que ler material bibliográfico em inglês no seu curso de pós-graduação? SIM ( ) NÃO ( ). Você faz essa leitura sozinho(a)? Sim ( ) Não ( ). Você usa dicionário inglês/português para ajudar na compreensão da leitura dos textos? SIM ( ) NÃO ( ). Você pede a alguém que sabe inglês para lhe ajudar na compreensão da leitura dos textos? SIM ( ) NÃO ( ). Você pede ou paga a alguém para traduzir, por você, os textos para português? SIM ( ) NÃO ( ).
09. Você estudou em alguma outra escola especializada no ensino de inglês (ex.: *EXAMPLES OF NINE DIFFERENT ELCs IN FORTALEZA*) antes de entrar [em] *ACTUAL NAME OF ELC D*? SIM ( ) NÃO ( ). Você terminou o curso de inglês de lá? SIM ( ) NÃO ( ). Quantos anos ou semestres você estudou lá? \_\_\_\_ anos ou \_\_\_\_ semestres.
10. Ao mesmo tempo que você estuda [em] *ACTUAL NAME OF ELC D*, você também está estudando inglês em alguma outra escola especializada no ensino de inglês (ex.: *EXAMPLES OF NINE DIFFERENT ELCs IN FORTALEZA*)? SIM ( ) NÃO ( ). Qual estágio você está cursando lá agora? \_\_\_\_\_.
11. Qual é o Semestre que você está cursando [em] *ACTUAL NAME OF ELC D* agora? 1 ( ), 2 ( ), 3 ( ), 4 ( ), 5 ( ), 6 ( ). *ACTUAL NAMES OF THE STAGES WERE USED*
12. Você trabalha? SIM ( ) NÃO ( ). Qual é a sua atividade profissional? \_\_\_\_\_. Você tem que usar inglês no seu emprego? SIM ( ) NÃO ( ). Como? FALANDO ( ), ESCUTANDO ( ), LENDO ( ), ESCRIVENDO ( ).
13. Você já morou em algum ou visitou algum país cuja língua nativa é a inglesa? SIM ( ) NÃO ( ). Qual? \_\_\_\_\_. Quanto tempo você passou lá? \_\_\_\_ dias / \_\_\_\_ meses / \_\_\_\_ anos.
14. Você tem oportunidade de usar inglês fora das aulas [de] *ACTUAL NAME OF ELC D*? SIM ( ) NÃO ( ). Onde? NO TRABALHO ( ); NA FACULDADE, LENDO TEXTOS ( ); NO CURSO DE PÓS-GRADUAÇÃO, LENDO TEXTOS ( ); NO COLÉGIO, COMO MATÉRIA ESCOLAR ( ); NA INTERNET, NAVEGANDO POR *SITES* EM INGLÊS ( ); NA INTERNET, CORRESPONDENDO-ME EM INGLÊS ATRAVÉS DO CORREIO ELETRÔNICO (*E-MAIL*) ( ); EM CASA, ASSISTINDO A FILMES E/OU A PROGRAMAS EM INGLÊS, SEM LEGENDAS EM PORTUGUÊS, NOS CANAIS DE TV A CABO OU POR ASSINATURA ( ); EM CASA, LENDO JORNAIS, REVISTAS, ROMANCES, etc ( ); USANDO JOGOS ELETRÔNICOS ( ); OUTROS ( ) Quais? \_\_\_\_\_.
15. Você conversa em inglês com falantes nativos de inglês (americanos, britânicos, canadenses, australianos, neozelandeses, sul-africanos, e/ou outras nacionalidades)? FREQUENTEMENTE ( ); ÀS VEZES ( ); RARAMENTE ( ); NUNCA ( ).

### A.11 Profile questionnaire for D's Stage 6 students

UNIVERSIDADE FEDERAL DE SANTA CATARINA  
CENTRO DE COMUNICAÇÃO E EXPRESSÃO  
PROGRAMA DE PÓS-GRADUAÇÃO EM LETRAS/INGLÊS E LITERATURA  
CORRESPONDENTE  
CURSO DE DOUTORADO EM LÍNGUA INGLESA E LINGÜÍSTICA APLICADA

**COORDENADORA DO PROGRAMA:** Profa. Dra. Lêda Maria Braga Tomitch (UFSC)

**ORIENTADORA:** Profa. Dra. Rosa Weingold Konder (UFSC)

**DOUTORANDO:** Prof. Ms. Pedro Henrique Lima Praxedes Filho (UECE)

#### QUESTIONÁRIO DE SONDAÇÃO PARA PESQUISA EM APRENDIZAGEM DE INGLÊS COMO LÍNGUA ESTRANGEIRA

01. Nome: \_\_\_\_\_.
02. Sexo: MASCULINO ( ) FEMININO ( ).
03. Idade: \_\_\_\_\_ anos.
04. Você é aluno do Ensino Fundamental (1ª a 8ª Séries)? SIM ( ) NÃO ( ). Em que série você está? \_\_\_\_\_ Série. Inglês é uma das suas matérias da escola neste ano? SIM ( ) NÃO ( ). Em que série o inglês entrou como matéria? \_\_\_\_\_ Série. Qual é o nome do livro que você está usando? \_\_\_\_\_.
05. Você é aluno do Ensino Médio (1ª, 2ª ou 3ª Série do antigo 2º Grau)? SIM ( ) NÃO ( ). Em que série você está? \_\_\_\_\_ Série. Inglês é uma das suas matérias da escola neste ano? SIM ( ) NÃO ( ). Em que série o inglês entrou como matéria? \_\_\_\_\_ Série do Ensino Fundamental ( ) / do Ensino Médio ( ). Qual é o nome do livro que você está usando? \_\_\_\_\_.
06. Você é aluno do Ensino Superior (estudante universitário)? SIM ( ) NÃO ( ). Em qual Universidade ou Faculdade você estuda? \_\_\_\_\_. Qual o curso que você está fazendo? \_\_\_\_\_. Em que semestre você está? \_\_\_\_\_. Você estudou inglês como matéria escolar quando estava no Ensino Fundamental (1ª a 8ª Séries)? SIM ( ) NÃO ( ). Em quais séries? \_\_\_\_\_. Você estudou inglês como matéria escolar quando estava no Ensino Médio (1ª a 3ª Séries do antigo 2º Grau)? SIM ( ) NÃO ( ). Em quais séries? \_\_\_\_\_. Você tem que ler material bibliográfico em inglês no seu curso universitário? SIM ( ) NÃO ( ). Você faz essa leitura sozinho(a)? Sim ( ) Não ( ). Você usa dicionário inglês/português para ajudar na compreensão da leitura dos textos? SIM ( ) NÃO ( ). Você pede a alguém que sabe inglês para lhe ajudar na compreensão da leitura dos textos? SIM ( ) NÃO ( ). Você pede ou paga a alguém para traduzir, por você, os textos para português? SIM ( ) NÃO ( ).
07. Você concluiu algum curso universitário? SIM ( ) NÃO ( ). Em qual Universidade ou Faculdade você estudou? \_\_\_\_\_. Qual o curso que você concluiu? \_\_\_\_\_. Você estudou inglês como matéria escolar quando estava no Ensino Fundamental (1ª a 8ª Séries)? SIM ( ) NÃO ( ). Em quais séries? \_\_\_\_\_. Você estudou inglês como matéria escolar quando estava no Ensino Médio (1ª a 3ª Séries do antigo 2º Grau)? SIM ( ) NÃO ( ). Em quais séries? \_\_\_\_\_.
08. Você é aluno de pós-graduação? SIM ( ) NÃO ( ). Em caso afirmativo, qual é o nível? ESPECIALIZAÇÃO ( ), MESTRADO ( ), DOUTORADO ( ). Em qual Universidade ou Faculdade você estuda? \_\_\_\_\_. Qual o curso que você está fazendo? \_\_\_\_\_. Você tem que ler material bibliográfico em inglês no seu curso de pós-graduação? SIM ( ) NÃO ( ). Você faz essa leitura sozinho(a)? Sim ( ) Não ( ). Você usa dicionário inglês/português para ajudar na compreensão da leitura dos textos? SIM ( ) NÃO ( ). Você pede a alguém que sabe inglês para lhe ajudar na compreensão da leitura dos textos? SIM ( ) NÃO ( ). Você pede ou paga a alguém para traduzir, por você, os textos para português? SIM ( ) NÃO ( ).

09. Você estudou em alguma outra escola especializada no ensino de inglês (ex.: *EXAMPLES OF NINE DIFFERENT ELCs IN FORTALEZA*) antes de entrar [em] *ACTUAL NAME OF ELC D*? SIM ( ) NÃO ( ). Você terminou o curso de inglês de lá ? SIM ( ) NÃO ( ). Quantos anos ou semestres você estudou lá? \_\_\_\_\_ anos ou \_\_\_\_\_ semestres.
10. Ao mesmo tempo que você estuda [em] *ACTUAL NAME OF ELC D*, você também está estudando inglês em alguma outra escola especializada no ensino de inglês (ex.: *EXAMPLES OF NINE DIFFERENT ELCs IN FORTALEZA*)? SIM ( ) NÃO ( ). Qual estágio você está cursando lá agora? \_\_\_\_\_.
11. Qual é o Semestre que você está cursando [em] *ACTUAL NAME OF ELC D* agora? 1 ( ), 2 ( ), 3 ( ), 4 ( ), 5 ( ), 6 ( ). *ACTUAL NAMES OF THE STAGES WERE USED*
12. Você entrou [em] *ACTUAL NAME OF ELC D* no *ACTUAL NAME OF STAGE 1*? SIM ( ) NÃO ( ). Você entrou através de teste de nivelamento (*placement test*)? SIM ( ) NÃO ( ). Em qual Semestre do curso de inglês você entrou [em] *ACTUAL NAME OF ELC D*? 1 ( ), 2 ( ), 3 ( ), 4 ( ), 5 ( ), 6 ( ). *ACTUAL NAMES OF THE STAGES WERE USED*
13. Você trabalha? SIM ( ) NÃO ( ). Qual é a sua atividade profissional? \_\_\_\_\_. Você tem que usar inglês no seu emprego? SIM ( ) NÃO ( ). Como? FALANDO ( ), ESCUTANDO ( ), LENDO ( ), ESCREVENDO ( ).
14. Você já morou em algum ou visitou algum país cuja língua nativa é a inglesa? SIM ( ) NÃO ( ). Qual? \_\_\_\_\_. Quanto tempo você passou lá? \_\_\_\_\_ dias / \_\_\_\_\_ meses / \_\_\_\_\_ anos.
15. Você tem oportunidade de usar inglês fora das aulas [de] *ACTUAL NAME OF ELC D*? SIM ( ) NÃO ( ). Onde? NO TRABALHO ( ); NA FACULDADE, LENDO TEXTOS ( ); NO CURSO DE PÓS-GRADUAÇÃO, LENDO TEXTOS ( ); NO COLÉGIO, COMO MATÉRIA ESCOLAR ( ); NA INTERNET, NAVEGANDO POR *SITES* EM INGLÊS ( ); NA INTERNET, CORRESPONDENDO-ME EM INGLÊS ATRAVÉS DO CORREIO ELETRÔNICO (*E-MAIL*) ( ); EM CASA, ASSISTINDO A FILMES E/OU A PROGRAMAS EM INGLÊS, SEM LEGENDAS EM PORTUGUÊS, NOS CANAIS DE TV A CABO OU POR ASSINATURA ( ); EM CASA, LENDO JORNAIS, REVISTAS, ROMANCES, etc ( ); USANDO JOGOS ELETRÔNICOS ( ); OUTROS ( ) Quais? \_\_\_\_\_.
16. Você conversa em inglês com falantes nativos de inglês (americanos, britânicos, canadenses, australianos, neozelandeses, sul-africanos, e/ou outras nacionalidades)? FREQUENTEMENTE ( ); ÀS VEZES ( ); RARAMENTE ( ); NUNCA ( ).

## A.12 Profile questionnaire for D's Stage 10 students

**UNIVERSIDADE FEDERAL DE SANTA CATARINA**  
**CENTRO DE COMUNICAÇÃO E EXPRESSÃO**  
**PROGRAMA DE PÓS-GRADUAÇÃO EM LETRAS/INGLÊS E LITERATURA**  
**CORRESPONDENTE**  
**CURSO DE DOUTORADO EM LÍNGUA INGLESA E LINGÜÍSTICA APLICADA**

**COORDENADORA DO PROGRAMA:** Profa. Dra. Lêda Maria Braga Tomitch (UFSC)

**ORIENTADORA:** Profa. Dra. Rosa Weingold Konder (UFSC)

**DOUTORANDO:** Prof. Ms. Pedro Henrique Lima Praxedes Filho (UECE)

### QUESTIONÁRIO DE SONDAAGEM PARA PESQUISA EM APRENDIZAGEM DE INGLÊS COMO LÍNGUA ESTRANGEIRA

01. Nome: \_\_\_\_\_.

02. Sexo: MASCULINO ( ) FEMININO ( ).

03. Idade: \_\_\_\_\_ anos.
04. Você é aluno do Ensino Fundamental (1<sup>a</sup> a 8<sup>a</sup> Séries)? SIM ( ) NÃO ( ). Em que série você está? \_\_\_\_\_ Série. Inglês é uma das suas matérias da escola neste ano? SIM ( ) NÃO ( ). Em que série o inglês entrou como matéria? \_\_\_\_\_ Série. Qual é o nome do livro que você está usando?  
\_\_\_\_\_.
05. Você é aluno do Ensino Médio (1<sup>a</sup>, 2<sup>a</sup> ou 3<sup>a</sup> Série do antigo 2<sup>o</sup> Grau)? SIM ( ) NÃO ( ). Em que série você está? \_\_\_\_\_ Série. Inglês é uma das suas matérias da escola neste ano? SIM ( ) NÃO ( ). Em que série o inglês entrou como matéria? \_\_\_\_\_ Série do Ensino Fundamental ( ) / do Ensino Médio ( ). Qual é o nome do livro que você está usando?  
\_\_\_\_\_.
06. Você é aluno do Ensino Superior (estudante universitário)? SIM ( ) NÃO ( ). Em qual Universidade ou Faculdade você estuda? \_\_\_\_\_. Qual o curso que você está fazendo? \_\_\_\_\_. Em que semestre você está? \_\_\_\_\_. Você estudou inglês como matéria escolar quando estava no Ensino Fundamental (1<sup>a</sup> a 8<sup>a</sup> Séries)? SIM ( ) NÃO ( ). Em quais séries? \_\_\_\_\_. Você estudou inglês como matéria escolar quando estava no Ensino Médio (1<sup>a</sup> a 3<sup>a</sup> Séries do antigo 2<sup>o</sup> Grau)? SIM ( ) NÃO ( ). Em quais séries? \_\_\_\_\_. Você tem que ler material bibliográfico em inglês no seu curso universitário? SIM ( ) NÃO ( ). Você faz essa leitura sozinho(a)? Sim ( ) Não ( ). Você usa dicionário inglês/português para ajudar na compreensão da leitura dos textos? SIM ( ) NÃO ( ). Você pede a alguém que sabe inglês para lhe ajudar na compreensão da leitura dos textos? SIM ( ) NÃO ( ). Você pede ou paga a alguém para traduzir, por você, os textos para português? SIM ( ) NÃO ( ).
07. Você concluiu algum curso universitário? SIM ( ) NÃO ( ). Em qual Universidade ou Faculdade você estudou? \_\_\_\_\_. Qual o curso que você concluiu? \_\_\_\_\_. Você estudou inglês como matéria escolar quando estava no Ensino Fundamental (1<sup>a</sup> a 8<sup>a</sup> Séries)? SIM ( ) NÃO ( ). Em quais séries? \_\_\_\_\_. Você estudou inglês como matéria escolar quando estava no Ensino Médio (1<sup>a</sup> a 3<sup>a</sup> Séries do antigo 2<sup>o</sup> Grau)? SIM ( ) NÃO ( ). Em quais séries? \_\_\_\_\_.
08. Você é aluno de pós-graduação? SIM ( ) NÃO ( ). Em caso afirmativo, qual é o nível? ESPECIALIZAÇÃO ( ), MESTRADO ( ), DOUTORADO ( ). Em qual Universidade ou Faculdade você estuda? \_\_\_\_\_. Qual o curso que você está fazendo? \_\_\_\_\_. Você tem que ler material bibliográfico em inglês no seu curso de pós-graduação? SIM ( ) NÃO ( ). Você faz essa leitura sozinho(a)? Sim ( ) Não ( ). Você usa dicionário inglês/português para ajudar na compreensão da leitura dos textos? SIM ( ) NÃO ( ). Você pede a alguém que sabe inglês para lhe ajudar na compreensão da leitura dos textos? SIM ( ) NÃO ( ). Você pede ou paga a alguém para traduzir, por você, os textos para português? SIM ( ) NÃO ( ).
09. Você estudou em alguma outra escola especializada no ensino de inglês (ex.: *EXAMPLES OF NINE DIFFERENT ELCs IN FORTALEZA*) antes de entrar [em] *ACTUAL NAME OF ELC D*? SIM ( ) NÃO ( ). Você terminou o curso de inglês de lá? SIM ( ) NÃO ( ). Quantos anos ou semestres você estudou lá? \_\_\_\_\_ anos ou \_\_\_\_\_ semestres.
10. Ao mesmo tempo que você estuda [em] *ACTUAL NAME OF ELC D*, você também está estudando inglês em alguma outra escola especializada no ensino de inglês (ex.: *EXAMPLES OF NINE DIFFERENT ELCs IN FORTALEZA*)? SIM ( ) NÃO ( ). Qual estágio você está cursando lá agora? \_\_\_\_\_.
11. Qual é o Semestre que você está cursando [em] *ACTUAL NAME OF ELC D* agora? 1 ( ), 2 ( ), 3 ( ), 4 ( ), 5 ( ), 6 ( ), 7 ( ), 8 ( ), 9 ( ), 10 ( ). *ACTUAL NAMES OF THE STAGES WERE USED*
12. Quais dos Semestres de nível avançado você já cursou anteriormente? 7 ( ), 8 ( ), 9 ( ), 10 ( ). *ACTUAL NAMES OF THE STAGES WERE USED*
13. Você entrou [em] *ACTUAL NAME OF ELC D* no *ACTUAL NAME OF STAGE I*? SIM ( ) NÃO ( ). Você entrou através de teste de nivelamento (*placement test*)? SIM ( ) NÃO ( ). Em qual

Semestre do curso de inglês você entrou [em] *ACTUAL NAME OF ELC D*? 1 ( ), 2 ( ), 3 ( ), 4 ( ), 5 ( ), 6 ( ), 7 ( ), 8 ( ), 9 ( ), 10 ( ). *ACTUAL NAMES OF THE STAGES WERE USED*

14. Você trabalha? SIM ( ) NÃO ( ). Qual é a sua atividade profissional? \_\_\_\_\_ . Você tem que usar inglês no seu emprego? SIM ( ) NÃO ( ). Como? FALANDO ( ), ESCUTANDO ( ), LENDO ( ), ESCRIVENDO ( ).
15. Você já morou em algum ou visitou algum país cuja língua nativa é a inglesa? SIM ( ) NÃO ( ). Qual? \_\_\_\_\_. Quanto tempo você passou lá? \_\_\_\_ dias / \_\_\_\_ meses / \_\_\_\_ anos.
16. Você tem oportunidade de usar inglês fora das aulas [de] *ACTUAL NAME OF ELC D*? SIM ( ) NÃO ( ). Onde? NO TRABALHO ( ); NA FACULDADE, LENDO TEXTOS ( ); NO CURSO DE PÓS-GRADUAÇÃO, LENDO TEXTOS ( ); NO COLÉGIO, COMO MATÉRIA ESCOLAR ( ); NA INTERNET, NAVEGANDO POR *SITES* EM INGLÊS ( ); NA INTERNET, CORRESPONDENDO-ME EM INGLÊS ATRAVÉS DO CORREIO ELETRÔNICO (*E-MAIL*) ( ); EM CASA, ASSISTINDO A FILMES E/OU A PROGRAMAS EM INGLÊS, SEM LEGENDAS EM PORTUGUÊS, NOS CANAIS DE TV A CABO OU POR ASSINATURA ( ); EM CASA, LENDO JORNAIS, REVISTAS, ROMANCES, etc ( ); USANDO JOGOS ELETRÔNICOS ( ); OUTROS ( ) Quais? \_\_\_\_\_.
17. Você conversa em inglês com falantes nativos de inglês (americanos, britânicos, canadenses, australianos, neozelandeses, sul-africanos, e/ou outras nacionalidades)? FREQUENTEMENTE ( ); ÀS VEZES ( ); RARAMENTE ( ); NUNCA ( ).

## APPENDIX B

### FIGURES WITH THE SUBJECTS' PROFILES: CROSS-SECTIONAL PART OF THE STUDY<sup>1</sup>

Variable ELC	Proficiency Level	Subject	Sex	Age	Text book	Education	Study of English at Specialized School Before A or B	Study of English at A or B and Another Specialized School Simultaneously	Placement Test	Grade When English Started at Secondary School	Living Experience in English Speaking Country	Opportunity to Speak English With Native Speaker
<b>A</b>	Beginning	A1	F	14	1A	1 <sup>st</sup> MS	No	No	No	5 <sup>th</sup> FS	No	Never
		A2	F	14	1A	8 <sup>th</sup> FS	No	No	No	5 <sup>th</sup> FS	No	Never
	Intermediate	A3	M	14	2A	8 <sup>th</sup> FS	No	No	No	5 <sup>th</sup> FS	No	Never
		A4	M	15	2A	2 <sup>nd</sup> MS	No	No	No	5 <sup>th</sup> FS	No	Rarely
	Advanced	A5	M	18	3A	University Student	No	No	No	8 <sup>th</sup> FS	No	Rarely
		A6	F	15	3A	2 <sup>nd</sup> MS	No	No	No	5 <sup>th</sup> FS	15 Days	Never
<b>B</b>	Beginning	B1	F	18	1B	University Student	No	No	No	5 <sup>th</sup> FS	No	Never
		B2	M	16	1B	2 <sup>nd</sup> MS	No	No	No	5 <sup>th</sup> FS	No	Never
	Intermediate	B3	M	22	2B	University Student	No	No	No	5 <sup>th</sup> FS	No	Never
		B4	F	21	2B	University Student	No	No	No	5 <sup>th</sup> FS	No	Never
	Advanced	B5	F	22	3B	University Student	No	No	No	5 <sup>th</sup> FS	No	Sometimes
		B6	F	18	3B	University Student	No	No	No	5 <sup>th</sup> FS	No	Never

Figure B1. Profiles of A's and B's subjects – Part 1.

<sup>1</sup> Key to abbreviations: ELC = English Language Center; MS = Middle School (*Ensino Médio*, comprising three grades intended for children from 15 to 17 years old; and FS = Fundamental School (*Ensino Fundamental*, encompassing eight grades intended for children from 7 to 14 years old). The titles of the textbooks remained unrevealed in view of protecting the ELCs anonymity. All of the books follow the functional/notional/communicative approach to EFL. Whereas books 1A, 2A, 3A, 1B, 2B, 3B, 1C, 2C, 1D, 2D, and 5D adopt American English, books 3C and 6D adopt British English. A copy of each was either lent or given to me by the respective ELC coordinator.



Variable ELC	Proficiency Level	Subject	Opportunity to Use English Outside the ELC										
			At Work	Reading at College	Reading at Graduate School	As School Subject	Internet: Web Sites in English	E-mail: Messages in English	Cable TV	Reading Newspapers Magazines Novels	Electronic Games	Others	
<b>A</b>	Beginning	A1	No	No	No	Yes	No	No	No	No	No	Yes	Songs on Radio
		A2	No	No	No	Yes	Yes	No	Yes	No	No	Yes	No
	Intermediate	A3	No	No	No	Yes	No	No	No	No	No	No	No
		A4	No	No	No	Yes	Yes	Yes	Yes	No	No	Yes	No
	Advanced	A5	Yes	No	No	No	No	No	No	No	No	No	No
		A6	No	No	No	Yes	No	No	No	No	No	No	No
<b>B</b>	Beginning	B1	No	No	No	No	No	No	No	No	No	No	No
		B2	No	No	No	Yes	No	No	No	No	No	No	No
	Intermediate	B3	No	Yes	No	No	Yes	No	No	No	No	Yes	No
		B4	No	Yes	No	No	No	No	No	No	No	No	No
	Advanced	B5	Yes	Yes	No	No	Yes	No	No	No	Yes	No	No
		B6	No	Yes	No	No	Yes	No	No	No	Yes	No	No

Figure B2. Profiles of A's and B's subjects – Part 2.

Variable ELC	Proficiency Level	Subject	Sex	Age	Textbook	Education	Study of English at Specialized School Before C or D	Study of English at C or D and Another Specialized School Simultaneously	Placement Test	Grade When English Started at Secondary School	Living Experience in English Speaking Country	Opportunity to Speak English With Native Speaker
<b>C</b>	Beginning	C1	M	11	1C	5 <sup>th</sup> FS	No	No	No	5 <sup>th</sup> FS	No	Never
		C2	M	11	1C	5 <sup>th</sup> FS	No	No	No	5 <sup>th</sup> FS	No	Never
	Intermediate	C3	F	14	2C	8 <sup>th</sup> FS	No	No	No	5 <sup>th</sup> FS	No	Rarely
		C4	F	14	2C	8 <sup>th</sup> FS	No	No	No	5 <sup>th</sup> FS	No	Never
	Advanced	C5	F	16	3C	3 <sup>rd</sup> MS	No	No	No	5 <sup>th</sup> FS	15 Days	Sometimes
		C6	M	17	3C	3 <sup>rd</sup> MS	No	No	No	5 <sup>th</sup> FS	20 Days	Rarely
<b>D</b>	Beginning	D1	F	16	1D	2 <sup>nd</sup> MS	No	No	No	5 <sup>th</sup> FS	No	Never
		D2	F	14	1D	1 <sup>st</sup> MS	No	No	No	5 <sup>th</sup> FS	No	Never
	Intermediate	D3	F	14	2D	8 <sup>th</sup> FS	No	No	No	4 <sup>th</sup> FS	No	Rarely
		D4	M	19	2D	University Student	No	No	No	5 <sup>th</sup> FS	No	Rarely
	Advanced	D5	F	19	5D	University Student	No	No	No	5 <sup>th</sup> FS	No	Rarely
		D6	M	18	6D	University Student	No	No	No	1 <sup>th</sup> FS	45 Days	Frequently

Figure B3. Profiles of C's and D's subjects – Part 1.

Variable ELC	Proficiency Level	Subject	Opportunity to Use English Outside the ELC									
			At work	Reading at College	Reading at Graduate School	As School Subject	Internet: Web Sites in English	E-mail: Messages in English	Cable TV	Reading Newspapers Magazines Novels	Electronic Games	Others
<b>C</b>	Beginning	C1	No	No	No	Yes	Yes	No	Yes	No	Yes	No
		C2	No	No	No	Yes	Yes	No	Yes	No	Yes	No
	Intermediate	C3	No	No	No	Yes	Yes	No	No	No	Yes	No
		C4	No	No	No	Yes	No	No	Yes	No	No	No
	Advanced	C5	No	No	No	Yes	Yes	No	Yes	No	Yes	Talking to American Exchange Students
		C6	No	No	No	Yes	Yes	Yes	Yes	No	Yes	No
<b>D</b>	Beginning	D1	No	No	No	Yes	No	No	No	No	Yes	No
		D2	No	No	No	Yes	No	No	No	No	No	No
	Intermediate	D3	No	No	No	Yes	Yes	No	Yes	No	Yes	Talking to People
		D4	No	Yes	No	No	No	No	No	No	No	No
	Advanced	D5	No	Yes	No	No	Yes	Yes	No	No	No	No
		D6	No	Yes	No	No	No	No	No	No	No	No

Figure B4. Profiles of C's and D's subjects – Part 2.

## APPENDIX C

### FIGURES WITH THE RESULTS OF THE PROFILE QUESTIONNAIRES USED IN THE SELECTION OF THE SUBJECTS AND CLASSES PER ENGLISH LANGUAGE CENTER AND PROFICIENCY LEVEL: CROSS SECTIONAL PART OF THE STUDY<sup>1</sup>

Class Number	Total of Students	Sex		Age/ No. of Students				Education/ No. of Students			Textbook	Grade English Started/ No. of Students			English Out Now/ No. of Students/ Duration/ No. of Students		English Out Before/ No. of Students/ Duration/ No. of Students			
		M	F	12	13	14	15	7 <sup>th</sup> FS	8 <sup>th</sup> FS	1 <sup>st</sup> MS		1 <sup>st</sup> FS	2 <sup>nd</sup> FS	5 <sup>th</sup> FS	Yes	No	Yes	No		
1	15	6	9					7 <sup>th</sup> FS	8 <sup>th</sup> FS	1 <sup>st</sup> MS	1A	1 <sup>st</sup> FS	5 <sup>th</sup> FS	1	14	1	14			
				3	8	3	1	9	5	1		3	12	?				1 month		
														1						
2	8	6	2	14	15	16		8 <sup>th</sup> FS	1 <sup>st</sup> MS	2 <sup>nd</sup> MS	1A	4 <sup>th</sup> FS	5 <sup>th</sup> FS	1	5	1	6			
				5	1	2		1	6	1		1	7	?				?		
														1						
3	5	?	?	?	?	16				?	1A			?	?	?	?			
				?	?	1														
4	6	1	5	12	13	14	15	7 <sup>th</sup> FS	8 <sup>th</sup> FS	2 <sup>nd</sup> MS	1A	4 <sup>th</sup> FS	5 <sup>th</sup> FS	1	5	1	5			
				1	2	2	1	1	4	1		1	5	?				1 year		
														1						
5	5	2	3	12	15	16		7 <sup>th</sup> FS	1 <sup>st</sup> MS	2 <sup>nd</sup> MS	1A	1 <sup>st</sup> FS	2 <sup>nd</sup> FS	5 <sup>th</sup> FS	5	0	5			
				1	2	2		1	1	2		1	2	1						

Figure C1. Results as for the students in A's Stage 1 classes – Part 1.

<sup>1</sup> Key to abbreviations: FS = Fundamental School (*Ensino Fundamental* → three grades intended for children from 15 to 17 years old); MS = Middle School (*Ensino Médio* → eight grades intended for children from 7 to 14 years old); ? = information not provided; data in pink = information provided in either an incomplete or a dubious manner; frq = frequently; st = sometimes; rly = rarely; JC = Juvenile Course; HE = student has finished Higher Education; MS = student has finished Middle School; US = student is a university student; GS = student is a graduate student. The titles of the textbooks remained unrevealed in view of protecting the ELCs anonymity. All of the books follow the functional/notional/communicative approach to EFL. Whereas books 1A, 2A, 3A, 1B, 2B, 3B, 1C, 2C, 1D, 2D, 3D, 4D, and 5D teach American English, books 3C and 6D teach British English. The selected classes to provide the group data, in accordance with Figure 7.2, are those whose number is marked in color.

Class Number	Stage	Job		Living Experience in English Speaking Country/ No. of Students/ Duration/ No. of Students		Use of English Besides A's Classes/ No. of students/ Type of Activity/ No. of Students per Activity							Conversation With Native Speaker/ No. of Students/ Frequency/ No. of Students				
													Yes			No	Yes
						Y	N	Yes	No								Yes
1	1	0	15	1	14	15							0	2			13
				1 month		school subject	net	e-mail	cable TV	reading	games	others		frq	st	rly	
				1		15	8	4	6	3	7	0		0	1	1	
2	1	0	6	0	6	5							3	3			5
						school subject	net	e-mail	cable TV	reading	games	others		frq	st	rly	
						2	1	0	0	1	1	2		0	0	0	
3	1	?	?	?	?	?							?	?			?
						school subject	net	e-mail	cable TV	reading	games	others		frq	st	rly	
						?	?	?	?	?	?	?		?	?	?	
4	1	0	6	0	6	5							1	3			3
						school subject	net	e-mail	cable TV	reading	games	others		frq	st	rly	
						5	5	1	3	0	2	1		0	0	3	
5	1	0	5	2	3	4							1	2			3
				12 days		school subject	net	e-mail	cable TV	reading	games	others		frq	st	rly	
				2		5	1	2	3	2	2	0		0	0	2	

Figure C2. Results as for the students in A's Stage 1 classes – Part 2.

Class Number	Total of Students	Sex		Age/ No. of Students							Education/ No. of Students				Textbook	Grade English Started/ No. of Students		English Out Now/ No. of Students/ Duration/ No. of Students		English Out Before/ No. of Students/ Duration/ No. of Students					
		M	F	13	14	15	16	17	8 <sup>th</sup> FS	1 <sup>st</sup> MS	2 <sup>nd</sup> MS	3 <sup>rd</sup> MS	3 <sup>rd</sup> FS	5 <sup>th</sup> FS		Yes	No	Yes	No						
		1	11	7	4	1	1	1	1	1	2	2	2	2		4	3	2	2A	1	10	1	?	10	1

Figure C3. Results as for the students in A’s Stage 5 class – Part 1.

Class Number	St age	J ob	First Stage at A/ No. of Students					Living Experience in English Speaking Country/ No. of Students/ Duration/ No. of Students		Use of English Besides A’s Classes/ No. of students/ Type of Activity/ No. of Students per Activity							Conversation With Native Speaker/ No. of Students/ Frequency/ No. of Students						
			Y	N	J C	1	2	3	4	5	Yes	No	Yes				No	Yes		No			
			1	5	0	1	1	6	0	2	0	1	0	11	8							3	5
												school subject	net	e-mail	cable TV	reading	games	others		frq	st	rly	
												11	8	6	6	2	6	2		0	3	2	

Figure C4. Results as for the students in A’s Stage 5 class – Part 2.

Class Number	Total of Students	Sex		Age/ No. of Students				Education/ No. of Students				Textbook	Grade English Started/ No. of Students		English Out Now/ No. of Students/ Duration/ No. of Students		English Out Before/ No. of Students/ Duration/ No. of Students		
		M	F	15	16	17	18	1 <sup>st</sup> M	2 <sup>nd</sup> M	3 <sup>rd</sup> M	U		5 <sup>th</sup> FS	8 <sup>th</sup> FS	Yes	No	Yes	No	
								S	S	S	S								
1	7	2	5	4	1	1	1	1	1	4	1	1	3A	6	1	0	7	2	5
																	25 years	7 years	
																	1	1	
2	6	5	1	2	1	3	2	1	1	1	1	3A	1	4	0	6	1	3 years	5
																	1		
																	1		

Figure C5. Results as for the students in A's Stage 10 classes – Part 1.

Class Number	Stage	Job	First Stage at A/ No. of Students			Living Experience in English Speaking Country/ No. of Students/ Duration/ No. of Students		Use of English Besides A's Classes/ No. of students/ Type of Activity/ No. of Students per Activity							Conversation With Native Speaker/ No. of Students/ Frequency/ No. of Students					
			Y	N	JC	Yes	No	Yes							No	Yes			No	
1	10	1 Read/speak	6	JC	1	3	4	3	1							6	3			4
							15 days		school subject	net	e-mail	cable TV	reading	games	others		frq	st	rly	
							4		1	1	0	0	0	1	0		1	0	2	
2	10	0	6	JC	1	2	3	3	4							2	2			4
							17 days		school subject	net	e-mail	cable TV	reading	games	others		frq	st	rly	
							1 month		3	2	2	2	1	3	1		0	2	0	
							2 months													

Figure C6. Results as for the students in A's Stage 10 classes – Part 2.





5	2 5	1 1	1 4	1 5	1 6	1 8	1 9	2 0	2 2	2 3	2 7	3 0 - 3 5	3 8 - 4 3	2 M S	M S	U S	H E	G S	1B	non e	1 f s	4 f s	5 f s	6 f s	7 f s	1 m s	?	0	2 5	10				1 5		
				1	1	6	2	1	1	2	3	5	3	2	4	13	5	1		3	4	2	9	1	1	4	1						6 m o n t h s		1 y e a r	2 y e a r s
6	2 4	1 1	1 3	1 4	1 5	1 6	1 7	1 8	1 9	2 0	2 1	2 3	2 7	2 8	2 9	3 2 - 5 4	1 M S	2 M S	3 M S	M S	U S	H E	1B	1 F S	3 F S	4 F S	5 F S	7 F S	8 F S	0	2 4	5				1 9
				1	1	1	1	1	6	3	4	1	1	1	1	2	2	1	2	4	1	2		3	1	2	?						6 m o n t h s	1 y e a r	18 m o n t h s	
7	1 9	7	1 3	1 5	1 7	1 8	1 9	2 0	2 2	2 6	3 4	3 5	3 7	?	1 M S	3 M S	M S	U S	H E	?	1B	1 f s	3 f s	4 f s	5 f s	7 f s	8 f s	?	0	1 9	6				1 3	
				1	3	4	3	1	1	2	1	1	1	1	1	1	1	1	1	2		1	0	4	1	3	1	1	1		2					
8	2 0	1 0	1 0	1 6	1 7	1 8	1 9	2 0	2 1	2 2	2 3	2 5	3 7	4 5	4 8	2 M S	3 M S	U S	G S	1B	non e	1 f s	4 f s	5 f s	7 f s	8 f s	1 m s	0	2 0	6				1 4		
				2	1	3	4	2	1	1	1	2	1	1	1	1	1	1	3		13	3	4	2	7	1	1	4		1						6 m o n t h s
9	2 6	8	1 8	1 5	1 7	1 8	1 9	2 0	2 1	2 2	2 3	2 4	2 5	2 6	3 3	3 8 - 4 2 - 5 6 - 5 7	1 M S	3 M S	M S	U S	H E	G S	1B	N O N E - ?	1 F S - 2 F S	3 F S - 4 F S	5 F S - 6 F S	7 F S - 8 F S	1 M S - 2 M S	0	2 6	8				1 8
				1	1	4	2	5	1	2	2	1	1	1	1	1	4	1	1	2	1	8		3	1	1	3	1	?						6 m o n t h s	

10	22	10	12	14	15	16	17	18	20	21	22	23	24	48	1MS	2MS	3MS	MS	US	HE	1B	1ffs	3ffs	4ffs	5ffs	7ffs	1ms	?	0	22	4			18		
				1	2	4	1	2	3	3	1	2	2	1	4	3	1	3	9	2		4	2	2	6	3	1	4	?		6 months	2 years	54 months			
11	16	8	9	15	17	18	19	20	21	24	34	35	?	1MS	MS	US	HE	GS	?	1B	1ffs	3ffs	4ffs	5ffs	6ffs	8ffs	1ms	?	0	16	6			10		
				3	1	2	1	3	1	2	1	1	1	3	1	9	1	1	1		2	1	1	7	1	1	1	2	?		6 months	1 year	2 years		6 years	
12	21	10	11	15	17	18	19	20	21	23	24	26	29	37	43	45-50	1MS	3MS	MS	US	HE	1B	none	1ffs	4ffs	5ffs	6ffs	1ms	?	0	21	5			16	
				1	1	4	2	2	1	1	3	1	1	1	1	1	1	1	1	3	11		5	1	5	1	8	1	1	4		?	6 months	1 year		4 years
13	25	11	14	16	17	18	19	20	21	22	23	27	29	30	33-38	39-42	1MS	3MS	MS	US	HE	GS	1B	1ffs	3ffs	4ffs	5ffs	6ffs	8ffs	?	0	25	6			19
				2	1	5	4	2	2	1	1	1	1	1	1	1	1	1	1	2	4	12		3	3	7	1	1	6	1	1		8	?	6 months	

Figure C7. Results as for the students in B's Stage 1 classes – Part 1.

C l a s s N u m b e r	S t a g e	Job	Living Experience in English Speaking Country/ No. of Students/ Duration/ No. of Students		Use of English Besides B's Classes/ No. of students/ Type of Activity/ No. of Students per Activity									Conversation With Native Speaker/ No. of Students/ Frequency/ No. of Students											
			Y	N	Yes	No	Yes								N	Yes			No						
			4		13		5			at work		school subject		net		e-mail		cable TV		reading		games		others	
1	1	6 Speak/write-1 None-5	10	4	?	12	13	3	2	4	6	3	4	8	2	1	3	5	0	1	4	11			
2	1	9 Speak/listen-1 None-8	11	0		20	17	3	2	4	11	1	7	3	8	2	3	4	0	0	4	16			
3	1	3 Read-1 None-1 Read/write-1	16	1	21 days	18	16	3	3	5	5	1	6	9	4	5	3	15	0	6	9	4			
4	1	7 Read-1 Speak/listen/ read-1 None-5	12	1	20 days	18	11	8	2	0	9	2	5	2	7	2	8	8	0	2	6	11			
5	1	11 none-3 Speak-1 Read-3 Speak/read/ Write-2 Read/write-1 Listen/read-1	14	1	7 days	24	19	6	5	2	13	8	9	8	9	5	6	7	1	1	5	18			
6	1	8 Speak/listen/ read/write-1 Speak/listen-2 Listen-1 Read-1 Read/write-1 None-2	16	1	16 days	23	14	10	3	3	9	2	5	3	5	1	7	7	0	2	5	17			
7	1	5 Read-1 None-4	14	1	15 days	18	17	2	1	3	11	3	8	4	9	2	5	5	0	2	3	14			
8	1	6 Speak/listen/Re ad-1 Read-1 None-4	14	0	?	20	14	6	2	1	7	6	6	5	8	3	5	5	0	4	1	15			
9	1	8 Read/write-1 Read-1 None-6	18	2	7 days 15 days	24	15	11	1	2	10	4	10	7	10	1	7	7	0	1	6	19			
10	1	3 Read-1 None-2	19	1	15 days	21	18	4	1	5	12	4	7	3	10	1	2	2	0	0	2	20			

ID	Sex	Age	Education	14								2	3			13				
				at work	school subject	net	e-mail	cable TV	reading	games	others		frq	st	rly					
11	1	5	None-4	1		20 days		15		1	3	10	2	9	5	9	3	0	1	2
12	1	10	Read-4	?	2		19		17								6			15
			Speak-2		1	mon ths		at work	school subject	net	e-mail	cable TV	reading	games	others	4	frq	st	rly	
			Speak/listen/	1	1	1	6	2	12	4	4	7	9	2	1	1	4			
13	1	10	Speak/read-1	1	3			19								9			16	
			Read-4		5	1	45	2	at work	school subject	net	e-mail	cable TV	reading	games	others	6	frq		st
			Speak-3	1	1	1	4	4	14	5	9	10	11	4	0	5	4			
			None-4	1	1	1	4	4	14	5	9	10	11	4	0	5	4			

Figure C8. Results as for the students in B’s Stage 1 classes – Part 2.

Class Number	Total of Students	Sex		Age/ No. of Students																Education/ No. of Students					Text book	Grade English Started/No. of Students							English Out Now/ No. of Students/ Duration/ No. of Students		English Out Before/ No. of Students/ Duration/ No. of Students			
		M	F	1	6	7	9	2	2	2	2	2	2	2	2	3	3	3	6	2	3	U	H	G		1	4	5	6	N	Yes	No	Yes		No			
1	18	5	13	1	1	1	1	2	2	2	2	2	2	2	3	3	6	2	3	U	H	G	1	2	3	1	1	0	18	12	6							
				1	1	2	2	2	2	1	1	1	1	2	1	1	1	1	1	10	5	1	1	2	1	3	1	1		18	12	6						
				1	1	2	2	2	2	1	1	1	1	2	1	1	1	1	1	10	5	1	1	2	1	3	1	1		18	12	6						
2	11	3	8	1	1	1	1	2	2	2	2	2	2	3	3	?	US	HE	1	5	6	8	2	0	11	8	3											
				2	1	2	1	1	1	1	1	1	1	1	1	1	7	4	2	5	1	1	1	0	11	8	3											
				2	1	2	1	1	1	1	1	1	1	1	1	1	7	4	2	5	1	1	1	0	11	8	3											

3		<b>THE TEACHER APPLIED THE QUESTIONNAIRE IN A STAGE 7 CLASS INSTEAD</b>																																	
4	5	1	4	20			24			31			US			GS			2B	4 <sup>th</sup> FS		5 <sup>th</sup> FS		0		5	2					3			
				3			1			1			4			1				2		3					1.5 years		7 years						
																											1								
5	16	6	10	1	1	1	2	2	2	2	3	3	3	4	MS	US	HE	2B	1 <sup>st</sup> FS	4 <sup>th</sup> FS	5 <sup>th</sup> FS	?	0		16	10					6				
				1	2	1	4	2	1	1	1	1	1	1					1	3	2	9	2			6 months	1 year	18 months	2 years	5 years					
6	16	7	9	1	1	2	2	2	2	2	3	4	3 <sup>rd</sup> MS	MS	US	HE	2B	1 <sup>st</sup> FS	5 <sup>th</sup> FS	7 <sup>th</sup> FS	8 <sup>th</sup> FS	1 <sup>st</sup> MS	0		16	8					8				
				3	2	2	3	1	1	1	1	1	1					1	1	4	8	2	1	1				6 months	18 months	2 years		3 years	5 years	6 years	
7	16	5	11	1	1	2	2	2	2	2	3	4	2 <sup>nd</sup> MS	MS	US	HE	2B	1 <sup>st</sup> FS	3 <sup>rd</sup> FS	5 <sup>th</sup> FS	7 <sup>th</sup> FS	?	0		16	9					7				
				1	1	3	3	2	1	1	2	1	1					1	1	3	1	0	1	1				6 months	1 year	2 years		30 months	42 months		
8	16	5	11	1	1	2	2	2	2	3	4	US			HE	GS	2B	1 <sup>st</sup> FS	3 <sup>rd</sup> FS	5 <sup>th</sup> FS	7 <sup>th</sup> FS	3 <sup>rd</sup> MS	?	1		15	9					7			
				4	1	5	1	1	2	1	1	1	1	1				1	2	2	9	1	1	1	2.5 years		1 year	2 years	30 years	3 years	5 years		10 years		
9	21	10	11	19	20	21	22	23	25	36	US			HE	GS	2B	1 <sup>st</sup> FS	3 <sup>rd</sup> FS	5 <sup>th</sup> FS	6 <sup>th</sup> FS	8 <sup>th</sup> FS	1 <sup>st</sup> MS	?	0		21	12					9			
				1	5	8	1	3	2	1	1	1	1				1	1	4	1	1	1	1	2	1				1 year	18 months	30 months		3 years	4 years	5 years

10	17	8	9	21	22	24	25	26	34	39	MS	US	GS	2B	4FS	5FS	7FS	8FS	1MS	?	0	17	8					9					
				6	5	1	1	2	1	1	1	15	1		1	1	1	1	1	1	6 months		1 year	2 years	3 years	4 months	4 years						
				1	1	1	3	1	1																								
11	24	12	12	18-19	20-21	22-23	24-25	26-28	29-30	31-35	MS	US	HE	GS	2B	none	1FS	5FS	6FS	7FS	1MS	?	0	24	14					10			
				3	2	2	2	1	2	1	1	2	13	6		3	1	4	1	2	1	1	1		2	1	6 months	1 year	2 years		3 years	6 years	
				2	1	2	1	1	1	1	1	1																					
																						0											

Figure C9. Results as for the students in B’s Stage 6 classes – Part 1.

Class Number	Stage	Job	First Stage at B/ No. of Students	Living Experience in English Speaking Country/ No. of Students/ Duration/ No. of Students		Use of English Besides B’s Classes/ No. of students/ Type of Activity/ No. of Students per Activity												Conversation With Native Speaker/ No. of Students/ Frequency/ No. of Students						
				Yes	N	Yes								No	Yes		No							
1	6	12 Speak/ Listen-2 Speak/ listen/read/write-1 Read/write-1 Read-1 None-7	6	1	2	3	4	5	?	3		17								1	10			
										20 days	1 month	at work	school subject	net	e-mail	cable TV	reading	games	others		frq	st	rly	8
										2	1	4	2	14	5	4	10	7	2		0	2	8	

2	6	6 Read/write-2 Speak-1 Read-1 None-2	5	1	2	3	4	5	2		9	9						2	7			4	
				7	1	1	1	1	2 months	3 months		at work	school subject	net	e-mail	cable TV	reading		games	others	frq		st
									1	1		3	0	7	5	6	3	5	2	1	3	3	
<p>3</p> <p style="text-align: center;"><b>THE TEACHER APPLIED THE QUESTIONNAIRE IN A STAGE 7 CLASS INSTEAD</b></p>																							
4	6	2 Read/write-1 Write-1	3	1	2	4	2		3	3						2	3			2			
				1	2	2	8 days	13 days		at work	school subject	net	e-mail	cable TV	reading		games	others	frq		st	rly	
							1	1		1	0	1	1	2	3	3	0	0	1	2			
5	6	8 Speak/listen/read/write-4 None-4	8	1	2	3	4	6	4		12	13						3	11			5	
				6	5	2	1	2	15 days	3 months		at work	school subject	net	e-mail	cable TV	reading		games	others	frq		st
									2	1	1	5	0	10	4	5	6	6	1	0	1	10	
6	6	6 Speak-1 Speak/listen-1 None-4	10	1	2	4	5	6	2		14	14						2	12			4	
				6	1	2	4	3	10 days	12 days		at work	school subject	net	e-mail	cable TV	reading		games	others	frq		st
									1	1		2	1	12	8	10	6	11	4	1	5	6	
7	6	5 Speak-1 Read-1 Speak/listen/read/write-2 None-1	11	1	2	3	4	5	4		12	16						0	8			6	
				6	2	3	4	1	15 days	3 months		at work	school subject	net	e-mail	cable TV	reading		games	others	frq		st
									2	1	1	2	0	13	10	8	6	8	5	0	2	8	
8	6	7 Speak/listen/read/write-2 Read-2 None-3	9	1	2	3	4	5	6	3		13	15						1	12			4
				5	1	3	1	4	2	40 days	7 months		at work	school subject	net	e-mail	cable TV	reading		games	others	frq	
										1	1	2	0	13	8	7	8	6	1	0	5	7	

9	6	14 Speak/ listen/read/write-1 Read-4 Listen-1 Speak/ listen-1 None-7	7	1	2	3	4	5	6			15	19								2	15			6	
				4	8	6	2	1	5 days	15 days	1 month		at work	school subject	net	e-mail	cable TV	reading	games	others		frq	st	rly		
				1	4	1	4	0	16	7	8		9	11	1	0	2	13								
10	6	7 Read-3 Read/ write-1 Speak/ read-1 None-1 Speak/ listen/read/write-1	10	1	2	3	4	5	2			15	16								1	7			10	
				6	2	2	3	4	5 days	1 month	at work		school subject	net	e-mail	cable TV	reading	games	others	frq		st	rly			
				1	1	4	0	14	5	7	15		8	3	0	2	5									
11	6	16 Read/ write-5 Read-2 Write-1 None-8	8	1	2	3	4	5	6	2			22	23								1	12			12
				1	5	5	2	1	4 days	15 days	at work	school subject		net	e-mail	cable TV	reading	games	others	frq	st		rly			
				1	1	5	0	18	10	15	8	10		6	0	3	9									

Figure C10. Results as for the students in B's Stage 6 classes – Part 2.

Class Number	Total of Students	Sex		Age/ No. of Students						Education/ No. of Students			Textbook	Grade English Started/ No. of Students								English Out Now/ No. of Students/ Duration/ No. of Students		English Out Before/ No. of Students/ Duration/ No. of Students												
		M	F	1	2	3	4	5	6	U	H	G		n	1	3	4	5	6	8	1	Yes	No	Yes	No											
1	21	1	0	1	1	1	1	1	1	1	3	U	H	G	3B	n	1	3	1	3	1	0	1	1	1	0	21	14	3	4	7	5	8	1	8	7
																												1	1	1	1	1	1	1	1	1
																												2	1	1	2	1	1	1	1	1



2	8	2	6	20	22	23	24	26	M S	U S	H E	G S	3B	1 <sup>st</sup> F S	3 <sup>rd</sup> F S	5 <sup>th</sup> F S	?	0	8	7					1
				2	1	1	3	1	2	4	1	1		2	1	4	1	2		3	3	4	2	7	
				years	months	years	months	years																	
																			1	2	1	1	2		

Figure C11. Results as for the students in B's Stage 12 classes – Part 1.

Class Number	Stage	Job	First Stage at B/ No. of Students											Living Experience in English Speaking Country/ No. of Students/ Duration/ No. of Students	Use of English Besides B's Classes/ No. of Students/ Type of Activity/ No. of Students per Activity								Conversation With Native Speaker/ No. of Students/ Frequency/ No. of Students							
			Y	N	1	2	3	4	5	6	1	not 1	8		Yes	N	Yes								No	Yes				No
1	12	13 Speak-1 Speak/ listen/ read/ write-4 Read/ Write-2 Read-1 None-5	8	6	2	1	2	4	3	1	2	not 1	8	13	1	3	at work	school subject	net	e-mail	cable TV	reading	games	others	0	19	2	11	6	2
2	12	4 Read-2 None-2	4	1	4	5	6	2	15 days	2	6	2	6	6	8	at work	school subject	net	e-mail	cable TV	reading	games	others	0	8	0	2	6	0	

Figure C12. Results as for the students in B's Stage 12 classes – Part 2

Class Number	Total of Students	Sex		Age/ No. of Students			Grade	Textbook	English Before Fifth Grade FS/ No. of Students/ Grade/ No. of Students		English Out Now/ No. of Students/ Duration/ No. of Students		English Out Before/ No. of Students/ Duration/ No. of Students					
		M	F	10	11	12			Yes	No	Yes	No	Yes	No				
		12		2		1 month			1 year		4							
1	14	7	7	2	10	2	Fifth Fundamental School	1C	1	2	3	4	2	1	1	12	1 year	10
2	12	10	2	2	6	4	Fifth Fundamental School	1C	1	2	3	4	2	3	4	9	0	12
3	11	7	4	2	8	1	Fifth Fundamental School	1C	1	2	3	4	1	1	2	10	0	11
4	10	7	3	3	4	3	Fifth Fundamental School	1C	1	2	3	4	1	1	6	9	2	8
5	10	7	3	2	5	3	Fifth Fundamental School	1C	1	2	3	4	0	1	3	9	1	9

Figure C13. Results as for the students in C’s Stage 1 classes – Part 1.

Class Number	Stage	Living Experience in English Speaking Country/ No. of Students/ Duration/ No. of Students		Use of English Besides C’s Classes/ No. of Students/ Type of Activity/ No. of Students per Activity						Conversation With Native Speaker/ No. of Students/ Frequency/ No. of Students				
		Yes	No	Yes						No	Yes			No
		1		13		net	e-mail	cable TV	reading	games	others	4	frq	st
1	1	1	13	4	4	1	0	4	0	4	0	3	2	9
2	1	1	11	3	2	2	1	3	3	2	0	1	4	7
3	1	0	11	3	2	6	0	7	0	2	0	0	1	10

4	1	0	10	8						2				9
				net	e-mail	cable TV	reading	games	others		frq	st	rly	
				3	2	4	0	6	0		0	0	0	
5	1	0	10	10						0	2			8
				net	e-mail	cable TV	reading	games	others		frq	st	rly	
				6	0	5	0	9	0		0	0	0	

Figure C14. Results as for the students in C's Stage 1 classes – Part 2

Class Number	Total of Students	Sex		Age/ No. of Students			Grade	Textbook	English Before Fifth Grade FS/ No. of Students/ Grade/ No. of Students		English Out Now/ No. of Students/ Duration/ No. of Students				English Out Before/ No. of Students/ Duration/ No. of Students								
		M	F	13	14	15			Yes	No	Yes		No	Yes	No								
									1	2	3	4	5	3 months	1 year	18 months	2 years	3 years	4 years	1 year	2 years	3 years	4 years
1	15	13	2	2	11	2	8 <sup>th</sup> FS (All 15 students took FS grades from 5 <sup>th</sup> to 7 <sup>th</sup> at SCHOOL NAME)	2C	10	5	4	4	4	4	1	1	1	1	1	1	1	1	10
2	16	11	5	4	6	6	8 <sup>th</sup> FS (12 students took FS grades from 5 <sup>th</sup> to 7 <sup>th</sup> only at SCHOOL NAME)	2C	10	6	4	6	8	8	1	3	1	1	1	1	1	1	12
3	15	10	5	5	7	3	8 <sup>th</sup> FS (13 students took FS grades from 5 <sup>th</sup> to 7 <sup>th</sup> only at SCHOOL NAME)	2C	10	5	4	5	4	11	1	1	1	1	1	1	1	1	11
4	17	9	8	1	1	1	8 <sup>th</sup> FS (13 students took FS grades from 5 <sup>th</sup> to 7 <sup>th</sup> only at SCHOOL NAME)	2C	10	7	4	1	7	10	1	1	2	2	1	1	1	1	14

5	14	4	10	14	15	16	8 <sup>th</sup> FS (11 students took FS grades from 5 <sup>th</sup> to 7 <sup>th</sup> only at SCHOOL NAME)	2C	5			9	5			9	4			10						
				4	9	1			1	2	3		4	3	mon		18	3	years		1	2	3	years		
				1	1	1	8 <sup>th</sup> FS (12 students took FS grades from 5 <sup>th</sup> to 7 <sup>th</sup> only at SCHOOL NAME)	2C	10			8	12					6	3			15				
6	18	12	6	3	4	5			6	1	1		2	3	4	3	mon		1	8	3		0	3	4	5
				5	9	3	1	6			3	1	1	1	3	1	1	1	1			1				

Figure C15. Results as for the students in C’s Stage 4 classes – Part 1.

Class Number	Current Stage	Previous Stages				Living Experience in English Speaking Country/ No. of Students/ Duration/ No. of Students			Use of English Besides C’s Classes/ No. of Students/ Type of Activity/ No. of Students per Activity						Conversation With Native Speaker/ No. of Students/ Frequency/ No. of Students					
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No							
1	5	2/3	1/3	1/2/3	4			15						13						
		7	3	3	7 days	15 days	28 days	11	net	e-mail	cable TV	reading	games	others	0	frq	st	rly	2	
		1	2	1	8	15	20	8	3	9	0	13	3	0	2	11				
2	5	3	1/2/3	2/3	none	3			13						6					
		1	12	2	1	8 days	15 days	20 days	13	net	e-mail	cable TV	reading	games	others	3	frq	st	rly	10
		1	1	1	1	8	15	20	8	5	5	0	10	2	0	2	4			
3	5	3	1/2/3	2/3	none	1			13						7					
		1	11	1	2	10 days	14						2							
		1	1	1	2	1	net	e-mail	cable TV	reading	games	others	2	frq	st	rly	8			
4	5	3	1/2/3	none	0			16						12						
		2	14	1	17						1									
		10	4	11	2	11	1	10	4	11	2	11	1	0	1	11				

5	5	1/2/3	2/3	n o n e	1	13	12						2	4			10	
		12	1	1	20 days		net	e-mail	cable TV	reading	games	others		frq	st	rly		
					1		5	2	7	0	9	4		0	0	4		
6	5	3	1/2/3	2/3	n o n e	0	18	16						2	11			7
		2	12	1	3	net		e-mail	cable TV	reading	games	others	frq		st	rly		
						10		3	6	1	13	3	2		3	6		

Figure C16. Results as for the students in C’s Stage 4 classes – Part 2

Class Number	Total of Students	Sex		Age/ No. of Students			Grade	Textbook	English Before Fifth Grade FS/ No. of Students/ Grade/ No. of Students		English Out Now/ No. of Students/ Duration/ No. of Students				English Out Before/ No. of Students/ Duration/ No. of Students							
		M	F	14	15	16			Yes	No	Yes		No	Yes		No						
1	16	7	9	2	13	1	3C	5	11	14				2	3		13					
								1	2	3	4	4 months	2 years	3 months	3 years	4 months	4 years	2 years	3 years			
								3	1	1	0	2	2	2	3	2	3	2	1			
2	14	4	10	4	6	4	3C	8	6	8				6	8		6					
								1	2	3	4	1 year	3 years	4 months	5 years	10 years	10 years	1 month	2 years	3 years	4 years	5 years
								4	0	3	1	1	1	1	2	1	1	1	3	1	2	1

Figure C17. Results as for the students in C’s Stage 7 classes – Part 1.

Class Number	Current Stage	Previous Stages						Living Experience in English Speaking Country/ No. of Students/ Duration/ No. of Students		Use of English Besides C's Classes/ No. of Students/ Type of Activity/ No. of Students per Activity						Conversation With Native Speaker/ No. of Students/ Frequency/ No. of Students								
		2/3/4/5	3/4/5/6	1/2/4/5	1/3/4/5	4		Yes	No	Yes			No			Yes	No							
1	7	2/3/4/5	3/4/5/6	1/2/4/5	1/3/4/5	4		5		16						0		14						
		2	8	4	1	1	15 days	1 month	2 years	11	net	e-mail	cable TV	reading	games	others	0	frq	st	rly	2			
		2	2	1							13	8	10	0	15	7	1	6	7					
2	7	2/3/4/5/6	1/2/3/4/5/6	1/2/3/4/5/6	3/4/5/6	5/6	none	3		13						1		12						
		5	2	1	1	1	1	2	1	15 days	17 days	20 days	11	net	e-mail	cable TV	reading	games	others	1	frq	st	rly	2
		1	1	1							11	5	10	3	10	3	0	5	7					

Figure C18. Results as for the students in C's Stage 7 classes – Part 2

Class Number	Total of Students	Sex		Age/ No. of Students						Education/ No. of Students					Textbook	Grade English Started/ No. of Students			English Out Now/ No. of Students/ Duration/ No. of Students		English Out Before/ No. of Students/ Duration/ No. of Students																																																																														
		M	F	1	2	3	4	5	8	9	10	11	12	13		14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97
1	13	8	5	1	1	1	1	1	2	2	7	8	1	2	M	H	1D	1 <sup>st</sup> FS	4 <sup>th</sup> FS	5 <sup>th</sup> FS	0		13	2		11																																																																									
				1	2	4	3	1	1	1	4	2	3	1	2	1		5	1	6	6 months	1 year		1	1																																																																										
2	15	4	11	1	1	1	1	2	2	2	7	8	1	2	M	U	1D	1 <sup>st</sup> FS	2 <sup>nd</sup> FS	3 <sup>rd</sup> FS	4 <sup>th</sup> FS	5 <sup>th</sup> FS	0		15	1		14																																																																							
				6	1	3	1	2	1	1	5	2	2	1	1	4		3	1	2	8	1	1.5 years	1																																																																											
3	8	2	6	13	14	15	16	28	7	8	1	2	M	U	1D	Kinder garden	1 <sup>st</sup> FS	5 <sup>th</sup> FS	0		8	0		8																																																																											
				3	1	2	1	1	3	1	2	1	1	1		1	1	4	3																																																																																

4	10	6	4	1	1	1	1	1	1	1	2	4	6	7	8	7	6	6	7	1	2	M	U	H	E	1D	1	4	5	6	0	10	2		8
				2	4	5	6	7	8	7	6	6	7	1	2	M	U	H	E	3	2	3	1	6 months	1 year										
5	13	7	6	1	1	1	1	1	2	4	3	7	8	1	2	M	U	H	G	S	1D	n	1	3	4	5	8	0	13	3		10			
				3	5	6	7	9	1	3	7	8	1	2	M	U	H	G	S	1		3	2	5	1	1	6 months	1 year							
6	10	5	5	1	1	1	1	2	3	4	6	6	7	2	M	U	H	E	1D	n	4 <sup>th</sup>	5 <sup>th</sup>	0	10	1		9								
				2	3	8	9	4	0	6	7	2	M	U	H	E	1	2		6	2 years														
7	10	2	8	1	1	1	1	2	2	2	3	3	8	1	M	U	H	G	S	1D	1 <sup>st</sup>	5 <sup>th</sup>	1 <sup>st</sup>	0	10	5		5							
				3	4	6	9	2	3	4	7	2	3	8	1	M	U	H	G		S	1	8	1		6 months									
8	11	4	7	1	1	1	1	2	3	3	4	?	7	1	3	M	U	H	E	?	1D	1	3	4	5	7	?	0	11	1		10			
				3	5	7	8	8	3	6	7	0	?	7	1	3	M	U	H	E		?	3	1	1	2	2	?		6 months					

Figure C19. Results as for the students in D’s Stage 1 classes – Part 1.

C l a s s N u m b e r	S t a g e	Job	Living Experience in English Speaking Country/ No. of Students/ Duration/ No. of Students		Use of English Besides D’s classes/ No. of Students/ Type of Activity/ No. of Students per Activity							Conversation With Native Speaker/ No. of Students/ Frequency/ No. of Students							
			Y	N	Yes	No	Yes							No	Yes		No		
1	1	3 Read/write-1 Listen-1 None-1	1	0	0		13	12							1	5		8	
								at work	school subject	net	e-mail	cable TV	reading	games	others		frq	st	rly
								2	10	4	3	4	3	5	3		1	2	2

2	1	1 None	1 4	2		13	10							5	5			10	
				15 d a y s	1 m o n t h		at work	school subject	net	e- mail	cable TV	read ing	games		others	frq	st		rly
				1	1		0	9	4	3	6	2	5		1	0	3		2
3	1	1 Read	7	0		8	7							1	0			8	
							at work	school subject	net	e- mail	cable TV	read ing	games		others	frq	st		rly
							0	7	3	1	4	2	4		0	0	0		0
4	1	3 Speak-1 Read-1 None-1	7	1		9	6							4	5			5	
				15 days			at work	school subject	net	e- mail	cable TV	read ing	games		others	frq	St		rly
				1			2	6	3	0	4	2	4		0	1	2		2
5	1	1 None	1 2	2		11	2							1 1	2			11	
				20 d a y s	2 m o n t h s		at work	school subject	net	e- mail	cable TV	read ing	games		others	frq	st		rly
				1	1		0	9	1	1	1	0	1		0	0	0		2
6	1	4 Read/write-1 None-3	6	0		10	7							3	4			6	
							at work	school subject	net	e- mail	cable TV	read ing	games		others	frq	st		rly
							0	5	3	2	5	5	5		1	0	2		2
7	1	4 Read-2 None-2	6	0		10	8							2	4			6	
							at work	school subject	net	e- mail	cable TV	read ing	games		others	frq	St		rly
							2	3	3	1	2	6	1		0	0	1		3
8	1	8 Read-2 None-6	3	0		11	8							3	1			10	
							at work	school subject	net	e- mail	cable TV	read ing	games		others	frq	st		rly
							2	3	4	2	5	2	5		1	0	0		1

Figure C20. Results as for the students in D's Stage 1 classes – Part 2

Class Number	Total of Students	Sex		Age/ No. of Students				Education/ No. of Students			Textbook	Grade English Started/ No. of Students			English Out Now/ No. of Students/ Duration/ No. of Students		English Out Before/ No. of Students/ Duration/ No. of Students		
		M	F	1	1	1	1	1 <sup>st</sup>	2 <sup>nd</sup>	US		1 <sup>st</sup>	4 <sup>th</sup>	5 <sup>th</sup>	Yes	No	Yes	No	
1	6	2	4	5	6	8	9	1 <sup>st</sup>	2 <sup>nd</sup>	US	2D	1 <sup>st</sup>	4 <sup>th</sup>	5 <sup>th</sup>	0		4		
				2	2	1	1	1	3	2		1	1	4	6		6 months	30 months	1 year
																	1	1	2



2	6	3	3	1	1	1	1	2	8 <sup>th</sup>	2 <sup>nd</sup>	M	U	2D	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	0	6	1	5						
				4	6	7	8	9	2	FS				M	S	1					2	3	3 years			
3	10	3	7	1	1	1	2	2	2	8	1	2	M	U	G	2D	3	4	5	7	1	?	1	9	5	
				4	5	6	2	4	5	FS	M	S					M	S	S	1	2					3
4	10	4	6	1	1	1	3	1	2	1	1	1	1	1	1	1	1	1	2D	4 <sup>th</sup>	5 <sup>th</sup>	?	0	10	2	8
				4	5	6	7	8	0	3	FS	M	S	2	M	S	3	M		S	M					
5	8	4	4	1	1	1	3	3	3	1	2	3	H	G	2D	5 <sup>th</sup>	8 <sup>th</sup>	?	0	8	4	4				
				5	6	7	6	7	8	M	S	2	M	S		3	M						S	E	S	6

Figure C21. Results as for the students in D's Stage 6 classes – Part 1.

Class Number	Stage	Job		First Stage at D			Living Experience in English Speaking Country/ No. of Students/ Duration No. of Students		Use of English Besides D's Classes/ No. of Students/ Type of Activity/ No. of Students per Activity								Conversation With Native Speaker/ No. of Students/ Frequency/ No. of Students					
		Y	N	1	2	5	Yes	No	Yes				No	Yes			No					
1	6	0	6	1	2	5	0		6	6								0	4			2
				3	2	1	at work	school subject		net	e-mail	cable TV	reading	games	others	frq	st		rly			
										0	4	4	0	4	1	4	0	0	1	3		
2	6	0	6	1	5	0	0		6	6								0	4			2
				5	1	at work	school subject	net		e-mail	cable TV	reading	games	others	frq	st	rly					
										0	3	4	1	3	2	3	2	0	0	4		

3	6	3 Speak/ listen-1 Listen/read-1 None-1	7	1	4	6	?	1	9	7								3	5			5	
				6	1	1	2	35 days		at work	school subject	net	e- mail	cable TV	read ing	games	others		frq	st	rly		
				1	1	1	1	1		2	6	5	2	6	3	4	0		0	2	3		
4	6	1 Speak/ listen	9	J	1	1	3	2	8	10								0	5			5	
				C	1	1	7	1		15 days	at work	school subject	net	e- mail	cable TV	read ing	games		others	frq	st		rly
				1	1	1	1	1		2	1	8	4	3	5	2	6		1	0	2		3
5	6	4 Read-2 None-2	4	J	1	2	3	4	1	7	7								1	5			3
				C	1	1	1	1	2 months		at work	school subject	net	e- mail	cable TV	read ing	games	others		frq	st	rly	
				1	4	1	1	1	1		2	4	4	4	5	3	5	3		0	2	3	

Figure C22. Results as for the students in D's Stage 6 classes – Part 2

Class Number	Total of Students	Sex		Age/ No. of Students						Education/ No. of Students				Textbook	Grade English Started/ No. of Students			English Out Now/ No. of Students/ Duration/ No. of Students		English Out Before/ No. of Students/ Duration/ No. of Students							
		M	F	1	4	5	6	3	0	3	9	8 <sup>th</sup> FS	2 <sup>nd</sup> MS		H	E	?	1 <sup>st</sup> FS	5 <sup>th</sup> FS	1 <sup>st</sup> MS	Yes	No	Yes	No	Yes	No	
1	8	2	6	1	1	1	3	3	8 <sup>th</sup> FS	2 <sup>nd</sup> MS	H	E	?	3D	FS	5 <sup>th</sup> FS	1 <sup>st</sup> MS	0	8	4	6	2	5	years	years	years	4
				1	2	3	1	1	1	4	2	1			1	6	1				1	2	1				
2	6	1	5	15	21	23	1 <sup>st</sup> MS	2 <sup>nd</sup> MS	U	S				3D	1 <sup>st</sup> FS	3 <sup>rd</sup> FS	5 <sup>th</sup> FS	0	6	2	18	6	18	months	months	months	4
				4	1	1	1	3	2						1	2	3				1	1					

3	12	9	3	1	1	1	1	2	2	1	2	3	U	H	4D	1	3	4	5	8	0	12	6				6
				5	6	7	8	7	8	M	M	M	S	E		3	1	2	5	1			6	1	8	2	
4	10	6	4	1	1	1	1	2	2	3	?	2	3	U	H	5D	1 <sup>st</sup>	5 <sup>th</sup>	0	10	6				4		
				5	6	7	8	9	0	1	0	M	M	M	S		E	FS			FS	6	1	8		5	4
5	3	1	2	15	16	18						2 <sup>nd</sup>	U	6D	1 <sup>st</sup>	4 <sup>th</sup>	5 <sup>th</sup>	0	3	0				3			
				1	1	1					MS	S	FS		FS	FS	1			1	1	1	1		1	3	

Figure C23. Results as for the students in D's Stage 10 classes – Part 1.

Class Number	Stage	Job	First Stage at D/ No. of Students				Living Experience in English Speaking Country/ No. of Students/ Duration/ No. of Students		Use of English Besides D's Classes/ No. of Students/ Type of Activity/ No. of Students per Activity								Conversation With Native Speaker/ No. of Students/ Frequency/ No. of Students					
			Y	N			Yes	No	Yes								No	Yes	No			
1	10	2 Read/write-1 Speak/listen/read/write-1	6	J	1	2	9	o	2	6	6								2	3		
				C				15	40		at	school	net	e-mail	cable	read	games	others		frq	st	rly
					2	2	1	1	2		days	days	work	subject			TV	ing				0
2	10	1 Speak/listen/read/write-1	5	J	1	6	0		6	6								0	2			
				C							at	school	net	e-mail	cable	read	games		others	frq	st	rly
					3	2	1				work	subject			TV	ing				1	1	0

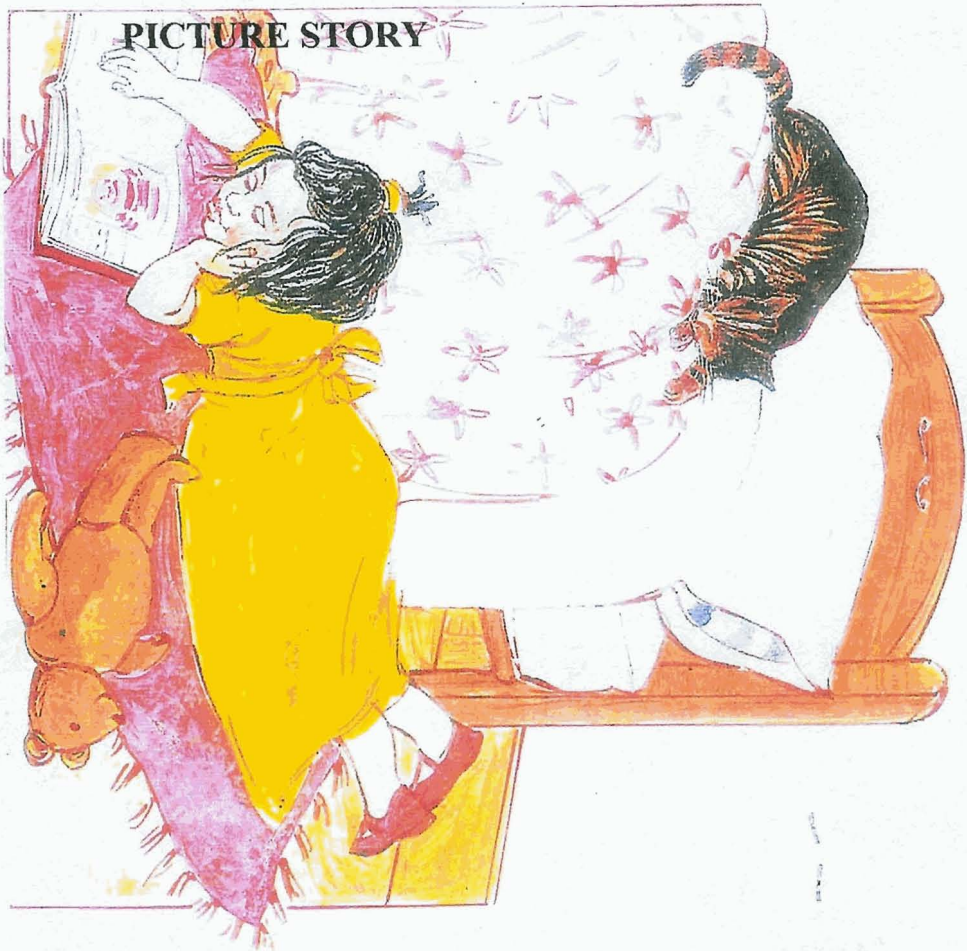
3	10 C o n v e r s a t i o n	2 None- 2	1 0	J	1	3	8	?	2	10	12							0	6			6		
				C					15 d a y s		1 y e a r	at work	school subject	net	e- mail	cable TV	read ing		games	others	frq		st	rly
					5	3	2	1	1		1	0	6	11	3	6	2		6	1	1		3	2
4	10 P r o n u n c i a t i o n	3 Read- 1 Speak/ listen- 1 Listen -1	7	J	1	?	4	6	9							1	8			2				
				C			7 d a y s		15 d a y s	1 m o n t h	1 y e a r	at work	school subject	net	e- mail		cable TV	read ing	games		others	frq	st	rly
					2	6	2		1	1	1	3	3	8	5		5	2	5		1	2	2	4
5	10 F i r s t C e r t i f i c a t e	0	3	J	1	2	1	2							1	3			0					
				C				15 d a y s	45 d a y s	at work	school subject	net	e- mail	cable TV		read ing	games	others		frq	st	rly		
					2	1		1	1	0	2	2	1	0		1	2	1		2	1	0		

Figure C24. Results as for the students in D's Stage 10 classes – Part 2

APPENDIX D

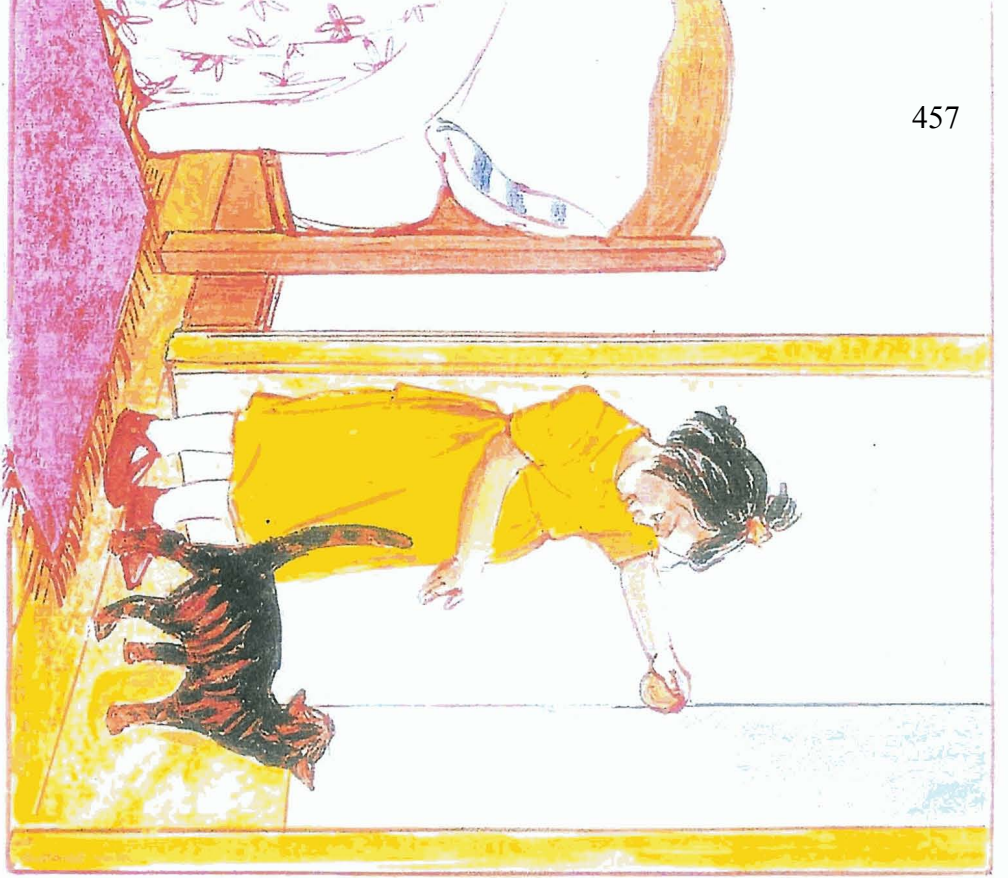
PICTURE STORY

1



2





3



4



5



6



7



8





460

9



10

## APPENDIX E

### FUNCTIONAL CATEGORIZATION OF A's, B's, C's, AND D's DATA: CROSS SECTIONAL PART OF THE STUDY

#### E.1 Key

Processes: Material– **M**; Mental– **ML**; Relational– **R**; Verbal– **V**; Existential– **E**

Regularly incomplete clauses (those categorized as idiosyncratically incomplete in SFG – Systemic-Functional Grammar): nonfinite clauses– **NFC**; anaphorically elliptical clauses– **AEC**; exophorically elliptical clauses– **EEC**; verbless clauses– **VLC**.

Clauses without structure (those categorized by SFG as unanalyzable as for Transitivity, Mood, or Theme): minor clauses– **MC**.

Discourse markers: **DM** (these will be disregarded since they are irrelevant to the aims of this research).

Incomplete clauses as for transitivity, mood, or theme: **IC**

Complete clauses as for transitivity, mood, and theme: **CC**

Simplification-related deviant complete clauses (simplification is deviation cause-criterion: from more complex to less complex): **SDCC**

Deviant complete clauses (simplification is not deviation cause): **DCC**

Language-development-process type of incompleteness: **LDP**

Language-production-process type of incompleteness: **LPP**

Boundary indication for ranking clauses: || ||

Boundary indication for down-ranked clauses: [| ||

Boundary indication for enclosed clauses: << >>

Boundary indication for clause-complexes: ||| |||

**A**: ELC (English Language Center) **A**

**B**: ELC **B**

**C**: ELC **C**

**D**: ELC **D**

**B**: beginning proficiency level

**I**: intermediate proficiency level

**A**: advanced proficiency level

SPE: spoken personal experience

WPE: written personal experience

SPN: spoken picture narrative

WPN: written picture narrative

D: dialog

DR: dialog report

OT: oral test  
WTC: written test composition

SGD: spoken group data  
WGD: written group data

CSA1 (...) CSA6: **A**'s Subjects 1 through 6 (cross-sectional part of the study)  
CSB1 (...) CSB6: **B**'s Subjects 1 through 6 (cross-sectional part of the study)  
CSC1 (...) CSC6: **C**'s Subjects 1 through 6 (cross-sectional part of the study)  
CSD1 (...) CSD6: **D**'s Subjects 1 through 6 (cross-sectional part of the study)  
1, 2, 3, etc: Student/Informant 1, Student/Informant 2, Student/Informant 3, etc (regardless of ELC)  
01: Subject 01 (regardless of ELC)  
02: Subject 02 (regardless of ELC)

## E.2 English Language Center **A**

### E.2.1 Beginning proficiency level (Stage 1)

#### E.2.1.1 Individual data

Subject CSA1  
(female; 14 years old; first grade of Middle School; Class 2)

PERSONAL EXPERIENCE:

SPOKEN:

1/1||| my cousin (Actor / Subject / Theme) was playing (Process: M / Finite & Predicator / Rheme) basquetebol (Goal / Complement / Rheme) (IC-L2 Goal / Complement / part of Rheme lacking) (LDP) 2|| and (textual Theme) [he] (Carrier / Subject / topical Theme) ficou (Process: R / Finite & Predicator / Rheme) tired (Attribute / Complement / Rheme) (AEC) (IC-L2 Process: R / Predicator & Finite / part of Rheme lacking) (LDP) 3|| and (textual Theme) [he] (Actor / Subject / topical Theme) went sleep (Process: M / Finite & incomplete Predicator / incomplete Rheme) (AEC) (IC- perfectiveness marking on second constituent of Predicator complex verbal group / part of Rheme lacking) (LDP) |||

**ABSPE01 has 3 ranking clauses, out of which 3 are incomplete (3 LDP). There is 1 clause complex with 3 ranking clauses and no down-ranked clauses. (11 words)**

WRITTEN:

1/1||| My cousin (Actor / Subject / Theme) was playing (Process: M / Finite & Predicator / Rheme) basketball, (Goal / Complement / Rheme) (CC) 2|| [he] (Carrier / Subject / Theme) ficou (Process: R / Finite & Predicator / Rheme) tired (Attribute / Complement / Rheme) (AEC) (IC-L2 Process: R / Predicator & Finite / part of Rheme lacking) (LDP) 3|| and (textual Theme) [he] (Carrier / Subject / topical Theme) went (Process: R [deviant lexical choice] / Finite & Predicator / Rheme) sleepy. (Attribute / Complement / Rheme) (AEC) (DCC) 2/4||| Everyday (Circumstance / Adjunct / Theme) he (Actor / Subject / Rheme) play (Process: M / Predicator / Rheme) basketball (goal / complement / Rheme) in school, (Circumstance / Adjunct / Rheme) (IC-present temporal Finite-primary tense / part of rheme lacking) (LDP) 5|| (lacking textual Theme) he (Carrier / Subject / topical Theme) is (Process: R / Finite & Predicator / Rheme) excelent playeir. (part of Attribute / Complement / Rheme) (IC-textual Theme / Deictic constituent of Attribute / complement / part of Rheme nominal group lacking) (LDP) 3/6|| He (Carrier / Subject / Theme) 's (Process: R / Finite & Predicator / Rheme) very much tall and thin. (Attribute / Complement / Rheme) (CC) 4/7||| The girlfriend his (Carrier / Subject / Theme-acceptable L1 combination of Deictics and acceptable L1 Deictic-Thing-Deictic word order) is (Process: R / Finite & Predicator / Rheme) beautiful, (Attribute / Complement / Rheme) (SDCC) 8|| (lacking textual Theme) she (Carrier / Subject / topical Theme) is (Process: R / Finite & Predicator / Rheme) tall, (Attribute / Complement / Rheme) too. (Circumstance / Adjunct / Rheme) (IC-textual Theme lacking) (LDP) 5/9|||

She (Carrier / Subject / Theme) has (Process: R / Finite & Predicator / Rheme) yellow and long hair. (Attribute / Complement / Rheme) (CC) 6/10|| They (Carrier / Subject / Theme) are (Process: R / Finite & Predicator / Rheme) very much happy. (Attribute / Complement / Rheme) (CC)||

**▲BWPE01 has 10 ranking clauses, out of which 5 are incomplete (4 LDP and 1 SDCC). There are 6 clause complexes (3, 2, 1, 2, 1, 1 ranking clauses respectively) and no down-ranked clauses. (46 words)**

PICTURE NARRATIVE:

SPOKEN:

1/1|| (lacking Subject / Actor / Theme) is lendo (Process: M / Finite & Predicator / Rheme) um livro (Goal / Complement / Rheme) (IC-Subject / Actor / Theme lacking and L2 Process: M / Finite & Predicator / Rheme and Goal / Complement / Rheme lacking) (LDP) 2/2|| she (Carrier / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) very happy (Attribute / Complement / Rheme) (CC) 3/3|| the cat (Carrier / Subject / Theme) is... (Process: R / Finite & Predicator / Rheme) tired (Attribute / Complement / Rheme) (CC) 4/4|| it (Actor / Subject / Theme) is sleep (Process: M / Finite & part of Predicator) (IC-present secondary tense marking on Predicator lacking) (LDP) 5/5|| it (Carrier / Subject / Theme) 's (Process: R / Finite & Predicator / Rheme) (IC- Attribute / Complement / rest of Rheme lacking) (LPP) 6|| it (Carrier / Subject / Theme) 's (Process: R / Finite & Predicator / Rheme) on bed (part of Attribute / Complement / Rheme) (IC-Deictic constituent of nominal-group Range of Attribute / Complement / part of Rheme lacking) (LDP) 6/7|| the children (deviant [number] Actor / Subject / Theme) is lendo (Process: M / Finite & Predicator / Rheme) a book (Goal / Complement / Rheme) (IC-L2 Process: M / Finite & Predicator / part of Rheme lacking) (LDP) 7/8|| she (Carrier / Subject / Theme) has (Process: R / Finite & Predicator / Rheme) a cat (Attribute / Complement / Rheme) (CC) 9|| and (textual Theme) he (Carrier / Subject / topical Theme) is (Process: R / Finite & Predicator / Rheme) very tired (Attribute / Complement / Rheme ) on the bed (Circumstance / Adjunct / Rheme) (CC) 8/10|| the name children (deviant [number] part of Identified / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) camille (Identifier / Complement / Rheme) (IC-possession marking on Identified / Subject / Theme lacking) (LDP) 9/11|| she (Senser / Subject / Theme) like (Process: ML / Predicator / part of Rheme) the cats (Phenomenon / Complement / Rheme) (IC-present temporal Finite-primary tense / part of rheme lacking) (LDP) 10/12|| she (Carrier / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) a beautiful (part of Attribute / Complement / Rheme) (IC-Thing constituent of Attribute / Complement / part of Rheme lacking) (LDP) 13|| and (textual Theme) children (deviant [ number-for Portuguese speaking learners, the monothong [I] is easier and simpler to articulate than the diphthong [ay] before the liquid [l] ) Carrier / Subject / topical Theme) is (Process: R / Finite & Predicator / Rheme) always (modal Adjunct / Rheme) happy (Attribute / Complement / Rheme) (SDCC) 11/14|| she (Actor / Subject / Theme) mora (Process: M / Finite & Predicator / Rheme) com your father (deviant [person of possessive Deictic] accompaniment Circumstance / Adjunct / Rheme) numa beautiful and big house (location Circumstance / Adjunct / Rheme) (IC-L2 Process: M / Finite & Predicator / part of Rheme, L2 preposition in accompaniment-Circumstance prepositional phrase, and L2 preposition in location-Circumstance prepositional phrase lacking) (LDP) 12/15|| she (Actor / Subject / Theme) like brincar (Process: M / Predicator / Rheme) com... the... your cat (deviant [person of possessive Deictic] Circumstance / Adjunct / Rheme) (IC- present temporal Finite-primary tense / part of rheme, L2 second constituent of verbal-group-complex Predicator / part of Rheme, L2 preposition in Circumstance prepositional phrase / part of Rheme lacking) (LDP) 13/16|| the cat (Actor / Subject / Theme) is sleep (Process: M / Finite & part of Predicator / part of Rheme) (IC-present secondary tense marking on Predicator / part of Rheme lacking) (LDP) 17|| and (textual Theme) [he] (Actor / Subject / topical Theme) [is] dormindo (Process: M / Finite & Predicator / Rheme) under under table (part of Circumstance / Adjunct / Rheme) (AEC) (IC-L2 Predicator / part of Rheme, Deictic constituent in nominal-group Range of Circumstance prepositional phrase lacking) (LDP) 14/18|| the cat (Actor / Subject / Theme) acordou (Process: M / Finite & Predicator / Rheme) com hungry (deviant [unnecessary preposition-L1 transfer] Circumstance / Adjunct / Rheme) (IC-L2 Finite & Predicator / part of Rheme lacking) (LDP) 15/19|| camille (Carrier / Subject / Theme) has (Process: R / Finite & Predicator / Rheme) a... (part of Attribute / Complement / Rheme) (IC-Classifer and Thing constituents of Attribute / Complement / part of Rheme nominal group lacking) (LPP) 20|| [camille] (Carrier / Subject / Theme) has (Process: R / Finite & Predicator / Rheme) a pássaro de estimação (Attribute / Complement / Rheme) too (Circumstance / Adjunct / Rheme) (AEC) (IC-L2 Attribute / Complement / part of Rheme lacking) (LDP) 16/21|| the cat (Actor / Subject / Theme) like [diyítu] (Process: M / Predicator / part of Rheme) pássaros (Goal / Complement / Rheme) (IC-present temporal Finite-primary tense, L2 perfectiveness marker on second constituent of verbal-group-complex Predicator, L2 Goal / Complement / part of Rheme lacking) (LDP) 22|| and (textual

Theme) it (Carrier / Subject / topical Theme) is (Process: R / Finite & Predicator / Rheme) com very hungry (deviant [unnecessary preposition-L1 transfer] Attribute / Complement / Rheme) (DCC) 17/23||| the cat (Actor / Subject / Theme) tentou eat (Process: M / Finite & part of Predicator / part of Rheme) the pássaro (Goal / Complement / Rheme) (IC-L2 past temporal Finite-primary tense, L2 first constituent of verbal-group-complex Predicator, L2 perfectiveness marker on second constituent of verbal-group-complex Predicator, L2 Thing constituent of Goal / Complement / part of Rheme lacking) (LDP) 24||| but (textual Theme) it (Actor / Subject / topical Theme) isn't conseguiu (Process: M / deviant temporal Finite [present for past – 'be' for 'do'] & Predicator / Rheme) (IC-L2 Predicator / part of Rheme lacking) (LDP) 18/25||| the... the pássaro (Actor / Subject / Theme) escapou (Process: M / Finite & Predicator / Rheme) (IC-L2 Actor / Subject / Theme, L2 Process / Finite & Predicator / Rheme lacking) (LDP) 19/26||| the children (deviant [number] Actor / Subject / Theme) chegou (Process: M / Finite & Prdicator / Rheme) bem na hora (Circumstance / Adjunct / Rheme) (IC-L2 Process / Finite & Predicator / part of Rheme, L2 Circumstance / Adjunct / part of Rheme lacking) (LDP) 20/27||| she (Carrier / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) very angry (Attribute / Complement / Rheme) the cat (part of Circumstance / Adjunct / Rheme) (IC-minor Process [preposition 'at'] whose Range is the Circumstance / Adjunct / part of Rheme nominal group lacking) (LDP) 28||| but (textual Theme) [she] (Senser / Subject / topical Theme) o (Phenomenon / Complement / Rheme) perdoou (Process: ML / Finite & Predicator / Rheme) (AEC) (IC-L2 Process / Finite & Predicator / part of Rheme, L2 Phenomenon / Complement / part of Rheme lacking) (LDP) 21/29||| camille (Carrier / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) sad (Attribute / Complement / Rheme) (CC) 30||| por ter perdido your pássaro (IC) (LDP) 31||| but (textual Theme) [she] (Carrier / Subject / topical Theme) [is] (Process: R / Finite & Predicator / Rheme) happy (Attribute / Complement / Rheme) (AEC) (CC) 32||| por (textual Theme) it (Carrier / Subject / topical Theme) is (Process: R / Fionite & Predicator / Rheme) livre (Attribute / Complement / Rheme) (IC-L2 textual Theme, L2 Attribute / Complement / part of Rheme lacking) (LDP)|||

**ABSPN01 has 32 ranking clauses, out of which 25 are incomplete (22 LDP, 2 LPP, and 1 SDCC). There are 21 clause complexes (1, 1, 1, 1, 2, 1, 2, 1, 1, 2, 1, 1, 2, 2, 2, 1, 1, 2, 4 ranking clauses respectively) and no down-ranked clauses. (149 words)**

WRITTEN:

1/1||| The children (deviant [number] Actor / Subject / Theme) is lendo (Process: M / Finite & Predicator / Rheme) a book. (Goal / Complement / Rheme) (IC-L2 Process: M / Finite & Predicator / part of Rheme lacking) (LDP) 2/2||| She (Carrier / Subject / Theme) has (Process: R / Finite & Predicator / Rheme) a cat, (Attribute / Complement / Rheme) (CC) 3||| and (textual Theme) he (Carrier / Subject / topical Theme) is (Process: R / Finite & Predicator / Rheme) very tired (Attribute / Complement / Rheme ) on the bed. (Circumstance / Adjunct / Rheme) (CC) 3/4||| The name (Identified / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) Camille. (Identifier / Complement / Rheme) (CC) 4/5||| She (Senser / Subject / Theme) like (Process: ML / Predicator / part of Rheme) de cats. (deviant [unnecessary preposition] Phenomenon / Complement / Rheme) (IC-present temporal Finite-primary tense / part of rheme lacking) (LDP) 5/6||| She (Carrier / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) beautiful (Attribute / Complement / Rheme) (CC) 7||| and (textual Theme) children (deviant [ number-for Portuguese speaking learners, the monothong [I] is easier and simpler to articulate mentally than the diphthong [ay] before the liquid [I] ] Carrier / Subject / topical Theme) is (Process: R / Finite & Predicator / Rheme) always (modal Adjunct / Rheme) happy. (Attribute / Complement / Rheme) (SDCC) 6/8||| She (Actor / Subject / Theme) mora (Process: M / Finite & Predicator / Rheme) com your father, (deviant [person of possessive Deictic] accompaniment Circumstance / Adjunct / Rheme) numa beautiful and big house. (location Circumstance / Adjunct / Rheme) (IC-L2 Process: M / Finite & Predicator / part of Rheme, L2 preposition in accompaniment-Circumstance prepositional phrase, and L2 preposition in location-Circumstance prepositional phrase lacking) (LDP) 7/9||| She (Actor / Subject / Theme) like brincar (Process: M / Predicator / Rheme) com the your cat. (deviant [person of possessive Deictic] Circumstance / Adjunct / Rheme) (IC-present temporal Finite-primary tense / part of rheme, L2 second constituent of verbal-group-complex Predicator / part of Rheme, L2 preposition in Circumstance prepositional phrase / part of Rheme lacking) (LDP) 8/10||| The cat (Carrier / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) sleepy, (Attribute / Complement / Rheme) (CC) 11||| and (textual Theme) [he] (Actor / Subject / topical Theme) is dormindo (Process: M / Finite & Predicator / Rheme) under table. (part of Circumstance / Adjunct / Rheme) (AEC) (IC-L2 Predicator / part of Rheme, Deictic constituent in nominal-group Range of Circumstance prepositional phrase lacking) (LDP) 9/12||| The cat (Actor / Subject / Theme) acordou (Process: M / Finite & Predicator / Rheme) com hungry. (deviant [unnecessary preposition-L1 transfer] Circumstance / Adjunct / Rheme) (IC-L2 Finite & Predicator / part of Rheme lacking) (LDP) 10/13||| Camille (Carrier / Subject /

Theme) has (Process: R / Finite & Predicator / Rheme) a pássaro de estimação, (Attribute / Complement / Rheme) too. (Circumstance / Adjunct / Rheme) (IC-L2 Attribute / Complement / part of Rheme lacking) (LDP) 11/14|| The cat (Actor / Subject / Theme) like de eat (Process: M / Predicator / part of Rheme) pássaros, (Goal / Complement / Rheme) (IC-present temporal Finite-primary tense, L2 perfectiveness marker on second constituent of verbal-group-complex Predicator, L2 Goal / Complement / part of Rheme lacking) (LDP) 15|| and (textual Theme) it (Carrier / Subject / topical Theme) is (Process: R / Finite & Predicator / Rheme) com very hungry. (deviant [unnecessary preposition-L1 transfer] Attribute / Complement / Rheme) (DCC) 12/16|| The cat (Actor / Subject / Theme) tentou eat (Process: M / Finite & part of Predicator / part of Rheme) the pássaro, (Goal / Complement / Rheme) (IC-L2 past temporal Finite-primary tense, L2 first constituent of verbal-group-complex Predicator, L2 perfectiveness marker on second constituent of verbal-group-complex Predicator, L2 Thing constituent of Goal / Complement / part of Rheme lacking) (LDP) 17|| by (deviant [lexical choice] textual Theme) it (Actor / Subject / topical Theme) isn't conseguiu. (Process: M / deviant temporal Finite [present for past – 'be' for 'do'] & Predicator / Rheme) (IC-L2 Predicator / part of Rheme lacking) (LDP) 13/18|| The pássaro (Actor / Subject / Theme) escapou. (Process: M / Finite & Predicator / Rheme) (IC-L2 Actor / Subject / Theme, L2 Process / Finite & Predicator / Rheme lacking) (LDP) 14/19|| The children (deviant [number] Actor / Subject / Theme) chegou (Process: M / Finite & Prdicator / Rheme) bem na hora, (Circumstance / Adjunct / Rheme) (IC-L2 Process / Finite & Predicator / part of Rheme, L2 Circumstance / Adjunct / part of Rheme lacking) (LDP) 20|| she (Carrier / Subject / topical Theme) is (Process: R / Finite & Predicator / Rheme) very angry (Attribute / Complement / Rheme) the cat, (part of Circumstance / Adjunct / Rheme) (IC-textual Theme, minor Process [preposition 'at'] whose Range is the Circumstance / Adjunct / part of Rheme nominal group lacking) (LDP) 21|| by (deviant [lexical choice] textual Theme) [she] (Senser / Subject / topical Theme) o (Phenomenon / Complement / Rheme) perdoou. (Process: ML / Finite & Predicator / Rheme) (AEC) (IC-L2 Process / Finite & Predicator / part of Rheme, L2 Phenomenon / Complement / part of Rheme lacking) (LDP) 15/22|| Camille (Carrier / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) sad (Attribute / Complement / Rheme) (CC) 23|| por ter perdido your pássaro, (IC) (LDP) 24|| by (deviant [lexical choice] textual Theme) [she] (Carrier / Subject / topical Theme) [is] (Process: R / Finite & Predicator / Rheme) happy (Attribute / Complement / Rheme) (AEC) (CC) 25|| por (textual Theme) it (Carrier / Subject / topical Theme) is (Process: R / Fionite & Predicator / Rheme) livre. (Attribute / Complement / Rheme) (IC-L2 textual Theme, L2 Attribute / Complement / part of Rheme lacking) (LDP) ||

**ABWPN01 has 25 ranking clauses, out of which 17 are incomplete (16 LDP and 1 SDCC). There are 15 clause complexes (1, 2, 1, 1, 2, 1, 1, 2, 1, 1, 2, 2, 1, 3, 4 ranking clauses respectively) and no down-ranked clauses. (126 words)**

DIALOG:

CSA2 - Hi! (MC) 1/1|| What (Identified / Subject / Theme) your name? (Identifier / Complement / Rheme) (IC-Process: R / Finite & Predicator / part of Rheme lacking) (LDP)||

CSA1 - 2/2|| Lillian, (Identifier / Complement / Rheme) (AEC) (CC) 3|| and (textual Theme) you? (deviant [nominative case for pro-form of possessive case] Identifier / Complement / Rheme) (AEC) (SDCC) ||

CSA2 - 3/4|| My name (Identified / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) Mariana. (Identifier / Complement / Rheme) (CC) 4/5|| How how old (Attribute / Complement / Theme) are (Process: R / Finite & Predicator) you? (Carrier / Subject / Rheme) (CC) ||

CSA1 - 5/6|| I... (Carrier / Subject / Theme) have (deviant [lexical choice-L1 transfer] Process: R / Finite & Predicator / Rheme) fourteen years. (Attribute / Complement / Rheme) (SDCC) 7|| And (textual Theme) you? (Carrier / Subject / topical Theme) (AEC) (CC)||

CSA2 - 6/8|| Me too. (AEC in relation to Clause 6) (SDCC) 7/9|| You (Carrier / Subject / topical Theme) have (Process: R / Finite & Predicator / Rheme) boyfriend? (part of Attribute / Complement / Rheme) (IC-interpersonal Theme indicative of present yes/no interrogative Mood, Deictic constituent of Attribute / Complement / part of Rheme nominal group lacking) (LDP) ||

CSA1 - 8/10|| Yeh! (AEC) (CC) ||

CSA2 - 9/11|| How old (Attribute / Complement / Theme) is (Process: R / Finite & Predicator) he? (Carrier / Subject / Rheme) (CC) ||

CSA1 - 10/12|| He... (Carrier / Subject / Theme) has (deviant [lexical choice-L1 transfer] Process: R / Finite & Predicator / Rheme) fourteen years. (Attribute / Complement / Rheme) (SDCC) ||

CSA2 - Ok... (DM)

CSA1 - 11/13|| And (textual Theme) you? (Carrier / Subject / topical Theme) (AEC) (CC) ||

CSA2 - 12/14|| No (AEC) (CC) 15|| ... I'm [unintelligible] (unanalyzable) ||

CSA1 & CSA2 - 13/16|| What (Goal / Complement / Theme) do (Finite / Rheme) you (Actor / Subject / rheme) do? (Process: M / Predicator / Rheme) (CC) |||  
 CSA1 - 14/17|| I (Carrier / Subject / Theme) am (Process: R / Finite & Predicator / Rheme) student. (part of Attribute / Complement / Rheme) (IC-Deictic constituent of Attribute / Complement / part of Rheme lacking) (LDP) 18|| And (textual Theme) you? (Actor / Subject / topical Theme) (AEC) (CC) |||  
 CSA2 - 15/19|| Student? (part of Attribute / Complement / Rheme) (AEC) (IC- Deictic constituent of Attribute / Complement / part of Rheme lacking) (LDP) 16/20|| Me too! (AEC) (CC) ||| So... (DM)  
 CSA1 - 7/21|| It (Carrier / Subject / Theme) 's (Process: R / Finite & Predicator / Rheme) nice [[ to meet you. ]] (Attribute / Complement / Rheme) (CC) |||  
 CSA2 - 18/22|| Nice [[ to meet you too. ]] (Attribute / Complement / Rheme) (AEC) (CC) |||  
 CSA1 - Bye! (MC)  
 CSA2 - Bye! (MC) See you later! (MC)

**ABD** has 22 ranking clauses, out of which 8 are incomplete (4 LDP and 4 SDCC) and 1 is unanalyzable. There are 18 clause complexes (1, 2, 1, 1, 2, 1, 1, 1, 1, 1, 2, 1, 2, 1, 1, 1, 1 ranking clauses respectively) and 2 down-ranked clauses. (69 words)

DIALOG REPORT:

1/1|| I (Actor / Subject / Theme) meet (Process: M / deviant [present for past] temporal Finite & Predicator / Rheme) a girl very much nice. (deviant [acceptable L1 word order for nominal group: intensifier + Epithet following the Thing constituent] Goal / Complement / Rheme) (SDCC) 2/2|| She (Actor / Subject / Theme) lives (Process: M / Finite & Predicator / Rheme) in Fortaleza, (Circumstance / Adjunct / Rheme) (CC) 3|| she (Carrier / Subject / topical Theme) 's (Process: R / Finite & Predicator / Rheme) from Aldeota. (Attribute / Complement / Rheme) (IC-textual Theme lacking) (LDP) 3/4|| She (Carrier / Subject / Theme) has (Process: R / Finite & Predicator / Rheme) black and curly hair, (Attribute / Complement / Rheme) (CC) 5|| she (Carrier / Subject / topical Theme) is (Process: R / Finite & Predicator / Rheme) tall and beautiful. (Attribute / Complement / Rheme) (IC-textual Theme lacking) (LDP) 4/6|| She (Carrier / Subject / Theme) has (deviant [lexical choice-L1 transfer] Process: R / Finite & Predicator / Rheme) fourteen years (Attribute / Complement / Rheme) (SDCC) 7|| and (textual Theme) [she] (Carrier / Subject / topical Theme) is (Process: R / Finite & Predicator / Rheme) student. (part of Attribute / Complement / Rheme) (IC-Deictic constituent of Attribute / Complement / part of Rheme nominal group lacking) (LDP) 5/8|| She (Actor / Subject / Theme) studies (Process: M / Finite & Predicator / Rheme) in 7 de Setembro School. (Circumstance / Adjunct / Rheme) (CC) 6/9|| I (Carrier / Subject / Theme) am (Process: R / Finite & Predicator / Rheme) very much happy (Attribute / Complement / Rheme) (CC) 10|| put (deviant [lexical choice] textual Theme) meet (Process: M / deviant [present for past] temporal Finite & Predicator / Rheme) hers. (deviant [pro-form of possessive case for oblique case] Goal / Complement / Rheme) (IC-Actor / Subject / topical Theme lacking) (LDP) |||

**ABDR01** has 10 ranking clauses, out of which 6 are incomplete (4 LDP and 2 SDCC). There are 6 clause complexes (1, 2, 2, 2, 1, 2 ranking clauses respectively) and no down-ranked clauses. (47 words)

ORAL TEST:

T: let's go... tá fácil, quem estudou vai se sair bem...  
 St: não quem não estudou vai se sair bem...  
 T: quem estudou vai se sair bem...  
 St: professora a senhora vai considerar que eu tô doente, né?... nem vinha hoje...  
 T:... ok... let's talk about... let's talk about quartos ... ô, ô L... how do I say... quarto in English?  
 St1: ...só o que eu sei... bedroom...  
 T: bedroom.... and cama?  
 St2: seat...  
 T: não, cama?  
 St2:...cama?  
 T: ask... Seat in the... the... the bedroom... ô M how do I say cozinha?  
 St2: cozinha?... eu sei... liv... livin...  
 T: não... living room is not... cozinha...  
 St2: é o que living room?  
 T: sala.  
 St2: sala...

St1: é sal... professora...  
T: não... cozinha, M...  
St2: cozinha...  
T: cama?...  
St2: steak...  
T: não.  
St1: bed...  
St2: como é coziha professora?  
T: kitchen... ok, now I'm going to give you some pictures... of famous... people... please...  
St2: calma aí, calma aí professora... um minuto...  
T: ... é... describe them...  
St2: não professora por favor...  
T: ... feche o livro, você vai olhar um pouquinho para essas figuras aí cada um vai descrever... se é alto, se é baixo...  
St2: tall...  
T: calma...pense um pouquinho antes de falar,tá?...  
St2: por que?  
T: pra você não falar tudo de uma vez...  
St2: ...(in silence)  
T: não pode abrir o livro.  
St2: eu sei, eu não vou abrir o livro não...  
T: ok, L?  
(sts in silence)  
T: ok, L... describe the picture... escolha uma e fale...  
St1: 1/1||| ... short, medium age... (Attribute / Complement / part of Rheme) (IC-Carrier / Subject / Theme, Process: R / Finite & Predicator / part of Rheme lacking) (LDP) 2|| straighten... (part of Attribute / Complement / Rheme) (IC-Carrier / Subject / Theme, Process: R / Finite & Predicator / part of Rheme, Thing constituent of Attribute / Complement / part of Rheme lacking) (LDP) 3|| new... (Attribute / Complement / part of Rheme) (IC-Carrier / Subject / Theme, Process: R / Finite & Predicator / part of Rheme lacking) (LDP) |||  
T: new? Young.  
St1: é...  
T: and what about the man?  
St1: 2/4||| old...short... (Attribute / Complement / part of Rheme) (IC-Carrier / Subject / Theme, Process: R / Finite & Predicator / part of Rheme lacking) (LDP) ||| só.  
T: and the other... girl?  
St1: 3/5||| ... eh... eh blonde, (Attribute / Complement / part of Rheme) (IC-Carrier / Subject / Theme, Process: R / Finite & Predicator / part of Rheme lacking) (LDP) 6|| ... long...(part of Attribute / Complement / Rheme) (IC-Carrier / Subject / Theme, Process: R / Finite & Predicator / part of Rheme, Thing constituent of Attribute / Complement / part of Rheme lacking) (LDP) 7|| she...(Carrier / Subject / Theme) (IC-Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LPP) 8|| she (Carrier / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) tall...(Attribute / complement / Rheme) (CC) 9|| tall... (Attribute / Complement / part of Rheme) (AEC) (IC-Carrier / Subject / Theme, Process: R / Finite & Predicator / part of Rheme lacking) (LPP) |||  
T: is... is she... pretty? beautiful? yes or no?  
St1: 4/10||| beautiful (Attribute / Complement / part of Rheme) (IC-Carrier / Subject / Theme, Process: R / Finite & Predicator / part of Rheme lacking) (LDP) |||  
T: beautiful, ok.  
St1: 5/11||| ...ne, (Attribute / Complement / part of Rheme) (IC-Carrier / Subject / Theme, Process: R / Finite & Predicator / part of Rheme lacking) (LPP) 12|| new... (Attribute / Complement / part of Rheme) (IC-Carrier / Subject / Theme, Process: R / Finite & Predicator / part of Rheme lacking) (LDP) |||  
T: young  
St1: 6/13||| young... (Attribute / Complement / Theme) ela, (Carrier / Subject / Rheme) (IC-L2 Carrier / Subject / part of Rheme, Process: R / Finite & Predicator / part of Rheme lacking) (LDP) 14|| she (Carrier / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) eh... never, never age. (deviant [lexical choice: learned item for non-learned item] Attribute / Complement / Rheme) (SDCC) |||  
T: medium-age.  
St1:...só.  
T: ok L, what's your address?



St1: 7/15|| is... (Process: R / Finite & Predicator / Rheme) three, six, zero, Francisco Nogueira Street. (Identifier / Complement / Rheme) (IC-Identified / Subject / Theme lacking) (LDP) |||

T: ok... what's your telephone number, M?

St2: 8/16|| eh... two, nine, six... two, nine, nine, seven. (AEC) (CC) |||

T: ok. When is your birthday?

St1: 9/17|| eh... it... (Identified / Subject / Theme) January... two. (Identifier / Complement / Rheme) (IC-Process: R / Finite & Predicator / part of Rheme lacking) (LDP) |||

T: ...when is your birthday, M?

St2: 10/18|| it (Identified / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) June (part of Identifier / Complement / Rheme) (IC-day of the month lacking) (LPP) ||| (wrong pronunciation)...

T: July.

St2: 11/19|| seve. (part of Identifier / Complement / Rheme) (IC- Identified / Subject / Theme, Process: R / Finite & Predicator / part of Rheme, part of Identifier / Complement / Rheme lacking) (LPP) |||

T: umh?

St2: 12/20|| seven. (part of Identifier / Complement / Rheme) (IC- Identified / Subject / Theme, Process: R / Finite & Predicator / part of Rheme, part of Identifier / Complement / Rheme lacking) (LPP) |||

T: umh?

St2: 13/21|| seven. (part of Identifier / Complement / Rheme) (IC- Identified / Subject / Theme, Process: R / Finite & Predicator / part of Rheme, part of Identifier / Complement / Rheme lacking) (LPP) |||

T: ok... let's take a look at the map on the board... M, where is the...

St2: logo eu?

T: yeah. Where is the... drugstore? Where is the drugstore?

St2: 14/22|| ... é... (Process: R / Finite & Predicator / Rheme) (IC-Carrier / Subject / Theme, L2 Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LPP) 23 || is... (Process: R / Finite & Predicator / Rheme) (IC-Carrier / Subject / Theme, Attribute / Complement / part of Rheme lacking) (LPP) 24 || it (Carrier / Subject / Theme) 's (Process: R / Finite & Predicator / Rheme) on...Roast... (Attribute / Complement / Rheme) (CC) 25 || né? (IC-L2 tag ending lacking) (LDP) |||

T: hum-hum.

St2: ...

T: Roast Street or Avenue?

St2: 15/26|| Avenue, (EEC) (CC) 27 || é não? (IC-L2 tag ending lacking) (LDP) |||

T: Roast Street or Roast Avenue?

St2: 16/28|| ah... street. (EEC) (CC) |||

T: ok... so, drugstore is on Roast Street...

St2: é... como é que é próximo, einh, professora?

T: pergunte a ela, vê se ela sabe.

St2: é... como é que é próximo?

St1: near.

St2: ?

St1: near.

T: pode ser near.

St2: 17/29|| near ba, bak... (part of expansion of Attribute / Complement / Rheme in relation to clause 24) (AEC) (IC-Deictic and part of Thing constituents of nominal-group Range of minor Process 'near' lacking) (LDP) |||

T: bakery.

St2: 18/30|| bakery... eh... (part of expansion of Attribute / Complement / Rheme in relation to clause 24) (AEC) (IC-Deictic constituent of nominal-group Range of minor Process 'near', minor Process 'near' lacking) (LDP) 31 || eh... near club. (part of expansion of Attribute / Complement / Rheme in relation to clause 24) (AEC) (IC-Deictic constituent of nominal-group Range of minor Process 'near' lacking) (LDP)|||

T: oh, Lillian, where is the restaurant?

St1: 19/32|| ... restaurant (part of Carrier / Subject / Theme) é... (Process: R / Finite & Predicator / Rheme) (IC-Deictic constituent of Carrier / Subject / Theme nominal group, L2 Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LDP) 33 || é... (Process: R / Finite & Predicator / Rheme) Roast Street... (part of Attribute / Complement / Rheme) (AEC) (IC-L2 Process: R / Finite & Predicator / part of Rheme, minor Process 'on' whose Range is 'Roast Street' in Attribute / Complement / part of Rheme lacking) (LDP) 34 || é... (Process: R / Finite & Predicator / Rheme) between... Franklin University... (part of Attribute / Complement / Rheme) (AEC) (IC-L2 Process: R / Finite & Predicator / part of Rheme, second term in the Range constituent of minor Process 'between' in Attribute / Complement / part of Rheme lacking) (LDP) |||

T: ?  
 St1: between.  
 T: between?  
 St1: between.  
 T: ... tá between, mesmo? Eu acho que não tá não.  
 St1: behind.  
 T: behind?... oh, Mariana... where is the...hospital?  
 St2: o que?  
 T: the hospital.  
 St2: 20/35|| ... é... (Process: R / Finite & Predicator / Rheme) (IC-Carrier / Subject / Theme, L2 Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LDP) 36 || is (Process: R / Finite & Predicator / Rheme) on... Roast Street... Roast Street ... and... Young, Young (deviant [lexical choice as to the minor Process] Attribute / Complement / Rheme) (IC- Carrier / Subject / Theme lacking) (LDP) 37 || é? (IC-L2 tag ending lacking) (LDP) 38 || Young Street. (AEC in relation to Clause 36) (IC-Carrier / Subject / Theme lacking) (LDP) |||  
 T: ok. How do I say na esquina de, na esquina?  
 St2: num sei não  
 T: in the... cor....  
 St2: hos?  
 T: não. In the corner of... Yell and Roast Street... ok, let's...  
 St2: ah, a senhora quer saber como é na esquina...  
 T: let's talk about family... Lílian... the mother of my mother is my...?  
 St1: grandmother.  
 T: the... son... of my mother is my...?  
 St1: sister.  
 T: the son.  
 St1: the son  
 T: the son of my mother is my...?  
 St1: son.  
 T: no... the son... my mother... is my...?  
 St1: ... son?  
 T: son... é irmão mas como é que a gente diz?... son não é irmão.  
 St1:... daughter.  
 T: no, no... do you know M... the son... of my mother is my...?  
 St2: (in silence)  
 T: the son... my mother...  
 St2: brother.  
 T: ah... brother...ok, good... oh-oh M... the... the father... of my father is my...  
 St2: ...  
 T: the father of my father...  
 St2: grandfather.  
 T: grandfather... ok... the son... of my... aunt... is my?... the son of my aunt is my?  
 St2: cousin?  
 T: cousin... ok.... No, no, no.... M, how do I say... "feliz" "contente" in English?  
 St2: feliz, contente?  
 T: feliz... alegre...  
 St2: ... feliz, contente, alegre?  
 T: feliz, do you know?  
 St2: happy.  
 T: happy... oh, Lílian, can you make a sentence use "happy"?  
 St1: (in silence) o que é que quer dizer isso?  
 T: feliz, make a sentence use "happy".  
 St1: 21/39||| I (Carrier / Subject / Theme) happy. (Attribute / Complement / Rheme) (IC-Process: R / Finite & Predicator / part of Rheme lacking) (LDP) |||  
 T: I'm happy...  
 St1: 22/40|| ... is... (deviant [lexical choice] Process: R / Finite & Predicator / Rheme) (IC-textual Theme, Carrier / Subject / topical Theme, Attribute / Complement / part of Rheme lacking) (LDP) 41 || is... (deviant [lexical choice] Process: R / Finite & Predicator / Rheme) (IC-textual Theme, Carrier / Subject / topical Theme, Attribute / Complement / part of Rheme lacking) (LDP) 42 || new car... (part of Attribute / Complement / Rheme) (IC- textual Theme, Carrier / Subject / topical Theme, Process: R /

Finite & Predicator / part of Rheme, Deictic constituent of Attribute / Complement / part of Rheme lacking) (LDP) 43 || new car. (part of Attribute / Complement / Rheme) (IC- textual Theme, Carrier / Subject / topical Theme, Process: R / Finite & Predicator / part of Rheme, Deictic constituent of Attribute / Complement / part of Rheme lacking) (LDP) |||

T: I'm happy I have a new car. Ok... oh, M, how do I say "cansado"?

St2: em inglês?

T: hum-hum...

St1: óbvio se ela tá perguntado "how do I say?"

T: ... lembra não que... preguei na porta um monte de figurinha...até eu que desenhei o que era "cans" ... o que era "tire".... o que era cansado...

St2: tired...

T: tired...

St2: é acertei...

T: só vai acertar se fizer a frase... now make a sentence...

St2: 23/44||| tired... (Attribute / Complement / Rheme) (IC-Carrier / Subject / Theme, Process: R / Finite & Predicator / part of Rheme lacking) (LPP) 45 || I... (Carrier / Subject / Theme) (IC-Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / Rheme lacking) (LPP) ||| ei professora como é que é "está"?

T: está? Verbo to be: is...

St2: ai é.... 24/46||| I... (Carrier / Subject / Theme) (IC-Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / Rheme lacking) (LPP) 47 || I (Carrier / Subject / Theme) am... (Process: R / Finite & Predicator / Rheme) tired... (Attribute / Complement / Rheme) (CC) |||

T: ...?

St2: não é não?

T: I am?... tired.

St2: tired.

T: tired. Ok. L and M. Suppose, L, you are, you are at Praça da Estação. Ok? Ask something to drink to M.

St2: eu é que peço... começa....

St1: não...

T: L, você vai perguntar ...

St1: ah! professora...

T: se... se entendeu cada um sabe o que vai falar...

St1: ah! professora é injusto...

T: fecha o livro... menina, para de abrir o livro...

St2:... one thing... one thing...

T: ... o que é que você vai beber? Peça o que você vai beber. O que é que você quer lá?

St2: uma Antarctica... uma média.

St1: ah! professora, assim é covardia... sei nem começar

T: umbora?

St2: vai pede prá mim.

St1: 25/48||| ... one drink (EEC) (CC) 49 || how much?... (EEC) (CC) |||

St2: 26/50||| ... twenty... (EEC) (IC) (LPP) 51 || twenty... five... cents... (EEC) (CC) |||

St1: 27/52||| thank you. (EEC) (CC) |||

T: ok, now let's suppose we are in a party...ok? Offer, oh M, offer Lillian something to eat. But... but L doesn't want, she wants something to drink.... Lembra daquele diálogo da Olivia que ela chega oferecendo... uma coisa pro...Bill... prá ele beber, prá ele comer e ele não quer comer, então é um diálogo parecido... let's go...

St2: vai tu é o Bill.

St1: ...eu vou ser quem?

St2 and T: tu é o Bill.

St2: começa.

St1: ... is... o que é que ele quer?

St2: um diálogo parecido, que nós treinamos...

St1: 28/53||| you.... are.... great? (IC due to its complete pragmatic inappropriateness) (LDP) |||

St2: 29/54||| I (Carrier / Subject / Theme) 'm not (Process: R / Finite [negative polarity] & Predicator / Rheme) really (modal Adjunct / Rheme) hungry (Attribute / Complement / Rheme) (CC) ||| (wrong pronunciation) é... não?

T: é... repete...

St2: 30/55||| I (Carrier / Subject / Theme) 'm not (Process: R / Finite [negative polarity] & Predicator / Rheme) really (modal Adjunct / Rheme) hungry (Attribute / Complement / Rheme) (CC) ||| (wrong pronunciation)

**ABOT has 55 ranking clauses, out of which 43 are incomplete (29 LDP, 13 LPP, and 1 SDCC). There are 30 clause complexes (3, 1, 5, 1, 2, 2, 1, 1, 1, 1, 1, 1, 1, 4, 2, 1, 1, 2, 3, 4, 1, 4, 2, 2, 2, 2, 1, 1, 1, 1 ranking clauses respectively) and no down-ranked clauses. (145 words)**

WRITTEN TEST COMPOSITION:

There is no composition question in the written test.

Subject CSA2

(female; 14 years old; eighth grade of Fundamental School; Class 4)

PERSONAL EXPERIENCE:

SPOKEN:

1/1||| yesterday (Circumstance / Adjunct / Theme) I (Actor / Subject / Rheme) go (Process: M / deviant [present for past] temporal Finite & Predicator / Rheme) to home of my friend... (part of Circumstance / Adjunct / Rheme) (IC-Deictic constituent in nominal-group Range of minor Process 'to' of Circumstance / Adjunct / part of Rheme prepositional phrase lacking) (LDP) 2/2||| in home of my friend... (part of Circumstance / Adjunct / Theme) we (Actor / Subject / Rheme) play... (Process: M / deviant [present for past] temporal Finite & Predicator / Rheme) eh... games (Goal / Complement / Rheme) (IC- Deictic constituent in nominal-group Circumstance / Adjunct / Theme lacking) (LDP) 3 || and (textual Theme) [we] (Senser / Subject / topical Theme) listen (Process: ML / deviant [present for past] temporal Finite & Predicator / Rheme) music (part of Phenomenon / Complement / Rheme) (IC-minor Process 'to' in Phenomenon / Complement / part of Rheme prepositional phrase lacking) (LDP) 4|| watching (Process: M / Predicator / Rheme) tv (Goal / Complement / Rheme) (NFC) (CC) 5 || and (textual Theme) [we] (Actor / Subject / topical Theme) go (Process: M / deviant [present for past] temporal Finite & Predicator / Rheme) to shopping (part of Circumstance / Adjunct / Rheme) (IC-Deictic and Thing in nominal group Range of the Circumstance / Adjunct / part of Rheme prepositional phrase lacking) (LDP) 6 || and (textual Theme) then (textual Theme) we... (Actor / Subject / topical Theme) come back (Process: M / deviant [present for past] temporal Finite & Predicator / Rheme) to home (deviant [unnecessary preposition] Circumstance / Adjunct / Rheme) (SDCC) |||

**ABSPE02 has 6 ranking clauses, out of which 5 are incomplete (4 LDP and 1 SDCC). There are 2 clause complexes (1, 5 ranking clauses respectively) and no down-ranked clauses. (33 words)**

WRITTEN:

1/1||| - Yesterday (Circumstance / Adjunct / Theme) I (Actor / Subject / Rheme) went (Process: M / Finite & Predicator / Rheme) to apartment of my friends Anúzia e Lorena, (part of Circumstance / Adjunct / Rheme) (IC-Deictic constituent in nominal-group Range of minor Process 'to' of Circumstance / Adjunct / part of Rheme prepositional phrase lacking) (LDP) 2/2||| in their apartment (Circumstance / Adjunct / Theme) wi (Actor / Subject / Rheme) lisen (Process: ML / deviant [present for past] temporal Finite & Predicator / Rheme) musics of we favorite singers, (part of deviant [lexical choice: 'musics' for 'songs', nominative case for possessive case of Deictic constituent of second prepositional phrase] Phenomenon / Complement / Rheme) (IC-minor Process 'to' in Phenomenon / Complement / part of Rheme prepositional phrase, Deictic modifier of the Head of the Range in Phenomenon / complement / part of Rheme lacking) (LDP) 3 || and (textual Theme) [we] (Actor / Subject / topical Theme) play (Process: M / deviant [present for past] temporal Finite & Predicator / Rheme) games (Goal / Complement / Rheme) (SDCC) 4 || and (textual Theme) wi (Actor / Subject / topical Theme) went (Process: M / Finite & Predicator / Rheme) to shopping, (part of Circumstance / Adjunct / Rheme) (IC-Deictic and Thing in nominal group Range of the Circumstance / Adjunct / part of Rheme prepositional phrase lacking) (LDP) 3/5||| in shopping (part of Circumstance / Adjunct / Theme) we (Actor / Subject / Rheme) did (Process: M / Finite & Predicator / Rheme) so mach fany thinks. (deviant [non-countable for countable Numerative constituent of nominal group, spelling] Goal / Complement / Rheme) (IC-Deictic and Thing in nominal group Range of the Circumstance / Adjunct / Theme prepositional phrase lacking) (LDP) |||

**ABWPE02 has 5 ranking clauses, out of which 5 are incomplete (4 LDP and 1 SDCC). There are 3 clause complexes (1, 3, 1 ranking clauses respectively) and no down-ranked clauses. (37 words)**

PICTURE NARRATIVE:

SPOKEN:

1/1||| lucy... (Carrier / Subject / Theme) was (Process: R / Finite & Predicator / Rheme) in your bed... bedroom (deviant [second person possessive Deictic for third person possessive Deitic-L1 tranfer] Attribute / Complement / Rheme) with your cat (deviant [second person possessive Deictic for third person possessive Deitic-L1 tranfer] Circumstance / Adjunct / Rheme) (SDCC) 2/2||| lucy (Carrier / Subject / Theme) was (Process: R / Finite & Predicator / Rheme) in your bedroom (deviant [second person possessive Deictic for third person possessive Deitic-L1 tranfer] Circumstance / Adjunct / Rheme) (SDCC) 3||| look (part Process: ML / Predicator / Rheme) a book (Phenomenon / Complement / Rheme) with your cat (deviant [second person possessive Deictic for third person possessive Deitic-L1 tranfer] Circumstance / Adjunct / Rheme) (NFC) (IC-imperfectiveness marker on non-finite Predicator and its particle 'at' lacking) (LDP) 3/4||| then (textual Theme) she (Actor / Subcect / topical Theme) open (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) the door (Goal / Complement / Rheme) SDCC 5||| and (textual Theme) your cat (deviant [second person possessive Deictic for third person possessive Deitic-L1 tranfer] Actor / Subject / topical Theme) went (Process: M / Finite & Predicator / Rheme) to under the table (deviant [unnecessary preposition] Circumstance / Adjunct / Rheme) SDCC 6||| sleep (Process: M / Predicator / Rheme) (NFC) (IC-perfectiveness marker on non-finite Predicator lacking) (LDP) 4/7||| when (Circumstance / Adjunct / textual Theme) he (Actor / Subject / Rheme) wake up (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) SDCC 8||| he (Senser / Subject / Theme) looked (part of Process: ML / Finite & Predicator / Rheme) a yellow bird... [[ lonely (Attribute / Complement / Rheme) (incomplete down-ranked clause-relativizer Carrier / Subject / Theme and Process: R / Finite & Predicator / part of Rheme lacking) ]] (part of Phenomenon / Complement / Rheme) (IC-Predicator's particle 'at', parts of Qualifier constituent of Phenomenon / Complement / Rheme lacking) (LDP) 5/9||| he (Actor / Subject / Theme) try comer (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) the bird (Goal / Complement / Rheme) (IC-L2 second constituent of verbal-group-complex Predicator lacking) (LDP) 10||| but (textual Theme) lucy (Agent / Subject / topical Theme) don't (deviant [present for past primary tense] temporal Finite) let (first constituent of causative Process / Predicator / Rheme) he (deviant [nominative case for oblique case] Actor / Subject / Rheme of second constituent of causative Process) do (second constituent of causative Process: M / Predicator / Rheme) (IC-Goal / Complement / part of Rheme of causative Process lacking) (LDP) 6/11||| then (textual Theme) the bird (Actor / Subject / topical Theme) fly (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) to tree (part of Circumstance / Adjunct / Rheme) (IC-Deictic constituent in the Range nominal group of the minor Process of the Circumstance / Adjunct / part of Rheme prepositional phrase lacking) (LDP) |||

**ABSPN02 has 11 ranking clauses, out of which 11 are incomplete (6 LDP and 5 SDCC). There are 6 clause complexes (1, 2, 3, 2, 2, 1 ranking clauses respectively) and 1 down-ranked clause. (61 words)**

WRITTEN:

1/1||| Lucy (Carrier / Subject / Theme) was (Process: R / Finite & Predicator / Rheme) in your bedron (deviant [second person possessive Deictic for third person possessive Deitic-L1 tranfer] Attribute / Complement / Rheme) SDCC 2||| look (part Process: ML / Predicator / Rheme) a book (Phenomenon / Complement / Rheme) with your cat, (deviant [second person possessive Deictic for third person possessive Deitic-L1 tranfer] Circumstance / Adjunct / Rheme) (NFC) (IC-imperfectiveness marker on non-finite Predicator and its particle 'at' lacking) (LDP) 2/3||| them (deviant [spelling] textual Theme) she (Actor / Subcect / topical Theme) open (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) dor (part of Goal / Complement / Rheme) (IC-Deictic constituent of Goal / Complement / part of Rheme nominal group lacking) (LDP) 4||| and (textual Theme) your cat (deviant [second person possessive Deictic for third person possessive Deitic-L1 tranfer] Actor / Subject / topical Theme) went (Process: M / Finite & Predicator / Rheme) to under the tablo (deviant [unnecessary preposition] Circumstance / Adjunct / Rheme) SDCC 5||| sleep, (Process: M / Predicator / Rheme) (NFC) (IC-perfectiveness marker on non-finite Predicator lacking) (LDP) 3/6||| Wen (Circumstance / Adjunct /

textual Theme) he (Actor / Subject / Rheme) whek up, (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) SDCC 7|| he (Senser / Subject / Theme) looked (part of Process: ML / Finite & Predicator / Rheme) a yelow bird [[ lonely. (Attribute / Complement / Rheme) (incomplete down-ranked clause-relativizer Carrier / Subject / Theme and Process: R / Finite & Predicator / part of Rheme lacking) ]] (part of Phenomenon / Complement / Rheme) (IC-Predicator's particle 'at', parts of Qualifier constituent of Phenomenon / Complement / Rheme lacking) (LDP) 4/8|| He (Actor / Subject / Theme) try comer (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) the bird, (Goal / Complement / Rheme) (IC-L2 second constituent of verbal-group-complex Predicator lacking) (LDP) 9|| but (textual Theme) Lucy (Actor / Subject / topical Theme) dont (deviant [present for past primary tense] temporal Finite) let (first constituent of causative Process / Predicator / Rheme) he (deviant [nominative case for oblique case] Actor / Subject / Rheme of second constituent of causative Process) do, (second constituent of causative Process: M / Predicator / Rheme) (IC-Goal / Complement / part of Rheme of causative Process lacking) (LDP) 5/10|| then (textual Theme) the bird (Actor / Subject / topical Theme) fly (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) to tres. (part of Circumstance / Adjunct / Rheme) (IC-Deictic constituent in the Range nominal group of the minor Process of the Circumstance / Adjunct / part of Rheme prepositional phrase lacking) (LDP) |||

**ABWPN02 has 10 ranking clauses, out of which 10 are incomplete (7 LDP and 3 SDCC). There are 5 clause complexes (2, 3, 2, 2, 1 ranking clauses respectively) and 1 down-ranked clause. (51 words)**

DIALOG:

CSA2 - Hi! (MC) 1/1|| What (Identified / Subject / Theme) your name? (Identifier / Complement / Rheme) (IC-Process: R / Finite & Predicator / part of Rheme lacking) (LDP)|||

CSA1 - 2/2|| Lilian, (Identifier / Complement / Rheme) (AEC) (CC) 3|| and (textual Theme) you? (deviant [nominative case for pro-form of possessive case] Identifier / Complement / Rheme) (AEC) (SDCC) |||

CSA2 - 3/4|| My name (Identified / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) Mariana. (Identifier / Complement / Rheme) (CC) 4/5|| How how old (Attribute / Complement / Theme) are (Process: R / Finite & Predicator) you? (Carrier / Subject / Rheme) (CC) |||

CSA1 - 5/6|| I... (Carrier / Subject / Theme) have (deviant [lexical choice-L1 transfer] Process: R / Finite & Predicator / Rheme) fourteen years. (Attribute / Complement / Rheme) (SDCC) 7|| And (textual Theme) you? (Carrier / Subject / topical Theme) (AEC) (CC)|||

CSA2 - 6/8|| Me too. (AEC in relation to Clause 6) (SDCC) 7/9|| You (Carrier / Subject / topical Theme) have (Process: R / Finite & Predicator / Rheme) boyfriend? (part of Attribute / Complement / Rheme) (IC-interpersonal Theme indicative of present yes/no interrogative Mood, Deictic constituent of Attribute / Complement / part of Rheme nominal group lacking) (LDP) |||

CSA1 - 8/10|| Yeh! (AEC) (CC) |||

CSA2 - 9/11|| How old (Attribute / Complement / Theme) is (Process: R / Finite & Predicator) he? (Carrier / Subject / Rheme) (CC) |||

CSA1 - 10/12|| He... (Carrier / Subject / Theme) has (deviant [lexical choice-L1 transfer] Process: R / Finite & Predicator / Rheme) fourteen years. (Attribute / Complement / Rheme) (SDCC) |||

CSA2 - Ok... (DM)

CSA1 - 11/13|| And (textual Theme) you? (Carrier / Subject / topical Theme) (AEC) (CC) |||

CSA2 - 12/14|| No (AEC) (CC) 15|| ... I'm [unintelligible] (unanalyzable) |||

CSA1 & CSA2 - 13/16|| What (Goal / Complement / Theme) do (Finite / Rheme) you (Actor / Subject / rheme) do? (Process: M / Predicator / Rheme) (CC) |||

CSA1 - 14/17|| I (Carrier / Subject / Theme) am (Process: R / Finite & Predicator / Rheme) student. (part of Attribute / Complement / Rheme) (IC-Deictic constituent of Attribute / Complement / part of Rheme lacking) (LDP) 18|| And (textual Theme) you? (Actor / Subject / topical Theme) (AEC) (CC) |||

CSA2 - 15/19|| Student? (part of Attribute / Complement / Rheme) (AEC) (IC- Deictic constituent of Attribute / Complement / part of Rheme lacking) (LDP) 16/20|| Me too! (AEC) (CC) ||| So... (DM)

CSA1 - 17/21|| It (Carrier / Subject / Theme) 's (Process: R / Finite & Predicator / Rheme) nice [[ to meet you. ]] (Attribute / Complement / Rheme) (CC) |||

CSA2 - 18/22|| Nice [[ to meet you too. ]] (Attribute / Complement / Rheme) (AEC) (CC) |||

CSA1 - Bye! (MC)

CSA2 - Bye! (MC) See you later! (MC)

**ABD** has 22 ranking clauses, out of which 8 are incomplete (4 LDP and 4 SDCC) and 1 is unanalyzable. There are 18 clause complexes (1, 2, 1, 1, 2, 1, 1, 1, 1, 1, 2, 1, 2, 1, 1, 1, 1 ranking clauses respectively) and 2 down-ranked clauses. (69 words)

DIALOG REPORT:

1/1|| Today (Circumstance / Adjunct / Theme) I (Actor / Subject / Rheme) went (Process: M / Finite & Predicator / Rheme) to scholl (Circumstance / Adjunct / Rheme) (CC) 2|| and (textual Theme) I (Actor / Subject / topical Theme) meet (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) a nice and suit girl, (Goal / Complement / Rheme) (SDCC) 2/3|| she (Carrier / Subject / Theme) have (Process: R / deviant [number concord with Subject] temporal Finite & Predicator / Rheme) a black long hair, (deviant [inappropriate Deictic] Attribute / Complement / Rheme) (SDCC) 4|| [she] (Carrier / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) thin (Attribute / Complement / Rheme) (AEC) (CC) 5|| and (textual Theme) [she] (Carrier / Subject / topical Theme) is (Process: R / Finite & Predicator / Rheme) 14 iirs old, (deviant [simplified spelling for 'years'] Attribute / Complement / Rheme) (AEC) (SDCC) 3/6|| she (Sayer / Subject / Theme) tell (Process: V / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) me (Receiver / Complement / Rheme) (SDCC) 7|| that (textual Theme) she (Carrier / Subject / topical Theme) has (Process: R / Finite & Predicator / Rheme) a boyfried [[ that (Carrier / Subject / Theme) has (deviant [lexical choice-L1 transfer] Process: R / Finite & Predicator / Rheme) 14 iirs to. (deviant [simplified spelling for 'years' and 'too'] Attribute / Complement / Rheme) (simplified deviant complete down-ranked clause))] (Attribute / Complement / Rheme) (DOWN-RANKED-CLAUSE-RELATED SDCC) |||

**ABDR02** has 7 ranking clauses, out of which 5 are incomplete (4 SDCC and 1 down-ranked-clause-related SDCC). There are 3 clause complexes (2, 3, 2 ranking clauses respectively) and 1 down-ranked clause. (39 words)

ORAL TEST:

T: let's go... tá fácil, quem estudou vai se sair bem...  
 St: não quem não estudou vai se sair bem...  
 T: quem estudou vai se sair bem...  
 St: professora a senhora vai considerar que eu tô doente, né?... nem vinha hoje...  
 T:... ok.... let's talk about.... let's talk about quartos ... ô, ô Lílian... how do I say.... Quarto in English?  
 St1: ...só o que eu sei... bedroom...  
 T: bedroom.... and cama?  
 St2: seat...  
 T: não, cama?  
 St2:...cama?  
 T: ask.... Seat in the... the... the bedroom... ô Mariana how do I say cozinha?  
 St2: cozinha?... eu sei... liv... livin...  
 T: não... living room is not... cozinha...  
 St2: é o que living room?  
 T: sala.  
 St2: sala...  
 St1: é sal... professora...  
 T: não... cozinha Mariana...  
 St2: cozinha...  
 T: cama?...  
 St2: steak...  
 T: não.  
 St1: bed...  
 St2: como é coziha professora?  
 T: kitchen... ok, now I'm going to give you some pictures... of famous... people... please...  
 St2: calma aí, calma aí professora... um minuto...  
 T: ... é... describe them...  
 St2: não professora por favor...  
 T: ... feche o livro, você vai olhar um pouquinho para essas figuras aí cada um vai descrever... se é alto, se é baixo...  
 St2: tall...  
 T: calma...pense um pouquinho antes de falar,tá?...

St2: por que?

T: pra você não falar tudo de uma vez...

St2: ...(in silence)

T: não pode abrir o livro.

St2: eu sei, eu não vou abrir o livro não...

T: ok Lílian?

(sts in silence)

T: ok, Lílian... describe the picture... escolha uma e fale...

St1: 1/1|| ... short, medium age... (Attribute / Complement / part of Rheme) (IC-Carrier / Subject / Theme, Process: R / Finite & Predicator / part of Rheme lacking) (LDP) 2|| straighten... (part of Attribute / Complement / Rheme) (IC-Carrier / Subject / Theme, Process: R / Finite & Predicator / part of Rheme, Thing constituent of Attribute / Complement / part of Rheme lacking) (LDP) 3|| new... (Attribute / Complement / part of Rheme) (IC-Carrier / Subject / Theme, Process: R / Finite & Predicator / part of Rheme lacking) (LDP) |||

T: new? Young.

St1: é....

T: and what about the man?

St1: 2/4|| old...short... (Attribute / Complement / part of Rheme) (IC-Carrier / Subject / Theme, Process: R / Finite & Predicator / part of Rheme lacking) (LDP) ||| só.

T: and the other... girl?

St1: 3/5|| ... eh... eh blonde, (Attribute / Complement / part of Rheme) (IC-Carrier / Subject / Theme, Process: R / Finite & Predicator / part of Rheme lacking) (LDP) 6|| ... long...(part of Attribute / Complement / Rheme) (IC-Carrier / Subject / Theme, Process: R / Finite & Predicator / part of Rheme, Thing constituent of Attribute / Complement / part of Rheme lacking) (LDP) 7|| she...(Carrier / Subject / Theme) (IC-Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LPP) 8|| she (Carrier / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) tall...(Attribute / complement / Rheme) (CC) 9|| tall... (Attribute / Complement / part of Rheme) (AEC) (IC-Carrier / Subject / Theme, Process: R / Finite & Predicator / part of Rheme lacking) (LPP) |||

T: is... is she... pretty? beautiful? yes or no?

St1: 4/10|| beautiful (Attribute / Complement / part of Rheme) (IC-Carrier / Subject / Theme, Process: R / Finite & Predicator / part of Rheme lacking) (LDP) |||

T: beautiful, ok.

St1: 5/11|| ...ne, (Attribute / Complement / part of Rheme) (IC-Carrier / Subject / Theme, Process: R / Finite & Predicator / part of Rheme lacking) (LPP) 12|| new... (Attribute / Complement / part of Rheme) (IC-Carrier / Subject / Theme, Process: R / Finite & Predicator / part of Rheme lacking) (LDP) |||

T: young

St1: 6/13|| young... (Attribute / Complement / Theme) ela, (Carrier / Subject / Rheme) (IC-L2 Carrier / Subject / part of Rheme, Process: R / Finite & Predicator / part of Rheme lacking) (LDP) 14|| she (Carrier / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) eh.... never, never age. (deviant [lexical choice: learned item for non-learned item] Attribute / Complement / Rheme) (SDCC) |||

T: medium-age.

St1:...só.

T: ok Lílian, what's your address?

St1: 7/15|| is... (Process: R / Finite & Predicator / Rheme) three, six, zero, Francisco Nogueira Street. (Identifier / Complement / Rheme) (IC-Identified / Subject / Theme lacking) (LDP) |||

T: ok... what's your telephone number, Mariana?

St2: 8/16|| eh... two, nine, six... two, nine, nine, seven. (AEC) (CC) |||

T: ok. When is your birthday?

St1: 9/17|| eh... it... (Identified / Subject / Theme) January... two. (Identifier / Complement / Rheme) (IC-Process: R / Finite & Predicator / part of Rheme lacking) (LDP) |||

T: ...when is your birthday, Mariana?

St2: 10/18|| it (Identified / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) June (part of Identifier / Complement / Rheme) (IC-day of the month lacking) (LPP) ||| (wrong pronunciation)...

T: July.

St2: 11/19|| seve. (part of Identifier / Complement / Rheme) (IC- Identified / Subject / Theme, Process: R / Finite & Predicator / part of Rheme, part of Identifier / Complement / Rheme lacking) (LPP) |||

T: umh?

St2: 12/20|| seven. (part of Identifier / Complement / Rheme) (IC- Identified / Subject / Theme, Process: R / Finite & Predicator / part of Rheme, part of Identifier / Complement / Rheme lacking) (LPP) |||

T: umh?



St2: 13/21|| seven. (part of Identifier / Complement / Rheme) (IC- Identified / Subject / Theme, Process: R / Finite & Predicate / part of Rheme, part of Identifier / Complement / Rheme lacking) (LPP) |||

T: ok... let's take a look at the map on the board... Mariana, where is the...

St2: logo eu?

T: yeah. Where is the... drugstore? Where is the drugstore?

St2: 14/22|| ... é... (Process: R / Finite & Predicate / Rheme) (IC-Carrier / Subject / Theme, L2 Process: R / Finite & Predicate / part of Rheme, Attribute / Complement / part of Rheme lacking) (LPP) 23 || is... (Process: R / Finite & Predicate / Rheme) (IC-Carrier / Subject / Theme, Attribute / Complement / part of Rheme lacking) (LPP) 24 || it (Carrier / Subject / Theme) 's (Process: R / Finite & Predicate / Rheme) on...Roast... (Attribute / Complement / Rheme) (CC) 25 || né? (IC-L2 tag ending lacking) (LDP) |||

T: hum-hum.

St2: ...

T: Roast Street or Avenue?

St2: 15/26|| Avenue, (EEC) (CC) 27 || é não? (IC-L2 tag ending lacking) (LDP) |||

T: Roast Street or Roast Avenue?

St2: 16/28|| ah... street. (EEC) (CC) |||

T: ok... so, drugstore is on Roast Street...

St2: é... como é que é próximo, einh, professora?

T: pergunte a ela, vê se ela sabe.

St2: é... como é que é próximo?

St1: near.

St2: ?

St1: near.

T: pode ser near.

St2: 17/29|| near ba, bak... (part of expansion of Attribute / Complement / Rheme in relation to clause 24) (AEC) (IC-Deictic and part of Thing constituents of nominal-group Range of minor Process 'near' lacking) (LDP) |||

T: bakery.

St2: 18/30|| bakery... eh... (part of expansion of Attribute / Complement / Rheme in relation to clause 24) (AEC) (IC-Deictic constituent of nominal-group Range of minor Process 'near', minor Process 'near' lacking) (LDP) 31 || eh... near club. (part of expansion of Attribute / Complement / Rheme in relation to clause 24) (AEC) (IC-Deictic constituent of nominal-group Range of minor Process 'near' lacking) (LDP)|||

T: oh, Lílian, where is the restaurant?

St1: 19/32|| ... restaurant (part of Carrier / Subject / Theme) é... (Process: R / Finite & Predicate / Rheme) (IC-Deictic constituent of Carrier / Subject / Theme nominal group, L2 Process: R / Finite & Predicate / part of Rheme, Attribute / Complement / part of Rheme lacking) (LDP) 33 || é... (Process: R / Finite & Predicate / Rheme) Roast Street... (part of Attribute / Complement / Rheme) (AEC) (IC-L2 Process: R / Finite & Predicate / part of Rheme, minor Process 'on' whose Range is 'Roast Street' in Attribute / Complement / part of Rheme lacking) (LDP) 34 || é... (Process: R / Finite & Predicate / Rheme) between... Franklin University... (part of Attribute / Complement / Rheme) (AEC) (IC-L2 Process: R / Finite & Predicate / part of Rheme, second term in the Range constituent of minor Process 'between' in Attribute / Complement / part of Rheme lacking) (LDP) |||

T: ?

St1: between.

T: between?

St1: between.

T: ... tá between, mesmo? Eu acho que não tá não.

St1: behind.

T: behind?... oh, Mariana... where is the...hospital?

St2: o que?

T: the hospital.

St2: 20/35|| ... é... (Process: R / Finite & Predicate / Rheme) (IC-Carrier / Subject / Theme, L2 Process: R / Finite & Predicate / part of Rheme, Attribute / Complement / part of Rheme lacking) (LDP) 36 || is (Process: R / Finite & Predicate / Rheme) on... Roast Street... Roast Street ... and... Young, Young (deviant [lexical choice as to the minor Process] Attribute / Complement / Rheme) (IC- Carrier / Subject / Theme lacking) (LDP) 37 || é? (IC-L2 tag ending lacking) (LDP) 38 || Young Street. (AEC in relation to Clause 36) (IC-Carrier / Subject / Theme lacking) (LDP) |||

T: ok. How do I say na esquina de, na esquina?

St2: num sei não

T: in the... cor....  
 St2: hos?  
 T: não. In the corner of... Yell and Roast Street... ok, let's...  
 St2: ah, a senhora quer saber como é na esquina...  
 T: let's talk about family... Lílian... the mother of my mother is my...?  
 St1: grandmother.  
 T: the... son... of my mother is my...?  
 St1: sister.  
 T: the son.  
 St1: the son  
 T: the son of my mother is my...?  
 St1: son.  
 T: no... the son... my mother... is my...?  
 St1: ... son?  
 T: son... é irmão mas como é que a gente diz?... son não é irmão.  
 St1:... daughter.  
 T: no, no... do you know Mariana... the son... of my mother is my...?  
 St2: (in silence)  
 T: the son... my mother...  
 St2: brother.  
 T: ah... brother...ok, good... oh-oh Mariana... the... the father... of my father is my...  
 St2: ...  
 T: the father of my father...  
 St2: grandfather.  
 T: grandfather... ok... the son... of my... aunt... is my?... the son of my aunt is my?  
 St2: cousin?  
 T: cousin... ok.... No, no, no.... Mariana, how do I say... “feliz” “contente” in English?  
 St2: feliz, contente?  
 T: feliz... alegre...  
 St2: ... feliz, contente, alegre?  
 T: feliz, do you know?  
 St2: happy.  
 T: happy... oh, Lílian, can you make a sentence use “happy”?  
 St1: (in silence) o que é que quer dizer isso?  
 T: feliz, make a sentence use “happy”.  
 St1: 21/39||| I (Carrier / Subject / Theme) happy. (Attribute / Complement / Rheme) (IC-Process: R / Finite & Predicator / part of Rheme lacking) (LDP) |||  
 T: I'm happy...  
 St1: 22/40||| ... is... (deviant [lexical choice] Process: R / Finite & Predicator / Rheme) (IC-textual Theme, Carrier / Subject / topical Theme, Attribute / Complement / part of Rheme lacking) (LDP) 41 |||  
 is... (deviant [lexical choice] Process: R / Finite & Predicator / Rheme) (IC-textual Theme, Carrier / Subject / topical Theme, Attribute / Complement / part of Rheme lacking) (LDP) 42 ||| new car... (part of Attribute / Complement / Rheme) (IC- textual Theme, Carrier / Subject / topical Theme, Process: R / Finite & Predicator / part of Rheme, Deictic constituent of Attribute / Complement / part of Rheme lacking) (LDP) 43 ||| new car. (part of Attribute / Complement / Rheme) (IC- textual Theme, Carrier / Subject / topical Theme, Process: R / Finite & Predicator / part of Rheme, Deictic constituent of Attribute / Complement / part of Rheme lacking) (LDP) |||  
 T: I'm happy I have a new car. Ok... oh, Mariana, how do I say “cansado”?  
 St2: em inglês?  
 T: hum-hum...  
 St1: óbvio se ela tá perguntado “how do I say?”  
 T: ... lembra não que... preguei na porta um monte de figurinha...até eu que desenhei o que era “cans” ... o que era “tire”.... o que era cansado...  
 St2: tired...  
 T: tired...  
 St2: é acertei...  
 T: só vai acertar se fizer a frase... now make a sentence...  
 St2: 23/44||| tired... (Attribute / Complement / Rheme) (IC-Carrier / Subject / Theme, Process: R / Finite & Predicator / part of Rheme lacking) (LPP) 45 ||| I.... (Carrier / Subject / Theme) (IC-Process: R / Finite

& Predicator / part of Rheme, Attribute / Complement / Rheme lacking) (LPP) ||| ei professora como é que é “está”?

T: está? Verbo to be: is...

St2: ai é.... 24/46||| I.... (Carrier / Subject / Theme) (IC-Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / Rheme lacking) (LPP) 47||| I (Carrier / Subject / Theme) am... (Process: R / Finite & Predicator / Rheme) tired... (Attribute / Complement / Rheme) (CC) |||

T: ...?

St2: não é não?

T: I am?... tired.

St2: tired.

T: tired. Ok. Lílian and Mariana. Suppose, Lílian, you are, you are at Praça da Estação. Ok? Ask something to drink to Mariana.

St2: eu é que peço... começa....

St1: não...

T: Lílian, você vai perguntar ...

St1: ah! professora...

T: se... se entendeu cada um sabe o que vai falar...

St1: ah! professora é injusto...

T: fecha o livro... menina, para de abrir o livro...

St2:... one thing... one thing...

T: ... o que é que você vai beber? Peça o que você vai beber. O que é que você quer lá?

St2: uma Antarctica... uma média.

St1: ah! professora, assim é covardia... sei nem começar

T: umbora?

St2: vai pede prá mim.

St1: 25/48||| ... one drink (EEC) (CC) 49||| how much?... (EEC) (CC) |||

St2: 26/50||| ... twenty... (EEC) (IC) (LPP) 51||| twenty... five... cents... (EEC) (CC) |||

St1: 27/52||| thank you. (EEC) (CC) |||

T: ok, now let's suppose we are in a party...ok? Offer, oh Mariana, offer Lílian something to eat. But... but Lílian doesn't want, she wants something to drink.... Lembra daquele diálogo da Olivia que ela chega oferecendo... uma coisa pro...Bill... prá ele beber, prá ele comer e ele não quer comer, então é um diálogo parecido... let's go...

St2: vai tu é o Bill.

St1: ...eu vou ser quem?

St2 and T: tu é o Bill.

St2: começa.

St1: ... is... o que é que ele quer?

St2: um diálogo parecido, que nós treinamos...

St1: 28/53||| you.... are.... great? (IC due to its complete pragmatic inappropriateness) (LDP) |||

St2: 29/54||| I (Carrier / Subject / Theme) 'm not (Process: R / Finite [negative polarity] & Predicator / Rheme) really (modal Adjunct / Rheme) hungry (Attribute / Complement / Rheme) (CC) ||| (wrong pronunciation) é... não?

T: é... repete...

St2: 30/55||| I (Carrier / Subject / Theme) 'm not (Process: R / Finite [negative polarity] & Predicator / Rheme) really (modal Adjunct / Rheme) hungry (Attribute / Complement / Rheme) (CC) ||| (wrong pronunciation)

**ABOT has 55 ranking clauses, out of which 43 are incomplete (29 LDP, 13 LPP, and 1 SDCC). There are 30 clause complexes (3, 1, 5, 1, 2, 2, 1, 1, 1, 1, 1, 1, 1, 1, 4, 2, 1, 1, 2, 3, 4, 1, 4, 2, 2, 2, 2, 1, 1, 1, 1 ranking clauses respectively) and no down-ranked clauses. (145 words)**

WRITTEN TEST COMPOSITION:

There is no composition question in the written test.

### E.2.1.2 Group data (Class 1)

#### SPOKEN (CLASS RECORDING):

The Stage 1 class was not recorded by the appointed teacher. The tape was returned blank on both sides.

#### WRITTEN (HOME ASSIGNMENT):

The written production provided was the Written Test, which has no composition question.

## E.2.2 Intermediate proficiency level (Stage 5)

### E.2.2.1 Individual data

Subject CSA3

(male; 14 years old; eighth grade of Fundamental School; Class 1)

#### PERSONAL EXPERIENCE:

##### SPOKEN:

1/1||| when (Circumstance / Adjunct / Theme) I (Carrier / Subject / Rheme) was (Process: R / Finite & Predicator / Rheme) 10 years old ... (Attribute / Complement / Rheme) (CC) 2|| my ... (Deictic constituent of Actor / Subject / theme nominal group) (IC-Thing constituent of Actor / Subject / Theme nominal group, Process: M / Finite & Predicator / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (LPP) 3|| me and my family ... (Participant? / Complement? / Rheme?) (IC-Participant? / Subject / Theme, Process: ? / Finite & Predicator / part of Rheme lacking) (LDP) 4|| my father (Actor / Subject / Theme) was driving (Process: M / Finite & Predicator / Rheme) us (Goal / Complement / Rheme) to ... paracuru (Circumstance / Adjunct / Rheme) (CC) 5|| ... and ... (textual Theme) the ... the middle of the the travel of the (part of Circumstance / Adjunct / topical Theme) we ... (Actor / Subject / Rheme) (IC-minor Process in Circumstance / Adjunct / topical Theme prepositional phrase, Process: M / Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme lacking) (LDP) 6|| we (Actor / Subject / Theme) hit (Process: M / Finite & Predicator / Rheme) (IC-incomplete Circumstance / Adjunct, Goal / Complement / part of Rheme lacking) (LDP) 7|| we (Actor / Subject / Theme) hits (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) in other in other car ... (part of deviant [inappropriate preposition in'] Goal / Complement / Rheme) (IC-indefinite bound morpheme of Numerative in Goal / Complement / part of Rheme nominal group lacking) (LDP) 8|| and ... and (textual Theme) I ... (Actor / Subject / topical Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme lacking) (LPP) 9|| I (Actor / Subject / Theme) broke (Process: M / Finite & Predicator / Rheme) my my leg (Goal / Complement / Rheme) (CC) 10|| my mother ... (Actor / Subject / Theme) << and brother >> broke (Process: M / Finite & Predicator / Rheme) her arm ... (Goal / Complement / Rheme) (CC) 11|| but (textual Theme) my my father and my brother ... (Participant? / Subject / topical Theme) (IC-Process? / Finite & Predicator / part of Rheme, Participant? / Complement / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (LDP) 12|| with my my father and my brother (Circumstance / Adjunct / Theme) don't ... (deviant [present for past primary tense] temporal Finite) (IC-pre-Process / Subject / part of Rheme, Process / part of Rheme lacking) (LDP) 13|| don't (deviant [present for past primary tense] temporal Finite) ... 2/14|| << I (Senser / Subject / Theme) don't know (Process: ML / Finite & Predicator / Rheme) aconteceu? (Phenomenon / Complement / Rheme) (CC) >> ...13<< ... aconteceu ... >> (Process: M / Finite & Predicator / Rheme) (IC-L2 Process: M / Finite & Predicator / part of Rheme lacking) (LDP) 15<< I (Senser / Subject / Theme) don't know how to ... (part of Process: V? / Finite & part of Predicator / part of Rheme) (IC-rest of Process / Predicator / Rheme, Verbiage? / Complement / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) OK ... (indicative of LPP type of incompleteness; subject gave up completing the clause) >> ...3/16|| and (textual Theme) we ... (Actor / Subject / topical Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (LDP) 17|| we ... (Actor / Subject / Theme) come (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) (IC-Circumstance / Adjunct / part of Rheme lacking) (LDP) 18|| come back (Process: M / deviant [present for

past primary tense] temporal Finite & Predicator / Rheme) to to house (part of Circumstance / Adjunct / Rheme) (AEC) (IC-Deictic constituent of Range constituent of Circumstance / Adjunct / part of Rheme prepositional phrase lacking) (LDP) 19 || without travel (NFC) (IC-imperfectiveness marker on non-finite Predicator lacking) (LDP) |||

**▲/SPE01 has 19 ranking clauses, out of which 14 are incomplete (11 LDP and 3 LPP). There are 3 clause complexes (13, 2, 4 ranking clauses respectively) and no down-ranked clauses. (112 words)**

WRITTEN:

1/1||| When (Circumstance / Adjunct / Theme) I (Carrier / Subject / Rheme) was (Process: R / Finite & Predicator / Rheme) ten years old, (Attribute / Complement / Rheme) (CC) 2 || me and my family, (deviant [oblique case of pronoun for nominative case] Actor / Subject / Theme) was going (Process: M / deviant [singular number for plural number] temporal Finite & Predicator / Rheme) to Paracuru, (Circumstance / Adjunct / Rheme) SDCC 2/3 || my father (Actor / Subject / Theme) was driving (Process: M / Finite & Predicator / Rheme) us, (Goal / Complement / Rheme) (CC) 4 || he (Actor / Subject / topical Theme) hit (Process: M / Finite & Predicator / Rheme) in another car. (deviant [inappropriate preposition] Goal / Complement / Rheme) (IC-textual Theme lacking) (LDP) 3/5 || I (Actor / Subject / Theme) broke (Process: M / Finite & Predicator / Rheme) my leg, (Goal / Complement / Rheme) (CC) 6 || and (textual Theme) my mother (Actor / Subject / topical Theme) broke (Process: M / Finite & Predicator / Rheme) her arm. (Goal / Complement / Rheme) (CC) 4/7 || We (Actor / Subject / Theme) decided to come back (Process: M / Finite & Predicator / Rheme) to home (deviant [inappropriate preposition] Circumstance / Adjunct / Rheme) (CC) 8 || without travel. (NFC) (IC-imperfectiveness marker on non-finite Predicator lacking) (LDP) |||

**▲/WPE01 has 8 ranking clauses, out of which 3 are incomplete (2 LDP and 1 SDCC). There are 4 clause complexes (2, 2, 2, 2 ranking clauses respectively) and no down-ranked clauses. (43 words)**

PICTURE NARRATIVE:

SPOKEN:

1/1||| the the children and and the cat (deviant [ number-for Portuguese speaking learners, the monothong [I] is easier and simpler to articulate than the diphthong [ay] before the liquid [l] ] Carrier / Subject / Theme) was ... (Process: R / deviant [singular number for plural number] temporal Finite & Predicator / Rheme) (IC-Attribute / Complement / part of Rheme lacking) SDCC 2 || was (Process: R / deviant [singular number for plural number] temporal Finite & Predicator / Rheme) in the bedroom (Attribute / Complement / Rheme) (AEC) SDCC 2/3 || the cat (Actor / Subject / Theme) was sleeping (Process: M / Finite & Predicator / Rheme) in ... in the in the bed (Circumstance / Adjunct / Rheme) (CC) 4 || and (textual Theme) the children (deviant [ number-for Portuguese speaking learners, the monothong [I] is easier and simpler to articulate than the diphthong [ay] before the liquid [l] ] Actor / Subject / topical Theme) was reading (Process: M / Finite & Predicator / Rheme) a book (Goal / Complement / Rheme) in the floor (deviant [preposition 'in' for 'on'] Circumstance / Adjunct / Rheme) SDCC 3/5 || the cat (Actor / Subject / Theme) (IC-Process: M / Finite & Predicator / part of Rheme lacking) (SDCC) 6 || the cat (Actor / Subject / Theme) wake up (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) (SDCC) 7 || and (textual Theme) the (part of Actor / subject / topical Theme) (IC-Thing constituent of Actor / Subject / topical Theme, Process: M / finite & Predicator / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (SDCC) 8 || and (textual theme) the children (deviant [ number-for Portuguese speaking learners, the monothong [I] is easier and simpler to articulate than the diphthong [ay] before the liquid [l] ] Actor / Subject / Theme) put (Process: M / Finite & Predicator / Rheme) the cat (Goal / Complement / Rheme) out to the to the bedroom (deviant [preposition 'to' for preposition 'of'] Circumstance / Adjunct / Rheme) (SDCC) 4/9 || the cat (Actor / Subject / Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (LPP) 10 || the cat (Actor / Subject / Theme) go (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) (IC-Circumstance / Adjunct / part of Rheme lacking) (LPP) 11 || went (Process: M / Finite & Predicator / Rheme) to under a desk (deviant [inappropriate preposition] Circumstance / Adjunct / Rheme) (AEC) (CC) 12 || and (textual Theme) continues to sleep ... (Process: M / deviant [present for past primary tense] temporal Finite & deviant [second constituent of verbal group complex: perfective aspect for imperfective aspect] Predicator / Rheme) (AEC) (SDCC) 13 || and (textual Theme) after (textual Theme) we ... (Participant? / Subject / topical Theme) (IC-Process? / Finite &

Predicator? / part of Rheme, Participant? / Complement / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (LDP) 14 || after... (textual Theme) it (Actor / Subject / topical Theme) sleep (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) (SDCC) 15 || he (Actor / Subject / Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme lacking) (SDCC) 16 || he (Actor / Subject / Theme) look at (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) the the bird ... [[ that was in a jail ]] (Goal / Complement / Rheme) (SDCC) 17 || and ... (textual Theme) he (Actor / Subject / topical Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (LPP) 18 || he (Actor / Subject / Theme) went (Process: M / Finite & Predicator / Rheme) to the the jail (Circumstance / Adjunct / Rheme) (CC) 19 || and (textual Theme) shake (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) it ... (Goal / Complement / Rheme) (AEC) (SDCC) 20 || but but (textual Theme) when when (Circumstance / Adjunct / topical Theme) he (Actor / Subject / Rheme) shake (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) it (Goal / Complement / Rheme) (SDCC) 21 || the jail ... (Actor / Subject / Theme) (IC-Process: M / Finite & Predicator / part of Rheme lacking) (SDCC) 22 || the the jail (Actor / Subject / Theme) fall (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) (SDCC) 23 || and (textual Theme) the bird (Actor / Subject / topical Theme) escape (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) (SDCC) 24 || and (textual Theme) the the cat ... (Goal / Subject / topical Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Actor / Complement / part of Rheme lacking) (LPP) 25 || the cat (Goal / Subject / Theme) was captured (Process: M / Finite & Predicator / Rheme) by the jail (Actor / Complement / Rheme) (CC) 5/26 || when (Circumstance / Adjunct / Theme) the children (deviant [ number-for Portuguese speaking learners, the monothong [I] is easier and simpler to articulate than the diphthong [ay] before the liquid [I] ] Actor / Subject / Rheme) go out (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) (IC-Circumstance / Adjunct / part of Rheme lacking) (SDCC) 27 || the (Deictic constituent of Actor / Subject / Theme nominal group) go out (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) of the bedroom (Circumstance / Adjunct / Rheme) (AEC) (SDCC) 28 || she ... (Senser / Subject / Theme) (IC-Process: ML / Finite & Predicator / part of Rheme, Phenomenon / Complement / part of Rheme lacking) (LPP) 29 || she (Senser / Subject / Theme) saw (Process: ML / Finite & Predicator / Rheme) the the cat (Phenomenon / Complement / Rheme) (CC) 30 || caught (regular past participle marking on Predicator for irregular marking [overgeneralization]) (NFC) (SDCC) 31 || and (textual Theme) the bird ... (Carrier / Subject / topical Theme) (IC-Attribute / Complement / part of Rheme lacking) (LPP) 32 || the bird (Carrier / Subject / Theme) free (Attribute / Complement / Rheme) (VLC) (CC) 33 || and (textual Theme) the bird (Actor / Subject / topical Theme) go out (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) of the house (Circumstance / Adjunct / Rheme) (SDCC) 34 || and (textual Theme) the children (deviant [ number-for Portuguese speaking learners, the monothong [I] is easier and simpler to articulate than the diphthong [ay] before the liquid [I] ] Actor / Subject / Rheme) takes (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) the the cat (Goal / Complement / Rheme) (IC-location Circumstance / Adjunct / part of Rheme lacking) (LDP) |||

**A/SPN01 has 34 ranking clauses, out of which 28 are incomplete (2 LDP, 6 LPP, and 20 SDCC). There are 5 clause complexes (2, 2, 4, 17, 9 ranking clauses respectively) and 1 down-ranked clause. (173 words)**

WRITTEN:

1/1 ||| A girl and a cat (Carrier / Subject / Theme) was (Process: R / deviant [singular number for plural number] temporal Finite & Predicator / Rheme) in a bedroom. (Attribute / Complement / Rheme) SDCC 2/2 ||| The cat (Actor / Subject / Theme) was sleeping (Process: M / Finite & Predicator / Rheme) on the bed (Circumstance / Adjunct / Rheme) (CC) 3 ||| and (textual Theme) the girl (Actor / Subject / topical Theme) was reading (Process: M / Finite & Predicator / Rheme) a book. (Goal / Complement / Rheme) (CC) 3/4 ||| When (Circumstance / Adjunct / Theme) the cat (Actor / Subject / Rheme) woke up, (Process: M / Finite & Predicator / Rheme) (CC) 5 ||| the girl (Actor / Subject / Theme) put (Process: M / Finite & Predicator / Rheme) the cat (Goal / Complement / Rheme) out of the bedroom. (Circumstance / Adjunct / Rheme) (CC) 4/6 ||| The cat (Actor / Subject / Theme) went (Process: M / Finite & Predicator / Rheme) to under a table (deviant [inappropriate preposition] Circumstance / Adjunct / Rheme) (CC) 7 ||| to continue to sleep, (Process: M / deviant [second constituent of verbal group complex: perfective aspect for imperfective aspect] Predicator / Rheme) (NFC) (SDCC) 5/8 ||| when (Circumstance / Adjunct / Theme) the cat (Actor / Subject / Rheme) woke up (Process: M / Finite & Predicator / Rheme) (CC) 9 ||| he

(Senser / Subject / Theme) saw (Process: ML / Finite & Predicator / Rheme) a bird (Phenomenon / Complement / Rheme) inside of a jail (Circumstance / Adjunct / Rheme) (CC) 10 || and (textual Theme) he (Actor / Subject / topical Theme) went (Process: M / Finite & Predicator / Rheme) in front of the jail (Circumstance / Adjunct / Rheme) (CC) 11 || and (textual Theme) shook (Process: M / deviant [regular past marking for irregular marking-overgeneralization] temporal Finite & Predicator / Rheme) the jail (Goal / Complement / Rheme) (AEC) (SDCC) 12 || to catch (Process: M / Predicator / Rheme) the bird, (Goal / Complement / Rheme) (NFC) (CC) 13 || but (textual Theme) the jail (Actor / Subject / topical Theme) fall down (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) (SDCC) 14 || and (textual Theme) the cat (Goal / Subject / topical Theme) was captured (Process: M / Finite & Predicator / Rheme) (CC) 15 || and (textual Theme) the bird (Carrier / Subject / topical Theme) got (Process: R / Finite & Predicator / Rheme) the freedom. (Attribute / Complement / rheme) (CC) 6/16 || The girl (Actor / Subject / Theme) took (Process: M / Finite & deviant [simpler spelling] Predicator / Rheme) the cat (Goal / Complement / Rheme) (IC-location Circumstance / Adjunct / part of rheme lacking) (LDP) 17 || and (textual Theme) the bird (Actor / Subject / topical Theme) fly away (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) to out of the house (deviant [inappropriate preposition 'to'] Circumstance / Adjunct / Rheme) (SDCC) 18 || and (textual Theme) stayed (Process: R / Finite & Predicator / Rheme) in a tree. (Circumstance / Adjunct / Rheme) (AEC) (CC) |||

**A/WPN01 has 18 ranking clauses, out of which 6 are incomplete (1 LDP and 5 SDCC). There are 6 clause complexes (1, 2, 2, 2, 8, 3 ranking clauses respectively) and no down-ranked clauses. (113 words)**

DIALOG:

CSA3 - 1 ||| What (Phenomenon / Complement / Theme) did (Finite / Rheme) you (Senser / Subject / Rheme) think (Process: ML / Predicator / Rheme) about the written test? (Circumstance / Adjunct / Rheme) (CC) |||

CSA4 - Oh! (DM) 2/2 ||| It (Carrier / Subject / Theme) was (Process: R / Finite & Predicator / Rheme) good. (Attribute / Complement / Rheme) (CC) 3 || I (Senser / Subject / Theme) thought (Process: ML / Finite & Predicator / Rheme) (projecting clause) (CC) 4 || it (Carrier / Subject / Theme) was (Process: R / Finite & Predicator / Rheme) very easy. (Attribute / Complement / Rheme) (projected clause) (CC) |||

CSA3 - 3/5 ||| And (textual Theme) about the oral test? (Circumstance / Adjunct / Rheme) (AEC) (CC) |||

CSA4 - 4/6 ||| It (Carrier / Subject / Theme) was (Process: R / Finite & Predicator / Rheme) good (Attribute / Complement / Rheme) too. (Circumstance / Adjunct / Rheme) (CC) 7 || I (Senser / Subject / Theme) think (Process: ML / Finite & Predicator / Rheme) (projecting clause) (CC) 8 || I (Carrier / Subject / Theme) 'll get (Process: R / modal Finite & Predicator / Rheme) a nice grade. (Attribute / Complement / Rheme) (projected clause) (CC) |||

CSA3 - 5/9 ||| And (textual Theme) the labs? (Circumstance / Adjunct / Rheme) (AEC) (CC) 10 || Did (Finite / Theme) you (Actor / Subject / Theme) do (Process: M / Predicator / Rheme) any lab? (Goal / Complement / Rheme) (CC) |||

CSA4 - 6/11 ||| Yes, (CC) 12 || I (Actor / Subject / Theme) did (Process: M / Finite & Predicator / Rheme) it (Goal / Complement / Rheme) all. (Circumstance / Adjunct / Rheme) (CC) |||

CSA3 - 7/13 ||| I ... (Actor / Subject / Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (LDP) 14 || I (Actor / Subject / Theme) have to (part of Process: M / Finite & part of Predicator / part of Rheme) (IC-rest of Process: M / rest of Predicator, Goal / Complement, Circumstance / Adjunct, rest of Rheme lacking) (LDP) 15 || I (Actor / Subject / Theme) have to do (Process: M / Finite & Predicator / Rheme) today. (Circumstance / Adjunct / Rheme) (IC-Goal / Complement / part of Rheme lacking) (LDP) 16 || I (Actor / Subject / Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme lacking) (LPP) 17 || I (Actor / Subject / Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme lacking) (LPP) 18 || I (Actor / Subject / Theme) didn't do (Process: M / Finite & Predicator / Rheme) all all the lab. (Goal / Complement / Rheme) (CC) 19 || I have to [unintelligible] today. (unanalyzable) |||

CSA4 - 8/20 ||| Do you want me to [unintelligible] with help? (unanalyzable) |||

CSA3 - [unintelligible]

CSA4 - [unintelligible]

CSA3 - [unintelligible]

**A/D** has 20 ranking clauses, out of which 5 are incomplete (3 LDP and 2 LPP) and 2 are unanalyzable. There are 8 clause complexes (1, 3, 1, 3, 2, 2, 7, 1 ranking clauses respectively) and down-ranked clauses. (77 words)

DIALOG REPORT:

1/1||| We (Sayer / Subject / Theme) talked (Process: V / Finite & Predicator / Rheme) about the tests of English (Circumstance / Adjunct / Rheme) (CC) 2|| and (textual Theme) about the lab's activities (Circumstance / Adjunct / Rheme) (AEC) (CC) 3|| and (textual Theme) he (Actor / Subject / topical Theme) offered (Process: M / Finite & Predicator / Rheme) help (Goal / Complement / Rheme) to me (Beneficiary / Complement / Rheme) (CC) 4|| to do (Process: M / Predicator / Rheme) the lab's activities. (Goal / Complement / Rheme) (NFC) (CC) 2/5||| Before (Circumstance / Adjunct / Theme) we (Sayer / Subject / Rheme) talked (Process: V / Finite & Predicator / Rheme) about the oral and the written tests. (Circumstance / Adjunct / Rheme) (IC-nominal-group Range of minor Process 'before' in Circumstance / Adjunct / Theme lacking) (LDP) |||

**A/DR01** has 5 ranking clauses, out of which 1 is incomplete (1 LDP). There are 2 clause complexes (4, 1 ranking clauses respectively) and no down-ranked clauses. (33 words)

ORAL TEST:

Side A

(sts talking)

St: record? No. no. no. I can't.

T: forget, forget about this. You can. Manú.

St: record é... record in another test, please teacher.

T: no, I can't. I'm really sorry. Manú, how are you?

St1: I'm fine.

T: and you, André?

St2: 1/1||| very good. (Attribute / Complement / Rheme) (AEC) (CC) |||

T: é... Can you please eh... tell me what you are not supposed to do in class, or at home and things you don't have to do there.

St1: I'm not supposed to speak in Portuguese.

T: you're talking about class?

St1: yes. eh... I'm not supposed to... to get a bad grade.

T: and what don't you have to do, Manú?

St1: I don't have to turn off the air if I don't want... eh... I don't have to make a party if I don't want.

T: and you André.

St2: eh... 2/2||| I (Sayer / Subject / Theme) 'm not supposed to speak (Process: V / Finite & Predicator / Rheme) in class, (Circumstance / Adjunct / Rheme) (CC) 3|| I (Senser / Subject / Theme) have to... pay (Process: ML / Finite & Predicator / Rheme) attention (Phenomenon / Complement / Rheme) in the class. (Circumstance / Adjunct / Rheme) (CC) 4|||

T:ok.

St2: and (textual Theme) I (Actor / Subject / topical Theme) 'm suppose to write (Process : M / Finite & deviant [base form for 'ed' form of Predicator expansion indicative of modulation] what [[ I (Senser / Subject / Theme) want. (Process: ML / Finite & part of Predicator / part of Rheme) (incomplete down-ranked clause: particle 'to' to substitute for rest of Predicator and rest of Rheme lacking) ]]) (part of Goal / Complement / Rheme) (IC-rest of Goal / Complement / Rheme lacking) (DOWN-RANKED-CLAUSE-RELATED LDP) |||

T: ok. Have you ever had an injury? An accident you hurt something? Yes? You hurt a part of your body? Describe it and tell your partner how it happened.

St1: I was running when I fell down and I ... broke my arm.

T:...and you. Can you remember?

St2: 3/5||| I (Actor / Subject / Theme) 've (Finite / Rheme) never (modal Adjunct / Rheme) hurt (Process: M / Predicator / Rheme) any, any part of my body. (Goal / Complement / Adjunct) (CC) |||

T: nothing? Any accident?

St2: 4/6||| ...serious, (AEC in relation to T's question and Clause 5) (CC) 7|| no. (CC) 5/8||| to break. (Process: M / Predicator / Rheme) (NFC) (IC-non-finite verbal group is decontextualized, Goal / Complement / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (LDP) |||

T: no?



St2: 6/9||| no. (CC) |||

T: only normal ones. But tell me.

St2: 7/10||| ... once (Circumstance / Adjunct / Theme) I (Actor / Subject / Rheme) was... playing (Process: M / Finite & Predicator / Rheme) (CC) 11||| and (textual Theme) I (Actor / Subject / topical Theme) put... (Process: M / Finite & Predicator / Rheme) (IC-Goal / Complement / part of Rheme lacking) (LDP) 12||| I ... (Participant? / Subject / Theme) (IC-Process: ? / Finite & Predicator / part of Rheme, Participant? / Complement / part of Rheme lacking) (LDP) |||

T: you dropped?

St2: 8/13||| yes. (CC) 14||| I (Actor / Subject / Theme) dropped. (Process: M / Finite & deviant [lexical choice: 'drop' for 'fall'] Predicator / Rheme) (CC) |||

T: ok. Now... all of us have problems. I want you to remember and tell a problem you have had in a period of time. Make a conversation ok? Your friend will give advices or an advice for this problem. Conversation. A problem that you have had for a period of time.

St1: I've been so nervous.

St2: eh... 9/15||| I (Senser / Subject / Theme) think (Process: ML / Finite & Predicator / Rheme) (projecting clause) (CC) 16||| you... (Actor / Subject / Theme) had better calm down. (Process: M / Finite & Predicator / Rheme) (CC) |||

St1: I think it's impossible.

St2: eh... 10/17||| I (Senser / Subject / Theme) understand. (Process: ML / Finite & Predicator / Rheme) (AEC) (CC) |||

T: and you please, André.

St2: ... 11/18||| I (Carrier / Subject / Theme) 've been (Process: R / Finite & Predicator / Rheme) so worried. (Attribute / Complement / Rheme) (CC) |||

St1: you'd better you... wait.

T: ... ok. Imagine you haven't seen each other for a long time...and you just run into each other. Greet his or her. Your friend. And talk to him or her... Did you understand?

St2: 12/19||| yes. (CC) 20||| Talk (Process: V / Predicator / Rheme) about what? (Circumstance / Adjunct / Rheme) (EEC) (CC) |||

T: just greet and talk about what you haven't been doing.

St2: hello, (MC) Emanuele. (MC) 13/21||| How (Attribute / Complement / Theme) are (Process: R / Finite & Predicator) you? (Carrier / Subject / Rheme) (CC) |||

St1: oh. I'm fine.

St2: 14/22||| such a long time. (EEC) (CC) 15/23||| What (Goal / Complement / Theme) have (Finite / Rheme) you (Actor / Subject / Rheme) been doing? (Process: M / Predicator / Rheme) (CC) |||

St1: eh... I've been eh...working here.

St2: 16/24||| here where? (EEC) (CC) |||

St1: ?

St2: 17/25||| here where? (EEC) (CC) |||

St1: here in... 7 de Setembro.

St2: ... 18/26||| you (Carrier / Subject / Theme) are (Process: R / Finite & Predicator / Rheme) the same. (Attribute / Complement / Rheme) (CC) |||

St1: and you? eh... what's the news?

St2: é... 19/27||| I (Actor / Subject / Theme) am playing (Process: M / Finite & Predicator / Rheme) in a band. (Circumstance / Adjunct / Rheme) (CC) |||

St1: wonderful, André.

T: ok? Now ah... imagine a situation, you know, real situation. Ask your friend what he or she would do in that situation.

St1: what... you to do if you have more time.

T: can you repeat Manú?

St1: what you to do if you had a...

T: no. what you ask your friend is what he would do.

St1: what would you do if you had more time?

St2: 20/28||| I (Actor / Subject / Theme) would study (Process: M / Finite & Predicator / Rheme) more (Goal / Complement / Rheme) to... the vestibular. (deviant [preposition 'to' for 'for'] Circumstance / Adjunct / Rheme) (CC) |||

T: and you André, please.

St2: 21/29||| What (Goal / Complement / Theme) would (Finite / Rheme) you (Actor / Subject / Rheme) do (Process: M / Predicator / Rheme) (CC) 30||| if... (textual Theme) you (Carrier / Subject / topical Theme) had (Process: R / Finite & Predicator / Rheme) more money? (Attribute / Complement / Rheme) (CC) |||

St1: I would buy a boat.

T: now, act out a conversation in which one suggests doing something on the weekend. Respond to the suggestion without making other plan... to... plan something together and you also have to make... conditional sentences, ok?

St2: 22/31||| Why (Circumstance / Adjunct / Theme) don't (Finite: negative polarity / Rheme) we (Actor / Subject / Rheme) go (Process: M / Predicator / Rheme) to the beach (Circumstance / Adjunct / Rheme) next weekend? (Circumstance / Adjunct / Rheme) (CC) |||

St1: if the weather is good I I want to go. Why don't we... go to see a movie?

St2:... 23/32||| I (Carrier / Subject / Theme) 'm (Process: R / Finite & Predicator / Rheme) so ill (Attribute / Complement / Rheme) (CC) 33 ||| to go (Process: M / Predicator / Rheme) to the doctor... (deviant [pragmatically inappropriate location choice] Circumstance / Adjunct / Rheme) (CC) 34 ||| and... (textual Theme) if if (textual Theme) I (Carrier / Subject / topical Theme) (IC-Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / Rheme lacking) (LPP) 35 ||| I (Carrier / Subject / Theme) have (Process: R / Finite & Predicator / Rheme) time (Attribute / Complement / Rheme) (CC) 36 ||| I (Actor / Subject / Theme) would go. (Process: M / deviant [past for present primary tense: overgeneralization] modal Finite & Predicator / Rheme) (SDCC) |||

T: Thank you very much. Bye- bye see you tomorrow.

St2: 24/37||| how come? (EEC) (CC) |||

T: It was good. You just confused about the conditional. "If I have more time I'll go and not I would go. But good. It was good. Very good.

St1: And me?

T: With Manú...

St2: 25/38||| it (Carrier / Subject / Theme) was (Process: R / Finite & Predicator / Rheme) good. (Attribute / Complement / Rheme) (CC) |||

T: yeah.

St2: bye-bye. (MC)

St1: see you, see you, see you....

T: bye-bye... see you tomorrow, ok? No. only Naira and Morgana, please.

T: Call three, ok? Three students.

T: only three, only three students.

St: hey, Andrei.

T: ok, Ricardo. Let's go Ricardo please... Ricardo... how are you, Ricardo?

St1: fine... more less because I didn't study so much.

T: why not?

St: because I didn't have time.

T: Bosco... hello Bosco.

St2: hello. (MC)

T: Edilson... how are you Edilson?

St3: fine.

T: did you study for the test?

St3: no... I don't I don't study for the tests.

T: you don't what?

St3: I don't study.

T: for the test?

St3: yes.

T: ok. Ah... you three... Ricardo you want to make plans to meet Bosco. You call Bosco to set up the time and the place. But Bosco is not at home. Ok Bosco, you are not at home.

St1: and I I... leave the message?

T: You call... Bosco to set up a meeting,

St1: yes.

T: to say the time, the place, ok?

St1: to?

T: to set up a meeting.

St1: set up a meeting.

T: ...But... Bosco is not at home. You, Edilson, you answer the phone and when Bosco arrives, give him the message. Ok, Bosco?

St1: hello.  
 St3: hello, this is Edilson.  
 St1: hi Edilson. How are you?  
 St3: I'm fine.  
 St1: eh...Bosco eh... is at home?  
 St3: Bosco...  
 St1: is at house?  
 St3: no. He's not here right now.  
 St1: so, eh.... Tell him that I want to meet with him to...go to the cinema with... her friends.  
 St3: (he laughs)  
 T: her friends?  
 St1: no. his friends.  
 St3: oh, yes.  
 St1: at... eight o'clock. On Saturday.  
 St3: at?  
 St1: at eight o'clock. On Saturday, ok?  
 T: where?  
 St1: eh...North Shopping.  
 T:?  
 St1: North Shopping.  
 St3: Bosco.  
 St2: 26/39||| how (Attribute / Complement / Theme) are (Process: R / Finite & Predicator / Rheme) you? (Carrier / Subject / Rheme) (CC) |||  
 St3: eh... Ricardo called to me... and... asked to I talk to you... go... to the... to North Shopping... to see a movie with you... at eight.  
 St2: ... 27/40||| and (textual Theme) when... (Circumstance / Adjunct / topical Theme) to go? (part of Process: M / Predicator / part of Rheme) (IC-Actor ['we']/ Subject / part of Rheme, Finite ['are', 'should', 'will', 'are supposed'] / part of rheme lacking) (LDP) |||  
 St3: at eight.  
 St2: 28/41||| at eight o'clock? (EEC) (CC) |||  
 St3: eight o'clock.  
 St2: 29/42||| I (Actor / Subject / Theme) can't (Finite [negative polarity] / Rheme) (AEC) (CC) 43 ||| because (textual Theme) I (Actor / Subject / topical Theme) 'll (Finite / Rheme) (IC-Process: M / Predicator / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (LPP) 44 ||| I (Actor / Subject / Theme) 'll (Finite / Rheme) have... (part of Process: M / part of Predicator / part of Rheme) (IC-rest of Process: M / rest of Predicator / rest of Rheme, Circumstance / Adjunct / part of Rheme lacking) (LPP) 45 ||| I (Actor / Subject / Theme) 'll have to study (Process: M / Finite & Predicator / Rheme) for the test. (Circumstance / Adjunct / Rheme) (CC) |||  
 St3: so, talk to him.  
 (laughter)  
 St2: hello, (MC) Ricardo. (MC)  
 St1: hello, Bosco?  
 St2: 30/46||| did (Finite / Theme) you (Actor / Subject / Theme) call (Process: M / Predicator / Rheme) to... to me? (deviant [inappropriate preposition] Goal / Complement / Rheme) (CC) |||  
 St1: yes. I want to know if you eh... can go...to the cinema with our friends and...and with you.... At eight o'clock.  
 St2: 31/47||| eight o'clock? (EEC) (CC) 48 ||| But (textual Theme) at eight o'clock (Circumstance / Adjunct / topical Theme) I (Actor / Subject / Rheme) have to... to study. (Process: M / Finite & Predicator / Rheme) (CC) |||  
 St1: oh, but the study oh... the test is next week you have to study earlier... let's go.  
 St2: 32/49||| but (textual Theme) I (Carrier / Subject / topical Theme) 'm supposed to... to be... (Process: R / Finite & Predicator / Rheme) (IC-Attribute / Complement / Rheme lacking) (LPP) 50 ||| to be (Process: R / Predicator / Rheme) here... (Attribute / Complement / Rheme) (AEC) (LPP) 51 ||| I (Actor / Subject / Theme) 'm studying... (Process: M / Finite & Predicator / Rheme) for the test. (Circumstance / Adjunct / Rheme) (CC) |||  
 T: ok. Now. Ricardo and Edilson tell... no, can be with you three... tell a problem you have had for a period of time and your friends will give advices.  
 St2:... Ricardo, (MC) 33/52||| I (Actor / Subject / Theme) 'm... (deviant [lexical choice] Finite / Rheme) (IC-Process: M / Predicator / part of Rheme, Goal / Complement / part of Rheme lacking) (LPP) 53 ||| I... (Actor / Subject / Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Goal / Complement / part

of Rheme lacking) (LPP) 54 || I ... (Actor / Subject / Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme lacking) (LPP) 55 || I (Actor / Subject / Theme) have not.... (Finite [negative polarity] (IC-Process: M / Predicator / part of Rheme, Goal / Complement / part of Rheme lacking) (LPP) 56 || I (Actor / Subject / Theme) haven't... been... doing (Process: M / Finite & Predicator / Rheme) my... homeworks (deviant ['homework' is a non-countable noun] Goal / Complement / Rheme) (CC) 57 || because (textual Theme) I... (Carrier / Subject / topical Theme) (IC-Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (SDCC) 58 || I ... (Carrier / Subject / Theme) (IC-Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (SDCC) 59 || I (Carrier / Subject / Theme) didn't have (Process: R / deviant [past for present primary tense-'haven't'] temporal Finite & deviant [present for past secondary tense-'had'] / Rheme) time. (Attribute / Complement / Rheme) (SDCC) |||

St1: you... have to organize your time... because activities are very important for you.

St2: 34/60 ||| if (textual Theme) you (Identified / Subject / topical Theme) were (Process: R / Finite & Predicator / Rheme) me.... (Identifier / Complement / Rheme) (CC) 61 || If (textual Theme) you (Identified / Subject / topical Theme) were (Process: R / Finite & Predicator / Rheme) me... (Identifier / Complement / Rheme) (CC) 62 || what... (Goal / Complement / Theme) (IC-Actor / Subject / part of Rheme, Process: M / Finite & Predicator / part of Rheme lacking) (LPP) 63 || what... (Goal / Complement / Theme) (IC-Actor / Subject / part of Rheme, Process: M / Finite & Predicator / part of Rheme lacking) (LPP) 64 || what (Goal / Complement / Theme) would (Finite / Rheme) you (Actor / Subject / Rheme) do? (Process: M / Predicator / Rheme) (CC) |||

St1: I... I would... I would do.

T: thanks very much.

St1: I would... 'desistir'?

T: give up doing something.

St1: I will...

T: I would.

St1: I would... give up.

T: doing what?

St1: 'se eu não tivesse mais' if I didn't have... I would give up, give up if I ... I ... do homework or some... some time... Some time to study.

St3: Bosco, I've; I've got a, I've got a stomachache I think because I ate... much yesterday. What do you think I should do?

St2: 35/65 ||| if (textual Theme) I (Identified / Subject / topical Theme) were (Process: R / Finite & Predicator / Rheme) you (Identifier / Complement / Rheme) (CC) 66 || I (Actor / Subject / Theme) 'd go (Process: M / Finite & Predicator / Rheme) to the doctor (Circumstance / Adjunct / Rheme) (CC) ||| (end of side A)

#### Side B

T: ok... just a minute, Ricardo, please... ok Ricardo, please.

St1: this morning when I was eh... going to the school... I see a.... 'batida'.

T: car accident.

St1: car accident. And... Imperador Avenue... 'topic...bateu'?

T: hit.

St1: hit.

T: Crashed.

St1: crashed... with... a moto... it stopped... on the... the... pavimento.

T: and Ricardo with you. Have you ever had any injury or accident? That happened with you?

St1: no.

T: no?

St1: no. I didn't have an accident.

T: and you Bosco?

St2: 36/67 ||| when (Circumstance / Adjunct / Theme) I (Carrier / Subject / Rheme) was (Process: R / Finite & Predicator / Rheme) a child... (Attribute / Complement / Rheme) (CC) 68 || I... (Actor / Subject / Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme lacking) (LPP) 69 || I (Actor / Subject / Theme) broke (Process: M / Finite & Predicator / Rheme) my, my... fingers... (Goal / Complement / Rheme) (CC) 70 || como é? (L2 whole clause lacking) (LDP) 71 || my, my finger (AEC) (LPP) 72 || the... the... (AEC) (LPP) |||

T: how it happened?

St2: 37/73|| I (Carrier / Subject / Theme) was... (Process: R / Finite & Predicator / Rheme) in the... 'quadra'? (Attribute / Complement / Rheme) (IC-L2 Thing constituent in nominal group Range of Attribute / Complement / Rheme prepositional phrase lacking) (LDP) |||

T: ?

St2: 38/74|| quadra? (EEC) (CC) |||

T: sport, sport yard.

St2: 39/75|| I (Carrier / Subject / Theme) was (Process: R / Finite & Predicator / Rheme) in the yard... in this college. (Attribute / Complement / Rheme) (CC) |||

St3: not college in this school.

St2: 40/76|| in this school. (AEC) (CC) 77 || and (textual Theme) I (Actor / Subject / topical Theme) was... (Finite / Rheme) (IC-Process: M / Predicator / part of Rheme, Goal / Complement / part of Rheme lacking) (LPP) 78 || I (Actor / Subject / topical Theme) was playing (Process: M / Finite & Predicator / Rheme) football... (Goal / Complement / Rheme) (CC) 79 || and (textual Theme) when (Circumstance / Adjunct / topical Theme) I (Actor / Subject / Rheme) (IC-Process: M / Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme lacking) (LPP) 80 || when (Circumstance / Adjunct / Theme) I... (Actor / Subject / Rheme) (IC-Process: M / Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme lacking) (LPP) 81 || when (Circumstance / Adjunct / Theme) I (Actor / Subject / Rheme) was going to, to...to hit (Process: M / Finite & Predicator / Rheme) the ball (Goal / Complement / Rheme) (CC) 82 || to... to, to chute the ball... (AEC) (IC-L2 Predicator lacking) (LDP)

T: to kick the ball.

St2: 83 ||to kick the ball... (AEC) (CC) 84 || my, my finger (Actor / Subject / Theme) hit... (Process: M / Finite & Predicator / Rheme) (IC-Goal / Complement / part of Rheme lacking) (LPP) 85 || hit (Process: M / Finite & Predicator / Rheme) the... the... the... the Bruno's leg, [[ my, my... my class, my classmate. (VLC) (complete down-ranked-related clause) ]] (deviant [definite article not used before people's names] Goal / Complement / Rheme) (AEC) (LPP) |||

T: and you Bosco.

St3: Edilson. Edilson

T: sorry, Edilson... sorry Edilson.

St3: as I showed you I cut my leg.

T: and how it happened?

St3: when... a boy... a boy... 'kis' 'kis'

T: kick.

St3: kick a ball and... it hit, hit é..... on a, on a 'garrafa' 'garrafa'?

T: ?

St3: 'garrafa'?

T: bottle.

St3: on a bottle and the bottle broke... and... the... the pieces of the bottle... cut my leg.

T: you three. Imagine you haven't seen each other for a long time. And you just run into each other. Greet them or him and talk about things you have been doing.

St2: hello (MC) Edilson. (MC)

St3: hello Bosco. What, what have you been doing lately?

St2: 41/86|| I (Actor / Subject / Theme) have been working (Process: M / Finite & Predicator / Rheme) so much (Circumstance / Adjunct / Rheme) (CC) 87 || because... because (textual Theme) it (Carrier / Subject / topical Theme) 's not, (Process: R / Finite & Predicator / Rheme) (IC-Attribute / Complement / part of Rheme lacking) (LPP) 88 || it (Carrier / Subject / Theme) 's not (Process: R / Finite & Predicator / Rheme) easy [[ to survive in this world. (complete non-finite down-ranked clause) ]] (Attribute / Complement / Rheme) (CC) |||

St3: I am... if you don't ask I answer.

St2: 42/89|| and (textual Theme) you? (Actor / Subject / Rheme) (AEC in relation to St3's question) (CC) 90 || What, (Goal / Complement / Theme) (IC-Actor / Subject / part of Rheme, Process: M / Finite & Predicator / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (SDCC) 91 || what (Goal / Complement / Theme) you (Actor / Subject / Rheme) have been doing... (Process: M / deviant [declarative Mood word order for interrogative Mood word order] Finite & Predicator / Rheme) lately? (Circumstance / Adjunct / Rheme) (SDCC) |||

St3: I've been... studying too much and I've been... traveling too much.

St2: 43/92|| and (textual Theme) did (Finite / interpersonal Theme) you (Actor / Subject / topical Theme) pass (Process: M / Predicator / Rheme) in the the vestibular? (deviant [ianappropriate preposition 'in'] Goal / Complement / Rheme) (CC) |||

St1: Edilson, Bosco, you two here... what happened with you?

St2: Ricardo? (MC) 44/93|| I (Senser / Subject / Theme) didn't recognize (Process: ML / Finite & Predicator / Rheme) you. (Phenomenon / Complement / Rheme) (CC) |||  
 St3: (laughs)  
 St2: 45/94|| you (Carrier / Subject / Theme) are (Process: R / Finite & Predicator / Rheme) so strong! (Attribute / Complement / Rheme) (CC) 95|| What, (Goal / Complement / Theme) (IC-Actor / subject / part of Rheme, Process: M / Finite & Predicator / part of Rheme lacking) (LPP) 96|| what (Goal / Complement / Theme) have (Finite / Rheme) you (Actor / Subject / Rheme) been doing? (Process: M / Predicator / Rheme) (CC) |||  
 St1: ... I'm walking, I'm walking down the street... and see you...  
 St3: what have... have you been doing? Are you a doctor?  
 St1: no, no. I'm a lawyer.  
 St2: 46/97|| lawyer? (AEC) (CC) |||  
 St1: yes... Do you remember the same thing that... we... can do in this class?  
 St2: 47/98|| I (Senser / Subject / Theme) remember (Process: ML / Finite & Predicator / Rheme) that. (Phenomenon / Complement / Rheme) (CC) |||  
 St1: in the school.  
 St2: 48/99|| it (Carrier / Subject / theme) was (Process: R / Finite & Predicator / Rheme) eh... (IC-Attribute / Complement / part of Rheme lacking) (LPP) 100|| it (Carrier / Subject / theme) was (Process: R / Finite & Predicator / Rheme) a good time. (Attribute / Complement / Rheme) (CC) |||  
 (sts laugh)  
 T: wonderful you three. Bye-bye. See you tomorrow.  
 St3: professora...  
 T: sorry? I don't understand you.

**NOT has 100 ranking clauses, out of which 36 are incomplete (7 LDP, 1 DOWN-RANKED-CLAUSE-RELATED LDP, 22 LPP, 6 SDCC). There are 48 clause complexes (1, 3, 1, 2, 1, 1, 3, 2, 2, 1, 1, 2, 1, 1, 1, 1, 1, 1, 2, 1, 5, 1, 1, 1, 1, 1, 4, 1, 2, 3, 8, 5, 2, 6, 1, 1, 1, 10, 3, 3, 1, 1, 3, 1, 1, 2 ranking clauses respectively) and 3 down-ranked clauses. (398 words)**

#### WRITTEN TEST COMPOSITION:

There is no composition question in the written test.

Subject CSA4  
(male, 15 years old; second grade of Middle School, Class 1)

#### PERSONAL EXPERIENCE:

##### SPOKEN:

1/1|| once (Circumstance / Adjunct / Theme) when (Circumstance / Adjunct / Rheme) I (Carrier / Subject / Rheme) was ... (Process: R / Finite & Predicator / Rheme) (IC-Attribute / Complement / part of Rheme lacking) (LPP) 2|| no ... (textual Theme) about three years ago ... (Circumstance / Adjunct / topical Theme) I (Carrier / Subject / Rheme) was (Process: R / Finite & Predicator / Rheme) in my room (Attribute / Complement / Rheme) (CC) 3|| watching (Process: ML / Predicator / Rheme) tv (Phenomenon / Complement / Rheme) (NFC) (CC) 4|| when (Circumstance / Adjunct / Theme) my mother (Actor / Subject / Rheme) call (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) me ... (Goal / Complement / Rheme) (SDCC) 2/5|| I (Sayer / Subject / Theme) was saying (Process: V / Finite & Predicator / Rheme) (projecting clause) (CC) 6|| that (textual Theme) I (Actor / Subject / topical Theme) 'll go (Process: M / deviant [present for past primary tense] modal Finite & Predicator / Rheme) in a minute (Circumstance / Adjunct / Rheme) (projected clause) (SDCC) 7|| I (Sayer / Subject / Theme) was saying (Process: V / Finite & Predicator / Rheme) (projecting clause) (CC) 8|| that [unintelligible] (projected clause) (unanalyzable) 9|| when (Circumstance / Adjunct / Theme) I (Actor / Subject / Rheme) got (Process: M / Finite and Predicator / Rheme) there (Circumstance / Adjunct / Rheme) (CC) 3/10|| when (Circumstance / Adjunct / Theme) I (Actor / Subject / Rheme) was going (Process: M / Finite & Predicator / Rheme) the hall (part of Circumstance / Adjunct / Rheme1) by the room (Circumstance / Adjunct / Rheme2) to the kitchen [[ where she was (complete down-ranked clause) ]] (Circumstance / Adjunct / Rheme3) (IC-preposition 'along' in Circumstance / Adjunct / Rheme1 prepositional phrase lacking) (LDP) 11|| there (Subject / Theme) 's (Process: E / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) a a furniture (part of

Existent / Complement / Rheme) (IC-partitive ‘piece of’ in Existent / Complement / part of Rheme lacking) (LDP) 12 || and (textual Theme) I ... (Actor / Subject / topical Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme lacking) (LPP) 13 || I (Actor / Subject / Theme) hit (Process: M / Finite & Predicator / Rheme) my ankle ... (Goal / Complement / Rheme) (CC) 4/14 || I ... (IC) (LPP) 15 || when (Circumstance / Adjunct / Theme) I (Actor / Subject / Rheme) got ... (Process: M / Finite & Predicator / Rheme) (IC-location Circumstance / Adjunct / part of Rheme lacking) (LDP) 16 || my my foots (deviant [non-existent regular plural form of Thing constituent for irregular form] Actor / Subject / Theme) turned (Process: M / Finite & Predicator / Rheme) (SDCC) 17 || sprained (Process: M / Finite & Predicator / Rheme) my feet (Goal / Complement / Rheme) (IC-Actor / Subject / Theme lacking) (LDP) 18 || and (textual Theme) she (Actor / Subject / topical Theme) took (Process: M / Finite & Predicator / Rheme) me (Goal / Complement / Rheme) to the doctor (Circumstance / Adjunct / Rheme) (CC) 19 || and (textual Theme) I (Carrier / Subject / topical Theme) spent (Process: R / Finite & Predicator / Rheme) some days [[ with ... with (hypotactic connective) it (deviant [third person singular for plural] Goal / Subject / Rheme) broke (deviant [past for past participle] Process: M / Predicator / Rheme) (non-finite down-ranked clause) ]] (Attribute / Complement / Rheme) (DOWN-RANKED-CLAUSE-RELATED SDCC) |||

**A/SPE02 has 19 ranking clauses, out of which 11 are incomplete (4 LDP, 3 LPP, 3 SDCC, and 1 DOWN-RANKED-CLAUSE-RELATED SDCC) and 1 is unanalyzable. There are 4 clause complexes (4, 5, 4, 6 ranking clauses respectively) and 2 down-ranked clauses. (99 words)**

WRITTEN:

1/1 ||| About two years ago, (Circumstance / Adjunct / Theme) I (Carrier / Subject / Rheme) was (Process: R / Finite & Predicator / Rheme) in my room (Attribute / Complement / Rheme) (CC) 2 || and (textual Theme) my mother (Actor / Subject / Rheme) call (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) me. (Goal / Complement / Rheme) (SDCC) 2/3 ||| I (Carrier / Subject / Theme) took (Process: R / Finite & Predicator / Rheme) a some time (deviant [inappropriate indefinite article] Attribute / Complement / Rheme) (DCC) 4 || because (textual Theme) I (Senser / Subject / Theme) was watching (Process: ML / Finite & Predicator / Rheme) something interesting. (Phenomenon / Complement / Rheme) (CC) 3/5 ||| When (Circumstance / Adjunct / Theme) I (Actor / Subject / Rheme) was going, (Process: M / Finite & Predicator / Rheme) (CC) 6 || I (Actor / Subject / Theme) hit (Process: M / Finite & Predicator / Rheme) my foot (Goal / Complement / Rheme) in a furniture. (part of Circumstance / Adjunct / Rheme) (IC-partitive ‘piece of’ in Circumstance / Adjunct / part of Rheme lacking) (LDP) 4/7 ||| My foot (Goal / Subject / Theme) broke, (Process: M / Finite & Predicator / Rheme) (CC) 8 || and (textual Theme) spend (Process: R / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) some time [[ without (hypotactic connective) walk (Process: M / deviant [base form for present participle form] Predicator / Rheme) (incomplete non-finite down-ranked clause) ]] (Attribute / Complement / Rheme) (IC-Carrier / Subject / topical Theme lacking) (LDP) |||

**A/WPE02 has 8 ranking clauses, out of which 3 are incomplete (2 LDP and 1 SDCC). There are 4 clause complexes (2, 2, 2, 2 ranking clauses respectively) and 1 down-ranked clause. (45 words)**

PICTURE NARRATIVE:

SPOKEN:

1/1 ||| a children (deviant [ number-for Portuguese speaking learners, the monothong [ɪ] is easier and simpler to articulate than the diphthong [ay] before the liquid [l] ] Carrier / Subject / Theme) was (Process: R / Finite & Predicator / Rheme) in a bedroom (Circumstance / Adjunct / Rheme) (SDCC) 2 || reading (Process: M / Predicator / Rheme) a book (Goal / Complement / Rheme) (NFC) (CC) 3 || and (textual Theme) her cat (Carrier / Subject / topical Theme) was (Process: R / Finite & Predicator / Rheme) in in her bed ... (Attribute / Complement / Rheme) (CC) 2/4 ||| when (Circumstance / Adjunct / Theme) the cat (Actor / Subject / Rheme) wake up (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) (SDCC) 5 || she (Actor / Subject / Theme) took (Process: M / Finite & Predicator / Rheme) the cat (Goal / Complement / Rheme) outside of her room (Circumstance / Adjunct / Rheme) (CC) 6 || and (textual Theme) the cat (Carrier / Subject / topical Theme) stayed (Process: R / Finite & Predicator / Rheme) under a table (Attribute / Complement / Rheme) (CC) 3/7 ||| when (Circumstance / Adjunct / Theme) the cat (Actor / Subject / Rheme) wake up (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) (SDCC) 8 || he (Senser / Subject /

Theme) saw (Process: ML / Finite & Predicator / Rheme) a bird (Phenomenon / Complement / Rheme) in a jail (Circumstance / Adjunct / Rheme) (CC) 9|| and (textual Theme) he (Actor / Subject / topical Theme) jumped (Process: M / Finite & Predicator / Rheme) into the the table (deviant [preposition ‘into’ for ‘onto’] Circumstance / Adjunct / Rheme) (CC) 10|| and ... (textual Theme) shake (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) the jail (Goal / Complement / Rheme) (AEC) (SDCC) 11|| and (textual Theme) the jail (Actor / Subject / topical Theme) fell (Process: M / Finite & Predicator / Rheme) the floor (part of Circumstance / Adjunct / Rheme) (IC-preposition ‘to’ as minor Process of Circumstance / Adjunct / part of Rheme nominal group lacking) (LDP) 4/12|| the bird (Actor / Subject / Theme) escape (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) (SDCC) 13|| and (textual Theme) the cat (Carrier / Subject / topical Theme) got stuck (Process: R / Finite & Predicator / Rheme) into the jail (deviant [preposition ‘into’ for ‘in’] Attribute / Complement / Rheme) (DCC) 5/14|| when (Circumstance / Adjunct / Theme) the girl (Actor / Subject / Rheme) leaves (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) the room (Goal / Complement / Rheme) (SDCC) 15|| she (Senser / Subject / Theme) saw (Process: ML / Finite & Predicator / Rheme) [[ the bird free (verb-less complete down-ranked clause) || and the cat (LPP down-ranked clause)|| the cat in the jail (verb-less complete down-ranked clause) ] ] (DOWN-RANKED-CLAUSE-RELATED LPP) 6/16|| the bird (Actor / Subject / Theme) went (Process: M / Finite & Predicator / Rheme) outside the room the room (Circumstance / Adjunct / Rheme) (CC) 17|| and (Textual Theme) the cat (Participant? / Subject / topical Theme) (IC-Process? / Finite & Predicator / part of Rheme, Participant? / Complement / part of Rheme lacking) (LDP) 18|| she (Actor / Subject / Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (LPP) 19|| the the girl (Actor / Subject / Theme) put (Process: M / Finite & Predicator / Rheme) the cat (Goal / Complement / Rheme) free ... (Circumstance / Adjunct / Rheme) (CC) 20|| frees (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) the cat (Goal / Complement / Rheme) (AEC) (SDCC) 21|| and (textual Theme) the bird (Actor / Subject / topical Theme) fly (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) (SDCC) 22|| go away (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) (AEC) (SDCC) |||

**A/SPN02 has 22 ranking clauses, out of which 13 are incomplete (2 LDP, 1 LPP, 1 DOWN-RANKED-CLAUSE-RELATED LPP, and 9 SDCC). There are 6 clause complexes (3, 3, 5, 2, 2, 7 ranking clauses respectively) and 3 down-ranked clause. (127 words)**

WRITTEN:

1/1|| A girl (Carrier / Subject / Theme) was (Process: R / Finite & Predicator / Rheme) in her bedroom (Attribute / Complement / Rheme) (CC) 2|| reading (Process: M / Predicator / Rheme) a book, (Goal / Complement / Rheme) (NFC) (CC) 3|| and (textual Theme) her cat (Actor / Subject / topical Theme) was sleeping (Process: M / Finite & Predicator / Rheme) in her bed. (Circumstance / Adjunct / Rheme) (CC) 2/4|| When (Circumstance / Adjunct / Theme) the cat (Actor / Subject / Rheme) woke up, (Process: M / Finite & Predicator / Rheme) (CC) 5|| she (Actor / Subject / Theme) took (Process: M / Finite & Predicator / Rheme) the cat (Goal / Complement / Rheme) to the living room, (Circumstance / Adjunct / Rheme) (CC) 6|| and (textual Theme) he (Carrier / Subject / topical Theme) stayed (Process: R / Finite & Predicator / Rheme) under the table. (Circumstance / Adjunct / Rheme) (CC) 3/7|| The cat (Senser / Subject / Theme) saw (Process: ML / Finite & Predicator / Rheme) a bird (Phenomenon / Complement / Rheme) (CC) 8|| and (textual Theme) jumped (Process: M / Finite & Predicator / Rheme) in the table (deviant [preposition ‘in’ to ‘onto’] Circumstance / Adjunct / Rheme) (AEC) (DCC) 9|| to look at (Process: ML / Predicator / Rheme) the ~~cat~~ it. (Phenomenon / Complement / Rheme) (NFC) (CC) 4/10|| When (Circumstance / Adjunct / Theme) he (Actor / Subject / Rheme) shake (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) the jail [[ where the bird was, (complete down-ranked clause) ] ] (Goal / Complement / Rheme) (SDCC) 11|| the jail (Actor / Subject / Theme) fall down. (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) (SDCC) 5/12|| The jail (Actor / Subject / Theme) opened (Process: M / Finite & Predicator / Rheme) (CC) 13|| and (textual Theme) the bird (Actor / Subject / topical Theme) get out. (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) (SDCC) 6/14|| When (Circumstance / Adjunct / Theme) the girl (Actor / Subject / Rheme) walk (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) outside her bedroom, (Circumstance / Adjunct / Rheme) (SDCC) 15|| she (Senser / Subject / Theme) saw (Process: ML / Finite & Predicator / Rheme) [[ the cat in the jail (verb-less complete down-ranked clause) || and the bird free. (verb-less complete down-ranked clause) ] ] (CC) 7/16|| She (Actor / Subject / Theme) took (Process: M / Finite &



Predicator / Rheme) the cat (Goal / Complement / Rheme) of the jail, (part of Circumstance / Adjunct / Rheme) (IC-preposition in circumstance / Adjunct / part of Rheme lacking) (LDP) 17 || and (textual Theme) the bird (Actor / Subject / topical Theme) fly away (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) to a tree (Circumstance / Adjunct / Rheme) (SDCC) |||

**A/WPN02 has 17 ranking clauses, out of which 6 are incomplete (1 LDP and 5 SDCC). There are 7 clause complexes (3, 3, 3, 2, 2, 2, 2 ranking clauses respectively) and 3 down-ranked clause. (106 words)**

DIALOG:

CSA3 - 1 ||| What (Phenomenon / Complement / Theme) did (Finite / Rheme) you (Senser / Subject / Rheme) think (Process: ML / Predicator / Rheme) about the written test? (Circumstance / Adjunct / Rheme) (CC) |||

CSA4 - Oh! (DM) 2/2 ||| It (Carrier / Subject / Theme) was (Process: R / Finite & Predicator / Rheme) good. (Attribute / Complement / Rheme) (CC) 3 || I (Senser / Subject / Theme) thought (Process: ML / Finite & Predicator / Rheme) (projecting clause) (CC) 4 || it (Carrier / Subject / Theme) was (Process: R / Finite & Predicator / Rheme) very easy. (Attribute / Complement / Rheme) (projected clause) (CC) |||

CSA3 - 3/5 ||| And (textual Theme) about the oral test? (Circumstance / Adjunct / Rheme) (AEC) (CC) |||

CSA4 - 4/6 ||| It (Carrier / Subject / Theme) was (Process: R / Finite & Predicator / Rheme) good (Attribute / Complement / Rheme) too. (Circumstance / Adjunct / Rheme) (CC) 7 || I (Senser / Subject / Theme) think (Process: ML / Finite & Predicator / Rheme) (projecting clause) (CC) 8 || I (Carrier / Subject / Theme) 'll get (Process: R / modal Finite & Predicator / Rheme) a nice grade. (Attribute / Complement / Rheme) (projected clause) (CC) |||

CSA3 - 5/9 ||| And (textual Theme) the labs? (Circumstance / Adjunct / Rheme) (AEC) (CC) 10 || Did (Finite / Theme) you (Actor / Subject / Theme) do (Process: M / Predicator / Rheme) any lab? (Goal / Complement / Rheme) (CC) |||

CSA4 - 6/11 ||| Yes, (CC) 12 || I (Actor / Subject / Theme) did (Process: M / Finite & Predicator / Rheme) it (Goal / Complement / Rheme) all. (Circumstance / Adjunct / Rheme) (CC) |||

CSA3 - 7/13 ||| I ... (Actor / Subject / Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (LDP) 14 || I (Actor / Subject / Theme) have to (part of Process: M / Finite & part of Predicator / part of Rheme) (IC-rest of Process: M / rest of Predicator, Goal / Complement, Circumstance / Adjunct, rest of Rheme lacking) (LDP) 15 || I (Actor / Subject / Theme) have to do (Process: M / Finite & Predicator / Rheme) today. (Circumstance / Adjunct / Rheme) (IC-Goal / Complement / part of Rheme lacking) (LDP) 16 || I (Actor / Subject / Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme lacking) (LPP) 17 || I (Actor / Subject / Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme lacking) (LPP) 18 || I (Actor / Subject / Theme) didn't do (Process: M / Finite & Predicator / Rheme) all all the lab. (Goal / Complement / Rheme) (CC) 19 || I have to [unintelligible] today. (unanalyzable) |||

CSA4 - 8/20 ||| Do you want me to [unintelligible] with help? (unanalyzable) |||

CSA3 - [unintelligible]

CSA4 - [unintelligible]

CSA3 - [unintelligible]

**A/D has 20 ranking clauses, out of which 5 are incomplete (3 LDP and 2 LPP) and 2 are unanalyzable. There are 8 clause complexes (1, 3, 1, 3, 2, 2, 7, 1 ranking clauses respectively) and no down-ranked clauses. (77 words)**

DIALOG REPORT:

1/1 ||| My friend (Sayer / Subject / Theme) asked (Process: V / Finite & Predicator / Rheme) me (Receiver / Complement / Rheme) (projecting clause) (CC) 2 || how (Attribute / Complement / Theme) I (Carrier / Subject / Rheme) was (Process: R / Finite & Predicator / Rheme) in my text, (Circumstance / Adjunct / Rheme) (projected clause) (CC) 2/3 ||| I (Sayer / Subject / Theme) said (Process: V / Finite & Predicator / Rheme) (projecting clause) (CC) 4 || it (Carrier / Subject / Theme) was (Process: R / Finite & Predicator / Rheme) good. (Attribute / Complement / Rheme) (projected clause) (CC) 3/5 ||| He (Sayer / Subject / Theme) asked (Process: V / Finite & Predicator / Rheme) me (Receiver / Complement / Rheme) about the oral text, (Circumstance / Adjunct / Rheme) (CC) 6 || and (textual Theme) I (Sayer / Subject / topical Theme) said (Process: V / Finite & Predicator / Rheme) (projecting clause) (CC) 7 || it (Carrier /

Subject / Theme) was (Process: R / Finite & Predicator / Rheme) good (Attribute / Complement / Rheme) too, (Circumstance / Adjunct / Rheme) (projected clause) (CC) 8|| and (textual Theme) I (Senser / Subject / topical Theme) think (Process: ML / Finite & Predicator / Rheme) (projecting clause) (CC) 9|| I (Carrier / Subject / Theme) 'll get (Process: R / modal Finite & Predicator / Rheme) a nice grade. (Attribute / Complement / Rheme) (projected clause) (CC) 4/10|| He (Sayer / Subject / Theme) asked (Process: V / Finite & Predicator / Rheme) about the lab classes, (Circumstance / Adjunct / Rheme) (CC) 11|| and (textual Theme) I (Sayer / Subject / topical Theme) said (Process: V / Finite & Predicator / Rheme) (projecting clause) (CC) 12|| I (Actor / Subject / Theme) 've done (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) it (deviant [singular for plural] Goal / Complement / Rheme) all, (Circumstance / Adjunct / Rheme) (SDCC) 13|| but (textual Theme) he (Sayer / Subject / topical Theme) told (Process: V / Finite & Predicator / Rheme) me (Receiver / Complement / Rheme) (projecting clause) (CC) 14|| that (textual Theme) he (Actor / Subject / topical Theme) still (modal Adjunct) have to do (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) two labs, (Goal / Complement / Rheme) (projected clause) (SDCC) 15|| and (textual Theme) I (Actor / Subject / topical Theme) offered (Process: M / Finite & Predicator / Rheme) him (Beneficiary / Complement / Rheme) some help (Goal / Complement / Rheme) with the labs. (Circumstance / Adjunct / Rheme) (CC) |||

**A/DR02 has 15 ranking clauses, out of which 2 are incomplete (2 SDCC). There are 4 clause complexes (2, 2, 5, 6 ranking clauses respectively) and no down-ranked clauses. (71 words)**

ORAL TEST:

Side A

(sts talking)

St: record? No. no. no. I can't.

T: forget, forget about this. You can. Manú.

St: record é... record in another test, please teacher.

T: no, I can't. I'm really sorry. Manú, how are you?

St1: I'm fine.

T: and you, André?

St2: 1/1||| very good. (Attribute / Complement / Rheme) (AEC) (CC) |||

T: é... Can you please eh... tell me what you are not supposed to do in class, or at home and things you don't have to do there.

St1: I'm not supposed to speak in Portuguese.

T: you're talking about class?

St1: yes. eh... I'm not supposed to... to get a bad grade.

T: and what don't you have to do, Manú?

St1: I don't have to turn off the air if I don't want... eh... I don't have to make a party if I don't want.

T: and you André.

St2: eh... 2/2|| I (Sayer / Subject / Theme) 'm not supposed to speak (Process: V / Finite & Predicator / Rheme) in class, (Circumstance / Adjunct / Rheme) (CC) 3|| I (Senser / Subject / Theme) have to... pay (Process: ML / Finite & Predicator / Rheme) attention (Phenomenon / Complement / Rheme) in the class. (Circumstance / Adjunct / Rheme) (CC) 4||

T:ok.

St2: and (textual Theme) I (Actor / Subject / topical Theme) 'm suppose to write (Process : M / Finite & deviant [base form for 'ed' form of Predicator expansion indicative of modulation] what [[ I (Senser / Subject / Theme) want. (Process: ML / Finite & part of Predicator / part of Rheme) (incomplete down-ranked clause: particle 'to' to substitute for rest of Predicator and rest of Rheme lacking) ]]) (part of Goal / Complement / Rheme) (IC-rest of Goal / Complement / Rheme lacking) (DOWN-RANKED-CLAUSE-RELATED LDP) |||

T: ok. Have you ever had an injury? An accident you hurt something? Yes? You hurt a part of your body? Describe it and tell your partner how it happened.

St1: I was running when I fell down and I ... broke my arm.

T:...and you. Can you remember?

St2: 3/5|| I (Actor / Subject / Theme) 've (Finite / Rheme) never (modal Adjunct / Rheme) hurt (Process: M / Predicator / Rheme) any, any part of my body. (Goal / Complement / Adjunct) (CC) |||

T: nothing? Any accident?

St2: 4/6|| ...serious, (AEC in relation to T's question and Clause 5) (CC) 7|| no. (CC) 5/8|| to break. (Process: M / Predicator / Rheme) (NFC) (IC-non-finite verbal group is decontextualized, Goal / Complement / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (LDP) |||

T: no?

St2: 6/9|| no. (CC) |||

T: only normal ones. But tell me.

St2: 7/10|| ... once (Circumstance / Adjunct / Theme) I (Actor / Subject / Rheme) was... playing (Process: M / Finite & Predicator / Rheme) (CC) 11|| and (textual Theme) I (Actor / Subject / topical Theme) put... (Process: M / Finite & Predicator / Rheme) (IC-Goal / Complement / part of Rheme lacking) (LDP) 12|| I ... (Participant? / Subject / Theme) (IC-Process: ? / Finite & Predicator / part of Rheme, Participant? / Complement / part of Rheme lacking) (LDP) |||

T: you dropped?

St2: 8/13|| yes. (CC) 14|| I (Actor / Subject / Theme) dropped. (Process: M / Finite & deviant [lexical choice: 'drop' for 'fall'] Predicator / Rheme) (CC) |||

T: ok. Now... all of us have problems. I want you to remember and tell a problem you have had in a period of time. Make a conversation ok? Your friend will give advices or an advice for this problem. Conversation. A problem that you have had for a period of time.

St1: I've been so nervous.

St2: eh... 9/15|| I (Senser / Subject / Theme) think (Process: ML / Finite & Predicator / Rheme) (projecting clause) (CC) 16|| you... (Actor / Subject / Theme) had better calm down. (Process: M / Finite & Predicator / Rheme) (CC) |||

St1: I think it's impossible.

St2: eh... 10/17|| I (Senser / Subject / Theme) understand. (Process: ML / Finite & Predicator / Rheme) (AEC) (CC) |||

T: and you please, André.

St2: ... 11/18|| I (Carrier / Subject / Theme) 've been (Process: R / Finite & Predicator / Rheme) so worried. (Attribute / Complement / Rheme) (CC) |||

St1: you'd better you... wait.

T: ... ok. Imagine you haven't seen each other for a long time...and you just run into each other. Greet his or her. Your friend. And talk to him or her... Did you understand?

St2: 12/19|| yes. (CC) 20|| Talk (Process: V / Predicator / Rheme) about what? (Circumstance / Adjunct / Rheme) (EEC) (CC) |||

T: just greet and talk about what you haven't been doing.

St2: hello, (MC) Emanuele. (MC) 13/21|| How (Attribute / Complement / Theme) are (Process: R / Finite & Predicator) you? (Carrier / Subject / Rheme) (CC) |||

St1: oh. I'm fine.

St2: 14/22|| such a long time. (EEC) (CC) 15/23|| What (Goal / Complement / Theme) have (Finite / Rheme) you (Actor / Subject / Rheme) been doing? (Process: M / Predicator / Rheme) (CC) |||

St1: eh... I've been eh...working here.

St2: 16/24|| here where? (EEC) (CC) |||

St1: ?

St2: 17/25|| here where? (EEC) (CC) |||

St1: here in... 7 de Setembro.

St2: ... 18/26|| you (Carrier / Subject / Theme) are (Process: R / Finite & Predicator / Rheme) the same. (Attribute / Complement / Rheme) (CC) |||

St1: and you? eh... what's the news?

St2: é... 19/27|| I (Actor / Subject / Theme) am playing (Process: M / Finite & Predicator / Rheme) in a band. (Circumstance / Adjunct / Rheme) (CC) |||

St1: wonderful, André.

T: ok? Now ah.... imagine a situation, you know, real situation. Ask your friend what he or she would do in that situation.

St1: what... you to do if you have more time.

T: can you repeat Manú?

St1: what you to do if you had a...

T: no. what you ask your friend is what he would do.

St1: what would you do if you had more time?

St2: 20/28|| I (Actor / Subject / Theme) would study (Process: M / Finite & Predicator / Rheme) more (Goal / Complement / Rheme) to... the vestibular. (deviant [preposition 'to' for 'for'] Circumstance / Adjunct / Rheme) (CC) |||

T: and you André, please.

St2: 21/29||| What (Goal / Complement / Theme) would (Finite / Rheme) you (Actor / Subject / Rheme) do (Process: M / Predicator / Rheme) (CC) 30|| if... (textual Theme) you (Carrier / Subject / topical Theme) had (Process: R / Finite & Predicator / Rheme) more money? (Attribute / Complement / Rheme) (CC) |||

St1: I would buy a boat.

T: now, act out a conversation in which one suggests doing something on the weekend. Respond to the suggestion without making other plan... to... plan something together and you also have to make... conditional sentences, ok?

St2: 22/31||| Why (Circumstance / Adjunct / Theme) don't (Finite: negative polarity / Rheme) we (Actor / Subject / Rheme) go (Process: M / Predicator / Rheme) to the beach (Circumstance / Adjunct / Rheme) next weekend? (Circumstance / Adjunct / Rheme) (CC) |||

St1: if the weather is good I I want to go. Why don't we... go to see a movie?

St2:... 23/32||| I (Carrier / Subject / Theme) 'm (Process: R / Finite & Predicator / Rheme) so ill (Attribute / Complement / Rheme) (CC) 33|| to go (Process: M / Predicator / Rheme) to the doctor... (deviant [pragmatically inappropriate location choice] Circumstance / Adjunct / Rheme) (CC) 34|| and... (textual Theme) if if (textual Theme) I (Carrier / Subject / topical Theme) (IC-Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / Rheme lacking) (LPP) 35|| I (Carrier / Subject / Theme) have (Process: R / Finite & Predicator / Rheme) time (Attribute / Complement / Rheme) (CC) 36|| I (Actor / Subject / Theme) would go. (Process: M / deviant [past for present primary tense: overgeneralization] modal Finite & Predicator / Rheme) (SDCC) |||

T: Thank you very much. Bye- bye see you tomorrow.

St2: 24/37||| how come? (EEC) (CC) |||

T: It was good. You just confused about the conditional. "If I have more time I'll go and not I would go. But good. It was good. Very good.

St1: And me?

T: With Manú...

St2: 25/38||| it (Carrier / Subject / Theme) was (Process: R / Finite & Predicator / Rheme) good. (Attribute / Complement / Rheme) (CC) |||

T: yeah.

St2: bye-bye. (MC)

St1: see you, see you, see you....

T: bye-bye... see you tomorrow, ok? No. only Naira and Morgana, please.

T: Call three, ok? Three students.

T: only three, only three students.

St: hey, Andrei.

T: ok, Ricardo. Let's go Ricardo please... Ricardo... how are you, Ricardo?

St1: fine... more less because I didn't study so much.

T: why not?

St: because I didn't have time.

T: Bosco... hello Bosco.

St2: hello. (MC)

T: Edilson... how are you Edilson?

St3: fine.

T: did you study for the test?

St3: no... I don't I don't study for the tests.

T: you don't what?

St3: I don't study.

T: for the test?

St3: yes.

T: ok. Ah... you three... Ricardo you want to make plans to meet Bosco. You call Bosco to set up the time and the place. But Bosco is not at home. Ok Bosco, you are not at home.

St1: and I I... leave the message?

T: You call... Bosco to set up a meeting,

St1: yes.

T: to say the time, the place, ok?

St1: to?

T: to set up a meeting.  
 St1: set up a meeting.  
 T: ...But... Bosco is not at home. You, Edilson, you answer the phone and when Bosco arrives, give him the message. Ok, Bosco?  
 St1: hello.  
 St3: hello, this is Edilson.  
 St1: hi Edilson. How are you?  
 St3: I'm fine.  
 St1: eh...Bosco eh... is at home?  
 St3: Bosco...  
 St1: is at house?  
 St3: no. He's not here right now.  
 St1: so, eh.... Tell him that I want to meet with him to...go to the cinema with... her friends.  
 St3: (he laughs)  
 T: her friends?  
 St1: no. his friends.  
 St3: oh, yes.  
 St1: at... eight o'clock. On Saturday.  
 St3: at?  
 St1: at eight o'clock. On Saturday, ok?  
 T: where?  
 St1: eh...North Shopping.  
 T:?  
 St1: North Shopping.  
 St3: Bosco.  
 St2: 26/39||| how (Attribute / Complement / Theme) are (Process: R / Finite & Predicator / Rheme) you? (Carrier / Subject / Rheme) (CC) |||  
 St3: eh... Ricardo called to me... and... asked to I talk to you... go... to the... to North Shopping... to see a movie with you... at eight.  
 St2: ... 27/40||| and (textual Theme) when... (Circumstance / Adjunct / topical Theme) to go? (part of Process: M / Predicator / part of Rheme) (IC-Actor ['we']/ Subject / part of Rheme, Finite ['are', 'should', 'will', 'are supposed'] / part of rheme lacking) (LDP) |||  
 St3: at eight.  
 St2: 28/41||| at eight o'clock? (EEC) (CC) |||  
 St3: eight o'clock.  
 St2: 29/42||| I (Actor / Subject / Theme) can't (Finite [negative polarity] / Rheme) (AEC) (CC) 43 || because (textual Theme) I (Actor / Subject / topical Theme) 'll (Finite / Rheme) (IC-Process: M / Predicator / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (LPP) 44 || I (Actor / Subject / Theme) 'll (Finite / Rheme) have... (part of Process: M / part of Predicator / part of Rheme) (IC-rest of Process: M / rest of Predicator / rest of Rheme, Circumstance / Adjunct / part of Rheme lacking) (LPP) 45 || I (Actor / Subject / Theme) 'll have to study (Process: M / Finite & Predicator / Rheme) for the test. (Circumstance / Adjunct / Rheme) (CC) |||  
 St3: so, talk to him.  
 (laughter)  
 St2: hello, (MC) Ricardo. (MC)  
 St1: hello, Bosco?  
 St2: 30/46||| did (Finite / Theme) you (Actor / Subject / Theme) call (Process: M / Predicator / Rheme) to... to me? (deviant [inappropriate preposition] Goal / Complement / Rheme) (CC) |||  
 St1: yes. I want to know if you eh... can go...to the cinema with our friends and...and with you.... At eight o'clock.  
 St2: 31/47||| eight o'clock? (EEC) (CC) 48 || But (textual Theme) at eight o'clock (Circumstance / Adjunct / topical Theme) I (Actor / Subject / Rheme) have to... to study. (Process: M / Finite & Predicator / Rheme) (CC) |||  
 St1: oh, but the study oh... the test is next week you have to study earlier... let's go.  
 St2: 32/49||| but (textual Theme) I (Carrier / Subject / topical Theme) 'm supposed to... to be... (Process: R / Finite & Predicator / Rheme) (IC-Attribute / Complement / Rheme lacking) (LPP) 50 || to be (Process: R / Predicator / Rheme) here... (Attribute / Complement / Rheme) (AEC) (LPP) 51 || I (Actor / Subject / Theme) 'm studying... (Process: M / Finite & Predicator / Rheme) for the test. (Circumstance / Adjunct / Rheme) (CC) |||

T: ok. Now. Ricardo and Edilson tell... no, can be with you three... tell a problem you have had for a period of time and your friends will give advices.

St2:... Ricardo, (MC) 33/52|| I (Actor / Subject / Theme) 'm... (deviant [lexical choice] Finite / Rheme) (IC-Process: M / Predicator / part of Rheme, Goal / Complement / part of Rheme lacking) (LPP) 53 || I... (Actor / Subject / Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme lacking) (LPP) 54 || I ... (Actor / Subject / Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme lacking) (LPP) 55 || I (Actor / Subject / Theme) have not... (Finite [negative polarity] (IC-Process: M / Predicator / part of Rheme, Goal / Complement / part of Rheme lacking) (LPP) 56 || I (Actor / Subject / Theme) haven't... been... doing (Process: M / Finite & Predicator / Rheme) my... homeworks (deviant ['homework' is a non-countable noun] Goal / Complement / Rheme) (CC) 57 || because (textual Theme) I... (Carrier / Subject / topical Theme) (IC-Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (SDCC) 58 || I ... (Carrier / Subject / Theme) (IC-Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (SDCC) 59 || I (Carrier / Subject / Theme) didn't have (Process: R / deviant [past for present primary tense-'haven't'] temporal Finite & deviant [present for past secondary tense-'had'] / Rheme) time. (Attribute / Complement / Rheme) (SDCC) ||

St1: you... have to organize your time... because activities are very important for you.

St2: 34/60|| if (textual Theme) you (Identified / Subject / topical Theme) were (Process: R / Finite & Predicator / Rheme) me... (Identifier / Complement / Rheme) (CC) 61 || If (textual Theme) you (Identified / Subject / topical Theme) were (Process: R / Finite & Predicator / Rheme) me... (Identifier / Complement / Rheme) (CC) 62 || what... (Goal / Complement / Theme) (IC-Actor / Subject / part of Rheme, Process: M / Finite & Predicator / part of Rheme lacking) (LPP) 63 || what... (Goal / Complement / Theme) (IC-Actor / Subject / part of Rheme, Process: M / Finite & Predicator / part of Rheme lacking) (LPP) 64 || what (Goal / Complement / Theme) would (Finite / Rheme) you (Actor / Subject / Rheme) do? (Process: M / Predicator / Rheme) (CC) ||

St1: I... I would... I would do.

T: thanks very much.

St1: I would... 'desistir'?

T: give up doing something.

St1: I will...

T: I would.

St1: I would... give up.

T: doing what?

St1: 'se eu não tivesse mais' if I didn't have... I would give up, give up if I ... I ... do homework or some... some time.... Some time to study.

St3: Bosco, I've; I've got a, I've got a stomachache I think because I ate... much yesterday. What do you think I should do?

St2: 35/65|| if (textual Theme) I (Identified / Subject / topical Theme) were (Process: R / Finite & Predicator / Rheme) you (Identifier / Complement / Rheme) (CC) 66 || I (Actor / Subject / Theme) 'd go (Process: M / Finite & Predicator / Rheme) to the doctor (Circumstance / Adjunct / Rheme) (CC) || (end of side A)

#### Side B

T: ok... just a minute, Ricardo, please... ok Ricardo, please.

St1: this morning when I was eh... going to the school... I see a... 'batida'.

T: car accident.

St1: car accident. And... Imperador Avenue... 'topic...bateu'?

T: hit.

St1: hit.

T: Crashed.

St1: crashed... with... a moto... it stopped... on the... the... pavimento.

T: and Ricardo with you. Have you ever had any injury or accident? That happened with you?

St1: no.

T: no?

St1: no. I didn't have an accident.

T: and you Bosco?

St2: 36/67|| when (Circumstance / Adjunct / Theme) I (Carrier / Subject / Rheme) was (Process: R / Finite & Predicator / Rheme) a child... (Attribute / Complement / Rheme) (CC) 68 || I... (Actor / Subject / Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme

lacking ) (LPP) 69 || I (Actor / Subject / Theme) broke (Process: M / Finite & Predicator / Rheme) my, my... fingers... (Goal / Complement / Rheme) (CC) 70 || como é? (L2 whole clause lacking) (LDP) 71 || my, my finger (AEC) (LPP) 72 || the... the... (AEC) (LPP) ||

T: how it happened?

St2: 37/73 || I (Carrier / Subject / Theme) was... (Process: R / Finite & Predicator / Rheme) in the... 'quadra'? (Attribute / Complement / Rheme) (IC-L2 Thing constituent in nominal group Range of Attribute / Complement / Rheme prepositional phrase lacking) (LDP) ||

T: ?

St2: 38/74 || quadra? (EEC) (CC) ||

T: sport, sport yard.

St2: 39/75 || I (Carrier / Subject / Theme) was (Process: R / Finite & Predicator / Rheme) in the yard... in this college. (Attribute / Complement / Rheme) (CC) ||

St3: not college in this school.

St2: 40/76 || in this school. (AEC) (CC) 77 || and (textual Theme) I (Actor / Subject / topical Theme) was... (Finite / Rheme) (IC-Process: M / Predicator / part of Rheme, Goal / Complement / part of Rheme lacking) (LPP) 78 || I (Actor / Subject / topical Theme) was playing (Process: M / Finite & Predicator / Rheme) football... (Goal / Complement / Rheme) (CC) 79 || and (textual Theme) when (Circumstance / Adjunct / topical Theme) I (Actor / Subject / Rheme) (IC-Process: M / Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme lacking) (LPP) 80 || when (Circumstance / Adjunct / Theme) I... (Actor / Subject / Rheme) (IC-Process: M / Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme lacking) (LPP) 81 || when (Circumstance / Adjunct / Theme) I (Actor / Subject / Rheme) was going to, to... to hit (Process: M / Finite & Predicator / Rheme) the ball (Goal / Complement / Rheme) (CC) 82 || to... to, to chute the ball... (AEC) (IC-L2 Predicator lacking) (LDP)

T: to kick the ball.

St2: 83 || to kick the ball... (AEC) (CC) 84 || my, my finger (Actor / Subject / Theme) hit... (Process: M / Finite & Predicator / Rheme) (IC-Goal / Complement / part of Rheme lacking) (LPP) 85 || hit (Process: M / Finite & Predicator / Rheme) the... the... the... the Bruno's leg, [[ my, my... my class, my classmate. (VLC) (complete down-ranked-related clause) ]] (deviant [definite article not used before people's names] Goal / Complement / Rheme) (AEC) (LPP) ||

T: and you Bosco.

St3: Edilson. Edilson

T: sorry, Edilson... sorry Edilson.

St3: as I showed you I cut my leg.

T: and how it happened?

St3: when... a boy... a boy... 'kis' 'kis'

T: kick.

St3: kick a ball and... it hit, hit é..... on a, on a 'garrafa' 'garrafa'?

T: ?

St3: 'garrafa'?

T: bottle.

St3: on a bottle and the bottle broke... and... the... the pieces of the bottle... cut my leg.

T: you three. Imagine you haven't seen each other for a long time. And you just run into each other. Greet them or him and talk about things you have been doing.

St2: hello (MC) Edilson. (MC)

St3: hello Bosco. What, what have you been doing lately?

St2: 41/86 || I (Actor / Subject / Theme) have been working (Process: M / Finite & Predicator / Rheme) so much (Circumstance / Adjunct / Rheme) (CC) 87 || because... because (textual Theme) it (Carrier / Subject / topical Theme) 's not, (Process: R / Finite & Predicator / Rheme) (IC-Attribute / Complement / part of Rheme lacking) (LPP) 88 || it (Carrier / Subject / Theme) 's not (Process: R / Finite & Predicator / Rheme) easy [[ to survive in this world. (complete non-finite down-ranked clause) ]] (Attribute / Complement / Rheme) (CC) ||

St3: I am... if you don't ask I answer.

St2: 42/89 || and (textual Theme) you? (Actor / Subject / Rheme) (AEC in relation to St3's question) (CC) 90 || What, (Goal / Complement / Theme) (IC-Actor / Subject / part of Rheme, Process: M / Finite & Predicator / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (SDCC) 91 || what (Goal / Complement / Theme) you (Actor / Subject / Rheme) have been doing... (Process: M / deviant [declarative Mood word order for interrogative Mood word order] Finite & Predicator / Rheme) lately? (Circumstance / Adjunct / Rheme) (SDCC) ||

St3: I've been... studying too much and I've been... traveling too much.

St2: 43/92|| and (textual Theme) did (Finite / interpersonal Theme) you (Actor / Subject / topical Theme) pass (Process: M / Predicator / Rheme) in the the vestibular? (deviant [ianappropriate preposition 'in'] Goal / Complement / Rheme) (CC) |||

St1: Edilson, Bosco, you two here... what happened with you?

St2: Ricardo? (MC) 44/93|| I (Senser / Subject / Theme) didn't recognize (Process: ML / Finite & Predicator / Rheme) you. (Phenomenon / Complement / Rheme) (CC) |||

St3: (laughs)

St2: 45/94|| you (Carrier / Subject / Theme) are (Process: R / Finite & Predicator / Rheme) so strong! (Attribute / Complement / Rheme) (CC) 95|| What, (Goal / Complement / Theme) (IC-Actor / subject / part of Rheme, Process: M / Finite & Predicator / part of Rheme lacking) (LPP) 96|| what (Goal / Complement / Theme) have (Finite / Rheme) you (Actor / Subject / Rheme) been doing? (Process: M / Predicator / Rheme) (CC) |||

St1: ... I'm walking, I'm walking down the street... and see you...

St3: what have... have you been doing? Are you a doctor?

St1: no, no. I'm a lawyer.

St2: 46/97|| lawyer? (AEC) (CC) |||

St1: yes... Do you remember the same thing that... we... can do in this class?

St2: 47/98|| I (Senser / Subject / Theme) remember (Process: ML / Finite & Predicator / Rheme) that. (Phenomenon / Complement / Rheme) (CC) |||

St1: in the school.

St2: 48/99|| it (Carrier / Subject / theme) was (Process: R / Finite & Predicator / Rheme) eh... (IC-Attribute / Complement / part of Rheme lacking) (LPP) 100|| it (Carrier / Subject / theme) was (Process: R / Finite & Predicator / Rheme) a good time. (Attribute / Complement / Rheme) (CC) |||

(sts laugh)

T: wonderful you three. Bye-bye. See you tomorrow.

St3: professora...

T: sorry? I don't understand you.

**NOT** has 100 ranking clauses, out of which 36 are incomplete (7 LDP, 1 DOWN-RANKED-CLAUSE-RELATED LDP, 22 LPP, 6 SDCC). There are 48 clause complexes (1, 3, 1, 2, 1, 1, 3, 2, 2, 1, 1, 2, 1, 1, 1, 1, 1, 1, 1, 2, 1, 5, 1, 1, 1, 1, 1, 4, 1, 2, 3, 8, 5, 2, 6, 1, 1, 1, 10, 3, 3, 1, 1, 3, 1, 1, 2 ranking clauses respectively) and 3 down-ranked clauses. (398 words)

WRITTEN TEST COMPOSITION:

There is no composition question in the written test.

### E.2.2.2 Group data (Class 1)

SPOKEN (CLASS RECORDING):

Side A

St: oh, teacher!

Coordinator: gente eu vou botar aqui pra gravar... gravando... eu não vou ouvir não viu... é para uma pesquisa de um... de um professor da Universidade de Santa Catarina... que vocês estão ajudando, entendeu? Ele não sabe nem quem é vocês...

T: (laughs) so friendly.

St: teacher! (MC)

T: you changed. It's teacher...

St: 1/1|| just because Emanuel wants. (CC) |||

(sts laugh)

St: 2/2|| prova do crime. (IC-L2 whole clause lacking) (LDP) |||

(sts laugh)

T: ok. You four...

St: 3/3|| sit down please (CC) ||| Andrei. (MC)

St: 4/4|| xô. (IC-L2 whole clause lacking) (LDP) |||

St: 5/5|| can I? (EEC) (CC) |||



St: 6/6|| no, (CC) 7|| you can't. (CC) |||  
T: Manú, you three and you four... there is a sentence here... sentence... Carol!  
St: 7/8|| Are you miss (CC) 9|| you? (EEC) (CC) |||  
T: no, it's not.  
St: 8/10|| no, (CC) 11|| it's not. (DCC) |||  
T: there is a sentence here... and I'm gonna...  
St: Manú, (MC) 9/12|| is (Process: R / Finite & Predicator / interpersonal Theme) your sister? (Identifier / Complement / Rheme) (IC-Identified / Subject / topical Theme lacking) (LDP) |||  
T: make gestures...  
St: 10/13|| is (Process: R / Finite & Predicator / interpersonal Theme) she (Carrier / Subject / topical Theme lacking) pretty woman? (part of Attribute / Complement / Rheme) (IC-Deictic constituent in Attribute / Complement / part of Rheme lacking) (LDP) |||  
T: and you have to find out what sentence it is, ok?  
Sts: 11/14|| ok. (CC) |||  
Sts: 12/15|| yeah. (CC) |||  
T: anyone can speak.  
St: 13/16|| anyone? (EEC) (CC) |||  
(sts laugh)  
T: only gestures.  
St: 14/17|| yes. (CC) |||  
St: many. (MC)  
St: many. (MC)  
T: no.  
St: much. (MC)  
St: many. (MC)  
St: oh, teacher no! (MC)  
St: vê.  
St: 15/18|| start again, (CC) 19|| start again! (CC) |||  
T: yeah, the first one.  
St: 16/20|| the first one, yeah. (EEC) (CC) |||  
T: yeah, let's see...  
St: one. (MC)  
St: one. (MC)  
St: on. (MC)  
St: object. (MC)  
St: show. (MC)  
St: can. (MC)  
St: many. (MC)  
St: number. (MC)  
St: three. (MC)  
T: no.  
St: two. (MC)  
St: ten, one. (MC)  
St: zero. (MC)  
St: ah, teacher. (MC)  
T: exist?  
St: 17/21|| I don't know... (CC) ||| many, much.  
St: 18/22|| a similar word. (EEC) (CC) |||  
T: exist?  
St: one, two, three, four, five, six. (MC)  
St: exist. (MC)  
T: exist?  
St: ah, teacher. (MC)  
St: again. (MC)  
St: similar. (MC)  
St: 19/23|| I can't. (EEC) (CC) |||  
T: no.  
St: know. (MC)  
T: no.  
St: board. (MC)

T: one, two, three, four, five letters.  
 St: please, teacher... (MC) 20/24|| I begin... in this way. (EEC) (CC) |||  
 T: no, the other group. No.  
 St: board, board. (MC)  
 T: no.  
 St: 21/25|| no, o que? (IC-L2 whole clause lacking) (LDP) |||  
 St: pair, blonde, many, much é... (MC)  
 T: similar exist.  
 St: how much, how many. (MC)  
 St: how many. (MC)  
 St: there. (MC)  
 St: one. (MC)  
 St: there. (MC)  
 T: yes.  
 (sts shout and clap their hands)  
 St: 22/26|| ai chute infeliz (IC-L2 whole clause lacking) (LDP) 27|| mas souu macho. (IC-L2 whole clause lacking) (LDP) |||  
 (sts laugh)  
 T: group one, one point.  
 St: are, are, are. (MC)  
 T: are.  
 St: 23/28|| valeu, (IC-L2 whole clause lacking) (LDP) ||| Andrei.  
 T: here, pay attention.  
 St: food. (MC)  
 St: movie. (MC)  
 St: breakfast. (MC)  
 St: candie. (MC)  
 St: fast food. (MC)  
 St: chocolate. (MC)  
 T: yes.  
 Sts: 24/29|| yes!!! (CC) |||  
 St: in, on, under. (MC)  
 St: on. (MC)  
 St: under. (MC)  
 St: near. (MC)  
 T: no, you said that.  
 St: behind, beside, across. (MC)  
 St: on. (MC)  
 St: under. (MC)  
 T: yes.  
 St: no, teacher (MC) 25/30|| I said... (EEC) (CC) ||| no, teacher. (MC)  
 St: yes, teacher. (MC)  
 St: 26/31|| why? (EEC) (CC) |||  
 T: yes, yes, that's ok. Ok, here.  
 St: my. (MC)  
 St: the, the, the. (MC)  
 St: chair, the desk, the chair. (MC)  
 St: chair, chair, chair, chair, chair. (MC)  
 (sts shout and clap their hands)  
 St: 27/32|| Where? (EEC) (CC) 33|| Where? (EEC) (CC) |||  
 St: 28/34|| where (EEC) (CC) ||| teacher? (MC)  
 T: read the sentence.  
 Sts: there are chocolates under the chairs.  
 St: 29/35|| no... (EEC) (CC) 36|| yeah, (EEC) (CC) 37|| yeah... (EEC) (CC) |||  
 St: 30/38|| where (Circumstance / Adjunct / Theme) did (Finite / Rheme) you (Actor / Subject / Rheme) find? (Process: M / Predicator / Rheme) (IC-Goal / Complement / part of Rheme lacking) (LDP) |||  
 St: 31/39|| here! (AEC) (CC) |||  
 T: and under the other chairs too.  
 (sts laugh)  
 St: 32/40|| ai, eu peguei foi tudo. (IC-L2 whole clause lacking) (LDP) |||

St: Maneu, (MC) 33/41||| don't be selfish! (CC) |||  
 (Maneu laughs)  
 St: 34/42||| give me one please. (CC) |||  
 St: 35/43||| just a minute, (EEC) (CC) 44 ||| just a minute... (EEC) (CC) 45 ||| te dou, (L2 whole clause lacking) (LDP) 46 ||| eu te dou. (L2 whole clause lacking) (LDP) |||  
 T: no one?  
 St: 36/47||| four, (EEC) (CC) 48 ||| eu (Actor / Subject / Theme) peguei (Process: M / Finite & Predicator / Rheme) four. (Goal / Complement / Rheme) (IC-L2 Actor / Subject / Theme, L2 Process: M / Finite & Predicator / part of Rheme lacking) (LDP) |||  
 St: 37/49||| olha, (IC-L2 whole clause lacking) (LDP) ||| teacher.  
 (sts laugh)  
 St: 38/50||| one. (EEC) (CC) |||  
 St: 39/51||| one. (EEC) (CC) |||  
 T: no, please. Because Morgana and Naira have no one.  
 St: 40/52||| one. (EEC) (CC) |||  
 St: 41/53||| one. (EEC) (CC) |||  
 St: 42/54||| o menino aqui também não tem nenhum não. (IC-L2 whole clause lacking) (LDP) 55 ||| O menino aqui. (IC-L2 whole clause lacking) (LDP) |||  
 T: sorry?  
 St: 43/56||| don't have, (Process: R / Finite & Predicator / Rheme) (IC-Carrier / Subject / Theme, Attribute / Complement / part of Rheme lacking) (LDP) 57 ||| don't have (Process: R / Finite & Predicator / Rheme) no one. (Attribute / Complement / Rheme) (IC-Carrier / Subject / Theme lacking) (LDP) |||  
 T: no?  
 St: 44/58||| André (Carrier / Subject / Theme) have (Process: R / deviant [person concord] temporal Finite & Predicator / Rheme) no chocolates. (Attribute / Complement / Rheme) (SDCC) |||  
 T: no, André?  
 André: 45/59||| yes. (EEC) (CC) |||  
 St: teacher, (MC) 46/60||| now I can sit down eh... (CC) |||  
 T: no.  
 St: 47/61||| why? (AEC) (CC) |||  
 St: oh Manú (MC) 48/62||| be here. (CC) |||  
 St: 49/63||| Why? (EEC) (CC) 64 ||| Why? (EEC) (CC) |||  
 T: because... I don't know... a work from the University. I don't know exactly.  
 St: 50/65||| we (Actor / Subject / Theme) can eh...  
 T: can what?  
 St: stop. (Process: M / Finite & Predicator / Rheme) (IC-Goal / Complement / part of Rheme lacking) (LDP) |||  
 St: 51/66||| tirar. (IC-L2 whole clause lacking) (LDP) |||  
 St: 52/67||| we (Actor / Subject / Theme) can cut. (Process: M / Finite & Predicator / Rheme) (IC-Goal / Complement / part of Rheme lacking) (LDP) |||  
 St: 53/68||| what do you prefer? (CC) |||  
 St: 54/69||| what do you want? (CC) |||  
 T: hello!?  
 (sts talking)  
 St: 55/70||| pera aí... (IC-L2 whole clause lacking) (LDP) |||  
 T: you know that our test will be next week.  
 St: oh, yes. (MC)  
 St: ok. (MC)  
 T: Tuesday and Wednesday oral test and on Thursday written test.  
 St: 56/71||| Monday? (EEC) (CC) |||  
 St: 57/72||| Monday? (EEC) (CC) |||  
 T: Monday no.  
 St: 58/73||| Wednesday. (EEC) (CC) |||  
 T: Monday is our day.  
 St: 59/74||| Wednesday... (EEC) (CC) 75 ||| Wednesday. (EEC) (CC) |||  
 T: Tuesday. Wednesday. Thursday.  
 St: 60/76||| Tuesday? (EEC) (CC) |||  
 T: yeah.  
 St: 61/77||| Tuesday! (EEC) (CC) |||  
 T: ... what do you prefer today? Correct the workbook or a review?

St: 62/78||| review. (AEC) (CC) |||  
 St: 63/79||| review. (AEC) (CC) |||  
 T: who wants review?... yeah, it's better?  
 St: 64/80||| write? (Process: M / part of Predicator / part of Rheme) (IC-Finite / interpersonal Theme, Actor / Subject / topical Theme, part of Predicator/Rheme ['have to'] lacking) (LDP) |||  
 T: yes, you have to write the review... do you want review?  
 St: 65/81||| no. (CC) |||  
 T: and correct the workbook today...  
 St: 66/82||| no. (CC) |||  
 St: 67/83||| Monday? (EEC) (CC) |||  
 St: 68/84||| we have the... Tuesday? (CC) 85 || Tuesday (Identifier / Subject / Theme) what? (Identified / Complement / Rheme) (IC-Process: R / Finite & Predicator / part of Rheme lacking) (LDP) 86 || Tuesday (Identified / Subject / topical Theme) test? (Identifier / Complement / Rheme) (IC-Process: R / Finite & Predicator / interpersonal Theme lacking) (LDP) |||  
 T: probably.  
 St: 69/87||| Wednesday? (EEC) (CC) |||  
 T: review, oh sorry test. No, we can do test on... Wednesday and Thursday and Tu...  
 (a st laughs)  
 T: and Tuesday...  
 St: 70/88||| meu chocolate. (IC-L2 whole clause lacking) (LDP) |||  
 T: we finish the workbook.  
 St: 71/89||| Tuesday we have the test. (CC) |||  
 T: so, today review?  
 St: 72/90||| no... (CC) 91 || the review on Tuesday. (EEC) (CC) |||  
 T: do on Tuesday?  
 St: 73/91||| today (EEC) (CC) 92 || and... (IC) (LPP) |||  
 T: so, let's, let's finish the workbook today and review on Tuesday.  
 St: yes. (MC)  
 T: ok.  
 St: oh, meu Deus, 74/93||| eu não sei de nada. (IC-L2 whole clause lacking) (LDP) |||  
 (sts talking)  
 St: sorry. (MC)  
 St: 75/94||| tá aqui. (IC-L2 whole clause lacking) (LDP) |||  
 T: page 17, I've corrected yeah?  
 St: ?  
 T: hum, number 3? Yes, number 3?  
 St: 76/95||| yes. (CC) |||  
 T: speak in English Manú.  
 ( the teacher writes some answers on the board)  
 (sts talking)  
 T: Manú, number two, please.  
 St: excuse me. (MC)  
 St: there a... take?  
 T: no.  
 St: 77/96||| I don't know, teacher, (CC) 97 || I don't know. (CC) |||  
 T: didn't you do Manú?  
 St: 78/98||| I ... (Actor / Subject / Theme)  
 T: only Naira did.  
 St: can bring... (Process: M / Finite & Predicator / Rheme) (IC-Goal / Complement / part of Rheme lacking) (LDP) |||  
 St: too...number 3.... There is not food for the dog... number 4 there's...  
 T: there's?  
 St: 79/99||| no. (CC) |||  
 T: ok, Manú.... I'm gonna change this ok? Just a second.  
 (the teacher writes the answers on the board)  
 ( the teacher leaves the class)  
 (sts talking)  
 T: Andrei!  
 St: you, Andrei! (MC)  
 St: oh, you! (MC)

T: four.  
 St: there's...  
 T: or?  
 St: there's stop.  
 T: Naira?  
 St: ...  
 T: the units for the test? Do you remember?  
 St: 80/100||| yes. (CC) |||  
 St: 81/101||| number three... two, three and four. (EEC) (CC) |||  
 (the teacher writes the answers on the board)  
 T: lesson 18... André, you, André.  
 St: 82/102||| three? (EEC) (CC) |||  
 T: yes, number three...  
 St: ...  
 T: please, André, could you repeat, André?  
 St: did you do your homework with a help or did someone help you?  
 (the teacher writes the answers on the board)  
 St: oh, André, (MC) 83/103||| stop. (CC) |||  
 St: 84/104||| stop what? (EEC) (CC) |||  
 St: 85/105||| the test... (CC) |||  
 T: André, Fábio wants to talk to you.  
 St: 86/106||| quem? (IC-L2 whole clause lacking) (LDP) |||  
 St: 87/107||| Fábio. (EEC) (CC) |||  
 St: 88/108||| Fábio. (EEC) (CC) |||  
 T: because André needs to... help in an interview.  
 St: 89/109||| he needs one. (CC) |||  
 St: 90/110||| he needs one. (CC) |||  
 (the teacher writes the answers on the board)  
 (sts talking)  
 T: let's continue... four, Manú, Emanuel.  
 St: 91/111||| just a second, please, (CC) 112 ||| what's the page? (CC) |||  
 St: 92/113||| unit 4. (EEC) (CC) |||  
 T: no, number 4.  
 St: eh... we haven't been eating right or getting enough rest.  
 (the teacher writes the answer on the board)  
 T: Andrei and Naira, speak in English, pay attention.  
 St: 93/114||| five minutes... (EEC) (CC) 115 ||| and... (IC) (LPP) |||  
 T: five?  
 St: they had a lot of fun, fun at the party last night. Six, she isn't allowed...  
 T: allowed.  
 St: allowed to go to the mall, mall eh...  
 St: alone.  
 St: alone. Seven, were you hurt when you fell off your bike?  
 T: yes, number two?  
 St: no, teacher. (MC)  
 T: who wrote the composition?  
 St: (reads the answers) I'm very sorry that I blew up like that... I shouldn't have lost my temper over such a small thing.  
 St: 94/116||| over? (EEC) (CC) |||  
 St: 95/117||| yes, (CC) 118 ||| over. (EEC) (CC) |||  
 St: (reads the answers) thanks for apologizing... but it's necessary... we're all in a bad mood sometimes.  
 I often feel like yelling at somebody.  
 (the teacher writes the answers on the board)

(the teacher is checking who did the homework)  
 T: Naira.  
 St: Naira. (MC)  
 St: 96/119||| be careful. (CC) |||  
 T: be careful.  
 St: 97/120||| fez não ele. (IC-L2 whole clause lacking) (LDP) |||

St: be supposed to, have intention but didn't happen?

St: 98/121||| Andrei. (EEC) (LDP) |||

T: Andrei, you and Bosco.

St: you know that... how long we have studied.

(sts talking)

T: Unit 4... two volunteers to read the conversation... Andrei and?

St: 99/122||| André. (EEC) (CC) |||

T: Cristiano? Ok.

(the sts read the conversation)

St1: 100/123||| Rachel... (EEC) (CC) |||

St2: 101/124||| let's start again, (CC) ||| teacher! (MC)

T: please!

St: 102/125||| sorry (EEC) (CC) ||| teacher. (MC)

St1: Rachel, how have you been?

St2: Marty, say, where have you been keeping yourself? I haven't seen you at the gym in ages.

St1: I haven't been going.

St2: I've missed you.

St1: Well, if I had more time and if I weren't... so stressed out, I'd go.

St2: you... you... do look tired.

St1: I've been meaning to call you. What have you been doing lately?

St2: Well, I've been playing a lot of tennis. I've even... sign... signed up for lessons.

St1: Hey, this sounds serious!

St2: Well, I've always wanted to play tennis better. I've already played... three nights this week.

St1: I haven't been playing at all lately. I've just had too much work.

St2: How come... you... you've been working so hard?

St1: I've been doing construction work.

St2: That's great. Do you like it?

St1: I like it a lot, but I've worked every weekend for the last few months.

St2: Gee, I don't know how you do it!

St1: Well, things should calm down pretty soon.

St2: I hope so.

St1: If I have time next week, why don't we play tennis together?

St2: Let's do that. Give me a call, and we can set up a time.

T: Very good. Number... what I asked you to do?... lesson 22 conversation 2. Number 2, Naira and Manú.

St: sorry, teacher eh... (MC) 103/126||| what? (EEC) (CC) |||

T: lesson 22 here.

(the sts read the conversation)

St1: What have you been doing lately?

St2: I've been preparing for the marathon.

St1: Oh, really?

St2: Yes, in fact, I've played three times this week.

T: no, I've... I've run... three times.

(sts talking)

St1: what have you been doing lately?

St2: I've been planting trees in yard.

St1: Oh, really?

St2: Yes, in fact, I've ...

T: planted.

St2: planted three... three times this week?

T: No problem... start now please, Naira.

St2: What have you been doing lately?

T: lately.

St1: I've been going to a lot of old movies.

St2: Oh, really?

St1: Yes, in fact, I've gone to... see three old movies this week.

T: I've gone to the cinema or I've... seen... or one or the other...  
 St1: (laughs)  
 T: very good, Manú... Number 2, you André, please, read.  
 St: I...  
 T: I haven't.  
 André: I haven't seen Alfonso in ages.  
 St: Oh, teacher... (MC) 104/127||| let me read the text. (CC) |||  
 André: 105/128||| continue this? (EEC) (CC) |||  
 St: teacher! (MC)  
 T: continue, continue.  
 André: what has he been doing?  
 T: continue.  
 André: he has been away for the last tow weeks... he... hasn't been... working for this company.  
 T: I thought.  
 André: I thought he was looking for... a new job... has?  
 T: has not.  
 Andre: 106/129||| has not? (EEC) (CC) |||  
 T: hum-hum.  
 André: has not 107/130||| he (Actor / Subject / Theme) found. (Process: M / Finite & Predicator / Rheme) (IC-Goal / Complement / part of Rheme lacking) (LDP) |||  
 T: not yet.  
 St: 108/131||| yes... he... (AEC) (IC) (LDP) 132 ||| he. (AEC) (IC) (LDP) |||  
 T: he has been trying...yeah... questions, Naira?  
 St: 109/133||| no. (CC) |||  
 T: Number 2... the answers are here. (on the board)  
 St: 110/134||| Teacher, is (Process: R / Finite & Predicator / Rheme) Naira. (Attribute / Complement / Rheme) (IC-Carrier / Subject / Theme lacking) (LDP) 135 ||| I (Senser / Subject / Theme) don't like. (Process: ML / Finite & Predicator / Rheme) (IC-Phenomenon / Complement / part of Rheme lacking) (LDP) |||  
 T: ok... we continue this...  
 (sts talking)  
 St: 111/136||| I don't know. (CC) |||  
 St: Graças a Deus... (MC)  
 T: last week we made a review...  
 (sts laugh)  
 T: about the conversations for...  
 St: 112/137||| Manú is Vandalos. (CC) |||  
 T: Unit 2, remember?  
 St: 113/138||| no. (CC) |||  
 T: but remember now.  
 St: 114/139||| yes. (CC) |||  
 T: so today... I want you be in pairs... review all Unit 3, review all the conversations for the oral test. Remember?  
 St: 115/140||| I remember now. (CC) ||| (laughs)  
 T: Oh, Manú, wonderful... choose... one friend Manú to be your... partner.  
 Manú: (laughs) 116/141||| Cristiano. (CC) |||  
 Cristiano: 117/142||| no. (CC) |||  
 Manú: 118/143||| why (EEC) (CC) ||| Cristiano? (MC) (laughing)  
 Cristiano: 119/144||| because no. (CC) |||  
 St: 120/145||| me dá o dinheiro. (IC-L2 whole clause lacking) (LDP) |||  
 Manú: 121/146||| sorry. (CC) |||  
 T: Manú and?  
 Manú: 122/147||| Naira. (CC) |||  
 T: Naira, very good. Cristiano you and?  
 Manú: 123/148||| Manú. (CC) |||  
 Cristiano: 124/149||| no. (CC) |||  
 Manú: 125/150||| do with me. (CC) 151 ||| What's the problem? (CC) |||  
 T: Manú, ok.  
 (sts laugh)  
 T: no, you three, ok?

St: 126/152|| no, (CC) 153 || you three. (EEC) (CC) ||  
 St: 127/154|| Maneu? (EEC) (CC) ||  
 T: yes.  
 St: 128/155|| do with me? (IC-Goal / Complement / part of Rheme lacking) (LDP) ||  
 T: yes... and Andrei and... Carol... in three.  
 St: 129/156|| yes, you and Naira. (EEC) (CC) ||  
 St: teacher, (MC) 130/157|| to do what? (CC) ||  
 T: the things about...  
 St: teacher! (MC)  
 T: to practice the conversations.

(the sts are practicing the conversations)

St: 131/158|| give an idea. (EEC) (CC) ||  
 St: 132/159|| ok. (CC) ||  
 St: 133/160|| I haven't been... sleeping... lately. (CC) ||  
 St: 134/161|| sorry. (CC) ||  
 St: 135/162|| I haven't... (IC) (LPP) ||  
 St: 136/163|| what... (CC) ||  
 St: 137/164|| sorry. (CC) ||  
 St: teacher! (MC) 138/165|| Can I write? (CC) ||  
 T: no, speak.  
 St: 139/166|| it's better... better. (CC) ||  
 St: 140/167|| no problem. (EEC) (CC) ||  
 T: ok, you two... let's go... André. No Emanuel here.  
 (end of side A)

Side B

(sts continue practicing the conversations)

St: 141/168|| I'm completely tired. (CC) ||  
 St: 142/169|| I'm in a good mood. (CC) ||  
 St: 143/170|| I don't feel like doing... (IC) (LPP) ||  
 St: 144/171|| I'm in a bad mood. (CC) ||  
 St: 145/172|| I've been... (IC) (LPP) ||  
 St: 146/173|| I've worked 6 hours a week. (CC) ||  
 St: 147/174|| I need... (IC) (LPP) ||  
 St: 148/175|| you're probably right. (CC) ||  
 St: teacher, 149/176|| five minutes. (EEC) (CC) ||  
 T: so, let's go. Five minutes.

T: Naira, did you go to the lab?

Naira:?

T: did you go to the lab?... you?

(sts continue practicing the conversations)

St: 150/178|| I really. (IC) (LDP) ||  
 St: 151/179|| What have you been doing lately? (CC) ||  
 St: 152/180|| I haven't been doing nothing. (DCC) ||

(sts continue practicing the conversations)

St: 153/181|| if I have more money... (CC) 182 || I don't want to work. (CC) ||  
 St: teacher, (MC) 154/183|| how can I say "Fisioterapia"? (CC) ||  
 St: 155/184|| physiotherapy. (CC) ||

(sts continue practicing the conversations)

St: 156/185|| you'd better... (IC) (LPP) ||  
 St: 157/186|| I know the address. (CC) ||  
 St: 158/187|| for sure. (EEC) (CC) 188 || It's your appointment. (CC) ||  
 St teacher, (MC) 159/189|| this one, I can? (IC) (LPP) ||  
 St: 160/190|| I haven't finished. (CC) ||  
 St: 161/191|| no problem. (EEC) (CC) ||





**A/WGD1 has 14 ranking clauses, out of which 2 are incomplete (1 LDP and 1 SDCC). There are 5 clause complexes (4, 1, 3, 5, 1 ranking clauses respectively) and 1 down-ranked clause. (88 words)**

STUDENT 2

1/1|| When (Circumstance / Adjunct / Theme) I (Carrier / Subject / Rheme) have (Process: R / Finite & Predicator / Rheme) nothing [[ to do, (complete down-ranked clause) ]] (Attribute / Complement / Rheme) (CC) 2|| I (Carrier / Subject / Theme) spend (Process: R / Finite & Predicator / Rheme) my time [[ reading (complete down-ranked clause) || or studying. (complete down-ranked clause) ]] Things [[ that I have to do. (complete down-ranked clause) ]] (Attribute / Complement / Rheme) (CC) 2/3|| But (textual Theme) [[ what I really like to do (complete down-ranked clause) ]] (Identified / Subject / topical Theme) is (Process: R / Finite & Predicator / Rheme) [[ listen to (Process: ML / part of Predicator / part of Rheme) music (Phenomenon / Complement / Rheme) (incomplete [perfectiveness marker on Predicator lacking) non-finite down-ranked clause) || and (textual Theme) think about (Process: ML / part of Predicator / part of Rheme) anything [[ that comes in my mind (complete down-ranked clause) ]] or something [[ that the music inspires me. (complete down-ranked clause) ]] (Phenomenon / Complement / Rheme) (incomplete [perfectiveness marker on Predicator lacking) non-finite down-ranked clause) ]] (Identifier / Complement / Rheme) (DOWN-RANKED-RELATED LDP) |||

**A/WGD2 has 3 ranking clauses, out of which 1 is incomplete (1 DOWN-RANKED-CLAUSE-RELATED LDP). There are 2 clause complexes (2, 1 ranking clauses respectively) and 10 down-ranked clauses. (46 words)**

STUDENT 3

1/1|| I (Senser / Subject / Theme) thought (Process: ML / Finite & Predicator / Rheme) (projecting clause) (CC) 2|| that (textual Theme) could be (Process: R / Finite & Predicator / Rheme) difficult (Attribute / Complement / Rheme) this year (Circumstance / Adjunct / Rheme) in the English course (Circumstance / Adjunct / Rheme) (projected clause) (IC-Carrier / Subject / topical theme lacking) (LDP) 3|| because (textual Theme) I (Actor / Subject / topical Theme) studied (Process: M / Finite & Predicator / Rheme) for 2 years (Circumstance / Adjunct / Rheme) in another course (Circumstance / Adjunct / Rheme) (CC) 4|| and (textual Theme) I (Carrier / Subject / topical Theme) had (Process: R / Finite & Predicator / Rheme) my friends. (Attribute / Complement / Rheme) (CC) 2/5|| I (Senser / Subject / Theme) was thinking (Process: ML / Finite & Predicator / Rheme) (projecting clause) (CC) 6|| that (textual Theme) the 7 de Setembro students (Carrier / Subject / topical Theme) were (Process: R / Finite & Predicator / Rheme) boring (Attribute / Complement / Rheme) (projected clause) (CC) 7|| and (textual Theme) the teacher (Carrier / Subject / topical Theme) was (Process: R / Finite & Predicator / Rheme) a boring woman. (Attribute / Complement / Rheme) (projected clause) (CC) 3/8|| But (textual Theme) I (Carrier / Subject / topical Theme) was (Process: R / Finite & Predicator / Rheme) wrong (Attribute / Complement / Rheme) (CC) 9|| because (textual Theme) the teacher (Carrier / Subject / topical Theme) is (Process: R / Finite & Predicator / Rheme) a friend, (Attribute / Complement / Rheme) (CC) 10|| and (textual Theme) she (Actor / Subject / topical Theme) speak (Process: V / deviant [plural person concord for singular person concord] temporal Finite & Predicator / Rheme) English (Verbiage / Complement / Rheme) very much well. (Circumstance / Adjunct / Rheme) (SDCC) 4/11|| The English students (Carrier / Subject / Theme) are (Process: R / Finite & Predicator / Rheme) so much funny and friends (deviant ['friends' for 'friendly'] Attribute / Complement / Rheme) too. (Circumstance / Adjunct / Rheme) (DCC) 5/12|| I (Sayer / Subject / Theme) just (modal Adjunct) want to say (Process: V / Finite & Predicator / Rheme) (projecting clause) (CC) 13|| that (textual Theme) I (Senser / Subject / topical Theme) love (Process: ML / Finite & Predicator / Rheme) the semester I-5 (Phenomenon / Complement / Rheme) (projected clause) (CC) 14|| and (textual Theme) I (Senser / Subject / topical Theme) hope (Process: ML / Finite & Predicator / Rheme) (projecting clause) (CC) 15|| to everybody (deviant [inappropriate preposition] Carrier / Subject / Theme) be (Process: R / Predicator / part of Rheme) my friend (Attribute / Complement / Rheme) forever and ever and ever. (Circumstance / Adjunct / Rheme) (IC-modal Finite lacking) (LDP) 6/16|| I (Senser / Subject / Theme) will miss (Process: ML / Finite & Predicator / Rheme) my teacher (Phenomenon / Complement / Rheme) so much, (circumstance / Adjunct / Rheme) (CC) 17|| because (textual Theme) in this word (Circumstance / Adjunct / topical Theme) doesn't exist (Process: E / Finite & Predicator / Rheme) a English teacher (deviant ['a' for 'an'] Existent / Complement / Rheme) like her. (Circumstance / Adjunct / Rheme) (deviant clause) (IC-Subject / part of Rheme lacking) (LDP) |||

**AWGD3 has 17 ranking clauses, out of which 4 are incomplete (3 LDP and 1 SDCC). There are 6 clause complexes (4, 3, 3, 1, 4, 2 ranking clauses respectively) and 10 down-ranked clauses. (113 words)**

#### STUDENT 4

1/1|| There (Subject / Theme) 's (Process: E / Finite & Predicator / Rheme) a girl (Existent / Complement / Rheme) in my class (Circumstance / Adjunct / Rheme) [[ called Cinara. (complete down-ranked clause) ]] (Continuation of Existent / Complement / Rheme) (CC) 2/2|| She (Actor / Subject / Theme) sits (Process: M / Finite & Predicator / Rheme) behind me. (Circumstance / Adjunct / Rheme) (CC) 3/3|| She (Carrier / Subject / Theme) has been (Process: R / Finite & Predicator / Rheme) my friend (Attribute / Complement / Rheme) since last year, (Circumstance / Adjunct / Rheme) (CC) 4|| when (Circumstance / Adjunct / Theme) I (Actor / Subject / Rheme) started to study (Process: M / Finite & Predicator / Rheme) at morning (part of deviant [preposition 'at' for 'in'] location-time Circumstance / Adjunct / Rheme) in C7S school. (deviant [preposition 'in' for 'at'] location-place Circumstance / Adjunct / Rheme) (IC-Deictic constituent in nominal-group Range of location-time Circumstance / Adjunct / part of Rheme lacking) (LDP) |||

4/5|| She (Sayer / Subject / Theme) speaks (Process: V / Finite & Predicator / Rheme) too much (Circumstance / Adjunct / Rheme) in our class. (Circumstance / Adjunct / Rheme) (CC) 5/6|| And (textual Theme) all the teachers (Carrier / Subject / topical Theme) complaint (deviant [singular form for plural form] Attribute / Complement / Rheme) because of this. (Circumstance / Adjunct / Rheme) (IC-Process: R / Finite & Predicator / part of Rheme lacking) (LDP) 6/7|| She (Carrier / Subject / Theme) has (Process: R / Finite & Predicator / Rheme) many problems (Attribute / Complement / Rheme) like everybody (Circumstance / Adjunct / Rheme) (CC) 8|| but (textual Theme) she (Carrier / Subject / topical Theme) has (Process: R / Finite & Predicator / Rheme) many qualitys (Attribute / Complement / Rheme) too. (Circumstance / Adjunct / Rheme) (CC) |||

7/9|| Today (Circumstance / Adjunct / Theme) my sister (Actor / Subject / Rheme) invited (Process: M / Finite & Predicator / Rheme) her (Goal / Complement / Rheme) for my sister's party, (Circumstance / Adjunct / Rheme) (CC) 10|| because (textual Theme) my sister (Carrier / Subject / topical Theme) is (Process: R / Finite & Predicator / Rheme) very friend of her. (part of deviant ['her' for 'hers'] Attribute / Complement / Rheme) (IC-Deictic and Epithet constituents of Attribute / Complement / part of Rheme nominal group lacking) (LDP) |||

8/11|| Cinara (Identifier / Subject / Theme) was (Process: R / Finite & Predicator / Rheme) my girlfriend (Identified / Complement / Rheme) last year. (Circumstance / Adjunct / Rheme) (CC) 9/12|| She (Actor / Subject / Theme) does (Process: M / Finite & deviant [lexical choice] Predicator / Rheme) the English course (Goal / Complement / Rheme) too. (Circumstance / Adjunct / Rheme) (DCC) 10/13|| She (Carrier / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) very fun, (deviant [noun 'fun' for adjective 'funny'] Attribute / Complement / Rheme) (DCC) 14|| and (textual Theme) loves to make (deviant [lexical choice] Process: V / Finite & Predicator / Rheme) jokes. (Verbiage / Complement / Rheme) (DCC) |||

11/15|| She (Actor / Subject / Theme) swims (Process: M / Finite & Predicator / Rheme) in BNB club (deviant [ preposition 'in' for 'at'] Circumstance / Adjunct / Rheme) (DCC) 16|| and (textual Theme) when (Circumstance / Adjunct / topical Theme) she (Carrier / Subject / Rheme) was (Process: R / Finite & Predicator / Rheme) a child (Attribute / Complement / Rheme) (CC) 17|| she (Carrier / Subject / Rheme) was (Process: R / Finite & Predicator / Rheme) the fifth position (Process: R / Finite & Predicator / Rheme) in the Brazil. (deviant [inappropriate definite article preceding Thing constituent] Circumstance / Adjunct / Rheme) (DCC) |||

**AWGD4 has 17 ranking clauses, out of which 3 are incomplete (3 LDP). There are 11 clause complexes (1, 1, 2, 1, 1, 2, 2, 1, 1, 2, 3 ranking clauses respectively) and 1 down-ranked clause. (114 words)**

#### STUDENT 5

1/1|| I (Actor / Subject / Theme) like to go (Process: M / Finite & Predicator / Rheme) to the gym (Circumstance / Adjunct / Rheme) (CC) 2|| to talk to (Process: V / Predicator / Rheme) my friends (Receiver / Complement / Rheme) (NFC) (CC) 3|| and (textual Theme) to talk to (Process: V / Predicator / Rheme) the girls [[ who go to the gym like me (complete down-ranked clause) ]] to dance "forró". (complete non-finite down-ranked clause) ]] (Receiver / Complement / Rheme) (NFC) (CC) |||

2/4|| I (Actor / Subject / Theme) love dancing (Process: M / Finite & Predicator / Rheme) forró. (Goal / Complement / Rheme) (CC) 3/5|| I (Actor / Subject / Theme) go dancing (Process: M / Finite &

Predicator / Rheme) on Thursday and on Friday, (Circumstance / Adjunct / Rheme) twice a week. (Circumstance / Adjunct / Rheme) (CC) |||

4/6|| I (Actor / Subject / Theme) dance (Process: M / Finite & Predicator / Rheme) forró (Goal / Complement / Rheme) also (modal Adjunct) (CC) 7|| when (Circumstance / Adjunct / Theme) I (Actor / Subject / Theme) arrive (Process: M / Finite & Predicator / Rheme) at home (Circumstance / Adjunct / Rheme) with my cousin, [[ who dances very well (complete down-ranked clause) || because her boyfriend dances well too. (complete down-ranked clause) ]] (Circumstance / Adjunct / Rheme) (CC) 5/8|| If (textual Theme) her boyfriend (Carrier / Subject / topical Theme) had (Process: R / Finite & Predicator / Rheme) more time, (Attribute / Complement / Rheme) (CC) 9|| he (Actor / Subject / Theme) would go (Process: M / Finite & Predicator / Rheme) to my house (Circumstance / Adjunct / Rheme) (CC) 10|| and (textual Theme) would teach (Process: M / Finite & Predicator / Rheme) us (Beneficiary / Complement / Rheme) more. (Goal / Complement / Rheme) (CC) |||

6/11|| I 'd better (IC-“I'd better” for “I think it better”) (LDP) 12|| her (part of Subject / Theme) go (Process: M / Predicator / Rheme) to the gym (Circumstance / Adjunct / Rheme) with me, (Circumstance / Adjunct / Rheme) (IC-preposition ‘for’ preceding Subject / Theme, perfectiveness marker on Predicator lacking) (LDP) 13|| but (textual Theme) she (Carrier / Subject / topical Theme) doesn't have (Process: R / Finite & Predicator / Rheme) time. (Attribute / Complement / Rheme) (CC) 7/14|| If (textual Theme) she (Carrier / Subject / topical Theme) had (Process: R / Finite & Predicator / Rheme) more time, (Attribute / Complement / Rheme) (CC) 15|| she (Actor / Subject / Theme) would go (Process: M / Finite & Predicator / Rheme) with me. (Circumstance / Adjunct / Rheme) (CC) |||

**A/WGD5 has 15 ranking clauses, out of which 2 are incomplete (2 LDP). There are 7 clause complexes (3, 1, 1, 2, 3, 3, 2 ranking clauses respectively) and 4 down-ranked clauses. (106 words)**

#### STUDENT 6

##### The English course

1/1|| I, Nayara (part of Actor / Subject / Theme) have been doing (Process: M / Finite & Predicator / Rheme) english course (part of Goal / Complement / Rheme) since 2002, (Circumstance / Adjunct / Rheme) (IC-connective ‘and’ to link 2 constituents of Actor / Subject / Theme nominal group complex, Deictic constituent in Goal / Complement / part of Rheme lacking) (LDP) 2/2|| my teacher first (deviant [Numerative constituent precedes Thing constituent] Identified / Subject / Theme) was (Process: R / Finite & Predicator / Rheme) Detilcia, (Identifier / Complement / Rheme) (DCC) 3|| when (Circumstance / Adjunct / Theme) I (Actor / Subject / Rheme) was doing (Process: M / Finite & Predicator / Rheme) I-1, (Goal / Complement / Rheme) (CC) 3/4|| after (deviant [‘after’ for afterwards’] Circumstance / Adjunct / Theme) the Glauce, (deviant [people’s names are not preceded by definite article] Identifier / Subject Rheme) (IC-Process: R / Finite & Predicator / part of Rheme, Identified [‘my teacher’] / Complement / part of Rheme lacking) (LDP) 5|| she (Carrier / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) a very personal e teache, (deviant [inappropriate L1 connective and spelling of the Thing constituent] Attribute / Complement / Rheme) (CC) 6|| teach (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) me (Beneficiary / Complement / Rheme) the I-2 e I-4, (part of Goal / Complement / Rheme) (IC-L2 connective linking 2 constituents of Goal / Complement / part of Rheme nominal group complex lacking) (AEC) (LDP) 7|| and (textual Theme) other teacher (part of Identified / Subject / topical Theme) was (Process: R / Finite & Predicator / Rheme) Claudia, (Identifier / Complement / Rheme) (IC-Deictic constituent of Identified / Subject / topical Theme lacking) (LDP) 4/8|| I (Senser / Subject / Theme) loved (Process: ML / Finite & Predicator / Rheme) her, (Phenomenon / Complement / Rheme) (CC) 9|| she (Actor-initiator / Subject / Theme) help (first constituent of causative Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) me (Actor / Subject / Rheme) to conquer (second constituent of causative Process: M / Predicator / Rheme) my love, the boy [[ that I loved. (complete down-ranked clause) ]] (Goal / Complement / Rheme) (SDCC) 5/10|| I (Carrier / Subject / Theme) was (Process: R / Finite & Predicator / Rheme) happing, (deviant [spelling] Attribute / Complement / Rheme) (DCC) 11|| because (textual Theme) was (Process: R / Finite & Predicator / Rheme) in first year school - fellow, (deviant [‘in’ for ‘my’] Attribute / Complement / Rheme) (IC-Carrier / Subject / topical Theme lacking) (LDP) 12|| and (textual Theme) started (Process: M / Finite & Predicator / Rheme) the I-5 (Goal / Complement / Rheme) very well, (Circumstance / Adjunct / Rheme) (AEC) (CC) 6/13|| my teacher Magda (Identifier / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) a personal [[ that (Phenomenon / Complement / Theme) we, students, (Senser / Subject / Rheme) can to confidi, (Process: ML / Finite & Predicator / Rheme) (incomplete [L2 Predicator lacking] down-ranked clause) ]] (deviant [adjective ‘personal’ for noun ‘person’] Identified / Complement / Rheme) (DOWN-RANKED-CLAUSE-RELATED LDP) 14||

but (textual Theme) my grades (Carrier / Subject / topical Theme) was (Process: R / deviant [singular person concord for plural person concord] decreased, (deviant [lexical choice] Attribute / Complement / Rheme) (SDCC) 15 || but (textual Theme) Magda (Actor / subject / topical Theme) help (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) me, (Goal / Complement / Rheme) (SDCC) 7/16 || she (Sayer / Subject / Theme) said (Process: V / Finite & Predicator / Rheme) (projecting clause) (CC) 17 || that (topical Theme) I (Senser / Subject / topical Theme) stops look (Process: ML / deviant [temporal for modal] Finite & part of Predicator / Rheme) the watch, (Phenomenon / Complement / Rheme) (IC-imperfectiveness marker on Predicator and its following preposition ‘at’ lacking) (projected clause) (LDP) 18 || and (textual Theme) study (Process: M / Predicator / Rheme) more, (Circumstance / Adjunct / Rheme) (IC-modal Finite ‘should’ lacking) (AEC) (LDP) 19 || and (textual Theme) é [[ o que eu fiz, ultimamente (incomplete whole down-ranked clause) ]] (IC-L2 Identified / Subject / topical Theme, L2 Process: R / Finite & Predicator / part of Rheme lacking) (LDP) 20 || and (textual Theme) wait (Process: M / part of Process / Rheme) (IC-Actor / Subject / topical Theme, temporal Finite ‘have’, past participle marking on Predicator lacking) (LDP) 21 || that (textual Theme) I (Carrier / Subject / topical Theme) obtain (Process: R / Finite & Predicator / Rheme) the success. (Attribute / Complement / Rheme) (CC) |||

**▲/WGD6 has 21 ranking clauses, out of which 13 are incomplete (9 LDP, 1 DOWN-RANKED-CLAUSE-RELATED LDP, 3 SDCC). There are 7 clause complexes (1, 2, 4, 2, 3, 3, 6 ranking clauses respectively) and 2 down-ranked clauses. (118 words)**

#### STUDENT 7

Composition: Write about anything [unintelligible penmanship]

1/1 || One of the many things [[ I would do, (complete down-ranked clause) ]] (Identified / Subject / Theme) 2<< if (textual Theme) I (Carrier / Subject / topical Theme) were (Process: Finite & Predicator / Rheme) more sucefull (deviant [spelling of Head] Attribute / Complement / Rheme) in my life, (Circumstance / Adjunct / Rheme) (CC) 3 || had (Process: Finite & Predicator / Rheme) a lot of money (Attribute / Complement / Rheme) (AEC) (CC) 4 || or (textual Theme) got (Process: Finite & Predicator / Rheme) a marvelous job, (Attribute / Complement / Rheme) (AEC) (CC) >> [[ at first, buy (Process: M / Predicator / Rheme) a great rentable company. (Goal / Complement / Rheme) (incomplete non-finite down-ranked clause: perfectiveness marker on Predicator lacking) ]] (Identifier / Complement / Rheme) (IC-Process: R / Finite & Predicator lacking) (LDP) 2/5 || I (Carrier / Subject / Theme) would be (Process: Finite & Predicator / Rheme) a rich businessman (Attribute / Complement / Rheme) (CC) 6 || and (textual Theme) certainly (interpersonal theme) I (Actor / Subject / topical Theme) would buy (Process: M / Finite & Predicator / Rheme) a BMW and a lot of cars, (Goal / Complement / Rheme) (CC) 7 || buy (Process: M / Predicator / Rheme) banks (Goal / Complement / Rheme) (AEC) (CC) 8 || and (textual Theme) perhaps (interpersonal theme) cities. (Goal / Complement / Rheme) (AEC) (CC) 3/9 || Of course, (interpersonal theme) I (Actor / Subject / topical Theme) would make (Process: M / Finite & Predicator / Rheme) donade (Goal / Complement / Rheme) too (Circumstance / Adjunct / Rheme) (IC-L2 Goal / Complement / part of Rheme lacking) (LDP) 10 || and (textual Theme) the main institution [[ I (Actor / Subject / Theme) would give (Process: M / Finite & Predicator / Rheme) help (Goal / Complement / Rheme) (incomplete down-ranked clause: Beneficiary [deleted relativizer] requires preposition ‘to’ or ‘for’ when it follows Goal) ]] (Identified / Subject / topical Theme) would be (Process: R / Finite & Predicator / Rheme) “Santa Casa de Misericórdia”, (Identifier / Complement / Rheme) because of its competence. (Circumstance / Adjunct / Rheme) (DOWN-RANKED-CLAUSE-RELATED LDP) 4/11 || If (textual Theme) it (Carrier / Subject / topical Theme) were (Process: R / Finite & Predicator / Rheme) possible (Attribute / Complement / Rheme) (CC) 12 || and (textual Theme) I (Carrier / Subject / topical Theme) was (Process: R / Finite & Predicator / Rheme) realised (Attribute / Complement / Rheme) about my objectives, (Circumstance / Adjunct / Rheme) (CC) 13 || I (Actor / Subject / Theme) would move (Process: M / Finite & Predicator / Rheme) to a simply place [[ where I would have a pacific and natural life. (complete down-ranked clause) ]] (deviant [adverb ‘simply’ for adjective ‘simple’] Circumstance / Adjunct / Rheme) (CC) |||

**▲/WGD7 has 13 ranking clauses, out of which 3 are incomplete (2 LDP and 1 DOWN-RANKED-CLAUSE-RELATED LDP). There are 4 clause complexes (4, 4, 2, 3 ranking clauses respectively) and 4 down-ranked clauses. (108 words)**

### E.2.3 Advanced proficiency level (Stage 10)

#### E.2.3.1 Individual data

Subject CSA5

(male; 18 years old; university student; Class 1)

PERSONAL EXPERIENCE:

SPOKEN:

1/1||| one thing [[ that... eh... (Carrier / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) most important (Attribute / Complement / Rheme) for me (Circumstance / Adjunct / Rheme) in my life (Circumstance / Adjunct / Rheme) (complete down-ranked clause) ] ] (Identified / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) [[ when (Circumstance / Adjunct / Theme) I (Actor / Subject / Rheme) make (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) my first show (Goal / Complement / Rheme) << and... (IC) (LDP) >> in tremêdo (Circumstance / Adjunct / Rheme) in meses (Circumstance / Adjunct / Rheme) (simplified deviant down-ranked clause) || I (Actor / Subject / Theme) was playing (Process: M / Finite & Predicator / Rheme) my guitar (Goal / Complement / Rheme) (complete down-ranked clause) || and (textual Theme) the... two cords of my guitar (Actor / Subject / topical Theme) broke (Process: M / Finite & Predicator / Rheme) || and (textual Theme) I have to... to stop (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) the show (Goal / Complement / Rheme) (simplified deviant down-ranked clause) || to to to put (Process: M / Predicator / Rheme) others others cords (deviant [‘others’ for ‘other’] Goal / Complement / Rheme) in my my guitar (Circumstance / Adjunct / Rheme) (deviant complete non-finite down-ranked clause) || and (textual Theme) while (textual Theme) I (Actor / Subject / topical Theme) ’m put (Process: M / deviant [present for past primary tense] temporal Finite & deviant [base form for present participle form] Predicator) the the cords (Goal / Complement / Rheme) in my guitar (Circumstance / Adjunct / Rheme) (simplified and incomplete down-ranked clause) || my friends (Actor / Subject / Theme) continues playing (Process: deviant [present for past primary tense] temporal Finite & Predicator / Rheme) (simplified down-ranked clause) || and... and (textual Theme) I (Actor / Subject / topical Theme) ’m finish getting... (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) (incomplete [left unfinished] down-ranked clause) || to put (Process: M / Predicator / Rheme) the the cords (Goal / Complement / Rheme) (complete non-finite down-ranked clause) || and (textual Theme) continues (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) the shows (Goal / Complement / Rheme) (AEC) (simplified deviant complete down-ranked clause) ] ] (Identifier / Complement / Rheme) (LDP) |||

**ASPE01 has 1 ranking clause, out of which 1 is incomplete (1 LDP). There is 1 clause complex (1 ranking clause) and 12 down-ranked clauses. (85 words)**

WRITTEN:

1/1||| An important thing in my life (Identified / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) [[ when (Circumstance / Adjunct / Theme) I (Actor / Subject / Rheme) was playing (Process: M / Finite & Predicator / Rheme) guitar (Goal / Complement / Rheme) in my first show (Circumstance / Adjunct / Rheme) (complete down-ranked clause) || and (textual Theme) the cords of my guitar (Actor / Subject / topical Theme) broken. (Process: M / deviant Finite & Predicator [past participle form for simple past form] / Rheme) (deviant complete down-ranked-clause) ] ] (Identifier / Complement / Rheme) (DCC) 2/2||| I (Actor / Subject / Theme) had to put (Process: M / Predicator / Rheme) others cords (deviant [‘others’ for ‘other’] Goal / Complement / Rheme) (DCC) 3 || while (textual Theme) my friends (Actor / Subject / topical Theme) continuous (Process: M / deviant [present for past primary tense] temporal Finite & deviant [spelling] Predicator) the show. (Goal / Complement / Rheme) (SDCC) 3/4||| Finishing, (NFC that should have been part of clause 5) (IC) (LDP) 5 || I (Actor / Subject / Theme) put (Process: M / Finite & Predicator) the cords (Goal / Complement / Rheme) (CC) 6 || and (textual Theme) continuous (Process: M / deviant [present for past primary tense] temporal Finite & deviant [spelling] Predicator) the show (Goal / Complement / Rheme). (AEC) (SDCC) |||

**AWPE01 has 6 ranking clauses, out of which 3 are incomplete (1 LDP and 2 SDCC). There are 3 clause complexes (1, 2, 3 ranking clause) and 2 down-ranked clauses. (44 words)**

## PICTURE NARRATIVE:

## SPOKEN:

1/1||| in a sweet house (Circumstance / Adjunct / Theme) a cat (Actor / Subject / Rheme) was sleeping (Process: M / Finite & Predicator / Rheme) in the bed (Circumstance / Adjunct / Rheme) (CC) 2|| and (textual Theme) a little girl (Actor / Subject / topical Theme) was reading (Process: M / Finite & Predicator / Rheme) her book (Goal / Adjunct / Rheme) in the floor (deviant [preposition 'in' for 'on'] Circumstance / Adjunct / Rheme) (DCC) 2/3||| so (textual Theme) the cat (Actor / Subject / topical Theme) wake up (Process: M / part of Finite [historical present] & Predicator / Rheme) (IC-bound morpheme indicative of third person singular marking on Finite lacking) (LDP) 4|| and (textual Theme) start to pass (Process: M / part of Finite [historical present] & Predicator / Rheme) between the legs of the little girl (Circumstance / Adjunct / Rheme) (AEC) (IC-bound morpheme indicative of third person singular marking on Finite lacking) (LDP) 5|| so (textual Theme) she (Actor / Subject / topical Theme) pick up (Process: M / part of Finite [historical present] & Predicator / Rheme) her ball (Goal / Adjunct / Rheme) (IC-bound morpheme indicative of third person singular marking on Finite lacking) (LDP) 6|| and (textual Theme) gives (Process: M / Finite [historical present] & Predicator / Rheme) to the cat (Beneficiary / Complement / Rheme) (AEC) (IC-Goal / Complement / part of Rheme lacking) (LDP) 7|| to play (Process: M / Predicator / Rheme) it (part of Circumstance / Adjunct / Rheme) (NFC) (IC-Actor / Subject / Theme prepositional phrase 'for him', preposition 'with' indicative of accompaniment in Circumstance / Adjunct / part of Rheme lacking) (LDP) 3/8||| after this (Circumstance / Adjunct / Theme) the little girl (Actor / Subject / Rheme) come back (Process: M / part of Finite [historical present] & Predicator / Rheme) to her room (Circumstance / Adjunct / Rheme) (IC-bound morpheme indicative of third person singular marking on Finite lacking) (LDP) 9|| and (textual Theme) the cat (Actor / Subject / topical Theme) play (Process: M / part of Finite [historical present] & Predicator / Rheme) so much (Circumstance / Adjunct / Rheme) << ball (Circumstance / Adjunct / Rheme) >> [[ that bef... (LPP type of incomplete down-ranked clause) || that (textual Theme) after (part of Circumstance / Adjunct / topical Theme) he (Actor / Subject / Rheme) rest (Process: M / part of Finite [historical present] & Predicator / Rheme) under the table (Circumstance / Adjunct / Rheme) (incomplete down-ranked clause with Thing constituent in Circumstance / Adjunct / topical Theme prepositional phrase, bound morpheme indicative of third person singular marking on Finite lacking) ] ] (IC-bound morpheme indicative of third person singular marking on Finite, preposition 'with' indicative of accompaniment in first Circumstance / Adjunct / part of Rheme lacking) (LDP) 4/10||| the cat (Senser / Subject / Theme) heard (Process: ML / Finite & Predicator / Rheme) sing of a bird (part of Phenomenon / Complement / Rheme) (IC-Deictic constituent, nominalization mark ['ing'] on Thing constituent in Phenomenon / Complement / part of Rheme nominal group lacking) (LDP) 11|| and (textual Theme) wake up (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) (AEC) (SDCC) 5/12||| he (Actor / Subject / Theme) came (Process: M / Finite & Predicator / Rheme) in direction of the jail (part of Circumstance / Adjunct / Rheme) (IC-Deictic constituent in Circumstance / Adjunct / part of Rheme lacking) (LDP) 13|| and (textual Theme) start to attack (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) the bird (Goal / Complement / Rheme) (AEC) (SDCC) 14|| so (textual Theme) when (Circumstance / Adjunct / topical Theme) he (Actor / Subject / Rheme) jump (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) into the... above the jail (Circumstance / Adjunct / Rheme) (SDCC) 15|| the bird (Actor / Subject / Theme) go free (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) (SDCC) 16|| and (textual Theme) the cat (Actor / Subject / topical Theme) got locked (Process: M / Finite & Predicator / Rheme) inside the jail (Circumstance / Adjunct / Rheme) (CC) 6/17||| the girl (Senser / Subject / Theme) heard (Process: ML / Finite & Predicator / Rheme) everything (Phenomenon / Complement / Rheme) (CC) 18|| and (textual Theme) run (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) in direction of the room (part of Circumstance / Adjunct / Rheme) (AEC) (IC-Deictic constituent in Circumstance / Adjunct / part of Rheme lacking) (LDP) 7/19||| when (Circumstance / Adjunct / Theme) she (Actor / Subject / Rheme) open (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) the door (Goal / Complement / Rheme) (SDCC) 20|| she (Senser / Subject / Theme) saw (Process: ML / Finite & Predicator / Rheme) surprise (deviant [adjective for adverb] Circumstance / Adjunct / Rheme) [[ the bird (Actor / Subject / Theme) fly (Process: M / Predicator / Rheme) (complete non-finite down-ranked clause) || and (textual Theme) the cat (Goal / Subject / Theme) locked (Process: M / Predicator / Rheme) inside the jail (Circumstance / Adjunct / Rheme) (complete non-finite down-ranked clause) ] ] (Phenomenon / Complement / Rheme) (SDCC) 8/21||| she (Actor / Subject / Theme) open (Process: M / deviant [present for past primary tense]

temporal Finite & Predicator / Rheme) the jail (Goal / Complement / Rheme) (SDCC) 22 || and (textual Theme) pick up (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) her cat (Goal / Complement / Rheme) (AEC) (SDCC) 23 || so (textual Theme) she (Senser / Subject / Theme) saw (Process: ML / Finite & Predicator / Rheme) [[ her bird (Actor / Subject / Theme) singing (Process: M / Predicator / Rheme) happy (deviant [adjective for adverb] Circumstance / Adjunct / Rheme) in a free nature house (Circumstance / Adjunct / Rheme) (simplified non-finite down-ranked clause) ]] (Phenomenon / Complement / Rheme) (DOWN-RANKED-CLAUSE-RELATED SDCC) 9/24|| she (Actor / Subject / Theme) come back (Process: M / part of Finite [historical present] & Predicator / Rheme) to her room (Circumstance / Adjunct / Rheme) (IC-bound morpheme indicative of third person singular marking on Finite lacking) (LDP) 25 || and (textual Theme) continues reading (Process: M / Finite [historical present] & Predicator / Rheme) her book (Goal / Complement / Rheme) (AEC) (CC) 10/26|| she (Actor / Subject / Theme) lives (Process: M / Finite [historical present] & Predicator / Rheme) happy (deviant [adjective for adverb] Circumstance / Adjunct / Rheme) forever and ever (Circumstance / Adjunct / Rheme) (SDCC) |||

**ASPNO1 has 26 ranking clauses, out of which 21 are incomplete (11 LDP, 9 SDCC, and 1 DOWN-RANKED-CLAUSE-RELATED SDCC). There are 10 clause complexes (2, 5, 2, 2, 5, 2, 2, 3, 2, 1 ranking clause) and 5 down-ranked clauses. (189 words)**

WRITTEN:

1/1|| In a sweet house, (Circumstance / Adjunct / Theme) a cat (Actor / Subject / Rheme) was sleeping (Process: M / Finite & Predicator / Rheme) in the bed (Circumstance / Adjunct / Rheme) (CC) 2 || and (textual Theme) a little girl (Actor / Subject / topical Theme) was reading (Process: M / Finite & Predicator / Rheme) her book (Goal / Adjunct / Rheme) in the floor. (deviant [preposition 'in' for 'on'] Circumstance / Adjunct / Rheme) (DCC) 2/3|| So (textual Theme) the cat (Actor / Subject / topical Theme) wake up, (Process: M / part of Finite [historical present] & Predicator / Rheme) (IC-bound morpheme indicative of third person singular marking on Finite lacking) (LDP) 4 || and (textual Theme) start to pass (Process: M / part of Finite [historical present] & Predicator / Rheme) between the legs of the little girl. (Circumstance / Adjunct / Rheme) (AEC) (IC-bound morpheme indicative of third person singular marking on Finite lacking) (LDP) 3/5|| So (textual Theme) she (Actor / Subject / topical Theme) pick up (Process: M / part of Finite [historical present] & Predicator / Rheme) her ball, (Goal / Adjunct / Rheme) (IC-bound morpheme indicative of third person singular marking on Finite lacking) (LDP) 6 || and (textual Theme) gives (Process: M / Finite [historical present] & Predicator / Rheme) to the cat (Beneficiary / Complement / Rheme) (AEC) (IC-Goal / Complement / part of Rheme lacking) (LDP) 7 || to play (Process: M / Predicator / Rheme) with it. (Circumstance / Adjunct / Rheme) (NFC) (IC-Actor / Subject / Theme prepositional phrase 'for him' lacking) (LDP) 4/8|| After this (Circumstance / Adjunct / Theme) the little girl (Actor / Subject / Rheme) came back (Process: M / Finite & Predicator / Rheme) to her room (Circumstance / Adjunct / Rheme) (CC) 9 || and (textual Theme) the cat (Actor / Subject / topical Theme) play (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) so much (Circumstance / Adjunct / Rheme) << ball (Circumstance / Adjunct / Rheme) >> [[ that (textual Theme) after, (part of Circumstance / Adjunct / topical Theme) he (Actor / Subject / Rheme) rest (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) under the table. (Circumstance / Adjunct / Rheme) (simplified and incomplete down-ranked clause with Thing constituent in Circumstance / Adjunct / topical Theme prepositional phrase lacking) ]] (IC-preposition 'with' indicative of accompaniment in first Circumstance / Adjunct / part of Rheme lacking) (LDP) 5/10|| The cat (Senser / Subject / Theme) heard (Process: ML / Finite & Predicator / Rheme) a sing of a bird (part of deviant [indefinite article for definite article] Phenomenon / Complement / Rheme) (IC-nominalization mark ['ing'] on Thing constituent in Phenomenon / Complement / part of Rheme nominal group lacking) (LDP) 11 || and (textual Theme) wake up. (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) (AEC) (SDCC) 6/12|| He (Actor / Subject / Theme) came (Process: M / Finite & Predicator / Rheme) in direction of the jail (part of Circumstance / Adjunct / Rheme) (IC-Deictic constituent in Circumstance / Adjunct / part of Rheme lacking) (LDP) 13 || and (textual Theme) start to attack (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) the bird. (Goal / Complement / Rheme) (AEC) (SDCC) 7/14|| So, (textual Theme) when (Circumstance / Adjunct / topical Theme) he (Actor / Subject / Rheme) jump (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) above the jail, (Circumstance / Adjunct / Rheme) (SDCC) 15 || the bird (Actor / Subject / Theme) got free (Process: M / Finite & Predicator / Rheme) (CC) 16 || and (textual Theme) the cat (Actor / Subject / topical Theme) got locked (Process: M / Finite & Predicator / Rheme) inside the jail. (Circumstance / Adjunct / Rheme) (CC) 8/17||



The girl (Senser / Subject / Theme) heard (Process: ML / Finite & Predicator / Rheme) everything (Phenomenon / Complement / Rheme) (CC) 18 || and (textual Theme) run (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) in direction of the room. (part of Circumstance / Adjunct / Rheme) (AEC) (IC-Deictic constituent in Circumstance / Adjunct / part of Rheme lacking) (LDP) 9/19 || When (Circumstance / Adjunct / Theme) she (Actor / Subject / Rheme) opened (Process: M / Finite & Predicator / Rheme) the door, (Goal / Complement / Rheme) (CC) 20 || she (Senser / Subject / Theme) saw, (Process: ML / Finite & Predicator / Rheme) (IC-Circumstance / Adjunct / Rheme, Phenomenon / Complement / Rheme lacking) (SDCC) 21 || she (Senser / Subject / Theme) saw (Process: ML / Finite & Predicator / Rheme) surprised (deviant [adjective for adverb] Circumstance / Adjunct / Rheme) [[ the bird (Actor / Subject / Theme) flying (Process: M / Predicator / Rheme) (complete non-finite down-ranked clause) || and (textual Theme) the cat (Goal / Subject / Theme) locked (Process: M / Predicator / Rheme) inside the jail. (Circumstance Adjunct / Rheme) (complete non-finite down-ranked clause) ] ] (Phenomenon / Complement / Rheme) (SDCC) 10/22 || She (Actor / Subject / Theme) opened (Process: M / Finite & Predicator / Rheme) the jail (Goal / Complement / Rheme) (CC) 23 || and (textual Theme) pick up (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) the cat. (Goal / Complement / Rheme) (AEC) (SDCC) 11/24 || So (textual Theme) she (Senser / Subject / topical Theme) saw (Process: ML / Finite & Predicator / Rheme) [[ her bird (Actor / Subject / Theme) singing (Process: M / Predicator / Rheme) happy (deviant [adjective for adverb] Circumstance / Adjunct / Rheme) in a tree next to her house. (Circumstance / Adjunct / Rheme) (simplified non-finite down-ranked clause) ] ] (Phenomenon / Complement / Rheme) (DOWN-RANKED-CLAUSE-RELATED SDCC) 12/25 || She (Actor / Subject / Theme) came back (Process: M / Finite & Predicator / Rheme) to her room (Circumstance / Adjunct / Rheme) (CC) 26 || and (textual Theme) continuous reading (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) her book. (Goal / Complement / Rheme) (AEC) (SDCC) 13/27 || She (Actor / Subject / Theme) lives (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) happy (deviant [adjective for adverb] Circumstance / Adjunct / Rheme) forever and ever (Circumstance / Adjunct / Rheme) (SDCC) ||

**AAWP01 has 27 ranking clauses, out of which 18 are incomplete (9 LDP, 8 SDCC, and 1 DOWN-RANKED-CLAUSE-RELATED SDCC). There are 13 clause complexes (2, 2, 3, 2, 2, 2, 3, 2, 3, 2, 1, 2, 1 ranking clause) and 4 down-ranked clauses. (190 words)**

DIALOG:

CSA5 - 1/1 || When (Circumstance / Adjunct / Theme) your vacation (Actor / Subject / Rheme) starts? (Process: M / deviant ['s' bound morpheme on Predicator for auxiliary 'does'] Finite & Predicator / Rheme) (SDCC) ||

CSA6 - 2/2 || Nex... next week (Circumstance / Adjunct / Theme) my vacation (Actor / Subject / Rheme) start (Process: M / part of Finite & Predicator / Rheme) in Friday. (deviant [preposition 'in' for preposition 'on'] Circumstance / Adjunct / Rheme) (IC-bound morpheme indicative of third person singular marking on Finite lacking) (LDP) ||

CSA5 - 3/3 || Where (Circumstance / Adjunct / Theme) did (deviant [past for future primary tense] Finite / Rheme) you (Actor / Subject / Rheme) go? (Process: M / Predicator / Rheme) (SDCC) ||

CSA6 - 4/4 || I (Actor / Subject / Theme) go (Process: M / Finite & Predicator / Rheme) to the beach, (Circumstance / Adjunct / Rheme) (projected clause) (CC) 5 || I (Senser / Subject / Theme) think, (Process: ML / Finite & Predicator / Rheme) (projecting clause) (CC) 6 || but (textual Theme) I (Actor / Subject / topical Theme) like to travel... (Process: M / Finite & Predicator / Rheme) to...

CSA5 - 5/7 || To shows? (EEC-“Do you like to go...”) (CC) ||

CSA6 - ... to the other... to the other place (deviant [inappropriate definite article and singular form of Thing constituent for plural form] Circumstance / Adjunct / Rheme) (SDCC) 8 || and... (IC-naturally unfinished clause) (LPP) ||

CSA5 - 6/9 || Do (Finite / interpersonal Theme) you (Senser / Subject / topical Theme) like (Process: ML / Predicator / Rheme) shows? (Phenomenon / Complement / Rheme) (CC) ||

CSA6 - ā? (MC)

CSA5 - 7/10 || Do (Finite / interpersonal Theme) you (Senser / Subject / topical Theme) like (Process: ML / Predicator / Rheme) shows? (Phenomenon / Complement / Rheme) (CC) 11 || Go (Process: M / Predicator / Rheme) to the shows? (Goal / Complement / Rheme) (AEC) (CC) ||

CSA6 - 8/12 || I (Senser / Subject / Theme) love (Process: ML / Finite & Predicator / Rheme) so much, (Circumstance / Adjunct / Rheme) (IC-Phenomenon / Complement / Rheme lacking) (LDP) 13 || but... but (textual Theme) I (Actor / Subject / topical Theme) don't... (Finite [negative polarity] (AEC) (CC)

14 || but (textual Theme) I (Senser / Subject / topical Theme) think (Process: ML / Finite & Predicator / Rheme) (projecting clause) (CC) 15 || that (textual Theme) I (Actor / Subject / topical Theme) don't go... (Process: M / Finite & Predicator / Rheme) (projected clause) (CC) 16 || I (Actor / Subject / Theme) didn't go (Process: M / Finite & Predicator / Rheme) in in my vacation (deviant [preposition 'in' for preposition 'on'] Circumstance / Adjunct / Rheme) (CC) 17 || because ah... because (textual Theme) my boyfriend (Senser / Subject / topical Theme) don't like... (Process: ML / Finite & Predicator / Rheme) (IC-Phenomenon / Complement / part of Rheme lacking) (LDP)

CSA5 - Ah! Ok. (MC)

CSA6 - 18 || and (textual Theme) I (Actor / Subject / topical Theme) didn't go... (Process: M / Finite & Predicator / Rheme) (IC-naturally unfinished clause) (LPP) |||

CSA5 - 9/19 ||| You (Actor / Subject / Theme) go... (Process: M / Finite & Predicator / Rheme) (IC-Circumstance / Adjunct / Rheme lacking) (LPP) 20 || you (Actor / Subject / Theme) don't go (Process: M / Finite & Predicator / Rheme) with your friends your... friends of the school... (Circumstance / Adjunct / Rheme) (declarative Mood word order for interrogative Mood word order) (SDCC) 21 || you (Actor / Subject / Theme) don't go? (Process: M / Finite & Predicator / Rheme) (AEC) (declarative Mood word order for interrogative Mood word order) (SDCC) |||

CSA6 - Maybe. (MC) 10/22 ||| Maybe (modal Adjunct) because (textual Theme) I (Senser / Subject / topical Theme) don't (Finite [negative polarity] / Rheme) (IC-Process: ML / Predicator / part of Rheme, Phenomenon / Complement / part of Rheme lacking) (LPP) 23 || don't see (Process: ML / Finite & Predicator / Rheme) (AEC) (IC-Phenomenon / Complement / part of Rheme lacking) (LPP) 24 || see... (Process: ML / Predicator / Rheme) (AEC) (IC-Phenomenon / Complement / part of Rheme lacking) (LPP) 25 || I (Senser / Subject / Theme) didn't see (Process: ML / Finite & Predicator / Rheme) anybody. (Phenomenon / Complement / Rheme) (CC) |||

CSA5 - Ah! Ok. (MC) 11/26 ||| And (textual Theme) do (Finite / interpersonal Theme) you (Actor / Subject / topical Theme) like to go (Process: M / Predicator / Rheme) to Iguatemi (Circumstance / Adjunct / Rheme) in a shop (part of deviant ['in a' for 'to'] Circumstance / Adjunct / Rheme) (IC-plural bound morpheme on Thing constituent of second Circumstance / Adjunct / part of Rheme lacking) (LDP) 27 || to see (Process: ML / Predicator / Rheme) movies, (Phenomenon / Complement / Rheme) (NFC) (CC) 28 || [understood "to do"] thing (part of Goal / Complement / Rheme) like this? (Circumstance / Adjunct / Rheme) (EEC/NFC) (IC-plural bound morpheme on Thing constituent of Goal / Complement / part of Rheme lacking) (LDP) |||

CSA6 - 12/29 ||| To see (Process: ML / Predicator / Rheme) movie, (Phenomenon / Complement / Rheme) (AECcomplex) (NFC) (CC) 30 || to buy (Process: M / Predicator / Rheme) clothes... (Goal / Complement / Rheme) (AECcomplex) (NFC) (CC) |||

CSA5 - 13/31 ||| To buy (Process: M / Predicator / Rheme) clothes... (Goal / Complement / Rheme) (AECcomplex) (NFC) (CC) 32 || you (Actor / Subject / Theme) go (Process: M / Finite & Predicator / Rheme) to to Iguatemi (Circumstance / Adjunct / Rheme) eh... (CC) 33 || starts to to pick up (Process: M / deviant ['s' form for base form] Finite & Predicator / Rheme) the clothes (Goal / Complement / Rheme) (AEC) (DCC) 34 || and (textual Theme) put (Process: M / Finite & Predicator / Rheme) in the the place. (Circumstance / Adjunct / Rheme) (AEC) (IC-Goal / Complement / part of Rheme lacking) (LDP) |||

CSA6 - Yes. (MC)

CSA5 - 14/35 ||| You (Actor / Subject / Theme) don't buy (Process: M / Finite & Predicator / Rheme) nothing. (deviant ['nothing' for 'anything'] Goal / Complement / Rheme) (declarative Mood word order for interrogative Mood word order) (SDCC) |||

CSA6 - 15/36 ||| Nothing, (Goal / Complement / Rheme) (AEC) (CC) 37 || because (textual Theme) I (Carrier / Subject / topical Theme) don't (Finite [negative polarity] / Rheme) money (Attribute / Complement / Rheme) (IC-Process: R / Predicator / part of Rheme lacking) (LPP) 38 || I (Carrier / Subject / Theme) don't have (Process: R / Finite & Predicator / Rheme) money... (Attribute / Complement / Rheme) (CC) 39 || only (modal Adjunct-interpersonal Theme) when (Circumstance / Adjunct / topical Theme) I (Actor / Subject / Rheme) (IC-Process: M / Finite & Predicator / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (LPP) 40 || I (Actor / Subject / Rheme) go (Process: M / Finite & Predicator / Rheme) with my mother (Circumstance / Adjunct / Rheme) (AEC) (CC) 41 || because (textual Theme) my mother (Actor / Subject / topical Theme) buy (Process: M / part of Finite & Predicator / Rheme) the clothes (Goal / Complement / Rheme) (IC-bound morpheme indicative of third person singular marking on Finite lacking) (LDP) 42 || because (textual Theme) I (Actor / Subject / topical Theme) don't work (Process: M / Finite & Predicator / Rheme) (CC) 43 || only (modal Adjunct) study... (Process: M / Finite & Predicator / Rheme) (AEC) (CC) |||

CSA5 - Yeah... (MC) 16/44 ||| next year (Circumstance / Adjunct / Theme) you (Actor / Subject / Rheme) go (Process: M / Finite & Predicator / Rheme) to the... third... third grade, « yes? (MC) » eh... pré-universitário... (Circumstance / Adjunct / Rheme) (CC) |||

CSA6 - 17/45||| Yes. (CC) |||

CSA5 - 18/46||| It (Carrier / Subject / Theme) 's (Process: R / Finite & Predicator / Rheme) Ok. (Attribute / Complement / Rheme) (CC) |||

**AD has 46 ranking clauses, out of which 21 are incomplete (7 LDP, 8 LPP, and 6 SDCC). There are 18 clause complexes (1, 1, 1, 4, 1, 1, 2, 7, 3, 4, 3, 2, 4, 1, 8, 1, 1, 1 ranking clauses respectively) and no down-ranked clauses. (213 words)**

DIALOG REPORT:

- 1/1||| when (Circumstance / Adjunct / Theme) the vacation (Actor / Subject / Rheme) start. (Process: M / part of Finite & Predicator / Rheme) (IC-bound morpheme indicative of third person singular marking on Finite lacking) (LDP) |||
- 2/2||| where (Circumstance / Adjunct / Theme) she (Actor / Subject / Rheme) goes. (Process: M / Finite & Predicator / Rheme) (CC) |||
- 3/3||| if (textual Theme) she (Actor / Subject / topical Theme) likes to come out (Process: M / Finite & Predicator / Rheme) with his friends. (deviant ['his' for 'her'] Circumstance / Adjunct / Rheme) (DCC) |||
- 4/4||| if (textual Theme) she (Senser / Subject / topical Theme) likes to see (Process: ML / Finite & Predicator / Rheme) movies. (Phenomenon / Complement / Rheme) (CC) |||
- 5/5||| if (textual Theme) she (Actor / Subject / topical Theme) likes to buy (Process: M / Finite & Predicator / Rheme) clothes. (Goal / Complement / Rheme) (CC) |||
- 6/6||| If (textual Theme) she (Actor / Subject / topical Theme) goes (Process: M / Finite & Predicator / Rheme) to 3th grade (pré-universitário). (Circumstance / Adjunct / Rheme) (CC) |||

**ADR01 has 6 ranking clauses, out of which 1 is incomplete (1 LDP). There are 6 clause complexes (1, 1, 1, 1, 1, 1 ranking clauses respectively) and no down-ranked clauses. (35 words)**

ORAL TEST:

T: ... close the door...

CSA6 - isso é muito complicado...

T: what is this text here? Not so frequent ... you're speaking different languages... what is this about?

CSA6 - 1/1||| they (deviant [ third person plural for third person singular] Carrier / Subject / Theme) 're (Process: R / deviant [third person plural for third person singular] Finite & Predicator / Rheme) about.... the ... the type of languages... [[ people... (Sayer-Senser / Subject / Rheme of causative Processes) (pseudo-incomplete down-ranked clause) || they (Initiator / Subject / Theme) are making (first constituent of causative Process: V / Finite & part of Predicator / Rheme) people (Sayer / Subject / Rheme) say... (second constituent of causative Process: V / rest of Predicator / Rheme) (complete down-ranked clause) || understand... (second constituent of causative Process: ML / rest of Predicator / Rheme) (AEC) (complete down-ranked clause) || but (textual Theme) they... (Sayer / Subject / topical Theme) couldn't... (deviant [past for present primary tense] modal Finite [negative polarity] ) (deviant incomplete down-ranked clause: Process: V / Predicator / part of Rheme, Verbiage / Complement / part of Rheme lacking) || couldn't (deviant [past for present primary tense] modal Finite [negative polarity] ) speak... (Process: V / Predicator / Rheme) (deviant incomplete down-ranked clause: Verbiage / Complement / part of Rheme lacking) || a man... (naturally unfinished clause: pseudo-incompleteness) ] ] (Attribute / Complement / Rheme) (IC) (DOWN-RANKED-CLAUSE-RELATED LDP) |||

St2 (boy): 2/2||| it (Carrier / Subject / Theme) 's (Process: R / Finite & Predicator / Rheme) about... (part of Attribute / Complement / Rheme) (IC-rest of Attribute / Complement / part of Rheme lacking) (LDP) 3 || for man... (Circumstance / Adjunct / Rheme) (IC-rest of Attribute / Complement / part of Rheme lacking) (AEC) (LDP) |||

T: tá... it's a book written by... I forgot the name of the author... do you have yours?

CSA5 - 3/4||| Dr... (memory failure) (AEC) (CC) |||

T: Dr. Gray...and then he makes a comparison... saying that...men are from Mars and women from... from... Venus... so, what's your point of view, Moisés, about this? That men are from Mars and women from Venus...

CSA5 - 4/5||| é assim... eh... (IC-L2 whole clause lacking) (LDP) 6 || the men eh... (deviant [inappropriate definite article] Senser / Subject / Theme) (IC-Process: ML / Finite & Predicator / part of Rheme, Phenomenon / Complement / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (LPP) 7 || the men... eh... (deviant [inappropriate definite article] Senser / Subject / Theme) understand (Process: ML / Finite & Predicator / Rheme) the things... (deviant [inappropriate definite article]

Phenomenon / Complement / Rheme) like information... (Circumstance / Adjunct / Rheme) (CC) 8 || and (textual Theme) woman (deviant [singular form of Thing constituent for plural form] Sayer / Subject / Theme) understand (Process: ML / Finite & Predicator / Rheme) the things (deviant [inappropriate definite article] Phenomenon / Complement / Rheme) like eh.... like eh.... your feeling... like [[ she (Sayer / Subject / Theme) 's feeling... (Process: ML / Finite & Predicator / Rheme) (complete down-ranked clause) ]] (deviant [second person singular Deictic constituent for third person singular] Circumstance / Adjunct / Rheme) (SDCC) 9 || eh... eh... Martians (Identified / Subject / Theme) are (Process: R / Finite & Predicator / Rheme) the god of the war (Identifier / Complement / Rheme) (CC) 10 || and (textual Theme) Venus (Identified / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) the... god of the love. (deviant [masculine form of Thing constituent for feminine form] Identifier / Complement / Rheme) (SDCC) |||

T: Ok. So, because of this men are from Mars and this eh... the god of the war... and women think eh... with their feelings. Ok. And then, what are these people talking in this text here? What do you understand that men speak different from women?

CSA6 - 5/11 ||| When, when, (Circumstance / Adjunct / Theme) women (Sayer / Subject / Rheme) say (Process: V / Finite & Predicator / Rheme) (projecting clause) (CC) 12 || that... (textual Theme) she (deviant [singular form of Thing constituent for plural form] Sayer / Subject / topical Theme) doesn't feel (Process: ML / Finite & Predicator / Rheme) very good (deviant [adjectival form of Head for adverbial form] Phenomenon / Complement / Rheme) eh... (projected clause) (SDCC) 13 || men (Sayer / Subject / Theme) just (modal Adjunct) understand (Process: ML / Finite & Predicator / Rheme) (projecting clause) (CC) 14 || that (textual Theme) she, (deviant [singular form of Thing constituent for plural form] Sayer / Subject / topical Theme) (projected/projecting clause) (IC-Process: V / Finite & Predicator / Rheme) (SDCC) 15 || she (deviant [singular form of Thing constituent for plural form] Sayer / Subject / Theme) is saying (Process: V / Finite & Predicator / Rheme) (projected/projecting clause) (SDCC) 16 || that, that... (textual Theme) (projected clause) (IC-Participant / Subject / topical Theme, Process / Finite & Predicator / part of Rheme, Participant / Complement / part of Rheme, Circumstance / Adjunct part of Rheme lacking) (LDP) |||

CSA5 - 6/17 ||| Her feelings. (AEC) (CC) |||

CSA6 - 7/18 ||| Nobody (Sayer / Subject / Theme) understands (Process: ML / Finite & Predicator / Rheme) (projecting clause) (CC) 19 || what (Verbiage / Complement / Theme) she (deviant [singular form of Thing constituent for plural form] Sayer / Subject / Rheme) 's saying (Process: V / Finite & Predicator / Rheme) just (modal Adjunct) in the meaning (Circumstance / Adjunct / Rheme) eh... (projected clause) (SDCC) 20 || she... (deviant [singular form of Thing constituent for plural form] Sayer / Subject / Theme) (projecting clause) (IC-modal Adjunct, Process: V / Finite & Predicator / Rheme) (SDCC) 21 || she (deviant [singular form of Thing constituent for plural form] Sayer / Subject / Theme) just (modal Adjunct) want to say (Process: V / part of Finite & Predicator / Rheme) (projecting clause) (IC-present tense third person singular bound morpheme on Finite lacking) (LDP) 22 || that (textual Theme) everybody (Sayer / Subject / topical Theme) doesn't understand (Process: ML / Finite & Predicator / Rheme) (projected/projecting clause) (CC) 23 || what (part of Circumstance / part of Adjunct / Theme) she (deviant [singular form of Thing constituent for plural form] Sayer / Subject / Rheme) 's talking (Process: V / Finite & Predicator / Rheme) about... (rest of Circumstance / rest of Adjunct / Rheme) (projected clause) (SDCC) 24 || and (textual Theme) they (Sayer / Subject / topical Theme) don't care (Process: ML / Finite & Predicator / Rheme) about her (deviant [singular form of Thing constituent for plural form] Circumstance / Adjunct / Rheme) (projected clause) (SDCC) 25 || and then... (textual Theme) she (deviant [singular form of Thing constituent for plural form] Sayer / Subject / topical Theme) 's talking (Process: V / Finite & Predicator / Rheme) about her feelings (Circumstance / Adjunct / Rheme) (SDCC) 26 || and (textual Theme) not (negative polarity modal Adjunct) about... [[ just (modal Adjunct: interpersonal Theme) what (Phenomenon / Complement / topical Theme) he (Sayer / Subject / Rheme) 's hearing (Process: ML / Finite & Predicator / Rheme) (complete down-ranked clause) || or (textual Theme) not. (negative polarity modal Adjunct) (AEC) (complete down-ranked clause) ]] (Circumstance / Adjunct / Rheme) (AEC) (SDCC) |||

T: They are always talking about feelings...

CSA5 - Yes... (MC)

T: And they don't understand this. Do you do this?

CSA6 - 8/27 ||| Yes. (CC) |||

T: me too.

CSA5 - 9/28 ||| eh... another example (Identified / Subject / Theme) [[ 'I (Actor / Subject / Theme) never (modal Adjunct) go out, (Process: M / Finite & Predicator / Rheme) (complete down-ranked clause) || né?' (L2 tag-ending lacking: incomplete down-ranked clause) ]] (Identifier / Complement / Rheme) (IC-Process: R / Finite & Predicator / part of Rheme lacking) (LDP) 29 || se lembra disso? (IC-L2 whole

clause lacking) (LDP) 30 || This feeling... (Carrier / Subject / Theme) express (Process: R / part of Finite & Predicator / Rheme) bem muito... (Attribute / Complement / Rheme) (IC-present tense third person singular bound morpheme on Finite, Attribute / Complement / part of Rheme lacking) (LDP) 31 || but (textual Theme) the women (deviant [inappropriate definite article] understands (Process: ML / deviant [third person singular concord for third person plural concord] temporal Finite & Predicator / Rheme) (projecting clause) (DCC) 32 || it (Carrier / Subject / Theme) 's not (Process: R / Finite [+ negative polarity modal Adjunct] & Predicator / Rheme) too real (Attribute / Complement / Rheme) (projected clause) (CC) 33 || and (textual Theme) it (Carrier / Subject / topical Theme) 's not (Process: R / Finite [+ negative polarity modal Adjunct] & Predicator / Rheme) to me. (deviant [preposition 'to' for preposition 'for'] Attribute / Complement / Rheme) (CC) |||

T: hum-hum. There are words that women always say: "never, everyone, everybody, everything..." "always, nothing, anymore". What else? "more". So, class... what this all in relationships that talks about ways eh... that talks about people... and talks about the, the... communication they always misunderstand what the other say.

CSA6 - 10/34 ||| They (Senser / Subject / topical Theme) always (modal Adjunct) understand (Process: ML / Predicator / Rheme) the same way? (Circumstance / Adjunct / Rheme) (IC-Finite / interpersonal Theme, Phenomenon / Complement / part of Rheme lacking) (LDP) |||

T: No, in the wrong way.

CSA6 - 11/35 ||| And then, and then (textual Theme) they (Actor / Subject / topical Theme) start to fight... (Process: M / Finite & Predicator / Rheme) (CC) 36 || and (textual Theme) they... (Carrier / Subject / topical Theme) (IC-Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LPP) 37 || they (Carrier / Subject / Theme) can't be... (Process: R / Finite & Predicator / Rheme) ah... (IC-Attribute / Complement / part of Rheme lacking: naturally interrupted clause) (LPP)

CSA5 - 12/38 ||| The people (Participant / Subject / Theme) don't (Finite [negative polarity] (IC-Process / Predicator / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (LDP) 39 || is... (Process: R / Finite & Predicator / Rheme) (IC-Participant / Subject / Theme, Participant / Complement / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (LDP) 40 || the people (Actor / Subject / Theme) brought (Process: M / Finite & Predicator / Rheme) this, (Goal / Complement / Rheme) (CC) 41 || the people (Actor / Subject / Theme) brought (Process: M / Finite & Predicator / Rheme) this... (Goal / Complement / Rheme) (CC) 42 || womans (deviant [non-existent regular plural form 'woman' for irregular plural form] (Carrier / Subject / Theme) feelings, (Attribute / Complement / Rheme) (EEC) (SDCC) 43 || men (Carrier / Subject / Theme) information. (Attribute / Complement / Rheme) (EEC) (CC) 44 || Only (interpersonal Theme) what (Participant / Complement / topical Theme) she, (Participant / Subject / Rheme) (IC-Process / Finite & Predicator / part of Rheme lacking) (LDP) 45 || what he were the... (IC) (LDP) |||

CSA6 - 46 || and (textual Theme) people (Sayer / Subject / topical Theme) communicate (Process: V / Finite & Predicator / Rheme) (projecting clause) (CC) 47 || what (Phenomenon / Complement / Theme) they (Senser / Subject / Rheme) think. (Process: ML / Finite & Predicator / Rheme) (CC) |||

T: And why women always fight with men?

CSA5 - 13/48 ||| I, (Senser / Subject / Theme) (IC-Process: ML / Finite & Predicator / part of Rheme, Phenomenon / Complement / part of Rheme lacking) (LDP) 49 || I (Senser / Subject / Theme) know... not (Process: ML / negative polarity modal Adjunct & Predicator / Rheme) all woman (deviant [singular form of Thing constituent for plural form] (Phenomenon / Complement / Rheme) (IC-first person singular present temporal Finite lacking) (LDP) 50 || but (textual Theme) I (Senser / Subject / topical Theme) know... (Process: ML / Finite & Predicator / Rheme) my girlfriend, (Phenomenon / Complement / Rheme) for example... (modal Adjunct) (CC) 51 || I (Senser / Subject / Theme) understand (Process: ML / Finite & Predicator / Rheme) (projecting clause) (CC) 52 || what (Verbiage / Complement / Theme) she (Sayer / Subject / Rheme) really... (modal Adjunct)

T: wants to say.

CSA5 - eh... wants to say. (Process: V / Finite & Predicator / Rheme) (projected clause) (CC) |||

T: You don't say anything...

CSA5 - No... (MC)

T: And women prefer you. I think you are a good guy, but you are too young. Do you understand?

CSA5 - 14/53 ||| Yes, (CC) 54 || I (Senser / Subject / Theme) always (modal Adjunct) try to to... see (Process: ML / Finite & Predicator / Rheme) (projecting clause) (CC) 55 || how (Attribute / Complement / Theme) is (Process: R / deviant [position: interrogative Mood word order for declarative Mood word order] Finite & Predicator / Rheme) the... the life of this person... (Carrier / Subject / Rheme) (projected clause) (SDCC) 56 || and (textual Theme) why (Circumstance / Adjunct / topical Theme) the, the... (projected clause) (IC-Sayer / Subject / part of Rheme, Process: V / Finite & Predicator / part of Rheme, Circumstance / Adjunct / part of rheme lacking) (LPP) 57 || and (textual Theme) why (Circumstance /

Adjunct / topical Theme) this person (Sayer / Subject / Rheme) is talking (Process: V / Finite & Predicator / Rheme) like that... (Circumstance / Adjunct / Rheme) (projected clause) (CC) 58 || and (textual Theme) I, (Carrier / Subject / topical Theme) (IC-Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LPP) 59 || I (Carrier / Subject / Theme) 'm... (Process: R / Finite & Predicator / Rheme) very easy [[ to, to... generalize (Process: M / Predicator / Rheme) all the things (deviant [inappropriate definite article] Goal / Complement / Rheme) (non-finite complete down-ranked clause) ]] (Attribute / Complement / Rheme) (CC) 60 || and (textual Theme) after (part of Circumstance / Adjunct / topical Theme) try to understand. (Process: ML / Finite & Predicator / Rheme) (IC-Thing constituent in Circumstance / Adjunct / topical Theme nominal group, Phenomenon / Complement / part of Rheme lacking) (LDP) |||

CSA6 - 15/61 ||| How (Circumstance / Adjunct / Theme) the woman (deviant [definite article for indefinite article] Senser / Subject / Rheme) understand (Process: ML / Finite & Predicator / Rheme) another woman? (Phenomenon / Complement / Rheme) (IC-present tense Finite / part of Rheme lacking) (LDP) ||| CSA6 - 16/62 ||| I (Senser / Subject / Theme) (IC-Process: ML / Finite & Predicator / part of Rheme, Phenomenon / Complement / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (LDP) 63 ||| I (Senser / Subject / Theme) understand... (Process: ML / Finite & Predicator / Rheme) very much. (Circumstance / Adjunct / Rheme) (IC-Phenomenon / Complement / part of Rheme lacking) (LDP) |||

T: And do you feel that they understand you?

CSA6 - 17/64 ||| No... (CC) 65 ||| I (Senser / Subject / Theme) think (Process: ML / Finite & Predicator / Rheme) (projecting clause) (CC) 66 ||| that (textual Theme) nobody (Senser / Subject / topical Theme) understands (Process: ML / Finite & Predicator / Rheme) me. (Phenomenon / Complement / Rheme) (projected clause) (CC) 67 ||| No, (textual Theme) I (Actor / Subject / topical Theme) will survive... (Process: M / Finite & Predicator / Rheme) (CC) 68 ||| only women. (Actor / Subject / Theme) (AEC) (CC) ||| CSA5 - 18/69 ||| And... (textual Theme) your... boyfriend? (Senser / Subject / topical Theme) (IC-Finite + negative polarity / interpersonal Theme, Process: ML / Predicator / part of Rheme, Phenomenon / Complement / part of Rheme lacking) (LPP) 70 ||| Doesn't (Finite + negative polarity / interpersonal Theme) he... (Senser / Subject / topical Theme) understand (Process: ML / Predicator / Rheme) you? (Phenomenon / Complement / Rheme) (CC) |||

CSA6 - 19/71 ||| He (Senser / Subject / Theme) doesn't remember (Process: ML / Finite & Predicator / Rheme) my birthday. (Phenomenon / Complement / Rheme) (CC) |||

CSA5 - 20/72 ||| Sometimes. (AEC) (CC) |||

CSA6 - 21/73 ||| Never. (AEC) (CC) |||

T: Ok. So, Considering the second text. Who is the second text about?

CSA5 - 22/74 ||| It (Carrier / Subject / Theme) 's (Process: R / Finite & Predicator / Rheme) a... like eh... Jorge Robbers... (deviant [preposition 'like' for preposition 'about'] Attribute / Complement / Rheme) (DCC) 75 ||| and (textual Theme) it (Carrier / Subject / topical Theme) talks (Process: R / Finite & Predicator / Rheme) about [[ what (Goal / Complement / Theme) the technology (Actor / Subject / Rheme) can do (Process: M / Finite & Predicator / Rheme) in our future (Circumstance / Adjunct / Rheme) (complete down-ranked clause) ||| and... (inappropriate connective) improve (Process: M / Predicator / Rheme) your life (deviant [second person possessive Deictic for first person Deictic] (Goal / Complement / Rheme) (incomplete down-ranked clause: perfectiveness marking on Predicator lacking) ||| (Attribute / Complement / Rheme) (DOWN-RANKED-CLAUSE-RELATED LDP) |||

T: And what is he trying to do with this technology? What does this novel here trying to do with this technology?

CSA6 - 23/76 ||| It (Carrier / Subject / Theme) 's related (Process: R / Finite & Predicator) to the fact [[ that... (textual Theme) the person (Goal / Subject / topical Theme) is, (part of Process: M / Finite & part of Predicator / Rheme) (pseudo-incomplete down-ranked clause: location:time Circumstance / Adjunct / part of Rheme, rest of Process: M / rest of Predicator / part of Rheme, Actor / Complement / part of Rheme, location:place Circumstance / Adjunct / Rheme lacking) ||| is... (part of Process: M / Finite & part of Predicator / Rheme) all the time (location: time Circumstance / Adjunct / Rheme) (AEC) (pseudo-incomplete down-ranked clause: rest of Process: M / rest of Predicator / part of Rheme, Actor / Complement / part of Rheme, location:place Circumstance / Adjunct / Rheme lacking) ||| is watched (Process: M / Finite & Predicator / Rheme) by, by... other people (Actor / Complement / Rheme) in the television... (location:place Circumstance / Adjunct / Rheme) (AEC) (complete down-ranked clause) ||| and (textual theme) these people (Carrier / Subject / topical Theme) doesn't have (Process: R / deviant ['doesn't' for 'don't'] Finite & Predicator / Rheme) anything (Attribute / Complement / Rheme) with them... (Circumstance / Adjunct / Rheme) (deviant complete down-ranked clause) ||| everything [[ he (Actor / Subject / Theme) 's doing (Process: M / Finite & Predicator / Rheme) (complete down-ranked clause) ||| (Phenomenon / Complement / Theme) everybody (Senser / Subject / Rheme) will know (Process: ML / Finite & Predicator / Rheme) (complete down-ranked clause) ||| and (textual Theme) it

(Carrier / Subject / topical Theme) 's, (Process: R / Finite & Predicator / Rheme) (incomplete down-ranked clause: Attribute / Complement / part of Rheme lacking) || it (Carrier / Subject / Theme) 's (Process: R / Finite & Predicator / Rheme) (incomplete down-ranked clause: Attribute / Complement / part of Rheme lacking) ] (Attribute / Complement / Rheme) (DOWN-RANKED-CLAUSE-RELATED LDP) 77 || and (textual Theme) Jorge (Identifier / Subject / topical Theme) is (Process: R / Finite & Predicator / Rheme) the writer... (Identified / Complement / Rheme) the novel... (part of Circumstance / Adjunct / Rheme) (IC-minor Process 'of' of the Range nominal group in Circumstance / Adjunct / part of Rheme lacking) (LDP) 78 || he (Senser / Subject / Theme) thinks (Process: ML / Finite & Predicator / Rheme) (projecting clause) (CC) 79 || that... (textual Theme) this technology (Carrier / Subject / topical Theme) is not (Process: R / Finite + negative polarity & Predicator / Rheme) good (Attribute / Complement / Rheme) for, for him. (Circumstance / Adjunct / Rheme) (projected clause) (CC) 80 || It (Actor / Subject / Theme) 's going to end... (Process: M / Finite & Predicator / Rheme) (CC) 81 || and... and (textual Theme) it (Carrier / Subject / topical Theme) 's, (Process: R / Finite & Predicator / Rheme) (IC-Attribute / Complement / part of rheme lacking) (LDP) 82 || it (Carrier / Subject / topical Theme) 's... (Process: R / Finite & Predicator / Rheme) (IC-Attribute / Complement / part of rheme lacking) (LDP) 83 || he (Senser / Subject / Theme) thinks (Process: ML / Finite & Predicator / Rheme) (projecting clause) (CC) << 84 || and (textual Theme) he (Actor / Subject / topical Theme) wrotes (Process: M / deviant [regular marking for irregular marking of primary tense: overgeneralization] temporal Finite & Predicator / Rheme) in 1948 (Circumstance / Adjunct / Rheme) (SDCC) >> 85 || that... (textual Theme) it (Carrier / Subject / topical Theme) will happen (Process: R / Finite & Predicator / Rheme) in the future (Attribute / Complement / Rheme) (projected clause) (CC) 86 || and (textual Theme) it (Carrier / Subject / topical Theme) 's (Finite / part of Predicator / Rheme) still (deviant ['still' for 'already'] modal Adjunct) happening (Process: R / rest of Predicator / Rheme) now. (Attribute / Complement / Rheme) (projected clause) (CC) ||

T: Ok. What are the pros and... cons nowadays? What do you think?

CSA5 - 24/87|| pros and cons. (EEC) (CC) |||

T: What are the good points and the bad points nowadays?

CSA5 - 25/88|| The good point... (Identified / Subject / Theme) [[ you (Actor / Subject / Theme) can make (Process: M / Finite & deviant [lexical choice] Predicator / Rheme) everything (Goal / Complement / Rheme) (complete down-ranked clause) || and (textual Theme) pass (Process: ? / Predicator / Rheme) eh... eh... (pseudo-incomplete down-ranked clause) || but (textual Theme) she (Senser / Subject / topical Theme) didn't know (Process: ML / Finite & Predicator / Rheme) (projecting clause) (complete down-ranked clause) || what (Carrier / Subject / Theme) is passing (Process: R / deviant [present for past primary tense] temporal Finite & deviant [lexical choice; L1 tranfer] in the world, (Circumstance / Adjunct / Rheme) in each place (Circumstance / Adjunct / Rheme) (simplified deviant down-ranked clause) ] (Identifier / Complement / Rheme) (IC-Process: R / Finite & Predicator / part of Rheme lacking) (LDP) 89 || and (textual Theme) the... the bad point (Identified / Subject topical Theme) is... (Process: R / Finite & Predicator / Rheme) with you, for example, in this case here [[ that that (textual Theme) the men (Carrier / Subject / topical Theme) are (Process: R / Finite & Predicator / Rheme) sad (Attribute / Complement / Rheme) << || that (textual Theme) (AEC) (pseudo-incomplete down-ranked clause) || >> because eh... (part of Circumstance / Adjunct / Rheme)

T: television.

CSA5 - ?

T: television.

CSA5 - é... television. (rest of Circumstance / Adjunct / Rheme) (incomplete down-ranked clause: 'of' part of prepositional group complex functioning as minor Process]] (Identifier / Complement / Rheme) (DOWN-RANKED-CLAUSE-RELATED LDP) 90 || By cameras... (deviant [lexical choice] Circumstance / Adjunct / Theme) you (Actor / Subject / Rheme) run (Process: M / Finite & Predicator / Rheme) to to the to the... bed... (Circumstance / Adjunct / Rheme) (DCC)

T: bedroom.

CSA5 - 91 || and... by cameras too (AEC) (DCC) |||

T: People, do you... like program like Big Brother?

CSA5 - 26/92|| I (Senser / Subject / Theme) think (Process: ML / Finite & Predicator / Rheme) (projecting clause) (CC) 93 || Big Brother (Identified / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) [[ to... to prove (Process: M / Predicator / Rheme) (complete non-finite down-ranked clause) || how the men... (pseudo-incomplete down-ranked clause) || what, (pseudo-incomplete down-ranked clause) || what (Goal / Complement / Theme) the men (deviant [inappropriate definite article as Deictic] Actor / Subject / Rheme) make (Process: M / Finite & deviant [lexical choice] Predicator / Rheme) for money. (Circumstance / Adjunct / Rheme) (deviant complete down-ranked clause) ] (Identifier / Complement / Rheme) (projected clause) (DOWN-RANKED-CLAUSE-RELATED LPP)

94 || I (Senser / Subject / Theme) think (Process: ML / Finite & Predicator / Rheme) this. (Phenomenon / Complement / Rheme) (CC) (it sounds like Portuguese, but it is complete) |||

T: I think what you wanna be for money.

CSA5 - Yes. (MC)

T: What about you, Gisele? Could you go there?

CSA6 - 27/95 ||| No, (CC) 96 || I (Actor / Subject / Theme) couldn't (modal Finite + negative polarity / Rheme) (AEC) (CC) 97 || because (textual Theme) I (Carrier / Subject / topical Theme) (IC-Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LPP) 98 || I (Carrier / Subject / Theme) like to be (Process: R / Finite & Predicator / Rheme) free (Attribute / Complement / Rheme) (CC) 99 || and (textual Theme) I (Carrier / Subject / topical Theme) wouldn't be. (Process: R / Finite & Predicator / Rheme) (AEC) (CC) 100 || Everyone (Senser / Subject / Theme) listening (Process: ML / part of Predicator / Rheme) me, (Phenomenon / Complement / Rheme) (EEC) (IC-particle 'to' required by the Process / Predicator lacking) (LDP) 101 || watching (Process: ML / Predicator / Rheme) me. (Phenomenon / Complement / Rheme) (EEC) (CC) 102 || I (Carrier / Subject / Theme) wouldn't be (Process: R / Finite & Predicator / Rheme) there. (Attribute / Complement / Rheme) (CC) |||

T: Ok guys... bye-bye.

CSA5 - bye. (MC)

**AAOT has 102 ranking clauses, out of which 50 are incomplete (24 LDP, 4 DOWN-RANKED-CLAUSE-RELATED LDP, 7 LPP, 1 DOWN-RANKED-CLAUSE-RELATED LPP, and 14 SDCC). There are 27 clause complexes (1, 2, 1, 6, 6, 1, 9, 1, 6, 1, 5, 8, 5, 8, 1, 2, 5, 2, 1, 1, 1, 2, 11, 1, 4, 3, 8 ranking clauses respectively) and 32 down-ranked clauses. (538 words)**

#### WRITTEN TEST COMPOSITION:

There is no composition question in the written test.

Subject CSA6

(female; 15 years old; second grade of Middle School; Class 1)

#### PERSONAL EXPERIENCE:

##### SPOKEN:

1/1 ||| in 1999 (Circumstance / Adjunct / Theme) in my in my vocation (Circumstance / Adjunct / Rheme) I (Actor / Subject / Rheme) go (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) (IC-location:place Circumstance / Adjunct / part of Rheme, accompaniment Circumstance / Adjunct / part of Rheme lacking) (SDCC) 2 || in 1999 (Circumstance / Adjunct / Theme) on my vocation (Circumstance / Adjunct / Rheme) I (Actor / Subject / Rheme) go (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) to disney (location:place Circumstance / Adjunct / Rheme) with my friends (accompaniment Circumstance / Adjunct / Rheme) (SDCC) 3 || and... (textual Theme) I (Carrier / Subject / topical Theme) was (Process: R / Finite & Predicator / Rheme) so exciting (deviant [present participle form of Head for past participle] Attribute / Complement / Rheme) (SDCC) 4 || because (textual Theme) I (Actor / Subject / topical Theme) (IC-Process: M / Finite + negative polarity & Predicator / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (LPP) 5 || I (Actor / Subject / Theme) didn't go... (Process: M / Finite + negative polarity & Predicator / Rheme) (IC-Circumstance / Adjunct / part of Rheme lacking) (LPP) 6 || because... (textual Theme) I (Actor / Subject / topical Theme) didn't go (Process: M / Finite + negative polarity & Predicator / Rheme) to another place... (Circumstance / Adjunct / Rheme) (CC) 2/7 ||| eh... there (Circumstance / Adjunct / Theme) I (Senser / Subject / Rheme) saw (Process: ML / Finite & Predicator / Rheme) (IC-Phenomenon / Complement / part of Rheme lacking) (LPP) 8 || I (Senser / Subject / Theme) saw (Process: ML / Finite & Predicator / Rheme) things [[ that (Phenomenon / Complement / textual Theme) I (Senser / Subject / topical theme) didn't see... (Process: ML / Finite & Predicator / Rheme) (complete down-ranked clause) || I (Senser / Subject / topical theme) didn't see (Process: ML / Finite & Predicator / Rheme) in brazil (Circumstance / Adjunct / Rheme) (AEC) (complete down-ranked clause) ] ] (Phenomenon / Complement / Rheme) (CC) 9 || because (textual Theme) there (Circumstance / Adjunct / topical Theme) is (Process: R / Finite & Predicator / Rheme) a first first world (deviant [indefinite article as deictic for definite article] Attribute / Complement / Rheme) (IC-Carrier / Subject / part of Rheme lacking) (LDP) 10 || and (textual Theme) is (Process: R / Finite & Predicator / Rheme) different (Attribute



/ Complement / Rheme) (IC-Carrier / Subject / topical Theme lacking) (LDP) 3/11|| ah... I (Sayer / Subject / Theme) talk with (Process: V / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) other other people (Receiver / Complement / Rheme) (SDCC) 12|| and... (textual Theme) spend (Process: R / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) there (Circumstance / Adjunct / Rheme) fifteen days (Attribute / Complement / Rheme) (AEC) (SDCC) 13|| and... (textual Theme) I (Senser / Subject / topical Theme) love (Process: ML / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) so much (Circumstance / Adjunct / Rheme) (IC-Phenomenon / Complement / part of Rheme lacking) (LDP) 14|| because (textual Theme) I (Actor / Subject / topical Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme lacking) (SDCC) 15|| I... (Actor / Subject / Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme lacking) (SDCC) 16|| I (Actor / Subject / Theme) practice (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) my english... (Goal / Complement / Rheme) (SDCC) 17|| and... and (textual Theme) that that that experience (Carrier / Subject / topical Theme) was (Process: R / Finite & Predicator / Rheme) very good (Attribute / Complement / Rheme) to for me (Circumstance / Adjunct / Rheme) (CC) 18|| because (textual Theme) I (Senser / Subject / topical Theme) see (Process: ML / deviant [present for past primary tense] temporal Finite & Predicator / rheme) (projecting clause) (SDCC) 19|| that (textual Theme) my my english (Carrier / Subject / topical Theme) is... (Process: R / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) (IC-negative polarity modal Adjunct, Attribute / Complement / part of Rheme lacking) (SDCC) 20|| my my english (Carrier / Subject / Theme) is not (Process: R / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) fluently (deviant [adverb for adjective] Attribute / Complement / Rheme) (SDCC) 21|| and ... and (textual Theme) I (Actor / Subject / topical Theme) practice (Process: M / Predicator / Rheme) much and much (part of Circumstance / Adjunct / Rheme) (IC-past tense temporal Finite ['had to' – 'needed to'], Goal / Complement / part of Rheme, Head of Circumstance / Adjunct / part of Rheme adverbial lacking) (LDP) 22|| and (textual Theme) I (Actor / Subject / topical Theme) want to to go back (Process: M / Finite & Predicator / Rheme) there (Circumstance / Adjunct / Rheme) more more fluent in in in the language (Circumstance / Adjunct / Rheme) (CC) 23|| and (textual Theme) the experience (Carrier / Subject / topical Theme) was (Process: R / Finite & Predicator / Rheme) very very good (Attribute / Complement / Rheme) to me (Circumstance / Adjunct / Rheme) (CC) |||

**ASPE02 has 23 ranking clauses, out of which 18 are incomplete (4 LDP, 3 LPP, and 11 SDCC). There are 3 clause complexes (6, 4, 13 ranking clauses respectively) and 2 down-ranked clauses. (147 words)**

WRITTEN:

1/1|| In 1999, (Circumstance / Adjunct / Theme) on my vacation (Circumstance / Adjunct / Rheme) I (Actor / Subject / Rheme) go (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) with my friends (Circumstance / Adjunct / Rheme) to Disney. (Circumstance / Adjunct / Rheme) (SDCC) 2/2|| We (Carrier / Subject / Theme) spend (Process: R / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) there (Circumstance / Adjunct / Rheme) for fifty days, (deviant [inappropriate preposition 'for'] Attribute / Complement / Rheme) (SDCC) 3|| and (textual Theme) was (Process: R / Finite & Predicator / Rheme) a good experience (Attribute / Complement / Rheme) to me. (Circumstance / Adjunct / Rheme) (IC-Carrier / Subject / topical Theme) (LDP) 3/4|| I (Sayer / Subject / Theme) talked with (Process: V / Finite & Predicator / Rheme) many people (Receiver / Complement / Rheme) (CC) 5|| and (textual Theme) practice (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) my English, (Goal / Complement / Rheme) (AEC) (SDCC) 6|| but (textual Theme) I (Carrier / Subject / topical Theme) was (Process: R / Finite & Predicator / Rheme) so young (Attribute / Complement / Rheme) (CC) 7|| and (textual Theme) my english (Carrier / Subject / topical Theme) wasn't (Process: R / Finite & Predicator / Rheme) fluently, (deviant [spelling] Attribute / Complement / Rheme) (CC) 8|| and (textual Theme) these experience (deviant [plural demonstrative Deictic for singular demonstrative Deictic] Actor / Subject / topical Theme) show (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) me (Beneficiary / Complement / Rheme) [[ that I have to practice more and more my english. ]] (Goal / Complement / Rheme) (SDCC) 4/9|| And (textual Theme) I (Actor / Subject / topical Theme) want to came back (Process: M / Finite & deviant [past form for base form] Predicator / Rheme) there (Circumstance / Adjunct / Rheme) (DCC) 10|| and (textual Theme) speak (Process: V / Predicator / Rheme) english (Verbiage / Complement / Rheme) fluently. (Circumstance / Adjunct / Rheme) (AEC) (CC) |||

**AWPE02 has 10 ranking clauses, out of which 5 are incomplete (1 LDP and 4 SDCC). There are 4 clause complexes (1, 2, 5, 2 ranking clauses respectively) and 1 down-ranked clause. (70 words)**

PICTURE NARRATIVE:

SPOKEN:

1/1||| one day (Circumstance / Adjunct / Theme) a little chil [tʃɪl]... (part of Actor / Subject / Rheme) (IC-rest of Actor / Subject / part of Rheme, Process: M / Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme lacking) (LPP) 2||| a little woman (Actor / Subject / Theme) was reading (Process: M / Finite & Predicator / Rheme) a magazine (Goal / Complement / Rheme) (CC) 3||| and (textual Theme) her cat (Actor / Subject / topical Theme) was sleeping (Process: M / Finite & Predicator / Rheme) in her in her bed (Circumstance / Adjunct / Rheme) (CC) 4||| but (textual Theme) few minutes later (part of Circumstance / Adjunct / topical Theme) the cats (deviant [plural form of Thing constituent for singular form] Actor / Subject / Rheme) (IC-definite article, indicative of positive quantity, of Numerative constituent in Circumstance / Adjunct / topical Theme, Process: M / Finite & Predicator / part of Rheme lacking) (LDP) 5||| the cat (Actor / Subject / Theme) wake up (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) (SDCC) 6||| and (textual Theme) he (Participant / Subject / topical Theme) want to... to... (part of Process / deviant [present for past primary tense] temporal Finite & part of Predicator / part of Rheme) in... (part of Circumstance / Adjunct / Rheme) (IC-rest of Process / Predicator / Rheme, rest of Circumstance / Adjunct / Rheme lacking) (LDP) 7||| the cat (Carrier / Subject / Theme) didn't stay (Process: R / Finite & Predicator / Rheme) anymore (Circumstance / Adjunct / Rheme) in the in the bed (Attribute / Complement / Rheme) (CC) 8||| and (textual Theme) the children (deviant [ number-for Portuguese speaking learners, the monothong [ɪ] is easier and simpler to articulate than the diphthong [aɪ] before the liquid [l] ] Actor / Subject / topical Theme) open (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) the door (Goal / Complement / Rheme) (SDCC) 9||| and (textual Theme) the cat (Actor / Subject / Rheme) go (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) to the dining room the living room (Circumstance / Adjunct / Rheme) (SDCC) 2/10||| the cat (Actor / Subject / Theme) in the dining room (Circumstance / Adjunct / Rheme) in there (Circumstance / Adjunct / Rheme) eh... stay sleeping... (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) under the... below the the table (Circumstance / Adjunct / Rheme) (SDCC) 11||| and (textual Theme) he (Carrier / Subject / topical Theme) stay (Process: R / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) there (Circumstance / Adjunct / Rheme) (SDCC) 12||| sleeping (Process: M / Predicator / Rheme) (NFC) (CC) 13||| but (textual Theme) the the bird (Actor / Subject / topical Theme) start singing (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) (SDCC) 14||| and (textual Theme) the cat (Actor / Subject / topical Theme) wake up (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) (SDCC) 3/15||| the cat... eh... (Actor / Subject / Theme) go... (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) (IC-location:place Circumstance Adjunct / part of Rheme lacking) (SDCC) 16||| go (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) to the bird (location:place Circumstance Adjunct / Rheme) (AEC) (SDCC) 17||| and (textual Theme) stay (Process: R / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) in front of the the... the box (deviant [lexical choice: 'box' for 'cage'] Attribute / Complement / Rheme) on the... (part of Circumstance / Adjunct / Rheme: 'table' lacking – natural interruption characteristic of spoken language) [[ that (part of Attribute / part of Complement / Theme) the bird (Carrier / Subject / Rheme) was (Process: R / Finite & Predicator / Rheme) inside (rest of Attribute / rest of Complement / Rheme) (complete down-ranked clause) ] ] (AEC) (SDCC) 4/18||| the cat (Actor / Subject / Theme) start (part of Process: M / deviant [present for past primary tense] temporal Finite & part of Predicator / Rheme) (IC-rest of Process: M / rest of Predicator, Goal / Complement / part of Rheme lacking) (LDP) 19||| starting move (Process: M / part of Predicator / Rheme) the box (Goal / Complement / Rheme) (AEC) (IC-past temporal Finite / perfectiveness or imperfectiveness mark on second constituent of verbal group complex Predicator lacking) (LDP) 20||| and (Textual Theme) the box eh... (Actor / Subject / topical Theme) (IC-Process: M / deviant [present for past primary tense] temporal Finite & Predicator / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (SDCC) 21||| and (Textual Theme) the box... ah... (Actor / Subject / topical Theme) (IC-Process: M / deviant [present for past primary tense] temporal Finite & Predicator / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (SDCC) 22||| and (Textual Theme) the box... (Actor / Subject / topical Theme) (IC-Process: M / deviant [present for past primary tense] temporal Finite & Predicator / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (SDCC) 23||| and (Textual Theme) the box... (Actor / Subject / topical

Theme) start moving (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) too (Circumstance / Adjunct / Rheme) (SDCC) 5/24||| the the cat eh... (Actor / Subject / Theme) (IC-Process: M / deviant [present for past primary tense] temporal Finite & Predicator / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (SDCC) 25 ||| the cat (Actor / Subject / Theme) enter (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) in the... in the box (Circumstance / Adjunct / Rheme) (SDCC) 26 ||| and (Textual Theme) the bird (Carrier / Subject / topical Theme) stay (Process: R / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) in the table (deviant [preposition 'in' for preposition 'on'] Circumstance / Adjunct / Rheme) (SDCC) 6/27||| the the young man (deviant ['man' for 'woman'] Senser / Subject / Theme) [sed] (Process: ML / deviant [regular past marking for irregular marking-overgeneralization] temporal Finite & Predicator / Rheme) this (Phenomenon / Complement / Rheme) (SDCC) 28 ||| and (Textual Theme) start (part of Process: M / deviant [present for past primary tense] temporal Finite & part of Predicator / Rheme) (IC-rest of process: M / rest of Predicator lacking) (AEC) (SDCC) 29 ||| start to scream (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) (AEC) (SDCC) 7/30||| the cat (Carrier / Subject / Theme) was (Process: R / Finite & Predicator / Rheme) inside the the... the the box (Attribute / Complement / Rheme) (CC) 31 ||| and (textual Theme) the bird (Actor / Subject / topical Theme) was looking for (Process: M / Finite & Predicator / Rheme) the children (deviant [ number-for Portuguese speaking learners, the monothong [I] is easier and simpler to articulate than the diphthong [ay] before the liquid [l] ] Goal / Complement / Rheme) (SDCC) 8/32||| the children (deviant [ number-for Portuguese speaking learners, the monothong [I] is easier and simpler to articulate than the diphthong [ay] before the liquid [l] ] Actor / Subject / Theme) go to... eh... open (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) (IC-Goal / Complement / part of Rheme lacking) (SDCC) 33 ||| the the young man (deviant ['man' for 'woman'] Actor / Subject / Theme) (IC-Process: M / deviant [present for past primary tense] temporal Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme lacking) (SDCC) 34 ||| the young woman (Actor / Subject / Theme) open (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) the box (Goal / Complement / Rheme) (SDCC) 35 ||| and (textual Theme) put (Process: M / Finite & Predicator / Rheme) the cat (Goal / Complement / Rheme) in in her hands (Circumstance / Adjunct / Rheme) (AEC) (CC) 36 ||| the bird eh... (Actor / Subject / Theme) (IC-Process: M / deviant [present for past primary tense] temporal Finite & Predicator / part of Rheme, Circumstance / Adjunct / part of Rheme) (SDCC) 37 ||| and the and (textual Theme) the the woman (Senser / Subject / topical Theme) see (Process: ML / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) [[ that (textual Theme) the cat (Senser / Subject / topical Theme) want (Process: ML / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) only one thing (Phenomenon / Complement / Rheme) eh... (simplified deviant down-ranked clause) ||| that (textual Theme) the bird (Actor / Subject / topical Theme) flying (Process: M / Predicator / Rheme) free (deviant [adjectival form of Head for adverbial form of Head] Circumstance / Adjunct / Rheme) (incomplete down-ranked clause: past tense temporal Finite lacking) ] ] (Phenomenon / Complement / Rheme) (DOWN-RANKED-CLAUSE-RELATED LDP) 38 ||| and (textual Theme) the the bird (Actor / Subject / topical Theme) go (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) to the tree (Circumstance / Adjunct / Rheme) (SDCC) 39 ||| and (textual Theme) stay (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) there (Circumstance / Adjunct / Rheme) (AEC) (SDCC) 40 ||| singing (Process: M / Predicator / Rheme) very happy (deviant [adjectival form of Head for adverbial form of Head] Circumstance / Adjunct / Rheme) (NFC) (SDCC) 41 ||| and (textual Theme) singing (Process: M / Predicator / Rheme) there (location:place Circumstance / Adjunct / Rheme) very happy (deviant [adjectival form of Head for adverbial form of Head] manner:quality Circumstance / Adjunct / Rheme) (NFC) (SDCC) 42 ||| because (textual Theme) eh... the bird (Carrier / Subject / topical Theme) was (Process: R / Finite & Predicator / Rheme) free (Attribute / Complement / Rheme) in her [ébiyteti] (Circumstance / Adjunct / Rheme) (CC) |||

**ASPN02 has 42 ranking clauses, out of which 35 are incomplete (4 LDP, 1 DOWN-RANKED-CLAUSE-RELATED LDP, 1 LPP, and 29 SDCC). There are 8 clause complexes (9, 5, 3, 6, 3, 3, 2, 11 ranking clauses respectively) and 3 down-ranked clauses. (269 words)**

WRITTEN:

1/1||| A young woman (Carrier / Subject / Theme) stayed (Process: R / Finite & Predicator / Rheme [a more appropriate lexical choice would have been 'be']) in her bedroom (Circumstance / Adjunct / Rheme) (CC) 2 ||| reading (Process: M / Predicator / Rheme) a magazine (Goal / Complement / Rheme) (NFC) (CC) 3 ||| and (textual Theme) her cat (Actor / Subject / topical Theme) was sleeping (Process: M / Finite & Predicator / Rheme) in her bed. (Circumstance / Adjunct / Rheme) (CC) 2/4||| Few minutes later,

(part of Circumstance / Adjunct / Theme) the cat (Actor / Subject / Rheme) wake up (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) (SDCC) 5 || and (textual Theme) he (Carrier / Subject / topical Theme) didn't want to stay (Process: R / Finite & Predicator / Rheme) in the bed. (Attribute / Complement / Rheme) (CC) 3/6 || The woman (Actor / Subject / Theme) open (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) the door (Goal / Complement / Rheme) (SDCC) 7 || and (textual Theme) the cat (Actor / Subject / topical Theme) go (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) to the living room. (Circumstance / Adjunct / Rheme) (SDCC) 4/8 || He (Actor / Subject / Theme) was sleeping (Process: M / Finite & Predicator / Rheme) below the table (deviant [lexical choice: 'below' for 'under'] Circumstance / Adjunct / Rheme) (CC) 9 || when (Circumstance / Adjunct / Theme) he (Senser / Subject / Rheme) listing (Process: ML / deviant [lexical choice: 'listen' for 'hear'] Predicator / Rheme) [[ the bird (Actor / Subject / Theme) sing. (Process: M / Predicator / Rheme) (complete non-finite down-ranked clause) ]] (Phenomenon / Complement / Rheme) (IC-past tense Finite lacking) (LDP) 5/10 || He (Actor / Subject / Theme) started to move (Process: M / Finite & Predicator / Rheme) the box [[ where (Attribute / Complement / Theme) the bird (Carrier / Subject / Rheme) was. (Process: R / Finite & Predicator / Rheme) (complete down-ranked clause) ]] (Goal / Complement / Rheme) (CC) 6/11 || The box (Actor / Subject / Theme) moved (Process: M / Finite & Predicator / Rheme) in the floor. (deviant [lexical choice: 'in' for 'to'] Circumstance / Adjunct / Rheme) (AEC) (DCC) 7/13 || The cat (Actor / Subject / Theme) entered (Process: M / Finite & Predicator / Rheme) in the box (Circumstance / Adjunct / Rheme) (CC) 14 || and (textual Theme) the bird (Carrier / Subject / topical Theme) stayed (Process: R / Finite & Predicator / Rheme) in the table. (deviant [lexical choice: 'in' for 'on'] Attribute / Complement / Rheme) (DCC) 8/15 || When (Circumstance / Adjunct / Theme) the woman (Senser / Subject / Rheme) saw (Process: ML / Finite & Predicator / Rheme) the cat (Phenomenon / Complement / Rheme) inside the box, (circumstance / Adjunct / Rheme) (CC) 16 || she (Actor / Subject / Theme) started scream (Process: M / Finite & part of Predicator / Rheme) (IC-perfectiveness or imperfectiveness mark on Predicator lacking) (LDP) 17 || and (textual Theme) put (Process: M / Finite & Predicator / Rheme) the cat (Goal / Complement / Rheme) on your hands. (deviant ['on' for 'in', second person possessive Deictic for third person possessive Deictic] Circumstance / Adjunct / Rheme) (SDCC) 9/18 || But (textual Theme) the cat (Senser / Subject / topical Theme) want (Process: ML / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) only one thing (Phenomenon / Complement / Rheme) (SDCC) 19 || that (textual theme) the bird (Actor / Subject / topical Theme) fly (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) free. (deviant [adjectival form of Head for adverbial form of Head] Circumstance / Adjunct / Rheme) (SDCC) 10/20 || And (textual Theme) this (Actor / Subject / topical Theme) happend. (Process: M / Finite & Predicator / Rheme) (CC) 11/21 || The bird (Actor / Subject / Theme) go (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) to the tree (deviant ['the' for 'a'] Circumstance / Adjunct / Rheme) (SDCC) 22 || and (textual Theme) singing (Process: M / Predicator / Rheme) free (deviant [adjectival form of Head for adverbial form of Head] manner:quality Circumstance / Adjunct / Rheme) in your habitat. (deviant [second person possessive Deictic for third person possessive Deictic] Circumstance / Adjunct / Rheme) (AEC) (IC-past tense Finite lacking) (LDP) ||

**AWPN02 has 22 ranking clauses, out of which 10 are incomplete (3 LDP and 7 SDCC). There are 11 clause complexes (3, 2, 2, 2, 1, 2, 2, 3, 2, 1, 2 ranking clauses respectively) and 2 down-ranked clauses. (137 words)**

DIALOG:

CSA5 - 1/1 || When (Circumstance / Adjunct / Theme) your vacation (Actor / Subject / Rheme) starts? (Process: M / deviant ['s' bound morpheme on Predicator for auxiliary 'does'] Finite & Predicator / Rheme) (SDCC) ||

CSA6 - 2/2 || Nex... next week (Circumstance / Adjunct / Theme) my vacation (Actor / Subject / Rheme) start (Process: M / part of Finite & Predicator / Rheme) in Friday. (deviant [preposition 'in' for preposition 'on'] Circumstance / Adjunct / Rheme) (IC-bound morpheme indicative of third person singular marking on Finite lacking) (LDP) ||

CSA5 - 3/3 || Where (Circumstance / Adjunct / Theme) did (deviant [past for future primary tense] Finite / Rheme) you (Actor / Subject / Rheme) go? (Process: M / Predicator / Rheme) (SDCC) ||

CSA6 - 4/4 || I (Actor / Subject / Theme) go (Process: M / Finite & Predicator / Rheme) to the beach, (Circumstance / Adjunct / Rheme) (projected clause) (CC) 5 || I (Senser / Subject / Theme) think,

(Process: ML / Finite & Predicator / Rheme) (projecting clause) (CC) 6 || but (textual Theme) I (Actor / Subject / topical Theme) like to travel... (Process: M / Finite & Predicator / Rheme) to...

CSA5 - 5/7|| To shows? (EEC-“Do you like to go...”) (CC) |||

CSA6 - ... to the other... to the other place (deviant [inappropriate definite article and singular form of Thing constituent for plural form] Circumstance / Adjunct / Rheme) (SDCC) 8 || and... (IC-naturally unfinished clause) (LPP) |||

CSA5 - 6/9|| Do (Finite / interpersonal Theme) you (Senser / Subject / topical Theme) like (Process: ML / Predicator / Rheme) shows? (Phenomenon / Complement / Rheme) (CC) |||

CSA6 - ā? (MC)

CSA5 - 7/10|| Do (Finite / interpersonal Theme) you (Senser / Subject / topical Theme) like (Process: ML / Predicator / Rheme) shows? (Phenomenon/ Complement / Rheme) (CC) 11 || Go (Process: M / Predicator / Rheme) to the shows? (Goal / Complement / Rheme) (AEC) (CC) |||

CSA6 - 8/12|| I (Senser / Subject / Theme) love (Process: ML / Finite & Predicator / Rheme) so much, (Circumstance / Adjunct / Rheme) (IC-Phenomenon / Complement / Rheme lacking) (LDP) 13 || but... but (textual Theme) I (Actor / Subject / topical Theme) don't... (Finite [negative polarity] (AEC) (CC) 14 || but (textual Theme) I (Senser / Subject / topical Theme) think (Process: ML / Finite & Predicator / Rheme) (projecting clause) (CC) 15 || that (textual Theme) I (Actor / Subject / topical Theme) don't go... (Process: M / Finite & Predicator / Rheme) (projected clause) (CC) 16 || I (Actor / Subject / Theme) didn't go (Process: M / Finite & Predicator / Rheme) in in my vacation (deviant [preposition 'in' for preposition 'on'] Circumstance / Adjunct / Rheme) (CC) 17 || because ah... because (textual Theme) my boyfriend (Senser / Subject / topical Theme) don't like... (Process: ML / Finite & Predicator / Rheme) (IC-Phenomenon / Complement / part of Rheme lacking) (LDP)

CSA5 - Ah! Ok. (MC)

CSA6 - 18 || and (textual Theme) I (Actor / Subject / topical Theme) didn't go... (Process: M / Finite & Predicator / Rheme) (IC-naturally unfinished clause) (LPP) |||

CSA5 - 9/19|| You (Actor / Subject / Theme) go... (Process: M / Finite & Predicator / Rheme) (IC-Circumstance / Adjunct / Rheme lacking) (LPP) 20 || you (Actor / Subject / Theme) don't go (Process: M / Finite & Predicator / Rheme) with your friends your... friends of the school... (Circumstance / Adjunct / Rheme) (declarative Mood word order for interrogative Mood word order) (SDCC) 21 || you (Actor / Subject / Theme) don't go? (Process: M / Finite & Predicator / Rheme) (AEC) (declarative Mood word order for interrogative Mood word order) (SDCC) |||

CSA6 - Maybe. (MC) 10/22|| Maybe (modal Adjunct) because (textual Theme) I (Senser / Subject / topical Theme) don't (Finite [negative polarity] / Rheme) (IC-Process: ML / Predicator / part of Rheme, Phenomenon / Complement / part of Rheme lacking) (LPP) 23 || don't see (Process: ML / Finite & Predicator / Rheme) (AEC) (IC-Phenomenon / Complement / part of Rheme lacking) (LPP) 24 || see... (Process: ML / Predicator / Rheme) (AEC) (IC-Phenomenon / Complement / part of Rheme lacking) (LPP) 25 || I (Senser / Subject / Theme) didn't see (Process: ML / Finite & Predicator / Rheme) anybody. (Phenomenon / Complement / Rheme) (CC) |||

CSA5 - Ah! Ok. (MC) 11/26|| And (textual Theme) do (Finite / interpersonal Theme) you (Actor / Subject / topical Theme) like to go (Process: M / Predicator / Rheme) to Iguatemi (Circumstance / Adjunct / Rheme) in a shop (part of deviant ['in a' for 'to'] Circumstance / Adjunct / Rheme) (IC-plural bound morpheme on Thing constituent of second Circumstance / Adjunct / part of Rheme lacking) (LDP) 27 || to see (Process: ML / Predicator / Rheme) movies, (Phenomenon / Complement / Rheme) (NFC) (CC) 28 || [understood “to do”] thing (part of Goal / Complement / Rheme) like this? (Circumstance / Adjunct / Rheme) (EEC/NFC) (IC-plural bound morpheme on Thing constituent of Goal / Complement / part of Rheme lacking) (LDP) |||

CSA6 - 12/29|| To see (Process: ML / Predicator / Rheme) movie, (Phenomenon / Complement / Rheme) (AECcomplex) (NFC) (CC) 30 || to buy (Process: M / Predicator / Rheme) clothes... (Goal / Complement / Rheme) (AECcomplex) (NFC) (CC) |||

CSA5 - 13/31|| To buy (Process: M / Predicator / Rheme) clothes... (Goal / Complement / Rheme) (AECcomplex) (NFC) (CC) 32 || you (Actor / Subject / Theme) go (Process: M / Finite & Predicator / Rheme) to to Iguatemi (Circumstance / Adjunct / Rheme) eh... (CC) 33 || starts to to pick up (Process: M / deviant ['s' form for base form] Finite & Predicator / Rheme) the clothes (Goal / Complement / Rheme) (AEC) (DCC) 34 || and (textual Theme) put (Process: M / Finite & Predicator / Rheme) in the the place. (Circumstance / Adjunct / Rheme) (AEC) (IC-Goal / Complement / part of Rheme lacking) (LDP) |||

CSA6 - Yes. (MC)

CSA5 - 14/35|| You (Actor / Subject / Theme) don't buy (Process: M / Finite & Predicator / Rheme) nothing. (deviant ['nothing' for 'anything'] Goal / Complement / Rheme) (declarative Mood word order for interrogative Mood word order) (SDCC) |||

CSA6 - 15/36|| Nothing, (Goal / Complement / Rheme) (AEC) (CC) 37|| because (textual Theme) I (Carrier / Subject / topical Theme) don't (Finite [negative polarity] / Rheme) money (Attribute / Complement / Rheme) (IC-Process: R / Predicator / part of Rheme lacking) (LPP) 38|| I (Carrier / Subject / Theme) don't have (Process: R / Finite & Predicator / Rheme) money... (Attribute / Complement / Rheme) (CC) 39|| only (modal Adjunct-interpersonal Theme) when (Circumstance / Adjunct / topical Theme) I (Actor / Subject / Rheme) (IC-Process: M / Finite & Predicator / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (LPP) 40|| I (Actor / Subject / Rheme) go (Process: M / Finite & Predicator / Rheme) with my mother (Circumstance / Adjunct / Rheme) (AEC) (CC) 41|| because (textual Theme) my mother (Actor / Subject / topical Theme) buy (Process: M / part of Finite & Predicator / Rheme) the clothes (Goal / Complement / Rheme) (IC-bound morpheme indicative of third person singular marking on Finite lacking) (LDP) 42|| because (textual Theme) I (Actor / Subject / topical Theme) don't work (Process: M / Finite & Predicator / Rheme) (CC) 43|| only (modal Adjunct) study... (Process: M / Finite & Predicator / Rheme) (AEC) (CC) |||

CSA5 - Yeah... (MC) 16/44|| next year (Circumstance / Adjunct / Theme) you (Actor / Subject / Rheme) go (Process: M / Finite & Predicator / Rheme) to the... third... third grade, << yes? (MC) >> eh... pré-universitário... (Circumstance / Adjunct / Rheme) (CC) |||

CSA6 - 17/45|| Yes. (CC) |||

CSA5 - 18/46|| It (Carrier / Subject / Theme) 's (Process: R / Finite & Predicator / Rheme) Ok. (Attribute / Complement / Rheme) (CC) |||

**AD has 46 ranking clauses, out of which 21 are incomplete (7 LDP, 8 LPP, and 6 SDCC). There are 18 clause complexes (1, 1, 1, 4, 1, 1, 2, 7, 3, 4, 3, 2, 4, 1, 8, 1, 1, 1 ranking clauses respectively) and no down-ranked clauses. (213 words)**

DIALOG REPORT:

- 1/1|| Moises (Senser / Subject / Theme) want to know (Process: ML / part of Finite & Predicator / Rheme) about my vocation. (Circumstance / Adjunct / Rheme) (IC-bound morpheme indicative of third person singular marking on Finite lacking) (LDP)
- 2 || When (Circumstance / Adjunct / Theme) my vocation (Actor / Subject / Rheme) start, (Process: M / part of Finite & Predicator / Rheme) (projected clause) (IC-bound morpheme indicative of third person singular marking on Finite lacking) (LDP) 3|| where (Circumstance / Adjunct / Theme) I (Actor / Subject / Rheme) go. (Process: M / Finite & Predicator / Rheme) (projected clause) (CC)
- 4|| If (textual Theme) I (Senser / Subject / topical Theme) like (Process: ML / Finite & Predicator / Rheme) show (Phenomenon / Complement / Rheme) (projected clause) (CC) 5|| or (textual Theme) if (textual Theme) I (Actor / Subject / Rheme) like to go (Process: M / Finite & Predicator / Rheme) to the shopping. (part of Circumstance / Adjunct / Rheme) (IC-Thing constituent ['malls'] in Circumstance / Adjunct / Rheme lacking) (projected clause) (LDP) |||
- 2/6|| And (textual Theme) I (Sayer / Subject / topical Theme) answer (Process: V / Finite & Predicator / Rheme) (projecting clause) (CC) 7|| that (textual Theme) I (Senser / Subject / topical Theme) love (Process: ML / Finite & Predicator / Rheme) so much, (Circumstance / Adjunct / Rheme) (IC-Phenomenon / Adjunct / part of Rheme lacking) (projected clause) (LDP) 8|| but (textual Theme) only (interpersonal Theme) to buy (Process: M / Predicator / Rheme) clothes (Goal / Complement / Rheme) (NFC) (CC) 9|| and (textual Theme) see (Process: ML / Predicator / Rheme) movies. (Phenomenon / Adjunct / Rheme) (NFC) (CC) |||
- 3/10|| And (textual Theme) ask (Process: V / part of Finite & Predicator / Rheme) (IC-Sayer / Subject / topical Theme, bound morpheme indicative of third person singular marking on Finite lacking) (projecting clause) (LDP) 11|| if (textual Theme) next year (Circumstance / Adjunct / Rheme) (IC-Actor / Subject / topical Theme, Process: M / Finite & Predicator / Rheme, Circumstance / Adjunct / Rheme lacking) (projected clause) (LPP) 12|| if (textual Theme) I (Actor / Subject / topical Theme) go (Process: M / Finite & Predicator / Rheme) to pré-universitário (Circumstance / Adjunct / Rheme) (projected clause) (CC) 13|| (I (Actor / Subject / Theme) don't know how to write (Process: M / Finite & Predicator / Rheme) this (Goal / Complement / Rheme)). (CC) |||

**ADR02 has 13 ranking clauses, out of which 6 are incomplete (5 LDP and 1 LPP). There are 3 clause complexes (5, 4, 4 ranking clauses respectively) and no down-ranked clauses. (60 words)**

ORAL TEST:

T: ... close the door...

CSA6 - isso é muito complicado...

T: what is this text here? Not so frequent ... you're speaking different languages... what is this about?

CSA6 - 1/1||| they (deviant [third person plural for third person singular] Carrier / Subject / Theme) 're (Process: R / deviant [third person plural for third person singular] Finite & Predicator / Rheme) about.... the ... the type of languages... [[ people... (Sayer-Senser / Subject / Rheme of causative Processes) (pseudo-incomplete down-ranked clause) ||| they (Initiator / Subject / Theme) are making (first constituent of causative Process: V / Finite & part of Predicator / Rheme) people (Sayer / Subject / Rheme) say... (second constituent of causative Process: V / rest of Predicator / Rheme) (complete down-ranked clause) ||| understand... (second constituent of causative Process: ML / rest of Predicator / Rheme) (AEC) (complete down-ranked clause) ||| but (textual Theme) they... (Sayer / Subject / topical Theme) couldn't... (deviant [past for present primary tense] modal Finite [negative polarity] ) (deviant incomplete down-ranked clause: Process: V / Predicator / part of Rheme, Verbiage / Complement / part of Rheme lacking) ||| couldn't (deviant [past for present primary tense] modal Finite [negative polarity] ) speak... (Process: V / Predicator / Rheme) (deviant incomplete down-ranked clause: Verbiage / Complement / part of Rheme lacking) ||| a man... (naturally unfinished clause: pseudo-incompleteness) ] ] (Attribute / Complement / Rheme) (IC) (DOWN-RANKED-CLAUSE-RELATED LDP) |||

St2 (boy): 2/2||| it (Carrier / Subject / Theme) 's (Process: R / Finite & Predicator / Rheme) about... (part of Attribute / Complement / Rheme) (IC-rest of Attribute / Complement / part of Rheme lacking) (LDP) 3 ||| for man... (Circumstance / Adjunct / Rheme) (IC-rest of Attribute / Complement / part of Rheme lacking) (AEC) (LDP) |||

T: tá... it's a book written by... I forgot the name of the author... do you have yours?

CSA5 - 3/4||| Dr... (memory failure) (AEC) (CC) |||

T: Dr. Gray...and then he makes a comparison... saying that...men are from Mars and women from... from... Venus... so, what's your point of view, Moisés, about this? That men are from Mars and women from Venus...

CSA5 - 4/5||| é assim... eh... (IC-L2 whole clause lacking) (LDP) 6 ||| the men eh... (deviant [inappropriate definite article] Senser / Subject / Theme) (IC-Process: ML / Finite & Predicator / part of Rheme, Phenomenon / Complement / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (LPP) 7 ||| the men... eh... (deviant [inappropriate definite article] Senser / Subject / Theme) understand (Process: ML / Finite & Predicator / Rheme) the things... (deviant [inappropriate definite article] Phenomenon / Complement / Rheme) like information... (Circumstance / Adjunct / Rheme) (CC) 8 ||| and (textual Theme) woman (deviant [singular form of Thing constituent for plural form] Senser / Subject / Theme) understand (Process: ML / Finite & Predicator / Rheme) the things (deviant [inappropriate definite article] Phenomenon / Complement / Rheme) like eh... like eh... your feeling... like [[ she (Senser / Subject / Theme) 's feeling... (Process: ML / Finite & Predicator / Rheme) (complete down-ranked clause) ] ] (deviant [second person singular Deictic constituent for third person singular] Circumstance / Adjunct / Rheme) (SDCC) 9 ||| eh... eh... Martians (Identified / Subject / Theme) are (Process: R / Finite & Predicator / Rheme) the god of the war (Identifier / Complement / Rheme) (CC) 10 ||| and (textual Theme) Venus (Identified / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) the... god of the love. (deviant [masculine form of Thing constituent for feminine form] Identifier / Complement / Rheme) (SDCC) |||

T: Ok. So, because of this men are from Mars and this eh... the god of the war... and women think eh... with their feelings. Ok. And then, what are these people talking in this text here? What do you understand that men speak different from women?

CSA6 - 5/11||| When, when, (Circumstance / Adjunct / Theme) women (Sayer / Subject / Rheme) say (Process: V / Finite & Predicator / Rheme) (projecting clause) (CC) 12 ||| that... (textual Theme) she (deviant [singular form of Thing constituent for plural form] Senser / Subject / topical Theme) doesn't feel (Process: ML / Finite & Predicator / Rheme) very good (deviant [adjectival form of Head for adverbial form] Phenomenon / Complement / Rheme) eh... (projected clause) (SDCC) 13 ||| men (Senser / Subject / Theme) just (modal Adjunct) understand (Process: ML / Finite & Predicator / Rheme) (projecting clause) (CC) 14 ||| that (textual Theme) she, (deviant [singular form of Thing constituent for plural form] Sayer / Subject / topical Theme) (projected/projecting clause) (IC-Process: V / Finite & Predicator / Rheme) (SDCC) 15 ||| she (deviant [singular form of Thing constituent for plural form] Sayer / Subject / Theme) is saying (Process: V / Finite & Predicator / Rheme) (projected/projecting clause) (SDCC) 16 ||| that, that... (textual Theme) (projected clause) (IC-Participant / Subject / topical Theme, Process / Finite & Predicator / part of Rheme, Participant / Complement / part of Rheme, Circumstance / Adjunct part of Rheme lacking) (LDP) |||

CSA5 - 6/17||| Her feelings. (AEC) (CC) |||

CSA6 - 7/18||| Nobody (Senser / Subject / Theme) understands (Process: ML / Finite & Predicator / Rheme) (projecting clause) (CC) 19 ||| what (Verbiage / Complement / Theme) she (deviant [singular form

of Thing constituent for plural form] Sayer / Subject / Rheme) 's saying (Process: V / Finite & Predicator / Rheme) just (modal Adjunct) in the meaning (Circumstance / Adjunct / Rheme) eh... (projected clause) (SDCC) 20 || she... (deviant [singular form of Thing constituent for plural form] Sayer / Subject / Theme) (projecting clause) (IC-modal Adjunct, Process: V / Finite & Predicator / Rheme) (SDCC) 21 || she (deviant [singular form of Thing constituent for plural form] Sayer / Subject / Theme) just (modal Adjunct) want to say (Process: V / part of Finite & Predicator / Rheme) (projecting clause) (IC-present tense third person singular bound morpheme on Finite lacking) (LDP) 22 || that (textual Theme) everybody (Senser / Subject / topical Theme) doesn't understand (Process: ML / Finite & Predicator / Rheme) (projected/projecting clause) (CC) 23 || what (part of Circumstance / part of Adjunct / Theme) she (deviant [singular form of Thing constituent for plural form] Sayer / Subject / Rheme) 's talking (Process: V / Finite & Predicator / Rheme) about... (rest of Circumstance / rest of Adjunct / Rheme) (projected clause) (SDCC) 24 || and (textual Theme) they (Senser / Subject / topical Theme) don't care (Process: ML / Finite & Predicator / Rheme) about her (deviant [singular form of Thing constituent for plural form] Circumstance / Adjunct / Rheme) (projected clause) (SDCC) 25 || and then... (textual Theme) she (deviant [singular form of Thing constituent for plural form] Sayer / Subject / topical Theme) 's talking (Process: V / Finite & Predicator / Rheme) about her feelings (Circumstance / Adjunct / Rheme) (SDCC) 26 || and (textual Theme) not (negative polarity modal Adjunct) about... [[ just (modal Adjunct: interpersonal Theme) what (Phenomenon / Complement / topical Theme) he (Senser / Subject / Rheme) 's hearing (Process: ML / Finite & Predicator / Rheme) (complete down-ranked clause) || or (textual Theme) not. (negative polarity modal Adjunct) (AEC) (complete down-ranked clause) ] ] (Circumstance / Adjunct / Rheme) (AEC) (SDCC) |||

T: They are always talking about feelings...

CSA5 - Yes... (MC)

T: And they don't understand this. Do you do this?

CSA6 - 8/27 ||| Yes. (CC) |||

T: me too.

CSA5 - 9/28 ||| eh... another example (Identified / Subject / Theme) [[ 'I (Actor / Subject / Theme) never (modal Adjunct) go out, (Process: M / Finite & Predicator / Rheme) (complete down-ranked clause) || né?' (L2 tag-ending lacking: incomplete down-ranked clause) ] ] (Identifier / Complement / Rheme) (IC-Process: R / Finite & Predicator / part of Rheme lacking) (LDP) 29 || se lembra disso? (IC-L2 whole clause lacking) (LDP) 30 || This feeling... (Carrier / Subject / Theme) express (Process: R / part of Finite & Predicator / Rheme) bem muito... (Attribute / Complement / Rheme) (IC-present tense third person singular bound morpheme on Finite, Attribute / Complement / part of Rheme lacking) (LDP) 31 || but (textual Theme) the women (deviant [inappropriate definite article] understands (Process: ML / deviant [third person singular concord for third person plural concord] temporal Finite & Predicator / Rheme) (projecting clause) (DCC) 32 || it (Carrier / Subject / Theme) 's not (Process: R / Finite [+ negative polarity modal Adjunct] & Predicator / Rheme) too real (Attribute / Complement / Rheme) (projected clause) (CC) 33 || and (textual Theme) it (Carrier / Subject / topical Theme) 's not (Process: R / Finite [+ negative polarity modal Adjunct] & Predicator / Rheme) to me. (deviant [preposition 'to' for preposition 'for'] Attribute / Complement / Rheme) (CC) |||

T: hum-hum. There are words that women always say: "never, everyone, everybody, everything..." "always, nothing, anymore". What else? "more". So, class... what this all in relationships that talks about ways eh... that talks about people... and talks about the, the... communication they always misunderstand what the other say.

CSA6 - 10/34 ||| They (Senser / Subject / topical Theme) always (modal Adjunct) understand (Process: ML / Predicator / Rheme) the same way? (Circumstance / Adjunct / Rheme) (IC-Finite / interpersonal Theme, Phenomenon / Complement / part of Rheme lacking) (LDP) |||

T: No, in the wrong way.

CSA6 - 11/35 ||| And then, and then (textual Theme) they (Actor / Subject / topical Theme) start to fight... (Process: M / Finite & Predicator / Rheme) (CC) 36 || and (textual Theme) they... (Carrier / Subject / topical Theme) (IC-Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LPP) 37 || they (Carrier / Subject / Theme) can't be... (Process: R / Finite & Predicator / Rheme) ah... (IC-Attribute / Complement / part of Rheme lacking: naturally interrupted clause) (LPP)

CSA5 - 12/38 ||| The people (Participant / Subject / Theme) don't (Finite [negative polarity] (IC-Process / Predicator / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (LDP) 39 || is... (Process: R / Finite & Predicator / Rheme) (IC-Participant / Subject / Theme, Participant / Complement / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (LDP) 40 || the people (Actor / Subject / Theme) brought (Process: M / Finite & Predicator / Rheme) this, (Goal / Complement / Rheme) (CC) 41 || the people (Actor / Subject / Theme) brought (Process: M / Finite & Predicator / Rheme) this... (Goal / Complement / Rheme) (CC) 42 || womans (deviant [non-existent regular plural form 'woman' for



irregular plural form] (Carrier / Subject / Theme) feelings, (Attribute / Complement / Rheme) (EEC) (SDCC) 43 || men (Carrier / Subject / Theme) information. (Attribute / Complement / Rheme) (EEC) (CC) 44 || Only (interpersonal Theme) what (Participant / Complement / topical Theme) she, (Participant / Subject / Rheme) (IC-Process / Finite & Predicator / part of Rheme lacking) (LDP) 45 || what he were the... (IC) (LDP) ||

CSA6 - 46 || and (textual Theme) people (Sayer / Subject / topical Theme) communicate (Process: V / Finite & Predicator / Rheme) (projecting clause) (CC) 47 || what (Phenomenon / Complement / Theme) they (Senser / Subject / Rheme) think. (Process: ML / Finite & Predicator / Rheme) (CC) ||

T: And why women always fight with men?

CSA5 - 13/48 || I, (Senser / Subject / Theme) (IC-Process: ML / Finite & Predicator / part of Rheme, Phenomenon / Complement / part of Rheme lacking) (LDP) 49 || I (Senser / Subject / Theme) know... not (Process: ML / negative polarity modal Adjunct & Predicator / Rheme) all woman (deviant [singular form of Thing constituent for plural form] (Phenomenon / Complement / Rheme) (IC-first person singular present temporal Finite lacking) (LDP) 50 || but (textual Theme) I (Senser / Subject / topical Theme) know... (Process: ML / Finite & Predicator / Rheme) my girlfriend, (Phenomenon / Complement / Rheme) for example... (modal Adjunct) (CC) 51 || I (Senser / Subject / Theme) understand (Process: ML / Finite & Predicator / Rheme) (projecting clause) (CC) 52 || what (Verbiage / Complement / Theme) she (Sayer / Subject / Rheme) really... (modal Adjunct)

T: wants to say.

CSA5 - eh... wants to say. (Process: V / Finite & Predicator / Rheme) (projected clause) (CC) ||

T: You don't say anything...

CSA5 - No... (MC)

T: And women prefer you. I think you are a good guy, but you are too young. Do you understand?

CSA5 - 14/53 || Yes, (CC) 54 || I (Senser / Subject / Theme) always (modal Adjunct) try to to... see (Process: ML / Finite & Predicator / Rheme) (projecting clause) (CC) 55 || how (Attribute / Complement / Theme) is (Process: R / deviant [position: interrogative Mood word order for declarative Mood word order] Finite & Predicator / Rheme) the... the life of this person... (Carrier / Subject / Rheme) (projected clause) (SDCC) 56 || and (textual Theme) why (Circumstance / Adjunct / topical Theme) the, the... (projected clause) (IC-Sayer / Subject / part of Rheme, Process: V / Finite & Predicator / part of Rheme, Circumstance / Adjunct / part of rheme lacking) (LPP) 57 || and (textual Theme) why (Circumstance / Adjunct / topical Theme) this person (Sayer / Subject / Rheme) is talking (Process: V / Finite & Predicator / Rheme) like that... (Circumstance / Adjunct / Rheme) (projected clause) (CC) 58 || and (textual Theme) I, (Carrier / Subject / topical Theme) (IC-Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LPP) 59 || I (Carrier / Subject / Theme) 'm... (Process: R / Finite & Predicator / Rheme) very easy [[ to, to... generalize (Process: M / Predicator / Rheme) all the things (deviant [inappropriate definite article] Goal / Complement / Rheme) (non-finite complete down-ranked clause) ]] (Attribute / Complement / Rheme) (CC) 60 || and (textual Theme) after (part of Circumstance / Adjunct / topical Theme) try to understand. (Process: ML / Finite & Predicator / Rheme) (IC-Thing constituent in Circumstance / Adjunct / topical Theme nominal group, Phenomenon / Complement / part of Rheme lacking) (LDP) ||

CSA6 - 15/61 || How (Circumstance / Adjunct / Theme) the woman (deviant [definite article for indefinite article] Senser / Subject / Rheme) understand (Process: ML / Finite & Predicator / Rheme) another woman? (Phenomenon / Complement / Rheme) (IC-present tense Finite / part of Rheme lacking) (LDP) ||

CSA6 - 16/62 || I (Senser / Subject / Theme) (IC-Process: ML / Finite & Predicator / part of Rheme, Phenomenon / Complement / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (LDP) 63 || I (Senser / Subject / Theme) understand... (Process: ML / Finite & Predicator / Rheme) very much. (Circumstance / Adjunct / Rheme) (IC-Phenomenon / Complement / part of Rheme lacking) (LDP) ||

T: And do you feel that they understand you?

CSA6 - 17/64 || No... (CC) 65 || I (Senser / Subject / Theme) think (Process: ML / Finite & Predicator / Rheme) (projecting clause) (CC) 66 || that (textual Theme) nobody (Senser / Subject / topical Theme) understands (Process: ML / Finite & Predicator / Rheme) me. (Phenomenon / Complement / Rheme) (projected clause) (CC) 67 || No, (textual Theme) I (Actor / Subject / topical Theme) will survive... (Process: M / Finite & Predicator / Rheme) (CC) 68 || only women. (Actor / Subject / Theme) (AEC) (CC) || CSA5 - 18/69 || And... (textual Theme) your... boyfriend? (Senser / Subject / topical Theme) (IC-Finite + negative polarity / interpersonal Theme, Process: ML / Predicator / part of Rheme, Phenomenon / Complement / part of Rheme lacking) (LPP) 70 || Doesn't (Finite + negative polarity / interpersonal Theme) he... (Senser / Subject / topical Theme) understand (Process: ML / Predicator / Rheme) you? (Phenomenon / Complement / Rheme) (CC) ||

CSA6 - 19/71 || He (Senser / Subject / Theme) doesn't remember (Process: ML / Finite & Predicator / Rheme) my birthday. (Phenomenon / Complement / Rheme) (CC) ||

CSA5 - 20/72|| Sometimes. (AEC) (CC) |||

CSA6 - 21/73|| Never. (AEC) (CC) |||

T: Ok. So, Considering the second text. Who is the second text about?

CSA5 - 22/74|| It (Carrier / Subject / Theme) 's (Process: R / Finite & Predicator / Rheme) a... like eh... Jorge Robbers... (deviant [preposition 'like' for preposition 'about'] Attribute / Complement / Rheme) (DCC) 75 || and (textual Theme) it (Carrier / Subject / topical Theme) talks (Process: R / Finite & Predicator / Rheme) about [[ what (Goal / Complement / Theme) the technology (Actor / Subject / Rheme) can do (Process: M / Finite & Predicator / Rheme) in our future (Circumstance / Adjunct / Rheme) (complete down-ranked clause) || and... (inappropriate connective) improve (Process: M / Predicator / Rheme) your life (deviant [second person possessive Deictic for first person Deictic] (Goal / Complement / Rheme) (incomplete down-ranked clause: perfectiveness marking on Predicator lacking) || (Attribute / Complement / Rheme) (DOWN-RANKED-CLAUSE-RELATED LDP) |||

T: And what is he trying to do with this technology? What does this novel here trying to do with this technology?

CSA6 - 23/76|| It (Carrier / Subject / Theme) 's related (Process: R / Finite & Predicator) to the fact [[ that... (textual Theme) the person (Goal / Subject / topical Theme) is, (part of Process: M / Finite & part of Predicator / Rheme) (pseudo-incomplete down-ranked clause: location:time Circumstance / Adjunct / part of Rheme, rest of Process: M / rest of Predicator / part of Rheme, Actor / Complement / part of Rheme, location:place Circumstance / Adjunct / Rheme lacking) || is... (part of Process: M / Finite & part of Predicator / Rheme) all the time (location: time Circumstance / Adjunct / Rheme) (AEC) (pseudo-incomplete down-ranked clause: rest of Process: M / rest of Predicator / part of Rheme, Actor / Complement / part of Rheme, location:place Circumstance / Adjunct / Rheme lacking) || is watched (Process: M / Finite & Predicator / Rheme) by, by... other people (Actor / Complement / Rheme) in the television... (location:place Circumstance / Adjunct / Rheme) (AEC) (complete down-ranked clause) || and (textual theme) these people (Carrier / Subject / topical Theme) doesn't have (Process: R / deviant ['doesn't' for 'don't'] Finite & Predicator / Rheme) anything (Attribute / Complement / Rheme) with them... (Circumstance / Adjunct / Rheme) (deviant complete down-ranked clause) || everything [[ he (Actor / Subject / Theme) 's doing (Process: M / Finite & Predicator / Rheme) (complete down-ranked clause) || (Phenomenon / Complement / Theme) everybody (Senser / Subject / Rheme) will know (Process: ML / Finite & Predicator / Rheme) (complete down-ranked clause) || and (textual Theme) it (Carrier / Subject / topical Theme) 's, (Process: R / Finite & Predicator / Rheme) (incomplete down-ranked clause: Attribute / Complement / part of Rheme lacking) || it (Carrier / Subject / Theme) 's (Process: R / Finite & Predicator / Rheme) (incomplete down-ranked clause: Attribute / Complement / part of Rheme lacking) || (Attribute / Complement / Rheme) (DOWN-RANKED-CLAUSE-RELATED LDP) 77 || and (textual Theme) Jorge (Identifier / Subject / topical Theme) is (Process: R / Finite & Predicator / Rheme) the writer... (Identified / Complement / Rheme) the novel... (part of Circumstance / Adjunct / Rheme) (IC-minor Process 'of' of the Range nominal group in Circumstance / Adjunct / part of Rheme lacking) (LDP) 78 || he (Senser / Subject / Theme) thinks (Process: ML / Finite & Predicator / Rheme) (projecting clause) (CC) 79 || that... (textual Theme) this technology (Carrier / Subject / topical Theme) is not (Process: R / Finite + negative polarity & Predicator / Rheme) good (Attribute / Complement / Rheme) for, for him. (Circumstance / Adjunct / Rheme) (projected clause) (CC) 80 || It (Actor / Subject / Theme) 's going to end... (Process: M / Finite & Predicator / Rheme) (CC) 81 || and... and (textual Theme) it (Carrier / Subject / topical Theme) 's, (Process: R / Finite & Predicator / Rheme) (IC-Attribute / Complement / part of rheme lacking) (LDP) 82 || it (Carrier / Subject / topical Theme) 's... (Process: R / Finite & Predicator / Rheme) (IC-Attribute / Complement / part of rheme lacking) (LDP) 83 || he (Senser / Subject / Theme) thinks (Process: ML / Finite & Predicator / Rheme) (projecting clause) (CC) << 84 || and (textual Theme) he (Actor / Subject / topical Theme) wroted (Process: M / deviant [regular marking for irregular marking of primary tense: overgeneralization] temporal Finite & Predicator / Rheme) in 1948 (Circumstance / Adjunct / Rheme) (SDCC) >> 85 || that... (textual Theme) it (Carrier / Subject / topical Theme) will happen (Process: R / Finite & Predicator / Rheme) in the future (Attribute / Complement / Rheme) (projected clause) (CC) 86 || and (textual Theme) it (Carrier / Subject / topical Theme) 's (Finite / part of Predicator / Rheme) still (deviant ['still' for 'already'] modal Adjunct) happening (Process: R / rest of Predicator / Rheme) now. (Attribute / Complement / Rheme) (projected clause) (CC) |||

T: Ok. What are the pros and... cons nowadays? What do you think?

CSA5 - 24/87|| pros and cons. (EEC) (CC) |||

T: What are the good points and the bad points nowadays?

CSA5 - 25/88|| The good point... (Identified / Subject / Theme) [[ you (Actor / Subject / Theme) can make (Process: M / Finite & deviant [lexical choice] Predicator / Rheme) everything (Goal / Complement / Rheme) (complete down-ranked clause) || and (textual Theme) pass (Process: ? / Predicator / Rheme)

eh... eh... (pseudo-incomplete down-ranked clause) || but (textual Theme) she (Senser / Subject / topical Theme) didn't know (Process: ML / Finite & Predicator / Rheme) (projecting clause) (complete down-ranked clause) || what (Carrier / Subject / Theme) is passing (Process: R / deviant [present for past primary tense] temporal Finite & deviant [lexical choice; L1 transfer] in the world, (Circumstance / Adjunct / Rheme) in each place (Circumstance / Adjunct / Rheme) (simplified deviant down-ranked clause) ] (Identifier / Complement / Rheme) (IC-Process: R / Finite & Predicator / part of Rheme lacking) (LDP) 89 || and (textual Theme) the... the bad point (Identified / Subject topical Theme) is... (Process: R / Finite & Predicator / Rheme) with you, for example, in this case here [[ that that (textual Theme) the men (Carrier / Subject / topical Theme) are (Process: R / Finite & Predicator / Rheme) sad (Attribute / Complement / Rheme) << || that (textual Theme) (AEC) (pseudo-incomplete down-ranked clause) || >> because eh... (part of Circumstance / Adjunct / Rheme)

T: television.

CSA5 - ?

T: television.

CSA5 - é... television. (rest of Circumstance / Adjunct / Rheme) (incomplete down-ranked clause: 'of part of prepositional group complex functioning as minor Process]) (Identifier / Complement / Rheme) (DOWN-RANKED-CLAUSE-RELATED LDP) 90 || By cameras... (deviant [lexical choice] Circumstance / Adjunct / Theme) you (Actor / Subject / Rheme) run (Process: M / Finite & Predicator / Rheme) to to the to the... bed... (Circumstance / Adjunct / Rheme) (DCC)

T: bedroom.

CSA5 - 91 || and... by cameras too (AEC) (DCC) |||

T: People, do you... like program like Big Brother?

CSA5 - 26/92 || I (Senser / Subject / Theme) think (Process: ML / Finite & Predicator / Rheme) (projecting clause) (CC) 93 || Big Brother (Identified / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) [[ to... to prove (Process: M / Predicator / Rheme) (complete non-finite down-ranked clause) || how the men... (pseudo-incomplete down-ranked clause) || what, (pseudo-incomplete down-ranked clause) || what (Goal / Complement / Theme) the men (deviant [inappropriate definite article as Deictic] Actor / Subject / Rheme) make (Process: M / Finite & deviant [lexical choice] Predicator / Rheme) for money. (Circumstance / Adjunct / Rheme) (deviant complete down-ranked clause) ] (Identifier / Complement / Rheme) (projected clause) (DOWN-RANKED-CLAUSE-RELATED LPP) 94 || I (Senser / Subject / Theme) think (Process: ML / Finite & Predicator / Rheme) this. (Phenomenon / Complement / Rheme) (CC) (it sounds like Portuguese, but it is complete) |||

T: I think what you wanna be for money.

CSA5 - Yes. (MC)

T: What about you, Gisele? Could you go there?

CSA6 - 27/95 || No, (CC) 96 || I (Actor / Subject / Theme) couldn't (modal Finite + negative polarity / Rheme) (AEC) (CC) 97 || because (textual Theme) I (Carrier / Subject / topical Theme) (IC-Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LPP) 98 || I (Carrier / Subject / Theme) like to be (Process: R / Finite & Predicator / Rheme) free (Attribute / Complement / Rheme) (CC) 99 || and (textual Theme) I (Carrier / Subject / topical Theme) wouldn't be. (Process: R / Finite & Predicator / Rheme) (AEC) (CC) 100 || Everyone (Senser / Subject / Theme) listening (Process: ML / part of Predicator / Rheme) me, (Phenomenon / Complement / Rheme) (EEC) (IC-particle 'to' required by the Process / Predicator lacking) (LDP) 101 || watching (Process: ML / Predicator / Rheme) me. (Phenomenon / Complement / Rheme) (EEC) (CC) 102 || I (Carrier / Subject / Theme) wouldn't be (Process: R / Finite & Predicator / Rheme) there. (Attribute / Complement / Rheme) (CC) |||

T: Ok guys... bye-bye.

CSA5 - bye. (MC)

**AOT has 102 ranking clauses, out of which 50 are incomplete (24 LDP, 4 DOWN-RANKED-CLAUSE-RELATED LDP, 7 LPP, 1 DOWN-RANKED-CLAUSE-RELATED LPP, and 14 SDCC). There are 27 clause complexes (1, 2, 1, 6, 6, 1, 9, 1, 6, 1, 5, 8, 5, 8, 1, 2, 5, 2, 1, 1, 1, 2, 11, 1, 4, 3, 8 ranking clauses respectively) and 32 down-ranked clauses. (538 words)**

WRITTEN TEST COMPOSITION:

There is no composition question in the written test.

## E.2.3.2 Group data (Class 2)

SPOKEN (CLASS RECORDING):

Side A

T: so, let's open our books to page 72... ok? Are you ready?

Sts: 1/1||| yes. (CC) |||

T: so, we talk about... how to give emphasis to... what we say, to our conversations... so, we have real life... different ways of emphasize what we say... so, first of all I'd like you to go to page one, a hundred fifty-four, ok? Because we have something about how to emphasis how to give emphasis... to our way of speaking, so we have easy of giving emphasis on page 154, yes? so, intensifiers... ok? Could you please read it to me, Mário?

St: 2/2||| where? (EEC) (CC) |||

T: 154. intensifiers.

St: 3/3||| letter B? (EEC) (CC) ||| ok? (MC)

T: yes. letter B. ways of giving emphasis. Because this exercise we're gonna do on page, on page...72, ok? This is about how... you can emphasize your speaking, ok? What you say, so, I wanna you to read the rules first before seeing the conversations... so, Mario please.

Mário: (reads) so, really, absolutely, completely. We use these words with positive and negative adjectives.

It's so / really annoying.

T: you say 'it's so annoying or it's really annoying', ok? You're emphasizing annoying. Instead of saying just... it's annoyinjg you can say 'it's so annoying, ok? You are saying it harder. So, continue Mário.

Mário: (reads) 'her new book is absolutely / completely brilliant'

T: brilliant, ok... he's... Tiago, absolutely and completely.

Tiago: (reads) 'Absolutely and completely are usually only used with ungradable adjectives.

T: adjectives.

Tiago: (reads) for example fantastic, awful, etc. which already describe an extreme or absolute quality. The weather was completely perfect. Not completely good. The holiday was absolutely disastrous'.

St: (opens the door) teacher a Sarah já chegou?

T: no.

Mário: (reads) 'not absolutely bad'

T: so, let's do it. Far. Second please.

St: (reads) 'far. Far is used for emphasis'

T: emphasis.

St: (reads) 'with too'

T: plus

St: (reads) 'plus adjective'

T: adjective.

St: (reads) ', and in comparatives. Sonia is far too young to get married!'

T: ok, so, what do I mean when I say "Sonia is far too young to get married". What does 'far' mean here?

St: 4/4||| that... (textual Theme) she (Actor / Subject / topical theme) get married (Process: M / deviant [present for past primary tense] temporal Finite &amp; Predicator / Rheme) too much. (Circumstance / Adjunct / Rheme) (AEC) (SDCC) |||

T: too much, ok? It's very distant to the age of getting married, ok?... Renan, good chance. So, continue please Estefane.

Estefane: 'There are far fewer.

T: far fewer.

Estefane: 'trees in the city than there used to be.'

T: ok. Estefane please repeat the whole sentence. The whole sentence,

Estefane: 'There are far fewer trees in the city than there used to be.'

T: ok? Do you understand this? any questions about it?

Sts: 5/5||| no. (CC) |||

T: no?! Bruno please... 'Use of auxiliary verbs'

Bruno: (reads) ' Use of auxiliary verbs. We often insert an auxiliary verb into the positive form for emphasis.

T: emphasis.

Bruno: (reads) 'Your father does make me laugh.'

T: ok. Who can explain this sentence? What 'does' mean here?

St: 6/6||| only to emphasize. (EEC) (CC) |||

T: only to emphasize? The the way he says, ok? “ your father makes me laugh” that’s ok. But... if you say “ your father does make me laugh” ok?

St: 7/7||| he (Initiator / Subject / Theme) really (modal Adjunct) makes (causative Process / Finite & Predicator / Rheme) me (Actor / Subject / Rheme) laugh. (Process: M / Predicator / Rheme) (CC) |||

T: he really makes me laugh. So, who is reading?... Bruno?

Bruno: ‘We use an auxiliary in the positive form to emphasize a contrast. Danuta is a vegetarian, but she does eat fish.’

T: ok. She’s vegetarian but she eats fish... ok? I’m sure she eats fish, she does eat fish, ok. Renan?

Renan: (reads) ‘We use really before the auxiliary verb to add further emphasis. I really do apologize for what happened.’

T: so, I say “ I apologize” or “I apologize for what I did” or I say “oh, sorry I do apologize for what I did” or “ I really do apologize for what I did.” You see? It’s very different, ok?... you give emphasis... you really you really emphasize the sentence. So, the last one, number... not the last one... number, number three... “Emphatic constructions with it and what”, ok? Who’s missing? Tiago, yes?... Renan, yes? Tiago please.

Tiago: ( reads) ‘Emphatic constructions with it and what. The most common word order for a sentence in English is: subject + verb + object + adverbial phrase. I like your sense of humor (most of all).

T: most of all.

Tiago: (reads) ‘however, if we want to emphasize that we like his sense of humor (more than anything else), we can use a cleft sentence that begins with a what – clause + verb be.

T: plus Be.

Tiago: (reads) ‘ what I like most about you is your sense of humor.’

T: you can say “what I like most about you is your sense of humor” or “what I like the least about you is... your... in, in, insincerity.” So, continue Tiago.

Tiago: (reads) ‘his rudeness annoys me. What annoys me is his rudeness.’

T: ok? So, this is it... and... Renan you continue.

Renan: (reads) ‘Similarly, if we want to emphasize a particular person (more than anyone else), we use a cleft...

T: cleft.

Renan: (reads) ‘sentence with it + be+ who’

T: ok.

Renan: (reads) ‘Both my teenage children like fashion, but it’s my son who spends the most money on clothes. It was Shakespeare who said that music is the food of love.’

T: ok. It was really recommended that restaurant for you? Remember the examples from yesterday? So, “Emphatic questions” Mário, please.

Mário: (reads) ‘Emphatic questions. Informally, we can use the phrase on earth after a wh-question word...

T: question word.

Mário: (reads) ‘to emphasize surprise, annoyance, or the fact that we do not know the answer to a question.

T: hum-hum.

Mário: (reads) ‘you’re over two hours late – where on earth have you been? What on earth is she wearing?

T: ok? “where on earth have you been?” “what on earth have you been doing?” ok? If you use where and what plus on earth you have different meanings in your questions. Ok? Do you have any questions about how to emphasize a sentence? This is gonna be... in your written test... ok? So, let’s move back... to page...72 and let’s do the exercise about it... so, real life... read the conversation. What are Hannah and Dan discussing? What are they discussing about? So,... ok? Hannah... Estefane you could be Hannah and then who want to be Dan... a victim? (laughs)

St: 8/8||| Renan. (EEC) (CC) |||

T: (laughs) come on.

(they read the conversation)

Estefane: oh this is so annoying. Where did I put my car keys?

T: keys.

Estefane: keys.

Renan: Not again! Have you looked on the kitchen table?

Estefane: I’ve looked everywhere.

Renan: Hannah, you’re hopeless!

Estefane: Hmm, thank you. Oh look, here they are under this magazine!

Renan: Well, that just shows you need some kind of system for where you put things. You're always losing things, it's ridiculous.

Estefane: You've got a nerve! You lost all your credit cards the other day, and I found them for you!

T: you've got a nerve!

Renan: Yes I know, and I'm grateful to you, but you need to get yourself organized with keys.

T: ok, repeat the sentence "you've got a nerve!"

Estefane: you've got a ner, nerve ah, sei lá.

T: you've got a nerve!

Estefane: You've got a nerve! You lost all your credit cards the other day, and I found them for you!

T: so, now you're gonna listen to the conversation, ok? And it is almost the same but there are a few small differences. One is the in fact of the IS, ok? And I want you to tell me what are the differences, ok? What are the differences that you see? So, listen.

(Tape)

Recording Five

H= Hannah

D= Dan

H: oh this is so annoying. Where on earth did I put my car keys?

D: Not again! Have you looked on the kitchen table?

H: I've looked everywhere.

D: Hannah, you really are hopeless!

H: Hmm, thank you. Oh look, here they are under this magazine!

D: Well, that just shows... what you need is some kind of system for where you put things. You're always losing things, it's ridiculous.

H: You've got a nerve! It was you who lost all your credit cards the other day, and it was me who found them for you!

D: Yes I know, and I'm extremely grateful to you, but you need to get yourself organized with keys.

T: ok? So now, I want you to read... the conversation to me, ok? Tell me all the differences that you found... and I want you to act it out... ok? But when you use words give emphasis... it's very important to stress them because you are using those kind of words to give emphasis to what you say. So, you have to emphasize, you have to stress.... These words... ok?... so... who want to be, be actor... Hannah (laughs).

St: 9/9||| Hannah, Renan. (EEC) (CC) |||

T: Hannah, Renan.

St: 10/10||| é. (IC-L2 whole clause lacking) (LDP) |||

T: ok. And the other one is gonna be... Tiago.

(everybody laughs)

T: ok? So, you have to... act it out... come on, ok?... go... come on Renan.

Renan: ok (MC)

T: go.

(they read the conversation)

Renan: oh this is so annoying. Where on earth did I put my car keys?

T: where on earth... where on earth did I put my car keys?

(sts laugh)

T: this is to act it out... come on... be an actor... Renan.

Renan: oh this is so annoying. Where on earth did I put my car keys?

T: perfect.... Perfect.... Tiago.

Tiago: Not again! Have you looked on the kitchen table?

Renan: I've looked everywhere.

T: I've looked everywhere... come on.

Tiago: Hannah, you really are hopeless!

Renan: Hmm, thank you. Oh look, here they are under this magazine!

Tiago: Well, that just shows... what you need is some kind of system for where you put things. You're always losing things, it's ridiculous.

Renan: You've got a nerve! It was you who lost all your credit cards the other day, and it was me who found them for you!

T: It was you.

Renan: You've got a nerve! It was you who lost all your credit cards the other day, and it was me who found them for you!

T: perfect.

Tiago: Yes I know, and I'm extremely grateful to you, but you need to get yourself organized with keys.

T: but you do need... but you do need to get organize... ok, Tiago repeat the whole sentence...

Tiago: Yes I know, and I'm extremely grateful to you, but you do need to get yourself organized with keys.

T: ok?

St: 11/11||| ok. (CC) |||

T: ok?... so, you do... you do need, ok? This is it... now one, each one of you is gonna read a sentence of this conversation, ok? And I want you to give emphasis to the words that you put into the sentences to give emphasis to it... so, Renan. Each one of you is gonna read one sentence, ok? It doesn't matter... the character, ok? Just to read the sentence doing it... correctly, ok, Renan the first one.

(they read the conversation)

Renan: oh this is so annoying. Where on earth did I put my car keys?

T: ok, Tiago.

Tiago: Not again! Have you looked on the kitchen table?

T: ok... Renan.

Renan: I've looked everywhere.

Tiago: Hannah, you really are hopeless!

Renan: Hmm, thank you. Oh look, here they are under this magazine!

Tiago: Well, that just shows... what you need is some kind of system for where you put things. You're always losing things, it's ridiculous.

T: it's ridiculous. Tiago.

Renan: You've got a nerve! It was you who lost all your credit cards the other day, and it was me who found them for you!

Tiago: Yes I know, and I'm extremely grateful to you, but you need to get yourself organized with keys.

T: ok, Mario... ok... this is just to... practice... let's go to... exercises... exercise number 3, ok?... again you're going to do the match, you see. Match the words on column A with the reply, ok? With the answer on B, then... think of a way to make the part in both more emphatic... so... in some cases more than one answer is possible... listen and check our answers and compare... the answers to the ones on the cassette, so... first of all you're gonna listen and do the a... so... do the match, ok?... and after we're gonna correct and after we act it out again... so, do it please... so, Renan you read number one, Tiago you give the answer.

Renan: 'they should have been here hours ago!'

Tiago: 'where can they be?'

T: ?

Tiago: 'where can they be?'

T: "can they be"... oh, yes... sorry... Mário you do number 2 and Tiago you answer it.

Mário: 'did you invite Linda's ex-boyfriend to the party?'

T: ok

Tiago: 12/12||| I (Senser / Subject / Theme) don't know. (Process: ML / Finite & Predicator / Rheme) (EEC) (CC) |||

T: who knows?

St: 13/13||| me. (EEC) (CC) |||

T: ok, Bruno.

Bruno: 'yes, but how was I to know that he'd behave like that?'

T: ok... Perfect... Very good, Bruno.

St: 14/14||| what sentence? (EEC) (CC) |||

T: H... ok... Bruno you read three, Estefane you give the answer.

Bruno: 'could you wait till this afternoon?'

T: Estefane?

Estefane: 15/15||| I (Senser / Subject / Theme) think... (Process: ML / Finite & Predicator / Rheme) (projecting clause) (CC) 16 ||| is (Process: R / Finite & Predicator / Rheme) A. (Identifier / Complement / Rheme) (IC-Identified / Subject / Theme lacking) (projected clause) (LDP) |||

T: so, read it.

Estefane: 'no, I can't. it's important that I speak to her right away.'

T: right away.... ok Estefane you read four... Mário you give the answer... yes four.

Mário: 16/17|| I (Actor / Subject / Theme) read (Process: M / Finite & Predicator / Rheme) 5. (Goal / Complement / Rheme) (CC) |||

T: ( laughs)

Estefane: 'he's a typical politician!'

T: Politician.

Estefane: Politician.

T: Mário?

Mário: 'oh, I don't know. He seems to believe in what he's saying.'

T: ok. Very good... so, Renan?

Mário: 'what have you been doing?'

Renan: 'nothing! I didn't make the mess!'

T: ok. Very good. Bruno?

Bruno: 'promise you'll never do it again!'

T: Estefane...

Estefane: 17/18|| I (Sensor / Subject / Theme) didn't listen. (Process: ML / Finite & Predicator / Rheme) (EEC) (CC) |||

T: 'promise you'll never do it again!'

Estefane: 'I promise, and I mean it this time.'

T: ?

Estefane: 'I promise, and I do mean it this time.'

T: 'I promise, and I mean it this time.' Ok? Mário ?

Mário: 'you look exhausted! Would you like a nice cup of coffee?'

T: Tiago.

Tiago: 'actually, I need a nice cold drink.'

T: ok.... Good... Renan 8.

Renan: 'I just can't get this computer to do what I want!'

T: Bruno.

Bruno: 'you need to buy a more up-to-date model.'

T: ok, Bruno, you read 9.

Bruno: 'I suppose you've come to see Liz?'

T: Tiago.

Tiago: 'no, in fact I wanted to see you'

T: ok... was it difficult for you?

Sts: 18/19|| no. (CC) |||

T: no. so, let's check our our answer with the tape.

(tape)

Recording 6

One: A: 'they should have been here hours ago!'

B: 'where on earth can they be?'

T: yes?... you see... they... they put intensifiers to be emphasis to... to the sentence... can you do it?

Sts: 19/20|| yes. (CC) |||

T: so.... Do it... just, just put some words to... emphasize what you say, ok?... it's not necessary to be exactly... what they say, ok? You can put your own words you can use your own words... on, that if you are emphasizing that's ok... and we're almost at the end of unit 6 and this means that we're almost on vacation and I wanna say that I'm really, really depressed... because of it.

St: 20/21|| why? (EEC) (CC) |||

T: do you feel this way?

St: 21/22|| why? (EEC) (CC) |||

T: because I want work... during July and I, I really like to.

St: hum!!! (MC)

T: (laughs). I do but I need... vacation... and you too..., so... but don't be sad, ok.. and don't miss me too much because I'll be waiting for you here for our module 2, ok? Conversation number 2... and how luck you have me as a teacher again... ok?

St: 22/23|| are (Process: R / Finite & Predicator / interpersonal Theme) you (Carrier / Subject / topical Theme) decide? (part of Attribute / Complement / Rheme) (IC-'ed' ending on Attribute / Complement / part of Rheme lacking) (LDP) |||

T: ?



St: 23/24||| are (Process: R / Finite & Predicator / interpersonal Theme) you (Carrier / Subject / topical Theme) decide? (part of Attribute / Complement / Rheme) (IC-‘ed’ ending on Attribute / Complement / part of Rheme lacking) (LDP) |||

T: yes... (laughs)... so, have you done it?... so... let’s see, let’s see what you did, ok?

St: 24/25||| yeah. (CC) |||

(tape)

Recording six

2) A: ‘was it you who invited Linda’s ex-boyfriend to the party?’

B: ‘yes, but how on earth was I to know that he’d behave like that?’

3) A: ‘could you wait till this afternoon?’

B: ‘no, I can’t. It’s extremely important that I speak to her right away.’

4) A: ‘he’s a typical politician!’

B: ‘oh, I don’t know. He does seem to believe in what he’s saying.’

5) A: ‘what on earth have you been doing?’

B: ‘nothing! It wasn’t me who made the mess!’

6) A: ‘promise you’ll never do it again!’

B: ‘I promise, and I do mean it this time.’

7) A: ‘you look absolutely exhausted! Would you like a nice cup of coffee?’

B: ‘actually, what I need is a nice cold drink.’

8) A: ‘I just can’t get this computer to do what I want!’

B: ‘you really need to buy a more up-to-date model.’

9) A: ‘I suppose you’ve come to see Liz?’

B: ‘no, in fact it was you I wanted to see’

St: ai. (MC)

T: sorry... sorry. Ok, class now. I will do column... A ok? And you please in one voice... ok? ... do... column B... do, giving emphasis, really doing it. So, ‘they should have been here hours ago!’... and you class in one voice, everybody together.

Sts: ‘where on earth can they be?’

T: again.

Sts: ‘where on earth can they be?’

T: “they should” ok... calm down, calm down... ‘they should have been here hours ago!’

Sts: ‘where on earth can they be?’

T: you are my students... ‘did you invite Linda’s ex boyfriend to the party?’

Sts: ‘yes, but how on earth was I to know that he’d behave like that?’

(sts laugh)

T: come on, again... ‘did you invite Linda’s ex boyfriend to the party?’ what’s the answer?

Sts: ‘yes, but how on earth was I to know that he’d behave like that?’

T: ‘could you wait till this afternoon?’

Sts: ‘no, I can’t. It’s extremely important that I speak to her right away.’

T: oh, very bad. Three ‘could you wait till this afternoon?’

Sts: ‘no, I can’t. It’s extremely important that I speak to her right away.’

T: that’s upper and down, upper and down... ‘he’s a typical politician!’

Sts: ‘oh, I don’t know. He does seem to believe in what he’s saying.’

T: ‘He does seem to believe in what he’s saying.’ So, ‘what have you been doing?’

Sts: ‘nothing! It wasn’t me who made the mess!’

T: again, again. I want one voice... ok? ‘what have you been doing?’

Sts: ‘nothing! It wasn’t me who made the mess!’

T: go up and down... Again six. ‘promise you’ll never do it again!’

Sts: ‘I promise, and I do mean it this time.’

T: ‘you look exhausted! Would you like a nice cup of coffee?’

Sts: ‘actually, what I need is a nice cold drink.’

T: oh, good. ‘I just can’t get this computer to do what I want!’

Sts: ‘you really need to buy a more up-to-date model.’

T: ‘I suppose you’ve come to see Liz?’

Sts: ‘no, in fact it was you I wanted to see’

T: very good. So to finish the class let’s go to exercise number four.

Sts: 25/26||| more... (EEC) (CC) |||

T: yes.

Sts: 26/27||| terminou. (IC-L2 whole clause lacking) (EEC) (LDP) |||

T: the starting time today was twelve-forty.

Sts: 27/28||| exercise 4? (EEC) (CC) |||

T: four here...

Sts: 28/29||| where? (EEC) (CC) |||

T: yes. do you remember?

St: 29/30||| not exist (deviant [word order] Process: E / Predicator / Rheme) four. (deviant [word order] Existent / Subject / Theme) (IC-present temporal Finite lacking) (LDP) |||

T: yes... yes, yes, yes... so, practice the following conversations with a partner talking, oh sorry... taking turns to be A and B, which words in B's part is specially stressed in each, in each case... mark it like this, you see? "your flat's on the third floor, isn't?" "no, actually, it's on the fifth floor." So, ok... stress the words that you... you think is the most a... how can I say?... is the strongest one... it's just now.

T: oh, no, it's not listening... so, now on, I will record all my classes, ok? Because you look like anxious... but it's very well today, thank you very much.

St: 30/31||| one point in the test. (EEC) (CC) |||

T:?

St: 31/32||| one point in the test. (EEC) (CC) |||

T: no, you, you don't need any point, Tiago, you are a very good student... none of you need it.

St: 32/33||| no? (EEC) (CC) |||

St: 33/34||| me. (EEC) (CC) |||

T: you! Renan, you ask me for point you don't need any point...

St: 34/35||| me! (EEC) (CC) 36||| Me! (EEC) (CC) 37||| Me! (EEC) (CC) |||

T: no... you're very good students... obvious... but you don't have to talk more... to speak more in class... finish baby, yes? yes? can we Bruno? Bruno, you and Estefane.

Estefane: 'do you understand this exercise?'

Bruno: 'not really, do you?'

T: what's the stressed?

Bruno: 35/38||| really. Really. You (EEC) (CC) |||

T: you, "not really, do you?" "not really, do you?"... so, C Mário, you and Tiago.

Mário: 'did you enjoy the concert the other night?'

Tiago: 'I didn't enjoy it much, but I think Laura did'

T: "but I think Laura did"

Mário: yes. (MC)

T: yes. "but I think Laura did"

Mário: 36/39||| Laura. (EEC) (CC) |||

T: yes... "but I think Laura did". "I didn't but I think Laura did"... Renan, you and Bruno.

Renan: 'you don't like tea, do you?'

Bruno: 'no, I loathe it'.

T: 'no, I loathe it'. 'no, I loathe it'. "I hate it." Ok? Estefane, you and Mário.

Estefane: 'Are Jill's parents still alive?'

Mário: 'Her mother is.'

T: perfect, Mário. "mother, Her mother is". (laughs). Ok, Tiago. Come on Tiago do it again, ok. Very...go it.

Tiago: 'thank you very much for everything you've done.'

T: Renan.

Renan: 'not at all, thank you'.

T: 'not at all, thank you'. 'thank you', ok? 'thank you'... so, Bruno, you and Mário.

Bruno: 37/40||| I (Actor / Subject / Theme) 've read (Process: M / Finite & Predicator / Rheme) (EEC) (CC) |||

T: you read.

Bruno: sorry. 'have you read any of those books I lent you the other day yet?'

Mário: 'I've read the first one – it's really good.'

T: 'I've read the first one – it's really good.'

Mário: 38/41||| First. (EEC) (CC) |||

T: it's really good. 'I've read the first one – it's really good.'. because you're asking about quant, quantity... ok, class? You were perfect today, thank you very much. (end of the class)

**ASGD has 41 ranking clauses, out of which 7 are incomplete (6 LDP and 1 SDCC). There are 38 clause complexes (1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 2, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 3, 1, 1, 1, 1 ranking clauses respectively) and no down-ranked clauses. (85 words)**

## WRITTEN (WRITTEN HOME ASSIGNMENT):

The written production provided was the Written Test, whose Question 7 is as follows:

07. Describe a film or a movie you have enjoyed. (08 marks)

## STUDENT 1

1/1||| The film (Carrier / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) about a married couple (Attribute / Complement / Rheme) (CC) 2/2||| the husband (Participant / Subject / Theme) introd (Process / Finite & Predicator / Rheme) in the prison (Circumstance / Adjunct / Rheme) during six years. (Circumstance / Adjunct / Rheme) (IC-L2 Process / Finite & Predicator / part of Rheme lacking) (LDP) 3/3||| They (Carrier / Subject / Theme) have (Process: R / Finite & Predicator / Rheme) a children. (deviant [ number-for Portuguese speaking learners, the monothong [ɪ] is easier and simpler to articulate mentally than the diphthong [aɪ] before the liquid [l] ] Attribute / Complement / Rheme) (SDCC) 4/4||| In the prison (Circumstance / Adjunct / Theme) he (Senser / Subject / Rheme) met (Process: ML / Finite & Predicator / Rheme) a men (deviant [‘men’ for ‘man’] Phenomenon / Complement / Rheme) (DCC) 5 || and (textual Theme) he (Sayer / Subject / topical Theme) said (Process: V / Finite & Predicator / Rheme) to him (Receiver / Complement / Rheme) all about his life. (Verbiage / Complement / Rheme) (CC) 5/6||| The husband of her (deviant [‘the husband of her’ for ‘her husband’] Actor / Subject / Theme) died (Process: M / Finite & Predicator / Rheme) (DCC) 7 || and (textual Theme) this man (Actor / Subject / topical Theme) decided to live (Process: M / Finite & Predicator / Rheme) his life (Range / Complement / Rheme) (CC) 8 || because (textual Theme) he (Carrier / Subject / topical Theme) was (Process: R / Finite & Predicator / Rheme) very similar of him. (deviant [‘of’ for ‘to’] Attribute / Complement / Rheme) (CC) |||

**AWGD1 has 8 ranking clauses, out of which 2 are incomplete (1 LDP and 1 SDCC). There are 5 clause complexes (1, 1, 1, 2, 3 ranking clauses respectively) and no down-ranked clauses. (56 words)**

## STUDENT 2

## SPIDER MAN!

1/1||| Maybe, (interpersonal Theme) it (Carrier / Subject / topical Theme) ’s (Process: R / Finite & Predicator / Rheme) the great film (Attribute / Complement / Rheme) in my life! (Circumstance / Adjunct / Rheme) (CC) 2/2||| Since (textual Theme) I (Carrier / Subject / topical Theme) was (Process: R / Finite & Predicator / Rheme) 8 years old, (Attribute / Complement / Rheme) (CC) 3 || I (Senser / Subject / Theme) see (Process: ML / deviant [‘present’ for ‘have’] Finite & deviant [present for past secondary tense] Predicator / Rheme) spider man’s histories. (Phenomenon / Complement / Rheme) (SDCC) 3/4||| He (Carrier / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) the best heroe (deviant [spelling of ‘hero’] Attribute / Complement / Rheme) in the world. (Circumstance / Adjunct / Rheme) (CC) 4/5||| His history (Carrier / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) perfect. (Attribute / Complement / Rheme) (CC) 5/6||| The film (Carrier / Subject / Theme) was (Process: R / Finite & Predicator / Rheme) so cool. (Attribute / Complement / Rheme) (CC) 6/7||| The actors (Carrier / Subject / Theme) was (Process: R / deviant [singular concord for plural concord] temporal Finite & Predicator / Rheme) good (Attribute / Complement / Rheme) (SDCC) 8 || and (textual Theme) special effects, (Carrier / Subject / topical Theme) fabulous. (Attribute / Complement Rheme) (AEC) (SDCC) 7/9||| I (Senser / Subject / Theme) only (modal Adjunct) didn’t like (Process: ML / Finite & Predicator / Rheme) Mary Jane (Phenomenon / Complement / Rheme) (CC) 10 || ‘cause (textual Theme) the actress (Carrier / Subject / topical Theme) was (Process: R / Finite & Predicator / Rheme) ugly. (Attribute / Complement / Rheme) (CC) |||

**AWGD2 has 10 ranking clauses, out of which 3 are incomplete (3 SDCC). There are 7 clause complexes (1, 2, 1, 1, 1, 2, 2 ranking clauses respectively) and no down-ranked clauses. (55 words)**

## STUDENT 3

1/1||| I (Senser / Subject / Theme) really (modal Adjunct) liked to see (Process: ML / Finite & Predicator / Rheme) “Pay it forward” (Phenomenon / Complement / Rheme) (CC) 2 || because (textual Theme) is (Process: R / Finite & Predicator / Rheme) a film [[ that (Carrier / Subject / Theme) talks (Process: R / Finite & Predicator / Rheme) about a mother [[ who (Carrier / Subject / Theme) was (Process: R / Finite & Predicator / Rheme) alcoholic (Attribute / Complement / Rheme) (complete down-ranked clause) ||

and (textual Theme) she (Carrier / Subject / topical Theme) was (Process: R / Finite & Predicator / Rheme) divorced (Attribute / Complement / Rheme) too. (Circumstance / Adjunct / Rheme) (complete down-ranked clause) ] Attribute / Complement / Rheme) (complete down-ranked clause) ] (Attribute / Complement / Rheme) (IC-Carrier / Subject / topical Theme lacking) (LDP) 2/3|| She (Carrier / Subject / Theme) has (Process: R / Finite & Predicator / Rheme) a son, (Attribute / Complement / Rheme) (CC) 3/4|| at the end of film (Circumstance / Adjunct / Theme) the kid (Actor / Subject / Rheme) die (Process: M / part of Finite & Predicator / Rheme) (IC-third person singular marking on Finite lacking) (LDP) 5|| when (Circumstance / Adjunct / Theme) he (Actor / Subject / Rheme) was helping (Process: M / Finite & Predicator / Rheme) a friend (Goal / Complement / Rheme) (CC) 4/6|| before that (Circumstance / Adjunct / Theme) he (Actor / Subject / Rheme) tries to find (Process: M / Finite & Predicator / Rheme) a men (deviant ['men' for 'man'] Goal / Complement / Rheme) for his mother (Circumstance / Adjunct / Rheme) (DCC) 7|| and (textual Theme) he (Actor / Subject / topical Theme) also (modal Adjunct) tries to help (Process: M / Finite & Predicator / Rheme) his mother. (Goal / Complement / Rheme) (CC) 5/8|| His teacher (Senser / Subject / Theme) founded (Process: ML / Finite & deviant ['founded' for 'found out'] Predicator / Rheme) (projecting clause) (CC) 9|| that (textual Theme) the kid (Carrier / Subject / topical Theme) has (Process: R / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) a great potential. (deviant [spelling] Attribute / Complement / Rheme) (SDCC) 6/10|| The whole story (Carrier / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) around overcomes. (deviant [lexical choice: 'around' for 'about'] Attribute / Complement / Rheme) (CC) 7/11|| That (Carrier / Subject / Theme) 's (Process: R / Finite & Predicator / Rheme) all!!! (Attribute / Complement / Rheme) (CC) ||

**AWGD3 has 11 ranking clauses, out of which 3 are incomplete (2 LDP and 1 SDCC). There are 7 clause complexes (2, 1, 2, 2, 2, 1, 1 ranking clauses respectively) and 3 down-ranked clauses. (80 words)**

#### STUDENT 4

1/1|| I (Sayer / Subject / Theme) 'm going to talk about (Process: V / Finite & Predicator / Rheme) Gladiator, (Verbiage / Complement / Rheme) (CC) 2|| a very good epic film, winner of six Oscars, (Attribute / Complement / Rheme) (VLC) (CC) 3|| including (Process: R / Predicator / Rheme) best film. (Attribute / Complement / Rheme) (NFC) (CC) 2/4|| It (Sayer / Subject / Theme) tells (Process: V / Finite & Predicator / Rheme) a story of a roman general, [[ that (Carrier / Subject / Theme) because of the son's king (deviant [L1 possessive construction word order] Circumstance / Adjunct / Rheme) became (Process: R / Finite & Predicator / Rheme) a slave, (Attribute / Complement / Rheme) (simplified deviant down-ranked clause) || that (Actor / Subject / Theme) fight (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) as a gladiator. (Circumstance / Adjunct / Rheme) (simplified deviant down-ranked clause) ] (deviant ['a story' for 'the story'] Verbiage / Complement / Rheme) (DOWN-RANKED-CLAUSE-RELATED SDCC) 3/5|| He (Carrier / Subject / Theme) was (Process: R / Finite & Predicator / Rheme) the best (Attribute / Complement / Rheme) in everything [[ he (Actor / Subject / Theme) did, (Process: M / Finite & Predicator / Rheme) (AEC) (complete down-ranked clause) ] (Circumstance / Adjunct / Rheme) (CC) 6|| and (textual Theme) in the final of the film (deviant [lexical choice: L1 transfer] Circumstance / Adjunct / topical Theme) he (Actor / Subject / Rheme) killed (Process: M / Finite & Predicator / Rheme) the son's king. (deviant [L1 possessive construction word order] Goal / Complement / Rheme) (SDCC) ||

**AWGD4 has 6 ranking clauses, out of which 2 are incomplete (1 SDCC and 1 DOWN-RANKED-CLAUSE-RELATED SDCC). There are 3 clause complexes (3, 1, 2 ranking clauses respectively) and 3 down-ranked clauses. (60 words)**

#### STUDENT 5

1/1|| I (Senser / Subject / Theme) liked (Process: ML / Finite & Predicator / Rheme) the movie [[ that (Sayer / Subject / Theme) tell (Process: V / part of Finite & Predicator / Rheme) us (Receiver / Complement / Rheme) about a boy [[ that (Senser / Subject / Theme) << while (textual Theme) he (Actor / Subject / topical Theme) was taking (Process: M / Finite & Predicator / Rheme) geo class, (Goal / Complement / Rheme) (complete down-ranked clause) >> he (repetition of Senser / Subject / Theme) realized (Process: ML / Finite & Predicator / Rheme) (projecting clause) (complete down-ranked clause) || he (Actor / Subject / Theme) could change (Process: M / Finite & Predicator / Rheme) the world. (Goal / Complement / Rheme) (complete down-ranked clause) ] (Circumstance / Adjunct / Rheme) (incomplete down-ranked clause: third person singular marking on Finite lacking) ] (Phenomenon / Complement /

Rheme) (DOWN-RANKED-CLAUSE-RELATED LDP) 2/2|| So (textual Theme) he (Actor / Subject / topical Theme) started helping (Process: M / Finite & Predicator / Rheme) three people (Goal / Complement / Rheme) (CC) 3|| and (textual Theme) these three (Actor / Subject / topical Theme) could help (Process: M / Finite & Predicator / Rheme) other three, (Goal / Complement / Rheme) (CC) 4|| and (textual Theme) this idea (Actor / Subject / topical Theme) was passing (Process: M / Finite & Predicator / Rheme) for everybody (deviant ['for' for 'to'] Circumstance / Adjunct / Rheme) (CC) 5|| to achieve (Process: M / Predicator / Rheme) a perfect world. (Goal / Complement / Rheme) (CC) 3/6|| Someday (Circumstance / Adjunct / Theme) he (Actor / Subject / Rheme) died (Process: M / Finite & Predicator / Rheme) (CC) 7|| and (textual Theme) he (Target / Subject / topical Theme) was called (Process: V / Finite & Predicator / Rheme) international hero. (Verbiage / Complement / Rheme) (CC) |||

**AWGD5 has 7 ranking clauses, out of which 1 is incomplete (1 DOWN-RANKED-CLAUSE-RELATED LDP). There are 3 clause complexes (1, 4, 2 ranking clauses respectively) and 4 down-ranked clauses. (58 words)**

#### STUDENT 6

1/1|| Spider man (Carrier / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) a great film. (Attribute / Complement / Rheme) (CC) 2/2|| Peter Parker (Carrier / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) a student [[ that (Carrier / Subject / Theme) accidentally (Circumstance / Adjunct / Rheme) got (Process: R / Finite & Predicator / Rheme) extra power (Attribute / Complement / Rheme) (complete down-ranked clause) || when (Circumstance / Adjunct / Theme) he (Goal / Subject / Rheme) was bit (Process: M / Finite & deviant ['bit' for 'bitten'] Predicator / Rheme) by a genetically modified spider. (deviant ['modified' for 'modified'] Actor / Complement / Rheme) (complete down-ranked clause) ]] (Attribute / Complement / Rheme) (CC) 3/3|| In fact, (interpersonal Theme) everybody (Senser / Subject / topical Theme) already (modal Adjunct) knows (Process: ML / Finite & Predicator / Rheme) his history, (Phenomenon / Complement / Rheme) (CC) 4|| but (textual Theme) it (Carrier / Subject / topical Theme) 's (Process: R / Finite & Predicator / Rheme) really (modal Adjunct) nice [[ to see (Process: ML / Predicator / Rheme) it (Phenomenon / Complement / Rheme) in the cinemas. (Circumstance / Adjunct / Rheme) (complete non-finite down-ranked clause) ]] (Attribute / Complement / Rheme) (CC) 4/5|| His romance with Mary Jane, dealings with his conscience, his fight against the evil things (Carrier / Subject / Theme) makes (Process: R / deviant [third person singular for third person plural] Finite & Predicator / Rheme) this film (Attribute / Complement / Rheme) a document [[ registering (Process: M / Predicator / Rheme) about fifty years of the existence of Stan Lee's "Spider Man". (deviant [inappropriate preposition 'about'] Goal / Complement / Rheme) (deviant complete down-ranked clause) ]] (Circumstance / Adjunct / Rheme) (DCC) |||

**AWGD6 has 5 ranking clauses, out of which none is incomplete. There are 4 clause complexes (1, 1, 2, 1 ranking clauses respectively) and 4 down-ranked clauses. (74 words)**

## E.3 English Language Center **B**

### E.3.1 Beginning proficiency level (Stage 1)

#### E.3.1.1 Individual data

Subject CSB1  
(female; 18 years old; university student; Class 6)

PERSONAL EXPERIENCE:

SPOKEN:

1/1|| yesterday... (Circumstance / Adjunct / Theme) my niver (part of Attribute / Complement / Rheme) (IC-Carrier / Subject / Rheme, Process: R / Finite & Predicator / part of Rheme, L2 Thing constituent in Attribute / Complement / part of Rheme nominal group lacking) (LDP) 2|| and... and (textual Theme) my boyfriend... (Actor / Subject / topical Theme) (IC-Process: M / Finite & Predicator / part of Rheme,

Beneficiary / Complement / part of Rheme, Goal / Complement / part of Rheme lacking) (LDP) 3 || and (textual Theme) my boyfriend and family... (Actor / Subject / topical Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Beneficiary / Complement / part of Rheme, Goal / Complement / part of Rheme lacking) (LDP) 4 || they... eh (Actor / Subject / Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Beneficiary / Complement / part of Rheme, Goal / Complement / part of Rheme lacking) (LDP) 5 || they (Actor / Subject / Theme) presents (Goal / Complement / Rheme) (IC-Process: M / Finite & Predicator / part of Rheme, Beneficiary / Complement / part of Rheme lacking) (LDP) 6 || and and (textual Theme) I (Senser / Subject / topical Theme) like... (Process: ML / deviant [preasant for past primary tense] temporal Finite & Predicator / Rheme) (IC-Phenomenon / Complement / part of Rheme lacking) (LDP) 7 || and (textual Theme) I (Actor / Subject / topical Theme) dance... (Process: M / deviant [preasant for past primary tense] temporal Finite & Predicator / Rheme) (SDCC) 8 || and... and... and (textual Theme) food (Existent / Complement / Rheme) (IC-Subject / topical Theme, Process: E / Finite & Predicator / part of Rheme lacking) (LDP) 9 || and... and (textual Theme) present (part of Identified / Subject / topical Theme) shoes... (Identifier / Complement / Rheme) (IC-Process: R / Finite & Predicator / part of Rheme lacking) (LDP) 2/10 || they... (Carrier / Subject / Theme) (IC-Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LDP) 11 || they (Carrier / Subject / Theme) happy (Attribute / Complement / Rheme) (IC-Process: R / Finite & Predicator / part of Rheme) (LDP) 12 || and (textual Theme) I (Carrier / Subject / topical Theme) (IC-Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LDP) 13 || and... (textual Theme) my boyfriend (Carrier / Subject / topical Theme) is (Process: R / Finite & Predicator / Rheme) beautiful (Attribute / Complement / Rheme) (CC) 14 || and (textual Theme) is... (Process: R / Finite & Predicator / Rheme) (AEC) (IC-Attribute / Complement / part of Rheme lacking) (LDP) 3/15 || he present (deviant [nominative case for possessive case of Deictic constituent] Carrier / Subject / Theme) is... (Process: R / Finite & Predicator / Rheme) good... (Attribute / Complement / Rheme) (SDCC) 4/16 || my mother... (Actor / Subject / Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Range / Complement / part of Rheme lacking) (LDP) 17 || my mother my father my... father my brother... and I and my boyfriend... (Actor / Subject / Theme) happy birthday to you, happy birthday to you Range / Complement / part of Rheme lacking) (IC-Process: M / Finite & Predicator / part of Rheme) (LDP) || [singing]...

**BBSPE01 has 17 ranking clauses, out of which 16 are incomplete (14 LDP and 2 SDCC). There are 4 clause complexes (9, 5, 1, 2 ranking clauses respectively) and no down-ranked clauses. (70 words)**

WRITTEN:

1/1 || Yesterday, (Circumstance / Adjunct / Theme) my niver. (part of Attribute / Complement / Rheme) (IC-Carrier / Subject / Rheme, Process: R / Finite & Predicator / part of Rheme, L2 Thing constituent in Attribute / Complement / part of Rheme nominal group lacking) (LDP) 2/2 || I (Carrier / Subject / Theme) 'm (Process: R / Finite & Predicator / Rheme) nineteeng. (deviant [spelling] Attribute / Complement / Rheme) (DCC) 3/3 || And (textual Theme) my boyfriend, my mather, my brother, (Actor / Subject / topical Theme) surpray. (Goal / Complement / Rheme) (IC-Process: M / Finite & Predicator / part of Rheme, L2 Goal / Complement / part of Rheme nominal group lacking) (LDP) 4/4 || I (Senser / Subject / Theme) like (Process: ML / Finite & Predicator / Rheme) niver. (part of Phenomenon / Complement / Rheme) (IC-L2 Classifier constituent and Thing constituent in Phenomenon / Complement / part of Rheme nominal group lacking) (LDP) 5 || And (textual Theme) dancy (part of Process: M / Finite & part of Predicator / Rheme) music. (part of Circumstance / Adjunct / Rheme) (AEC) (IC-perfectiveness or imperfectiveness mark on second constituent of verbal group complex, minor Process 'to' of Range nominal group in Circumstance / Adjunct / part of Rheme prepositional phrase lacking) (LDP) 5/6 || My boyfriend (Carrier / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) beatiful. (Attribute / Complement / Rheme) (CC) 6/7 || I (Senser / Subject / Theme) love (Process: ML / Finite & Predicator / Rheme) my family. (Phenomenon / Complement / Rheme) (CC) << 7/8 || And (textual Theme) food. (Existent / Complement / Rheme) (IC-Subject / topical Theme, Process: E / Finite & Predicator / part of Rheme lacking) (LDP) || >> 9 || They (Carrier / Subject / Theme) are (Process: R / Finite & Predicator / Rheme) "maravilhosos". (Attribute / Complement / Rheme) (IC-L2 Attribute / Complement / part of Rheme lacking) (LDP) 8/10 || My house, (Carrier / Subject / Theme) the night. (deviant ['the' for 'at'] Circumstance / Adjunct / Rheme) (IC-Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LDP) 11 || And (textual Theme) morning (part of Circumstance / Adjunct / topical Theme) narthing. (Existent / Complement / Rheme) (IC-preposition 'in' and Deictic 'the' in Circumstance / Adjunct / topical Theme prepositional phrase, Subject / part of Rheme, Process: R / Finite & Predicator / part of Rheme lacking) (LDP) ||

**BBWPE01 has 11 ranking clauses, out of which 8 are incomplete (8 LDP). There are 8 clause complexes (1, 1, 1, 2, 1, 2, 1, 2 ranking clauses respectively) and no down-ranked clauses. (39 words)**

PICTURE NARRATIVE:

SPOKEN:

1/1||| she (Actor / Subject / Theme) book (part of Goal / Complement / Rheme) (IC-Process: M / Finite & Predicator / part of Rheme, Deictic constituent in Goal / Complement / part of Rheme nominal group lacking) (LDP) 2|| and (textual Theme) cat... (part of Actor / Subject / topical Theme) (IC-Deictic constituent in Actor / Subject / topical Theme nominal group, Process: M / Finite & Predicator / part of Rheme lacking) (LDP) 3|| and (textual Theme) she (Actor / Subject / topical Theme) cat (part of Goal / Complement / Rheme) (IC-Process: M / Finite & Predicator / part of Rheme, Deictic constituent in Goal / Complement / part of Rheme lacking) (LDP) 4|| and (textual Theme) the close (deviant [inappropriate definite article, lexical choice: 'to close' for 'to open'] Process: M / part of Finite & Predicator / Rheme) the door... (Goal / Complement / Rheme) (IC-third person singular marking on Finite lacking) (AEC) (LDP) 5|| and (textual Theme) cat... (part of Carrier / Subject / topical Theme) under the... desk (deviant [lexical choice: 'desk' for 'table'] Attribute / Complement / Rheme) (IC-Deictic constituent in Carrier / Subject / topical Theme nominal group, Process / R / Finite & Predicator / part of Rheme lacking) (LDP) 6|| and (textual Theme) cat and yellow... (part of deviant [lexical choice: 'yellow' for 'yellow bird'] Senser / Subject / topical Theme) (IC-Deictic constituents before two Thing constituents in Senser / Subject / topical Theme nominal group, Process: ML / Finite & Predicator / part of Rheme, Phenomenon / Complement / part of Rheme lacking) (LDP) 7|| and (textual Theme) cat (part of Actor / Subject / topical Theme) yellow (deviant [lexical choice] Goal / Complement / Rheme) food (part of Circumstance / Adjunct / Rheme) (IC-Deictic constituent in Actor / Subject / topical Theme nominal group, Process: M / Finite & Predicator / part of Rheme, Deictic constituent in Goal / Complement / part of Rheme, minor Process 'as' in Circumstance / Adjunct / part of Rheme prepositional phrase lacking) (LDP) 8|| and (textual Theme) yellow (part of deviant [lexical choice] Carrier / Subject / topical Theme) on the table (Attribute / Complement / Rheme) (IC-Deictic constituent in Carrier / Subject / topical Theme nominal group, Process: R / Finite & Predicator / part of Rheme lacking) (LDP) 9|| and (textual Theme) cat (part of Carrier / Subject / topical Theme) the floor (part of Attribute / Complement / Rheme) (IC-Deictic constituent in Carrier / Subject / topical Theme nominal group, Process: R / Finite & Predicator / part of Rheme, minor Process 'on' in Attribute / Complement / part of Rheme prepositional phrase lacking) (LDP) 10|| she (Actor / Subject / Theme) open (Process: M / part of Finite & Predicator / Rheme) the door (Goal / Complement / Rheme) (IC-third person singular marking on Finite lacking) (LDP) 11|| and (textual Theme) yellow (part of deviant [lexical choice] Carrier / Subject / topical Theme) on the desk (deviant [lexical choice] Attribute / Complement / Rheme) (IC-Deictic constituent in Carrier / Subject / topical Theme nominal group, Process: R / Finite & Predicator / part of Rheme lacking) (LDP) 12|| and (textual Theme) cat (part of Carrier / Subject / topical Theme) the floor (part of Attribute / Complement / Rheme) (IC-Deictic constituent in Carrier / Subject / topical Theme nominal group, Process: R / Finite & Predicator / part of Rheme, minor Process 'on' in Attribute / Complement / part of Rheme prepositional phrase lacking) (LDP) 13|| and (textual Theme) she (Participant / Subject / topical Theme) (IC-Process / Finite & Predicator / part of Rheme, Participant / Complement / part of Rheme lacking) (LDP) 2/14||| the cat (Carrier / Subject / Theme) under the (part of Attribute / Complement / Rheme) (IC-Process: R / Finite & Predicator / part of Rheme, Thing constituent in Range nominal group of minor Process 'under' in Attribute / Complement / part of Rheme prepositional phrase lacking) (LDP) 15|| she and yellow (deviant [lexical choice] Actor / Subject / Theme) open (Process: M / Finite & Predicator / Rheme) the door (Goal / Complement / Rheme) (CC) 16|| and (textual Theme) on the tree (deviant ['on' for 'to'] part of Circumstance / Adjunct / Rheme) (IC-Process: M / Finite & Predicator / part of Rheme, plurality marking on Thing constituent in Range constituent of Circumstance / Adjunct / part of Rheme prepositional phrase lacking) (LDP) |||

**BBSPN01 has 16 ranking clauses, out of which 15 are incomplete (15 LDP). There are 2 clause complexes (13, 3 ranking clauses respectively) and no down-ranked clauses. (63 words)**

WRITTEN:

1/1||| She (Actor / Subject / Theme) book (part of Goal / Complement / Rheme) (IC-Process: M / Finite & Predicator / part of Rheme, Deictic constituent in Goal / Complement / part of Rheme nominal

group lacking) (LDP) 2 || and (textual Theme) cat. (part of Actor / Subject / topical Theme) (IC-Deictic constituent in Actor / Subject / topical Theme nominal group, Process: M / Finite & Predicator / part of Rheme lacking) (LDP) 2/3 || She (Actor / Subject / Theme) close (deviant [lexical choice: 'to close' for 'to open']) Process: M / part of Finite & Predicator / Rheme) the door (Goal / Complement / Rheme) (IC-third person singular marking on Finite lacking) (LDP) 4 || and (textual Theme) cat (part of Carrier / Subject / topical Theme) under the table. (Attribute / Complement / Rheme) (IC-Deictic constituent in Carrier / Subject / topical Theme nominal group, Process / R / Finite & Predicator / part of Rheme lacking) (LDP) 3/5 || Yellow and cat. (part of deviant [lexical choice: 'yellow' for 'yellow bird']) Senser / Subject / topical Theme) (IC-Deictic constituents before two Thing constituents in Senser / Subject / topical Theme nominal group, Process: ML / Finite & Predicator / part of Rheme, Phenomenon / Complement / part of Rheme lacking) (LDP) 6 || And (textual Theme) cat (part of Actor / Subject / topical Theme) on the table. (Circumstance / Adjunct / Rheme) (IC-Deictic constituent in Actor / Subject / topical Theme nominal group, Process: M / Finite & Predicator / part of Rheme lacking) (LDP) 7 || And (textual Theme) yellow (part of deviant [lexical choice] Carrier / Subject / topical Theme) on the table (Attribute / Complement / Rheme) (IC-Deictic constituent in Carrier / Subject / topical Theme nominal group, Process: R / Finite & Predicator / part of Rheme lacking) (LDP) 8 || and (textual Theme) cat (part of Actor / Subject / topical Theme) the floor (Circumstance / Adjunct / Rheme) (IC-Deictic constituent in Actor / Subject / topical Theme nominal group, Process: M / Finite & Predicator / part of Rheme, minor Process in Circumstance / Adjunct / part of Rheme prepositional phrase lacking) (LDP) 9 || and (textual Theme) cat (part of Actor / Subject / topical Theme) food (deviant ['food' for 'wants to eat']) Process: M / Finite & Predicator / Rheme) yellow. (part of deviant [lexical choice] Goal / Complement / Rheme) (IC-Deictic constituent in Actor / Subject / part of Rheme nominal group, Process: M / Finite & Predicator / part of Rheme, Deictic constituent in Goal / Complement / part of Rheme nominal group lacking) (LDP) 4/10 || She, cat and yellow. (part of Carrier / Subject / Theme) (IC-Deictic constituents before last two Thing constituents in Carrier / Subject / Theme nominal group, Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LDP) 5/11 || And (textual Theme) she (Actor / Subject / topical Theme) open (Process: M / part of Finite & Predicator / Rheme) the door. (Goal / Complement / Rheme) (IC-third person singular marking on Finite lacking) (LDP) 6/12 || Cat (part of Carrier / Subject / Theme) on she. (part of deviant Attribute / Complement / Rheme) (IC-Deictic constituent in Carrier / Subject / Theme nominal group, Process: R / Finite & Predicator / part of Rheme, 'on she' Attribute / Complement / part of Rheme prepositional phrase for 'in her arms' lacking) (LDP) 13 || And (textual Theme) yellow (part of deviant [lexical choice] Carrier / Subject / topical Theme) on the tree. (Attribute / Complement / Rheme) (IC-Deictic constituent in Carrier / Subject / topical Theme, Process: R / Finite & Predicator / part of Rheme lacking) (LDP) |||

**BWPN01 has 13 ranking clauses, out of which 13 are incomplete (13 LDP). There are 6 clause complexes (2, 2, 5, 1, 1, 2 ranking clauses respectively) and no down-ranked clauses. (51 words)**

DIALOG:

CSB1 - Hi! (MC) Good morning! (MC) 1/1 ||| What (Identifier / Subject / Theme) 's (Process: R / Finite & Predicator / Rheme) your name, (Identified / Complement / Rheme) please? (modal Adjunct) (CC) |||  
 CSB2 - 2/2 ||| My name (Identified / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) F. (Identifier / Complement / Rheme) (CC) |||  
 CSB1 - Oh! (DM) 3/3 ||| Nice [[ to meet you! ]] (Attribute / Complement / Rheme) (EEC) (CC) |||  
 CSB2 - 4/4 ||| Nice [[ to meet you. ]] (Attribute / Complement / Rheme) (EEC) (CC) |||  
 CSB1 - 5/5 ||| Where (part of Attribute / part of Complement / Theme) are (Process: R / Finite & Predicator / Rheme) you (Carrier / Subject / Rheme) from? (rest of Attribute / rest of Complement / Rheme) (CC) |||  
 CSB2 - 6/6 ||| I (Carrier / Subject / Theme) 'm (Process: R / Finite & Predicator / Rheme) from Fortaleza, Brazil. (Attribute / Complement / Rheme) (CC) |||  
 CSB1 - 7/7 ||| What (Identifier / Subject / Theme) your phone number? (Identified / Complement / Rheme) (IC-Process: R / Finite & Predicator / part of Rheme lacking) (LDP) |||  
 CSB2 - 8/8 ||| 4910331. (Identifier / Complement / Rheme) (AEC) (CC) 9/9 ||| What (Identifier / Subject / Theme) 's (Process: R / Finite & Predicator / Rheme) your name, (Identified / Complement / Rheme) please? (modal Adjunct) (CC) |||  
 CSB1 - 10/10 ||| I. (Identifier / Complement / Rheme) (AEC) (CC) |||  
 CSB2 - 11/11 ||| Where (part of Attribute / part of Complement / Theme) are (Process: R / Finite & Predicator / Rheme) you (Carrier / Subject / Rheme) from? (rest of Attribute / rest of Complement / Rheme) (CC) |||



- CSB1 - 12/12|| I (Carrier / Subject / Theme) 'm (Process: R / Finite & Predicator / Rheme) from Brazil, (Attribute / Complement / Rheme) in Fortaleza. (Circumstance / Adjunct / Rheme) (CC) |||
- CSB2 - 13/13|| It (deviant [lexical choice: 'it' for 'what'] Identifier / Subject / Theme) 's (Process: R / Finite & Predicator / Rheme) phone number? (part of Identified / Complement / Rheme) (IC-possessive Deictic constituent in Identified / Complement / part of Rheme nominal group lacking) (LDP) |||
- CSB1 - 14/14|| 2380422 (Identifier / Complement / Rheme) (AEC) (CC) |||
- CSB2 - 15/15|| Do (Finite / interpersonal Theme) you (Actor / Subject / topical Theme) smoke? (Process: M / Finite & Predicator / Rheme) (CC) |||
- CSB1 - 16/16|| No. (CC) |||
- CSB2 - 17/17|| Do (Finite / interpersonal Theme) you (Senser / Subject / topical Theme) like (Process: ML / Finite & Predicator / Rheme) Japanese food? (Phenomenon / Complement / Rheme) (CC) |||
- CSB1 - 18/18|| Yes, (CC) 19|| I (Senser / Subject / Theme) do. (Finite substitute for Process: ML / Predicator / part of Rheme, Phenomenon / Complement / part of Rheme) (CC) 19/20|| And (textual Theme) do (Finite / interpersonal Theme) you (Actor / Subject / topical Theme) read (Process: M / Finite & Predicator / Rheme) Agatha Christie? (/ Complement / Rheme) (CC) |||
- CSB2 - 20/21|| No, (CC) 22|| I (Actor / Subject / Theme) don't. (Finite [+ negative polarity] substitute for Process: M / Predicator / part of Rheme, Goal / Complement / part of Rheme) (CC) |||
- CSB1 - 21/23|| And... (textual Theme) do (Finite / interpersonal Theme) you (Actor / Subject / topical Theme) work? (Process: M / Finite & Predicator / Rheme) (CC) |||
- CSB2 - 22/24|| No, (CC) 25|| No (CC) 26|| I don't. (Finite [+ negative polarity] substitute for Process: M / Predicator / part of Rheme) (CC) |||
- CSB1 - 23/27|| Do (Finite / interpersonal Theme) you (Actor / Subject / topical Theme) study? (Process: M / Finite & Predicator / Rheme) (CC) |||
- CSB2 - 24/28|| Yes, (CC) 29|| I do. (Finite substitute for Process: M / Predicator / part of Rheme) (CC) 25/30|| Do (Finite / interpersonal Theme) you (Senser / Subject / topical Theme) listen to (Process: ML / Finite & Predicator / Rheme) music? (Phenomenon / Complement / Rheme) (CC) |||
- CSB1 - 26/31|| Yes. (CC) |||
- CSB2 - 27/32|| Do (Finite / interpersonal Theme) you (Actor / Subject / topical Theme) play (Process: M / Finite & Predicator / Rheme) volleyball? (Goal / Complement / Rheme) (CC) |||
- B1 - 28/33|| Yes. (CC) 29/34|| Do (Finite / interpersonal Theme) you (Senser / Subject / topical Theme) like... (Process: ML / Finite & Predicator / Rheme) football? (Phenomenon / Complement / Rheme) (CC) |||
- CSB2 - 30/35|| Yes, (CC) 36|| I (Senser / Subject / Theme) do. (Finite substitute for Process: ML / Predicator / part of Rheme, Phenomenon / Complement / part of Rheme) (CC) |||
- CSB1 - 31/37|| How old (Attribute / Complement / Theme) are (Process: R / Finite & Predicator / Rheme) you? (Carrier / Subject / Rheme) (CC) |||
- CSB2 - 32/38|| I'm fine! (pragmatically inappropriate response) (IC) (LDP) |||
- CSB1 - [laughs]
- CSB2 - 33/39|| Sorry! (EEC) (CC) 40|| Sorry! (EEC) (CC) |||
- CSB1 - 34/41|| How old (Attribute / Complement / Theme) are (Process: R / Finite & Predicator / Rheme) you? (Carrier / Subject / Rheme) (CC) |||
- CSB2 - 35/42|| I (Carrier / Subject / Theme) 'm (Process: R / Finite & Predicator / Rheme) sixteen years. (Attribute / Complement / Rheme) (CC) |||
- CSB1 - 36/43|| And... (naturally interrupted clause) (LPP) |||
- CSB2 - 37/44|| How (Attribute / Complement / Theme) are (Process: R / Finite & Predicator / Rheme) you? (Carrier / Subject / Rheme) (CC) |||
- CSB1 - 38/45|| I (Carrier / Subject / Theme) 'm (Process: R / Finite & Predicator / Rheme) fine, (Attribute / Complement / Rheme) (CC) 46|| thank you. (CC) |||
- CSB2 - 39/47|| What (Goal / Complement / Theme) do (Finite / Rheme) you (Actor / Subject / Rheme) do? (Process: M / Predicator / Rheme) (CC) |||
- CSB1 - 40/48|| and (inappropriate textual Theme) work (Process: M / Finite & Predicator / Rheme) (AEC) (DCC) 49|| and (textual Theme) study. (Process: M / Finite & Predicator / Rheme) (AEC) (CC) 50|| I (Actor / Subject / Theme) study (Process: M / Finite & Predicator / Rheme) [kawntrI]. (Goal / Complement / Rheme) (IC-L2 Goal / Complement / part of Rheme lacking) (LDP) |||
- CSB2 - 41/51|| How old (Attribute / Complement / Theme) are (Process: R / Finite & Predicator / Rheme) you? (Carrier / Subject / Rheme) (CC) |||
- CSB1 - 42/52|| I (Carrier / Subject / Theme) 'm (Process: R / Finite & Predicator / Rheme) nineteen. (Attribute / Complement / Rheme) (CC) ||| Good bye! (MC)
- CSB2 - Good bye! (MC) See you tomorrow! (MC)
- CSB1 - See you tomorrow! (MC)

**BBD has 52 ranking clauses, out of which 5 are incomplete (4 LDP and 1 LPP). There are 42 clause complexes (1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 2, 1, 2, 1, 3, 1, 2, 1, 1, 1, 1, 1, 2, 1, 1, 2, 1, 1, 1, 1, 2, 1, 3, 1, 1 ranking clauses respectively) and no down-ranked clauses. (154 words)**

DIALOG REPORT:

1/1|| He (Carrier / Subject / Theme) 's (Process: R / Finite & Predicator / Rheme) (IC-Attribute / Complement / part of Rheme lacking) (LDP) 2|| name (part of Identified / Subject / Theme) 's (Process: R / Finite & Predicator / Rheme) Fernando. (Identifier / Complement / Rheme) (IC-possessive Deictic in Identified / Subject / Theme nominal group lacking) (LDP) 2/3|| He (Carrier / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) brazilian. (Attribute / Complement / Rheme) (CC) 3/4|| He (Carrier / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) sixteeng. (deviant [spelling] Attribute / Complement / Rheme) (DCC) 4/5|| He (Actor / Subject / Theme) don't work. (Process: M / deviant [third person plural concord for third person singular concord] temporal Finite & Predicator / Rheme) (SDCC) 5/6|| He (Actor / Subject / Theme) studies. (Process: M / Finite & Predicator / Rheme) (CC) 6/7|| He (Senser / Subject / Theme) likes (Process: ML / Finite & Predicator / Rheme) football. (Phenomenon / Complement / Rheme) (CC) 7/8|| He (Actor / Subject / Theme) don't smoke. (Process: M / deviant [third person plural concord for third person singular concord] temporal Finite & Predicator / Rheme) (SDCC) 8/9|| Your for number (part of deviant [second person possessive Deictic for third person possessive Deictic] Identified / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) 223 – 5328. (Identifier / Complement / Rheme) (IC-L2 Classifier constituent in Identified / Subject / Theme nominal group lacking) (LDP) 9/10|| He (Actor / Subject / Theme) reads (Process: M / Finite & Predicator / Rheme) Agathe Christe. (Goal / Complement / Rheme) (CC) 10/11|| I (Actor / Subject / Theme) work (Process: M / Finite & Predicator / Rheme) (CC) 12|| and (textual Theme) study. (Process: M / Finite & Predicator / Rheme) (AEC) (CC) 11/13|| I (Actor / Subject / Theme) study (Process: M / Finite & Predicator / Rheme) county. (Goal / Complement / Rheme) (IC-L2 Goal / Complement / part of Rheme nominal group lacking) (LDP) 12/14|| My for number (part of Identified / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) 238 – 3802. (Identifier / Complement / Rheme) (IC-L2 Classifier constituent in Identified / Subject / Theme nominal group lacking) (LDP) 13/15|| I (Carrier / Subject / Theme) 'm (Process: R / Finite & Predicator / Rheme) niniteeng. (deviant [spelling] Attribute / Complement / Rheme) (DCC) 14/16|| I (Senser / Subject / Theme) like (Process: ML / Finite & Predicator / Rheme) fast food. (Phenomenon / Complement / Rheme) (CC) 15/17|| I (Senser / Subject / Theme) like (Process: ML / Finite & Predicator / Rheme) music. (Phenomenon / Complement / Rheme) (CC) 16/18|| I (Carrier / Subject / Theme) 'm (Process: R / Finite & Predicator / Rheme) brazilian. (Attribute / Complement / Rheme) (CC) |||

**BBDR01 has 18 ranking clauses, out of which 7 are incomplete (5 LDP and 2 SDCC). There are 16 clause complexes (2, 1, 1, 1, 1, 1, 1, 1, 2, 1, 1, 1, 1, 1, 1 ranking clauses respectively) and no down-ranked clauses. (54 words)**

ORAL TEST:

T: What's your name?

CSB2 - 1/1|| My name (Identified / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) F. (Identifier / Complement / Rheme) (CC) |||

T: How do you spell it?

CSB2 - 2/2|| x - x - x - x - x - x - x - x (EEC) (CC) |||

T: And your name is?

CSB1 - 3/3|| I (Carrier / Subject / Theme) 'm (Process: R / Finite & Predicator / Rheme) I. (Attribute / Complement / Rheme) (CC) |||

T: How do you spell it?

CSB1 - 4/4|| x - x - x - x - x - x - x (EEC) (CC) |||

T: How are you I?

CSB1 - 5/5|| Fine! (AEC) (CC) |||

T: And you F?

CSB2 - [unintelligible]

T: Where are you from, F?

CSB2 - 6/6|| I (Carrier / Subject / Theme) 'm (Process: R / Finite & Predicator / Rheme) from Fortaleza. (Attribute / Complement / Rheme) (CC) |||

T: Are you from Fortaleza, I?

CSB1 - 7/7|| Yes. (CC) |||

T: What's your telephone number, Fernando?

CSB2 - 8/8|| 0 – 0 – 0 – 0 – 0 – 0 – 0 – 0 (AEC) (CC) |||

T: I, are you American?

CSB1 - 9/9|| Yes. (pragmatically inappropriate response) (DCC) |||

T: F, what's this in English?

CSB2 - 10/10|| It (Carrier / Subject / Theme) 's (Process: R / Finite & Predicator / Rheme) a book. (Attribute / Complement / Rheme) (CC) |||

T: I, what's this in English?

CSB1 - 11/11|| It (Carrier / Subject / Theme)'s (Process: R / Finite & Predicator / Rheme) a pen. (Attribute / Complement / Rheme) (CC) |||

T: F, when do you have English classes at **B**? When?

CSB2 - [inaudible]

T: I, when do you have English classes at **B**?

CSB1 - 12/12|| I (Senser / Subject / Theme) don't know. (Process: ML / Finite & Predicator / Rheme) (EEC) (CC) |||

T: I, count from one to ten.

CSB1 - 13/13|| 2 (EEC) (CC) |||

T: From one to ten.

CSB1 - 14/14|| 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10 (EEC) (CC) |||

T: F, count from eleven to twenty.

CSB2 - 15/15|| 11 – 12 – 13 – 14 – 15 – 16 – 17 – 18 – 19 – (twelve) (EEC) (CC) |||

T: F and I, open your books to page 4, yes?, and read the conversation.

The two students read the conversation.

**BBOT has 15 ranking clauses, out of which none is incomplete. There are 15 clause complexes (1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1 ranking clauses respectively) and no down-ranked clauses. (64 words)**

#### WRITTEN TEST COMPOSITION:

1 – Write three paragraphs according to the chart. Paragraph 1 is about you. Paragraph 2 is about one of the people in the chart. Paragraph 3 is about two people in the chart.

Surname	First name	Phone number	Nationality	Language	Mood
Braun	Jan	346-2785	Polish	Polish	
Jones	Sam	443-6710	Egyptian	Arabic	
Ledeu	Sylvie	694-6553	French	French	
Tanaka	Mr./Mrs.	432-2745	Chinese	Chinese	
Fisk	Mr./Ms.	433-4108	English	English	
Your	Your	Your	Your	Your	?

1 (I)

Hi. (MC) Good morning. (MC) 1/1|| My name (Identified / Subject / Theme) 's (Process: R / Finite & Predicator / Rheme) Batista. (Identifier / Complement / Rheme) (CC) 2|| And (textual Theme) my first name (Identified / Subject / Theme) 's (Process: R / Finite & Predicator / Rheme) Isabela. (Identifier / Complement / Rheme) (CC) 2/3|| I (Carrier / Subject / Theme) 'm (Process: R / Finite & Predicator / Rheme) from Brazil. (Attribute / Complement / Rheme) (CC) 3/4|| I (Sayer / Subject / Theme) speak (Process: V / Finite & Predicator / Finite / Rheme) Portuguese. (Verbiage / Complement / Rheme) (CC) 4/5|| I (Senser / Subject / Theme) don't know (Process: ML / Finite & Predicator / Rheme) much English. (Phenomenon / Complement / Rheme) (CC) 5/6|| My phone number (Identified / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) 238-0422. (Identifier / Complement / Rheme) (CC) 6/7|| My work number (Identified / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) 272-8282. (Identifier / Complement / Rheme) (CC) 7/8|| My boyfriend (Carrier / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) beautiful. (Attribute / Complement / Rheme) (CC) 8/9|| I (Senser / Subject / Theme) love (Process: ML / Finite & Predicator / Rheme) my boyfriend. (Phenomenon / Complement / Rheme) (CC) 9/10|| I (Carrier / Subject / Theme) 'm (Process: R / Finite & Predicator / Rheme) happy. (Attribute / Complement / Rheme) (CC) |||

## 2 (He/She)

Hello. (MC) 10/11||| His name (Identified / Subject / Theme) 's (Process: R / Finite & Predicator / Rheme) Braun (Identifier / Complement / Rheme) (CC) 12|| and (textual Theme) his first name (Identified / Subject / topical Theme) 's (Process: R / Finite & Predicator / Rheme) Jan. (Identifier / Complement / Rheme) (CC) 11/13||| His phone number (Identified / Subject / Theme) 346-2785. (Identifier / Complement / Rheme) (IC-Process: R / Finite & Predicator / part of Rheme lacking) (LDP) 12/14||| He (Carrier / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) Polish. (Attribute / Complement / Rheme) (CC) 15|| And (textual Theme) he (Sayer / Subject / topical theme) speak (Process: V / part of Finite & Predicator / Rheme) Polish. (Verbiage / Complement / Rheme) (IC-present third person singular marking on Finite lacking) (LDP) 13/16||| He (Carrier / Subject / Theme) 's (Process: R / Finite & Predicator / Rheme) happy. (Attribute / Complement / Rheme) (CC) |||

## 3 (They)

Good morning. (MC) 14/17||| They (Carrier / Subject / Theme) are (Process: R / Finite & Predicator / Rheme) Mr. and Mrs. Tanaka. (Attribute / Complement / Rheme) (CC) 15/18||| They (Carrier / Subject / Theme) are (Process: R / Finite & Predicator / Rheme) Chinese (Attribute / Complement / Rheme) (CC) 19|| and (textual Theme) speak (Process: V / part of Finite & Predicator / Rheme) Chinese. (Verbiage / Complement / Rheme) (AEC) (CC) 16/20||| Your phone number (deviant [second person possessive Deictic for third person Deictic: L1 tranfer] Identified / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) 432-2745. (Identifier / Complement / Rheme) (SDCC) 17/21||| They (Carrier / Subject / Theme) are (Process: R / Finite & Predicator / Rheme) happy. (Attribute / Complement / Rheme) (CC) |||

**BBWTC01 has 21 ranking clauses, out of which 3 are incomplete (2 LDP and 1 SDCC). There are 17 clause complexes (2, 1, 1, 1, 1, 1, 1, 1, 1, 2, 1, 2, 1, 1, 2, 1, 1 ranking clauses respectively) and no down-ranked clauses. (86 words)**

## Subject CSB2

(male; 16 years old; second grade of Middle School; Class 6)

## PERSONAL EXPERIENCE:

## SPOKEN:

1/1||| I (Senser / Subject / Theme) love (Process: ML / Finite & Predicator / Rheme) my girlfriend (Phenomenon / Complement / Rheme) (CC) 2|| but... (textual Theme) eh... (IC-Actor / Subject / topical Theme, Process: M / Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme lacking) (LDP) 3|| but (textual Theme) she... (Actor / Subject / topical Theme) me (Goal / Complement / Rheme) traiu (Process: M / Finite & Predicator / Rheme) (IC-L2 Process: M / Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme lacking) (LDP) 4|| e... (textual Theme) I... (Carrier / Subject / topical Theme) fiquei (Process: R / Finite & Predicator / Rheme) very [hÍngrI]... very... (Attribute / Complement / Rheme) (IC-L2 textual Theme, Process: R / Finite & Predicator / part of Rheme lacking) (LDP) 2/5||| I (Senser / Subject / Theme) love (Process: ML / Finite & Predicator / Rheme) my girlfriend (Phenomenon / Complement / Rheme) (CC) 6|| but (textual Theme) she and a friend... (Actor / Subject / topical Theme) me (Goal / Complement / Rheme) traiu (Process: M / Finite & Predicator / Rheme) (IC-L2 Process: M / Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme lacking) (LDP) 3/7||| I (Carrier / Subject / Theme) 'm (Process: R / Finite & Predicator / Rheme) very sad (Attribute / Complement / Rheme) (CC) 8|| e (textual Theme) very [hÍngrI] (Attribute / Complement / Rheme) (AEC) (IC-L2 textual Theme lacking) (LDP) |||

**BBSPE02 has 8 ranking clauses, out of which 5 are incomplete (5 LDP). There are 3 clause complexes (4, 2, 2 ranking clauses respectively) and no down-ranked clauses. (33 words)**

## WRITTEN:

1/1||| I (Senser / Subject / Theme) love (Process: ML / Finite & Predicator / Rheme) my girlfriend, (Phenomenon / Complement / Rheme) (CC) 2|| but (textual Theme) she and my friend (Actor / Subject / topical Theme) me (Goal / Complement / Rheme) trairam. (Process: M / Finite & Predicator / Rheme) (IC-L2 Process: M / Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme lacking)

(LDP) 2/3|| I (Carrier / Subject / Theme) 'm (Process: R / Finite & Predicator / Rheme) very sad and very angry. (Attribute / Complement / Rheme) (CC) |||

**BWPE02 has 3 ranking clauses, out of which 1 is incomplete (1 LDP). There are 2 clause complexes (2, 1 ranking clauses respectively) and no down-ranked clauses. (17 words)**

PICTURE NARRATIVE:

SPOKEN:

1/1|| a girl (Carrier / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) in the floor (deviant ['in' for 'on'] Attribute / Complement / Rheme) (DCC) 2|| reading (Process: M / Predicator / Rheme) a book (Goal / Complement / Rheme) (NFC) (CC) 3|| and (textual Theme) cat (part of Carrier / Subject / topical Theme) is (Process: R / Finite & Predicator / Rheme) in the room (Attribute / Complement / Rheme) (IC-Deictic constituent in Carrier / Subject / topical Theme nominal group lacking) (LDP) 2/4|| a cat (deviant [indefinite article for definite article] Actor / Subject / Theme) go (Process: M / part of Finite & Predicator / Rheme) to classroom (part of deviant [lexical choice: 'classroom' for 'living room'] Circumstance / Adjunct / Rheme) (IC-present third person singular marking on Finite lacking, Deictic constituent in nominal group Range of minor Process 'to' of Circumstance / Adjunct / part of Rheme prepositional phrase lacking) (LDP) 3/5|| a cat (deviant [indefinite article for definite article] Carrier / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) under the table (Attribute / Complement / Rheme) (DCC) 4/6|| a bird (Carrier / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) in... gaiola (Attribute / Complement / Rheme) (IC-Deictic and L2 Thing constituents in Range nominal group of Attribute / Complement / part of Rheme prepositional phrase lacking) (LDP) 7|| and (textual Theme) the cat (Carrier / Subject / topical Theme) is (Process: R / Finite & Predicator / Rheme) on the table (Attribute / Complement / Rheme) (CC) 5/8|| now (Circumstance / Adjunct / Theme) a cat (deviant [indefinite article for definite article] Carrier / Subject / Rheme) is (Process: R / Finite & Predicator / Rheme) in the gaiola (Attribute / Complement / Rheme) (IC-L2 Thing constituent in Range nominal group of Attribute / Complement / part of Rheme prepositional phrase lacking) (LDP) 6/9|| a girl (deviant [indefinite article for definite article] Actor / Subject / Rheme) come (Process: M / part of Finite & Predicator / Rheme) here (Circumstance / Adjunct / Rheme) (IC-present third person singular marking on Finite lacking) (LDP) 10|| e (textual Theme) pega (Process: M / Finite & Predicator / Rheme) a cat (deviant [indefinite article for definite article] Goal / Complement / Rheme) (IC-L2 textual Theme, Process: M / Finite & Predicator / part of Rheme lacking) (LDP) 7/11|| a bird (deviant [indefinite article for definite article] Carrier / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) in the forest (Attribute / Complement / Rheme) (DCC) |||

**BSPN02 has 11 ranking clauses, out of which 6 are incomplete (6 LDP). There are 7 clause complexes (3, 1, 1, 2, 1, 2, 1 ranking clauses respectively) and no down-ranked clauses. (59 words)**

WRITTEN:

1/1|| A girl (Carrier / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) in the floor (deviant ['in' for 'on'] Attribute / Complement / Rheme) (DCC) 2|| reading a book (Process: M / Predicator / Rheme) a book (Goal / Complement / Rheme) (NFC) (CC) 3|| and (textual Theme) a cat (Carrier / Subject / topical Theme) is (Process: R / Finite & Predicator / Rheme) in the room. (Attribute / Complement / Rheme) (CC) |||

2/4|| Now (Circumstance / Adjunct / Theme) a cat (deviant [indefinite article for definite article] Carrier / Subject / Rheme) is (Process: R / Finite & Predicator / Rheme) in classroom (part of deviant [lexical choice: 'classroom' for 'living room'] Attribute / Complement / Rheme) (IC-Deictic constituent in nominal group Range of minor Process 'in' of Attribute / Complement / part of Rheme prepositional phrase lacking) (LDP) 5|| and (textual Theme) is (Process: R / Finite & Predicator / Rheme) under the table. (Attribute / Complement / Rheme) (AEC) (CC) |||

3/6|| A bird (Carrier / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) in the jail (deviant [lexical choice] Attribute / Complement / Rheme) (DCC) 7|| and (textual Theme) a cat (deviant [indefinite article for definite article] Carrier / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) on the table. (Attribute / Complement / Rheme) (DCC) |||

4/8|| Now (Circumstance / Adjunct / Theme) a cat (deviant [indefinite article for definite article] Carrier / Subject / Rheme) is (Process: R / Finite & Predicator / Rheme) in the jail (deviant [lexical choice] Attribute / Complement / Rheme) (DCC) 9|| and (textual Theme) a bird (deviant [indefinite article for

definite article] Carrier / Subject / Rheme) on the table. (Attribute / Complement / Rheme) (IC-Process: R / Finite & Predicator / part of Rheme lacking) (LDP) |||

5/10||| A girl (deviant [indefinite article for definite article] Actor / Subject / Rheme) come in (Process: M / part of Finite & Predicator / Rheme) (IC-present third person singular marking on Finite lacking) (LDP) 11 ||| and (textual Theme) pega (Process: M / Finite & Predicator / Rheme) a cat. (deviant [indefinite article for definite article] Goal / Complement / Rheme) (IC-L2 Process: M / Finite & Predicator / part of Rheme lacking) (LDP) |||

6/12||| A bird (deviant [indefinite article for definite article] Carrier / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) in the floresta, on the tree. (Attribute / Complement / Rheme) (L2 word for 'floresta' in Attribute / Complement / part of Rheme first prepositional phrase lacking) (LDP) |||

**BBWPN02 has 12 ranking clauses, out of which 5 are incomplete (5 LDP). There are 6 clause complexes (3, 2, 2, 2, 2, 1 ranking clauses respectively) and no down-ranked clauses. (70 words)**

DIALOG:

CSB1 - Hi! (MC) Good morning! (MC) 1/1||| What (Identifier / Subject / Theme) 's (Process: R / Finite & Predicator / Rheme) your name, (Identified / Complement / Rheme) please? (modal Adjunct) (CC) |||

CSB2 - 2/2||| My name (Identified / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) Fernando. (Identifier / Complement / Rheme) (CC) |||

CSB1 - Oh! (DM) 3/3||| Nice [[ to meet you! ]] (Attribute / Complement / Rheme) (EEC) (CC) |||

CSB2 - 4/4||| Nice [[ to meet you. ]] (Attribute / Complement / Rheme) (EEC) (CC) |||

CSB1 - 5/5||| Where (part of Attribute / part of Complement / Theme) are (Process: R / Finite & Predicator / Rheme) you (Carrier / Subject / Rheme) from? (rest of Attribute / rest of Complement / Rheme) (CC) |||

CSB2 - 6/6||| I (Carrier / Subject / Theme) 'm (Process: R / Finite & Predicator / Rheme) from Fortaleza, Brazil. (Attribute / Complement / Rheme) (CC) |||

CSB1 - 7/7||| What (Identifier / Subject / Theme) your phone number? (Identified / Complement / Rheme) (IC-Process: R / Finite & Predicator / part of Rheme lacking) (LDP) |||

CSB2 - 8/8||| 4910331. (Identifier / Complement / Rheme) (AEC) (CC) 9/9||| What (Identifier / Subject / Theme) 's (Process: R / Finite & Predicator / Rheme) your name, (Identified / Complement / Rheme) please? (modal Adjunct) (CC) |||

CSB1 - 10/10||| Isabela. (Identifier / Complement / Rheme) (AEC) (CC) |||

CSB2 - 11/11||| Where (part of Attribute / part of Complement / Theme) are (Process: R / Finite & Predicator / Rheme) you (Carrier / Subject / Rheme) from? (rest of Attribute / rest of Complement / Rheme) (CC) |||

CSB1 - 12/12||| I (Carrier / Subject / Theme) 'm (Process: R / Finite & Predicator / Rheme) from Brazil, (Attribute / Complement / Rheme) in Fortaleza. (Circumstance / Adjunct / Rheme) (CC) |||

CSB2 - 13/13||| It (deviant [lexical choice: 'it' for 'what'] Identifier / Subject / Theme) 's (Process: R / Finite & Predicator / Rheme) phone number? (part of Identified / Complement / Rheme) (IC-possessive Deictic constituent in Identified / Complement / part of Rheme nominal group lacking) (LDP) |||

CSB1 - 14/14||| 2380422 (Identifier / Complement / Rheme) (AEC) (CC) |||

CSB2 - 15/15||| Do (Finite / interpersonal Theme) you (Actor / Subject / topical Theme) smoke? (Process: M / Finite & Predicator / Rheme) (CC) |||

CSB1 - 16/16||| No. (CC) |||

CSB2 - 17/17||| Do (Finite / interpersonal Theme) you (Senser / Subject / topical Theme) like (Process: ML / Finite & Predicator / Rheme) Japanese food? (Phenomenon / Complement / Rheme) (CC) |||

B1 - 18/18||| Yes, (CC) 19 ||| I (Senser / Subject / Theme) do. (Finite substitute for Process: ML / Predicator / part of Rheme, Phenomenon / Complement / part of Rheme) (CC) 19/20||| And (textual Theme) do (Finite / interpersonal Theme) you (Actor / Subject / topical Theme) read (Process: M / Finite & Predicator / Rheme) Agatha Christie? (/ Complement / Rheme) (CC) |||

CSB2 - 20/21||| No, (CC) 22 ||| I (Actor / Subject / Theme) don't. (Finite [+ negative polarity] substitute for Process: M / Predicator / part of Rheme, Goal / Complement / part of Rheme) (CC) |||

CSB1 - 21/23||| And... (textual Theme) do (Finite / interpersonal Theme) you (Actor / Subject / topical Theme) work? (Process: M / Finite & Predicator / Rheme) (CC) |||

CSB2 - 22/24||| No, (CC) 25 ||| No (CC) 26 ||| I don't. (Finite [+ negative polarity] substitute for Process: M / Predicator / part of Rheme) (CC) |||

CSB1 - 23/27||| Do (Finite / interpersonal Theme) you (Actor / Subject / topical Theme) study? (Process: M / Finite & Predicator / Rheme) (CC) |||

CSB2 - 24/28|| Yes, (CC) 29|| I do. (Finite substitute for Process: M / Predicator / part of Rheme) (CC) 25/30|| Do (Finite / interpersonal Theme) you (Senser / Subject / topical Theme) listen to (Process: ML / Finite & Predicator / Rheme) music? (Phenomenon / Complement / Rheme) (CC) |||

CSB1 - 26/31|| Yes. (CC) |||

CSB2 - 27/32|| Do (Finite / interpersonal Theme) you (Actor / Subject / topical Theme) play (Process: M / Finite & Predicator / Rheme) volleyball? (Goal / Complement / Rheme) (CC) |||

CSB1 - 28/33|| Yes. (CC) 29/34|| Do (Finite / interpersonal Theme) you (Senser / Subject / topical Theme) like... (Process: ML / Finite & Predicator / Rheme) football? (Phenomenon / Complement / Rheme) (CC) |||

CSB2 - 30/35|| Yes, (CC) 36|| I (Senser / Subject / Theme) do. (Finite substitute for Process: ML / Predicator / part of Rheme, Phenomenon / Complement / part of Rheme) (CC) |||

CSB1 - 31/37|| How old (Attribute / Complement / Theme) are (Process: R / Finite & Predicator / Rheme) you? (Carrier / Subject / Rheme) (CC) |||

CSB2 - 32/38|| I'm fine! (pragmatically inappropriate response) (IC) (LDP) |||

CSB1 - [laughs]

CSB2 - 33/39|| Sorry! (EEC) (CC) 40|| Sorry! (EEC) (CC) |||

CSB1 - 34/41|| How old (Attribute / Complement / Theme) are (Process: R / Finite & Predicator / Rheme) you? (Carrier / Subject / Rheme) (CC) |||

CSB2 - 35/42|| I (Carrier / Subject / Theme) 'm (Process: R / Finite & Predicator / Rheme) sixteen years. (Attribute / Complement / Rheme) (CC) |||

CSB1 - 36/43|| And... (naturally interrupted clause) (LPP) |||

CSB2 - 37/44|| How (Attribute / Complement / Theme) are (Process: R / Finite & Predicator / Rheme) you? (Carrier / Subject / Rheme) (CC) |||

CSB1 - 38/45|| I (Carrier / Subject / Theme) 'm (Process: R / Finite & Predicator / Rheme) fine, (Attribute / Complement / Rheme) (CC) 46|| thank you. (CC) |||

CSB2 - 39/47|| What (Goal / Complement / Theme) do (Finite / Rheme) you (Actor / Subject / Rheme) do? (Process: M / Predicator / Rheme) (CC) |||

CSB1 - 40/48|| and (inappropriate textual Theme) work (Process: M / Finite & Predicator / Rheme) (AEC) (DCC) 49|| and (textual Theme) study. (Process: M / Finite & Predicator / Rheme) (AEC) (CC) 50|| I (Actor / Subject / Theme) study (Process: M / Finite & Predicator / Rheme) [kawntrɪ]. (Goal / Complement / Rheme) (IC-L2 Goal / Complement / part of Rheme lacking) (LDP) |||

CSB2 - 41/51|| How old (Attribute / Complement / Theme) are (Process: R / Finite & Predicator / Rheme) you? (Carrier / Subject / Rheme) (CC) |||

CSB1 - 42/52|| I (Carrier / Subject / Theme) 'm (Process: R / Finite & Predicator / Rheme) nineteen. (Attribute / Complement / Rheme) (CC) ||| Good bye! (MC)

CSB2 - Good bye! (MC) See you tomorrow! (MC)

CSB1 - See you tomorrow! (MC)

**BBD has 52 ranking clauses, out of which 5 are incomplete (4 LDP and 1 LPP). There are 42 clause complexes (1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 2, 1, 2, 1, 3, 1, 2, 1, 1, 1, 1, 1, 2, 1, 1, 2, 1, 1, 1, 1, 2, 1, 3, 1, 1 ranking clauses respectively) and no down-ranked clauses. (154 words)**

DIALOG REPORT:

1/1|| Her name (Identified / Subject / Theme) 's (Process: R / Finite & Predicator / Rheme) Isabela. (Identifier / Complement / Rheme) (CC) 2/2|| She (Carrier / Subject / Theme) from in Fortaleza. (deviant [inappropriate preposition 'in'] Attribute / Complement / Rheme) (IC-Process: R / Finite & Predicator / part of Rheme lacking) (LDP) 3/3|| Her telephone number (Identified / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) 238-0000. (Identifier / Complement / Rheme) (CC) 4/4|| She (Actor / Subject / Theme) doesn't smoke, (Process: M / Finite & Predicator / Rheme) (CC) 5|| play (Process: M / Finite & Predicator / Rheme) voleybaal. (deviant [spelling] Goal / Complement / Rheme) (AEC) (IC-textual Theme 'or' lacking) (LDP) 5/6|| She (Senser / Subject / Theme) like (Process: ML / part of Finite & Predicator / Rheme) a Japanese food. (deviant [inappropriate indefinite article] Phenomenon / Complement / Rheme) (IC-present third person singular marking on Finite lacking) (LDP) 6/7|| She (Carrier / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) fine. (Attribute / Complement / Rheme) (CC) 7/8|| She (Actor / Subject / Theme) work (Process: M / part of Finite & Predicator / Rheme) (IC-present third person singular marking on Finite lacking) (LDP) 9|| and (textual Theme) study. (Process: M / part of Finite & Predicator / Rheme) (AEC) (IC-present third person singular marking on Finite lacking) (LDP) 8/10|| She (Carrier / Subject / Theme) nineteen years. (Attribute / Complement / Rheme) (IC-Process: R / Finite & Predicator lacking) (LDP) 9/11|| She (Senser / Subject / Theme) like listen to (Process: ML / part of Finite & part of Predicator / Rheme) music. (Phenomenon /

Complement / Rheme) (IC-present third person singular marking on Finite, perfectiveness or imperfectiveness marking on second constituent of verbal group complex lacking) (LDP) 10/12||| She (Sayer / Subject / Theme) ask (Process: V / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) the questions (Verbiage / Complement / Rheme) (SDCC) 13 || and (textual theme) I (Sayer / Subject / topical Theme) speak (Process: V / deviant [present for past primary tense] temporal Finite & deviant [lexical choice: 'to speak' for 'to answer'] Predicator / Rheme) with very happy. (deviant [inappropriate preposition 'with', adjectival form of Head for adverbial form] Circumstance / Complement / Rheme) (IC-Verbiage / Complement / part of Rheme lacking) (LDP) |||

**BDDR02 has 13 ranking clauses, out of which 9 are incomplete (8 LDP and 1 SDCC). There are 10 clause complexes (1, 1, 1, 2, 1, 1, 2, 1, 1, 2 ranking clauses respectively) and no down-ranked clauses. (47 words)**

ORAL TEST:

T: What's your name?

CSB2 - 1/1||| My name (Identified / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) Fernando. (Identifier / Complement / Rheme) (CC) |||

T: How do you spell it?

CSB2 - 2/2||| f - e - r - n - a - n - d - o (EEC) (CC) |||

T: And your name is?

CSB1 - 3/3||| I (Carrier / Subject / Theme) 'm (Process: R / Finite & Predicator / Rheme) Isabela. (Attribute / Complement / Rheme) (CC) |||

T: How do you spell it?

CSB1 - 4/4||| i - s - a - b - e - l - a (EEC) (CC) |||

T: How are you Isabela?

CSB1 - 5/5||| Fine! (AEC) (CC) |||

T: And you Fernando?

CSB2 - [unintelligible]

T: Where are you from, Fernando?

CSB2 - 6/6||| I (Carrier / Subject / Theme) 'm (Process: R / Finite & Predicator / Rheme) from Fortaleza. (Attribute / Complement / Rheme) (CC) |||

T: Are you from Fortaleza, Isabela?

CSB1 - 7/7||| Yes. (CC) |||

T: What's your telephone number, Fernando?

CSB2 - 8/8||| 4 - 9 - 1 - 0 - 3 - 0 - 6 (AEC) (CC) |||

T: Isabela, are you American?

CSB1 - 9/9||| Yes. (pragmatically inappropriate response) (DCC) |||

T: Fernando, what's this in English?

CSB2 - 10/10||| It (Carrier / Subject / Theme) 's (Process: R / Finite & Predicator / Rheme) a book. (Attribute / Complement / Rheme) (CC) |||

T: Isabela, what's this in English?

CSB1 - 11/11||| It (Carrier / Subject / Theme)'s (Process: R / Finite & Predicator / Rheme) a pen. (Attribute / Complement / Rheme) (CC) |||

T: Fernando, when do you have English classes at Cultura Britânica? When?

CSB2 - [inaudible]

T: Isabela, when do you have English classes at Cultura Britânica?

CSB1 - 12/12||| I (Senser / Subject / Theme) don't know. (Process: ML / Finite & Predicator / Rheme) (EEC) (CC) |||

T: Isabela, count from one to ten.

CSB1 - 13/13||| 2 (EEC) (CC) |||

T: From one to ten.

CSB1 - 14/14||| 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10 (EEC) (CC) |||

T: Fernando, count from eleven to twenty.

CSB2 - 15/15||| 11 - 12 - 13 - 14 - 15 - 16 - 17 - 18 - 19 - (twelve) (EEC) (CC) |||

T: Fernando and Isabela, open your books to page 4, yes?, and read the conversation.

The two students read the conversation.

**BBOT has 15 ranking clauses, out of which none is incomplete. There are 15 clause complexes (1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1 ranking clauses respectively) and no down-ranked clauses. (64 words)**



## WRITTEN TEST COMPOSITION:

1 – Write three paragraphs according to the chart. Paragraph 1 is about you. Paragraph 2 is about one of the people in the chart. Paragraph 3 is about two people in the chart.

Surname	First name	Phone number	Nationality	Language	Mood
Braun	Jan	346-2785	Polish	Polish	
Jones	Sam	443-6710	Egyptian	Arabic	
Ledeu	Sylvie	694-6553	French	French	
Tanaka	Mr./Mrs.	432-2745	Chinese	Chinese	
Fisk	Mr./Ms.	433-4108	English	English	
Your	Your	Your	Your	Your	?

## 1 (I)

1/1|| My first name (Identified / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) Fernando (Identifier / Complement Rheme) (CC) 2|| and (textual Theme) my surname (Identified / Subject / topical Theme) is (Process: R / Finite & Predicator / Rheme) Sousa. (Identifier / Complement Rheme) (CC) 2/3|| I (Carrier / Subject / Theme) 'm (Process: R / Finite & Predicator / Rheme) Brazilian. (Attribute / Complement / Rheme) (CC) 3/4|| My phone number (Identified / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) 491-03-31. (Identifier / Complement Rheme) (CC) 4/5|| I (Sayer / Subject / Theme) speak (Process: V / Finite & Predicator / Rheme) Portuguese. (Verbiage / Complement / Rheme) (CC) 5/6|| I (Carrier / Subject / Theme) 'm (Process: R / Finite & Predicator / Rheme) fine. (Attribute / Complement / Rheme) (CC) 6/7|| My colour favorite (deviant [nominal group word order: Deictic-Thing-Epithet for Deictic-Epithet-Thing – L1 transfer] Carrier / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) black and white. (Attribute / Complement / Rheme) (SDCC) |||

## 2 (He/She)

7/8|| His name (Identified / Subject / Theme) 's (Process: R / Finite & Predicator / Rheme) (IC-Identifier / Complement / part of Rheme lacking) (LDP) 9|| is (Process: R / Finite & Predicator / Rheme) Braun. (Identifier / Complement Rheme) (IC-Identified / Complement / part of Rheme lacking) (LDP) 8/10|| His first name (Identified / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) Jan. (Identifier / Complement Rheme) (CC) 9/11|| He (Carrier / Subject / Theme) from in Poland. (deviant [inappropriate preposition 'in'] Attribute / Complement / Rheme) (IC-Process: R / Finite & Predicator / part of Rheme lacking) (LDP) 10/12|| He (Carrier / Subject / Theme) 's (Process: R / Finite & Predicator / Rheme) Polish. (Attribute / Complement / Rheme) (CC) 11/13|| His phone number (Identified / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) 346-2785. (Identifier / Complement Rheme) (CC) 12/14|| He (Sayer / Subject / Theme) speak (Process: V / part of Finite & Predicator / Rheme) Polish. (Verbiage / Complement / Rheme) (IC-present third person singular marking on Finite lacking) (LDP) 13/15|| He (Carrier / Subject / Theme) 's (Process: R / Finite & Predicator / Rheme) fine. (Attribute / Complement / Rheme) (CC) |||

## 3 (They)

14/16|| Mr. and Mrs. Tanaka (Carrier / Subject / Theme) are (Process: R / Finite & Predicator / Rheme) Chinese. (Attribute / Complement / Rheme) (CC) 15/17|| They (Carrier / Subject / Theme) from in China. (deviant [inappropriate preposition 'in'] Attribute / Complement / Rheme) (IC-Process: R / Finite & Predicator / part of Rheme lacking) (LDP) 16/18|| They (Sayer / Subject / Theme) speaks (Process: V / deviant [singular concord for plural concord: L1 transfer] Finite & Predicator / Rheme) Chinese. (Verbiage / Complement / Rheme) (SDCC) 17/19|| The phone number (Identified / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) 432-27-45. (Identifier / Complement Rheme) (CC) 18/20|| They (Carrier / Subject / Theme) 're (Process: R / Finite & Predicator / Rheme) fine. (Attribute / Complement / Rheme) (CC) 19/21|| They (Carrier / Subject / Theme) are (Process: R / Finite & Predicator / Rheme) in Brazil. (Attribute / Complement / Rheme) (CC) |||

**BBWTC02 has 21 ranking clauses, out of which 7 are incomplete (5 LDP and 2 SDCC). There are 19 clause complexes (2, 1, 1, 1, 1, 1, 2, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1 ranking clauses respectively) and no down-ranked clauses. (78 words)**

## E.3.1.2 Group data (Class 10)

SPOKEN (CLASS RECORDING):

Side A

T: how are you... today?

Sts: 1/1||| fine. (AEC) (CC) |||

T: fine?

Sts: 2/2||| fine. (AEC) (CC) |||

T: yes? So, let's see who's in class... Alfredo?

Alfredo: 3/3||| present. (EEC) (CC) |||

T: Alfredo?

Alfredo: 4/4||| present. (EEC) (CC) |||

T: Aluízio? Bárbara?

Bárbara: 5/5||| present. (EEC) (CC) |||

T: Breno?

Breno: 6/6||| present. (EEC) (CC) |||

T: Daniel?

Daniel: 7/7||| present. (EEC) (CC) |||

T: Diego?

Diego: 8/8||| present. (EEC) (CC) |||

T: Eduardo?

Eduardo: (in silence)

T: Eduardo?

Eduardo: (in silence)

St: 9/9||| não fala não. (IC-L2 whole clause lacking) (LDP) |||  
(sts laugh)

T: Zé?

Zé: 10/10||| I'm here. (CC) |||

T: Cássia?

Cássia: 11/11||| present. (EEC) (CC) |||

T: Laís?

Laís: 12/12||| present. (EEC) (CC) |||

T: Leandro?

(no answer)

T: Leandro?... Absent today?

Sts: 13/13||| yes. (CC) |||

T: yes...ok... Luísa?

Luísa: 14/14||| present. (EEC) (CC) |||

T: Márcia?... Iraneide?... Raquel?

Raquel: 15/15||| present. (EEC) (CC) |||

T: Roseli?

Roseli: 16/16||| present. (EEC) (CC) |||

T: Milena?

Milena: 17/17||| present. (EEC) (CC) |||

T: Nádia?

Nádia: 18/18||| present. (EEC) (CC) |||

T: Rafael?

Rafael: 19/19||| present. (EEC) (CC) |||

T: Rebeca?

St: 20/20||| absent. (EEC) (CC) |||

T: Tarcísio Júnior?

Tarcísio Júnior: 21/21||| present. (EEC) (CC) |||

T: hello class... today we are going to... start a new file...please open your books on page... 45... ok?  
Here we are going to start... 'Purpose with English number two' ok? The title for this file is... 'how  
much is that?'... first... I want you to look at the picture. Look at this picture on page 25...what can you  
see, what can you see in this picture?... tell me, what can you see in this picture?St: 22/22||| an a... avi... (Phenomenon / Complement / Rheme) (AEC) (IC-L2 Phenomenon / Complement  
/ part of Rheme lacking) (LDP) |||

St: 23/23||| an airplane. (AEC) (CC) |||

T: an airplane.  
 St: 24/24|| pass... (Phenomenon / Complement / Rheme) (AEC) (IC-L2 Phenomenon / Complement / part of Rheme lacking) (LDP) |||  
 T: a passport.  
 Sts: 25/25|| two dollars. (AEC) (CC) |||  
 Sts: 26/26|| dollars. (AEC) (CC) |||  
 T: money, yeah. Ok, some money...  
 St: 27/27|| a man (AEC) (CC) |||  
 T: some dollars... ok...  
 St: 28/28|| a man, a woman. (AEC) (CC) |||  
 T: a man and a woman. Class, where are they?  
 Sts: 29/29|| in... an airport. (AEC) (CC) |||  
 T: where is? Say it loud.  
 St: 30/30|| airport? (EEC) (CC) |||  
 T: they are at the airport... ok?... ah... probably they, they are traveling to another city. Or probably they have arrived to London, for example. Probably they have traveled from Fortaleza to London and they have just arrived in London or they are traveling to London and they are in Fortaleza at Pinto Martins airport... ok? So, ah... this is ah... what currency is it? Is it dollar, pound or reais... on the picture?  
 Sts: 31/31|| dollars. (AEC) (CC) |||  
 T: dollars. Ok... so, ah... what is the currency in Brazil?  
 Sts: (in silence)  
 T: what is the currency in Brazil? Is it reais, dollar or... pounds?  
 Sts: 32/32|| reais. (AEC) (CC) |||  
 T: ok. In Brazil our currency, in our monetary system we use real or reais. And... in the United States? What is the currency?  
 Sts: 33/33|| dollars, dollars. (AEC) (CC) |||  
 T: they...  
 Sts: 34/34|| have dollars. (AEC) (CC) |||  
 T: ok, in Brazil we have real in the USA we have dollar or dollars, ok? And... in England? What is the currency on England?  
 Sts: 35/35|| pounds. (AEC) (CC) |||  
 T: in England...  
 Sts: 36/36|| pounds. (AEC) (CC) |||  
 T: we have pounds... or pound... ok? So, suppose that...that one day you have traveled from Fortaleza to England... for example. And you have 'reais' and don't have dollars... or you don't have pounds... so, suppose that...on Monday you are traveling to, to London... You are traveling from Fortaleza to London... you have reais... what do you do... to change the money?  
 St: 37/37|| go. (Process: M / Finite & Predicator / Rheme) (IC-Actor / Subject / Theme, Circumstance / Adjunct / part of Rheme lacking) (LDP) |||  
 T: what do you have to do if you have to travel from Fortaleza to London? First you have to... change, is ok change?  
 Sts: 38/38|| ham-ham. (CC) |||  
 T: You have to change the money... so, you have to change... reais into...  
 Sts: 39/39|| pounds. (AEC) (CC) |||  
 T: pounds. Good... so, our currency is reais... ok, in Brazil we have reais... in London they have pounds, so the currency in London is pound... so, you are in Fortaleza and you have to travel to London...so, you have... you need to change reais into pounds.  
 St: 40/40|| into? (EEC) (CC) |||  
 T: into pounds... change reais into pounds... ok? So, our... come in, Iraneide.  
 Iraneide: 41/41|| me? (EEC) (CC) |||  
 T: yes. So, our currency is reais... the British currency is ah... pounds... class, where... where can you... change... reais into pounds? Where? where can you change reais into pounds?  
 St: só um minutinho...  
 T: yes.  
 St: eu só vim comunicar professor.  
 T: pois não?  
 St: que eu não vou continuar... mas aí eu vim só para te agradecer... viu? Você é um professor de mão cheia, sabe, muito bom, como também as minhas colegas aí, meus colegas eu acho assim... as pessoas não passam na vida da gente por acaso... eu já estava me a, me acostumando com vocês... mas não dá pra... continuar... tô sentindo muita dificuldades... você tem que saber também, tem querer fazer por

fazer... tem outras coisas que eu posso fazer que eu tenho mais... habilidades, né? E eu estava fazendo mais... sem nenhum direcionamento, né?... estava sem estudar e... vou tentar inglês... mas é uma língua muito difícil... logo no começo eu senti assim... todo o seu empenho... eu até comentei com a minha amiguinha ali que o que você estava fazendo comigo... eu estava é... transferindo isso para outros alunos... que tem assim um monte de dificuldade... aí hoje eu compreendo melhor foi até bom eu acho que eu precisava passar aqui pra... pra trabalhar melhor o outro lado, entendeu? Muito obrigada.

T: bom, se você quiser conversar depois eu acho que... nós ainda podemos conversar e tentar trabalhar

St: hum-hum.

T: de alguma forma. Eu particularmente assim a palavra 'desistir' não existe no meu

St: certo.

T: dicionário. Então você... sinte-se à vontade mas se você repensar

St: hum-hum.

T: é... volte que a gente conversa e tenta trabalhar as suas dificuldades...

St: porque eu trabalho pela manhã

T: ham-ham.

St: e a noite... tem minha filha, a mais nova ainda... idade ainda muito pequena... que eu tenho que acompanhar também. Eu ainda penso que eu vou... preparar pro colégio militar... aí eu tenho de... também de contar. Eu chegava em casa, o inglês estava sendo o 'bicho papão'. Eu almoçava e ficava assim... você tá me entendendo?

T: estou.

St: aí estorou, né?... coincidiu logo a .... aquelas aulas que eu faltei por conta do meu trabalho que isso me prejudicou muito, muito, né?... foi tempo... aí eu digo 'não... tudo tem a sua hora quem sabe o senhor bota outro dia...

T: no próximo espero...certo...

St: né? Por que também... todo dia ficou difícil também se fosse dois, três dias como era antes...

T: hum-hum.

St: dava um espaço para que eu pudesse me organizar melhor, né?

T: hum-hum.

St: E você sabe como é prá papagaio velho prá falar Inglês...(risos) é mais difícil... pois pessoal um abraço, certo? Em cada um de vocês... muita assim muita força, continue, o curso é bom, né? E que eu vou buscar outras coisas por aí porque eu também não sei ficar sem estudar...e que pegar o professor, não é que eu esteja na frente dele não mas... é uma pessoa que você, ou você aprende ou então se tiver muita dificuldade mesmo, né? Que foi o meu caso mas mesmo assim saiba que eu já sei de alguma coisa. Só não sei pronunciar, só não sei pronunciar mas ler eu aprendi aqui, viu tio? Eu não quero mais tomar o tempo de vocês um abraço.

Sts: tchau.

Sts: um abraço.

St: o teu telefone?

St: certo. 2316403.

St: 23164?

St: 03. tchau.

St: tchau.

T: até a próxima...

St: ah meu Deus do céu.

T: class, I'm sorry... let's go back...

(Sts laughing)

T: let's go... ok. Let's try... so a... suppose you have to travel from Fortaleza to London, you have reais so, the first thing you have to do is to change the... money, you have to change reais into pounds... yes or no?

Sts: 42/42||| yes. (CC) |||

T: where, where can you change reais into pounds?

Sts: (in silence)

T: where do you go to change the money, to change reais into pounds?

St: 43/43||| in Portuguese? (EEC) (CC) |||

T: sorry

St: 44/44||| pode ser em Português? (IC-L2 whole clause lacking) (LDP) |||

T: yes, in Portuguese.

St: 45/45||| casa de câmbio. (AEC) (IC-L2 whole clause lacking) (LDP) |||

T: yes, can... can you give me what example... about company in Fortaleza where you can change... some money?

Sts talking.

T: give me some examples... here in Fortaleza... where you can change some money?

St: (in silence)

T: is it possible you change some money in a bank?

Sts: 46/46||| yes. (CC) |||

T: yes. If you go to Banco do Brasil for example, you can change some money. Yeah? But give us some companies ah... which where where this kind of service... changing some money, for example, do you know AC... ACC câmbio?

Sts: 47/47||| yes. (CC) |||

T: yes? ACC câmbio is a company which we're changing money... so, suppose you need to go, you have to go from Fortaleza to London, you have reais... you don't have pounds... so, you go for example to... ACC câmbio... Wall Street Câmbio... do you know in Fortaleza? Ok? So, ACC câmbio and Wall Street câmbio are... eh... 'currency exchange'...

(the teacher writes 'currency exchange' on the board)

T: ok? Currency exchange, sorry, you need to change reais into pounds, so, you go to ACC câmbio. Teacher, what is ACC câmbio? ACC câmbio is a... currency exchange. A currency exchange is a place where you go and you change money... for example, you give reais and you receive dollars, pounds, any currency you want... Yes?

Sts: 48/48||| yes. (CC) |||

T: Ok? Yes?

Sts: 49/49||| yes. (CC) |||

T: ok. So, and suppose you have to go to... a currency exchange... like ACC câmbio, ok? Suppose that today you have a... a hundred reais... you go to ACC câmbio and you want to change a hundred reais for dollars... how much is a hundred reais? How much are you going to receive? If you give a hundred reais... today, how much are you going to receive?... yes, Breno?

St: 50/50||| Professor qual é a diferença de 'change' e 'exchange'? (IC-L2 whole clause lacking) (LDP) |||

T: ok. in this case, currency exchange is the place, is the kind of company... and change is the action. I'll be giving reais and receiving dollars, for example... so?... Suppose you have a hundred reais you want to change for dollars... today, in Brazil, if you change a hundred reais for dollars. How much you receive in dollars?

Sts: (discussing) 51/51||| thirty reais. (AEC) (CC) |||

Sts: (discussing) 52/52||| thirty dollars. (AEC) (CC) |||

T: how much?

Sts: 53/53||| thirty dollars (AEC) (CC) |||

T: thirty, thirty dollars?... Ok?

Sts: 54/54||| é muito difícil. (IC-L2 whole clause lacking) (LDP) |||

Sts: 55/55||| thirty-five. (AEC) (CC) |||

T: thirty-five?

St: 56/56||| professor, faz na máquina logo. (IC-L2 whole clause lacking) (LDP) |||

T: yes... it's about thirty – thirty-five dollars... ok, let's consider thirty. Ok?... so, if you have a hundred reais, you go to ACC câmbio. ACC câmbio is a currency exchange... so, you give a hundred reais and you receive?

Sts: 57/57||| thirty. (AEC) (IC-Thing constituent in Goal / Complement / part of Rheme lacking) (LDP) |||

T: thirty?

Sts: 58/58||| dollars. (AEC) (CC) |||

T: dollars...

St: 59/59||| thirty. Thirty.... (AEC) (IC-Thing constituent in Goal / Complement / part of Rheme lacking) (LDP) |||

T: is it ok?

St: 60/60||| thirty. Thirty.... (AEC) (IC-Thing constituent in Goal / Complement / part of Rheme lacking) (LDP) |||

T: thirty or thirty dollars you receive. So, what is the exchange... rate... in this case?

(the teacher writes 'rate' on the board)

T: what is the exchange rate?

Sts: (in silence)

T: in this case how much is one dollar? If you have... if you have... one dollar... how much do you have in reais?

(the teacher writes on the board)

St: 61/61||| 3 dollars (AEC) (CC) |||

St: 62/62||| 3,14 (AEC) (CC) |||

T: if you have one dollar you have about?

St: 63/63||| 3 reais. (AEC) (CC) |||

St: 64/64||| 3 dollars. (AEC) (CC) |||

T: you have about three...?

Sts: 65/65||| reais. (AEC) (CC) |||

T: reais.

Sts: 66/66||| reais. (AEC) (CC) |||

T:ok? So, what is the exchange rate? If you have a hundred reais to change for dollars... the exchange rate is?

Sts: (in silence)

T: three?

Sts: 67/67||| reais. (AEC) (CC) |||

T: yes?...yes or no?... ok?... so, the exchange rate is three. If you have one dollar you can exchange for three reais... yeah? A question? Class, is it ok currency exchange is the place like ACC câmbio, Wall Street câmbio... yes? is a place where you go and you change the money... yes? and exchange rate is a number... that you find where, when you exchange money. In this case if you change a hundred reais... for dollars... you receive thirty dollars.

(the teacher writes on the board)

T: and the exchange rate is three... what does it mean? For each dollar, for one dollar you receive three reais... is it ok? Let's look at exercise number 1A... on page 25... class, listen to... someone, listen to somebody... changing some money... so, listen to the CD and tick... on question number one you have... 'how much does she change?'... so, a woman is at the... is at the currency exchange... and she wants to change some money... question number one is... 'how much does she change?' Listen to the CD and tick... question number two... 'how much does she, does she get?'... is it clear? Question number one 'how much does she change?', how much does she need?... in question number two 'how much does she get?', how much does she... receive?... ah... Luísa, please turn off the air conditioner... ok? So, listen and tick question one and question number two... ok...

(tape)

Tape: (the conversation)

Woman: Can I change a hundred and fifty dollars, please?

Man: a hundred and fifty dollars... yes. Sign here, please

Woman: Do you have a pen?

Man: Here you are... can I see your passport?

Woman: yes... thanks.

Man: just a moment... that's seventy-five pounds... twenty, forty, sixty, seventy, seventy-five pounds.

Woman: thank you very much. Goodbye.

Man: Goodbye.

T: do you want to listen again?

Sts: (in silence)

T: class, do you want to listen again?

Sts: 68/68||| yes. (CC) |||

T: yes or no?

Sts: 69/69||| yes. (CC) |||

T: yes?

Sts: 70/70||| yes. (CC) |||

T: ok, listen again.

Tape: (the conversation)

Woman: Can I change a hundred and fifty dollars, please?

Man: a hundred and fifty dollars... yes. sign here, please

Woman: do you have a pen?

Man: here you are... can I see your passport?

Woman: yes... thanks.

Man: just a moment... that's seventy-five pounds... twenty, forty, sixty, seventy, seventy-five pounds.

Woman: thank you very much. Goodbye.

Man: Goodbye.

T: is it necessary to listen...

Sts: 71/71||| again. (AEC) (CC) |||

T: to listen, hear again?

Sts: 72/72||| no. (CC) |||

T: yes or no?

Sts: 73/73||| no. (CC) |||

T: no. so question number one... how much does she change?

Sts: 74/74||| a hundred and fifteen. (AEC) (IC-Thing constituent in Goal / Complement / part of Rheme lacking) (LDP) |||

Sts: 75/75||| a hundred and fifty dollars. (AEC) (CC) |||

T: a hundred and?

Sts: 76/76||| and fifteen (AEC) (CC) |||

Sts: 77/77||| fifty. (AEC) (CC) |||

T: and fifty dollars... the currency is dollars here... ok?... question number two 'how much does she get?'

Sts: 78/78||| seven... (AEC) (IC-Thing constituent in Goal / Complement / part of Rheme lacking) (LDP) |||

T: sorry?

Sts: 79/79||| seventy-five (AEC) IC-Thing constituent in Goal / Complement / part of Rheme lacking) (LDP) |||

T: ok, she gets seventy-five...

Sts: 80/80||| pounds. (AEC) (CC) |||

T: pounds... ok, she gets seventy-five...

Sts: 81/81||| pounds. (AEC) (CC) |||

T: pounds. Exercise B listen again. 'Number in order 1 to 6' Luísa, please turn on... the air conditioner, please... please turn on the air conditioner... ok. Please, listen again. 'Number in order 1 to 6'... class, now look at the... dialogue here. Put the sentences in a correct order... put a number in the box, ok?... listen.

Tape: (the conversation)

Woman: Can I change a hundred and fifty dollars, please?

Man: a hundred and fifty dollars... yes. Sign here, please

Woman: Do you have a pen?

Man: Here you are... can I see your passport?

Woman: yes... thanks.

Man: just a moment... that's seventy-five pounds... twenty, forty, sixty, seventy, seventy-five pounds.

Woman: thank you very much. Goodbye.

Man: Goodbye.

T: again? Do you want to listen again?

Sts: 82/82||| again. (AEC) (CC) |||

T: ok. One more time.

Tape: (the conversation)

Woman: Can I change a hundred and fifty dollars, please?

Man: a hundred and fifty dollars... yes. sign here, please

Woman: do you have a pen?

Man: here you are... can I see your passport?

Woman: yes... thanks.

Man: just a moment... that's seventy-five pounds... twenty, forty, sixty, seventy, seventy-five pounds.

Woman: thank you very much. Goodbye.

Man: Goodbye.

T: is it necessary to listen again?... no? so, please say the first sentence...

Sts: Can I change a hundred and fifty dollars, please?

T: can I change

St: a hundred and fifty dollars

T: a hundred and...?

Sts: fifty dollars.

T: fifty dollars, please... ok, say the second sentence...

St: sign here, please.

T: sign here...

St: sign here...  
 T: please.  
 St: please.  
 T: ok?... the third sentence.  
 St: do you have a pen?  
 T: yes... number four?... the fourth sentence?  
 Sts: here you are.  
 T: ok, and the fifth sentence?  
 Sts: Can I see your passport?  
 T: good. Number six?  
 Sts: that's seventy-five pounds  
 T: nice. Class... let's listen one more time and after let's repeat. The conversation one more time.

Tape: (the conversation)  
 Woman: Can I change a hundred and fifty dollars, please?  
 Man: a hundred and fifty dollars... yes. sign here, please  
 Woman: do you have a pen?  
 Man: here you are... can I see your passport?  
 Woman: yes... thanks.  
 Man: just a moment... that's seventy-five pounds... twenty, forty, sixty, seventy, seventy-five pounds.  
 Woman: thank you very much. Goodbye.  
 Man: Goodbye.

T: ok. Now listen to me and repeat. Ok? Let's see the sentences...  
 T: Can I change a hundred and fifty dollars, please?  
 Sts: Can I change a hundred and fifty dollars, please?  
 T: sign here, please.  
 Sts: sign here, please.  
 T: do you have a pen?  
 Sts: do you have a pen?  
 T: here you are  
 Sts: here you are  
 T: can I see your passport?  
 Sts: can I see your passport?  
 T: just a moment.  
 Sts: just a moment  
 T: questions?  
 Sts: 83/83||| no questions. (EEC) (CC) |||  
 T: no? is it clear?  
 St: sign here, 84/84||| sign? (Carrier / Subject / Rheme) (IC-Attribute / Complement / Theme, Finite / part of Rheme, Process: R / Predicator / part of Rheme) (LDP) |||  
 T: sign?  
 St: 85/85||| yes. (CC) |||  
 T: about the meaning?  
 St: 86/86||| hum-hum. (CC) |||  
 T: sign, you need a pen to sign... sign here... ok, so, to sign you need a pen and a piece of paper to sign. For example, to sign a check... you fill in the check and you sign at the end... ok?  
 Sts: 87/87||| ok. (CC) |||  
 T: no more questions?  
 Sts: 88/88||| no. (CC) |||  
 T: now, let's see... let's act out... Breno and Márcia... ok?... so, ah .... Márcia... is the... assistant and Breno is the client... ok.

Breno: Can I change a hundred and fifty... dollars, please?  
 Márcia: yes. sign here, please  
 Breno: do you have a pen?  
 Márcia: here you are...  
 Breno: can I see your pass?  
 Márcia: just a moment.  
 T: ok. Class, let's repeat one more time before practice. Listen to me and repeat.



T: Can I change a hundred and fifty dollars, please?  
 Sts: Can I change a hundred and fifty dollars, please?  
 T: sign here, please.  
 Sts: sign here, please.  
 T: do you have a pen?  
 Sts: do you have a pen?  
 T: here you are.  
 Sts: here you are.  
 T: can I see your passport?  
 Sts: can I see your passport?  
 T: just a moment.  
 Sts: just a moment

T: ok. Now, let's pronounce words... separately... listen to me and repeat...

T: sign.  
 Sts: sign.  
 T: here.  
 Sts: here.  
 T: sign here  
 Sts: sign here  
 T: can  
 Sts: can.  
 T: change.  
 Sts: change.  
 T: Can I change  
 Sts: Can I change.  
 T: just a moment.  
 Sts: just a moment  
 T: just.  
 Sts: just.  
 T: moment.  
 Sts: moment.  
 T: just a moment.  
 Sts: just a moment  
 T: can  
 Sts: can  
 T: see  
 Sts: see  
 T: your  
 Sts: your  
 T: passport?  
 Sts: passport?  
 T: can I see your passport?  
 Sts: can I see your passport?  
 T: here.  
 Sts: here  
 T: you  
 Sts: you  
 T: are  
 Sts: are.  
 T: here you are.  
 Sts: here you are.  
 T: do you have a pen?  
 Sts: do you have a pen?

T: ok. Nice. Let's see now... Diego and... ah... Bárbara.

Diego: Can I change a hund, a hundred and fifty dollars, please?  
 Bárbara: sign here, please

Diego: do you have a pen?  
 Bárbara: here you are...  
 Diego: can I see your, can I see your passport?  
 Bárbara: just a moment.

T: ok. Thanks... so... in this exercise... the man changes a hundred and fifty dollars... how much does he get?  
 (end of Side A)

#### Side B

T: ok... you are going to the currency exchange... ok... you have two hundred dollars... you need to change the money... ok? So, Alfredo is going to give you a hundred pounds... so, have the conversation, you have just to change... the numbers, the money. Yes. please turn off the air conditioner...ok.

Girl: can I change... two hundred and fifty dollars, please?

Alfredo: sign here, please

Girl: do you have a pen?

Alfredo: here you are.

Girl: can I see your passport?

Alfredo: just a moment.

T: yeah. Ok?

Sts: 89/89||| yes. (CC) |||

T: nice. Now, let's see... another situation... let's see... five hundred dollars... let's see... Roselí... sorry?

St: 90/90||| mil? (Verbiage / Complement / Rheme) (IC-Circumstance / Adjunct / Theme, Finite / part of Rheme, Process: V / Predicator / part of Rheme lacking) (LDP) |||

T: thousand... thousand... ok, let's use five hundred dollars... ok?

St: 91/91||| thousand (EEC) (CC) |||

T: thousand reais... 'TH' sound you put the tip of the tongue touching the upper teeth, like 'the'... yeah?

St: 'the'

T: the first, the second, the third, thousand.

St: thousand.

T: thousand.

St: thousand.

T: the case of the 'TH' sound like that. Ok, Roselí you have five hundred dollars, you go to the currency exchange to change your five hundred dollars into pounds. Ok. Let's see...

St: 92/92||| o ar condicionado tá ligado (IC-L2 whole clause lacking) (LDP) 93 ||| não? (IC-L2 whole tag ending lacking) (LDP) |||

T: ok, yes, please, Daniel turn on the, the air conditioner... Júnior, Roselí and Júnior...

Roselí: Can you change five hundred, please?

T: five hundred?

Roselí: dollars, please?

Júnior: sign here, please.

Roselí: do you have a pen?

Júnior: here you are.

Roselí: can I see your passport?

Júnior: just a moment.

T: Roselí, can I see your passport? Not 'you' 'your' 'your' can I see your passport?

Roselí: can I see your passport?

T: ok. Nice. Now, let's see Zé and Raquel... ok, Raquel you have a....

St: 93/94||| five hundred. (AEC) (CC) |||

T: no. you have, Raquel you have a hundred dollars... so... Daniel...no Zé? Zé. Ok... How much is a hundred dollars into pounds?

Sts: (in silence)

T: 150...75 pounds. If you have a hundred dollars how much is it in pounds...

Sts: 94/95||| fifty (AEC) (CC) |||

Sts: 95/96||| fifty pounds. (AEC) (CC) |||

T: fifty pounds... ok, let's see Raquel and Zé...

Raquel: can I ...?

T: sorry. Raquel, please... aloud.  
 Raquel: can I... can I change into pounds? Por favor... can I change  
 T: Can I change...  
 Raquel: a hundred dollars, please?  
 T: a hundred dollars, please? Zé!  
 Zé: sign here, please.  
 Raquel: do you have a pen?  
 T: do, Raquel, do you have.  
 Raquel: do you have.  
 T: pen or a pen?  
 Raquel: a pen.  
 T: repeat. 'do you have a pen?'  
 Raquel: do you have a pen?  
 T: ok. Zé!  
 Zé: here you are.  
 Raquel: can, can I see, no, can I see your passport?  
 T: can I see your.  
 Raquel: can I see your passport?  
 T: can I see your passport?  
 Zé: just a moment.  
 T: Just a moment. Nice. Very good... ok, one more time to finish, let's see Larisse and... Rafael.  
 Rafael: 96/97||| me? (EEC) (CC) 98|| Me? (EEC) (CC) |||  
 T: Yeah. Use a hundred and fifty pounds...

Larisse: Can I change a hundred and fifty pounds, please?  
 Rafael: sign, sign here, please.  
 T: sign here, please.  
 Rafael: sign here, please.  
 T: ok. Let's see... Rafael repeat.  
 T: sign here, please.  
 Rafael: sign here, please.  
 T: ok.  
 Larisse: do you have a pen?  
 Rafael: here you are.  
 Larisse: can I see your passport?  
 Rafael: just a moment.

T: ok. Very good. Class, look at this yellow big box, ok? For vocabulary. So, let's see... you have one pound, is it ok the symbol for pound?  
 Sts: 97/99||| yes. (CC) |||  
 T: yes?  
 St: 98/100||| yes. (CC) |||  
 T: so, one pound, you have two pounds, fifty...then, you have forty-five pence, or 45p. ok? If the currency... is dollar you say... one?  
 Sts: 99/101||| dollar. (AEC) (CC) |||  
 T: one dollar... here? How do you say it?  
 Sts: 100/102||| two dollars. (AEC) (CC) |||  
 T: two dollars and?  
 Sts: two dollars and...  
 T: fifty.  
 Sts: fifty.  
 T: two dollars and fifty.  
 Sts: two dollars and fifty.  
 Sts: thousand.  
 Sts: dollars.  
 Sts: pounds.  
 Sts: cents.  
 T: ok. Or...  
 Sts: five dollars.  
 T: two dollars and fifty... cents.

Sts: cents.

T: yeah...ok? And here... you say forty... five...

Sts: 101/103||| cents. (AEC) (CC) |||

T: cents... so, if your currency is dollar you say cents... if your currency is pound you say

Sts: 102/104||| pence (AEC) (CC) |||

T: pence

St: 103/105||| in Portuguese (Circumstance / Adjunct / Theme) é (Carrier / Subject / Rheme, Process: R / Finite & Predicator / Rheme) centavos. (Attribute / Complement / Rheme) (IC-L2 Carrier / Subject / part of Rheme, Process: R / Finite & Predicator / part of Rheme lacking) (LDP) |||

T: é. yes, in Portuguese you say 'centavos'... is it clear? Ok. Listen to me and repeat.

T: one pound.

Sts: one pound.

T: two pounds fifty.

Sts: two pounds fifty.

T: forty-five pence.

Sts: forty-five pence.

T: or... 45p

Sts: 45p

T: is it clear? Yes?

Sts: 104/106||| yes. (CC) |||

T: ok. Please look at exercise 2A, listening 19. ok. 'what does he have?' 'how much is it?'. Class, look at the pictures and look at the prices, this is a menu, is it ok 'a menu'? yes or no?

Sts: 105/107||| yes. (CC) |||

T: when you go to a restaurant... it's very common you receive a menu and you look at the food and you have the prices of the food. Yes or no?

Sts: 106/108||| yes. (CC) |||

T: you have the prices of the food... so, look at the pictures. What do you have here in this menu?

Sts:

T: What do you have here in this menu?

Sts: 107/109||| sandwich. (AEC) (CC) |||

T: sandwich... ok.

Sts: 108/110||| hamburger. (AEC) (CC) |||

T: hamburger.

Sts: 109/111||| tea, (AEC) (CC) |||

Sts: 110/112||| coke (AEC) (CC) |||

T: tea, coke

Sts: 111/113||| pizza. (AEC) (CC) |||

T: pizza.

Sts: 112/114||| croby (AEC) (CC) |||

T:

Sts: 113/115||| French fries. (AEC) (CC) |||

T: French fries.

Sts:

T: chass. Ok.

(sts talking)

T: ok? So, let me ask you, let me ask you some questions. Class, how much is... an orange juice? How much is an orange juice? Look at the menu... how much is an orange juice?

Sts: 114/116||| regular? (EEC) (CC) |||

T: you have the regular one and you have the large one.

Sts: 115/117||| regular? (EEC) (CC) |||

T: is it...

Sts: 116/118||| regular? (AEC) (CC) |||

T: ok. Regular?

Sts: regular?

T: you have the regular one and you have the large one... Ok? So, how much is a regular orange juice?

Sts: 117/119||| nine (part of Attribute / Complement / Rheme) AEC) (IC-Thing constituent in Attribute / Complement / part of Rheme lacking) (LDP) |||

T: is?

Sts: 118/120||| ninety (part of Attribute / Complement / Rheme) AEC) (IC-Thing constituent in Attribute / Complement / part of Rheme lacking) (LDP) |||

Sts: 119/121||| ninety-five (part of Attribute / Complement / Rheme) AEC) (IC-Thing constituent in Attribute / Complement / part of Rheme lacking) (LDP) |||

T: ninety-five?

Sts: 120/122||| p (AEC) (CC) |||

T: 95p. or it's 95 pence...ok? How much is a large orange juice?

Sts: 121/123||| one. (part of Attribute / Complement / Rheme) AEC) (IC-Thing constituent in Attribute / Complement / part of Rheme lacking) (LDP) |||

T: it's.

Sts: 122/124||| it (Carrier / Subject / Theme) 's (Process: R / Finite & Predicator / Rheme) a... (part of Attribute / Complement / Rheme) (IC-Thing constituent in Attribute / Complement / part of Rheme lacking) (LDP) |||

Sts: 123/125||| it's one pound. (CC) |||

T: it's one pound?

Sts: 124/126||| and seventy. (AEC) (CC) |||

T: and seventy... or it's one pound and 70?

Sts: 125/127||| p. (AEC) (CC) |||

T: p or pence.

St: professor, 126/128||| é... one pound and? (IC-L2 whole clause lacking) (LDP) 129 ||| Ou só one pound? (IC-L2 whole clause lacking) (LDP) |||

T: ok. One Pound... seventy pence, 70p.

St: 127/130||| é [[ porque às vezes é com 'e'.]] (IC-L2 whole clause lacking) (LDP) |||

T: yes. It's possible. One dollar and, that's ok.

St: 128/131||| é? (IC-L2 whole clause lacking) (LDP) |||

T: no problem... ok. Class, how much is a regular... pizza?

Sts: 129/132||| it (Carrier / Subject / Theme) 's... (Process: R / Finite & Predicator / Rheme) (IC-Attribute / Complement / part of Rheme lacking) (LDP) |||

T: how much is a regular pizza?

Sts: 130/133||| it's four pounds. (CC) |||

T: and how much is a large pizza?

Sts: 131/134||| it's five pounds. (CC) |||

T: five pounds. Ok? No, it's not.

Sts: 132/135||| not? (EEC: lexical choice – 'not' for 'no') (CC) |||

T: No... it's very expensive.

Sts: 133/136||| expensive? (Carrier / Subject / Rheme) (IC-Attribute / Complement / Theme, Finite / part of Rheme, Process: R / Predicator / part of Rheme) (LDP) |||

T: ok?

Sts: 134/137||| (terminou a aula). (IC-L2 whole clause lacking) (LDP) |||

T: really?

Sts: 135/138||| yes (CC) |||

T: Ok. When we finish our lesson... you may have a sandwich outside, have now.

Sts: (laugh)

T: ok. To finish our lesson let's listen to listening 19... answer the... two questions. 'what does he have' and 'how much is it?'. Listen and answer... question number one... 'what...does...he...have?'

(the teacher writes on the board: 'what does he have')

T: 'how much... is it?'

(the teacher writes on the board: 'how much is it?')

T: please... Daniel, turn off.

(Tape: the conversation)

Woman: good afternoon, sir?

Man: hello. Can I have a steak sandwich, please?

Woman: anything else?

Man: yes... a large orange juice. How much is that?

Woman: that's seven pounds twenty, please. Thank you... here you are.

Man: thank you.

Woman: you're welcome. Have a nice day!

T: let's listen again?

Sts: 136/139||| yes. (CC) |||

T: yes?

(Tape: the conversation)

Woman: good afternoon, sir?

Man: hello. Can I have a steak sandwich, please?

Woman: anything else?

Man: yes... a large orange juice. How much is that?

Woman: that's seven pounds twenty, please. Thank you... here you are.

Man: thank you.

Woman: you're welcome. Have a nice day!

T: ok? Was it possible to... find, to find out the... things he had and... how much was it?

(sts talking: 137/140||| steak... (naturally interrupted clause) (AEC) (LPP) |||)

t: ok, let's check. Class, what does he have?

Sts: 138/141||| steak sandwich. (AEC) (CC) |||

T: steak sandwich. Ok... steak sandwich.

Sts: 139/142||| and an orange juice. (AEC) (CC) |||

T: and?

Sts: 140/143||| a large. (AEC) (CC) |||

T: a large.

Sts: 141/144||| orange. (AEC) (CC) |||

T: orange juice... a large?

Sts: 142/145||| orange juice. (AEC) (CC) |||

T: orange juice...

St: 143/146||| o que é isso? (IC-L2 whole clause lacking) (LDP) |||

T: yes or no?

Sts: 144/147||| yes. (CC) |||

T: ok. Look at the menu... how much is a steak sandwich?

Sts: (in silence)

T: how much is a steak sandwich?

Sts: 145/148||| five... pounds... (AEC) (CC) |||

T: five?

Sts: 146/149||| pounds and fifty. (AEC) (CC) |||

T: and fifty. And 50p... ok? And how much is a large orange juice?

Sts: 147/150||| ... pounds... (part of Attribute / Complement / Rheme) (AEC) (IC-Numerative constituent in Attribute / Complement / part of Rheme lacking) (LDP) |||

Sts: 148/151||| large? (EEC) (CC) |||

T: yes, please... how much is a large orange juice?

Sts: 149/152||| one pound seventy pence. (AEC) (CC) |||

T: it's one pound and?

Sts: 150/153||| seventy. (AEC) (CC) |||

T: seventy?

Sts: 151/154||| pence. (AEC) (CC) |||

T: ok. How much is it?... I mean 'how much... does he have to pay?'

St: 152/155||| that (Carrier / Subject / Theme) 's... (Process: R / Finite & Predicator / Rheme) (IC-Attribute / Complement / part of Rheme lacking) (LDP) |||

T: in total?

Sts: 153/156||| seven... pounds... twenty. (AEC) (CC) |||

St: 154/157||| p. (AEC) (CC) |||

T: ok... So... the total is seven pounds and?

Sts: 155/158||| twenty. (AEC) (CC) |||

T: twenty.

St: 156/159||| total? (EEC) (CC) |||

T: total... seven pounds and twenty... p or seven pounds twenty. That's ok... Breno.

T: ice no... mineral water... mineral water and... orange juice... what do you want? Water, pop and orange juice?

St: 157/160||| orange juice. (AEC) (CC) |||

T: orange juice. Anything else?

St: (in silence)

T: Anything else?

St: 158/161||| no. (CC) |||



Process of Qualifier constituent in Attribute / Complement / part of Rheme nominal group lacking) (LDP) 5/6|| I like (ML) my course very much. (CC) |||  
 6/7|| I speak (V) Portuguese. (CC) 7/8|| I want to learn (ML) English for my job (CC) 9|| and to travel. (NFN) (CC) |||  
 8/10|| I'm (R) not married. (CC) 9/11|| I (Carrier / Subject / Theme) 'm not (Process: R / deviant ['present' for 'do'] Finite & deviant ['be' for 'have'] Predicator / Rheme) a sweet heart. (Attribute / Complement / Rheme) (SDCC) |||  
 10/12|| I like (ML) rock music, comedy films, adventure films, and sport. (CC) 11/13|| I love (ML) Jiu-Jitsu and surf (CC) |||  
 See you on Thursday (MC)  
 Best wishes (MC)  
 E...

**BWGD2 has 13 ranking clauses, out of which 2 are incomplete (1 LDP and 1 SDCC). There are 11 clause complexes (1, 1, 2, 1, 1, 1, 2, 1, 1, 1, 1 ranking clauses respectively) and no down-ranked clauses. (84 words)**

STUDENT 3

C. Ceará 1034/115  
 Fortaleza

T...

1/1|| My name's (R) Rafael. (CC) 2/2|| I (Carrier / Subject / Theme) 'm (Process: R / Finite & Predicator / Rheme) student (part of Attribute / Complement / Rheme) at C.C.B. (Circumstance / Adjunct / Rheme) (IC-indefinite Deictic constituent in Attribute / Complement part of Rheme lacking) (LDP) |||

3/3|| I'm (R) from Fortaleza in Brazil. (CC) |||

4/4|| I (V) speak Portuguese. (CC) 5/5|| I went to learn (ML) English (CC) 6|| for know (Process: ML / part of Process: Rheme) news cultures (deviant ['news' for 'new': simplification – L1 transfer] Phenomenon / Complement / Rheme) (IC-imperfectiveness marking on Process lacking) (LDP) |||

6/7|| I'm (R) not married. (CC) 7/8|| I have (R) a "girlfriend". (CC) |||

8/9|| Her name's (R) Michele. (CC) 9/10|| She (Carrier / Subject / Theme) 's (Process: R / Finite & Predicator / Rheme) student. (part of Attribute / Complement / Rheme) (IC-indefinite Deictic in Attribute / Complement part of Rheme lacking) (LDP) |||

10/11|| I like (ML) rock music, action film and sport (CC) |||

11/12|| I play (M) football. (CC) |||

Embraces (MC)

R

**BWGD3 has 12 ranking clauses, out of which 3 are incomplete (3 LDP). There are 11 clause complexes (1, 1, 1, 1, 2, 1, 1, 1, 1, 1, 1 ranking clauses respectively) and no down-ranked clauses. (54 words)**

STUDENT 4

2101 Avenue University  
 Fortaleza, Brazil  
 21/08/02

Dear Sir T...

1/1|| My name's (R) Milena Gomes. (CC) 2/2|| I study (M) at C.C.B. on the first Semester. (DCC) |||

3/3|| I'm (R) from Caboverde, (CC) 4|| but now live (M) in Brazil. (AEC) (CC) 4/5|| I (Carrier / Subject / Theme) 'm (Process: R / Finite & Predicator / Rheme) (IC-Attribute / Complement / part of Rheme lacking) (LDP) 6|| studies (Process: M / deviant ['s' ending] Finite & Predicator / Rheme) sociology (Goal / Complement / Rheme) at the U.F.C. (Circumstance / Adjunct / Rheme) (AEC) (IC-textual Theme lacking) (LDP) 5/7|| I like (ML) my course. (CC) |||

6/8|| I speak (V) Portuguese and a little French and English. (CC) |||

7/9|| I (Senser / Subject / Theme) like watch (Process: ML / Finite & part of Predicator / Rheme) TV (Phenomenon / Complement / Rheme) (IC-perfectiveness or imperfectiveness marking on second constituent of verbal group complex lacking) (LDP) 10|| and (textual Theme) my favourite television programme (Identified / Subject / topical Theme) (IC-Process: R / Finite & Predicator / part of Rheme,



Identifier / Complement /part of Rheme lacking) (LDP) 11 || it (deviant [singular form for plural form] Identified / Subject / Theme) 's (Process: R / deviant [third person singular form for third person plural form] Finite & Predicator / Rheme) films and news. (part of Identifier / Complement / Rheme) (IC-definite Deictic constituent in second Thing constituent of nominal group complex Identifier / Complement / part of Rheme) (LDP) 8/12 || I like (ML) music, volleiball, dance. (CC) ||

**BBWGD4 has 12 ranking clauses, out of which 5 are incomplete (5 LDP). There are 8 clause complexes (1, 1, 2, 2, 1, 1, 3, 1 ranking clauses respectively) and no down-ranked clauses. (66 words)**

STUDENT 5

Dom Lins 428  
Fortaleza – Ceará  
Brazil  
21/08/02

Dear t...

1/1 || My name's (R) Rebeca (CC) 2 || and I'm (R) in your first semester class, everyday, from Mondays to Fridays, at 4 p.m. (DCC) ||

2/3 || I'm (R) from Fortaleza, Ceará, in Brazil (CC) 4 || and I'm (R) a secondary student at 7 de Setembro school. (CC) ||

3/5 || I speak (V) only Portuguese and a little English. (CC) 4/6 || I want to learn (M) English (CC) 7 || because in my opinion it's (R) the most important language of the world. (DCC) ||

5/8 || I'm (R) not married, of course, (CC) 9 || I'm (R) only fifteen. (CC) 6/10 || But I have (R) a boyfriend. (CC) 7/11 || His name's (R) Eduardo (CC) 12 || and he's (R) a student too. (CC) ||

8/13 || I like (ML) all kinds of music and movies, (CC) 14 || and I love to play (M) volleyball. (CC) 9/15 || I like (ML) all kinds of sports, (CC) 16 || but (textual Theme) volleyball (Identifier / Subject / topical Theme) (IC-Process: Finite & Predicator / part of Rheme, Identified / Complement / part of Rheme lacking) (LPP) 17 || it's (R) the one [[ I prefer. (complete down-ranked clause) ]] (CC) 10/18 || It's (R) my hobby. (CC) ||

See you tomorrow. (MC)  
Best wishes, (MC)  
R...

**BBWGD5 has 18 ranking clauses, out of which 1 is incomplete (1 LPP). There are 10 clause complexes (2, 2, 1, 2, 2, 1, 2, 2, 3, 1 ranking clauses respectively) and 1 down-ranked clause. (125 words)**

STUDENT 6

Francisco Sá 3636  
Fortaleza/Brazil  
21/08/02

Mr. T...

1/1 || My name's (R) Júnior. (CC) 2/2 || I'm (R) in your first year class on Monday, Tuesday, Wednesday and Thursday. (CC) ||

3/3 || I'm (R) from Fortaleza in Brazil. (CC) 4/4 || I'm (R) a student. (CC) 5/5 || I study (M) English at C.C.B. (CC) 6/6 || I like (ML) my Course. (CC) ||

7/7 || I speak (V) Portuguese and English. (CC) 8/8 || I want to learn (ML) English (CC) 9 || for travel. (Process: M / part of Predicator / Rheme) (NFC) (IC-imperfectiveness marking on Predicator lacking) (LDP) ||

9/10 || I'm (R) not married. (CC) 10/11 || I (Carrier / Subject / Theme) don't (Finite + negative polarity / Rheme) girlfriend. (Attribute / Complement / Rheme) (IC-Process: R / Predicator / part of Rheme lacking) (LDP) ||

11/12 || I'm like (ML) rock music, romantic films, and sport. (DCC) 12/13 || I play (M) Basketball. (CC) ||

See you on Thursday. (MC)  
J...

**BBWGD6 has 13 ranking clauses, out of which 2 are incomplete (2 LDP). There are 12 clause complexes (1, 1, 1, 1, 1, 1, 1, 2, 1, 1, 1, 1 ranking clauses respectively) and no down-ranked clauses. (73 words)**

STUDENT 7

Street Frei Teobaldo 49  
 Carlito Pamplona  
 Fortaleza  
 21/08/02

Dear T...

1/1||| My name's (R) Diego. (CC) 2/2||| I'm (R) in your first class on Monday, tuesday, wednesday and thursday. (CC) |||

3/3||| I'm (R) from Brazil. (CC) 4/4||| I'm (R) a student. (CC) 5/5||| I study (M) administration in UFC. (DCC) 6/6||| I like (ML) my course. (CC) |||

7/7||| I speak (V) Portuguese and Spanish. (CC) 8/8||| I'm (R) not married. (CC) 9/9||| I have (R) a boyfriend. (CC) 10/10||| His name's (R) Junior. (CC) |||

11/11||| I (Senser / Subject / Theme) like (Process: ML / Finite & Predicator / Rheme) forró, pagode, festas and sports. (part of Phenomenon / Complement / Rheme) (IC-L2 third Thing constituent in Phenomenon / Complement / part of Rheme nominal group complex lacking) (LDP) 12/12||| I play (M) futbal and basketball. (CC) |||

See you on Monday. (MC)

Best wishes (MC)

D...

**BBWGD7 has 12 ranking clauses, out of which 1 is incomplete (1 LDP). There are 12 clause complexes (1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1 ranking clauses respectively) and no down-ranked clauses. (73 words)**

STUDENT 8

3800 Fiscal Vieira Street  
 Fortaleza in Brazil  
 21/08/2002

T...

1/1||| My name's (R) Daniel. (CC) 2/2||| I'm (R) in your first year class at CCB (CC) |||

3/3||| I'm (R) from Fortaleza, (CC) 4||| but I study (M) in Brazil. (CC) 4/5||| I (Carrier / Subject / Theme) 'm (Process: R / Finite & Predicator / Rheme) student (part of Attribute / Complement / Rheme) CCB (part of Circumstance / Adjunct / Rheme) (IC-indefinite Deictic in Attribute / Complement / part of Rheme, minor Process in Circumstance / Adjunct / part of Rheme prepositional phrase lacking) (LDP) |||

5/6||| I speak (V) Portuguese. (CC) 6/7||| I want to learn (ML) English (CC) |||

7/8||| I'm (R) not married. (CC) 8/9||| I have (R) a female friend. (CC) 9/10||| Her name's (R) Nadia. (CC) 10/11||| She (Carrier / Subject / Theme) 's (Process: R / Finite & Predicator / Rheme) student (part of Attribute / Complement / Rheme) (IC-indefinite Deictic constituent in Attribute / Complement / part of Rheme lacking) (LDP) |||

11/12||| I like (ML) rock music, MPB, films and TV (CC) |||

Best wishes (MC)

D...

**BBWGD8 has 12 ranking clauses, out of which 2 are incomplete (2 LDP). There are 11 clause complexes (1, 1, 2, 1, 1, 1, 1, 1, 1, 1, 1 ranking clauses respectively) and no down-ranked clauses. (63 words)**

STUDENT 9

72 Penápolis  
 Fortaleza, Ceará  
 21-08-2002

Dear T...

1/1||| My name's (R) Nadia. (CC) 2/2||| I'm (R) in CCB on Monday, Tuesday, Wednesday and Thursday (CC) |||

3/3||| I'm (R) from Fortaleza. (CC) 4/4||| I'm (R) a student. (CC) 5/5||| Study (Process: M / Finite & Predicator / Rheme) English. (Goal / Complement / Rheme) (IC-Actor / Subject / Theme lacking) (LDP)

6/6||| I like (ML) my course very much. (CC) |||

7/7||| I (V) speak a little English, (CC) 8||| and Portuguese very well. (AEC) (CC) |||

8/9|| I'm (R) not married. (CC) 9/10|| I have (R) a boyfriend. (CC) 10/11|| His name is (R) Wagner. (CC) 11/12|| He's (R) a student (CC) 13|| and (textual Theme) training (Process: M / part of Predicator / Rheme) boxe. (Goal / Complement / Rheme) (AEC) (IC-Finite / past secondary tense part of Predicator, L2 Goal / Complement / part of Rheme nominal group lacking) (LDP) |||

12/14|| I like (ML) rock music, beach, 15<< to travel, (Process: M / Predicator / Rheme) (NFC) (IC-textual Theme lacking) (LDP) >> and sport. (CC) |||

See you on Monday, (MC)

N... A...

**BBWGD9 has 15 ranking clauses, out of which 3 are incomplete (3 LDP). There are 12 clause complexes (1, 1, 1, 1, 1, 1, 2, 1, 1, 1, 2, 2 ranking clauses respectively) and no down-ranked clauses. (74 words)**

STUDENT 10

Marechal Deodoro, 345.

Fortaleza- Ceará

Brasil

21/08/02

Dear T...,

1/1|| My name's (R) Cristina. (CC) 2/2|| I'm (R) in your class on 6:00 P.M. (DCC) |||

3/3|| I'm (R) from Salvador in Bahia. (CC) 4/4|| I'm (R) a lawyer (CC) 5|| and work (M) in my office. (CC) |||

5/6|| I speak (V) a little French and Spanish. (CC) 6/7|| I study (M) English (CC) 8|| for travel. (Process: M / part of Predicator / Rheme) (NFC) (IC-imperfectiveness marking on Predicator lacking) (LDP) |||

7/9|| I (Carrier / Subject / Theme) 'm (Process: R / Finite & Predicator / Rheme) divorcée. (Attribute / Complement / Rheme) (IC-L2 Attribute / Complement / part of Rheme) (LDP) 8/10|| I don't have (R) a boyfriend (CC) 11|| but I love (ML) it. (CC) |||

9/12|| I like (ML) rock music, popular music, cinema (CC) 13|| and (textual Theme) travel, (Process: M / part of Predicator / Rheme) (AEC) (IC-perfectiveness or imperfectiveness marking on second constituent of Predicator lacking) (LDP) 14|| but I hate (ML) sport. (CC) |||

See you everyday (MC) 10/15|| but (textual Theme) I (Senser / Subject / topical Theme) don't can (Finite / deviant ['don't' for 'can't'] negative polarity) you (deviant [word order: L1 transfer] Phenomenon / Complement / Rheme) see (Process: ML / Predicator / Rheme) on Friday (Circumstance / Adjunct / Rheme) (SDCC) |||).

Best wishes, (MC)

C...

**BBWGD10 has 15 ranking clauses, out of which 4 are incomplete (3 LDP and 1 SDCC). There are 10 clause complexes (1, 1, 1, 2, 1, 2, 1, 2, 3, 1 ranking clauses respectively) and no down-ranked clauses. (82 words)**

STUDENT 11

5405, Expedicionários Avenue

Fortaleza

Ceará

21/08/02

Teacher,

1/1|| My name is (R) Aloísio. (CC) 2/2|| I (Carrier / Subject / Theme) 'm (Process: R / Finite & Predicator / Rheme) in your class of first semester (deviant ['first semester' as Qualifier for 'first semester' Classifier: L1 transfer] Attribute / Complement / Rheme) on Mondays at Thursdays. (deviant Circumstance / Adjunct / Rheme) (SDCC) |||

3/3|| I'm (R) from Aracajú, (CC) 4|| but I live (R) in Fortaleza. (CC) 4/5|| I'm (R) a student at UFC. (CC) 5/6|| I study (M) economics (CC) 7|| and I like (ML) my faculty [lexical choice] very much. (CC) |||

6/8|| I speak (V) Portuguese and a little English. (CC) 7/9|| I want to learn (ML) English for my job (CC) 10|| and to travel. (M) (NFC) (CC) |||

8/11|| I'm (R) not married. (CC) 9/12|| I'm (R) single. (CC) 10/13|| I like (ML) rock music, cinema and sports. (CC) 11/14|| I play (M) volleyball and football. (CC) |||

See you tomorrow. (MC)

Best wishes, (MC)

A...

**BBWGD11 has 14 ranking clauses, out of which 1 is incomplete (1 SDCC). There are 11 clause complexes (1, 1, 2, 1, 2, 1, 2, 1, 1, 1, 1 ranking clauses respectively) and no down-ranked clauses. (86 words)**

STUDENT 12

1594, Mário de Andrade Street

Fortaleza (CE)

Brazil

20/08/02

Dear T...,

1/1|| My name's (R) Larice (CC) 2|| and my surname's (R) Monteiro. (CC) 2/3|| I'm (R) 14 years old. (CC) |||

3/4|| I'm (R) from Crateús in Brazil, (CC) 5|| but I leave (M) in Fortaleza. (DCC) 4/6|| I study (M) at CCB and at Ari de Sá school too. (CC) 5/7|| I like (ML) my course very much. (CC)|||

6/8|| I speak (V) Portuguese very well, and a little English. (CC) |||

7/9|| I'm (R) a single. (CC) 8/10|| I have (R) a boyfriend. (CC) 9/11|| His name's (R) Daniel, (CC) 12|| he is (R) very beautiful. (CC) |||

10/13|| I like (ML) romantic music, (CC) 14|| eating (NFC) (CC) 15|| and sleeping. (NFC) (CC) |||

See you tomorrow (MC)

Best wishes (MC)

L...

**BBWGD12 has 15 ranking clauses, out of which none is incomplete. There are 10 clause complexes (2, 1, 2, 1, 1, 1, 1, 1, 2, 3 ranking clauses respectively) and no down-ranked clauses. (85 words)**

STUDENT 13

23 Itamaraty street

Fortaleza

21/08/02

Dear T...,

1/1|| My name's (R) Roseli. (CC) 2/2|| I'm (R) in your first year class on Monday, Tuesday, Wednesday and Thursday. (CC) |||

3/3|| I'm (R) from Brazil. (CC) 4/4|| I don't work. (M) (CC) 5/5|| I study (M) language at the University Federal do Ceará (CC) 6|| and study (M) English at the Casa de Cultura Britânica. (AEC) (CC) 6/7|| I like (ML) my course and my classmates. (CC) |||

7/8|| I speak (V) Portuguese very well (CC) 9|| and speak (V) a little English. (AEC) (CC) 8/10|| I want to learn (ML) French for my faculty. [lexical choice] (CC) |||

9/11|| I'm (R) not married, (CC) 12|| but I have (R) a boyfriend. (CC) 10/13|| His name's (R) Caio. (CC) 11/14|| He (Carrier / Subject / Theme) 's (Process: R / Finite & Predicator / Rheme) student of the Casa de Cultura Francesa. (part of Attribute / Complement / Rheme) (IC-indefinite Deictic constituent of Thing constituent in Attribute / Complement / part of Rheme lacking) (LDP) |||

12/15|| I like reading, (M) (CC) 16|| travel, (part of Process: M / part of Predicator / Rheme) (AEC) (IC-imperfectiveness marking on Predicator lacking) (LDP) 17|| music (Phenomenon / Complement / Rheme) (AEC) (IC-part of Process: ML / part of Predicator / part of Rheme lacking) (LDP) 18|| and (textual Theme) cinema. (part of Goal / Complement / Rheme) (AEC) (IC- part of Process: M / part of Predicator / part of Rheme, Minor Process and Deictic constituent in Goal / Complement / part of Rheme prepositional phrase lacking) (LDP) 13/19|| I play (M) volleyball, (CC) 20|| but I don't play (M) tennis. (CC) 14/21|| I don't smoke. (M) (CC) |||

See you on Thursday (MC)

R...

**BBWGD13 has 21 ranking clauses, out of which 4 are incomplete (4 LDP). There are 14 clause complexes (1, 1, 1, 1, 2, 1, 2, 1, 2, 1, 1, 4, 2, 1 ranking clauses respectively) and no down-ranked clauses. (113 words)**

STUDENT 14

2570 Monsenhor Dantas street  
Fortaleza  
21.08.02

Dear T...,

1/1|| My name's (R) Maria Raquel. (CC) 2/2|| I'm (R) in your first year class on Monday, Tuesday, Wednesday and Thursday. (CC) |||

3/3|| I'm (R) from Brazil, (CC) 4|| I don't work, (M) (CC) 5|| I'm (R) a student, (CC) 6|| I (Actor / subject / Theme) study (Process: M / Finite & Predicator / Rheme) CCB. (part of Circumstance / Adjunct / Rheme) (IC-minor Process in Circumstance / Adjunct / part of Rheme prepositional phrase lacking) (LDP) 4/7|| I like (ML) my course and my classmates. (CC) |||

5/8|| I speak (V) Portuguese very well (CC) 9|| and speak (V) a little English (AEC) (CC) |||

6/10|| I'm (R) not married. (CC) 7/11|| I (Carrier / Subject / Theme) single (Attribute / Complement / Rheme) (IC-Process: R / Finite & Predicator / part of Rheme lacking) (LDP) |||

8/12|| I like (ML) music, 13<< reading, (Process: M / Predicator / Rheme) (AEC) (IC-textual Theme lacking) (LDP) >> romantic films (CC) |||

See you on Thursday (MC)

**BBWGD14 has 13 ranking clauses, out of which 3 are incomplete (3 LDP). There are 8 clause complexes (1, 1, 4, 1, 2, 1, 1, 2 ranking clauses respectively) and no down-ranked clauses. (68 words)**

STUDENT 15

Estenice Gomes 1031  
Fortaleza  
Brazil  
20/08/02

Dear T...

1/1|| My name's (R) Kássia, (CC) 2|| I (Carrier / Subject / Theme) 'm (Process: R / Finite & Predicator / Rheme) very happy (Attribute / Complement / Rheme) with Course of English (part of deviant [lexical choice: 'with' for 'about'] Circumstance / Adjunct / Rheme) on Monday the Thursday. (deviant [lexical choice: 'on ... the' for 'from ... to'] Circumstance / Adjunct / Rheme) (IC-definite Deictic constituent in Range constituent nominal group of first Circumstance / Adjunct / part of Rheme prepositional phrase lacking) (LDP) |||

2/3|| I'm (R) from Fortaleza, (CC) 4|| I don't work, (M) (CC) 5|| I'm (R) a student, (CC) 6|| I (Actor / Subject / Theme) study (Process: M / Finite & Predicator / Rheme) CCB. (Circumstance / Adjunct / Rheme) (IC-minor Process in Circumstance / Adjunct / part of Rheme prepositional phrase lacking) (LDP) |||

3/7|| I speak (V) Portuguese (CC) 8|| is [inappropriate Process: R / Finite & Predicator / Theme] little at English, (part of deviant [inappropriate preposition 'at'] Verbiage / Complement / Rheme) (AEC) (IC-textual Theme, indefinite Deictic before Numerative constituent in Verbiage / Complement / part of Rheme lacking) (LDP) 9|| I (Senser / Subject / Theme) like (Process: ML / Finite & Predicator / Rheme) very (part of deviant [L1 word order] Circumstance / Adjunct / Rheme) English, (Phenomenon / Complement / Rheme) (IC-Head in Circumstance / Adjunct / part of Rheme lacking) (LDP) 10|| I (Subject / Sayer / Theme) want learn to speak (Process: V / Finite & part of Predicator / Rheme) English. (Verbiage / Complement / Rheme) (IC-perfectiveness or imperfectiveness marking on second constituent in verbal group complex Predicator lacking) (LDP) |||

4/11|| I'm (R) not married. (CC) 5/12|| Is not love-marking. (IC-nonsense clause) (LDP) 6/13|| I'm (R) single. (CC) |||

7/14|| I like (ML) pop rock, terror films, (CC) 8/15|| is [inappropriate Process: R / Finite & Predicator / Theme] make (part of Process: M / part of Predicator / Rheme) friendship. (deviant [lexical choice: 'friendship' for 'friends'] Goal / Complement / Rheme) (AEC) (IC-textual Theme, perfectiveness or imperfectiveness marking on second constituent in verbal group complex Predicator lacking) (LDP) |||

See you on Monday (MC)

All of Good (MC)

K...

**BBWGD15 has 15 ranking clauses, out of which 7 are incomplete (7 LDP). There are 8 clause complexes (2, 4, 4, 1, 1, 1, 1, 1 ranking clauses respectively) and no down-ranked clauses. (76 words)**

## STUDENT 16

304, Teresina Street  
Fortaleza  
21/08/02

Dear T...,

1/1||| My name's (R) Leandro. (CC) 2/2||| I'm (R) in your first year class on Monday, Tuesday, Wednesday and Thursday. (CC) |||

3/3||| I'm (R) from Manaus in Brazil. (CC) 4/4||| I'm (R) a student at C7S, (CC) 5||| I like (ML) my school and my friends. (CC) |||

5/6||| I speak (V) Portuguese and English (CC) 7||| but not very well. (AEC) (CC) 6/8||| I want to learn (ML) English for my job (CC) 9||| and (textual Theme) travel. (Process: M / part of Predicator / Rheme) (NFC) (IC-imperfectiveness marking on Predicator lacking) (LDP) |||

7/10||| I'm (R) not married. (CC) 8/11||| I don't have (R) a girlfriend. (CC) |||

9/12||| I like (ML) cinema, rock (CC) 13||| and (textual Theme) dance (Process: M / part of Predicator / Rheme) music. (part of Circumstance / Adjunct / Rheme) (AEC) (IC-perfectiveness or imperfectiveness marking on Predicator, minor Process ['to'] in Circumstance / Adjunct / part of Rheme prepositional phrase lacking) (LDP) 10/14||| I play (M) basketball. (CC) |||

**BBWGD16 has 14 ranking clauses, out of which 2 are incomplete (2 LDP). There are 10 clause complexes (1, 1, 1, 2, 2, 2, 1, 1, 2, 1 ranking clauses respectively) and no down-ranked clauses. (76 words)**

## STUDENT 17

199 Potengi, São João do Tauape

Dear T...,

1/1||| My name's (R) Barbara. (CC) 2/2||| I'm (R) in your first year class on Mondays, Tuesdays, Wednesday and Thursdays. (CC) |||

3/3||| I'm (R) from Fortaleza in Brazil. (CC) 4/4||| I'm (R) a student of language at the CCB. (CC) 5/5||| I like (ML) my teacher and my class room. (CC) |||

6/6||| I speak (V) Portuguese very well, (CC) 7||| but I speak (V) English quite well (CC) 8||| and speak (V) a little Spanish. (AEC) (CC) 7/9||| I want to learn (ML) English and Spanish for school. (CC) |||

8/10||| I'm (R) not married, (CC) ||| thank God. (MC) 9/11||| I haven't (R) a boyfriend, (CC) 12||| but (textual Theme) I (Carrier / Subject / Theme) 'm to be (Process: R / deviant ['am' for 'want'] Finite & deviant ['am to be' for 'want to be'] Predicator / Rheme) in love for somebody very special. (deviant ['in love for' for 'in love with'] (Attribute / Complement / Rheme) (SDCC) |||

10/13||| I like (ML) music, cinema, 14<< to eat, (AEC) (CC) 15||| to drink, (AEC) (CC) 16||| to sleep, (AEC) (CC) 17||| to kiss (AEC) (CC) >> and sports. (CC) 11/18||| I play (M) volleyball and football. (CC) |||

See you tomorrow. (MC)

Good bye, (MC)

B...

**BBWGD17 has 18 ranking clauses, out of which 1 is incomplete (1 SDCC). There are 11 clause complexes (1, 1, 1, 1, 1, 3, 1, 1, 2, 5, 1 ranking clauses respectively) and no down-ranked clauses. (113 words)**

## STUDENT 18

200, Aroeiras street  
Passaré  
Fortaleza  
21/08/02

Dear T...,

1/1||| My name's (R) Márcia. (CC) 2/2||| I study (M) English at the CCB. (CC) 3/3||| I'm (R) in your first semester class on week. [deviant lexical choice: 'on' for 'during'] (DCC) |||

4/4||| I'm (R) from São Paulo, (CC) 5||| but I live (M) in Fortaleza. (CC) 5/6||| I'm (R) a phone operator at the Tim. (CC) 6/7||| I like (ML) my job very much. (CC) |||

7/8|| I speak (V) Portuguese very well (CC) 9|| and English quite well. (AEC) (CC) 8/10|| I speak (V) a little French. (CC) |||  
 9/11|| I'm (R) not married. (CC) 10/12|| I have (R) a boyfriend. (CC) 11/13|| His name's (R) André. (CC) 12/14|| He's (R) a receptionist. (CC) |||  
 13/15|| I like (ML) MPB music, photography, films, dance (CC) 16|| and (textual Theme) travel. (Process: M / part of Predicator / Rheme) (AEC) (IC-perfectiveness or imperfectiveness marking on Predicator lacking) (LDP) 14/17|| I play (M) volleyball. (CC) |||  
 See you on Thursday. (MC)  
 Best wishes, (MC)  
 M...

**BBWGD18 has 17 ranking clauses, out of which 1 is incomplete (1 LDP). There are 14 clause complexes (1, 1, 1, 2, 1, 1, 2, 1, 1, 1, 1, 2, 1 ranking clauses respectively) and no down-ranked clauses. (93 words)**

STUDENT 19

1373 Frei Mansueto Street Ap. 201  
 Varjota district – Fortaleza  
 Ceará – Brazil  
 20/08/02

Dear T...,  
 1/1|| My name's (R) Breno. (CC) 2/2|| I'm (R) a university student. (CC) 3/3|| I (Actor / Subject / Theme) study (Process: M / Finite & Predicator / Rheme) at Law College of UFC. (deviant ['of UFC' Qualifier constituent for 'the UFC' Classifier constituent] Circumstance / Adjunct / Rheme) (SDCC) |||  
 4/4|| I'm (R) from Crateus (CC) 5|| but I live (M) (CC) 6|| and study (M) in Fortaleza. (CC) 5/7|| I study (M) English at CCB. (CC) |||  
 6/8|| I speak (V) Portuguese. (CC) 7/9|| I want to learn (ML) English for my job, (CC) 10|| to meet (M) people (NFC) (CC) 11|| and to study. (M) (NFC) (CC) |||  
 8/12|| I'm (R) not married (CC) 13|| and I don't have (R) a girlfriend. (CC) |||  
 9/14|| I like (ML) Marisa Monte songs, books and historical films. (CC) |||  
 See you on Wednesday. (MC)  
 Best wishes, (MC)  
 B...

**BBWGD19 has 14 ranking clauses, out of which 1 is incomplete (1 SDCC). There are 9 clause complexes (1, 1, 1, 3, 1, 1, 3, 2, 1 ranking clauses respectively) and no down-ranked clauses. (85 words)**

STUDENT 20

Marechal Deodoro 638  
 Fortaleza / Ce  
 Brasil  
 20/08/2002

Dear T...,  
 1/1|| My name's (R) José. (CC) 2/2|| I'm (R) from Fortaleza, (CC) 3|| and I work (M) in UFC. [lexical choice: 'in' for 'at'] (DCC) 3/4|| I (Carrier / Subject / Theme) 'm (Process: R / Finite & Predicator / Rheme) a technical administrative, (deviant [L1 word order: 'a technical administrative' for 'an administrative technician'] Attribute / Complement / Rheme) (SDCC) 5|| and like (ML) my job very much. (AEC) (CC) |||  
 4/6|| I speak (V) Portuguese, and a little English. (CC) 5/7|| I want to learn (ML) Italian. (CC) |||  
 6/8|| I'm (R) single. (CC) 7/9|| I don't have (R) a girlfriend. (CC) |||  
 8/10|| I (Senser / Subject / Theme) like (Process: ML / Finite & Predicator / Rheme) pop/rock, mpb, and classical music, cinema, 11<< to read (Process: M / Predicator / Rheme) literature christian, (deviant [L1 word order: "Thing + Classifier" for "Classifier + Thing"] Goal / Complement / Rheme) (SDCC) >> and my group of the young. (deviant [last constituent of nominal group complex: 'of the young' Qualifier for 'youth' Classifier] Phenomenon / Complement / Rheme) (SDCC) |||  
 See you Monday, (MC)  
 Best wishes, (MC)  
 J...

**BBWGD20 has 11 ranking clauses, out of which 3 are incomplete (3 SDCC). There are 8 clause complexes (1, 2, 2, 1, 1, 1, 1, 2 ranking clauses respectively) and no down-ranked clauses. (75 words)**

### E.3.2 Intermediate proficiency level (Stage 6)

#### E.3.2.1 Individual data

Subject CSB3

(male; 22 years old; university student; Class 10)

PERSONAL EXPERIENCE:

SPOKEN:

well (DM) 1/1|| I (Sayer / Subject / Theme) (IC-Process: V / Finite & Predicator / part of Rheme, Verbiage / Complement / part of Rheme lacking) (LPP) 2|| I'm going to talk about (V) my last trip (CC) 3|| and (textual Theme) my last trip (Actor / Subject / topical Theme) happened (Process: M / Finite & Predicator / Rheme) (IC-Circumstance / Adjunct / part of Rheme lacking) (LDP) 4|| happened (Process: M / Finite & Predicator / Rheme) the last carnival (part of Circumstance / Adjunct / Rheme) (IC-minor Process 'during' in Circumstance / Adjunct / part of Rheme prepositional phrase lacking) (LDP) 2/5|| I (Actor / Subject / Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (LPP) 6|| I was going (M) with my friends and my girlfriend (CC) 3/7|| I (Actor / Subject / Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (LPP) 8|| I went (M) to morro branco (CC) 4/9|| I (Carrier / Subject / Theme) spent (Process: R / Finite & Predicator / Rheme) about five days (Attribute / Complement / Rheme) during about every carnival (deviant [inappropriate 'about every'] location:time Circumstance / Adjunct / Rheme) (IC-location:place Circumstance / Adjunct / part of Rheme lacking) (LDP) 10|| and (textual Theme) I (Senser / Subject / topical Theme) (IC-Process: ML / Finite & Predicator / part of Rheme, Phenomenon, Complement / part of Rheme lacking) (LPP) 11|| I liked (ML) it (CC) 12|| my carnival (Phenomenon / Complement / Rheme) (AEC) (IC-Senser / Subject / Theme, Process: ML / Finite & Predicator / part of Rheme lacking) (LPP) 13|| because and (deviant [inappropriate paratactic conjunction 'and'] textual Theme) I (Actor / Subject / topical Theme) never (modal Adjunct / Rheme) go (part of Process: M / Finite / part of Predicator / Rheme) (IC-particle constituent in Process / Predicator two-word verbal group, Circumstance / Adjunct / part of Rheme lacking) (LPP) 14|| go out (M) with my friends my family and my friends and mainly my girlfriends (AEC) (CC) 15|| and (textual Theme) the first firstly day (part of location:time Circumstance / Adjunct / topical Theme) I (Actor / Subject / Rheme) (IC-minor Process in location:time Circumstance / Adjunct / topical Theme prepositional phrase, Process: M / Finite & Predicator / part of Rheme, location:place Circumstance / Adjunct / part of Rheme, second location:time Circumstance / Adjunct / part of Rheme lacking) (LDP) 16|| I went (M) to the beach in the morning (CC) 17|| and (textual Theme) it (Carrier / Subject / topical Theme) was (Process: R / Finite & Predicator / Rheme) great experience (part of Attribute / Complement / Rheme) (IC-indefinite Deictic in Attribute / Complement / part of Rheme nominal group lacking) (LDP) 18|| because (textual Theme) I (Senser / Subject / topical Theme) (IC-Process: ML / Finite & Predicator / part of Rheme, Phenomenon / Complement / part of Rheme lacking) (LPP) 19|| I saw (ML) my old friends and my last girlfriend (CC) 20|| and (textual Theme) I (Senser / Subject / topical Theme) like (Process: ML / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) it (Phenomenon / Complement / Rheme) (SDCC) 21|| and (textual Theme) the same day (part of location:time Circumstance / Adjunct / topical Theme) I (Actor / Subject / Rheme) went (Process: M / Finite & Predicator / Rheme) to beberibe (location:place Circumstance / Adjunct / Rheme) (IC-minor Process in location:time Circumstance / Adjunct / topical Theme prepositional phrase lacking) (LDP) 22|| to to play (NFC) (CC) 23|| to play (NFC) (CC) 24|| no sorry (EEC) (CC) 25|| to to dance (NFC) (CC) 26|| and at night I liked (ML) it very much (CC) 27|| and (textual Theme) everyday (deviant ['everyday' for 'all the days'] Phenomenon / Complement / topical Theme) I (Senser / Subject / Rheme) like (Process: ML / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) (SDCC) 28|| because mainly (textual Theme) my mo... (Carrier / Subject / topical Theme) (IC-Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LPP) 29|| girlfriend's mother (Carrier / Subject / Theme) wasn't (Process: R / Finite & Predicator / Rheme) (AEC) (IC-Attribute / Complement / part of Rheme lacking) (LPP) 30|| wasn't (Process: R / Finite & Predicator / Rheme) there (Attribute / Complement / Rheme) (AEC) (LPP) 31|| so so and (textual Theme) I (Carrier / Subject / topical Theme) (IC-Process: R / modal Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme, Circumstances / Adjuncts / parts of Rheme) (SDCC) 32|| I (Carrier / Subject / Theme) coul... (modal Finite / Rheme) (IC-Process: R / Predicator / part of Rheme, Attribute / Complement / part of Rheme, Circumstances / Adjuncts / parts of Rheme) (SDCC) 33|| I (Carrier / Subject / Theme) can... (deviant [present for past primary tense] modal Finite /



Rheme) (IC-Process: R / Predicator / part of Rheme, Attribute / Complement / part of Rheme, Circumstances / Adjuncts / parts of Rheme) (SDCC) 34 || and (textual Theme) I (Carrier / Subject / topical Theme) can to spend (Process: R / deviant [present for past primary tense] modal Finite & deviant [perfective form with 'to' for perfective form without 'to': overgeneralization] Predicator / Rheme) every every hours (deviant [plural form of Thing constituent for singular form] Attribute / Complement / Rheme) with my girlfriend (Circumstance / Adjunct / Rheme) without without m... her mother (Circumstance / Adjunct / Rheme) (SDCC) << so what else? >> (DM) 35 || and (textual Theme) the morning (part of Circumstance / Adjunct / topical Theme) (IC-minor Process in Circumstance / Adjunct / topical Theme prepositional phrase, modal Adjunct / part of Rheme, Actor / Subject / part of Rheme, Process: M / Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (LDP) 36 || and (textual Theme) the morning (part of Circumstance / Adjunct / topical Theme) mainly (modal Adjunct / Rheme) we... (Actor / Subject / Rheme) (IC-minor Process in Circumstance / Adjunct / topical Theme prepositional phrase, Process: M / Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (LDP) 37 || we (Actor / Subject / Theme) ate (Process: M / Finite & Predicator / Rheme) different differents meals (deviant [plural form of Epithet constituent for singular form: L1 transfer] Goal / Complement / Rheme) for example churrasco Circumstance / Adjunct / Rheme) (AEC) (LDP) 38 || and (textual Theme) we (Actor / Subject / topical Theme) prepared (Process: M / Finite & Predicator / Rheme) (IC-Goal / Complement / part of Rheme lacking) (LDP) 39 || and (textual Theme) we (Actor / Subject / topical Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme, Circumstance / Adjunct / part of Rheme) (LDP) 40 || we (Actor / Subject / Theme) drunk (Process: M / deviant [past secondary tense for past primary tense] temporal Finite & Predicator / Rheme) beer Goal / Complement / Rheme) in the morning and the night (part of deviant [inappropriate 'and'] location:time Circumstance / Adjunct / Rheme) too (Circumstance / Adjunct / Rheme) (IC-minor Process in second constituent of location:time Circumstance / Adjunct / part of Rheme prepositional phrase lacking) (LDP) || what else?... (DM) 5/41 || I (Carrier / Subject / Theme) (IC-Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LDP) 42 || I (Carrier / Subject / Theme) was (Process: R / Finite & Predicator / Rheme) my friends [[ and (inappropriate textual Theme) study (Process: M / Finite & Predicator / Rheme) psychology (Goal / Complement / Rheme) with me (Circumstance / Adjunct / Rheme) (incomplete down-ranked clause: Actor / Subject / Theme relativizer lacking) ]] (part of Attribute / Complement / Rheme) (IC-minor Process in Attribute / Complement / part of Rheme prepositional phrase lacking) (LDP) 43 || I study (M) psychology (CC) 44 || so (textual Theme) I (Senser / Subject / topical Theme) like (Process: ML / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) (IC-Phenomenon / Complement / part of Rheme lacking) (LDP) 45 || because (textual Theme) I... (Senser / Subject / topical Theme) (IC-Process: ML / Finite & Predicator / part of Rheme, Phenomenon / Complement / part of Rheme lacking) (LPP) 46 || I knew (ML) everybody (CC) || what else? (DM) 6/47 || the... the last day (Identified / Subject / Theme) on wednesday (Identifier / Complement / Rheme) (IC-Process: R / Finite & Predicator / part of Rheme lacking) (LDP) 48 || and it was (R) my birthday (CC) 49 || but (textual Theme) I (Sayer / Subject / topical Theme) (IC-Process: V / Finite & Predicator / part of Rheme, Receiver / Complement / part of Rheme lacking) (LPP) 50 || I (Sayer / Subject / topical Theme) didn't (Finite + negative polarity / Rheme) (IC-Process: V / Predicator / part of Rheme, Receiver / Complement / part of Rheme lacking) (LPP) 51 || I didn't speak (V) to anybody (CC) 52 || because (textual Theme) I (Actor / Subject / topical Theme) don't (deviant [present for past primary tense] temporal Finite + negative polarity / Rheme) (IC-Process: M / Predicator / part of Rheme, Goal / Complement / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (LPP) 53 || I (Actor / Subject / Theme) didn't (temporal Finite + negative polarity / Rheme) (IC-Process: M / Predicator / part of Rheme, Goal / Complement / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (LPP) 54 || I (Actor / Subject / Theme) didn't want to... to receive (Process: M / temporal Finite + negative polarity & Predicator / Rheme) (IC-Goal / Complement / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (LPP) 55 || receive (part of Process: M / part of Predicator / Rheme) eggs (Goal / Complement / Rheme) in commemoration (Circumstance / Adjunct / Rheme) (AEC) (LPP) 56 || so (textual Theme) I (Senser / Subject / topical Theme) prefer to... (Process: ML / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) (SDCC) 57 || I (Senser / Subject / Theme) prefer (Process: ML / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) my silence (Phenomenon / Complement / Rheme) the the last day on Wednesday (Circumstance / Adjunct / Rheme) (SDCC) || what else? (DM) 7/58 || when (Circumstance / Adjunct / Theme) I (Actor / Subject / Rheme) (SDCC) 59 || I (Actor / Subject / Theme) come (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) to fortaleza (Circumstance / Adjunct / Rheme) (AEC) (SDCC) 60 || I (Actor / Subject / Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme, Circumstance / Adjunct / part of Rheme lacking)

(LPP) 61 || I went to to leave (M) my girlfriend at home (CC) 62 || and I lied (V) the reason to carnival (CC) 63 || and (textual Theme) her mother (Senser / Subject / topical Theme) (IC-Process: ML / Finite & Predicator / part of Rheme lacking) (LPP) 64 || her mother didn't know (ML) (projecting clause) (CC) 65 || that (textual Theme) I (Actor / Subject / topical Theme) went (Process: M / deviant ['past' for 'had'] Finite & deviant [present for past secondary tense] Predicator / Rheme) to carnival (Circumstance / Adjunct / Rheme) with her my girlfriend (Circumstance / Adjunct / Rheme) (SDCC) 66 || so (textual Theme) it (Carrier / Subject / topical Theme) 's (Process: Finite & Predicator / Rheme) (IC-Attribute / Complement / part of Rheme lacking) (LDP) 67 || it (Carrier / Subject / topical Theme) 's (Process: Finite & Predicator / Rheme) secrete (part of Attribute / Complement / Rheme) (IC-indefinite Deictic constituent in Attribute / Complement / part of Rheme lacking) (LDP) || ok (DM) 8/68 || I (Senser / Subject / Theme) (IC-Process: ML / Finite & Predicator / part of Rheme, Verbiage / Complement / part of Rheme lacking) (LDP) << what else? >> (DM) 69 || I (Senser / Subject / Theme) don't know to talk about (Process: ML / Finite & part of Predicator / Rheme) more more questions (deviant [lexical choice: 'questions' for 'issues'] Verbiage / Complement / Rheme) (IC-'know to talk about' for 'know how to talk about') (LDP) ||

**B/SPE01 has 69 ranking clauses, out of which 50 are incomplete (20 LDP, 19 LPP, and 11 SDCC). There are 8 clauses complexes (4, 2, 2, 32, 6, 11, 10, 2 ranking clauses respectively) and 1 down-ranked clause. (336 words)**

WRITTEN:

1/1 || I'll talk about (V) my last trip. (CC) 2/2 || I went (M) with my friends and my girlfriend. (CC) 3/3 || I liked (ML) it! (CC) 4/4 || I went (M) to Morro Branco last Carnival. (CC) 5/5 || I liked (ML) it, (CC) 6 || because I went (M) with my friends and my girlfriend. (CC) 6/7 || I spent (R) 5 days there. (CC) 7/8 || Firstly day (part of location:time Circumstance / Adjunct / Theme) I (Actor / Subject / Rheme) went (Process: M / Finite & Predicator / Rheme) to the beach (location:place Circumstance / Adjunct / Rheme) in the morning. (location:time Circumstance / Adjunct / Rheme) (IC-minor Process and definite Deictic of Range nominal group in location:time Circumstance / Adjunct / Theme prepositional phrase lacking) (LDP) 8/9 || After (part of location:time Circumstance / Adjunct / Theme) I (Actor / Subject / Rheme) went (Process: M / Finite & Predicator / Rheme) to Beberibe (location:place Circumstance / Adjunct / Rheme) at night. (location:time Circumstance / Adjunct / Rheme) (IC-Range constituent in location:time Circumstance / Adjunct / Theme prepositional phrase lacking) (LDP) 9/10 || I liked (ML) it. (CC) 10/11 || I danced (M) in Beberibe. (CC) 11/12 || The girlfriend's mother (Senser / Subject / Theme) did not know (Process: ML / Finite & Predicator / Rheme) the reason (Phenomenon / Complement / Rheme) the trip. (part of Circumstance / Adjunct / Rheme) (IC-minor Process in Circumstance / Adjunct / part of Rheme prepositional phrase lacking) (LDP) 12/13 || It's (R) a secret (CC) 14 || so I liked (ML) it (CC) 15 || this trip (Phenomenon / Complement / Rheme) (AEC) (IC-textual Theme, Senser / Subject / topical Theme, Process: ML / Finite & Predicator / part of Rheme lacking) (LPP) 16 || because I was (R) with my psychology students. (pragmatic inappropriateness: 'students' for 'classmates') (CC) 13/17 || I studied (M) psychology. (CC) 14/18 || So I liked (ML) it. (CC) 15/19 || Last day (part of Identified / Subject / Theme) was (Process: R / Finite & Predicator / Rheme) my birthday (Identifier / Complement / Rheme) on wednesday. (Circumstance / Adjunct / Rheme) (IC-definite Deictic constituent in Identified / Subject / Theme nominal group lacking) (LDP) 16/20 || I (Senser / Subject / Theme) prefer (Process: ML / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) the silent [[ than to receive (M) eggs in comemoration. (complete non-finite down-ranked clause) ]] (Phenomenon / Complement / Rheme) (SDCC) 17/21 || I came (M) to Fortaleza (CC) 22 || I went to leave (M) my girlfriend at home. (CC) 18/23 || I (Sayer / Subject / Theme) didn't want to speak (Process: V / Finite & Predicator / Rheme) the reasons (Verbiage / Complement / Rheme) the trip. (part of Circumstance / Adjunct / Rheme) (IC-minor Process in Circumstance / Adjunct / part of Rheme prepositional phrase lacking) (LDP) 19/24 || It's (R) a secret! (CC) ||

**B/WPE01 has 24 ranking clauses, out of which 7 are incomplete (5 LDP, 1 LPP, 1 SDCC). There are 19 clauses complexes (1, 1, 1, 1, 2, 1, 1, 1, 1, 1, 4, 1, 1, 1, 1, 2, 1, 1 ranking clauses respectively) and 1 down-ranked clause. (138 words)**

## PICTURE NARRATIVE:

## SPOKEN:

well (DM) 1/1|| I will talk about (V) a girl (CC) 2/2|| her name is (R) rosângela (CC) 3/3|| one day (Circumstance / Adjunct / Theme) rosângela (Actor / Subject / Rheme) was reading (Process: M / Finite & Predicator / Rheme) the story (Goal / Complement / Rheme) about story (part of deviant [lexical choice] Circumstance / Adjunct / Rheme) (IC-indefinite Deictic in Range constituent of Circumstance / Adjunct / part of Rheme prepositional phrase lacking) (LDP) 4 || and her cat was (R) on the bed (CC) 5 || but the cat needs to go out (M) the room (CC) 6 || so (textual Theme) the girl (Actor / Subject / topical Theme) prefer to open (Process: M / part of Finite & Prdicator / Rheme) the door (Goal / Complement / Rheme) (IC-present third person singular marking on Finite / part of Rheme lacking) (LDP) 7 || to leave (deviant [lexical choice: 'leave' for 'let': overgeneralization of lexical verb that was taught / appeared in input first] causative Process / Predicator / Rheme) the cat (Actor / Subject / Rheme) to go out (Process: M / deviant [perfective aspect with 'to' for perfective aspect without 'to': overgeneralization of construction that was taught / appeared in input first] Predicator / Rheme) in the garden (part of Circumstance / Adjunct / Rheme) (IC-incomplete minor Process ['in' for 'into'] in Circumstance / Adjunct / part of Rheme lacking) (LDP) 4/8|| the... the other room was (R) empty (CC) 9 || so and (textual Theme) there (Subject / topical Theme) was (Process: E / Finite & Predicator / Rheme) the canary (deviant [definite Deictic for indefinite Deictic] Existent / Complement / Rheme) in the on the cage (deviant [inappropriate 'on the'] Circumstance / Adjunct / Rheme) this this other room (Circumstance / Adjunct / Rheme) (IC-minor Process in second Circumstance / Adjunct / part of Rheme prepositional phrase lacking) (LDP) 10 || and (textual Theme) rosângela (Actor / Subject / topical Theme) go out (Process: M / part of Finite & Predicator / Rheme) (IC-present third person singular marking on Finite / part of Rheme lacking) (LDP) 11 || to to buy (M) clothes with her mother (NFC) (CC) 12 || so (textual Theme) the cat (Actor / Subject / topical Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme lacking) (LDP) 13 || the cat (Actor / Subject / Theme) wanted to eat (Process: M / Finite & Predicator / Rheme) canary (part of Goal / Complement / Rheme) (IC-definite Deictic in Goal / Complement / part of Rheme lacking) (LDP) 14 || but there was (R) the accident (definite Deictic for indefinite Deictic) (CC) 15 || the cat (Carrier / Subject / Theme) in the cage (Attribute / Complement / Rheme) (IC-Process: R / Finite & Predicator / part of Rheme lacking) (LDP) 16 || and (textual Theme) the bird (Actor / Subject / topical Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (LDP) 17 || the canary (deviant [word order] Actor / Subject / topical Theme) and (deviant [word order] textual Theme) go out (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) the cage (part of Circumstance / Adjunct / Rheme) (IC-minor Process in Circumstance / Adjunct / part of Rheme lacking) (LDP) 5/18|| when rosângela arrived (M) (CC) 19 || she (Senser / Subject / Theme) saw (Process: ML / Finite & Predicator / Rheme) [[ the cat in the cage (VLC) (complete down-ranked clause) || and (textual Theme) canary (part of Carrier / Subject / topical Theme) out the cage (part of Attribute / Complement / Rheme) (VLC) (incomplete down-ranked clause: definite Deictic in Carrier / Subject / topical Theme, incomplete minor Process ['out' for 'out of'] in Attribute / Complement / part of Rheme prepositional phrase lacking) ]] (Phenomenon / Complement / Rheme) (IC) (DOWN-RANKED-CLAUSE-RELATED LDP) 6/20|| she (Carrier / Subject / Theme) was (Process: R / Finite & Predicator / Rheme) (IC-Attribute / Complement / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (LDP) 21 || she (Carrier / Subject / Theme) was (Process: R / Finite & Predicator / Rheme) frightened (Attribute / Complement / Rheme) [[ the the (inapprppriate Deictic) was happened (Process: M / deviant ['was' for 'had'] Finite & Predicator / Rheme) (incomplete down-ranked clause: Actor / Subject / Theme lacking) ]] (part of Circumstance / Adjunct / Rheme) (IC-minor Process in Circumstance / Adjunct / part of Rheme lacking) (LDP) 22 || so and (textual Theme) the the girl rosângela (Actor / Subject topical Theme) to hold (Process: M / Predicator / Rheme) the cat (Goal / Complement / Rheme) (IC-past primary tense Finite / part of Rheme lacking) (LDP) 23 || to open (M) the cage before (NFC) (CC) 24 || and (textual Theme) canary (part of Actor / Subject / topical Theme) go out (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) (IC-definite Deictic in Actor / Subject / part of Rheme lacking) (LDP) 25 || to escape (M) the ca the cage (NFC) (CC) 26 || and... and (textual Theme) it (Carrier / Subject / topical Theme) (IC-Attribute / Complement / part of Rheme lacking) (LPP) 27 || it was (R) [[ to to live in freedom (NFC) (complete down-ranked clause) || the freedom forever (VLC) (complete down-ranked clause) ]] (CC) 28 || and (textual Theme) continues (Process: m / Finite & Predicator / Rheme) (IC-Actor / Subject / topical Theme ['the freedom?'] lacking) (LDP) 7/29|| the the girl rosângela... (Carrier / Subject / Theme) wasn't (Process: R / Finite + negative polarity & Predicator / Rheme) (IC-Attribute / Complement / part of Rheme lacking) (LPP) 30 || wasn't (R) happy (AEC) (CC) 31 || because (textual

Theme) she (Carrier / Subject / topical Theme) want to to have (Process: R / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) canary (part of Attribute / Complement / Rheme) too (Circumstance / Adjunct / Rheme) (IC-definite Deictic in Attribute / Complement / part of Rheme lacking) (LDP) 32 || but she waited (M) many days (CC) 33 || but (textual Theme) the canary (Actor / Subject / topical Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (LPP) 34 || the canary didn't come (M) to her house (CC) 8/35 || it's (R) finished (CC) ||

**B/SPN01 has 35 ranking clauses, out of which 20 are incomplete (16 LDP, 1 DWON-RANKED-CLAUSE-RELATED LDP, and 3 LPP). There are 8 clauses complexes (1, 1, 5, 10, 2, 9, 6, 1 ranking clauses respectively) and 5 down-ranked clauses. (211 words)**

WRITTEN:

1/1 || I (Sayer / Subject / Theme) 'll talk (part of Process: V / Finite & Predicator / Rheme) a story (Verbiage / Complement / Rheme) about a girl. (Circumstance / Adjunct / Rheme) (IC-particle ['about'] in two-word verbal group Process / Predicator / part of Rheme lacking) (LDP) 2/2 || Her name is (R) Rosangela. (CC) 3/3 || One day, Rosangela was reading (M) a book about toys (CC) 4 || and her cat was (R) on the bed. (CC) 4/5 || Her cat (Actor / Subject / Theme) wanted to go out (Process: M / Finite & Predicator / Rheme) the room. (part of Circumstance / Adjunct / Rheme) (IC-minor Process in Circumstance / Adjunct / part of Rheme prepositional phrase lacking) (LDP) 5/6 || So Rosangela opened (M) the door. (CC) 6/7 || The other room was (R) empty. (CC) 7/8 || There was (E) a canary. (CC) 8/9 || Rosangela went out (M) (CC) 10 || to buy clothes with her mother, (NFC) (CC) 11 || so (textual Theme) the cat (Actor / Subject / topical Theme) wanted to eat (Process: M / Finite & Predicator / Rheme) canary. (part of Goal / Complement / Rheme) (IC-definite Deictic constituent in Goal / Complement / part of Rheme lacking) (LDP) 9/12 || Suddenly the cat was (R) in the cage (CC) 13 || and (textual Theme) canary (part of Carrier / Subject / topical Theme) was (process: R / Finite & Predicator / Rheme) out the cage. (part of Attribute / Complement / Rheme) (IC-definite Deictic in Carrier / Subject / topical Theme, incomplete minor Process ['out' for 'out of'] in Attribute / Complement / part of Rheme prepositional phrase) (LDP) 10/14 || When the girl arrived. (M) (CC) 15 || She was (R) frightened. (CC) 11/16 || She saw [ the cat in the cage (VLC) (complete down-ranked clause) ] and (textual Theme) canary (the bird) (part of Carrier / Subject / topical Theme) out! (Attribute / Complement / Rheme) (VLC) (incomplete down-ranked clause: definite Deictic in Carrier / Subject / topical Theme lacking) ] (Phenomenon / Complement / Rheme) (IC) (DOWN-RANKED-CLAUSE-RELATED LDP) 12/17 || She (Actor / Subject / Theme) hold (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) the cat (Goal / Complement / Rheme) (SDCC) 18 || but (textual Theme) the canary (Actor / Subject / topical Theme) went out (Process: M / Finite & Predicator / Rheme) the house. (part of Circumstance / Adjunct / Rheme) (IC-minor Process in circumstance / Adjunct / part of Rheme lacking) (LDP) 13/19 || It was (R) [[that lived [deviant: 'that lived' 'to live'] in freedom forever. ] (DCC) 14/20 || She wanted (ML) (projecting clause) (CC) 21 || that (inappropriate textual Theme) canary (part of Actor / Subject / Theme) came, (Process: M / deviant ['came' for 'to come'] Predicator / Rheme) (IC-definite Deictic in Actor / Subject / Theme lacking) (projected clause) (NFC) (LDP) 22 || but it was (R) possible! [pragmatic inappropriateness] (CC) ||

**B/WPN01 has 22 ranking clauses, out of which 8 are incomplete (6 LDP, 1 DOWN-RANKED-CLAUSE-RELATED LDP, 1 SDCC). There are 14 clauses complexes (1, 1, 2, 1, 1, 1, 3, 2, 2, 1, 2, 1, 3 ranking clauses respectively) and 3 down-ranked clauses. (124 words)**

DIALOG:

CSB4 - Valter, (MC) 1/1 || what did you do (M) in your last weekend? (deviant: inappropriate 'in your') (CC) ||

CSB3 - 2/2 || On Saturday (location:time Circumstance / Adjunct / Theme) I... (Actor / Subject / Rheme) (IC-Process: M / Finite & Predicator / part of Rheme, location:place Circumstance / Adjunct / part of Rheme lacking) (LDP) 3 || I (Actor / Subject / Rheme) went (Process: M / Finite & Predicator / Rheme) to my girlfriend house; (part of location:place Circumstance / Adjunct / Rheme) (IC-possessive case marking on Classifier constituent of location:place Circumstance / Adjunct / part of Rheme nominal group lacking) (LDP) 4 || only. (EEC) (CC) ||

CSB4 - 3/5 || Only? (EEC) (CC) ||

CSB3 - 4/6|| And you? (AEC) (CC) 7|| What (Goal / Complement / Theme) did (Finite / Rheme) you (Actor / Subject / Rheme) (IC-Process: M / Predicator / part of Rheme lacking) (LDP) 8|| you (Actor / Subject / Rheme) go (Process: M / Predicator / Rheme) on Saturday (location:time Circumstance / Adjunct / Rheme) (IC-location:place Circumstance / Adjunct / Theme, Finite / part of Rheme lacking) (LDP) 9|| or (textual Theme) stay (Process: R / Predicator / Rheme) (IC-Finite / interpersonal Theme, Carrier / Subject / topical Theme, Attribute / Complement / part of Rheme lacking) (LDP) 10|| [anaphorically retrievable 'or'] stayed (Process: Finite & Predicator / Rheme) at home? (Attribute / Complement / Rheme) (IC-Carrier / Subject / Theme lacking) (LDP) |||

CSB4 - 5/11|| I stayed (R) in my house (CC) 12|| but my boyfriend stayed (R) there with me (CC) 13|| and we studied (M) very much the computer (L1 acceptable word order: Circumstance / Adjunct / part of Rheme + Goal / Complement / part of Rheme) (DCC) 14|| and and (textual Theme) on Saturday night (location:time Circumstance / Adjunct / topical Theme) we (Actor / Subject / Rheme) went (Process: M / Finite & Predicator / Rheme) a a pub (part of location:place Circumstance / adjunct / Rheme) (IC-minor Process in location:place Circumstance / Adjunct / part of Rheme prepositional phrase lacking) (LDP) 15|| and listened to (ML) music (AEC) (CC) 16|| and talked... (M) (CC) |||

CSB3 - 6/17|| What type of music? (AEC) (CC) |||

CSB4 - 7/18|| What type? (AEC) (CC) 19|| MPB music. (AEC) (CC) |||

CSB3 - 8/20|| MPB? (AEC) (CC) |||

CSB4 - 9/21|| Yeah. (CC) 22|| Djavan... (AEC) (CC) 23|| I liked (ML) it. (CC) |||

CSB3 - 10/24|| At home? (AEC) (CC) |||

CSB4 - 11/25|| No, (CC) 26|| on Saturday night I went (M) to a pub. (CC) |||

CSB3 - Ah! (MC) 12/27|| Yes, it's (R) ok. (CC) |||

CSB4 - 13/28|| In the Sunday (deviant ['in' for 'on', inappropriate definite Deictic] Circumstance / Adjunct / Theme) I (Actor / Subject / Rheme) went (Process: M / Finite & Predicator / Rheme) (IC-location:place Circumstance / Adjunct / part of Rheme, accompaniment Circumstance / Adjunct / part of Rheme lacking) (LPP) 29|| on the Sunday (deviant [inappropriate definite Deictic] Circumstance / Adjunct / Theme) (IC- Actor / Subject / part of Rheme, Process: M / Finite & Predicator / part of Rheme, location:place Circumstance / Adjunct / part of Rheme, accompaniment Circumstance / Adjunct / part of Rheme lacking) (LPP) 30|| on the Sunday? (inappropriate definite Deictic) (EEC) (CC)

CSB3 - 14/31|| On the Sunday, (inappropriate definite Deictic) (EEC) (CC) 32|| yes... (CC) |||

CSB4 - 33|| I went (M) to the beach and with my boyfriend and my mother and my sister my older sister. (CC) |||

CSB3 - 15/34|| Always with the the boyfriend (EEC) (CC) |||

CSB4 - Yes! (MC)

CSB3 - Yes? (MC) 16/35|| Friends no? (EEC) (CC) |||

CSB4 - 17/36|| No (CC) 37|| because (textual Theme) now (Circumstance / Adjunct / topical theme) I (Senser / Subject / Rheme) (IC-Process: ML / Finite & Predicator / part of Rheme, Phenomenon / Complement / part of Rheme lacking) (LPP) 38|| I prefer (ML) this. (CC) |||

CSB3 - 18/39|| Prefer? (AEC) (CC) |||

CSB4 - 19/40|| Yeah, (CC) 41|| because (textual Theme) my boy... (Participant / Subject / topical Theme) (IC-Process / Finite & Predicator / part of Rheme, Participant / Complement / part of Rheme lacking) (LDP) 42|| he's (R) my new boyfriend... (CC) |||

CSB3 - 20/43|| New boyfriend? (AEC) (CC) 44|| Yes? (EEC) (CC) |||

CSB4 - 21/45|| Yes. (CC) 46|| And what about your girlfriend? (EEC) (CC) 47|| What's (R) her name? (CC) |||

CSB3 - 22/48|| Gabriela. (AEC) (CC) |||

CSB4 - 23/49|| Gabriela. (AEC) (CC) 50|| She (Actor / Subject / Theme) passes (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) to nurse? (part of deviant ['to' for 'for'] Circumstance / Adjunct / Rheme) (IC-'ing' ending on Range constituent of Circumstance / Adjunct part of Rheme prepositional phrase to denote the profession lacking) (LDP) 51|| Yes? (deviant ['yes?' for 'didn't she?'] tag ending) (SDCC) |||

CSB3 - Yes. (MC)

CSB4 - 24/52|| In Itaperi? (AEC) (CC) |||

CSB3 - 25/53|| Yes! (CC) 54|| And (textual Theme) you (Actor / Subject / topical Theme) study (Process: M / Finite & Predicator / Rheme) nurse (Goal / Complement / Rheme) too, (Circumstance / Adjunct / Rheme) (IC-'ing' ending on Goal / Complement / part of Rheme nominal group to denote the profession lacking) (LDP) 55|| yes? (deviant ['yes?' for 'don't you?'] tag ending) (SDCC) |||

CSB4 - Yes. (MC)

CSB3 - 26/56|| I (Senser / Subject / Theme) (IC-Process: ML / Finite & Predicator / part of Rheme lacking) (LPP) 57|| I remember... (ML) (CC) |||

- CSB4 - 27/58|| Sixth semester. (EEC) (CC) |||
- CSB3 - 28/59|| Sixth semester? (EEC) (CC) 60|| She started (M) school college in the last last week. [inappropriate 'in the' in Circumstance / Adjunct / part of Rheme constituent] (DCC) 61 || Yes? (deviant ['yes?' for 'didn't she?'] tag ending) (SDCC) |||
- CSB4 - Yeah. (MC)
- CSB3 - 29/62|| They started (M) class last week. (CC) |||
- CSB4 - 30/63|| And (textual Theme) she (Senser / Subject / topical Theme) likes? (Process: M / deviant ['s' ending for 'does'] Finite & Predicator / Rheme) (IC-interpersonal Theme / present primary tense temporal Finite, Phenomenon / Complement / part of Rheme lacking) (LDP) 64|| but (textual Theme) she (Senser / Subject / topical Theme) likes? (Process: M / deviant ['s' ending for 'does'] Finite & Predicator / Rheme) (IC-interpersonal Theme / present primary tense temporal Finite, Phenomenon / Complement / part of Rheme lacking) (LDP) |||
- CSB3 - 31/65|| Yes, (CC) 66|| but (textual Theme) she (Senser / Subject / topical Theme) (IC-Process: ML / Finite & Predicator / part of Rheme, Phenomenon / Complement / part of Rheme lacking) (LDP) 67|| she (Senser / Subject / Theme) thought (Process: ML / Finite & Predicator / Rheme) (IC-Phenomenon / Complement / part of Rheme lacking) (LDP) 68|| the the other students (Senser / Subject / Theme) think (Process: ML / Finite & Predicator / Rheme) (IC-modal Adjunct / part of Rheme, Phenomenon / Complement / part of Rheme lacking) (LPP) 69|| always (modal Adjunct / Rheme) think (Process: ML / Finite & Predicator / Rheme) (AEC) (IC-Phenomenon / Complement / part of Rheme lacking) (LPP) 70|| always think (ML) about medicine. (CC) |||
- CSB4 - 32/71|| Me too in the past, (AEC) (CC) 72|| but (textual Theme) now (Circumstance / Adjunct / topical Theme) I (Senser / Subject / Rheme) (IC-Phenomenon / Complement / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (LPP) 73|| I (Carrier / Subject / Theme) 'm (Process: R / Finite & Predicator / Rheme) (IC-Attribute / Complement / part of Rheme lacking) (LDP) 74|| I like (ML) very much my course. (deviant acceptable L1 word order: Circumstance / Adjunct / part of Rheme + Phenomenon / Complement / part of Rheme) (CC) |||
- CSB3 - 33/75|| So I... (naturally interrupted clause) (LPP) |||
- CSB4 - 34/76|| There (Subject / interpersonal Theme) is (Process: E / Finite & Predicator / Rheme) a a profession (deviant [lexical choice: 'profession' for 'show' or 'program'] Existent / Complement / Rheme) in the... in the TV (deviant ['in the TV' for 'on TV: L1 transfer] Circumstance / Adjunct / Rheme) (SDCC) 77|| the reporter (Sayer / Subject / Theme) talk (Process: V / deviant [present for past primary tense] temporal Finite & deviant [lexical choice: 'to talk' for 'to say'] Predicator / Rheme) (projecting clause) (SDCC) 78|| and (deviant [continuative 'and' for structural 'that'] textual Theme) the nurse (part of deviant [inappropriate definite Deictic] Carrier / Subject / topical Theme) has (Process: R / Finite & deviant [lexical choice: 'to have' for 'to be'] Predicator / Rheme) a good profession (Attribute / Complement / Rheme) in the present (Circumstance / Adjunct / Rheme) (projected clause) (IC-'ing' ending on Carrier / Subject / topical Theme nominal group to denote the profession lacking) (LDP) 79|| cause (textual Theme) don't... (Finite + negative polarity / Rheme) (IC-Participant / Subject / topical Theme, Process / Predicator / part of Rheme, Participant / Complement / part of Rheme lacking) (LDP) 80|| there (Subject / interpersonal Theme) isn't (Process: E / deviant [singular concord for plural concord] Finite & Predicator / topical Theme) nurses unemployed, (deviant [L1 acceptable word order: Thing + Classifier] Existent / Complement / Rheme) << yeah?, (DM) >> today. (Circumstance / Adjunct / Rheme) (SDCC) |||
- CSB3 - Ā han. (DM) 35/81|| How much (Goal / Complement / Theme) general (part of modal Adjunct / Rheme) (IC-minor Process in modal Adjunct / part of Rheme prepositional phrase, Finite / part of Rheme, Actor / Subject / part of Rheme, Process: M / Predicator / part of Rheme lacking) (LDP) 82|| how much (Goal / Complement / Theme) nursery... (deviant ['nursery' for 'nurses'] Actor / Subject / Rheme) earn (Process: M / Predicator / Rheme) money? (inappropriate Goal / Complement / Rheme) (IC-present primary tense temporal Finite / part of Rheme lacking) (LDP) |||
- CSB4 - 36/83|| I (Senser / Subject / Theme) (IC-Process: ML / Finite & Predicator / part of Rheme lacking) (LPP) 84|| I think (ML) eh... eh... (projecting clause) (CC) 85|| when a a the nurses (deviation: inappropriate indefinite Deictic) work (M) in the country (projected clause) (DCC) 86|| and... (naturally interrupted clause) (LPP)
- CSB3 - 37/87|| USA? (AEC) (CC) |||
- CSB4 - 88|| Country the the country of the state: Quixadá... (AEC) (CC)
- CSB3 - Yes. (MC)
- CSB4 - 89|| They earn (M) so much – two thousand... (CC) |||
- CSB3 - 38/90|| Two thousand? (EEC) (CC) |||
- CSB4 - 39/91|| Two thousand, (EEC) (CC) 92|| yes? (EEC) (CC) |||
- CSB3 - 40/93|| Yes, (CC) 94|| two thousand. (EEC) (CC) ||| Yes. (MC)

- CSB4 - 41/95|| Maybe. (EEC) (CC) |||
- CSB3 - 42/96|| And in Fortaleza, here? (AEC) (CC) |||
- CSB4 - 43/97|| In Fortaleza (Circumstance / Adjunct / Theme) it (Carrier / Subject / Rheme) 's... (Process: R Finite & Predicator / Rheme) eh... (IC-Attribute / Complement / part of Rheme lacking) (LDP) 98 || it (Carrier / Subject / Theme) 's (Process: R Finite & Predicator / Rheme) necessary [[ to pass (Process: M / Predicator / Rheme) in a... concurso... in a in a test [[with (deviant ['with' for relativizer 'which'] Actor / Subject / Theme) admit (Process: M / part of temporal Finite & Predicator / Rheme) professionals (Goal / Complement / Rheme) in a hospital (Circumstance / Adjunct / Rheme) (incomplete down-ranked clause: relativizer, present third person singular primary tense marking on temporal Finite lacking) ]] (deviant [inappropriate 'in a'] Goal / Complement / Rheme) (incomplete non-finite down-ranked clause: L2 Goal / Complement / part of Rheme nominal group lacking) ]] (Attribute / Complement / Rheme) (DOWN-RANKED-CLAUSE-RELATED LDP) 99 || but earning about... two thousand or less. (NFC) (CC) |||
- CSB3 - 44/100|| Ought to do (Process: M / modal Finite & Predicator / Rheme) an graduate, (part of deviant: 'an' form of indefinite Deictic for 'a' form] Goal / Complement / Rheme) (IC-Actor / Subject / Theme, Thing constituent in Goal / Complement / part of Rheme nominal group lacking) (LDP) 101 || yes? (deviant ['yes?' for 'oughtn't they?'] tag ending) (SDCC) |||
- CSB4 - 45/102|| Pos graduated? (EEC) (IC-L1 'pós' for L2 'post') (LDP) |||
- CSB3 - 46/103|| Graduate. (EEC) (CC) 104 || The graduate in USA (part of deviant ['the graduate' for 'graduation'] Carrier / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) the same the same pos graduation in Brazil, (part of Attribute / Complement / Rheme) (IC-definite Deictic preceding 'USA' in Carrier / Subject / Theme nominal group, 'as' following 'the same' and L1 'pós' for L2 'post' in Attribute / Complement / part of Rheme nominal group lacking) (LDP) 105 || yes?.(EEC) (CC) |||
- CSB4 - Ah! (MC)
- CSB3 - 47/106|| The teacher said, (V) (CC) 107 || remember? (EEC) (CC) |||
- CSB4 - 48/108|| Yeah. (CC) 109 || I... (naturally interrupted clause) (LPP) 110 || what (Verbiage / Complement / Theme) did (Finite / Rheme) you (Sayer / Subject / Rheme) (IC-Process: V / Predicator / part of Rheme, Receiver / Complement / part of Rheme lacking) (LPP) 111 || did (Finite / Rheme) you (Sayer / Subject / Rheme) answer to (Process: V / deviant [lexical choice: 'to answer' for 'to ask', inappropriate 'to'] Predicator / part of Rheme) me? (Receiver / Complement / Rheme) (AEC) (DCC) 112 || What what about graduated? (IC-non-finite imperfective form of 'to be' lacking) (LDP) |||
- CSB3 - 49/113|| Graduation in USA (part of Carrier / Subject / Theme) the same... (part of Attribute / Complement / Rheme) (IC-definite Deictic preceding 'USA' in Carrier / Subject / Theme nominal group lacking) (VLC) (LDP) |||
- CSB4 - 50/114|| Não... (L2 whole clause lacking) (LDP) 115 || What did you talk to (V) me about this graduated? (CC) 116 || Did you answer (lexical choice: 'to answer' for 'to ask') another question? (DCC) |||
- CSB3 - 51/117|| Forget, (Process: ML / Predicator / Theme) (IC-Phenomenon / Complement / Rheme lacking) (LDP) 118 || forget. (Process: ML / Predicator / Theme) (IC-Phenomenon / Complement / Rheme lacking) (LDP) |||
- CSB4 - Yeah. (MC) 52/119|| And what about you? (EEC) (CC) 120 || What did you do... in UFC? (deviant: 'in' for 'at') (DCC) |||
- CSB3 - Yes, (DM) 53/121|| I study (M) psychology... (CC) |||
- CSB4 - 54/122|| Psychology... (AEC) (CC) |||
- CSB3 - Yes. (MC) 55/123|| And (textual Theme) I (Carrier / Subject / topical Theme) (IC-Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LDP) 124 || I (Carrier / Subject / Theme) am... (Process: R / Finite & Predicator / Rheme) (IC-Attribute / Complement / part of Rheme lacking) (LDP) 125 || I (Carrier / Subject / Theme) am (Process: R / Finite & Predicator / Rheme) eight (part of Attribute / Complement / Rheme) (IC-minor Process, definite Deictic, ordinal marking, Thing in Attribute / Complement / part of Rheme lacking) (LDP)
- CSB4 - 56/126|| Semester. (AEC) (CC) |||
- CSB3 - Eight, eighth semester. (part of Attribute / Complement / Rheme) (AEC) (IC-minor Process, definite Deictic in Attribute / Complement / part of Rheme lacking) (LDP) |||
- CSB4 - 57/127|| Eighth semester... (AEC) (CC) |||
- CSB3 - Yes. (MC)
- CSB4 - 58/128|| I like (ML) it. (CC) 129 || I like... (ML) (CC) |||
- CSB3 - 59/130|| Psychology? (AEC) (CC) |||
- CSB4 - 60/131|| Yeah. (CC) 132 || I (Actor / Subject / Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (LDP) 133 || I (Actor / Subject / Theme) do (Process: M / Finite & Predicator / Rheme) an a subject (Goal / Complement / Rheme) in the... in in my graduate, (part of deviant ['graduate' for 'undergraduate'] Circumstance / Adjunct /

Rheme) (IC-Thing constituent in Range constituent of Circumstance / Adjunct / part of Rheme prepositional phrase lacking) (LDP) « yeah, (DM) » 134 || in the second semester I studied (M) it a little... a little a little... (CC) ||

CSB3 - 61/135 || What (Phenomenon / Complement / Theme) (IC-Finite / part of Rheme, Senser / Subject / part of Rheme, Process: ML / Predicator / part of Rheme, matter Circumstance / Adjunct / part of Rheme, location:place Circumstance / Adjunct / part of Rheme lacking) (LDP) 136 || What (Phenomenon / Complement / Theme) do (Finite / Rheme) you (Senser / Subject / Rheme) think (Process: ML / Predicator / Rheme) about the first semester (matter Circumstance / Adjunct / Rheme) in university at university? (part of location:place Circumstance / Adjunct / Rheme) (IC-definite Deictic in Range constituent of location:place Circumstance / Adjunct / part of Rheme prepositional phrase lacking) (LDP) ||

CSB4 - 62/137 || My? (deviant ['my' for 'mine'] matter Circumstance / Adjunct / Rheme) (AEC) (SDCC) 138 || My? (deviant ['my' for 'mine'] matter Circumstance / Adjunct / Rheme) (AEC) (SDCC) ||

CSB3 - 63/139 || What (Phenomenon / Complement / Theme) did (Finite / Rheme) you (Senser / Subject / Rheme) (IC-Process: ML / Predicator / part of Rheme lacking) (LPP) 140 || what (Phenomenon / Complement / Theme) (IC-Finite / part of Rheme, Senser / Subject / part of Rheme, Process: ML / Predicator / part of Rheme lacking) (LPP) 141 || what did you think (ML)? (CC) ||

CSB4 - 64/142 || I (Senser / Subject / Theme) (IC-Process: ML / Finite & Predicator / part of Rheme, Phenomenon, Complement, part of Rheme lacking) (LDP) 143 || I (Senser / Subject / Theme) (IC-Process: ML / Finite & Predicator / part of Rheme, Phenomenon, Complement, part of Rheme lacking) (LDP) 144 || in my opinion... (interpersonal Theme) I (Senser / Subject / topical Theme) (IC-Process: ML / Finite & Predicator / part of Rheme, Phenomenon, Complement, part of Rheme lacking) (LDP) 145 || I (Senser / Subject / Theme) don't (Finite + negative polarity / Rheme) (IC-Process: ML / Predicator / part of Rheme, Phenomenon, Complement, part of Rheme lacking) (LDP) 146 || I (Senser / Subject / Theme) don't (Finite + negative polarity / Rheme) (IC-Process: ML / Predicator / part of Rheme, Phenomenon, Complement, part of Rheme lacking) (LDP) 147 || I (Senser / Subject / Theme) didn't like... (Process: ML / Finite & Predicator / Rheme) (IC-Phenomenon, Complement, part of Rheme lacking) (LDP)

CSB3 - 65/148 || I (Senser / Subject / Theme) thought... (Process: ML / Finite & Predicator / Rheme) (IC-Phenomenon / Complement / part of Rheme ['so'] lacking) (LDP) ||

CSB4 - 149 || Because I didn't study (M) nursery (deviant lexical choice: 'nursery' for 'nursing') (CC) 150 || so (textual Theme) I (Participant / Subject / topical Theme) (IC-Process / Finite & Predicator / part of Rheme, Participant / Complement / part of Rheme lacking) (LDP) 151 || I (Participant / Subject / Theme) (IC-Process / Finite & Predicator / part of Rheme, Participant / Complement / part of Rheme lacking) (LDP) 152 || I (Participant / Subject / Theme) don't... (Finite + negative polarity / Rheme) (IC-Process / Predicator / part of Rheme, Participant / Complement / part of Rheme lacking) (LDP) 153 || eh... a peo... (Participant / Subject / Theme) (IC-Process / Finite & Predicator / part of Rheme, Participant / Complement / part of Rheme lacking) (LDP) 154 || a person [[ who talks (V) about this... (complete down-ranked clause) ]] (Participant / Subject / Theme) (IC-Process / Finite & Predicator / part of Rheme, Participant / Complement / part of Rheme lacking) (LDP) 155 || in my opinion it's (R) not good for your girlfriend. (AEC) (CC)

CSB3 - 66/156 || My my girlfriend... (Participant / Subject / Theme) (IC-Process / Finite & Predicator / part of Rheme, Participant / Complement / part of Rheme lacking) (LDP) 157 || I (Sayer / Subject / Theme) talk (part of Process: V / deviant [present-temporal for future-modal primary tense] Finite & Predicator / Rheme) (IC-post verbal particle 'to' in Process / Predicator / part of Rheme, Receiver / Complement / part of Rheme, matter Circumstance / Adjunct / part of Rheme lacking) (LDP) 158 || I (Sayer / Subject / Theme) talk (part of Process: V / deviant [present-temporal for future-modal primary tense] Finite & Predicator / Rheme) it (IC-post verbal particle 'to' in Process / Predicator / part of Rheme, Receiver / Complement / part of Rheme, minor process in matter Circumstance / Adjunct / part of Rheme prepositional phrase lacking) (LDP) 159 || because (textual Theme) my girlfriend... (Participant / Subject / topical Theme) (IC-Process / Finite & Predicator / part of Rheme, Participant / Complement / part of Rheme lacking) (LDP) 160 || and... (textual Theme)

CSB4 - 64/161 || Doesn't like... (Process: ML / deviant [present-temporal for future-modal primary tense] Finite & Predicator / Rheme) (IC-Senser / Subject / Theme, Phenomenon / Complement / part of Rheme lacking) (LDP) ||

CSB3 - 66/162 || ...she (Carrier / Subject / topical theme) is (Process: R / Finite & Predicator / Rheme) frightened [[ in the future will (Portuguese-like down-ranked clause) || will hav (Portuguese-like down-ranked clause) || won't have jobs future (Portuguese-like down-ranked clause) || and (textual Theme) won't earn (Process: M / Finite & Predicator / Rheme) (incomplete down-ranked clause: Actor / Subject / topical Theme, Goal / Complement / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) || earn money future (incomplete down-ranked clause: Actor / Subject / topical Theme, Finite / part of Rheme, Goal / Complement / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) || because



(textual Theme) everybody (Sayer / Subject / topical Theme) talks (Process: V / Finite & Predicator / Rheme) only medicine (part of matter Circumstance / Adjunct / Rheme) the first semester (part of location:time Circumstance / Adjunct / Rheme) (incomplete down-ranked clause: minor Process in matter Circumstance / Adjunct / part of Rheme prepositional phrase, minor Process in location:time Circumstance / Adjunct / part of Rheme prepositional phrase) ]] (Attribute / Complement / Rheme) (DOWN-RANKED-CLAUSE-RELATED LDP) 163 || so and (textual Theme) she (Carrier / Subject / topical Theme) was (Process: R / Finite & Predicator / Rheme) (IC-Attribute / Complement / part of Rheme lacking) (LPP) 164 || she's (R) frightened frightened... (CC) |||

CSB4 - 67/165||| In the the fourth semester, (Circumstance / Adjunct / Theme) she (Senser / Subject / Rheme) likes (Process: ML / deviant [present-temporal for future-modal primary tense] Finite & Predicator / Rheme) the course (Phenomenon / Complement / Rheme) (SDCC) 166 || because... (naturally interrupted clause) (LPP) |||

CSB3 - 68/167||| When (EEC) (CC) 168 || when did... (EEC) (CC) |||

CSB4 - 69/169||| ... the the the... two years... depois? (Circumstance / Adjunct / Rheme) (EEC) (IC-L2 Head in Circumstance / Adjunct / Rheme lacking) (LDP) |||

CSB3 - 70/170||| After. (VLC) (CC) |||

CSB4 - ... after... eh... (MC)

CSB3 - 71/171||| Two years two years later, (VLC) (CC) ||| yes? (DM)

CSB4 - Yes. (MC)

CSB3 - Ok. (MC) 72/172||| I (Sayer / Subject / Theme) (IC-Process: V / modal Finite & Predicator / part of Rheme, matter Circumstance / Adjunct / part of Rheme lacking) (LPP) 173 || I (Sayer / Subject / Theme) will talk (Process: V / modal Finite & Predicator / Rheme) about it (matter Circumstance / Adjunct / Rheme) (CC) 174 || the conversation... (Range constituent in matter Circumstance / Adjunct / Rheme prepositional phrase) (AEC) (LPP) 175 || I (Actor / Subject / Theme) will (modal Finite / Rheme) (IC-Process: M / Predicator / part of Rheme, Goal / Complement / part of Rheme, location:time Circumstance / Adjunct / part of Rheme, matter Circumstance / Adjunct / part of Rheme lacking) (LDP) 176 || I (Actor / Subject / Theme) will phone (Process: M / modal Finite & Predicator / Rheme) today (location:time Circumstance / Adjunct / Rheme) about this... (matter Circumstance / Adjunct / Rheme) (IC- Goal / Complement / part of Rheme lacking) (LDP) |||

**B/D has 176 ranking clauses, out of which 86 are incomplete (56 LDP, 2 DOWN-RANKED-CLAUSE-RELATED LDP, 18 LPP, and 10 SDCC). There are 72 clauses complexes (1, 3, 1, 5, 6, 1, 2, 1, 3, 1, 2, 1, 4, 2, 1, 1, 3, 1, 3, 2, 3, 1, 3, 1, 3, 2, 1, 3, 1, 2, 6, 4, 1, 5, 2, 6, 1, 1, 2, 2, 1, 1, 3, 2, 1, 3, 2, 5, 1, 3, 2, 2, 1, 1, 3, 1, 1, 2, 1, 4, 2, 2, 3, 14, 1, 8, 2, 2, 1, 1, 1, 5 ranking clauses respectively) and 9 down-ranked clauses. (654 words)**

#### DIALOG REPORT:

1/1||| we (Sayer / Subject / Theme) talked (Process: V / Finite & Predicator / Rheme) about course. (deviant [singular form of Range for plural form] matter Circumstance / Adjunct / Rheme) (SDCC) 2/2||| She said (V) (projecting clause) (CC) 3 || that (textual Theme) studies (Process: M / Finite & Predicator / Rheme) at university. (part of Circumstance / Adjunct / Rheme) (IC-Actor / Subject / topical Theme, indefinite Deictic in Range constituent of Circumstance / Adjunct / part of Rheme prepositional phrase lacking) (projected clause) (LDP) 3/4||| She studies (M) nursery. (deviant lexical choice: 'nursery' for 'nursing') (DCC) 4/5||| She (Carrier / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) sixth semester. (part of Attribute / Complement / Rheme) (IC-minor Process and definite Deictic preceding Range constituent of Attribute / Complement / part of Rheme prepositional phrase lacking) (LDP) 5/6||| I asked (V) about her last weekend too. (CC) 6/7||| She said (V) (projecting clause) (CC) 8 || that (textual Theme) spend (Process: R / deviant [present for past – 'had' – primary tense] temporal Finite & deviant [base form for past – 'ed' – secondary tense] Predicator / Rheme) with her boyfriend (accompaniment Circumstance / Adjunct / Rheme) on Saturday (location:time Circumstance / Adjunct / Rheme) (IC-Carrier / subject / topical Theme, Attribute / Complement / part of Rheme lacking) (projected clause) (LDP) 9 || and (textual Theme) after (part of location:time Circumstance / Adjunct / topical Theme) went out (Process: M / Finite & Predicator / Rheme) with him. (matter Circumstance / Adjunct / Rheme) (IC-Range constituent in location:time Circumstance / Adjunct / part of Rheme prepositional phrase, Actor / Subject / part of Rheme lacking) (LDP) 7/10||| She liked (ML) it! (CC) 8/11||| On Sunday she went (M) to the beach with her boyfriend too. (CC) 9/12||| After (part of Circumstance / Adjunct / Theme) we (Sayer / Subject / Rheme) talked (Process: V / Finite & Predicator / Rheme) about her course (Circumstance / Adjunct / Rheme) again. (Circumstance / Adjunct / Rheme) (IC-Range constituent of first Circumstance / Adjunct / part of Rheme prepositional phrase lacking) (LDP) 10/13||| She liked (ML) it. (CC) 11/14||| I asked: (V) (projecting clause) (CC) 15 || what did you think

(ML) about the firstly semester? (deviant ordinal Numerative) (projected clause) (DCC) 12/16|| She said: (V) (projecting clause) (CC) 17|| I (Senser / Subject / Theme) started like (Process: ML / Finite & part of Predicator / Rheme) my course (Phenomenon / Complement / Rheme) two years later. (Circumstance / Adjunct / Rheme) (IC-perfective marking on second constituent of verbal group complex Predicator lacking) (projected clause) (LDP) 13/18|| I said (V) (projecting clause) (CC) 19|| that I study (M) psychology (projected clause) (CC) 20|| and (textual Theme) I (Carrier / Subject / topical Theme) 'm (Process: R / Finite & Predicator / Rheme) eighth semester. (part of Attribute / Complement / Rheme) (IC-minor Process and definite Deictic preceding Range constituent of Attribute / Complement / part of Rheme prepositional phrase lacking) (projected clause) (LDP) 14/21|| I also said (V) (projecting clause) (CC) 22|| that (textual Theme) I (Actor / Subject topical Theme) 'll phone (Process: M / deviant [present for past primary tense] modal Finite & Predicator / Rheme) to my girlfriend (deviant [inappropriate 'to'] Goal / Complement / Rheme) (projected clause) (SDCC) 23|| to say (V) about this conversations (deviant plural form for singular form) (DCC) 24|| because I think (ML) (projecting clause) (CC) 25|| that she is (R) frightened about her course. (CC) 15/26|| Everybody (Senser / Subject / Theme) think (Process: ML / part of temporal Finite & Predicator / Rheme) (IC-present third person singular marking on temporal Finite lacking) (projecting clause) (LDP) 27|| that (textual Theme) medicine's courses (deviant [inappropriate possessive case of Classifier constituent] Carrier / Subject / topical Theme) is (Process: R / deviant [singular concord for plural concord] Finite & Predicator / Rheme) better (Attribute / Complement / Rheme) than nurse! (Circumstance / Adjunct / Rheme) (IC-'ing' ending on Head constituent of Circumstance / Adjunct / part of Rheme to denote the profession lacking) (projected clause) (LDP) 16/28|| So I'll phone (M) for her (inappropriate 'for': L1 transfer) today. (DCC) |||

**B/DR01 has 28 ranking clauses, out of which 11 are incomplete (9 LDP and 2 SDCC). There are 16 clauses complexes (1, 2, 1, 1, 1, 3, 1, 1, 1, 1, 2, 2, 3, 5, 2, 1 ranking clauses respectively) and no down-ranked clauses. (132 words)**

ORAL TEST:

T: Ok. Ok, V..., now you're going to interview J... about her best friend. Ok? So after interviewing her, you have to give me feedback of what she said, right?

CSB3 - J..., (MC) 1/1|| what (deviant ['what' for 'who': overgeneralization] Identifier / Subject / Theme) 's (Process: R / Finite & Predicator / Rheme) (SDCC) 2|| what (deviant ['what' for 'who': overgeneralization] Identifier / Subject / Theme) 's (Process: R / Finite & Predicator / Rheme) your best friend? (Identified / Complement / Rheme) (SDCC) |||

CSB4 - 2/3|| First, I've got (R) some best friends, (CC) 4|| but (textual Theme) today (Circumstance / Adjunct / topical Theme) one of my best friend (part of Identified / Subject / Rheme) is (Process: R / Finite & Predicator / Rheme) a girl, (Identifier / Complement / Rheme) (IC-plurality marking on Thing constituent in Qualifier constituent of Identified / Subject / part of Rheme nominal group lacking) (LDP) 5|| her name is (R) Nara, (CC) 6|| and (textual Theme) she (Actor / Subject / topical Theme) studies (Process: M / Finite & Predicator / Rheme) with me (accompaniment Circumstance / Adjunct / Rheme) at university. (part of location:place Circumstance / Adjunct / Rheme) (IC-definite Deictic in Range constituent of location:place Circumstance / Adjunct / part of Rheme prepositional phrase lacking) (LDP) |||

CSB3 - 3/7|| What course? (EEC) (CC) |||

CSB4 - 4/8|| We (Actor / Subject / Theme) do (Process: M / Finite & Predicator / Rheme) nursy [nɔʁzi] (Goal / Complement / Rheme) in UECE. (deviant ['in' for 'at'] Circumstance / Adjunct / Rheme) (IC-L2 Goal / Complement / part of Rheme lacking) (LDP) |||

CSB3 - 5/9|| And your... your best friend, (EEC) (CC) 10|| what (Carrier / Subject / Theme) 's (Process: R / Finite & Predicator / Rheme) (IC) (LPP) 11|| what (deviant ['what' for 'where'] Circumstance / Adjunct / Theme) does she live?... (M) (CC) 12|| Where does..., (AEC) (CC) ||| sorry! (MC)

CSB4 - 6/13|| She (Actor / Subject / Theme) live (Process: M / part of temporal Finite & Predicator / Rheme) in... Papicu, Cidade 2000. (Circumstance / Adjunct / Rheme) (IC-present third person singular making on temporal Finite lacking) (LDP) |||

CSB3 - 7/14|| Next to me. (inappropriate lexical choice: 'next to' for 'near') (AEC) (DCC) |||

CSB4 - Yeh?! (MC) 8/15|| And she lives (M) with her her husband and her daughter. (CC) |||

T: Talk about the relationship...

CSB3 - 9/16|| Did (Finite / interpersonal Theme) you... (Sayer / Subject / topical Theme) (IC-Process: V / Predicator / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (LPP) 17|| did you argue (V) with with her? (CC) |||

CSB4 - 10/18|| Sometimes, we argue (V) about eh... about eh... exercise, tests, and [unintelligible] (CC) 19|| mainly when the professor eh... (naturally interrupted clause) (LPP) |||

T: Ok, Ok... [inaudible]

CSB3 - Well, (MC) 11/20|| what type of music do you like (ML) (CC) 21 || and... (textual Theme) she (Senser / Subject / topical Theme) like? (Process: ML / part of temporal Finite & Predicator / Rheme) (IC-present third person singular marking on temporal Finite lacking) (LDP) 22 || The same the same taste? (EEC) (CC) ||

CSB4 - 12/23|| Yeah, (CC) 24 || we've got (R) the same taste taste. (CC) 25 || Eh... we like (ML) MPB music... Djavan, Jorge Pires, and pagode too. (CC) ||

T: interferes again but her voice is inaudible.

CSB3 - 13/26|| Eh... her name's... (R) Nara, (CC) 27 || and she's (R) about twenties. (deviant ['twenties' for 'twenty'] Attribute / Complement / Rheme) (DCC) 28 || She likes (ML) MPB, (CC) 29 || and (textual Theme) she (Actor / Subject / topical Theme) study... (Process: M / part of temporal Finite & Predicator / Rheme) (IC-present third person singular marking on temporal Finite lacking) (LDP) 30 || she (Carrier / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) nurse. (part of Attribute / Complement / Rheme) (IC-indefinite Deictic in Attribute / Complement / part of Rheme nominal group lacking) (LDP) 31 || She (Carrier / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) nurse? (part of Attribute / Complement / Rheme) (IC-indefinite Deictic in Attribute / Complement / part of Rheme nominal group lacking) (LDP) 32 || She (Carrier / Subject / Theme) 's (Process: R / Finite & Predicator / Rheme) nurse? (part of Attribute / Complement / Rheme) (IC-indefinite Deictic in Attribute / Complement / part of Rheme nominal group lacking) (LDP) ||

CSB4 - says something...

CSB3 - 14/33|| Student? (EEC) (CC) 34 || And what else?... (VLC) (CC) ||

T: Ok, fine. Now I'm going to ask you questions, Ok? For example: What kind of things you could share?

CSB4 - 15/35|| I (Senser / Subject / Theme) (IC-Process: ML / Finite & Predicator / part of Rheme, Phenomenon / Complement / part of Rheme lacking) (LPP) 36 || I don't understand (ML) the the question. (CC) ||

T: What kind of things you could share?

CSB4 - 16/37|| Sharing (Process: M / deviant ['ing' form for base form] Predicator / Rheme) a p [inaudible]?... (Goal / Complement / Rheme) (IC-Actor / Subject / Theme, modal Finite / part of Rheme lacking) (LDP) ||

CSB3 - 17/38|| Share (Process: M / Predicator / Rheme) [inaudible]. (Goal / Complement / Rheme) (IC-Actor / Subject / Theme, modal Finite / part of Rheme lacking) (LDP) 39 || Share... (Process: M / Predicator / Rheme) only this. (Goal / Complement / Rheme) (IC-Actor / Subject / Theme, modal Finite / part of Rheme lacking) (LDP) ||

T: What does 'get' mean in 'get to work'? What does 'get' mean? The word 'get'?

CSB3 - 'Get to work'? [inaudible]

T: Ok. Now say 3 things [inaudible]

CSB3 - Pizza, Chinese food, Italian food.

T: Now say 2 kinds of

CSB4 - [inaudible]

CSB3 - [inaudible]

T: Give me examples of food [inaudible]

CSB3 - Rice, fish

**B/OT has 39 ranking clauses, out of which 18 are incomplete (12 LDP, 4 LPP, and 2 SDCC). There are 17 clauses complexes (2, 4, 1, 1, 4, 1, 1, 1, 2, 2, 3, 3, 7, 2, 2, 1, 2 ranking clauses respectively) and no down-ranked clauses. (172 words)**

WRITTEN TEST COMPOSITION:

CHOOSE ONE OF THE FOLLOWING TOPICS AND WRITE A COMPOSITION ABOUT IT.

- 1) You have arranged to spend a month vacation in London with a friend. You have already decided all details about the trip, including what to do in London. However, a week before your trip, your mother got really sick (list some symptoms). As you are the only child in your family, you can't go on this trip (give reasons for that). Write a letter to your friend to explain the situation and apologise.
- 2) Sally is moving to a different country and needs somewhere to live. As she has been living with her family, she is very insecure about sharing a flat with two other people she doesn't know very well. Try to motivate Sally saying how much she can learn from this experience. Write three paragraphs about the advantages and disadvantages of sharing a flat.

24th, July 2002  
FORTALEZA – BRAZIL

Dear R...,

1/1|| How are (R) you? (CC) 2/2|| I'm (R) fine. (CC) 3/3|| I'm writing (M) this letter (CC) 4|| to explain (V) about our trip to London. (CC) 4/5|| I was (R) very happy! (CC) 5/6|| I (Actor / Subject / Theme) wrote (Process: M / Finite & Predicator / Rheme) all details (part of Goal / Complement / Rheme) about the trip (Circumstance / Adjunct / Rheme) (IC-definite Deictic in Goal / Complement / part of Rheme nominal group lacking) (LDP) 7|| including (M) what [[ to do in London || as to go sightseeing, || to visit Manchester United Football's Stadium, the Big Ben, etc. (deviant down-ranked clauses: 'as to go... to visit' for 'like going... visiting') ] ] (DCC) 8|| but (textual Theme) it (deviant [inappropriate: overgeneralization – all clauses must have a subject] Actor / Subject / topical Theme) happened (Process: M / Finite & Predicator / Rheme) a tragedy. (deviant [L1 acceptable word order] (Goal / Complement / Rheme) (SDCC) 6/9|| My mother is (R) ill. (CC) 7/10|| I'm (R) sorry Rosangela (CC) 11|| but I need to stay (R) in my house. (CC) 8/12|| I (Actor / Subject / Theme) 'm caring (part of Process: M / Finite & Predicator / Rheme) her. (Goal / Complement / Rheme) (IC-post verbal particle 'for' in Process: M / Predicator / part of Rheme verbal group lacking) (LDP) 9/13|| You know (ML) (projecting clause) (CC) 14|| that (textual Theme) she (Actor / Subject / topical Theme) lives (Process: M / Finite & Predicator / Rheme) herself. (part of Circumstance / Adjunct / Rheme) (IC-minor Process in Circumstance / Adjunct / part of Rheme prepositional phrase lacking) (projected clause) (LDP) 10/15|| I ask (V) you (projecting clause) (CC) 16|| to go (M) alone (projected clause) (CC) 17|| if possible. (VLC) (CC) 11/18|| Do you agree? (ML) (CC) 12/19|| I think (ML) (projecting clause) (CC) 20|| that you should go (M) there. (projected clause) (CC) 13/21|| You'll be (R) happy there! (CC) 14/22|| My mother is (R) in bed at the moment. (CC) 15/23|| She has got (R) a headache, cought (deviant spelling) and a temperature. (CC) 16/24|| She has got (R) 40°C! (CC) 17/25|| Nowadays (deviant lexical choice) she's (R) impatient (DCC) 26|| because the medicine is (R) too strong. (CC) 18/27|| Sometimes (Circumstance / Adjunct / Theme) she (Actor / Subject / Rheme) doesn't want to take, (Process: M / Finite & Predicator / Rheme) (IC-Goal / Complement / part of Rheme lacking) (LDP) 28|| but I think (ML) (projecting clause) (CC) 29|| that it's (R) necessary. (projected clause) (CC) 19/30|| She also feels (deviant lexical choice: 'feels' for 'has') (ML / R) insomnia, (CC) 31|| so (textual Theme) I (Carrier / Subject / topical Theme) 've got to spent (Process: R / Finite & deviant ['spent' for 'spend'] Predicator & Rheme) many hours (Attribute / Complement / Rheme) with her. (Circumstance / Adjunct / Rheme) (DCC) |||

20/32|| I hope (ML) (projecting clause) (CC) 33|| that (textual Theme) you (Actor / Subject / topical Theme) going (Process: M / Predicator / Rheme) to London. (Circumstance / Adjunct / Rheme) (IC-present temporal Finite lacking) (projected clause) (LDP) 21/34|| I promise to go (M) to Liverpool next weekend! (CC) 22/35|| There are (E) many places [[ to visit in Liverpool too, for example the place [[ where (location:place Circumstance / Adjunct / Theme) the Beatles (Actor / Subject / Rheme) sang (Process: M / Finite & Predicator / Rheme) for first time. (part of location:time Circumstance / Adjunct / Rheme) (incomplete down-ranked clause: definite Deictic in Range constituent of location:time Circumstance / Adjunct / part of Rheme prepositional phrase lacking) ] ] complete down-ranked clause) ] ] (DOWN-RANKED-CLAUSE-RELATED LDP) 23/36|| So Rosangela, I'm (R) sorry. (CC) |||

Best wishes, (MC)

J... V...

**B/WTC01 has 36 ranking clauses, out of which 7 are incomplete (5 LDP, 1 DOWN-RANKED-CLAUSE-RELATED LDP, 1 SDCC). There are 23 clause complexes (1, 1, 2, 1, 3, 1, 2, 1, 2, 3, 1, 2, 1, 1, 1, 1, 2, 3, 2, 2, 1, 1, 1 ranking clauses respectively) and 5 down-ranked clauses. (203 words)**

Subject CSB4

(female; 21 years old; university student; Class 10)

PERSONAL EXPERIENCE:

SPOKEN:

1/1|| my family is (R) very big (CC) << yes >> (DM) 2|| and my mother has got (R) five sisters and five brothers (CC) 3|| and... so (textual Theme) I (Carrier / Subject / topical Theme) (IC-Attribute / Complement / part of Rheme lacking) (LPP) 4|| I've got (R) about seventy cousins (CC) << yes >> (DM) 5|| and I've got (R) two sist... (CC) 6|| eh two uncle (part of Attribute / Complement / Rheme) (AEC) (IC-plurality marking on Thing constituent in Attribute / Complement / part of Rheme lacking) (LDP) || << yes >> (DM) 7|| two uncle (part of Actor / Subject / Theme) lived (Process: M / Finite & Predicator /

Rheme) in quixadá (Circumstance / Adjunct / Rheme) (IC-plurality marking on Thing constituent in Actor / Subject / Theme nominal group lacking) (LDP) << yes >> (DM) 8 || (R) a small city in the... center... of ceará (VLC) (CC) 9 || and every year my family decided to travel (M) by quixadá (deviant [lexical choice: ‘by’ to ‘to’] location:place Circumstance / Adjunct / Rheme) mainly in the carnival (DCC) << yes >> (DM) 10 || and (textual Theme) I (Actor / Subject / topical Theme) (IC-Process: M / Finite & Predicator / part of Rheme, location:time Circumstance / Adjunct / part of Rheme, accompaniment Circumstance / Adjunct / part of Rheme lacking) (LPP) 11 || I like traveling (M) every year with my family (CC) << yes >> (DM) 12 || and so it’s (R) marvelous for me (CC) << yes >> (DM) 13 || and... but (textual Theme) once in 1994 (Circumstance / Adjunct / topical Theme) << 14 || I don’t remember (ML) (CC) 15 || I think (ML) so (CC) || >> happening (Process: M / deviant [word order in relation to Actor and present participle form for base form] Predicator / Rheme) an accident (deviant [word order in relation to Process] Actor / Subject / Rheme) (IC-past temporal Finite lacking) (LDP) 2/16 || the car (part of location:place Circumstance / Adjunct / Theme) was (temporal Finite / Rheme) my family (Actor / Subject / Rheme) travel (Process: M / part of Predicator / Rheme) (IC-minor Process in location:place Circumstance / Adjunct / Theme prepositional phrase, imperfective aspect marking on Predicator; non-English word order – L1 acceptable word order) (LDP) 17 || eh... the the (Deictic constituent of Actor / Subject / Theme nominal group [‘the tyre’]) (IC-Process: M / Finite & Predicator / Rheme lacking [‘blow out’: deviant – present for past primary tense Finite] (SDCC) 18 || eu não sei a palavra... (IC-L2 whole clause lacking) (LDP) 19 || happened (Process: M / Finite & deviant [word order in relation to Actor] Predicator / Theme) a an accident (deviant [word order in relation to Process] Actor / Subject / Rheme) (DCC) << yes >> (DM) 20 || and... (textual Theme) I (Carrier / Subject / topical Theme) stay (Process: M / Finite & Predicator / Rheme) (IC-Attribute / Complement / part of Rheme lacking) (LPP) 21 || I stayed (R) in the car (CC) 22 || and... (naturally interrupted clause) (LPP) 23 || não me lembro a palavra (IC-L2 whole clause lacking) (LDP) 24 || the... pneu (Actor / Subject / Theme) eh... (IC-L2 Thing constituent in Actor / subject / Theme nominal group, Process: M / Finite & Predicator / part of Rheme lacking) (LDP) 25 || I don’t remember (ML) (CC) [investigator provides the word] << tyre yes >> (DM) 26 || the tyre (Actor / Subject / Theme) blow out (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) (SDCC) 27 || and... it was (R) terrible (CC) 28 || but eh we continued (M) the travel in another vehicle (CC) 29 || but a a big a big vehicle (R) (VLC) (CC) 30 || and but (textual Theme) we (Actor / Subject / topical Theme) are arrived (Process: M / deviant [inappropriate copula for primary past tense in ‘arrived’] Finite & deviant Predicator [‘are arrived’ for ‘arrived’] in quixadá (location:place Circumstance / Adjunct / Rheme) eh midnight (part of location:time Circumstance / Adjunct / Rheme) about midnight (part of location:time Circumstance / Adjunct / Rheme) (IC-minor Process in two location:time Circumstance / Adjunct / part of Rheme lacking) (LDP) 3/31 || good (Attribute / Complement / Theme) the the carnival (Carrier / Subject / Rheme) (IC-Process: R / Finite & Predicator / part of Rheme lacking; non-English word order) (LDP) 32 || I think (ML) (projecting clause) (CC) 33 || this this travel... (Carrier / Subject / Theme) (IC-Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (projected clause) (LPP) 34 || this this carnival was (R) the... the best of my life (deviation: ‘of my life’ for ‘in my life’) (projected clause) (CC) ||

**B/SPE02 has 34 ranking clauses, out of which 16 are incomplete (9 LDP, 5 LPP, and 2 SDCC). There are 3 clause complexes (15, 15, 4 ranking clauses respectively) and no down-ranked clauses. (191 words)**

WRITTEN:

1/1 || My family is (R) very big. (CC) 2/2 || My mother has got (R) five sisters and five brothers. (CC) 3/3 || So, I’ve got (R) about seventy cousins. (CC) 4/4 || I’ve got (R) two uncles and some cousins [[ live (Process: M / Finite & Predicator / Rheme) in Quixadá. (Circumstance / Adjunct / Rheme) (incomplete down-ranked clause: Actor / Subject / Theme relativizer lacking) ]] (DOWN-RANKED-CLAUSE-RELATED LDP) 5/5 || Quixadá is (R) a small city in the center of Ceará. (CC) 6/6 || It’s (R) so beautiful (CC) 7 || but it is (R) very hot. (CC) 7/8 || The weather is (R) very dry. (CC) 8/9 || But I like traveling by Quixadá, (deviant [lexical choice: ‘by’ to ‘to’] location:place Circumstance / Adjunct / Rheme) mainly in the carnival (deviant [inappropriate definite Deictic] location:time Circumstance / Adjunct / Rheme) (DCC) 10 || mainly because I love staying (R) with my family during four days. (CC) || 9/11 || Every year (location:time Circumstance / Adjunct / Theme) my family (Actor / Subject / Rheme) decide to travel (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) by Quixadá, (deviant [lexical choice: ‘by’ to ‘to’] location:place Circumstance / Adjunct / Rheme) mainly during the Carnival. (deviant [inappropriate definite Deictic] location:time Circumstance / Adjunct / Rheme) (SDCC) 10/12 || Every year I travel, (M) (CC) 13 || every year it is (R) marvellous... (CC) 11/14 || But (textual Theme) once, in 1994, (Circumstance / Adjunct / topical Theme)

happened (Process: M / Finite & Predicator / Rheme) an accident. (Actor / Subject / Rheme) (deviation: L1 acceptable word order involving Process and Actor) (SDCC) 12/15||| The tyre of the car [[ wich (part of location:place Circumstance / Adjunct / Theme) my family (Actor / Subject / Rheme) traveled, (Process: M / Finite & Predicator / Rheme) (incomplete down-ranked clause: minor Process in location:place Circumstance / Adjunct / Theme prepositional phrase lacking)|| included (deviant [‘included’ for ‘including’] Process: M / Predicator / Rheme) me, (Goal / Complement / Rheme) (deviant complete non-finite down-ranked clause) ]] loses (M) the control. (IC) (DOWN-RANKED-CLAUSE-RELATED LDP) 13/16||| It was (R) terrible!! (CC) 14/17||| We continued (M) the trip in another vehicle: a truck. (CC) 15/18||| We (Actor / Subject / Theme) arrived (Process: M / Finite & Predicator / Rheme) in Quixadá (location:place Circumstance / Adjunct / Rheme) about midnight. (location:time Circumstance / Adjunct / Rheme) (IC-minor Process in location:time Circumstance / Adjunct / part of Rheme prepositional phrase lacking) (LDP) 16/19||| We were (R) very tired... (CC) |||

17/20||| I think (ML) (projecting clause) (CC) 21 ||| this experience was (R) important to my life. (projected clause) (CC) 18/22||| Today I love (ML) my life (CC) 23 ||| and that Carnival was (R) the best Carnival in my life. (CC) |||

**B/WPE02 has 23 ranking clauses, out of which 5 are incomplete (1 LDP, 2 DOWN-RANKED-CLAUSE-RELATED LDP, and 2 SDCC). There are 18 clause complexes (1, 1, 1, 1, 1, 2, 1, 2, 1, 2, 1, 1, 1, 1, 1, 1, 2, 2 ranking clauses respectively) and 3 down-ranked clauses. (159 words)**

PICTURE NARRATIVE:

SPOKEN:

1/1||| there’s (R) a girl (CC) 2 ||| a little girl (Existent / Complement / Rheme) (AEC) (CC) 3 ||| and (textual Theme) she (Carrier / Subject / topical Theme) dress (part of Attribute / Complement / Rheme) a yellow dress (part of Circumstance / Adjunct / Rheme) (IC-Process: R / Finite & Predicator / part of Rheme, past participle marking on Head of Attribute / Complement / part of Rheme, minor Process in Circumstance / Adjunct / part of Rheme prepositional phrase lacking) (LDP) 4 ||| she has (R) a yellow dress (CC) 5 ||| and she stays (R) in her bedroom (CC) 6 ||| and she reads (M) a book (CC) 7 ||| a history (deviant lexical choice: ‘history’ for ‘story’) for children (Goal / Complement / Rheme) (AEC) (CC) 8 ||| and her ted was (R) near the girl (CC) 9 ||| and there’s (E) a cat in in the bed (CC) 10 ||| the bed (Carrier / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) the the girl (part of Attribute / Complement / Rheme) (IC-possessive case marking on Head of Attribute / Complement / part of Rheme lacking) (LDP) 2/11||| on the second second picture (deviant [‘on’ for ‘in’] Circumstance / Adjunct / Theme) the cat (Actor / Subject / Rheme) don’t sleep (Process: M / deviant [‘don’t’ for ‘isn’t’] & part of Predicator / Rheme) (IC-present secondary tense marking – ‘ing’ – on Predicator / part of Rheme lacking) (LDP) 12 ||| and so (textual Theme) the girl (Actor / Subject / topical Theme) wake up (Process: M / part of temporal Finite & deviant [lexical choice: ‘towake up’ for ‘stand up’] Predicator / Rheme) the floor (part of Circumstance / Adjunct / Rheme) (IC-present third person singular marking on temporal Finite, minor Process – ‘from’ – in Circumstance / Adjunct / part of Rheme prepositional phrase lacking) (LDP) 13 ||| and (textual Theme) she... she... (Initiator / Subject / topical Theme) take (causative Process / part of temporal Finite & deviant [lexical choice; ‘to take’ for ‘to let’] Predicator / Rheme) the cat (Actor / Subject / Rheme) go out (Process: M / Predicator / Rheme) the the bedroom (part of Circumstance / Adjunct / Rheme) (IC-present third person singular marking on temporal Finite, minor Process – ‘of’ – in Circumstance / Adjunct / part of Rheme prepositional phrase lacking) (LDP) 3/14||| the cat now stays (R) in the in the sofa (CC) 4/15||| near the sofa (Circumstance / Adjunct / Theme) she (Actor / Subject / Rheme) sleep (Process: M / part of temporal Finite & Predicator / Rheme) (IC-present third person singular marking on temporal Finite lacking) (LDP) 16 ||| no it sleeps (R) now (projected clause) (CC) 17 ||| I think (ML) (projecting clause) (CC) 18 ||| and there’s (E) a bird (CC) 19 ||| and (textual Theme) a yellow bird (Existent / Complement / Rheme) (AEC) (CC) 20 ||| and the cat sees (M) the bird (CC) 21 ||| and I think (ML) (projecting clause) (CC) 22 ||| this cat is (R) very hungry (projected clause) (CC) 23 ||| and... (textual Theme) she... (Actor / Subject / topical Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (LDP) 24 ||| she no (EEC) (CC) 25 ||| it (Actor / Subject / Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (LDP) 26 ||| it (Actor / Subject / Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (LDP) 27 ||| the cat (Actor / Subject / Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (LDP) 28 ||| this cat (Actor / Subject / Theme) pull (Process: M / part of temporal Finite & deviant [lexical choice: ‘to pull’ for ‘to jump’?]) Predicator / Rheme) in the in the the bird (deviant [‘in’ for ‘on’?] Circumstance / Adjunct / Rheme) (IC-

present third person singular marking on temporal Finite lacking) (LDP) 29 || but (textual Theme) the bird (Actor / Subject topical Theme) (IC-Process: M / Finite & Predicator / part of Rheme, location:place Circumstances / Adjuncts / parts of Rheme lacking) (LPP) || 30 << when (location:time Circumstance / Adjunct / Theme) the girl (Actor / Subject / Rheme) arrives (Process: M / Finite & Predicator / Rheme) in the... the... (part of location:place Circumstance / Adjunct / Rheme) (IC-Thing constituent in location:place Circumstance / Adjunct / part of Rheme lacking) (LPP) 31 || arrives (M) in the... room (AEC) (CC) 32 || and sees (ML) the cat and the bird (CC) 33 || maybe she shouts (M) (CC) >> 34 || the the bird flies (M) to... to a tree near the the house (CC) 35 || and the the girl was (R) so sad (CC) 36 || but I think (ML) (projecting clause) (CC) 37 || it (Carrier / Subject / Theme) was (Process: R / Finite & Predicator / Rheme) good (Attribute / Complement / Rheme) the bird (part of Circumstance / Adjunct / Rheme) (IC-minor Process – ‘for’ – in Circumstance / Adjunct / part of Rheme lacking) (LDP) 38 || cause (textual Theme) now (location:time Circumstance / Adjunct / topical Theme) it... (Carrier / Subject / Rheme) (IC-Process: R / Finite & Predicator / part of Rheme, location:place Circumstances / Adjuncts / parts of Rheme lacking) (LPP) 39 || it is (R) in the the tree in the natural forest (CC) 40 || and the cat is (R) with the girl (CC) 5/41 || it (Carrier / Subject / Theme) ’s (Process: R / Finite & Predicator / Rheme) finish (part of Attribute / Complement / Rheme) (IC-past participle marking on Head of Attribute / Complement / part of Rheme lacking) (LDP) ||

**B/SPN02 has 41 ranking clauses, out of which 16 are incomplete (13 LDP and 3 LPP). There are 5 clause complexes (10, 3, 1, 26, 1 ranking clauses respectively) and no down-ranked clauses. (213 words)**

WRITTEN:

1/1 || There (Subject / Theme) is (Process: E / Finite & Predicator / Rheme) a girl, (Existent / Complement / Rheme) (IC-location:place Circumstance / Adjunct / part of Rheme lacking) (LPP) 2 || a little girl (Existent / Complement / Rheme) in her bedroom. (location:place Circumstance / Adjunct / Rheme) (AEC) (CC) 2/3 || She wears (M) a yellow dress (CC) 4 || and she reads (M) a book, (CC) 5 || a history (deviant lexical choice: ‘history’ for ‘story’) for children. (Goal / Complement / Rheme) (AEC) (CC) 3/6 || And her ted is (R) near the girl. (CC) 4/7 || Both stay (R) in the floor. (deviant [lexical choice: ‘in’ for ‘on’] Circumstance / Adjunct / part of Rheme) (CC) ||

5/8 || There is (E) a cat in the bed, (CC) 9 || but (textual Theme) the cat (Actor / Subject / topical Theme) don’t sleep. (Process: M / deviant [‘don’t’ for ‘doesn’t’: overgeneralization] temporal Finite & Predicator / Rheme) (SDCC) 6/10 || The little girl (Actor / Subject / Theme) decides to put (Process: M / Finite & Predicator / Rheme) the cat (Goal / Complement / Rheme) out her bedroom. (part of location:place Circumstance / Adjunct / Rheme) (IC-second constituent – ‘of’ – in prepositional group complex minor Process of location:place Circumstance / Adjunct / part of Rheme prepositional phrase lacking) (LDP) 7/11 || So the cat goes (M) out to another room. (CC) ||

8/12 || This room is (R) very big. (CC) 9/13 || There are (E) three sofas, green sofas, a television and some books; (CC) 14 || and the cat decides to sleep (M) under the desk. (CC) ||

10/15 || There is (E) a bird, (CC) 16 || a yellow bird (Existent / Complement / Rheme) in this room. (Circumstance / Adjunct / Rheme) (AEC) (CC) 11/17 || The cat “watches” (M) the bird like a TV (CC) 18 || and (textual Theme) decides eats (Process: M / Finite & deviant [‘eats’ for ‘to eat’: overgeneralization] Predicator / Rheme) the bird. (Goal / Complement / Rheme) (SDCC) || Poor bird... (MC) 12/19 || The cat (Actor / Subject / Theme) pulls (Process: M / Finite & deviant [lexical choice: ‘to pull’ for ‘to jump’?]) Predicator / Rheme) in the gaiola (part of Circumstance / Adjunct / Rheme) (IC-second constituent – ‘to’ – in prepositional group complex minor Process and L2 Thing constituent in Range constituent of location:place Circumstance / Adjunct / part of Rheme prepositional phrase lacking) (LDP) 20 || but the bird scapes (M) (CC) 21 || and flys (deviant spellig) (M) to a tree near the house. (CC) 13/22 || The girl (Senser / Subject / Theme) sees (Process: ML / Finite & Predicator / Rheme) the cat (Phenomenon / Complement / Rheme) in the gaiola (Circumstance / Adjunct / Rheme) (IC-L2 Thing constituent in Range constituent of Circumstance / Adjunct / part of Rheme prepositional phrase lacking) (LDP) 23 || and she is (R) unhappy. (CC) ||

14/24 || But I think (ML) (projecting clause) (CC) 25 || this experience was (R) so good to the bird. (CC) 15/26 || Now, it is (R) in the natural garden. (CC) ||

**B/WPN02 has 26 ranking clauses, out of which 6 are incomplete (3 LDP, 1 LPP, and 2 SDCC). There are 15 clause complexes (2, 3, 1, 1, 2, 1, 1, 1, 2, 2, 2, 3, 2, 2, 1 ranking clauses respectively) and no down-ranked clauses. (165 words)**

## DIALOG:

- CSB4 - Valter, (MC) 1/1||| what did you do (M) in your last weekend? (deviant: inappropriate 'in your') (CC) |||
- CSB3 - 2/2||| On Saturday (location:time Circumstance / Adjunct / Theme) I... (Actor / Subject / Rheme) (IC-Process: M / Finite & Predicator / part of Rheme, location:place Circumstance / Adjunct / part of Rheme lacking) (LDP) 3 ||| I (Actor / Subject / Rheme) went (Process: M / Finite & Predicator / Rheme) to my girlfriend house; (part of location:place Circumstance / Adjunct / Rheme) (IC-possessive case marking on Classifier constituent of location:place Circumstance / Adjunct / part of Rheme nominal group lacking) (LDP) 4 ||| only. (EEC) (CC) |||
- CSB4 - 3/5||| Only? (EEC) (CC) |||
- CSB3 - 4/6||| And you? (AEC) (CC) 7 ||| What (Goal / Complement / Theme) did (Finite / Rheme) you (Actor / Subject / Rheme) (IC-Process: M / Predicator / part of Rheme lacking) (LDP) 8 ||| you (Actor / Subject / Rheme) go (Process: M / Predicator / Rheme) on Saturday (location:time Circumstance / Adjunct / Rheme) (IC-location:place Circumstance / Adjunct / Theme, Finite / part of Rheme lacking) (LDP) 9 ||| or (textual Theme) stay (Process: R / Predicator / Rheme) (IC-Finite / interpersonal Theme, Carrier / Subject / topical Theme, Attribute / Complement / part of Rheme lacking) (LDP) 10 ||| [anaphorically retrievable 'or'] stayed (Process: Finite & Predicator / Rheme) at home? (Attribute / Complement / Rheme) (IC-Carrier / Subject / Theme lacking) (LDP) |||
- CSB4 - 5/11||| I stayed (R) in my house (CC) 12 ||| but my boyfriend stayed (R) there with me (CC) 13 ||| and we studied (M) very much the computer (L1 acceptable word order: Circumstance / Adjunct / part of Rheme + Goal / Complement / part of Rheme) (DCC) 14 ||| and and (textual Theme) on Saturday night (location:time Circumstance / Adjunct / topical Theme) we (Actor / Subject / Rheme) went (Process: M / Finite & Predicator / Rheme) a a pub (part of location:place Circumstance / adjunct / Rheme) (IC-minor Process in location:place Circumstance / Adjunct / part of Rheme prepositional phrase lacking) (LDP) 15 ||| and listened to (ML) music (AEC) (CC) 16 ||| and talked... (M) (CC) |||
- CSB3 - 6/17||| What type of music? (AEC) (CC) |||
- CSB4 - 7/18||| What type? (AEC) (CC) 19 ||| MPB music. (AEC) (CC) |||
- CSB3 - 8/20||| MPB? (AEC) (CC) |||
- CSB4 - 9/21||| Yeah. (CC) 22 ||| Djavan... (AEC) (CC) 23 ||| I liked (ML) it. (CC) |||
- CSB3 - 10/24||| At home? (AEC) (CC) |||
- CSB4 - 11/25||| No, (CC) 26 ||| on Saturday night I went (M) to a pub. (CC) |||
- CSB3 - Ah! (MC) 12/27||| Yes, it's (R) ok. (CC) |||
- CSB4 - 13/28||| In the Sunday (deviant ['in' for 'on', inappropriate definite Deictic] Circumstance / Adjunct / Theme) I (Actor / Subject / Rheme) went (Process: M / Finite & Predicator / Rheme) (IC-location:place Circumstance / Adjunct / part of Rheme, accompaniment Circumstance / Adjunct / part of Rheme lacking) (LPP) 29 ||| on the Sunday (deviant [inappropriate definite Deictic] Circumstance / Adjunct / Theme) (IC- Actor / Subject / part of Rheme, Process: M / Finite & Predicator / part of Rheme, location:place Circumstance / Adjunct / part of Rheme, accompaniment Circumstance / Adjunct / part of Rheme lacking) (LPP) 30 ||| on the Sunday? (inappropriate definite Deictic) (EEC) (CC)
- CSB3 - 14/31||| On the Sunday, (inappropriate definite Deictic) (EEC) (CC) 32 ||| yes... (CC) |||
- CSB4 - 33 ||| I went (M) to the beach and with my boyfriend and my mother and my sister my older sister. (CC) |||
- CSB3 - 15/34||| Always with the the boyfriend (EEC) (CC) |||
- CSB4 - Yes! (MC)
- CSB3 - Yes? (MC) 16/35||| Friends no? (EEC) (CC) |||
- CSB4 - 17/36||| No (CC) 37 ||| because (textual Theme) now (Circumstance / Adjunct / topical theme) I (Senser / Subject / Rheme) (IC-Process: ML / Finite & Predicator / part of Rheme, Phenomenon / Complement / part of Rheme lacking) (LPP) 38 ||| I prefer (ML) this. (CC) |||
- CSB3 - 18/39||| Prefer? (AEC) (CC) |||
- CSB4 - 19/40||| Yeah, (CC) 41 ||| because (textual Theme) my boy... (Participant / Subject / topical Theme) (IC-Process / Finite & Predicator / part of Rheme, Participant / Complement / part of Rheme lacking) (LDP) 42 ||| he's (R) my new boyfriend... (CC) |||
- CSB3 - 20/43||| New boyfriend? (AEC) (CC) 44 ||| Yes? (EEC) (CC) |||
- CSB4 - 21/45||| Yes. (CC) 46 ||| And what about your girlfriend? (EEC) (CC) 47 ||| What's (R) her name? (CC) |||
- CSB3 - 22/48||| Gabriela. (AEC) (CC) |||
- CSB4 - 23/49||| Gabriela. (AEC) (CC) 50 ||| She (Actor / Subject / Theme) passes (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) to nurse? (part of deviant ['to' for 'for'] Circumstance / Adjunct / Rheme) (IC-'ing' ending on Range constituent of Circumstance / Adjunct



part of Rheme prepositional phrase to denote the profession lacking) (LDP) 51 || Yes? (deviant ['yes?' for 'didn't she?'] tag ending) (SDCC) |||

CSB3 - Yes. (MC)

CSB4 - 24/52 || In Itaperi? (AEC) (CC) |||

CSB3 - 25/53 || Yes! (CC) 54 || And (textual Theme) you (Actor / Subject / topical Theme) study (Process: M / Finite & Predicator / Rheme) nurse (Goal / Complement / Rheme) too, (Circumstance / Adjunct / Rheme) (IC-'ing' ending on Goal / Complement / part of Rheme nominal group to denote the profession lacking) (LDP) 55 || yes? (deviant ['yes?' for 'don't you?'] tag ending) (SDCC) |||

CSB4 - Yes. (MC)

CSB3 - 26/56 || I (Senser / Subject / Theme) (IC-Process: ML / Finite & Predicator / part of Rheme lacking) (LPP) 57 || I remember... (ML) (CC) |||

CSB4 - 27/58 || Sixth semester. (EEC) (CC) |||

CSB3 - 28/59 || Sixth semester? (EEC) (CC) 60 || She started (M) school college in the last last week. [inappropriate 'in the' in Circumstance / Adjunct / part of Rheme constituent] (DCC) 61 || Yes? (deviant ['yes?' for 'didn't she?'] tag ending) (SDCC) |||

CSB4 - Yeah. (MC)

CSB3 - 29/62 || They started (M) class last week. (CC) |||

CSB4 - 30/63 || And (textual Theme) she (Senser / Subject / topical Theme) likes? (Process: M / deviant ['s' ending for 'does'] Finite & Predicator / Rheme) (IC-interpersonal Theme / present primary tense temporal Finite, Phenomenon / Complement / part of Rheme lacking) (LDP) 64 || but (textual Theme) she (Senser / Subject / topical Theme) likes? (Process: M / deviant ['s' ending for 'does'] Finite & Predicator / Rheme) (IC-interpersonal Theme / present primary tense temporal Finite, Phenomenon / Complement / part of Rheme lacking) (LDP) |||

CSB3 - 31/65 || Yes, (CC) 66 || but (textual Theme) she (Senser / Subject / topical Theme) (IC-Process: ML / Finite & Predicator / part of Rheme, Phenomenon / Complement / part of Rheme lacking) (LDP) 67 || she (Senser / Subject / Theme) thought (Process: ML / Finite & Predicator / Rheme) (IC-Phenomenon / Complement / part of Rheme lacking) (LDP) 68 || the the other students (Senser / Subject / Theme) think (Process: ML / Finite & Predicator / Rheme) (IC-modal Adjunct / part of Rheme, Phenomenon / Complement / part of Rheme lacking) (LPP) 69 || always (modal Adjunct / Rheme) think (Process: ML / Finite & Predicator / Rheme) (AEC) (IC-Phenomenon / Complement / part of Rheme lacking) (LPP) 70 || always think (ML) about medicine. (CC) |||

CSB4 - 32/71 || Me too in the past, (AEC) (CC) 72 || but (textual Theme) now (Circumstance / Adjunct / topical Theme) I (Senser / Subject / Rheme) (IC-Phenomenon / Complement / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (LPP) 73 || I (Carrier / Subject / Theme) 'm (Process: R / Finite & Predicator / Rheme) (IC-Attribute / Complement / part of Rheme lacking) (LDP) 74 || I like (ML) very much my course. (deviant acceptable L1 word order: Circumstance / Adjunct / part of Rheme + Phenomenon / Complement / part of Rheme) (CC) |||

CSB3 - 33/75 || So I... (naturally interrupted clause) (LPP) |||

CSB4 - 34/76 || There (Subject / interpersonal Theme) is (Process: E / Finite & Predicator / Rheme) a a profession (deviant [lexical choice: 'profession' for 'show' or 'program'] Existent / Complement / Rheme) in the... in the TV (deviant ['in the TV' for 'on TV: L1 transfer] Circumstance / Adjunct / Rheme) (SDCC) 77 || the reporter (Sayer / Subject / Theme) talk (Process: V / deviant [present for past primary tense] temporal Finite & deviant [lexical choice: 'to talk' for 'to say'] Predicator / Rheme) (projecting clause) (SDCC) 78 || and (deviant [continuative 'and' for structural 'that'] textual Theme) the nurse (part of deviant [inappropriate definite Deictic] Carrier / Subject / topical Theme) has (Process: R / Finite & deviant [lexical choice: 'to have' for 'to be'] Predicator / Rheme) a good profession (Attribute / Complement / Rheme) in the present (Circumstance / Adjunct / Rheme) (projected clause) (IC-'ing' ending on Carrier / Subject / topical Theme nominal group to denote the profession lacking) (LDP) 79 || cause (textual Theme) don't... (Finite + negative polarity / Rheme) (IC-Participant / Subject / topical Theme, Process / Predicator / part of Rheme, Participant / Complement / part of Rheme lacking) (LDP) 80 || there (Subject / interpersonal Theme) isn't (Process: E / deviant [singular concord for plural concord] Finite & Predicator / topical Theme) nurses unemployed, (deviant [L1 acceptable word order: Thing + Classifier] Existent / Complement / Rheme) << yeah?, (DM) >> today. (Circumstance / Adjunct / Rheme) (SDCC) |||

CSB3 - Ā han. (DM) 35/81 || How much (Goal / Complement / Theme) general (part of modal Adjunct / Rheme) (IC-minor Process in modal Adjunct / part of Rheme prepositional phrase, Finite / part of Rheme, Actor / Subject / part of Rheme, Process: M / Predicator / part of Rheme lacking) (LDP) 82 || how much (Goal / Complement / Theme) nursery... (deviant ['nursery' for 'nurses'] Actor / Subject / Rheme) earn (Process: M / Predicator / Rheme) money? (inappropriate Goal / Complement / Rheme) (IC-present primary tense temporal Finite / part of Rheme lacking) (LDP) |||

- CSB4 - 36/83|| I (Senser / Subject / Theme) (IC-Process: ML / Finite & Predicator / part of Rheme lacking) (LPP) 84|| I think (ML) eh... eh... (projecting clause) (CC) 85|| when a a the nurses (deviation: inappropriate indefinite Deictic) work (M) in the country (projected clause) (DCC) 86|| and... (naturally interrupted clause) (LPP)
- CSB3 - 37/87|| USA? (AEC) (CC) |||
- CSB4 - 88|| Country the the country of the state: Quixadá... (AEC) (CC)
- CSB3 - Yes. (MC)
- CSB4 - 89|| They earn (M) so much – two thousand... (CC) |||
- CSB3 - 38/90|| Two thousand? (EEC) (CC) |||
- CSB4 - 39/91|| Two thousand, (EEC) (CC) 92|| yes? (EEC) (CC) |||
- CSB3 - 40/93|| Yes, (CC) 94|| two thousand. (EEC) (CC) ||| Yes. (MC)
- CSB4 - 41/95|| Maybe. (EEC) (CC) |||
- CSB3 - 42/96|| And in Fortaleza, here? (AEC) (CC) |||
- CSB4 - 43/97|| In Fortaleza (Circumstance / Adjunct / Theme) it (Carrier / Subject / Rheme) 's... (Process: R Finite & Predicator / Rheme) eh... (IC-Attribute / Complement / part of Rheme lacking) (LDP) 98|| it (Carrier / Subject / Theme) 's (Process: R Finite & Predicator / Rheme) necessary [[ to pass (Process: M / Predicator / Rheme) in a... concurso... in a in a test [[with (deviant ['with' for relativizer 'which'] Actor / Subject / Theme) admit (Process: M / part of temporal Finite & Predicator / Rheme) professionals (Goal / Complement / Rheme) in a hospital (Circumstance / Adjunct / Rheme) (incomplete down-ranked clause: relativizer, present third person singular primary tense marking on temporal Finite lacking) ]] (deviant [inappropriate 'in a'] Goal / Complement / Rheme) (incomplete non-finite down-ranked clause: L2 Goal / Complement / part of Rheme nominal group lacking) ]] (Attribute / Complement / Rheme) (DOWN-RANKED-CLAUSE-RELATED LDP) 99|| but earning about... two thousand or less. (NFC) (CC) |||
- CSB3 - 44/100|| Ought to do (Process: M / modal Finite & Predicator / Rheme) an graduate, (part of deviant: 'an' form of indefinite Deictic for 'a' form] Goal / Complement / Rheme) (IC-Actor / Subject / Theme, Thing constituent in Goal / Complement / part of Rheme nominal group lacking) (LDP) 101|| yes? (deviant ['yes?' for 'oughtn't they?'] tag ending) (SDCC) |||
- CSB4 - 45/102|| Pos graduated? (EEC) (IC-L1 'pós' for L2 'post') (LDP) |||
- CSB3 - 46/103|| Graduate. (EEC) (CC) 104|| The graduate in USA (part of deviant ['the graduate' for 'graduation'] Carrier / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) the same the same pos graduation in Brazil, (part of Attribute / Complement / Rheme) (IC-definite Deictic preceding 'USA' in Carrier / Subject / Theme nominal group, 'as' following 'the same' and L1 'pós' for L2 'post' in Attribute / Complement / part of Rheme nominal group lacking) (LDP) 105|| yes?.(EEC) (CC) |||
- CSB4 - Ah! (MC)
- CSB3 - 47/106|| The teacher said, (V) (CC) 107|| remember? (EEC) (CC) |||
- CSB4 - 48/108|| Yeah. (CC) 109|| I... (naturally interrupted clause) (LPP) 110|| what (Verbiage / Complement / Theme) did (Finite / Rheme) you (Sayer / Subject / Rheme) (IC-Process: V / Predicator / part of Rheme, Receiver / Complement / part of Rheme lacking) (LPP) 111|| did (Finite / Rheme) you (Sayer / Subject / Rheme) answer to (Process: V / deviant [lexical choice: 'to answer' for 'to ask', inappropriate 'to'] Predicator / part of Rheme) me? (Receiver / Complement / Rheme) (AEC) (DCC) 112|| What what about graduated? (IC-non-finite imperfective form of 'to be' lacking) (LDP) |||
- CSB3 - 49/113|| Graduation in USA (part of Carrier / Subject / Theme) the same... (part of Attribute / Complement / Rheme) (IC-definite Deictic preceding 'USA' in Carrier / Subject / Theme nominal group lacking) (VLC) (LDP) |||
- CSB4 - 50/114|| Não... (L2 whole clause lacking) (LDP) 115|| What did you talk to (V) me about this graduated? (CC) 116|| Did you answer (lexical choice: 'to answer' for 'to ask') another question? (DCC) |||
- CSB3 - 51/117|| Forget, (Process: ML / Predicator / Theme) (IC-Phenomenon / Complement / Rheme lacking) (LDP) 118|| forget. (Process: ML / Predicator / Theme) (IC-Phenomenon / Complement / Rheme lacking) (LDP) |||
- CSB4 - Yeah. (MC) 52/119|| And what about you? (EEC) (CC) 120|| What did you do... in UFC? (deviant: 'in' for 'at') (DCC) |||
- CSB3 - Yes, (DM) 53/121|| I study (M) psychology... (CC) |||
- CSB4 - 54/122|| Psychology... (AEC) (CC) |||
- CSB3 - Yes. (MC) 55/123|| And (textual Theme) I (Carrier / Subject / topical Theme) (IC-Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LDP) 124|| I (Carrier / Subject / Theme) am... (Process: R / Finite & Predicator / Rheme) (IC-Attribute / Complement / part of Rheme lacking) (LDP) 125|| I (Carrier / Subject / Theme) am (Process: R / Finite & Predicator / Rheme) eight (part of Attribute / Complement / Rheme) (IC-minor Process, definite Deictic, ordinal marking, Thing in Attribute / Complement / part of Rheme lacking) (LDP)

- CSB4 - 56/126|| Semester. (AEC) (CC) |||
- CSB3 - Eight, eighth semester. (part of Attribute / Complement / Rheme) (AEC) (IC-minor Process, definite Deictic in Attribute / Complement / part of Rheme lacking) (LDP) |||
- CSB4 - 57/127|| Eighth semester... (AEC) (CC) |||
- CSB3 - Yes. (MC)
- CSB4 - 58/128|| I like (ML) it. (CC) 129 || I like... (ML) (CC) |||
- CSB3 - 59/130|| Psychology? (AEC) (CC) |||
- CSB4 - 60/131|| Yeah. (CC) 132 || I (Actor / Subject / Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (LDP) 133 || I (Actor / Subject / Theme) do (Process: M / Finite & Predicator / Rheme) an a subject (Goal / Complement / Rheme) in the... in in my graduate, (part of deviant ['graduate' for 'undergraduate'] Circumstance / Adjunct / Rheme) (IC-Thing constituent in Range constituent of Circumstance / Adjunct / part of Rheme prepositional phrase lacking) (LDP) << yeah, (DM) >> 134 || in the second semester I studied (M) it a little... a little a little... (CC) |||
- CSB3 - 61/135|| What (Phenomenon / Complement / Theme) (IC-Finite / part of Rheme, Senser / Subject / part of Rheme, Process: ML / Predicator / part of Rheme, matter Circumstance / Adjunct / part of Rheme, location:place Circumstance / Adjunct / part of Rheme lacking) (LDP) 136 || What (Phenomenon / Complement / Theme) do (Finite / Rheme) you (Senser / Subject / Rheme) think (Process: ML / Predicator / Rheme) about the first semester (matter Circumstance / Adjunct / Rheme) in university at university? (part of location:place Circumstance / Adjunct / Rheme) (IC-definite Deictic in Range constituent of location:place Circumstance / Adjunct / part of Rheme prepositional phrase lacking) (LDP) |||
- CSB4 - 62/137|| My? (deviant ['my' for 'mine'] matter Circumstance / Adjunct / Rheme) (AEC) (SDCC) 138 || My? (deviant ['my' for 'mine'] matter Circumstance / Adjunct / Rheme) (AEC) (SDCC) |||
- CSB3 - 63/139|| What (Phenomenon / Complement / Theme) did (Finite / Rheme) you (Senser / Subject / Rheme) (IC-Process: ML / Predicator / part of Rheme lacking) (LPP) 140 || what (Phenomenon / Complement / Theme) (IC-Finite / part of Rheme, Senser / Subject / part of Rheme, Process: ML / Predicator / part of Rheme lacking) (LPP) 141 || what did you think (ML)? (CC) |||
- CSB4 - 64/142|| I (Senser / Subject / Theme) (IC-Process: ML / Finite & Predicator / part of Rheme, Phenomenon, Complement, part of Rheme lacking) (LDP) 143 || I (Senser / Subject / Theme) (IC-Process: ML / Finite & Predicator / part of Rheme, Phenomenon, Complement, part of Rheme lacking) (LDP) 144 || in my opinion... (interpersonal Theme) I (Senser / Subject / topical Theme) (IC-Process: ML / Finite & Predicator / part of Rheme, Phenomenon, Complement, part of Rheme lacking) (LDP) 145 || I (Senser / Subject / Theme) don't (Finite + negative polarity / Rheme) (IC-Process: ML / Predicator / part of Rheme, Phenomenon, Complement, part of Rheme lacking) (LDP) 146 || I (Senser / Subject / Theme) don't (Finite + negative polarity / Rheme) (IC-Process: ML / Predicator / part of Rheme, Phenomenon, Complement, part of Rheme lacking) (LDP) 147 || I (Senser / Subject / Theme) didn't like... (Process: ML / Finite & Predicator / Rheme) (IC-Phenomenon, Complement, part of Rheme lacking) (LDP)
- CSB3 - 65/148|| I (Senser / Subject / Theme) thought... (Process: ML / Finite & Predicator / Rheme) (IC-Phenomenon / Complement / part of Rheme ['so'] lacking) (LDP) |||
- CSB4 - 149 || Because I didn't study (M) nursery (deviant lexical choice: 'nursery' for 'nursing') (CC) 150 || so (textual Theme) I (Participant / Subject / topical Theme) (IC-Process / Finite & Predicator / part of Rheme, Participant / Complement / part of Rheme lacking) (LDP) 151 || I (Participant / Subject / Theme) (IC-Process / Finite & Predicator / part of Rheme, Participant / Complement / part of Rheme lacking) (LDP) 152 || I (Participant / Subject / Theme) don't... (Finite + negative polarity / Rheme) (IC-Process / Predicator / part of Rheme, Participant / Complement / part of Rheme lacking) (LDP) 153 || eh... a peo... (Participant / Subject / Theme) (IC-Process / Finite & Predicator / part of Rheme, Participant / Complement / part of Rheme lacking) (LDP) 154 || a person [[ who talks (V) about this... (complete down-ranked clause) ]] (Participant / Subject / Theme) (IC-Process / Finite & Predicator / part of Rheme, Participant / Complement / part of Rheme lacking) (LDP) 155 || in my opinion it's (R) not good for your girlfriend. (AEC) (CC)
- CSB3 - 66/156|| My my girlfriend... (Participant / Subject / Theme) (IC-Process / Finite & Predicator / part of Rheme, Participant / Complement / part of Rheme lacking) (LDP) 157 || I (Sayer / Subject / Theme) talk (part of Process: V / deviant [present-temporal for future-modal primary tense] Finite & Predicator / Rheme) (IC-post verbal particle 'to' in Process / Predicator / part of Rheme, Receiver / Complement / part of Rheme, matter Circumstance / Adjunct / part of Rheme lacking) (LDP) 158 || I (Sayer / Subject / Theme) talk (part of Process: V / deviant [present-temporal for future-modal primary tense] Finite & Predicator / Rheme) it (IC-post verbal particle 'to' in Process / Predicator / part of Rheme, Receiver / Complement / part of Rheme, minor process in matter Circumstance / Adjunct / part of Rheme prepositional phrase lacking) (LDP) 159 || because (textual Theme) my girlfriend... (Participant / Subject / topical Theme) (IC-Process / Finite &

Predicator / part of Rheme, Participant / Complement / part of Rheme lacking) (LDP) 160 || and... (textual Theme)

CSB4 - 64/161 || Doesn't like... (Process: ML / deviant [present-temporal for future-modal primary tense] Finite & Predicator / Rheme) (IC-Senser / Subject / Theme, Phenomenon / Complement / part of Rheme lacking) (LDP) ||

CSB3 - 66/162 || ...she (Carrier / Subject / topical theme) is (Process: R / Finite & Predicator / Rheme) frightened [[ in the future will (Portuguese-like down-ranked clause) || will hav (Portuguese-like down-ranked clause) || won't have jobs future (Portuguese-like down-ranked clause) || and (textual Theme) won't earn (Process: M / Finite & Predicator / Rheme) (incomplete down-ranked clause: Actor / Subject / topical Theme, Goal / Complement / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) || earn money future (incomplete down-ranked clause: Actor / Subject / topical Theme, Finite / part of Rheme, Goal / Complement / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) || because (textual Theme) everybody (Sayer / Subject / topical Theme) talks (Process: V / Finite & Predicator / Rheme) only medicine (part of matter Circumstance / Adjunct / Rheme) the first semester (part of location:time Circumstance / Adjunct / Rheme) (incomplete down-ranked clause: minor Process in matter Circumstance / Adjunct / part of Rheme prepositional phrase, minor Process in location:time Circumstance / Adjunct / part of Rheme prepositional phrase) ]] (Attribute / Complement / Rheme) (DOWN-RANKED-CLAUSE-RELATED LDP) 163 || so and (textual Theme) she (Carrier / Subject / topical Theme) was (Process: R / Finite & Predicator / Rheme) (IC-Attribute / Complement / part of Rheme lacking) (LPP) 164 || she's (R) frightened frightened... (CC) ||

CSB4 - 67/165 || In the the fourth semester, (Circumstance / Adjunct / Theme) she (Senser / Subject / Rheme) likes (Process: ML / deviant [present-temporal for future-modal primary tense] Finite & Predicator / Rheme) the course (Phenomenon / Complement / Rheme) (SDCC) 166 || because... (naturally interrupted clause) (LPP) ||

CSB3 - 68/167 || When (EEC) (CC) 168 || when did... (EEC) (CC) ||

CSB4 - 69/169 || ... the the the... two years... depois? (Circumstance / Adjunct / Rheme) (EEC) (IC-L2 Head in Circumstance / Adjunct / Rheme lacking) (LDP) ||

CSB3 - 70/170 || After. (VLC) (CC) ||

CSB4 - ... after... eh... (MC)

CSB3 - 71/171 || Two years two years later, (VLC) (CC) || yes? (DM)

CSB4 - Yes. (MC)

CSB3 - Ok. (MC) 72/172 || I (Sayer / Subject / Theme) (IC-Process: V / modal Finite & Predicator / part of Rheme, matter Circumstance / Adjunct / part of Rheme lacking) (LPP) 173 || I (Sayer / Subject / Theme) will talk (Process: V / modal Finite & Predicator / Rheme) about it (matter Circumstance / Adjunct / Rheme) (CC) 174 || the conversation... (Range constituent in matter Circumstance / Adjunct / Rheme prepositional phrase) (AEC) (LPP) 175 || I (Actor / Subject / Theme) will (modal Finite / Rheme) (IC-Process: M / Predicator / part of Rheme, Goal / Complement / part of Rheme, location:time Circumstance / Adjunct / part of Rheme, matter Circumstance / Adjunct / part of Rheme lacking) (LDP) 176 || I (Actor / Subject / Theme) will phone (Process: M / modal Finite & Predicator / Rheme) today (location:time Circumstance / Adjunct / Rheme) about this... (matter Circumstance / Adjunct / Rheme) (IC- Goal / Complement / part of Rheme lacking) (LDP) ||

**B/D has 176 ranking clauses, out of which 86 are incomplete (56 LDP, 2 DOWN-RANKED-CLAUSE-RELATED LDP, 18 LPP, and 10 SDCC). There are 72 clauses complexes (1, 3, 1, 5, 6, 1, 2, 1, 3, 1, 2, 1, 4, 2, 1, 1, 3, 1, 3, 2, 3, 1, 3, 1, 3, 2, 1, 3, 1, 2, 6, 4, 1, 5, 2, 6, 1, 1, 2, 2, 1, 1, 3, 2, 1, 3, 2, 5, 1, 3, 2, 2, 1, 1, 3, 1, 1, 2, 1, 4, 2, 2, 3, 14, 1, 8, 2, 2, 1, 1, 1, 5 ranking clauses respectively) and 9 down-ranked clauses. (654 words)**

DIALOG REPORT:

1/1 || We (Sayer / Subject / Theme) took (Process: V / past temporal Finite & deviant ['took' for 'talked': overgeneralization] Predicator / Rheme) about the last weekend. (deviant [inappropriate Deictic: L1 transfer] matter Circumstance / Adjunct / Rheme) (SDCC) 2/2 || José Walter, (Actor / Subject / Theme) on Saturday, (location:time Circumstance / Adjunct / Rheme) went (Process: M / Finite & Predicator / Rheme) to girlfriend's house (part of location:place Circumstance / Adjunct / Rheme) (IC-possessive Deictic in Range constituent of location:place Circumstance / Adjunct / part of Rheme prepositional phrase lacking) (LDP) 3 || and I stayed (R) in my home with my boyfriend and my family. (CC) 3/4 || But on Saturday night I went (M) to a pub (CC) 5 || listen to (Process: ML / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) music – MPB music. (Phenomenon / Complement / Rheme) (AEC) (SDCC) 4/6 || On Sunday, I went (M) to the beach. (CC) ||

5/7|| Then (Circumstance / Adjunct / Theme) we (Sayer / Subject / Rheme) took (Process: V / past temporal Finite & deviant ['took' for 'talked': overgeneralization] Predicator / Rheme) about his girlfriend. (matter Circumstance / Adjunct / Rheme) (SDCC) 6/8|| She (Actor / Subject / Theme) studies (Process: M / Finite & Predicator / Rheme) nurse (Goal / Complement / Rheme) in UECE (deviant ['in' for 'at'] Circumstance / Adjunct / Rheme) like me. (Circumstance / Adjunct / Rheme) (IC-'ing' ending on Goal / Complement / part of Rheme nominal group to denote the profession lacking) (LDP) 7/9|| But she is (R) in the first semester (CC) 10|| and I am (R) in the sixth. (CC) 8/11|| So, Walter asked (V) me many questions about the course (CC) 12|| including the salary. (NFC) (CC) 9/13|| Today the salary is (R) very good! (CC) |||

10/14|| Walter, (Carrier / Subject / Theme) now, (location:time Circumstance / Adjunct / Rheme) has got (Process: R / Finite & Predicator / Rheme) many informations (deviant ['many informations' for 'much information': L1 transfer] Attribute / Complement / Rheme) about nurse. (matter Circumstance / Adjunct / Rheme) (IC-'ing' ending on Range constituent of matter Circumstance / Adjunct / part of Rheme prepositional phrase to denote the profession lacking) (LDP) 11/15|| I hope (ML) (projecting clause) (CC) 16|| he talks (V) with his girlfriend about this "research". (CC) |||

**B/DR02 has 16 ranking clauses, out of which 6 are incomplete (3 LDP and 3 SDCC). There are 11 clauses complexes (1, 2, 2, 1, 1, 2, 2, 1, 1, 2 ranking clauses respectively) and no down-ranked clauses. (109 words)**

ORAL TEST:

T: Ok. Ok, V..., now you're going to interview J... about her best friend. Ok? So after interviewing her, you have to give me feedback of what she said, right?

CSB3 - J..., (MC) 1/1|| what (deviant ['what' for 'who': overgeneralization] Identifier / Subject / Theme) 's (Process: R / Finite & Predicator / Rheme) (SDCC) 2|| what (deviant ['what' for 'who': overgeneralization] Identifier / Subject / Theme) 's (Process: R / Finite & Predicator / Rheme) your best friend? (Identified / Complement / Rheme) (SDCC) |||

CSB4 - 2/3|| First, I've got (R) some best friends, (CC) 4|| but (textual Theme) today (Circumstance / Adjunct / topical Theme) one of my best friend (part of Identified / Subject / Rheme) is (Process: R / Finite & Predicator / Rheme) a girl, (Identifier / Complement / Rheme) (IC-plurality marking on Thing constituent in Qualifier constituent of Identified / Subject / part of Rheme nominal group lacking) (LDP) 5|| her name is (R) Nara, (CC) 6|| and (textual Theme) she (Actor / Subject / topical Theme) studies (Process: M / Finite & Predicator / Rheme) with me (accompaniment Circumstance / Adjunct / Rheme) at university. (part of location:place Circumstance / Adjunct / Rheme) (IC-definite Deictic in Range constituent of location:place Circumstance / Adjunct / part of Rheme prepositional phrase lacking) (LDP) |||

CSB3 - 3/7|| What course? (EEC) (CC) |||

CSB4 - 4/8|| We (Actor / Subject / Theme) do (Process: M / Finite & Predicator / Rheme) nursy [nɔrzɪ] (Goal / Complement / Rheme) in UECE. (deviant ['in' for 'at'] Circumstance / Adjunct / Rheme) (IC-L2 Goal / Complement / part of Rheme lacking) (LDP) |||

CSB3 - 5/9|| And your... your best friend, (EEC) (CC) 10|| what (Carrier / Subject / Theme) 's (Process: R / Finite & Predicator / Rheme) (IC) (LPP) 11|| what (deviant ['what' for 'where'] Circumstance / Adjunct / Theme) does she live?... (M) (CC) 12|| Where does..., (AEC) (CC) ||| sorry! (MC)

CSB4 - 6/13|| She (Actor / Subject / Theme) live (Process: M / part of temporal Finite & Predicator / Rheme) in... Papicu, Cidade 2000. (Circumstance / Adjunct / Rheme) (IC-present third person singular making on temporal Finite lacking) (LDP) |||

CSB3 - 7/14|| Next to me. (inappropriate lexical choice: 'next to' for 'near') (AEC) (DCC) |||

CSB4 - Yeh?! (MC) 8/15|| And she lives (M) with her her husband and her daughter. (CC) |||

T: Talk about the relationship...

CSB3 - 9/16|| Did (Finite / interpersonal Theme) you... (Sayer / Subject / topical Theme) (IC-Process: V / Predicator / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (LPP) 17|| did you argue (V) with with her? (CC) |||

CSB4 - 10/18|| Sometimes, we argue (V) about eh... about eh... exercise, tests, and [unintelligible] (CC) 19|| mainly when the professor eh... (naturally interrupted clause) (LPP) |||

T: Ok, Ok... [inaudible]

CSB3 - Well, (MC) 11/20|| what type of music do you like (ML) (CC) 21|| and... (textual Theme) she (Senser / Subject / topical Theme) like? (Process: ML / part of temporal Finite & Predicator / Rheme) (IC-present third person singular marking on temporal Finite lacking) (LDP) 22|| The same the same taste? (EEC) (CC) |||

CSB4 - 12/23|| Yeah, (CC) 24 || we've got (R) the same taste taste. (CC) 25 || Eh... we like (ML) MPB music... Djavan, Jorge Pires, and pagode too. (CC) |||

T: interferes again but her voice is inaudible.

CSB3 - 13/26|| Eh... her name's... (R) Nara, (CC) 27 || and she's (R) about twenties. (deviant ['twenties' for 'twenty'] Attribute / Complement / Rheme) (DCC) 28 || She likes (ML) MPB, (CC) 29 || and (textual Theme) she (Actor / Subject / topical Theme) study... (Process: M / part of temporal Finite & Predicator / Rheme) (IC-present third person singular marking on temporal Finite lacking) (LDP) 30 || she (Carrier / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) nurse. (part of Attribute / Complement / Rheme) (IC-indefinite Deictic in Attribute / Complement / part of Rheme nominal group lacking) (LDP) 31 || She (Carrier / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) nurse? (part of Attribute / Complement / Rheme) (IC-indefinite Deictic in Attribute / Complement / part of Rheme nominal group lacking) (LDP) 32 || She (Carrier / Subject / Theme) 's (Process: R / Finite & Predicator / Rheme) nurse? (part of Attribute / Complement / Rheme) (IC-indefinite Deictic in Attribute / Complement / part of Rheme nominal group lacking) (LDP) |||

CSB4 - says something...

CSB3 - 14/33|| Student? (EEC) (CC) 34 || And what else?... (VLC) (CC) |||

T: Ok, fine. Now I'm going to ask you questions, Ok? For example: What kind of things you could share?

CSB4 - 15/35|| I (Senser / Subject / Theme) (IC-Process: ML / Finite & Predicator / part of Rheme, Phenomenon / Complement / part of Rheme lacking) (LPP) 36 || I don't understand (ML) the the question. (CC) |||

T: What kind of things you could share?

CSB4 - 16/37|| Sharing (Process: M / deviant ['ing' form for base form] Predicator / Rheme) a p [inaudible]?... (Goal / Complement / Rheme) (IC-Actor / Subject / Theme, modal Finite / part of Rheme lacking) (LDP) |||

CSB3 - 17/38|| Share (Process: M / Predicator / Rheme) [inaudible]. (Goal / Complement / Rheme) (IC-Actor / Subject / Theme, modal Finite / part of Rheme lacking) (LDP) 39 || Share... (Process: M / Predicator / Rheme) only this. (Goal / Complement / Rheme) (IC-Actor / Subject / Theme, modal Finite / part of Rheme lacking) (LDP) |||

T: What does 'get' mean in 'get to work'? What does 'get' mean? The word 'get'?

CSB3 - 'Get to work'? [inaudible]

T: Ok. Now say 3 things [inaudible]

CSB3 - Pizza, Chinese food, Italian food.

T: Now say 2 kinds of

CSB4 - [inaudible]

CSB3 - [inaudible]

T: Give me examples of food [inaudible]

CSB3 - Rice, fish

**B/OT has 39 ranking clauses, out of which 18 are incomplete (12 LDP, 4 LPP, and 2 SDCC). There are 17 clauses complexes (2, 4, 1, 1, 4, 1, 1, 1, 2, 2, 3, 3, 7, 2, 2, 1, 2 ranking clauses respectively) and no down-ranked clauses. (172 words)**

WRITTEN TEST COMPOSITION:

CHOOSE ONE OF THE FOLLOWING TOPICS AND WRITE A COMPOSITION ABOUT IT.

- 1) You have arranged to spend a month vacation in London with a friend. You have already decided all details about the trip, including what to do in London. However, a week before your trip, your mother got really sick (list some symptoms). As you are the only child in your family, you can't go on this trip (give reasons for that). Write a letter to your friend to explain the situation and apologise.
- 2) Sally is moving to a different country and needs somewhere to live. As she has been living with her family, she is very insecure about sharing a flat with two other people she doesn't know very well. Try to motivate Sally saying how much she can learn from this experience. Write three paragraphs about the advantages and disadvantages of sharing a flat.

Sharing a flat

1/1|| [[ Sharing (M) a flat (complete down-ranked clause) ]] has (R) several advantages. (CC) 2/2|| Firstly, there isn't (E) nobody (deviant: 'nobody' for 'anybody') [[ to order you to make (deviant: 'to make' for 'to do') (M) things (deviant complete non-finite down-ranked clause) like [[ to make (M) the bed (complete non-finite down-ranked clause) || or to have (R) a shower. (complete non-finite down-

ranked clause) ] ] (DCC) 3/3|| Secondly, nobody answers (deviant lexical choice: ‘answers’ for ‘asks’) (V) you (projecting clause) DCC) 4|| where you stayed (R) during all the night (projected clause) (CC) 5|| – when you’ll go (M) to parties. (projected clause) (CC) 4/6|| But the most important advantage is (R) the silence and the peace, (CC) 7|| mainly if (textual Theme) you (Actor / Subject / topical Theme) sharing (Process: M / Predicator / Rheme) a flat (Goal / Complement / Rheme) with two or three people. (Circumstance / Adjunct / Rheme) (IC-copula present temporal Finite / part of Rheme lacking) (LDP) 5/8|| And there aren’t (E) sisters or brothers in a flat, (CC) 9|| so there aren’t (E) fights. (CC) |||

6/10|| On the other hand, [ sharing (M) a flat (complete down-ranked clause) ] ] has (R) several disadvantages. (CC) 7/11|| For example, in a flat [ [ who (deviant [‘who’ for ‘where’] Circumstance / Adjunct Theme) lives (Process: M / deviant [‘lives’ for ‘live’: L1 transfer – plurality marking] temporal Finite & deviant [L1 acceptable word order in relation to Subject] Predicator / Rheme) three or four students, (deviant [L1 acceptable word order in relation to Predicator] Actor / Subject / Rheme) (simplified complete down-ranked clause) ] ] you haven’t got (R) a bedroom just for you. (DOWN-RANKED-CLAUSE-RELATED SDCC) 8/12|| So, you rarely stay (R) alone (CC) 13|| to study. (M) (NFC) (CC) 9/14|| Then, you don’t have (R) sufficient money (CC) 15|| to pay (M) a secretary (NFC) (CC) 16|| to do (M) the housework. (NFC) (CC) 10/17|| So, (textual Theme) you and your flat mates (Actor / Subject / topical Theme) to do (Process: M / Predicator / Rheme) this (Goal / Complement / Rheme) (IC-present temporal Finite – ‘have’ – lacking) (LDP) 18|| (to clean (M) the house, (NFC) (CC) 19|| to iron, (M) (NFC) (CC) 20|| to cook (M) (NFC) (CC) 21|| – there (Subject / Theme) aren’t (Process: E / deviant [plural concord for singular concord] temporal Finite & Predicator / Rheme) nobody [ [ to make (M) your dinner (complete down-ranked clause) ] ] when you come back (M) to home! (deviation: inappropriate preposition ‘to’) (deviant complete down-ranked clause) ] ] (deviant [‘nobody’ for ‘anybody’] Existent / Complement / Rheme) (DCC) 11/22|| Finally, the biggest disadvantage is (R) [ [ when you’re (R) ill. (complete down-ranked clause) ] ] (CC) 12/23|| When you’ve got (R) a temperature or a headache (CC) 24|| and your mother doesn’t stay (R) in your flat (CC) 25|| to take care of (M) you. (NFC) (CC) |||

13/26|| In conclusion, there are (E) both advantages and disadvantages. (CC) 14/27|| But I think (ML) (projecting clause) (CC) 28|| [ [ to live (M) with our parents (complete down-ranked clause) ] ] (Carrier / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) more easy (deviant [‘more easy’ for ‘easier’] Attribute / Complement / Rheme) to us, students. (Circumstance / Adjunct / Rheme) (projected clause) (DCC) 15/29|| But (textual Theme) sometimes (interpersonal Theme) is (Process: R / Finite & Predicator / Rheme) necessarie [ [ to study (M) in another city (complete down-ranked clause) ] ] and sharing (M-deviant: for parallelism ‘to share’) a flat. (complete down-ranked clause) ] ] (Attribute / Complement / Rheme) (IC-Carrier / Subject / topical Theme lacking) (LDP) 16/30|| We can learn (ML) very much from this experience! (CC) |||

**B/WTC02 has 30 ranking clauses, out of which 4 are incomplete (3 LDP and 1 DOWN-RANKED-CLAUSE-RELATED SDCC). There are 16 clause complexes (1, 1, 3, 2, 2, 1, 1, 2, 3, 5, 1, 3, 1, 2, 1, 1 ranking clauses respectively) and 12 down-ranked clauses. (229 words)**

### E.3.2.2 Group data (Class 10)

SPOKEN (CLASS RECORDING):

Side A

T: ok, I think I can start... can you please open your books to page 38... don’t be so far because we’ve been... observed class... tape recorded, ok? Yesterday we read the first part of this text but we didn’t have time to finish reading and discussing it, right?

Sts: 1/1|| right. (EEC) (CC) |||

T: did you have time to read it at home?

Sts: 2/2|| yes. (CC) |||

Sts: 3/3|| no. (CC) |||

T: Yes or no?

St: 4/4|| yes. (CC) |||

T: we’ve read the first part but would you mind reading it again?

Sts: 5/5|| yes. (CC) |||

T: would you mind?

Sts: 6/6|| no. (CC) |||

T: would you mind reading it again so, we can finish the second part and then discuss it? Is it ok?

Sts: 7/7||| ok. (EEC) (CC) |||

T: let's read the first part very fast. A volunteer to read the first paragraph... about the, the... do you remember the title of the text?

Sts: 8/8||| the lost continent. (AEC) (CC) |||

T: very nice. What, what do you think the lost continent is all about? What is it? What's the lost continent according to the text until the part that you read?

St: 9/9||| it's a place far from... (naturally interrupted clause) (LPP) |||

T: what, what is this place that is mentioned in the text? What place is this?

Sts: 10/10||| Aiwa (AEC) (CC) |||

T: Aiwa, Aiwa, very nice. Ok. Have you ever read about a place like that?

St: 11/11||| Aiwa? (AEC) (CC) |||

T: a lost continent like Aiwa the way that it was described in the text?

Sts: 12/12||| yes. (CC) |||

T: what was that?

St: -

(sts laugh)

T: what exactly?

St: 13/13||| eh... I don't know (ML) the name of the city (CC) 14 ||| but there are (E) rocks (CC) 15 ||| and it was (R) beautiful. (CC) |||

T: hum-hum.

St: 14/16||| there (Subject / Theme) is (Process: E / Finite & Predicator / Rheme) nothing (Existent / Complement / Rheme) this... (part of manner Circumstance / Adjunct / Rheme) near (part of location:place Circumstance / Adjunct / Rheme) (IC-minor Process – 'like' – in manner Circumstance / Adjunct / part of Rheme prepositional phrase, Range constituent in location:place Circumstance / Adjunct / part of Rheme prepositional phrase [naturally interrupted] lacking) (LDP) |||

T: and there is no billboards, of course?

St: 15/17||| no. (CC) |||

T: what did you observe?

St: 16/18||| what... (Phenomenon / Complement / Theme) (IC-Senser / Subject / part of Rheme, Process: ML / Finite & Predicator / part of Rheme lacking) (LPP) 19 ||| what I observed?... (EEC) (CC) 20 ||| only new houses, far houses, far people... little... little... farms, not farms, small lands (Phenomenon / Complement / Rheme) (AEC) (CC) 21 ||| but... (naturally interrupted clause) (LPP) |||

T: small farms... was great everything?

St: 17/22||| because (textual Theme) I (Senser / Subject / topical Theme) (IC-Process: ML / Finite & Predicator / part of Rheme lacking) (LPP) 23 ||| I've observed... (ML) (CC) 24 ||| why? (EEC) (CC) 25 ||| Because I know (ML) this... (CC) 26 ||| the... any way the... farm (Participant / Subject / Theme) at the weekend... (Circumstance / Adjunct / Rheme) (IC-Process:? / Finite & Predicator / part of Rheme, Participant / Complement / part of Rheme lacking) (LDP) 27 ||| because (textual Theme) every way... everywhere (location:place Circumstance / Adjunct / topical Theme) you (Actor / Subject / Rheme) can find (Process: M / Finite & Predicator / Rheme) a... (part of Goal / Complement / Rheme) (IC-Thing constituent in Goal / Complement / part of Rheme nominal group lacking) (LDP) 28 ||| and... (naturally interrupted clause) (CC) |||

T: she reminded something... have you, do you think... she really goes to the country?... and I I have, I have no idea the people there had so many... cellular... you know that?

St: 18/29||| it's (R) because there, (CC) 30 ||| the television (Actor / Subject / Theme) don't... (deviant ['don't' for 'doesn't'] temporal Finite / Rheme) (IC-Process: M / Predicator / part of Rheme lacking) (LDP) 31 ||| don't see... (Process: ML / Finite & Predicator / Rheme) (IC-Senser / Subject / Theme, Phenomenon / Complement / part of Rheme lacking) (LDP) 32 ||| don't see (Process: ML / Finite & Predicator / Rheme) the cinema (Phenomenon / Complement / Rheme) (IC-Senser / Subject / Theme lacking) (LDP) 33 ||| is... (Process: R / Finite & Predicator / Rheme) (IC-Carrier? Identifier? / Subject / Theme, Attribute? Identified? / Complement / part of Rheme lacking) (LDP) 34 ||| so...

T: is not good. T.V. is not good.

St: eh... so (textual Theme) people... (Carrier / Subject / topical Theme) (IC-Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LDP) 35 ||| you (Carrier / Subject / Theme) have to... (Finite / part of Predicator / Rheme) (IC-Process: R / rest of Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LDP) 36 ||| you (Carrier / Subject / Theme) have to have (Process: R / Finite & Predicator / Rheme) a... a... (part of Attribute / Complement / Rheme) (IC-Thing constituent in Attribute / Complement / part of Rheme nominal group lacking) (LDP) 37 ||| how do I say? (V) (CC) |||



T: cellular image.

St: 19/38||| yes, you have to have (R) this (CC) 39|| because (textual Theme) you (Actor / Subject / topical Theme) can't go... (Process: M / Finite & Predicator / Rheme) (IC-location:place Circumstance / Adjunct / part of Rheme lacking) (LDP) 40|| so, (textual Theme) everybody, (Carrier / Subject / topical Theme) (IC-Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LPP) 41|| everybody has (R) one, (CC) 42|| buy (Process: M / part of temporal Finite & Predicator / Rheme) one. (Goal / Complement / Rheme) (IC-present third person singular marking on temporal Finite lacking) (LDP) |||

T: it's the only way they have to watch T.V. ... so, can you imagine those people that live in remote areas that don't have anything to do... except watc, watch T.V. ... imagine this guy, this boy that was... that is mentioned here in our text... imagine him driving, driving to the city for hours seeing any interesting watching anything... the worse for me was what? No T.V... do you agree?

Sts: 20/43||| yes. (CC) |||

T: yes?

St: 21/44||| yes, (CC) 45|| only the important (part of deviant [Deictic constituent before Numerative constituent] Identified / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) the nature... (deviant [inappropriate Deictic] Identifier / Complement / Rheme) (IC-Thing constituent in Identified / Subject / Theme nominal group lacking) (LDP) 46|| because they love... (ML) buildings (CC) 47|| or... (naturally interrupted clause) (LPP) |||

T: ok. Very nice... who wants to go on. Let's read... the text again, so that we can discuss... what is this text about... the lost place... nothing interesting to do and... and... I want a volunteer to start to read so we can request more about... Maisa?...who?

Sts: 22/48||| Milena. (EEC) (CC) |||

T: Milena? Can you start reading?

Milena: (reads)

T: Very nice... let's stop here for a moment. Can you separise the the questions about the boys or... I would say ... that every time his father... what, what... how do you feel when you read this part? If you were a boy? Was he excited? How did he think this this implication he had... talk about these things...

St: eh... (DM)

T: in my opinion... I think that... the way that he did things... that he explained this this...

St: 23/49||| I hated (ML) || when (location:time Circumstance / Adjunct / Theme) my father (Actor / Subject / Rheme) went (Process: M / Finite & Predicator / Rheme) (pseudo-incomplete down-ranked clause: location:place Circumstance / Adjunct / part of Rheme lacking) || went (M) to the school... (complete anaphorically elliptical down-ranked clause) || (CC) 50|| but today I love to go out (M) with them. (CC) 51|| I love to go out (M) with my mother... (CC) 52|| to go (Process: M / rest of Predicator / Rheme) to the shopping (part of location:place Circumstance / Adjunct / Rheme) to everywhere... (deviant [inappropriate preposition 'to'] location:place Circumstance / Adjunct / Rheme) (IC-Thing constituent of Range constituent in first location:place Circumstance / Adjunct / part of Rheme prepositional phrase lacking) (AEC) (LDP) 53|| because I think (ML) (projecting clause) (CC) 54|| with the age they are (R) more important... (projecte clause) (CC) 55|| and (textual Theme) this boy, (Actor / Subject / topical Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme lacking) (projected clause) (LPP) 56|| I think, (ML) (projecting clause) (CC) 57|| she (deviant [gender] Actor / Subject / Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme lacking) (projected clause) (LPP) 58|| he... liked to do (M) all the things... (projected clause) (CC) |||

T: how do you think he is?... how do you imagine this boy? What what do you think he looks like?

St: 24/59||| I think (ML) (projecting clause) (CC) 60|| he is... (R) sixteen... years old... (projected clause) (CC) |||

St: Yeah. (MC)

T: yeah, do you agree? Do do you imagine this boy younger or older?

St: 25/61||| younger. (AEC) (CC) |||

T: younger.

St: 26/62||| twelve (EEC) (projected clause) (CC) 63|| I think. (ML) (projecing clause) (CC) |||

T: what do you think Maisa?

St: 27/64||| between eight and ten. (EEC) (CC) |||

T: between eight and ten. Do you remember the things he likes to do?

St: 28/65||| no. (CC) |||

T: ok. We're gonna get to this part... do you remember yesterday when we read about the part of the car?

Sts: 29/66||| yes. (CC) |||

T: do you think a sixteen year old boy would you like to see those kinds of thing?

St: 30/67||| yes. (CC) |||  
T: what do you think?  
St: (laughs) 31/68||| no. (CC) |||  
T: if you were six, sixteen would you like to visit a farm?  
St: 32/69||| I'm (R) twenty (CC) 70 ||| and I would like to visit (M) this place. (CC) |||  
(sts laugh)  
T: oh, yeah... there is a child inside... very good... so, let's go on with the reading thank you very much for that, Mara. Would you like to continue?  
St: teacher... (MC)  
T: yes...  
Maísa: ...  
T: so, let's go on, Maisa. Would you like to continue?  
Maísa: (reads)... boredom....  
T: Boredom. Do you remember 'boredom'?  
Sts: 33/71||| yes. (CC) |||  
Maísa: (reads)... skyscraper...  
T: skyscraper  
Mara: skyscraper. (reads)  
T: very nice. So, he starts describing the place where they lived, right? how do you imagine this place?  
St: 34/72||| the sky... (EEC) (CC) |||  
T: what do you imagine this place... looks like? Is it beautiful?  
St: 35/73||| no. (CC) |||  
T: where is this place that he's describing?  
St: 36/74||| I think (ML) (projecting clause) (CC) 75 ||| it's (R) beautiful (projected clause) (CC) 76 ||| but... (textual Theme) I (Senser / Subject / topical Theme) would... dislike... (Process: ML / modal Finite & Predicator / Rheme) (IC-Phenomenon / Complement / part of Rheme lacking) (LDP) 77 ||| I think (ML) (projecting clause) (CC) 78 ||| is (Process: R / temporal Finite & Predicator / Rheme) beautiful (Attribute / Complement / Rheme) (IC-Carrier / Subject / Theme lacking) (projected clause) (LDP) 79 ||| not not (rest of temporal Finite – negative polarity / Rheme) neces, necessary. (part of deviant [adjectival form for adverbial form] Attribute / Complement / Rheme) (AEC) (IC-Carrier / Subject / Theme, Head constituent in Attribute / Complement / part of Rheme lacking) (projected clause) (LDP) |||  
T: not necessary ugly.  
St: no. (MC)  
T: but it's isolated... do you understand the most isolated place?  
St: 37/80||| yes. (CC) |||  
T: yes. it's far from everything, isn't it?  
St: 38/81||| it's (R) beautiful (CC) 82 ||| but I don't want to be (R) there. (CC) |||  
(sts laugh)  
T: would you like to visit this place?  
St: 39/83||| it's (R) beautiful (CC) 84 ||| but I don't want to be (R) there. (CC) |||  
T: who who would like to live in a place like this? speak of the good points... what would be the good points of... the advantages of living in a place like that?  
St: ...  
T:?  
St: ...  
St: 40/85||| you have (R) so good news (CC) 86 ||| you (Actor / Subject / Theme) have to... to look for (Process: M / Finite & Predicator / Rheme) good (part of Goal / Complement / Rheme) (IC-Thing constituent in goal / Complement / part of Rheme nominal group lacking) (LDP) |||  
T: you have to work on the ground, right?  
St: 41/87||| yes. (CC) |||  
T: there are people who like to... grow...  
St: 42/88||| take care (Process: M / rest of part of Predicator / Rheme) (AEC) (IC-particle 'of' in Predicator verbal group / part of Rheme, Goal / Complement / part of Rheme lacking) (LDP) |||  
T: there's a good thing too.  
St: 43/89||| no boring people. (Existent / Complement / Rheme) (AEC) (CC) |||  
T: hum-hum. Do you hear that?  
Sts: 44/90||| no. (CC) |||  
T: repeat again.  
St: 45/91||| no boring people [[ to lost (Process: M / deviant: lexical choice – 'to lose' for 'to waste' and past participle form for base form] Predicator / Rheme) your time (Goal / Complement / Rheme)

(complete deviant non-finite down-ranked clause) || to... (naturally interrupted down-ranked clause) || (DOWN-RANKED-CLAUSE-RELATED DCC) ||

St: 46/92|| but I can be (R) boring too (CC) 93|| because (textual Theme) you (Senser / Subject / topical Theme) don't feel... (Process: ML / Finite & Predicator / Rheme) (IC-Phenomenon / Complement / part of Rheme lacking) (LDP) 94|| you don't have (R) anyone || to talk. (Process: V / Predicator / Rheme) (incomplete non-finite down-ranked clause: minor Process – 'to' or 'with' – as substitute for whole Verbiage / Complement lacking) || (IC) (DOWN-RANKED-CLAUSE-RELATED LDP) ||

St: 47/95|| yes. it's (R) boring. (CC) ||

St: 48/96|| you become (R) crazy || of doing nothing... (complete non-finite down-ranked clause) || (CC) 97|| I (Senser / Subject / Theme) 'm (temporal Finite / Rheme) just (modal Adjunct) looking (Process: M / part of Predicator / Rheme) the landscape (Phenomenon / Complement / Rheme) (IC-particle 'at' in two-word verbal group Predicator / part of Rheme lacking) (LDP) || ok, (DM) 98|| it's (R) nice (CC) 99|| but can you imagine? (ML) (CC) ||

Sts: 49/100|| yes. (CC) ||

Sts: 50/101|| no, (continuative) it (Carrier / Subject / topical Theme) 's (Process: R / Finite & Predicator / Rheme) very... (part of Attribute / Complement / Rheme) (IC-Thing constituent in Attribute / Complement / part of Rheme lacking) (LDP) ||

St: 51/102|| I (Actor / Subject / Theme) go, (part of Process: M / Finite & Predicator / Rheme) (IC-particle 'out' in two-word verbal group Predicator / part of Rheme, location:time Circumstance / Adjunct / part of rheme lacking) (LPP) 103|| I go out (M) today (CC) 104|| so you have to drive (M) six eh... seventy... miles (CC) 105|| to... to come (M) to a place || that you can have... (R) a beer... (complete non-finite down-ranked clause) << I mean... (DM) >> || to a bank, (location:place Circumstance / Adjunct / Rheme) (complete anaphorically elliptical – 'to come...' – non-finite down-ranked clause) || (CC) 106|| I (Senser / Subject / Theme) think. (Process: ML / Finite & Predicator / Rheme) (projecting clause) (CC)

T: it would be far.

St: yes. (MC)

T: you you were gonna say something. What is this?

St: there are (E) people (projected clause) (CC) 107|| but I think (ML) (projecting clause) (CC) 108|| the other people (Sayer / Subject / Theme) say (Process: V / Finite & Predicator / Rheme) like... (IC-Verbiage / Complement / part of rheme lacking) (projected clause) (LDP) ||

T: very nice... thank you very much Maisa. I would like a man now... let's listen to a man's voice... let's hear a man speaking... would you like...? Somebody?

Girl: 52/109|| I would like to be (R) a man. (CC) ||

T: to be a man?

Girl: 53/110|| yes. (CC) ||

( the sts laughing: 54/111|| to be a man (EEC) (CC) ||)

T: would you like to read it? ... really? Now?

St: 55/112|| yes. (CC) || (reads)

T: do you have any questions about vocabulary? Do you understand "to take... turn"?

Sts: 56/113|| yes. (CC) ||

T: yes everybody? Yes?

Sts: 57/114|| yes. (CC) ||

T: say "turn"

Sts: "turn"

St: 58/115|| to say? (EEC) (CC) ||

T: to say something... you, for example, you say something now and then she says something after you and then she says ok? So, you take turns every time somebody does or says something, ok?

St: 59/116|| yes. (CC) ||

T: how was with your son when he was about eight or ten? Was it fun?

St: 60/117|| yes. (CC) ||

T: do you remember any situation?

St: 61/118|| yes, (CC) 119|| because... (textual Theme) I (Actor / Subject / topical Theme) used to live... (Process: M / Finite & Predicator / Rheme) (IC-location:place Circumstance / Adjunct / part of Rheme lacking) (LDP) 120|| I (Actor / Subject / Theme) used to live (Process: M / Finite & Predicator / Rheme) eh... far from (part of location:place Circumstance / Adjunct / Rheme) (IC-Range constituent in location:place Circumstance / Adjunct / part of Rheme prepositional phrase lacking) (LDP) 121|| every time I was (R) free (CC) 122|| so, (continuative) I spent (R) with him... (CC) ||

T: so it was fun every time...

St: yes, yes. (MC)

T: what do you do, for example the last time you went to Natal, right?

St: 62/123|| Natal... (EEC) (CC) 124 || four months ago. (EEC) (CC) |||  
T: ok. How was your trip?  
St: 63/125|| yes, (EEC) (CC) 126 || it (Carrier / Subject / Theme) 's (Process: R / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) ok. (Attribute / Complement / Rheme) (SDCC) |||  
T: you have fun?  
St: 64/127|| yes. (CC) |||  
T: what did you do during the trip?  
St: 65/128|| we (Actor / Subject / Theme) eh... (IC-Process: M / Finite & Predicator / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (LPP) 129 || we went (M) by car. (CC) |||  
T: ok... during the trip... during your way?  
St: 66/130|| yes, (continuative) we (Actor / Subject / topical Theme) stopped... (Process: M / Finite & Predicator / Rheme) (CC) 131 || We (Sayer / Subject / Theme) have been... talking (Process: V / deviant [present for past primary tense] temporal auxiliary Finite & Predicator / Rheme) lot, (Verbiage / Complement / Rheme) (SDCC) 132 || we talked (V) about our plans (CC) 133 || and... (textual Theme) give (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) some advices... (deviant [ inappropriate plurality marking on a non-count noun] Goal / Complement / Rheme) (AEC) (SDCC) 134 || but (textual Theme) the way back (Carrier / Subject / topical Theme) eh... (IC-Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme) lacking) (LPP) 135 || it was... (R) a little bit tired... (deviant ['tired' for 'tiring'] Attribute / Complement / Rheme) (DCC) 136 || and it was (R) dangerous too, (CC) 137 || because it (R) was crowded... (CC) |||  
T: ok. Very nice. So, let's continue reading a... a man now?  
St: 67/138|| yes. (CC) |||  
T: can you?  
St: 68/139|| yes. (CC) ||| (reads)...perfectly...  
T: perfectly  
St: perfectly (reads)...creditable...  
T: creditable  
St: creditable (reads) ...  
T: ...  
St: ...  
T: do you think this is positive or negative?  
St: 69/140|| negative. (Attribute / Complement / Rheme) (AEC) (CC) |||  
T: yes. very negative. Ok. Continue.  
St: (reads)...definitely...  
T: definitely.  
St: definitely. (reads)  
T: ok... do you think that... he really didn't buy anything...?  
St: 70/141|| no. (CC) |||  
T: how was it when, when you suggested for your father, your mother when you were traveling to stop, do they stop do they do what you want to do or they said they do just like this father here who said "no, of course" and then he said... "yes". how was it at home?  
St: 71/142|| I don't remember. (ML) (CC) |||  
T: You don't remember? My father said "no" and when he said "no" he never changed his mind when he said "yes" it would be ok... but he never changed his mind.  
St: 72/143|| my mother... (Actor / Subject / Theme) (IC-modal Adjunct / part of Rheme, Process: M / Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme) (SDCC) 144 ||  
T: when I was a kid.  
St: my mother, (Actor / Subject / Theme) (IC-modal Adjunct / part of Rheme, Process: M / Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme) (SDCC) 145 || she (Actor / Subject / Theme) never (modal Adjunct / Rheme) changes (Process: M / Finite & Predicator / Rheme) the mind deviant [definite article Deictic for possessive case Deictic] Goal / Complement / part of Rheme) (SDCC) |||  
T: what did she say? No or Yes definitely?  
St: 73/146|| yes. (AEC) (CC) |||  
T: she never changes her mind?  
St: 74/147|| yes. (CC) |||  
St: 75/148|| I remember (ML) (projecting clause) (CC) 149 || when I was (R) a child... (projected clause) (CC) 150 || when I would like (ML) (deviant lexical choice: 'would like' for 'wanted') something... (DCC) 151 || I asked (V) for, for... to my father... (deviant: inappropriate preposition 'for') Receiver / Complement / Rheme) (projected clause) (DCC) 152 || he said (V) (projecting clause) (CC) 153 || ask (V) your mother. (projected clause) (CC) |||

St: 76/154||| or... ask (V) your father... (CC) |||  
 St: 77/155||| ask (V) your mother. (CC) |||  
 T: all right... let's continue?... let's finish this? I want a volunteer...  
 Sts: 78/156||| André. (EEC) (CC) |||  
 T: André?  
 St: 79/157||| Davi. (EEC) (CC) |||  
 T: Davi.  
 St: (reads)... possible...  
 T: possible  
 St: possible (reads)...dinosaurs...  
 T: very nice. Dinosaurs  
 St: dinosaurs  
 T: has it ever happened to you?  
 Sts: 80/158||| no. (CC) |||  
 T: no?... ok... go ahead.  
 St: (reads)...injuries...  
 T: injuries  
 St: injuries  
 T: the stress in the first syllable "injuries"  
 St: injuries. (reads)  
 T: too much for a vacation, isn't it?  
 St: 81/159||| can you imagine (ML) that? (CC) |||  
 St: 82/160||| no (CC) 161 ||| where? (EEC) (CC) |||  
 T: very nice, do you understand? Any questions about vocabulary?  
 St: ...  
 T: sorry?... could you say? Could you say it again?  
 St: 83/162||| "complain" (EEC) (CC) |||  
 T: "complain"? you say "oh, I'm sorry. I want to eat all the time" so, you are complaining that you were hungry all the time. That's complain. "I wanna eat, I wanna a sandwich... I'm hungry, I'm hungry. I'm hungry. I'm hungry" all the time.  
 (sts laugh)  
 St: 84/163||| boredom? (EEC) (CC) |||  
 T: boredom, we talked about boredom yesterday, Alexandre, who would like to explain Alexandre what boredom is?  
 Sts... 85/164||| bore... (Carrier / Subject / Theme) like free freedom. (Attribute / Complement / Rheme) (VLC) (CC) |||  
 T: boredom. Because something boring causes you... so, this this noun, this thing that you feel is boredom. Ok?  
 St: teacher... (MC) 86/165||| "realize" (Senser / Subject / Theme) means (Process: ML / Finite & Predicator / Rheme) (IC-Phenomenon / Complement / part of Rheme) (LPP) (projecting clause) 166 ||| that... (textual Theme) (IC-Participant / Subject / topical Theme, Process / Finite & predicator / part of Rheme, participant / Complement / part of rheme lacking) (LDP) 167 ||| means (Process: ML / Finite & Predicator / Rheme) eh... sincere.? (Phenomenon / Complement / Rheme) (AEC) (CC) |||  
 T: "he realized that" it was... he noticed, he understood that was time to leave... he realized, he noticed, he finally understood, observed.  
 St: ok. (MC)  
 T: ok? It's a false cognate.  
 St: 87/168||| ... realizar. (EEC) (CC) |||  
 T: yeah, realize in Portuguese is... means something, to do something, but in Portuguese I mean in English is a false cognate doesn't mean to do something... it means to understand, to do something.  
 St: 88/169||| I (Senser / Subject / Theme) (IC-Process: ML / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) (projecting clause) (SDCC) 170 ||| I (Senser / Subject / Theme) think (Process: ML / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) (projecting clause) (SDCC) 171 ||| it (Carrier / Subject / Theme) was... (Process: R / Finite & Predicator / Rheme) (naturally interrupted projected clause) (LPP) |||  
 T: to observe?  
 St: 89/172||| yes. (CC) |||  
 T: all right... what is 'sand lost'? Do you know what is 'sand lost'? Do you understand 'loss'?  
 St: 90/173||| yes. (CC) |||  
 T: loss is the noun what's the verb?

St: 91/174||| lo, lost. (Identifier / Complement / Rheme) (AEC) (CC) |||

T: to...?

Sts: 92/175||| lost? (AEC) (CC) |||

T: to lose.

Sts: lose.

T: lost is the past tense. What the participle?

Sts: 93/176||| lost. (Identifier / Complement / Rheme) (AEC) (CC) |||

T: lost. What the adjective?

Sts: 94/177||| eh... adjective? (EEC) (CC) |||

T: do you remember the paradise?

Sts: 95/178||| lost (Identifier / Complement / Rheme) too. (Circumstance / Adjunct / Rheme) (AEC) (CC) |||

T: lost... yeah, the participle.

St: 96/179||| yes (continuative) lost. (Identifier / Complement / Rheme) (AEC) (CC) |||

T: the the structure of the adjective, ok? So, lost is the adjective... the lost kingdom, the lost paradise... understand?

Sts: 97/180||| yes. (CC) |||

T: yes?

Sts: 98/181||| yes. (CC) |||

St: teacher, teacher, (MC) 99/182||| lostdom (Carrier / Subject / Theme) eh... as (deviant; 'as' for 'like') boredom, freedom, lostdom. (Attribute / Complement / Rheme) (VLC) (CC) |||

T: yeah, loss is the noun...

St: 100/183||| lostdom? (EEC) (CC) |||

T: lostdom? What do you mean with lostdom?

St: 101/184||| means (Process: ML / Finite & Predicator / Rheme) as freedom... boredom. (deviant: 'as' for 'like') Phenomenon / Complement / Rheme) (IC-Senser / Subject / Theme lacking) (LDP) |||

T: no, just lost. You don't have the suffix "dom"... you say the verb to lose – lost – lost, lost as the adjective... loss is the noun. You don't say lossdom... you say to bore – boredom but you don't say loss – lossdom, just loss... something that you lose, for example, let's imagine that you have a good friend and this friend dies... so, this, this is gonna to be your terrible loss for you. You're going to miss this person. This person was your friend. So, you're gonna miss. So, this is your loss. Something that you lose. Something that you don't have anymore. This is a loss.... So, what is this loss? This big loss?

(end of Side A)

#### Side B

T: you have two options to do this composition. All of you writes about your experience with your family, a trip that you take or something fun, something bored, something remarkable that you... I mean one experience that you had.

St: 102/185||| it's (R) not not necessary... [[ to be a boring thing? (complete non-finite down-ranked clause) ]] (CC) |||

T: no, not necessarily... just share a moment with your family...

St: 103/186||| and (textual Theme) I (Actor / Subject / Rheme) have to bring (Process: M / Finite & Predicator / Rheme) eh... (IC-Goal / Complement / part of Rheme, location:time Circumstance / Adjunct / part of Rheme lacking) (LPP) 187 ||| to bring (Process: M / rest of Predicator / Rheme) it (Goal / Complement / Rheme) only Tuesday... (location:time Circumstance / Adjunct / Rheme) (AEC) (CC) 188 ||| the day? (Identifier / Complement / Rheme) (IC-Process: R / Finite & Predicator Theme, Identified / Subject / part of Rheme lacking) (LDP) |||

T: eh. the latest on Thursday but you can bring it on Monday, or Tuesday or Wednesday or Thursday.

St:...

St:...

T: by Thursday, ok?

St: 104/189||| how many words? (EEC) (CC) |||

T: let's say... 150 words ok? It's around that you can do 150 or 200 words, ok? Or the second option... writes a story as if you were a writer use this as a model and create or recreate this story, ok? That's for Monday... and also for Monday, please, do your practice book... file 3A that's for Monday.

St: 105/190||| is (R) that for Monday? (CC) |||

T: that's for Monday. The composition can be...

St: 106/191||| Tuesday. (AEC) (CC) |||

T: for Monday, Tuesday, Thursday until Thursday the late. I'll not receive at the Thursday.

St: 107/192||| what (IC) (LPP) 193 ||| what he said, (V) (CC) ||| teacher? (MC)



(textual Theme) hotel (part of Carrier / Subject / topical Theme) exotic (Attribute / Complement / Rheme) (IC-definite Deictic in Carrier / Subject / topical Theme nominal group, Process: R / Finite & Predicator / part of Rheme lacking) (LDP) 30 || because it's (R) so rustic. (CC) 19/31 || We (Carrier / Subject / Theme) have to pass (Process: R / deviant [present for past primary tense] temporal Finite & deviant [lexical choice: 'to pass' for 'to spend'] Predicator / Rheme) all night (Attribute / Complement / Rheme) in the hotel (Circumstance / Adjunct / Rheme) (SDCC) 32 || and my youngest brother was (R) ugly (pragmatically deviant Attribute / Complement / Rheme: 'ugly' for 'angry?') (DCC) 33 || because he wanted to go (M) to Chapadinha immediately. (CC) 20/34 || My brother missed (R) his friends (CC) 35 || and he felt (R) alone. (CC) |||

21/36 || In the next day, (deviant [lexical choice: 'in' for 'on'] Circumstance / Adjunct / Theme) my parents got up (M) early (DCC) 37 || and after breakfast we went into (M) the car (CC) 38 || and continued (M) the travel to Chapadinha. (CC) |||

**B/WGD1 has 38 ranking clauses, out of which 7 are incomplete (4 LDP, 1 DOWN-RANKED-CLAUSE-RELATED LDP, and 2 SDCC). There are 21 clause complexes (1, 1, 2, 1, 2, 1, 2, 1, 2, 1, 1, 2, 1, 3, 2, 1, 3, 3, 3, 2, 3 ranking clauses respectively) and 6 down-ranked clauses. (257 words)**

## STUDENT 2

### COMPOSITION

1/1 || Every summer (Circumstance / Adjunct / Theme) is (Process: R / Finite & Predicator / Rheme) the same thing. (Attribute / Complement / Rheme) (IC-Carrier / Subject / part of Rheme lacking) (LDP) 2/2 || We never have (R) a trip. (CC) 3/3 || All the time, (Circumstance / Adjunct / Theme) the financial conditions (Carrier / Subject / Rheme) isn't (Process: R / deviant [singular concord for plural concord] & Predicator / Rheme) enough [[ to travel. (complete non-finite down-ranked clause) ]] (Attribute / Complement / Rheme) (SDCC) 4/4 || The reasons for that are (R) expensive schools, food, phone bills, credit cards, health insurance, etc... (CC) 5/5 || This year, however, things changed. (M) (CC) |||

6/6 || Dad retired. (M) (CC) 7/7 || He won (M) some extra money, (CC) 8 || and planned to have (R) a trip with the family. (CC) 8/9 || He doesn't travel (M) (CC) 10 || if he can't have (R) a good place [[ to stay. (complete down-ranked clause) ]] (CC) 9/11 || He doesn't like (ML) carnival, (deviant spelling) for example, (CC) 12 || because there are (E) many people, noise, mess. (CC) 10/13 || He's (R) a little "complicated" for this, (CC) 14 || because (textual Theme) I (Carrier / Subject / topical Theme) don't mind to stay (Process: R / Finite & deviant [perfective aspect for imperfective aspect: overgeneralization] Predicator / Rheme) in a house (Attribute / Complement / Rheme) with 10 people, (accompaniment Circumstance / Adjunct / Rheme) (SDCC) 15 || but he does! (R) (CC) 11/16 || He likes (ML) silence and comfort. (CC) 12/17 || Anyway, he loves traveling, (M) but with comfort and a little money. (CC) 13/18 || Well.. (DM) I have to agree (ML) with him (CC) 19 || [[ that traveling without money (complete down-ranked clause) ]] is (R) terrible. (CC) |||

14/20 || Dad, mom, my sister and I went to know (ML) "Delta do Parnaíba". (CC) 15/21 || We went (M) by car. (CC) 16/22 || The highways were (R) nothing exciting, (CC) 23 || but it was (R) beautiful [[ to see [[ how the vegetation goes changing from region to region. (complete down-ranked clause) ]] (complete down-ranked clause) ]] (CC) 17/24 || We stopped (M) in Camocim (CC) 25 || to have (R) lunch. (NFC) (CC) 18/26 || The food was (R) delicious. (CC) |||

19/27 || Arriving (M) in Parnaíba, (NFC) (CC) 28 || the hotel was (R) good, (CC) 29 || but there weren't (E) many people. (CC) 20/30 || In the other day (deviant [lexical choices: 'in' for 'on' and 'other' for 'following/next'] Circumstance / Adjunct / Theme) people (Actor / Subject / Rheme) had arrived (Process: M / deviant ['had' for 'past'] temporal Finite & Predicator / Rheme) (DCC) 31 || and my sister and I were starting to enjoy (ML) the trip, (CC) 32 || because we made friendships. (M) (deviant: lexical choice – 'friendships' for 'friends' / L1 transfer) (DCC) |||

21/33 || During the first day, we went (M) by boat along the "delta". (deviation: lexical choice: 'around') (CC) 22/34 || It was (R) really beautiful, (CC) 35 || but the boat wasn't (R) really safe... (CC) 23/36 || At night we ate (M) at Romana's. (CC) 24/37 || There are (E) very good pizzas. (CC) 25/38 || The second day, (part of location:time Circumstance / Adjunct / Theme) we (Actor / Subject / Rheme) went to know (ML) a beach (Phenomenon / Complement / Rheme) from Parnaíba [[ that (part – Range – of Phenomenon / Complement / Theme Qualifier constituent) I (Senser / Subject / Rheme) forgot (Process: ML / Finite & Predicator / Rheme) the name (part of Phenomenon / Complement / Rheme) right now. (Circumstance / Adjunct / Rheme) (incomplete down-ranked clause: minor Process – 'of' – in Range constituent of Qualifier constituent in Phenomenon / Complement / Theme-part of Rheme lacking) ]] (deviant [lexical choice: 'from' for 'in'] Circumstance / Adjunct / Rheme) (IC-minor Process in location:time Circumstance / Adjunct / Theme prepositional phrase lacking) (LDP) 26/39 || Whatever,



(Identifier / Complement / Theme) (IC-Identified / Subject / part of Rheme, Process: R / Finite & Predicator / part of Rheme lacking) (LDP) 40 || everybody told (V) me about their crabs. (CC) 27/41 || I'm (R) sorry, (CC) 42 || but they were (R) awful! (CC) 28/43 || Our crabs are (R) really better than theirs. (CC) ||

29/44 || We passed (R) (deviant lexical choice: 'passed' for 'spent') just three days there, (CC) 45 || and I was praying (M) (CC) 46 || to come back (M) home (NFC) (CC) 47 || to be (R) with my friends (NFC) (CC) 48 || and going out (M) a lot. (NFC) (CC) 30/49 || And I was (R) still more anxious (CC) 50 || because (textual Theme) in the day [[ that (deviant [lexical choice: relativizer 'that' for relativizer 'when'] Circumstance / Adjunct / Theme) we (Actor / Subject / Rheme) had traveled, (Process: M / deviant ['had' for 'past'] temporal Finite & Predicator / Rheme) (deviant complete down-ranked clause) ]] (deviant [lexical choice: 'in' for 'on'] location:time Circumstance / Adjunct / topical Theme) I (Actor / Subject / Rheme) had received (Process: M / Finite & Predicator / Rheme) a call (Goal / Complement / Rheme) from my cousin (Circumstance / Adjunct / Rheme) (DCC) 51 || telling (V) me (NFC) (projecting clause) (CC) 52 || that I had passed (M) on "vestibular". (deviation: inappropriate preposition 'on') (projected clause) (DCC) 31/53 || Nobody could speak (V) to me (CC) 54 || because I had already left. (M) (CC) ||

32/55 || Coming back, (M) (NFC) (CC) 56 || we stopped (M) again in Camocim (CC) 57 || and passed (R) (deviant lexical choice: 'passed' for 'spent') one more day there. (CC) 58 || The hotel [[ we (Carrier / Subject / Theme) were, (Process: R / Finite & Predicator / Rheme) (incomplete down-ranked clause: minor Process – 'at' – in Attribute / Complement / part of Rheme prepositional phrase lacking) ]] was (R) very very good. (DOWN-RANKED-CLAUSE-RELATED LDP) ||

33/59 || It was (R) not a bad trip, (CC) 60 || but (textual Theme) I (Senser / Subject / topical Theme) would enjoy (Process: ML / modal Finite & part of Predicator / Rheme) more (Circumstance / Adjunct / Rheme) (IC-present secondary tense auxiliary – 'have' – and past secondary tense marking – 'ed' – in Predicator / part of Rheme, Phenomenon / Complement / part of Rheme lacking) (LDP) 61 || if (textual Theme) I (Carrier / Subject / topical Theme) were (Process: R / deviant ['past' for 'had'] temporal Finite & deviant ['were' for 'been'] Predicator / Rheme) with friends or in big cities, [[ where my tastes are. (complete down-ranked clause) ]] (Attribute / Complement / Rheme) (SDCC) 34/62 || Anyway, it was (R) a good time. (CC) ||

**B/WGD2 has 62 ranking clauses, out of which 8 are incomplete (4 LDP, 1 DOWN-RANKED-CLAUSE-RELATED LDP, 3 SDCC). There are 34 clause complexes (1, 1, 1, 1, 1, 1, 2, 2, 2, 3, 1, 1, 2, 1, 1, 2, 2, 1, 3, 3, 1, 2, 1, 1, 1, 2, 2, 1, 5, 4, 2, 4, 3, 1 ranking clauses respectively) and 9 down-ranked clauses. (398 words)**

### STUDENT 3

#### An Unforgettable Trip

1/1 || My unforgettable trip happened (M) [[ when I visited (M) for the first time to Quixadá, (deviant [inappropriate preposition 'in'] Goal / Complement / Rheme) some years ago. (deviant complete down-ranked clause) ]] (DOWN-RANKED-CLAUSE-RELATED DCC) 2/2 || I went (M) (CC) 3 || to meet (M) a friend, (NFC) (CC) 4 || because I only wrote (M) letters for a long time (CC) 5 || and we had never seen (ML) each other before. (CC) ||

3/6 || I went (M) by bus (CC) 7 || and spent (R) about four hours. (CC) 4/8 || I was (R) very happy and anxious. (CC) 5/9 || On the way I saw (ML) beautiful places, marvelous stones (too [deviation: 'too' for 'very'] famous, like "Galinha Choca") and friendly small towns. (CC) 6/10 || It was (R) my first trip alone too. (CC) 7/11 || I arrived (M) at the bus station at 10 a.m. (CC) 12 || and it was (R) a nice day: (CC) 13 || the sun was shining (M) (CC) 14 || and the weather was (R) warm. (CC) ||

8/15 || I (Actor / Subject / Theme) caught (Process: M / Finite & Predicator / Rheme) a taxi (Goal / Complement / Rheme) from Catarina's house (deviant [lexical choice: 'from' for 'to'] Circumstance / Adjunct / Rheme) (DCC) 16 || – I didn't know (ML) (projecting clause) (CC) 17 || where (Attribute / Complement / Theme) is (deviant [interrogative Mood word order for declarative Mood word order – overgeneralization – and present for past primary tense] temporal Finite & Predicator / Rheme) it. (deviant [interrogative Mood word order for declarative Mood word order – overgeneralization] Carrier / Subject / Rheme) (projected clause) (SDCC) 9/18 || I only had (R) her adress. (CC) 10/19 || She was (R) an old woman, with her sixties. (deviant [lexical choice: 'with' for 'in'] Circumstance Adjunct / Rheme) (CC) 11/20 || Her hair was (R) gray and curly. (CC) 12/21 || She was (R) lovely. (CC) 13/22 || Her house was (R) small, (CC) 23 || but (textual Theme) more comfortable (deviant [lexical choice: 'more' for 'very'] Attribute / Complement / Rheme) (AEC) (DCC) 24 || and (textual Theme) the place (Carrier / Subject / topical Theme) wasn't (Process: R / Finite & Predicator / Rheme) noise, (deviant [noun form of lexical item for adjective form] Attribute / Complement / Rheme) (SDCC) 25 || because we were (R) far

from of the city center deviant [inapprppriate preposition ‘of’] Attribute / Complement / Rheme) (DCC) 26 || and her street was (R) very quiet. (CC) 14/27 || At night (Circumstance / Adjunct / Theme) there (Subject / Rheme) was (Process: E / deviant [singular concord for plural concord] temporal Finite & Predicator / Rheme) some insects (Existent / Complement / Rheme) (SDCC) 28 || but it wasn’t (R) so bad. (CC) ||

15/29 || We had (R) lunch together (CC) 30 || and spoke (V) a lot about every thing. (CC) 16/31 || I stayed (R) there for one week (CC) 32 || and I loved (ML) it. (CC) 17/33 || I (Actor / Subject / Theme) meet (Process: M / Predicator / Rheme) her (Goal / Complement / Rheme) any more, (Circumstance / Adjunct / Rheme) (IC-past auxiliary temporal Finite + negative polarity / part of Rheme lacking) (LDP) 34 || but we still write (M) long and frequently letters. (deviant [adverb ‘frequently’ for adjective ‘frequent’] Goal / Complement / Rheme) (DCC) ||

**B/WGD3 has 34 ranking clauses, out of which 4 are incomplete (1 LDP and 3 SDCC). There are 17 clause complexes (1, 4, 2, 1, 1, 1, 4, 3, 1, 1, 1, 1, 5, 2, 2, 2, 2 ranking clauses respectively) and 1 down-ranked clause. (210 words)**

STUDENT 4

#### MY GREAT TRIP

1/1 || My last great trip was (R) in Morro Branco (deviant [lexical choice: ‘in’ for ‘to’] Attribute / Complement / Rheme) last carnival. (CC) 2/2 || I went (M) with eleven friends and my girlfriend too. (CC) 3/3 || It (Carrier / Subject / Theme) ’s (Process: R / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) marvellous. (Attribute / Complement / Rheme) (SDCC) 4/4 || We moved (M) to Morro Branco on friday (spelling: capital letter) (CC) 5 || and returned (M) on wednesday. (spelling: capital letter) (CC) 5/6 || This day was (R) my birthday, (CC) 7 || but as I didn’t want to receive (M) eggs in commemoration (CC) 8 || I preferred (ML) the silent! (deviant [lexical choice: adjective ‘silent’ for noun ‘silence’] Phenomenon / Complement / Rheme) (DCC) ||

6/9 || This trip (part of location:time Circumstance / Adjunct / Theme) we (Carrier / Subject / Rheme) spent (Process: R / Finite & Predicator / Rheme) many hours (Attribute / Complement / Rheme) at home. (location:place Circumstance / Adjunct / Rheme) (IC-minor Process in location:time Circumstance / Adjunct / Theme prepositional phrase lacking) (LDP) 7/10 || Sometimes we went out t(M) o the beach. (CC) 8/11 || There (location:place / Circumstance / adjunct / Theme) was (Process: R / Finite & Predicator / Rheme) very crowded. (Attribute / Complement / Rheme) (IC-Carrier / Subject / Rheme lacking) (LDP) 9/12 || We preferred to stay (R) at home (CC) 13 || because we prepared (M) meat with beers, (CC) 14 || took (M) photos, AEC) (CC) 15 || played (M) soccer, etc. (AEC) (CC) 10/16 || At night we went out (M) to Beberibe (CC) 17 || to listen to (ML) forró, axe music etc (NFC) (CC) 18 || and also to see (ML) our other friends in the main square (deviation: lexical choice – ‘in’ for ‘at’) in Beberibe. (NFC) (DCC) 11/19 || I liked (ML) it. (CC) 12/20 || We went out (M) everyday. (CC) 13/21 || Mainly I liked (ML) this trip, (deviation: position of ‘mainly’) (DCC) 22 || because I spent (R) many hours with my girlfriend (CC) 23 || and her mother wasn’t (R) there (CC) 24 || I could profit (M) (Portuguese-like lexical choice: ‘have more fun’) more with her. (DCC) ||

14/25 || I (Actor / Subject / Theme) ’d like to go (Process: M / modal Finite & Predicator / Rheme) more times. (Circumstance / Adjunct / Rheme) (IC-location:place Circumstance / Adjunct / part of Rheme lacking) (LDP) 15/26 || My friends are talking (V) about a new trip. (CC) 16/27 || It can be (R) before carnival (CC) 28 || I hope (ML) so. (CC) 17/29 || Next holidays (Carrier / Subject / theme) is (Process: R / deviant [singular concord for plural concord] temporal Finite & Predicator / Rheme) a good chance [[ for we (deviant [nominative case for oblique case] Actor / Subject Theme) go out (Process: M / part of Predicator / Rheme) again. (Circumstance / Adjunct / Rheme) (incomplete down-ranked clause: perfectiveness marking on Predicator lacking) ]] (Attribute / Complement / Rheme) (DOWN-RANKED-CLAUSE-RELATED LDP) 18/30 || After this trip, I was accustomed (deviation [lexical choice: ‘was accustomed’ for ‘got accustomed’]) with happy moments! (deviation [lexical choice: ‘with’ for ‘to’]) (DCC) ||

**B/WGD4 has 30 ranking clauses, out of which 5 are incomplete (3 LDP, 1 DOWN-RANKED-CLAUSE-RELATED LDP, and 1 SDCC). There are 18 clause complexes (1, 1, 1, 2, 3, 1, 1, 1, 4, 3, 1, 1, 4, 1, 1, 2, 1, 1 ranking clauses respectively) and 1 down-ranked clause. (187 words)**

## STUDENT 5

1/1|| The best holiday (part of Identified / Subject / Theme) are (Process: R / Finite & Predicator / Rheme) the ones [[ that I have (R) with my children. (complete down-ranked clause) ]] (Identifier / Complement / Rheme) (IC-plurality marking on Thing constituent in Identified / Subject / Theme nominal group lacking) (LDP) 2/2|| We always have (R) a good time a lot (deviation: inappropriate ‘a lot’ – L1 transfer: ‘sempre nos divertimos muito’) (DCC) 3|| when we are (R) together, at the weekends or holidays, on the beach or in the mountain. (CC) |||

3/4|| In April this year we travelled (M) to Ubajara, in Ceará. (CC) 4/5|| It was (R) a wonderful trip. (CC) 5/6|| The temperature there was (R) about 18 degrees. (CC) 6/7|| We went (M) there by car (CC) 8|| and we stayed (R) for one week. (CC) 7/9|| We woke up (M) (CC) 10|| before the sun rose (M) (CC) 11|| and we placed (M) our things in the car. (CC) 8/12|| We stopped (M) in the highway (deviation: lexical choice – ‘in’ for ‘on’) (DCC) 13|| and we drank (M) coffee and milk (CC) 14|| and ate (M) bread, cheese and tapioca. (CC) 9/15|| During the trip we talked, (V) (CC) 16|| laughed, (M) (AEC) (CC) 17|| appreciated (ML) the landscape, (AEC) (CC) 18|| felt (ML) the climate change, (AEC) (CC) 19|| because Fortaleza was (R) very hot. (CC) 10/20|| It was (R) 35 degrees. (CC) 11/21|| When we arrived (M) there, (CC) 22|| we bathed (M) in a waterfall (CC) 23|| and later we went (M) to the grotto of Ubajara. (CC) 12/24|| We were (R) tired [[ to go down (M) to the grotto by the trail through the forest (complete non-finite down-ranked clause) || and we preferred to go (M) by train. (deviation: lexical choice – ‘train’ for ‘cable car’) (deviant complete down-ranked clause) ]] (DOWN-RANKED-CLAUSE-RELATED DCC) 13/25|| The grotto was (R) fantastic. (CC) 14/26|| We took (M) a lot of pictures there. (CC) |||

15/27|| Our routine in Ubajara was: (R) [[ to visit (M) neighbouring cities like Tianguá, São Benedito, Chaval and others, (complete non-finite down-ranked clause) || to bathe (Process: M / Predicator / Rheme) in waterfall and in a pool, (part of Circumstance / Adjunct / Rheme) (incomplete non-finite down-ranked clause: indefinite Deictic in Range constituent of first prepositional phrase constituent of Circumstance / Adjunct / Rheme lacking) || to eat (M) lunch in restaurants. (complete non-finite down-ranked clause) ]] (DOWN-RANKED-CLAUSE-RELATED LDP) 16/28|| At night, when the temperature dropped, (M) (CC) 29|| we went (M) to some place (CC) 30|| for us to eat (M) pizzas, sandwiches or tidbits with soda or white wine. (NFC) (CC) |||

17/31|| We were (R) everybody in the same chalet, (CC) 32|| isolated (R) in the middle of the forest. (NFC) (CC) 18/33|| When we lay down, (M) (CC) 34|| we told (V) jokes and histories (deviation: lexical choice – ‘histories’ for ‘stories’) (DCC) 35|| until the last of us slept. (M) (CC) 19/36|| The return to Fortaleza was (R) very calm. (CC) |||

20/37|| The best of this trip was (R) [[ that we returned rested (complete down-ranked clause) || and (textual Theme) we (Carrier / Subject / topical Theme) were (Process: R / Finite & Predicator / rheme) still (modal Adjunct / Rheme) closer (Attribute / Complement / Rheme) each other. (part of Circumstance / Adjunct / Rheme) (incomplete down-ranked clause: minor Process in Circumstance / Adjunct / Rheme prepositional phrase lacking) ]] (DOWN-RANKED-CLAUSE-RELATED LDP) |||

**B/WGD5 has 37 ranking clauses, out of which 3 are incomplete (1 LDP and 2 DOWN-RANKED-CLAUSE-RELATED LDP). There are 20 clause complexes (1, 2, 1, 1, 1, 2, 3, 3, 5, 1, 3, 1, 1, 1, 1, 3, 2, 3, 1, 1 ranking clauses respectively) and 8 down-ranked clauses. (280 words)**

## STUDENT 6

## The trip

1/1|| I was (R) eight years old. (CC) 2/2|| I was watching (M) TV (CC) 3|| when my father arrived (M) at home (CC) 4|| and said (V) (AEC) (projecting clause) (CC) 5|| that (Textual Theme) all our family (Actor / Subject / topical Theme) will travel (Process: M / deviant [present for past primary tense] modal Finite & Predicator / Rheme) in his next vacation. (Circumstance / Adjunct / Rheme) (projected clause) (SDCC) 3/6|| I and my two sisters loved (ML) the idea (CC) 7|| but my mother said (V) (projecting clause) (CC) 8|| that we couldn't do (M) this kind of program (CC) 9|| because we hadn't got (R) money [[ to stay (R) in a comfortable hotel (complete non-finite down-ranked clause) || or to buy (M) the tickets in the airport. (complete non-finite down-ranked clause) ]] (projected clause) (CC) 4/10|| My mother didn't use to see (ML) the advantages of the new situations. (CC) 5/11|| Really, I think (ML) (projecting clause) (CC) 12|| she (Carrier / Subject / Theme) wanted to stay (Process: R / Finite & Predicator / Rheme) in your kitchen, (deviant: second person singular possessive Deictic for third person singular possessive Deictic – L1 transfer] Circumstance / Adjunct / Rheme) with her house works (deviant [‘works’ for ‘work’] Circumstance / Adjunct / Rheme) for all her life. (Circumstance / Adjunct / Rheme0 (SDCC) |||

6/13|| Although the opinion of my mother, (deviation: lexical choice – ‘although’ for ‘despite’) our family traveled (M) in July. (DCC) 7/14|| We went (M) to Sobral, a far and hot city. (CC) 8/15|| I remember (ML) (projecting clause) (CC) 16|| that we stayed (R) for eight hours in the car (projected clause) (CC) 17|| to arrive (M) in the city. (NFC) (projected clause) (CC) 9/18|| This experience was (R) terrible. (CC) |||

10/19|| During all the eight hours, my mother didn’t speak (V) with my father, (CC) 20|| who (Senser / Subject / Theme) doesn’t mind. (Process: ML / deviant [present for past primary] temporal Finite & Predicator / Rheme) (SDCC) 11/21|| All the time (location:time Circumstance / Adjunct / Theme) he (Actor / Subject / Rheme) sang (Process: M / Finite & Predicator / Rheme) loud (part of manner Circumstance / Adjunct / Rheme) a horrible music (Goal / Complement / Rheme) (deviation: word order – Goal / Complement / Rheme precedes manner Circumstance / Adjunct / Rheme) (IC-bound morpheme ‘a’ on manner Circumstance / Adjunct / part of Rheme or particle ‘out’ preceding the adjective ‘loud’ lacking) (LDP) 22|| and looked (ML) fixed to the street. (CC) |||

12/23|| My two sisters (Actor / Subject / Theme) fought (Process: M / deviant [regular marking of past primary tense for irregular marking – overgeneralization] Finite & Predicator / Rheme) for the six first hours (deviant [word order: ordinal Numerative precedes cardinal Numerative – L1 transfer] Circumstance / Adjunct / Rheme) (SDCC) 24|| and slept (M) for the other two hours. (AEC) (CC) 13/25|| I (Actor / Subject / Theme) ate (Process: M / Finite & Predicator / Rheme) all kind of sweet (part of Goal / Complement / Rheme) (IC-plurality marking on Thing constituent in Goal / Complement / part of Rheme nominal group lacking) (LDP) 26|| and felt (ML) a terrible stomachache (deviation; spelling) near the end of the trip. (AEC) (CC) 14/27|| In fact, I was needing (deviation: ‘was needing’ for ‘needed’) to go (M) to the bathroom urgently. (DCC) |||

15/28|| Well, when the adventure finished, (M) (CC) 29|| my father was (R) tired, (CC) 30|| my mother was (R) ungrateful, (deviation; spelling) (CC) 31|| my sisters were fighting (M) again (CC) 32|| and I was (R) finally in the bathroom. (CC) |||

16/33|| Although this, (deviation: lexical choice – ‘although’ for ‘despite’) we enjoyed (ML) that vacation. (DCC) |||

**B/WGD6 has 33 ranking clauses, out of which 6 are incomplete (2 LDP and 4 SDCC). There are 16 clause complexes (1, 4, 4, 1, 2, 1, 1, 3, 1, 2, 2, 2, 2, 1, 5, 1 ranking clauses respectively) and 2 down-ranked clauses. (241 words)**

#### STUDENT 7

1/1|| When I was (R) child (CC) 2|| I (Actor / Subject / Theme) use to travel (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) with my family (Circumstance / Adjunct / Rheme) (SDCC) 3|| to visit (M) my grandparents in Maranhão and Piauí. (NFC) (CC) |||

2/4|| The my mother’s (deviation: inappropriate definite Deictic before possessive Deictic – L1 transfer) parents lived (M) in Paranaíba, (DCC) 5|| so we went (M) first to Piauí. (CC) 3/6|| We (Actor / Subject / Theme) set off (Process: M / deviant [regular marking of past primary tense for irregular marking – overgeneralization] Finite & Predicator / Rheme) from Fortaleza (location:place Circumstance / Adjunct / Rheme) about 3:00 AM (part of location:time Circumstance / Adjunct / Rheme) (IC-minor Process in location:time Circumstance / Adjunct / part of Rheme prepositional phrase lacking) (LDP) 7|| and (textual Theme) we (Actor / Subject / topical Theme) arrived (Process: M / Finite & Predicator / Rheme) there (location:place Circumstance / Adjunct / Rheme) about 5:00 PM. (part of location:time Circumstance / Adjunct / Rheme) (IC-minor Process in location:time Circumstance / Adjunct / part of Rheme prepositional phrase lacking) (LDP) 4/8|| The trip was (R) wonderful, (CC) 9|| we always stopped (M) in the Tianguá’s Mountain. (deviation: inappropriate Deictic and possessive case in Classifier) (DCC) 5/10|| It’s (R) a great place, [[ that (Carrier / Subject / Theme) have (Process: R / deviant [unmarked for marked third person singular form] Finite & Predicator / Rheme) beautiful natural sceneries. (Attribute / Complement / Rheme) (simplified deviant down-ranked clause) ] ] (DOWN-RANKED-CLAUSE-RELATED SDCC) 6/11|| My brother and I never asked (V) (projecting clause) (CC) 12|| to stop (M) there, (NFC) (projected clause) (CC) 13|| my father (Identifier / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) [[ who always suggested to visit (M) the mountain, (complete down-ranked clause) ] ] (part – Qualifier – of Identified / Complement / Rheme) (IC-definite Deictic – ‘the’ – and Thing constituent – ‘one’ – in Identified / Complement / part of Rheme nominal group) (LDP) 14|| and my mother, my sister and I always agreed. (M) (CC) |||

7/15|| We spent (R) only three days in Paranaíba, (CC) 16|| after (part of location:time Circumstance / Adjunct / topical Theme) we (Actor / Subject / Rheme) went (Process: M / Finite & Predicator / Rheme) to Maranhão (location:place Circumstance / Adjunct / Rheme) (IC-textual

Theme, Thing constituent in location:time Circumstance / Adjunct / part of Rheme lacking) (LDP) 17 || to visit (M) my father's parents. (NFC) (CC) 8/18 || This trip (Carrier / Subject / Theme) was (Process: R / Finite & Predicator / Rheme) a quite tiring, (part of Attribute / Complement / rheme) (IC-Thing constituent – 'one' – in Attribute / Complement / part of Rheme nominal group lacking) (LDP) 19 || because the road was (R) bad, (CC) 20 || it had (R) a lot of holes, (CC) 21 || but it wasn't (R) awful, (CC) 22 || because (textual Theme) we (Actor / Subject / topical Theme) use to go singing (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) (SDCC) 23 || and (textual Theme) talking. (Process: V / rest of Predicator / Rheme) (AEC) (SDCC) ||

9/24 || When we arrived (M) there, (CC) 25 || it was (R) a party. (CC) 10/26 || I met (M) my grandmother, grandfather, uncles and aunt, (CC) 27 || it (Carrier / Subject / Theme) was (Process: R / Finite & Predicator / Rheme) a great moment. (Attribute / Complement / Rheme) (IC-textual Theme lacking) (LDP) 11/28 || Past five days (deviant [lexical choice: 'past' for 'after'] location:time Circumstance / Adjunct / Theme) we (Carrier / Subject / Rheme) was (Process: R / deviant [singular concord for plural concord] temporal Finite & Predicator / Rheme) in the car again, (location:place Circumstance / Adjunct / Rheme) (SDCC) 29 || coming back (M) to home. (deviation: inappropriate preposition 'to') (CC) 12/30 || The way was (R) the same, (CC) 31 || but (textual Theme) the feelings (Identified / Subject / topical Theme) was (Process: R / deviant [singular concord for plural concord] temporal Finite & Predicator / Rheme) others. (Identifier / Complement / Rheme) (SDCC) 13/32 || We stopped (M) in Piauí (CC) 33 || to sleep (M) (NFC) (CC) 34 || and in the next day, (deviant [lexical choice: 'in' for 'on'] location:time Circumstance / Adjunct / Theme) we (Carrier / Subject / Rheme) was (Process: R / deviant [singular concord for plural concord] temporal Finite & Predicator / Rheme) in the road (deviant [lexical choice: 'in' for 'on'] location:place Circumstance / Adjunct / Rheme) (SDCC) 35 || thinking (ML) in the vacation, in the next trip. (deviation: lexical choice – 'in' for 'of') (NFC) (DCC) ||

**B/WGD7 has 35 ranking clauses, out of which 13 are incomplete (6 LDP, 6 SDCC, 1 DOWN-RANKED-CLAUSE-RELATED SDCC). There are 13 clause complexes (3, 2, 2, 2, 1, 4, 3, 6, 2, 2, 2, 2, 4 ranking clauses respectively) and 2 down-ranked clauses. (209 words)**

#### STUDENT 8

1/1 || It was (R) last year. (CC) 2/2 || I went (M) to Salvador with my friends from University. (CC) 3/3 || We went (M) by bus (CC) 4 || and it took (R) twenty-four hours. (CC) 4/5 || It was (R) so funny (CC) 6 || because we did (M) a lot of things during our journey. (CC) 5/7 || For instance, we watched (ML) movies, (CC) 8 || listened to (ML) music (AEC) (CC) 9 || and talked (V) a lot. (AEC) (CC) ||

6/10 || When we arrived (M) there (CC) 11 || we went (M) to know the University [[ where (Circumstance / Adjunct / Theme) we (Carrier / Subject / Rheme) will stay (Process: R / deviant [present for past primary tense] modal Finite & Predicator / Rheme) for three days. (Attribute / Complement / Rheme) (simplified deviant complete down-ranked clause) ]] (DOWN-RANKED-CLAUSE-RELATED SDCC) 7/12 || During these days, we had (R) meetings with Nutricionists (deviation: spelling) and teachers of Nutrition. (CC) 8/13 || It was (R) so good (CC) 14 || because we met (M) many students from other cities. (CC) 9/15 || At night, we could choose (ML) (projecting clause) (CC) 16 || between (hypotactic connector) go out (Process: M / part of Predicator / Rheme) with the other students (accompaniment Circumstance / Adjunct / Rheme) to parties (location:place Circumstance / Adjunct / Rheme) (projected clause) (NFC) (IC-imperfectiveness marking on Predicator / part of Rheme lacking) (LDP) 17 || or (continuative) go (Process: M / part of Predicator / Rheme) to wherever [[ you wanted to go. (M) (complete down-ranked clause) ]] (location:place Circumstance / Adjunct / Rheme) (projected clause) (NFC) (IC-imperfectiveness marking on Predicator / part of Rheme lacking) (LDP) 10/18 || I (Actor / Subject / Theme) chose go out (Process: M / Finite & part of Predicator / Rheme) with my friends of Salvador, (deviant [lexical choice: 'of' for 'from'] Circumstance / Adjunct / Rheme) (IC-imperfectiveness marking on second constituent of Predicator / part of Rheme verbal group complex lacking) (LDP) 19 || who (deviant [nominative case for oblique case relativizer] Phenomenon / Complement / Theme) I (Sensor / Subject / Rheme) 've known (Process: ML / deviant [present for past primary tense auxiliary] temporal Finite & Predicator for more than two years (Circumstance / Adjunct / Rheme) by Internet. (Circumstance / Adjunct / Rheme) (SDCC) 11/20 || Until that moment, (Circumstance / Adjunct / Theme) we (Actor / Subject / Rheme) 've (deviant [present for past primary tense auxiliary] temporal Finite / Rheme) never (modal Adjunct / Rheme) met (Process: M / Predicator / Rheme) each other, (Goal / Complement / Rheme) (SDCC) 21 || it was (R) the first time (CC) 22 || and it was (R) great. (CC) 12/23 || We went (M) to McDonald's (the place [[ where they always have (R) meetings) (complete down-ranked clause) ]] and to their houses. (CC) ||

13/24|| Finishing (M) the 3th day, (NFC) (CC) 25 || we might go back (deviation: modal Finite for 'past' [of 'go back'] Finite) to Fortaleza. (DCC) 14/26|| On the way back, we were (R) so tired [[ that we only could stay (R) asleep. (complete down-ranked clause) ]] (CC) |||

**B/WGD8 has 25 ranking clauses, out of which 6 are incomplete (3 LDP, 2 SDCC, and 1 DOWN-RANKED-CLAUSE-RELATED SDCC). There are 14 clause complexes (1, 1, 2, 2, 3, 2, 1, 2, 3, 2, 3, 1, 1, 1 ranking clauses respectively) and 4 down-ranked clauses. (186 words)**

STUDENT 9

#### Travelling in Carnival

1/1|| There is (R) an antique habit (deviation: lexical choice – 'antique' for 'old') in my family: (DCC) 2 || travelling (M) in Carnival! (NFC) (CC) 2/3|| I love travelling (M) with my family, mainly during these four marvellous days in February. (CC) |||

3/4|| My family is (R) very big. (CC) 4/5|| My mother has got (R) five sisters e five brothers. (CC) 5/6|| So I've got (R) about 60 or 70 cousins. (CC) 6/7|| They (Carrier / Subject / Theme) are (Process: R / Finite & Predicator / Rheme) differents ages, (deviant [inappropriate plurality marking on Epithet constituent: L1 transfer] Attribute / Complement / Rheme) from 1 until 45 years old... (deviant [lexical choice: 'until' for 'up to' – L1 transfer] circumstance / Adjunct / Rheme) (SDCC) 8 || but we get on (R) very well. (CC) |||

7/9|| Every year, (Circumstance / Adjunct / Theme) my family (Actor / Subject / Rheme) decide to travel (Process: M / part of temporal Finite & Predicator / Rheme) to Quixadá, a big country city [[ distant 175 kilometers to Fortaleza. (deviation: lexical choice – 'to' for 'from') (deviant complete verb-less down-ranked clause) ]] (Circumstance / Adjunct / Rheme) (IC-present third person singular marking on temporal Finite lacking) (LDP) 8/10|| Quixadá is (R) a beautiful city, (CC) 11 || its name means: (ML) place between stones. (CC) 9/12|| So, you can imagine (ML) the temperature... (CC) 10/13|| This is (R) very hot (CC) 14 || and the weather is (R) very dry, (CC) 15 || sometimes unbearable... (R) (AEC) (CC) 11/16|| But we've got (R) one uncle, one aunt and some cousins [[ live (Process: M / Finite & Predicator / Rheme) there... (Circumstance / Adjunct / Rheme) (incomplete down-ranked clause: Actor / Subject / Theme relativizer lacking) ]] (DOWN-RANKED-CLAUSE-RELATED LDP) 12/17|| So we prefer to play (M) Carnival together there, all the family. (CC) |||

13/18|| But (textual Theme) once (Circumstance / Adjunct / topical Theme) happened (deviant [L1 acceptable word order in relation to Subject] Process: M / Finite & Predicator / Rheme) a sad event... (deviant [L1 acceptable word order in relation to Predicator] Actor / Subject / Rheme) (SDCC) 14/19|| During the trip (Circumstance / Adjunct / Theme) the car [[ with (inappropriate preposition) some people of my family (Actor / Subject / Rheme) was travelling, (Process: M / Finite & Predicator / Rheme) (incomplete down-ranked clause: location:place Circumstance / Adjunct / Theme prepositional phrase ['in which'] lacking) || included (M) (deviation: 'included' for 'including') me, (deviant non-finite down-ranked clause) ]] (Carrier / Subject / Rheme) suffer (Process: R / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) a disaster: (Attribute / Complement / Rheme) (DOWN-RANKED-CLAUSE-RELATED LDP) 20 || one tyre scaped (M) (CC) 21 || and (textual Theme) the car (Carrier / Subject / topical Theme) go out of (Process: R / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) control. (Attribute / Complement / Rheme) (SDCC) 15/22|| It was (R) awful, (CC) 23 || but (textual Theme) nobody (Carrier / Subject / topical Theme) injured. (Attribute / Complement / Rheme) (IC-Process: R / Finite & Predicator / part of Rheme lacking) (LDP) 24 || Then (Circumstance / Adjunct / Theme) we (Actor / Subject / Rheme) had continue (Process: M / Finite & part of Predicator / Rheme) the trip (Goal / Complement / Rheme) in another vehicle: in a lorry. (location:place Circumstance / Adjunct / Rheme) (IC-perfectiveness marking on second constituent in Predicator / part of Rheme verbal group complex Predicator lacking) (LDP) 16/25|| It was (R) difficult [[ to arrive (M) in Quixadá, (complete non-finite down-ranked clause) ]] (CC) 26 || but we arrived. (M) (CC) 17/27|| And that Carnival was (R) fantastic. (CC) 18/28|| I think (ML) (projecting clause) (CC) 29 || it was (R) the best Carnival in my life. (projected clause) (CC) |||

**B/WGD9 has 29 ranking clauses, out of which 8 are incomplete (3 LDP, 2 DOWN-RANKED-CLAUSE-RELATED LDP, and 3 SDCC). There are 18 clause complexes (2, 1, 1, 1, 1, 2, 1, 2, 1, 3, 1, 1, 1, 3, 3, 2, 1, 2 ranking clauses respectively) and 5 down-ranked clauses. (210 words)**

## STUDENT 10

## A Good Experience in my Life

1/1|| My grandparents had (R) a farm in Morada Nova about 170 Km from Fortaleza. (CC) 2/2|| Every year, in the Easter, (deviation: ‘in the Easter’ for ‘at Easter’) my parents and I used to go (M) there. (CC) 3/3|| All my relatives of my father’s family used to go (M) there too. (CC) 4/4|| It was (R) a very funny (possible deviation: lexical choice? – ‘fun’ more likely pragmatically speaking) moment for me. (CC) 5/5|| I met (M) all my cousins (CC) 6|| and we played (M) all the time. (CC) ||

6/7|| We could ride (M) a bike, (CC) 8|| play cards, voleiball, (deviation: spelling) (AEC) (CC) 9|| walk (M) in the florest, (deviation: spelling) (AEC) (CC) 10|| swim (M) in the dike, (deviation: lexical choice – ‘dike’ for ‘dam’) (AEC) (DCC) 11|| fish, (M) (AEC) (CC) 12|| play (M) with the animals, (AEC) (CC) 13|| take (Process: R Predicator / Rheme) rain-bath, (part of deviant Portuguese-like Attribute / Complement / Rheme for ‘bathe in the rain’) (AEC) (IC-indefinite Deictic constituent in Attribute / Complement / part of Rheme lacking) (LDP) 14|| so we could do (M) many things [[ that we couldn’t do (M) in the city. (complete down-ranked clause) ]] (CC) 7/15|| I waited for (M) this moment for all the year (deviation: inappropriate ‘for’ and ‘the’) (DCC) 16|| and I used to become (R) completely happy (CC) 17|| when I came (M) there. (CC) ||

8/18|| My grandmother used to make (M) delicious foods with green corn, milk, etc. (CC) 9/19|| All my family liked (ML) it very much. (CC) 10/20|| We used to get together (M) (CC) 21|| and have (R) fun at the meals. (CC) 11/22|| I used to go out (M) with my cousins (CC) 23|| and we spent (R) all day (CC) 24|| playing in the florest (deviation: spelling) (NFC) (CC) 25|| and my mother didn’t mind (ML) with this. (deviation: inappropriate preposition ‘with’ – L1 transfer) (DCC) 12/26|| I loved (ML) this. (CC) ||

13/27|| Unfortunately, my grandmother died (M) eleven years ago (CC) 28|| and the farm became (R) very sad. (CC) 14/29|| Since then, we haven’t gone (M) there. (CC) 15/30|| My cousins and I (Actor / Subject / Theme) grow up, (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) (SDCC) 31|| got married (M) (AEC) (CC) 32|| and now we have (R) too (deviation: lexical choice – ‘too’ for ‘so’) many obligations [[ that we don’t get together (M) any more. (complete down-ranked clause) ]] (DCC) 16/33|| I miss (ML) that farm and that time very much. (CC) ||

**B/WGD10 has 33 ranking clauses, out of which 2 are incomplete (1 LDP and 1 SDCC). There are 16 clause complexes (1, 1, 1, 1, 2, 8, 3, 1, 1, 2, 4, 1, 2, 1, 3, 1 ranking clauses respectively) and 2 down-ranked clauses. (220 words)**

## STUDENT 11

## “A hungry travel”

1/1|| This is (R) one of the best memories from my childhood. (CC) 2/2|| I think (ML) (projecting clause) (CC) 3|| the reason [[ for I (deviant [nominative case for oblique case: overgeneralization] Actor / Subject / Theme) love travelling (Process: M / part of Predicator / Rheme) today (Circumstance / Adjunct / rheme) (incomplete non-finite down-ranked clause: perfectiveness marking on first constituent of verbal group complex Predicator / part of Rheme lacking) ]] are the experiences [[ I (Carrier / Subject / Theme) ’ve had (Process: R / deviant [present auxiliary primary tense for ‘past’ primary tense] temporal Finite & Predicator / Rheme) (deviant complete anaphorically elliptical down-ranked clause) || when I was (R) a child. (complete down-ranked clause) ]] (projected clause) (DOWN-RANKED-CLAUSE-RELATED LDP) 3/4|| My parents (Actor / Subject / Theme) loved travel (Process: M / Finite & part of Predicator / Rheme) (IC-perfectiveness marking on second constituent of verbal group complex Predicator / part of Rheme lacking) (LDP) 5|| and (textual Theme) my father (Actor / Subject / Theme) loved (part of Process / Finite & part of Predicator / Rheme) specially (modal Adjunct / Rheme [deviation: location within clause]) do (rest of Process: M / part of rest of Predicator / Rheme) it (Goal / Complement / Rheme) by car, (Circumstance / Adjunct / Rheme) (IC-perfectiveness marking on second constituent of verbal group complex Predicator / part of Rheme lacking) (LDP) 6|| because it was (R) possible [[ to know (ML) a lot of cities in the same trip. (complete down-ranked clause) ]] (CC) 4/7|| So, (textual Theme) every year (location:time Circumstance / Adjunct / topical Theme) on our vacation, (location:time Circumstance / Adjunct / Rheme) we (Actor / Subject / Rheme) used to travel (Process: M / Finite & Predicator / Rheme) around the Brazil’s Northeast cities. (part of deviant [inappropriate ‘the’] location:place Circumstance / Adjunct / Rheme) (IC-adjectival form marking – ‘ern’ – on Classifier constituent in Range nominal group of location:place Circumstance / Adjunct / part of Rheme prepositional phrase lacking) (LDP) 5/8|| It was (R) wonderful for us, (CC) 9|| but sometimes we didn’t have (R) good experiences. (CC) ||

6/10|| One time we were going (M) to Parnaíba (projected clause) (CC) 11|| (I think). (ML) (projecting clause) (CC) 7/12|| We've gone out (M) (deviation: present perfect for simple past / lexical choice: 'went out' for 'left') early from Fortaleza, (DCC) 13|| my father didn't stop (M) any time (CC) 14|| and it was (R) time [[ for lunching. (complete non-finite down-ranked clause) ]] (CC) 8/15|| There wasn't (E) any restaurant on the highway, (CC) 16|| so my father decided stop (M) in Sobral. (CC) 9/17|| He (Actor / Subject / Theme) drove (Process: M / Finite & Predicator / Rheme) more thirty minutes (part of Circumstance / Adjunct / Rheme) (IC-minor Process – 'for' – in Circumstance / Adjunct / part of Rheme prepositional phrase lacking) (LDP) 18|| and our stomachs were crying. (V) (CC) 10/19|| In Sobral we didn't find (M) any restaurant. (CC) 11/20|| When they weren't (R) closed (CC) 21|| they were (R) too busy. (CC) 12/22|| My youngest fat brother was becoming (R) red of angry, (deviation: lexical choice – 'angry' for 'anger') (DCC) 23|| because he didn't use to be (R) a long time without food (CC) 24|| and (textual Theme) if (textual Theme) it (Actor / Subject / Rheme) happen (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) (SDCC) 25|| he became (R) furious. (CC) |||

13/26|| Finally we found (M) a restaurant with a free table. (CC) 14/27|| We sat (M) (CC) 28|| and asked (M) ('to order' is a better lexical choice) for some food to the waiter. (AEC) (CC) 15/29|| Half an hour ago (deviant [lexical choice: 'ago' for 'later'] location:time Circumstance / Adjunct / Theme) some people [[ who (Subject / Actor / Theme) asked (Process: M / deviant ['past' primary tense for past auxiliary primary tense] Finite & Predicator ['to order' is a better lexical choice] / Rheme) after us (Circumstance / Adjunct / Rheme) (incomplete down-ranked clause: past primary tense auxiliary 'had' lacking) ]] (Carrier / Subject / Rheme) had (Process: R / Finite & Predicator / Rheme) their food (Attribute / Complement / Rheme) on the table, (location:place Circumstance / Adjunct / Rheme) (DOWN-RANKED-CLAUSE-RELATED LDP) 30|| but we didn't. (R) (AEC) (CC) 16/31|| My father asked (M) to the waiter again, (deviation: inappropriate preposition 'to') (DCC) 32|| but the food didn't come. (M) (CC) 17/33|| So, after more than one hour and half, the waiter started to put (M) the dishes on the table. (CC) 18/34|| He put (M) the plates, (CC) 35|| he put (M) the forks and knives (CC) 36|| and later laid (M) the napkins on the plates. (AEC) (CC) 19/37|| My little brother, 38<< didn't (deviant ['didn't' for 'not'] negative polarity modal Adjunct / Theme) supporting (Process: R / deviant [lexical choice: 'to support' for 'to stand', 'to bear', 'to tolerate'] Predicator / Rheme) any more, (Circumstance / Adjunct / Rheme) (NFC) (IC-Attribute / Complement / part of Rheme lacking) (LDP) >> cried (V) in tears: (projecting clause) (CC) 39|| "I don't believe! (ML) (projected clause) (CC) 40|| Are we going to eat (M) napkins?" (projected clause) (CC) |||

**B/WGD11 has 40 ranking clauses, out of which 8 are incomplete (5 LDP, 2 DOWN-RANKED-CLAUSE-RELATED LDP, and 1 SDCC). There are 19 clause complexes (1, 2, 3, 1, 2, 2, 3, 2, 2, 1, 2, 4, 1, 2, 2, 2, 1, 3, 4 ranking clauses respectively) and 6 down-ranked clauses. (281 words)**

STUDENT 12

#### The trip

1/1|| My family and I used to travel (M) in the end of the year. (CC) 2/2|| Every year we went (M) to the same place, my grandmother's farm. (CC) 3/3|| There, all my family and some relatives had (R) our Christmas party. (CC) |||

4/4|| The trip wasn't (R) so far, (CC) 5|| we spent (R) about three hours [[ to arrive (M) there. (complete down-ranked clause) ]] (CC) 5/6|| During the trip we used to appreciate (ML) the scenery, 7<< that was (R) so exotic, (CC) >> for example the big farms [[ that generally were (R) old houses, (complete down-ranked clause) ]] the characteristics of the bush and of the rustic people. (CC) |||

6/8|| In general, it was (R) so good [[ to travel (M) with my family. (complete non-finite down-ranked clause) ]] (CC) 7/9|| We talked (V) a lot (CC) 10|| and exchanged (M) our ideas, things [[ that (Verbiage / Complement / Theme) in our daily (part of location:time Circumstance / Adjunct / Rheme) we (Carrier / Subject / Rheme) didn't have (Process: R / Finite & Predicator / Rheme) time [[ to discuss. (V) (complete non-finite down-ranked clause) ]] (Attribute / Complement / Rheme) (incomplete down-ranked clause: Thing constituent in location:time Circumstance / Adjunct / part of Rheme lacking) ]] (AEC) (DOWN-RANKED-CLAUSE-RELATED LDP) 8/11|| The end of the trip was (R) better, (CC) 12|| because we met (M) our relatives (CC) 13|| and we enjoyed (ML) a big and beautiful party. (CC) |||

**B/WGD12 has 13 ranking clauses, out of which 1 is incomplete (1 DOWN-RANKED-CLAUSE-RELATED LDP). There are 8 clause complexes (1, 1, 1, 2, 2, 1, 2, 3 ranking clauses respectively) and 5 down-ranked clauses. (131 words)**



## STUDENT 13

1/1|| My mother was born (R) in Mombaça, (CC) 2|| and when she was (R) sixteen (CC) 3|| she moved (M) to Fortaleza. (CC) 2/4|| My mother has (R) four sisters and five brothers. (CC) 3/5|| Last January, I made a trip (M) with my big family (my grandmother with her sons and her grandsons) (CC) 6|| to see (ML) all the places [[ where my family had lived (M) in earlier times. (complete down-ranked clause) ]] (CC) 4/7|| All my family went (M) by bus. (CC) |||

5/8|| In the begining, (deviation: spelling) I didn't like (ML) the idea of the trip with my big family. (CC) 6/9|| This is (R) [[ because I hate (ML) small cities, (complete down-ranked clause) ]] there's (E) nothing [[ to do (M) (complete non-finite down-ranked clause) ]] (complete down-ranked clause) ||| and I didn't like (ML) trip by bus. (complete down-ranked clause) ]] (CC) |||

7/10|| But, (textual Theme) when (location:time Circumstance / Adjunct / topical Theme) my family (Carrier / Subject / Rheme) were (Process: R / deviant [plural concord for singular concord] into the bus (deviant [lexical choice: 'into' for 'on'] location:place Circumstance / Adjunct / Rheme) (DCC) 11|| and (textual Theme) all they (part of deviant ['they' for 'them'] Actor / Subject / topical Theme) were singing (Process: M / Finite & Predicator / Rheme) (IC-minor Process ['of'] in prepositional phrase Qualifier of Actor / Subject / topical Theme nominal group lacking) (LDP) 12|| and talking (V) about their past experiences (AEC) (LDP) 13|| I started to like (ML) the trip. (CC) 8/14|| I was (R) very impressed (CC) 15|| seeing (ML) the house [[ where my mother lived (M) (complete down-ranked clause) ]] (NFC) (CC) 16|| and the history of my family. (ML) (NFC) (CC) |||

9/17|| When my family arrived (M) to Fortaleza (deviation: lexical choice – 'to' for 'in') (CC) 18|| my brother wrote (M) a book about the history of my family. (CC) 10/19|| I loved (ML) the trip (CC) 20|| and I love (ML) my family very much (CC) 21|| and I wish to spend (R) wonderful vacations with my family. (CC) |||

**B/WGDI3 has 21 ranking clauses, out of which 2 are incomplete (2 LDP). There are 10 clause complexes (3, 1, 2, 1, 1, 1, 4, 3, 2, 3 ranking clauses respectively) and 6 down-ranked clauses. (173 words)**

### E.3.3 Advanced proficiency level (Stage 12)

#### E.3.3.1 Individual data

Subject CSB5

(female; 22 years old; university student; Class 1)

PERSONAL EXPERIENCE:

SPOKEN:

well (DM) 1/1|| this fact happened (R) with some friends and me (deviation: lexical choice – 'with' for 'to') last month (CC) 2/2|| eh... we (Carrier / Subject / Theme) was (Process: R / Finite & Predicator / Rheme) (IC-Attribute / Complement / part of Rheme lacking) (LPP) 3|| we were (R) at recife (CC) 4|| and when we arrived (M) there (CC) 5|| we didn't know (ML) (projecting clause) (CC) 6|| how (mannar Circumstance / Adjunct / Theme) to eh... (IC-Process: M / Predicator / part of Rheme, location:place Circumstance / Adjunct / part of Rheme lacking) (projected clause) (LPP) 7|| how to arrive (M) at the comar (projected clause) (NFC) (CC) 8|| comar is (R) commando da aeronáutica (CC) 9|| so we were (R) in a city [[ where we didn't know (ML) anybody (complete down-ranked clause) ]] and (textual Theme) we (Actor / Subject / topical Theme) need to arrive (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) there (Circumstance / Adjunct / Rheme) (simplified deviant complete down-ranked clause) ]] (DOWN-RANKED-CLAUSE-RELATED SDCC) 10|| so we started to ask (V) everybody (CC) 11|| how (mannar Circumstance / Adjunct / Theme) to (IC-Process: M / Predicator / part of Rheme, location:place Circumstance / Adjunct / part of Rheme lacking) (LPP) 12|| how to arrive (M) there (CC) 13|| and (textual Theme) some people (Sayer / Subject / topical Theme) explained (Process: V / Finite & Predicator / Rheme) us (part of Receiver / Complement / Rheme) (IC-minor Process – 'to' – in Receiver / Complement / part of Rheme prepositional phrase lacking) (LDP) 3/14|| eh... after eh... ah... (textual Theme) arrived (Process: M / Finite & Predicator / Rheme) in metro metro? ah... (Circumstance / Adjunct / Rheme) (IC-Actor / Subject / topical Theme, definite Deictic in

Range constituent of Circumstance / Adjunct / part of Rheme prepositional phrase lacking) (LDP) 15 || we needed to take (M) a bus (CC) 16 || but we didn't know (ML) which bus and which station too (CC) 17 || we didn't know (ML) (CC) 4/18 || so there were (E) five friends (projected clause) (CC) 19 || I think (ML) (projecting clause) (CC) 20 || five persons and two girls only (Existent / Complement / Rheme) (AEC) (CC) 21 || there were (E) only two girls eh a friend of mine cláudia (CC) 5/22 || when (location:time Circumstance / Adjunct / Theme) we (Carrier / Subject / Rheme) were (Process: R / Finite & Predicator / Rheme) at metro in metro (part of deviant [lexical choice: 'at'-'in' for 'on'] location:place Circumstance / Adjunct / Rheme) (IC-definite Deictic in Range constituent of location:place Circumstance / Adjunct / part of Rheme prepositional phrase lacking) (LDP) 23 || I was (R) worried (CC) 24 || and I wanted to end off (M) (deviation: lexical choice – 'end off' for 'get off') before everybody (DCC) 25 || and then (textual Theme) when (Circumstance / Adjunct / topical Theme) the... (part of Participant / Subject / Rheme) (IC-rest of Participant / Subject / part of Rheme, Process / Finite & Predicator / part of Rheme, Participant / Complement / part of Rheme lacking) (LDP) 26 || I (Sayer / Subject / Theme) (IC-Process: V / Finite & Predicator / part of Rheme, Receiver / Complement / part of Rheme lacking) (DCC) 27 || I (Sayer / Subject / Theme) asked (Process: V / Finite & Predicator / Rheme) (IC-Receiver / Complement / part of Rheme lacking) (DCC) 28 || I remember (ML) (projecting clause) (CC) 29 || that I asked (V) to a a lord (inappropriate preposition 'to' and lexical choice: 'lord' for 'man') (projected clause) (DCC) 30 || where where we needed to end off (M) (deviation: lexical choice – 'end off' for 'get off') (DCC) 31 || and he told (V) us (projecting clause) (CC) 32 || that (textual Theme) in a estação station santa luzia station (deviant [lexical choice: 'in' for 'at'] Attribute / Complement / Rheme) (IC-dummy Carrier / Subject / topical Theme, Process: R / Finite & Predicator / part of Rheme lacking) (projected clause) (LDP) 33 || but to the boys another person told (V) (projecting clause) (CC) 34 || that (textual Theme) we (Actor / Subject / topical Theme) needed to (part of Process: M / Finite & part of Predicator / Rheme) (projected clause) (IC-rest of Process: M / rest of Predicator / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (LPP) 35 || we (Actor / Subject / Theme) have to end (Process: M / deviant [present for past primary tense] temporal Finite & deviant [lexical choice: 'to end' for 'to get off'] Predicator / Rheme) in another station (deviant [lexical choice: 'in' for 'at'] location:place Circumstance / Adjunct / Rheme) (projected clause) (SDCC) 36 || and (textual Theme) I (Senser / subject / topical Theme) don't believe (Process: ML / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) (projecting clause) (SDCC) 37 || that it was (R) the right information (projected clause) (CC) 38 || so I believed (ML) that lord (deviation: lexical choice – 'lord' for 'man') (DCC) 39 || and (textual Theme) eh... be (Process: R / Predicator / Rheme) there (Attribute / Complement / Rheme) alone (manner Circumstance / Adjunct / Rheme) (IC-Carrier / Subject / topical Theme, past primary tense temporal Finite / part of Rheme lacking) (LDP) 6/40 || it was (R) terrible (CC) 41 || because (textual Theme) after... all my friends eh... (Actor / Subject / topical Theme) go (Process: M / Finite & Predicator / Rheme) (IC-Circumstance / Adjunct / part of Rheme) (LDP) 42 || went (Process: M / Finite & Predicator / Rheme) in metro (part of deviant [lexical choice; 'in' for 'on'] Circumstance / Adjunct / Rheme) (IC-definite Deictic in Range constituent of Circumstance / Adjunct / part of Rheme prepositional phrase lacking) (LDP) 43 || and (inappropriate textual Theme) I (Carrier / Subject / Theme) 'll be (Process: R / deviant [modal 'will' for temporal 'past'] Finite & Predicator / Rheme) there (Attribute / Complement / Rheme) alone (manner Circumstance / Adjunct / Rheme) without... (part of accompaniment Circumstance / Adjunct / Rheme) (IC-nominal group Range in accompaniment Circumstance / Adjunct / part of Rheme prepositional phrase lacking) (LDP) 44 || what (Goal / Complement / Theme) I (deviant [declarative Mood word order] Actor / Subject / Rheme) would (deviant [declarative Mood word order] modal Finite) do (Process: M / Predicator / Rheme) now? (Circumstance / Adjunct / Rheme) (SDCC) 45 || so (textual Theme) I (Actor / subject / topical Theme) wait for (Process: deviant [present for past primary tense] temporal Finite & Predicator / Rheme) the next metro (Goal / Complement / Rheme) (SDCC) 46 || and (textual Theme) take (Process: deviant [present for past primary tense] temporal Finite & Predicator / Rheme) it (Goal / Complement / Rheme) (AEC) (SDCC) 47 || and then (textual Theme) eh... go (Process: M / Predicator / Rheme) (IC-Actor / Subject / topical Theme, Finite / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (LPP) 48 || I (Actor / Subject / Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (LPP) 49 || I went (M) until the next the next station (deviation; lexical choice – 'until' for 'as far as' / 'up to') (DCC) 50 || and there were (R) my friends (CC) 51 || waiting for (M) me (NFC) (CC) 7/52 || it was (R) strange (CC) ||

**BASPE01 has 52 ranking clauses, out of which 21 are incomplete (9 LDP, 6 LPP, 5 SDCC, and 1 DOWN-RANKED-CLAUSE-RELATED SDCC). There are 7 clause complexes (1, 12, 4, 4, 18, 12, 1 ranking clauses respectively) and 2 down-ranked clauses. (278 words)**

## WRITTEN:

1/1|| This fact happened (R) in Recife last month. (CC) 2/2|| I was (R) there with some friends, four friends, three boys and one girl. (CC) 3/3|| There we had to go (M) to Il Comar (Comando da Aeronáutica) (CC) 4|| but we didn't know (ML) (projecting clause) (CC) 5|| how to arrive (M) there. (projected clause) (NFC) (CC) 4/6|| After we left (M) the bus from Ceará to Pernambuco; (CC) 7|| we had to take (M) a metro, (deviation: indefinite for definite Deictic) (DCC) 8|| but, once more time, (deviation: inappropriate 'time') we hadn't (R) information about the stations [[ (in which station we must be). (complete down-ranked clause) ]] (DCC) 5/9|| So we started to ask (V) some persons (projecting clause) (CC) 10|| how to arrive (M) there. (projected clause) (NFC) (CC) 6/11|| I asked (V) a lord (deviation: lexical choice – 'lord' for 'man') (DCC) 12|| and he told (V) me (projecting clause) (CC) 13|| that the right station was (R) Santa Luzia. (projected clause) (CC) 7/14|| My friends asked (V) another person, a woman, (CC) 15|| she told (V) them (projecting clause) (CC) 16|| that (textual Theme) they (Actor / Subject / topical Theme) must be (Process: M / Finite & deviant [generic 'to be' for 'to get off'] Predicator / Rheme) one station after Santa Luzia. (Circumstance / Adjunct / Rheme) (projected clause) (SDCC) 8/17|| There wasn't (E) exchange of information (CC) 18|| and I believed (ML) (projecting clause) (CC) 19|| that the right station was (R) Santa Luzia, (projected clause) (CC) 20|| so (textual Theme) I (Actor / Subject / topical Theme) preferred to be (Process: M / Finite & deviant [generic 'to be' for 'to get off'] Predicator / Rheme) there. (Circumstance / Adjunct / Rheme) (SDCC) 9/21|| I was (R) there alone, without my friends (CC) 22|| and (textual Theme) I (Carrier / Subject / topical Theme) was (Process: R / Finite & Predicator / Rheme) really (modal Adjunct / Rheme) afraid and worried about [[ what (Goal / Complement / Theme) should (deviant [interrogative Mood word order] modal Finite / Rheme) I (deviat [interrogative Mood word order] Actor / Subject / Rheme) do. (Process: M / Predicator / Rheme) (simplified deviant complete down-ranked clause) ]] (Attribute / Complement / Rheme) (DOWN-RANKED-CLAUSE-RELATED SDCC) 10/23|| After some minutes (Circumstance / Adjunct / Theme) I (Actor / Subject / Rheme) decided wait (Process: M / Finite & part of Predicator / Rheme) the next metro (Goal / Complement / Rheme) (IC-perfectiveness marking and post verbal particle 'for' in verbal group Predicator / part of Rheme lacking) (LDP) 24|| and (textual Theme) go (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) to the next station. (Circumstance / Adjunct / Rheme) (AEC) (SDCC) 11/25|| I couldn't describe (V) how much happiness [[ I felt (ML) (complete anaphorically elliptical down-ranked clause) ]] when I saw (ML) [[ all my friends there waiting for (M) me. (complete non-finite down-ranked clause) ]] (complete down-ranked clause) ]] (CC) |||

**BAWPE01 has 25 ranking clauses, out of which 5 are incomplete (1 LDP, 3 SDCC, and 1 DOWN-RANKED-CLAUSE-RELATED SDCC). There are 11 clause complexes (1, 1, 3, 3, 2, 3, 3, 4, 2, 2, 1 ranking clauses respectively) and 5 down-ranked clauses. (188 words)**

## PICTURE NARRATIVE:

## SPOKEN:

1/1|| michel was (R) a little cat (CC) 2|| that loved to be (R) with his owner camila a lovely girl eh... in her bedroom (CC) 2/3|| a day (Circumstance / Adjunct / Theme) 4<< when camila was reading (M) a little story (CC) 5|| to the cat (deviant [lexical choice: 'to' for 'for'] Actor / Subject / Theme) sleep (Process: M / part of Predicator / Rheme) (NFC) (IC-perfectiveness marking on verbal group Predicator / part of Rheme lacking) (LDP) >> eh... michel (Actor / Subject / Rheme) (IC-Process: M / Finite & Predicator / part of Rheme lacking) (LPP) 6|| but michel started to cry (M) (CC) 7|| and then camila decided to put (M) him outside the bedroom (CC) 8|| so michel went (M) to the the room (CC) 9|| and (textual Theme) be (Process: R / Predicator / Rheme) under the the table table under a table (Circumstance / Adjunct / Rheme) in the in the room (Circumstance / Adjunct / Rheme) (IC-past temporal Finite / part of Rheme lacking) (AEC) (LDP) 10|| so so there was (E) a bird in a jail (deviation: lexical choice – 'jail' for 'cage') on the room (deviation: lexical choice – 'on' for 'in') (DCC) 11|| and michel starts to play (M) with the the jail (deviation: lexical choice – 'jail' for 'cage') and the bird (DCC) 12|| probably he wants to cut (M) the bird (CC) 3/13|| after some time eh... the cat opened (M) the jail (deviation: lexical choice – 'jail' for 'cage') (CC) 14|| the bird went out (M) (CC) 15|| and (textual Theme) the cat (Actor / Subject / topical Theme) go... (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) (IC-location:place Circumstance / Adjunct / part of Rheme lacking) (LDP) 16|| michel (Actor / Subject / Theme) had change (Process: M / deviant ['had' for primary 'past' tense] temporal Finite & part of Predicator / Rheme) position (part of Goal / Complement / Rheme) with with the bird (Circumstance / Adjunct / Rheme) (IC-primary 'past' tense marking on Predicator / part of Rheme verbal group, plurality

marking on Goal / Complement / part of Rheme nominal group lacking) (LDP) 17 || so the bird was (R) free (CC) 18 || and michel was (R) into the jail (deviation: lexical choice – ‘into’ for ‘in’) (DCC) 4/19 || after some minutes camila arrived (M) (CC) 20 || and saw (ML) that ridiculous scene [[ her cat like a bird in a jail (deviation: lexical choice – ‘jail’ for ‘cage’) (deviant complete verb-less down-ranked clause) || and the bird free around the room (complete verb-less down-ranked clause) ]] (CC) 21 || so (textual Theme) when (location:time Circumstance / Adjunct / topical Theme) she (Actor / Subject / Rheme) open (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) the door (Goal / Complement / Rheme) (SDCC) 22 || the bird went out (M) (CC) 23 || and (inappropriate textual Theme) to be at the in a garden (NFC) (DCC) 24 || and (textual Theme) the cat (Actor / Subject / topical Theme) crying (Process: M / Predicator / Rheme) (IC-primary past auxiliary temporal Finite / part of Rheme lacking) (LDP) 25 || crying (Process: M / Predicator / Theme) in her arms (location:place Circumstance / Adjunct / Rheme) (AEC) (IC-primary past auxiliary temporal Finite / part of Rheme lacking) (LDP) |||

**BASPN01 has 25 ranking clauses, out of which 8 are incomplete (6 LDP, 1 LPP, and 1 SDCC). There are 4 clause complexes (2, 10, 6, 7 ranking clauses respectively) and 2 down-ranked clauses. (190 words)**

WRITTEN:

1/1 || Michael was (R) a little cat (CC) 2 || that loved to be (R) with his owner, Camila, a pretty girl, into her bedroom. (deviation: lexical choice – ‘into’ for ‘in’) (DCC) 2/3 || One day, 4 << when Camila was reading (M) a story to Michael, (CC) >> while the cat was almost sleeping, (M) (CC) 5 || he started to cry (M) (CC) 6 || and (textual Theme) he (Actor / Subject / topical Theme) wanted to go (Process: M / Finite & Predicator / Rheme) out the bedroom. (part of location:place Circumstance / Adjunct / Rheme) (IC-preposition ‘of’ in prepositional group complex in location:place Circumstance / Adjunct / part of Rheme prepositional phrase lacking) (LDP) 3/7 || So (textual Theme) Camila (Actor / Subject / topical Theme) decided open (Process: M / Finite & part of Predicator / Rheme) the door (Goal / Complement / Rheme) (IC-perfectiveness marking on second constituent of Predicator / part of Rheme verbal group complex lacking) (LDP) 8 || and the cat went (M) to the a room [[ where there was (E) a table. (complete down-ranked clause) ]] (CC) 4/9 || Michael was (R) under it (CC) 10 || sleeping (M) (NFC) (CC) 11 || until he realized (ML) (projecting clause) (CC) 12 || that (textual Theme) somebody (Actor / Subject / topical Theme) put (Process: M / deviant [‘past’ for past tense auxiliary: ‘had’] temporal Finite & Predicator / Rheme) a jawle with a bird (deviant [spelling] Goal / Complement / Rheme) in that room. (location:place Circumstance / Adjunct / Rheme) (SDCC) 5/13 || So he started to play (M) with the bird. (CC) 6/14 || Indeed he wanted to catch (M) that little animal. (CC) 7/15 || But he couldn’t. (M) (AEC) (CC) 8/16 || Instead of (hypotactic connector) to catch (deviant [perfective aspect for imperfective aspect] Process: M / Predicator / Rheme) the bird, (Goal / Complement / Rheme) (NFC) (SDCC) 17 || Michael (Actor / Subject / Theme) opens (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) the jawle (deviant [spelling] Goal / Complement / Rheme) (SDCC) 18 || and the bird could be (R) free around the room, (CC) 19 || while Michael was caught (M) into the jawle. (deviation: lexical choice – ‘into’ for ‘in’; spelling) (DCC) 9/20 || When Camila saw (ML) that ridiculous scene (CC) 21 || she helped (M) her cat, (CC) 22 || but left (deviation: lexical choice – ‘left’ for ‘let’) the bird free and happy, (CC) 23 || flying (M) around the garden. (NFC) (CC) |||

**BAWPN01 has 23 ranking clauses, out of which 5 are incomplete (2 LDP and 3 SDCC). There are 9 clause complexes (2, 4, 2, 4, 1, 1, 1, 4, 4 ranking clauses respectively) and 1 down-ranked clause. (151 words)**

DIALOG:

CSB5 - So K..., (MC) 1/1 || what have you done? (M) (CC) |||  
 CSB6 - 2/2 || Always studying a lot. (EEC) (CC) |||  
 CSB5 - 3/3 || You’re (R) always studying a lot. (CC) |||  
 CSB6 - 4/4 || No but this semester was (R) the worst, (CC) ||| my God! (MC)  
 CSB5 - 5/5 || Why (Circumstance / Adjunct / Theme) it (deviant [declarative Mood word order] Carrier / Subject / Rheme) ’s (Process: R / deviant [declarative Mood word order] Finite & Predicator / Rheme) so (part of Attribute / Complement / Rheme) (IC-rest of Attribute / Complement / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (SDCC) 6 || it (deviant [declarative Mood word order] Carrier / Subject / Rheme) ’s (Process: R / deviant [declarative Mood word order] Finite & Predicator /

- Rheme) so hard (Attribute / Complement / Rheme) to you? (Circumstance / Adjunct / Rheme) (AEC) (SDCC) |||
- CSB6 - 6/7||| Because (textual Theme) ah... I (Carrier / Subject / topical Theme) (IC-Process: R Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LPP) 8 || I have (R) many many subjects this semester and some bad teachers. (CC) |||
- CSB5 - 7/9||| What semester (part of Attribute / Complement / Theme) are (Process: R / Finite & Predicator / Rheme) you? (Carrier / Subject / Rheme) (IC-minor Process – ‘in’ – in Attribute / Complement / Theme lacking) (LDP) |||
- CSB6 - 8/10||| In the third. (AEC) (CC) |||
- CSB5 - 9/11||| Third? (AEC) (CC) |||
- CSB6 - 10/12||| Yeah. (CC) |||
- CSB5 - 11/13||| Are you doing (M) which course? (CC) |||
- CSB6 - 12/14||| Industrial Chemistry. (AEC) (CC) |||
- CSB5 - [unintelligible]
- CSB6 - 13/15||| I (Senser / Subject / Theme) (IC-Process: ML / Finite & Predicator / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (LPP) 16 || I’ve heard of (deviation: lexical choice – ‘of’ for ‘from’) some friends of mine [[ who are in a semester after me (complete down-ranked clause) ]] (projecting clause) (DCC) 17 || that... (textual Theme) (projected clause) (naturally interrupted clause) (LPP) |||
- CSB5 - 14/18||| It’s worse? (AEC) (CC) |||
- CSB6 - 15/19||| No, (CC) 20 || they say (V) (projecting clause) (CC) 21 || that (textual Theme) the third and the fourth (Carrier / Subject / topical Theme) are (Process: R / Finite & Predicator / Rheme) the worse. (deviant [comparative form for superlative form] Attribute / Complement / Rheme) (SDCC) |||
- CSB5 - Ok. (MC) 16/22||| So after that probably you can relax (M) (CC) 23 || and... (textual Theme) (naturally interrupted clause) (LPP) |||
- CSB6 - 17/24||| Yeah, yeah, (continuative) but (textual Theme) this semester... (Circumstance / Adjunct / topical Theme) << my God... (MC) >> << my Goodness... (MC) >> I... (Carrier / Subject / Rheme) (IC-Process: R / Finite & Predicator / part of Rheme, Attribute / Adjunct part of Rheme lacking) (LPP) 25 || the the the number of headaches [[ I had this semester... ]] (VLC) (CC) |||
- CSB5 - 18/26||| Are you working? (M) (CC) |||
- CSB6 - 19/27||| I (Actor / Subject / Theme) (IC-Process: M / ‘present’ primary tense temporal Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (LDP) 28 || I (Actor / Subject / Theme) to take part at (Process: M / deviant [lexical choice: ‘at’ for ‘in’] Predicator / Rheme) a group (Goal / Complement / Rheme) at the university. (Circumstance / Adjunct / Rheme) (IC-‘present’ primary tense temporal Finite / part of Rheme lacking) (LDP) 29 || I (Carrier / Subject / Theme) have (Process: R / Finite & Predicator / Rheme) (IC-Attribute / Complement / part of Rheme lacking) (LPP) 30 || I (Actor / Subject / Theme) take (Process: M / Finite & Predicator / Rheme) with the PET. (deviant [inappropriate preposition ‘with’] Goal / Complement / Rheme) (DCC) |||
- CSB5 - 20/31||| I know. (ML) (CC) 32 || I know. (ML) (CC) |||
- CSB6 - 21/33||| And (textual Theme) I (Carrier / Subject / topical Theme) (IC-Attribute / Complement / Rheme lacking) (LPP) 34 || I have (R) some research (CC) 35 || I’m doing (M) a research, (CC) 36 || but even the research I can’t do (M) it properly (CC) 37 || because haven’t (R) time now. (CC) 38 || It’s (R) terrible. (CC) |||
- CSB5 - 22/39||| So (textual Theme) what (Goal / Complement / topical Theme) do (deviant [‘do’ for copula ‘are’] temporal Finite / Rheme) you (Actor / Subject / Rheme) use to do (Process: M / part of Predicator / Rheme) (IC-perfective aspect marking – ‘ed’ – on ‘use’ and imperfectivess marking – ‘ing’ – on ‘do’ in verbal group complex Predicator / part of Rheme lacking) (LDP) 40 || to relax (M) (NFC) (CC) 41 || when (Circumstance / Adjunct / Theme) are (Process: R / deviant [interrogative Mood word order] temporal Finite / Rheme) you (Carrier / deviant [interrogative Mood word order] Subject / Rheme) so worried (Attribute / Complement / Rheme) about... (anaphorically elliptical Circumstance / Adjunct / Rheme) (SDCC) |||
- CSB6 - Oh! (MC) 23/42||| I (Actor / Subject / Theme) use to swim (Process: M / part of Predicator / Rheme) (IC-present primary tense copula Finite / part of Rheme, perfective aspect marking – ‘ed’ – on ‘use’ and imperfectivess marking – ‘ing’ – on ‘do’ in verbal group complex Predicator / part of Rheme lacking) (LDP) 43 || when I have (R) time... (CC) 44 || but I don’t have (R) time. (CC) |||
- CSB5 - 24/45||| I (Actor / Subject / Theme) (IC-Process: M / Finite & Predicator / Rheme lacking) (LPP) 46 || I’m going to start to learn how to swim, (M) (CC) 47 || do you believe (ML) me? (CC) 48 || I don’t know. (ML) (AEC) (CC) |||
- CSB6 - 25/49||| Why are you doing (M) that? (CC) |||

- CSB5 - 26/50|| In Escola Técnica, (deviat [lexical choice: 'in' for 'at'] Circumstance / Adjunct / Theme) I (Actor / Subject / Rheme) couldn't do... (Process: M / modal Finite & Predicator / Rheme) (IC-Goal / Complement / part of Rheme lacking) (LPP) |||
- CSB6 - 27/51|| In the first semester? (EEC) (CC) |||
- CSB5 - 28/52|| I couldn't do (M) it. (CC) |||
- CSB6 - 29/53|| Because? (LPP) 54 || Why? (CC) |||
- CSB5 - 30/55|| I had some problems with... in that time (deviation: lexical choice – 'in' for 'at') about eh eh classes (DCC) 56 || and (textual Theme) I (Actor / Subject / topical Theme) was studying (Process: M / Finite & Predicator / Rheme) at at other school and at CEFET, (part of Circumstance / Adjunct / Rheme) (IC-bound morpheme – 'an' – on Classifier 'other' lacking) (LDP) 57 || so... I live (M) in Caucaia... (CC) 58 || so far... (Attribute / Complement / Rheme) (VLC: relative) (CC) |||
- CSB6 - 31/59|| But in the first semester you were (R) obligated, (CC) ||| right? (MC)
- CSB5 - 32/60|| No, (CC) 61 || not not (negative polarity) my time. (part of Circumstance / Ajunct / Rheme) (IC-minor Process – 'at' – in Circumstance / Ajunct / Rheme prepositional phrase lacking) (LDP) 62 || I (Carrier / Subject / Theme) could be... (Process: R / Finite & Predicator / Rheme) (IC-Attribute / Complement / part of Rheme lacking) (LDP) 63 || I (Senser / Subject / Theme) could forget (Process: ML / modal Finite & Predicator / Rheme) swim (part of Phenomenon / Complement / Rheme) for some time, (Circumstance / Adjunct / Rheme) (IC-nominalization marking – 'ing' – on Phenomenon / Complement / part of Rheme nominal group lacking) (LDP) 64 || and then... (textual Theme) (naturally interrupted clause) (LPP) |||
- CSB6 - 33/65|| Because when I got (M) there in the first semester (CC) 66 || I was (R) obligated (CC) 67 || and then then (textual Theme) I... (Participant / Subject / topical Theme) (naturally interrupted clause) (LPP) |||
- CSB5 - 34/68|| No, (continuative) not (negative polarity) my time. (part of Circumstance / Ajunct / Rheme) (IC-minor Process – 'at' – in Circumstance / Ajunct / Rheme prepositional phrase lacking) (LDP) 69 || Even because (textual Theme) I (Actor / Subject / topical Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Circumstance / Ajunct / part of Rheme lacking) (LPP) 70 || I lived (M) so far, (CC) 71 || and (textual Theme) there (Subject / topical Theme) was (Process: E / Finite & Predicator / Rheme) (IC-Existent / Complement / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (LPP) 72 || there (Subject / Theme) were (Process: E / Finite & Predicator / Rheme) some (part of Existent / Complement / Rheme) (IC-rest of Existent / Complement / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (LPP) 73 || there were (E) some facilitates about this. (CC) |||
- CSB6 - ã han. (MC) Oh! (MC)
- CSB5 - 35/74|| So... And what about your... (naturally interrupted clause) (LPP) |||
- CSB6 - 36/75|| But (textual Theme) what (Goal / Complement / topical Theme) you (Actor / deviant [declarative Mood word order] Subject / Rheme) 've been doing? (Process: M / deviant [declarative Mood word order] Finite & Predicator / Rheme) (SDCC) |||
- CSB5 - 37/76|| No, (continuative) I (Actor / Subject / Theme) have to do (Process: M / Finite & Predicator / Rheme) eh... eh swim (part of Goal / Complement / Rheme) (IC-nominalization marking – 'ing' – on Goal / Complement / part of Rheme nominal group lacking) (LDP) 77 || I (Senser / Subject / Theme) have to learn (Process: ML / Finite & Predicator / Rheme) (IC-Phenomenon / Complement / part of Rheme lacking) (LDP) 78 || and I have to study (M) a lot of (deviation: inappropriate preposition 'of') too, (DCC) 79 || but not so much as you, (M) (VLC) (CC) 80 || and... (textual Theme) (naturally interrupted clause) (LPP) |||
- CSB6 - 38/81|| And (textual Theme) I (Carrier / Subject / topical Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LPP) 82 || and I am (R) at the end of the semester; (CC) 83 || it becomes (R) worse. (CC) |||
- CSB5 - Ah! (DM) 39/84|| There (Subject / Theme) 's (Process: E / Finite & Predicator / Rheme) (IC-Existent / Complement / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (LPP) 85 || There (Subject / Theme) 's (Process: E / Finite & Predicator / Rheme) a difference (Existent / Complement / Rheme) in in my in my course (Circumstance / Adjunct / Rheme) (CC) 86 || I am (R) at the beginnig... (CC) |||
- CSB6 - 40/87|| ... of the second semester. (Qualifier constituent in Range constituent of Attribute / Complement / Rheme prepositional phrase in Clause # 86) (AEC) (CC) |||
- CSB5 - 41/88|| Yes, so I haven't (R) so much problem with this. (CC) |||
- CSB6 - ã han. (MC)
- CSB5 - 42/89|| And what about our friends? (EEC) (CC) |||
- CSB6 - 43/90|| Yeah, (continuative) I (Senser / Subject / Theme) (IC-Process: ML / Finite & Predicator / Rheme lacking) (LPP) 91 || I think (ML) (projecting clause) (CC) 92 || they're (R) ok. (projected clause) (CC) 93 || We (Carrier / Subject / Theme) don't have (Process: R / Finite & Predicator / Rheme) so

much... (part of Attribute / Complement / Rheme) (IC-Thing constituent in Attribute / Complement / part of Rheme lacking) (LDP) 94 || The the people [[ that (Receiver / Complement / Theme) I (Sayer / Subject / Rheme) usually (modal Adjunct / Rheme) talk (Process: V / Finite & part of Predicator / Rheme) (incomplete down-ranked clause: particle 'to' of two-word verbal group Predicator lacking) ]] (Identified / Subject / Theme) is (Process: R / deviant [singular concord for plural concord] temporal Finite & Predicator / Rheme) Régis and Eliana, Adriana also. (Identifier / Complement / Rheme) (DOWN-RANKED-CLAUSE-RELATED LDP) |||

CSB5 - 44/95|| Where's (R) Adriana? (CC) 96 || How is (R) she? (CC) |||

CSB6 - She has [unintelligible] [bought this day (???)]

CSB5 - 45/97|| You can... (IC) (LPP) 98 || could (IC) (LPP) 99 || can you imagine (ML) (projecting clause) (CC) 100 || what (Goal / Complement / Theme) she (Actor / Subject / Rheme) has doing (Process: M / Finite & part of Predicator / Rheme) this (deviation: inappropriate) (IC-copula past secondary tense in verbal group complex Predicator / part of Rheme) (LDP) 101 || has done (M) in general (AEC) (projected clause) (CC) 102 || to be (R) without Walter (NFC) (projected clause) (CC) |||

CSB6 - 46/103|| I don't know (ML) (projecting clause) (CC) 104 || if (textual Theme) she (Carrier / Subject / topical Theme) (IC-Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LDP) 105 || she (Carrier / Subject / Theme) got (Process: R / Predicator / Rheme) a... a... a (part of Attribute / Complement / Rheme) (IC-present primary tense temporal auxiliary – 'has', Thing constituent in Attribute / Complement / part of Rheme lacking) (LDP) |||

CSB5 - [unintelligible]

CSB6 - [Yeah! [unintelligible]. 47/106|| And... but (textual Theme) last last Tuesday (Circumstance / Adjunct / topical theme) he (Actor / Subject / Rheme) (IC-Process: M / Finite & Predicator / part of Rheme lacking) (LPP) 107 || she came... (M) (CC) 108 || she... (IC) (LDP) 109 || she... (IC) (LDP) 110 || she (Participant / Subject / Theme) hasn't... (Finite / part of Rheme) (IC-Process: Predicator / part of Rheme, Participant / Complement / part of Rheme lacking) (LDP) |||

CSB5 - 48/111|| I (SDCC) 112 || I (SDCC) 113 || I (Sensor / Subject / Theme) didn't see (Process: ML / deviant [past primary tense – 'didn't' – for present primary tense – 'haven't'] temporal Finite & deviant [present secondary tense – 'see' – for past secondary tense – 'seen'] Predicator / Rheme) her (Phenomenon / Complement / Rheme) since the last time [[ that I was (R) here, (complete down-ranked clause) ]] (Circumstance / Adjunct / Rheme) (SDCC) 114 || so... (naturally interrupted clause) (LPP) |||

CSB6 - [unintelligible]

CSB5 - 49/115|| Yes, it's (R) terrible, (CC) 116 || but I don't have (R) time [[ to visit her. (complete non-finite down-ranked clause) ]] (CC) |||

CSB6 - 50/117|| Also she. (deviation: 'she doesn't either') (DCC) 118 || She also doesn't have... (R) (AEC) (CC) |||

CSB5 - 51/119|| Yes, and she too. (AEC) (CC) |||

CSB6 - 52/120|| You know (ML) (projecting clause) (CC) 121 || that she's dating? (M) (projected clause) (CC) |||

CSB5 - 53/122|| [eytɪŋ]? (EEC) (CC) |||

CSB6 - 54/123|| Dating. (EEC) (CC) |||

CSB5 - 55/124|| Yeah, (CC) 125 || yes. (CC) 56/126|| So and what else? (EEC) (CC) 127 || About Shirley? (EEC) (CC) |||

CSB6 - 57/128|| All the same. (EEC) (CC) 129 || She's (R) the same. (CC) |||

CSB5 - 58/130|| There (deviant [declarative Mood word order] Subject / Theme) are (Process: E / deviant [declarative Mood word order] Finite & Predicator / Theme) a lot of things [[ to study (M) in the course (complete non-finite down-ranked clause) ]]? (Existent / Complement / Rheme) (SDCC) |||

CSB6 - 59/131|| Yeah... (CC) 132 || but but now we are (R) always doing mock exams all the time. (CC) |||

CSB5 - 60/133|| What about the the exam? (EEC) (CC) 134 || FC exam? (EEC) (CC) |||

CSB6 - 61/135|| Examination? (EEC) (CC) |||

CSB5 - 62/136|| Yes. (CC) 137 || When? (EEC) (CC) |||

CSB6 - 63/138|| Until the the next week. (EEC) (CC) |||

CSB5 - 64/139|| How much? (EEC) (CC) |||

CSB6 - 65/140|| Two hundred and eighteen reais. (EEC) (CC) |||

CSB5 - Oh! (MC) 66/141|| I thought (ML) (projecting clause) (CC) 142 || it (Carrier / Subject / Theme) was (Process: R / Finite & Predicator / Rheme) more than (part of Attribute / Complement / Rheme) cause cause the dollar. (part of Circumstance / Adjunct / Rheme) (projected clause) (IC-Thing constituent in post modifier of Attribute / Complement / part of Rheme Head, second constituent – 'of' – of prepositional group complex in Circumstance / Adjunct / part of Rheme prepositional phrase lacking) (LDP) |||

CSB6 - 67/143|| Yeah, (continuative) I (Senser / Subject / topical Theme) also (modal Adjunct / Rheme) expected (Process: ML / Finite & Predicator / Rheme) (IC-Phenomenon / Complement / part of Rheme lacking) (LPP) 144 || I expected (ML) this, (CC) 145 || but it's (R) too much money. (CC) |||

CSB5 - 68/146|| Yes, (continuative) it's (R) too much money. (CC) 147 || I (naturally interrupted clause) (LPP) 148 || I ... (naturally interrupted clause) (LPP) |||

CSB6 - 69/149|| They (Actor / Subject / Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Beneficiary / Complement / part of Rheme, Goal / Complement / part of Rheme lacking) (LPP) 150 || they (Actor / Subject / Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Beneficiary / Complement / part of Rheme, Goal / Complement / part of Rheme lacking) (LPP) 151 || they give (M) us a facility: (CC) 152 || you can pay (M) two hundred (CC) 153 || and and (textual Theme) the check << for one month (Circumstance / Adjunct / Rheme) >> of eighty two reais. (deviant [definite Deictic for indefinite Deictic] Goal / Complement / Rheme) (IC-Process: M / Predicator / topical Theme lacking) (AEC) (LDP) |||

CSB5 - 70/154|| And what do you think? (ML) (CC) 155 || Are (Finite / interpersonal Theme) you (Actor / Subject / topical Theme) doing? (Process: M / Predicator / Rheme) (IC-Goal / Complement / part of Rheme lacking) (LDP) |||

CSB6 - 71/156|| Yeah. (CC) 157 || If I don't do (M) it now, (CC) 158 || I won't do (M) it in the next... (naturally interrupted clause) (LPP) |||

CSB5 - 72/159|| Next, yes. (EEC) (CC) 160 || What about the others? (EEC) (CC) |||

CSB6 - 73/161|| I (Senser / Subject / Theme) (IC-Process: ML / Finite & Predicator / Rheme lacking) (LPP) 162 || I think (ML) (projecting clause) (CC) 163 || that (textual Theme) most (Actor / Subject / topical Theme) will do (Process: M / Finite & Predicator / Rheme) (IC-Goal / Complement / part of Rheme lacking); (projected clause) (LDP) 164 || at least the ones [[ we (Sayer / Subject / Theme) 're talking... (Process: V / Finite & Predicator / Rheme) (incomplete down-ranked clause: minor Process – 'about' – in matter Circumstance / Adjunct / part of Rheme lacking) ]] (AEC) (DOWN-RANKED-CLAUSE-RELATED LDP) 165 || I don't know (ML) about Adriana (CC) 166 || because we talked about... (naturally interrupted clause) (LPP) |||

CSB5 - 74/167|| I think (ML) (projecting clause) (CC) 168 || she (Actor / Subject / Theme) 's going to do (Process: M / Finite & Predicator / Rheme) (IC-Goal / Complement / part of Rheme lacking) (projected clause) (LDP) 169 || I (Senser / Subject / Theme) think. (Process: ML / Finite & Predicator / Rheme) (IC-Phenomenon / Complement / part of Rheme) (LDP) |||

CSB6 - 75/170|| We talked (V) about it before (CC) 171 || we know (ML) (projecting clause) (CC) 172 || when it was going to happen, (R) (projected clause) (CC) 173 || but (textual Theme) after that (Circumstance / Adjunct / topical Theme) I (Sayer / Subject / Rheme) (IC-Process: V / Finite + negative polarity & Predicator / part of Rheme, Receiver / Complement / part of Rheme lacking) (LPP) 174 || I didn't ask (V) her. (CC) |||

CSB5 - 76/175|| And (textual Theme) when (Circumstance / Adjunct / topical Theme) this semester (Actor / Subject / Rheme) finish? (Process: M / Predicator / Rheme) (IC-third person singular primary tense auxiliary temporal Finite before Subject – interrogative Mood – lacking) (LDP) |||

CSB6 - 77/176|| On the third of October. (AEC) (CC) |||

CSB5 - 78/177|| Yes? (EEC) (CC) |||

CSB6 - 79/178|| The last... (naturally interrupted clause) (LPP) |||

CSB5 - 80/179|| And restarts? (EEC) (CC) |||

CSB6 - 81/180|| I don't know... (ML) (CC) |||

CSB5 - 82/181|| No? (EEC) (CC) |||

CSB6 - 83/182|| We won't come back... (M) (CC) 183 || this is (R) the last semester. (CC) |||

CSB5 - Ok. (MC) 84/184|| What else? (EEC) (CC) |||

CSB6 - 85/185|| I think (ML) (projecting clause) (CC) 186 || that's (R) enough. (projected clause) (CC) 86/187|| Oh! Come (M) here...(CC) 188 || we miss (ML) you... (CC) |||

CSB5 - 87/189|| I promise (ML) you (projecting clause) (CC) 190 || I'll come back. (M) (projected clause) (CC) 191 || I don't know (ML) exactly when (CC) 192 || but I'll come back, (M) (CC) ||| Ok? (DM)

CSB6 - All right! (MC)

CSB5 - 88/193|| Thank (V) you! (CC) |||

CSB6 - Oh! (MC)

**BAD** has 193 ranking clauses, out of which 71 are incomplete (26 LDP, 2 DOWN-RANKED-CLAUSE-RELATED LDP, 34 LPP, and 9 SDCC). There are 88 clause complexes (1, 1, 1, 1, 2, 2, 1, 1, 1, 1, 1, 1, 3, 1, 3, 2, 2, 1, 4, 2, 6, 3, 3, 4, 1, 1, 1, 1, 2, 4, 1, 5, 3, 6, 1, 1, 5, 3, 3, 1, 1, 1, 5, 2, 6, 3, 5, 4, 2,



**2, 1, 2, 1, 1, 2, 2, 1, 2, 2, 1, 2, 1, 1, 1, 2, 3, 3, 5, 2, 3, 2, 6, 3, 5, 1, 1, 1, 1, 1, 1, 2, 1, 2, 2, 4, 1 ranking clauses respectively) and 7 down-ranked clauses. (793 words)**

DIALOG REPORT:

1/1|| I had (R) a meeting with my friend Kenya after more than a month [[ without (hypotactic connector) see (Process: ML / part of Predicator / Rheme) her. (Phenomenon / Complement / Rheme) (incomplete down-ranked clause: imperfectiveness marking – ‘ing’ – on verbal group Predicator / part of Rheme lacking) ]] (DOWN-RANKED-CLAUSE-RELATED LDP) 2/2|| As we used to meet (M) each other everyday at Cultura Britânica, (CC) 3|| you can imagine (ML) (projecting clause) (CC) 4|| how much we had to talk (V) after this period without contact. (projected clause) (CC) 3/5|| I asked (V) her (projecting clause) (CC) 6|| what (Goal / Complement / Theme) has (deviant: present for past primary tense temporal auxiliary Finite and interrogative Mood word order] temporal Finite / Rheme) she (Actor / deviant [interrogative Mood word order] Subject / Rheme) done: (Process: M / Predicator / Rheme) (projected clause) (SDCC) 7|| about her courses and work, about our common friends and our teacher. (projected clause) (AEC) (CC) 4/8|| I wanted to know (ML) more about our English course (CC) 9|| and (textual Theme) about her plans (matter Circumstance / Adjunct / Rheme) to FCE exam. (part of deviant [lexical choice: ‘to’ for ‘for’] cause:purpose Circumstance / Adjunct / Rheme) (AEC) (IC- definite Deictic in Range constituent of cause:purpose Circumstance / Adjunct / part of Rheme prepositional phrase lacking) (LDP) 5/10|| She also asked (V) me about my life, (projecting clause) (CC) 11|| what (Goal / Complement / Theme) have (deviant: present for past primary tense temporal auxiliary Finite and interrogative Mood word order] temporal Finite / Rheme) I (Actor / deviant [interrogative Mood word order] Subject / Rheme) done (Process: M / Predicator / Rheme) during these last days; (Circumstance / Adjunct / Rheme) (projected clause) (SDCC) 12|| but we hadn’t (R) time enough [[ to talk (V) about everything [[ we wanted to talk. (V) (complete down-ranked clause) ]] (complete non-finite down-ranked clause) ]] (CC) 6/13|| So (textual Theme) we (Sayer / Subject / topical Theme) say (Process: V / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) goodbye (Verbiage / Complement / Rheme) to each other. (Target / Complement / Rheme) (SDCC) |||

**BADR01 has 13 ranking clauses, out of which 5 are incomplete (1 LDP, 1 DOWN-RANKED-CLAUSE-RELATED LDP, and 3 SDCC). There are 6 clause complexes (1, 3, 3, 2, 3, 1 ranking clauses respectively) and 3 down-ranked clauses. (111 words)**

ORAL TEST:

T: So, I’d like you to talk for about 3 minutes together, and I’m just going to listen. So, I’d like you to imagine that a small local shopping center is being extended to include three three new shops and an area for the public. So first talk to each other about how necessary the different suggestions are then decide which three shops and which public area most people would like.

Other Student (OS): Could you repeat?

T: So I’d like you to imagine that a small local shopping center is being extended to include three new shops and an area for the public. So first talk to each other about how necessary the different suggestions are and then decide which three shops and which public area most people would like... Right for you?

CSB5 - 1/1|| So, let’s start (M) with the public area. (CC) 2|| What do you think? (ML) (CC) |||

OS: I think it would be very interesting to put a tree, tree? Yes...

CSB5 - 2/3|| And what about a... (EEC) (naturally interrupted clause) (LPP) 4|| I know... (ML) a green area. (CC) 5|| No, I understand. (ML) (CC) |||

OS: Yes, and put I don’t I don’t know how to say [unintelligible].

CSB5 - 3/6|| I (Participant / Subject / Theme) don’t... (Finite + negative polarity / Rheme) (IC-Process / Predicator / part of Rheme, Participant / Complement / part of Rheme lacking) (LDP) 7|| I think (ML) (projecting clause) (CC) 8|| it would be (R) better [[ if (textual Theme) you... (Actor / Subject / topical Theme) ah... (pseudo-incomplete down-ranked clause: Process: M / Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) || we put (M) a... a a park to children. (deviation: lexical choice – ‘to’ for ‘for’) (deviant complete down-ranked clause) ]] (DOWN-RANKED-CLAUSE-RELATED LPP) 9|| What do you think? (ML) (CC) |||

OS: I think it would be a good idea because... the people would go with the children...

CSB5 - 4/10|| I don’t know... (ML) (CC) 11|| I agree (ML) with you (CC) 12|| that (textual Theme) a green area (Carrier / Subject / topical Theme) (IC-Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LPP) 13|| it (Carrier / Subject / topical Theme) ’s (Process: R / Finite & Predicator / Rheme) (IC-Attribute / Complement / part of Rheme lacking) (LPP)

14 || it's (R) good (CC) 15 || because if you put (M) a a green area together (CC) 16 || you put (M) a park, (CC) 17 || you can... (naturally interrupted clause) (LPP) |||

OS: Playground...

CSB5 - 5/18 || ... yes, (continuative) a play a playground (part of Circumstance / Adjunct / topical Theme) you (Actor / Subject / Rheme) could attend to... (Process: M / Finite & Predicator / Rheme) 19 << || I think (ML) (projecting clause) (CC) || >> a large number of people, (Goal / Complement / Rheme) (projected clause) (IC-minor Process – 'with' – in Circumstance / Adjunct / topical Theme prepositional phrase lacking) (LDP) 20 || do (interpersonal Theme) you (Senser / Subject / topical Theme) think, (Process: M / Finite & Predicator / Rheme) (IC-Phenomenon / Complement / part of Rheme – 'so' – lacking) (LDP) 21 || you agree? (AEC) (CC) |||

OS: Yes, I agree. What about the shops?

CSB5 - 6/22 || About shops? (EEC) (CC) 23 || Hum... you have (R) mini market, new agent... (CC) 24 || Ah, I really like (ML) a a grocery. (CC) |||

OS: What?

CSB5 - 7/25 || A grocery. (AEC) (CC) |||

OS: Yes, I think it's not interesting to put a new library; it's already one there?

CSB5 - 8/26 || It (Carrier / Subject / Theme) (IC-Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LDP) 27 || it (Carrier / Subject / Theme) depends (Process: R / Finite & Predicator / Rheme) the kind of library [[ we have (complete down-ranked clause) ] ] (part of Attribute / Complement / Rheme) (IC-minor Process – 'on' – in Attribute / Complement / part of Rheme lacking) (LDP) 28 || cause textual Theme) if... (textual Theme) you (Actor / Subject / topical Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme lacking) (LPP) 29 || yeh, you could put (M) a place [[ to (deviation – hesitation) only to read, (complete non-finite down-ranked clause) ] ] (CC) 30 || do (interpersonal Theme) you (Senser / Subject / topical Theme) (IC-Process: ML / Finite & Predicator / part of Rheme, Phenomenon / Complement / part of Rheme lacking) (LDP) 31 || do (interpersonal Theme) you (Senser / Subject / topical Theme) think? (Process: ML / Finite & Predicator / Rheme) (IC-Phenomenon / Complement / part of Rheme lacking) (LDP) |||

OS: Yes, but the the teachers eh... [unintelligible] and I think it would be good to put a drugstore...

CSB5 - 9/32 || A drugstore? (EEC) (CC) 33 || I (Senser / Subject / Theme) (IC-Process: ML / Finite & Predicator / part of Rheme, Phenomenon / Complement / part of Rheme lacking) (LPP) 34 || I agree (ML) with you (projecting clause) (CC) 35 || that it's (R) a good idea (projected clause) (CC) 36 || because there isn't (E) one here (CC) 37 || and a... a drugstore... (naturally interrupted clause) (LPP) |||

OS: And a toy-store.

CSB5 - 10/38 || Why a toy-store, too? (EEC) (CC) |||

OS: Because it's a shopping center and people who go there with children it would be a good, a good idea...

CSB5 - 11/39 || And you could put (M) a toy-store (deviation: lexical choice – indefinite for definite Deictic) near to the playground (deviation: inappropriate preposition 'to') (DCC) 40 || because you have (R) children there (CC) 41 || and then... (naturally interrupted clause) (LPP) |||

OS: But it's a public area. It's not a place to to put eh... shops.

CSB5 - 12/42 || No, I think (ML) (projecting clause) (CC) 43 || it (Carrier / Subject / Theme) has... (Process: R / Finite & Predicator / Rheme) (projected clause) (IC-Attribute / Complement / part of Rheme lacking) (LPP) 44 || I suppose (ML) (projecting clause) (CC) 45 || it's (R) possible, not only at the same place... (CC) |||

OS: Yeah, in the middle of it.

CSB5 - 13/46 || Yeah, (continuative) it (Carrier / Subject / topical Theme) 's... (Process: R / Finite & Predicator / Rheme) (AEC) (CC) 47 || and... what else? (EEC) (CC) |||

OS: A toy-store, a drugstore, and...

CSB5 - 14/48 || \_\_\_\_\_ store? (EEC) (CC) 49 || I love (ML) flowers... (CC) |||

OS: [unintelligible] flowers are are eh... clothes...

CSB5 - 15/50 || Clothes store... (Carrier / Subject / Theme) (IC-Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LPP) 51 || It's (R) Ok, (CC) 52 || but I prefer (ML) a grocery (CC) 53 || because have a place [unintelligible] (Portuguese-like construction) (IC) (LPP) 54 || there's (E) a place [[ to to lunch... (complete non-finite down-ranked clause) ] ] (CC) |||

OS: A café I think ...

CSB5 - 16/55 || It's (R) better than... (AEC) (LPP) |||

OS: I think it includes a drug...

CSB5 - Ah! No. (MC)

OS: Coffee, eh... candies...

CSB5 - 17/56||| Cakes... (EEC) (CC) |||

OS: Cakes...

CSB5 - Æ han. Ok. (MC)

OS: Bread?

CSB5 - 18/57||| What else to... (EEC) (CC) 58 ||| so drugstore, toy-store, and...? (EEC) (CC) |||

OS: I think flowers...

CSB5 - 19/59||| And not a a place ... (naturally interrupted clause) (LPP) 60 ||| why (Circumstance / Adjunct / Theme) not (negative polarity) a a store only to, for example, to woman [[ that wants to buy (M) a different clothes... ah... (deviation: inappropriate indefinite Deictic) (deviant complete down-ranked clause) ] ] (part of deviant [Qualifier constituent: 'to' for 'for'] Goal / Complement / Rheme) (AEC: Process: M ('to put') / Predicator / part of Rheme) (NFC) (IC-indefinite Deictic preceding Thing constituent of Qualifier constituent in Goal / Complement / part of Rheme lacking) (LDP) |||

OS: I think I would would not put a library...

CSB5 - 20/61||| A different kind of store, (EEC) (CC) 62 ||| for example, (continuative) if (textual Theme) you (Carrier / Subject / topical Theme) have (Process: R / Finite & Predicator / Rheme) ah... only... clothes (Attribute / Complement / Rheme) to... fat womans... (deviant [lexical choice: minor Process 'to' for 'for' and regular for irregular plurality marking on Thing constituent) (SDCC) |||

OS: Yeah, it's a new...

CSB5 - 21/63||| No, it's (IC) (LPP) 64 ||| it's only a... (IC) (LPP) 65 ||| it's only [unintelligible]. (CC) |||

T: Ok... Now the fourth part of the exam you have to answer one question each, Ok? So, Ângelo, do you prefer shopping in large stores or small local shops?

OS: Small local shops because we can eh... argue with... discuss with the propeter eh... the price of the the things and usually they have better prices.

T: Gesilene, what are the shops like here in Fortaleza? What's your opinion about shops in Fortaleza?

CSB5 - Well, (DM) 22/66||| I really don't like (ML) shops in in general, (CC) 67 ||| but (textual Theme) eh... here in Fortaleza, (Circumstance / Adjunct / topical Theme) you (Carrier / Subject / Rheme) have (Process: R / Finite & Predicator / Rheme) a a lot of choice to... of shops, (part of Attribute / Complement / Rheme) (IC-plurality marking on first Thing constituent of Qualifier of Thing constituent of Attribute / Complement / part of Rheme nominal group lacking) (LDP) 68 ||| and they are (R) really sophisticated (CC) 69 ||| and there are (E) a lot of things [[ to do there: cinemas and a large number of stores with a a... with options to adults and children... (complete non-finite down-ranked clause) ] ] (CC) |||

T: All right. So good interaction, you know, although Gesilene maybe is a little bit more extroverted, but you did [unintelligible]. Just one thing: 'near', no preposition, near something, and... 'women', no plural... But in general very good, see you only on Thursday now, go home.

CSB5 - 23/70||| That's (R) Ok! (CC) |||

T: Thank you very much!

CSB5 - Bye! (MC)

T: Bye! Bye!

**BAOT01 has 70 ranking clauses, out of which 26 are incomplete (9 LDP, 15 LPP, 1 DOWN-RANKED-CLAUSE-RELATED LPP, and 1 SDCC). There are 23 clause complexes (2, 3, 4, 8, 4, 3, 1, 6, 6, 1, 3, 4, 2, 2, 5, 1, 1, 2, 2, 2, 3, 4, 1 ranking clauses respectively) and 7 down-ranked clauses. (350 words)**

WRITTEN TEST COMPOSITION:

#### COMPOSITION

Football hooliganism is a big problem in some countries. You are going to write an article giving your opinion on this topic (120-180 words):

What makes people behave violently at football matches?

1/1||| Psychologists probably have (R) a lot of reasons [[ to explain (complete non-finite down-ranked clause) ] ] why some people behave (M) violently at football matches, (complete down-ranked clause) ] ] (CC) 2 ||| but indeed there is (E) only one relevant reason. (CC) 2/3||| These people are (R) not well-educated. (deviation: lexical choice – 'well-educated' for 'well-behaved' / 'polite' / 'well-raised' / 'well-reared' – L1 transfer: false cognates) (DCC) |||

3/4||| Firstly, it is (R) important [[ to say what "well-educated" means, (complete non-finite down-ranked clause) ] ] (CC) 4/5||| in my opinion, when we are talking (V) about a public event such as a football match: (CC) 6 ||| a "well-educated" person (Carrier / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) [[ who knows how to respect (ML) the rights of each individual citizen, as well as

opinions and different behaviours. (complete down-ranked clause) ] ] (part of Attribute / Complement / Rheme) (IC-Thing constituent or Deictic + Thing constituents in Attribute / Complement / part of Rheme nominal group – only Qualifier present – lacking) (LDP) |||

5/7||| So, what could I say (V) about someone [ [ who does not respect (ML) even physically the other people. (complete down-ranked clause) ] ] (CC) 6/8||| The kind of violence [ [ that happens (R) in some countries, (complete down-ranked clause) ] ] caused (M) by hooliganism, (complete non-finite down-ranked clause) ] ] (Carrier / Subject / Theme) is not (Process: R / Finite + negative polarity & Predicator / Rheme) concern (part of Attribute / Complement / Rheme) to civilization. (deviant [lexical choice: ‘to’ for ‘with’] Circumstance / Adjunct / Rheme) (IC-adjectival form marking – ‘ed’ – on Attribute / Complement / part of Rheme Head lacking) (LDP) 7/9||| They, the hooligans, behave (R) like wild and dangerous animals. (CC) 8/10||| They are (R) not citizens. (CC) |||

9/11||| Although (deviation: lexical choice – ‘although’ for ‘despite’) what is described (V) above, (DCC) 12||| the hooligans are (R) still among the real citizens, (CC) 13||| generally without any kind of punishment. (VLC) (CC) 10/14||| They are repeating (M) the same violent actions year by year (CC) 15||| and nothing is done (M) (CC) 16||| to avoid (M) it. (NFC) (CC) |||

11/17||| To start off (M) some changes, (NFC) (CC) 18||| a good step could be (R) a serious plan of education [ [ followed (R) by a hard plan of punishment to these dangerous persons. (complete non-finite down-ranked clause) ] ] (CC) |||

**BAWTC01 has 18 ranking clauses, out of which 2 are incomplete (2 LDP). There are 11 clause complexes (2, 1, 1, 2, 1, 1, 1, 1, 3, 3, 2 ranking clauses respectively) and 8 down-ranked clauses. (185 words)**

Subject CSB6

(female; 18 years old; university student; Class 1)

PERSONAL EXPERIENCE:

SPOKEN:

1/1||| this semester (Carrier / subject / Theme) (IC-Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LPP) 2||| this semester has been (R) really stressful (CC) 3||| and since last month I’ve been planning to travel (M) with my my boyfriend (CC) 4||| because I was (R) tired (CC) 5||| he was (R) also tired (CC) 6||| and on july (deviation: lexical choice ‘on’ for ‘in’) it was (R) my birthday on the second of july (CC) 7||| and then (textual Theme) two weeks after (part of Circumstance / Adjunct / topical Theme) was (Process: R / Finite & Predicator / Rheme) our birthday our dating birthday (deviant [lexical choice: ‘birthday’ for ‘anniversary’] Attribute / Complement / Rheme) (IC-Thing constituent in Circumstance / Adjunct / topical Theme, dummy Carrier / Subject / part of Rheme lacking) (LDP) 8||| and (textual Theme) in the beginning of the of august (Circumstance / Adjunct / topical Theme) was (Process: R / Finite & Predicator / Rheme) his birthday (Attribute / Complement / Rheme) on the third of august (Circumstance / Adjunct / Rheme) (IC-dummy Carrier / Subject / part of Rheme lacking) (LDP) 9||| and then we were planning to travel (M) that that that weekend the the third and the fourth of august (CC) 10||| but then I had (R) so many problems (CC) 11||| I had (R) too much work [ [ to do (complete non-finite down-ranked clause) ] ] at at the university (CC) 12||| I had (R) ah... tests (CC) 13||| I have (R) some some works for the university (CC) 14||| and then (textual Theme) everything (Carrier / Subject / topical Theme) was... (temporal Finite / Rheme) (IC-Process: R / Predicator / part of Rheme, Attribute / complement / part of Rheme lacking) (LPP) 15||| was seeming to be (R) (deviation: ‘was seeming’ for ‘seemed’) right (AEC) (DCC) 16||| when on friday my my computer broke up (M) (CC) 17||| and and then (textual Theme) we (Actor / Subject / topical Theme) have to to give up (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) (SDCC) 18||| and then (textual Theme) (IC-Actor / Subject / topical Theme, Process: M / Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (SDCC) 19||| and then (textual Theme) we (Actor / Subject / topical Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (SDCC) 20||| we (Actor / Subject / Theme) have to do (Process: M / deviant [present for past primary tense] temporal Finite & Predicator [deviation: lexical choice – ‘to do’ for ‘to make’] / Rheme) this this travel (Goal / Complement / Rheme) another day (Circumstance / Adjunct / Rheme) (SDCC) 21||| and then last weekend we also planned to to to travel (M) (CC) 22||| but (textual Theme) everytime (Circumstance / Adjunct / topical Theme) some (part of Sayer / Subject / Rheme) (IC-rest of Sayer / Subject / part of Rheme, Process: V / Finite & Predicator / part of Rheme, Receiver / Complement

/ part of Rheme lacking) (LDP) 23 || someone (Sayer / Subject / Theme) ask (Process: V / part of Finite & Predicator / Rheme) me (Receiver / Complement / Rheme) (IC-present tense third person singular marking on Finite / part of Rheme lacking) (projecting clause) (LDP) 24 || oh! oh! will you travel (M) this weekend? (projected clause) (CC) 25 || I don't know (ML) (CC) 26 || ninety-nine per cent (Identifier / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) (IC-Identified / Complement / part of Rheme lacking) (LPP) 27 || is [[ that I'm going to travel (complete down-ranked clause) ]] (AEC) (CC) 28 || one per cent [[ no (complete anaphorically elliptical down-ranked clause) ]] (R) (AEC) (CC) 29 || and then (textual Theme) I (Senser / Subject / topical Theme) (IC-Process: ML / Finite & Predicator / part of Rheme lacking) (LPP) 30 || I (Senser / Subject / Theme) (IC-Process: ML / Finite & Predicator / part of Rheme lacking) (LPP) 31 || I (Senser / Subject / Theme) thought (Process: ML / Finite & Predicator / Rheme) (projecting clause) (CC) 32 || I would be (R) free (projected clause) (CC) 33 || but (textual Theme) I... (Carrier / Subject / topical Theme) (IC-Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (LPP) 34 || I (Carrier / Subject / Theme) 'm... (Process: R / Finite & Predicator / Rheme) (IC-Attribute / Complement / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (LPP) 35 || I'm (R) a kind of trainee at the university (CC) 36 || and then (textual Theme) my my my teacher (Sayer / Subject / topical Theme) ask (Process: V / part of Finite & Predicator / Rheme) (IC-present tense third person singular marking on Finite / part of Rheme lacking) (projecting clause) (LDP) 37 || oh! (continuative) we (Actor / Subject / topical Theme) have to to pick (Process: M / Finite & Predicator / Rheme) (projected clause) (IC-Goal / Complement / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (LDP) 38 || pick up (Process: M / Finite & Predicator / Rheme) some some... ah... algas (Goal / Complement / Rheme) at the beach (Circumstance / Adjunct / part of Rheme) (projected clause) (IC-L2 Thing constituent in Goal / Complement / part of Rheme nominal group lacking) (LDP) 39 || and (textual Theme) my my tutor at the the the PET (Sayer / Subject / topical Theme) (IC-Process: V / present tense temporal Finite & Predicator / Rheme lacking) (LDP) 40 << we (Actor / Subject / Theme) call (Process: M / Finite & Predicator / Rheme) (IC-Goal / Complement / part of Rheme, location:place Circumstance / Adjunct / part of Rheme, manner Circumstance / Adjunct / part of Rheme lacking) (LDP) 41 || we (Actor / Subject / Theme) call (Process: M / Finite & Predicator / Rheme) there (location:place Circumstance / Adjunct / Rheme) (IC-Goal / Complement / part of Rheme – 'it', manner Circumstance / Adjunct / part of Rheme – 'like this' – lacking) (LDP) >> 42 || no (continuative) we (Carrier / Subject / topical Theme) will have (Process: R / Finite & Predicator / Rheme) a meet (part of Attribute / Complement / Rheme) this this Saturday (Circumstance / Adjunct / Rheme) (IC-nominalization marking – 'ing' – on Thing constituent in Attribute / Complement / part of Rheme lacking) (LDP) 43 || because (textual Theme) saturday on saturday (Circumstance / Adjunct / topical Theme) (AEC) (LDP) 44 || no (continuative) that saturday (Circumstance / Adjunct / topical Theme) I (Actor / Subject / Rheme) (IC-Process: M / Finite & Predicator / part of Rheme lacking) (LPP) 45 || I planned to travel (M) (CC) 46 || because we wouldn't have (R) this meeting (CC) 47 || and then (textual Theme) no (interpersonal Theme) we (Carrier / Subject / topical Theme) will have (Process: R / Finite & Predicator / Rheme) (IC-Attribute / Complement / part of Rheme lacking) (LDP) 48 || but then I talked (V) to him (CC) 49 || and I talked (V) to her (CC) 50 || no (continuative) I (Actor / Subject / topical Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (LPP) 51 || I've been planning to travel (M) for a long time (CC) 52 || I cannot delay (M) it for one more month (CC) 53 || if I didn't travel (M) last weekend this weekend (CC) 54 || I couldn't (M) the last the next the next the next (AEC) (CC) 55 || and then I couldn't believe (ML) last friday [[ when (Circumstance / Adjunct / Theme) I (Carrier / Subject / Rheme) was (Process: R / Finite & Predicator / Rheme) (pseudo-incomplete down-ranked clause: Attribute / Complement / part of Rheme lacking) || was (Process: R / Finite & Predicator / Rheme) in the car (Attribute / Complement / Rheme) (complete anaphorically elliptical down-ranked clause) || going (M) there (complete non-finite down-ranked clause) ]] (DOWN-RANKED-CLAUSE-RELATED LPP) 56 || because it was (R) really hard [[ to go to that travel (complete down-ranked clause) ]] (CC) 57 || even my father (EEC) (CC) 58 || in the first the first time (deviation: inappropriate preposition 'in') I asked (V) (projecting clause) (CC) 59 || them to go (M) (NFC) (projected clause) (CC) 60 || there was (E) no problem (CC) 61 || and this week no (EEC) (CC) 62 || but (textual Theme) was going to go (Process: M / deviant [past for present primary tense] temporal Finite & Predicator / Rheme) with you (Circumstance / Adjunct / Rheme) (IC-Actor / Subject / topical Theme lacking) (LDP) 63 || when will you go (M) (CC) 64 || many difficulties (AEC in relation to Clause # 60) (CC) 65 || but finally we could travel (M) (CC) 66 || and it was (R) fine (CC) 67 || my teacher (Sayer / Subject / Theme) also (modal Adjunct / Rheme) asked (Process: V / Finite & Predicator / Rheme) (projecting clause) (IC-Receiver / Complement / part of Rheme lacking) (LDP) 68 || other other works (deviant [word order] Goal / Complement / Rheme) to do (deviant [word order] Process: M / Predicator / Rheme) (projected clause) (NFC) (DCC) 69 || but (textual Theme) (IC-Sayer / Subject / topical Theme, Process: V / past temporal Finite & Preicator / part of

Rheme) (projecting clause) (LDP) 70 || no I go (M) (CC) 71 || when (Circumstance Adjunct / Theme) I (Actor / Subject / Rheme) came back (Process: M / deviant [past for present primary tense] temporal Finite & Predicator / Rheme) (DCC) 72 || I (Actor / Subject / Theme) 'll do (Process: M / modal Finite & Predicator / Rheme) it (deviant [third person singular for plural] Goal / Complement / Rheme) (SDCC) 73 || because I need to rest (R) (CC) 74 || it's (R) my time (CC) 75 || it's (R) time [[ for me to rest (complete non-finite down-ranked clause) ]] (CC) |||

**BASPE02 has 75 ranking clauses, out of which 31 are incomplete (16 LDP, 9 LPP, 1 DOWN-RANKED-CLAUSE-RELATED LPP, and 5 SDCC). There is 1 clause complex (72 ranking clauses) and 8 down-ranked clauses. (445 words)**

WRITTEN:

1/1|| This semester has been (R) really stressful. (CC) 2/2|| Since the beginning of July my boyfriend and I have been planning to go (M) on a trip (CC) 3 || to relax (M) a little bit. (NFC) (CC) |||

3/4|| We had (R) many reasons for that. (CC) 4/5|| On the 7<sup>th</sup> of July (Circumstance / Adjunct / Theme) was (Process: R / Finite & Predicator / Rheme) my birthday. (Attribute / Complement / Rheme) (IC-dummy Carrier / Subject / part of Rheme lacking) (LDP) 5/6|| On the 15<sup>th</sup> (Circumstance / Adjunct / Theme) was (Process: R / Finite & Predicator / Rheme) our dating birthday, (deviant [lexical choice – 'birthday' for 'anniversary': L1 transfer] Attribute / Complement / Rheme) (IC-dummy Carrier / Subject / part of Rheme lacking) (LDP) 7 || and finally (textual Theme) on the 3<sup>rd</sup> of August (Circumstance / Adjunct / topical Theme) was (Process: R / Finite & Predicator / Rheme) his birthday. (Attribute / Complement / Rheme) (IC-dummy Carrier / Subject / part of Rheme lacking) (LDP) 6/8|| So we decided to travel (M) at the weekend of his birthday. (CC) |||

7/9|| Everything seemed to be (R) right. (CC) 8/10|| My parents had let me go, (M) (CC) 11 || and (textual Theme) I (Participant / Subject / topical Theme) would (modal Finite / Rheme) everything such as reports and works (Participant / Complement / Rheme) for the university until Friday. (Circumstances / Adjuncts / parts of Rheme) (IC-Process / Predicator / part of Rheme lacking) (LDP) 9/12|| But then everything went (R) wrong. (CC) 10/13|| My computer broke down (M) (CC) 14 || while I was doing (M) an important task (CC) 15 || and then I couldn't work (M) any more. (CC) 11/16|| I had to cancel (M) my trip (CC) 17 || and postpone (M) it to the end of the month. (AEC) (CC) |||

12/18|| I was (R) really afraid [[ I wouldn't be able to go (M) that time again. (complete down-ranked clause) ]] (CC) 13/19|| Everytime someone asked (V) (projecting clause) (CC) 20 || if I would really go (M) (projected clause) (CC) 21 || I always said (V) (projecting clause) (CC) 22 || I don't know. (ML) (projected clause) (CC) 14/23|| There were (E) some unexpected things again (CC) 24 || but I managed to solve (M) them (CC) 25 || before (textual Theme) I (Actor / Subject / topical Theme) go. (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) (SDCC) 15/26|| I could hardly believe (ML) (projecting clause) (CC) 27 || when finally last Friday I was going (M) to the beach. (projected clause) (CC) 16/28|| I really needed to rest. (M) (CC) |||

**BAWPE02 has 28 ranking clauses, out of which 5 are incomplete (4 LDP and 1 SDCC). There are 16 clause complexes (1, 2, 1, 1, 2, 1, 1, 2, 1, 3, 2, 1, 4, 3, 2, 1 ranking clauses respectively) and 1 down-ranked clause. (194 words)**

PICTURE NARRATIVE:

SPOKEN:

1/1|| there was (E) a little girl in the bedroom on the floor (CC) 2 || just reading (M) this colorful book (NFC) (CC) 2/3|| this cat (Carrier / Subject / Theme) (IC-Process: R / Finite & Predicator / part of Rheme / circumstance / Adjunct / part of Rheme lacking) (LPP) 4 || her cat was (R) on on her bed (CC) 5 || resting (M) (NFC) (CC) 6 || when he decided to go (M) to the to the living room (CC) 7 || and then (textual Theme) she (Initiator / Subject / topical Theme) let (causative Process / Finite & Predicator / Rheme) (IC-Actor / Subject / part of Rheme, Process: M / Predicator / part of Rheme lacking) (LPP) 8 || she (Initiator / Subject / Theme) let (causative Process / Finite & Predicator / Rheme) them (Actor / Subject / Rheme) (IC-Process: M / Predicator / part of Rheme lacking) (LPP) 9 || she let him go (M) (CC) 10 || go (Process: M / Predicator / Rheme) there (Circumstance / Adjunct / rheme) (AEC) (CC) 3/11|| she (Actor / Subject / Theme) open (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) the door (Goal / Complement / Rheme) (CC) 12 || and then he went (M) to to the living room (CC) 13 || to rest (M) a little under the table (CC) 14 || it was (R) in the in the living room (CC) 15 || then

(textual Theme) he (Senser / Subject / topical Theme) (IC-Process: ML / Finite & Predicator / part of Rheme, Phenomenon / Complement / part of Rheme lacking) (LPP) 16 || he listened (ML) to [[ the little bird on the cage (deviation: lexical choice – ‘on’ for ‘in’) singing (M) (deviant non-finite complete down-ranked clause) ]] (DOWN-RANKED-CLAUSE RELATED DCC) 17 || and then he looked (ML) at the bird (CC) 18 || and decided to go (M) there (AEC) (CC) 19 || and meet (M) the little bird (AEC) (CC) 4/20 || when he entered (M) into the cage (CC) 21 || he couldn’t find (M) it disforunately (deviation: ‘disforunately’ for ‘unforunately’) (DCC) 22 || the little bird managed to to go out (M) of the cage before him (CC) 5/23 || when the girl came (M) to the living room (CC) 24 || and she saw (ML) that (CC) 25 || she became (ML) very impressed about it (CC) 6/26 || she (Actor / Subject / Theme) took (Process: M / Finite & Predicator / Rheme) his cat (deviant [masculine for feminine gender of possessive Deictic] Goal / Complement / Rheme) (SDCC) 27 || and then decided not to leave (M) her little bird [[ locked (M) in the cage (complete non-finite down-ranked clause) ]] (AEC) (CC) 7/28 || she (Senser / Subject / Theme) thought (Process: ML / Finite & Predicator / Rheme) before (part of Circumstance / Adjunct / Rheme) (IC-Thing constituent in Circumstance / Adjunct / part of Rheme prepositional phrase lacking) (projecting clause) (LDP) 29 || that he was saved (M) there (CC) 30 || but then (textual Theme) she (Actor / Subject / topical Theme) decided to leave (Process: M / Finite & Predicator / Rheme) (IC-Goal / Complement / part of Rheme, Circumstance / Adjunct / Rheme lacking) (LPP) 31 || leave (M) him it (deviation: inappropriate ‘it’) outside not in the cage (AEC) (CC) 8/32 || she misses (ML) him a lot now (CC) 33 || because she doesn’t have (R) it everyday in her house (CC) 34 || but now he’s (R) free (CC) 35 || and (textual Theme) he (Actor / Subject / topical Theme) (IC-Process: M / Finite & Predicator / Rheme lacking) (LPP) 36 || he can fly (M) (CC) 37 || wherever (Circumstance / Adjunct / Theme) he (Actor / Subject / Rheme) want (Process: M / part of Finite & part of Predicator / Rheme) (IC-present third person singular marking on Finite / part of Rheme, pro-form ‘to’ to substitute for ‘fly’ lacking) (LDP) ||

**BASPN02 has 37 ranking clauses, out of which 9 are incomplete (2 LDP, 6 LPP, and 1 SDCC). There are 8 clause complexes (2, 8, 9, 3, 3, 2, 4, 6 ranking clauses respectively) and 2 down-ranked clauses. (216 words)**

WRITTEN:

1/1 || There was (E) a little girl (CC) 2 || reading (M) a book. (NFC) (CC) 2/3 || She was (R) on the floor (CC) 4 || while her cat was (R) in her bed. (CC) 3/5 || The cat then decided to go (M) to the living room. (CC) 4/6 || The girl opened (M) the door (CC) 7 || for it to pass (M) (NFC) (CC) 8 || and then he stayed (R) a little bit under the table [[ which was (R) in the living room. (complete down-ranked clause) ]] (CC) ||

5/9 || The cat then heard (ML) the song of the bird [[ who was (R) in the cage. (complete down-ranked clause) ]] (CC) 6/10 || The cat decided to go (M) there (CC) 11 || and eat (M) the little bird. (AEC) (CC) 7/12 || But when he got into (M) the cage (CC) 13 || the bird managed to scape (M) (CC) 14 || and the cat became (R) locked in the cage. (CC) ||

8/15 || When the girl came (M) (CC) 16 || and saw (ML) that (CC) 17 || she became (R) impressed about that. (CC) 9/18 || She took (M) out the cat of the cage. (deviation: word order) (DCC) 10/19 || But now she let (M) the bird free (CC) 20 || and it can go (M) (CC) 21 || wherever (Circumstance / Adjunct / Theme) it (Actor / Subject / Rheme) wants. (Process: M / Finite & part of Predicator / Rheme) (IC-pro-form ‘to’ to substitute for ‘go’ lacking) (LDP) ||

**BAWPN02 has 21 ranking clauses, out of which 1 is incomplete (1 LDP). There are 10 clause complexes (2, 2, 1, 3, 1, 2, 3, 3, 1, 3 ranking clauses respectively) and 2 down-ranked clauses. (134 words)**

DIALOG:

CSB5 - So K..., (MC) 1/1 || what have you done? (M) (CC) ||

CSB6 - 2/2 || Always studying a lot. (EEC) (CC) ||

CSB5 - 3/3 || You’re (R) always studying a lot. (CC) ||

CSB6 - 4/4 || No but this semester was (R) the worst, (CC) || my God! (MC)

CSB5 - 5/5 || Why (Circumstance / Adjunct / Theme) it (deviant [declarative Mood word order] Carrier / Subject / Rheme) ’s (Process: R / deviant [declarative Mood word order] Finite & Predicator / Rheme) so (part of Attribute / Complement / Rheme) (IC-rest of Attribute / Complement / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (SDCC) 6 || it (deviant [declarative Mood word order] Carrier / Subject / Rheme) ’s (Process: R / deviant [declarative Mood word order] Finite & Predicator /

- Rheme) so hard (Attribute / Complement / Rheme) to you? (Circumstance / Adjunct / Rheme) (AEC) (SDCC) |||
- CSB6 - 6/7||| Because (textual Theme) ah... I (Carrier / Subject / topical Theme) (IC-Process: R Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LPP) 8 || I have (R) many many subjects this semester and some bad teachers. (CC) |||
- CSB5 - 7/9||| What semester (part of Attribute / Complement / Theme) are (Process: R / Finite & Predicator / Rheme) you? (Carrier / Subject / Rheme) (IC-minor Process – ‘in’ – in Attribute / Complement / Theme lacking) (LDP) |||
- CSB6 - 8/10||| In the third. (AEC) (CC) |||
- CSB5 - 9/11||| Third? (AEC) (CC) |||
- CSB6 - 10/12||| Yeah. (CC) |||
- CSB5 - 11/13||| Are you doing (M) which course? (CC) |||
- CSB6 - 12/14||| Industrial Chemistry. (AEC) (CC) |||
- CSB5 - [unintelligible]
- CSB6 - 13/15||| I (Senser / Subject / Theme) (IC-Process: ML / Finite & Predicator / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (LPP) 16 || I've heard of (deviation: lexical choice – ‘of’ for ‘from’) some friends of mine [[ who are in a semester after me (complete down-ranked clause) ]] (projecting clause) (DCC) 17 || that... (textual Theme) (projected clause) (naturally interrupted clause) (LPP) |||
- CSB5 - 14/18||| It's worse? (AEC) (CC) |||
- CSB6 - 15/19||| No, (CC) 20 || they say (V) (projecting clause) (CC) 21 || that (textual Theme) the third and the fourth (Carrier / Subject / topical Theme) are (Process: R / Finite & Predicator / Rheme) the worse. (deviant [comparative form for superlative form] Attribute / Complement / Rheme) (SDCC) |||
- CSB5 - Ok. (MC) 16/22||| So after that probably you can relax (M) (CC) 23 || and... (textual Theme) (naturally interrupted clause) (LPP) |||
- CSB6 - 17/24||| Yeah, yeah, (continuative) but (textual Theme) this semester... (Circumstance / Adjunct / topical Theme) << my God... (MC) >> << my Goodness... (MC) >> I... (Carrier / Subject / Rheme) (IC-Process: R / Finite & Predicator / part of Rheme, Attribute / Adjunct part of Rheme lacking) (LPP) 25 || the the the number of headaches [[ I had this semester... ]] (VLC) (CC) |||
- CSB5 - 18/26||| Are you working? (M) (CC) |||
- CSB6 - 19/27||| I (Actor / Subject / Theme) (IC-Process: M / ‘present’ primary tense temporal Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (LDP) 28 || I (Actor / Subject / Theme) to take part at (Process: M / deviant [lexical choice: ‘at’ for ‘in’] Predicator / Rheme) a group (Goal / Complement / Rheme) at the university. (Circumstance / Adjunct / Rheme) (IC-‘present’ primary tense temporal Finite / part of Rheme lacking) (LDP) 29 || I (Carrier / Subject / Theme) have (Process: R / Finite & Predicator / Rheme) (IC-Attribute / Complement / part of Rheme lacking) (LPP) 30 || I (Actor / Subject / Theme) take (Process: M / Finite & Predicator / Rheme) with the PET. (deviant [inappropriate preposition ‘with’] Goal / Complement / Rheme) (DCC) |||
- CSB5 - 20/31||| I know. (ML) (CC) 32 || I know. (ML) (CC) |||
- CSB6 - 21/33||| And (textual Theme) I (Carrier / Subject / topical Theme) (IC-Attribute / Complement / Rheme lacking) (LPP) 34 || I have (R) some research (CC) 35 || I'm doing (M) a research, (CC) 36 || but even the research I can't do (M) it properly (CC) 37 || because haven't (R) time now. (CC) 38 || It's (R) terrible. (CC) |||
- CSB5 - 22/39||| So (textual Theme) what (Goal / Complement / topical Theme) do (deviant [‘do’ for copula ‘are’] temporal Finite / Rheme) you (Actor / Subject / Rheme) use to do (Process: M / part of Predicator / Rheme) (IC-perfective aspect marking – ‘ed’ – on ‘use’ and imperfectiveness marking – ‘ing’ – on ‘do’ in verbal group complex Predicator / part of Rheme lacking) (LDP) 40 || to relax (M) (NFC) (CC) 41 || when (Circumstance / Adjunct / Theme) are (Process: R / deviant [interrogative Mood word order] temporal Finite / Rheme) you (Carrier / deviant [interrogative Mood word order] Subject / Rheme) so worried (Attribute / Complement / Rheme) about... (anaphorically elliptical Circumstance / Adjunct / Rheme) (SDCC) |||
- CSB6 - Oh! (MC) 23/42||| I (Actor / Subject / Theme) use to swim (Process: M / part of Predicator / Rheme) (IC-present primary tense copula Finite / part of Rheme, perfective aspect marking – ‘ed’ – on ‘use’ and imperfectiveness marking – ‘ing’ – on ‘do’ in verbal group complex Predicator / part of Rheme lacking) (LDP) 43 || when I have (R) time... (CC) 44 || but I don't have (R) time. (CC) |||
- CSB5 - 24/45||| I (Actor / Subject / Theme) (IC-Process: M / Finite & Predicator / Rheme lacking) (LPP) 46 || I'm going to start to learn how to swim, (M) (CC) 47 || do you believe (ML) me? (CC) 48 || I don't know. (ML) (AEC) (CC) |||
- CSB6 - 25/49||| Why are you doing (M) that? (CC) |||



- CSB5 - 26/50|| In Escola Técnica, (deviat [lexical choice: 'in' for 'at'] Circumstance / Adjunct / Theme) I (Actor / Subject / Rheme) couldn't do... (Process: M / modal Finite & Predicator / Rheme) (IC-Goal / Complement / part of Rheme lacking) (LPP) |||
- CSB6 - 27/51|| In the first semester? (EEC) (CC) |||
- CSB5 - 28/52|| I couldn't do (M) it. (CC) |||
- CSB6 - 29/53|| Because? (LPP) 54 || Why? (CC) |||
- CSB5 - 30/55|| I had some problems with... in that time (deviation: lexical choice – 'in' for 'at') about eh eh classes (DCC) 56 || and (textual Theme) I (Actor / Subject / topical Theme) was studying (Process: M / Finite & Predicator / Rheme) at at other school and at CEFET, (part of Circumstance / Adjunct / Rheme) (IC-bound morpheme – 'an' – on Classifier 'other' lacking) (LDP) 57 || so... I live (M) in Caucaia... (CC) 58 || so far... (Attribute / Complement / Rheme) (VLC: relative) (CC) |||
- CSB6 - 31/59|| But in the first semester you were (R) obligated, (CC) ||| right? (MC)
- CSB5 - 32/60|| No, (CC) 61 || not not (negative polarity) my time. (part of Circumstance / Ajunct / Rheme) (IC-minor Process – 'at' – in Circumstance / Ajunct / Rheme prepositional phrase lacking) (LDP) 62 || I (Carrier / Subject / Theme) could be... (Process: R / Finite & Predicator / Rheme) (IC-Attribute / Complement / part of Rheme lacking) (LDP) 63 || I (Senser / Subject / Theme) could forget (Process: ML / modal Finite & Predicator / Rheme) swim (part of Phenomenon / Complement / Rheme) for some time, (Circumstance / Adjunct / Rheme) (IC-nominalization marking – 'ing' – on Phenomenon / Complement / part of Rheme nominal group lacking) (LDP) 64 || and then... (textual Theme) (naturally interrupted clause) (LPP) |||
- CSB6 - 33/65|| Because when I got (M) there in the first semester (CC) 66 || I was (R) obligated (CC) 67 || and then then (textual Theme) I... (Participant / Subject / topical Theme) (naturally interrupted clause) (LPP) |||
- CSB5 - 34/68|| No, (continuative) not (negative polarity) my time. (part of Circumstance / Ajunct / Rheme) (IC-minor Process – 'at' – in Circumstance / Ajunct / Rheme prepositional phrase lacking) (LDP) 69 || Even because (textual Theme) I (Actor / Subject / topical Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Circumstance / Ajunct / part of Rheme lacking) (LPP) 70 || I lived (M) so far, (CC) 71 || and (textual Theme) there (Subject / topical Theme) was (Process: E / Finite & Predicator / Rheme) (IC-Existent / Complement / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (LPP) 72 || there (Subject / Theme) were (Process: E / Finite & Predicator / Rheme) some (part of Existent / Complement / Rheme) (IC-rest of Existent / Complement / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (LPP) 73 || there were (E) some facilitates about this. (CC) |||
- CSB6 - Æ han. (MC) Oh! (MC)
- CSB5 - 35/74|| So... And what about your... (naturally interrupted clause) (LPP) |||
- CSB6 - 36/75|| But (textual Theme) what (Goal / Complement / topical Theme) you (Actor / deviant [declarative Mood word order] Subject / Rheme) 've been doing? (Process: M / deviant [declarative Mood word order] Finite & Predicator / Rheme) (SDCC) |||
- CSB5 - 37/76|| No, (continuative) I (Actor / Subject / Theme) have to do (Process: M / Finite & Predicator / Rheme) eh... eh swim (part of Goal / Complement / Rheme) (IC-nominalization marking – 'ing' – on Goal / Complement / part of Rheme nominal group lacking) (LDP) 77 || I (Senser / Subject / Theme) have to learn (Process: ML / Finite & Predicator / Rheme) (IC-Phenomenon / Complement / part of Rheme lacking) (LDP) 78 || and I have to study (M) a lot of (deviation: inappropriate preposition 'of') too, (DCC) 79 || but not so much as you, (M) (VLC) (CC) 80 || and... (textual Theme) (naturally interrupted clause) (LPP) |||
- CSB6 - 38/81|| And (textual Theme) I (Carrier / Subject / topical Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LPP) 82 || and I am (R) at the end of the semester; (CC) 83 || it becomes (R) worse. (CC) |||
- CSB5 - Ah! (DM) 39/84|| There (Subject / Theme) 's (Process: E / Finite & Predicator / Rheme) (IC-Existent / Complement / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (LPP) 85 || There (Subject / Theme) 's (Process: E / Finite & Predicator / Rheme) a difference (Existent / Complement / Rheme) in in my in my course (Circumstance / Adjunct / Rheme) (CC) 86 || I am (R) at the beginnig... (CC) |||
- CSB6 - 40/87|| ... of the second semester. (Qualifier constituent in Range constituent of Attribute / Complement / Rheme prepositional phrase in Clause # 86) (AEC) (CC) |||
- CSB5 - 41/88|| Yes, so I haven't (R) so much problem with this. (CC) |||
- CSB6 - Æ han. (MC)
- CSB5 - 42/89|| And what about our friends? (EEC) (CC) |||
- CSB6 - 43/90|| Yeah, (continuative) I (Senser / Subject / Theme) (IC-Process: ML / Finite & Predicator / Rheme lacking) (LPP) 91 || I think (ML) (projecting clause) (CC) 92 || they're (R) ok. (projected clause) (CC) 93 || We (Carrier / Subject / Theme) don't have (Process: R / Finite & Predicator / Rheme) so

much... (part of Attribute / Complement / Rheme) (IC-Thing constituent in Attribute / Complement / part of Rheme lacking) (LDP) 94 || The the people [[ that (Receiver / Complement / Theme) I (Sayer / Subject / Rheme) usually (modal Adjunct / Rheme) talk (Process: V / Finite & part of Predicator / Rheme) (incomplete down-ranked clause: particle 'to' of two-word verbal group Predicator lacking) ]] (Identified / Subject / Theme) is (Process: R / deviant [singular concord for plural concord] temporal Finite & Predicator / Rheme) Régis and Eliana, Adriana also. (Identifier / Complement / Rheme) (DOWN-RANKED-CLAUSE-RELATED LDP) |||

CSB5 - 44/95|| Where's (R) Adriana? (CC) 96 || How is (R) she? (CC) |||

CSB6 - She has [unintelligible] [bought this day (???)]

CSB5 - 45/97|| You can... (IC) (LPP) 98 || could (IC) (LPP) 99 || can you imagine (ML) (projecting clause) (CC) 100 || what (Goal / Complement / Theme) she (Actor / Subject / Rheme) has doing (Process: M / Finite & part of Predicator / Rheme) this (deviation: inappropriate) (IC-copula past secondary tense in verbal group complex Predicator / part of Rheme) (LDP) 101 || has done (M) in general (AEC) (projected clause) (CC) 102 || to be (R) without Walter (NFC) (projected clause) (CC) |||

B6 - 46/103|| I don't know (ML) (projecting clause) (CC) 104 || if (textual Theme) she (Carrier / Subject / topical Theme) (IC-Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LDP) 105 || she (Carrier / Subject / Theme) got (Process: R / Predicator / Rheme) a... a... a (part of Attribute / Complement / Rheme) (IC-present primary tense temporal auxiliary – 'has', Thing constituent in Attribute / Complement / part of Rheme lacking) (LDP) |||

CSB5 - [unintelligible]

CSB6 - [unintelligible]. 47/106|| And... but (textual Theme) last last Tuesday (Circumstance / Adjunct / topical theme) he (Actor / Subject / Rheme) (IC-Process: M / Finite & Predicator / part of Rheme lacking) (LPP) 107 || she came... (M) (CC) 108 || she... (IC) (LDP) 109 || she... (IC) (LDP) 110 || she (Participant / Subject / Theme) hasn't... (Finite / part of Rheme) (IC-Process: Predicator / part of Rheme, Participant / Complement / part of Rheme lacking) (LDP) |||

CSB5 - 48/111|| I (SDCC) 112 || I (SDCC) 113 || I (Sensor / Subject / Theme) didn't see (Process: ML / deviant [past primary tense – 'didn't' – for present primary tense – 'haven't'] temporal Finite & deviant [present secondary tense – 'see' – for past secondary tense – 'seen'] Predicator / Rheme) her (Phenomenon / Complement / Rheme) since the last time [[ that I was (R) here, (complete down-ranked clause) ]] (Circumstance / Adjunct / Rheme) (SDCC) 114 || so... (naturally interrupted clause) (LPP) |||

CSB6 - [unintelligible]

CSB5 - 49/115|| Yes, it's (R) terrible, (CC) 116 || but I don't have (R) time [[ to visit her. (complete non-finite down-ranked clause) ]] (CC) |||

CSB6 - 50/117|| Also she. (deviation: 'she doesn't either') (DCC) 118 || She also doesn't have... (R) (AEC) (CC) |||

CSB5 - 51/119|| Yes, and she too. (AEC) (CC) |||

CSB6 - 52/120|| You know (ML) (projecting clause) (CC) 121 || that she's dating? (M) (projected clause) (CC) |||

CSB5 - 53/122|| [eytɪŋ]? (EEC) (CC) |||

CSB6 - 54/123|| Dating. (EEC) (CC) |||

CSB5 - 55/124|| Yeah, (CC) 125 || yes. (CC) 56/126|| So and what else? (EEC) (CC) 127 || About Shirley? (EEC) (CC) |||

CSB6 - 57/128|| All the same. (EEC) (CC) 129 || She's (R) the same. (CC) |||

CSB5 - 58/130|| There (deviant [declarative Mood word order] Subject / Theme) are (Process: E / deviant [declarative Mood word order] Finite & Predicator / Theme) a lot of things [[ to study (M) in the course (complete non-finite down-ranked clause) ]]? (Existent / Complement / Rheme) (SDCC) |||

CSB6 - 59/131|| Yeah... (CC) 132 || but but now we are (R) always doing mock exams all the time. (CC) |||

CSB5 - 60/133|| What about the the exam? (EEC) (CC) 134 || FC exam? (EEC) (CC) |||

CSB6 - 61/135|| Examination? (EEC) (CC) |||

CSB5 - 62/136|| Yes. (CC) 137 || When? (EEC) (CC) |||

CSB6 - 63/138|| Until the the next week. (EEC) (CC) |||

CSB5 - 64/139|| How much? (EEC) (CC) |||

CSB6 - 65/140|| Two hundred and eighteen reais. (EEC) (CC) |||

CSB5 - Oh! (MC) 66/141|| I thought (ML) (projecting clause) (CC) 142 || it (Carrier / Subject / Theme) was (Process: R / Finite & Predicator / Rheme) more than (part of Attribute / Complement / Rheme) cause cause the dollar. (part of Circumstance / Adjunct / Rheme) (projected clause) (IC-Thing constituent in post modifier of Attribute / Complement / part of Rheme Head, second constituent – 'of' – of prepositional group complex in Circumstance / Adjunct / part of Rheme prepositional phrase lacking) (LDP) |||

CSB6 - 67/143|| Yeah, (continuative) I (Senser / Subject / topical Theme) also (modal Adjunct / Rheme) expected (Process: ML / Finite & Predicator / Rheme) (IC-Phenomenon / Complement / part of Rheme lacking) (LPP) 144 || I expected (ML) this, (CC) 145 || but it's (R) too much money. (CC) |||

CSB5 - 68/146|| Yes, (continuative) it's (R) too much money. (CC) 147 || I (naturally interrupted clause) (LPP) 148 || I ... (naturally interrupted clause) (LPP) |||

CSB6 - 69/149|| They (Actor / Subject / Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Beneficiary / Complement / part of Rheme, Goal / Complement / part of Rheme lacking) (LPP) 150 || they (Actor / Subject / Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Beneficiary / Complement / part of Rheme, Goal / Complement / part of Rheme lacking) (LPP) 151 || they give (M) us a facility: (CC) 152 || you can pay (M) two hundred (CC) 153 || and and (textual Theme) the check << for one month (Circumstance / Adjunct / Rheme) >> of eighty two reais. (deviant [definite Deictic for indefinite Deictic] Goal / Complement / Rheme) (IC-Process: M / Predicator / topical Theme lacking) (AEC) (LDP) |||

CSB5 - 70/154|| And what do you think? (ML) (CC) 155 || Are (Finite / interpersonal Theme) you (Actor / Subject / topical Theme) doing? (Process: M / Predicator / Rheme) (IC-Goal / Complement / part of Rheme lacking) (LDP) |||

CSB6 - 71/156|| Yeah. (CC) 157 || If I don't do (M) it now, (CC) 158 || I won't do (M) it in the next... (naturally interrupted clause) (LPP) |||

CSB5 - 72/159|| Next, yes. (EEC) (CC) 160 || What about the others? (EEC) (CC) |||

CSB6 - 73/161|| I (Senser / Subject / Theme) (IC-Process: ML / Finite & Predicator / Rheme lacking) (LPP) 162 || I think (ML) (projecting clause) (CC) 163 || that (textual Theme) most (Actor / Subject / topical Theme) will do (Process: M / Finite & Predicator / Rheme) (IC-Goal / Complement / part of Rheme lacking); (projected clause) (LDP) 164 || at least the ones [[ we (Sayer / Subject / Theme) 're talking... (Process: V / Finite & Predicator / Rheme) (incomplete down-ranked clause: minor Process – 'about' – in matter Circumstance / Adjunct / part of Rheme lacking) ]] (AEC) (DOWN-RANKED-CLAUSE-RELATED LDP) 165 || I don't know (ML) about Adriana (CC) 166 || because we talked about... (naturally interrupted clause) (LPP) |||

CSB5 - 74/167|| I think (ML) (projecting clause) (CC) 168 || she (Actor / Subject / Theme) 's going to do (Process: M / Finite & Predicator / Rheme) (IC-Goal / Complement / part of Rheme lacking) (projected clause) (LDP) 169 || I (Senser / Subject / Theme) think. (Process: ML / Finite & Predicator / Rheme) (IC-Phenomenon / Complement / part of Rheme) (LDP) |||

CSB6 - 75/170|| We talked (V) about it before (CC) 171 || we know (ML) (projecting clause) (CC) 172 || when it was going to happen, (R) (projected clause) (CC) 173 || but (textual Theme) after that (Circumstance / Adjunct / topical Theme) I (Sayer / Subject / Rheme) (IC-Process: V / Finite + negative polarity & Predicator / part of Rheme, Receiver / Complement / part of Rheme lacking) (LPP) 174 || I didn't ask (V) her. (CC) |||

CSB5 - 76/175|| And (textual Theme) when (Circumstance / Adjunct / topical Theme) this semester (Actor / Subject / Rheme) finish? (Process: M / Predicator / Rheme) (IC-third person singular primary tense auxiliary temporal Finite before Subject – interrogative Mood – lacking) (LDP) |||

CSB6 - 77/176|| On the third of October. (AEC) (CC) |||

CSB5 - 78/177|| Yes? (EEC) (CC) |||

CSB6 - 79/178|| The last... (naturally interrupted clause) (LPP) |||

CSB5 - 80/179|| And restarts? (EEC) (CC) |||

CSB6 - 81/180|| I don't know... (ML) (CC) |||

CSB5 - 82/181|| No? (EEC) (CC) |||

CSB6 - 83/182|| We won't come back... (M) (CC) 183 || this is (R) the last semester. (CC) |||

CSB5 - Ok. (MC) 84/184|| What else? (EEC) (CC) |||

CSB6 - 85/185|| I think (ML) (projecting clause) (CC) 186 || that's (R) enough. (projected clause) (CC) 86/187|| Oh! Come (M) here...(CC) 188 || we miss (ML) you... (CC) |||

CSB5 - 87/189|| I promise (ML) you (projecting clause) (CC) 190 || I'll come back. (M) (projected clause) (CC) 191 || I don't know (ML) exactly when (CC) 192 || but I'll come back, (M) (CC) ||| Ok? (DM)

CSB6 - All right! (MC)

CSB5 - 88/193|| Thank (V) you! (CC) |||

CSB6 - Oh! (MC)

**BAD** has 193 ranking clauses, out of which 71 are incomplete (26 LDP, 2 DOWN-RANKED-CLAUSE-RELATED LDP, 34 LPP, and 9 SDCC). There are 88 clause complexes (1, 1, 1, 1, 2, 2, 1, 1, 1, 1, 1, 1, 3, 1, 3, 2, 2, 1, 4, 2, 6, 3, 3, 4, 1, 1, 1, 1, 2, 4, 1, 5, 3, 6, 1, 1, 5, 3, 3, 1, 1, 1, 5, 2, 6, 3, 5, 4, 2,

**2, 1, 2, 1, 1, 2, 2, 2, 1, 2, 2, 1, 2, 1, 1, 1, 2, 3, 3, 5, 2, 3, 2, 6, 3, 5, 1, 1, 1, 1, 1, 1, 2, 1, 2, 2, 4, 1 ranking clauses respectively) and 7 down-ranked clauses. (793 words)**

DIALOG REPORT:

1/1|| Gesilene and I haven't seen (ML) each other for a long time. (CC) 2/2|| Unfortunately, she gave up doing (M) the course [[ we were doing (M) together. (complete down-ranked clause) ]] (CC) |||

3/3|| So, when we met (M) again (CC) 4|| we had (R) lots of things [[ to tell. (complete non-finite down-ranked clause) ]] (CC) 4/5|| She asked (V) me (projecting clause) (CC) 6|| what I was doing, (M) (projected clause) (CC) 7|| and, of course, I told (V) her (projecting clause) (CC) 8|| how tired I am. (R) (projected clause) (CC) 5/9|| She's (R) at the beginning of the semester in the university (deviation: lexical choice – 'in' for 'at') (DCC) 10|| and doesn't have (R) so many problems like me, (AEC) (CC) 11|| as I am (R) at the end. (CC) |||

6/12|| She also asked (V) about our friends. (CC) 7/13|| Everybody is (R) fine. (CC) 8/14|| Only Adriana is (R) voiceless (CC) 15|| because she had (R) a cold last weekend. (CC) 9/16|| Many of us (Actor / Subject / Theme) is going to take (Process: M / deviant [singular concord for plural concord] temporal Finite & Predicator / Rheme) the FCE exam (Goal / Complement / Rheme) in December. (Circumstance / Adjunct / Rheme) (SDCC) 10/17|| I don't know (ML) about her, (CC) 18|| as she gave up. (M) (CC) |||

11/19|| She really looks (R) fine (CC) 20|| and promised (ML) me (AEC) (projecting clause) (CC) 21|| that she would come (M) (projected clause) (CC) 22|| to visit (M) us as soon as possible again. (projected clause) (CC) |||

**BADR02 has 22 ranking clauses, out of which 1 is incomplete (1 SDCC). There are 11 clause complexes (1, 1, 2, 4, 3, 1, 1, 2, 1, 2, 4 ranking clauses respectively) and 2 down-ranked clauses. (135 words)**

ORAL TEST:

T: So, today we're going to do only Parts 3 and 4 of the exam. In Part 3, you know, you have to solve a problem together, yeah?, and you have to keep talking for about 3 minutes, right? So, I'd like you to talk not about these pictures but about this one here. Take a look, I'll tell you what you have to do... I'd like you to imagine that you have suddenly been invited to go abroad on holiday. So talk to each other about the preparations you will need to make and then decide what you must do before you leave, Ok? So here you have to choose whether you would prefer to study in the city or in the country, Ok? And what kind of things you will do. Do you understand? The preparation: what you will do before and then in which of these places you would prefer to study.

Other Student (OS): Well, the weather, I think is the same, so. I think we don't have to care about which clothes we need we choose about...

CSB6 - 1/1|| I think (ML) (projecting clause) (CC) 2|| that this looks (R) a little bit cold. (projected clause) (CC) 3|| People here wear... (M) ah... clothes for cold weather, (CC) 4|| made (M) of leather, (NFC) (CC) 5|| and here also a sweater, (E) (VLC) (EEC) (CC) 6|| and here we don't have (R) this climate, (CC) 7|| I think (ML) (projecting clause) (CC) 8|| that we have to pack (M) some... (CC) |||

OS: But here we have the air conditioner, so that's why...

CSB6 - 2/9|| But even here (Circumstance / Adjunct / Theme) << 10|| can you see? (ML) (CC) || >> they (Actor / Subject / Rheme) are (temporal Finite / Rheme) (IC-Process: M / Predicator / part of Rheme, Goal / Complement / part of Rheme lacking) (LPP) 11|| they are wearing (M) jackets... (CC) |||

OS: You're right.

CSB6 - 3/12|| As (textual Theme) I (actor / Subject / topical Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (LPP) 13|| I live (M) in a city, (AEC) (CC) 14|| I think (ML) (projecting clause) (CC) 15|| that (textual Theme) I (Actor / Subject / topical Theme) (projected clause) (IC-Process: M / modal Finite & Predicator / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (LPP) 16|| I would prefer to study (M) in the country, (projected clause) (CC) 17|| to be (R) in a different place, [[ different from here. (complete verb-less down-ranked clause) ]] (NFC) (CC) |||

OS: Seems cool, and mayb... maybe it's better, but in order... principally if you want to enjoy yourself at weekends...

CSB6 - 4/18|| I know... (ML) (EEC) (CC) |||

OS: ... you have more choices...

CSB6 - All right. (MC) 5/19|| But ah... here if you see (ML) (projecting clause) (CC) 20 || there's (E) a girl... behind, behind a ... beside the the horse. (projected clause) (CC) 21 || I think (ML) (projecting clause) (CC) 22 || that there are (E) other ways [[ to have fun, (complete non-finite down-ranked clause) ]] (projected clause) (CC) 23 || and as I never ride (M) a horse, (CC) 24 || I think (ML) (projecting clause) (CC) 25 || it would be (R) fun [[ to... for me to to to learn how to ride (M) it, (complete non-finite down-ranked clause) ]] (projected clause) (CC) 26 || and... I think (ML) (projecting clause) (CC) 27 || that here probably we would live (M) with with a family. (CC) 28 || First I will have to contact (M) the family (CC) 29 || to know (ML) (NFC) (projecting clause) (CC) 30 || where (Attribute / Complement / Theme) would (deviant [interrogative Mood word order] modal Finite / Rheme) I (deviant [interrogative Mood word order] Carrier / Subject / Rheme) be (Process: R / Predicator / Rheme) (projected clause) (SDCC) 31 || while I was (R) there. (projected clause) (CC) 32 || I can see (ML) many flowers and plants... (CC) || OS: Here it's more beautiful, but... but I don't know what's this I don't know if it's a kind of museum or no, or not?

CSB6 - 6/33|| Yeah, (CC) 34 || I think (ML) (projecting clause) (CC) 35 || these are (E) kinds of of... OS: ...places...

CSB6 - eh... places [[ to visit... (complete non-finite down-ranked clause) ]] (projected clause) (CC) || OS: [unintelligible]

CSB6 - Yeah ... (MC)

OS: But...

CSB6 - 7/36|| I think (ML) (projecting clause) (CC) 37 || we (Carrier / Subject / Theme) (projected clause) (IC-Process: R / modal Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (LPP) 38 || we (Carrier / Subject / Theme) (projected clause) (IC-Process: R / modal Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (LPP) 39 || we can have (R) it even in here... (projected clause) (CC) ||

OS: What?

CSB6 - 8/40|| We can have (R) this kind of things even in here (CC) 41 || where the... (naturally interrupted clause) (LPP) 9/42|| about the things [[ to to do (M) (complete non-finite down-ranked clause) ]] before going? (M) (complete non-finite down-ranked clause) ]] (EEC) (CC) ||

OS: You have to contact him if you...

CSB6 - 10/43|| I think (ML) (projecting clause) (CC) 44 || that (textual Theme) here (Circumstance / Adjunct / topical Theme) is (Process: R / Finite & Predicator / Rheme) a... (projected clause) (IC-Carrier / Subject / part of Rheme, Attribute / Complement / part of Rheme, Circumstance / Adjunct / part of rheme lacking) (LPP) 45 || it's (R) a place just for student... (projected clause) (CC) 46 || just students here. (R) (projected clause) (AEC) (CC) ||

OS: [unintelligible] ... at the university...

CSB6 - 11/47|| Yeh, (continuative textual Theme) because (structural textual Theme) here (Circumstance / Adjunct / topical Theme) we (Carrier / Subject / Rheme) have (Process: R / Finite & Predicator / Rheme) a a single bed and two... (part of Attribute / Complement / Rheme) (IC-Thing constituent of second constituent in Attribute / Complement / part of Rheme nominal group complex lacking) (LPP) 48 || it (Carrier / Subject / Theme) 's (Process: R / Finite & Predicator / Rheme) (IC-Attribute / Complement / part of rheme lacking) (LPP) 49 || it looks like (R) two students (CC) 50 || and (textual Theme) here (Circumstance / Adjunct / topical Theme) we (Carrier / Subject / Rheme) have (Process: R / Finite & Predicator / Rheme) family, (part of Attribute / Complement / Rheme) (IC-indefinite Deictic constituent in Attribute / Complement / part of Rheme nominal group lacking) (LDP) 51 || probably we stay (R) with a family, (CC) 52 || but I don't know (ML) before references about the family [[ you gonna stay with... (complete down-ranked clause) ]] (CC) ||

OS: Maybe we'll have to take care of some some children...

CSB6 - 12/53|| Yeah! that's (R) the problem. (CC) 54 || But here we have (R) computers... (CC) ||

OS: But computerts come on every university...

CSB6 - 13/55|| But here you don't have... (R) (AEC) (CC) 56 || I think (ML) (projecting clause) (CC) 57 || that (textual Theme) the the system [[ that they use (complete down-ranked clause) ]] (part of Carrier / Subject / topical Theme) are (Process: R / Finite & Predicator / Rheme) a little bit different... one from another. (deviant [word order: 'one from another' for 'from one another'] Attribute / Complement / Rheme) (projected clause) (IC-plurality marking on Thing constituent in Carrier / Subject / topical Theme nominal group) (LDP) ||

OS: Depending on which course you will take, you have to... computer will be necessary both.

CSB6 - 14/58|| Yeah.Yeah, maybe it will miss (R) here. (CC) 59 || Not having (R) many technologies in this school, (NFC) (CC) 60 || this country school (Participant / Subject / Theme) (EEC) (CC) ||

OS: I think there is, but he is [unintelligible].

T: Ok, thank you. Now the fourth part of the exam, ah... you're going to answer some questions, right? So K..., who would you talk to when you want to practice speaking a foreign language?

CSB6 - Ah... (DM) 15/61||| just with the friends of the English course, (AEC) (CC) 62|| I have (R) no one [[ to... (pseudo-incomplete non-finite down-ranked clause) ]] (DOWN-RANKED-CLAUSE-RELATED LPP) 63|| no one else [[ to talk to. (complete down-ranked clause) ]] (AEC) (CC) 64|| My sister (Sayer / Subject / Theme) speak (Process: V / part of Finite & Predicator / Rheme) English, (Verbiage / Complement / Rheme) (IC-present third person singular primary tense marking on Finite / part of Rheme lacking) (LDP) 65|| but we never practice (M) together (CC) 66|| because we don't live (M) together. (CC) |||

T: And C..., what difficulties would a foreigner have learning your language, Portuguese?

OS: Portuguese, I think... it's ridiculous... especially for an American because American grammar is much more... it's easier to to learn. Even we that live here in Brazil we have difficulties to learn this language, and one thing is studying looking at the book and another thing is practicing Portuguese, it's sweet, so it's different, and he has to take care about the gender, the the... main forms of the verbs, each person have a particular way to say the verb.

T: Ok. All right. So [unintelligible] just a little thing: I think you wanted to say that you have never ridden a horse, and you used the simple present.

CSB6 - Oh! My God! (MC)

T: [unintelligible] and I see you on Thursday. Thank you very much, K...

CSB6 - All right. (MC)

**BAOT02 has 66 ranking clauses, out of which 14 are incomplete (3 LDP, 9 LPP, 1 DOWN-RANKED-CLAUSE-RELATED LPP, and 1 SDCC). There are 15 clause complexes (8, 3, 6, 1, 14, 3, 4, 2, 1, 4, 6, 2, 3, 3, 6 ranking clauses respectively) and 10 down-ranked clauses. (360 words)**

WRITTEN TEST COMPOSITION:

#### COMPOSITION

Football hooliganism is a big problem in some countries. You are going to write an article giving your opinion on this topic (120-180 words):

What makes people behave violently at football matches?

1/1||| Football is (R) a very popular sport. (CC) 2/2||| There are (E) football teams all around the world. (CC) 3/3||| These teams take (M) lots of people to the stadiums (CC) 4|| to see (ML) [[ them playing. (complete non-finite down-ranked clause) ]] (CC) |||

4/5||| Especially nowadays, the people [[ who go to the stadium (complete down-ranked clause) ]] are (R) very fanatic (CC) 6|| and do (M) anything [[ to prove (ML) (projecting clause) (complete non-finite down-ranked clause) ]] that their team is (R) the best in the world. (projected clause) (complete down-ranked clause) ]] (AEC) (CC) |||

5/7||| But, unfortunately, they are (R) sometimes violent. (CC) 6/8||| They are (R) very passionate (CC) 9|| and hate (ML) anyone [[ who (Senser / Subject / Theme) do not like (Process: ML / deviant [unmarked for marked third person singular form] Finite + negative polarity / Predicator / Rheme) their team, (Phenomenon / Complement / Rheme) ]] (AEC) (DOWN-RANKED-CLAUSE-RELATED SDCC) 10|| and are capable to hit (deviation: 'to hit' for 'of hitting') someone in the street (AEC) (DCC) 11|| just because they are wearing (M) a uniform from the opponent team. (CC) |||

7/12||| This especially happens (R) in stadiums (CC) 13|| when (Circumstance / Adjunct / Theme) these kind of people (part of Carrier / Subject / Rheme) are (Process: R / Finite & Predicator / Rheme) drunk (Attribute / Complement / Rheme) (IC-plurality marking on Thing constituent in Carrier / Subject / part of Rheme nominal group lacking) (LDP) 14|| or (textual Theme) had taken (Process: M / deviant [past for present primary tense auxiliary] temporal Finite & Predicator / Rheme) any other drug. (Goal / Complement / Rheme) (AEC) (LDP) 8/15||| They have (R) no control about themselves (CC) 16|| and can fight (M) with anyone for anything. (AEC) (CC) 9/17||| This is (R) even worse (CC) 18|| when they are (R) in groups, (CC) 19|| which is (R) more common nowadays. (CC) |||

10/20||| In addition to that, between (deviation: lexical choice – 'between' for 'among') them there are (E) also vandals and thieves [[ who (Actor / Subject / Theme) start (Process: M / Finite & Predicator / Rheme) these fighting (part of Goal / Complement / Rheme) in the streets (location:place Circumstance / Adjunct / Rheme) after a match (location:time Circumstance / Adjunct / Rheme) (incomplete down-ranked clause: plurality marking on Thing constituent in Goal / Complement / part of Rheme nominal group lacking) || just to stole (deviant complete non-finite down-ranked clause: 'stole' for 'steal') || and

break everything. (complete anaphorically elliptical non-finite down-ranked clause) ] ] (DOWN-RANKED-CLAUSE-RELATED LDP) |||

11/21||| The police and the authorities have to do (M) something [ [ to stop this. (complete non-finite down-ranked clause) ] ] (CC) 12/22||| A football match is supposed to be (R) a time for pleasure (CC) 23 || not a battle field. (AEC) (CC) |||

**BAWTC02 has 23 ranking clauses, out of which 4 are incomplete (2 LDP, 1 DOWN-RANKED-CLAUSE-RELATED LDP, and 1 DOWN-RANKED CLAUSE-RELATED SDCC). There are 12 clause complexes (1, 1, 2, 2, 1, 4, 3, 2, 3, 1, 1, 2 ranking clauses respectively) and 9 down-ranked clauses. (192 words)**

### E.3.2.2 Group data (Class 1)

SPOKEN (CLASS RECORDING):

Sts talking...

T: I read... the short stories... Robert, James... Victor, Victor... wait a minute...

Noise (students talking)

T: ah, by the way, if you brought your work, I mean with the marks I would like to have it so that I can take notes because I...I would like to keep a report of these... marks, yeah? So if you have it at home please...bring them...you'll keep this, I just want to take notes... and I give you back I always do this...

Noise (students talking)

T: yes... because I want to know if you have improved... if you have... how you are doing... your use of English, etc. etc...

Noise (students talking)

(the teacher is calling out some students' names to give them their work)

T: Evandro is here, Agnes, Agnes... did you write your... Débora Foster, Francisco Angelo... Rafael... Augusto is not here...Tânia, Lucimar... Regina...Victor... André Lima... Raquel... James... Karla Rosana... Lis, is Lis here?

St: 1/1||| No. (CC) |||

T: ... Tatiana... Adriana?...Débora Monteiro... Régis... Carla Marie... Robert... Sérgio... Marks, Marks... Tânia, Pamela... Ésio, Ésio... have you got yours? Theodore... Theodore is not here? Theodore here?...Raquel, Raquel?... Kênia... Geórgia... so, I haven't corrected because...

(students laughing)

T: ... Lú, Lú...

St: 2/2||| yes... (CC) |||

T: Luciena, have you done this work, reading?... doesn't seem to be here, didn't I call your name?... so, look for yours here, yeah?

(students laughing)

Luciena: 3/3||| thank (V) you very much. (EEC) (CC) |||

(students laughing)

T: I said all your names...I said all the names that were there... look there... so please bring your listening exams, your mock exams with the marks, ok? So that I can keep and record all your achievements... and... so let's have a look at the answers, ok? So please tick the answers and... try to do the sums and keep yourself your mark today if it's not possible bring it tomorrow please don't forget to bring it, ok? And you keep these... these marks... no, I think I haven't got...

Noise (students talking)

T: so, number one... number one....

Noise (students talking)

T: ... please see the example ... so number one...

Sts: 4/4||| F (EEC) (CC) |||

T: F... number two?...

Sts: 5/5||| G (EEC) (CC) |||

T: number three?...

Sts: 6/6||| H. (EEC) (CC) |||

T: number four?...

Sts: 7/7||| A (EEC) (CC) |||

T: A... number five?...

Sts: 8/8||| D (EEC) (CC) |||

T: number six?...

Sts: 9/9||| E (EEC) (CC) |||

T: number seven?...

Sts: 10/10||| B (EEC) (CC) |||

T: Ok... turn the page... number eight?...

Sts: 11/11||| C (EEC) (CC) |||

T: number nine...

Sts: 12/12||| A (EEC) (CC) |||

T: number nine... A ... yeah... number ten?...

Sts: 13/13||| E (EEC) (CC) |||

T: E... "scorn" what is...eh... "scorn"?

(students laughing)

T: in English, how can you explain in English, in English not in Portuguese?... what is that, Paula?... so this is not to consider... as important, yeah... you don't consider something important... it looks... it looks like a Brazilian word yes... eleven?...

Sts: 14/14||| E... (EEC) (CC) |||

Sts: 15/15||| G... (EEC) (CC) |||

T: eleven? I think you won't agree with me but it's letter A

Sts: 16/16||| A??? (EEC) (CC) |||

T:... yeah, because... they say here... "those people I know..." let's see..."... with the same words..." and they say here... "... the technical language that children understand..." so it brings here... it means ...

St: 17/17||| but teacher... I don't understand (ML) well... (CC) 18 ||| I think (ML) (projecting clause) (CC) 19 ||| E... is (R) not a problem. (CC) |||

T: yeah... I believe that...two are possible... the problem is one is more correct than the other...

St: 18/20||| yes... one is (R) more correct than the other... (CC) |||

St: 19/21||| ... but (textual Theme) why (Circumstance / Adjunct / topical Theme) G (deviant [declarative Mood word order] Carrier / Subject / Rheme) is (Process: R / deviant [declarative Mood word order] Subject & Predicator / Rheme) not (modal Adjunct: negative polarity / Rheme) correct... (Attribute / Complement / Rheme) (SDCC) |||

T: ... it could be... they don't communicate with the... the children...

St: 20/22||| ... but (textual Theme) teacher... (Vocative: interpersonal Theme) [[ communicate (Process: V / Predicator / Rheme) (incomplete non-finite down-ranked clause: perfectiveness or imperfectiveness marking on Predicator / Rheme lacking) ]] is... (R) the person [[ who...(Sayer / Subject / Theme) doesn't speak (Process: V / Finite & Predicator / Rheme) with... (part of Receiver / Complement / Rheme) (incomplete down-ranked clause: Range constituent in Receiver / Complement / part of Rheme lacking)

T: yeah... mean...

St: ||| doesn't communicate... (V) (complete anaphorically elliptical down-ranked clause) ||| doesn't understand... (complete anaphorically elliptical down-ranked clause)] (DOWN-RANKED-CLAUSE-RELATED LDP) |||

T: ... here...a... it has to do with the kind of language they use... that's why it... at home... number twelve... twelve?

Sts: 21/23||| B (EEC) (CC) |||

T: so, eleven A, twelve B for ball...

St: 22/24||| D? (EEC) (CC) |||

T: B for ball... ten to fifteen, examples... you don't have to do the third... you do the third at home... number thirteen?...

Sts: 23/25||| D (EEC) (CC) |||

T: D for dog... number fourteen?...

Sts: 24/26||| D (EEC) (CC) |||

Sts: 25/27||| C (EEC) (CC) |||

T: D for dog...

Noise (students talking)

T: number fifteen?...

Sts: 26/28||| C (EEC) (CC) |||

T: make a various choice... number... sixteen?...

Sts: 27/29||| D (EEC) (CC) |||

T: D for...?

Sts: 28/30||| dog... (EEC) (CC) |||



T: dog... seventeen?...

Sts:...

T: seventeen?

Sts: 29/31|| F (EEC) (CC) |||

T: F... eighteen?...

Sts: 30/32|| A (EEC) (CC) |||

T: nineteen?...

Sts: 31/33|| H (EEC) (CC) |||

T: twenty?

Sts: 32/34|| E (EEC) (CC) |||

T: twenty-one?

Sts: 33/35|| B (EEC) (CC) |||

T: And twenty-two?

Sts: 34/36|| G (EEC) (CC) |||

T: G... ok...

Sts: teacher... (MC) 35/37|| fourteen? (EEC) (CC) |||

T:...fourteen D, fifteen C, sixteen D for dog, seventeen F, eighteen A, nineteen H, twenty E, twenty-one B for ball, twenty two G...

Noise (students talking)

Sts: 36/38|| H... E... twenty... (EEC) (CC) |||

T: ... I'm going to forget it...

T:... so, the twenty-two items...

Noise (students talking)

T: ... so, as you can see the... the last question is worth various scores... yes?... this last question is worth various scores, why? Because...

St: 37/39|| because what? (EEC) (CC) |||

T:...It's not because it's easier but because you have more items... you usually have fourteen, fifteen items so because you have more items there were various score... only half... and... for them...use information about those photographs... twenty-three?

St: 38/40|| B (EEC) (CC) |||

T: B for ball... twenty four?

Sts: 39/41|| D (EEC) (CC) |||

T: .... D, yes... as in dog... twenty-five and twenty-six...

Sts: 40/42|| B and D... (EEC) (CC) |||

T: B for ball and D for dog... or the opposite... vice-versa ... it doesn't matter the order... twenty-seven?

Sts: 41/43|| C (EEC) (CC) |||

T: twenty-eight and twenty-nine?

Sts: 42/44|| A and D / B / C / E (EEC) (CC) |||

T: A and...?

Sts: 43/45|| D / B / C / E (EEC) (CC) |||

T: E... who Said E?

St: 44/46|| me. (AEC) (CC) |||

T: êêêê...

St: 45/47|| twenty-nine? (EEC) (CC) |||

T: twenty-nine is E... twenty-nine or twenty-eight A and E, it doesn't matter the order you write... so why letter E why not letter A?... the question is...which were...

St: 46/48|| why not letter C (EEC) (CC) |||

T: yes... which were the books written by someone who lived in the area?...

Sts: 47/49|| ... they know (ML) the area [[ which (part of location:place Circumstance / Adjunct / Theme) he (Actor / Subject / Rheme) lived...(Process: M / Finite & Predicator / Rheme) in that house.... (location:place Circumstance / Adjunct / Rheme) (incomplete down-ranked clause: minor Process in location:place Circumstance / Adjunct / Theme prepositional phrase lacking) ]] (DOWN-RANKED-CLAUSE-RELATED LDP) |||

T: ok in E... he run in that house...you have it here... what about letter C?... where do you have the information that he lived there?...

Sts: 48/50|| ... his intentions [[ to live there... (complete non-finite down-ranked-clause-related) ]] (EEC) (CC) |||

T: ... C...why not letter C?...why not? Why not letter C? why not? Why not letter C? what do you have written here?

St: 49/51|| In letter C (Circumstance / Adjunct / Theme) I (Senser / Subject / Rheme) 'm not understand (Process: ML / deviant [copula auxiliary for present primary tense auxiliary] temporal Finite + negative polarity & Predicator / Rheme) eight years (Phenomenon / Complement / Rheme) in ... (part of Circumstance / Adjunct / Rheme: naturally interrupted) (SDCC) |||

St: 50/52|| ... because so far... (EEC) (CC) |||

St: 51/53|| yes, yes (continuative textual Theme) people (Actor / Subject / topical Theme) lived (Process: M / deviant ['past' for present primary tense auxiliary 'have'] temporal Finite & Predicator / Rheme) here (location:place Circumstance / Adjunct / Rheme) so far... (location:time Circumstance / Adjunct / Rheme) (SDCC) 54|| because I didn't find (M) here the answer... (CC) |||

T: letter E at the end of number seven .... at the end of number seven... the orphan runs...so do you understand the verb to run here?

Sts: 52/55|| yes... (CC) |||

(sts speaking in Portuguese)

St: 53/56|| é nome de hotel... (IC-L2 whole clause lacking) (LDP) |||

St: 54/57|| ah bom... o hotel corria, (IC-L2 whole clause lacking) (LDP) 58|| então... (IC-L2 whole clause lacking) (LDP) |||

T: ....ok.... so we stopped in twenty-nine? Thirty is...?

Sts: 55/59|| C / E / B (EEC) (CC) |||

St: 56/60|| ah? (EEC) (CC) |||

Sts: 57/61|| C / E / B (EEC) (CC) |||

T: ...CCC

Sts: êêêê....

T: why C? Provide them for...it's not true... true are other words... so where do you have these information in letter C?

St: 58/62|| ...provide a useful photograph of the area... (EEC) (CC) 63|| because the last paragraph... (IC-naturally interrupted clause) (LPP) |||

T: provide a useful photograph of the area.... at the end of the paragraph here, yes?... thirty-one?

Sts: 59/64|| B (EEC) (CC) |||

T: thirty-one B for ball... thirty-two?

Sts: 60/65|| E / C (EEC) (CC) |||

T: B for ball again... who got surprised? ...Do you understand? Do you understand why letter B?...yes... thirty-three?

Sts: 61/66|| H (EEC) (CC) |||

T: thirty-four?

Sts: 62/67|| E (EEC) (CC) |||

T: and thirty-five?

Sts: 63/68|| B (EEC) (CC) |||

T: B for... ball

Noise (students talking)

St: 64/69|| B?! (EEC) (CC) |||

St: 65/70|| Twenty-three? (EEC) (CC) |||

St: 66/71|| A (EEC) (CC) |||

St: 67/72|| Parabéns... (IC-L2 whole clause lacking) (LDP) |||

T: if need a small calculator I think I've got one here... I don't know where... does anybody need one?... No...

Noise (students talking)

Noise (students calculating)

St: 68/73|| eight... (EEC) (CC) |||

St: 69/74|| the four... (EEC) (CC) |||

T: Can I borrow... I borrow you lend me... can I borrow... can I borrow it from you? .... So please... if you have the mark... give me back... with your name...

Noise (students talking)

T: ... no, not here... which one?... this is the same score... ready? Here you have a calculator... can you do so if you need it...

St: 70/75|| twenty-one (EEC) (CC) |||

T: anybody else?

Noise (students talking)

T: anybody else?

Noise (students talking)

St: 71/76|| quando a gente soma (IC-L2 whole clause lacking) (LDP) 77 || dá uma coisa (IC-L2 whole clause lacking) (LDP) 78 || quando a gente diminui (IC-L2 whole clause lacking) (LDP) 79 || dá outra... (IC-L2 whole clause lacking) (LDP) |||

T: how come?

St: 72/80|| if (textual Theme) you, (Participant / Subject / topical Theme) (IC-Process / Finite & Predicator / part of Rheme, Participant / Complement / part of Rheme lacking) (LPP) 81 || if (textual Theme) you... (Participant / Subject / topical Theme) (IC-Process / Finite & Predicator / part of Rheme, Participant / Complement / part of Rheme lacking – naturally interrupted clause) (LPP) |||

St: 73/82|| tá errado (IC-L2 whole clause lacking) (LDP) 83 || [[eu fiz ]] foi [[diminuir, ]] (IC-L2 whole clause lacking) (LDP) 84 || tá errado (IC-L2 whole clause lacking) (LDP) 85 || então... o meu tá errado... (IC-L2 whole clause lacking) (LDP) 86 || se eu somar (IC-L2 whole clause lacking) (LDP) 87 || deu uma coisa (IC-L2 whole clause lacking) (LDP) 88 || se eu diminuir (IC-L2 whole clause lacking) (LDP) 89 || deu outra... (IC-L2 whole clause lacking) (LDP) |||

St: 74/90|| Shirley soma aqui... (IC-L2 whole clause lacking) (LDP) |||

T:... you keep it...

St: 75/91|| e agora? (IC-L2 whole clause lacking) (LDP) |||

Noise (students talking)

St: 76/92|| essa porcaria... (IC-L2 whole clause lacking) (LDP) |||

St: teacher 77/93|| calculei na mão... (IC-L2 whole clause lacking) (LDP) |||

T: all right... êê... so... ok, if you haven't finished please do it... tonight, after class... and then tomorrow you give me back... and as soon as I take note I'll give you back too... ah, this is a piece of homework...

Noise (students talking)

St: 78/94|| homework? (EEC) (CC) |||

St: 79/95|| homework, no... (EEC) (CC) |||

T: ...this is a piece of homework of use of English...

St: 80/96|| no teacher... (EEC) (CC) |||

T:...for you to have a little fun at home...

St: 81/97|| pode ir embora? (IC-L2 whole clause lacking) (LDP) |||

St: 82/98|| at home (EEC) (CC) ||| teacher? (MC)

T: oh, yes...

Noise (students talking)

T: ... yeah... some people have already received it...

Noise (students talking)

T: ... do you have it?

St: 83/99|| no... (CC) 100 || yeah... (CC) |||

Noise (students talking)

T: does everybody have it?

St: 84/101|| no, (CC) 102 || yeah... (CC) |||

Noise (students talking)

St: 85/103|| tomorrow... (EEC) (CC) |||

T: does everybody have it?... yeah?... this is use of English... you have three questions only... yeah... you know that in the paper... in the English exam has got ... five parts... but this one is just an exercise... and it has only three parts...so, now, are you ready?

Sts: 86/104|| no... (CC) |||

T: no?... use of English 1999...ready?

Sts: 87/105|| no. (CC) |||

T: anyway... it's yours...this is homework, ok?

Noise (students talking)

T: this is class work...this one is to be done now...let's start now...

Noise (students talking)

St: 88/106|| 1999... (EEC) (CC) |||

Noise (students talking)

Noise (students reading)

T:... did everybody receive? Yeah?...

Noise (students talking)

T: so, now please silence... today we're starting half past six so you have approximately twenty... yeah... yeah?

St: 89/107|| half no (AEC) (CC) 108 || thirty-five past six...(AEC) (CC) |||

T: yeah?... so mine is a little bit late...ok... so we have twenty minutes and tomorrow we continue we'll have almost almost all the class to do this...any questions?



Write a letter of between 120 and 180 words in an appropriate style on the opposite page. Do not write any addresses.

STUDENT 1

Dear Anna.

1/1|| I'm writing (M) (CC) 2|| to thank (V) you about your attention (deviation: preposition 'about' for 'preposition 'for') [[ in (hypotactic connector) allow (causative Process / part of Predicator / Theme) me (Carrier / Subject / Rheme) to stay (Process: R / Predicator / Rheme) in her flat. (deviant ['her' for 'your'] Circumstance / Adjunct / Rheme) (incomplete non-finite down-ranked clause: imperfectiveness marking on causative Process / Predicator lacking) ] ] (DOWN-RANKED-CLAUSE-RELATED LDP) |||  
 2/3|| the things were (R) okay, (CC) 4|| the flat was (R) simple and comfortable (CC) 5|| and I was feeling (ML) like [[ I was (R) at my own home. (complete down-ranked clause) ] ] (CC) 3/6|| Well, (DM) you asked (V) me (projecting clause) (CC) 7|| wait for (Process: M / part of Predicator / Rheme) the t.v. repair man (Goal / Complement / Rheme) (projected clause) (NFC) (IC-perfectiveness marking on Predicator lacking) (LDP) 8|| but he didn't come, (M) (LDP) 9|| so I had to call (M) for another one. (CC) 4/10|| the repair was (R) cheap (CC) 11|| and he worked (M) very well, (CC) 12|| don't worry (R) about it. (CC) 5/13|| I solved (M) the problem. (CC) |||  
 6/14|| I have (R) a problem [[ that I'd like to ask excuse (deviation: lexical choice – 'to ask excuse' for 'to apologize': Portuguese-like construction) for it. (deviation: repetition of antecedent of relative pronoun) ] ] (DOWN-RANKED-CLAUSE-RELATED DCC) 7/15|| I broke (M) your beautiful vase (CC) 16|| but I'll buy (M) another one as soon as possible. (CC) |||  
 8/17|| I needed to make (M) some calls home (CC) 18|| but (textual Theme) I (Actor / Subject / topical Theme) 'll pay (Process: M / modal Finite & part of Predicator / Rheme) them (Goal / Complement / Rheme) (IC-particle 'for' in Predicator verbal group lacking) (LDP) 19|| when I stay (R) again with you (CC) 20|| or I can send (M) the money in the bank. (deviation: lexical choice – 'in' for 'to') (DCC) |||  
 9/21|| Anna, I'd like to ask (V) you (projecting clause) (CC) 22|| to stay (R) again in your flat next month. (projected clause) (NFC) (CC) 10/23|| Is (R) it possible? (CC) |||  
 11/24|| If (textual Theme) it (Carrier / Subject / topical Theme) will (deviant [future modal for present temporal copula] Finite / Rheme) possible (Attribute / Complement / Rheme) (IC-Predicator / part of Rheme – 'to be' – lacking) (LDP) 25|| or not, (AEC) (LDP) 26|| please (interpersonal Theme) write (Process: M / Predicator / topical Theme) me (part of Goal / Complement / Rheme) about your answer. (Circumstance / Adjunct / Rheme) (IC-minor Process in Goal / Complement / part of Rheme prepositional phrase lacking) (LDP) |||  
 12/27|| More one time, (deviation: word order – 'one more time') I'd like to thank (V) you again for all. (DCC) |||

your friend,  
R...

**BAWGD1 has 27 ranking clauses, out of which 7 are incomplete (6 LDP and 1 DOWN-RANKED-CLAUSE-RELATED LDP). There are 12 clause complexes (2, 3, 4, 3, 1, 1, 2, 4, 2, 1, 3, 1 ranking clauses respectively) and 3 down-ranked clauses. (173 words)**

STUDENT 2

Dear Anna,

1/1|| Thank (V) you a lot. (EEC) (CC) 2/2|| My stay in your flat was (R) very nice. (CC) 3/3|| Apart from a comfortable stay I could do (M) everything [[ I (Actor / Subject / Theme) needed. (Process: M / Finite & part of Predicator / Rheme) (incomplete down-ranked clause: pro-form 'to' following Predicator / part of Rheme to substitute for 'do' lacking) ] ] (DOWN-RANKED-CLAUSE-RELATED LDP) 4/4|| Next month I'll come back (M) (CC) 5|| to do (M) arrangements at the College [[ where I intent (deviation: spelling) to study (M) next year. (deviant complete down-ranked clause) ] ] (NFC) (DOWN-RANKED-CLAUSE-RELATED DCC) |||  
 5/6|| The T.V. repair man didn't come. (M) (CC) 6/7|| But I looked for (M) another one. (CC) 7/8|| The T.V. set is (R) OK. (CC) 8/9|| I hope (ML) (projecting clause) (CC) 10|| he had done (M) (deviation: 'had done' for 'has done') a good repair. (projected clause) (DCC) 9/11|| On Saturday, 12<< before leaving, (M) (NFC) (CC) >> I cleaned (M) the flat. (CC) 10/13|| I'm (R) sorry [[ for having broken (M) you beautiful Chinese (deviation: lower-case initial letter) vase. (complete non-finite down-ranked clause) ] ] (CC) 11/14|| I've bought (M) another one. (CC) 12/15|| It's (R) not a Chinese (deviation: lower-case initial letter) one, (CC) 16|| but your table will continue (R) decorated with a beautiful vase. (CC)

13/17|| I made (M) some calls home. (CC) 14/18|| I (Actor / Subject / Theme) 'd like to pay (Process: M / modal Finite & part of Predicator / Rheme) them. (Goal / Complement / Rheme) (IC-particle 'for' in Predicator verbal group lacking) (LDP) ||

15/19|| Finally, I'd like to ask (V) your permission [[ to stay (R) in your flat once again next month. (complete non-finite down-ranked clause) ]] (CC) ||

Love, (MC)

P...

**BAWGD2 has 19 ranking clauses, out of which 2 are incomplete (1 LDP and 1 DOWN-RANKED-CLAUSE-RELATED LDP). There are 15 clause complexes (1, 1, 1, 2, 1, 1, 1, 2, 2, 1, 1, 2, 1, 1, 1 ranking clauses respectively) and 4 down-ranked clauses. (132 words)**

### STUDENT 3

Dear Anna,

1/1|| It is (R) great [[ that I could stay (R) in your flat this week. (complete down-ranked clause) ]] (CC) 2/2|| As you know, (ML) (projecting clause) (CC) 3|| my nephews went (M) to my house with my sister (projected clause) (CC) 4|| and it is (R) impossible [[ to study (R) (complete non-finite down-ranked clause) ]] while they are (R) there. (complete down-ranked clause) ]] (CC) 3/5|| So I can say (V) (projecting clause) (CC) 6|| it was (R) essential [[ for me to do (M) well on my tests. (complete non-finite down-ranked clause) ]] (projected clause) (CC) ||

4/7|| Your new flat is (R) small (CC) 8|| but very beautiful, (R) (AEC) (CC) 5/9|| have you made (M) the decoration alone? (CC) 6/10|| I wish (ML) (projecting clause) (CC) 11|| I had (R) such a good taste. (projected clause) (CC) 7/12|| This street is (R) silent and calm (CC) 13|| and (textual Theme) you (Carrier / Subject / topical Theme) have (Process: R / Finite & Predicator / Rheme) important stores (part of Attribute / Complement / Rheme) near (part of Circumstance / Adjunct / Rheme) as well as the best supermarket of our city. (deviant [lexical choice – 'of our city' for 'in our city'] rest of Attribute / Complement / Rheme) (IC-Range constituent in Circumstance / Adjunct / part of Rheme lacking) (LDP) ||

8/14|| I am (R) sorry [[ to tell (V) you (projecting clause) (complete non-finite down-ranked clause) || that the man [[ that was going to repair (R) your television (complete down-ranked clause) ]] didn't come. (M) (projected clause) (complete down-ranked clause) ]] (CC) 9/15|| He phoned (M) me (CC) 16|| and said (V) (AEC) (projecting clause) (CC) 17|| he was (R) ill, (projected clause) (CC) 18|| so I told (V) him (projecting clause) (CC) 19|| to come (M) the next Wednesday (projected clause) (CC) 20|| in order not to choose (ML) a day [[ that (deviation: lexical choice – 'that' for 'when') you wouldn't be (R) at home. (deviant complete down-ranked clause) ]] (DOWN-RANKED-CLAUSE-RELATED DCC) 10/21|| I am (R) very sad (CC) 22|| that one vase of yours fell down (M) (CC) 23|| and (textual Theme) broked (Process: M / deviant [regular for irregular marking of past primary tense] temporal Finite & Predicator / Rheme) (AEC) (SDCC) 24|| as I had forgotten (M) the window opened (deviation: adjectival form – 'open') (DCC) 25|| and it was (R) a windy night. (CC) ||

11/26|| While studying (M) (NFC) (CC) 27|| I have made (M) some calls to my friends and to a teacher 28<< to ask (V) some questions (NFC) (CC) >> besides the calls to my parents, (CC) 29|| so I find (ML) it fair [[ to pay (Process: M / part of Predicator / Rheme) the phone bills (Goal / Complement / Rheme) this month. (Circumstance / Adjunct / Rheme) (incomplete down-ranked clause: particle 'for' in Predicator verbal group lacking) ]] (DOWN-RANKED-CLAUSE-RELATED LDP) ||

12/30|| I enjoyed a lot staying (R) here (CC) 31|| and (textual Theme) would like (part of Process: ML / modal Finite & part of Predicator / Rheme) (AEC) (projecting clause) (IC-mental constituent – 'know' – in Process / Predicator / Rheme verbal group complex) (LDP) 32|| if (textual Theme) it (Carrier / Subject / topical Theme) was (Process: R / deviant [past for present primary tense] temporal Finite & Predicator / Rheme) possible [[ to come back (M) next month (complete non-finite down-ranked clause) || when I am going to do (M) tests again. (complete down-ranked clause) ]] (Attribute / Complement / Rheme) (projected clause) (CC) 13/33|| You can see (ML) (projecting clause) (CC) 34|| I (Actor / Subject / topical Theme) do (Process: M / Finite & Predicator / Rheme) a good housework. (Goal / Complement / Rheme) (projected clause) (IC-textual Theme lacking) (LDP) ||

Yours sincerely, (MC)

L...

**BAWGD3 has 34 ranking clauses, out of which 5 are incomplete (3 LDP, 1 DOWN-RANKED-CLAUSE-RELATED LDP, and 1 SDCC). There are 13 clause complexes (1, 3, 2, 2, 1, 2, 2, 1, 6, 5, 4, 3, 2 ranking clauses respectively) and 11 down-ranked clauses. (241 words)**

## STUDENT 4

Dear Anna,

1/1|| First of all, I'd like to thank (V) you (projecting clause) (CC) 2|| for letting me stay (R) in your flat. (projected clause) (CC) 2/3|| You made me save (M) a lot of money. (CC) |||

3/4|| On Wednesday I stayed (R) all the day at home (CC) 5|| waiting for (M) the TV repair man, (NFC) (CC) 6|| but he didn't go. (M) (CC) 4/7|| In the afternoon he called (M) me (CC) 8|| saying (ML) (NFC) (projecting clause) (CC) 9|| that he had had (R) a problem, (projected clause) (CC) 10|| and that the only day [[ he would be able to go (M) (complete down-ranked clause) ]] was (R) next Friday morning, (projected clause) (CC) 11|| that is (R) tomorrow. (CC) |||

5/12|| I'd like to apologise (V) (projecting clause) (CC) 13|| for having broken (M) that beautiful vase (projected clause) (NFC) (CC) 14|| that stays (R) in the living room. (CC) 6/15|| I was cleaning (M) the house (CC) 16|| when I dropped (M) the vase. (CC) 7/17|| I used (M) the phone (CC) 18|| to make (M) some calls home, (NFC) (CC) 19|| because (textual Theme) I (Senser / Subject / topical Theme) was missing (Process: ML / [deviant: progressive past for past – L1 transfer) my family (Phenomenon / Complement / Rheme) too much. (Circumstance / Adjunct / Rheme) (SDCC) 8/20|| Please, when the telephone bill arrives (M) (CC) 21|| send (M) it to me (CC) 22|| because I want to pay for (M) the calls [[ I did. (deviation: lexical choice – 'did' for 'made') (deviant complete down-ranked clause) ]] (DOWN-RANKED-CLAUSE-RELATED DCC) |||

9/23|| By the way, I'll have to be (R) back to your country next month (CC) 24|| and I'd like to know (ML) (projecting clause) (CC) 25|| if you could host (M) me in your flat again. (CC) 10/26|| I'd love to spend (ML) some days with you. (CC) |||

Regards, (MC)

A...

**BAWGD4 has 26 ranking clauses, out of which 1 is incomplete (SDCC). There are 10 clause complexes (2, 1, 3, 5, 3, 2, 3, 3, 3, 1 ranking clauses respectively) and 2 down-ranked clauses. (175 words)**

## STUDENT 5

Dear Anna,

1/1|| I'd rather thank (V) you personally for the opportunity [[ you gave (M) me (complete down-ranked clause) || to stay (R) at your flat (deviant [lexical choice: 'at' for 'in'] non-finite down-ranked clause) || while you were (R) on holiday, (complete down-ranked clause) ]] (DOWN-RANKED-CLAUSE-RELATED DCC) 2|| which provided (M) me a unique experience on independence (CC) 3|| and living (M) with my own, (deviation: lexical choice – 'with' for 'on') (DCC) 4|| but once I had to leave (M) (CC) 5|| before you came back, (M) (CC) 6|| I hope (ML) (projecting clause) (CC) 7|| these few lines can do (M) so. (projected clause) (CC) |||

2/8|| As you had asked (V) me, (projecting clause) (CC) 9|| I waited in (M) (projected clause) (CC) 10|| for the TV repairer to come, (M) (NFC) (CC) 11|| but once he didn't appear (M) up to two days later, (CC) 12|| I (Actor / Subject / Theme) took (Process: M / Finite & Predicator / Rheme) it (Goal / Complement / Rheme) to specialised store of my own accord (part of Circumstance / Adjunct / Rheme) (IC-indefinite Deictic preceding Classifier in Range nominal group of Circumstance / Adjunct / part of Rheme prepositional phrase lacking) (LDP) 13|| to have it fixed, (M) (NFC) (CC) 14|| and now, 15<< as you realised, (ML) (DCC) >> it does not only show (M) black and white images (deviation: lexical choice – 'images' for 'pictures') any more, (CC) 16|| but colorful ones. (M) (AEC) (CC) |||

3|| Just one thing: (MC) 17|| while I was managing to carry (M) your TV indoors, (CC) 18|| after (textual Theme) had retrieved (Process: M / Finite & Predicator / Rheme) it (Goal / Complement / Rheme) from the store, (Circumstance / Adjunct / Rheme) (IC-Actor / Subject / topical Theme lacking) (LDP) 19|| I lost (M) my equilibrium (CC) 20|| and (textual Theme) made (causative Process / Finite & Predicator / topical Theme) a kind of Chinese vase (Actor / Subject / Rheme) to fall down (Process: M / deviant [unmarked perfectiveness marking for marked perfectiveness marking: overgeneralization] Predicator / Rheme) (AEC) (SDCC) 21|| and break (M) into big pieces. (AEC) (SDCC) 4/22|| I myself tried to glue (M) them, (CC) 23|| but it is (R) not quite the same... (CC) ||| sorry. (MC) |||

5/24|| In all this meantime, (deviation: 'in all this meantime' for 'in the meantime') I had to advise (V) my family (projecting clause) (CC) 25|| that everything was going (R) right (CC) 26|| and (textual Theme) some details about my arriving/leaving days. (Identified / Subject / Rheme) (IC-Identifier / Complement / topical Theme – 'what', Process: R / Finite & Predicator / part of Rheme – 'were' lacking) (LDP) 6/27|| That's (R) [[ why I'm sending (M) a check [[attached (M) to this letter (complete non-finite

down-ranked clause) ] ] (complete down-ranked clause) || to cover all the phone calls [[ I have made. (M) (complete down-ranked clause) ] ] (complete non-finite down-ranked clause) ] ] CC) |||

7|| One last thing: (MC) 28 || I'll have (R) some free time next month too, (CC) 29 || so I'd like to know (ML) (projecting clause) (CC) 30 || if you let me stay (R) with you again for a week, (CC) 31 || and have (R) some great time together. (CC) 8/32 || May I count (ML) on this? (CC) |||

Best wishes, (MC)

C...

**BAWGD5 has 32 ranking clauses, out of which 5 are incomplete (3 LDP and 2 SDCC). There are 8 clause complexes (7, 9, 5, 2, 3, 1, 4, 1 ranking clauses respectively) and 7 down-ranked clauses. (244 words)**

STUDENT 6

Dear Anna,

1/1|| How was (R) your holiday? (CC) 2/2|| I hope (ML) (projecting clause) (CC) 3 || you had (R) a great time. (projected clause) (CC) |||

3/4|| First of all, I want to thank (V) you (projecting clause) (CC) 5 || for letting me stay (R) in your flat. (NFC) (projected clause) (CC) 4/6|| It was (R) very kind of you. (CC) |||

5/7|| However, I'm writing (M) (CC) 8 || to tell (V) you some things [[ that (Carrier / Subject / Theme) had happened (Process: R / deviant ['had' for 'past' primary tense] temporal Finite & Predicator / Rheme) (deviant complete down-ranked clause) || while I was (R) there. (complete down-ranked clause) ] ] (NFC) (DOWN-RANKED CLAUSE-RELATED DCC) 6/9|| Some of them are (R) not so great. (CC) 7/10|| The TV man didn't come (M) on wednesday. (deviation: initial lower-case letter) (DCC) 8/11|| He (Actor / Subject / Theme) called (Process: M / Finite & Predicator / Rheme) me (Goal / Complement / Rheme) five a.m. (part of Circumstance / Adjunct / Rheme) (IC-minor Process in Circumstance / Adjunct / part of Rheme prepositional phrase lacking) (LDP) 12 || to say (V) (projecting clause) (CC) 13 || he couldn't come (M) that week. (projected clause) (CC) 9/14|| So I told (V) him (projecting clause) (CC) 15 || to wait for (M) your call, (projected clause) (CC) 16 || as I didn't know (ML) (projecting clause) (CC) 17 || what would be (R) the best day (projected clause) (CC) 18 || for you to receive (M) him. (projected clause) (CC) |||

10/19|| I'm (R) really sorry [[ to tell (V) you (projecting clause) (complete non-finite down-ranked clause) || that I've broken (M) your chinese (deviation: initial lower-case letter) vase from the dinning room. (projected clause) (deviant complete down-ranked clause) ] ] (DOWN-RANKED CLAUSE-RELATED DCC) 11/20|| It was (R) very beautiful (CC) 21 || and I really want to give (M) you another one. (CC) 12/22|| The same one (AEC) (CC) 23 || if it's (R) possible. (CC) 13/24|| So where have you bought (M) it? (CC) |||

14/25|| My mother (Carrier / Subject / Theme) had had (Process: R / deviant ['had' for 'past' primary tense] temporal Finite & Predicator / Rheme) some problems (Attribute / Complement / Rheme) (DCC) 26 || while I was (R) there (CC) 27 || and I needed to call (M) home twice. (CC) 15/28|| I would like (ML) (projecting clause) (CC) 29 || you to send (M) me the price (deviation; lexical choice – 'price' for 'amount') [[ I have to pay (M) for them (complete down-ranked clause) ] ] plus the adress (deviation: spelling) of the place [[ where you've bought (M) the vase. (complete down-ranked clause) ] ] (projected clause) (NFC) (DCC) |||

16/30|| By the way, can I stay (R) there again next month? (CC) 17/31|| It's going to be (R) my friend's weeding. (deviation: spelling) (DCC) |||

18/32|| I look foward to hearing (M) from you. (CC) |||

Kisses, (MC)

R...

**BAWGD6 has 32 ranking clauses, out of which 1 is incomplete (1 LDP). There are 18 clause complexes (1, 2, 2, 1, 2, 1, 1, 3, 5, 1, 2, 2, 1, 3, 2, 1, 1, 1 ranking clauses respectively) and 6 down-ranked clauses. (209 words)**

STUDENT 7

Dear Anna,

1/1|| I'm writing (M) (CC) 2 || to say (V) thanks for the accomodation. (NFC) (CC) 2/3|| It was (R) very kind of you [[ to let me stay (R) in your flat for those days. (complete non-finite down-ranked clause) ] ] (CC) |||



3/4|| I've read (M) your note [[ pinned (M) to the fridge. (complete non-finite down-ranked clause) ]] (CC) 4/5|| The TV repair man couldn't come. (M) (CC) 5/6|| He has phoned (M) (CC) 7|| to say (V) (NFC) (projecting clause) (CC) 8|| his car had broken down (M) (projected clause) (CC) 9|| so that he would be able to make (M) the repair only in the following week. (CC) 6/10|| I said (V) (projecting clause) (CC) 11|| there was (E) no problem. (projected clause) (CC) 7/12|| You should call (M) him back (CC) 13|| in case you will not be (R) at home (CC) 14|| or if you want to settle (M) other date. (CC) |||

8/15|| As you may have noted, (ML) (CC) 16|| I've broken (M) your wonderful chinese (deviation: lower-case initial letter) vase. (DCC) 9/17|| I'm (R) rather ashamed for this. (CC) 10/18|| Please, let me know (ML) projecting clause) (CC) 19|| where you bought (M) it, (projected clause) (CC) 20|| I'll gladly replace (M) it. (CC) 21|| Ah! I've also made (M) some phone calls to home. (deviation: inappropriate preposition 'to') (DCC) 11/22|| Be (R) sure [[ I'll pay (M) the bill. (complete down-ranked clause) ]] (CC) |||

12/23|| I wonder (ML) (projecting clause) (CC) 24|| if you could help (M) me again. (projected clause) (CC) 13/25|| I (Actor / Subject / Theme) 've to return (Process: M / Finite & part of Predicator / Rheme) to London (location:place Circumstance / Adjunct / Rheme) next month (location:time Circumstance / Adjunct / Rheme) (IC-'got' in Predicator / part of Rheme lacking) (LDP) 26|| and I would be (R) really grateful [[ if you allow me to stay (R) with you for two more weeks. (complete down-ranked clause) ]] (CC) 14/27|| Is (R) it OK? (CC) |||

15/28|| Once again, thanks for all your help. (location:place Circumstance / Adjunct / Rheme) (VLC) (CC) |||

E...

**BAWGD7 has 28 ranking clauses, out of which 1 is incomplete (1 LDP). There are 15 clause complexes (2, 1, 1, 1, 4, 2, 3, 2, 1, 4, 1, 2, 2, 1, 1 ranking clauses respectively) and 4 down-ranked clauses. (179 words)**

STUDENT 8

Dear Anna,

1/1|| How was (R) your holiday? (CC) 2/2|| I hope (ML) (projecting clause) (CC) 3|| it was (R) O.K. (CC) 3/4|| The week [[ I (Carrier / Subject / Theme) had spent (Process: R / deviant ['had' for 'past' primary tense] temporal Finite & Predicator / Rheme) in your flat (Circumstance / Adjunct / Rheme) (deviant complete down-ranked clause))] was (R) really good (DOWN-RANKED CLAUSE-RELATED DCC) 5|| so I want to thank (V) you (projecting clause) (CC) 6|| for being (R) that nice with me. (projected clause) (NFC) (CC) |||

4/7|| Let me just tell (V) you some things (CC) 8|| that happened (R) in my stay there. (CC) 5/9|| First of all, (textual Theme) I (Actor / Subject / topical Theme) 'd been waiting (Process: M / deviant ['had' for 'past' primary tense] temporal Finite & part of deviant [inappropriate 'been' and 'waiting' for 'waited'] Predicator / Rheme) the TV repair man (Goal Complement / Rheme) all morning, on Wednesday, (Circumstance / Adjunct / Rheme) (IC-particle 'for' in Predicator / part of rheme lacking) (LDP) 10|| but he didn't come. (M) (CC) 6/11|| So I decided to call (M) the agency, (CC) 12|| as the number was (R) in the phone book. (CC) 7/13|| They apologised (V) (CC) 14|| and promised (ML) (AEC) (projecting clause) (CC) 15|| to be (R) in your flat on Friday, at the same time. (projected clause) (NFC) (CC) |||

8/16|| Another thing [[ I have to say (V) (complete down-ranked clause) ]] is (R) [[ that I'm (R) really sorry [[ for breaking (M) that beautiful vase with lots of flowers [[ drawn (M) on it (complete non-finite down-ranked clause) ]] and a gold edge. (complete non-finite down-ranked clause) ]] (complete down-ranked clause) ]] (CC) 9/17|| I'm trying to find (M) 1 (deviation: numerative for indefinite Deictic) similar one here, in Brazil. (DCC) 10/18|| I wish (ML) (projecting clause) (CC) 19|| it (Carrier / Subject / Theme) wasn't (Process: R / deviant [indicative for subjunctive form] temporal Finite & Predicator / Rheme) special (Attribute / Complement / Rheme) for you. (Circumstance / Adjunct / Rheme) (projected clause) (SDCC) |||

11/20|| I also made (M) some phone calls to mom, (CC) 21|| so I insist to pay (M) for them, (CC) 22|| when you receive (M) the phone bill, (CC) 23|| specially because I spent (R) a lot of time [[ talking (V) to her. (complete non-finite down-ranked clause) ]] (CC) |||

12/24|| I'm going to finish (M) this letter (CC) 25|| asking (V) you a big favour: (CC) 26|| Is (R) that OK for you (CC) 27|| if I stay (R) in your flat again next month? (CC) 28|| I've got to attend (M) English classes in your city. (CC) 13/29|| I promise (ML) (projecting clause) (CC) 30|| not to break (M) anything. (NFC) (CC) |||

14/31|| I'm looking forward (ML) to your answer. (CC) |||  
 Love, (MC)  
 G...

**BAWGD8 has 31 ranking clauses, out of which 2 are incomplete (1 LDP and 1 SDCC). There are 14 clause complexes (1, 2, 3, 2, 2, 2, 3, 1, 1, 2, 4, 5, 2, 1 ranking clauses respectively) and 6 down-ranked clauses. (219 words)**

STUDENT 9

Dear Anna,

1/1|| Thank (V) you so much (EEC) (CC) 2|| for letting me stay (R) in our flat during the last week (NFC) (CC) 2/3|| I really needed (R) some time alone (CC) 4|| and the opportunity [[ you offered (M) me (complete down-ranked clause) ]] was (R) the best thing [[ that could have happened. (M) (complete down-ranked clause) ]] (CC) 3/5|| I surely felt (ML) at home (CC) 6|| and I found (ML) your flat tidy and comfortable. (CC) |||

4/7|| Wednesday morning I waited for (M) the TV repair man (CC) 8|| but he didn't show up. (M) (CC) 5/9|| In the afternoon of the same day I called (M) the TV repair man's company (CC) 10|| and I was told (V) (projecting clause) (CC) 11|| that he would only be (R) available the following Saturday. (projected clause) (CC) 6/12|| So, he is supposed to turn up (M) Saturday (CC) 13|| to fix (M) the TV. (NFC) (CC) |||

7/14|| I am (R) really ashamed [[ to say (projecting clause) (complete non-finite down-ranked clause) || that I have broken (M) your beautiful vase [[ which used to be (R) on the table in the dining room. (complete down-ranked clause) ]] (projected clause) (complete down-ranked clause) ]] (CC) 8/15|| I apologise (V) for that, (CC) 16|| so I left (M) money in the kitchen. (CC) 9/17|| I also intend to pay (M) the phone bill. (CC) 10/18|| Send (M) it to me (CC) 19|| when you get (M) it. (CC) |||

11/20|| I need to ask (M) you a favour: (CC) 21|| can I stay (R) again next month? (CC) 12/22|| If you let (causative Process) so, (CC) 23|| I will get (R) the peace [[ that I need (complete down-ranked clause) || to study. (M) (complete non-finite down-ranked clause) ]] (CC) 13/24|| It will be (R) only three days. (CC) 14/25|| Thank (V) you for everything (EEC) (CC) 26|| and sorry for any other troubles. (R) (VLC) (CC) |||

kisses, (MC)

C...

**BAWGD9 has 26 ranking clauses, out of which none is incomplete. There are 14 clause complexes (2, 2, 2, 3, 2, 1, 2, 1, 2, 2, 2, 1, 2 ranking clauses respectively) and 7 down-ranked clauses. (199 words)**

STUDENT 10

Dear Anna,

1/1|| I'm writing, (M) (CC) 2|| first of all, to thank (V) you about (deviation: lexical choice 'about' for 'for') my stay in your flat. (DCC) 2/3|| It was (R) really nice. (CC) 3/4|| There was (E) much food [[ as needed (ML) (complete non-finite down-ranked clause) ]] on the fridge. (deviation: lexical choice – 'on' for 'in') (CC) 4/5|| You shouldn't have worried (R) about it. (CC) |||

5/6|| There (Subject / Theme) was (Process: R / deviant [singular concord for plural concord] temporal Finite & Predicator / Rheme) just some problems. (Existent / Complement / Rheme) (SDCC) 6/7|| Unfortunately, I broke (M) that colorful vase [[ that was (R) in the corner in your living room. (complete down-ranked clause) ]] (CC) 7/8|| I'm (R) really sorry. (CC) 8/9|| You must like (ML) it a lot (CC) 10|| as it was (R) a beautiful one. (CC) 9/11|| But if you want (ML) (projecting clause) (CC) 12|| I can pay (M) for another. (projected clause) (CC) 10/13|| I also made (M) some phone calls to my hometown (CC) 14|| and I can pay (M) for them too (CC) 15|| as they are (R) expensive ones. (CC) |||

11/16|| On Wednesday the TV repair man couldn't come (M) (CC) 17|| but he called (M) (CC) 18|| and asked (V) (AEC) (projecting clause) (CC) 19|| if he could come (M) next week. (projected clause) (CC) 12/20|| I told (V) him (projecting clause) (CC) 21|| it was (R) right (projected clause) (CC) 22|| as you'll be (R) home. (CC) |||

13/23|| Next month I'll have to go (M) to Britain again. (CC) 14/24|| If there's (E) no problem (CC) 25|| I'd like to stay (R) in your home one more time. (CC) |||

15/26|| Please, write (M) me back as soon as possible (CC) 27|| giving (M) me an answer. (NFC) (CC) 16/28|| Thank (V) you for everything. (EEC) (CC) |||

Best wishes, (MC)

K...

**BAWGD10 has 28 ranking clauses, out of which 1 is incomplete (SDCC). There are 16 clause complexes (2, 1, 1, 1, 1, 1, 1, 2, 2, 3, 4, 3, 1, 2, 2, 1 ranking clauses respectively) and 2 down-ranked clauses. (172 words)**

STUDENT 11

Dear Anna,

1/1|| I've been (R) too happy these days (CC) 2|| while (textual Theme) I (Carrier / Subject / topical Theme) were (Process: R / deviant ['past' for present primary tense auxiliary 'have'] temporal Finite & deviant ['be' for 'been'] Predicator / Rheme) here in your flat. (Circumstance / Adjunct / rheme) (SDCC) 2/3|| You are (R) a very important person to me and someone [[ I can trust. (ML) (complete down-ranked clause) ]] (CC) 3/4|| I'm (R) so glad [[ to being (R) (deviation: lexical choice – 'to' for 'about') your friend. (deviant complete down-ranked clause) ]] (DOWN-RANKED-CLAUSE-RELATED DCC) |||

4/5|| By the way, the man [[ that would repair (M) the TV (complete down-ranked clause) ]] couldn't come, (M) (CC) 6|| so he called (M) (CC) 7|| and asked (V) (AEC) (projecting clause) (CC) 8|| if (textual Theme) he (Actor / Subject / topical Theme) may appear (Process: M / deviant [present – 'may' – for past – 'might' – primary tense] modal Finite & deviant [Portuguese-like lexical choice] Predicator / Rheme) another time. (Circumstance / Adjunct / Rheme) (projected clause) (SDCC) 5/9|| I said (V) (projecting clause) (CC) 10|| it was (R) better [[ he (Actor / Subject / topical Theme) settle (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) with you, (Circumstance / Adjunct / Rheme) (incomplete down-ranked clause: textual Theme – 'if' – lacking) ]] I (Senser / Subject / topical Theme) don't know (Process: ML / Finite & Predicator / Rheme) your timetable (Phenomenon / Complement / Rheme) certainly. (deviant [lexical choice: 'certainly' for 'for certain/for sure'] Circumstance / Adjunct / Rheme) (incomplete down-ranked clause: textual Theme – 'as' – lacking) ]] (DOWN-RANKED-CLAUSE-RELATED LDP) 6/11|| As he didn't come, (M) (CC) 12|| I was trying by myself to mend (M) it, (CC) 13|| when I broke (M) that beautiful vase [[ that (Carrier / Subject / Theme) were (Process: R / deviant [plural concord for singular concord] temporal Finite & Predicator / Rheme) besides the TV. (deviant [lexical choice: 'besides' for 'beside'] Circumstance / Adjunct / Rheme) (deviant complete down-ranked clause) ]] (DOWN-RANKED-CLAUSE-RELATED DCC) 7/14|| I'm (R) so sorry [[ that I don't know (ML) (projecting clause) (complete down-ranked clause) ]] what to do. (M) (projected clause) (complete non-finite down-ranked clause) ]] (CC) 8/15|| I bought (M) a similar one, (CC) 16|| but (textual Theme) maybe (interpersonal Theme) you (Senser / Subject / topical Theme) won't like. (Process: ML / Finite & Predicator / Rheme) (IC-Phenomenon / Complement / part of Rheme lacking) (LDP) 17|| I'm leaving (M) enough money (CC) 18|| for you to buy (M) another one, (NFC) (CC) || OK? (DM) |||

9/19|| I made (M) some phone calls to my mother (CC) 20|| and if the fee (deviation: lexical choice – 'fee' for 'fare/bill') is (R) expensive, (DCC) 21|| I'll pay (M) it. (CC) 10/22|| I felt (ML) like [[ I were (R) at my home. (complete down-ranked clause) ]] (CC) 11/23|| Thank (V) you for everything. (EEC) (CC) |||

Kisses, (MC)

C...

P.S.: 12/24|| Next month, if you don't mind, (ML) (CC) 25|| may I stay (R) at your flat again? (deviation: lexical choice – 'at' for 'in') (CC) 13/26|| Call (M) me (CC) 27|| to answer (V) it, (NFC) (CC) || OK? (DM) |||

**BAWGD11 has 27 ranking clauses, out of which 4 are incomplete (1 LDP, 1 DOWN-RANKED-CLAUSE-RELATED LDP, 2 SDCC). There are 13 clause complexes (2, 1, 1, 4, 2, 3, 1, 4, 3, 1, 1, 2, 2 ranking clauses respectively) and 9 down-ranked clauses. (178 words)**

STUDENT 12

Dear Anna,

1/1|| Thank's (deviation: no apostrophe) a lot [[ for letting me stay (R) in your flat that week. (complete down-ranked clause) ]] (VLC) (DCC) 2/2|| I really enjoyed (ML) it. (CC) 3/3|| I hadn't known (ML) your flat before. (CC) 4/4|| It's (R) so comfortable and just big enough [[ to be cleaned very fast. (complete non-finite down-ranked clause) ]] (CC) |||

Well, (DM) 5/5|| you must have noticed (ML) (projecting clause) (CC) 6|| that your table vase is missing. (M) (projected clause) (CC) 6/7|| I'm (R) very sorry (CC) 8|| but on Tuesday night when I woke

up (M) (CC) 9 || to go (M) the bathroom (NFC) (CC) 10 || I stepped (M) in the table (CC) 11 || and the vase fell (M) (CC) 12 || and broke. (M) (AEC) (CC) 7/13 || I bought (M) a new one (CC) 14 || and put (M) it on the table; (AEC) (CC) 8/15 || I hope (ML) (projecting clause) (CC) 16 || you like (ML) it. (projected clause) (CC) ||

9/17 || The T.V. repair man didn't show up (M) on Wednesday morning, (CC) 18 || but he called (M) (CC) 19 || to apologise (V) in the afternoon (NFC) (CC) 20 || and said (V) (AEC) (projecting clause) (CC) 21 || that he could go (M) on the following Wednesday morning. (projected clause) (CC) 10/22 || I told (V) him (projecting clause) (CC) 23 || to do (M) that (projected clause) (CC) 24 || unless you called (M) (CC) 25 || to make (M) any new arrangement. (NFC) (CC) ||

11/26 || As you know (ML) my mother, (CC) 27 || I had to call (M) her every day. (CC) 12/28 || So when the phone bill arrives, (M) (CC) 29 || please let me know (ML) (projecting clause) (CC) 30 || how much I owe (M) you. (CC) ||

13/31 || I just want to ask (V) you one more thing: (projecting clause) (CC) 32 || could I stay (R) in your flat again next month? (projected clause) (CC) ||

Take care! (MC)

C...

**BAWGD12 has 32 ranking clauses, out of which none is incomplete. There are 13 clause complexes (1, 1, 1, 1, 2, 6, 2, 2, 5, 4, 2, 3, 2 ranking clauses respectively) and 2 down-ranked clauses. (182 words)**

STUDENT 13

Dear Anna,

1/1 || I'm (R) very happy [[ you've let me stay (R) in your flat. (complete down-ranked clause) ]] (CC) 2/2 || I have (R) some things [[ to tell (V) you. (complete non-finite down-ranked clause) ]] (CC) ||

3/3 || First of all, I waited in (M) for the man [[ to repair (M) your TV set (complete down-ranked clause) ]] (CC) 4 || but he didn't come. (M) (CC) 4/5 || So I did (M) it by myself. (CC) 5/6 || Your TV (Carrier / Subject / Theme) is working (Process: M / Finite & Predicator / Rheme) pretty good (deviant [adjectival form for adverbial form] manner Circumstance / Adjunct / Rheme) now 7 (location:time Circumstance / Adjunct / Rheme) (SDCC) || but I must say (V) (projecting clause) (CC) 8 || you should buy (M) a new one (projected clause) (CC) 9 || because yours is (R) very old (CC) 10 || and (textual Theme) you (Carrier / Subject / topical Theme) 'll (modal Finite / Rheme) probably (modal Adjunct / Rheme) have (Process: R / Predicator / Rheme) more problems (Attribute / Complement / Rheme) in near future. (part of Circumstance / Adjunct / Rheme) (IC-definite Deictic constituent in Range constituent of Circumstance / Adjunct / part of Rheme prepositional phrase lacking) (LDP) ||

6/11 || Second, I'm (R) sorry [[ to say (V) (projecting clause) (complete non-finite down-ranked clause) || I've broken (M) a very beautiful vase [[ that was (R) on the table of the kitchen. (complete down-ranked clause) ]] (projected clause) (complete down-ranked clause) ]] (CC) 7/12 || I'm (R) really sorry (CC) 13 || and I can pay (M) for that. (CC) 8/14 || I (Actor / Subject / Theme) also (modal Adjunct / Rheme) can pay (Process: M / modal Finite & part of Predicator / Rheme) the call [[ I did (deviation: lexical choice – 'did' for 'made') to my parents (deviant complete down-ranked clause) || to tell (V) them (projecting clause) (complete down-ranked clause) || I was (R) fine. (projected clause) (complete down-ranked clause) ]] (Goal / Complement / Rheme) (IC-particle 'for' in Predicator / part of Rheme lacking) (LDP) ||

9/15 || Besides that, I also ask (V) you (projecting clause) (CC) 16 || to stay (R) in your flat next month again. (projected clause) (CC) 10/17 || I (Senser / Subject / Theme) really (modal Adjunct / Rheme) enjoyed to stay (Process: R / Finite & deviant [perfectiveness marking for imperfectiveness marking on second constituent of verbal group complex] Predicator / Rheme) here. (circumstance / adjunct / Rheme) (SDCC) 11/18 || It was (R) a wonderful rest. (CC) 12/19 || And if you let me stay (R) again (CC) 20 || I promise (ML) (projecting clause) (CC) 21 || I'll not break (M) anything else. (projected clause) (CC) ||

Yours, (MC)

Z...

**BAWGD13 has 21 ranking clauses, out of which 4 are incomplete (2 LDP and 2 SDCC). There are 12 clause complexes (1, 1, 2, 1, 5, 1, 2, 1, 2, 1, 1, 3 ranking clauses respectively) and 9 down-ranked clauses. (161 words)**

## STUDENT 14

Dear Anna,

1/1|| I want to say (V) thank you for everything [[ that you are doing (M) for me (complete down-ranked clause) || while staying (R) at your home. (complete non-finite down-ranked clause) ]] (CC) 2/2|| It's (R) very good [[ to have (R) a great friend like you (complete non-finite down-ranked clause) ]] (CC) 3|| and I have (R) no complains (deviation: lexical choice – 'complains' for 'complaints') about your flat. (DCC) |||

Well, (DM) 3/4|| now I have to say (V) (projecting clause) (CC) 5|| that the TV man didn't come, (M) (projected clause) (CC) 6|| because he was (R) too busy on his company, (deviation: lexical choice – 'on' for 'at') (DCC) 7|| and we arranged (M) a new visit Tuesday or Wednesday, (CC) 4/8|| another thing is (R) [[ that unfortunately I broke (M) your beautiful vase, (complete down-ranked clause) ]] (CC) 9|| I'm (R) so sorry (CC) 10|| but I was running (M) (CC) 11|| to answer (M) the phone, (NFC) (CC) 12|| when I hit (M) the table (CC) 13|| and the vase fell (M) on the floor, (CC) 14|| I'm (R) really, really sorry for that little accident. (CC) 5/15|| The phone bill arrived (M) today, (CC) 16|| and because of my phone calls home, it was (R) a little expensive, (CC) 17|| that's (R) [[ why I'm offering (M) myself (complete down-ranked clause) || to pay (Process: M / Predicator / Rheme) this month (Circumstance / Adjunct / Rheme) (incomplete non-finite down-ranked clause: Goal / Complement / part of Rheme lacking) || to compensate. (M) (complete non-finite down-ranked clause) ]] (DOWN-RANKED-CLAUSE-RELATED LDP) |||

6/18|| To finalise (M) this letter (NFC) (CC) 19|| I would ask (V) you (projecting clause) (CC) 20|| if it's (R) okay [[ for me to stay (R) for another month (complete non-finite down-ranked clause) || and conclude my college. (complete anaphorically elliptical non-finite down-ranked clause) ]] (projected clause) (CC) 7/21|| This would help (M) me a lot (CC) 22|| and I will be (R) grateful. (CC) |||  
Best wishes (MC)  
R...

**BAWGD14 has 22 ranking clauses, out of which 1 is incomplete (1 DOWN-RANKED-CLAUSE-RELATED LDP). There are 7 clause complexes (1, 2, 4, 7, 3, 3, 2 ranking clauses respectively) and 9 down-ranked clauses. (174 words)**

## STUDENT 15

Dear Anna,

1/1|| I am writing (M) you (CC) 2|| to tell (V) you (projecting clause) (NFC) (CC) 3|| I had (R) a great time in your apartment (projected clause) (CC) 4|| and (textual Theme) I (Sayer / Subject / topical Theme) want thank (Process: V / Finite & part of Predicator / Rheme) you (Receiver / Complement / Rheme) for the kindness [[ of (hypotactic connector) offer (Process: M / part of Predicator / Rheme) it (Goal / Complement / Rheme) me. (part of Beneficiary / Complement / Rheme) (incomplete non-finite down-ranked clause: imperfectiveness marking on Predicator / part of Rheme, minor Process – 'to' – in Beneficiary / Complement / part of Rheme prepositional phrase lacking) ]] (Circumstance / Adjunct / Rheme) (IC-perfectiveness marking on second constituent in Predicator / part of Rheme verbal group complex lacking) (LDP) |||

2/5|| Although, it hasn't happened (R) anything unusual, (CC) 6|| I think (ML) (projecting clause) (CC) 7|| it is (R) important [[ to tell (V) you about a few things [[ that happened (R) during my stay. (complete down-ranked clause) ]] (complete non-finite down-ranked clause) ]] (CC) 3/8|| First, the TV man didn't come (M) at all. (CC) 4/9|| He made (M) a call [[ saying (V) (projecting clause) (complete non-finite down-ranked clause) || that he was (R) ill. (projected clause) (complete down-ranked clause) ]] (CC) 5/10|| He will call (M) you as soon as possible (CC) 11|| to make (M) a new arrangements. (deviation: plural for singular form) (NFC) (DCC) |||

6/12|| Second, I am (R) very sorry (CC) 13|| because (textual Theme) I (Actor / Subject / topical Theme) broken (Process: M / Predicator / Rheme) that beautiful vase [[ which was (R) in your bedroom. (complete down-ranked clause) ]] (Goal / Complement / Rheme) (IC-present primary tense temporal auxiliary Finite – 'have' – lacking) (LDP) 7/14|| Don't worry! (ML) (CC) 8/15|| I will buy (M) another one for you. (CC) 9/16|| I made (M) some phone calls for my mother (deviation: lexical choice – 'for' for 'to') at home, (DCC) 17|| but (textual Theme) I (Actor / Subject / topical Theme) insist on pay (Process: M / Finite & part of Predicator / Rheme) them. (Goal / Complement / Rheme) (IC-imperfectiveness marking on and particle 'for' following second constituent in Predicator part of Rheme verbal group complex lacking) (LDP) |||

10/18|| Finally, I would like to know (ML) (projecting clause) (CC) 19|| if you would be (R) so kind [[ as to let me stay (R) at your flat (deviation: lexical choice 'at' for 'in') next month. (deviant complete non-finite down-ranked clause) ]] (DOWN-RANKED-CLAUSE-RELATED DCC) |||

A big hug and many kisses from your friend, (MC)

L...

**BAWGD15 has 19 ranking clauses, out of which 3 are incomplete (3 LDP). There are 10 clause complexes (4, 3, 1, 1, 2, 2, 1, 1, 2, 2 ranking clauses respectively) and 7 down-ranked clauses. (155 words)**

STUDENT 16

Dear Anna,

1/1|| First, I'd like to thank (V) you for my stay in your flat. (CC) 2/2|| It was (R) really nice of you [[ let (causative Process / part of Predicator / Rheme) me (Carrier / Subject / Rheme) stay (Process: R / Predicator / Rheme) in your flat, (Circumstance / Adjunct / Rheme) (incomplete non-finite down-ranked clause: perfectiveness marking on causative Process / Predicator / part of Rheme lacking) || mainly when you weren't (R) there. (complete down-ranked clause) ]] (DOWN-RANKED-CLAUSE-RELATED LDP) |||

3/3|| As you asked (V) me, (CC) 4|| I waited for (M) the TV repair man. (CC) 4/5|| Unfortunately, he didn't appear. (M) (CC) 5/6|| Despite this, he called (M) (CC) 7|| and said (V) (AEC) (projecting clause) (CC) 8|| that he had changed (M) his schedule (projected clause) (CC) 9|| as new arrangements had appeared. (M) (CC) 6/10|| He promised (ML) (projecting clause) (CC) 11|| to phone (M) you (projected clause) (NFC) (CC) 12|| as soon as he had (R) free time. (CC) |||

7/13|| I don't know (ML) (projecting clause) (CC) 14|| if you saw (ML) (projected clause) (CC) 15|| but I broke (M) your vase [[ that was (R) in the kitchen. (complete down-ranked clause) ]] (CC) 8/16|| It took place (R) [[ when I was preparing (M) my lunch, (complete down-ranked clause) || I didn't see (ML) it, (complete down-ranked clause) || hit (M) it with my arm (complete anaphorically elliptical down-ranked clause) || and it fell. (M) (complete down-ranked clause) ]] (CC) 9/17|| Please, forgive (ML) me. (CC) 10/18|| I really didn't want to brake (M) (deviation: spelling) it. (CC) 11/19|| If you want, (ML) (projecting clause) (CC) 20|| I can pay (M) for it. (projected clause) (CC) |||

12/21|| As we are talking (V) about payment, (CC) 22|| I (Actor / Subject / Theme) want to pay (Process: M / Finite & part of Predicator / Rheme) all my phone calls home. (Goal / Complement / Rheme) (IC-particle 'for' following second constituent in Predicator / part of Rheme verbal group complex lacking) (LDP) 13/23|| I (Actor / Subject / Theme) didn't manage to control (Process: M / Finite & Predicator / Rheme) me (deviant [oblique case for reflexive case] Goal / Complement / Rheme) (SDCC) 24|| and I wasted (M) a lot of time [[ phoning (M) home. (complete non-finite down-ranked clause) ]] (CC) 14/25|| It's (R) unfair [[ that you pay for (M) these phone calls. (complete down-ranked clause) ]] (CC) 15/26|| Send (M) me the bills. (CC) |||

16/27|| In the end, I wanted to ask (V) you (projecting clause) (CC) 28|| if you allowed me to stay (R) again in your flat next month. (projected clause) (CC) 17/29|| A friend of mine will organize (M) a party (CC) 30|| and I am planning to go. (M) (CC) |||

18/31|| Please, write (M) soon. (CC) |||

O...

**BAWGD16 has 31 ranking clauses, out of which 3 are incomplete (1 LDP, 1 DOWN-RANKED-CLAUSE-RELATED LDP, and 1 SDCC). There are 18 clause complexes (1, 1, 2, 1, 4, 3, 3, 1, 1, 1, 2, 2, 2, 1, 1, 2, 2, 1 ranking clauses respectively) and 9 down-ranked clauses. (213 words)**

STUDENT 17

Dear Anna,

1/1|| I can't tell (V) you how grateful [[ I am (R) (complete down-ranked clause) ]] (CC) 2|| for your letting me stay (R) in your flat last week. (NFC) (CC) 2/3|| By the way, your TV is (R) still broken (CC) 4|| because the TV repair man had (R) an emergency (CC) 5|| but will call (M) you as soon as possible (AEC) (CC) 6|| and solve (M) the problem. (AEC) (CC) |||

3/7|| I think (ML) (projecting clause) (CC) 8|| you've already noticed (ML) it; (CC) 9|| but I accidentally broke (M) a vase of your living room (CC) 10|| when I was cleaning (M) it a few days ago. (CC) 4/11|| I'm (R) really sorry for that. (CC) 5/12|| I looked for (M) another one in the mall (CC) 13|| but I didn't find (M) an identical one, (CC) 14|| so tell (V) me (projecting clause) (CC) 15|| how much the vase was (R) (projected clause) (CC) 16|| so I'll pay (M) for it. (CC) |||

6/17|| Three days ago my mother got (R) sick (CC) 18 || so I had to call (M) her almost every day (CC) 19 || to know (ML) (projecting clause) (NFC) (CC) 20 || if she was getting (R) better; (projected clause) (CC) 7/21|| I'll pay for (M) the phone calls, though, (CC) 22 || just let me know (ML) (projecting clause) (CC) 23 || when you receive (M) your phone bill. (projected clause) (CC) ||

8/24|| Next month I'll have (R) some issues [[ to solve (M) in your city, (complete non-finite down-ranked clause) ]] (CC) 25 || so would you mind (ML) (projecting clause) (CC) 26 || if I spend (R) a couple of days in your flat again? (projected clause) (CC) 9/27|| Please, let me know. (ML) (CC) ||

Best wishes (MC)

L...

**BAWGD17 has 27 ranking clauses, out of which none is incomplete. There are 9 clause complexes (2, 4, 4, 1, 5, 4, 3, 3, 1 ranking clauses respectively) and 2 down-ranked clauses. (180 words)**

STUDENT 18

Dear Anna,

1/1|| How are (R) you? (CC) 2/2|| I hope (ML) (projecting clause) (CC) 3 || you'd really had (deviation: past perfect for present perfect) fun during your holiday. (DCC) 3/4|| My stay in your flat was (R) wonderful, (CC) 5 || but I need to tell (V) you some things about it. (CC) ||

4/6|| First of all, many thanks [[ for you'd allowed (deviation: 'you'd allowed' for 'your having allowed') me to stay (R) there, (deviant complete down-ranked clause) || since I could take part (M) in the one-week computer course [[ realized (M) in your city. (complete non-finite down-ranked clause) ]] (complete down-ranked clause) ]] (VLC) (DOWN-RANKED-CLAUSE-RELATER DCC) ||

5/7|| Maybe, you'd thought (deviation: past perfect for present perfect) strange the fact [[ that the TV wasn't (R) repaired. (complete down-ranked clause) ]] (DCC) 6/8|| But the T.V. man couldn't come. (M) (CC) 7/9|| He called (M) (CC) 10 || and said (V) (AEC) (projecting clause) (CC) 11 || that he'd had (R) a personal problem. (projected clause) (CC) 8/12|| So, he assured (V) (projecting clause) (CC) 13 || coming (M) next week, on Tuesday. (projected clause) (CC) ||

9/14|| Unfortunately, I've broken (M) that beautiful vase [[ you'd put (M) on the small table near your bed. (complete down-ranked clause) ]] (CC) 10/15|| It was (R) an accident, [[ which happened (M) (complete down-ranked clause) || while I was cleaning (M) the flat. (complete down-ranked clause) ]] (CC) 11/16|| Please, don't be (R) angry with me! (CC) ||

12/17|| Sometimes, I phoned (M) to my mother, (deviation: inappropriate preposition 'to') (DCC) 18 || to know (ML) news from home. (NFC) (CC) 13/19|| So, I'd like to pay for (M) those calls. (CC) 14/20|| When (Circumstance / Adjunct / Theme) the phone bill (Actor / Subject / Rheme) arrive, (Process: M / part of temporal Finite & Predicator / Rheme) (IC-present third person singular primary tense marking on temporal Finite / part of Rheme lacking) (LDP) 21 || tell (V) me the value (CC) 22 || and I'll send (M) you the money. (CC) ||

15/23|| Finally, it'd be (R) great [[ if I could stay (R) in your flat again next month, from the 15<sup>th</sup> to the 21<sup>st</sup>. (complete down-ranked clause) ]] (CC) 16/24|| In fact, during this period it will happen (M) the second part of the computer course (CC) 25 || and I'd really like to take part (M) in it. (CC) 17/26|| So, write (M) (CC) 27 || and tell (V) me about this. (CC) ||

Best wishes, (MC)

D...

**BAWGD18 has 27 ranking clauses, out of which 1 is incomplete (1 LDP). There are 17 clause complexes (1, 2, 2, 1, 1, 1, 3, 2, 1, 1, 1, 2, 1, 3, 1, 2, 2 ranking clauses respectively) and 8 down-ranked clauses. (213 words)**

STUDENT 19

Dear Anna,

1/1|| I really want to thank (V) you for this great favour. (CC) 2/2|| I passed (R) (deviation: lexical choice – 'passed' for 'spent') very pleasant days at your flat, (deviation: lexical choice – 'at' for 'in') (DCC) 3 || wich, by the way, is (R) so useful than (deviation: 'so useful than' for 'so useful as') a hotel. (DCC) ||

3/4|| As you asked (V) me, (CC) 5 || I waited for (M) the T.V. repair man until Wednesday 7 p.m., (CC) 6 || but he didn't come. (M) (CC) 4/7|| Only at the next day (deviation: inappropriate preposition 'at') I received (M) a call from him. (DCC) 5/8|| He made (M) new arrangements for the next week. (CC) 6/9|| He gave (M) me a number: 555-0055. (CC) 7/10|| I (Sayer / Subject / Theme) must apologise

(Process: V / modal Finite & Predicator / Rheme) something: (part of Verbiage / Complement / Rheme) (IC-minor Process – ‘for’ – in Verbiage / Complement / part of Rheme prepositional phrase lacking) (LDP) 11 || on the third day, I went out (M) (CC) 12 || and took (M) some drinks. (AEC) (CC) 8/13 || In fact, I took (M) a lot of drinks (CC) 14 || and became (R) drunk; (AEC) (CC) 9/15 || when I arrived (M) home, (CC) 16 || I (Actor / Subject / Theme) falled down (Process: M / deviant [regular past marking for irregular marking-overgeneralization] temporal Finite & Predicator / Rheme) (SDCC) 17 || and broke (M) the blue vase under that picture of Monalisa. (AEC) (CC) 10/18 || I’m (R) so sorry. (CC) ||

11/19 || My dear, I would be (R) (deviation: the mental Process ‘feel’ more appropriate) better [[if (textual Theme) you (Senser / Subject / topical Theme) accept (Process: ML / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) (projecting clause) (simplified deviant complete down-ranked clause) || me to pay (M) your telephone bill this month. (projected clause) (complete non-finite down-ranked clause) ]] (DOWN-RANKED-CLAUSE-RELATED SDCC) 12/20 || You’ve already done (M) so much for me. (CC) ||

13/21 || I have (R) another point [[ to treat. (M) (complete non-finite down-ranked clause) ]] (CC) 14/22 || When I was (R) there, (CC) 23 || I went (M) to a company (CC) 24 || and left (M) my curriculum. (AEC) (CC) 15/25 || They liked (ML) me (CC) 26 || and invited (V) me for an interview next month. (AEC) (CC) 16/27 || I would like to know (ML) (projecting clause) (CC) 28 || if you matter (ML) (deviation: lexical choice = ‘matter’ for ‘mind’) (DCC) 29 || that (textual Theme) I (Carrier / Subject / topical Theme) stay (Process: R / Finite & Predicator / Rheme) more two days (deviant [word order: ‘more two’ for ‘two more’] Circumstance / Adjunct / Rheme) next month. (Circumstance / Adjunct / Rheme) (IC-Attribute / Complement / part of Rheme lacking) (LDP) ||

17/30 || Waiting for (M) your answer, (EEC) (CC) ||

A...

**BAWGD19 has 30 ranking clauses, out of which 4 are incomplete (2 LDP, 1 SDCC, and 1 DOWN-RANKED-CLAUSE-RELATED SDCC). There are 17 clause complexes (1, 2, 3, 1, 1, 1, 3, 2, 3, 1, 1, 1, 1, 3, 2, 3, 1 ranking clauses respectively) and 3 down-ranked clauses. (195 words)**

STUDENT 20

August, 26<sup>th</sup>, 2002.

Dear Anna,

1/1 || Thanks [[ for (hypotactic connector) lend (Process: M / part of Predicator / Rheme) me (Beneficiary / Complement / Rheme) your flat. (Goal / Complement / Rheme) (incomplete non-finite down-ranked clause: imperfectiveness marking on Predicator / part of Rheme lacking) ]] (VLC) (DOWN-RANKED-CLAUSE-RELATED LDP) 2/2 || It’s (R) a enjoyable place. (CC) 3/3 || I (Senser / Subject / Theme) felt (Process : ML / Finite & Predicator / Rheme) me (deviant [oblique case for reflexive case] Phenomenon / Complement / Rheme) at my own home. (Circumstance / Adjunct / Rheme) (SDCC) 4/4 || Your neighbours are (R) very helpful (CC) 5 || – they showed (M) me (CC) 6 || where I could find (M) a good delivery of food. (CC) ||

5/7 || I promise (ML) (deviation: lexical choice – ‘promise’ for ‘ensure’) (projecting clause) (DCC) 8 || that I stayed (R) here (projected clause) (CC) 9 || and I waited for (M) the TV repair man (projected clause) (CC) 10 || but he didn’t come. (CC) 6/11 || On the other hand, I called (M) a guy (CC) 12 || to repair (M) the leak in the bathroom. (NFC) (CC) ||

7/13 || I need to tell (V) you something. (CC) 8/14 || Do you remember (ML) that beautiful vase [[ you bought (M) in Japan? (complete down-ranked clause) ]] (CC) 15 || Sorry, (EEC) (CC) 16 || but I broked (M) (deviation: ‘broked’ for ‘broke’) it. (DCC) 9/17 || I’m (R) so ashamed! (CC) ||

10/18 || As you said (V) (projecting clause) (CC) 19 || that I could use (M) the phone, (projected clause) (CC) 20 || I called (M) to my home (deviation: inappropriate ‘to my’) on Saturday. (DCC) 11/21 || Please, when you receive (M) the bill, (CC) 22 || give (Process: M / Predicator / Theme) me (part of Beneficiary / Complement / Rheme) (IC-Goal / Complement / part of Rheme, minor Process in Beneficiary / Complement / part of Rheme prepositional phrase lacking) (LDP) 23 || to pay. (Process: M / Predicator / Rheme) (NFC) (IC-Actor / Subject / Theme – ‘for me’, Goal / Complement / Rheme lacking) (LDP) ||

12/24 || Finally, can I ask (V) you a favour? (CC) 25 || When you travel, (M) maybe next month, (CC) 26 || I (deviant [declarative Mood word order] Carrier / Subject / topical Theme) can (deviant [declarative Mood word order] modal Finite / interpersonal Theme) stay (Process: R / Predicator / Rheme) in your flat (Attribute / Complement / Rheme) again? (Circumstance / Adjunct / Rheme) (SDCC) ||

13/27 || I look forward to seeing (ML) you. (CC) ||

Best wishes (MC)

R...



**BAWGD20 has 27 ranking clauses, out of which 5 are incomplete (2 LDP, 1 DOWN-RANKED-CLAUSE-RELATED LDP, and 2 SDCC). There are 13 clause complexes (1, 1, 1, 3, 4, 2, 1, 3, 1, 3, 3, 3, 1 ranking clauses respectively) and 2 down-ranked clauses. (151 words)**

STUDENT 21

Dear Anna,

1/1|| First of all, I would like to thank (V) you (projecting clause) (CC) 2|| for letting me stay (R) in your flat. (projected clause) (CC) 2/3|| I had (R) a wonderful time (CC) 4|| and your flat could not be (R) better. (CC) |||

3/5|| Second, there are (E) some things [[ I need to tell (V) you. (complete down-ranked clause) ]] (CC) 4/6|| Well, the guy [[ who was supposed to repair (M) the television (complete down-ranked clause) ]] didn't show up, (M) (CC) 7|| but he called (M) (CC) 8|| and said (V) (AEC) (projecting clause) (CC) 9|| he was coming (M) next week, (projected clause) (CC) 10|| he didn't say (V) the day (CC) 11|| but I think (ML) (projecting clause) (CC) 12|| he will give (M) you a call. (projected clause) (CC) 5/13|| As you will see (ML) in your bedroom (CC) 14|| that gorgeous vase is broken, (M) (CC) 15|| I'm (R) sorry about that (CC) 16|| but it wasn't (R) on purpose, (CC) 17|| I think (ML) (projecting clause) (CC) 18|| I opened (M) the window too much (projected clause) (CC) 19|| and (textual Theme) the wind (Actor / Subject / topical Theme) drop (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) it. (Goal / Complement / Rheme) (SDCC) |||

6/20|| Finally, I would like to ask (V) you two things: (CC) 21|| please, tell (V) me (projecting clause) (CC) 22|| when the telephone bill comes, (projected clause) (CC) 23|| I made (M) some calls (CC) 24|| and I would like to share (M) the bill with you. (CC) 7/25|| I would also like to know (ML) (projecting clause) (CC) 26|| if there's (E) any problem [[ for me to stay (R) again next month in your flat. (complete non-finite down-ranked clause) ]] (projected clause) (CC) |||

8/27|| Once again I would like to thank (V) you (CC) 28|| and I'm looking forward to hearing (M) from you soon. (CC) |||

Best wishes, (MC)

E...

**BAWGD21 has 28 ranking clauses, out of which 1 is incomplete (1 SDCC). There are 8 clause complexes (2, 2, 1, 7, 7, 5, 2, 2 ranking clauses respectively) and 3 down-ranked clauses. (182 words)**

STUDENT 22

Dear Anna,

1/1|| Thank (V) you very much (EEC) (projecting clause) (CC) 2|| for having allowed me to stay (R) in your flat. (projected clause) (NFC) (CC) 2/3|| The things here in your city are (R) great. (CC) 3/4|| I had (R) a lot of fun (CC) 5|| and I swear (ML) (projecting clause) (CC) 6|| your flat is (R) okay. (projected clause) (CC) |||

4/7|| The T.V. man didn't come, (M) Anna. (CC) 5/8|| But I saw (ML) your television problem (CC) 9|| and I could fix (M) it! (CC) 6/10|| That's (R) [[ because my television once had (R) the same problem (complete down-ranked clause) || and my brother taught (M) me (complete down-ranked clause) || how to fix (M) it. (complete non-finite down-ranked clause) ]] (CC) 7/11|| Although the things as a whole were (R) great, (CC) 12|| I must apologise (V) (projecting clause) (CC) 13|| for having broken (M) your beautiful vase. (projected clause) (CC) 8/14|| As for the phone calls, Circumstance / Adjunct / Theme) I (Actor / Subject / Rheme) 'll pay (Process: M / Finite & part of Predicator / Rheme) them all. (Goal / Complement / Rheme) (IC-particle 'for' in Predicator / part of Rheme verbal group lacking) (LDP) 9/15|| I called (M) my friend anita several times in Spain. (CC) |||

10/16|| As I told (V) you, (CC) 17|| I really loved (ML) your flat. (CC) 11/18|| Would you mind (ML) (projecting clause) (CC) 19|| if I came back (M) here in December? (projected clause) (CC) 12/20|| I'd like to take (M) a French course in your city. (CC) 13/21|| Besides, you told (V) me (projecting clause) (CC) 22|| you would be (R) in Venice in December, (projected clause) (CC) 23|| didn't you? (CC) 14/24|| So, it would be (R) a great opportunity [[ to visit (M) your city again. (complete non-finite down-ranked clause) ]] (CC) 15/25|| Don't you think? (ML) (CC) 16/26|| I look forward to hearing (M) from you. (CC) |||

Best wishes, (MC)

A...

**BAWGD22 has 26 ranking clauses, out of which 1 is incomplete (1 LDP). There are 16 clause complexes (2, 1, 3, 1, 2, 1, 3, 1, 1, 2, 2, 1, 3, 1, 1, 1 ranking clauses respectively) and 4 down-ranked clauses. (173 words)**

STUDENT 23

Dear Anna,

1/1|| Firstly, thank (V) you (EEC) (projecting clause) (CC) 2|| for you (deviant [oblique case for possessive case] Initiator / Subject / Theme) have allowed (causative Process / part of Predicator / Rheme) me (Carrier / Subject / Rheme) to stay (Process: R / Predicator / Rheme) in your house. (Attribute / Complement / Rheme) (IC-imperfectiveness marking on first constituent of causative Predicator / part of Rheme verbal group) (LDP) 2/3|| I (Senser / Subject / Theme) enjoyed (Process: ML / Finite & Predicator / Rheme) very much. (Circumstance / Adjunct / Rheme) (IC-Phenomenon / Complement / part of Rheme lacking) (LDP) 3/4|| I could rest, (M) (CC) 5|| study (M) (AEC) (CC) 6|| and read (M) my books. (AEC) (CC) |||

4/7|| You wrote (M) in your note (CC) 8|| that the TV repair man would come (M) (deviation: 'came' for 'come') on Wednesday. (DCC) 5/9|| I waited (M) all morning (CC) 10|| but he didn't appear. (M) (CC) 6/11|| On Thursday he phoned (M) (CC) 12|| and told (V) me (AEC) (projecting clause) (CC) 13|| that he couldn't come (M) (deviation: 'came' for 'come') (projected clause) (DCC) 14|| because he was (R) ill (projected clause) (CC) 15|| but that (textual Theme) would be (Process: R / modal Finite & Predicator / Rheme) in your flat (Attribute / Complement / Rheme) next Wednesday afternoon. (Circumstance / Adjunct / Rheme) (IC-Carrier / Subject / topical Theme lacking) (LDP) |||

7/16|| As you have already noticed, (ML) (CC) 17|| I broke (M) a beautiful vase [[ that was (R) on a table in the dining room. (complete down-ranked clause) ]] (CC) ||| Pardon me! (MC) 8/18|| I am (R) really clumsy! (CC) 9/19|| Sometimes I used (M) your phone. (CC) 10/20|| When (Circumstance / Adjunct / Theme) the bill (Actor / Subject / Rheme) arrive (Process: M / part of temporal Finite & Predicator / Rheme) (IC-present third person singular primary tense marking on temporal Finite / part of Rheme lacking) (LDP) 21|| call (M) me (CC) 22|| to say (V) (NFC) (projecting clause) (CC) 23|| how much I have to pay (M) you. (projected clause) (CC) |||

11/24|| I (Senser / Subject / Theme) would like (part of process: ML / modal Finite & part of Predicator / Rheme) (projecting clause) (IC-second constituent – 'know' – in Process / Predicator / part of Rheme verbal group complex lacking) (LDP) 25|| if it would be (R) possible [[ to me (deviation: lexical choice – 'to' for 'for') to stay (R) in your flat next month again. (deviant complete down-ranked clause) ]] (DOWN-RANKED-CLAUSE-RELATED DCC) 12/26|| Don't worry. (ML) (CC) 13/27|| I (Actor / Subject / Theme) will avoid to damage (Process: M / modal Finite & deviant [perfective for imperfective aspect of second constituent: overgeneralization] Predicator / Rheme) something (deviant [lexical choice: 'something' for 'anything'] Goal / Complement / Rheme) in your house again! (Circumstance / Adjunct / Rheme) (SDCC) |||

14/28|| More once, (deviation: word order 'once more') thank you! (EEC) (DCC) |||

15/29|| Looking forward to hearing (M) from you! (EEC) (CC) |||

Love, (MC)

E...

**BAWGD23 has 29 ranking clauses, out of which 6 are incomplete (5 LDP and 1 SDCC). There are 15 clause complexes (2, 1, 3, 2, 2, 5, 2, 1, 1, 4, 2, 1, 1, 1, 1 ranking clauses respectively) and 2 down-ranked clauses. (161 words)**

## E.4 English Language Center

### E.4.1 Beginning proficiency level (Stage 1)

#### E.4.1.1 Individual data

Subject CSC1

(male; 11 years old; fifth grade of Fundamental School; Class 3)

## PERSONAL EXPERIENCE:

## SPOKEN:

1/1|| my mother is (R) elizabete (CC) 2/2|| my father is (R) jussier (CC) 3/3|| I have (R) one brother (CC) 4/4|| his name (Identified / Subject / Theme) (IC-Process: R / Finite & Predicator / part of Rheme, Identifier / Complement / part of Rheme lacking) (LPP) 5|| his name is... (R) pedro neto (CC) 6|| and (textual Theme) he (Actor / Subject / topical Theme) study (Process: M / part of Finite & Predicator / Rheme) at CMF (Circumstance / Adjunct / Rheme) (IC-bound morpheme indicative of 3<sup>rd</sup> person singular marking on primary present tense temporal Finite lacking) (LDP) 5/7|| my name is (R) paulo victor (CC) 8|| and I study (M) at CMF too (CC) 6/9|| my mother (Carrier / Subject / Theme) have... (Process: R / deviant [inappropriate form of 3<sup>rd</sup> person singular primary present tense – L1 transfer] temporal Finite & deviant [lexical choice: ‘have’ for ‘be’ – L1 transfer] Predicator / Rheme) forty-three years old (Attribute / Complement / Rheme) (SDCC) 7/10|| my father (Carrier / Subject / Theme) have (Process: R / deviant [inappropriate form of 3<sup>rd</sup> person singular primary present tense – L1 transfer] temporal Finite & deviant [lexical choice: ‘have’ for ‘be’ – L1 transfer] Predicator / Rheme) forty-two years old (Attribute / Complement / Rheme) (SDCC) 8/11|| my... my brother (Carrier / Subject / Theme) have (Process: R / deviant [inappropriate form of 3<sup>rd</sup> person singular primary present tense – L1 transfer] temporal Finite & deviant [lexical choice: ‘have’ for ‘be’ – L1 transfer] Predicator / Rheme) fourteen years old (Attribute / Complement / Rheme) (SDCC) 9/12|| I (Carrier / Subject / Theme) have... (Process: R / Finite & deviant [lexical choice: ‘have’ for ‘be’ – L1 transfer] Predicator / Rheme) eleven years old (Attribute / Complement / Rheme) (SDCC) |||

**BSPE01 has 12 ranking clauses, out of which 6 are incomplete (1 LDP, 1 LPP, and 4 SDCC). There are 9 clause complexes (1, 1, 1, 3, 2, 1, 1, 1, 1 ranking clauses respectively) and no down-ranked clauses. (59 words)**

## WRITTEN:

1/1|| My mother is (R) Elizabete. (CC) 2/2|| My father is (R) Jussier. (CC) 3/3|| I have (R) one brother. (CC) 4/4|| He is (R) Pedro Neto (CC) 5|| and (textual Theme) study (Process: M / part of Finite & Predicator / Rheme) here (Circumstance / Adjunct / Rheme) too. (Circumstance / Adjunct / Rheme) (AEC) (IC-bound morpheme indicative of 3<sup>rd</sup> person singular marking on primary present tense temporal Finite lacking) (LDP) 5/6|| My name is (R) Paulo Victor (CC) 7|| and study (M) in the Colégio Militar de Fortaleza. (AEC) (CC) 6/8|| I (Carrier / Subject / Theme) have (Process: R / Finite & deviant [lexical choice: ‘have’ for ‘be’ – L1 transfer] Predicator / Rheme) eleven years old. (Attribute / Complement / Rheme) (SDCC) 7/9|| My brother (Carrier / Subject / Theme) have (Process: R / deviant [inappropriate form of 3<sup>rd</sup> person singular primary present tense – L1 transfer] temporal Finite & deviant [lexical choice: ‘have’ for ‘be’ – L1 transfer] Predicator / Rheme) fourteen years old. (Attribute / Complement / Rheme) (SDCC) 8/10|| My mother (Carrier / Subject / Theme) have (Process: R / deviant [inappropriate form of 3<sup>rd</sup> person singular primary present tense – L1 transfer] temporal Finite & deviant [lexical choice: ‘have’ for ‘be’ – L1 transfer] Predicator / Rheme) forty-three. (Attribute / Complement / Rheme) (SDCC) 9/11|| My father (Carrier / Subject / Theme) have (Process: R / deviant [inappropriate form of 3<sup>rd</sup> person singular primary present tense – L1 transfer] temporal Finite & deviant [lexical choice: ‘have’ for ‘be’ – L1 transfer] Predicator / Rheme) forty-two years old. (Attribute / Complement / Rheme) (SDCC) |||

**BWPE01 has 11 ranking clauses, out of which 5 are incomplete (1 LDP AND 4 SDCC). There are 9 clause complexes (1, 1, 1, 2, 2, 1, 1, 1, 1 ranking clauses respectively) and no down-ranked clauses. (54 words)**

## PICTURE NARRATIVE:

## SPOKEN:

1/1|| the girl (Actor / Subject / Theme) is « eh! (DM) » reading (Process: M / Finite & Predicator / Rheme) the book (deviant [definite for indefinite article Deictic] Goal / Complement / Rheme) (DCC) 2|| and (textual Theme) your cat (deviant [second for third person singular possessive Deictic – L1 transfer] Actor / Subject / topical Theme) sleeping (Process: M / [anaphorically retrievable] Finite & Predicator / Rheme) (AEC) (SDCC) 2/3|| after (part of Circumstance / Adjunct / Theme) the girl (Actor / Subject / Rheme) take (Process: M / part of Finite & Predicator / Rheme) a ball (Goal / Complement / Rheme) (IC-

Range constituent of Circumstance / Adjunct / Theme prepositional phrase, bound morpheme indicative of 3<sup>rd</sup> person singular marking on primary present tense temporal Finite lacking) (LDP) 4 || and (textual Theme) your cat (deviant [second for third person singular possessive Deictic – L1 transfer] Actor / Subject / topical Theme) try... (Process: M / part of Finite & part of Predicator / part of Rheme) (IC-bound morpheme indicative of 3<sup>rd</sup> person singular marking on primary present tense temporal Finite / second perfective-aspect constituent of Predicator verbal-group-complex / part of Rheme, Goal / Complement / part of Rheme lacking) (LDP) 5 || try take (Process: M / part of Finite & part of Predicator / part of Rheme) a ball (Goal / Complement / Rheme) (AEC) (IC-bound morpheme indicative of 3<sup>rd</sup> person singular marking on primary present tense temporal Finite / perfectiveness marking on second constituent of Predicator verbal-group-complex / part of Rheme lacking) (LDP) 3/6 || after (part of Circumstance-location:time / Adjunct / Theme) he (Actor / Subject / Rheme) sleeps (Process: M / Finite & Predicator / Rheme) under the table (Circumstance-location:place / Adjunct / Rheme) (IC-Range constituent of Circumstance-location:time / Adjunct / Theme prepositional phrase lacking) (LDP) 4/7 || after (part of Circumstance / Adjunct / Theme) the cat (Actor / Subject / Rheme) try to take (Process: M / part of Finite & Predicator / Rheme) another animal (Goal / Complement / Rheme) (IC-Range constituent of Circumstance / Adjunct / Theme prepositional phrase, bound morpheme indicative of 3<sup>rd</sup> person singular marking on primary present tense temporal Finite lacking) (LDP) 8 || and (textual Theme) the girl... (Participant / Subject / topical Theme) (IC-unfinished clause due to abrupt interruption of recording) (LPP) |||

**CBSPN01 has 8 ranking clauses, out of which 7 are incomplete (5 LDP, 1 LPP, and 1 SDCC). There are 4 clause complexes (2, 3, 1, 2 ranking clauses respectively) and no down-ranked clauses. (43 words)**

WRITTEN:

1/1 ||| The girl is reading (M) a book. (CC) 2/2 ||| Your cat (deviant [second for third person singular possessive Deictic – L1 transfer] Actor / Subject / Theme) is sleeping. (Process: M / Finite & Predicator / Rheme) (SDCC) 3/3 ||| After (part of Circumstance / Adjunct / Theme) she (Actor / Subject / Rheme) takes (Process: M / Finite & Predicator / Rheme) a ball (Goal / Complement / Rheme) (IC-Range constituent of Circumstance / Adjunct / Theme prepositional phrase lacking) (LDP) 4 || and (textual Theme) your cat (deviant [second for third person singular possessive Deictic – L1 transfer] Actor / Subject / topical Theme) looks. (Process: M / Finite & Predicator / Rheme) (SDCC) 4/5 ||| After (part of Circumstance / Adjunct / Theme) he (Actor / Subject / Rheme) goes to sleep (Process: M / Finite & Predicator / Rheme) under the table. (Circumstance / Adjunct / Rheme) (IC-Range constituent of Circumstance / Adjunct / Theme prepositional phrase lacking) (LDP) 5/6 ||| After, (part of Circumstance / Adjunct / Theme) the cat (Actor / Subject / Rheme) looks (Process: M / Finite & Predicator / Rheme) (IC-Range constituent of Circumstance / Adjunct / Theme prepositional phrase lacking) (LDP) 7 || and (textual Theme) try to take (Process: M / part of Finite & Predicator / Rheme) another animal. (Goal / Complement / Rheme) (AEC) (IC-bound morpheme indicative of 3<sup>rd</sup> person singular marking on primary present tense temporal Finite lacking) (AEC) (LDP) 6/8 ||| The girl saves (M) him (the cat). (CC) 7/9 ||| After (part of Circumstance-location:time / Adjunct / Theme) the animal (Actor / Subject / Rheme) goes (Process: M / Finite & Predicator / Rheme) to the forest. (Circumstance-location:place / Adjunct / Rheme) (IC-Range constituent of Circumstance-location:time / Adjunct / Theme prepositional phrase lacking) (LDP) |||

**CBWPN01 has 9 ranking clauses, out of which 7 are incomplete (5 LDP and 2 SDCC). There are 7 clause complexes (1, 1, 2, 1, 2, 1, 1 ranking clauses respectively) and no down-ranked clauses. (50 words)**

DIALOG:

CSC1 - Hi (MC) 1/1 ||| my name is (R) P. V. (CC) |||  
 CSC2 - 2/2 ||| I am (R) N. F. (CC) |||  
 CSC1 - 3/3 ||| It's (R) nice [[ to meet (M) you (complete non-finite down-ranked clause) ]] (CC) |||  
 CSC2 - 4/4 ||| Nice [[ to meet (M) you too (complete non-finite down-ranked clause) ]] (EEC) (CC) |||  
 CSC1 - 5/5 ||| I'm (R) sorry (CC) 6 ||| what's (R) your last name again? (CC) |||  
 CSC2 - 6/7 ||| It's (R) F. (CC) 7/8 ||| How old are (R) you? (CC) |||  
 CSC1 - 8/9 ||| I'm (R) eleven years old (CC) |||  
 CSC2 - 9/10 ||| Thank (V) you (EEC) (CC) |||

**BD has 10 ranking clauses, out of which NONE is incomplete. There are 9 clause complexes (1, 1, 1, 1, 2, 1, 1, 1, 1 ranking clauses respectively) and 2 down-ranked clauses. (39 words)**

## DIALOG REPORT:

1/1|| We did (M) a conversation about two people. (CC) 2/2|| I (Sayer / Subject / Theme) 'm question (Process: V / deviant [present – earlier taught 'be' form – for past – later taught 'ed' form – primary tense] temporal Finite & Predicator / Rheme) for Natan: (deviant [ inappropriate preposition 'for' – L1 transfer] Receiver / Complement / Rheme) (projecting clause) (SDCC) 3|| He (Identified / Subject / Theme) Natan. (Identifier / Complement / Rheme) (IC-Process: R / Finite & Predicator / part of Rheme lacking) (projected clause) (LDP) 3/4|| My name is (R) Paulo Victor. (CC) 4/5|| He (Sayer / Subject / Theme) 's ask: (Process: V / deviant [present – earlier taught 'be' form – for past – later taught 'ed' form – primary tense] temporal Finite & deviant [lexical choice 'ask' for 'answer'] Predicator / Rheme) (projecting clause) (SDCC) 6|| I'm (R) Natan Franco. (projected clause) (CC) 5/7|| I (Sayer / Subject / Theme) did (deviant [lexical choice: 'did' for 'asked' – L1 transfer] Process: V / Finite & Predicator / Rheme) a question: (Verbiage / Complement / Rheme) (projecting clause) (SDCC) 8|| It's (R) nice [[ to meet (M) you. (complete non-finite down-ranked clause) ]] (projected clause) (CC) 6/9|| He (Sayer / Subject / Theme) 's ask (Process: V / deviant [present – earlier taught 'be' form – for past – later taught 'ed' form – primary tense] temporal Finite & deviant [lexical choice 'ask' for 'answer'] Predicator / Rheme) for me: (deviant [ inappropriate preposition 'for' – L1 transfer] Receiver / Complement / Rheme) (projecting clause) (SDCC) 10|| Nice [[ to meet (M) you, too. (complete non-finite down-ranked clause) ]] (EEC) (projected clause) (CC) 7/11|| I (Sayer / Subject / Theme) did (deviant [lexical choice: 'did' for 'asked' – L1 transfer] Process: V / Finite & Predicator / Rheme) again (deviant [L1 accepted location within clause] Circumstance / Adjunct / Rheme) a question (Verbiage / Complement / Rheme) for he: (deviant [lexical choice: 'for' for 'to'; earlier taught nominative case for later taught oblique case of Range constituent in prepositional phrase] Receiver / Complement / Rheme) (projecting clause) (SDCC) 12|| I'm (R) sorry. (projected clause) (CC) 13|| What's (R) your last name again? (projected clause) (CC) 8/14|| He (Sayer / Subject / Theme) ask (Process: V / deviant [ present for past primary tense] temporal Finite & deviant [lexical choice: 'ask' for 'answer'] Predicator / Rheme) for me: (deviant [inappropriate preposition 'for'] Receiver / Complement / Rheme) (projecting clause) (SDCC) 15|| Natan. (Identifier Complement / Rheme) (AEC) (projected clause) (CC) 9/16|| He (Sayer / Subject / Theme) did (deviant [lexical choice: 'did' for 'asked' – L1 transfer] Process: V / Finite & Predicator / Rheme) a question (Verbiage / Complement / Rheme) for me. (deviant [lexical choice: 'for' for 'to'] Receiver / Complement / Rheme) (projecting clause) (SDCC) 17|| How old are (R) you? (projected clause) (CC) 10/18|| I (Sayer / Subject / Theme) ask (Process: V / deviant [ present for past primary tense] temporal Finite & deviant [lexical choice: 'ask' for 'answer'] Predicator / Rheme) for he: (deviant [inappropriate preposition 'for' – L1 transfer; earlier taught nominative case for later taught oblique case of Range constituent in prepositional phrase] Receiver / Complement / Rheme) (projecting clause) (SDCC) 19|| I'm (R) eleven years old. (projected clause) (CC) 11/20|| And (textual Theme) he: (Sayer / Subject / topical Theme) (IC-Process: V / Finite & Predicator / part of Rheme lacking) (projecting clause) (LDP) 21|| thank (V) you. (EEC) (projected clause) (CC) |||

**BDR01 has 21 ranking clauses, out of which 10 are incomplete (2 LDP and 8 SDCC). There are 11 clause complexes (1, 2, 1, 2, 2, 2, 3, 2, 2, 2, 2 ranking clauses respectively) and 2 down-ranked clauses. (82 words)**

## ORAL TEST:

There is no oral test at C. The oral grade depends on the amount and quality of the student's participation in class.

## WRITTEN TEST COMPOSITION:

There is no composition question in the Stage 1 test.

Subject CSC2

(male; 11 years old; fifth grade of Fundamental School; Class 4)

## PERSONAL EXPERIENCE:

## SPOKEN:

1/1|| assisto the jogo brazil (IC-L2 Senser / Subject / Theme, L2 Process: ML / Finite & Predicator / part of Rheme, L2 Thing constituent and minor Process – 'of' – in prepositional-phrase Qualifier constituent in

Phenomenon / Complement / Rheme lacking) (LDP) 2 || the jogo (part of Carrier / Subject / Theme) is (Process: R / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) two brazil and um turquia (part of Attribute / Complement / Rheme) (IC-L2 Thing constituent in Carrier / Subject / Theme, L2 elements in Attribute / Complement / part of Rheme lacking) (LDP) 2/3 || today I am (R) happy (CC) 4 || I am (R) happy (CC) 5 || brazil two and one costa rica (IC-textual Theme ‘because’, Identified / Subject / topical Theme – ‘the score’, Process: R / past primary tense temporal Finite & Predicator / part of Rheme, one element in Identifier / Complement / part of Rheme in L2 lacking) (LDP) 6 || não (IC-substitute for ‘it wasn’t costa rica’ lacking in L2) (LDP) 7 || turquia (part of Attribute / Complement / Rheme) (EEC) (IC-L2 Attribute / Complement / part of Rheme lacking) (LDP) |||

**BSPE02 has 7 ranking clauses, out of which 5 are incomplete (5 LDP). There are 2 clause complexes (2, 5 ranking clauses respectively) and no down-ranked clauses. (27 words)**

WRITTEN:

1/1 || Today (Circumstance / Adjunct / Theme) assistet (part of Process: ML / part of Finite & Predicator / part of Rheme) the jogo, Brazil and Thurquia, (part of Phenomenon / Complement / Rheme) (IC-L2 Senser / Subject / part of Rheme, L2 Process: ML / Finite & Predicator / part of Rheme, two elements of Thing constituent in Phenomenon / Complement / part of Rheme lacking in L2) (LDP) 2 || Brazil two and Thurquia one. (IC-textual Theme, Identified / Subject / topical Theme – ‘the score’, Process: R / past primary tense temporal Finite & Predicator / part of Rheme, one element in Identifier / Complement / part of Rheme in L2 lacking) (LDP) 2/3 || I’m (R) today very happy. (CC) |||

**BWPE02 has 3 ranking clauses, out of which 2 are incomplete (2 LDP). There are 2 clause complexes (2, 1 ranking clauses respectively) and no down-ranked clauses. (16 words)**

PICTURE NARRATIVE:

SPOKEN:

1/1 || girl (part of Carrier / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) cat (part of Attribute / Complement / Rheme) in the bed... in bedroom (Circumstance / Adjunct / Rheme) (IC-indefinite article Deictic constituent in Carrier / Subject / Theme nominal group, minor Process and indefinite article Deictic constituent in Attribute / Complement / part of Rheme prepositional phrase lacking) (LDP) 2 || the cat (Carrier / Subject / Theme) on the bed (Attribute / Complement / Rheme) (IC-Process: R / Finite & Predicator / part of Rheme lacking) (LDP) 2/3 || girl and cat (part of Carrier / Subject / Theme) (IC-definite article Deictic constituent before two Thing constituents in Carrier / Subject / Theme, Process: R / Finite & Predicator / part of Rheme, definite article Deictic constituent in Range constituent of Attribute / Complement / part of Rheme prepositional phrase lacking) (LDP) 4 || girl and cat (part of Carrier / Subject / Theme) in room (part of Attribute / Complement / Rheme) (IC-definite article Deictic constituent before two Thing constituents in Carrier / Subject / Theme, Process: R / Finite & Predicator / part of Rheme, definite article Deictic constituent in Range constituent of Attribute / Complement / part of Rheme prepositional phrase lacking) (LDP) 3/5 || cat (part of Carrier / Subject / Theme) on the table (Attribute / Complement / Rheme) (IC-definite article Deictic constituent in Carrier / Subject / Theme nominal group, Process: R / Finite & Predicator / part of Rheme lacking) (LDP) 6 || the pássaro (part of Carrier / Subject / Theme) in gaiola (part of Attribute / Complement / Rheme) (IC-L2 Thing constituent in Carrier / Subject / Theme nominal group, Process: R / Finite & Predicator / part of Rheme, definite article Deictic constituent in Range constituent and L2 Thing in Range constituent of Attribute / Complement / part of Rheme prepositional phrase lacking) (LDP) 7 || the cat (Carrier / Subject / Theme) on the table (Attribute / Complement / Rheme) (IC-Process: R / Finite & Predicator / part of Rheme lacking) (LDP) 8 || the cat (Carrier / Subject / Theme) in the gaiola (part of Attribute / Complement / Rheme) (IC-Process: R / Finite & Predicator / part of Rheme, L2 Thing constituent in Range nominal group of Attribute / Complement / part of Rheme prepositional phrase lacking) (LDP) 4/9 || girl (Actor? / Subject / Theme) is [pIntIf] (part of Process: M? / Finite & part of Predicator / part of Rheme) the cat (Goal? / Complement / Rheme) on the braços girl (part of deviant [lexical choice: preposition ‘on’ for ‘in’] Circumstance / Adjunct / Rheme) (IC-L2 Process: M? / Predicator / part of Rheme, L2 Thing constituent in Range nominal group of Circumstance / Complement / part of Rheme prepositional phrase and genitive case marking on the Classifier – ‘girl’ – of Range nominal group in Circumstance / Adjunct / part of Rheme lacking) (LDP) 5/10 || the pássaro (part of Carrier / Subject / Theme) on the árvore (part of Attribute / Complement / Rheme) (IC-L2 Thing constituent in Carrier /

Subject / Theme nominal group, Process: R / Finite & Predicator / part of Rheme, L2 Thing constituent in Range nominal group of Attribute / Complement / part of Rheme prepositional phrase lacking) (LDP) |||

**BSPN02 has 10 ranking clauses, out of which 10 are incomplete (10 LDP). There are 5 clause complexes (2, 2, 4, 1, 1 ranking clauses respectively) and no down-ranked clauses. (53 words)**

WRITTEN:

1/1||| The girl and cat (part of Carrier / Subject / Theme) in the bedroom, (Attribute / Complement / Rheme) (IC-definite article Deictic constituent before second Thing constituent in Carrier / Subject / Theme nominal group complex, Process: R / Finite & Predicator / part of Rheme lacking) (LDP) 2 ||| cat (part of Carrier / Subject / topical Theme) on the bed. (Attribute / Complement / Rheme) (IC-textual Theme, definite article Deictic constituent in Carrier / Subject / topical Theme nominal group, Process: R / Finite & Predicator / part of Rheme lacking) (LDP) 2/3||| The girl and cat (part of Actor / Subject / Theme) vam (part of Process: M / Finite & Predicator / Rheme) the living-room. (part of Circumstance / Adjunct / Rheme) (IC-definite article Deictic constituent before second Thing constituent in Actor / Subject / Theme nominal group complex, L2 Process: M / Finite & Predicator / part of Rheme, minor Process – ‘to’ – in Circumstance / Adjunct / part of Rheme prepositional phrase lacking) (LDP) 3/4||| The cat (Carrier / Subject / Theme) under the table, (Attribute / Complement / Rheme) (IC-Process: R / Finite & Predicator / part of Rheme lacking) (LDP) 5 ||| the cat and the table (Carrier / Subject / topical Theme) in living-room. (Attribute / Complement / Rheme) (IC-textual Theme, Process: R / Finite & Predicator / part of Rheme lacking) (LDP) 4/6||| The pássaro (part of Carrier / Subject / Theme) in gaile, (part of Attribute / Complement / Rheme) (IC-L2 Thing constituent in Carrier / Subject / Theme nominal group, Process: R / Finite & Predicator / part of Rheme, L2 Thing constituent and its definite article Deictic in Range nominal group of Attribute / Complement / part of Rheme prepositional phrase lacking) (LDP) 7 ||| gaile (part of Carrier / Subject / topical Theme) in the desk. (Attribute / Complement / Rheme) (IC-textual Theme, L2 Thing constituent and its definite article Deictic in Carrier / Subject / topical Theme nominal group, Process: R / Finite & Predicator / part of Rheme lacking) (LDP) 5/8||| The cat (Carrier / Subject / Theme) on the table and on the desk. (Attribute / Complement / Rheme) (IC-Process: R / Finite & Predicator / part of Rheme lacking) (LDP) 6/9||| The cat (Actor / Subject / Theme) derruba (part of Process: M / Finite & Predicator / Rheme) pássaro. (part of Goal / Complement / Rheme) (IC-L2 Process: M / Finite & Predicator / part of Rheme, L2 Thing constituent and its definite article Deictic in Goal / Complement / part of Rheme nominal group lacking) (LDP) 7/10||| OH!!! (DM) the cat (Carrier / Subject / Theme) in the gaile, (part of Attribute, Complement / Rheme) (IC-Process: R / Finite & Predicator / part of Rheme / L2 Thing constituent in nominal group Range of Attribute / Complement / part of Rheme prepositional phrase lacking) (LDP) 11 ||| the pássaro (part of Carrier / Subject / topical Theme) on the table. (Attribute / Complement / Rheme) (IC-textual Theme, L2 Thing constituent in Carrier / Subject / topical Theme nominal group, Process: R / Finite & Predicator / part of Rheme lacking) (LDP) 8/12||| The cat (Carrier / Subject / Theme) on dos braços the girl, (part of deviant [lexical choice: preposition ‘on’ for ‘in’] Attribute / Complement / Rheme) (IC-Process: R / Finite & Predicator / part of Rheme, L2 Thing constituent in Range nominal group of Attribute / Complement / part of Rheme prepositional phrase and genitive case marking on the Classifier – ‘girl’ – of Range nominal group in Attribute / Complement / part of Rheme lacking) (LDP) 13 ||| and (textual Theme) pássaro (part of Actor / Subject / topical Theme) Pul!! sumiu. (part of Process: M / Finite & Predicator / Rheme) (IC-L2 Thing constituent and its definite article Deictic in Actor / Subject / topical Theme nominal group, L2 Process: M / Finite & Predicator / part of Rheme lacking) (LDP) |||

**BWPN02 has 13 ranking clauses, out of which 13 are incomplete (13 LDP). There are 8 clause complexes (2, 1, 2, 2, 1, 1, 2, 2 ranking clauses respectively) and no down-ranked clauses. (73 words)**

DIALOG:

CSC1 - Hi (MC) 1/1||| my name is (R) Paulo Victor (CC) |||  
 CSC2 - 2/2||| I am (R) Natan Franco (CC) |||  
 CSC1 - 3/3||| It's (R) nice [[ to meet (M) you (complete non-finite down-ranked clause) ]] (CC) |||  
 CSC2 - 4/4||| Nice [[ to meet (M) you too (complete non-finite down-ranked clause) ]] (EEC) (CC) |||  
 CSC1 - 5/5||| I'm (R) sorry (CC) 6 ||| what's (R) your last name again? (CC) |||  
 CSC2 - 6/7||| It's (R) Franco. (CC) 7/8||| How old are (R) you? (CC) |||  
 CSC1 - 8/9||| I'm (R) eleven years old (CC) |||  
 CSC2 - 9/10||| Thank (V) you (EEC) (CC) |||

**BD has 10 ranking clauses, out of which NONE is incomplete. There are 9 clause complexes (1, 1, 1, 1, 2, 1, 1, 1, 1 ranking clauses respectively) and 2 down-ranked clauses. (39 words)**

DIALOG REPORT:

1/1|| I'm and Paulo Victor fizemos a conversação (IC-L2 Process: M / Finite & Predicator / part of Rheme lacking) (LDP) 2|| wear we at conhecemos fastering. (IC-textual Theme, L2 Process: ML / Finite & Predicator / part of Rheme lacking) (LDP) |||

2/3|| He C (IC-Process: V / Finite & Predicator / Rheme lacking) (projecting clause) (LDP) 4|| que at Paulo Victor, (IC-L2 textual Theme, Carrier / Subject / topical Theme, Process: R / Finite & Predicator / part of Rheme lacking) (projected clause) (LDP) 5|| I am C (IC-textual Theme, Process: V / non-deviant ['ed' form] Finite & Predicator / Rheme lacking) (projecting clause) (LDP) 6|| at Natan Franco. (IC-textual Theme, Carrier / Subject / topical Theme, Process: R / Finite & Predicator / part of Rheme lacking) (projected clause) (LDP) 3/7|| he C (IC-Process: V / Finite & Predicator / Rheme lacking) (projecting clause) (LDP) 8|| nice [[ to meet (M) you; (complete non-finite down-ranked clause) ] ] (projected clause) (EEC) (CC) 9|| I am disse (IC-Process: V / non-deviant ['ed' form] Finite & Predicator / Rheme lacking) (projecting clause) (LDP) 10|| nice [[ to meet (M) you too. (complete non-finite down-ranked clause) ] ] (projected clause) (EEC) (CC) 4/11|| he me ?, (IC-Process: V / Finite & Predicator / part of Rheme lacking) (projecting clause) (LDP) 12|| what (Identified / Subject / Theme) are (Process: R / deviant [second for third person singular concord] Finite & deviant ['are' for 'is'] Predicator / part of Rheme) you last name? (deviant [earlier taught nominative case for later taught pro-form of possessive case in Deictic constituent] Identifier / Complement / Rheme) (projected clause) (SDCC) |||

5/13|| I'am respondi Franco. (IC-Process: V / non-deviant ['ed' form] Finite & Predicator / part of Rheme lacking) (LDP) 6/14|| I'am C (IC-Process: V / non-deviant ['ed' form] Finite & Predicator / Rheme lacking) (projecting clause) (LDP) 15|| How old are (R) you? (projected clause) (CC) |||

7/16|| He C (IC-Process: V / Finite & Predicator / Rheme lacking) (projecting clause) (LDP) 17|| at tinha elevem years old (IC-textual Theme, L2 Process: R / Finite & Predicator / part of Rheme lacking) (projected clause) (LDP) |||

8/18|| I'am tanto! (IC-L2 Attribute / Complement / part of Rheme lacking) (LDP) |||

**BDR02 has 18 ranking clauses, out of which 15 are incomplete (14 LDP and 1 SDCC). There are 8 clause complexes (2, 4, 4, 2, 1, 2, 2, 1 ranking clauses respectively) and no down-ranked clauses. (64 words)**

ORAL TEST:

There is no oral test at C. The oral grade depends on the amount and quality of the student's participation in class.

WRITTEN TEST COMPOSITION:

There is no composition question in the Stage 1 test.

#### E.4.1.2 Group data (Class 3)

SPOKEN (CLASS RECORDING):

T: Good morning, everybody!

SS: Yes! (MC) Yes! (MC) Good morning! (MC) Good morning! (MC) [separately and yelling]

T: What's this?

[a lot of unintelligible exchanges among SS and between SS and T; T trying to speak English, and SS speaking in Portuguese]

S: 1/1|| a dois... (IC-L2 whole clause lacking) (EEC) (LDP) |||

T: What's this?

S: 2/2|| dois, dois, dois... (IC-L2 whole clause lacking) (EEC) (LDP) |||

T: No, what is this?

SS: [unintelligible]

T: It's a...



SS: 3/3|| (R) clock (AEC) (CC) |||  
T: Ok, it's a clock, yeah. So did you study for the quiz? I'm gonna I'm gonna I'm gonna dictate [unintelligible], ok?  
S: 4/4|| O que? (IC-L2 whole clause lacking) (EEC) (LDP) |||  
S: 5/5|| (R) five o'clock (EEC) (CC) |||  
T: I'm gonna quiz you about the [unintelligible], remember we studied yesterday? We studied here on the board the times, the [unintelligible]... Get a... Get a piece of paper... I'm gonna give you a piece of paper...  
S: 6/6|| papel... (IC-L2 whole clause lacking) (EEC) (LDP) ||| [SS keep chatting confusingly in Portuguese all the time]  
SS: [SS ask T a question in Portuguese]  
T: Yes... [SS chatting and asking the question] Dictation about the time...  
S: 7/7|| (R) dictation! (EEC) (CC) 8|| dictation [unintelligible], (UNANALYZABLE) 9|| (R) [dIktátšio:]! (EEC) (CC) 10|| (R) [dIktátšio:]! (EEC) (CC) ||| [yelling like all other SS]  
T: I'm... I'm going to show you the board and you have to write it down...  
S: 8/11|| é (part of Process: R / Finite & Predicator / Rheme) [dIktátšio:]... (Attribute / Complement / Rheme) (IC-Carrier / Subject / Theme, L2 Process: Finite & Predicator / part of Rheme lacking) (LDP)|||  
T: Camila, [dIktéytšõn]!  
SS: [unintelligible chat in Portuguese among themselves, yelling]  
T: Oh! Let's see...  
SS: [unintelligible chat in Portuguese among themselves, yelling]  
T: Ok. Write down your name...  
SS: [unintelligible chat in Portuguese among themselves, yelling]  
T: Ok. Ok. I'm gonna show you the time here [unintelligible]...  
SS: [unintelligible chat in Portuguese among themselves, yelling]  
T: No problem... pen or pencil... doesn't matter, it's up to you...  
S: Professor... (MC)  
T: You're going to keep this paper, Ok. You're going to keep it. I'm not gonna collect it.  
S: Professor, (MC) 9/12|| não entendi nada... (IC-L2 whole clause lacking) (LDP) |||  
T: I'm not going to collect the paper; you're going to keep it. [speaking very slowly, over articulating the words] It's... it's for you. It's gonna be an exercise for you.  
S: Vamos lá! (MC) Vamos lá! (MC)  
T: You [unintelligible]? So I'm gonna show you the time here...  
S: 10/13|| Eu (Actor / Subject / Theme) vou usar (part of Process: M / Finite & Predicator / Rheme) a mechanical pencil... (Goal / Complement / Rheme) (IC-L2 Actor / Subject / Theme, L2 Process: M / Finite & Predicator / part of Rheme lacking) (LDP) |||  
T: Ok, no problem... You can use mechanical pencil, you can use pencil, you can use pen, whatever you feel like using...  
S: 11/14|| whatever... (AEC) (CC) |||  
S: Teacher, (MC) 12/15|| é dos dois jeitos? (IC-L2 whole clause lacking) (LDP) |||  
S: 13/16|| É... (IC-L2 whole clause lacking) (LDP) |||  
SS: [unintelligible chat in Portuguese among themselves, yelling]  
T: I'm gonna show you the time here, and then you have to write it down on your paper, Ok?  
S: 14/17|| As duas formas? (IC-L2 whole clause lacking) (EEC) (LDP) |||  
T: It's up to you. Ok, both... Ok, can you [unintelligible] you can write down both forms or just one?  
S: 15/18|| Só uma forma, (IC-L2 whole clause lacking) (EEC) (LDP) 19|| né, (IC-L2 whole clause lacking) (LDP) ||| professor? (MC)  
S: 16/20|| Só uma forma? (IC-L2 whole clause lacking) (EEC) (LDP) ||| Oh! beleza! (MC)  
SS: [unintelligible chat in Portuguese among themselves, yelling]  
T: No, let's have two...  
SS: No, (MC) no, (MC) no, (MC) no... (MC)  
S: É, (MC) professor... (MC)  
S: No, (MC) teacher... (MC) [imitating a clown's voice]  
T: Ok, one form...  
SS: EEEEEhhhhhhh! (MC)  
T: What time is it now? ... What time is it now?  
S: 17/21|| Deixa eu ver... (IC-L2 whole clause lacking) (LDP) 22|| deixa eu ver... (IC-L2 whole clause lacking) (LDP) |||  
SS: [unintelligible chat in Portuguese among themselves, yelling]  
T: What time is it now?

SS: [unintelligible chat in Portuguese among themselves, yelling]  
S: 18/23||| Só uma forma... (IC-L2 whole clause lacking) (EEC) (LDP) |||  
T: What time is it?  
S: 19/24||| É (part of Process: R / Finite & Predicator / Rheme) three! (Attribute / Complement / Rheme) (IC-L2 Carrier / Subject / Theme, L2 Process: R / Finite & Predicator / part of Rheme lacking) (LDP) |||  
SS: Éeeee! (MC) [unintelligible chat in Portuguese among themselves, yelling] ...  
S: 20/25||| Tem que botar PM, AM (IC-L2 whole clause lacking) (LDP) 26 ||| ou só a hora? (IC-L2 whole clause lacking) (AEC) (LDP) |||  
S: 21/27||| Não, (IC-L2 whole clause lacking) (LDP) 28 ||| não tem dizendo... (IC-L2 whole clause lacking) (LDP) |||  
S: 22/29||| Não tem dizendo? (IC-L2 whole clause lacking) (LDP) |||  
T: No, you don't have to.  
SS: [unintelligible chat in Portuguese among themselves]  
T: Just write down the time... What time is it now?  
SS: [unintelligible chat in Portuguese among themselves and questions to T]  
T: Number 2: What time is it now?  
SS: 23/30||| Peraí, (IC-L2 whole clause lacking) (LDP) ||| professor... (MC)  
S: 24/31||| Peraí, (IC-L2 whole clause lacking) (LDP) ||| professor... (MC)  
S: Oh! (MC) professor! (MC)  
T: Gente, vocês não viram o primeiro horário?  
SS: [responding T at the same time]  
S: 25/32||| Não tô entendendo... (IC-L2 whole clause lacking) (LDP) 33 ||| Tá muito assim... (IC-L2 whole clause lacking) (LDP) |||  
T: Não dá prá entender?  
SS: [responding T at the same time]  
T: Então, você tá precisando usar óculos...  
SS: [unintelligible chat in Portuguese among themselves and comments to T]  
T: Time 1... Time 2... Time 3 now...  
S: Professor, (MC) 26/34||| entre [unintelligible] ou não? (UNANALYZABLE) |||  
S: [unintelligible in Portuguese]  
T: Time 1, Time 2, Time 3...  
SS: [unintelligible chat in Portuguese among themselves and comments to T]  
T: Time 3 now...  
SS: [unintelligible chat in Portuguese among themselves and comments to T]  
S: 27/35||| Eu não vi!!! (IC-L2 whole clause lacking) (LDP) |||  
T: All right...  
S: 28/36||| Qual é o problema? (IC-L2 whole clause lacking) (LDP) |||  
T: I'm going to show you again...  
SS: [unintelligible chat in Portuguese among themselves]  
T: It's individual.  
S: 29/37||| And now, (EEC) (CC) ||| teacher? (MC) Teacher, (MC) please! (MC)  
SS: [unintelligible chat in Portuguese among themselves]  
T: Individual...  
S: 30/38||| É onze e quarenta e cinco? (IC-L2 whole clause lacking) (LDP) |||  
T: I don't know. It's individual.  
S: 31/39||| doze... (IC-L2 whole clause lacking) (EEC) (LDP) |||  
T: That's what it is... It's very clear the time. It's very clear...  
SS: [unintelligible chat in Portuguese among themselves]  
T: There is to be no doubt ... right?  
S: 32/40||| Deixa eu ver direito [unintelligible] questions... (UNANALYZABLE) |||  
SS: [unintelligible chat in Portuguese among themselves]  
T: Time 4 now. Time 4...  
S: 33/41||| São quantas, (IC-L2 whole clause lacking) (LDP) ||| heim? (MC)  
T: São [unintelligible]... What time is it now?... What time is it now?  
S: 34/42||| Number 2? (EEC) (CC) |||  
S: 35/43||| Como é (IC-L2 whole clause lacking) (LDP) ||| professor? (MC)  
T: Teacher, let me see...  
S: 36/44||| Peraí, (IC-L2 whole clause lacking) (LDP) 45 ||| peraí... (IC-L2 whole clause lacking) (LDP) |||  
T: To get see, you ask like this... Ok?  
S: Ok! (MC)

T: Now Time 5.  
S: 37/46|| São quantas, (IC-L2 whole clause lacking) (LDP) || professor? (MC)  
S: Professor, (MC) 38/47|| são quantas questões? (IC-L2 whole clause lacking) (LDP) ||  
T: What time is it now?  
S: 39/48|| De longe, não dá pra ver. (IC-L2 whole clause lacking) (LDP) ||  
S: 40/49|| Deixa de ser cego, (IC-L2 whole clause lacking) (LDP) « João! (MC) » 50 || É cinco e quinze.  
(IC-L2 whole clause lacking) (LDP) ||  
T: What time is it now?  
S: Professor, (MC) 41/51|| o senhor quando terminar [unintelligible] ali, oh? (UNANALYZABLE) 52 ||  
É porque [unintelligible], (UNANALYZABLE) || professor. (MC)  
T: We're gonna do it... after the dictation.  
S: Pois professor, (MC) 42/53|| deixa eu olhar de novo!!! (IC-L2 whole clause lacking) (LDP) «  
Professor, (MC) » 54 || deixa eu olhar de novo. (IC-L2 whole clause lacking) (LDP) ||  
T: We will do it after the dictation. Teacher, let me see again!... All right?  
SS: No! (MC) No! (MC) No! (MC)  
S: Right! (MC)  
T: Yes? Everybody got it?  
S: 43/55|| Vai, (IC-L2 whole clause lacking) (LDP) || professor... (MC)  
S: É (MC) 44/56|| vai... (IC-L2 whole clause lacking) (LDP) ||  
T: Ok! Now let's go to Time 6.  
S: [unintelligible]  
T: I guess so.  
S: 45/57|| São dez [unintelligible]... (UNANALYZABLE) ||  
T: I guess so, yeah.  
S: 46/58|| What? (EEC) (CC) ||  
S: É... (MC)  
S: É... (MC)  
T: Ok. Now what time is it?  
S: Teacher, (MC) please... (MC) Please, (MC) teacher... (MC)  
S: [unintelligible remark in Portuguese]  
S: É... (MC) 47/59|| É mesmo. (IC-L2 whole clause lacking) (LDP) || [unintelligible remark in  
Portuguese]  
S: 48/60|| Se eu errar a primeira... (IC-L2 whole clause lacking) (LDP) ||  
T: Ok?  
SS: [unintelligible chat in Portuguese]  
T: Yes?  
S: Yes. (MC)  
T: Can we go to... Number 7... Time 7? Yeah?  
S: Yeah. (MC)  
SS: [unintelligible chat in Portuguese]  
S: 49/61|| Pensa um pouquinho... (IC-L2 whole clause lacking) (LDP) ||  
T: Seven.  
SS: [unintelligible chat in Portuguese]  
S: 50/62|| Vou pensar. (IC-L2 whole clause lacking) (LDP) 63 || Vou pensar no seu caso (IC-L2 whole  
clause lacking) (LDP) 64 || se vou pensar. (IC-L2 whole clause lacking) (LDP) 65 || Eu vou pensar (IC-L2  
whole clause lacking) (LDP) 66 || se eu vou pensar. (IC-L2 whole clause lacking) (LDP) ||  
S: Eh!... (MC)  
T: What time is it now?  
S: 51/67|| Ainda tem mais uma, (IC-L2 whole clause lacking) (LDP) || professor? (MC)  
S: 52/68|| É até 10, (IC-L2 whole clause lacking) (LDP) 69 || né? (IC-L2 whole clause lacking) (LDP) ||  
S: Ah, não! (MC)  
SS: [unintelligible chat in Portuguese]  
S: 53/70|| Como é, (IC-L2 whole clause lacking) (LDP) || professor? (MC)  
SS: [unintelligible chat in Portuguese]  
S: Oh, (MC) professor... (MC)  
SS: [unintelligible chat in Portuguese]  
S: 54/71|| Tá indo para o 7, (IC-L2 whole clause lacking) (LDP) 72 || é (IC-L2 whole clause lacking)  
(LDP) « professor? (MC) » 73 || Tá indo para o 7 (IC-L2 whole clause lacking) (LDP) 74 || ou já tá no 7?  
(IC-L2 whole clause lacking) (LDP) ||  
S: 55/75|| É até 10. (IC-L2 whole clause lacking) (LDP) ||

S: Ei, (MC) professor, (MC) 56/76|| tá indo para o 7 (IC-L2 whole clause lacking) (LDP) 77 || ou tá no 7? (IC-L2 whole clause lacking) (LDP) |||

T: What do you think?

SS: [unintelligible chat in Portuguese]

T: Ok? Now... Are you Ok? Now let's go to Number 8?

S: 57/78|| São dez itens, (IC-L2 whole clause lacking) (LDP) 79 || é? (IC-L2 whole clause lacking) (LDP) |||

T: Yes, ten items.

S: Professor, (MC) 58/80|| pode [unintelligible question in Portuguese]? (UNANALYZABLE) |||

S: 59/81|| E se errar todos? (IC-L2 whole clause lacking) (LDP) |||

S: 60/82|| Aí tira zero. (IC-L2 whole clause lacking) (LDP) |||

S: 61/83|| Eu vou tirar zero. (IC-L2 whole clause lacking) (LDP) |||

S: 62/84|| Aí não vai para o [unintelligible]. (UNANALYZABLE) |||

SS: [unintelligible chat in Portuguese]

S: Yuri, (MC) 63/85|| tu tá decorando tudinho? (IC-L2 whole clause lacking) (LDP) |||

SS: [unintelligible chat in Portuguese]

T: What time is it now?

SS: [unintelligible chat in Portuguese]

T: Look at the clock. What time is it now?

SS: [unintelligible chat in Portuguese]

T: Look at the clock. What time is it now?

S: 64/86|| (R) Twelve o'clock. (Attribute / Complement / Rheme) (EEC) (CC) |||

S: Professor, (MC) 65/87|| eu tô anotando assim: uma forma (IC-L2 whole clause lacking) (LDP) 88 || e depois boto numa forma diferente. (IC-L2 whole clause lacking) (LDP) 89 || Não na prova... (IC-L2 whole clause lacking) (EEC) (LDP) |||

T: Ok.

SS: [unintelligible remarks in Portuguese]

T: All right! Yeah. Try to avoid repetition. Yeah.

S: [unintelligible question in Portuguese]

T: Yeah. Very good!

S: [unintelligible remark in Portuguese]

T: Better for you... Ok! Can we go to... Number 9 now?

S: 66/90|| Peraí, (IC-L2 whole clause lacking) (LDP) << professor, (MC) >> 91 || deixa assim... (IC-L2 whole clause lacking) (LDP) |||

SS: [unintelligible chat in Portuguese]

T: What time is it now?

S: 67/92|| Muito ruim a sala, (IC-L2 whole clause lacking) (EEC) (LDP) ||| professor. (MC)

T: What time is it now?

SS: [unintelligible chat in Portuguese]

T: Ok?

SS: No! (MC) Yes! (MC) Yes! (MC)

S: 68/93|| the last... (EEC) (CC) 94 || the last... (EEC) (CC) |||

T: The last one, Ok?

S: Ok. (MC)

S: 69/95|| Peraí, (IC-L2 whole clause lacking) (LDP) ||| teacher. (MC)

SS: [unintelligible chat in Portuguese]

T: Trrrriiiiiimmm... What time is it now?

SS: [unintelligible answers]

S: 70/96|| O professor tá é doido. (IC-L2 whole clause lacking) (LDP) |||

T: What time is it now?

S: 71/97|| É três e meia. (IC-L2 whole clause lacking) (LDP) |||

SS: [unintelligible comments in Portuguese]

T: Ok... [unintelligible], no comments!!!

S: 72/98|| Calma aí, (IC-L2 whole clause lacking) (LDP) << professor. (MC) >> 99 || Peraí... (IC-L2 whole clause lacking) (LDP) |||

S: 73/100|| Eu acho (IC-L2 whole clause lacking) (LDP) 101 || que é ten [unintelligible in English]... (UNANALYZABLE) |||

T: No, no, no...

SS: [unintelligible comments in Portuguese]

S: [unintelligible question addressed to T in Portuguese]

T: Yes, please.

S: 74/102|| Vai levar prá casa (IC-L2 whole clause lacking) (LDP) 103 || é, (IC-L2 whole clause lacking) (LDP) || professor? (MC)  
T: No, you're going to check here.  
S: Não! (MC) Não! (MC) [yelling]. Teacher, (MC) [unintelligible remark]  
T: I'm gonna take... Ok, I'm taking...  
S: 75/104|| Deixa aqui, (IC-L2 whole clause lacking) (LDP) << professor, (MC) >> 105 || prá guardar de lembrança. (IC-L2 whole clause lacking) (LDP) << Oh, professor, (MC) >> 106 || o senhor não levar (IC-L2 whole clause lacking) (LDP) 107 || pra corrigir não, (IC-L2 whole clause lacking) (LDP) 108 || né? (IC-L2 whole clause lacking) (LDP) ||  
S: Professor, (MC) 76/109|| se tiver nota, [unintelligible rest of comment in Portuguese] (UNANALYZABLE) ||  
SS: [unintelligible comments in Portuguese]  
T: Ok?  
S: Ok. (MC) 77/110|| Vai... (IC-L2 whole clause lacking – unfinished clause) (LDP) ||  
T: Are you finished? Everybody?  
S: Professor, (MC) 78/111|| o senhor vai levar (IC-L2 whole clause lacking) (LDP) 112 || pra corrigir? (IC-L2 whole clause lacking) (LDP) ||  
T: Yeah.  
S: Não, (MC) professor! (MC)  
T: [unintelligible remark in English] + Write down your names...  
S: Professor... (MC)  
S: Professor... (MC) [unintelligible question in Portuguese]  
SS & T: [unintelligible chat in Portuguese]  
T: Ok? Finished? Ok, give me your papers now, please.  
S: 79/113|| Perdi [unintelligible], (UNANALYZABLE) || professor... (MC)  
T: Don't forget to write down your name!  
SS: [unintelligible chat in Portuguese]  
T: Camila, finished?  
SS: [unintelligible chat in Portuguese]  
T: Ok, everybody? Now [unintelligible] books, please.  
SS: [unintelligible chat in Portuguese]  
T: How was it? Difficult?  
S: ã? (MC)  
T: Easy?  
S: 80/114|| No!!! (CC) ||  
[T keeps on talking to SS in English about how difficult or easy the time task was, and SS give their opinions in Portuguese, in a confusing way]  
T: Now, get [unintelligible], please.  
S: 81/115|| Foi (part of Process: R / Finite & Predicator / Rheme) impossible. (Attribute / Complement / Rheme) (IC-Carrier / Subject / Theme, L2 Process: R / Finite & Predicator / part of Rheme lacking) (LDP) ||  
SS: [unintelligible chat in Portuguese]  
T: Ok! Now, let... let's give [unintelligible].  
SS: [unintelligible chat in Portuguese]  
T: Get your books, and let's continue the conversation that we stopped last class.  
S: [asks unintelligible question in Portuguese]  
T: Not now, later.  
SS: [unintelligible chat in Portuguese]  
T: Ok, conversation... page thirty now, please. Ok, the ones who haven't read... Ok! Monique [unintelligible]? No, you didn't, right? Who didn't read?  
S: 82/116|| Eu, (IC-L2 whole clause lacking) (AEC) (LDP) 117 || eu... (IC-L2 whole clause lacking) (AEC) (LDP) ||  
T: Ok, Diego, Paulo Victor, Reinaldo, Vilmar...  
S: 83/118|| Eu já fui. (IC-L2 whole clause lacking) (LDP) ||  
T: Did you read? You read last class...  
SS: [unintelligible chat in Portuguese]  
T: Quem não leu na última aula?  
S: 84/119|| Tu... (IC-L2 whole clause lacking) (AEC) (LDP) ||  
S: 85/120|| Eu li, sim! (IC-L2 whole clause lacking) (LDP) ||  
S: 86/121|| Eu, não... (IC-L2 whole clause lacking) (AEC) (LDP) ||

S: 87/122|| Li, sim. (IC-L2 whole clause lacking) (LDP) |||  
 S: 88/123|| Leu, (IC-L2 whole clause lacking) (LDP) 124|| leu, (IC-L2 whole clause lacking) (LDP) 125|| leu, (IC-L2 whole clause lacking) (LDP) 126|| leu... (IC-L2 whole clause lacking) (LDP) |||  
 T: Yes...  
 SS: [unintelligible chat in Portuguese about who had and hadn't read]  
 T: Ok! Now, let's start it. Let's start with...  
 SS: [unintelligible chat in Portuguese about who had and hadn't read]  
 T: Excuse-me!!! Excuse-me! Silence, please! Be quiet!  
 S: [unintelligible question addressed to T in Portuguese]  
 T: Don't worry about this, you know. [unintelligible phrase], yes?, you know? A conversation that you have to practice. It doesn't matter if it's a man or a woman. Não importa se é homem ou mulher; importa é vocês praticarem, Ok? Don't worry about that. So, Paulo Vítor, you start. You're, you are, you know, Steve, and then you're Mrs. [unintelligible]. Come on!  
 S (PV): Hi! Mom. [mispronounces 'mom']  
 T: Hi! Mom. [T repeats pronouncing 'mom' correctly]  
 S (PV): Hi! Mom. [PV repeats making the correction]  
 T: Don't forget; they don't sound, Ok, mom [T repeats wrong pronunciation]. Repeat, please: 'mom' [T models correct pronunciation].  
 SS: 'Mom' [chorus repetition]  
 T: Hi! Mom. [modeling for chorus repetition]  
 SS: Hi! Mom. [chorus repetition]  
 T: Good. Again.  
 S (Another Student): What are you... what are you doing, Steve? [pronounces without making the American type of flapped liaison between /t/ and /a/]  
 T: What are you doing? [repeats with the flapped liaison and without the hesitation on the part of S]  
 S: What are you doing, Steve?  
 S (PV): I'm hungry, so I'm cooking.  
 T: so I'm cooking. 'So'. Repeat, please: 'So'.  
 SS: 'So' [chorus repetition]  
 T: Ok, good.  
 S (AS): You're cooking is two o'clock in the morning!  
 S (PV): Yeah, but I'm really hungry.  
 S (AS): What are you making?  
 S (PV): Pizza.  
 S (AS): Pizza? So let's eat. [inadequate intonation contour]  
 T: So let's eat! [with adequate intonation contour]. Yeah, good. So repeat, please... ah, repeat, please: 'You're cooking?'  
 SS: 'You're cooking?' [chorus repetition]  
 T: 'It's two o'clock in the morning!'  
 SS: 'It's two o'clock in the morning!' [chorus repetition]  
 T: 'Yeah, but I'm really hungry!'  
 SS: 'Yeah, but I'm really hungry!'  
 T: Ok, understand 'hungry'?  
 S: 89/127|| Sim, (IC-L2 whole clause lacking) (LDP) 128|| 'fome'. (IC-L2 whole clause lacking) (EEC) (LDP) |||  
 T: Ok, 'faminto', right? Ok, very good. Now two more volunteers, please.  
 S: [unintelligible remark in Portuguese]  
 T: Ok. Two more volunteers...  
 S: 90/129|| I, (R) (EEC) (CC) ||| teacher! (MC)  
 T: So Ok, Reinaldo...and...  
 S: 91/130|| Vilmar. (EEC) (CC) |||  
 T: ... Vilmar. Come on. You're Steve and Vilmar is Mrs. [unintelligible].  
 S (R): Hi! Mom.  
 S (V): What you are... what are you doing, Steve?  
 S (R): I'm hungry,  
 T: Steve.  
 S (R): so I'm cooking.  
 T: '[istiyvi], não, [stiyv].  
 S (V): [stiyv]  
 S (R): I'm hungry, so I'm cooking.

S (V): You're cooking? It's two o'clock in the morning!  
S (R): Yeah, but I'm [réli] hungry!  
T: Ok..  
S (V): What are you [unintelligible]  
T: Sorry. Repeat, please: 'really'  
SS: 'really' [chorus repetition]  
T: 'I'm really hungry'  
SS: 'I'm really hungry'  
T: Reinaldo, again, please. Say it again, please.  
S (R): 92/131||| É eu... (IC-L2 whole clause lacking) (LDP) ||| Yeah, but I'm really hungry!  
S (V): What are you making?  
S (R): Pizza.  
S (V): Hum... pizza?! So eat it pizza!  
T: So let's eat! Ok, two more volunteers... So... ah...  
S: [yells something in Portuguese]  
T: Did you read last class?  
S: 93/132||| Eu, (IC-L2 whole clause lacking) (EEC) (LDP) ||| professor. (MC)  
T: You go later, Ok? Helen, you're Steve and... Lia, you are Mrs. [unintelligible]  
S: 94/133||| Ao contrário; (IC-L2 whole clause lacking) (EEC) (LDP) 134 || a gente já tinha combinado. (IC-L2 whole clause lacking) (LDP) |||  
T: All right.  
S (L): Hi! Mom.  
S (H): What are you doing, Steve?  
S (L): I'm hungry, so I'm cooking.  
S (H): You are cooking? It's two o'clock in the morning!  
S (L): Yeah, but I'm really hungry. What are you [míykIŋ]?  
T: What are you [méykIŋ]? What are you making? [second time, also making the flapped liaison between /t/ and /a/]  
S (L): What are you making?  
S (H): Pizza.  
S (L): Pizza? [unintelligible]  
T: So let's eat! Ok, repeat, everybody": 'Hi! Mom.'  
SS: 'Hi! Mom.'  
T: 'What are you doing, Steve?'  
SS: 'What are you doing, Steve?'  
T: 'I'm hungry!'  
SS: 'I'm hungry!'  
T: 'So I'm cooking!'  
SS: 'So I'm cooking!'  
T: 'You're cooking?'  
SS: 'You're cooking?'  
T: 'It's two o'clock in the morning!'  
SS: 'It's two o'clock in the morning!'  
T: 'Yeah, but I'm really hungry!'  
SS: 'Yeah, but I'm really hungry!'  
T: 'What are making?'  
SS: 'What are making?'  
T: 'Pizza.'  
SS: 'Pizza.'  
T: 'Hum... Pizza?'  
SS: 'Hum... Pizza?'  
T: 'So let's eat!'  
SS: 'So let's eat!'  
T: Very good. Now, two more volunteers. Monique and Emerson. Ok, Emerson, you're Steve; Monique, you're Mrs. [unintelligible]  
S (E): Hi! Mom.  
S (M): What are you doing, Steve?  
S (E): I'm hungry, so I'm cooking.  
S (M): You are cooking? It's two o'clock in the morning.  
S (E): But I am really hungry.

S (M): What are you [makín]?

S: 95/135|| [méykIŋ] (EEC) (CC) |||

T: What are you making? What are you making?

S (M): What are you making?

S (E): Pizza.

S (M): Hum... pizza? So let's [atši]!

SS: 96/136|| [iyt] (EEC) (CC) |||

T: [iyt]. 'So let's eat', understand what 'eat' is?

S: 97/137|| 'Eat' (Identified / Subject / Theme) é (part of Process: R / Finite & Predicator / Rheme) [[ prá comer... (incomplete non-finite down-ranked clause – L2 whole clause lacking) ]] (part of Identifier / Complement / Rheme) (IC-L2 Process: R / Finite & Predicator / part of Rheme, L2 Identifier / Complement / part of Rheme lacking) (LDP) |||

T: Do you like pizza, class? Do you like pizza?

S: 98/138|| Eu gosto. (IC-L2 whole clause lacking) (LDP) |||

S: Ei, professor (MC)

T: Do you?

S: 99/139|| (ML) very much! (AEC) (CC) |||

S: Teacher, (MC) [unintelligible chat in Portuguese about liking pizza or not]

T: So let's eat! What do you think? So let's eat... Então vamos... comer.

S: Ei, professor... (MC) ei, professor (MC) [unintelligible]

T: [unintelligible comment in English]

S: 100/140|| Olha o narigão dele! (IC-L2 whole clause lacking) (LDP) |||

T: [unintelligible comment in English]. Ok, now, class, page31, now, please. Ok, page 31 now, please.

SS: [unintelligible chat in Portuguese]

T: Ok, page 31. Let's go through the Grammar Focus now, Ok?

S: Ah!... (MC) [unintelligible remark; language – Portuguese or English – cannot be recognized either]

TP (TEXTBOOK TAPE): Page 31. Exercise 7. Grammar Focus. What + doing. Conjunction 'so'. Los Angeles, 4 AM. — What's Victoria doing? — She's sleeping right now.

T: Ok, class! So if you look at this first picture here, Ok? This is... Who is this? This is...

T & SS: 101/141|| (R) Victoria! (AEC) (CC) |||

T: Where is she?

S: 102/142|| She is [continues sentence, but there are overlapping answers from other SS] (UNANALYZABLE) |||

T: She is in Los Angeles. [almost concomitant with SS's answers]. She is in Los Angeles. Now, what is she doing here?

S: 103/143|| She's sleeping. (M) (CC) |||

S: 104/144|| ... sleeping. (M) (AEC) (CC) |||

T: She is sleeping.

SS: 105/145|| sleeping (M) (AEC) (CC) ||| [in chorus, repeating only last word of T's modeling]

T: She is sleeping now. Class, what time is it now?

S: 106/146|| (R) 4 AM. (AEC) (CC) |||

S: 107/147|| It's (R) 4 AM. (CC) |||

T: 4 AM. Four o'clock, Ok?... in the morning. 4 AM.

S: 108/148|| (R) four o'clock in the morning. (AEC) (CC) ||| [concomitant with T's last line]

T: So what is Victoria doing at 4 AM?

SS: 109/149|| sleeping. (M) (AEC) (CC) |||

T: She is sleeping. Ok, very good! She's sleeping right now. Now let's go to the next picture.

TP: Mexico City. 6 AM. — What's Marco doing? — It's 6 AM, so he's getting up!

T: Ok? So what time is it now?

S: 110/150|| (R) 6 AM. (AEC) (CC) |||

S: 111/151|| It's (R) 6 AM. (CC) |||

T & S: 112/152|| It's (R) 6 AM. (CC) |||

S: 113/153|| (R) six. (AEC) (CC) |||

T: So who is he?

S: 114/154|| It's (R) Marco. (CC) |||

S: [unintelligible concomitant answer with the other S's last line]

T: He is...

SS & T: 115/155|| (R) Marco. (AEC) (CC) |||

T: What is Marco doing?

S: 116/156|| getting up. (M) (AEC) (CC) |||



S: 117/157||| getting up. (M) (AEC) (CC) |||  
T: Marco is...  
T & SS: 118/158||| getting up. (M) (AEC) (CC) |||  
S: 119/159||| tá acordando, 160<< né, (IC-L2 whole clause lacking) (LDP) >> ele? (IC-L2 whole clause lacking) (LDP) |||  
T: Where is Marcos now? Where is he?  
S: 120/161||| (R) Mexico City. (AEC) (CC) |||  
T: He is in Mexico...  
SS: 121/162||| (R) City. (AEC) (CC) |||  
T: Repeat, please: 'Mexico City'.  
SS: 'Mexico City' [in chorus]  
T: Repeat: 'Mexico'.  
SS: 'Mexico'.  
T: 'Mexico City'.  
SS: 'Mexico City'.  
T: Ok, where's Victoria?  
S: 122/163||| (R) in Los Angeles. (AEC) (CC) |||  
T: Vic... Victoria is in Los Angeles. And where's Marcos?  
S: 123/164||| Marcos is (R) in Mexico City. (CC) |||  
SS: 124/165||| (R) Mexico City. (AEC) (CC) ||| [concomitant with the other S's last line]  
T: What time is it in Mexico?  
SS: 125/166||| (R) six AM. (AEC) (CC) |||  
T: It's 6 AM.  
S: Ai, professor, (MC) 126/167||| tá... (IC-L2 whole clause lacking) (EEC) (LDP) |||  
S: Professor... (MC)  
T: And what's Marcos doing at 6 AM?  
S: 127/168||| get up. (Process: M / Finite & part of Predicator / Rheme) (IC-present secondary tense marking – 'ing' – on lexical part of verbal group lacking) (AEC) (LDP) |||  
SS: 128/169||| get up. (Process: M / Finite & part of Predicator / Rheme) (IC-present secondary tense marking – 'ing' – on lexical part of verbal group / part of Rheme lacking) (AEC) (LDP) |||  
T: He is... getting up.  
SS: 129/170||| getting up (M) (AEC) (CC) ||| [concomitant with second part of T's modeling]  
S: Ei, professor, (MC) 130/171||| 'getting up' (Carrier / Subject / Theme) é (part of Process: R / Finite & Predicator / Rheme) a mesma coisa [[ que 'wake up'? (incomplete down-ranked clause – L2 functor lacking) ]] (part of Attribute / Complement / Rheme) (IC-L2 Process: R / Finite & Predicator / part of Rheme, L2 Attribute / Complement / part of Rheme lacking) (LDP) |||  
T: [must shake his head or signal a negative response with his finger??]  
S: 131/172||| 'Wake up' é o que? (IC-L2 whole clause lacking) (LDP) |||  
T: Ok, there is a difference between 'getting up' and 'waking up'. When you're sleeping, you wake up, and then when you get up, you... stand up... to get out of the bed. Ok? Look at him; that's what he's doing: he's getting up, getting out of the bed. Ok? Understand the difference between 'waking up' and 'getting up'?  
S: 132/173||| 'Waking up' é [[ só acordar, (incomplete down-ranked clause – L2 whole clause lacking) ]] (IC-L2 whole clause lacking) (LDP) 174 ||| né? (IC-L2 whole clause lacking) (LDP) |||  
S: 133/175||| O outro é [[ sair da cama. (incomplete down-ranked clause – L2 whole clause lacking) ]] (IC-L2 whole clause lacking) (LDP) |||  
S: 134/176||| O outro é... (IC-L2 whole clause lacking) (AEC) (LDP) |||  
T: Levantar-se, sair da cama. Very good. Ok. Now, next picture... What's the next picture?  
TP: New York City. 7 AM. — What are Sue and Tom doing? — They're having breakfast.  
T: Ok. So what time is it now?  
S: 135/177||| (R) 7 AM. (AEC) (CC) |||  
SS: 136/178||| (R) 7 AM. (AEC) (CC) |||  
T: What city is this?  
SS: 137/179||| (R) New York City. (AEC) (CC) |||  
T: New York City. Ok. So what are they doing in New York City?  
SS: [unintelligible answers as SS speak up all at the same time]  
T: They're having breakfast. Who are they?  
S: 138/180||| (R) Susan... (AEC) (CC) 181 ||| (R) Susan... (AEC) (CC) |||  
T: Sue and Tom. So where are Sue and Tom?  
SS: 139/182||| (R) in New York City. (AEC) (CC) |||

T: What time is it in New York City?  
SS: 140/183||| It's (R) 7 AM. (CC) |||  
T: It's 7 AM. What are they doing at 7 AM?  
S: 141/184||| having (M) br[ɪy]kfast. (AEC) (CC) |||  
T: They're having breakfast. Repeat, please: 'breakfast'.  
SS: 'breakfast'.  
T: 'breakfast'.  
SS: 'breakfast'.  
T: 'They're having breakfast'.  
SS: 'They're having breakfast'.  
T: Look at the picture, class. What do you think? First, Victoria is sleeping. Second, Marco is...  
T & SS: 142/185||| getting up. (M) (AEC) (CC) |||  
T: Now, Sue and Tom are having...  
S: 143/186||| eat. (Process: M / Finite & part of Predicate / Rheme) (IC-present secondary tense marking – 'ing' – on lexical part of verbal group lacking) (AEC) (LDP) |||  
T: breakfast, so they're eating their breakfast.  
S: 144/187||| Eles (part of Actor / Subject / Theme) estão eating... (Process: M / part of Finite & Predicate / part of Rheme) (IC-L2 Actor / Subject / Theme, L2 present primary tense temporal Finite / part of Rheme lacking) (LDP) |||  
T: So what's the breakfast now?  
S: [unintelligible answer]  
T: What is the breakfast? What is breakfast?  
S: [unintelligible answer]  
T: Ok. When when they have breakfast, they eat eggs, they drink...  
T & SS: 145/188||| (M) coffee... (AEC) (CC) |||  
T: or milk or chocolate, Ok? For example, I usually have an orange juice, some toasts, and scrambled eggs for my breakfast. You know, my breakfast... the breakfast is the first meal we have during the day. What's that?  
SS: [unintelligible answer]  
T: Qual é a primeira refeição que a gente tem no dia?  
S: 146/189||| in the morning. (EEC) (CC) |||  
T: In the morning?  
SS: 147/190||| café da manhã. (AEC) (CC) |||  
T: So our breakfast is our first...  
S & T: 148/191||| (R) meal. (AEC) (CC) |||  
T: Understand?  
S: 149/192||| Yes. (CC) |||  
T: A primeira refeição é o...  
SS & T: 150/193||| (R) breakfast. (AEC) (CC) |||  
T: Depois do breakfast o que que vem?  
S: 151/194||| al... (AEC) (CC) |||  
T: O al...  
SS & T: 152/195||| moço. (AEC) (CC) |||  
T: How do you say 'almoço' in English?  
S: 153/196||| (R) dinner. (AEC) (CC) |||  
T: Lunch.  
SS: 154/197||| (R) lunch. (AEC) (CC) |||  
S: 155/198||| (R) lunch? (AEC) (CC) |||  
T: After lunch, what do we have?  
SS: [unintelligible remarks in Portuguese]  
T: Aí vem o... jantar. How do you say 'jantar' in English?  
SS: 156/199||| (R) [dáyndr] (AEC) (CC) |||  
S: 157/200||| (R) dinner. (AEC) (CC) |||  
T: Dinner, Ok? Dinner. So, our... our principal meals are: breakfast, lunch, and dinner. Repeat, please:'breakfast'.  
SS: 'Breakfast'.  
T: 'Lunch'.  
SS: 'Lunch'.  
T: 'Lunch'.  
SS: 'Lunch'.

T: 'Dinner'.  
 SS: 'Dinner'.  
 T: Ok, so what time Sue and Tom have breakfast? At what time do they have breakfast?  
 S: 158/201||| (R) at 7 AM. (AEC) (CC) |||  
 S: 159/202||| (R) at 7 AM. (AEC) (CC) |||  
 T: At 7 AM. So what are they doing at 7 AM?  
 S: 160/203||| breakfast. (Goal / Complement / Rheme) (IC-present secondary tense Predicator lacking in AEC) (AEC) (LDP) |||  
 S: 161/204||| having (M) breakfast. (AEC) (CC) |||  
 T: They are having breakfast, Ok? They are having or they're having. They're having... they're having breakfast.  
 S: 162/205||| They (Actor / Subject / Theme) 're... (Finite / Rheme) (IC-Process: M / Predicator / part of Rheme lacking) (LPP) 206 ||| they're eating. (M) (CC) 207 ||| They're drinking (M) coffee. (CC) |||  
 T: Ok, they are eating eggs and drinking...  
 T & SS: 163/208||| (M) coffee. (AEC) (CC) |||  
 T: Now let's see the next picture.  
 TP: Brasilia. 9 AM. — What's Celia doing? — She's going to work.  
 T: All right. The next picture. What time is it?  
 SS: 164/209||| (R) 9 AM. (AEC) (CC) |||  
 T: Where is she?  
 SS: 165/210||| (R) seven. (AEC) (CC) |||  
 SS: 166/211||| (R) in Brasilia. (AEC) (CC) |||  
 T: Ok. What is this? Brasilia. She's in Brasilia. Now, what is she doing?  
 SS: 167/212||| going (M) to work. (AEC) (CC) |||  
 T: She's going to work! Yes, she is. She's going to work, Ok?  
 S: [unintelligible very quick remark]  
 T: No, she's going to work.  
 S: 168/213||| Pode ser [unintelligible]? (UNANALYZABLE) |||  
 T: No, she's going to work. She's going to her...  
 S: 169/214||| (M) work. (AEC) (CC) |||  
 T: job.  
 S: Professor, teacher, (MC) 170/215||| [unintelligible] de carro, (UNANALYZABLE) 216 ||| né (IC-L2 whole clause lacking) (LDP) ||| professor? (MC)  
 T: Ela vai trabalhar. Ela está indo trabalhar.  
 S: 171/217||| E... (IC-L2 whole clause lacking) (EEC) (LDP) 218 ||| e... (IC-L2 whole clause lacking) (EEC) (LDP) |||  
 T: Job é  
 T & S: 172/219||| emprego. (AEC) (CC) |||  
 S: 173/220||| Ela tá indo para o emprego. (IC-L2 whole clause lacking) (LDP) |||  
 T: Ok.  
 S: Ei, teacher, (MC) 174/221||| vai valer nota esse ditado aí? (IC-L2 whole clause lacking) (LDP) |||  
 T: No, not now. Later [unintelligible]. So what is Sally doing?  
 S: 175/222||| she's going (M) to work. (CC) |||  
 T: What time... Ok. So what... what time Sally is going to work?  
 SS: 176/223||| (M) 9 AM. (AEC) (CC) |||  
 T: So Sally is going to work at 9...  
 SS & T: 177/224||| (M) AM. (AEC) (CC) |||  
 T: Very good. Now let's go to the next picture.  
 TP: London. 12 noon. — What are Daisy and Anne doing? — It's noon, so they're having lunch.  
 T: Ok? So where are they? Where are Daisy and Anne?  
 S: 178/225||| they're (R) in London. (CC) |||  
 T: They're in London. Very good. What time is it in London?  
 SS: 179/226||| It's (R) twelve noon (CC) 227 ||| It's (R) twelve o'clock. (CC) |||  
 T: It's twelve o'clock or...  
 S: 180/228||| or (R) midday! (AEC) (CC) |||  
 T: it's...  
 T & SS: 181/229||| (R) noon. (AEC) (CC) |||  
 T: Or it's midday, Ok?  
 S: 182/230||| (R) midday. (AEC) (CC) |||  
 S: 183/231||| (R) noon! (AEC) (CC) |||

T: Ok. So they're... [end of Side A]  
 [beginning of Side B: a lot of unintelligible chat in Portuguese involving most SS]  
 T: Ok. Now, please, what are Daisy and Anne doing? What are they doing?  
 SS: 184/232||| having (M) lunch. (AEC) (CC) |||  
 S: 185/233||| having (M) lunch. (CC) |||  
 T: Ok, they're having lunch. So what time do they have lunch, Vanda?  
 S: 186/234||| (M) at noon. (AEC) (CC) |||  
 SS: 187/235||| (M) twelve o'clock. (AEC) (CC) |||  
 T: At noon. At twelve o'clock, Ok? So it's noon. They're having...  
 SS & T: 188/236||| (M) lunch. (AEC) (CC) |||  
 T: Now, next picture, please.  
 SS: [unintelligible quick chat]  
 TP: Moscow. [inaudible] [chat continues]  
 T: Listen!  
 TP: — What's Andrei doing? — He's working.  
 T: Ok. So who is he?  
 S: 189/237||| (R) Andrei. (AEC) (CC) |||  
 T: Andrei.  
 S: 190/238||| He's (R) Andrei. (CC) |||  
 T: Ok. So where is he?  
 S: 191/239||| (R) in Moscow. (AEC) (CC) |||  
 T: In Moscow. So what time is it in Moscow?  
 SS: 192/240||| (R) 3 PM. (AEC) (CC) |||  
 S: 193/241||| (R) three o'clock in the eve... (part of Attribute / Complement / Rheme) (AEC) (IC-Thing constituent in Range nominal group of Qualifier prepositional phrase in Attribute / Complement / part of Rheme nominal group lacking) (AEC) (LPP) << oh! (MC) >> 242 ||| (R) in the evening... (AEC) (CC) 243 ||| in the... (IC-clause left naturally unfinished due to turn invasion by interlocutor) (AEC) (LPP) |||  
 T: in the afternoon.  
 S: 194/244||| (R) in the afternoon. (AEC) (CC) |||  
 T: Ok. So it's 3 PM.  
 S: 195/245||| What (Goal / Complement / Theme) doing? (Process: M / Predicator / Rheme) (IC-part of Process / present primary tense Finite / part of Rheme, Actor / Subject / part of Rheme lacking) (LDP) |||  
 T: What's Andrei doing?  
 SS: 196/246||| He's working! (M) (CC) |||  
 T: He's working. Por que você não tá repetindo, João? He's working. So João, where is Andrei? Where's he?  
 S (J): 197/247||| He is (R) in Moscow. (CC) |||  
 T: He is in Moscow. Ok? What's he doing? What's he doing, João? What's Andrei doing?  
 S (J): [inaudible answer]  
 T: No, what is he doing? What's Andrei doing?  
 S: 198/248||| Eu sei! (IC-L2 whole clause lacking) (LDP) 249 ||| He's working. (M) (CC)|||  
 SS: 199/250||| working. (M) (AEC) (CC) |||  
 T: He is working. He's working.  
 S: 200/251||| working. (M) (AEC) (CC) |||  
 T: What time is it now?  
 SS: 201/252||| (R) 3 PM. (AEC) (CC) |||  
 T: 3 PM.  
 SS: 202/253||| It's (R) 3 PM. (CC) |||  
 T: 3 PM. So he's...  
 T & SS: 203/254||| working. (M) (AEC) (CC) |||  
 T: So he's working! Ok? Now next picture, please.  
 TP: [inaudible]. 7 PM. — What's [unintelligible] doing? — He's eating dinner right now.  
 S: Professor, (MC) 204/255||| não entend... (IC-L2 whole clause lacking) (LDP) |||  
 T: What time is it now?  
 SS: 205/256||| (R) 7 PM (AEC) (CC) 257 ||| It's (R) 7 PM. (CC) |||  
 T: 7 PM. Where is he?  
 S: 206/258||| (R) in Bank... (IC-clause left naturally unfinished due to turn invasion by interlocutor) (AEC) (LPP) |||  
 T: In Bangkok. In Bangkok. Where's Bangkok?  
 S: 207/259||| (R) in India. (AEC) (CC) |||

T: In India?  
S: 208/260||| É não, (IC-L2 whole clause lacking) (LDP) ||| professor. (MC)  
T: Is it in India?  
S: 209/261||| É não. (IC-L2 whole clause lacking) (LDP) |||  
T: No, not in India.  
S: 210/262||| Tão falando errado. (IC-L2 whole clause lacking) (LDP) |||  
S: 211/263||| (R) Africa. (AEC) (CC) |||  
S: 212/264||| (R) Turquia. (IC-L2 whole clause lacking) (AEC) (LDP) |||  
T: Where's Bangkok?  
S: 213/265||| (R) Turquia. (IC-L2 whole clause lacking) (AEC) (LDP) |||  
T: In Turkey?  
SS: 214/266||| Não!!! (IC-L2 whole clause lacking) (LDP) |||  
T: No. Bangkok is in...  
S: 215/267||| (R) Japan. (AEC) (CC) |||  
T: Thailand. É na Tailândia. [tai] [tailænd]  
S: Professor,... (MC) [unintelligible as all SS are making comments in Portuguese simultaneously and almost yelling]  
T: [unintelligible remark in English]  
S: 216/268||| I'm (R) crazy. (CC) |||  
T: So... what is... what's [unintelligible] doing?  
SS: 217/269||| He's eating (M) [daynôr] right now. (CC) |||  
T: Repeat, please: 'dinner'.  
SS: 'Dinner'.  
T: 'He's eating dinner right now'.  
SS: 'He's eating dinner right now'.  
T: 'He's eating dinner'.  
SS: 'He's eating dinner'.  
T: 'He's eating dinner right now'.  
SS: 'He's eating dinner right now'.  
T: 'right now'.  
SS: 'right now'.  
T: 'eating dinner'.  
SS: 'eating dinner'.  
T: 'He's eating dinner right now'.  
SS: 'He's eating dinner right now'.  
T: So what's [unintelligible] doing?  
S: 218/270||| What, (EEC) (CC) ||| professor? (MC)  
SS: 219/271||| He's eating (M) dinner right now. (CC) |||  
T: Very good. So what time is it in Bangkok?  
SS: 220/272||| (R) 7 PM AEC) (CC) 273 ||| it's (R) 7 PM (CC) 274 ||| (R) seven o'clock in the evening. (AEC) (CC) |||  
S: 221/275||| it's (R) 7 PM. (CC) |||  
S: 222/276||| Ou (part of textual Theme) seven o'clock in the evening. (Attribute / Complement / Rheme) (AEC) (IC-L2 textual Theme lacking) (LDP) |||  
T: Or seven o'clock in the evening. Ok, 7 PM is easier to say to say, right? Ok so let's... Ok, where's [unintelligible]? Where is he?  
SS: 223/277||| (R) in Bangkok. (AEC) (CC) |||  
T: Now next picture, please.  
S: 224/278||| barra de chocolate! (IC-L2 whole clause lacking) (EEC) (LDP) |||  
T: Next picture.  
TP: Tokyo. 9 PM. — What's [ ] doing? — He's watching television.  
T: So what time is it now in Tokyo?  
SS: 225/279||| (R) 9 PM. (AEC) (CC) |||  
T: 9 PM.  
S: 226/280||| (R) 9 PM. (AEC) (CC) |||  
T: Class, do you know where Tokyo is?  
S: 227/281||| (R) nine P... (IC-clause left naturally unfinished due tue turn invasion by interlocutor (AEC) (LPP) |||  
T: Where Tokyo is?  
SS: 228/282||| (R) in Japan. (AEC) (CC) |||



3/3|| I am having (M) breakfast at 6:00 A.M. (CC) |||  
 4/4|| I am going (M) to school at 6:15 A.M. (CC) |||  
 5/5|| I am arriving (M) at school at 6:30 A.M. (CC) |||  
 6/6|| I am studying (M) at school from 6:30 A.M. to 12:00 P.M. (CC) |||  
 7/7|| I am arriving (M) at home at 12:45 P.M. (CC) |||  
 8/8|| I am taking a bath (M) from 12:45 to 1:00 P.M. (CC) |||  
 9/9|| I am having (M) lunch at 1:00 P.M. (CC) |||  
 10/10|| I am watching (ML) television from 1:20 to 2:30 P.M. (CC) |||  
 11/11|| I am sleeping (M) from 2:30 to 5:00 P.M. (CC) |||  
 12/12|| I am having (M) a snack at 5:00 P.M. (CC) |||  
 13/13|| I am studying (M) in my home from 5:15 to 8:00 P.M. (CC) |||  
 14/14|| I am having (M) dinner at 8:00 P.M. (CC) |||  
 15/15|| I am studying (M) in my home from 8:45 to 11:00 P.M. (CC) |||  
 16/16|| I am sleeping (M) from 11:15 P.M. to 5:30 A.M. (CC) |||

**BWGD1 has 16 ranking clauses, out of which NONE is incomplete. There are 16 clause complexes (1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1 ranking clauses respectively) and no down-ranked clauses. (136 words)**

STUDENT 2

My day

1-

A: 1/1|| What time is (R) it? (CC) |||  
 B: 2/2|| It's (R) four in the morning. (CC) |||  
 A: 3/3|| What are you doing? (M) (CC) |||  
 B: 4/4|| I'm sleeping. (M) (CC) |||

2-

A: 5/5|| What time is (R) it? (CC) |||  
 B: 6/6|| It's (R) 5:45 A.M. (CC) |||  
 A: 7/7|| What are you doing? (M) (CC) |||  
 B: 8/8|| I'm getting up. (M) (CC) |||

3-

A: 9/9|| What time is (R) it? (CC) |||  
 B: 10/10|| It's (R) 6:00 A.M. (CC) |||  
 A: 11/11|| What are you doing? (M) (CC) |||  
 B: 12/12|| I'm having (M) breakfast. (CC) |||

4-

A: 13/13|| What time is (R) it? (CC) |||  
 B: 14/14|| It's (R) 6:15 A.M. (CC) |||  
 A: 15/15|| What are you doing? (M) (CC) |||  
 B: 16/16|| I'm going (M) to school. (CC) |||

5-

A: 17/17|| What time is (R) it? (CC) |||  
 B: 18/18|| It's (R) 10:00 A.M. (CC) |||  
 A: 19/19|| What are you doing? (M) (CC) |||  
 B: 20/20|| I (Actor / Subject / Theme) 'm studying (Process: M / Finite & Predicator / Rheme) at my classroom. (deviant [lexical choice for minor Process: preposition 'at' for 'in' – overgeneralization relative to 'at home', 'at work', 'at school'] Circumstance / Adjunct / Rheme) (SDCC) |||

6-

A: 21/21|| What time is (R) it? (CC) |||  
 B: 22/22|| It's (R) 12:30 P.M. (CC) |||  
 A: 23/23|| What are you doing? (M) (CC) |||  
 B: 24/24|| I'm having (M) lunch. (CC) |||

7-

A: 25/25|| What time is (R) it? (CC) |||  
 B: 26/26|| It's (R) 1:00 P.M. (CC) |||  
 A: 27/27|| What are you doing? (M) (CC) |||  
 B: 28/28|| I'm watching (ML) television. (CC) |||





Complement / Rheme) during 30 minutes. (Circumstance-extent:duration / Adjunct / Rheme) (SDCC) 9/11||| I am eating (M) dinner at 6:30 P.M. (CC) 10/12||| After dinner (Circumstance-location:time / Adjunct / Theme) I (Senser / Subject / Rheme) 'm watching (Process: ML / deviant [Finite & Predicator – 'present in present' tense for 'present' tense: overgeneralization] / Rheme) television (Phenomenon / Complement / Rheme) (SDCC) 13 ||| and I'm sleeping (M) at 9:00 P.M. (CC) |||

**BWGD4 has 13 ranking clauses, out of which 7 are incomplete (1LDP and 6 SDCC). There are 10 clause complexes (1, 1, 1, 1, 2, 1, 2, 1, 1, 2 ranking clauses respectively) and no down-ranked clauses. (90 words)**

STUDENT 5

My day

1/1||| At five-thirty i wake up, (M) (DCC) 2 ||| take (Process: M / Finite & Predicator / Rheme) shower, (part of Range / Complement / Rheme) (IC-definite article Deictic constituent in Range / Complement / part of Rheme nominal group lacking) (AEC) (LDP) 3 ||| put on (M) my uniform (AEC) (CC) 4 ||| and i have (M) breakfast. (DCC) |||

2/5||| At six o'clock i go (M) to school by car, with my father. (DCC) 3/6||| At seven o'clock i'm (R) in my class, (DCC) 7 ||| at twenty to ten i go (M) to recreation (DCC) 8 ||| and (textual Theme) after (part of Circumstance-location:time / Adjunct / topical Theme) i (Actor / Subject / Rheme) go back (Process: M / Finite & Predicator / Rheme) my class. (part of Circumstance-location:place / Adjunct / Rheme) (IC-Range constituent in Circumstance-location:time / Adjunct / topical Theme prepositional phrase, minor Process – 'to' – in Circumstance-location:place / Adjunct / part of Rheme prepositional phrase lacking) (LDP) 4/9||| At twelve o'clock i go (M) home. (DCC) 5/10||| There (Circumstance-location:place / Adjunct / Theme) i (deviant [spelling:capital letter] Actor / Subject / Rheme) take (Process: M / Finite & Predicator / Rheme) shower (part of Range / Complement / Rheme) again (Circumstance-extent:frequency / Adjunct / Rheme) (IC-definite article Deictic constituent in Range / Complement / part of Rheme nominal group lacking) (LDP) 11 ||| and i have (M) lunch wiffh my family, (DCC) 6/12||| Then (Circumstance-location:time / Adjunct / Theme) sleep (Process: M / Finite & Predicator / Rheme) a few minutes. (part of Circumstance-extent:duration / Adjunct / Rheme) (IC-Actor / Subject / part of Rheme, minor Process – 'for' – in Circumstance-extent:duration / Adjunct / part of Rheme prepositional phrase lacking) (LDP) 7/13||| At two o'clock i study (M) until five-thirty (DCC) 14 ||| and (textual Theme) after (part of Circumstance-location:time / Adjunct / topical Theme) i (Senser / Subject / Rheme) watch (Process: ML / Finite & Predicator / Rheme) TV. (Phenomenon / Complement / Rheme) (IC-Range constituent in Circumstance-location:time / Adjunct / topical Theme prepositional phrase lacking) (LDP) |||

8/15||| At night, (Circumstance-location:time / Adjunct / Theme) i (Actor / Subject / Rheme) wait (Process: M / Finite & part of Predicator / Rheme) my father, (Goal / Complement / Rheme) (IC-particle 'for' in two-word-verb Predicator / part of Rheme lacking) (LDP) 16 ||| so at seven o'clock we play (M) chess. (CC) 9/17||| After (part of Circumstance-location:time / Adjunct / Theme) i (Actor / Subject / Rheme) have (Process: M / Finite & Predicator / Rheme) dinner, (Goal / Complement / Rheme) (IC-Range constituent in Circumstance-location:time / Adjunct / Theme prepositional phrase lacking) (LDP) 18 ||| and watch (ML) TV. (AEC) (CC) 10/19||| Later i arrange (M) my school bag. (DCC) 11/20||| At ten o'clock i go to sleep. (M) (DCC) |||

**BWGD5 has 20 ranking clauses, out of which 7 are incomplete (7 LDP). There are 11 clause complexes (4, 1, 3, 1, 2, 1, 2, 2, 2, 1, 1 ranking clauses respectively) and no down-ranked clauses. (117 words)**

STUDENT 6

The day of E!

1/1||| I (Actor / Subject / Theme) am waking (Process: M / Finite & Predicator / Rheme) ace 5:00am. (part of Circumstance-location:time / Adjunct / Rheme) (IC-L2 minor Process – 'at' – in Circumstance-location:time / Adjunct / part of Rheme prepositional phrase lacking) (LDP) 2/2||| I (Actor / Subject / Theme) am preparing (deviant [lexical choice: 'prepare' for 'get ready'] Process: M / Finite & Predicator / Rheme) me (deviant [oblique case for reflexive case pronoun – L1 transfer: Portuguese 1<sup>st</sup> person singular reflexive case pronoun has the same form as English 1<sup>st</sup> person singular oblique case pronoun] Goal / Complement / Rheme) of 5:00am ace 5:20am. (part of deviant [lexical choice: 'of' for 'from'] Circumstance-extent:duration / Adjunct / Rheme) (IC-L2 minor Process of second prepositional phrase constituent of Circumstance-extent:duration / Adjunct / part of Rheme prepositional phrase

complex lacking) (LDP) 3/3|| I (Actor / Subject / Theme) am eating (Process: M / Finite & Predicator / Rheme) that brief snack (Goal / Complement / Rheme) of 5:20am ace 5:30am. (part of deviant [lexical choice: 'of' for 'from'] Circumstance-extent:duration / Adjunct / Rheme) (IC-L2 minor Process of second prepositional phrase constituent of Circumstance-extent:duration / Adjunct / part of Rheme prepositional phrase complex lacking) (LDP) 4/4|| I (Actor / Subject / Theme) am studying (Process: M / Finite & Predicator / Rheme) in the school (Circumstance-location:place / Adjunct / Rheme) of 7:00am ace 12:00am. (part of deviant [lexical choice: 'of' for 'from'] Circumstance-extent:duration / Adjunct / Rheme) (IC-L2 minor Process of second prepositional phrase constituent of Circumstance-extent:duration / Adjunct / part of Rheme prepositional phrase complex lacking) (LDP) 5/5|| I (Actor / Subject / Theme) am studying (Process: M / Finite & Predicator / Rheme) in house (part of Circumstance-location:place / Adjunct / Rheme) of 2:00pm ace 4:30pm. (part of deviant [lexical choice: 'of' for 'from'] Circumstance-extent:duration / Adjunct / Rheme) (IC-Deictic constituent in Range nominal group of Circumstance-location:place / Adjunct / part of Rheme prepositional phrase, L2 minor Process of second prepositional phrase constituent of Circumstance-extent:duration / Adjunct / part of Rheme prepositional phrase complex lacking) (LDP) 6/6|| I (Senser / Subject / Theme) am seeing (Process: ML / Finite & deviant [lexical choice: 'see' for 'watch'] Predicator / Rheme) television (Phenomenon / Complement / Rheme) of 4:30pm ace 9:30pm. (part of deviant [lexical choice: 'of' for 'from'] Circumstance-extent:duration / Adjunct / Rheme) (IC-L2 minor Process of second prepositional phrase constituent of Circumstance-extent:duration / Adjunct / part of Rheme prepositional phrase complex lacking) (LDP) 7/7|| I (Actor / Subject / Theme) am sleeping (Process: M / Finite & Predicator / Rheme) of 10:00pm ace 5:00am (part of deviant [lexical choice: 'of' for 'from'] Circumstance1-extent:duration / Adjunct / Rheme) from the next day. (deviant [lexical choice: minor Process 'from' for 'until'] Circumstance2-extent:duration / Adjunct / Rheme) (IC-L2 minor Process of second prepositional phrase constituent of Circumstance1-extent:duration / Adjunct / part of Rheme prepositional phrase complex lacking) (LDP) |||

**BWGD6 has 7 ranking clauses, out of which 7 are incomplete (7 LDP). There are 7 clause complexes (1, 1, 1, 1, 1, 1, 1 ranking clauses respectively) and no down-ranked clauses. (61 words)**

#### STUDENT 7

1/1|| I (Actor / Subject / Theme) Agreement (THERE IS NO CONFIGURATIONAL FUNCTION WITHIN THE CLAUSE AS FOR ANY OF THE THREE SYSTEMS – the subject must have looked up 'acordo' [verb] in a bilingual dictionary and must have found the English word for 'acordo' [noun]) five o'clock (part of Circumstance-location:time / Adjunct / Rheme) (IC-Process ['wake up']: M / Finite & Predicator / part of Rheme, minor Process – 'at' – in Circumstance-location:time / Adjunct / part of Rheme prepositional phrase lacking) (LDP) 2|| toothbrush (part of Circumstance-manner:means / Adjunct / Rheme) numble (THERE IS NO CONFIGURATIONAL FUNCTION WITHIN THE CLAUSE AS FOR ANY OF THE THREE SYSTEMS) (IC-Process: M / Finite & Predicator / part of Rheme ['brush'], Goal / Complement / part of Rheme ['my teeth'], Deictic in Range constituent nominal group and minor Process – 'with' – of Circumstance-manner:means / Adjunct / part of Rheme prepositional phrase lacking) (AEC) (LDP) 3|| to have (M) a bath (NFC) (CC) 4|| place (deviant [lexical choice: 'place' for 'put on'] Process: M / Finite & Predicator / Rheme) uniform (part of Goal / Complement / Rheme) (IC-Deictic constituent in Goal / Complement / part of Rheme nominal group lacking) (AEC) (LDP) 5|| breakfast (Goal / Complement / Rheme) (IC-Process: M / Finite & Predicator / part of Rheme lacking) (AEC) (LDP) 6|| coming (deviant [lexical choice: 'come' for 'take'/'catch'] Process: M / deviant [inappropriate imperfectiveness marking] Predicator / Rheme) transport school (part of deviant [Thing-Classifer word order] Goal / Complement / Rheme) (IC-present primary tense temporal Finite, Deictic constituent in Goal / Complement / part of Rheme nominal group lacking) (AEC) (LDP) 7|| for the scholl (deviant ['for' for 'to', inappropriate definite article, spelling] Circumstance-location:place / Adjunct / Rheme) (IC-Process: M / Predicator [in perfective aspect] / part of Rheme lacking) (NFC) (LDP) 2/8|| the class (deviant [inappropriate definite article] Actor / Subject / Theme) start (Process: M / part of Finite & Predicator / Rheme) the seven o'clock (part of deviant [inappropriate definite article] Circumstance-location:time / Adjunct / Rheme) (IC-bound morpheme indicative of third person singular marking on Finite, minor Process – 'at' – in Circumstance-location:time / Adjunct / part of Rheme prepositional phrase lacking) (LDP) 9|| with (grammatical metaphor for textual Theme and Existential Process – 'and there is') interval (part of Existent / Complement / Rheme) the nine fifteen minute (part of deviant [inappropriate definite article and 'minute'] Circumstance-location:time / Adjunct / Rheme) for the snack (Circumstance-cause:purpose / Adjunct / Rheme) (IC-minor Process – 'at' – in Circumstance-location:time / Adjunct / part of Rheme lacking) (LDP) 10|| with termination as two o'clock (part of deviant [inappropriate 'as'] Circumstance1-location:time / Adjunct / Rheme) of Tuesday the Friday (part of deviant [inappropriate 'of' and definite article] Circumstance2-location:time / Adjunct /

Rheme)] (IC-textual Theme – ‘and’, Actor / Subject / topical Theme – ‘class’, Process: M / Finite & Predicator / part of Rheme – ‘terminates’, minor Process – ‘at’ – in Circumstance1-location:time / Adjunct / part of Rheme prepositional phrase, minor Process – ‘on’ – and connector ‘and’ in Circumstance2-location:time / Adjunct / part of Rheme prepositional phrase lacking) (LDP) 11 || and (textual Theme) as two fifteen minute (part of deviant [inappropriate ‘as’ and ‘minute’] Circumstance1-location:time / Adjunct / Rheme) the Monday (part of deviant [inappropriate definite article] Circumstance2-location:time / Adjunct / Rheme) (IC- minor Process – ‘at’ – in Circumstance1-location:time / Adjunct / part of Rheme prepositional phrase, minor Process – ‘on’ – in Circumstance2-location:time / Adjunct / part of Rheme prepositional phrase lacking) (AEC) (LDP) 3/12 || enough (THERE IS NO CONFIGURATIONAL FUNCTION WITHIN THE CLAUSE AS FOR ANY OF THE THREE SYSTEMS) in house (part of Circumstance-location:place / Adjunct / Rheme) at one ten minute (deviant [inappropriate ‘minute’] Circumstance-location:time / Adjunct / Rheme) (IC-Actor / Subject / Theme – ‘I’, Process: M / Finite & Predicator / part of Rheme – ‘arrive’, Deictic constituent in Range nominal group of Circumstance-location:place / adjunct / part of Rheme prepositional phrase lacking) (LDP) 13 || to have (M) a bath (NFC) (CC) 14 || (M) breakfast (AEC) (NFC) (DCC) 15 || to assist (part of Process: ML / Predicator / Rheme) television (Phenomenon / Complement / Rheme) (IC-L2 Process: ML / Predicator / part of Rheme lacking) (NFC) (LDP) 16 || and rest (M) up to the three o’clock (NFC) (CC) 17 || to have (M) a bath (NFC) (CC) 18 || to assist (part of Process: ML / Predicator / Rheme) tv (Phenomenon / Complement / Rheme) (IC-L2 Process: ML / Predicator / part of Rheme lacking) (NFC) (LDP) 19 || dinner (Goal / Complement / Rheme) (IC-Process: M / Predicator [in perfective aspect] / part of Rheme lacking) (NFC) (LDP) 20 || toothbrush (part of Circumstance-manner:means / Adjunct / Rheme) (IC-textual Theme, Process: M / Predicator [in perfective aspect] / part of Rheme [‘to brush’], Goal / Complement / part of Rheme [‘my teeth’], Deictic in Range constituent nominal group and minor Process – ‘with’ – of Circumstance-manner:means / Adjunct / part of Rheme prepositional phrase lacking) (NFC) (LDP) 4/21 || the seven thirty (part of deviant [inappropriate definite article] Circumstance-location:time / Adjunct / Theme) organization (part of Process: M / Finite & Predicator / Rheme) the book (part of Goal / Complement / Rheme) (IC-minor Process – ‘at’ – in Circumstance-location:time / Adjunct / Theme, Actor / Subject / part of Rheme – ‘I’, Process: M / Finite & Predicator / part of Rheme – ‘organize’, bound morpheme indicative of plurality on Thing constituent of Goal / Complement / part of Rheme nominal group lacking) (LDP) 22 || prepare (Process: M / Finite & Predicator / Rheme) uniform (part of Goal / Complement / Rheme) (IC-Deictic constituent in Goal / Complement / part of Rheme nominal group lacking) (AEC) (LDP) 23 || prayer (part of Verbiage / Complement / Rheme) (IC-Process: V / Finite & Predicator / part of Rheme, Deictic constituent in Verbiage / Complement / part of Rheme nominal group lacking) (AEC) (LDP) 24 || and (textual Theme) coming sleep (Process: M / part of deviant [lexical choice: ‘come’ for ‘go’] Predicator / Rheme) the ten o’clock. (part of deviant [inappropriate definite article] Circumstance-location:time / Adjunct / Rheme) (IC- present primary tense temporal Finite / perfectiveness marking on second element in verbal group complex Predicator / part of Rheme, minor Process – ‘at’ – in Circumstance-location:time / Adjunct / part of Rheme prepositional phrase lacking) (AEC) (LDP) |||

**BWGD7 has 24 ranking clauses, out of which 19 are incomplete (19 LDP). There are 4 clause complexes (7, 4, 9, 4 ranking clauses respectively) and no down-ranked clauses. (96 words)**

STUDENT 8

#### My Rotting

1/1 || I (Actor / Subject / Theme) getting up (Process: M / Predicator / Rheme) at 4:45 a.m. (Circumstance-location:time / Adjunct / Rheme) (IC-present primary tense temporal Finite / part of Rheme lacking) (LDP) 2/2 || I (Actor / Subject / Theme) heaving (Process: M / deviant [spelling] Predicator / Rheme) breakfast (deviant [spelling] Goal / Complement / Rheme) at 5:00. (Circumstance-location:time / Adjunct / Rheme) (IC-present primary tense temporal Finite / part of Rheme lacking) (LDP) 3/3 || At 5:45 I’m going (M) to school. (CC) |||  
4/4 || From 7:00 to 12:00 a.m. I am studying (M) at school. (DCC) 5/5 || After school, (Circumstance-location:time / Adjunct / Theme) I (Actor / Subject / Rheme) am getting (Process: M / deviant [Finite & Predicator – ‘present in present’ tense for ‘present’ tense: overgeneralization] / Rheme) home (Circumstance-location:place / Adjunct / Rheme) at 1:30p.m. (Circumstance-location:time / Adjunct / Rheme) (SDCC) 6/6 || I’m having (M) lunch at 2:30p.m. (CC) 7/7 || After having (M) lunch (NFC) (CC) 8 || I (Actor / Subject / Theme) am sleeping (Process: M / deviant [Finite & Predicator – ‘present in present’ tense for ‘present’ tense: overgeneralization] / Rheme) during one hour, (Circumstance-extent:duration / Adjunct / Rheme) (SDCC) 9 || after (part of Circumstance-location:time / Adjunct / Theme) I (Actor / Subject / Rheme) am studying (Process: M / deviant [Finite & Predicator – ‘present in present’ tense for ‘present’ tense:

overgeneralization] / Rheme) from 4:30 at 5:30pm (deviant ['at' for 'to'] Circumstance-extent:duration / Adjunct / Rheme) (IC-Range constituent in Circumstance-location:time / Adjunct / Theme prepositional phrase lacking) (LDP) 8/10|| I am eating (M) dinner at 7:00pm, (CC) 11|| after (part of Circumstance-location:time / Adjunct / Theme) I (Senser / Subject / Rheme) am watching (Process: ML / deviant [Finite & Predicator – 'present in present' tense for 'present' tense: overgeneralization] / Rheme) television (Phenomenon / Adjunct / Rheme) during 30 minutes. (Circumstance-extent:duration / Adjunct / Rheme) (IC-Range constituent in Circumstance-location:time / Adjunct / Theme prepositional phrase lacking) (LDP) 9/12|| I am sleeping (M) at 8:00 pm (CC) |||

**BWGD8 has 12 ranking clauses, out of which 6 are incomplete (4 LDP and 2 SDCC). There are 9 clause complexes (1, 1, 1, 1, 1, 1, 3, 2, 1 ranking clauses respectively) and no down-ranked clauses. (77 words)**

STUDENT 9

My own schedule

1/1|| I get up (M) at 5:00 AM. (CC) 2/2|| I get ready (M) from 5:10 to 5:30 AM. (CC) 3/3|| I have (M) breakfast at 5:30 AM. (CC) 4/4|| I go (M) to School at 6:00 AM. (CC) 5/5|| I study (M) in the school from 6:40 to 12:00 AM. (DCC) 6/6|| I have (M) lunch at 1:15 PM. (CC) 7/7|| I sleep (M) from 2:00 to 4:00 PM. (CC) 8/8|| I do (M) my homework from 4:00 to 6:00 PM. (CC) 9/9|| I have (M) dinner at 7:00 PM. (CC) 10/10|| I watch (ML) TV from 7:15 to 10:00 PM. (CC) 11/11|| I go to sleep (M) at 10:30 PM. (CC) |||

**BWGD9 has 11 ranking clauses, out of which NONE is incomplete. There are 11 clause complexes (1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1 ranking clauses respectively) and no down-ranked clauses. (80 words)**

STUDENT 10

1/1|| I (Actor? / Subject / Theme) am whathing (Process: M? / Finite & Part of Predicator / Rheme) at 5:30 A.M. (Circumstance-location:time / Adjunct / Rheme) (IC-L2 Predicator / part of rheme lacking) (LDP) 2/2|| At 5:35 I am having (M) breakfast. (CC) 3/3|| At 6:20 I am arriving (M) at school. (CC) 4/4|| From 7:00 to 12:00 I am studying (M) at school (CC) 5|| you (Actor / Subject / topical Theme) should. (modal Finite / Rheme) (IC-textual Theme lacking) (AEC) (LDP) 5/6|| At 1:00 I am having (M) lunch. (CC) 6/7|| From 6:00 to 7:00 I am studying. (M) (CC) 7/8|| From 7:00 to 10:00 I am watching (ML) television. (CC) 8/9|| At 10:00 P.M I am sleeping (M) right now. (DCC) |||

**BWGD10 has 9 ranking clauses, out of which 2 are incomplete (2LDP). There are 8 clause complexes (1, 1, 1, 2, 1, 1, 1, 1 ranking clauses respectively) and no down-ranked clauses. (59 words)**

STUDENT 11

My activities

1/1|| At 5:00 AM I wake up (M) (CC) 2|| and I take (M) a shower. (CC) 2/3|| At 6:00 AM I have (M) a breakfast (DCC) 4|| and I go (M) to school. (CC) 3/5|| At Noon (Circumstance-location:time / Adjunct / Theme) I (Actor / Subject / Rheme) will back (part of Process: M / deviant [future modal for present temporal primary tense] Finite & part of Predicator / part of Rheme) to home (deviant [inappropriate preposition 'to'] Circumstance-location;place / Adjunct / Rheme) (IC-lexical element – 'come' – of Process / Predicator / part of Rheme lacking) (LDP) 6|| and I have (M) a lunch. (DCC) 4/7|| At 1:00 PM I study (M) a little bit. (CC) 5/8|| At 2:00 PM I go (M) to Harafa (CC) 9|| to ride (M) a lot of horses. (CC) 6/10|| 5:00 PM I go (M) to my house (CC) 11|| and I eat (M) some vegetables. (CC) 7/12|| At 7:00 PM (Circumstance-location:time / Adjunct / Theme) I (Actor / Subject / Rheme) go sleep. (Process: M / Finite & part of Predicator / Rheme) (IC-perfectiveness marking on second constituent of Predicator verbal group complex / part of Rheme lacking) (LDP) |||

**BWGD11 has 12 ranking clauses, out of which 2 are incomplete (2 LDP). There are 7 clause complexes (2, 2, 2, 1, 2, 2, 1 ranking clauses respectively) and no down-ranked clauses. (74 words)**

## E.4.2 Intermediate proficiency level (Stage 4)

### E.4.2.1 Individual data

Subject CSC3

(female; 14 years old; eighth grade of Fundamental School; Class 2)

PERSONAL EXPERIENCE:

SPOKEN:

1/1||| a sunday my boyfriend invites (V) me (projecting clause) (CC) 2||| to go ah... ah... (Process: M / Predicator / Rheme) (IC-Circumstance-location:place / Adjunct / part of Rheme lacking) (projected clause) (NFC) (DOWN-RANKED-CLAUSE-RELATED LPP) 3||| in a sunday my boyfriend invites (V) me (projecting clause) (DCC) 4||| to go (Process: M / Predicator / Rheme) to a place [[where (Circumstance-location:place / Adjunct / Theme) (incomplete LPP [Senser / Subject part of Rheme, Process: ML / Finite & Predicator / Rheme, Phenomenon / Complement / part of Rheme, Circumstance-location:time / Adjunct / part of Rheme lacking] down-ranked clause) ||| where (Circumstance-location:place / Adjunct / Theme) many [atakúws] eh... eh... (Senser / Subject Rheme) were watches (Process: ML / deviant [past for present primary tense] temporal Finite & deviant [inappropriate third person singular primary tense marking] Predicator / Rheme) (incomplete LPP [Phenomenon / Complement / part of Rheme, Circumstance-location:time / Adjunct / part of Rheme lacking] down-ranked clause) ||| eh... watch (Process: ML / Finite & Predicator / Rheme) [Iníymis] (Phenomenon / Complement / Rheme) [nawðdey] (Circumstance-location:time / Adjunct / Rheme) (complete AEC down-ranked clause) ]] (Circumstance-location:place / Adjunct / Rheme) (projected clause) (NFC) (DOWN-RANKED-CLAUSE-RELATED LPP) 5||| and (textual Theme) (IC-Actor / Subject / topical Theme, Process: M / deviant [present for past primary tense] temporal Finite & Predicator / part of Rheme lacking) (SDCC) 6||| and (textual Theme) we (Actor / Subject / topical Theme) (IC-Process: M / deviant [present for past primary tense] temporal Finite & Predicator / part of Rheme lacking) (SDCC) 7||| we (Actor / Subject / topical Theme) (IC-Process: M / deviant [present for past primary tense] temporal Finite & Predicator / part of Rheme lacking) (AEC) (SDCC) 8||| we (Actor / Subject / topical Theme) (IC-Process: M / deviant [present for past primary tense] temporal Finite & Predicator / part of Rheme lacking) (AEC) (SDCC) 9||| we (Actor / Subject / topical Theme) go (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) (AEC) (SDCC) 10||| we (Actor / Subject / topical Theme) went (Process: M / Finite & Predicator / Rheme) (AEC) (CC) 11||| and (textual Theme) this (Participant1 / Subject / topical Theme) (IC-Process: ? / Finite & Predicator / part of Rheme, Participant2 / Complement / part of Rheme / Circumstance / Adjunct / part of Rheme lacking) (LDP) 12||| the films started (M) around 8:00 o'clock (CC) 2/13||| at 11:00 o'clock (Circumstance-location:time / Adjunct / Theme) we (Carrier / Subject / Rheme) have (Process: R / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) (IC-Attribute / Complement / part of Rheme lacking) (SDCC) 14||| we (Carrier / Subject / Theme) has (Process: R / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) the first the first time (Attribute / Complement / Rheme) (SDCC) 15||| for for (part of Actor / Subject / Theme) go out (Process: M / part of Predicator / Rheme) (IC-Range constituent – 'us' – in Actor / Subject / Theme prepositional phrase, perfectiveness marking on Predicator lacking) (NFC) (LDP) 16||| and talk (V) (AEC) (NFC) (LDP) 17||| walk (M) (AEC) (NFC) (LDP) 3/18||| at... in the afternoon about 2:00 o'clock (Circumstance-location:time / Adjunct / Theme) we (Actor / Subject / Rheme) (IC-Goal / Complement / part of Rheme lacking) (LPP) 19||| we had (M) lunch (CC) 20||| and (textual Theme) (IC-Circumstance-location:time / Adjunct / topical Theme, dummy Carrier / Subject / part of Rheme, Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LDP) 21||| and (textual Theme) (IC-Circumstance-location:time / Adjunct / topical Theme, dummy Carrier / Subject / part of Rheme, Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LDP) 22||| and (textual Theme) (IC-Circumstance-location:time / Adjunct / topical Theme, dummy Carrier / Subject / part of Rheme, Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LDP) 23||| and (textual Theme) at 8:00 o'clock eh... (Circumstance-location:time / Adjunct / topical Theme) was (Process: R / Finite & Predicator / Rheme) the last time (Attribute / Complement / Rheme) (IC-dummy Carrier / Subject / part of Rheme lacking) (LDP) 24||| to to walk (M) (NFC) (CC) 25||| and (textual Theme) in this place (Circumstance-location:place / Adjunct / topical Theme) they (Carrier / Subject / Rheme) (IC-Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (DOWN-RANKED-CLAUSE-RELATED SDCC) 26||| they... (Carrier / Subject / Rheme) (IC-Process: R

/ Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (AEC [textual Theme – ‘and’, Circumstance-location:place / Adjunct / topical Theme – ‘in this place’]) (DOWN-RANKED-CLAUSE-RELATED SDCC) 4/27|| in this event (Circumstance-location:place / Adjunct / Theme) has (Process: R / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) (IC-Carrier / Subject / part of Rheme, Attribute / Complement / part of Rheme lacking) (LDP) 28|| had (Process: R / Finite & Predicator / Rheme) many films many [Iniymis] [[ that (Phenomenon / Complement / Theme) I (Senser / Subject / Rheme) don’t know (Process: ML / deviant [present for past primary tense] temporal Finite / Pedicator / Rheme) (simplified deviant down-ranked clause) ]] (Attribute / Complement / Rheme) (AEC [textual Theme – ‘and’, Circumstance-location:place / Adjunct / topical Theme – ‘in this place’, Carrier / Subject / Rheme – ‘they’]) (DOWN-RANKED-CLAUSE-RELATED SDCC) 29|| and (textual Theme) (IC-Carrier / subject / topical Theme, Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LDP) 30|| and (textual Theme) was (Process: R / Finite & Predicator / Rheme) very great (Attribute / Complement / Rheme) (IC-Carrier / Subject / topical Theme lacking) (LDP) |||

**ISPE01 has 30 ranking clauses, out of which 24 are incomplete (11 LDP, 1 LPP, 2 DOWN-RANKED-CLAUSE-RELATED LPP, 7 SDCC, and 3 DOWN-RANKED-CLAUSE-RELATED SDCC). There are 4 clause complexes (12, 5, 9, 4 ranking clauses respectively) and 4 down-ranked clauses. (120 words)**

WRITTEN:

1/1|| In a Sunday, my boyfriend invites (V) me (projecting clause) (DCC) 2|| to go (Process: M / Predicator / Rheme) to a place [[ where (Circumstance-location:place / Adjunct / Theme) will play (Process: M / Finite & Predicator / Rheme) animes. (Goal / Complement / Rheme) (incomplete [Actor / Subject / part of Rheme lacking] down-ranked clause) ]] (Circumstance-location:place / Adjunct / Rheme) (projected clause) (NFC) (DOWN-RANKED-CLAUSE-RELATED LDP) 2/3|| We went (M) to this place (CC) 4|| and the event started (M) around 8:00 o’clock. (CC) 3/5|| At 11:00 o’clock, we had (R) the first time (CC) 6|| to go out (M) of the rooms (NFC) (CC) 7|| and walk, (NFC) (CC) 8|| talk. (NFC) (CC) 4/9|| At 2:00 o’clock, in the afternoon, we had (M) lunch, (CC) 10|| and around 5:00 o’clock we had (R) the last free time. (CC) 5/11|| The event was (R) very good, (CC) 12|| there (Subject / Theme) was (Process: E / deviant [singular for plural concord] temporal Finite & Predicator / Rheme) many animes [[ that I didn’t know (ML) (complete down-ranked clause) ]] (Existent / Complement / Rheme) (SDCC) 13|| and (textual Theme) we (Carrier / Subject / topical theme) had (Process: R / Finite & Predicator / Rheme) fun time. (part of Attribute / Complement / Rheme) (IC-Deictic constituent in Attribute / Complement / part of Rheme nominal group lacking) (LDP) |||

**IWPE01 has 13 ranking clauses, out of which 3 are incomplete (1 LDP, 1 DOWN-RANKED-CLAUSE-RELATED LDP, and 1 SDCC). There are 5 clause complexes (2, 2, 4, 2, 3 ranking clauses respectively) and 2 down-ranked clauses. (82 words)**

PICTURE NARRATIVE:

SPOKEN:

1/1|| the girl (Carrier / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) in your bedroom (deviant [second for third person singular possessive Deictic – L1 transfer] Attribute / Complement / Rheme) (SDCC) 2|| read (Process: M / part of Predicator / Rheme) a book (Goal / Complement / Rheme) (IC-imperfectiveness marking on Predicator / part of Rheme lacking) (NFC) (LDP) 2/3|| her cat (Carrier / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) on your bed (deviant [second for third person singular possessive Deictic – L1 transfer] Attribute / Complement / Rheme) (SDCC) 4|| but (textual Theme) the cat (Carrier / Subject / topical Theme) doesn’t (temporal Finite / Rheme) (IC-Process: R / Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LPP) 5|| the cat isn’t liking to be (R) in the girl’s bedroom (DCC) 6|| so (textual Theme) the girl (Actor / Subject / topical Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme lacking) (LDP) 7|| the girl (Actor / Subject / Theme) open (Process: M / part of Finite & Predicator / Rheme) the door (Goal / Complement / Rheme) (IC-bound morpheme indicative of third person singular marking on Finite lacking) (LDP) 8|| to her cat (deviant [lexical choice: ‘to’ for ‘for’] Actor / Subject / Theme) goes out (Process: M / deviant [third person singular finite form for perfective non-finite form – overgeneralization] Predicator / Rheme) (NFC) (SDCC) 9|| and the cat goes (M) to the living room (CC) 10|| but (textual Theme) in this living room (Circumstance-location:place / Adjunct / topical Theme)

there (Subject / Rheme) (IC-Process: E / Finite & Predicator / part of Rheme, Existent / Complement / part of Rheme lacking) (LPP) 11 || there is (E) a bird (CC) 3/12 || the cat looks at (M) the bird (CC) 13 || and it wants to eat (M) the little bird (CC) 14 || but (textual Theme) in the moment [[ that (Circumstance-location:time / Adjunct / Theme) cat (part of Actor / Subject / Rheme) jumped (Process: M / Finite & Predicator / Rheme) to the... the bird's bird's prison (Circumstance-location:place / Adjunct / Rheme) (incomplete [definite article Deictic constituent in Actor / Subject / part of Rheme nominal group lacking] down-ranked clause )] (Circumstance-location:time / Adjunct / topical Theme) it... (Actor / Subject / Rheme) (IC-Process: M / Finite & Predicator / part of Rheme, Circumstance-location:place / Adjunct / part of Rheme lacking) (DOWN-RANKED-CLAUSE-RELATED LDP) 15 || the cat... (Actor / Subject / Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Circumstance-location:place / Adjunct / part of Rheme lacking) (LPP) 16 || the cat... (Actor / Subject / Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Circumstance-location:place / Adjunct / part of Rheme lacking) (LPP) 17 || the cat... (Actor / Subject / Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Circumstance-location:place / Adjunct / part of Rheme lacking) (LPP) 18 || the cat entered (M) to the bird's prison (CC) 19 || and the girl sees (ML) that (CC) 20 || and (textual Theme) free (Process: M / part of Finite & Predicator / Rheme) the cat (Goal / Complement / Rheme) (IC-bound morpheme indicative of third person singular marking on Finite lacking) (AEC) (LDP) 21 || but (textual Theme) the bird (Actor / Subject / topical Theme) flies (Process: M / Finite & Predicator / Rheme) to... (part of Circumstance-location:place / Adjunct / Rheme) (IC-Range constituent in Circumstance-location:place / Adjunct / part of Rheme prepositional phrase lacking) (LPP) 22 || the bird flies (M) to the garden (CC) 23 || and (textual Theme) it (Carrier / Subject / topical Theme) (IC-Process: R / Finite & Predicator / part of Rheme, Circumstance-location:time / Adjunct / part of Rheme, Attribute / Complement / part of Rheme lacking) (LPP) 24 || it's (R) now free (CC) |||

**WSPN01 has 24 ranking clauses, out of which 15 are incomplete (4 LDP, 1 DOWN-RANKED-CLAUSE-RELATED LDP, 7 LPP, and 3 SDCC). There are 3 clause complexes (2, 9, 13 ranking clauses respectively) and 1 down-ranked clause. (127 words)**

WRITTEN:

1/1 || The girl is (R) in her bedroom (CC) 2 || and she's reading (M) a book. (CC) 2/3 || Her cat is (R) on her bed, (CC) 4 || but it isn't liking to be (R) in the girl's bedroom. (DCC) 3/5 || So, she opens (M) the door (CC) 6 || for her cat (Actor / Subject / Theme) goes out (Process: M / deviant [third person singular finite form for perfective non-finite form – overgeneralization] Predicator / Rheme) to the living room. (Circumstance-location:place / Adjunct / Rheme) (NFC) (SDCC) 4/7 || But in the living room was (E) a bird. (CC) 5/8 || The cat looks to (ML) the bird (CC) 9 || and (textual Theme) jump (Process: M / part of Finite & Predicator / Rheme) to it. (Circumstance-location: place / Adjunct / Rheme) (IC-bound morpheme indicative of third person singular present primary tense marking on Finite lacking) (AEC) (LDP) 6/10 || The cat (Actor / Subject / Theme) enter (Process: M / part of Finite & Predicator / Rheme) in the bird's prison. (Circumstance-location:place / Adjunct / Rheme) (IC-bound morpheme indicative of third person singular present primary tense marking on Finite lacking) (LDP) 7/11 || The girl sees (ML) that (CC) 12 || and frees (M) the cat. (AEC) (CC) 8/13 || But (textual Theme) the bird (Actor / Subject / topical Theme) flies (Process: M / deviant [spelling: 's' for 'ies'] & Predicator / Rheme) to the garden (Circumstance-location:place / Adjunct / Rheme) (SDCC) 14 || and it's (R) free now. (CC) |||

**WPN01 has 14 ranking clauses, out of which 4 are incomplete (2 LDP and 2 SDCC). There are 8 clause complexes (2, 2, 2, 1, 2, 1, 2, 2 ranking clauses respectively) and no down-ranked clauses. (85 words)**

DIALOG:

CSC4 - Hi, (MC) A... (MC) 1/1 || How are (R) you? (CC) |||  
 CSC3 - 2/2 || I'm (R) fine. (CC) 3 || And (R) you? (AEC) (CC) |||  
 CSC4 - 3/4 || (R) Good! (AEC) (CC) |||  
 CSC3 - 4/5 || What are you going to do (M) in your in your next vacation? (DCC) |||  
 CSC4 - 5/6 || I'm going to travel (M) to Recife. (CC) 7 || And you (M)? (AEC) (CC) |||  
 CSC3 - Oh! (DM) Poorly, (MC) 6/8 || I (Actor / Subject / Theme) (IC-Process: M / modal Finite & Predicator / part of Rheme, Circumstance-location:place / Adjunct / part of Rheme lacking) (LPP) 9 || I'll stay (M) home (CC) 10 || and play (M) computer. (AEC) (CC) 7/11 || Oh, (DM) do (Finite / interpersonal Theme) you (Actor / Subject / topical Theme) want to go (Process: M / Predicator / Rheme) (M) ah... to a

place [[ [Iniyimis]'s festival (Existent / Complement / Rheme) (incomplete [Circumstance-location:place / Adjunct / Theme, Subject / part of Rheme, Process: E / modal Finite & Predicator / part of Rheme lacking] down-ranked clause) ]]? (Circumstance-location:place / Adjunct / Rheme) (DOWN-RANKED-CLAUSE-RELATED LDP) |||

CSC4 - 8/12||| Yes, (CC) 13||| I (Actor / Subject / Theme) like. (part of Process: M / part of Finite & Predicator / Rheme) (IC-modal Finite / part of Rheme, particle 'to' indicative of ellipsis of rest of Process and rest of question lacking) (LDP) |||

CSC3 - Oh, (DM) 9/14||| it (Carrier / Subject / Theme) (IC-Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LPP) 15||| it (Carrier / Subject / Theme) 's (Finite / part of Rheme) (IC-Process: R / Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LPP) 16||| it's going to be (R) in September first. (DCC) |||

CSC4 - 10/17||| Good! (EEC) (CC) |||

CSC3 - Eh... (DM) 11/18||| and... (IC-clause left naturally unfinished due to turn invasion by interlocutor (LPP) |||

CSC4 - 12/19||| What time? (R) (AEC) (CC) |||

CSC3 - Oh... (DM) eh... (DM) 13/20||| it will be (R) about 8:00 o'clock (CC) |||

CSC4 - 14/21||| I (Actor / Subject / Theme) like to go! (Process: M / part of Finite & Predicator / Rheme) (IC-modal Finite / part of Rheme lacking) (LDP) |||

CSC3 - Oh! (DM) 15/22||| That's (R) good! (CC) |||

**DR01 has 22 ranking clauses, out of which 7 are incomplete (2 LDP, 1 DOWN-RANKED-CLAUSE-RELATED LDP, and 4 LPP). There are 15 clause complexes (1, 2, 1, 1, 2, 3, 1, 2, 3, 1, 1, 1, 1, 1 ranking clauses respectively) and 1 down-ranked clause. (84 words)**

#### DIALOG REPORT:

1/1||| We talked (V) about our vacations. (CC) 2/2||| Angelica (Sayer / Subject / Theme) said (Process: V / deviant [regular for irregular past primary tense marking] temporal Finite & Predicator / Rheme) (projecting clause) (SDCC) 3||| she's going to travel (M) to Recife (projected clause) (CC) 4||| and (textual Theme) I (Sayer / Subject / Rheme) said (Process: V / deviant [regular for irregular past primary tense marking] temporal Finite & Predicator / Rheme) (projecting clause) (SDCC) 5||| I (Actor / Subject / Theme) 'll stay (Process: M / deviant [present for past primary tense] modal Finite & Predicator / Rheme) home (Circumstance-location:place / Adjunct / Rheme) (projected clause) (SDCC) 6||| and (topical Theme) play (Process: M / Predicator / Rheme) computer. (Goal / Adjunct / Rheme) (projected clause) (AEC) (SDCC) 3/7||| After that, I invited (V) Angelica (projecting clause) (CC) 8||| to go (M) to an Anime's Festival (projected clause) (NFC) (CC) 9||| and she agreed. (V) (CC) 4/10||| She asked (V) (projecting clause) (CC) 11||| when and what time (Circumstance-location:time / Adjunct / Theme) this Festival (Actor / Subject / Rheme) will start (Process: M / deviant [present for past primary tense] modal Finite & Predicator / Rheme) (projected clause) (SDCC) 12||| and (textual Theme) I (Sayer / Subject / Rheme) said (Process: V / deviant [regular for irregular past primary tense marking] temporal Finite & Predicator / Rheme) (projecting clause) (SDCC) 13||| that (textual Theme) will be (Process: R / deviant [present for past primary tense] modal Finite & Predicator / Rheme) on September 1<sup>st</sup> (Circumstance1-location:time / Adjunct / Rheme) at 8:00 o'clock. (Circumstance2-location:time / Adjunct / Rheme) (projected clause) (IC-Carrier / Subject / topical Theme lacking) (LDP) |||

**DR01 has 13 ranking clauses, out of which 7 are incomplete (1 LDP and 6 SDCC). There are 4 clause complexes (1, 5, 3, 4 ranking clauses respectively) and no down-ranked clauses. (58 words)**

#### ORAL TEST:

There is no oral test at C. The oral grade depends on the amount and quality of the student's participation in class.

#### WRITTEN TEST COMPOSITION:

Describe your morning routine. Write sentences using sequence adverbs.

1/1||| First, I wake up. (M) (CC) 2/2||| Then, I go (M) to the bathroom, (CC) 3||| and next I go back (M) to my bedroom (CC) 4||| and (textual Theme) I (Actor / Subject / topical Theme) wear (Process: M / Finite & deviant [lexical choice: 'wear' for 'put on'] Predicator / Rheme) my uniform. (Goal / Complement / Rheme) (DCC) 3/5||| After that, I have (M) breakfast (CC) 6||| and finally I go (M) to school. (CC) |||



**WTC01 has 6 ranking clauses, out of which NONE is incomplete. There are 3 clause complexes (1, 3, 2 ranking clauses respectively) and no down-ranked clauses. (34 words)**

Subject CSC4

(female; 14 years old; eighth grade of Fundamental School; Class 5)

PERSONAL EXPERIENCE:

SPOKEN:

1/1|| I'm going (M) to Recife (CC) 2/2|| I (Senser / Subject / Theme) love (Process: ML / Finite & Predicator / Rheme) (IC-Phenomenon / Complement / part of Rheme lacking) (LPP) 3|| I love (ML) Recife (CC) 4|| because « eh! (DM) » (textual Theme) Recife (Carrier / Subject / topical Theme) is (Process: R / Finite & Predicator / Rheme) my city favorite (deviant ['Deictic + Thing + Epithet' for 'Deictic + Epithet + Thing' word order – L1 transfer] Attribute / Complement / Rheme) (SDCC) 5|| and (textual Theme) my family « eh! (DM) » (Actor / Subject / topical Theme) (IC-Process: M / Finite & Predicator / part of Rheme ['live'], Circumstance-location:place / Adjunct / part of Rheme ['in Recife/there'] lacking) (LDP) 3/6|| I'm going to visit (M) Olinda (CC) 7|| because (textual Theme) is (Process: R / Finite & Predicator / Rheme) very beautiful (Attribute / Complement / Rheme) (IC-Carrier / Subject / topical Theme lacking) (LDP) 8|| and I'm going (M) to the beach Porto de Galinhas... (CC) || Ah! meu deus! (MC) 4/9|| my mother (Actor / Subject / Theme) (IC-Process: M / Finite & Predicator / part of Rheme ['live'], Circumstance-location:place / Adjunct / part of Rheme ['there'] lacking) (LDP) 10|| my family (Actor / Subject / Theme) (IC-Process: M / Finite & Predicator / part of Rheme ['live'], Circumstance-location:place / Adjunct / part of Rheme ['there'] lacking) (LDP) 11|| my mother « eh! (DM) » (Actor / Subject / Theme) (IC-Process: M / Finite & Predicator / part of Rheme ['live'], Circumstance-location:place / Adjunct / part of Rheme ['there'] lacking) (LDP) 12|| my mother (Actor / Subject / Theme) (IC-Process: M / Finite & Predicator / part of Rheme ['live'], Circumstance-location:place / Adjunct / part of Rheme ['there'] lacking) (LDP) 13|| my mother (Actor / Subject / Theme) (IC-Process: M / Finite & Predicator / part of Rheme ['live'], Circumstance-location:place / Adjunct / part of Rheme ['there'] lacking) (LDP) 14|| minha mãe mora lá (IC-L2 whole clause lacking) (LDP) 15|| and (textual Theme) I (Actor / Subject / topical Theme) IC-Process: M / Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme lacking) (LPP) 16|| I'm going to visit (M) my mother (CC) 17|| because (textual Theme) I (Carrier / Subject / topical Theme) have (Process: R / Finite & Predicator / Rheme) very ... (part of Attribute / Complement / Rheme) (IC-Epithet + Thing constituents in Attribute / Complement / part of Rheme lacking) (LDP) || professor, eu não estou conseguindo falar nada...

**ISPE02 has 17 ranking clauses, out of which 12 are incomplete (9 LDP, 2 LPP, and 1 SDCC). There are 4 clause complexes (1, 4, 3, 9 ranking clauses respectively) and no down-ranked clauses. (76 words)**

WRITTEN:

1/1|| I'm going to travel (M) to Recife. (CC) 2/2|| Recife (Identifier / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) my city natal. (part of deviant ['Deictic + Thing + Classifier' for 'Deictic + Classifier + Thing' word order] Identified / Complement / Rheme) (IC-L2 Classifier constituent in Identified / Complement / part of Rheme nominal group lacking) (LDP) 3/3|| I'm going to visit (M) my mother (CC) 4|| and I'm going (M) to Olinda. (CC) 4/5|| Olinda (Carrier / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) bonita beach. (part of Attribute / Complement / Rheme) (IC-indefinite article Deictic and L2 Epithet constituents in Attribute / Complement / part of Rheme nominal group lacking) (LDP) ||

**WPE02 has 5 ranking clauses, out of which 2 are incomplete (2 LDP). There are 4 clause complexes (1, 1, 2, 1 ranking clauses respectively) and no down-ranked clauses. (26 words)**

PICTURE NARRATIVE:

SPOKEN:

1/1|| the student was reading (M) one book (CC) || « número 2 » 2/2|| the cat (Actor / Subject / Theme) is (part of Finite / part of Predicator / Rheme) (IC-Process: M / Finite ['going to' part] & Predicator [lexical part] / part of Rheme lacking) (LPP) 3|| is going to (Finite / Rheme) (IC-Process: M / Predicator [lexical part] / part of

Rheme lacking) (AEC) (LPP) 4 || the cat is going to sleep (M) (CC) 3/5 || the cat (Actor / Subject / Theme) is pick up (Process: M / Finite & part of Predicator / Rheme) the ball (Goal / Complement / Rheme) (IC-imperfectiveness marking on lexical element of Predicator / part of Rheme lacking) (LDP) ||| « figura número 4 » 4/6 || the (part of Carrier / Subject / Theme) (IC-Thing constituent in Carrier / Subject / Theme nominal group, Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LDP) 7 || the (part of Carrier / Subject / Theme) (IC-Thing constituent in Carrier / Subject / Theme nominal group, Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LDP) 8 || the (part of Carrier / Subject / Theme) (IC-Thing constituent in Carrier / Subject / Theme nominal group, Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LDP) 9 || the bedroom (Carrier / Subject / Theme) is « eh! (DM) » (Process: R / Finite & Predicator / Rheme) (IC-Attribute / Complement / part of Rheme lacking) (LDP) 10 || está (part of Process: R / Finite & Predicator / Rheme) arrumado... (part of Attribute / Complement / Rheme) (IC-L2 Process: R / Finite & Predicator / part of Rheme, L2 Attribute / Complement / part of Rheme lacking) (AEC) (LDP) ||| « eu não sei falar... figura número 5 » 5/11 || the bird « eh! (DM) » (Actor / Subject / Theme) was (part of Finite / part of Predicator / Rheme) (IC-Process: M / Finite ['going to' part] & Predicator [lexical part] / part of Rheme lacking) (LPP) 12 || is going to hang (Process: M / Finite & Predicator / Rheme) (AEC) (LPP) 13 || fly (Process: M / part of Predicator / Rheme) (AEC) (CC) ||| « sei lá... figura número 6 » 6/14 || the cat (Actor / Subject / Theme) is going (Finite / Rheme) (IC-Process: M / Predicator [lexical part] / part of Rheme lacking) (LPP) 15 || the cat « eh! eh! (DM) » (Actor / Subject / Theme) pick up (Process: M / part of Finite & Predicator / Rheme) the bird (Goal / Complement / Rheme) (IC-bound morpheme indicative of third person singular present primary tense marking on Finite lacking) (LDP) 16 || the bird (Actor / Subject / Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Circumstance-location:place / Adjunct / part of Rheme lacking) (LDP) 7/17 || the cat (Actor / Subject / Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Circumstance-location:place / Adjunct / part of Rheme lacking) (LDP) 18 || the cat (Actor / Subject / Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Circumstance-location:place / Adjunct / part of Rheme lacking) (LDP) 19 || the bird « eh! (DM) » (Actor / Subject / Theme) saiu (part of Process: M / Finite & Predicator / Rheme) da gaiola... (part of Circumstance-location:place / Adjunct / Rheme) (IC-L2 Process: M / Finite & Predicator / part of Rheme, L2 Circumstance-location:place / Adjunct / part of Rheme lacking) (LDP) ||| « não sei falar... figura número 8 » eh!... (DM) 8/20 || the children ... (deviant [number-for Portuguese speaking learners, the monthong [I] is easier and simpler to articulate than the diphthong [ay] before the liquid [l] ] Senser / Subject / Theme) is going to see (Process: ML / Finite & Predicator / Rheme) the cat (Phenomenon / Complement / Rheme) (SDCC) ||| « figura número 9 » 9/21 || the children (deviant [number-for Portuguese speaking learners, the monthong [I] is easier and simpler to articulate than the diphthong [ay] before the liquid [l] ] Actor / Subject / Theme) pick up (Process: M / Finite & Predicator / Rheme) the cat (Goal / Complement / Rheme) (SDCC) 22 || and « figura número 9 eh! eh! eu não sei colocar para o ingles... » the bird is (R) free (CC) |||

**ISPN02 has 22 ranking clauses, out of which 18 are incomplete (11 LDP, 5 LPP, and 2 SDCC). There are 9 clause complexes (1, 3, 1, 5, 3, 3, 3, 1, 2 ranking clauses respectively) and no down-ranked clauses. (105 words)**

WRITTEN:

Figura Nº 1

1/1 ||| The criança (part of Actor / Subject / Theme) stay ready (Process: M / part of Finite & deviant [bound morpheme 'y' for bound morpheme 'ing' indicative of imperfectiveness] Predicator / Rheme) one book (Goal / Complement / Rheme) (IC-L2 Thing constituent in Actor / Subject / Theme nominal group, bound morpheme indicative of third person singular present primary tense marking on temporal Finite lacking) (LDP) |||

Figura Nº 2

2/2 ||| The cat is going to sleep (M) (CC) |||

Figura Nº 3

3/3 ||| The criança (part of Actor / Subject / Theme) is going to play (Process: M / Finite & Predicator / Rheme) with cat (part of Circumstance-manner:means / Adjunct / Rheme) (IC- L2 Thing constituent in Actor / Subject / Theme nominal group, Deictic constituent of Range nominal group in Circumstance-manner:means / Adjunct / part of Rheme lacking) (LDP) |||

Figura Nº 4

4/4 ||| The room is (R) right (DCC) |||

Figura Nº 5

5/5||| The bird (Carrier / Subject / Theme) está (part of Process: R / part of Finite & Predicator / part of Rheme) preso (part of Attribute / Complement / Rheme) (IC-L2 Process: R / Finite & Predicator / part of Rheme, L2 Attribute / Complement / part of Rheme lacking) (LDP) |||

Figura Nº 6

6/6||| The cat is going to pick up (M) the cat (CC) |||

Figura Nº 7

7/7||| The cat (Actor / Subject / Theme) don't meet (Process: M / deviant [unmarked third person present primary tense Finite-Subject concord for marked concord] the bird (Goal / Complement / Rheme) (SDCC) |||

Figura Nº 8

8/8||| The girl (Senser / Subject / Theme) meet (Process: ML / part of Finite & deviant [lexical choice: 'meet' for 'see'/'encounter'] Predicator / Rheme) uma bagunça (part of Phenomenon / Adjunct / Rheme) (IC-bound morpheme indicative of third person singular primary present tense marking on temporal Finite, L2 Phenomenon / Adjunct / part of Rheme lacking) (LDP) |||

Figura Nº 9

9/9||| The girl (Actor / Subject / Theme) pick up (Process: M / part of Finite & Predicator / Rheme) the cat (Goal / Complement / Rheme) (IC-bound morpheme indicative of third person singular present primary tense marking on temporal Finite lacking) (LDP) |||

Figura Nº 10

10/10||| The bird was (R) free (CC) |||

**WPN02 has 10 ranking clauses, out of which 6 are incomplete (5 LDP and 1 SDCC). There are 10 clause complexes (1, 1, 1, 1, 1, 1, 1, 1, 1, 1 ranking clauses respectively) and no down-ranked clauses. (58 words)**

DIALOG:

CSC4 - Hi, (MC) A... (MC) 1/1||| How are (R) you? (CC) |||

CSC3 - 2/2||| I'm (R) fine. (CC) 3 ||| And (R) you? (AEC) (CC) |||

CSC4 - 3/4||| (R) Good! (AEC) (CC) |||

CSC3 - 4/5||| What are you going to do (M) in your in your next vacation? (DCC) |||

CSC4 - 5/6||| I'm going to travel (M) to Recife. (CC) 7 ||| And you (M)? (AEC) (CC) |||

CSC3 - Oh! (DM) Poorly, (MC) 6/8||| I (Actor / Subject / Theme) (IC-Process: M / modal Finite & Predicator / part of Rheme, Circumstance-location:place / Adjunct / part of Rheme lacking) (LPP) 9 ||| I'll stay (M) home (CC) 10 ||| and play (M) computer. (AEC) (CC) 7/11||| Oh, (DM) do (Finite / interpersonal Theme) you (Actor / Subject / topical Theme) want to go (Process: M / Predicator / Rheme) (M) ah... to a place [[ [Iniyemis]'s festival (Existent / Complement / Rheme) (incomplete [Circumstance-loation:place / Adjunct / Theme, Subject / part of Rheme, Process: E / modal Finite & Predicator / part of Rheme lacking] down-ranked clause) ]]? (Circumstance-location:place / Adjunct / Rheme) (DOWN-RANKED-CLAUSE-RELATED LDP) |||

CSC4 - 8/12||| Yes, (CC) 13 ||| I (Actor / Subject / Theme) like. (part of Process: M / part of Finite & Predicator / Rheme) (IC-modal Finite / part of Rheme, particle 'to' indicative of ellipsis of rest of Process and rest of question lacking) (LDP) |||

CSC3 - Oh, (DM) 9/14||| it (Carrier / Subject / Theme) (IC-Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LPP) 15 ||| it (Carrier / Subject / Theme) 's (Finite / part of Rheme) (IC-Process: R / Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LPP) 16 ||| it's going to be (R) in September first. (DCC) |||

CSC4 - 10/17||| Good! (EEC) (CC) |||

CSC3 - Eh... (DM) 11/18||| and... (IC-clause left naturally unfinished due tue turn invasion by interlocutor (LPP) |||

CSC4 - 12/19||| What time? (R) (AEC) (CC) |||

CSC3 - Oh... (DM) eh... (DM) 13/20||| it will be (R) about 8:00 o'clock (CC) |||

CSC4 - 14/21||| I (Actor / Subject / Theme) like to go! (Process: M / part of Finite & Predicator / Rheme) (IC-modal Finite / part of Rheme lacking) (LDP) |||

CSC3 - Oh! (DM) 15/22||| That's (R) good! (CC) |||

**D01 has 22 ranking clauses, out of which 7 are incomplete (2 LDP, 1 DOWN-RANKED-CLAUSE-RELATED LDP, and 4 LPP). There are 15 clause complexes (1, 2, 1, 1, 2, 3, 1, 2, 3, 1, 1, 1, 1, 1, 1 ranking clauses respectively) and 1 down-ranked clause. (84 words)**

## DIALOG REPORT:

1/1|| We (Sayer / Subject / Theme) talk to (Process: V / part of Finite & deviant [particle 'to' for 'about'] Predicator / Rheme) vocation and one Festival. (deviant ['vocation' for 'vacation'] Verbiage / Complement / Rheme) (IC-bound morpheme indicative of regular past primary tense marking on temporal Finite lacking) (LDP) 2/2|| I (Actor / Subject / Theme) going (Process: M / Predicator / Rheme) to Recife (Circumstance-location:place / Adjunct / Rheme) (IC-Finite / part of Rheme lacking) (LDP) 3|| and (textual Theme) Araceli (Actor / Subject / topical Theme) going to stay (Process: M / part of Finite & Predicator / Rheme) home (Circumstance-location:place / Adjunct / Rheme) (IC-'be' element of Finite / part of Rheme lacking) (LDP) 4|| and play (M) computer. (AEC) (LDP) 3/5|| Araceli (Sayer / Subject / Theme) (IC-Process: V / Finite & Predicator / part of Rheme, Receiver / Complement / part of Rheme lacking, Circumstance / Adjunct / part of Rheme lacking) (LDP) 6|| she (Sayer / Subject / Theme) invited (Process: V / Finite & Predicator / Rheme) for a Festival chine's. (deviant ['chine's' for 'Chinese' and 'Deictic + Thing + Classifier' (L1) for 'Deictic + Classifier + Thing' word order] Circumstance / Adjunct / Rheme) (IC-Receiver / Complement / part of Rheme lacking) (LDP) 4/7|| I loved (ML) this festival. (CC) |||

**CDR02 has 7 ranking clauses, out of which 6 are incomplete (6 LDP). There are 4 clause complexes (1, 3, 2, 1 ranking clauses respectively) and no down-ranked clauses. (31 words)**

## ORAL TEST:

There is no oral test at C. The oral grade depends on the amount and quality of the student's participation in class.

## WRITTEN TEST COMPOSITION:

Describe your morning routine. Write sentences using sequence adverbs.

1/1|| My routine is (R) too boring. (CC) 2/2|| I went (M) to school today. (CC) 3/3|| I bakame (R) stressfull. (DCC) 4/4|| The people in school (part of Carrier / Subject / Theme) is (Process: R / deviant [singular for plural Subject-Finite concord – L1 transfer] Finite & Predicator / Rheme) too boring (Attribute / Complement / Rheme) (IC-definite article Deictic constituent in Range nominal group of Qualifier prepositional phrase in Carrier / Subject / Theme nominal group lacking) (LDP) 5|| and (textual Theme) enjoied. (part of Attribute / Complement / Rheme) (IC-L2 recognizable Attribute / Complement / part of Rheme lacking) (AEC) (LDP) 5/6|| I don't like (ML) that. (CC) |||

**IWTC02 has 6 ranking clauses, out of which 2 are incomplete (2 LDP). There are 5 clause complexes (1, 1, 1, 2, 1 ranking clauses respectively) and no down-ranked clauses. (26 words)**

## E.4.2.2 Group data (Class 5)

## SPOKEN (CLASS RECORDING):

T: All right, folks, let's open our student's book once again to page 28. Let's act out the conversation, Julia and Nancy... First we repeat the exercise and then we're going to practice. Thirty-eight ... I'm going to read it once and then we're going to practice.... practice it... ahm all together. / — I'm so excited! We have two weeks off. What are we going to do? — I'm not sure. I guess I'll just stay home. Maybe I'll catch up with my reading. What about you? Any plans? — Well, my parents have rented a condominium in Florida. I'm going to take long walks along the beach everyday and do lots of swimming. — Sounds great! — Say, why don't you come with us? We have plenty of room. — You mean it? I'd love to. / Right? So vocabulary ah... so familiar... it was ... we have this ... ah ... the previous ... ah ... class. So let's have ahm... ahm... the act out of the dialog. Ah, first I'm going to be Julia, and I want the classroom to be Nancy, right? Let's do it. / — I'm so excited! We have two weeks off! What are we going to do?

SS: I'm not sure. I guess I'll just stay home. Maybe I'll catch up with my reading. What about you? Any plans? [in chorus]

T: Well, my parents have rented a condominium in Florida. I'm going to take long walks along the beach everyday and do lots of swimming.

SS: Sounds great! [in chorus]

T: Say, why don't you come with us? We have plenty of room.

SS: Do you mean it? I'd love to. [in chorus]

T: Great! Fantastic! All right, now... ah ... let's switch back to our normal class... [unintelligible comment] I asked you to ... do exercise eight, didn't I?

SS: 1/1||| uh-hum! (CC) |||

T: Have we corrected it already?

SS: 2/2||| No! (CC) |||

T: So I'll give you twenty minutes just to finish the ... 'let it row'. Let it row! [laughs] Are you embarrassed? Ah... let's just ah... have three minutes to finish... finish up the ah... exercise eight, and then we're going to correct.

SS: [doing exercise and chatting in Portuguese]

[tape recorder was abruptly turned off and rest of class was not taped]

**ISGD has 2 ranking clauses, out of which NONE is incomplete. There are 2 clause complexes (1, 1 ranking clauses respectively) and no down-ranked clauses. (2 words)**

WRITTEN (WRITTEN CLASS OR HOME ASSIGNMENT):

Write about one of your wishes (based on Exercise 10, page 18)

STUDENT 1

1/1||| I wish (ML) (projecting clause) (CC) 2||| I (Actor / Subject / Theme) could change (Process: M / modal Finite & Predicator / Rheme) my way [[ of (textual Theme) be. (Process: R / part of Predicator / Rheme) (incomplete non-finite [bound morpheme indicative of imperfectiveness marking on Predicator / part of Rheme lacking] down-ranked clause) ]] (Goal / Complement / Rheme) (projected clause) (DOWN-RANKED-CLAUSE-RELATED LDP) 2/3||| I (Carrier / Subject / Theme) wish be (Process: R / Finite & part of Predicator / Rheme) more outgoing (Attribute / Complement / Rheme) with my friends and other persons. (Circumstance / Adjunct / Rheme) (IC-free morpheme indicative of perfectiveness before second element in Predicator verbal group complex / part of Rheme lacking) (LDP) 3/4||| I wish (ML) (projecting clause) (CC) 5||| I (Carrier / Subject / Theme) had (Process: R / Finite & Predicator / Rheme) more free (part of Attribute / Complement / Rheme) (IC-Thing constituent in Attribute / Complement / part of Rheme nominal group lacking) (projected clause) (LDP) 6||| to dance (M) (NFC) (CC) 7||| and (textual Theme) I (Carrier / Subject / topical Theme) wish be (Process: R / Finite & part of Predicator / Rheme) more active (Attribute / Complement / Rheme) with the days activities. (deviant [noun for adjectival form of Classifier constituent in Range nominal group] Circumstance / Adjunct / Rheme) (IC-free morpheme indicative of perfectiveness before second element in Predicator verbal group complex / part of Rheme lacking) (LDP) 4/8||| However I wish (ML) (projecting clause) (CC) 9||| I could change (M) only this problem, (projected clause) (CC) 10||| but the other parts, no. (projected clause) (VLC) (CC) ||| (Mariana Amaral)

**IWGD1 has 10 ranking clauses, out of which 4 are incomplete (3 LDP and 1 DOWN-RANKED-CLAUSE-RELATED LDP). There are 4 clause complexes (2, 1, 4, 3 ranking clauses respectively) and 1 down-ranked clause. (52 words)**

STUDENT 2

1/1||| I wish (ML) (projecting clause) (CC) 2||| I (Carrier / Subject / Theme) could had (Process: R / modal Finite & deviant [past form for base form] Predicator / Rheme) more my free time, (part of Attribute / Complement / Rheme) (IC-minor Process – 'of' – in prepositional phrase Qualifier in Attribute / Complement / part of Rheme nominal group lacking) (projected clause) (LDP) 3||| because (textual Theme) I (Carrier / Subject / topical Theme) haven't (Process: R / deviant ['haven't' for 'don't' – overgeneralization in American English in relation to Past in Present tense] temporal Finite & Predicator / Rheme) enough time (Attribute / Complement / Rheme) (SDCC) 4||| to do (Process: M / Predicator / Rheme) things [[ that I like to do. (M) (complete down-ranked clause) |||

For example (deviant [spelling] textual Theme) go (Process: M / part of Predicator / Rheme) to the cinema, (Circumstance-location:place / Adjunct / Rheme) (incomplete non-finite [free morpheme indicative of perfectiveness marking on Predicator / part of Rheme lacking] down-ranked clause) || go out (Process: M / part of Predicator / Rheme) with friends etc... (Circumstance-accompaniment:comitatio / Adjunct / Rheme) (incomplete non-finite [free morpheme indicative of perfectiveness marking on Predicator / part of Rheme cannot be retrieved from previous down-ranked clause] down-ranked clause) ] ] (part of Goal / Complement / Rheme) (IC-definite article Deictic constituent in Goal / Complement / part of Rheme nominal group lacking) (NFC) (LDP) |||

2/5|| I'd like to do (M) this. (CC) 3/6|| I can't (M) (in that moment), (AEC) (CC) 7|| because I need to study. (M) (CC) 4/8|| I stay (R) all day and every day in a school, (CC) 9|| so (textual Theme) this (Identified / Subject / topical Theme) is (Process: R / Finite & Predicator / Rheme) my reason [ ] to want had (Process: R / part of deviant [past form for base form] Predicator / Rheme) more free time. (Attribute / Complement / Rheme) (incomplete non-finite [free morpheme indicative of perfectiveness marking on Predicator / part of Rheme lacking] down-ranked clause) ] ] (Identifier / Complement / Rheme) (DOWN-RANKED-CLAUSE-RELATED LDP) |||

**■/WGD2 has 9 ranking clauses, out of which 4 are incomplete (2 LDP, 1 DOWN-RANKED-CLAUSE-RELATED LDP, and 1 SDCC). There are 4 clause complexes (4, 1, 2, 2 ranking clauses respectively) and 4 down-ranked clauses. (69 words)**

#### STUDENT 3

1/1|| I wish (ML) (projecting clause) (CC) 2|| I (Carrier / Subject / Theme) have (Process: R / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) more free time. (Attribute / Complement / Rheme) (projected clause) (SDCC) 2/3|| My family could meet. (M) (CC) 3/4|| Wish (Process: ML / Finite & Predicator / Rheme) (IC-Senser / Subject / Theme lacking) (projecting clause) (LDP) 5|| my friends (part of Attribute / Complement / Rheme) (IC-Carrier / Subject / Theme, Process: R / modal Finite & Predicator / Rheme, minor Process in Attribute / Complement / part of Rheme prepositional phrase lacking) (projected clause) (LDP) 6|| and (textual Theme) shopping. (part of deviant [spelling] Predicator / Rheme) (IC-'go' element of Predicator / part of Rheme lacking) (projected clause) (AEC) (LDP) |||

4/7|| At home, I spend (R) my time (CC) 8|| see (Process: ML / part of Predicator / Rheme) movies (Phenomenon / Complement / Rheme) (IC-bound morpheme indicative of imperfectiveness marking on Predicator / part of Rheme lacking) (LDP) 9|| or (textual Theme) read. (Process: M / part of Predicator / Rheme) (IC-bound morpheme indicative of imperfectiveness marking on Predicator / part of Rheme lacking) (LDP) 5/10|| I'd like to have (R) more time (CC) 11|| to (Process: M? / part of Predicator / Rheme) two thing, (part of Goal? / Complement / Rheme) IC-base form – 'do' – of Predicator / part of Rheme, bound morpheme indicative of plurality marking on Thing constituent in Goal? / Complement / part of Rheme nominal group lacking) (NFC) (LDP) 12|| a first I could play (M) the guitar, (DCC) 13|| a second, (deviant [indefinite for definite article Deictic] Identified / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) [ ] drive (Process: M / part of Predicator / Rheme) car. (part of Goal / Complement / Rheme) (incomplete non-finite [either perfectiveness or imperfectiveness marking on Predicator / part of Rheme, Deictic constituent in Goal / Complement / part of Rheme nominal group lacking] down-ranked clause) ] ] (Identifier / Complement / Rheme) (IC-textual Theme lacking) (LDP) |||

6/14|| I take (M) classes (CC) 15|| were (Process: R / deviant ['could' instead] & deviant ['be' instead] Predicator / Rheme) more interesting and very good. (Attribute / Complement / Rheme) (IC-Carrier / Subject / textual and topical Theme – relativizer – lacking) (LDP) |||

**■/WGD3 has 15 ranking clauses, out of which 9 are incomplete (8 LDP and 1 SDCC). There are 6 clause complexes (2, 1, 3, 3, 4, 2 ranking clauses respectively) and 1 down-ranked clause. (56 words)**

#### STUDENT 4

1/1|| I would like to change (M) my face. (CC) 2/2|| I wish (ML) (projecting clause) (CC) 3|| I (Carrier / Subject / Theme) had (Process: R / Finite & Predicator / Rheme) surgery (part of Attribute / Complement / Rheme) in my eyes (Circumstance-location:place / Adjunct / Rheme) (IC-indefinite article Deictic in Attribute / Complement / part of Rheme lacking) (projected clause) (LDP) 4|| for (part of Actor / Subject / Theme) to correct (Process: M / Predicator / Rheme) my deviation. (Goal / Complement / Rheme) (IC-Range constituent – 'the doctor?' – in Actor / Subject / Theme prepositional phrase lacking) (projected clause) (NFC) (LDP) |||

3/5|| I would like to have (R) the united family, (DCC) 6|| but I love (ML) my family. (CC) |||  
 4/7|| I wish (ML) (projecting clause) (CC) 8|| I (Actor / Subject / Theme) did (Process: M / Finite & Predicator / Rheme) english course, (part of deviant [spelling] Goal, Complement / Rheme) (IC-indefinite article Deictic constituent in Goal / Complement / part of Rheme lacking) (projected clause) (LDP) 9|| for (part of Actor / Subject / Theme) to improve (Process: M / Predicator / Rheme) my english. (deviant [spelling] Goal / Complement / Rheme) (IC-Range constituent – ‘me’ – in Actor / Subject / Theme prepositional phrase lacking) (projected clause) (NFC) (LDP) 5/10|| And I would like to move (M) of school. (DCC) |||  
 6/11|| I wish (ML) (projecting clause) (CC) 12|| I were (R) less disastrous, (projected clause) (CC) 13|| because I break (M) everything. (projected clause) (CC) |||  
 7/14|| I would like to learn to utilize (M) better my free time. (CC) ||| (Safira Nila)

**W/GD4 has 14 ranking clauses, out of which 4 are incomplete (4 LDP). There are 7 clause complexes (1, 3, 2, 3, 1, 3, 1 ranking clauses respectively) and no down-ranked clauses. (73 words)**

#### STUDENT 5

1/1|| I wish (ML) (projecting clause) (CC) 2|| I had (R) more free time (projected clause) (CC) 3|| to read (M) my books. (projected clause) (NFC) (CC) 2/4|| I take (M) classes all morning, (CC) 5|| and (textual Theme) I (Actor / Subject / topical Theme) training (Process: M / Predicator / Rheme) Judô (Goal / Complement / Rheme) in the afternoon (Circumstance-location:time / Adjunct / Rheme) (IC-Finite / part of Rheme lacking) (LDP) 6|| or I take (M) more classes. (CC) 7|| My home (Carrier / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) too longer (deviant [simplified ‘longer’ – due to similarity with L1 lexical item – for ‘far’] Attribute / Complement / Rheme) of my school, (deviant [‘of’ for ‘from’] Circumstance-extent:distance / Adjunct / Rheme) (SDCC) 8|| I live (M) in Caucaia. (CC) 3/9|| I’d like to have (R) more time (CC) 10|| to read (M) my books (NFC) (CC) 11|| and study (M) more. (AEC) (NFC) (CC) 4/12|| It’s (R) all (CC) 13|| but I wish (ML) (projecting clause) (CC) 14|| I could live (M) next to CMF. (projected clause) (CC) ||| (José Jorge)

**W/GD5 has 14 ranking clauses, out of which 2 are incomplete (1 LDP and 1 SDCC). There are 4 clause complexes (3, 5, 3, 3 ranking clauses respectively) and no down-ranked clauses. (64 words)**

#### STUDENT 6

1/1|| I wish (ML) (projecting clause) (CC) 2|| I had (R) more free time. (projected clause) (CC) 2/3|| I’d like to have (R) more time (CC) 4|| to go out (M) with my friends, (NFC) (CC) 5|| read, (AEC) (NFC) (CC) 6|| play (M) basketball and everythink. (AEC) (NFC) (DCC) 3/7|| At home, (Circumstance-location:place / Adjunct / Theme) I (Carrier / Subject / Rheme) spend (Process: R / Finite & Predicator / Rheme) time [[ studying (M) (complete non-finite down-ranked clause) || or (textual Theme) helped (Process: M / deviant [more frequently used finite form for less frequently used non-finite form] Predicator / Rheme) my mother. (Goal / Complement / Rheme) (simplified deviant complete down-ranked clause) ] (Attribute / Complement / Rheme) (DOWN-RANKED-CLAUSE-RELATED SDCC) 4/8|| At the IBEU, (Circumstance-location:place / Adjunct / Theme) I (Carrier / Subject / Rheme) spend (Process: R / Finite & Predicator / Rheme) two days for week. (deviant [‘for week’ for ‘per/a week’ – overgeneralization] Attribute / Complement / Rheme) (SDCC) 5/9|| And at the Academy, (deviant [lexical choice: ‘academy’ for ‘fitness center/gym’ – L1 transfer] Circumstance-location:place / Adjunct / Theme) I (Carrier / Subject / Rheme) spend (Process: R / Finite & Predicator / Rheme) three days for week. (deviant [‘for week’ for ‘per/a week’ – overgeneralization] Attribute / Complement / Rheme) (SDCC) |||  
 6/10|| I (Actor / Subject / Theme) have that organize (Process: M / Finite & deviant [‘that’ for ‘to’ – L1 transfer] Predicator / Rheme) my free times. (deviant [plural for singular Thing constituent] Goal / Complement / Rheme) (SDCC) |||

**W/GD6 has 10 ranking clauses, out of which 4 are incomplete (3 SDCC and 1 DOWN-RANKED-CLAUSE-RELATED SDCC). There are 6 clause complexes (2, 4, 1, 1, 1, 1 ranking clauses respectively) and 2 down-ranked clauses. (60 words)**

## STUDENT 7

1/1|| I (Carrier / Subject / Theme) really (modal Adjunct) have (Process: R / Finite and Predicator / Rheme) so much wishes. (deviant ['much' for 'many' – simplification due to non-distinction between the two] Attribute / Complement / rheme) (SDCC) 2/2|| I wish (ML) (projecting clause) (CC) 3|| I had (R) more free time (projected clause) (CC) 4|| to sleep, (M) (projected clause) (NFC) (CC) 5|| because I like (R) it so much. (projected clause) (CC) 3/6|| I don't have (R) much time (CC) 7|| to do (M) it, (NFC) (CC) 8|| because I have (R) classes all the days, even on Saturday. (CC) 4/9|| Everyday, I go (M) to the gym (CC) 10|| and after it, I go (M) to my english course, (DCC) 11|| that is (R) so far away from my house, (DCC) 12|| so, I take (M) too much time (CC) 13|| to go. (M) (NFC) (CC) 5/14|| I wish (ML) (projecting clause) (CC) 15|| I (Actor / Subject / Theme) knew how to play (Process: M / Finite & Predicator / Rheme) soccer, (Goal / Complement / Rheme) better [[ than (textual Theme) I (Actor / Subject / topical Theme) play. (Process: M / Finite & Predicator / Rheme) (incomplete [Goal / Complement / part of Rheme lacking] down-ranked clause) ]] (Circumstance-manner:comparison / Adjunct / Rheme) (DOWN-RANKED-CLAUSE-RELATED LDP) 6/16|| I play (M) well, (CC) 17|| but I would like to play (M) soccer as well [[ as Ronaldinho, (complete verb-less down-ranked clause) ]] (CC) 18|| to get (M) a lot of money (NFC) (CC) 19|| to buy (M) many things. (CC) 7/20|| I wish (ML) (projecting clause) (CC) 21|| that (textual Theme) Fortaleza (Carrier / Subject / topical Theme) went (Process: R / Finite & deviant [lexical choice: 'went' for 'were' – L1 transfer] Predicator / Rheme) the champion of "Campeonato Cearense". (Attribute / Complement / Rheme) (projected clause) (SDCC) 8/22|| I wish (ML) (projecting clause) (CC) 23|| my math teacher (Goal / Subject / Theme) changed, (Process: M / Predicator / Rheme) (IC-Finite – 'were' / part of Rheme lacking) (projected clause) (LDP) 24|| his classes are (R) very boring, (projected clause) (CC) 25|| and because he is (R) a boring person, too. (projected clause) (CC) |||

**I/WGD7 has 25 ranking clauses, out of which 4 are incomplete (1 LDP, 1 DOWN-RANKED-CLAUSE-RELATED LDP, and 2 SDCC). There are 8 clause complexes (1, 4, 3, 5, 2, 4, 2, 4 ranking clauses respectively) and 2 down-ranked clauses. (135 words)**

## STUDENT 8

1/1|| I have (R) a lot of wishes. (CC) 2/2|| I'm going to talk (V) about my most important wish. (CC) 3/3|| It's related to (R) the situation of my country. (CC) 4/4|| I wish (ML) (projecting clause) (CC) 5|| it (my country) weren't (R) poor. (projected clause) (CC) 5/6|| Every time I see (ML) poor people in the streets (CC) 7|| I become (R) revolted with the situation of my country. (DCC) 6/8|| I (Carrier / Subject / Theme) have (Process: R / Finite & Predicator / Rheme) another wishes, (deviant [singular for plural Deictic] Attribute / Complement / Rheme) (SDCC) 9|| like I wish (ML) (projecting clause) (CC) 10|| I were (R) taller (projected clause) (CC) 11|| because I like to play (M) basketball (CC) 12|| and it's (R) better [[ to be tall. (complete non-finite down-ranked clause) ]] (CC) 7/13|| Other wish [[ that I have, (R) (complete down-ranked clause) ]] is (R) [[ that I wish (ML) (projecting clause) (complete down-ranked clause) ]] I had (R) more free time. (projected clause) (complete down-ranked clause) ]] (DCC) 8/14|| These are (R) my main wishes. (CC) ||| (Gustavo Melo)

**I/WGD8 has 14 ranking clauses, out of which 1 is incomplete (1 SDCC). There are 8 clause complexes (1, 1, 1, 2, 2, 5, 1, 1 ranking clauses respectively) and 4 down-ranked clauses. (89 words)**

## STUDENT 9

1/1|| I live (M) in Fortaleza, (CC) 2|| but I wish (ML) (projecting clause) (CC) 3|| I lived (M) in Rio de Janeiro, (projected clause) (CC) 4|| why (deviant ['why' for 'because' – simplification due to non-distinction between the two] textual Theme) it (Carrier / Subject / topical Theme) 's (Process: R / Finite & Predicator / Rheme) a beautiful city. (Attribute / Complement / Rheme) (projected clause) (SDCC) 2/5|| I wish (ML) (projecting clause) (CC) 6|| I played (M) soccer in vasco da Gama, (projected clause) (DCC) 7|| it (Identifier / Subject / topical Theme) 's (Process: R / Finite & Predicator / Rheme) the best team soccer of Brazil. (deviant [Thing-Classifier+'of' for Classifier-Thing+'in' – L1 transfer] Identified / Complement / Rheme) (SDCC) 8|| I wish (ML) (projecting clause) (CC) 9|| I were (R) in Copacabana or in Pão de Açúcar, (DCC) 10|| why (deviant ['why' for 'because' – simplification due to non-distinction between the two] textual Theme) it (deviant [singular for plural] Carrier / Subject / topical Theme) 's (Process: R / deviant [singular for plural] Finite & Predicator / Rheme) the beautiful touristic point. (part of deviant [inappropriate definite article] Attribute / Complement / Rheme) (IC-bound morpheme indicative of plurality marking on Thing constituent in Attribute / Complement / part of Rheme nominal group lacking) (LDP) |||



**I/WG9D9 has 10 ranking clauses, out of which 3 are incomplete (1 LDP and 2 SDCC). There are 2 clause complexes (4, 6 ranking clauses respectively) and no down-ranked clauses. (51 words)**

STUDENT 10

1/1|| I wish (ML) (projecting clause) (CC) 2|| I had (R) skills. (projected clause) (CC) 2/3|| I don't know (ML) (projecting clause) (CC) 4|| why (Circumstance-cause:reason / Adjunct / Theme) I (Carrier / Subject / Rheme) don't had (Process: R / Finite & deviant [past form for base form] Predicator / Rheme) skills. (Attribute / Complement / Rheme) (projected clause) (DCC) 3/5|| My account in school (Carrier / Subject / Theme) (IC-Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LPP) 6|| it's (R) not good. (DCC) |||

4/7|| I don't play (M) any instrument. (CC) |||

5/8|| I (Carrier / Subject / Theme) don't had (Process: R / Finite & deviant [past form for base form] Predicator / Rheme) talent (Attribute / Complement / Rheme) for sports. (Circumstance / Adjunct / Rheme) (DCC) |||

6/9|| I (Senser / Subject / Theme) don't know (Process: ML / Finite & Predicator / Rheme) kitchen. (part of Circumstance-matter / Adjunct / Rheme) (IC-Phenomenon / Complement / part of Rheme – 'anything'?, minor Process – 'about' – in Circumstance-matter / Adjunct / part of Rheme lacking) (LDP)

7/10|| I don't know (ML) (projecting clause) (CC) 11|| how (deviant [lexical choice: 'how' for 'what'] Identified / Complement / Theme) my talent. (part of Identifier / Subject / Rheme) (IC-bound morpheme indicative of plurality marking on Thing constituent in Identifier / Subject / part of Rheme nominal group, Process: R / Finite & Predicator / part of Rheme lacking) (projected clause) (LDP) ||| (Angélica Rocha)

**I/WG10D10 has 11 ranking clauses, out of which 3 are incomplete (2 LDP and 1 LPP). There are 7 clause complexes (2, 2, 2, 1, 1, 1, 2 ranking clauses respectively) and no down-ranked clauses. (41 words)**

STUDENT 11

1/1|| I wish (ML) (projecting clause) (CC) 2|| my school changed (M) a lot. (projected clause) (CC) 2/3|| I don't like (ML) its installations, (CC) 4|| because they're (R) so old. (CC) 3/5|| CMF is (R) spacious and safe. (CC) 4/6|| The lighting isn't (R) good, though. (CC) 5/7|| The library isn't (R) agreeable (CC) 8|| and (textual Theme) the students (Actor / Subject / topical Theme) can't use (Process: M / modal Finite & Predicator / Rheme) the computer (Goal / Complement / Rheme) science's room. (part of deviant [inappropriate genitive case marking on Classifier constituent] Circumstance-location:place / Adjunct / Rheme) (IC-definite article Deictic constituent in Range nominal group, minor Process – 'in' – in Circumstance-location:place / Adjunct / part of Rheme prepositional phrase lacking) (LDP) 6/9|| When I saty (R) at school in the afternoon, (CC) 10|| I have to carry (M) my rucksack everywhere [[ I go, (M) (complete down-ranked clause) ]] (CC) 7/11|| because there isn't (E) a cupboard for this situation. (DCC) |||

8/12|| The most important thing in all schools, the teaching, isn't (R) good enough in CMF. (DCC) 9/13|| There are (E) a lot of excellent teachers, (CC) 14|| but some don't like (ML) their job (CC) 15|| and so the students suffer (ML) the consequences. (CC) 10/16|| The worst thing about CMF's education (Identified / Subject / Theme) are (Process: R / deviant [plural for singular Subject-Finite concord] temporal Finite & Predicator / Rheme) the homeworks. (deviant [inappropriate plurality marking on the non-count noun as Thing – L1 transfer] Identifier / Complement / Rheme) (SDCC) 11/17|| Not the ones as this, (EEC) (DCC) 18|| but the ones [[ that the students have to spend (R) some hours and even some days [[ visiting (M) places like universities and other institutions, (complete non-finite down-ranked clause) || and researching (M) (complete non-finite down-ranked clause) || and writing (M) (complete non-finite down-ranked clause) || or typing (M) the text. (complete non-finite down-ranked clause) ]] (complete down-ranked clause) ]] (EEC) (CC) 12/19|| I know (ML) (projecting clause) (CC) 20|| this kind of activity is (R) important for everyone. (projected clause) (CC) 13/21|| However, what's (R) more necessary (CC) 22|| to (deviant [simpler – L1 related – 'to' for 'so that'] the student (Actor / Subject / topical Theme) can go (Process: M / modal Finite & Predicator / Rheme) to a superior grade: (Circumstance / adjunct / Rheme) (SDCC) 23|| to have learned (ML) the contents of the school year, (NFC) (CC) 24|| or (textual Theme) to have made (Process: M / deviant [lexical choice: 'made' for 'done'] Predicator / Rheme) a lot of homeworks? (deviant [inappropriate plurality marking on the non-count noun as Thing – L1 transfer] Goal / Complement / Rheme) (NFC) (SDCC) |||

**WGD11 has 24 ranking clauses, out of which 4 are incomplete (1 LDP and 3 SDCC). There are 13 clause complexes (2, 2, 1, 1, 2, 2, 1, 1, 3, 1, 2, 2, 4 ranking clauses respectively) and 6 down-ranked clauses. (182 words)**

STUDENT 12

1/1|| I wish (ML) (projecting clause) (CC) 2|| I could take (M) guitar lessons. (projected clause) (CC) 2/3|| I play (M) the piano (CC) 4|| and I'd like to play (M) the guitar, too. (CC) 3/5|| I can take (M) my guitar wherever [[ I go (complete down-ranked clause) ]] (CC) 6|| because it is (R) smaller [[ than the piano. (complete anaphorically elliptical down-ranked clause) ]] (CC) 4/7|| I wish (ML) (projecting clause) (CC) 8|| I played (M) the guitar in a band. (projected clause) (DCC) 5/9|| I wish (ML) (projecting clause) (CC) 10|| I were (R) famous [[ playing the guitar in a band. (complete deviant ['in' for 'on'] non-finite down-ranked clause) ]] (projected clause) (CC) ||| (Carla de Freitas)

**WGD12 has 10 ranking clauses, out of which NONE is incomplete. There are 5 clause complexes (2, 2, 2, 2, 2 ranking clauses respectively) and 3 down-ranked clauses. (54 words)**

### E.4.3 Advanced proficiency level (Stage 7)

#### E.4.3.1 Individual data

Subject CSC5

(female; 16 years old; third grade of Middle School; Class 1)

PERSONAL EXPERIENCE:

SPOKEN:

well (DM) 1/1|| last week (Circumstance-location:time / Adjunct / Theme) had (Process: R / Finite & Predicator / Rheme) (IC-Carrier / Subject / part of Rheme, Attribute / Complement / part of Rheme lacking) (LPP) 2|| ah I had (R) a work (CC) 3|| and (textual Theme) in this work (Circumstance-location:place / Adjunct / topical Theme) I (Actor / Subject / Rheme) had to apresent (Process: M / Finite & part of Predicator / Rheme) (IC-L2 Predicator / part of Rheme, Goal / Complement / part of Rheme lacking) (LDP) 4|| ah... presentated (Process: M / part of Predicator / Rheme) a... a profession (Goal / Complement / Rheme) (IC-L2 Predicator / part of Rheme lacking) (AEC) (LDP) 5|| and (textual Theme) I (deviant [simpler nominative case for possessive case pro-form] Carrier / Subject / topical Theme) was (Process: R / Finite & Predicator / Rheme) the profession model (deviant ['Deictic+Thing+Classifier' for 'Deictic+Classifier+Thing' word order – L1 transfer] Attribute / Complement / Rheme) (SDCC) 2/6|| my work was (R) very very colored (CC) 7|| was (Process: R / Finite & Predicator / Rheme) pink black white (Attribute / Complement / Rheme) (IC-Carrier / Subject / Theme lacking) (LDP) 8|| have (Process: R / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) a lot of things (Attribute / Complement / Rheme) (IC-Carrier / Subject / Theme lacking) (LDP) 9|| and on thursday I cut (M) a dress (CC) 10|| and (textual Theme) was (Process: R / Finite & Predicator / Rheme) very cool (Attribute / Complement / Rheme) (IC-Carrier / Subject / topical Theme lacking) (LDP) 11|| because all my group was dressed (M) like the... like the people of the past (CC) 12|| and (textual Theme) this (Carrier / Suubject / topical Theme) (IC-Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LDP) 13|| we (Carrier / Suubject / Theme) had (Process: R / Finite & Predicator / Rheme) (IC-Attribute / Complement / part of Rheme lacking) (LDP) 14|| ah we (Actor / Subject / Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme lacking) (LDP) 15|| we (Actor / Subject / Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme lacking) (LDP) 16|| we (Actor / Subject / Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme lacking) (LDP) 17|| we (Actor / Subject / Theme) chose (Process: M / Finite & Predicator / Rheme) the people [[ we (Participant? / Subject / Theme) (incomplete [Process: ? / Finite & Predicator / part of Rheme, Participant? / Complement / part of Rheme, Circumstance / Adjunct / part of Rheme lacking] down-ranked clause) || we (Participant? / Subject / Theme) ah! esqueci (incomplete [Process: ? / Finite & Predicator / part of Rheme, Participant? / Complement / part of Rheme, Circumstance / Adjunct / part of Rheme lacking] down-ranked clause) ]] (Goal / Complement / Rheme)

(DOWN-RANKED-CLAUSE-RELATED LDP) 3/18|| we (Actor / Subject / Theme) change (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) (IC-Circumstance / Adjunct / part of Rheme lacking) (LDP) 19|| changed (Process: M / Finite & Predicator / Rheme) to the the cadê as palavras? (part of Circumstance / Adjunct / Rheme) (IC-L2 Thing constituent of Range nominal group in Circumstance / Adjunct / part of Rheme prepositional phrase lacking) (AEC) (LDP) 4/20|| when (Circumstance-location:time / Adjunct / Theme) we (Actor / Subject / Rheme) put (Process: M / Finite & part of Predicator / Rheme) the the the dress (Goal / Complement / Rheme) (IC-particle ‘on’ in two-word verb ‘put on’ lacking) (LDP) 21|| we (Sayer / Subject / Theme) tell (Process: V / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) to the people (Receiver / Complement / Rheme) (projecting clause) (SDCC) 22|| how (Attribute / Complement / Theme) was (Process: R / deviant [singular for plural Subject-Finite concord – overgeneralization, interrogative for declarative Mood word order] the the people of the past (Carrier / Subject / Rheme) (projected clause) (SDCC) 23|| so (textual Theme) (IC-Carrier / Subject / topical Theme, Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LDP) 24|| so (textual Theme) was (Process: R / Finite & Predicator / Rheme) very cool (Attribute / Complement / Rheme) (IC-Carrier / Subject / topical Theme lacking) (LDP) 25|| and (textual Theme) we (Carrier / Subject / topical Theme) have (Process: R / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) a lot of fun (Attribute / Complement / Rheme) this work (Circumstance-extent:duration / Adjunct / Rheme) (SDCC) 26|| because (textual Theme) the profession model (deviant [‘Deictic+Thing+Classifier’ for ‘Deictic+Classifier+Thing’ word order – L1 transfer) Carrier / Subject / topical Theme) is (Process: R / Finite & Predicator / Rheme) so (part of Attribute / Complement / Rheme [missing Thing retrievable cataphorically from Clause 27]) (SDCC) 27|| is (Process: R / Finite & Predicator / Rheme) very fun (Attribute / Complement / Rheme) (AEC) (SDCC) 28|| so (textual Theme) on our stand (deviant [‘on’ for ‘in’] Circumstance-location:place / Adjunct / topical Theme) we (Senser / Subject / Rheme) stayed just listen (Process: ML / Finite + modal Adjunct & part of Predicator / Rheme) music (Phenomenon / Complement / Rheme) (IC-bound morpheme indicative of imperfectiveness marking and particle ‘to’ lacking in relation to second element of verbal group complex Predicator / part of Rheme) (LDP) 29|| and (textual Theme) (IC-Carrier / Subject / topical Theme, Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (SDCC) 30|| and (textual Theme) we (Carrier / Subject / topical Theme) have (Process: R / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) a lot of fun (Attribute / Complement / Rheme) in this (Circumstance / Adjunct / Rheme) (SDCC) 31|| and (textual Theme) was (Process: R / Finite & Predicator / Rheme) this (Attribute / Complement / Rheme) (IC-Carrier / Subject / topical Theme lacking) (LDP) 32|| our group was (R) very good (CC) 5/33|| just (deviant [between Finite and Complement] modal Adjunct) was (Process: R / Finite & Predicator / Rheme) this (Attribute / Complement / Rheme) (IC-Carrier / Subject / Theme lacking) (LDP) |||

**ASPE01 has 33 ranking clauses, out of which 28 are incomplete (18 LDP, 1 DOWN-RANKED-CLAUSE-RELATED LDP, 1 LPP, and 8 SDCC). There are 5 clause complexes (5, 12, 2, 13, 1 ranking clauses respectively) and 2 down-ranked clauses. (167 words)**

WRITTEN:

1/1|| On the last week (deviant [inappropriate ‘on the’] Circumstance-location:time / Adjunct / Theme) I (Actor / Subject / Rheme) apresented (Process: M / Finite & part of Predicator / Rheme) a work (Goal / Complement / Rheme) (IC-L2 Predicator / part of Rheme lacking) (LDP) 2|| and (textual Theme) in this work (Circumstance-location:place / Adjunct / topical Theme) I (Actor / Subject / Rheme) had to apresent (Process: M / Finite & part of Predicator / Rheme) a profession. (Goal / Complement / Rheme) (IC-L2 Predicator / part of Rheme lacking) (LDP) 2/3|| My profession was (R) model (CC) 4|| and (textual Theme) on thursday (deviant [spelling] Circumstance-location:time / Adjunct / topical Theme) I (Actor / Subject / Rheme) put (Process: M / Finite & part of Predicator / Rheme) a dress (Goal / Complement / Rheme) (IC-particle ‘on’ in two-word verb ‘put on’ lacking) (LDP) 5|| and (textual Theme) all my group (Actor / Subject / topical Theme) too. (Circumstance / Adjunct / Rheme) (IC-substitution verbal pro-form ‘did’ lacking) (LDP) 3/6|| These dresses are (R) of girls of the past (CC) 7|| and (textual Theme) with them (Circumstance-manner:means / Adjunct / topical Theme) we (Sayer / Subject / Rheme) could tell (Process: V / modal Finite & Predicator / Rheme) to all people (deviant [inappropriate ‘to’] Receiver / Complement / Rheme) a little bit about [[ how (Circumstance-manner:quality / Adjunct / Theme) the girls of the past (Actor / Subject / Rheme) get dressed. (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) (simplified complete down-ranked clause) ] (Verbiage / Receiver / Rheme) (DOWN-RANKED-CLAUSE-RELATED SDCC) 4/8|| I had (R) a lot of fun in this work (CC) 9|| because model is (R) a very fun profession (CC) 10|| and

(textual Theme) we (Carrier / Subject / topical Theme) just (modal Adjunct / Rheme) stay (Process:R / part of Finite & Predicator / Rheme) on the stand (Circumstance-location:place / Adjunct / Rheme) (IC-bound morpheme indicative of past primary tense on temporal Finite / part of Rheme lacking) (LDP) 11 || listen (Process : ML / Predicator / Rheme) music (Phenomenon / Complement / Rheme) (IC-bound morpheme indicative of imperfectiveness marking and particle ‘to’ lacking in relation to Predicator / part of Rheme) (NFC) (LDP) 12 || and sometimes presenting (M) the work for some people. (DCC) 5/13 || My work was (R) very beautiful and colored too (CC) 14 || and (textual Theme) I (Actor / Subject / topical Theme) loved do (Process: M / Finite & part of Predicator / Rheme) it. (Goal / Complement / Rheme) (IC-free morpheme indicative of perfectiveness lacking before second element of verbal group Complex Predicator) (LDP) |||

**AWPE01 has 14 ranking clauses, out of which 8 are incomplete (7 LDP and 1 DOWN-RANKED-CLAUSE-RELATED SDCC). There are 5 clause complexes (2, 3, 2, 5, 2 ranking clauses respectively) and 1 down-ranked clause. (109 words)**

PICTURE NARRATIVE:

SPOKEN:

1/1 ||| a day (Circumstance-location:time / Adjunct / Theme) a girl (Actor / Subject / Rheme) was reading (Process: M / Finite & Predicator / Rheme) a book (Goal / Complement / Rheme) on your room (deviant [minor Process ‘on’ for ‘in’, second for third person singular possessive Deictic in Range constituent – L1 transfer] Circumstance-location:place / Adjunct / Rheme) (SDCC) 2 || and (textual Theme) your cat (deviant [second for third person singular possessive Deictic – L1 transfer] Carrier / Subject / topical Theme) was (Process: R / Finite & Predicator / Rheme) on your on your bed (deviant [second for third person singular possessive Deictic in Range constituent – L1 transfer] Attribute / Complement / Rheme) (SDCC) 2/3 ||| after that (Circumstance-location:time / Adjunct / Theme) (IC-Actor / Subject / part of Rheme, Process: M / Finite & Predicator / part of Rheme lacking) (LPP) 4 || after some minutes (Circumstance-location:time / Adjunct / Theme) the cat (Actor / Subject / Rheme) wake up Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) (LPP) 5 || woke up (Process: M / Finite & Prdicator / Rheme) (AEC) (CC) 6 || and (textual Theme) the girl (Actor / Subject / topical Theme) put (Process: M / Finite & Predicator / Rheme) the cat (Goal / Complement / Rheme) out of your room (deviant [second for third person singular possessive Deictic in Range constituent – L1 transfer] Circumstance-location:place / Adjunct / Rheme) (SDCC) 3/7 ||| the cat (Actor / Subject / Theme) was (Process: M / Finite / Rheme) (IC-Predicator / part of Rheme, Circumstance-location:place / Adjunct / part of Rheme lacking) (LDP) 8 || were (Process: M / deviant [third person singular for plural Subject-Finite concord] Finite / Rheme) (IC-Predicator / part of Rheme, Circumstance-location:place / Adjunct / part of Rheme lacking) (LDP) 9 || were sleep (Process: M / deviant [third person singular for plural Subject-Finite concord] Finite & part of Predicator / Rheme) under the table (Circumstance-location:place / Adjunct / Rheme) (IC-bound morpheme indicative of imperfectiveness marking on Predicator lacking) (AEC) (LDP) 10 || and after that he saw (ML) a bird (CC) 11 || a bird (Phenomenon / Complement / Rheme) on a house bird (deviant [minor Process ‘on’ for ‘in’, word order in Range constituent: ‘Deictic+Thing+Classifier’ for ‘Deictic+Classifier+Thing’ – L1 transfer] Circumstance-location:place / Adjunct / Rheme) (AEC) (SDCC) 4/12 ||| he (Senser / Subject / Theme) remember (Process: ML / part of Finite & Predicator / Rheme) (IC-bound morpheme indicative of past primary tense on temporal Finite / part of Rheme lacking) (projecting clause) (LDP) 13 || that he was (R) very hungry (projected clause) (CC) 14 || and (textual Theme) try to take (Process: M / part of Finite & deviant [lexical choice: ‘take’ for ‘catch’] Predicator / Rheme) the bird (Goal / Complement / Rheme) (IC-bound morpheme indicative of past primary tense on temporal Finite / part of Rheme lacking) (AEC) (LDP) 5/15 ||| for this (Circumstance-cause: purpose / Adjunct / Theme) he (Actor / Subject / Rheme) open (Process: M / part of Finite & Predicator / Rheme) (IC-bound morpheme indicative of past primary tense on temporal Finite / part of Rheme, Goal / Complement / part of Rheme lacking) (LDP)16 || open (Process: M / part of Finite & Predicator / Rheme) the bird house (Goal / Complement / Rheme) (IC-bound morpheme indicative of past primary tense on temporal Finite / part of Rheme lacking) (AEC) (LDP) 17 || and (textual Theme) enter (Process: M / part of Finite & Predicator / Rheme) that (Goal / Complement / Rheme) (IC-bound morpheme indicative of past primary tense on temporal Finite / part of Rheme lacking) (AEC) (LDP) 18 || and when this happened (M) (CC) 19 || the bird (Carrier / Subject / Theme) (IC-Process: R / Finite & Predicator / part of Rheme, Circumstance-location:place / Adjunct / part of Rheme lacking) (LDP) 20 || the bird (Carrier / Subject / Theme) stay (Process: R / part of Finite & Predicator / Rheme) on under the table (deviant [inappropriate preposition ‘on’] Attribute / Complement / Rheme) (IC-bound morpheme

indicative of past primary tense on temporal Finite / part of Rheme lacking) (LDP) 21 || because (textual Theme) the bird (Actor / Subject / topical Theme) get out (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) of the house bird (deviant [word order in Range constituent: ‘Deictic+Thing+Classifier’ for ‘Deictic+Classifier+Thing’ – L1 transfer] Circumstance-location:place / Adjunct / Rheme) (SDCC) 6/22|| when (Circumstance-location:time / Adjunct / Theme) the girl (Senser / Subject / Rheme) listen (Process: ML / part of Finite & part of deviant [lexical choice: ‘listen’ for ‘hear’] Predicator / Rheme) a noise (Phenomenon / Complement / Rheme) (IC-bound morpheme indicative of past primary tense on temporal Finite / particle ‘to’ after Predicator / part of Rheme lacking) (LDP) 23 || she (Actor / Subject / Theme) ’s go (Process: M / deviant Finite & Predicator / Rheme) (IC-Circumstance-location:place / Adjunct / part of Rheme lacking) (LPP) 24 || she (Actor / Subject / Theme) go (Process: M / Finite & Predicator / Rheme) to (part of Circumstance-location:place / Adjunct / Rheme) (IC-Range constituent in Circumstance-location:place / Adjunct / part of Rheme prepositional phrase lacking) (LPP) 25 || she went (M) to the living room (CC) 26 || and (textual Theme) saw (Process: ML / Finite & Predicator / Rheme) the bird (Phenomenon / Complement / Rheme) on the oh! (part of Circumstance-location:place / Adjunct / Rheme) (IC-Thing constituent of Range nominal group of Circumstance-location:place / Adjunct / part of Rheme prepositional phrase lacking) (AEC) (SDCC) 27 || saw (Process: ML / Finite & Predicator / Rheme) the cat (Phenomenon / Complement / Rheme) on the house bird (deviant [minor Process ‘on’ for ‘in’, word order in Range constituent: ‘Deictic+Thing+Classifier’ for ‘Deictic+Classifier+Thing’ – L1 transfer] Circumstance-location:place / Adjunct / Rheme) (AEC) (SDCC) 28 || and saw (ML) the bird on the table (AEC) (CC) 7/29|| she (Carrier / Subject / Theme) stay (Process: R / part of Finite & Predicator / Rheme) very scared (Attribute / Complement / Rheme) (IC-bound morpheme indicative of past primary tense on temporal Finite / part of Rheme lacking) (LDP) 30 || and (textual Theme) she (Actor / Subject / topical Theme) take (Process: M / deviant [present for past primary tense] temporal Finite & Predicator Rheme) the the cat (Goal / Complement / Rheme) (SDCC) 31 || take off (Process: M / deviant [present for past primary tense] temporal Finite & deviant [lexical choice: ‘take off’ for ‘get out’] Predicator / Rheme) the cat (Goal / Complement / Rheme) of the house bird (deviant [word order in Range constituent: ‘Deictic+Thing+Classifier’ for ‘Deictic+Classifier+Thing’ – L1 transfer] Circumstance-location:place / Adjunct / Rheme) (AEC) (SDCC) 32 || and (textual Theme) the bird (Actor / Subject / topical Theme) go (Process: M / Finite & Predicator / Rheme) (IC-Circumstance-location:place / Adjunct / part of Rheme lacking) (LPP in relation to Caluse 36) 33 || runs (M) (AEC) (CC) 34 || and he goes to fly (M) (CC) 35 || and (textual Theme) he (Actor / Subject / topical Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Circumstance-location:place / Adjunct / part of Rheme lacking) (LPP) 36 || he went (M) to the to a tree with a lot of apples (CC) 37 || and (textual Theme) lived (Process: M / Finite & Predicator / Rheme) happy (deviant [adjectival for adverbial form] Circumstance-manner:quality / Adjunct / Rheme) forever (Circumstance-extent:duranton / Adjunct / Rheme) (SDCC) |||

**ASPN01 has 37 ranking clauses, out of which 28 are incomplete (12 LDP, 6 LPP, and 10 SDCC). There are 7 clause complexes (2, 4, 5, 3, 7, 7, 9 ranking clauses respectively) and no down-ranked clauses. (192 words)**

WRITTEN:

1/1|| One day (Circumstance-location:time / Adjunct / Theme) a girl (Actor / Subject / Rheme) was reading (Process: M / Finite & Predicator / Rheme) a book (Goal / Complement / Rheme) on your room (deviant [minor Process ‘on’ for ‘in’, second for third person singular possessive Deictic in Range constituent – L1 transfer] Circumstance-location:place / Adjunct / Rheme) (SDCC) 2 || and (textual Theme) her cat (Actor / Subject / topical Theme) was sleeping (Process: M / Finite & Predicator / Rheme) on your bed. (deviant [second for third person singular possessive Deictic in Range constituent – L1 transfer] Circumstance-location:place / Adjunct / Rheme) (SDCC) 2/3|| After some minutes the cat woke up (M) (CC) 4 || and (textual Theme) the girl (Actor / Subject / topical Theme) put (Process: M / Finite & Predicator / Rheme) he (deviant [nominative case of post-Process participant for oblique case] Goal / Complement / Rheme) out of your room. (deviant [second for third person singular possessive Deictic in Range constituent – L1 transfer] Circumstance-location:place / Adjunct / Rheme) (SDCC) 3/5|| So (textual Theme) the cat (Actor / Subject / topical Theme) go to sleep (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) under the living room table. (Circumstance-location:place / Adjunct / Rheme) (SDCC) 4/6|| When (Circumstance-location:time / Adjunct Theme) he (Senser / Subject / Rheme) saw (Process: ML / Finite & Predicator / Rheme) a bird (Phenomenon / Complement / Rheme) on a house bird. (deviant [minor Process ‘on’ for ‘in’, word order in Range constituent: ‘Deictic+Thing+Classifier’ for ‘Deictic+Classifier+Thing’ – L1 transfer] Circumstance-

location:place / Adjunct / Rheme) (SDCC) 5/7|| The cat (Senser / Subject / Theme) remember (Process: ML / part of Finite & Predicator / Rheme) (IC-bound morpheme indicative of regular past primary tense on temporal Finite lacking) (projecting clause) (LDP) 8|| that (textual Theme) was (Process: R / Finite & Predicator / Rheme) very hungry (Attribute / Complement / Rheme) (IC-Carrier / Subject / topical Theme lacking) (projected clause) (LDP) 9|| and (textual Theme) try to take off (Process: M / part of Finite & deviant [lexical choice; ‘take off’ for ‘take out’] Predicator / Rheme) the bird (Goal / Complement / Rheme) of the house bird. (deviant [word order in Range constituent: ‘Deictic+Thing+Classifier’ for ‘Deictic+Classifier+Thing’ – L1 transfer] Circumstance-location:place / Adjunct / Rheme) (IC-Actor / Subject / topical Theme, bound morpheme indicative of regular past primary tense on temporal Finite lacking) (projected clause) (LDP) 6/10|| When (Circumstance-location:place / Adjunct / Theme) he (Actor / Subject / Rheme) try to do (Process: M / part of Finite & Predicator / Rheme) it (Goal / Complement / Rheme) (IC-bound morpheme indicative of regular past primary tense on temporal Finite lacking) (LDP) 11|| he (Actor / Subject / Theme) enter (Process: M / part of Finite & Predicator / Rheme) on the house bird (deviant [minor Process ‘on’ for ‘in’, word order in Range constituent: ‘Deictic+Thing+Classifier’ for ‘Deictic+Classifier+Thing’ – L1 transfer] Circumstance-location:place / Adjunct / Rheme) (IC-bound morpheme indicative of regular past primary tense on temporal Finite lacking) (LDP) 12|| and (textual Theme) the (part of Carrier / Subject / topical Theme) (IC-Thing constituent in Carrier / Subject / topical Theme nominal group, Process: R / Finite & Predicator / part of Rheme, Circumstance-location:place / Adjunct / part of Rheme lacking) (LPP) 13|| the bird stayed (R) on the table (CC) 14|| just looking. (ML) (NFC) (CC) 7/15|| The girl (Senser / Subject / Theme) listened (Process: ML / Finite & part of deviant [‘listen to’ for ‘hear’] Predicator Rheme) a noisy (part of Phenomenon / Complement / Rheme) (IC-particle ‘to’ after Predicator, Thing constituent in Phenomenon / Complement / part of Rheme lacking) (LDP) 16|| and went (M) to the living room. (AEC) (CC) 8/17|| When (Circumstance-location:time / Adjunct / Theme) she (Senser / Subject / Rheme) saw (Process: ML / Finite & Predicator / Rheme) the cat (Phenomenon / Complement / Rheme) on the house bird (deviant [minor Process ‘on’ for ‘in’, word order in Range constituent: ‘Deictic+Thing+Classifier’ for ‘Deictic+Classifier+Thing’ – L1 transfer] Circumstance-location:place / Adjunct / Rheme) (SDCC) 18|| and (ML) the bird on the table (AEC) (CC) 19|| she stayed (R) very scared. (CC) 9/20|| After that (Circumstance-location:time / Adjunct / Theme) she (Actor / Subject / Rheme) taked off (Process: M / deviant [regular for irregular past primary tense marking – overgeneralization] temporal Finite & deviant [lexical choice; ‘take off’ for ‘take out’] Predicator / Rheme) the cat (Goal / Complement / Rheme) of the house bird (deviant [word order in Range constituent: ‘Deictic+Thing+Classifier’ for ‘Deictic+Classifier+Thing’ – L1 transfer] Circumstance-location:place / Adjunct / Rheme) (SDCC) 21|| and (textual Theme) the bird (Actor / Subject / topical Theme) flyed (Process: M / deviant [regular for irregular past primary tense marking – overgeneralization] temporal Finite & Predicator / Rheme) to a tree with a lot of red apples (Circumstance-location:place / Adjunct / Rheme) (SDCC) 22|| and (textual Theme) lived (Process: M / Finite & Predicator / Rheme) happy (deviant [adjectival for adverbial form] Circumstance-manner:quality / Adjunct / Rheme) forever. (Circumstance-extent:duration / Adjunct / Rheme) (SDCC) |||

**AWPN01 has 22 ranking clauses, out of which 16 are incomplete (6 LDP, 1 LPP, and 9 SDCC). There are 9 clause complexes (2, 2, 1, 1, 3, 5, 2, 3, 3 ranking clauses respectively) and no down-ranked clauses. (153 words)**

DIALOG:

CSC5 - :Hi! (MC) M... (MC) 1/1|| how are (R) you? (CC) |||  
 CSC6 - 2/2|| I'm (R) fine, (CC) << thanks! (MC) >> 3|| And about you? (EEC) (CC) |||  
 CSC5 - 3/4|| I'm (R) fine, too. (CC) 4/5|| << Oh! (DM) >> How... (IC) (SDCC) 6|| What (Goal / Complement / Theme) you (Actor / deviant [declarative for interrogative Mood word order) Subject / Rheme) did (Process: M / deviant [declarative for interrogative Mood word order] temporal Finite & deviant [past for base form] Predicator / Rheme) yesterday? (Circumstance-location:time / Adjunct / Rheme) (SDCC) |||  
 CSC6 - Well, (DM) 5/7|| I did (M) a lot of things. (CC) 8|| I (Actor / Subject / Theme) 'll (deviant [future for past primary tense] temporal Finite / Rheme) a basket game and a a birthday. (part of Circumstance-location:place / Adjunct / Rheme) (IC-Process: M / Predicator [go] / part of Rheme, minor Process – ‘to’ – in Circumstance-location:place / Adjunct / part of Rheme prepositional phrase, bound morpheme – ‘ball’ – on Classifier constituent of first element and Thing constituent – ‘party’ – of second element in Range nominal group complex of Circumstance-location:place / Adjunct / part of Rheme lacking) (LDP) |||

CSC5 - Oh! (DM) 6/9|| How (Attribute / Subject / Theme) was (Process: R / Finite & Predicator / Rheme) the basket game? (part of Carrier / Complement / Rheme) (IC-bound morpheme – ‘ball’ – on Classifier constituent in Carrier / Complement / part of Rheme nominal group lacking) (LDP) |||

CSC6 - Well, (DM) 7/10|| I [pləd] (M) all the game (CC) 11 || and (textual Theme) I (Actor / Subject / topical Theme) just (modal Adjunct / part of Rheme) do (Process: M / deviant [present for past primary tense] temporal Finite & deviant [lexical choice: ‘do’ for ‘make’] Predicator / Rheme) about eight points (deviant [lexical choice: ‘points’ for ‘baskets’ – L1 transfer] Goal / Complement / Rheme) (SDCC) 12 || but we won (M) the game (CC) 13 || and (textual Theme) my friend Tiago (Identifier / Subject / topical Theme) (IC-Process: R / Finite & Predicator / part of Rheme, Identified / Complement / part of Rheme lacking) (LPP) 14 || he was (R) the man of the game. (CC) 8/15|| Was (Process: R / Finite & Predicator / Rheme) a good game! (Attribute / Complement / Rheme) (IC-Carrier / dummy Subject / Theme lacking) (LDP) |||

CSC5 - Oh! (DM) Good! (MC) 9/16|| And (textual Theme) (IC-Attribute / Subject / topical Theme, Process: R / Finite & Predicator / part of Rheme, Carrier / Complement / part of Rheme lacking) (LDP) 17 || and (textual Theme) the birthday? (part of Carrier / Complement / Rheme) (IC-Attribute / Subject / topical Theme, Process: R / Finite & Predicator / part of Rheme, Thing constituent – ‘party’ – in Carrier / Complement / part of Rheme nominal group lacking) (LDP) 18 || Who (Identifier / Subject / Theme) was (Process: R / Finite & Predicator / Rheme) the the... birth... (part of Identified / Complement / Rheme) (IC-morpheme – ‘day’ – on Classifier constituent and Thing constituent – ‘person’ – in Identified / Complement / part of Rheme nominal group lacking) (LDP) 19 || And (textual Theme) the birthday? (part of Carrier / Complement / Rheme) (IC-Attribute / Subject / topical Theme, Process: R / Finite & Predicator / part of Rheme, Thing constituent – ‘party’ – in Carrier / Complement / part of Rheme nominal group lacking) (LDP) 20 || How (Attribute / Subject / Theme) was (Process: R / Finite & Predicator / Rheme) the birthday? (part of Carrier / Complement / Rheme) (IC-Thing constituent – ‘party’ – in Carrier / Complement / part of Rheme nominal group lacking) (LDP) |||

CSC6 - 10/21|| The person? (EEC) (CC) |||

CSC5 - 11/22|| Yes! (CC) |||

CSC6 - 12/23|| Was (Process: R / Finite & Predicator / Rheme) the... (IC-Carrier / dummy Subject / Theme, Attribute / Complement / part of Rheme lacking) (LDP) 24 || was (Process: R / Finite & Predicator / Rheme) Karine’s birthday (Attribute / Complement / Rheme) (IC-Carrier / dummy Subject / Theme lacking) (LDP) 25 || and the the party was (R) in the Pasto & Pizza of Washington Soares... (DCC) 26 || and (textual Theme) « eh! (DM) » a lot of her friends (Carrier / Subject / topical Theme) was (Process: R / deviant [singular for plural number] temporal Finite & Predicator / Rheme) there (Attribute / Complement / Rheme) (SDCC) 27 || but (textual Theme) I (Senser / Subject / topical Theme) didn’t (Finite / Rheme) (IC-Process: ML / Predicator / part of Rheme, Phenomenon / Complement / part of Rheme lacking) (LPP) 28 || I didn’t know (ML) anyone (CC) 29 || and just my friend Renato was (R) there with me. (CC) 30 || She (Identifier / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) her boy (part of Identified / Complement / Rheme) (IC-morpheme – ‘friend’ – on Thing constituent in Identified / Complement / part of Rheme nominal group lacking) (LPP) 31 || his (part of Identified / Complement / Rheme) (IC-Identifier / Subject / Theme, Process: R / Finite & Predicator / part of Rheme, Thing constituent in Identified / Complement / part of Rheme nominal group lacking) (LPP) 32 || his girlfriend. (Identified / Complement / Rheme) (AEC) (CC) |||

CSC5 - 13/33|| I know... (ML) (CC) |||

CSC6 - 14/34|| And about you, (EEC) (CC) « Marília? (MC) » 35 || What did you do (M) yesterday? (CC) |||

CSC5 - 15/36|| Yesterday (Circumstance-location:time / Adjunct / Theme) I (Actor / Subject / Rheme) didn’t do (Process: M / Finite + negative polarity & Predicator / Rheme) nothing special. (deviant [double negative for single negative with ‘anything’ – L1 transfer] Goal / Complement / Rheme) (SDCC) 37 || I (Actor / Subject / Theme) just (modal Adjunct / Rheme) study (Process: M / part of Finite / Predicator / Rheme) (IC-bound morpheme indicative of past primary tense on temporal Finite / part of Rheme lacking) (LDP) 38 || and (textual Theme) go (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) to the school, (deviant [inappropriate definite article] Circumstance-location:place / Adjunct / Rheme) (AEC) (SDCC) 39 || just this (AEC in relation to Clauses 35 and 36) (CC) 40 || and (textual Theme) I (Actor / Subject / topical Theme) backed (Process: M / Finite & Predicator / Rheme) (IC-Circumstance-location:place / Adjunct / part of Rheme, Circumstance-location:time / Adjunct / part of Rheme) (LDP) 41 || I (Actor / Subject / Theme) back (Part of Process: M / Predicator / Rheme) home (Circumstance-location:place / Adjunct / Rheme) just (modal Adjunct / Rheme) nine-thirty (part of Circumstance-location:time / Adjunct / Rheme) (IC-lexical element – ‘go’ – of two-word verb Process: M / Finite & part of Predicator / part of Rheme, minor Process – ‘at’ – in Circumstance-location:time / Adjunct / part of Rheme lacking) (LDP) 42 || and (textual Theme) I (Actor /

Subject / topical Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Circumstance-location:place / Adjunct / part of Rheme lacking) (LPP) 43 || I went (M) to the computer. (CC) |||

CSC6 - 16/44||| What time (Circumstance-location:time / Adjunct / Theme) do (deviant [present for past primary tense] temporal Finite / Rheme) you (Actor / Subject / Rheme) went (Process: M / deviant [past for base form] Predicator / Rheme) (IC-Circumstance-location:place / Adjunct / Rheme) (LDP) << eh! (DM) >> 45 || get into (Process: M / Predicator / Rheme) computer? (part of Goal / Complement / Rheme) (IC-definite article Deictic constituent in Goal / Complement / part of Rheme nominal group lacking) (LDP) |||

CSC5 - 17/46||| I (Carrier / Subject / Theme) stayed (Process: R / Finite & Predicator / Rheme) at the computer (Attribute / Complement / Rheme) to eleven-thirty, (part of Circumstance-extent:duration / Adjunct / Rheme) (IC-particle – ‘up’ – in prepositional-group-complex minor Process of Circumstance-extent:duration / Adjunct / part of Rheme prepositional phrase lacking) (LDP) 47 || I don’t know... (ML) (CC) |||

CSC6 - 18/48||| What time did you get (M) in to the computer? (DCC) |||

CSC5 - Ah! (DM) 19/49||| Fifteen... (EEC) (CC) 50 || I don’t know... (ML) (AEC) (CC) 51 || Nine... (AEC) (CC) 52 || Nine-thirty... (AEC) (CC) 53 || I don’t know... (ML) (AEC) (CC) |||

CSC6 - 20/54||| Let me see! (ML) (CC) 21/55||| What time did you get up (M) yesterday? (CC) |||

CSC5 - 22/56||| I (Actor / Subject / Theme) get up (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) yesterday (deviant [displaced in relation to Circumstance2-location:time / Adjunct / Rheme] Circumstance1-location:time / Adjunct / Rheme) eight-thirty. (part of Circumstance2-location:time / Adjunct / Rheme) (IC-minor Process – ‘at’ – in Circumstance2-location:time / Adjunct / part of Rheme prepositional phrase lacking) (LDP) |||

CSC6 - 23/57||| And what did you do (M) after that? (CC) |||

CSC5 - 24/58||| I (Actor / Subject / Theme) study. (Process: M / part of Finite & Predicator / Rheme) (IC-bound morpheme indicative of primary past tense temporal Finite / part of Rheme lacking) (LDP) |||

CSC6 - 25/59||| Study (Process: M / Predicator / Rheme) (IC-primary past tense temporal Finite / interpersonal Theme, Actor / Subject / topical Theme lacking) (LDP) 60 || or did you go (M) into computer? (DCC) |||

CSC5 - 26/61||| No, (CC) 62 || I (Actor / Subject / Theme) study (Process: M / part of Finite & Predicator / Rheme) geography, (Goal / Complement / Rheme) (IC-bound morpheme indicative of primary past tense temporal Finite / part of Rheme lacking) (LDP) ||| you know. (DM)

CSC6 - 27/63||| I think (ML) (projecting clause) (CC) 64 || my day (Carrier / Subject / Theme) was (Process: R / Finite & Predicator / Rheme) better [[ than (textual Theme) your. (deviant [adjectival possessive for pro-form possessive] Carrier / Subject / Rheme) (simplified anaphorically elliptical down-ranked clause) ] (Attribute / Complement / Rheme) (projected clause) (DOWN-RANKED-CLAUSE-RELATED SDCC) |||

CSC5 - Yeah! (MC) 28/65||| I (Senser / Subject / Theme) think, (Process: ML / Finite & Predicator / Rheme) too! Circumstance / Adjunct / Rheme) (IC-Phenomenon / Complement / part of Rheme substitute pro-form – ‘so’ – lacking) (LDP) |||

**AD has 65 ranking clauses, out of which 33 are incomplete (21 LDP, 5 LPP, 6 SDCC, and 1 DOWN-RANKED-CLAUSE-RELATED SDCC). There are 28 clause complexes (1, 2, 1, 2, 2, 1, 5, 1, 5, 1, 1, 10, 1, 2, 8, 2, 2, 1, 5, 1, 1, 1, 1, 1, 2, 2, 2, 1 ranking clauses respectively) and 1 down-ranked clause. (274 words)**

#### DIALOG REPORT:

1/1||| I (Sayer / Subject / Theme) talk with (Process: V / part of Finite & Predicator / Rheme) Marcelo (Receiver / Complement / Rheme) for about 5 minutes. (Circumstance-extent:duration / Adjunct / Rheme) (IC-bound morpheme indicative of past primary tense on temporal Finite lacking) (LDP) 2/2||| He (Sayer / Subject / Theme) tell (Process: V / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) me (Receiver / Complement / Rheme) (projecting clause) (SDCC) 3 || what he did (M) yesterday: (projected clause) (CC) 4 || he played (M) basketball (CC) 5 || and (textual Theme) make (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) just eight points (deviant [lexical choice: ‘points’ for ‘baskets’ – L1 transfer) (AEC) (SDCC) 6 || but (textual Theme) his basketball time (part of Actor / Subject / topical Theme) won. (Process: M / Finite & Predicator / Rheme) (IC-L2 Thing constituent in Actor / Subject / topical Theme nominal group lacking) (SDCC) 3/7||| He (Actor / Subject / Theme) went (Process: M / Finite & Predicator / Rheme) to a birthday (part of Circumstance-location:place / Adjunct / Rheme) too. (Circumstance / Adjunct / Rheme) (IC-Thing constituent in Range nominal group of Circumstance-location:place / Adjunct / part of Rheme lacking) (LDP) |||



4/8|| He asks (V) me (projecting clause) (CC) 5/9|| what I did (M) yesterday too (projected clause) (CC) 10|| and I tell (V) him (projecting clause) (CC) 11|| that I just studied (M) (projected clause) (CC) 12|| and (textual Theme) later (Circumstance1-location:time / Adjunct / topical Theme) night (part of Circumstance2-location:time / Adjunct / Rheme) use (Process: M / part of Finite & Predicator / Rheme) the computer. (Goal / Complement / Rheme) (IC-minor Process or demonstrative Deictic in Circumstance2-location:time prepositional phrase or nominal group, morpheme indicative of past primary tense on temporal Finite / part of Rheme lacking) (AEC) (LDP) |||

**ADR01 has 12 ranking clauses, out of which 6 are incomplete (3LDP and 3 SDCC). There are 5 clause complexes (1, 5, 1, 1, 4 ranking clauses respectively) and no down-ranked clauses. (56 words)**

ORAL TEST:

There is no oral test at C. The oral grade depends on the amount and quality of the student's participation in class.

WRITTEN TEST COMPOSITION:

Writing: Choose one of the following suggestions below and write a ten-to-fifteen line composition. (10 scores will be assigned for good use of grammar and vocabulary, and the other 10 for writing style)

1. Write about the eating habits of your country. The good aspects and how they could improve.
2. Write about how Brazil's economy may reflect on the population's eating habits and its consequent health problems.

#### The eating habits of Brazil

1/1|| Brazil is (R) a "colored" country (DCC) 2|| because white, black and yellow people live (M) here. (CC) 2/3|| These peoples (Carrier / Subject / Theme) has (Process: R / deviant [singular Subject-Finite present tense concord for plural concord] Finite & Predicator / Rheme) a lot of different costumes (deviant [plurality marking on Epithet constituent – L1 transfer, most likely lexical choice: 'costumes' for 'customs'] Attribute / Complement / Rheme) (SDCC) 4|| and (textual Theme) eat (Process: M / Finite & Predicator / Rheme) a lot of different kinds of food (deviant [plurality marking on Epithet constituent – L1 transfer] Goal / Complement / Rheme) too. (Circumstance / Adjunct / Rheme) (AEC) (SDCC) 3/5|| There (Subject / Theme) are (Process: E / Finite & Predicator) kinds of food healthy (deviant ['Thing+Epithet' for 'Epithet+Thing' word order in Qualifier constituent] Existent / Complement / Rheme) (SDCC) 6|| and (E) not too healthy (CC) 7|| but the Brazilian people are (R) very healthy. (DCC) 4/8|| I think (ML) (projecting clause) (CC) 9|| we are (R) healthier because of the mix of foods (projected clause) (CC) 10|| sometimes (Circumstance-extent:frequency / Adjunct / Theme) we (Actor / Subject / Rheme) ate (Process: M / deviant [past for present primary tense] temporal Finite & Predicator / Rheme) a "acarajé" (deviant [indefinite article 'a' for 'an' – overgeneralization] Goal / Complement / Rheme) (SDCC) 11|| and (textual Theme) sometimes (Circumstance-extent:frequency / Adjunct / topical Theme) a "bacalhau", (part of deviant [inappropriate indefinite article] Goal / Complement / Rheme) (IC-L2 Thing constituent lacking) (AEC) (LDP) 12|| so (textual Theme) doesn't have (Process: R / Finite + negative polarity & Predicator / Rheme) [[ how to be not healthier. (complete deviant ['to be not' for 'not to be'] non-finite down-ranked clause) ] (Attribute / Complement / Rheme) (IC-Carrier / dummy Subject / topical theme lacking) (LDP) (atypical English construction in general; very much similar to Portuguese-like construction) |||

5/13|| Last week I was watching (M) the TV (DCC) 14|| and (textual Theme) I (Senser / Subject / topical Theme) heard (Process: ML / deviant [regular for irregular primary past tense marking] temporal Finite & Predicator / Rheme) a notice [[ that (textual Theme) 40% of the Brazilian people (Carrier / Subject / topical Theme) are (Process: R / Finite & deviant [lexical choice: 'be' for 'have'] Predicator / Rheme) high the wealth (part of deviant [inappropriate definite article] Attribute / Complement / Rheme) (incomplete [L2 thing constituent in Attribute / Complement / part of Rheme nominal group lacking] deviant down-ranked clause) ] (deviant [lexical choice: 'notice' for 'piece of news'] Phenomenon / Complement / Rheme) (SDCC) 15|| and this scared (ML) me a lot (CC) 16|| but I think (ML) (projecting clause) (CC) 17|| I (Senser / Subject / Theme) got (Process: ML / Finite & part of Predicator / Rheme) a conclusion: (Phenomenon / Complement / Rheme) (IC-particle 'to' accompanying Predicator part of Rheme lacking) (projected clause) (LDP) 18|| the American influence. (deviant [spelling] Attribute / Complement / Rheme) (IC-Carrier / Subject / Theme, Process: R / Finite & Predicator / part of Rheme lacking) (LDP) 6/19|| The American food isn't (R) healthy (DCC) 20|| and (textual Theme) we (Actor / Subject / topical Theme) love eat (Process: M / Finite & part of Predicator /

Rheme) on McDonald's or something like this. (deviant [ minor Process 'on' for 'at'] Circumstance-location:place / Adjunct / Rheme) (IC-free morpheme indicative of perfectiveness marking before second element of Predicator verbal group complex lacking) (LDP) 7/21||| So (textual Theme) isn't (Process: R / Finite & Predicator / Rheme) Brazil's fault [[ we (Carrier / Subject / Theme) get weigh (Process: R / Finite & part of Predicator / Rheme) (incomplete [free morpheme indicative of perfectiveness marking before second element of Predicator verbal group complex, Attribute / Complement / part of Rheme lacking] down-ranked clause) ] (Attribute / Complement / Rheme) (IC-Carrier / Subject / topical Theme lacking) (LDP) 22||| but (textual Theme) American's fault. (deviant [lexical choice: 'American' for 'America'] Attribute / Complement / Rheme) (IC-Carrier / Subject / topical Theme, Process: R / Finite & Predicator / part of Rheme lacking) (LDP) |||

**AWTC01 has 22 ranking clauses, out of which 12 are incomplete (7 LDP and 5 SDCC). There are 7 clause complexes (2, 2, 3, 5, 6, 2, 2 ranking clauses respectively) and 3 down-ranked clauses. (139 words)**

Subject CSC6

(male; 17 years old; third grade of Middle School; Class 2)

PERSONAL EXPERIENCE:

SPOKEN:

1/1||| yesterday (Circumstance-location:time / Adjunct / Theme) I (Actor / Subject / Rheme) was supposed to... eh... make... (Process: M / Finite & Predicator / Rheme) (IC-Goal / Complement / part of Rheme, Circumstance-matter / Adjunct / part of Rheme lacking) (LPP) 2||| made... (Process: M / Predicator / Rheme) (IC- Goal / Complement / part of Rheme, Circumstance-matter / Adjunct / part of Rheme lacking) (EAC) (LPP) 3||| make (M) (lexical choice: 'do' instead) a job (lexical choice: 'assignment'/'paper' instead) about franz schubert (AEC) (DCC) 4||| he (Carrier / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) a... eh... a austrian eh... mus... musician (deviant ['a' for 'an'] Attribute / Complement / Rheme) (SDCC) 5||| and (textual Theme) I (Actor / Subject / topical Theme) doesn't know how to do (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) that job (deviant [lexical choice: 'job' for 'assignment'/'paper'] Goal / Complement / Rheme) (SDCC) 2/6||| eh... I (Actor / Subject / Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme lacking) (LPP) 7||| I took (M) a CD abou... eh... of almanaque almanaque abril (CC) 8||| and (textual Theme) start to eh... (part of Process: ML / part of Finite & part of Predicator /Rheme) (IC-lexical part of Process: ML / bound morpheme indicative of past primary tense on temporal Finite / second element of verbal group complex Predicator / part of Rheme, Phenomenon / Complement / part of Rheme, Circumstance:matter / Adjunct / Rheme lacking) (AEC) (LDP) 9||| and (textual Theme) start to discover (Process: ML / part of Finite & Predicator /Rheme) things (Phenomenon / Complement / Rheme) about eh... that person (Circumstance:matter / Adjunct / Rheme) (IC-bound morpheme indicative of past primary tense on temporal Finite / part of Rheme lacking) (AEC) (LDP) 10||| but (textual Theme) when (Circumstance-location:time / Adjunct / topical Theme) I (Actor / Subject / Rheme) was (Finite / Rheme) (IC-Process: M / Predicator / part of Rheme, Goal / Complement / part of Rheme lacking) (LDP) 11||| when (Circumstance-location:time / Adjunct / Theme) I... (Actor / Subject / Rheme) was print (Process: M / Finite & part of Predicator / Rheme) the job (deviant [lexical choice] Goal / Complement / Rheme) (IC-bound morpheme indicative of present secondary tense on Predicator / part of Rheme lacking) (LDP) 12||| my printer broke (M) (CC) 13||| and I was supposed to make (M) (lexical choice) all the job (lexical choice) with my with a pen (DCC) 3/14||| the job (lexical choice) was (R) about ten pages (DCC) 15||| and I had (R) a lot of work [[ to do (complete non-finite down-ranked clause) ] (CC) |||

**ASPE02 has 15 ranking clauses, out of which 9 are incomplete (4 LDP, 3 LPP, and 2 SDCC). There are 3 clause complexes (5, 8, 2 ranking clauses respectively) and 1 down-ranked clause. (99 words)**

WRITTEN:

1/1||| Yesterday, I was supposed to make (M) (lexical choice: 'do' instead) a job (lexical choice: 'assignment'/'paper' instead) about Franz Schubert. (DCC) 2/2||| He (Carrier / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) a austrian musician (deviant ['a' for 'an'] Attribute / Complement / Rheme) (SDCC) 3||| and (textual Theme) I (Senser / Subject / topical Theme) don't knew (Process: ML / deviant [present for past primary tense] temporal Finite & deviant [past for present

secondary tense] Predicator / Rheme) (projecting clause) (SDCC) 4|| where I could find (M) more information about him. (projected clause) (CC) 3/5|| I took (M) a CD of “Almanaque Abril” (CC) 6|| and (textual Theme) started (Process: M / Finite & Predicator / Rheme) to discovery things (part of deviant [inappropriate preposition ‘to’] Goal / Complement / Rheme) about that person. (Circumstance:matter / Adjunct / Rheme) (IC-Deictic constituent and minor Process – ‘of’ – in prepositional phrase Qualifier constituent of Goal / Complement / part of Rheme nominal group lacking) (AEC) (LDP) 4/7|| When I was going to print (M) that work, (CC) 8|| the printer was not working (M) anymore. (CC) 5/9|| So, (textual Theme) I (Actor / Subject / topical Theme) need to write (Process: M / part of Finite & Predicator / Rheme) all the job (Goal / Complement / Rheme) with a pen (Circumstance-manner:means / Adjunct / Rheme) (IC-bound morpheme indicative of past primary tense on Finite / part of Rheme lacking) (LDP) 10|| and (textual Theme) my homework (Actor / Subject / topical Theme) 11<< wich was supposed to be (R) simple, (DCC) >> turns to give (Process: M / Finite & part of Predicator / Rheme) me (Beneficiary / Complement / Rheme) a lot of pages of manual work. (Goal / Complement / Rheme) (IC-particle ‘out’ in two-word-verb first element of verbal group complex Predicator / part of Rheme lacking) (LDP) ||

**AWPE02 has 11 ranking clauses, out of which 5 are incomplete (3 LDP and 2 SDCC). There are 5 clause complexes (1, 3, 2, 2, 3 ranking clauses respectively) and no down-ranked clauses. (88 words)**

PICTURE NARRATIVE:

SPOKEN:

1/1|| a little girl [[ who loves (ML) animals (complete down-ranked clause) ]] (Carrier / Subject / Theme) have (Process: R / deviant [unmarked third person present Finite-Subject concord fot marked concord] Finite & Predicator / Rheme) a big brown cat and a small yellow bird (Attribute / Complement / Rheme) (SDCC) 2/2|| she (Initiator-Agent / Subject / Theme) every times (deviant [lexical choice: ‘every time’ for ‘always’] modal Ajunct / Rheme) tries to make (Process1: Causative / Finite & Predicator / Rheme) the cat (Carrier / Subject / Rheme) friend (part of Attribute / Complement / Rheme) of the bird (deviant [lexical choice: minor Process ‘of’ for ‘with’ – L1 transfer] Circumstance-accompaniment:comitation / Adjunct / Rheme) (IC-Process2: R / Predicator / part of Rheme, bound morpheme indicative of plurality on Thing constituent in Attribute / Complement / part of Rheme lacking) (LDP) 3|| but (textual Theme) was (Process: R / Finite & Predicator / Rheme) impossible (Attribute / Complement / Rheme) (IC-Carrier / Subject / topical Theme lacking) (LDP) 4|| because (textual Theme) the cat (Actor / Subject / topical Theme) every time every time (deviant [lexical choice: ‘every time’ for ‘always’] modal Ajunct / Rheme) try to eat (Process: M / part of Finite & Predicator / Rheme) the bird (Goal / Complement / Rheme) (IC-bound morpheme indicative of third person present primary tense on temporal Finite / part of Rheme lacking) (LDP) 3/5|| one day when she was reading (M) a book eh... (CC) 6|| she opens (M) the door (CC) 7|| to the cat (deviant [inappropriate preposition ‘to’] Actor / Subject / topical Theme) goes out (Process: M / Finite & Predicator / Rheme) from the from her room (deviant [lexical choice: minor Process ‘from’ for ‘of’] Circumstance-location:place / Adjunct / Rheme) (IC-textual Theme – ‘and’ – lacking) (LDP) 8|| and (textual Theme) he (Actor / Subject / topical Theme) could sleep (Process: M / modal Finite & Predicator / Rheme) at star room (part of deviant [lexical choice: minor Process ‘at’ for ‘in’, ‘star room’ for ‘living room’] Circumstance-location:place / Adjunct / Rheme) (IC-definite article Deictic constituent in Range nominal group of Circumstance-location:place / Adjunct / part of Rheme prepositional phrase lacking) (LDP) 9|| but the cat was (R) smart (CC) 10|| and eh... tried to eat (M) the bird again (CC) 4/11|| the girl (Actor / Subject / Theme) come (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) (SDCC) 12|| come (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) in the star room (part of deviant [lexical choice: ‘star room’ for ‘living room’] Circumstance-location:place / Adjunct / Rheme) (IC-‘to’ element of minor Process prepositional group complex in Circumstance-location:place / Adjunct / part of Rheme prepositional phrase lacking) (AEC) (LDP) 13|| and saw (ML) [[ that the cat was (R) in the jail of the bird (deviant [lexical choice: ‘jail’ for ‘cage’] complete down-ranked clause) ]] (AEC) (DCC) 5/14|| she (Carrier / Subject / Theme) stay (Process: R / part of Finite & Predicator / Rheme) in panic (Attribute / Adjunct / Rheme) (IC-bound morpheme indicative of past primary past tense on temporal Finite / part of Rheme lacking) (LDP) 6/15|| the bird (Actor / Subject / Theme) fly (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) for for out of house the house (deviant [inappropriate preposition ‘for’] Circumstance-location:place / Adjunct / Rheme) (SDCC) 16|| and (textual Theme) she (Carrier / Subject / topical Theme) (IC-Process: R / Finite & Predicator / part of Rheme, Circumstance-location:time / Adjunct / part of Rheme, Attribute / Complement / part of Rheme, Circumstance-accompaniment:comitation / Adjunct / part of Rheme lacking) (LPP) 17|| and (textual

Theme) the jail (deviant [lexical choice: 'jail' for 'cage'] Carrier / Subject / topical Theme) stay... (Process: R / part of Finite & Predicator / Rheme) (IC- bound morpheme indicative of past primary past tense on temporal Finite / part of Rheme, Attribute / complement / part of Rheme lacking) (LDP) 7/18|| she (Carrier / Subject / Theme) now (Circumstance-location:time / Adjunct / Rheme) (IC-Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme, Circumstance-accompaniment:comitation / Adjunct / part of Rheme lacking) (LPP) 19|| she (Carrier / Subject / Theme) 's (Process: R / Finite & Predicator / Rheme) now (Circumstance-location:time / Adjunct / Rheme) (IC-Attribute / Complement / part of Rheme, Circumstance-accompaniment:comitation / Adjunct / part of Rheme lacking) (LPP) 20|| is (R) alone with her cat (AEC) (CC) |||

**ASPNO2 has 20 ranking clauses, out of which 14 are incomplete (8 LDP, 3 LPP, and 3 SDCC). There are 7 clause complexes (1, 3, 6, 3, 1, 3, 3 ranking clauses respectively) and 2 down-ranked clauses. (135 words)**

WRITTEN:

1/1|| A little girl [[ who loves (ML) animals, (complete down-ranked clause) ]] (Carrier / Subject / Theme) have (Process: R / deviant [unmarked third person present Finite-Subject concord for marked concord] Finite & Predicator / Rheme) a big brown cat and a small yellow bird. (Attribute / Complement / Rheme) (SDCC) 2/2|| She (Initiator-Agent / Subject / Theme) everytime (deviant [lexical choice: 'every time' for 'always'] modal Adjunct / Rheme) tried to make (Process1: Causative / Finite & Predicator / Rheme) the cat (Carrier / Subject / Rheme) a friend of the bird, (Attribute / Complement / Rheme) (IC-Process2: R / Predicator / part of Rheme lacking) (LDP) 3|| but (textual Theme) the cat (Actor / Subject / topical Theme) tried to eat (Process: M / deviant [spelling] Finite & Predicator / Rheme) the bird (Goal / Complement / Rheme) every time [[ she tried. (M) (deviant [spelling: 'tried' for 'tryed'] complete down-ranked clause) ]] (Circumstance-location:time / Adjunct / Rheme) (DCC) 3/4|| A day, when she was reading (M) a book, (CC) 5|| she opened (M) the door (CC) 6|| and (textual Theme) the cat (Actor / Subject / topical Theme) gone to sleep (Process: M / deviant [past participle for past form of first element in verbal group complex] Predicator / Rheme) at starroom, (part of deviant [minor Process 'at' for 'in', lexical choice: 'starroom' for 'living room'] Circumstance-location:place / Adjunct / Rheme) (IC-primary past tense temporal Finite / part of Rheme, definite article in Range nominal group of Circumstance-location:place / Adjunct / part of Rheme prepositional phrase lacking) (LDP) 7|| but when he saw (ML) the bird (CC) 8|| he (Actor / Subject / Theme) tries to ate (Process: M / deviant [spelling, present for past primary tense] temporal Finite & deviant [form of second element of verbal group complex: past for base form] Predicator / Rheme) him, (Goal / Complement / Rheme) (SDCC) 9|| but (textual Theme) the girl (Actor / Subject / topical Theme) came (Process: M / Finite & Predicator / Rheme) in at the starroom (part of deviant [inappropriate preposition 'at', lexical choice: 'starroom' for 'living room'] Circumstance-location:place / Adjunct / Rheme) (IC-'to' element of minor Process prepositional group complex in Circumstance-location:place / Adjunct / part of Rheme prepositional phrase lacking) (LDP) 10|| and (textual Theme) hold (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) the cat. (Goal / Complement / Rheme) (AEC) (SDCC) 4/11|| The bird (Actor / Subject / Theme) flyied (Process: M / deviant [regular for irregular primary past marking – overgeneralization] temporal Finite & Predicator / Rheme) away from the house (Circumstance-location:place / Adjunct / Rheme) (SDCC) 12|| and the girl stayed (R) with the cat. (CC) |||

**AWPN02 has 12 ranking clauses, out of which 7 are incomplete (3 LDP and 4 SDCC). There are 4 clause complexes (1, 2, 7, 2 ranking clauses respectively) and 2 down-ranked clauses. (97 words)**

DIALOG:

CSC5 - :Hi! (MC) M... (MC) 1/1|| how are (R) you? (CC) |||  
 CSC6 - 2/2|| I'm (R) fine, (CC) << thanks! (MC) >> 3|| And about you? (EEC) (CC) |||  
 CSC5 - 3/4|| I'm (R) fine, too. (CC) 4/5|| << Oh! (DM) >> How... (IC) (SDCC) 6|| What (Goal / Complement / Theme) you (Actor / deviant [declarative for interrogative Mood word order) Subject / Rheme) did (Process: M / deviant [declarative for interrogative Mood word order] temporal Finite & deviant [past for base form] Predicator / Rheme) yesterday? (Circumstance-location:time / Adjunct / Rheme) (SDCC) |||  
 CSC6 - Well, (DM) 5/7|| I did (M) a lot of things. (CC) 8|| I (Actor / Subject / Theme) 'll (deviant [future for past primary tense] temporal Finite / Rheme) a basket game and a a birthday. (part of Circumstance-location:place / Adjunct / Rheme) (IC-Process: M / Predicator [go] / part of Rheme, minor Process – 'to' –

in Circumstance-location:place / Adjunct / part of Rheme prepositional phrase, bound morpheme – ‘ball’ – on Classifier constituent of first element and Thing constituent – ‘party’ – of second element in Range nominal group complex of Circumstance-location:place / Adjunct / part of Rheme lacking) (LDP) |||

CSC5 - Oh! (DM) 6/9||| How (Attribute / Subject / Theme) was (Process: R / Finite & Predicator / Rheme) the basket game? (part of Carrier / Complement / Rheme) (IC-bound morpheme – ‘ball’ – on Classifier constituent in Carrier / Complement / part of Rheme nominal group lacking) (LDP) |||

CSC6 - Well, (DM) 7/10||| I [pləd] (M) all the game (CC) 11 ||| and (textual Theme) I (Actor / Subject / topical Theme) just (modal Adjunct / part of Rheme) do (Process: M / deviant [present for past primary tense] temporal Finite & deviant [lexical choice: ‘do’ for ‘make’] Predicator / Rheme) about eight points (deviant [lexical choice: ‘points’ for ‘baskets’ – L1 transfer] Goal / Complement / Rheme) (SDCC) 12 ||| but we won (M) the game (CC) 13 ||| and (textual Theme) my friend Tiago (Identifier / Subject / topical Theme) (IC-Process: R / Finite & Predicator / part of Rheme, Identified / Complement / part of Rheme lacking) (LPP) 14 ||| he was (R) the man of the game. (CC) 8/15||| Was (Process: R / Finite & Predicator / Rheme) a good game! (Attribute / Complement / Rheme) (IC-Carrier / dummy Subject / Theme lacking) (LDP) |||

CSC5 - Oh! (DM) Good! (MC) 9/16||| And (textual Theme) (IC-Attribute / Subject / topical Theme, Process: R / Finite & Predicator / part of Rheme, Carrier / Complement / part of Rheme lacking) (LDP) 17 ||| and (textual Theme) the birthday? (part of Carrier / Complement / Rheme) (IC-Attribute / Subject / topical Theme, Process: R / Finite & Predicator / part of Rheme, Thing constituent – ‘party’ – in Carrier / Complement / part of Rheme nominal group lacking) (LDP) 18 ||| Who (Identifier / Subject / Theme) was (Process: R / Finite & Predicator / Rheme) the the... birth... (part of Identified / Complement / Rheme) (IC-morpheme – ‘day’ – on Classifier constituent and Thing constituent – ‘person’ – in Identified / Complement / part of Rheme nominal group lacking) (LDP) 19 ||| And (textual Theme) the birthday? (part of Carrier / Complement / Rheme) (IC-Attribute / Subject / topical Theme, Process: R / Finite & Predicator / part of Rheme, Thing constituent – ‘party’ – in Carrier / Complement / part of Rheme nominal group lacking) (LDP) 20 ||| How (Attribute / Subject / Theme) was (Process: R / Finite & Predicator / Rheme) the birthday? (part of Carrier / Complement / Rheme) (IC-Thing constituent – ‘party’ – in Carrier / Complement / part of Rheme nominal group lacking) (LDP) |||

CSC6 - 10/21||| The person? (EEC) (CC) |||

CSC5 - 11/22||| Yes! (CC) |||

CSC6 - 12/23||| Was (Process: R / Finite & Predicator / Rheme) the... (IC-Carrier / dummy Subject / Theme, Attribute / Complement / part of Rheme lacking) (LDP) 24 ||| was (Process: R / Finite & Predicator / Rheme) Karine’s birthday (Attribute / Complement / Rheme) (IC-Carrier / dummy Subject / Theme lacking) (LDP) 25 ||| and the the party was (R) in the Pasto & Pizza of Washington Soares... (DCC) 26 ||| and (textual Theme) « eh! (DM) » a lot of her friends (Carrier / Subject / topical Theme) was (Process: R / deviant [singular for plural number] temporal Finite & Predicator / Rheme) there (Attribute / Complement / Rheme) (SDCC) 27 ||| but (textual Theme) I (Senser / Subject / topical Theme) didn’t (Finite / Rheme) (IC-Process: ML / Predicator / part of Rheme, Phenomenon / Complement / part of Rheme lacking) (LPP) 28 ||| I didn’t know (ML) anyone (CC) 29 ||| and just my friend Renato was (R) there with me. (CC) 30 ||| She (Identifier / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) her boy (part of Identified / Complement / Rheme) (IC-morpheme – ‘friend’ – on Thing constituent in Identified / Complement / part of Rheme nominal group lacking) (LPP) 31 ||| his (part of Identified / Complement / Rheme) (IC-Identifier / Subject / Theme, Process: R / Finite & Predicator / part of Rheme, Thing constituent in Identified / Complement / part of Rheme nominal group lacking) (LPP) 32 ||| his girlfriend. (Identified / Complement / Rheme) (AEC) (CC) |||

CSC5 - 13/33||| I know... (ML) (CC) |||

CSC6 - 14/34||| And about you, (EEC) (CC) « Marília? (MC) » 35 ||| What did you do (M) yesterday? (CC) |||

CSC5 - 15/36||| Yesterday (Circumstance-location:time / Adjunct / Theme) I (Actor / Subject / Rheme) didn’t do (Process: M / Finite + negative polarity & Predicator / Rheme) nothing special. (deviant [double negative for single negative with ‘anything’ – L1 transfer] Goal / Complement / Rheme) (SDCC) 37 ||| I (Actor / Subject / Theme) just (modal Adjunct / Rheme) study (Process: M / part of Finite / Predicator / Rheme) (IC-bound morpheme indicative of past primary tense on temporal Finite / part of Rheme lacking) (LDP) 38 ||| and (textual Theme) go (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) to the school, (deviant [inappropriate definite article] Circumstance-location:place / Adjunct / Rheme) (AEC) (SDCC) 39 ||| just this (AEC in relation to Clauses 35 and 36) (CC) 40 ||| and (textual Theme) I (Actor / Subject / topical Theme) backed (Process: M / Finite & Predicator / Rheme) (IC-Circumstance-location:place / Adjunct / part of Rheme, Circumstance-location:time / Adjunct / part of Rheme) (LDP) 41 ||| I (Actor / Subject / Theme) back (Part of Process: M / Predicator / Rheme) home (Circumstance-location:place / Adjunct / Rheme) just (modal Adjunct /

Rheme) nine-thirty (part of Circumstance-location:time / Adjunct / Rheme) (IC-lexical element – ‘go’ – of two-word verb Process: M / Finite & part of Predicator / part of Rheme, minor Process – ‘at’ – in Circumstance-location:time / Adjunct / part of Rheme lacking) (LDP) 42 || and (textual Theme) I (Actor / Subject / topical Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Circumstance-location:place / Adjunct / part of Rheme lacking) (LPP) 43 || I went (M) to the computer. (CC) ||

CSC6 - 16/44 || What time (Circumstance-location:time / Adjunct / Theme) do (deviant [present for past primary tense] temporal Finite / Rheme) you (Actor / Subject / Rheme) went (Process: M / deviant [past for base form] Predicator / Rheme) (IC-Circumstance-location:place / Adjunct / Rheme) (LDP) << eh! (DM) >> 45 || get into (Process: M / Predicator / Rheme) computer? (part of Goal / Complement / Rheme) (IC-definite article Deictic constituent in Goal / Complement / part of Rheme nominal group lacking) (LDP) ||

CSC5 - 17/46 || I (Carrier / Subject / Theme) stayed (Process: R / Finite & Predicator / Rheme) at the computer (Attribute / Complement / Rheme) to eleven-thirty, (part of Circumstance-extent:duration / Adjunct / Rheme) (IC-particle – ‘up’ – in prepositional-group-complex minor Process of Circumstance-extent:duration / Adjunct / part of Rheme prepositional phrase lacking) (LDP) 47 || I don’t know... (ML) (CC) ||

CSC6 - 18/48 || What time did you get (M) in to the computer? (DCC) ||

CSC5 - Ah! (DM) 19/49 || Fifteen... (EEC) (CC) 50 || I don’t know... (ML) (AEC) (CC) 51 || Nine... (AEC) (CC) 52 || Nine-thirty... (AEC) (CC) 53 || I don’t know... (ML) (AEC) (CC) ||

CSC6 - 20/54 || Let me see! (ML) (CC) 21/55 || What time did you get up (M) yesterday? (CC) ||

CSC5 - 22/56 || I (Actor / Subject / Theme) get up (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) yesterday (deviant [displaced in relation to Circumstance2-location:time / Adjunct / Rheme] Circumstance1-location:time / Adjunct / Rheme) eight-thirty. (part of Circumstance2-location:time / Adjunct / Rheme) (IC-minor Process – ‘at’ – in Circumstance2-location:time / Adjunct / part of Rheme prepositional phrase lacking) (LDP) ||

CSC6 - 23/57 || And what did you do (M) after that? (CC) ||

CSC5 - 24/58 || I (Actor / Subject / Theme) study. (Process: M / part of Finite & Predicator / Rheme) (IC-bound morpheme indicative of primary past tense temporal Finite / part of Rheme lacking) (LDP) ||

CSC6 - 25/59 || Study (Process: M / Predicator / Rheme) (IC-primary past tense temporal Finite / interpersonal Theme, Actor / Subject / topical Theme lacking) (LDP) 60 || or did you go (M) into computer? (DCC) ||

CSC5 - 26/61 || No, (CC) 62 || I (Actor / Subject / Theme) study (Process: M / part of Finite & Predicator / Rheme) geography, (Goal / Complement / Rheme) (IC-bound morpheme indicative of primary past tense temporal Finite / part of Rheme lacking) (LDP) || you know. (DM)

CSC6 - 27/63 || I think (ML) (projecting clause) (CC) 64 || my day (Carrier / Subject / Theme) was (Process: R / Finite & Predicator / Rheme) better [[ than (textual Theme) your. (deviant [adjectival possessive for pro-form possessive] Carrier / Subject / Rheme) (simplified anaphorically elliptical down-ranked clause) ]] (Attribute / Complement / Rheme) (projected clause) (DOWN-RANKED-CLAUSE-RELATED SDCC) ||

CSC5 - Yeah! (MC) 28/65 || I (Senser / Subject / Theme) think, (Process: ML / Finite & Predicator / Rheme) too! Circumstance / Adjunct / Rheme) (IC-Phenomenon / Complement / part of Rheme substitute pro-form – ‘so’ – lacking) (LDP) ||

**AD has 65 ranking clauses, out of which 33 are incomplete (21 LDP, 5 LPP, 6 SDCC, and 1 DOWN-RANKED-CLAUSE-RELATED SDCC). There are 28 clause complexes (1, 2, 1, 2, 2, 1, 5, 1, 5, 1, 1, 10, 1, 2, 8, 2, 2, 1, 5, 1, 1, 1, 1, 2, 2, 2, 1 ranking clauses respectively) and 1 down-ranked clause. (274 words)**

DIALOG REPORT:

1/1 || She and I talked about (V) (projecting clause) (CC) 2 || what we did (M) yesterday. (projected clause) (CC) 2/3 || She had (R) a hard day of studies and lessons at her college. (DCC) 3/4 || And (textual Theme) about me, (Circumstance-matter / Adjunct / topical Theme) I (Carrier / Subject / Rheme) had (Process: R / Finite & Predicator / Rheme) a funny day of basket game and birth party. (part of deviant [lexical choice: ‘funny’ for ‘fun’] Attribute / Complement / Rheme) (IC-bound morpheme – ‘ball’ – on Classifier of first element and bound morpheme – ‘day’ – on Classifier of second element in Range nominal group complex of Qualifier prepositional phrase in Attribute / Complement / part of Rheme nominal group lacking) (LDP) ||

**ADR02 has 4 ranking clauses, out of which 1 is incomplete (1 LDP). There are 3 clause complexes (2, 1, 1 ranking clauses respectively) and no down-ranked clauses. (35 words)**

## ORAL TEST:

There is no oral test at C. The oral grade depends on the amount and quality of the student's participation in class.

## WRITTEN TEST COMPOSITION:

Writing: Choose one of the following suggestions below and write a ten-to-fifteen line composition. (10 scores will be assigned for good use of grammar and vocabulary, and the other 10 for writing style)

1. Write about the eating habits of your country. The good aspects and how they could improve.
2. Write about how Brazil's economy may reflect on the population's eating habits and its consequent health problems.

The future of the children dependence of the food

1/1|| In my country, Brazil, (Circumstance-location:place / Adjunct / Theme) people here (Carrier / Subject / Rheme) doesn't have (Process: R / deviant [simplified L1-like – 's'-less plural form of Thing constituent – Subject-present tense Finite concord: singular for plural concord] temporal Finite & Predicator / Rheme) a healthy diet. (Attribute / Complement / Rheme) (SDCC) 2/2|| Do you think (ML) (projecting clause) (CC) 3 || that (Carrier / Subject / Theme) 's not (Process: R / Finite + negative polarity & Predicator / Rheme) a true? (part of Attribute / Complement / Rheme) (IC-Thing constituent in Attribute / Complement / part of Rheme lacking) (projected clause) (LDP) 3/4|| << OH, (DM) >> let me see... (ML) (CC) 4/5|| If (textual Theme) you (Actor / Subject / topical Theme) go (Process: M / Finite & Predicator / Rheme) on Brazilian's schools, (deviant [minor Process 'on' for 'to' – L1 transfer, inappropriate possessive case marking on Classifier constituent in Range nominal group] Circumstance-location:place / Adjunct / Rheme) (SDCC) 6 || you'll see (ML) [[ kids eating a lot of not healthy food, like beefburgers, cheeseburgers, chips and "pastel", with coke. (deviant complete down-ranked clause) ] ] (DCC) |||

5/7|| When the adults of today were (R) children, (CC) 8 || they used to eat (M) vegetables, fruits and a lot of other foods [[ that << I think (ML) (complete down-ranked clause) >> are (R) healthy, (complete down-ranked clause) ] ] (CC) 9 || and now, when they're (R) adults (CC) 10 || and have (R) responsibilities, (AEC) (DCC) 11 || they are having (M) a not healthy diet. (DCC) |||

6/12|| I believe (ML) (projecting clause) (CC) 13 || we (Actor / Subject / Theme) should stop to eat (Process: M / modal Finite & deviant [perfective for imperfective aspect marking on third element of verbal group complex – overgeneralization] Predicator / Rheme) beefburgers, chips, chocolate, and every food [[ that (Actor / Subject / Theme) can bring (Process: M / modal Finite & Predicator / Rheme) a lot of trouble (Goal / Complement / Rheme) for us, (deviant [minor Process 'for' for 'to' – overgeneralization] Beneficiary / Complement / Rheme) (simplified deviant complete down-ranked clause) ] ] (Goal / Complement / Rheme) (projected clause) (SDCC) 14 || and start to eat (M) rice and beans with a salad and fruits, (AEC) (CC) 15 || because (textual Theme) we (Senser / Subject / topical Theme) should start to think in (Process: ML / modal Finite / deviant ['think in' for 'think of' – L1 transfer] Predicator / Rheme) the problems to the future [[ a children of our world [[ we'll bring (M) with us. (complete down-ranked clause) ] ] (deviant ['a' for 'the'] Carrier / Subject / Rheme) (incomplete [Process: R / modal Finite – 'will'/'might' – & Predicator – 'have' / part of Rheme lacking] down-ranked clause) ] ] (deviant ['Deictic+Thing'/'problems'+prepositional phrase Qualifier/'to the future'+down-ranked clause Qualifier' – more L1-like – for 'Deictic+Classifier/'future'+Thing/'problems'+down-ranked clause Qualifier' word order] Phenomenon / Complement / Rheme) (SDCC) |||

**AWTC02 has 15 ranking clauses, out of which 5 are incomplete (1 LDP and 4 SDCC). There are 6 clause complexes (1, 2, 1, 2, 5, 4 ranking clauses respectively) and 6 down-ranked clauses. (140 words)**

## E.4.3.2 Group data (Class 2)

## SPOKEN (CLASS RECORDING):

Side A

T: all right students ah...

St: teacher, (MC) 1/1|| can we get (M) the story, (CC) << please? (MC) >> |||

T: well, I'd like you to open your books to page 45. please First of all who got the work?... anybody? Because you didn't come last class... remember the homework...

St: 2/2|| I remember (ML) the, the...

T: Lulu, this is an old one...

St: << yes, (MC) >> the last one. (CC) |||

T: ok, all right. You have it. That's nice. Open your books on page 45 please. Listening and comprehension... exercise 11...

(noise – sts talking)

St: 3/3|| wait (M) a minute. (CC) |||

T: can you read, please?

St: "someone told me that the picture the, the class got the crime could be a... date, not a crime."

T: oh my god. Wasn't it a good imagination?

(noise – sts talking)

T: that's fine. All right.

(the teacher is looking for the listening)

T: all right class here we go. Ah... we are going to hear a part of a radio program about life style, ok? and... in this program, radio, in this program has I think a... I think Maggie and Rachel and talking about their lives and how different they were or... they talk about their life style... what you have to do is... you are going to write M for Maggie and you are going to write letter R for Rachel and you think that ah... the situation... you are going to hear. Let's see the question number one. It's a part of a Maggie's life style and you write M, ok? Now, listen. Any questions?

(Tape)

T: ok... what was Maggie's and what was Rachel's part?...

St: 4/4|| I liked (ML) both styles. (CC) |||

T: ok. Very good, all right... did you get more than one? Ok... let's try to figure to figure out what she said or What is said of each part, person. Rachel or Maggie.? Let's begin with the first sentence. Who got the first sentence?

St: 5/5|| [[ "I'm (R) really short-handed" (complete down-ranked clause) ]]? (EEC) (CC) |||

T: ok, who said that?

St: 6/6|| Maggie. (AEC) (CC) |||

T: who? Who?

St: 7/7|| Maggie. (AEC) (CC) |||

T: Maggie... could you hear that?... Hey, Cristian, could you hear?

St: 8/8|| yes. (CC) |||

T: ok. How about the next sentence? The next sentence...

St: 9/9|| [[ "I don't know (ML) (projecting clause) (complete down-ranked clause) || if I'll have (R) time..." (projected clause) (complete down-ranked clause) ]] (EEC) (CC) 10||

T: what?

St: [[ "I don't know (ML) (projecting clause) (complete down-ranked clause) || if I'll have (R) time" (projected clause) (complete down-ranked clause) ]] (EEC) (CC) |||

T: ok. Who said that?

St: 10/11|| Rachel (AEC) (CC) |||

T: ok... Rachel... Rachel said that. Now how about about being a nurse? Who got this?

St: 11/12|| Rachel. (AEC) (CC) |||

T: no. Read first. Wait a minute.

St: 12/13|| I (Senser / Subject / Theme) didn't listen (Process: ML / Finite & part of Predicator / Rheme) this. (Phenomenon / Complement / Rheme) (IC-particle 'to' required by Predicator lacking) (LDP) |||

T: who said about being a nurse?

St: 13/14|| Rachel. (AEC) (CC) |||

T: ok, very good. The next sentence is about future plans

St: 14/15|| [[ "I'm going to live (M) in the United States" (complete down-ranked clause) ]] (EEC) (CC) |||

T: ok. Who said that?

St: 15/16|| Rachel. (AEC) (CC) |||

T: Rachel again. Ok... what about going, going on the next holiday?

St: 16/17|| [[ "I'm going to visit (M) the other city" (complete down-ranked clause) ]] (EEC) (CC) |||

T: ok. Who said that?

St: 17/18|| Rachel. (AEC) (CC) |||

T: very good... here we go. Who wants to read the next one?

St:...

T:?



St: 18/19||| [[ "I work (M) everyday" (complete down-ranked clause) ]] (EEC) (CC) |||  
T: ok. Who said that?  
St: 19/20||| Rachel again. (AEC) (CC) |||  
T: all right. Next sentence?  
St: 20/21||| [[ "I like...(ML) " (clause left naturally unfinished due to turn invasion by interlocutor – LPP down-ranked clause) ]] (EEC) (DOWN-RANKED-CLAUSE-RELATED LPP) |||  
T: ok, who said that?  
St: 21/22||| Maggie (AEC) (CC) |||  
T: good. And, how about the one who was a teacher.  
St: 22/23||| Rachel. (AEC) (CC) |||  
T: Maggie is a teacher and Rachel is a?  
Sts: 23/24||| nurse. (AEC) (CC) |||  
T: nurse. Ok. How about the next sentence. Who's gonna read?  
St: 24/25||| [[ "I always ..." (clause left naturally unfinished due to turn invasion by interlocutor – LPP down-ranked clause) ]] (EEC) (DOWN-RANKED-CLAUSE-RELATED LPP) |||  
St: 25/26||| tu lê melhor que isso. (IC-L2 whole clause lacking) (LDP) |||  
T: ok. Who Said that?  
St: 26/27||| Maggie. (AEC) (CC) |||  
T: who has a better experience about dad? Who said that?  
T: who takes ...  
St: teacher (MC) 27/28||| number seven? (EEC) (CC) |||  
T: ok next sentence?  
St: (reads)  
T: who said that?  
St: 28/29||| Maggie. (AEC) (CC) |||  
T: no... how about being a nurse?... who said that?  
St: 29/30||| Rachel. (AEC) (CC) |||  
T: ok. Very good.... Now, the next sentence?  
St: (reads)  
T: 'there we go...' ok. Who said that?  
St: 30/31||| Rachel. (AEC) (CC) |||  
T: Rachel again... how about going down?  
Sts: ...  
T: all right, next sentence?  
St: (reads)  
T: ok. Who said that?  
St: 31/32||| Maggie. (AEC) (CC) |||  
T: ok. How about the interview?  
St: 32/33||| Maggie. (EEC) (CC) |||  
T: ok. Maggie is a teacher, Rachel is a?  
Sts: 33/34||| nurse. (AEC) (CC) |||  
T: nurse... how about next sentence? Who wanna read?  
St: (reads)  
T: ok. Who said that?  
St: 34/35||| Maggie. (AEC) (CC) |||  
T: who likes to take a nap?  
St: 35/36||| Maggie. (AEC) (CC) |||  
T: Maggie does. And what about this class? Who likes to take a nap?  
St: 36/37||| me. (AEC) (CC) |||  
T: you do? Is it relaxing?  
Sts: 37/38||| yes. (CC) |||  
T: yeah. But do you take a short nap or a long nap?  
Sts: 38/39||| long. (AEC) (CC) 40|||  
T: you start at one p.m. and then you finish...  
Sts: long. (EEC) (CC) |||  
T: then you wake up at five in the morning... and how about the answers? Who likes to read?  
Sts: 39/41||| Sarah. (AEC) (CC) |||  
T: and, Who said that?  
Sts: 40/42||| Rachel. (AEC) (CC) |||  
T: all right. good.

Sts: ...

T: ok. Folks. Let's go to hair style, are you ready to go to page 46? Now, we're going to read about the styles... who is doing that? Please take a look at the pictures. Let's look at the first picture... what do you think he is with this hair style?

Sts: 41/43||| pichador. (IC-L2 whole clause lacking) (AEC) (LDP) |||

T: pi... (laughs)

St: 42/44||| artist. (AEC) (CC) |||

T: an artist? She said an artist. Graffiti is pichação. G-R-A-F-F-I-T-I.

St: 43/45||| G-R-A-F-F-I-T-I. (EEC) (CC) |||

T: ok. Can you see that?

St: 44/46||| yes. (CC) |||

T: do you think is Robert?

St: 45/47||| no. (CC) |||

T: no? what does he look like?

St: ...

St: 46/48||| is (Process: R / Finite & Predicator / Rheme) Molly. (Attribute / Complement / Rheme) (IC-Carrier / Subject / Theme lacking) (LDP) |||

T: yeah... perhaps it's Molly.

St: 47/49||| maybe it's (R) Peter. (CC) |||

T: do you think it's Peter?

St: ...

T: she's like Xuxa.

St: 48/50||| she's (R) like you. (CC) |||

St: teacher... (MC) 49/51||| look at (ML) her color. (CC) |||

Sts: (silence)

T: now let's finish with all this suspense.

St: oh, (DM) 50/52||| thank you. (EEC) (CC) |||

(sts laugh)

T: now, I would like you... to read... about... Joe and Mara, ok? Why don't you read about Joe and Mara, now?

Sts: (reading in silence)

T: all right... let's first talk about... Joe... were he... were we... oh, my goodness... about Joe.

St: 51/53||| he (Identifier / Subject / Theme) 's (Process: R / Finite & Predicator / Rheme) son [[ that... (clause left naturally unfinished due to turn invasion by interlocutor – LPP down-ranked clause) ] ] (part of Identified / Complement / Rheme) (IC-definite article Deictic constituent in Identified / Complement / part of Rheme nominal group lacking) (LDP) |||

St: 52/54||| about what? (EEC) (CC) |||

T: so, he is?

St: 53/55||| he works. (M) (CC) |||

T: so, ... he works.

St: 54/56||| he's (R) responsible. (CC) |||

T: yes, let's listen to you... why you are saying... you're calling this guy...?... can be said, can we say.... They have people... to have prejudice?

Sts: 55/57||| yes. (CC) |||

St: 56/58||| absolutely. (CC) |||

T: absolutely right?

T: how about Mara? Was he right or was he wrong?

St: 57/59||| almost right. (AEC) (CC) |||

T: now... you get right and you get right. what mentioned, what is really... who she is? Who thinks about that?

St: 58/60||| the way of cre... (IC-clause left naturally unfinished due to turn invasion by interlocutor) (EEC) (LPP) |||

T: ok... her nurse or her...?

St: 59/61||| her nurse? (EEC) (CC) |||

T: her pastor?

St: 60/62||| her pastor. (EEC) (CC) |||

T: her pastor, right?

St: 61/63||| é. (IC-L2 whole clause lacking) (LDP) |||

T: ok, what else?

St: 62/64||| her look. (EEC) (CC) |||

T: oh, yeah, she looks strict, doesn't she?

Sts: 63/65|| yeah. (CC) |||

T: now I want you in pairs, you two, you two, you two, you two, you two. What I would like you to do now, class, is I would like you discuss... your own life style, what you do and also your answers, now, at first your activities... you talk about details... just what you say I'm sorry what you do day in and day out, ok? ... and don't forget to ask your classmate... ok? Go ahead please, you got 30 seconds to do it.

( sts discuss )

T: you have to exchange information.

T: now.... A volunteer?... ok...

St: 64/66|| she (Carrier / Subject / Theme) have... (Process: R / deviant [unmarked third person present Finite-Subject concord for marked concord] temporal Finite & Predicator / Rheme) a happy, happy day (Attribute / Complement / Rheme) (SDCC) 67|| that she was (R) pretty. (CC) |||

St: 65/68|| she (Carrier / Subject / Theme) was (Process: R / Finite & Predicator / Rheme) o que? (part of Attribute / Complement / Rheme) (IC-L2 Attribute / Complement / part of Rheme lacking) (LDP) |||

St: 66/69|| pretty. (AEC) (CC) |||

(sts laugh)

T: she was?

St: 67/70|| at the weekends... (AEC) (DCC) |||

T: all right now... this group, this group. I'd like to do this... they don't choose... they start something about yesterday and they guess about the end, ok?

St: 68/71|| find out... << eh... (DM) >> the sequence. (EEC) (CC) |||

T: what sequence? Ah... in sequence?

St: 69/72|| at the weekend... I'm very... (IC-clause left naturally unfinished due to activity design (LPP) |||

T: were you nervous?

St: 70/73|| no, (CC) 74|| I'm (R) very... thankful. (CC) |||

T: thankful?

St: 71/75|| yes. (CC) |||

T: and you?... she's very thankful, thankful.

St: 72/76|| during the week (Circumstance-extent:duration / Adjunct / Theme) she... << eh... (DM) >> (Actor / Subject / Rheme) volleyball. (Goal / Complement / Rheme) (IC-Process: M / Finite & Predicator / part of Rheme lacking) (LDP) |||

T: she, she plays volleyball? You mean... she, she plays volleyball? She practices... volleyball?

St: 73/77|| yes. (CC) |||

T: here, you continue? Ok.

St: 74/78|| she... (Carrier / Subject / Theme) was... (Process: R / Finite & Predicator / Rheme) (IC-Attribute / Complement / part of Rheme lacking) (LDP) 79|||

T: ok. Continue.

St: ela... (IC-L2 whole clause lacking) (EEC) (LDP) 80|| she runs, (M) (CC) 81|| sometimes (Circumstance-extent:frequency / Adjunct / Theme) she (Actor / Subject / Rheme) runs << eh... (DM) >> (Process: M / Finite & Predicator / Rheme) Beira Mar. (part of Circumstance-location:place / Adjunct / Rheme) (IC-minor Process in Circumstance-location:place / Adjunct / part of Rheme prepositional phrase lacking) (LDP) |||

T: all right. now. Your own cards... do this.

Sts: no. (MC)

Sts: no (MC) teacher. (MC)

T: let's turn to page 48.

St: teacher (MC) 75/82|| we have to do (M) the... third... (CC) 83 || (M) the simulation. (AEC) (CC) |||

T: ... page 48.

Sts: 76/84|| é difícil... (IC-L2 whole clause lacking) (LDP) |||

T: ok. page 48.

Sts: oh (DM) teacher! (MC)

T: page 48 is... you probably studied this here... ok? So, what I would like you to do... is... before correcting your textbook do this... if you have any problems, no problem. I still have my textbook... if we will be discussing it, we can discuss, however... I would like you to come here in pairs... about the grammar, ok? In your words... I would like to be free about the subject... and try to do the homework and just leave, leave those exercises when you really understand... because this is your review... and... class, and it will also be on your T.D. ok? Have you got any questions?

Sts: 77/85|| no. (CC) |||

T: any problems?

Sts: 78/86|| and the T.D.? (EEC) (CC) |||



**AWGD2 has 10 ranking clauses, out of which 5 are incomplete (2 LDP and 3 SDCC). There are 6 clause complexes (1, 2, 2, 1, 3, 1 ranking clauses respectively) and no down-ranked clauses. (60 words)**

STUDENT 3

Mom, (MC)

1/1|| I know (ML) (projecting clause) (CC) 2|| I (Carrier / Subject / Theme) 'm (Process: R / deviant [present for 'have' primary tense] temporal Finite & deviant [present for past secondary tense] Predicator / Rheme) here (Circumstance-location:time / Adjunct / Rheme) for a long time, about a year, (Circumstance-extent:duration / Adjunct / Rheme) (projected clause) (SDCC) 3|| but (textual Theme) that (Carrier / Subject / topical Theme) 's (Process: R / Finite & Predicator / Rheme) [[ because (textual Theme) I (Senser / Subject / topical Theme) liked (Process: ML / Finite & Predicator / Rheme) so much Canoa Quebrada (Phenomenon / Complement / Rheme) [[ that I don't want to leave (M) this wonderful beach. (complete down-ranked clause) ]] (deviant ['so much' part is misplaced in relation to Phenomenon / Complement / part of Rheme – L1 transfer] Circumstance-manner:comparison / Adjunct / Rheme) (simplified complete down-ranked clause) ]] (Attribute / Complement / Rheme) (DOWN-RANKED-CLAUSE-RELATED SDCC) 2/4|| Here I go (M) to the beach, (CC) 5|| swim (M) at the sea, (AEC) (CC) 6|| go (M) to the dunes in a "buggy", (AEC) (CC) 7|| play (M) soccer in the sand (AEC) (CC) 8|| and, at night, I go (M) to parties and to restaurants. (CC) 3/9|| I'm also thinking (ML) (projecting clause) (CC) 10|| of (textual Theme) open (Process: M / part of Predicator / Rheme) a little business (Goal / Complement / Rheme) here. (Circumstance-location:place / Adjunct / Rheme) (IC-imperfectiveness marking on Predicator / part of Rheme lacking) (projected clause) (NFC) (LDP) << Please, (MC) >> 4/11|| send (M) me some money. (CC) ||| P.S1: 5/12|| Tell (Process: V / Predicator / Theme) to my boss (deviant [inappropriate minor Process 'to' – L1 transfer] Receiver / Complement / Rheme) (projecting clause) (SDCC) 13|| that I'm asking for (V) more days out, (CC) << I mean, (DM) >> 14|| if I hadn't been (R) fired yet. (DCC) ||| P.S2: 6/15|| About the money, send (M) me about one hundred thousand dollars (CC) 16|| to begin, (Process: M / part of Predicator / Rheme) (IC-particle 'with' as part of the two-word verb Predicator / part of Rheme lacking) (LDP) ||| please. (DM)

Love, (MC)

Your best son. (MC)

R...

**AWGD3 has 16 ranking clauses, out of which 5 are incomplete (2 LDP, 2 SDCC, and 1 DOWN-RANKED-CLAUSE-RELATED SDCC). There are 6 clause complexes (3, 5, 2, 1, 3, 2 ranking clauses respectively) and 2 down-ranked clauses. (114 words)**

STUDENT 4

<p>7<sup>th</sup> January  1/1   Great vacation here. (EEC) (CC) 2/2   We're (R) in a lounge near the river (CC) 3   and everyday we go (M) there (CC) 4   to go (M) fishing. (NFC) (CC) 3/5   The mountains and forests around here are (R) really beautiful. (CC) 4/6   We went (M) there once (CC) 7   and tomorrow we'll go (M) there again. (CC) 5/8   I wish (ML) (projecting clause) (CC) 9   you were (R) here with us. (projected clause) (CC) 6/10   I miss (ML) you a lot! (CC) 7/11   See (ML) you soon. (EEC) (CC)     Kisses, (MC) R...</p>	<p>P... Wood,  250, João Cordeiro Street  Aldeota  Fortaleza – CE</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------

**AWGD4 has 11 ranking clauses, out of which NONE is incomplete. There are 7 clause complexes (1, 3, 1, 2, 2, 1, 1 ranking clauses respectively) and no down-ranked clauses. (53 words)**

## STUDENT 5

<p>Dear J..., (MC) 05/08  1/1    This week is (R) being the best week of my life! (DCC) 2/2    I'm having (R) a lot of fun with our friend Lara. (CC) 3/3    We (Carrier / Subject / Theme) 're (Process: R / Finite &amp; Predicator / Rheme) in a inn / in front of the beach (Circumstance-location:place / Adjunct / Rheme) [[ that has (R) a big swimming pool. (complete down-ranked clause) ]] (deviant [indefinite article Deictic: 'a' for 'an'] Attribute / Complement / Rheme) (SDCC) 4/4    During the day, (Circumstance-extent:duration / Adjunct / Theme) I (Actor / Subject / Rheme) get (Process: M / Finite &amp; Predicator / Rheme) tan (part of Goal / Complement / Rheme) at the beach, (Circumstance-location:place / Adjunct / Rheme) (IC-indefinite article Deictic constituent in Goal / Complement / part of Rheme lacking) (LDP) 5   I walk (M) in the sand (CC) 6   and I play (M) racketball. (CC) 5/7    Every day we ascend (M) a mount (CC) 8   to see (ML) the sunset. (NFC) (CC) 6/9    I'm (R) completely relaxed. (CC) 7/10    In the next time (deviant [inappropriate 'in the' - L1 transfer] Circumstance-location:time / Adjunct / Theme) you (Actor / Subject / Rheme) have to come (Process: M / Finite &amp; Predicator / Rheme) with us. (Circumstance-accompaniment:comitacion / Adjunct / Rheme) (SDCC)      Kisses, (MC)  R...</p>	<p>R...  79, Brilhantina  Ilhéus,  Bahia</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------

**AWGD5 has 10 ranking clauses, out of which 3 are incomplete (1 LDP and 2 SDCC). There are 7 clause complexes (1, 1, 1, 3, 2, 1, 1 ranking clauses respectively) and 1 down-ranked clause. (78 words)**

## STUDENT 6

<p>July 1<sup>st</sup>  1/1    This place is (R) wonderful. (CC) 2/2    Every day here is (R) like a dream. (CC) 3/3    We can be (R) at the beach in the morning (CC) 4   and later (R) at the mountains (AEC) (CC) 5   join (Process: M / deviant [it collocates only with the 'nature' part of the Complement; the 'fresh air' part collocates better with the mental Process 'enjoy'] Predicator / Rheme) the nature and the fresh air. (deviant [inappropriate definite article before 'nature' - L1 transfer] Goal / Complement / Rheme) (IC-textual Theme lacking) (AEC) (LDP) 4/6   I (Actor / Subject / Theme) 've met (Process: M / Finite &amp; deviant [ Complement 'places' collocates better with mental Process 'know'] Predicator / Rheme) many beautiful and quite places around. (part of Goal / Complement / Rheme) (IC-Epithet2 between intensifier 'quite' and Thing 'places' lacking) (LDP) 5/7    People here are (R) very polite and friendly, (CC) 8   I have (R) lots of new friends. (CC) 6/9    I pass (M) my days on the beach (CC) 10   swimming, (M) (NFC) (CC) 11   running, (M) (NFC) (CC) 12   fishing (M) (NFC) (CC) 13   and shopping (M) on the local markets. (NFC) (DCC) 7/14    Love (ML) you, (EEC) (CC)     P...!</p>	<p>Juliana Rocha  6184, Santos Dumont Avenue  Fortaleza, Ceará</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------

**AWGD6 has 14 ranking clauses, out of which 2 are incomplete (2 LDP). There are 7 clause complexes (1, 1, 3, 1, 2, 5, 1 ranking clauses respectively) and no down-ranked clauses. (71 words)**

STUDENT 7

25<sup>th</sup> May

1/1||| We're (R) at the hotel in this beach. (DCC) 2/2||| It has (R) a really good accommodation (CC) 3|| and the best thing is (R) the sea (CC) 4|| it (Carrier / Subject / topical Theme) is (Process: R / Finite & Predicator / Rheme) totally blue and clean (Attribute / Complement / Rheme) (IC-textual Theme lacking) (LDP) 5|| and the sky is (R) always sunny. (CC) 6|| Hope (ML) everything is OK, (EEC) (CC) |||  
M...

**AWGD7 has 6 ranking clauses, out of which 1 is incomplete (1 LDP). There are 2 clause complexes (1, 5 ranking clauses respectively) and no down-ranked clauses. (36 words)**

STUDENT 8

Hi, (MC) S...! (MC)

1/1||| This is (R) a wonderful place [[ to visit. (complete non-finite down-ranked clause) ]] (CC) 2/2||| The beaches around here are (R) just amazing! (CC) 3/3||| Natal is (R) a city [[ blessed (Process: M / Predicator / Rheme) by sun (part of Actor / Complement / Rheme) most days of the year. (Circumstance-extent:duration / Adjunct / Rheme) (incomplete [definite article Deictic constituent in Range of Actor / Complement / part of Rheme prepositional phrase lacking) ]] (DOWN-RANKED-CLAUSE-RELATED LDP) 4/4||| Mammy and I have been swimming (M) every morning (DCC) 5|| and in the afternoon we sunbathe (M) (CC) 6|| or go to take (M) some pictures from the spectacular sundown. (AEC) (DCC) ||| 5/7||| We are having (R) a great time here. (CC) 6/8||| I hope (ML) (projecting clause) (CC) 9|| you can come (M) someday. (projected clause) (CC) |||

S...

**AWGD8 has 9 ranking clauses, out of which 1 are incomplete (1 DOWN-RANKED-CLAUSE-RELATED LDP). There are 6 clause complexes (1, 1, 1, 3, 1, 2 ranking clauses respectively) and 2 down-ranked clauses. (65 words)**

STUDENT 9

<p>27th August, 1/1    The beaches (Carrier / Subject / Theme) are (Process: R / Finite &amp; Predicator / Rheme) fantastics (deviant [plurality marking on adjective – L1 transfer] Attribute / Complement / Rheme) (SDCC) 2   and I can't be (R) tired. (CC) 2/3    We've wandered (M) (CC) 4   and (textual Theme) we (Senser / Subject / topical Theme) 've known (Process: ML / Finite &amp; Predicator / Rheme) many exotics places with beautiful flower and estrange animals. (part of deviant [plurality marking on Epithet constituent – L1 transfer, spelling: 'estrange' for 'strange' – L1 influence?] Goal / Complement / Rheme) (IC-plurality marking on Thing1 in Range of Qualifier constituent in Goal / Complement / part of Rheme nominal group lacking) (LDP) 3/5    This travel is (R) unique! (CC) 4/6    I (Senser / Subject / Theme) 'm not feel (Process: ML / Finite+negative polarity &amp; part of Predicator / Rheme) alone (Phenomenon / Complement / Rheme) (IC-imperfectiveness marking on Predicator indicative of present secondary tense / part of Rheme lacking) (LDP) 7   because your sister is (R) a wonderful person! (CC)    </p>	<p>Mrs Patrícia A. Santos Dumont 1904 Aldeota Fortaleza-CE Brazil</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------

5/8    You (Actor / Subject / Theme) need come (Process: M / Finite & part of Predicator / Rheme) here! (Circumstance-location:place / Adjunct / Rheme) (IC-perfectiveness marking on second element of Predicator verbal group complex / part of Rheme lacking) (LDP)     D...	
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

**AWGD9 has 8 ranking clauses, out of which 4 are incomplete (3 LDP and 1 SDCC). There are 5 clause complexes (2, 2, 1, 2, 1 ranking clauses respectively) and no down-ranked clauses. (42 words)**

STUDENT 10

1/1||| The beach here is (R) very beautiful. (CC) 2/2||| I could pass (M) all the day (CC) 3||| just seeing (ML) the sea. (NFC) (DCC) 3/4||| There's (E) too an amazing view [[ that (part of deviant [relativizer 'that' for 'which' or 'where'] Circumstance-location:place / Adjunct / Theme) we can see (Process: ML / modal Finite & Predicator / Rheme) the mountain, (Phenomenon / Complement / Rheme) (incomplete [minor Process 'from' in Circumstance-location:place / Adjunct / Theme prepositional phrase lacking) ]] (DOWN-RANKED-CLAUSE-RELATED LDP) 4/5||| I (Senser / Subject / Theme) really (modal Adjunct / Rheme) hope (Process: ML / Finite & deviant [lexical choice: 'hope' for 'wish' – overgeneralization of first taught lexical item?] Predicator / Rheme) (projecting clause) (SDCC) 6||| you came (M) here (projected clause) (CC) 7||| to know (M) the place. (NFC) (CC) 5/8||| The water at the sea is (R) so clean [[ that you always feel like [[ going to the beach. (complete non-finite down-ranked clause) ]] (complete down-ranked clause) ]] (CC) 6/9||| The air is (R) pure (CC) 10||| and the sun is (R) always shining. (CC) 7/11||| You must come (M) here (CC) 12||| to visit (M) me. (NFC) (CC) ||| Kisses! (MC)  
D...

**AWGD10 has 12 ranking clauses, out of which 2 are incomplete (1 DOWN-RANKED-CLAUSE-RELATED LDP and 1 SDCC). There are 7 clause complexes (1, 2, 1, 3, 1, 2, 2 ranking clauses respectively) and 3 down-ranked clauses. (72 words)**

## E.5 English Language Center **D**

### E.5.1 Beginning proficiency level (Stage 1)

#### E.5.1.1 Individual data

Subject CSD1

(female; 16 years old; second grade of Middle School; Class 5)

PERSONAL EXPERIENCE:

SPOKEN:

1/1||| my name's (R) T... (CC) 2/2||| in my vacation (Circumstance-location:time / Adjunct / Theme) I... (Actor / Subject / Rheme) (IC-Process: M / Finite & Predicator / part of Rheme, Circumstance-location:place / Adjunct / part of Rheme lacking) (LDP) 3||| I (Actor / Subject / Theme) travel... (Process: M / part of Finite & Predicator / Rheme) (IC-bound morpheme indicative of primary regular past tense marking on Finite / part of Rheme, Circumstance-location:place / Adjunct / part of Rheme lacking) (LDP) 4||| went (Process: M / Finite & Predicator / Rheme) rio de janeiro.... (part of Circumstance-location:place / Adjunct / Rheme) (IC-minor Process – 'to' – in Circumstance-location:place / Adjunct / part of Rheme prepositional phrase lacking) (AEC) (LDP) 3/5||| I (Actor / Subject / Theme) went (Process: M / Finite & Predicator / Rheme) copacabana beach (part of Circumstance-location:place / Adjunct / Rheme) (IC-minor Process – 'to' – in Circumstance-location:place / Adjunct / part of Rheme prepositional phrase lacking) (LDP) 6||| and (textual Theme) I (Actor / Subject / topical Theme) meet (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) a boy (Goal / Complement / Rheme) (SDCC) 7||| and (textual Theme) we (Carrier / Subject / topical Theme) are



(Process: R / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) date... (part of Attribute / Adjunct / Rheme) (IC-bound morpheme indicative of plurality marking on Thing constituent in Attribute / Complement / part of Rheme nominal group lacking) (LDP) 4/8|| I (Senser / Subject / Theme) very (part of deviant [displaced in relation to Process and Phenomenon: after them] Circumstance-manner:quality / Adjunct / Rheme) like (Process: ML / part of Finite & Predicator / Rheme) my vacation... (Phenomenon / Complement / Rheme) (IC-Head constituent in Circumstance-manner:quality / Adjunct / part of Rheme adverbial, bound morpheme indicative of primary regular past tense on temporal Finite / part of Rheme lacking) (LDP) 5/9|| I... (Actor / Subject / Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme lacking) (LDP) 10|| I (Actor / Subject / Theme) ate (Process: M / Finite & Predicator / Rheme) very ice cream and sandwich... (part of Goal / Complement / Rheme) (IC-in Goal / Complement / part of Rheme nominal group complex, non-count Numerative before Thing<sub>1</sub> and count Numerative before + bound morpheme indicative of plurality on Thing<sub>2</sub> lacking) (LDP) 11|| I... (Carrier / Subject / Theme) (IC-Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LDP) 12|| I (Carrier / Subject / Theme) 'm have... (Process: R / deviant [present 'be' for past 'have' primary tense] temporal Finite & Predicator / Rheme) (IC-Attribute / Complement / part of Rheme lacking) (LDP) 13|| have (Process: R / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) sore throat... (part of Attribute / Complement / Rheme) (IC-indefinite article Deictic constituent before Epithet in Attribute / Complement / part of Rheme nominal group lacking) (AEC) (LDP) 14|| I (Carrier / Subject / Theme) 'm has... (Process: R / deviant [present for past primary tense] temporal Finite & deviant ['have' for 'be'] Predicator / Rheme) (IC-Attribute / Complement / part of Rheme lacking) (SDCC) 15|| I (Carrier / Subject / Theme) 'm... (Process: R / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) (IC-Attribute / Complement / part of Rheme lacking) (SDCC) 16|| has... (Process: R / deviant [present for past primary tense] temporal Finite & deviant ['have' for 'be'] Predicator / Rheme) very bad... (Attribute / Complement / Rheme) (AEC) (SDCC) 17|| but...(textual Theme) very (part of deviant [displaced in relation to Process and Phenomenon: after them] Circumstance-manner:quality / Adjunct / Rheme) like (Process: ML / part of Finite & Predicator / Rheme) my vacation (Phenomenon / Complement / Rheme) (IC-Head constituent in Circumstance-manner:quality / Adjunct / part of Rheme adverbial, bound morpheme indicative of primary regular past tense on temporal Finite / part of Rheme lacking) (AEC) (LDP) |||

**DBSPE01** has 17 ranking clauses, out of which 16 are incomplete (12 LDP and 4 SDCC). There are 5 clause complexes (1, 3, 3, 1, 9 ranking clauses respectively) and no down-ranked clauses. (42 words)

WRITTEN:

1/1|| I am (R) T... M... (CC) 2/2|| My vacation (part of Circumstance-location:time / Adjunct / Theme) I (Actor / Subject / Rheme) travel (Process: M / part of Finite & Predicator / Rheme) to Rio de Janeiro. (Circumstance-location:place / Adjunct / Rheme) (IC-minor Process – 'on' – in Circumstance-location:time / Adjunct / part of Rheme prepositional phrase, bound morpheme indicative of primary regular past tense on temporal Finite / part of Rheme lacking) (LDP) 3/3|| I went (M) to Copacabana beach (CC) 4|| and (textual Theme) I (Actor / Subject / topical Theme) mind (Process: M / deviant [present for past primary tense] temporal Finite & deviant [lexical choice: 'mind' for 'meet'] Predicator / Rheme) a boy (Goal / Complement / Rheme) (SDCC) 5|| and (textual Theme) we (Actor / Subject / topical Theme) are dead (namorando). (Process: M / deviant [present for past primary tense] temporal Finite & part of deviant [spelling: 'dead' for 'date'] Predicator / Rheme) (IC-bound morpheme indicative of present secondary tense on Predicator / part of Rheme lacking) (LDP) 6|| I (Actor / Subject / topical Theme) ate (Process: M / Finite & Predicator / Rheme) very ice-cream (part of Goal / Complement / Rheme) (IC-textual Theme, non-count Numerative before Thing constituent in Goal / Complement / part of Rheme nominal group lacking) (LDP) 7|| and (textual Theme) I (Carrier / Subject / topical Theme) have (Process: R / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) a sorethouth, (deviant [spelling: 'sorethouth' for 'sore throat'] Attribute / Complement / Rheme) (SDCC) 8|| but (textual Theme) I (Senser / Subject / topical Theme) very (part of deviant [displaced in relation to Process and Phenomenon: after them] Circumstance-manner:quality / Adjunct / Rheme) like (Process: ML / part of Finite & Predicator / Rheme) my vocation. (deeviant [spelling] Phenomenon / Complement / Rheme) (IC-Head constituent in Circumstance-manner:quality / Adjunct / part of Rheme adverbial, bound morpheme indicative of primary regular past tense on temporal Finite / part of Rheme lacking) (LDP) |||

**DBWPE01** has 8 ranking clauses, out of which 6 are incomplete (4 LDP and 2 SDCC). There are 3 clause complexes (1, 1, 6 ranking clauses respectively) and no down-ranked clauses. (41 words)

## PICTURE NARRATIVE:

## SPOKEN:

1/1||| a girl and cat... (Carrier / Subject / Theme) a bed... (part of Circumstance-location:place / Adjunct / Rheme) (IC-Process: R / Finite & Predicate / part of Rheme, minor Process and bound lexical morpheme – ‘room’ – on Thing constituent of Range in Circumstance-location:place / Adjunct / part of Rheme lacking) (LDP) 2||| a cat (deviant [indefinite for definite article Deictic] Carrier / Subject / Theme) sobre a bed... (part of deviant [indefinite for definite article Deictic] Attribute / Complement / Rheme) (IC-textual Theme, Process: R / Finite & Predicate / part of Rheme, L2 minor Process in Attribute / Complement / part of Rheme prepositional phrase lacking) (LDP) 2/3||| a cat (deviant [indefinite for definite article Deictic] Actor / Subject / Theme) going... (Process: M / Predicate / Rheme) (IC-temporal Finite / part of Rheme, Circumstance-location:place / Adjunct / part of Rheme lacking) (LDP) 4||| a cat (deviant [indefinite for definite article Deictic] Actor / Subject / Theme) going (Process: M / Predicate / Rheme) to...living room... (part of Circumstance-location:place / Adjunct / Rheme) (IC-temporal Finite / part of Rheme, definite article Deictic constituent of Range nominal group in Circumstance-location:place / Adjunct / part of Rheme prepositional phrase lacking) (LDP) 3/5||| a bird (Senser / Subject / Theme) looking (Process: ML / Predicate / Rheme) a wind... (part of deviant [indefinite for definite article Deictic] in Range constituent] Circumstance-location:place / Adjunct / Rheme) (IC-temporal Finite / part of Rheme, minor Process – ‘out’ – and rest of Thing constituent – ‘window’ – of Range in Circumstance-location:place / Adjunct / part of Rheme lacking) (LDP) 4/6||| a cat (deviant [indefinite for definite article Deictic] Actor / Subject / Theme) want eat (Process: M / part of Finite & part of Predicate / Rheme) a bird... (deviant [indefinite for definite article Deictic] Goal / Complement / Rheme) (IC-bound morpheme indicative of third person singular present primary tense on temporal Finite / free morpheme indicative of perfectiveness before second element in verbal group complex Predicate / part of Rheme lacking) (LDP) 7||| a cat (deviant [indefinite for definite article Deictic] Actor / Subject / Theme) going (Process: M / Predicate / Rheme) to gaiola... (part of Circumstance-location:place / Adjunct / Rheme) (IC-temporal Finite / part of Rheme, definite article Deictic and L2 Thing constituent of Range in Circumstance-location:place / Adjunct / part of Rheme lacking) (LDP) 5/8||| a girl (deviant [indefinite for definite article Deictic] Senser / Subject / Theme) don’t believe (Process: ML / deviant [unmarked third person present Finite-Subject concord for marked concord] temporal Finite & Predicate / Rheme) na cena [[ que vê... (incomplete [L2 whole clause lacking] down-ranked clause) ]] (part of Phenomenon / Complement / Rheme) (IC-L2 Phenomenon / Complement / part of Rheme lacking) (LDP) 9||| a girl (deviant [indefinite for definite article Deictic] Actor / Subject / Theme) pega (part of Process: M / part of Finite & part of Predicate / part of Rheme) a cat... (deviant [indefinite for definite article Deictic] Goal / Complement / Rheme) (IC-L2 Process: M / Finite & Predicate / part of Rheme lacking) (LDP) 6/10||| a bird... (deviant [indefinite for definite article Deictic] Actor / Subject / Theme) going to go free...free (Process: M / Predicate / Rheme) (IC-temporal Finite / part of Rheme lacking) (LDP) |||

**BSPN01 has 10 ranking clauses, out of which 10 are incomplete (10 LDP). There are 6 clause complexes (2, 2, 1, 2, 2, 1 ranking clauses respectively) and 1 down-ranked clause. (50 words)**

## WRITTEN:

1/1||| A girl is reading (M) a book (CC) 2||| and (textual Theme) a your cat (deviant [inappropriate indefinite article, second person for third person singular possessive Deictic] Actor / Subject / topical Theme) is sleeping (Process: M / Finite & Predicate / Rheme) sobre the bed. (part of Circumstance-location:place / Adjunct / Rheme) (IC-L2 minor Process in Circumstance-location:place / Adjunct / part of Rheme lacking) (LDP) 2/3||| A cat (deviant [indefinite for definite article Deictic] Actor / Subject / Theme) acordo. (part of Process: M / part of Finite & part of Predicate / Rheme) (IC-L2 Process: M / Finite & Predicate / Rheme lacking) (LDP) 3/4||| A cat (deviant [indefinite for definite article Deictic] Actor / Subject / Theme) go (Process: M / part of Finite & Predicate / Rheme) to living room, (part of Circumstance-location:place / Adjunct / Rheme) (IC-bound morpheme indicative of third person singular present primary tense on temporal Finite / part of Rheme, definite article Deictic constituent of Range nominal group in Circumstance-location:place / Adjunct / part of Rheme prepositional phrase lacking) (LDP) 5||| and (textual Theme) is (Process: R / deviant [interrogative Mood for declarative Mood word order] Finite & Predicate / Rheme) a bird (Carrier / deviant [interrogative Mood for declarative Mood word order] Subject / topical Theme) in living room. (part of Attribute / Complement / Rheme) (IC-definite article Deictic constituent of Range nominal group in Attribute / Complement / part of Rheme prepositional phrase lacking) (LDP) 6||| A cat (deviant [indefinite for definite article Deictic] Actor / Subject / Theme) want eat (Process: M / part of Finite & part of Predicate / Rheme) a bird. (deviant [indefinite for definite article

Deictic] Goal / Complement / Rheme) (IC-bound morpheme indicative of third person singular present primary tense on temporal Finite / free morpheme indicative of perfectiveness before second element in verbal group complex Predicator / part of Rheme lacking) (LDP) 4/7|| A cat (deviant [indefinite for definite article Deictic] Actor / Subject / Theme) go (Process: M / part of Finite & Predicator / Rheme) to gaiola. (part of Circumstance-location:place / Adjunct / Rheme) (IC-bound morpheme indicative of third person singular present primary tense on temporal Finite / part of Rheme, definite article Deictic and L2 Thing constituent of Range in Circumstance-location:place / Adjunct / part of Rheme lacking) (LDP) 5/8|| A girl (deviant [indefinite for definite article Deictic] Senser / Subject / Theme) don't believe (Process: ML / deviant [unmarked third person present Finite-Subject concord for marked concord] temporal Finite & Predicator / Rheme) (projecting clause) (SDCC) 9|| in (inappropriate preposition) looking. (Process: ML / deviant ['ing' form for base form, lexical choice: 'look' for 'see'] Predicator / Rheme) (IC-Phenomenon / Complement / Theme, Senser / Subject / Rheme, bound morpheme indicative of third person singular present primary tense on temporal Finite / part of Rheme lacking) (projected clause) (LDP) 6/10|| She (Actor / Subject / Theme) pega (part of Process: M / part of Finite & part of Predicator / part of Rheme) a cat. (deviant [indefinite for definite article Deictic] Goal / Complement / Rheme) (IC-L2 Process: M / Finite & Predicator / part of Rheme lacking) (LDP) 7/11|| A bird (deviant [indefinite for definite article Deictic] Actor / Subject / Theme) went (Process: M / Finite & Predicator / Rheme) to tree. (part of Circumstance-location:place / Adjunct / Rheme) (IC-indefinite article Deictic constituent of Range nominal group in Circumstance-location:place / Adjunct / part of Rheme prepositional phrase lacking) (LDP) ||

**DBSPE01 has 11 ranking clauses, out of which 10 are incomplete (9 LDP and 1 SDCC). There are 7 clause complexes (2, 1, 3, 1, 2, 1, 1 ranking clauses respectively) and no down-ranked clauses. (57 words)**

DIALOG:

CSD1- Hi, (MC) 1/1|| my name's (R) T... (CC) 2|| What's (R) your name? (CC) |||  
 CSD2 - 2/3|| My name's (R) C... (CC) 3/4|| Nice [[ to meet you. (complete non-finite down-ranked clause) ]]  
 (EEC) (CC) |||  
 CSD1 - 4/5|| Nice [[ to meet you, too. (complete non-finite down-ranked clause) ]]  
 (EEC) (CC) 5/6|| How are (R) you? (CC) |||  
 CSD2 - 6/7|| I'm (R) fine. (CC) 8|| And (R) you? (AEC) (CC) |||  
 CSD1 - 7/9|| (R) So-so. (AEC) (CC) 8/10|| There's (E) a nice party tomorrow night. (CC) |||  
 CSD2 - Hum. (DM) 9/11|| What time? (VLC) (CC) |||  
 CSD1 - 10/12|| Seven o'clock. (EEC) (CC) |||  
 CSD2 - Yes. (MC)  
 CSD1 - Good bye. (MC)  
 CSD2 - Bye. (MC)  
 CSD1 - 11/13|| See (ML) you later. (CC) ||| Acabou...  
 CSD2 - 12/14|| What (Goal / Complement / Theme) are (temporal Finite / part of Rheme) you... (Actor / Subject / Rheme) (IC-Process: M / Predicator / part of Rheme, Circumstance-location:time / Adjunct / part of Rheme lacking) (LPP) « Não pera aí... » 15|| What are you going to do (M) in your weekend? (DCC) |||  
 CSD1 - 13/16|| I (Actor / Subject / Theme) 'm going to go (Process: M / Finite & Predicator / Rheme) mountains and beach (part of Circumstance-location:place / Adjunct / Rheme) (IC-minor Process – 'to' – and definite article Deictic constituents before each Thing constituent of Range nominal group complex in Circumstance-location:place / Adjunct / part of Rheme lacking) (LDP) 17|| and study... (M) (AEC) (CC) 18|| And (M) you? (AEC) (CC) |||  
 CSD2 - 14/19|| I (Carrier / Subject / Theme) 'm stay (Process: R / Finite & part of Predicator / Rheme) at home. (Attribute / Complement / Rheme) (IC-'going to' part of Predicator lacking) (LDP) |||

**DBD has 19 ranking clauses, out of which 3 are incomplete (2 LDP and 1 LPP). There are 14 clause complexes (2, 1, 1, 1, 1, 2, 1, 1, 1, 1, 2, 3, 1 ranking clauses respectively) and 2 down-ranked clauses. (72 words)**

DIALOG REPORT:

1/1|| We (Actor / Subject / Theme) are meet. (Process: M / deviant [inappropriate 'are', present for past primary tense] temporal Finite & Predicator / Rheme) (SDCC) 2/2|| She (Carrier / Subject / Theme) 's (Process: R / Finite & Predicator / Rheme) esy. (part of Attribute / Complement / Rheme) (IC-L2 Attribute / Complement / part of Rheme lacking) (LDP) 3/3|| Your name (deviant [second for third person singular

possessive Deictic – L1 transfer] Identified / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) C.... (Identifier / Complement / Rheme) (SDCC) 4/4|| She was (R) fine. (CC) 5/5|| She (Carrier / Subject / Theme) 's (Process: R / Finite & Predicator / Rheme) a tall and beautiful. (part of Attribute / Complement / Rheme) (IC-Thing constituent in Attribute / Complement / part of Rheme lacking) (LDP) 6/6|| I (Sayer / Subject / Theme) envit (Process: V / part of Finite & deviant [spelling] Predicator / Rheme) to pary (part of deviant [spelling] Circumstance-cause:purpose / Adjunct / Rheme) tomorrow night, (Circumstance-location:time / Adjunct / Rheme) (IC-bound morpheme indicative of regular past primary tense on temporal Finite / part of Rheme, Receiver / Complement / part of Rheme, indefinite article Deictic constituent of Range nominal group in Circumstance-cause:purpose / Adjunct / part of Rheme lacking) (LDP) 7|| She (Sayer / Subject / topical Theme) esk (Process: V / part of Finite & deviant [spelling] Predicator / Rheme) (IC-textual Theme, bound morpheme indicative of regular past primary tense on temporal Finite / part of Rheme lacking) (projecting clause) (LDP) 8|| what time. (Attribute / Complement / Theme) (IC-Carrier / Subject / part of Rheme, Process: R / Finite & Predicator / part of Rheme lacking) (LDP) 7/9|| She (Actor / Subject / Theme) going to go, (Process: M / Predicator / Rheme) (IC-present primary tense temporal Finite / part of Rheme lacking) (LDP) 10|| I (Sayer / Subject / topical Theme) esk (Process: V / part of Finite & deviant [spelling] Predicator / Rheme) about your weekend (deviant [second for third person singular possessive Deictic] Verbiage / Complement / Rheme) (IC-textual Theme, bound morpheme indicative of regular past primary tense on temporal Finite / part of Rheme lacking) (LDP) 11|| she (Carrier / Subject / topical Theme) 's state (Process: R / Finite & part of deviant [lexical choice: 'state' for 'stay'] Predicator / Rheme) home. (Attribute / Complement / Rheme) (IC-textual Theme, bound morpheme indicative of present secondary tense on Predicator / part of Rheme lacking) (LDP) 8/12|| She (Sayer / Subject / Theme) esk (Process: V / part of Finite & deviant [spelling] Predicator / Rheme) (IC-bound morpheme indicative of regular past primary tense on temporal Finite / part of Rheme lacking) (projecting clause) (LDP) 13|| How are (R) you? (projected clause) (CC) 9/14|| I (Sayer / Subject / Theme) respondi (part of Process: V / part of Finite & part of Predicator / part of Rheme) so so. (Verbiage / Complement / Rheme) (IC-L2 Process: V / Finite & Predicator / part of Rheme lacking) (LDP) 10/15|| She (Sayer / Subject / Theme) esk (Process: V / part of Finite & deviant [spelling] Predicator / Rheme) (IC-bound morpheme indicative of regular past primary tense on temporal Finite / part of Rheme lacking) (projecting clause) (LDP) 16|| what (deviant [lexical choice: 'what' for 'where'] Circumstance-location:place / Adjunct / Theme) 's going to go (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) my weekend (part of Circumstance-location:time / Adjunct / Rheme) (IC-Actor / Subject / part of Rheme, minor Process – 'on' – in Circumstance-location:time / Adjunct / part of Rheme prepositional phrase lacking) (projected clause) (LDP) 11/17|| I (Sayer / Subject / Theme) respondy (part of Process: V / part of Finite & part of Predicator / Rheme) (IC-L2 Process: V / Finite & Predicator / Rheme lacking) (projecting clause) (LDP) 18|| I (Actor / Subject / Theme) 'm going to go (Process: M / Finite & Predicator / Rheme) monthins and beat. (part of deviant [spellings: 'mountains' and 'beach'] Circumstance-location:place / Adjunct / Rheme) (IC-minor Process – 'to' – and definite article Deictic constituents before each Thing constituent of Range nominal group complex in Circumstance-location:place / Adjunct / part of Rheme lacking) (LDP) ||

**DBDR01 has 18 ranking clauses, out of which 16 are incomplete (14 LDP and 2 SDCC). There are 11 clause complexes (1, 1, 1, 1, 1, 3, 3, 2, 1, 2, 2 ranking clauses respectively) and no down-ranked clauses. (65 words)**

ORAL TEST:

T: So, how are you T...?

CSD1 - 1/1|| I'm (R) fine thanks. (CC) 2|| And (R) you? (AEC) (CC) |||

T: I'm Ok. A little tired, but I'm fine. Did you sleep well last night?

CSD1 - 2/3|| I (Actor / Subject / Theme) sleep. (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) (IC-Circumstance-manner:quality / Adjunct / part of Rheme, Circumstance-location:place / Adjunct / part of Rheme lacking) (LDP) |||

T: Uh-hum, OK. So let's start our oral test. I want you to tell me about your last weekend. How was it? What did you do?

CSD1 - 3/4|| I (Actor / Subject / Theme) 'm (deviant [present for past primary tense] temporal Finite / Rheme) (IC-Process: M / Predicator / part of Rheme / Goal / Complement / part of Rheme lacking) (LDP) 5|| last weekend (Circumstance-location:time / Adjunct / Theme) I (Actor / Subject / Rheme) 'm did... (Process: M / deviant [lexical choice: 'am' for 'did', present for past primary tense] temporal Finite & Predicator / Rheme) (IC-Goal / Complement / part of Rheme lacking) (LDP) 6|| I (Actor / Subject / Theme) 'm went (Process: M / deviant [lexical choice: 'am' for 'did', present for past primary tense] temporal Finite & Predicator / Rheme) to the beach... (Circumstance-location:place / Adjunct / Rheme)

(SDCC) 7 || I (Actor / Subject / Theme) 'm ...study (Process: M / part of deviant [lexical choice: 'am' for 'did', present for past primary tense] temporal Finite & Predicator / Rheme) (IC-bound morpheme indicative of regular past primary tense temporal Finite / part of Rheme lacking) (LDP) 8 || and... (textual theme) I (Actor / Subject / topical Theme) 'm drank... (Process: M / deviant [lexical choice: 'am' for 'did', present for past primary tense] temporal Finite / Rheme) (SDCC) 9 || I (Actor / Subject / Theme) 'm... ate... (Process: M / deviant [lexical choice: 'am' for 'did', present for past primary tense] temporal Finite / Rheme) (SDCC) 10 || and... (IC-naturally interrupted clause due to turn invasion by interlocutor) (LPP) |||

T: What did you eat? Do you remember?

CSD1 - 4/11 || eat... (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) (IC-Actor / Subject / Theme, Goal / Complement / part of Rheme) (LDP) 12 || I (Actor / Subject / Theme) 'm eat... << eh... (DM) >> (Process: M / deviant [lexical choice: 'am' for 'did', present for past primary tense] temporal Finite & Predicator / Rheme) pasta... refrigerante... fish... << eh... (DM) >> (part of Goal / Complement / Rheme) (IC-L2 Thing2 constituent in Goal / Complement / part of Rheme nominal group complex lacking) (LDP) 5/13 || How do you say (V) "bolo"? (CC) |||

T: Cake.

CSD1 - 6/14 || I (Actor / Subject / Theme) 'm (deviant [(R)] Process: M / deviant [present for past primary tense] temporal Finite & deviant [lexical choice: 'be' for 'eat'] Predicator / Rheme) cake. (Goal / Complement / Rheme) (SDCC) |||

T: Hu-hum, Ok. Do you have a favorite kind of food?

CSD1 - 7/15 || Repeat, (M) (CC) ||| please. (MC)

T: Do you have a favorite kind of food?

CSD1 - Uh...(DM) 8/16 || (R) Sandwich. (AEC) (CC) |||

T: Ok, thank you . Let me see...OK .Talita, so I have a problem, I have a health problem and I need you to give me some advice about this problem. OK? So, now I have a very bad headache. What can I do for my headache?

CSD1 - 9/17 || Aspirin. (EEC) (CC) |||

T: OK , Hu-hum. Do you have plans for this next weekend?

CSD1 - Uh, (DM) 10/18 || repeat. (M) (CC) |||

T: Hu-hum. Do you have plans for this next weekend?

CSD1 - 11/19 || Yes, (CC) 20 || I (Carrier / Subject / Theme) am. (deviant pro-form ['be' for 'do' – simplification: substitution for a first-taught form] temporal Finite / Rheme) (SDCC) |||

T: What are you going to do next weekend?

CSD1 - Ah! (DM) 12/21 || I (Actor / Subject / Theme) 'm going to do (Process: M / Finite & deviant [lexical element 'do' for 'go' – simplification by repetition of lexical verb in question] Predicator / Rheme) the beach. (Goal / Complement / Rheme) (SDCC) |||

T: Oh?? Thank you. Are you hungry now?

CSD1 - 13/22 || (R) More or less. (AEC) (CC) 23 || So-so. (CC) |||

T: Uh-hum, OK. Let me see... I want you to ask me about the things that I want. You ask me.

CSD1 - 14/24 || What do you want? (ML) (CC) 25 || No, what do you want? (ML) (CC) |||

T: I want a hamburger, I want a soda and I want French fries. And you? What do you want?

CSD1 - 15/26 || I want (ML) ice cream, (CC) 27 || I want (ML) chocolate, (CC) 28 || I (Sensor / Subject / topical Theme) want (Process: ML / Finite & Predicator / Rheme) water. (Phenomenon / Complement / Rheme) (IC-textual Theme lacking) (LDP) |||

T: O.K. very nice...I want you to ask about the price of this t-shirt...please.

CSD1 - 16/29 || What (Identified / Subject / Theme) 's (Process: R / Finite & Predicator / Rheme) the price... << eh... (DM) >> that t-shirt? (part of Identifier / Complement / Rheme) (IC-minor Process – 'of' – in Qualifier constituent of Identifier / Complement / part of Rheme prepositional phrase lacking) (LDP) |||

T: It's ten dollars. Do you want to buy it?

CSD1 - 17/30 || No, (CC) 31 || no... (CC) 18/32 || << uh... (DM) >> How do you say (V) "caro". (CC) |||

T: Expensive.

CSD1 - 19/33 || It's (R) expensive, (CC) 34 || it's (R) very expensive. (CC) |||

T: O.K. thank you. Look at this picture, please! What do you see?

CSD1 - 20/35 || Let me see... (ML) (CC) 36 || (ML) Childrens! (deviant [overgeneralization of plurality formation] Phenomenon / Complement / Rheme) (AEC) (SDCC) |||

T: Hu-hum! What is this child doing?

CSD1 - 21/37 || Green. (non-sense response) (LDP) 38 || É pra dizer a cor? (IC-L2 whole clause lacking) (LDP) |||

T: No, what is she doing? Is she sleeping?

CSD1 - 22/39|| No, (CC) 40|| she (Actor / Subject / Theme) 's... (temporal Finite / Rheme) (IC-Process: M / Predicator / part of Rheme, Goal / Complement / part of Rheme lacking) (LDP) 41|| she (Actor / Subject / Theme) 's riding / ri:ding / (Process: M / temporal Finite & Predicator / Rheme) (IC-Goal / Complement / part of Rheme lacking) (LDP) 42|| É uma coisa assim... (IC-L2 whole clause lacking) (LDP) |||

T: O.K. What about the little boy?

CSD1 - 23/43|| reading. (M) (AEC) (CC) |||

T: Hu-hum. O.K. What place is this?

CSD1 - 24/44|| Mountains. (EEC) (CC) |||

T: O. K. that's fine. Thank you.

**DBOT01 has 44 ranking clauses, out of which 21 are incomplete (13 LDP, 1 LPP, and 7 SDCC). There are 24 clause complexes (2, 1, 7, 2, 1, 1, 1, 1, 1, 2, 1, 2, 2, 3, 1, 2, 1, 2, 2, 2, 4, 1, 1 ranking clauses respectively) and no down-ranked clauses. (120 words)**

WRITTEN TEST COMPOSITION:

3. Now answer these questions about yourself and write a small paragraph. (8 scores)

What do you usually do at the weekend?

What do you usually wear at the weekend?

What did you do last weekend?

What are you going to do next weekend?

1/1|| At the weekend I usually go (M) to the beach cinema (CC) 2|| and play (M) football (AEC) (CC) 2/3|| I (Carrier / Subject / Theme) usually (modal Adjunct / Rheme) wear (Process: R / Finite & Predicator / Rheme) short an blouse and flip-flops (part of deviant [inappropriate indefinite article Deictic before Thing2 constituent] Attribute / Complement / Rheme) (IC-bound morpheme indicative of plurality on Thing1 constituent in Attribute / Complement / part of Rheme nominal group complex lacking) (LDP) 3/4|| I played (M) football in the beach (DCC) 5|| and studied (M) English. (AEC) (CC) 4/6|| I (Actor / Subject / Theme) going to go (Process: M / Predicator / Rheme) to the shopping center. (Circumstance-location:place / Adjunct / Rheme) (IC-temporal Finite – form of 'be' / part of Rheme lacking) (LDP) |||

**DBWTC01 has 6 ranking clauses, out of which 2 are incomplete (2 LDP). There are 4 clause complexes (2, 1, 2, 1 ranking clauses respectively) and no down-ranked clauses. (38 words)**

Subject CSD2

(female; 14 years old; first grade of Middle School; Class 7)

PERSONAL EXPERIENCE:

SPOKEN:

1/1|| my name is (R) C... (CC) 2|| and (textual Theme) my last vacation (Carrier / Subject / topical Theme) is (Process: R / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) very great... (Attribute / Complement / Rheme) << eh... (DM) >> (SDCC) 3|| I (Actor / Subject / Theme) 'm watching (Process: M / deviant [present for past primary tense] temporal Finite & deviant [no secondary tense – simplification through choice for present in present tense in place of past tense] Predicator / Rheme) tv... (Goal / Complement / Rheme) (SDCC) 4|| played (Process: M / deviant [lexical choice: 'am' for 'did', present for past primary tense] temporal Finite & Predicator / Rheme) video game... (Goal / Complement / Rheme) (AEC) (SDCC) 5|| played (Process: M / deviant [lexical choice: 'am' for 'did', present for past primary tense] temporal Finite & Predicator / Rheme) volleyball... (Goal / Complement / Rheme) (AEC) (SDCC) 6|| I (Actor / Subject / Theme) 'm swam... (Process: M / deviant [lexical choice: 'am' for 'did', present for past primary tense] temporal Finite & Predicator / Rheme) (SDCC) 7|| só... << hum... (DM) >> (EEC) (L2 whole clause lacking) (LDP) 8|| I (Senser / Subject / Theme) 'm listening (Process: ML / deviant [present for past primary tense] temporal Finite & part of deviant [no secondary tense – simplification through choice for present in present tense in place of past tense] Predicator / Rheme) music (Phenomenon / Complement / Rheme) (IC-particle 'to' as part of Predicator lacking) (LDP) |||

**DBSPE02 has 8 ranking clauses, out of which 7 are incomplete (2 LDP and 5 SDCC). There are 1 clause complex (8 ranking clauses respectively) and no down-ranked clauses. (27 words)**

WRITTEN:

1/1|| My name is (R) C.... (CC) 2/2|| My last vacation (Carrier / Subject / topical Theme) is (Process: R / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) very good. (Attribute / Complement / Rheme) (SDCC) 3/3|| I played (M) volleyball, (CC) 4|| I swan (M) in the beach, (DCC) 5|| I played (M) “video-game” (CC) 6|| and (textual Theme) listened (Process: ML / deviant temporal Finite & part of Predicator / Rheme) music. (Phenomenon / Complement / Rheme) (IC-particle ‘to’ as part of Predicator lacking) (AEC) (LDP) |||

**DBWPE02 has 6 ranking clauses, out of which 2 are incomplete (1 LDP and 1 SDCC). There are 3 clause complexes (1, 1, 4 ranking clauses respectively) and no down-ranked clauses. (24 words)**

PICTURE NARRATIVE:

SPOKEN:

1/1|| the girl (Actor / Subject / Theme) is (Process: M / Finite / Rheme) (IC-Predicator / part of Rheme, Circumstance-location:place / Adjunct / part of Rheme lacking) (SDCC) 2|| the ...the girl (Actor / Subject / Theme) read (Process: M / part of Predicator / Rheme) in the your bedroom... (deviant [inappropriate definite article, second for third person singular possessive Deictic constituent] Circumstance-location:place / Adjunct / Rheme) (IC-present primary tense temporal Finite / bound morpheme indicative of imperfectiveness – secondary present tense – on Predicator / part of Rheme lacking) (LDP) 3|| but (textual Theme) her cat (Actor / Subject / topical Theme) sleep (Process: M / part of Predicator / Rheme) in your bed... (deviant [second for third person singular possessive Deictic constituent] Circumstance-location:place / Adjunct / Rheme) << hum... (DM) >> (IC-present primary tense temporal Finite / bound morpheme indicative of imperfectiveness – secondary present tense – on Predicator / part of Rheme lacking) (LDP) 2/4|| girl... (part of Actor / Subject / Theme) (IC-definite article Deictic constituent in Actor / Subject / Theme nominal group, Process: M / Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme, Circumstance-location:place / Adjunct / part of Rheme lacking) (LDP) 5|| ela tira o gato do quarto... (IC-L2 whole clause lacking) (LDP) 6|| but (textual Theme) your cat (deviant [second for third person singular possessive Deictic constituent] Actor / Subject / topical Theme) sleep (Process: M / part of Predicator / Rheme) in the living room... (Circumstance-location:place / Adjunct / Rheme) (IC-present primary tense temporal Finite / bound morpheme indicative of imperfectiveness – secondary present tense – on Predicator / part of Rheme lacking) (LDP) 3/7|| cat... (part of Carrier / Subject / Theme) (IC-definite article Deictic constituent in Carrier / Subject / Theme nominal group, Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LPP) 8|| the cat is (R) very hungry... (CC) 9|| and (textual Theme) quer comer (part of Process: M / part of Finite & Predicator / part of Rheme) o pássaro... (part of Goal / Complement / Rheme) (IC-L2 Process: M / Finite & Predicator / part of Rheme, L2 Goal / Complement / part of Rheme lacking) (AEC) (LDP) 10|| but... (textual Theme) (IC-Carrier / Subject / topical Theme, Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme, Circumstance-location:place / Adjunct / part of Rheme lacking) (LDP) 11|| mas ele fica preso na janela... (IC-L2 whole clause lacking) (LDP) 12|| e o pássaro fica livre (IC-L2 whole clause lacking) (LDP) |||

**DBSPN02 has 12 ranking clauses, out of which 11 are incomplete (9 LDP, 1 LPP, and 1 SDCC). There are 3 clause complexes (3, 3, 6 ranking clauses respectively) and no down-ranked clauses. (57 words)**

WRITTEN:

1/1|| The girl (Actor / Subject / Theme) ride (Process: M / part of deviant [spelling: ‘ride’ for ‘read’] Predicator / Rheme) in the bedroom, (Circumstance-location:place / Adjunct / Rheme) (IC-present primary tense temporal Finite / bound morpheme indicative of imperfectiveness – secondary present tense – on Predicator / part of Rheme lacking) (LDP) 2|| your cot (deviant [second for third person singular possessive Deictic constituent, spelling of ‘cat’] Actor / Subject / topical Theme) sleep (Process: M / part of Predicator / Rheme) in the bad. (deviant [ spelling: ‘bad’ for ‘bed’] Circumstance-location:place / Adjunct / Rheme) (IC-textual Theme, present primary tense temporal Finite / bound morpheme indicative of imperfectiveness – secondary present tense – on Predicator / part of Rheme lacking) (LDP) 2/3|| The

girl (Actor / Subject / Theme) “tira (part of Process: M / part of Finite & part of Predicator / part of Rheme) o” cat (part of Goal / Complement / Rheme) “do quarto”, (part of Circumstance-location:place / part of Adjunct / part of Rheme) (IC-L2 Process: M / Finite & Predicator / part of Rheme, L2 Deictic constituent in Goal / Complement / part of Rheme nominal group, L2 Circumstance-location:place / Adjunct / part of Rheme lacking) (LDP) 4 || but (textual Theme) the cat (Actor / Subject / topical Theme) sleep (Process: M / part of Predicator / Rheme) in the living room. (Circumstance-location:place / Adjunct / Rheme) (IC-present primary tense temporal Finite / bound morpheme indicative of imperfectiveness – secondary present tense – on Predicator / part of Rheme lacking) (LDP) 3/5 || The cat is (R) very hungry. (CC) 6 || “e quer comer o pássaro (IC-L2 whole clause lacking) (LDP) 7 || que acaba livre, (IC-L2 whole clause lacking) (LDP) 8 || enquanto o gato fica preso na gaiola”. (IC-L2 whole clause lacking) (LDP) ||

**BWPN02 has 8 ranking clauses, out of which 7 are incomplete (7 LDP). There are 3 clause complexes (2, 2, 4 ranking clauses respectively) and no down-ranked clauses. (47 words)**

DIALOG:

CSD1 - Hi. (MC) 1/1 || my name's (R) T... (CC) 2 || What's (R) your name? (CC) ||  
 CSD2 - 2/3 || My name's (R) C... (CC) 3/4 || Nice [[ to meet you. (complete non-finite down-ranked clause) ]]  
 (EEC) (CC) ||  
 CSD1 - 4/5 || Nice [[ to meet you, too. (complete non-finite down-ranked clause) ]]  
 (EEC) (CC) 5/6 || How are (R) you? (CC) ||  
 CSD2 - 6/7 || I'm (R) fine. (CC) 8 || And (R) you? (AEC) (CC) ||  
 CSD1 - 7/9 || (R) So-so. (AEC) (CC) 8/10 || There's (E) a nice party tomorrow night. (CC) ||  
 CSD2 - Hum. (DM) 9/11 || What time? (VLC) (CC) ||  
 CSD1 - 10/12 || Seven o'clock. (EEC) (CC) ||  
 CSD2 - Yes. (MC)  
 CSD1 - Good bye. (MC)  
 CSD2 - Bye. (MC)  
 CSD1 - 11/13 || See (ML) you later. (CC) || Acabou...  
 CSD2 - 12/14 || What (Goal / Complement / Theme) are (temporal Finite / part of Rheme) you... (Actor / Subject / Rheme) (IC-Process: M / Predicator / part of Rheme, Circumstance-location:time / Adjunct / part of Rheme lacking) (LPP) « Não pera aí... » 15 || What are you going to do (M) in your weekend? (DCC) ||  
 CSD1 - 13/16 || I (Actor / Subject / Theme) 'm going to go (Process: M / Finite & Predicator / Rheme) mountains and beach (part of Circumstance-location:place / Adjunct / Rheme) (IC-minor Process – ‘to’ – and definite article Deictic constituents before each Thing constituent of Range nominal group complex in Circumstance-location:place / Adjunct / part of Rheme lacking) (LDP) 17 || and study... (M) (AEC) (CC) 18 || And (M) you? (AEC) (CC) ||  
 CSD2 - 14/19 || I (Carrier / Subject / Theme) 'm stay (Process: R / Finite & part of Predicator / Rheme) at home. (Attribute / Complement / Rheme) (IC-‘going to’ part of Predicator lacking) (LDP) ||

**BD has 19 ranking clauses, out of which 3 are incomplete (2 LDP and 1 LPP). There are 14 clause complexes (2, 1, 1, 1, 1, 2, 1, 1, 1, 1, 2, 3, 1 ranking clauses respectively) and 2 down-ranked clauses. (72 words)**

DIALOG REPORT:

1/1 || Introduction (part of Existent? / Complement / Rheme) (IC-Subject / Theme, Process: E? / Finite & Predicator / part of Rheme, Deictic constituent in Existent? / Complement / part of Rheme nominal group lacking) (LDP) 2 || ( we (Actor / Subject / topical Theme) meet; (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) (textual Theme lacking) (LDP) 3 || She (Sayer / Subject / Theme) invit (Process: V / part of Finite & deviant [spelling] Predicator / Rheme) me (Receiver / Complement / Rheme) a party; (part of Circumstance-cause:purpose / Adjunct / Rheme) (IC-bound morpheme indicative of regular past primary tense on temporal Finite / part of Rheme, minor Process – ‘to’ – in Circumstance-cause:purpose / Adjunct / part of Rheme lacking) (LDP) 4 || I (Sayer / Subject / Theme) ask (Process: V / part of Finite & Predicator / Rheme) about weekend her (deviant [‘Thing+possessive Deictic’ for ‘possessive Deictic+Thing’ word order – L1 transfer] Verbiage / Complement / Rheme) (IC-bound morpheme indicative of regular past primary tense on temporal Finite / part of Rheme lacking) (LDP) 5 || and (textual Theme) She (Sayer / Subject / topical Theme) ask (Process:



V / part of Finite & Predicator / Rheme) about my weekend ). (Verbiage / Complement / Rheme) (IC-bound morpheme indicative of regular past primary tense on temporal Finite / part of Rheme lacking) (LDP) 2/6|| She (Sayer / Subject / Theme) answer (Process: V / part of Finite & Predicator / Rheme) (IC-bound morpheme indicative of regular past primary tense on temporal Finite / part of Rheme lacking) (projecting clause) (LDP) 7|| “que (part of textual Theme) iria (part of Process: M / part of Finite & part of Predicator / part of Rheme) a moutains and beach”. (part of Circumstance-location:place / Adjunct / Rheme) (IC-L2 textual Theme, L2 Actor / Subject / topical Theme, L2 Process: M / Finite & Predicator / part of Rheme, L2 minor Process and definite article Deictic constituents before each Thing constituent of nominal group complex Range of Circumstance-location:place Adjunct / part of Rheme lacking) (projected clause) (LDP) 3/8|| I (Sayer / Subject / Theme) answer: (Process: V / part of Finite & Predicator / Rheme) (IC-bound morpheme indicative of regular past primary tense on temporal Finite / part of Rheme lacking) (projecting clause) (LDP) 9|| “Stay (Process: R / Predicator / Rheme) at home.” (Attribute / Complement / Rheme) (IC-Carrier / Subject / Theme, modal Finite / part of Rheme lacking) (LDP) ||

**BDR02 has 9 ranking clauses, out of which 9 are incomplete (9 LDP). There are 3 clause complexes (5, 2, 2 ranking clauses respectively) and no down-ranked clauses. (32 words)**

ORAL TEST:

T: OK, C... So, are you OK?  
 CSD2 - 1/1|| I'm (R) fine. (CC) |||  
 T: And how was your weekend?  
 CSD2 - 2/2|| (R) Great. (AEC) (CC) |||  
 T: What did you do?  
 CSD2 - 3/3|| I watched (M) TV (CC) 4|| and I slept. (M) (CC) |||  
 T: And what TV program did you watch?  
 CSD2 - 4/5|| (M) Cartoon. (AEC) (CC) |||  
 T: Cartoon? Is cartoon your favorite program?  
 S: 5/6|| Yes! (CC) |||  
 T: Yes? And Camila, what's your favorite food?  
 CSD2 - Uh,... (DM) [unintelligible]  
 T: And drink, do you have any preferences?  
 CSD2 - 6/7|| Soda. (AEC) (CC) |||  
 T: Soda. OK. Is there any food that you don't like?  
 CSD2&T.: [unintelligible answer and T adds an unintelligible remark both speaking English].  
 T: OK, and do you help your mother at home? [long pause, no verbal answer] ...Do you help your mother [speaking very slowly, still no answer]... when your mother is cleaning the house, do you help her or no?  
 CSD2 - 7/8|| Help? (EEC) (CC) |||  
 T: Help.  
 S: [babbles something, completely unintelligible]  
 T: Yes. Do you help your mother at home or no?  
 CSD2 - 8/9|| É. (IC-L2 whole clause lacking) (LDP) 10|| Sometimes. (M) (AEC) (CC) |||  
 T: Sometimes? Hu-hum! OK. Camila, how can you describe your clothes?  
 CSD2 - 9/11|| (R) Blouse, « eh... (DM) » blue pants, black [unintelligible] (AEC) (CC) |||  
 T: Hu-hum... And is black your favorite color?  
 CSD2 - 10/12|| Yes. (CC) |||  
 T: Yes? Is there any color that you don't like?  
 CSD2 - 11/13|| (ML) Blue. (AEC) (CC) |||  
 T: Blue? Hu-hum. Why? Any special reason?  
 CSD2 - [unintelligible answer; language – Portuguese or English – cannot be recognized either]  
 T: Very shocking. Hu-hum. OK. What are your plans for next week?  
 CSD2 - 12/14|| I'm going (M) to the beach. (CC) |||  
 T: Next week!  
 CSD2 - 13/15|| I'm going to [unintelligible]... the beach, (UNANALYZABLE) 16|| [unintelligible] play volley. (UNANALYZABLE) |||  
 T: Hu-hum! Only?  
 CSD2 - 14/17|| Yes. (CC) |||  
 T: And... Are you on vacation?  
 CSD2 - 15/18|| Yes. (CC) |||

T: Yes? And during your vacation, what kinds of clothes that you like to wear?

CSD2 - 16/19||| (R) T-shirt, shirt... flip flops. (AEC) (CC) |||

T: Hu-hum... OK. Camila, suppose I have a serious problem, I have a terrible backache. What's your suggestion to my problem?

CSD2 - 17/20||| Cume é? (IC-L2 whole clause lacking) (LDP) 21 || Go to sleep (M) (CC) |||

T: More sleep? [ long pause ]

CSD2 - [unintelligible remark in Portuguese]

T: What do you say... [unintelligible]... a good suggestion and is there anything that I cannot do? [no verbal answer]

T: Uh,... Camila, what are you gonna do tonight?

CSD2 - 18/22||| Uh?? (EEC) (CC) |||

T: What are you going to do tonight ?

CSD2 - 19/23||| Stay (R) at home. (AEC) (CC) |||

T: You're gonna stay at home? And... let's go to Iguatemi.

CSD2 - Uh... (DM) 20/24||| what time? (EEC) (CC) |||

T: What time? Eight o'clock p.m.

CSD2 - Yes. (MC)

T: OK? And where can we meet?

CSD2 - 21/25||| pizza? (part of Circumstance-location:place / Adjunct / Rheme) (IC-minor Process + [definite article Deictic and Thing] of Range in Circumstance-location:place / Adjunct / part of Rheme prepositional phrase lacking) (LDP) |||

T: Hu-hum, OK. So, see you there.

CSD2 - Bye. (MC)

T: Bye,bye. OK, Camila. That's OK.

**DBOT02 has 25 ranking clauses, out of which 3 are incomplete (3 LDP and 2 UNANALYZABLE). There are 21 clause complexes (1, 1, 2, 1, 1, 1, 2, 1, 1, 1, 2, 1, 1, 2, 1, 1, 1, 1 ranking clauses respectively) and no down-ranked clauses. (62 words)**

WRITTEN TEST COMPOSITION:

3. Now answer these questions about yourself and write a small paragraph. (8 scores)

What do you usually do at the weekend?

What do you usually wear at the weekend?

What did you do last weekend?

What are you going to do next weekend?

1/1||| At the weekend (Circumstance-location:time / Adjunct / Theme) I (Actor / Subject / Rheme) usually (modal Adjunct / Rheme) go (Process: M / Finite & Predicator / Rheme) to cinema, (part of Circumstance-location:place / Adjunct / Rheme) (IC-definite article Deictic constituent of Range in Circumstance-location:place / Adjunct / part of Rheme prepositional phrase lacking) (LDP) 2 || play (M) volleyball (AEC) (CC) 3 || and watch (ML) TV. (CC) 2/4 ||| At the weekend (Circumstance-location:place / Adjunct / Theme) I (Carrier / Subject / Rheme) usually (modal Adjunct / Rheme) wear (Process: R / Finite & Predicator / Rheme) t-shirt, tennis, flip flops, blouse and jeans. (part of Attribute / Complement / Rheme) (IC-indefinite article Deictic before Thing1 and Thing4 and second element of noun-compound Thing2 – L1 transfer – in Attribute / Complement / part of Rheme nominal group complex lacking) (LDP) 3/5||| Last weekend I played (M) volleyball, (CC) 6 || watched (ML) TV (CC) 7 || and studied. (M) (CC) 4/8||| Next weekend I am going to go (M) to the beach, (CC) 9 || I (Actor / Subject / Theme) 'm going to play (Process: M / Finite & Predicator / Rheme) volley (part of Goal / Complement / Rheme) (IC-second element of noun-compound Thing constituent in Goal / Complement / part of Rheme nominal group lacking) (LDP) 10 || and (textual Theme) I (Senser / Subject / topical Theme) 'm going to go listen to (Process: ML / Finite & part of Predicator / Rheme) music. (Phenomenon / Complement / Rheme) (IC-free morpheme indicative of perfective aspect of the verb 'listen' in Predicator verbal group complex / part of Rheme lacking) (LDP) |||

**DBWTC02 has 10 ranking clauses, out of which 4 are incomplete (4 LDP). There are 4 clause complexes (3, 1, 3, 3 ranking clauses respectively) and no down-ranked clauses. (58 words)**

## E.5.1.2 Group data (Class 3)

SPOKEN (CLASS RECORDING):

T: Good afternoon, everybody!

SS: Good afternoon, (MC) teacher! (MC) [ yelling ]

T: OK. Let's see who are present today, OK? So, Ana Carolina.

S: 1/1||| Present. (EEC) (CC) |||

T: C...

S: 2/2||| Present (EEC) (CC) |||.

T: D...

SS: 3/3||| is (R) absent. (CC) |||

T: F... A...

S: 4/4||| Present. (EEC) (CC) |||

T: F... R...

S: 5/5||| I'm (R) here. (CC) |||

S: J...

S: 6/6||| Present. (EEC) (CC) |||

T: L...

S: 7/7||| Present. (EEC) (CC) |||

T: M... P... absent. M...

S: 8/8||| Present. (EEC) (CC) |||

T: M...

S: 9/9||| Present. (EEC) (CC) |||

T: O...

S: 10/10||| Present. (EEC) (CC) |||

T: R... absent R...

S: 11/11||| Present. (EEC) (CC) |||

T: V...

S: 12/12||| Present. (EEC) (CC) |||

T: OK. We are going to start our class with the general Review. General Review, the exercise, OK I gave you last class, all right ?

SS: 13/13||| All right. (EEC) (CC) |||

T: OK, please take it. [ long pause ]...Let me see if I have one here, because I don't think I have...OK. I found here. OK. So, we corrected the first page,yes? Last class? Let's see where we are now. Now. What was the page here ? We corrected this, this... we finished, no?

S: 14/14||| No! (CC) |||

T: No, OK. So, we're going to start. Yes?

S: 15/15||| Yes. (CC) |||

T: The correction OK. So, did you do class, everybody ?

S: 16/16||| Yes. (CC) |||

T: Yes, I did or no, I didn't?

S: 17/17||| Yes, I did. (M) (CC) |||

T: Yes, I did.

S: 18/18||| Yes, I did. (M) (CC) |||

T: OK. So, for example here. The first dialogue, OK? I'd like some volunteers, OK? For the first dialogue, OK? To do this, OK? I have here Marza, who else?

S: 19/19||| I (Carrier / Subject / Theme) 'm. (Process: R / Finite &amp; Predicator / Rheme) (IC-Attribute / Complement / part of Rheme lacking) (LDP) |||

T: OK, Viviane. All right, come on!

[ reading the dialogue ]

S: hello?

S: hi anne it's mark

S: Oh, hi Mark. How are you ?

S: I'm fine. How about you?

S: OK, just a bit tired.

S: Oh, why? Where were you last weekend ?

S: On Saturday, I'm went to a friend's beaches house and a night I went to go to party. Sunday I studied /stAdi'ed/ in the morning and in the afternoon I visited /'vIzIted/ some friends.

S: Wow! You had a really busy weekend ! That's why you are tired.

S: What about you ? Did you go to the beach ?  
 S: No, I didn't. I slept /sli:pt/ the whole weekend !  
 S: Lazybones!  
 S: Look, Anne. What are you gonna do tomorrow night ?  
 S: Tomorrow night ? Well / wi:l /, I'm going to go to birthday party.  
 S: Another party! And on Wedn...Wednesday night ?  
 S: Wednesday nig... Wednesday ? I don't know. Why?  
 S: There's a good film at the cinema. It's the new Mel Gibson one.  
 S: Great! Can you go to the cinema on Tuesday night ?  
 S: Tuesday ? No, I can't. I gonna do the cinema on Friday night.  
 S: ok friday /fri:deI/ night is fine for me  
 S: great! I'll pick up you at eight o'clock!  
 S: All right, see you then / den /. Bye.  
 S: Bye.  
 T: OK class. There were some mistakes OK, about pronunciation, and some mistakes here in the exercise. For example, here...let's repeat everybody. Hello!  
 SS: Hello.  
 T: Hi, Anne. It's Mark.  
 SS: Hi, Anne. It's Mark.  
 T: Oh, hi Mark. How are you doing?  
 SS: Oh, hi Mark. How are you doing ?  
 T: It's also possible ? How are you yes ? OK? I'm fine. How about you?  
 SS: I'm fine. How about?  
 T: O.K. just a bit tired.  
 SS: O.K. just a bit tired.  
 T: Oh, why ?  
 SS: Oh, why?  
 T: What did you do last weekend?  
 SS: What did you do last weekend?  
 T: So, is the right question , OK? What did you do? Yes? What did you do last weekend? O.K? Because I'm going to talk about past tense. Did /deld/ yes? did /dId/ it refers to a past tense a past period yes? would you like me to write on the board? yes? is necessary? is it necessary? [No verbal answer] ok so let me write what...did...you...last...weekend? ok so on saturday I went to a friend's beach house and at night I went to a party on sunday I studied in the morning and in the afternoon I visited some friends [long pause] do you understand this part class? do you still have any question?  
 S: 20/20||| no (CC) |||  
 S: 21/21||| no (CC) |||  
 T: no? no questions?  
 S: 22/22||| no (CC) |||  
 S: 23/23||| no (CC) 24 || no questions (EEC) (CC) |||  
 T: OK. So, let's continue here. Let's repeat. On Saturday I went to a friend's beach house. Come on!  
 SS: On Saturday I went to a friend's beach house.  
 T: And at night.  
 SS: And at night.  
 T: I went to a party.  
 SS: I went to a party.  
 T: On Sunday.  
 SS: On Sunday.  
 T: I studied in the morning.  
 SS: I studied in the morning.  
 T: And in the afternoon.  
 SS: And in the afternoon.  
 T: I visited some friends.  
 SS: I visited some friends.  
 T: Wow, you had a really busy weekend!  
 SS: Wow, you had a really busy weekend !  
 T: That's why you are tired.  
 SS: That's why you are tired.  
 T: What about you?  
 SS: What about you?

T: Did you go to the beach ?  
SS: Did you go to the beach?  
T: No, I didn't.  
SS: No, I didn't.  
T: I slept.  
SS: I slept.  
T: The whole weekend.  
SS: The whole weekend.  
T: Do you understand class, the past tense of sleep is slept, is written, on the board, over there. Pay attention! Yes?  
SS: Aah! (MC) [ voices fading away, if they were not really enjoying much the teacher's explanation]  
T: I slept the whole weekend! What does that mean? On Saturday and on Sunday. OK? She or he slept. Lazybones! Come on!  
T: Do you understand lazybones?  
S: 24/25||| no (CC) |||  
T: You are lazy. You don't like. You don't like to go out, you just to sleep, to sit on the sofa, watch TV. It's a lazy person. Yes?  
S: 25/26||| yes (CC) |||  
S: 26/27||| yes (CC) |||  
T: do you understand?  
S: 27/28||| yes (CC) |||  
T: ok come on! look anne!  
SS: Look Anne.  
T: Where are you going to go tomorrow night ?  
SS: Where are you going to go tomorrow night ? [Not all students follow the same pace]  
T: Where are you going to go [ slowly and writing on the board ]  
S: [ unintelligible question to the teacher ]  
S: To go.  
S: professor (MC)  
T: OK. Just a minute ! To go tomorrow night [ slowly and writing on the board ] pay attention here on the board! Why "going to go"? Because I'm talking about future? Where are you going to go? what's the question now, please?  
S: 28/29||| (R) letter b (AEC) (CC) |||  
T: letter b...aah! [understanding S's question] ok here... is left...would you like ...would you like again here?  
S: 29/30||| no (CC) |||  
T: ok [long pause]...is that ok now?  
[no verbal answer]  
T: all right? ok so...let's continue here tomorrow night repeat tomorrow night  
SS: tomorrow night  
T: well I'm going to go to a birthday party.  
SS: well I'm going to go to a birthday party [only a few of them repeat now]  
T: another party?  
SS: another party?  
T: where are you going to go on wednesday night?  
SS: where are you going to go on wednesday night?  
T: Oh, the same question here! You just change the periods of time here! Where are you going to go? Yes? On Wednesday night? So, Wednesday ...[waiting for an answer] ...repeat wednesday!  
SS: wednesday...  
T: I don't know why?  
SS: I don't know. Why? [ SS sound bored ]  
T: There's a good film at the cinema. Come on !  
SS: There's a good film at the cinema.  
T: It's the new Mel Gibson one.  
SS: It's the new Mel Gibson one.  
T: Great! Let's go on Thursday night!  
SS: Great! Let's go on Thursday night. [ SS sound bored ]  
T: OK class! This is not a question. Yes? It's an expression, "let's go" for invitation, yes? Let's go Thursday night!  
S: Thurs...

T: Thursday? [ T interrupts S ] Come on!!  
SS: Thursday?  
T: No, I can't.  
SS: No, I can't.  
T: Let's go on Friday Night.  
SS: Let's go on Friday Night.  
T: OK. Because here is affirmative sentence. So, I cannot use "Do you want?" Yes? I cannot use this kind of question because this one is affirmative. Come on! OK, Friday night is fine for me.  
SS: OK. Friday night is fine for me.  
T: great!  
SS: great!  
T: I'll pick you up at eight o'clock.  
SS: I'll pick you up at eight o'clock.  
T: all right  
SS: all right  
T: see you then  
SS: see you then  
T: bye  
SS: bye  
T: do you understand class, all the...all the conversation?  
SS: 30/31||| yes (CC) |||  
T: Let's see if you have any question come on, if you have any question... [ now, makes a pause ].  
S: 31/32||| no (CC) ||| teacher (MC)  
S: 32/33||| no (CC) |||  
T: No more questions?...Are you sure?  
S: 33/34||| no questions (EEC) (CC) |||  
T: yes? no questions? ok very good!! [proud of himself]  
[unintelligible, phrase and speaker]  
S: 34/35||| repeat (M) the last sentence (CC) |||  
T: The same one here. Let's go. Let's go. Yes? It's an invitations. Informal way to make an invitation, to invite someone, remember? Let's s go to the beach.  
S: [ S tries to say something, T interrupts S ]  
T: Let's go to a club. Let's go to praia de Iracema, for example, yes?  
S: 35/36||| yes (CC) |||  
T: OK. Come on. Letter B. I'd like two different volunteers...to try this dialogue. OK? So, it's Friday and Mark and Anne are leaving the cinema after, watching...OK...uh...Felipe, would you like to try? Felipe Anderson, please, OK? You will be....you will be....uh...Mark, yes?  
S: [S babbles something., unintelligible]  
T: And someone to be Anne, someone to be Anne? Come on... [ snapping his fingers ] could be you L...?  
S: 36/37||| I (Identified / Subject / Theme) (IC-Process: R / modal Finite / part of Rheme lacking) (LDP) |||  
T: me [correcting S] ok  
S: 37/38||| anne (R) (AEC) (CC) 39 ||| anne (R) (AEC) (CC) |||  
T: Yes, Jarlene could be Anne. OK? Come on, let's go ahead!  
[Reading the exercise]  
S: That was a fantastic film!  
S: Yes, it was. I love adventure films.  
S: Hey, look, there's a McDonalds. Are you hungry?  
S: Yes. I'm very hungry.  
S: Let's have some...something?  
T: Something.  
S: Eat the /ten/. I'll /i:l/ pay.  
S: OK.  
S: What do you want?  
S: I want a cheeseburge...  
T: Cheeseburger.  
S: cheeseburger and fries /fri:s/ please  
S: are you thirsty?  
S: yes I'm thirsty too I want a diet coke please  
S: Do you want a diet coke?

S: Yes, I do.  
 S: I like coke but I don't like diet coke. It's horrible! [mispronouncing horrible / ˈhɪ :bəl /]  
 S: Do you want a guaraná?  
 S: Do you want a guaraná? [another S asks]  
 S: Guaraná? What's that?  
 S: It's a fizzy drink they drink in Brazil. I...[waiting for help]  
 T: tried  
 S: Tried some last Sunday at party...went to.  
 S: Was it nice?  
 S: Yes. I like it.  
 S: OK...well, I'm hungry...let's order.  
 S: OK.  
 T: OK. Let's stop for a moment. There were some mistakes about pronunciation again. Let's have to practice much more pronunciation. OK? For the oral test. OK? I'm going to repeat please. OK? Repeat after me, OK? To get better in your pronunciation...Let's try now, come on!  
 T: Uh... that was a fantastic film! Come on!  
 SS: That was a fantastic film!  
 T: Yes, it was.  
 SS: Yes, it was.  
 T: I love adventure films.  
 SS: I love adventure films.  
 T: Hey, look, there is a McDonalds.  
 SS: Hey, look, there is a McDonalds.  
 T: Are you hungry?  
 SS: Are you hungry?  
 T: Yes, I'm very hungry.  
 S: Yes, I'm very hungry.  
 T: Let's have something to eat, then!  
 SS: Let's have something to eat, then!  
 T: I'll pay!  
 SS: I'll pay!  
 T: OK.  
 S: OK.  
 T: So, what do you want?  
 SS: What do you want?  
 T: A want a cheeseburger and fries, please.  
 S: I want a cheeseburger and fries, please.  
 T: Are you thirsty?  
 SS: Are you thirsty?  
 T: Yes, I'm thirsty, too.  
 SS: Yes, I'm thirsty, too.  
 T: I want a diet coke, please.  
 SS: I want a diet coke, please.  
 T: Do you want a diet coke?  
 SS: Do you want a diet coke?  
 T: Yes, I do.  
 SS: Yes, I do.  
 T: I like coke but I don't like diet coke.  
 SS: I like coke but I don't like diet coke.  
 T: It's horrible!  
 SS: It's horrible!  
 T: Do you want Guaraná?  
 SS: Do you want Guaraná?  
 T: Guaraná? What's that?  
 SS: Guaraná? What's that?  
 T: It's a fizzy drink they drink in Brazil.  
 SS: It's a fizzy drink they drink in Brazil.  
 T: I tried some last Saturday at a party I went to.  
 SS: I tried some last Saturday at a party I went to.  
 T: I went to...don't forget to put OK? The pronoun "I", I went to.

S: I... [ T doesn't let S speak, interrupting her ]  
T: So, is it nice?  
SS: Is it nice?  
T: Yes, I like it.  
SS: Yes, I like it.  
T: OK, well, I'm hungry...let's order.  
SS: OK, well, I'm hungry...let's order.  
T: Do you understand this class? Do you understand now? OK, Felipe...Rolim , Do you still have any question? Come on! What's your question?  
S: 38/40|| I'm thirsty? (EEC) (CC) |||  
T: ok the same "thank you"  
S: thank you  
T: The same "thank you" pronunciation...all right? Thirsty...repeat thirsty [ yelling and then snapping his fingers ]  
SS: Thirsty.  
T: Thirsty. OK. Come on.  
S: teacher (MC) 39/41|| how (Circumstance-manner:quality / Adjunct / Theme) do (temporal Finite / Rheme) you... (Sayer / Subject / Rheme) (IC-Process: V / Predicator / part of Rheme) (EEC) (LPP) 42 || how do I pronounce (V)? (EEC) (CC) ||| [S apparently shows something to T]  
T: something?  
S: something?  
T: ok what's the meaning of something? [ unintelligible ].  
S: 40/43|| yes (CC) |||  
T: means "alguma coisa"... [long pause]... do you still have any other question? No more question? OK. In the next dialogue...Yes? The next dialogue is between the attendant or the waiter, remember the professions? Waiter, waitress? Yes? OK, between the waiter and Mark. Yes?... Would you like some time to do it?...yes? Did you do at home? Ok, very! And you?  
[No verbal answer]  
T: OK. Let me check if [unintelligible, T seems to be checking S's homework]...you didn't?! Come on, [unintelligible name], you have to study!...Come on, you tried, good! You did very good!...Cristiane...Oh, dear! You didn't do the exercise! Come on! Let's go ahead! Two volunteers to practice now! We have the...Leticia, yes? Cristiane? Can be? All right? OK...[ unintelligible ]...You'll be famous, you'll drink water.  
SS: [SS laugh at T's remark]  
T: Yes? OK. Come on!...Let's try now [snapping his fingers]  
SS: [Some SS laugh at what has happened ] Reading the dialogue.  
S: Can I help you, Sir?  
S: Yes, my friend wants a cheeseburger, fries and a diet coke.  
S: And you, Sir?  
S: I want a Macfish, large fries and a coke.  
S: Do you want a diet coke, too?  
S: No, thanks. Normal coke, please.  
S: Anything else?  
S: No, that's all. How much?  
S: That's ten dollars and fifty-five cents, please.  
S: here /here/  
S: thank you your /jɔ/ food will be right here  
S: thanks  
T: ok two mistakes about pronunciation, yes? OK, but was very good, OK? So, let's try now...uh...everybody, Can I help you sir?  
SS: Can I help you , Sir?  
T: Yes, my friend wants a cheeseburger, fries and a diet coke.  
SS: Yes, my friend wants a cheeseburger, fries and a diet coke.  
T: And what do you want, Sir?  
SS: And what do you want, Sir? [SS sound bored]  
T: And what do you want, Sir? Come on!! You can do better!! [sounding a bit sharp], come on!  
SS: And what do you want, Sir?  
T: What do you want, class? Do you remember...this question?  
SS: And what do you want, Sir? [two or three SS speak now]  
T: Ok. Let me write on the board.



S: What...[T interrupts S]  
 T: What do you want?  
 S: Want  
 T: OK?... We have seen this, OK? In the... can do list remember? What do you want? What do you need? OK?  
 S: 41/44||| yes! (CC) |||  
 T: So, what do you want, sir?... [long pause]  
 S: want want want  
 T: Let's continue here. I want a Macfish...Come on!  
 SS: I want a Mcfish.  
 T: Large fries and a coke.  
 SS: Large fries and a coke.  
 T: Do you want a diet coke, too?  
 SS: Do you want a diet coke, too?  
 End of Side A.

T: [unintelligible] OK? To the middle of the class because your voice ...are very...it seems be very distant, OK, in the recording. So... [T seems to explain why he's choosing a certain position to put the recorder... long pause...same SS are laughing ] let me [unintelligible] what's the question here? Let me read this, ó, [ Portuguese ] first of all, in the first paragraph class, all the sentences are going to be in the...simple present...  
 S: 42/45||| (R) simple present (AEC) (CC) |||  
 T: The second ones?...The last vacation, last I'm talking about past tense, what did she do?...she went to Natal, she visited relatives and she went scuba diving...and in the future? We use going to. She's going to spend two weeks at a friend's beach house, she's going to go climbing...  
 S: [S tries to say something. – T doesn't bother and keeps talking unintelligibly].  
 T: You have just to exp...to use this expression, class, going to how to use with she? You know that after the pronounce I have to use to be verb, yes? So, she is...going to...and then you complete the sentence with the verb you have there.  
 S: [S tries to say something – T doesn't bother and keeps talking unintelligibly].  
 T: OK? Do you understand now? Olimpia, OK?...In the present, come on! Put the sentences in the present, in the past, come on!!  
 S: Teacher, (MC) teacher. (MC)  
 S: OK. (MC)  
 T: [unintelligible] here...Ok, she...plays tennis, goes swimming, visits friends and she usually travels; very good... During the holiday she wears T-shirts and shorts and flip flops, Okaaaayyy!! Last vacation she went to Natal, and visited relatives. She went scuba-diving, Okaaaayyy!!...Christmas vacation she's going to spend two weeks at a friend's beach house and she's going to go climbing. That's perfect!!OK?...that's perfect! Come on [claps his hands once] ...Do it fast Felipe! Come on! ...she goes to the beach...she plays tennis, come on, complete!...  
 S: Teacher... (MC) [T doesn't seem to bother after S calls him].  
 T: In the present you have just to [unintelligible] to the verb with "S", "ES"or "ES", don't you remember this?...OK. Come on, do it!  
 S: 43/46||| assim? (AEC) (IC-part of clause produced by student [Circumstance / Adjunct / part of Rheme] lacking in L2) (LDP) |||  
 T: Hu-hum...And she's going to go climbing ...OK? You have to repeat, she's going to go climbing. Any question here? Would you like some help with [unintelligible].  
 S: [unintelligible]  
 T: Ó, [ Portuguese ] here, she...played or plays?  
 S: 44/47||| plays (EEC) (CC) ||| [unintelligible remark].  
 T: It's because third person, he, she, it...OK? He, she, it I'm talking about [unintelligible].  
 S: 45/48||| how do I say... (V)? (IC-naturally unfinished clause due to turn invasion by interlocutor) (LPP) ||| [long pause]  
 T: Look at the information, information about Anne, is a woman and write a paragraph about her, for example, in her school vacation Anne usually goes to the beach, because it's present, yes? Goes. [unintelligible] and here, plays, plays...  
 SS: [unintelligible chat in Portuguese among themselves, concomitant with T's explanations].  
 T: Yes? Plays, plays tennis...she...goes swimming and visits...friends...  
 S: [unintelligible, concomitant with T's last line]  
 T: and she travels...

SS: [unintelligible chat in Portuguese among themselves]  
T: Yes? Understand?...Because in the third person in the ...present. Yes? It's the third person in the present. Come on!  
SS: [unintelligible chat in Portuguese among themselves]  
S: teacher... (MC)  
S: teacher... (MC)  
T: yes?  
S: [unintelligible request to T, unknown language- Portuguese or English- cannot be recognized either]  
T: As soon as I correct this [unintelligible – SS start speaking concomitant with T].  
S: [SS are doing the exercise and talking about it, unknown language, unintelligible].  
S: teacher (MC) 46/49||| come (M) here (CC) ||| please! (MC) [unintelligible]  
T: OK. [unintelligible], that's gorgeous! Come on!... What's your question Jarlene?  
S: eh (DM) 47/50||| how do I say (V) [no question intonation]  
T: How do I say "what"?  
S: "montanha" in english (CC) |||  
T: Ahh, OK. How do I say "montanha"? You say mountains.  
S: 48/51||| mountains (EEC) (CC) 52 ||| << please (MC) >> write (M) (CC) |||  
T: Let me write here on the board [concomitant with S's last line], yes!  
S: 49/53||| thank (V) you (EEC) (CC) |||  
T: ok?  
S: 50/54||| thank (V) you (CC) |||  
T: Are you going to go to the mountains?  
[No verbal answer]  
T: Are you going to go to the mountain SS?  
S: 51/55||| no (CC) |||  
T: Ah, Carol goes...yes!...Carol in fact, is going to go...tudo bom?...[unintelligible], she plays tennis, what else? She goes swimming...  
S: [unintelligible].  
T: Yes, all of the them, yes, it's the flexion of the third person class.  
S: Teacher. (MC)  
T: Simple Present! You have the flexion of the verbs.  
S: [unintelligible].  
T: Eeehh! In the third person. Ok.  
S: [unintelligible].  
T: She is going... she is...  
SS: [unintelligible chat in Portuguese among themselves]  
T: [unintelligible], over there! She is going.  
S: She is going to spend [helps reading half of the statement along with T].  
T: She's going to spend two weeks in...a friend's house, yes? She's going to [S interrupts T: [unintelligible].  
S: No, [unintelligible chat between S and T; S speaking in Portuguese and T trying to speak in English].  
[Another S]  
S: 52/56||| [[ she visits (M)? (exophorically elliptical complete down-ranked clause) ]] (Identifier / Complement / Rheme) (EEC) (CC) |||  
T: uh?  
S: 53/57||| [[ she visits (M)? (exophorically elliptical complete down-ranked clause) ]] (Identifier / Complement / Rheme) (EEC) (CC) |||  
T: she visits yes! she visits  
S: [Another S interrupts T] 54/58||| [[ in the christmas vacation she's going to spend (R) (exophorically elliptical complete down-ranked clause) ]] (Identifier / Complement / Rheme) (EEC) (CC) 59 ||| yes (deviant ['yes?' for tag ending] simplified clause) (SDCC) << teacher? (MC) >> [T doesn't bother and continues his explanations to the other SS, concomitant with the interrupting S]. 60 ||| she visits (M) what? (CC)  
S: 61 ||| yes (VLC) (CC) ||| teacher? (MC) [not giving up her question].  
S: 55/62 ||| friends (AEC) (CC) |||  
T: friends so she visits friends...she plays tennis, she goes swimming...she...  
S: 56/63||| (R) beautiful (EEC) (CC) ||| teacher... (MC) [S tries flattering, as she hasn't been successful in making T answer her].  
T: visits friends

S: 57/64|| [[ she's going to spend? (R) (exophorically elliptical complete down-ranked clause) ]] (Identifier / Complement / Rheme) (EEC) (CC) |||

T: yeeessss! [Answering one of SS – not clear which one]...after 'going to', I have to use the main verb, the principal verb yes?

SS: [unintelligible chat in Portuguese among themselves].

T: ok what's the question here?

SS: [unintelligible chat in Portuguese among themselves, then T joins them, still unintelligible]

S: teacher (MC) 58/65|| write (Process: M / Predicator / Rheme) (IC-Goal / Complement / part of Rheme lacking) (LDP) 66|| write (Process: M / Predicator / Rheme) (IC-Goal / Complement / part of Rheme lacking) (LDP) [giggling]

T: do you want [unintelligible]?

S: 67|| write (Process: M / Predicator / Rheme) (IC-Goal / Complement / part of Rheme lacking) (LDP) 68|| write (Process: M / Predicator / Rheme) (IC-Goal / Complement / part of Rheme lacking) (LDP) << teacher! (MC) teacher (MC) >> 69|| write (Process: M / Predicator / Rheme) (IC-Goal / Complement / part of Rheme lacking) (LDP) |||

T: How's the weather?

S: [to a classmate] 59/70|| (E) no "R" (EEC) (CC) |||

T: How was the weather ?

S: [S trying to spell something. to a classmate].

T: SS [unintelligible chat among SS and T; SS speaking in Portuguese, T trying to speak in English in a very confusing way]

T: mountains [T mispronounces 'mountains']...

SS: [unintelligible chat in English among SS while doing the exercises].

T: Yes, right, it's perfect! [T mispronounces "perfect", stressing wrong syllable, as if it were the verb /pɔ'r'fekt/].

S: 60/71|| Yes? (VLC) (CC) |||

SS: [Some SS keep chatting among themselves, unintelligible chat language – Portuguese or English – cannot be recognized either]

S: Teacher, (MC) 61/72|| let's (Actor / Subject / Theme) go (Process: M / Predicator / Rheme) o que? (part of Circumstance / Adjunct / Rheme) (IC-L2 Circumstance / Adjunct / part of Rheme lacking) (LDP) 73|| she... (IC-naturally unfinished clause due to turn invasion by interlocutors) (LPP) |||

SS: [unintelligible chat among some SS, in Portuguese]

T: She went...

S: 62/74|| [[ she went (M) to Natal? (complete down-ranked clause) ]] (Identifier / Complement / Rheme) (EEC) (CC) |||

T: Yeeessss...she...

S: 63/75|| she (Actor / Subject / Theme) do... (Process: M / part of Finite / deviant [lexical choice; 'do' for 'visit'] Predicator / Rheme) (IC-bound morpheme indicative of regular past primary tense on temporal Finite / part of Rheme, Goal / Complement / part of Rheme lacking) (LPP)

T: visited...

S: 76|| visited (M) relatives (AEC) (CC) [ mispronouncing relatives ]...

T: Yes, and she went...

S: 77|| [[ she went? (M) (exophorically elliptical complete down-ranked clause) ]] (Identifier / Complement / Rheme) (EEC) (CC) |||

T&S.: [ unintelligible chat between T and S and among other SS unrecognizable language – Portuguese or English – cannot be recognized either ].

S: 64/78|| parágrafo (EEC) (IC-L2 whole clause lacking) (LDP) |||

T: paragraph [ enforcing the use of pronunciation ]

S: 65/79|| paragraph (EEC) (CC) ||| [ S repeats making the correction ]

SS: [unintelligible chat; language -Portuguese or English – cannot be recognized either]

T: Here... [unintelligible]...she wears... t-shirts and...

S: 66/80|| [unintelligible] shorts... (UNANALYZABLE) [ long pause ]

T: no not shorts!

S: 81|| porque não? (AEC) (IC-L2 whole clause lacking) (LDP) |||

SS: [unintelligible chat in Portuguese among themselves]

S: Teacher... (MC) [unintelligible explanation about the use or no of the word "shorts"]. Uh? (DM)

SS&T.: [unintelligible exchanges between T and SS, T keeps on speaking in English; SS speaking an unrecognizable language-Portuguese or English- cannot be recognized either].

T: ok? is that over?  
 S: 67/82||| ok (CC) |||  
 S: 68/83||| we can use (M)  
 T: Yes, we could use the future over there, on the board...she's going to...  
 S: going to (CC) 84 || é? (IC-L2 whole clause [tag ending] lacking) (LDP) 85 || going to go... (EEC) (CC)  
 SS: [unintelligible comments about the use of the "going to" form ].  
 T: [ unintelligible] she's going to go climbing.  
 S: 86 || go (EEC) (AEC) (CC) |||  
 T: OK?  
 T&SS.: [unintelligible remarks in English]  
 T: And here, we are going to write the same sentences here about [SS interrupt T with unintelligible question; remarks] the present, yes?  
 S: 69/87||| go? (EEC) (CC) [to a classmate]  
 S: 88 || go? (EEC) (CC)  
 S: 89 || go... [unintelligible, concomitant with T's explanation] (UNANALYZABLE)  
 T: About future [unintelligible; concomitant with SS's chat]...is about last vacation and Christmas...all of the information about you. What do you do [unintelligible] and the next one?  
 SS: [unintelligible chat among SS; unintelligible language – Portuguese or English – cannot be recognized either].  
 S: 90 || [[ she's going to go (M)? (exophorically elliptical complete down-ranked clause) ]] (Identifier / Complement / Rheme) (CC) ||| [to another S]  
 S: 70/91||| [[ she's going to go (M)... (exophorically elliptical complete down-ranked clause) ]] (Identifier / Complement / Rheme) (CC) ||| [replying to S who had asked her]  
 S: 71/92||| friends... (UNANALYZABLE) ||| [T interrupts with another explanation, leading S's speech to an unintelligible one]  
 T: So, you're going to use the... in this question [concomitant with SS's chat, unintelligible]. Anne is going to make a cake, look at the recipe [T mispronounces 'recipe'] and the list of thing she has in her cupboard. Write sentences saying what she has [special emphasis on has] and what she needs... for example [T mispronounces "example"] here, she has flour but she needs sugar...understand?  
 S: [S sighs]  
 S: 72/93||| why? (EEC) (CC) 94 || why? (EEC) (CC) 95 || why? (EEC) (CC) 96 || why? (EEC) (CC) 97 || why? (EEC) (CC)  
 S: 98 || [[ she is... going... to go (M)? (exophorically elliptical complete down-ranked clause) ]] (Identifier / Complement / Rheme) (CC)  
 S: 99 || why? (EEC) (CC) |||  
 S: Teacher.... (MC)  
 T: Uh?  
 S: 73/100||| How do I say (V) [unintelligible]? (CC) |||  
 T: play box?  
 S: 74/101||| não (IC-L2 whole clause lacking) (LDP) 102 || how do I say (V) "visitar"?... (CC) 103 || [[ visit (M) friends? (complete non-finite down-ranked clause) ]] (Identifier / Complement / Rheme) (CC) |||  
 T: visited...visited relatives. Visited relatives...OK? No more questions about us? About that? [somebody picks up the recorder]  
 T: Teacher (MC) [speaking out loud]...  
 T: [unintelligible] Pay attention, I'm going to give you, OK? Again, another explanation [T mispronounces "explanation"] about OK, the flexion of the...verbs in the third person [T mispronounces person / p3:r s□n / ] ...simple present. Yes?  
 S: 75/104||| OK (CC) |||  
 S: teacher... (MC)  
 S: teacher.... (MC)  
 T: Just a minute...Just a minute... OK. So, pay attention, class! Pay attention here to the board! OK.  
 S: 76/105||| letter b (EEC) (CC) ||| [ giggling ]  
 T: OK, pay attention! The flexion with to be verb, vary because it is irregular, OK? For example you have... I am, he is... D'ya understand? Remember that ones? Come on !!  
 S: [S tries to say something. – T doesn't stop and goes on with his explanation, concomitant with SS's trial on speaking, unintelligible].  
 T: [unintelligible] I am, he is...  
 SS: 77/106||| she is, it is,... you are... [ separately and yelling ].  
 T: We are.

SS: we are, you are, they are (EEC) (CC) ||| [ separately and T helping along ].  
T: OK, but the other verbs like for example, suppose 'love' [ T mispronounces 'love' /lɒves/. then unintelligible remark ]  
Valentine's day, yes? Boyfriend, girlfriend, yes? So...love [keeps mispronouncing 'love'] What else?  
Work, study, yes?  
S: 78/107||| yes (CC) ||| [sounding extremely, bored]  
T: Pay attention, these verbs...  
S: [S tries to say something , T doesn't bother and keeps on giving his explanation]  
T: Are these verbs "to be" verbs?  
S: 79/108||| no (CC) |||  
S: 80/109||| no (CC) |||  
S: 81/110||| no (CC) |||  
T: No, so they "flexion"! They flexion when I use the pronoun...he, she, it... [a few SS follow T in saying the pronouns] Do you understand? Can you see that? [No verbal answer].  
T: OK, for example, he... he love [keeps mispronouncing 'love']  
SS: love [mispronouncing love just like T].  
T: Nooooo! He loves [mispronunciation gets worse /lɒves/].  
S: loves [just like T's mispronunciation /lɒves/]  
T: OK. She...  
S: 82/111||| work (Process: M / part of Finite & Predicator / Rheme) (IC-bund morpheme indicative of third person singular primary present on temporal Finite / part of Rheme lacking) (AEC) (LDP) |||  
S: 83/112||| works (AEC) (CC) |||  
T: works  
S: 84/113||| works (AEC) (CC) |||  
T: and it...  
S: 85/114||| study (Process: M / part of Finite & Predicator / Rheme) (IC-bund morpheme indicative of third person singular primary present on temporal Finite / part of Rheme lacking) (AEC) (LDP) |||  
T: studies / 'stʌ di:s /  
S: 86/115||| studies (AEC) (CC) ||| /'stʌ di:s/  
T: OK, can you see? OK, Why this flexion?  
S: 87/116||| Could you... (IC-naturally unfinished clause due to turn invasion by interlocutor) (LPP) ||| [interrupted by T, who does not bother and goes on his explanation]  
T: How do I flexion? Depends of /ɪf/ the end of the verb...yes? [yelling]. For example [mispronouncing "example"] if the verb finish in SH...CH...X,O,C, yes? So, we flexion...this verbs with "ES", for example, let's put here, the verb wash, understand wash? / ššš/ wash, wash the car / ššš /...  
S: [unintelligible remark]  
T: yes? Do you understand the verb "wash"? Repeat wash!  
SS: wash.  
T: So, this verb here flexion because finish in SH in the third person, so... [a cell phone rings]  
T: How come during the class?...Ok, so he...how can I complete here? Come on ! He...  
SS: 88/117||| washes (AEC) (CC) 118 ||| he washes (M) (CC) ||| [separately and sounding bored]  
T: washes, washes...  
S: 89/119||| washes (AEC) (CC) |||  
T: why "ES"...why "ES"... [no verbal answer from SS]...because finish in "SH". Do you understand now Felipe? [ giving S's name a special "coloring" of English pronunciation]  
T: OK, So... when the verb finish in "y", for example study...study finish in "y" preceded by a consonant...yes? So I change "y" for "I" and add "ES"...so, studies...Ok, do you understand now, how does it flexion in the present...  
S: 90/120||| I-E-S (EEC) (CC) ||| [concomitant with T's last line]  
T: only in the present.  
S: teacher... (MC)  
T: past tense [yelling , not caring for S's call]  
S: teacher...(MC) 91/121||| play... (EEC) (CC) |||  
S: 92/122||| repeat (M) (CC) << please. (MC)  
T: Play...Ok, play finish in "y"...but play is preceded by a vowel [ mispronouncing "vowel" /v ɔ: I ðu /], so you just put "s", plays.  
S: teacher...(MC) >> 123 ||| repeat (M) (CC) ||| please! (MC)

T: When the verb finish in "SH", "CH", X,O ou Z put ES, for example [ mispronouncing "example"/e'zɔmpou/] he washes, he... [seems to be pointing at the board and waiting for SS to answer him]...go or goes?...

S: 93/124|| goes (EEC) (CC) ||| [another S].

T: goes...ES, because finish in O...here, so you put ES, in the present, OK? [unintelligible ending of his explanation]

OK? Do you understand? Everybody? OK, the past tense [yelling], now, the past tense, for example, are love /lɔv/, work and study...and wash regular or irregular verbs?

S: 94/125|| (R) regular (AEC) (CC) |||

S: 95/126|| (R) regular (AEC) (CC) |||

T: Regular.

SS: 96/127|| (R) regular (AEC) (CC) ||| [separately].

T: for example, the past tense of love is...

S: 97/128|| (R) loved (AEC) (CC) ||| /lʌved/

T: loved /lɔv/ de work?

S: 98/129|| (R) worked (AEC) (CC) |||

T: worked /wɜ:rked/ ...and study?

S: 99/130|| (R) studied (AEC) (CC) |||

T: studied. OK, so only verbs of regular ones, so you just put ED...at the end. OK, bigger...bigger one... loved /lɔ:v/, worked /wɜ:rked/, studied, OK?

SS: 100/131|| OK (CC) ||| [ two or three SS answer, separately ].

T: can you see now?...all right...OK, uh...And now [yelling]...when I'm going to use the...future?

S: 101/132|| future (EEC) (CC) |||

T: future, this is the?...past tense, simple past tense and the future with a? ...going to...for example...I have to use the pronouns or the subject and I have to use too to be verb, yes? For example, Jarlene, yes? Do you Jarlene, class?

SS: 102/133|| yesss (CC) ||| [sounding very bored]

T: Jarlene is going...

S: (J) huuummm... (MC)

T: to go to

S: 103/134|| (M) Mamulengo... (AEC) (CC) |||

T: Mamulengo...

SS: laughing.

T: ok?

S: [unintelligible remark unrecognizable language-Portuguese or English- cannot be recognized either].

T: Next Friday. Yes?

SS: [unintelligible chat in Portuguese among themselves]

T: ó here pay attention next [yelling] future next friday

S: 104/135|| friday (EEC) (CC) |||

T: yes? ok?

SS: [unintelligible chat in Portuguese among themselves concomitant with T's explanation].

T: do you understand, ó! After, this, going to, ...pay attention !!

SS: [unintelligible chat in Portuguese among themselves concomitant with T's explanation].

T: before...before the expression going to, I use to be verb, OK, Olimpia? And then I use expression going to and then I use the...main verb, principal verb, ok Renata?

SS: [unintelligible chat in Portuguese among themselves]

S: 105/136|| ok (CC) |||

T: all right? ok?

SS: [unintelligible chat in Portuguese among themselves]

T: ok, so, now class now class, come on!!...We have to write here a paragraph about your plans...present and past tense and future...No, eu vou lhe dar, here...yes.

S: teacher (MC)

T: yes?

S: 106/137|| is (R) it ok? (CC) ||| [ concomitant with T's last line ].

T: let me check here...

S: [unintelligible remark in Portuguese]

T: [unintelligible remark in English]. ó you can use this question, for example: what do you usually do on your school vacation? So you write here, I usually...yes? ó pay attention here, pay attention here, pay attention here and then you answer about...

S: teacher...(MC) teacher... (MC) [concomitant with T's directions, T doesn't seem to bother].

T: yourself here, but in this case you're not going to flexion the verb, why in the present? Why? Because I'm going to use the pronoun "I", not he, not she, not it. So in the present you don't have to flexion...you have to flexion just when I'm talking about someone...like he, like she, like Jarlene, like...eh... Felipe, yes? So you have to flexion in the present, come on! do it now?!

S: hi (MC) [imitating a clown's voice].

SS: [laughing].

T: [unintelligible] the question, come on!

SS: [laughing]

T: how do I say, what? vulcão on [unintelligible]?

S: eeeeehhhhh!! (MC)

SS: [unintelligible chat in Portuguese among themselves, laughing]

T: I don't know! [unintelligible] deve ser [unintelligible]...

SS: [unintelligible chat in Portuguese among themselves about the word that had just come out, laughing – concomitant with T's comments]

T: [laughing]

S: 107/138|| seei (IC-L2 whole clause lacking) (LDP) 139|| mas o nome dele é bobão!! (IC-L2 whole clause lacking) (LDP) |||

SS: [unintelligible chat in Portuguese among themselves, laughing]

T: I...I going? [unintelligible, concomitant with SS's chat in Portuguese]. I go!...I go to the beach, I play games, I go swimming...present...not future...future is... [unintelligible rest of comment in English, concomitant with SS's chat in Portuguese]...first of all present, then clothes / klouzIz /, wears, yes?

S: Teacher...(MC) 108/140|| how do I say (V) "abestada" in English? (CC)

SS: [unintelligible chat in English among themselves]

S: 109/142|| yes (CC) 143 || correctly (EEC) (CC) |||

S: 141 || How do I say (V) "abestada" in English? (CC) |||

T: You say [unintelligible].

S: [unintelligible] 110/144|| o que é isso aí? (IC-L2 whole clause lacking) (LDP) |||

T: [unintelligible]

S: [unintelligible]

T: you are [unintelligible]

SS: [unintelligible chat in English among themselves]

S: 111/145|| you are [unintelligible] (UNANALYZABLE) |||

SS: [laughing hysterically and chatting unintelligibly]

T: ok let me help you Felipe [pronounces S's name with an English accent]...Felipe, come here. Let me help you, come on! come over here [yelling]

SS: [unintelligible chat in Portuguese among themselves].

T: because I... I'll never do two things at the same time [speaking roughly]

SS: [unintelligible chat; language – Portuguese or English – cannot be recognized either]

T: come on class, let's [unintelligible] as soon as possible...

SS: [unintelligible chat in Portuguese among themselves]

T: I'd like to correct [unintelligible, concomitant with SS's chat in Portuguese]...here, first of all you talk about the present like, here, pay attention!! He [unintelligible] his vacation and usually goes...

S: 112/146|| eu nunca...[unintelligible concomitant with T's explanation] (UNANALYZABLE) |||

T: on my school vacation I usually travel, visit the shopping, go to the shopping is better, yes? Do you have an eraser, [unintelligible]?

[no verbal answer].

T: an eraser, please!!

S: 113/147|| an eraser (EEC) (CC) ||| please! (MC) Please ! (MC)

S: 114/148|| an eraser (EEC) (CC) ||| please, (MC) please!! (MC) [mocking T]

T: thank you!

S: 115/149|| thank (V) you (EEC) (CC) ||| [mocking T]

SS: [unintelligible chat in Portuguese among themselves]

T: ok...I go to the shopping...

S: 116/150|| I [unintelligible] shorts... (UNANALYZABLE) |||

S: 117/151|| Marza (EEC) (CC) |||

T: ok goes/go, because it's [unintelligible]

S: 118/152|| How do you spell (M) blouse? (CC) |||

S: 119/153|| B-I-O-U-S-E (EEC) (CC) |||

T: the pronoun doesn't flexion [concomitant with S's last line], I go to the cinema...

SS: [unintelligible chat in English among themselves]

T: I go... oh, in all the sentences, I have to use I, I, I... all the sentences.  
SS: [unintelligible chat among themselves – some SS trying to speak in English and some speaking in Portuguese].  
T: yes! ok what else? Ó the second question here... What do you usually wear during your vacation? Wear [T gives emphasis on wear] during your vacation...so, you put here, I...come on!...I...usually...  
SS: [unintelligible chat; language – Portuguese or English – cannot be recognized either].  
T: just a minute [unintelligible], OK? Usually...wears. ...usually wear, man! Not wears [as if T is talking to himself; then unintelligible] Come on!!  
S: 120/154||| what (Attribute / Complement / Theme) does (Finite / Rheme) mean... (Process: R / Predicator / Rheme) (IC-Carrier / Subject / part of Rheme lacking) (LDP) ||| [concomitant with T's explanation, unintelligible].  
T: let's go, I usually wear...what?  
S: [unintelligible]  
T: on vacation, you should wear what? Shorts, yes?  
S: 121/155||| yes (CC) |||  
T: shorts, t-shirts, ...  
SS: [unintelligible chat in Portuguese among themselves]  
T: yes?...t-shirts...  
S: teacher... (MC)  
S: 122/156||| seventy-nine (EEC) (CC) |||  
T: [unintelligible] only this?... t-shirts and...  
S: [unintelligible chat; language – Portuguese or English – cannot be recognized either].  
T: tank tops...  
S: [unintelligible chat; language – Portuguese or English – cannot be recognized either].  
SS: [giggling]  
S: 123/157||| o que é isso aí (IC-L2 whole clause lacking) (LDP) << hein ? (DM) >> 158 ||| tank top? (AEC) (IC-L2 whole clause lacking) (LDP) |||  
T: what does “tank top” mean? repeat!  
S: what does “tank top” mean?  
S: 124/159||| it means (R)... (IC-naturally unfinished clause due to turn invasion by interlocutor) (LPP) |||  
T: camiseta regata. yes? do you know?  
SS: [unintelligible chat; language - Portuguese or English – cannot be recognized either].  
T: ok and this column, the next question, the next question, what did you do last vacation? Last vacation... So, use the verb in the past tense...I went to Natal... what did you last vacation?  
S: 125/160||| (M) recife (AEC) (CC) |||  
T: I went to recife ok?  
S: 126/161||| (M) natal (AEC) (CC) |||  
S: 127/162||| how do I say (V) “vacation” in portuguese? (CC) |||  
T: férias...I went to recife...  
S: 128/163||| (M) natal (AEC) (CC) |||  
T: I went to natal  
S: 129/164||| (M) quixadá (AEC) (CC) |||  
T: and I went to quixadá.  
S: teacher (MC)  
SS: [unintelligible chat in Portuguese among themselves]  
T: did you play soccer? did you play sports?  
SS: [unintelligible chat in Portuguese among themselves]  
S: 130/165||| I (Actor / Subject / Theme) go (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) the bank (part of Circumstance-location:place / Adjunct / Rheme) (IC-minor Process in Circumstance-location:place / Adjunct / part of Rheme prepositional phrase lacking) (LDP) |||  
T: I played video games, yes, I played...  
SS: [unintelligible chat in Portuguese among themselves]  
T: video...  
S: 131/166||| sei lá (IC-L2 whole clause lacking) (LDP) 167 ||| marcha! (IC-L2 whole clause lacking) (LDP) |||  
T: games understand?  
SS: [unintelligible chat in Portuguese among themselves]  
S: 132/168||| [unintelligible] complica mais! (UNANALYZABLE) |||



T: and I played volleyball.  
SS: [unintelligible chat in Portuguese among themselves]  
T: do you understand here?  
SS: unintelligible chat in Portuguese among themselves]  
T: because it's past tense yes? last vacation here last vacation yes?  
SS: [unintelligible chat in Portuguese among themselves]  
T: and here what are you going to do... future yes? christmas.  
S: [S starts babbling "Merry Christmas", the saying – unintelligible words, clear humming]  
T: [unintelligible] christmas?  
SS: [unintelligible chat in Portuguese among themselves]  
T: [unintelligible] christmas?  
SS: [unintelligible chat in Portuguese among themselves]  
T: what are you goi....what are you plans [yelling]...for the future?  
S: 133/169|| I don't know... (ML) (CC) 170|| I don't know (ML) (CC) 171|| in home (deviant [inappropriate minor Process 'in'] Attribute / Complement / Rheme) (IC-Carrier / Subject / Theme, modal Finite & Predicator / part of Rheme) (LDP) ||  
S: teacher... (MC)  
SS: [unintelligible chat, some SS trying to speak English and some others, not worrying and speaking Portuguese]  
S: 134/172|| how do I say (V) "meio-bolo" in english? (CC) ||  
T: I'm...I'm going...  
SS: [laughing and saying something, unintelligible]  
T: I'm going to...  
SS: [unintelligible chat in Portuguese among themselves]  
T: I'm going to talk with uh...santa claus...santa claus papai noel  
S: valha!! (MC)  
T: you're not going to talk with santa claus?  
SS: [laughing]  
S: 135/173|| o que é? (IC-L2 whole clause lacking) (LDP) ||  
T: I'm going to...uh...travel...  
SS: [unintelligible chat in Portuguese among themselves, laughing]  
T: travel...  
S: teacher, (MC) excuse me! (MC)  
T: travel...travel to...with my family  
SS: [unintelligible chat in Portuguese among themselves, laughing]  
T: what was the accident? ...I've...  
S: [unintelligible]  
T: I'm sorry to hear that [laughing]  
S: uui!! (MC)  
T: who's this?  
SS: [unintelligible chat; language – Portuguese or English – cannot be recognized either, yelling]  
T: come here please! come on!  
SS: [unintelligible chat; language – Portuguese or English – comments be recognized either].  
S: 136/174|| come on (M) (CC) ||  
S: 137/175|| how do I say (V) "fiquei em casa" in english? (CC) ||  
T: I stayed at home  
S: 138/176|| já... (UNANALYZABLE)  
S: 139/178|| I (Carrier / Subject / Theme) stayed (Process: R / Finite & Predicator / Rheme) (IC-Attribute / Complement / part of Rheme lacking) (LPP)  
S: 177|| já...[unintelligible] (UNANALYZABLE) ||  
T: ah, but "dear teacher"?  
S: 179|| I stayed (R) at home (CC) ||  
T: past tense, I stayed at home [very slowly] or I'm going to stay at home, future [yelling].  
S: teacher... (MC)  
T: ok I'm going to stay at home what renata?  
SS: [unintelligible chat in Portuguese among themselves]  
T: renata be careful [speaking roughly]  
S: 140/180|| tá me atrapalhando! (IC-L2 whole clause lacking) (LDP)  
S: << professor (MC) >> 181|| o Anderson tá me atrapalhando aqui! (IC-L2 whole clause lacking) (LDP) ||  
SS: [unintelligible chat in Portuguese among themselves]

S : teacher... (MC) teacher... (MC) teacher [yelling]... (MC) 141/182||| how (Circumstance1-manner:means / Adjunct / Theme) do (temporal Finite / Rheme) I (Sayer / Subject / Rheme) say (Process: V / Predicator / Rheme) “ah, meu deus” (Verbiage / Complement / Rheme) in inglês? (part of Circumstance2-manner:means / Adjunct / Rheme) (IC-Thing constituent of Range nominal group in Circumstance2-manner:means / Adjunct / part of Rheme lacking) (LPP)

S: 183 ||| in english? (AEC) (CC) |||

SS: oh my god! (MC) [separately ]

S: oh my god! (MC) [ separately ]

S: oh my god! (MC)

T: god /ga:d/ [correcting SS’s pronunciation towards American style].

S: teacher... (MC)

SS&T.: oh my god [repeating many times, separately and in a confusing my way.

S: teacher... (MC) 142/184||| how do I say (V) “corno” in english? (CC) |||

T: ah this is not here [unintelligible rest of comment in English] on the desk? deesk...

S: 143/185||| on the desk (EEC) (CC) 186 ||| on the desk (EEC) (CC) 187 ||| on the desk (EEC) (CC) ||| [ imitating T ]

T: ok come on!

S: ai, (MC) 144/188||| meu olho!! (EEC) (IC-L2 whole clause lacking) (LDP) |||

T: your eye hurts??

SS: [laughing, unintelligible chat in Portuguese among themselves]

T: I’m sorry to hear that felipe!

SS: [unintelligible chat in Portuguese among themselves]

S: teacher, (MC) 145/189||| aula de inglês [unintelligible] (UNANALYZABLE) |||

SS: [unintelligible chat in Portuguese among themselves]

T: eeehhhh don’t speak portuguese come on!!

SS: [unintelligible chat in Portuguese among themselves]

T: coco?

S: 146/190||| não (IC-L2 whole clause lacking) (LDP) 191 ||| corno (EEC) (IC-L2 whole clause lacking) (LDP) ||| [laughing]

SS: [laughing]

T: [unintelligible]

S: 147/192||| como! (IC-L2 whole clause lacking) (LDP) |||

T: ah, co...

SS: [laughing hysterically]

T: I don’t know! [unintelligible] I’ll tell you after class ok?

SS: [unintelligible chat in Portuguese among themselves, concomitant with T’s last line]

T: because...

SS: [unintelligible chat in Portuguese among themselves laughing, yelling]

T: come here please!

S: 148/193||| what time is (R) it? (CC) |||

SS: [laughing]

S: professor... (MC)

S: teacher... (MC)

SS.T.: [unintelligible chat in Portuguese among themselves, T makes unintelligible comments in English]

S: please (MC) teacher... (MC)

S: teacher... (MC)

S: pelo amor de deus... (MC)

S: 149/194||| num tô mais entendendo nada (IC-L2 whole clause lacking) (LDP) |||

T: class the time is almost up I’m going to correct the last ones... come on here!...I’m going to write on the board...

S: yees! (MC) [As if he had just scored a goal, whispering].

T: ok?

SS: [unintelligible chat in Portuguese among themselves, S starts hitting his desk as if it were a set of drums]

T: [unintelligible] ...board....ok pay attention here uh...

SS: [unintelligible chat in Portuguese among themselves]

T: ok class let’s check let’s check the things that anne has at home ok? for example she has sugar milk and eggs so she doesn’t have flour butter chocolate powder and vanilla essence

S: [while T is speaking, SS write terrible voices, unintelligible]

T: ok?

S: 150/195||| ok (CC) |||  
T: so we have to buy here for example...about milk...she has ...ok here...she has milk...  
S: 151/196||| she has (R) milk (CC) ||| [ concomitant with T's last line ]  
T: yes? help me!  
S: [starts "singing" an unintelligible song]  
T: so she...  
S: 152/197||| she (Carrier / Subject / Theme) didn't... (deviant [past for present primary tense] temporal Finite / Rheme) (IC-Process: R / Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LPP)  
S: 198||| she (Carrier / Subject / Theme) doesn't... (temporal Finite / Rheme) (IC-Process: R / Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LPP)  
S: 199||| doesn't... (temporal Finite / Rheme) (IC-Process: R / Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (AEC) (LPP)  
T: need...  
S: 200||| need... (Process: R / Predicator / Rheme) (IC-Attribute / Complement / part of Rheme lacking) (AEC) (LPP)  
T: milk  
S: 201||| milk (Attribute / Complement / Rheme lacking) (AEC) (LPP)  
S: 202||| milk (Attribute / Complement / Rheme lacking) (AEC) (LPP) |||  
T: ok...what else?...she has...  
S: 153/203||| she (Carrier / Subject / Theme) has... (Process: R / Finite & Predicator / Rheme)  
T: she has some... eggs why I put here some?... because I'm talking about plural ok Carol?...yes? eggs plural so I use some... she has some eggs...  
S: eggs... (Attribute / Complement / Rheme) (CC) |||  
T: so she doesn't...  
SS: 154/204||| need (Process: R / part of Finite & Predicator / Rheme) [two SS, separately]  
T: need...  
S: eggs (Attribute / Complement / Rheme) (IC-Carrier / Subject / Theme, bound morpheme indicative of third person singular present primary tense on temporal Finite / part of Rheme lacking) (LDP) |||  
T: eggs... do you understand?  
S: 155/205||| yes! (CC) |||  
T: ok...uh...  
S: 156/206||| she (Carrier / Subject / Theme) doesn't have... (Process: R / Finite + negative polarity & Predicator / Rheme) (naturally unfinished clause due to the fact that the student was still looking for the piece of relevant information as there was turn invasion by interlocutor) (LPP) |||  
S: [unintelligible]  
T: uh... ana or anne yes?... doesn't...  
S: 157/207||| have.... (Process: R / Predicator / Rheme) (naturally unfinished clause due to the fact that the student was still looking for the piece of relevant information as there was turn invasion by interlocutor) (AEC) (LPP) |||  
T: doesn't have what?... butter yes?...she doesn't yes?  
S: 158/208||| no (CC) |||  
T: she doesn't have butter...so uh help me!...  
S: 159/209||| she needs... (R)  
T: she needs...  
S: butter (CC) ||| [ mispronouncing "butter" ]  
T: she needs some  
S: 160/210||| (R) butter! (AEC) (CC) |||  
T: é some butter or just some yes? she doesn't have chocolate powder  
S: 161/211||| doesn't have (naturally unfinished clause due to the fact that student was just echoing teacher's turn) (LPP) ||| [ trying to accompany T's rhythm ]  
T: yes?  
S: 162/212||| yes (CC) |||  
SS: [unintelligible chat among some SS]  
T: she doesn't have chocolate...  
End of Tape 1.

\* It seems to me that the class was not over at this point; however, nothing else was taped. I checked out the two remaining tapes, and there was nothing on either one. It is likely that the teacher did not notice the moment to change tapes.



tense Finite / part of Rheme, definite article Deictic constituent of Range nominal group in Circumstance-location:place / Adjunct / part of Rheme prepositional phrase lacking ) (LDP) 9|| and study. (M) (AEC) (LDP) |||

**DBWGD2 has 9 ranking clauses, out of which 8 are incomplete (8 LDP). There are 4 clause complexes (1, 3, 3, 2 ranking clauses respectively) and 2 down-ranked clauses. (44 words)**

STUDENT 3

1/1||| At the weekend I usually stay (R) at home, (CC) 2|| watch (ML) TV (AEC) (CC) 3|| and (textual Theme) I (Actor / Subject / topical Theme) usually (modal Adjunct / Rheme) go (Process: M / Finite & Predicator / Rheme) to partys and night clubs (deviant deviant [spelling: 's' for 'ies' in Thing1] with my friends. (Circumstance-accompaniment:comitation / Adjunct / Rheme) (SDCC) 2/4||| At the weekend (Circumstance-location:time / Adjunct / Theme) I (Carrier / Subject / Rheme) usually (modal Adjunct / Rheme) wear (Process: R / Finite & Predicator / Rheme) confortables clothes like sandals and large blouses. (deviant [plurality marking on Epithet + misspelling constituent – L1 transfer] Attribute / Complement / Rheme) (SDCC) |||

3/5||| Last weekend I went (M) to a fashion show at “Círculo Militar”. (CC) 4/6||| After that I went (M) to Habbi’s (CC) 7|| and I ate (M) many “esfirras”. (CC) |||

5/8||| Next weekend, probably, I’m going to go out (M) with my boyfriend (CC) 9|| and I will go (M) to the cinema. (CC) |||

**DBWGD3 has 9 ranking clauses, out of which 2 are incomplete (2 SDCC). There are 5 clause complexes (3, 1, 1, 2, 2 ranking clauses respectively) and no down-ranked clauses. (75 words)**

STUDENT 4

1/1||| At the weekend I usually go (M) to school and my home. (CC) 2/2||| I (Actor / Subject / Theme) ago (part of Circumstance-location:time / Adjunct / Rheme) to a cinema and house my grapmother. (deviant [indefinite for definite article Deictic before Tning1 and possessive case marking on Thing2] Circumstance-location:place / Adjunct / Rheme) (IC-‘a week’part of Circumstance-location:time / Adjunct / part of Rheme, Process: M / temporal Finite & Predicator / part of Rheme lacking) (LDP) |||

**DBWGD4 has 2 ranking clauses, out of which 1 is incomplete (1 LDP). There are 2 clause complexes (1, 1 ranking clauses respectively) and no down-ranked clauses. (20 words)**

STUDENT 5

1/1||| At the weekend I usually go (M) to a party, (CC) 2|| watch (ML) TV (AEC) (CC) 3|| and (textual Theme) go (Process: M / Finite & Predicator / Rheme) to cinema (part of Circumstance-location:place / Adjunct / Rheme) with my boyfriend. (Circumstance-accompaniment:comitation / Adjunct / Rheme) (IC-definite article Deictic constituent of range nominal group of Circumstance-location:place / Adjunct / part of Rheme lacking) (LDP) 2/4||| I usually wear (R) shirt, skirt, jeans and tennis shoes. (CC) 3/5||| Last weekend I went (M) to a party, (CC) 6|| visited (M) my boyfriend (AEC) (CC) 7|| and worked. (M) (AEC) (CC) 4/8||| Next weekend (Circumstance-location:time / Adjunct / Theme) I (Senser / Subject / Rheme) going to go watch (Process: ML / part of Predicator / Rheme) the soccer game (deviant [definite for indefinite article Deictic] Phenomenon / Complement / Rheme) (IC-temporal Finite / free morpheme indicative of perfectiveness marking on lexical verb in Predicator lacking) (LDP) 9|| and study (M) of tests (school). (deviant [minor Process ‘of’ for ‘for’] Circumstance-cause:purpose / Adjunct / Rheme) (IC-temporal Finite / free morpheme indicative of perfectiveness marking on lexical verb in Predicator lacking) (AEC) (LDP) |||

**DBWGD5 has 9 ranking clauses, out of which 3 are incomplete (3 LDP). There are 4 clause complexes (3, 1, 3, 2 ranking clauses respectively) and no down-ranked clauses. (54 words)**

## STUDENT 6

1/1||| At the weekend I usually watch (ML) a video (CC) 2|| and (textual Theme) go (Process: M / Finite & Predicator / Rheme) to the shopping. (part of Circumstance-location:place / Adjunct / Rheme) (IC-Thing constituent of Range nominal group in Circumstance-location:place / Adjunct / part of Rheme lacking) (AEC) (LDP) 2/3||| At the weekend I usually wear (R) t-shirts and jeans. (CC) 3/4||| I usually wear (R) blouse and skirt. (CC) |||

4/5||| Last weekend I went (M) to a party (CC) 6|| and I watched (ML) a video. (CC) |||

5/7||| Next weekend I'm going to study (M) (CC) 8|| and I'm going to walk. (M) (CC) |||

**DBWGD6 has 8 ranking clauses, out of which 1 is incomplete (1 LDP). There are 5 clause complexes (2, 1, 1, 2, 2 ranking clauses respectively) and no down-ranked clauses. (51 words)**

## STUDENT 7

At the weekend I usually THE STUDENT DID NOT WRITE ANYTHING. (the student did not write his/her name)

## STUDENT 8

1/1||| At the weekend (Circumstance-location:time / Adjunct / Theme) I (Actor / Subject / Rheme) usually (modal Adjunct / Rheme) (IC-Process: M / Finite & Predicator / part of Rheme, Circumstance-location:place 'Adjunct / part of rheme lacking) (LPP) 2|| I go (M) to the Habib's. (CC) 2/3||| I (Carrier / Subject / Theme) wearing (Process: R / Predicator / Rheme) blue jeans, blouse and shoes. (Attribute / Complement / Rheme) (IC-present primary temporal finite / part of Rheme lacking) (LDP) 3/4||| I (Actor / Subject / Theme) went (Process: M / Finite & Predicator / Rheme) at the movie. (part of deviant [minor Process 'at' for 'to'] Circumstance-location:place / Adjunct / Rheme) (IC-bound morpheme indicative of plurality marking on Thing constituent of Range nominal group in Circumstance-location:place / Adjunct / part of Rheme prepositional phrase lacking) (LDP) 4/5||| I'm going to go (M) to the beach. (CC) |||

**DBWGD8 has 5 ranking clauses, out of which 3 are incomplete (2 LDP and 1 LPP). There are 4 clause complexes (2, 1, 1, 1 ranking clauses respectively) and no down-ranked clauses. (29 words)**

## STUDENT 9

1/1||| At the weekend I usually go (M) to the beach, (CC) 2|| play (M) football (AEC) (CC) 3|| and eat out (M) (AEC) (CC) 4|| and go (M) to the cinema. (AEC) (CC) 2/5||| I usually wear (R) shirt and blouse and jeans and tennis shoes. (CC) 3/6||| I studied (M) English, (CC) 7|| visited (M) my boyfriend, (AEC) (CC) 8|| I (Actor / Subject / topical Theme) went out (Process: M / Finite & Predicator / Rheme) with friends. (Circumstance-accompaniment:comitancy / Adjunct / Rheme) (IC-textual Theme lacking) (LDP) |||

4/9||| Next weekend (Circumstance-location:time / Adjunct / Theme) go (Process: M / Predicator / Rheme) to the beach park, (Circumstance-location:place / Adjunct / Theme) (IC-Actor / Subject / part of Rheme, future primary tense Finite / part of Rheme lacking) (LDP) 10|| play (M) volleyball (AEC) (IC-Actor / Subject / part of Rheme, future primary tense Finite / part of Rheme lacking) (LDP) 11|| and go (M) to a party. (AEC) (IC-Actor / Subject / part of Rheme, future primary tense Finite / part of Rheme lacking) (LDP) |||

**DBWGD9 has 11 ranking clauses, out of which 4 are incomplete (4 LDP). There are 4 clause complexes (4, 1, 3, 3 ranking clauses respectively) and no down-ranked clauses. (55 words)**

## STUDENT 10

1/1||| At the weekend (Circumstance-location:time / Adjunct / Theme) I (Actor / Subject / Rheme) usually (modal Adjunct / Rheme) go (Process: M / Finite & Predicator / Rheme) to cinema, (part of Circumstance-location:place / Adjunct / Rheme) (IC-definite article Deictic constituent of Range nominal group in Circumstance-location:place / Adjunct / part of Rheme prepositional phrase lacking) (LDP) 2|| I (Actor / Subject / topical Theme) study (Process: M / Finite & Predicator / Rheme) for test. (part of Circumstance-cause:purpose / Adjunct / Rheme) (IC-textual Theme, bound morpheme indicative of plurality marking on Thing of Range constituent in Circumstance-cause:purpose / Adjunct / part of Rheme prepositional phrase lacking) (LDP) 2/3||| I (Carrier / Subject / Theme) 'm (temporal Finite /

Rheme) usually (modal Adjunct / Rheme) wear (Process: R / part of Predicator / Rheme) t-shirt and shorts. (Attribute / Complement / Rheme) (IC-bound morpheme indicative of imperfectiveness marking – present secondary tense – on Predicator / part of Rheme lacking) (LDP) 3/4|| I' went (M) to the party (DCC) 5|| and (textual Theme) on Sunday (Circumstance-location:time / Adjunct / topical Theme) I (Carrier / Subject / Rheme) stay (Process: R / part of Finite & Predicator / Rheme) at home. (Circumstance-location:place / Adjunct / Rheme) (IC-bound morpheme indicative of regular past primary tense temporal Finite / part of Rheme lacking) (LDP) 4/6|| Next weekend (Circumstance-location:time / Adjunct / Theme) I (Actor / Subject / Rheme) 'm going to study (Process: M / Finite & Predicator / Rheme) for test (part of Circumstance-cause:purpose / Adjunct / Rheme) (IC-indefinite article Deictic constituent of Range nominal group in Circumstance-cause:purpose / Adjunct / part of Rheme prepositional phrase lacking) (LDP) 7|| and visit (M) friends. (AEC) (CC) |||

**BWGD10 has 7 ranking clauses, out of which 5 are incomplete (5 LDP). There are 4 clause complexes (2, 1, 2, 2 ranking clauses respectively) and no down-ranked clauses. (41 words)**

## E.5.2 Intermediate proficiency level (Stage 6)

### E.5.2.1 Individual data

Subject CSD3

(female; 14 years old; eighth grade of Fundamental School; Class 2)

PERSONAL EXPERIENCE:

SPOKEN:

1/1|| my name is (R) melina (CC) 2|| and this is (R) my story (CC) 2/3|| « well... (DM) » last year...in october 9<sup>th</sup> I had (R) a surprise party... (DCC) 4|| and... in the day of my birthday I thought (ML) (projecting clause) (DCC) 5|| that (textual Theme) was... (Process: E / part of Finite & Predicator / Rheme) any...anything [[ to do (complete non-finite down-ranked clause) ]] (Existent / Complement / Rheme) (IC-dummy Subject / topical Theme, negative polarity on temporal Finite / part of Rheme lacking) (projected clause) (LDP) 6|| and I...asked (V) my sister (projecting clause) (CC) 7|| to go (M) to Dragão do Mar with me (projected clause) (NFC) (CC) 8|| to just have (R) a cup of coffee... (projected clause) (NFC) (CC) 9|| and... we went... (M) (CC) 10|| but...in the middle of the way...my brother called (M) us (CC) 11|| and asked (V) us (projecting clause) (AEC) (CC) 12|| to go (M) to McDonalds (projected clause) (NFC) (CC) 13|| to have (M) lunch with him and his girlfriend ... (projected clause) (NFC) (CC) 14|| so (textual Theme) I (Senser / Subject / topical Theme) didn't thought (Process: ML / Finite + negative polarity & deviant [past for present secondary tense] Predicator / Rheme) (projecting clause) (SDCC) 15|| it... « uh (DM) » (Carrier / Subject / Theme) nothing strange... (deviant ['nothing' – double negative – for 'anything'] Attribute / Complement / Rheme) (IC-Process: R / Finite & Predicator / part of Rheme lacking) (projected clause) (LDP) 16|| and we went ... (M) (CC) 3/17|| when I arrived (M) there ... (CC) 18|| all my friends and cousins (Carrier / Subject / Theme) in a little...room (Attribute / Complement / Rheme) with a... party... (Circumstance / Adjunct / Rheme) (IC-Process: R / Finite & Predicator / part of Rheme lacking) (LDP) 19|| but it was (R) « ah... (DM) » like a child party with balloons...and clowns... and theater of dolls... (CC) (Esse trecho é incompreensível!)... 4/20|| I got (R) very, very surprised... (CC) 21|| I (Carrier / Subject / topical Theme) never (modal Adjunct / Rheme) had (Process: R / deviant ['past' for 'had'] temporal Finite & deviant [present for past secondary tense] Predicator / Rheme) a party (Attribute / Complement / Rheme) like (part of Circumstance-manner:comparison / Adjunct / Rheme) (IC-textual Theme, Thing constituent of Range in Circumstance-manner:comparison / Adjunct / part of Rheme prepositional phrase lacking) (LDP) 22|| even...even...when I was (R) a child ...at buffets and things like that... (CC) 23|| so...I got (R) very surprised... (CC) 5/24|| I went (M) to the party (CC) 25|| and ...we started to play... (M) (CC) 26|| we play... (M) the (IC-bound morpheme indicative of regular past primary tense on temporal Finite / part of Rheme, Complement / part of Rheme lacking) (LPP) 27|| ...we ...watched (ML) the theater... (CC) 28|| we sang... (M) (CC) 29|| we played (M) with the balloons... (CC) 30|| we...played (M) (CC) 31|| to guess (Process: ML / Predicator / Rheme) which animal... (part of Phenomenon / Complement / Rheme) (IC-Qualifier constituent in Phenomenon / Complement / part of Rheme nominal group lacking) (NFC)

(LPP) 32 || which animal... [[ each one was trying to do... (M) (complete down-ranked clause) ]]  
 (Phenomenon / Complement / Rheme) (AEC) (NFC) (CC) 6/33 || it was (R) really, really funny... (CC)  
 34 || so (naturally unfinished clause due to hesitation) (LPP) 35 || but (textual Theme) the time... (Carrier  
 / Subject / topical Theme) (IC-Process: R / Finite & Predicator / part of Rheme, Attribute / Complement /  
 part of Rheme lacking) (LDP) 7/36 || when the time was (R) over... (DCC) << 37 || I think (ML)  
 (projecting Clause) (CC) 38 || at McDonalds (Circumstance-location:place / Adjunct / Theme) were  
 (Process: R / deviant [third person plural for third person singular] temporal Finite & Predicator / Rheme)  
 just two hours... (Attribute / Complement / Rheme) (IC-Carrier / Subject / part of Rheme lacking)  
 (projected clause) (LDP) 39 || it finished (M) very early at ten o'clock (projected clause) (CC) 40 || I  
 think... (ML) (projecting clause) (CC) >> 41 || and we went (M) to dragão do mar with all my friends...  
 (CC) 42 || and (textual Theme) we (Carrier / Subject / topical Theme) stayed... (Process: R / Finite &  
 Predicator / Rheme) (IC-Attribute / Complement / part of Rheme lacking) (LDP) 43 || we had (M) a cup  
 of coffee (CC) 44 || and I arrived (M) home very very very late... (CC) 45 || I think (ML) (projecting  
 clause) (CC) 46 || four in the morning... (Attribute / Complement / Rheme) (Carrier / Subject / Theme,  
 Process: R / Finite & Predicator / part of Rheme lacking) (projected clause) (LDP) 47 || and in the other  
 day... I didn't want to... (LPP) 48 || I didn't went... (LPP) 49 || I didn't go (M) to the class... (CC) 50 ||  
 because I was (R) very tired... (CC) 8/51 || my father didn't complain (V) (CC) 52 || because it was (R)  
 my birthday... (CC) 53 || and it was (R) very fun. (CC) ||

**D/SPE01 has 52 ranking clauses, out of which 14 are incomplete (8 LDP, 5 LPP, and 1 SDCC). There are 7 clause complexes (2, 14, 3, 4, 9, 3, 15, 3 ranking clauses respectively) and 2 down-ranked clauses. (296 words)**

WRITTEN:

1/1 || Last year, in October 9<sup>th</sup>, I had (R) a surprise birthday party at McDonalds. (DCC) 2/2 || I really  
 didn't think (ML) (projecting clause) (CC) 3 || that it was going to happen, (M) (projected clause) (CC) 4 ||  
 so I asked (V) my sister (projecting clause) (CC) 5 || to go out (M) with me. (projected clause) (NFC) (CC)  
 3/6 || I was planning to go (M) to Dragão do Mar (CC) 7 || just to have (M) a cup of coffee, (CC) 8 || but in  
 the middle of the way my brother called (V) us (CC) 9 || and invited (V) us (CC) 10 || to go (M) to  
 McDonalds with him and my brother in law. (CC) 4/11 || I didn't think (ML) (projecting clause) (CC) 12 || it  
 was (R) strange, (projected clause) (CC) 13 || because it happens (M) very much. (CC) 5/14 || So, I went,  
 (M) (CC) 15 || and when I arrived (M) there... (CC) << Oh, my God! (MC) >> 16 || I got (R) so surprised [[  
 that for a few minutes I couldn't believe (ML) in that: (complete down-ranked clause) || There was (E) a  
 child's party, with clowns, theater of dolls, balloon, karaokê... (deviant [spellings] complete down-ranked  
 clause) ]] (DOWN-RANKED-CLAUSE-RELATED DCC) 6/17 || I (Carrier / Subject / Theme) never  
 (modal Adjunct / Rheme) had (Process: R / deviant ['past' for 'had'] temporal Finite & deviant [present  
 for past secondary tense] Predicator / Rheme) a party (Attribute / Complement / Rheme) like this  
 (Circumstance-manner:comparison / Adjunct / Rheme) before, (Circumstance-location:time / adjunct /  
 Rheme) (SDCC) 18 || even when I was (R) a little child. (CC) 7/19 || All my friends were (R) there, (CC)  
 20 || singing (M) (NFC) (CC) 21 || or playing. (M) (NFC) (CC) 8/22 || Soon the theater of dolls started, (M)  
 (CC) 23 || and when it finished, (M) (CC) 24 || we made (M) our own theater with the dolls. (CC) 9/25 ||  
 Then we tried to guess (ML) which animal, object or personality [[ wich one was trying to represent. (M)  
 (deviant [spelling] complete down-ranked clause) ]] (DOWN-RANKED-CLAUSE-RELATED DCC)  
 10/26 || We sang (V) "Happy Birthday" (CC) 27 || and continued playing. (M) (CC) 11/28 || When the party  
 was (R) over, (CC) 29 || I asked (V) everyone (CC) 30 || to go (M) to Dragão do Mar (NFC) (CC) 31 || have  
 (Process: M / Predicator / Rheme) coffee (Goal / Complement / Rheme) with me. (Circumstance-  
 accompaniment:comitition / Adjunct / Rheme) (IC-free morpheme indicative of perfective aspect on  
 Predicator / part of Rheme lacking) (NFC) (LDP) 12/32 || We went (M) (CC) 33 || and stayed (R) there for a  
 long time, (AEC) (CC) 34 || just talking (V) (NFC) (CC) 35 || and drinking. (M) (NFC) (CC) 13/36 || As I  
 arrived (M) home very late, (CC) 37 || in the next day (deviant [minor Process 'in' for 'on'] Circumstance-  
 location:time / Adjunct / Theme) I (Actor / Subject / Rheme) didn't went (Process: M / Finite + negative  
 polarity & deviant [past for present secondary tense] Predicator / Rheme) to school (Circumstance-  
 location:place / Adjunct / Rheme) (SDCC) 38 || because I was (R) very tired. (CC) ||

**D/WPE01 has 38 ranking clauses, out of which 4 are incomplete (2 LDP and 2 SDCC). There are 13 clause complexes (1, 4, 5, 3, 3, 2, 3, 3, 1, 2, 4, 4, 3 ranking clauses respectively) and 3 down-ranked clauses. (237 words)**



## PICTURE NARRATIVE:

## SPOKEN:

1/1|| little girl (part of Carrier / Subject / Theme) was... (Process: R / Finite & Predicator / Rheme) in a... in her room (Attribute / Adjunct / Rheme) (IC-indefinite article Deictic constituent in Carrier / Subject / Theme nominal group lacking) (LDP) 2|| reading (M) (NFC) (CC) 3|| and (textual Theme) his... (part of Actor / Subject / topical Theme) (IC-Thing constituent in Actor / Subject / topical Theme nominal group, Process: M / Finite & Predicator / part of Rheme, Circumstance-location:place / Adjunct / part of Rheme lacking) (LPP) 4|| and her cat was sleeping (M) in her bed (CC) 2/5|| when the cat woke up... (M) (CC) 6|| she opened (M) the door... (CC) 7|| because (textual Theme) he... (Actor / Subject / topical Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme lacking) (LPP) 8|| it was bothering (M) her reading (CC) 9|| so (textual Theme) he... (Actor / Subject / topical Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme lacking) (LPP) 10|| it went (M) to...another room [[ that was (R) very...quiet... (complete down-ranked clause) ]] (CC) 3/11|| in this room there was (E) a bird in a jail... (CC) 12|| and (textual Theme) the cat (Actor / Subject / topical Theme) wants to eat... (Process: M / Finite & Predicator / Rheme) (IC-Goal / Complement / part of Rheme lacking) (LPP) 13|| wants... (part of Process: M / Finite / Rheme) (second element of verbal group complex Process: M / Predicator / part of Rheme, Goal / Complement / part of Rheme lacking) (LPP) 14|| wants to eat (M) it (AEC) (CC) 15|| so he opened (M) the jail... (CC) 16|| but (textual Theme) it (Actor / Subject / topical Theme) fall... (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) (SDCC) 17|| and the cat went (M) into the jail... (CC) 18|| and the bird was (R) free (CC) 4/19|| when the little girl opened (M) the door... (CC) 20|| she saw (ML) the cat into the jail (DCC) 21|| and (ML) the bird free... (AEC) (CC) 5/22|| she got (R) very surprised (CC) 23|| and screamed... (M) (AEC) (CC) 6/24|| the... (part of Actor / Subject / Theme) (IC-Thing constituent in Actor / Subject / Theme, Process: M / Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme, Circumstance-location:place / Adjunct / part of Rheme lacking) (LPP) 25|| soon she...took the cat out (M) of the jail... (CC) 26|| and (textual Theme) the bird (Actor / Subject / topical Theme) flyed (Process: M / deviant [regular for irregular primary past tense marking] temporal Finite & Predicator / Rheme) through the window... (Circumstance-location:place / Adjunct / Rheme) (SDCC) 27|| to sing (M) in the trees. (NFC) (CC) ||

**D/SPN01 has 27 ranking clauses, out of which 9 are incomplete (1 LDP, 6 LPP, and 2 SDCC). There are 7 clause complexes (4, 6, 8, 3, 2, 4 ranking clauses respectively) and 1 down-ranked clause. (133 words)**

## WRITTEN:

1/1|| The little girl was reading (M) in her room (CC) 2|| with her cat sleeping (M) near her. (CC) 2/3|| When the cat woke up, (M) (CC) 4|| it started to bother (M) her, (CC) 5|| so she opened (M) the door (CC) 6|| and the cat went (M) to another room. (CC) 3/7|| This room was (R) very quiet and silencious, (DCC) 8|| inspid of (devint [spelling] textual Theme) have (Process: M / part of Predicator / Rheme) a bird (Attribute / Complement / Rheme) in it. (Circumstance-location:place / Adjunct / Rheme) (IC-bound morpheme indicative of imperfective aspect on Predicator / part of Rheme lacking) (NFC) (LDP) 4/9|| The bird wsn't singing, (M) (CC) 10|| because it was (R) sad (CC) 11|| for (textual Theme) don't (deviant ['don't' for 'not'] negative polarity modal Adjunct / Rheme) have (Process: R / part of Predicator / Rheme) freedom. (Attribute / Complement / Rheme) (IC-bound morpheme indicative of imperfective aspect on Predicator / part of Rheme lacking) (NFC) (LDP) 5/12|| When the cat saw (ML) the bird, (CC) 13|| it immediately thought (ML) (projecting clause) (CC) 14|| about eating (M) it, (projected clause) (NFC) (CC) 15|| so the cat went to take (M) it in the jail. (CC) 6/16|| But the jail fell down, (M) (CC) 17|| the bird escaped (M) (CC) 18|| and the cat now was locked. (M) (CC) 7/19|| With such a noisy, (part of Circumstance-cause:reason / Adjunct / Theme) the little girl (Senser / Subject / Rheme) went check (Process: ML / Finite & part of Predicator / Rheme) [[ what was going on, (M) (complete down-ranked clause) ]] (Phenomenon / Complement / Rheme) (IC-Thing constituent of Range nominal group in Circumstance-cause:reason / Adjunct / Theme, free morpheme indicative of perfective aspect on second element of verbal group complex Predicator / part of Rheme lacking) (LDP) 20|| and (textual Theme) when (Circumstance-location:time) she (Senser/ Subject / topical Theme) saw (Process: ML / Finite & Predicator / Rheme) [[ what (Actor / Subject / Theme) happened (Process: M / deviant ['past' for 'had'] Finite & deviant [past for past participle] Predicator / Rheme) (simplified deviant complete down-ranked clause) ]] (Phenomenon / Complement / Rheme) (DOWN-RANKED-CLAUSE-

RELATED SDCC) 21 || she got (R) very surprised. (CC) 8/22|| As soon as possible she unlocked (M) the cat, (CC) 23 || but at this time the bird was already singing (M) in the trees. (CC) |||

**D**/WPN01 has 23 ranking clauses, out of which 4 are incomplete (3 LDP and 1 DOWN-RANKED-CLAUSE-RELATED SDCC). There are 8 clause complexes (2, 4, 2, 3, 4, 3, 3, 2 ranking clauses respectively) and 2 down-ranked clauses. (141 words)

DIALOG:

CSD4 - Hi (MC) M... (MC) 1/1||| How long time (part of deviant ['how' for 'so'] Circumstance-extent:duration / Adjunct / Theme) I (Senser / Subject / Rheme) didn't see (Process: ML / deviant [past for present primary tense] temporal Finite + negative polarity & deviant [present for past secondary tense] Predicator / Rheme) you. (Phenomenon / Complement / Rheme) (IC-minor Process – 'for', indefinite article Deictic constituent of Range nominal group in Circumstance-extent:duration / Adjunct / Theme prepositional phrase lacking) (LDP) |||

CSD3 - Oh, (DM) hi! (MC)

CSD4 - 2/2||| What (Identifier / Subject / Theme) the news? (Identified / Complement / Rheme) (IC-Process: R / Finite & Predicator / part of Rheme lacking) (LDP) |||

CSD3 - Uh... (DM) 3/3||| (E) nothing very special. (EEC) (CC) 4 || I'm taking (M) conversation now. (CC) |||

CSD4 - Oh, (DM) 4/5||| yeah? (EEC) (CC) 6 || What time? (M) (AEC) (CC) |||

CSD3 - 5/7||| (M) At...at night...at seven forty. (AEC) (CC) |||

CSD4 - 6/8||| yeah? (EEC) (CC) 9 || In what day? (M) (AEC) (DCC) |||

CSD3 - uh... (DM) 7/10||| (M) Tuesday and Thursday. (AEC) (CC) |||

CSD4 - 8/11||| Do you know (ML) (projecting clause) (CC) 12 || that (textual Theme) Eva (Carrier / Subject / topical Theme) stay (Process: R / part of Finite & deviant [lexical choice: 'stay' for 'be'] Predicator / Rheme) in Sobral? (Circumstance-location:place / Adjunct / Rheme) (projected clause) (IC-bound morpheme indicative of third person singular present primary tense on temporal Finite / part of Rheme lacking) (LDP) |||

CSD3 - 9/13||| Yes,... (CC) 14 || I (Actor / Subject / Theme) met... (Process: M / Finite & Predicator / Rheme) (IC-Goal / Complement / part of Rheme lacking) (LPP) 15 || I (Actor / Subject / Theme) went (Process: M / Finite & Predicator / Rheme) to her... (part of Circumstance-location:place / Adjunct / Rheme) (IC-Classifier and Thing constituents of Range nominal group in Circumstance-location:place / Adjunct / part of Rheme lacking) (LDP) << Ah... (DM) >> 16 || the vacation... (part of deviant [inappropriate definite article] Circumstance-location:place / Adjunct / Rheme) (IC-minor Process, possessive Deictic and Thing constituents of Range nominal group in Circumstance-location:place / Adjunct / part of Rheme lacking) (AEC) (LDP) 17 || I don't remember (ML) where... (CC)

CSD4 - 10/19||| Is taking (Process: M / Finite & Predicator / Rheme) he... (deviant [nominative for oblique case] Goal / Complement / Rheme) (IC-Actor / Subject / Theme lacking) (LDP) |||

CSD3 - 18 || She (Sayer / Subject / Theme) said (Process: V / Finite & Predicator / Rheme) me... (part of Receiver / Complement / Rheme) (IC-minor Process – 'to' – in Receiver / Complement / part of Rheme prepositional phrase lacking) (LDP) |||

CSD4 - 11/20||| yes? (EEC) (CC) 21 || she (Sayer / Subject / topical Theme) said (Process: V / part of deviant ['past' for 'did'] Finite & deviant ['past' for 'base' form] Predicator / Rheme) to you? (Receiver / Complement / Rheme) (IC-past primary tense temporal auxiliary Finite / interpersonal Theme lacking) (LDP) |||

CSD3 - 12/22||| yes (CC) |||

CSD4 - Yes. (MC) 13/23||| she (Senser / Subject / Theme) love (Process: ML / part of Finite & Predicator / Rheme) (IC-bound morpheme indicative of regular past primary tense on temporal Finite / part of Rheme, Phenomenon / Complement / part of Rheme lacking) (LDP) 24 || because her boyfriend lived (M) in Sobral. (DCC) |||

CSD3 - ah?? (MC)

CSD4 - yeah (MC) 14/25||| and...

CSD3 - 15/26||| I knew (ML) that (CC) |||

CSD4 - she is (R) wonderful. (CC) |||

CSD3 - 16/27||| she must be (R) very happy (CC) |||

CSD4 - yes... (MC) 17/28||| she...is (R) (CC) 29 || the best thing [[ that (Carrier / Subject / Theme) happened (Process: R / Finite & Predicator / Rheme) this year (Circumstance-location:time / Adjunct / Rheme) for she. (deviant [minor Process 'for' for 'to', nominative for oblique case of Thing constituent in Range] Attribute / Complement / Rheme) (deviant simplified down-ranked clause) ]] (Attribute /

Complement / Rheme) (IC-Carrier / Subject / Theme, Process: R / Finite & Predicator / part of Rheme lacking) (LDP) |||

CSD3 - 18/30||| but... (textual Theme) is... (part of Process / temporal Finite / interpersonal Theme) (IC-Actor / Subject / topical Theme, part of Process: M / Predicator / part of Rheme, Goal / Complement / part of Rheme lacking) (LPP) 31 ||| is she studying... (M) something? (CC) |||

CSD4 - 19/32||| only to do... (M) the... the vestibular.. << 33 ||| yeah. (CC) ||| >> in the end of the year. (NFC) (CC) |||

CSD3 - uh-hum! (MC)

CSD4 - 20/34||| but... (textual Theme) (IC-Carrier / Subject / topical Theme, Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LPP) 35 ||| and... (textual Theme) (IC-Carrier / Subject / topical Theme, Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LPP) 36 ||| and... (textual Theme) (IC-Carrier / Subject / topical Theme, Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LPP) 37 ||| and... (textual Theme) (IC-Carrier / Subject / topical Theme, Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LPP) 38 ||| and (textual Theme) the other thing (Carrier / Subject / topical Theme) (IC-Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LPP) 39 ||| it's (R) ok. (AEC) (CC) 40 ||| And you? (EEC) (CC) |||

CSD3 - 21/41||| I'm (R) only at DEC. (CC) 42 ||| I'm taking (M) conversation (CC) 43 ||| because... I ...think (ML) (projecting clause) (CC) 44 ||| it's (R) the only advanced course [[ I'm going to do...(M) next year (complete down-ranked clause) ]] (projected clause) (CC) 45 ||| I think... (ML) (projecting clause) (CC) 46 ||| I'm thinking (ML) (projected and projecting clause) (CC) 47 ||| about (textual Theme) start speaking (Process: V / part of deviant [imperfective for perfective aspect of second element in verbal group complex] Predicator / Rheme) Italian. (Verbiage / Complement / Rheme) (IC-bound morpheme indicative of imperfective aspect on first element in verbal group complex Predicator / part of Rheme lacking) (NFC) (LDP) |||

CSD4 - 22/48||| Yeah? (EEC) (CC) |||

CSD3 - 23/49||| Yeah. (CC) |||

CSD4 - 24/50||| I can't do (M) in this semester conversation (DCC) 51 ||| because (textual Theme) I... (Actor / Subject / topical Theme) (IC-Process: M / Finite & Predicator / Rheme lacking) (LDP) 52 ||| I (Actor / Subject / Theme) 'm work... (Process: M / Finite & part of Predicator / Rheme) (IC-bound morpheme indicative of imperfective aspect on Predicator / part of Rheme lacking) (LDP) 53 ||| and (textual Theme) study (Process: M / part of Predicator / Rheme) at night (Circumstance-location:time / Adjunct / Rheme) (IC-bound morpheme indicative of imperfective aspect on Predicator / part of Rheme lacking) (AEC) (LDP) 54 ||| and working (M) in the morning and in the afternoon... (AEC) (CC) |||

CSD3 - Ah, (DM) 25/55||| you finally found (M) a job. (CC) |||

CSD4 - Yes. (MC)

CSD3 - Finally (MC)

CSD4 - Yes, (MC) yes,... (MC) 26/56||| and (textual Theme) I (Actor / Subject / topical Theme) find (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) a job a job... (Goal / Complement / Rheme) (SDCC) 57 ||| and (textual Theme) I... (Actor / Subject / topical Theme) (IC-Process: M / Finite & Predicator / Rheme, Circumstance-extent:duration / Adjunct / part of Rheme lacking) (LPP) 58 ||| I... work (M) all the day... (DCC) 59 ||| (M) all the day... (AEC) (LPP) 60 ||| (M) all the day... (AEC) (LPP) 27/61||| I (Actor / Subject / Theme) 'm... (temporal Finite / Rheme) (IC-negative polarity modal Adjunct / part of Rheme, Process: M / Predicator / part of Rheme, Circumstance-location:place / Adjunct / part of Rheme lacking) (LDP) 62 ||| today (Circumstance-location:time / Adjunct / Theme) I... (Actor / Subject / Rheme) (IC-Process: M / temporal Finite + negative polarity & Predicator / part of Rheme, Circumstance-location:place / Adjunct / part of Rheme lacking) (LDP) 63 ||| I (Actor / Subject / Theme) don't ...need go (Process: M / temporal Finite + negative polarity & part of Predicator / Rheme) to the ...the job (Circumstance-location:place / Adjunct / Rheme (IC-free morpheme indicative of perfective aspect of second element in verbal group complex Predicator / part of Rheme lacking) (LDP) 64 ||| and I can stay (R) here... (CC) 65 ||| but... (textual Theme) (IC-Circumstance-location:time / Adjunct / topical Theme, Actor / Subject / Rheme, Circumstance-extent:frequency / Adjunct / part of Rheme, Circumstance-location:place / Adjunct / part of Rheme lacking) (LPP) 66 ||| and... (textual Theme) (IC-Circumstance-location:time / Adjunct / topical Theme, Actor / Subject / Rheme, Circumstance-extent:frequency / Adjunct / part of Rheme, Circumstance-location:place / Adjunct / part of Rheme lacking) (LPP) 67 ||| and... aliás... after... (IC-L2 Adjunct lacking) (LDP) 68 ||| after here I can go (M) again to my work my job (CC) 69 ||| and ...only this is (R) my life. (CC) |||

CSD3 - poor V... (MC)

CSD4 - 28/70|| house... house... job and... university (EEC) (CC) 71 || house job university (EEC) (CC) 72 || house job... (EEC) (CC) 73 || when... (Circumstance-location:time / Adjunct / Theme) (IC-Carrier / Subject / part of Rheme, Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LDP) 74 || when (Circumstance-location:time / Adjunct / Theme) is... (Process: R / Finite & Predicator / Rheme) an...weekend (deviant [indefinite for definite article Deictic] Attribute / Complement / Rheme) (IC-Carrier / Subject / part of Rheme lacking) (LDP) 75 || I only sleep. (M) (CC)

CSD3 - 29/79|| I know... (ML) (CC) ||

CSD4 - 76 || Because I needs (R) all day, all the time, all the hours (DCC) 77 || because I can't sleep (M) in the week (CC) 78 || and in the weekend... (IC-naturally unfinished clause due to turn invasion by interlocutor) (LPP) ||

CSD3 - 30/80|| When I was working... (M) in Jan... (CC) 81 || every... every... December and January I work (M) (CC) 82 || and...it's (R) a really hard... hard work... (DCC) 83 || so (textual Theme) I (Carrier / Subject / topical Theme) have to stay (Process: R / Finite & Predicator / Rheme) all the time... (Circumstance-extent:duration / Adjunct / Rheme) (IC-Attribute / Complement / part of Rheme lacking) (LDP) 84 || sometimes (Circumstance-extent:frequency / Adjunct / Theme) I (Actor / Subject / Rheme) go sleep (Process: M / Finite & part of Predicator / Rheme) very, very, very late... (Circumstance-location:time / Adjunct / Rheme) (IC-free morpheme indicative of perfective aspect of second element in verbal group complex Predicator / part of Rheme lacking) (LDP) 85 || so (textual Theme) in the weekend... only Sunday (deviant [minor Process 'in' for 'on'] Circumstance-location:time / Adjunct / Theme) << 86 || because on Saturdays we work... (M) (CC) || >> sometimes (Circumstance-extent:frequency / Adjunct / Rheme) my sister (Actor / Subject / Rheme) go out (Process: M / part of Finite & Predicator / Rheme) (IC-bound morpheme indicative of third person singular present primary tense on temporal Finite / part of Rheme lacking) (LDP) 87 || no...go (Process: M / part of Finite & Predicator / Rheme) with me... (Circumstance-accompaniment:comitatio / Adjunct / Rheme) (IC-bound morpheme indicative of third person singular present primary tense on temporal Finite / part of Rheme lacking) (AEC) (LDP) 88 || you're (R) so... (IC-naturally unfinished clause due to turn invasion by interlocutor) (LPP) ||

CSD4 - No... (MC) 31/89|| and... (textual Theme) (IC-Actor / Subject / topical Theme, Process: M / temporal Finite + negative polarity / Predicator / part of Rheme, Goal / Complement / part of Rheme, Circumstance-location:time / Adjunct / part of Rheme lacking) (LPP) 90 || and...I didn't do (M) anything in the weekend... (DCC) ||

CSD4 - 32/91|| I (Actor / Subject / Theme) didn't go... (Process: M / Finite & Predicator / Rheme) (IC-Circumstance-location:place / Adjunct / part of Rheme lacking) (LPP) 92 || going (Process: M / deviant ['ing' for base form] Predicator / Rheme) to Dragão do Mar... (Circumstance1-location:place / Adjunct / Rheme) to... to... a boite... (part of Circumstance2-location:place / Adjunct / Rheme) anything...nothing...nothing in my life... (deviant ['thing' for 'where'] Circumstance3-location:place / Adjunct / Rheme) (IC-L2 Thing constituent of Range nominal group in Circumstance2-location:place / Adjunct / part of Rheme prepositional phrase lacking) (AEC) (LDP) 93 || only (modal Adjunct / Rheme) sleep... (Process: M / Finite & Predicator / Rheme) (IC-Actor / Subject / Theme lacking) (LDP) 94 || study (M) (AEC) (LDP) 95 || and (textual Theme) correct (Process: M / Finite & Predicator / Rheme) tests the my...the my...the my students (part of deviant [inappropriate definite article] Goal / Complement / Rheme) (IC-Actor / Subject / topical Theme, minor Process – 'of' – indicative of possessive case in Qualifier constituent of Goal / Complement / part of Rheme nominal group lacking) (AEC) (LDP) 96 || because (textual theme) I (Carrier / Subject / topical Theme) 'm... (Process: R / Finite & Predicator / Rheme) (IC-Attribute / Complement / part of Rheme lacking) (LPP) 97 || I'm... (R) (IC-naturally unfinished clause due to turn invasion by interlocutor) (LPP) ||

CSD3 - 33/98|| You're (R) a teacher! (CC) || Oh... (DM)

CSD4 - 34/99|| Is (Process: R / Finite & Predicator / Rheme) terrible... (Attribute / Complement / Rheme) (IC-Carrier / Subject / Theme lacking) (LDP) 100 || but... I'm (R) teacher... (CC) ||

CSD3 - 35/101|| of what? (AEC) (CC) ||

CSD4 - Yes... (MC) 36/102|| and... (textual Theme) all the class (Participant / Subject / topical Theme) (IC-Process: ? / Finite & Predicator / part of Rheme, Participant / Complement / part of Rheme lacking) (LDP) 103 || and (textual Theme) the...the...regular (part of Participant / Subject / topical Theme) (IC-Thing constituent in Participant / Subject / topical Theme nominal group, Process: ? / Finite & Predicator / part of Rheme, Participant / Complement / part of Rheme lacking) (LDP) 104 || eh the college (Participant / Subject / Theme) (IC-Process: ? / Finite & Predicator / part of Rheme, Participant / Complement / part of Rheme lacking) (LDP) << oh... (DM) 105 || I'm (R) sorry... (CC) || >> 106 || the school (Participant / Subject / Theme) (IC-Process: ? / Finite & Predicator / part of Rheme, Participant / Complement / part of Rheme lacking) (LDP) ||

CSD3 - 37/107|| You're lying... (V) (CC) ||

CSD4 - 38/108|| Yes... (EEC) (CC)

- CSD3 - 39/110|| No... (EEC) (CC) |||
- CSD4 - 109|| all the...the...the students...the school... (Participant / Subject / Theme) (IC-Process: ? / Finite & Predicator / part of Rheme, Participant / Complement / part of Rheme lacking) (LDP) |||
- CSD3 - 40/111|| I can't imagine (ML) (projecting clause) (CC) 112|| you're (R) a teacher... (projected clause) (CC) |||
- CSD4 - 41/113|| I (Carrier / Subject / Theme) 'm (Process: R / Finite & Predicator / Rheme) a teacher informatic... (deviant ['Deictic+Thing+Classifier' for 'Deictic+Classifier+Thing word order - L1 transfer, spelling] Attribute / Complement / Rheme) (SDCC) |||
- CSD3 - oh god! (MC)
- CSD4 - 42/114|| is (Process: R / Finite & Predicator / Rheme) wonderful... (Attribute / Complement / Rheme) (IC-Carrier / Subject / Theme lacking) (LDP) 115|| but... (textual Theme) I (Carrier / Subject / topical Theme) have... (Process: R / Finite & Predicator / Rheme) (IC-Attribute / Complement / part of Rheme lacking) (LPP)
- CSD3 - 43/119|| I imagine... (ML) (CC) |||
- CSD4 - 116|| but (textual Theme) I (Carrier / Subject / topical Theme) have (Process: R / Finite & Predicator / Rheme) a lot of ... a lot of...ah...ah... (part of Attribute / Complement / Rheme) (IC-Thing constituent in Attribute / Complement / part of Rheme lacking) (LPP)
- CSD3 - 44/120|| (R) tests (Attribute / Complement / Rheme) (AEC) (CC) |||
- CSD4 - yes (MC) 117|| to correct (M) (NFC) (CC) 118|| and I didn't correct (M) any one... (CC) |||
- CSD3 - oh (DM) 45/121|| I'm (R) sorry! (CC) |||
- CSD4 - 46/122|| but (textual Theme) I (Actor / Subject / topical Theme) will correct... (Process: M / modal Finite & Predicator / Rheme) (IC-Goal / Complement / part of Rheme lacking) (LDP) 123|| has... (temporal Finite / Rheme) (IC-Carrier / Subject / Theme, Process: R / Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (projected clause) (LDP) 124|| has (temporal Finite / Rheme) two weeks (Attribute / Complement / Rheme) (IC-Carrier / Subject / Theme, Process: R / Predicator / part of Rheme lacking) (projected clause) (LDP) << 125|| I... (Senser / Subject / Theme) (IC-Process: ML / Finite & Predicator / Rheme lacking) (LPP) 126|| I think (ML) (projecting clause) (CC) >> 127|| that (textual Theme) I (Carrier / Subject / topical Theme) stay (Process: R / deviant ['present' for 'have'] temporal Finite & deviant [present for past secondary tense, lexical choice: 'stay' for 'be'] Predicator / Rheme) with these tests (Circumstance-accompaniment:comitation / Adjunct / Rheme) (SDCC) 128|| and (textual Theme) I (Actor / Subject / topical Theme) didn't correct (Process: M / deviant [past for present primary tense] temporal Finite & deviant [present for past secondary tense] Predicator / Rheme) any one... (Goal / Complement / Rheme) (SDCC) 47/129|| when (Circumstance-location:time / Adjunct / Theme) my students... (Actor / Subject / Rheme) (IC-Process: M / Finite & Predicator / part of Rheme, Circumstance-accompaniment:comitation / Adjunct / part of Rheme) (LPP)
- CSD3 - 48/135|| your students... (IC-naturally unfinished clause due to turn invasion by interlocutor) (LPP) |||
- CSD4 - 130|| ...when my students came (M) with me... (CC) 131|| "do (deviant [present for past primary tense] temporal Finite / interpersonal Theme) you (Actor / Subject / topical Theme) read (Process: M / Predicator / Rheme) my test?" (Goal / Complement / Rheme) (SDCC) 132|| << "oh (DM) >> no! (CC) 133|| your (deviant [adjectival for pro-form possessive, word order: 'negative polarity modal Adjunct + Complement'] Goal / Complement / Rheme) no (deviant ['no' for 'not'] negative polarity modal Adjunct / Rheme) (AEC) (SDCC) 134|| but (textual Theme) I (Actor / Subject / topical Theme) will read" (Process: M / modal Finite & Predicator / Rheme) (IC-Goal / Complement / part of Rheme lacking) (LDP) |||
- CSD3 - 49/136|| they know (ML) (projecting clause) (CC) 137|| you didn't (M) (projected clause) (CC) |||
- CSD4 - 50/138|| "I (Carrier / Subject / Theme) don't... (temporal Finite + negative polarity / Rheme) (IC-Process: R / Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LPP) 139|| I don't have (R) time (CC) 140|| to correct (M) your test (CC) 141|| but I will..." (M) (AEC) (CC) 142|| and (textual Theme) I (Actor / Subject / topical Theme) didn't correct... (Process: M / Finite & Predicator / Rheme) (IC-Goal / Complement / part of Rheme lacking) (LDP) 51/143|| in this... (part of deviant [inappropriate indefinite article Deictic] Circumstance-location:time / Adjunct / Theme) (IC-Thing constituent in Circumstance-location:time / Adjunct / Theme nominal group, Circumstance-location:place / Adjunct / part of Rheme, Actor / Subject / part of Rheme, Process: M / modal Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme, Circumstance-extent:duration / Adjunct / part of Rheme lacking) (LPP) 144|| this weekend... (Circumstance-location:time / Adjunct / Theme) in the university (deviant [minor Process 'in' for 'at'] Circumstance-location:place / Adjunct / Rheme) I... (Actor / Subject / Rheme) (IC-Process: M / modal Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme, Circumstance-extent:duration / Adjunct / part of Rheme lacking) (LPP) 145|| I... (Actor / Subject / Rheme)

(IC-Process: M / modal Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme, Circumstance-extent:duration / Adjunct / part of Rheme lacking) (AEC) (LPP) 146 || I will do (M) the tests... all the weekend... (DCC) 147 || all the day I have (R) a test... (CC) 148 || and today I have (R) two tests (CC) |||

CSD3 - 52/149 ||| but you will do (M) (CC) 150 || or (textual Thhemme) your students... (Participant / Subject / topical Theme) (IC-Process: ? / Finite & Predicator / part of Rheme, Participant / Complement / part of Rheme) (LDP) |||

CSD4 - 53/151 ||| I will do (M) (CC) |||

CSD3 - ah! (DM)

CSD4 - 54/152 ||| in the...the...the university today at night... (clause was eliminated) I have (R) two tests (DCC) 153 || and (textual Theme) I (Actor / Subject / topical Theme) didn't student (Process: M / Finite / Rheme) anymore (Circumstance / Adjunct / Rheme) (IC-Predicator / part of Rheme lacking) (LDP)

CSD3 - ah! (DM)

CSD4 - 154 || I (Actor / Subject / Theme) will study (Process: M / modal Finite & Predicator / Rheme) four o'clock p.m. (part of Circumstance-location:time / Adjunct / Rheme) for... (part of Circumstance-cause:purpose / Adjunct / Rheme) (IC-minor Process - 'at' - in Circumstance-location:time / Adjunct / part of Rheme prepositional phrase, Range nominal group in Circumstance-cause:purpose / Adjunct / part of Rheme prepositional phrase lacking) (LDP) 155 || because (textual Theme) I (Actor / Subject / topical Theme) need do (Process: M / Finite & part of Predicator / Rheme) the test... (Goal / Complement / Rheme) seven o'clock...at night (part of Circumstance-location:time / Adjunct / Rheme) (IC-free morpheme indicative of perfective aspect of second element in verbal group complex Predicator / part of Rheme, minor Process - 'at' - in Circumstance-location:time / Adjunct / part of Rheme prepositional phrase lacking) (LDP) |||

CSD3 - good luck... (MC)

CSD4 - yes (MC) 55/156 ||| I (Carrier / Subject / Theme) need... (Process: R / Finite & Predicator / Rheme) (IC-Goal / Complement / part of Rheme lacking) (LDP) 157 || but it's (R) only this... my life (CC) |||

CSD3 - 56/158 ||| but next semester... are you thinking (ML) (projecting clause) (CC) 159 || about having (M) some advanced courses? (NFC) (CC) |||

CSD4 - 57/160 ||| no (CC) |||

CSD3 - 58/161 ||| any one? (AEC) (CC) |||

CSD4 - 59/162 ||| I don't have (R) time... (CC) |||

CSD3 - 60/163 ||| no? (EEC) (CC) |||

CSD4 - 61/164 ||| no... (CC) 165 || because... (textual Theme) in this semester (deviant [inappropriate minor Process 'in'] Circumstance-location:time / Adjunct / topical Theme) I (Carrier / Subject / Rheme) need... (Process: R / Finite & Predicator / Rheme) (IC-Attribute / Complement / part of Rheme lacking) (LDP) 166 || I only study (M) (CC) 167 || and... (textual Theme) (IC-Process: M / Finite & Predicator / part of Rheme, modal Adjunct / part of Rheme lacking) (AEC) (LPP) 168 || and work (M) only... (AEC) (CC) 169 || next semester I think (ML) (projecting clause) (CC) 170 || that (textual Theme) will be (Process: R / modal Finite & Predicator / Rheme) the same... (Attribute / Complement / Rheme) (IC-Carrier / Subject / topical Theme lacking) (LDP)

CSD3 - uh-hum! (DM)

CSD4 - 171 || and next semester... (clause was eliminated) that's (R) it... (CC) 172 || and (textual Theme) only (modal Adjunct / interpersonal Theme) when (Circumstance-location:time / Adjunct / topical Theme) I (Carrier / subject / Rheme) am (Process: R / Finite & Predicator / Rheme) the university... (part of Circumstance:location:place / Adjunct / Rheme) (IC-minor Process - 'at' - in Circumstance:location:place / Adjunct / part of Rheme prepositional phrase lacking) (LPP) 173 || in my course... (Circumstance:location1:place / Adjunct / Rheme) in the university... (deviant [minor Process 'in' for 'at'] Circumstance2:location:place / Adjunct / Rheme) (AEC) (DCC) 174 || I can think (ML) about it... (CC) 175 || because (textual Theme) today (Circumstance-location:time / Adjunct / topical Theme) is (Process: R / Finite & Predicator / Rheme) impossible... (Attribute / Complement / Rheme) (IC-Carrier / Subject / part of Rheme lacking) (LDP) 176 || because (textual Theme) in the day (deviant [minor Process 'in' for 'during'] Circumstance:location:time / Adjunct / topical Theme) I (Actor / Subject / Rheme) need work (Process: M / Finite & part of Predicator / Rheme) (IC-free morpheme indicative of perfective aspect of second element in verbal group complex Predicator / part of rheme lacking) (LDP) 177 || and (textual Theme) at night (Circumstance:location:time / Adjunct / topical Theme) I (Actor / Subject / Rheme) need study... (Process: M / Finite & part of Predicator / Rheme) (IC-free morpheme indicative of perfective aspect of second element in verbal group complex Predicator / part of rheme lacking) (LDP)

CSD3 - 62/179|| I... (IC-naturally unfinished clause due to turn invasion by interlocutor) (LPP) 180|| I... (IC-naturally unfinished clause due to turn invasion by interlocutor) (LPP)

CSD4 - 178|| in the weekend I need (R) sleep... (DCC) |||

CSD3 - oh yes! (MC) 181|| I just did (M) conversation this semester (CC) 182|| because I need (R) it (CC) 183|| if I stopped... (M) (CC) 184|| I think (ML) (projecting clause) (CC) 185|| I would never come back (M) (projected clause) (CC)

CSD4 - yes (MC)

CSD3 - 186|| never never never... (AEC) (CC) |||

CSD4 - 63/187|| I forget (ML) a lot of things... the sentences the phrases... (CC) |||

CSD3 - yes (MC)

CSD4 - 64/188|| I think (ML) (projecting clause) (CC) 189|| that I forget (ML) (projected clause) (CC) 190|| because (textual Theme) when (Circumstance-location:time / Adjunct / topical Theme) I... (Carrier / Subject / Rheme) (IC-Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme) (LPP) 191|| when I stay (R) at home (CC) 192|| I can't talk (V) with Eva... (CC) 193|| because Eva didn't stay (M) (CC) 194|| lived (Process: M / Finite & Predicator / Rheme) here (Circumstance-location:place / Adjunct / Rheme) (IC-Actor / Subject / Theme lacking) (LDP) |||

CSD3 - 65/195|| my sister finished (M) about two years (projected clause) (CC) 196|| I think (ML) (projecting clause) (CC) 197|| and (textual Theme) now (Circumstance-location:time / Adjunct / topical Theme) she... (Senser / Subject / Rheme) (IC-Process: ML / Finite & Predicator / part of Rheme, Phenomenon / Complement / part of Rheme lacking) (LPP) 198|| and she has forgotten (ML) many many things... (CC)

CSD4 - yes... (MC) 66/204|| is (Process: R / Finite & Predicator / Rheme) terrible... (Attribute / Complement / Rheme) (IC-Carrier / Subject / Theme lacking) (LDP) 205|| the vocabulary... a lot of things... you forgot (ML – deviant [past for present primary tense] temporal Finite) (DCC) |||

CSD3 - yes... (MC) 199|| the... houses of culture in UFC (EEC) (DCC)

CSD4 - yeah. (MC)

CSD3 - 200|| she's taken (M) english (CC) 201|| but... (textual Theme) she... (Actor / Subject / topical Theme) (IC-Process: M / Finite & Predicator / Rheme lacking) (SDCC) 202|| she (Actor / Subject / Theme) stopped (Process: M / deviant [past for present primary tense] temporal Finite & past secondary tense Predicator / Rheme) (SDCC) 203|| and had forgotten (ML – deviant [past for present primary tense] temporal Finite) everything (AEC) (DCC) |||

CSD4 - yes (MC) 67/206|| is (Process: R / Finite & Predicator / Rheme) terrible (Attribute / Complement / Rheme) (IC-Carrier / Subject / Theme lacking) (LDP) |||

CSD3 - 68/207|| she came (M) to the second semester (CC) 208|| but (textual Theme) she (Participant / Subject / topical Theme) didn't... (temporal Finite + negative polarity / Rheme) (IC-Process: ? / Predicator / part of Rheme lacking) (LDP) 209|| couldn't have (Process: R / modal Finite & Predicator / Rheme) (IC-Attribute / Complement / part of Rheme lacking) (AEC) (LDP) 210|| because...she was seeing (M) colors animals and... (CC) |||

CSD4 - 69/211|| you forget (ML) the... the parts of the house the... a lot of names (CC) 212|| you forgot... (ML – deviant [past for present primary tense] temporal Finite) the... the body... (DCC) 213|| you forgot (ML – deviant [past for present primary tense] temporal Finite) the days (DCC)

CSD3 - hu-hum (DM)

CSD4 - 214|| you forgot (ML – deviant [past for present primary tense] temporal Finite) a lot of things (DCC) 215|| but (textual Theme) ah...ah...the other words [[ you want... ]] (Phenomenon / Complement / topical Theme) you... (Senser / Subject / Rheme) (IC-Process: ML / modal Finite + modal Adjunct & Predicator / part of Rheme lacking) (SDCC) 216|| you... (Senser / Subject / Rheme) (IC-Process: ML / modal Finite + modal Adjunct & Predicator / part of Rheme lacking) (AEC) (SDCC) 217|| << eh... (DM) >> for (inappropriate preposition) never (deviant [word order: between Finite and Predicator] modal Adjunct / Rheme) you (Senser / Subject / Rheme) will forget (Process: ML / modal Finite & Predicator / Rheme) (AEC) (SDCC)

CSD3 - yes (MC)

CSD4 - 218|| because (textual Theme) is (Process: R / Finite & Predicator / Rheme) impossible... (Attribute / Complement / Rheme) (IC-Carrier / Subject / topical Theme lacking) (LDP) 219|| but today for example...I didn't remember (ML) a... a... a... (IC-Numerative and Thing constituents in Phenomenon / Complement / part of Rheme nominal group lacking) (LPP) 220|| don't remember (Process: ML / Finite + negative polarity & Predicator / Rheme) (IC-Senser / Subject / Theme lacking) (projecting clause) (LDP) 221|| that (textual Theme) a lot of words... (Participant / Subject / topical Theme) (IC-Process: ? / Finite & Predicator / part of Rheme, Participant / Complement / part of Rheme lacking) (projected clause) (LDP) 222|| and (textual Theme) a...a...a lot of words (Participant / Subject /

topical Theme) (IC-Process: ? / Finite & Predicator / part of Rheme, Participant / Complement / part of Rheme lacking) (LDP) 223 || and...

CSD3 - 70/234|| and... (IC) (LPP) 235 || (R) and fool words (EEC) (CC) 236 || but (textual Theme) these (Participant / Subject / topical Theme) (IC-Process: ? / Finite & Predicator / part of Rheme, Participant / Complement / part of Rheme lacking) (LDP) << “oh my god! (MC) >> 237 || you’re (R) so...” (IC-naturally unfinished clause due to turn invasion by interlocutor) (LPP) |||

CSD4 - the iding / i:ding / ...eh...eh...eh...is a lot of in the... (LDP) 224 || you forgot... (ML – deviant [past for present primary tense] temporal Finite) (DCC) 225 || and (textual Theme) when (Circumstance-location:time / Adjunct / topical Theme) I (Actor / Subject / Rheme) will start (Process: M / deviant [future for present primary tense – overgeneralization due to idea of futurity] temporal Finite & Predicator / Rheme) again... (Circumstance-extent:frequency / Adjunct / Rheme) (SDCC) 226 || I... (Senser / Subject / Theme) (IC-Process: ML / Finite & Predicator / Rheme lacking) (LPP) 227 || I... know (ML) (projecting clause) (CC) 228 || that (textual Theme) I (Carrier / subject / topical Theme) will need stay (Process: R / modal Finite & part of Predicator / Rheme) very very much (part of deviant [lexical choice: ‘much’ for ‘long’] Attribute / Complement / Rheme) (IC-free morpheme indicative of perfective aspect of second element in verbal group complex Predicator / part of Rheme, minor Process ‘for’ in Attribute / Complement / part of Rheme lacking) (projected clause) (LDP) 229 || because...if I didn’t study (M) (CC) 230 || I can’t ... << eh...eh... (DM) >> do (M) all the the course... (CC) 231 || the advanced...will be (R) impossible (CC) 232 || but... << 233 || I’m (R) sorry... (CC) || >> today I don’t have (R) time (CC) |||

CSD3 - 71/238|| our conversation is (R) wonderful... (CC) 239 || we just talk... (V) (CC) 240 || we don’t have (R) that boring class of grammar (CC) 241 || and... (IC-naturally unfinished clause due to turn invasion by interlocutor) (LPP) |||

CSD4 - yes... (MC) 72/242|| grammar is (R) terrible (CC)

CSD3 - yes (MC)

CSD4 - 243 || I (Senser / Subject / Theme) dislike... (Process: ML / Finite & Predicator / Rheme) (IC-Phenomenon / Complement / part of Rheme lacking) (LDP) 244 || I... (Senser / Subject / Theme) (IC-Process: ML / Finite & Predicator / part of Rheme, Phenomenon / Complement / part of Rheme lacking) (LDP) 245 || I (Senser / Subject / Theme) hate ... (Process: ML / Finite & Predicator / Rheme) (IC-Phenomenon / Complement / part of Rheme lacking) (LDP) |||

CSD3 - 73/246|| me too... (EEC) (CC) 247 || I’ve never never thought (ML) (projecting clause) (CC) 248 || about having (M) grammar (projected clause) (NFC) (CC) |||

CSD4 - 74/249|| conversation (Carrier / Subject / Theme) is... (Process: R / Finite & Predicator / Rheme) (IC-Attribute / Complement / part of Rheme lacking) (LPP) 250 || is (R) good (AEC) (CC) 251 || because (textual Theme) you... (Sayer / Subject / topical Theme) (IC-Process: V / modal Finite + modal Adjunct & Predicator / Rheme) (LPP) 252 || you can only talk... (V) (CC) 253 || he didn’t know (ML) you... (CC) 254 || you (Actor / Subject / Theme) look (Process: M / Finite & part of Predicator / Rheme) at the dictionary (deviant [minor Process ‘at’ for ‘in’] Circumstance-location:place / Adjunct / Rheme) (IC-particle ‘up’ as part of two-word verb Predicator / part of Rheme, Goal / Complement / part of Rheme lacking) (LDP) 255 || and you talk (V) (CC) 256 || and you talk (V) (CC) 257 || and you talk... (V) (CC) |||

CSD3 - 75/258|| valdeci (Carrier / Subject / Theme) have (Process: R / deviant [unmarked third person present temporal Finite-Subject concord for marked concord] temporal Finite & Predicator / Rheme) zillions of dictionaries... (Attribute / Complement / Rheme) (SDCC) |||

CSD4 - yes (MC) 76/259|| this is (R) the baby (CC) |||

CSD3 - yes... (MC) 77/260|| I really remember (ML) this (CC) 261 || when I arrived (M) here... (CC) |||

CSD4 - 78/262|| “where’s (R) the baby?”... (CC) 263 || I remember (ML) the teacher’s baby (CC)

CSD3 - 79/272|| I remember (R) that so funny...baby... (CC) |||

CSD4 - 264 || and... (textual Theme) (IC-Carrier / Subject / topical Theme, Process: R / Finite & Predicator / part of Rheme, Attribute / complement / part of Rheme lacking) (LPP) 265 || and...he is (R) wonderful

CSD3 - yes (MC)

CSD4 - to conversation ... (DCC) 266 || (R) so... so good... (AEC) (CC) 267 || (R) very good... (AEC) (CC) 268 || << “hi (MC) teacher... (MC) >> are (R) you ok?” (CC) 269 || (R) “ok” (AEC) (CC) 270 || “can (modal Finite / interpersonal Theme) I (Actor / Subject / topical Theme) go... (Process: M / part of Predicator / Rheme) (IC-particle ‘out’ as part of phrasal verb Predicator / part of Rheme lacking) (LPP) 271 || go out?”(M) (AEC) (CC) |||

CSD3 - 80/273|| hu-hum (CC) 274 || my pleasure... (EEC) (CC) |||

CSD4 - ok (MC) melina... (MC) thanks (MC)

CSD3 - bye bye... (MC)

CSD4 - 81/275|| was (Process: R / Finite & Predicator / Rheme) wonderful [| meet (Process: M / part of Predicator / Rheme) you (Goal / Complement / Rheme) (incomplete [free morpheme indicative of perfective



aspect of Predicator / part of Rheme lacking] non-finite down-ranked clause) ]] (Attribute / Complement / Rheme) (IC-Carrier / Subject / Theme lacking) (LDP) |||

CSD3 - oh... (DM) 82/276|| me too... (EEC) (DCC) |||

CSD4 - 83/277|| see (ML) you later... (EEC) (CC) 278 || (ML) one day... one month... one year... one day (AEC) (CC)

CSD3 - good luck on your job (MC) 84/284|| and... (IC-naturally unfinished clause due to turn invasion by interlocutor) (LPP) |||

CSD4 - yes... (MC) 279 || when I need (R) all the things in my life (CC) 280 || I... (Senser / Subject / Theme) (IC-Process: ML / Finite & Predicator / Rheme lacking) (LPP) 281 || I know (ML) (projecting clause) (CC) 282 || that I will need (R) you again... (CC) 283 || I have (R) your telephone (CC) |||

CSD3 - oh (DM) 85/285|| you don't call (M) me (CC) |||

CSD4 - 86/286|| no... (CC) 287 || I don't remember (ML) (CC) 288 || I don't have (R) time (CC) 289 || I said (V) to you... (CC)

CSD3 - oh... (DM) yes... (MC) 87/295|| so busy... (EEC) (CC) ||| oh my god! (MC)

CSD4 - 290 || and... (textual Theme) (IC-Circumstance-location:time / Adjunct / topical Theme, Actor / Subject / part of Rheme, Process: M / Finite & Predicator / part of Rheme lacking) (LDP) 291 || and (textual Theme) when (Circumstance-location:time / Adjunct / topical Theme) Eva (Actor / Subject / Rheme) travel... (Process: M / part of Finite & Predicator / Rheme) (IC-bound morpheme indicative of regular past primary tense on Finite / part of Rheme lacking) (LDP) 292 || she... (Actor / Subject / Theme) (IC-Process: M / Finite & Predicator / Rheme, Goal / Complement / part of Rheme, Circumstance-accompaniment:comitition / Adjunct / part of Rheme lacking) (LDP) 293 || she... (Actor / Subject / Theme) (IC-Process: M / Finite & Predicator / Rheme, Goal / Complement / part of Rheme, Circumstance-accompaniment:comitition / Adjunct / part of Rheme lacking) (LDP) 294 || she... (Actor / Subject / Theme) with me (Circumstance-accompaniment:comitition / Adjunct / Rheme) the...the... the paper [[ that (Carrier / Subject / Theme) has (Process: R / Finite & Predicator / Rheme) all the...the telephone... your and the...the...

CSD3 - 88/296|| I wanna kill (M) corrinha (CC)

CSD4 - ...the corriha... magda... all the... the... (part of deviant [adjectival possessive for possessive pro-form, definite article as Deictic of people's names] Attribute / Complement / Rheme) (incomplete [bound morpheme indicative of plurality on noun 'telephone', bound morpheme indicative of possessive case on nouns Corrinha and Magda lacking] down-ranked clause) ]] (Goal / Complement / Rheme) (IC-Process: M / Finite & Predicator / Rheme) (LDP) |||

CSD3 - 297 || ...she... (Sayer / Subject / Theme) (IC-Process: V / Finite & Predicator / part of Rheme, Receiver / Complement / part of Rheme, Verbiage / Complement / part of Rheme lacking) (LPP) 298 || she asked (V) me one number (CC) 299 || and (textual Theme) I (Actor / Subject / topical Theme) took (Process: M / Finite & Predicator / Rheme) her (part of Beneficiary:Recipient / Complement / Rheme) (IC-Goal / Complement / part of Rheme, minor Process – 'to' – in Beneficiary:Recipient / Complement / part of Rheme prepositional phrase lacking) (LDP) 300 || but I said (V) (projecting clause) (CC) 301 || I (Actor / Subject / Theme) have lost (Process: M / Finite & Predicator / Rheme) (IC-Goal / Complement / part of Rheme lacking) (projected clause) (LDP) 302 || and she said (V) (projecting clause) (CC) 303 || << no (MC) >> I'll call (M) you (projecting clause) (CC) 304 || and (textual Theme) give (Process: M / Predicator / Rheme) you... (part of Beneficiary:Recipient / Complement Rheme) (IC-Goal / Complement / part of Rheme, minor Process – 'to' – in Beneficiary:Recipient / Complement / part of Rheme lacking) (AEC) (LDP) 305 || but she never called (M) me (CC)

CSD4 - ok... (DM) 89/310|| corrinha is (R) wonderful (CC) |||

CSD3 - 306 || but (textual Theme) I... (Actor / Subject / topical Theme) (IC-Process: M / Finite + modal Adjunct & Predicator / part of Rheme, Goal / Complement / part of Rheme, Circumstance-location:place / Adjunct / part of Rheme, Circumstance-location:time / Adjunct / part of Rheme lacking) (LPP) 307 || I'm still gonna meet (M) her at dragão do mar one day (CC) 308 || and I'll kill (M) her (CC) 309 || when I see (ML) her (CC) |||

CSD4 - yeah... (MC) 90|| but (textual Theme of Clause 311) corrinha... (Carrier / Subject / topical Theme of Clause 312) 311 || I don't know... (ML) (projecting clause) (CC) 312 || have (Process: R / deviant [unmarked third person present temporal Finite-Subject concord for marked concord] temporal Finite & Predicator / Rheme) your (part of Attribute / Complement / Rheme) (IC-textual Theme, Thing constituent in Attribute / Complement / part of Rheme lacking) (projected clause) (LDP) 313 || the...the corrinha's telephone (deviant [definite article Deictic before people's names] Goal / Complement / Rheme) to... (part of Beneficiary:Recipient / Complement / Rheme) (IC-Actor / Subject / Theme, Process: M / modal Finite & Predicator / part of Rheme, Thing constituent of Range nominal group in Beneficiary:Recipient / Complement / part of Rheme prepositional phrase lacking) (LDP) |||

CSD3 - oh... (DM) 91/314|| give (Process: Predicator / Rheme) me (part of Beneficiary:Recipient / Complement / Rheme) (IC-Goal / Complement / part of Rheme, minor Process – ‘to’ – in Beneficiary:Recipient / Complement / part of Rheme prepositional phrase lacking) (LDP) ||| please (MC)  
 CSD4 - yes... (MC) 92/315|| I’ll call (M) to you one day (DCC) 316|| and I’ll call (M) to you (DCC)  
 CSD3 - yes (MC) ok (MC)  
 CSD4 - 317|| and I’ll call (M) to you (DCC) 318|| all the... the telephone numbers (Goal / Complement / Rheme) (IC-textual Theme, Actor / Subject / topical Theme, Process: M / modal Finite & Predicator / part of Rheme, Beneficiary:Recipient / Complement / part of Rheme lacking) (LDP) |||  
 CSD3 - ok (MC)  
 CSD4 - yes? (MC)  
 CSD3 - ok (MC)  
 CSD4 - ok (MC) melina... (MC) bye (MC)  
 CSD3 - bye (MC)

**D/D** has 318 ranking clauses, out of which 138 are incomplete (79 LDP, 46 LPP, and 13 SDCC). There are 92 clause complexes (1, 1, 2, 2, 1, 2, 1, 2, 6, 1, 2, 1, 2, 1, 1, 1, 2, 2, 7, 7, 1, 1, 5, 1, 5, 9, 9, 1, 9, 2, 7, 1, 2, 1, 5, 1, 2, 1, 5, 1, 1, 1, 7, 6, 1, 2, 5, 6, 2, 1, 4, 2, 2, 1, 1, 1, 1, 15, 8, 1, 7, 9, 2, 1, 4, 23, 4, 4, 4, 3, 9, 1, 1, 2, 10, 1, 2, 1, 1, 7, 1, 1, 9, 1, 14, 1, 3, 1, 4 ranking clauses respectively) and 5 down-ranked clauses. (1,348 words)

DIALOG REPORT:

1/1|| Valdeci is working (M) very hard. (CC) 2/2|| He had to stop (M) the English course (CC) 3|| because he has (R) no time (CC) 4|| to do (M) it, (NFC) (CC) 5|| but he thinks (ML) (projecting clause) (CC) 6|| about (textual Theme) one day (Circumstance-location:time / Adjunct / topical Theme) continue studying (Process: M / part of Predicator / Rheme) a language. (Goal / Complement / Rheme) (IC-bound morpheme indicative of imperfective aspect of first element in verbal group complex Predicator / part of Rheme lacking) (projected clause) (LDP) 3/7|| His sister, Eva, is (R) now at Sobral (DCC) 8|| and she’s (R) very happy (CC) 9|| because now she’s (R) near her boyfriend. (CC) |||

4/10|| Valdeci works (M) as a teacher with groups of different ages. (CC) 5/11|| In test-weeks he’s (R) very busy, (CC) 12|| because he has to correct (M) tests (CC) 13|| and also study (M) for his tests at college. (AEC) (CC) |||

6/14|| I asked (V) him (projecting clause) (CC) 15|| to call (M) me, (NFC) (projected clause) (CC) 16|| to we (deviant [minor Process ‘to’ for ‘for’, nominative for oblique case pronoun as Range] (Senser / Subject / Theme) keep seeing (Process: ML / part of Predicator / Rheme) each other (Phenomenon / Complement / Rheme) (IC-free morpheme indicative of perfective aspect of first element in verbal group complex Predicator / part of Rheme) (projected clause) (LDP) 17|| and also to give (M) me the phones of our friends [[ that finished (M) the course with us. (complete down-ranked clause) ]] (projected clause) (NFC) (CC) |||

**D/DR01** has 17 ranking clauses, out of which 2 are incomplete (2 LDP). There are 6 clause complexes (1, 5, 3, 1, 3, 4 ranking clauses respectively) and 1 down-ranked clause. (104 words)

ORAL TEST:

T: so m... is everything ok?

CSD3 - 1/1|| yes (CC) |||

T: uh-hum... good... tell me something... do you have a good memory?

2/2|| so-so (EEC) (CC) |||

T: can you remember things easily?

CSD3 - 3/3|| no... (CC) 4|| no (CC) 5|| I don’t have (R) a good memory (CC) |||

T: what do you mean? can you give me one example? something that happened to you...

CSD3 - 4/6|| I forget (ML) everything... (CC) 7|| everything I forget... (ML) (CC) 8|| I (Actor / Subject / Theme) lost (Process: M / deviant Finite [‘past’ for – present – auxiliary ‘have’ – primary tense] & deviant Predicator [past for past participle form] Predicator / Rheme) things... (Goal / Complement / Rheme) (SDCC) 9|| I’m (R) distracted (CC) |||

T: really?

CSD3 - 5/10|| really (EEC) (CC) |||

T: I don’t believe that anyway... anyway... I’d like you to try to remember something you did in the past and... you regret doing that I mean something you could have done in a different way

CSD3 - no... (MC) 6/11|| I usually don't regret (ML) things [[ I do... (M) (complete down-ranked clause) ]] (CC) 12 || but... << hum... DM >> something [[ I think (ML) (complete projecting down-ranked clause) ]] I could have done (M) better... (complete projected down-ranked clause) || but... (naturally unfinished down-ranked clause due to necessity for discourse/content planning/fact-recalling) ]] (IC-naturally unfinished clause due to necessity for discourse/content planning/fact recalling) (LPP) 13 || let me think... (ML) (CC) 14 || at school... I could have studied (M) more for the tests (CC) 15 || and (textual Theme) don't have... (Process: R / deviant [temporal 'don't' for modal 'wouldn't'] Finite & part of Predicator / Rheme) (IC-Carrier / Subject / topical Theme, lexical element – in past participle – of verbal group complex Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LDP) 16 || don't get (Process: M / deviant [temporal 'don't' for modal 'wouldn't'] Finite & part of deviant [base form of lexical element for past participle form] Predicator / Rheme) bad grades... (Goal / Complement / Rheme) (IC-auxiliary 'have' as part of Predicator / part of Rheme lacking) (LDP) 17 || but... ah yeah... (IC-naturally unfinished clause as a strategy of ending the content being conveyed) (LPP) ||

T: I see... right... ah... tell me something... I mean... suppose you work... suppose... I need a job and you work at a fast food restaurant... you are the manager

CSD3 - uh-hum... (MC)

T: what kinds of questions would you ask me?

CSD3 - 7/18|| to work (M) for me? (NFC) (CC) ||

T: yeah

CSD3 - oh (DM) 8/19|| I don't know... (ML) (CC) 20 || (V) vague and personal things like... << ah... (DM) >> documents... (AEC) (CC) 21 || ok? (EEC) (CC) ||

T: hu-hum

CSD3 - 9/22|| and... << well... (DM) >> if you are (R) available [[ to work (Process: M / Predicator / Rheme) with the time (part of deviant [inappropriate preposition] Goal / Complement / Rheme) in restaurant... (part of deviant [minor Process 'in' for 'at'] Circumstance-location:place / Adjunct / Rheme) (incomplete [Classifier constituent and plurality marking on Thing constituent in Goal / Complement / part of Rheme nominal group, Dictic constituent of Range in Circumstance-location:place / Adjunct / part of Rheme prepositional phrase lacking] down-ranked clause) ]] (DOWN-RANKED-CLAUSE-RELATED LDP) 23 || and...if you have (R) any experience... like job... (CC) 24 || if you can act (M) like the women of the... the place... (CC) ||

T: the company

CSD3 - yes... (MC) 10/25|| (m) the company... (AEC) (CC) ||

T: right... thank you... right... ah... let me see do you... have you gone to any recent event... any recent show in town? have you gone to any clubs on the weekend? I mean the last weekend?

CSD3 - 11/26|| no... (CC) 27 || I (Carrier / Subject / Theme) 'm staying (Process: R / deviant ['am' – finite – for 'been' – non-finite: past participle – form of auxiliary] Predicator / Rheme) at home (Attribute / Complement / Rheme) for a long time... (Circumstance-extent:duration / Adjunct / Rheme) (IC-temporal Finite 'have' / part of Rheme lacking) (LDP) 28 || even... (modal Adjunct / interpersonal Theme) I think (ML) (projecting clause) (CC) 29 || since to the vacation (part of deviant [inappropriate minor Process 'to' and definite article] Circumstance-extent: duration / Adjunct / Rheme) (IC-'Deictic+Thing+minor Process – 'of' – in Qualifier' of Range constituent in Circumstance-extent: duration / Adjunct / part of Rheme) (AEC) (projected clause) (LDP) 30 || because in vacation my mom doesn't make me stay (R) at home (DCC) 31 || and so (textual Theme) when (Circumstance-location:time / Adjunct / topical Theme) the...the...classes (deviant [inappropriate definite article Deictic – L1 transfer] Actor / Subject / Rheme) started... (Process: M / Finite & Predicator / Rheme) (SDCC) 32 || I (Carrier / Subject / Theme) had (modal Finite / part of Rheme) just (deviant [word order: before modal Finite] modal Adjunct / part of Rheme) stayed (Process: R / part of deviant [past participle for base form] Predicator / Rheme) home... (Attribute / Complement / Rheme) (IC-free morpheme indicative of perfective aspect of base form of Predicator / part of Rheme lacking) (LDP) 33 || I think (ML) (projecting clause) (CC) 34 || next month I'm going (M) to ceará music (projected clause) (DCC) 35 || but now I'm just going (M) to dragão do mar to the theater... (CC) ||

T: hu-hum... what was the last time you went to theater... or the cultural center?... I mean dragão do mar?

CSD3 - 12/36|| I think (ML) (projecting clause) (CC) 37 || (R) about two weeks ago (projected clause) (CC) ||

T: what did you do there?

CSD3 - 13/38|| I watched (ML) a movie... (CC) 39 || and I stayed (R) there until four o'clock (CC) 40 || and (textual Theme) after (part of Circumstance-location:time / Adjunct / topical Theme) I (Actor / Subject / Rheme) went (Process: M / Finite & Predicator / Rheme) to ponte metálica... (Circumstance-location:place / Adjunct / Rheme) (IC-Thing constituent of Range in Circumstance-location:time /

Adjunct / topical Theme prepositional phrase lacking) (LDP) 41 || after (part of Circumstance-location:time / Adjunct / Theme) I (Actor / Subject / Rheme) come back (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) to dragão do mar (Circumstance-location:place / Adjunct / Rheme) (IC-Thing constituent of Range in Circumstance-location:time / Adjunct / Theme prepositional phrase lacking) (LDP) 42 || and stayed (R) at Bexiga (AEC) (CC) 43 || and...I think (ML) (projecting clause) (CC) 44 || that's (R) all (projected clause) (CC) ||

T: And there you had two beers.

CSD3 - 14/45 || no... (CC) ||

T: but the "chopp do bexiga" is very good you never drink?

CSD3 - 15/46 || sometimes... (M) (AEC) (CC) 47 || not... not... (modal Adjunct: negative polarity / Rheme) drink... (Process: M / Predicator / Rheme) (IC-Actor / Subject / Theme, present primary tense temporal Finite / part of Rheme lacking) (LDP) 48 || I love (ML) wine... (DCC) 49 || I love (ML) wine... (DCC) 50 || but (textual Theme) I (Actor / Subject / topical Theme) can't drink (Process: M / modal Finite + negative polarity & Predicator / Rheme) (IC-Goal / Complement / part of Rheme lacking) (LDP) 51 || because I'm doing (M) a treatment for the skin (CC)

T: hu-hum...

CSD3 - 52 || so (textual Theme) I (Actor / Subject / topical Theme) don't have... (Process: M / temporal Finite + negative polarity & Predicator / Rheme) (IC-Goal / Complement / part of Rheme lacking) (LDP) 53 || I (Actor / Subject / Theme) can't have... (Process: M / modal Finite + negative polarity & Predicator / Rheme) (IC-Goal / Complement / part of Rheme lacking) (LDP)

T: hum... ok

CSD3 - 54 || and I'm having (M) medicines (CC) ||

T: all right... ok... it's not a bad thing you do... it's something good... all right... suppose you have an extra ticket to go somewhere and you'd like to invite someone...

CSD3 - hu-hum... (MC)

T: ...so try to convince this someone to go with you

CSD3 - 16/55 || (M) to the theater...to the movies? (AEC) (NFC) (CC) ||

T: you decide... by the way... we say "wine"

CSD3 - 17/56 || (R) "wine"? (EEC) (CC) ||

T: yeah... pronunciation "wine"

CSD3 - ok (MC) ah... paulo... eh... hei... ah... (MC) 18/57 || do (deviant [temporal for modal indicating invitation] Finite / interpersonal Theme) you (Actor / Subject / topical Theme) like to go (Process: M / Predicator / Rheme) to a play (Circumstance-location:place / Adjunct / Rheme) with me? (Circumstance-accompaniment:comitition / Adjunct / Rheme) (SDCC) ||

T: well it depends... what day?

CSD3 - 19/58 || tomorrow (EEC) (CC) ||

T: tomorrow is... uh... thursday isn't it?

CSD3 - 20/59 || yes (CC) ||

T: I guess I'm quite busy till nine

CSD3 - 21/60 || you're lying (V) (CC) ||

T: no I'm giving classes

CSD3 - 22/61 || so... we can go (M) after nine (CC) ||

T: yeah... tonight I could... if I feel better... I have a little headache

CSD3 - ok (MC)

T: what's it about?

CSD3 - 23/62 || it's (R) a play about...uh...a woman [[ that (Actor / Subject / Theme) (incomplete [Process: M / Finite & Predicator / part of Rheme, Circumstance-location:place / Adjunct / part of Rheme, Circumstance-extent:duration / Adjunct / part of Rheme lacking] down-ranked clause) || she (deviant [duplication] Actor / Subject / Theme) 's (Process: R / deviant ['is' - finite - for 'been' - non-finite: past participle - form of auxiliary] Predicator / Rheme) in... (part of Circumstance-location:place / Adjunct / Rheme) (incomplete [temporal Finite 'has' / part of Rheme, Thing constituent in Circumstance-location:place / Adjunct / part of Rheme, Circumstance-extent:duration / Adjunct / part of Rheme lacking] down-ranked clause) || she (deviant [duplication] Actor / Subject / Theme) 's acting (Process: M / deviant ['is' - finite - for 'been' - non-finite: past participle - form of auxiliary] Predicator / Rheme) in plays (Circumstance-location:place / Adjunct / Rheme) for a long time (Circumstance-extent:duration / Adjunct / of Rheme) (incomplete [temporal Finite 'has' / part of Rheme lacking] down-ranked clause) ]] (DOWN-RANKED-CLAUSE-RELATED LDP) 63 || and she's speaking (V) about her life

T: humm...

CSD3 - her life... her personal life and her... her life as an actress... (CC) ||

T: ah... I've heard about it it's called "um minuto de silêncio"...

CSD3 - yeah... MC 24/64|| (R) exactly... (EEC) (CC) |||

T: antonieta something...

CSD3 - yes... (MC)

T: well I'd love to go... thank you very much

CSD3 - 25/65||| you're (R) welcome (CC) |||

**D/OT01 has 65 ranking clauses, out of which 18 are incomplete (11 LDP, 2 DOWN-RANKED-CLAUSE-RELATED LDP, 2 LPP, and 3 SDCC). There are 25 clause complexes (1, 1, 3, 4, 1, 7, 1, 3, 3, 1, 10, 2, 7, 1, 9, 1, 1, 1, 1, 1, 1, 2, 1, 1 ranking clauses respectively) and 8 down-ranked clauses. (328 words)**

WRITTEN TEST COMPOSITION:

6. Write a short paragraph for D's Newsletter giving your opinion about EITHER:

- a) the importance of MUSIC in our lives. OR
- b) a band/singer that you think should win a "Best Band/Singer of the Year" music award. OR
- c) a song that should win "Best Song of the Century" music award. (8 scores)

Question \_\_\_\_\_ a) \_\_\_\_\_

1/1|| I love (ML) music. (CC) 2|| I think (ML) (projecting clause) (CC) 3|| music is (R) one complement of life. (projected clause) (CC) 2/4|| But there are (E) people [[ that don't like (ML) music. ]] (CC) 3/5|| This person is (R) unhappy. (CC) 4/6|| Music can be (R) a scape from our problems. (DCC) 5/7|| In my case for example: when I have (R) many problems (CC) 8|| I listen to (ML) beautiful music (CC) 9|| and (textual Theme) I (Senser / Subject / topical Theme) forget (Process: ML / Finite & Predicator / Rheme) problems. (part of Phenomenon / Complement / Rheme) (IC-Deictic constituent in Phenomenon / Complement / part of Rheme lacking) (LDP) |||

**D/WTC01 has 9 ranking clauses, out of which 1 is incomplete (1 LDP). There are 5 clause complexes (3, 1, 1, 1, 3 ranking clauses respectively) and 1 down-ranked clause. (52 words)**

Subject CSD4

(male; 19 years old; university student; Class 2)

PERSONAL EXPERIENCE:

SPOKEN:

1/1|| I will talk about (V) << ah... (DM) >> ok (CC) 2/2|| my name's (R) v... (CC) 3|| and... I will talk about (V) one... one story... (CC) 3/4|| my story happened (R) last year... (CC) 5|| when I was going (M) to the beach... (CC) 6|| but I didn't go (M) to the beach (CC) 7|| because (textual Theme) I... (Participant / Subject / topical Theme) (IC-Process: ? / Finite & Predicator / part of Rheme, Participant / Complement / part of Rheme lacking) (LDP) 8|| I (Actor / Subject / Theme) 'd love go (Process: M / modal Finite & part of Predicator / Rheme) to the beach (Circumstance-location:place / Adjunct / Rheme) in this date... (deviant [minor Process 'in' for 'on'] Circumstance-location:time / Adjunct / Rheme) (IC-free morpheme indicative of perfective aspect of second element in verbal group complex Predicator / part of Rheme lacking) (LDP) 9|| I was going (M) to the beach (CC) 10|| because (textual Theme) one... one friend... (Actor / Subject / topical Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme lacking) (LDP) 11|| << yeah (DM) >> two friend (part of Actor / Subject / Theme) call (Process: M / part of Finite & Predicator / Rheme) me (Goal / Complement / Rheme) (IC-plurality marking on Thing constituent in Actor / Subject / Theme nominal group, bound morpheme indicative of regular primary past tense on temporal Finite / part of Rheme lacking) (LDP) 12|| and called (M) me (AEC) (LDP) 13|| and said (V) (projecting clause) (CC) 14|| go (Process: M / deviant [lexical choice: 'go' for 'come'] Predicator / Rheme) to the beach (Circumstance-location:place / Adjunct / Rheme) with me... (deviant [singular for plural oblique case pronoun as Range] Circumstance-accompaniment:comitation / Adjunct / Rheme) (projected clause) (SDCC) 15|| will (modal Finite / Rheme) (IC-Carrier / Subject / Theme, Process: R / Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LDP) 16|| will be (Process: R / modal Finite & Predicator / Rheme) very interesting (Attribute / Complement / Rheme) (IC-Carrier / Subject / Theme lacking) (LDP) 17|| and I said (V) (projecting clause) (CC) 18|| no I can't... (M) (projected clause) (CC) 19|| but in the end I would... (M) (DCC) 20|| I was going (M) to the beach... (CC) 4/21|| when I was (R) in the beach...

(DCC) 22 || I (Actor / Subject / Theme) was walked (Process: M / temporal Finite & deviant [past for present secondary tense – overgeneralization of pastness concept] Predicator / Rheme) (SDCC) 23 || and (textual Theme) when (Circumstance-location:time / Adjunct / topical Theme) I (Actor / Subject / Rheme) was walked (Process: M / temporal Finite & deviant [past for present secondary tense – overgeneralization of pastness concept] Predicator / Rheme) (SDCC) 24 || I (Actor / Subject / Theme) meet (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) one person... (Goal / Complement / Rheme) (SDCC) 25 || this person is (R) very important in my life today (CC) 26 || because (textual Theme) « ah... DM » in this date... (deviant [minor Process ‘in’ for ‘on’] Circumstance-location:time / Adjunct / topical Theme) she (Carrier / Subject / Rheme) ’s (Process: R / Finite & Predicator / Rheme) the... (part of Attribute / Complement / Rheme) (IC-Thing constituent in Attribute / Complement / part of Rheme nominal group lacking) (LPP) 27 || she wasn’t (R) very important for me (CC) 28 || but now... I need (R) this... this girl very very much (CC) 29 || and... (textual Theme) will (modal Finite / Rheme) (IC-Carrier / Subject / topical Theme, Process: R / Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LDP) 30 || will be (Process: R / modal Finite & Predicator / Rheme) one year [[ that I need (R) you... (deviant [second person singular for feminine third person singular oblique case pronoun as Attribute / Complement / part of Rheme] down-ranked clause) || I need (R) him (deviant [masculine third person singular for feminine third person singular oblique case pronoun as Attribute / Complement / part of Rheme] down-ranked clause) ] (Attribute / Complement / Rheme) (IC-Carrier / Subject / Theme lacking) (LDP) 31 || and... (textual Theme) (IC-Carrier / Subject / topical Theme, Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LPP) 32 || and she is (R) wonderful... (CC) 33 || she’s (R) my girlfriend (CC) 34 || and (textual Theme) in this date (deviant [minor Process ‘in’ for ‘on’] Circumstance-location:time / Adjunct / topical Theme) I (Actor / Subject / Rheme) meet... (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) (IC-Gaol / Complement / part of Rheme lacking) (SDCC) 35 || meet (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) her (Gaol / Complement / Rheme) (AEC) (SDCC) 36 || and... (textual Theme) this day before... (deviant [lexical choice: ‘before’ for ‘after’; word order: ‘Range+minor Process’ for ‘minor Process+Range’] Circumstance-location:time / Adjunct / topical Theme) I (Senser / Subject / Rheme) always... (modal Adjunct / Rheme) « uh... DM » love (Process: ML / part of Predicator / Rheme) you (deviant [second for third person singular nominative case pronoun as Thing] Phenomenon / Complement / Rheme) (IC-present primary tense temporal Finite – ‘have’ / part of Rheme, bound morpheme indicative of past secondary tense on Predicator / part of Rheme lacking) (LDP) |||

**D/SPE02 has 36 ranking clauses, out of which 18 are incomplete (10 LDP, 2 LPP, and 6 SDCC). There are 4 clause complexes (1, 2, 17, 16 ranking clauses respectively) and 2 down-ranked clauses. (184 words)**

WRITTEN:

1/1||| My history happened (R) last year (DCC) 2 || when I was going (M) to the beach... (CC) |||

2/3||| I (Actor / Subject / Theme) was slept (Process: M / temporal Finite & deviant [past – deviant spelling – for present secondary tense – overgeneralization of pastness concept] Predicator / Rheme) (SDCC) 4 || and (textual Theme) my friend (Actor / Subject / topical Theme) call (Process: M / part of Finite & Predicator / Rheme) me (Goal / Complement / Rheme) (IC-bound morpheme indicative of regular past primary tense on temporal Finite / part of Rheme lacking) (LDP) 5 || and said: (V) (projecting clause) (CC)

6 || - « Oh, (DM) » go (Process: M / deviant [lexical choice: ‘go’ for ‘come’] Predicator / Rheme) to the beach (Circumstance-location:place / Adjunct / Rheme) with me. (Circumstance-accompaniment:comitation / Adjunct / Rheme) (projected clause) (DCC) |||

- No, (MC) 3/7||| I (Actor / Subject / Theme) was slept. (Process: M / deviant [spelling] temporal Finite & deviant [past – deviant spelling – for present secondary tense – overgeneralization of pastness concept] Predicator / Rheme) (projecting clause) (SDCC) |||

4/8||| But (textual Theme) I (Actor / Subject / topical Theme) ’d gone. (Process: M / deviant [‘had’ for ‘past’] Finite & deviant [past participle for past] Predicator / Rheme) (DCC) |||

5/9||| In this day (deviant [minor Process ‘in’ for ‘on’] Circumstance-location:time / Adjunct / Theme) I (Actor / Subject / Rheme) meet (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) my girlfriend, (Goal / Complement / Rheme) (SDCC) 10 || and (textual Theme) this day before (deviant [lexical choice: ‘before’ for ‘after’; word order: ‘Range+minor Process’ for ‘minor Process+Range’] Circumstance-location:time / Adjunct / topical Theme) she (Carrier / Subject / Rheme) is (Process: R / deviant [‘be’ – present secondary tense – for ‘been’ – past secondary tense –

Predicator / Rheme) the most important person in my life. (Attribute / Complement / Rheme) (IC-present primary tense temporal Finite – ‘has’ / part of Rheme lacking) (LDP) |||

**D/WPE02 has 10 ranking clauses, out of which 5 are incomplete (2 LDP and 3 SDCC). There are 5 clause complexes (2, 4, 1, 1, 2 ranking clauses respectively) and no down-ranked clauses. (56 words)**

PICTURE NARRATIVE:

SPOKEN:

1/1||| today when eva was reading (M) in her... house... (CC) 2|| he (deviant [masculine for feminine nominative case pronoun] Senser / Subject / Theme) look to (Process: ML / part of Finite & predicator / Rheme) her... (part of Phenomenon / Complement / Rheme) (IC-bound morpheme indicative of regular primary past tense on temporal Finite / part of Rheme, Thing constituent in Phenomenon / Complement / part of Rheme lacking) (LDP) 3|| she (Senser / Subject / Theme) look to (Process: ML / part of Finite & Predicator / Rheme) her... her bed (Phenomenon / Complement / Rheme) (IC-bound morpheme indicative of regular primary past tense on temporal Finite / part of Rheme lacking) (LDP) 4|| and (textual Theme) see (Process: ML / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) [[ that (textual Theme) your... (part of deviant [second for third person singular possessive case Deictic] Carrier / Subject / topical Theme) (LPP incomplete [Thing constituent in Carrier / Subject / topical Theme, Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking] down-ranked clause) || that her cat was (R) very unhappy... (complete down-ranked clause) ]] (Phenomenon / Complement / Rheme) (SDCC) 5|| and (textual Theme) when (Circumstance-location:time / Adjunct / topical Theme) Eva... (Senser / Subject / Rheme) see... (Process: ML / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) (IC-Phenomenon / Complement / part of Rheme lacking) (SDCC) 6|| look (Process: ML / part of Finite & part of Predicator / Rheme) this... (Phenomenon / Complement / Rheme) (IC-bound morpheme indicative of regular past primary tense on temporal Finite / part of Rheme, particle ‘to’ as part of Predicator / part of Rheme lacking) (AEC) (LDP) 7|| she (Carrier / Subject / Theme) ‘s... (Process: R / Finite & Predicator / Rheme) (IC-Attribute / Complement / part of Rheme lacking) (LPP) 8|| she put the cat to go (M) to the room (CC) 9|| so (textual Theme) (IC-Identified / Subject / topical Theme, Process: R / Finite & Predicator / part of Rheme, Identifier / Complement / part of Rheme lacking) (DOWN-RANKED-CLAUSE-RELATED LDP) 10|| but (textual Theme) the problem (Identified / Subject / topical Theme) is (Process: R / Finite & Predicator / Rheme) [[ that (textual Theme) in the room (Circumstance-location:place / Adjunct / topical Theme) had (Process: E / Finite & deviant [‘have’ for ‘be’] Predicator / Rheme) a bird (Existent / Complement / Rheme) (incomplete [dummy Subject – ‘there’ / part of Rheme lacking] down-ranked clause) ]] (Identifier / Complement / Rheme) (DOWN-RANKED-CLAUSE-RELATED LDP) 11|| and (textual Theme) the cat (Carrier / Subject / topical Theme) was (Process: R / Finite & Predicator / Rheme) very (part of Attribute / Complement / Rheme) (IC-Thing constituent in Attribute / Complement / part of Rheme lacking) (LDP) 12|| << ...ah... (DM) >> and (textual Theme) the cat (Actor / Subject / topical Theme) go (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) very quickly... (Circumstance-manner:quality / Adjunct / Rheme) to the... the... the bird... (Circumstance-location:place / Adjunct / Rheme) (SDCC) 13|| and (textual Theme) the bird (Carrier / Subject / topical Theme) can... (deviant [present for past primary tense] modal Finite / Rheme) (IC-Process: R / Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (SDCC) 14|| can be (Process: R / deviant [present for past primary tense] modal Finite & deviant [lexical choice: ‘be’ for ‘have’] Predicator / Rheme) freedom... (Attribute / Complement / Rheme) (AEC) (SDCC) 15|| and (textual Theme) the cat (Actor / Subject / topical Theme) go (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) to the house of the bird... (Circumstance-location:place / Adjunct / Rheme) (SDCC) 16|| the bird (AEC) (SDCC) 2/17|| when (Circumstance-location:time / Adjunct / Theme) Eva (Senser / Subject / topical Theme) see... (Process: ML / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) (SDCC) 18|| the bird (Actor / Subject / Theme) was go out (Process: M / Finite & part of Predicator / Rheme) for the window (deviant [lexical choice: ‘for’ for ‘through’] Circumstance-manner:means / Adjunct / Rheme) (IC-bound morpheme indicative of imperfective aspect of present secondary tense Predicator / part of Rheme) (LDP) 19|| and the cat was (R) very sick. (CC) |||

**D/SPN02 has 19 ranking clauses, out of which 16 are incomplete (5 LDP, 2 DOWN-RANKED-CLAUSE-RELATED LDP, 1 LPP, and 8 SDCC). There are 2 clause complexes (16, 3 ranking clauses respectively) and 3 down-ranked clauses. (109 words)**

WRITTEN:

1/1|| Today, Eva was reading (M) in her house (DCC) 2|| when (Circumstance-location:time / Adjunct / Theme) she (Senser / Subject / Rheme) look to (Process: ML / part of Finite & Predicator / Rheme) her bed (Phenomenon / Complement / Rheme) (IC-bound morpheme indicative of regular primary past tense on temporal Finite / part of Rheme lacking) (LDP) 3|| and her cat was (R) very unhappy. (CC) 2/4|| She put the cat to go (M) to the room. (CC) |||

3/5|| But, (textual Theme) in the room, (Circumstance-location:place / Adjunct / topical Theme) had (Process: E / Finite & deviant [‘have’ for ‘be’] Predicator / Rheme) a bird (Existent / Complement / Rheme) (IC-dummy Subject – ‘there’ / part of Rheme lacking) (LDP) 6|| and (textual Theme) the cat (Actor / Subject / topical Theme) go (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) to the bird’s house (Circumstance-location:place / Adjunct / Rheme) (SDCC) 7|| and (textual Theme) the bird (Carrier / Subject / topical Theme) free. (Attribute / Complement / Rheme) (IC-Process: R / Finite & Predicator / part of Rheme lacking) (LDP) |||

4/8|| After (part of Circumstance-location:time / Adjunct / Theme) Eva (Actor / Subject / Rheme) go (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) to the room (Circumstance-location:place / Adjunct / Rheme) (IC-Thing constituent of Range in Circumstance-location:time / Adjunct / Theme lacking) (LDP) 9|| and (textual Theme) see (Process: ML / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) the cat (Phenomenon / Complement / Rheme) inside the bird’s house (Circumstance-location:place / Adjunct / Rheme) (AEC) (SDCC) 10|| and (textual Theme) note (Process: ML / part of Finite & Predicator / Rheme) (IC-bound morpheme indicative of regular past primary tense on temporal Finite / part of Rheme lacking) (projecting clause) (AEC) (LDP) 11|| that the cat was (R) very sick. (projected clause) (DCC) 5/12|| The bird? (EEC) (CC) 13|| The bird now is (R) freedom. (CC) |||

**I/WPN02 has 13 ranking clauses, out of which 7 are incomplete (5 LDP and 2 SDCC). There are 5 clause complexes (3, 1, 3, 4, 2 ranking clauses respectively) and no down-ranked clauses. (76 words)**

DIALOG:

CSD4 - Hi (MC) M... (MC) 1/1|| How long time (part of deviant [‘how’ for ‘so’] Circumstance-  
extent:duration / Adjunct / Theme) I (Senser / Subject / Rheme) didn’t see (Process: ML / deviant [past  
for present primary tense] temporal Finite + negative polarity & deviant [present for past secondary tense]  
Predicator / Rheme) you. (Phenomenon / Complement / Rheme) (IC-minor Process – ‘for’, indefinite  
article Deictic constituent of Range nominal group in Circumstance-extent:duration / Adjunct / Theme  
prepositional phrase lacking) (LDP) |||

CSD3 - Oh , (DM) hi! (MC)

CSD4 - 2/2|| What (Identifier / Subject / Theme) the news? (Identified / Complement / Rheme) (IC-  
Process: R / Finite & Predicator / part of Rheme lacking) (LDP) |||

CSD3 - Uh... (DM) 3/3|| (E) nothing very special. (EEC) (CC) 4|| I’m taking (M) conversation now.  
(CC) |||

CSD4 - Oh, (DM) 4/5|| yeah? (EEC) (CC) 6|| What time? (M) (AEC) (CC) |||

CSD3 - 5/7|| (M) At...at night...at seven forty. (AEC) (CC) |||

CSD4 - 6/8|| yeah? (EEC) (CC) 9|| In what day? (M) (AEC) (DCC) |||

CSD3 - uh... (DM) 7/10|| (M) Tuesday and Thursday. (AEC) (CC) |||

CSD4 - 8/11|| Do you know (ML) (projecting clause) (CC) 12|| that (textual Theme) Eva (Carrier /  
Subject / topical Theme) stay (Process: R / part of Finite & deviant [lexical choice: ‘stay’ for ‘be’]  
Predicator / Rheme) in Sobral? (Circumstance-location:place / Adjunct / Rheme) (projected clause) (IC-  
bound morpheme indicative of third person singular present primary tense on temporal Finite / part of  
Rheme lacking) (LDP) |||

CSD3 - 9/13|| Yes,... (CC) 14|| I (Actor / Subject / Theme) met... (Process: M / Finite & Predicator /  
Rheme) (IC-Goal / Complement / part of Rheme lacking) (LPP) 15|| I (Actor / Subject / Theme) went  
(Process: M / Finite & Predicator / Rheme) to her... (part of Circumstance-location:place / Adjunct /  
Rheme) (IC-Classifier and Thing constituents of Range nominal group in Circumstance-location:place /  
Adjunct / part of Rheme lacking) (LDP) « Ah... (DM) » 16|| the vacation... (part of deviant  
[inappropriate definite article] Circumstance-location:place / Adjunct / Rheme) (IC-minor Process,  
possessive Deictic and Thing constituents of Range nominal group in Circumstance-location:place /  
Adjunct / part of Rheme lacking) (AEC) (LDP) 17|| I don’t remember (ML) where... (CC)

CSD4 - 10/19|| Is taking (Process: M / Finite & Predicator / Rheme) he... (deviant [nominative for  
oblique case] Goal / Complement / Rheme) (IC-Actor / Subject / Theme lacking) (LDP) |||



CSD3 - 18 || She (Sayer / Subject / Theme) said (Process: V / Finite & Predicator / Rheme) me... (part of Receiver / Complement / Rheme) (IC-minor Process – ‘to’ – in Receiver / Complement / part of Rheme prepositional phrase lacking) (LDP) |||

CSD4 - 11/20 || yes? (EEC) (CC) 21 || she (Sayer / Subject / topical Theme) said (Process: V / part of deviant [‘past’ for ‘did’] Finite & deviant [‘past’ for ‘base’ form] Predicator / Rheme) to you? (Receiver / Complement / Rheme) (IC-past primary tense temporal auxiliary Finite / interpersonal Theme lacking) (LDP) |||

CSD3 - 12/22 || yes (CC) |||

CSD4 - Yes. (MC) 13/23 || she (Senser / Subject / Theme) love (Process: ML / part of Finite & Predicator / Rheme) (IC-bound morpheme indicative of regular past primary tense on temporal Finite / part of Rheme, Phenomenon / Complement / part of Rheme lacking) (LDP) 24 || because her boyfriend lived (M) in Sobral. (DCC) |||

CSD3 - ah?? (MC)

CSD4 - yeah (MC) 14/25 || and...

CSD3 - 15/26 || I knew (ML) that (CC) |||

CSD4 - she is (R) wonderful. (CC) |||

CSD3 - 16/27 || she must be (R) very happy (CC) |||

CSD4 - yes... (MC) 17/28 || she...is (R) (CC) 29 || the best thing [[ that (Carrier / Subject / Theme) happened (Process: R / Finite & Predicator / Rheme) this year (Circumstance-location:time / Adjunct / Rheme) for she. (deviant [minor Process ‘for’ for ‘to’, nominative for oblique case of Thing constituent in Range] Attribute / Complement / Rheme) (deviant simplified down-ranked clause) ]] (Attribute / Complement / Rheme) (IC-Carrier / Subject / Theme, Process: R / Finite & Predicator / part of Rheme lacking) (LDP) |||

CSD3 - 18/30 || but... (textual Theme) is... (part of Process / temporal Finite / interpersonal Theme) (IC-Actor / Subject / topical Theme, part of Process: M / Predicator / part of Rheme, Goal / Complement / part of Rheme lacking) (LPP) 31 || is she studying... (M) something? (CC) |||

CSD4 - 19/32 || only to do... (M) the... the vestibular.. << 33 || yeah. (CC) || >> in the end of the year. (NFC) (CC) |||

CSD3 - uh-hum! (MC)

CSD4 - 20/34 || but... (textual Theme) (IC-Carrier / Subject / topical Theme, Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LPP) 35 || and... (textual Theme) (IC-Carrier / Subject / topical Theme, Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LPP) 36 || and... (textual Theme) (IC-Carrier / Subject / topical Theme, Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LPP) 37 || and... (textual Theme) (IC-Carrier / Subject / topical Theme, Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LPP) 38 || and (textual Theme) the other thing (Carrier / Subject / topical Theme) (IC-Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LPP) 39 || it’s (R) ok. (AEC) (CC) 40 || And you? (EEC) (CC) |||

CSD3 - 21/41 || I’m (R) only at DEC. (CC) 42 || I’m taking (M) conversation (CC) 43 || because... I ...think (ML) (projecting clause) (CC) 44 || it’s (R) the only advanced course [[ I’m going to do...(M) next year (complete down-ranked clause) ]] (projected clause) (CC) 45 || I think... (ML) (projecting clause) (CC) 46 || I’m thinking (ML) (projected and projecting clause) (CC) 47 || about (textual Theme) start speaking (Process: V / part of deviant [imperfective for perfective aspect of second element in verbal group complex] Predicator / Rheme) Italian. (Verbiage / Complement / Rheme) (IC-bound morpheme indicative of imperfective aspect on first element in verbal group complex Predicator / part of Rheme lacking) (NFC) (LDP) |||

CSD4 - 22/48 || Yeah? (EEC) (CC) |||

CSD3 - 23/49 || Yeah. (CC) |||

CSD4 - 24/50 || I can’t do (M) in this semester conversation (DCC) 51 || because (textual Theme) I... (Actor / Subject / topical Theme) (IC-Process: M / Finite & Predicator / Rheme lacking) (LDP) 52 || I (Actor / Subject / Theme) ’m work... (Process: M / Finite & part of Predicator / Rheme) (IC-bound morpheme indicative of imperfective aspect on Predicator / part of Rheme lacking) (LDP) 53 || and (textual Theme) study (Process: M / part of Predicator / Rheme) at night (Circumstance-location:time / Adjunct / Rheme) (IC-bound morpheme indicative of imperfective aspect on Predicator / part of Rheme lacking) (AEC) (LDP) 54 || and working (M) in the morning and in the afternoon... (AEC) (CC) |||

CSD3 - Ah, (DM) 25/55 || you finally found (M) a job. (CC) |||

CSD4 - Yes. (MC)

CSD3 - Finally (MC)

CSD4 - Yes, (MC) yes,... (MC) 26/56|| and (textual Theme) I (Actor / Subject / topical Theme) find (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) a job a job... (Goal / Complement / Rheme) (SDCC) 57 || and (textual Theme) I... (Actor / Subject / topical Theme) (IC-Process: M / Finite & Predicator / Rheme, Circumstance-extent:duration / Adjunct / part of Rheme lacking) (LPP) 58 || I... work (M) all the day... (DCC) 59 || (M) all the day... (AEC) (LPP) 60 || (M) all the day... (AEC) (LPP) 27/61|| I (Actor / Subject / Theme) 'm... (temporal Finite / Rheme) (IC-negative polarity modal Adjunct / part of Rheme, Process: M / Predicator / part of Rheme, Circumstance-location:place / Adjunct / part of Rheme lacking) (LDP) 62 || today (Circumstance-location:time / Adjunct / Theme) I... (Actor / Subject / Rheme) (IC-Process: M / temporal Finite + negative polarity & Predicator / part of Rheme, Circumstance-location:place / Adjunct / part of Rheme lacking) (LDP) 63 || I (Actor / Subject / Theme) don't ... need go (Process: M / temporal Finite + negative polarity & part of Predicator / Rheme) to the ...the job (Circumstance-location:place / Adjunct / Rheme (IC-free morpheme indicative of perfective aspect of second element in verbal group complex Predicator / part of Rheme lacking) (LDP) 64 || and I can stay (R) here... (CC) 65 || but... (textual Theme) (IC-Circumstance-location:time / Adjunct / topical Theme, Actor / Subject / Rheme, Circumstance-extent:frequency / Adjunct / part of Rheme, Circumstance-location:place / Adjunct / part of Rheme lacking) (LPP) 66 || and... (textual Theme) (IC-Circumstance-location:time / Adjunct / topical Theme, Actor / Subject / Rheme, Circumstance-extent:frequency / Adjunct / part of Rheme, Circumstance-location:place / Adjunct / part of Rheme lacking) (LPP) 67 || and... aliás... after... (IC-L2 Adjunct lacking) (LDP) 68 || after here I can go (M) again to my work my job (CC) 69 || and ...only this is (R) my life. (CC) ||

CSD3 - poor V... (MC)

CSD4 - 28/70|| house... house... job and... university (EEC) (CC) 71 || house job university (EEC) (CC) 72 || house job... (EEC) (CC) 73 || when... (Circumstance-location:time / Adjunct / Theme) (IC-Carrier / Subject / part of Rheme, Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LDP) 74 || when (Circumstance-location:time / Adjunct / Theme) is... (Process: R / Finite & Predicator / Rheme) an...weekend (deviant [indefinite for definite article Deictic] Attribute / Complement / Rheme) (IC-Carrier / Subject / part of Rheme lacking) (LDP) 75 || I only sleep. (M) (CC)

CSD3 - 29/79|| I know... (ML) (CC) ||

CSD4 - 76 || Because I needs (R) all day, all the time, all the hours (DCC) 77 || because I can't sleep (M) in the week (CC) 78 || and in the weekend... (IC-naturally unfinished clause due to turn invasion by interlocutor) (LPP) ||

CSD3 - 30/80|| When I was working... (M) in Jan... (CC) 81 || every... every... December and January I work (M) (CC) 82 || and...it's (R) a really hard... hard work... (DCC) 83 || so (textual Theme) I (Carrier / Subject / topical Theme) have to stay (Process: R / Finite & Predicator / Rheme) all the time... (Circumstance-extent:duration / Adjunct / Rheme) (IC-Attribute / Complement / part of Rheme lacking) (LDP) 84 || sometimes (Circumstance-extent:frequency / Adjunct / Theme) I (Actor / Subject / Rheme) go sleep (Process: M / Finite & part of Predicator / Rheme) very, very, very late... (Circumstance-location:time / Adjunct / Rheme) (IC-free morpheme indicative of perfective aspect of second element in verbal group complex Predicator / part of Rheme lacking) (LDP) 85 || so (textual Theme) in the weekend... only Sunday (deviant [minor Process 'in' for 'on'] Circumstance-location:time / Adjunct / Theme) << 86 || because on Saturdays we work... (M) (CC) || >> sometimes (Circumstance-extent:frequency / Adjunct / Rheme) my sister (Actor / Subject / Rheme) go out (Process: M / part of Finite & Predicator / Rheme) (IC-bound morpheme indicative of third person singular present primary tense on temporal Finite / part of Rheme lacking) (LDP) 87 || no...go (Process: M / part of Finite & Predicator / Rheme) with me... (Circumstance-accompaniment:comitatio / Adjunct / Rheme) (IC-bound morpheme indicative of third person singular present primary tense on temporal Finite / part of Rheme lacking) (AEC) (LDP) 88 || you're (R) so... (IC-naturally unfinished clause due to turn invasion by interlocutor) (LPP) ||

CSD4 - No... (MC) 31/89|| and... (textual Theme) (IC-Actor / Subject / topical Theme, Process: M / temporal Finite + negative polarity / Predicator / part of Rheme, Goal / Complement / part of Rheme, Circumstance-location:time / Adjunct / part of Rheme lacking) (LPP) 90 || and...I didn't do (M) anything in the weekend... (DCC) ||

CSD4 - 32/91|| I (Actor / Subject / Theme) didn't go... (Process: M / Finite & Predicator / Rheme) (IC-Circumstance-location:place / Adjunct / part of Rheme lacking) (LPP) 92 || going (Process: M / deviant ['ing' for base form] Predicator / Rheme) to Dragão do Mar... (Circumstance1-location:place / Adjunct / Rheme) to... to... a boite... (part of Circumstance2-location:place / Adjunct / Rheme) anything...nothing...nothing in my life... (deviant ['thing' for 'where'] Circumstance3-location:place / Adjunct / Rheme) (IC-L2 Thing constituent of Range nominal group in Circumstance2-location:place / Adjunct / part of Rheme prepositional phrase lacking) (AEC) (LDP) 93 || only (modal Adjunct / Rheme) sleep... (Process: M / Finite & Predicator / Rheme) (IC-Actor / Subject / Theme lacking) (LDP) 94 ||

study (M) (AEC) (LDP) 95 || and (textual Theme) correct (Process: M / Finite & Predicator / Rheme) tests the my...the my...the my students (part of deviant [inappropriate definite article] Goal / Complement / Rheme) (IC-Actor / Subject / topical Theme, minor Process – ‘of’ – indicative of possessive case in Qualifier constituent of Goal / Complement / part of Rheme nominal group lacking) (AEC) (LDP) 96 || because (textual theme) I (Carrier / Subject / topical Theme) ’m... (Process: R / Finite & Predicator / Rheme) (IC-Attribute / Complement / part of Rheme lacking) (LPP) 97 || I’m... (R) (IC-naturally unfinished clause due to turn invasion by interlocutor) (LPP) ||

CSD3 - 33/98 || You’re (R) a teacher! (CC) || Oh... (DM)

CSD4 - 34/99 || Is (Process: R / Finite & Predicator / Rheme) terrible... (Attribute / Complement / Rheme) (IC-Carrier / Subject / Theme lacking) (LDP) 100 || but... I’m (R) teacher... (CC) ||

CSD3 - 35/101 || of what? (AEC) (CC) ||

CSD4 - Yes... (MC) 36/102 || and... (textual Theme) all the class (Participant / Subject / topical Theme) (IC-Process: ? / Finite & Predicator / part of Rheme, Participant / Complement / part of Rheme lacking) (LDP) 103 || and (textual Theme) the...the...regular (part of Participant / Subject / topical Theme) (IC-Thing constituent in Participant / Subject / topical Theme nominal group, Process: ? / Finite & Predicator / part of Rheme, Participant / Complement / part of Rheme lacking) (LDP) 104 || eh the college (Participant / Subject / Theme) (IC-Process: ? / Finite & Predicator / part of Rheme, Participant / Complement / part of Rheme lacking) (LDP) << oh... (DM) 105 || I’m (R) sorry... (CC) || >> 106 || the school (Participant / Subject / Theme) (IC-Process: ? / Finite & Predicator / part of Rheme, Participant / Complement / part of Rheme lacking) (LDP) ||

CSD3 - 37/107 || You’re lying... (V) (CC) ||

CSD4 - 38/108 || Yes... (EEC) (CC)

CSD3 - 39/110 || No... (EEC) (CC) ||

CSD4 - 109 || all the...the...the students...the school... (Participant / Subject / Theme) (IC-Process: ? / Finite & Predicator / part of Rheme, Participant / Complement / part of Rheme lacking) (LDP) ||

D3 - 40/111 || I can’t imagine (ML) (projecting clause) (CC) 112 || you’re (R) a teacher... (projected clause) (CC) ||

CSD4 - 41/113 || I (Carrier / Subject / Theme) ’m (Process: R / Finite & Predicator / Rheme) a teacher informatic... (deviant [‘Deictic+Thing+Classifier’ for ‘Deictic+Classifier+Thing word order – L1 transfer, spelling] Attribute / Complement / Rheme) (SDCC) ||

CSD3 - oh god! (MC)

CSD4 - 42/114 || is (Process: R / Finite & Predicator / Rheme) wonderful... (Attribute / Complement / Rheme) (IC-Carrier / Subject / Theme lacking) (LDP) 115 || but... (textual Theme) I (Carrier / Subject / topical Theme) have... (Process: R / Finite & Predicator / Rheme) (IC-Attribute / Complement / part of Rheme lacking) (LPP)

CSD3 - 43/119 || I imagine... (ML) (CC) ||

CSD4 - 116 || but (textual Theme) I (Carrier / Subject / topical Theme) have (Process: R / Finite & Predicator / Rheme) a lot of ...a lot of...ah...ah... (part of Attribute / Complement / Rheme) (IC-Thing constituent in Attribute / Complement / part of Rheme lacking) (LPP)

CSD3 - 44/120 || (R) tests (Attribute / Complement / Rheme) (AEC) (CC) ||

CSD4 - yes (MC) 117 || to correct (M) (NFC) (CC) 118 || and I didn’t correct (M) any one... (CC) ||

CSD3 - oh (DM) 45/121 || I’m (R) sorry! (CC) ||

CSD4 - 46/122 || but (textual Theme) I (Actor / Subject / topical Theme) will correct... (Process: M / modal Finite & Predicator / Rheme) (IC-Goal / Complement / part of Rheme lacking) (LDP) 123 || has... (temporal Finite / Rheme) (IC-Carrier / Subject / Theme, Process: R / Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (projected clause) (LDP) 124 || has (temporal Finite / Rheme) two weeks (Attribute / Complement / Rheme) (IC-Carrier / Subject / Theme, Process: R / Predicator / part of Rheme lacking) (projected clause) (LDP) << 125 || I... (Senser / Subject / Theme) (IC-Process: ML / Finite & Predicator / Rheme lacking) (LPP) 126 || I think (ML) (projecting clause) (CC) >> 127 || that (textual Theme) I (Carrier / Subject / topical Theme) stay (Process: R / deviant [‘present’ for ‘have’] temporal Finite & deviant [present for past secondary tense, lexical choice: ‘stay’ for ‘be’] Predicator / Rheme) with these tests (Circumstance-accompaniment:comitation / Adjunct / Rheme) (SDCC) 128 || and (textual Theme) I (Actor / Subject / topical Theme) didn’t correct (Process: M / deviant [past for present primary tense] temporal Finite & deviant [ present for past secondary tense] Predicator / Rheme) any one... (Goal / Complement / Rheme) (SDCC) 47/129 || when (Circumstance-location:time / Adjunct / Theme) my students... (Actor / Subject / Rheme) (IC-Process: M / Finite & Predicator / part of Rheme, Circumstance-accompaniment:comitation / Adjunct / part of Rheme) (LPP)

CSD3 - 48/135 || your students... (IC-naturally unfinished clause due to turn invasion by interlocutor) (LPP) ||

CSD4 - 130 || ...when my students came (M) with me... (CC) 131 || “do (deviant [present for past primary tense] temporal Finite / interpersonal Theme) you (Actor / Subject / topical Theme) read (Process: M / Predicator / Rheme) my test?” (Goal / Complement / Rheme) (SDCC) 132 || << “oh (DM) >>

no! (CC) 133 || your (deviant [adjectival for pro-form possessive, word order: ‘negative polarity modal Adjunct + Complement’] Goal / Complement / Rheme) no (deviant [‘no’ for ‘not’] negative polarity modal Adjunct / Rheme) (AEC) (SDCC) 134 || but (textual Theme) I (Actor / Subject / topical Theme) will read” (Process: M / modal Finite & Predicator / Rheme) (IC-Goal / Complement / part of Rheme lacking) (LDP) ||

CSD3 - 49/136 || they know (ML) (projecting clause) (CC) 137 || you didn’t (M) (projected clause) (CC) ||

CSD4 - 50/138 || “I (Carrier / Subject / Theme) don’t... (temporal Finite + negative polarity / Rheme) (IC-Process: R / Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LPP) 139 || I don’t have (R) time (CC) 140 || to correct (M) your test (CC) 141 || but I will...” (M) (AEC) (CC) 142 || and (textual Theme) I (Actor / Subject / topical Theme) didn’t correct... (Process: M / Finite & Predicator / Rheme) (IC-Goal / Complement / part of Rheme lacking) (LDP) 51/143 || in this... (part of deviant [inappropriate indefinite article Deictic] Circumstance-location:time / Adjunct / Theme) (IC-Thing constituent in Circumstance-location:time / Adjunct / Theme nominal group, Circumstance-location:place / Adjunct / part of Rheme, Actor / Subject / part of Rheme, Process: M / modal Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme, Circumstance-extent:duration / Adjunct / part of Rheme lacking) (LPP) 144 || this weekend... (Circumstance-location:time / Adjunct / Theme) in the university (deviant [minor Process ‘in’ for ‘at’] Circumstance-location:place / Adjunct / Rheme) I... (Actor / Subject / Rheme) (IC-Process: M / modal Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme, Circumstance-extent:duration / Adjunct / part of Rheme lacking) (LPP) 145 || I... (Actor / Subject / Rheme) (IC-Process: M / modal Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme, Circumstance-extent:duration / Adjunct / part of Rheme lacking) (AEC) (LPP) 146 || I will do (M) the tests... all the weekend... (DCC) 147 || all the day I have (R) a test... (CC) 148 || and today I have (R) two tests (CC) ||

CSD3 - 52/149 || but you will do (M) (CC) 150 || or (textual Thhemme) your students... (Participant / Subject / topical Theme) (IC-Process: ? / Finite & Predicator / part of Rheme, Participant / Complement / part of Rheme) (LDP) ||

CSD4 - 53/151 || I will do (M) (CC) ||

CSD3 - ah! (DM)

CSD4 - 54/152 || in the...the...the university today at night... (clause was eliminated) I have (R) two tests (DCC) 153 || and (textual Theme) I (Actor / Subject / topical Theme) didn’t student (Process: M / Finite / Rheme) anymore (Circumstance / Adjunct / Rheme) (IC-Predicator / part of Rheme lacking) (LDP)

CSD3 - ah! (DM)

CSD4 - 154 || I (Actor / Subject / Theme) will study (Process: M / modal Finite & Predicator / Rheme) four o’clock p.m. (part of Circumstance-location:time / Adjunct / Rheme) for... (part of Circumstance-cause:purpose / Adjunct / Rheme) (IC-minor Process – ‘at’ – in Circumstance-location:time / Adjunct / part of Rheme prepositional phrase, Range nominal group in Circumstance-cause:purpose / Adjunct / part of Rheme prepositional phrase lacking) (LDP) 155 || because (textual Theme) I (Actor / Subject / topical Theme) need do (Process: M / Finite & part of Predicator / Rheme) the test... (Goal / Complement / Rheme) seven o’clock...at night (part of Circumstance-location:time / Adjunct / Rheme) (IC-free morpheme indicative of perfective aspect of second element in verbal group complex Predicator / part of Rheme, minor Process – ‘at’ – in Circumstance-location:time / Adjunct / part of Rheme prepositional phrase lacking) (LDP) ||

CSD3 - good luck... (MC)

CSD4 - yes (MC) 55/156 || I (Carrier / Subject / Theme) need... (Process: R / Finite & Predicator / Rheme) (IC-Goal / Complement / part of Rheme lacking) (LDP) 157 || but it’s (R) only this... my life (CC) ||

CSD3 - 56/158 || but next semester... are you thinking (ML) (projecting clause) (CC) 159 || about having (M) some advanced courses? (NFC) (CC) ||

CSD4 - 57/160 || no (CC) ||

CSD3 - 58/161 || any one? (AEC) (CC) ||

CSD4 - 59/162 || I don’t have (R) time... (CC) ||

CSD3 - 60/163 || no? (EEC) (CC) ||

CSD4 - 61/164 || no... (CC) 165 || because... (textual Theme) in this semester (deviant [inappropriate minor Process ‘in’] Circumstance-location:time / Adjunct / topical Theme) I (Carrier / Subject / Rheme) need... (Process: R / Finite & Predicator / Rheme) (IC-Attribute / Complement / part of Rheme lacking) (LDP) 166 || I only study (M) (CC) 167 || and... (textual Theme) (IC-Process: M / Finite & Predicator / part of Rheme, modal Adjunct / part of Rheme lacking) (AEC) (LPP) 168 || and work (M) only... (AEC) (CC) 169 || next semester I think (ML) (projecting clause) (CC) 170 || that (textual Theme) will be (Process: R / modal Finite & Predicator / Rheme) the same... (Attribute / Complement / Rheme) (IC-Carrier / Subject / topical Theme lacking) (LDP)

CSD3 - uh-hum! (DM)

CSD4 - 171 || and next semester... (clause was eliminated) that's (R) it... (CC) 172 || and (textual Theme) only (modal Adjunct / interpersonal Theme) when (Circumstance-location:time / Adjunct / topical Theme) I (Carrier / subject / Rheme) am (Process: R / Finite & Predicator / Rheme) the university... (part of Circumstance:location:place / Adjunct / Rheme) (IC-minor Process - 'at' - in Circumstance:location:place / Adjunct / part of Rheme prepositional phrase lacking) (LPP) 173 || in my course... (Circumstance:location:place / Adjunct / Rheme) in the university... (deviant [minor Process 'in' for 'at'] Circumstance2:location:place / Adjunct / Rheme) (AEC) (DCC) 174 || I can think (ML) about it... (CC) 175 || because (textual Theme) today (Circumstance-location:time / Adjunct / topical Theme) is (Process: R / Finite & Predicator / Rheme) impossible... (Attribute / Complement / Rheme) (IC-Carrier / Subject / part of Rheme lacking) (LDP) 176 || because (textual Theme) in the day (deviant [minor Process 'in' for 'during'] Circumstance:location:time / Adjunct / topical Theme) I (Actor / Subject / Rheme) need work (Process: M / Finite & part of Predicator / Rheme) (IC-free morpheme indicative of perfective aspect of second element in verbal group complex Predicator / part of rheme lacking) (LDP) 177 || and (textual Theme) at night (Circumstance:location:time / Adjunct / topical Theme) I (Actor / Subject / Rheme) need study... (Process: M / Finite & part of Predicator / Rheme) (IC-free morpheme indicative of perfective aspect of second element in verbal group complex Predicator / part of rheme lacking) (LDP)

CSD3 - 62/179 || I... (IC-naturally unfinished clause due to turn invasion by interlocutor) (LPP) 180 || I... (IC-naturally unfinished clause due to turn invasion by interlocutor) (LPP)

CSD4 - 178 || in the weekend I need (R) sleep... (DCC) ||

CSD3 - oh yes! (MC) 181 || I just did (M) conversation this semester (CC) 182 || because I need (R) it (CC) 183 || if I stopped... (M) (CC) 184 || I think (ML) (projecting clause) (CC) 185 || I would never come back (M) (projected clause) (CC)

CSD4 - yes (MC)

CSD3 - 186 || never never never... (AEC) (CC) ||

CSD4 - 63/187 || I forget (ML) a lot of things... the sentences the phrases... (CC) ||

CSD3 - yes (MC)

CSD4 - 64/188 || I think (ML) (projecting clause) (CC) 189 || that I forget (ML) (projected clause) (CC) 190 || because (textual Theme) when (Circumstance-location:time / Adjunct / topical Theme) I... (Carrier / Subject / Rheme) (IC-Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme) (LPP) 191 || when I stay (R) at home (CC) 192 || I can't talk (V) with Eva... (CC) 193 || because Eva didn't stay (M) (CC) 194 || lived (Process: M / Finite & Predicator / Rheme) here (Circumstance-location:place / Adjunct / Rheme) (IC-Actor / Subject / Theme lacking) (LDP) ||

CSD3 - 65/195 || my sister finished (M) about two years (projected clause) (CC) 196 || I think (ML) (projecting clause) (CC) 197 || and (textual Theme) now (Circumstance-location:time / Adjunct / topical Theme) she... (Senser / Subject / Rheme) (IC-Process: ML / Finite & Predicator / part of Rheme, Phenomenon / Complement / part of Rheme lacking) (LPP) 198 || and she has forgotten (ML) many many things... (CC)

CSD4 - yes... (MC) 66/204 || is (Process: R / Finite & Predicator / Rheme) terrible... (Attribute / Complement / Rheme) (IC-Carrier / Subject / Theme lacking) (LDP) 205 || the vocabulary... a lot of things... you forgot (ML - deviant [past for present primary tense] temporal Finite) (DCC) ||

CSD3 - yes... (MC) 199 || the... houses of culture in UFC (EEC) (DCC)

CSD4 - yeah. (MC)

CSD3 - 200 || she's taken (M) english (CC) 201 || but... (textual Theme) she... (Actor / Subject / topical Theme) (IC-Process: M / Finite & Predicator / Rheme lacking) (SDCC) 202 || she (Actor / Subject / Theme) stopped (Process: M / deviant [past for present primary tense] temporal Finite & past secondary tense Predicator / Rheme) (SDCC) 203 || and had forgotten (ML - deviant [past for present primary tense] temporal Finite) everything (AEC) (DCC) ||

CSD4 - yes (MC) 67/206 || is (Process: R / Finite & Predicator / Rheme) terrible (Attribute / Complement / Rheme) (IC-Carrier / Subject / Theme lacking) (LDP) ||

CSD3 - 68/207 || she came (M) to the second semester (CC) 208 || but (textual Theme) she (Participant / Subject / topical Theme) didn't... (temporal Finite + negative polarity / Rheme) (IC-Process: ? / Predicator / part of Rheme lacking) (LDP) 209 || couldn't have (Process: R / modal Finite & Predicator / Rheme) (IC-Attribute / Complement / part of Rheme lacking) (AEC) (LDP) 210 || because...she was seeing (M) colors animals and... (CC) ||

CSD4 - 69/211 || you forget (ML) the... the parts of the house the... a lot of names (CC) 212 || you forgot... (ML - deviant [past for present primary tense] temporal Finite) the... the body... (DCC) 213 || you forgot (ML - deviant [past for present primary tense] temporal Finite) the days (DCC)

CSD3 - hu-hum (DM)

CSD4 - 214 || you forgot (ML – deviant [past for present primary tense] temporal Finite) a lot of things (DCC) 215 || but (textual Theme) ah...ah...the other words [[ you want... ]] (Phenomenon / Complement / topical Theme) you... (Senser / Subject / Rheme) (IC-Process: ML / modal Finite + modal Adjunct & Predicator / part of Rheme lacking) (SDCC) 216 || you... (Senser / Subject / Rheme) (IC-Process: ML / modal Finite + modal Adjunct & Predicator / part of Rheme lacking) (AEC) (SDCC) 217 || « eh... (DM) » for (inappropriate preposition) never (deviant [word order: between Finite and Predicator] modal Adjunct / Rheme) you (Senser / Subject / Rheme) will forget (Process: ML / modal Finite & Predicator / Rheme) (AEC) (SDCC)

CSD3 - yes (MC)

CSD4 - 218 || because (textual Theme) is (Process: R / Finite & Predicator / Rheme) impossible... (Attribute / Complement / Rheme) (IC-Carrier / Subject / topical Theme lacking) (LDP) 219 || but today for example...I didn't remember (ML) a... a... a... (IC-Numerative and Thing constituents in Phenomenon / Complement / part of Rheme nominal group lacking) (LPP) 220 || don't remember (Process: ML / Finite + negative polarity & Predicator / Rheme) (IC-Senser / Subject / Theme lacking) (projecting clause) (LDP) 221 || that (textual Theme) a lot of words... (Participant / Subject / topical Theme) (IC-Process: ? / Finite & Predicator / part of Rheme, Participant / Complement / part of Rheme lacking) (projected clause) (LDP) 222 || and (textual Theme) a...a...a lot of words (Participant / Subject / topical Theme) (IC-Process: ? / Finite & Predicator / part of Rheme, Participant / Complement / part of Rheme lacking) (LDP) 223 || and...

CSD3 - 70/234 || and... (IC) (LPP) 235 || (R) and fool words (EEC) (CC) 236 || but (textual Theme) these (Participant / Subject / topical Theme) (IC-Process: ? / Finite & Predicator / part of Rheme, Participant / Complement / part of Rheme lacking) (LDP) « “oh my god! (MC) » 237 || you're (R) so...” (IC-naturally unfinished clause due to turn invasion by interlocutor) (LPP) ||

CSD4 - the iding / i:ding /...eh...eh...eh...is a lot of in the... (LDP) 224 || you forgot... (ML – deviant [past for present primary tense] temporal Finite) (DCC) 225 || and (textual Theme) when (Circumstance-location:time / Adjunct / topical Theme) I (Actor / Subject / Rheme) will start (Process: M / deviant [future for present primary tense – overgeneralization due to idea of futurity] temporal Finite & Predicator / Rheme) again... (Circumstance-extent:frequency / Adjunct / Rheme) (SDCC) 226 || I... (Senser / Subject / Theme) (IC-Process: ML / Finite & Predicator / Rheme lacking) (LPP) 227 || I... know (ML) (projecting clause) (CC) 228 || that (textual Theme) I (Carrier / subject / topical Theme) will need stay (Process: R / modal Finite & part of Predicator / Rheme) very very much (part of deviant [lexical choice: 'much' for 'long'] Attribute / Complement / Rheme) (IC-free morpheme indicative of perfective aspect of second element in verbal group complex Predicator / part of Rheme, minor Process 'for' in Attribute / Complement / part of Rheme lacking) (projected clause) (LDP) 229 || because...if I didn't study (M) (CC) 230 || I can't ... « eh...eh... (DM) » do (M) all the the course... (CC) 231 || the advanced...will be (R) impossible (CC) 232 || but... « 233 || I'm (R) sorry... (CC) || » today I don't have (R) time (CC) ||

CSD3 - 71/238 || our conversation is (R) wonderful... (CC) 239 || we just talk... (V) (CC) 240 || we don't have (R) that boring class of grammar (CC) 241 || and... (IC-naturally unfinished clause due to turn invasion by interlocutor) (LPP) ||

CSD4 - yes... (MC) 72/242 || grammar is (R) terrible (CC)

CSD3 - yes (MC)

CSD4 - 243 || I (Senser / Subject / Theme) dislike... (Process: ML / Finite & Predicator / Rheme) (IC-Phenomenon / Complement / part of Rheme lacking) (LDP) 244 || I... (Senser / Subject / Theme) (IC-Process: ML / Finite & Predicator / part of Rheme, Phenomenon / Complement / part of Rheme lacking) (LDP) 245 || I (Senser / Subject / Theme) hate ... (Process: ML / Finite & Predicator / Rheme) (IC-Phenomenon / Complement / part of Rheme lacking) (LDP) ||

CSD3 - 73/246 || me too... (EEC) (CC) 247 || I've never never thought (ML) (projecting clause) (CC) 248 || about having (M) grammar (projected clause) (NFC) (CC) ||

CSD4 - 74/249 || conversation (Carrier / Subject / Theme) is... (Process: R / Finite & Predicator / Rheme) (IC-Attribute / Complement / part of Rheme lacking) (LPP) 250 || is (R) good (AEC) (CC) 251 || because (textual Theme) you... (Sayer / Subject / topical Theme) (IC-Process: V / modal Finite + modal Adjunct & Predicator / Rheme) (LPP) 252 || you can only talk... (V) (CC) 253 || he didn't know (ML) you... (CC) 254 || you (Actor / Subject / Theme) look (Process: M / Finite & part of Predicator / Rheme) at the dictionary (deviant [minor Process 'at' for 'in'] Circumstance-location:place / Adjunct / Rheme) (IC-particle 'up' as part of two-word verb Predicator / part of Rheme, Goal / Complement / part of Rheme lacking) (LDP) 255 || and you talk (V) (CC) 256 || and you talk (V) (CC) 257 || and you talk... (V) (CC) ||

CSD3 - 75/258 || valdeci (Carrier / Subject / Theme) have (Process: R / deviant [unmarked third person present temporal Finite-Subject concord for marked concord] temporal Finite & Predicator / Rheme) zillions of dictionaries... (Attribute / Complement / Rheme) (SDCC) ||

CSD4 - yes (MC) 76/259 || this is (R) the baby (CC) ||

CSD3 - yes... (MC) 77/260|| I really remember (ML) this (CC) 261 || when I arrived (M) here... (CC) |||  
 CSD4 - 78/262|| "where's (R) the baby?"... (CC) 263 || I remember (ML) the teacher's baby (CC)  
 CSD3 - 79/272|| I remember (R) that so funny...baby... (CC) |||  
 CSD4 - 264 || and... (textual Theme) (IC-Carrier / Subject / topical Theme, Process: R / Finite & Predicator / part of Rheme, Attribute / complement / part of Rheme lacking) (LPP) 265 || and...he is (R) wonderful  
 CSD3 - yes (MC)  
 CSD4 - to conversation ... (DCC) 266 || (R) so... so good... (AEC) (CC) 267 || (R) very good... (AEC) (CC) 268 || « "hi (MC) teacher... (MC) » are (R) you ok?" (CC) 269 || (R) "ok" (AEC) (CC) 270 || "can (modal Finite / interpersonal Theme) I (Actor / Subject / topical Theme) go... (Process: M / part of Predicator / Rheme) (IC-particle 'out' as part of phrasal verb Predicator / part of Rheme lacking) (LPP) 271 || go out?"(M) (AEC) (CC) |||  
 CSD3 - 80/273|| hu-hum (CC) 274 || my pleasure... (EEC) (CC) |||  
 CSD4 - ok (MC) melina... (MC) thanks (MC)  
 CSD3 - bye bye... (MC)  
 CSD4 - 81/275|| was (Process: R / Finite & Predicator / Rheme) wonderful [| meet (Process: M / part of Predicator / Rheme) you (Goal / Complement / Rheme) (incomplete [free morpheme indicative of perfective aspect of Predicator / part of Rheme lacking] non-finite down-ranked clause) ]] (Attribute / Complement / Rheme) (IC-Carrier / Subject / Theme lacking) (LDP) |||  
 CSD3 - oh... (DM) 82/276|| me too... (EEC) (DCC) |||  
 CSD4 - 83/277|| see (ML) you later... (EEC) (CC) 278 || (ML) one day... one month... one year... one day (AEC) (CC)  
 CSD3 - good luck on your job (MC) 84/284|| and... (IC-naturally unfinished clause due to turn invasion by interlocutor) (LPP) |||  
 CSD4 - yes... (MC) 279 || when I need (R) all the things in my life (CC) 280 || I... (Senser / Subject / Theme) (IC-Process: ML / Finite & Predicator / Rheme lacking) (LPP) 281 || I know (ML) (projecting clause) (CC) 282 || that I will need (R) you again... (CC) 283 || I have (R) your telephone (CC) |||  
 CSD3 - oh (DM) 85/285|| you don't call (M) me (CC) |||  
 CSD4 - 86/286|| no... (CC) 287 || I don't remember (ML) (CC) 288 || I don't have (R) time (CC) 289 || I said (V) to you... (CC)  
 CSD3 - oh... (DM) yes... (MC) 87/295|| so busy... (EEC) (CC) ||| oh my god! (MC)  
 CSD4 - 290 || and... (textual Theme) (IC-Circumstance-location:time / Adjunct / topical Theme, Actor / Subject / part of Rheme, Process: M / Finite & Predicator / part of Rheme lacking) (LDP) 291 || and (textual Theme) when (Circumstance-location:time / Adjunct / topical Theme) Eva (Actor / Subject / Rheme) travel... (Process: M / part of Finite & Predicator / Rheme) (IC-bound morpheme indicative of regular past primary tense on Finite / part of Rheme lacking) (LDP) 292 || she... (Actor / Subject / Theme) (IC-Process: M / Finite & Predicator / Rheme, Goal / Complement / part of Rheme, Circumstance-accompaniment:comitation / Adjunct / part of Rheme lacking) (LDP) 293 || she... (Actor / Subject / Theme) (IC-Process: M / Finite & Predicator / Rheme, Goal / Complement / part of Rheme, Circumstance-accompaniment:comitation / Adjunct / part of Rheme lacking) (LDP) 294 || she... (Actor / Subject / Theme) with me (Circumstance-accompaniment:comitation / Adjunct / Rheme) the...the... the paper [| that (Carrier / Subject / Theme) has (Process: R / Finite & Predicator / Rheme) all the...the telephone... your and the...the...  
 CSD3 - 88/296|| I wanna kill (M) corrinha (CC)  
 CSD4 - ...the corriha... magda... all the... the... (part of deviant [adjectival possessive for possessive pro-form, definite article as Deictic of people's names] Attribute / Complement / Rheme) (incomplete [bound morpheme indicative of plurality on noun 'telephone', bound morpheme indicative of possessive case on nouns Corrinha and Magda lacking] down-ranked clause) ]] (Goal / Complement / Rheme) (IC-Process: M / Finite & Predicator / Rheme) (LDP) |||  
 CSD3 - 297 || ...she... (Sayer / Subject / Theme) (IC-Process: V / Finite & Predicator / part of Rheme, Receiver / Complement / part of Rheme, Verbiage / Complement / part of Rheme lacking) (LPP) 298 || she asked (V) me one number (CC) 299 || and (textual Theme) I (Actor / Subject / topical Theme) took (Process: M / Finite & Predicator / Rheme) her (part of Beneficiary:Recipient / Complement / Rheme) (IC-Goal / Complement / part of Rheme, minor Process – 'to' – in Beneficiary:Recipient / Complement / part of Rheme prepositional phrase lacking) (LDP) 300 || but I said (V) (projecting clause) (CC) 301 || I (Actor / Subject / Theme) have lost (Process: M / Finite & Predicator / Rheme) (IC-Goal / Complement / part of Rheme lacking) (projected clause) (LDP) 302 || and she said (V) (projecting clause) (CC) 303 || « no (MC) » I'll call (M) you (projecting clause) (CC) 304 || and (textual Theme) give (Process: M / Predicator / Rheme) you... (part of Beneficiary:Recipient / Complement Rheme) (IC-Goal / Complement /

part of Rheme, minor Process – ‘to’ – in Beneficiary:Recipient / Complement / part of Rheme lacking) (AEC) (LDP) 305 || but she never called (M) me (CC)  
 CSD4 - ok... (DM) 89/310|| corrinha is (R) wonderful (CC) ||  
 CSD3 - 306 || but (textual Theme) I... (Actor / Subject / topical Theme) (IC-Process: M / Finite + modal Adjunct & Predicator / part of Rheme, Goal / Complement / part of Rheme, Circumstance-location:place / Adjunct / part of Rheme, Circumstance-location:time / Adjunct / part of Rheme lacking) (LPP) 307 || I’m still gonna meet (M) her at dragão do mar one day (CC) 308 || and I’ll kill (M) her (CC) 309 || when I see (ML) her (CC) ||  
 CSD4 - yeah... (MC) 90|| but (textual Theme of Clause 311) corrinha... (Carrier / Subject / topical Theme of Clause 312) 311 || I don’t know... (ML) (projecting clause) (CC) 312 || have (Process: R / deviant [unmarked third person present temporal Finite-Subject concord for marked concord] temporal Finite & Predicator / Rheme) your (part of Attribute / Complement / Rheme) (IC-textual Theme, Thing constituent in Attribute / Complement / part of Rheme lacking) (projected clause) (LDP) 313 || the...the corrinha’s telephone (deviant [definite article Deictic before people’s names] Goal / Complement / Rheme) to... (part of Beneficiary:Recipient / Complement / Rheme) (IC-Actor / Subject / Theme, Process: M / modal Finite & Predicator / part of Rheme, Thing constituent of Range nominal group in Beneficiary:Recipient / Complement / part of Rheme prepositional phrase lacking) (LDP) ||  
 CSD3 - oh... (DM) 91/314|| give (Process: Predicator / Rheme) me (part of Beneficiary:Recipient / Complement / Rheme) (IC-Goal / Complement / part of Rheme, minor Process – ‘to’ – in Beneficiary:Recipient / Complement / part of Rheme prepositional phrase lacking) (LDP) || please (MC)  
 CSD4 - yes... (MC) 92/315|| I’ll call (M) to you one day (DCC) 316 || and I’ll call (M) to you (DCC)  
 CSD3 - yes (MC) ok (MC)  
 CSD4 - 317 || and I’ll call (M) to you (DCC) 318 || all the... the telephone numbers (Goal / Complement / Rheme) (IC-textual Theme, Actor / Subject / topical Theme, Process: M / modal Finite & Predicator / part of Rheme, Beneficiary:Recipient / Complement / part of Rheme lacking) (LDP) ||  
 CSD3 - ok (MC)  
 CSD4 - yes? (MC)  
 CSD3 - ok (MC)  
 CSD4 - ok (MC) melina... (MC) bye (MC)  
 CSD3 - bye (MC)

**D/D has 318 ranking clauses, out of which 138 are incomplete (79 LDP, 46 LPP, and 13 SDCC). There are 92 clause complexes (1, 1, 2, 2, 1, 2, 1, 2, 6, 1, 2, 1, 2, 1, 1, 2, 2, 2, 7, 7, 1, 1, 5, 1, 5, 9, 9, 1, 9, 2, 7, 1, 2, 1, 5, 1, 2, 1, 2, 1, 5, 1, 1, 1, 7, 6, 1, 2, 5, 6, 2, 1, 4, 2, 2, 1, 1, 1, 1, 15, 8, 1, 7, 9, 2, 1, 4, 23, 4, 4, 4, 3, 9, 1, 1, 2, 10, 1, 2, 1, 1, 7, 1, 1, 9, 1, 14, 1, 3, 1, 4 ranking clauses respectively) and 5 down-ranked clauses. (1,348 words)**

#### DIALOG REPORT:

1/1|| We (Sayer / Subject / Theme) was talk about (Process: V / deviant [singular for plural Subject-Finite concord, spelling] temporal Finite & part of Predicator / Rheme) my sister, her boyfriend and my life. (Verbiage / Complement / Rheme) (IC-bound morpheme indicative of imperfective aspect of Predicator / part of Rheme lacking) (LDP) ||

2/2|| I said (V) (projecting clause) (CC) 3 || that (textual Theme) E... (Actor / Subject / topical Theme) was lived (Process: M / Finite & deviant [past for present – imperfective aspect – secondary tense: overgeneralization of pastness concept] Predicator / Rheme) in Sobral (Circumstance-location:place / Adjunct / Rheme) (projected clause) (SDCC) 4 || and that this was (R) the baest think [[ that happend (R) in her life. (complete down-ranked clause) ]] (projected clause) (DCC) 3/5|| I (Actor / Subject / Theme) was work (Process: M / Finite & part of Predicator / Rheme) (IC-bound morpheme indicative of imperfective aspect of Predicator / part of Rheme lacking) (LDP) 6 || and (textual Theme) study (Process: M / part of Predicator / Rheme) (IC-bound morpheme indicative of imperfective aspect of Predicator / part of Rheme lacking) (AEC) (LDP) 7 || for this (deviant [‘for’ for ‘because of’ – L1 transfer] textual Theme2) I (Actor / Subject / topical Theme) can’t do (Process: M / modal Finite & Predicator / Rheme) advanced (part of Goal / Complement / Rheme) too, (inappropriate) (IC-textual Theme1, Deictic and Thing constituents in Goal / Complement / part of Rheme lacking) (LDP) 8 || but M... said (V) (projecting clause) (CC) 9 || that (textual Theme) was do (Process: M / deviant [spelling] Finite & part of Predicator / Rheme) (IC-Actor / Subject / topical Theme, bound morpheme indicative of imperfective aspect of Predicator / part of Rheme, Goal / Complement / part of Rheme lacking) (projected clause) (LDP) 10 || and (textual Theme) is (Process: R / Finite & Predicator / Rheme) good. (Attribute / Complement / Rheme) (IC-Carrier / Subject / topical Theme lacking) (projected clause) (LDP) ||



4/11|| M... (Actor / Subject / Theme) only (modal Adjunct / Rheme) study (Process: M / part of Finite & Predicator / Rheme) (IC-bound morpheme indicative of third person singular present primary tense on temporal Finite / part of Rheme lacking) (LDP) 12|| and didn't do (M) anything more. (AEC) (DCC) 5/13|| So I study, (M) (DCC) 14|| work (M) (CC) 15|| and... sleep (M) in my weekend. (DCC) |||  
 6/16|| I think (ML) (projecting clause) (CC) 17|| that (textual Theme) was (Process: R / deviant [spelling] Finite & Predicator / Rheme) good [[ meet (Process: M / part of Predicator / Rheme) Melina (Goal / Complement / Rheme) again, (Circumstance-extent:frequency / Adjunct / Rheme) (incomplete [free morpheme indicative of perfective aspect of Predicator / part of Rheme lacking] non-finite down-ranked clause) ]] (Attribute / Complement / Rheme) (IC-Carrier / Subject / topical Theme lacking) (projected clause) (LDP) 18|| I (Actor / Subject / topical Theme) 'll call (Process: M / modal Finite & Predicator / Rheme) her (Goal / Complement / Rheme) (IC-textual Theme lacking) (LDP) 19|| and (textual Theme) give (Process: M / Process / Rheme) all the telephone the other students the last semester (part of deviant [inappropriate definite article as Deictic constituent in Qualifier2] Goal / Complement / Rheme) (IC-Beneficiary:Recipient / Complement / part of Rheme, Thing constituent + minor Process 'of' indicative of possessive case of Qualifier1 + minor Process 'from' introducing Qualifier2 in Goal / Complement / part of Rheme nominal group lacking) (AEC) (LDP) 20|| and one day I'll meet (M) Melina again. (CC) 7/21|| One day... (IC-clause left purposefully unfinished due to style) (LPP) |||

**D/DR02 has 21 ranking clauses, out of which 12 are incomplete (10 LDP, 1 LPP, and 1 SDCC). There are 7 clause complexes (1, 3, 6, 2, 3, 5, 1 ranking clauses respectively) and 2 down-ranked clauses. (100 words)**

ORAL TEST:

T: uh oral test Stage 6 e... and v... please open your books on page one hundred and three...  
 S: [unintelligible remark in English]  
 T: please e... start reading  
 S: children's art /ar/ all of... all of us bug... begin /'bɪɡɪn/ to play with art as children but in one teens most /mʌst/ us turn... away from that kind /kɪnd/ of free expression [almost unintelligible, very hard accent] in order to concentrate /kɒns'treɪt/  
 T: concentrate [correcting student's pronunciation]  
 S: concentrate on learning the numbers rules of success /'su:sɪs/ in...  
 T: success /'sʌksɪs/  
 S: success /'sʌsɪs/ in our completed society /sə'si:əti/  
 T: society /sə'saɪəti/  
 S: society /sə'saɪəti/... by looking at children's art we can go... we can get some ideas of how an individual's power of expression grows the books [unintelligible] house...  
 T: horse  
 S: horse... follow the progress of the children /tʃɪldrən/ heidi subjen yes? how?...from age two age any...nine...  
 T: relax... relax relax! don't continue now  
 S: don't continue now?!  
 T: no relax first relax because you are reading like this [imitating S's reading, as if she was stammering and making many unnecessary pauses] relax!  
 S: yes teacher! I'm very nervous /'nɜ:vəs/  
 T: yes no you need worry not... this way ok? [yelling] so I'm gonna... talk to you and after you read ok? uh... this... uh... text here... e. is about... [long pause] what? what is it about?  
 S: children's art  
 T: so about art do you like art eva?  
 S: no  
 T: why not?  
 S: because I never understand art  
 T: never?  
 S: never  
 T: but have you ever got to a museum to the museum to a museum?  
 S: no I never... went to museum went to museum [speaking very shyly and introspectively]  
 T: no?  
 S: no  
 T: and you v...?  
 CSD4 - 1/1|| what? (EEC) (CC) |||

T: do you like art?

CSD4 - 2/2|| I (Senser / Subject / Theme) like (Process: ML / Finite & Predicator / Rheme) (IC-Phenomenon / Complement / part of Rheme lacking) (LDP) |||

T: yeah?

CSD4 - 3/3|| yeah (CC) |||

T: and museums? do you usually visit museums?

CSD4 - 4/4|| sometimes in weekends... I go (M) to museums (DCC) 5|| and... I go to see (ML) movies... (CC) |||

T: ok... and e... something that you like... [long pause]

S: teacher... my life in this moment... é... very...

T: [unintelligible]?

S: because I don't pass the vestibular and I can't go... any... any where any place stay at home all the time

T: all the time? oh... it's not good e...!

S: yes! not good but is necessary!

T: is necessary! I agree! so now let's listen something you'll remember... in our class, ok? now feel relaxed... do you remember this picture?

CSD4 - 5/6|| no (CC) |||

S: no

T: you were not here!

S: I abset [saying abset, instead of absent]

CSD4 - 6/7|| I (Carrier / Subject / Theme) abset (deviant [pronunciation] Attribute / Complement / Rheme) too (Circumstance-extent:frequency / Adjunct / Rheme) (IC-Process: R / Finite & Predicator / part of Rheme lacking) (LDP) ||| teacher! (MC) [Following the classmate, pronounces abset, instead of absent]

T: yes you were absent?

CSD4 - 7/8|| yes (CC) |||

T: what do you think this picture is about?

S: it's a woman playing the piano and with one hand and in other hand he's playing the tennis

T: what... let's read what is it about? ok? now but now [breathing very slowly, trying to make them feel relaxed] relax and let's read who wants to start?... v... or e...?

CSD4 - 8/9|| I don't know (ML) (CC) 10|| you choose (M) (EEC) (CC) |||

T: v... you please!

CSD4 - remember this if you wanna retain /ri:'ti:n/ what you learn by paul recer the associated press washington after learning a new... physical skill such a riding /ri:'dIŋ/ a bike it takes six hour to permanently store the memory in the brain but interrupt this... storage process by learning another new skill and that first lesson /'lɔsɔn/ may be... erased /'erɔzd/... according to research /'ri:zɜ:rt/ research /ri:'zɜ:rt/ into memory...

T: research [correcting S's pronunciation, concomitant with his reading]

CSD4 - into memory and the mind we've so... shown that time itself is a very powerful component of le... learning said doctor henry... holcomb a... /salkɔ'nɔn/ /salkɔ'nɔn/

T: /salk'eɔrst/

CSD4 - yeah? who heads a johns hopkins university grou... group that study how people remember

T: continue please e...!

S: it is not enough to simply /'sɪmpəl/ practice something you have to allow /'aɪdɔ/ time to pass for the brain to encode the new skill the rese... researchers /ri:'sɜ:rʃɔs/

T: researches [correcting S's pronunciation]

S: researchers [repeats making the correction] used a device that mea... measures /'mi:ʃɔrs/ /'mi:ʃɔrs/?

T: /'mi:ʃɔrs/

S: blood [unintelligible] in the brain in the brain they concluded it takes five to six hours... five to six hours for the memory of a new skill the move from a tempor... temporary... storage /sto'reɪdʒ/... /sto'reɪdʒ/ é?

T: /sto'reɪdʒ/

S: storage [S helped by T, keeps mispronouncing the word] site in front of the brain to a permanent storage /'stɔrɔdʒ/ site on the back

T: [unintelligible chat in English between T and S]

T: uh uh... can you say what it is about?

S: it's about a... abilities [unintelligible] that making any activities [unintelligible]

T: activities [encouraging S to repeat what she had said after this word]...

S: activities for the [unintelligible]

T: ok... and...

S: the [concomitant with T's last line]

T: sorry!

S: the... the... all the time oh... two activities for example... the...

CSD4 - 9/11||| (R) in the same time (EEC) (DCC) |||

S: yes the same time

T: and it's also because you didn't finish about memory uh... do you have a good memory?

CSD4 - 10/12||| I think (ML) so (CC) |||

S: no

CSD4 - 11/13||| it (Carrier / Subject / Theme) 's depend (Process: R / deviant ['s' – contracted form of 'be': first taught for third person singular bound morpheme [z]: later taught] temporal Finite & Predicator / Rheme) (SDCC) |||

T: depends on what?

CSD4 - 12/14||| the stress the time the day... the things (AEC) (SDCC) |||

T: what kind of memory... do you have?

CSD4 - 13/15||| (R) the telephone number (part of deviant [inappropriate definite article Deictic] Circumstance-cause:purpose / Adjunct / Rheme) (IC-minor Process 'for' and plurality marking on Thing constituent of Range in Circumstance-cause:purpose / Adjunct / part of Rheme) (AEC) (LDP) |||

T: telephone number

CSD4 - yes (MC)

T: tell me a situation that you can explain

CSD4 - [unintelligible, concomitant with T's next line]

T: about memory

CSD4 - 14/16||| I (Senser / Subject / Theme) need remember (Process: ML / Finite & part of Predicator / Rheme) the telephone number? (Phenomenon / Complement / Rheme) (IC-free morpheme indicative of perfective aspect of second element of verbal group complex Predicator / part of Rheme lacking) (LDP) |||

T: [unintelligible], sometimes that happened to you...

CSD4 - 15/17||| when (Circumstance-location:place / Adjunct / Theme) you... (Actor / Subject / Rheme) (IC-Process: M / Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme lacking) (LDP) 18 ||| that (textual Theme) I (Actor / Subject / topical Theme) need use (Process: M / Finite & part of Predicator / Rheme) my memory (Goal / Complement / Rheme) (IC-free morpheme indicative of perfective aspect of second element of verbal group complex Predicator / part of Rheme lacking) (LDP) |||

T: yes!

CSD4 - 16/19||| for example (textual Theme) yesterday (Circumstance-location:time / Adjunct / topical Theme) I (Actor / Subject / Rheme) was go out (Process: M / Finite & part of Predicator / Rheme) (IC-bound morpheme indicative of imperfective aspect – present secondary tense – of lexical element in two-word verb Predicator / part of Rheme lacking) (LDP) 20 ||| and (textual Theme) I... (Actor / Subject / topical Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme lacking) (LDP) 21 ||| I (Actor / Subject / Theme) meeting (Process: M / Predicator / Rheme) with... one friend [[ that (Phenomenon / Complement / Theme) have... (deviant [positive for negative polarity] temporal Finite / Rheme) (incomplete [Senser / Subject / Rheme, Process: ML / past secondary tense Predicator / part of Rheme, Circumstance-extent:duration / Adjunct / part of Rheme lacking] down-ranked clause) ||| had (deviant [positive past for negative present primary tense] temporal Finite / Rheme) a lot of time [[ that (deviant ['that' for 'for a long time'] Circumstance-extent:duration / Adjunct / Theme) I (Actor / Subject / Rheme) didn't... see (Process: ML / deviant [negative past for negative present primary tense] temporal Finite & deviant [present for past secondary tense] Predicator / Rheme) him (Phenomenon / Complement / Rheme) (simplified deviant complete down-ranked clause) ] ] (part of deviant ['lot of' for 'for', inappropriate Qualifier of Thing constituent] Circumstance-extent-duration / Adjunct / Rheme) (anaphorically elliptical incomplete [Senser / Subject / Rheme, Process: ML / past secondary tense Predicator / part of Rheme] down-ranked clause) ] ] (deviant [inappropriate minor Process 'with'] Goal / Complement / Rheme) (IC-past primary tense Finite – form of 'be' / part of Rheme lacking) (LDP) 22 ||| and (textual Theme) last night (Circumstance-location:time / Adjunct / topical Theme) I (Actor / Subject / Rheme) meet... (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) (IC-Goal / Complement / part of Rheme lacking) (SDCC) 23 ||| I (Actor / Subject / Theme) meet (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) him... (Goal / Complement / Rheme) (SDCC)

T: ...meet

CSD4 - yes (MC) 24 ||| and... he said (V) (projecting clause) (CC) 25 ||| << "oh (MC) >> we (Actor / Subject / Theme) need go out (Process: M / Finite & part of Predicator / Rheme) (IC-free morpheme indicative of perfective aspect of second element in verbal group complex Predicator / part of Rheme lacking)

(projected clause) (LDP) 26 || we (Actor / Subject / Theme) 'll (modal Finite / Rheme) (IC-Process: M / Predicator / part of Rheme lacking) (projected clause) (LPP) 27 || we (Actor / Subject / Theme) 'll (modal Finite / Rheme) (IC-Process: M / Predicator / part of Rheme lacking) (projected clause) (LPP) 28 || I will tell (V) you (projected clause) (CC) 29 || and we'll go out (M) (projected clause) (CC) 30 || to... to... talk (projected clause) (NFC) (CC) 31 || to dance (projected clause) (NFC) (CC) 32 || « ok (MC) » we (Carrier / Subject / Theme) will... (modal Finite / Rheme) (IC-Process: R / Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (projected clause) (LDP) 33 || we (Carrier / Subject / Theme) will be (Process: R / modal Finite & Predicator / part of Rheme) (IC-Attribute / Complement / part of Rheme lacking) (projected clause) (LDP) 34 || « ok (MC) » (E) no problem (projected clause) (EEC) (CC) 35 || you call M) me" (projected clause) (CC) 36 || and (textual Theme) (IC-Sayer / Subject / topical Theme, Process: V / Finite & Predicator / Rheme lacking) (LPP) 37 || and he said (V) (projecting clause) (CC) 38 || "...do you have (R) my telephone?" (projected clause) (CC) 39 || and I said (V) (projecting clause) (CC) 40 || "no (projected clause) (CC) 41 || I (Carrier / Subject / Theme) don't have (Process: R / Finite & Predicator / Rheme) more"... (part of modal Adjunct / Rheme) (IC-Attribute / Complement / part of Rheme, bound morpheme 'any' on adverbial compound modal Adjunct / part of Rheme lacking) (projected clause) (LDP) 42 || and (textual Theme) I... (Senser / Subject / topical Theme) (IC-Process: ML / Finite & Predicator / part of Rheme, Phenomenon / Complement / part of Rheme lacking) (LDP) 43 || and (textual theme) I (Senser / Subject / topical Theme) need remember (Process: ML / Finite & part of Predicator / Rheme) this telephone (Phenomenon / Complement / Rheme) (IC-free morpheme indicative of perfective aspect of second element of verbal group complex Predicator / part of Rheme lacking) (LDP) 44 || the telephone (Phenomenon / Complement / Rheme) (IC) (AEC) (LDP) 45 || but (textual Theme) we... (Carrier / Subject / topical Theme) (IC- Process: R / temporal Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (SDCC) 46 || we (Carrier / Subject / Theme) was (Process: R / deviant [singular for plural form] temporal Finite & Predicator / Rheme) very quickly (deviant [adverbial for adjectival form, lexical choice: 'quick' for 'rushy'] Attribute / Complement / Rheme) (SDCC) 47 || and (textual Theme) I (Senser / Subject / topical Theme) don't remember (Process: ML / Finite & Predicator / Rheme) now... (Circumstance-location:time / Adjunct / Rheme) (IC-Phenomenon / Complement / part of Rheme lacking) (LDP) 48 || because (textual Theme) was (Process: R / Finite & Predicator / Rheme) very, very quickly (deviant [adverbial for adjectival form of Thing constituent] Attribute / Complement / Rheme) (IC-Carrier / Subject / topical Theme lacking) (LDP) |||

T: [ unintelligible ] telephone memory?

CSD4 - 17/49|| some things depend (R) (CC) 50 || and... (textual Theme1) (IC-textual Theme2, Senser / Subject / topical Theme, Process: ML / Finite & Predicator / Rheme lacking) (LPP) 51 || and... if I... think (ML) (projecting clause) (CC) 52 || I (Carrier / Subject / Theme) need (Process: R / Finite & Predicator / Rheme) this telephone or another things (deviant [singular for plural form of Deictic constituent in second part of nominal group complex] Attribute / Complement / Rheme) (SDCC) 53 || I (Senser / Subject / Theme) remember (Process: ML / Finite & Predicator / Rheme) always! (modal Adjunct / Rheme) (IC-Phenomenon / Complement / part of Rheme lacking) (LDP) |||

T: ok and you e...?

S: my memory is bad... [sounding very bad and shy] one day when I was... talking a piada?

T: joke

S: joke in the finish...

CSD4 - yes (MC) [trying to control his laugh]

S: I didn't remember the...

CSD4 - 18/54|| (ML) the best part (AEC) (CC) |||

S: the best part... I don't remember the end

CSD4 - 19/55|| she said (V) all the... the... joke (DCC)

S: I've talked [unintelligible, concomitant with the other S]

CSD4 - yes (MC) 56 || and... (textual Theme) (IC-Process: V / Predicator / part of Rheme, Verbiage / Complement / part of Rheme lacking) (NFC) (LDP) 57 || and... (textual Theme) for... talk (Process: V / deviant [perfective aspect marker 'for' for 'to', lexical choice: 'talk' for 'tell'] Predicator / Rheme) end... (part of Verbiage / Complement / Rheme) (IC-definite article Deictic constituent in Verbiage / Complement / part of Rheme lacking) (NFC) (LDP) 58 || « oh (DM) » I don't remember (ML) the end (CC) ||| [controlling a laugh]

S: [unintelligible, concomitant with the other S's last line]

T: [unintelligible] it bad at school for example e...?

S: yes sometimes

T: for example?

S: when I... when I was in the text... in the test... I have to... remember the formulas the [unintelligible] and I have to remember but I... I don't [sounding very introspective very sad]...

T: you don't remember

S: I don't remember

T: have you ever...uh...surprised someone with your memory?

CSD4 - 20/59||| yes (CC) |||

S: no surprised?! [wondering]

T: or your lack of memory? [long pause]... do you... know what is lack of memory?... no memory

S: hu-hum [very shyly]

T: you don't have a good memory so you surprised someone because you don't have a good memory

CSD4 - 21/60||| sometimes (EEC) (CC) |||

T: an interesting situation... can you remember?

CSD4 - 22/61||| no (CC) |||

T: no e...?

S: no

T: ok so uh... what is something you regret doing or something you could have done differently? ...something that you didn't and oh god! why did I do that? or something that you did and oh my god! I could have done differently!

S: no

CSD4 - 23/62||| I think (ML) (projecting clause) (CC) 63 || that (textual Theme) all the things [[ that I do, (M) (complete down-ranked clause) || that (Goal / Complement / textual Theme) I (Actor / Subject / topical Theme) did... (Process: M / deviant [past for present primary tense] temporal Finite & deviant [present for past secondary tense] Predicator / Rheme) (simplified deviant complete down-ranked clause) ]] (Goal / Complement / topical Theme) I (Actor / Subject / Rheme) do (Process: M / Predicator / Rheme) again (Circumstance-extent:frequency / Adjunct / Rheme) (IC-modal Finite / part of Rheme lacking) (LDP) |||

T: yes?

CSD4 - 24/64||| yes (CC) |||

S: yes!

T: you don't regret

CSD4 - 25/65||| no! (CC) |||

T: about things?

CSD4 - 26/66||| no (CC) |||

T: and you e...?

S: I didn't understand the question

T: no! something that you did and regret... for example you thought oh my god! why did I do that?...didn't have done that it was terrible! why did I do that?

CSD4 - [unintelligible remark]

S: yes

CSD4 - [unintelligible remark]

T: yes... ok my gosh if I could I would change...

S: yes what is the question?

T: this is the question

CSD4 - 27/67||| (R) something [[ that (Goal / Complement / Theme) you (Actor / Subject / Rheme) have... (temporal Finite / Rheme) (incomplete [Process: M / Predicator / part of Rheme, Circumstance-manner:quality / Adjunct / part of Rheme lacking] down-ranked clause) ]] (EEC) (DOWN-RANKED-CLAUSE-RELATED LDP) 68 || one one thing (EEC) (CC) |||

T: one situation

S: [unintelligible] do **D** [unintelligible] when I... stage 1

CSD4 - 28/69||| again (EEC) (CC) |||

T: stage 1?

S: stage 1 I... I never study... in stage 1 and I... I knew that have to... I knew that I... have to study... more more a lot because I... I made stage 1 two... twice... and I have to... change... the my... [unintelligible]

T: ok and you v... something that you didn't do... do you regret because you didn't do [although T used any, even slightly, pronunciation pattern for a question, so no question mark is needed in the last "question"]

CSD4 - 29/70||| no (CC) << teacher MC >> 71 || I think (ML) (projecting clause) (CC) 72 || that all the things [[ that I [unintelligible] ]] (projected clause) (UNANALYZABLE) 73 || I know... (ML) (CC) 74 || and I do (M) (CC) |||

T: [unintelligible] very very good! say another one to five

CSD4 - uh... (DM) 30/75|| two (EEC) (CC) ||  
T: two uh... conversation ok? You are talking to your partner and you remember a person's name the name of a movie or song he or she helps you  
CSD4 - 31/76|| I don't remember (ML) your name... (CC) ||  
T: name of a person or name of a movie...  
CSD4 - 32/77|| song the film the place (AEC) (CC) || [concomitant with T's last line]  
T: yes and you ask her to help you to rem... top rem... help you to remind you  
CSD4 - 33/78|| I'll help you... her to remember to [unintelligible] (UNANALYZABLE) ||  
T: yes you can help her to remember something...  
CSD4 - [unintelligible, concomitant with T's last line]  
T: or she can help you to remember something  
S: v... v... is... é codinome... codiname /kod'neIm/ [feeling herself capable of creating a new word; half Portuguese, half English]  
T: her his nickname?  
S: no v...  
T: v... [laughing]  
CSD4 - 34/79|| she (Senser / Subject / Theme) create (Process: ML / part of Finite & Predicator / Rheme) this name (Phenomenon / Complement / Rheme) for me (Circumstance-cause:purpose / Adjunct / Rheme)  
S: yes! it's beautiful v...!! yes teacher?  
CSD4 - in last week (deviant [inappropriate minor Process 'in'] Circumstance-location:time / Adjunct / Rheme) (IC-bound morpheme indicative of regular past primary tense on temporal Finite / part of Rheme lacking) (LDP) ||  
T: v...?  
T: v...!  
CSD4 - 35/80|| it's (R) not beautiful! (CC) ||  
T: no another name [not judging the S's new name – not beautiful, not ugly – only another name]  
S: v... can you see the... the woman... sitting in the... chair [using T as a model]  
CSD4 - 36/81|| no (CC) 82 || I think... (ML) (projecting clause) (CC)  
S: look look!  
CSD4 - 83 || I (Senser / Subject / Theme) don't remember (Process: ML / Finite + negative polarity & Predicator / Rheme) (IC-Phenomenon / Complement / part of Rheme) (projected clause) (LDP) ||  
S: no? you never see this woman?  
CSD4 - 37/84|| this girl is (R) very strange! (CC) 85 || she (Carrier / Subject / Theme) seem (Process: R / part of Finite & Predicator / Rheme) [[ like judging... (ML) (non-finite complete down-ranked clause) ]]  
(Attribute / Complement / Rheme) (IC-bound morpheme indicative of third person singular present primary tense on temporal Finite / part of Rheme lacking) (LDP) 86 || I don't know (ML) (CC) || [laughing ]  
S: because I know that I [unintelligible] see in the... the... any place but I don't remember... I don't remember the name  
CSD4 - ooohhh (DM) 38/87|| is (Process: R / Finite & Predicator / Rheme) mariinha! (Identifier / Complement / Rheme) (IC-Identified / Complement / Theme lacking) (LDP) ||  
S: [unintelligible] so she [unintelligible] at D...  
CSD4 - oh yeah (MC) 39/88|| she was (R) a teacher! (CC) ||  
S: yes?  
CSD4 - 40/89|| I think (ML) so (CC) 90 || (R) not a good teacher (AEC) (CC) 91 || but she's (R) a teacher! (CC) ||  
S: have you sure?  
CSD4 - 41/92|| I (Carrier / Subject / Theme) don't have (Process: R / deviant Finite & deviant Predicator [lexical choice: 'have' for 'be' – L1 transfer] / Rheme) sure (Attribute / Complement / Rheme) (SDCC) 93 || because (textual Theme) I (Senser / Subject / topical Theme) don't remember (Process: ML / Finite & Predicator / Rheme) (IC-Phenomenon / Complement / part of Rheme lacking) (LDP) 94 || but I think (ML) (projecting clause) (CC) 95 || that (textual Theme) was (Process: R / Finite & Predicator / Rheme) a teacher (Attribute / Complement / Rheme) in DEC (deviant [minor Process 'in' for 'at'] Circumstance-location:place / Adjunct / Rheme) (IC-Carrier / Subject / topical Theme lacking) (projected clause) (LDP) ||  
S: no I think that... that she was a student no?  
CSD4 - 42/96|| no (CC) 97 || is not (Process: R / Finite + negative polarity & Predicator / Rheme) a student (Attribute / Complement / Rheme) (IC-Carrier / Subject / Theme lacking) (LDP) 98 || she (Actor / Subject / Theme) never (modal Adjunct / Rheme) study! (Process: M / part of Finite & Predicator / Rheme) (IC-bound morpheme indicative of third person singular present primary tense on temporal Finite / part of Rheme lacking) (LDP) ||

S: no I don't know!  
T: say another number please  
S: [unintelligible]  
T: ok now you have to set up a meeting with your friend and also the time and the place  
S: hum? [not being able to assimilate new information]  
T: you have to set up a meeting... uh and you have to set up the place and time you're gonna meet  
S: meet?... v...  
CSD4 - 43/99||| she's (R) terrible (CC) ||| [laughing]!  
S: ehhh...  
T: [unintelligible] é v...!  
S: where you go today...  
CSD4 - 44/100||| what time? (EEC) (CC) |||  
S: tonight.  
CSD4 - 45/101||| in this night (deviant [lexical choice: 'today night' or 'tonight' instead] Circumstance-location:time / Adjunct / Theme) I (Carrier / Subject / Rheme) have (Process: R / Finite & Predicator / Rheme) a... (part of Attribute / Complement / Rheme) (IC-Thing constituent in Attribute / Complement / part of Rheme nominal group lacking) (LPP) 102 ||| I have (R) a... reunion (CC) |||  
T: meeting!  
CSD4 - 46/103||| (R) a meeting? (EEC) (CC) 104 ||| I have (R) a meeting until nine o'clock (CC) 105 ||| I think (ML) so (CC) |||  
S: yes?  
CSD4 - 47/106||| yes (CC) 107 ||| why? (EEC) (CC) |||  
S: because... because...  
CSD4 - 48/108||| because what? (EEC) (CC) |||  
S: because I want to go to the...  
CSD4 - 49/109||| the restaurant? (AEC) (CC) |||  
S: yes or the... cinema!  
CSD4 - 50/110||| could (modal Finite / interpersonal Theme) be (Process: R / Predicator / Rheme) tomorrow  
S: tomorrow...  
CSD4 - or saturday? (Attribute / Complement / Rheme) (IC-Carrier / Subject / topical Theme lacking) (LDP) |||  
S: depend tomorrow [unintelligible] the hour  
D4 - 51/111||| tomorrow... two p.m. (EEC) (CC) |||  
S: ok  
CSD4 - 52/112||| no problem for you? (EEC) (DCC) |||  
S: no  
CSD4 - ok... (MC) 53/113||| and (textual Theme) what place (Circumstance-location:place / Adjunct / topical Theme) I (Actor / Subject / Rheme) meet (Process: M / Predicator / Rheme) you?... (Goal / Complement / Rheme) (IC-present primary tense temporal Finite / part of Rheme lacking) (LDP) 114 ||| in the shopping? (part of deviant [minor Process 'in' for 'at'] Circumstance-location: place / Adjunct / Rheme) (IC-Thing constituent of Range in Circumstance-location:place / Adjunct / part of Rheme lacking) (AEC) (LDP) |||  
S: no in my house!  
CSD4 - ok (MC) 54/115||| I'll bring (M) you home (CC) |||  
T: pick you up  
CSD4 - 55/116||| pick you up? (EEC) (CC) 117 ||| ah! (EEC) (CC) |||  
T: uh... let's talk a little bit about the book...  
CSD4 - uh? (DM) 56/118||| about great expectations? (EEC) (CC) |||  
T: about great expectations!!  
S: teacher this book is not good!  
T: all the childrens loved the book  
CSD4 - 57/119||| why (deviant [lexical choice: 'why' for 'because of that'] Circumstance-cause:reason / Adjunct / Theme) is not (Process: R / Finite + negative polarity & Predicator / Rheme) good! (Attribute / Complement / Rheme) (IC-Carrier / Subject / part of Rheme lacking) (LDP) 120 ||| (E) one children (deviant [irregular plural for singular form: for Portuguese speaking learners, the monothong [I] is easier to articulate than the diphthong [ay] before the liquid [I]]) Existent / Complement / Rheme) (EEC) (SDCC) |||  
S: one... one boy  
T: one child [correcting S's mistake]  
CSD4 - 58/121||| (E) one boy (EEC) (CC) |||

S: [unintelligible]

T: I'm gonna... I'm gonna... make some questions ok? here have all the people in this story which one did you like the most and why?

CSD4 - 59/122||| (ML) pip (AEC) (CC) |||

T: why v...?

CSD4 - 60/123||| because he dreams (ML) (CC) 124 || and (textual Theme) he (Carrier / Subject / topical Theme) need... (Process: R / part of Finite & Predicator / Rheme) (IC-bound morpheme indicative of third person singular on present primary tense temporal Finite / part of Rheme, Attribute / Complement / part of Rheme lacking) (LDP) 125 || he (Senser / Subject / Theme) like (Process: ML / part of Finite & Predicator / Rheme) a... (part of Phenomenon / Complement / Rheme) (IC-bound morpheme indicative of third person singular on present primary tense temporal Finite / part of Rheme, Thing constituent in Phenomenon / Complement / part of Rheme nominal group lacking) (LDP) 126 || how can I say (V) [unintelligible]? (CC) |||

T: [unintelligible] something

CSD4 - yes! (MC) 61/127||| and (textual Theme) he (Actor / Subject / topical Theme) can... (modal Finite / Rheme) (IC-Process: M / Predicator / part of Rheme lacking) (LPP) 128 || he... (Actor / Subject / topical Theme) (IC-Process: M / modal Finite & Predicator / Rheme lacking) (AEC) (LPP) 129 || he... (Actor / Subject / topical Theme) (IC-Process: M / modal Finite & Predicator / Rheme lacking) (AEC) (LPP) 130 || he will... work (M) (CC) 131 || and... (Textual Theme) is... (Process: R / Finite & Predicator / Rheme) (IC-Carrier / Complement / part of Rheme lacking) (AEC) (LDP) 132 || and (textual Theme) he (Carrier / Subject / topical Theme) don't have (Process: R / deviant [unmarked third person present Finite-Subject concord for marked concord] temporal Finite & Predicator / Rheme) more (part of deviant [word order] modal Adjunct / Rheme) father and mother (Attribute / Complement / Rheme) (IC-bound morpheme 'any' on adverbial compound modal Adjunct / part of Rheme lacking) (LDP) 133 || and (textual Theme) he (Actor / Subject / topical Theme) live (Process: M / part of Finite & Predicator / Rheme) with... her her sister... (Circumstance-accompaniment:comitaton / Adjunct / Rheme) (IC-bound morpheme indicative of third person singular present primary tense on temporal Finite / part of Rheme lacking) (LDP) 134 || and... I know (ML) (CC) 135 || I don't know (ML) (CC) 136 || but (textual Theme) I (Senser / Subject / topical Theme) think (Process: ML / Finite & Predicator / Rheme) so (deviant [inappropriate / unnecessary – overgeneralization of formulaic clause] Phenomenon / Complement / Rheme) (projecting clause) (SDCC) 137 || that he is (R) the best in this book (CC) |||

T: and you e...?

S: I like the stella

T: why stella?

S: because he's [unintelligible]

CSD4 & T: [laughing]

CSD4 - 62/138||| (ML) only? (EEC) (CC) |||

S: and he is very...

T: she [correcting S]

S: she's very... how do I say...

T: she's proud

S: elegant and... "arrogante" [in Portuguese the last word]

T: wild she's very proud

S: very proud [concomitant with T's same words] it's beautiful!

T: rule [sarcastically speaking now]

S: I imagine [mispronouncing imagine] that... I... imagine [now pronouncing the word correctly] the stella is beautiful!

CSD4 - 63/139||| but in the end the book stella is (R) poor...

T: so do [concomitant with S's last line]

CSD4 - very poor! (CC) |||

T: so do you like will people [no question intonation, so no question mark is used]...

CSD4 - 64/140||| because she's (R) proud (CC) ||| teacher (MC) [laughing]

T: do you like proud people?

S: yes

T: yeah?

S: but I like too... eh... pip

T: yeah? why pip?

S: because his... he's very... eh... have the moments that pip is poor other moments he's rich...

CSD4 - 65/141||| [unintelligible] he's poor again! (UNANALYZABLE) [laughing]

S: yes! [laughing]



CSD4 - 142 || and now that... (IC-naturally unfinished clause due to turn invasion by interlocutor) (LPP) |||  
 S: he's poor again.  
 CSD4 - oh my god! (MC)  
 S: but pip learn a lesson very... eh... [unintelligible, whispering]  
 CSD4 & T: [unintelligible chat between T and one of SS]  
 T: there are many kinds of love here... strange love... beautiful love... which... [bell rings]  
 T: relationship or which love did you like the most?  
 S: the relationship?  
 T: hu-hum  
 CSD4 - 66/143 ||| why... this and these (UNANALYZABLE DUE TO ITS HAVING A NON-RETRIEVABLE MEANING) |||  
 T: who is this and ...  
 CSD4 - 67/144 ||| (ML) pip and the convict (EEC) (CC) ||| [concomitant with T's last and next lines]  
 T: [unintelligible] why?  
 CSD4 - yes (MC) 68/145 ||| because (textual Theme) pip (Actor / Subject / topical Theme) help... (Process: M / part of Finite & Predicator / Rheme) (IC-bound morpheme indicative of regular past primary tense on temporal Finite / part of Rheme, Goal / Complement / part of Rheme, Circumstance-location:place / Adjunct / part of Rheme lacking) (LDP) 146 ||| helped (Process: M / Finite & Predicator / Rheme) con... (part of Goal / Complement / Rheme) (IC-Deictic constituent and part of Thing in Goal / Complement / part of Rheme nominal group, Circumstance-location:place / Adjunct / part of Rheme lacking) (AEC) (LDP) 147 ||| the the... convict (Goal / Complement / Rheme) in start the book (part of Circumstance-location:place / Adjunct / Rheme) (IC-Deictic constituent and minor Process 'of' in Qualifier constituent of Circumstance-location:place / Adjunct / part of Rheme lacking) (AEC) (LDP)  
 T: the beginning of the book  
 CSD4 - é... (DM) 148 ||| and (textual Theme) after... (part of Circumstance-location:time / Adjunct / topical Theme) the convict (Actor / Subject / Rheme) help (Process: M / part of Finite & Predicator / Rheme) pip (Goal / Complement / Rheme) (IC-Thing constituent of Range in Circumstance-location:time / Adjunct / topical Theme prepositional phrase, bound morpheme indicative of regular past primary tense on temporal Finite / part of Rheme lacking) (LDP) |||  
 T: and you e...?  
 SS: [unintelligible chat between SS; One trying to encourage the other to give her opinion and the other one half hesitating and half laughing]  
 S: eh pip and stella  
 S: because in the first moment stella is... don't... didn't like pip... yes? and... eh... the end... the book... stella and pip eh... is friend or...  
 CSD4 - 69/149 ||| or... (R) your imagination (EEC) (CC)  
 S: é  
 CSD4 - 150 ||| use (M) your imagination (CC) |||  
 T: ok there's a scene of the book that the most?  
 CSD4 - 70/151 ||| if I like (ML) this book? (EEC) (CC) |||  
 T: no but a scene only a scene!  
 CSD4 - 71/152 ||| a part? (EEC) (CC) |||  
 T: yes situation that happened that you liked?  
 CSD4 - 72/153 ||| no (CC) |||  
 T: no one?  
 CSD4 - 73/154 ||| no (CC) |||  
 T: and you?  
 S: when the pip... eh go to the londres  
 T: london?  
 S: yeah london  
 T: why?  
 S: because in London he had...  
 CSD4 - [unintelligible, concomitant with the other S's last and next lines]  
 S: many opportunity in your life  
 T: in his life  
 S: [unintelligible]  
 CSD4 - 74/155 ||| the money... (EEC) (CC) |||  
 T: v... talk about this scene

CSD4 - 75/156|| this (Carrier / Subject / Theme) is... (Process: R / Finite & Predicator / Rheme) (IC-Attribute / Complement / part of Rheme) (LPP) 157 || I think (ML) (projecting clause) (CC) 158 || that is Stella... and /hɔs/ husband (projected clause) (CC) ||

T: what is happening here?

CSD4 - 76/159|| I don't know (ML) (CC) ||| teacher! (MC)

S : [laughing]

T: did you read the book?

CSD4 - 77/160|| she (Actor / Subject / Theme) will kiss (Process: M / modal Finite & Predicator / Rheme) (IC-Goal / Complement / part of Rheme lacking) (LDP) |||

T: fantastic! [ironically speaking]

SS&T: [laughing]

CSD4 - 78/161||| yes (EEC) (CC) ||| teacher! (MC)

T: no v... it's not fantastic so tell me about this scene here

CSD4 - 79/162||| I think so [unintelligible] (UNANALYZABLE) |||.

T: no v... talk about it

SS: [unintelligible – cannot be recognized either]

T: let's go!

CSD4 - 80/163||| about this picture... or this... this situation in the book? (AEC) (CC) |||

S&T: the situation in the book [unintelligible, speaking concomitantly]

CSD4 - 81/164||| I don't know (ML) (CC) << teacher (MC) >> 165 || I (Actor / Subject / Theme) don't read (Process: M / deviant ['don't' for 'haven't'] temporal Finite & deviant [present for past secondary tense] Predicator / Rheme) all the book (Goal / Complement / Rheme) (SDCC)

S: no problem!

SS&T: [laughing]

CSD4 - [unintelligible – concomitant with the laughing] 166 || I don't have (R) problems... (CC) 167 || I (Actor / Subject / Theme) don't read (Process: M / deviant ['don't' for 'haven't'] temporal Finite & deviant [present for past secondary tense] Predicator / Rheme) all the book! (Goal / Complement / Rheme) (SDCC) |||

T: you doesn't... you didn't read

CSD4 - yes (MC)

T: can you tell me e...?

S: teacher the... I don't read the name can I see?

T: yes!

S: miss... hausham [unintelligible]... miss hausham...

T: [unintelligible] name?

S: and here stella before the... the... the... the... [unintelligible] he died... she died... and... uh... [unintelligible]

T: ok uh... can you create a different end for this book?

CSD4 - 82/168||| yes (CC) |||

S: yes

T: what?

S: pip and stella marry...

T: get married

S: get married

T: why?

S: because... eh before the... the... the book the context... pip is very...

CSD4 - [unintelligible – whispering]

S: is very... how do I say "sofredor"? very...

T: he suffers a lot

S: yes in the end pip... eh... stay in the moment... very... very... how do I say... "inseguro"? eh...

T: unconfident unconfident

T: he's not self-confident he's not confident

S: if... if... pip and stella married he have one family construct one family and she... and he and she... eh... [unintelligible] one... one... relation relation very... more and more... eh... how do I say... eh... comfortable and is more relax

T: and you valdeci?

CSD4 - 83/169||| in my opinion (Circumstance-angle / Adjunct / Theme) pip (Actor / Subject / Rheme) need get married (Process: M / part of Finite & part of Predicator / Rheme) with Bidy (deviant [minor Process 'with' for 'to' – L1 transfer] Goal / Complement / Rheme) (IC-bound morpheme indicative of third person singular present primary tense on temporal Finite / part of Rheme, free morpheme indicative

of perfective aspect of second element in verbal group complex Predicator / part of Rheme lacking) (LDP) |||

T: why?

CSD4 - 84/170||| I don't know (ML) (CC) 171 || I think (ML) (projecting clause) (CC) 172 || because (textual Theme) stella... (Actor / Subject / topical Theme) get married... (Process: M / part of Finite & Predicator / Rheme) (IC-bound morpheme indicative of third person singular present primary tense on temporal Finite / part of Rheme lacking) (projected clause) (LDP) 173 || and... (textual Theme) whenever... (inappropriate Circumstance-location:time / Adjunct) « eh... (DM) » dislike... (Process: ML / part of Finite & Predicator / Rheme) (IC-Senser / Subject / topical Theme, bound morpheme indicative of third person singular present primary tense on temporal Finite / part of Rheme, Phenomenon / Complement / part of Rheme lacking) (projected clause) (AEC) (LDP) 174 || and... (textual Theme) is (Process: R / Finite & Predicator / Rheme) very... (part of Attribute / Complement / Rheme) (IC-complete Attribute / Complement / part of Rheme lacking) (projected clause) (AEC) (LPP) 175 || is (R) not a girl for pip (projected clause) (AEC) (CC)

T: hum!!

CSD4 - 176 || I think (ML) (projecting clause) (CC) 177 || that (textual Theme) biddy (Carrier / Subject / topical Theme) is (Process: R / Finite & Predicator / Rheme) (IC-Attribute / Complement / part of Rheme lacking) (projected clause) (LPP) 178 || is (R) more interesting (projected clause) (AEC) (CC) 179 || because (textual Theme) is (Process: R / Finite & Predicator / Rheme) more simple (Attribute / Complement / Rheme) (IC-Carrier / Subject / topical Theme lacking) (projected clause) (LDP) |||

S: but pip... eh biddy...

CSD4 - 85/180||| ok biddy (EEC) (CC) ||| [concomitant with the other S's last and next lines]

S: biddy have the... the... husband

CSD4 - no (MC) 86/181||| biddy (Actor / Subject / Theme) get married (Process: M / part of Finite & Predicator / Rheme) with herbert (deviant [minor Process 'with' for 'to' – L1 transfer] Goal / Complement / Rheme) (IC-bound morpheme indicative of third person singular present primary tense on temporal Finite / part of Rheme lacking) (LDP) |||

S: yes!

S: yes but... if pip will get married with biddy... biddy don't get didn't get married with herbert

T: ok... uh you too that didn't read all the book will have to read the the book and write a summary about the book for next class

S: what teacher?

CSD4 - 87/182||| what (EEC) (CC) ||| teacher? (MC)

T: have to read the whole book and write about the book

CSD4 - ok (MC)

S: in the next class!!

T: for next class!! because uh... I asked you to read this book... for five months... and you didn't read!!

S: I think this book is very [unintelligible] teacher

T: no it's my book [highlighting "my"]

S: I don't have the book

T: you... e... [sounding very surprised]!!

S: no!

CSD4 - 88/183||| she's very [unintelligible – concomitant with the other S's and T's next line] (UNANALYZABLE) |||

T: you don't...

S: I don't read because I don't book

T: so get it!! buy it!

S: teacher I'm poor teacher!

T: ooohhh!!

CSD4 - ok (MC)

End of recording.

**D**/OT02 has 183 ranking clauses, out of which 80 are incomplete (49 LDP, 1 DOWN-RANKED-CLAUSE-RELATED LDP, 12 LPP, 12 SDCC, and 6 UNANALYZABLE). There are 88 clause complexes (1, 1, 1, 2, 1, 1, 1, 2, 1, 1, 1, 1, 1, 1, 2, 30, 5, 1, 4, 1, 1, 1, 2, 1, 1, 1, 2, 1, 5, 1, 1, 1, 1, 1, 3, 3, 1, 1, 3, 4, 3, 1, 1, 2, 3, 2, 1, 1, 1, 1, 1, 2, 1, 2, 1, 1, 4, 11, 1, 1, 1, 2, 1, 1, 4, 2, 1, 1, 1, 1, 3, 1, 1, 1, 1, 4, 1, 1, 10, 1, 1, 1, 1 ranking clauses respectively) and 8 down-ranked clauses. (673 words)

## WRITTEN TEST COMPOSITION:

## 6. Write a short paragraph for the D's Newsletter giving your opinion about EITHER:

- a) the importance of MUSIC in our lives. OR  
 b) a band/singer that you think should win a 'Best Band/Singer of the Year' music award. OR  
 c) a song that should win "Best Song of the Century" music award. (8 scores)

Question \_\_\_\_\_ C \_\_\_\_\_

1/1|| In my opinion the best song of the century is (R) Imagine – the Beatles – (CC) 2|| because (textual Theme) this song (Sayer / Subject / topical Theme) talk about (Process: V / part of Finite & Predicator / Rheme) one best world (deviant [lexical choice: 'best' for 'better'] Verbiage / Complement / Rheme) (IC-bound morpheme indicative of third person singular present primary tense on temporal Finite / part of Rheme lacking) (LDP) 3|| and could be (R) a challenge for the people. (AEC) (CC) 2/4|| In this song Lennon said (V) (projecting clause) (CC) 5|| that he was (R) a dreamer (projected clause) (DCC) 6|| and (textual Theme1) that (textual Theme2) one day (Circumstance-location:time / Adjunct / Rheme) is (Process: R / deviant [temporal for conditional modal] Finite & deviant ['is' for 'be'] Predicator / Rheme) possible [[ all the world (part of Carrier / Subject / Theme) be (Process: R / part of Predicator / Rheme) a dreamer (deviant [spelling] Attribute / Complement / Rheme) too, (Circumstance / Adjunct / Rheme) (incomplete [minor Process 'for' in Carrier / Subject / Theme prepositional phrase, free morpheme indicative of perfective aspect of Predicator / part of Rheme lacking] down-ranked clause) || if (textual Theme) will leave (Process: M / deviant [future for past primary tense] temporal Finite & deviant ['leave' for 'live'] Predicator / Rheme) similar, (deviant [adjectival for adverbial form] Circumstance:manner:quality / Adjunct / Rheme) (incomplete [Actor / Subject / topical Theme lacking] down-ranked clause) || (M) whit out diferences. (deviant [spellings] anaphorically elliptical complete down-ranked clause) ] (Attribute / Complement / Rheme) (IC-Carrier / Subject / part of Rheme lacking) (projected clause) (LDP) |||

3/7|| It (Carrier / Subject / Theme) is (Process: R / deviant [affirmative for negative polarity] temporal Finite & Predicator / Rheme) [[ only you "imagine (ML) (complete projecting down-ranked clause) || that (textual Theme) no country" (Participant / Subject / topical Theme) (incomplete [Process: ? / Finite & Predicator / part of Rheme, Participant / Complement / part of Rheme lacking] projected down-ranked clause) || or "imagine (ML) (complete projecting down-ranked clause) || all the people living (M) for today". (complete non-finite projected down-ranked clause) ] (Attribute / Complement / Rheme) (DOWN-RANKED-CLAUSE-RELATED LDP) 4/8|| But (textual Theme) is not (Process: R / deviant [negative for affirmative polarity] temporal Finite & Predicator / Rheme) [[ also imagine (ML) (complete projecting down-ranked clause) || you (Actor / Subject Theme) need do (Process: M / Finite part of Predicator / Rheme) anything [[ to this (deviant [minor Process 'to' for 'for'] Carrier / Subject / Theme) be (Process: R / part of Predicator / Rheme) true. (Attribute / Complement / Rheme) (incomplete [free morpheme indicative of perfective aspect of Predicator / part of Rheme lacking] non-finite down-ranked clause) ] (Goal / Complement / Rheme) (incomplete [free morpheme indicative of perfective aspect of second element of verbal group complex Predicator / part of Rheme lacking] down-ranked clause) ] (Attribute / Complement / Rheme) (IC-Carrier / Subject / topical Theme lacking) (LDP) 5/9|| So start (M) now, (CC) 10|| you can. (M) (CC) |||

**D/WTC02 has 10 ranking clauses, out of which 4 are incomplete (3 LDP and 1 DOWN-RANKED-CLAUSE-RELATED LDP). There are 5 clause complexes (3, 3, 1, 1, 2 ranking clauses respectively) and 10 down-ranked clauses. (93 words)**

## E.5.2.2 Group data (Class 2)

## SPOKEN (CLASS RECORDING):

A student is reading something or talking about something, the recording started after the class had already begun.

S: how can I... [unintelligible]... I don't know... [unintelligible] he's very ugly and...

T: and today [interrupting S]

S: and today I will receive... [unintelligible] and something to the... [unintelligible]... people and... [unintelligible, then makes an enourmous pause]...

S: [laughing]

T: continue corrinha [a S's nickname, supposedly]  
S: to... to... to... travel tomorrow morning to "luan" and I can go... [unintelligible] I'm go there  
S: when you come?  
S: ah... august  
S: august?  
S: seventeenth  
T: ok dear do you remember... I don't know if I told you about the graduation party?  
S: 1/1||| yes (CC) |||  
S: 2/2||| no (CC) |||  
S: 3/3||| yes (CC) |||  
S: 4/4||| I hate (ML) you (CC) |||  
SS: [unintelligible remarks]  
S: 5/5||| it's (R) still about it (CC) 6 ||| no? (deviant ['no' for 'tag ending'] clause) (SDCC) |||  
S: yes (MC) teacher! (MC)  
T: yeah!  
S: yes (MC)  
T: [S unintelligible chat between T and S]  
T: hum!... here you have everything about the party and...  
S: teacher (MC) 6/7||| and food? (EEC) (CC) |||  
S: [two or three SS seem to be chatting in an unidentified language – Portuguese or English – cannot be recognized either, unintelligible] 7/8||| it's (R) not... (AEC in relation to Clause 5) (CC) |||  
T: and our food?  
S: 8/9||| did (temporal Finite / interpersonal Theme) you (Actor / Subject / topical Theme) ask (Process: M / part of Predicator / Rheme) something? (Goal / Complement / Rheme) (IC-particle 'for' as part of two-word verb Predicator / part of Rheme lacking) (LDP)  
T: our food? [wondering if she forgot about something]  
S: 10 ||| (M) food to the party? (AEC) (LDP) |||  
T: no I forgot [as though she was regretting]  
S: 9/11||| everybody (Carrier / Subject / Theme) worry (part of Attribute / Complement / Rheme) about (Circumstance-matter / Adjunct / Rheme) (IC-Process: R / Finite & Predicator / part of Rheme, bound morpheme indicative of adjectival past participle form on Attribute / Complement / part of Rheme, Thing constituent of Range in Circumstance-matter / Adjunct / part of Rheme prepositional phrase lacking) (LDP) |||  
SS: [two or three SS seem to be chatting about something else, unintelligible]  
T: no food no party! [happily speaking]  
SS: [laughing]  
T: today... [T stops the recorder and starts it some minutes later, maybe for some personal reason]  
S: [laughing]  
T: [unintelligible]  
S: [S says something about the starting and restarting the recorder, unintelligible]  
S: 10/12||| now (EEC) (CC) 13 ||| now (EEC) (CC) 14 ||| some... some... some minutes before... (EEC) (CC) |||  
T: ah here about the... [yelling]... for next semester...  
S: 11/15||| more information?... (EEC) (CC) 16 ||| the times?... (EEC) (CC) |||  
T: yes no not the... you... you have the time... the time table no?  
SS: [SS try to ask T something, but all of them speak at the same time, unintelligible]  
T: think about the new presence! [Maybe she's talking about the recorder]  
SS: ah! (MC) ah! (MC) aaaahhhh!! (MC)  
T: [unintelligible]  
S: teacher (MC) 12/17||| we (Actor / Subject / Theme) finish... (Process: M / part of Predicator / Rheme) (IC-present primary tense temporal Finite & bound morpheme indicative of regular past secondary tense on Predicator / part of Rheme lacking) (LDP)  
T: [T babbles something... unintelligible to be understood, interrupting S, unintelligible]  
S: 18 ||| ...we (Carrier / Subject / topical Theme) finish (Process: R / deviant [lexical choice: 'finish' for 'spend'] Predicator / Rheme) all morning (Attribute / Complement / Rheme) here? (Circumstance-location:place / Adjunct / Rheme) (IC-modal Finite / interpersonal Theme lacking) (LDP) |||  
T: what was niedja doing here?  
S: what? (MC) 13/19||| niedja? (EEC) (CC) |||  
S: 14/20||| niedja who? (VLC) (CC) |||  
T: cathy!

S: ah! (MC)  
S: 15/21||| a teacher (EEC) (CC) |||  
S: 16/22||| of course it's not... [unintelligible] (UNANALYZABLE) |||  
S: teacher... (MC) 17/23||| come (M) here... (CC) |||  
S: oh my! (MC)  
S: [unintelligible]  
SS: [laughing]  
T: valdeci... [unintelligible]... valdeci's friend eva... yours... please sign here ok? [Yelling]... ready?  
SS: [some maybe only two SS chat about something, unintelligible even the language]  
S: [whistling]  
S: 18/24||| "avaliating"... (EEC) (IC-L2 whole clause lacking) (LDP) 25 ||| avaliating [unintelligible]... (UNANALYZABLE) 26 ||| it (deviant [declarative Mood word order for interrogative Mood word order] Carrier / Subject / Theme) 's (Process: R / deviant [declarative Mood word order for interrogative Mood word order] temporal Finite & Predicator / Rheme) correct? (Attribute / Complement / Rheme) (SDCC) |||  
S: teacher! (MC) [yelling]  
S: 19/27||| "avaliating" what? (EEC) (IC-L2 Process / Predicator lacking) (LDP) |||  
S: 20/28||| I (Carrier / Subject / Theme) had (Process: R / Finite & Predicator / Rheme) a chance [[ to "avaliating" (part of Process: M / part of Predicator / part of Rheme) you (Goal / Complement / Rheme) (incomplete [L2Process / Predicator / part of Rheme lacking] down-ranked clause) ]] (Attribute / Complement / Rheme) (DOWN-RANKED-CLAUSE-RELATED LDP) |||  
T: "avaliating" [correcting S]  
S: 21/29||| "avaliating" you! (EEC) (IC-L2 Process / Predicator lacking) (LDP) |||  
T: ooohhhh!!! [endlessly]  
S: 22/30||| seu dia chegou!! (IC-L2 whole clause lacking) (LDP) |||  
T: yeah? I didn't know this!!  
S: 23/31||| of course not!!! (AEC) (CC) |||  
S: [unintelligible remark]  
S: 24/32||| sou má sim! (IC-L2 whole clause lacking) (LDP) |||  
S: 25/33||| [unintelligible]... about your teacher (UNANALYZABLE) ||| ok? (MC)  
T: oh corrinha thank you! review did you do the review?  
S: [unintelligible]  
T: no corrinha read!  
S: teacher (MC) excuse me (MC) 26/34||| but (textual Theme) last class (Circumstance-location:time / Adjunct / topical Theme) I (Actor / Subject / Rheme) receive (Process: M / part of Finite & Predicator / Rheme) one (Goal / Complement / Rheme) (IC-bound morpheme indicative of regular past primary tense on temporal Finite / part of Rheme lacking) (LDP) 35 ||| so I need to pay fifteen... reais... [unintelligible] (UNANALYZABLE) |||  
S: yeah (MC) 27/36||| because... [unintelligible]... graduation party (UNANALYZABLE) 37 ||| now it's (R) for your next semester (CC) 38 ||| your... [unintelligible] (UNANALYZABLE) |||  
S: [concomitant with T, unintelligible] 28/39||| or if I continue (M) (CC) ||| ok? (MC)  
S: 29/40||| o que é [[ que tu quer? (incomplete [L2 whole clause lacking] down-ranked clause) ]] (IC-L2 whole clause lacking) (LDP) ||| [to another classmate]  
S: [Corrinha] of course! (MC)  
T: no but you pay but you don't study anymore!  
SS&T: [laughing]  
S: 30/41||| ...so (textual Theme) I (Carrier / Subject / topical Theme) 'm (Process: R / Finite & Predicator / Rheme) school! (part of Attribute / Complement / Rheme) (IC-Deictic and Thing constituents in Attribute / Complement / part of Rheme nominal group lacking) (LDP) |||  
T: melina please! pick it up! ok...  
S: ooohh! (MC)  
T: the review!  
SS: [two SS chat in English, most likely about the review, unintelligible]  
S: 31/42||| continued... (UNANALYZABLE) |||  
S: 32/43||| she has... (UNANALYZABLE) |||  
S: 33/44||| why? (EEC) (CC) 45 ||| what's the...? (UNANALYZABLE) |||  
S: 34/46||| I don't know (ML) (CC) |||  
S: 35/47||| this... (UNANALYZABLE) |||  
SS: [some more SS engage in the chat in English, unintelligible]  
S: 36/48||| the fifteen (UNANALYZABLE) |||  
S: 37/49||| yeah? (EEC) (CC) ||| [laughing]

SS: [the chat continues, unintelligible]  
S: 38/50|| I need to talk to (V) the... (IC-naturally unfinished clause due to turn invasion by interlocutor) (LPP) |||  
T: [pronounces an unintelligible name] did you do review?  
S: [another starts whistling]  
S: 39/51|| yes (CC) |||  
T: erik?  
S: 40/52|| no (CC) |||  
S: 41/53|| next (EEC) (CC) ||| teacher! (MC)  
SS: [some SS chat in English, unintelligible]  
S: 42/54|| continue (M) (CC) ||| melina! (MC)  
T: I liked your voice!  
S: 43/55|| it's (R) the beetle! (CC) |||  
S: 44/56|| and I don't know (ML) (CC) |||  
T: rafaela  
S: 45/57|| what? (EEC) (CC) |||  
T: review  
S: 46/58|| she (Actor / Subject / Theme) doesn't receive (Process: M / temporal Finite + negative polarity & Predicator / Rheme) (IC-Goal / Complement / part of Rheme lacking) (LDP) |||  
S: teacher (MC) 47/59|| why don't... (IC-naturally unfinished clause due to turn invasion by interlocutor) (LPP) ||| [T doesn't seem to give this S any attention, while some others seem to be chatting in Portuguese about something else]... teacher... (MC)  
S: 48/60|| you (Actor / Subject / Theme) took (Process: M / Finite & Predicator / Rheme) the... (part of Goal / Complement / Rheme) (IC-Thing constituent in Goal / Complement / part of Rheme lacking) (LDP) 61 || what? (EEC) (CC) |||  
S: teacher (MC) [waiting for T to give her some attention]...  
T: tá aqui oh!  
S: 49/62|| ...we (Participant? / Subject / Theme) could... (modal Finite / Rheme) (IC-Process: ? / Predicator / part of Rheme, Participant? / Complement / part of Rheme lacking) (LDP) 63 || I (Senser / Subject / Theme) don't want... (Process: ML / temporal Finite + negative polarity & Predicator / Rheme) (IC-Phenomenon / Complement / part of Rheme lacking) (LDP) ||| ok (MC) [ OK to a classmate ]  
S: 50/64|| ask (Process: V / Predicator / Rheme) they (deviant [nominative case for oblique case] Receiver / Complement / Rheme) (SDCC) 65 || the boyfriend (AEC) (CC) |||  
T: review  
SS: [some SS chat as though T were not in class]  
S: 51/66|| do you wanna have [unintelligible] (UNANALYZABLE) |||  
T: rafaela  
S: 52/67|| hello! (EEC) (CC) |||  
T: come here please!  
S: yes (MC) 53/68|| a lot!! (EEC) (CC) |||  
S: 54/69|| why? (EEC) (CC) 70 || why? (EEC) (CC) |||  
S: sandra (MC) 55/71|| this one (EEC) (CC) |||  
S: 56/72|| essa aqui é muito melhor! (IC-L2 whole clause lacking) (LDP) |||  
S: 57/73|| thank (V) you (EEC) (CC) |||  
S: teacher (MC) 58/74|| I don't... (IC-naturally unfinished clause due to turn invasion by interlocutor) (LPP) |||  
S: [S interrupts the classmate, unintelligible].  
T: you don't... what?  
S: 75 || I don't want to... to... bring (M) just two people to the party! (CC) |||  
T: you can pay...  
S: 59/76|| pay?? (EEC) (CC) ||| no!! (MC)  
S: no (MC) 60/77|| we can't! (EEC) (CC) 78 || two people (EEC) (CC) |||  
S: no (MC) 61/79|| I was thinking... (IC-naturally unfinished clause due to turn invasion by interlocutor) (LPP) |||  
T: yeah more than... deixa eu olhar de quem é esta  
S: 62/80|| how many? (EEC) (CC) |||  
S: 63/81|| fifteen (EEC) (CC) 82 || não? (IC-L2 whole tag ending lacking) (LDP) ||| teacher! (MC)  
T: how much I don't know no it's not fifteen!  
S: 64/83|| three? (EEC) (CC) |||  
T: I don't know!

S: 65/84|| five? (EEC) (CC) ||  
 T: no!  
 S: 66/85|| (R) more than five for just...? (EEC) (IC-naturally unfinished clause due to turn invasion by interlocutor) (LPP) ||  
 T: corrinha did you do?  
 S: 67/86|| yes (CC) ||  
 S: 68/87|| (R) more than five? (EEC) (CC) ||  
 S: 69/88|| yes (CC) ||  
 S: 70/89|| (R) more than five? (EEC) (CC) ||  
 S: 71/90|| yes (CC) ||  
 T: ok let's correct  
 S: [pronounces an unintelligible name] (MC) 72/91|| (R) more one (deviant [L1-like word order] Attribute? / Complement / Rheme) (SDCC) ||  
 S: 73/92|| I think (ML) (projecting clause) (CC) 93 || it's... (projected clause) (IC-naturally unfinished clause due to turn invasion by interlocutor) (LPP) ||  
 S: ookkaay! (MC) [laughing]  
 S: 74/94|| because I don't know (ML) (CC) ||  
 S: 75/95|| my mother and my father... [unintelligible]... (UNANALYZABLE) 96 || because my sister... (IC-naturally unfinished clause due to turn invasion by interlocutor) (LPP) ||  
 S: no (MC) 76/97|| my mother and my father go (M) (EEC) (CC) ||  
 S: 77/98|| my father loves (ML) dec (CC) 99 || I think (ML) (projecting clause) (CC) 100 || he wants to go (M) to this party more [[ than me (complete down-ranked clause) ]] (projected clause) (CC) ||  
 SS: [laughing]  
 S: yes! (MC)  
 S: 78/101|| I think (ML) (projecting clause) (CC) 102 || it (Carrier / Subject / Theme) 's (Process: R / Finite & Predicator / Rheme) [[ because he didn't still... (naturally unfinished down-ranked clause due to turn invasion by interlocutor) ]] (Attribute / Complement / Rheme) (DOWN-RANKED-CLAUSE-RELATED LPP) ||  
 SS: [SS interrupt the classmate talking at the same time, unintelligible]  
 S: people (MC) 79/103|| memorize (ML) this (CC) ||  
 S: teacher (MC) 80/104|| we (Senser / Subject / topical Theme) need to memorize (Process: ML / Predicator / Rheme) this? (Phenomenon / Complement / Rheme) (IC-present primary tense temporal Finite / interpersonal Theme lacking) (LDP) ||  
 S: 81/105|| memorize (ML) everything! (CC) ||  
 T: no!  
 SS: [laughing]  
 T: only this one!  
 S: ah! (MC) ok! (MC)  
 T: this not  
 S: teacher (MC) 82/106|| I didn't study (M) (CC) ||  
 S: teacher (MC)  
 S: 83/107|| how (Circumstance-manner:means / Adjunct / Theme) can (modal Finite / Rheme) I (Actor / Subject / Rheme) use?... (Process: M / Predicator / Rheme) (IC-Goal / Complement / part of Rheme lacking) (LDP) 108 || [unintelligible]... my best friend (UNANALYZABLE) ||  
 SS: T [unintelligible chat in English among SS and between SS T]  
 S: 84/109|| and (R) the verbs... (EEC) (CC) 110 || to memorize? (NFC) (CC) ||  
 SS & T: [unintelligible chat in English among SS and between SS&T goes on]  
 T: only the most important ones  
 S: ...oh (DM) 85/111|| he thinks (ML) (projecting clause) (CC) 112 || it's (R) wonderful (projected clause) (CC) 113 || because he had (R) classes with... (projected clause) (IC-naturally unfinished clause due to turn invasion by interlocutor) (LPP) || [unintelligible chat in English among SS]  
 S: 86/114|| I will stay (R) (CC) 115 || and... [unintelligible] (UNANALYZABLE) ||  
 T: ok number one  
 S: ah (DM) 87/116|| eu não agüento mais! (IC-L2 whole clause lacking) (LDP) ||  
 S: yes (MC)  
 S: teacher (MC) 88/117|| what time... is (R) the party? (CC) ||  
 T: I don't remember  
 S: teacher! (MC)



S: 89/118|| but (textual Theme) it (Carrier / deviant [declarative for interrogative Mood word order] Subject / topical Theme) 's (Process: R / deviant [declarative for interrogative Mood word order] temporal Finite & Predicator / Rheme) beautiful? (Attribute / Complement / Rheme) (SDCC) |||

T: but it's fun and it's usually seven eight o'clock... I'm there at six!

S: 90/119|| at six? (AEC) (CC) |||

T: I didn't go to the beach because it was raining [waiting for an answer]

S: 91/120|| I didn't understand (ML) this... this question (CC) 121 || (ML) this first one (AEC) (CC) |||

T: no!... do you remember when we watched uh that film...? I don't remember the name

S: 92/122|| (R) noting hill? (EEC) (CC) |||

T: yeeess!

S: 93/123|| (R) noting hill (EEC) (CC) |||

S: 94/124|| (R) julia roberts (EEC) (CC) 125 || how can I forget? (ML) (EEC) (CC) |||

S: my god! (MC)

T: a sheet... a sheet of paper... when we watched that film we retell the story... we retold the story then we retold the story since the beginning... no... from the beginning yeah? don't remember... but you used the past unreal conditional

S: yes (MC)

T: retold the story using the past unreal conditional first you finished the movie you told what you understood then you retold...

S: 95/126|| I wasn't (R) here! (CC) |||

T: mel this course is for students not for tourists!... but I will explain again huum... I'm gonna take the example...

S: 96/127|| ...to study... [unintelligible] (UNANALYZABLE) |||

S: 97/128|| this is (R) very confusing! (CC) |||

S: 98/129|| I didn't understand (ML) (EEC) (CC) |||

T: [T stops and restarts the recorder]

S: teacher (MC) please! (MC)

T: have you finished?

S: 99/130|| ainda não (AEC) (IC-L2 whole clause lacking) (LDP) |||

S: 100/131|| what (Phenomenon / Complement / Theme) he (Senser / Subject / Rheme) wanted? (Process: ML / deviant ['past' for 'base' form] Predicator / Rheme) (IC-past primary tense temporal Finite in interrogative Mood position lacking) (LDP) |||

T: he is ttc student

S: 101/132|| thank (V) you! (EEC) (CC) |||

T: what is it? he wants to be a teacher here

S: aaahhh! (MC)

S: 102/133|| classes... (Participant? / Complement / Rheme) (IC-Participant? / Subject / Theme, Process? / Finite & Predicator / part of Rheme, Circumstance-location:place / Adjunct / part of Rheme lacking) (LDP) |||

S: 103/134|| igual a você? (EEC) (IC-L2 whole clause lacking) (LDP) |||

S: [laughing]

T: he's a ttc student he wants to be a teacher here and all...

S: [laughing]

T: ...and all the teachers... oh I mean all ttc students observe classes he's the second one in my classes and I love this

SS: [laughing]

S: no (MC) ok (MC) no (MC) ok (MC) no... (MC)

T: [laughing then sighs]

S: [laughing]

T: tell me please!

S: 104/135|| what? (EEC) (CC) |||

T: [T stops then restarts the recorder]... let's continue?

S: 105/136|| here is (R) real conditional (CC) 137 || the first... (IC-naturally unfinished clause due to turn invasion by interlocutor) (LPP) |||

T: no forget these two... forget... 'rc4' 'rc'... we're talking only about this one

S: ok (MC)

S: 106/138|| (R) the real conditional? (EEC) (CC) |||

T: [unintelligible]... past unreal conditional

SS: [unintelligible chat about the grammatical subject]

S: 107/139|| (R) ...not... (EEC) (LPP) 140 || (R) not... << uh... (DM) >> real... (EEC) (CC) 141 || (R) had had gone... (EEC) (CC) |||  
T: past perfect?  
S: 108/142|| (R) past perfect and would? (EEC) (CC) |||  
T: would have  
S: 109/143|| (R) would have (EEC) (CC) |||  
S: 110/144|| it's (R) not would... (CC) |||  
S: 111/145|| it's (R) one real conditional (CC) |||  
S: 112/146|| (R) the last (EEC) (CC) 147 || é? (IC-L2 whole tag ending lacking) (LDP) |||  
T: last não  
S: 113/148|| (R) the past unreal conditional (EEC) (CC) |||  
T: yes only this I talked about these two ones because I'd like you to remind [hesitating] this why to remind you about this  
S: yes (MC)  
T: ok may I melina?  
S: 114/149|| yes (CC) 150 || thank (V) you (EEC) (CC) |||  
T: you're welcome anytime... [long silent pause]... 'b' oh sorry! 'a' I didn't go to the beach because it was raining [waiting for an answer]  
S: 115/151|| If it hadn't rained... (M) (CC) |||  
S: 116/152|| I would have gone (M) to the beach (CC) ||| [interrupting the classmate who was speaking ]  
S: 117/153|| can I answer (V) also [[ I would have gone to the beach (complete down-ranked clause) || if... (LPP incomplete down-ranked clause) ]] (DOWN-RANKED-CLAUSE-RELATED LPP) |||  
T: the invert  
S: 118/154|| I (Sayer / deviant [declarative for interrogative Mood word order] Subject / topical Theme) can? (deviant [declarative for interrogative Mood word order] modal Finite / interpersonal Theme) (IC-Process: V / Predicator / part of Rheme, Verbiage / Complement / part of Rheme lacking) (AEC) (SDCC) |||  
T: yeesss!  
S: 119/155|| explore the... (UNANALYZABLE) |||  
S: yeah! (MC)  
S: 120/156|| the... the... the two... (UNANALYZABLE) ||| [T coughs ending a S's comment]  
S: 121/157|| come (M) in! (CC) |||  
S: 122/158|| because I would have gone (M) to the beach (CC) 159 || if it hadn't run (M) (DCC) |||  
T: rained  
S: 123/160|| or... (UNANALYZABLE) << yes... (MC) >> 161 || or... (UNANALYZABLE) 162 || but... [unintelligible]... would have run to the beach... (UNANALYZABLE) 163 || one... the... the... (IC-naturally unfinished clause due to turn invasion by interlocutor) (LPP) ||| [S is interrupted by another classmate, unintelligible]  
T: or... I would have gone to the beach if it hadn't rained  
SS: [two SS babble something to one another, unintelligible]  
T: 'b' the dinosaur blablabla so...  
S: 124/164|| if (inappropriate textual Theme) the dinosaurs [mispronouncing "dinosaurs"] (Actor / Subject / Theme) hadn't died (Process: M / deviant [temporal negative for modal negative] Finite & part of Predicator / Rheme) (IC-Auxiliary before Event in Predicator / part of Rheme lacking) (LDP) 165 || an asteroid (Actor / Subject / topical Theme) collided [mispronouncing "collided"] (Process: M / deviant ['positive past' for 'hadn't'] Finite & deviant [present for past] Predicator / Rheme) with the earth (Circumstance / Adjunct / Rheme) (IC-textual Theme – 'if' – lacking) (LDP) |||  
T: it's the opposite!... if... [waiting for somebody to continue]...  
S: 125/166|| ...an asteroid had collided [mispronouncing "collided"] (M) with the earth (CC) 167 || and then... [unintelligible]... (UNANALYZABLE) 168 || yes? (EEC) (CC) |||  
T: yes  
S: 126/169|| they didn't... (EEC) (CC) |||  
S: 127/170|| might have become (EEC) (CC) 171 || ok? (EEC) (CC) ||| [starts babbling some music]  
S: [S asks a question in English, unintelligible]  
T: might not... [thinking]... no problem?  
S: 128/172|| "might not" (EEC) (CC) 173 || no (EEC) (CC) 174 || "might" (EEC) (CC) |||  
T: no have to be in the negative!  
S: 129/175|| why? (AEC) (CC) |||  
T: because the... just a minute  
S: 130/176|| the dinosaur... (IC-naturally unfinished clause due to turn invasion by interlocutor) (LPP) ||| [mispronouncing "dinosaur" to herself ]

T: become [after a long pause after checking in a verb list or dictionary] become became become!  
S: 131/177||| become (EEC) (CC) |||  
S: 132/178||| why (EEC) (CC) ||| teacher? (MC)  
T: why that?... because if the first one hadn't happened...  
S: uh!! (MC)  
T: the second one would be impossible  
S: of course not (MC) [to herself or to a classmate, very weak voice]  
S: aahhh!!! (MC)  
T: ok?  
S: [laughing]  
S: oh oh (DM) teacher... (MC) ah (DM) 133/179||| ok (CC) |||  
T: sorry!!  
S: 134/180||| the dinosaur would not have become (R) extinction... (DCC) ||| [S keeps mispronouncing dinosaur]  
T: extinct  
S: 135/181||| ok? (EEC) (CC) 182 ||| so (textual Theme) they (Existent / Subject / topical Theme) could not... (modal Finite + negative polarity / Rheme) (IC-Process: E / Predicator / part of Rheme lacking) (LPP) 183 ||| I cannot exist... (E) (DCC) |||  
T: the opposite?... the opposite of... oh sorry! corrinha after if...  
S: no (MC) teacher (MC) 136/184||| só... (EEC) (IC-L2 whole clause lacking) (LDP) |||  
T: ...if use this you can say this the dinosaurs wouldn't have become extinct if an asteroid...  
S: yes (MC) 137/185||| it's (R) correct (CC) 186 ||| but (textual Theme) (IC-Participant? / Subject / topical Theme, Process: ? / Finite & Predicator / part of Rheme, Participant? / Complement / part of Rheme lacking) (LDP) 187 ||| but... (textual Theme) (IC-Participant? / Subject / topical Theme, Process: ? / Finite & Predicator / part of Rheme, Participant? / Complement / part of Rheme lacking) (LDP) 188 ||| yes (EEC) (CC) 189 ||| ok (EEC) (CC) |||  
T: do you have any question? 'c' I didn't see the tree so I crashed into it  
S: 138/190||| if I had seen (ML) the tree... (CC) [some classmates start saying the same clause at the same time, leading to a lack of understanding of the passage ]... 191 ||| I (Actor / Subject / Theme) will have crashed into (Process: M / deviant [positive present for negative past primary tense] modal Finite & Predicator / Rheme) it (Goal / Complement / Rheme) (SDCC) |||  
T: what?  
S: 139/192||| I would not have crashed (M) (AEC) (CC) |||  
S: 140/193||| wouldn't... (M) (AEC) (CC) ||| [waiting for someone to complete the clause]  
T: ...have...  
S: 141/194||| ...crashed (M) (AEC) (CC) |||  
T: 'd' it's hot here! [complaining about the heat]  
S: yeah! (MC)  
T: 'd' she left her handbag in her car and someone stole it  
S: 142/195||| if (textual Theme) she (Actor / Subject / topical Theme) had left (Process: M / part of temporal Finite & Predicator / Rheme) her handbag (Goal / Complement / Rheme) in her... car... (Circumstance-location:place / Adjunct / Rheme) (IC-free morpheme indicative of negative polarity as part of past primary tense temporal Finite / part of Rheme lacking) (LDP) 196 ||| it (Carrier / deviant [declarative for interrogative Mood word order] Subject / topical Theme) 's (Process: R / deviant [declarative for interrogative Mood word order] Finite & Predicator / interpersonal Theme) correct? (Attribute / Complement / Rheme) (SDCC) |||  
T: wonderful [sarcastically speaking]  
S: [starts babbling some music]  
T: if you have questions ask please!  
S: 143/197||| if (textual Theme) he (Actor / Subject / topical Theme) hadn't gotten... (Process: M / Finite & part of Predicator / Rheme) (IC-particle 'up' as part of two-word verb Predicator / part of Rheme, Circumstance-location:time / Adjunct / part of Rheme lacking) (LPP) |||  
S: 144/198||| if (textual Theme) he (Actor / Subject / topical Theme) hadn't gotten... (Process: M / Finite & part of Predicator / Rheme) (IC-particle 'up' as part of two-word verb Predicator / part of Rheme, Circumstance-location:time / Adjunct / part of Rheme lacking) (LPP) |||  
S: 145/199||| gotten up (Process: M / Predicator / Rheme) late (Circumstance-location:time / Adjunct / Rheme) (AEC) (CC) |||  
S: 146/200||| gotten up (Process: M / Predicator / Rheme) late (Circumstance-location:time / Adjunct / Rheme) (AEC) (CC) |||  
S: 147/201||| ...he wouldn't have missed (M) the bus (CC) |||

T: got or gotten ok?  
 S: 148/202||| four (EEC) (CC) |||  
 S: 149/203||| olha aí (IC-L2 whole clause lacking) (LDP) 204 || vê (IC-L2 whole clause lacking) (LDP) 205 || se tá certo (IC-L2 whole clause lacking) (LDP) |||  
 T: got or gotten depends American or British [long pause] ‘f’  
 S: 150/206||| if they had told (V) me (CC) 207 || they were coming (M) (CC) 208 || to visit (M) (NFC) (CC) 209 || we hadn’t gone out (M) (CC) |||  
 S: 151/210||| we hadn’t gone... (M) (AEC) (CC) 211 || legal (EEC) (IC-L2 whole clause lacking) (LDP) ||| oh! (DM)  
 T: do you have any questions?  
 S: 152/212||| if he hadn’t got up (M) late (CC) 213 || he would... (UNANALYZABLE) ||| [unintelligible questions in English to the teacher]  
 T: no!  
 S: no (MC)  
 T: [unintelligible]  
 S: [unintelligible and then laughing]  
 S: teacher (MC) 153/214||| it (Carrier / deviant [declarative for interrogative Mood word order] Subject / topical Theme) ’s (Process: R / deviant [declarative for interrogative Mood word order] Finite & Predicator / interpersonal Theme) correct? (Attribute / Complement / Rheme) (SDCC) |||  
 T: the next one? it’s wrong...  
 S: 154/215||| if they haven’t... (IC-naturally unfinished clause due to turn invasion by interlocutor) (LPP) |||  
 T: if they had como é que se diz?  
 S: 155/216||| thank you for [unintelligible] (UNANALYZABLE) |||  
 T: [unintelligible]  
 S: 156/217||| so it’s (R) not “haven’t” (CC) 218 || if you doesn’t have [unintelligible] (UNANALYZABLE) |||  
 T: ok eva quem fez o do valdeci?  
 S: teacher (MC) 157/219||| when I arrived (M) in... in home (DCC) 220 || I (Actor / Subject / Theme) don’t sleep (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) (SDCC) ||| [to a classmate, in a very weak voice, whispering, unintelligibly]  
 S: teacher (MC) 158/221||| for the test (Circumstance-cause:purpose / Adjunct / Theme) it (Carrier / deviant [declarative for interrogative Mood word order] Subject / topical Theme) ’s (Process: R / deviant [declarative for interrogative Mood word order] Finite & Predicator / interpersonal Theme) only that? (Attribute / Complement / Rheme) (SDCC) |||  
 S: 159/222||| are (R) you sure? (CC) |||  
 T: [unintelligible]  
 S: 160/223||| tá bom! (IC-L2 whole clause lacking) (LDP) |||  
 T: ok  
 S: 161/224||| but eric asked (M) us the test! (CC) |||  
 S: 162/225||| yes! (EEC) (CC) |||  
 S: [laughing]  
 SS: [two SS are trying to say something to T, unintelligible]  
 T: ssshhhhh! essas duas hoje viu!! [T gets angry at the chatting SS]  
 S: [laughing]  
 T: uh... number two have you done?  
 S: 163/226||| yeah (CC) |||  
 S: 164/227||| yes (CC) |||  
 S: 165/228||| yes (CC) |||  
 S: 166/229||| number two (AEC) (CC) 230 || no! (CC) |||  
 SS: 167/231||| yes (CC) |||  
 S: 168/232||| because (textual Theme) they (Carrier / Subject / topical Theme) aren’t (Process: R / Finite & Predicator / Rheme) very colleague (part of Attribute / Complement / Rheme) (IC-Epithet constituent and plurality marking on Thing constituent in Attribute / Complement / part of Rheme nominal group lacking) (LDP) 233 || I (Senser / Subject / Theme) don’t understand (Process: ML / Finite & Predicator / Rheme) (IC-Phenomenon / Complement / part of Rheme lacking) (LDP)  
 T: no my dear so...  
 S: 234 || ...confuse (Process: ML / part of Finite & Predicator / Rheme) my mind (Phenomenon / Complement / Rheme) (IC-Senser / Subject / Theme, bound morpheme indicative of third person singular present primary tense on temporal Finite / part of Rheme lacking) (LDP) |||  
 T: ...I’m gonna give my example

S: yes (MC)  
 T: ok?  
 S: 169/235||| yes (CC) |||  
 T: then be patient because I'm gonna pray now!  
 S: ok (MC) [unintelligible remark in English]  
 S: [unintelligible remark in English]  
 S: 170/236||| what time (Circumstance-location:time / Adjunct / Theme) cathy (Actor / Subject / Rheme) arrives (Process: M / deviant [ [z] allophone for auxiliary 'does' ] temporal Finite & Predicator / Rheme) here? (Circumstance-location:place / Adjunct / Rheme) (SDCC) |||  
 T: depends on the day  
 S: 171/237||| what? (EEC) (CC) |||  
 T: depends on the day she's not everyday [S interrupts T with an unintelligible question, unintelligible]  
 S: 172/238||| good luck with... [unintelligible] (UNANALYZABLE) 239 ||| I will survive (M) (CC) |||  
 T: would you like to talk to her?  
 S: 173/240||| yes (CC) |||  
 S: corrinha (MC) 174/241||| what are you going to do (M) next semester? (CC) |||  
 S: 175/242||| what? (EEC) (CC) |||  
 S: 176/243||| what are you going to do (M) next semester? (CC) |||  
 S: [laughing] 177/244||| I don't know (ML) (CC) 245 ||| not (negative polarity marker / Rheme) yet (modal Adjunct / Rheme) << ok? (MC) >> (AEC) (CC) 246 ||| and you? (AEC) (CC) |||  
 S: 178/247||| I think (ML) (projecting clause) (CC) 248 ||| I'm going to do (M) conversation (projected clause) (CC) |||  
 S: 179/249||| conversation (Goal / Complement / Rheme) (AEC) (CC) 250 ||| yes? (deviant ['yes' for 'tag ending?'] complete clause) (SDCC) |||  
 S: 180/251||| yes (CC) |||  
 S: eh... (MC)  
 S: 181/252||| I need to do... (M) (IC-naturally unfinished clause due to turn invasion by interlocutor) (LPP) ||| [another S to him/herself or to another classmate in a very weak voice]  
 S: 182/253||| I don't know (ML) the time (CC) 254 ||| the day (Phenomenon / Complement / Rheme) (AEC) (CC) |||  
 S: [starts whistling]  
 S: 183/255||| if... (UNANALYZABLE) 256 ||| if I ask [unintelligible] (UNANALYZABLE) 257 ||| << yes (MC) >> if (textual Theme) I (Actor / Subject / topical Theme) can do... (Process: M / modal Finite & predicator / Rheme) (IC-Goal / Complement / part of Rheme lacking) (LPP) 258 ||| if I can do (M) that (CC) 259 ||| I will give up! (M) (CC) |||  
 S: yes (MC)  
 T: oh god!  
 S: [whispering unintelligible remark]  
 SS: [laughing]  
 S: 184/260||| what's (R) the problem? (CC) |||  
 T: gilcelo! [sarcastically speaking]  
 S: 185/261||| I have (R) nothing [[ to say (complete non-finite down ranked clause) ]] (CC) 262 ||| I have (R) today (CC) 263 ||| today (Carrier / Subject / Theme) special day (part of Attribute / Complement / Rheme) (IC-Process: R / Finite & Predicator / part of Rheme, Deictic constituent in Attribute / Complement / part of Rheme lacking) (LDP) 264 ||| do you understand? (ML) (EEC) (CC) |||  
 S: 186/265||| yes (CC) |||  
 S: corrinha (MC)  
 T: twelve June twelve  
 S: 187/266||| did (temporal Finite / Rheme) you (Actor / Subject / Rheme) give (Process: M / Predicator / Rheme) what (Goal / Complement / deviant [L1-acceptable word order] Theme) for your mother? (deviant [minor Process 'for' for 'to'] Beneficiary:Receiver / Complement / Rheme) (SDCC) ||| [mispronouncing mother /'mader/]  
 T: my mother?  
 S: [unintelligible remark]  
 S: 188/267||| yes? (EEC) (CC) |||  
 S: 189/268||| yes (CC) 269 ||| and what does she want? (ML) (CC) |||  
 T: my god! a lot of things!! he gave me these two pairs of... [S interrupts T, unintelligible]  
 S: 190/270||| a car? (AEC) (CC) |||  
 T: no car only in July and... uh... he will pay my gym  
 SS: [laughing]

T: gain new new clothes for the gym  
S: [laughing] 191/271||| magda is... [unintelligible]... today (UNANALYZABLE) |||  
T: no... I can give you a list!  
S: 192/272||| give (Process: M / Predicator / Rheme) me! (part of Beneficiary:Receiver / Complement / Rheme) (IC-Goal / Complement / part of Rheme, minor Process 'to' in Beneficiary:Receiver / Complement / part of Rheme prepositional phrase lacking) (LDP) [laughing] 273 ||| give (Process: M / Predicator / Rheme) me (part of Beneficiary:Receiver / Complement / Rheme) (IC-Goal / Complement / part of Rheme, minor Process 'to' in Beneficiary:Receiver / Complement / part of Rheme prepositional phrase lacking) (LDP) 274 ||| yeah (EEC) (CC) 275 ||| give (Process: M / Predicator / Rheme) me! (part of Beneficiary:Receiver / Complement / Rheme) (IC-Goal / Complement / part of Rheme, minor Process 'to' in Beneficiary:Receiver / Complement / part of Rheme prepositional phrase lacking) (LDP) |||  
T: purse... sandals... clothes  
S: 193/276||| o que? (EEC) (IC-L2 whole clause lacking) (LDP) |||  
S: 194/277||| it (Carrier / Subject / Theme) 's (Process: R / Finite & Predicator / Rheme) difficult [[ to buy (Process: M / Predicator / Rheme) this (deviant [singular for plural form] Goal / Complement / Rheme) for another person! (Beneficiary:Client / Complement / Rheme) (simplified deviant complete non-finite down-ranked clause) ]] (Attribute / Complement / Rheme) (DOWN-RANKED-CLAUSE-RELATED SDCC) |||  
T: uh... jewels...  
S: uhh!? (MC)  
S: 195/278||| I (Actor / Subject / Theme) will buy (Process: M / modal Finite & Predicator / Rheme) a sandals (part of Goal / Complement / Rheme) for present (part of deviant [minor Process 'for' for 'as'] Circumstance-role:guise / Adjunct / Rheme) never! (deviant [word order: between Subject and modal Finite] modal Adjunct / Rheme) (IC-Thing constituent and minor Process 'of' introducing Qualifier constituent in Goal / Complement / part of Rheme nominal group, indefinite article Deictic constituent in Range of Circumstance-role:guise / Adjunct / part of Rheme prepositional phrase lacking) (LDP) |||  
T: what would you like to buy?  
S: 196/279||| you need to... (IC-naturally unfinished clause due to turn invasion by interlocutor) (LPP) |||  
T: so you take my number  
SS: [laughing]  
T: yes but my number is thirty-three!  
S: [laughing]  
S: 197/280||| sometimes I need to buy (M) thirty-two (CC) 281 ||| and sometimes (AEC) (IC-naturally unfinished clause due to turn invasion by interlocutor) (LPP) ||| [T interrupts S]  
T: ...you you know I am always  
S: 198/282||| depends (Process: R / Finite & Predicator / Rheme) (IC-Carrier / Subject / Theme lacking) (EEC) (LPP) << teacher (MC) >> 283 ||| it depends (R) (EEC) (CC) |||  
T: no I'm always always  
S: 199/284||| why...? (EEC) (CC) ||| [willing to speak but interrupted by T]  
T: did you... do you remember when in 'rc-1' when we learned about "always"?  
SS: 200/285||| yes (CC) |||  
T: frequently [unintelligible] remember?  
S: 201/286||| yeah (CC) 287 ||| remember (Process: ML / Finite & Predicator / Rheme) (IC-Senser / Subject / Theme lacking) (EEC) (LDP) |||  
T: one hundred percent of the time?  
SS: [laughing]  
S: 202/288||| always! (EEC) (CC) |||  
S: 203/289||| always! (EEC) (CC) ||| [Sarcastically speaking]  
S: 204/290||| but (IC-naturally unfinished clause due to turn invasion by interlocutor) (LPP) ||| teacher... (MC)  
SS: [laughing hysterically interrupts the classmate]  
S: 205/291||| sandals... (Participant? / Subject / Theme) (IC-Process: ? / Finite & Predicator / part of Rheme, Participant? / Complement / part of Rheme lacking) (LDP) 292 ||| present for the... the... the... the sister the... husband... the family (part of Goal / Complement / Rheme) (incomplete [indefinite article Deictic before or plurality marking on Thing constituent in Goal / Complement / part of Rheme lacking] non-finite down-ranked clause) ]] (Attribute / Complement / Rheme) (DOWN-RANKED-CLAUSE-RELATED LDP) it (Carrier / Subject / Theme) 's not (Process: R / temporal Finite + negative polarity & Predicator / Rheme) so difficult [[ to buy (Process: M / Predicator / Rheme) |||  
T: what would you like to give me?

S: 206/293|| I don't know... (ML) (CC) 294 || the... the clothes (deviant [inappropriate Deictic] Goal / Complement / Rheme) no! (deviant ['no' for 'not', L1-acceptable for L2 – preceding Complement – word order] negative polarity modal Adjunct / Rheme) (AEC) (SDCC) ||

T: ok

S: 207/295|| I (Actor / Subject / Theme) don't know to buy (Process: M / temporal Finite + negative polarity & part of Predicator / Rheme) for me (Beneficiary: Client / Complement / Rheme) (IC-'how' as part of first element – phrasal verb – of verbal group complex Predicator / part of Rheme, Goal / Complement / part of Rheme lacking) (LDP) 296 || it's (R) so difficult... (CC) || [T interrupts S]

T: my number [says an unintelligible name] look here please!

SS: [laughing hysterically]

T: I think it's forty-two

S: no (MC) teacher (MC) 208/297|| he's (R) not close... (CC) || [T interrupts S who was trying to mock her]

T: go to thibungo [a store near the school] I love everything there! manix [another store quite near the school] too! I love everything! you see that and I will love

SS: [two SS whispering, unintelligible]

T: sssshh!!

SS: [laughing]

S: 209/298|| but food is (R) not funny (CC) 299 || and it's (R) food (CC) ||

S: [laughing]

T: what? food?

S: 210/300|| food is (R) very practical (CC) || [mispronouncing "practical" /pretIkəl/]

S: 211/301|| the only thing easy [[ to get (M) you (complete non-finite down-ranked clause) || that we know (ML) (projecting complete down-ranked clause) || you like (ML) (projected complete down-ranked clause) ]] (deviant [L1-acceptable word order 'Thing + Epithet' for L2 word order 'Epithet + Thing'] Identified / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) food (Identifier / Complement / Rheme) (SDCC) ||

T: yes food too!

S: teacher... (MC) 212/302|| (ML) present (part of deviant [word order: following Phenomenon / Complement / Rheme] Circumstance-role:guise / Adjunct / Rheme) food? (Phenomenon / Complement / Rheme) (IC-minor Process 'as' in Circumstance-role:guise / Adjunct / part of Rheme prepositional phrase lacking) (EEC) (LDP) ||

S: 213/303|| flowers (EEC) (CC) 304 || every people... (Senser / Subject / Theme) (IC-Process: ML / Finite & Predicator / part of Rheme, Phenomenon / Complement / part of Rheme lacking) (LPP) 305 || every person likes (ML) flowers! (CC) ||

T: flowers... no... I have flowers! but...

S: oh god! (MC) [sarcastically speaking]

SS: [some SS try to speak at the same time and the teacher raises her voice, unintelligible]

T: I like but... if I can choose between food and flowers... food...

S: 214/306|| food (EEC) (CC) || of course! (MC) [jumping on a teacher's hesitating moment]

T: sandals and flowers sandals! purse and flowers purse! purse!

S: [laughing]

T: I gave you a list! and also... told you the names of the stores!

S: 215/307|| you (Actor / Subject / Theme) gav... (Process; M / Finite & Predicator / Rheme) (IC-Beneficiary:Receiver / Complement / part of Rheme, Goal / Complement / part of Rheme lacking) (LDP) 308 || gav... (Process; M / Finite & Predicator / Rheme) (IC-Beneficiary:Receiver / Complement / part of Rheme, Goal / Complement / part of Rheme lacking) (AEC) (LDP) 309 || « yes (MC) » you (Actor / Subject / Theme) gave (Process: M / Finite & Predicator / Rheme) me (Beneficiary:Receiver / Complement / Rheme) things [[ that (Goal / Complement / Theme) I... (Senser / Subject / Rheme) (incomplete [Process: ML / Finite & Predicator / part of Rheme lacking] down-ranked clause) || I (Senser / Subject / Rheme) don't know to buy (Process: M / temporal Finite + negative polarity & part of Predicator / Rheme) (anaphorically elliptical incomplete ['how' as part of first element – phrasal verb – of verbal group complex Predicator / part of Rheme lacking] down-ranked clause) || I don't know... (ML) (complete down-ranked clause) ]] (Goal / Complement / Rheme) (DOWN-RANKED-CLAUSE-RELATED LDP) ||

T: melina helps you!

S: oh (DM) 216/310|| I know! (ML) (CC) ||

S: [whispering unintelligibly]

S: teacher (MC) 217/311|| you are (R) special! (CC) ||

S: 218/312|| (R) special! (AEC) (CC) ||

S: 219/313|| (R) special women! (part of deviant [plural for singular form: vowel [I], also existent in Portuguese, is easier to pronounce than L1 non-existent vowel [U]] Attribute / Complement / Rheme) (IC-indefinite article Deictic constituent in Attribute / Complement / part of Rheme nominal group lacking) (LDP) 314|| (R) special women! (part of deviant [plural for singular form: vowel [I], also existent in Portuguese, is easier to pronounce than L1 non-existent vowel [U]] Attribute / Complement / Rheme) (IC-indefinite article Deictic constituent in Attribute / Complement / part of Rheme nominal group lacking) (LDP) |||

T: mom!

S: yes! (MC) 220/315|| let's go (M) (EEC) (CC) |||

S: 221/316|| let's go... (M) (EEC) (CC) ||| [laughing]

S: [mocking T] ma... ma... ma... magda! (MC) [As if she was a stammering baby]

SS: [laughing]

T: let's go! you ask me to explain you again... let's go!

S: 222/317|| let's go (M) (EEC) (CC) 318|| because (textual Theme) the time (Carrier / Subject / topical Theme) is (Process: R / Finite & Predicator / Rheme) very... (part of Attribute / Complement / Rheme) (IC-Thing constituent in Attribute / Complement / part of Rheme lacking) (LDP) 319|| << teacher (MC) >> << yes! (MC) >> I (Actor / Subject / Theme) need to correct (Process: M / Finite & Predicator / Rheme) all the... (part of Goal / Complement / Rheme) (IC-Thing constituent in Goal / Complement / part of Rheme lacking) (LPP in relation to Clause 321) |||

S: yes!! (MC)

S: 223/320|| what? (EEC) (CC) |||

SS: [speaking at the same time unintelligible]

S: 224/321|| because all the review... (IC-naturally unfinished clause due to turn invasion by interlocutor) (LPP) ||| [T coughs and some other SS start speaking at the same time unintelligible]

S: 225/322|| if (textual Theme) I (Carrier / Subject / topical Theme) am... (Process: R / Finite & Predicator / Rheme) (IC-Attribute / Complement / part of Rheme lacking) (LDP) ||| [wondering about what to say]

S: [unintelligible remark]

SS: [SS seem to be very confused even about what they're doing and saying]

T: ok here I'll help you with your homework even though... when I use even though?

S: 226/323|| I don't know!! (CC) |||

T: contrary opinion! [mispronouncing contrary] opposite idea! I will help you with your homework even though... [waiting for an answer]... I hate you!

S: [laughs humbly]

T: ...I don't have time I'm too busy... [offering some more examples]

S: teacher (MC) 227/324|| to this answer (deviant [minor Process 'to' for 'with'] Phenomenon / Complement / marked Theme) I (Senser / Subject / Rheme) don't agree! (Process: ML / temporal Finite + negative polarity & Predicator / Rheme) (DCC) |||

S: 228/325|| ok? (EEC) (CC) |||

T: they don't agree? [S starts speaking at the same time, unintelligible]

S: 229/326|| ...if you read (M) your homework (CC) 327|| then (Circumstance-location:time / Adjunct / Theme) do (Process: M / Finite & Predicator / Rheme) (IC-Actor / Subject / part of Rheme, Goal / Complement / part of Rheme lacking) (LDP) 328|| I don't agree! (ML) (CC) |||

T: you don't agree with what?

S: 230/329|| I don't agree! (ML) (CC) |||

S: [unintelligible remark]

S: 231/330|| I don't agree (ML) (CC) 331|| because it's (R) your housework (CC) |||

T: so?

S: 232/332|| I (Actor / Subject / topical Theme) need to complete? (Process: M / Predicator / Rheme) (IC-temporal Finite / interpersonal Theme lacking) (LDP) |||

T: it's better because I don't agree... sei não! [not agreeing with the SS complaint and answer]... I won't lend you my 'cd' unless... [waiting for an answer]...

S: 233/333|| e qual é a minha dúvida? (IC-L2 whole clause lacking) (LDP) |||

T: I won't lend you my 'cd' unless... [waiting for an answer]

S: 234/334|| you (Actor / Subject / Theme) take so much care! (Process: M / Finite & part of Predicator / Rheme) (IC-particle 'of' as part of phrasal verb Predicator / part of Rheme 'take care of', Goal / Complement / part of Rheme) (LDP) |||

S: teacher... (MC)

S: [another S adds] 235/335|| ...unless you won't break (M) it! (CC) |||

T: wonderful!



S: 236/336|| you promise... (V) [long pause] (AEC) (projecting clause) (CC) 337|| you... [long pause] promise... (V) (AEC) (projecting clause) (CC) |||  
 S: 237/338|| is (R) it correct? (CC) |||  
 S: 238/339|| what? (EEC) (CC) |||  
 T: where you are [unintelligible name]?  
 S: 239/340|| [[ you lend me your 'cd' ]] (part of Attribute / Complement / Rheme) (EEC) (CC) |||  
 T: won't...  
 S: [completing T's sentence] 240/341|| ...break (M) it (AEC) (CC) |||  
 T: break it  
 S: teacher (MC) 241/342|| you (Actor / Subject / Theme) lend (Process: M / Predicator / Rheme) me (Beneficiary:Client / Complement / Rheme) your 'cd'? (Goal / Complement / Rheme) (IC-modal Finite / interpersonal Theme lacking) (LDP) |||  
 T: unless... ok evinha did you understand "unless"?  
 S: [babbes something]  
 T: no "unless" and "if" is like this [long pause; presumably T is writing something on the board]  
 SS: [SS while T is writing on the board, two SS are chatting in a very low voice, unintelligible]  
 S: 242/343|| because in a test... my teacher is (R) the... the...  
 S: witness [mispronouncing witness /wInes/] (CC) 344|| that I answer (V) all my things (CC) 345|| and (textual Theme) is (Process: R / deviant [singular for plural Subject-Finite concord] temporal Finite & Predicator / Rheme) correct (Attribute / Complement / Rheme) (IC-Carrier / Subject / topical Theme lacking) (LDP) 346|| ok (EEC) (CC) ||| teacher? (MC)  
 T: sorry?  
 S: 243/347|| excuse (M) me! (CC) |||  
 SS: [whispering chat between two SS, unintelligible]  
 S: teacher (MC) 244/348|| how can I write (M) witness [mispronouncing witness /wInes/] (CC) 349|| to mean (R) "testemunha"? (NFC) (CC) |||  
 T: just a minute!  
 End of Side A

Side B starts in the middle of a hysterical and unintelligible "chat" partly in English and partly in Portuguese between SS and T.

T: no if we... [unintelligible]  
 S: 245/350|| don't (temporal Finite + negative polarity / interpersonal Theme) you... (Senser / Subject / topical Theme) (IC-Process: ML / Predicator / part of Rheme, Phenomenon / Complement / part of Rheme lacking) (LPP) 351|| don't (temporal Finite + negative polarity / interpersonal Theme) you (Senser / Subject / topical Theme) like (Process: ML / Predicator / Rheme) (IC-Phenomenon / Complement / part of Rheme lacking) (LPP) 352|| love (Process: ML / Predicator / Rheme) [unintelligible word]? (Phenomenon / Complement / Rheme) (CC) |||  
 T: no it's not the problem is  
 S: 246/353|| é por isso [[ que eu não gosto dessa aula! (incomplete [L2 whole clause lacking] down-ranked clause) ]] (IC-L2 whole clause lacking) (LDP) |||  
 T: ...if I didn't like her I will not do [unintelligible] I don't like to for example did you understand [asks ironically]  
 S: 247/354|| yes (CC) |||  
 T: yeah!  
 S: martinha (MC) 248/355|| do... (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) (IC-Actor / Subject / Theme, Goal / Complement / part of Rheme lacking) (SDCC) 356|| you (Actor / Subject / Theme) do (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) it (Goal / Complement / Rheme) (SDCC) 357|| it (Carrier / deviant [declarative for interrogative Mood word order] / Subject / topical Theme) 's (Process: R / deviant [declarative for interrogative Mood word order] temporal Finite & Predicator / Rheme) correct? (Attribute / Complement / Rheme) (SDCC) [No verbal answer, the same S goes on]... 358|| because you are (R) a good teacher! (CC) |||  
 T: ooohhh corrinha!!  
 S: 249/359|| and (textual Theme) you... (Senser / Subject / topical Theme) (Process: ML / Finite & Predicator / part of Rheme, Phenomenon / Complement / part of Rheme lacking) (LPP) 360|| you know (ML) your responsibility  
 S: yes (MC)  
 T: oh!!  
 S: with the school, with the coordinator and with the others (CC) |||

S: oh (DM) 250/361||| great! (EEC) (CC) |||  
T: oh coisa linda!  
SS: [laughing]  
T: talking about expectations rewrite the following sentences using a form of be supposed to john told me he would call me but he didn't  
S: 251/362||| john was supposed to call (M) me (CC) 363 ||| but he didn't (M) (CC) |||  
T: wonderful what?  
SS: [laughing]  
S: 252/364||| john was supposed to call (M) me (CC) |||  
S: 253/365||| to call (M) me (AEC) (CC) |||  
S: ah (DM) 254/366||| é um "o" (IC-L2 whole clause lacking) (LDP) 367 ||| né? (IC-L2 whole tag ending lacking) (LDP) 368 ||| "call" (EEC) (CC) ||| [thinking about the pronunciation]  
T: ok if you put only this it's correct!  
S: 255/369||| john was supposed to call (M) (CC) |||  
S: uh? (MC)  
T: ok no problem but [unintelligible name or expression] ...you complete it no problem! [long pause] ... 'b' cars are expected to stop at [T is interrupted by S]  
S: 256/370||| ...I... (Participant / Subject / Theme) (IC-Process: ? / Finite & Predicator / part of Rheme, Participant / Complement / part of Rheme lacking) (LDP) 371 ||| why (Circumstance-manner:quality / Adjunct / Theme) no (deviant [lexical choice: 'no' for 'not', position: following Subject] modal Adjunct: negative polarity marker / Rheme) it (Carrier / deviant [declarative for interrogative Mood word order] Subject / Rheme) is (Process: R / deviant [declarative for interrogative Mood word order] temporal Finite & Predicator / Rheme) [[ john was supposed to could call me?... (deviant complete down-ranked clause) ] (Attribute / Complement / Rheme) (SDCC) 372 ||| ridiculous (Attribute / Complement / Rheme) (EEC) (CC) 373 ||| né? (IC-L2 whole tag ending lacking) (LDP) |||  
SS: [laughing]  
T: because to... after to... evinha [trying to call S's attention] it's a verb base form  
S: 257/374||| nem tem "could" (IC-L2 whole clause lacking) (LDP) ||| teacher?! (MC)  
T: could?  
S: 258/375||| would! (AEC) (IC-L2 whole clause lacking) (LDP) 376 ||| would (AEC) (IC-L2 whole clause lacking) (LDP) ||| [mispronouncing would /u:d/]  
S: no (MC) evinha! (MC) [unintelligible remark] 259/377||| (V) ...this question (Verbiage / Complement / Rheme) no (deviant ['no' for 'not', L1-acceptable for L2 – prededing Complement – word order] negative polarity modal Adjunct / Rheme) (EEC) (SDCC) |||  
T: "would" forget it!  
S: 260/378||| forget (ML) it (CC) |||  
T: why? because you cannot say john was supposed to would no! was supposed to is substituting "would" "expected"... substituting ok?  
S: 261/379||| no problem (EEC) (CC) |||  
T: cars are expected to stop at pedestrian stoppings  
S: 262/380||| cars are supposed to stop (M) at pedestrian stoppings (CC) |||  
T: wonderful!  
S: 263/381||| to stop... (M) at pedestrian stoppings... (AEC) (CC) 382 ||| (M) at pedestrian stoppings (Circumstance-location:place / Adjunct / Rheme) (AEC) (CC) ||| [speaking to herself, in a very, very low voice]  
T: if you have questions please ask it's not polite to smoke during a job interview  
S: 264/383||| you (Actor / Subject / Theme) 're supposed to... (part of Process: M / Finite & part of Predicator / Rheme) (IC-Event constituent of verbal group complex Process / Predicator / part of Rheme, negative polarity marking / part of Rheme, Circumstance-extent:duration / Adjunct / part of Rheme lacking) (LPP) |||  
S: 265/384||| you're not supposed to smoke (M) during a job interview (CC) |||  
T: wonderful!  
S: 266/385||| [[ you are not (complete down-ranked clause) ] (Attribute / Complement / Rheme) (EEC) (CC) 386 ||| né? (IC-L2 whole tag ending lacking) (LDP) |||  
T: yes  
S: 267/387||| [[ you aren't (complete down-ranked clause) ]]? (Attribute / Complement / Rheme) (EEC) (CC) |||  
T: you are not or you aren't no problem!  
S: 268/388||| you aren't supposed... (M) (AEC) (CC) ||| [long pause]  
T: she said the train would arrive early but it's still not here

S: 269/389||| the train (Actor / Subject / Theme) was... (temporal Finite / Rheme) (IC-Process: M / Predicator / part of Rheme, Circumstance-location:time / Adjunct / part of Rheme lacking) (LPP) |||

S: 270/390||| was supposed to... (part of Process: M / temporal Finite & part of Predicator / Rheme) (IC-Event constituent of verbal group complex Process / Predicator / part of Rheme, Circumstance-location:time / Adjunct / part of Rheme lacking) (AEC) (LPP) |||

S: 271/391||| ...to arrive (Process: M / part of predicator / Rheme) early (Circumstance-location:time / Adjunct / Rheme) (AEC) (CC) 392 ||| but it's (R) still not here... (CC) 393 ||| it is (R) still not here (CC) ||| [As if he is repeating to a classmate]

S: teacher (MC) 272/394||| in 'c' (Circumstance-location:place / Adjunct / Theme) can (modal Finite / Rheme) be (Process: R / Predicator / Rheme) [[ you're supposed to don't smoke (deviant complete down-ranked clause) ]]? (Attribute / Complement / Rheme) (IC-Carrier / Subject / Rheme in interrogative Mood position lacking) (LDP) |||

T: no negative idea!

S: ah (DM) 273/395||| é [[ "would arrive"! (exophorically elliptical complete down-ranked clause) ||| ...would arrive... exophorically elliptical complete down-ranked clause) ]] (Attribute / Complement / Rheme) (IC-L2 Carrier / Subject / Theme, Process: R / Finite & Predicator, part of Rheme lacking) (LDP) |||

S: 274/396||| when you go... (M) (IC-naturally unfinished clause due to turn invasion by interlocutor) (LPP) |||

S: 275/397||| when you? (EEC) (CC) |||

S: 276/398||| you are supposed to dress up (M) (CC) |||

T: you are supposed to?

S: 277/399||| dress up (M) (AEC) (CC) |||

T: yes question my dears?

S: 278/400||| no (CC) 401 ||| no questions (EEC) (CC) |||

S: teacher (MC) 279/402||| when (Circumstance-location:time / Adjunct / Theme) the sentence (Carrier / Subject / Rheme) is (Process: R / Finite & Predicator / Rheme) in affirmative (part of Attribute / Complement / Rheme) (IC-Deictic and Thing constituents in Attribute / Complement / part of Rheme nominal group lacking) (LDP) 403 ||| the supposed to (Carrier / Subject / Theme) the negative (deviant [inappropriate Deictic] Attribute / Complement / Rheme) (IC-Process: R / Finite & Predicator / part of Rheme lacking) (LDP) 404 ||| yes? ('yes' for appropriate complete tag ending) (SDCC) |||

T: yeah... [unintelligible remark]...because if ...he was supposed so it didn't happen... did not happen... I'm expected I planned I expected but didn't happen so affirmative I didn't expect I didn't plan... but happen happened ok?

S: [unintelligible babbling]

T: it's not necessary to write?

S: 280/405||| no (CC) |||

T: no?

S: 281/406||| because it's not... [unintelligible ending of sentence] (UNANALYZABLE) |||

T: andrew... I'm gonna read... no only one student read

S: 282/407||| read what? (AEC) (CC) 408 ||| the answer? (AEC) (CC) |||

T: yes! number four eva let's go!

S: 283/409||| andrew... (Sayer / Subject / Theme) (IC-Process: V / Finite & Predicator / Rheme lacking) (LPP) << 410 ||| yes? (EEC) (CC) ||| >> 411 ||| andrew said (V) (projecting clause) (CC) 412 ||| she was having (M) milk!! (projected clause) (DCC) 413 ||| yes? (EEC) (CC) |||

S: 284/414||| she? (EEC) (CC) |||

S: 285/415||| she was having (R) a great time (DCC) ||| [mispronouncing great /gri:t/]

T: a great time [correcting S]

S: no (MC) 286/416||| repeat! (M) (CC) |||

S: 287/417||| she... (UNANALYZABLE) ||| [two other SS start speaking very loudly at the same time, unintelligible]

T: he

S: 288/418||| he (EEC) (CC) |||

S: 289/419||| he was having (R) a great time (CC) |||

S: 290/420||| I didn't understand (ML) (EEC) (CC) 421 ||| because I am... (UNANALYZABLE) ||| [some other SS start speaking at the same time, unintelligible]

S: bradson (MC) por favor! (MC)

S: 291/422||| that he was having (R) a great time (CC) ||| [mispronouncing great /gri:t/]

T: great time [correcting the student's pronunciation]

S: 292/423||| repeat (M) (CC) ||| please (MC) eva! (MC)

SS&T: [laughing]

S: andrei... (MC)  
 S: yes (MC)  
 T: andrew  
 S: 293/424||| andrew said (V) (projecting clause) (CC) [mispronouncing "said"/seId/]  
 T: said [correcting S]  
 S: 425|| ...said (AEC) (projecting clause) (CC) 426|| she was... (projected clause) (IC-naturally unfinished clause due to turn invasion by interlocutor) (LPP)  
 S: 294/428|| (R) [[ he was (exophorically elliptical complete down-ranked clause) ]] (Attribute / Complement / Rheme) (EEC) (CC) |||  
 S: 295/429|| for me (Circumstance-angle / Adjunct / Theme) [[ she was (exophorically elliptical complete down-ranked clause)]] (Attribute / Complement / Rheme) (IC-Carrier / Subject / part of Rheme, Process: R / Finite & Predicator / part of Rheme lacking) (LDP) |||  
 T&SS: [laughing]  
 S: [laughing – Eva] 427|| ...he was having (R) a great time (projected clause) (CC) ||| [mispronouncing great /gri:t/]  
 T: a great time [correcting S's pronunciation]  
 S: great time  
 T: melina  
 S: 296/430|| mark said (V) (projecting clause) (CC) 431|| the door was (R) broken (projected clause) (CC) |||  
 S: 297/432|| what? (EEC) (CC) |||  
 T: what?  
 S: 298/433|| mark said (V) (projecting clause) (CC) 434|| the door was (R) broken (projected clause) (CC) |||  
 S: [unintelligible question]  
 S: 299/435|| yes (EEC) (CC) |||  
 S: 300/436|| said (V) (projecting clause) (AEC) (CC) 437|| that the door was (R) broken (CC) |||  
 S: ah (DM) sim! (MC)  
 T: rafaela 'c'  
 S: 301/438|| said (V) (projecting clause) (EEC) (CC) 439|| he had fixed (M) /fɪksed/ the radio /redɪŋu/ (projected clause) (CC) |||  
 S: 302/440|| radio (AEC) (CC) ||| [correction S's pronunciation]  
 S: 303/441|| (R) [[ he had finished (M) the radio (complete down-ranked clause) ]] ? (EEC) (CC) |||  
 S: 304/442|| (R) fixed (EEC) (CC) |||  
 S: 305/443|| (R) [[ fixed /fɪksed/ the radio (anaphorically elliptical complete down-ranked clause) ]] (EEC) (CC) |||  
 T: he had ok?  
 S: 306/444|| yes (EEC) (CC) |||  
 T: 'd' corrinha  
 S: ah (DM) meu deus!! (MC) 307/445|| rachel (IC-naturally unfinished clause due to turn invasion by interlocutor) (LPP) ||| [Portuguese pronunciation]  
 T: rachel [English pronunciation]  
 S: ah (DM) 308/446|| I don't know (ML) (CC) << teacher! (MC) >> 447|| rachel [English Pronunciation] said (V) (projecting clause) (CC) 448|| that... (textual Theme) (IC-Senser / Subject / topical Theme, Process: ML / Finite & Predicator / part of Rheme, Phenomenon / Complement / part of Rheme lacking) (LPP in relation to down-ranked clause within Clause 449)|||  
 SS: [laughing]  
 S: 309/449|| it (Carrier / deviant [declarative for interrogative Mood word order] Subject / Theme) 's (Process: R / deviant [declarative for interrogative Mood word order] Finite & Predicator / Rheme) ok [[ didn't like (ML) her? (exophorically elliptical complete down-ranked clause) ]] (Attribute / Complement / Rheme) (SDCC) 450|| correct? (EEC) (CC) |||  
 S: 310/451|| correct? (EEC) (CC) |||  
 S: 311/452|| correct (EEC) (CC) |||  
 T: of course!  
 SS: [laughing]  
 T: didn't like her  
 SS: [laughing]  
 S: 312/453|| I... (Senser / Subject / Theme) (IC-Process: ML / temporal Finite + negative polarity & Predicator / Rheme) (LPP) 454|| I don't believe (ML) (EEC) (CC) << teacher! (MC) >> 455|| I don't believe! (ML) (EEC) (CC) |||

T: why not Corrinha?  
 S: 313/456|| I answered (V) (EEC) (CC) 457 || it's (R) very easy! (CC) ||  
 T: erik... erik please!  
 S: 314/458|| tim said (V) (projecting clause) (CC) 459 || that we had seen (ML) that film yesterday (projected clause) (CC) ||  
 T: wonderful! repeat!  
 S: tim said we had seen that film yesterday  
 T: they change "they"  
 S: 315/460|| what? (EEC) (CC) ||  
 T: tim that they  
 S: 316/461|| they what? (EEC) (CC) ||  
 S: 317/462|| tim (IC-naturally unfinished clause: student is sort of thinking aloud) (LPP) 463 || that... (IC-naturally unfinished clause: student is sort of thinking aloud) (LPP) ||  
 T: not "we" they  
 S: 318/464|| (R) they (EEC) (CC) 465 || yeah? ('yeah' for complete tag ending) (SDCC) ||  
 S: 319/466|| (R) they (EEC) (CC) || ah!! (MC)  
 T: yes!!  
 S: 320/467|| (R) [[ they had seen (anaphorically elliptical complete down-ranked clause) ]]? (CC) ||  
 S: 321/468|| yes (CC) 469 || he said (V) (projecting clause) (CC) 470 || they had seen... (ML) (AEC) (CC) ||  
 S: 322/471|| had seen (ML) that film yesterday (AEC) (CC) ||  
 S: 323/472|| (ML) that film yesterday (AEC) (CC) ||  
 T: ok corrinha?  
 S: 324/473|| yes (CC) || [unintelligible chat in English between T and a few SS and among SS themselves all speaking at the same time]  
 S: 325/474|| why (R) "they"? (EEC) (CC) ||  
 T: because it's "we"  
 S: 326/475|| (R) we (EEC) (CC) ||  
 S: então! (MC)  
 S: eh?! (MC)  
 T: we're for example  
 SS: [laughing]  
 T: trevor said "I" you don't put "I" you put "he"  
 S: hum! (MC)  
 T: tim said if I... uh for example "we are beautiful" magda said we are beautiful... you cannot say magda said... [waiting for an answer]...  
 S: 327/476|| they are (R) (AEC) (CC) ||  
 T: they are... why seen? because you... you... had... so use past participle of the verb ok?  
 SS: [unintelligible whispering]  
 T: now letter 'f' melina  
 S: 328/477|| she said (V) (projecting clause) (CC) 478 || she had never been (R) to europe (CC) ||  
 T: she?...  
 S: 329/479|| had never been (R) (AEC) (CC) || [interrupted by T]  
 T: had  
 S: 330/480|| had (R) (AEC) (CC) ||  
 T: had  
 S: 331/481|| had never been (R) (AEC) (CC) || [interrupted by a classmate]  
 S: 332/482|| she had never been (R) to (AEC) (CC) ||  
 S: 333/483|| (R) europe (AEC) (CC) ||  
 T: europe  
 SS: 334/484|| she had (R) fun! (CC) ||  
 S: 335/485|| europe (EEC) (CC) ||  
 T: had ok?  
 S: 336/486|| ok (CC) ||  
 S: 337/487|| (R) [[ she had never (anaphorically elliptical complete down-ranked clause) ]] (EEC) (CC) 488 || yes? ('yes' for complete tag ending) (SDCC) ||  
 T: had never been to europe [long pause] any questions?  
 SS: 338/489|| no (CC) ||  
 T: continue corrinha!  
 S: 339/490|| ann said (V) (projecting clause) (CC) 491 || she would help (M) you (projected clause) (CC) ||

T: she?  
S: 340/492||| she would help (M) you (CC) |||  
T: she?  
S: 341/493||| she would help (M) you (CC) |||  
T: you or me?  
S: 342/494||| (R) me (EEC) (CC) |||  
T: me  
S: 343/495||| (R) you!! (EEC) (CC) ||| [unintelligible]  
S: [laughing, unintelligible]  
T: she would help me 'h'  
S: 344/496||| help (M) me (AEC) (CC) |||  
T: please eva 'h'  
S: 345/497||| 'h'?... (EEC) (CC) 498 || sam said (V) (projecting clause) (CC) 499 || she never went (M) to the beach (projected clause) (CC) |||  
T: 'i' hélio  
S: 346/500||| charlie said (V) (projecting clause) (CC) 501 || that his wife had won (M) the lottery (projected clause) (CC) ||| [stressing the wrong syllable]  
T: lottery [correcting S's pronunciation]  
S: 347/502||| had won (M) (AEC) (CC) |||  
S: 348/503||| had won (M) (AEC) (CC) |||  
S: 349/504||| just? (EEC) (CC) |||  
S: 350/505||| (R) gained? (EEC) (CC) |||  
T: had won  
S: 351/506||| had won (AEC) (CC) |||  
S: 352/507||| (R) won? (EEC) (CC) |||  
T: had won [unintelligible remark in Portuguese]  
T: the last one evinha  
S: 353/508||| mel said (V) (projecting clause) (CC) 509 || her parents were (R) quite [mispronouncing quite /ki:t/] old (projected clause) (CC) |||  
T: quite old [correcting S's pronunciation]  
S: quite old  
S: quite old  
T: wonderful! using gerunds and infinitives [T is interrupted by some SS]  
S: 354/510||| I (Senser / Subject / Theme) don't... (temporal Finite + negative polarity / Rheme) (IC-Process: ML / Predicator / part of Rheme, Phenomenon / Complement / part of Rheme lacking) (LPP) 511 || I don't know (ML) this (CC) |||  
S: 355/512||| eu não respondi essa questão! (IC-L2 whole clause lacking) (LDP) |||  
T: ok [unintelligible remark]  
S: no (MC) 356/513||| (?) answers first! (EEC) (CC) |||  
T: no [S starts mocking T, imitating a baby's voice, unintelligible]  
T: no problem!  
S: 357/514||| (E) no problem (EEC) (CC) |||  
T: please first... you have to open your books on page one hundred and... twenty- three open your books on one hundred twenty- three [SS seem to obey T, meanwhile some SS whisper a few words or phrases, unintelligible ] first...  
SS: aaaaahhhh!! (MC) [reacting very negatively]  
T: [to a S who seems to be lost] one hundred twenty-three  
SS: [Some SS whisper a chat, absolutely unintelligible]  
T: here you have the... a list of verbs that are common...you always or almost always get confused with them if use gerunds or infinitives after them  
S: yes (MC)  
T: "teacher how can I know?" [Parroting her SS ] how only with the time and the practice... the practice  
S: 358/515||| (ML) practice (AEC) (CC) |||  
T: uh... impossible to know because there's no rule there's only a list here in the book memorize the list? no of course not you have to know the main verbs for example the first verb here "feel like" "feel like" in what group or section is it included? [pause] "feel like"  
S: 359/516||| feel like? (EEC) (CC) |||  
S: 360/517||| is (Process: R / Finite & Predicator / interpersonal Theme) this? (Carrier / Subject / topical Theme) (IC-Attribute / Complement / Rheme lacking) (LDP) |||  
S: 361/518||| gerund (EEC) (CC) |||

T: the first one the first one that you use what?  
S: 362/519||| gerund (AEC) (CC) |||  
T: gerund form  
S: 363/520||| why? (EEC) (CC) |||  
T: because is... because yes  
SS: [laughing]  
S: 364/521||| because (R) yes (EEC) (CC) ||| [laughing]  
T: so I feel like to dance or dancing?  
S: 365/522||| dancing (AEC) (CC) |||  
S: 366/523||| dancing (AEC) (CC) |||  
T: dancing  
S: [unintelligible question in English to T]  
S: 367/524|| (R) [[ I feel like dancing (M) (complete down-ranked clause) ]]? (Attribute / Complement / Rheme) (EEC) (CC) |||  
T: I feel like dancing  
S: 368/525|| I feel like dancing (M) (CC) |||  
T: yes  
S: [laughing hysterically]  
S: 369/526||| what is (R) mind? (CC) |||  
S: [to a classmate] 370/527||| é regra? (IC-L2 whole clause lacking) (LDP) |||  
S: 371/528||| I don't know (ML) (CC) 529 ||| sorry! (EEC) (CC) |||  
[unintelligible remark unknown speaker and language – Portuguese or English – cannot be recognized either]  
T: what is mind?  
SS: [While T is trying to explain the subject to S, two other SS chat unintelligibly, even the language is unknown]  
T: for example yesterday I didn't come to the class I missed the class  
S: 372/530||| what is... (R) mind? (CC) |||  
T: mind for example... uh... [thinking]... uncare... for example... uh... we have to... to work on Sundays at **D** suppose you have to study on Sundays no no problem I don't mind... coming here on Sundays ok? ok it's not a problem for me  
S: [unintelligible remark in English]  
SS: [two SS chat unintelligibly, unknown language]  
S: teacher (MC) 373/531||| abroad? (EEC) (CC) ||| [mispronouncing abroad /əbrʊd/]  
T: abroad [correcting S's pronunciation] I don't know no decide what list?  
S: 374/532||| (R) two? (EEC) (CC) |||  
T: so I decided...  
S: 375/533||| (R) decided? (EEC) (CC) |||  
SS: [two SS chat unintelligible, unknown language, T doesn't seem to bother]  
T: can be... can be present past future no problem  
S: 376/534||| I decided to study (M) abroad (CC) |||  
T: abroad I decided to study abroad  
S: 377/535||| what's (R) abroad? (CC) |||  
T: another country  
S: 378/536||| and (textual Theme) continue (Process: M / Predicator / Rheme) the phrase (Goal / Complement / Rheme) (IC-temporal present primary tense Finite / interpersonal Theme, Actor / Subject / part of Rheme lacking) (LDP) 537 ||| or (textual Theme) just this? (Attribute / Complement / Rheme) (IC-Process: R / Finite & Predicator / interpersonal Theme, Carrier / Subject / part of Rheme lacking) (LDP) |||  
T: sorry?  
S: 379/538||| continue (AEC) (LDP) 539 ||| or just this? (AEC) (LDP) |||  
T: just this  
S: ok! (MC) 380/540||| I don't know (ML) (projecting clause) (CC) 541 ||| why (Circumstance-cause:reason / Adjunct / Theme) I (Sayer / Subject / Rheme) answered... (Process: V / Finite & Predicator / Rheme)  
S: 381/546||| incorrect (deviant [adjectival for adverbial form] Circumstance-manner:quality / Adjunct / Rheme) (AEC) (SDCC) ||| [interrupting the classmate]  
S: ...incorrect (deviant [adjectival for adverbial form] Circumstance-manner:quality / Adjunct / Rheme) (projected clause) (SDCC) 542 ||| but just say (V) something (CC) << teacher (MC) >> 543 ||| you tell (V) us about this (CC) 544 ||| but I don't know... (ML) the phrase... (CC) 545 ||| something... (Participant / Subject / Theme) (IC-Process: ? / Finite & Predicator / part of Rheme, Participant / Complement / part of Rheme lacking) (LDP) |||

S: 382/547|| you feel... (UNANALYZABLE) [another S engages in the conversation, speaking at the same time, unintelligible] 548 || ...observe (Process: ML / part of Predicator / Rheme) by someone (Senser / Adjunct / Rheme) (IC-Phenomenon / Subject / Theme, temporal Finite / part of Rheme, bound morpheme indicative of past participle form on Predicator / part of Rheme lacking) (LDP) 549 || yes? ('yes' for complete tag ending) (SDCC) |||

T: yes yes

S: 383/550|| you heard (ML) me... (CC) |||

T: you feel... if it's gerund or infinitive!

S: 384/551|| (R) impossible... (EEC) (CC) 552 || I... (IC-naturally unfinished clause due to turn invasion by interlocutor) (LPP) 553 || I... (IC-naturally unfinished clause due to turn invasion by interlocutor) (LPP) |||

T: it's very easy because you feel the sentences [ironically speaking] so you... you feel what the verb needs if it's infinitive or gerund for example "love"... [waiting for an answer]

SS: 385/554|| I love going /gɔvɪŋg/... (IC-naturally unfinished clause: student is just completing the teacher's example) (LPP) |||

T: going /gɔvɪŋg/ not going /gɔvɪŋg/

SS: [laughing]

T: I love to go or going no problem!

S: 386/555|| to go (EEC) (CC) ||| [another classmate starts saying something at the same time, unintelligible]

T: [T goes on with the explanation, maybe as a way of intimidating the peers to stop interrupting T and one another so often ] to go or going no problem!

S: 387/556|| então? (VLC) (IC-L2 whole clause lacking) (LDP) |||

S: yes (MC) ok (MC)

T: to go or going! not going /gɔvɪŋg/

SS: [laughing hysterically]

S: 388/557|| let's go (M) (CC) 558 || let's go (M) (CC) ||| eva! (MC)

T: let's go eva!

S: 389/559|| let's (Actor / Subject / Theme) (IC-Process: M / Predicator / Rheme lacking) (LDP) ||| eva! (MC)

T: 'd' encourage

S: 390/560|| I encourage [unintelligible name] to go (M) to the party (CC) |||

T: wonderful!

S: 391/561|| I need to put (UNANALYZABLE) [another S interrupts, unintelligible]

S: 392/563|| encourage (Actor / Subject / topical Theme) always (modal Adjunct / Rheme) (IC-present primary tense temporal Finite / interpersonal Theme, Process: M / Predicator / part of Rheme, Goal / Complement / part of Rheme lacking) (LDP) |||

T: [T corrects S's pronunciation] encourage!

S: 562 || I (Actor / Subject / topical Theme) need to put? (Process: M / Predicator / Rheme) (IC-present primary tense temporal Finite / interpersonal Theme, Goal / Complement / part of Rheme lacking) (LDP) |||

T: [unintelligible remark] I encourage someone [S interrupts, speaking at the same time, unintelligible]

S: 393/564|| repeat! (M) (CC) |||

T: encourage here the last one!

S: [unintelligible remark]

T: you encourage someone to do something [yelling]

S: [unintelligible remark] 394/565|| ....someone to... (AEC) (CC) ||| [waiting for an answer]

S: 395/566|| to go (AEC) (CC) |||

T: encourage someone to do something? I encouraged... [waiting for an answer]

S: 396/567|| I don't know (ML) (CC) |||

T: 'dec' encourages... [waiting for an answer]

S: 397/568|| students...

T: students...

S: ...to go (M) to the party (CC) |||

T: ...to go to the party

S: [unintelligible remark]

T: tell

S: 398/569|| I tell (V) (projecting clause) (CC) 570 || to talk to (Process: V / Predicator / Rheme) the teacher (Receiver / Complement / Rheme) (IC-Sayer / Subject / Theme lacking) (LDP) |||

T: or you told her to talk to the teacher? [no answer]

T: david told her to talk to the teacher?



S: [Babbles something, unintelligible]  
T: mind  
S: 399/571||| mind washing (M) (EEC) (CC) 572 || I mind washing (M) the dishes (CC) ||| [hesitating about the pronunciation of “dishes”]  
T: dishes  
S: 400/573||| (R) watching? (EEC) (CC) |||  
T: washing  
S: 401/574||| I mind... (Carrier / deviant [declarative for interrogative Mood word order] Subject / topical Theme) can (modal Finite / interpersonal Theme) be... (Process: R / part of Predicator / Rheme) << uh... (DM) >> to wash? (part of Attribute / Complement / Rheme) (IC-Event constituent – ‘used’ – in Predicator verbal group / part of Rheme, minor Process – ‘with’ – in Attribute / Complement / part of Rheme prepositional phrase lacking) (LDP) ||| [no verbal answer; possibly T nodded]  
S: teacher... (MC)  
S: 402/575||| only washing? (EEC) (CC) |||  
T: only washing! the next one  
S: 403/576||| I stop (M) (CC) 577 || to smoke (M) (NFC) (CC) |||  
T: I stopped smoking  
S: 404/578||| I... (Participant / Subject / Theme) (IC-Process: ? / Finite & Predicator / part of Rheme, Participant / Complement / part of Rheme lacking) (LDP) 579 || I... (Participant / Subject / Theme) (IC-Process: ? / Finite & Predicator / part of Rheme, Participant / Complement / part of Rheme lacking) (LDP) |||  
S: 405/580||| can be (Process: R / modal Finite & Predicator / Rheme) gerund or infinitive (Attribute / Complement / Rheme) (IC-Carrier / Subject / Theme lacking) (LDP) 581 || yes (‘yes’ for complete tag ending) (SDCC) ||| teacher? (MC)  
SS: [some students chat in English about their different answers, unintelligible]  
T: but... uh... when... when I use gerund there’s one meaning when I use infinitive there’s another meaning  
SS: [some SS chat in English about their different answers, unintelligible]  
T: If I say I stopped smoking... [S completes]  
S: 406/582||| ...it’s (R) not correct (CC) |||  
T: stop cigarette no stop smoking if for example I’m...  
S: 407/583||| (R) smoking (Attribute / Complement / Rheme) no (deviant [‘no’ for ‘not’, L1-acceptable for L2 – preceding Complement – word order] negative polarity modal Adjunct / Rheme) (EEC) (SDCC) |||  
T: ...I’m answering the exercise I stopped to smoke so I stopped what I was doing to do another thing, to smoke ok? the last one that [unintelligible passage] write down all the vocabulary you know about the subject of music did you do it?  
S: 408/584||| no (CC) |||  
S: 409/585||| I don’t like (ML) music (CC) |||  
T: you have this in the test ok?  
S: 410/586||| (E) about music? (EEC) (CC) |||  
T: yes e aí eva?  
S: 411/587||| (R) poor thing (EEC) (CC) |||  
S: hey (MC) honey! (MC)  
S: eh... (DM) 412/588||| subject... (part of Participant / Subject / Theme) (IC-Deictic constituent in Participant / Subject / Theme nominal group, Process: ? / Finite & Predicator / part of Rheme, Participant / Complement / part of Rheme lacking) (LDP) |||  
S: 413/589||| what’s the... (IC-naturally unfinished clause due to turn invasion by interlocutor) (LPP) |||  
T: it’s composition  
SS: [some SS are trying to chat in English, very limited vocabulary and many pauses, impossible comprehension, unintelligible]  
S: 414/590||| (R) composition (EEC) (CC) ||| no (MC) não? (MC)  
T: last paragraph!  
S: [S tries to ask or tell T something, unintelligible]  
T: sorry? I... I...  
S: 415/591||| you can choose (M) the last one (CC) |||  
T: choose? you have three options  
S: yes (MC)  
T: yes?  
T: yes [T and SS start a very confusing chat, unintelligible]  
T: do you have questions?

S: ah (DM) 416/592|| no! (CC) |||  
 S: 417/593|| não vem não! (IC-L2 whole clause lacking) (LDP) |||  
 S: 418/594|| number six 'b' (EEC) (CC) |||  
 S: 419/595|| and the oral test (EEC) (CC) << teacher? (MC) >> 596 || about the oral test? (EEC) (CC) |||  
 T: this is the oral test  
 S: oooohh! (MC) 420/597|| oral test!! (EEC) (CC) |||  
 SS: [laughing]  
 T: write down expressions which we can use to give our opinions  
 S: 421/598|| can (modal Finite / interpersonal Theme) be (Process: R / Predicator / Rheme) 'I think' ... "in my opinion"? (Attribute / Complement / Rheme) (IC-Carrier / Subject / topical Theme lacking) (LDP) |||  
 T: "I think"... "in my opinion"... [unintelligible chat between SS and T and among SS suggesting different expressions]  
 T: uh... don't forget the book "great expectations" you have to present and write down something the summary of the book do you remember?  
 S: 422/599|| write down? (EEC) (CC) |||  
 S: 423/600|| write and speak? (EEC) (CC) |||  
 T: yeeees!  
 S: 424/601|| oral?! (EEC) (CC) |||  
 T: it was a vadecei's suggestion and you accepted it! don't forget to write... [T is interrupted by a S]  
 S: 425/602|| ...to write (Carrier / Subject / Theme) ok (Attribute / Complement / Rheme) (IC-Process: R / Finite & Predicator / part of Rheme lacking) (LDP) |||  
 T: and... you have to say something about the book give your opinion tell the story  
 S: ok (MC)  
 T: you... you create something about the book  
 S: 426/603|| it's (R) monday (CC) 604 || yes ('yes' for complete tag ending) (SDCC) ||| teacher? (MC)  
 T: next monday  
 S: 427/605|| and the party? (EEC) (CC) 606 || it (Carrier / deviant [declarative for interrogative Mood word order] Subject / topical Theme) 's (Process: R / deviant [declarative for interrogative mood word order] Finite & Predicator / interpersonal Theme) on wednesday? (Attribute / Complement / Rheme) (SDCC) |||  
 S: 428/607|| (R) next wednesday (EEC) (CC) 608 || yes ('yes' for complete tag ending) (SDCC) |||  
 T: I don't know!  
 S: 429/609|| [unintelligible] ...party! (UNANALYZABLE) |||  
 S: 430/610|| you... (Participant / Subject / Theme) (IC-Process: ? / Finite & Predicator / part of Rheme, Participant / Complement / part of Rheme lacking) (LDP) << eh... (DM) >> 611 || you... (Participant / Subject / Theme) (IC-Process: ? / Finite & Predicator / part of Rheme, Participant / Complement / part of Rheme lacking) (LDP) |||  
 T: you're welcome!  
 SS: [SS and the T are speaking at the same time now, unintelligible]  
 S: oh corrinha! (MC)  
 S: teacher (MC) 431/612|| and the oral test? (EEC) (CC) |||  
 T: oral test?... is the oral test [unintelligible]  
 S: oh my god! (MC)  
 S: 432/613|| oral test (EEC) (CC) |||  
 T: [T whispers something, unintelligible]  
 Bell rings.  
 S: 433/614|| next wednesday [unintelligible remark] (UNANALYZABLE) 615 || (E) no more tests (EEC) (CC) 616 || you can do... (UNANALYZABLE) ||| [SS are leaving the room and T is "packing" to leave as well, unintelligible sayings of goodbye]  
 S: bye (MC) teacher! (MC) bye (MC) melina! (MC)  
 T: bye bye bye!!  
 End of recording!



that is loving (ML) to her piano (deviant complete down-ranked clause) || and (textual Theme) don't speak (Process: V / deviant [unmarked third person present Finite-Subject concord for marked concord] temporal Finite & Predicator / Rheme) anything. (Verbiage / Complement / Rheme) (anaphorically elliptical simplified deviant down-ranked clause) ] (Attribute / Complement / Rheme) (IC-bound morpheme indicative of third person singular present primary tense on temporal Finite / part of Rheme lacking) (LDP) |||

4/4|| She will live (M) in another place (DCC) 5 || and her sister and her piano, will (M) too. (DCC) 5/6|| But this story is (R) not happy. (CC) 6/7|| She married, (M) (CC) 8 || but she didn't love (ML) her husband (CC) 9 || and (textual Theme) get involve (Process: M / deviant [present for past primary tense] temporal Finite & part of Predicator / Rheme) with another men. (deviant [plural for singular Thing] Circumstance-accompaniment:comitation / Adjunct / Rheme) (IC-bound morpheme indicative of past participle form on second element of Predicator verbal group complex / part of Rheme lacking) (AEC) (LDP) 7/10|| Her husband (Senser / Subject / Theme) know (Process: ML / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) (IC-Phenomenon / Complement / part of Rheme lacking) (LDP) 11 || and (textual Theme) cut (Process: M / Finite & Predicator / Rheme) one finger (Goal / Complement / Rheme) that her hand. (part of deviant [inappropriate relativizer] Circumstance-location:place / Adjunct / Rheme) (IC-minor Process 'off' in Circumstance-location:place / Adjunct / part of Rheme prepositional phrase lacking) (AEC) (LDP) |||

8/12|| After a lot of things, her husband said (V) (projecting clause) (CC) 13 || for (deviant ['for' for 'that'] textual Theme) she (Actor / Subject / topical Theme) will go out (Process: M / deviant [present for past primary tense] modal Finite & Predicator / Rheme) with this other men and with her piano. (deviant ['men' for 'man'] Circumstance-accompaniment:comitation / Adjunct / Rheme) (projected clause) (SDCC) 9/14|| She will. (DCC) |||

10/15|| In the travel, (Circumstance-extent:duration / Adjunct / Theme) she (Sayer / Subject / Rheme) ask (Process: V / part of Finite & Predicator / Rheme) for the men (deviant [inappropriate minor Process 'for', plural for singular form of Thing] Receiver / Complement / Rheme) (IC-bound morpheme indicative of third person singular present primary tense on temporal Finite / part of Rheme lacking) (LDP) 16 || play (Process: M / part of Predicator / Rheme) the piano (Goal / Complement / Rheme) in the sea. (Circumstance-location:place / Adjunct / Rheme) (IC-free morpheme indicative of perfective aspect of Predicator / part of Rheme lacking) (NFC) (LDP) 11/17|| When (Circumstance-location:time / Adjunct / Theme) the piano (Actor / Subject / Rheme) go (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) to the sea (Circumstance-location:place / Adjunct / Rheme) (SDCC) 18 || she will too. (DCC) 12/19|| But (textual Theme) the men (deviant [plural for singular Thing constituent] Actor / Subject / topical Theme) can save (Process: M / deviant [present for past primary tense] modal Finite & Predicator / Rheme) hir. (deviant [spelling] Goal / Complement / Rheme) (SDCC) 13/20|| And, i think, (ML) (projecting clause) (CC) 21 || they (Actor / Subject / Theme) live (Process: M / part of Finite & Predicator / Rheme) happy (deviant [adjectival for adverbial form] Circumstance-manner:quality / Adjunct / Rheme) forever. (Circumstance-extent:duration / Adjunct / Rheme) (IC-bound morpheme indicative of regular past primary tense on temporal Finite / part of Rheme lacking) (projected clause) (LDP) |||

14/22|| This story (Carrier / Subject / Theme) talk (Process: R / part of Finite & Predicator / Rheme) about gellous, relationships, love, sex and another. (part of deviant ['gellous' for 'jealousy', 'relationships' for 'relationships', 'another' for 'other'] Attribute / Complement / Rheme) (IC-bound morpheme indicative of third person singular present primary tense on temporal Finite / part of Rheme, noun 'things' after 'other' in Attribute / Complement / part of Rheme nominal group complex lacking) (LDP) 15/23|| Is (Process: R / Finite & Predicator / Rheme) a good film. (Attribute / Complement / Rheme) (IC-Carrier / Subject / Theme lacking) (LDP) 16/24|| And you can think (ML) (projecting clause) (CC) 25 || about until where you need go for love. (IC-free morpheme indicative of perfective aspect of second element in verbal group complex Predicator / part of Rheme lacking) (projected clause) (LDP) |||

17/26|| Think (ML) (CC) 27 || and decide. (ML) (CC) ||| (Manoel Valdeci de Vasconcelos Lima)

**D/WGD2 has 27 ranking clauses, out of which 14 are incomplete (11 LDP and 3 SDCC). There are 17 clause complexes (1, 1, 1, 2, 1, 3, 2, 2, 1, 2, 2, 1, 2, 1, 1, 2, 2 ranking clauses respectively) and 2 down-ranked clauses. (154 words)**

### STUDENT 3

1/1|| The movie (Carrier / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) about a woman [[ that (Actor / Subject / Theme) likes to play (Process: M / Finite & Predicator / Rheme) piano, (part of Goal / Complement / Rheme) (incomplete [definite article Deictic constituent in Goal /

Complement / part of Rheme nominal group lacking] down-ranked clause) ]] (Attribute / Complement / Rheme) (DOWN-RANKED-CLAUSE-RELATED LDP) 2 || but (textual Theme) your husband (deviant [second for third person singular possessive Deictic] Carrier / Subject / topical Theme) is (Process: R / Finite & Predicator / Rheme) jealous about the piano (deviant [lexical choice ‘about’ for ‘of’ in Qualifier constituent] (Attribute / Complement / Rheme) (SDCC) 3 || and (textual Theme) because that (Circumstance-cause:reason / Adjunct / topical Theme) he (Actor / Subject / Rheme) gave (Process: M / Finite & Predicator / Rheme) the piano (Goal / Complement / Rheme) to Breanes. (Beneficiary:Recipient / Complement / Rheme) (IC-particle ‘of’ in prepositional group complex as minor Process of Circumstance-cause:reason / Adjunct / part of Rheme prepositional phrase lacking) (LDP) |||

2/4|| Breanes << 5 || that loved (ML) Ada, (CC) 6 || >> said (V) (projecting clause) (CC) 6 || that if she played (M) the piano to him every day, for some days, (projected clause) (CC) 7 || he (Actor / Subject / Theme) will give (Process: M / deviant [present for past primary tense] modal Finite & Predicator / Rheme) the piano (Goal / Complement / Rheme) back (rest of Process / Predicator / part of Rheme) to Ada. (Beneficiary:Recipient / Complement / Rheme) (projected clause) (SDCC) 3/8|| But, during this time, she felt in love with (ML) him too. (DCC) |||

4/9|| Her husband discovered (ML) it, (CC) 10 || and locked (M) her in the house for some days. (CC) 5/11|| But (textual Theme) he (Initiator / Subject / topical Theme) let (Process: Causative / Finite & Predicator / Rheme) he (deviant [nominative for oblique case] Actor / Subject / Rheme) live (Process: M / Predicator / Rheme) (SDCC) 12 || and she tried to talk (V) to Breanes again, (CC) 13 || and (textual Theme) her daughter (deviant [spelling] Sayer / Subject / topical Theme) said (Process: V / Finite & Predicator / Rheme) to her father (Receiver / Complement / Rheme) it. (part of Verbiage / Complement / Rheme) (IC-minor process ‘about’ in Verbiage / Complement / part of Rheme prepositional phrase lacking) (LDP) |||

6/14|| He got (R) angry with Ada (CC) 15 || and cut (M) her finger with a spot. (AEC) (CC) |||

7/16|| She almost died (M) (CC) 17 || and he let her go (M) with Breanes. (CC) |||

8/18|| When they were (R) in the ocean, (CC) 19 || she said (V) (projecting clause) (CC) 20 || that (textual Theme) she (Senser? / Subject / topical Theme) didn’t (temporal Finite + negative polarity / Rheme) the piano (Phenomenon? / Complement / Rheme) anymore (modal Adjunct / Rheme) (IC-Process: ML? / Predicator / part of Rheme lacking) (projected clause) (LDP) 21 || and (textual Theme) tried to seicide, (part of Process: M / Finite & part of deviant [spelling] Predicator / Rheme) (IC-second element – ‘commit’ – of verbal group complex Predicator / part of Rheme lacking) (AEC) (LDP) 22 || but she gave up. (ML) (CC) |||

9/23|| In the final of the movie, (part of Circumstance-location:time / Adjunct / Theme) she (Sayer / Actor / Rheme) was trying to learn to speak, (Process: V / Finite & Predicator / Rheme) (IC-Thing constituent of Range nominal group in Circumstance-location:time / Adjunct / Theme lacking) (LDP) 24 || and she had (R) another piano. (CC) 10/25|| She was playing (M) it with a metal finger. (CC) |||

11/26|| She was (R) happy, (CC) 27 || like (deviant [lexical choice: ‘like’ for ‘as’] textual Theme) she (Carrier / Subject / topical Theme) never (modal Adjunct / Rheme) was. (Process: R / deviant [‘past’ for ‘had’] temporal Finite & deviant [present for past secondary tense] Predicator / Rheme) (SDCC) ||| (Emerson Braga Cavalcante)

**D/WGD3 has 27 ranking clauses, out of which 10 are incomplete (5 LDP, 1 DOWN-RANKED-CLAUSE-RELATED LDP, and 4 SDCC). There are 11 clause complexes (3, 4, 1, 2, 3, 2, 2, 5, 2, 1, 2 ranking clauses respectively) and 1 down-ranked clause. (76 words)**

STUDENT 4

#### Composition

Filme: The piano

teacher MC 1/1|| I watched (ML) this film eight years ago. (CC) 2/2|| And in class, I only watched (ML) the first part. (CC) 3/3|| So I’ll talk (V) about (projecting clause) (CC) 4 || what I think (ML) (projected clause) (CC) 5 || or I remember. (ML) (projected clause) (CC) |||

4/6|| The Piano (Identifier / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) a kind of film [| that (Senser / Subject / Theme) touch (Process: ML / part of Finite & Predicator / Rheme) me: (Phenomenon / Complement / Rheme) (incomplete [bound morpheme indicative of third person singular present primary tense on temporal Finite / part of Rheme lacking] down-ranked clause) || because I love (ML) music (complete down-ranked clause) || and (textual Theme) in the film (Circumstance-location:place / Adjunct / topical Theme) lot of things (part of Actor / Subject / Rheme) happen (Process: M / Finite & Predicator / Rheme) “aroud” the piano. (Circumstance-matter / Adjunct / Rheme) (incomplete [either indefinite article before or plurality marking on Thing of Numerative in Actor / Subject / part of Rheme

nominal group lacking] down-ranked clause) ]] (Identified / Complement / Rheme) (DOWN-RANKED-CLAUSE-RELATED LDP) |||

5/7||| When (Circumstance-location:time / Adjunct / Theme) someone (Senser / Subject / Rheme) love (Process: ML / part of Finite & Predicator / Rheme) music (Phenomenon / Complement / Rheme) (IC-bound morpheme indicative of third person singular present primary tense on temporal Finite / part of Rheme lacking) (LDP) 8 ||| or (textual Theme) play (Process: M / part of Finite & Predicator / Rheme) musical instrument, (part of Goal / Complement / Rheme) (IC-bound morpheme indicative of third person singular present primary tense on temporal Finite / part of Rheme, indefinite article Deictic constituent in Goal / Complement / part of Rheme nominal group lacking) (AEC) (LDP) 9 ||| in general, (Circumstance / Adjunct / Theme) to give (Process: M / Predicator / Rheme) herself (deviant [spelling] Goal / Complement / Rheme) for it. (deviant [minor Process 'for' for 'to'] Beneficiary:Recipient / Complement / Rheme) (IC-Actor / Subject / Rheme, present primary tense temporal Finite / part of Rheme lacking) (LDP) 6/10||| The artist can't live (M) without her art. (CC) |||

7/11||| The Piano (Carrier / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) the "photography". (deviant [definite for indefinite article deictic constituent, 'photography' – phonetically and orthographically closer to the L1 word – for 'photograph' as Thing] Attribute / Complement / Rheme) (SDCC) 8/12||| that woman (Actor / Subject / Theme) couldn't live (Process: M / modal Finite & Predicator / Rheme) distant the piano (part of Circumstance-location:place / Adjunct / Rheme) (IC-particle 'from' in prepositional group complex as minor Process in Circumstance-location:place / Adjunct / part of Rheme prepositional phrase lacking) (LDP) – 13 ||| his life. (VLC) (DCC) 9/14||| And (textual Theme) she (Actor / Subject / topical Theme) try to keep (Process: M / part of Finite & Predicator / Rheme) it (Goal / Complement / Rheme) again, (Circumstance-extent;frequency / Adjunct / Rheme) (IC-bound morpheme indicative of regular past primary tense on temporal Finite / part of Rheme lacking) (LDP) 15 ||| to play... (M) (NFC) (CC) 10/16||| She (Actor / Subject / Theme) paid (Process: M / Finite & Predicator / Rheme) a expensive price. (deviant ['a' for 'an'] Goal / Complement / Rheme) (SDCC) |||

11/17||| When she couldn't keep (M) the piano, (CC) 18 ||| his lifes didn't have (R) meaning, direction. (DCC) 12/19||| His heart was (R) broken. (DCC) 13/20||| Music is (R) life. (CC) 14/21||| Nobody (Actor / Subject / Theme) can't stop (Process: M / deviant [negative for affirmative polarity marking – L1 transfer] modal Finite & Predicator / Rheme) it. (Goal / Complement / Rheme) (SDCC) 15/22||| It (Carrier / Subject / Theme) 's (Process / R / Finite & Predicator / Rheme) (IC-Attribute / Complement / part of Rheme lacking) (LPP) 23 ||| is (R) death. (AEC) (CC) |||

16/24||| Imagine (ML) (projecting clause) (CC) 25 ||| there's (E) no music (projected clause) (CC) ||| 17/26||| Imagine (ML) (projecting clause) (CC) 27 ||| all the people (Carrier / Subject / Theme)

In absolutely silence (part of Attribute / Complement / Rheme) (IC-Process: R / Finite & Predicator / part of Rheme, Epithet constituent of Range in Attribute / Complement / part of Rheme prepositional phrase lacking) (LDP) |||

18/28||| and love? (VLC) (CC) |||

19/29||| Little things (Carrier / Subject / Theme) are (Process: R / Finite & Predicator / Rheme) beautiful (Attribute / Complement / Rheme) because the melody of music (part of Circumstance-cause:reason / Adjunct / Rheme) (IC-particle 'of' in prepositional group complex as minor Process of Circumstance-cause:reason / Adjunct / part of Rheme prepositional phrase lacking) (LDP) |||

20/30||| Somebody never took (M) the time... (CC) 31 |||

But (textual Theme) I (Actor / Subject / topical Theme) don't (deviant [negative present for affirmative past primary tense] temporal Finite / Rheme) (SDCC) 32 ||| if (textual Theme) you (Senser / Subject / topical Theme) undestand, (Process: ML / Finite & Predicator / Rheme) (IC-Phenomenon / Complement / part of Rheme lacking) (LDP) 33 |||

you don't like (ML) music

In my opinion (CC) |||

21/34||| The music, melody... (Carrier / Subject / Theme) are (Process: R / Finite & Predicator / Rheme) always (modal Adjunct / Rheme) on my mind (Attribute / Complement / Rheme)

in lonely moment (part of Circumstance1-location:time / Adjunct / Rheme)

in lonely time (Circumstance2-location:time / Adjunct / Rheme) (IC-plurality marking on Thing constituent in Circumstance1-location:time / Adjunct / part of Rheme lacking) (LDP) |||

22/35||| Without the piano, that woman couldn't see (ML) the sky so beautiful and blue (CC) 36 ||| couldn't hear (ML) the song, (AEC) (CC) 37 ||| only (modal Adjunct / Rheme) to feel (Process: ML / deviant [inappropriate perfective marker] Predicator / Rheme) in his body (deviant ['his' for 'her'] Circumstance-location:place / Adjunct / Rheme) (IC-textual Theme, modal Finite / part of Rheme, Phenomenon / Complement / part of Rheme lacking) (AEC) (LDP) 38 ||| because (textual Theme) the cold man, cold heart (Actor / Subject / topical Theme) done (Process: M / Predicator / Rheme) to her.

(Beneficiary:Recipient / Complement / Rheme) (IC-past primary tense temporal Finite / part of Rheme, Goal / Complement / part of Rheme lacking) (LDP) |||

23/39||| Don't permit (Process: M / deviant [unmarked third person present Finite-Subject concord for marked concord] Finite & Predicator / Rheme) the piano (Goal / Complement / Rheme) at home (Circumstance-location:place / Adjunct / Rheme) (IC-Actor / Subject / Theme lacking) (LDP) 40||| so it's (R) a sacrifice (CC) 41||| because the woman \_\_\_\_\_ in prison... (UNANALYZABLE) 24/42||| She lost (M) the direction... (CC) 25/43||| She lost (M) his life. (DCC) |||

**D/WGD4 has 43 ranking clauses, out of which 18 are incomplete (12 LDP, 1 DOWN-RANKED-CLAUSE-RELATED LDP, 1 LPP, 4 SDCC, and 1 UNANALYZABLE). There are 25 clause complexes (1, 1, 3, 1, 3, 1, 1, 2, 2, 1, 2, 1, 1, 1, 2, 2, 2, 1, 1, 4, 1, 4, 3, 1, 1 ranking clauses respectively) and 3 down-ranked clauses. (238 words)**

## STUDENT 5

### Great Expectations!

1/1||| Pip (Identifier / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) a boy [[ who is (R) poor (complete down-ranked clause) ] and (textual Theme) live (Process: M / part of Finite & Predicator / Rheme) with his sister and his sister in law. (Circumstance-accompaniment:comitiation / Adjunct / Rheme) (anaphorically elliptical incomplete [bound morpheme indicative of third person singular present primary tense on temporal Finite / part of Rheme lacking] down-ranked clause) ] (Identified / Complement / Rheme) (DOWN-RANKED-CLAUSE-RELATED LDP) 2/2||| One day, (Circumstance-location:time / Adjunct / Theme) a prisoner (Actor / Subject / Rheme) got out (Process: M / Finite & Predicator / Rheme) the jail (part of deviant [inappropriate definite article Deictic] Circumstance-location:place / Adjunct / Rheme) (IC-minor Process – 'of' – in Circumstance-location:place / Adjunct / part of Rheme lacking) (LDP) 3||| and he met (M) him in the cemetery. (CC) 3/4||| The prisoner (Sayer / Subject / Theme) ask (Process: V / part of Finite & Predicator / Rheme) Pip (Receiver / Complement / Rheme) some food, (part of Verbiage / Complement / Rheme) (IC-bound morpheme indicative of regular primary past tense on temporal Finite / part of Rheme, minor Process – 'for' – in Verbiage / Complement / part of Rheme lacking) (LDP) 5||| and (textual Theme) he (Actor / Subject / topical Theme) had to bring. (Process: M / Finite & Predicator / Rheme) (IC-Goal / Complement / part of Rheme lacking) (LDP) 4/6||| Because of this, his sister got (R) very angry with him. (CC) |||

5/7||| In a Christmas, when an uncle came (M) to the dinner, (DCC) 8||| he and Pip's sister, Mrs. Joe, decided to bring (M) the boy once a week to Miss Havisham's house, (DCC) 9||| to her (deviant [minor Process 'to' for 'for'] Senser / Subject / Theme) watch [[ he (deviant [nominative for oblique case pronoun] Actor / Subject / Theme) playing. (Process: M / Predicator / Rheme) (simplified deviant complete down-ranked clause) ] (Process: ML / part of Predicator / Rheme) (IC-free morpheme indicative of perfective aspect of Predicator / part of Rheme lacking) (NFC) (LDP) 6/10||| In this house, there was (E) a girl [[ named (M) Stella, (complete non-finite down-ranked clause) ] (CC) 11||| and Pip fell in love (ML) with her. (CC) 7/12||| Although she was (R) pretty, (CC) 13||| she was (R) very proud. (CC) |||

8/14||| Time passed (M) (CC) 15||| and Pip grew up. (M) (CC) 9/16||| Miss Havisham decided to give (M) him money (CC) 17||| to him (deviant [minor Process 'to' for 'for'] Actor / Subject / Theme) study (Process: M / part of Predicator / Rheme) in London (Circumstance-location:place / Adjunct / Rheme) (IC-free morpheme indicative of perfective aspect of Predicator / part of Rheme lacking) (NFC) (LDP) 18||| and become (R) a rich man. (AEC) (NFC) (LDP) 10/19||| She didn't want to say (V) (projecting clause) (CC) 20||| that she was doing (M) that, (projected clause) (CC) 21||| but Pip knew (ML) it. (CC) |||

11/22||| He went (M) to London, (CC) 23||| and there he lived (M) with a boy [[ called (M) Herbert. (complete non-finite down-ranked clause) ] (CC) 12/24||| Herbert and Pip, a long time ago, have fought. (M) (DCC) 13/25||| Pip wanted to become (R) a gentleman as soon as possible, (CC) 26||| to show (M) it to Stella. (NFC) (CC) |||

14/27||| One night, Pip went (M) to dinner in the house of a lawyer. (CC) 15/28||| There was (E) a man very bad-tempered [[ named (M) Drummle. (complete non-finite down-ranked clause) ] (DCC) 16/29||| He and Pip were (R) enemies. (CC) 17/30||| In the lawyer house's there was (E) a housekeeper, Molly. (DCC) 18/31||| She was (R) very strong. (CC) |||

19/32||| Pip waited for (M) his expectation. (CC) 20/33||| He was (R) sure [[ his benefactor was (R) Miss Havisham (complete down-ranked clause) ] and she wished (ML) Estella to marry him. (complete down-ranked clause) ] (CC) 21/34||| Estella was (R) a cold person, (CC) 35||| who (Actor / Subject /

Theme) grow up (Process: M / deviant [present for past primary tense] temporal Finite / Rheme) (SDCC) 36 || to hurt (M) men. (NFC) (CC) ||

22/37|| To Pip's surprise, his benefactor was (R) Abel Magwitch, the man [[ who (deviant [nominative for oblique case relativizer] Goal / Complement / Theme) he (Actor / Subject / Theme) had helped (Process: M / Finite & Predicator / Rheme) in the Churchyard. (Circumstance-location:place / Adjunct / Rheme) (simplified deviant complete down-ranked clause) ]] (DOWN-RANKED-CLAUSE-RELATED SDCC) 23/38|| At first (Circumstance-location:time / Adjunct / Theme) he (Carrier / Subject / Rheme) get (Process: R / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) angry (Attribute / Complement / Rheme) with it, (Circumstance / Adjunct / Rheme) (SDCC) 39 || because (textual Theme) he (Actor / Subject / topical Theme) won't marry (Process: M / deviant [negative present for negative past primary tense] modal Finite & Predicator / Rheme) Stella (Goal / Complement / Rheme) again. (Circumstance / Adjunct / Rheme) (SDCC) ||

24/40|| This man was (R) poor, (CC) 41 || and a long time ago had been married (M) (AEC) (CC) 42 || and had (R) a daughter. (EAC) (CC) 25/43|| But (textual Theme) his wife (Carrier / Subject / topical Theme) was (Process: R / Finite & Predicator / Rheme) a murder, (part of Attribute / Complement / Rheme) (IC-lexical bound morpheme indicative of nominalization on Thing constituent in Attribute / Complement / part of Rheme lacking) (LDP) 44 || and they stopped keeping (M) contact. (CC) 26/45|| Pip discovered (ML) [[ that his wife was (R) Molly, (complete down-ranked clause) || and the daughter was (R) Stella, (complete down-ranked clause) || that at this time was married (R) to Drummle. (complete down-ranked clause) ]] (CC) 27/46|| As in London Magwitch was (R) in danger, (CC) 47 || they had to scape, (M) (DCC) 48 || and it's (R) [[ what they were planning to do. (M) (complete down-ranked clause) ]] (CC) ||

28/49|| By the moment, Pip had forgotten (ML) Joe and Bidy, an old servant and friend. (CC) 29/50|| His sister and Miss Havisham were (R) dead. (CC) ||

30/51|| In the day of the escape, Compeyson, an old enemy from Magwitch, found (M) him. (DCC) 31/52|| They fought (M) (CC) 53 || and Magwitch got (R) very sick, (CC) 54 || and died. (M) (AEC) (CC) 32/55|| Pip was (R) also sick, (CC) 56 || so Joe took care of (M) him. (CC) 33/57|| Pleased (Process: ML / part of deviant [Finite marking for zero marking] Predicator / Rheme) of Joe, (deviant [inappropriate minor Process 'of'] Phenomenon / Complement / Rheme) (IC-free morpheme indicative of perfective aspect of Predicator / part of Rheme lacking) (LDP) 58 || Pip had (R) plans [[ to marry (M) Bidy (complete non-finite down-ranked clause) || and (textual Theme) back (part of Process: M / part of Predicator / Rheme) home. (Circumstance-location:place / Adjunct / Rheme) (incomplete [lexical part of Process: M / Predicator / part of Rheme in perfective aspect – 'to go' – lacking] non-finite down-ranked clause) ]] (DOWN-RANKED-CLAUSE-RELATED LDP) ||

34/59|| As he arrived (M) there, (CC) 60 || his last dream was gone: (M) (CC) 61 || Bidy and Joe were (R) married. (CC) 35/62|| Although (textual Theme) his plans, (Carrier / Subject / topical Theme) (IC-Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LDP) 63 || he was (R) happy for them. (CC) ||

36/64|| (R) Disappointed, (Attribute / Complement / Theme) (VLC) (CC) 65 || Pip (Actor / Subject / Theme) went (Process: M / Finite & Predicator / Rheme) walk (part of Circumstance-cause:purpose / Adjunct / Rheme) in the place [[ he first met (M) Stella. (complete down-ranked clause) ]] (Circumstance-location:place / Adjunct / Rheme) (IC-minor Process 'for' and indefinite article Deictic in Circumstance-cause:purpose / Adjunct / part of Rheme lacking) (LDP) 37/66|| To his surprise, there was (R) Stella. (CC) 38/67|| Her husband was (R) dead, (CC) 68 || and she looked (R) very pale and ill. (CC) 39/69|| She had changed, (M) (CC) 70 || was (R) sweeter and less cold. (AEC) (CC) 40/71|| She (Sayer / Subject / Theme) asked (Process: V / Finite & Predicator / Rheme) to him (deviant [inappropriate minor Process 'to' – L1 transfer] Receiver / Complement / Rheme) (projecting clause) (SDCC) 72 || be (Process: R / part of Predicator / Rheme) her friend, (Attribute / Complement / Rheme) (IC-Carrier / Subject / Theme – 'for him', free morpheme indicative of perfective aspect of Predicator / part of Rheme lacking) (LDP) 73 || and of course he agreed. (V) (CC) 41/74|| Pip knew (ML) (projecting clause) (CC) 75 || that (textual Theme) now (Circumstance-location:time / Adjunct / topical Theme) they (Carrier / Subject / Rheme) were (Process: R / deviant [temporal 'past' for modal 'would'] Finite & Predicator / Rheme) never (modal Adjunct / Rheme) apart (Attribute / Complement / Rheme) again. (Circumstance-extent:frequency / Adjunct / Rheme) (SDCC) || (Melina Gomes)

**D/WGD5** has 75 ranking clauses, out of which 19 are incomplete (11 LDP, 2 DOWN-RANKED-CLAUSE-RELATED LDP, 5 SDCC, and 1 DOWN-RANKED-CLAUSE-RELATED SDCC). There are 41 clause complexes (1, 2, 2, 1, 3, 2, 2, 2, 3, 3, 2, 1, 2, 1, 1, 1, 1, 1, 3, 1, 2, 3, 2, 1, 3, 1, 1, 1, 3, 2, 2, 3, 2, 2, 1, 2, 2, 3, 2 ranking clauses respectively) and 16 down-ranked clauses. (494 words)



## STUDENT 6

## Composition

1/1||| A woman [[ that (Actor / Subject / Theme) play (Process: M / part of Finite & Predicator / Rheme) piano, (part of Goal / Complement / Rheme) (incomplete [bound morpheme indicative of third person singular present primary tense on temporal Finite / part of Rheme, definite article Deictic constituent in Goal / Complement / part of Rheme lacking] down-ranked clause) ]] (Participant / Subject / Theme) (IC-Process: ? / Finite & Predicator / part of Rheme, Participant / Complement / part of Rheme lacking) (LDP) 2 || and her husband died. (M) (CC) 2/3||| So (textual Theme) she (Sayer / Subject / topical Theme) doesn't spoke (Process: V / deviant [present for past primary tense] temporal Finite & deviant [past for present secondary tense] Predicator / Rheme) any word (Verbiage / Complement / Rheme) more. (part of modal Adjunct / Rheme) (IC-bound morpheme 'any' on modal Adjunct / part of Rheme lacking) (LDP) 3/4||| She (Actor / Subject / Theme) married (Process: M / Finite & Predicator / Rheme) with other man, [[ that (Phenomenon / Complement / Theme) she (Senser / Subject / Rheme) doesn't love (Process: ML / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) him, (inappropriate Phenomenon / Complement / Rheme) (simplified deviant complete down-ranked clause) ]] and (textual Theme) her daughter (Senser / Subject / topical Theme) too. (deviant [lexical choice: 'too' for 'either'] Circumstance / Adjunct / Rheme) (incomplete [negative polarity past primary tense temporal Finite / part of Rheme lacking] down-ranked clause) ]] (part of deviant [inappropriate minor Process 'with'] Goal / Complement / Rheme) (IC-bound morpheme 'an' on Numerative constituent in Goal / Complement / part of Rheme lacking) (LDP) 4/5||| But (textual Theme) her husband (Senser / Subject / topical Theme) like (Process: ML / part of Finite & Predicator / Rheme) her. (Phenomenon / Complement / Rheme) (IC-bound morpheme indicative of regular past primary tense on temporal Finite / part of Rheme lacking) (LDP) |||

5/6||| They (Actor / Subject / Theme) went (Process: M / Finite & Predicator / Rheme) an another place (part of deviant [inappropriate indefinite article Deictic] Circumstance-location:place / Adjunct / Rheme) (IC-minor Process - 'to' - in Circumstance-location:place / Adjunct / part of Rheme prepositional phrase lacking) (LDP) 7 || for living. (M) (DCC) 6/8||| There she knows (ML) her neighbor, [[ that was (R) with her piano. (complete down-ranked clause) ]] (CC) 7/9||| They had (R) a case, (DCC) 10 || and they finished loving (ML) each other. (CC) |||

8/11||| But, Ada's husband discovered (ML) this relationship with them, (DCC) 12 || and everything was (R) terrible. (CC) 9/13||| With very fights, (part of Circumstance-manner:means / Adjunct / Theme) he (Actor / Subject / Rheme) cut (Process: M / Finite & Predicator / Rheme) her finger, (Goal / Complement / Rheme) (IC-Epithet constituent of Range nominal group in Circumstance-manner:means / Adjunct / Theme prepositional phrase lacking) (LDP)14 || and gave (M) it for his neighbor. (AEC) (DCC) |||

10/15||| Finally... Ada with her daughter and her lover... fled... (M) (CC) 11/16||| They played (M) the piano in the sea, (CC) 17 || and Ada went sinking (M) with the piano. (CC) |||

12/18||| After Ada almost died... (M) (CC) 19 || she started to espeak, (V) (DCC) 20 || and live (M) with her new family again. (AEC) (CC) 13/21||| And (textual Theme) the main... (part of Carrier / Subject / topical Theme) [[ very happy. (Attribute / Complement / Rheme) (incomplete [textual Theme, Carrier / Subject / topical Theme, Process: R / Finite & Predicator / part of Rheme] down-ranked clause) ]] (Attribute / Complement / Rheme) (IC-Thing constituent in Carrier / Subject / topical Theme nominal group, Process: R / Finite & Predicator / part of Rheme lacking) (LDP) 14/22||| Because she had (R) a new chance [[ of living! (complete non-finite down-ranked clause) ]] (CC) |||

15/23||| In my opinion, I found (ML) the film very beautiful, (CC) 24 || and (textual Theme) a thing [[ that (Phenomenon / Complement / Theme) I (Senser / Subject / Rheme) removed (deviant [M for ML] Process / Finite & deviant ['remove' for 'learn'] Predicator / Rheme) of lesson, (part of deviant [minor Process 'of' for 'as'] Circumstance / Adjunct / Rheme) (incomplete [indefinite article Deictic constituent of Range nominal group in Circumstance / Adjunct / part of Rheme prepositional phrase lacking] down-ranked clause) ]] (Identified / Subject / topical Theme) is (Process: R / Finite & Predicator / Rheme) [[ that we have to struggle for (M) the what [[ we want (ML) (complete down-ranked clause) ]] or wanted, (anaphorically elliptical complete down-ranked clause) ]] (deviant complete down-ranked clause) || in the case... the love!!! (simplified [inappropriate definite article Deictic preceding noun 'love' - L1 transfer] verb-less down-ranked clause) ]] (Identifier / Complement / Rheme) (DOWN-RANKED-CLAUSE-RELATED LDP) ||| (Rafaela C.)

**D**/WGD6 has 24 ranking clauses, out of which 8 are incomplete (7 LDP and 1 DOWN-RANKED-CLAUSE-RELATED LDP). There are 15 clause complexes (2, 1, 1, 1, 2, 1, 2, 2, 2, 1, 2, 3, 1, 1, 2 ranking clauses respectively) and 11 down-ranked clauses. (184 words)

## STUDENT 7

## Taken from GREAT EXPECTATIONS

1/1|| The original name Pip (part of Identified / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) Philip Pirrip, (Identifier / Complement / Rheme) (IC-minor Process 'of' in Qualifier prepositional phrase of Thing constituent in Identified / Subject / Theme nominal group lacking) (LDP) 2|| he (Sayer / Subject / topical Theme) called (Process: V / Finite & Predicator / Rheme) him self (Receiver / Complement / Rheme) 'Pip'. (Verbiage / Complement / Rheme) (IC-textual Theme lacking) (LDP) |||

2/3|| Pip never knew (ML) his father and mother (CC) 4|| and he lives (M) with his sister Mrs Joe (CC) 5|| who was (R) married to a blacksmith, Joe Gargery. (CC) 3/6|| Joe was (R) a huge, fair haired man with kind blue eyes. (CC) 4/7|| Mrs Joe was (R) a hard and angry woman. (CC) 5/8|| Joe (Identifier / Subject / Theme) was (Process: R / Finite & Predicator / Rheme) a only friend of Pip. (deviant ['a' for 'an' and indefinite for definite article] Identified / Complement / Rheme) (SDCC) 6/9|| Mrs Joe, the Pip's sister (deviant [definite article Deictic preceding people's names – L1 transfer] Carrier / Subject / Theme) was (Process: R / Finite & Predicator / Rheme) 20 years older [[ than Pip. (anaphorically elliptical complete down-ranked clause) ] ] (Attribute / Complement / Rheme) (SDCC) 7/10|| One day, (Circumstance-location:time / Adjunct / Theme) Pip (Senser / Subject / Rheme) knew (Process: ML / Finite & Predicator / Rheme) a man [[ who was (R) a convict (complete down-ranked clause) ] ] and (textual Theme) threaten (Process: M / part of Finite & Predicator / Rheme) Pip (Goal / Complement / Rheme) (anaphorically elliptical incomplete [bound morpheme indicative of regular past primary tense on temporal Finite / part of Rheme lacking] down-ranked clause) ] ] to help (M) him. (complete non-finite down-ranked clause) ] ] (Phenomenon / Complement / Rheme) (DOWN-RANKED-CLAUSE-RELATED LDP) 8/11|| The convict was (R) Abel Magwitch. (CC) 9/12|| Mrs Joe was (R) tall and thin with a hard face and sharp black eyes. (CC) 10/13|| She had (R) a bad temper. (CC) 11/14|| And (textual Theme) Joe (Actor / Subject / topical Theme) protect (Process: M / part of Finite & Predicator / Rheme) Pip (Goal / Complement / Rheme) (IC-bound morpheme indicative of regular past primary tense on temporal Finite / part of Rheme lacking) (LDP) 15|| when he could. (M) (AEC) (DCC) |||

12/16|| When Pip went (M) to the marshes (CC) 17|| to meet (M) a convict again (NFC) (DCC) 18|| to help (M) him, (CC) 19|| he (Senser / Subject / Theme) saw (Process: ML / Finite & Predicator / Rheme) a man [[ dressed (Process: M / Predicator / Rheme) in same clothes (part of Circumstance-manner:quality / Adjunct / Rheme) (non-finite incomplete [definite article Deictic constituent, Thing constituent, and minor Process 'of' to introduce Qualifier prepositional phrase constituent in Circumstance-manner:quality / Adjunct / part of Rheme prepositional phrase lacking] down-ranked clause) ] ] (Phenomenon / Complement / Rheme) (DOWN-RANKED-CLAUSE-RELATED LDP) 20|| but wasn't (R) the same man (AEC) (CC) 21|| but was (R) a convict too. (AEC) (CC) 13/22|| So the convicts had escaped (M) from the hulks. (CC) |||

14/23|| In the Cristimas day (deviant [minor Process 'in' for 'on' and inappropriate definite article Deictic] Circumstance-location:time / Adjunct / Theme) appeared (Process: M / Finite & Predicator / Rheme) in Pip's house (Circumstance-location:place / Adjunct / Rheme) a group of soldiers [[ looking for (M) two convicts [[ that had escaped (M) from the hulks, (complete down-ranked clause) ] ] (complete non-finite down-ranked clause) ] ] (Actor / deviant [post-posed in relation to Finite & Predicator in declarative Mood word order – acceptable word order in the L1] / Rheme) (SDCC) 24|| more later, (deviant [inappropriate free morpheme indicating comparison – L1 transfer?]) Circumstance-location:time / Adjunct / Theme) the soldiers (Actor / Subject / Rheme) finde (Process: M / deviant [present for past primary tense] temporal Finite & deviant [spelling] Predicator / Rheme) they. (deviant [nominative for oblique case pronoun] Goal / Complement / Rheme) (SDCC) 15/25|| The 2 convicts were fighting (M) (CC) 26|| when (Circumstance-location:time / Adjunct / Theme) were finded. (Process: M / deviant [regular for irregular past primary tense marking – overgeneralization] temporal Finite & Predicator / Rheme) (AEC) (SDCC) |||

16/27|| One day (Circumstance-location:time / Adjunct / Theme) a old woman (deviant ['a' for 'an'] Actor / Subject / Rheme) invited (Process: M / Finite & Predicator / Rheme) Pip (Goal / Complement / Rheme) (SDCC) 28|| to go (M) to her house (NFC) (CC) 29|| and play. (M) (AEC) (NFC) (CC) 17/30|| Her name was (R) Miss Havisham. (CC) 18/31|| She lived (M) in town (CC) 32|| and (textual Theme) she (Actor / Subject / topical Theme) never (modal Adjunct / Rheme) leaves (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) her house. (Goal / Complement / Rheme) (SDCC) 19/33|| There Pip saw (ML) a beautiful and proud girly, (CC) 34|| who was called (M) Estella. (CC) 20/35|| Estella was (R) so cruel with Pip (CC) 36|| but (textual Theme) Pip (Senser /

Subject / topical theme) began to felt (Process: ML / Finite & deviant [second element must be in base form to go along with the perfective marker ‘to’] Predicator / Rheme) love (Phenomenon / Complement / Rheme) her. (part of Circumstance / Adjunct / Rheme) (IC-minor Process ‘for’ in Circumstance / Adjunct / part of Rheme prepositional phrase lacking) (LDP) 21/37||| About 3 years later Pip decided to become (R) a gentleman. (CC) 22/38||| Every birthday (Circumstance-extent:frequency / Adjunct / Theme) Pip (Actor / Subject / Rheme) visit (Process: M / part of Finite & Predicator / Rheme) Miss Havisham. (Goal Complement / Rheme) (IC-bound morpheme indicative of regular past primary tense on temporal Finite / part of Rheme lacking) (LDP) 23/39||| Estella went (M) to France (CC) 40||| being educated (M) [[ to be a lady. (complete non-finite down-ranked clause) ]] (NFC) (DCC) 24/41||| In the same year, his sister Mrs Joe was attacked (M) (CC) 42||| when she was (R) alone, (CC) 43||| her voice (Goal / Subject / topical Theme) was quiet (Process: Finite & deviant [adjective ‘quiet’ for verb ‘shut’] Predicator / Rheme) for ever. (Circumstance-extent:duration / Adjunct / Rheme) (IC-textual Theme lacking) (LDP) 25/44||| She never spoke (V) again. (CC) 26/45||| Then Pip meets (M) Biddy, a common girl from the village. (CC) 27/46||| She had (R) a sweet smile (CC) 47||| and was (R) sensible. (AEC) (CC) 28/48||| Years passed (M) (CC) 49||| and (textual Theme) Pip (Actor / Subject / topical Theme) visited (Process: M / Finite & Predicator / Rheme) Satis house (part of Goal / Complement / Rheme) every year. (Circumstance-extent:frequency / Adjunct / Rheme) (IC-bound morpheme indicative of possessive case marking on possessive Deictic constituent in Goal / Complement / part of Rheme nominal group lacking) (LDP) 29/50||| He wanted to be (R) educated like Estela for Estella’s respect and admiration. (CC) 30/51||| Years later Pip meets (M) Mr Jaggers (lawyer) (CC) 52||| who (Carrier / Subject / Theme) had (Process: R / Finite & Predicator / Rheme) unusual business (part of Attribute / Complement / Rheme) with Pip. (Circumstance-accompaniment:comitatum / Adjunct / Rheme) (IC-indefinite article Deictic constituent in Attribute / Complement / part of Rheme nominal group lacking) (LDP) 31/53||| The lawyer expected (ML) (projecting clause) (CC) 54||| Pip (Carrier / Subject / Theme) will be (Process: R / deviant [present for past primary tense] modal Finite & Predicator / Rheme) a man of property (Attribute / Complement / Rheme) (SDCC) 55||| and he had (R) a benefactor [[ who was (R) the convict. (complete down-ranked clause) ]] (CC) 32/56||| But (textual Theme) Pip (Senser / Subject / topical Theme) don’t knows (Process: ML / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) the benefactor’s names. (deviant [inappropriate plurality marking on Thing constituent] Phenomenon / Complement / Rheme) (SDCC) 33/57||| Pip left (M) to London (DCC) 58||| for (part of Goal / Subject / Theme) educated. (Process: M / part of Predicator / Rheme) (IC-oblique pronoun as Range in Goal / Subject / Theme prepositional phrase, passive voice marker – ‘to be’ – on Predicator / Rheme lacking) (LDP) |||

34/59||| In London he meets (M) Herbert and Drummle and Molly, (CC) 60||| she (deviant [pronoun for relativizer] Carrier / Subject / Theme) was (Process: R / Finite & Predicator / Rheme) Estellas mother. (deviant [apostrophe lacking] Attribute / Complement / Rheme) (SDCC) 35/61||| Years later Pip meets (M) Estellas again (DCC) 62||| but she had (R) no love for him (CC) 63||| but he tried (M) again. (CC) 36/64||| But (textual Theme) Estellas (deviant [inappropriate plurality marking] Actor / Subject / topical Theme) married (deviant [spelling] Process: M / Finite & Predicator / Rheme) with Drummly. (deviant [inappropriate minor Process ‘with’ – L1 transfer] Goal / Complement / Rheme) (SDCC) 37/65||| Years passed (M) (CC) 66||| and one day Magwitch meets (M) Pip (CC) 67||| and told (V) him (projecting clause) (AEC) (CC) 68||| about (that) he was (R) his benefactor. (projected clause) (DCC) 38/69||| Pip discovered (ML) [[ that Abel Magwitch was Estella’s father, (complete down-ranked clause) ]] (CC) 70||| but (textual Theme) she (Senser / Subject / topical Theme) don’t (deviant [present for past primary tense] temporal Finite / Rheme) (IC-Process: ML / Predicator / part of Rheme, Phenomenon / Complement / part of Rheme lacking) (LDP) 71||| and (textual Theme) never (modal Adjunct / Rheme) knows (Process: ML / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) that. (Phenomenon / Complement / Rheme) (AEC) (SDCC) 39/72||| When (Circumstance-location:time / Adjunct / Theme) Pip (Carrier / Subject / Rheme) was (Process: R / Finite & Predicator / Rheme) in the Satis house, (part of deviant [definite article Deictic preceding people’s names] Circumstance-location:place / Adjunct / Rheme) (IC-bound morpheme indicative of possessive case marking on possessive Deictic constituent of Range in Circumstance-location:place / Adjunct / part of Rheme prepositional phrase lacking) (LDP) 73||| Miss Havisham told (V) him (projecting clause) (CC) 74||| about (textual Theme) Estellas (deviant [apostrophe lacking] Goal / Subject / topical Theme) was adopted (Process: M / inappropriate Finite & part of Predicator / Rheme) for revenge. (Circumstance-cause:purpose / Adjunct / Rheme) (IC-‘was’ for ‘having been’ – ‘having’ lacking) (projected clause) (LDP) 40/75||| Miss Havisham died. (M) (CC) 41/76||| Pip and Herbert helped (M) Abel to cross the river (CC) 77||| to escape (M) from London (NFC) (CC) 78||| because he was (R) a convict (CC) 79||| but he had been injured (M) (DCC) 80||| and died. (M) (CC) 42/81||| Before Abel died, (M) (CC) 82||| he had promised (V) his fortune for Pip (DCC) 83||| because (textual Theme) one day, (Circumstance-location:time / Adjunct / topical Theme) Pip (Actor /

Subject / Rheme) help (Process: M / part of Finite & Predicator / Rheme) him (Goal / Complement / Rheme) at the marshes. (Circumstance-location:place / Adjunct / Rheme) (IC-bound morpheme indicative of regular past primary tense on temporal Finite / part of Rheme lacking) (LDP) 43/84|| But when Abel was sentenced (M) to death (CC) 85 || the court took (M) his money and property. (CC) 44/86|| Now Pip had (R) no money and many debts too. (CC) 45/87|| After (part of Circumstance-location:time / Adjunct / Theme) he (Actor / Subject / Rheme) returned (Process: M / Finite & Predicator / Rheme) to Joe's house (circumstance-location:place / Adjunct / Rheme) (IC-Thing constituent of Range in Circumstance-location:time / Adjunct / part of Rheme prepositional phrase lacking) (LDP) 88 || with Bidy living (M) there. (NFC) (CC) 46/89|| 11 years later, (Circumstance-location:time / Adjunct / Theme) Pip (Senser / Subject / Rheme) saw (Process: ML / Finite & Predicator / Rheme) Estella (Phenomenon / Complement / Rheme) in the same place [[ as (textual Theme) they (Actor / Subject / topical Theme) meet (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) many years ago, (Circumstance-location:time / Adjunct / Rheme) (simplified deviant complete down-ranked clause) ]] (Circumstance-location:place / Adjunct / Rheme) (DOWN-RANKED-CLAUSE-RELATED SDCC) 90 || her husband had died (M) (CC) 91 || and she was (R) alone again, (CC) 92 || she had changed, (M) (CC) 93 || finally (Circumstance-location:time / Adjunct / topical Theme) they (Carrier / Subject / Rheme) began to stay (Process: R / Finite & Predicator / Rheme) together. (Attribute / Complement / Rheme) (IC-textual Theme lacking) (LDP) ||| (Eric Dutra de Souza Vieira)

**D/WGD7 has 93 ranking clauses, out of which 30 are incomplete (15 LDP, 2 DOWN-RANKED-CLAUSE-RELATED LDP, 12 SDCC, and 1 DOWN-RANKED-CLAUSE-RELATED SDCC). There are 46 clause complexes (2, 3, 1, 1, 1, 1, 1, 1, 1, 2, 6, 1, 2, 2, 3, 1, 2, 2, 2, 1, 1, 2, 3, 1, 1, 2, 2, 1, 2, 3, 1, 2, 2, 3, 1, 4, 3, 3, 1, 5, 3, 2, 1, 2, 5 ranking clauses respectively) and 11 down-ranked clauses. (581 words)**

### E.5.3 Advanced proficiency level (Stage 10)

#### E.5.3.1 Individual data

Subject CSD5

(female; 19 years old; university student; Class 4)

PERSONAL EXPERIENCE:

SPOKEN:

1/1|| my name is (R) a... c... f... c... (CC) 2 || and I'll start telling (V) my story (CC) 2/3|| it was (R) early in the morning (CC) 4 || and I was... going (M) to... to... the college with my mom and daddy (DCC) 5 || and I was driving (M) the car... (CC) 3/6|| when (Circumstance-location:time / Adjunct / Theme) I (Actor / Subject / Rheme) was... trying to... to... cross (Process: M / Finite & Predicator / Rheme) the luciano... (part of Goal / Complement / Rheme) (IC-Thing constituent in Goal / Complement / part of Rheme nominal group lacking) (LPP) 7 || the avenue... (Goal / Complement / Rheme) (AEC) (CC) 8 || the avenue luciano carneiro... (deviant ['Deictic+Thing+Classifier' for 'Deictic+Classifier+Thing' word order – L1 transfer] Goal / Complement / Rheme) (AEC) (SDCC) 9 || I (Senser / Subject / Theme) didn't see (Process: ML / Finite & Predicator / Rheme) car (part of Phenomenon / Complement / Rheme) (IC-Deictic constituent in Phenomenon / Complement / part of Rheme lacking) (LDP) 10 || and I... (IC-naturally unfinished clause due to change in discursive planning) (LPP) 11 || and the car hit (M) on me (CC) 12 || but it was (R) my fault... (CC) 4/13|| my mom was (R) desperate (CC) 14 || and (textual Theme) start to cry (Process: M / part of Finite & Predicator / Rheme) (IC-bound morpheme indicative of regular past primary tense on temporal Finite / part of Rheme lacking) (AEC) (LDP) 15 || and I... was (R) just worries with about my... my license [[ to drive (complete non-finite down-ranked clause) ]] (DCC) 16 || because it was (R) still "provisory" (CC) 17 || then (Circumstance-location:time / Adjunct / Theme) I... (Sayer / Subject / Rheme) (IC-Process: V / Finite & Predicator / part of Rheme, Receiver / Complement / part of Rheme lacking) (LPP) 18 || I... talked to (V) my mom... (CC) 19 || to my mother (Receiver / Complement / Rheme) (AEC) (CC) 20 || tried to relax (M) her (AEC) (CC) 5/21|| my father was (R) ok (CC) 22 || and (textual Theme) then (Circumstance-location:time / Adjunct / topical Theme) I (Actor / Subject / Rheme) get out of (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) the car (Goal / Complement /

Rheme) (SDCC) 23 || and (textual Theme) I (Sayer / Subject / topical Theme) was talk to (Process: V / Finite & part of Predicator / Rheme) the... the woman [[ that was driving (M) the other car (complete down-ranked clause) ]] (Receiver / Complement / Rheme) (IC-bound morpheme indicative of imperfective aspect marking – conveying preset secondary tense – on Predicator / part of Rheme lacking) (LDP) 24 || and (textual Theme) she (Carrier / Subject / topical Theme) was... (Process: R / Finite & Predicator / Rheme) (IC-Attribute / Complement / part of Rheme lacking) (LPP) 25 || I think (ML) (projecting clause) (CC) 26 || she was (R) more nervous [[ than I was... (anaphorically elliptical complete down-ranked clause) ]] (projected clause) (CC) 27 || and she was shaking (M) (CC) 28 || and crying (M) (AEC) (CC) 29 || and (textual Theme) I... (Sayer / Subject / topical Theme) (IC-Process: V / Finite & Predicator / part of Rheme, Receiver / Complement / part of Rheme lacking) (LPP) 30 || and I talked to (V) her (projecting clause) (DCC) 31 || that (textual Theme) I... (projected clause) (Carrier / Subject / topical Theme) (IC-Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LDP) 32 || that (textual Theme) my mom (Carrier / Subject / topical Theme) was... (Process: R / Finite & Predicator / Rheme) (IC-Attribute / Complement / part of Rheme lacking) (projected clause) (LDP) 33 || my mom (Teme) had (Process: R / Finite & Predicator / Rheme) a... a secure... (part of Attribute / Complement / Rheme) (IC-L2 Thing constituent in Attribute / Complement / part of Rheme lacking) (projected clause) (LDP) 34 || car secure (part of Attribute / Complement / Rheme) (IC-L2 Thing constituent in Attribute / Complement / part of Rheme lacking) (projected clause) (LDP) 35 || and (textual Theme) that (textual Theme) she (Actor / Subject topical Theme) was pay (Process: M / Finite & part of Predicator / Rheme) the... the... (part of Goal / Complement / Rheme) (IC-‘going to’ as part of Predicator / part of Rheme, Thing constituent in Goal / Complement / part of Rheme lacking) (projected clause) (LDP) 36 || pay (Process: M / Predicator / Rheme) the bills (Goal / Complement / Rheme) (IC-modal Finite / part of Rheme lacking) (projected clause) (AEC) (LDP) 37 || and... (textual Theme) (IC-Sayer / Subject / topical Theme, modal Adjunct / part of Rheme, Process: V / Finite & Predicator / part of Rheme, Receiver / Complement / part of Rheme lacking) (LPP) 38 || but I just asked (V) her (projecting clause) (CC) 39 || to tell (V) projected and projecting clause) (NFC) (DCC) 40 || that my mom was driving (M) (projected clause) (CC) 41 || and not me (VLC) (CC) 42 || because if she said (V) (projecting clause) (CC) 43 || that I was driving... (M) (projected clause) (CC) 44 || I (Actor / Subject / Theme) would... lose (Process: M / modal Finite & Predicator / Rheme) my drive license... (part of Goal / Complement / Rheme) (IC-bound morphemes indicative of nominalization and possessive case on Classifier constituent in Goal / Complement / part of Rheme nominal group lacking) (projected clause) (LDP) 45 || so it was (R) this (CC) 46 || but then I didn’t cry (M) (CC) 47 || but... after that I went (M) to the college... (DCC) 48 || I was (R) very bad... (CC) 49 || I was feeling (ML) awful... (CC) 50 || I (Carrier / Subject / Theme) pass (Process: R / part of Finite & Predicator / Rheme) all day (Attribute / Complement / Rheme) (IC-bound morpheme indicative of regular past primary tense on temporal Finite / part of Rheme lacking) (LDP) 51 || feeling (ML) awful (NFC) (CC) 52 || but the car passed (R) more than a month in the... the garage (CC) 53 || and... (textual Theme) (IC-Circumstance-location:time / Adjunct / topical Theme, Carrier / Subject / part of Rheme, Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LPP) 54 || but now it’s (R) ok (CC) 6/55 || just my mom can’t let me drive (M) very often (CC) 56 || but it’s (R) ok (CC) |||

**DASPE01 has 56 ranking clauses, out of which 20 are incomplete (11 LDP, 7 LPP, and 2 SDCC). There are 6 clause complexes (2, 3, 7, 8, 34, 2 ranking clauses respectively) and 3 down-ranked clauses. (274 words)**

WRITTEN:

1/1 ||| I was going (M) to the College (DCC) 2 || driving (M) the car with my mother and my father. (NFC) (CC) 2/3 ||| When I was crossing (M) the Luciano Carneiro Av. (CC) 4 || a car hit (M) mine (CC) 5 || cause I didn’t see (ML) it. (CC) |||

3/6 ||| My mother started to cry, (M) (CC) 7 || she (Carrier / Subject / topical Theme) was (Process: R / Finite & Predicator / Rheme) (IC-textual Theme) (LDP) 8 || and is (R) very nervous, (AEC) (CC) 9 || and I tried to relax (M) her. (CC) 4/10 ||| My father is (R) naturally calm. (CC) 5/11 ||| I (Senser / Subject / Theme) could just think (Process: ML / modal Finite + modal Adjunct & Predicator / Rheme) about my drive’s license (part of Phenomenon / Complement / Rheme) (IC-bound morpheme indicative of nominalization on Classifier constituent in Phenomenon / Complement / part of Rheme lacking) (LDP) 12 || that I would lose. (M) (CC) |||

6/13 ||| After (textual Theme) ask (Process: V / part of Predicator / Rheme) my mother, (Receiver / Complement / Rheme) (IC-bound morpheme indicative of imperfective aspect on Predicator / part of Rheme lacking) (NFC) (LDP) 14 || I (Actor / Subject / Theme) get out of (Process: M / deviant [present

for past primary tense] temporal Finite & Predicator / Rheme) the car (Goal / Complement / Rheme) (SDCC) 15 || and (textual theme) was talk to (Process: V / deviant ['was' for 'past'] temporal Finite & Predicator / Rheme) the other car driver. (part of Receiver / Complement / Rheme) (IC-bound morpheme indicative of possessive case on Thing constituent of Deictic nominal group complex in Receiver / complement / part of Rheme lacking) (LDP) 7/16 || The lady was crying (M) (CC) 17 || and shaking. (M) (AEC) (CC) 8/18 || I told (V) her (projecting clause) (CC) 19 || that (textual Theme) my mother's car (Carrier / Subject / topical Theme) had (Process: R / Finite & Predicator / Rheme) a secure (part of Attribute / Complement / Rheme) (IC-L2 Thing constituent in Attribute / Complement / part of Rheme lacking) (projected clause) (LDP) 20 || and (textual Theme) that (textual Theme) she (Actor / Subject / topical Theme) would pay (Process: M / modal Finite & Predicator / Rheme) the service. (part of Goal / Complement / Rheme) (IC-minor Process 'for' in Goal / Complement / part of Rheme prepositional phrase lacking) (projected clause) (LDP) 9/21 || And (textual Theme) I (Sayer / Subject / topical Theme) ask (Process: V / part of Finite & Predicator / Rheme) her (Receiver / Complement / Rheme) (IC-bound morpheme indicative of regular past primary tense on temporal Finite / part of Rheme lacking) (projected clause) (LDP) 22 || to confirm (V) (NFC) (projected and projecting clause) (CC) 23 || that my mother was driving (M) the car. (projected clause) (CC) 10/24 || She said (V) (projecting clause) (CC) 25 || that it was (R) O.K. (projected clause) (CC) ||

11/26 || In the end of the day I was still feeling (ML) awful, (CC) 27 || but I didn't cry. (M) (CC) 12/28 || And (textual Theme) I (Actor / Subject / topical Theme) haven't driven (Process: M / Finite & deviant [regular for irregular past participle marking – overgeneralization] Predicator / Rheme) my mother's car (Goal / Complement / Rheme) since then. (Circumstance-extent:duration / Adjunct / Rheme) (SDCC) ||

**DAWPE01 has 28 ranking clauses, out of which 9 are incomplete (7 LDP and 2 SDCC). There are 12 clause complexes (2, 3, 4, 1, 2, 3, 2, 3, 3, 2, 2, 1 ranking clauses respectively) and no down-ranked clauses. (150 words)**

PICTURE NARRATIVE:

SPOKEN:

1/1 || it was (R) a sunny day [[ when the girl lili was reading (M) a book at her bedroom... (complete down-ranked clause) ]] (CC) 2/2 || your cat (deviant [second for third person singular possessive Deictic constituent] Actor / Subject / Theme) started to... to make (Process: M / Finite & Predicator / Rheme) a noisy (part of Goal / Complement / Rheme) (IC-Thing constituent in Goal / Complement / part of Rheme lacking) (LDP) 3 || and she thought (ML) (projecting clause) (CC) 4 || that (textual Theme) she... (Actor / Subject / topical Theme) (IC-Process: M / modal Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme lacking) (LPP) 5 || that it would get out of (M) the bedroom... (projected clause) (CC) 3/6 || she let it get out (M) (CC) 7 || and the cat started to sleep (M) in the living room... (CC) 8 || but then it observed... (ML) (CC) 9 || it observed (ML) [[ that (textual Theme) a yellow bird (Carrier / Subject / topical Theme) was... (Process: R / Finite & Predicator / Rheme) (LPP incomplete [Attribute / Complement / part of Rheme lacking]) || was (Process: R / Finite & Predicator / Rheme) in a jail (deviant [lexical choice: 'jail' for 'cage'] Attribute / Complement / Rheme) (anaphorically elliptical deviant complete down-ranked clause) ]] (DOWN-RANKED-CLAUSE-RELATED LPP) 10 || and (textual Theme) it (Actor / Subject / Theme) fall... (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) (SDCC) 4/11 || it thought (ML) (projecting clause) (CC) 12 || that... the yellow bird was (R) unhappy (projected clause) (CC) 13 || because (textual Theme) it (Carrier / Subject / topical Theme) was making (Process: R / Finite & deviant ['make' for 'be' – L1 transfer] Predicator / Rheme) a beautiful day (Attribute / Complement / Rheme) (SDCC) 14 || and the bird wouldn't see (ML) the beautiful day... (CC) 5/15 || the cat tried to make (M) the bird free (CC) 16 || and (textual Theme) the girl... (Actor / Subject / topical Theme) << 17 || hearing (ML) a... a noise (NFC) (CC) ||>> get out... (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) (IC-Circumstance-location:place / Adjunct / part of Rheme lacking) (SDCC) 18 || get out (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) of the bedroom (Circumstance-location:place / Adjunct / Rheme) (AEC) (SDCC) 19 || to see (ML) [[ what was happening... (M) (complete down-ranked clause) ]] (NFC) (CC) 6/20 || when she saw (ML) the bird out of the jail (DCC) 21 || she thought (ML) (projecting clause) (CC) 22 || that the cat was trying to... to... eat (M) the bird... (projected clause) (CC) 7/23 || the girl (Actor / Subject / Theme) get (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) her cat [[ that (Phenomenon / Complement / Theme) she (Senser / Subject / Rheme) love (Process: ML / part of Finite & Predicator / Rheme) so much (Circumstance / Adjunct / Rheme) (incomplete [bound morpheme indicative

of third person singular present primary tense on temporal Finite / part of Rheme lacking] down-ranked clause) ]] (Goal / Complement / Rheme) (DOWN-RANKED-CLAUSE-RELATED LDP) 24 || and (textual Theme) think (Process: ML / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) (projecting clause) (SDCC) 25 || that (textual Theme) wouldn't be (Process: R / modal Finite + negative polarity & Predicator / Rheme) a good (part of Attribute / Complement / Rheme) (IC-Carrier / Subject / topical Theme, Thing and Qualifier in Attribute / Complement / part of Rheme lacking) (LDP) 26 || a good thing [[ that her cat would eat (M) the bird... (complete down-ranked clause) ]] (Attribute / Complement / Rheme) (AEC) (LDP) 8/27 || she (Actor / Subject / Theme) get (Process: M / deviant [present for past primary tense] temporal Finite & part of Predicator / Rheme) the bird (Goal / Complement / Rheme) free... (rest of Predicator / Rheme) (IC-textual Theme lacking) (LDP) 28 || she... (Actor / subject / Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme lacking) (LPP) 29 || she... (Actor / subject / Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme lacking) (LPP) 30 || she let the bird free... (M) (CC) 9 || << well... (DM) >> 31 || the cat... (Actor / Subject / Theme) (IC-modal Adjunct / part of Rheme, Process: M / Finite & Predicator / part of Rheme lacking) (LPP) 32 || the cat... (Actor / Subject / Theme) finally (modal Adjunct / Rheme) got (Process: M / Finite & deviant [lexical choice: 'get' for 'achieve/accomplish'] Predicator / Rheme) (DCC) 33 || what (Phenomenon / Complement / Theme) he... (Senser / Subject / Rheme) (IC-Process: ML / Finite & Predicator / part of Rheme lacking) (LPP) 34 || he wanted (ML) (CC) 35 || that (Identified / Subject / Theme) was (Process: R / Finite & Predicator / Rheme) [[ make (Process: M / part of Predicator / Rheme) the bird (Goal / Complement / Rheme) free (rest of Predicator / Rheme) (non-finite incomplete [free morpheme perfective or bound morpheme imperfective marking on first part of Predicator / part of Rheme lacking] down-ranked clause) ]] (Identifier / Complement / Rheme) (DOWN-RANKED-CLAUSE-RELATED LDP) 36 || and the bird was (R) happy... (CC) 37 || the cat (R) too... (AEC) (CC) 38 || even that (deviant ['that' for 'though'] textual Theme) the... (part of Senser / Subject / topical Theme) (IC-Thing constituent in Senser / Subject / topical Theme, Process: ML / Finite & Predicator / part of Rheme, Phenomenon / Complement / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (LDP) 39 || that... (deviant ['that' for 'though'] textual Theme) (IC-Senser / Subject / topical Theme, Process: ML / Finite & Predicator / part of Rheme, Phenomenon / Complement / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (LDP) 40 || that (deviant ['that' for 'though'] textual Theme) her owner... (Senser / Subject / topical Theme) (IC-Process: ML / Finite & Predicator / part of Rheme, Phenomenon / Complement / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (LDP) 41 || that (deviant ['that' for 'though'] textual Theme) the little girl (Senser / Subject / topical Theme) thought (Process: ML / Finite & Predicator / Rheme) (IC-Phenomenon / Complement / part of Rheme – pro-form 'so', Circumstance / Adjunct / part of Rheme – 'too' – lacking) (LDP) 42 || it (Carrier / Subject / Theme) wasn't (Process: R / Finite & Predicator / Rheme) the same as the cat (part of Attribute / Complement / Rheme) (IC-minor Process 'for' and Thing constituent 'reason' of Range constituent in Attribute / Complement / part of Rheme prepositional phrase lacking) (LDP) |||

**DASPN01 has 42 ranking clauses, out of which 22 are incomplete (9 LDP, 2 DOWN-RANKED-CLAUSE-RELATED LDP, 5 LPP, 1 DOWN-RANKED-CLAUSE-RELATED LPP, and 5 SDCC). There are 9 clause complexes (1, 4, 5, 4, 5, 3, 4, 4, 12 ranking clauses respectively) and 7 down-ranked clauses. (223 words)**

WRITTEN:

1/1 ||| Lily, a little girl, was (R) at her bedroom with her cat (CC) 2 || reading (M) a book. (NFC) (CC) 2/3 || It (Actor / Subject / Theme) started to make (Process: M / Finite & Predicator / Rheme) a noisy (part of Goal / Complement / Rheme) (IC-Thing constituent in Goal / Complement / part of Rheme lacking) (LDP) 4 || and (textual Theme) she (Initiator / Subject / topical Theme) let (Process: Causative / Finite & Predicator / Rheme) it (Actor / Subject / Rheme) get out (Process: M / deviant [spelling] Predicator / Rheme) the bedroom. (part of deviant [spelling] Circumstance-location:place / Adjunct / Rheme) (IC-minor Process 'of' in Circumstance-location:place / Adjunct / part of Rheme lacking) (LDP) |||

3/5 ||| The cat went (M) to the living room (CC) 6 || and started to sleep. (M) (AEC) (CC) 4/7 ||| It noticed (ML) [[ that a yellow bird was (R) in a jail (deviant [lexical choice: 'jail' for 'cage'] complete down-ranked clause) ]] (CC) 8 || and (textual Theme) outdoors (Circumstance-location:place / Adjunct / topical Theme) was making (Process: R / Finite & deviant ['make' for 'be' – L1 transfer] Predicator / Rheme) a sunny day. (Attribute / Complement / Rheme) (IC-Carrier / Subject / part of Rheme lacking) (LDP) 5/9 ||| It thought (ML) (projecting clause) (CC) 10 || that the bird would be (R) happier (projected clause) (CC) 11 || if it would live (M) there. (projected clause) (CC) |||

6/12|| The cat jumped (M) into the jail (DCC) 13 || to make the bird free. (M) (NFC) (CC) 7/14|| Listen to (Process: ML / part of Predicator / Rheme) the noisy, (part of Phenomenon / Complement / Rheme) (IC-bound morpheme indicative of imperfective aspect on Predicator / part of Rheme, Thing constituent in Phenomenon / Complement / part of Rheme lacking) (LDP) 15 || the girl came to see (ML) [[ what was happening. (M) (complete down-ranked clause) ]] (CC) 8/16|| She thought (ML) (projecting clause) (DCC) 17 || the cat was tring to eat (M) the bird (projected clause) (CC) 18 || and let the bird go away. (M) (AEC) (CC) |||

9/19|| The girl, for a different reason, did (M) (CC) 20 || what the cat wanted. (ML) (CC) |||

**DAWPN01 has 20 ranking clauses, out of which 4 are incomplete (4 LDP). There are 9 clause complexes (2, 2, 2, 2, 3, 2, 2, 3, 2 ranking clauses respectively) and 2 down-ranked clauses. (119 words)**

DIALOG:

CSD6 - 1/1|| I'm (R) upset [[ that all my friends are (R) on vacation (complete down-ranked clause) || and I'm not (R) (anaphorically elliptical complete down-ranked clause) ]] (CC) |||

CSD5 - Yes, (MC) 2/2|| me too (VLC) (CC) 3 || that... (Identified / Subject / Theme) the... the better... (part of Identifier / Complement / Rheme) (IC-Process: R / Finite & Predicator / part of Rheme, Thing and Qualifier constituents in Identifier / Complement / part of Rheme lacking) (LDP) 4 || the bad... (part of Identifier / Complement / Rheme) (IC-Process: R / Finite & Predicator / part of Rheme, Thing and Qualifier constituents in Identifier / Complement / part of Rheme lacking) (AEC) (LDP) 5 || the bad part [[ to study (M) in a... in a free university in a federal university (deviant complete down-ranked clause) ]] (part of Identifier / Complement / Rheme) (IC-Process: R / Finite & Predicator / part of Rheme, minor Process – 'of/about' – of Qualifier constituent prepositional phrase in Identifier / Complement / part of Rheme lacking) (AEC) (LDP) |||

CSD6 - 3/6|| particular (EEC) (DCC)

CSD5 - yes (MC)

CSD6 - 7 || not paid... (EEC) (CC) 8 || paid... (EEC) (AEC) (CC) 9 || not paid (EEC) (CC) |||

CSD5 - yes (MC) 4/10|| not paid... (EEC) (CC) 11 || it's (R) a... good thing (CC) 12 || but... (textual Theme) the problem (Existent / Complement / Rheme) with teachers (part of Circumstance / Adjunct / Rheme) (IC-dummy Subject / topical Theme, Process: E / Finite & Predicator / part of Rheme, definite article Deictic constituent of Range in Circumstance / Adjunct / part of Rheme prepositional phrase lacking) (LDP) |||

CSD6 - 5/13|| (E) ...bad things... (EEC) (CC) 14 || (E) the long bad things... (EEC) (CC) |||

CSD5 - yes (MC)

CSD6 - 6/15|| for we... [[ that... (Actor / Subject / Theme) (incomplete [Process: M / Finite & Predicator / part of Rheme, Circumstance-location:place / Adjunct / part of Rheme lacking] down-ranked clause) ]] (deviant [nominative for oblique case pronoun as Range of minor Process 'for'] Circumstance / Adjunct / Theme) (IC-Actor / Subject / part of Rheme, Process: M / Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme lacking) (SDCC) 16 || we [[ that (Actor / Subject / Theme) study (Process: M / Finite & Predicator / Rheme) << you know (DM) >> public work (part of Circumstance-location:place / Adjunct / Rheme) (incomplete [minor Process – 'at' – and Thing constituent – 'universities' – of Range in Circumstance-location:place / Adjunct / part of Rheme prepositional phrase lacking] down-ranked clause) ]] (deviant [nominative for oblique case pronoun as Range of minor Process 'for'] Circumstance / Adjunct / Theme) we (Actor / Subject / Rheme) have to deal with (Process: M / Finite & Predicator / Rheme) it (deviant [singular for plural number] Goal / Complement / Rheme) (AEC) (SDCC)

CSD5 - yes (MC)

CSD6 - 17 || we have to cope with (M) everything [[ that (Attribute / Complement / Theme) they... (Carrier / Subject / Rheme) (LPP incomplete [modal Adjunct / part of Rheme, Process: R / Finite & Predicator / part of Rheme lacking] down-ranked clause) || they just have... (anaphorically elliptical complete down-ranked clause) ]] (DOWN-RANKED-CLAUSE-RELATED LPP) 18 || all my friends are... all all the time asking (V) me (projecting clause) (CC) 19 || to... to... (IC-naturally unfinished clause due to turn invasion by interlocutor) (projected clause) (LPP)

CSD5 - 7/28|| to get out (M) (NFC) (projected clause) (DCC) |||

CSD6 - 20 || to get out (M) at night (NFC) (projected clause) (DCC) 21 || and I just can't... (M) (AEC) (CC) 22 || I have to study... (M) (CC) 23 || and (textual Theme) I (Carrier / Subject / topical Theme) 'm... (Process: R / Finite & Predicator / Rheme) (IC-Attribute / Complement / part of Rheme lacking) (LDP) 24 || I (Carrier / Subject / Theme) 'm... (Process: R / Finite & Predicator / Rheme) (IC-Attribute / Complement / part of Rheme lacking) (LDP) 25 || I (Carrier / Subject / Theme) 'm... (Process: R / Finite & Predicator / Rheme) << uh... (DM) >> exams time (part of Attribute / Complement / Rheme) (IC-minor



Process – ‘at’ – in Attribute / Complement / part of Rheme prepositional phrase lacking) (LDP) 26 || and I have to study (M) alone (CC) 27 || and you? (EEC) (CC) |||

CSD5 - 8/29||| me too... (EEC) (CC) 30 || I have (R) friends [[ that study (M) at unifor and uece (complete down-ranked clause) ]] (CC) 31 || and they can go out (M) every... every day... (CC) 32 || and call (M) me (AEC) (CC) 33 || to ask (V) (projecting clause) (NFC) (CC) 34 || to travel... (projected clause) (NFC) (CC) |||

CSD6 - 9/35||| let's go (M) to the beach (CC)

CSD5 - yes (MC)

CSD6 - 36 || let's do (M) this... (CC) 37 || that's (R) so nice (CC) |||

CSD5 - 10/38||| yesterday was (R) an... example... (CC) 39 || that... (Participant / Subject / Theme) (IC-Process: ? / Finite & Predicator / part of Rheme, Participant / Complement / part of Rheme lacking) (LDP) 40 || a friend of me (deviant [oblique case pronoun for possessive case pronoun as Range of Qualifier constituent in nominal group] Actor / Subject / Theme) called... (Process: M / Finite & Predicator / Rheme) (SDCC) 41 || call (Process: M / part of Finite & Predicator / Rheme) me (Goal / Complement / Rheme) (IC-bound morpheme indicative of regular primary past tense on temporal Finite / part of Rheme lacking) (AEC) (LDP) 42 || to... get out (M) (NFC) (DCC) 43 || and I couldn't... (AEC) (CC) 44 || and... (textual Theme) this weekend (Circumstance-location:time / Adjunct / topical Theme) I... (Senser / Subject / Rheme) (IC-Process: ML / Finite & Predicator / part of Rheme lacking) (LPP) 45 || I... (Senser / Subject / Theme) (IC-Process: ML / Finite & Predicator / Rheme lacking) (LPP) 46 || I think (ML) (projecting clause) (CC) 47 || it's gonna be (R) hard [[ to say... (V) (complete projecting down-ranked clause) || that I can't go... (M) (complete projected down-ranked clause) ]] (projected clause) (CC) 48 || because I really want to... to go out... (M) (CC) 49 || and I have (M) three examinations next week... (CC) 50 || go... (Process: M / Predicator / Rheme) (IC-textual Theme, Actor / Subject / topical Theme, modal Finite / part of Rheme lacking) (LDP) 51 || I (Senser / subject / Theme) have to think (Process: ML / Finite & part of Predicator / Rheme) (IC-Phenomenon / Complement / part of Rheme, particle ‘over’ as part of two-word verb that is second element in Predicator / part of Rheme verbal group complex lacking) (LDP) |||

CSD6 - 11/52||| I've got to... work... (M) (CC) 53 || (R) lots of work... work (EEC) (CC) 12/54||| on... the following days... « uh... (DM) » if I were (R) on vacation [[ as (textual Theme) my friends (Carrier / Subject / topical Theme) (anaphorically elliptical incomplete [Process: R / Finite & Predicator / Rheme] down-ranked clause) ]] (DOWN-RANKED-CLAUSE-RELATED LDP) 55 || I (Actor / Subject / Theme) would... (modal Finite / Rheme) (IC-Process: M / Predicator / part of Rheme lacking) (LPP) 56 || I would travel... (M) (CC) 57 || I would spend (R) all my vacation away (CC)

CSD5 - yes (MC)

CSD6 - 58 || maybe if I had (R) money (CC) 59 || to afford to... (M?) (NFC) (IC-naturally unfinished clause due to turn invasion by interlocutor) (LPP)

CSD5 - yes (MC) 13/62||| me too... (EEC) (CC) 63 || that (Carrier / Subject / Theme) 's (Process: R / Finite & Predicator / Rheme) other problem... (part of Attribute / Complement / Rheme) (IC-bound morpheme – ‘an’ – on Deictic constituent in Attribute / Complement / part of Rheme nominal group lacking) (LDP) 64 || (R) the money (VLC) (DCC)

CSD6 - 60 || the money... (R) (EEC) (DCC) 61 || I... (Participant / Subject / Theme) (IC-naturally unfinished clause due to turn invasion by interlocutor) (LPP) |||

CSD5 - 65 || but (textual Theme) I (Actor / Subject / topical Theme) would... (modal Finite / Rheme) (IC-Process: M / Predicator / part of Rheme, Circumstance:cause:purpose / Adjunct / part of Rheme lacking) (LPP) 66 || I would have traveled (M) to... Camocim in a music festival... (DCC) 67 || and this weekend I would be (R) in... Crato to the expo... exposition (DCC) |||

CSD6 - 14/68||| (R) exposition (EEC) (CC) |||

CSD5 - 15/69||| (R) exposition... (EEC) (CC) 70 || and (textual Theme) besides (textual Theme) there (Subject / Rheme) 's (Process: E / Finite & Predicator / Rheme) the... the party here (Circumstance-location:place / Adjunct / Rheme) [[ that (Carrier / Subject / Theme) 's... (Process: R / Finite & Predicator / Rheme) (incomplete [Attribute / Complement / part of Rheme lacking] down-ranked clause) ]] (Existent / Complement / Rheme) (DOWN-RANKED-CLAUSE-RELATED LDP) 71 || I love (ML) parties (CC) |||

CSD6 - 16/72||| it's (R) funny... [[ that... all of the... all of the events came out (M)

CSD5 - yes (MC)

CSD6 - at the vacation time every day... (complete down-ranked clause) ]] (CC) 73 || when (Circumstance-location:time / Adjunct / Theme) we (Actor / Subject / Rheme) are... (temporal Finite / Rheme) (IC-Process: M / Predicator / part of Rheme, Circumstance-location:place / Adjunct / part of Rheme lacking) (LPP) 74 || we (Actor / Subject / Rheme) are... (temporal Finite / Rheme) (IC-Process: M / Predicator / part of Rheme, Circumstance-location:place / Adjunct / part of Rheme lacking) (AEC) (LPP) 75 || when all people are studying (M) at the university... (CC) 76 || so (textual Theme) they...

(Carrier / Subject / topical Theme) (IC-Process: R / temporal Finite + negative polarity & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LPP) 77 || so (textual Theme) they... (Carrier / Subject / topical Theme) (IC-Process: R / temporal Finite + negative polarity & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LPP) 78 || they... (Carrier / Subject / topical Theme) (IC-Process: R / temporal Finite + negative polarity & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (AEC) (LPP) 79 || we don't have (R) things [[ to do (M) a lot... (complete non-finite clause) ]] (AEC) (CC) 80 || we are (R) just so scared... (CC) << you know... (DM) >> 81 || (R) just so limited... (AEC) (CC) 82 || (E) so few things [[ to do... (M) (complete non-finite down-ranked clause) ]] [[ that (Carrier / Subject / Theme) is... (Process: R / deviant [singular for plural Subject-Finite concord] temporal Finite & Predicator / Rheme) (incomplete [Attribute / Complement / part of Rheme lacking] down-ranked clause) ]] (Existent / Complement / Rheme) (EEC) (DOWN-RANKED-CLAUSE-RELATED LDP) 83 || if (textual Theme) I... (Participant / Subject / topical Theme) (IC-Process: ? / Finite & Predicator / part of Rheme, Participant / Complement / part of Rheme lacking) (LDP) 84 || but I believe (ML) (projecting clause) (CC) 85 || that... we have (R) the... the weekends (projected clause) (CC) 86 || to enjoy... (ML) (projected clause) (NFC) (CC) 87 || we don't have (R) vacations (CC) 88 || but... (IC-naturally unfinished clause due to turn invasion by interlocutor) (LPP) || CSD5 - 17/89|| we would have (R) weekends (CC) 90 || if... (textual Theme) we... (Carrier / subject / topical Theme) (IC-Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (SDCC) 91 || we... (Carrier / Subject / topical Theme) doesn't have (Process: R / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) any... any examinations (Attribute / Complement / Rheme) (SDCC) || CSD6 - << eh... (DM) >> 18/92|| but... (textual Theme) we (Actor / Subject / topical Theme) can... take (Process: M / modal Finite & Predicator / Rheme) rest... (part of Goal / Complement / Rheme) (IC-indefinite article Deictic constituent in Goal / Complement / part of Rheme lacking) (LDP) CSD5 - 19/94|| and I'm... taking (M) a course (CC) CSD6 - 93 || while we are (R) at the weekend (CC) || CSD5 - 95 || besides the... the university (Circumstance / Adjunct / Theme) I (Participant / Subject / Rheme) still (modal Adjunct / Rheme) have... (Process / Finite & Predicator / Rheme) (IC-Participant / Complement / part of Rheme lacking) (LPP) 96 || I'm still doing (M) a course... (CC) 97 || a computation course... (Goal / Complement / Rheme) (AEC) (CC) 98 || so... (E) more things (EEC) (CC) 99 || to... (IC-naturally unfinished clause due to turn invasion by interlocutor) (LPP) CSD6 - 20/103|| to study (M) (NFC) (CC) || CSD5 - yes (MC) 100 || (E) more things (EEC) (CC) 101 || to study (M) (NFC) (CC) 102 || and (R) more time [[ that I lose (M) (complete down-ranked clause) ]] to... (LPP incomplete [naturally unfinished clause due to turn invasion by interlocutor] down-ranked clause) ]] (EEC) (DOWN-RANKED-CLAUSE-RELATED LPP) || CSD6 - 21/104|| you gain... (M) (AEC) (CC) || CSD5 - 22/105|| for my studies (EEC) (CC) || CSD6 - 23/106|| ...in one ways... in one ways... (deviant [singular for plural Numerative constituent in Range nominal group] Circumstance / Adjunct / Theme) you (Actor / Subject / Rheme) gain... (Process: M / Finite & Predicator / Rheme) (SDCC) 107 || the other ways (part of deviant [inappropriate definite article Deictic] Circumstance / Adjunct / Theme) you (Actor / Subject / Rheme) lose (Process: M / Finite & Predicator / Rheme) (IC-minor Process - 'in' - in circumstance / Adjunct / Theme prepositional phrase lacking) (LDP) CSD5 - yes (MC) CSD6 - 108 || because you don't have (R) time... (CC) 109 || << oh yes... (DM) >> good time (Attribute / Complement / Rheme) (AEC) (CC) || CSD5 - yes (MC) 24/110|| everything is (R) like this (CC) ||

**DAD has 110 ranking clauses, out of which 41 are incomplete (15 LDP, 3 DOWN-RANKED-CLAUSE-RELATED LDP, 15 LPP, 2 DOWN-RANKED-CLAUSE-RELATED LPP, and 6 SDCC). There are 24 clause complexes (1, 4, 4, 3, 2, 13, 1, 6, 3, 14, 2, 8, 6, 1, 3, 17, 3, 2, 9, 1, 1, 1, 4, 1 ranking clauses respectively) and 18 down-ranked clauses. (492 words)**

#### DIALOG REPORT:

1/1|| E... told (V) me (projecting clause) (CC) 2 || that he was (R) upset (projected clause) (CC) 3 || cause all his friends are (R) on vacations (projected clause) (DCC) 4 || and he is (R) not. (projected clause) (AEC) (DCC) 2/5|| We study (M) at the same University, (CC) 6 || so we are having (R) the same problem. (CC) 3/7|| Our friends are asking (V) us (projecting clause) (CC) 8 || to get out, (M) (projected

clause) (NFC) (DCC) 9 || to travel (M) (projected clause) (NFC) (CC) 10 || and we can't. (M) (AEC) (projected clause) (CC) |||

4/11 ||| Besides the class, (part of Circumstance / Adjunct / Theme) we (Carrier / Subject / Rheme) have (Process: R / Finite & Predicator / Rheme) examinations and a lot work [[ to do, (complete non-finite down-ranked clause) ]] (Attribute / Complement / Rheme) (IC-bound morpheme indicative of plurality marking on Thing constituent of Range in Circumstance / Adjunct / Theme prepositional phrase lacking) (LDP) 12 || so it's (R) hard [[ to get out even in the weekends. (deviant [lexical choices: 'get out' for 'go out' and 'in' for 'on] complete down-ranked clause) ]] (DCC) 5/13 ||| That (Identified / Subject / Theme) 's (Process: R / Finite & Predicator / Rheme) the bad thing [[ to study (M) in a public University. (deviant complete down-ranked clause) ]] (part of Identifier / Complement / Rheme) (IC-minor Process – 'about' – of Qualifier constituent prepositional phrase in Identifier / Complement / part of Rheme lacking) (LDP) |||

**DAADR01 has 13 ranking clauses, out of which 2 are incomplete (2 LDP). There are 5 clause complexes (4, 2, 4, 2, 1 ranking clauses respectively) and 3 down-ranked clauses. (76 words)**

ORAL TEST:

For this test the student is asked to read an "inventory" extracted from the Manual of American English Pronunciation; the teacher is supposed to analyze S's performance in reading this "inventory", regarding pronunciation, intonation, rhythm, thought groups and some other aspects related to the advanced pronunciation course.

T: so dear don't worry let's see... question number one read this passage don't try to be fast just respect the intonation rhythm patterns and if you think you have made a big mistake come and repeat that sentence

CSD5 - 1/1 ||| all right (EEC) (CC) |||

T: please go ahead

CSD5 - when a student from another country comes to study in the united states [coughs] he has to find out for himself the answers to many questions and he has many problems to think out... to think about where should he live? where sh... [hesitating about the right intonation pattern]... where should he live? would it be better if he looked /'lu:ked/... [pause]... for a private /pr I'vaIt/ room or campus or if he stayed in a dormitory? should he spend all of his time just studying? shouldn't he try to... take advantage of the many social and cultural activities which are offered? at first it is not easy for him for him to be casual /'keIžuðl/ in ma... in dress informal in manner and confident in speech little by little he learns what kind of clothing is usually worn... here to be casually dressed for classes. He also learns to choose /šu:z/ the language and customs that are appropriate /ð'prɔ:priət/ for informal situations finally he begins to feel sure of /of/ himself but let me tell you my friend this long awaited feeling doesn't develop /dIve'lop/ suddenly does it? all of this takes will power

T: [unintelligible] thank you uh... number two read the following sentences or phrases carefully some sounds may be omitted please attention

CSD5 - what does he /'dɔ:zi/ do?

I should have /'šu:dəv/ gone

Walk carefully /wɔ:k'kerəfəli/ around here

they never help people /heu'pi:pəl/ but animals

I didn't ask her /'æskə/

T: uh could you please repeat number three?

CSD5 - walk... walk carefully /wɔ:k'kerəfəli/ around here

T: good! number three read the following sentences and make sure you pronounce the homographs correctly please!

CSD5 - would you object /əb'dʒet/ to my coming... coming to fortaleza? I can't understand why he is a rebel /rɪ'bel/ They'll not permit... they'll not permit /pə'rmit/ me to park me great progress /prə'u'gres/ was made here we... we will convert /kən'vɜ:t/ no one that way

T: uh could you please repeat number two?

CSD5 - I can't understand why he is a rebel /rɪ'bel/

T: number four

CSD5 - great progress /prə'u'gres/ was made here

T: ok thank you that's all

**DAWPN01 has 1 ranking clause, out of which NONE is incomplete. There is 1 clause complex (1 ranking clause respectively) and no down-ranked clauses. (2 words)**

## WRITTEN TEST COMPOSITION:

There is no composition question in the written test.

Subject CSD6  
(male; 18 years old; university student; Class 5)

## PERSONAL EXPERIENCE:

## SPOKEN:

1/1|| my name is (R) e... b... (CC) 2/2|| I was travelling (M) « eh... (DM) » around rio grande do norte... ceará... brazil (CC) 3 || and... (textual Theme) (IC-Circumstance-location:place / Adjunct / topical Theme, Attribute / Complement / part of Rheme, Process: R / Finite & Predicator / part of Rheme lacking) (SDCC) 4 || and (textual Theme) there (Attribute / Complement / topical Theme) happened (Process: R / Finite & deviant [L1 acceptable word order – it should be post posed in relation to Subject] Predicator / Rheme) something really... amazing (Carrier / deviant [L1 acceptable word order – it should be pret posed in relation to Predicator] Subject / part of Rheme) (SDCC) 3/5|| « uh... (DM) » when (Circumstance-location:time / Adjunct / Theme) I (Carrier / Subject / Rheme) was... (Process: R / Finite & Predicator / Rheme) (IC-Attribute / Complement / part of Rheme, Circumstance-location:place / Adjunct / part of Rheme lacking) (LPP) 6 || I was (R) at a ... hotel there (CC) 7 || I ... (Actor / Subject / Theme) (IC-Process: M / Finite + modal Adjunct & Predicator / part of Rheme, Circumstance1-location:place / Adjunct / part of Rheme, Circumstance2-location:place / Adjunct / part of Rheme lacking) (LPP) 8 || I (Actor / Subject / Theme) had just ca... (Finite + modal Adjunct / Rheme) (IC-Process: M / Predicator / part of Rheme, Circumstance1-location:place / Adjunct / part of Rheme, Circumstance2-location:place / Adjunct / part of Rheme lacking) (LPP) 9 || come (M) from a night tour around the city... (AEC) (CC) 10 || « eh... (DM) » my brother, my cousin and I decided to... to... to go (M) to the beach [[ that (Carrier / Subject / Theme) was... (Process: R / Finite & Predicator / Rheme) (LPP incomplete [Attribute / Complement / part of Rheme lacking] down-ranked clause) || that was (R) right in front of the hotel [[ where we were staying (M) (complete down-ranked clause) ]] (complete down-ranked clause) ]] (DOWN-RANKED-CLAUSE-RELATED LPP) 11 || and... (textual Theme) (IC-Subject / topical Theme, Process: E / Finite & Predicator / part of Rheme, Existent / Complement / part of Rheme lacking) (LDP) 12 || but (textual Theme) (IC-Subject / topical Theme, Process: E / Finite & Predicator / part of Rheme, Existent / Complement / part of Rheme lacking) (LDP) 13 || but (textual Theme) there (Subject / topical Theme) 's (Process: E / Finite & Predicator / Rheme) the... (part of Existent / Complement / Rheme) (IC-Thing constituent in Existent / Complement / part of Rheme lacking) (LDP) 14 || the gate to the beach « [[ that was separating (M) the... the hotel from the beach (complete down-ranked clause) ]] » (Carrier / Subject / Theme) was... (Process: R / Finite & Predicator / Rheme) (IC-Attribute / Complement / part of Rheme lacking) (LPP) 15 || was (R) closed (AEC) (CC) 16 || and we had to jump over (M) the the gate to... to the beach (CC) 17 || we stayed (R) there for about « uh... (DM) » twenty minutes (CC) 18 || and (textual Theme) we... (Actor / Subject / topical Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Circumstance-location:place / Adjunct / part of Rheme lacking) (LPP) 19 || we jumped over... (M) back to the hotel... (CC) 20 || but (textual Theme) when (Circumstance-location:time / Adjunct / topical Theme) we... (Actor / Subject / Rheme) (IC-Process: M / Finite & Predicator / part of Rheme, Circumstance-location:place / Adjunct / part of Rheme lacking) (LPP) 21 || we got back (M) to the hotel (AEC) (CC) 22 || « uh... (DM) » a security guard was (R) there (CC) 23 || looking... (ML) (NFC) (CC) 24 || looking « uh... (DM) » over... (M) (NFC) (CC) 25 || was just guarding (M) the the place... (AEC) (CC) 26 || guarding (M) the the... the place « uh... (DM) » near the gate (AEC) (CC) 27 || and (textual Theme) then (textual Theme) we... (Actor / Subject / topical Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme, Circumstance-location:place / Adjunct / part of Rheme lacking) (LPP) 28 || we jumped over (M) the gate back to the hotel... (AEC) (CC) 29 || and... the security guard saw (ML) us [[ doing (M) that (complete down-ranked clause) ]] (CC) 30 || and said... (V) (AEC) (CC) 31 || “look (ML) (CC) 32 || we... (Senser / Subject / Theme) (IC-Process: ML / Finite & Predicator / Rheme lacking) (LPP) 33 || I know (ML) (CC) 34 || you (Carrier / Subject / Theme) are... (Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LPP) 35 || you are (R) from this hotel (CC) 36 || I know (ML) (CC) 37 || you are (R) no thieves and... this sort of thing (CC) 38 || but... I have to... to inform (V) the the reception (CC) « 40 || that (textual Theme) you... (Actor / Subject / topical Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme lacking) (LPP) » 39 || (V) the reception and the manager of the night... manager (AEC) (CC) 41 || that you are jumping (M) the gate (CC) 42 || and (textual Theme) that

(textual Theme) you... (Actor / Subject / topical Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (LPP) 43 || that (textual Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (AEC) (LPP) 44 || were doing (M) something wrong to the hotel...” (AEC) (CC) 45 || and... (textual Theme) right after that (Circumstance-location:time / Adjunct / topical Theme) he... (Actor / Subject / Rheme) (IC-Process: M / Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme lacking) (LPP) 46 || right afterwards he decided to... to... use (M) her his walkie-talkie (CC) 47 || and (textual Theme) communicate (process: V / part of Predicator / Rheme) the receptionist (part of Circumstance-accompaniment:comitation / Adjunct / Rheme) (IC-minor Process – ‘with’ – in Circumstance-accompaniment:comitation / Adjunct / part of Rheme lacking) (AEC) (LDP) 48 || that (Actor / Subject / Theme) assumed (Process: M / deviant [‘past’ for ‘had’] temporal Finite & deviant [present for past secondary tense] Predicator / Rheme) the... the... the... the place of the position of manager (Goal / Complement / Rheme) at night (Circumstance-location:time / Adjunct / Rheme) (SDCC) 49 || and this person << uh... (DM) >> said (V) to him in the walkie-talkie... (DCC) 50 || “look... (ML) (CC) 51 || treat (M) them (CC) 52 || as (part of textual Theme) they (Carrier / Subject / topical Theme) were (Process: R / Finite & Predicator / Rheme) thieves... (Attribute / Complement / Rheme) (IC-conjunction ‘if’ in textual Theme conjunction complex lacking) (LDP) 53 || pull (M) them by their clothes... by their t-shirt (CC) 54 || and... and... << you know (DM) >> just... just treat (M) them badly... (CC) 55 || they (Goal / Subject / Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Circumstance-manner:comparison / Adjunct / part of Rheme lacking) (LPP) 56 || they have to be treated (M) like... like thieves (CC) 57 || << uh... (DM) >> because (textual Theme) (IC-Circumstance-location:time / Adjunct / topical Theme, Carrier / Subject / part of Rheme, Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme, Circumstance-angle / Adjunct / part of Rheme lacking) (LPP) 58 || it’s (R) [[ because after... right after eleven o’clock people [[ that are (R) at the beach... (complete down-ranked clause) || that are (R) on the beach... (complete down-ranked clause) || that are (R) on the beach (complete down-ranked clause) ]] are (R) thieves for me... (complete down-ranked clause) ]] (CC) 59 || and so the... the security guard just pulled (M) us << uh... (DM) >> by our clothes (CC) 60 || and... (textual Theme) << you know... (DM) >> treat (Process: M / part of Finite & Predicator / Rheme) (IC-bound morpheme indicative of regular past primary tense on temporal Finite / part of Rheme, Goal / Complement / part of Rheme, Circumstance-manner:quality / Adjunct / part of Rheme lacking) (AEC) (LPP) 61 || treated (M) us really badly (AEC) (CC) 62 || and (textual Theme) then (Circumstance-location:time / Adjunct / topical Theme) we (Actor / Subject / Rheme) decided to go (Process: M / Finite & Predicator / Rheme) to the reception [[ where the manager was... (R) (complete down-ranked clause) || << eh... (DM) >> where (part of Circumstance-location:place / Adjunct / Theme) the manager (Actor / Subject / Rheme) had sent (Process: M / Finite & Predicator / Rheme) the instructions (Goal / Complement / Rheme) for the security guard (deviant [minor Process ‘for’ for ‘to’] Beneficiary:Recipient / Complement / Rheme) (incomplete [minor Process – ‘from’ – in Circumstance-location:place / Adjunct / Theme prepositional phrase lacking] down-ranked clause) ]] (Circumstance-location:place / Adjunct / Rheme) (DOWN-RANKED-CLAUSE-RELATED LDP) 63 || and... << uh (DM) >> we went (M) there (CC) 64 || and had (R) a quarrel with the the the receptionist and manager at that time (AEC) (CC) 65 || and we said (V) so... bad things for them (deviant [minor Process ‘for’ for ‘to’] Receiver / Complement / Rheme) and... so bad language [[ that << you know (DM) >> they were (R) right on the ground... (complete down-ranked clause) || we (Actor / Subject / Theme) (LPP incomplete [Process: M / Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme, Circumstance-location:place / Adjunct / part of Rheme] down-ranked clause) || we left (M) them right to the ground (deviant [minor Process ‘to’ for ‘on’] Circumstance-location:place / Adjunct / Rheme) (deviant complete down-ranked clause) ]] (DOWN-RANKED-CLAUSE-RELATED LPP) 66 || and then... (textual Theme) (IC-Identified / Subject / topical Theme, Process: R / Finite & Predicator / part of Rheme, Identifier / Complement / part of Rheme lacking) (LPP) 67 || << uh... uh... (DM) >> tomorrow (Identified / Subject / Theme) was... (Process: R / Finite & Predicator / Rheme) (IC-Identifier / Complement / part of Rheme lacking) (AEC) (LPP) 68 || tomorrow... (Identified / Subject / Theme) (IC-Process: R / Finite & Predicator / part of Rheme, Identifier / Complement / part of Rheme lacking) (AEC) (LPP) 69 || << uh... (DM) >> the the the following day was (R) the last day at the hotel (CC) 70 || and we decided to... to... to talk to... (V) << uh... (DM) >> to our aunt [[ that was (R) there with us at the hotel (complete down-ranked clause) ]] (CC) 71 || and she decided to talk to (V) the... the manager in the morning (CC) 72 || and the manager in the morning decided to dismiss (M) the manager at night... (CC) 73 || the manager [[ that (Actor / Subject / Theme) assumed (Process: M / deviant [‘past’ for ‘had’] temporal Finite & deviant [present for past secondary tense] Predicator / Rheme) the post (Goal / Complement / Rheme) at night (Circumstance-location:time / Adjunct / Rheme) (simplified deviant complete down-ranked clause) ]] (Goal / Complement / Rheme) (AEC) (DOWN-RANKED-CLAUSE-RELATED SDCC) 74 || and when we were leaving (M) the the hotel in the morning... the next morning... (CC) 75 || we... (Senser / Subject / Theme) (IC-Process: ML / Finite & Predicator / part of Rheme,

Phenomenon / Complement / part of Rheme lacking) (LPP) 76 || we saw (ML) the... the... the people [[ that had done (M) bad to us... (complete down-ranked clause) ]] (CC) 77 || « eh... (DM) » waiting for (M) the bus at the post... (DCC) 78 || « eh... (DM) » at the bus stop (Circumstance-location:place / Adjunct / Rheme) (AEC) (CC) 79 || and we just waved at (M) him... at them (CC) 80 || and (textual Theme) they (Carrier / Subject / topical Theme) looked (Process: R / Finite & Predicator / Rheme) really (deviant [it should be pre-posed in relation to Predicator] modal Adjunct / Rheme) clowns (part of Attribute / Complement / Rheme) (IC-minor clause – ‘like’ – in Attribute / Complement / part of Rheme prepositional phrase lacking) (LDP) 81 || when we did (M) that to them (CC) 82 || and just left (M) the hotel (AEC) (CC) 83 || and got back (M) home (AEC) (CC) ||

**DASPE02 has 83 ranking clauses, out of which 33 are incomplete (6 LDP, 1 DOWN-RANKED-CLAUSE-RELATED LDP, 20 LPP, 2 DOWN-RANKED-CLAUSE-RELATED LPP, 3 SDCC, and 1 DOWN-RANKED-CLAUSE-RELATED SDCC). There are 3 clause complexes (1, 3, 79 ranking clauses respectively) and 17 down-ranked clauses. (582 words)**

WRITTEN:

1/1 || When I was (R) away in Natal, RN, (CC) 2 || it (inappropriate Actor / Subject / Theme) happened (Process: M / Finite & deviant [it should be post-posed in relation to actual Actor / Subject / Theme – L1 acceptable word order + overgeneralization of all-clauses-must-have-a-subject] Predicator / Rheme) something really amazing. (Actor / deviant [it should be pre-posed in relation to Predicator] Actor / Subject / Theme) (SDCC) ||

2/3 || My cousin, brother and I had just arrived (M) at the hotel (CC) 4 || after touring (M) of the city. (NFC) (DCC) 3/5 || It was (R) about 11, (CC) 6 || but we decided to go (M) to the beach, [[ which lied (R) right in front of the hotel. (complete down-ranked clause) ]] (CC) 4/7 || There we spent (R) about 20 minutes (CC) 8 || and came back (M) to the hotel. (AEC) (CC) 5/9 || It occurred (R) [[ that the gate [[ that separated (M) the hotel from the beach (complete down-ranked clause) ]] was (R) closed (complete down-ranked clause) ]] (CC) 10 || and so we had to jump (M) over it (CC) 11 || to go (Process: M / Predicator / Rheme) (IC-minor Process – ‘to’ – in Circumstance-location:place / Adjunct / part of Rheme lacking) (NFC) (LDP) 12 || and come back (M) from the beach. (NFC) (CC) 6/13 || Suddenly, when we were jumping (M) over it back to the hotel, (CC) 14 || there was (E) a security guard right in front of us (CC) 15 || and he said (V) (CC) 16 || “I know (ML) (CC) 17 || that you are (R) guests, (CC) 18 || but I have to inform (V) the manager (CC) 19 || that you did (M) something wrong.” (CC) 7/20 || When he used (R) his walkie-talkie (CC) 21 || to inform (V) the manager, (NFC) (CC) 22 || we heard (ML) [[ the second say (V) (complete down-ranked clause) || “treat (M) them (complete down-ranked clause) || as (part of textual Theme) they (Carrier / Subject / topical Theme) were (Process: R / Finite & Predicator / Rheme) thieves, (Attribute / Complement / Rheme) (incomplete [conjunction ‘if’ in textual Theme conjunction complex lacking] down-ranked clause) || because if someone is (R) on the beach after 11, (complete down-ranked clause) || he is (R) a thief?”. (complete down-ranked clause) || (DOWN-RANKED-CLAUSE-RELATED LDP) 8/23 || After that we decided to go and talk (V) to the manager, (CC) 24 || with whom we had (R) quite a quarrel. (CC) ||

9/25 || The following day, the manager was dismissed, (M) (CC) 26 || and as that day was (R) our last one at the hotel, (CC) 27 || as we left (M) the hotel, (CC) 28 || we saw (ML) him at the bus stop (CC) 29 || and we waved (M) at him for fun. (CC) ||

**DAWPE02 has 29 ranking clauses, out of which 3 are incomplete (1 LDP, 1 DOWN-RANKED-CLAUSE-RELATED LDP, and 1 SDCC). There are 9 clause complexes (2, 2, 2, 2, 4, 7, 3, 2, 5 ranking clauses respectively) and 8 down-ranked clauses. (220 words)**

PICTURE NARRATIVE:

SPOKEN:

1/1 || ten o'clock at night (EEC) (VLC) (CC) 2 || and maurie was... (R) « uh... uh... (DM) » asleep (CC) 3 || after reading (M) a book (CC) 4 || and being (R) tired of [[ reading (M) it... (complete non-finite down-ranked clause) ]] (NFC) (CC) 5 || and (textual Theme) her cat (Carrier / Subject / topical Theme) (IC-Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme, Circumstance-location:place / Adjunct / part of Rheme lacking) (LPP) 6 || « oh... (DM) » doris was (R) right beside her on the... the bed on the bed (CC) 7 || sleeping (M) as well... (NFC) (CC) 8 || and... (textual Theme) she... (Actor / Subject / topical Theme) (IC-modal Adjunct / part of Rheme, Process: M /

Finite & Predicator / part of Rheme, Circumstance-manner:means / Adjunct / part of Rheme lacking) (LPP) 9 || she just woke up (M) with... with a noise (CC) 10 || and decided to prepare (M) herself (AEC) (CC) 11 || for sleeping... (M) << uh... uh... (DM) >> to the following day (NFC) (CC) 12 || and so she decided to... << uh... (DM) >> to... to put (M) the the cat out of her room (CC) 13 || and... closed (M) the door of her room (AEC) (CC) 14 || and went (M) to bed (AEC) (CC) 15 || and (textual Theme) the cat... (Carrier / Subject / topical Theme) (IC-Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LPP) 16 || << uh... (DM) >> as (textual Theme) tire... (part of Attribute / Complement / Rheme) (IC-Carrier / Subject / topical Theme, Process: R / Finite & Predicator / part of Rheme, rest of Attribute / Complement / part of Rheme lacking) (LPP) 17 || as (textual Theme) he (Carrier / Subject / topical Theme) was... (Process: R / Finite & Predicator / Rheme) (IC-Attribute / Complement / part of Rheme lacking) (LPP) 18 || as it was (R) tired... << uh... (DM) >> of the long day (CC) 19 || he decided to sleep (M) as well (CC) 20 || but (M) out of the room... (AEC) (CC) 21 || << uh... (DM) >> (M) in the living room right under a table... (AEC) (CC) 2/22 || as he was... << uh... (DM) >> sleeping... (M) (CC) 23 || he (Carrier / Subject / Theme) felt... (Process: R / Finite & Predicator / Rheme) (IC-Attribute / Complement / part of Rheme lacking) (LPP) 24 || he felt... (R) << uh... (DM) >> hungry (CC) 25 || and woke up... (M) (AEC) (CC) 26 || and he was thinking of (ML) something [[ to... to eat (M) (complete non-finite down-ranked clause) ]] (CC) 3/27 || he saw (ML) a... the bird... [[ named (M) hannis... (complete non-finite down-ranked clause) ]] << eh... (DM) >> in the... the cage... << uh... (DM) >> [[ that belonged (R) on the... the table right beside the... the the armchair (complete down-ranked clause) ]] (CC) 28 || and (textual Theme) he (Senser / Subject / topical Theme) looked... to... (Process: ML / Finite & Predicator / Rheme) (IC-Phenomenon / Complement / part of Rheme, Circumstance-location:place / Adjunct / part of Rheme lacking) (LPP) 29 || he saw (ML) the bird in the cage (CC) 30 || and thought (ML) (projecting clause) (CC) 31 || of... eating (M) it... (projected clause) (NFC) (CC) 4/32 || he approached (M) to the... to the cage (DCC) 33 || and (textual Theme) opened (Process: M / Finite & Predicator / Rheme) the... (part of Goal / Complement / Rheme) (IC-Classifier and Thing constituents in Goal / Complement / part of Rheme nominal group lacking) (AEC) (LPP) 34 || opened (M) the... the cage door (AEC) (CC) 35 || and started to... to enter (M) the cage (AEC) (CC) 36 || and he was (R) very big for the cage... (CC) 5/37 || he (Initiator / Subject / Theme) just (modal Adjunct / Rheme) let (Process: Causative / Finite & Predicator / Rheme) the... (part of Actor / Subject / Rheme) (IC-Thing constituent in Actor / Subject / part of Rheme, Process: M / Predicator / part of Rheme, Goal / Complement / part of Rheme lacking) (LDP) 38 || just (modal Adjunct / Rheme) didn't (temporal Finite + negative polarity / Rheme) (IC-Process: ML / Predicator / part of Rheme, Phenomenon / Complement / part of Rheme lacking) (AEC) (LPP) 39 || didn't... (temporal Finite + negative polarity / Rheme) (IC-Process: ML / Predicator / part of Rheme, Phenomenon / Complement / part of Rheme lacking) (AEC) (LPP) 40 || << ah... (DM) >> didn't pay attention to (ML) the bird (AEC) (CC) 41 || and the bird managed to... to get out... (M) (CC) 42 || to... to break loose (M) (AEC) (CC) 43 || and (textual Theme) he... (Identified / Subject / topical Theme) at that time (Circumstance-location:time / Adjunct / Rheme) (IC-Process: R / Finite & Predicator / part of Rheme, Identifier / Complement / part of Rheme lacking) (LPP) 44 || he was (R) the... the.. the... the one [[ imprisoned (verb-less complete down-ranked clause) ]] (AEC) (CC) 45 || and the bird was (R) free out of the cage... (CC) 6/46 || right at that time (Circumstance-location:time / Adjunct / Theme) the... the girl maurie... (Actor / Subject / Rheme) (IC-Process: M / Finite & Predicator / part of Rheme lacking) (LPP) 47 || << uh... uh... (DM) >> as the noise was (R) so... so huge (CC) 48 || as the noise was (R) huge (CC) 49 || she woke up (M) (CC) 50 || and got out of (M) her room... (AEC) (CC) 51 || (M) her... her bedroom (AEC) (CC) 52 || and saw (ML) the cat... [[ << uh... (DM) >> imprisoned (M) in the... in the cage (complete non-finite down-ranked clause) ]] (AEC) (CC) 53 || and the bird was (R) on the table [[ that (Identified / Subject / Theme) used to... to... (modal Finite / Rheme) (LPP incomplete [Process: R / Predicator / part of Rheme, Identifier / Complement / part of Rheme lacking] down-ranked clause) || that (Identified / Subject / Theme) used to be (Process: R / modal Finite & Predicator / Rheme) (LPP incomplete [Identifier / Complement / part of Rheme lacking] down-ranked clause) || used... (Process: M / Predicator / Rheme) (anaphorically elliptical incomplete [primary past tense temporal Finite / part of Rheme, Circumstance-role:guise / Adjunct / part of Rheme lacking] down-ranked clause) || used (Process: M / Predicator / Rheme) as... as the base for the the cage... (Circumstance-role:guise / Adjunct / Rheme) (anaphorically elliptical incomplete [primary past tense temporal Finite / part of Rheme lacking] down-ranked clause) ]] (DOWN-RANKED-CLAUSE-RELATED LDP) 7/54 || she just... << uh... (DM) >> was (R) really surprised at [[ what had happened (M) (complete down-ranked clause) ]] (CC) 55 || and the bird just... << uh... (DM) >> started to... to fly (M) (CC) 56 || and got out of (M) the house << uh... (DM) >> through the window (AEC) (CC) 57 || and managed to... to get (M) to a tree (AEC) (CC) 58 || and the... the girl was (R) really sad [[ to... to have lost (Process: M / Predicator / Rheme) the... (part of Goal / Complement / Rheme) (non-finite LPP incomplete [Thing and Qualifier constituents in Goal / Complement / part of Rheme nominal group

lacking] down-ranked clause) || her... (part of Goal / Complement / Rheme) (anaphorically elliptical LPP incomplete [Thing and Qualifier constituents in Goal / Complement / part of Rheme nominal group lacking] down-ranked clause) || the bird (part of Goal / Complement / Rheme) (anaphorically elliptical non-finite LPP incomplete [Qualifier constituent in Goal / Complement / part of Rheme nominal group lacking] down-ranked clause) || the bird [[ that (Attribute / Complement / Theme) she (Carrier / Subject / Rheme) had... (Process: R / Finite & Predicator / Rheme) (LPP incomplete [Circumstance-extent:duration / Adjunct / part of Rheme lacking] down-ranked clause) || she (Carrier / Subject / Rheme) had... (Process: R / Finite & Predicator / Rheme) (anaphorically elliptical LPP incomplete [Circumstance-extent:duration / Adjunct / part of Rheme lacking] down-ranked clause) || << uh (DM) >> had (Process: R / Finite & Predicator / Rheme) for such a long... for such a long time. (Circumstance-extent:duration / Adjunct / Rheme) (anaphorically elliptical complete down-ranked clause) ] ] (Goal / Complement / Rheme) (anaphorically elliptical non-finite complete down-ranked clause) (CC) ||

**D**ASPN02 has 58 ranking clauses, out of which 14 are incomplete (1 LDP, 1 DOWN-RANKED-CLAUSE-RELATED LDP, and 12 LPP). There are 7 clause complexes (21, 5, 5, 5, 9, 8, 5 ranking clauses respectively) and 18 down-ranked clauses. (409 words)

WRITTEN:

1/1|| Mary and her cat, dorris, were (R) both in her bedroom (CC) 2|| sleeping. (M) (NFC) (CC) 2/3|| As she had fallen asleep (M) (CC) 4|| after reading (M) a book (NFC) (CC) 5|| and her clothes were (R) not appropriate [[ for sleeping, (M) (complete non-finite down-ranked clause) ] ] (CC) 6|| she decided to put (M) the cat out in the living room (CC) 7|| and go (M) to bed. (AEC) (CC) ||

3/8|| The cat, << 9|| which was sleeping (M) in the living room, (CC) || >> woke up (M) very hungry (CC) 10|| and decided to eat (M) Harris, the bird. (AEC) (CC) ||

4/11|| At the end the cat was (R) encaged (DCC) 12|| and the bird managed to break loose (M) (CC) 13|| and go out (M) of the house (AEC) (CC) 14|| and be (R) free. (CC) ||

**D**ASPN02 has 14 ranking clauses, out of which NONE is incomplete. There are 4 clause complexes ( ranking clauses respectively) and 1 down-ranked clause. (86 words)

DIALOG:

CSD6 - 1/1|| I'm (R) upset [[ that all my friends are (R) on vacation (complete down-ranked clause) ] ] and I'm not (R) (anaphorically elliptical complete down-ranked clause) ] ] (CC) ||

CSD5 - Yes, (MC) 2/2|| me too (VLC) (CC) 3|| that... (Identified / Subject / Theme) the... the better... (part of Identifier / Complement / Rheme) (IC-Process: R / Finite & Predicator / part of Rheme, Thing and Qualifier constituents in Identifier / Complement / part of Rheme lacking) (LDP) 4|| the bad... (part of Identifier / Complement / Rheme) (IC-Process: R / Finite & Predicator / part of Rheme, Thing and Qualifier constituents in Identifier / Complement / part of Rheme lacking) (AEC) (LDP) 5|| the bad part [[ to study (M) in a... in a free university in a federal university (deviant complete down-ranked clause) ] ] (part of Identifier / Complement / Rheme) (IC-Process: R / Finite & Predicator / part of Rheme, minor Process - 'of/about' - of Qualifier constituent prepositional phrase in Identifier / Complement / part of Rheme lacking) (AEC) (LDP) ||

CSD6 - 3/6|| particular (EEC) (DCC)

CSD5 - yes (MC)

CSD6 - 7|| not paid... (EEC) (CC) 8|| paid... (EEC) (AEC) (CC) 9|| not paid (EEC) (CC) ||

CSD5 - yes (MC) 4/10|| not paid... (EEC) (CC) 11|| it's (R) a... good thing (CC) 12|| but... (textual Theme) the problem (Existent / Complement / Rheme) with teachers (part of Circumstance / Adjunct / Rheme) (IC-dummy Subject / topical Theme, Process: E / Finite & Predicator / part of Rheme, definite article Deictic constituent of Range in Circumstance / Adjunct / part of Rheme prepositional phrase lacking) (LDP) ||

CSD6 - 5/13|| (E) ...bad things... (EEC) (CC) 14|| (E) the long bad things... (EEC) (CC) ||

CSD5 - yes (MC)

CSD6 - 6/15|| for we... [[ that... (Actor / Subject / Theme) (incomplete [Process: M / Finite & Predicator / part of Rheme, Circumstance-location:place / Adjunct / part of Rheme lacking] down-ranked clause) ] ] (deviant [nominative for oblique case pronoun as Range of minor Process 'for'] Circumstance / Adjunct / Theme) (IC-Actor / Subject / part of Rheme, Process: M / Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme lacking) (SDCC) 16|| we [[ that (Actor / Subject / Theme) study (Process: M / Finite & Predicator / Rheme) << you know (DM) >> public work (part of Circumstance-location:place /



Adjunct / Rheme) (incomplete [minor Process – ‘at’ – and Thing constituent – ‘universities’ – of Range in Circumstance-location:place / Adjunct / part of Rheme prepositional phrase lacking] down-ranked clause) ]] (deviant [nominative for oblique case pronoun as Range of minor Process ‘for’] Circumstance / Adjunct / Theme) we (Actor / Subject / Rheme) have to deal with (Process: M / Finite & Predicator / Rheme) it (deviant [singular for plural number] Goal / Complement / Rheme) (AEC) (SDCC)

CSD5 - yes (MC)

CSD6 - 17 || we have to cope with (M) everything [[ that (Attribute / Complement / Theme) they... (Carrier / Subject / Rheme) (LPP incomplete [modal Adjunct / part of Rheme, Process: R / Finite & Predicator / part of Rheme lacking] down-ranked clause) || they just have... (anaphorically elliptical complete down-ranked clause) ]] (DOWN-RANKED-CLAUSE-RELATED LPP) 18 || all my friends are... all all the time asking (V) me (projecting clause) (CC) 19 || to... to... (IC-naturally unfinished clause due to turn invasion by interlocutor) (projected clause) (LPP)

CSD5 - 7/28 || to get out (M) (NFC) (projected clause) (DCC) ||

CSD6 - 20 || to get out (M) at night (NFC) (projected clause) (DCC) 21 || and I just can't... (M) (AEC) (CC) 22 || I have to study... (M) (CC) 23 || and (textual Theme) I (Carrier / Subject / topical Theme) 'm... (Process: R / Finite & Predicator / Rheme) (IC-Attribute / Complement / part of Rheme lacking) (LDP) 24 || I (Carrier / Subject / Theme) 'm... (Process: R / Finite & Predicator / Rheme) (IC-Attribute / Complement / part of Rheme lacking) (LDP) 25 || I (Carrier / Subject / Theme) 'm... (Process: R / Finite & Predicator / Rheme) « uh... (DM) » exams time (part of Attribute / Complement / Rheme) (IC-minor Process – ‘at’ – in Attribute / Complement / part of Rheme prepositional phrase lacking) (LDP) 26 || and I have to study (M) alone (CC) 27 || and you? (EEC) (CC) ||

CSD5 - 8/29 || me too... (EEC) (CC) 30 || I have (R) friends [[ that study (M) at unifor and uece (complete down-ranked clause) ]] (CC) 31 || and they can go out (M) every... every day... (CC) 32 || and call (M) me (AEC) (CC) 33 || to ask (V) (projecting clause) (NFC) (CC) 34 || to travel... (projected clause) (NFC) (CC) ||

CSD6 - 9/35 || let's go (M) to the beach (CC)

CSD5 - yes (MC)

CSD6 - 36 || let's do (M) this... (CC) 37 || that's (R) so nice (CC) ||

CSD5 - 10/38 || yesterday was (R) an... example... (CC) 39 || that... (Participant / Subject / Theme) (IC-Process: ? / Finite & Predicator / part of Rheme, Participant / Complement / part of Rheme lacking) (LDP) 40 || a friend of me (deviant [oblique case pronoun for possessive case pronoun as Range of Qualifier constituent in nominal group] Actor / Subject / Theme) called... (Process: M / Finite & Predicator / Rheme) (SDCC) 41 || call (Process: M / part of Finite & Predicator / Rheme) me (Goal / Complement / Rheme) (IC-bound morpheme indicative of regular primary past tense on temporal Finite / part of Rheme lacking) (AEC) (LDP) 42 || to... get out (M) (NFC) (DCC) 43 || and I couldn't... (AEC) (CC) 44 || and... (textual Theme) this weekend (Circumstance-location:time / Adjunct / topical Theme) I... (Senser / Subject / Rheme) (IC-Process: ML / Finite & Predicator / part of Rheme lacking) (LPP) 45 || I... (Senser / Subject / Theme) (IC-Process: ML / Finite & Predicator / Rheme lacking) (LPP) 46 || I think (ML) (projecting clause) (CC) 47 || it's gonna be (R) hard [[ to say... (V) (complete projecting down-ranked clause) || that I can't go... (M) (complete projected down-ranked clause) ]] (projected clause) (CC) 48 || because I really want to... to go out... (M) (CC) 49 || and I have (M) three examinations next week... (CC) 50 || go... (Process: M / Predicator / Rheme) (IC-textual Theme, Actor / Subject / topical Theme, modal Finite / part of Rheme lacking) (LDP) 51 || I (Senser / subject / Theme) have to think (Process: ML / Finite & part of Predicator / Rheme) (IC-Phenomenon / Complement / part of Rheme, particle ‘over’ as part of two-word verb that is second element in Predicator / part of Rheme verbal group complex lacking) (LDP) ||

CSD6 - 11/52 || I've got to... work... (M) (CC) 53 || (R) lots of work... work (EEC) (CC) 12/54 || on... the following days... « uh... (DM) » if I were (R) on vacation [[ as (textual Theme) my friends (Carrier / Subject / topical Theme) (anaphorically elliptical incomplete [Process: R / Finite & Predicator / Rheme] down-ranked clause) ]] (DOWN-RANKED-CLAUSE-RELATED LDP) 55 || I (Actor / Subject / Theme) would... (modal Finite / Rheme) (IC-Process: M / Predicator / part of Rheme lacking) (LPP) 56 || I would travel... (M) (CC) 57 || I would spend (R) all my vacation away (CC)

CSD5 - yes (MC)

CSD6 - 58 || maybe if I had (R) money (CC) 59 || to afford to... (M?) (NFC) (IC-naturally unfinished clause due to turn invasion by interlocutor) (LPP)

CSD5 - yes (MC) 13/62 || me too... (EEC) (CC) 63 || that (Carrier / Subject / Theme) 's (Process: R / Finite & Predicator / Rheme) other problem... (part of Attribute / Complement / Rheme) (IC-bound morpheme – ‘an’ – on Deictic constituent in Attribute / Complement / part of Rheme nominal group lacking) (LDP) 64 || (R) the money (VLC) (DCC)

CSD6 - 60 || the money... (R) (EEC) (DCC) 61 || I... (Participant / Subject / Theme) (IC-naturally unfinished clause due to turn invasion by interlocutor) (LPP) |||

CSD5 - 65 || but (textual Theme) I (Actor / Subject / topical Theme) would... (modal Finite / Rheme) (IC-Process: M / Predicator / part of Rheme, Circumstance:cause:purpose / Adjunct / part of Rheme lacking) (LPP) 66 || I would have traveled (M) to... Camocim in a music festival... (DCC) 67 || and this weekend I would be (R) in... Crato to the expo... exposition (DCC) |||

CSD6 - 14/68 || (R) exposition (EEC) (CC) |||

CSD5 - 15/69 || (R) exposition... (EEC) (CC) 70 || and (textual Theme) besides (textual Theme) there (Subject / Rheme) 's (Process: E / Finite & Predicator / Rheme) the... the party here (Circumstance-location:place / Adjunct / Rheme) [[ that (Carrier / Subject / Theme) 's... (Process: R / Finite & Predicator / Rheme) (incomplete [Attribute / Complement / part of Rheme lacking] down-ranked clause) ] ] (Existent / Complement / Rheme) (DOWN-RANKED-CLAUSE-RELATED LDP) 71 || I love (ML) parties (CC) |||

CSD6 - 16/72 || it's (R) funny... [[ that... all of the... all of the events came out (M)

CSD5 - yes (MC)

CSD6 - at the vacation time every day... (complete down-ranked clause) ] ] (CC) 73 || when (Circumstance-location:time / Adjunct / Theme) we (Actor / Subject / Rheme) are... (temporal Finite / Rheme) (IC-Process: M / Predicator / part of Rheme, Circumstance-location:place / Adjunct / part of Rheme lacking) (LPP) 74 || we (Actor / Subject / Rheme) are... (temporal Finite / Rheme) (IC-Process: M / Predicator / part of Rheme, Circumstance-location:place / Adjunct / part of Rheme lacking) (AEC) (LPP) 75 || when all people are studying (M) at the university... (CC) 76 || so (textual Theme) they... (Carrier / Subject / topical Theme) (IC-Process: R / temporal Finite + negative polarity & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LPP) 77 || so (textual Theme) they... (Carrier / Subject / topical Theme) (IC-Process: R / temporal Finite + negative polarity & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LPP) 78 || they... (Carrier / Subject / topical Theme) (IC-Process: R / temporal Finite + negative polarity & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (AEC) (LPP) 79 || we don't have (R) things [[ to do (M) a lot... (complete non-finite clause) ] ] (AEC) (CC) 80 || we are (R) just so scared... (CC) << you know... (DM) >> 81 || (R) just so limited... (AEC) (CC) 82 || (E) so few things [[ to do... (M) (complete non-finite down-ranked clause) ] ] [[ that (Carrier / Subject / Theme) is... (Process: R / deviant [singular for plural Subject-Finite concord] temporal Finite & Predicator / Rheme) (incomplete [Attribute / Complement / part of Rheme lacking] down-ranked clause) ] ] (Existent / Complement / Rheme) (EEC) (DOWN-RANKED-CLAUSE-RELATED LDP) 83 || if (textual Theme) I... (Participant / Subject / topical Theme) (IC-Process: ? / Finite & Predicator / part of Rheme, Participant / Complement / part of Rheme lacking) (LDP) 84 || but I believe (ML) (projecting clause) (CC) 85 || that... we have (R) the... the weekends (projected clause) (CC) 86 || to enjoy... (ML) (projected clause) (NFC) (CC) 87 || we don't have (R) vacations (CC) 88 || but... (IC-naturally unfinished clause due to turn invasion by interlocutor) (LPP) |||

CSD5 - 17/89 || we would have (R) weekends (CC) 90 || if... (textual Theme) we... (Carrier / subject / topical Theme) (IC-Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (SDCC) 91 || we... (Carrier / Subject / topical Theme) doesn't have (Process: R / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) any... any examinations (Attribute / Complement / Rheme) (SDCC) |||

CSD6 - << eh... (DM) >> 18/92 || but... (textual Theme) we (Actor / Subject / topical Theme) can... take (Process: M / modal Finite & Predicator / Rheme) rest... (part of Goal / Complement / Rheme) (IC-indefinite article Deictic constituent in Goal / Complement / part of Rheme lacking) (LDP)

CSD5 - 19/94 || and I'm... taking (M) a course (CC)

CSD6 - 93 || while we are (R) at the weekend (CC) |||

CSD5 - 95 || besides the... the university (Circumstance / Adjunct / Theme) I (Participant / Subject / Rheme) still (modal Adjunct / Rheme) have... (Process / Finite & Predicator / Rheme) (IC-Participant / Complement / part of Rheme lacking) (LPP) 96 || I'm still doing (M) a course... (CC) 97 || a computation course... (Goal / Complement / Rheme) (AEC) (CC) 98 || so... (E) more things (EEC) (CC) 99 || to... (IC-naturally unfinished clause due to turn invasion by interlocutor) (LPP)

CSD6 - 20/103 || to study (M) (NFC) (CC) |||

CSD5 - yes (MC) 100 || (E) more things (EEC) (CC) 101 || to study (M) (NFC) (CC) 102 || and (R) more time [[ that I lose (M) (complete down-ranked clause) ] ] to... (LPP incomplete [naturally unfinished clause due to turn invasion by interlocutor] down-ranked clause) ] ] (EEC) (DOWN-RANKED-CLAUSE-RELATED LPP) |||

CSD6 - 21/104 || you gain... (M) (AEC) (CC) |||

CSD5 - 22/105 || for my studies (EEC) (CC) |||

CSD6 - 23/106|| ...in one ways... in one ways... (deviant [singular for plural Numerative constituent in Range nominal group] Circumstance / Adjunct / Theme) you (Actor / Subject / Rheme) gain... (Process: M / Finite & Predicator / Rheme) (SDCC) 107|| the other ways (part of deviant [inappropriate definite article Deictic] Circumstance / Adjunct / Theme) you (Actor / Subject / Rheme) lose (Process: M / Finite & Predicator / Rheme) (IC-minor Process – ‘in’ – in circumstance / Adjunct / Theme prepositional phrase lacking) (LDP)

CSD5 - yes (MC)

CSD6 - 108|| because you don't have (R) time... (CC) 109|| « oh yes... (DM) » good time (Attribute / Complement / Rheme) (AEC) (CC) |||

CSD5 - yes (MC) 24/110|| everything is (R) like this (CC) |||

**DAD has 110 ranking clauses, out of which 41 are incomplete (15 LDP, 3 DOWN-RANKED-CLAUSE-RELATED LDP, 15 LPP, 2 DOWN-RANKED-CLAUSE-RELATED LPP, and 6 SDCC). There are 24 clause complexes (1, 4, 4, 3, 2, 13, 1, 6, 3, 14, 2, 8, 6, 1, 3, 17, 3, 2, 9, 1, 1, 1, 4, 1 ranking clauses respectively) and 18 down-ranked clauses. (492 words)**

DIALOG REPORT:

1/1|| While we were talking to (V) each other, (CC) 2|| I told (V) her (projecting clause) (CC) 3|| that I was (R) really upset [[ that all my friends were (R) on vacation (complete down-ranked clause) || and I was (R) not. (anaphorically elliptical complete down-ranked clause) ]] (projected clause) (CC) 2/4|| I also told (V) her (projecting clause) (CC) 5|| that if I were (R) on vacation, (projected clause) (CC) 6|| I would spend (R) all the time away from here. (projected clause) (CC) 3/7|| I asked (V) her (projecting clause) (CC) 8|| what she would do (M) (projected clause) (CC) 9|| if (textual Theme) she (Carrier / Subject / topical Theme) was (Process: R / deviant [indicative for subjunctive form] temporal Finite & Predicator / Rheme) on holidays, (Attribute / Complement / Rheme) (projected clause) (SDCC) 10|| and she said (V) (projecting clause) (CC) 11|| that she would probably get away (M) as well. (projected clause) (CC) 4/12|| She also told (V) me (projecting clause) (CC) 13|| that she had (R) lots of things [[ to do (complete non-finite down-ranked clause) ]] (projected clause) (CC) 14|| and (textual Theme) free time (Carrier / Subject / topical Theme) is neither (Process: R / Finite + deviant [‘neither’ for ‘not’ – L1 transfer?]) negative polarity) available (Attribute / Complement / Rheme) even (modal Adjunct / Rheme) at the weekends. (Circumstance-location:time / Adjunct / Rheme) (projected clause) (SDCC) |||

**DADR02 has 14 ranking clauses, out of which 2 are incomplete (2 SDCC). There are 4 clause complexes (3, 3, 5, 3 ranking clauses respectively) and 3 down-ranked clauses. (90 words)**

ORAL TEST:

T: you're a student yes?

CSD6 - 1/1|| of course (AEC) (CC) |||

T: why did you choose your economics course?

CSD6 - well... (DM) ah ah... (DM) 2/2|| I (Carrier / Subject / Theme) (IC-Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme, Circumstance:matter / Adjunct / part of Rheme lacking) (LPP) 3|| I'm (R) very kin on math... (CC) 4|| and (textual Theme) I... (Senser / Subject / topical Theme) (IC-Process: ML / Finite & Predicator / part of Rheme, Phenomenon / Complement / part of Rheme lacking) (LPP) 5|| I like (ML) this... this... the... this kind of profession... (CC) 6|| it (Carrier / Subject / Theme) 's (Process: R / Finite & Predicator / Rheme) so... (part of Attribute / Complement / Rheme) (IC-Thing constituent in Attribute / Complement / part of Rheme lacking) (LPP) 7|| it's (R) so... splendid... (CC) 8|| it... gets (M) everything from the other professions (CC) 9|| and... I'm (R) just at the beginning of the course (CC) 10|| but I believe (ML) (projecting clause) (CC) 11|| that (Identifier / Subject / Theme) 's (Process: R / Finite & Predicator / Rheme) the the cause [[ I (Actor / Subject / Theme) chose (Process: M / Finite & Predicator / Rheme) (incomplete [Goal / Complement / part of Rheme lacking] down-ranked clause) ]] (Identified / Complement / Rheme) (projected clause) (DOWN-RANKED-CLAUSE-RELATED LDP) |||

T: ok! all right! and if you could... ã... choose to... do any job or [unintelligible] what job would you like to... do?

CSD6 - 3/12|| I would choose « eh... (DM) » maybe to be (R) an economist as well (CC) |||

T: yes? you'd like to be an economist?

CSD6 - 4/13|| yes (CC) |||

T: what is most important for you in a job?... lots of money or...?

CSD6 - 5/14|| you have to... to feel (ML) comfortable (CC) 15 || firstly... it has to... to have (R) a good atmosphere [[ for you to work (M) in... (complete non-finite down-ranked clause) ]] (CC) 16 || and you need to like (ML) it... (CC) 17 || you (Actor / Subject / Theme) need (Finite / Rheme) (IC-Process: M / Predicator / part of Rheme, Goal / Complement / part of Rheme, Circumstance-cause:purpose / Adjunct / part of Rheme lacking) (LPP) 18 || and... of course you need to... to ... to make (M) money for your living (CC) |||

T: ok! thank you!

T: and what is your opinion?

CSD6 - 6/19|| as far as I'm (R) concerned (CC) 20 || I prefer (ML) the picture... << 21 || I (Senser / Subject / Theme) prefer... (Process: ML / Finite & Predicator / Rheme) (IC-Phenomenon / Complement / part of Rheme lacking) (LPP) || >> [[ with the group of people playing (M) cards... (complete non-finite clause) ]] (CC) 22 || this (Carrier / Subject / Theme) more interesting... (Attribute / Complement / Rheme) (IC-Process: R / Finite & Predicator / part of Rheme lacking) (LDP) 23 || because I like (ML) the england people (DCC) 24 || and... (textual Theme) (IC-Senser / Subject / topical Theme, Process: ML / Finite & Predicator / part of Rheme, Phenomenon / Complement / part of Rheme, Circumstance / Adjunct / part of Rheme lacking) (LPP) 25 || and I like (ML) cards as well (CC) |||

T: all right! ok! thank you!

T: ok I'd like you to look at these two pictures and compare and contrast them saying which kind of entertainment you would prefer to take part in...

CSD6 - 7/26|| those pictures are showing (M) people [[ having (M) fun... << eh... ah... (DM) >> with lots of people around (complete non-finite down-ranked clause) ]] and... people... (CC) 27 || and the the... the activity [[ that (Phenomenon / Complement / Theme) I... (Senser / Subject / Rheme) (LPP incomplete [Process: ML / Finite & Predicator / part of Rheme, Circumstance / Adjunct / part of Rheme lacking] down-ranked clause) || I ... (Senser / Subject / Rheme) (anaphorically elliptical LPP incomplete [Process: ML / Finite & Predicator / part of Rheme, Circumstance / Adjunct / part of Rheme lacking] down-ranked clause) || that I like (ML) most (complete down-ranked clause) ]] is... (R) the one on... on the right... (DOWN-RANKED-CLAUSE-RELATED LPP) 28 || as (textual Theme) I (Senser / Subject / topical Theme) like (Process: ML / Finite & Predicator / Rheme) so much (deviant ['Circumstance+Phenomenon' for 'Phenomenon+Circumstance': L1 acceptable word order] Circumstance-manner: quality / Adjunct / Rheme) music (Phenomenon / Complement / Rheme) (SDCC) 29 || and... (textual Theme) (IC-Subject / topical Theme, Process: Existential / Finite & Predicator / part of Rheme, Existent / Complement / part of Rheme, Circumstance-location:place / Adjunct / part of Rheme lacking) (LPP) 30 || and there are (E) lots... lots of people there... (CC) 31 || (E) lots more of people there... (DCC) 32 || and... I believe (ML) (projecting clause) (CC) 33 || that... (textual Theme) (IC-Identifier / Subject / topical Theme, Process: R / Finite & Predicator / part of Rheme, Identified / Complement / part of Rheme lacking) (LPP) 34 || that's (R) the... the most attractive activity [[ to take part (M) in (complete non-finite down-ranked clause) ]] (CC) |||

T: would you just describe the activities?

CSD6 - 8/35|| the... the one on the left (Actor / Subject / Theme) show... (Process: M / Predicator / Rheme) (IC-temporal Finite / part of Rheme, Goal / Complement / part of Rheme, Circumstance-location:place / Adjunct / part of Rheme lacking) (LPP) 36 || is showing (M) people at the cinema (AEC) (CC) 37 || and... they are (R) really having fun... (CC) 38 || and (textual Theme) the the other picture on the the right (Actor / Subject / topical Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme, Circumstance-location:place / Adjunct / part of Rheme lacking) (LPP) 39 || it's showing (M) people at a disco (CC) 40 || and (textual Theme) they... (Carrier / Subject / topical Theme) (IC-Process: R / Finite & Predicator / part of Rheme, Circumstance-manner:comparison / Adjunct / part of Rheme, Attribute / Complement / part of Rheme lacking) (LPP) 41 || they are... as well as the first picture having (R) much fun (CC) 42 || and (textual Theme) they... (Goal / Subject / topical Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Actor / Complement part of Rheme lacking) (LPP) 43 || they are accompanied (M) by lots of people (AEC) (CC) |||

T: ok! thank you

T: all right now the third part of the test students in your class have collected money to buy a present for a teacher who is leaving the school I'd like you to talk about these items below and decide which would be the most suitable gift... all cost about the same ok?

CSD6 - 9/44|| as far as I'm (R) concerned (CC) 45 || I prefer... << eh... (DM) >> to to give (M) a 'cd' to our teacher as the best << ah... (DM) >> choice (CC) 46 || what (Phenomenon / Complement / Theme) do (temporal Finite / Rheme) you (Senser / Subject / Rheme) think (Process: ML / Predicator / Rheme) about? (part of Circumstance-matter / Adjunct / Rheme) (IC-Thing constituent of Range in Circumstance-matter / Adjunct / part of Rheme prepositional phrase lacking) (LDP) |||

Other Student (OS) - as far as I'm concerned the pen is better because you don't... they need to write a lot... teachers need to write a lot... and... it's a classic present so it would be great

CSD6 - 10/47|| I should talk to (V) her before (CC) 48 || it (Carrier / Subject / Theme) 's... (Process: R / Finite & Predicator / Rheme) (IC-Attribute / Complement / part of Rheme lacking) (LPP) 49 || she... (Actor / Subject / Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Circumstance-manner:quality / Adjunct / part of Rheme, Goal / Complement / part of Rheme lacking) (LPP) 50 || it's (R) a nice choice [[ to give (M) a... a... a... a picture (complete non-finite down-ranked clause) ]] (CC) 51 || because she likes very much to to decorate (M) her house (CC) |||

OS - but we we don't know what kind of picture she likes or he likes... and... and I think these books are good too... because teachers need to read a lot so they can have fun with the books

CSD6 - 11/52|| as (textual Theme) she (Actor / Subject / topical Theme) is... (temporal Finite / Rheme) (IC-Process: M / Predicator / part of Rheme, Goal / Complement / part of Rheme lacking) (LPP) 53 || she's leaving (M) our class (CC) 54 || it would be (R) useful [[ to give (M) a... a suitcase... (complete non-finite down-ranked clause) ]] (CC) 55 || and as she told (V) me (CC) 56 || she has (R) none (CC) |||

OS - but we don't know what kinds of briefcase she likes so we have to give something more... easy that she like the most so the pen is better

CSD6 - 12/57|| it would be (R) a nice choice [[ to give (M) a... a clock as well (complete non-finite down-ranked clause) ]] (CC) |||

OS - yes she's always late!

CSD6 - 13/58|| she's (R) always late (CC) 59 || another... (Participant / Subject / Theme) (IC-Process: ? / Finite & Predicator / part of Rheme, Participant / Complement / part of Rheme lacking) (LDP) 60 || I fear (ML) [[ that (textual Theme) she (Actor / Subject / Rheme) may lose... (Process: M / modal Finite & deviant [lexical choice: 'lose' for 'miss'] Predicator / part of Rheme) (LPP incomplete [Goal / Complement / part of Rheme lacking] down-ranked clause) || she may miss (M) the flight (complete down-ranked clause) ]] (DOWN-RANKED-CLAUSE-RELATED LPP) 61 || because she's (R) always late to class (CC) 62 || and (textual Theme) maybe (modal Adjunct / interpersonal Theme) she... (Actor / Subject / topical Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme lacking) (LPP)

OS - yes the clock!

CSD6 - 63 || she needs (M) a clock (CC) |||

T: all right

T: all right e... I have a question for you what do you do if you receive a present which you don't like or is unsuitable in some way you can't wear it because it's too small too big or you don't like the brand... what what do you do? what would you do?

CSD6 - 14/64|| to to avoid (M) discussions (NFC) (CC) 65 || I would receive (M) it (CC) 66 || and keep (M) it maybe (AEC) (CC) 15/67|| at my birthday I did (M) something different... (DCC) 68 || I... (Actor / Subject / Theme) (IC-Process: M / Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme lacking) (LPP) 69 || I got (M) a... a t-shirt [[ that... (Carrier / Subject / Theme) (LPP incomplete [Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking] down-ranked clause) || that was... (R) ah very... ah very small to me (complete down-ranked clause) ]] (DOWN-RANKED-CLAUSE-RELATED LPP) 70 || and (textual Theme) I... (Actor / Subject / topical Theme) (IC-modal Adjunct / part of Rheme, Process: M / Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme lacking) (LPP) 71 || I just called (M) my... my... my uncle (CC) 72 || and said (V) (projecting clause) (AEC) (CC) 73 || that I would choose (M) to... to another t-shirt (projected clause) (DCC) 74 || but... (textual Theme) to tell (Process: V / Predicator / Rheme) (IC-Receiver / Complement / part of Rheme, Verbiage / Complement / part of Rheme lacking) (NFC) (LPP) 75 || to tell (V) you the truth (NFC) (AEC) (CC) 76 || I... (Senser / Subject / Theme) (IC-modal Adjunct / part of Rheme, Process: ML / Finite & Predicator / part of Rheme lacking) (LPP) 77 || I just thought (ML) (projecting clause) (CC) 78 || it wasn't (R) nice... (projected clause) (CC) 79 || the t-shirt... (Carrier / Subject / Theme) (AEC) (CC) 80 || I said (V) (projecting clause) (CC) 81 || it (Carrier / Subject / Theme) was... (Process: R / Finite & Predicator / Rheme) (IC-modal Adjunct / part of Rheme, Attribute / Complement / part of Rheme lacking) (projected clause) (LPP) 82 || it was (R) actually small (projected clause) (CC) 83 || but I didn't like (ML) the color the style as well (CC) 84 || I just asked (V) him (projecting clause) (CC) 85 || to to go (M) there (projected clause) (NFC) (CC) 86 || and (textual Theme) (IC-Sayer / Subject / topical Theme, Process: V / Finite & Predicator / Rheme lacking) (LPP) 87 || and I said (V) (projecting clause) (CC) 88 || "don't... (Finite / part of Theme) (IC-Process: M / Predicator / lexical part of Theme, Circumstance-location:place / Adjunct / Rheme lacking) (LPP) 89 || don't... (Finite / part of Theme) (IC-Process: M / Predicator / lexical part of Theme, Circumstance-location:place / Adjunct / Rheme lacking) (LPP) 90 || I (Actor / Subject / Theme) don't want to take (Process: M / Finite & Predicator / Rheme) your time (Goal / Complement / Rheme) (CC) 91 || to (part of Predicator / Rheme)

(IC-Process: M / lexical part of Predicator / part of Rheme, Circumstance-location:place / Adjunct / part of Rheme lacking) (NFC) (LPP) 92 || and (inappropriate textual Theme) go (Process: M / part of Predicator / Rheme) th... (Circumstance-location:place / Adjunct / Rheme) (IC-free morpheme indicative of perfective aspect of Predicator / part of Rheme lacking) (NFC) (LPP) 93 || to go (M) there (NFC) (CC) 94 || and... (textual Theme) (IC-Process: M / Predicator / part of Rheme, Goal / Complement / part of Rheme lacking) (AEC) (LPP) 95 || and... (textual Theme) (IC-Process: M / Predicator / part of Rheme, Goal / Complement / part of Rheme lacking) (AEC) (LPP) 96 || and change (M) the... the gift (AEC) (CC) 97 || I (Actor / Subject / Theme) (IC-Process: M / modal Finite & Predicator / part of Rheme, Circumstance-location:place / Adjunct / part of Rheme lacking) (LPP) 98 || I can go (M) there (CC) 99 || and change (M) it for you..." (AEC) (CC) |||

T: all right! ok!

**DAOT02 has 99 ranking clauses, out of which 37 are incomplete (3 LDP, 1 DOWN-RANKED-CLAUSE-RELATED LDP, 29 LPP, 3 DOWN-RANKED-CLAUSE-RELATED LPP, 1 SDCC). There are 15 clause complexes (1, 10, 1, 1, 5, 7, 9, 9, 3, 5, 5, 1, 6, 3, 33 ranking clauses respectively) and 13 down-ranked clauses. (520 words)**

WRITTEN TEST COMPOSITION:

Answer this question.

1 You are interested in staying with a family while studying at a college in England and you decide to reply to the advertisement shown below.

Carefully read the advertisement and the notes you have made. Then write your letter to the family, introducing yourself and covering the points in your notes. Add any other relevant points. Write a letter of between 120 and 180 words in an appropriate style. Do not include addresses.

WANTED

Young person to help with two children.

Help with languages very welcome.

Must have experience.

Accommodation

Available for foreign student.

Dear Sir/Madam (MC)

1/1|| I am (R) a 19-year-old Brazilian student (DCC) 2 || and am writing (M) with reference to the advertisement in the paper. (AEC) (CC) 2/3|| I (Sayer / Subject / Theme) would like to make (Process: V / modal Finite & deviant [lexical choice: 'make' for 'ask' – L1 transfer] Predicator / Rheme) some questions (Verbiage / Complement / Rheme) (SDCC) 4 || in order to know (ML) (projecting clause) (CC) 5 || if everything is (R) suitable for me. (projected clause) (CC) |||

3/6|| As for the help with your two children, how many hours would I have to stay (R) with them? (CC) 4/7|| I (Sayer / Subject / Theme) just (modal Adjunct / Rheme) speak (Process: V / Finite & Predicator / Rheme) fluently (deviant [it should be pos-posed in relation to Complement – L1 acceptable word order] Circumstance-manner:quality / Adjunct / Rheme) English, (Verbiage / Complement / Rheme) (SDCC) 8 || but which are (R) exactly the languages [[ you refer (V) to? (complete down-ranked clause) ]] (CC) 5/9|| And how many? (R) (AEC) (CC) 6/10|| With concerns to experience, I have been working (M) (CC) 11 || teaching (M) English for about a year, (CC) 12 || but (textual Theme) what kind of experience (part of Verbiage / Complement / topical Theme) you (Sayer / deviant [declarative for interrogative Mood word order] Subject / Rheme) are (deviant [declarative for interrogative Mood word order] temporal Finite / Rheme) referring (Process: V / Predicator / Rheme) to? (rest of Verbiage / Complement / Rheme) (SDCC) 7/13|| Is (R) it [[ of teaching (M) (complete non-finite down-ranked clause) || or of caring (M) for children? (complete non-finite down-ranked clause) ]] (CC) 8/14|| And when would I start? (M) (CC) |||

9/15|| I would appreciate (ML) it (CC) 16 || if you could send (M) your reply as soon as possible, (CC) 17 || as my classes at college are beginning (M) at the end of this month. (CC) |||

10/18|| I really look forward to hearing (ML) from you soon. (CC) |||

Yours faithfully (MC)

E... E...

**DAWTC02 has 18 ranking clauses, out of which 3 are incomplete (3 SDCC). There are 10 clause complexes (2, 3, 1, 2, 1, 3, 1, 1, 3, 1 ranking clauses respectively) and 3 down-ranked clauses. (148 words)**

### E.5.3.2 Group data (Class 4)

SPOKEN (CLASS RECORDING):

Recording started some minutes after class had started. Teacher and students are going through the lesson.

T: research?... yes it is this is [ part of ] the research

S: 1/1||| are you gonna use (M) this in your judgment? (CC) |||

SS: [unintelligible chat in English among themselves]

T: not really... this is for... for the... the other teacher...

SS: [unintelligible chat in English among themselves]

T: hello sir how are you?

SS: unintelligible chat in English among themselves, yelling]

S: 2/2||| are (R) you better? (CC) |||

SS: keep chatting unintelligibly in English among themselves.

S: 3/3||| I'm (R) sorry, « teacher, (MC) » (CC) 4||| but (textual Theme) I (Carrier / Subject / topical Theme) don't have (Process: R / Finite & Predicator / Rheme) today, (Circumstance-location:time / Adjunct / Rheme) (IC-Attribute / Complement / part of Rheme lacking) (LDP) 5||| because I came (M) just from the... the university (CC) |||

S: yeah (MC) 4/6||| me too! (AEC) (CC) |||

SS: [ss keep chatting in English among themselves, laughing]

T: well... well good luck anyway

S: 5/7||| thank you (EEC) (CC) |||

T: that's fine

SS: [ss keep chatting in English among themselves]

T: after [unintelligible] don't worry about anything after [unintelligible]...

SS: [ss start making fun of the teacher – they have noticed the teacher recording the class]

S: ok (MC)

S: oh (DM) hi (MC) teacher! (MC)

S: ok (MC)

S: hi (MC) teacher (MC) 6/8||| are (temporal Finite / interpersonal Theme) you (Senser / Subject / topical Theme) listening (Process: ML / part of Predicator / Rheme) me? (Phenomenon / Complement / Rheme) (IC-particle 'to' as part of Predicator / part of Rheme lacking) (LDP) |||

S: 7/9||| or to me? (EEC) (CC) |||

S: 8/10||| or to me? (EEC) (CC) |||

S: 9/11||| sorry (EEC) (CC) 12||| are you listening (ML) to me? (CC) |||

SS: [ss keep making fun of the class recording]

T: ok I think we need to correct... we need to correct this...

S: [S yells something, unintelligible yelling language – English or Portuguese – cannot be recognized either ]

SS: [unintelligible chat in English]

T: yeah? do you have one?

S: [S tries to "show" – not say – that he hadn't done his homework. He starts babbling some words]

SS:[unintelligible remarks in English]

T: yeah? that's it well let's see number one... you did mr fernades? you should pronounce this [T points to a certain word he wanted the std to pronounce]

SS:[unintelligible chat in English among themselves]

S: [some boys start mocking one of the girls and they start to spell her last name]

S: 10/13||| cala a boca! (IC-L2 whole clause lacking) (LDP) |||

T: I'm sorry anyway...

S: 11/14||| michele dos santos (EEC) (CC) « muito obrigado. (MC) » 15||| deus lhe pague (IC-L2 whole clause lacking) (LDP) |||

S: 12/16||| foi cruel (IC-L2 whole clause lacking) (LDP) |||

S: 13/17||| I hope (ML) so (CC) |||

S: 14/18|| que que é isso? (IC-L2 whole clause lacking) (LDP) |||  
T: does anybody have animal farm here the book?  
S: 15/19|| what animal? (EEC) (CC) |||  
T: animal farm  
S: teacher (MC) 16/20|| you said... (V) (projecting clause) (CC) 21 || [unintelligible] (UNANALYZABLE) |||  
T: the book?  
S: [unintelligible]  
T: I'd like to have the book the book... [T emphasizes the pronunciation of book]  
S: 17/22|| you told (V) us (projecting clause) (CC) 23 || that you... (IC-naturally unfinished clause due to turn invasion by interlocutor) (LPP) 24 || you... (IC-naturally unfinished clause due to turn invasion by interlocutor) (LPP) |||  
T: but ... the...[unintelligible chat between T and S]  
S: 18/25|| táí « ó... (DM) » (IC-L2 whole clause lacking) (LDP) 26 || [unintelligible]... new page... (UNANALYZABLE) 27 || there (deviant [declarative for interrogative Mood word order] Subject / topical Theme) is (Process: E / deviant [declarative for interrogative mood word order] Finite & Predicator / Rheme) a paper? (Existent / Complement / Rheme) (SDCC) 28 || something? (EEC) (AEC) (LDP) |||  
T: some kind...  
S: [S interrupts T] 19/29|| about animal farm? (EEC) (CC) 30 || We (Actor / Subject / Theme) must (modal Finite / Rheme) have to (part of Predicator / Rheme) (IC-Process: M / Event constituent in Predicator / part of Rheme, Goal / Complement / part of Rheme, Circumstance-matter / Adjunct / part of Rheme lacking) (LPP)  
T: to read...  
S: 31 || to do (M) a research about this? (AEC) (CC) 32 || that's... (R) (IC-naturally unfinished clause due to turn invasion by interlocutor) (LPP) |||  
T: yeah... yeah... I wish I had the book [I guess I'll get one] downstairs because the questions are in the book the questions I want  
S: ah... (DM) hum... (DM)  
T: thiago... let's see thiago with this now please number one... let's see michele did you do it?  
S: 20/33|| yes... (CC) |||  
T: please...  
S: 21/34|| it's [unintelligible] one... (UNANALYZABLE) ||| [unintelligible] all that glitters is not gold?  
T: yeah... all that... glitters...  
SS: [unintelligible chat among SS]  
T: let's go to talk to you  
S: 22/35|| let's do (M) this now? (CC) |||  
T: yeah... yeah... is not gold... can you spell it?... glitters?  
S: 23/36|| yeah (CC) |||  
T: can you spell glitters?  
S: [some of the SS start laughing] 24/37|| G-L-E-T-T...  
T: E...  
S: T-E (EEC) (CC) ||| [unintelligible chat in English among SS]  
T: are you sure it's G-L-E?  
S: 25/38|| G-L-I... « Ah... (DM) » I... I... I... (EEC) (CC) |||  
S: [SS start chatting about the spelling of the word]  
S: 26/39|| (R) double 't'? (EEC) (CC) |||  
S: 27/40|| (R) only one (EEC) (CC) |||  
S: 28/41|| (R) only one (EEC) (CC) |||  
T: can you check?  
S: 29/42|| I think (ML) (projecting clause) (CC) 43 || is (Process: R / Finite & Predicator / Rheme) only one (Attribute / Complement / Rheme) (IC-Carrier / Subject / Theme lacking) (projected clause) (LDP) |||  
SS: [unintelligible chat among SS]  
S: 30/44|| I carry (M) this... (CC) 45 || I have [unintelligible] about this... (UNANALYZABLE) |||  
T: did you check this home?  
S: 31/46|| no (CC) 47 || (R) sorry (EEC) (CC) |||  
T: that's why I said homework  
S: 32/48|| (R) sorry! (EEC) (CC) |||  
SS: [SS laugh at T]  
SS: [SS keep chatting unintelligibly]



S: 33/49|| is it... [unintelligible] (UNANALYZABLE) |||  
T: all that glitters is not gold is that ok?  
S: 34/50|| yeah... (CC) |||  
S: 35/51|| (R) two t's... (EEC) (CC) |||  
T: double 't'? glitters?  
S: 36/52|| (R) double 't'? (EEC) (CC) |||  
S: 37/53|| (R) double 't'? (EEC) (CC) |||  
T: to produce a lot of small...[unintelligible]... perfect thank ya that's exactly what I thought... but didn't write  
S: valdeci... (MC)  
T: yeah?  
S: 38/54|| is (R) it a tap 't'? (CC) |||  
T: glitters? all that glitters? can be... can be a tap 't'  
S: [SS keep chatting unintelligibly]  
T: ok do you have it?  
S: 39/55|| no (CC) 56|| but... (IC-naturally unfinished clause due to turn invasion by interlocutor) (LPP) |||  
S: 40/57|| no (CC) 58|| I (Carrier / Subject / Theme) haven't (deviant ['haven't' for 'don't'] pro-form temporal Finite / Rheme) (SDCC) 59|| I know (ML) the third one (CC) 60|| because I... (IC-naturally unfinished clause due to turn invasion by interlocutor) (LPP)  
T: let's check the second  
S: 61|| but the answer for the third is: (R) [[ " too many cooks spoil (M) the broth" (complete down-ranked clause) ]] (CC) |||  
T: hu - hum  
S: 41/62|| (R) spoil the broth? (EEC) (CC) |||  
T: yes... that's right.  
S: 42/63|| spoil (Carrier / deviant [declarative for interrogative Mood word order] Subject / deviant [position] topical Theme) is (Process: R / deviant [declarative for interrogative Mood word order] temporal Finite / deviant [position] interpersonal Theme) S-P-O-I-L? (Attribute / Complement / Rheme) (SDCC) |||  
T: Hu - hum... Too many cooks spoil the broth.  
S: 43/64|| (R) any broth? (EEC) (CC)  
T: how do you spell "broth"?  
S: 65|| yes? (EEC) (CC) |||  
S: 44/66|| (R) B-R-O-T-H (EEC) (CC) |||  
T: yeah... let's have [unintelligible chat between the SS and T] please let's check yourself  
S: 45/67|| that's (R) ok (CC) |||  
T: yeah  
S: [unintelligible]  
T: good the third mr campos I'm sorry  
S: 46/68|| I'm (R) sorry (CC) |||  
S: too many cook spoil the broth.  
T: the broth yeah what does broth mean?  
T: yeah what does "broth" mean?  
S: hey... (MC)  
T: that's a good question [unintelligible]... broth  
S: 47/69|| (R) usually... (modal Adjunct / Rheme) (IC-Attribute / Complement / part of Rheme) (LPP)  
70|| (R) usually with vegetables? (EEC) (CC) |||  
S: 48/71|| yeah (CC) |||  
S: 49/72|| or (R) rice (AEC) (EEC) (CC) |||  
S: 50/73|| (R) vegetables... (AEC) (EEC) (CC) |||  
T: please again! I want to hear here!  
S: 51/74|| (R) a thing [[ cook... ]] (EEC) (IC-naturally unfinished clause due to turn invasion by interlocutor) (LPP) [S tries to continue, but T interrupts her]  
T: a what?  
S: 75|| thing...  
T: yeah thing...  
S: [unintelligible] usual with vegetables or rice on it (UNANALYZABLE) |||  
T: yeah! that's a broth  
S: 52/76|| (R) a chicken broth (CC) |||

T: is it... [T sounds confused, his voice does not sound confident]... what kind of substance is it? is it something solid?

SS: [All SS try to speak at the same time] 53/77||| no (CC) 78 || no... (CC) |||

S: 54/79||| (R) liquid... (EEC) (CC) |||

S: 55/80||| (R) liquid... (EEC) (CC) |||

T: ...so it's a thin ... [T expects SS to complete his explanation...]

S: 56/81||| ...soup (AEC) (CC) |||

T: soup... a thin soup with some vegetables and some times with...

S: [One of the SS completes the T's explanation] 57/82||| ...with rice on it (AEC) (DCC) |||

T: [The T repeats what his S had just said ] with rice on it that's right!

S: 58/83||| it's (R) like a consommé (CC) |||

T: yeah!

S: 59/84||| chicken broth /broθ/? (EEC) (CC) ||| [ Agreeing pronunciation ]

T: hu-hum! chicken broth /broθ/ [ agreeing on the pronunciation ].

S: 60/85||| it (Carrier / Subject / Theme) 's (Process: R / Finite & Predicator / Rheme) good (Attribute / Complement / Rheme) for the... (part of Circumstance-cause:purpose / Adjunct / Rheme) (IC-Thing constituent of Range in Circumstance-cause:purpose / Adjunct / part of Rheme lacking) (LDP) 86 || (R) [[ when you are (R) cold (complete down-ranked clause) ]] (AEC) (CC)

T: when you have a cold

S: 87 || (R) [[ when you have (R) a cold (complete down-ranked clause) ]] (AEC) (CC) 88 || yeah (EEC) (CC)

T: when you are cold maybe [ unintelligible ]

S: 89 || « well, (DM) » I think (ML) (projecting clause) (CC) 90 || it's (R) good for everything! (projected clause) (CC) |||

T: yeah I like it too! all right...

SS: [unintelligible chat in English among themselves]

S: 61/91||| I understand... (ML) (EEC) (CC) |||

S: yes... (MC) 62/92||| it's (R) not gold (CC) 93 || (R) ok? (EEC) (CC) |||

T: ...yeah...all that gliters are gold

S: 63/94||| you said to... [inintelligible]... (UNANALYZABLE) 95 || I didn't understand (ML) the context! (CC) |||

T: ah yeah! the meaning of it too many cooks spoil the broth it means... if you're cooking in the kitchen only you you make a wonderful broth but if you're working with more cooks in the same kitchen everybody saying "no put some more pepper!" "no some more water" "no I think you should put..." [T goes on his performance]

S: 64/96||| a bit more of salt (EEC) (CC) |||

SS: [unintelligible chat in English among themselves]

S: 65/97||| so the cooker... (IC-naturally unfinished clause due to turn invasion by interlocutor) (LPP) |||

S: 66/98||| I think (ML) (projecting clause) (CC) 99 || the cooker... (IC-naturally unfinished clause due to turn invasion by interlocutor) (projected clause) (LPP) |||

T: no it's the cook!

S: aaahhh! (MC)

T: cooker is the machine

S: 67/100||| (R) ...the machine (AEC) (CC) 101 || yeah! (EEC) (CC) |||

T: cook is the person

S: yes! (MC) hu-hum! (MC)

T: is anybody here a cook?

SS: [No verbal answer, some SS may have answered by gesturing]

T: you? [T sounds surprised by the S's reply]

S: 68/102||| só de brigadeiro! (EEC) (IC-L2 whole clause lacking) (LDP) |||

S: 69/103||| (R) only sometimes! (EEC) (CC) |||

SS: [unintelligible chat in English, yelling!]

S: 70/104||| I do (M) dessert... (CC) 105 || (R) delicious! (EEC) (CC) |||

S: 71/106||| I know how...

T: how much to spoil?

S: to get bad (M) (DCC) 107 |||

S: teacher... (MC) teacher... (MC)

T: yeah!

SS: [unintelligible]

T: to make something tasty

S: yeah, (MC) 72/108|| in this case to make something tasty (AEC) (CC) |||  
S: taste (R) bad (AEC) (CC) |||  
S: 73/109|| [unintelligible]... me and my brother... (UNANALYZABLE) 110 || we deserve... [unintelligible]... (UNANALYZABLE) 111 || I like to eat (M) spaghetti (CC)  
T: Hu-hum...[expressing curiosity]  
S: 112 || and I like to... (IC-naturally unfinished clause due to turn invasion by interlocutor) (LPP) [his classmates start to speak at the same time]... 113 || one day (Circumstance-location:time / Adjunct / Theme) I... (Actor / Subject / Rheme) (IC-Process: M / Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme lacking) (LDP) 114 || I... (Actor / Subject / Rheme) (IC-Process: M / Finite & Predicator / part of Rheme, Goal / Complement / part of Rheme lacking) (AEC) (LDP) 115 || I (Actor / Subject / Rheme) was (temporal Finite / Rheme) (IC-Process: M / Predicator / part of Rheme, Goal / Complement / part of Rheme lacking) (AEC) (LDP) [unintelligible]  
T: [T does not understand]... I was?  
S: 116 || I (Actor / Subject / Rheme) was doing... (Process: M / temporal Finite & Predicator / Rheme)  
SS: [unintelligible chat in English between T and SS]  
S: [S goes on his narrative about his experience of having spoiled his spaghetti, unintelligible]  
S: [S asks T a question in English, unintelligible]  
T: yeah sure!  
S: ...spaghetti with... "alho"? (part of Goal / Complement / Rheme) (IC-Thing constituent of Range in Qualifier prepositional phrase in Goal / Complement / part of Rheme lacking) (AEC) (LDP) |||  
T: [teacher expects someone to say "alho" in English]  
S: 74/117|| (R) garlic? (EEC) (CC) |||  
S: 75/118|| (R) garlic (EEC) (CC) |||  
S: 76/119|| (R) garlic (EEC) (CC) 120 || "ao alho e óleo" (EEC) (IC-L2 whole clause lacking) (LDP) |||  
SS: [Unintelligible chat in English between T and SS]  
T: so to spoil something is to make it taste bad... put too much salt too much oil! he put too much oil on his spaghetti so he spoiled it!  
T: number four...who has done it?  
SS: no (MC) no (MC) 77/121|| (R) number three! (EEC) (CC) |||  
T: ok sorry! number three sorry! easy come easy go!  
S: easy come easy go [checking]  
T: yeah easy come easy go [agreeing] hu-hum! do you understand the meaning of this proverb?  
SS: [All SS start repeating the proverb, unintelligible].  
S: ah (DM) 78/122|| é? (IC-L2 whole clause lacking) (LDP) |||  
T: easy come...  
S: 79/123|| (R) easy come? (EEC) (CC) |||  
T: easy go  
SS: [Unintelligible chat in English and Portuguese among SS]  
T: someone here is dying! or about to die because you're not coming to the...  
SS: [All SS start laughing unintelligibly]  
S: 80/124|| com cerveja! (EEC) (IC-L2 whole clause lacking) (LDP) |||  
T: you have tears! some beautiful things!  
S: [unintelligible]  
T: so desperate!  
S: [unintelligible]  
T: fabricio please number four!  
S: teacher (MC) 81/125|| I'm (R) sorry! (CC) |||  
T: [unintelligible]... number four please!  
S: 82/126|| [[ a new broom sweeps (M) clean? (complete down-ranked clause) ]] (EEC) (CC) |||  
T: yeah!  
S: [unintelligible]  
S: 83/127|| what? (EEC) (CC) |||  
S: ulisses (MC) 84/128|| where are (R) you? (CC) |||  
S: a new broom sweeps clean  
S: [unintelligible]  
T: sixteen  
S: 85/129|| so the meaning? (EEC) (CC) |||  
S: 86/130|| what is (R) it? (CC) |||  
S: 87/131|| a broom is (R) a brush with a big handle (CC)  
T: yeah! you can say it!

SS: [Some SS laugh at their classmate's definition]  
 S: 132 || "the baby" said (V) this (CC) || [referring to an English-English dictionary the teacher keeps and calls it "the baby"]  
 T: yeah yeah! it's a nice definition I was just trying to... you know!  
 S: hu-hum! (MC)  
 S: 88/133 || let me look at (ML) it! (CC) ||  
 S: 89/134 || sweeps clean... (AEC) (CC) ||  
 S: 90/135 || to sweep! (EEC) (CC) || wow! (MC)  
 S: 91/136 || (R) to keep? (CC) ||  
 T: no to sweep is when you clean and... [when you make]... this movement [the teacher mimes]  
 S: 92/137 || [ to sweep (complete non-finite down-ranked clause) ] is (R) [ to clean (complete non-finite down-ranked clause) ] (CC) ||  
 S: hu-hum! (MC)  
 S: [S asks an unintelligible question in Portuguese]  
 T: no... this isn't a proverb what we have to know is the meaning of it! what is it?  
 S: aaahhh! (MC)  
 S: 93/138 || a broom is... [unintelligible] (UNANALYZABLE) ||  
 T: this is a metaphor of course!!  
 S: yeah! (MC) yeah! (MC)  
 SS: [unintelligible chat in English among themselves]  
 T: and what's the main idea of this?  
 SS: [unintelligible chat in English followed by a great laugh among themselves]  
 T: I see!  
 SS: [SS continue laughing hysterically]  
 T: example we here at 'dec' we haven't changed any teachers for ten years the same coordinator for ten years and then someone comes with new ideas with new energy with new techniques... so this new person who comes... with new techniques... so this new person who comes...  
 S: 94/139 || will be killed (M) (AEC) (CC) ||  
 SS: [SS laugh hysterically]  
 T: brings changes changes everything because it's a process  
 S: 95/140 || concordo! (IC-L2 whole clause lacking) (LDP) ||  
 T: so that's it! new blood to the company! so when you have someone new! with new ideas with new techniques with new orders that may change the reality!  
 S: 96/141 || I think (ML) (projecting clause) (CC) 142 || it is (R) (projected clause) (CC) ||  
 T: do you understand it?  
 S: 97/143 || yeah (CC) ||  
 T: all right... and I think neto wants to do number five  
 S: ah... it's never too late to learn  
 T: I do agree!  
 S: 98/144 || me too (VLC) (CC) ||  
 T: hu-hum that's why I sometimes when I have students who are over thirty who are over forty I say great congratulations you're here! this is fantastic!  
 S: 99/145 || congratulations pro Paulo! (IC-L2 minor Process lacking) (LDP) ||  
 T: yes!  
 SS: yeah, (MC) yeah! (MC) [SS start applauding their classmate; he's probably a little older than the great majority]  
 T: he is courageous to say I want to learn I need to learn and I will learn!  
 SS: [unintelligible chat between two students in Portuguese]  
 T: this is good!  
 S: 100/146 || what? (EEC) (CC) ||  
 T: it's never too late to learn  
 S: yeah! (MC)  
 S: 101/147 || thank (V) god! (EEC) (CC) ||  
 T: it's a good thing we're still quite young!  
 SS: [unintelligible chats between some small groups, some in English, others in Portuguese]  
 S: eita! (MC) 102/148 || chegou depois!! (IC-L2 whole clause lacking) (LDP) ||  
 S: 103/149 || tá gravando (IC-L2 whole clause lacking) (LDP) || hein!! (DM)  
 SS: [SS start laughing hysterically]  
 S: 104/150 || é mesmo (IC-L2 whole clause lacking) (LDP) || ó! (DM)  
 S: 105/151 || deixa pra depois da aula! (IC-L2 whole clause lacking) (LDP) ||

SS: [SS continue laughing hysterically]  
S: 106/152||| é a casa dos artistas... (IC-L2 whole clause lacking) (LDP) |||  
SS: [SS continue laughing and saying a few jokes in Portuguese]  
S: 107/153||| let's (Actor / Subject / Theme) get... (Process: M / Predicator / Theme) (IC-Goal / Complement / Rheme lacking) (LPP) 154 ||| let's get (M) the camera! (CC) |||  
T: stay there!  
S: 108/155||| unit forty-two (EEC) (CC) |||  
T: I'd like to correct page one hundred-sixteen  
S: 109/156||| one hundred sixteen (EEC) (CC) |||  
T: by the way did you go to... [unintelligible]  
SS: [unintelligible chats in English among themselves]  
T: so saturday you go to class?  
S: rapaz (MC) 110/157||| [[ ela tá querendo (incomplete [L2 whole clause lacking] down-ranked clause) ]] é outra coisa!! (IC-L2 whole clause lacking) (LDP) |||  
T: what's that?  
S: yeah (MC)  
T: why? is it biology?  
S: 111/158||| no (CC) 159 ||| (R) portuguese (EEC) (CC) |||  
T: portuguese studying  
SS: [unintelligible chat in English among SS and T]  
T: so let's see... what do you call a building that has office in?  
S: 112/160||| (R) [[ an office building? ]] (EEC) (CC) |||  
T: an office building [emphasizing the first noun] where is the stress in compound nouns?  
SS: 113/161||| in the first (AEC) (EEC) (DCC) 162 ||| in the first! (AEC) (EEC) (DCC) |||  
T: it's a rule that most compound nouns will have the stress in the first word hu-hum! be careful [unintelligible]  
S: 114/163||| eu acho (IC-L2 whole clause lacking) (LDP) 164 ||| que... (IC-L2 whole clause lacking) (LDP) 165 ||| « ah (DM) » deixa pra lá! (IC-L2 whole clause lacking) (LDP) |||  
T: never mind! where do you go to mail a package?  
SS: post office post office!  
T: hu-hum! post office  
S: post office  
T: this is a nice portfolio! I like it!  
S: thanks (MC)  
S: [a student comments on something in Portuguese, unintelligible]  
T: no I mean it's that you have most things for the pronunciation course this is good congratulations!  
S: 115/166||| I have only... [unintelligible] (UNANALYZABLE) |||  
S: parabéns... (MC)  
SS: [unintelligible chat in English and Portuguese among SS].  
S: oh (DM) 116/167||| (R) sorry! (EEC) (CC) 168 ||| I will ask (V) you later! (CC) |||  
T: yeah! did you keep... are you keeping the one from this course?  
S: hu-hum! (MC)  
T: hum good!  
S: pô (MC) 117/169||| esqueci o livro (IC-L2 whole clause lacking) (LDP) 170 ||| aquele [[ que eu [unintelligible] ]] (UNANALYZABLE) 171 ||| aquele [[ que eu disse (incomplete [L2 whole clause lacking] down-ranked clause) ||| que ia trazer (incomplete [L2 whole clause lacking] down-ranked clause) ]] (IC-L2 whole clause lacking) (AEC) (LDP) 172 ||| [[ que tinha um negócio na... [unintelligible] ]] (UNANALYZABLE) |||  
T: yeah! you can bring it next class!  
T: what kind of map has road on it?  
S: a road map  
T: a road map yeah? a road map  
S: a road map  
T: what kind of store can you buy medicine in?  
S: drugstore  
T: a drugstore  
SS: [unintelligible chat in English among themselves]  
T: you don't want to? sure? it's up to you! I can lend you one  
T: what do you call the little glass house that has a public telephone?  
T: my pleasure

S: 118/173|| tell (V) me (CC) |||  
 T: so what's the answer for number 5?  
 S: 119/174|| (R) cabin... (EEC) (CC) |||  
 T: you don't have this?  
 S: 120/175|| (R) cabin telephone? (EEC) (CC) |||  
 S: 121/176|| (R) telephone cabin? (EEC) (CC) |||  
 T: no sir phone booth  
 S: ah (DM) 122/177|| é! (IC-L2 whole clause lacking) (LDP) 178 || eu sabia (IC-L2 whole clause lacking) (LDP) 179 || que tinha phone no meio (IC-L2 whole clause lacking) (LDP) |||  
 S: 123/180|| how do you spell (M) booth? (CC) |||  
 S: 124/181|| (R) B-O-O-T-H (EEC) (CC) |||  
 S: 125/182|| is (R) it together? (CC) |||  
 T: no sir separate  
 S: phone booth phone booth aaaahhhh!!  
 T: and what do you call the part of the flight when the airplane is leaving the ground?  
 S: a take off  
 S: 126/183|| (R) a take off? (EEC) (CC) |||  
 T: yeah! a take off  
 S: 127/184|| what? (EEC) (CC) |||  
 S: 128/185|| (R) take off together? (EEC) (CC) |||  
 T: separate is it take off or take of? [emphasizing the different between off /ɔf/ and of /ɔv/]  
 SS: 129/186|| (R) take off (EEC) (CC) 187 || (R) take off (EEC) (CC) ||| [SS seem to be aware of the difference]  
 T: can not be of /ɔv/?  
 S: 130/188|| no (CC) 189 || no (CC) |||  
 S: 131/190|| (R) off /ɔf/ (EEC) (CC) 191 || (R) double "f" (EEC) (CC) 192 || (R) double "f" (EEC) (CC) |||  
 S: yes (MC)  
 T: let her read please!  
 S: how should you send a letter if you want it to go by plane?  
 S: 132/193|| (M) sedex (EEC) (CC) |||  
 SS: 133/194|| (R) sedex? (EEC) (CC) ||| [all students start laughing]  
 S: air mail air mail  
 T: sounds funny doesn't it?  
 S: 134/195|| tudo bem! (IC-L2 whole clause lacking) (LDP) |||  
 S: what's the name the building the president of the united states lives in?  
 SS: the white house  
 T: that's it  
 S: oh my god! (MC)  
 SS: [unintelligible chat in English among themselves]  
 S: 135/196|| (R) the president (EEC) (CC) 197 || (R) the president (EEC) (CC) ||| [emphasizing the first syllable]  
 T: yeah the president [checking his student's pronunciation] number nine?  
 S: 136/198|| (R) a cup... (EEC) (CC) |||  
 S: 137/199|| (R) a cup of coffee... (CC) |||  
 T: someone makes the question  
 S: what do you put coffee in?  
 S: 138/200|| ulisses (EEC) (CC) |||  
 T: no michelle's reading  
 S: 139/201|| what is (R) it? (CC) |||  
 S: 140/202|| I don't know (ML) (CC) |||  
 S: 141/203|| (R) a cup... (EEC) (CC) |||  
 T: not exactly it's the powder the powder not the liquid the coffee when it's made or ready the powder  
 S: a coffee pot  
 T: a coffee pot  
 S: coffee pot 142/204|| yeah? (EEC) (CC) |||  
 S: coffee pot  
 T: yeah coffee pot  
 T: so ulisses your turn number ten  
 S: what's the name of a big store that sells all kinds of food and food products?  
 S: 143/205|| (R) fast food (EEC) (CC) |||

SS: no (MC) no (MC)  
S: no (MC) 144/206|| (R) grocery store (EEC) (CC) |||  
S: 145/207|| (R) supermarket (EEC) (CC) |||  
S: 146/208|| (R) not a grocery store? (EEC) (CC) |||  
S: 147/209|| (R) a grocery store? (EEC) (CC) |||  
S: 148/210|| it's (R) a pee store (CC) |||  
S: 149/211|| (R) grocery store? (CC) 212 || (R) supermarket? (CC) |||  
T: let me make a supermarket  
S: 150/213|| it varies (M) (CC) |||  
S: 151/214|| quer ver aqui (IC-L2 whole clause lacking) (LDP) « ó! (DM) » 215 || aqui tem might (IC-L2 whole clause lacking) (LDP) |||  
SS: [unintelligible chat in Portuguese among themselves]  
T: a grocery store yeah! it's not that big  
SS: [SS start a chat in an unidentified language – Portuguese or English – that cannot be recognized]  
T: just a second please  
SS: [SS continue the chat in the unidentified language - Portuguese or English; it cannot be recognized either]  
T: [T comes out with an answer] a supermarket I'm sorry!  
S: 152/216|| (R) a supermarket? (EEC) (CC) |||  
T: yeah! and you know you can also say a coffee pot is for the powder but the one in which you put the liquid is a coffee... [waits for SS to answer]  
SS: 153/217|| (R) cup (AEC) (CC) |||  
S: 154/218|| (R) a coffee cup (CC) |||  
S: 155/219|| (R) a smug (EEC) (CC) |||  
T: yes but we don't say a coffee smug  
S: 156/220|| (R) the cafeteria (CC) |||  
T: we say smug you can put coffee in a smug if you want to  
S: 157/221|| (R) a smug? (EEC) (CC) |||  
S: what do you call a person who... no (MC) no! (MC) 158/222|| I'm (R) sorry! (CC) 223 || I'm (R) sorry! (CC) |||  
S: 159/224|| (R) a big jar... (EEC) (CC) |||  
T: a little jar.  
S: 160/225|| (R) the place [[ where (Circumstance-location:place / Adjunct / Theme) Germans (part of Actor / Subject / Rheme) drinks (Process: M / deviant [third person singular for plural present primary tense – L1 transfer] temporal Finite & Predicator / Rheme) beer (Goal / Complement / Rheme) (incomplete [definite article Deictic constituent in Actor / Subject / part of Rheme nominal group lacking] down-ranked clause) ]] (EEC) (DOWN-RANKED-CLAUSE-RELATED LDP) |||  
S: teacher (MC) 161/226|| the cafeteria (Carrier / deviant [declarative for interrogative Mood word order] Subject / topical Theme) can (deviant [declarative for interrogative Mood word order] modal Finite / interpersonal Theme) be called (Process: R / Predicator / Rheme) a coffee maker? (Attribute / Complement / Rheme) (SDCC) |||  
T: no a cafeteria is a kind of restaurant where you help yourself with the food  
S: yeah (MC) 162/227|| but the... the... (IC-naturally unfinished clause due to turn invasion by interlocutor) (LPP) |||  
T: the coffee maker the machine?  
S: 163/228|| (R) the coffee machine (EEC) (CC) 229 || « yes (MC) » (R) the coffee machine (EEC) (CC) 230 || (R) sorry! (CC) |||  
S: 164/231|| (R) coffee maker? (EEC) (CC) |||  
S: 165/232|| no (CC) 233 || no... (CC) |||  
T: that's where you make coffee  
S: 166/234|| that's (R) a machine (CC) |||  
T: the machine we use to make coffee sorry about that neto please next  
S: what do you call a person who is majoring in math?  
S: 167/235|| (R) master? (CC) 236 || (R) doctor? (CC) |||  
T: a math major  
S: 168/237|| (R) a math major? (CC) |||  
T: a math major  
SS: [some students start speaking at the same time, unintelligibly]  
S: 169/238|| it makes (R) sense (CC) |||  
SS: [unintelligible]

S: 170/239||| and (textual Theme) that kind of “bolsa térmica” (Verbiage / Complement / Rheme) (IC-Circumstance / Adjunct / topical Theme, temporal Finite / part of Rheme, Sayer / Subject / part of Rheme, Process: V / Predicator / part of Rheme lacking) (LDP) 240 ||| como é que se chama? (IC-L2 whole clause lacking) (LDP) 241 ||| do you know? (ML) (CC) |||

S: 171/242||| (R) a hot water bottle (CC) |||

T: a hot water bottle I’m sorry but we have that in the true colors series

S: aaahhh!! (MC)

S: 172/243||| what about the champagne bottle? (EEC) (CC) |||

T: the champagne bottle?

S: 173/244||| yes (CC) ||| [unintelligible]

T: champagne bottle she’s got the power

S: no (MC) no (MC) no (MC) no (MC) 174/245||| (R) only one word (EEC) (CC) 246 ||| and there’s (E) nothing [[ to do (M) with champagne (complete non-finite down-ranked clause) ]] (CC) |||

S: 175/247||| (R) purple (EEC) (CC) |||

SS: [laughing]

T: I quit

S: 176/248||| magnun (EEC) (CC) |||

T: magnun?

S: oh (DM) 177/249||| how? (EEC) (CC) 250 ||| é piada (IC-L2 whole clause lacking) (LDP) |||

S: 178/251||| that’s (R) very expensive (CC)

T: it should be please let’s continue

S: 252 ||| but you know (ML) (projecting clause) (CC) 253 ||| that champagne is (R) only for the... wives (projected clause) (CC) 254 ||| “espumantes” (part of Carrier / Subject / topical Theme) wives? (part of Attribute / Complement / Rheme) (IC-Process: R / temporal Finite & Predicator / interpersonal Theme, L2 Carrier / Subject / topical Theme, minor Process ‘for’ in Attribute / Complement / part of Rheme prepositional phrase lacking) (LDP) |||

S: [unintelligible]

T: champagne was made by mistake

S: yes (MC)

S: yes (MC)

T: very nice hum? now let’s see... [unintelligible] ...please!

S: what do you call a house that’s painted green?

SS: a gréen house a gréen house [giving special emphasis on green]

T: gréen house both stressed?

S: gréen house

S: gréen house

T: gréen hóuse both stressed

S: 179/255||| (R) a green hóuse (EEC) (CC) |||

S: 180/256||| (R) a green hóuse (EEC) (CC) |||

S: 181/257||| but if we stress (M) then the second word? (CC)|||

T: your answer will be considered wrong

S: 182/258||| yes? (EEC) (CC) |||

T: yes a gréen house

S: oh (DM) yes! (MC)

T: what do you call the slate board in classrooms?

SS: bláckboard bláckboard bláckboard [giving special emphasis on black]

T: in this case we should spell... should stress... [waiting for his SS to continue]

SS: 183/259||| (M) black (AEC) (CC) 260 ||| (M) black... (AEC) (CC) |||

T: it’s together hum?

S: ah (DM) 184/261||| yeah? (EEC) (CC) |||

S: 185/262||| yeah (CC) |||

T: yeah

S: 186/263||| yeah (CC) 264 ||| (R) bláckboard (EEC) (CC) |||

T: what do you call boxers weighing between one hundred twenty-seven and one hundred thirty-five pounds?

S: líght weights [emphasizing the first word]

T: líght weights [emphasizing the first word] together

S: ah shit! (MC)

S: 187/265||| (R) easy... (EEC) (CC) |||



T: easy to remember [T starts singing]... and then we have... how would you describe a pair of the skates that didn't cost very much?  
SS: chéap skátes  
S: chéap skátes [emphasizing both words]  
T: yes paulo! both stressed! chéap skátes [emphasizing both words]  
SS: chéap skátes chéap skátes [emphasizing both words]  
T: describe the weights you should use when you when you first start weight lifting  
SS: light wéights light wéights [emphasizing both words]  
S: light wéights [emphasizing both words]  
T: yeah! líght wéights [emphasizing both words]  
S: 188/266|| (R) líght wéight? (CC) ||| [emphasizing both words]  
T: yeah líght wéights because this is not a compound noun  
S: [S asks a question in English, unintelligible]  
T: separate and stressed is it number four?  
S: 189/267|| oh-oh! (CC) ||| [negatively]  
T: it's number five sorry! but number four is chéap skátes [emphasizing both words]  
SS: [unintelligible chat in English among themselves]  
S: 190/268|| no (CC) 269 || no (CC) 270 || I think it's (R) number six (CC) |||  
T: is that all right?  
SS: 191/271|| hu-hum (CC) ||| [positively]  
T: should we go to number six?  
SS: 192/272|| hu-hum (CC) ||| [positively]  
T: [wondering about a student who probably looked upset] is anything the matter?  
S: 193/273|| what? (EEC) (CC) |||  
T: is anything the matter?  
S: 194/274|| no (CC) |||  
S: [two students tell each other something in English, unintelligible]  
T: what do you call an indoor space used to grow plants?  
SS: a gréenhouse a gréenhouse [emphasizing the first part of the word]  
S: a gréenhouse a gréenhouse [emphasizing the first part of the word]  
T: it's together hum?  
S: a gréenhouse [emphasizing the first part of the word]  
S: a gréenhouse [emphasizing the first part of the word]  
T: hu-hum ok... what kind of bank account allow you to write checks?  
S: chécking accounts [emphasizing the first word]  
S: chécking accounts [emphasizing the first word] chécking accounts [emphasizing the first word]  
T: yeah the first word should be stressed  
S: 195/275|| only the first? (AEC) (CC) |||  
T: yeah hu-hum chécking account [emphasizing only the first word]  
S: 196/276|| is it (R) together? (CC) |||  
T: separate  
S: 197/277|| (R) separate? (EEC) (CC) |||  
S: 198/278|| yeah (CC) |||  
S: [S asks a question in English, unintelligible]  
T: nooooo! just a minute this is a compound noun  
S: 199/279|| é compound (IC-L2 Carrier / Subject / Theme, Process: R / Finite & Predicator / part of Rheme lacking) (LDP) |||  
T: yeah! chécking accounts [emphasizing the first word] do you happen to know how to say "poupança" in english?  
S: hey (MC) 200/280|| could you please repeat (M) number five? (CC) |||  
T: light weights [emphasizing the first word] ok? number six do you have? neto do you have number six?  
S: 201/281|| yeah (CC) 282 || (R) gréenhouse (EEC) (CC) ||| [emphasizing the first word]  
T: seven?  
S: 202/283|| (R) chécking accounts (EEC) (CC) ||| [emphasizing the first word]  
T: yeah ok? by the way do you happen to know how to say "poupança" in english?  
S: 203/284|| no (CC) |||  
T: savings accounts  
S: savings accounts  
S: 204/285|| (R) sabing? (EEC) (CC) |||

T: savings accounts [emphasizing the first word]  
SS: [while the teacher is trying to talk two or three students are chatting in Portuguese]  
T: what kind of room does a photographer use to develop photographs?  
SS: dárkroom dárkroom dárkroom [mphasizing the first part of the word]  
T: together  
S: yes (MC) yes (MC) yes (MC)  
S: dárkroom [emphasizing the first part of the word]  
S: dárkroom [emphasizing the first part of the word]  
T: and nowadays a dárkroom is also something else  
SS: [laughing they start to chat, unintelligible]  
S: 205/286||| it has (R) a... a... a light (CC) 287||| especially in movies (EEC) (CC) |||  
T: they don't have darkrooms in movies  
S: 206/288||| some movies (Carrier / Subject / Theme) (IC-Process: R / Finite & Predicator / part of Rheme, Attribute / Complement / part of Rheme lacking) (LDP) 289||| they (Carrier / Subject / Theme) have (Process: R / Finite & Predicator / Rheme) (IC-Attribute / Complement / part of Rheme lacking) (LDP) |||  
T: some porn movies  
S: no (MC)  
T: man a dárkroom is a place to have sex  
S: não (MC) 207/290||| eu falei errado (IC-L2 whole clause lacking) (LDP)  
SS: [laughing out loud]  
S: 291||| o dos fotografos... (AEC) (IC-L2 whole clause lacking) (LDP) |||  
T: ooohh!  
SS: [laughing]  
S: ó o outro! (MC)  
S: teacher... (MC) [the student makes a comment, unintelligible]  
S: ó o outro! (MC)  
SS: [all students start speaking and laughing at their classmate]  
S: 208/292||| what a dirty mind! (EEC) (CC) |||  
T: not mine!  
S: 209/293||| is (R) it together or separate (CC) 294||| (R) dárkroom? (AEC) (CC) |||  
T: together  
S: 210/295||| so what does that mean? (R) (CC) |||  
SS: [one of the SS is answering the classmate but the others are having a chat in a very low voice, unintelligible ]  
S: no (MC) no (MC) no (MC) 211/296||| that's (R) [[ just when you have (R) very black and white pictures (complete down-ranked clause) ]] (CC) |||  
SS: [some SS continue chatting, unintelligible]  
T: describe a piece of wood that has been painted black  
S: a bláck bóard [emphasizing both words]  
T: yeah bláck bóard [emphasizing both words] separate  
S: [S starts singing lá, lá, lá ...]  
T: when an accountant is working for a client what is he probably doing?  
SS: chécking accóunts chécking accóunts [emphasizing both words]  
T: chécking accóunts [both stressed]  
S: 212/297||| (R) chécking accóunts? (EEC) (CC) |||  
S: 213/298||| (R) chécking accóunts (EEC) (CC) |||  
T: separate of course! because he is checking accounts what do you call people who are stingy?  
S: 214/299||| (R) stingy? (EEC) (CC) 300||| o que é isso? (IC-L2 whole clause lacking) (LDP) |||  
S: 215/301||| o que é isso? (IC-L2 whole clause lacking) (LDP) |||  
S: chéap skates [emphasizing only the first word]  
S: chéap skates [emphasizing only the first word]  
S: no (MC) 216/302||| (R) separate? (EEC) (CC) |||  
T: separate?  
S: 217/303||| yes! (CC) |||  
T: what about the stress?  
S: 218/304||| (R) on the first! (EEC) (CC) |||  
S: 219/305||| (R) together (EEC) (CC) |||  
T: separate  
S: 220/306||| (R) something [[ very cheap (complete verb-less down-ranked clause) ]] (EEC) (CC) |||

SS: [unintelligible chat among themselves in English]

T: of course this is a compound noun!

End of Side 1.

T: *chéap* skates how would you describe a room that doesn't get much light?

SS: *dárk róom dárk róom* [emphasizing both words]

S: 221/307|| (R) separate (EEC) (CC) |||

S: 222/308|| (R) both of them? (AEC) (EEC) (CC) |||

T: yeah

S: 223/309|| (R) separate (EEC) (CC) 310 || *dárk róom* (R) (EEC) (CC) |||

S: a *dárk róom* [emphasizing both words]

S: 224/311|| my room is (R) a *dárk room* (CC) |||

T: I believe we have to correct page one hundred thirteen

SS: [unintelligible chat in English among themselves]

S: 225/312|| which (R) page (EEC) (CC) ||| please? (MC)

T: one hundred thirteen please

S: 226/313|| (R) one hundred thirteen (AEC) (EEC) (CC) |||

S: 227/314|| (R) thirteen (AEC) (EEC) (CC) |||

T: my goodness! what the hell... just a second [T leaves the room]

SS: [unintelligible chats in English and Portuguese among themselves]

S: 228/315|| let's talk... (V) (CC) ||| [laughing]

SS: [unintelligible, all talking at the same time]

S: hello (MC) 229/316|| I know (ML) (projecting clause) (CC) 317 || you are listening (ML) to me (projected clause) (CC) 318 || but we need to do (M) this... (CC) |||

SS: [unintelligible, all talking at the same time]

S: 230/319|| he got (M) the key (CC) |||

S: 231/320|| did you know (ML) (projecting clause) (CC) 321 || that our teacher is (R) a waiter at 'dec'? (projected clause) (CC) |||

SS: [laughing]

S: 232/322|| he was (R) (AEC) (CC) |||

S: *não* (MC) 233/323|| *ele continua sendo* (IC-L2 whole clause lacking) (LDP) |||

S: 234/324|| he is (R) a teacher at 'dec' (CC) |||

SS: [unintelligible, all talking at the same time]

S: [T returns to class] *hiiii!!!* (MC)

S: *oi* (MC) professor (MC) 235/325|| *o senhor tá tão bonito hoje* (IC-L2 whole clause lacking) (LDP) |||

S: 236/326|| she's lying (V) (CC)||| [laughing]

S: [S makes a comment in Portuguese, unintelligible]

T: ok can we continue?

S: 237/327|| yes (CC) |||

S: 238/328|| (M) again?! (EEC) (CC) |||

T: but we didn't finish this page did we?

S: 239/329|| no (CC) 330 || we haven't (M) (AEC) (CC) |||

S: 240/331|| we did (M) it last class (CC) |||

SS: 241/332|| we didn't do (M) the second the third the fourth the fifth... (CC) |||

S: no (MC) 242/333|| I did (M) the fourth (CC) |||

T: I think we finished number one

S: yes (MC) yes (MC)

T: I'm quite sure

SS: [T trying to restart his class and SS chatting, unintelligible]

T: number two *negóiate* [emphasizing /gow/ the stressed syllable]

SS: [SS continue their chat, unintelligible]

T: *negotiátion* [emphasizing /ʃleIʃðn/]

S: *nego /negow/...*

T: *negotiátion* [emphasizing /ʃleIʃðn/]

S: 243/334|| (R) *nego /negow/?* (EEC) (CC) 335 || (R) *nego /negow/?* (EEC) (CC) |||

T: *negotiátion* [emphasizing /ʃleIʃðn/]

S: 244/336|| (R) /ʃI'eI/? (EEC) (CC) |||

T: hu-hum! it has primary stress on /eI/

S: 245/337|| (R) always? (EEC) (CC) |||

S: 246/338|| and (R) the secondary? (AEC) (EEC) (CC) |||

- T: one hundred thirteen paulo [T tells S the page in which they are] ...thirteen  
 S: 247/339||| (R) thirteen (AEC) (EEC) (CC) |||  
 T: one hundred thirteen hu-hum yeah!  
 S: teacher (MC) 248/340||| does this word have (R) secondary stress? (CC) |||  
 T: yes it does negotiátion go /gow/ primary “a” secondary...  
 S: [S completes the T’s sentence ] go /gow/  
 T: go /gow/. negotiáble  
 S: nego /negow/... [expecting someone to complete his word]  
 T: negotiáble [emphasizing /gow/] hu-hum! remember that these [unintelligible] ...that’s the one negotiation there are two ways to order stress... one is like that [on the board]...  
 S: teacher! (MC)  
 T: yeah?  
 S: 249/341||| remember (Process: ML / Predicator / Rheme) (IC-temporal Finite / interpersonal Theme, Senser / Subject / topical Theme lacking) (projecting clause) (LDP) 342 || once (Circumstance-location:time / Adjunct / Theme) you (Sayer / Subject / Rheme) said (Process: V / Finite & Predicator / Rheme) (projected – projecting clause) (CC) 343 || that (textual Theme) you (Actor / Subject / topical Theme) put... (Process: M / Finite & Predicator / Rheme) (IC-Goal / Complement / part of Rheme, Circumstance-location:place / Adjunct / part of Rheme, Circumstance-manner:quality / Adjunct / part of Rheme lacking) (projected clause) (LDP) 344 || you (Actor / Subject / topical Theme) put... (Process: M / Finite & Predicator / Rheme) (IC-Goal / Complement / part of Rheme, Circumstance-location:place / Adjunct / part of Rheme, Circumstance-manner:quality / Adjunct / part of Rheme lacking) (projected clause) (AEC) (LDP) 345 || you (Actor / Subject / topical Theme) put (Process: M / Finite & Predicator / Rheme) before the vowel (Circumstance-location:place / Adjunct / Rheme) in this way? (Circumstance-manner:quality / Adjunct / Rheme) (IC-Goal / Complement / part of Rheme lacking) (projected clause) (AEC) (LDP) |||  
 T: hu-hum [agreeing] so if you put right above the vowel it’s this side this model [on the board] but if you put it... before... you put like that [on the board]  
 S: [S asks a question, unintelligible, even the language – English or Portuguese – cannot be recognized either]  
 T: excuse me?  
 S: 250/346||| the one above... [unintelligible]? (UNANALYZABLE) |||  
 T: yeah! primary and secondary or do like... like that [on the board] this is the most common  
 S: 251/347||| I have (R) no idea (CC) |||  
 T: in the phonetic transcriptions you’ll find... these...  
 S: yeah! (MC)  
 T: [unintelligible]  
 S: 252/348||| who (deviant [person-related – first taught – for thing-related question word] Carrier / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) primary (Attribute / Complement / Rheme) (EEC) (SDCC) 349 || and (textual Theme) who (deviant [person-related – first taught – for thing-related question word] Carrier / Subject / topical Theme) is (Process: R / Finite & Predicator / Rheme) secondary? (Attribute / Complement / Rheme) (EEC) (SDCC) |||  
 T: no one  
 S: [laughing]  
 T: which one? I’m sure [T corrects his S]  
 S: ah! (MC)  
 SS: [laughing]  
 T: yeah if it’s this side...  
 S: yes (MC)  
 T: primary or secondary?  
 S: 253/350||| (R) secondary (EEC) (CC) |||  
 S: 254/351||| (R) primary (EEC) (CC) |||  
 S: 255/352||| (R) primary (EEC) (CC) |||  
 S: 256/353||| (R) primary (EEC) (CC) |||  
 T: [on the board] if it’s this side  
 S: 257/354||| (R) secondary (EEC) (CC) |||  
 T: of course yeah  
 S: 258/355||| it (Carrier / deviant [declarative for interrogative Mood word order] Subject / topical Theme) ’s (Process: R / deviant [declarative for interrogative Mood word order] temporal Finite & Predicator / interpersonal Theme) /'praImɔ̃rI/ or /praI'mɔ̃rI/? (Attribute / Adjunct / Rheme) (SDCC) |||  
 S: 259/356||| (R) on the top (EEC) (CC) |||

- T: /'praImɔrI/ if we have this one... the one that is in the higher positive is...  
 S: 260/357||| (R) the primary (AEC) (EEC) (CC) |||  
 T: primary then we have the...  
 S: 261/358||| (R) secondary (AEC) (EEC) (CC) 359 ||| (R) secondary (AEC) (EEC) (CC) |||  
 T: secondary /'secɔndɜrI/ now let's see... negótiator [emphasizing /gow/ go /gow/] primary secondary...  
 S: tiator /ʃi:eItɔr/ [emphasizing /eI/]  
 T: /eI/  
 S: /eItɔr/  
 T: negótiator [emphasizing /gow/ and /eI/]  
 S: negótiator [emphasizing /gow/ and /eI/]  
 S: negótiator [emphasizing /gow/ and /eI/]  
 T: negótiator [emphasizing /gow/ /ʃ/ and /eI/]  
 S: hey (MC) teacher! (MC)  
 T: yeah!  
 S: 262/360||| it (Carrier / deviant [declarative for interrogative Mood word order] Subject / topical Theme) is (Process: R / deviant [declarative for interrogative Mood word order] temporal Finite & Predicator / interpersonal Theme) ok (Attribute / Adjunct / Rheme) like this? (Circumstance-manner:quality / Adjunct / Rheme) (SDCC) |||  
 T: no sir! which word? negotiátion?  
 S: 263/361||| no (CC) 362 ||| (R) negotiátor (EEC) (AEC) (CC) |||  
 T: negótiator /nI'gowʃi:eItɔr/  
 S: negotiator /nI'gowʃieItɔr/ [emphasizing the stressed syllable]  
 T: look! negotiator primary and secondary negòtiability negòtiability  
 S: 264/363||| primary (R) bi (EEC) (CC) 364 ||| secondary (R) go (CC) |||  
 T: [some SS are trying to talk] sssshh!! so negòtiability primary stress?? [expecting someone to answer him]  
 S: 265/365||| (R) bi (EEC) (CC) |||  
 S: 266/366||| (R) bi (EEC) (CC) |||  
 S: 267/367||| (R) bi (EEC) (CC) |||  
 T: secondary?  
 S: 268/368||| (R) go (EEC) (CC) |||  
 S: 269/369||| (R) go (EEC) (CC) |||  
 T: go ok apólogy what's that's pronunciation?  
 S: apólogy apólogy [emphasizing /pa/]  
 S: apólogy [emphasizing /pa/]  
 T: apólogize [/ð'palɔdʒaIz/]  
 S: apólogize  
 S: apólogize  
 T: primary?  
 S: 270/370||| (R) /daI/ (EEC) (CC) |||  
 S: apólogize  
 T: /ɔpá/ apólogize [emphasizing primary and secondary stress] we need to apologize now  
 SS: [two SS are talking to each other, unintelligible]  
 S: 271/371||| (R) secondary? (EEC) (CC) |||  
 T: that's the example primary /pa/ secondary...?  
 S: 272/372||| (R) /dʒaI/ (EEC) (CC) |||  
 S: 273/373||| (R) /dʒaI/ (EEC) (CC) |||  
 S: 274/374||| (R) /dʒaI/ (EEC) (CC) |||  
 T: /dʒaI/ apólogize [emphasizing both primary and secondary stress] apòlogétic  
 S: 275/375||| (R) /dʒe/? (EEC) (CC) |||  
 T: /dʒetIk/ secondary?  
 S: 276/376||| (R) /pɔw/ (EEC) (CC) |||  
 T: /ɔpa/ apologétic /ɔpalɔ'dʒetIk/ system next word?  
 S: sýsystematize  
 S: sýsystematize  
 T: sýsystematize primary?  
 S: 277/377||| (R) /sIs/ (EEC) (CC) |||  
 T: /sIs/ secondary?  
 S: 278/378||| (R) /taIz/ (EEC) (CC) |||  
 S: 279/379||| (R) /taIz/ (EEC) (CC) |||

T: /taIz/  
 S: 280/380||| existe “systemize”? (IC-L2 whole clause lacking) (LDP) |||  
 S: 281/381||| there’s (E) the secondary (EEC) (CC) ||| [to a classmate]  
 T: “to systemize” maybe the verb  
 SS: [unintelligible chat between T and SS and among SS]  
 T: you do? and the last word is?  
 S: no (MC) 282/382||| (R) second! (AEC) (EEC) (CC) |||  
 T: ah the second I’m sorry!  
 S: systemátic  
 S: systemátic  
 T: [unintelligible]... the pronunciation primary?  
 S: 283/383||| (R) /mæ/ (EEC) (CC) |||  
 S: 284/384||| (R) /mæ/ (EEC) (CC) |||  
 T: /mæ/  
 S: valdeci... (MC) [S comments on something , unintelligible]  
 S: 285/385||| why? (EEC) (CC) |||  
 S: 286/386||| now (Circumstance-location:time / Adjunct / Theme) I... (Senser / Subject / Rheme) (UNANALYZABLE) 387||| I’ve decided... << ah... (DM) >> [unintelligible] (UNANALYZABLE) 388||| the next one is... [unintelligible]... the upper position and... (UNANALYZABLE)  
 T: ...the lower position  
 S: 389||| I (Carrier / Subject / Theme) get (Process: R / Finite & Predicator / Rheme) confused (Attribute / Complement / Rheme) with the... (part of Circumstance / Adjunct / Rheme) (IC-Thing constituent of Range in Circumstance / Adjunct / part of Rheme prepositional phrase lacking) (LPP) 390||| in which way [[ I have to... to down (M) the... the... the accent (complete down-ranked clause) ]] (Circumstance / Adjunct / Rheme) (AEC) (CC) |||  
 T: I see! hu-hum so systematic primary /mæ/ secondary /sIs/ the third word?  
 SS: systemátically [emphasizing /mæ/]  
 T: yeah primary?  
 SS: 287/391||| (R) /mæ/ (EEC) (CC) |||  
 T: hu-hum secondary?  
 SS: 288/392||| (R) /sIs/ (EEC) (CC) |||  
 T: hu-hum that’s it!  
 SS: [Some SS seem to be having a conversation. One of them needs help, unintelligible]  
 T: campos you can help him! please do please help him! now the next word is...?  
 S: fotográf [emphasizing /græ/]  
 S: fotográf [emphasizing /græ/]  
 S: fotográf [emphasizing /græ/]  
 T: no I’m sorry!  
 SS: nahhhh! (MC) nahhhh! (MC)  
 T: fotografía [emphasizing the correct stressed syllable /fow'tagrôfi/]  
 S: fotografía [imitating T]  
 S: fotografía [imitating T]  
 T: fotografía fotografía is my hobby fotografía  
 S: fotografía  
 SS: [unintelligible chat among some SS]  
 T: fotografía so the stress is?  
 SS: 289/393||| (R) /ta/ (EEC) (CC) |||  
 T: /ta/ fotografía no secondary  
 S: 290/394||| (E) no secondary (EEC) (CC) |||  
 S: no (MC) 291/395||| (E) no secondary (EEC) (CC) |||  
 T: fotografía  
 S: fotografía  
 T: the word in the middle?  
 S: fotográfico  
 S: fotográfico  
 T: the primary?  
 S: 292/396||| (R) /græ/ (EEC) (CC) |||  
 S: 293/397||| (R) /græ/ (EEC) (CC) |||  
 T: the secondary?  
 S: 294/398||| (R) /fow/ (EEC) (CC) |||

T: /fow/  
 S: 295/399|| (R) /fow/ (EEC) (CC) |||  
 T: the last word?  
 S: photographe[r] [emphasizing /græ/]  
 S: photographe[r] [emphasizing /græ/]  
 S: 296/400|| (R) photographe[r] (EEC) (CC) ||| [emphasizing /ta/]  
 T: photographe[r] [emphasizing /ta/ agreeing with S]  
 S: 297/401|| so (textual Theme) a photographer (Identified / Subject / topical Theme) is (Process: R / Finite & Predicator / Rheme) a person [[ who (Actor / Subject / Theme) takes... (Process: M / Finite & Predicator / Rheme) (LPP – in relation to T's next line – incomplete [Goal / Complement / part of Rheme lacking] down-ranked clause – naturally unfinished clause due to turn invasion by interlocutor) ]] (Identifier / Complement / Rheme) (DOWN-RANKED-CLAUSE-RELATED LPP) |||  
 S: [another S tries to help] 298/402|| photography (AEC) (DCC) ||| [emphasizing /ta/]  
 T: photographs [emphasizing /fow/]  
 S: 299/403|| photo... (AEC) (IC-naturally unfinished clause due to turn invasion by interlocutor) (LPP) |||  
 S: [another S interrupts the former] 300/404|| and what's (R) this? (CC)  
 T: photography is the action the hobby  
 S: 405 || (R) photo... photographic...? (AEC) (CC) |||  
 T: photographic is...?  
 S: 301/406|| photographic is (R) the action (CC) |||  
 S: yes (MC)  
 T: photographic?  
 S: 302/407|| could you please tell (V) us (projecting clause) (CC) 408 || how to pronounce (M) this word? (projected clause) (NFC) (CC) |||  
 T: photographe[r] [emphasizing /ta/]  
 S: 303/409|| (E) just primary? (EEC) (CC) |||  
 T: just primary?  
 S: 304/410|| (E) primary? (AEC) (EEC) (CC) |||  
 T: just primary photographe[r] photographe[r] [exaggerating the stressed syllable]  
 S: 305/411|| /ta/ (R) (EEC) (CC) |||  
 S: 306/412|| it (Carrier / deviant [declarative for interrogative Mood word order] Subject / topical Theme) 's (Process: R / deviant [declarative for interrogative Mood word order] temporal Finite & Predicator / interpersonal Theme) /ð/? (Attribute / Adjunct / Rheme) (SDCC) |||  
 S: 307/413|| it's (R) not... (AEC) (CC) 414 || [unintelligible]... the rule  
 S: yeah (MC) 308/415|| the rule (EEC) (CC) |||  
 S: [[ when the suffix... [unintelligible] (unanalyzable down-ranked clause) ]] (UNANALYZABLE) |||  
 T: yeah 'er'  
 SS: [unintelligible chat in English between two SS]  
 S: no (MC)  
 T: it changes photograph but we say photographer I'm sorry  
 SS: [unintelligible chat in English among some SS]  
 T: yeah this is an exception I'm sorry! hu-hum!  
 S: 309/416|| (R) spécial? (EEC) (CC) |||  
 S: 310/417|| isso mesmo (EEC) (IC-L2 whole clause lacking) (LDP) |||  
 S: 311/418|| (R) spécialement? (EEC) (CC) ||| [emphasizing /spe/]  
 T: spécialement  
 S: 312/419|| which one is (R) upper? (CC) |||  
 S: 313/420|| the primary (R) (EEC) (CC) |||  
 T: the first word is?  
 SS: spécialement [emphasizing /spe/]  
 T: spécialement stress?  
 SS: 314/421|| (R) /spe/ (EEC) (CC) |||  
 T: secondary?  
 SS: 315/422|| (E) no (EEC) (CC) 423 || (E) no (EEC) (CC) |||  
 T: just primary spécialize  
 S: spécialize [exaggerating /spe/ yelling]  
 T: primary?  
 S: 316/424|| (R) /spe/ (EEC) (CC) |||  
 T: /spe/  
 S: 317/425|| (R) /spe/ (EEC) (CC) |||

- T: spécialize [emphasizing both primary and secondary stresses]  
 S: ah (DM) 318/426||| é /spe/? (IC-L2 whole clause lacking) (LDP) |||  
 T: spécialize I want to specialize in hum... languages  
 S: spécialize [trying the word]  
 S: spécialize [trying the word as well]  
 T: hu-hum spécialize the third?  
 S: spécialty [emphasizing the first syllable]  
 S: spécialty [emphasizing the first syllable]  
 T: spécialty hu-hum!  
 S: 319/427||| (E) only primary? (EEC) (CC) |||  
 T: only primary spècializátion [emphasizing both primary and secondary stress]  
 S: spècializátion /,speʃiðli'zeIʃðn/  
 S: 320/428||| (R) /laI/? (EEC) (CC) |||  
 S: 321/429||| é /laI/ (IC-L2 whole clause lacking) (LDP) |||  
 T: spècializátion /,speʃðlaI'zeIʃðn/  
 S: /laI/  
 S: spècializátion [trying /laI/ instead of /II/]  
 S: spècializátion [trying /laI/ instead of /II/]  
 T: primary?  
 S: 322/430||| (R) /laI/ (EEC) (CC) |||  
 T: spècializátion [exaggerating the stressed syllable /zeI/]  
 S: 323/431||| (R) /zeI/? (EEC) (CC) |||  
 S: 324/432||| (R) /zeI/ (EEC) (CC) |||  
 S: 325/433||| (R) /zeI/ (EEC) (CC) |||  
 T: spècializátion [emphasizing /zeI/]  
 S: 326/434||| (R) the secondary? (EEC) (CC) |||  
 T: secondary? [No answer, so T goes on]  
 T: /spe/  
 S: 327/435||| é? (IC-L2 whole clause lacking) (LDP) |||  
 T: /spe/ sorry?  
 S: 328/436||| (R) spècializátion (EEC) (CC) ||| [trying the new pronunciation]  
 T: spècializátion [agreeing on the pronunciation ] so number seven profit...?  
 S: 329/437||| (R) pròfitéer (EEC) (CC) ||| /,prafɪ'tɪðr/  
 T: pròfitéer [agreeing on the pronunciation] primary?  
 SS: 330/438||| (R) /tɪr/ (EEC) (CC) |||  
 T: /tɪr/  
 S: 331/439||| (R) seconda... (EEC) (IC-naturally unfinished clause due to turn invasion by interlocutor) (LPP) |||  
 T: [T interrupts S] secondary?  
 S: 332/440||| (R) /pra/ (EEC) (CC) |||  
 S: 333/441||| and in which one of the e's? (R) or (M) (EEC) (DCC) |||  
 T: the first  
 S: 334/442||| (R) primary (EEC) (CC) |||  
 S: 335/443||| is there (E) any... problem... [[ to put (M) it on the both? (deviant complete down-ranked clause) ]] (DCC) |||  
 T: over both not over the second but over both like in the middle of them  
 S: 336/444||| (R) in the middle of them? (EEC) (CC)  
 T: hu-hum  
 S: 445 ||| or on the first one? (EEC) (CC) |||  
 T: that's it!  
 S: 337/446||| (R) secondary? (EEC) (CC) |||  
 T: /pra/ /pra/  
 S: profiteer  
 T: pròfitable pròfitable /'prafɪtəbɪ/ [emphasizing the stressed syllable]  
 SS: [unintelligible chat in English among themselves]  
 S: 338/447||| [unintelligible]... the first syllable (UNANALYZABLE) 448 ||| because there's (E) a secondary (EEC) (CC) |||  
 T: /pra/ profiteer /,prafɪ'tɪðr/ primary /tɪðr/ secondary /pra/  
 S: 339/449||| primary (R) /pra/ (EEC) (CC) ||| [mispronouncing "primary" /praɪ'meri/]  
 T: primary [correcting the student's pronunciation]



- S: yeah (MC) 340/450|| primary [accepting the teacher's correction] (R) /pra/ (EEC) (CC) 451 || and (R) secondary /teI/? (EEC) (CC) ||
- T: no you're talking about profiteer?
- S: 341/452|| no (CC) 453 || (V) pr<sup>o</sup>fitable (AEC) (CC) || [mispronouncing profitable as /'prɔ̃wɪtɔ̃b/]
- T: profitable [emphasizing the correct form and the stressed syllable] just primary
- S: 342/454|| (E) just primary? (EEC) (CC) ||
- S: 343/455|| yeah! (CC) ||
- T: profitability [waiting for a confirmation for his pronunciation]
- S: 344/456|| (R) /bI/? (EEC) (CC) ||
- S: 345/457|| essa é boa! (IC-L2 whole clause lacking) (LDP) ||
- S: 346/458|| (R) profitability (EEC) (CC) ||
- SS: 347/459|| (R) /bI/ (EEC) (CC) 460 || (R) /bI/ (EEC) (CC) ||
- T: yeah /bI/
- S: 348/461|| (R) upper? (EEC) (CC) ||
- S: 349/462|| (R) secondary? (EEC) (CC) ||
- S: 350/463|| (R) upper? (EEC) (CC) ||
- S: [S yawns while asking a question in English, unintelligible]
- S: 351/464|| is (Process: R / Finite & Predicate / interpersonal Theme) it (Carrier / Subject / topical Theme) the upper or...? (part of Attribute / Complement / Rheme) (IC-Thing2 in Attribute / Complement / part of Rheme nominal group complex lacking – naturally unfinished clause due to turn invasion by interlocutor) (LPP) ||
- T: yeah because /bI/ is the primary stress
- S: 352/465|| (R) profitability (EEC) (CC) || [trying his own pronunciation]
- T: secondary stress?
- S: 353/466|| (R) /pra/ (EEC) (CC) ||
- S: 354/467|| (R) /pra/ (EEC) (CC) ||
- T: /pra/
- S: yeah! (MC)
- S: 355/468|| the book said... (V) « eh... (DM) » (projecting clause) (CC)
- T: where?
- S: 469 || the primary stress falls (M) on or after the third syllable (projected clause) (CC) 470 || secondary stress (part of Actor / Subject / topical Theme) usually... « ah (DM) » usually... (modal Adjunct / Rheme) on or after main syllable (part of Circumstance-location:place / Adjunct / Rheme) (IC-textual Theme, Deictic constituent in Actor / Subject / topical Theme nominal group, Deictic constituent of Range nominal group in Circumstance-location:place / Adjunct / part of Rheme lacking) (AEC) (LDP) ||
- T: yeah that's an exception I'm sorry!... number eight... [waiting for SS to answer]
- S: compárison /kɔ̃m'periʃɔ̃n/
- S: compárison /kɔ̃mpɔ̃'reIʃɔ̃n/
- T: [T says something and SS understand their answers are not what he's expecting for, unintelligible]
- S: 356/471|| não? (EEC) (IC-L2 whole clause lacking) (LDP) ||
- S: 357/472|| (R) compárison /kɔ̃m'pæriʃɔ̃n/? (EEC) (CC) ||
- S: 358/473|| (R) compárison /kɔ̃m'pæriʃɔ̃n/ (EEC) (CC) || [exaggerating the stressed syllable]
- S: 359/474|| (R) compárison /kɔ̃m'pæriʃɔ̃n/ (EEC) (CC) ||
- SS: 360/475|| (R) comparison (EEC) (CC) 476 || (R) comparison (EEC) (CC) || [all trying the correct pronunciation]
- T: why this /ʃʃʃ/?
- S: [laughing]
- S: 361/477|| (R) sorry (EEC) (CC) || teacher! (MC)
- S: 362/478|| (R) sorry (EEC) (CC) || [joking about the former pronunciation, pronounces /ʃɔ̃:ri/] teacher! (MC)
- SS: [laughing with the others and repeating the pronunciation the classmate had just used] 363/479|| (R) sorry (EEC) (CC) || teacher! (MC)
- S: [laughing and repeating sorry /ʃɔ̃:ri/] 364/480|| (R) sorry (EEC) (CC) || teacher! (MC)
- T: compárison [enforcing the correct pronunciation]
- SS: [unintelligible chat in English, clearly about the /ʃʃ/ in sorry, laughing ]
- T: chora nenê [now T mocks SS]
- S: 365/481|| (R) comparison (EEC) (CC) 482 || (R) primary /praI'meri/? (EEC) (CC) ||
- T: comparison just primary
- S: 366/483|| (R) comparison /kɔ̃mpɔ̃'reIʃɔ̃n/ (EEC) (CC) || [laughing]
- S: 367/484|| where exactly is (R) the stress? (CC) ||

- T: comparison [exaggerating /pæ/, the stressed syllable]  
 S: 368/485||| (R) /pæ/ (EEC) (CC) |||  
 S: 369/486||| (R) no (deviant ['no' for 'not' – L1 transfer] negative polarity modal Adjunct) /pæ/ (EEC) (SDCC) |||  
 T: in compárison /pæ/ is the primary.  
 S: 370/487||| (R) compárison (EEC) (CC) ||| [trying the new pronunciation]  
 S: 371/488||| (R) compárison (EEC) (CC) ||| [trying the new pronunciation]  
 SS: [some SS are happily chatting in English while the class goes on]  
 T: well klaus is a little chubbier than pedro is  
 S: [laughing]  
 T: it's a comparison  
 S: 372/489||| a little o que!? (IC-part of L2 clause lacking) (EEC) (LDP) |||  
 T: a little “chubbier”  
 S: 373/490||| o que é “chubbier” mesmo (IC-L2 whole clause lacking) (LDP) ||| hein? (DM)  
 T: clubby is an adjective [unintelligible]  
 S: well (DM) 374/491||| what does “chubby” mean? (R) (CC) |||  
 S: 375/492||| (R) fofinho (AEC) (CC) |||  
 S: [laughing] 376/493||| (R) a little? (EEC) (CC) |||  
 SS: [unintelligible chat in English between T and SS]  
 S: 377/494||| ramires is (R) more than me (CC) |||  
 S: no (MC)  
 T: ramires is a bit chubbier than michelly for example  
 S: [laughing] 378/495||| ramires!! (R) (EEC) (CC) |||  
 T: just a bit that's just an example then!  
 S: [Ramires] 379/496||| thank (V) you! (EEC) (CC) |||  
 T: [unintelligible] I comparability... [waiting for SS to react]  
 S: 380/497||| /'bIII/ (R) primary (EEC) (CC) ||| [mispronouncing the word as /pra'l'meri/]  
 T: primary [correcting the S]  
 S: oh! (DM) 381/498||| culpa minha! (EEC) (IC-L2 whole clause lacking) (LDP) |||  
 T: you will learn it! you will learn it!  
 S: 382/499||| I'm (R) sure [[ I will (ML) (anaphorically elliptical complete down-ranked clause) ] ] (CC) |||  
 S: [laughs at his classmate] 383/500||| you'll be (R) a teacher! (CC) |||  
 S: [unintelligible]  
 T: hu-hum! and the secondary?  
 S: 384/501||| (R) /kðm/ (EEC) (CC) |||  
 S: 385/502||| (R) /kðm/ (EEC) (CC) |||  
 T: /kðm/  
 SS: [some SS chat in English, unintelligible]  
 S: 386/503||| the primary is... (IC-naturally unfinished clause to be completed by interlocutor) (EEC) (LPP) ||| [waiting]  
 T: comparability  
 S: 387/504||| (R) /bI/ (EEC) (AEC) (CC) |||  
 T: /bI/ primary /kðm/ secondary any problems?  
 S: 388/505||| no (CC) |||  
 T: cómparable [waiting]  
 S: 389/506||| (R) /kam/ (EEC) (CC) |||  
 S: 390/507||| (R) /kam/ (EEC) (CC) |||  
 S: 391/508||| (R) /kam/? (EEC) (CC) |||  
 T: cómparable  
 S: 392/509||| (R) /kam/ (EEC) (CC) |||  
 S: 393/510||| (R) exception (EEC) (CC) |||  
 S: 394/511||| (R) comparable (EEC) (CC) |||  
 SS: [some SS start asking questions to T in English at the same time, unintelligible]  
 T: secondary /kam/ comparable  
 S: 395/512||| (R) /k□m/? (EEC) (CC) |||  
 S: 396/513||| (R) /kam/ (EEC) (CC) |||  
 T: comparable  
 SS: [unintelligible chat among some SS]  
 T: [T starts humming a song]  
 S: [S follows the teacher's humming ] 397/514||| don't worry (ML) (CC) |||

T: [T continues his humming while looking for something]  
S: 398/515|| where are (R) you? (CC) |||  
S: 399/516|| don't worry (ML) (CC) 517 || be (R) happy (CC) |||  
S: [S starts whistling the same melody]  
SS: [SS try to hum, sing or whistle the same melody "Don't worry", by Bob McFerrin]  
T: [T starts whistling] I don't know how to whistle very well  
S: 400/518|| whi...? (EEC) (CC) |||  
T: whistle  
S: 401/519|| I do (ML) (AEC) (CC) |||  
SS: [All SS are trying to whistle now, all out of the tune]  
S: 402/520|| whistle (CC) |||  
S: 403/521|| whistle (CC) |||  
T: could someone please?  
S: 404/522|| (R) W-H-I... (EEC) (CC) 523 || (R) W-H-I-S... (EEC) (CC) ||| [the horrible whistling continues]  
S: 405/524|| whistle (CC) 525 || and this << you know (DM) >> too? (EEC) (CC) |||  
S: [S makes a deafening kind of whistle]  
S: ai (MC) 406/526|| meu ouvido (EEC) (IC-L2 whole clause lacking) (LDP) |||  
S: [laughing]  
S: 407/527|| ela não sabe (IC-L2 whole clause lacking) (LDP) 528 || qual é... [unintelligible] (IC-L2 whole clause lacking) (LDP) |||  
S: 408/529|| ela chega... (IC-L2 whole clause lacking) (LDP) |||  
S: [another S interrupts the former one ] 409/530|| ...you said (V) (projecting clause) (CC) |||  
T: could please someone go through the passage  
SS: 410/531|| whistle (CC) ||| [some SS keep making a horrible whistling sound, some others chat happily among themselves and the teacher seems to be chatting with another S]  
T: ...sometimes it's useful  
S: 411/532|| (R) yes? (EEC) (CC) |||  
T: yeah! I was on a bus and a girl was holding... [unintelligible] and the conductor was leaving and I [whistles as though he were experiencing the situation again] and he stopped and the girl got off the bus  
S: 412/533|| eu fui roubada... (IC-L2 whole clause lacking) (LDP) |||  
SS: [unintelligible chat among SS and between SS and T]  
S: 413/534|| then the girl talked (V) to you: (projecting clause) (DCC) 535 || "you are (R) my hero"! (projected clause) (CC) |||  
S: [laughing]  
T: she didn't even look I didn't mind  
S: 414/536|| I have (R) a terrible story today (CC) 537 || I was (R) on the bus << Yeah? (DM) >> (CC)  
T: you were riding a bus  
S: 538 || and (textual Theme) I (Carrier / Subject / topical Theme) was (Process: Finite & Predicator / Rheme) the side [[ that didn't pay (M) the ticket (deviant complete down-ranked clause) ]] (part of Attribute / Complement / Rheme) (IC-minor Process – 'on'- in Attribute / Complement / part of Rheme prepositional phrase lacking) (LDP) |||  
T: I see!  
SS: [some SS chat happily among themselves, unintelligible, chat and language – Portuguese or English – cannot be recognized either]  
T: no you hadn't paid  
S: 415/539|| I hadn't (AEC) (CC) 540 || and the... a girl [[ who had... [unintelligible] (unanalyzable down-ranked clause) ]] (UNANALYZABLE)  
T: hu-hum!  
S: 541 || ...she dropped (M) ten... ten reais (CC)  
SS: [laughing]  
T: wow! ten reais!!  
S: 542 || and this little sheet of paper falls (M) down the stairs of the... of the door (CC)  
S: oh gaiato! (MC)  
S: 543 || the door was (R) open (CC) 544 || and she said: (V) (projecting clause) (CC) 545 || << "oh, my god (MC) please! (MC) >> take (M) this ten reais for me" (DCC) 546 || "oh (E) no problem" (EEC) (CC) 547 || but I was (R) with a bag of "churros" [laughing]... (CC) |||  
T: a bag of shoes? [T asks interrupting him]  
S: [another S makes a comment, unintelligible]  
S: [He continues] 416/548|| (R) "churros" (EEC) (CC) |||

T: I see  
SS: [laughing]  
S: [Another S] 417/549|| right then... (EEC) (CC) 550 || right then... (EEC) (CC) ||  
T: [trying to help him go on with his story] what should I do?  
S: [he continues] 418/551|| and (textual Theme) my books (Carrier / Subject / topical Theme) was (Process: R / deviant [singular for plural] temporal Finite & Predicator / Rheme) above my... (part of – due to turn invasion by interlocutor – Attribute / Complement / Rheme) (SDCC) ||  
S: [another S] 419/552|| (R) are... (EEC) (CC) ||  
T: were  
SS: 420/553|| (R) were (EEC) (CC) 554 || (R) were (EEC) (CC) ||  
S: 421/555|| (R) sorry! (EEC) (CC) ||  
T: don't worry! that's my part!  
S: [Other SS make an unintelligible comment]  
S: oh my god (MC) 422/556|| was (Process: R / temporal Finite & Predicator / Rheme) in a terrible situation (Attribute / Complement / Rheme) (IC-Carrier / Subject / Theme lacking) (LDP) ||  
T: what did you do?  
SS: [Many SS laugh hysterically, adding unintelligible comments]  
S: 423/557|| deixa eu contar (IC-L2 whole clause lacking) (LDP) || macho! (MC)  
T: that's the main part!  
S: [another S] 424/558|| why do you say (V) that? (CC) ||  
S: 425/559|| I don't know... (ML) (projecting clause) (CC) 560 || I don't know (ML) (projecting clause) (CC) 561 || how to take (M) it! (projected clause) (DCC) ||  
SS: [Many SS laugh hysterically, adding unintelligible comments]  
S: [he continues unintelligibly ]... 426/562|| nobody (Carrier / Subject / Theme) there (Attribute / Complement / Rheme) (IC-Process: R / temporal Finite & Predicator / part of Rheme lacking) (LDP) 563 || and (textual Theme) I (Actor / Subject / topical Theme) taked (Process: deviant [regular for irregular past primary tense marking] temporal Finite & deviant [ lexical choice: 'take' for 'pick up/get'] Predicator / Rheme) it (Goal / Complement / Rheme) (SDCC) 564 || but... (textual Theme) (IC-Circumstance-location:time / Adjunct / topical Theme, Actor / Subject / part of Rheme, Process: M / Finite & Predicator / part of Rheme lacking) (SDCC) 565 || and... (textual Theme) (IC-Circumstance-location:time / Adjunct / topical Theme, Actor / Subject / part of Rheme, Process: M / Finite & Predicator / part of Rheme lacking) (SDCC) 566 || and... (textual Theme) (IC-Circumstance-location:time / Adjunct / topical Theme, Actor / Subject / part of Rheme, Process: M / Finite & Predicator / part of Rheme lacking) (SDCC) 567 || and (textual Theme) the time [[ I (Actor / Subject / Theme) taked (Process: deviant [regular for irregular past primary tense marking] temporal Finite & deviant [ lexical choice: 'take' for 'pick up/get'] Predicator / Rheme) it (Goal / Complement / Rheme) (simplified deviant complete down-ranked clause) ]] (Circumstance-location:time / Adjunct / topical Theme) the door (Actor / Subject / Rheme) closed (Process: M / Finite & Predicator / Rheme) (DOWN-RANKED-CLAUSE-RELATED SDCC) 568 || and (textual Theme) my test... (Participant / Subject / topical Theme) (IC-Process: ? / Finite & Predicator / part of Rheme, Participant / Complement / part of Rheme lacking) (LDP)  
SS: [laughing , hysterically]  
S: [another S] hey (MC) teacher... (MC) hey (MC) teacher... (MC) [T doesn't seem to listen to him]  
S: [he tries to continue] 569 || "somebody please open (M) the door" (projected clause) (CC) 570 || I told (V) the... the motorist... (projecting clause) (CC) 571 || (V) the driver... (AEC) (CC) ||  
SS: [Many SS laugh hysterically, adding unintelligible comments]  
S: 427/572|| could we say... (V) (projecting clause) (CC) 573 || could we say... (V) (projecting clause) (CC) 574 || could we say (V) (projecting clause) (CC) 575 || that he was (R) in a predicament? (projected clause) (CC) [mispronouncing "predicament"] 576 || say (V) (AEC) (CC) 577 || (R) predicament? (AEC) (CC) ||  
T: predicament predicament [correcting S]  
S: 428/578|| yep! (CC) ||  
T: hu-hum!  
S: 429/579|| (R) very bad situation (EEC) (CC) ||  
T: yeah it's a situation that's difficult to... to... to decide what to do it's a predicament yeah!  
S: 430/580|| it (Carrier / Subject / Theme) 's (Process: R / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) terrible! (Attribute / Complement / Rheme) (SDCC) 581 || It (Carrier / Subject / Theme) 's (Process: R / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) terrible! (Attribute / Complement / Rheme) (SDCC) || [the S who was telling the "story" sums up]

T: ah ok thank you! unit forty-three please!  
S: 431/582||| jááá! (EEC) (IC-L2 whole clause lacking) (LDP) |||  
T: thanks for telling us!  
S: 432/583||| sharing (M) with me  
S: 433/584||| (R) page? (EEC) (CC) |||  
T: unit 42  
S: this funny situation! (NFC) (AEC) (CC) |||  
S: 434/585||| which page? (R) (EEC) (CC) |||  
T: we have already seen it we have already seen this... hum... that you should...  
S: 435/586||| (R) one... (EEC) (LPP) 587 ||| you said (V) one forty-two (CC) 588 ||| but... (textual Theme) (IC-Participant / Subject / topical Theme, Process: ? / Finite & Predicator / part of Rheme, Participant / Complement / part of Rheme lacking) (LDP) 589 ||| but... (textual Theme) (IC-Participant / Subject / topical Theme, Process: ? / Finite & Predicator / part of Rheme, Participant / Complement / part of Rheme lacking) (LDP)  
T: we have already seen these details... [unintelligible] like call him [omitting the H in him], what did he do? [omitting the H in he], this is her office [omitting the H in her] remember?  
S: hum? (MC)  
S: 590 ||| but... (textual Theme) (IC-Participant / Subject / topical Theme, Process: ? / Finite & Predicator / part of Rheme, Participant / Complement / part of Rheme lacking) (LDP) |||  
T: so unit forty-three  
S: ah (DM) 436/591||| eu queria saber (IC-L2 whole clause lacking) (LDP) 592 ||| como é [[ que se pronuncia “the” /ði:/ /ðð/... (incomplete [L2 whole clause lacking] down-ranked clause) ]] (IC-L2 whole clause lacking) (LDP) |||  
T: yeah... hu-hum so the is unstressed and pronounced with the noun following: the man, the books, the weather... do you understand?  
S: 437/593||| hu-hum! (CC) |||  
S: 438/594||| weather? (EEC) (CC) ||| [pronouncing /ð/ as /d/]  
T: the weather [suggesting the correct pronunciation]  
S: 439/595||| (R) weather (EEC) (CC) ||| [still pronouncing /ð/ as /d/]  
SS: [SS try to pronounce the weather correctly, one after the other]  
S: 440/596||| /ðð/ (M) before a vowel sound (EEC) (CC) 597 ||| because (R) the /ði:/ apple the /ði:/ air... (EEC) (CC) |||  
S: 441/598||| but... (textual Theme) it (Carrier / Subject / topical Theme) 's... (Process: R / Finite & Predicator / Rheme) (IC-Attribute / Complement / part of Rheme lacking) (LPP) 599 ||| it (Carrier / Subject / topical Theme) 's... (Process: R / Finite & Predicator / Rheme) (IC-Attribute / Complement / part of Rheme lacking) (AEC) (LPP) 600 ||| it (Carrier / Subject / topical Theme) 's... (Process: R / Finite & Predicator / Rheme) (IC-Attribute / Complement / part of Rheme lacking) (AEC) (LPP) 601 ||| but the sound is (R) weather /weððr/ (CC) 602 ||| (R) not /wedðr/ (AEC) (CC)  
S: hu-hum! (MC)  
S: 603 ||| but weather is (R) not a sound of consonant (CC) 604 ||| (R) a vowel sound (AEC) (CC) ||| [mispronouncing vowel]  
S: 442/605||| (R) the /di:/ (EEC) (CC) 606 ||| (R) the /di:/ (EEC) (CC) |||  
S: 443/607||| (R) the weather (EEC) (CC) ||| [mispronouncing weather /d/]  
T: it's a glide /www/ remember the glides?  
S: 444/608||| no (CC) |||  
S: 445/609||| (R) weather (EEC) (CC) ||| /d/  
S: 446/610||| (R) /y/ /□/ (EEC) (CC) 611 ||| (R) page? (EEC) (CC) |||  
T: eight so the glides are?...  
S: no (MC) 447/612||| (R) not /□/ (EEC) (CC) |||  
T: /w/ and...  
S: 448/613||| (R) I /aI/ (EEC) (CC) |||  
S: 449/614||| (R) y /i/ (EEC) (CC) |||  
T: hu-hum or w /dʌblju:/ and y /wai/ so as this is a glide a consonant sound we say the /ðð/ weather  
S: 450/615||| (R) the weather (EEC) (CC) ||| [trying the correct pronunciation]  
T: hu-hum all right?  
S: 451/616||| (R) all right (EEC) (CC) |||  
S: 452/617||| I make (M) confusion (DCC) |||  
S: hu-hum!  
T: between what?

S: 453/618|| (R) the air (EEC) (CC) |||  
 SS: [some SS chat happily in English about time, unintelligible]  
 T: let's move on please!  
 S: ok (MC)  
 T: the /ðð/ is pronounced /ði:/ before a vowel the /ðð/  
 S: 454/619|| why (R) a vowel? (EEC) (CC) ||| [interrupting T]  
 T: [unintelligible] the /ðð/ is pronounced /ði:/ before a consonant  
 SS: [SS try pronouncing /ðð/ and /ði:/ sounding as a beehive]  
 T: I mean I've already told you this just to... to... to refresh our minds for example the first examples how do you pronounce it?  
 SS: the /ði:/ air  
 T: the /ði:/ hu-hum  
 S: 455/620|| (R) the /ði:/ air (EEC) (CC) 621 || (R) the /ði:/ air (EEC) (CC) |||  
 T: hu-hum you seem to be away tonight thiago  
 S: 456/622|| be (R) away (CC) ||| man (MC)  
 S: 457/623|| I (Senser / Subject / Theme) was thinking (Process: ML / temporal Finite & Predicator / Rheme) on weekend (part of Phenomenon / Complement / Rheme) (IC-definite article Deictic constituent of Range nominal group in Phenomenon / Complement / Rheme) (LDP) 624 || that [unintelligible] (UNANALYZABLE) |||  
 T: oh?? good luck!  
 S: [unintelligible]  
 T: you have some plans hum?  
 S: hey (DM) 458/625|| you (Actor / Subject / topical Theme) took a nap (Process: M / deviant ['past' for 'base' form] Predicator / Rheme) this afternoon? (Circumstance-location:time / Adjunct / Rheme) (IC-past primary tense temporal Finite / interpersonal Theme lacking) (LDP) |||  
 S: [unintelligible]  
 T: the second... the... the book  
 S: 459/626|| do you know? (ML) (CC) |||  
 S: 460/627|| (R) the /ðð/ book (EEC) (CC) |||  
 T: the /ðð/ book  
 S: 461/628|| (R) the book (EEC) (CC) ||| [trying the correct pronunciation]  
 S: 462/629|| (R) the book (EEC) (CC) ||| [trying the correct pronunciation]  
 T: ocean  
 SS: 463/630|| (R) the /ði:/ ocean (EEC) (CC) |||  
 T: the ocean  
 S: 464/631|| (R) the ocean (EEC) (CC) |||  
 T: place  
 SS: 465/632|| (R) the /ðð/ place (EEC) (CC) |||  
 T: yeah the place  
 S: 466/633|| how can I know? (ML) (CC) ||| [to a classmate]  
 T: do you need to move on with this lesson?  
 S: please (MC)  
 T: let's just... we'll need to listen to the... the tape just let's read two numbers each  
 S: yeah (MC) yeah! (MC)  
 S: the atmosphere the other  
 S: 467/634|| (R) the /ði:/ other? (EEC) (CC) |||  
 S: 468/635|| hu-hum (CC) 636 || (R) the opposite (EEC) (CC) |||  
 S: the other  
 S: the entrance the information  
 S: 469/637|| (R) the opposite (EEC) (CC) |||  
 S: 470/638|| I know (ML) (CC) |||  
 SS: [While T is reinforcing some SS' learning, some others are happily chatting in an unidentified language – Portuguese or English – cannot be recognized either, unintelligible then, T approaches them]  
 S: 471/639|| I'm (R) sorry! (CC) 640 || I'm (R) really sorry! (CC) |||  
 T: it's a good thing you're sorry!  
 S: the assignment the alternative [mispronouncing alternative]  
 T: but the pronunciation is the alternative?  
 S: 472/641|| (R) the alternative (EEC) (CC) |||

T: the alternative the alternative the alternative  
S: 473/642|| (R) the alternative (EEC) (CC) |||  
S: 474/643|| (R) the argument and the importance? (EEC) (CC) |||  
T: please remember that we need to do that /ði:/ the /ði:/ argument the /ði:/ importance  
S: 475/644|| (R) the /ði:/ argument the /ði:/ importance (EEC) (CC) |||  
T: hu-hum good! thank ya! number nine please!  
S: the umbrella the author [mispronounces author]  
T: the umbrella but what's the pronunciation for number ten?  
SS: 476/645|| (R) the author (EEC) (CC) ||| [all mispronouncing author].  
T: the author [correcting SS]  
SS: 477/646|| (R) the author (EEC) (CC) |||  
S: 478/647|| twelve (EEC) (CC) |||  
S: the exit [mispronouncing exit]  
T: the exit  
SS: 479/648|| (R) the exit (EEC) (CC) |||  
S: 480/649|| (R) the exit (EEC) (CC) |||  
S: the earth  
S: the end  
SS: [some SS are chatting in Portuguese, unintelligible]  
S: hey (MC) class (MC) 481/650|| talk (V) in english (CC) 651 || the teacher is recording (M) our class (CC) |||  
SS: [SS are asking T how to pronounce the "the" correctly] still the one that I...  
T: remember that's not stressed  
S: still the one that I love... [singing]  
T: because it's not stressed it's unstressed  
S: 482/652|| eu tenho essa música lá em casa (IC-L2 whole clause lacking) (LDP) |||  
T: are you sure you are able?  
S: 483/653|| what?... (EEC) (CC) |||  
T: I wouldn't do it if I were you  
S: [laughing]  
T: unit forty-four prepositions with nouns... short prepositions (to, at, in, on, for, with) are unstressed and pronounced with the word following in some cases the preposition was become part of the next word forever tomorrow  
S: 484/654|| (R) interesting (EEC) (CC) |||  
T: they were prepositions before  
S: 485/655|| I saw (ML) in the movie just 'morrow' (DCC) |||  
T: 'morrow'  
S: teacher (MC) teacher... (MC)  
S: 486/656|| (R) 'morrow'? (EEC) (CC) 657 || (R) 'morrow'? (EEC) (CC) |||  
T: yeah we can hear!  
S: 487/658|| do you have (R) this... this sentence 'tell a time'? (CC) |||  
T: tell?  
S: 488/659|| I don't know (ML) (CC) 660 || it's (R) time [[ to eat something (complete non-finite down-ranked clause) ]] (CC) 661 || I don't know (ML) (projecting clause) (CC) 662 || if it's (R) lunch dinner... (projected clause) (CC) |||  
T: tell time  
S: 489/663|| (R) 'tell time' (EEC) (CC) |||  
T: I haven't heard of it yet  
S: 490/664|| I don't know (ML) (projecting clause) (CC) 665 || how to spell (M) it (projected clause) (CC) |||  
T: I'm gonna ask someone  
S: 491/666|| (R) tell (EEC) (CC) |||  
S: 492/667|| (V) cathy (AEC) (CC) |||  
S: of course! (MC) [S says this in a very funny way]  
S: [laughing]  
T: tell time where did you hear it?  
S: 493/668|| (ML) in a... a game (AEC) (CC) |||  
T: tell time and what... [unintelligible]  
S: 494/669|| when the warriors [mispronouncing warriors] are (R) hungry (CC) 670 || they must  
SS: [some classmates interrupting him, laughing hysterically]

S: [continuing]... tell (V) a time (CC) |||  
 T: nice! anyway  
 SS: at home [unstressing the preposition]  
 T: go to class [unstressing the preposition]  
 S: go to class [unstressing the preposition]  
 T: go to class [unstressing the preposition]  
 S: go to class [unstressing the preposition]  
 S: go to class [unstressing the preposition]  
 T: on time [unstressing the preposition]  
 SS: on time [unstressing the preposition] [The class continues at this pace for some more minutes, repetition, only]  
 T: the preposition to is pronounced /tu:/ at the end of a sentence and before unstressed vowels before stressed vowels it may be pronounced /tu:/ or /tə/  
 S: 495/671||| but (textual Theme) they (Sayer / Subject / topical Theme) say (Process: V / deviant [lexical choice: 'say' for 'speak'] like this? (Circumstance-manner:quality / Adjunct / Rheme) (IC-present primary tense temporal Finite / interpersonal Theme lacking) (LDP) |||  
 T: they selected!  
 S: 496/672||| they say (V) like this! (DCC) |||  
 T: yes of course now please answer me with I'd like to or I'd love to sideaux would you like to listen to some heavy metal right now?  
 S: I'd love to  
 T: paulo would you like to do the dishes?  
 S: I'd like to  
 S: [unintelligible]  
 S: [laughing]  
 End of Tape 1

TP: now choose three pairs and say them out loud  
 T: let's see where we are  
 S: 497/673||| (R) in the classroom (AEC) (CC) ||| [joking about what was just said by the teacher] [T is searching on the tape where he had last stopped]  
 T: oh my god!... now side A or side B? [wondering]... uh we'll be there! [some SS chat in English while T is searching for the right position in the tape; T gets engaged in the chatting, unintelligible]  
 TP: now go back and complete the rest of the exercise  
 S: 498/674||| went (Process: M / Finite & Predicator / Rheme) to school (Circumstance-location:place / Adjunct / Rheme) with a "gigolete" (part of Circumstance-manner:quality / Adjunct / Rheme) (IC-Actor / Subject / Theme, L2 Thing constituent of Range nominal group in Circumstance-manner:quality / Adjunct / part of Rheme lacking) (LDP) |||  
 T: unit forty-four please! practice one  
 TP: practice one listen and practice listen and repeat the phrases  
 T: please!  
 TP: one at night  
 SS: at night  
 TP: two at once  
 SS: at once  
 TP: three at first  
 SS: at first [the class goes on at this pace for about five more minutes]  
 TP: twenty on purpose  
 SS: on purpose  
 S: 499/675||| (R) on purpose (EEC) (CC) ||| [mispronouncing purpose]  
 T: on purpose [correcting a student's mispronunciation]  
 TP: twenty on purpose  
 SS: on purpose [the same S makes the same mistake]  
 T: on purpose [correcting S mispronouncing the word]  
 SS: on purpose [all SS now pronounce it correctly]  
 T: verb plus preposition [T starts a new unit]  
 S: "viche maria!! (MC) [S reacts surprisingly in Portuguese]... [unintelligible]  
 S: 500/676||| que foi? (IC-L2 whole clause lacking) (LDP) ||| [S asks curiously]  
 S: 501/677||| second volume (EEC) (CC) 678 ||| é? (IC-L2 tag ending lacking) (LDP) ||| [mispronouncing "volume"]



T: second volume? [correcting S's mispronunciation]  
S: 502/679||| yes! (CC) |||  
S: [unintelligible]  
T: as you're necessary thanks you can buy it!... so prepositions that are part of separable two-word verbs are stressed  
S: [S tries to talk to his friend, making a comment on something, unintelligible. T doesn't seem to bother and goes on]  
T: ...prepositions used as adverbs with no following noun are also stressed  
S: [S reads one of the examples] speak úp please!  
T: look the word úp put off the party climb dówn [giving special emphasis to the prepositions]  
SS: speak úp please [one after the other, SS keep repeating this example]  
S: look it up put it óff do them over  
T: do you understand what "two-word" verbs...  
S: 503/680||| (R) two words (EEC) (CC) |||  
T: do you understand "two-word" verbs?  
S: 504/681||| no (CC) |||  
S: 505/682||| yes! (CC) |||  
S: 506/683||| (R) phrasal verbs? (EEC) (CC) |||  
T: phrasal verbs hu-hum! sometimes they have two words sometimes they have three so they are phrasal verbs so sometimes they have three so they are phrasal verbs so when the preposition is an adverb so no following noun are... and there's no following noun they are also stressed like climb down speak úp put it óff the party and so on when a pronoun comes between a verb and its preposition the preposition is more heavily stressed than the verb look it úp! [exaggerating on the pronunciation of the preposition]  
SS: look it úp [following T]  
T: put it óff [exaggerating the pronunciation of the preposition]  
SS: put it óff [exaggerating the pronunciation of the preposition]  
T: do them óver [exaggerating the pronunciation of the preposition]  
SS: do them óver [exaggerating the pronunciation of the preposition]  
T: that's it! do you understand?  
S: 507/684||| yes (CC) ||| [sounding tired]  
S: 508/685||| yes (CC) |||  
S: 509/686||| yes (CC) |||  
T: hu-hum! hu-hum!... I have put óff the party put óff the party  
S: 510/687||| tell (V) us (projecting clause) (CC) 688||| what (Identifier / Complement / Theme) 's (Process: R / deviant [interrogative for declarative Mood word order] temporal Finite & Predicator / Rheme) 'put óff the party' (Identified / deviant [interrogative for declarative Mood word order] Subject / Rheme) (SDCC) |||  
S: 511/689||| I don't understand! (ML) (CC) |||  
S: 512/690||| I don't understand! (ML) (CC) |||  
T: [T makes a comment in English, unintelligible]  
S: 513/691||| [[ someone put off (M) the party (complete down-ranked clause) ]]? (EEC) (CC) |||  
T: [T says something to a S, unintelligible but answers the other one] no... to put off is to postpone  
S: 514/692||| (R) to what? (EEC) (CC) |||  
T: to postpone  
S: 515/693||| to... to... to do (M) in another day! (NFC) (DCC) |||  
T: hu-hum! that's it!  
S: hey (MC) [unintelligible]  
S: 516/694||| put off (M) the test (CC) |||  
S: yes! (MC)  
S: 517/695||| another date (EEC) (CC) |||  
S: ave maria! (MC) 518/696||| todos os papéis (IC-L2 whole clause lacking) (EEC) (LDP) ||| [S complains about his sheets of paper, maybe they have fallen down]  
SS: [SS chat partly in English and partly in Portuguese, unintelligible]  
S: ulisses (MC) ulisses (MC) [unintelligible]  
S: no (MC)  
S: 519/697||| eu faço com os meus assim (IC-L2 whole clause lacking) (LDP) ||| [comments in Portuguese]  
S: 520/698||| try it on (M) (CC) |||  
S: 521/699||| I have (R) a special... kind of... paper (CC) |||

S: 522/700||| me too (AEC) (CC) 701 || but... (IC-naturally unfinished clause due to turn invasion by interlocutor) (LPP) ||| [in a very weak voice]  
S: 523/702||| me too (AEC) (CC) ||| [mocking their classmate]  
S: 524/703||| me too (AEC) (CC) ||| [mocking their classmate]  
SS: [some SS chat in English, unintelligible]  
T: four phrases four phrases [T writes four sentences on the board willing to explain the subject through them]  
S: 525/704||| dá uma olhada aí (IC-L2 whole clause lacking) (LDP) ||| [to a classmate]  
SS: [Some SS continue chatting unintelligibly]  
T: put off the party sounds fine?  
S: 526/705||| yes (CC) |||  
S: 527/706||| yes (CC) |||  
T: we have the verb together this word so problem?  
SS: [unintelligible; we can assume they had understood, though]  
T: hu-hum put off the party yeah? put the party off!  
S: 528/707||| right... (EEC) (CC) 708 || (R) this one? (EEC) (CC) |||  
S: 529/709||| (R) on the right (EEC) (CC) |||  
T: [unintelligible]... if the phrasal verb...  
S: 530/710||| (R) the same meaning? (EEC) (CC) |||  
T: ...yeah if the phra...  
S: 531/711||| (R) the last one (EEC) (CC) |||  
T: if the phrasal verb is separable you can and then you have... [unintelligible]... you can say the phrasal verb before it or you can put it within the phrasal verb  
S: [unintelligible]  
T: hum?  
S: 532/712||| isso eu não aprendi em gramática (IC-L2 whole clause lacking) (LDP) ||| [repeating in Portuguese]  
T: yeah because we don't have this lesson  
S: 533/713||| (R) sorry! (CC) |||  
T: well it's a good thing you're learning now!  
S: yes! (MC) [very enthusiastically]  
T: hu-hum! put it off!  
S: 534/714||| (R) right (EEC) (CC) |||  
T: yeah if I have... hum... what's this?  
S: huuummm (MC) [thinking]...  
S: 535/715||| (R) subject? (EEC) (CC) |||  
S: 536/716||| no (CC) 717 || no (CC) 718 || no (CC) |||  
S: 537/719||| (R) object (EEC) (CC) |||  
S: no (MC) no (MC) no (MC) no (MC)  
S: 538/720||| (R) noun (EEC) (CC) |||  
T: noun?  
S: 539/721||| não (IC-L2 whole clause lacking) (LDP) ||| [in Portuguese]  
S: 540/722||| não (IC-L2 whole clause lacking) (LDP) |||  
S: 541/723||| (R) noun (EEC) (CC) |||  
S: não (MC)  
[someone, either T or a S whispers the answer]  
S: 542/724||| what? (EEC) (CC) |||  
S: 543/725||| (R) pronoun (EEC) (CC) ||| macho! (MC)  
S: 544/726||| it's (R) a pronoun! (CC) |||  
S: 545/727||| (R) pronoun (EEC) (CC) ||| [Yelling!!]  
SS: ahh! (MC)  
S: 546/728||| finalmente! (IC-L2 whole clause lacking) (EEC) (LDP) |||  
T: if you have a noun you can separate or no the phrasal verb but if you have a pronoun you need to separate it!  
S: 547/729||| so the next one is (R) wrong! (CC) |||  
T: got it?  
S: 548/730||| yep! (CC) |||  
T: hu-hum put it off turn it down pack them over get it on and so on do you understand?  
S: 549/731||| ok (CC) |||  
T: hu-hum!

SS: [a few students babble some words, unintelligible]  
T: number one... yeah but this one you cannot separate remember that some phrasal verbs are not separable  
S: call him up  
T: call him up! yeah! call me up tomorrow call me up tomorrow  
S: [S tries to say something, T interrupts him, unintelligible]  
T: ...or call up me tomorrow?  
S: 550/732||| call her up! (M) (CC) |||  
S: “vicheee” (MC) [telling himself off in a very noisy and funny way]  
S: 551/733||| [unintelligible]... very bad (UNANALYZABLE) |||  
S: yeah! (MC) 552/734||| look (Process: ML / part of Predicator / Theme) my mind! (Phenomenon / Complement / Rheme) (IC-particle ‘at’ as part of Predicator / part of Rheme lacking) (LDP) |||  
S: 553/735||| (R) call me up! (EEC) (CC) |||  
T: call me up tomorrow!  
S: 554/736||| the way... [unintelligible] (UNANALYZABLE) |||  
S: 555/737||| the way! (UNANALYZABLE) |||  
S: 556/738||| call me up (M) tomorrow (CC) |||  
T: call me up tomorrow  
S: 557/739||| (M) ‘morrow’ (AEC) (CC) |||  
T: yeah call me up ‘morrow’ is it [speaking through the nose, completely unintelligible]  
S: yeah (MC) [making fun of the T and imitating him!]  
T: hu-hum!  
S: 558/740||| understand (ML) him? (EEC) (CC) |||  
[No answer]  
S: 559/741||| clean it up! (M) (CC) |||  
T: I will [T tries to find the right position for the tape]  
TP: unit forty-five verb plus preposition  
SS: [SS chat and laugh hysterically and seem to have lost concentration]  
T: may I have your attention please?  
S: ah ah! (MC)  
S: 560/742||| yes (CC) ||| sir (MC)  
SS: [some SS are still chatting and laughing]  
T: may I have your attention please?  
SS: [Some SS are still chatting and laughing]  
S: oh (DM) 561/743||| sure! (CC) |||  
T: thank you!  
TP: listen and practice listen and repeat the phrases mark the consonant – vowel joinings one hand it in [noise of something falling on the floor]  
S: oh! (DM) jesus! (MC)  
SS: hand it in [only half of the students repeat]  
S: heeyyy! (MC)  
SS: [SS start chatting and laughing at what had happened to the classmate something of hers may have fallen on the floor, unintelligible]  
T: you seem to be... you’re still...  
SS: [SS behave as though they were making fun of something or someone, unintelligible]  
T: you seem to be looking for... [unintelligible]  
SS: [laughing out loud, hysterically]  
S: 562/744||| o rapaz tá exigente! (IC-L2 whole clause lacking) (LDP) |||  
SS: [laughing out loud, hysterically]  
T: what will pedro henrique think of us?  
SS: [laughing out loud, hysterically]  
S: no (MC) 563/745||| he (Carrier / Subject / Theme) ’s (Process: R / Finite & Predicator / Rheme) just... (modal Adjunct / Rheme) (IC-Attribute / Complement / part of Rheme lacking) (LDP) 746 ||| but (textual Theme) he... (Participant / Subject / topical Theme) (IC-Process: ? / Finite & Predicator / part of Rheme, Participant / Complement / part of Reme lacking) (LDP) 747 ||| nice [[ to meet (M) you pedro henrique (complete non-finite down-ranked clause) ] ] (EEC) (CC) |||  
S: no (MC) 564/748||| it’s (R) for cathy... (CC) 749 ||| (R) cathy (AEC) (CC) |||  
TP: [T doesn’t mind about the comments and plays the tape, giving up ending SS’s mess by any other means] ...mark the consonant-vowel joinings one hand it in  
SS: hand it in

T: hand it in  
S: hand it in  
TP: hand them in now  
[The class moves at pace, choral repetition, for twelve more examples]  
T: my goodness! well please do this dialogue put these verbs in the correct place!  
S: 565/750|| (R) homework? (EEC) (CC) |||  
T: no now! I'm reading the book for ... to give you the... the questions for the portfolio  
S: ahh! (MC)  
S: all right! (MC)  
S: [some SS try to continue laughing, but not everybody now] sssshhh! (MC) [asking for silence]  
S: 566/751||| oia o outro! (IC-L2 whole clause lacking) (LDP) ||| [commenting on a classmate's reply]  
T: second half  
S: yes! (MC)  
SS: [SS are doing an exercise and chatting in English and Portuguese about it, unintelligible]  
T: ulisses what was... what was the word? [trying to help a student with a word or an expression he had asked some minutes before]  
S: hum? (MC)  
T: tell time? tell?  
S: 567/752|| I guess... (ML) (projecting clause) (CC) 753 || I think (ML) (projecting clause) (CC) 754 || it's (R) S-H-E double I (projected clause) (CC) 755 || I think (ML) (projecting clause) (CC) 756 || it's (R) like that (projected clause) (CC) |||  
T: shell?  
S: 568/757|| (R) 'shell a time'! (EEC) (CC) |||  
T: [to another student] help michelle do the exercise!  
S: 569/758|| can be (Process: R / modal Finite & Predicator / Rheme) shell tell... (Attribute / Complement / Rheme) (IC-Carrier / Subject / Theme lacking) (LDP) 759 || I don't know (ML) (CC) |||  
SS: [unintelligible comments; SS speaking at the same time]  
T: you think you heard "tell"  
S: 570/760|| but (textual Theme) can be (Process: R / modal Finite & Predicator / Rheme) "shell" (Attribute / Complement / Rheme) (IC-Carrier / Subject / topical Theme lacking) (LDP) 761 || can be (Process: R / modal Finite & Predicator / Rheme) "shell" or "tell" (Attribute / Complement / Rheme) (IC-Carrier / Subject / Theme lacking) (LDP) |||  
T: it's time to believe!  
S: yes! (MC)  
SS: [SS are still doing an exercise and chatting in English and Portuguese about it, unintelligible]  
S: 571/762|| é [[ prá fazer (incomplete [L2 whole clause lacking] down-ranked clause) ]] (IC-L2 whole clause lacking) (LDP) ||| valeu! (MC)  
S: thanks (MC) michelle! (MC)  
S: de nada! (MC)  
SS: [SS are still doing an exercise and chatting in Portuguese about it, unintelligible]  
S: ramires (MC) 572/763|| vai ter chá? (IC-L2 whole clause lacking) (LDP) |||  
S: 573/764|| o que? (EEC) (IC-L2 whole clause lacking) (LDP) |||  
S: ah não... (MC) [unintelligible]... 574/765|| comi bolo (IC-L2 whole clause lacking) (LDP) |||  
S: 575/766|| a Michelle ultimamente tem tido cada desejo na sala (IC-L2 whole clause lacking) (LDP) |||  
S: [Michelle replies with an unintelligible answer]  
S: 576/767|| o que foi? (IC-L2 whole clause lacking) (LDP) |||  
S: olha (MC) 577/768|| vocês têm que sentar aqui do lado dela (IC-L2 whole clause lacking) (LDP) |||  
S: [Michelle, unintelligible ] 578/769|| ...goiaba (UNANALYZABLE) |||  
SS: [laughing]  
S: of course! (MC)  
S: 579/770|| você não pedia! (IC-L2 whole clause lacking) (LDP) 771 || você não pedia... [unintelligible] (UNANALYZABLE) |||  
S: 580/772|| pedi sim (IC-L2 whole clause lacking) (LDP) |||  
S: 581/773|| você não pedia (IC-L2 whole clause lacking) (LDP) |||  
S: 582/774|| pedi sim (IC-L2 whole clause lacking) (LDP) 775 || né? (IC-L2 tag ending lacking) (LDP) ||| gente! (MC)  
S: 583/776|| eu tô muito novo [[ pra ser pai! (incomplete [L2 whole clause lacking] down-ranked clause) ]] (IC-L2 whole clause lacking) (LDP) |||  
S: 584/777|| o ramires tá um tempão sem ir! (IC-L2 whole clause lacking) (LDP) |||  
S: [Michelle] éita! (MC) [laughing]

SS: [SS laughing out loud]  
S: 585/778||| olha a gravação (IC-L2 whole clause lacking) (LDP) ||| hein!!! (MC)  
S: 586/779||| bela prostituta! (IC-L2 whole clause lacking) (EEC) (LDP) |||  
S: olha! (MC)  
S: olha aí (MC) cara! (MC)  
S: 587/780||| e eu tenho culpa? (IC-L2 whole clause lacking) (LDP) |||  
SS: [laughing out loud]  
S: olha... (MC) [unintelligible]  
S: 588/781||| seja meu amigo (IC-L2 whole clause lacking) (LDP) ||| rapaz (MC)  
S: [laughing out loud]  
S: [unintelligible comment]  
S: não (MC) 589/782||| vem cá! (IC-L2 whole clause lacking) (LDP) ||| [Michelle]  
S: 590/783||| não sabia não! (IC-L2 whole clause lacking) (LDP) |||  
SS: [SS laughing out loud]  
S: rapaz (MC) 591/784||| eu não tô dizendo mermo (IC-L2 whole clause lacking) (LDP) ||| [mispronounces “mesmo” a Portuguese word]  
S: corno manso! (MC) ei corno manso! (MC)  
S: 592/785||| perai (IC-L2 whole clause lacking) (LDP) 786||| corno não! (IC-L2 whole clause lacking) (EEC) (LDP) |||  
S: [laughing]  
S: 593/787||| posso ser tudo (IC-L2 whole clause lacking) (LDP) 788||| mas corno não! (IC-L2 whole clause lacking) (EEC) (LDP) |||  
S: [unintelligible in Portuguese, laughing]  
S: 594/789||| quando ele começar a criar chifre! (IC-L2 whole clause lacking) (LDP) ||| [laughing]  
S: [laughing]  
SS: [While some SS are still laughing, some others have started doing the exercise the teacher had asked them to do, unintelligible]  
S: 595/790||| a weapon (EEC) (CC) |||  
S: 596/791||| weapon (EEC) (CC) 792||| weapon... (EEC) (CC) 793||| weapon (part of Identified / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) a gun! (Identifier / Complement / Rheme) (IC-indefinite article Deictic constituent in Identified / subject / Theme nominal group lacking) (LDP) |||  
SS: [unintelligible chat in Portuguese among some SS]  
S: 597/794||| tempero? (IC-L2 whole clause lacking) (EEC) (LDP) |||  
S: 598/795||| eu não « oh não... (MC) » (IC-L2 whole clause lacking) (EEC) (LDP) 796||| tem cheiro de óleo... (IC-L2 whole clause lacking) (LDP) |||  
SS: [unintelligible chat in Portuguese among SS]  
S: 599/797||| ask (V) dr. paul! (CC) |||  
S: 600/798||| eu não tô conseguindo dobrar meu dedo! (IC-L2 whole clause lacking) (LDP) |||  
SS: [unintelligible chat in Portuguese among SS]  
S: 601/799||| eu não tô conseguindo dobrar meu dedo! (IC-L2 whole clause lacking) (LDP) 800||| você é doido! (IC-L2 whole clause lacking) (LDP) |||  
SS: [unintelligible chat in Portuguese among SS; some of them don't stop laughing]  
S: 602/801||| um tendão... tá doendo mais!! (IC-L2 whole clause lacking) (LDP) |||  
T: let's correct... let's correct...  
SS: [unintelligible chat in Portuguese among SS]  
T: number one where can I get in touch with you?  
SS: you can call me up at home [two or three of them speak]  
T: good! what a mess I made!  
S: yes be sure to clean it up before you leave [two or three SS speak, some others chat in English and Portuguese, unintelligible]  
S: 603/802||| (R) 'clean it up' (EEC) (CC) ||| [T doesn't seem to be willing to waste any more time paying attention to every detail each student says; so some of them seem to be checking their answer with their classmates]  
SS: [two or three SS are trying to check their answers unintelligible]  
T: three I don't want to finish this now maybe I'll wait till tomorrow... [waiting for an answer].  
S: you shouldn't put it off  
S: put it off  
S: put it off  
T: hu-hum!  
S: 604/803||| you won't have (R) time tomorrow (CC) |||

T: yeah! [Still some SS seem to be cheking their answers with classmates]  
T: I should have the answer to this problem for you pretty soon  
SS: let me know when you figure it out [two or three SS are speaking now]  
S: figure it out!  
T: hu-hum! thanks for letting me borrow your book when will you need it?  
S: could you give back tomorrow?  
T: I could  
S: 605/804|| (R) 'give it' (EEC) (CC) 805|| or...? (IC-naturally finished clause due to turn invasion by interlocutor) (LPP) |||  
T: give it  
S: 606/806|| (R) [[ give it (complete down-ranked clause) ]] (EEC) (CC) |||  
S: 607/807|| (R) [[ give (Process: M / Predicator / Theme) me (part of deviant [after 'back'] Beneficiary:Recipient / Complement / Rheme) back (rest of Predicator / part of Rheme) tomorrow (Circumstance-location:time / Adjunct / Rheme) (incomplete [Goal / Complement / part of Rheme, minor Process 'to' in Beneficiary:Recipient / Complement / part of Rheme prepositional phrase lacking] down-ranked clause) ]]? (EEC) (DOWN-RANKED-CLAUSE-RELATED LDP) |||  
S: 608/808|| (R) [[ give (Process: M / Predicator / Theme) me (part of deviant [after 'back'] Beneficiary:Recipient / Complement / Rheme) back (rest of Predicator / part of Rheme) tomorrow (Circumstance-location:time / Adjunct / Rheme) (incomplete [Goal / Complement / part of Rheme, minor Process 'to' in Beneficiary:Recipient / Complement / part of Rheme prepositional phrase lacking] down-ranked clause) ]] (EEC) (DOWN-RANKED-CLAUSE-RELATED LDP) |||  
T: give it back to me!  
S: no! (MC)  
[the bell rings to end up the class; T doesn't seem to bother, SS, either]  
S: 609/809|| (R) [[ give it back (M) to me (complete down-ranked clause) ]] (EEC) (CC) 810|| (R) [[ give it back (complete down-ranked clause) ]]? (EEC) (CC) |||  
T: give it back to me  
S: 610/811|| can (modal Finite / interpersonal Theme) be (Process: R / Predicator / Rheme) like [[ cris said: (V) (complete projecting down-ranked clause) || give (Process: M / Predicator / Theme) it (Goal / Complement / Rheme) me (part of deviant [after 'back'] Beneficiary:Recipient / Complement / Rheme) back (rest of Predicator / part of Rheme)? (incomplete [minor Process 'to' in Beneficiary:Recipient / Complement / part of Rheme prepositional phrase lacking] down-ranked clause) ]] (Attribute / Complement / Rheme) (IC-Carrier / Subject / topical Theme lacking) (LDP) |||  
T: noo!  
S: 611/812|| no (CC) 813|| (R) [[ give it back (complete down-ranked clause) ]] (EEC) (CC) |||  
S: 612/814|| (R) [[ give it back (complete down-ranked clause) ]] (EEC) (CC) |||  
T: no because I have two pronouns together  
S: hey (MC) 613/815|| would you borrow (M) me this... this book? (DCC) ||| [without hesitation, S made this fabulous mistake]  
S: 614/816|| but (R) [[ give (Process: M / Predicator / Theme) me (part of deviant [after 'back'] Beneficiary:Recipient / Complement / Rheme) back (rest of Predicator / part of Rheme) tomorrow (Circumstance-location:time / Adjunct / Rheme) (incomplete [Goal / Complement / part of Rheme, minor Process 'to' in Beneficiary:Recipient / Complement / part of Rheme prepositional phrase lacking] down-ranked clause) || or give (M) it back tomorrow? (complete down-ranked clause) ]] (EEC) (DOWN-RANKED-CLAUSE-RELATED LDP) |||  
T: give it back tomorrow!  
S: 615/817|| but (textual Theme) give (Process: M / Predicator / topical Theme) me (part of deviant [after 'back'] Beneficiary:Recipient / Complement / Rheme) back (rest of Predicator / part of Rheme) (IC-Goal / Complement / part of Rheme, minor Process 'to' in Beneficiary:Recipient / Complement / part of Rheme prepositional phrase lacking) (LDP) |||  
T: give me back tomorrow... [hesitating]... give it back tomorrow?  
S: [unintelligible remark]  
T: do you want any these old papers?  
S: no go ahead and throw it out [mispronouncing "throw"]  
SS: throw them out!  
S: throw them out [correcting the classmate's pronunciation]  
S: 616/818|| (R) [[ throw them out (M) (complete down-ranked clause) ]] (EEC) (CC) [correcting her grammatical mistake, but not aware of her mispronunciation in "throw"] 819|| (R) sorry! (EEC) (CC) |||  
End of recording.



- d. Squealer appears one day looking seriously ill.

11/24|| He (Actor / subject / Theme) has drunk (Process: M / Finite & Predicator / Rheme) a case of whisky (Goal / Complement / Rheme) with the others pigs (deviant [plurality marking on Classifier of Range nominal group in prepositional phrase – L1 transfer] Circumstance-accompaniment:comitation / Adjunct / Rheme) (SDCC) 25 || to celebrate (M) the victory of “the Battle of the Windmill”. (NFC) (CC) |||

- e. Squealer is found lying at the bottom of a ladder.

12/26|| He (Actor / Subject / Theme) fall (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) of the ladder (deviant [minor Process ‘of’ for ‘off’] Circumstance-location:place / Adjunct / Rheme) (SDCC) 27 || when he was changing (M) the Fifth Commandment to [[ “No animal shall drink alcohol to excess”. (complete down-ranked clause) ]] (CC) |||

3. Which character in the story do you feel most sympathy towards? Explain.

13/28|| Boxer (Actor / Subject / Theme) fights (Process: M / Finite & Predicator / Rheme) for their believes (deviant [plural form of Thing constituent of Range nominal group – overgeneralization of plurality formation with nouns ending in ‘fe’] Circumstance-cause:purpose / Adjunct / Rheme) until his end (Circumstance-extent:duration / Adjunct / Rheme) (SDCC) 29 || and (textual Theme) doesn’t changes (Process: M / Finite & deviant [third person singular form for base form – overgeneralization] Predicator / Rheme) his mind (Goal / Complement / Rheme) (AEC) (SDCC) 30 || being (R) selfish and ambitious. (NFC) (CC) |||

4. “All animals are equal but some animals are more equal than others.” With reference to men and women rather than animals, how true is this of your society or another society that you are familiar with?

14/31|| I don’t think (ML) (projecting clause) (CC) 32 || men and women are (R) equal. (projected clause) (CC) 15/33|| Even in their groups (Circumstance-location:place / Adjunct / Theme) there (Subject / Rheme) ’s (Process: E / deviant [singular for plural Finite-Existent concord] temporal Finite & Predicator / Rheme) differences. (Existent / Complement / Rheme) (SDCC) 16/34|| Some of them stand out (M) from the others (CC) 35 || because (textual Theme) their intelligence or their force or their goodness. (Participant / Subject / topical Theme) (IC-Process: ? / Finite & Predicator / part of Rheme, Participant / Complement / part of Rheme lacking) (LDP) |||

5. Is it possible for a society ever to be completely democratic? Justify your answer with reference to past and present social groups that you are familiar with.

17/36|| It would be (R) possible (CC) 37 || if all the society thought (ML) similarly (CC) 38 || and (textual Theme) if (textual Theme) nobody (Carrier / Subject / topical Theme) was (Process: R / deviant [indicative for subjunctive form] temporal Finite & Predicator / Rheme) more ambitious [[ than the others. (anaphorically elliptical complete down-ranked clause) ]] (Attribute / Complement / Rheme) (SDCC) |||

**DAWGD1 has 38 ranking clauses, out of which 9 are incomplete (3 LDP and 6 SDCC). There are 17 clause complexes (2, 3, 3, 4, 2, 1, 2, 3, 1, 2, 2, 2, 3, 2, 1, 2, 3 ranking clauses respectively) and 5 down-ranked clauses. (270 words)**

STUDENT 2

#### ANIMAL FARM

1. Discuss how decisions about the building of the windmill reveal the changing relationships between the animals.

1/1|| All the animals on Animal Farm (Carrier / Subject / Theme) were divided (Process: R / Finite & Predicator / Rheme) into two groups: the ones [[ who agree (R) with Snowball’s plans (complete down-ranked clause) || to build (M) the windmill (complete non-finite down-ranked clause) || and have (R) a three-day week, (anaphorically elliptical complete non-finite down-ranked clause) ]] and the group [[ who (Sayer / Subject / Theme) declare (Process: V / Finite [acceptable plural concord with collective noun subject] & Predicator / Rheme) the defense of Napoleon’s ideas, [[ to work (M) a lot (complete non-finite down-ranked clause) || to have (R) enough food supply. (complete non-finite down-ranked clause) ]] (Verbiage / Complement / Rheme) (complete down-ranked clause) ]] (Attribute / Complement / Rheme)



(CC) 2/2||| But the biggest problem was (R) between Napoleon and Snowball. (CC) 3/3||| Both of them (Carrier / Subject / Theme) want to be (Process: R / part of Finite & Predicator / Rheme) the leader of Animal Farm, (Attribute / Complement / Rheme) (IC-bound morpheme indicative of regular past primary tense on temporal Finite / part of Rheme lacking) (LDP) 4||| but (textual Theme) only one (Carrier / Subject / topical Theme) could be. (Process: R / modal Finite & Predicator / Rheme) (IC-Attribute / Complement / part of Rheme lacking) (LDP) |||

2. Explain why:

a. There is not enough food.

4/5||| Napoleon was selling (M) part of the food supply (CC) 6||| to buy (M) other things, like material for the construction of the windmill and some unnecessary things to the use of the pigs. (CC) |||

b. The murder of some of the animals is accepted by the others.

5/7||| According to the 7<sup>th</sup> commandment: [[ “No animal shall kill any other animal without cause”. ]] (Circumstance-angle / Adjunct / Theme) (IC-Participant / Subject / part of Rheme, Process: ? / Finite & Predicator / part of Rheme, Participant / Complement / part of Rheme lacking) (LDP) 6/8||| And there were (E) some “traitors” (CC) 9||| who had leagued (M) themselves with Snowball (CC) 10||| and they must be killed. (M) (CC) |||

c. The windmill has become so important to Napoleon.

7/11||| The windmill has become (R) important (CC) 12||| not because it would let (M) the work easier, (CC) 13||| but it would show (M) all his strength and power to the humans. (CC) |||

d. Squealer appears one day looking seriously ill

8/14||| On the night before this day, the pigs got drunk, (M) (CC) 15||| and (textual Theme) in the morning (Circumstance-location:time / Adjunct / topical Theme) they (Carrier / Subject / Rheme) were (Process: R / Finite & deviant [lexical choice: ‘be’ for ‘have’ – L1 transfer] Predicator / Rheme) hangover. (part of Attribute / Complement / Rheme) (IC-indefinite article Deictic constituent in Attribute / Complement / part of Rheme nominal group lacking) (LDP) 9/16||| And it was noticed (ML) [[ that Napoleon had (R) a terrible hangover too. ]] (complete down-ranked clause) (CC) |||

e. Squealer is found lying at the bottom of a ladder.

10/17||| He was (R) stunned, (DCC) 18||| trying to modify (M) the Fifth Commandment: [[ “No animal shall drink alcohol” (complete down-ranked clause) ]] into [[ “No animal shall drink alcohol to excess”. (complete down-ranked clause) ]] (CC) |||

3. Which character in the story do you feel most sympathy towards? Explain why.

11/19||| In my opinion, Boxer was (R) one of the animals (CC) 20||| who dedicated (M) all his life to Animal Farm. (CC) 12/21||| He (Actor / Subject / Theme) always (deviant [L2 word order: between Finite and Predicator – L1 acceptable word order] was working (Process: M / temporal Finite & Predicator / Rheme) without sadness, tiredness, (Circumstance-manner:quality / Adjunct / Rheme) (SDCC) 22||| and he always did (M) (CC) 23||| what the leader asked (V) him (projecting clause) (CC) 24||| to do. (M) (projected clause) (CC) |||

4. “All animals are equal but some animals are more equal than others”. With reference to men and women rather than animals, how true is this of your society or another society that you are familiar with?

13/25||| On the theory, men and women are (R) equal. (DCC) 14/26||| But this is (R) not true. (CC) 15/27||| Men are (R) stronger; (CC) 28||| they have (R) a very big instinct [[ to fight (complete non-finite down-ranked clause) ]] (CC) 29||| when they have (R) a problem. (CC) 16/30||| In the other hand, women are (R) more emotional, more sensitive; (DCC) 31||| and (textual Theme) with all these differences (Attribute / Complement / Rheme) (IC-Carrier / Subject / topical Theme, Process: R / Finite & Predicator / part of Rheme lacking) (LDP) 32||| that nature will decide (ML) (projecting clause) (CC) 33||| which way (Goal / Complement / Theme) does (inappropriate temporal Finite) men and women (Actor / Subject / Rheme) should follow (Process: M / modal Finite & Predicator / Rheme) on their life. (part of deviant [minor Process ‘on’ for ‘in’] Circumstance / Adjunct / Rheme) (IC-bound morpheme indicative of plurality on Thing constituent of Range nominal group in Circumstance / Adjunct / part of Rheme prepositional phrase) (LDP) |||

5. Is it possible for a society ever to be completely democratic? Justify your answer with reference to past and present social groups you are familiar with.

17/34|| During all humans' journey on Earth, (Circumstance-extent:duration / Adjunct / Theme) never (modal Adjunct / Rheme) exist (Process: E / part of temporal Finite & Predicator / Rheme) any society [[ who was (R) 100% democratic, (complete down-ranked clause) ]] (Existent / Complement / Rheme) (IC-dummy Subject / part of Rheme, bound morpheme indicative of regular primary past on temporal Finite / part of Rheme lacking) (LDP) 35 || and I think (ML) (projecting clause) (CC) 36 || it will never exist. (E) (projected clause) (CC) 18/37|| Of course we're (R) human beings, with intelligence, (CC) 38 || but we're (R) still animals; (CC) 39 || and like them, we still use (M) our irrational way (CC) 40 || to act. (M) (NFC) (CC) 19/41|| Since (deviant [lexical choice: 'since' for 'when'] Circumstance-location:time / Adjunct / Theme) we (Actor / Subject / Rheme) started to walk (Process: M / Finite & Predicator / Rheme) only with two feet, (deviant [lexical choice: minor Process 'with' for 'on' – L1 transfer] Circumstance-manner:quality / Adjunct / Rheme) (SDCC) 42 || we (Actor / Subject / Theme) started to follow (Process: M / Finite & Predicator / Rheme) a kind of leader, someone [[ who knows (ML) (projecting clause) (complete down-ranked clause) || what (Identified / Complement / Theme) 's (Process: R / deviant [interrogative for declarative Mood word order] Finite & Predicator / Rheme) the best thing for the group. (Identifier / deviant [interrogative for declarative Mood word order] Subject / Rheme) (projected clause) (simplified complete down-ranked clause) ]] (Goal / Complement / Rheme) (DOWN-RANKED-CLAUSE-RELATED SDCC) 20/43|| But << 44 || as (textual Theme) the time (deviant [inappropriate definite article Deictic] Actor / Subject / topical Theme) (IC-Process M / Finite & Predicator / Rheme lacking) (LDP) || >> we started to be (R) more intelligent, (CC) 45 || our desire of power (deviant [minor Process 'of' for 'for' – L1 transfer) Actor / Subject / Theme) raised, (Process: M / Predicator / Rheme) (IC-temporal Finite indicative of passive voice / part of Rheme lacking) (LDP) 46 || and nowadays, a big portion of the people works (M) hard to the benefits to the ones on the power. (DCC) 21/47|| A democratic society is (R) impossible for both cases: (DCC) 48 || using (M) the rational and the irrational way. (NFC) (CC) 22/49|| It is (R) a rule of nature: (CC) 50 || we must follow (M) a leader. (CC) 23/51|| [[ And to change (M) this rule (complete non-finite down-ranked clause) ]] will take (R) a lot of time. (CC) ||

**DAWGD2 has 51 ranking clauses, out of which 12 are incomplete (9 LDP, 2 SDCC, and 1 DOWN-RANKED-CLAUSE-RELATED SDCC). There are 23 clause complexes (1, 1, 2, 2, 1, 3, 3, 2, 1, 2, 2, 4, 1, 1, 3, 4, 3, 4, 2, 4, 2, 2, 1 ranking clauses respectively) and 15 down-ranked clauses. (441 words)**

### STUDENT 3

#### ANIMAL FARM – BY GEORGE ORWELL

15)

1/1|| After the decisions about the building of the windmill, the most important fact [[ that I noted (ML) (complete down-ranked clause) ]] is (R) [[ that the animals did not sit (M) all together (complete down-ranked clause) || as they had done (M) in the past. (complete down-ranked clause) ]] (CC) 2/2|| I also noted (ML) [[ that the decision [[ that the pigs would sleep (M) in beds (complete down-ranked clause) ]] affected (M) them (complete down-ranked clause) || and all the animals started to question (M) the Seven Commandments, mainly the fourth one [[ that states: (V) (projected clause) (complete down-ranked clause) || No animal shall sleep (M) in a bed. (projected clause) (complete down-ranked clause) ]] (complete down-ranked clause) ]] (CC) 3/3|| Even Benjamin << 4 || that seemed to be (R) the only one [[ to be (R) neutral (complete non-finite down-ranked clause) ]] (CC) || >> started to refuse to grow (R) enthusiastic about the windmill. (CC) 4/5|| Indeed the authority of the pigs and their strategies had changed (M) the routine, the mood of the animals, (CC) 6 || sharing (M) them into factions. (NFC) (CC) ||

18)

1)

5/7|| Greater part of the potato crop had been frosted (M) in the clamps (CC) 8 || which had not been covered (M) thickly enough. (CC) 6/9|| The potatoes had become (R) soft and discoloured, (CC) 10 || and only a few were (R) edible. (CC) ||

2)

7/11|| Because the animals were (R) convinced [[ that (textual Theme) there (Subject / topical Theme) was (Process: E / deviant [singular for plural Finite-Existent concord] good reasons [[ for killing (M) the "traitors" [[ who had leagued (M) themselves with Snowball. (complete down-ranked clause) ]] (complete non-finite down-ranked clause) ]] (Existent / Complement / Rheme) (simplified complete down-ranked clause) ]] (DOWN-RANKED-CLAUSE-RELATED SDCC) ||

3)

8/12||| Because the windmill represented (R) a symbol of power to Napoleon. (CC) 9/13||| The windmill is (R) a kind of monument, a temple [[ built (M) (complete non-finite down-ranked clause) || to support (M) Napoleon's authority. (complete non-finite down-ranked clause) ] ] (CC) |||

4)

10/14||| Because (textual Theme) Squealer and Napoleon (Actor / Subject / topical Theme) was drinking (Process: M / deviant [singular for plural Subject-Finite concord] temporal Finite & Predicator / Rheme) a lot (Goal / Complement / Rheme) (SDCC) 15 || and Napoleon was not feeling (ML) well (CC) 16 || and Squealer thought (ML) (projecting clause) (CC) 17 || he would die (M) (projected clause) (CC) 18 || and decided to communicate (V) it to the others. (AEC) (CC) |||

5)

11/19||| To justify (M) the pigs disobedience to the fifth Commandment: [[ "No animal shall drink (M) alcohol", (complete down-ranked clause) ] ] (CC) 20 || Squealer << 21 || (completely drunk (M) (complete non-finite down-ranked clause) ) (CC) || >> decided to modify (M) this commandment (CC) 22 || and, (textual Theme) as a good dictator. (Circumstance-role:guise / Adjunct / topical Theme) (IC-Participant / Subject / part of Rheme, Process: ? / Finite & Predicator / part of Rheme, Participant / Complement / part of Rheme lacking) (LDP) 12/23||| He (Goal / Subject / Theme) was found (Process: M / Finite & Predicator / Rheme) temporally stunned, (Circumstance-manner:quality / Adjunct / Rheme) with a lantern, a paint-brush and overturned pot of white paint (part of Circumstance-accopaniment:comitation / Adjunct / Rheme) near of the end wall of the big barn. (deviant [inappropriate preposition 'of'] Circumstance-location:place / Adjunct / Rheme) (IC-indefinite article Deictic before Classifier of Thing3 of Range nominal group complex in Circumstance-manner:quality / Adjunct / part of Rheme lacking) (LDP) 13/24||| The fifth Commandment was modified: (M) [[ "No animal shall drink (M) alcohol to excess". (complete down-ranked clause) ] ] (CC) |||

Whole book

1)

14/25||| Benjamin, (AEC) (CC) 26 || because he is (R) the wiser character with neutral position and thoughts. (DCC) 15/27||| Benjamin (Identifier / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) the only [[ to see (ML) clearly [[ what was happening (R) around him, (complete down-ranked clause) ] ] (complete non-finite down-ranked clause) ] ] (part of Identified / Complement / Rheme) (IC-Thing constituent in Identified / Complement / part of Rheme nominal group lacking) (LDP) 28 || as we can see (ML) through these text citations: (CC) |||

"Benjamin was the only animal who did side with either faction. He refused to believe either that food would become more plentiful or that the windmill would save work. Windmill or no windmill, he said, life would go on as it had always gone on – that is, badly." (page 30);

"Only old Benjamin refused to grow enthusiastic about the windmill, though, as usual, he would utter nothing beyond the cryptic remark that donkeys live a long time." (page 42);

"None of the animal could form any idea as to what this meant, except old Benjamin, who nodded his muzzle with a knowing air, and seemed to understand, but would say nothing." (Page 65)

5)

16/29||| Whenever some persons get (M) the power [[ to decide (M) the destiny of a group, (complete non-finite down-ranked clause) ] ] (CC) 30 || and won the function of a leader (AEC) (DCC) 31 || it is (R) so hard [[ to deal with (M) it. (complete non-finite down-ranked clause) ] ] (CC) 17/32||| These persons get (R) some advantages and privileges, just like the politicians of our country, in detriment of the poor persons. (CC) 18/33||| There is (E) an unequal distribution of income: (CC) 34 || few people with a lot (VLC) (CC) 35 || and a lot of people without anything. (VLC) (CC) |||

6)

19/36||| Based exactly on the primitive social groups where even without the knowledge of [[ what was (R) democracy, (complete down-ranked clause) ] ] the social groups already practiced (M) it. (CC) 20/37||| Gathered (M) in their clans, (CC) 38 || each person (Actor / Subject / Theme) exercised (Process: M / Finite & Predicator / Rheme) your rights and duties (deviant [second for third person singular possessive Deictic] Goal / Complement / Rheme) inside of the group, (Circumstance-location:place / Adjunct / Rheme) (SDCC) 39 || they chose (M) their representatives, in agreement with their habits, faiths. (CC)

21/40|| Nowadays it became (R) already more difficult, (DCC) 41|| because the wild capitalism destroyed (M) the important values of the society as: respect, dignity, honesty among people. (DCC) 22/42|| Few countries get to reach (M) a full democracy. (CC) |||

**DAWGD3 has 42 ranking clauses, out of which 6 are incomplete (3 LDP, 2 SDCC, and 1 DOWN-RANKED-CLAUSE-RELATED SDCC). There are 22 clause complexes (1, 1, 2, 2, 2, 2, 1, 1, 1, 5, 4, 1, 1, 2, 2, 3, 1, 3, 1, 3, 2, 1 ranking clauses respectively) and 21 down-ranked clauses. (458 words)**

STUDENT 4

#### PORTFOLIO OF ANIMAL FARM

P. 117

15-

1/1|| Before the decisions about the windmill, (Circumstance-location:time / Adjunct / Theme) there (Subject / Rheme) was (Process: E / Finite & Predicator / Rheme) no way [[ to identify (ML) (complete non-finite down-ranked clause) ]] who (Identifier / Complement / Theme) was (Process: R / deviant [interrogative for declarative Mood word order – overgeneralization] Finite & Predicator / Rheme) the leader of animal farm. (Identified / deviant [interrogative for declarative Mood word order – overgeneralization] Subject / Rheme) (simplified complete down-ranked clause) ]] (Existent / Complement / Rheme) (DOWN-RANKED-CLAUSE-RELATED SDCC) 2/2|| Snowball and Napoleon (Actor / Subject / Theme) always (deviant [L1 acceptable word order; it should follow Finite] modal Adjunct / Rheme) were discoursing (Process: M / temporal Finite & deviant [spelling] Predicator / Rheme) on everything. (deviant [inappropriate minor Process ‘on’ – L1 transfer] Goal / Complement / Rheme) (SDCC) 3/3|| With the decision [[ of building (deviant complete non-finite down-ranked clause) ]] the windmill, (Circumstance / Adjunct / Theme) Snowball (Actor / Subject / Rheme) was getting (Process: M / Finite & Predicator / Rheme) the trust of others animals. (deviant [plurality marking on Classifier of Range nominal group in Qualifier prepositional phrase – L1 transfer] Goal / Complement / Rheme) (SDCC) 4/4|| With this he would become (R) the leader. (CC) 5/5 || Napoleon became (R) jelous of him (CC) 6|| and starts (M) with the opposition to the windmill. (AEC) (CC) |||

18- 1)

6/7|| Because (textual Theme) the pig (part of Carrier / Subject / topical Theme) stay (Process: R / Finite & Predicator / Rheme) with more food [[ than (textual Theme) the others animals, (deviant [plurality marking on Classifier – L1 transfer] Actor / Subject / topical Theme) (anaphorically elliptical simplified complete down-ranked clause) ]] (Attribute / Complement / Rheme) (IC-bound morpheme indicative of plurality marking on Thing constituent in Carrier / Subject / topical Theme nominal group lacking) (LDP) 8|| so there was (E) not enough food [[ to feed (M) all of the animals of the farm. (complete non-finite down-ranked clause) ]] (CC) |||

2)

7/9|| Because the pig changes (M) the sixth commandment from [[ “No animal shall kill (M) another animal” (complete down-ranked clause) ]] to [[ “No animal shall kill (M) another animal WITHOUT CAUSE”. (complete down-ranked clause) ]] (CC) 8/10|| The animals [[ whom (deviant [oblique for nominative case relativizer] Actor / Subject / Theme) were killed, (Process: M / temporal Finite & Predicator / Rheme) (deviant complete down-ranked clause) ]] were called (V) traitors, (DCC) 11|| so the pigs had (R) some good causes [[ to kill (M) them. (complete non-finite down-ranked clause) ]] (CC) |||

3)

9/12|| Because it would bring (M) the prosperity to the Animal Farm. (DCC) |||

4)

10/13|| Because he was thinking (ML) (projecting clause) (CC) 14|| Napoleon was about to die. (M) (projected clause) (CC) |||

5)

11/15|| Because he was changing (M) the 5<sup>th</sup> commandment, (CC) 16|| than (deviant [spelling] textual Theme) he (Actor / Subject / topical Theme) fall down (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) the ladder (Circumstance-location:place / Adjunct / Rheme) (SDCC) 17|| broking (M) it into two pieces. (NFC) (DCC) |||

P. 119

1-

12/18||| Boxer, because of his force, his power. (AEC) (CC) 13/19||| One of the virtues [[ that I appreciate (ML) in a person. (deviant [spelling] complete down-ranked clause) ]] (Identified / Subject / Theme) (IC-Process: R / Finite & Predicator / part of Rheme, Identifier / Complement / part of Rheme lacking) (LDP) |||

5-

14/20||| In the society [[ that we live, (M) (complete down-ranked clause) ]] (Circumstance-location:place / Adjunct / Theme) there (Subject / Rheme) 's (Process: E / Finite & Predicator / Rheme) no equality (Existent / Complement / Rheme) among the individs. (part of Circumstance-location:place / Adjunct / Rheme) (IC-L2 Thing constituent of Range in Circumstance-location:place / Adjunct / part of Rheme prepositional phrase lacking) (LDP) 15/21||| The rich one's (deviant [spelling] Carrier / Subject / Theme) have (Process: R / Finite & Predicator / Rheme) more advantages above the poor one. (part of deviant [minor Process 'above' for 'over/ than'] Attribute / Complement / Rheme) (IC-plurality marking on Thing constituent of Range in Qualifier prepositional phrase of Attribute / Complement / part of Rheme nominal group lacking) (LDP) 16/22||| The strong deafet (M) the weak. (CC) |||

6-

17/23||| No, (CC) 24||| because (textual Theme) always (deviant [L1 acceptable word order: it should be between Finite & Predicator] modal Adjunct / Rheme) will be (Process: E / modal Finite & Predicator / Rheme) someone [[ who (Actor / Subject / Theme) induce (Process: M / part of Finite & Predicator / Rheme) the opinion of the mass. (Goal / Complement / Rheme) (incomplete [bound morpheme indicative of third person singular present primary tense on temporal Finite / part of Rheme lacking] down-ranked clause) ]] (Existent / Complement / Rheme) (IC-dummy Subject / topical theme lacking) (LDP) 18/25||| This one is (R) that one in the power. (DCC) 19/26||| So (textual Theme) the one in the power (deviant [inappropriate definite article Deictic before Thing constituent of Range in Qualifier – L1 transfer] Carrier / Subject / topical Theme) will be (Process: R / modal Finite & Predicator / Rheme) always (deviant [L1 acceptable word order: it should be between Finite & Predicator] modal Adjunct / Rheme) in the power. (deviant [inappropriate definite article Deictic before Thing constituent of Range – L1 transfer] Attribute / Complement / Rheme) (SDCC) 20/27||| So (textual Theme) the completely democracy (part of deviant [spelling] Existent / Subject / topical Theme) won't be able to exist. (Process: E / Finite & Predicator Rheme) (IC-Epithet constituent in Existent / Subject / topical Theme nominal group lacking) (LDP) |||

**DAWGD4 has 27 ranking clauses, out of which 11 are incomplete (6 LDP, 4 SDCC, and 1 DOWN-RANKED-CLAUSE-RELATED SDCC). There are 20 clause complexes (1, 1, 1, 1, 2, 2, 1, 2, 1, 2, 3, 1, 1, 1, 1, 2, 1, 1, 1 ranking clauses respectively) and 12 down-ranked clauses. (252 words)**

STUDENT 5

PORTFOLIO

1. Discuss how decisions about the building of the windmill reveal the changing relationships between the animals.

1/1||| First, Snowball wants (ML) the windmill (CC) 2||| to have (R) electrical power (NFC) (CC) 3||| to make (Process: M / Predicator / Rheme) the life easier (deviant [inappropriate definite article Deictic – L1 transfer] Goal Complement / Rheme) for all, (Circumstance / Adjunct / Rheme) (NFC) (SDCC) 4||| with this, the animals only have to work (M) three days a week. (DCC) 2/5||| But Napoleon thought (ML) (projecting clause) (CC) 6||| the farm's biggest problem was (R) the increasing food production, (projected clause) (CC) 7||| he (Senser / Subject / topical Theme) thought (Process: ML / Finite & Predicator / Rheme) (IC-textual Theme lacking) (projecting clause) (LDP) 8||| the whole windmill thing was (R) nonsense, (projected clause) (CC) 9||| and (textual Theme) urinate (Process: M / part of Finite & Predicator / Rheme) on Snowball's plan, (Circumstance-location:place / Adjunct / Rheme) (IC-bound morpheme indicative of regular past primary tense on temporal Finite / part of Rheme lacking) (AEC) (LDP) 10||| and (textual Theme) after (part of Circumstance-location:time / Adjunct / topical Theme) put (Process: M / Finite & Predicator / Rheme) the dogs « behind him (Circumstance / Adjunct / Rheme) » from the farm. (Goal / Complement / Rheme) (IC-Thing constituent of Range in Circumstance-location:time / Adjunct / part of Rheme prepositional phrase lacking) (AEC) (LDP) 3/11||| After this, he decided to build (M) the windmill (CC) 12||| and said (V) (projecting clause) (AEC) (CC) 13||| that (textual Theme) was (Process: R / Finite & Predicator / Rheme) his idea, (Attribute / Complement /

Rheme) (IC-Carrier / Subject / topical Theme lacking) (projecting clause) (LDP) 14 || and made all the animals work (M) hard on it. (AEC) (CC) 4/15 || And if anything was (R) wrong, (CC) 16 || Snowball was blamed (V) (CC) ||

2. Explain why:

- a. There's not enough food
- b. The murder of some of the animals is accepted by others.
- c. The Windmill has become so important to Napoleon.
- d. Squealer appears one day looking seriously ill.
- e. Squealer is found lying at the bottom of a ladder.
  - i. 5/17 || Because, (textual Theme) << 18 || when they were building (M) the windmill (CC) || >> some crops (Goal / Subject / topical Theme) are not planted (Process: M / deviant [present for past primary tense] temporal Finite + negative polarity & Predicator / Rheme) on time, (Circumstance-location:time / Adjunct / Rheme) (SDCC) 19 || and (textual Theme) the harvest (Carrier / Subject / topical Theme) is not (Process: R / deviant [present for past primary tense] temporal Finite + negative polarity & Predicator / Rheme) nearly as good [[ as the last year's (anaphorically elliptical complete down-ranked clause) ]] (Attribute / Complement / Rheme) (SDCC) ||
  - ii. 6/20 || They accept (ML) the deaths as perfectly reasonable in light of the rule (CC) ||
  - iii. 7/21 || "He" realized (ML) (projecting clause) (CC) || the windmill was (R) a good idea. (projected clause) (CC) 8/22 || [[ Which will bring (M) power to him (complete down-ranked clause) ]] (part of Attribute / Complement / Rheme) (IC-Carrier / Subject / Theme, Process: R / Finite & Predicator / part of Rheme, indefinite article Deictic and Thing constituents in Attribute / Complement / part of Rheme nominal group lacking) (LDP) 23 || to control (M) the farm. (NFC) (CC) ||

3. Which character in the story do you feel most sympathy towards? Explain why.

9/24 || Snowball. (AEC) (CC) 10/25 || He made (M) all the good idea (CC) 26 || and always wanted (ML) the best to the farm. (AEC) (CC) ||

4. "All animals are equal but some animals are more equal than others". With references to man and woman rather than animals, how true is of your society or another society that you are familiar with?

11/27 || Is (Process: R / Finite & Predicator / Rheme) the same [[ that (deviant ['that' for 'as'] textual Theme) say (Process: V / part of Predicator / Rheme) (projecting clause) (non-finite incomplete [bound morpheme indicative of imperfective aspect of Predicator / part of Rheme lacking] down-ranked clause) || that man and woman have (R) the same rights, (projected clause) (complete down-ranked clause) ]] (Attribute / Complement / Rheme) (IC-Carrier / Subject / Theme lacking) (LDP) 28 || is (Process: R / Finite & Predicator / Rheme) the same [[ that (deviant ['that' for 'as'] textual Theme) say (Process: V / part of Predicator / Rheme) (projecting clause) (non-finite incomplete [bound morpheme indicative of imperfective aspect of Predicator / part of Rheme lacking] down-ranked clause) || that black and white people have (R) the same rights. (projected clause) (complete down-ranked clause) ]] (Attribute / Complement / Rheme) (IC-Carrier / Subject / Theme lacking) (LDP) 12/29 || For example: (VLC) (CC) 30 || In a big company, who is (R) more respected? (CC) 31 || Man (part of Carrier / Subject / topical Theme) (IC-indefinite article Deictic constituent in Carrier / Subject / topical Theme nominal group lacking) (AEC) (LDP) 32 || or (textual Theme) Woman? (part of Carrier / Subject / topical Theme) (IC-indefinite article Deictic constituent in Carrier / Subject / topical Theme nominal group lacking) (AEC) (LDP) 13/33 || You (Actor / Subject / Theme) walking (Process: M / Predicator / Rheme) on the street, (Circumstance-location:place / Adjunct / Rheme) (IC-present primary tense temporal Finite / part of Rheme lacking) (LDP) 34 || you see (ML) a black man without t-shirt, (CC) 35 || you (Carrier / deviant [declarative for interrogative Mood word order] Subject / topical Theme) 'll (deviant [declarative for interrogative Mood word order] modal Finite / interpersonal Theme) be (Process: R / Predicator / Rheme) afraid? (Attribute / Complement / Rheme) (SDCC) 14/36 || Maybe, (AEC) (CC) 37 || but (textual Theme) if (textual Theme) was not (Process: R / Finite + negative polarity & Predicator / Rheme) a black man, (Attribute / Complement / Rheme) (IC-Carrier / Subject / topical Theme lacking) (LDP) 38 || but (R) a white man, (AEC) (CC) 39 || you (Carrier / deviant [declarative for interrogative Mood word order] Subject / topical Theme) 'll (deviant [declarative for interrogative Mood word order, present for past

primary tense] modal Finite / interpersonal Theme) be (Process: R / Predicator / Rheme) afraid (Attribute / Complement / Rheme) too? (Circumstance / Adjunct / Rheme) (SDCC) 15/40||| Nowadays (Circumstance-location:time / Adjunct / Theme) the discrimination (deviant [inappropriate definite article Deictic – L1 transfer] Carrier / Subject / Rheme) still (modal Adjunct / Rheme) huge, (Attribute / Complement / Rheme) (IC-Process: R / Finite & Predicator / part of Rheme lacking) (LDP) 41 ||| but (textual Theme) fortunately (modal Adjunct / interpersonal Theme) is decreasing. (Process: M / Finite & Predicator / Rheme) (IC-Actor / Subject / topical Theme lacking) (LDP) 16/42||| But (textual Theme) will take (Process: R / Finite & Predicator / Rheme) some time [[ to disappear. (M) (complete non-finite down-ranked clause) ] ] (Attribute / Complement / Rheme) (IC-Carrier / Subject / topical Theme lacking) (LDP) |||

5. Is it possible for a society ever to be completely democratic? Justify your answer with references to past and present social groups you are familiar with.

17/43||| No, (CC) 44 ||| this is (R) utopic. (CC) 18/45||| Always somebody will be (R) the leader, (CC) 46 ||| and (textual Theme) leader (part of Actor / Subject / topical Theme) always (modal Adjunct / Rheme) take (Process: M / part of Finite & Predicator / Rheme) some advantage (Goal / Complement / Rheme) from his power, (Circumstance / Adjunct / Rheme) (IC-definite article Deictic constituent in Actor / Subject / topical Theme nominal group, bound morpheme indicative of third person singular present primary tense on temporal Finite / part of Rheme lacking) (LDP) 47 ||| to beneficiate (M) him or his “friends”. (DCC) 19/48||| Like the Republic, have a president, 49 ||| that is supposed to do (M) the best for the country, (CC) 50 ||| because (textual Theme) he (Carrier / Subject / topical Theme) ’s (Process: R / Finite & Predicator / Rheme) a man [[ choose (Process: M / deviant [base for past participle form – present for past secondary tense] Predicator / Rheme) by the people, (Actor / Complement / Rheme) (simplified complete down-ranked clause) ] ] (Attribute / Complement / Rheme) (DOWN-RANKED-CLAUSE-RELATED SDCC) 51 ||| but (textual Theme) in the practice (deviant [inappropriate definite article Deictic – L1 transfer] Circumstance / Adjunct / topical Theme) this (Existent / Subject / Rheme) not exist, (Process: E / negative polarity & Predicator / Rheme) (IC-present primary tense temporal Finite / part of Rheme lacking) (LDP) 52 ||| he (Actor / Subject / topical Theme) do (Process: M / part of Finite & Predicator / Rheme) the best (Goal / Complement / Rheme) for the “rich fellows” [[ which (deviant [object-related for person-related relativizer] Actor / Subject / Theme) patrocinate (Process: M / Finite & part of Predicator / Rheme) his election. (Goal / Complement / Rheme (incomplete [L2 Predicator / part of Rheme lacking] down-ranked clause) ] ] (Beneficiary:Client / Complement / Rheme) (IC-textual Theme, bound morpheme indicative of third person singular present primary tense on temporal Finite / part of Rheme lacking) (LDP) |||

**DAWGD5 has 52 ranking clauses, out of which 23 are incomplete (17 LDP, 5 SDCC, and 1 DOWN-RANKED-CLAUSE-RELATED SDCC). There are 19 clause complexes (4, 6, 4, 2, 3, 1, 1, 2, 1, 2, 2, 4, 3, 4, 2, 1, 2, 3, 5 ranking clauses respectively) and 9 down-ranked clauses. (320 words)**

STUDENT 6

Portfolio  
Animal Farm George Orwell

Pag: 117

15) Discuss how decisions about the building of the windmill reveal the changing relationships between the animals.

→ 1/1||| After Snowball decisions about the building of the windmill, (part of Circumstance-location:time / Adjunct / Theme) some animals (Senser / Subject / Rheme) accorded (Process: ML / Finite & part of Predicator / Rheme) with him (Phenomenon / Complement / Rheme) (IC-bound morpheme indicative of possessive case on possessive Deictic of Range in Circumstance-location:time / Adjunct / part of Rheme prepositional phrase, L2 Predicator / part of Rheme lacking) (LDP) 2 ||| but (textual Theme) some of them (Senser / Subject / topical Theme) believed (Process: ML / Finite & Predicator / Rheme) in Napoleon (deviant [inappropriate minor Process ‘in’ – L1 transfer] Phenomenon / Complement / Rheme) (SDCC) 3 ||| who said (V) (projecting clause) (CC) 4 ||| that (textual Theme) the windmill (Carrier / Subject / topical Theme) was not (Process: R / Finite + negative polarity & Predicator / Rheme) need ful. (part of deviant [spelling] Attribute / Complement / Rheme) (IC-indefinite article Deictic constituent in Attribute / Complement / part of Rheme nominal group lacking) (projected clause) (LDP) |||

18) Explain why:

1. There is not enough food.

→ 2/5||| Because the ground of animal farm was (R) old (CC) 6|| and the animals were (R) busy [[ to produce (M) food. (complete down-ranked clause) ]] (CC) 3/7||| One part of the food (Goal / Complement / marked Theme) Napoleon (Actor / Subject / Rheme) sold (Process: M / Finite & Predicator / Rheme) (CC) 8|| to buy (Process: M / Predicator / Rheme) some urgent materials (Goal / Complement / Rheme) for the building of windmill. (part of Circumstance-cause:purpose / Adjunct / Rheme) (IC-definite article Deictic constituent in Range of Qualifier prepositional phrase in Circumstance-cause:purpose / Adjunct / part of Rheme prepositional phrase lacking) (NFC) (LDP) |||

2. The murder of some animals is accepted by the others.

→ 4/9||| Because Napoleon said (V) (projecting clause) (CC) 10|| that (textual Theme) they (Carrier / Subject / topical Theme) were (Process: R / Finite & Predicator / Rheme) accomplice with Snowball (part of deviant [inappropriate minor Process ‘with’, ‘Snowball’ as possessive Deictic preceding Thing constituent ‘accomplice’] Attribute / Complement / Rheme) (IC-bound morpheme indicative of possessive case on possessive Deictic constituent and plurality marking on Thing constituent in Attribute / Complement / part of Rheme nominal group lacking) (projected clause) (LDP) 11|| and (textual Theme) the others [[ executed, (Process: M / Finite & Predicator / Rheme) (incomplete [Actor / Subject / Theme, Goal / Complement / part of Rheme lacking] down-ranked clause) ]] (Sayer / Subject / topical Theme) confessed (Process: V / Finite & deviant [spelling] Predicator / Rheme) (projecting clause) (DOWN-RANKED-CLAUSE-RELATED LDP) 12|| that they have comited (M) some crimes. (projected clause) (DCC) 5/13||| They (Goal / Subject / Theme) were executed (Process: M / Finite & Predicator / Rheme) by treason. (deviant [minor Process ‘by’ for ‘for’ – L1 transfer] Circumstance-cause:reason / Adjunct / Rheme) (SDCC) |||

3. The windmill become so important to Napoleon.

→ 6/14||| Because he wants to show (M) all his power to humanity and to Snowball (CC) |||

4. Squaler appears one day looking seriously ill.

→ 7/15||| He (Carrier / Subject / Theme) was (Process: R / Finite & deviant [‘be’ for ‘have’] Predicator / Rheme) hangover. (part of Attribute / Complement / Rheme) (IC-indefinite article Deictic constituent in Attribute / Complement / part of Rheme nominal group lacking) (LDP) 8/16||| In the previous night (Circumstance-location:time / Adjunct / Theme) all the pigs (Actor / Subject / Rheme) drank (Process: M / deviant [‘past’ for ‘had’] temporal Finite & deviant [present for past secondary tense] Predicator / Rheme) whisky (Goal / Complement / Rheme) (SDCC) 17|| and (textual Theme) Napoleon (Carrier / Subject / topical Theme) intoxicate (part of Attribute / Complement / Rheme) (IC-Process: R / Finite & Predicator / Rheme, bound morpheme indicative of past participle form on Thing constituent in Attribute / Complement / part of Rheme lacking) (LDP) 18|| and (textual Theme) the others pigs (deviant [plurality marking on Classifier constituent – L1 transfer] Sener / Subject / topical Theme) thought (Process: ML / Finite & Predicator / Rheme) (projecting clause) (SDCC) 19|| that he was dying. (M) (CC) |||

5. Squaler is found lying at the bottonof aladder.

→ 9/20||| Because he was (R) drunk (CC) 21|| and he was (R) there (CC) 22|| because (textual Theme) he (Actor / Subject / topical Theme) wants to change (Process: M / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) the fiveth comandment. (deviant [spelling] Goal / Complement / Rheme) (SDCC) |||

Pag 119

1) Which character in the story do you feel most sympathy towards? Explain why.

→ 10/23||| Mollie, (AEC) (CC) 24|| because she was (R) courageous [[ to keep out (M) the rebellion (complete down-ranked clause) ]] when (Circumstance-location:time / Adjunct / Theme) she (Sener / Subject / Rheme) wasn’t liking (Process: ML / deviant [‘wasn’t’ for ‘didn’t’] temporal Finite & deviant [present participle for base form] Predicator / Rheme) this way of life. (Phenomenon / Complement / Rheme) (simplified complete [choice for ‘like’ in imperfective aspect – L1 transfer] down-ranked clause) ]] (DOWN-RANKED-CLAUSE-RELATED SDCC) |||

5. “All animals are equal butsomeanimals are mor equal than others. “With reference to men and women rather than animals, how true is this of your society or another society that you are familiar with.

→ 11/25||| In my society we have (R) a kind of prejudice between men and women. (CC) 12/26||| The man (deviant [singular for plural form without Deictic constituent] Carrier / Subject / Theme) have (Process: R / Finite & Predicator / Rheme) more privileges [[ than (textual Theme) woman (deviant [singular for plural form] Carrier / Subject / topical Theme) (anaphorically elliptical simplified complete down-ranked clause) ]] in a lot of things from a ordinary job to government positions. (deviant [‘a’ for ‘an’] Attribute / Complement / Rheme) (SDCC) |||



6. Is it possible for a society ever to be completely democratic? Justify your answer with reference to past and present social groups that you are familiar with.

→ 13/27|| A real democracy can only exist (E) in a society without boss and employee and private property (DCC) 28|| and this never occurred (R) even in socialism. (CC) 14/29|| Always the leaders have (R) more power and privilege [[ than the others. (anaphorically elliptical complete down-ranked clause) ]] (CC) |||

**DAWGD6 has 29 ranking clauses, out of which 14 are incomplete (6 LDP, 1 DOWN-RANKED-CLAUSE-RELATED LDP, 6 SDCC, and 1 DOWN-RANKED-CLAUSE-RELATED SDCC). There are 14 clause complexes (4, 2, 2, 4, 1, 1, 1, 4, 3, 2, 1, 1, 2, 1 ranking clauses respectively) and 6 down-ranked clauses. (221 words)**

STUDENT 7

#### PORTFOLIO

##### Animal Farm

15) Discuss how decisions about the building of the windmill reveal the changing relationships between the animals.

1/1|| When (Circumstance-location:time / Adjunct / Theme) Snowball (Actor / Subject / Rheme) showed (Process: M / Finite & Predicator / Rheme) to the others (deviant [L1 acceptable word order] Beneficiary:Recipient Complement / Rheme) his plan for the windmill, (Goal / Complement / Rheme) (SDCC) 2|| Napoleon declared (V) himself against the windmill, (CC) 3|| and the whole farm was (R) deeply divided on the subject of the windmill. (CC) 2/4|| Snowball declared (V) (projecting clause) (CC) 5|| that so much labour would be saved (M) [[ that the animals would only need to work (M) three days a week. (complete down-ranked clause) ]] (projected clause) (CC) 3/6|| Napoleon, on the other hand, argued (V) (projecting clause) (CC) 7|| that the great need of the moment was (R) [[ to increase (M) food production, (complete non-finite down-ranked clause) ]] (projected clause) (CC) 8|| and that if they wasted (R) time on the windmill (projected clause) (CC) 9|| would (deviant [interrogative for declarative Mood word order] modal Finite / Rheme) all (Actor / deviant [interrogative for declarative Mood word order] Subject / Theme) starve (Process: M / Predicator / Rheme) to death. (Circumstance / Adjunct / Rheme) (projected clause) (SDCC) 4/10|| The animals formed (M) themselves two factions under the slogan [[ “vote (M) for Snowball and the three-day week” (complete down-ranked clause) ]] and “vote (M) for Napoleon and the full manger”. (complete down-ranked clause) ]] (CC) |||

5/11|| In the assembled [[ to put to the vote (M) the building of the windmill, (complete non-finite down-ranked clause) ]] (deviant [minor Process ‘in’ for ‘at’ and ‘assembled’ for assembly’] Circumstance-location:place / Adjunct / Theme) after the Snowball’s speech, (deviant [inappropriate definite article Deictic before people’s names – L1 transfer] Circumstance-location:time / Adjunct / Rheme) there (Subject / Rheme) was (Process: E / Finite & Predicator / Rheme) no doubt [[ as to which way the vote would go. (M) (complete down-ranked clause) ]] (Existent / Complement / Rheme) (SDCC) 6/12|| But just at this moment Napoleon stood up (M) (CC) 13|| and called (M) nine enormous dogs [[ that expelled (M) Snowball from the farm. (complete down-ranked clause) ]] (AEC) (CC) |||

7/14|| After this, (Circumstance-location:time / Adjunct / Theme) Napoleon (Carrier / Subject / Rheme) become (Process: R / deviant [present for past primary tense] temporal Finite & Predicator / Rheme) the leader of the farm. (Attribute / Complement / Rheme) (SDCC) |||

18) Explain why:

1- there is not enough food.

8/15|| There is (E) not enough food (CC) 16|| because the corn ration was (R) drastically reduced (CC) 17|| and an extra potato ration would be issued (M) (CC) 18|| to make up (R) for it, (NFC) (CC) 19|| but the greater part of the potato crop had been frosted (M) in the clamps (CC) 20|| and the potatoes had become (R) soft and discoloured, (CC) 21|| and only a few were (R) edible. (CC) 9/22|| For days at a time the animals had (R) nothing [[ to eat (M) but chaff and mangels. (complete non-finite down-ranked clause) ]] (CC) 10/23|| Starvation seemed to stare (M) them in the face. (CC) |||

2- The murder of some of the animals is accepted by the others.

11/24|| The murder of some of the animals is accepted (ML) by the others (CC) 25|| because (textual Theme) a few days later (Circumstance-location:time / Adjunct / topical Theme) the murder (part of Circumstance-location:time / Adjunct / Rheme) they (Senser / Subject / Rheme) remembered (Process: ML / Finite & Predicator / Rheme) (IC-minor Process ‘after’ in Circumstance-location:time / Adjunct / part of Rheme prepositional phrase lacking) (projecting clause) (LDP) 26|| that (textual Theme) Sixty Commandment (part of deviant [‘sixty’ for ‘sixth’] Sayer / Subject / topical Theme) decreed: (Process: V / Finite & Predicator / Rheme) (IC-definite article Deictic constituent in Saayer / Subject / topical Theme nominal group lacking) (projecting clause) (LDP) 27|| “No animal shall kill (M) any other animal”, (projected clause) (CC) 28|| but when Muriel read (M) the commandment (CC) 29|| it was (R) [[ “No animal shall kill (M) any other animal without cause”. (complete down-ranked clause) ]] (CC) 12/30|| The last two words had slipped (M) out of the animal’s memory, (CC) 31|| but they saw (ML) now (projecting clause) (CC) 32|| that the Commandment had not been violated, (M) (projected clause) (CC) 33|| because there was (E) good reason [[ for killing (M) the traitors [[ who had leagued (M) themselves with Snowball. (complete down-ranked clause) ]] (complete down-ranked clause) ]] (CC) |||

3- The windmill has become so important to Napoleon.

13/34|| The windmill has become (R) so important to Napoleon (CC) 35|| because, after the expulsion of Snowball, Napoleon said (V) (projecting clause) (CC) 36|| that the windmill was, (R) in fact, his own creation. (projected clause) (CC) |||

4- Squealer appears one day looking seriously ill.

14/37|| Squealer appears (M) one day (CC) 38|| looking (R) seriously ill (NFC) (CC) 39|| because he wanted to tell (V) the animals (projecting clause) (CC) 40|| that (textual Theme) he (Carrier / Subject / topical Theme) had (Process: R / Finite & Predicator / Rheme) terrible piece of news [[ to impart. (M) (complete non-finite down-ranked clause) ]] (part of Attribute / Complement / Rheme) (IC-indefinite article Deictic constituent in Attribute / Complement / part of Rheme lacking) (projected clause) (LDP) 15/41|| Comrade Napoleon was dying! (M) (CC) |||

5- Squealer is found lying at the bottom of a ladder.

16/42|| Squealer is found (M) (CC) 43|| lying (M) at the bottom of a ladder (CC) 44|| because there was (E) a loud crash in the yard, (CC) 45|| and the animals rushed (M) out of their stalls. (CC) 17/46|| They saw (ML) a ladder [[ broken (M) in two pieces, (complete non-finite clause) ]] (CC) 47|| Squealer (Actor / Subject / Theme) sprawling (Process: M / Predicator / Rheme) beside it, (Circumstance-location:place / Adjunct / Rheme) (IC-past primary tense temporal Finite / part of Rheme lacking) (LDP) 48|| and (textual Theme) near at hand (Circumstance-location:place / Adjunct / topical Theme) there (Subject / Rheme) lay (Process: E / Finite & Predicator / Rheme) a lantern, a paint-brush, and a overturned pot of white paint. (deviant [‘a’ for ‘an’ before ‘overturned’] Existent / Complement / Rheme) (SDCC) 18/49|| He (Actor / Subject / Theme) was changed (Process: M / deviant [‘was’ for ‘had’ – ‘past passive’ for ‘past in past’ tense] temporal Finite & Predicator / Rheme) the Seven Commandments, (Goal / Complement / Rheme) (SDCC) 50|| but the animals didn’t know, (ML) except old Benjamim, (CC) 51|| who nodded (M) his muzzle with a knowing air, (CC) 52|| and seemed to understand, (ML) (AEC) (CC) 53|| but would say (V) nothing. (AEC) (CC) |||

WHOLE BOOK

1) Which character in the story do you feel most sympathy towards? Explain why.

19/54|| The character [[ I feel (ML) most sympathy towards (complete down-ranked clause) ]] is (R) Snowball, (CC) 55|| because (textual Theme) he (Senser / Subject / topical Theme) believes (Process: ML / Finite & Predicator / Rheme) in (part of Phenomenon / Complement / Rheme) (IC-Range constituent – ‘the fact’ – in Phenomenon / Complement / part of Rheme prepositional phrase lacking) (projecting clause) (LDP) 56|| that all animals are (R) equal (projected clause) (CC) 57|| and he works (M) (CC) 58|| to benefit (M) all of them. (NFC) (CC) |||

5) “All animals are equal but some animals are more equal than others”. With reference to men and women rather than animals, how true is this of your society or another society that you are familiar with?

“All animals are equal but some animals are more equal than others”. 20/59||| This (Carrier / Subject / Theme) is (Process: R / Finite & Predicator / Rheme) truth (part of Attribute / Complement / Rheme) for our society, (Circumstance / Adjunct / Rheme) (IC-definite article Deictic constituent in Attribute / Complement / part of Rheme lacking) (LDP) 60||| where (Circumstance-location:place / Adjunct / Theme) in the law (Circumstance-location:place / Adjunct / Rheme) is written (Process: M / temporal Finite & Predicator / Rheme) [[ that “All are (R) equal”, (complete down-ranked clause) ]] (IC-Goal / Subject / part of Rheme lacking) (LDP) 61||| but (textual Theme) in fact, (modal Adjunct / interpersonal Theme) this (Carrier / Subject / topical Theme) is not (Process: R / Finite + negative polarity & Predicator / Rheme) truth. (part of Attribute / Complement / Rheme) (IC-definite article Deictic constituent in Attribute / Complement / part of Rheme lacking) (LDP) 21/62||| There (Subject / Theme) are (Process: E / Finite & Predicator / Rheme) peoples [[ who don’t have (R) [[ where (textual Theme) live, (Process: Predicator / Rheme) (non-finite incomplete [free morpheme indicative of perfective aspect of Predicator / part of Rheme lacking] down-ranked clause) ]] (down-ranked-clause-related incomplete down-ranked clause) ||| don’t have (R) enough food [[ to eat, (complete non-finite down-ranked clause) ]] (anaphorically elliptical complete down-ranked clause) ||| don’t have (R) education, (anaphorically elliptical complete down-ranked clause) ||| don’t have (R) justice, (anaphorically elliptical complete down-ranked clause) ||| don’t have (R) job. (anaphorically elliptical complete down-ranked clause) ]] (deviant [‘peoples’ for ‘people’] Existent / Complement / Rheme) (DOWN-RANKED-CLAUSE-RELATED LDP) 22/63||| This peoples (deviant [singular for plural form of demonstrative Deictic constituent, lexical choice: ‘peoples’ for ‘people’ – L1 transfer and overgeneralization] Carrier / Subject / Theme) don’t have (Process: R / Finite & Predicator / Rheme) the same life’s conditions (deviant [‘life’s’ for ‘living’] Attribute / Complement / Rheme) (SDCC) 64||| that (deviant [‘that’ for ‘as’] textual Theme) the others peoples, [[ that have (R) a lot of money [[ to pay (Process: M / Finite & part of Predicator / Rheme) everything, including justice. (Goal / Complement / Rheme (non-finite incomplete [particle ‘for’ as part of Predicator / part of Rheme lacking] down-ranked clause) ]] (down-ranked-clause-related incomplete down-ranked clause) ]] (deviant [plurality marking on Classifier – L1 transfer – and Thing – L1 transfer and overgeneralization – constituents] Carrier / Subject / topical Theme) (AEC) (DOWN-RANKED-CLAUSE-RELATED LDP) |||

6) Is it possible for a society ever to be completely democratic? Justify your answer with reference to past and present social groups that you are familiar with.

23/65||| In my opinion, it is (R) impossible [[ for a society ever to be (R) completely democratic (complete non-finite down-ranked clause) ]] (CC) 66||| because (textual Theme) always (deviant [it should follow Subject – L1 acceptable word order] modal Adjunct / deviant topical Theme) the economic power (Carrier / Subject / deviant part of Rheme) highlight (Process: R / part of Finite & Predicator / Rheme) against the social cause. (deviant [minor Process ‘against’ for ‘over’] Attribute / Complement / Rheme) (IC-bound morpheme indicative of third person singular present primary tense on temporal Finite / part of Rheme lacking) (LDP) 24/67||| In our country (Circumstance-location:place / Adjunct / Theme) we (Senser / Subject / Rheme) have seen (Process: ML / Finite & Predicator / Rheme) [[ the government and the group [[ that (Actor / Subject / Theme) surround (Process: M / part of Finite & Predicator / Rheme) it, (Goal / Complement / Rheme) (incomplete [bound morpheme indicative of third person singular present primary tense on temporal Finite / part of Rheme lacking] down-ranked clause) ]] (Carrier / Subject / Theme) always (modal Adjunct / Rheme) to benefit (Process: R / deviant [perfective for imperfective aspect] Predicator / Rheme) from the power. (Attribute / Complement / Rheme (down-ranked-clause-related incomplete down-ranked clause) ]] (Phenomenon / Complement / Rheme) (DOWN-RANKED-CLAUSE-RELATED LDP) 25/68||| The necessities of the people are (R) always put in secondary plan. (CC) 26/69||| In the first plan is (R) the interest of the rulings. (DCC) |||

**DAWGD7 has 69 ranking clauses, out of which 19 are incomplete (9 LDP, 3 DOWN-RANKED-CLAUSE-RELATED LDP, and 7 SDCC). There are 26 clause complexes (3, 2, 4, 1, 1, 2, 1, 7, 1, 1, 6, 4, 3, 4, 1, 4, 3, 5, 5, 3, 1, 2, 2, 1, 1, 1 ranking clauses respectively) and 27 down-ranked clauses. (624 words)**

## APPENDIX F

### PROFILE QUESTIONNAIRES – PRIMARY SUBJECTS: LONGITUDINAL PART OF THE STUDY

#### F.1 Profile questionnaire for A's Stage 1 students

UNIVERSIDADE FEDERAL DE SANTA CATARINA  
CENTRO DE COMUNICAÇÃO E EXPRESSÃO  
PROGRAMA DE PÓS-GRADUAÇÃO EM LETRAS/INGLÊS E LITERATURA  
CORRESPONDENTE  
CURSO DE DOUTORADO EM LÍNGUA INGLESA E LINGÜÍSTICA APLICADA  
LINHA DE PESQUISA: AQUISIÇÃO DE SEGUNDA LÍNGUA

**COORDENADORA DO PROGRAMA:** Profa. Dra. Mailce Borges Mota Fortkamp (UFSC)

**ORIENTADORA:** Profa. Dra. Rosa Weingold Konder (UFSC)

**DOUTORANDO:** Prof. Ms. Pedro Henrique Lima Praxedes Filho (Universidade Estadual do Ceará-UECE)

#### QUESTIONÁRIO DE SONDAÇÃO PARA PESQUISA DE TESE DE DOUTORADO EM AQUISIÇÃO DE INGLÊS COMO LÍNGUA ESTRANGEIRA

Este Questionário de Sondagem tem o objetivo de levantar o perfil individual dos(as) alunos(as) de inglês do[a] *ACTUAL NAME OF ELC A*, tendo em vista a posterior seleção daqueles(as) alunos(as) que poderão, dependendo do perfil, participar, voluntariamente, da pesquisa propriamente dita, como informantes na fase de coleta longitudinal de dados. As informações pessoais aqui fornecidas por vocês serão mantidas em sigilo e eu, o doutorando-pesquisador, serei o único a ter acesso a elas. Desde já, agradeço a contribuição generosa de todos(as) vocês ao responderem, neste primeiro momento, este Questionário de Sondagem, contendo 20 questões em 5 páginas. Você deverá, por favor, responder às questões de 01 a 03 e de 10 a 20. Quanto ao bloco de questões 04 a 09, você só responderá aquela que disser respeito ao seu nível de instrução.

Fortaleza, 19 de agosto de 2003.

Prof. Pedro Henrique Lima Praxedes Filho

01. Nome: \_\_\_\_\_.
02. Sexo: MASCULINO ( ) FEMININO ( ).
03. Idade: \_\_\_\_\_ anos.
04. Você é aluno do Ensino Fundamental (1ª a 8ª Séries)? SIM ( ) NÃO ( ). Em que série você está? \_\_\_\_\_ Série. Inglês é uma das suas matérias da escola neste ano? SIM ( ) NÃO ( ). Em que série o inglês entrou como matéria? \_\_\_\_\_ Série. Qual é o nome do livro que você está usando? \_\_\_\_\_.
05. Você é aluno do Ensino Médio (1ª, 2ª ou 3ª Série do antigo 2º Grau)? SIM ( ) NÃO ( ). Em que série você está? \_\_\_\_\_ Série. Inglês é uma das suas matérias da escola neste ano? SIM ( ) NÃO ( ). Em que série o inglês entrou como matéria? \_\_\_\_\_ Série do Ensino Fundamental ( ) / do Ensino Médio ( ). Qual é o nome do livro que você está usando? \_\_\_\_\_.

06. Você é **aluno do Ensino Superior (estudante universitário)**? **SIM** ( ) **NÃO** ( ). Em qual **Universidade ou Faculdade** você estuda? \_\_\_\_\_. Qual o **curso** que você está fazendo? \_\_\_\_\_. Em que **semestre** você está? \_\_\_\_\_. **Você estudou inglês como matéria escolar quando estava no Ensino Fundamental (1ª a 8ª Séries)?** **SIM** ( ) **NÃO** ( ). Em quais séries? \_\_\_\_\_. **Você estudou inglês como matéria escolar quando estava no Ensino Médio (1ª a 3ª Séries do antigo 2º Grau)?** **SIM** ( ) **NÃO** ( ). Em quais séries? \_\_\_\_\_. Você tem que **ler material bibliográfico em inglês** no seu curso universitário? **SIM** ( ) **NÃO** ( ). Você faz essa leitura sozinho(a)? **Sim** ( ) **Não** ( ). Você usa dicionário inglês/português para ajudar na compreensão da leitura dos textos? **SIM** ( ) **NÃO** ( ). Você pede a alguém que sabe inglês para lhe ajudar na compreensão da leitura dos textos? **SIM** ( ) **NÃO** ( ). Você pede ou paga a alguém para traduzir, por você, os textos para português? **SIM** ( ) **NÃO** ( ).
07. Você **concluiu o Ensino Médio (3ª Série do antigo 2º Grau)** e **NÃO** entrou em nenhuma Universidade ou Faculdade? **SIM** ( ) **NÃO** ( ). **Você estudou inglês como matéria escolar quando estava no Ensino Fundamental (1ª a 8ª Séries)?** **SIM** ( ) **NÃO** ( ). Em quais séries? \_\_\_\_\_. **Você estudou inglês como matéria escolar quando estava no Ensino Médio (1ª a 3ª Séries do antigo 2º Grau)?** **SIM** ( ) **NÃO** ( ). Em quais séries? \_\_\_\_\_.
08. Você **concluiu algum curso universitário**? **SIM** ( ) **NÃO** ( ). Em qual **Universidade ou Faculdade** você estudou? \_\_\_\_\_. Qual o **curso** que você concluiu? \_\_\_\_\_. **Você estudou inglês como matéria escolar quando estava no Ensino Fundamental (1ª a 8ª Séries)?** **SIM** ( ) **NÃO** ( ). Em quais séries? \_\_\_\_\_. **Você estudou inglês como matéria escolar quando estava no Ensino Médio (1ª a 3ª Séries do antigo 2º Grau)?** **SIM** ( ) **NÃO** ( ). Em quais séries? \_\_\_\_\_.
09. Você é **aluno de pós-graduação**? **SIM** ( ) **NÃO** ( ). Em caso afirmativo, qual é o **nível? ESPECIALIZAÇÃO** ( ), **MESTRADO** ( ), **DOCTORADO** ( ). Em qual **Universidade ou Faculdade** você estuda? \_\_\_\_\_. Qual o **curso** que você está fazendo? \_\_\_\_\_. **Você estudou inglês como matéria escolar quando estava no Ensino Fundamental (1ª a 8ª Séries)?** **SIM** ( ) **NÃO** ( ). Em quais séries? \_\_\_\_\_. **Você estudou inglês como matéria escolar quando estava no Ensino Médio (1ª a 3ª Séries do antigo 2º Grau)?** **SIM** ( ) **NÃO** ( ). Em quais séries? \_\_\_\_\_. Você tem que **ler material bibliográfico em inglês** no seu curso de pós-graduação? **SIM** ( ) **NÃO** ( ). Você faz essa leitura sozinho(a)? **Sim** ( ) **Não** ( ). Você usa dicionário inglês/português para ajudar na compreensão da leitura dos textos? **SIM** ( ) **NÃO** ( ). Você pede a alguém que sabe inglês para lhe ajudar na compreensão da leitura dos textos? **SIM** ( ) **NÃO** ( ). Você pede ou paga a alguém para traduzir, por você, os textos para português? **SIM** ( ) **NÃO** ( ).
10. Você **estudou** em alguma outra escola especializada no ensino de inglês (ex.: *EXAMPLES OF ELEVEN DIFFERENT ELCs IN FORTALEZA*, etc) **antes** de entrar [em] *ACTUAL NAME OF ELC A*? **SIM** ( ) **NÃO** ( ). **Onde?** \_\_\_\_\_. Você terminou o curso de inglês de lá? **SIM** ( ) **NÃO** ( ). Quantos **anos ou semestres** você estudou lá? \_\_\_\_\_ **anos ou** \_\_\_\_\_ **semestres**.
11. **Ao mesmo tempo** que você **estuda** [em] *ACTUAL NAME OF ELC A*, você também **está estudando** inglês em alguma outra escola especializada no ensino de inglês (ex.: *EXAMPLES OF ELEVEN DIFFERENT ELCs IN FORTALEZA*, etc)? **SIM** ( ) **NÃO** ( ). **Onde?** \_\_\_\_\_. Qual **estágio** você está cursando lá **agora**? \_\_\_\_\_. Há quanto tempo você estuda lá? \_\_\_\_\_.
12. Qual é o **Semestre** que você está cursando [em] *ACTUAL NAME OF ELC A* **agora**? **1** ( ), **2** ( ), **3** ( ), **4** ( ), **5** ( ), **6** ( ). Qual é o **nome do livro** que você está usando? \_\_\_\_\_. *ACTUAL NAMES OF THE STAGES WERE USED*
13. Você entrou [em] *ACTUAL NAME OF ELC A* no *ACTUAL NAME OF STAGE 1*? **SIM** ( ) **NÃO** ( ). Você entrou através de **teste de nivelamento (placement test)**? **SIM** ( ) **NÃO** ( ). Em qual



Eu a(s) **aprendi: (1) aqui no Brasil**, estudando no **Curso** \_\_\_\_\_, **do ano** \_\_\_\_\_ **ao ano** \_\_\_\_\_ [total de \_\_\_\_\_ **ano(s)** / \_\_\_\_\_ **mês(es)**]; **conclui** o estudo ( ) / **não conclui** o estudo ( ). **(2) fora do Brasil**, pois **morei no país** \_\_\_\_\_, por \_\_\_\_\_ **ano(s)** / **mês(es)**, há \_\_\_\_\_ **ano(s)** / **mês(es)** atrás.

20. **Além** da língua inglesa, você também **está estudando**, agora, alguma **outra língua estrangeira**? **SIM** ( ) **NÃO** ( ). **Qual(ais)?** **ESPAÑHOL** ( ), **FRANCÊS** ( ), **ITALIANO** ( ), **ALEMÃO** ( ), **HOLANDÊS** ( ), **JAPONÊS** ( ), \_\_\_\_\_ ( ), \_\_\_\_\_ ( ), \_\_\_\_\_ ( ), \_\_\_\_\_ ( ), \_\_\_\_\_ ( ), \_\_\_\_\_ ( ). **Onde?** \_\_\_\_\_.

**Há quanto tempo?** \_\_\_\_\_  
Em qual **ESTÁGIO/SEMESTRE** você está?

## F.2 Profile questionnaire for A's Stage 3 students

**UNIVERSIDADE FEDERAL DE SANTA CATARINA**  
**CENTRO DE COMUNICAÇÃO E EXPRESSÃO**  
**PROGRAMA DE PÓS-GRADUAÇÃO EM LETRAS/INGLÊS E LITERATURA**  
**CORRESPONDENTE**  
**CURSO DE DOUTORADO EM LÍNGUA INGLESA E LINGÜÍSTICA APLICADA**  
**LINHA DE PESQUISA: AQUISIÇÃO DE SEGUNDA LÍNGUA**

**COORDENADORA DO PROGRAMA:** Profa. Dra. Mailce Borges Mota Fortkamp(UFSC)

**ORIENTADORA:** Profa. Dra. Rosa Weingold Konder (UFSC)

**DOUTORANDO:** Prof. Ms. Pedro Henrique Lima Praxedes Filho (Universidade Estadual do Ceará-UECE)

### QUESTIONÁRIO DE SONDAÇÃO PARA PESQUISA DE TESE DE DOUTORADO EM AQUISIÇÃO DE INGLÊS COMO LÍNGUA ESTRANGEIRA

Este Questionário de Sondagem tem o objetivo de levantar o perfil individual dos(as) alunos(as) de inglês [de] *ACTUAL NAME OF ELC A*, tendo em vista a posterior seleção daqueles(as) alunos(as) que poderão, dependendo do perfil, participar, voluntariamente, da pesquisa propriamente dita, como informantes na fase de coleta longitudinal de dados. As informações pessoais aqui fornecidas por vocês serão mantidas em sigilo e eu, o doutorando-pesquisador, serei o único a ter acesso a elas. Desde já, agradeço a contribuição generosa de todos(as) vocês ao responderem, neste primeiro momento, este Questionário de Sondagem, contendo 21 questões em 5 páginas. Você deverá, por favor, responder às questões de 01 a 04 e de 11 a 21. Quanto ao bloco de questões 05 a 10, você só responderá aquela que disser respeito ao seu nível de instrução.

Fortaleza, 19 de agosto de 2003.

\_\_\_\_\_  
Prof. Pedro Henrique Lima Praxedes Filho

01. **Nome:** \_\_\_\_\_.

02. **Sexo:** MASCULINO ( ) FEMININO ( ).

03. **Idade:** \_\_\_\_\_ anos.

04. Quantos **anos** você **tinha** quando **curvou** o **Semestre** *ACTUAL NAME OF STAGE 1* [em] *ACTUAL NAME OF ELC A*? \_\_\_\_\_ **anos**. (OU) Não cursei o **Semestre** *ACTUAL NAME OF STAGE 1* ( ).

05. Você é **aluno do Ensino Fundamental (1ª a 8ª Séries)**? SIM ( ) NÃO ( ). Em que série você está? \_\_\_\_\_ **Série**. Inglês é uma das suas matérias da escola neste ano? SIM ( ) NÃO ( ). Em que série o inglês entrou como matéria? \_\_\_\_\_ **Série**. Qual é o **nome do livro** que você está usando? \_\_\_\_\_.
06. Você é **aluno do Ensino Médio (1ª, 2ª ou 3ª Série do antigo 2º Grau)**? SIM ( ) NÃO ( ). Em que série você está? \_\_\_\_\_ **Série**. Inglês é uma das suas matérias da escola neste ano? SIM ( ) NÃO ( ). Em que série o inglês entrou como matéria? \_\_\_\_\_ **Série do Ensino Fundamental ( ) / do Ensino Médio ( )**. Qual é o **nome do livro** que você está usando? \_\_\_\_\_.
07. Você é **aluno do Ensino Superior (estudante universitário)**? SIM ( ) NÃO ( ). Em qual **Universidade ou Faculdade** você estuda? \_\_\_\_\_. Qual o **curso** que você está fazendo? \_\_\_\_\_. Em que **semestre** você está? \_\_\_\_\_. **Você estudou inglês como matéria escolar quando estava no Ensino Fundamental (1ª a 8ª Séries)**? SIM ( ) NÃO ( ). **Em quais séries?** \_\_\_\_\_. **Você estudou inglês como matéria escolar quando estava no Ensino Médio (1ª a 3ª Séries do antigo 2º Grau)**? SIM ( ) NÃO ( ). **Em quais séries?** \_\_\_\_\_. Você tem que **ler material bibliográfico em inglês** no seu curso universitário? SIM ( ) NÃO ( ). Você faz essa leitura sozinho(a)? Sim ( ) Não ( ). Você usa dicionário inglês/português para ajudar na compreensão da leitura dos textos? SIM ( ) NÃO ( ). Você pede a alguém que sabe inglês para lhe ajudar na compreensão da leitura dos textos? SIM ( ) NÃO ( ). Você pede ou paga a alguém para traduzir, por você, os textos para português? SIM ( ) NÃO ( ).
08. Você **concluiu o Ensino Médio (3ª Série do antigo 2º Grau)** e **NÃO** entrou em nenhuma Universidade ou Faculdade? SIM ( ) NÃO ( ). **Você estudou inglês como matéria escolar quando estava no Ensino Fundamental (1ª a 8ª Séries)**? SIM ( ) NÃO ( ). **Em quais séries?** \_\_\_\_\_. **Você estudou inglês como matéria escolar quando estava no Ensino Médio (1ª a 3ª Séries do antigo 2º Grau)**? SIM ( ) NÃO ( ). **Em quais séries?** \_\_\_\_\_.
09. Você **concluiu algum curso universitário**? SIM ( ) NÃO ( ). Em qual **Universidade ou Faculdade** você estudou? \_\_\_\_\_. Qual o **curso** que você concluiu? \_\_\_\_\_. **Você estudou inglês como matéria escolar quando estava no Ensino Fundamental (1ª a 8ª Séries)**? SIM ( ) NÃO ( ). **Em quais séries?** \_\_\_\_\_. **Você estudou inglês como matéria escolar quando estava no Ensino Médio (1ª a 3ª Séries do antigo 2º Grau)**? SIM ( ) NÃO ( ). **Em quais séries?** \_\_\_\_\_.
10. Você é **aluno de pós-graduação**? SIM ( ) NÃO ( ). Em caso afirmativo, qual é o **nível? ESPECIALIZAÇÃO ( ), MESTRADO ( ), DOUTORADO ( )**. Em qual **Universidade ou Faculdade** você estuda? \_\_\_\_\_. Qual o **curso** que você está fazendo? \_\_\_\_\_. **Você estudou inglês como matéria escolar quando estava no Ensino Fundamental (1ª a 8ª Séries)**? SIM ( ) NÃO ( ). **Em quais séries?** \_\_\_\_\_. **Você estudou inglês como matéria escolar quando estava no Ensino Médio (1ª a 3ª Séries do antigo 2º Grau)**? SIM ( ) NÃO ( ). **Em quais séries?** \_\_\_\_\_. Você tem que **ler material bibliográfico em inglês** no seu curso de pós-graduação? SIM ( ) NÃO ( ). Você faz essa leitura sozinho(a)? Sim ( ) Não ( ). Você usa dicionário inglês/português para ajudar na compreensão da leitura dos textos? SIM ( ) NÃO ( ). Você pede a alguém que sabe inglês para lhe ajudar na compreensão da leitura dos textos? SIM ( ) NÃO ( ). Você pede ou paga a alguém para traduzir, por você, os textos para português? SIM ( ) NÃO ( ).
11. Você **estudou** em alguma outra escola especializada no ensino de inglês (ex.: *EXAMPLES OF ELEVEN DIFFERENT ELCs IN FORTALEZA*, etc) **antes** de entrar [em] *ACTUAL NAME OF ELC A*? SIM ( ) NÃO ( ). **Onde?** \_\_\_\_\_. Você terminou o curso de inglês de lá? SIM ( ) NÃO ( ). Quantos **anos ou semestres** você estudou lá? \_\_\_\_\_ **anos ou** \_\_\_\_\_ **semestres**.
12. **Ao mesmo tempo** que você **estuda** [em] *ACTUAL NAME OF ELC A*, você também **está estudando** inglês em alguma outra escola especializada no ensino de inglês (ex.: *EXAMPLES OF ELEVEN DIFFERENT ELCs IN FORTALEZA*, etc)? SIM ( ) NÃO ( ). **Onde?**



- Qual **estágio** você está cursando lá **agora**? \_\_\_\_\_. Há quanto tempo você estuda lá? \_\_\_\_\_.
13. Qual é o **Semestre** que você está cursando [em] *ACTUAL NAME OF ELC A* **agora**? **1** ( ), **2** ( ), **3** ( ), **4** ( ), **5** ( ), **6** ( ). Qual é o **nome do livro** que você está usando? \_\_\_\_\_. *ACTUAL NAMES OF THE STAGES WERE USED*
14. Você entrou [em] *ACTUAL NAME OF ELC A* no *ACTUAL NAME OF STAGE 1*? **SIM** ( ) **NÃO** ( ). Você entrou através de **teste de nivelamento (placement test)**? **SIM** ( ) **NÃO** ( ). Em qual **Semestre** do curso de inglês você entrou [em] *ACTUAL NAME OF ELC A*? **JC1** ( ), **JC2** ( ), **JC3** ( ), **JC4** ( ), **JC5** ( ), **JC6** ( ), **JC7** ( ), **JC8** ( ), **JC9** ( ), **JC10** ( ), **JC11** ( ), **JC12** ( ), **JC13** ( ), **JC14** ( ), **JC15** ( ), **JC16** ( ), **1** ( ), **2** ( ), **3** ( ). *ACTUAL NAMES OF THE STAGES WERE USED*
15. Você **trabalha**? **SIM** ( ) **NÃO** ( ). Qual é a sua **atividade profissional**? \_\_\_\_\_. Você tem que **usar inglês no seu emprego**? **SIM** ( ) **NÃO** ( ). Como? **FALANDO** ( ), **ESCUTANDO** ( ), **LENDO** ( ), **ESCREVENDO** ( ).
16. Você já **morou** em algum **ou visitou** algum país cuja língua nativa é a inglesa? **SIM** ( ) **NÃO** ( ). Qual? \_\_\_\_\_. Quanto tempo você passou lá? \_\_\_\_ dias / \_\_\_\_ meses / \_\_\_\_ anos.
17. Você tem **oportunidade de usar inglês fora** das aulas [de] *ACTUAL NAME OF ELC A*? **SIM** ( ) **NÃO** ( ). Onde? **NO COLÉGIO, COMO MATÉRIA ESCOLAR** ( ); **NA FACULDADE, LENDO TEXTOS** ( ); **NO CURSO DE PÓS-GRADUAÇÃO, LENDO TEXTOS** ( ); **NO TRABALHO** ( ); **NA INTERNET, NAVEGANDO POR SITES EM INGLÊS** ( ); **NA INTERNET, CORRESPONDENDO-ME EM INGLÊS ATRAVÉS DO CORREIO ELETRÔNICO (E-MAIL)** ( ); **NA INTERNET, CONVERSANDO EM INGLÊS EM SALAS DE BATE-PAPO (CHAT)** ( ); **EM CASA, ASSISTINDO A FILMES E/OU A PROGRAMAS EM INGLÊS, SEM LEGENDAS EM PORTUGUÊS, NOS CANAIS DE TV A CABO OU POR ASSINATURA** ( ); **EM CASA, LENDO JORNAIS, REVISTAS, ROMANCES, CONTOS, etc** ( ); **USANDO JOGOS ELETRÔNICOS** ( ); **OUTROS** ( ) **Quais?** \_\_\_\_\_.
18. Você **conversa em inglês** com **falantes nativos** de inglês (americanos, britânicos, canadenses, australianos, neozelandeses, sul-africanos, e/ou outras nacionalidades)? **FREQUENTEMENTE** ( ); **ÀS VEZES** ( ); **RARAMENTE** ( ); **NUNCA** ( ).
19. Qual é a sua relação com o[a] *SCHOOL NAME*?  
 a. ( ) Sou aluno(a) [de] *SCHOOL NAME*.  
 b. ( ) Fui aluno(a) [de] *SCHOOL NAME* da \_\_\_\_\_ Série do Ensino \_\_\_\_\_ (Fundamental/Médio) à \_\_\_\_\_ Série do Ensino \_\_\_\_\_ (Fundamental/ Médio). Saí [de] *SCHOOL NAME* no ano \_\_\_\_\_.  
 c. ( ) Não sou e nunca fui aluno(a) [de] *SCHOOL NAME*. Cursei as séries do Ensino Fundamental em \_\_\_\_\_ (nome[s] do[s] Colégio[s] ou da[s] Escola[s]) e cursei as séries do ensino Médio em \_\_\_\_\_ (nome[s] do[s] Colégio[s] ou da[s] Escola[s]).
20. Você **já sabe** alguma **outra língua estrangeira**? **SIM** ( ) **NÃO** ( ). Em caso positivo, assinale com um **X** a(s) língua(s) e se você a(s) fala, entende, lê e/ou escreve:

ESPAÑHOL ( )	FALO	ENTENDO	LEIO	ESCREVO
FRANCÊS ( )	( )	( )	( )	( )
ITALIANO ( )	( )	( )	( )	( )
ALEMÃO ( )	( )	( )	( )	( )
HOLANDÊS ( )	( )	( )	( )	( )

JAPONÊS ( )	( )	( )	( )	( )
_____ ( )	( )	( )	( )	( )
_____ ( )	( )	( )	( )	( )
_____ ( )	( )	( )	( )	( )
_____ ( )	( )	( )	( )	( )
_____ ( )	( )	( )	( )	( )

Eu a(s) aprendi: (1) aqui no Brasil, estudando no Curso \_\_\_\_\_, do ano \_\_\_\_\_ ao ano \_\_\_\_\_ [total de \_\_\_\_\_ ano(s) / \_\_\_\_\_ mês(es)]; conclui o estudo ( ) / não conclui o estudo ( ). (2) fora do Brasil, pois morei no país \_\_\_\_\_, por \_\_\_\_\_ ano(s) / mês(es), há \_\_\_\_\_ ano(s) / mês(es) atrás.

21. Além da língua inglesa, você também está estudando, agora, alguma outra língua estrangeira? SIM ( ) NÃO ( ). Qual(ais)? ESPANHOL ( ), FRANCÊS ( ), ITALIANO ( ), ALEMÃO ( ), HOLANDÊS ( ), JAPONÊS ( ), \_\_\_\_\_ ( ), \_\_\_\_\_ ( ), \_\_\_\_\_ ( ), \_\_\_\_\_ ( ), \_\_\_\_\_ ( ). Onde? \_\_\_\_\_.

Há quanto tempo? \_\_\_\_\_.  
Em qual ESTÁGIO/SEMESTRE você está? \_\_\_\_\_.

### F.3 Profile questionnaire for A's Stage 5 students

UNIVERSIDADE FEDERAL DE SANTA CATARINA  
CENTRO DE COMUNICAÇÃO E EXPRESSÃO  
PROGRAMA DE PÓS-GRADUAÇÃO EM LETRAS/INGLÊS E LITERATURA  
CORRESPONDENTE  
CURSO DE DOUTORADO EM LÍNGUA INGLESA E LINGÜÍSTICA APLICADA  
LINHA DE PESQUISA: AQUISIÇÃO DE SEGUNDA LÍNGUA

**COORDENADORA DO PROGRAMA:** Profa. Dra. Mailce Borges Mota Fortkamp (UFSC)

**ORIENTADORA:** Profa. Dra. Rosa Weingold Konder (UFSC)

**DOUTORANDO:** Prof. Ms. Pedro Henrique Lima Praxedes Filho (Universidade Estadual do Ceará-UECE)

#### QUESTIONÁRIO DE SONDAAGEM PARA PESQUISA DE TESE DE DOUTORADO EM AQUISIÇÃO DE INGLÊS COMO LÍNGUA ESTRANGEIRA

Este Questionário de Sondagem tem o objetivo de levantar o perfil individual dos(as) alunos(as) de inglês [de] *ACTUAL NAME OF ELC A*, tendo em vista a posterior seleção daqueles(as) alunos(as) que poderão, dependendo do perfil, participar, voluntariamente, da pesquisa propriamente dita, como informantes na fase de coleta longitudinal de dados. As informações pessoais aqui fornecidas por vocês serão mantidas em sigilo e eu, o doutorando-pesquisador, serei o único a ter acesso a elas. Desde já, agradeço a contribuição generosa de todos(as) vocês ao responderem, neste primeiro momento, este Questionário de Sondagem, contendo 21 questões em 5 páginas. Você deverá, por favor, responder às questões de 01 a 04 e de 11 a 21. Quanto ao bloco de questões 05 a 10, você só responderá aquela que disser respeito ao seu nível de instrução.

Fortaleza, 19 de agosto de 2003.

\_\_\_\_\_  
Prof. Pedro Henrique Lima Praxedes Filho

01. **Nome:** \_\_\_\_\_.
02. **Sexo:** MASCULINO (  ) FEMININO (  ).
03. **Idade:** \_\_\_\_\_ anos.
04. Quantos **anos** você **tinha** quando **cursei** o **Semestre ACTUAL NAME OF STAGE 1** [em] **ACTUAL NAME OF ELCA**? \_\_\_\_\_ anos. (OU) Não cursei o **Semestre ACTUAL NAME OF STAGE 1** (  ).
05. Você é **aluno** do **Ensino Fundamental (1ª a 8ª Séries)**? **SIM** (  ) **NÃO** (  ). Em que série você está? \_\_\_\_\_ **Série**. Inglês é uma das suas matérias da escola neste ano? **SIM** (  ) **NÃO** (  ). Em que série o inglês entrou como matéria? \_\_\_\_\_ **Série**. Qual é o **nome do livro** que você está usando? \_\_\_\_\_.
06. Você é **aluno** do **Ensino Médio (1ª, 2ª ou 3ª Série do antigo 2º Grau)**? **SIM** (  ) **NÃO** (  ). Em que série você está? \_\_\_\_\_ **Série**. Inglês é uma das suas matérias da escola neste ano? **SIM** (  ) **NÃO** (  ). Em que série o inglês entrou como matéria? \_\_\_\_\_ **Série do Ensino Fundamental** (  ) / **do Ensino Médio** (  ). Qual é o **nome do livro** que você está usando? \_\_\_\_\_.
07. Você é **aluno** do **Ensino Superior (estudante universitário)**? **SIM** (  ) **NÃO** (  ). Em qual **Universidade ou Faculdade** você estuda? \_\_\_\_\_. Qual o **curso** que você está fazendo? \_\_\_\_\_. Em que **semestre** você está? \_\_\_\_\_. Você estudou **inglês como matéria escolar quando estava no Ensino Fundamental (1ª a 8ª Séries)**? **SIM** (  ) **NÃO** (  ). Em quais séries? \_\_\_\_\_. Você estudou **inglês como matéria escolar quando estava no Ensino Médio (1ª a 3ª Séries do antigo 2º Grau)**? **SIM** (  ) **NÃO** (  ). Em quais séries? \_\_\_\_\_. Você tem que **ler material bibliográfico em inglês** no seu curso universitário? **SIM** (  ) **NÃO** (  ). Você faz essa leitura sozinho(a)? **SIM** (  ) **Não** (  ). Você usa dicionário inglês/português para ajudar na compreensão da leitura dos textos? **SIM** (  ) **NÃO** (  ). Você pede a alguém que sabe inglês para lhe ajudar na compreensão da leitura dos textos? **SIM** (  ) **NÃO** (  ). Você pede ou paga a alguém para traduzir, por você, os textos para português? **SIM** (  ) **NÃO** (  ).
08. Você **concluiu** o **Ensino Médio (3ª Série do antigo 2º Grau)** e **NÃO** entrou em nenhuma Universidade ou Faculdade? **SIM** (  ) **NÃO** (  ). Você estudou **inglês como matéria escolar quando estava no Ensino Fundamental (1ª a 8ª Séries)**? **SIM** (  ) **NÃO** (  ). Em quais séries? \_\_\_\_\_. Você estudou **inglês como matéria escolar quando estava no Ensino Médio (1ª a 3ª Séries do antigo 2º Grau)**? **SIM** (  ) **NÃO** (  ). Em quais séries? \_\_\_\_\_.
09. Você **concluiu** algum **curso universitário**? **SIM** (  ) **NÃO** (  ). Em qual **Universidade ou Faculdade** você estudou? \_\_\_\_\_. Qual o **curso** que você concluiu? \_\_\_\_\_. Você estudou **inglês como matéria escolar quando estava no Ensino Fundamental (1ª a 8ª Séries)**? **SIM** (  ) **NÃO** (  ). Em quais séries? \_\_\_\_\_. Você estudou **inglês como matéria escolar quando estava no Ensino Médio (1ª a 3ª Séries do antigo 2º Grau)**? **SIM** (  ) **NÃO** (  ). Em quais séries? \_\_\_\_\_.
10. Você é **aluno** de **pós-graduação**? **SIM** (  ) **NÃO** (  ). Em caso afirmativo, qual é o **nível** **ESPECIALIZAÇÃO** (  ), **MESTRADO** (  ), **DOUTORADO** (  ). Em qual **Universidade ou Faculdade** você estuda? \_\_\_\_\_. Qual o **curso** que você está fazendo? \_\_\_\_\_. Você estudou **inglês como matéria escolar quando estava no Ensino Fundamental (1ª a 8ª Séries)**? **SIM** (  ) **NÃO** (  ). Em quais séries? \_\_\_\_\_. Você estudou **inglês como matéria escolar quando estava no Ensino Médio (1ª a 3ª Séries do antigo 2º Grau)**? **SIM** (  ) **NÃO** (  ). Em quais séries? \_\_\_\_\_. Você tem que **ler material bibliográfico em inglês** no seu curso de pós-graduação? **SIM** (  ) **NÃO** (  ). Você faz essa leitura sozinho(a)? **SIM** (  ) **Não** (  ). Você usa dicionário inglês/português para ajudar na compreensão da leitura dos textos? **SIM** (  ) **NÃO** (  ). Você pede a alguém que sabe inglês para lhe ajudar na compreensão da leitura dos textos? **SIM** (  ) **NÃO** (  ). Você pede ou paga a alguém para traduzir, por você, os textos para português? **SIM** (  ) **NÃO** (  ).

11. Você **estudou** em alguma outra escola especializada no ensino de inglês (ex.: *EXAMPLES OF ELEVEN DIFFERENT ELCs IN FORTALEZA*, etc) **antes** de entrar [em] *ACTUAL NAME OF ELC A*? **SIM** ( ) **NÃO** ( ). **Onde?** \_\_\_\_\_. Você terminou o curso de inglês de lá? **SIM** ( ) **NÃO** ( ). Quantos **anos ou semestres** você estudou lá? \_\_\_\_\_ **anos ou** \_\_\_\_\_ **semestres**.
12. **Ao mesmo tempo** que você **estuda** [em] *ACTUAL NAME OF ELC A*, você também **está estudando** inglês em alguma outra escola especializada no ensino de inglês (ex.: *EXAMPLES OF ELEVEN DIFFERENT ELCs IN FORTALEZA*, etc)? **SIM** ( ) **NÃO** ( ). **Onde?** \_\_\_\_\_. Qual **estágio** você está cursando lá **agora?** \_\_\_\_\_. Há quanto tempo você estuda lá? \_\_\_\_\_.
13. Qual é o **Semestre** que você está cursando [em] *ACTUAL NAME OF ELC A* **agora?** **1** ( ), **2** ( ), **3** ( ), **4** ( ), **5** ( ), **6** ( ). Qual é o **nome do livro** que você está usando? \_\_\_\_\_.  
*ACTUAL NAMES OF THE STAGES WERE USED*
14. Você entrou [em] *ACTUAL NAME OF ELC A* no *ACTUAL NAME OF STAGE 1*? **SIM** ( ) **NÃO** ( ). Você entrou através de **teste de nivelamento** (*placement test*)? **SIM** ( ) **NÃO** ( ). Em qual **Semestre** do curso de inglês você entrou [em] *ACTUAL NAME OF ELC A*? **JC1** ( ), **JC2** ( ), **JC3** ( ), **JC4** ( ), **JC5** ( ), **JC6** ( ), **JC7** ( ), **JC8** ( ), **JC9** ( ), **JC10** ( ), **JC11** ( ), **JC12** ( ), **JC13** ( ), **JC14** ( ), **JC15** ( ), **JC16** ( ), **1** ( ), **2** ( ), **3** ( ), **4** ( ), **5** ( ). *ACTUAL NAMES OF THE STAGES WERE USED*
15. Você **trabalha?** **SIM** ( ) **NÃO** ( ). Qual é a sua **atividade profissional?** \_\_\_\_\_. Você tem que **usar inglês no seu emprego?** **SIM** ( ) **NÃO** ( ). Como? **FALANDO** ( ), **ESCUTANDO** ( ), **LENDO** ( ), **ESCREVENDO** ( ).
16. Você já **morou** em algum **ou visitou** algum país cuja língua nativa é a inglesa? **SIM** ( ) **NÃO** ( ). **Qual?** \_\_\_\_\_. **Quanto tempo** você passou lá? \_\_\_\_\_ **dias /** \_\_\_\_\_ **meses /** \_\_\_\_\_ **anos**.
17. Você tem **oportunidade de usar inglês fora** das aulas [de] *ACTUAL NAME OF ELC A*? **SIM** ( ) **NÃO** ( ). **Onde?** **NO COLÉGIO, COMO MATÉRIA ESCOLAR** ( ); **NA FACULDADE, LENDO TEXTOS** ( ); **NO CURSO DE PÓS-GRADUAÇÃO, LENDO TEXTOS** ( ); **NO TRABALHO** ( ); **NA INTERNET, NAVEGANDO POR SITES EM INGLÊS** ( ); **NA INTERNET, CORRESPONDENDO-ME EM INGLÊS ATRAVÉS DO CORREIO ELETRÔNICO (E-MAIL)** ( ); **NA INTERNET, CONVERSANDO EM INGLÊS EM SALAS DE BATE-PAPO (CHAT)** ( ); **EM CASA, ASSISTINDO A FILMES E/OU A PROGRAMAS EM INGLÊS, SEM LEGENDAS EM PORTUGUÊS, NOS CANAIS DE TV A CABO OU POR ASSINATURA** ( ); **EM CASA, LENDO JORNAIS, REVISTAS, ROMANCES, CONTOS, etc** ( ); **USANDO JOGOS ELETRÔNICOS** ( ); **OUTROS** ( ) **Quais?** \_\_\_\_\_.
18. Você **conversa em inglês** com **falantes nativos** de inglês (americanos, britânicos, canadenses, australianos, neozelandeses, sul-africanos, e/ou outras nacionalidades)? **FREQUENTEMENTE** ( ); **ÀS VEZES** ( ); **RARAMENTE** ( ); **NUNCA** ( ).
19. Qual é a sua relação com o[a] *SCHOOL NAME*?  
a. ( ) Sou aluno(a) [de] *SCHOOL NAME*.  
b. ( ) Fui aluno(a) [de] *SCHOOL NAME* da \_\_\_\_\_ Série do Ensino \_\_\_\_\_ (Fundamental/Médio) à \_\_\_\_\_ Série do Ensino \_\_\_\_\_ (Fundamental/ Médio). Saí [de] *SCHOOL NAME* no ano \_\_\_\_\_.  
c. ( ) Não sou e nunca fui aluno(a) [de] *SCHOOL NAME*. Cursei as séries do Ensino Fundamental em \_\_\_\_\_ (nome[s] do[s] Colégio[s] ou da[s] Escola[s]) e cursei as séries do ensino Médio em \_\_\_\_\_ (nome[s] do[s] Colégio[s] ou da[s] Escola[s]).

20. Você **já sabe** alguma **outra língua estrangeira**? **SIM** ( ) **NÃO** ( ). Em caso positivo, assinale com um **X** a(s) língua(s) e se você a(s) fala, entende, lê e/ou escreve:

ESPAÑHOL ( )	FALO	ENTENDO	LEIO	ESCREVO
FRANCÊS ( )	( )	( )	( )	( )
ITALIANO ( )	( )	( )	( )	( )
ALEMÃO ( )	( )	( )	( )	( )
HOLANDÊS ( )	( )	( )	( )	( )
JAPONÊS ( )	( )	( )	( )	( )
_____ ( )	( )	( )	( )	( )
_____ ( )	( )	( )	( )	( )
_____ ( )	( )	( )	( )	( )
_____ ( )	( )	( )	( )	( )
_____ ( )	( )	( )	( )	( )

Eu a(s) **aprendi**: (1) **aqui no Brasil**, estudando no **Curso** \_\_\_\_\_, **do ano** \_\_\_\_\_ **ao ano** \_\_\_\_\_ [total de \_\_\_\_\_ **ano(s)** / \_\_\_\_\_ **mês(es)**]; **conclui** o estudo ( ) / **não conclui** o estudo ( ). (2) **fora do Brasil**, pois **morei** no **país** \_\_\_\_\_, por \_\_\_\_\_ **ano(s)** / **mês(es)**, há \_\_\_\_\_ **ano(s)** / **mês(es)** atrás.

21. **Além** da língua inglesa, você também **está estudando**, agora, alguma **outra língua estrangeira**? **SIM** ( ) **NÃO** ( ). **Qual(ais)**? **ESPAÑHOL** ( ), **FRANCÊS** ( ), **ITALIANO** ( ), **ALEMÃO** ( ), **HOLANDÊS** ( ), **JAPONÊS** ( ), \_\_\_\_\_ ( ), \_\_\_\_\_ ( ), \_\_\_\_\_ ( ), \_\_\_\_\_ ( ), \_\_\_\_\_ ( ), \_\_\_\_\_ ( ). **Onde?**

. **Há quanto tempo?** \_\_\_\_\_  
 Em qual **ESTÁGIO/SEMESTRE** você está?

#### F.4 Profile questionnaire for the students in A's Stages 7 and 9

UNIVERSIDADE FEDERAL DE SANTA CATARINA  
 CENTRO DE COMUNICAÇÃO E EXPRESSÃO  
 PROGRAMA DE PÓS-GRADUAÇÃO EM LETRAS/INGLÊS E LITERATURA  
 CORRESPONDENTE  
 CURSO DE DOUTORADO EM LÍNGUA INGLESA E LINGÜÍSTICA APLICADA  
 LINHA DE PESQUISA: AQUISIÇÃO DE SEGUNDA LÍNGUA

**COORDENADORA DO PROGRAMA:** Profa. Dra. Mailce Borges Mota Fortkamp (UFSC)

**ORIENTADORA:** Profa. Dra. Rosa Weingold Konder (UFSC)

**DOUTORANDO:** Prof. Ms. Pedro Henrique Lima Praxedes Filho (Universidade Estadual do Ceará-UECE)

#### QUESTIONÁRIO DE SONDAGEM PARA PESQUISA DE TESE DE DOUTORADO EM AQUISIÇÃO DE INGLÊS COMO LÍNGUA ESTRANGEIRA

Este Questionário de Sondagem tem o objetivo de levantar o perfil individual dos(as) alunos(as) de inglês [de] *ACTUAL NAME OF ELC A*, tendo em vista a posterior seleção daqueles(as) alunos(as) que poderão, dependendo do perfil, participar, voluntariamente, da pesquisa propriamente dita, como informantes na fase de coleta longitudinal de dados. As informações pessoais aqui fornecidas por vocês serão mantidas em sigilo e eu, o doutorando-pesquisador, serei o único a ter acesso a elas. Desde já, agradeço a contribuição generosa de todos(as) vocês ao

responderem, neste primeiro momento, este Questionário de Sondagem, contendo 22 questões em 6 páginas. Você deverá, por favor, responder às questões de 01 a 04 e de 11 a 22. Quanto ao bloco de questões 05 a 10, você só responderá aquela que disser respeito ao seu nível de instrução.

Fortaleza, 19 de agosto de 2003.

Prof. Pedro Henrique Lima Praxedes Filho

01. Nome: \_\_\_\_\_.
02. Sexo: MASCULINO ( ) FEMININO ( ).
03. Idade: \_\_\_\_\_ anos.
04. Quantos anos você tinha quando cursou o Semestre *ACTUAL NAME OF STAGE 1* [em] *ACTUAL NAME OF ELCA*? \_\_\_\_\_ anos. (OU) Não cursei o Semestre *ACTUAL NAME OF STAGE 1* ( ).
05. Você é aluno do Ensino Fundamental (1ª a 8ª Séries)? SIM ( ) NÃO ( ). Em que série você está? \_\_\_\_\_ Série. Inglês é uma das suas matérias da escola neste ano? SIM ( ) NÃO ( ). Em que série o inglês entrou como matéria? \_\_\_\_\_ Série. Qual é o nome do livro que você está usando? \_\_\_\_\_.
06. Você é aluno do Ensino Médio (1ª, 2ª ou 3ª Série do antigo 2º Grau)? SIM ( ) NÃO ( ). Em que série você está? \_\_\_\_\_ Série. Inglês é uma das suas matérias da escola neste ano? SIM ( ) NÃO ( ). Em que série o inglês entrou como matéria? \_\_\_\_\_ Série do Ensino Fundamental ( ) / do Ensino Médio ( ). Qual é o nome do livro que você está usando? \_\_\_\_\_.
07. Você é aluno do Ensino Superior (estudante universitário)? SIM ( ) NÃO ( ). Em qual Universidade ou Faculdade você estuda? \_\_\_\_\_. Qual o curso que você está fazendo? \_\_\_\_\_. Em que semestre você está? \_\_\_\_\_. Você estudou inglês como matéria escolar quando estava no Ensino Fundamental (1ª a 8ª Séries)? SIM ( ) NÃO ( ). Em quais séries? \_\_\_\_\_. Você estudou inglês como matéria escolar quando estava no Ensino Médio (1ª a 3ª Séries do antigo 2º Grau)? SIM ( ) NÃO ( ). Em quais séries? \_\_\_\_\_. Você tem que ler material bibliográfico em inglês no seu curso universitário? SIM ( ) NÃO ( ). Você faz essa leitura sozinho(a)? Sim ( ) Não ( ). Você usa dicionário inglês/português para ajudar na compreensão da leitura dos textos? SIM ( ) NÃO ( ). Você pede a alguém que sabe inglês para lhe ajudar na compreensão da leitura dos textos? SIM ( ) NÃO ( ). Você pede ou paga a alguém para traduzir, por você, os textos para português? SIM ( ) NÃO ( ).
08. Você concluiu o Ensino Médio (3ª Série do antigo 2º Grau) e NÃO entrou em nenhuma Universidade ou Faculdade? SIM ( ) NÃO ( ). Você estudou inglês como matéria escolar quando estava no Ensino Fundamental (1ª a 8ª Séries)? SIM ( ) NÃO ( ). Em quais séries? \_\_\_\_\_. Você estudou inglês como matéria escolar quando estava no Ensino Médio (1ª a 3ª Séries do antigo 2º Grau)? SIM ( ) NÃO ( ). Em quais séries? \_\_\_\_\_.
09. Você concluiu algum curso universitário? SIM ( ) NÃO ( ). Em qual Universidade ou Faculdade você estudou? \_\_\_\_\_. Qual o curso que você concluiu? \_\_\_\_\_. Você estudou inglês como matéria escolar quando estava no Ensino Fundamental (1ª a 8ª Séries)? SIM ( ) NÃO ( ). Em quais séries? \_\_\_\_\_. Você estudou inglês como matéria escolar quando estava no Ensino Médio (1ª a 3ª Séries do antigo 2º Grau)? SIM ( ) NÃO ( ). Em quais séries? \_\_\_\_\_.
10. Você é aluno de pós-graduação? SIM ( ) NÃO ( ). Em caso afirmativo, qual é o nível? ESPECIALIZAÇÃO ( ), MESTRADO ( ), DOUTORADO ( ). Em qual Universidade ou Faculdade você estuda? \_\_\_\_\_. Qual o curso que você está fazendo?

- \_\_\_\_\_. Você estudou inglês como matéria escolar quando estava no Ensino Fundamental (1ª a 8ª Séries)? SIM ( ) NÃO ( ). Em quais séries? \_\_\_\_\_.
- \_\_\_\_\_. Você estudou inglês como matéria escolar quando estava no Ensino Médio (1ª a 3ª Séries do antigo 2º Grau)? SIM ( ) NÃO ( ). Em quais séries? \_\_\_\_\_.
- \_\_\_\_\_. Você tem que ler material bibliográfico em inglês no seu curso de pós-graduação? SIM ( ) NÃO ( ). Você faz essa leitura sozinho(a)? Sim ( ) Não ( ). Você usa dicionário inglês/português para ajudar na compreensão da leitura dos textos? SIM ( ) NÃO ( ). Você pede a alguém que sabe inglês para lhe ajudar na compreensão da leitura dos textos? SIM ( ) NÃO ( ). Você pede ou paga a alguém para traduzir, por você, os textos para português? SIM ( ) NÃO ( ).
11. Você estudou em alguma outra escola especializada no ensino de inglês (ex.: *EXAMPLES OF ELEVEN DIFFERENT ELCs IN FORTALEZA*, etc) antes de entrar [em] *ACTUAL NAME OF ELC A*? SIM ( ) NÃO ( ). Onde? \_\_\_\_\_. Você terminou o curso de inglês de lá? SIM ( ) NÃO ( ). Quantos anos ou semestres você estudou lá? \_\_\_\_\_ anos ou \_\_\_\_\_ semestres.
12. Ao mesmo tempo que você estuda [em] *ACTUAL NAME OF ELC A*, você também está estudando inglês em alguma outra escola especializada no ensino de inglês (ex.: *EXAMPLES OF ELEVEN DIFFERENT ELCs IN FORTALEZA*, etc)? SIM ( ) NÃO ( ). Onde? \_\_\_\_\_. Qual estágio você está cursando lá agora? \_\_\_\_\_. Há quanto tempo você estuda lá? \_\_\_\_\_.
13. Qual é o Semestre que você está cursando [em] *ACTUAL NAME OF ELC A* agora? 1 ( ), 2 ( ), 3 ( ), 4 ( ), 5 ( ), 6 ( ), 7 ( ), 8 ( ), 9 ( ), 10 ( ). Qual é o nome do livro que você está usando? \_\_\_\_\_.
- ACTUAL NAMES OF THE STAGES WERE USED*
14. Quais dos Semestres de nível avançado você já cursou anteriormente? 7 ( ), 8 ( ), 9 ( ), 10 ( ), NENHUM ( ). *ACTUAL NAMES OF THE STAGES WERE USED*
15. Você entrou [em] *ACTUAL NAME OF ELC A* no *ACTUAL NAME OF STAGE 1*? SIM ( ) NÃO ( ). Você entrou através de teste de nivelamento (*placement test*)? SIM ( ) NÃO ( ). Em qual Semestre do curso de inglês você entrou [em] *ACTUAL NAME OF ELC A*? JC1 ( ), JC2 ( ), JC3 ( ), JC4 ( ), JC5 ( ), JC6 ( ), JC7 ( ), JC8 ( ), JC9 ( ), JC10 ( ), JC11 ( ), JC12 ( ), JC13 ( ), JC14 ( ), JC15 ( ), JC16 ( ), 1 ( ), 2 ( ), 3 ( ), 4 ( ), 5 ( ), 6 ( ), 7 ( ), 8 ( ), 9 ( ), 10 ( ). *ACTUAL NAMES OF THE STAGES WERE USED*
16. Você trabalha? SIM ( ) NÃO ( ). Qual é a sua atividade profissional? \_\_\_\_\_. Você tem que usar inglês no seu emprego? SIM ( ) NÃO ( ). Como? FALANDO ( ), ESCUTANDO ( ), LENDO ( ), ESCRIVENDO ( ).
17. Você já morou em algum ou visitou algum país cuja língua nativa é a inglesa? SIM ( ) NÃO ( ). Qual? \_\_\_\_\_. Quanto tempo você passou lá? \_\_\_\_\_ dias / \_\_\_\_\_ meses / \_\_\_\_\_ anos.
18. Você tem oportunidade de usar inglês fora das aulas [de] *ACTUAL NAME OF ELC A*? SIM ( ) NÃO ( ). Onde? NO COLÉGIO, COMO MATÉRIA ESCOLAR ( ); NA FACULDADE, LENDO TEXTOS ( ); NO CURSO DE PÓS-GRADUAÇÃO, LENDO TEXTOS ( ); NO TRABALHO ( ); NA INTERNET, NAVEGANDO POR SITES EM INGLÊS ( ); NA INTERNET, CORRESPONDENDO-ME EM INGLÊS ATRAVÉS DO CORREIO ELETRÔNICO (*E-MAIL*) ( ); NA INTERNET, CONVERSANDO EM INGLÊS EM SALAS DE BATE-PAPO (*CHAT*) ( ); EM CASA, ASSISTINDO A FILMES E/OU A PROGRAMAS EM INGLÊS, SEM LEGENDAS EM PORTUGUÊS, NOS CANAIS DE TV A CABO OU POR ASSINATURA ( ); EM CASA, LENDO JORNAIS, REVISTAS, ROMANCES, CONTOS, etc ( ); USANDO JOGOS ELETRÔNICOS ( ); OUTROS ( ) Quais? \_\_\_\_\_.
19. Você conversa em inglês com falantes nativos de inglês (americanos, britânicos, canadenses, australianos, neozelandeses, sul-africanos, e/ou outras nacionalidades)? FREQUENTEMENTE ( ); ÀS VEZES ( ); RARAMENTE ( ); NUNCA ( ).

20. Qual é a sua relação com o[a] *SCHOOL NAME*?

a. ( ) Sou aluno(a) do **COLÉGIO 7 DE SETEMBRO**.

b. ( ) Fui aluno(a) [de] *SCHOOL NAME* da \_\_\_\_\_ Série do Ensino  
\_\_\_\_\_ (Fundamental/Médio) à \_\_\_\_\_ Série do Ensino  
\_\_\_\_\_ (Fundamental/ Médio). Saí [de] *SCHOOL NAME* no ano  
\_\_\_\_\_.

c. ( ) Não sou e nunca fui aluno(a) [de] *SCHOOL NAME*. Cursei as séries do Ensino  
Fundamental em \_\_\_\_\_ (nome[s]  
do[s] Colégio[s] ou da[s] Escola[s]) e cursei as séries do ensino Médio em  
\_\_\_\_\_  
(nome[s] do[s] Colégio[s] ou da[s] Escola[s]).

21. Você **já sabe** alguma **outra língua estrangeira**? **SIM** ( ) **NÃO** ( ). Em caso positivo, assinale com um **X** a(s) língua(s) e se você a(s) fala, entende, lê e/ou escreve:

ESPAÑHOL ( )	FALO	ENTENDO	LEIO	ESCREVO
FRANCÊS ( )	( )	( )	( )	( )
ITALIANO ( )	( )	( )	( )	( )
ALEMÃO ( )	( )	( )	( )	( )
HOLANDÊS ( )	( )	( )	( )	( )
JAPONÊS ( )	( )	( )	( )	( )
_____ ( )	( )	( )	( )	( )
_____ ( )	( )	( )	( )	( )
_____ ( )	( )	( )	( )	( )
_____ ( )	( )	( )	( )	( )
_____ ( )	( )	( )	( )	( )

Eu a(s) aprendi: (1) aqui no Brasil, estudando no Curso \_\_\_\_\_,  
do ano \_\_\_\_\_ ao ano \_\_\_\_\_ [total de \_\_\_\_\_ ano(s) / \_\_\_\_\_ mês(es)]; conclui o  
estudo ( ) / não conclui o estudo ( ). (2) fora do Brasil, pois morei no país \_\_\_\_\_,  
por \_\_\_\_\_ ano(s) / mês(es), há \_\_\_\_\_ ano(s) / mês(es) atrás.

22. Além da língua inglesa, você também **está estudando**, agora, alguma **outra língua estrangeira**? **SIM** ( ) **NÃO** ( ). Qual(ais)? **ESPAÑHOL** ( ), **FRANCÊS** ( ), **ITALIANO** ( ),  
**ALEMÃO** ( ), **HOLANDÊS** ( ), **JAPONÊS** ( ), \_\_\_\_\_ ( ), \_\_\_\_\_ ( ),  
\_\_\_\_\_. Onde?  
\_\_\_\_\_ ( ), \_\_\_\_\_ ( ), \_\_\_\_\_ ( ).

. Há quanto tempo? \_\_\_\_\_.  
Em qual \_\_\_\_\_ **ESTÁGIO/SEMESTRE** você está?  
\_\_\_\_\_.



## APPENDIX G

### FIGURES WITH THE PRIMARY SUBJECTS' PROFILES: LONGITUDINAL PART OF THE STUDY<sup>1</sup>

Variable Subject	Sex	Age	Age in Stage 1 of Regular Course (1 to 6)	Education	Grade When English Started at Secondary School	Study of English at Specialized School Before A	Study of English at A and another Specialized School Simultaneously	Placement Test	Juvenile Course-JC (1 to 16)	Previous Advanced Stages (7 to 10)	Job	Living Experience in English Speaking Country	Opportunity to Speak English With Native Speaker
								First Stage	First Stage				
LA1	M	14	14	7 <sup>th</sup> FS	5 <sup>th</sup> FS	No	No	No	No	Does Not Apply	No	No	Never
								Does Not Apply	Does Not Apply				
LA2	M	14	14	8 <sup>th</sup> FS	5 <sup>th</sup> FS	No	No	No	No	Does Not Apply	No	No	Never
								Does Not Apply	Does Not Apply				
LA3	M	17	14	3 <sup>rd</sup> MS	5 <sup>th</sup> FS	No	No	No	No	Does Not Apply	No	No	Sometimes
								Does Not Apply	Does Not Apply				
LA4	M	16	None	2 <sup>nd</sup> MS	5 <sup>th</sup> FS	No	No	No	Yes	None	No	No	Never
								Does Not Apply	JC11				
LA5	M	17	None	3 <sup>rd</sup> MS	5 <sup>th</sup> FS	No	No	No	Yes	7 and 8	No	20 days	Rarely
								Does Not Apply	JC12				

Figure G1. Profiles of A's longitudinal primary data providing subjects – Part 1.

<sup>1</sup> Key to abbreviations: FS = Fundamental School (*Ensino Fundamental*, encompassing eight grades intended for children from 7 to 14 years old); MS = Middle School (*Ensino Médio*, comprising three grades intended for children from 15 to 17 years old). Comments on the two positive answers encountered in the lines relative to the fourth and fifth primary subjects: (a) In LA4's Stage 7 class, all other students had also started in some JC stage, his profile being, in general, the closest to that established by the controlled variables, which means that having taken a JC stage could not remain as a preselection criterion regarding Stage 7; and (b) in LA5's Stage 9 class, the other students had started either in some JC stage or in some nonJC stage by means of a placement test, his profile also being, by and large, the closest to that determined by the controlled variables (while the placement-test type of entrance remained as a preselection criterion, the JC type of entrance did not, when the stage was the ninth).

Variable Subject	Opportunity to Use English Besides A's Classes										
	As School Subject	Reading at College	Reading at Graduate School	At Work	Internet: Web Sites in English	Internet: E-mail Messages in English	Internet: Chat in English	Cable TV	Reading Newspapers, Magazines, Novels, Short Stories, etc	Electronic Games	Others
LA1	Yes	No	No	No	No	No	No	No	No	No	No
LA2	Yes	No	No	No	No	No	No	No	No	No	No
LA3	Yes	No	No	No	Yes	Yes	Yes	No	Yes	Yes	No
LA4	Yes	No	No	No	No	No	No	No	No	Yes	Listening to Music
LA5	Yes	No	No	No	Yes	Yes	No	Yes	Yes	Yes	No

Figure G2. Profiles of A's longitudinal primary data providing subjects – Part 2.

## APPENDIX H

### PROFILE QUESTIONNAIRE – SECONDARY SUBJECTS: LONGITUDINAL PART OF THE STUDY

UNIVERSIDADE FEDERAL DE SANTA CATARINA  
CENTRO DE COMUNICAÇÃO E EXPRESSÃO  
PROGRAMA DE PÓS-GRADUAÇÃO EM LETRAS/INGLÊS E LITERATURA  
CORRESPONDENTE  
CURSO DE DOUTORADO EM LÍNGUA INGLESA E LINGÜÍSTICA  
APLICADA

Doctoral Student: Pedro Henrique Lima Praxedes Filho  
Advisor: Dr. Rosa Weingold Konder

#### NATIVE SPEAKER SUBJECT'S PROFILE QUESTIONNAIRE

If you agree to participate – as an anonymous subject<sup>1</sup> – in the final stage of data collection for my Ph.D. dissertation within the field of English-as-a-Foreign-Language learning, please fill out the following profile questionnaire:

- 1- Your name: \_\_\_\_\_.
- 2- Your age: \_\_\_\_\_.
- 3- Sex: a) ( ) male; b) ( ) female.
- 4- Your citizenship: \_\_\_\_\_.
- 5- Your mother tongue: \_\_\_\_\_.
- 6- Your place of residence: city: \_\_\_\_\_ state: \_\_\_\_\_.
- 7- Your level of education: a) ( ) high school student; b) ( ) undergraduate student; c) ( ) graduate student; d) ( ) BA/BSc degree holder; e) ( ) MA/MSc degree holder; f) ( ) Ph.D. degree holder.
- 8- Your major as an undergraduate student: \_\_\_\_\_.
- 9- Your field of study as a graduate student: \_\_\_\_\_.
- 10- Your occupation: \_\_\_\_\_.
- 11- Do you speak and/or understand and/or read and/or write Portuguese? a) ( ) yes; b) ( ) no.

---

<sup>1</sup> Your identity will be preserved and kept anonymous in the Ph.D. dissertation.

12- In case you do,

12.1 how well do you...

...**speak** it? a) ( ) very poorly; b) ( ) poorly; c) ( ) moderately; d) ( ) well; e) ( ) very well.

...**understand** it? a) ( ) very poorly; b) ( ) poorly; c) ( ) moderately; d) ( ) well; e) ( ) very well.

...**read** it? a) ( ) very poorly; b) ( ) poorly; c) ( ) moderately; d) ( ) well; e) ( ) very well.

...**write** it? a) ( ) very poorly; b) ( ) poorly; c) ( ) moderately; d) ( ) well; e) ( ) very well.

12.2 where did you learn it? a) ( ) in my home country and/or b) ( ) in Brazil and/or c) ( ) in Portugal and/or d) ( ) in any other Portuguese-speaking country / which? \_\_\_\_\_.

12.3 how did you learn it? a) ( ) naturalistically, in a Portuguese-speaking country; b) ( ) through instruction in my home country, and the instruction lasted for \_\_\_\_\_ years; c) ( ) both naturalistically and through instruction, and the instruction lasted for \_\_\_\_\_ years.

13- Do you know any other foreign languages? a) ( ) yes; ( ) no.

14- In case you do, which? \_\_\_\_\_.

15- Is this your very first living experience in a Portuguese-speaking country? a) ( ) yes; b) ( ) no.

16- In case it is, how long have you been in Brazil? \_\_\_\_\_.

17- In case it is not,

17.1 which country did you live in? \_\_\_\_\_.

16.2 for how long? \_\_\_\_\_.

16.3 how long ago? \_\_\_\_\_.

If you have filled out the questionnaire, your invaluable contribution to my research will be the completion of two written tasks in English, your native language: (a) telling a personal remarkable experience (Sheet 1), and (b) telling a story based on 10 colorful pictures (Sheet 2).

I thank you wholeheartedly for your participation in completing both the questionnaire and the tasks.

Pedro Henrique Lima Praxedes Filho  
(doctoral student at Federal University of Santa Catarina-UFSC and English Language and Applied Linguistics lecturer at State University of Ceará-UECE)

## APPENDIX I

### FIGURE WITH THE REMAINING PROFILE ASPECTS OF THE SECONDARY SUBJECTS:<sup>1</sup> LONGITUDINAL PART OF THE STUDY

Secondary Subjects		SS1	SS2	SS3	SS4	SS5	SS6
Profile Aspects							
Place of Residence		Pittsburgh PA	Pittsburgh PA	Pittsburgh PA	Pittsburgh PA	Pittsburgh PA	Pittsburgh PA
Portuguese	Speaking Ability	Good	Good	Good	Moderate	Good	Poor
	Understanding Ability	Good	Very Good	Good	Good	Good	Moderate
	Reading Ability	Good	Very Good	Good	Very Good	Good	Good
	Writing Ability	Good	Good	Good	Good	Good	Poor
Portuguese-learning Places		USA Brazil	USA Brazil	USA Brazil	USA Brazil	USA Brazil	USA Brazil
Portuguese-learning Environments		One-year Instruction and Naturalistic	One-year Instruction and Naturalistic	Two-year Instruction and Naturalistic	Two-year Instruction and Naturalistic	Two-year Instruction and Naturalistic	Seven-month Instruction and Naturalistic
Knowledge of Other Foreign Languages / Which		Yes / Spanish	Yes / Spanish	Yes / Spanish, French	Yes / Spanish, Some Chinese	Yes / Spanish, American Sign Language	No / None
First Living Experience in Portuguese-speaking Country / How Long in Brazil		Yes / 2 Weeks	Yes / 2 Weeks	Yes / 2 Weeks	No / 2 Weeks	Yes / 2 Weeks	Yes / 2 Weeks
Where First Living Experience / For How Long / How Long Ago		X	X	X	Brazil / 1 Month / May, 2003	X	X

*Figure I.* Secondary subjects for the longitudinal part of the study with respective remaining profile aspects.

<sup>1</sup> As can be seen in Figure G\_1, the secondary subjects are, in fact, multicompetent speakers, as defined by Cook (1992, 1999).

## APPENDIX J

### PROFILE QUESTIONNAIRE – TERTIARY SUBJECTS: LONGITUDINAL PART OF THE STUDY

UNIVERSIDADE FEDERAL DE SANTA CATARINA  
CENTRO DE COMUNICAÇÃO E EXPRESSÃO  
PROGRAMA DE PÓS-GRADUAÇÃO EM LETRAS/INGLÊS E LITERATURA  
CORRESPONDENTE  
CURSO DE DOUTORADO EM LÍNGUA INGLESA E LINGÜÍSTICA APLICADA

Doctoral Student: Pedro Henrique Lima Praxedes Filho  
Advisor: Dr. Rosa Weingold Konder

#### NATIVE SPEAKER SUBJECT'S PROFILE QUESTIONNAIRE + INSTRUCTIONS

If you agree to participate<sup>1</sup> – as a ‘linguistic judge’ – in the final stage of data collection for my Ph.D. dissertation within the field of English-as-a-Foreign-Language learning, please fill out the following profile questionnaire:

- 1- Your name:
- 2- Your age:
- 3- Your citizenship:
- 4- Your mother tongue:
- 5- Your place of residence: city:                      state:
- 6- Your level of education: a) (    ) undergraduate student; b) (    ) graduate student; c) (    ) BA/BSc degree holder; d) (    ) MA/MSc degree holder; e) (    ) Ph.D. degree holder.
- 7- Your major as an undergraduate student:
- 8- Your field of study as a graduate student:
- 9- Your occupation:
- 10- Do you speak and/or understand and/or read Portuguese? a) (    ) Yes; b) (    ) No.
- 11- Do you know any other foreign languages? a) (    ) Yes; (    ) No.
- 12- In case you do, which?

If you have filled out the questionnaire, you might be chosen to participate in my research and your invaluable contribution will be the completion of a two-part task as a ‘linguistic judge’. You will receive, attached to an e-mail message, 2 doc-extension files, named SET1 and SET2. Each file contains a set of 30 very short texts. In each set, each text is followed by an invariable three-multiple-choice-questionnaire, by means of which you will be able to express your judgment as to your level of understanding of each text, its level of native-likeness, and its level of grammatical accuracy, using

---

<sup>1</sup> In the event of your participation, your will identity will be kept anonymous.

nothing else than your perception and intuitions as a native speaker of English. You will need to follow these instructions: (a) Save each file on your HD or on a floppy disc or a CD; (b) open each file from the medium where you have saved it and mark your answers on these saved versions of the files; (c) do each part of the task on a different day; (d) choose a time of the day when you can get through the whole task part without interruptions; (e) read each text in each set only once (at the very most twice, but never more than twice); (f) always answer the three invariable multiple-choice questions in the questionnaire before moving on to reading the following text in the sequence; (g) do not take too long thinking as to which choice you should tick as the answer for each of the three questions – do use your intuition/feeling; (h) rely solely on yourself for the judgments, which means you may not ask for the opinion of anybody around or use resources like dictionaries or grammar books; and (i) once you have finished up a task part, save the modifications and attach the respective file to an e-mail message from the medium where you had saved it and send the message to me at [pedprax@terra.com.br](mailto:pedprax@terra.com.br).

I thank you wholeheartedly for your participation in completing the questionnaire and, if it might be the case, the two-part task and everything else that goes with it.

Pedro Henrique Lima Praxedes Filho  
(doctoral student at UFSC and English Language and Applied Linguistics lecturer at UECE)

## APPENDIX K

### SYSTEMIC AND FUNCTIONAL CATEGORIZATION OF THE PRIMARY CORPUS: LONGITUDINAL PART OF THE STUDY

#### K.1 Key

*Boundary indication for clause-complexes:* ||| |||

*Boundary indication for ranking clauses:* || ||

*Boundary indication for down-ranked clauses:* [[ ]]

*Boundary indication for enclosed clauses:* << >>

C: clause

Tr: transitivity system

Md: mood system

Th: theme system

Selection expression: [term, term, term, etc]

CC: complete clauses as for transitivity, mood, and theme

DCC: deviant complete clauses (simplification is not deviation cause)

SDCC: simplification-related deviant complete clauses (simplification is deviation cause – criterion: from more complex to less complex)

LDP: language-acquisition-process type of incompleteness

AEC: anaphorically elliptical clauses

VLC: verbless clauses

NFC: nonfinite clauses

DM: discourse marker

#### K.2 Stage 1

SUBJECT LA1:

COLLECTION 1 – SEPTEMBER 2003:

PERSONAL EXPERIENCE:

1/1||| I and friends fomos há the florest amazonic, 2|| entry in the fazend de acess restrito 3|| p/ swim em um river, 4|| home chegaram cops dos fazenders, 5|| e mandaram irmos p/ the casa |||

		SELECTION EXPRESSIONS
<b>C1</b>	<b>Tr</b>	[clause, location, place, incomplete, in process and circumstance] <b>LDP</b>
	<b>Md</b>	[clause, minor, fragment, incomplete, in mood and residue, in finite and predicator and circumstantial adjunct] <b>LDP</b>
	<b>Th</b>	[clause, unmarked topical theme, incomplete, in rheme] <b>LDP</b>
<b>C2</b>	<b>Tr</b>	[clause, location, place, incomplete, in process and circumstance] <b>AEC LDP</b>
	<b>Md</b>	[clause, minor, fragment, incomplete, in mood and residue, in finite and predicator and circumstantial adjunct] <b>AEC LDP</b>
	<b>Th</b>	[clause, incomplete, in theme and rheme, in textual theme] <b>AEC LDP</b>



C3	Tr	[clause, middle, material, happening, eventive, location, place, incomplete, in process and circumstance] <b>NFC LDP</b>
	Md	[clause, major, bound, non-finite, perfective, expansion, enhancing, hypotactic, positive 1, incomplete, in residue, in predicator and circumstantial adjunct] <b>NFC LDP</b>
	Th	[clause, incomplete, in theme and rheme, in textual theme] <b>NFC LDP</b>
C4	Tr	[clause, location, place, incomplete, in process and participant role and circumstance] <b>LDP</b>
	Md	[clause, minor, fragment, incomplete, in mood and residue, in subject and finite and predicator and circumstantial adjunct] <b>LDP</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, incomplete, in theme and rheme, in textual and topical theme] <b>LDP</b>
C5	Tr	[clause, incomplete, in process and participant role and circumstance] <b>LDP</b>
	Md	[clause, incomplete, in mood and residue, in subject and finite and predicator and circumstantial adjunct] <b>LDP</b>
	Th	[clause, incomplete, in theme and rheme, in textual and topical theme] <b>LDP</b>

PICTURE NARRATIVE:

1/1||| The cat and the girl was lendo. 2/2||| When the cat 3 || girl jump 4 || and you foram p/ a sala 5 || brincar. 3/6|| Ela resolver ir ao bethrom. 4/7||| The cat atacou the bird, 8 || when the girl voltou 9 || viu [[ o q aconteceu. ]] 5/10||| Assim ela levou the bird p/ seu space natural |||

SELECTION EXPRESSIONS		
C1	Tr	[clause, middle, incomplete, in process] <b>LDP</b>
	Md	[clause, minor, fragment, incomplete, in residue, in predicator] <b>LDP</b>
	Th	[clause, unmarked topical theme, incomplete, in rheme] <b>LDP</b>
C2	Tr	[clause, location, time 2, incomplete, in process and participant role and circumstance] <b>LDP</b>
	Md	[clause, minor, fragment, incomplete, in mood and residue, in finite and predicator and complement and circumstantial adjunct] <b>LDP</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, hypotactic, incomplete, in rheme] <b>LDP</b>
C3	Tr	[clause, middle, material, happening, eventive, incomplete, in participant role and circumstance] <b>LDP</b>
	Md	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, incomplete, in mood and residue, in subject and finite and circumstantial adjunct] <b>LDP</b>
	Th	[clause, unmarked topical theme, incomplete, in theme and rheme, in topical theme] <b>LDP</b>
C4	Tr	[clause, incomplete, in process and circumstance] <b>LDP</b>
	Md	[clause, minor, fragment, incomplete, in mood and residue, in finite and predicator and circumstantial adjunct] <b>LDP</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, incomplete, in rheme] <b>LDP</b>
C5	Tr	[clause, incomplete, in process] <b>NFC LDP</b>
	Md	[clause, incomplete, in residue, in predicator] <b>NFC LDP</b>
	Th	[clause, incomplete, in theme and rheme, in textual theme] <b>NFC LDP</b>
C6	Tr	[clause, location, place, incomplete, in process and participant role and circumstance] <b>LDP</b>
	Md	[clause, minor, fragment, incomplete, in mood and residue, in subject and finite and predicator and circumstantial adjunct] <b>LDP</b>
	Th	[clause, incomplete, in theme and rheme, in topical theme] <b>LDP</b>
C7	Tr	[clause, incomplete, in process] <b>LDP</b>
	Md	[clause, minor, fragment, incomplete, in mood and residue, in finite and predicator] <b>LDP</b>
	Th	[clause, unmarked topical theme, incomplete, in rheme] <b>LDP</b>

C8	Tr	[clause, location, time 2, incomplete, in process] <b>LDP</b>
	Md	[clause, minor, fragment, incomplete, in mood and residue, in finite and predicator] <b>LDP</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, hypotactic, incomplete, in rheme] <b>LDP</b>
C9	Tr	[clause, incomplete, in process and participant role] <b>LDP</b> <b>DRC</b> [clause, incomplete, in process and participant role] <b>LDP</b>
	Md	[clause, incomplete, in mood and residue, in subject and finite and predicator and complement] <b>LDP</b> <b>DRC</b> [clause, incomplete, in mood and residue, in subject and finite and predicator] <b>LDP</b>
	Th	[clause, incomplete, in theme and rheme, in topical theme] <b>LDP</b> <b>DRC</b> [clause, incomplete, in theme and rheme, in textual and topical theme] <b>LDP</b>
C10	Tr	[clause, location, place, incomplete, in process and participant role and circumstance] <b>LDP</b>
	Md	[clause, minor, fragment, incomplete, in mood and residue, in subject and finite and predicator and circumstantial adjunct] <b>LDP</b>
	Th	[clause, incomplete, in theme and rheme, in textual and topical theme] <b>LDP</b>

COLLECTION 2 – NOVEMBER 2003:

PERSONAL EXPERIENCE:

1/1||| When I arrival the house, 2 ||| instead go my bedroom, 3 ||| to go in the kitchen 4 ||| eat some thin. 2/5||| See one cake very good and big. 3/6||| Eating, 7 ||| when my mother arrived 8 ||| and me speak 9 ||| the cake era do birtday the my aund. |||

SELECTION EXPRESSIONS		
C1	Tr	[clause, location, time 2, place, incomplete, in process and circumstance] <b>LDP</b>
	Md	[clause, minor, fragment, incomplete, in mood and residue, in finite and predicator and circumstantial adjunct] <b>LDP</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, hypotactic, incomplete, in rheme] <b>LDP</b>
C2	Tr	[clause, middle, material, happening, eventive, location, place, incomplete, in process and circumstance] <b>NFC LDP</b>
	Md	[clause, major, bound, non-finite, perfective, 'zero', expansion, extending, hypotactic, positive 1, incomplete, in residue, in predicator and circumstantial adjunct] <b>NFC LDP</b>
	Th	[clause, textual theme, structural, conjunction, hypotactic, incomplete, in theme and rheme, in textual theme] <b>NFC LDP</b>
C3	Tr	[clause, material, location, place, incomplete, in participant role] <b>LDP</b>
	Md	[clause, major, bound, non-finite, perfective, 'to', incomplete, in mood, in subject and finite] <b>LDP</b>
	Th	[clause, incomplete, in theme, in topical theme] <b>LDP</b>
C4	Tr	[clause, middle, material, happening, ranged, eventive, incomplete, in process] <b>NFC LDP</b>
	Md	[clause, major, bound, non-finite, perfective, 'zero', expansion, enhancing, hypotactic, positive 1, incomplete, in residue, in predicator] <b>NFC LDP</b>
	Th	[clause, incomplete, in theme, in textual theme] <b>NFC LDP</b>
C5	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, perceptive, specific, visual, incomplete, in participant role] <b>LDP</b>
	Md	[clause, major, bound, non-finite, perfective, 'zero', incomplete, in mood, in subject and finite] <b>LDP</b>
	Th	[clause, incomplete, in theme, in topical theme] <b>LDP</b>
C6	Tr	[clause, material, incomplete, in participant role] <b>LDP</b>
	Md	[clause, major, bound, non-finite, imperfective, incomplete, in mood and residue, in subject and finite and complement] <b>LDP</b>
	Th	[clause, incomplete, in theme and rheme, in topical theme] <b>LDP</b>

C7	Tr	[clause, middle, material, happening, eventive, location, time 2, complete] <b>CC</b>
	Md	[clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
C8	Tr	[clause, middle, verbal 1, verbalization, as locution, reporting, indicating, receiver, incomplete, in participant role] <b>AEC LDP</b>
	Md	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, incomplete, in residue, in complement] <b>AEC LDP</b>
	Th	[clause, textual theme, structural, conjunction, paratactic, incomplete, in rheme] <b>AEC LDP</b>
C9	Tr	[clause, incomplete, in process and participant role] <b>LDP</b>
	Md	[clause, minor, fragment, incomplete, in mood and residue, in finite and predicator and complement] <b>LDP</b>
	Th	[clause, unmarked topical theme, incomplete, in rheme] <b>LDP</b>

PICTURE NARRATIVE:

1/1|| The girl see book. 2/2|| The cat breaf. 3/3|| The girl asked the cat 4 || to go sealf. 4/5|| The cat go. 5/6|| The bird in the gail. 6/7|| The cat to go the bird. 7/8|| The cat and the bird feld thoun. 8/9|| The bird no. 9/10|| The cat stay 11 || and the bird cambed para seu habitat |||

SELECTION EXPRESSIONS		
C1	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, perceptive, specific, visual, incomplete, in participant role] <b>LDP</b>
	Md	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, incomplete, in mood and residue, in finite and predicator and complement] <b>LDP</b>
	Th	[clause, unmarked topical theme, incomplete, in rheme] <b>LDP</b>
C2	Tr	[clause, incomplete, in process and participant role] <b>LDP</b>
	Md	[clause, minor, fragment, incomplete, in mood and residue, in finite and predicator and complement] <b>LDP</b>
	Th	[clause, unmarked topical theme, incomplete, in rheme] <b>LDP</b>
C3	Tr	[clause, middle, verbal 1, verbalization, as locution, reporting, imperating, receiver, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C4	Tr	[clause, middle, material, happening, eventive, accompaniment, comitative, incomplete, in circumstances] <b>NFC LDP</b>
	Md	[clause, major, bound, non-finite, perfective, 'to', projection, indirect proposal, hypotactic, positive 1, incomplete, in residue, in circumstantial adjuncts] <b>NFC LDP</b>
	Th	[clause, incomplete, in rheme] <b>NFC (Rheme only) LDP</b>
C5	Tr	[clause, middle, material, happening, eventive, incomplete, in circumstance] <b>LDP</b>
	Md	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, incomplete, in residue, in circumstantial adjunct] <b>LDP</b>
	Th	[clause, unmarked topical theme, incomplete, in rheme] <b>LDP</b>
C6	Tr	[clause, location, place, incomplete, in process] <b>LDP</b>
	Md	[clause, minor, fragment, incomplete, in mood and residue, in finite and predicator] <b>LDP</b>
	Th	[clause, unmarked topical theme, incomplete, in rheme] <b>LDP</b>
C7	Tr	[clause, middle, material, happening, eventive, location, place, incomplete, in circumstace] <b>LDP</b>
	Md	[clause, major, bound, non-finite, perfective, 'to', positive 1, incomplete, in mood and residue, in finite and circumstantial adjunct] <b>LDP</b>
	Th	[clause, unmarked topical theme, incomplete, in rheme] <b>LDP</b>

<b>C8</b>	<b>Tr</b>	[clause, middle, material, happening, eventive, complete] <b>DCC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>SDCC</b>
	<b>Th</b>	[clause, unmarked topical theme, complete] <b>DCC</b>
<b>C9</b>	<b>Tr</b>	[clause, incomplete, in process and participant role] <b>LDP</b>
	<b>Md</b>	[clause, minor, fragment, incomplete, in mood and residue, in finite and predicator and complement] <b>LDP</b>
	<b>Th</b>	[clause, unmarked topical theme, incomplete, in rheme] <b>LDP</b>
<b>C10</b>	<b>Tr</b>	[clause, middle, relational, expanding, incomplete, in participant role] <b>LDP</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, incomplete, in mood and residue, in finite and complement] <b>LDP</b>
	<b>Th</b>	[clause, unmarked topical theme, incomplete, in rheme] <b>LDP</b>
<b>C11</b>	<b>Tr</b>	[clause, middle, material, happening, eventive, incomplete, in circumstance] <b>LDP</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, incomplete, in residue, in circumstantial adjunct] <b>LDP</b>
	<b>Th</b>	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, incomplete, in rheme] <b>LDP</b>

COLLECTION 3 – DECEMBER 2003:

PERSONAL EXPERIENCE:

1/1||| One day, was on the bad, 2|| when wake up, 3|| went run to the livinroom, 4|| where I menbeed, 5|| had remedy, 6|| pass in my foread, 7|| and fiel good. |||

<b>SELECTION EXPRESSIONS</b>		
<b>C1</b>	<b>Tr</b>	[clause, middle, relational, expanding, ascriptive, circumstantial, circumstance as attribute, location, time 2, incomplete, in participant role] <b>LDP</b>
	<b>Md</b>	[clause, major, free, indicative, temporal, past 1, full, positive 1, incomplete, in mood, in subject] <b>LDP</b>
	<b>Th</b>	[clause, marked topical theme, as transitivity role, circumstance theme, incomplete, in rheme] <b>LDP</b>
<b>C2</b>	<b>Tr</b>	[clause, middle, material, happening, behavioral, location, time 2, incomplete, in participant role] <b>LDP</b>
	<b>Md</b>	[clause, major, bound, finite, temporal, present 1, full, expansion, enhancing, hypotactic, positive 1, incomplete, in mood, in subject] <b>LDP</b>
	<b>Th</b>	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, hypotactic, incomplete, in rheme] <b>LDP</b>
<b>C3</b>	<b>Tr</b>	[clause, middle, material, happening, eventive, location, place, incomplete, in process and participant role] <b>LDP</b>
	<b>Md</b>	[clause, major, free, indicative, temporal, past 1, full, positive 1, incomplete, in mood and residue, in subject and predicator] <b>LDP</b>
	<b>Th</b>	[clause, marked topical theme, as transitivity role, process theme, incomplete, in theme and rheme, in textual and topical theme] <b>LDP</b>
<b>C4</b>	<b>Tr</b>	[clause, middle, location, place, incomplete, in process] <b>LDP</b>
	<b>Md</b>	[clause, major, bound, finite, interactant, speaker, explicit 3, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, incomplete, in residue, in predicator] <b>LDP</b>
	<b>Th</b>	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, relative pronoun, definite, incomplete, in rheme] <b>LDP</b>
<b>C5</b>	<b>Tr</b>	[clause, middle, material, happening, ranged, eventive, incomplete, in participant role] <b>AEC LDP</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, implicit 3, temporal, past 1, full, positive 1, incomplete, in residue, in complement] <b>AEC LDP</b>
	<b>Th</b>	[clause, unmarked topical theme, incomplete, in rheme] <b>AEC LDP</b>

C6	Tr	[clause, effective, material, doing, transformative, elaborating 1, operative, location, place, incomplete, in participant role] <b>AEC LDP</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, implicit 3, temporal, present 1, full, positive 1, incomplete, in mood and residue, in finite and complement] <b>AEC LDP</b>
	Th	[clause, unmarked topical theme, incomplete, in rheme] <b>AEC LDP</b>
C7	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>AEC SDCC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, implicit 3, temporal, present 1, full, positive 1, complete] <b>AEC SDCC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>AEC SDCC</b>

## PICTURE NARRATIVE:

1/1|| The girl was writing. 2/2|| The cat open eye. 3/3|| The girl se levantou 4 || and ask the cat 5 || to go livingroom. 4/6|| The bird was kage. 5/7|| The cat to go the bird. 6/8|| The girl saw the cat in the kage and the bird out. 7/9|| The bird was p/he habitat natural. ||

SELECTION EXPRESSIONS		
C1	Tr	[clause, middle, material, happening, eventive, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, secondary tense, present 2, stop, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C2	Tr	[clause, effective, material, doing, transformative, elaborating 1, operative, incomplete, in participant role] <b>LDP</b>
	Md	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, incomplete, in mood and residue, in finite and complement] <b>LDP</b>
	Th	[clause, unmarked topical theme, incomplete, in rheme] <b>LDP</b>
C3	Tr	[clause, incomplete, in process] <b>LDP</b>
	Md	[clause, minor, fragment, incomplete, in mood and residue, in finite and predicator] <b>LDP</b>
	Th	[clause, unmarked topical theme, incomplete, in rheme] <b>LDP</b>
C4	Tr	[clause, middle, verbal 1, verbalization, as locution, reporting, imperating, receiver, complete] <b>AEC SDCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, incomplete, in mood, in finite] <b>AEC LDP</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, incomplete, in rheme] <b>AEC LDP</b>
C5	Tr	[clause, middle, material, happening, eventive, location, place, incomplete, in circumstance] <b>NFC LDP</b>
	Md	[clause, major, bound, non-finite, perfective, 'to', projection, indirect proposal, hypotactic, positive 1, incomplete, in residue, in circumstantial adjunct] <b>NFC LDP</b>
	Th	[clause, incomplete, in rheme] <b>NFC (Rheme only) LDP</b>
C6	Tr	[clause, middle, relational, expanding, ascriptive, circumstantial, circumstance as attribute, incomplete, in participant role] <b>LDP</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, incomplete, in residue, in complement] <b>LDP</b>
	Th	[clause, unmarked topical theme, incomplete, in rheme] <b>LDP</b>
C7	Tr	[clause, middle, material, happening, eventive, location, place, incomplete, in circumstace] <b>LDP</b>
	Md	[clause, major, bound, non-finite, perfective, 'to', positive 1, incomplete, in mood and residue, in finite and circumstantial adjunct] <b>LDP</b>
	Th	[clause, unmarked topical theme, incomplete, in rheme] <b>LDP</b>
C8	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, perceptive, specific, visual, incomplete, in participant role] <b>LDP</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, incomplete, in residue, in complement] <b>LDP</b>
	Th	[clause, unmarked topical theme, incomplete, in rheme] <b>LDP</b>

<b>C9</b>	<b>Tr</b>	[clause, middle, relational, expanding, ascriptive, circumstantial, circumstance as attribute, incomplete, in participant role] <b>LDP</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, incomplete, in residue, in complement] <b>LDP</b>
	<b>Th</b>	[clause, unmarked topical theme, incomplete, in rheme] <b>LDP</b>

### K.3 Stage 2

SUBJECT LA1:

COLLECTION 4 – MARCH 2004:

PERSONAL EXPERIENCE:

1/1||| Wrong day, I went to the park “golden park”. 2/2||| Arrived in the park. 3/3||| You and my friends, 4 || we went together em todos os brinquedos, 5 || the day is wonderful. |||

<b>SELECTION EXPRESSIONS</b>		
<b>C1</b>	<b>Tr</b>	[clause, middle, material, happening, eventive, location, time 2, place, incomplete, in circumstance] <b>LDP</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, incomplete, in residue, in circumstantial adjunct] <b>LDP</b>
	<b>Th</b>	[clause, marked topical theme, as transitivity role, circumstance theme, incomplete, in theme, in topical theme] <b>LDP</b>
<b>C2</b>	<b>Tr</b>	[clause, middle, material, happening, eventive, location, place, incomplete, in participant role] <b>LDP</b>
	<b>Md</b>	[clause, major, free, indicative, temporal, past 1, full, positive 1, incomplete, in mood, in subject] <b>LDP</b>
	<b>Th</b>	[clause, marked topical theme, as transitivity role, process theme, incomplete, in theme, in topical theme] <b>LDP</b>
<b>C3</b>	<b>Tr</b>	[clause, incomplete, in process and circumstances] <b>LDP</b>
	<b>Md</b>	[clause, minor, fragment, incomplete, in mood and residue, in finite and predicator and circumstantial adjuncts] <b>LDP</b>
	<b>Th</b>	[clause, unmarked topical theme, incomplete, in rheme] <b>LDP</b>
<b>C4</b>	<b>Tr</b>	[clause, middle, material, happening, eventive, accompaniment, comitative, incomplete, in circumstance] <b>LDP</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, interactant, speaker-plus, temporal, past 1, full, positive 1, incomplete, in residue, in circumstantial adjunct] <b>LDP</b>
	<b>Th</b>	[clause, unmarked topical theme, incomplete, in rheme] <b>LDP</b>
<b>C5</b>	<b>Tr</b>	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>SDCC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, complete] <b>SDCC</b>
	<b>Th</b>	[clause, unmarked topical theme, incomplete, in theme, in textual theme] <b>LDP</b>

PICTURE NARRATIVE:

1/1||| The girl had a book. 2/2||| The cat saw a girl. 3/3||| The girl and the cat, together foram brincar in the room. 4/4||| The cat ate the bird. 5/5||| The bird conseguiu escapar. 6/6||| The bird went to a tree |||

<b>SELECTION EXPRESSIONS</b>		
<b>C1</b>	<b>Tr</b>	[clause, middle, relational, expanding, ascriptive, possessive, possession as process 1, possessor as carrier, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, complete] <b>CC</b>

C2	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, perceptive, specific, visual, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C3	Tr	[clause, accompaniment, comitative, location, place, incomplete, in process] <b>LDP</b>
	Md	[clause, minor, fragment, incomplete, in mood and residue, in finite and predicator] <b>LDP</b>
	Th	[clause, unmarked topical theme, incomplete, in rheme] <b>LDP</b>
C4	Tr	[clause, middle, material, happening, ranged, eventive, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C5	Tr	[clause, incomplete, in process] <b>LDP</b>
	Md	[clause, minor, fragment, incomplete, in mood and residue, in finite and predicator] <b>LDP</b>
	Th	[clause, unmarked topical theme, incomplete, in rheme] <b>LDP</b>
C6	Tr	[clause, middle, material, happening, eventive, location, place, incomplete, in circumstance] <b>LDP</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, incomplete, in residue, in circumstantial adjunct] <b>LDP</b>
	Th	[clause, unmarked topical theme, incomplete, in rheme] <b>LDP</b>

COLLECTION 5 – MAY 2004:

PERSONAL EXPERIENCE:

1/1|| Wrong day, I went to school 2 || played a final games. 2/3|| My team is a win, 4 || we are 7 x 5. 3/5|| I were happy 6 || and evebary also. 4/7|| Was a happy day. |||

SELECTION EXPRESSIONS		
C1	Tr	[clause, middle, material, happening, behavioral, location, time 2, place, incomplete, in circumstance] <b>LDP</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, incomplete, in residue, in circumstantial adjunct] <b>LDP</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, incomplete, in theme, in topical theme] <b>LDP</b>
C2	Tr	[clause, middle, material, happening, ranged, eventive, complete] <b>AEC DCC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, implicit 3, temporal, past 1, full, positive 1, complete] <b>AEC DCC</b>
	Th	[clause, unmarked topical theme, incomplete, in theme, in textual theme] <b>AEC LDP</b>
C3	Tr	[clause, middle, relational, expanding, identifying, decoding, intensive, incomplete, in participant role] <b>LDP</b>
	Md	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, incomplete, in residue, in complement] <b>LDP</b>
	Th	[clause, unmarked topical theme, incomplete, in rheme] <b>LDP</b>
C4	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>SDCC</b>
	Md	[clause, major, free, indicative, declarative, interactant, speaker-plus, temporal, present 1, full, positive 1, complete] <b>SDCC</b>
	Th	[clause, unmarked topical theme, incomplete, in theme, in textual theme] <b>LDP</b>
C5	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>DCC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] <b>DCC</b>
	Th	[clause, unmarked topical theme, complete] <b>DCC</b>

C6	Tr	[clause, middle, accompaniment, additive, incomplete, in process] <b>LDP</b>
	Md	[clause, minor, fragment, incomplete, in mood and residue, in finite and predicator] <b>LDP</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, incomplete, in rheme] <b>LDP</b>
C7	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, class, incomplete, in participant role] <b>LDP</b>
	Md	[clause, major, free, indicative, temporal, past 1, full, positive 1, incomplete, in mood, in subject] <b>LDP</b>
	Th	[clause, marked topical theme, as transitivity role, process theme, incomplete, in theme, in topical theme] <b>LDP</b>

## PICTURE NARRATIVE:

- 1- 1/1||| The girl read a magazine.
- 2- 2/2||| The cat a
- 3- 3/3||| The girl and the cat go to room 4 || played.
- 4- 4/5||| A room was a (vazia).
- 5- 5/6||| A bird was a
- 6- 6/7||| The cat go a (gaiola).
- 7- 7/8||| The cat (entrou) in the (gaiola) 9 || and the bird exit.
- 8- 8/10||| The girl espanted.
- 9- 9/11||| The cat a house 12 || and the bird a florest. |||

SELECTION EXPRESSIONS		
C1	Tr	[clause, middle, material, happening, ranged, eventive, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C2	Tr	[clause, incomplete, in process and participant role] <b>LDP</b>
	Md	[clause, minor, fragment, incomplete, in mood and residue, in finite and predicator and complement] <b>LDP</b>
	Th	[clause, unmarked topical theme, incomplete, in rheme] <b>LDP</b>
C3	Tr	[clause, middle, material, happening, eventive, location, place, incomplete, in circumstance] <b>LDP</b>
	Md	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, incomplete, in residue, in circumstantial adjunct] <b>LDP</b>
	Th	[clause, unmarked topical theme, incomplete, in rheme] <b>LDP</b>
C4	Tr	[clause, middle, material, happening, eventive, complete] <b>AEC CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>AEC CC</b>
	Th	[clause, unmarked topical theme, incomplete, in theme, in textual theme] <b>LDP</b>
C5	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, class, incomplete, in participant role] <b>LDP</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, incomplete, in residue, in complement] <b>LDP</b>
	Th	[clause, unmarked topical theme, incomplete, in rheme] <b>LDP</b>
C6	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, class, incomplete, in participant role] <b>LDP</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, incomplete, in residue, in complement] <b>LDP</b>
	Th	[clause, unmarked topical theme, incomplete, in rheme] <b>LDP</b>
C7	Tr	[clause, middle, material, happening, eventive, incomplete, in circumstance] <b>LDP</b>
	Md	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, incomplete, in residue, in circumstantial adjunct] <b>LDP</b>
	Th	[clause, unmarked topical theme, incomplete, in rheme] <b>LDP</b>



C8	Tr	[clause, location, place, incomplete, in process and circumstance] <b>LDP</b>
	Md	[clause, minor, fragment, incomplete, in mood and residue, in finite and predicator and circumstantial adjunct] <b>LDP</b>
	Th	[clause, unmarked topical theme, incomplete, in rheme] <b>LDP</b>
C9	Tr	[clause, middle, material, happening, eventive, complete] <b>DCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, incomplete, in mood, in finite] <b>LDP</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, incomplete, in rheme] <b>LDP</b>
C10	Tr	[clause, incomplete, in process and participant role] <b>LDP</b>
	Md	[clause, minor, fragment, incomplete, in mood and residue, in finite and predicator and complement] <b>LDP</b>
	Th	[clause, unmarked topical theme, incomplete, in rheme] <b>LDP</b>
C11	Tr	[clause, incomplete, in process and participant role] <b>LDP</b>
	Md	[clause, minor, fragment, incomplete, in mood and residue, in finite and predicator and complement] <b>LDP</b>
	Th	[clause, unmarked topical theme, incomplete, in rheme] <b>LDP</b>
C12	Tr	[clause, incomplete, in process and participant role] <b>LDP</b>
	Md	[clause, minor, fragment, incomplete, in mood and residue, in finite and predicator and circumstantial adjunct] <b>LDP</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, incomplete, in rheme] <b>LDP</b>

COLLECTION 6 – JUNE 2004:

PERSONAL EXPERIENCE:

1/1|| Wrong day, I and my friends, together, traveled in Jericoacoara. 2/2|| In the hotel, went very good, 3|| foods, sleep and fun. 3/4|| When arrived, 5|| spoke for others friends, 6|| the travel is excelent, 7|| and we go to Jericoacoara tomorrow. |||

SELECTION EXPRESSIONS		
C1	Tr	[clause, middle, material, happening, eventive, location, time 2, place, accompaniment, comitative, incomplete, in circumstance] <b>LDP</b>
	Md	[clause, major, free, indicative, declarative, interactant, speaker-plus, temporal, past 1, full, positive 1, incomplete, in residue, in circumstantial adjunct] <b>LDP</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, incomplete, in theme, in topical theme] <b>LDP</b>
C2	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, incomplete, in participant role] <b>LDP</b>
	Md	[clause, major, free, indicative, temporal, past 1, full, positive 1, incomplete, in mood, in subject] <b>LDP</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, incomplete, in rheme] <b>LDP</b>
C3	Tr	[clause, incomplete, in process and participnat role] <b>LDP</b>
	Md	[clause, minor, fragment, incomplete, in mood and residue, in subject and finite and predicator] <b>LDP</b>
	Th	[clause, marked topical theme, as transitivity role, non-subject (complement) participant theme, incomplete, in theme and rheme, in textual and topical theme] <b>LDP</b>
C4	Tr	[clause, middle, material, happening, eventive, location, time 2, incomplete, in participant role] <b>LDP</b>
	Md	[clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, incomplete, in mood, in subject] <b>LDP</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, hypotactic, incomplete, in rheme] <b>LDP</b>

C5	Tr	[clause, middle, verbal 1, verbalization, as locution, reporting, indicating, receiver, incomplete, in participant roles] <b>LDP</b>
	Md	[clause, major, free, indicative, temporal, past 1, full, positive 1, incomplete, in mood and residue, in subject and complement] <b>LDP</b>
	Th	[clause, marked topical theme, as transitivity role, process theme, incomplete, in theme and rheme, in topical theme] <b>LDP</b>
C6	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>DCC</b>
	Md	[clause, major, bound, finite, temporal, present 1, full, projection, indirect proposition, hypotactic, positive 1, complete] <b>SDCC</b>
	Th	[clause, unmarked topical theme, complete] <b>DCC</b>
C7	Tr	[clause, middle, material, happening, eventive, location, place, time 2, complete] <b>DCC</b>
	Md	[clause, major, bound, finite, interactant, speaker-plus, temporal, present 1, full, projection, indirect proposition, hypotactic, positive 1, complete] <b>SDCC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>SDCC</b>

## PICTURE NARRATIVE:

- 1- 1/1||| The girl read a book.
- 2- 2/2||| The cat the bed.
- 3- 3/3||| The cat and the girl play in the room.
- 4- 4/4||| The cat under the table in the room.
- 5- 5/5||| The bird in the “gaiola”.
- 6- 6/6||| The cat go to a bird.
- 7- 7/7||| The cat “pegar” the bird.
- 8- 8/8||| The girl saw the cat.
- 9- 9/9||| The girl “abraça” the cat
- 10- 10/10||| The cat “volta” of the jungle |||

SELECTION EXPRESSIONS		
C1	Tr	[clause, middle, material, happening, ranged, eventive, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, incomplete, in mood, in finite] <b>LDP</b>
	Th	[clause, unmarked topical theme, incomplete, in rheme] <b>LDP</b>
C2	Tr	[clause, incomplete, in process and participant role] <b>LDP</b>
	Md	[clause, minor, fragment, incomplete, in mood and residue, in finite and predicator and complement] <b>LDP</b>
	Th	[clause, unmarked topical theme, incomplete, in rheme] <b>LDP</b>
C3	Tr	[clause, middle, material, happening, behavioral, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C4	Tr	[clause, location, place, incomplete, in process] <b>LDP</b>
	Md	[clause, minor, fragment, incomplete, in mood and residue, in finite and predicator] <b>LDP</b>
	Th	[clause, unmarked topical theme, incomplete, in rheme] <b>LDP</b>
C5	Tr	[clause, location, place, incomplete, in process and participant role] <b>LDP</b>
	Md	[clause, minor, fragment, incomplete, in mood and residue, in finite and predicator and complement] <b>LDP</b>
	Th	[clause, unmarked topical theme, incomplete, in rheme] <b>LDP</b>
C6	Tr	[clause, middle, material, happening, eventive, location, place, complete] <b>DCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, incomplete, in mood, in finite] <b>LDP</b>
	Th	[clause, unmarked topical theme, incomplete, in rheme] <b>LDP</b>

C7	Tr	[clause, incomplete, in process] <b>LDP</b>
	Md	[clause, minor, fragment, incomplete, in mood and residue, in finite and predicator] <b>LDP</b>
	Th	[clause, unmarked topical theme, incomplete, in rheme] <b>LDP</b>
C8	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, perceptive, specific, visual, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C9	Tr	[clause, incomplete, in process] <b>LDP</b>
	Md	[clause, minor, fragment, incomplete, in mood and residue, in finite and predicator] <b>LDP</b>
	Th	[clause, unmarked topical theme, incomplete, in rheme] <b>LDP</b>
C10	Tr	[clause, location, place, incomplete, in process] <b>LDP</b>
	Md	[clause, minor, fragment, incomplete, in mood and residue, in finite and predicator] <b>LDP</b>
	Th	[clause, unmarked topical theme, incomplete, in rheme] <b>LDP</b>

### K.4 Stage 3

SUBJECT LA2:

COLLECTION 1 – SEPTEMBER 2003:

PERSONAL EXPERIENCE:

1/1||| In August, 29<sup>th</sup> in 2003. 2/2||| My time of soccer won the champions. 3/3||| This day was a wonderful day. 4/4||| I made two goals 5||| who decided the result of game. 5/6||| My time and I were premium. 6/7||| My family were very happy. |||

SELECTION EXPRESSIONS		
C1	Tr	[clause, location, time 2, incomplete, in process and participant roles] <b>LDP</b>
	Md	[clause, minor, fragment, incomplete, in mood and residue, in subject and finite and predicator and complement] <b>LDP</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, incomplete, in rheme] <b>LDP</b>
C2	Tr	[clause, middle, material, happening, ranged, eventive, incomplete, in participant role] <b>LDP</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, incomplete, in residue, in complement] <b>LDP</b>
	Th	[clause, unmarked topical theme, incomplete, in rheme] <b>LDP</b>
C3	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, class, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C4	Tr	[clause, effective, material, doing, creative, operative, complete] <b>SDCC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] <b>SDCC</b>
	Th	[clause, unmarked topical theme, complete] <b>SDCC</b>
C5	Tr	[clause, effective, material, doing, creative, operative, incomplete, in participant role] <b>LDP</b>
	Md	[clause, major, bound, finite, temporal, past 1, full, expansion, elaborating, hypotactic, positive 1, incomplete, in residue, in complement] <b>LDP</b>
	Th	[clause, unmarked topical theme, textual theme, structural, relative pronoun, definite, incomplete, in rheme] <b>LDP</b>

C6	Tr	[clause, effective, incomplete, in process and participant role] <b>LDP</b>
	Md	[clause, minor, fragment, incomplete, in residue, in predicator and complement] <b>LDP</b>
	Th	[clause, unmarked topical theme, incomplete, in rheme] <b>LDP</b>
C7	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>

**PICTURE NARRATIVE:**

1/1||| Fabiana was reading your book 2 || which she seen your cat on the your bed. 2/3||| She put the cat on the float.  
3/4||| It went to under the table. 4/5||| The cat saw a bird in a jaill 6 || and it opended the jaill 7 || for to eat the bird. |||  
5/8||| The cat can't guet the bird 9 || because it flyed. 6/10||| Fabiana put your cat on a tree. |||

SELECTION EXPRESSIONS		
C1	Tr	[clause, middle, material, happening, ranged, eventive, complete] <b>SDCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, secondary tense, present 2, stop, full, positive 1, complete] <b>SDCC</b>
	Th	[clause, unmarked topical theme, complete] <b>SDCC</b>
C2	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, perceptive, specific, visual, location, place, incomplete, in circumstance] <b>LDP</b>
	Md	[clause, major, bound, non-finite, neutral, expansion, elaborating, hypotactic, incomplete, in mood and residue, in finite and circumstantial adjunct] <b>LDP</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, relative pronoun, definite, incomplete, in theme and rheme, in topical theme] <b>LDP</b>
C3	Tr	[clause, effective, material, doing, transformative, enhancing 1, operative, location, place, complete] <b>DCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>DCC</b>
	Th	[clause, unmarked topical theme, complete] <b>DCC</b>
C4	Tr	[clause, middle, material, happening, eventive, location, place, complete] <b>SDCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>SDCC</b>
	Th	[clause, unmarked topical theme, complete] <b>SDCC</b>
C5	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, perceptive, specific, visual, location, place, complete] <b>DCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>DCC</b>
	Th	[clause, unmarked topical theme, complete] <b>DCC</b>
C6	Tr	[clause, effective, material, doing, transformative, elaborating 1, operative, complete] <b>DCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>DCC</b>
	Th	[clause, unmarked topical theme, complete] <b>DCC</b>
C7	Tr	[clause, middle, material, happening, ranged, eventive, incomplete, in participant role] <b>NFC LDP</b>
	Md	[clause, major, bound, non-finite, perfective, 'to', expansion, enhancing, hypotactic, positive 1, incomplete, in mood, in subject] <b>NFC LDP</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, incomplete, in theme, in topical theme] <b>NFC LDP</b>
C8	Tr	[clause, effective, material, doing, transformative, extending, non-recipienty, operative, complete] <b>SDCC</b>
	Md	[clause, major, free, indicative, declarative, modal, modulation, readiness, ability, outer, low 1, subjective, implicit 4, full, negative 1, complete] <b>SDCC</b>
	Th	[clause, unmarked topical theme, complete] <b>SDCC</b>

C9	Tr	[clause, middle, material, happening, eventive, complete] <b>DCC</b>
	Md	[clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] <b>SDCC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>SDCC</b>
C10	Tr	[clause, effective, material, doing, transformative, enhancing 1, operative, location, place, complete] <b>SDCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>SDCC</b>
	Th	[clause, unmarked topical theme, complete] <b>SDCC</b>

COLLECTION 2 – NOVEMBER 2003:

PERSONAL EXPERIENCE:

My love

1/1||| One day, 2<< when I was walking to my school, >> I saw a wonderful, beautiful girl. 2/3||| Your eyes were green, tall and very simpatico. 3/4||| Your name was Luana. 4/5||| For one hundred days, I loved she 6||| and she loved me. ||| 5/7||| Our love finished after one hundred days 8||| because she doesn't love me. |||

SELECTION EXPRESSIONS		
C1	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, perceptive, specific, visual, location, time 2, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, complete] <b>CC</b>
C2	Tr	[clause, middle, material, happening, eventive, location, time 2, place, complete] <b>CC</b>
	Md	[clause, major, bound, finite, interactant, speaker, explicit 3, temporal, past 1, secondary tense, present 2, stop, full, expansion, enhancing, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
C3	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, incomplete, in participant role] <b>LDP</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, incomplete, in residue, in complement] <b>LDP</b>
	Th	[clause, unmarked topical theme, incomplete, in rheme] <b>LDP</b>
C4	Tr	[clause, middle, relational, expanding, identifying, encoding, intensive, complete] <b>SDCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>SDCC</b>
	Th	[clause, unmarked topical theme, complete] <b>SDCC</b>
C5	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, emotive, liking, normal, extent, duration, complete] <b>SDCC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] <b>SDCC</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, complete] <b>SDCC</b>
C6	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, emotive, liking, normal, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>CC</b>
C7	Tr	[clause, middle, material, happening, eventive, location, time 2, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>

<b>C8</b>	<b>Tr</b>	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, emotive, liking, normal, complete] <b>DCC</b>
	<b>Md</b>	[clause, major, bound, finite, temporal, present 1, full, expansion, enhancing, hypotactic, negative 1, complete] <b>SDCC</b>
	<b>Th</b>	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>SDCC</b>

## PICTURE NARRATIVE:

1/1|| The cat was on the bed, 2|| it was seeing [[ the Larina reading your book ]] 3|| and the Larina's bee 4|| when the cat saw the bird in the jail. |||

2/5|| It was hungreen. 3/6|| Larina put the cat for the room 7|| when the cat rided to eat the bird. 4/8|| The bird fled at the jail 9|| and the cat into in the jail 10|| and was jailed. |||

5/11|| Larina put your cat on the floor 12|| and the cat was happy. 6/13|| She put your cat on the tree. |||

<b>SELECTION EXPRESSIONS</b>		
<b>C1</b>	<b>Tr</b>	[clause, middle, relational, expanding, ascriptive, circumstantial, circumstance as attribute, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, complete] <b>CC</b>
<b>C2</b>	<b>Tr</b>	[clause, middle, mental 1, phenomenalization, hyperphenomenal, macrophenomenal, ranged, unbounded, perceptive, specific, visual, complete] <b>SDCC</b> <b>DRC</b> [clause, middle, material, happening, ranged, eventive, complete] <b>NFC SDCC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, secondary tense, present 2, stop, full, positive 1, complete] <b>SDCC</b> <b>DRC</b> [clause, major, bound, non-finite, imperfective, expansion, elaborating, down-ranked, positive 1, complete] <b>NFC SDCC</b>
	<b>Th</b>	[clause, unmarked topical theme, incomplete, in theme, in textual theme] <b>LDP</b> <b>DRC</b> [clause, unmarked topical theme, complete] <b>NFC SDCC</b>
<b>C3</b>	<b>Tr</b>	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, perceptive, specific, visual, complete] <b>AEC SDCC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, secondary tense, present 2, stop, full, positive 1, complete] <b>AEC SDCC</b>
	<b>Th</b>	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>AEC SDCC</b>
<b>C4</b>	<b>Tr</b>	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, perceptive, specific, visual, location, time 2, place, complete] <b>DCC</b>
	<b>Md</b>	[clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] <b>DCC</b>
	<b>Th</b>	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, hypotactic, complete] <b>DCC</b>
<b>C5</b>	<b>Tr</b>	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>DCC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>DCC</b>
	<b>Th</b>	[clause, unmarked topical theme, complete] <b>DCC</b>
<b>C6</b>	<b>Tr</b>	[clause, effective, material, doing, transformative, enhancing 1, operative, location, place, complete] <b>SDCC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>SDCC</b>
	<b>Th</b>	[clause, unmarked topical theme, complete] <b>SDCC</b>
<b>C7</b>	<b>Tr</b>	[clause, middle, material, happening, ranged, eventive, location, time 2, complete] <b>DCC</b>
	<b>Md</b>	[clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] <b>DCC</b>
	<b>Th</b>	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, hypotactic, complete] <b>DCC</b>
<b>C8</b>	<b>Tr</b>	[clause, middle, material, happening, eventive, location, place, complete] <b>SDCC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>SDCC</b>
	<b>Th</b>	[clause, unmarked topical theme, complete] <b>SDCC</b>

<b>C9</b>	<b>Tr</b>	[clause, location, place, incomplete, in process] <b>LDP</b>
	<b>Md</b>	[clause, minor, fragment, incomplete, in mood and residue, in finite and predicator] <b>LDP</b>
	<b>Th</b>	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, incomplete, in rheme] <b>LDP</b>
<b>C10</b>	<b>Tr</b>	[clause, effective, material, doing, transformative, elaborating 1, receptive, complete] <b>AEC CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>AEC CC</b>
	<b>Th</b>	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>AEC CC</b>
<b>C11</b>	<b>Tr</b>	[clause, effective, material, doing, transformative, enhancing 1, operative, location, place, complete] <b>SDCC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>SDCC</b>
	<b>Th</b>	[clause, unmarked topical theme, complete] <b>SDCC</b>
<b>C12</b>	<b>Tr</b>	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>CC</b>
<b>C13</b>	<b>Tr</b>	[clause, effective, material, doing, transformative, enhancing 1, operative, location, place, complete] <b>SDCC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>SDCC</b>
	<b>Th</b>	[clause, unmarked topical theme, complete] <b>SDCC</b>

COLLECTION 3 – DECEMBER 2003:

PERSONAL EXPERIENCE:

1/1||| On July, I traveled to the Cedro, 2|| it's a beautiful city. 2/3||| I visited my grandmother and grandfather. 3/4||| I played soccer with my brothers 5|| and I played basketball with my sister. 4/6||| On July 30<sup>th</sup> of 2003 we got back to Fortaleza by car. 5/7||| The our car brok on the street. 6/8||| It was a terrible travel. |||

<b>SELECTION EXPRESSIONS</b>		
<b>C1</b>	<b>Tr</b>	[clause, middle, material, happening, eventive, location, time 2, place, complete] <b>SDCC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] <b>SDCC</b>
	<b>Th</b>	[clause, marked topical theme, as transitivity role, circumstance theme, complete] <b>SDCC</b>
<b>C2</b>	<b>Tr</b>	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, class, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, incomplete, in theme, in textual theme] <b>LDP</b>
<b>C3</b>	<b>Tr</b>	[clause, middle, material, happening, ranged, eventive, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, complete] <b>CC</b>
<b>C4</b>	<b>Tr</b>	[clause, middle, material, happening, ranged, behavioral, accompaniment, comitative, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, complete] <b>CC</b>
<b>C5</b>	<b>Tr</b>	[clause, middle, material, happening, ranged, behavioral, accompaniment, comitative, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>CC</b>

C6	Tr	[clause, middle, material, happening, eventive, location, time 2, place, manner, means, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, interactant, speaker-plus, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, complete] <b>CC</b>
C7	Tr	[clause, middle, material, happening, eventive, location, place, complete] <b>SDCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>SDCC</b>
	Th	[clause, unmarked topical theme, complete] <b>SDCC</b>
C8	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, class, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>

## PICTURE NARRATIVE:

1/1||| The cat was on the bed 2|| seeing the Paula. 2/3||| She expelled the cat in the room. 3/4||| The cat saw a bird in the jail. 4/5||| The cat opened the jail 6|| and into in the jail. 5/7||| The bird fled. 6/8||| Paula saw your cat in the jail 9|| and put its on the floor 10|| and put your cat for the garden |||

SELECTION EXPRESSIONS		
C1	Tr	[clause, middle, relational, expanding, ascriptive, circumstantial, circumstance as attribute, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C2	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, perceptive, specific, visual, complete] <b>NFC SDCC</b>
	Md	[clause, major, bound, non-finite, imperfective, expansion, elaborating, hypotactic, positive 1, complete] <b>NFC SDCC</b>
	Th	[clause, complete] <b>NFC (Rheme only) SDCC</b>
C3	Tr	[clause, effective, material, doing, transformative, enhancing 1, operative, location, place, complete] <b>DCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>DCC</b>
	Th	[clause, unmarked topical theme, complete] <b>DCC</b>
C4	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, perceptive, specific, visual, location, place, complete] <b>DCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>DCC</b>
	Th	[clause, unmarked topical theme, complete] <b>DCC</b>
C5	Tr	[clause, effective, material, doing, transformative, elaborating 1, operative, complete] <b>DCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>DCC</b>
	Th	[clause, unmarked topical theme, complete] <b>DCC</b>
C6	Tr	[clause, location, place, incomplete, in process] <b>AEC LDP</b>
	Md	[clause, minor, fragment, incomplete, in mood and residue, in finite and predicator] <b>AEC LDP</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, incomplete, in rheme] <b>AEC LDP</b>
C7	Tr	[clause, middle, material, happening, eventive, complete] <b>SDCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>SDCC</b>
	Th	[clause, unmarked topical theme, complete] <b>SDCC</b>
C8	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, perceptive, specific, visual, complete] <b>SDCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>SDCC</b>
	Th	[clause, unmarked topical theme, complete] <b>SDCC</b>



<b>C9</b>	<b>Tr</b>	[clause, effective, material, doing, transformative, enhancing 1, operative, location, place, incomplete, in participant role] <b>AEC LDP</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, incomplete, in residue, in complement] <b>AEC LDP</b>
	<b>Th</b>	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, incomplete, in rheme] <b>AEC LDP</b>
<b>C10</b>	<b>Tr</b>	[clause, effective, material, doing, transformative, enhancing 1, operative, location, place, complete] <b>AEC SDCC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>AEC SDCC</b>
	<b>Th</b>	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, incomplete, in rheme] <b>AEC SDCC</b>

## K.5 Stage 4

SUBJECT LA2:

COLLECTION 4 – MARCH 2004:

PERSONAL EXPERIENCE:

1/1||| February, 25<sup>th</sup> of 2004, my family and me 2|| we traveled to the Orós, Ceará. 2/3||| It's a beautiful city in our Ceará. 3/4||| Orós is very dry, windy and humid. 4/5||| I don't deny 6|| that I liked very the Orós people. 5/7||| They are very simpatic and friendly. 6/8||| We went to the new cinema 9|| and we ate together in the restaurant. 7/10||| I played soccer, volleyball, basketball and tennis every day with my friends. 8/11||| It 12|| days was the best in my life. |||

SELECTION EXPRESSIONS		
<b>C1</b>	<b>Tr</b>	[clause, location, time 2, incomplete, in process and circumstance] <b>SDCC</b>
	<b>Md</b>	[clause, minor, fragment, incomplete, in mood and residue, in finite and predicator and circumstantial adjunct] <b>SDCC</b>
	<b>Th</b>	[clause, marked topical theme, as transitivity role, circumstance theme, incomplete, in rheme] <b>SDCC</b>
<b>C2</b>	<b>Tr</b>	[clause, middle, material, happening, eventive, location, place, complete] <b>SDCC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, interactant, speaker-plus, temporal, past 1, full, positive 1, complete] <b>SDCC</b>
	<b>Th</b>	[clause, unmarked topical theme, complete] <b>SDCC</b>
<b>C3</b>	<b>Tr</b>	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, class, location, place, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, complete] <b>CC</b>
<b>C4</b>	<b>Tr</b>	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, complete] <b>CC</b>
<b>C5</b>	<b>Tr</b>	[clause, middle, verbal 1, verbalization, as locution, reporting, indicating, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, present 1, full, negative 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, complete] <b>CC</b>
<b>C6</b>	<b>Tr</b>	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, emotive, liking, normal, manner, degree, incomplete, in circumstance] <b>LDP</b>
	<b>Md</b>	[clause, major, bound, finite, interactant, speaker, explicit 3, temporal, past 1, full, projection, indirect proposition, hypotactic, positive 1, incomplete, in residue, in circumstantial adjunct] <b>LDP</b>
	<b>Th</b>	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, incomplete, in rheme] <b>LDP</b>

C7	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>DCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, complete] <b>DCC</b>
	Th	[clause, unmarked topical theme, complete] <b>DCC</b>
C8	Tr	[clause, middle, material, happening, eventive, location, place, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, interactant, speaker-plus, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C9	Tr	[clause, middle, material, happening, eventive, accompaniment, comitative, location, place, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, interactant, speaker-plus, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>CC</b>
C10	Tr	[clause, middle, material, happening, ranged, behavioral, extent, frequency, accompaniment, comitative, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C11	Tr	[clause, incomplete, in process and participant role and circumstance] <b>LDP</b>
	Md	[clause, minor, fragment, incomplete, in mood and residue, in finite and predicator and complement and circumstantial adjunct] <b>LDP</b>
	Th	[clause, unmarked topical theme, incomplete, in rheme] <b>LDP</b>
C12	Tr	[clause, middle, relational, expanding, identifying, decoding, intensive, extent, duration, incomplete, in participant role] <b>LDP</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, incomplete, in mood, in subject] <b>LDP</b>
	Th	[clause, unmarked topical theme, incomplete, in theme, in topical theme] <b>LDP</b>

PICTURE NARRATIVE:

1/1||| Sara was doing your homework 2|| when the cat James attacked the girl. 2/3||| She put your cat under table. 3/4||| The bat cat saw the yellow bird in the jail. 4/5||| James opened it 6|| and attacked the yellow bird, 7|| but the bird flew 8|| and James into in the jail. 5/9||| Sara saw your stupid cat in the jail 10|| and put it on the tree. |||

SELECTION EXPRESSIONS		
C1	Tr	[clause, middle, material, happening, ranged, eventive, complete] <b>SDCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, secondary tense, present 2, stop, full, positive 1, complete] <b>SDCC</b>
	Th	[clause, unmarked topical theme, complete] <b>SDCC</b>
C2	Tr	[clause, effective, material, doing, transformative, elaborating 1, operative, location, time 2, complete] <b>CC</b>
	Md	[clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
C3	Tr	[clause, effective, material, doing, transformative, enhancing 1, operative, location, place, incomplete, in circumstance] <b>LDP</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, incomplete, in residue, in circumstantial adjunct] <b>LDP</b>
	Th	[clause, unmarked topical theme, incomplete, in rheme] <b>LDP</b>
C4	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, perceptive, specific, visual, location, place, complete] <b>DCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>DCC</b>
	Th	[clause, unmarked topical theme, complete] <b>DCC</b>

C5	Tr	[clause, effective, material, doing, transformative, elaborating 1, operative, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C6	Tr	[clause, effective, material, doing, transformative, elaborating 1, operative, complete] AEC CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] AEC CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] AEC CC
C7	Tr	[clause, middle, material, happening, eventive, complete] SDCC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] SDCC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] SDCC
C8	Tr	[clause, location, place, incomplete, in process] LDP
	Md	[clause, minor, fragment, incomplete, in mood and residue, in finite and predicator] LDP
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, incomplete, in rheme] LDP
C9	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, perceptive, specific, visual, location, place, complete] SDCC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] SDCC
	Th	[clause, unmarked topical theme, complete] SDCC
C10	Tr	[clause, effective, material, doing, transformative, enhancing 1, operative, location, place, complete] AEC CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] AEC CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] AEC CC

COLLECTION 5 – MAY 2004:

PERSONAL EXPERIENCE:

1/1||| Bohr was friendly, black hair and very beautiful. 2/2||| His bigger dream was [[ to be a history teacher ]] 3||| but He didn't go into a university 4||| because the test is very hard. |||  
 3/5||| Bohr was very sad. 4/6||| He became to study very hard. 5/7||| Bohr studied during eight hours for day. |||  
 6/8||| Bohr did his test during two hours. 7/9||| He got to go into a university. 8/10||| Bohr is a history teacher today. |||  
 9/11||| Congratulations Bohr! |||

SELECTION EXPRESSIONS		
C1	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, incomplete, in participant role] LDP
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, incomplete, in complement] LDP
	Th	[clause, unmarked topical theme, incomplete, in rheme] LDP
C2	Tr	[clause, middle, relational, expanding, identifying, decoding, intensive, complete] SDCC <b>DRC</b> [clause, middle, relational, expanding, ascriptive, intensive, non-phase, class, complete] NFC CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] SDCC <b>DRC</b> [clause, major, bound, non-finite, perfective, 'to', expansion, elaborating, down-ranked, positive 1, complete] NFC CC
	Th	[clause, unmarked topical theme, complete] SDCC <b>DRC</b> [clause, complete] NFC (Rheme only) CC
C3	Tr	[clause, location, place, incomplete, in process] LDP
	Md	[clause, minor, fragment, incomplete, in residue, in predicator] LDP
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, incomplete, in rheme] LDP

<b>C4</b>	<b>Tr</b>	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>CC</b>
	<b>Md</b>	[clause, major, bound, finite, temporal, present 1, full, expansion, enhancing, hypotactic, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
<b>C5</b>	<b>Tr</b>	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, complete] <b>CC</b>
<b>C6</b>	<b>Tr</b>	[clause, middle, material, happening, eventive, manner, degree, complete] <b>DCC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>DCC</b>
	<b>Th</b>	[clause, unmarked topical theme, complete] <b>DCC</b>
<b>C7</b>	<b>Tr</b>	[clause, middle, material, happening, eventive, extent, duration, complete] <b>DCC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>DCC</b>
	<b>Th</b>	[clause, unmarked topical theme, complete] <b>DCC</b>
<b>C8</b>	<b>Tr</b>	[clause, middle, material, happening, ranged, eventive, extent, duration, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, complete] <b>CC</b>
<b>C9</b>	<b>Tr</b>	[clause, middle, location, place, incomplete, in process] <b>LDP</b>
	<b>Md</b>	[clause, minor, fragment, incomplete, in residue, in predicator] <b>LDP</b>
	<b>Th</b>	[clause, unmarked topical theme, incomplete, in rheme] <b>LDP</b>
<b>C10</b>	<b>Tr</b>	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, class, location, time 2, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, complete] <b>CC</b>
<b>C11</b>	<b>Tr</b>	[clause, complete] <b>CC</b>
	<b>Md</b>	[clause, minor, enactment, reactive, exclamation, vocative] <b>CC</b>
	<b>Th</b>	[clause, complete] <b>CC</b>

PICTURE NARRATIVE:

1/1||| Suzana was reading her english book 2 || when she saw a black cat on her bed. 2/3||| She retired the cant [[ whose was on Suzana's bed ]] 4 || and put it on the floor. 3/5||| She opened the door 6 || and the cat leaved. |||  
 4/7||| The bad cat saw a yellow bird in the jail. 5/8||| The cat opened the door 9 || and It attacked the yellow bird.  
 6/10||| When the cat attacked the yellow bird, 11 || It into in the jail 12 || and the bird flew. |||  
 7/13||| Suzana retired the cat [[ whose was in the jail. ]] 8/14||| The cat leaved to the tree. |||

SELECTION EXPRESSIONS		
<b>C1</b>	<b>Tr</b>	[clause, middle, material, happening, ranged, eventive, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, secondary tense, present 2, stop, full, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, complete] <b>CC</b>
<b>C2</b>	<b>Tr</b>	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, perceptive, specific, visual, location, time 2, place, complete] <b>CC</b>
	<b>Md</b>	[clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>

C3	Tr	[clause, effective, material, doing, transformative, elaborating 1, operative, complete] <b>DCC</b> <b>DRC</b> [clause, middle, relational, expanding, ascriptive, circumstantial, circumstance as attribute, incomplete, in participant role] <b>LDP</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>DCC</b> <b>DRC</b> [clause, major, bound, finite, temporal, past 1, full, expansion, extending, down-ranked, positive 1, incomplete, in mood, in subject] <b>LDP</b>
	Th	[clause, unmarked topical theme, complete] <b>DCC</b> <b>DRC</b> [clause, unmarked topical theme, textual theme, structural, relative pronoun, definite, incomplete, in theme, in topical theme] <b>LDP</b>
C4	Tr	[clause, effective, material, doing, transformative, enhancing 1, operative, location, place, complete] <b>AEC CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>AEC CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>AEC CC</b>
C5	Tr	[clause, effective, material, doing, transformative, elaborating 1, operative, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C6	Tr	[clause, middle, material, happening, eventive, complete] <b>SDCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>SDCC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>SDCC</b>
C7	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, perceptive, specific, visual, location, place, complete] <b>DCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>DCC</b>
	Th	[clause, unmarked topical theme, complete] <b>DCC</b>
C8	Tr	[clause, effective, material, doing, transformative, elaborating 1, operative, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C9	Tr	[clause, effective, material, doing, transformative, elaborating 1, operative, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>CC</b>
C10	Tr	[clause, effective, material, doing, transformative, elaborating 1, operative, location, time 2, complete] <b>CC</b>
	Md	[clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, complete] <b>CC</b>
C11	Tr	[clause, location, place, incomplete, in process] <b>LDP</b>
	Md	[clause, minor, fragment, incomplete, in mood and residue, in finite and predicator] <b>LDP</b>
	Th	[clause, unmarked topical theme, incomplete, in rheme] <b>LDP</b>
C12	Tr	[clause, middle, material, happening, eventive, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>CC</b>
C13	Tr	[clause, effective, material, doing, transformative, elaborating 1, operative, complete] <b>CC</b> <b>DRC</b> [clause, middle, relational, expanding, ascriptive, circumstantial, circumstance as attribute, incomplete, in participant role] <b>LDP</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b> <b>DRC</b> [clause, major, bound, finite, temporal, past 1, full, expansion, extending, down-ranked, positive 1, incomplete, in mood, in subject] <b>LDP</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b> <b>DRC</b> [clause, unmarked topical theme, textual theme, structural, relative pronoun, definite, incomplete, in theme, in topical theme] <b>LDP</b>

<b>C14</b>	<b>Tr</b>	[clause, middle, material, happening, eventive, location, place, complete] <b>SDCC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>SDCC</b>
	<b>Th</b>	[clause, unmarked topical theme, complete] <b>SDCC</b>

COLLECTION 6 – JUNE 2004:

PERSONAL EXPERIENCE:

1/1||| Roberto was my best friend. 2/2||| He lived on four street. 3/3||| we played soccer every day. 4/4||| One day, 5<< when we were playing soccer, >> a car crashed on Roberto. 5/6||| My friend died two days after in the hospital. ||| 6/7||| The driver car escaped of police. 7/8||| My friend João and me cryed a lot of. 8/9||| The Roberto's parents too. ||| 9/10||| Four ages [[ after who Roberto died. ]] 10/11||| The driver car [[ called Pedro, ]] was taking. ||| 11/12||| Today we felt Roberto in our heart. |||

<b>SELECTION EXPRESSIONS</b>		
<b>C1</b>	<b>Tr</b>	[clause, middle, relational, expanding, identifying, encoding, intensive, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, complete] <b>CC</b>
<b>C2</b>	<b>Tr</b>	[clause, middle, material, happening, eventive, location, place, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, complete] <b>CC</b>
<b>C3</b>	<b>Tr</b>	[clause, middle, material, happening, ranged, behavioral, extent, frequency, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, interactant, speaker-plus, temporal, past 1, full, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, complete] <b>CC</b>
<b>C4</b>	<b>Tr</b>	[clause, effective, material, doing, transformative, elaborating 1, operative, location, time 2, complete] <b>DCC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>DCC</b>
	<b>Th</b>	[clause, marked topical theme, as transitivity role, circumstance theme, complete] <b>DCC</b>
<b>C5</b>	<b>Tr</b>	[clause, middle, material, happening, ranged, behavioral, location, place, complete] <b>CC</b>
	<b>Md</b>	[clause, major, bound, finite, interactant, speaker-plus, temporal, past 1, secondary tense, present 2, stop, full, expansion, enhancing, hypotactic, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
<b>C6</b>	<b>Tr</b>	[clause, middle, material, happening, eventive, location, time 2, place, incomplete, in circumstance] <b>LDP</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, incomplete, in residue, in circumstantial adjunct] <b>LDP</b>
	<b>Th</b>	[clause, unmarked topical theme, incomplete, in rheme] <b>LDP</b>
<b>C7</b>	<b>Tr</b>	[clause, middle, material, happening, eventive, location, place, incomplete, in participant role and circumstance] <b>LDP</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, incomplete, in mood and residue, in subject and circumstantial adjunct] <b>LDP</b>
	<b>Th</b>	[clause, unmarked topical theme, incomplete, in theme and rheme, in topical theme] <b>LDP</b>
<b>C8</b>	<b>Tr</b>	[clause, middle, material, happening, ranged, behavioral, incomplete, in participant role] <b>LDP</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, interactant, speaker-plus, temporal, past 1, full, positive 1, incomplete, in residue, in complement] <b>LDP</b>
	<b>Th</b>	[clause, unmarked topical theme, incomplete, in rheme] <b>LDP</b>
<b>C9</b>	<b>Tr</b>	[clause, middle, accompaniment, additive, incomplete, in process] <b>LDP</b>
	<b>Md</b>	[clause, minor, fragment, incomplete, in mood, in finite (pro-form for the Predicator)] <b>LDP</b>
	<b>Th</b>	[clause, unmarked topical theme, incomplete, in rheme] <b>LDP</b>

C10	Tr	[clause, location, time 2, incomplete, in process and participant role and circumstance] <b>LDP</b> <b>DRC</b> [clause, middle, material, happening, eventive, complete] <b>SDCC</b>
	Md	[clause, minor, fragment, incomplete, in mood and residue, in subject and finite and predicator and complement and circumstantial adjunct] <b>LDP</b> <b>DRC</b> [clause, major, bound, finite, temporal, past 1, full, positive 1, complete] <b>SDCC</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, incomplete, in rheme] <b>LDP</b> <b>DRC</b> [clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>SDCC</b>
C11	Tr	[clause, effective, material, doing, transformative, enhancing 1, operative, incomplete, in participant role] <b>LDP</b> <b>DRC</b> [clause, effective, relational, expanding, identifying, decoding, intensive, assigned, assignment, expanding-assignment, elaborating 2, complete] <b>NFC CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, secondary tense, present 2, stop, full, positive 1, incomplete, in mood and residue, in subject and complement] <b>LDP</b> <b>DRC</b> [clause, major, bound, non-finite, neutral, expansion, elaborating, down-ranked, positive 1, complete] <b>NFC CC</b>
	Th	[clause, unmarked topical theme, incomplete, in theme and rheme, in topical theme] <b>LDP</b> <b>DRC</b> [clause, complete] <b>NFC (Rheme only) CC</b>
C12	Tr	[clause, middle, relational, expanding, ascriptive, possessive, possession as process 1, possessor as carrier, location, time 2, place, incomplete, in circumstance] <b>LDP</b>
	Md	[clause, major, free, indicative, interactant, speaker-plus, secondary tense, past 2, stop, full, incomplete, in mood and residue, in finite and circumstantial adjunct] <b>LDP</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, incomplete, in theme and rheme, in topical theme] <b>LDP</b>

## PICTURE NARRATIVE:

1/1||| Catarina was reading her book of byology, 2 || she like byology, 3 || when her cat [[ called Luke, ]] joaped on the book. 2/4||| Catarina was very afraid. 3/5||| She put the cat on the floor. |||

4/6||| Luke was under table 7 || whe It saw a yellow bird in the jail. 5/8||| Luke opened the jail 9 || and attacked the yellow bird, 10 || but the bird flyed 11 || and the cat into in the jail. |||

6/12||| Catarina retired her cat, 13 || but her bird flyed to a tree. |||

SELECTION EXPRESSIONS		
C1	Tr	[clause, middle, material, happening, ranged, eventive, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, secondary tense, present 2, stop, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C2	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, emotive, liking, normal, complete] <b>DCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, incomplete, in mood, in finite] <b>LDP</b>
	Th	[clause, unmarked topical theme, incomplete, in theme and rheme, in textual theme] <b>LDP</b>
C3	Tr	[clause, middle, location, place, incomplete, in process] <b>LDP</b> <b>DRC</b> [clause, effective, relational, expanding, identifying, decoding, intensive, assigned, assignment, expanding-assignment, elaborating 2, complete] <b>NFC CC</b>
	Md	[clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, incomplete, in residue, in predicator] <b>LDP</b> <b>DRC</b> [clause, major, bound, non-finite, neutral, expansion, elaborating, down-ranked, positive 1, complete] <b>NFC CC</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, hypotactic, incomplete, in rheme] <b>LDP</b> <b>DRC</b> [clause, complete] <b>NFC (Rheme only) CC</b>
C4	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>

<b>C5</b>	<b>Tr</b>	[clause, effective, material, doing, transformative, enhancing 1, operative, location, place, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, complete] <b>CC</b>
<b>C6</b>	<b>Tr</b>	[clause, middle, relational, expanding, ascriptive, circumstantial, circumstance as attribute, incomplete, in participant role] <b>LDP</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, incomplete, in residue, in complement] <b>LDP</b>
	<b>Th</b>	[clause, unmarked topical theme, incomplete, in rheme] <b>LDP</b>
<b>C7</b>	<b>Tr</b>	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, perceptive, specific, visual, location, time 2, place, complete] <b>DCC</b>
	<b>Md</b>	[clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] <b>DCC</b>
	<b>Th</b>	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, hypotactic, complete] <b>DCC</b>
<b>C8</b>	<b>Tr</b>	[clause, effective, material, doing, transformative, elaborating 1, operative, complete] <b>DCC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>DCC</b>
	<b>Th</b>	[clause, unmarked topical theme, complete] <b>DCC</b>
<b>C9</b>	<b>Tr</b>	[clause, effective, material, doing, transformative, elaborating 1, operative, complete] <b>AEC CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>AEC CC</b>
	<b>Th</b>	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>AEC CC</b>
<b>C10</b>	<b>Tr</b>	[clause, middle, material, happening, eventive, complete] <b>SDCC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>SDCC</b>
	<b>Th</b>	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>SDCC</b>
<b>C11</b>	<b>Tr</b>	[clause, location, place, incomplete, in process] <b>LDP</b>
	<b>Md</b>	[clause, minor, fragment, incomplete, in mood and residue, in finite and predicator] <b>LDP</b>
	<b>Th</b>	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, incomplete, in rheme] <b>LDP</b>
<b>C12</b>	<b>Tr</b>	[clause, effective, material, doing, transformative, elaborating 1, operative, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, complete] <b>CC</b>
<b>C13</b>	<b>Tr</b>	[clause, middle, material, happening, eventive, location, place, complete] <b>SDCC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>SDCC</b>
	<b>Th</b>	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>SDCC</b>

## K.6 Stage 5

SUBJECT LA3:

COLLECTION 1 – SEPTEMBER 2003:

PERSONAL EXPERIENCE:

1/1||| When I was a child 2|| I lost myself in a beach, 3|| I don't remeber 4|| where. 2/5||| I became afraid 6|| because I was alone in the beach. 3/7||| I walked very much, 8|| so 9<< when I was very tired >> I found a copule of british, [[ that spoken portuguese || – not very well || but... – ] 10 so they helped me 11 || and brought me to my house, in the beach. 4/12||| My mother thanked them 13 || and they stayed all afternoon with us. |||



		SELECTION EXPRESSIONS
C1	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, class, location, time 2, complete] CC
	Md	[clause, major, bound, finite, interactant, speaker, explicit 3, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] CC
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, hypotactic, complete] CC
C2	Tr	[clause, middle, material, happening, ranged, eventive, location, place, complete] DCC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] DCC
	Th	[clause, unmarked topical theme, complete] DCC
C3	Tr	[clause, middle, mental 1, phenomenalization, hyperphenomenal, metaphenomenal, idea, cognitive 1, memory, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, present 1, full, negative 1, complete] CC
	Th	[clause, unmarked topical theme, incomplete, in theme, in textual theme] LDP
C4	Tr	[clause, incomplete, in process and participant role] LDP
	Md	[clause, minor, fragment, incomplete, in mood and residue, in subject and finite and predicator] LDP
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, hypotactic, incomplete, in rheme] LDP
C5	Tr	[clause, middle, relational, expanding, ascriptive, intensive, phase, time 1, inceptive, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C6	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, location, place, complete] DCC
	Md	[clause, major, bound, finite, interactant, speaker, explicit 3, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] DCC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] DCC
C7	Tr	[clause, middle, material, happening, eventive, manner, degree, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C8	Tr	[clause, middle, material, happening, ranged, eventive, incomplete, in participant role] LDP DRC1 [clause, middle, verbal 1, verbalization, as name, complete] DCC DRC2 in relation to DRC1 [clause, middle, verbal 1, verbalization, as name, manner, quality 2, complete] AEC DCC DRC3 in relation to DRC2 [clause, middle, verbal 1, verbalization, as name, incomplete, in circumstance] AEC LDP
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, incomplete, in residue, in complement] LDP DRC1 [clause, major, bound, non-finite, neutral, secondary tense, past 2, stop, expansion, elaborating, down-ranked, incomplete, in mood, in finite] LDP DRC2 in relation to DRC1 [clause, major, bound, non-finite, neutral, secondary tense, past 2, stop, expansion, elaborating, hypotactic, negative 1, incomplete, in mood, in finite] AEC LDP DRC3 in relation to DRC2 [clause, major, free, indicative, secondary tense, past 2, stop, full, incomplete, in mood and residue, in finite and circumstantial adjunct] AEC LDP
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, incomplete, in rheme] LDP DRC1 [clause, unmarked topical theme, textual theme, structural, relative pronoun, definite, incomplete, in rheme] LDP DRC2 in relation to DRC1 [clause, unmarked topical theme, incomplete, in rheme] AEC LDP DRC3 in relation to DRC2 [clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, incomplete, in rheme] AEC LDP

C9	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, location, time 2, complete] CC
	Md	[clause, major, bound, finite, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, hypotactic, complete] CC
C10	Tr	[clause, middle, material, happening, ranged, eventive, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] CC
C11	Tr	[clause, effective, material, doing, transformative, enhancing 1, operative, location, place, complete] AEC DCC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] AEC DCC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] AEC DCC
C12	Tr	[clause, middle, verbal 1, receiver, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C13	Tr	[clause, middle, relational, expanding, ascriptive, circumstantial, circumstance as attribute, extent, duration] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] CC

## PICTURE NARRATIVE:

1/1|| My sister has a cat, 2|| Ted is his name. 2/3|| One day she was listen in her bedroom 4|| and Ted was resting on the bed, 5|| when he wake up 6|| he began to make much noise 7|| and my sister put he out of the bedroom. 3/8|| So, he went to under the table 9|| and there stayed 10|| sleeping. 4/11|| But 12<< when he saw a bird [[ that was prisoned ]] >> he tried eat the bird, 13|| so he fell the jail 14|| and finish catching himself, 15|| and the bird could be free. 5/16|| My sister become very sad 17|| but after she saw 18|| that the bird was very happy 19|| free. |||

SELECTION EXPRESSIONS		
C1	Tr	[clause, middle, relational, expanding, ascriptive, possessive, possession as process 1, possessor as carrier, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C2	Tr	[clause, middle, relational, expanding, identifying, encoding, intensive, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, incomplete, in theme, in textual theme] LDP
C3	Tr	[clause, middle, mental 1, perceptive, specific, auditory, noticed, location, place, incomplete, in process and participant role] LDP
	Md	[clause, major, free, indicative, declarative, temporal, past 1, secondary tense, present 2, stop, full, positive 1, incomplete, in residue, in predicator and complement] LDP
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, incomplete, in rheme] LDP
C4	Tr	[clause, middle, material, happening, behavioral, location, place, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, secondary tense, present 2, stop, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] CC
C5	Tr	[clause, middle, material, happening, behavioral, location, time 2, complete] SDCC
	Md	[clause, major, bound, finite, temporal, present 1, full, expansion, enhancing, hypotactic, positive 1, complete] SDCC
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, hypotactic, complete] SDCC

C6	Tr	[clause, effective, material, doing, creative, operative, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C7	Tr	[clause, effective, material, doing, transformative, enhancing 1, operative, location, place, complete] <b>SDCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>SDCC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>SDCC</b>
C8	Tr	[clause, middle, material, happening, eventive, location, place, complete] <b>SDCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>SDCC</b>
	Th	[clause, unmarked topical theme, textual theme, conjunctive adjunct, enhancing, causal-conditional, causal, general, complete] <b>SDCC</b>
C9	Tr	[clause, middle, relational, expanding, ascriptive, circumstantial, circumstance as attribute, complete] <b>AEC SDCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>AEC SDCC</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, paratactic, complete] <b>AEC CC</b>
C10	Tr	[clause, middle, material, happening, behavioral, complete] <b>NFC CC</b>
	Md	[clause, major, bound, non-finite, imperfective, expansion, elaborating, hypotactic, positive 1, complete] <b>NFC CC</b>
	Th	[clause, complete] <b>NFC (Rheme only) CC</b>
C11	Tr	[clause, middle, material, happening, ranged, eventive, incomplete, in process] <b>LDP</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, incomplete, in residue, in predicator] <b>LDP</b>
	Th	[clause, unmarked topical theme, textual theme, conjunctive adjunct, extending, adversative, incomplete, in rheme] <b>LDP</b>
C12	Tr	[clause, middle, mental 1, phenomenization, phenomenal, ranged, perceptive, specific, visual, complete] <b>CC</b> <b>DRC</b> [clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>CC</b>
	Md	[clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] <b>CC</b> <b>DRC</b> [clause, major, bound, finite, temporal, past 1, full, expansion, elaborating, down-ranked, positive 1, complete] <b>CC</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b> <b>DRC</b> [clause, unmarked topical theme, textual theme, structural, relative pronoun, definite, complete] <b>CC</b>
C13	Tr	[clause, middle, material, happening, eventive, location, place, incomplete, in circumstance] <b>LDP</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, incomplete, in circumstantial adjunct] <b>LDP</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, incomplete, in rheme] <b>LDP</b>
C14	Tr	[clause, effective, material, doing, transformative, extending, operative, complete] <b>AEC CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, incomplete, in mood, in finite] <b>AEC LDP</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, incomplete, in rheme] <b>AEC LDP</b>
C15	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, modal, modulation, readiness, ability, outer, low 1, subjective, implicit 4, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>CC</b>

C16	Tr	[clause, middle, relational, expanding, ascriptive, intensive, phase, time 1, inceptive, complete] <b>SDCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, complete] <b>SDCC</b>
	Th	[clause, unmarked topical theme, complete] <b>SDCC</b>
C17	Tr	[clause, middle, mental 1, phenomenalization, hyperphenomenal, metaphenomenal, idea, location, time 2, incomplete, in circumstance] <b>LDP</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, incomplete, in residue, in circumstantial adjunct] <b>LDP</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, paratactic, incomplete, in theme, in topical theme] <b>LDP</b>
C18	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>CC</b>
	Md	[clause, major, bound, finite, temporal, past 1, full, projection, indirect proposition, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
C19	Tr	[clause, incomplete, in process and participant role] <b>LDP</b>
	Md	[clause, minor, fragment, incomplete, in mood and residue, in subject and finite and predicator] <b>LDP</b>
	Th	[clause, incomplete, in theme and rheme, in textual and topical theme] <b>LDP</b>

COLLECTION 2 – NOVEMBER 2003:

PERSONAL EXPERIENCE:

1/1||| When I began to play guitar with my old band 2|| we went make a show in a metropolitan area of Fortaleza. 2/3||| we are waiting something regular, 4|| nothing very sophisticated, 5|| but [[ what happened ]] was catastrofic, realy terrible. 3/6||| First three strings of my guitar broken, 7|| after the drumm too broken 8|| and for last the sound equipement had a curto-circuito. 4/9||| So we went to our homes frustrated with our first show, 10|| but was very funny. |||

SELECTION EXPRESSIONS		
C1	Tr	[clause, middle, material, happening, ranged, behavioral, accompaniment, comitative, incomplete, in participant role] <b>LDP</b>
	Md	[clause, major, bound, finite, interactant, speaker, explicit 3, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, incomplete, in residue, in complement] <b>LDP</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, hypotactic, incomplete, in rheme] <b>LDP</b>
C2	Tr	[clause, effective, material, doing, creative, operative, location, place, incomplete, in process] <b>LDP</b>
	Md	[clause, major, free, indicative, declarative, interactant, speaker-plus, temporal, past 1, full, positive 1, incomplete, in residue, in predicator] <b>LDP</b>
	Th	[clause, unmarked topical theme, incomplete, in rheme] <b>LDP</b>
C3	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, desiderative 1, preference, incomplete, in process] <b>LDP</b>
	Md	[clause, major, free, indicative, declarative, interactant, speaker-plus, temporal, present 1, secondary tense, present 2, stop, full, positive 1, incomplete, in residue, in predicator] <b>LDP</b>
	Th	[clause, unmarked topical theme, incomplete, in rheme] <b>LDP</b>
C4	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, desiderative 1, preference, incomplete, in process] <b>AEC LDP</b>
	Md	[clause, major, free, indicative, declarative, interactant, speaker-plus, temporal, present 1, secondary tense, present 2, stop, full, positive 1, incomplete, in residue, in predicator] <b>AEC LDP</b>
	Th	[clause, unmarked topical theme, incomplete, in theme and rheme, in textual theme] <b>AEC LDP</b>

C5	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>DCC</b> <b>DRC</b> [clause, middle, material, happening, eventive, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>DCC</b> <b>DRC</b> [clause, major, bound, finite, temporal, past 1, full, expansion, elaborating, down-ranked, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>DCC</b> <b>DRC</b> [clause, unmarked topical theme, complete] <b>CC</b>
C6	Tr	[clause; middle, material, happening, eventive, complete] <b>DCC</b>
	Md	[clause, major, bound, non-finite, neutral, secondary tense, past 2, stop, incomplete, in mood, in finite] <b>LDP</b>
	Th	[clause, unmarked topical theme, textual theme, conjunctive adjunct, enhancing, spatio-temporal, simple, preceding, internal, incomplete, in theme and rheme, in textual theme] <b>LDP</b>
C7	Tr	[clause, middle, material, happening, eventive, location, time 2, accompaniment, additive, incomplete, in circumstance] <b>LDP</b>
	Md	[clause, major, bound, non-finite, neutral, secondary tense, past 2, stop, incomplete, in mood and residue, in finite and circumstantial adjunct] <b>LDP</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, incomplete, in theme and rheme, in textual and topical theme] <b>LDP</b>
C8	Tr	[clause, middle, relational, expanding, incomplete, in participant role] <b>LDP</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, incomplete, in residue, in complement] <b>LDP</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, conjunctive adjunct, enhancing, spatio-temporal, simple, concluding, internal, incomplete, in rheme] <b>LDP</b>
C9	Tr	[clause, middle, material, happening, eventive, location, place, complete] <b>DCC</b>
	Md	[clause, major, free, indicative, declarative, interactant, speaker-plus, temporal, past 1, full, positive 1, complete] <b>DCC</b>
	Th	[clause, unmarked topical theme, textual theme, conjunctive adjunct, enhancing, causal-conditional, causal, general, complete] <b>DCC</b>
C10	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, incomplete, in participant role] <b>LDP</b>
	Md	[clause, major, free, indicative, temporal, past 1, full, positive 1, incomplete, in mood, in subject] <b>LDP</b>
	Th	[clause, marked topical theme, as transitivity role, process theme, textual theme, structural, conjunction, paratactic, incomplete, in theme, in topical theme] <b>LDP</b>

## PICTURE NARRATIVE:

1/1||| One day, my sister was reading a book on the floor, 2|| because her ugly cat was in her bed 3|| (I hate her cat!). 2/4|| So she must to organized her bedroom 5|| and out the cat out. 3/6|| When he saw 7|| that was alone in living room with the bird 8|| he tried to eat the poor bird! 4/9|| But he didn't conseguiu 10|| and stayed preso. 5/11|| And because of he my bird went 12|| and never more returned, 13|| because this I hate this cat. |||

SELECTION EXPRESSIONS		
C1	Tr	[clause, middle, material, happening, ranged, eventive, location, time 2, place, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, secondary tense, present 2, stop, full, positive 1, complete] <b>CC</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, complete] <b>CC</b>
C2	Tr	[clause, middle, relational, expanding, ascriptive, circumstantial, circumstance as attribute, complete] <b>CC</b>
	Md	[clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
C3	Tr	[clause, middle, mental 1, phenomenization, phenomenal, ranged, emotive, liking, intensified, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, present 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>

C4	Tr	[clause, effective, material, doing, transformative, elaborating 1, operative, complete] <b>DCC</b>
	Md	[clause, major, free, indicative, declarative, modal, modulation, obligation, outer, high 1, subjective, implicit 4, full, positive 1, complete] <b>DCC</b>
	Th	[clause, unmarked topical theme, textual theme, conjunctive adjunct, enhancing, causal-conditional, causal, general, complete] <b>DCC</b>
C5	Tr	[clause, location, place, incomplete, in process] <b>AEC LDP</b>
	Md	[clause, minor, fragment, incomplete, in mood and residue, in finite and predicator] <b>AEC LDP</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, incomplete, in rheme] <b>AEC LDP</b>
C6	Tr	[clause, middle, mental 1, phenomenization, hyperphenomenal, metaphenomenal, idea, location, time 2, complete] <b>CC</b>
	Md	[clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
C7	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, location, place, accompaniment, comitative, incomplete, in participant role and circumstance] <b>LDP</b>
	Md	[clause, major, bound, finite, temporal, past 1, full, projection, indirect proposition, hypotactic, positive 1, incomplete, in mood and residue, in subject and circumstantial adjunct] <b>LDP</b>
	Th	[clause, marked topical theme, as transitivity role, process theme, textual theme, structural, conjunction, hypotactic, incomplete, in theme and rheme, in topical theme] <b>LDP</b>
C8	Tr	[clause, middle, material, happening, ranged, eventive, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C9	Tr	[clause, incomplete, in process] <b>LDP</b>
	Md	[clause, minor, fragment, incomplete, in residue, in predicator] <b>LDP</b>
	Th	[clause, unmarked topical theme, textual theme, conjunctive adjunct, extending, adversative, incomplete, in rheme] <b>LDP</b>
C10	Tr	[clause, middle, relational, expanding, ascriptive, intensive, phase, time 1, durative, incomplete, in participant role] <b>AEC LDP</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, incomplete, in residue, in complement] <b>AEC LDP</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, incomplete, in rheme] <b>AEC LDP</b>
C11	Tr	[clause, middle, material, happening, eventive, cause, reason, incomplete, in process] <b>LDP</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, incomplete, in residue, in predicator] <b>LDP</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, conjunctive adjunct, extending, additive, positive 1, incomplete, in rheme] <b>LDP</b>
C12	Tr	[clause, middle, material, happening, eventive, complete] <b>AEC CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, mood assessment, modality, modalization, usuality, outer, high 1, objective, implicit 4, temporality, relative to expectation, since, negative 2, incomplete, in mood, in modal adjunct] <b>AEC LDP</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, incomplete, in rheme] <b>AEC LDP</b>
C13	Tr	[clause, middle, mental 1, phenomenization, phenomenal, ranged, emotive, liking, intensified, cause, reason, incomplete, in circumstance] <b>LDP</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, present 1, full, positive 1, incomplete, in residue, in circumstantial adjunct] <b>LDP</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, incomplete, in theme, in textual and topical theme] <b>LDP</b>

## COLLECTION 3 – DECEMBER 2003:

## PERSONAL EXPERIENCE:

1/1||| Last year I went to Ceará Music 2|| and there I saw many cool shows, 3|| but in one of these I realized a dream, 4|| I could to speak with my bigger ídolo, Humberto Gessinger of the Hengenheiros do Hawaii. |||

2/5||| After the show I went to the backstage 6|| and speak with he about many thing [[ included the band and his musics. ]] |||

		SELECTION EXPRESSIONS
C1	Tr	[clause, middle, material, happening, eventive, location, time 2, place, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, complete] CC
C2	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, perceptive, specific, visual, location, place, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, paratactic, complete] CC
C3	Tr	[clause, effective, material, doing, transformative, elaborating 1, operative, location, place, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, paratactic, complete] CC
C4	Tr	[clause, middle, verbal 1, receiver, incomplete, in participant role] LDP
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, modal, modulation, readiness, ability, outer, low 1, subjective, implicit 4, full, positive 1, incomplete, in residue, in complement] LDP
	Th	[clause, unmarked topical theme, incomplete, in theme and rheme, in textual theme] LDP
C5	Tr	[clause, middle, material, happening, eventive, location, time 2, place, complete] SDCC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] SDCC
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, complete] SDCC
C6	Tr	[clause, middle, verbal 1, receiver, matter, incomplete, in circumstance] AEC LDP DRC [clause, middle, relational, expanding, ascriptive, possessive, possession as process 1, possessor as carrier, complete] NFC SDCC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, present 1, full, positive 1, incomplete, in residue, in circumstantial adjunct] AEC LDP DRC [clause, major, bound, non-finite, neutral, expansion, elaborating, down-ranked, positive 1, complete] NFC SDCC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, incomplete, in rheme] AEC LDP DRC [clause, complete] NFC (Rheme only) SDCC

## PICTURE NARRATIVE:

1||| Again I will tell this history. |||

2|| My sister has a cat. 3|| I hate this cat. 4|| One day this cat 5<< that didn't had nothing [[ to make ]] >> decided to eat my bird, 6|| but my bird is inteligent 7|| and scape of these stupid cat 8|| and the stupid cat stayed prisioned. |||

		SELECTION EXPRESSIONS
C1	Tr	[clause, middle, verbal 1, verbalization, as name, extent, frequency, complete] DCC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, modal, modulation, readiness, inclination, median, subjective, implicit 4, full, positive 1, complete] DCC
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, complete] DCC

<b>C2</b>	<b>Tr</b>	[clause, middle, relational, expanding, ascriptive, possessive, possession as process 1, possessor as carrier, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, complete] <b>CC</b>
<b>C3</b>	<b>Tr</b>	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, emotive, liking, intensified, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, present 1, full, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, complete] <b>CC</b>
<b>C4</b>	<b>Tr</b>	[clause, middle, material, happening, ranged, eventive, location, time 2, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, marked topical theme, as transitivity role, circumstance theme, complete] <b>CC</b>
<b>C5</b>	<b>Tr</b>	[clause, middle, relational, expanding, ascriptive, possessive, possession as process 1, possessor as carrier, complete] <b>SDCC</b> <b>DRC</b> [clause, middle, material, happening, behavioral, complete] <b>NFC DCC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, negative 1, complete] <b>SDCC</b> <b>DRC</b> [clause, major, bound, non-finite, perfective, 'to', expansion, elaborating, down-ranked, positive 1, complete] <b>NFC DCC</b>
	<b>Th</b>	[clause, unmarked topical theme, textual theme, structural, relative pronoun, definite, complete] <b>SDCC</b> <b>DRC</b> [clause, complete] <b>NFC (Rheme only) DCC</b>
<b>C6</b>	<b>Tr</b>	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>DCC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, complete] <b>DCC</b>
	<b>Th</b>	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>DCC</b>
<b>C7</b>	<b>Tr</b>	[clause, middle, material, happening, eventive, location, place, complete] <b>AEC DCC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, incomplete, in mood, in finite] <b>AEC LDP</b>
	<b>Th</b>	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, incomplete, in rheme] <b>AEC LDP</b>
<b>C8</b>	<b>Tr</b>	[clause, middle, relational, expanding, ascriptive, intensive, phase, time 1, durative, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>CC</b>

## K.7 Stage 6

SUBJECT LA3:

COLLECTION 4 – MARCH 2004:

PERSONAL EXPERIENCE:

1/1||| In 03/01 of 2004 I began study in the UFC. 2/2||| That day was very cool 3 || because I was very nervous 4 || and didn't know 5 || what was [[ for happen ]] 6 || but by the way I was very happy 7 || because I've passed in the vestibular. 3/8||| The old students of the course of biology sciences received us very well 9 || and showed the campus for us. |||

4/10||| All of the "bixos" stayed relaxed. |||

5/11||| All the week was this for me, with talks, meets with ONGS, visits at labs and partys. |||



SELECTION EXPRESSIONS		
C1	Tr	[clause, middle, material, happening, eventive, location, time 2, place, incomplete, in process] <b>LDP</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, incomplete, in residue, in predicator] <b>LDP</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, incomplete, in rheme] <b>LDP</b>
C2	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C3	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>CC</b>
	Md	[clause, major, bound, finite, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
C4	Tr	[clause, middle, mental 1, phenomenalization, hyperphenomenal, metaphenomenal, idea, complete] <b>AEC CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, negative 1, complete] <b>AEC CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>AEC CC</b>
C5	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>CC</b> <b>DRC</b> [clause, middle, material, happening, eventive, complete] <b>NFC SDCC</b>
	Md	[clause, major, bound, finite, temporal, past 1, full, projection, indirect proposition, hypotactic, positive 1, complete] <b>CC</b> <b>DRC</b> [clause, major, bound, non-finite, perfective, 'to', expansion, elaborating, down-ranked, positive 1, complete] <b>NFC SDCC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b> <b>DRC</b> [clause, complete] <b>NFC (Rheme only) SDCC</b>
C6	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>DCC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, comment, speech-functional, unqualified, factual, full, positive 1, complete] <b>DCC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, interpersonal theme, modal adjunct, comment, speech-functional, unqualified, factual, complete] <b>DCC</b>
C7	Tr	[clause, middle, material, happening, ranged, eventive, complete] <b>SDCC</b>
	Md	[clause, major, bound, finite, interactant, speaker, explicit 3, temporal, present 1, secondary tense, past 2, stop, full, expansion, enhancing, hypotactic, positive 1, complete] <b>SDCC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>SDCC</b>
C8	Tr	[clause, middle, material, happening, ranged, eventive, complete] <b>DCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>DCC</b>
	Th	[clause, unmarked topical theme, complete] <b>DCC</b>
C9	Tr	[clause, effective, material, doing, transformative, extending, reciprocity, operative, complete] <b>AEC SDCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>AEC SDCC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>AEC SDCC</b>
C10	Tr	[clause, middle, relational, expanding, ascriptive, intensive, phase, time 1, durative, incomplete, in participant role] <b>LDP</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, incomplete, in mood, in subject] <b>LDP</b>
	Th	[clause, unmarked topical theme, incomplete, in theme, in topical theme] <b>LDP</b>

<b>C11</b>	<b>Tr</b>	[clause, middle, relational, expanding, ascriptive, circumstantial, circumstance as attribute, angle, viewpoint, accompaniment, comitative, incomplete, in participant role and circumstance] <b>LDP</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, incomplete, in residue, in complement and circumstantial adjunct] <b>LDP</b>
	<b>Th</b>	[clause, unmarked topical theme, incomplete, in rheme] <b>LDP</b>

## PICTURE NARRATIVE:

1/1||| The life of a cat is really easy. 2/2||| The cat of my sister is a foolish, 3|| he pass all day 4|| sleeping 5|| and eating. 3/6||| I remember of a day [[ he was totally bored with nothing [[ to make ]] || and he saw my bird || and tried to eat he. ]] 4/7||| But my bird is intelligent 8|| and got scape of the dumn cat. 5/9||| So the idiot cat stayed prisioned on the jail 10|| and my inteligent bird go away. |||

<b>SELECTION EXPRESSIONS</b>		
<b>C1</b>	<b>Tr</b>	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>DCC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, complete] <b>DCC</b>
	<b>Th</b>	[clause, unmarked topical theme, complete] <b>DCC</b>
<b>C2</b>	<b>Tr</b>	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, class, incomplete, in participant role] <b>LDP</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, incomplete, in residue, in complement] <b>LDP</b>
	<b>Th</b>	[clause, unmarked topical theme, incomplete, in rheme] <b>LDP</b>
<b>C3</b>	<b>Tr</b>	[clause, middle, material, happening, behavioral, extent, duration, complete] <b>DCC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, incomplete, in mood, in finite] <b>LDP</b>
	<b>Th</b>	[clause, unmarked topical theme, incomplete, in theme and rheme, in textual theme] <b>LDP</b>
<b>C4</b>	<b>Tr</b>	[clause, middle, material, happening, behavioral, complete] <b>NFC CC</b>
	<b>Md</b>	[clause, major, bound, non-finite, imperfective, expansion, elaborating, hypotactic, positive 1, complete] <b>NFC CC</b>
	<b>Th</b>	[clause, complete] <b>NFC (Rheme only) CC</b>
<b>C5</b>	<b>Tr</b>	[clause, middle, material, happening, eventive, complete] <b>NFC CC</b>
	<b>Md</b>	[clause, major, bound, non-finite, imperfective, expansion, elaborating, hypotactic, positive 1, complete] <b>NFC CC</b>
	<b>Th</b>	[clause, textual theme, structural, conjunction, paratactic, complete] <b>NFC CC</b>

C6	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, cognitive 1, memory, complete] <b>SDCC</b> <b>DRC1</b> [clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, cause, reason, complete] <b>DCC</b> <b>DRC2 in relation to DRC1</b> [clause, middle, material, happening, behavioral, complete] <b>NFC DCC</b> <b>DRC3 in relation to DRC1</b> [clause, middle, mental 1, phenomenalization, phenomenal, ranged, perceptive, specific, visual, complete] <b>CC</b> <b>DRC4 in relation to DRC3</b> [clause, middle, material, happening, ranged, eventive, complete] <b>AEC SDCC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, present 1, full, positive 1, complete] <b>SDCC</b> <b>DRC1</b> [clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, down-ranked, positive 1, complete] <b>DCC</b> <b>DRC2 in relation to DRC1</b> [clause, major, bound, non-finite, perfective, 'to', expansion, elaborating, hypotactic, positive 1, complete] <b>NFC DCC</b> <b>DRC3 in relation to DRC1</b> [clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b> <b>DRC4 in relation to DRC3</b> [clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>AEC SDCC</b>
	Th	[clause, unmarked topical theme, complete] <b>SDCC</b> <b>DRC1</b> [clause, unmarked topical theme, complete] <b>DCC</b> <b>DRC2 in relation to DRC1</b> [clause, complete] <b>NFC (Rheme only) DCC</b> <b>DRC3 in relation to DRC1</b> [clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>CC</b> <b>DRC4 in relation to DRC3</b> [clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>AEC SDCC</b>
C7	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>DCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, complete] <b>DCC</b>
	Th	[clause, unmarked topical theme, textual theme, conjunctive adjunct, extending, adversative, complete] <b>DCC</b>
C8	Tr	[clause, middle, material, happening, eventive, location, place, incomplete, in process] <b>AEC LDP</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, incomplete, in residue, in predicator] <b>AEC LDP</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, incomplete, in rheme] <b>AEC LDP</b>
C9	Tr	[clause, middle, relational, expanding, ascriptive, intensive, phase, time 1, durative, location, place, incomplete, in participant role] <b>LDP</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, incomplete, in mood, in subject] <b>LDP</b>
	Th	[clause, unmarked topical theme, textual theme, conjunctive adjunct, enhancing, causal-conditional, causal, general, incomplete, in theme, in topical theme] <b>LDP</b>
C10	Tr	[clause, middle, material, happening, eventive, complete] <b>SDCC</b>
	Md	major, free, indicative, declarative, temporal, present 1, full, positive 1, complete] <b>SDCC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>SDCC</b>

COLLECTION 5 – MAY 2004:

PERSONAL EXPERIENCE:

1/1||| I didn't have anymore history [[ to tell ]] until the last month, 2|| but in the final of the last month happned a very special and cool thing. 2/3||| I went to Los Angeles 4|| and met the best guitar hero of all times: Slash. |||

3/5||| I didn't believe, 6|| when I into in a musical store 7|| stay there, Slash 8|| playing a reedition of a gibson of 1934. 4/9||| The time stops, 10|| so he look at me 11|| and ask 12|| if I could play something to him. 5/13||| I accept, of course, 14|| and play the main riff of Rocket Queen. 6/15||| So I asked 16|| if he could give me a sign in my guitar. |||

		<b>SELECTION EXPRESSIONS</b>
<b>C1</b>	<b>Tr</b>	[clause, middle, relational, expanding, ascriptive, possessive, possession as process 1, possessor as carrier, location, time 2, complete] <b>SDCC</b> <b>DRC</b> [clause, middle, verbal 1, complete] <b>NFC CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, negative 1, mood assessment, temporality, relative to expectation, since, negative 2, complete] <b>SDCC</b> <b>DRC</b> [clause, major, bound, non-finite, perfective, 'to', expansion, elaborating, down-ranked, positive 1, complete] <b>NFC CC</b>
	<b>Th</b>	[clause, unmarked topical theme, complete] <b>SDCC</b> <b>DRC</b> [clause, complete] <b>NFC (Rheme only) CC</b>
<b>C2</b>	<b>Tr</b>	[clause, middle, material, happening, eventive, location, time 2, complete] <b>SDCC</b>
	<b>Md</b>	[clause, major, free, indicative, temporal, past 1, full, positive 1, complete] <b>SDCC</b>
	<b>Th</b>	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, paratactic, complete] <b>SDCC</b>
<b>C3</b>	<b>Tr</b>	[clause, middle, material, happening, eventive, location, place, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, complete] <b>CC</b>
<b>C4</b>	<b>Tr</b>	[clause, middle, material, happening, ranged, eventive, complete] <b>AEC CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] <b>AEC CC</b>
	<b>Th</b>	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>AEC CC</b>
<b>C5</b>	<b>Tr</b>	[clause, middle, mental 1, cognitive 1, thinking, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, negative 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, complete] <b>CC</b>
<b>C6</b>	<b>Tr</b>	[clause, location, time 2, place, incomplete, in process] <b>LDP</b>
	<b>Md</b>	[clause, minor, fragment, incomplete, in mood and residue, in finite and predicator] <b>LDP</b>
	<b>Th</b>	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, hypotactic, incomplete, in rheme] <b>LDP</b>
<b>C7</b>	<b>Tr</b>	[clause, middle, relational, expanding, ascriptive, circumstantial, circumstance as attribute, complete] <b>DCC</b>
	<b>Md</b>	[clause, major, free, indicative, temporal, present 1, full, positive 1, incomplete, in mood, in finite] <b>LDP</b>
	<b>Th</b>	[clause, marked topical theme, as transitivity role, process theme, incomplete, in theme, in topical theme] <b>LDP</b>
<b>C8</b>	<b>Tr</b>	[clause, middle, material, happening, ranged, behavioral, complete] <b>NFC CC</b>
	<b>Md</b>	[clause, major, bound, non-finite, imperfective, expansion, elaborating, hypotactic, positive 1, complete] <b>NFC CC</b>
	<b>Th</b>	[clause, complete] <b>NFC (Rheme only) CC</b>
<b>C9</b>	<b>Tr</b>	[clause, middle, material, happening, eventive, complete] <b>SDCC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, complete] <b>SDCC</b>
	<b>Th</b>	[clause, unmarked topical theme, complete] <b>SDCC</b>
<b>C10</b>	<b>Tr</b>	[clause, middle, material, happening, ranged, behavioral, complete] <b>DCC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, incomplete, in mood, in finite] <b>LDP</b>
	<b>Th</b>	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, incomplete, in rheme] <b>LDP</b>

C11	Tr	[clause, middle, verbal 1, verbalization, as locution, reporting, indicating, complete] <b>AEC DCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, incomplete, in mood, in finite] <b>AEC LDP</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, incomplete, in rheme] <b>AEC LDP</b>
C12	Tr	[clause, middle, material, happening, ranged, behavioral, service, cliency, complete] <b>DCC</b>
	Md	[clause, major, bound, finite, interactant, speaker, explicit 3, modal, modalization, probability, outer, low 1, subjective, implicit 4, full, projection, indirect proposition, hypotactic, positive 1, complete] <b>DCC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>DCC</b>
C13	Tr	[clause, middle, verbal 1, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, present 1, comment, propositional, on whole, asseverative, obvious, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C14	Tr	[clause, middle, material, happening, ranged, behavioral, complete] <b>AEC CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, present 1, full, positive 1, complete] <b>AEC CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>AEC CC</b>
C15	Tr	[clause, middle, verbal 1, verbalization, as locution, reporting, indicating, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, conjunctive adjunct, enhancing, causal-conditional, causal, general, complete] <b>CC</b>
C16	Tr	[clause, effective, material, doing, transformative, extending, reciprocity, operative, location, place, complete] <b>DCC</b>
	Md	[clause, major, bound, finite, modal, modalization, probability, outer, low 1, subjective, implicit 4, projection, indirect proposition, hypotactic, positive 1, complete] <b>DCC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>DCC</b>

PICTURE NARRATIVE:

1/1||| Well, (DM) I'm going to tell a very bored history now. |||

2/2||| One afternoon my sister, Kristy, was reading her book of dools 3 || and her cat, alfred, was sleeping. 3/4||| So the cat woke up 5 || and went to the living room 6 || and stayed there, under the table. 4/7||| Sundely the stupid cat has a stupid idea, 8 || to eat my bird, bilau, 9 || but my bilau is inteligent 10 || and jump out of his jail 11 || and the stupid cat stayed prisioned. 5/12||| When my sister arrived 13 || and saw 14 || that she waited to catch my bilau 15 || but he flew out 16 || and she never saw him. |||

SELECTION EXPRESSIONS		
C1	Tr	[clause, middle, verbal 1, verbalization, as name, location, time 2, complete] <b>DCC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, present 1, secondary tense, future 2, stop, full, positive 1, complete] <b>DCC</b>
	Th	[clause, unmarked topical theme, textual theme, continuative, complete] <b>DCC</b>
C2	Tr	[clause, middle, material, happening, ranged, eventive, location, time 2, complete] <b>DCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, secondary tense, present 2, stop, full, positive 1, complete] <b>DCC</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, complete] <b>DCC</b>
C3	Tr	[clause, middle, material, happening, behavioral, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, secondary tense, present 2, stop, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>CC</b>

C4	Tr	[clause, middle, material, happening, behavioral, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, conjunctive adjunct, enhancing, causal-conditional, causal, general, complete] CC
C5	Tr	[clause, middle, material, happening, eventive, location, place, complete] AEC CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] AEC CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] AEC CC
C6	Tr	[clause, middle, relational, expanding, ascriptive, circumstantial, circumstance as attribute, location, place, complete] AEC CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] AEC CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] AEC CC
C7	Tr	[clause, middle, relational, expanding, ascriptive, possessive, possession as process 1, possessor as carrier, complete] DCC
	Md	[clause, major, free, indicative, declarative, temporal, present 1, comment, propositional, on whole, qualificative, prediction, unpredictable, full, positive 1, complete] DCC
	Th	[clause, unmarked topical theme, interpersonal theme, modal adjunct, comment, propositional, on whole, qualificative, prediction, unpredictable, complete] DCC
C8	Tr	[clause, middle, material, happening, ranged, eventive, complete] NFC CC
	Md	[clause, major, bound, non-finite, perfective, 'to', expansion, elaborating, hypotactic, positive 1, complete] NFC CC
	Th	[clause, incomplete, in theme, in textual theme] NFC LDP
C9	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] DCC
	Md	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, complete] DCC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] DCC
C10	Tr	[clause, middle, material, happening, eventive, location, place, complete] AEC DCC
	Md	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, incomplete, in mood, in finite] AEC LDP
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, incomplete, in rheme] AEC LDP
C11	Tr	[clause, middle, relational, expanding, ascriptive, intensive, phase, time 1, durative, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] CC
C12	Tr	[clause, middle, material, happening, eventive, location, time 2, complete] CC
	Md	[clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] CC
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, hypotactic, complete] CC
C13	Tr	[clause, middle, mental 1, phenomenalization, hyperphenomenal, metaphenomenal, idea, cognitive 1, understanding, complete] AEC CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] AEC CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] AEC CC
C14	Tr	[clause, effective, material, doing, transformative, extending, non-recipient, operative, complete] DCC
	Md	[clause, major, bound, finite, temporal, past 1, full, projection, indirect proposition, hypotactic, positive 1, incomplete, in mood, in finite] LDP
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, incomplete, in rheme] LDP

C15	Tr	[clause, middle, material, happening, eventive, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>CC</b>
C16	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, perceptive, specific, visual, incomplete, in circumstance] <b>LDP</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, mood assessment, modality, modalization, usuality, outer, high 1, objective, implicit 4, incomplete, circumstantial adjunct] <b>LDP</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, incomplete, in rheme] <b>LDP</b>

COLLECTION 6 – JUNE 2004:

PERSONAL EXPERIENCE:

1/1||| Me and my friends have a band 2|| and last friday we went play in a introduction party of my university course (Biology – UFC) 3|| that was in the HEY HO Rock Bar in Iracema's beach. |||

2/4||| The party and the show were very cool, 5|| but I was very upset with some thing [[ that happened that night. ]] 3/6||| First put our band to play 9:40 p.m, 7|| and didn't have much people there, 8|| after the drums broken, 9|| but we could 'consertar'. |||

4/10||| And, the better, a productor [[ that was there ]] saw [[ we playing ]] 11|| and called for us 12|| to match other event. |||

SELECTION EXPRESSIONS		
C1	Tr	[clause, middle, relational, expanding, ascriptive, possessive, possession as process 1, possessor as carrier, complete] <b>DCC</b>
	Md	[clause, major, free, indicative, declarative, interactant, speaker-plus, temporal, present 1, full, positive 1, complete] <b>DCC</b>
	Th	[clause, unmarked topical theme, complete] <b>DCC</b>
C2	Tr	[clause, middle, material, happening, behavioral, location, time 2, place, incomplete, in process and circumstance] <b>LDP</b>
	Md	[clause, major, free, indicative, declarative, interactant, speaker-plus, temporal, past 1, full, positive 1, incomplete, in residue, in predicator and circumstantial adjunct] <b>LDP</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, paratactic, incomplete, in rheme] <b>LDP</b>
C3	Tr	[clause, middle, relational, expanding, ascriptive, circumstantial, circumstance as attribute, location, place, complete] <b>DCC</b>
	Md	[clause, major, bound, finite, temporal, past 1, full, expansion, elaborating, hypotactic, positive 1, complete] <b>DCC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, relative pronoun, definite, complete] <b>DCC</b>
C4	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C5	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, matter, complete] <b>DCC</b> <b>DRC</b> [clause, middle, material, happening, eventive, location, time 2, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal past 1, full, positive 1, complete] <b>DCC</b> <b>DRC</b> [clause, major, bound, finite, temporal, past 1, full, expansion, elaborating, down-ranked, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>DCC</b> <b>DRC</b> [clause, unmarked topical theme, textual theme, structural, relative pronoun, definite, complete] <b>CC</b>

C6	Tr	[clause, effective, material, doing, transformative, elaborating 1, incomplete, in participant role and circumstance] <b>LDP</b>
	Md	[clause, major, free, indicative, temporal, past 1, full, positive 1, incomplete, in mood and residue, in subject and circumstantial adjunct] <b>LDP</b>
	Th	[clause, marked topical theme, as transitivity role, process theme, textual theme, conjunctive adjunct, enhancing, spatio-temporal, simple, preceding, internal, incomplete, in theme and rheme, in topical theme] <b>LDP</b>
C7	Tr	[clause, middle, relational, expanding, ascriptive, possessive, possession as process 1, possessor as carrier, location, place, incomplete, in participant role] <b>LDP</b>
	Md	[clause, major, free, indicative, temporal, past 1, full, negative 1, incomplete, in mood, in subject] <b>LDP</b>
	Th	[clause, marked topical theme, as transitivity role, process theme, textual theme, structural, conjunction, paratactic, incomplete, in theme, in topical theme] <b>LDP</b>
C8	Tr	[clause, middle, material, happening, eventive, location, time 2, incomplete, in circumstance] <b>LDP</b>
	Md	[clause, major, free, indicative, secondary tense, past 2, stop, full, incomplete, in mood and residue, in finite and circumstantial adjunct] <b>LDP</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, incomplete, in theme and rheme, in textual and topical theme] <b>LDP</b>
C9	Tr	[clause, incomplete, in process and participant role] <b>LDP</b>
	Md	[clause, minor, fragment, incomplete, in residue, in predicator and complement] <b>LDP</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, incomplete, in rheme] <b>LDP</b>
C10	Tr	[clause, middle, mental 1, phenomenalization, hyperphenomenal, macrophenomenal, ranged, perceptive, specific, visual, unbounded, complete] <b>DCC</b> <b>DRC1</b> [clause, middle, relational, expanding, ascriptive, circumstantial, circumstance as attribute, complete] <b>CC</b> <b>DRC2</b> [clause, middle, material, happening, behavioral, complete] <b>NFC SDCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, comment, propositional, on whole, qualificative, desirability, desirable, luck, full, positive 1, complete] <b>DCC</b> <b>DRC1</b> [clause, major, bound, finite, temporal, past 1, full, expansion, elaborating, down-ranked, positive 1, complete] <b>CC</b> <b>DRC2</b> [clause, major, bound, non-finite, imperfective, expansion, elaborating, down-ranked, positive 1, complete] <b>NFC SDCC</b>
	Th	[clause, unmarked topical theme, textual theme, conjunctive adjunct, extending, additive, positive 1, interpersonal theme, modal adjunct, comment, propositional, on whole, qualificative, desirability, desirable, luck, complete] <b>DCC</b> <b>DRC1</b> [clause, unmarked topical theme, textual theme, structural, relative pronoun, definite, complete] <b>CC</b> <b>DRC2</b> [clause, unmarked topical theme, complete] <b>NFC SDCC</b>
C11	Tr	[clause, middle, verbal 1, receiver, complete] <b>AEC DCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>AEC DCC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>AEC DCC</b>
C12	Tr	[clause, middle, material, happening, ranged, eventive, incomplete, in participant role] <b>NFC LDP</b>
	Md	[clause, major, bound, non-finite, perfective, 'to', expansion, enhancing, hypotactic, positive 1, incomplete, in residue, in complement] <b>NFC LDP</b>
	Th	[clause, textual theme, structural, conjunction, hypotactic, incomplete, in rheme] <b>NFC LDP</b>

PICTURE NARRATIVE:

1/1||| I have a sister, 2|| she's 3|| name is Sandra, 4|| and she has a cat [[ called pitty. ]] 2/5||| One day my sister was reading her story book 6|| and pitty was in her bed, 7|| so he felt so bored [[ that decided go out, ]] 8|| so my sister opened the door for he. |||

3/9||| In living room was all the same that the room, 10|| and he decided have funny 11|| and was eat my bird. |||

4/12||| But that was his error, 13|| he's unintelligent 14|| and my bird is very intelligent, 15|| so 16 << when he tried to catch my bird >> he stayed prisioned 17|| and my bird go out. |||



SELECTION EXPRESSIONS		
C1	Tr	[clause, middle, relational, expanding, ascriptive, possessive, possession as process 1, possessor as carrier, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, present 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C2	Tr	[clause, middle, relational, expanding, ascriptive, incomplete, in participant role] <b>LDP</b>
	Md	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, incomplete, in residue, in complement] <b>LDP</b>
	Th	[clause, unmarked topical theme, incomplete, in theme and rheme, in textual theme] <b>LDP</b>
C3	Tr	[clause, middle, relational, expanding, identifying, encoding, intensive, incomplete, in participant role] <b>LDP</b>
	Md	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, incomplete, in mood, in subject] <b>LDP</b>
	Th	[clause, unmarked topical theme, incomplete, in theme and rheme, in textual and topical theme] <b>LDP</b>
C4	Tr	[clause, middle, relational, expanding, ascriptive, possessive, possession as process 1, possessor as carrier, complete] <b>CC</b> <b>DRC</b> [clause, effective, relational, expanding, identifying, decoding, intensive, assigned, assignment, expanding-assignment, elaborating 2, complete] <b>NFC CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, complete] <b>CC</b> <b>DRC</b> [clause, major, bound, non-finite, neutral, expansion, elaborating, down-ranked, positive 1, complete] <b>NFC CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>CC</b> <b>DRC</b> [clause, complete] <b>NFC (Rheme only) CC</b>
C5	Tr	[clause, middle, material, happening, ranged, eventive, location, time 2, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, secondary tense, present 2, stop, full, positive 1, complete] <b>CC</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, complete] <b>CC</b>
C6	Tr	[clause, middle, relational, expanding, ascriptive, circumstantial, circumstance as attribute, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>CC</b>
C7	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>CC</b> <b>DRC</b> [clause, middle, material, happening, eventive, incomplete, in process and participant role] <b>LDP</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b> <b>DRC</b> [clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, down-ranked, positive 1, incomplete, in mood and residue, in subject and predicator] <b>LDP</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>CC</b> <b>DRC</b> [clause, marked topical theme, as transitivity role, process theme, textual theme, structural, conjunction, hypotactic, incomplete, in theme and rheme, in topical theme] <b>CC</b>
C8	Tr	[clause, effective, material, doing, transformative, elaborating 1, operative, service, cliency, complete] <b>SDCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>SDCC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>SDCC</b>
C9	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, location, place, manner, comparison, incomplete, in participant role and circumstance] <b>LDP</b>
	Md	[clause, major, free, indicative, temporal, past 1, full, positive 1, incomplete, in mood and residue, in subject and circumstantial adjunct] <b>LDP</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, incomplete, in theme and rheme, in topical theme] <b>LDP</b>

C10	Tr	[clause, middle, relational, expanding, ascriptive, possessive, possession as process 1, possessor as carrier, incomplete, in process and participant role] <b>LDP</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, incomplete, in residue, in predicator and complement] <b>LDP</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, incomplete, in rheme] <b>LDP</b>
C11	Tr	[clause, middle, material, happening, ranged, eventive, incomplete, in process] <b>AEC LDP</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, secondary tense, future 2, stop, full, positive 1, incomplete, in residue, in predicator] <b>AEC LDP</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, incomplete, in rheme] <b>AEC LDP</b>
C12	Tr	[clause, middle, relational, expanding, identifying, decoding, intensive, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, conjunctive adjunct, extending, adversative, complete] <b>CC</b>
C13	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>DCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, complete] <b>DCC</b>
	Th	[clause, unmarked topical theme, incomplete, in theme, in textual theme] <b>LDP</b>
C14	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>DCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, complete] <b>DCC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>DCC</b>
C15	Tr	[clause, middle, relational, expanding, ascriptive, intensive, phase, time 1, durative, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>CC</b>
C16	Tr	[clause, effective, material, doing, transformative, extending, non-recipienty, operative, location, time 2, complete] <b>CC</b>
	Md	[clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
C17	Tr	[clause, middle, material, happening, eventive, complete] <b>SDCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, complete] <b>SDCC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>SDCC</b>

## K.8 Stage 7

SUBJECT LA4:

COLLECTION 1 – SEPTEMBER 2003:

PERSONAL EXPERIENCE:

1/1|| Well, (DM) I will tell you a history about a trip [[ I've made || when I was eleven years old. ]] 2/2|| I went to Jericoacoara, a very beautiful beach in the north of Ceará. ||

3/3|| My sister and her boyfriend were planning to travel to "Jeri" with his family, 4|| but my mother didn't let she travel alone, 5|| so I went with her. ||

4/6|| We took a bus very crowed (cheio) at 9:00 pm in front of Ideal Club. 5/7|| We traveled in the bus for 4 hours. 6/8|| Then we took a "pau-de-arara" from Jijoca to "Jeri". 7/9|| It was wonderfull [[ to see the "dunas" with the moon light (luz). ]] ||

8/10|| When we arrived, about 4 Am, 11 || we went to a baker store (padaria) 12 || and then to a small hotel.  
9/13|| During all the time [[ I've been there, ]] I had a lot of fun! |||

		SELECTION EXPRESSIONS
C1	Tr	[clause, middle, verbal 1, verbalization, as name, receiver, matter, complete] <b>DCC</b> <b>DRC1</b> [clause, middle, material, happening, ranged, eventive, complete] <b>DCC</b> <b>DRC2 in relation to DRC1</b> [clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, location, time 2, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, modal, modulation, readiness, inclination, median, subjective, implicit 4, full, positive 1, complete] <b>DCC</b> <b>DRC1</b> [clause, major, bound, finite, interactant, speaker, explicit 3, temporal, present 1, secondary tense, past 2, stop, full, expansion, elaborating, down-ranked, positive 1, complete] <b>DCC</b> <b>DRC2 in relation to DRC1</b> [clause, major, bound, finite, interactant, speaker, explicit 3, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, continuative, complete] <b>DCC</b> <b>DRC1</b> [clause, unmarked topical theme, complete] <b>DCC</b> <b>DRC2 in relation to DRC1</b> [clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
C2	Tr	[clause, middle, material, happening, eventive, location, place, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C3	Tr	[clause, middle, material, happening, eventive, location, place, accompaniment, comitative, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, secondary tense, present 2, stop, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C4	Tr	[clause, effective, material, doing, transformative, elaborating 1, operative, accompaniment, comitative, complete] <b>SDCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>SDCC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>SDCC</b>
C5	Tr	[clause, middle, material, happening, eventive, accompaniment, comitative, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>CC</b>
C6	Tr	[clause, middle, material, happening, ranged, eventive, location, time 2, place, incomplete, in participant role] <b>LDP</b>
	Md	[clause, major, free, indicative, declarative, interactant, speaker-plus, temporal, past 1, full, positive 1, incomplete, in residue, in complement] <b>LDP</b>
	Th	[clause, unmarked topical theme, incomplete, in rheme] <b>LDP</b>
C7	Tr	[clause, middle, material, happening, eventive, manner, means, extent, duration, complete] <b>SDCC</b>
	Md	[clause, major, free, indicative, declarative, interactant, speaker-plus, temporal, past 1, full, positive 1, complete] <b>SDCC</b>
	Th	[clause, unmarked topical theme, complete] <b>SDCC</b>
C8	Tr	[clause, middle, material, happening, ranged, eventive, extent, distance, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, interactant, speaker-plus, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, conjunctive adjunct, enhancing, spatio-temporal, simple, following, external, complete] <b>CC</b>

C9	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>DCC</b> <b>DRC</b> [clause, middle, mental 1, phenomenization, ranged, perceptive, specific, visual, accompaniment, comitative, incomplete, in participant role] <b>NFC LDP</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>DCC</b> <b>DRC</b> [clause, major, bound, non-finite, perfective, 'to', expansion, elaborating, down-ranked, positive 1, incomplete, in residue, in complement] <b>NFC LDP</b>
	Th	[clause, unmarked topical theme, complete] <b>DCC</b> <b>DRC</b> [clause, incomplete, in rheme] <b>NFC (Rheme only) LDP</b>
C10	Tr	[clause, middle, material, happening, eventive, location, time 2, complete] <b>CC</b>
	Md	[clause, major, bound, finite, interactant, speaker-plus, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
C11	Tr	[clause, middle, material, happening, eventive, location, place, incomplete, in circumstance] <b>LDP</b>
	Md	[clause, major, free, indicative, declarative, interactant, speaker-plus, temporal, past 1, full, positive 1, incomplete, in residue, in circumstantial adjunct] <b>LDP</b>
	Th	[clause, unmarked topical theme, incomplete, in rheme] <b>LDP</b>
C12	Tr	[clause, middle, material, happening, eventive, location, place, complete] <b>AEC CC</b>
	Md	[clause, major, free, indicative, declarative, interactant, speaker-plus, temporal, past 1, full, positive 1, complete] <b>AEC CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>AEC CC</b>
C13	Tr	[clause, middle, relational, expanding, ascriptive, possessive, possession as process 1, possessor as carrier, extent, duration, complete] <b>CC</b> <b>DRC</b> [clause, middle, relational, expanding, ascriptive, circumstantial, circumstance as attribute, complete] <b>DCC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] <b>CC</b> <b>DRC</b> [clause, major, bound, finite, interactant, speaker, explicit 3, temporal, present 1, secondary tense, past 2, stop, full, expansion, enhancing, down-ranked, positive 1, complete] <b>DCC</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, complete] <b>CC</b> <b>DRC</b> [clause, unmarked topical theme, complete] <b>DCC</b>

PICTURE NARRATIVE:

1/1||| Once there was a yang girl [[ that had a cat and a small bird. ]] 2/2||| The cat doesn't seem to like the bird 3 || and for this reason, the girl never let the cat be at the same place of the bird. |||

3/4||| One day, the girl slept with the door open 5 || and the cat scaped to the room [[ where the bird was inside its jawl (cela). ]] |||

4/6||| When the girl wake up, 7 || she saw the door [[ opened ]] 8 || and run fast to the place [[ where the bird was. ]] 5/9||| She saw the cat [[ "preso" inside the "gaiola" ]] 10 || and thought 11 || he had eat the bird. 6/12||| But she listened [[ the bird singing ]] 13 || and then she saw [[ he flying away. ]] |||

		SELECTION EXPRESSIONS
C1	Tr	[clause, middle, relational, existential, existence, complete] <b>DCC</b> <b>DRC</b> [clause, middle, relational, expanding, ascriptive, possessive, possession as process 1, possessor as carrier, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, mood assessment, temporality, relative to now, remote, non-future, complete] <b>DCC</b> <b>DRC</b> [clause, major, bound, finite, temporal, past 1, full, expansion, elaborating, down-ranked, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, interpersonal theme, modal adjunct, mood, temporality, relative to now, remote, non-future, complete] <b>DCC</b> <b>DRC</b> [clause, unmarked topical theme, textual theme, structural, relative pronoun, definite, complete] <b>CC</b>

C2	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, emotive, liking, normal, complete] <b>SDCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, present 1, full, negative 1, complete] <b>SDCC</b>
	Th	[clause, unmarked topical theme, complete] <b>SDCC</b>
C3	Tr	[clause, middle, relational, expanding, ascriptive, circumstantial, circumstance as attribute, cause, reason, complete] <b>SDCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, mood assessment, modality, modalization, usuality, outer, high 1, objective, implicit 4, complete] <b>SDCC</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, paratactic, complete] <b>SDCC</b>
C4	Tr	[clause, middle, material, happening, behavioral, location, time 2, accompaniment, comitative, complete] <b>SDCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>SDCC</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, complete] <b>SDCC</b>
C5	Tr	[clause, middle, material, happening, eventive, location, place, complete] <b>DCC</b> <b>DRC</b> [clause, middle, relational, expanding, ascriptive, circumstantial, circumstance as attribute, location, place, complete] <b>DCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>DCC</b> <b>DRC</b> [clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, down-ranked, positive 1, complete] <b>DCC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>DCC</b> <b>DRC</b> [clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, relative pronoun, definite, complete] <b>DCC</b>
C6	Tr	[clause, middle, material, happening, behavioral, location, time 2, complete] <b>SDCC</b>
	Md	[clause, major, bound, finite, temporal, present 1, full, expansion, enhancing, hypotactic, positive 1, complete] <b>SDCC</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, hypotactic, complete] <b>SDCC</b>
C7	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, perceptive, specific, visual, complete] <b>CC</b> <b>DRC</b> [clause, effective, material, doing, transformative, elaborating 1, receptive, complete] <b>NFC CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b> <b>DRC</b> [clause, major, bound, non-finite, neutral, expansion, elaborating, down-ranked, positive 1, complete] <b>NFC CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b> <b>DRC</b> [clause, complete] <b>NFC (Rheme only) CC</b>
C8	Tr	[clause, middle, material, happening, eventive, manner, quality 2, location, place, complete] <b>AEC SDCC</b> <b>DRC</b> [clause, middle, relational, expanding, ascriptive, circumstantial, circumstance as attribute, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, complete] <b>AEC SDCC</b> <b>DRC</b> [clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, down-ranked, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>AEC SDCC</b> <b>DRC</b> [clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, relative pronoun, definite, complete] <b>CC</b>
C9	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, perceptive, specific, visual, complete] <b>CC</b> <b>DRC</b> [clause, location, place, incomplete, in process and circumstance] <b>NFC LDP</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b> <b>DRC</b> [clause, minor, fragment, incomplete, in residue, in predicator and circumstantial adjunct] <b>NFC LDP</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b> <b>DRC</b> [clause, incomplete, in rheme] <b>NFC (Rheme only) LDP</b>
C10	Tr	[clause, middle, mental 1, phenomenalization, hyperphenomenal, metaphenomenal, idea, cognitive 1, thinking, complete] <b>AEC CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>AEC CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>AEC CC</b>

C11	Tr	[clause, middle, material, happening, ranged, eventive, complete] <b>SDCC</b>
	Md	[clause, major, bound, finite, temporal, past 1, secondary tense, past 2, stop, full, modalized, modalization, probability, median, subjective, explicit 4, projection, indirect proposition, hypotactic, positive 1, complete] <b>SDCC</b>
	Th	[clause, unmarked topical theme, complete] <b>SDCC</b>
C12	Tr	[clause, middle, mental 1, phenomenalization, hyperphenomenal, macrophenomenal, ranged, perceptive, specific, auditory, noticed, unbounded, incomplete, in participant role] <b>LDP</b> <b>DRC</b> [clause, middle, material, happening, behavioral, complete] <b>NFC CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, incomplete, in residue, in complement] <b>LDP</b> <b>DRC</b> [clause, major, bound, non-finite, imperfective, expansion, elaborating, down-ranked, positive 1, complete] <b>NFC CC</b>
	Th	[clause, unmarked topical theme, textual theme, conjunctive adjunct, extending, adversative, incomplete, in rheme] <b>LDP</b> <b>DRC</b> [clause, unmarked topical theme, complete] <b>NFC CC</b>
C13	Tr	[clause, middle, mental 1, phenomenalization, hyperphenomenal, macrophenomenal, ranged, perceptive, specific, visual, unbounded, complete] <b>CC</b> <b>DRC</b> [clause, middle, material, happening, eventive, location, place, complete] <b>NFC SDCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b> <b>DRC</b> [clause, major, bound, non-finite, imperfective, expansion, elaborating, down-ranked, positive 1, complete] <b>NFC SDCC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>CC</b> <b>DRC</b> [unmarked topical theme, complete] <b>NFC SDCC</b>

COLLECTION 2 – NOVEMBER 2003:

PERSONAL EXPERIENCE:

1/1||| I will tell you a history about my sixteenth birthday. 2/2||| My birthday is on December fourth, 3|| it was a Wednesday. 3/4||| Monday, I began to call my friends to my party on wendsday, 5|| but everybody said 6|| that they couldn't go. |||

4/7||| I was upsed (triste) 8|| and so I change the day of the party to thursday. 5/9||| No body could go thursday to my party. 6/10||| So I give up (desisti)! |||

7/11||| Tuesday my sister talked to me about a surprise [[ my friends and she were planing! ]] 8/12||| I had my party on Wednesday, 13|| but I pretend (fingi) 14|| do not know anything about it. |||

SELECTION EXPRESSIONS		
C1	Tr	[clause, middle, verbal 1, verbalization, as name, receiver, matter, complete] <b>DCC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, modal, modulation, readiness, inclination, median, subjective, implicit 4, full, positive 1, complete] <b>DCC</b>
	Th	[clause, unmarked topical theme, complete] <b>DCC</b>
C2	Tr	[clause, middle, relational, expanding, ascriptive, circumstantial, circumstance as attribute, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C3	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, class, complete] <b>DCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>DCC</b>
	Th	[clause, unmarked topical theme, incomplete, in theme, in textual theme] <b>LDP</b>
C4	Tr	[clause, middle, verbal 1, receiver, location, time 2, place, incomplete, in circumstance] <b>LDP</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, incomplete, in residue, in circumstantial adjunct] <b>LDP</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, incomplete, in theme, in topical theme] <b>LDP</b>
C5	Tr	[clause, middle, verbal 1, verbalization, as locution, reporting, indicating, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>CC</b>

C6	Tr	[clause, middle, material, happening, eventive, complete] <b>CC</b>
	Md	[clause, major, bound, finite, modal, modalization, probability, outer, low 1, subjective, implicit 4, full, projection, indirect proposition, hypotactic, negative 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
C7	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>DCC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] <b>DCC</b>
	Th	[clause, unmarked topical theme, complete] <b>DCC</b>
C8	Tr	[clause, effective, material, doing, transformative, enhancing 1, operative, location, time 2, complete] <b>DCC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, present 1, full, positive 1, complete] <b>DCC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>DCC</b>
C9	Tr	[clause, middle, material, happening, eventive, location, time 2, place, incomplete, in circumstance] <b>LDP</b>
	Md	[clause, major, free, indicative, declarative, modal, modalization, probability, outer, low 1, subjective, implicit 4, full, positive 1, incomplete, in residue, in circumstantial adjunct] <b>LDP</b>
	Th	[clause, unmarked topical theme, incomplete, in rheme] <b>LDP</b>
C10	Tr	[clause, middle, mental 1, desiderative 1, decision, incomplete, in participant role] <b>LDP</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, present 1, full, positive 1, incomplete, in residue, in complement] <b>LDP</b>
	Th	[clause, unmarked topical theme, textual theme, conjunctive adjunct, enhancing, causal-conditional, causal, general, incomplete, in rheme] <b>LDP</b>
C11	Tr	[clause, middle, verbal 1, receiver, location, time 2, matter, incomplete, in circumstance] <b>LDP</b> <b>DRC</b> [clause, middle, mental 1, phenomenalization, phenomenal, ranged, desiderative 1, plan, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, incomplete, in residue, in circumstantial adjunct] <b>LDP</b> <b>DRC</b> [clause, major, bound, finite, temporal, past 1, secondary tense, present 2, stop, full, expansion, elaborating, down-ranked, positive 1, complete] <b>CC</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, incomplete, in theme, in topical theme] <b>LDP</b> <b>DRC</b> [clause, unmarked topical theme, complete] <b>CC</b>
C12	Tr	[clause, middle, relational, expanding, ascriptive, possessive, possession as process 1, possessor as carrier, location, time 2, complete] <b>DCC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] <b>DCC</b>
	Th	[clause, unmarked topical theme, complete] <b>DCC</b>
C13	Tr	[clause, middle, mental 1, phenomenalization, hyperphenomenal, metaphenomenal, idea, cognitive 1, pretence, complete] <b>DCC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, present 1, full, positive 1, incomplete, in mood, in finite] <b>LDP</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, incomplete, in rheme] <b>LDP</b>
C14	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, cognitive 1, knowledge, matter, incomplete, in participant role] <b>LDP</b>
	Md	[clause, major, bound, finite, temporal, present 1, full, projection, indirect proposition, hypotactic, negative 1, incomplete, in mood, in subject] <b>LDP</b>
	Th	[clause, marked topical theme, as transitivity role, process theme, incomplete, in theme, in topical theme] <b>LDP</b>

## PICTURE NARRATIVE:

1/1||| Once, there was a girl [[ reading a book quietly. ]] 2/2||| Sundry (de repente), her cat began to make some noises (miar) 3 || and it disturbed she. 3/4||| So, she opened the door 5 || and let the cat go to living room. ||| 4/6||| In the living room there was a bird in a jail (gaiola). ||| 5/7||| The cat tried to eat the bird, 8 || but 9<< when it opened the door of the jail, >> the bird got out of the jail 10 || and the cat fell down inside it! |||

6/11|| The girl listened the noise 12|| and 13<< when she saw the cat 14|| and understod (entendeu) 15|| what had happened, >> the bird was already flying away! |||

		SELECTION EXPRESSIONS
C1	Tr	[clause, middle, relational, existential, existence, complete] CC <b>DRC</b> [clause, middle, material, happening, ranged, eventive, manner, quality 2, complete] <b>NFC CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, mood assessment, temporality, relative to now, remote, non-future, complete] CC <b>DRC</b> [clause, major, bound, non-finite, imperfective, expansion, elaborating, down-ranked, positive 1, complete] <b>NFC CC</b>
	Th	[clause, unmarked topical theme, interpersonal theme, modal adjunct, mood, temporality, relative to now, remote, non-future, complete] CC <b>DRC</b> [clause, complete] <b>NFC (Rheme only) CC</b>
C2	Tr	[clause, effective, material, doing, creative, operative, complete] <b>DCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, comment, propositional, on whole, qualificative, prediction, unpredictable, full, positive 1, complete] <b>DCC</b>
	Th	[clause, unmarked topical theme, interpersonal theme, modal adjunct, comment, propositional, on whole, qualificative, prediction, unpredictable, complete] <b>DCC</b>
C3	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, emotive, interest/attention, normal, complete] <b>SDCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>SDCC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>SDCC</b>
C4	Tr	[clause, effective, material, doing, transformative, elaborating 1, operative, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, conjunctive adjunct, enhancing, causal-conditional, causal, general, complete] <b>CC</b>
C5	Tr	[clause, effective, material, doing, transformative, elaborating 1, location, place, incomplete, in circumstance] <b>AEC LDP</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, incomplete, in residue, in circumstantial adjunct] <b>AEC LDP</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, incomplete, in rheme] <b>AEC LDP</b>
C6	Tr	[clause, middle, relational, existential, existence, location, place, complete] <b>DCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>DCC</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, complete] <b>DCC</b>
C7	Tr	[clause, middle, material, happening, ranged, eventive, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C8	Tr	[clause, middle, material, happening, eventive, location, place, complete] <b>DCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>DCC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>DCC</b>
C9	Tr	[clause, effective, material, doing, transformative, elaborating 1, operative, location, time 2, complete] <b>DCC</b>
	Md	[clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] <b>DCC</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, hypotactic, complete] <b>DCC</b>
C10	Tr	[clause, middle, material, happening, eventive, location, place, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>CC</b>



C11	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, perceptive, specific, auditory, noticed, incomplete, in participnat role] <b>LDP</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, incomplete, in residue, in complement] <b>LDP</b>
	Th	[clause, unmarked topical theme, incomplete, in rheme] <b>LDP</b>
C12	Tr	[clause, middle, material, happening, eventive, location, place, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, secondary tense, present 2, stop, full, positive 1, mood assessment, temporality, relative to expectation, by, positive 2, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>CC</b>
C13	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, perceptive, specific, visual, location, time 2, complete] <b>CC</b>
	Md	[clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
C14	Tr	[clause, middle, mental 1, phenomenalization, hyperphenomenal, metaphenomenal, idea, cognitive 1, understanding, complete] <b>AEC DCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>AEC DCC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>AEC DCC</b>
C15	Tr	[clause, middle, material, happening, eventive, complete] <b>CC</b>
	Md	[clause, major, bound, finite, temporal, past 1, full, projection, indirect proposition, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>

COLLECTION 3 – DECEMBER 2003:

PERSONAL EXPERIENCE:

1/1||| Last Monday, I was coming to school 2|| and I would have to take a bus. 2/3||| I thought 4|| that any bus would serve (servir) 5|| and I took the first one. |||  
 3/6||| The bus didn't went for the place [[ I expected ]] 7|| and so I left the bus 8|| and 9<< because I had no more money, >> I had to come by foot! |||

SELECTION EXPRESSIONS		
C1	Tr	[clause, middle, material, happening, eventive, location, time 2, place, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, secondary tense, present 2, stop, full, positive 1, complete] <b>CC</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, complete] <b>CC</b>
C2	Tr	[clause, middle, material, happening, ranged, eventive, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, modal, modulation, obligation, outer, high 1, subjective, implicit 4, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>CC</b>
C3	Tr	[clause, middle, mental 1, phenomenalization, hyperphenomenal, metaphenomenal, idea, cognitive 1, thinking, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C4	Tr	[clause, middle, material, happening, eventive, complete] <b>CC</b>
	Md	[clause, major, bound, finite, modal, modalization, probability, median, subjective, implicit 4 + explicit 4, full, projection, indirect proposition, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>

C5	Tr	[clause, middle, material, happening, ranged, eventive, complete] <b>DCC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] <b>DCC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>DCC</b>
C6	Tr	[clause, middle, material, happening, eventive, location, place, complete] <b>SDCC</b> <b>DRC</b> [clause, middle, mental 1, phenomenization, phenomenal, ranged, desiderative 1, desire, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, negative 1, complete] <b>SDCC</b> <b>DRC</b> [clause, major, bound, finite, interactant, speaker, explicit 3, temporal, past 1, full, expansion, enhancing, down-ranked, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>SDCC</b> <b>DRC</b> [clause, unmarked topical theme, complete] <b>CC</b>
C7	Tr	[clause, middle, material, happening, ranged, eventive, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>CC</b>
C8	Tr	[clause, middle, material, happening, eventive, manner, means, complete] <b>DCC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, modal, modulation, obligation, outer, high 1, subjective, implicit 4, full, positive 1, complete] <b>DCC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>DCC</b>
C9	Tr	[clause, middle, relational, expanding, ascriptive, possessive, possession as process 1, possessor as carrier, complete] <b>CC</b>
	Md	[clause, major, bound, finite, interactant, speaker, explicit 3, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>

## PICTURE NARRATIVE:

1/1||| That was a girl [[ reading a book ]] 2 || and her cat was making some noises. 2/3||| So she let the cat at the living room 4 || and the cat tried to eat her small bird, 5 || but the bird got out of the jail (prisão) 6 || flying 7 || and the cat felt down inside the jail (prisão). 3/8||| After hear some noises, 9 || the girl came 10 || and saw [[ her bird flying away! ]] 4/11||| In fact she was happy, 12 || because she didn't like to see her small bird sad (triste) and closed in the jail (prisão). |||

SELECTION EXPRESSIONS		
C1	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, class, complete] <b>CC</b> <b>DRC</b> [clause, middle, material, happening, ranged, eventive, complete] <b>NFC CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b> <b>DRC</b> [clause, major, bound, non-finite, imperfective, expansion, elaborating, down-ranked, positive 1, complete] <b>NFC CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b> <b>DRC</b> [clause, complete] <b>NFC (Rheme only) CC</b>
C2	Tr	[clause, effective, material, doing, creative, operative, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, secondary tense, present 2, stop, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>CC</b>
C3	Tr	[clause, middle, material, happening, ranged, eventive, location, place, complete] <b>SDCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>SDCC</b>
	Th	[clause, unmarked topical theme, textual theme, conjunctive adjunct, enhancing, causal-conditional, causal, general, complete] <b>SDCC</b>
C4	Tr	[clause, middle, material, happening, ranged, eventive, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>CC</b>

C5	Tr	[clause, middle, material, happening, eventive, location, place, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] CC
C6	Tr	[clause, middle, material, happening, eventive, complete] NFC CC
	Md	[clause, major, bound, non-finite, imperfective, expansion, elaborating, hypotactic, positive 1, complete] NFC CC
	Th	[clause, complete] NFC (Rheme only) CC
C7	Tr	[clause, middle, material, happening, eventive, location, place, complete] DCC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] DCC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] DCC
C8	Tr	[clause, middle, mental 1, phenomenization, phenomenal, ranged, perceptive, specific, auditory, noticed, incomplete, in process] NFC LDP
	Md	[clause, major, bound, non-finite, perfective, 'zero', expansion, enhancing, hypotactic, positive 1, incomplete, in residue, in predicator] NFC LDP
	Th	[clause, textual theme, structural, conjunction, hypotactic, incomplete, in residue] NFC LDP
C9	Tr	[clause, middle, material, happening, eventive, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C10	Tr	[clause, middle, mental 1, phenomenization, hyperphenomenal, macrophenomenal, ranged, perceptive, specific, visual, unbounded, complete] AEC CC DRC [clause, middle, material, happening, eventive, location, place, complete] NFC CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] AEC CC DRC [clause, major, bound, non-finite, imperfective, expansion, elaborating, down-ranked, positive 1, complete] NFC CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] AEC CC DRC [clause, unmarked topical theme, complete] NFC CC
C11	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, comment, speech-functional, unqualified, factual, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, interpersonal theme, modal adjunct, comment, speech-functional, unqualified, factual, complete] CC
C12	Tr	[clause, middle, mental 1, phenomenization, phenomenal, ranged, perceptive, specific, visual, complete] CC
	Md	[clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] CC

## K.9 Stage 8

SUBJECT LA4:

COLLECTION 4 – MARCH 2004:

PERSONAL EXPERIENCE:

1/1||| I went to Presidio at this carnaval. 2/2||| Presidio is – beach in the cost cost of Ceará. 3/3||| I stayed at rented house with twenty-nine friends and their fathers. 4/4||| I arrived at friday 5 || and I came back at wensday. |||

5/6||| At the first night, nobody went to the party. 6/7||| On sunday, two friends of me came back 8 || because their were sick. 7/9||| Almost everybody got sickness. |||

8/10||| Everyday, at morning, we used to go to the beach 11 || and at night, we used to watch the show behind the music's truck. |||

9/12||| When I arrived here in Fortaleza 13 || I was very sad 14 || and I was missing my friends. |||

SELECTION EXPRESSIONS		
C1	Tr	[clause, middle, material, happening, eventive, location, place, time 2, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C2	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, class, location, place, incomplete, in participant role] <b>LDP</b>
	Md	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, incomplete, in residue, in complement] <b>LDP</b>
	Th	[clause, unmarked topical theme, incomplete, in rheme] <b>LDP</b>
C3	Tr	[clause, middle, relational, expanding, ascriptive, circumstantial, circumstance as attribute, accompaniment, comitative, incomplete, in participant role] <b>LDP</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, incomplete, in residue, in complement] <b>LDP</b>
	Th	[clause, unmarked topical theme, incomplete, in rheme] <b>LDP</b>
C4	Tr	[clause, middle, material, happening, eventive, location, time 2, complete] <b>DCC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] <b>DCC</b>
	Th	[clause, unmarked topical theme, complete] <b>DCC</b>
C5	Tr	[clause, middle, material, happening, eventive, location, time 2, complete] <b>DCC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] <b>DCC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>DCC</b>
C6	Tr	[clause, middle, material, happening, eventive, location, time 2, place, complete] <b>DCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>DCC</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, complete] <b>DCC</b>
C7	Tr	[clause, middle, material, happening, eventive, location, time 2, complete] <b>SDCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>SDCC</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, complete] <b>SDCC</b>
C8	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, incomplete, in participant role] <b>LDP</b>
	Md	[clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, incomplete, in mood, in subject] <b>LDP</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, incomplete, in theme, in topical theme] <b>LDP</b>
C9	Tr	[clause, middle, material, happening, eventive, incomplete, in participant role] <b>LDP</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, incomplete, in residue, in complement] <b>LDP</b>
	Th	[clause, unmarked topical theme, incomplete, in rheme] <b>LDP</b>
C10	Tr	[clause, middle, material, happening, eventive, extent, frequency, location, time 2, place, incomplete, in circumstance] <b>LDP</b>
	Md	[clause, major, free, indicative, declarative, interactant, speaker-plus, temporal, past 1, full, positive 1, incomplete, in residue, in circumstantial adjunct] <b>LDP</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, incomplete, in theme, in topical theme] <b>LDP</b>
C11	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, perceptive, specific, visual, location, time 2, place, complete] <b>DCC</b>
	Md	[clause, major, free, indicative, declarative, interactant, speaker-plus, temporal, past 1, full, positive 1, complete] <b>DCC</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, paratactic, complete] <b>DCC</b>

C12	Tr	[clause, middle, material, happening, eventive, location, time 2, place, complete] <b>CC</b>
	Md	[clause, major, bound, finite, interactant, speaker, explicit 3, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
C13	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C14	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, emotive, liking, normal, complete] <b>DCC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, secondary tense, present 2, stop, full, positive 1, complete] <b>DCC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>DCC</b>

PICTURE NARRATIVE:

1/1|| I was trying to read my book, 2|| but I couldn't focus (concentrar-me) 3|| because my cat Alfredo was making a strange noise, 4|| so I put him outside of my bedroom. |||  
 2/5|| After some minutes, I listened a big noise 6|| and I went to see 7|| what was that. 3/8|| I saw my cat inside the house of my brother's bird 9|| and the bird wasn't there. |||  
 4/10|| I don't know 11|| what had happened, 12|| I just imagine 13|| that my Alfredo tried to eat the bird 5/14|| I felt down his house. |||

SELECTION EXPRESSIONS		
C1	Tr	[clause, middle, material, happening, ranged, eventive, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, secondary tense, present 2, stop, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C2	Tr	[clause, middle, material, happening, eventive, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, modal, modulation, readiness, ability, outer, low 1, subjective, implicit 4, full, negative 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>CC</b>
C3	Tr	[clause, effective, material, doing, creative, operative, complete] <b>CC</b>
	Md	[clause, major, bound, finite, temporal, past 1, secondary tense, present 2, stop, full, expansion, enhancing, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
C4	Tr	[clause, effective, material, doing, transformative, enhancing 1, operative, location, place, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>CC</b>
C5	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, perceptive, specific, auditory, noticed, location, time 2, incomplete, in participnat role] <b>LDP</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, incomplete, in residue, in complement] <b>LDP</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, incomplete, in rheme] <b>LDP</b>
C6	Tr	[clause, middle, mental 1, phenomenalization, hyperphenomenal, metaphenomenal, idea, cognitive 1, understanding, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>CC</b>

C7	Tr	[clause, middle, relational, expanding, identifying, decoding, intensive, complete] <b>SDCC</b>
	Md	[clause, major, bound, finite, temporal, past 1, full, projection, indirect proposition, hypotactic, positive 1, complete] <b>SDCC</b>
	Th	[clause, marked topical theme, as transitivity role, non-subject (complement) participant theme, textual theme, structural, conjunction, hypotactic, complete] <b>SDCC</b>
C8	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, perceptive, specific, visual, location, place, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C9	Tr	[clause, middle, relational, expanding, ascriptive, circumstantial, circumstance as attribute, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, negative 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>CC</b>
C10	Tr	[clause, middle, mental 1, phenomenalization, hyperphenomenal, metaphenomenal, idea, cognitive 1, knowledge, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, present 1, full, negative 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C11	Tr	[clause, middle, material, happening, eventive, complete] <b>CC</b>
	Md	[clause, major, bound, finite, temporal, past 1, secondary tense, past 2, stop, full, modalized, modalization, probability, outer, high 1, subjective, explicit 4, transferred negative, projection, indirect proposition, hypotactic, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
C12	Tr	[clause, middle, mental 1, phenomenalization, hyperphenomenal, metaphenomenal, idea, cognitive 1, opining, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, present 1, full, positive 1, mood assessment, temporality, relative to now, near, non-future, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, incomplete, in theme, in textual theme] <b>LDP</b>
C13	Tr	[clause, middle, material, happening, ranged, eventive, complete] <b>CC</b>
	Md	[clause, major, bound, finite, temporal, past 1, full, modalized, modalization, probability, median, subjective, explicit 4, projection, indirect proposition, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
C14	Tr	[clause, effective, material, doing, transformative, enhancing 1, operative, complete] <b>DCC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] <b>DCC</b>
	Th	[clause, unmarked topical theme, complete] <b>DCC</b>

COLLECTION 5 – MAY 2004:

PERSONAL EXPERIENCE:

1/1||| Last week, I went to the beach with my friends 2|| to celebrate our vacations. 2/3||| After several hours drinking, 4|| eating 5|| and talking, 6|| we decided to swim. 3/7||| One of my friends was a little drunk 8|| and almost “se afogou”. ||| 4/9||| We saved him, 10|| but he drank a lot of water 11|| and he went to the hospital. ||| 5/12||| When his parents discovered 13|| what had happened, 14|| they fought with him and with us, 15|| but we “não tínhamos culpa”. ||| 6/16||| I understand theirs reaction, 17|| but I just don’t agree 18|| and I’m not going to his house anymore. |||

<b>SELECTION EXPRESSIONS</b>		
<b>C1</b>	<b>Tr</b>	[clause, middle, material, happening, eventive, location, time 2, place, accompaniment, comitative, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, marked topical theme, as transitivity role, circumstance theme, complete] <b>CC</b>
<b>C2</b>	<b>Tr</b>	[clause, middle, material, happening, ranged, eventive, complete] <b>NFC DCC</b>
	<b>Md</b>	[clause, major, bound, non-finite, perfective, 'to', expansion, enhancing, hypotactic, positive 1, complete] <b>NFC DCC</b>
	<b>Th</b>	[clause, textual theme, structural, conjunction, hypotactic, complete] <b>NFC DCC</b>
<b>C3</b>	<b>Tr</b>	[clause, middle, material, happening, eventive, complete] <b>NFC CC</b>
	<b>Md</b>	[clause, major, bound, non-finite, imperfective, expansion, enhancing, hypotactic, positive 1, complete] <b>NFC CC</b>
	<b>Th</b>	[clause, textual theme, conjunctive adjunct, enhancing, spatio-temporal, complex, interrupted, complete] <b>NFC CC</b>
<b>C4</b>	<b>Tr</b>	[clause, middle, material, happening, eventive, complete] <b>AEC NFC CC</b>
	<b>Md</b>	[clause, major, bound, non-finite, imperfective, expansion, enhancing, hypotactic, positive 1, complete] <b>AEC NFC CC</b>
	<b>Th</b>	[clause, textual theme, conjunctive adjunct, enhancing, spatio-temporal, complex, interrupted, complete] <b>AEC NFC CC</b>
<b>C5</b>	<b>Tr</b>	[clause, middle, verbal 1, complete] <b>AEC NFC CC</b>
	<b>Md</b>	[clause, major, bound, non-finite, imperfective, expansion, enhancing, hypotactic, positive 1, complete] <b>AEC NFC CC</b>
	<b>Th</b>	[clause, textual theme, conjunctive adjunct, enhancing, spatio-temporal, complex, interrupted, complete] <b>AEC NFC CC</b>
<b>C6</b>	<b>Tr</b>	[clause, middle, material, happening, eventive, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, interactant, speaker-plus, temporal, past 1, full, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, complete] <b>CC</b>
<b>C7</b>	<b>Tr</b>	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>DCC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>DCC</b>
	<b>Th</b>	[clause, unmarked topical theme, complete] <b>DCC</b>
<b>C8</b>	<b>Tr</b>	[clause, incomplete, in process] <b>AEC LDP</b>
	<b>Md</b>	[clause, minor, fragment, incomplete, in mood and residue, in finite and predicator] <b>AEC LDP</b>
	<b>Th</b>	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, incomplete, in rheme] <b>AEC LDP</b>
<b>C9</b>	<b>Tr</b>	[clause, effective, material, doing, transformative, extending, operative, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, interactant, speaker-plus, temporal, past 1, full, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, complete] <b>CC</b>
<b>C10</b>	<b>Tr</b>	[clause, middle, material, happening, ranged, eventive, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>CC</b>
<b>C11</b>	<b>Tr</b>	[clause, middle, material, happening, eventive, location, place, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>CC</b>

C12	Tr	[clause, middle, mental 1, phenomenalization, hyperphenomenal, metaphenomenal, idea, cognitive 1, understanding, location, time 2, complete] <b>CC</b>
	Md	[clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
C13	Tr	[clause, middle, material, happening, eventive, complete] <b>CC</b>
	Md	[clause, major, bound, finite, temporal, past 1, secondary tense, past 2, stop, full, projection, indirect proposition, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
C14	Tr	[clause, middle, verbal 1, receiver, complete] <b>SDCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>SDCC</b>
	Th	[clause, unmarked topical theme, complete] <b>SDCC</b>
C15	Tr	[clause, incomplete, in process and participant role] <b>LDP</b>
	Md	[clause, minor, fragment, incomplete, in mood and residue, in finite and predicator and complement] <b>LDP</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, incomplete, in rhyme] <b>LDP</b>
C16	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, cognitive 1, understanding, complete] <b>SDCC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, present 1, full, positive 1, complete] <b>SDCC</b>
	Th	[clause, unmarked topical theme, complete] <b>SDCC</b>
C17	Tr	[clause, middle, mental 1, desiderative 1, desire, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, present 1, full, negative 1, mood assessment, temporality, relative to now, near, non-future, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>CC</b>
C18	Tr	[clause, middle, material, happening, eventive, location, place, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, present 1, secondary tense, present 2, stop, full, negative 1, mood assessment, temporality, relative to expectation, since, negative 2, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>CC</b>

PICTURE NARRATIVE:

1/1|| I was reading my book 2|| and my cat began to make a strange noise. 2/3|| I put him at the room, 4|| so I could focus on my reading. 3/5|| After 10 minutes, I listened [[ something falling down. ]] 4/6|| I ignore this noise, 7|| but some minutes later I saw my bird on a tree, 8|| than I realized 9|| my cat was inside the “gaiola” of my Tutu. 5/10|| I was very angry with him, 11|| but I think 12|| it was better for Tutu. ||

SELECTION EXPRESSIONS		
C1	Tr	[clause, middle, material, happening, ranged, eventive, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, secondary tense, present 2, stop, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C2	Tr	[clause, effective, material, doing, creative, operative, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>CC</b>
C3	Tr	[clause, effective, material, doing, transformative, enhancing 1, operative, location, place, complete] <b>DCC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] <b>DCC</b>
	Th	[clause, unmarked topical theme, complete] <b>DCC</b>



C4	Tr	[clause, middle, material, happening, eventive, location, place, complete] <b>CC</b>
	Md	[clause, major, bound, finite, interactant, speaker, explicit 3, modal, modulation, readiness, ability, outer, low 1, subjective, implicit 4, full, expansion, enhancing, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
C5	Tr	[clause, middle, mental 1, phenomenalization, hyperphenomenal, macrophenomenal, ranged, perceptive, specific, auditory, noticed, unbounded, location, time 2, incomplete, in participant role] <b>LDP</b> <b>DRC</b> [clause, middle, material, happening, eventive, complete] <b>NFC CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, incomplete, in residue, in complement] <b>LDP</b> <b>DRC</b> [clause, major, bound, non-finite, imperfective, expansion, elaborating, down-ranked, positive 1, complete] <b>NFC CC</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, incomplete, in rheme] <b>LDP</b> <b>DRC</b> [clause, unmarked topical theme, complete] <b>NFC CC</b>
C6	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, cognitive 1, memory, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, present 1, full, positive 1, incomplete, in mood, in finite] <b>LDP</b>
	Th	[clause, unmarked topical theme, incomplete, in rheme] <b>LDP</b>
C7	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, perceptive, specific, visual, location, time 2, place, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, paratactic, complete] <b>CC</b>
C8	Tr	[clause, middle, mental 1, phenomenalization, hyperphenomenal, metaphenomenal, idea, cognitive 1, understanding, complete] <b>DCC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] <b>DCC</b>
	Th	[clause, unmarked topical theme, textual theme, conjunctive adjunct, enhancing, spatio-temporal, simple, following, external, complete] <b>DCC</b>
C9	Tr	[clause, middle, relational, expanding, ascriptive, circumstantial, circumstance as attribute, incomplete, in participant role] <b>LDP</b>
	Md	[clause, major, bound, finite, temporal, past 1, full, projection, indirect proposition, hypotactic, positive 1, incomplete, in residue, in complement] <b>LDP</b>
	Th	[clause, unmarked topical theme, incomplete, in rheme] <b>LDP</b>
C10	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, cause, reason, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C11	Tr	[clause, middle, mental 1, phenomenalization, hyperphenomenal, metaphenomenal, idea, cognitive 1, opining, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, present 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>CC</b>
C12	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, angle, viewpoint, complete] <b>CC</b>
	Md	[clause, major, bound, finite, temporal, past 1, full, modalized, modalization, probability, median, subjective, explicit 4, projection, indirect proposition, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>

COLLECTION 6 – JUNE 2004:

PERSONAL EXPERIENCE:

1/1||| Since I was a child, 2|| I knew 3|| that someday I would have to change the school 4|| after doing my “primeira comunhão”. |||

2/5|| I used to study at Santa Isabel 6|| and I had a lot of friends there. 3/7|| The last year was certainly the best one:  
 8|| I was the leader of my class, 9|| I participated the “quadrilha” 10|| and even made a “peça de teatro”. |||  
 4/11|| At the end of the year, my parents decided to change for our apartment 5/12|| I had to agree with them. |||  
 6/13|| I spend all my vacations at my friends house 14|| and one day my parents called 15|| and said 16|| that I  
 would study in the same school for more one year. 7/17|| I was finally very happy 18|| because I wouldn’t have to leave my  
 best friends. |||

		SELECTION EXPRESSIONS
C1	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, class, complete] CC
	Md	[clause, major, bound, finite, interactant, speaker, explicit 3, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] CC
C2	Tr	[clause, middle, mental 1, phenomenalization, hyperphenomenal, metaphenomenal, idea, cognitive 1, knowledge, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, incomplete, in mood, in finite] LDP
	Th	[clause, unmarked topical theme, incomplete, in rheme] LDP
C3	Tr	[clause, middle, material, happening, ranged, eventive, location, time 2, complete] DCC
	Md	[clause, major, bound, finite, interactant, speaker, explicit 3, modal, modulation, obligation, outer, high 1, subjective, implicit 4, full, projection, indirect proposal, hypotactic, positive 1, complete] DCC
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, hypotactic, complete] DCC
C4	Tr	[clause, middle, material, happening, ranged, eventive, incomplete, in participant role] NFC LDP
	Md	[clause, major, bound, non-finite, imperfective, expansion, enhancing, hypotactic, positive 1, incomplete, in residue, in complement] NFC LDP
	Th	[clause, textual theme, structural, conjunction, hypotactic, incomplete, in rheme] NFC LDP
C5	Tr	[clause, middle, material, happening, eventive, location, place, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C6	Tr	[clause, middle, relational, expanding, ascriptive, possessive, possession as process 1, possessor as carrier, location, place, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] CC
C7	Tr	[clause, middle, relational, expanding, identifying, decoding, intensive, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, mood assessment, modality, modalization, probability, outer, high 1, objective, implicit 4, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C8	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, class, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C9	Tr	[clause, middle, material, happening, eventive, incomplete, in circumstance] LDP
	Md	major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, incomplete, in residue, in circumstantial adjunct] LDP
	Th	[clause, unmarked topical theme, incomplete, in rheme] LDP
C10	Tr	[clause, effective, material, doing, creative, operative, incomplete, in participant role] AEC LDP
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, mood assessment, intensity, counter-expectancy, exceeding, incomplete, in residue, in complement] AEC LDP
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, incomplete, in rheme] AEC LDP

C11	Tr	[clause, middle, material, happening, eventive, location, time 2, place, complete] <b>SDCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>SDCC</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, complete] <b>SDCC</b>
C12	Tr	[clause, middle, verbal 1, receiver, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, modal, modulation, obligation, outer, high 1, subjective, implicit 4, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C13	Tr	[clause, middle, material, happening, ranged, behavioral, location, place, incomplete, in circumstance] <b>LDP</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, present 1, full, positive 1, incomplete, in residue, in circumstantial adjunct] <b>LDP</b>
	Th	[clause, unmarked topical theme, incomplete, in rheme] <b>LDP</b>
C14	Tr	[clause, middle, material, happening, eventive, location, time 2, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, paratactic, complete] <b>CC</b>
C15	Tr	[clause, middle, verbal 1, verbalization, as locution, reporting, imperating, complete] <b>AEC DCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>AEC DCC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>AEC DCC</b>
C16	Tr	[clause, middle, material, happening, eventive, location, place, extent, duration, complete] <b>SDCC</b>
	Md	[clause, major, bound, finite, interactant, speaker, explicit 3, modal, modalization, probability, median, subjective, implicit 4, full, projection, indirect proposition, hypotactic, positive 1, complete] <b>SDCC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>SDCC</b>
C17	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>DCC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, mood assessment, temporality, relative to expectation, by, positive 2, complete] <b>DCC</b>
	Th	[clause, unmarked topical theme, complete] <b>DCC</b>
C18	Tr	[clause, middle, material, happening, ranged, eventive, complete] <b>CC</b>
	Md	[clause, major, bound, finite, interactant, speaker, explicit 3, modal, modulation, obligation, outer, high 1, subjective, implicit 4, full, expansion, enhancing, hypotactic, negative 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>

PICTURE NARRATIVE:

1/1|| My name is Lucy. 2/2|| I have a cat 3|| and I use to have a small yellow bird. 3/4|| Once up a time, I was reading my “física-quântica” book 5|| and my cat asked 6|| to open the door 7|| because he wanted to drink water. 4/8|| But my cat didn’t really wanted to drink, 9|| he wanted to eat my bird. 5/10|| (they always hated each other). 6/11|| Some minutes later, I heard [[ my bird calling me. ]] 7/12|| When I arrived at the dinning-room, 13|| my cat was crying inside his “gaiola” 14|| and said 15|| he was sorry. 8/16|| My bird said 17|| that, 18<< if I really love him, >> I would let he go, 19|| and so I did |||

SELECTION EXPRESSIONS		
C1	Tr	[clause, middle, relational, expanding, identifying, encoding, intensive, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C2	Tr	[clause, middle, relational, expanding, ascriptive, possessive, possession as process 1, possessor as carrier, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, present 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>

C3	Tr	[clause, middle, relational, expanding, ascriptive, possessive, possession as process 1, possessor as carrier, complete] <b>CC</b>
	Md	[clause, major, free, indicative, interactant, speaker, temporal, present 1, full, incomplete, in mood, in finite and predicator] <b>LDP</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, incomplete, in rheme] <b>LDP</b>
C4	Tr	[clause, middle, material, happening, ranged, eventive, incomplete, in participant role] <b>LDP</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, secondary tense, present 2, stop, full, positive 1, mood assessment, temporality, relative to now, remote, non-future, incomplete, in residue, in complement] <b>LDP</b>
	Th	[clause, unmarked topical theme, interpersonal theme, modal adjunct, mood, temporality, relative to now, remote, non-future, incomplete, in rheme] <b>LDP</b>
C5	Tr	[clause, middle, verbal 1, verbalization, as locution, reporting, imperating, incomplete, in participant role] <b>LDP</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, incomplete, in residue, in complement] <b>LDP</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, incomplete, in rheme] <b>LDP</b>
C6	Tr	[clause, effective, material, doing, transformative, elaborating 1, operative, complete] <b>NFC CC</b>
	Md	[clause, major, bound, non-finite, perfective, 'to', projection, indirect proposal, hypotactic, positive 1, complete] <b>NFC CC</b>
	Th	[clause, complete] <b>NFC (Rheme only) CC</b>
C7	Tr	[clause, middle, material, happening, ranged, eventive, complete] <b>CC</b>
	Md	[clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
C8	Tr	[clause, middle, material, happening, eventive, complete] <b>SDCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, negative 1, mood assessment, intensity, counter-expectancy, exceeding, complete] <b>SDCC</b>
	Th	[clause, unmarked topical theme, textual theme, conjunctive adjunct, extending, adversative, complete] <b>SDCC</b>
C9	Tr	[clause, middle, material, happening, ranged, eventive, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C10	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, emotive, liking, intensified, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, mood assessment, modality, modalization, usuality, outer, high 1, objective, implicit 4, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C11	Tr	[clause, middle, mental 1, phenomenalization, hyperphenomenal, macrophenomenal, ranged, perceptive, specific, auditory, noticed, unbounded, location, time 2, complete] <b>CC</b> <b>DRC</b> [clause, middle, verbal 1, receiver, complete] <b>NFC CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] <b>CC</b> <b>DRC</b> [clause, major, bound, non-finite, imperfective, expansion, elaborating, down-ranked, positive 1, complete] <b>NFC CC</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, complete] <b>CC</b> <b>DRC</b> [clause, unmarked topical theme, complete] <b>NFC CC</b>
C12	Tr	[clause, middle, material, happening, eventive, location, place, complete] <b>DCC</b>
	Md	[clause, major, bound, finite, interactant, speaker, explicit 3, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] <b>DCC</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, hypotactic, complete] <b>DCC</b>

C13	Tr	[clause, middle, material, happening, behavioral, location, place, incomplete, in circumstance] <b>LDP</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, secondary tense, present 2, stop, full, positive 1, incomplete, in residue, in circumstantial adjunct] <b>LDP</b>
	Th	[clause, unmarked topical theme, incomplete, in rhyme] <b>LDP</b>
C14	Tr	[clause, middle, verbal 1, verbalization, as locution, reporting, indicating, complete] <b>AEC CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>AEC CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>AEC CC</b>
C15	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>CC</b>
	Md	[clause, major, bound, finite, temporal, past 1, full, projection, indirect proposition, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C16	Tr	[clause, middle, verbal 1, verbalization, as locution, reporting, imperating, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C17	Tr	[clause, effective, material, doing, transformative, elaborating 1, operative, complete] <b>SDCC</b>
	Md	[clause, major, bound, finite, interactant, speaker, explicit 3, modal, modulation, obligation, outer, low 1, subjective, explicit 4, full, projection, indirect proposal, hypotactic, positive 1, complete] <b>SDCC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>SDCC</b>
C18	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, emotive, liking, intensified, complete] <b>CC</b>
	Md	[clause, major, bound, finite, interactant, speaker, explicit 3, temporal, present 1, full, expansion, enhancing, hypotactic, positive 1, mood assessment, intensity, counter-expectancy, exceeding, incomplete, in mood, in finite] <b>LDP</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, incomplete, in rhyme] <b>LDP</b>
C19	Tr	[clause, effective, material, doing, transformative, elaborating 1, operative, complete] <b>AEC CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, elliptical, partial, positive 1, complete] <b>AEC CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>AEC CC</b>

## K.10 Stage 9

SUBJECT LA5:

COLLECTION 1 – SEPTEMBER 2003:

PERSONAL EXPERIENCE:

1/1|| I remember a day [[ that I was in 7<sup>th</sup> degree || and my math teacher booked a test || and it would happen || to help the principal grade, ]] 2|| in fact it would be a test [[ that only would help || if its grade was superior [[ than the principal one. ]] ]] 2/3|| By the way, 4<< if the grade of the test was inferior >> it wouldn't go to decrease the main grade. 3/5|| So, I had done the test 6|| and I wasn't expecting a great grade, 7|| and prediction was true, 8|| I've get the worst grade [[ that I ever had until today. ]] 4/9|| After that, my father said to me 10|| that the worsts moments in life are the bests moments [[ to show ourselves our capacity [[ of overcoming barriers, ]] ]] 11|| since those confortables words I take difficulties not only as difficulties 12|| but always as a way [[ to improve my personality and my view of many kinds of things around me. ]] 5/13|| We have to work in our difficulties 14|| trying let it better [[ than it were. ]] ||

		SELECTION EXPRESSIONS
C1	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, cognitive 1, memory, complete] CC <b>DRC1</b> [clause, middle, relational, expanding, ascriptive, circumstantial, circumstance as attribute, location, place, incomplete, in circumstance] LDP <b>DRC2 in relation to DRC1</b> [clause, middle, material, happening, ranged, eventive, complete] CC <b>DRC3 in relation to DRC2</b> [clause, middle, material, happening, eventive, complete] CC <b>DRC4 in relation to DRC3</b> [clause, middle, material, happening, ranged, eventive, complete] NFC CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, present 1, full, positive 1, complete] CC <b>DRC1</b> [clause, major, bound, finite, interactant, speaker, explicit 3, temporal, past 1, full, expansion, enhancing, down-ranked, positive 1, incomplete, in residue, in circumstantial adjunct] LDP <b>DRC2 in relation to DRC1</b> [clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC <b>DRC3 in relation to DRC2</b> [clause, major, free, indicative, declarative, modal, modalization, probability, median, subjective, implicit 4, full, positive 1, complete] CC <b>DRC4 in relation to DRC3</b> [clause, major, bound, non-finite, perfective, 'to', expansion, enhancing, hypotactic, positive 1, complete] NFC CC
	Th	[clause, unmarked topical theme, complete] CC <b>DRC1</b> [clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, relative pronoun, definite, incomplete, in theme, in textual and topical theme] LDP <b>DRC2 in relation to DRC1</b> [clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] CC <b>DRC3 in relation to DRC2</b> [clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] CC <b>DRC4 in relation to DRC3</b> [clause, textual theme, structural, conjunction, hypotactic, complete] NFC CC
C2	Tr	[clause, middle, relational, expanding, identifying, decoding, intensive, complete] CC <b>DRC1</b> [clause, middle, material, happening, eventive, complete] CC <b>DRC2 in relation to DRC1</b> [clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] SDCC <b>DRC3 in relation to DRC2</b> [clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] AEC CC
	Md	[clause, major, free, indicative, declarative, modal, modalization, probability, median, subjective, implicit 4, comment, speech-functional, unqualified, factual, full, positive 1, complete] CC <b>DRC1</b> [clause, major, bound, finite, modal, modalization, probability, median, subjective, implicit 4, full, expansion, elaborating, down-ranked, positive 1, mood assessment, intensity, counter-expectancy, limiting, complete] CC <b>DRC2 in relation to DRC1</b> [clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] SDCC <b>DRC3 in relation to DRC2</b> [clause, major, bound, finite, temporal, past 1, full, expansion, elaborating, hypotactic, positive 1, complete] AEC CC
	Th	[clause, unmarked topical theme, interpersonal theme, modal adjunct, comment, speech-functional, unqualified, factual, incomplete, in theme, in textual theme] LDP <b>DRC1</b> [clause, unmarked topical theme, textual theme, structural, relative pronoun, definite, complete] CC <b>DRC2 in relation to DRC1</b> [clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] SDCC <b>DRC3 in relation to DRC2</b> [clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] AEC CC
C3	Tr	[clause, effective, material, doing, transformative, elaborating 1, operative, complete] CC
	Md	[clause, major, free, indicative, declarative, modal, modalization, probability, median, subjective, implicit 4, full, negative 1, mood assessment, intensity, counter-expectancy, exceeding, complete] CC
	Th	[clause, unmarked topical theme, interpersonal theme, modal adjunct, mood, intensity, counter-expectancy, exceeding, complete] CC
C4	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] SDCC
	Md	[clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] SDCC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] SDCC

C5	Tr	[clause, middle, material, happening, ranged, eventive, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, secondary tense, past 2, stop, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, conjunctive adjunct, enhancing, causal-conditional, causal, general, complete] CC
C6	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, desiderative 1, desire, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, secondary tense, present 2, stop, full, negative 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] CC
C7	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, incomplete, in participat role] LDP
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, incomplete, in mood, in subject] LDP
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, incomplete, in theme, in topical theme] LDP
C8	Tr	[clause, middle, material, happening, ranged, eventive, complete] DCC DRC [clause, middle, relational, expanding, ascriptive, possessive, possession as process 1, possessor as carrier, extent, duration, complete] DCC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, present 1, secondary tense, full, positive 1, complete] DCC DRC [clause, major, bound, finite, interactant, speaker, explicit 3, temporal, past 1, full, expansion, elaborating, down-ranked, positive 1, mood assessment, modality, modalization, usuality, outer, high 1, objective, implicit 4, incomplete, in mood, in finite] LDP
	Th	[clause, unmarked topical theme, incomplete, in theme, in textual theme] LDP DRC [clause, marked topical theme, as transitivity role, non-subject (complement) participant theme, textual theme, structural, relative pronoun, definite, incomplete, in rheme] LDP
C9	Tr	[clause, middle, verbal 1, verbalization, as locurion, reporting, indicating, receiver, location, time 2, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, complete] CC
C10	Tr	[clause, middle, relational, expanding, identifying, decoding, intensive, complete] SDCC DRC1 [clause, effective, material, doing, transformative, extending, recipiency, operative, complete] NFC CC DRC2 in relation to DRC1 [clause, effective, material, doing, transformative, elaborating 1, operative, complete] NFC CC
	Md	[clause, major, bound, finite, temporal, present 1, full, projection, indirect proposition, hypotactic, positive 1, complete] SDCC DRC1 [clause, major, bound, non-finite, perfective, 'to', expansion, elaborating, down-ranked, positive 1, complete] NFC CC DRC2 in relation to DRC1 [clause, major, bound, non-finite, imperfective, expansion, elaborating, down-ranked, positive 1, complete] NFC CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] SDCC DRC1 [clause, complete] NFC (Rheme only) CC DRC2 in relation to DRC1 [clause, textual theme, structural, conjunction, hypotactic, complete] NFC CC
C11	Tr	[clause, middle, material, happening, ranged, eventive, extent, duration, role, guise, complete] SDCC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, present 1, full, positive 1, incomplete, in mood, in finite] LDP
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, incomplete, in theme and rheme, in textual theme] LDP

C12	Tr	[clause, middle, material, happening, ranged, eventive, extent, duration, role, guise, complete] <b>AEC SDCC</b> <b>DRC</b> [clause, effective, material, doing, transformative, elaborating 1, operative, complete] <b>NFC CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, present 1, full, positive 1, mood assessment, modality, modalization, usuality, outer, high 1, objective, implicit 4, incomplete, in mood, in finite] <b>AEC LDP</b> <b>DRC</b> [clause, major, bound, non-finite, perfective, 'to', expansion, enhancing, down-ranked, positive 1, complete] <b>NFC CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, incomplete, in rheme] <b>AEC LDP</b> <b>DRC</b> [clause, complete] <b>NFC (Rheme only) CC</b>
C13	Tr	[clause, middle, material, happening, eventive, location, place, complete] <b>DCC</b>
	Md	[clause, major, free, indicative, declarative, interactant, speaker-plus, modal, modulation, obligation, outer, high 1, subjective, implicit 4, full, positive 1, complete] <b>DCC</b>
	Th	[clause, unmarked topical theme, complete] <b>DCC</b>
C14	Tr	[clause, middle, material, happening, ranged, eventive, incomplete, in process] <b>NFC LDP</b> <b>DRC</b> [clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>AEC DCC</b>
	Md	[clause, major, bound, non-finite, imperfective, expansion, elaborating, hypotactic, positive 1, incomplete, in residue, in predicator] <b>NFC LDP</b> <b>DRC</b> [clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, down-ranked, positive 1, complete] <b>AEC DCC</b>
	Th	[clause, incomplete, in rheme] <b>NFC (in Rheme only) LDP</b> <b>DRC</b> [clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>AEC DCC</b>

PICTURE NARRATIVE:

1/1||| Was a beautiful afternoon, 2|| the young lady was reading her most lovely book 3|| that was about other cultures in the world. 2/4||| Her cat was lying on her bed, 5|| he was trying to take a slip 6|| when he heard a bird's whistle 7|| that took his attention 8|| and make him to think about his lunch, 9|| in how he was hungry. 3/10||| As soon as he thought about his lunch 11|| he jumped of the bed 12|| and showed 13|| that he would want going out the bedroom. 4/14||| His intentions was [[ to eat the bird, ]] 15|| so 16<< when he saw nobody in the room [[ that the bird was, ]] >> he went until the jail 17|| and tried to take the bird 18|| but the bird could scape 19|| and the cat was jailed instead of bird. 5/20||| The young lady listened that horrible noise 21|| and runned out the bedroom, 22|| when she saw the cat [[ locked into the bird's jail. ]] 6/23||| After that incident the bird was free 24|| and the girl let the bird go away 25|| although she had liked 26|| when her mother gave him to her. 7/27||| She have done the same thing with other jailed animals, 28|| but about her cat, she decide to never give up of him. |||

SELECTION EXPRESSIONS		
C1	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, class, incomplete, in participant role] <b>LDP</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, incomplete, in mood, in subject] <b>LDP</b>
	Th	[clause, marked topical theme, as transitivity role, process theme, incomplete, in theme, in topical theme] <b>LDP</b>
C2	Tr	[clause, middle, material, happening, ranged, eventive, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, secondary tense, present 2, stop, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, incomplete, in theme, in textual theme] <b>LDP</b>
C3	Tr	[clause, middle, relational, expanding, ascriptive, circumstantial, circumstance as attribute, complete] <b>CC</b>
	Md	[clause, major, bound, finite, temporal, past 1, full, expansion, elaborating, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, relative pronoun, definite, complete] <b>CC</b>



C4	Tr	[clause, middle, material, happening, behavioral, location, place, complete] <b>DCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, secondary tense, present 2, stop, full, positive 1, complete] <b>DCC</b>
	Th	[clause, unmarked topical theme, complete] <b>DCC</b>
C5	Tr	[clause, middle, material, happening, ranged, eventive, complete] <b>DCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, secondary tense, present 2, stop, full, positive 1, complete] <b>DCC</b>
	Th	[clause, unmarked topical theme, incomplete, in theme, in textual theme] <b>LDP</b>
C6	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, perceptive, specific, auditory, noticed, location, time 2, complete] <b>CC</b>
	Md	[clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
C7	Tr	[clause, middle, material, happening, ranged, eventive, complete] <b>CC</b>
	Md	[clause, major, bound, finite, temporal, past 1, full, expansion, elaborating, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, relative pronoun, definite, complete] <b>CC</b>
C8	Tr	[clause, effective, mental 1, phenomenalization, phenomenal, ranged, {+ hyperphenomenal, metaphenomenal, idea – <b>in relation to C9</b> }, cognitive 1, thinking, complete] <b>AEC SDCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, complete] <b>AEC SDCC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>AEC SDCC</b>
C9	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>SDCC</b>
	Md	[clause, major, bound, finite, temporal, past 1, full, projection, indirect proposition, hypotactic, positive 1, complete] <b>SDCC</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, incomplete, in theme, in textual theme] <b>LDP</b>
C10	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, cognitive 1, thinking, complete] <b>CC</b>
	Md	[clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
C11	Tr	[clause, middle, material, happening, eventive, location, place, complete] <b>DCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>DCC</b>
	Th	[clause, unmarked topical theme, complete] <b>DCC</b>
C12	Tr	[clause, middle, verbal 1, verbalization, as locution, reporting, imperating, complete] <b>AEC CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>AEC CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>AEC CC</b>
C13	Tr	[clause, middle, material, happening, eventive, location, place, incomplete, in circumstance] <b>LDP</b>
	Md	[clause, major, bound, finite, modal, modulation, readiness, inclination, median, subjective, implicit 4, full, projection, indirect proposal, hypotactic, positive 1, incomplete, in residue, in circumstantial adjunct] <b>LDP</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, incomplete, in rheme] <b>LDP</b>
C14	Tr	[clause, middle, relational, expanding, identifying, decoding, intensive, complete] <b>SDCC</b> <b>DRC</b> [clause, middle, material, happening, ranged, eventive, complete] <b>NFC CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>SDCC</b> <b>DRC</b> [clause, major, bound, non-finite, perfective, ‘to’, expansion, elaborating, down-ranked, positive 1, complete] <b>NFC CC</b>
	Th	[clause, unmarked topical theme, complete] <b>SDCC</b> <b>DRC</b> [clause, complete] <b>NFC (Rheme only) CC</b>

C15	Tr	[clause, middle, material, happening, eventive, extent, distance, complete] <b>SDCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>SDCC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>SDCC</b>
C16	Tr	[clause, middle, mental 1, phenomenization, phenomenal, ranged, perceptive, specific, visual, location, time 2, place, complete] <b>CC</b> <b>DRC</b> [clause, middle, relational, expanding, ascriptive, circumstantial, circumstance as attribute, incomplete, in participant role] <b>LDP</b>
	Md	[clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] <b>CC</b> <b>DRC</b> [clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, down-ranked, positive 1, incomplete, in residue, in complement] <b>LDP</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b> <b>DRC</b> [clause, marked topical theme, as transitivity role, non-subject (complement) participant theme, textual theme, structural, relative pronoun, definite, incomplete, in theme, in textual and topical theme] <b>LDP</b>
C17	Tr	[clause, effective, material, doing, transformative, enhancing 1, operative, complete] <b>AEC DCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>AEC DCC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>AEC DCC</b>
C18	Tr	[clause, middle, material, happening, eventive, complete] <b>DCC</b>
	Md	[clause, major, free, indicative, declarative, modal, modalization, probability, outer, low 1, subjective, implicit 4, full, positive 1, complete] <b>DCC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>DCC</b>
C19	Tr	[clause, effective, material, doing, transformative, elaborating 1, receptive, accompaniment, additive, incomplete, in circumstance] <b>LDP</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, incomplete, in residue, in circumstantial adjunct] <b>LDP</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, incomplete, in rheme] <b>LDP</b>
C20	Tr	[clause, middle, mental 1, phenomenization, phenomenal, ranged, perceptive, specific, auditory, noticed, incomplete, in participnat role] <b>LDP</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, incomplete, in residue, in complement] <b>LDP</b>
	Th	[clause, unmarked topical theme, incomplete, in rheme] <b>LDP</b>
C21	Tr	[clause, middle, material, happening, eventive, location, place, incomplete, in circumstance] <b>AEC LDP</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, incomplete, in residue, in circumstantial adjunct] <b>AEC LDP</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, incomplete, in rheme] <b>AEC LDP</b>
C22	Tr	[clause, middle, mental 1, phenomenization, phenomenal, ranged, perceptive, specific, visual, location, time 2, complete] <b>CC</b> <b>DRC</b> [clause, effective, material, doing, transformative, elaborating 1, receptive, location, place, complete] <b>NFC DCC</b>
	Md	[clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] <b>CC</b> <b>DRC</b> [clause, major, bound, non-finite, neutral, expansion, elaborating, down-ranked, positive 1, complete] <b>NFC DCC</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b> <b>DRC</b> [clause, complete] <b>NFC (Rheme only) DCC</b>
C23	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, location, time 2, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, complete] <b>CC</b>

C24	Tr	[clause, effective, material, doing, transformative, elaborating 1, operative, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] CC
C25	Tr	[clause, middle, mental 1, emotive, liking, normal, incomplete, in participant role] LDP
	Md	[clause, major, bound, finite, temporal, past 1, secondary tense, past 2, stop, full, expansion, enhancing, hypotactic, positive 1, incomplete, in residue, in complement] LDP
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, incomplete, in rheme] LDP
C26	Tr	[clause, effective, material, doing, transformative, extending, reciprocity, operative, location, time 2, complete] CC
	Md	[clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] CC
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, hypotactic, complete] CC
C27	Tr	[clause, effective, material, doing, transformative, extending, reciprocity, operative, complete] SDCC
	Md	[clause, major, free, indicative, declarative, temporal, present 1, secondary tense, past 2, stop, full, positive 1, complete] SDCC
	Th	[clause, unmarked topical theme, complete] SDCC
C28	Tr	[clause, effective, material, doing, transformative, extending, operative, matter, complete] DCC
	Md	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, mood assessment, modality, modalization, usuality, outer, high 1, objective, implicit 4, incomplete, in mood, in finite] LDP
	Th	[clause, marked topical theme, as internal matter, textual theme, structural, conjunction, paratactic, incomplete, in rheme] LDP

COLLECTION 2 – NOVEMBER 2003:

PERSONAL EXPERIENCE:

1/1|| Last Saturday me and my family went to a celebration in the Cathedral of my city. 2/2|| We were celebrating our last regular study year. 3/3|| Everyone [[ who was catholic in my school ]] should have gone 4|| because that date will pointing our form [[ to express || and to give thanks to God. ]] 4/5|| That moment was extremely important for all concludants 6|| because it has gave to us more assertiveness about some life reflections. 5/7|| The words [[ that the father said to us ]] were compound by a speech with a number of advices and words of love. 6/8|| Definitely, that saturday was the most important day [[ I've ever lived ]] in regard with the reflections [[ that were pointed there. ]] ||

SELECTION EXPRESSIONS		
C1	Tr	[clause, middle, material, happening, eventive, location, time 2, place, incomplete, in circumstance] LDP
	Md	[clause, major, free, indicative, declarative, interactant, speaker-plus, temporal, past 1, full, positive 1, incomplete, in residue, in circumstantial adjunct] LDP
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, incomplete, in rheme] LDP
C2	Tr	[clause, middle, material, happening, ranged, eventive, complete] CC
	Md	[clause, major, free, indicative, declarative, interactant, speaker-plus, temporal, past 1, secondary tense, present 2, stop, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C3	Tr	[clause, middle, material, happening, eventive, complete] CC DRC [clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, location, place, complete] DCC
	Md	[clause, major, free, indicative, declarative, modal, modulation, obligation, median, subjective, implicit 4, secondary tense, past 2, stop, full, positive 1, complete] CC DRC [clause, major, bound, finite, temporal, past 1, full, expansion, elaborating, down-ranked, positive 1, complete] DCC
	Th	[clause, unmarked topical theme, complete] CC DRC [clause, unmarked topical theme, textual theme, structural, relative pronoun, definite, complete] DCC

C4	Tr	[clause, middle, material, happening, ranged, eventive, incomplete, in process] <b>LDP</b> <b>DRC1</b> [clause, middle, verbal 1, verbalization, as name, receiver, complete] <b>NFC CC</b> <b>DRC2</b> [clause, effective, material, doing, transformative, extending, reciprocity, operative, complete] <b>NFC CC</b>
	Md	[clause, major, free, indicative, declarative, modal, modalization, probability, median, subjective, implicit 4, secondary tense, present 2, stop, full, positive 1, incomplete, in residue, in predicator] <b>LDP</b> <b>DRC1</b> [clause, major, bound, non-finite, perfective, 'to', expansion, elaborating, down-ranked, positive 1, complete] <b>NFC CC</b> <b>DRC2</b> [clause, major, bound, non-finite, perfective, 'to', expansion, elaborating, down-ranked, positive 1, complete] <b>NFC CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, incomplete, in rheme] <b>LDP</b> <b>DRC1</b> [clause, complete] <b>NFC (Rheme only) CC</b> <b>DRC2</b> [clause, textual theme, structural, conjunction, paratactic, complete] <b>NFC CC</b>
C5	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, angle, viewpoint, incomplete, in circumstance] <b>LDP</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, incomplete, in residue, in circumstantial adjunct] <b>LDP</b>
	Th	[clause, unmarked topical theme, incomplete, in rheme] <b>LDP</b>
C6	Tr	[clause, effective, material, doing, transformative, extending, reciprocity, operative, complete] <b>DCC</b>
	Md	[clause, major, bound, finite, temporal, present 1, secondary tense, stop, full, expansion, enhancing, hypotactic, positive 1, complete] <b>DCC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>DCC</b>
C7	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, role, product, incomplete, in participant role] <b>LDP</b> <b>DRC</b> [clause, middle, verbal 1, verbalization, as name, receiver, complete] <b>DCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, incomplete, in residue, in complement] <b>LDP</b> <b>DRC</b> [clause, major, bound, finite, temporal, past 1, full, expansion, elaborating, down-ranked, positive 1, complete] <b>DCC</b>
	Th	[clause, unmarked topical theme, incomplete, in rheme] <b>LDP</b> <b>DRC</b> [clause, marked topical theme, as transitivity role, non-subject (complement) participant theme, textual theme, structural, relative pronoun, definite, complete] <b>DCC</b>
C8	Tr	[clause, middle, relational, expanding, identifying, encoding, intensive, complete] <b>CC</b> <b>DRC1</b> [clause, middle, material, happening, ranged, eventive, cause, reason, complete] <b>CC</b> <b>DRC2 in relation to DRC1</b> [clause, middle, material, happening, ranged, eventive, location, place, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, mood assessment, modality, modalization, probability, outer, high 1, objective, implicit 4, complete] <b>CC</b> <b>DRC1</b> [clause, major, bound, finite, interactant, speaker, explicit 3, temporal, present 1, secondary tense, past 2, stop, full, expansion, enhancing, down-ranked, positive 1, mood assessment, modality, modalization, usuality, outer, high 1, objective, implicit 4, complete] <b>CC</b> <b>DRC2 in relation to DRC1</b> [clause, major, bound, finite, temporal, past 1, full, expansion, elaborating, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, interpersonal theme, modal adjunct, mood, modality, modalization, probability, complete] <b>CC</b> <b>DRC1</b> [clause, unmarked topical theme, complete] <b>CC</b> <b>DRC2 in relation to DRC1</b> [clause, unmarked topical theme, textual theme, structural, relative pronoun, definite, complete] <b>CC</b>

## PICTURE NARRATIVE:

1/1||| The day was nice 2|| and Manu realized 3|| that the moment was perfect [[ to take some read. ]] 2/4|| while she was reading 5|| her cat was slipping on her bed. 3/6|| there was a moment [[ the cat heard a noise ]] 7|| and that noise could have come of the living room. 4/8|| The cat showed 9|| he wanted to get out the room, 10|| that noise [[ he had heard ]] came of a bird. 5/11|| The cat will try to take 12|| and eat the poor bird 13|| though the cage was closed. 6/14|| The hungry cat tried over and over 15|| until the cage fallin down on the floor. 7/16|| After the cage drop, 17|| the cage got open 18|| and the cat jumped over the cage 19|| to take the bird 20|| but the bird could scape 21|| and the cat got jailed

instead the bird in the cage. 8/22|| Manu 23<< having listened all that confusion >> runed out of the room 24|| to see the cat [[ jailed ]] and the bird free. 9/25|| Many take the cat off the cage 26|| and gave freedom to the bird. |||

		<b>SELECTION EXPRESSIONS</b>
<b>C1</b>	<b>Tr</b>	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, complete] <b>CC</b>
<b>C2</b>	<b>Tr</b>	[clause, middle, mental 1, phenomenalization, hyperphenomenal, metaphenomenal, idea, cognitive 1, understanding, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>CC</b>
<b>C3</b>	<b>Tr</b>	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>CC</b> <b>DRC</b> [clause, middle, material, happening, ranged, eventive, complete] <b>NFC CC</b>
	<b>Md</b>	[clause, major, bound, finite, temporal, past 1, full, projection, indirect proposition, hypotactic, positive 1, complete] <b>CC</b> <b>DRC</b> [clause, major, bound, non-finite, perfective, 'to', expansion, elaborating, down-ranked, positive 1, complete] <b>NFC CC</b>
	<b>Th</b>	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b> <b>DRC</b> [clause, complete] <b>NFC (Rheme only) CC</b>
<b>C4</b>	<b>Tr</b>	[clause, middle, material, happening, eventive, complete] <b>CC</b>
	<b>Md</b>	[clause, major, bound, finite, temporal, past 1, secondary tense, present 2, stop, full, expansion, enhancing, hypotactic, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
<b>C5</b>	<b>Tr</b>	[clause, middle, material, happening, behavioral, complete] <b>DCC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, secondary tense, present 2, stop, full, positive 1, complete] <b>DCC</b>
	<b>Th</b>	[clause, unmarked topical theme, complete] <b>DCC</b>
<b>C6</b>	<b>Tr</b>	[clause, middle, relational, existential, existence, complete] <b>CC</b> <b>DRC</b> [clause, middle, mental 1, phenomenalization, phenomenal, ranged, perceptive, specific, auditory, noticed, incomplete, in circumstance] <b>LDP</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b> <b>DRC</b> [clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, down-ranked, positive 1, incomplete, in residue, in circumstantial adjunct] <b>LDP</b>
	<b>Th</b>	[clause, unmarked topical theme, complete] <b>CC</b> <b>DRC</b> [clause, unmarked topical theme, incomplete, in theme, in textual and topical theme] <b>LDP</b>
<b>C7</b>	<b>Tr</b>	[clause, middle, material, happening, eventive, location, place, complete] <b>DCC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, modal, modalization, probability, outer, low 1, subjective, implicit 4, secondary tense, past 2, stop, full, positive 1, complete] <b>DCC</b>
	<b>Th</b>	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>DCC</b>
<b>C8</b>	<b>Tr</b>	[clause, middle, verbal 1, verbalization, as locution, reporting, imperating, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, complete] <b>CC</b>
<b>C9</b>	<b>Tr</b>	[clause, middle, material, happening, eventive, location, place, incomplete, in circumstance] <b>LDP</b>
	<b>Md</b>	[clause, major, bound, finite, temporal, past 1, full, projection, indirect proposal, hypotactic, positive 1, incomplete, in residue, in circumstantial adjunct] <b>LDP</b>
	<b>Th</b>	[clause, unmarked topical theme, incomplete, in rheme] <b>LDP</b>

C10	Tr	[clause, middle, material, happening, eventive, location, place, complete] <b>DCC</b> <b>DRC</b> [clause, middle, mental 1, phenomenalization, phenomenal, ranged, perceptive, specific, auditory, noticed, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>DCC</b> <b>DRC</b> [clause, major, bound, finite, temporal, past 1, secondary tense, past 2, stop, full, expansion, elaborating, down-ranked, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, incomplete, in theme, in textual theme] <b>LDP</b> <b>DRC</b> [clause, unmarked topical theme, complete] <b>CC</b>
C11	Tr	[clause, effective, material, doing, transformative, enhancing 1, operative, complete] <b>SDCC</b>
	Md	[clause, major, free, indicative, declarative, modal, modalization, probability, median, subjective, implicit 4, full, positive 1, complete] <b>SDCC</b>
	Th	[clause, unmarked topical theme, complete] <b>SDCC</b>
C12	Tr	[clause, middle, material, happening, ranged, eventive, complete] <b>AEC SDCC</b>
	Md	[clause, major, free, indicative, declarative, modal, modalization, probability, median, subjective, implicit 4, full, positive 1, complete] <b>AEC SDCC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>AEC SDCC</b>
C13	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>CC</b>
	Md	[clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
C14	Tr	[clause, middle, material, happening, eventive, extent, frequency, complete] <b>DCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>DCC</b>
	Th	[clause, unmarked topical theme, complete] <b>DCC</b>
C15	Tr	[clause, middle, material, happening, eventive, location, place, complete] <b>DCC</b>
	Md	[clause, major, bound, finite, full, expansion, enhancing, hypotactic, incomplete, in mood, in finite] <b>LDP</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, incomplete, in rheme] <b>LDP</b>
C16	Tr	[clause, middle, material, happening, eventive, complete] <b>DCC</b>
	Md	[clause, major, bound, finite, temporal, present 1, full, expansion, enhancing, hypotactic, positive 1, incomplete, in mood, in finite] <b>LDP</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, incomplete, in rheme] <b>LDP</b>
C17	Tr	[clause, middle, material, happening, eventive, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C18	Tr	[clause, middle, material, happening, eventive, location, place, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>CC</b>
C19	Tr	[clause, effective, material, doing, transformative, enhancing 1, operative, complete] <b>NFC CC</b>
	Md	[clause, major, bound, non-finite, perfective, 'to', expansion, enhancing, hypotactic, positive 1, complete] <b>NFC CC</b>
	Th	[clause, textual theme, structural, conjunction, hypotactic, complete] <b>NFC CC</b>
C20	Tr	[clause, middle, material, happening, eventive, complete] <b>DCC</b>
	Md	[clause, major, free, indicative, declarative, modal, modalization, probability, outer, low 1, subjective, implicit 4, full, positive 1, complete] <b>DCC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>DCC</b>

C21	Tr	[clause, effective, material, doing, transformative, elaborating 1, receptive, accompaniment, additive, location, place, incomplete, in circumstance] <b>LDP</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, incomplete, in residue, in circumstantial adjunct] <b>LDP</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, incomplete, in rheme] <b>LDP</b>
C22	Tr	[clause, middle, material, happening, eventive, location, place, complete] <b>DCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>SDCC</b>
	Th	[clause, unmarked topical theme, complete] <b>SDCC</b>
C23	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, perceptive, specific, auditory, noticed, incomplete, in participant role] <b>NFC LDP</b>
	Md	[clause, major, bound, non-finite, imperfective, secondary tense, past 2, stop, expansion, elaborating, hypotactic, positive 1, incomplete, in residue, in complement] <b>NFC LDP</b>
	Th	[clause, incomplete, in rheme] <b>NFC (Rheme only) LDP</b>
C24	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, perceptive, specific, visual, complete] <b>NFC CC</b> <b>DRC</b> [clause, effective, material, doing, transformative, elaborating 1, receptive, complete] <b>NFC CC</b>
	Md	clause, major, bound, non-finite, perfective, 'to', expansion, enhancing, hypotactic, positive 1, complete] <b>NFC CC</b> <b>DRC</b> [clause, major, bound, non-finite, neutral, expansion, elaborating, down-ranked, positive 1, complete] <b>NFC CC</b>
	Th	[clause, textual theme, structural, conjunction, hypotactic, complete] <b>NFC CC</b> <b>DRC</b> [clause, complete] <b>NFC (Rheme only) CC</b>
C25	Tr	[clause, effective, material, doing, transformative, elaborating 1, operative, location, place, complete] <b>SDCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, complete] <b>SDCC</b>
	Th	[clause, unmarked topical theme, complete] <b>SDCC</b>
C26	Tr	[clause, effective, material, doing, transformative, extending, reciprocity, operative, complete] <b>AEC CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>AEC CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>AEC CC</b>

COLLECTION 3 – DECEMBER 2003:

PERSONAL EXPERIENCE:

1/1||| the beginning of this year was primordial to me in regard of changings of my way of life. 2/2||| this year is my last year on regular education 3|| and by the end of this year I'll do the test [[ to get into university || and to get my graduation. ]] 3/4|| In my case I don't have any special day [[ to write about ]] 5|| but my whole year was important [[ to increase || and up-date myself. ]] |||

		<b>SELECTION EXPRESSIONS</b>
C1	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, angle, viewpoint, matter, complete] <b>DCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>DCC</b>
	Th	[clause, unmarked topical theme, complete] <b>DCC</b>
C2	Tr	[clause, middle, relational, expanding, identifying, decoding, intensive, complete] <b>DCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, complete] <b>DCC</b>
	Th	[clause, unmarked topical theme, complete] <b>DCC</b>

C3	Tr	[clause, middle, material, happening, ranged, eventive, location, time 2, complete] CC DRC1 [clause, middle, material, happening, ranged, eventive, complete] NFC CC DRC2 [clause, middle, material, happening, ranged, eventive, complete] NFC CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, modal, modalization, probability, median, subjective, implicit 4, full, positive 1, complete] CC DRC1 [clause, major, bound, non-finite, perfective, 'to', expansion, elaborating, down-ranked, positive 1, complete] NFC CC DRC2 [clause, major, bound, non-finite, perfective, 'to', expansion, elaborating, down-ranked, positive 1, complete] NFC CC
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, paratactic, complete] CC DRC1 [clause, complete] NFC (Rheme only) CC DRC2 [clause, textual theme, structural, conjunction, paratactic, complete] NFC CC
C4	Tr	[clause, middle, relational, expanding, ascriptive, possessive, possession as process 1, possessor as carrier, complete] CC DRC [clause, middle, material, happening, eventive, matter, complete] NFC CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, present 1, comment, speech-functional, qualified, personal engagement, individuality, full, negative 1, complete] CC DRC [clause, major, bound, non-finite, perfective, 'to', expansion, enhancing, down-ranked, positive 1, complete] NFC CC
	Th	[clause, unmarked topical theme, interpersonal theme, modal adjunct, comment, speech-functional, qualified, personal engagement, individuality, complete] CC DRC [clause, complete] NFC (Rheme only) CC
C5	Tr	clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] CC DRC1 [clause, effective, material, doing, transformative, elaborating 1, operative, complete] NFC CC DRC2 [clause, effective, material, doing, transformative, elaborating 1, operative, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC DRC1 [clause, major, bound, non-finite, perfective, 'to', expansion, elaborating, down-ranked, positive 1, complete] NFC CC DRC2 [clause, major, bound, non-finite, perfective, 'to', expansion, elaborating, down-ranked, positive 1, complete] AEC CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] CC DRC1 [clause, complete] NFC (Rheme only) CC DRC2 [clause, textual theme, structural, conjunction, paratactic, complete] AEC CC

PICTURE NARRATIVE:

1/1||| the girl has a cat 2 || and this cat loves to get into troubles. 2/3||| there was a time [[ when the girl still had a bird as a pet [[ that the cat always had tried to get || and eat the poor pet-bird. ] ] ] 3/4||| It was an usual day, 5 || the cat and the girl were taking some rest into the bedroom 6 || when suddely the cat have heard a bird-noise 7 || have called his attention. 4/8||| the cat have got out the room 9 || to go to living room, 10 || where the pet-bird was 11 || only to try catching the bird. 5/12||| He had tried a dozen of times 13 || but the last time [[ he tried ] ] the only thing [[ he got ] ] was [[ to give freedom to the bird || and to stay jailed in cage instead of the bird. ] ] |||

SELECTION EXPRESSIONS		
C1	Tr	[clause, middle, relational, expanding, ascriptive, possessive, possession as process 1, possessor as carrier, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C2	Tr	[clause, middle, material, happening, ranged, eventive, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] CC



C3	Tr	[clause, middle, relational, existential, existence, complete] <b>CC</b> <b>DRC1</b> [clause, middle, relational, expanding, ascriptive, possessive, possession as process 1, possessor as carrier, location, time 2, role, guise, complete] <b>CC</b> <b>DRC2 in relation to DRC1</b> [clause, effective, material, doing, transformative, extending, non-recipienty, operative, complete] <b>DCC</b> <b>DRC3 in relation to DRC1</b> [clause, middle, material, happening, ranged, eventive, complete] <b>DCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b> <b>DRC1</b> [clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, down-ranked, positive 1, mood assessment, temporality, relative to expectation, since, positive 2, complete] <b>CC</b> <b>DRC2 in relation to DRC1</b> [clause, major, bound, finite, temporal, past 1, secondary tense, past 2, stop, full, expansion, elaborating, hypotactic, positive 1, mood assessment, modality, modalization, usuality, outer, high 1, objective, implicit 4, complete] <b>DCC</b> <b>DRC3 in relation to DRC1</b> [clause, major, bound, finite, temporal, past 1, secondary tense, past 2, stop, full, expansion, elaborating, hypotactic, positive 1, mood assessment, modality, modalization, usuality, outer, high 1, objective, implicit 4, complete] <b>AEC DCC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b> <b>DRC1</b> [clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, relative pronoun, definite, complete] <b>CC</b> <b>DRC2 in relation to DRC1</b> [clause, marked topical theme, as transitivity role, non-subject (complement) participant theme, textual theme, structural, relative pronoun, definite, complete] <b>DCC</b> <b>DRC3 in relation to DRC1</b> [clause, marked topical theme, as transitivity role, non-subject (complement) participant theme, textual theme, structural, relative pronoun, definite, complete] <b>AEC DCC</b>
C4	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, class, complete] <b>SDCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>SDCC</b>
	Th	[clause, unmarked topical theme, complete] <b>SDCC</b>
C5	Tr	[clause, middle, material, happening, ranged, eventive, location, place, complete] <b>DCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, secondary tense, present 2, stop, full, positive 1, complete] <b>DCC</b>
	Th	[clause, unmarked topical theme, incomplete, in theme, in textual theme] <b>LDP</b>
C6	Tr	[clause, middle, mental 1, phenomenization, phenomenal, ranged, perceptive, specific, auditory, noticed, location, time 2, complete] <b>DCC</b>
	Md	[clause, major, bound, finite, temporal, present 1, secondary tense, past 2, stop, full, comment, propositional, on whole, qualificative, prediction, unpredictable, expansion, enhancing, hypotactic, positive 1, complete] <b>DCC</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, hypotactic, complete] <b>DCC</b>
C7	Tr	[clause, middle, material, happening, ranged, eventive, incomplete, in participant role] <b>LDP</b>
	Md	[clause, major, bound, finite, temporal, present 1, secondary tense, past 2, stop, full, expansion, elaborating, hypotactic, positive 1, incomplete, in mood, in subject] <b>LDP</b>
	Th	[clause, marked topical theme, as transitivity role, process theme, incomplete, in theme, in textual and topical theme] <b>LDP</b>
C8	Tr	[clause, middle, material, happening, eventive, location, place, incomplete, in circumstance] <b>LDP</b>
	Md	[clause, major, free, indicative, declarative, temporal, present 1, secondary tense, past 2, stop, full, positive 1, incomplete, in residue, in circumstantial adjunct] <b>LDP</b>
	Th	[clause, unmarked topical theme, incomplete, in rheme] <b>LDP</b>
C9	Tr	[clause, middle, material, happening, eventive, location, place, incomplete, in circumstance] <b>NFC LDP</b>
	Md	[clause, major, bound, non-finite, perfective, 'to', expansion, enhancing, hypotactic, positive 1, incomplete, in residue, in circumstantial adjunct] <b>NFC LDP</b>
	Th	[clause, textual theme, structural, conjunction, hypotactic, incomplete, in rheme] <b>NFC LDP</b>
C10	Tr	[clause, middle, relational, expanding, ascriptive, circumstantial, circumstance as attribute, complete] <b>CC</b>
	Md	[clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, marked topical theme, as transitivity role, non-subject (complement) participant theme, textual theme, structural, relative pronoun, definite, complete] <b>CC</b>

C11	Tr	[clause, effective, material, doing, transformative, extending, operative, complete] <b>NFC CC</b>
	Md	[clause, major, bound, non-finite, perfective, 'to', expansion, enhancing, hypotactic, positive 1, mood assessment, intensity, counter-expectancy, limiting, complete] <b>NFC CC</b>
	Th	[clause, textual theme, structural, conjunction, hypotactic, interpersonal theme, modal adjunct, mood, intensity, counter-expectancy, limiting, complete] <b>NFC CC</b>
C12	Tr	[clause, middle, material, happening, eventive, extent, frequency, complete] <b>DCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, secondary tense, past 2, stop, full, positive 1, complete] <b>DCC</b>
	Th	[clause, unmarked topical theme, complete] <b>DCC</b>
C13	Tr	[clause, middle, relational, expanding, identifying, decoding, intensive, location, time 2, complete] <b>CC</b> <b>DRC1</b> [clause, middle, material, happening, eventive, extent, frequency, complete] <b>DCC</b> <b>DRC2</b> [clause, middle, material, happening, ranged, eventive, complete] <b>CC</b> <b>DRC3</b> [clause, effective, material, doing, transformative, extending, reciprocity, operative, complete] <b>NFC CC</b> <b>DRC4</b> [clause, middle, relational, expanding, ascriptive, intensive, phase, time 1, durative, location, place, accompaniment, additive, incomplete, in circumstance] <b>NFC LDP</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b> <b>DRC1</b> [clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, down-ranked, positive 1, complete] <b>DCC</b> <b>DRC2</b> [clause, major, bound, finite, temporal, past 1, full, expansion, elaborating, down-ranked, positive 1, complete] <b>CC</b> <b>DRC3</b> [clause, major, bound, non-finite, perfective, 'to', expansion, elaborating, down-ranked, positive 1, complete] <b>NFC CC</b> <b>DRC4</b> [clause, major, bound, non-finite, perfective, 'to', expansion, elaborating, down-ranked, positive 1, incomplete, in residue, in circumstantial adjunct] <b>NFC LDP</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, paratactic, complete] <b>CC</b> <b>DRC1</b> [clause, unmarked topical theme, complete] <b>DCC</b> <b>DRC2</b> [clause, unmarked topical theme, complete] <b>CC</b> <b>DRC3</b> [clause, complete] <b>NFC (Rheme only) CC</b> <b>DRC4 in relation to DRC3</b> [clause, textual theme, structural, conjunction, paratactic, incomplete, in rheme] <b>NFC LDP</b>

## K.11 Stage 10

SUBJECT LA5:

COLLECTION 4 – MARCH 2004:

**PERSONAL EXPERIENCE:**

1/1||| The greatest moment [[ I've ever have on the last times ]] was my first anatomy class. 2/2||| It was on start of my odontology course. 3/3||| everyone [[ who already passed on classes in that subject ]] had told me how many difficulties [[ I'd feel || on studying that kind of subject. ]] 4/4||| Everything [[ they had told me ]] was broken down during the classes 5 || and I had realized 6 || that anatomy classes were more interesting [[ than all others subjects. ]] 5/7||| Besides I'm thinking 8 || about being a kind of teacher's helper 9 || to get an upgrade on my curriculum. |||

SELECTION EXPRESSIONS		
C1	Tr	[clause, middle, relational, expanding, identifying, decoding, intensive, complete] <b>CC</b> <b>DRC</b> [clause, middle, relational, expanding, ascriptive, possessive, possession as process 1, possessor as carrier, extent, duration, complete] <b>SDCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b> <b>DRC</b> [clause, major, bound, finite, interactant, speaker, explicit 3, temporal, present 1, secondary tense, present 2, stop, full, expansion, enhancing, down-ranked, positive 1, mood assessment, modality, modalization, usuality, outer, high 1, objective, implicit 4, complete] <b>SDCC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b> <b>DRC</b> [clause, unmarked topical theme, complete] <b>SDCC</b>

C2	Tr	[clause, middle, relational, expanding, ascriptive, circumstantial, circumstance as attribute, incomplete, in participant role] <b>LDP</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, incomplete, in residue, in complement] <b>LDP</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C3	Tr	[clause, middle, verbal 1, verbalization, as name, receiver, complete] <b>CC</b> <b>DRC1</b> [clause, middle, material, happening, eventive, location, place, complete] <b>CC</b> <b>DRC2</b> [clause, middle, mental 1, phenomenalization, phenomenal, ranged, perceptive, general, complete] <b>CC</b> <b>DRC3 in relation to DRC2</b> [clause, middle, material, happening, ranged, eventive, complete] <b>NFC CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, secondary tense, past 2, stop, full, positive 1, complete] <b>CC</b> <b>DRC1</b> [clause, major, bound, finite, temporal, past 1, full, expansion, elaborating, down-ranked, positive 1, mood assessment, temporality, relative to expectation, by, positive 2, incomplete, in mood, in finite] <b>LDP</b> <b>DRC2</b> [clause, major, bound, finite, interactant, speaker, explicit 3, modal, modalization, probability, median, subjective, implicit 4, full, expansion, elaborating, down-ranked, positive 1, complete] <b>CC</b> <b>DRC3 in relation to DRC2</b> [clause, major, bound, non-finite, imperfective, expansion, enhancing, hypotactic, positive 1, complete] <b>NFC CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b> <b>DRC1</b> [clause, unmarked topical theme, textual theme, structural, relative pronoun, definite, incomplete, in rheme] <b>LDP</b> <b>DRC2</b> [clause, unmarked topical theme, complete] <b>CC</b> <b>DRC3</b> [clause, textual theme, structural, conjunction, hypotactic, complete] <b>NFC CC</b>
C4	Tr	[clause, effective, material, doing, transformative, elaborating 1, receptive, extent, duration, complete] <b>CC</b> <b>DRC</b> [clause, middle, verbal 1, verbalization, as name, receiver, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b> <b>DRC</b> [clause, major, bound, finite, temporal, past 1, secondary tense, past 2, stop, full, expansion, elaborating, down-ranked, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b> <b>DRC</b> [clause, unmarked topical theme, complete] <b>CC</b>
C5	Tr	[clause, middle, mental 1, phenomenalization, hyperphenomenal, metaphenomenal, idea, cognitive 1, understanding, complete] <b>DCC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, secondary tense, past 2, stop, full, positive 1, complete] <b>DCC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>DCC</b>
C6	Tr	clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>CC</b> <b>DRC</b> [clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, incomplete, in participant role] <b>AEC LDP</b>
	Md	[clause, major, bound, finite, temporal, past 1, full, projection, indirect proposition, hypotactic, positive 1, complete] <b>CC</b> <b>DRC</b> [clause, major, bound, finite, temporal, past 1, full, expansion, elaborating, down-ranked, positive 1, incomplete, in mood, in subject] <b>AEC LDP</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b> <b>DRC</b> [clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, incomplete, in theme, in topical theme] <b>AEC LDP</b>
C7	Tr	[clause, middle, mental 1, phenomenalization, hyperphenomenal, metaphenomenal, idea, cognitive 1, thinking, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, present 1, secondary tense, present 2, stop, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, conjunctive adjunct, extending, additive, positive 1, complete] <b>CC</b>
C8	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, class, complete] <b>NFC CC</b>
	Md	[clause, major, bound, non-finite, imperfective, projection, indirect proposition, hypotactic, positive 1, complete] <b>NFC CC</b>
	Th	[clause, textual theme, structural, conjunction, hypotactic, complete] <b>NFC CC</b>

C9	Tr	[clause, middle, material, happening, ranged, eventive, location, place, complete] <b>NFC DCC</b>
	Md	[clause, major, bound, non-finite, perfective, 'to', expansion, enhancing, hypotactic, positive 1, complete] <b>NFC DCC</b>
	Th	[clause, textual theme, structural, conjunction, hypotactic, complete] <b>NFC DCC</b>

## PICTURE NARRATIVE:

1/1||| There was a girl 2|| reading her book in her room. |||

2/3||| Meanwhile her cat was taking a rest on her bed, 4|| 5<< although she hadn't listened any noise >> her cat had 6|| and the noise was from a jailed bird right from the meetroom. 3/7||| The cat showed his intention 8|| that was [[ going out the room || where he was able to try taking the bird ]] 4/9||| He has gone right there 10|| only to try eating the bird. 5/11||| in one of his attempts the jail door was open 12|| and he was jailed instead of the bird in a few seconds. 6/13||| the girl 14<< listening all that loud noise >> came out the room 15|| and 16<< seeing all that confusion >> was trying to figure it out. 7/17||| then she realized 18|| she could get free to the bird 19|| and she has done it. 8/20||| She has took out the cat of that cage too. |||

SELECTION EXPRESSIONS		
C1	Tr	[clause, middle, relational, existential, existence, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C2	Tr	[clause, middle, material, happening, ranged, eventive, location, place, complete] <b>NFC CC</b>
	Md	[clause, major, bound, non-finite, imperfective, expansion, elaborating, hypotactic, positive 1, complete] <b>NFC CC</b>
	Th	[clause, complete] <b>NFC (Rheme only) CC</b>
C3	Tr	[clause, middle, material, happening, ranged, eventive, location, place, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, secondary tense, present 2, stop, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, conjunctive adjunct, enhancing, spatio-temporal, complex, durative, complete] <b>CC</b>
C4	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, perceptive, specific, auditory, noticed, incomplete, in participant role] <b>AEC LDP</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, secondary tense, past 2, stop, elliptical, partial, positive 1, incomplete, in residue, in complement] <b>AEC LDP</b>
	Th	[clause, unmarked topical theme, incomplete, in theme and rheme, in textual theme] <b>AEC LDP</b>
C5	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, perceptive, specific, auditory, noticed, incomplete, in participant role] <b>LDP</b>
	Md	[clause, major, bound, finite, temporal, past 1, secondary tense, past 2, stop, full, expansion, enhancing, hypotactic, negative 1, incomplete, in residue, in complement] <b>LDP</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, incomplete, in rheme] <b>LDP</b>
C6	Tr	[clause, middle, relational, expanding, ascriptive, circumstantial, circumstance as attribute, location, place, complete] <b>DCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>DCC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>DCC</b>
C7	Tr	[clause, middle, verbal 1, verbalization, as name, complete] <b>DCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>DCC</b>
	Th	[clause, unmarked topical theme, complete] <b>DCC</b>

C8	Tr	[clause, middle, relational, expanding, identifying, decoding, intensive, complete] <b>CC</b> <b>DRC1</b> [clause, middle, material, happening, eventive, location, place, incomplete, in circumstance] <b>NFC LDP</b> <b>DRC2 in relation to DRC1</b> [clause, effective, material, doing, transformative, extending, operative, location, place, complete] <b>CC</b>
	Md	[clause, major, bound, finite, temporal, past 1, full, expansion, elaborating, hypotactic, positive 1, complete] <b>CC</b> <b>DRC1</b> [clause, major, bound, non-finite, imperfective, expansion, elaborating, down-ranked, positive 1, incomplete, in residue, in circumstantial adjunct] <b>NFC LDP</b> <b>DRC2 in relation to DRC1</b> [clause, major, bound, finite, modal, modulation, readiness, ability, outer, low 1, subjective, implicit 4, full, expansion, enhancing, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, relative pronoun, definite, complete] <b>CC</b> <b>DRC1</b> [clause, incomplete, in rheme] <b>NFC (Rheme only) LDP</b> <b>DRC2 in relation to DRC1</b> [clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, relative pronoun, definite, complete] <b>CC</b>
C9	Tr	[clause, middle, material, happening, eventive, location, place, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, present 1, secondary tense, past 2, stop, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C10	Tr	[clause, middle, material, happening, ranged, eventive, complete] <b>NFC CC</b>
	Md	[clause, major, bound, non-finite, perfective, 'to', expansion, enhancing, hypotactic, positive 1, mood assessment, intensity, counter-expectancy, limiting, complete] <b>NFC CC</b>
	Th	[clause, textual theme, structural, conjunction, hypotactic, interpersonal theme, modal adjunct, mood, intensity, counter-expectancy, limiting, complete] <b>NFC CC</b>
C11	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, location, time 2, complete] <b>DCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>DCC</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, complete] <b>DCC</b>
C12	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, accompaniment, additive, extent, duration, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>CC</b>
C13	Tr	[clause, middle, material, happening, eventive, location, place, incomplete, in circumstance] <b>LDP</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, incomplete, in residue, in circumstantial adjunct] <b>LDP</b>
	Th	[clause, unmarked topical theme, incomplete, in rheme] <b>LDP</b>
C14	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, perceptive, specific, auditory, noticed, incomplete, in participant role] <b>NFC LDP</b>
	Md	[clause, major, bound, non-finite, imperfective, expansion, elaborating, hypotactic, positive 1, incomplete, in residue, in complement] <b>NFC LDP</b>
	Th	[clause, incomplete, in rheme] <b>NFC (Rheme only) LDP</b>
C15	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, cognitive 1, understanding, complete] <b>AEC CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, secondary tense, present 2, stop, full, positive 1, complete] <b>AEC CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>AEC CC</b>
C16	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, perceptive, specific, visual, complete] <b>NFC CC</b>
	Md	[clause, major, bound, non-finite, imperfective, expansion, elaborating, hypotactic, positive 1, complete] <b>NFC CC</b>
	Th	[clause, complete] <b>NFC (Rheme only) CC</b>

C17	Tr	[clause, middle, mental 1, phenomenalization, hyperphenomenal, metaphenomenal, idea, cognitive 1, understanding, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, conjunctive adjunct, enhancing, spatio-temporal, simple, following, external, complete] CC
C18	Tr	[clause, middle, material, happening, ranged, eventive, service, cliency, incomplete, in participant role] LDP
	Md	[clause, major, bound, finite, modal, modulation, readiness, ability, outer, low 1, subjective, implicit 4, full, projection, indirect proposal, hypotactic, positive 1, incomplete, in residue, in complement] LDP
	Th	[clause, unmarked topical theme, incomplete, in rheme] LDP
C19	Tr	[clause, middle, material, happening, ranged, eventive, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, present 1, secondary tense, past 2, stop, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] CC
C20	Tr	[clause, effective, material, doing, transformative, elaborating 1, operative, accompaniment, additive, complete] SDCC
	Md	[clause, major, free, indicative, declarative, temporal, present 1, secondary tense, full, positive 1, complete] SDCC
	Th	[clause, unmarked topical theme, complete] SDCC

COLLECTION 5 – MAY 2004:

PERSONAL EXPERIENCE:

1/1||| A few months ago I got my driver's license 2|| and it was a great moment to me 3|| because I could get more freedom [[ to do whatever [[ I want. ] ] ] 2/4||| It was a dark fogging day 5|| and I've woken up at 10:00AM on that specific day, 6|| I was quite nervous 7|| but I've tried to keep my focus on my test. 3/8||| When I've got there 9|| many persons were there 10|| and the majority of them were nervous 11|| everyone were trying to keep calm. 4/12||| Knowing 13|| how difficult it would be 14|| when they have called my name 15|| I have got a cup of water 16|| and they've called me 17|| and I've passed on the test. |||

SELECTION EXPRESSIONS		
C1	Tr	[clause, middle, material, happening, ranged, eventive, location, time 2, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, complete] CC
C2	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, class, angle, viewpoint, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] CC
C3	Tr	[clause, middle, material, happening, ranged, eventive, complete] CC <b>DRC1</b> [clause, effective, material, doing, creative, operative, complete] NFC CC <b>DRC2 in relation to DRC1</b> [clause, middle, mental 1, phenomenalization, phenomenal, ranged, desiderative 1, preference, complete] CC
	Md	[clause, major, bound, finite, interactant, speaker, explicit 3, modal, modalization, probability, outer, low 1, subjective, implicit 4, full, expansion, enhancing, hypotactic, positive 1, complete] CC <b>DRC1</b> [clause, major, bound, non-finite, perfective, 'to', expansion, enhancing, down-ranked, positive 1, complete] NFC CC <b>DRC2 in relation to DRC1</b> [clause, major, bound, finite, interactant, speaker, explicit 3, temporal, present 1, full, expansion, elaborating, hypotactic, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] CC <b>DRC1</b> [clause, complete] NFC ( <b>Rheme only</b> ) CC <b>FRC2 in relation to DRC1</b> [clause, unmarked topical theme, complete] CC

C4	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, class, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C5	Tr	[clause, middle, material, happening, behavioral, location, time 2, complete] DCC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, present 1, secondary tense, past 2, stop, full, positive 1, complete] DCC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] DCC
C6	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, incomplete, in theme, in textual theme] LDP
C7	Tr	[clause, middle, material, happening, ranged, eventive, location, place, complete] DCC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, present 1, secondary tense, past 2, stop, full, positive 1, complete] DCC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] DCC
C8	Tr	[clause, middle, material, happening, eventive, location, time 2, place, complete] DCC
	Md	[clause, major, bound, finite, interactant, speaker, explicit 3, temporal, present 1, secondary tense, past 2, stop, full, expansion, enhancing, hypotactic, positive 1, complete] DCC
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, hypotactic, complete] DCC
C9	Tr	[clause, middle, relational, expanding, ascriptive, circumstantial, circumstance as attribute, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C10	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] CC
C11	Tr	[clause, middle, relational, expanding, ascriptive, intensive, phase, time 1, durative, complete] DCC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, secondary tense, present 2, stop, full, positive 1, complete] DCC
	Th	[clause, unmarked topical theme, incomplete, in theme, in textual theme] CC
C12	Tr	[clause, middle, mental 1, phenomenalization, hyperphenomenal, metaphenomenal, idea, cognitive 1, knowledge, complete] NFC CC
	Md	[clause, major, bound, non-finite, imperfective, expansion, elaborating, hypotactic, positive 1, complete] NFC CC
	Th	[clause, complete] NFC (Rheme only) CC
C13	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] CC
	Md	[clause, major, bound, finite, modal, modalization, probability, median, subjective, implicit 4, full, projection, indirect proposition, hypotactic, positive 1, complete] CC
	Th	[clause, marked topical theme, as transitivity role, non-subject (complement) participant theme, complete] CC
C14	Tr	[clause, middle, verbal 1, verbalization, as name, location, time 2, complete] DCC
	Md	[clause, major, bound, finite, temporal, present 1, secondary tense, past 2, stop, full, expansion, enhancing, hypotactic, positive 1, complete] DCC
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, hypotactic, complete] DCC

C15	Tr	[clause, middle, material, happening, ranged, eventive, complete] <b>DCC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, present 1, secondary tense, past 2, stop, full, positive 1, complete] <b>DCC</b>
	Th	[clause, unmarked topical theme, complete] <b>DCC</b>
C16	Tr	[clause, middle, verbal 1, receiver, complete] <b>DCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, present 1, secondary tense, past 2, stop, full, positive 1, complete] <b>DCC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>DCC</b>
C17	Tr	[clause, middle, material, happening, ranged, eventive, complete] <b>DCC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, present 1, secondary tense, past 2, stop, full, positive 1, complete] <b>DCC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>DCC</b>

PICTURE NARRATIVE:

1/1|| It was a sunny day, 2|| the girl was on vacation 3|| and she was doing a thing [[ she likes a lot – ]] 4|| she was reading. 2/5|| She has a cat [[ that looked like a lazy and boring animal ]] 6|| but he was very smart. 3/7|| The cat have heard a bird's noise 8|| and showed up his intention [[ to go out the room ]] 4/9|| He was wanting to take the bird. 5/10|| He has attacked the bird 11|| and was locked on the jail instead the bird 12|| who runned away. 6/13|| the girl 14<< listening all that noise >> got out the room 15|| and saw in shocked 16|| how bad the cat was trying to get the bird. 7/17|| by the way she has got freedom to the bird 18|| and has taken more care to the cat. ||

SELECTION EXPRESSIONS		
C1	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, class, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C2	Tr	[clause, middle, relational, expanding, ascriptive, circumstantial, circumstance as attribute, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C3	Tr	[clause, middle, material, happening, ranged, eventive, complete] <b>CC</b> <b>DRC</b> [clause, middle, mental 1, phenomenalization, phenomenal, ranged, emotive, liking, normal, manner, degree, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, secondary tense, present 2, stop, full, positive 1, complete] <b>CC</b> <b>DRC</b> [clause, major, bound, finite, temporal, present 1, full, expansion, elaborating, down-ranked, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>CC</b> <b>DRC</b> [clause, unmarked topical theme, complete] <b>CC</b>
C4	Tr	[clause, middle, material, happening, eventive, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, secondary tense, present 2, stop, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C5	Tr	[clause, middle, relational, expanding, ascriptive, possessive, possession as process 1, possessor as carrier, complete] <b>CC</b> <b>DRC</b> [clause, middle, relational, expanding, ascriptive, intensive, phase, reality, apparent, complete] <b>DCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, complete] <b>CC</b> <b>DRC</b> [clause, major, bound, finite, temporal, past 1, full, expansion, elaborating, down-ranked, positive 1, complete] <b>DCC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b> <b>DRC</b> [clause, unmarked topical theme, textual theme, structural, relative pronoun, definite, complete] <b>DCC</b>



C6	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>CC</b>
C7	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, perceptive, specific, auditory, noticed, complete] <b>DCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, present 1, secondary tense, past 2, stop, full, positive 1, complete] <b>DCC</b>
	Th	[clause, unmarked topical theme, complete] <b>DCC</b>
C8	Tr	[clause, middle, verbal 1, verbalization, as name, complete] <b>AEC DCC</b> <b>DRC</b> [clause, middle, material, happening, eventive, location, place, incomplete, in circumstance] <b>NFC LDP</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>AEC DCC</b> <b>DRC</b> [clause, major, bound, non-finite, perfective, 'to', expansion, elaborating, down-ranked, positive 1, incomplete, in residue, in circumstantial adjunct] <b>NFC LDP</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>AEC DCC</b> <b>DRC</b> [clause, incomplete, in rheme] <b>NFC (Rheme only) LDP</b>
C9	Tr	[clause, effective, material, doing, transformative, enhancing 1, operative, complete] <b>DCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, secondary tense, present 2, stop, full, positive 1, complete] <b>DCC</b>
	Th	[clause, unmarked topical theme, complete] <b>DCC</b>
C10	Tr	[clause, effective, material, doing, transformative, elaborating 1, operative, complete] <b>DCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, present 1, secondary tense, past 2, stop, full, positive 1, complete] <b>DCC</b>
	Th	[clause, unmarked topical theme, complete] <b>DCC</b>
C11	Tr	[clause, effective, material, doing, transformative, elaborating 1, receptive, location, place, accompaniment, additive, incomplete, in circumstance] <b>AEC LDP</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, incomplete, in residue, in circumstantial adjunct] <b>AEC LDP</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, incomplete, in rheme] <b>AEC LDP</b>
C12	Tr	[clause, middle, material, happening, eventive, complete] <b>SDCC</b>
	Md	[clause, major, bound, finite, temporal, past 1, full, expansion, elaborating, hypotactic, positive 1, complete] <b>SDCC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, relative pronoun, definite, complete] <b>SDCC</b>
C13	Tr	[clause, middle, material, happening, eventive, location, place, incomplete, in circumstance] <b>LDP</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, incomplete, in residue, in circumstantial adjunct] <b>LDP</b>
	Th	[clause, unmarked topical theme, incomplete, in rheme] <b>LDP</b>
C14	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, perceptive, specific, auditory, noticed, incomplete, in participant role] <b>NFC LDP</b>
	Md	[clause, major, bound, non-finite, imperfective, expansion, elaborating, hypotactic, positive 1, incomplete, in residue, in complement] <b>NFC LDP</b>
	Th	[clause, incomplete, in rheme] <b>NFC (Rheme only) LDP</b>
C15	Tr	[clause, middle, mental 1, phenomenalization, hyperphenomenal, metaphenomenal, idea, cognitive 1, understanding, manner, quality 2, complete] <b>AEC DCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>AEC DCC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>AEC DCC</b>

C16	Tr	[clause, effective, material, doing, transformative, extending, non-recipienty, operative, manner, degree, incomplete, in circumstance] <b>LDP</b>
	Md	[clause, major, bound, finite, temporal, past 1, secondary tense, present 2, stop, full, projection, indirect proposition, hypotactic, positive 1, incomplete, in residue, in circumstantial adjunct] <b>LDP</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, incomplete, in theme, in topical theme] <b>LDP</b>
C17	Tr	[clause, middle, material, happening, ranged, eventive, service, cliency, complete] <b>DCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, present 1, secondary tense, past 2, stop, comment, speech-functional, unqualified, factual, full, positive 1, complete] <b>DCC</b>
	Th	[clause, unmarked topical theme, interpersonal theme, modal adjunct, comment, speech-functional, unqualified, factual, complete] <b>DCC</b>
C18	Tr	[clause, effective, material, doing, transformative, extending, recipienty, operative, complete] <b>AEC DCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, present 1, secondary tense, past 2, stop, full, positive 1, complete] <b>AEC DCC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>AEC DCC</b>

COLLECTION 6 – JUNE 2004:

PERSONAL EXPERIENCE:

1/1||| Once I was going to the beach 2/2||| It was a rainy day. 3/3||| I was going 4||| only to swim on the sea 4/5||| I wasn't carried about sun light. 5/6||| At the moment I got on the beach 7||| the weather got worse 8||| and suddely the clouds wide opened 9||| and a beatiful rainbow appeared in the sky. 6/10||| that was one of most interesting days of my life. |||

SELECTION EXPRESSIONS		
C1	Tr	[clause, middle, material, happening, eventive, location, place, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, secondary tense, present 2, stop, full, positive 1, mood assessment, temporality, relative to now, remote, non-future, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, interpersonal theme, modal adjunct, mood, temporality, relative to now, remote, non-future, complete] <b>CC</b>
C2	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, class, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C3	Tr	[clause, middle, material, happening, eventive, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, secondary tense, present 2, stop, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C4	Tr	[clause, middle, material, happening, eventive, location, place, complete] <b>NFC DCC</b>
	Md	[clause, major, bound, non-finite, perfective, 'to', expansion, enhancing, hypotactic, positive 1, mood assessment, intensity, counter-expectancy, limiting, complete] <b>NFC DCC</b>
	Th	[clause, textual theme, structural, conjunction, hypotactic, interpersonal theme, modal adjunct, mood, intensity, counter-expectancy, limiting, complete] <b>NFC DCC</b>
C5	Tr	[clause, effective, material, doing, transformative, enhancing 1, receptive, complete] <b>DCC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, negative 1, complete] <b>DCC</b>
	Th	[clause, unmarked topical theme, complete] <b>DCC</b>
C6	Tr	[clause, middle, material, happening, eventive, location, time 2, place, complete] <b>CC</b>
	Md	[clause, major, bound, finite, interactant, speaker, explicit 3, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>

C7	Tr	[clause, middle, relational, expanding, ascriptive, intensive, phase, time 1, inceptive, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C8	Tr	[clause, middle, material, happening, eventive, manner, quality 2, incomplete, in circumstance] LDP
	Md	[clause, major, free, indicative, declarative, temporal, past 1, comment, propositional, on whole, qualificative, prediction, unpredictable, full, positive 1, incomplete, in residue, in circumstantial adjunct] LDP
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, interpersonal theme, modal adjunct, comment, propositional, on whole, qualificative, prediction, unpredictable, incomplete, in rheme] LDP
C9	Tr	[clause, middle, relational, existential, existence plus, location, place, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] CC
C10	Tr	[clause, middle, relational, expanding, identifying, decoding, intensive, extent, duration, incomplete, in participant role] LDP
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, incomplete, in residue, in complement] LDP
	Th	[clause, unmarked topical theme, incomplete, in rheme] LDP

## PICTURE NARRATIVE:

1/1||| It was a vacation's day on her life. 2/2||| She was reading about some articles in regard with her own interest. 3/3||| the girl had a lazy cat 4|| and he was trying to take some rest. 4/5||| She had a bird too. 5/6||| Her cat had already tried to catch the bird 7|| so while the girl was reading her book 8|| the cat heard a noise 9|| and got out the room 10|| to try taking the bird 11|| but on his attempt he let the bird get out the jail. 6/12||| the girl 13<< listening all that noise >> came out the room 14|| to see 15|| what had happened over there. |||

SELECTION EXPRESSIONS		
C1	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, class, location, place, complete] DCC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] DCC
	Th	[clause, unmarked topical theme, complete] DCC
C2	Tr	[clause, middle, material, happening, eventive, matter, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, secondary tense, present 2, stop, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C3	Tr	[clause, middle, relational, expanding, ascriptive, possessive, possession as process 1, possessor as carrier, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C4	Tr	[clause, middle, material, happening, ranged, eventive, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, secondary tense, present 2, stop, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] CC
C5	Tr	[clause, middle, relational, expanding, ascriptive, possessive, possession as process 1, possessor as carrier, accompaniment, additive, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC

C6	Tr	[clause, effective, material, doing, transformative, extending, non-recipienty, operative, complete] <b>DCC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, secondary tense, past 2, stop, full, positive 1, mood assessment, temporality, relative to expectation, by, positive 2, complete] <b>DCC</b>
	Th	[clause, unmarked topical theme, complete] <b>DCC</b>
C7	Tr	[clause, middle, material, happening, ranged, eventive, complete] <b>CC</b>
	Md	[clause, major, bound, finite, temporal, past 1, secondary tense, present 2, stop, full, expansion, enhancing, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, conjunctive adjunct, enhancing, causal-conditional, causal, general, structural, conjunction, hypotactic, complete] <b>CC</b>
C8	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, perceptive, specific, auditory, noticed, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C9	Tr	[clause, middle, material, happening, eventive, location, place, incomplete, in circumstance] <b>AEC LDP</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, incomplete, in residue, in circumstantial adjunct] <b>AEC LDP</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, incomplete, in rheme] <b>AEC LDP</b>
C10	Tr	[clause, effective, material, doing, transformative, enhancing 1, operative, complete] <b>NFC CC</b>
	Md	[clause, major, bound, non-finite, perfective, 'to', expansion, enhancing, hypotactic, positive 1, complete] <b>NFC CC</b>
	Th	[clause, textual theme, structural, conjunction, hypotactic, complete] <b>NFC CC</b>
C11	Tr	[clause, effective, material, doing, transformative, elaborating 1, operative, location, time 2, place, incomplete, in circumstance] <b>LDP</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, incomplete, in residue, in circumstantial adjunct] <b>LDP</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, paratactic, incomplete, in rheme] <b>LDP</b>
C12	Tr	[clause, middle, material, happening, eventive, location, place, incomplete, in circumstance] <b>LDP</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, incomplete, in residue, in circumstantial adjunct] <b>LDP</b>
	Th	[clause, unmarked topical theme, incomplete, in rheme] <b>LDP</b>
C13	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, perceptive, specific, auditory, noticed, incomplete, in participant role] <b>NFC LDP</b>
	Md	[clause, major, bound, non-finite, imperfective, expansion, elaborating, hypotactic, positive 1, incomplete, in residue, in complement] <b>NFC LDP</b>
	Th	[clause, incomplete, in rheme] <b>NFC (Rheme only) LDP</b>
C14	Tr	[clause, middle, mental 1, phenomenalization, hyperphenomenal, metaphenomenal, idea, cognitive 1, understanding, complete] <b>NFC CC</b>
	Md	[clause, major, bound, non-finite, perfective, 'to', expansion, enhancing, hypotactic, positive 1, complete] <b>NFC CC</b>
	Th	[clause, textual theme, structural, conjunction, hypotactic, complete] <b>NFC CC</b>
C15	Tr	[clause, middle, material, happening, eventive, location, place, complete] <b>CC</b>
	Md	[clause, major, bound, finite, temporal, past 1, secondary tense, past 2, stop, full, projection, indirect proposition, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>

## APPENDIX L

### SYSTEMIC AND FUNCTIONAL CATEGORIZATION OF THE SECONDARY CORPUS: LONGITUDINAL PART OF THE STUDY

#### L.1 Key

*Boundary indication for clause-complexes:* ||| |||

*Boundary indication for ranking clauses:* || ||

*Boundary indication for down-ranked clauses:* [[ ]]

*Boundary indication for enclosed clauses:* << >>

C: clause

Tr: transitivity system

Md: mood system

Th: theme system

Selection expression: [term, term, term, etc]

CC: complete clauses as for transitivity, mood, and theme

DCC: deviant complete clauses (simplification is not deviation cause)

SDCC: simplification-related deviant complete clauses (simplification is deviation cause – criterion: from more complex to less complex)

LDP: language-acquisition-process type of incompleteness

AEC: anaphorically elliptical clauses

VLC: verbless clauses

NFC: non-finite clauses

DM: discourse marker

#### L.2 Subject SS1

PERSONAL EXPERIENCE:

1/1||| My journey home [[ to visit my family this past December for Christmas ]] was a total disaster! 2/2||| Originally, my boyfriend was supposed to drive me home. 3/3||| It's a 6 hour drive from Pittsburgh to Scranton, 4||| and he said 5||| that it would be no problem. 4/6||| I certainly did not want to take the bus home 7||| since that would take over 9 hours. 5/8||| I think 9||| that's pretty ridiculous, 10||| for it could be a significantly shorter trip. 6/11||| However, on the day [[ that I was scheduled to leave, ]] he called me 12||| and told me 13||| that he wouldn't be able to take me 14||| because it was going to snow that evening. 7/15||| He's such a baby! 8/16||| I was so upset 17||| because definitely I did not want to take this bus home! 9/18||| Anyway, I had no choice 19||| except for calling the bus station 20||| and booking the next bus home. 10/21||| I was so mad. 11/22||| Not only did I have to ride on the bus for 9 hours, 23||| but the next bus was at 2 AM. 12/24||| Unfortunately, I had a final exam that day, 25||| which was a Saturday of all days, 26||| so I needed to stay in town for that. 13/27||| I was so tired 28||| when I got to the bus station, 29||| but I ended up seeing someone [[ that I knew from school. ]] 14/30||| Her name was Jennifer, 31||| and in fact I didn't know her too well, 32||| but we talked 33<< while waiting for the bus in the line >> about [[ how grateful we were [[ to be on winter break ]] ||| and how mad we were [[ that we had to take a bus home. ]] ] ] 15/34||| When we finally got on the bus, 35||| most of the seats were filled, 36||| so we had to sit apart. 16/37||| It was freezing to death on the bus, 38||| and I was so tired. 17/39||| So I bundled up my jacket, 40||| took out my contacts, 41||| and fell asleep. 18/42||| When I woke up, 43||| we were at our

first rest stop: 44 || a McDonald's in the middle of nowhere. 19/45|| I needed to stretch, 46 || so I walked around outside for a bit 47 || and then came back on the bus. 20/48|| A lot of people were complaining 49 || because the bathrooms in the McDonald's were out of order. 21/50|| No doubt I sympathized with them 51 || because personally I hate using bathrooms on buses as well. 22/52|| Anyway, I couldn't fall back asleep. 23/53|| So I just sat there with my eyes closed. 24/54|| After traveling for a short while, 55 || I began to smell something awful, 56 || like burning rubber. 25/57|| I didn't think anything of it 58 || until the smell got stronger. 26/59|| Other people began to notice it too, 60 || and eventually everyone was asking the driver 61 || to stop the bus. 27/62|| The driver got out for 10 minutes 63 || and came back in 64 || to tell us 65 || that the brakes were locking up on him, 66 || and we should just wait 20 minutes 67 || until they unlocked. 28/68|| However, there were people on the bus [[ that needed to make a connection in Philadelphia || and would miss the connection || if we waited 20 minutes. ]] 29/69|| Luckily, there was another bus from the same company behind us, 70 || and they stopped 71 || to see 72 || what was going on. 30/73|| They were headed to Philadelphia by chance 74 || and were able to take the passengers [[ that needed an immediate connection. ]] 31/75|| One of them was Jennifer. 32/76|| After getting their luggage off our bus 77 || and loading it onto the other, 78 || we were finally able to leave. 33/79|| When we got back onto the road, 80 || we all started to smell burning rubber again, 81 || and we asked the bus driver 82 || to pull over again 83 || because the stench was overwhelming. 34/84|| He insisted 85 || that every thing was ok 86 || and said 87 || that sometimes 88<< if you go really fast, >> the brakes will loosen up. 35/89|| So, he began to increase the speed, 90 || but we all pleaded with him 91 || to stop. 36/92|| When he finally did, 93 || he got out of the bus 94 || to examine it for any problems. 37/95|| He ran back 5 minutes later 96 || and told us 97 || that the bus was on fire! 38/98|| I heard [[ everyone gasp ]] 99 || as the driver asked us 100 || if there was a fire extinguisher on the bus. 39/101|| How professional of him! 102 || It was he [[ who had to know all about the fire extinguisher. ]] 40/103|| Just then I heard a loud bang from the back of the bus. 41/104|| At that instant I was on my feet 105 || and the first one out of that bus. 42/106|| I couldn't see a thing 107 || as I did not have my contacts on, 108 || but I ran up a hill as far away from the bus [[ as I possibly could. ]] 43/109|| I turned around 110 || and saw [[ that the entire back side of the bus was on fire. ]] 44/111|| Then I thought of the gas tank, the luggage, and the people [[ still on the bus. ]] 45/112|| I called 911 113 || because it was the only thing [[ that I could do. ]] 46/114|| After a discussion with the operator, he was finally able to pinpoint our location 115 || and send us help. 47/116|| Shortly afterwards, I watched [[ police cars, fire trucks and ambulances pulling up. ]] 48/117|| They put out the fire 118 || and helped to get everyone off the bus. 49/119|| Luckily, our luggage was fine, 120 || and we were all shuffled into a nearby highway maintenance garage. 50/121|| It was freezing to death, 122 || and everyone was pretty much in shock. 51/123|| One person was taken to the hospital 124 || because he had some trouble 125 || breathing. 52/126|| Finally, the rest of our names were taken by the police 127 || so they could write up their incident report. 53/128|| Then there was nothing [[ to do ]] 129 || other than waiting for another bus [[ to come. ]] 54/130|| I ended up meeting someone [[ who's friends with my boyfriend's friend ]] 131 || and watching [[ the sun come up. ]] 55/132|| It was the longest wait of my life, 133 || but a couple of hours later, the bus came. 56/134|| I was relieved, 135 || yet reluctant [[ to get on the bus ]] 136 || as we all were. 57/137|| However, it was smooth [[ sailing from there on out, ]] 138 || and nothing too eventful happened 139 || after we all left the garage. 58/140|| I had never been so scared in my entire life. 59/141|| As for my money, I got half of it back the following week 142 || when I called them 143 || to complain. ||

		SELECTION EXPRESSIONS
C1	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, class, complete] CC DRC [clause, middle, material, happening, ranged, eventive, location, time 2, cause, purpose, complete] NFC CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC DRC [clause, major, bound, non-finite, perfective, 'to', expansion, enhancing, down-ranked, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC DRC [clause, complete] NFC (Rheme only) CC
C2	Tr	[clause, effective, material, doing, transformative, enhancing 1, operative, location, place, complete] CC
	Md	[clause, major, free, indicative, declarative, modal, modulation, obligation, median, objective, implicit 4, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, conjunctive adjunct, enhancing, spatio-temporal, simple, preceding, external, complete] CC

C3	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, class, extent, distance, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C4	Tr	[clause, middle, verbal 1, verbalization, as locution, reporting, indicating, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] CC
C5	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, class, complete] CC
	Md	[clause, major, bound, finite, modal, modalization, probability, outer, high 1, subjective, implicit 4, full, projection, indirect proposition, hypotactic, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] CC
C6	Tr	[clause, middle, material, happening, ranged, eventive, location, place, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, negative 1, mood assessment, modality, modalization, probability, outer, high 1, objective, implicit 4, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C7	Tr	[clause, middle, relational, expanding, ascriptive, circumstantial, circumstance as process 1, complete] CC
	Md	[clause, major, bound, finite, modal, modalization, probability, median, subjective, implicit 4, full, expansion, enhancing, hypotactic, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] CC
C8	Tr	[clause, middle, mental 1, phenomenalization, hyperphenomenal, metaphenomenal, idea, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, present 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C9	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] CC
	Md	[clause, major, bound, finite, temporal, present 1, full, modalized, modalization, probability, median, subjective, explicit 4, projection, indirect proposition, hypotactic, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C10	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, class, complete] CC
	Md	[clause, major, free, indicative, declarative, modal, modalization, probability, outer, low 1, subjective, implicit 4, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] CC
C11	Tr	[clause, middle, material, happening, ranged, eventive, location, time 2, complete] CC DRC [clause, middle, material, happening, eventive, location, time 2, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC DRC [clause, major, bound, finite, interactant, speaker, explicit 3, temporal, past 1, full, expansion, enhancing, down-ranked, positive 1, complete] CC
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, conjunctive adjunct, extending, adversative, complete] CC DRC [clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, relative pronoun, definite, complete] CC

C12	Tr	[clause, middle, verbal 1, verbalization, as locution, reporting, indicating, receiver, complete] <b>AEC CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>AEC CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>AEC CC</b>
C13	Tr	[clause, effective, material, doing, transformative, enhancing 1, operative, complete] <b>CC</b>
	Md	[clause, major, bound, finite, modal, modulation, readiness, ability, outer, low 1, objective, implicit 4, full, projection, indirect proposition, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
C14	Tr	[clause, middle, material, happening, meteorological, location, time 2, complete] <b>CC</b>
	Md	[clause, major, bound, finite, temporal, past 1, secondary tense, future 2, stop, full, expansion, enhancing, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
C15	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, class, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C16	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C17	Tr	[clause, middle, material, happening, ranged, eventive, location, place, complete] <b>CC</b>
	Md	[clause, major, bound, finite, interactant, speaker, explicit 3, temporal, past 1, full, expansion, enhancing, hypotactic, negative 1, mood assessment, modality, modalization, probability, outer, high 1, objective, implicit 4, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, interpersonal theme, modal adjunct, mood, modality, modalization, probability, complete] <b>CC</b>
C18	Tr	[clause, middle, relational, expanding, ascriptive, possessive, possession as process 1, possessor as carrier, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, conjunctive adjunct, elaborating, clarifying, dismissive, complete] <b>CC</b>
C19	Tr	[clause, middle, material, happening, ranged, eventive, complete] <b>NFC CC</b>
	Md	[clause, major, bound, non-finite, imperfective, expansion, extending, hypotactic, positive 1, complete] <b>NFC CC</b>
	Th	[clause, textual theme, structural, conjunction, hypotactic, complete] <b>NFC CC</b>
C20	Tr	[clause, middle, material, happening, ranged, eventive, complete] <b>AEC NFC CC</b>
	Md	[clause, major, bound, non-finite, imperfective, expansion, extending, hypotactic, positive 1, complete] <b>AEC NFC CC</b>
	Th	[clause, textual theme, structural, conjunction, hypotactic, complete] <b>AEC NFC CC</b>
C21	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>



C22	Tr	[clause, middle, material, happening, eventive, location, place, extent, duration, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, interpersonal theme, finite, complete] CC
C23	Tr	[clause, middle, relational, expanding, ascriptive, circumstantial, circumstance as attribute, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] CC
C24	Tr	[clause, middle, relational, expanding, ascriptive, possessive, possession as process 1, possessor as carrier, location, time 2, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, comment, propositional, on whole, qualificative, desirability, undesirable, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, interpersonal theme, modal adjunct, comment, propositional, on whole, qualificative, desirability, undesirable, complete] CC
C25	Tr	[clause, middle, relational, expanding, identifying, encoding, intensive, complete] CC
	Md	[clause, major, bound, finite, temporal, past 1, full, expansion, elaborating, hypotactic, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, relative pronoun, definite, complete] CC
C26	Tr	[clause, middle, relational, expanding, ascriptive, circumstantial, circumstance as attribute, cause, purpose, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, modal, modulation, obligation, outer, high 1, subjective, implicit 4, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] CC
C27	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C28	Tr	[clause, middle, material, happening, eventive, location, time 2, place, complete] CC
	Md	[clause, major, bound, finite, interactant, speaker, explicit 3, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] CC
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, hypotactic, complete] CC
C29	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, perceptive, specific, visual, complete] CC DRC [clause, middle, mental 1, phenomenalization, phenomenal, ranged, cognitive 1, knowledge, location, place, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] CC DRC [clause, major, bound, finite, interactant, speaker, explicit 3, temporal, past 1, full, expansion, elaborating, down-ranked, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] CC DRC [clause, marked topical theme, as transitivity role, non-subject (complement) participant theme, textual theme, structural, relative pronoun, definite, complete] CC
C30	Tr	[clause, middle, relational, expanding, identifying, encoding, intensive, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC

C31	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, cognitive 1, knowledge, manner, degree, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, negative 1, mood assessment, intensity, counter-expectancy, exceeding, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, interpersonal theme, modal adjunct, mood, intensity, counter-expectancy, exceeding, complete] CC
C32	Tr	[clause, middle, verbal 1, matter, complete] CC <b>DRC1</b> [clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] CC <b>DRC2 in relation to DRC1</b> [clause, middle, relational, expanding, ascriptive, circumstantial, circumstance as attribute, complete] NFC CC <b>DRC3 in relation to DRC1</b> [clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] CC <b>DRC4 in relation to DRC3</b> [clause, middle, material, happening, ranged, eventive, location, place, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker-plus, temporal, past 1, full, positive 1, complete] CC <b>DRC1</b> [clause, major, bound, finite, interactant, speaker-plus, temporal, past 1, full, expansion, enhancing, down-ranked, positive 1, complete] CC <b>DRC2 in relation to DRC1</b> [clause, major, bound, non-finite, perfective, 'to', expansion, enhancing, down-ranked, positive 1, complete] NFC CC <b>DRC3 in relation to DRC1</b> [clause, major, free, indicative, declarative, non-exclamative, interactant, speaker-plus, temporal, past 1, full, positive 1, complete] CC <b>DRC4 in relation to DRC3</b> [clause, major, bound, finite, interactant, speaker-plus, temporal, past 1, full, expansion, enhancing, down-ranked, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] CC <b>DRC1</b> [clause, marked topical theme, as transitivity role, non-subject (complement) participant theme, complete] CC <b>DRC2 in relation to DRC1</b> [clause, complete] NFC (Rheme only) CC <b>DRC3 in relation to DRC1</b> [clause, marked topical theme, as transitivity role, non-subject (complement) participant theme, textual theme, structural, conjunction, paratactic, complete] CC <b>DRC4 in relation to DRC3</b> [clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] CC
C33	Tr	[clause, middle, material, happening, ranged, eventive, location, place, complete] NFC CC
	Md	[clause, major, bound, non-finite, imperfective, expansion, enhancing, hypotactic, positive 1, complete] NFC CC
	Th	[clause, textual theme, structural, conjunction, hypotactic, complete] NFC CC
C34	Tr	[clause, middle, material, happening, ranged, eventive, location, time 2, complete] CC
	Md	[clause, major, bound, finite, interactant, speaker-plus, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, mood assessment, temporality, relative to expectation, by, positive 2, complete] CC
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, hypotactic, complete] CC
C35	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC

C36	Tr	[clause, middle, material, happening, behavioral, manner, quality 2, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker-plus, modal, modulation, obligation, outer, high 1, subjective, implicit 4, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] CC
C37	Tr	[clause, middle, material, happening, meteorological, manner, degree, location, place, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, secondary tense, present 2, stop, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C38	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] CC
C39	Tr	[clause, middle, material, happening, ranged, eventive, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, conjunctive adjunct, enhancing, causal-conditional, causal, general, complete] CC
C40	Tr	[clause, effective, material, doing, transformative, enhancing 1, operative, complete] AEC CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, implicit 3, temporal, past 1, full, positive 1, complete] AEC CC
	Th	[clause, unmarked topical theme, complete] AEC CC
C41	Tr	[clause, middle, relational, expanding, ascriptive, intensive, phase, time 1, inceptive, complete] AEC CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, implicit 3, temporal, past 1, full, positive 1, complete] AEC CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] AEC CC
C42	Tr	[clause, middle, material, happening, behavioral, location, time 2, complete] CC
	Md	[clause, major, bound, finite, interactant, speaker, explicit 3, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] CC
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, hypotactic, complete] CC
C43	Tr	[clause, middle, relational, expanding, ascriptive, circumstantial, circumstance as attribute, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker-plus, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C44	Tr	[clause, middle, relational, expanding, identifying, encoding, intensive, location, place, complete] VLC CC
	Md	[clause, major, bound, finite, temporal, past 1, full, expansion, elaborating, hypotactic, positive 1, complete] VLC CC
	Th	[clause, marked topical theme, as transitivity role, non-subject (complement) participant theme, complete] VLC CC
C45	Tr	[clause, middle, material, happening, behavioral, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, modal, modulation, obligation, outer, high 1, subjective, implicit 4, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC

C46	Tr	[clause, middle, material, happening, eventive, location, place, extent, duration, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] CC
C47	Tr	[clause, middle, material, happening, eventive, location, place, complete] AEC CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, implicit 3, temporal, past 1, full, positive 1, complete] AEC CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] AEC CC
C48	Tr	[clause, middle, verbal 1] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, secondary tense, present 2, stop, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C49	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] CC
	Md	[clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] CC
C50	Tr	[clause, middle, mental 1, phenomenization, phenomenal, ranged, emotive, interest/attention, normal, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, comment, propositional, on whole, asseverative, sure, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, interpersonal theme, modal adjunct, comment, propositional, on whole, asseverative, sure, complete] CC
C51	Tr	[clause, middle, material, happening, ranged, eventive, location, place, accompaniment, additive, complete] CC
	Md	[clause, major, bound, finite, interactant, speaker, explicit 3, temporal, present 1, full, comment, speech-functional, qualified, personal engagement, individuality, expansion, enhancing, hypotactic, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, interpersonal theme, modal adjunct, comment, speech-functional, qualified, personal engagement, individuality, complete] CC
C52	Tr	[clause, middle, relational, expanding, ascriptive, intensive, phase, time 1, inceptive, extent, frequency, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, modal, modulation, readiness, ability, outer, low 1, subjective, implicit 4, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, conjunctive adjunct, elaborating, clarifying, dismissive, complete] CC
C53	Tr	[clause, middle, material, happening, behavioral, location, place, accompaniment, comitative, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, mood assessment, intensity, counter-expectancy, limiting, complete] CC
	Th	[clause, unmarked topical theme, textual theme, conjunctive adjunct, enhancing, causal-conditional, causal, general, complete] CC
C54	Tr	[clause, middle, material, happening, eventive, extent, duration, complete] NFC CC
	Md	[clause, major, bound, non-finite, imperfective, expansion, enhancing, hypotactic, positive 1, complete] NFC CC
	Th	[clause, textual theme, structural, conjunction, hypotactic, complete] NFC CC

C55	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, perceptive, specific, olfactory, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C56	Tr	[clause, middle, relational, expanding, ascriptive, circumstantial, circumstance as attribute, complete] <b>VLC CC</b>
	Md	[clause, major, bound, finite, temporal, past 1, full, expansion, elaborating, hypotactic, positive 1, complete] <b>VLC CC</b>
	Th	[clause, marked topical theme, as transitivity role, non-subject (complement) participant theme, complete] <b>VLC CC</b>
C57	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, cognitive 1, thinking, matter, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, negative 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C58	Tr	[clause, middle, relational, expanding, ascriptive, intensive, phase, time 1, inceptive, complete] <b>CC</b>
	Md	[clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
C59	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, perceptive, general, accompaniment, additive, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C60	Tr	[clause, middle, verbal 1, verbalization, as locution, reporting, imperating, receiver, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, secondary tense, present 2, stop, full, positive 1, mood assessment, temporality, relative to now, remote, future 3, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, interpersonal theme, modal adjunct, mood, temporality, relative to now, remote, future, complete] <b>CC</b>
C61	Tr	[clause, effective, material, doing, transformative, elaborating 1, operative, complete] <b>NFC CC</b>
	Md	[clause, major, bound, non-finite, perfective, 'to', projection, indirect proposal, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, complete] <b>NFC (Rheme only) CC</b>
C62	Tr	[clause, middle, material, happening, eventive, extent, duration, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C63	Tr	[clause, middle, material, happening, eventive, extent, frequency, complete] <b>AEC CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>AEC CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>CC</b>
C64	Tr	[clause, middle, verbal 1, verbalization, as locution, reporting, indicating, receiver, complete] <b>NFC CC</b>
	Md	[clause, major, bound, non-finite, perfective, 'to', expansion, enhancing, hypotactic, positive 1, complete] <b>NFC CC</b>
	Th	[clause, complete] <b>NFC (Rheme only) CC</b>

C65	Tr	[clause, middle, material, happening, eventive, cause, behalf, complete] CC
	Md	[clause, major, bound, finite, temporal, past 1, secondary tense, present 2, stop, full, projection, indirect proposition, hypotactic, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] CC
C66	Tr	[clause, middle, material, happening, eventive, extent, duration, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker-plus, modal, modulation, obligation, median, subjective, implicit 4, full, positive 1, mood assessment, intensity, counter-expectancy, limiting, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] CC
C67	Tr	[clause, middle, material, happening, eventive, complete] CC
	Md	[clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] CC
C68	Tr	[clause, middle, relational, existential, existence, location, place, complete] CC <b>DRC1</b> [clause, effective, material, doing, creative, operative, location, place, complete] CC <b>DRC2 in relation to DRC1</b> [clause, middle, material, happening, ranged, eventive, complete] AEC CC <b>DRC3 in relation to DRC2</b> [clause, middle, material, happening, eventive, extent, duration, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC <b>DRC1</b> [clause, major, bound, finite, modal, modulation, obligation, outer, high 1, subjective, implicit 4, full, expansion, elaborating, down-ranked, positive 1, complete] CC <b>DRC2 in relation to DRC1</b> [clause, major, free, indicative, declarative, modal, modalization, probability, median, subjective, implicit 4, full, positive 1, complete] AEC CC <b>DRC3 in relation to DRC2</b> [clause, major, bound, finite, interactant, speaker-plus, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, conjunctive adjunct, extending, adversative, complete] CC <b>DRC1</b> [clause, unmarked topical theme, textual theme, structural, relative pronoun, definite, complete] CC <b>DRC2 in relation to DRC1</b> [clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] AEC CC <b>DRC3 in relation to DRC2</b> [clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] CC
C69	Tr	[clause, middle, relational, existential, existence, location, place, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, comment, propositional, on whole, qualificative, desirability, desirable, luck, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, interpersonal theme, modal adjunct, comment, propositional, on whole, qualificative, desirability, desirable, luck, complete] CC
C70	Tr	[clause, middle, material, happening, eventive, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] CC
C71	Tr	[clause, middle, mental 1, phenomenization, hyperphenomenal, metaphenomenal, idea, cognitive 1, understanding, complete] NFC CC
	Md	[clause, major, bound, non-finite, perfective, 'to', expansion, enhancing, hypotactic, positive 1, complete] NFC CC
	Th	[clause, complete] NFC (Rheme only) CC

C72	Tr	[clause, middle, material, happening, eventive, complete] CC
	Md	[clause, major, bound, finite, temporal, past 1, secondary tense, present 2, stop, full, projection, indirect proposition, hypotactic, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] CC
C73	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, location, place, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, comment, propositional, on whole, qualificative, prediction, unpredictable, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C74	Tr	[clause, effective, material, doing, transformative, enhancing 1, operative, complete] AEC CC DRC [clause, middle, relational, expanding, ascriptive, intensive, non-phase, class, complete] CC
	Md	[clause, major, free, indicative, declarative, modal, modulation, readiness, ability, outer, low 1, objective, implicit 4, full, positive 1, complete] CC DRC [clause, major, bound, finite, temporal, past 1, full, expansion, elaborating, down-ranked, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] AEC CC DRC [clause, unmarked topical theme, textual theme, structural, relative pronoun, definite, complete] CC
C75	Tr	[clause, middle, relational, expanding, identifying, decoding, intensive, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C76	Tr	[clause, effective, material, doing, transformative, enhancing 1, operative, location, place, complete] NFC CC
	Md	[clause, major, bound, non-finite, imperfective, expansion, enhancing, hypotactic, positive 1, complete] NFC CC
	Th	[clause, textual theme, structural, conjunction, hypotactic, complete] NFC CC
C77	Tr	[clause, effective, material, doing, transformative, enhancing 1, operative, location, place, complete] AEC NFC CC
	Md	[clause, major, bound, non-finite, imperfective, expansion, enhancing, hypotactic, positive 1, complete] AEC NFC CC
	Th	[clause, textual theme, structural, conjunction, paratactic, complete] AEC NFC CC
C78	Tr	[clause, middle, material, happening, eventive, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker-plus, modal, modulation, readiness, ability, outer, low 1, objective, implicit 4, full, positive 1, mood assessment, temporality, relative to expectation, by, positive 2, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C79	Tr	[clause, middle, material, happening, eventive, location, place, complete] CC
	Md	[clause, major, bound, finite, interactant, speaker-plus, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] CC
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, hypotactic, complete] CC
C80	Tr	[clause, middle, mental 1, phenomenization, phenomenal, ranged, perceptive, specific, olfactory, extent, frequency, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker-plus, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC

C81	Tr	[clause, middle, verbal 1, verbalization, as locution, reporting, imperating, receiver, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker-plus, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>CC</b>
C82	Tr	[clause, middle, material, happening, eventive, extent, frequency, complete] <b>NFC CC</b>
	Md	[clause, major, bound, non-finite, perfective, 'to', projection, indirect proposal, hypotactic, positive 1, complete] <b>NFC CC</b>
	Th	[clause, complete] <b>NFC (Rheme only) CC</b>
C83	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>CC</b>
	Md	[clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
C84	Tr	[clause, middle, verbal 1, verbalization, as locution, reporting, indicating, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C85	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>CC</b>
	Md	[clause, major, bound, finite, temporal, past 1, full, projection, indirect proposition, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
C86	Tr	[clause, middle, verbal 1, verbalization, as locution, reporting, indicating, complete] <b>AEC CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>AEC CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>AEC CC</b>
C87	Tr	[clause, middle, material, happening, eventive, complete] <b>CC</b>
	Md	[clause, major, bound, finite, modal, modalization, probability, median, subjective, implicit 4, full, projection, indirect proposition, hypotactic, positive 1, mood assessment, modality, modalization, usuality, outer, low 1, objective, implicit 4, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, interpersonal theme, modal adjunct, mood, modality, modalization, usuality, complete] <b>CC</b>
C88	Tr	[clause, middle, material, happening, eventive, manner, quality 2, complete] <b>CC</b>
	Md	[clause, major, bound, finite, interactant, addressee, temporal, present 1, full, expansion, enhancing, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
C89	Tr	[clause, effective, material, doing, transformative, elaborating 1, operative, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, conjunctive adjunct, enhancing, causal-conditional, causal, general, complete] <b>CC</b>
C90	Tr	[clause, middle, verbal 1, verbalization, as locution, reporting, imperating, receiver, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker-plus, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>CC</b>



C91	Tr	[clause, middle, material, happening, eventive, complete] <b>NFC CC</b>
	Md	[clause, major, bound, non-finite, perfective, 'to', projection, indirect proposal, hypotactic, positive 1, complete] <b>NFC CC</b>
	Th	[clause, complete] <b>NFC Rheme only CC</b>
C92	Tr	[clause, middle, material, happening, eventive, location, time 2, complete] <b>CC</b>
	Md	[clause, major, bound, finite, temporal, past 1, elliptical, partial, expansion, enhancing, hypotactic, positive 1, mood assessment, temporality, relative to expectation, by, positive 2, complete] <b>CC</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
C93	Tr	[clause, middle, material, happening, eventive, location, place, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C94	Tr	[clause, middle, material, happening, ranged, eventive, cause, purpose, complete] <b>NFC CC</b>
	Md	[clause, major, bound, non-finite, perfective, 'to', expansion, enhancing, hypotactic, positive 1, complete] <b>NFC CC</b>
	Th	[clause, complete] <b>NFC Rheme only CC</b>
C95	Tr	[clause, middle, material, happening, eventive, location, time 2, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C96	Tr	[clause, middle, verbal 1, verbalization, as locution, reporting, indicating, receiver, complete] <b>AEC CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>AEC CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>AEC CC</b>
C97	Tr	[clause, middle, relational, expanding, ascriptive, circumstantial, circumstance as attribute, complete] <b>CC</b>
	Md	[clause, major, bound, finite, temporal, past 1, full, projection, indirect proposition, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
C98	Tr	[clause, middle, mental 1, phenomenalization, hyperphenomenal, macrophenomenal, ranged, perceptive, specific, auditory, noticed, bounded, complete] <b>CC</b> <b>DRC</b> [clause, middle, material, happening, behavioral, complete] <b>NFC CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] <b>CC</b> <b>DRC</b> [clause, major, bound, non-finite, perfective, 'zero', expansion, elaborating, down-ranked, positive 1, complete] <b>NFC CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b> <b>DRC</b> [clause, unmarked topical theme, complete] <b>NFC CC</b>
C99	Tr	[clause, middle, verbal 1, verbalization, as locution, reporting, indicating, receiver, complete] <b>CC</b>
	Md	[clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
C100	Tr	[clause, middle, relational, existential, existence, location, place, complete] <b>CC</b>
	Md	[clause, major, bound, finite, temporal, past 1, full, projection, indirect proposition, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>

<b>C 101</b>	<b>Tr</b>	MINOR CLAUSE – EXCLAMATION – NO TRANSITIVITY STRUCTURE
	<b>Md</b>	[clause, minor, enactment, reactive, exclamation, complete] <b>CC</b>
	<b>Th</b>	MINOR CLAUSE – EXCLAMATION – NO THEME STRUCTURE
<b>C 102</b>	<b>Tr</b>	[clause, middle, relational, expanding, identifying, decoding, intensive, complete] <b>CC</b> <b>DRC</b> [clause, middle, mental 1, phenomenalization, phenomenal, ranged, cognitive 1, knowledge, matter, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b> <b>DRC</b> [clause, major, bound, finite, modal, modulation, obligation, outer, high 1, subjective, implicit 4, full, expansion, elaborating, down-ranked, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, indicative, predication, predicated theme, unmarked local, complete] <b>CC</b> <b>DRC</b> [clause, unmarked topical theme, textual theme, structural, relative pronoun, definite, complete] <b>CC</b>
<b>C 103</b>	<b>Tr</b>	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, perceptive, specific, auditory, noticed, location, place, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, textual theme, conjunctive adjunct, enhancing, spatio-temporal, simple, simultaneous, external, complete] <b>CC</b>
<b>C 104</b>	<b>Tr</b>	[clause, middle, relational, expanding, ascriptive, circumstantial, circumstance as attribute, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, textual theme, conjunctive adjunct, enhancing, spatio-temporal, complex, punctiliar, complete] <b>CC</b>
<b>C 105</b>	<b>Tr</b>	[clause, middle, relational, expanding, identifying, decoding, intensive, complete] <b>AEC CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, implicit 3, temporal, past 1, full, positive 1, complete] <b>AEC CC</b>
	<b>Th</b>	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>AEC CC</b>
<b>C 106</b>	<b>Tr</b>	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, perceptive, specific, visual, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, modal, modulation, readiness, ability, outer, low 1, subjective, implicit 4, full, negative 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, complete] <b>CC</b>
<b>C 107</b>	<b>Tr</b>	[clause, middle, relational, expanding, ascriptive, possessive, possession as process 1, possessor as carrier, location, time 2, complete] <b>CC</b>
	<b>Md</b>	[clause, major, bound, finite, interactant, speaker, explicit 3, temporal, past 1, full, expansion, enhancing, hypotactic, negative 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
<b>C 108</b>	<b>Tr</b>	[clause, middle, material, happening, eventive, location, place, manner, comparison, complete] <b>CC</b> <b>DRC</b> [clause, middle, material, happening, eventive, location, place, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] <b>CC</b> <b>DRC</b> [clause, major, bound, finite, interactant, speaker, explicit 3, modal, modulation, readiness, ability, outer, low 1, subjective, implicit 4, elliptical, partial, expansion, enhancing, down-ranked, positive 1, mood assessment, modality, modalization, probability, outer, low 1, objective, implicit 4, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>CC</b> <b>DRC</b> [clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>

C 109	Tr	[clause, middle, material, happening, behavioral, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C 110	Tr	[clause, middle, mental 1, phenomenalization, hyperphenomenal, metaphenomenal, fact, ranged, perceptive, specific, visual, complete] AEC CC DRC [clause, middle, relational, expanding, ascriptive, circumstantial, circumstance as attribute, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, implicit 3, temporal, past 1, full, positive 1, complete] AEC CC DRC [clause, major, bound, finite, temporal, past 1, full, expansion, elaborating, down-ranked, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] AEC CC DRC [clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] CC
C 111	Tr	[clause, middle, mental 1, cognitive 1, thinking, location, time 2, matter, complete] CC DRC [clause, middle, relational, expanding, ascriptive, circumstantial, circumstance as attribute, complete] VLC CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] CC DRC [clause, major, bound, finite, temporal, past 1, full, expansion, elaborating, down-ranked, positive 1, mood assessment, temporality, relative to expectation, since, positive 2, complete] VLC CC
	Th	[clause, unmarked topical theme, textual theme, conjunctive adjunct, enhancing, spatio-temporal, simple, following, external, complete] CC DRC [clause, marked topical theme, as transitivity role, non-subject (complement) participant theme, complete] VLC CC
C 112	Tr	[clause, middle, material, happening, ranged, eventive, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C 113	Tr	[clause, middle, relational, expanding, identifying, decoding, intensive, complete] CC DRC [clause, effective, material, doing, creative, operative, complete] CC
	Md	[clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] CC DRC [clause, major, bound, finite, interactant, speaker, explicit 3, modal, modulation, readiness, ability, outer, low 1, subjective, implicit 4, full, expansion, elaborating, down-ranked, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] CC DRC [clause, marked topical theme, as transitivity role, non-subject (complement) participant theme, textual theme, structural, relative pronoun, definite, complete] CC
C 114	Tr	[clause, middle, material, happening, ranged, eventive, location, time 2, complete] CC
	Md	[clause, major, free, indicative, declarative, modal, modulation, readiness, ability, outer, low 1, objective, implicit 4, full, positive 1, mood assessment, temporality, relative to expectation, by, positive 2, complete] CC
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, complete] CC
C 115	Tr	[clause, effective, material, doing, transformative, extending, reciprocity, operative, complete] AEC CC
	Md	[clause, major, free, indicative, declarative, modal, modulation, readiness, ability, outer, low 1, objective, implicit 4, full, positive 1, mood assessment, temporality, relative to expectation, by, positive 2, complete] AEC CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] AEC CC

<b>C 116</b>	<b>Tr</b>	[clause, middle, mental 1, phenomenalization, hyperphenomenal, macrophenomenal, ranged, perceptive, specific, visual, unbounded, location, time 2, complete] <b>CC</b> <b>DRC</b> [clause, middle, material, happening, eventive, complete] <b>NFC CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] <b>CC</b> <b>DRC</b> [clause, major, bound, non-finite, imperfective, expansion, elaborating, down-ranked, positive 1, complete] <b>NFC CC</b>
	<b>Th</b>	[clause, unmarked topical theme, textual theme, conjunctive adjunct, enhancing, spatio-temporal, complex, interrupted, complete] <b>CC</b> <b>DRC</b> [clause, unmarked topical theme, complete] <b>NFC CC</b>
<b>C 117</b>	<b>Tr</b>	[clause, effective, material, doing, transformative, elaborating 1, operative, complete] <b>AEC CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, complete] <b>CC</b>
<b>C 118</b>	<b>Tr</b>	[clause, effective, material, doing, transformative, enhancing 1, operative, location, place, complete] <b>AEC CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>AEC CC</b>
	<b>Th</b>	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>AEC CC</b>
<b>C 119</b>	<b>Tr</b>	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, comment, propositional, on whole, qualificative, desirability, desirable, luck, full, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, interpersonal theme, modal adjunct, comment, propositional, on whole, qualificative, desirability, desirable, luck, complete] <b>CC</b>
<b>C 120</b>	<b>Tr</b>	[clause, effective, material, doing, transformative, enhancing 1, receptive, location, place, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, non-exclamative, speaker-plus, temporal, past 1, full, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>CC</b>
<b>C 121</b>	<b>Tr</b>	[clause, middle, material, happening, meteorological, manner, degree, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, secondary tense, present 2, stop, full, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, complete] <b>CC</b>
<b>C 122</b>	<b>Tr</b>	[clause, middle, relational, expanding, ascriptive, circumstantial, circumstance as attribute, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>CC</b>
<b>C 123</b>	<b>Tr</b>	[clause, effective, material, doing, transformative, enhancing 1, receptive, location, place, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, complete] <b>CC</b>
<b>C 124</b>	<b>Tr</b>	[clause, middle, relational, expanding, ascriptive, possessive, possession as process 1, possessor as carrier, complete] <b>CC</b>
	<b>Md</b>	[clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>

C 125	Tr	[clause, middle, material, happening, behavioral, complete] <b>NFC CC</b>
	Md	[clause, major, bound, non-finite, imperfective, expansion, enhancing, hypotactic, positive 1, complete] <b>NFC CC</b>
	Th	[clause, complete] <b>NFC Rheme only CC</b>
C 126	Tr	[clause, effective, material, doing, transformative, enhancing 1, receptive, agentive, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, conjunctive adjunct, enhancing, spatio-temporal, simple, concluding, external, complete] <b>CC</b>
C 127	Tr	[clause, effective, material, doing, creative, operative, complete] <b>CC</b>
	Md	[clause, major, bound, finite, modal, modulation, readiness, ability, outer, low 1, subjective, implicit 4, full, expansion, enhancing, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
C 128	Tr	[clause, middle, relational, existential, existence, location, time 2, complete] <b>CC</b> <b>DRC</b> [clause, effective, material, doing, creative, operative, complete] <b>NFC CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b> <b>DRC</b> [clause, major, bound, non-finite, perfective, 'to', expansion, enhancing, down-ranked, positive 1, complete] <b>NFC CC</b>
	Th	[clause, unmarked topical theme, textual theme, conjunctive adjunct, enhancing, causal-conditional, conditional, positive 3, complete] <b>CC</b> <b>DRC</b> [clause, complete] <b>NFC Rheme only CC</b>
C 129	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, desiderative 1, desire, complete] <b>NFC CC</b> <b>DRC</b> [clause, middle, material, happening, eventive, complete] <b>NFC CC</b>
	Md	[clause, major, bound, non-finite, imperfective, expansion, extending, hypotactic, positive 1, complete] <b>NFC CC</b> <b>DRC</b> [clause, major, bound, non-finite, perfective, 'to', expansion, elaborating, down-ranked, positive 1, complete] <b>NFC CC</b>
	Th	[clause, textual theme, structural, conjunction, paratactic, complete] <b>NFC CC</b> <b>DRC</b> [clause, complete] <b>NFC Rheme only CC</b>
C 130	Tr	[clause, middle, material, happening, ranged, eventive, complete] <b>CC</b> <b>DRC</b> [clause, middle, relational, expanding, ascriptive, intensive, non-phase, class, accompaniment, comitative, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] <b>CC</b> <b>DRC</b> [clause, major, bound, finite, temporal, present 1, full, expansion, elaborating, down-ranked, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b> <b>DRC</b> [clause, unmarked topical theme, textual theme, structural, relative pronoun, definite, complete] <b>CC</b>
C 131	Tr	[clause, middle, mental 1, phenomenalization, hyperphenomenal, macrophenomenal, ranged, perceptive, specific, visual, bounded, complete] <b>AEC CC</b> <b>DRC</b> [clause, middle, material, happening, eventive, complete] <b>NFC CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] <b>AEC CC</b> <b>DRC</b> [clause, major, bound, non-finite, perfective, 'zero', expansion, elaborating, down-ranked, positive 1, complete] <b>NFC CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>AEC CC</b> <b>DRC</b> [clause, unmarked topical theme, complete] <b>NFC CC</b>
C 132	Tr	[clause, middle, relational, expanding, identifying, decoding, intensive, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>

C 133	Tr	[clause, middle, material, happening, eventive, location, time 2, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, paratactic, complete] CC
C 134	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C 135	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] AEC CC DRC [clause, middle, material, happening, ranged, eventive, complete] NFC CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] AEC CC DRC [clause, major, bound, non-finite, perfective, 'to', expansion, enhancing, down-ranked, positive 1, complete] NFC CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] AEC CC DRC [clause, complete] NFC Rheme only CC
C 136	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] AEC CC
	Md	[clause, major, bound, finite, interactant, speaker-plus, temporal, past 1, elliptical, partial, expansion, enhancing, hypotactic, positive 1, complete] AEC CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] AEC CC
C 137	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] CC DRC [clause, middle, material, happening, eventive, location, place, complete] NFC CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC DRC [clause, major, bound, non-finite, imperfective, expansion, elaborating, down-ranked, positive 1, complete] NFC CC
	Th	[clause, unmarked topical theme, textual theme, conjunctive adjunct, extending, adversative, complete] CC DRC [clause, complete] NFC Rheme only CC
C 138	Tr	[clause, middle, material, happening, eventive, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] CC
C 139	Tr	[clause, middle, material, happening, ranged, eventive, complete] CC
	Md	[clause, major, bound, finite, interactant, speaker-plus, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] CC
C 140	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, location, time 2, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, secondary tense, past 2, stop, full, positive 1, mood assessment, modality, modalization, usuality, outer, high 1, objective, implicit 4, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C 141	Tr	[clause, middle, material, happening, ranged, eventive, location, time 2, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, marked topical theme, as internal matter, complete] CC

<b>C 142</b>	<b>Tr</b>	[clause, middle, material, happening, ranged, eventive, location, time 2, complete] <b>CC</b>
	<b>Md</b>	[clause, major, bound, finite, interactant, speaker, explicit 3, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
<b>C 143</b>	<b>Tr</b>	[clause, middle, verbal 1, complete] <b>NFC CC</b>
	<b>Md</b>	[clause, major, bound, non-finite, perfective, 'to', expansion, enhancing, hypotactic, positive 1, complete] <b>NFC CC</b>
	<b>Th</b>	[clause, complete] <b>NFC Rheme only CC</b>

## PICTURE NARRATIVE:

1/1|| One day, a little girl was reading her favorite picture book in her bedroom. 2/2|| She was reading on the floor 3|| because her kitty cat, Spike, was sleeping on the bed. 3/4|| When Spike woke up, 5|| he realized 6|| that he wanted to sleep somewhere with a harder surface 7|| because the bed was too soft for his liking. 4/8|| So, the girl opened the door 9|| and let him go into the living room 10|| where he found a spot [[ that was just right ]] under the coffee table. 5/11|| Unsurprisingly, Spike lay down 12|| to take another nap, 13|| and 14<< when he awoke, >> he was extremely hungry. 6/15|| However, he didn't want to bother the girl, 16|| who was having such a good time 17|| reading in her room in her yellow dress and red shoes, 18|| so he decided to get lunch for himself. 7/19|| Maliciously, he climbed on top of the table 20|| and pecked into Max's cage, 21|| the girl's pet canary. 8/22|| When Spike realized 23|| that definitely he couldn't physically open Max's cage, 24|| he jumped up on the stand 25|| and knocked it over. 9/26|| As a result, the door opened, 27|| and Max flew out of the cage. 10/28|| Next, Spike jumped in 29|| hoping 30|| that he could catch Max, 31|| but instead, the door closed, 32|| and Spike couldn't get out. 11/33|| In the meantime, the girl, 34<< who had heard a noise [[ coming from the living room, ]] >> came into the room 35|| and screamed at the sight [[ she saw. ]] 12/36|| This frightened Max, 37|| who flew out of the house through the open window. 13/38|| The girl was upset, 39|| but she was happy [[ that Spike was not hurt, ]] 40|| and she still had at least one pet [[ to be her friend. ]] 14/41|| She looked out the window 42|| and saw [[ that Max had flown into a nearby apple tree. ]] 15/43|| She was happy [[ that Max had found a new home [[ that was close to hers, ]] ]] 44|| so she could still visit him. |||

SELECTION EXPRESSIONS		
<b>C1</b>	<b>Tr</b>	[clause, middle, material, happening, ranged, eventive, location, time 2, place, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, secondary tense, present 2, stop, full, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, marked topical theme, as transitivity role, circumstance theme, complete] <b>CC</b>
<b>C2</b>	<b>Tr</b>	[clause, middle, material, happening, eventive, location, place, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, secondary tense, present 2, stop, full, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, complete] <b>CC</b>
<b>C3</b>	<b>Tr</b>	[clause, middle, material, happening, behavioral, location, place, complete] <b>CC</b>
	<b>Md</b>	[clause, major, bound, finite, temporal, past 1, secondary tense, present 2, stop, full, expansion, enhancing, hypotactic, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
<b>C4</b>	<b>Tr</b>	[clause, middle, material, happening, behavioral, location, time 2, complete] <b>CC</b>
	<b>Md</b>	[clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>

C5	Tr	[clause, middle, mental 1, phenomenalization, hyperphenomenal, metaphenomenal, idea, cognitive 1, understanding, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C6	Tr	[clause, middle, material, happening, behavioral, location, place, accompaniment, comitative, complete] <b>CC</b>
	Md	[clause, major, bound, finite, temporal, past 1, full, projection, indirect proposition, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
C7	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, cause, purpose, complete] <b>CC</b>
	Md	[clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
C8	Tr	[clause, effective, material, doing, transformative, elaborating 1, operative, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, conjunctive adjunct, enhancing, causal-conditional, causal, general, complete] <b>CC</b>
C9	Tr	[clause, effective, material, doing, transformative, enhancing 1, operative, location, place, complete] <b>AEC CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>AEC CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>AEC CC</b>
C10	Tr	[clause, middle, material, happening, ranged, eventive, location, place, complete] <b>CC</b> <b>DRC</b> [clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>CC</b>
	Md	[clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] <b>CC</b> <b>DRC</b> [clause, major, bound, finite, temporal, past 1, full, expansion, elaborating, down-ranked, positive 1, complete] <b>CC</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, relative pronoun, definite, complete] <b>CC</b> <b>DRC</b> [clause, unmarked topical theme, textual theme, structural, relative pronoun, definite, complete] <b>CC</b>
C11	Tr	[clause, middle, material, happening, behavioral, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, comment, propositional, on whole, qualificative, prediction, predictable, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, interpersonal theme, modal adjunct, comment, propositional, on whole, qualificative, prediction, predictable, complete] <b>CC</b>
C12	Tr	[clause, middle, material, happening, ranged, eventive, complete] <b>NFC CC</b>
	Md	[clause, major, bound, non-finite, perfective, 'to', expansion, enhancing, hypotactic, positive 1, complete] <b>NFC CC</b>
	Th	[clause, complete] <b>NFC Rheme only CC</b>
C13	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>CC</b>



<b>C14</b>	<b>Tr</b>	[clause, middle, material, happening, behavioral, location, time 2, complete] <b>CC</b>
	<b>Md</b>	[clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
<b>C15</b>	<b>Tr</b>	[clause, middle, material, happening, ranged, eventive, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, negative 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, textual theme, conjunctive adjunct, extending, adversative, complete] <b>CC</b>
<b>C16</b>	<b>Tr</b>	[clause, middle, relational, expanding, ascriptive, possessive, possession as process 1, possessor as carrier, complete] <b>CC</b>
	<b>Md</b>	[clause, major, bound, finite, temporal, past 1, secondary tense, present 2, stop, full, expansion, elaborating, hypotactic, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, textual theme, structural, relative pronoun, definite, complete] <b>CC</b>
<b>C17</b>	<b>Tr</b>	[clause, middle, material, happening, eventive, location, place, complete] <b>NFC CC</b>
	<b>Md</b>	[clause, major, bound, non-finite, imperfective, expansion, enhancing, hypotactic, positive 1, complete] <b>NFC CC</b>
	<b>Th</b>	[clause, complete] <b>NFC Rheme only CC</b>
<b>C18</b>	<b>Tr</b>	[clause, middle, material, happening, ranged, eventive, service, cliency, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>CC</b>
<b>C19</b>	<b>Tr</b>	[clause, middle, material, happening, eventive, location, place, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, comment, propositional, on subject, morality, negative 3, full, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, interpersonal theme, modal adjunct, comment, propositional, on subject, morality, negative 5, complete] <b>CC</b>
<b>C20</b>	<b>Tr</b>	[clause, middle, material, happening, eventive, location, place, complete] <b>AEC CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>AEC CC</b>
	<b>Th</b>	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>AEC CC</b>
<b>C21</b>	<b>Tr</b>	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, class, complete] <b>VLC CC</b>
	<b>Md</b>	[clause, major, bound, finite, temporal, past 1, full, expansion, elaborating, hypotactic, positive 1, complete] <b>VLC CC</b>
	<b>Th</b>	[clause, marked topical theme, as transitivity role, non-subject (complement) participant theme, complete] <b>VLC CC</b>
<b>C22</b>	<b>Tr</b>	[clause, middle, mental 1, phenomenalization, hyperphenomenal, metaphenomenal, idea, cognitive 1, understanding, location, time 2, complete] <b>CC</b>
	<b>Md</b>	[clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
<b>C23</b>	<b>Tr</b>	[clause, effective, material, doing, transformative, elaborating 1, operative, manner, means, complete] <b>CC</b>
	<b>Md</b>	[clause, major, bound, finite, modal, modulation, readiness, ability, outer, low 1, subjective, implicit 4, full, projection, indirect proposal, hypotactic, negative 1, mood assessment, modality, modalization, probability, outer, high 1, objective, implicit 4, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, interpersonal theme, modal adjunct, mood, modality, modalization, probability, complete] <b>CC</b>

<b>C24</b>	<b>Tr</b>	[clause, middle, material, happening, eventive, location, place, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, complete] <b>CC</b>
<b>C25</b>	<b>Tr</b>	[clause, effective, material, doing, transformative, enhancing 1, operative, complete] <b>AEC CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>AEC CC</b>
	<b>Th</b>	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>AEC CC</b>
<b>C26</b>	<b>Tr</b>	[clause, middle, material, happening, eventive, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, textual theme, conjunctive adjunct, enhancing, causal-conditional, causal, specific 2, result, complete] <b>CC</b>
<b>C27</b>	<b>Tr</b>	[clause, middle, material, happening, eventive, location, place, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>CC</b>
<b>C28</b>	<b>Tr</b>	[clause, middle, material, happening, eventive, location, place, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, textual theme, conjunctive adjunct, enhancing, spatio-temporal, simple, following, internal, complete] <b>CC</b>
<b>C29</b>	<b>Tr</b>	[clause, middle, mental 1, phenomenalization, hyperphenomenal, metaphenomenal, idea, desiderative 1, desire, complete] <b>NFC CC</b>
	<b>Md</b>	[clause, major, bound, non-finite, imperfective, expansion, extending, hypotactic, positive 1, complete] <b>NFC CC</b>
	<b>Th</b>	[clause, complete] <b>NFC Rheme only CC</b>
<b>C30</b>	<b>Tr</b>	[clause, effective, material, doing, transformative, extending, non-recipienty, operative, complete] <b>CC</b>
	<b>Md</b>	[clause, major, bound, finite, modal, modulation, readiness, ability, outer, low 1, subjective, implicit 4, full, projection, indirect proposal, hypotactic, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
<b>C31</b>	<b>Tr</b>	[clause, middle, material, happening, eventive, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, conjunctive adjunct, extending, verifying, replacive, complete] <b>CC</b>
<b>C32</b>	<b>Tr</b>	[clause, middle, material, happening, eventive, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, modal, modulation, readiness, ability, outer, low 1, subjective, implicit 4, full, negative 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>CC</b>
<b>C33</b>	<b>Tr</b>	[clause, middle, material, happening, eventive, location, place, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, textual theme, conjunctive adjunct, enhancing, spatio-temporal, complex, durative, complete] <b>CC</b>

C34	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, perceptive, specific, auditory, noticed, complete] <b>CC</b> <b>DRC</b> [clause, middle, material, happening, eventive, location, place, complete] <b>NFC CC</b>
	Md	[clause, major, bound, finite, temporal, past 1, secondary tense, past 2, stop, full, expansion, elaborating, hypotactic, positive 1, complete] <b>CC</b> <b>DRC</b> [clause, major, bound, non-finite, imperfective, expansion, elaborating, down-ranked, positive 1, complete] <b>NFC CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, relative pronoun, definite, complete] <b>CC</b> <b>DRC</b> [clause, complete] <b>NFC Rheme only CC</b>
C35	Tr	[clause, middle, material, happening, behavioral, cause, reason, complete] <b>AEC CC</b> <b>DRC</b> [clause, middle, mental 1, phenomenalization, phenomenal, ranged, perceptive, specific, visual complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>AEC CC</b> <b>DRC</b> [clause, major, bound, finite, temporal, past 1, full, expansion, elaborating, down-ranked, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>AEC CC</b> <b>DRC</b> [clause, unmarked topical theme, complete] <b>CC</b>
C36	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, emotive, fearing, normal, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C37	Tr	[clause, middle, material, happening, eventive, location, place, manner, means, complete] <b>CC</b>
	Md	[clause, major, bound, finite, temporal, past 1, full, expansion, elaborating, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, relative pronoun, definite, complete] <b>CC</b>
C38	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C39	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>CC</b> <b>DRC</b> [clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b> <b>DRC</b> [clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, down-ranked, negative 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>CC</b> <b>DRC</b> [clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
C40	Tr	[clause, middle, relational, expanding, ascriptive, possessive, possession as process 1, possessor as carrier, complete] <b>CC</b> <b>DRC</b> [clause, middle, relational, expanding, ascriptive, intensive, non-phase, class, complete] <b>NFC CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, mood assessment, temporality, relative to expectation, since, positive 2, complete] <b>CC</b> <b>DRC</b> [clause, major, bound, non-finite, perfective, 'to', expansion, enhancing, down-ranked, positive 1, complete] <b>NFC CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>CC</b> <b>DRC</b> [clause, complete] <b>NFC Rheme only CC</b>

C41	Tr	[clause, middle, material, happening, ranged, behavioral, location, place, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C42	Tr	[clause, middle, mental 1, phenomenalization, hyperphenomenal, metaphenomenal, fact, ranged, perceptive, general, complete] AEC CC DRC [clause, middle, material, happening, eventive, location, place, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] AEC CC DRC [clause, major, bound, finite, temporal, past 1, secondary tense, past 2, stop, full, expansion, elaborating, down-ranked, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] AEC CC DRC [clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] CC
C43	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] CC DRC1 [clause, middle, material, happening, ranged, eventive, complete] CC DRC2 in relation to DRC1 [clause, middle, relational, expanding, ascriptive, circumstantial, circumstance as attribute, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC DRC1 [clause, major, bound, finite, temporal, past 1, secondary tense, past 2, stop, full, expansion, enhancing, down-ranked, positive 1, complete] CC DRC2 in relation to DRC1 [clause, major, bound, finite, temporal, past 1, full, expansion, elaborating, down-ranked, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC DRC1 [clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] CC DRC2 in relation to DRC1 [clause, unmarked topical theme, textual theme, structural, relative pronoun, definite, complete] CC
C44	Tr	[clause, middle, material, happening, ranged, eventive, complete] CC
	Md	[clause, major, free, indicative, declarative, modal, modulation, readiness, ability, outer, low 1, subjective, implicit 4, full, positive 1, mood assessment, temporality, relative to expectation, since, positive 2, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] CC

### L.3 Subject SS2

#### PERSONAL EXPERIENCE:

1/1||| With a lifetime of people, places, and things [[ which I could write about, ]] I find myself 2|| gravitating to the most recent 5 days of my life. 2/3||| I am 32 years old. 3/4||| I have been with my wife for almost 5 years 5|| and married to her for most of the last 3. 4/6||| It was not until 5 days ago, however, [[ that I met her family for the first time. ]] 5/7||| To tell the absolute truth, 8|| I had previously met her mother. 6/9||| In fact, she stayed with us for five months after the birth of our daughter. |||

7/10||| My daughter is almost 11 months old. 8/11||| Like me, it is also her first trip to Brazil 12|| and the first time [[ she has met the rest of her mother's family. ]] |||

9/13||| When I met my wife, 14|| I began a new life. 10/15||| And, 16|| « when our daughter was born, » I again began a new life. 11/17||| And 5 days ago, 18|| « when I arrived here in Brazil at the home of my wife's family, » yet again a new life began for me. |||

12/19||| And now, as with each new life [[ I have begun, ]] I am pleased and happy... and grateful for that day 35 years ago [[ when another new life, the life of my wife, began. ]] |||

		SELECTION EXPRESSIONS
C1	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, perceptive, general, accompaniment, comitative, complete] <b>CC</b> <b>DRC</b> [clause, middle, material, happening, eventive, matter, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, present 1, full, positive 1, complete] <b>CC</b> <b>DRC</b> [clause, major, bound, finite, interactant, speaker, explicit 3, modal, modalization, probability, outer, low 1, subjective, implicit 4, full, expansion, enhancing, down-ranked, positive 1, complete] <b>CC</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, complete] <b>CC</b> <b>DRC</b> [clause, marked topical theme, as transitivity role, non-subject (complement) participant theme, complete] <b>CC</b>
C2	Tr	[clause, middle, material, happening, eventive, location, place, complete] <b>NFC CC</b>
	Md	[clause, major, bound, non-finite, imperfective, expansion, enhancing, hypotactic, positive 1, complete] <b>NFC CC</b>
	Th	[clause, complete] <b>NFC Rheme only CC</b>
C3	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, present 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C4	Tr	[clause, middle, relational, expanding, ascriptive, circumstantial, circumstance as attribute, extent, duration, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, present 1, secondary tense, past 2, stop, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C5	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, accompaniment, comitative, extent, duration, complete] <b>AEC CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, present 1, secondary tense, past 2, stop, full, positive 1, complete] <b>AEC CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>AEC CC</b>
C6	Tr	[clause, middle, relational, expanding, ascriptive, circumstantial, circumstance as attribute, complete] <b>CC</b> <b>DRC</b> [clause, middle, material, happening, ranged, eventive, extent, frequency, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, negative 1, complete] <b>CC</b> <b>DRC</b> [clause, major, bound, finite, interactant, speaker, explicit 3, temporal, past 1, full, expansion, elaborating, down-ranked, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b> <b>DRC</b> [clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
C7	Tr	[clause, middle, verbal 1, verbalization, as name, complete] <b>NFC CC</b>
	Md	[clause, major, bound, non-finite, perfective, 'to', expansion, enhancing, hypotactic, positive 1, complete] <b>NFC CC</b>
	Th	[clause, complete] <b>NFC Rheme only CC</b>
C8	Tr	[clause, middle, material, happening, ranged, eventive, location, time 2, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, secondary tense, past 2, stop, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>

C9	Tr	[clause, middle, relational, expanding, ascriptive, circumstantial, circumstance as attribute, extent, duration, location, time 2, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, comment, speech-functional, unqualified, factual, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, interpersonal theme, modal adjunct, comment, speech-functional, unqualified, factual, complete] CC
C10	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C11	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, class, manner, comparison, accompaniment, additive, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, complete] CC
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, complete] CC
C12	Tr	[clause, middle, relational, expanding, ascriptive, circumstantial, circumstance as attribute, complete] AEC CC DRC [clause, middle, material, happening, ranged, eventive, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, complete] AEC CC DRC [clause, major, bound, finite, temporal, present 1, secondary tense, past 2, stop, full, expansion, enhancing, down-ranked, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] AEC CC DRC [clause, unmarked topical theme, complete] CC
C13	Tr	[clause, middle, material, happening, ranged, eventive, location, time 2, complete] CC
	Md	[clause, major, bound, finite, interactant, speaker, explicit 3, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] CC
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, hypotactic, complete] CC
C14	Tr	[clause, effective, material, doing, creative, operative, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C15	Tr	[clause, effective, material, doing, creative, operative, extent, frequency, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, conjunctive adjunct, extending, additive, positive 1, complete] CC
C16	Tr	[clause, middle, material, happening, eventive, location, time 2, complete] CC
	Md	[clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] CC
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, hypotactic, complete] CC
C17	Tr	[clause, middle, material, happening, eventive, location, time 2, extent, frequency, angle, viewpoint, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, conjunctive adjunct, extending, additive, positive 1, complete] CC

C18	Tr	[clause, middle, material, happening, eventive, location, time 2, place, complete] CC
	Md	[clause, major, bound, finite, interactant, speaker, explicit 3, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] CC
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, hypotactic, complete] CC
C19	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, location, time 2, manner, comparison, cause, reason, complete] CC DRC1 [clause, effective, material, doing, creative, operative, complete] CC DRC2 [clause, middle, material, happening, eventive, location, time 2, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, present 1, full, positive 1, complete] CC DRC1 [clause, major, bound, finite, interactant, speaker, explicit 3, temporal, present 1, secondary tense, past 2, stop, full, expansion, elaborating, down-ranked, positive 1, complete] CC DRC2 [clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, down-ranked, positive 1, complete] CC
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, conjunctive adjunct, extending, additive, positive 1, complete] CC DRC1 [clause, unmarked topical theme, complete] CC DRC2 [clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, relative pronoun, definite, complete] CC

## PICTURE NARRATIVE:

1/1|| One morning a few weeks ago I was reading my favorite book, Charlotte's Web, to my teddy bear, Baby, and my cat, Tiger. 2/2|| Actually, Tiger had fallen asleep on the bed 3|| and Baby had fallen asleep on the floor next to me, 4|| but I kept reading anyway 5|| because, 6<< as I said, >> it's my favorite book. |||

3/7|| Then Tiger woke up. |||

4/8|| He jumped from the bed 9|| and walked to my bedroom door, 10|| where he stood, 11|| meowing 12|| and waiting for me 13|| to let him get out. 5/14|| So that's [[ what I did. ]] 6/15|| It's always like this 16|| because I like to read with my bedroom door closed. 7/17|| It's more quiet and peaceful [[ reading with the door closed. ]] 8/18|| And Tiger likes to stay with me 19|| and listen to the stories, 20|| but only for a little while. 9/21|| Then he must move around 22|| and do other things. 10/23|| So I let him get out. |||

11/24|| It appeared [[ he just wanted a change of scenery ]] 25|| because he walked over to the living room 26|| and curled up under the coffee table [[ where he went back to sleep. ]] |||

12/27|| In the living room on the endtable behind the coffee table and next to the blue chair there was a bird cage with our neighbors' yellow bird, Tweetie. 13/28|| They had left for vacation the day before 29|| and had asked us 30|| to take care of Tweetie for them. 14/31|| Always we took care of Tweetie 32|| when they traveled. 15/33|| For some reason I forgot about Tweetie 34|| when I left Tiger alone in the living room. |||

16/35|| What happened next, 36|| I can only speculate. 17/37|| But honestly, I cannot explain it. 18/38|| I can only describe 39|| what I saw 40|| when I entered the living room. 19/41|| Let me first describe the few moments [[ before I entered the living room. ]] 20/42|| I had returned to my bedroom 43|| where I continued reading Charlotte's Web to Baby, 44|| who continued sleeping on the floor next to me. |||

21/45|| The next thing [[ I knew ]] was [[ that I heard a terrible crashing noise [[ accompanied by the caucaphony of the screams and whines of Tweetie and Tiger. ]] ]] 22/46|| I'm sure 47|| you, 48<< as I was, >> are quite certain 49|| as to what I found 50|| when I entered the living room. |||

23/51|| As I said, 52|| I cannot explain 53|| what I found. 24/54|| I can only relate to you 55|| what I saw with my own two eyes. |||

25/56|| I threw my bedroom door open 57|| and charged into the living room, 58|| screaming at Tiger 59|| to leave Tweetie alone, 60|| though I was quite certain 61|| I was too late. 26/62|| The only noise, other than my screams, was Tiger's whines. 27/63|| And Tiger was completely inside the bird cage, 64|| which he'd clearly knocked to the floor. |||

28/65|| A moment later, I noticed Tweetie there on the coffee table, 66|| staring down at the cat [[ in his cage ]] 67|| and then at me. 29/68|| He seemed quite satisfied with himself 69|| and not a bit concerned with the fact [[ that my Tiger was stuck in his cage || crying. ]] |||

30/70|| I ran to his cage, 71|| turned it over 72|| to open the door, 73|| and scooped out Tiger. 31/74|| As I was doing this 75|| Tweetie flew out the window 76|| and perched himself on a branch in the apple tree in our backyard. |||

32/77|| In my opinion, it's probably better anyway [[ that a bird like Tweetie, || who's smart enough [[ to trick Tiger || into standing on the coffee table || and knocking over the bird cage, || and then escaping from the cage || while at the same time locking the cat inside, ]] is given the chance of a happier and better life outside! ]] |||

33/78|| I really hope 79|| my neighbors understand all this! |||

		SELECTION EXPRESSIONS
C1	Tr	[clause, middle, material, happening, ranged, eventive, service, cliency, location, time 2, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, secondary tense, present 2, stop, full, positive 1, complete] CC
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, complete] CC
C2	Tr	[clause, middle, relational, expanding, ascriptive, intensive, phase, time 1, inceptive, location, place, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, secondary tense, past 2, stop, comment, speech-functional, unqualified, factual, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, interpersonal theme, modal adjunct, comment, speech-functional, unqualified, factual, complete] CC
C3	Tr	[clause, middle, relational, expanding, ascriptive, intensive, phase, time 1, inceptive, location, place, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, secondary tense, past 2, stop, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] CC
C4	Tr	[clause, middle, material, happening, eventive, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] CC
C5	Tr	[clause, middle, relational, expanding, identifying, decoding, intensive, complete] CC
	Md	[clause, major, bound, finite, temporal, present 1, full, expansion, enhancing, hypotactic, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] CC
C6	Tr	[clause, middle, verbal 1, complete] CC
	Md	[clause, major, bound, finite, interactant, speaker, explicit 3, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] CC
C7	Tr	[clause, middle, material, happening, behavioral, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, conjunctive adjunct, enhancing, spatio-temporal, simple, following, external, complete] CC
C8	Tr	[clause, middle, material, happening, eventive, location, place, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC



C9	Tr	[clause, middle, material, happening, eventive, location, place, complete] <b>AEC CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>AEC CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>AEC CC</b>
C10	Tr	[clause, middle, material, happening, behavioral, location, place, complete] <b>CC</b>
	Md	[clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, relative pronoun, definite, complete] <b>CC</b>
C11	Tr	[clause, middle, material, happening, behavioral, complete] <b>NFC CC</b>
	Md	[clause, major, bound, non-finite, imperfective, expansion, extending, hypotactic, positive 1, complete] <b>NFC CC</b>
	Th	[clause, complete] <b>NFC Rheme only CC</b>
C12	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, desiderative 1, desire, complete] <b>NFC CC</b>
	Md	[clause, major, bound, non-finite, imperfective, expansion, extending, hypotactic, positive 1, complete] <b>NFC CC</b>
	Th	[clause, textual theme, structural, conjunction, paratactic, complete] <b>NFC CC</b>
C13	Tr	[clause, effective, material, doing, transformative, enhancing 1, operative, complete] <b>NFC CC</b>
	Md	[clause, major, bound, non-finite, perfective, 'to', expansion, enhancing, hypotactic, positive 1, complete] <b>NFC CC</b>
	Th	[clause, complete] <b>NFC Rheme only CC</b>
C14	Tr	[clause, middle, relational, expanding, identifying, decoding, intensive, complete] <b>CC</b> <b>DRC</b> [clause, effective, material, doing, creative, operative, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, complete] <b>CC</b> <b>DRC</b> [clause, major, bound, finite, interactant, speaker, explicit 3, temporal, past 1, full, expansion, elaborating, down-ranked, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, indicative, identification, identifying theme, marked, textual theme, conjunctive adjunct, enhancing, causal-conditional, causal, general, complete] <b>CC</b> <b>DRC</b> [clause, marked topical theme, as transitivity role, non-subject (complement) participant theme, complete] <b>CC</b>
C15	Tr	[clause, middle, relational, expanding, ascriptive, circumstantial, circumstance as attribute, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, mood assessment, modality, modalization, usuality, outer, high 1, objective, implicit 4, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C16	Tr	[clause, middle, material, happening, eventive, accompaniment, comitative, complete] <b>CC</b>
	Md	[clause, major, bound, finite, interactant, speaker, explicit 3, temporal, present 1, full, expansion, enhancing, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>

C17	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>CC</b> <b>DRC</b> [clause, middle, material, happening, eventive, accompaniment, comitative, complete] <b>NFC CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, complete] <b>CC</b> <b>DRC</b> [clause, major, bound, non-finite, imperfective, expansion, elaborating, down-ranked, positive 1, complete] <b>NFC CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b> <b>DRC</b> [clause, complete] <b>NFC Rheme only CC</b>
C18	Tr	[clause, middle, relational, expanding, ascriptive, circumstantial, circumstance as attribute, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, conjunctive adjunct, extending, additive, positive 1, complete] <b>CC</b>
C19	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, perceptive, specific, auditory, noticed, complete] <b>AEC CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, complete] <b>AEC CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>AEC CC</b>
C20	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, perceptive, specific, auditory, noticed, extent, duration, complete] <b>AEC CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, complete] <b>AEC CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>AEC CC</b>
C21	Tr	[clause, middle, material, happening, eventive, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, modal, modulation, obligation, outer, high 1, subjective, implicit 4, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, conjunctive adjunct, enhancing, spatio-temporal, simple, following, external, complete] <b>CC</b>
C22	Tr	[clause, effective, material, doing, creative, operative, complete] <b>AEC CC</b>
	Md	[clause, major, free, indicative, declarative, modal, modulation, obligation, outer, high 1, subjective, implicit 4, full, positive 1, complete] <b>AEC CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>AEC CC</b>
C23	Tr	[clause, effective, material, doing, transformative, enhancing 1, operative, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, present 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, conjunctive adjunct, enhancing, causal-conditional, causal, general, complete] <b>CC</b>
C24	Tr	[clause, middle, relational, expanding, ascriptive, intensive, phase, reality, apparent, complete] <b>CC</b> <b>DRC</b> [clause, middle, mental 1, phenomenalization, phenomenal, ranged, desiderative 1, preference, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b> <b>DRC</b> [clause, major, bound, finite, temporal, past 1, full, expansion, elaborating, down-ranked, positive 1, mood assessment, intensity, counter-expectancy, limiting, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b> <b>DRC</b> [clause, unmarked topical theme, complete] <b>CC</b>

C25	Tr	[clause, middle, material, happening, eventive, location, place, complete] <b>CC</b>
	Md	[clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
C26	Tr	[clause, middle, material, happening, behavioral, location, place, complete] <b>AEC CC</b> <b>DRC</b> [clause, middle, material, happening, behavioral, location, place, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>AEC CC</b> <b>DRC</b> [clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, down-ranked, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>AEC CC</b> <b>DRC</b> [clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, relative pronoun, definite, complete] <b>CC</b>
C27	Tr	[clause, middle, relational, existential, existence, location, place, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, complete] <b>CC</b>
C28	Tr	[clause, middle, material, happening, eventive, cause, purpose, location, time 2, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, secondary tense, past 2, stop, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C29	Tr	[clause, middle, verbal 1, verbalization, as locution, reporting, imperating, receiver, complete] <b>AEC CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, secondary tense, past 2, stop, full, positive 1, complete] <b>AEC CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>AEC CC</b>
C30	Tr	[clause, middle, material, happening, ranged, eventive, cause, behalf, complete] <b>NFC CC</b>
	Md	[clause, major, bound, non-finite, perfective, 'to', projection, indirect proposal, hypotactic, positive 1, complete] <b>NFC CC</b>
	Th	[clause, complete] <b>NFC Rheme only CC</b>
C31	Tr	[clause, middle, material, happening, ranged, eventive, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker-plus, temporal, past 1, full, positive 1, mood assessment, modality, modalization, usuality, outer, high 1, objective, implicit 4, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, interpersonal theme, modal adjunct, mood, modality, modalization, usuality, complete] <b>CC</b>
C32	Tr	[clause, middle, material, happening, ranged, eventive, location, time 2, complete] <b>CC</b>
	Md	[clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
C33	Tr	[clause, middle, mental 1, cognitive 1, memory, cause, reason, matter, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, complete] <b>CC</b>

C34	Tr	[clause, middle, material, happening, ranged, eventive, location, time 2, place, complete] CC
	Md	[clause, major, bound, finite, interactant, speaker, explicit 3, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] CC
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, hypotactic, complete] CC
C35	Tr	[clause, middle, material, happening, eventive, location, time 2, complete] CC
	Md	[clause, major, bound, finite, temporal, past 1, full, projection, indirect proposition, hypotactic, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] CC
C36	Tr	[clause, middle, mental 1, phenomenalization, hyperphenomenal, metaphenomenal, idea, cognitive 1, opining, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, modal, modulation, readiness, ability, outer, low 1, subjective, implicit 4, full, positive 1, mood assessment, intensity, counter-expectancy, limiting, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C37	Tr	[clause, middle, verbal 1, verbalization, as name, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, modal, modulation, readiness, ability, outer, low 1, subjective, implicit 4, comment, speech-functional, qualified, personal engagement, honesty, full, negative 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, conjunctive adjunct, extending, adversative, interpersonal theme, modal adjunct, comment, speech-functional, qualified, personal engagement, honesty, complete] CC
C38	Tr	[clause, middle, verbal 1, verbalization, as locution, reporting, indicating, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, modal, modulation, readiness, ability, outer, low 1, subjective, implicit 4, full, positive 1, mood assessment, intensity, counter-expectancy, limiting, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C39	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, perceptive, specific, visual, complete] CC
	Md	[clause, major, bound, finite, interactant, speaker, explicit 3, temporal, past 1, full, projection, indirect proposition, hypotactic, positive 1, complete] CC
	Th	[clause, marked topical theme, as transitivity role, non-subject (complement) participant theme, textual theme, structural, conjunction, hypotactic, complete] CC
C40	Tr	[clause, middle, material, happening, ranged, eventive, location, time 2, complete] CC
	Md	[clause, major, bound, finite, interactant, speaker, explicit 3, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] CC
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, hypotactic, complete] CC
C41	Tr	[clause, effective, verbal 1, verbalization, as name, location, time 2, complete] CC DRC [clause, middle, material, happening, ranged, eventive, location, time 2, complete] CC
	Md	[clause, major, free, imperative, oblativ, full, positive 1, complete] CC DRC [clause, major, bound, finite, interactant, speaker, explicit 3, temporal, past 1, full, expansion, enhancing, down-ranked, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC DRC [clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] CC
C42	Tr	[clause, middle, material, happening, eventive, location, place, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, secondary tense, past 2, stop, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC

C43	Tr	[clause, middle, material, happening, ranged, eventive, service, cliency, location, place, complete] CC
	Md	[clause, major, bound, finite, interactant, speaker, explicit 3, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] CC
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, relative pronoun, definite, complete] CC
C44	Tr	[clause, middle, material, happening, behavioral, location, place, complete] CC
	Md	[clause, major, bound, finite, temporal, past 1, full, expansion, elaborating, hypotactic, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, relative pronoun, definite, complete] CC
C45	Tr	[clause, middle, relational, expanding, identifying, decoding, intensive, complete] CC <b>DRC1</b> [clause, middle, mental 1, phenomenalization, phenomenal, ranged, cognitive 1, knowledge, complete] CC <b>DRC2</b> [clause, middle, mental 1, phenomenalization, phenomenal, ranged, perceptive, specific, auditory, noticed, complete] CC <b>DRC3 in relation to DRC2</b> [clause, effective, material, doing, transformative, enhancing 1, receptive, agentive, complete] NFC CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC <b>DRC1</b> [clause, major, bound, finite, interactant, speaker, explicit 3, temporal, past 1, full, expansion, elaborating, down-ranked, positive 1, complete] CC <b>DRC2</b> [clause, major, bound, finite, interactant, speaker, explicit 3, temporal, past 1, full, expansion, elaborating, down-ranked, positive 1, complete] CC <b>DRC3 in relation to DRC2</b> [clause, major, bound, non-finite, neutral, expansion, elaborating, down-ranked, positive 1, complete] NFC CC
	Th	[clause, unmarked topical theme, complete] CC <b>DRC1</b> [clause, unmarked topical theme, complete] CC <b>DRC2</b> [clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] CC <b>DRC3 in relation to DRC2</b> [clause, complete] NFC Rheme only CC
C46	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, present 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C47	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] CC
	Md	[clause, major, bound, finite, interactant, addressee, temporal, present 1, full, modalized, modalization, probability, outer, high 1, subjective, explicit 4, projection, indirect proposition, hypotactic, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C48	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] AEC CC
	Md	[clause, major, bound, finite, interactant, speaker, explicit 3, temporal, past 1, elliptical, partial, expansion, enhancing, hypotactic, positive 1, complete] AEC CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] AEC CC
C49	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, perceptive, specific, visual, complete] CC
	Md	[clause, major, bound, finite, interactant, speaker, explicit 3, temporal, past 1, full, modalized, modalization, probability, outer, high 1, subjective, explicit 4, projection, indirect proposition, hypotactic, positive 1, complete] CC
	Th	[clause, marked topical theme, as transitivity role, non-subject (complement) participant theme, textual theme, structural, conjunction, hypotactic, complete] CC

C50	Tr	[clause, middle, material, happening, ranged, eventive, location, time 2, complete] <b>CC</b>
	Md	[clause, major, bound, finite, interactant, speaker, explicit 3, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
C51	Tr	[clause, middle, verbal 1, complete] <b>CC</b>
	Md	[clause, major, bound, finite, interactant, speaker, explicit 3, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
C52	Tr	[clause, middle, verbal 1, verbalization, as locution, reporting, indicating, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, modal, modulation, readiness, ability, outer, low 1, subjective, implicit 4, full, negative 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C53	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, perceptive, specific, visual, complete] <b>CC</b>
	Md	[clause, major, bound, finite, interactant, speaker, explicit 3, temporal, past 1, full, projection, indirect proposition, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, marked topical theme, as transitivity role, non-subject (complement) participant theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
C54	Tr	[clause, middle, verbal 1, verbalization, as locution, reporting, indicating, receiver, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, modal, modulation, readiness, ability, outer, low 1, subjective, implicit 4, full, positive 1, mood assessment, intensity, counter-expectancy, limiting, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C55	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, perceptive, specific, visual, manner, means, complete] <b>CC</b>
	Md	[clause, major, bound, finite, interactant, speaker, explicit 3, temporal, past 1, full, projection, indirect proposition, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, marked topical theme, as transitivity role, non-subject (complement) participant theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
C56	Tr	[clause, effective, material, doing, transformative, elaborating 1, operative, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C57	Tr	[clause, middle, material, happening, eventive, location, place, complete] <b>AEC CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, implicit 3, temporal, past 1, full, positive 1, complete] <b>AEC CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>AEC CC</b>
C58	Tr	[clause, middle, verbal 1, verbalization, as locution, reporting, imperating, receiver, complete] <b>NFC CC</b>
	Md	[clause, major, bound, non-finite, imperfective, expansion, extending, hypotactic, positive 1, complete] <b>NFC CC</b>
	Th	[clause, complete] <b>NFC Rheme only CC</b>
C59	Tr	[clause, middle, material, happening, ranged, eventive, complete] <b>NFC CC</b>
	Md	[clause, major, bound, non-finite, perfective, 'to', projection, indirect proposal, hypotactic, positive 1, complete] <b>NFC CC</b>
	Th	[clause, complete] <b>NFC Rheme only CC</b>

C60	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] CC
	Md	[clause, major, bound, finite, interactant, speaker, explicit 3, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] CC
C61	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] CC
	Md	[clause, major, bound, finite, interactant, speaker, explicit 3, temporal, past 1, full, modalized, modalization, probability, outer, high 1, subjective, explicit 4, projection, indirect proposition, hypotactic, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C62	Tr	[clause, middle, relational, expanding, identifying, encoding, intensive, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C63	Tr	[clause, middle, relational, expanding, ascriptive, circumstantial, circumstance as attribute, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, mood assessment, intensity, degree, total 2, complete] CC
	Th	[clause, unmarked topical theme, textual theme, conjunctive adjunct, extending, additive, positive 1, complete] CC
C64	Tr	[clause, effective, material, doing, transformative, enhancing 1, operative, location, place, complete] CC
	Md	[clause, major, bound, finite, temporal, past 1, secondary tense, past 2, stop, full, comment, propositional, on whole, asseverative, obvious, expansion, elaborating, hypotactic, positive 1, complete] CC
	Th	[clause, marked topical theme, as transitivity role, non-subject (complement) participant theme, textual theme, structural, relative pronoun, definite, complete] CC
C65	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, perceptive, general, location, place, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, conjunctive adjunct, enhancing, spatio-temporal, complex, interrupted, complete] CC
C66	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, perceptive, specific, visual, location, place, complete] NFC CC DRC [clause, middle, relational, expanding, ascriptive, circumstantial, circumstance as attribute, complete] VLC CC
	Md	[clause, major, bound, non-finite, imperfective, expansion, extending, hypotactic, positive 1, complete] NFC CC DRC [clause, major, bound, finite, temporal, past 1, full, expansion, elaborating, down-ranked, positive 1, complete] VLC CC
	Th	[clause, complete] NFC Rheme only CC DRC [clause, marked topical theme, non-subject (complement) participant theme, complete] VLC CC
C67	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, perceptive, specific, visual, complete] AEC NFC CC
	Md	[clause, major, bound, non-finite, imperfective, expansion, extending, hypotactic, positive 1, complete] AEC NFC CC
	Th	[clause, textual theme, structural, conjunction, paratactic, complete] AEC NFC CC
C68	Tr	[clause, middle, relational, expanding, ascriptive, intensive, phase, reality, apparent, matter, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC

C69	Tr	[clause, middle, relational, expanding, ascriptive, intensive, phase, reality, apparent, matter, complete] <b>AEC CC</b> <b>DRC1</b> [clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, location, place, complete] <b>CC</b> <b>DRC2 in relation to DRC1</b> [clause, middle, material, happening, behavioral, complete] <b>NFC CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, negative 1, complete] <b>AEC CC</b> <b>DRC1</b> [clause, major, bound, finite, temporal, past 1, full, projection, indirect proposition, down-ranked, positive 1, complete] <b>CC</b> <b>DRC2 in relation to DRC1</b> [clause, major, bound, non-finite, imperfective, expansion, extending, hypotactic, positive 1, complete] <b>NFC CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>AEC CC</b> <b>DRC1</b> [clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b> <b>DRC2 in relation to DRC1</b> [clause, complete] <b>NFC Rheme only CC</b>
C70	Tr	[clause, middle, material, happening, eventive, location, place, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C71	Tr	[clause, effective, material, doing, transformative, elaborating 1, operative, complete] <b>AEC CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, implicit 3, temporal, past 1, full, positive 1, complete] <b>AEC CC</b>
	Th	[clause, unmarked topical theme, complete] <b>AEC CC</b>
C72	Tr	[clause, effective, material, doing, transformative, elaborating 1, operative, complete] <b>NFC CC</b>
	Md	[clause, major, bound, non-finite, perfective, 'to', expansion, enhancing, hypotactic, positive 1, complete] <b>NFC CC</b>
	Th	[clause, complete] <b>NFC Rheme only CC</b>
C73	Tr	[clause, effective, material, doing, transformative, elaborating 1, operative, complete] <b>AEC CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, implicit 3, temporal, past 1, full, positive 1, complete] <b>AEC CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>AEC CC</b>
C74	Tr	[clause, effective, material, doing, creative, operative, location, time 2, complete] <b>CC</b>
	Md	[clause, major, bound, finite, interactant, speaker, explicit 3, temporal, past 1, secondary tense, present 2, stop, full, expansion, enhancing, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
C75	Tr	[clause, middle, material, happening, eventive, location, place, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C76	Tr	[clause, effective, material, doing, transformative, elaborating 1, operative, location, place, complete] <b>AEC CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>AEC CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>AEC CC</b>



C77	Tr	<p>[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, angle, viewpoint, complete] CC</p> <p><b>DRC1</b> [clause, effective, material, doing, transformative, extending, reciprocity, receptive, complete] CC</p> <p><b>DRC2 in relation to DRC1</b> [clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] CC</p> <p><b>DRC3 in relation to DRC2</b> [clause, middle, material, happening, ranged, eventive, complete] NFC CC</p> <p><b>DRC4 in relation to DRC3</b> [clause, middle, material, happening, behavioral, location, place, complete] NFC CC</p> <p><b>DRC5 in relation to DRC3</b> [clause, effective, material, doing, transformative, enhancing 1, operative, complete] NFC CC</p> <p><b>DRC6 in relation to DRC3</b> [clause, middle, material, happening, eventive, location, place, complete] NFC CC</p> <p><b>DRC7 in relation to DRC3</b> [clause, effective, material, doing, transformative, elaborating 1, operative, location, place, complete] NFC CC</p>
	Md	<p>[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, mood assessment, modality, modalization, probability, median, objective, implicit 4, complete] CC</p> <p><b>DRC1</b> [clause, major, bound, finite, temporal, present 1, full, expansion, elaborating, down-ranked, positive 1, complete] CC</p> <p><b>DRC2 in relation to DRC1</b> [clause, major, bound, finite, temporal, present 1, full, expansion, elaborating, hypotactic, positive 1, complete] CC</p> <p><b>DRC3 in relation to DRC2</b> [clause, major, bound, non-finite, perfective, 'to', expansion, enhancing, down-ranked, positive 1, complete] NFC CC</p> <p><b>DRC4 in relation to DRC3</b> [clause, major, bound, non-finite, imperfective, expansion, enhancing, hypotactic, positive 1, complete] NFC CC</p> <p><b>DRC5 in relation to DRC3</b> [clause, major, bound, non-finite, imperfective, expansion, enhancing, hypotactic, positive 1, complete] NFC CC</p> <p><b>DRC6 in relation to DRC3</b> [clause, major, bound, non-finite, imperfective, expansion, enhancing, hypotactic, positive 1, complete] NFC CC</p> <p><b>DRC7 in relation to DRC3</b> [clause, major, bound, non-finite, imperfective, expansion, enhancing, hypotactic, positive 1, complete] NFC CC</p>
	Th	<p>[clause, marked topical theme, as transitivity role, circumstance theme, complete] CC</p> <p><b>DRC1</b> [clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] CC</p> <p><b>DRC2 in relation to DRC1</b> [clause, unmarked topical theme, textual theme, structural, relative pronoun, definite, complete] CC</p> <p><b>DRC3 in relation to DRC2</b> [clause, complete] NFC Rheme only CC</p> <p><b>DRC4 in relation to DRC3</b> [textual theme, structural, conjunction, hypotactic, complete] NFC CC</p> <p><b>DRC5 in relation to DRC4</b> [clause, textual theme, structural, conjunction, paratactic, complete] NFC CC</p> <p><b>DRC6 in relation to DRC5</b> [clause, textual theme, structural, conjunction, paratactic, complete] NFC CC</p> <p><b>DRC7 in relation to DRC6</b> [clause, textual theme, structural, conjunction, hypotactic, conjunctive adjunct, enhancing, spatio-temporal, simple, simultaneous, external, complete] NFC CC</p>
C78	Tr	[clause, middle, mental 1, phenomenalization, hyperphenomenal, metaphenomenal, idea, desiderative 1, desire, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, present 1, full, positive 1, mood assessment, intensity, counter-expectancy, exceeding, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C79	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, cognitive 1, understanding, complete] CC
	Md	[clause, major, bound, finite, temporal, present 1, full, projection, indirect proposal, hypotactic, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC

## L.4 Subject SS3

### PERSONAL EXPERIENCE

1/1||| When I was twenty years old, 2|| I studied abroad in Spain for a year. 2/3||| For Semana Santa (Holy Week before Easter) a couple of friends and myself hopped on a ferry 4|| and went to Morocco for about ten days. 3/5||| People kept warning us 6|| that it wasn't safe [[ for Americans to go there; ]] 7|| that, 8<< if we insisted on going, >> we ought to at least pretend 9|| we were Spanish or French or even Canadian. 4/10||| As if that wasn't enough, 11|| just days before we were to leave, 12|| they concluded 13|| that the terrorists 14<< who bombed the Madrid train >> were all Moroccans. 5/15||| Needless to say, we were somewhat wary about the trip. |||

6/16||| But, 17<< when we got there, >> our worries proved unfounded. 7/18||| We really had had no idea [[ what to expect ]] 19|| and were pleasantly surprised. 8/20||| First of all, the people were absolutely amazing. 9/21||| They were very warm and hospitable. 10/22||| They were accomodating, 23|| and between us we could hold conversations of mixed English, French, and Spanish. 11/24||| They always had a story [[ to tell, ]] a place [[ to show us, ]] something [[ to share with us. ]] |||

12/25||| Not only were the people extremely friendly, 26|| but we loved the country itself. 13/27||| As to the landscape, in the north it was green and mountainous, 28|| much to our surprise, 29|| as we were expecting purely desert. 14/30||| In the valleys in the morning, the clouds 31<< that had not yet dissipated >> looked like a lake of cotton in the valleys. 15/32||| We hiked past waterfalls, 33|| saw castles [[ buried in the sand, ]] 34|| and the list goes on and on of the amazing things [[ we did || and saw on our travels through Morocco. ]] 16/35||| It was a place [[ I will never forget. ]] 17/36||| Now I resent [[ not having stayed a bit longer, ]] 37|| so I hope to return there someday. |||

		SELECTION EXPRESSIONS
C1	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, location, time 2, complete] CC
	Md	[clause, major, bound, finite, interactant, speaker, explicit 3, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] CC
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, hypotactic, complete] CC
C2	Tr	[clause, middle, material, happening, eventive, location, place, extent, duration, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C3	Tr	[clause, middle, material, happening, eventive, cause, purpose, location, place, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker-plus, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, complete] CC
C4	Tr	[clause, middle, material, happening, eventive, location, place, extent, duration, complete] AEC CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker-plus, temporal, past 1, full, positive 1, complete] AEC CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] AEC CC
C5	Tr	[clause, middle, verbal 1, verbalization, as locution, reporting, imperating, receiver, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC

C6	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>CC</b> <b>DRC</b> [clause, middle, material, happening, eventive, location, place, complete] <b>NFC CC</b>
	Md	[clause, major, bound, finite, temporal, past 1, full, projection, indirect proposal, hypotactic, negative 1, complete] <b>CC</b> <b>DRC</b> [clause, major, bound, non-finite, perfective, 'to', expansion, enhancing, down-ranked, positive 1, complete] <b>NFC CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b> <b>DRC</b> [clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>NFC CC</b>
C7	Tr	[clause, middle, mental 1, phenomenization, hyperphenomenal, metaphenomenal, idea, cognitive 1, pretence, complete] <b>CC</b>
	Md	[clause, major, bound, finite, interactant, speaker-plus, modal, modulation, obligation, outer, high 1, subjective, implicit 4, full, projection, indirect proposal, hypotactic, positive 1, mood assessment, intensity, degree, low 2, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
C8	Tr	[clause, middle, material, happening, eventive, complete] <b>CC</b>
	Md	[clause, major, bound, finite, interactant, speaker-plus, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
C9	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>CC</b>
	Md	[clause, major, bound, finite, interactant, speaker-plus, temporal, past 1, full, projection, indirect proposition, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C10	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>CC</b>
	Md	[clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, hypotactic, negative 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
C11	Tr	[clause, middle, material, happening, eventive, complete] <b>CC</b>
	Md	[clause, major, bound, finite, interactant, speaker-plus, modal, modulation, obligation, median, subjective, implicit 4, full, expansion, enhancing, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
C12	Tr	[clause, middle, mental 1, phenomenization, hyperphenomenal, metaphenomenal, idea, cognitive 1, opining, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C13	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>CC</b>
	Md	[clause, major, bound, finite, temporal, past 1, full, projection, indirect proposition, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
C14	Tr	[clause, effective, material, doing, transformative, elaborating 1, operative, complete] <b>CC</b>
	Md	[clause, major, bound, finite, temporal, past 1, full, expansion, elaborating, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, relative pronoun, definite, complete] <b>CC</b>

C15	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, matter, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker-plus, temporal, past 1, comment, propositional, on whole, asseverative, obvious, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, interpersonal theme, modal adjunct, comment, propositional, on whole, asseverative, obvious, complete] <b>CC</b>
C16	Tr	[clause, middle, relational, expanding, ascriptive, intensive, phase, reality, realized, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, conjunctive adjunct, extending, adversative, complete] <b>CC</b>
C17	Tr	[clause, middle, material, happening, eventive, location, time 2, place, complete] <b>CC</b>
	Md	[clause, major, bound, finite, interactant, speaker-plus, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
C18	Tr	[clause, middle, relational, expanding, ascriptive, possessive, possession as process 1, possessor as carrier, complete] <b>CC</b> <b>DRC</b> [clause, middle, mental 1, phenomenalization, phenomenal, ranged, desiderative 1, preference, complete] <b>NFC CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker-plus, temporal, past 1, secondary tense, past 2, stop, full, positive 1, mood assessment, intensity, counter-expectancy, exceeding, complete] <b>CC</b> <b>DRC</b> [clause, major, bound, non-finite, perfective, 'to', expansion, enhancing, down-ranked, positive 1, complete] <b>NFC CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b> <b>DRC</b> [clause, marked topical theme, as transitivity role, non-subject (complement) participant theme, textual theme, structural conjunction, hypotactic, complete] <b>NFC CC</b>
C19	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>AEC CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker-plus, temporal, past 1, full, positive 1, complete] <b>AEC CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>AEC CC</b>
C20	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, conjunctive adjunct, elaborating, appositive, exemplifying, complete] <b>CC</b>
C21	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C22	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C23	Tr	[clause, middle, relational, expanding, ascriptive, possessive, possession as process 1, possessor as carrier, location, place, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker-plus, modal, modulation, readiness, ability, outer, low 1, subjective, implicit 4, full, positive 1, complete] <b>CC</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, paratactic, complete] <b>CC</b>

C24	<b>Tr</b>	[clause, middle, relational, expanding, ascriptive, possessive, possession as process 1, possessor as carrier, complete] <b>CC</b> <b>DRC1</b> [clause, middle, verbal 1, complete] <b>NFC CC</b> <b>DRC2</b> [clause, effective, material, doing, transformative, extending, reciprocity, operative, complete] <b>NFC CC</b> <b>DRC3</b> [clause, middle, material, happening, eventive, accompaniment, comitative, complete] <b>NFC CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, mood assessment, modality, modalization, usuality, outer, high 1, objective, implicit 4, complete] <b>CC</b> <b>DRC1</b> [clause, major, bound, non-finite, perfective, 'to', expansion, enhancing, down-ranked, positive 1, complete] <b>NFC CC</b> <b>DRC2</b> [clause, major, bound, non-finite, perfective, 'to', expansion, enhancing, down-ranked, positive 1, complete] <b>NFC CC</b> <b>DRC3</b> [clause, major, bound, non-finite, perfective, 'to', expansion, enhancing, down-ranked, positive 1, complete] <b>NFC CC</b>
	<b>Th</b>	[clause, unmarked topical theme, complete] <b>CC</b> <b>DRC1</b> [clause, complete] <b>NFC Rheme only CC</b> <b>DRC2</b> [clause, complete] <b>NFC Rheme only CC</b> <b>DRC3</b> [clause, complete] <b>NFC Rheme only CC</b>
C25	<b>Tr</b>	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, interpersonal theme, finite, complete] <b>CC</b>
C26	<b>Tr</b>	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, emotive, liking, intensified, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker-plus, temporal, past 1, full, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>CC</b>
C27	<b>Tr</b>	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, matter, location, place, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, marked topical theme, as internal matter, complete] <b>CC</b>
C28	<b>Tr</b>	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, angle, viewpoint, complete] <b>VLC CC</b>
	<b>Md</b>	[clause, major, bound, finite, temporal, past 1, full, expansion, elaborating, hypotactic, positive 1, complete] <b>VLC CC</b>
	<b>Th</b>	[clause, marked topical theme, as transitivity role, non-subject (complement) participant theme, complete] <b>VLC CC</b>
C29	<b>Tr</b>	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, desiderative 1, preference, complete] <b>CC</b>
	<b>Md</b>	[clause, major, bound, finite, interactant, speaker-plus, temporal, past 1, secondary tense, present 2, stop, full, expansion, enhancing, hypotactic, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
C30	<b>Tr</b>	[clause, middle, relational, expanding, ascriptive, circumstantial, circumstance as attribute, location, place, time 2, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, marked topical theme, as transitivity role, circumstance theme, complete] <b>CC</b>

C31	Tr	[clause, middle, material, happening, eventive, complete] CC
	Md	[clause, major, bound, finite, temporal, past 1, secondary tense, past 2, stop, full, expansion, elaborating, hypotactic, negative 1, mood assessment, temporality, relative to expectation, by, negative 2, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, relative pronoun, definite, complete] CC
C32	Tr	[clause, middle, material, happening, eventive, location, place, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker-plus, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C33	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, perceptive, specific, visual, complete] AEC CC DRC [clause, effective, material, doing, transformative, elaborating 1, receptive, location, place, complete] NFC CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker-plus, temporal, past 1, full, positive 1, complete] AEC CC DRC [clause, major, bound, non-finite, neutral, expansion, elaborating, down-ranked, positive 1, complete] NFC CC
	Th	[clause, unmarked topical theme, complete] AEC CC DRC [clause, complete] NFC Rheme only CC
C34	Tr	[clause, middle, material, happening, eventive, complete] CC DRC1 [clause, effective, material, doing, creative, operative, complete] CC DRC2 in relation to DRC1 [clause, middle, mental 1, phenomenalization, phenomenal, ranged, perceptive, specific, visual, location, time 2, place, complete] AEC CC
	Md	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, complete] CC DRC1 [clause, major, bound, finite, temporal, past 1, full, expansion, elaborating, down-ranked, positive 1, complete] CC DRC2 in relation to DRC1 [clause, major, free, indicative, declarative, non-exclamative, interactant, speaker-plus, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] CC DRC1 [clause, unmarked topical theme, complete] CC DRC2 in relation to DRC1 [clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] AEC CC
C35	Tr	[clause, middle, relational, expanding, identifying, decoding, intensive, complete] CC DRC [clause, middle, mental 1, phenomenalization, phenomenal, ranged, cognitive 1, memory, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC DRC [clause, major, bound, finite, interactant, speaker, explicit 3, temporal, future 1, full, expansion, elaborating, down-ranked, positive 1, mood assessment, modality, modalization, usuality, outer, high 1, objective, implicit 4, complete] CC
	Th	[clause, unmarked topical theme, complete] CC DRC [clause, unmarked topical theme, complete] CC
C36	Tr	[clause, middle, mental 1, phenomenalization, hyperphenomenal, macrophenomenal, ranged, emotive, anger, location, time 2, complete] CC DRC [clause, middle, relational, expanding, ascriptive, intensive, phase, time 1, durative, complete] NFC CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, present 1, full, positive 1, complete] CC DRC [clause, major, bound, non-finite, imperfective, secondary tense, past 2, stop, expansion, elaborating, down-ranked, negative 1, complete] NFC CC
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, complete] CC DRC [clause, complete] NFC Rheme only CC

<b>C37</b>	<b>Tr</b>	[clause, middle, material, happening, eventive, location, place, time 2, complete] CC
	<b>Md</b>	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, present 1, full, positive 1, complete] CC
	<b>Th</b>	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] CC

## PICTURE NARRATIVE

1- 1/1|| Mr. Kitty was peacefully sleeping on the bed 2|| as Little Jenny McGillicutty read fairy tales. ||  
2- 2/3|| All of a sudden, a pang of hunger struck Mr. Kitty, 4|| and he awoke. 3/5|| “Mmmm, (DM) I could get something [[ to eat. ]] 4/6|| Maybe I’ll pay a little visit to that bird, Tweeter”. ||  
3- 5/7|| But instead, Little Jenny gave Mr. Kitty a cookie as a meal. 6/8|| He, 9<< satisfied, >>  
4- went to the living room 10|| to continue his catnap. ||  
5- 7/11|| When Tweeter saw [[ the cat entering the room, ]] 12|| he put his plan of escape into action.  
8/13|| “Hey (DM) Mr. Kitty, aren’t you hungry? 14|| Aren’t you going to try to open up the cage 15|| and try to eat me?” ||  
9/16|| “No, 17|| I’m not interested in that today, Tweeter. 10/18|| I just ate a cookie, 19|| and I just want to sleep.” ||  
11/20|| Tweeter was surprised. 21|| as his plan proved useless. 12/22|| He thought 23|| that would have been his chance [[ to escape. ]] 13/24|| However, he thought of a new plan quickly. 14/25|| No wonder I have always considered Tweeter smart. ||  
15/26|| “Well (DM) this cage is perfect [[ for sleeping. ]] 16/27|| No one disturbs you 28|| when you’re in this cage. 17/29|| I sleep in here all the time”. ||  
18/30|| “Really! 31|| Replied Mr. Kitty. 19/32|| Let me try it”. ||  
6- 20/33|| So Mr. Kitty pushed a coffee table over to the cage. ||  
7- 21/34|| He opened up the cage, 35|| Tweeter flew out, 36|| and Mr. Kitty climbed in instead of Tweeter. 22/37|| “This is crap,” 38|| he said. 23/39|| “I can’t sleep in here; 40|| it’s too small, 41|| and I hate this.” ||  
8- 24/42|| Just then Little Jenny walked in. 25/43|| “What is happening?” ||  
9- 26/44|| Little Jenny got Mr. Kitty out of the cage. 27/45|| While her back was turned, 46|| invisible aliens flew by in their futuristic spaceship 47|| and sucked Tweeter into a parallel dimension [[ where they ate Tweeter for dinner. ]] ||  
10- 28/48|| Tweeter’s Mom saw it all 49|| and was sad. ||

SELECTION EXPRESSIONS		
<b>C1</b>	<b>Tr</b>	[clause, middle, material, happening, behavioral, manner, quality 2, location, place, complete] CC
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, secondary tense, present 2, stop, full, positive 1, complete] CC
	<b>Th</b>	[clause, unmarked topical theme, complete] CC
<b>C2</b>	<b>Tr</b>	[clause, middle, material, happening, ranged, eventive, complete] CC
	<b>Md</b>	[clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] CC
	<b>Th</b>	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] CC
<b>C3</b>	<b>Tr</b>	[clause, middle, material, happening, ranged, eventive, complete] CC
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, comment, propositional, on whole, qualificative, prediction, unpredictable, full, positive 1, complete] CC
	<b>Th</b>	[clause, unmarked topical theme, interpersonal theme, modal adjunct, comment, propositional, on whole, qualificative, prediction, unpredictable, complete] CC
<b>C4</b>	<b>Tr</b>	[clause, middle, material, happening, behavioral, complete] CC
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	<b>Th</b>	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] CC

C5	Tr	[clause, middle, material, happening, ranged, eventive, complete] <b>CC</b> <b>DRC</b> [clause, middle, material, happening, eventive, complete] <b>NFC CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, modal, modalization, probability, outer, low 1, subjective, implicit 4, full, positive 1, complete] <b>CC</b> <b>DRC</b> [clause, major, bound, non-finite, perfective, 'to', expansion, enhancing, down-ranked, positive 1, complete] <b>NFC CC</b>
	Th	[clause, unmarked topical theme, textual theme, continuative, complete] <b>CC</b> <b>DRC</b> [clause, complete] <b>NFC Rheme only CC</b>
C6	Tr	[clause, effective, material, doing, transformative, extending, reciprocity, operative, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, future 1, full, positive 1, mood assessment, modality, modalization, probability, outer, low 1, objective, implicit 4, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, interpersonal theme, modal adjunct, mood, modality, modalization, probability, complete] <b>CC</b>
C7	Tr	[clause, effective, material, doing, transformative, extending, reciprocity, operative, role, guise, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, conjunctive adjunct, extending, adversative, verifying, replacive, complete] <b>CC</b>
C8	Tr	[clause, middle, material, happening, eventive, location, place, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C9	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>VLC CC</b>
	Md	[clause, major, bound, finite, temporal, past 1, full, expansion, elaborating, hypotactic, positive 1, complete] <b>VLC CC</b>
	Th	[clause, marked topical theme, as transitivity role, non-subject (complement) participant theme, complete] <b>VLC CC</b>
C10	Tr	[clause, effective, material, doing, transformative, elaborating 1, operative, complete] <b>NFC CC</b>
	Md	[clause, major, bound, non-finite, perfective, 'to', expansion, enhancing, hypotactic, positive 1, complete] <b>NFC CC</b>
	Th	[clause, complete] <b>NFC Rheme only CC</b>
C11	Tr	[clause, middle, mental 1, phenomenization, hyperphenomenal, macrophenomenal, ranged, perceptive, specific, visual, unbounded, location, time 2, complete] <b>CC</b> <b>DRC</b> [clause, middle, material, happening, ranged, eventive, complete] <b>NFC CC</b>
	Md	[clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] <b>CC</b> <b>DRC</b> [clause, major, bound, non-finite, imperfective, expansion, elaborating, down-ranked, positive 1, complete] <b>NFC SDCC</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b> <b>DRC</b> [clause, unmarked topical theme, complete] <b>NFC CC</b>
C12	Tr	[clause, effective, material, doing, transformative, elaborating 1, operative, role, product, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C13	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>CC</b>
	Md	[clause, major, free, indicative, interrogative, yes/no, interactant, addressee, explicit 2, temporal, present 1, full, negative 1, vocative, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, continuative, interpersonal theme, vocative, finite, complete] <b>CC</b>



<b>C14</b>	<b>Tr</b>	[clause, effective, material, doing, transformative, elaborating 1, operative, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, interrogative, yes/no, interactant, addressee, explicit 2, temporal, present 1, secondary tense, future 2, stop, full, negative 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, interpersonal theme, finite, complete] <b>CC</b>
<b>C15</b>	<b>Tr</b>	[clause, middle, material, happening, ranged, eventive, complete] <b>AEC CC</b>
	<b>Md</b>	[clause, major, free, indicative, interrogative, yes/no, interactant, addressee, explicit 2, temporal, present 1, secondary tense, future 2, stop, full, negative 1, complete] <b>AEC CC</b>
	<b>Th</b>	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, interpersonal theme, finite, complete] <b>AEC CC</b>
<b>C16</b>	<b>Tr</b>	POLARITY CLAUSE – NO TRANSITIVITY STRUCTURE
	<b>Md</b>	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, implicit 3, temporal, present 1, secondary tense, future 2, stop, elliptical, total 1, negative 1, complete] <b>AEC CC</b>
	<b>Th</b>	POLARITY CLAUSE – NO THEME STRUCTURE
<b>C17</b>	<b>Tr</b>	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, matter, location, time 2, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, present 1, full, negative 1, vocative, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, complete] <b>CC</b>
<b>C18</b>	<b>Tr</b>	[clause, middle, material, happening, ranged, eventive, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, mood assessment, temporality, relative to now, near, non-future, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, complete] <b>CC</b>
<b>C19</b>	<b>Tr</b>	[clause, middle, material, happening, behavioral, extent, frequency, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, present 1, full, positive 1, mood assessment, intensity, counter-expectancy, limiting, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>CC</b>
<b>C20</b>	<b>Tr</b>	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, complete] <b>CC</b>
<b>C21</b>	<b>Tr</b>	[clause, middle, relational, expanding, ascriptive, intensive, phase, reality, realized, complete] <b>CC</b>
	<b>Md</b>	[clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
<b>C22</b>	<b>Tr</b>	[clause, middle, mental 1, phenomenization, hyperphenomenal, metaphenomenal, idea, cognitive 1, thinking, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, complete] <b>CC</b>

C23	Tr	[clause, middle, relational, expanding, identifying, decoding, intensive, complete] <b>CC</b> <b>DRC</b> [clause, middle, material, happening, eventive, complete] <b>NFC CC</b>
	Md	[clause, major, bound, finite, modal, modalization, probability, median, subjective, implicit 4, secondary tense, past 2, stop, full, modalized, modalization, probability, outer, high 1, subjective, explicit 4, projection, indirect proposition, hypotactic, positive 1, complete] <b>CC</b> <b>DRC</b> [clause, major, bound, non-finite, perfective, 'to', expansion, enhancing, down-ranked, positive 1, complete] <b>NFC CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b> <b>DRC</b> [clause, complete] <b>NFC Rheme only CC</b>
C24	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, cognitive 1, thinking, manner, quality 2, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, conjunctive adjunct, extending, adversative, complete] <b>CC</b>
C25	Tr	[clause, effective, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, assigned, attribution, projecting-assignment, mental 2, cognitive 2, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, present 1, secondary tense, past 2, stop, comment, propositional, on whole, qualificative, prediction, predictable, full, positive 1, mood assessment, modality, modalization, usuality, outer, high 1, objective, implicit 4, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, interpersonal theme, modal adjunct, comment, propositional, on whole, qualificative, prediction, predictable, complete] <b>CC</b>
C26	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>CC</b> <b>DRC</b> [clause, middle, material, happening, behavioral, complete] <b>NFC CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, complete] <b>CC</b> <b>DRC</b> [clause, major, bound, non-finite, imperfective, expansion, enhancing, down-ranked, positive 1, complete] <b>NFC CC</b>
	Th	[clause, unmarked topical theme, textual theme, continuative, complete] <b>CC</b> <b>DRC</b> [clause, textual theme, structural, conjunction, hypotactic, complete] <b>NFC CC</b>
C27	Tr	[clause, effective, material, doing, transformative, elaborating 1, operative, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C28	Tr	[clause, middle, relational, expanding, ascriptive, circumstantial, circumstance as attribute, location, time 2, complete] <b>CC</b>
	Md	[clause, major, bound, finite, interactant, addressee, temporal, present 1, full, expansion, enhancing, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
C29	Tr	[clause, middle, material, happening, behavioral, location, place, extent, duration, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, present 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C30	Tr	MINOR CLAUSE – NO TRANSITIVITY STRUCTURE
	Md	[clause, minor, enactment, reactive, exclamation, complete] <b>CC</b>
	Th	MINOR CLAUSE – NO THEME STRUCTURE
C31	Tr	[clause, middle, verbal 1, verbalization, as locution, quoting, indicating, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, marked topical theme, as transitivity role, process theme, complete] <b>CC</b>

<b>C32</b>	<b>Tr</b>	[clause, effective, material, doing, transformative, elaborating 1, operative, complete] CC
	<b>Md</b>	[clause, major, free, imperative, oblativ, full, positive 1, complete] CC
	<b>Th</b>	[clause, unmarked topical theme, complete] CC
<b>C33</b>	<b>Tr</b>	[clause, effective, material, doing, transformative, enhancing 1, operative, extent, distance, complete] CC
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	<b>Th</b>	[clause, unmarked topical theme, textual theme, conjunctive adjunct, enhancing, causal-conditional, causal, general, complete] CC
<b>C34</b>	<b>Tr</b>	[clause, effective, material, doing, transformative, elaborating 1, operative, complete] CC
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	<b>Th</b>	[clause, unmarked topical theme, complete] CC
<b>C35</b>	<b>Tr</b>	[clause, middle, material, happening, eventive, location, place, complete] CC
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	<b>Th</b>	[clause, unmarked topical theme, complete] CC
<b>C36</b>	<b>Tr</b>	[clause, middle, material, happening, eventive, location, place, accompaniment, additive, complete] CC
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	<b>Th</b>	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] CC
<b>C37</b>	<b>Tr</b>	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] CC
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, complete] CC
	<b>Th</b>	[clause, unmarked topical theme, complete] CC
<b>C38</b>	<b>Tr</b>	[clause, middle, verbal 1, verbalization, as locution, quoting, indicating, complete] CC
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	<b>Th</b>	[clause, unmarked topical theme, complete] CC
<b>C39</b>	<b>Tr</b>	[clause, middle, material, happening, behavioral, location, place, complete] CC
	<b>Md</b>	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, modal, modulation, readiness, ability, outer, low 1, subjective, implicit 4, full, negative 1, complete] CC
	<b>Th</b>	[clause, unmarked topical theme, complete] CC
<b>C40</b>	<b>Tr</b>	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] CC
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, complete] CC
	<b>Th</b>	[clause, unmarked topical theme, complete] CC
<b>C41</b>	<b>Tr</b>	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, emotive, liking, intensified, complete] CC
	<b>Md</b>	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, present 1, full, positive 1, complete] CC
	<b>Th</b>	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] CC
<b>C42</b>	<b>Tr</b>	[clause, middle, material, happening, eventive, location, time 2, place, complete] CC
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	<b>Th</b>	[clause, unmarked topical theme, textual theme, conjunctive adjunct, enhancing, spatio-temporal, simple, simultaneous, external, complete] CC

C43	Tr	[clause, middle, material, happening, eventive, complete] CC
	Md	[clause, major, free, indicative, interrogative, wh-, subject-wh, temporal, present 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] CC
C44	Tr	[clause, effective, material, doing, transformative, elaborating 1, operative, location, place, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C45	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] CC
	Md	[clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] CC
C46	Tr	[clause, middle, material, happening, eventive, location, place, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C47	Tr	[clause, effective, material, doing, transformative, enhancing 1, operative, location, place, complete] AEC CC DRC [clause, middle, material, happening, ranged, eventive, location, place, cause, purpose, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] AEC CC DRC [clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, down-ranked, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] AEC CC DRC [clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, relative pronoun, definite, complete] CC
C48	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, perceptive, specific, visual, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C49	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] AEC CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] AEC CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] AEC CC

## L.5 Subject SS4

### PERSONAL EXPERIENCE

1/1||| [[ Witnessing a friend's baby [[ being born ]] ]] was a remarkable personal experience [[ that I will never forget. ]] 2/2||| On the morning of September 27, 2004, I was sleeping before an exam 3 || when a phonecall woke me up. 3/4||| It was my friend's mother [[ that was calling ]] 5 || to tell me 6 || that Stacey was in labor 7 || and that it wouldn't be long 8 || before the baby arrived. 4/9||| My friend Stacey had already given birth to another baby before this, 10 || but unfortunately I 11<< although having planned it all carefully >> was unable to reach the hospital in time. 5/12||| On this day, I was determined to be with

my friend 13 || to support her through her labor. 6/14 || Within 30 minutes, I had reached the hospital. 7/15 || The nurses told me 16 || that Stacey would be giving birth very soon 17 || and that I should hurry into her room. 8/18 || I opened the door 19 || to find Stacey's mother calm and relaxed, 20 || but Stacey's husband was incredibly nervous 21 || and sweating like crazy. 9/22 || He grabbed my hand 23 || and never let it go 24 || until the baby was born. 10/25 || Stacey remained confident 26 || and appeared ready [[ to have her baby. ]] 11/27 || She had been well medicated for her pain 28 || and was happy [[ to see me there. ]] 12/29 || At this point in time, I was trying to prepare myself 30 || for what I was about to see. 13/31 || Next, I paid close attention to every move 32 || that the doctor made 33 || and continued to encourage Stacey 34 || to be strong and patient. 14/35 || The moment [[ that the baby was born ]] was one [[ that I will never forget. ]] 15/36 || Stacey had an uncomplicated labor 37 || and gave birth to a small baby [[ that she and her husband named Colton. ]] 16/38 || Colton looked just like his father. 17/39 || It was such a privilege [[ for me to have been there with them || to share such a unique and special experience. ]] 18/40 || I will always remember looking at Colton the first time [[ I held him, || thinking || of how miraculous it is [[ to bring a new child into the world. ]] ] 19/41 || Even the doctor, despite his routine, seemed marveled once more! 20/42 || Of course, I had already bought a nice gift for little Colton. ||

		SELECTION EXPRESSIONS
C1	Tr	[clause, middle, relational, expanding, identifying, decoding, intensive, complete] CC <b>DRC1</b> [clause, middle, mental 1, phenomenalization, phenomenal, ranged, perceptive, specific, visual, complete] NFC CC <b>DRC2 in relation to DRC1</b> [clause, middle, material, happening, eventive, complete] NFC CC <b>DRC3</b> [clause, middle, mental 1, phenomenalization, phenomenal, ranged, cognitive 1, memory, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC <b>DRC1</b> [clause, major, bound, non-finite, imperfective, expansion, elaborating, down-ranked, positive 1, complete] NFC CC <b>DRC2 in relation to DRC1</b> [clause, major, bound, non-finite, imperfective, expansion, enhancing, down-ranked, positive 1, complete] NFC CC <b>DRC3</b> [clause, major, bound, finite, interactant, speaker, explicit 3, temporal, future 1, full, expansion, elaborating, down-ranked, positive 1, mood assessment, modality, modalization, usuality, outer, high 1, objective, implicit 4, complete] CC
	Th	[clause, unmarked topical theme, complete] CC <b>DRC1</b> [clause, complete] NFC <b>Rheme only CC</b> <b>DRC2 in relation to DRC1</b> [clause, complete] NFC <b>Rheme only CC</b> <b>DRC3</b> [clause, marked topical theme, as transitivity role, non-subject (complement) participant theme, textual theme, structural, relative pronoun, definite, complete] CC
C2	Tr	[clause, middle, material, happening, behavioral, location, time 2, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, secondary tense, present 2, stop, full, positive 1, complete] CC
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, complete] CC
C3	Tr	[clause, effective, material, doing, transformative, elaborating 1, operative, location, time 2, complete] CC
	Md	[clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] CC
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, hypotactic, complete] CC
C4	Tr	[clause, middle, relational, expanding, identifying, decoding, intensive, complete] CC <b>DRC</b> [clause, middle, material, happening, eventive, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC <b>DRC</b> [clause, major, bound, finite, temporal, past 1, secondary tense, present 2, stop, full, expansion, elaborating, down-ranked, positive 1, complete] CC
	Th	[clause, unmarked topical theme, indicative, predication, predicated theme, unmarked local, complete] CC <b>DRC</b> [clause, unmarked topical theme, textual theme, structural, relative pronoun, definite, complete] CC

C5	Tr	[clause, middle, verbal 1, verbalization, as locution, reporting, indicating, receiver, complete] <b>NFC CC</b>
	Md	[clause, major, bound, non-finite, perfective, 'to', expansion, enhancing, hypotactic, positive 1, complete] <b>NFC CC</b>
	Th	[clause, complete] <b>NFC Rheme only CC</b>
C6	Tr	[clause, middle, relational, expanding, ascriptive, circumstantial, circumstance as attribute, complete] <b>CC</b>
	Md	[clause, major, bound, finite, temporal, past 1, full, projection, indirect proposition, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
C7	Tr	[clause, middle, relational, expanding, ascriptive, circumstantial, circumstance as attribute, complete] <b>CC</b>
	Md	[clause, major, bound, finite, modal, modalization, probability, median, subjective, implicit 4, full, projection, indirect proposition, hypotactic, negative 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
C8	Tr	[clause, middle, material, happening, eventive, complete] <b>CC</b>
	Md	[clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
C9	Tr	[clause, effective, material, doing, transformative, extending, reciprocity, operative, location, time 2, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, secondary tense, past 2, stop, full, positive 1, mood assessment, temporality, relative to expectation, by, positive 2, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C10	Tr	[clause, middle, material, happening, ranged, eventive, location, time 2, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, modal, modulation, readiness, ability, outer, low 1, objective, implicit 4, comment, propositional, on whole, qualificative, desirability, undesirable, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, interpersonal theme, modal adjunct, comment, propositional, on whole, qualificative, desirability, undesirable, complete] <b>CC</b>
C11	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, desiderative 1, plan, manner, quality 2, complete] <b>NFC CC</b>
	Md	[clause, major, bound, non-finite, imperfective, secondary tense, past 2, stop, expansion, enhancing, hypotactic, positive 1, complete] <b>NFC CC</b>
	Th	[clause, textual theme, structural, conjunction, hypotactic, complete] <b>NFC CC</b>
C12	Tr	[clause, middle, relational, expanding, ascriptive, circumstantial, circumstance as attribute, location, time 2, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, modal, modulation, readiness, inclination, outer, high 1, objective, implicit 4, full, positive 1, complete] <b>CC</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, complete] <b>CC</b>
C13	Tr	[clause, middle, material, happening, ranged, eventive, extent, duration, complete] <b>NFC CC</b>
	Md	[clause, major, bound, non-finite, perfective, 'to', expansion, enhancing, hypotactic, positive 1, complete] <b>NFC CC</b>
	Th	[clause, complete] <b>NFC Rheme only CC</b>

C14	Tr	[clause, middle, material, happening, ranged, eventive, extent, duration, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, secondary tense, past 2, stop, full, positive 1, complete] CC
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, complete] CC
C15	Tr	[clause, middle, verbal 1, verbalization, as locution, reporting, indicating, receiver, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C16	Tr	[clause, effective, material, doing, transformative, extending, operative, location, time 2, complete] CC
	Md	[clause, major, bound, finite, modal, modalization, probability, median, subjective, implicit 4, secondary tense, present 2, stop, full, projection, indirect proposition, hypotactic, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] CC
C17	Tr	[clause, middle, material, happening, eventive, location, place, complete] CC
	Md	[clause, major, bound, finite, interactant, speaker, explicit 3, modal, modulation, obligation, median, subjective, implicit 4, full, projection, indirect proposition, hypotactic, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] CC
C18	Tr	[clause, effective, material, doing, transformative, elaborating 1, operative, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C19	Tr	[clause, middle, material, happening, ranged, eventive, complete] NFC CC
	Md	[clause, major, bound, non-finite, perfective, 'to', expansion, extending, hypotactic, positive 1, complete] NFC CC
	Th	[clause, complete] NFC Rheme only CC
C20	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] CC
C21	Tr	[clause, middle, material, happening, behavioral, manner, comparison, complete] AEC CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, secondary tense, present 2, stop, full, positive 1, complete] AEC CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] AEC CC
C22	Tr	[clause, effective, material, doing, transformative, extending, non-recipienty, operative, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C23	Tr	[clause, effective, material, doing, transformative, elaborating 1, operative, complete] AEC CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, mood assessment, modality, modalization, usuality, outer, high 1, objective, implicit 4, complete] AEC CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] AEC CC

C24	Tr	[clause, middle, material, happening, eventive, complete] <b>CC</b>
	Md	[clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
C25	Tr	[clause, middle, relational, expanding, ascriptive, intensive, phase, time 1, durative, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C26	Tr	[clause, middle, relational, expanding, ascriptive, intensive, phase, reality, apparent, complete] <b>AEC CC</b> <b>DRC</b> [clause, middle, relational, expanding, ascriptive, possessive, possession as process 1, possessor as carrier, complete] <b>NFC CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>AEC CC</b> <b>DRC</b> [clause, major, bound, non-finite, perfective, 'to', expansion, enhancing, down-ranked, positive 1, complete] <b>NFC CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>AEC CC</b> <b>DRC</b> [clause, complete] <b>NFC Rheme only CC</b>
C27	Tr	[clause, effective, material, doing, transformative, elaborating 1, receptive, manner, quality 2, cause, purpose, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, secondary tense, past 2, stop, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C28	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>AEC CC</b> <b>DRC</b> [clause, middle, mental 1, phenomenalization, phenomenal, ranged, perceptive, specific, visual, location, place, complete] <b>NFC CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>AEC CC</b> <b>DRC</b> [clause, major, bound, non-finite, perfective, 'to', expansion, enhancing, down-ranked, positive 1, complete] <b>NFC CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>AEC CC</b> <b>DRC</b> [clause, complete] <b>NFC Rheme only CC</b>
C29	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, cognitive 1, thinking, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, secondary tense, present 2, stop, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, conjunctive adjunct, enhancing, spatio-temporal, complex, punctiliar, complete] <b>CC</b>
C30	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, perceptive, specific, visual, complete] <b>CC</b>
	Md	[clause, major, bound, finite, interactant, speaker, explicit 3, temporal, past 1, secondary tense, future 2, stop, full, expansion, enhancing, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, marked topical theme, as transitivity role, non-subject (complement) participant theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
C31	Tr	[clause, middle, material, happening, ranged, eventive, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, conjunctive adjunct, enhancing, spatio-temporal, simple, following, internal, complete] <b>CC</b>



C32	Tr	[clause, effective, material, doing, creative, operative, complete] CC
	Md	[clause, major, bound, finite, temporal, past 1, full, expansion, elaborating, hypotactic, positive 1, complete] CC
	Th	[clause, marked topical theme, as transitivity role, non-subject (complement) participant theme, textual theme, structural, relative pronoun, definite, complete] CC
C33	Tr	[clause, middle, verbal 1, verbalization, as locution, reporting, imperating, receiver, complete] AEC CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, implicit 3, temporal, past 1, full, positive 1, complete] AEC CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] AEC CC
C34	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] NFC CC
	Md	[clause, major, bound, non-finite, perfective, 'to', expansion, enhancing, hypotactic, positive 1, complete] NFC CC
	Th	[clause, complete] NFC Rheme only CC
C35	Tr	[clause, middle, relational, expanding, identifying, decoding, intensive, complete] CC <b>DRC1</b> [clause, middle, material, happening, eventive, location, time 2, complete] CC <b>DRC 2</b> [clause, middle, mental 1, phenomenalization, phenomenal, ranged, cognitive 1, memory, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC <b>DRC1</b> [clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, down-ranked, positive 1, complete] CC <b>DRC2</b> [clause, major, bound, finite, interactant, speaker, explicit 3, temporal, future 1, full, expansion, elaborating, down-ranked, positive 1, mood assessment, modality, modalization, usuality, outer, high 1, objective, implicit 4, complete] CC
	Th	[clause, unmarked topical theme, complete] CC <b>DRC1</b> [clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, relative pronoun, definite, complete] CC <b>DRC2</b> [clause, marked topical theme, as transitivity role, non-subject (complement) participant theme, textual theme, structural, relative pronoun, definite, complete] CC
C36	Tr	[clause, middle, relational, expanding, ascriptive, possessive, possession as process 1, possessor as carrier, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C37	Tr	[clause, effective, material, doing, transformative, extending, reciprocity, operative, complete] AEC CC <b>DRC</b> [clause, effective, relational, expanding, identifying, decoding, intensive, assigned, assignment, expanding-assignment, elaborating 2, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] AEC CC <b>DRC</b> [clause, major, bound, finite, temporal, past 1, full, expansion, elaborating, down-ranked, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] AEC CC <b>DRC</b> [clause, marked topical theme, as transitivity role, non-subject (complement) participant theme, textual theme, structural, relative pronoun, definite, complete] CC
C38	Tr	[clause, middle, relational, expanding, ascriptive, circumstantial, circumstance as attribute, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC

C39	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, class, complete] <b>CC</b> <b>DRC1</b> [clause, middle, relational, expanding, ascriptive, circumstantial, circumstance as attribute, accompaniment, comitative, complete] <b>NFC CC</b> <b>DRC2 in relation to DRC1</b> [clause, middle, material, happening, ranged, eventive, complete] <b>NFC CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b> <b>DRC1</b> [clause, major, bound, non-finite, perfective, 'to', secondary tense, past 2, stop, expansion, elaborating, down-ranked, positive 1, complete] <b>NFC CC</b> <b>DRC2 in relation to DRC1</b> [clause, major, bound, non-finite, perfective, 'to', expansion, enhancing, hypotactic, positive 1, complete] <b>NFC CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b> <b>DRC1</b> [clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>NFC CC</b> <b>DRC2 in relation to DRC1</b> [clause, complete] <b>NFC Rheme only CC</b>
C40	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, perceptive, specific, visual, location, time 2, complete] <b>CC</b> <b>DRC1</b> [clause, middle, material, happening, ranged, eventive, location, time 2, complete] <b>CC</b> <b>DRC2 in relation to DRC1</b> [clause, middle, mental 1, phenomenalization, hyperphenomenal, metaphenomenal, idea, cognitive 1, thinking, complete] <b>NFC CC</b> <b>DRC3 in relation to DRC2</b> [clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>CC</b> <b>DRC4 in relation to DRC3</b> [clause, effective, material, doing, transformative, enhancing 1, operative, location, place, complete] <b>NFC CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, future 1, full, positive 1, mood assessment, modality, modalization, usuality, outer, high 1, objective, implicit 4, complete] <b>CC</b> <b>DRC1</b> [clause, major, bound, finite, interactant, speaker, explicit 3, temporal, past 1, full, expansion, enhancing, down-ranked, positive 1, complete] <b>CC</b> <b>DRC2 in relation to DRC1</b> [clause, major, bound, non-finite, imperfective, expansion, extending, hypotactic, positive 1, complete] <b>NFC CC</b> <b>DRC3 in relation to DRC2</b> [clause, major, bound, finite, temporal, present 1, full, projection, indirect proposition, hypotactic, positive 1, complete] <b>CC</b> <b>DRC4 in relation to DRC3</b> [clause, major, bound, non-finite, perfective, 'to', expansion, elaborating, down-ranked, positive 1, complete] <b>NFC CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b> <b>DRC1</b> [clause, unmarked topical theme, complete] <b>CC</b> <b>DRC2 in relation to DRC1</b> [clause, complete] <b>NFC Rheme only CC</b> <b>DRC3 in relation to DRC2</b> [clause, marked topical theme, as transitivity role, non-subject (complement) participant theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b> <b>DRC4 in relation to DRC3</b> [clause, complete] <b>NFC Rheme only CC</b>
C41	Tr	[clause, middle, relational, expanding, ascriptive, intensive, phase, reality, apparent, contingency, concession, extent, frequency, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, mood assessment, intensity, counter-expectancy, exceeding, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, interpersonal theme, modal adjunct, mood, intensity, counter-expectancy, exceeding, complete] <b>CC</b>
C42	Tr	[clause, effective, material, doing, transformative, extending, non-recipienty, operative, service, cliency, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, secondary tense, past 2, stop, comment, propositional, on whole, asseverative, obvious, full, positive 1, mood assessment, temporality, relative to expectation, by, positive 2, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, interpersonal theme, modal adjunct, comment, propositional, on whole, asseverative, obvious, complete] <b>CC</b>

## PICTURE NARRATIVE

1/1||| Once 2<< while her cat Tiger was sleeping, >> Maria lay next to her bed 3|| reading her favorite book.  
 2/4||| The book dealt with Winnie the Pooh and all of his adventures with his best friend Piglet. |||  
 3/5||| Maria read quietly 6|| to avoid waking Tiger, 7|| but he was secretly awake 8|| thinking 9|| about how hungry he was. |||  
 4/10||| When Maria finished her book 11|| and realized 12|| that Tiger was already awake, 13|| she led him out of the room 14|| so that he could eat. |||  
 5/15||| In the next room, after eating his lunch 16|| and playing with his toys, 17|| Tiger became tired 18|| and fell asleep under the coffee table. 6/19||| There was complete silence throughout the house. |||  
 7/20||| Suddenly, Maria's pet bird [[ named Sunny ]] began to sing in his cage. |||  
 8/21||| This woke Tiger up from his nap, 22|| and he moved closer to the cage 23|| to get a better look at Sunny. |||  
 9/24||| Tiger became fascinated by the song [[ that the little bird was singing. ]] |||  
 10/25||| Being the playful cat [[ that he is, ]] 26|| Tiger began to paw at the cage. 11/27||| In no time, Tiger had knocked over the cage 28|| and found himself [[ accidentally trapped inside it. ]] 12/29||| He was trying to play with Sunny, 30|| but Sunny jumped out of the cage. |||  
 13/31||| Tiger turned around in all directions 32|| trying to escape. 14/33||| Moments later, Maria entered the room shocked 34|| to see her bird on the table 35|| and her cat [[ trapped in the bird's cage. ]] |||  
 15/36||| Maria was determined to catch Sunny 37|| and put him back into his cage, 38|| but Sunny was too quick 39|| and flew out of the open door 40|| just to recover his right to freedom. 16/41||| Maria became very sad 42|| as she held Tiger close to her. 17/43||| She was not angry at Tiger; 44|| just worried [[ that Sunny would not return. ]] |||  
 18/45||| Outside in the backyard, Sunny enjoyed the fresh air and sunlight. 19/46||| He knew 47|| that 48<< if he returned to the house, >> he would be stuck in a cage forever. 20/49||| Sunny flew away, 50|| and in time Maria realized 51|| that it was better [[ for him to fly free in nature. ]] 21/52||| In spite of it all, Maria was no longer sad, 53|| and of course neither was Sunny!! |||

		SELECTION EXPRESSIONS
C1	Tr	[clause, middle, material, happening, behavioral, location, place, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, mood assessment, temporality, relative to now, remote, non-future, complete] CC
	Th	[clause, unmarked topical theme, interpersonal theme, modal adjunct, mood, temporality, relative to now, remote, non-future, complete] CC
C2	Tr	[clause, middle, material, happening, behavioral, complete] CC
	Md	[clause, major, bound, finite, temporal, past 1, secondary tense, present 2, stop, full, expansion, enhancing, hypotactic, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] CC
C3	Tr	[clause, middle, material, happening, ranged, eventive, complete] NFC CC
	Md	[clause, major, bound, non-finite, imperfective, expansion, extending, hypotactic, positive 1, complete] NFC CC
	Th	[clause, complete] NFC Rheme only CC
C4	Tr	[clause, middle, relational, expanding, ascriptive, circumstantial, circumstance as process 1, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C5	Tr	[clause, middle, material, happening, eventive, manner, quality 2, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C6	Tr	[clause, effective, material, doing, transformative, elaborating 1, operative, complete] NFC CC
	Md	[clause, major, bound, non-finite, perfective, 'to', expansion, enhancing, hypotactic, positive 1, complete] NFC CC
	Th	[clause, complete] NFC Rheme only CC

C7	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, manner, quality 2, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>CC</b>
C8	Tr	[clause, middle, mental 1, phenomenization, hyperphenomenal, metaphenomenal, idea, cognitive 1, thinking, complete] <b>NFC CC</b>
	Md	[clause, major, bound, non-finite, imperfective, expansion, extending, hypotactic, positive 1, complete] <b>NFC CC</b>
	Th	[clause, complete] <b>NFC Rheme only CC</b>
C9	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>CC</b>
	Md	[clause, major, bound, finite, temporal, past 1, full, projection, indirect proposition, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, marked topical theme, as transitivity role, non-subject (complement) participant theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
C10	Tr	[clause, effective, material, doing, transformative, elaborating 1, operative, location, time 2, complete] <b>CC</b>
	Md	[clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
C11	Tr	[clause, middle, mental 1, phenomenization, hyperphenomenal, metaphenomenal, idea, cognitive 1, understanding, complete] <b>AEC CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>AEC CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>AEC CC</b>
C12	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>CC</b>
	Md	[clause, major, bound, finite, temporal, past 1, full, projection, indirect proposition, hypotactic, positive 1, mood assessment, temporality, relative to expectation, by, positive 2, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
C13	Tr	[clause, effective, material, doing, transformative, enhancing 1, operative, location, place, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C14	Tr	[clause, middle, material, happening, eventive, complete] <b>CC</b>
	Md	[clause, major, bound, finite, modal, modulation, readiness, ability, outer, low 1, subjective, implicit 4, full, expansion, enhancing, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
C15	Tr	[clause, middle, material, happening, ranged, eventive, location, place, complete] <b>NFC CC</b>
	Md	[clause, major, bound, non-finite, imperfective, expansion, enhancing, hypotactic, positive 1, complete] <b>NFC CC</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, complete] <b>NFC CC</b>
C16	Tr	[clause, middle, material, happening, behavioral, accompaniment, comitative, complete] <b>NFC CC</b>
	Md	[clause, major, bound, non-finite, imperfective, expansion, enhancing, hypotactic, positive 1, complete] <b>NFC CC</b>
	Th	[clause, textual theme, structural, conjunction, paratactic, complete] <b>NFC CC</b>

C17	Tr	[clause, middle, relational, expanding, ascriptive, intensive, phase, time 1, inceptive, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C18	Tr	[clause, middle, relational, expanding, ascriptive, intensive, phase, time 1, inceptive, location, place, complete] <b>AEC CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>AEC CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>AEC CC</b>
C19	Tr	[clause, middle, relational, existential, existence, location, place, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C20	Tr	[clause, middle, material, happening, behavioral, location, time 2, complete] <b>CC</b> <b>DRC</b> [clause, effective, relational, expanding, identifying, decoding, intensive, assigned, assignment, expanding-assignment, elaborating 2, complete] <b>NFC CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, comment, propositional, on whole, qualificative, prediction, unpredictable, full, positive 1, complete] <b>CC</b> <b>DRC</b> [clause, major, bound, non-finite, neutral, expansion, elaborating, down-ranked, positive 1, complete] <b>NFC CC</b>
	Th	[clause, unmarked topical theme, interpersonal theme, modal adjunct, comment, propositional, on whole, qualificative, prediction, unpredictable, complete] <b>CC</b> <b>DRC</b> [clause, complete] <b>NFC Rheme only CC</b>
C21	Tr	[clause, effective, material, doing, transformative, elaborating 1, operative, location, place, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C22	Tr	[clause, middle, material, happening, eventive, location, place, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>CC</b>
C23	Tr	[clause, middle, material, happening, ranged, eventive, location, place, complete] <b>NFC CC</b>
	Md	[clause, major, bound, non-finite, perfective, 'to', expansion, enhancing, hypotactic, positive 1, complete] <b>NFC CC</b>
	Th	[clause, complete] <b>NFC Rheme only CC</b>
C24	Tr	[clause, middle, relational, expanding, ascriptive, intensive, phase, time 1, inceptive, cause, reason, complete] <b>CC</b> <b>DRC</b> [clause, middle, material, happening, ranged, behavioral, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b> <b>DRC</b> [clause, major, bound, finite, temporal, past 1, secondary tense, present 2, stop, full, expansion, elaborating, down-ranked, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b> <b>DRC</b> [clause, marked topical theme, as transitivity role, non-subject (complement) participant theme, textual theme, structural, relative pronoun, definite, complete] <b>CC</b>

C25	Tr	[clause, middle, relational, expanding, identifying, encoding, intensive, complete] <b>NFC CC</b> <b>DRC</b> [clause, middle, relational, expanding, identifying, encoding, intensive, complete] <b>CC</b>
	Md	[clause, major, bound, non-finite, imperfective, expansion, enhancing, hypotactic, positive 1, complete] <b>NFC CC</b> <b>DRC</b> [clause, major, bound, finite, temporal, present 1, full, expansion, elaborating, down-ranked, positive 1, complete] <b>CC</b>
	Th	[clause, complete] <b>NFC Rheme only CC</b> <b>DRC</b> [clause, marked topical theme, as transitivity role, non-subject (complement) participant theme, textual theme, structural, relative pronoun, definite, complete] <b>CC</b>
C26	Tr	[clause, middle, material, happening, ranged, eventive, location, place, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C27	Tr	[clause, effective, material, doing, transformative, elaborating 1, operative, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, secondary tense, past 2, stop, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, conjunctive adjunct, enhancing, spatio-temporal, complex, immediate, complete] <b>CC</b>
C28	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, perceptive, general, complete] <b>AEC CC</b> <b>DRC</b> [clause, effective, material, doing, transformative, elaborating 1, receptive, manner, quality 2, location, place, complete] <b>NFC CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>AEC CC</b> <b>DRC</b> [clause, major, bound, non-finite, neutral, expansion, enhancing, down-ranked, positive 1, complete] <b>NFC CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>AEC CC</b> <b>DRC</b> [clause, marked topical theme, as transitivity role, non-subject (complement) participant theme, complete] <b>NFC CC</b>
C29	Tr	[clause, middle, material, happening, eventive, accompaniment, comitative, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, secondary tense, present 2, stop, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C30	Tr	[clause, middle, material, happening, eventive, location, place, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>CC</b>
C31	Tr	[clause, middle, material, happening, eventive, location, place, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C32	Tr	[clause, middle, material, happening, eventive, complete] <b>NFC CC</b>
	Md	[clause, major, bound, non-finite, imperfective, expansion, enhancing, hypotactic, positive 1, complete] <b>NFC CC</b>
	Th	[clause, complete] <b>NFC Rheme only CC</b>
C33	Tr	[clause, middle, material, happening, ranged, eventive, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, conjunctive adjunct, enhancing, spatio-temporal, complex, interrupted, complete] <b>CC</b>

C34	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, perceptive, specific, visual, location, place, complete] <b>NFC CC</b>
	Md	[clause, major, bound, non-finite, perfective, 'to', expansion, enhancing, hypotactic, positive 1, complete] <b>NFC CC</b>
	Th	[clause, complete] <b>NFC Rheme only CC</b>
C35	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, perceptive, specific, visual, complete] <b>AEC NFC CC</b> <b>DRC</b> [clause, effective, material, doing, transformative, elaborating 1, receptive, location, place, complete] <b>NFC CC</b>
	Md	[clause, major, bound, non-finite, perfective, 'to', expansion, enhancing, hypotactic, positive 1, complete] <b>AEC NFC CC</b> <b>DRC</b> [clause, major, bound, non-finite, neutral, expansion, enhancing, down-ranked, positive 1, complete] <b>NFC CC</b>
	Th	[clause, textual theme, structural, conjunction, paratactic, complete] <b>AEC NFC CC</b> <b>DRC</b> [clause, complete] <b>NFC (Rheme only) CC</b>
C36	Tr	[clause, effective, material, doing, transformative, elaborating 1, operative, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, modal, modulation, readiness, inclination, outer, high 1, objective, implicit 4, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C37	Tr	[clause, effective, material, doing, transformative, enhancing 1, operative, location, place, complete] <b>AEC CC</b>
	Md	[clause, major, free, indicative, declarative, modal, modulation, readiness, inclination, outer, high 1, objective, implicit 4, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>AEC CC</b>
C38	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>CC</b>
C39	Tr	[clause, middle, material, happening, eventive, manner, means, complete] <b>AEC CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>AEC CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>AEC CC</b>
C40	Tr	[clause, effective, material, doing, transformative, elaborating 1, operative, complete] <b>NFC CC</b>
	Md	[clause, major, bound, non-finite, perfective, 'to', expansion, enhancing, hypotactic, positive 1, mood assessment, intensity, counter-expectancy, limiting, complete] <b>NFC CC</b>
	Th	[clause, interpersonal theme, modal adjunct, mood, intensity, counter-expectancy, limiting, complete] <b>NFC CC</b>
C41	Tr	[clause, middle, relational, expanding, ascriptive, intensive, phase, time 1, inceptive, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C42	Tr	[clause, middle, material, happening, ranged, eventive, location, place, complete] <b>CC</b>
	Md	[clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>

C43	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, accompaniment, comitative, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, negative 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C44	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] AEC CC DRC [clause, middle, material, happening, eventive, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, mood assessment, intensity, counter-expectancy, limiting, complete] CC DRC [clause, major, bound, finite, modal, modalization, probability, median, subjective, implicit 4, full, expansion, enhancing, down-ranked, negative 1, complete] CC
	Th	[clause, unmarked topical theme, complete] AEC CC DRC [clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] CC
C45	Tr	clause, middle, mental 1, phenomenalization, phenomenal, ranged, emotive, interest/attention, normal, location, place, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, complete] CC
C46	Tr	[clause, middle, mental 1, phenomenalization, hyperphenomenal, metaphenomenal, idea, cognitive 1, knowledge, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C47	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, location, place, extent, duration, complete] CC
	Md	[clause, major, bound, finite, modal, modalization, probability, median, subjective, implicit 4, full, modalized, modalization, probability, outer, high 1, subjective, explicit 4, projection, indirect proposition, hypotactic, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] CC
C48	Tr	[clause, middle, material, happening, eventive, location, place, complete] CC
	Md	[clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] CC
C49	Tr	[clause, middle, material, happening, eventive, location, place, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C50	Tr	[clause, middle, mental 1, phenomenalization, hyperphenomenal, metaphenomenal, idea, cognitive 1, understanding, location, time 2, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, paratactic, complete] CC



C51	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>CC</b> <b>DRC</b> [clause, middle, material, happening, eventive, location, place, complete] <b>NFC CC</b>
	Md	[clause, major, bound, finite, temporal, past 1, full, projection, indirect proposition, hypotactic, positive 1, complete] <b>CC</b> <b>DRC</b> [clause, major, bound, non-finite, perfective, ‘to’, expansion, elaborating, down-ranked, positive 1, complete] <b>NFC CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b> <b>DRC</b> [clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>NFC CC</b>
C52	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, contingency, concession, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, mood assessment, temporality, relative to expectation, since, negative 2, complete] <b>CC</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, complete] <b>CC</b>
C53	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>AEC CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, comment, propositional, on whole, asseverative, obvious, elliptical, partial, positive 1, mood assessment, temporality, relative to expectation, since, negative 2, complete] <b>AEC CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, interpersonal theme, modal adjunct, comment, propositional, on whole, asseverative, obvious, textual theme, conjunctive adjunct, extending, additive, negative 1, interpersonal theme, finite, complete] <b>AEC CC</b>

## L.6 Subject SS5

### PERSONAL EXPERIENCE

1/1|| Last Wednesday night, I had an experience [[ that some may consider “remarkable”. ]] 2/2|| I, however, choose to describe it as an unforgettably negative and extreme physical hardship. 3/3|| I am in Fortaleza, Brazil, with a group of twelve other students 4|| doing a research project. 4/5|| My project focuses on groups [[ that target the afro-Brazilian population || to improve race relations || and combat the racist effects of the invisibility strategy. ]] 5/6|| One of the groups [[ I am studying ]] is called Tempo Livre, 7|| and they’re located in the Cidade 2000 neighborhood near Parque do Coco. 6/8|| The group focuses on body awareness, physical activity, health consciousness and connection to nature 9|| by giving attention to African and AfroBrazilian cultural contributions and manifestations. 7/10|| After attending a very educational lecture by Prof. Henrique Cunha Jr. of the Universidade Federal do Ceará at Tempo Livre on Monday, 11|| I decided 12|| I would attend another event [[ they organized on Wednesday. ]] 8/13|| The event was reported an “encontro” with nature on the night of the full moon [[ in which they would be making a connection with the African ancestry || and working with the archetype of the female warrior. ]] 9/14|| We were told 15|| to bring our bikinis 16|| as we would be getting in the ocean. ||

10/17|| The event was scheduled to begin at 8 pm. 11/18|| Surprisingly, 19<< when my friend Charis and I arrived, >> there was only one other person there. 12/20|| The girl, Isabel, explained 21|| that everyone else had just left for a class in the park with the coordinator, Norval. 13/22|| After waiting over an hour and a half, 23|| Charis and I were both tired and bored. 14/24|| We no longer wished to attend the “encontro”. 25|| Instead, we decided to go to a huge reggae event at the Brasileirinho club. 15/26|| On our way down the long, dark street [[ that leads to the main road, ]] a car pulled up beside us, 27|| and the driver hissed loudly. 16/28|| We became frightened 29|| and quickened our pace, 30|| but the car began backing down the street 31|| to follow us. 17/32|| Fortunately, the driver was Norval. 18/33|| He and the other women convinced us 34|| that the “encontro” was truly something spectacular 35|| that we didn’t want to miss. 36|| As a result, we ended up returning to Tempo Livre with them. ||

		SELECTION EXPRESSIONS
C1	Tr	[clause, middle, relational, expanding, ascriptive, possessive, possession as process 1, possessor as carrier, complete] CC <b>DRC</b> [clause, effective, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, assigned, attribution, projecting-assignment, mental 2, cognitive 2, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] CC <b>DRC</b> [clause, major, bound, finite, modal, modalization, probability, outer, low 1, subjective, implicit 4, full, expansion, elaborating, down-ranked, positive 1, complete] CC
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, complete] CC <b>DRC</b> [clause, marked topical theme, as transitivity role, non-subject (complement) participant theme, textual theme, structural, relative pronoun, definite, complete] CC
C2	Tr	[clause, middle, verbal 1, verbalization, as name, role, guise, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, present 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C3	Tr	[clause, middle, relational, expanding, ascriptive, circumstantial, circumstance as attribute, accompaniment, comitative, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, present 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C4	Tr	[clause, effective, material, doing, creative, operative, complete] NFC CC
	Md	[clause, major, bound, non-finite, imperfective, expansion, extending, hypotactic, positive 1, complete] NFC CC
	Th	[clause, complete] NFC Rheme only CC
C5	Tr	[clause, middle, material, happening, eventive, location, place, complete] CC <b>DRC1</b> [clause, middle, relational, expanding, ascriptive, circumstantial, circumstance as process 1, complete] CC <b>DRC2 in relation to DRC1</b> [clause, effective, material, doing, transformative, elaborating 1, operative, complete] NFC CC <b>DRC3 in relation to DRC1</b> [clause, effective, material, doing, transformative, elaborating 1, operative, complete] NFC AEC CC
	Md	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, complete] CC <b>DRC1</b> [clause, major, bound, finite, temporal, present 1, full, expansion, elaborating, down-ranked, positive 1, complete] CC <b>DRC2 in relation to DRC1</b> [clause, major, bound, non-finite, perfective, 'to', expansion, enhancing, hypotactic, positive 1, complete] NFC CC <b>DRC3 in relation to DRC1</b> [clause, major, bound, non-finite, perfective, 'to', expansion, enhancing, hypotactic, positive 1, complete] NFC CC
	Th	[clause, unmarked topical theme, complete] CC <b>DRC1</b> [clause, unmarked topical theme, textual theme, structural, relative pronoun, definite, complete] CC <b>DRC2 in relation to DRC1</b> [clause, complete] NFC Rheme only CC <b>DRC3 in relation to DRC1</b> [clause, textual theme, structural, conjunction, paratactic, complete] NFC AEC CC

C6	Tr	[clause, effective, relational, expanding, identifying, decoding, intensive, assigned, assignment, expanding-assignment, elaborating 2, complete] CC <b>DRC</b> [clause, middle, material, happening, ranged, eventive, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, complete] CC <b>DRC</b> [clause, major, bound, finite, interactant, speaker, explicit 3, temporal, present 1, secondary tense, present 2, stop, full, expansion, elaborating, down-ranked, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC <b>DRC</b> [clause, unmarked topical theme, complete] CC
C7	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, location, place, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] CC
C8	Tr	[clause, middle, material, happening, eventive, location, place, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C9	Tr	[clause, effective, material, doing, transformative, extending, reciprocity, operative, complete] NFC CC
	Md	[clause, major, bound, non-finite, imperfective, expansion, enhancing, hypotactic, positive 1, complete] NFC CC
	Th	[clause, textual theme, structural, conjunction, hypotactic, complete] NFC CC
C10	Tr	[clause, middle, material, happening, ranged, eventive, angle, source, location, place, time 2, complete] NFC CC
	Md	[clause, major, bound, non-finite, imperfective, expansion, enhancing, hypotactic, positive 1, complete] NFC CC
	Th	[clause, textual theme, structural, conjunction, hypotactic, complete] NFC CC
C11	Tr	[clause, middle, mental 1, phenomenalization, hyperphenomenal, metaphenomenal, idea, desiderative 1, decision, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C12	Tr	[clause, middle, material, happening, ranged, eventive, complete] CC <b>DRC</b> [clause, effective, material, doing, creative, operative, location, time 2, complete] CC
	Md	[clause, major, bound, finite, interactant, speaker, explicit 3, modal, modulation, readiness, inclination, median, subjective, implicit 4, full, projection, indirect proposal, hypotactic, positive 1, complete] CC <b>DRC</b> [clause, major, bound, finite, temporal, past 1, full, expansion, elaborating, down-ranked, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC <b>DRC</b> [clause, unmarked topical theme, complete] CC

C13	Tr	[clause, effective, relational, expanding, identifying, decoding, intensive, assigned, assignment, projecting-assignment, verbal 2, complete] <b>CC</b> <b>DRC1</b> [clause, effective, material, doing, creative, operative, location, place, complete] <b>CC</b> <b>DRC2 in relation to DRC2</b> [clause, middle, material, happening, eventive, accompaniment, comitative, complete] <b>AEC CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b> <b>DRC1</b> [clause, major, bound, finite, modal, modalization, probability, median, subjective, implicit 4, secondary tense, present 2, stop, full, expansion, enhancing, down-ranked, positive 1, complete] <b>CC</b> <b>DRC2 in relation to DRC2</b> [clause, major, free, indicative, declarative, modal, modalization, probability, median, subjective, implicit 4, secondary tense, present 2, stop, full, positive 1, complete] <b>AEC CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b> <b>DRC1</b> [clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, relative pronoun, definite, complete] <b>CC</b> <b>DRC 2 in relation to DRC2</b> [clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>AEC CC</b>
C14	Tr	[clause, middle, verbal 1, verbalization, as locution, reporting, imperating, receiver, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker-plus, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C15	Tr	[clause, effective, material, doing, transformative, enhancing 1, operative, complete] <b>NFC CC</b>
	Md	[clause, major, bound, non-finite, perfective, 'to', projection, indirect proposal, hypotactic, positive 1, complete] <b>NFC CC</b>
	Th	[clause, complete] <b>NFC Rheme only CC</b>
C16	Tr	[clause, middle, material, happening, eventive, location, place, complete] <b>CC</b>
	Md	[clause, major, bound, finite, interactant, speaker-plus, modal, modalization, probability, median, subjective, implicit 4, secondary tense, present 2, stop, full, expansion, enhancing, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
C17	Tr	[clause, middle, material, happening, eventive, location, time 2, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C18	Tr	[clause, middle, relational, existential, existence, location, place, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, comment, propositional, on whole, qualificative, prediction, unpredictable, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, interpersonal theme, modal adjunct, comment, propositional, on whole, qualificative, prediction, unpredictable, complete] <b>CC</b>
C19	Tr	[clause, middle, material, happening, eventive, location, time 2, complete] <b>CC</b>
	Md	[clause, major, bound, finite, interactant, speaker-plus, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
C20	Tr	[clause, middle, verbal 1, verbalization, as locution, reporting, indicating, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>

C21	Tr	[clause, middle, material, happening, eventive, cause, purpose, location, place, accompaniment, comitative, complete] <b>CC</b>
	Md	[clause, major, bound, finite, temporal, past 1, secondary tense, past 2, stop, full, projection, indirect proposition, hypotactic, positive 1, mood assessment, temporality, relative to now, near, non-future, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
C22	Tr	[clause, middle, material, happening, eventive, extent, duration, complete] <b>NFC CC</b>
	Md	[clause, major, bound, non-finite, imperfective, expansion, enhancing, hypotactic, positive 1, complete] <b>NFC CC</b>
	Th	[clause, textual theme, structural, conjunction, hypotactic, complete] <b>NFC CC</b>
C23	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker-plus, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C24	Tr	[clause, middle, material, happening, ranged, eventive, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker-plus, temporal, past 1, full, positive 1, mood assessment, temporality, relative to expectation, since, negative 2, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C25	Tr	[clause, middle, material, happening, eventive, location, place, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker-plus, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, conjunctive adjunct, extending, verifying, replacive, complete] <b>CC</b>
C26	Tr	[clause, middle, material, happening, eventive, location, time 2, place, complete] <b>CC</b> <b>DRC</b> [clause, middle, relational, expanding, ascriptive, circumstantial, circumstance as attribute, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b> <b>DRC</b> [clause, major, bound, finite, temporal, present 1, full, expansion, elaborating, down-ranked, positive 1, complete] <b>CC</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, complete] <b>CC</b> <b>DRC</b> [clause, unmarked topical theme, textual theme, structural, relative pronoun, definite, complete] <b>CC</b>
C27	Tr	[clause, middle, material, happening, behavioral, manner, quality 2, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>CC</b>
C28	Tr	[clause, middle, relational, expanding, ascriptive, intensive, phase, time 1, inceptive, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker-plus, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C29	Tr	[clause, effective, material, doing, transformative, elaborating 1, operative, complete] <b>AEC CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker-plus, temporal, past 1, full, positive 1, complete] <b>AEC CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>AEC CC</b>

<b>C30</b>	<b>Tr</b>	[clause, middle, material, happening, eventive, location, place, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>CC</b>
<b>C31</b>	<b>Tr</b>	[clause, middle, material, happening, ranged, eventive, complete] <b>NFC CC</b>
	<b>Md</b>	[clause, major, bound, non-finite, perfective, 'to', expansion, enhancing, hypotactic, positive 1, complete] <b>NFC CC</b>
	<b>Th</b>	[clause, complete] <b>NFC Rheme only CC</b>
<b>C32</b>	<b>Tr</b>	[clause, middle, relational, expanding, identifying, encoding, intensive, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, comment, propositional, on whole, qualificative, desirability, desirable, luck, full, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, interpersonal theme, modal adjunct, comment, propositional, on whole, qualificative, desirability, desirable, luck, complete] <b>CC</b>
<b>C33</b>	<b>Tr</b>	[clause, middle, verbal 1, verbalization, as locution, reporting, indicating, receiver, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, complete] <b>CC</b>
<b>C34</b>	<b>Tr</b>	[clause, middle, relational, expanding, identifying, decoding, intensive, complete] <b>CC</b>
	<b>Md</b>	[clause, major, bound, finite, temporal, past 1, full, projection, indirect proposition, hypotactic, positive 1, mood assessment, intensity, counter-expectancy, exceeding, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
<b>C35</b>	<b>Tr</b>	[clause, middle, material, happening, ranged, eventive, complete] <b>CC</b>
	<b>Md</b>	[clause, major, bound, finite, interactant, speaker-plus, temporal, past 1, full, expansion, elaborating, hypotactic, negative 1, complete] <b>CC</b>
	<b>Th</b>	[clause, marked topical theme, as transitivity role, non-subject (complement) participant theme, textual theme, structural, relative pronoun, definite, complete] <b>CC</b>
<b>C36</b>	<b>Tr</b>	[clause, middle, material, happening, eventive, location, place, accompaniment, comitative, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker-plus, temporal, past 1, full, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, textual theme, conjunctive adjunct, enhancing, causal-conditional, causal, specific 2, result, complete] <b>CC</b>

#### PICTURE NARRATIVE

1/1|| Jenny and her cat [[ named Whiskers ]] have lived a peaceful life together. 2/2|| One day Jenny had planned to read Whiskers a story 3 || before he took a nap. 3/4|| After a little while, it was Jenny herself [[ who fell asleep. ]] ||

4/5|| Whiskers, a very mischievous little kitten, knew 6 || that this was the opportunity [[ he had been waiting for. ]] 5/7|| He jumped quietly down from the bed. ||

6/8|| Whiskers mewed loudly over and over 9 || to ask Jenny 10 || to let him get out of the room. ||

7/11|| Finally, Whiskers was alone in the big dining room with Goldie, the canary. ||

8/12|| Whiskers looked curiously into Goldie's cage. 9/13|| He didn't want 14 || Goldie to stay in there 15 || so that they played for a while outside, 16 || but he knew 17 || that Jenny wouldn't like it. 10/18|| He was so glad [[ she was sound asleep! ]] ||

11/19|| Whiskers hopped up onto the table 20 || and tried to open Goldie's cage with his paw. 12/21|| Somehow, Whiskers accidentally pushed the cage off the table 22 || and became trapped inside of it! ||

13/23|| Jenny heard the loud crash 24 || and came running. 14/25|| "Oh no!," 26 || she shouted. 15/27|| Goldie was loose on the table, 28 || and Whiskers remained trapped in the birdcage. 16/29|| Like Whiskers, Goldie knew 30 || this was the opportunity [[ he had been waiting for. ]] ||

17/31|| Jenny opened the cage 32 || to make sure 33 || that Whiskers was okay. 18/34|| While Jenny was checking on the cat, 35 || Goldie seized the chance [[ to fly out the window. ]] |||  
 19/36|| From his new home in the apple tree outside, Goldie happily sang a song. 20/37|| Inside the house, Jenny scolded Whiskers 38 || and sent him to bed. |||

		SELECTION EXPRESSIONS
C1	Tr	[clause, middle, material, happening, ranged, eventive, accompaniment, comitative, complete] CC <b>DRC</b> [clause, effective, relational, expanding, identifying, decoding, intensive, assigned, assignment, expanding-assignment, elaborating 2, complete] <b>NFC CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, present 1, secondary tense, past 2, stop, full, positive 1, complete] CC <b>DRC</b> [clause, major, bound, non-finite, neutral, expansion, elaborating, down-ranked, positive 1, complete] <b>NFC CC</b>
	Th	[clause, unmarked topical theme, complete] CC [clause, complete] <b>NFC Rheme only CC</b>
C2	Tr	[clause, middle, material, happening, ranged, eventive, service, cliency, location, time 2, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, secondary tense, past 2, stop, full, positive 1, complete] CC
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, complete] CC
C3	Tr	[clause, middle, material, happening, ranged, eventive, complete] CC
	Md	[clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] CC
C4	Tr	[clause, middle, relational, expanding, identifying, decoding, intensive, complete] CC <b>DRC</b> [clause, middle, relational, expanding, ascriptive, intensive, phase, time 1, inceptive, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC <b>DRC</b> [clause, major, bound, finite, temporal, past 1, full, expansion, elaborating, down-ranked, positive 1, complete] CC
	Th	[clause, unmarked topical theme, indicative, predication, predicated theme, unmarked local, textual theme, conjunctive adjunct, enhancing, spatio-temporal, complex, interrupted, complete] CC <b>DRC</b> [clause, unmarked topical theme, textual theme, structural, relative pronoun, definite, complete] CC
C5	Tr	[clause, middle, mental 1, phenomenalization, hyperphenomenal, metaphenomenal, idea, cognitive 1, knowledge, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C6	Tr	[clause, middle, relational, expanding, identifying, decoding, intensive, complete] CC <b>DRC</b> [clause, middle, mental 1, phenomenalization, phenomenal, ranged, desiderative 1, desire, complete] CC
	Md	[clause, major, bound, finite, temporal, past 1, full, modalized, modalization, probability, outer, high 1, subjective, explicit 4, projection, indirect proposition, hypotactic, positive 1, complete] CC <b>DRC</b> [clause, major, bound, finite, temporal, past 1, secondary tense, past 2, go on, secondary tense, present 2, stop, full, expansion, elaborating, down-ranked, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] CC <b>DRC</b> [clause, unmarked topical theme, complete] CC

C7	Tr	[clause, middle, material, happening, eventive, manner, quality 2, location, place, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C8	Tr	[clause, middle, material, happening, behavioral, manner, quality 2, extent, frequency, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C9	Tr	[clause, middle, verbal 1, verbalization, as locution, reporting, imperating, receiver, complete] NFC CC
	Md	[clause, major, bound, non-finite, perfective, 'to', expansion, enhancing, hypotactic, positive 1, complete] NFC CC
	Th	[clause, complete] NFC Rheme only CC
C10	Tr	[clause, effective, material, doing, transformative, enhancing 1, operative, location, place, complete] NFC CC
	Md	[clause, major, bound, non-finite, perfective, 'to', projection, indirect proposal, hypotactic, positive 1, complete] NFC CC
	Th	[clause, complete] NFC Rheme only CC
C11	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, location, place, accompaniment, comitative, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, conjunctive adjunct, enhancing, spatio-temporal, simple, concluding, external, complete] CC
C12	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, perceptive, specific, visual, manner, quality 2, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C13	Tr	[clause, middle, mental 1, phenomenalization, hyperphenomenal, metaphenomenal, idea, desiderative 1, desire, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, negative 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C14	Tr	[clause, middle, relational, expanding, ascriptive, circumstantial, circumstance as attribute, complete] NFC CC
	Md	[clause, major, bound, non-finite, perfective, 'to', modalized, modulation, obligation, median, subjective, explicit 4, transferred negative, projection, indirect proposal, hypotactic, complete] NFC CC
	Th	[clause, unmarked topical theme, complete] NFC CC
C15	Tr	[clause, middle, material, happening, behavioral, extent, duration, location, place, complete] CC
	Md	[clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] CC
C16	Tr	[clause, middle, mental 1, phenomenalization, hyperphenomenal, metaphenomenal, idea, cognitive 1, knowledge, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] CC



C17	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, emotive, liking, normal complete] CC
	Md	[clause, major, bound, finite, modal, modalization, probability, median, subjective, implicit 4, full, modalized, modalization, probability, outer, high 1, subjective, explicit 4, projection, indirect proposition, hypotactic, negative 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] CC
C18	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] CC DRC [clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC DRC [clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, down-ranked, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC DRC [clause, unmarked topical theme, complete] CC
C19	Tr	[clause, middle, material, happening, eventive, location, place, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C20	Tr	[clause, effective, material, doing, transformative, elaborating 1, operative, manner, means, complete] AEC CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] AEC CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] AEC CC
C21	Tr	[clause, effective, material, doing, transformative, enhancing 1, operative, manner, means, quality 2, location, place, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, complete] CC
C22	Tr	[clause, middle, relational, expanding, ascriptive, intensive, phase, time 1, inceptive, location, place, complete] AEC CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] AEC CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] AEC CC
C23	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, perceptive, specific, auditory, noticed, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C24	Tr	[clause, middle, material, happening, eventive, complete] AEC CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] AEC CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] AEC CC
C25	Tr	MINOR CLAUSE – NO TRANSITIVITY STRUCTURE
	Md	[clause, minor, enactment, reactive, exclamation, complete] CC
	Th	MINOR CLAUSE – NO THEME STRUCTURE
C26	Tr	[clause, middle, verbal 1, verbalization, as locution, quoting, indicating, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC

C27	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, location, place, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C28	Tr	[clause, middle, relational, expanding, ascriptive, intensive, phase, time 1, durative, location, place, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] CC
C29	Tr	[clause, middle, mental 1, phenomenalization, hyperphenomenal, metaphenomenal, idea, cognitive 1, knowledge, manner, comparison, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, complete] CC
C30	Tr	[clause, middle, relational, expanding, identifying, decoding, intensive, complete] CC DRC [clause, middle, mental 1, phenomenalization, phenomenal, ranged, desiderative 1, desire, complete] CC
	Md	[clause, major, bound, finite, temporal, past 1, full, modalized, modalization, probability, outer, high 1, subjective, explicit 4, projection, indirect proposition, hypotactic, positive 1, complete] CC DRC [clause, major, bound, finite, temporal, past 1, secondary tense, past 2, go on, secondary tense, present 2, stop, full, expansion, elaborating, down-ranked, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC DRC [clause, unmarked topical theme, complete] CC
C31	Tr	[clause, effective, material, doing, transformative, elaborating 1, operative, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C32	Tr	[clause, middle, mental 1, phenomenalization, hyperphenomenal, metaphenomenal, idea, cognitive 1, doubt, complete] NFC CC
	Md	[clause, major, bound, non-finite, perfective, 'to', expansion, enhancing, hypotactic, positive 1, complete] NFC CC
	Th	[clause, complete] NFC Rheme only CC
C33	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] CC
	Md	[clause, major, bound, finite, temporal, past 1, full, projection, indirect proposition, hypotactic, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] CC
C34	Tr	[clause, middle, material, happening, ranged, eventive, complete] CC
	Md	[clause, major, bound, finite, temporal, past 1, secondary tense, present 2, stop, full, expansion, enhancing, hypotactic, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] CC
C35	Tr	[clause, effective, material, doing, transformative, elaborating 1, operative, complete] CC DRC [clause, middle, material, happening, eventive, manner, means, complete] NFC CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC DRC [clause, major, bound, non-finite, perfective, 'to', expansion, elaborating, down-ranked, positive 1, complete] NFC CC
	Th	[clause, unmarked topical theme, complete] CC DRC [clause, complete] NFC Rheme only CC

C36	Tr	[clause, middle, material, happening, ranged, behavioral, location, place, manner, quality 2, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, complete] CC
C37	Tr	[clause, middle, material, happening, ranged, eventive, location, place, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, complete] CC
C38	Tr	[clause, effective, material, doing, transformative, enhancing 1, operative, location, place, complete] AEC CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] AEC CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] AEC CC

## L.7 Subject SS6

### PERSONAL EXPERIENCE

1/1|| Once when I was three years old, 2|| my brother and I were in daycare at the JCC. 2/3|| We were all playing in the big pool in the afternoon 4|| because it was summer 5|| and pretty hot outside. 3/6|| My friends and I were learning 7|| how to do sit-down dives off the side of the pool, 8|| and I was quite proud 9|| because I was getting quite good at it. 4/10|| I remember 11|| yelling something to my little boyfriend, Julian Fertman, 12|| and then trying to lift myself out of the pool. 5/13|| Actually, I tried pulling myself up on the metal rim, 14|| but my hands slipped, 15|| and I knocked my chin hard as hell on the metal, 16|| splitting it in two. 6/17|| Before I knew it, 18|| the pool was red, 19|| and there appeared a big, burly lifeguard [[ who grabbed me out of the water with only one of his huge hands. ]] 7/20|| I don't remember 21|| being very scared or upset, 22|| just that they called my parents 23|| and brought my brother 24|| to sit with me. 8/25|| It was my dad [[ who picked us up in a borrowed sports car, ]] 26|| and I didn't cry a single tear 27|| because my dad said 28|| he wouldn't take me to the hospital 29|| if I spilled blood in the \$50,000 car. 9/30|| I concentrated harder 31<< on keeping my face in one piece in those 20 minutes >> [[ than I've ever concentrated on anything in my life. ]] 10/32|| When we got to the ER, 33|| I was told 34|| I needed stitches, 35|| an opinion [[ I regarded as wholly unacceptable. ]] 11/36|| There was no way [[ I was going to willingly allow some unknown doctor to put a needle and thread in my face! ]] 12/37|| So, I began to fight. 13/38|| I kicked 39|| and screamed; 40|| I bit 41|| and swore. 14/42|| [[ Living with a polyglot family ]] meant [[ that I was even able to swear in a whole 5 languages. ]] 15/43|| After all, (DM) I was placed in a straight jacket 44|| and held down by 3 frightened residents. 16/45|| Apparently, the hospital refused to take the stitches out 46|| without me being unconscious. 47|| That's [[ what inevitably happened three weeks later. ]] 48|| I was dosed with copious amounts of Dimetap. |||

SELECTION EXPRESSIONS		
C1	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, location, time 2, complete] CC
	Md	[clause, major, bound, finite, interactant, speaker, explicit 3, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, mood assessment, temporality, relative to now, remote, non-future, complete] CC
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, interpersonal theme, modal adjunct, mood, temporality, relative to now, remote, non-future, complete] CC
C2	Tr	[clause, middle, relational, expanding, ascriptive, circumstantial, circumstance as attribute, location, place, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker-plus, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC

<b>C3</b>	<b>Tr</b>	[clause, middle, material, happening, behavioral, location, place, time 2, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker-plus, temporal, past 1, secondary tense, present 2, stop, full, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, complete] <b>CC</b>
<b>C4</b>	<b>Tr</b>	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, class, complete] <b>CC</b>
	<b>Md</b>	[clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
<b>C5</b>	<b>Tr</b>	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, location, place, complete] <b>AEC CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>AEC CC</b>
	<b>Th</b>	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>AEC CC</b>
<b>C6</b>	<b>Tr</b>	[clause, middle, mental 1, phenomenization, hyperphenomenal, metaphenomenal, idea, cognitive 1, knowledge, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker-plus, temporal, past 1, secondary tense, present 2, stop, full, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, complete] <b>CC</b>
<b>C7</b>	<b>Tr</b>	[clause, effective, material, doing, creative, operative, location, place, complete] <b>NFC CC</b>
	<b>Md</b>	[clause, major, bound, non-finite, perfective, 'to', expansion, enhancing, hypotactic, positive 1, complete] <b>NFC CC</b>
	<b>Th</b>	[clause, textual theme, structural, conjunction, hypotactic, complete] <b>NFC CC</b>
<b>C8</b>	<b>Tr</b>	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>CC</b>
<b>C9</b>	<b>Tr</b>	[clause, middle, relational, expanding, ascriptive, intensive, phase, time 1, inceptive, matter, complete] <b>CC</b>
	<b>Md</b>	[clause, major, bound, finite, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, secondary tense, present 2, stop, full, expansion, enhancing, hypotactic, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
<b>C10</b>	<b>Tr</b>	[clause, middle, mental 1, phenomenization, hyperphenomenal, metaphenomenal, idea, cognitive 1, memory, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, present 1, full, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, complete] <b>CC</b>
<b>C11</b>	<b>Tr</b>	[clause, middle, verbal 1, verbalization, as name, receiver, complete] <b>NFC CC</b>
	<b>Md</b>	[clause, major, bound, non-finite, imperfective, projection, indirect proposition, hypotactic, positive 1, complete] <b>NFC CC</b>
	<b>Th</b>	[clause, complete] <b>NFC Rheme only CC</b>
<b>C12</b>	<b>Tr</b>	[clause, effective, material, doing, transformative, enhancing 1, operative, location, place, complete] <b>NFC CC</b>
	<b>Md</b>	[clause, major, bound, non-finite, imperfective, projection, indirect proposition, hypotactic, positive 1, complete] <b>NFC CC</b>
	<b>Th</b>	[clause, textual theme, structural, conjunction, paratactic, complete] <b>NFC CC</b>

C13	Tr	[clause, effective, material, doing, transformative, enhancing 1, operative, location, place, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, conjunctive adjunct, elaborating, clarifying, verificative, complete] CC
C14	Tr	[clause, middle, material, happening, eventive, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] CC
C15	Tr	[clause, effective, material, doing, transformative, elaborating 1, operative, manner, degree, location, place, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] CC
C16	Tr	[clause, effective, material, doing, transformative, elaborating 1, operative, role, product, complete] NFC CC
	Md	[clause, major, bound, non-finite, imperfective, expansion, extending, hypotactic, positive 1, complete] NFC CC
	Th	[clause, complete] NFC Rheme only CC
C17	Tr	[clause, middle, mental 1, phenomenization, phenomenal, ranged, cognitive 1, knowledge, complete] CC
	Md	[clause, major, bound, finite, interactant, speaker, explicit 3, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] CC
C18	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C19	Tr	[clause, middle, relational, existential, existence plus, complete] CC DRC [clause, effective, material, doing, transformative, enhancing 1, operative, location, place, manner, means, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC DRC [clause, major, bound, finite, temporal, past 1, full, expansion, elaborating, down-ranked, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] CC DRC [clause, unmarked topical theme, textual theme, structural, relative pronoun, definite, complete] CC
C20	Tr	[clause, middle, mental 1, phenomenization, hyperphenomenal, metaphenomenal, idea, cognitive 1, memory, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, present 1, full, negative 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C21	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] NFC CC
	Md	[clause, major, bound, non-finite, imperfective, projection, indirect proposition, hypotactic, positive 1, complete] NFC CC
	Th	[clause, complete] NFC Rheme only CC

C22	Tr	[clause, middle, material, happening, ranged, eventive, complete] CC
	Md	[clause, major, bound, finite, temporal, past 1, full, projection, indirect proposition, hypotactic, positive 1, mood assessment, intensity, counter-expectancy, limiting, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, interpersonal theme, modal adjunct, mood, intensity, counter-expectancy, limiting, complete] CC
C23	Tr	[clause, effective, material, doing, transformative, enhancing 1, operative, complete] AEC CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] AEC CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] AEC CC
C24	Tr	[clause, middle, material, happening, eventive, accompaniment, comitative, complete] NFC CC
	Md	[clause, major, bound, non-finite, perfective, 'to', expansion, enhancing, hypotactic, positive 1, complete] NFC CC
	Th	[clause, complete] NFC Rheme only CC
C25	Tr	[clause, middle, relational, expanding, identifying, decoding, intensive, complete] CC DRC [clause, effective, material, doing, transformative, extending, operative, manner, means, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC DRC [clause, major, bound, finite, temporal, past 1, full, expansion, elaborating, down-ranked, positive 1, complete] CC
	Th	[clause, unmarked topical theme, indicative, predication, predicated theme, unmarked local, complete] CC DRC [clause, unmarked topical theme, textual theme, structural, relative pronoun, definite, complete] CC
C26	Tr	[clause, middle, material, happening, ranged, behavioral, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, negative 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] CC
C27	Tr	[clause, middle, verbal 1, verbalization, as locution, reporting, indicating, receiver, complete] CC
	Md	[clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] CC
C28	Tr	[clause, effective, material, doing, transformative, enhancing 1, operative, location, place, complete] CC
	Md	[clause, major, bound, finite, modal, modalization, probability, median, subjective, implicit 4, full, projection, indirect proposition, hypotactic, negative 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C29	Tr	[clause, effective, material, doing, transformative, elaborating 1, operative, location, place, complete] CC
	Md	[clause, major, bound, finite, interactant, speaker, explicit 3, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] CC

C30	Tr	[clause, middle, mental 1, phenomenalization, hyperphenomenal, metaphenomenal, idea, cognitive 1, thinking, manner, degree, complete] CC <b>DRC</b> [clause, middle, mental 1, phenomenalization, phenomenal, ranged, cognitive 1, thinking, matter, location, time 2, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] CC <b>DRC</b> [clause, major, bound, finite, interactant, speaker, explicit 3, temporal, present 1, secondary tense, past 2, stop, full, expansion, enhancing, down-ranked, positive 1, mood assessment, modality, modalization, usuality, outer, high 1, objective, implicit 4, complete] CC
	Th	[clause, unmarked topical theme, complete] CC <b>DRC</b> [clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] CC
C31	Tr	[clause, middle, material, happening, ranged, eventive, role, product, extent, duration, complete] NFC CC
	Md	[clause, major, bound, non-finite, imperfective, projection, indirect proposition, hypotactic, positive 1, complete] NFC CC
	Th	[clause, textual theme, structural, conjunction, hypotactic, complete] NFC CC
C32	Tr	[clause, middle, material, happening, eventive, location, time 2, place, complete] CC
	Md	[clause, major, bound, finite, interactant, speaker-plus, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] CC
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, textual theme, structural, conjunction, hypotactic, complete] CC
C33	Tr	[clause, middle, verbal 1, verbalization, as locution, reporting, indicating, receiver, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C34	Tr	[clause, middle, material, happening, ranged, eventive, complete] CC
	Md	[clause, major, bound, finite, interactant, speaker, explicit 3, temporal, past 1, full, projection, indirect proposition, hypotactic, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C35	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, class, complete] VLC CC <b>DRC</b> [clause, middle, mental 1, phenomenalization, phenomenal, ranged, cognitive 1, thinking, role, guise, complete] CC
	Md	[clause, major, bound, finite, temporal, past 1, full, expansion, elaborating, hypotactic, positive 1, complete] VLC CC <b>DRC</b> [clause, major, bound, finite, interactant, speaker, explicit 3, temporal, past 1, full, expansion, elaborating, down-ranked, positive 1, complete] CC
	Th	[clause, marked topical theme, as transitivity role, non-subject (complement) participant theme, complete] VLC CC <b>DRC</b> [clause, unmarked topical theme, complete] CC
C36	Tr	[clause, middle, relational, existential, existence, complete] CC <b>DRC</b> [clause, effective, material, doing, transformative, elaborating 1, operative, manner, quality 2, location, place, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC <b>DRC</b> [clause, major, bound, finite, interactant, speaker, explicit 3, temporal, past 1, secondary tense, future 2, stop, full, expansion, enhancing, down-ranked, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC <b>DRC</b> [clause, unmarked topical theme, complete] CC

C37	Tr	[clause, middle, material, happening, eventive, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, conjunctive adjunct, enhancing, causal-conditional, causal, general, complete] CC
C38	Tr	[clause, middle, material, happening, eventive, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C39	Tr	[clause, middle, material, happening, behavioral, complete] AEC CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, implicit 3, temporal, past 1, full, positive 1, complete] AEC CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] AEC CC
C40	Tr	[clause, middle, material, happening, eventive, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, complete] CC
C41	Tr	[clause, middle, material, happening, behavioral, complete] AEC CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, implicit 3, temporal, past 1, full, positive 1, complete] AEC CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] AEC CC
C42	Tr	[clause, middle, relational, expanding, identifying, decoding, intensive, complete] CC DRC1 [clause, middle, material, happening, eventive, accompaniment, comitative, complete] NFC CC DRC2 [clause, middle, material, happening, behavioral, manner, means, complete] CC
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] CC DRC1 [clause, major, bound, non-finite, imperfective, expansion, elaborating, down-ranked, positive 1, complete] NFC CC DRC2 [clause, major, bound, finite, interactant, speaker, explicit 3, modal, modulation, readiness, ability, outer, low 1, objective, implicit 4, full, expansion, elaborating, down-ranked, positive 1, mood assessment, intensity, counter-expectancy, exceeding, complete] CC
	Th	[clause, unmarked topical theme, complete] CC DRC1 [clause, complete] NFC Rheme only CC DRC2 [clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] CC
C43	Tr	[clause, effective, material, doing, transformative, enhancing 1, receptive, location, place, complete] CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] CC
	Th	[clause, unmarked topical theme, textual theme, continuative, complete] CC
C44	Tr	[clause, effective, material, doing, transformative, enhancing 1, receptive, agentive, location, place, complete] AEC CC
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, implicit 3, temporal, past 1, full, positive 1, complete] AEC CC
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] AEC CC



C45	Tr	[clause, effective, material, doing, transformative, enhancing 1, operative, complete] <b>AEC CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, comment, propositional, on whole, qualificative, presumption, hearsay, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, interpersonal theme, modal adjunct, comment, propositional, on whole, qualificative, presumption, hearsay, complete] <b>AEC CC</b>
C46	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>NFC CC</b>
	Md	[clause, major, bound, non-finite, imperfective, expansion, enhancing, hypotactic, positive 1, complete] <b>NFC CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>NFC CC</b>
C47	Tr	[clause, middle, relational, expanding, identifying, decoding, intensive, complete] <b>CC</b> <b>DRC</b> [clause, middle, material, happening, eventive, location, time 2, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, present 1, full, positive 1, complete] <b>CC</b> <b>DRC</b> [clause, major, bound, finite, temporal, past 1, full, comment, propositional, on whole, asseverative, natural, expansion, elaborating, down-ranked, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, indicative, identification, identifying theme, marked, complete] <b>CC</b> <b>DRC</b> [clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, interpersonal theme, modal adjunct, comment, propositional, on whole, asseverative, natural, complete] <b>CC</b>
C48	Tr	[clause, effective, material, doing, transformative, elaborating 1, receptive, manner, means, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, non-exclamative, interactant, speaker, explicit 3, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>

## PICTURE NARRATIVE

1/1||| Hector the Cat fell asleep on Taylor's bed after a night out 2 || prowling. 2/3||| Tay read silently on the floor, 4 || as not to wake her tabby best friend, 5 || but something aroused the attention of the dreaming feline. 3/6||| As for Tay, she heard nothing, 7 || but all of a sudden Hector was up 8 || and at the door 9 || asking her 10 || to let him go out. 4/11||| Tay put down the book 12 || and opened the door for her curious friend. 5/13||| Hector couldn't pinpoint 14 || what he heard, 15 || so he resumed his napping underneath the coffee table in the living room. 6/16||| His slumber was once again disrupted 17 || when he heard [[ Hubert the yellow bird yell something. ]] 7/18||| Seeing 19 || that Hector did not speak Parakeet at all, 20 || he moved in closer to the cage 21 || to see 22 || if a game of charades would clear things up. 8/23||| During the game, the clever Hubert managed to get Hector to switch places with him 24 || and then quickly snapped the door shut, 25 || effectively freeing himself from the restrictive cage. 9/26||| Taylor heard the commotion 27 || and, 28<< worrying for the life of her little bird, >> was surprised [[ to see the predator in the cage like a prisoner || and the bird free on the top of the coffee table. ]] 10/29||| As she helped Hector get out of his temporary prison, 30 || the bird bolted for the window. 11/31||| They all lived happily ever after in better-suited environments. 12/32||| So Hector was able to sleep uninterruptedly 33 || while Hubert got to return to his family's tree in a beautiful green orchard, 34 || full of flowers and apples. |||

SELECTION EXPRESSIONS		
C1	Tr	[clause, middle, relational, expanding, ascriptive, intensive, phase, time 1, inceptive, location, place, time 2, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C2	Tr	[clause, middle, material, happening, eventive, complete] <b>NFC CC</b>
	Md	[clause, major, bound, non-finite, imperfective, expansion, enhancing, hypotactic, positive 1, complete] <b>NFC CC</b>
	Th	[clause, complete] <b>NFC Rheme only CC</b>

<b>C3</b>	<b>Tr</b>	[clause, middle, material, happening, eventive, manner, quality 2, location, place, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, complete] <b>CC</b>
<b>C4</b>	<b>Tr</b>	[clause, effective, material, doing, transformative, elaborating 1, operative, complete] <b>NFC CC</b>
	<b>Md</b>	[clause, major, bound, non-finite, perfective, 'to', expansion, enhancing, hypotactic, negative 1, complete] <b>NFC CC</b>
	<b>Th</b>	[clause, textual theme, structural, conjunction, hypotactic, complete] <b>NFC CC</b>
<b>C5</b>	<b>Tr</b>	[clause, middle, material, happening, ranged, eventive, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>CC</b>
<b>C6</b>	<b>Tr</b>	[clause, middle, mental 1, phenomenization, phenomenal, ranged, perceptive, specific, auditory, noticed, matter, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, marked topical theme, as internal matter, complete] <b>CC</b>
<b>C7</b>	<b>Tr</b>	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, comment, propositional, on whole, qualificative, prediction, unpredictable, full, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, interpersonal theme, modal adjunct, comment, propositional, on whole, qualificative, prediction, unpredictable, complete] <b>CC</b>
<b>C8</b>	<b>Tr</b>	[clause, middle, relational, expanding, ascriptive, circumstantial, circumstance as attribute, complete] <b>AEC CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>AEC CC</b>
	<b>Th</b>	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>AEC CC</b>
<b>C9</b>	<b>Tr</b>	[clause, middle, verbal 1, verbalization, as locution, reporting, imperating, receiver, complete] <b>NFC CC</b>
	<b>Md</b>	[clause, major, bound, non-finite, imperfective, expansion, extending, hypotactic, positive 1, complete] <b>NFC CC</b>
	<b>Th</b>	[clause, complete] <b>NFC Rheme only CC</b>
<b>C10</b>	<b>Tr</b>	[clause, effective, material, doing, transformative, enhancing 1, operative, complete] <b>NFC CC</b>
	<b>Md</b>	[clause, major, bound, non-finite, perfective, 'to', projection, indirect proposal, hypotactic, positive 1, complete] <b>NFC CC</b>
	<b>Th</b>	[clause, complete] <b>NFC Rheme only CC</b>
<b>C11</b>	<b>Tr</b>	[clause, effective, material, doing, transformative, enhancing 1, operative, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, complete] <b>CC</b>
<b>C12</b>	<b>Tr</b>	[clause, effective, material, doing, transformative, elaborating 1, operative, service, cliency, complete] <b>AEC CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>AEC CC</b>
	<b>Th</b>	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>AEC CC</b>

C13	Tr	[clause, middle, mental 1, phenomenalization, hyperphenomenal, metaphenomenal, idea, cognitive 1, understanding, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, modal, modulation, readiness, ability, outer, low 1, subjective, implicit 4, full, negative 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C14	Tr	[clause, middle, mental 1, phenomenalization, phenomenal, ranged, perceptive, specific, auditory, noticed, complete] <b>CC</b>
	Md	[clause, major, bound, finite, temporal, past 1, full, projection, indirect proposition, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, marked topical theme, as transitivity role, non-subject (complement) participant theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
C15	Tr	[clause, effective, material, doing, creative, operative, location, place, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>CC</b>
C16	Tr	[clause, effective, material, doing, creative, receptive, extent, frequency, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C17	Tr	[clause, middle, mental 1, phenomenalization, hyperphenomenal, macrophenomenal, ranged, perceptive, specific, auditory, noticed, bounded, location, time 2, complete] <b>CC</b> <b>DRC</b> [clause, middle, verbal 1, verbalization, as name, complete] <b>NFC CC</b>
	Md	[clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] <b>CC</b> <b>DRC</b> [clause, major, bound, non-finite, perfective, 'zero', expansion, elaborating, down-ranked, positive 1, complete] <b>NFC CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b> <b>DRC</b> [clause, unmarked topical theme, complete] <b>NFC CC</b>
C18	Tr	[clause, middle, mental 1, phenomenalization, hyperphenomenal, metaphenomenal, idea, cognitive 1, understanding, complete] <b>NFC CC</b>
	Md	[clause, major, bound, non-finite, imperfective, expansion, enhancing, hypotactic, positive 1, complete] <b>NFC CC</b>
	Th	[clause, complete] <b>NFC Rheme only CC</b>
C19	Tr	[clause, middle, verbal 1, verbalization, as name, manner, degree, complete] <b>CC</b>
	Md	[clause, major, bound, finite, temporal, past 1, full, projection, indirect proposition, hypotactic, negative 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
C20	Tr	[clause, middle, material, happening, eventive, location, place, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C21	Tr	[clause, middle, mental 1, phenomenalization, hyperphenomenal, metaphenomenal, idea, cognitive 1, understanding, complete] <b>NFC CC</b>
	Md	[clause, major, bound, non-finite, perfective, 'to', expansion, enhancing, hypotactic, positive 1, complete] <b>NFC CC</b>
	Th	[clause, complete] <b>NFC Rheme only CC</b>
C22	Tr	[clause, effective, material, doing, transformative, elaborating 1, operative, complete] <b>CC</b>
	Md	[clause, major, bound, finite, modal, modalization, probability, median, subjective, implicit 4, full, projection, indirect proposition, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>

C23	Tr	[clause, effective, material, doing, transformative, enhancing 1, operative, extent, duration, accompaniment, comitative, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, marked topical theme, as transitivity role, circumstance theme, complete] <b>CC</b>
C24	Tr	[clause, effective, material, doing, transformative, elaborating 1, operative, manner, quality 2, complete] <b>AEC CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>AEC CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>AEC CC</b>
C25	Tr	[clause, effective, material, doing, transformative, elaborating 1, operative, manner, quality 2, location, place, complete] <b>NFC CC</b>
	Md	[clause, major, bound, non-finite, imperfective, expansion, extending, hypotactic, positive 1, complete] <b>NFC CC</b>
	Th	[clause, complete] <b>NFC Rheme only CC</b>
C26	Tr	[clause, middle, mental 1, phenomenization, phenomenal, ranged, perceptive, specific, auditory, noticed, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C27	Tr	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>AEC CC</b> <b>DRC1</b> [clause, middle, mental 1, phenomenization, phenomenal, ranged, perceptive, specific, visual, location, place, manner, comparison, complete] <b>NFC CC</b> <b>DRC2</b> [clause, middle, mental 1, phenomenization, phenomenal, ranged, perceptive, specific, visual, location, place, complete] <b>AEC NFC CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>AEC CC</b> <b>DRC1</b> [clause, major, bound, non-finite, perfective, 'to', expansion, enhancing, down-ranked, positive 1, complete] <b>NFC CC</b> <b>DRC2</b> [clause, major, bound, non-finite, perfective, 'to', expansion, enhancing, down-ranked, positive 1, complete] <b>AEC NFC CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, paratactic, complete] <b>AEC CC</b> <b>DRC1</b> [clause, complete] <b>NFC Rheme only CC</b> <b>DRC2</b> [clause, textual theme, structural, conjunction, paratactic, complete] <b>AEC NFC CC</b>
C28	Tr	[clause, middle, mental 1, phenomenization, phenomenal, ranged, emotive, fearing, normal, complete] <b>NFC CC</b>
	Md	[clause, major, bound, non-finite, imperfective, expansion, enhancing, hypotactic, positive 1, complete] <b>NFC CC</b>
	Th	[clause, complete] <b>NFC Rheme only CC</b>
C29	Tr	[clause, effective, material, doing, transformative, enhancing 1, operative, location, place, complete] <b>CC</b>
	Md	[clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
C30	Tr	[clause, middle, material, happening, eventive, location, place, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>
C31	Tr	[clause, middle, material, happening, eventive, manner, quality 2, extent, duration, location, place, complete] <b>CC</b>
	Md	[clause, major, free, indicative, declarative, temporal, past 1, full, positive 1, complete] <b>CC</b>
	Th	[clause, unmarked topical theme, complete] <b>CC</b>

<b>C32</b>	<b>Tr</b>	[clause, middle, material, happening, eventive, manner, quality 2, complete] <b>CC</b>
	<b>Md</b>	[clause, major, free, indicative, declarative, modal, modulation, readiness, ability, outer, low 1, objective, implicit 4, full, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, textual theme, conjunctive adjunct, enhancing, causal-conditional, causal, general, complete] <b>CC</b>
<b>C33</b>	<b>Tr</b>	[clause, middle, material, happening, eventive, location, place, complete] <b>CC</b>
	<b>Md</b>	[clause, major, bound, finite, temporal, past 1, full, expansion, enhancing, hypotactic, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, unmarked topical theme, textual theme, structural, conjunction, hypotactic, complete] <b>CC</b>
<b>C34</b>	<b>Tr</b>	[clause, middle, relational, expanding, ascriptive, intensive, non-phase, quality 1, quality 1 as attribute, complete] <b>VLC CC</b>
	<b>Md</b>	[clause, major, bound, finite, temporal, past 1, full, expansion, elaborating, hypotactic, positive 1, complete] <b>CC</b>
	<b>Th</b>	[clause, marked topical theme, as transitivity role, non-subject (complement) participant theme, complete] <b>VLC CC</b>

## APPENDIX M

### PRIMARY DATA COLLECTION INSTRUCTIONS FOR THE TEACHERS: LONGITUDINAL PART OF THE STUDY

#### M.1 Instructions for the first 2003.2 collection (Collection 1)

UNIVERSIDADE FEDERAL DE SANTA CATARINA  
CENTRO DE COMUNICAÇÃO E EXPRESSÃO  
PROGRAMA DE PÓS-GRADUAÇÃO EM LETRAS/INGLÊS E LITERATURA  
CORRESPONDENTE  
CURSO DE DOUTORADO EM LÍNGUA INGLESA E LINGÜÍSTICA APLICADA  
LINHA DE PESQUISA: AQUISIÇÃO DE SEGUNDA LÍNGUA

**COORDENADORA DO PROGRAMA:** Profa. Dra. Mailce Borges Mota Fortkamp (UFSC)

**ORIENTADORA:** Profa. Dra. Rosa Weingold Konder (UFSC)

**DOUTORANDO:** Prof. Ms. Pedro Henrique Lima Praxedes Filho (Universidade Estadual do Ceará-UECE)

#### COLETA DE DADOS Nº 1 (2003.2) – ACTUAL NAME OF ELC A

*ACTUAL NAME OF STAGE 1 (Sede / 12:10 / TEACHER'S NAME)*

*ACTUAL NAME OF STAGE 1 (Filial / 12:35 / TEACHER'S NAME)*

*ACTUAL NAME OF STAGE 3 (Sede / 12:10 / TEACHER'S NAME)*

*ACTUAL NAME OF STAGE 3 (Filial / 12:10 / TEACHER'S NAME)*

*ACTUAL NAME OF STAGE 5 (Sede / 12:40 / TEACHER'S NAME)*

*ACTUAL NAME OF STAGE 5 (Filial / 12:35 / TEACHER'S NAME)*

*ACTUAL NAME OF STAGE 7 (Filial / 12:35 / TEACHER'S NAME)*

*ACTUAL NAME OF STAGE 9 (Sede / 12:40 / TEACHER'S NAME)*

#### INSTRUÇÕES PARA OS/AS DOCENTES

**PREZADO(A) PROFESSOR(A):**

**PEÇO-LHE A GENTILEZA DE LER, CUIDADOSAMENTE, AS SEGUINTE INSTRUÇÕES, ANTES DO INÍCIO DA COLETA DE DADOS Nº 1 (2003.2) NA SUA TURMA DE *ACTUAL NAME OF STAGE 1 (TEACHERS' NAMES)*, ou *ACTUAL NAME OF STAGE 3 (TEACHERS' NAMES)*, ou *ACTUAL NAME OF STAGE 5 (TEACHERS' NAMES)*, ou *ACTUAL NAME OF STAGE 7 (TEACHER'S NAME)* ou *ACTUAL NAME OF STAGE 9 (TEACHER'S NAME)*. **AGRADEÇO-LHE ANTECIPADAMENTE. VOCÊ ESTÁ FAZENDO UMA VALIOSA CONTRIBUIÇÃO NÃO SÓ PARA A MINHA PESQUISA EM PARTICULAR, COMO PARA UMA MELHOR COMPREENSÃO, A PARTIR DA MINHA PESQUISA, DO PROCESSO DE APRENDIZAGEM DE EFL POR ESTUDANTES BRASILEIROS DO ESTADO DO CEARÁ.****

**CORDIALMENTE,**

\_\_\_\_\_  
**Prof. Pedro Henrique Lima Praxedes Filho**

**TAREFA 1:**

Na segunda-feira da semana que antecede a semana de provas, gostaria que você solicitasse, DE TODOS OS ALUNOS DA TURMA, que escrevessem, em casa (*home assignment*), uma composição/redação sobre qualquer assunto relacionado a qualquer dos conteúdos que estejam sendo, naquela semana ou nas anteriores, estudados em sala-de-aula. A escolha do assunto fica a seu critério. Você deve agir como sempre age toda vez que passa uma composição como dever-de-casa, no cotidiano da sua sala-de-aula; você deixa que os alunos pensem que se trata de mais um dever-de-casa previsto no programa do curso. Você pode marcar a entrega das composições para a quinta-feira da mesma semana. Até este momento, o do recebimento das composições por você, os alunos não sabem que se trata de uma tarefa destinada a compor os dados da pesquisa do Prof. Pedro Praxedes. Então, nesta hora, depois de ter as composições em mãos, você pergunta se todos concordam que elas sejam entregues ao Prof. Pedro Praxedes, para que ele as utilize na sua pesquisa de doutorado (sempre lembrando que, apesar de as composições estarem identificadas com os nomes deles, na tese de doutorado, as identidades de cada um e d[e] *ACTUAL NAME OF ELC A* serão mantidas em sigilo). Caso algum aluno se recuse a dar a permissão (o que acho não acontecerá), você, então, devolve a composição para o seu autor. É imprescindível que todos os alunos se identifiquem, escrevendo seus nomes na folha da composição (PEÇO-LHE O FAVOR DE VERIFICAR FOLHA POR FOLHA, PARA VER SE TODAS ELAS TÊM O NOME DO AUTOR DA COMPOSIÇÃO E O ESTÁGIO QUE ESTÁ CURSANDO: *ACTUAL NAMES OF THE RELEVANT STAGES*).

**TAREFA 2 & 3:**

No dia da Prova Escrita, gostaria que você entregasse, juntamente com a prova propriamente dita e a TODOS OS ALUNOS DA TURMA, duas outras folhas e um bloco de 10 gravuras coloridas que formam uma estória. Você deve dar a instrução seguinte, EM PORTUGUÊS (INDEPENDENTEMENTE DO NÍVEL DE PROFICIÊNCIA):

“Logo que vocês concluíam a Prova Escrita d[e] *ACTUAL NAME OF ELC A*, o Prof. Pedro Praxedes e eu gostaríamos que vocês fizessem duas tarefas simples e rápidas. Junto com a prova, vocês receberam duas folhas numeradas e um bloco de 10 gravuras coloridas. Na FOLHA 1, nós gostaríamos que vocês contassem, por escrito e em inglês, uma estória sobre qualquer evento/acometimento marcante que tenha acontecido na sua vida até hoje. Pode ser um evento engraçado, alegre, triste, embaraçoso, do qual você tenha orgulho ou não; pode ser uma viagem, uma festa, um acidente, a perda de um ente querido, uma conquista, uma derrota, uma aventura, uma briga, uma reconciliação, um curso que você fez, uma estória de amor bem sucedida ou mal sucedida, qualquer coisa que lhe venha à memória; pode envolver outras pessoas ou não. Gostaríamos que vocês não se preocupassem, de jeito nenhum, com erros de gramática ou de ortografia; a sua preocupação deve ser apenas com o conteúdo da estória; portanto, vocês não devem olhar para o que o colega está fazendo, ou usar dicionário ou o livro-texto e não podem fazer nenhuma pergunta nem a mim nem a nenhum colega (nem mesmo pergunta sobre vocabulário). Vocês só podem usar o conhecimento de inglês aprendido até agora. Cada um pode e deve usar a CRIATIVIDADE e QUALQUER ESTRATÉGIA DE COMUNICAÇÃO para expressar as coisas que quer e precisa comunicar, mas ainda não aprendeu. Não há limite de número de linhas nem limite de tempo; vocês devem escrever até ter contado a estória toda, com seus detalhes. Não esqueçam, por favor, de escrever o nome de cada um no espaço destinado a isso na FOLHA 1 e lembrem que escrever o nome é só para que o Prof. Pedro Praxedes possa saber qual é o autor de cada estória; na verdade, quando ele for escrever a tese de doutorado, todos os nomes serão mantidos em sigilo. Antes de eu falar sobre a FOLHA 2, vamos dar uma olhada nesse bloco de gravuras coloridas que vocês receberam. Reparem que há, ao todo, 10 gravuras e elas estão todas numeradas de 1 a 10. As 10 gravuras, seguindo a seqüência da numeração, formam uma estória. Então, na FOLHA 2, nós gostaríamos que vocês contassem, por escrito numa redação em inglês, a estória contida nas 10 gravuras. Vocês vão ficar com o bloco de gravuras o tempo todo e podem manipular as gravuras como quiserem; só não podem escrever nada nas folhas que formam o bloco de gravuras. A estória das gravuras deve ser escrita na FOLHA 2. Novamente, gostaríamos que vocês não se preocupassem, de jeito nenhum, com erros de gramática ou de ortografia; a sua preocupação deve ser apenas com o conteúdo da estória; portanto, vocês não devem olhar para o que o colega está fazendo, ou usar dicionário ou o livro-texto e não podem fazer nenhuma pergunta nem a mim nem a nenhum colega (nem mesmo pergunta sobre vocabulário). Vocês só podem usar o conhecimento de inglês aprendido até agora. Cada um pode e deve usar a CRIATIVIDADE e QUALQUER ESTRATÉGIA DE COMUNICAÇÃO para expressar as coisas que quer e precisa comunicar, mas ainda não aprendeu. Não

há limite de número de linhas nem limite de tempo; vocês devem escrever até ter contado a estória toda, com seus detalhes. Mais uma vez, não esqueçam, por favor, de escrever o nome de cada um no espaço destinado a isso na FOLHA 2 e tornem a lembrar que escrever o nome é só para que o Prof. Pedro Praxedes possa saber qual é o autor de cada estória; na verdade, quando ele for escrever a tese de doutorado, nenhum aluno terá seu nome revelado ou tornado público”.

**ATENÇÃO, STAGE 1 TEACHERS' NAMES:** É muito provável que os seus alunos de *ACTUAL NAME OF STAGE 1* digam que não podem fazer as duas tarefas porque “ainda não tenho inglês suficiente, professora”. Vocês devem encorajá-los a vencer o desafio, lembrando a eles que eles já estão estudando inglês há um mês e meio e, portanto, já aprenderam muita coisa e que eles podem usar o que já aprenderam até o momento para, mesmo de modo muito limitado, cumprir as tarefas. Digam a eles que o que importa é a tentativa e se eles tentarem, com certeza alguma coisa vai sair. Enfatizem que eles não precisam se preocupar com erros de gramática ou de ortografia e que eles podem escrever as 2 estórias da maneira como eles quiserem, de modo muito simples, escrevendo somente o essencial (sem se preocupar com os detalhes) e cometendo todos os erros que precisarem e usando **QUAISQUER ESTRATÉGIAS DE COMUNICAÇÃO** para superar as dificuldades encontradas. O importante não é escrever muito e corretamente; o importante é tentar cumprir as 2 tarefas, seja de que jeito for, **em inglês como a PRINCIPAL língua de comunicação (PRINCIPAL)** aqui significa que é aceitável que eles intercalem palavras em português em suas frases e/ou até usem frases inteiras em português na redação; isso, a permissão para usar português, **NÃO** deve ser dito de modo explícito, mas somente através da ênfase na palavra **PRINCIPAL** em “**inglês como a PRINCIPAL língua de comunicação**”. Digam também que eles podem e devem, se precisarem, escrever somente as palavras-chave para expressar idéias completas como faz o Tarzan nos antigos filmes, por exemplo: “Eu Tarzan floresta”, apenas 3 palavras-chave para expressar 2 idéias completas: “Eu sou Tarzan e moro na floresta”.

Já tive experiência com o *ACTUAL NAME OF STAGE 1 d[e] ACTUAL NAME OF ELC A*, com o *ACTUAL NAME OF STAGE 1 d[e] ACTUAL NAME OF ELC B*, com o *ACTUAL NAME OF STAGE 1 d[e] ACTUAL NAME OF ELC C d[e] SCHOOL NAME* e com o *ACTUAL NAME OF STAGE 1 d[e] ACTUAL NAME OF ELC D*. Em alguns casos houve reclamação do tipo “não vou fazer porque não tenho capacidade ainda”, em outros casos não houve reclamação alguma. Nos casos de reclamação, os argumentos acima, juntamente com um pouco de insistência, levaram os reclamantes a escreverem estórias mais do que satisfatórias para os propósitos da minha pesquisa.

**STAGE 3 TEACHERS' NAMES:** Caso algo semelhante aconteça (muito menos provável) com os seus alunos de *ACTUAL NAME OF STAGE 3*, vocês devem usar os mesmos argumentos acima.

**PARA OS ALUNOS DE TODOS OS NÍVEIS DE PROFICIÊNCIA, ENTÃO, DEVE SER DITO QUE, AO ESCREVEREM AS 2 ESTÓRIAS, ELAS DEVEM TENTAR USAR O INGLÊS QUE ELAS SABEM, O INGLÊS QUE ELAS APRENDERAM ATÉ AQUELE MOMENTO. ELAS DEVEM CONCENTRAR A ATENÇÃO NO CONTEÚDO DAS ESTÓRIAS E NÃO NA GRAMÁTICA OU ORTOGRAFIA.**

#### **TAREFA 4:**

Terminada a Prova Escrita, gostaria que você fizesse fotocópia das provas já respondidas de **TODOS OS ALUNOS DA TURMA**. As fotocópias devem ser feitas (*AT + SCHOOL NAME*) antes de você as corrigir; de preferência ainda no mesmo dia da aplicação em sala-de-aula. Mais uma vez, gostaria que você verificasse se, de fato, cada aluno escreveu o seu nome no lugar indicado na prova.

## **M.2 Instructions for the second 2003.2 collection (Collection 2)**

**UNIVERSIDADE FEDERAL DE SANTA CATARINA  
CENTRO DE COMUNICAÇÃO E EXPRESSÃO  
PROGRAMA DE PÓS-GRADUAÇÃO EM LETRAS/INGLÊS E LITERATURA  
CORRESPONDENTE  
CURSO DE DOUTORADO EM LÍNGUA INGLESA E LINGÜÍSTICA APLICADA  
LINHA DE PESQUISA: AQUISIÇÃO DE SEGUNDA LÍNGUA**



**COORDENADORA DO PROGRAMA:** Profa. Dra. Mailce Borges Mota Fortkamp (UFSC)

**ORIENTADORA:** Profa. Dra. Rosa Weingold Konder (UFSC)

**DOCTORANDO:** Prof. Ms. Pedro Henrique Lima Praxedes Filho (Universidade Estadual do Ceará-UECE)

**COLETA DE DADOS Nº 2 (2003.2) – ACTUAL NAME OF ELC A**

*ACTUAL NAME OF STAGE 1 (Sede / 12:10 / TEACHER'S NAME)*

*ACTUAL NAME OF STAGE 1 (Filial / 12:35 / TEACHER'S NAME)*

*ACTUAL NAME OF STAGE 3 (Sede / 12:10 / TEACHER'S NAME)*

*ACTUAL NAME OF STAGE 3 (Filial / 12:10 / TEACHER'S NAME)*

*ACTUAL NAME OF STAGE 5 (Sede / 12:40 / TEACHER'S NAME)*

*ACTUAL NAME OF STAGE 5 (Filial / 12:35 / TEACHER'S NAME)*

*ACTUAL NAME OF STAGE 7 (Filial / 12:35 / TEACHER'S NAME)*

*ACTUAL NAME OF STAGE 9 (Sede / 12:40 / TEACHER'S NAME)*

**INSTRUÇÕES PARA OS/AS DOCENTES**

**PREZADO(A) PROFESSOR(A):**

**PEÇO-LHE A GENTILEZA DE LER, CUIDADOSAMENTE, AS SEGUINTE INSTRUÇÕES, ANTES DO INÍCIO DA COLETA DE DADOS Nº 2 (2003.2) NA SUA TURMA DE *ACTUAL NAME OF STAGE 1 (TEACHERS' NAMES)*, ou *ACTUAL NAME OF STAGE 3 (TEACHERS' NAMES)*, ou *ACTUAL NAME OF STAGE 5 (TEACHERS' NAMES)*, ou *ACTUAL NAME OF STAGE 7 (TEACHER'S NAME)* ou *ACTUAL NAME OF STAGE 9 (TEACHER'S NAME)*. **AGRADEÇO-LHE ANTECIPADAMENTE. VOCÊ ESTÁ FAZENDO UMA VALIOSA CONTRIBUIÇÃO NÃO SÓ PARA A MINHA PESQUISA EM PARTICULAR, COMO PARA UMA MELHOR COMPREENSÃO, A PARTIR DA MINHA PESQUISA, DO PROCESSO DE APRENDIZAGEM DE EFL POR ESTUDANTES BRASILEIROS DO ESTADO DO CEARÁ.****

**CORDIALMENTE,**

\_\_\_\_\_  
**Prof. Pedro Henrique Lima Praxedes Filho**

**TAREFA 1:**

Na segunda-feira da semana que antecede a semana de provas, gostaria que você solicitasse, DE TODOS OS ALUNOS DA TURMA, que escrevessem, em casa (*home assignment*), uma composição/redação sobre qualquer assunto relacionado a qualquer dos conteúdos que estejam sendo, naquela semana ou nas anteriores, estudados em sala-de-aula. A escolha do assunto fica a seu critério. Você deve agir como sempre age toda vez que passa uma composição como dever-de-casa, no cotidiano da sua sala-de-aula. **UMA DIFERENÇA: VOCÊ VAI ANUNCIAR QUE A TAREFA É PARA A PESQUISA DO PROF. PEDRO PRAXEDES E, PARA INCENTIVAR QUE TODOS OS ALUNOS FAÇAM A COMPOSIÇÃO E A ENTREGUEM, VAI INFORMAR-LHES QUE ELA VALE, PARA AQUELES QUE EFETIVAMENTE A ENTREGAREM, 1,0 (UM) PONTO NA PROVA ORAL.** Você pode marcar a entrega das composições para a quinta-feira ou sexta-feira da mesma semana, **mas pode continuar as recebendo até a sexta-feira da semana subsequente, que é a semana de provas.** Até este momento, o do recebimento das composições por você, os alunos não sabem que se trata de uma tarefa destinada a compor os dados da pesquisa do Prof. Pedro Praxedes. Então, nesta hora, depois de ter as composições em mãos, você pergunta se todos concordam que elas sejam entregues ao Prof. Pedro Praxedes, para que ele as utilize na sua pesquisa de doutorado (sempre lembrando que, apesar de as composições estarem identificadas com os nomes deles, na tese de doutorado, as identidades de cada um

e d[e] *ACTUAL NAME OF ELC A* serão mantidas em sigilo). Caso algum aluno se recuse a dar a permissão (o que acho não acontecerá), você, então, devolve a composição para o seu autor. É imprescindível que todos os alunos se identifiquem, escrevendo seus nomes na folha da composição (PEÇO-LHE O FAVOR DE VERIFICAR FOLHA POR FOLHA, PARA VER SE TODAS ELAS TÊM O NOME DO AUTOR DA COMPOSIÇÃO E O ESTÁGIO QUE ESTÁ CURSANDO: *ACTUAL NAMES OF THE RELEVANT STAGES*).

### **TAREFA 2 & 3:**

No dia da Prova Escrita, gostaria que você entregasse, juntamente com a prova propriamente dita e a TODOS OS ALUNOS DA TURMA, duas outras folhas e um bloco de 10 gravuras coloridas que formam uma estória. **CASO VOCÊ JULGUE SER INVIÁVEL QUE AS TAREFAS 2 & 3 SEJAM FEITAS NO MESMO DIA E HORA DA PROVA ESCRITA, VOCÊ PODE APLICÁ-LAS OU NO ÚLTIMO DIA DE AULA ANTES DO INÍCIO DO PERÍODO DE PROVAS (ÚLTIMO DIA LETIVO DA ETAPA QUE ESTÁ TERMINANDO) OU UM DIA ANTES DA PROVA ESCRITA OU UM DIA DEPOIS DA PROVA ESCRITA OU NUM DIA ENTRE A PROVA ESCRITA E A PROVA ORAL OU UM DIA DEPOIS DO PERÍODO DE PROVAS (PRIMEIRO DIA LETIVO DA ETAPA SEGUINTE). O TEMPO DE EXECUÇÃO DAS 2 TAREFAS NÃO PODE ULTRAPASSAR UM PERÍODO COMPLETO DE AULA.** Você deve dar a instrução seguinte, EM PORTUGUÊS (INDEPENDENTEMENTE DO NÍVEL DE PROFICIÊNCIA):

“Logo que vocês concluíam a Prova Escrita d[e] *ACTUAL NAME OF ELC A* **(OU: DURANTE A AULA DE HOJE [QUEM TERMINAR ANTES PODE ENTREGAR])**, o Prof. Pedro Praxedes e eu gostaríamos que vocês fizessem duas tarefas simples e rápidas. Junto com a prova, vocês receberam **(OU: VOCÊS RECEBERÃO)** duas folhas numeradas e um bloco de 10 gravuras coloridas. Na FOLHA 1, nós gostaríamos que vocês contassem, por escrito e em inglês, uma estória sobre qualquer evento/acometimento marcante que tenha acontecido na sua vida até hoje **E QUE SEJA DIFERENTE DAQUELA QUE VOCÊ CONTOU DA PRIMEIRA VEZ**. Pode ser um evento engraçado, alegre, triste, embaraçoso, do qual você tenha orgulho ou não; pode ser uma viagem, uma festa, um acidente, a perda de um ente querido, uma conquista, uma derrota, uma aventura, uma briga, uma reconciliação, um curso que você fez, uma estória de amor bem sucedida ou mal sucedida, qualquer coisa que lhe venha à memória; pode envolver outras pessoas ou não. Gostaríamos que vocês não se preocupassem, de jeito nenhum, com erros de gramática ou de ortografia; a sua preocupação deve ser apenas com o conteúdo da estória; portanto, vocês não devem olhar para o que o colega está fazendo, ou usar dicionário ou o livro-texto e não podem fazer nenhuma pergunta nem a mim nem a nenhum colega (nem mesmo pergunta sobre vocabulário). Vocês só podem usar o conhecimento de inglês aprendido até agora. Cada um pode e deve usar a CRIATIVIDADE e *QUALQUER* ESTRATÉGIA DE COMUNICAÇÃO para expressar as coisas que quer e precisa comunicar, mas ainda não aprendeu. **CASO VOCÊS NÃO SAIBAM COMO DIZER DETERMINADA PALAVRA EM INGLÊS, NÃO SE PREOCUPEM NEM PERCAM TEMPO. VOCÊS TÊM 2 OPÇÕES: 1) TENTEM DESCREVER O CONCEITO DA PALAVRA DESCONHECIDA USANDO, NO LUGAR DELA, UMA FRASE OU VÁRIAS FRASES QUE EXPRESSEM O SIGNIFICADO DA PALAVRA QUE VOCÊS NÃO SABEM; OU 2) SIMPLEMENTE ESCRIVAM A PALAVRA DESCONHECIDA EM PORTUGUÊS.** Não há limite de número de linhas ~~nem limite de tempo~~; vocês devem escrever até ter contado a estória toda, com seus detalhes. Não esqueçam, por favor, de escrever o nome de cada um no espaço destinado a isso na FOLHA 1 e lembrem que escrever o nome é só para que o Prof. Pedro Praxedes possa saber qual é o autor de cada estória; na verdade, quando ele for escrever a tese de doutorado, todos os nomes serão mantidos em sigilo. Antes de eu falar sobre a FOLHA 2, vamos dar uma olhada nesse bloco de gravuras coloridas que vocês receberam. Reparem que há, ao todo, 10 gravuras e elas estão todas numeradas de 1 a 10. As 10 gravuras, seguindo a seqüência da numeração, formam uma estória. Então, na FOLHA 2, nós gostaríamos que vocês contassem, por escrito numa redação em inglês, a estória contida nas 10 gravuras. Vocês vão ficar com o bloco de gravuras o tempo todo e podem manipular as gravuras como quiserem; só não podem escrever nada nas folhas que formam o bloco de gravuras. A estória das gravuras deve ser escrita na FOLHA 2. **FAÇAM DE CONTA QUE ESTA É A PRIMEIRA VEZ QUE VOCÊS CONTAM A ESTÓRIA CONTIDA NESTAS GRAVURAS; ENTÃO, NÃO TENTEM FICAR LEMBRANDO DE COMO VOCÊS A CONTARAM DA PRIMEIRA VEZ QUE LHE PEDIMOS PARA FAZER ISSO.** Novamente, gostaríamos que vocês não se preocupassem, de jeito nenhum, com erros de gramática ou de ortografia; a sua preocupação deve ser apenas com o conteúdo da estória; portanto, vocês não devem olhar para o que o colega está fazendo, ou usar dicionário ou o livro-texto e não podem fazer nenhuma pergunta nem a mim nem a nenhum colega (nem mesmo pergunta sobre

vocabulário). Vocês só podem usar o conhecimento de inglês aprendido até agora. Cada um pode e deve usar a CRIATIVIDADE e QUALQUER ESTRATÉGIA DE COMUNICAÇÃO para expressar as coisas que quer e precisa comunicar, mas ainda não aprendeu. **CASO VOCÊS NÃO SAIBAM COMO DIZER DETERMINADA PALAVRA EM INGLÊS, NÃO SE PREOCUPEM NEM PERCAM TEMPO. VOCÊS TÊM 2 OPÇÕES: 1) TENTEM DESCREVER O CONCEITO DA PALAVRA DESCONHECIDA USANDO, NO LUGAR DELA, UMA FRASE OU VÁRIAS FRASES QUE EXPRESSEM O SIGNIFICADO DA PALAVRA QUE VOCÊS NÃO SABEM; OU 2) SIMPLEMENTE ESCREVAM A PALAVRA DESCONHECIDA EM PORTUGUÊS.** Não há limite de número de linhas ~~nem limite de tempo~~; vocês devem escrever até ter contado a estória toda, com seus detalhes. Mais uma vez, não esqueçam, por favor, de escrever o nome de cada um no espaço destinado a isso na FOLHA 2 e tornem a lembrar que escrever o nome é só para que o Prof. Pedro Praxedes possa saber qual é o autor de cada estória; na verdade, quando ele for escrever a tese de doutorado, nenhum aluno terá seu nome revelado ou tornado público. **VOCÊS NÃO PRECISAM – NA VERDADE, NÃO PODEM (PROIBIÇÃO) – ESCREVER RASCUNHOS PARA A REDAÇÃO DA FOLHA 1 OU PARA A REDAÇÃO DA FOLHA 2. CADA REDAÇÃO TEM QUE SER ESCRITA DIRETAMENTE NA SUA RESPECTIVA FOLHA. VOCÊS NÃO PODEM PASSAR A LIMPO NENHUMA DAS 2 REDAÇÕES. AS 2 REDAÇÕES VALERÃO 1,0 (UM) PONTO NA PROVA ESCRITA**”.

**ATENÇÃO, STAGE 1 TEACHERS’ NAMES:** É muito provável que os seus alunos de *ACTUAL NAME OF STAGE 1* digam que não podem fazer as duas tarefas porque “ainda não tenho inglês suficiente, professora”. Vocês devem encorajá-los a vencer o desafio, lembrando a eles que eles já estão estudando inglês há ~~um mês e meio~~ **quase 3 meses** e, portanto, já aprenderam muita coisa e que eles podem usar o que já aprenderam até o momento para, mesmo de modo muito limitado, cumprir as tarefas. Digam a eles que o que importa é a tentativa e se eles tentarem, com certeza alguma coisa vai sair. Enfatizem que eles não precisam se preocupar com erros de gramática ou de ortografia e que eles podem escrever as 2 estórias da maneira como eles quiserem, de modo muito simples, escrevendo somente o essencial (sem se preocupar com os detalhes) e cometendo todos os erros que precisarem e usando QUAISQUER ESTRATÉGIAS DE COMUNICAÇÃO para superar as dificuldades encontradas. O importante não é escrever muito e corretamente; o importante é tentar cumprir as 2 tarefas, seja de que jeito for, **em inglês como a PRINCIPAL língua de comunicação** (PRINCIPAL aqui significa que é aceitável que eles intercalem palavras em português em suas frases e/ou até usem frases inteiras em português na redação; isso, a permissão para usar português, ~~NÃO deve ser dito de modo explícito, mas somente através da ênfase na palavra PRINCIPAL em “inglês como a PRINCIPAL língua de comunicação”~~ **A PERMISSÃO PARA USAR PORTUGUÊS PODE E DEVE SER ANUNCIADA DE MODO EXPLÍCITO, COMO EXPLICADO ACIMA, ONDE FALO DA OPÇÃO DO USO DE PARÁFRASES TAMBÉM. ESSA PERMISSÃO SE APLICA PARA TODOS OS ESTÁGIOS, DO ACTUAL NAME OF STAGE 1 AO ACTUAL NAME OF STAGE 9**). Digam também que eles podem e devem, se precisarem, escrever somente as palavras-chave para expressar idéias completas como faz o Tarzan nos antigos filmes, por exemplo: “Eu Tarzan floresta”, apenas 3 palavras-chave para expressar 2 idéias completas: “Eu sou Tarzan e moro na floresta”.

Já tive experiência com o *ACTUAL NAME OF STAGE 1* d[e] *ACTUAL NAME OF ELC A*, com o *ACTUAL NAME OF STAGE 1* d[e] *ACTUAL NAME OF ELC B*, com o *ACTUAL NAME OF STAGE 1* d[e] *ACTUAL NAME OF ELC C* d[e] *SCHOOL NAME* e com o *ACTUAL NAME OF STAGE 1* d[e] *ACTUAL NAME OF ELC D*. Em alguns casos, houve reclamação do tipo “não vou fazer porque não tenho capacidade ainda”; em outros casos, não houve reclamação alguma. Nos casos de reclamação, os argumentos acima, juntamente com um pouco de insistência, levaram os reclamantes a escreverem estórias mais do que satisfatórias para os propósitos da minha pesquisa.

**STAGE 3 TEACHERS’ NAMES:** Caso algo semelhante aconteça (muito menos provável) com os seus alunos de *ACTUAL NAME OF STAGE 3*, vocês devem usar os mesmos argumentos acima.

**PARA OS ALUNOS DE TODOS OS NÍVEIS DE PROFICIÊNCIA, ENTÃO, DEVE SER DITO QUE, AO ESCREVEREM AS 2 ESTÓRIAS, ELES DEVEM TENTAR USAR O INGLÊS QUE ELES SABEM, O INGLÊS QUE ELES APRENDERAM ATÉ AQUELE MOMENTO. ELES DEVEM CONCENTRAR A ATENÇÃO NO CONTEÚDO DAS ESTÓRIAS E NÃO NA GRAMÁTICA OU ORTOGRAFIA.**

**TAREFA 4:**

Terminada a Prova Escrita, gostaria que você fizesse fotocópia das provas já respondidas de TODOS OS ALUNOS DA TURMA. As fotocópias devem ser feitas (*AT + SCHOOL NAME*) antes de você as corrigir; de preferência ainda no mesmo dia da aplicação em sala-de-aula. Mais uma vez, gostaria que você verificasse se, de fato, cada aluno escreveu o seu nome no lugar indicado na prova.

**M.3 Instructions for the third 2003.2 collection (Collection 3)**

**Fortaleza, 13 de novembro de 2003.**

**COLEGAS COLABORADORES(AS): A T E N Ç Ã O, PARA SER LIDO, HOJE, DIA 13/11/03!!!**

**INSTRUÇÕES EXTRAS ESPECÍFICAS DA COLETA 3**

- 1) Sem dúvidas, a atribuição de 1,0 ponto, na Prova Oral, pela Tarefa 1 (COMPOSIÇÃO FEITA EM CASA) e de 1,0 ponto, na Prova Escrita, pelas Tarefas 2 & 3 (COMPOSIÇÃO SOBRE EXPERIÊNCIA PESSOAL MARCANTE e COMPOSIÇÃO SOBRE ESTÓRIA DAS GRAVURAS, respectivamente) levou ao resultado esperado: Quase 100% de participação nessas 3 tarefas, considerando-se o conjunto das 8 turmas onde a coleta longitudinal está sendo conduzida.
- 2) Contudo, na Coleta 2, houve, em algumas turmas, um problema em relação à Tarefa 1 (COMPOSIÇÃO FEITA EM CASA): Alguns(mas) alunos(as) esqueceram de escrever seus nomes na folha. PEÇO-LHES, ENCARECIDAMENTE, QUE, NA COLETA 3, NÃO ESQUEÇAM, AO RECEBEREM A COMPOSIÇÃO DE CADA ALUNO(A), DE VERIFICAR SE O NOME ESTÁ ESCRITO NA FOLHA.
- 3) Nas 'INSTRUÇÕES' que seguem abaixo, as mudanças ocorridas da COLETA 1 para a COLETA 2 estão marcadas de **VERMELHO** e as mudanças da COLETA 2 para a COLETA 3 estão marcadas de **AZUL**. Peço-lhes que, mais uma vez, façam o favor de ler a íntegra das INSTRUÇÕES antes da aplicação das 4 tarefas.
- 4) **Apesar de o calendário de Provas da 3ª Etapa ser 04 e 05/12/03, já estou lhes entregando o material da COLETA 3 hoje, dia 13/11/03, uma vez que fui alertado, [por] *COORDINATORS' NAMES*, que as aulas d[e] *SCHOOL NAME* terminam no dia 20/11/03 e vários(as) alunos(as) d[e] *ACTUAL NAME OF ELC A* devem solicitar antecipação das Provas por motivo de viagem de férias. *Portanto, em conversa com MAIN COORDINATOR'S NAME, ficou decidido o seguinte: PARA OS/AS ALUNOS(AS) QUE SOLICITAREM ANTECIPAÇÃO DAS PROVAS, AS TAREFAS 2, 3 & 4 (FOTOCÓPIA DA PROVA ESCRITA) DEVEM SER APLICADAS NA MESMA ÉPOCA EM QUE VOCÊS APLICAREM AS PROVAS; PARA OS DEMAIS ALUNOS(AS), AS TAREFAS 2 & 3 (1,0 ponto na Prova Escrita) DEVEM SER APLICADAS NO ÚLTIMO DIA LETIVO ANTES DO INÍCIO DAS PROVAS – NA QUARTA-FEIRA, DIA 03/12/03, UMA VEZ QUE, DESTA VEZ, NÃO EXISTE A ALTERNATIVA DE “THE DAY AFTER” POR SER FINAL DE SEMESTRE – “THE DAY AFTER” SERÁ FÉRIAS!!! PARA ESSES DEMAIS ALUNOS(AS), A TAREFA 4 (FOTOCÓPIA DA PROVA ESCRITA) DEVERÁ SER PROVIDENCIADA NO DIA DA PROVA ESCRITA.***
- 5) **QUANTO À TAREFA 1 (COMPOSIÇÃO FEITA EM CASA) (1,0 ponto na Prova Oral), VOCÊS PODEM E DEVEM, POR FAVOR, FAZER O PEDIDO, POR MEDIDA DE SEGURANÇA, JÁ AMANHÃ, DIA 14/11/03. ISSO É VÁLIDO PARA TODOS(AS) OS/AS ALUNOS(AS), INDEPENDENTEMENTE DE SOLICITAREM, OU NÃO, ANTECIPAÇÃO DAS PROVAS DO 7 DE SETEMBRO IDIOMAS.**
- 6) A estória sobre a experiência pessoal marcante (TAREFA 2) deve ser diferente das 2 primeiras. A estória sobre as gravuras (TAREFA 3) deve ser contada como se fosse a primeira vez, sem tentativa de lembrar como fizeram das 2 primeiras vezes.

**MUITO OBRIGADO E FELIZ NATAL, PRÓSPERO ANO NOVO E BOAS FÉRIAS!!!**

---

Pedro Henrique Lima Praxedes Filho

**UNIVERSIDADE FEDERAL DE SANTA CATARINA  
CENTRO DE COMUNICAÇÃO E EXPRESSÃO  
PROGRAMA DE PÓS-GRADUAÇÃO EM LETRAS/INGLÊS E LITERATURA  
CORRESPONDENTE  
CURSO DE DOUTORADO EM LÍNGUA INGLESA E LINGÜÍSTICA APLICADA  
LINHA DE PESQUISA: AQUISIÇÃO DE SEGUNDA LÍNGUA**

**COORDENADORA DO PROGRAMA:** Profa. Dra. Mailce Borges Mota Fortkamp (UFSC)

**ORIENTADORA:** Profa. Dra. Rosa Weingold Konder (UFSC)

**DOUTORANDO:** Prof. Ms. Pedro Henrique Lima Praxedes Filho (Universidade Estadual do Ceará-UECE)

**COLETA DE DADOS Nº 3 (2003.2) – ACTUAL NAME OF ELC A**

*ACTUAL NAME OF STAGE 1 (Sede / 12:10 / TEACHER'S NAME)*

*ACTUAL NAME OF STAGE 1 (Filial / 12:35 / TEACHER'S NAME)*

*ACTUAL NAME OF STAGE 3 (Sede / 12:10 / TEACHER'S NAME)*

*ACTUAL NAME OF STAGE 3 (Filial / 12:10 / TEACHER'S NAME)*

*ACTUAL NAME OF STAGE 5 (Sede / 12:40 / TEACHER'S NAME)*

*ACTUAL NAME OF STAGE 5 (Filial / 12:35 / TEACHER'S NAME)*

*ACTUAL NAME OF STAGE 7 (Filial / 12:35 / TEACHER'S NAME)*

*ACTUAL NAME OF STAGE 9 (Sede / 12:40 / TEACHER'S NAME)*

**INSTRUÇÕES PARA OS/AS DOCENTES**

**PREZADO(A) PROFESSOR(A):**

**PEÇO-LHE A GENTILEZA DE LER, CUIDADOSAMENTE, AS SEGUINTE INSTRUÇÕES, ANTES DO INÍCIO DA COLETA DE DADOS Nº 3 (2003.2) NA SUA TURMA DE *ACTUAL NAME OF STAGE 1 (TEACHERS' NAMES)*, ou *ACTUAL NAME OF STAGE 3 (TEACHERS' NAMES)*, ou *ACTUAL NAME OF STAGE 5 (TEACHERS' NAMES)*, ou *ACTUAL NAME OF STAGE 7 (TEACHER'S NAME)* ou *ACTUAL NAME OF STAGE 9 (TEACHER'S NAME)*. **AGRADEÇO-LHE ANTECIPADAMENTE. VOCÊ ESTÁ FAZENDO UMA VALIOSA CONTRIBUIÇÃO NÃO SÓ PARA A MINHA PESQUISA EM PARTICULAR, COMO PARA UMA MELHOR COMPREENSÃO, A PARTIR DA MINHA PESQUISA, DO PROCESSO DE APRENDIZAGEM DE *EFL* POR ESTUDANTES BRASILEIROS DO ESTADO DO CEARÁ.****

**CORDIALMENTE,**

\_\_\_\_\_  
**Prof. Pedro Henrique Lima Praxedes Filho**

**TAREFA 1:**

Na segunda-feira da semana que antecede a semana de provas, gostaria que você solicitasse, DE TODOS OS ALUNOS DA TURMA, que escrevessem, em casa (*home assignment*), uma composição/redação sobre qualquer assunto relacionado a qualquer dos conteúdos que estejam sendo, naquela semana ou nas anteriores, estudados em sala-de-aula. A escolha do assunto fica a seu critério. Você deve agir como sempre age toda vez que passa uma composição como dever-de-casa, no cotidiano da sua sala-de-aula. **UMA DIFERENÇA: VOCÊ VAI ANUNCIAR QUE A TAREFA É PARA A PESQUISA DO PROF. PEDRO PRAXEDES E, PARA INCENTIVAR QUE TODOS OS ALUNOS FAÇAM A COMPOSIÇÃO E A ENTREGUEM, VAI INFORMAR-LHES QUE ELA VALE, PARA AQUELES QUE EFETIVAMENTE A ENTREGAREM, 1,0 (UM) PONTO NA PROVA ORAL.**

Você pode marcar a entrega das composições para a quinta-feira **ou sexta-feira** da mesma semana, **mas pode continuar as recebendo até a sexta-feira da semana subsequente, que é a semana de provas.** Até este momento, o do recebimento das composições por você, os alunos não sabem que se trata de uma tarefa destinada a compor os dados da pesquisa do Prof. Pedro Praxedes. Então, nesta hora, depois de ter as composições em mãos, você pergunta se todos concordam que elas sejam entregues ao Prof. Pedro Praxedes, para que ele as utilize na sua pesquisa de doutorado (sempre lembrando que, apesar de as composições estarem identificadas com os nomes deles, na tese de doutorado, as identidades de cada um e d[e] *ACTUAL NAME OF ELC A* serão mantidas em sigilo). Caso algum aluno se recuse a dar a permissão (o que acho não acontecerá), você, então, devolve a composição para o seu autor. É imprescindível que todos os alunos se identifiquem, escrevendo seus nomes na folha da composição (PEÇO-LHE O FAVOR DE VERIFICAR FOLHA POR FOLHA, PARA VER SE TODAS ELAS TÊM O NOME DO AUTOR DA COMPOSIÇÃO E O ESTÁGIO QUE ESTÁ CURSANDO: *ACTUAL NAMES OF THE RELEVANT STAGES*).

### **TAREFA 2 & 3:**

No dia da Prova Escrita, gostaria que você entregasse, juntamente com a prova propriamente dita e a TODOS OS ALUNOS DA TURMA, duas outras folhas e um bloco de 10 gravuras coloridas que formam uma estória. **CASO VOCÊ JULGUE SER INVIÁVEL QUE AS TAREFAS 2 & 3 SEJAM FEITAS NO MESMO DIA E HORA DA PROVA ESCRITA, VOCÊ DEVE APLICÁ-LAS OU NO ÚLTIMO DIA DE AULA ANTES DO INÍCIO DO PERÍODO DE PROVAS (ÚLTIMO DIA LETIVO DA ETAPA QUE ESTÁ TERMINANDO – DIA 03/12/03 – QUARTA-FEIRA; O CALENDÁRIO DE PROVAS É 04 E 05/12/03) OU UM DIA ANTES DA PROVA ESCRITA OU UM DIA DEPOIS DA PROVA ESCRITA OU NUM DIA ENTRE A PROVA ESCRITA E A PROVA ORAL OU UM DIA DEPOIS DO PERÍODO DE PROVAS (PRIMEIRO DIA LETIVO DA ETAPA SEQUINTE). O TEMPO DE EXECUÇÃO DAS 2 TAREFAS NÃO PODE ULTRAPASSAR UM PERÍODO COMPLETO DE AULA.** Você deve dar a instrução seguinte, EM PORTUGUÊS (INDEPENDENTEMENTE DO NÍVEL DE PROFICIÊNCIA):

“Logo que vocês concluíam a Prova Escrita d[e] *ACTUAL NAME OF ELC A* (**OU: DURANTE A AULA DE HOJE [QUEM TERMINAR ANTES PODE ENTREGAR]**), o Prof. Pedro Praxedes e eu gostaríamos que vocês fizessem duas tarefas simples e rápidas. Junto com a prova, vocês receberam (**OU: VOCÊS RECEBERÃO**) duas folhas numeradas e um bloco de 10 gravuras coloridas. Na FOLHA 1, nós gostaríamos que vocês contassem, por escrito e em inglês, uma estória sobre qualquer evento/acometimento marcante que tenha acontecido na sua vida até hoje **E QUE SEJA DIFERENTE DAQUELAS QUE VOCÊ CONTOU DAS 2 PRIMEIRAS VEZES.** Pode ser um evento engraçado, alegre, triste, embaraçoso, do qual você tenha orgulho ou não; pode ser uma viagem, uma festa, um acidente, a perda de um ente querido, uma conquista, uma derrota, uma aventura, uma briga, uma reconciliação, um curso que você fez, uma estória de amor bem sucedida ou mal sucedida, qualquer coisa que lhe venha à memória; pode envolver outras pessoas ou não. Gostaríamos que vocês não se preocupassem, de jeito nenhum, com erros de gramática ou de ortografia; a sua preocupação deve ser apenas com o conteúdo da estória; portanto, vocês não devem olhar para o que o colega está fazendo, ou usar dicionário ou o livro-texto e não podem fazer nenhuma pergunta nem a mim nem a nenhum colega (nem mesmo pergunta sobre vocabulário). Vocês só podem usar o conhecimento de inglês aprendido até agora. Cada um pode e deve usar a CRIATIVIDADE e *QUALQUER* ESTRATÉGIA DE COMUNICAÇÃO para expressar as coisas que quer e precisa comunicar, mas ainda não aprendeu. **CASO VOCÊS NÃO SAIBAM COMO DIZER DETERMINADA PALAVRA EM INGLÊS, NÃO SE PREOCUPEM NEM PERCAM TEMPO. VOCÊS TÊM 2 OPÇÕES: 1) TENTEM DESCREVER O CONCEITO DA PALAVRA DESCONHECIDA USANDO, NO LUGAR DELA, UMA FRASE OU VÁRIAS FRASES QUE EXPRESSEM O SIGNIFICADO DA PALAVRA QUE VOCÊS NÃO SABEM; OU 2) SIMPLEMENTE ESCRIVAM A PALAVRA DESCONHECIDA EM PORTUGUÊS.** Não há limite de número de linhas ~~em limite de tempo~~; vocês devem escrever até ter contado a estória toda, com seus detalhes. Não esqueçam, por favor, de escrever o nome de cada um no espaço destinado a isso na FOLHA 1 e lembrem que escrever o nome é só para que o Prof. Pedro Praxedes possa saber qual é o autor de cada estória; na verdade, quando ele for escrever a tese de doutorado, todos os nomes serão mantidos em sigilo. Antes de eu falar sobre a FOLHA 2, vamos dar uma olhada nesse bloco de gravuras coloridas que vocês receberam. Reparem que há, ao todo, 10 gravuras e elas estão todas numeradas de 1 a 10. As 10 gravuras, seguindo a seqüência da numeração, formam uma estória. Então, na FOLHA 2, nós gostaríamos que vocês contassem, por escrito numa redação em inglês, a estória contida nas 10 gravuras. Vocês vão ficar com o bloco de gravuras o tempo todo e podem

manipular as gravuras como quiserem; só não podem escrever nada nas folhas que formam o bloco de gravuras. A estória das gravuras deve ser escrita na FOLHA 2. **FAÇAM DE CONTA QUE ESTA É A PRIMEIRA VEZ QUE VOCÊS CONTAM A ESTÓRIA CONTIDA NESTAS GRAVURAS; ENTÃO, NÃO TENTEM FICAR LEMBRANDO DE COMO VOCÊS A CONTARAM DAS 2 PRIMEIRAS VEZES QUE LHE PEDIMOS PARA FAZER ISSO.** Novamente, gostaríamos que vocês não se preocupassem, de jeito nenhum, com erros de gramática ou de ortografia; a sua preocupação deve ser apenas com o conteúdo da estória; portanto, vocês não devem olhar para o que o colega está fazendo, ou usar dicionário ou o livro-texto e não podem fazer nenhuma pergunta nem a mim nem a nenhum colega (nem mesmo pergunta sobre vocabulário). Vocês só podem usar o conhecimento de inglês aprendido até agora. Cada um pode e deve usar a CRIATIVIDADE e QUALQUER ESTRATÉGIA DE COMUNICAÇÃO para expressar as coisas que quer e precisa comunicar, mas ainda não aprendeu. **CASO VOCÊS NÃO SAIBAM COMO DIZER DETERMINADA PALAVRA EM INGLÊS, NÃO SE PREOCUPEM NEM PERCAM TEMPO. VOCÊS TÊM 2 OPÇÕES: 1) TENTEM DESCREVER O CONCEITO DA PALAVRA DESCONHECIDA USANDO, NO LUGAR DELA, UMA FRASE OU VÁRIAS FRASES QUE EXPRESSEM O SIGNIFICADO DA PALAVRA QUE VOCÊS NÃO SABEM; OU 2) SIMPLEMENTE ESCREVAM A PALAVRA DESCONHECIDA EM PORTUGUÊS.** Não há limite de número de linhas ~~nem limite de tempo~~; vocês devem escrever até ter contado a estória toda, com seus detalhes. Mais uma vez, não esqueçam, por favor, de escrever o nome de cada um no espaço destinado a isso na FOLHA 2 e tornem a lembrar que escrever o nome é só para que o Prof. Pedro Praxedes possa saber qual é o autor de cada estória; na verdade, quando ele for escrever a tese de doutorado, nenhum aluno terá seu nome revelado ou tornado público. **VOCÊS NÃO PRECISAM – NA VERDADE, NÃO PODEM (PROIBIÇÃO) – ESCREVER RASCUNHOS PARA A REDAÇÃO DA FOLHA 1 OU PARA A REDAÇÃO DA FOLHA 2. CADA REDAÇÃO TEM QUE SER ESCRITA DIRETAMENTE NA SUA RESPECTIVA FOLHA. VOCÊS NÃO PODEM PASSAR A LIMPO NENHUMA DAS 2 REDAÇÕES. AS 2 REDAÇÕES VALERÃO 1,0 (UM PONTO NA PROVA ESCRITA”.**

**ATENÇÃO, STAGE 1 TEACHERS' NAMES:** É muito provável que os seus alunos de *ACTUAL NAME OF STAGE 1* digam que não podem fazer as duas tarefas porque “ainda não tenho inglês suficiente, professora”. Vocês devem encorajá-los a vencer o desafio, lembrando a eles que eles já estão estudando inglês há ~~um mês e meio~~ **quase 4 meses** e, portanto, já aprenderam muita coisa e que eles podem usar o que já aprenderam até o momento para, mesmo de modo muito limitado, cumprir as tarefas. Digam a eles que o que importa é a tentativa e se eles tentarem, com certeza alguma coisa vai sair. Enfatizem que eles não precisam se preocupar com erros de gramática ou de ortografia e que eles podem escrever as 2 estórias da maneira como eles quiserem, de modo muito simples, escrevendo somente o essencial (sem se preocupar com os detalhes) e cometendo todos os erros que precisarem e usando QUAISQUER ESTRATÉGIAS DE COMUNICAÇÃO para superar as dificuldades encontradas. O importante não é escrever muito e corretamente; o importante é tentar cumprir as 2 tarefas, seja de que jeito for, **em inglês como a PRINCIPAL língua de comunicação (PRINCIPAL** aqui significa que é aceitável que eles intercalem palavras em português em suas frases e/ou até usem frases inteiras em português na redação; ~~isso, a permissão para usar português, NÃO deve ser dito de modo explícito, mas somente através da ênfase na palavra PRINCIPAL em “inglês como a PRINCIPAL língua de comunicação”~~ **A PERMISSÃO PARA USAR PORTUGUÊS PODE E DEVE SER ANUNCIADA DE MODO EXPLÍCITO, COMO EXPLICADO ACIMA, ONDE FALO DA OPÇÃO DO USO DE PARÁFRASES TAMBÉM. ESSA PERMISSÃO SE APLICA PARA TODOS OS ESTÁGIOS, DO ACTUAL NAME OF STAGE 1 AO ACTUAL NAME OF STAGE 9).** Digam também que eles podem e devem, se precisarem, escrever somente as palavras-chave para expressar idéias completas como faz o Tarzan nos antigos filmes, por exemplo: “Eu Tarzan floresta”, apenas 3 palavras-chave para expressar 2 idéias completas: “Eu sou Tarzan e moro na floresta”.

Já tive experiência com o *ACTUAL NAME OF STAGE 1 d[e] ACTUAL NAME OF ELC A*, com o *ACTUAL NAME OF STAGE 1 d[e] ACTUAL NAME OF ELC B*, com o *ACTUAL NAME OF STAGE 1 d[e] ACTUAL NAME OF ELC C d[e] SCHOOL NAME* e com o *ACTUAL NAME OF STAGE 1 d[e] ACTUAL NAME OF ELC D*. Em alguns casos, houve reclamação do tipo “não vou fazer porque não tenho capacidade ainda”; em outros casos, não houve reclamação alguma. Nos casos de reclamação, os argumentos acima, juntamente com um pouco de insistência, levaram os reclamantes a escreverem estórias mais do que satisfatórias para os propósitos da minha pesquisa.

**STAGE 3 TEACHERS' NAMES:** Caso algo semelhante aconteça (muito menos provável) com os seus alunos de *ACTUAL NAME OF STAGE 3*, vocês devem usar os mesmos argumentos acima.

**PARA OS ALUNOS DE TODOS OS NÍVEIS DE PROFICIÊNCIA, ENTÃO, DEVE SER DITO QUE, AO ESCREVEREM AS 2 ESTÓRIAS, ELAS DEVEM TENTAR USAR O INGLÊS QUE ELAS SABEM, O INGLÊS QUE ELAS APRENDERAM ATÉ AQUELE MOMENTO. ELAS DEVEM CONCENTRAR A ATENÇÃO NO CONTEÚDO DAS ESTÓRIAS E NÃO NA GRAMÁTICA OU ORTOGRAFIA.**

**TAREFA 4:**

Terminada a Prova Escrita, gostaria que você fizesse fotocópia das provas já respondidas de **TODOS OS ALUNOS DA TURMA**. As fotocópias devem ser feitas (*AT + SCHOOL NAME*) antes de você as corrigir; de preferência ainda no mesmo dia da aplicação em sala-de-aula. Mais uma vez, gostaria que você verificasse se, de fato, cada aluno escreveu o seu nome no lugar indicado na prova.

**M.4 Instructions for the first 2004.1 collection (Collection 4)**

**UNIVERSIDADE FEDERAL DE SANTA CATARINA  
CENTRO DE COMUNICAÇÃO E EXPRESSÃO  
PROGRAMA DE PÓS-GRADUAÇÃO EM LETRAS/INGLÊS E LITERATURA  
CORRESPONDENTE  
CURSO DE DOUTORADO EM LÍNGUA INGLESA E LINGÜÍSTICA APLICADA  
LINHA DE PESQUISA: AQUISIÇÃO DE SEGUNDA LÍNGUA**

**COORDENADORA DO PROGRAMA:** Profa. Dra. Mailce Borges Mota Fortkamp (UFSC)

**ORIENTADORA:** Profa. Dra. Rosa Weingold Konder (UFSC)

**DOCTORANDO:** Prof. Ms. Pedro Henrique Lima Praxedes Filho (Universidade Estadual do Ceará-UECE)

**COLETA DE DADOS Nº 1 (2004.1) – ACTUAL NAME OF ELCA**

*ACTUAL NAME OF STAGE 2 (Sede / 12:10 / TEACHER'S NAME)*

*ACTUAL NAME OF STAGE 2 (Filial / 12:35 / TEACHER'S NAME)*

*ACTUAL NAME OF STAGE 4 (Sede / 12:10 / TEACHER'S NAME)*

*ACTUAL NAME OF STAGE 4 (Filial / 12:35 / TEACHER'S NAME)*

*ACTUAL NAME OF STAGE 6 (Sede / 12:40 / TEACHER'S NAME)*

*ACTUAL NAME OF STAGE 6 (Filial / 12:35 / TEACHER'S NAME)*

*ACTUAL NAME OF STAGE 8 (Filial / 12:35 / TEACHER'S NAME)*

*ACTUAL NAME OF STAGE 10 (Sede / 12:40 / TEACHER'S NAME)*

**INSTRUÇÕES PARA OS/AS DOCENTES**

**PREZADO(A) PROFESSOR(A):**

**PEÇO-LHE A GENTILEZA DE LER, CUIDADOSAMENTE, AS SEGUINTE INSTRUÇÕES, ANTES DO INÍCIO DA COLETA DE DADOS Nº 1 (2004.1) – QUE DÁ CONTINUIDADE À COLETA DE DADOS Nº 3 (2003.2) – NA SUA TURMA DE *ACTUAL NAME OF STAGE 2 (TEACHERS' NAMES)*, ou *ACTUAL NAME OF STAGE 4 (TEACHERS' NAMES)*, ou *ACTUAL NAME OF STAGE 6 (TEACHERS' NAMES)*, ou *ACTUAL NAME OF STAGE 8 (TEACHER'S NAME)* ou *ACTUAL NAME OF STAGE 10 (TEACHER'S NAME)*. AGRADEÇO-LHE ANTECIPADAMENTE. VOCÊ ESTÁ FAZENDO UMA VALIOSA CONTRIBUIÇÃO NÃO SÓ PARA A MINHA PESQUISA EM PARTICULAR, COMO PARA UMA MELHOR COMPREENSÃO, A PARTIR DA MINHA PESQUISA, DO PROCESSO DE APRENDIZAGEM DE *EFL* POR ESTUDANTES**



**BRASILEIROS DO ESTADO DO CEARÁ. AS QUATRO TAREFAS SÃO IDÊNTICAS ÀS TAREFAS APLICADAS NAS TRÊS COLETAS DE 2003.2, COMO VOCÊS VERÃO ABAIXO.**

CORDIALMENTE,

\_\_\_\_\_  
**Prof. Pedro Henrique Lima Praxedes Filho**

### **TAREFA 1:**

Na **quarta-feira da semana que antecede a semana de provas**, gostaria que você solicitasse, DE TODOS OS ALUNOS DA TURMA, que escrevessem, em casa (*home assignment*), uma composição/redação sobre qualquer assunto relacionado a qualquer dos conteúdos que estejam sendo, naquela semana ou nas anteriores, estudados em sala-de-aula. A escolha do assunto fica a seu critério. Você deve agir como sempre age toda vez que passa uma composição como dever-de-casa, no cotidiano da sua sala-de-aula. **UMA DIFERENÇA: VOCÊ VAI ANUNCIAR QUE A TAREFA É PARA A PESQUISA DO PROF. PEDRO PRAXEDES E, PARA INCENTIVAR QUE TODOS OS ALUNOS FAÇAM A COMPOSIÇÃO E A ENTREGUEM, VAI INFORMAR-LHES QUE ELA VALE, PARA AQUELES QUE EFETIVAMENTE A ENTREGAREM, 1,0 (UM) PONTO NA PROVA ORAL.** Você pode marcar a entrega das composições para a **segunda-feira da semana subsequente, que é a semana de provas, mas pode continuar as recebendo até a sexta-feira da mesma semana.** Ao receber as composições, você pergunta se todos concordam que elas sejam entregues ao Prof. Pedro Praxedes, para que ele as utilize na sua pesquisa de doutorado (sempre lembrando que, apesar de as composições estarem identificadas com os nomes deles, na tese de doutorado, as identidades de cada um e d[e] *ACTUAL NAME OF ELC A* serão mantidas em sigilo). Caso algum aluno se recuse a dar a permissão (o que acho não acontecerá), você, então, devolve a composição para o seu autor. É imprescindível que todos os alunos se identifiquem, escrevendo seus nomes na folha da composição (**PEÇO-LHE O FAVOR DE VERIFICAR FOLHA POR FOLHA, PARA VER SE TODAS ELAS TÊM O NOME DO AUTOR DA COMPOSIÇÃO E O ESTÁGIO QUE ESTÁ CURSANDO: *ACTUAL NAMES OF THE RELEVANT STAGES***).

### **TAREFA 2 & 3:**

No dia da Prova Escrita, gostaria que você entregasse, juntamente com a prova propriamente dita e a TODOS OS ALUNOS DA TURMA, duas outras folhas e um bloco de 10 gravuras coloridas que formam uma estória. **CASO VOCÊ JULGUE SER INVIÁVEL QUE AS TAREFAS 2 & 3 SEJAM FEITAS NO MESMO DIA E HORA DA PROVA ESCRITA, VOCÊ PODE APLICÁ-LAS OU NO ÚLTIMO DIA DE AULA ANTES DO INÍCIO DO PERÍODO DE PROVAS (ÚLTIMO DIA LETIVO DA ETAPA QUE ESTÁ TERMINANDO) OU UM DIA ANTES DA PROVA ESCRITA OU UM DIA DEPOIS DA PROVA ESCRITA OU NUM DIA ENTRE A PROVA ESCRITA E A PROVA ORAL OU UM DIA DEPOIS DO PERÍODO DE PROVAS (PRIMEIRO DIA LETIVO DA ETAPA SEGUINTE). O TEMPO DE EXECUÇÃO DAS 2 TAREFAS NÃO PODE ULTRAPASSAR UM PERÍODO COMPLETO DE AULA. AS TAREFAS 2 & 3 TÊM QUE SER OBRIGATORIAMENTE REALIZADAS EM SALA DE AULA E, DE MODO ALGUM, EM CASA.** Você deve dar a instrução seguinte, EM PORTUGUÊS (INDEPENDENTEMENTE DO NÍVEL DE PROFICIÊNCIA):

“Logo que vocês concluíam a Prova Escrita d[e] *ACTUAL NAME OF ELC A* (**OU: DURANTE A AULA DE HOJE [QUEM TERMINAR ANTES PODE ENTREGAR]**), o Prof. Pedro Praxedes e eu gostaríamos que vocês fizessem duas tarefas simples e rápidas. Junto com a prova, vocês receberam (**OU: VOCÊS RECEBERÃO**) duas folhas numeradas e um bloco de 10 gravuras coloridas. Na FOLHA 1, nós gostaríamos que vocês contassem, por escrito e em inglês, uma estória sobre qualquer evento/acontecimento marcante que tenha acontecido na sua vida até hoje **E QUE SEJA DIFERENTE DAQUELAS TRÊS QUE VOCÊ CONTOU NO SEMESTRE PASSADO.** Pode ser um evento engraçado, alegre, triste, embaraçoso, do qual você tenha orgulho ou não; pode ser uma viagem, uma festa, um acidente, a perda de um ente querido, uma conquista, uma derrota, uma aventura, uma briga, uma reconciliação, um curso que você fez, uma estória de amor bem sucedida ou mal sucedida, qualquer coisa que lhe venha à memória; pode envolver outras pessoas ou não. Gostaríamos que vocês não se preocupassem, de jeito nenhum, com erros de gramática ou de ortografia; a sua preocupação deve ser

apenas com o conteúdo da estória; portanto, vocês não devem olhar para o que o colega está fazendo, ou usar dicionário ou o livro-texto e não podem fazer nenhuma pergunta nem a mim nem a nenhum colega (nem mesmo pergunta sobre vocabulário). Vocês só podem usar o conhecimento de inglês aprendido até agora. Cada um pode e deve usar a CRIATIVIDADE e QUALQUER ESTRATÉGIA DE COMUNICAÇÃO para expressar as coisas que quer e precisa comunicar, mas ainda não aprendeu. **CASO VOCÊS NÃO SAIBAM COMO DIZER DETERMINADA PALAVRA EM INGLÊS, NÃO SE PREOCUPEM NEM PERCAM TEMPO. VOCÊS TÊM 2 OPÇÕES: 1) TENTEM DESCREVER O CONCEITO DA PALAVRA DESCONHECIDA USANDO, NO LUGAR DELA, UMA FRASE OU VÁRIAS FRASES QUE EXPRESSEM O SIGNIFICADO DA PALAVRA QUE VOCÊS NÃO SABEM; OU 2) SIMPLEMENTE ESCRIVAM A PALAVRA DESCONHECIDA EM PORTUGUÊS.** Não há limite de número de linhas; vocês devem escrever até ter contado a estória toda, com seus detalhes. Não esqueçam, por favor, de escrever o nome de cada um no espaço destinado a isso na FOLHA 1 e lembrem que escrever o nome é só para que o Prof. Pedro Praxedes possa saber qual é o autor de cada estória; na verdade, quando ele for escrever a tese de doutorado, todos os nomes serão mantidos em sigilo. Antes de eu falar sobre a FOLHA 2, vamos dar uma olhada nesse bloco de gravuras coloridas que vocês receberam. Reparem que há, ao todo, 10 gravuras e elas estão todas numeradas de 1 a 10. As 10 gravuras, seguindo a seqüência da numeração, formam uma estória. Então, na FOLHA 2, nós gostaríamos que vocês contassem, por escrito numa redação em inglês, a estória contida nas 10 gravuras. Vocês vão ficar com o bloco de gravuras o tempo todo e podem manipular as gravuras como quiserem; só não podem escrever nada nas folhas que formam o bloco de gravuras. A estória das gravuras deve ser escrita na FOLHA 2. **FAÇAM DE CONTA QUE ESTA É A PRIMEIRA VEZ QUE VOCÊS CONTAM A ESTÓRIA CONTIDA NESTAS GRAVURAS; ENTÃO, NÃO TENTEM FICAR LEMBRANDO DE COMO VOCÊS A CONTARAM DAS TRÊS VEZES QUE LHEMOS PEDIMOS PARA FAZER ISSO NO SEMESTRE PASSADO.** Novamente, gostaríamos que vocês não se preocupassem, de jeito nenhum, com erros de gramática ou de ortografia; a sua preocupação deve ser apenas com o conteúdo da estória; portanto, vocês não devem olhar para o que o colega está fazendo, ou usar dicionário ou o livro-texto e não podem fazer nenhuma pergunta nem a mim nem a nenhum colega (nem mesmo pergunta sobre vocabulário). Vocês só podem usar o conhecimento de inglês aprendido até agora. Cada um pode e deve usar a CRIATIVIDADE e QUALQUER ESTRATÉGIA DE COMUNICAÇÃO para expressar as coisas que quer e precisa comunicar, mas ainda não aprendeu. **CASO VOCÊS NÃO SAIBAM COMO DIZER DETERMINADA PALAVRA EM INGLÊS, NÃO SE PREOCUPEM NEM PERCAM TEMPO. VOCÊS TÊM 2 OPÇÕES: 1) TENTEM DESCREVER O CONCEITO DA PALAVRA DESCONHECIDA USANDO, NO LUGAR DELA, UMA FRASE OU VÁRIAS FRASES QUE EXPRESSEM O SIGNIFICADO DA PALAVRA QUE VOCÊS NÃO SABEM; OU 2) SIMPLEMENTE ESCRIVAM A PALAVRA DESCONHECIDA EM PORTUGUÊS.** Não há limite de número de linhas; vocês devem escrever até ter contado a estória toda, com seus detalhes. Mais uma vez, não esqueçam, por favor, de escrever o nome de cada um no espaço destinado a isso na FOLHA 2 e tornem a lembrar que escrever o nome é só para que o Prof. Pedro Praxedes possa saber qual é o autor de cada estória; na verdade, quando ele for escrever a tese de doutorado, nenhum aluno terá seu nome revelado ou tornado público. **VOCÊS NÃO PRECISAM – NA VERDADE, NÃO PODEM (PROIBIÇÃO) – ESCRIVER RASCUNHOS PARA A REDAÇÃO DA FOLHA 1 OU PARA A REDAÇÃO DA FOLHA 2. CADA REDAÇÃO TEM QUE SER ESCRITA DIRETAMENTE NA SUA RESPECTIVA FOLHA. VOCÊS NÃO PODEM PASSAR A LIMPO NENHUMA DAS 2 REDAÇÕES. AS 2 REDAÇÕES VALERÃO 1,0 (UM) PONTO NA PROVA ESCRITA**".

**ATENÇÃO, STAGE 2 TEACHERS' NAMES:** É muito provável que os seus alunos de *ACTUAL NAME OF STAGE 2* digam que não podem fazer as duas tarefas porque "ainda não tenho inglês suficiente, professora". Vocês devem encorajá-los a vencer o desafio, lembrando a eles que eles já estão estudando inglês há **quase 6 meses** e, portanto, já aprenderam muita coisa e que eles podem usar o que já aprenderam até o momento para, mesmo de modo muito limitado, cumprir as tarefas. Digam a eles que o que importa é a tentativa e se eles tentarem, com certeza alguma coisa vai sair. Enfatizem que eles não precisam se preocupar com erros de gramática ou de ortografia e que eles podem escrever as 2 estórias da maneira como eles quiserem, de modo muito simples, escrevendo somente o essencial (sem se preocupar com os detalhes) e cometendo todos os erros que precisarem e usando QUAISQUER ESTRATÉGIAS DE COMUNICAÇÃO para superar as dificuldades encontradas. O importante não é escrever muito e corretamente; o importante é tentar cumprir as 2 tarefas, seja de que jeito for, **em inglês como a PRINCIPAL língua de comunicação** (PRINCIPAL aqui significa que é aceitável que eles intercalem palavras em português em suas frases e/ou até usem frases inteiras em português na redação; **A PERMISSÃO PARA USAR PORTUGUÊS PODE E DEVE SER ANUNCIADA DE MODO**

**EXPLÍCITO, COMO EXPLICADO ACIMA, ONDE FALO DA OPÇÃO DO USO DE PARÁFRASES TAMBÉM. ESSA PERMISSÃO SE APLICA PARA TODOS OS ESTÁGIOS, DO ACTUAL NAME OF STAGE 2 AO ACTUAL NAME OF STAGE 10).** Digam também que eles podem e devem, se precisarem, escrever somente as palavras-chave para expressar idéias completas como faz o Tarzan nos antigos filmes, por exemplo: “Eu Tarzan floresta”, apenas 3 palavras-chave para expressar 2 idéias completas: “Eu sou Tarzan e moro na floresta”.

Já tive experiência com alunos(as) principiantes do *ACTUAL NAME OF STAGE 1 d[e] ACTUAL NAME OF ELC A*, do *ACTUAL NAME OF STAGE 1 d[e] ACTUAL NAME OF ELC B*, do *ACTUAL NAME OF STAGE 1 d[e] ACTUAL NAME OF ELC C d[e] SCHOOL NAME* e do *ACTUAL NAME OF STAGE 1 d[e] ACTUAL NAME OF ELC D*. Em alguns casos, houve reclamação do tipo “não vou fazer porque não tenho capacidade ainda”; em outros casos, não houve reclamação alguma. Nos casos de reclamação, os argumentos acima, juntamente com um pouco de insistência, levaram os reclamantes a escreverem estórias mais do que satisfatórias para os propósitos da minha pesquisa.

**STAGE 4 TEACHERS' NAMES:** Caso algo semelhante aconteça (muito menos provável) com os seus alunos de *ACTUAL NAME OF STAGE 2*, vocês devem usar os mesmos argumentos acima.

**PARA OS ALUNOS DE TODOS OS NÍVEIS DE PROFICIÊNCIA, ENTÃO, DEVE SER DITO QUE, AO ESCREVEREM AS 2 ESTÓRIAS, ELES DEVEM TENTAR USAR O INGLÊS QUE ELES SABEM, O INGLÊS QUE ELES APRENDERAM ATÉ AQUELE MOMENTO. ELES DEVEM CONCENTRAR A ATENÇÃO NO CONTEÚDO DAS ESTÓRIAS E NÃO NA GRAMÁTICA OU ORTOGRAFIA.**

#### **TAREFA 4:**

Terminada a Prova Escrita, gostaria que você fizesse fotocópia das provas já respondidas de TODOS OS ALUNOS DA TURMA. As fotocópias devem ser feitas (*AT + SCHOOL NAME*) antes de você as corrigir; de preferência ainda no mesmo dia da aplicação em sala-de-aula. Mais uma vez, gostaria que  **você verificasse se, de fato, cada aluno escreveu o seu nome no lugar indicado na prova.**

### **M.5 Instructions for the second 2004.1 collection (Collection 5)**

**UNIVERSIDADE FEDERAL DE SANTA CATARINA  
CENTRO DE COMUNICAÇÃO E EXPRESSÃO  
PROGRAMA DE PÓS-GRADUAÇÃO EM LETRAS/INGLÊS E LITERATURA  
CORRESPONDENTE  
CURSO DE DOUTORADO EM LÍNGUA INGLESA E LINGÜÍSTICA APLICADA  
LINHA DE PESQUISA: AQUISIÇÃO DE SEGUNDA LÍNGUA**

**COORDENADORA DO PROGRAMA:** Profa. Dra. Mailce Borges Mota Fortkamp (UFSC)

**ORIENTADORA:** Profa. Dra. Rosa Weingold Konder (UFSC)

**DOUTORANDO:** Prof. Ms. Pedro Henrique Lima Praxedes Filho (Universidade Estadual do Ceará-UECE)

#### **COLETA DE DADOS N° 2 (2004.1) – ACTUAL NAME OF ELC A**

*ACTUAL NAME OF STAGE 2 (Sede / 12:10 / TEACHER'S NAME)*

*ACTUAL NAME OF STAGE 2 (Filial / 12:35 / TEACHER'S NAME)*

*ACTUAL NAME OF STAGE 4 (Sede / 12:10 / TEACHER'S NAME)*

*ACTUAL NAME OF STAGE 4 (Filial / 12:35 / TEACHER'S NAME)*

*ACTUAL NAME OF STAGE 6 (Sede / 12:40 / TEACHER'S NAME)*

*ACTUAL NAME OF STAGE 6 (Filial / 12:35 / TEACHER'S NAME)*

*ACTUAL NAME OF STAGE 8 (Filial / 12:35 / TEACHER'S NAME)*

*ACTUAL NAME OF STAGE 10 (Sede / 12:40 / TEACHER'S NAME)*

## INSTRUÇÕES PARA OS/AS DOCENTES

**PREZADO(A) PROFESSOR(A):**

**PEÇO-LHE A GENTILEZA DE LER, CUIDADOSAMENTE, AS SEGUINTE INSTRUÇÕES, ANTES DO INÍCIO DA COLETA DE DADOS Nº 2 (2004.1) – QUE DÁ CONTINUIDADE À COLETA DE DADOS Nº 1 (2004.1) – NA SUA TURMA DE *ACTUAL NAME OF STAGE 2 (TEACHERS' NAMES)*, ou *ACTUAL NAME OF STAGE 4 (TEACHERS' NAMES)*, ou *ACTUAL NAME OF STAGE 6 (TEACHERS' NAMES)*, ou *ACTUAL NAME OF STAGE 8 (TEACHER'S NAME)* ou *ACTUAL NAME OF STAGE 10 (TEACHER'S NAME)*. AGRADEÇO-LHE ANTECIPADAMENTE. VOCÊ ESTÁ FAZENDO UMA VALIOSA CONTRIBUIÇÃO NÃO SÓ PARA A MINHA PESQUISA EM PARTICULAR, COMO PARA UMA MELHOR COMPREENSÃO, A PARTIR DA MINHA PESQUISA, DO PROCESSO DE APRENDIZAGEM DE *EFL* POR ESTUDANTES BRASILEIROS DO ESTADO DO CEARÁ. **AS QUATRO TAREFAS SÃO IDÊNTICAS ÀS TAREFAS APLICADAS NAS QUATRO COLETAS ATÉ AGORA, COMO VOCÊS VERÃO ABAIXO.****

**CORDIALMENTE,**

\_\_\_\_\_  
**Prof. Pedro Henrique Lima Praxedes Filho**

### **TAREFA 1:**

Na **segunda-feira (03/05/04) da semana que antecede a semana de provas**, gostaria que você solicitasse, DE TODOS OS ALUNOS DA TURMA, que escrevessem, em casa (*home assignment*), uma composição/redação sobre qualquer assunto relacionado a qualquer dos conteúdos que estejam sendo, naquela semana ou nas anteriores, estudados em sala-de-aula. A escolha do assunto fica a seu critério. Você deve agir como sempre age toda vez que passa uma composição como dever-de-casa, no cotidiano da sua sala-de-aula. **UMA DIFERENÇA: VOCÊ VAI ANUNCIAR QUE A TAREFA É PARA A PESQUISA DO PROF. PEDRO PRAXEDES E, PARA INCENTIVAR QUE TODOS OS ALUNOS FAÇAM A COMPOSIÇÃO E A ENTREGUEM, VAI INFORMAR-LHES QUE ELA VALE, PARA AQUELES QUE EFETIVAMENTE A ENTREGAREM, 1,0 (UM) PONTO NA PROVA ORAL.** Você pode marcar a entrega das composições para a **quinta-feira (06/05) ou sexta-feira (07/05) da mesma semana, mas pode continuar as recebendo até a sexta-feira (14/05) da semana subsequente, que é a semana de provas.** Ao receber as composições, você pergunta se todos concordam que elas sejam entregues ao Prof. Pedro Praxedes, para que ele as utilize na sua pesquisa de doutorado (sempre lembrando que, apesar de as composições estarem identificadas com os nomes deles, na tese de doutorado, as identidades de cada um e d[e] *ACTUAL NAME OF ELC A* serão mantidas em sigilo). Caso algum aluno se recuse a dar a permissão (o que acho não acontecerá), você, então, devolve a composição para o seu autor. É imprescindível que todos os alunos se identifiquem, escrevendo seus nomes na folha da composição (**PEÇO-LHE O FAVOR DE VERIFICAR FOLHA POR FOLHA, PARA VER SE TODAS ELAS TÊM O NOME DO AUTOR DA COMPOSIÇÃO E O ESTÁGIO QUE ESTÁ CURSANDO: *ACTUAL NAMES OF THE RELEVANT STAGES***).

### **TAREFA 2 & 3:**

No dia da Prova Escrita, gostaria que você entregasse, juntamente com a prova propriamente dita e a TODOS OS ALUNOS DA TURMA, duas outras folhas e um bloco de 10 gravuras coloridas que formam uma estória. **CASO VOCÊ JULGUE SER INVIÁVEL QUE AS TAREFAS 2 & 3 SEJAM FEITAS NO MESMO DIA E HORA DA PROVA ESCRITA, VOCÊ PODE APLICÁ-LAS OU NO ÚLTIMO DIA DE AULA ANTES DO INÍCIO DO PERÍODO DE PROVAS (ÚLTIMO DIA LETIVO DA ETAPA QUE ESTÁ TERMINANDO) OU UM DIA ANTES DA PROVA ESCRITA OU UM DIA DEPOIS DA PROVA ESCRITA OU NUM DIA ENTRE A PROVA ESCRITA E A**

**PROVA ORAL OU UM DIA DEPOIS DO PERÍODO DE PROVAS (PRIMEIRO DIA LETIVO DA ETAPA SEGUINTE). O TEMPO DE EXECUÇÃO DAS 2 TAREFAS NÃO PODE ULTRAPASSAR UM PERÍODO COMPLETO DE AULA. AS TAREFAS 2 & 3 TÊM QUE SER OBRIGATORIAMENTE REALIZADAS EM SALA DE AULA E, DE MODO ALGUM, EM CASA.** Você deve dar a instrução seguinte, EM PORTUGUÊS (INDEPENDENTEMENTE DO NÍVEL DE PROFICIÊNCIA):

“Logo que vocês concluíam a Prova Escrita d[e] *ACTUAL NAME OF ELCA* (OU: DURANTE A AULA DE HOJE [QUEM TERMINAR ANTES PODE ENTREGAR]), o Prof. Pedro Praxedes e eu gostaríamos que vocês fizessem duas tarefas simples e rápidas. Junto com a prova, vocês receberam (OU: VOCÊS RECEBERÃO) duas folhas numeradas e um bloco de 10 gravuras coloridas. Na FOLHA 1, nós gostaríamos que vocês contassem, por escrito e em inglês, uma estória sobre qualquer evento/acontecimento marcante que tenha acontecido na sua vida até hoje **E QUE SEJA DIFERENTE DAS QUATRO QUE VOCÊ CONTOU DESDE O INÍCIO DESTA COLETA DE DADOS**. Pode ser um evento engraçado, alegre, triste, embaraçoso, do qual você tenha orgulho ou não; pode ser uma viagem, uma festa, um acidente, a perda de um ente querido, uma conquista, uma derrota, uma aventura, uma briga, uma reconciliação, um curso que você fez, uma estória de amor bem sucedida ou mal sucedida, qualquer coisa que lhe venha à memória; pode envolver outras pessoas ou não. Gostaríamos que vocês não se preocupassem, de jeito nenhum, com erros de gramática ou de ortografia; a sua preocupação deve ser apenas com o conteúdo da estória; portanto, vocês não devem olhar para o que o colega está fazendo, ou usar dicionário ou o livro-texto e não podem fazer nenhuma pergunta nem a mim nem a nenhum colega (nem mesmo pergunta sobre vocabulário). Vocês só podem usar o conhecimento de inglês aprendido até agora. Cada um pode e deve usar a CRIATIVIDADE e *QUALQUER* ESTRATÉGIA DE COMUNICAÇÃO para expressar as coisas que quer e precisa comunicar, mas ainda não aprendeu. **CASO VOCÊS NÃO SAIBAM COMO DIZER DETERMINADA PALAVRA EM INGLÊS, NÃO SE PREOCUPEM NEM PERCAM TEMPO. VOCÊS TÊM 2 OPÇÕES: 1) TENTEM DESCREVER O CONCEITO DA PALAVRA DESCONHECIDA USANDO, NO LUGAR DELA, UMA FRASE OU VÁRIAS FRASES QUE EXPRESSEM O SIGNIFICADO DA PALAVRA QUE VOCÊS NÃO SABEM; OU 2) SIMPLEMENTE ESCREVAM A PALAVRA DESCONHECIDA EM PORTUGUÊS.** Não há limite de número de linhas; vocês devem escrever até ter contado a estória toda, com seus detalhes. Não esqueçam, por favor, de escrever o nome de cada um no espaço destinado a isso na FOLHA 1 e lembrem que escrever o nome é só para que o Prof. Pedro Praxedes possa saber qual é o autor de cada estória; na verdade, quando ele for escrever a tese de doutorado, todos os nomes serão mantidos em sigilo. Antes de eu falar sobre a FOLHA 2, vamos dar uma olhada nesse bloco de gravuras coloridas que vocês receberam. Reparem que há, ao todo, 10 gravuras e elas estão todas numeradas de 1 a 10. As 10 gravuras, seguindo a seqüência da numeração, formam uma estória. Então, na FOLHA 2, nós gostaríamos que vocês contassem, por escrito numa redação em inglês, a estória contida nas 10 gravuras. Vocês vão ficar com o bloco de gravuras o tempo todo e podem manipular as gravuras como quiserem; só não podem escrever nada nas folhas que formam o bloco de gravuras. A estória das gravuras deve ser escrita na FOLHA 2. **FAÇAM DE CONTA QUE ESTA É A PRIMEIRA VEZ QUE VOCÊS CONTAM A ESTÓRIA CONTIDA NESTAS GRAVURAS; ENTÃO, NÃO TENTEM FICAR LEMBRANDO DE COMO VOCÊS A CONTARAM DAS QUATRO VEZES QUE LHES PEDIMOS PARA FAZER ISSO DESDE O INÍCIO DESTA COLETA DE DADOS.** Novamente, gostaríamos que vocês não se preocupassem, de jeito nenhum, com erros de gramática ou de ortografia; a sua preocupação deve ser apenas com o conteúdo da estória; portanto, vocês não devem olhar para o que o colega está fazendo, ou usar dicionário ou o livro-texto e não podem fazer nenhuma pergunta nem a mim nem a nenhum colega (nem mesmo pergunta sobre vocabulário). Vocês só podem usar o conhecimento de inglês aprendido até agora. Cada um pode e deve usar a CRIATIVIDADE e *QUALQUER* ESTRATÉGIA DE COMUNICAÇÃO para expressar as coisas que quer e precisa comunicar, mas ainda não aprendeu. **CASO VOCÊS NÃO SAIBAM COMO DIZER DETERMINADA PALAVRA EM INGLÊS, NÃO SE PREOCUPEM NEM PERCAM TEMPO. VOCÊS TÊM 2 OPÇÕES: 1) TENTEM DESCREVER O CONCEITO DA PALAVRA DESCONHECIDA USANDO, NO LUGAR DELA, UMA FRASE OU VÁRIAS FRASES QUE EXPRESSEM O SIGNIFICADO DA PALAVRA QUE VOCÊS NÃO SABEM; OU 2) SIMPLEMENTE ESCREVAM A PALAVRA DESCONHECIDA EM PORTUGUÊS.** Não há limite de número de linhas; vocês devem escrever até ter contado a estória toda, com seus detalhes. Mais uma vez, não esqueçam, por favor, de escrever o nome de cada um no espaço destinado a isso na FOLHA 2 e tornem a lembrar que escrever o nome é só para que o Prof. Pedro Praxedes possa saber qual é o autor de cada estória; na verdade, quando ele for escrever a tese de doutorado, nenhum aluno terá seu nome revelado ou tornado público. **VOCÊS NÃO PRECISAM – NA VERDADE, NÃO PODEM**

**(PROIBIÇÃO) – ESCREVER RASCUNHOS PARA A REDAÇÃO DA FOLHA 1 OU PARA A REDAÇÃO DA FOLHA 2. CADA REDAÇÃO TEM QUE SER ESCRITA DIRETAMENTE NA SUA RESPECTIVA FOLHA. VOCÊS NÃO PODEM PASSAR A LIMPO NENHUMA DAS 2 REDAÇÕES. AS 2 REDAÇÕES VALERÃO 1,0 (UM) PONTO NA PROVA ESCRITA**”.

**ATENÇÃO, STAGE 2 TEACHERS' NAMES:** É muito provável que os seus alunos de *ACTUAL NAME OF STAGE 2* digam que não podem fazer as duas tarefas porque “ainda não tenho inglês suficiente, professora”. Vocês devem encorajá-los a vencer o desafio, lembrando a eles que eles já estão estudando inglês há **quase 7 meses** e, portanto, já aprenderam muita coisa e que eles podem usar o que já aprenderam até o momento para, mesmo de modo muito limitado, cumprir as tarefas. Digam a eles que o que importa é a tentativa e se eles tentarem, com certeza alguma coisa vai sair. Enfatizem que eles não precisam se preocupar com erros de gramática ou de ortografia e que eles podem escrever as 2 histórias da maneira como eles quiserem, de modo muito simples, escrevendo somente o essencial (sem se preocupar com os detalhes) e cometendo todos os erros que precisarem e usando **QUAISQUER ESTRATÉGIAS DE COMUNICAÇÃO** para superar as dificuldades encontradas. O importante não é escrever muito e corretamente; o importante é tentar cumprir as 2 tarefas, seja de que jeito for, **em inglês como a PRINCIPAL língua de comunicação (PRINCIPAL** aqui significa que é aceitável que eles intercalem palavras em português em suas frases e/ou até usem frases inteiras em português na redação; **A PERMISSÃO PARA USAR PORTUGUÊS PODE E DEVE SER ANUNCIADA DE MODO EXPLÍCITO, COMO EXPLICADO ACIMA, ONDE FALO DA OPÇÃO DO USO DE PARÁFRASES TAMBÉM. ESSA PERMISSÃO SE APLICA PARA TODOS OS ESTÁGIOS, DO ACTUAL NAME OF STAGE 2 AO ACTUAL NAME OF STAGE 10**). Digam também que eles podem e devem, se precisarem, escrever somente as palavras-chave para expressar idéias completas como faz o Tarzan nos antigos filmes, por exemplo: “Eu Tarzan floresta”, apenas 3 palavras-chave para expressar 2 idéias completas: “Eu sou Tarzan e moro na floresta”.

Já tive experiência com alunos(as) principiantes do *ACTUAL NAME OF STAGE 1* d[e] *ACTUAL NAME OF ELC A*, do *ACTUAL NAME OF STAGE 1* d[e] *ACTUAL NAME OF ELC B*, do *ACTUAL NAME OF STAGE 1* d[e] *ACTUAL NAME OF ELC C* d[e] *SCHOOL NAME* e do *ACTUAL NAME OF STAGE 1* d[e] *ACTUAL NAME OF ELC D*. Em alguns casos, houve reclamação do tipo “não vou fazer porque não tenho capacidade ainda”; em outros casos, não houve reclamação alguma. Nos casos de reclamação, os argumentos acima, juntamente com um pouco de insistência, levaram os reclamantes a escreverem histórias mais do que satisfatórias para os propósitos da minha pesquisa.

**STAGE 4 TEACHERS' NAMES:** Caso algo semelhante aconteça (muito menos provável) com os seus alunos de *ACTUAL NAME OF STAGE 4*, vocês devem usar os mesmos argumentos acima.

**PARA OS ALUNOS DE TODOS OS NÍVEIS DE PROFICIÊNCIA, ENTÃO, DEVE SER DITO QUE, AO ESCREVEREM AS 2 ESTÓRIAS, ELAS DEVEM TENTAR USAR O INGLÊS QUE ELAS SABEM, O INGLÊS QUE ELAS APRENDERAM ATÉ AQUELE MOMENTO. ELAS DEVEM CONCENTRAR A ATENÇÃO NO CONTEÚDO DAS ESTÓRIAS E NÃO NA GRAMÁTICA OU ORTOGRAFIA.**

#### **TAREFA 4:**

Terminada a Prova Escrita, gostaria que você fizesse fotocópia das provas já respondidas de **TODOS OS ALUNOS DA TURMA**. As fotocópias devem ser feitas (*AT + SCHOOL NAME*) antes de você as corrigir; de preferência ainda no mesmo dia da aplicação em sala-de-aula. Mais uma vez, gostaria que **você verificasse se, de fato, cada aluno escreveu o seu nome no lugar indicado na prova.**

## M.6 Instructions for the third 2004.1 collection (Collection 6)

UNIVERSIDADE FEDERAL DE SANTA CATARINA  
CENTRO DE COMUNICAÇÃO E EXPRESSÃO  
PROGRAMA DE PÓS-GRADUAÇÃO EM LETRAS/INGLÊS E LITERATURA  
CORRESPONDENTE  
CURSO DE DOUTORADO EM LÍNGUA INGLESA E LINGÜÍSTICA APLICADA  
LINHA DE PESQUISA: AQUISIÇÃO DE SEGUNDA LÍNGUA

**COORDENADORA DO PROGRAMA:** Profa. Dra. Mailce Borges Mota Fortkamp (UFSC)

**ORIENTADORA:** Profa. Dra. Rosa Weingold Konder (UFSC)

**DOCTORANDO:** Prof. Ms. Pedro Henrique Lima Praxedes Filho (Universidade Estadual do Ceará-UECE)

### COLETA DE DADOS Nº 3 (2004.1) – ACTUAL NAME OF ELC A

*ACTUAL NAME OF STAGE 2 (Sede / 12:10 / TEACHER'S NAME)*  
*ACTUAL NAME OF STAGE 2 (Filial / 12:35 / TEACHER'S NAME)*  
*ACTUAL NAME OF STAGE 4 (Sede / 12:10 / TEACHER'S NAME)*  
*ACTUAL NAME OF STAGE 4 (Filial / 12:35 / TEACHER'S NAME)*  
*ACTUAL NAME OF STAGE 6 (Sede / 12:40 / TEACHER'S NAME)*  
*ACTUAL NAME OF STAGE 6 (Filial / 12:35 / TEACHER'S NAME)*  
*ACTUAL NAME OF STAGE 8 (Filial / 12:35 / TEACHER'S NAME)*  
*ACTUAL NAME OF STAGE 10 (Sede / 12:40 / TEACHER'S NAME)*

### INSTRUÇÕES PARA OS/AS DOCENTES

**PREZADO(A) PROFESSOR(A):**

**PEÇO-LHE A GENTILEZA DE LER, CUIDADOSAMENTE, AS SEGUINTE INSTRUÇÕES, ANTES DO INÍCIO DA COLETA DE DADOS Nº 3 (2004.1) – QUE DÁ CONTINUIDADE À COLETA DE DADOS Nº 2 (2004.1) – NA SUA TURMA DE *ACTUAL NAME OF STAGE 2 (TEACHERS' NAMES)*, ou *ACTUAL NAME OF STAGE 4 (TEACHERS' NAMES)*, ou *ACTUAL NAME OF STAGE 6 (TEACHERS' NAMES)*, ou *ACTUAL NAME OF STAGE 8 (TEACHER'S NAME)* ou *ACTUAL NAME OF STAGE 10 (TEACHER'S NAME)*. AGRADEÇO-LHE ANTECIPADAMENTE. VOCÊ ESTÁ FAZENDO UMA VALIOSA CONTRIBUIÇÃO NÃO SÓ PARA A MINHA PESQUISA EM PARTICULAR, COMO PARA UMA MELHOR COMPREENSÃO, A PARTIR DA MINHA PESQUISA, DO PROCESSO DE APRENDIZAGEM DE *EFL* POR ESTUDANTES BRASILEIROS DO ESTADO DO CEARÁ. **AS QUATRO TAREFAS SÃO IDÊNTICAS ÀS TAREFAS APLICADAS NAS CINCO COLETAS ATÉ AGORA, COMO VOCÊS VERÃO ABAIXO. REGISTRO O MEU PROFUNDO AGRADECIMENTO PELA VALIOSA E INDISPENSÁVEL CONTRIBUIÇÃO DE TODOS OS COLEGAS QUE SE ENVOLVERAM NESTA EMPREITADA DE 6 COLETAS JUNTO COMIGO! BOAS FÉRIAS!****

CORDIALMENTE,

\_\_\_\_\_  
Prof. Pedro Henrique Lima Praxedes Filho

### **TAREFA 1:**

Na **segunda-feira (07/06/04) da semana anterior a que antecede a semana de provas**, gostaria que você solicitasse, DE TODOS OS ALUNOS DA TURMA, que escrevessem, em casa (*home assignment*), uma composição/redação sobre qualquer assunto relacionado a qualquer dos conteúdos que estejam sendo, naquela semana ou nas anteriores, estudados em sala-de-aula. A escolha do assunto fica a seu critério. Você deve agir como sempre age toda vez que passa uma composição como dever-de-casa, no cotidiano da sua sala-de-aula. **UMA DIFERENÇA: VOCÊ VAI ANUNCIAR QUE A TAREFA É PARA A PESQUISA DO PROF. PEDRO PRAXEDES E, PARA INCENTIVAR QUE TODOS OS ALUNOS FAÇAM A COMPOSIÇÃO E A ENTREGUEM, VAI INFORMAR-LHES QUE ELA VALE, PARA AQUELES QUE EFETIVAMENTE A ENTREGAREM, 1,0 (UM) PONTO NA PROVA ORAL.** Você pode marcar a entrega das composições para a **quinta-feira (17/06) ou sexta-feira (18/06) da semana subsequente, mas pode continuar as recebendo até terça-feira (22/06), dia da Prova Escrita.** Ao receber as composições, você pergunta se todos concordam que elas sejam entregues ao Prof. Pedro Praxedes, para que ele as utilize na sua pesquisa de doutorado (sempre lembrando que, apesar de as composições estarem identificadas com os nomes deles, na tese de doutorado, as identidades de cada um e d[e] *ACTUAL NAME OF ELC A* serão mantidas em sigilo). Caso algum aluno se recuse a dar a permissão (o que acho não acontecerá), você, então, devolve a composição para o seu autor. É imprescindível que todos os alunos se identifiquem, escrevendo seus nomes na folha da composição (**PEÇO-LHE O FAVOR DE VERIFICAR FOLHA POR FOLHA, PARA VER SE TODAS ELAS TÊM O NOME DO AUTOR DA COMPOSIÇÃO E O ESTÁGIO QUE ESTÁ CURSANDO: *ACTUAL NAMES OF THE RELEVANT STAGES***).

### **TAREFA 2 & 3:**

No dia da Prova Escrita, gostaria que você entregasse, juntamente com a prova propriamente dita e a TODOS OS ALUNOS DA TURMA, duas outras folhas e um bloco de 10 gravuras coloridas que formam uma estória. **CASO VOCÊ JULGUE SER INVIÁVEL QUE AS TAREFAS 2 & 3 SEJAM FEITAS NO MESMO DIA E HORA DA PROVA ESCRITA, VOCÊ DEVE APLICÁ-LAS NO MELHOR DIA ENTRE 14/06/04 (SEGUNDA) E 22/06/04 (TERÇA – DIA DA PROVA ESCRITA). O TEMPO DE EXECUÇÃO DAS 2 TAREFAS NÃO PODE ULTRAPASSAR UM PERÍODO COMPLETO DE AULA. AS TAREFAS 2 & 3 TÊM QUE SER OBRIGATORIAMENTE REALIZADAS EM SALA DE AULA E, DE MODO ALGUM, EM CASA.** Você deve dar a instrução seguinte, EM PORTUGUÊS (INDEPENDENTEMENTE DO NÍVEL DE PROFICIÊNCIA):

“Logo que vocês concluíam a Prova Escrita d[e] *ACTUAL NAME OF ELC A* (**OU: DURANTE A AULA DE HOJE [QUEM TERMINAR ANTES PODE ENTREGAR]**), o Prof. Pedro Praxedes e eu gostaríamos que vocês fizessem duas tarefas simples e rápidas. Junto com a prova, vocês receberam (**OU: VOCÊS RECEBERÃO**) duas folhas numeradas e um bloco de 10 gravuras coloridas. Na FOLHA 1, nós gostaríamos que vocês contassem, por escrito e em inglês, uma estória sobre qualquer evento/acometimento marcante que tenha acontecido na sua vida até hoje **E QUE SEJA DIFERENTE DAS CINCO QUE VOCÊ CONTOU DESDE O INÍCIO DESTA COLETA DE DADOS.** Pode ser um evento engraçado, alegre, triste, embaraçoso, do qual você tenha orgulho ou não; pode ser uma viagem, uma festa, um acidente, a perda de um ente querido, uma conquista, uma derrota, uma aventura, uma briga, uma reconciliação, um curso que você fez, uma estória de amor bem sucedida ou mal sucedida, qualquer coisa que lhe venha à memória; pode envolver outras pessoas ou não. Gostaríamos que vocês não se preocupassem, de jeito nenhum, com erros de gramática ou de ortografia; a sua preocupação deve ser apenas com o conteúdo da estória; portanto, vocês não devem olhar para o que o colega está fazendo, ou usar dicionário ou o livro-texto e não podem fazer nenhuma pergunta nem a mim nem a nenhum colega (nem mesmo pergunta sobre vocabulário). Vocês só podem usar o conhecimento de inglês aprendido até agora. Cada um pode e deve usar a CRIATIVIDADE e QUALQUER ESTRATÉGIA DE COMUNICAÇÃO para expressar as coisas que quer e precisa comunicar, mas ainda não aprendeu. **CASO VOCÊS NÃO SAIBAM COMO DIZER DETERMINADA PALAVRA EM INGLÊS, NÃO SE PREOCUPEM NEM PERCAM TEMPO. VOCÊS TÊM 2 OPÇÕES: 1) TENTEM DESCREVER O CONCEITO DA PALAVRA DESCONHECIDA USANDO, NO LUGAR DELA, UMA FRASE OU VÁRIAS FRASES QUE EXPRESSEM O SIGNIFICADO DA PALAVRA QUE VOCÊS NÃO SABEM; OU 2) SIMPLEMENTE ESCRIVAM A PALAVRA DESCONHECIDA EM PORTUGUÊS.** Não há limite de número de linhas; vocês devem escrever até ter contado a estória toda, com seus detalhes. Não esqueçam, por favor, de escrever o nome de cada um no espaço destinado a isso na FOLHA 1 e lembrem que escrever o nome é só para que o Prof. Pedro Praxedes possa saber qual é



o autor de cada estória; na verdade, quando ele for escrever a tese de doutorado, todos os nomes serão mantidos em sigilo. Antes de eu falar sobre a FOLHA 2, vamos dar uma olhada nesse bloco de gravuras coloridas que vocês receberam. Reparem que há, ao todo, 10 gravuras e elas estão todas numeradas de 1 a 10. As 10 gravuras, seguindo a seqüência da numeração, formam uma estória. Então, na FOLHA 2, nós gostaríamos que vocês contassem, por escrito numa redação em inglês, a estória contida nas 10 gravuras. Vocês vão ficar com o bloco de gravuras o tempo todo e podem manipular as gravuras como quiserem; só não podem escrever nada nas folhas que formam o bloco de gravuras. A estória das gravuras deve ser escrita na FOLHA 2. **FAÇAM DE CONTA QUE ESTA É A PRIMEIRA VEZ QUE VOCÊS CONTAM A ESTÓRIA CONTIDA NESTAS GRAVURAS; ENTÃO, NÃO TENTEM FICAR LEMBRANDO DE COMO VOCÊS A CONTARAM DAS CINCO VEZES QUE LHEMOS PEDIMOS PARA FAZER ISSO DESDE O INÍCIO DESTA COLETA DE DADOS.** Novamente, gostaríamos que vocês não se preocupassem, de jeito nenhum, com erros de gramática ou de ortografia; a sua preocupação deve ser apenas com o conteúdo da estória; portanto, vocês não devem olhar para o que o colega está fazendo, ou usar dicionário ou o livro-texto e não podem fazer nenhuma pergunta nem a mim nem a nenhum colega (nem mesmo pergunta sobre vocabulário). Vocês só podem usar o conhecimento de inglês aprendido até agora. Cada um pode e deve usar a CRIATIVIDADE e QUALQUER ESTRATÉGIA DE COMUNICAÇÃO para expressar as coisas que quer e precisa comunicar, mas ainda não aprendeu. **CASO VOCÊS NÃO SAIBAM COMO DIZER DETERMINADA PALAVRA EM INGLÊS, NÃO SE PREOCUPEM NEM PERCAM TEMPO. VOCÊS TÊM 2 OPÇÕES: 1) TENTEM DESCREVER O CONCEITO DA PALAVRA DESCONHECIDA USANDO, NO LUGAR DELA, UMA FRASE OU VÁRIAS FRASES QUE EXPRESSEM O SIGNIFICADO DA PALAVRA QUE VOCÊS NÃO SABEM; OU 2) SIMPLEMENTE ESCRIVAM A PALAVRA DESCONHECIDA EM PORTUGUÊS.** Não há limite de número de linhas; vocês devem escrever até ter contado a estória toda, com seus detalhes. Mais uma vez, não esqueçam, por favor, de escrever o nome de cada um no espaço destinado a isso na FOLHA 2 e tornem a lembrar que escrever o nome é só para que o Prof. Pedro Praxedes possa saber qual é o autor de cada estória; na verdade, quando ele for escrever a tese de doutorado, nenhum aluno terá seu nome revelado ou tornado público. **VOCÊS NÃO PRECISAM – NA VERDADE, NÃO PODEM (PROIBIÇÃO) – ESCRIVER RASCUNHOS PARA A REDAÇÃO DA FOLHA 1 OU PARA A REDAÇÃO DA FOLHA 2. CADA REDAÇÃO TEM QUE SER ESCRITA DIRETAMENTE NA SUA RESPECTIVA FOLHA. VOCÊS NÃO PODEM PASSAR A LIMPO NENHUMA DAS 2 REDAÇÕES. AS 2 REDAÇÕES VALERÃO 1,0 (UM) PONTO NA PROVA ESCRITA**".

**ATENÇÃO, *STAGE 2 TEACHERS' NAMES*:** É muito provável que os seus alunos de *ACTUAL NAME OF STAGE 2* digam que não podem fazer as duas tarefas porque "ainda não tenho inglês suficiente, professora". Vocês devem encorajá-los a vencer o desafio, lembrando a eles que eles já estão estudando inglês há **quase 8 meses** e, portanto, já aprenderam muita coisa e que eles podem usar o que já aprenderam até o momento para, mesmo de modo muito limitado, cumprir as tarefas. Digam a eles que o que importa é a tentativa e se eles tentarem, com certeza alguma coisa vai sair. Enfatizem que eles não precisam se preocupar com erros de gramática ou de ortografia e que eles podem escrever as 2 estórias da maneira como eles quiserem, de modo muito simples, escrevendo somente o essencial (sem se preocupar com os detalhes) e cometendo todos os erros que precisarem e usando QUAISQUER ESTRATÉGIAS DE COMUNICAÇÃO para superar as dificuldades encontradas. O importante não é escrever muito e corretamente; o importante é tentar cumprir as 2 tarefas, seja de que jeito for, **em inglês como a PRINCIPAL língua de comunicação (PRINCIPAL aqui significa que é aceitável que eles intercalem palavras em português em suas frases e/ou até usem frases inteiras em português na redação; A PERMISSÃO PARA USAR PORTUGUÊS PODE E DEVE SER ANUNCIADA DE MODO EXPLÍCITO, COMO EXPLICADO ACIMA, ONDE FALO DA OPÇÃO DO USO DE PARÁFRASES TAMBÉM. ESSA PERMISSÃO SE APLICA PARA TODOS OS ESTÁGIOS, DO ACTUAL NAME OF STAGE 2 AO ACTUAL NAME OF STAGE 10)**. Digam também que eles podem e devem, se precisarem, escrever somente as palavras-chave para expressar idéias completas como faz o Tarzan nos antigos filmes, por exemplo: "Eu Tarzan floresta", apenas 3 palavras-chave para expressar 2 idéias completas: "Eu sou Tarzan e moro na floresta".

Já tive experiência com alunos(as) principiantes do *ACTUAL NAME OF STAGE 1* d[e] *ACTUAL NAME OF ELC A*, do *ACTUAL NAME OF STAGE 1* d[e] *ACTUAL NAME OF ELC B*, do *ACTUAL NAME OF STAGE 1* d[e] *ACTUAL NAME OF ELC C* d[e] *SCHOOL NAME* e do *ACTUAL NAME OF STAGE 1* d[e] *ACTUAL NAME OF ELC D*. Em alguns casos, houve reclamação do tipo "não vou fazer porque não tenho capacidade ainda"; em outros casos, não houve reclamação alguma. Nos casos de reclamação, os

argumentos acima, juntamente com um pouco de insistência, levaram os reclamantes a escreverem histórias mais do que satisfatórias para os propósitos da minha pesquisa.

*STAGE 4 TEACHERS' NAMES*: Caso algo semelhante aconteça (muito menos provável) com os seus alunos de *ACTUAL NAME OF STAGE 4*, vocês devem usar os mesmos argumentos acima.

**PARA OS ALUNOS DE TODOS OS NÍVEIS DE PROFICIÊNCIA, ENTÃO, DEVE SER DITO QUE, AO ESCREVEREM AS 2 ESTÓRIAS, ELES DEVEM TENTAR USAR O INGLÊS QUE ELES SABEM, O INGLÊS QUE ELES APRENDERAM ATÉ AQUELE MOMENTO. ELES DEVEM CONCENTRAR A ATENÇÃO NO CONTEÚDO DAS ESTÓRIAS E NÃO NA GRAMÁTICA OU ORTOGRAFIA.**

**TAREFA 4:**

Terminada a Prova Escrita, gostaria que você fizesse fotocópia das provas já respondidas de TODOS OS ALUNOS DA TURMA. As fotocópias devem ser feitas (*AT + SCHOOL NAME*) antes de você as corrigir; de preferência ainda no mesmo dia da aplicação em sala-de-aula. Mais uma vez, gostaria que [você verificasse se, de fato, cada aluno escreveu o seu nome no lugar indicado na prova.](#)

## APPENDIX N

### POTENTIAL PRIMARY SUBJECTS' DATA-COLLECTION SHEETS: LONGITUDINAL PART OF THE STUDY

#### N.1 Sheets for the first 2003.2 collection (Collection 1)

UNIVERSIDADE FEDERAL DE SANTA CATARINA  
CENTRO DE COMUNICAÇÃO E EXPRESSÃO  
PROGRAMA DE PÓS-GRADUAÇÃO EM LETRAS/INGLÊS E LITERATURA  
CORRESPONDENTE  
CURSO DE DOUTORADO EM LÍNGUA INGLESA E LINGÜÍSTICA APLICADA  
LINHA DE PESQUISA: AQUISIÇÃO DE SEGUNDA LÍNGUA

**COORDENADORA DO PROGRAMA:** Profa. Dra. Mailce Borges Mota Fortkamp (UFSC)

**ORIENTADORA:** Profa. Dra. Rosa Weingold Konder (UFSC)

**DOUTORANDO:** Prof. Ms. Pedro Henrique Lima Praxedes Filho (Universidade Estadual do Ceará-UECE)

#### FOLHA 1 (Coleta 1)

**NOME ALUNO(A):** \_\_\_\_\_.

**DATA:** \_\_\_\_\_. **ESTÁGIO:** *ACTUAL NAME OF THE RESPECTIVE STAGE (1, 3, 5, 7, or 9)*

- EU, O PROF. PEDRO PRAXEDES, GOSTARIA QUE VOCÊ ME CONTASSE, **EM INGLÊS E POR ESCRITO NUMA REDAÇÃO**, UMA ESTÓRIA SOBRE QUALQUER EVENTO/ACONTECIMENTO MARCANTE QUE TENHA ACONTECIDO NA SUA VIDA ATÉ HOJE. PODE SER UM EVENTO ENGRAÇADO, ALEGRE, TRISTE, EMBARAÇOSO, DO QUAL VOCÊ TENHA ORGULHO OU NÃO; PODE SER UMA VIAGEM, UMA FESTA, UM ACIDENTE, A PERDA DE UM ENTE QUERIDO, UMA CONQUISTA, UMA DERROTA, UMA AVENTURA, UMA BRIGA, UMA RECONCILIAÇÃO, UM CURSO QUE VOCÊ FEZ, UMA ESTÓRIA DE AMOR BEM SUCEDIDA OU MAL SUCEDIDA, QUALQUER COISA QUE LHE VENHA À MEMÓRIA; PODE ENVOLVER OUTRAS PESSOAS OU NÃO. **VOCÊ NÃO PODE FAZER NENHUM TIPO DE PERGUNTA À PROFESSORA OU AOS COLEGAS E NÃO PODE CONSULTAR O LIVRO-TEXTO OU QUALQUER TIPO DE DICIONÁRIO. NÃO ESQUEÇA DE ESCREVER SEU NOME E DATA ACIMA. VOCÊ PODE USAR O RESTANTE DESTA PÁGINA E O VERSO DELA. MUITO OBRIGADO PELA PARTICIPAÇÃO!**

**UNIVERSIDADE FEDERAL DE SANTA CATARINA**  
**CENTRO DE COMUNICAÇÃO E EXPRESSÃO**  
**PROGRAMA DE PÓS-GRADUAÇÃO EM LETRAS/INGLÊS E LITERATURA**  
**CORRESPONDENTE**  
**CURSO DE DOUTORADO EM LÍNGUA INGLESA E LINGÜÍSTICA APLICADA**  
**LINHA DE PESQUISA: AQUISIÇÃO DE SEGUNDA LÍNGUA**

**COORDENADORA DO PROGRAMA:** Profa. Dra. Mailce Borges Mota Fortkamp (UFSC)

**ORIENTADORA:** Profa. Dra. Rosa Weingold Konder (UFSC)

**DOUTORANDO:** Prof. Ms. Pedro Henrique Lima Praxedes Filho (Universidade Estadual do Ceará-UECE)

**FOLHA 2 (Coleta 1)**

**NOME ALUNO(A):** \_\_\_\_\_.

**DATA:** \_\_\_\_\_. **ESTÁGIO:** *ACTUAL NAME OF THE RESPECTIVE STAGE (1, 3, 5, 7, or 9)*

- EU, O PROF. PEDRO PRAXEDES, GOSTARIA QUE VOCÊ ME CONTASSE, **EM INGLÊS E POR ESCRITO NUMA REDAÇÃO**, A ESTÓRIA CONTIDA NA SEQUÊNCIA DAS 10 GRAVURAS QUE COMPÕEM O BLOCO DE GRAVURAS COLORIDAS QUE VOCÊ RECEBEU. PRIMEIRAMENTE, FOLHEIE O BLOCO COM AS 10 GRAVURAS, PARA ENTENDER QUAL É A ESTÓRIA QUE ELAS CONTAM. DEPOIS, VOCÊ ESCREVE A ESTÓRIA QUE VOCÊ CONSEGUIU “ENXERGAR”. VOCÊ VAI FICAR COM O BLOCO DE GRAVURAS O TEMPO TODO E PODE MANIPULÁ-LO COMO QUISER; VOCÊ SÓ NÃO PODE ESCREVER NADA NAS FOLHAS QUE FORMAM O BLOCO DE GRAVURAS. A ESTÓRIA DAS GRAVURAS DEVE SER ESCRITA NESTA FOLHA. **VOCÊ NÃO PODE FAZER NENHUM TIPO DE PERGUNTA À PROFESSORA OU AOS COLEGAS E NÃO PODE CONSULTAR O LIVRO-TEXTO OU QUALQUER TIPO DE DICIONÁRIO. NÃO ESQUEÇA DE ESCREVER SEU NOME E DATA ACIMA. VOCÊ PODE USAR O RESTANTE DESTA PÁGINA E O VERSO DELA. MUITO OBRIGADO PELA PARTICIPAÇÃO!**

**N.2 Sheets for the second 2003.2 collection (Collection 2)**

**UNIVERSIDADE FEDERAL DE SANTA CATARINA  
CENTRO DE COMUNICAÇÃO E EXPRESSÃO  
PROGRAMA DE PÓS-GRADUAÇÃO EM LETRAS/INGLÊS E LITERATURA  
CORRESPONDENTE  
CURSO DE DOUTORADO EM LÍNGUA INGLESA E LINGÜÍSTICA APLICADA  
LINHA DE PESQUISA: AQUISIÇÃO DE SEGUNDA LÍNGUA**

**COORDENADORA DO PROGRAMA:** Profa. Dra. Mailce Borges Mota Fortkamp (UFSC)

**ORIENTADORA:** Profa. Dra. Rosa Weingold Konder (UFSC)

**DOUTORANDO:** Prof. Ms. Pedro Henrique Lima Praxedes Filho (Universidade Estadual do Ceará-UECE)

**FOLHA 1 (Coleta 2)**

**NOME ALUNO(A):** \_\_\_\_\_.

**DATA:** \_\_\_\_\_. **ESTÁGIO:** *ACTUAL NAME OF THE RESPECTIVE STAGE (1, 3, 5, 7, or 9)*

- EU, O PROF. PEDRO PRAXEDES, GOSTARIA QUE VOCÊ ME CONTASSE, **EM INGLÊS E POR ESCRITO NUMA REDAÇÃO**, UMA ESTÓRIA SOBRE QUALQUER EVENTO/ACONTECIMENTO MARCANTE QUE TENHA ACONTECIDO NA SUA VIDA ATÉ HOJE, **MAS QUE SEJA DIFERENTE DA ESTÓRIA QUE VOCÊ ME CONTOU DA PRIMEIRA VEZ.** PODE SER UM EVENTO ENGRAÇADO, ALEGRE, TRISTE, EMBARAÇOSO, DO QUAL VOCÊ TENHA ORGULHO OU NÃO; PODE SER UMA VIAGEM, UMA FESTA, UM ACIDENTE, A PERDA DE UM ENTE QUERIDO, UMA CONQUISTA, UMA DERROTA, UMA AVENTURA, UMA BRIGA, UMA RECONCILIAÇÃO, UM CURSO QUE VOCÊ FEZ, UMA ESTÓRIA DE AMOR BEM SUCEDIDA OU MAL SUCEDIDA, QUALQUER COISA QUE LHE VENHA À MEMÓRIA; PODE ENVOLVER OUTRAS PESSOAS OU NÃO. **VOCÊ NÃO PODE FAZER NENHUM TIPO DE PERGUNTA À PROFESSORA OU AOS COLEGAS E NÃO PODE CONSULTAR O LIVRO-TEXTO OU QUALQUER TIPO DE DICIONÁRIO. NÃO ESQUEÇA DE ESCREVER SEU NOME E DATA ACIMA. VOCÊ PODE USAR O RESTANTE DESTA PÁGINA E O VERSO DELA. NOVAMENTE, MUITO OBRIGADO POR SUA VALIOSA PARTICIPAÇÃO!**

**UNIVERSIDADE FEDERAL DE SANTA CATARINA**  
**CENTRO DE COMUNICAÇÃO E EXPRESSÃO**  
**PROGRAMA DE PÓS-GRADUAÇÃO EM LETRAS/INGLÊS E LITERATURA**  
**CORRESPONDENTE**  
**CURSO DE DOUTORADO EM LÍNGUA INGLESA E LINGÜÍSTICA APLICADA**  
**LINHA DE PESQUISA: AQUISIÇÃO DE SEGUNDA LÍNGUA**

**COORDENADORA DO PROGRAMA:** Profa. Dra. Mailce Borges Mota Fortkamp (UFSC)

**ORIENTADORA:** Profa. Dra. Rosa Weingold Konder (UFSC)

**DOUTORANDO:** Prof. Ms. Pedro Henrique Lima Praxedes Filho (Universidade Estadual do Ceará-UECE)

**FOLHA 2 (Coleta 2)**

**NOME ALUNO(A):** \_\_\_\_\_.

**DATA:** \_\_\_\_\_. **ESTÁGIO:** *ACTUAL NAME OF THE RESPECTIVE STAGE (1, 3, 5, 7, or 9)*

- EU, O PROF. PEDRO PRAXEDES, GOSTARIA QUE VOCÊ ME CONTASSE, **EM INGLÊS E POR ESCRITO NUMA REDAÇÃO**, A ESTÓRIA CONTIDA NA SEQÜÊNCIA DAS 10 GRAVURAS QUE COMPÕEM O BLOCO DE GRAVURAS COLORIDAS QUE VOCÊ RECEBEU. PRIMEIRAMENTE, FOLHEIE O BLOCO COM AS 10 GRAVURAS, PARA ENTENDER QUAL É A ESTÓRIA QUE ELAS CONTAM. DEPOIS, VOCÊ ESCREVE A ESTÓRIA QUE VOCÊ CONSEGUIU “ENXERGAR”. VOCÊ VAI FICAR COM O BLOCO DE GRAVURAS O TEMPO TODO E PODE MANIPULÁ-LO COMO QUISER; VOCÊ SÓ NÃO PODE ESCREVER NADA NAS FOLHAS QUE FORMAM O BLOCO DE GRAVURAS. A ESTÓRIA DAS GRAVURAS DEVE SER ESCRITA NESTA FOLHA. **FAÇA DE CONTA QUE ESTA É A PRIMEIRA VEZ QUE VOCÊ CONTA A ESTÓRIA CONTIDA NESTAS GRAVURAS; ENTÃO, NÃO TENDE FICAR LEMBRANDO DE COMO VOCÊ CONTOU A ESTÓRIA DA PRIMEIRA VEZ QUE LHE PEDI PARA FAZER ISSO.** VOCÊ NÃO PODE FAZER NENHUM TIPO DE PERGUNTA À PROFESSORA OU AOS COLEGAS E NÃO PODE CONSULTAR O LIVRO-TEXTO OU QUALQUER TIPO DE DICIONÁRIO. **NÃO ESQUEÇA DE ESCREVER SEU NOME E DATA ACIMA. VOCÊ PODE USAR O RESTANTE DESTA PÁGINA E O VERSO DELA. NOVAMENTE, MUITO OBRIGADO POR SUA VALIOSA PARTICIPAÇÃO!**

**N.3 Sheets for the third 2003.2 collection (Collection 3)**

**UNIVERSIDADE FEDERAL DE SANTA CATARINA  
CENTRO DE COMUNICAÇÃO E EXPRESSÃO  
PROGRAMA DE PÓS-GRADUAÇÃO EM LETRAS/INGLÊS E LITERATURA  
CORRESPONDENTE  
CURSO DE DOUTORADO EM LÍNGUA INGLESA E LINGÜÍSTICA APLICADA  
LINHA DE PESQUISA: AQUISIÇÃO DE SEGUNDA LÍNGUA**

**COORDENADORA DO PROGRAMA:** Profa. Dra. Mailce Borges Mota Fortkamp (UFSC)

**ORIENTADORA:** Profa. Dra. Rosa Weingold Konder (UFSC)

**DOUTORANDO:** Prof. Ms. Pedro Henrique Lima Praxedes Filho (Universidade Estadual do Ceará-UECE)

**FOLHA 1 (Coleta 3)**

**NOME ALUNO(A):** \_\_\_\_\_.

**DATA:** \_\_\_\_\_. **ESTÁGIO:** *ACTUAL NAME OF THE RESPECTIVE STAGE (1, 3, 5, 7, or 9)*

- EU, O PROF. PEDRO PRAXEDES, GOSTARIA QUE VOCÊ ME CONTASSE, **EM INGLÊS E POR ESCRITO NUMA REDAÇÃO**, UMA ESTÓRIA SOBRE QUALQUER EVENTO/ACONTECIMENTO MARCANTE QUE TENHA ACONTECIDO NA SUA VIDA ATÉ HOJE, **MAS QUE SEJA DIFERENTE DAS ESTÓRIAS QUE VOCÊ ME CONTOU DAS 2 PRIMEIRAS VEZES.** PODE SER UM EVENTO ENGRAÇADO, ALEGRE, TRISTE, EMBARAÇOSO, DO QUAL VOCÊ TENHA ORGULHO OU NÃO; PODE SER UMA VIAGEM, UMA FESTA, UM ACIDENTE, A PERDA DE UM ENTE QUERIDO, UMA CONQUISTA, UMA DERROTA, UMA AVENTURA, UMA BRIGA, UMA RECONCILIAÇÃO, UM CURSO QUE VOCÊ FEZ, UMA ESTÓRIA DE AMOR BEM SUCEDIDA OU MAL SUCEDIDA, QUALQUER COISA QUE LHE VENHA À MEMÓRIA; PODE ENVOLVER OUTRAS PESSOAS OU NÃO. **VOCÊ NÃO PODE FAZER NENHUM TIPO DE PERGUNTA À PROFESSORA OU AOS COLEGAS E NÃO PODE CONSULTAR O LIVRO-TEXTO OU QUALQUER TIPO DE DICIONÁRIO. NÃO ESQUEÇA DE ESCREVER SEU NOME E DATA ACIMA. VOCÊ PODE USAR O RESTANTE DESTA PÁGINA E O VERSO DELA. NOVAMENTE, MUITO OBRIGADO POR SUA VALIOSA PARTICIPAÇÃO! FELIZ NATAL, PRÓSPERO ANO NOVO E BOAS FÉRIAS!**

**UNIVERSIDADE FEDERAL DE SANTA CATARINA**  
**CENTRO DE COMUNICAÇÃO E EXPRESSÃO**  
**PROGRAMA DE PÓS-GRADUAÇÃO EM LETRAS/INGLÊS E LITERATURA**  
**CORRESPONDENTE**  
**CURSO DE DOUTORADO EM LÍNGUA INGLESA E LINGÜÍSTICA APLICADA**  
**LINHA DE PESQUISA: AQUISIÇÃO DE SEGUNDA LÍNGUA**

**COORDENADORA DO PROGRAMA:** Profa. Dra. Mailce Borges Mota Fortkamp (UFSC)

**ORIENTADORA:** Profa. Dra. Rosa Weingold Konder (UFSC)

**DOUTORANDO:** Prof. Ms. Pedro Henrique Lima Praxedes Filho (Universidade Estadual do Ceará-UECE)

**FOLHA 2 (Coleta 3)**

**NOME ALUNO(A):** \_\_\_\_\_.

**DATA:** \_\_\_\_\_. **ESTÁGIO:** *ACTUAL NAME OF THE RESPECTIVE STAGE (1, 3, 5, 7, or 9)*

- EU, O PROF. PEDRO PRAXEDES, GOSTARIA QUE VOCÊ ME CONTASSE, **EM INGLÊS E POR ESCRITO NUMA REDAÇÃO**, A ESTÓRIA CONTIDA NA SEQUÊNCIA DAS 10 GRAVURAS QUE COMPÕEM O BLOCO DE GRAVURAS COLORIDAS QUE VOCÊ RECEBEU. PRIMEIRAMENTE, FOLHEIE O BLOCO COM AS 10 GRAVURAS, PARA ENTENDER QUAL É A ESTÓRIA QUE ELAS CONTAM. DEPOIS, VOCÊ ESCREVE A ESTÓRIA QUE VOCÊ CONSEGUIU “ENXERGAR”. VOCÊ VAI FICAR COM O BLOCO DE GRAVURAS O TEMPO TODO E PODE MANIPULÁ-LO COMO QUISER; VOCÊ SÓ NÃO PODE ESCREVER NADA NAS FOLHAS QUE FORMAM O BLOCO DE GRAVURAS. A ESTÓRIA DAS GRAVURAS DEVE SER ESCRITA NESTA FOLHA. **FAÇA DE CONTA QUE ESTA É A PRIMEIRA VEZ QUE VOCÊ CONTA A ESTÓRIA CONTIDA NESTAS GRAVURAS; ENTÃO, NÃO TENDE FICAR LEMBRANDO DE COMO VOCÊ A CONTOU DAS 2 PRIMEIRAS VEZES QUE LHE PEDI PARA FAZER ISSO. VOCÊ NÃO PODE FAZER NENHUM TIPO DE PERGUNTA À PROFESSORA OU AOS COLEGAS E NÃO PODE CONSULTAR O LIVRO-TEXTO OU QUALQUER TIPO DE DICIONÁRIO. NÃO ESQUEÇA DE ESCREVER SEU NOME E DATA ACIMA. VOCÊ PODE USAR O RESTANTE DESTA PÁGINA E O VERSO DELA. NOVAMENTE, MUITO OBRIGADO POR SUA VALIOSA PARTICIPAÇÃO! FELIZ NATAL, PRÓSPERO ANO NOVO E BOAS FÉRIAS!**



**N.4 Sheets for the first 2004.1 collection (Collection 4)**

UNIVERSIDADE FEDERAL DE SANTA CATARINA  
CENTRO DE COMUNICAÇÃO E EXPRESSÃO  
PROGRAMA DE PÓS-GRADUAÇÃO EM LETRAS/INGLÊS E LITERATURA  
CORRESPONDENTE  
CURSO DE DOUTORADO EM LÍNGUA INGLESA E LINGÜÍSTICA APLICADA  
LINHA DE PESQUISA: AQUISIÇÃO DE SEGUNDA LÍNGUA

**COORDENADORA DO PROGRAMA:** Profa. Dra. Mailce Borges Mota Fortkamp (UFSC)

**ORIENTADORA:** Profa. Dra. Rosa Weingold Konder (UFSC)

**DOUTORANDO:** Prof. Ms. Pedro Henrique Lima Praxedes Filho (Universidade Estadual do Ceará-UECE)

**FOLHA 1** (Coleta 1 – 2004.1)

**NOME ALUNO(A):** \_\_\_\_\_.

**DATA:** \_\_\_\_\_. **ESTÁGIO:** *ACTUAL NAME OF THE RESPECTIVE STAGE (2, 4, 6, 8, or 10)*

- EU, O PROF. PEDRO PRAXEDES, GOSTARIA QUE VOCÊ ME CONTASSE, **EM INGLÊS E POR ESCRITO NUMA REDAÇÃO**, UMA ESTÓRIA SOBRE QUALQUER EVENTO/ACONTECIMENTO MARCANTE QUE TENHA ACONTECIDO NA SUA VIDA ATÉ HOJE, **MAS QUE SEJA DIFERENTE DAQUELAS TRÊS ESTÓRIAS QUE VOCÊ ME CONTOU NO SEMESTRE PASSADO.** PODE SER UM EVENTO ENGRAÇADO, ALEGRE, TRISTE, EMBARAÇOSO, DO QUAL VOCÊ TENHA ORGULHO OU NÃO; PODE SER UMA VIAGEM, UMA FESTA, UM ACIDENTE, A PERDA DE UM ENTE QUERIDO, UMA CONQUISTA, UMA DERROTA, UMA AVENTURA, UMA BRIGA, UMA RECONCILIAÇÃO, UM CURSO QUE VOCÊ FEZ, UMA ESTÓRIA DE AMOR BEM SUCEDIDA OU MAL SUCEDIDA, QUALQUER COISA QUE LHE VENHA À MEMÓRIA; PODE ENVOLVER OUTRAS PESSOAS OU NÃO. **VOCÊ NÃO PODE FAZER NENHUM TIPO DE PERGUNTA À PROFESSORA OU AOS COLEGAS E NÃO PODE CONSULTAR O LIVRO-TEXTO OU QUALQUER TIPO DE DICIONÁRIO. NÃO ESQUEÇA DE ESCREVER SEU NOME E DATA ACIMA. VOCÊ PODE USAR O RESTANTE DESTA PÁGINA E O VERSO DELA. NOVAMENTE, MUITO OBRIGADO POR SUA VALIOSA E CONTINUADA PARTICIPAÇÃO!**

**UNIVERSIDADE FEDERAL DE SANTA CATARINA**  
**CENTRO DE COMUNICAÇÃO E EXPRESSÃO**  
**PROGRAMA DE PÓS-GRADUAÇÃO EM LETRAS/INGLÊS E LITERATURA**  
**CORRESPONDENTE**  
**CURSO DE DOUTORADO EM LÍNGUA INGLESA E LINGÜÍSTICA APLICADA**  
**LINHA DE PESQUISA: AQUISIÇÃO DE SEGUNDA LÍNGUA**

**COORDENADORA DO PROGRAMA:** Profa. Dra. Mailce Borges Mota Fortkamp (UFSC)

**ORIENTADORA:** Profa. Dra. Rosa Weingold Konder (UFSC)

**DOUTORANDO:** Prof. Ms. Pedro Henrique Lima Praxedes Filho (Universidade Estadual do Ceará-UECE)

**FOLHA 2 (Coleta 1 – 2004.1)**

**NOME ALUNO(A):** \_\_\_\_\_.

**DATA:** \_\_\_\_\_. **ESTÁGIO:** *ACTUAL NAME OF THE RESPECTIVE STAGE (2, 4, 6, 8, or 10)*

- EU, O PROF. PEDRO PRAXEDES, GOSTARIA QUE VOCÊ ME CONTASSE, **EM INGLÊS E POR ESCRITO NUMA REDAÇÃO**, A ESTÓRIA CONTIDA NA SEQÜÊNCIA DAS 10 GRAVURAS QUE COMPÕEM O BLOCO DE GRAVURAS COLORIDAS QUE VOCÊ RECEBEU. PRIMEIRAMENTE, FOLHEIE O BLOCO COM AS 10 GRAVURAS, PARA ENTENDER QUAL É A ESTÓRIA QUE ELAS CONTAM. DEPOIS, VOCÊ ESCREVE A ESTÓRIA QUE VOCÊ CONSEGUIU “ENXERGAR”. VOCÊ VAI FICAR COM O BLOCO DE GRAVURAS O TEMPO TODO E PODE MANIPULÁ-LO COMO QUISER; VOCÊ SÓ NÃO PODE ESCREVER NADA NAS FOLHAS QUE FORMAM O BLOCO DE GRAVURAS. A ESTÓRIA DAS GRAVURAS DEVE SER ESCRITA NESTA FOLHA. **FAÇA DE CONTA QUE ESTA É A PRIMEIRA VEZ QUE VOCÊ CONTA A ESTÓRIA CONTIDA NESTAS GRAVURAS; ENTÃO, NÃO TENDE FICAR LEMBRANDO DE COMO VOCÊ CONTOU A ESTÓRIA DAS TRÊS VEZES QUE LHE PEDI PARA FAZER ISSO NO SEMESTRE PASSADO.** VOCÊ NÃO PODE FAZER NENHUM TIPO DE PERGUNTA À PROFESSORA OU AOS COLEGAS E NÃO PODE CONSULTAR O LIVRO-TEXTO OU QUALQUER TIPO DE DICIONÁRIO. **NÃO ESQUEÇA DE ESCREVER SEU NOME E DATA ACIMA.** VOCÊ PODE USAR O RESTANTE DESTA PÁGINA E O VERSO DELA. **NOVAMENTE, MUITO OBRIGADO POR SUA VALIOSA E CONTINUADA PARTICIPAÇÃO!**

**N.5 Sheets for the second 2004.1 collection (Collection 5)**

**UNIVERSIDADE FEDERAL DE SANTA CATARINA  
CENTRO DE COMUNICAÇÃO E EXPRESSÃO  
PROGRAMA DE PÓS-GRADUAÇÃO EM LETRAS/INGLÊS E LITERATURA  
CORRESPONDENTE  
CURSO DE DOUTORADO EM LÍNGUA INGLESA E LINGÜÍSTICA APLICADA  
LINHA DE PESQUISA: AQUISIÇÃO DE SEGUNDA LÍNGUA**

**COORDENADORA DO PROGRAMA:** Profa. Dra. Mailce Borges Mota Fortkamp (UFSC)

**ORIENTADORA:** Profa. Dra. Rosa Weingold Konder (UFSC)

**DOUTORANDO:** Prof. Ms. Pedro Henrique Lima Praxedes Filho (Universidade Estadual do Ceará-UECE)

**FOLHA 1 (Coleta 2 – 2004.1)**

**NOME ALUNO(A):** \_\_\_\_\_.

**DATA:** \_\_\_\_\_. **ESTÁGIO:** *ACTUAL NAME OF THE RESPECTIVE STAGE (2, 4, 6, 8, or 10)*

- **EU, O PROF. PEDRO PRAXEDES, GOSTARIA QUE VOCÊ ME CONTASSE, EM INGLÊS E POR ESCRITO NUMA REDAÇÃO, UMA ESTÓRIA SOBRE QUALQUER EVENTO/ACONTECIMENTO MARCANTE QUE TENHA ACONTECIDO NA SUA VIDA ATÉ HOJE, MAS QUE SEJA DIFERENTE DAQUELAS QUATRO ESTÓRIAS QUE VOCÊ ME CONTOU DESDE O INÍCIO DESTA COLETA DE DADOS.** PODE SER UM EVENTO ENGRAÇADO, ALEGRE, TRISTE, EMBARAÇOSO, DO QUAL VOCÊ TENHA ORGULHO OU NÃO; PODE SER UMA VIAGEM, UMA FESTA, UM ACIDENTE, A PERDA DE UM ENTE QUERIDO, UMA CONQUISTA, UMA DERROTA, UMA AVENTURA, UMA BRIGA, UMA RECONCILIAÇÃO, UM CURSO QUE VOCÊ FEZ, UMA ESTÓRIA DE AMOR BEM SUCEDIDA OU MAL SUCEDIDA, QUALQUER COISA QUE LHE VENHA À MEMÓRIA; PODE ENVOLVER OUTRAS PESSOAS OU NÃO. **VOCÊ NÃO PODE FAZER NENHUM TIPO DE PERGUNTA À PROFESSORA OU AOS COLEGAS E NÃO PODE CONSULTAR O LIVRO-TEXTO OU QUALQUER TIPO DE DICIONÁRIO. NÃO ESQUEÇA DE ESCREVER SEU NOME E DATA ACIMA. VOCÊ PODE USAR O RESTANTE DESTA PÁGINA E O VERSO DELA. NOVAMENTE, MUITO OBRIGADO POR SUA VALIOSA E CONTINUADA PARTICIPAÇÃO!**

**UNIVERSIDADE FEDERAL DE SANTA CATARINA**  
**CENTRO DE COMUNICAÇÃO E EXPRESSÃO**  
**PROGRAMA DE PÓS-GRADUAÇÃO EM LETRAS/INGLÊS E LITERATURA**  
**CORRESPONDENTE**  
**CURSO DE DOUTORADO EM LÍNGUA INGLESA E LINGÜÍSTICA APLICADA**  
**LINHA DE PESQUISA: AQUISIÇÃO DE SEGUNDA LÍNGUA**

**COORDENADORA DO PROGRAMA:** Profa. Dra. Mailce Borges Mota Fortkamp (UFSC)

**ORIENTADORA:** Profa. Dra. Rosa Weingold Konder (UFSC)

**DOUTORANDO:** Prof. Ms. Pedro Henrique Lima Praxedes Filho (Universidade Estadual do Ceará-UECE)

**FOLHA 2 (Coleta 2 – 2004.1)**

**NOME ALUNO(A):** \_\_\_\_\_.

**DATA:** \_\_\_\_\_. **ESTÁGIO:** *ACTUAL NAME OF THE RESPECTIVE STAGE (2, 4, 6, 8, or 10)*

- EU, O PROF. PEDRO PRAXEDES, GOSTARIA QUE VOCÊ ME CONTASSE, **EM INGLÊS E POR ESCRITO NUMA REDAÇÃO**, A ESTÓRIA CONTIDA NA SEQUÊNCIA DAS 10 GRAVURAS QUE COMPÕEM O BLOCO DE GRAVURAS COLORIDAS QUE VOCÊ RECEBEU. PRIMEIRAMENTE, FOLHEIE O BLOCO COM AS 10 GRAVURAS, PARA ENTENDER QUAL É A ESTÓRIA QUE ELAS CONTAM. DEPOIS, VOCÊ ESCREVE A ESTÓRIA QUE VOCÊ CONSEGUIU “ENXERGAR”. VOCÊ VAI FICAR COM O BLOCO DE GRAVURAS O TEMPO TODO E PODE MANIPULÁ-LO COMO QUISER; VOCÊ SÓ NÃO PODE ESCREVER NADA NAS FOLHAS QUE FORMAM O BLOCO DE GRAVURAS. A ESTÓRIA DAS GRAVURAS DEVE SER ESCRITA NESTA FOLHA. **FAÇA DE CONTA QUE ESTA É A PRIMEIRA VEZ QUE VOCÊ CONTA A ESTÓRIA CONTIDA NESTAS GRAVURAS; ENTÃO, NÃO TENDE FICAR LEMBRANDO DE COMO VOCÊ CONTOU A ESTÓRIA DAS QUATRO VEZES QUE LHE PEDI PARA FAZER ISSO DESDE O INÍCIO DESTA COLETA DE DADOS.** VOCÊ NÃO PODE FAZER NENHUM TIPO DE PERGUNTA À PROFESSORA OU AOS COLEGAS E NÃO PODE CONSULTAR O LIVRO-TEXTO OU QUALQUER TIPO DE DICIONÁRIO. **NÃO ESQUEÇA DE ESCREVER SEU NOME E DATA ACIMA. VOCÊ PODE USAR O RESTANTE DESTA PÁGINA E O VERSO DELA. NOVAMENTE, MUITO OBRIGADO POR SUA VALIOSA E CONTINUADA PARTICIPAÇÃO!**

**N.6 Sheets for the third 2004.1 collection (Collection 6)**

**UNIVERSIDADE FEDERAL DE SANTA CATARINA  
CENTRO DE COMUNICAÇÃO E EXPRESSÃO  
PROGRAMA DE PÓS-GRADUAÇÃO EM LETRAS/INGLÊS E LITERATURA  
CORRESPONDENTE  
CURSO DE DOUTORADO EM LÍNGUA INGLESA E LINGÜÍSTICA APLICADA  
LINHA DE PESQUISA: AQUISIÇÃO DE SEGUNDA LÍNGUA**

**COORDENADORA DO PROGRAMA:** Profa. Dra. Mailce Borges Mota Fortkamp (UFSC)

**ORIENTADORA:** Profa. Dra. Rosa Weingold Konder (UFSC)

**DOUTORANDO:** Prof. Ms. Pedro Henrique Lima Praxedes Filho (Universidade Estadual do Ceará-UECE)

**FOLHA 1 (Coleta 3 – 2004.1)**

**NOME ALUNO(A):** \_\_\_\_\_.

**DATA:** \_\_\_\_\_. **ESTÁGIO:** *ACTUAL NAME OF THE RESPECTIVE STAGE (2, 4, 6, 8, or 10)*

- EU, O PROF. PEDRO PRAXEDES, GOSTARIA QUE VOCÊ ME CONTASSE, **EM INGLÊS E POR ESCRITO NUMA REDAÇÃO**, UMA ESTÓRIA SOBRE QUALQUER EVENTO/ACONTECIMENTO MARCANTE QUE TENHA ACONTECIDO NA SUA VIDA ATÉ HOJE, **MAS QUE SEJA DIFERENTE DAQUELAS CINCO ESTÓRIAS QUE VOCÊ ME CONTOU DESDE O INÍCIO DESTA COLETA DE DADOS.** PODE SER UM EVENTO ENGRAÇADO, ALEGRE, TRISTE, EMBARAÇOSO, DO QUAL VOCÊ TENHA ORGULHO OU NÃO; PODE SER UMA VIAGEM, UMA FESTA, UM ACIDENTE, A PERDA DE UM ENTE QUERIDO, UMA CONQUISTA, UMA DERROTA, UMA AVENTURA, UMA BRIGA, UMA RECONCILIAÇÃO, UM CURSO QUE VOCÊ FEZ, UMA ESTÓRIA DE AMOR BEM SUCEDIDA OU MAL SUCEDIDA, QUALQUER COISA QUE LHE VENHA À MEMÓRIA; PODE ENVOLVER OUTRAS PESSOAS OU NÃO. **VOCÊ NÃO PODE FAZER NENHUM TIPO DE PERGUNTA À PROFESSORA OU AOS COLEGAS E NÃO PODE CONSULTAR O LIVRO-TEXTO OU QUALQUER TIPO DE DICIONÁRIO. NÃO ESQUEÇA DE ESCREVER SEU NOME E DATA ACIMA. VOCÊ PODE USAR O RESTANTE DESTA PÁGINA E O VERSO DELA. REGISTRO O MEU PROFUNDO E SINCERO MUITO OBRIGADO POR SUA VALIOSA PARTICIPAÇÃO NAS 6 COLETAS, O QUE SIGNIFICOU UMA CONTRIBUIÇÃO INDISPENSÁVEL PARA A MINHA PESQUISA DE DOUTORADO! BOAS FÉRIAS!**

**UNIVERSIDADE FEDERAL DE SANTA CATARINA  
CENTRO DE COMUNICAÇÃO E EXPRESSÃO  
PROGRAMA DE PÓS-GRADUAÇÃO EM LETRAS/INGLÊS E LITERATURA  
CORRESPONDENTE  
CURSO DE DOUTORADO EM LÍNGUA INGLESA E LINGÜÍSTICA APLICADA  
LINHA DE PESQUISA: AQUISIÇÃO DE SEGUNDA LÍNGUA**

**COORDENADORA DO PROGRAMA:** Profa. Dra. Mailce Borges Mota Fortkamp (UFSC)

**ORIENTADORA:** Profa. Dra. Rosa Weingold Konder (UFSC)

**DOUTORANDO:** Prof. Ms. Pedro Henrique Lima Praxedes Filho (Universidade Estadual do Ceará-UECE)

**FOLHA 2 (Coleta 3 – 2004.1)**

**NOME ALUNO(A):** \_\_\_\_\_.

**DATA:** \_\_\_\_\_. **ESTÁGIO:** *ACTUAL NAME OF THE RESPECTIVE STAGE (2, 4, 6, 8, or 10)*

- EU, O PROF. PEDRO PRAXEDES, GOSTARIA QUE VOCÊ ME CONTASSE, **EM INGLÊS E POR ESCRITO NUMA REDAÇÃO**, A ESTÓRIA CONTIDA NA SEQUÊNCIA DAS 10 GRAVURAS QUE COMPÕEM O BLOCO DE GRAVURAS COLORIDAS QUE VOCÊ RECEBEU. PRIMEIRAMENTE, FOLHEIE O BLOCO COM AS 10 GRAVURAS, PARA ENTENDER QUAL É A ESTÓRIA QUE ELAS CONTAM. DEPOIS, VOCÊ ESCREVE A ESTÓRIA QUE VOCÊ CONSEGUIU “ENXERGAR”. VOCÊ VAI FICAR COM O BLOCO DE GRAVURAS O TEMPO TODO E PODE MANIPULÁ-LO COMO QUISER; VOCÊ SÓ NÃO PODE ESCREVER NADA NAS FOLHAS QUE FORMAM O BLOCO DE GRAVURAS. A ESTÓRIA DAS GRAVURAS DEVE SER ESCRITA NESTA FOLHA. **FAÇA DE CONTA QUE ESTA É A PRIMEIRA VEZ QUE VOCÊ CONTA A ESTÓRIA CONTIDA NESTAS GRAVURAS; ENTÃO, NÃO TENHA TENTE FICAR LEMBRANDO DE COMO VOCÊ CONTOU A ESTÓRIA DAS CINCO VEZES QUE LHE PEDI PARA FAZER ISSO DESDE O INÍCIO DESTA COLETA DE DADOS.** VOCÊ NÃO PODE FAZER NENHUM TIPO DE PERGUNTA À PROFESSORA OU AOS COLEGAS E NÃO PODE CONSULTAR O LIVRO-TEXTO OU QUALQUER TIPO DE DICIONÁRIO. **NÃO ESQUEÇA DE ESCREVER SEU NOME E DATA ACIMA. VOCÊ PODE USAR O RESTANTE DESTA PÁGINA E O VERSO DELA. REGISTRO O MEU PROFUNDO E SINCERO MUITO OBRIGADO POR SUA VALIOSA PARTICIPAÇÃO NAS 6 COLETAS, O QUE SIGNIFICOU UMA CONTRIBUIÇÃO INDISPENSÁVEL PARA A MINHA PESQUISA DE DOUTORADO! BOAS FÉRIAS!**

## APPENDIX O

### SECONDARY SUBJECTS' DATA-COLLECTION SHEETS: LONGITUDINAL PART OF THE STUDY

UNIVERSIDADE FEDERAL DE SANTA CATARINA-UFSC  
CENTRO DE COMUNICAÇÃO E EXPRESSÃO  
PROGRAMA DE PÓS-GRADUAÇÃO EM LETRAS/INGLÊS E LITERATURA  
CORRESPONDENTE  
CURSO DE DOUTORADO EM LÍNGUA INGLESA E LINGÜÍSTICA APLICADA  
LINHA DE PESQUISA: AQUISIÇÃO DE SEGUNDA LÍNGUA

**PROGRAM COORDINATOR:** Dr. Mailce Borges Mota Fortkamp (UFSC)

**SUPERVISOR:** Dr. Rosa Weingold Konder (UFSC)

**DOCTORAL STUDENT:** Pedro Henrique Lima Praxedes Filho, MA (State University of Ceará-UECE)

#### SHEET 1

**SUBJECT'S NAME:** \_\_\_\_\_.

**DATE:** \_\_\_\_\_ . **NATIVE SPEAKER**

- I, THE AFOREMENTIONED DOCTORAL STUDENT, WOULD APPRECIATE IT VERY MUCH IF YOU WOULD TELL ME, IN AN ENGLISH-WRITTEN COMPOSITION, A STORY ABOUT ANY REMARKABLE EVENT/HAPPENING THAT HAS TAKEN PLACE IN YOUR LIFE UP TO NOW. YOU CAN CHOOSE AN EVENT THAT IS FUNNY, HAPPY, SAD, EMBARRASSING, AN EVENT WHICH YOU ARE PROUD OF OR NOT; IT CAN BE A TRIP, A PARTY, AN ACCIDENT, THE LOSS OF SOME BELOVED PERSON, AN ACHIEVEMENT, A DEFEAT, AN ADVENTURE, A FIGHT, A RECONCILIATION, AN INTERESTING COURSE YOU HAVE TAKEN, A SUCCESSFUL OR UNSUCCESSFUL LOVE STORY, JUST ANYTHING THAT COMES TO YOUR MIND; THE STORY CAN INVOLVE OTHER PEOPLE OR NOT. YOU MAY USE THE REST OF THIS PAGE AND OVER. IN CASE YOU NEED MORE PAPER, PLEASE ASK ME TO PROVIDE YOU WITH AS MANY SHEETS AS YOU FEEL YOU NEED. IT WOULD BE NICE IF YOU INCLUDED AS MANY DETAILS ABOUT THE EVENT AS YOU CAN POSSIBLY RETRIEVE FROM YOUR MEMORY. PLEASE, BE CAREFUL NOT TO TAKE LONGER THAN 1 HOUR FOR YOU TO DO TASKS 1 & 2. **THANK YOU VERY MUCH FOR YOUR KIND AND HELPFUL PARTICIPATION!**

**UNIVERSIDADE FEDERAL DE SANTA CATARINA**  
**CENTRO DE COMUNICAÇÃO E EXPRESSÃO**  
**PROGRAMA DE PÓS-GRADUAÇÃO EM LETRAS/INGLÊS E LITERATURA**  
**CORRESPONDENTE**  
**CURSO DE DOUTORADO EM LÍNGUA INGLESA E LINGÜÍSTICA APLICADA**  
**LINHA DE PESQUISA: AQUISIÇÃO DE SEGUNDA LÍNGUA**

**PROGRAM COORDINATOR:** Dr. Mailce Borges Mota Fortkamp (UFSC)

**SUPERVISOR:** Dr. Rosa Weingold Konder (UFSC)

**DOCTORAL STUDENT:** Pedro Henrique Lima Praxedes Filho, MA (State University of Ceará-UECE)

**SHEET 2**

**SUBJECT'S NAME:** \_\_\_\_\_.

**DATE:** \_\_\_\_\_. **NATIVE SPEAKER**

- I, THE AFOREMENTIONED DOCTORAL STUDENT, WOULD APPRECIATE IT VERY MUCH IF YOU WOULD TELL ME, IN AN ENGLISH-WRITTEN COMPOSITION, THE STORY BEHIND THE 10 COLORFUL PICTURES THAT MAKE UP THE SET YOU HAVE RECEIVED. THE PICTURES ARE NUMBERED AND IN THE RIGHT SEQUENCE. AT FIRST, TAKE A CAREFUL LOOK AT THE 10 PICTURES SO THAT YOU UNDERSTAND WHAT THE STORY IS THAT THEY TELL. THEN, YOU WRITE DOWN THE STORY YOU HAVE MANAGED TO FIGURE OUT. YOU WILL REMAIN WITH THE SET OF PICTURES THE WHOLE TIME AND MAY MANIPULATE IT THE WAY YOU WANT TO; YOU JUST MAY NOT WRITE ANYTHING DOWN ON THE SHEETS THAT MAKE UP THE SET. THE PICTURE STORY MUST BE WRITTEN ON THE REST OF THIS PAGE AND OVER. IN CASE YOU NEED MORE PAPER, PLEASE ASK ME TO PROVIDE YOU WITH AS MANY SHEETS AS YOU FEEL YOU NEED. IT WOULD BE NICE IF YOU INCLUDED, IN YOUR STORY, AS MANY DETAILS ABOUT THE PICTURES AS POSSIBLE. PLEASE, BE CAREFUL NOT TO TAKE LONGER THAN 1 HOUR FOR YOU TO DO TASKS 1 & 2. **AGAIN THANK YOU VERY MUCH FOR YOUR VALUABLE CONTRIBUTION!**



## APPENDIX P

### TERTIARY SUBJECTS' DATA-COLLECTION INSTRUMENT: LONGITUDINAL PART OF THE STUDY

#### P.1 Set 1

UNIVERSIDADE FEDERAL DE SANTA CATARINA  
CENTRO DE COMUNICAÇÃO E EXPRESSÃO  
PROGRAMA DE PÓS-GRADUAÇÃO EM LETRAS/INGLÊS E LITERATURA  
CORRESPONDENTE  
CURSO DE DOUTORADO EM LÍNGUA INGLESA E LINGÜÍSTICA APLICADA

Doctoral Student: Pedro Henrique Lima Praxedes Filho  
Advisor: Dr. Rosa Weingold Konder

#### -Text 1-

I will tell you a history about my sixteenth birthday. My birthday is on December fourth, it was a Wendsday. Monday, I began to call my friends to my party on wendsday, but everybody said that they couldn't go.

I was upsed and so I change the day of the party to thursday. No body could go thursday to my party. So I give up!  
Tuesday my sister talked to me about a surprise my friends and she were planing! I had my party on Wendsday, but I pretend do not know anything about it.

*Right after having read the above text (originally produced in writing) only once, I would appreciate very much your answering the 3 following multiple-choice questions, ticking only 1 of the available choices in each case. Please, in order to answer the questions, use solely your perception and intuitions as a native speaker of the English language:*

- 1- How much did you understand the content (message) of the text as a whole?
  - a) ( ) I understood EVERYTHING (100%) of the content (message) of the text (thorough understanding).
  - b) ( ) Between 50% and 100% (good understanding).
  - c) ( ) I understood 50% of the content (message) of the text (moderate understanding).
  - d) ( ) Between 0% and 50% (poor understanding).
  - e) ( ) I understood NOTHING (0%) of the content (message) of the text (no understanding at all).
  
- 2- How would you judge the level of native-likeness of the text as a whole (the level of proximity to the way an American educated adult would have written the same text)?
  - a) ( ) Very high.
  - b) ( ) High.
  - c) ( ) Moderate.
  - d) ( ) Low.
  - e) ( ) Very low.
  
- 3- How would you judge the general level of grammatical accuracy of the text as a whole?
  - a) ( ) Very high.
  - b) ( ) High.
  - c) ( ) Moderate.
  - d) ( ) Low.
  - e) ( ) Very low.

**-Text 2-**

When I arrival the house, instead go my bedroom, to go in the kitchen eat some thin. See one cake very good and big. Eating, when my mother arrived and me speak the cake era do birtday the my aund.

*Right **after having read** the above text (originally produced in writing) **only once**, I would appreciate very much your answering the 3 following multiple-choice questions, ticking only 1 of the available choices in each case. Please, in order to answer the questions, use **solely your perception and intuitions** as a native speaker of the English language:*

1- How much did you understand the content (message) of the text as a whole?

- a) (  ) I understood EVERYTHING (100%) of the content (message) of the text (thorough understanding).
- b) (  ) Between 50% and 100% (good understanding).
- c) (  ) I understood 50% of the content (message) of the text (moderate understanding).
- d) (  ) Between 0% and 50% (poor understanding).
- e) (  ) I understood NOTHING (0%) of the content (message) of the text (no understanding at all).

2- How would you judge the level of native-likeness of the text as a whole (the level of proximity to the way an American educated adult would have written the same text)?

- a) (  ) Very high.
- b) (  ) High.
- c) (  ) Moderate.
- d) (  ) Low.
- e) (  ) Very low.

3- How would you judge the general level of grammatical accuracy of the text as a whole?

- a) (  ) Very high.
- b) (  ) High.
- c) (  ) Moderate.
- d) (  ) Low.
- e) (  ) Very low.

**-Text 3-**

Roberto was my best friend. He lived on four street. we played soccer every day. One day, when we were playing soccer, a car crashed on Roberto. My friend died two days after in the hospital.

The driver car escaped of police. My friend João and me cryed a lot of. The Roberto's parents too.

Four ages after who Roberto died. The driver car called Pedro, was taking. Today we felt Roberto in our heart.

*Right after having read the above text (originally produced in writing) **only once**, I would appreciate very much your answering the 3 following multiple-choice questions, ticking only 1 of the available choices in each case. Please, in order to answer the questions, use **solely your perception and intuitions** as a native speaker of the English language:*

1- How much did you understand the content (message) of the text as a whole?

- a) (  ) I understood EVERYTHING (100%) of the content (message) of the text (thorough understanding).
- b) (  ) Between 50% and 100% (good understanding).
- c) (  ) I understood 50% of the content (message) of the text (moderate understanding).
- d) (  ) Between 0% and 50% (poor understanding).
- e) (  ) I understood NOTHING (0%) of the content (message) of the text (no understanding at all).

2- How would you judge the level of native-likeness of the text as a whole (the level of proximity to the way an American educated adult would have written the same text)?

- a) (  ) Very high.
- b) (  ) High.
- c) (  ) Moderate.
- d) (  ) Low.
- e) (  ) Very low.

3- How would you judge the general level of grammatical accuracy of the text as a whole?

- a) (  ) Very high.
- b) (  ) High.
- c) (  ) Moderate.
- d) (  ) Low.
- e) (  ) Very low.

**-Text 4-**

I went to Presidio at this carnival. Presídio is – beach in the cost cost of Ceará. I stayed at rented house with twenty-nine friends and their fathers. I arrived at friday and I came back at wensday.

At the first night, nobody went to the party. On sunday, two friends of me came back because their were sick. Almost everybody got sickness.

Everyday, at morning, we used to go to the beach and at night, we used to watch the show behind the music's truck.

When I arrived here in Fortaleza I was very sad and I was missing my friends.

*Right after having read the above text (originally produced in writing) only once, I would appreciate very much your answering the 3 following multiple-choice questions, ticking only 1 of the available choices in each case. Please, in order to answer the questions, use solely your perception and intuitions as a native speaker of the English language:*

1- How much did you understand the content (message) of the text as a whole?

- a) ( ) I understood EVERYTHING (100%) of the content (message) of the text (thorough understanding).
- b) ( ) Between 50% and 100% (good understanding).
- c) ( ) I understood 50% of the content (message) of the text (moderate understanding).
- d) ( ) Between 0% and 50% (poor understanding).
- e) ( ) I understood NOTHING (0%) of the content (message) of the text (no understanding at all).

2- How would you judge the level of native-likeness of the text as a whole (the level of proximity to the way an American educated adult would have written the same text)?

- a) ( ) Very high.
- b) ( ) High.
- c) ( ) Moderate.
- d) ( ) Low.
- e) ( ) Very low.

3- How would you judge the general level of grammatical accuracy of the text as a whole?

- a) ( ) Very high.
- b) ( ) High.
- c) ( ) Moderate.
- d) ( ) Low.
- e) ( ) Very low.

**-Text 5-**

Wrong day, I went to the park “golden park”. Arrived in the park. You and my friends, we went together em todos os brinquedos, the day is wonderful.

*Right after having read the above text (originally produced in writing) only once, I would appreciate very much your answering the 3 following multiple-choice questions, ticking only 1 of the available choices in each case. Please, in order to answer the questions, use solely your perception and intuitions as a native speaker of the English language:*

1- How much did you understand the content (message) of the text as a whole?

- a) ( ) I understood EVERYTHING (100%) of the content (message) of the text (thorough understanding).
- b) ( ) Between 50% and 100% (good understanding).
- c) ( ) I understood 50% of the content (message) of the text (moderate understanding).
- d) ( ) Between 0% and 50% (poor understanding).
- e) ( ) I understood NOTHING (0%) of the content (message) of the text (no understanding at all).

2- How would you judge the level of native-likeness of the text as a whole (the level of proximity to the way an American educated adult would have written the same text)?

- a) ( ) Very high.
- b) ( ) High.
- c) ( ) Moderate.
- d) ( ) Low.
- e) ( ) Very low.

3- How would you judge the general level of grammatical accuracy of the text as a whole?

- a) ( ) Very high.
- b) ( ) High.
- c) ( ) Moderate.
- d) ( ) Low.
- e) ( ) Very low.

**-Text 6-**

When I began to play guitar with my old band we went make a show in a metropolitan area of Fortaleza. we are waiting something regular, nothing very sophisticated, but what happened was catastrophic, really terrible. First three strings of my guitar broken, after the drum too broken and for last the sound equipment had a curto-circuito. So we went to our homes frustrated with our first show, but was very funny.

*Right after having read the above text (originally produced in writing) **only once**, I would appreciate very much your answering the 3 following multiple-choice questions, ticking only 1 of the available choices in each case. Please, in order to answer the questions, use **solely your perception and intuitions** as a native speaker of the English language:*

1- How much did you understand the content (message) of the text as a whole?

- a) (  ) I understood EVERYTHING (100%) of the content (message) of the text (thorough understanding).
- b) (  ) Between 50% and 100% (good understanding).
- c) (  ) I understood 50% of the content (message) of the text (moderate understanding).
- d) (  ) Between 0% and 50% (poor understanding).
- e) (  ) I understood NOTHING (0%) of the content (message) of the text (no understanding at all).

2- How would you judge the level of native-likeness of the text as a whole (the level of proximity to the way an American educated adult would have written the same text)?

- a) (  ) Very high.
- b) (  ) High.
- c) (  ) Moderate.
- d) (  ) Low.
- e) (  ) Very low.

3- How would you judge the general level of grammatical accuracy of the text as a whole?

- a) (  ) Very high.
- b) (  ) High.
- c) (  ) Moderate.
- d) (  ) Low.
- e) (  ) Very low.

**-Text 7-**

Since I was a child, I knew that someday I would have to change the school after doing my “primeira comunhão”.

I used to study at Santa Isabel and I had a lot of friends there. The last year was certainly the best one: I was the leader of my class, I participated the “quadrilha” and even made a “peça de teatro”.

At the end of the year, my parents decided to change for our apartment I had to agree with them.

I spend all my vacations at my friends house and one day my parents called and said that I would study in the same school for more one year. I was finally very happy because I wouldn't have to leave my best friends.

*Right after having read the above text (originally produced in writing) only once, I would appreciate very much your answering the 3 following multiple-choice questions, ticking only 1 of the available choices in each case. Please, in order to answer the questions, use solely your perception and intuitions as a native speaker of the English language:*

1- How much did you understand the content (message) of the text as a whole?

- a) ( ) I understood EVERYTHING (100%) of the content (message) of the text (thorough understanding).
- b) ( ) Between 50% and 100% (good understanding).
- c) ( ) I understood 50% of the content (message) of the text (moderate understanding).
- d) ( ) Between 0% and 50% (poor understanding).
- e) ( ) I understood NOTHING (0%) of the content (message) of the text (no understanding at all).

2- How would you judge the level of native-likeness of the text as a whole (the level of proximity to the way an American educated adult would have written the same text)?

- a) ( ) Very high.
- b) ( ) High.
- c) ( ) Moderate.
- d) ( ) Low.
- e) ( ) Very low.

3- How would you judge the general level of grammatical accuracy of the text as a whole?

- a) ( ) Very high.
- b) ( ) High.
- c) ( ) Moderate.
- d) ( ) Low.
- e) ( ) Very low.

**-Text 8-**

Wrong day, I and my friends, together, traveled in Jericoacoara. In the hotel, went very good, foods, sleep and fun. When arrived, spoke for others friends, the travel is excelent, and we go to Jericoacoara tomorrow.

*Right after having read the above text (originally produced in writing) only once, I would appreciate very much your answering the 3 following multiple-choice questions, ticking only 1 of the available choices in each case. Please, in order to answer the questions, use solely your perception and intuitions as a native speaker of the English language:*

1- How much did you understand the content (message) of the text as a whole?

- a) ( ) I understood EVERYTHING (100%) of the content (message) of the text (thorough understanding).
- b) ( ) Between 50% and 100% (good understanding).
- c) ( ) I understood 50% of the content (message) of the text (moderate understanding).
- d) ( ) Between 0% and 50% (poor understanding).
- e) ( ) I understood NOTHING (0%) of the content (message) of the text (no understanding at all).

2- How would you judge the level of native-likeness of the text as a whole (the level of proximity to the way an American educated adult would have written the same text)?

- a) ( ) Very high.
- b) ( ) High.
- c) ( ) Moderate.
- d) ( ) Low.
- e) ( ) Very low.

3- How would you judge the general level of grammatical accuracy of the text as a whole?

- a) ( ) Very high.
- b) ( ) High.
- c) ( ) Moderate.
- d) ( ) Low.
- e) ( ) Very low.



**-Text 9-**

In 03/01 of 2004 I began study in the UFC. That day was very cool because I was very nervous and didn't know what was for happen but by the way I was very happy because I've passed in the vestibular. The old students of the course of biology sciences received us very well and showed the campus for us.

All of the "bixos" stayed relaxed.

All the week was this for me, with talks, meets with ONGS, visits at labs and partys.

*Right after having read the above text (originally produced in writing) **only once**, I would appreciate very much your answering the 3 following multiple-choice questions, ticking only 1 of the available choices in each case. Please, in order to answer the questions, use **solely your perception and intuitions** as a native speaker of the English language:*

1- How much did you understand the content (message) of the text as a whole?

- a) ( ) I understood EVERYTHING (100%) of the content (message) of the text (thorough understanding).
- b) ( ) Between 50% and 100% (good understanding).
- c) ( ) I understood 50% of the content (message) of the text (moderate understanding).
- d) ( ) Between 0% and 50% (poor understanding).
- e) ( ) I understood NOTHING (0%) of the content (message) of the text (no understanding at all).

2- How would you judge the level of native-likeness of the text as a whole (the level of proximity to the way an American educated adult would have written the same text)?

- a) ( ) Very high.
- b) ( ) High.
- c) ( ) Moderate.
- d) ( ) Low.
- e) ( ) Very low.

3- How would you judge the general level of grammatical accuracy of the text as a whole?

- a) ( ) Very high.
- b) ( ) High.
- c) ( ) Moderate.
- d) ( ) Low.
- e) ( ) Very low.

**-Text 10-**

Last Saturday me and my family went to a celebration in the Catedral of my city. We were celebrating our last regular study year. Everyone who was catholic in my school should have gone because that date will pointing our form to express and to give thanks to God. That moment was extremely important for all concludants because it has gave to us more assertiveness about some life reflections. The words that the father said to us were compound by a speech with a number of advices and words of love. Definitely, that saturday was the most important day I've ever lived in regard with the reflections that were pointed there.

*Right after having read the above text (originally produced in writing) only once, I would appreciate very much your answering the 3 following multiple-choice questions, ticking only 1 of the available choices in each case. Please, in order to answer the questions, use solely your perception and intuitions as a native speaker of the English language:*

1- How much did you understand the content (message) of the text as a whole?

- a) ( ) I understood EVERYTHING (100%) of the content (message) of the text (thorough understanding).
- b) ( ) Between 50% and 100% (good understanding).
- c) ( ) I understood 50% of the content (message) of the text (moderate understanding).
- d) ( ) Between 0% and 50% (poor understanding).
- e) ( ) I understood NOTHING (0%) of the content (message) of the text (no understanding at all).

2- How would you judge the level of native-likeness of the text as a whole (the level of proximity to the way an American educated adult would have written the same text)?

- a) ( ) Very high.
- b) ( ) High.
- c) ( ) Moderate.
- d) ( ) Low.
- e) ( ) Very low.

3- How would you judge the general level of grammatical accuracy of the text as a whole?

- a) ( ) Very high.
- b) ( ) High.
- c) ( ) Moderate.
- d) ( ) Low.
- e) ( ) Very low.

**-Text 11-**

## My love

One day, when I was walking to my school, I saw a wonderful, beautiful girl. Your eyes were green, tall and very simpatico. Your name was Luana. For one hundred days, I loved she and she loved me.

Our love finished after one hundred days because she doesn't love me.

*Right after having read the above text (originally produced in writing) **only once**, I would appreciate very much your answering the 3 following multiple-choice questions, ticking only 1 of the available choices in each case. Please, in order to answer the questions, use **solely your perception and intuitions** as a native speaker of the English language:*

- 1- How much did you understand the content (message) of the text as a whole?
  - a) (  ) I understood EVERYTHING (100%) of the content (message) of the text (thorough understanding).
  - b) (  ) Between 50% and 100% (good understanding).
  - c) (  ) I understood 50% of the content (message) of the text (moderate understanding).
  - d) (  ) Between 0% and 50% (poor understanding).
  - e) (  ) I understood NOTHING (0%) of the content (message) of the text (no understanding at all).
  
- 2- How would you judge the level of native-likeness of the text as a whole (the level of proximity to the way an American educated adult would have written the same text)?
  - a) (  ) Very high.
  - b) (  ) High.
  - c) (  ) Moderate.
  - d) (  ) Low.
  - e) (  ) Very low.
  
- 3- How would you judge the general level of grammatical accuracy of the text as a whole?
  - a) (  ) Very high.
  - b) (  ) High.
  - c) (  ) Moderate.
  - d) (  ) Low.
  - e) (  ) Very low.

**-Text 12-**

Me and my friends have a band and last friday we went play in a introduction party of my university course (Biology – UFC) that was in the HEY HO Rock Bar in Iracema's beach.

The party and the show were very cool, but I was very upset with some thing that happened that night. First put our band to play 9:40 p.m, and didn't have much people there, after the drums broken, but we could 'consertar'.

And, the better, a productor that was there saw we playing and called for us to match other event.

*Right after having read the above text (originally produced in writing) only once, I would appreciate very much your answering the 3 following multiple-choice questions, ticking only 1 of the available choices in each case. Please, in order to answer the questions, use solely your perception and intuitions as a native speaker of the English language:*

1- How much did you understand the content (message) of the text as a whole?

- a) ( ) I understood EVERYTHING (100%) of the content (message) of the text (thorough understanding).
- b) ( ) Between 50% and 100% (good understanding).
- c) ( ) I understood 50% of the content (message) of the text (moderate understanding).
- d) ( ) Between 0% and 50% (poor understanding).
- e) ( ) I understood NOTHING (0%) of the content (message) of the text (no understanding at all).

2- How would you judge the level of native-likeness of the text as a whole (the level of proximity to the way an American educated adult would have written the same text)?

- a) ( ) Very high.
- b) ( ) High.
- c) ( ) Moderate.
- d) ( ) Low.
- e) ( ) Very low.

3- How would you judge the general level of grammatical accuracy of the text as a whole?

- a) ( ) Very high.
- b) ( ) High.
- c) ( ) Moderate.
- d) ( ) Low.
- e) ( ) Very low.

**-Text 13-**

The greatest moment I've ever have on the last times was my first anatomy class. It was on start of my odontology course. everyone who already passed on classes in that subject had told me how many difficulties I'd feel on studying that kind of subject. Everything they had told me was broken down during the classes and I had realized that anatomy classes were more interesting than all others subjects. Besides I'm thinking about being a kind of teacher's helper to get an upgrade on my curriculum.

*Right after having read the above text (originally produced in writing) only once, I would appreciate very much your answering the 3 following multiple-choice questions, ticking only 1 of the available choices in each case. Please, in order to answer the questions, use solely your perception and intuitions as a native speaker of the English language:*

1- How much did you understand the content (message) of the text as a whole?

- a) ( ) I understood EVERYTHING (100%) of the content (message) of the text (thorough understanding).
- b) ( ) Between 50% and 100% (good understanding).
- c) ( ) I understood 50% of the content (message) of the text (moderate understanding).
- d) ( ) Between 0% and 50% (poor understanding).
- e) ( ) I understood NOTHING (0%) of the content (message) of the text (no understanding at all).

2- How would you judge the level of native-likeness of the text as a whole (the level of proximity to the way an American educated adult would have written the same text)?

- a) ( ) Very high.
- b) ( ) High.
- c) ( ) Moderate.
- d) ( ) Low.
- e) ( ) Very low.

3- How would you judge the general level of grammatical accuracy of the text as a whole?

- a) ( ) Very high.
- b) ( ) High.
- c) ( ) Moderate.
- d) ( ) Low.
- e) ( ) Very low.

**-Text 14-**

Once I was going to the beach It was a rainy day. I was going only to swim on the sea I wasn't carried about sun light. At the moment I got on the beach the weather got worse and suddely the clouds wide opened and a beatiful rainbow appeared in the sky. that was one of most interesting days of my life.

*Right after having read the above text (originally produced in writing) only once, I would appreciate very much your answering the 3 following multiple-choice questions, ticking only 1 of the available choices in each case. Please, in order to answer the questions, use solely your perception and intuitions as a native speaker of the English language:*

1- How much did you understand the content (message) of the text as a whole?

- a) ( ) I understood EVERYTHING (100%) of the content (message) of the text (thorough understanding).
- b) ( ) Between 50% and 100% (good understanding).
- c) ( ) I understood 50% of the content (message) of the text (moderate understanding).
- d) ( ) Between 0% and 50% (poor understanding).
- e) ( ) I understood NOTHING (0%) of the content (message) of the text (no understanding at all).

2- How would you judge the level of native-likeness of the text as a whole (the level of proximity to the way an American educated adult would have written the same text)?

- a) ( ) Very high.
- b) ( ) High.
- c) ( ) Moderate.
- d) ( ) Low.
- e) ( ) Very low.

3- How would you judge the general level of grammatical accuracy of the text as a whole?

- a) ( ) Very high.
- b) ( ) High.
- c) ( ) Moderate.
- d) ( ) Low.
- e) ( ) Very low.

**-Text 15-**

I and friends fomos há the florest amazonic, entry in the fazend de acess restrito p/ swim em um river, home chegaram cops dos fazenders, e mandaram irmos p/ the casa

*Right after having read the above text (originally produced in writing) only once, I would appreciate very much your answering the 3 following multiple-choice questions, ticking only 1 of the available choices in each case. Please, in order to answer the questions, use solely your perception and intuitions as a native speaker of the English language:*

1- How much did you understand the content (message) of the text as a whole?

- a) ( ) I understood EVERYTHING (100%) of the content (message) of the text (thorough understanding).
- b) ( ) Between 50% and 100% (good understanding).
- c) ( ) I understood 50% of the content (message) of the text (moderate understanding).
- d) ( ) Between 0% and 50% (poor understanding).
- e) ( ) I understood NOTHING (0%) of the content (message) of the text (no understanding at all).

2- How would you judge the level of native-likeness of the text as a whole (the level of proximity to the way an American educated adult would have written the same text)?

- a) ( ) Very high.
- b) ( ) High.
- c) ( ) Moderate.
- d) ( ) Low.
- e) ( ) Very low.

3- How would you judge the general level of grammatical accuracy of the text as a whole?

- a) ( ) Very high.
- b) ( ) High.
- c) ( ) Moderate.
- d) ( ) Low.
- e) ( ) Very low.

**-Text 16-**

Bohr was friendly, black hair and very beautiful. His bigger dream was to be a history teacher but He didn't go into a university because the test is very hard.

Bohr was very sad. He became to study very hard. Bohr studied during eight hours for day. Bohr did his test during two hours. He got to into a university. Bohr is a history teacher today.

Congratulations Bohr!

*Right after having read the above text (originally produced in writing) only once, I would appreciate very much your answering the 3 following multiple-choice questions, ticking only 1 of the available choices in each case. Please, in order to answer the questions, use solely your perception and intuitions as a native speaker of the English language:*

1- How much did you understand the content (message) of the text as a whole?

- a) ( ) I understood EVERYTHING (100%) of the content (message) of the text (thorough understanding).
- b) ( ) Between 50% and 100% (good understanding).
- c) ( ) I understood 50% of the content (message) of the text (moderate understanding).
- d) ( ) Between 0% and 50% (poor understanding).
- e) ( ) I understood NOTHING (0%) of the content (message) of the text (no understanding at all).

2- How would you judge the level of native-likeness of the text as a whole (the level of proximity to the way an American educated adult would have written the same text)?

- a) ( ) Very high.
- b) ( ) High.
- c) ( ) Moderate.
- d) ( ) Low.
- e) ( ) Very low.

3- How would you judge the general level of grammatical accuracy of the text as a whole?

- a) ( ) Very high.
- b) ( ) High.
- c) ( ) Moderate.
- d) ( ) Low.
- e) ( ) Very low.



**-Text 17-**

Last Monday, I was coming to school and I would have to take a bus. I thought that any bus would serve and I took the first one.

The bus didn't went for the place I expected and so I left the bus and because I had no more money, I had to come by foot!

*Right after having read the above text (originally produced in writing) only once, I would appreciate very much your answering the 3 following multiple-choice questions, ticking only 1 of the available choices in each case. Please, in order to answer the questions, use solely your perception and intuitions as a native speaker of the English language:*

1- How much did you understand the content (message) of the text as a whole?

- a) ( ) I understood EVERYTHING (100%) of the content (message) of the text (thorough understanding).
- b) ( ) Between 50% and 100% (good understanding).
- c) ( ) I understood 50% of the content (message) of the text (moderate understanding).
- d) ( ) Between 0% and 50% (poor understanding).
- e) ( ) I understood NOTHING (0%) of the content (message) of the text (no understanding at all).

2- How would you judge the level of native-likeness of the text as a whole (the level of proximity to the way an American educated adult would have written the same text)?

- a) ( ) Very high.
- b) ( ) High.
- c) ( ) Moderate.
- d) ( ) Low.
- e) ( ) Very low.

3- How would you judge the general level of grammatical accuracy of the text as a whole?

- a) ( ) Very high.
- b) ( ) High.
- c) ( ) Moderate.
- d) ( ) Low.
- e) ( ) Very low.

**-Text 18-**

One day, was on the bad, when wake up, went run to the livinroom, where I menbeed, had remedy, pass in my foread, and fiel good.

*Right after having read the above text (originally produced in writing) only once, I would appreciate very much your answering the 3 following multiple-choice questions, ticking only 1 of the available choices in each case. Please, in order to answer the questions, use solely your perception and intuitions as a native speaker of the English language:*

1- How much did you understand the content (message) of the text as a whole?

- a) ( ) I understood EVERYTHING (100%) of the content (message) of the text (thorough understanding).
- b) ( ) Between 50% and 100% (good understanding).
- c) ( ) I understood 50% of the content (message) of the text (moderate understanding).
- d) ( ) Between 0% and 50% (poor understanding).
- e) ( ) I understood NOTHING (0%) of the content (message) of the text (no understanding at all).

2- How would you judge the level of native-likeness of the text as a whole (the level of proximity to the way an American educated adult would have written the same text)?

- a) ( ) Very high.
- b) ( ) High.
- c) ( ) Moderate.
- d) ( ) Low.
- e) ( ) Very low.

3- How would you judge the general level of grammatical accuracy of the text as a whole?

- a) ( ) Very high.
- b) ( ) High.
- c) ( ) Moderate.
- d) ( ) Low.
- e) ( ) Very low.

**-Text 19-**

When I was a child I lost myself in a beach, I don't remember where. I became afraid because I was alone in the beach. I walked very much, so when I was very tired I found a couple of British, that spoke Portuguese – not very well but... – so they helped me and brought me to my house, in the beach. My mother thanked them and they stayed all afternoon with us.

*Right after having read the above text (originally produced in writing) only once, I would appreciate very much your answering the 3 following multiple-choice questions, ticking only 1 of the available choices in each case. Please, in order to answer the questions, use solely your perception and intuitions as a native speaker of the English language:*

1- How much did you understand the content (message) of the text as a whole?

- a) ( ) I understood EVERYTHING (100%) of the content (message) of the text (thorough understanding).
- b) ( ) Between 50% and 100% (good understanding).
- c) ( ) I understood 50% of the content (message) of the text (moderate understanding).
- d) ( ) Between 0% and 50% (poor understanding).
- e) ( ) I understood NOTHING (0%) of the content (message) of the text (no understanding at all).

2- How would you judge the level of native-likeness of the text as a whole (the level of proximity to the way an American educated adult would have written the same text)?

- a) ( ) Very high.
- b) ( ) High.
- c) ( ) Moderate.
- d) ( ) Low.
- e) ( ) Very low.

3- How would you judge the general level of grammatical accuracy of the text as a whole?

- a) ( ) Very high.
- b) ( ) High.
- c) ( ) Moderate.
- d) ( ) Low.
- e) ( ) Very low.

**-Text 20-**

Last week, I went to the beach with my friends to celebrate our vacations. After several hours drinking, eating and talking, we decided to swim. One of my friends was a little drunk and almost “se afogou”.

We saved him, but he drank a lot of water and he went to the hospital.

When his parents discovered what had happened, they fought with him and with us, but we “não tínhamos culpa”.

I understand their reaction, but I just don't agree and I'm not going to his house anymore.

*Right after having read the above text (originally produced in writing) only once, I would appreciate very much your answering the 3 following multiple-choice questions, ticking only 1 of the available choices in each case. Please, in order to answer the questions, use solely your perception and intuitions as a native speaker of the English language:*

1- How much did you understand the content (message) of the text as a whole?

- a) ( ) I understood EVERYTHING (100%) of the content (message) of the text (thorough understanding).
- b) ( ) Between 50% and 100% (good understanding).
- c) ( ) I understood 50% of the content (message) of the text (moderate understanding).
- d) ( ) Between 0% and 50% (poor understanding).
- e) ( ) I understood NOTHING (0%) of the content (message) of the text (no understanding at all).

2- How would you judge the level of native-likeness of the text as a whole (the level of proximity to the way an American educated adult would have written the same text)?

- a) ( ) Very high.
- b) ( ) High.
- c) ( ) Moderate.
- d) ( ) Low.
- e) ( ) Very low.

3- How would you judge the general level of grammatical accuracy of the text as a whole?

- a) ( ) Very high.
- b) ( ) High.
- c) ( ) Moderate.
- d) ( ) Low.
- e) ( ) Very low.

**-Text 21-**

Wrong day, I went to school played a final games. My team is a win, we are 7 x 5. I were happy and evebary also. Was a happy day.

*Right **after having read** the above text (originally produced in writing) **only once**, I would appreciate very much your answering the 3 following multiple-choice questions, ticking only 1 of the available choices in each case. Please, in order to answer the questions, use **solely your perception and intuitions** as a native speaker of the English language:*

1- How much did you understand the content (message) of the text as a whole?

- a) (  ) I understood EVERYTHING (100%) of the content (message) of the text (thorough understanding).
- b) (  ) Between 50% and 100% (good understanding).
- c) (  ) I understood 50% of the content (message) of the text (moderate understanding).
- d) (  ) Between 0% and 50% (poor understanding).
- e) (  ) I understood NOTHING (0%) of the content (message) of the text (no understanding at all).

2- How would you judge the level of native-likeness of the text as a whole (the level of proximity to the way an American educated adult would have written the same text)?

- a) (  ) Very high.
- b) (  ) High.
- c) (  ) Moderate.
- d) (  ) Low.
- e) (  ) Very low.

3- How would you judge the general level of grammatical accuracy of the text as a whole?

- a) (  ) Very high.
- b) (  ) High.
- c) (  ) Moderate.
- d) (  ) Low.
- e) (  ) Very low.

**-Text 22-**

Last year I went to Ceará Music and there I saw many cool shows, but in one of these I realized a dream, I could to speak with my bigger ídolo, Humberto Gessinger of the Hengenheiros do Hawaii.

After the show I went to the backstage and speak with he about many thing included the band and his musics.

*Right after having read the above text (originally produced in writing) **only once**, I would appreciate very much your answering the 3 following multiple-choice questions, ticking only 1 of the available choices in each case. Please, in order to answer the questions, use **solely your perception and intuitions** as a native speaker of the English language:*

1- How much did you understand the content (message) of the text as a whole?

- a) (  ) I understood EVERYTHING (100%) of the content (message) of the text (thorough understanding).
- b) (  ) Between 50% and 100% (good understanding).
- c) (  ) I understood 50% of the content (message) of the text (moderate understanding).
- d) (  ) Between 0% and 50% (poor understanding).
- e) (  ) I understood NOTHING (0%) of the content (message) of the text (no understanding at all).

2- How would you judge the level of native-likeness of the text as a whole (the level of proximity to the way an American educated adult would have written the same text)?

- a) (  ) Very high.
- b) (  ) High.
- c) (  ) Moderate.
- d) (  ) Low.
- e) (  ) Very low.

3- How would you judge the general level of grammatical accuracy of the text as a whole?

- a) (  ) Very high.
- b) (  ) High.
- c) (  ) Moderate.
- d) (  ) Low.
- e) (  ) Very low.

**-Text 23-**

I remember a day that I was in 7<sup>th</sup> degree and my math teacher booked a test and it would happen to help the principal grade, in fact it would be a test that only would help if its grade was superior than the principal one. By the way, if the grade of the test was inferior it wouldn't go to decrease the main grade. So, I had done the test and I wasn't expecting a great grade, and prediction was true, I've get the worst grade that I ever had until today. After that, my father said to me that the worsts moments in life are the bests moments to show ourselves our capacity of overcoming barriers, since those confortables words I take difficulties not only as difficulties but always as a way to improve my personality and my view of many kinds of things around me. We have to work in our difficulties trying let its better than it were.

*Right after having read the above text (originally produced in writing) only once, I would appreciate very much your answering the 3 following multiple-choice questions, ticking only 1 of the available choices in each case. Please, in order to answer the questions, use solely your perception and intuitions as a native speaker of the English language:*

1- How much did you understand the content (message) of the text as a whole?

- a) ( ) I understood EVERYTHING (100%) of the content (message) of the text (thorough understanding).
- b) ( ) Between 50% and 100% (good understanding).
- c) ( ) I understood 50% of the content (message) of the text (moderate understanding).
- d) ( ) Between 0% and 50% (poor understanding).
- e) ( ) I understood NOTHING (0%) of the content (message) of the text (no understanding at all).

2- How would you judge the level of native-likeness of the text as a whole (the level of proximity to the way an American educated adult would have written the same text)?

- a) ( ) Very high.
- b) ( ) High.
- c) ( ) Moderate.
- d) ( ) Low.
- e) ( ) Very low.

3- How would you judge the general level of grammatical accuracy of the text as a whole?

- a) ( ) Very high.
- b) ( ) High.
- c) ( ) Moderate.
- d) ( ) Low.
- e) ( ) Very low.

**-Text 24-**

In August, 29<sup>th</sup> in 2003. My time of soccer won the champions. This day was a wonderful day. I made two goals who decided the result of game. My time and I were premium. My family were very happy.

*Right after having read the above text (originally produced in writing) only once, I would appreciate very much your answering the 3 following multiple-choice questions, ticking only 1 of the available choices in each case. Please, in order to answer the questions, use solely your perception and intuitions as a native speaker of the English language:*

1- How much did you understand the content (message) of the text as a whole?

- a) ( ) I understood EVERYTHING (100%) of the content (message) of the text (thorough understanding).
- b) ( ) Between 50% and 100% (good understanding).
- c) ( ) I understood 50% of the content (message) of the text (moderate understanding).
- d) ( ) Between 0% and 50% (poor understanding).
- e) ( ) I understood NOTHING (0%) of the content (message) of the text (no understanding at all).

2- How would you judge the level of native-likeness of the text as a whole (the level of proximity to the way an American educated adult would have written the same text)?

- a) ( ) Very high.
- b) ( ) High.
- c) ( ) Moderate.
- d) ( ) Low.
- e) ( ) Very low.

3- How would you judge the general level of grammatical accuracy of the text as a whole?

- a) ( ) Very high.
- b) ( ) High.
- c) ( ) Moderate.
- d) ( ) Low.
- e) ( ) Very low.



**-Text 25-**

I didn't have anymore history to tell until the last month, but in the final of the last month happened a very special and cool thing. I went to Los Angeles and met the best guitar hero of all times: Slash.

I didn't believe, when I into in a musical store stay there, Slash playing a reedition of a gibson of 1934. The time stops, so he look at me and ask if I could play something to him. I accept, of course, and play the main riff of Rocket Queen. So I asked if he could give me a sign in my guitar.

*Right after having read the above text (originally produced in writing) only once, I would appreciate very much your answering the 3 following multiple-choice questions, ticking only 1 of the available choices in each case. Please, in order to answer the questions, use solely your perception and intuitions as a native speaker of the English language:*

1- How much did you understand the content (message) of the text as a whole?

- a) ( ) I understood EVERYTHING (100%) of the content (message) of the text (thorough understanding).
- b) ( ) Between 50% and 100% (good understanding).
- c) ( ) I understood 50% of the content (message) of the text (moderate understanding).
- d) ( ) Between 0% and 50% (poor understanding).
- e) ( ) I understood NOTHING (0%) of the content (message) of the text (no understanding at all).

2- How would you judge the level of native-likeness of the text as a whole (the level of proximity to the way an American educated adult would have written the same text)?

- a) ( ) Very high.
- b) ( ) High.
- c) ( ) Moderate.
- d) ( ) Low.
- e) ( ) Very low.

3- How would you judge the general level of grammatical accuracy of the text as a whole?

- a) ( ) Very high.
- b) ( ) High.
- c) ( ) Moderate.
- d) ( ) Low.
- e) ( ) Very low.

**-Text 26-**

the beginning of this year was primordial to me in regard of changings of my way of life. this year is my last year on regular education and by the end of this year I'll do the test to get into university and to get my graduation. In my case I don't have any special day to write about but my whole year was important to increase and up-date myself.

*Right after having read the above text (originally produced in writing) only once, I would appreciate very much your answering the 3 following multiple-choice questions, ticking only 1 of the available choices in each case. Please, in order to answer the questions, use solely your perception and intuitions as a native speaker of the English language:*

1- How much did you understand the content (message) of the text as a whole?

- a) ( ) I understood EVERYTHING (100%) of the content (message) of the text (thorough understanding).
- b) ( ) Between 50% and 100% (good understanding).
- c) ( ) I understood 50% of the content (message) of the text (moderate understanding).
- d) ( ) Between 0% and 50% (poor understanding).
- e) ( ) I understood NOTHING (0%) of the content (message) of the text (no understanding at all).

2- How would you judge the level of native-likeness of the text as a whole (the level of proximity to the way an American educated adult would have written the same text)?

- a) ( ) Very high.
- b) ( ) High.
- c) ( ) Moderate.
- d) ( ) Low.
- e) ( ) Very low.

3- How would you judge the general level of grammatical accuracy of the text as a whole?

- a) ( ) Very high.
- b) ( ) High.
- c) ( ) Moderate.
- d) ( ) Low.
- e) ( ) Very low.

**-Text 27-**

On July, I traveled to the Cedro, it's a beautiful city. I visited my grandmother and grandfather. I played soccer with my brothers and I played basketball with my sister. On July 30<sup>th</sup> of 2003 we got back to Fortaleza by car. The our car brok on the street. It was a terrible travel.

*Right after having read the above text (originally produced in writing) only once, I would appreciate very much your answering the 3 following multiple-choice questions, ticking only 1 of the available choices in each case. Please, in order to answer the questions, use solely your perception and intuitions as a native speaker of the English language:*

1- How much did you understand the content (message) of the text as a whole?

- a) ( ) I understood EVERYTHING (100%) of the content (message) of the text (thorough understanding).
- b) ( ) Between 50% and 100% (good understanding).
- c) ( ) I understood 50% of the content (message) of the text (moderate understanding).
- d) ( ) Between 0% and 50% (poor understanding).
- e) ( ) I understood NOTHING (0%) of the content (message) of the text (no understanding at all).

2- How would you judge the level of native-likeness of the text as a whole (the level of proximity to the way an American educated adult would have written the same text)?

- a) ( ) Very high.
- b) ( ) High.
- c) ( ) Moderate.
- d) ( ) Low.
- e) ( ) Very low.

3- How would you judge the general level of grammatical accuracy of the text as a whole?

- a) ( ) Very high.
- b) ( ) High.
- c) ( ) Moderate.
- d) ( ) Low.
- e) ( ) Very low.

**-Text 28-**

Well, I will tell you a history about a trip I've made when I was eleven years old. I went to Jericoacoara, a very beautiful beach in the north of Ceará.

My sister and her boyfriend were planning to travel to "Jeri" with his family, but my mother didn't let her travel alone, so I went with her.

We took a bus very crowded at 9:00 pm in front of Ideal Club. We traveled in the bus for 4 hours. Then we took a "pau-de-arara" from Jijoca to "Jeri". It was wonderful to see the "dunas" with the moon light.

When we arrived, about 4 Am, we went to a baker store and then to a small hotel. During all the time I've been there, I had a lot of fun!

*Right after having read the above text (originally produced in writing) only once, I would appreciate very much your answering the 3 following multiple-choice questions, ticking only 1 of the available choices in each case. Please, in order to answer the questions, use solely your perception and intuitions as a native speaker of the English language:*

1- How much did you understand the content (message) of the text as a whole?

- a)  I understood EVERYTHING (100%) of the content (message) of the text (thorough understanding).
- b)  Between 50% and 100% (good understanding).
- c)  I understood 50% of the content (message) of the text (moderate understanding).
- d)  Between 0% and 50% (poor understanding).
- e)  I understood NOTHING (0%) of the content (message) of the text (no understanding at all).

2- How would you judge the level of native-likeness of the text as a whole (the level of proximity to the way an American educated adult would have written the same text)?

- a)  Very high.
- b)  High.
- c)  Moderate.
- d)  Low.
- e)  Very low.

3- How would you judge the general level of grammatical accuracy of the text as a whole?

- a)  Very high.
- b)  High.
- c)  Moderate.
- d)  Low.
- e)  Very low.

**-Text 29-**

A few months ago I got my driver's license and it was a great moment to me because I could get more freedom to do whatever I want. It was a dark fogging day and I've woken up at 10:00AM on that specific day, I was quite nervous but I've tried to keep my focus on my test. When I've got there many persons were there and the majority of them were nervous everyone were trying to keep calm. Knowing how difficult it would be when they have called my name I have got a cup of water and they've called me and I've passed on the test.

*Right after having read the above text (originally produced in writing) only once, I would appreciate very much your answering the 3 following multiple-choice questions, ticking only 1 of the available choices in each case. Please, in order to answer the questions, use solely your perception and intuitions as a native speaker of the English language:*

1- How much did you understand the content (message) of the text as a whole?

- a) ( ) I understood EVERYTHING (100%) of the content (message) of the text (thorough understanding).
- b) ( ) Between 50% and 100% (good understanding).
- c) ( ) I understood 50% of the content (message) of the text (moderate understanding).
- d) ( ) Between 0% and 50% (poor understanding).
- e) ( ) I understood NOTHING (0%) of the content (message) of the text (no understanding at all).

2- How would you judge the level of native-likeness of the text as a whole (the level of proximity to the way an American educated adult would have written the same text)?

- a) ( ) Very high.
- b) ( ) High.
- c) ( ) Moderate.
- d) ( ) Low.
- e) ( ) Very low.

3- How would you judge the general level of grammatical accuracy of the text as a whole?

- a) ( ) Very high.
- b) ( ) High.
- c) ( ) Moderate.
- d) ( ) Low.
- e) ( ) Very low.

**-Text 30-**

February, 25<sup>th</sup> of 2004, my family and me we traveled to the Orós, Ceará. It's a beautiful city in our Ceará. Orós is very dry, windy and humid. I don't deny that I liked very the Orós people. They are very simpatic and friendly. We went to the new cinema and we ate together in the restaurant. I played soccer, volleyball, basketball and tennis every day with my friends. It days was the best in my life.

*Right after having read the above text (originally produced in writing) **only once**, I would appreciate very much your answering the 3 following multiple-choice questions, ticking only 1 of the available choices in each case. Please, in order to answer the questions, use **solely your perception and intuitions** as a native speaker of the English language:*

1- How much did you understand the content (message) of the text as a whole?

- a) (  ) I understood EVERYTHING (100%) of the content (message) of the text (thorough understanding).
- b) (  ) Between 50% and 100% (good understanding).
- c) (  ) I understood 50% of the content (message) of the text (moderate understanding).
- d) (  ) Between 0% and 50% (poor understanding).
- e) (  ) I understood NOTHING (0%) of the content (message) of the text (no understanding at all).

2- How would you judge the level of native-likeness of the text as a whole (the level of proximity to the way an American educated adult would have written the same text)?

- a) (  ) Very high.
- b) (  ) High.
- c) (  ) Moderate.
- d) (  ) Low.
- e) (  ) Very low.

3- How would you judge the general level of grammatical accuracy of the text as a whole?

- a) (  ) Very high.
- b) (  ) High.
- c) (  ) Moderate.
- d) (  ) Low.
- e) (  ) Very low.

## P.2 Set 2

UNIVERSIDADE FEDERAL DE SANTA CATARINA  
CENTRO DE COMUNICAÇÃO E EXPRESSÃO  
PROGRAMA DE PÓS-GRADUAÇÃO EM LETRAS/INGLÊS E LITERATURA  
CORRESPONDENTE  
CURSO DE DOUTORADO EM LÍNGUA INGLESA E LINGÜÍSTICA APLICADA

**Doctoral Student: Pedro Henrique Lima Praxedes Filho**

**Advisor: Dr. Rosa Weingold Konder**

### -Text 1-

I was reading my book and my cat began to make a strange noise. I put him at the room, so I could focus on my reading. After 10 minutes, I listened something falling down. I ignorate this noise, but some minutes later I saw my bird on a tree, than I realized my cat was inside the “gaiola” of my Tutu. I was very angry with him, but I think it was better for Tutu.

*Right after having read the above text (originally produced in writing) **only once**, I would appreciate very much your answering the 3 following multiple-choice questions, ticking only 1 of the available choices in each case. Please, in order to answer the questions, use **solely your perception and intuitions** as a native speaker of the English language:*

How much did you understand the content (message) of the text as a whole?

- a) (  ) I understood EVERYTHING (100%) of the content (message) of the text (thorough understanding).
- b) (  ) Between 50% and 100% (good understanding).
- c) (  ) I understood 50% of the content (message) of the text (moderate understanding).
- d) (  ) Between 0% and 50% (poor understanding).
- e) (  ) I understood NOTHING (0%) of the content (message) of the text (no understanding at all).

How would you judge the level of native-likeness of the text as a whole (the level of proximity to the way an American educated adult would have written the same text)?

- a) (  ) Very high.
- b) (  ) High.
- c) (  ) Moderate.
- d) (  ) Low.
- e) (  ) Very low.

How would you judge the general level of grammatical accuracy of the text as a whole?

- a) (  ) Very high.
- b) (  ) High.
- c) (  ) Moderate.
- d) (  ) Low.
- e) (  ) Very low.

**-Text 2-**

The cat and the girl was lendo. When the cat girl jump and you foram p/ a sala brincar. Ela resolver ir ao bethrom. The cat atacou the bird, when the girl voltou viu o q aconteceu. Assim ela levou the bird p/ seu space natural

*Right after having read the above text (originally produced in writing) only once, I would appreciate very much your answering the 3 following multiple-choice questions, ticking only 1 of the available choices in each case. Please, in order to answer the questions, use solely your perception and intuitions as a native speaker of the English language:*

1- How much did you understand the content (message) of the text as a whole?

- a) ( ) I understood EVERYTHING (100%) of the content (message) of the text (thorough understanding).
- b) ( ) Between 50% and 100% (good understanding).
- c) ( ) I understood 50% of the content (message) of the text (moderate understanding).
- d) ( ) Between 0% and 50% (poor understanding).
- e) ( ) I understood NOTHING (0%) of the content (message) of the text (no understanding at all).

2- How would you judge the level of native-likeness of the text as a whole (the level of proximity to the way an American educated adult would have written the same text)?

- a) ( ) Very high.
- b) ( ) High.
- c) ( ) Moderate.
- d) ( ) Low.
- e) ( ) Very low.

3- How would you judge the general level of grammatical accuracy of the text as a whole?

- a) ( ) Very high.
- b) ( ) High.
- c) ( ) Moderate.
- d) ( ) Low.
- e) ( ) Very low.



**-Text 3-**

Catarina was reading her book of biology, she like biology, when her cat called Luke, jumped on the book. Catarina was very afraid. She put the cat on the floor.

Luke was under table whe It saw a yellow bird in the jail. Luke opened the jail and attacked the yellow bird, but the bird flyed and the cat into in the jail.

Catarina retired her cat, but her bird flyed to a tree.

*Right after having read the above text (originally produced in writing) **only once**, I would appreciate very much your answering the 3 following multiple-choice questions, ticking only 1 of the available choices in each case. Please, in order to answer the questions, use **solely your perception and intuitions** as a native speaker of the English language:*

1- How much did you understand the content (message) of the text as a whole?

- a) (  ) I understood EVERYTHING (100%) of the content (message) of the text (thorough understanding).
- b) (  ) Between 50% and 100% (good understanding).
- c) (  ) I understood 50% of the content (message) of the text (moderate understanding).
- d) (  ) Between 0% and 50% (poor understanding).
- e) (  ) I understood NOTHING (0%) of the content (message) of the text (no understanding at all).

2- How would you judge the level of native-likeness of the text as a whole (the level of proximity to the way an American educated adult would have written the same text)?

- a) (  ) Very high.
- b) (  ) High.
- c) (  ) Moderate.
- d) (  ) Low.
- e) (  ) Very low.

3- How would you judge the general level of grammatical accuracy of the text as a whole?

- a) (  ) Very high.
- b) (  ) High.
- c) (  ) Moderate.
- d) (  ) Low.
- e) (  ) Very low.

**-Text 4-**

Once, there was a girl reading a book quietly. Sundry, her cat began to make some noises and it disturbed she. So, she opened the door and let the cat go to living room.

In the living room there was a bird in a jail.

The cat tried to eat the bird, but when it opened the door of the jail, the bird got out of the jail and the cat fell down inside it!

The girl listened the noise and when she saw the cat and understod what had happened, the bird was already flying away!

*Right after having read the above text (originally produced in writing) only once, I would appreciate very much your answering the 3 following multiple-choice questions, ticking only 1 of the available choices in each case. Please, in order to answer the questions, use solely your perception and intuitions as a native speaker of the English language:*

1- How much did you understand the content (message) of the text as a whole?

- a) ( ) I understood EVERYTHING (100%) of the content (message) of the text (thorough understanding).
- b) ( ) Between 50% and 100% (good understanding).
- c) ( ) I understood 50% of the content (message) of the text (moderate understanding).
- d) ( ) Between 0% and 50% (poor understanding).
- e) ( ) I understood NOTHING (0%) of the content (message) of the text (no understanding at all).

2- How would you judge the level of native-likeness of the text as a whole (the level of proximity to the way an American educated adult would have written the same text)?

- a) ( ) Very high.
- b) ( ) High.
- c) ( ) Moderate.
- d) ( ) Low.
- e) ( ) Very low.

3- How would you judge the general level of grammatical accuracy of the text as a whole?

- a) ( ) Very high.
- b) ( ) High.
- c) ( ) Moderate.
- d) ( ) Low.
- e) ( ) Very low.

**-Text 5-**

- 1- The girl read a magazine.
- 2- The cat a
- 3- The girl and the cat go to room played.
- 4- A room was a (vazia).
- 5- A bird was a
- 6- The cat go a (gaiola).
- 7- The cat (entrou) in the (gaiola) and the bird exit.
- 8- The girl espanted.
- 9- The cat a house and the bird a florest.

*Right after having read the above text (originally produced in writing) **only once**, I would appreciate very much your answering the 3 following multiple-choice questions, ticking only 1 of the available choices in each case. Please, in order to answer the questions, use **solely your perception and intuitions** as a native speaker of the English language:*

1- How much did you understand the content (message) of the text as a whole?

- a) ( ) I understood EVERYTHING (100%) of the content (message) of the text (thorough understanding).
- b) ( ) Between 50% and 100% (good understanding).
- c) ( ) I understood 50% of the content (message) of the text (moderate understanding).
- d) ( ) Between 0% and 50% (poor understanding).
- e) ( ) I understood NOTHING (0%) of the content (message) of the text (no understanding at all).

2- How would you judge the level of native-likeness of the text as a whole (the level of proximity to the way an American educated adult would have written the same text)?

- a) ( ) Very high.
- b) ( ) High.
- c) ( ) Moderate.
- d) ( ) Low.
- e) ( ) Very low.

3- How would you judge the general level of grammatical accuracy of the text as a whole?

- a) ( ) Very high.
- b) ( ) High.
- c) ( ) Moderate.
- d) ( ) Low.
- e) ( ) Very low.

**-Text 6-**

Again I will tell this history.

My sister has a cat. I hate this cat. One day this cat that didn't had nothing to make decided to eat my bird, but my bird is inteligent and scape of these stupid cat and the stupid cat stayed prisioned.

*Right after having read the above text (originally produced in writing) **only once**, I would appreciate very much your answering the 3 following multiple-choice questions, ticking only 1 of the available choices in each case. Please, in order to answer the questions, use **solely your perception and intuitions** as a native speaker of the English language:*

1- How much did you understand the content (message) of the text as a whole?

- a) (  ) I understood EVERYTHING (100%) of the content (message) of the text (thorough understanding).
- b) (  ) Between 50% and 100% (good understanding).
- c) (  ) I understood 50% of the content (message) of the text (moderate understanding).
- d) (  ) Between 0% and 50% (poor understanding).
- e) (  ) I understood NOTHING (0%) of the content (message) of the text (no understanding at all).

2- How would you judge the level of native-likeness of the text as a whole (the level of proximity to the way an American educated adult would have written the same text)?

- a) (  ) Very high.
- b) (  ) High.
- c) (  ) Moderate.
- d) (  ) Low.
- e) (  ) Very low.

3- How would you judge the general level of grammatical accuracy of the text as a whole?

- a) (  ) Very high.
- b) (  ) High.
- c) (  ) Moderate.
- d) (  ) Low.
- e) (  ) Very low.

**-Text 7-**

Was a beautiful afternoon, the young lady was reading her most lovely book that was about other cultures in the world. Her cat was lying on her bed, he was trying to take a nap when he heard a bird's whistle that took his attention and made him think about his lunch, in how he was hungry. As soon as he thought about his lunch he jumped off the bed and showed that he would want to go out the bedroom. His intention was to eat the bird, so when he saw nobody in the room that the bird was, he went until the jail and tried to take the bird but the bird could escape and the cat was jailed instead of bird. The young lady listened that horrible noise and ran out the bedroom, when she saw the cat locked into the bird's jail. After that incident the bird was free and the girl let the bird go away although she had liked when her mother gave him to her. She had done the same thing with other jailed animals, but about her cat, she decided to never give up on him.

*Right after having read the above text (originally produced in writing) only once, I would appreciate very much your answering the 3 following multiple-choice questions, ticking only 1 of the available choices in each case. Please, in order to answer the questions, use solely your perception and intuitions as a native speaker of the English language:*

1- How much did you understand the content (message) of the text as a whole?

- a)  I understood EVERYTHING (100%) of the content (message) of the text (thorough understanding).
- b)  Between 50% and 100% (good understanding).
- c)  I understood 50% of the content (message) of the text (moderate understanding).
- d)  Between 0% and 50% (poor understanding).
- e)  I understood NOTHING (0%) of the content (message) of the text (no understanding at all).

2- How would you judge the level of native-likeness of the text as a whole (the level of proximity to the way an American educated adult would have written the same text)?

- a)  Very high.
- b)  High.
- c)  Moderate.
- d)  Low.
- e)  Very low.

3- How would you judge the general level of grammatical accuracy of the text as a whole?

- a)  Very high.
- b)  High.
- c)  Moderate.
- d)  Low.
- e)  Very low.

**-Text 8-**

The cat was on the bed, it was seeing the Larina reading your book and the Larina's bee when the cat saw the bird in the jail.

It was hungreen. Larina put the cat for the room when the cat rided to eat the bird. The bird flied at the jail and the cat into in the jail and was jailed.

Larina put your cat on the floor and the cat was happy. She put your cat on the tree.

*Right after having read the above text (originally produced in writing) **only once**, I would appreciate very much your answering the 3 following multiple-choice questions, ticking only 1 of the available choices in each case. Please, in order to answer the questions, use **solely your perception and intuitions** as a native speaker of the English language:*

1- How much did you understand the content (message) of the text as a whole?

- a) (  ) I understood EVERYTHING (100%) of the content (message) of the text (thorough understanding).
- b) (  ) Between 50% and 100% (good understanding).
- c) (  ) I understood 50% of the content (message) of the text (moderate understanding).
- d) (  ) Between 0% and 50% (poor understanding).
- e) (  ) I understood NOTHING (0%) of the content (message) of the text (no understanding at all).

2- How would you judge the level of native-likeness of the text as a whole (the level of proximity to the way an American educated adult would have written the same text)?

- a) (  ) Very high.
- b) (  ) High.
- c) (  ) Moderate.
- d) (  ) Low.
- e) (  ) Very low.

3- How would you judge the general level of grammatical accuracy of the text as a whole?

- a) (  ) Very high.
- b) (  ) High.
- c) (  ) Moderate.
- d) (  ) Low.
- e) (  ) Very low.

**-Text 9-**

It was a sunny day, the girl was on vacation and she was doing a thing she likes a lot – she was reading. She has a cat that looked like a lazy and boring animal but he was very smart. The cat had heard a bird's noise and showed up his intention to go out the room. He was wanting to take the bird. He had attacked the bird and was locked on the jail instead the bird who ran away. The girl listening all that noise got out the room and saw in shock how bad the cat was trying to get the bird. By the way she has got freedom for the bird and has taken more care for the cat.

*Right after having read the above text (originally produced in writing) only once, I would appreciate very much your answering the 3 following multiple-choice questions, ticking only 1 of the available choices in each case. Please, in order to answer the questions, use solely your perception and intuitions as a native speaker of the English language:*

1- How much did you understand the content (message) of the text as a whole?

- a)  I understood EVERYTHING (100%) of the content (message) of the text (thorough understanding).
- b)  Between 50% and 100% (good understanding).
- c)  I understood 50% of the content (message) of the text (moderate understanding).
- d)  Between 0% and 50% (poor understanding).
- e)  I understood NOTHING (0%) of the content (message) of the text (no understanding at all).

2- How would you judge the level of native-likeness of the text as a whole (the level of proximity to the way an American educated adult would have written the same text)?

- a)  Very high.
- b)  High.
- c)  Moderate.
- d)  Low.
- e)  Very low.

3- How would you judge the general level of grammatical accuracy of the text as a whole?

- a)  Very high.
- b)  High.
- c)  Moderate.
- d)  Low.
- e)  Very low.

**-Text 10-**

I have a sister, she's name is Sandra, and she has a cat called pitty. One day my sister was reading her story book and pitty was in her bed, so he felt so bored that decided go out, so my sister opened the door for he.

In living room was all the same that the room, and he decided have funny and was eat my bird.

But that was his error, he's unintelligent and my bird is very intelligent, so when he tried to catch my bird he stayed prisioned and my bird go out.

*Right after having read the above text (originally produced in writing) only once, I would appreciate very much your answering the 3 following multiple-choice questions, ticking only 1 of the available choices in each case. Please, in order to answer the questions, use solely your perception and intuitions as a native speaker of the English language:*

1- How much did you understand the content (message) of the text as a whole?

- a)  I understood EVERYTHING (100%) of the content (message) of the text (thorough understanding).
- b)  Between 50% and 100% (good understanding).
- c)  I understood 50% of the content (message) of the text (moderate understanding).
- d)  Between 0% and 50% (poor understanding).
- e)  I understood NOTHING (0%) of the content (message) of the text (no understanding at all).

2- How would you judge the level of native-likeness of the text as a whole (the level of proximity to the way an American educated adult would have written the same text)?

- a)  Very high.
- b)  High.
- c)  Moderate.
- d)  Low.
- e)  Very low.

3- How would you judge the general level of grammatical accuracy of the text as a whole?

- a)  Very high.
- b)  High.
- c)  Moderate.
- d)  Low.
- e)  Very low.



**-Text 11-**

the girl has a cat and this cat loves to get into troubles. there was a time when the girl still had a bird as a pet that the cat always had tryied to get and eat the poor pet-bird. It was an usual day, the cat and the girl were taking some rest into the bedroom when suddely the cat have heard a bird-noise have called his attention. the cat have got out the room to go to living room, where the pet-bird was only to try catching the bird. He had tryied a dozen of times but the last time he tryied the only thing he got was to give freedom to the bird and to stay jailed in cage istead of the bird.

*Right after having read the above text (originally produced in writing) only once, I would appreciate very much your answering the 3 following multiple-choice questions, ticking only 1 of the available choices in each case. Please, in order to answer the questions, use solely your perception and intuitions as a native speaker of the English language:*

1- How much did you understand the content (message) of the text as a whole?

- a) ( ) I understood EVERYTHING (100%) of the content (message) of the text (thorough understanding).
- b) ( ) Between 50% and 100% (good understanding).
- c) ( ) I understood 50% of the content (message) of the text (moderate understanding).
- d) ( ) Between 0% and 50% (poor understanding).
- e) ( ) I understood NOTHING (0%) of the content (message) of the text (no understanding at all).

2- How would you judge the level of native-likeness of the text as a whole (the level of proximity to the way an American educated adult would have written the same text)?

- a) ( ) Very high.
- b) ( ) High.
- c) ( ) Moderate.
- d) ( ) Low.
- e) ( ) Very low.

3- How would you judge the general level of grammatical accuracy of the text as a whole?

- a) ( ) Very high.
- b) ( ) High.
- c) ( ) Moderate.
- d) ( ) Low.
- e) ( ) Very low.

**-Text 12-**

The girl had a book. The cat saw a girl. The girl and the cat, together foram brincar in the room. The cat ate the bird. The bird consegue escapar. The bird went a tree

*Right after having read the above text (originally produced in writing) only once, I would appreciate very much your answering the 3 following multiple-choice questions, ticking only 1 of the available choices in each case. Please, in order to answer the questions, use solely your perception and intuitions as a native speaker of the English language:*

1- How much did you understand the content (message) of the text as a whole?

- a) ( ) I understood EVERYTHING (100%) of the content (message) of the text (thorough understanding).
- b) ( ) Between 50% and 100% (good understanding).
- c) ( ) I understood 50% of the content (message) of the text (moderate understanding).
- d) ( ) Between 0% and 50% (poor understanding).
- e) ( ) I understood NOTHING (0%) of the content (message) of the text (no understanding at all).

2- How would you judge the level of native-likeness of the text as a whole (the level of proximity to the way an American educated adult would have written the same text)?

- a) ( ) Very high.
- b) ( ) High.
- c) ( ) Moderate.
- d) ( ) Low.
- e) ( ) Very low.

3- How would you judge the general level of grammatical accuracy of the text as a whole?

- a) ( ) Very high.
- b) ( ) High.
- c) ( ) Moderate.
- d) ( ) Low.
- e) ( ) Very low.

**-Text 13-**

My sister has a cat, Ted is his name. One day she was listen in her bedroom and Ted was resting on the bed, when he wake up he began to make much noise and my sister put he out of the bedroom. So, he went to under the table and there stayed sleeping. But when he saw a bird that was prisioned he tried eat the bird, so he fell the jail and finish catching himself, and the bird could be free. My sister become very sad but after she saw that the bird was very happy free.

*Right after having read the above text (originally produced in writing) only once, I would appreciate very much your answering the 3 following multiple-choice questions, ticking only 1 of the available choices in each case. Please, in order to answer the questions, use solely your perception and intuitions as a native speaker of the English language:*

1- How much did you understand the content (message) of the text as a whole?

- a) ( ) I understood EVERYTHING (100%) of the content (message) of the text (thorough understanding).
- b) ( ) Between 50% and 100% (good understanding).
- c) ( ) I understood 50% of the content (message) of the text (moderate understanding).
- d) ( ) Between 0% and 50% (poor understanding).
- e) ( ) I understood NOTHING (0%) of the content (message) of the text (no understanding at all).

2- How would you judge the level of native-likeness of the text as a whole (the level of proximity to the way an American educated adult would have written the same text)?

- a) ( ) Very high.
- b) ( ) High.
- c) ( ) Moderate.
- d) ( ) Low.
- e) ( ) Very low.

3- How would you judge the general level of grammatical accuracy of the text as a whole?

- a) ( ) Very high.
- b) ( ) High.
- c) ( ) Moderate.
- d) ( ) Low.
- e) ( ) Very low.

**-Text 14-**

I was trying to read my book, but I couldn't focus because my cat Alfredo was making a strange noise, so I put him outside of my bedroom.

After some minutes, I listened a big noise and I went to see what was that. I saw my cat inside the house of my brother's bird and the bird wasn't there.

I don't know what had happened, I just imagine that my Alfredo tried to eat the bird I felt down his house.

*Right after having read the above text (originally produced in writing) only once, I would appreciate very much your answering the 3 following multiple-choice questions, ticking only 1 of the available choices in each case. Please, in order to answer the questions, use solely your perception and intuitions as a native speaker of the English language:*

1- How much did you understand the content (message) of the text as a whole?

- a) ( ) I understood EVERYTHING (100%) of the content (message) of the text (thorough understanding).
- b) ( ) Between 50% and 100% (good understanding).
- c) ( ) I understood 50% of the content (message) of the text (moderate understanding).
- d) ( ) Between 0% and 50% (poor understanding).
- e) ( ) I understood NOTHING (0%) of the content (message) of the text (no understanding at all).

2- How would you judge the level of native-likeness of the text as a whole (the level of proximity to the way an American educated adult would have written the same text)?

- a) ( ) Very high.
- b) ( ) High.
- c) ( ) Moderate.
- d) ( ) Low.
- e) ( ) Very low.

3- How would you judge the general level of grammatical accuracy of the text as a whole?

- a) ( ) Very high.
- b) ( ) High.
- c) ( ) Moderate.
- d) ( ) Low.
- e) ( ) Very low.

**-Text 15-**

The girl see book. The cat breaif. The girl asked the cat to go sealf. The cat go. The bird in the gail. The cat to go the bird. The cat and the bird feld thoun. The bird no. The cat stay and the bird cambed para seu habitat

*Right after having read the above text (originally produced in writing) only once, I would appreciate very much your answering the 3 following multiple-choice questions, ticking only 1 of the available choices in each case. Please, in order to answer the questions, use solely your perception and intuitions as a native speaker of the English language:*

1- How much did you understand the content (message) of the text as a whole?

- a)  I understood EVERYTHING (100%) of the content (message) of the text (thorough understanding).
- b)  Between 50% and 100% (good understanding).
- c)  I understood 50% of the content (message) of the text (moderate understanding).
- d)  Between 0% and 50% (poor understanding).
- e)  I understood NOTHING (0%) of the content (message) of the text (no understanding at all).

2- How would you judge the level of native-likeness of the text as a whole (the level of proximity to the way an American educated adult would have written the same text)?

- a)  Very high.
- b)  High.
- c)  Moderate.
- d)  Low.
- e)  Very low.

3- How would you judge the general level of grammatical accuracy of the text as a whole?

- a)  Very high.
- b)  High.
- c)  Moderate.
- d)  Low.
- e)  Very low.

**-Text 16-**

Suzana was reading her english book when she saw a black cat on her bed. She retired the cant whose was on Suzana's bed and put it on the floor. She opened the door and the cat leaved.

The bad cat saw a yellow bird in the jail. The cat opened the door and It attacked the yellow bird. When the cat attacked the yellow bird, It into in the jail and the bird flew.

Suzana retired the cat whose was in the jail. The cat leaved to the tree.

*Right after having read the above text (originally produced in writing) **only once**, I would appreciate very much your answering the 3 following multiple-choice questions, ticking only 1 of the available choices in each case. Please, in order to answer the questions, use **solely your perception and intuitions** as a native speaker of the English language:*

1- How much did you understand the content (message) of the text as a whole?

- a) ( ) I understood EVERYTHING (100%) of the content (message) of the text (thorough understanding).
- b) ( ) Between 50% and 100% (good understanding).
- c) ( ) I understood 50% of the content (message) of the text (moderate understanding).
- d) ( ) Between 0% and 50% (poor understanding).
- e) ( ) I understood NOTHING (0%) of the content (message) of the text (no understanding at all).

2- How would you judge the level of native-likeness of the text as a whole (the level of proximity to the way an American educated adult would have written the same text)?

- a) ( ) Very high.
- b) ( ) High.
- c) ( ) Moderate.
- d) ( ) Low.
- e) ( ) Very low.

3- How would you judge the general level of grammatical accuracy of the text as a whole?

- a) ( ) Very high.
- b) ( ) High.
- c) ( ) Moderate.
- d) ( ) Low.
- e) ( ) Very low.

**-Text 17-**

It was a vacation's day on her life. She was reading about some articles in regard with her own interest. the girl had a lazy cat and he was trying to take some rest. She had a bird too. Her cat had already tried to catch the bird so while the girl was reading her book the cat heard a noise and got out the room to try taking the bird but on his attempt he let the bird get out the jail. the girl listening all that noise came out the room to see what had happened over there.

*Right after having read the above text (originally produced in writing) only once, I would appreciate very much your answering the 3 following multiple-choice questions, ticking only 1 of the available choices in each case. Please, in order to answer the questions, use solely your perception and intuitions as a native speaker of the English language:*

- 1- How much did you understand the content (message) of the text as a whole?
  - a) ( ) I understood EVERYTHING (100%) of the content (message) of the text (thorough understanding).
  - b) ( ) Between 50% and 100% (good understanding).
  - c) ( ) I understood 50% of the content (message) of the text (moderate understanding).
  - d) ( ) Between 0% and 50% (poor understanding).
  - e) ( ) I understood NOTHING (0%) of the content (message) of the text (no understanding at all).
  
- 2- How would you judge the level of native-likeness of the text as a whole (the level of proximity to the way an American educated adult would have written the same text)?
  - a) ( ) Very high.
  - b) ( ) High.
  - c) ( ) Moderate.
  - d) ( ) Low.
  - e) ( ) Very low.
  
- 3- How would you judge the general level of grammatical accuracy of the text as a whole?
  - a) ( ) Very high.
  - b) ( ) High.
  - c) ( ) Moderate.
  - d) ( ) Low.
  - e) ( ) Very low.

**-Text 18-**

My name is Lucy. I have a cat and I use to have a small yellow bird. Once up a time, I was reading my “física-quântica” book and my cat asked to open the door because he wanted to drink water. But my cat didn’t really wanted to drink, he wanted to eat my bird. (they always hated each other). Some minutes later, I heard my bird calling me. When I arrived at the dinning-room, my cat was crying inside his “gaiola” and said he was sorry. My bird said that, if I really love him, I would let he go, and so I did

*Right after having read the above text (originally produced in writing) **only once**, I would appreciate very much your answering the 3 following multiple-choice questions, ticking only 1 of the available choices in each case. Please, in order to answer the questions, use **solely your perception and intuitions** as a native speaker of the English language:*

1- How much did you understand the content (message) of the text as a whole?

- a) (  ) I understood EVERYTHING (100%) of the content (message) of the text (thorough understanding).
- b) (  ) Between 50% and 100% (good understanding).
- c) (  ) I understood 50% of the content (message) of the text (moderate understanding).
- d) (  ) Between 0% and 50% (poor understanding).
- e) (  ) I understood NOTHING (0%) of the content (message) of the text (no understanding at all).

2- How would you judge the level of native-likeness of the text as a whole (the level of proximity to the way an American educated adult would have written the same text)?

- a) (  ) Very high.
- b) (  ) High.
- c) (  ) Moderate.
- d) (  ) Low.
- e) (  ) Very low.

3- How would you judge the general level of grammatical accuracy of the text as a whole?

- a) (  ) Very high.
- b) (  ) High.
- c) (  ) Moderate.
- d) (  ) Low.
- e) (  ) Very low.



**-Text 19-**

- 1- The girl read a book.
- 2- The cat the bed.
- 3- The cat and the girl play in the room.
- 4- The cat under the table in the room.
- 5- The bird in the "gaiola".
- 6- The cat go to a bird.
- 7- The cat "pegar" the bird.
- 8- The girl saw the cat.
- 9- The girl "abraça" the cat
- 10- The cat "volta" of the jungle

*Right after having read the above text (originally produced in writing) **only once**, I would appreciate very much your answering the 3 following multiple-choice questions, ticking only 1 of the available choices in each case. Please, in order to answer the questions, use **solely your perception and intuitions** as a native speaker of the English language:*

- 1- How much did you understand the content (message) of the text as a whole?
  - a) ( ) I understood EVERYTHING (100%) of the content (message) of the text (thorough understanding).
  - b) ( ) Between 50% and 100% (good understanding).
  - c) ( ) I understood 50% of the content (message) of the text (moderate understanding).
  - d) ( ) Between 0% and 50% (poor understanding).
  - e) ( ) I understood NOTHING (0%) of the content (message) of the text (no understanding at all).
  
- 2- How would you judge the level of native-likeness of the text as a whole (the level of proximity to the way an American educated adult would have written the same text)?
  - a) ( ) Very high.
  - b) ( ) High.
  - c) ( ) Moderate.
  - d) ( ) Low.
  - e) ( ) Very low.
  
- 3- How would you judge the general level of grammatical accuracy of the text as a whole?
  - a) ( ) Very high.
  - b) ( ) High.
  - c) ( ) Moderate.
  - d) ( ) Low.
  - e) ( ) Very low.

**-Text 20-**

The life of a cat is really easy. The cat of my sister is a foolish, he pass all day sleeping and eating. I remember of a day he was totally bored with nothing to make and he saw my bird and tried to eat he. But my bird is intelligent and got scape of the dumn cat. So the idiot cat stayed prisioned on the jail and my intelligent bird go away.

*Right after having read the above text (originally produced in writing) only once, I would appreciate very much your answering the 3 following multiple-choice questions, ticking only 1 of the available choices in each case. Please, in order to answer the questions, use solely your perception and intuitions as a native speaker of the English language:*

1- How much did you understand the content (message) of the text as a whole?

- a) ( ) I understood EVERYTHING (100%) of the content (message) of the text (thorough understanding).
- b) ( ) Between 50% and 100% (good understanding).
- c) ( ) I understood 50% of the content (message) of the text (moderate understanding).
- d) ( ) Between 0% and 50% (poor understanding).
- e) ( ) I understood NOTHING (0%) of the content (message) of the text (no understanding at all).

2- How would you judge the level of native-likeness of the text as a whole (the level of proximity to the way an American educated adult would have written the same text)?

- a) ( ) Very high.
- b) ( ) High.
- c) ( ) Moderate.
- d) ( ) Low.
- e) ( ) Very low.

3- How would you judge the general level of grammatical accuracy of the text as a whole?

- a) ( ) Very high.
- b) ( ) High.
- c) ( ) Moderate.
- d) ( ) Low.
- e) ( ) Very low.

**-Text 21-**

The cat was on the bed seeing the Paula. She expelled the cat in the room. The cat saw a bird in the jail. The cat opened the jail and into in the jail. The bird fled. Paula saw your cat in the jail and put its on the floor and put your cat for the garden

*Right after having read the above text (originally produced in writing) only once, I would appreciate very much your answering the 3 following multiple-choice questions, ticking only 1 of the available choices in each case. Please, in order to answer the questions, use solely your perception and intuitions as a native speaker of the English language:*

1- How much did you understand the content (message) of the text as a whole?

- a) ( ) I understood EVERYTHING (100%) of the content (message) of the text (thorough understanding).
- b) ( ) Between 50% and 100% (good understanding).
- c) ( ) I understood 50% of the content (message) of the text (moderate understanding).
- d) ( ) Between 0% and 50% (poor understanding).
- e) ( ) I understood NOTHING (0%) of the content (message) of the text (no understanding at all).

2- How would you judge the level of native-likeness of the text as a whole (the level of proximity to the way an American educated adult would have written the same text)?

- a) ( ) Very high.
- b) ( ) High.
- c) ( ) Moderate.
- d) ( ) Low.
- e) ( ) Very low.

3- How would you judge the general level of grammatical accuracy of the text as a whole?

- a) ( ) Very high.
- b) ( ) High.
- c) ( ) Moderate.
- d) ( ) Low.
- e) ( ) Very low.

**-Text 22-**

Once there was a yang girl that had a cat and a small bird. The cat doesn't seem to like the bird and for this reason, the girl never let the cat be at the same place of the bird.

One day, the girl slept with the door open and the cat scaped to the room where the bird was inside its jawl.

When the girl wake up, she saw the door opened and run fast to the place where the bird was. She saw the cat "preso" inside the "gaiola" and thought he had eat the bird. But she listened the bird singing and then she saw he flying away.

*Right after having read the above text (originally produced in writing) only once, I would appreciate very much your answering the 3 following multiple-choice questions, ticking only 1 of the available choices in each case. Please, in order to answer the questions, use solely your perception and intuitions as a native speaker of the English language:*

1- How much did you understand the content (message) of the text as a whole?

- a) ( ) I understood EVERYTHING (100%) of the content (message) of the text (thorough understanding).
- b) ( ) Between 50% and 100% (good understanding).
- c) ( ) I understood 50% of the content (message) of the text (moderate understanding).
- d) ( ) Between 0% and 50% (poor understanding).
- e) ( ) I understood NOTHING (0%) of the content (message) of the text (no understanding at all).

2- How would you judge the level of native-likeness of the text as a whole (the level of proximity to the way an American educated adult would have written the same text)?

- a) ( ) Very high.
- b) ( ) High.
- c) ( ) Moderate.
- d) ( ) Low.
- e) ( ) Very low.

3- How would you judge the general level of grammatical accuracy of the text as a whole?

- a) ( ) Very high.
- b) ( ) High.
- c) ( ) Moderate.
- d) ( ) Low.
- e) ( ) Very low.

**-Text 23-**

There was a girl reading her book in her room.

Meanwhile her cat was taking a rest on her bed, although she hadn't listened any noise her cat had and the noise was from a jailed bird right from the meetroom. The cat showed his intention that was going out the room where he was able to try taking the bird He has gone right there only to try eating the bird. in one of his attempts the jail door was open and he was jailed instead of the bird in a few seconds. the girl listening all that loud noise came out the room and seeing all that confusion was trying to figure it out. then she realized she could get free to the bird and she has done it. She has took out the cat of that cage too.

*Right after having read the above text (originally produced in writing) only once, I would appreciate very much your answering the 3 following multiple-choice questions, ticking only 1 of the available choices in each case. Please, in order to answer the questions, use solely your perception and intuitions as a native speaker of the English language:*

1- How much did you understand the content (message) of the text as a whole?

- a)  I understood EVERYTHING (100%) of the content (message) of the text (thorough understanding).
- b)  Between 50% and 100% (good understanding).
- c)  I understood 50% of the content (message) of the text (moderate understanding).
- d)  Between 0% and 50% (poor understanding).
- e)  I understood NOTHING (0%) of the content (message) of the text (no understanding at all).

2- How would you judge the level of native-likeness of the text as a whole (the level of proximity to the way an American educated adult would have written the same text)?

- a)  Very high.
- b)  High.
- c)  Moderate.
- d)  Low.
- e)  Very low.

3- How would you judge the general level of grammatical accuracy of the text as a whole?

- a)  Very high.
- b)  High.
- c)  Moderate.
- d)  Low.
- e)  Very low.

**-Text 24-**

Well, I'm going to tell a very bored history now.

One afternoon my sister, Kristy, was reading her book of dools and her cat, alfred, was sleeping. So the cat woke up and went to the living room and stayed there, under the table. Sundely the stupid cat has a stupid idea, to eat my bird, bilau, but my bilau is inteligent and jump out of his jail and the stupid cat stayed prisioned. When my sister arrived and saw that she waited to catch my bilau but he flew out and she never saw him.

*Right after having read the above text (originally produced in writing) only once, I would appreciate very much your answering the 3 following multiple-choice questions, ticking only 1 of the available choices in each case. Please, in order to answer the questions, use solely your perception and intuitions as a native speaker of the English language:*

1- How much did you understand the content (message) of the text as a whole?

- a) (  ) I understood EVERYTHING (100%) of the content (message) of the text (thorough understanding).
- b) (  ) Between 50% and 100% (good understanding).
- c) (  ) I understood 50% of the content (message) of the text (moderate understanding).
- d) (  ) Between 0% and 50% (poor understanding).
- e) (  ) I understood NOTHING (0%) of the content (message) of the text (no understanding at all).

2- How would you judge the level of native-likeness of the text as a whole (the level of proximity to the way an American educated adult would have written the same text)?

- a) (  ) Very high.
- b) (  ) High.
- c) (  ) Moderate.
- d) (  ) Low.
- e) (  ) Very low.

3- How would you judge the general level of grammatical accuracy of the text as a whole?

- a) (  ) Very high.
- b) (  ) High.
- c) (  ) Moderate.
- d) (  ) Low.
- e) (  ) Very low.

**-Text 25-**

Fabiana was reading your book which she seen your cat on the your bed. She put the cat on the float. It went to under the table. The cat saw a bird in a jaill and it opened the jaill for to eat the bird. The cat can't guet the bird because it flyed. Fabiana put your cat on a tree.

*Right after having read the above text (originally produced in writing) only once, I would appreciate very much your answering the 3 following multiple-choice questions, ticking only 1 of the available choices in each case. Please, in order to answer the questions, use solely your perception and intuitions as a native speaker of the English language:*

1- How much did you understand the content (message) of the text as a whole?

- a) ( ) I understood EVERYTHING (100%) of the content (message) of the text (thorough understanding).
- b) ( ) Between 50% and 100% (good understanding).
- c) ( ) I understood 50% of the content (message) of the text (moderate understanding).
- d) ( ) Between 0% and 50% (poor understanding).
- e) ( ) I understood NOTHING (0%) of the content (message) of the text (no understanding at all).

2- How would you judge the level of native-likeness of the text as a whole (the level of proximity to the way an American educated adult would have written the same text)?

- a) ( ) Very high.
- b) ( ) High.
- c) ( ) Moderate.
- d) ( ) Low.
- e) ( ) Very low.

3- How would you judge the general level of grammatical accuracy of the text as a whole?

- a) ( ) Very high.
- b) ( ) High.
- c) ( ) Moderate.
- d) ( ) Low.
- e) ( ) Very low.

**-Text 26-**

The day was nice and Manu realized that the moment was perfect to take some read. while she was reading her cat was slipping on her bed. there was a moment the cat heard a noise and that noise could have come of the living room. The cat showed he wanted to get out the room, that noise he had heard came of a bird. The cat will try to take and eat the poor bird though the cage was closed. The hungry cat tryied over and over until the cage fallin down on the floor. After the cage drop, the cage got open and the cat jumped over the cage to take the bird but the bird could scape and the cat got jailed istead the bird in the cage. Manu having listened all that confusion runed out of the room to see the cat jailed and the bird free. Many take the cat off the cage and gave freedom to the bird.

*Right after having read the above text (originally produced in writing) only once, I would appreciate very much your answering the 3 following multiple-choice questions, ticking only 1 of the available choices in each case. Please, in order to answer the questions, use solely your perception and intuitions as a native speaker of the English language:*

1- How much did you understand the content (message) of the text as a whole?

- a)  I understood EVERYTHING (100%) of the content (message) of the text (thorough understanding).
- b)  Between 50% and 100% (good understanding).
- c)  I understood 50% of the content (message) of the text (moderate understanding).
- d)  Between 0% and 50% (poor understanding).
- e)  I understood NOTHING (0%) of the content (message) of the text (no understanding at all).

2- How would you judge the level of native-likeness of the text as a whole (the level of proximity to the way an American educated adult would have written the same text)?

- a)  Very high.
- b)  High.
- c)  Moderate.
- d)  Low.
- e)  Very low.

3- How would you judge the general level of grammatical accuracy of the text as a whole?

- a)  Very high.
- b)  High.
- c)  Moderate.
- d)  Low.
- e)  Very low.



**-Text 27-**

One day, my sister was reading a book on the floor, because her ugly cat was in her bed (I hate her cat!). So she must to organized her bedroom and out the cat out. When he saw that was alone in living room with the bird he tried to eat the poor bird! But he didn't conseguuiu and stayed preso. And because of he my bird went and never more returned, because this I hate this cat.

*Right after having read the above text (originally produced in writing) only once, I would appreciate very much your answering the 3 following multiple-choice questions, ticking only 1 of the available choices in each case. Please, in order to answer the questions, use solely your perception and intuitions as a native speaker of the English language:*

1- How much did you understand the content (message) of the text as a whole?

- a) ( ) I understood EVERYTHING (100%) of the content (message) of the text (thorough understanding).
- b) ( ) Between 50% and 100% (good understanding).
- c) ( ) I understood 50% of the content (message) of the text (moderate understanding).
- d) ( ) Between 0% and 50% (poor understanding).
- e) ( ) I understood NOTHING (0%) of the content (message) of the text (no understanding at all).

2- How would you judge the level of native-likeness of the text as a whole (the level of proximity to the way an American educated adult would have written the same text)?

- a) ( ) Very high.
- b) ( ) High.
- c) ( ) Moderate.
- d) ( ) Low.
- e) ( ) Very low.

3- How would you judge the general level of grammatical accuracy of the text as a whole?

- a) ( ) Very high.
- b) ( ) High.
- c) ( ) Moderate.
- d) ( ) Low.
- e) ( ) Very low.

**-Text 28-**

Sara was doing your homework when the cat James attacked the girl. She put your cat under table. The bat cat saw the yellow bird in the jail. James opened it and attacked the yellow bird, but the bird flyed and James into in the jail. Sara saw your stupid cat in the jail and put it on the tree.

*Right after having read the above text (originally produced in writing) only once, I would appreciate very much your answering the 3 following multiple-choice questions, ticking only 1 of the available choices in each case. Please, in order to answer the questions, use solely your perception and intuitions as a native speaker of the English language:*

1- How much did you understand the content (message) of the text as a whole?

- a) ( ) I understood EVERYTHING (100%) of the content (message) of the text (thorough understanding).
- b) ( ) Between 50% and 100% (good understanding).
- c) ( ) I understood 50% of the content (message) of the text (moderate understanding).
- d) ( ) Between 0% and 50% (poor understanding).
- e) ( ) I understood NOTHING (0%) of the content (message) of the text (no understanding at all).

2- How would you judge the level of native-likeness of the text as a whole (the level of proximity to the way an American educated adult would have written the same text)?

- a) ( ) Very high.
- b) ( ) High.
- c) ( ) Moderate.
- d) ( ) Low.
- e) ( ) Very low.

3- How would you judge the general level of grammatical accuracy of the text as a whole?

- a) ( ) Very high.
- b) ( ) High.
- c) ( ) Moderate.
- d) ( ) Low.
- e) ( ) Very low.

**-Text 29-**

That was a girl reading a book and her cat was making some noises. So she let the cat at the living room and the cat tried to eat her small bird, but the bird got out of the jail flying and the cat fell down inside the jail. After hearing some noises, the girl came and saw her bird flying away! In fact she was happy, because she didn't like to see her small bird sad and closed in the jail.

*Right after having read the above text (originally produced in writing) **only once**, I would appreciate very much your answering the 3 following multiple-choice questions, ticking only 1 of the available choices in each case. Please, in order to answer the questions, use **solely your perception and intuitions** as a native speaker of the English language:*

- 1- How much did you understand the content (message) of the text as a whole?
  - a) (  ) I understood EVERYTHING (100%) of the content (message) of the text (thorough understanding).
  - b) (  ) Between 50% and 100% (good understanding).
  - c) (  ) I understood 50% of the content (message) of the text (moderate understanding).
  - d) (  ) Between 0% and 50% (poor understanding).
  - e) (  ) I understood NOTHING (0%) of the content (message) of the text (no understanding at all).
  
- 2- How would you judge the level of native-likeness of the text as a whole (the level of proximity to the way an American educated adult would have written the same text)?
  - a) (  ) Very high.
  - b) (  ) High.
  - c) (  ) Moderate.
  - d) (  ) Low.
  - e) (  ) Very low.
  
- 3- How would you judge the general level of grammatical accuracy of the text as a whole?
  - a) (  ) Very high.
  - b) (  ) High.
  - c) (  ) Moderate.
  - d) (  ) Low.
  - e) (  ) Very low.

**-Text 30-**

The girl was writing. The cat open eye. The girl se levantou and ask the cat to go livingroom. The bird was kage. The cat to go the bird. The girl saw the cat in the kage and the bird out. The bird was p/ he habitat natural.

*Right after having read the above text (originally produced in writing) **only once**, I would appreciate very much your answering the 3 following multiple-choice questions, ticking only 1 of the available choices in each case. Please, in order to answer the questions, use **solely your perception and intuitions** as a native speaker of the English language:*

1- How much did you understand the content (message) of the text as a whole?

- a) (  ) I understood EVERYTHING (100%) of the content (message) of the text (thorough understanding).
- b) (  ) Between 50% and 100% (good understanding).
- c) (  ) I understood 50% of the content (message) of the text (moderate understanding).
- d) (  ) Between 0% and 50% (poor understanding).
- e) (  ) I understood NOTHING (0%) of the content (message) of the text (no understanding at all).

2- How would you judge the level of native-likeness of the text as a whole (the level of proximity to the way an American educated adult would have written the same text)?

- a) (  ) Very high.
- b) (  ) High.
- c) (  ) Moderate.
- d) (  ) Low.
- e) (  ) Very low.

3- How would you judge the general level of grammatical accuracy of the text as a whole?

- a) (  ) Very high.
- b) (  ) High.
- c) (  ) Moderate.
- d) (  ) Low.
- e) (  ) Very low.

## APPENDIX Q

### GENERAL SYSTEMIC RESULTS DERIVED FROM THE PRIMARY CORPUS: LONGITUDINAL PART OF THE STUDY

#### Q.1 Personal-Experience register

##### Q.1.1 Transitivity system network

<i>SIC1</i>		<i>SIC2</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
eventive	1a	as locution	1a
happening	1b	eventive	1b
location	1d	happening	1d
material	2b	indicating	2b
middle	2l	location	2d
place	3e	material	2e
		mental 1	2f
		middle	2g
		perceptive	2l
		phenomenal	2m
		phenomenalization	3d
		place	3e
		ranged	3f
		receiver	3g
		reporting	3l
		specific	4f
		time 2	4g
		verbal 1	4h
		verbalization	
		visual	
<b>6</b>	<b>6</b>	<b>20</b>	<b>18</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 3</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 4</b>	

<i>S1Ct3</i>		<i>S2Ct4</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
ascriptive	1a	accompaniment	1a
behavioral	1b	ascriptive	1b
circumstance as attribute	1d	comitative	1d
circumstantial	2a	eventive	1h
doing	2b	expanding	2b
effective	2h	happening	2h
elaborating 1	2l	intensive	2l
eventive	2m	location	2m
expanding	3b	material	2x
happening	3d	middle	3e
intensive	3e	non-phase	3n
location	3n	place	3o
material	3o	quality 1	4i
middle	4a	quality 1 as attribute	5h
non-phase	4i	relational	6e
operative	4j	time 2	
place	5h		
quality 1	6e		
quality 1 as attribute			
ranged			
relational			
time 2			
transformative			
<b>23</b>	<b>18</b>	<b>16</b>	<b>15</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>	

<i>S2Ct5</i>		<i>S2Ct6</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
accompaniment	1a	accompaniment	1a
additive	1b	as locution	1b
ascriptive	1d	ascriptive	1d
behavioral	1h	comitative	1h
class	2b	eventive	2b
decoding	2h	expanding	2f
eventive	2l	happening	2g
expanding	2m	indicating	2h
happening	2y	intensive	2l
identifying	3d	location	2m
intensive	3e	material	2x
location	3n	middle	3e
material	3o	non-phase	3l
middle	4i	place	3n
non-phase	4l	quality 1	3o
place	5h	quality 1 as attribute	4g
quality 1	6e	receiver	4h
quality 1 as attribute		relational	4i
ranged		reporting	5h
relational		time 2	6e
time 2		verbal 1	
		verbalization	
<b>21</b>	<b>17</b>	<b>22</b>	<b>20</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>	

<i>S3Ct1</i>		<i>S3Ct2</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
ascriptive	1a	ascriptive	1a
class	1b	duration	1b
creative	1d	emotive	1c
doing	2a	encoding	1d
effective	2b	eventive	2b
eventive	2h	expanding	2d
expanding	2m	extent	2e
happening	3b	happening	2h
intensive	3d	identifying	2j
location	3e	intensive	2l
material	3n	liking	2m
middle	3o	location	3d
non-phase	4i	material	3e
operative	5h	mental 1	3f
quality 1	6e	middle	3g
quality 1 as attribute		non-phase	3j
ranged		normal	3k
relational		perceptive	3n
time 2		phenomenal	3o
		phenomenalization	4f
		place	4i
		quality 1	4l
		quality 1 as attribute	5h
		ranged	6e
		relational	
		specific	
		time 2	
		visual	
<b>19</b>	<b>15</b>	<b>28</b>	<b>24</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>	

<b>S3Ct3</b>		<b>S4Ct4</b>	
<b>TERMS</b>	<b>SYSTEMS</b>	<b>TERMS</b>	<b>SYSTEMS</b>
accompaniment	1a	accompaniment	1a
ascriptive	1b	as locution	1b
behavioral	1d	ascriptive	1c
class	1e	behavioral	1d
comitative	1h	class	1e
eventive	2b	comitative	1h
expanding	2h	decoding	2b
happening	2l	degree	2d
intensive	2m	duration	2e
location	2p	emotive	2f
manner	2x	eventive	2h
material	3d	expanding	2j
means	3e	extent	2k
middle	3n	frequency	2l
non-phase	3o	happening	2m
place	4i	identifying	2q
ranged	5h	indicating	2x
relational		intensive	3d
time 2		liking	3e
		location	3f
		manner	3j
		material	3k
		mental 1	3l
		middle	3n
		non-phase	3o
		normal	4g
		phenomenal	4h
		phenomenalization	4i
		place	4l
		quality 1	5h
		quality 1 as attribute	6e
		ranged	
		relational	
		reporting	
		time 2	
		verbal 1	
		verbalization	
<b>19</b>	<b>17</b>	<b>37</b>	<b>31</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 5</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>	



<i>S4Ct5</i>		<i>S4Ct6</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
ascriptive	1a	accompaniment	1a
class	1b	additive	1b
decoding	1c	ascriptive	1c
degree	1d	assigned	1d
duration	1e	assignment	1h
eventive	2b	behavioral	2a
expanding	2h	decoding	2b
extent	2j	doing	2h
happening	2l	effective	2k
identifying	2m	elaborating 1	2l
intensive	2q	elaborating 2	2m
location	3d	encoding	2y
manner	3e	enhancing 1	3b
material	3n	eventive	3d
middle	3o	expanding	3e
non-phase	4i	expanding-assignment	3n
place	4l	extent	3o
quality 1	5h	frequency	4a
quality 1 as attribute	6e	happening	4k
ranged		identifying	4l
relational		intensive	4o
time 2		location	5i
		material	5j
		middle	5k
		operative	6g
		place	
		possession as process 1	
		possessive	
		possessor as carrier	
		ranged	
		relational	
		time 2	
		transformative	
<b>22</b>	<b>19</b>	<b>33</b>	<b>25</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>	

<i>S5Ct1</i>		<i>S5Ct2</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
as name	1a	accompaniment	1a
ascriptive	1b	additive	1b
circumstance as attribute	1c	ascriptive	1d
circumstantial	1d	behavioral	1h
class	1e	comitative	2a
cognitive 1	2a	creative	2b
degree	2b	desiderative 1	2d
doing	2d	doing	2e
duration	2e	effective	2h
effective	2f	eventive	2l
enhancing 1	2g	expanding	2m
eventive	2h	happening	2x
expanding	2j	intensive	2y
extent	2l	location	3b
happening	2m	material	3d
hyperphenomenal	2n	mental 1	3e
idea	2q	middle	3f
inceptive	3b	non-phase	3i
intensive	3d	operative	3n
location	3e	phenomenal	3o
manner	3f	phenomenalization	4i
material	3h	place	5h
memory	3l	preference	6e
mental 1	3n	quality 1	
metaphenomenal	3o	quality 1 as attribute	
middle	4a	ranged	
non-phase	4c	relational	
operative	4i	time 2	
phase	4j		
phenomenalization	5b		
place	5g		
quality 1	5h		
quality 1 as attribute	6d		
quality 2	6e		
ranged			
receiver			
relational			
time 1			
time 2			
transformative			
verbal 1			
verbalization			
<b>42</b>	<b>34</b>	<b>28</b>	<b>23</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>	

<b>S5Ct3</b>		<b>S6Ct4</b>	
<b>TERMS</b>	<b>SYSTEMS</b>	<b>TERMS</b>	<b>SYSTEMS</b>
ascriptive	1a	accompaniment	1a
doing	1b	angle	1b
effective	1d	ascriptive	1d
elaborating 1	1j	circumstance as attribute	1h
eventive	2a	circumstantial	1k
expanding	2b	comitative	2a
happening	2d	doing	2b
location	2e	durative	2d
material	2g	effective	2h
matter	2h	eventive	2l
mental 1	2l	expanding	2m
middle	2m	extending	2x
operative	3b	happening	2zc
perceptive	3d	hyperphenomenal	3b
phenomenal	3e	idea	3d
phenomenalization	3f	intensive	3e
place	3g	location	3f
possession as process 1	3n	material	3n
possessive	3o	mental 1	3o
possessor as carrier	4a	metaphenomenal	4a
ranged	4f	middle	4c
receiver	4k	non-phase	4i
relational	5i	operative	4j
specific		phase	5a
time 2		phenomenalization	5b
transformative		place	5g
verbal 1		quality 1	5h
visual		quality 1 as attribute	6d
		ranged	6e
		recipency	
		relational	
		time 1	
		time 2	
		transformative	
		viewpoint	
<b>28</b>	<b>23</b>	<b>35</b>	<b>29</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 5</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>	

<i>S6Ct5</i>		<i>S6Ct6</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
as locution	1a	ascriptive	1a
ascriptive	1b	behavioral	1b
behavioral	1d	circumstance as attribute	1d
circumstance as attribute	2a	circumstantial	1j
circumstantial	2b	doing	2b
cliency	2c	effective	2d
cognitive 1	2e	elaborating 1	2e
doing	2f	eventive	2g
effective	2h	expanding	2h
eventive	2l	happening	2l
expanding	2m	hyperphenomenal	2m
extending	3b	intensive	3b
happening	3d	location	3d
indicating	3e	macrophenomenal	3e
location	3h	material	3f
material	3l	matter	3g
mental 1	3n	mental 1	3n
middle	3o	middle	3o
operative	4a	non-phase	4a
place	4b/3c	perceptive	4c
possession as process 1	4g	phenomenalization	4f
possessive	4h	place	4i
possessor as carrier	4j	possession as process 1	4j
ranged	4k	possessive	4k
recipency	5a	possessor as carrier	5f
relational	5i	quality 1	5h
reporting		quality 1 as attribute	5i
service		ranged	6e
thinking		receiver	
time 2		relational	
transformative		specific	
verbal 1		time 2	
verbalization		transformative	
		unbounded	
		verbal 1	
		visual	
<b>33</b>	<b>26</b>	<b>36</b>	<b>28</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 5</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>	

<i>S7Ct1</i>		<i>S7Ct2</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
accompaniment	1a	as locution	1a
as name	1b	as name	1b
ascriptive	1c	ascriptive	1d
circumstance as attribute	1d	circumstance as attribute	1j
circumstantial	1e	circumstantial	2a
comitative	1h	class	2b
distance	1j	cognitive 1	2d
doing	2a	decision	2e
duration	2b	desiderative 1	2f
effective	2d	doing	2g
elaborating 1	2e	effective	2h
eventive	2f	enhancing 1	2l
expanding	2g	eventive	2m
extent	2h	expanding	3b
happening	2i	happening	3d
intensive	2j	hyperphenomenal	3e
location	2l	idea	3f
manner	2m	indicating	3h
material	2p	intensive	3i
matter	2x	knowledge	3l
means	3b	location	3n
mental 1	3d	material	3o
middle	3e	matter	4a
non-phase	3g	mental 1	4c
operative	3l	metaphenomenal	4g
perceptive	3n	middle	4h
phenomenalization	3o	non-phase	4i
place	4a	operative	4j
possession as process 1	4f	phenomenal	4k
possessive	4i	phenomenalization	5b
possessor as carrier	4j	place	5h
quality 1	4k	plan	5i
quality 1 as attribute	5h	possession as process 1	6e
ranged	5i	possessive	
receiver	6e	possessor as carrier	
relational		pretence	
specific		quality 1	
time 2		quality 1 as attribute	
transformative		ranged	
verbal 1		receiver	
verbalization		relational	
visual		reporting	
		time 2	
		transformative	
		verbal 1	
		verbalization	
<b>42</b>	<b>35</b>	<b>46</b>	<b>33</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>	

<b>S7C13</b>		<b>S8C14</b>	
<b>TERMS</b>	<b>SYSTEMS</b>	<b>TERMS</b>	<b>SYSTEMS</b>
ascriptive	1a	accompaniment	1a
cognitive 1	1b	ascriptive	1b
desiderative 1	1d	circumstance as attribute	1c
desire	1e	circumstantial	1d
eventive	2b	class	1h
expanding	2d	comitative	2b
happening	2e	emotive	2d
hyperphenomenal	2h	eventive	2e
idea	2l	expanding	2h
location	2m	extent	2k
manner	2p	frequency	2l
material	3d	happening	2m
means	3e	intensive	2x
mental 1	3f	liking	3d
metaphenomenal	3h	location	3e
middle	3i	material	3f
phenomenal	3n	mental 1	3g
phenomenalization	3o	middle	3j
place	4c	non-phase	3k
possession as process 1	4k	normal	3n
possessive	5b	perceptive	3o
possessor as carrier	5i	phenomenal	4f
ranged		phenomenalization	4i
relational		place	4j
thinking		quality 1	5h
time 2		quality 1 as attribute	6e
		ranged	
		relational	
		specific	
		time 2	
		visual	
<b>26</b>	<b>22</b>	<b>31</b>	<b>26</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 5</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>	

<i>S8Ct5</i>		<i>S8Ct6</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
accompaniment	1a	as locution	1a
ascriptive	1b	ascriptive	1b
cognitive 1	1d	behavioral	1c
comitative	1h	class	1d
desiderative 1	2a	cognitive 1	2a
desire	2b	creative	2b
doing	2d	decoding	2d
effective	2e	doing	2e
eventive	2g	duration	2f
expanding	2h	effective	2g
extending	2l	eventive	2h
happening	2m	expanding	2j
hyperphenomenal	2x	extent	2l
idea	3b	happening	2m
intensive	3d	hyperphenomenal	3b
location	3e	idea	3d
material	3f	identifying	3e
mental 1	3h	imperating	3f
metaphenomenal	3i	intensive	3h
middle	3n	knowledge	3l
non-phase	3o	location	3n
operative	4a	material	3o
phenomenal	4c	mental 1	4c
phenomenalization	4i	metaphenomenal	4g
place	5b	middle	4h
quality 1	5h	non-phase	4i
quality 1 as attribute	6e	operative	4k
ranged		phenomenalization	4l
receiver		place	5b
relational		possession as process 1	5h
time 2		possessive	5i
transformative		possessor as carrier	6e
understanding		quality 1	
verbal 1		quality 1 as attribute	
		ranged	
		receiver	
		relational	
		reporting	
		time 2	
		verbal 1	
		verbalization	
<b>34</b>	<b>27</b>	<b>41</b>	<b>32</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>	

<i>S9Ct1</i>		<i>S9Ct2</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
as locution	1a	angle	1a
ascriptive	1b	as name	1b
circumstance as attribute	1c	ascriptive	1d
circumstantial	1d	cause	1f
cognitive 1	1i	doing	1i
decoding	2a	effective	1k
desiderative 1	2b	encoding	2a
desire	2d	eventive	2b
doing	2e	expanding	2f
duration	2f	extending	2g
effective	2g	happening	2h
elaborating 1	2h	identifying	2l
eventive	2j	intensive	2m
expanding	2l	location	2r
extending	2m	material	2za
extent	2z	middle	2zc
guise	3b	non-phase	3b
happening	3d	operative	3d
identifying	3e	place	3e
indicating	3f	product	3l
intensive	3h	quality 1	3n
location	3i	quality 1 as attribute	3o
material	3l	ranged	4a
memory	3n	reason	4i
mental 1	3o	receiver	4l
middle	4a	recipency	5a
non-phase	4g	relational	5h
operative	4h	role	6e
phenomenal	4i	time 2	
phenomenalization	4j	transformative	
place	4k	verbal 1	
possession as process 1	4l	verbalization	
possessive	5a	viewpoint	
possessor as carrier	5h		
quality 1	5i		
quality 1 as attribute	6e		
ranged			
receiver			
recipency			
relational			
reporting			
role			
time 2			
transformative			
verbal 1			
verbalization			
<b>46</b>	<b>36</b>	<b>33</b>	<b>28</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>	



<b>S9Ct3</b>		<b>S10Ct4</b>	
<b>TERMS</b>	<b>SYSTEMS</b>	<b>TERMS</b>	<b>SYSTEMS</b>
angle	1a	as name	1a
ascriptive	1b	ascriptive	1b
decoding	1d	circumstance as attribute	1c
doing	1j	circumstantial	1d
effective	1k	class	2a
elaborating 1	2a	cognitive 1	2b
eventive	2b	decoding	2d
expanding	2h	doing	2e
happening	2m	duration	2f
identifying	2zc	effective	2g
intensive	3b	elaborating 1	2h
location	3d	eventive	2j
material	3e	expanding	2l
matter	3n	extent	3b
middle	3o	general	3d
non-phase	4a	happening	3e
operative	4i	hyperphenomenal	3f
possession as process 1	4k	idea	3g
possessive	4l	identifying	3h
possessor as carrier	5h	intensive	3l
quality 1	5i	location	3n
quality 1 as attribute	6e	material	3o
ranged		mental 1	4a
relational		metaphenomenal	4c
time 2		middle	4i
transformative		non-phase	4j
viewpoint		perceptive	4k
		phenomenal	4l
		phenomenalization	5b
		place	5h
		possession as process 1	5i
		possessive	6e
		possessor as carrier	
		quality 1	
		quality 1 as attribute	
		ranged	
		receiver	
		receptive	
		relational	
		thinking	
		transformative	
		understanding	
		verbal 1	
		verbalization	
<b>27</b>	<b>22</b>	<b>44</b>	<b>32</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>	

<i>S10Ct5</i>		<i>S10Ct6</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
angle	1a	ascriptive	1a
as name	1b	class	1b
ascriptive	1d	decoding	1c
behavioral	1k	doing	1d
circumstance as attribute	2a	duration	1e
circumstantial	2b	effective	2a
class	2d	enhancing 1	2b
cognitive 1	2e	eventive	2h
creative	2f	existence plus	2j
desiderative 1	2g	existential	2l
doing	2h	expanding	2m
durative	2l	extent	2n
effective	2m	happening	3b
eventive	2zc	identifying	3e
expanding	3b	inceptive	3m
happening	3d	intensive	3n
hyperphenomenal	3e	location	3o
idea	3f	manner	4a
intensive	3h	material	4i
knowledge	3i	middle	4l
location	3l	non-phase	5g
material	3n	phase	5h
mental 1	3o	place	6d
metaphenomenal	4c	quality 2	
middle	4i	receptive	
non-phase	4j	relational	
operative	5b	time 1	
phase	5g	time 2	
phenomenal	5h	transformative	
phenomenalization	6d		
place	6e		
preference			
quality 1			
quality 1 as attribute			
ranged			
receiver			
relational			
time 1			
time 2			
verbal 1			
verbalization			
viewpoint			
<b>42</b>	<b>31</b>	<b>29</b>	<b>23</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>	

Q.1.2 Mood system network

<i>S1C1</i>		<i>S1C2</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
bound	1a'	bound	1a'
enhancing	2a'	declarative	2a'
expansion	2b'	enhancing	2b'
hypotactic	3c'	expansion	3a'
major	3d'	extending	3b'/4k'/3b'
non-finite	4h'	finite	3c'
perfective	4m'	free	3d'
positive 1	5q'	full	4a'
		hypotactic	4c'
		imperfective	4h'
		indicative	4m'
		major	5d'
		non-finite	5i'
		past 1	5q'
		perfective	
		positive 1	
		present 1	
		temporal	
		'to'	
		'zero'	
<b>8</b>	<b>8</b>	<b>20</b>	<b>14</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 5</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 5</b>	

<i>S1C3</i>		<i>S2C4</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
bound	1a'	declarative	1a'
declarative	2a'	explicit 3	2a'
enhancing	2b'	free	2b'
expansion	3a'	full	3a'
explicit 3	3b'/4k'/3b'	indicative	3b'/4k'
finite	3c'	interactant	4a'
free	3d'	major	4b'
full	4a'	non-exclamative	4c'
hypotactic	4b'	past 1	5b'
implicit 3	4c'	positive 1	5c'
indicative	4m'	present 1	5d'
interactant	5b'	speaker	6c'
major	5c'	speaker-plus	
non-exclamative	5d'	temporal	
past 1	5q'		
positive 1	6c'		
present 1			
speaker			
temporal			
<b>19</b>	<b>16</b>	<b>14</b>	<b>12</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>	

<i>S2Ct5</i>		<i>S2Ct6</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
declarative	1a'	bound	1a'
explicit 3	2a'	declarative	2a'
free	2b'	enhancing	2b'
full	3a'	expansion	3a'
implicit 3	3b'/4k'	finite	3b'/4k'/3b'
indicative	4a'	free	3c'
interactant	4b'	full	3d'
major	4c'	hypotactic	4a'
non-exclamative	5b'	indicative	4b'
past 1	5c'	indirect proposition	4c'
positive 1	5d'	interactant	4l'
present 1	6c'	major	4m'
speaker		past 1	5c'
speaker-plus		positive 1	5d'
temporal		present 1	5q'
		projection	
		speaker-plus	
		temporal	
<b>15</b>	<b>12</b>	<b>18</b>	<b>15</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 5</b>	

<i>S3Ct1</i>		<i>S3Ct2</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
bound	1a'	bound	1a'
declarative	2a'	declarative	2a'
elaborating	2b'	enhancing	2b'
expansion	3a'	expansion	3a'
explicit 3	3b'/4k'/3b'	explicit 3	3b'/4k'/3b'
finite	3c'	finite	3c'
free	3d'	free	3d'
full	4a'	full	4a'
hypotactic	4b'	hypotactic	4b'
indicative	4c'	indicative	4c'
interactant	4m'	interactant	4m'
major	5b'	major	5b'
non-exclamative	5c'	negative 1	5c'
past 1	5d'	non-exclamative	5d'
positive 1	5q'	past 1	5e'/4i'
speaker	6c'	positive 1	5q'
temporal		present 1	6c'
		present 2	6e'/5j'
		secondary tense	6f'/5k'
		speaker	
		stop	
		temporal	
<b>17</b>	<b>16</b>	<b>22</b>	<b>19</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>	

<i>S3Ct3</i>		<i>S4Ct4</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
declarative	1a'	bound	1a'
explicit 3	2a'	declarative	2a'
free	2b'	explicit 3	2b'
full	3a'	finite	3a'
indicative	3b'/4k'	free	3b'/4k'/3b'
interactant	4a'	full	3c'
major	4b'	hypotactic	3d'
non-exclamative	4c'	indicative	4a'
past 1	5b'	indirect proposition	4b'
positive 1	5c'	interactant	4c'
present 1	5d'	major	4l'
speaker	6c'	negative 1	5b'
speaker-plus		non-exclamative	5c'
temporal		past 1	5d'
		positive 1	5q'
		present 1	6c'
		projection	
		speaker	
		speaker-plus	
		temporal	
<b>14</b>	<b>12</b>	<b>20</b>	<b>16</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>	

<i>S4Ct5</i>		<i>S4Ct6</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
bound	1a'	bound	1a'
declarative	1b'	declarative	2a'
down-ranked	2a'	down-ranked	2b'
elaborating	2b'	elaborating	3a'
enactment	2d'	enhancing	3b'/4k'/3b'
enhancing	3a'	expansion	3c'
exclamation	3b'/4k'/3b'	finite	3d'
expansion	3c'	free	4a'
finite	3d'	full	4b'
free	3f'	hypotactic	4c'
full	4a'	indicative	4h'
hypotactic	4c'	interactant	4m'
indicative	4h'	major	5c'
major	4m'	neutral	5d'
minor	4t'	non-finite	5e'/4i'
non-finite	5d'	past 1	5q'
past 1	5i'	past 2	6e'/5j'
perfective	5q'	positive 1	6f'/5k'
positive 1		present 2	
present 1		secondary tense	
reactive		speaker-plus	
temporal		stop	
'to'		temporal	
vocative			
<b>24</b>	<b>18</b>	<b>23</b>	<b>18</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 5</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>	

<i>S5Ct1</i>		<i>S5Ct2</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
bound	1a'	bound	1a'
declarative	2a'	declarative	2a'
down-ranked	2b'	down-ranked	2b'
elaborating	3a'	elaborating	3a'
enhancing	3b'/4k'/3b'	enhancing	3b'/4k'/3b'
expansion	3c'	expansion	3c'
explicit 3	3d'	explicit 3	3d'
finite	4a'	finite	4a'
free	4b'	free	4b'
full	4c'	full	4c'
hypotactic	4h'	hypotactic	4h'
indicative	4i'/5e'	indicative	4m'
interactant	4m'	interactant	5c'
major	5b'	major	5d'
negative 1	5c'	neutral	5e'/4i'
neutral	5d'	non-finite	5q'
non-exclamative	5j'/6e'	past 1	6c'
non-finite	5k'/6f'	past 2	6e'/5j'
past 1	5q'	positive 1	6f'/5k'
past 2	6c'	present 1	
positive 1		present 2	
present 1		secondary tense	
secondary tense		speaker	
speaker		speaker-plus	
stop		stop	
temporal		temporal	
<b>26</b>	<b>20</b>	<b>26</b>	<b>19</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>	

<b>S5Ct3</b>		<b>S6Ct4</b>	
<b>TERMS</b>	<b>SYSTEMS</b>	<b>TERMS</b>	<b>SYSTEMS</b>
ability	1a'	bound	1a'
bound	2a'	comment	2a'
declarative	2b'	declarative	2b'
down-ranked	3a'	down-ranked	3a'
elaborating	3b'/4k'	elaborating	3b'/4k'/3b'
expansion	3c'	enhancing	3c'
explicit 3	3d'	expansion	3d'
free	4a'	explicit 3	4a'
full	4b'	factual	4b'
implicit 4	4c'	finite	4c'
indicative	4h'	free	4d'
interactant	4m'	full	4h'
low 1	5b'	hypotactic	4l'
major	5c'	indicative	4m'
modal	5d'	indirect proposition	5b'
modulation	5l'/4o'	interactant	5c'
neutral	5m'/4p'	major	5d'
non-exclamative	5n'/4q'	negative 1	5e'/4i'
non-finite	5o'/4r'	non-exclamative	5f'
outer	5q'	non-finite	5i'
past 1	6c'	past 1	5q'
positive 1	6k'/5w'	past 2	6c'
present 1	6l'/5x'	perfective	6e'/5j'
readiness	7h'/6n'	positive 1	6f'/5k'
speaker		present 1	6h'
subjective		projection	7f'
temporal		secondary tense	
		speaker	
		speech-functional	
		stop	
		temporal	
		'to'	
		unqualified	
<b>27</b>	<b>24</b>	<b>33</b>	<b>26</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 7</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 7</b>	

<i>S6Ct5</i>		<i>S6Ct6</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
asseverative	1a'	bound	1a'
bound	2a'	comment	2a'
comment	2b'	declarative	2b'
declarative	2c'	desirability	3a'
down-ranked	3a'	desirable	3b'/4k'/3b'
elaborating	3b'/4k'/3b'	down-ranked	3c'
expansion	3c'	elaborating	3d'
explicit 3	3d'	enhancing	4a'
finite	3e'	expansion	4b'
free	4a'	explicit 3	4c'
full	4b'	finite	4d'
hypotactic	4c'	free	4h'
imperfective	4d'	full	4m'
implicit 4	4h'	hypotactic	5b'
indicative	4l'	imperfective	5c'
indirect proposition	4m'	indicative	5d'
interactant	4n'	interactant	5e'/4i'
low 1	5b'	luck	5f'
major	5c'	major	5i'
modal	5d'	negative 1	5q'
modalization	5f'	non-exclamative	6c'
mood assessment	5i'	non-finite	6e'/5j'
negative 1	5l'/4o'	on whole	6f'/5k'
negative 2	5m'/4p'	past 1	6g'
non-exclamative	5n'/4q'	past 2	7c'
non-finite	5o'/4r'	perfective	8b'
obvious	5q'	positive 1	9c'
on whole	5t'	present 1	10a'
outer	5u'	propositional	
past 1	6c'	qualificative	
perfective	6g'	secondary tense	
positive 1	6j'/5v'	speaker	
present 1	6l'/5x'	speaker-plus	
probability	7c'	stop	
projection	8a'	temporal	
propositional		'to'	
relative to expectation			
since			
speaker			
subjective			
temporal			
temporality			
'to'			
<b>43</b>	<b>35</b>	<b>36</b>	<b>28</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 8</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 10</b>	



<i>S7Ct1</i>		<i>S7Ct2</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
bound	1a'	bound	1a'
declarative	2a'	declarative	2a'
down-ranked	2b'	down-ranked	2b'
elaborating	3a'	elaborating	3a'
enhancing	3b'/4k'/3b'	expansion	3b'/4k'/3b'
expansion	3c'	explicit 3	3c'
explicit 3	3d'	finite	3d'
finite	4a'	free	4a'
free	4b'	full	4b'
full	4c'	hypotactic	4c'
hypotactic	4h'	implicit 4	4l'
implicit 4	4m'	inclination	4m'
inclination	5b'	indicative	5b'
indicative	5c'	indirect proposition	5c'
interactant	5d'	interactant	5d'
major	5e'/4i'	low 1	5e'/4i'
median	5i'	major	5l'/4o'
modal	5l'/4o'	median	5m'/4p'
modulation	5m'/4p'	modal	5n'/4q'
non-exclamative	5n'/4q'	modalization	5o'/4r'
non-finite	5o'/4r'	modulation	5q'
past 1	5q'	negative 1	6c'
past 2	6c'	non-exclamative	6e'/5j'
perfective	6e'/5j'	outer	6f'/5k'
positive 1	6f'/5k'	past 1	6j'/5v'
present 1	6k'/5w'	positive 1	6k'/5w'
present 2	7h'/6n'	present 1	6l'/5x'
readiness		present 2	7h'/6n'
secondary tense		probability	
speaker		projection	
speaker-plus		readiness	
stop		secondary tense	
subjective		speaker	
temporal		stop	
'to'		subjective	
		temporal	
<b>35</b>	<b>27</b>	<b>36</b>	<b>28</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 7</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 7</b>	

<i>S7Ct3</i>		<i>S8Ct4</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
bound	1a'	bound	1a'
declarative	2a'	declarative	2a'
down-ranked	2b'	enhancing	2b'
enhancing	3a'	expansion	3a'
expansion	3b'/4k'/3b'	explicit 3	3b'/4k'/3b'
explicit 3	3c'	finite	3c'
explicit 4	3d'	free	3d'
finite	4a'	full	4a'
free	4b'	hypotactic	4b'
full	4c'	indicative	4c'
high 1	4l'	interactant	4m'
hypotactic	4m'	major	5b'
implicit 4	5b'	non-exclamative	5c'
indicative	5c'	past 1	5d'
indirect proposition	5d'	positive 1	5e'/4i'
interactant	5e'/4i'	present 1	5q'
major	5l'/4o'	present 2	6c'
median	5m'/4p'	secondary tense	6e'/5j'
modal	5n'/4q'	speaker	6f'/5k'
modalization	5o'/4r'	speaker plus	
modulation	5q'	stop	
negative 1	6c'	temporal	
non-exclamative	6e'/5j'		
obligation	6f'/5k'		
outer	6j'/5v'		
past 1	6k'/5w'		
positive 1	6l'/5x'		
present 2			
probability			
projection			
secondary tense			
speaker			
stop			
subjective			
temporal			
<b>35</b>	<b>27</b>	<b>22</b>	<b>19</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>	

<i>S8Ct5</i>		<i>S8Ct6</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
bound	1a'	bound	1a'
declarative	2a'	by	2a'
enhancing	2b'	counter-expectancy	2b'
expansion	2c'	declarative	2c'
explicit 3	3a'	enhancing	3a'
finite	3b'/4k'/3b'	exceeding	3b'/4k'/3b'
free	3c'	expansion	3c'
full	3d'	explicit 3	3d'
hypotactic	3e'	finite	3e'
imperfective	4a'	free	4a'
indicative	4b'	full	4b'
indirect proposition	4c'	high 1	4c'
interactant	4h'	hypotactic	4h'
major	4l'	imperfective	4l'
mood assessment	4m'	implicit 4	4m'
near	4n'	indicative	4n'
negative 1	5b'	indirect proposal	4s'
negative 2	5c'	indirect proposition	5b'
non-exclamative	5d'	intensity	5c'
non-finite	5e'/4i'	interactant	5d'
non-future	5i'	major	5l'/4o'/5l'
past 1	5q'	median	5m'/4p'/5m'
past 2	5r'	modal	5n'/4q'/5n'
perfective	5s'	modality	5o'/4r'/5o'
positive 1	5t'	modalization	5q'
present 1	5u'	modulation	5t'
present 2	6c'	mood assessment	5u'
projection	6e'/5j'	negative 1	5v'/6j'/5v'
relative to expectation	6f'/5k'	non-exclamative	5za'
relative to now		non-finite	6c'
secondary tense		objective	6k'/5w'
since		obligation	6l'/5x'/6l'
speaker		outer	
speaker-plus		past 1	
stop		positive 1	
temporal		positive 2	
temporality		present 1	
'to'		probability	
		projection	
		relative to expectation	
		speaker	
		subjective	
		temporal	
		temporality	
<b>38</b>	<b>29</b>	<b>44</b>	<b>32</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>	

<i>S9Ct1</i>		<i>S9Ct2</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
bound	1a'	bound	1a'
comment	2a'	declarative	2a'
counter-expectancy	2b'	down-ranked	2b'
declarative	2c'	elaborating	2c'
down-ranked	3a'	enhancing	3a'
elaborating	3b'/4k'/3b'	expansion	3b'/4k'/3b'
enhancing	3c'	explicit 3	3c'
exceeding	3d'	finite	3d'
expansion	3e'	free	3e'
explicit 3	4a'	full	4a'
factual	4b'	high 1	4b'
finite	4c'	hypotactic	4c'
free	4d'	implicit 4	4h'
full	4h'	indicative	4m'
high 1	4l'	interactant	5c'
hypotactic	4m'	major	5d'
imperfective	4s'	median	5e'/4i'
implicit 4	5b'	modal	5i'
indicative	5c'	modality	5l'/4o'
indirect proposition	5d'	modalization	5m'/4p'
intensity	5e'/4i'	modulation	5n'/4q'
interactant	5f'	mood assessment	5o'/4r'
limiting	5i'	non-finite	5q'
major	5l'/4o'/5l'	objective	5x'/6l'
median	5m'/4p'/5m'	obligation	6c'
modal	5n'/4q'/5n'	outer	6e'/5j'
modality	5o'/4r'/5o'	past 1	6f'/5k'
modalization	5q'	past 2	6j'/5v'
modulation	5za'	perfective	6k'/5w'
mood assessment	6c'	positive 1	
negative 1	6e'/5j'	present 1	
non-exclamative	6f'/5k'	present 2	
non-finite	6h'	probability	
objective	6j'/5v'/6j'	secondary tense	
obligation	6k'/5w'	speaker	
outer	6l'/5x'/6l'	speaker-plus	
past 1	7f'	stop	
past 2		subjective	
perfective		temporal	
positive 1		'to'	
present 1		usuality	
present 2			
probability			
projection			
secondary tense			
speaker			
speaker-plus			
speech-functional			
stop			
subjective			
temporal			
'to'			
unqualified			
usuality			
<b>54</b>	<b>37</b>	<b>41</b>	<b>29</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 7</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>	

<i>S9Ct3</i>		<i>S10Ct4</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
bound	1a'	bound	1a'
comment	2a'	by	2a'
declarative	2b'	declarative	2b'
down-ranked	3a'	down-ranked	2c'
elaborating	3b'/4k'	elaborating	3a'
enhancing	3c'	enhancing	3b'/4k'/3b'
expansion	3d'	expansion	3c'
explicit 3	4a'	explicit 3	3d'
free	4b'	finite	3e'
full	4c'	free	4a'
implicit 4	4d'	full	4b'
indicative	4h'	high 1	4c'
individuality	4m'	hypotactic	4h'
interactant	5b'	imperfective	4l'
major	5c'	implicit 4	4m'
median	5d'	indicative	4n'
modal	5f'	indirect proposition	4o'/5l'
modalization	5i'	interactant	4p'/5m'
negative 1	5l'/4o'	major	4q'/5n'
non-exclamative	5m'/4p'	median	4r'/5o'
non-finite	5n'/4q'	modal	5b'
past 1	5o'/4r'	modality	5c'
perfective	5q'	modalization	5d'
personal engagement	6c'	mood assessment	5e'/4i'
positive 1	6h'	non-exclamative	5i'
present 1	6j'/5v'	non-finite	5q'
probability	7g'	objective	5t'
qualified	8d'	outer	5u'
speaker		past 1	5v'/6j'
speech-functional		past 2	5x'/6l'
subjective		perfective	6c'
temporal		positive 1	6e'/5j'
'to'		positive 2	6f'/5k'
		present 1	
		present 2	
		probability	
		projection	
		relative to expectation	
		secondary tense	
		speaker	
		stop	
		subjective	
		temporal	
		temporality	
		'to'	
		usuality	
<b>33</b>	<b>28</b>	<b>46</b>	<b>33</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 8</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>	

<i>S10Ct5</i>		<i>S10Ct6</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
bound	1a'	bound	1a'
declarative	2a'	comment	2a'
down-ranked	2b'	counter-expectancy	2b'
elaborating	3a'	declarative	2c'
enhancing	3b'/4k'/3b'	enhancing	3a'
expansion	3c'	expansion	3b'/4k'/3b'
explicit 3	3d'	explicit 3	3c'
finite	4a'	finite	3d'
free	4b'	free	3e'
full	4c'	full	4a'
hypotactic	4h'	hypotactic	4b'
imperfective	4l'	indicative	4c'
implicit 4	4m'	intensity	4d'
indicative	5b'	interactant	4h'
indirect proposition	5c'	limiting	4m'
interactant	5d'	major	4n'
low 1	5e'/4i'	mood assessment	4s'
major	5i'	negative 1	5b'
median	5l'/4o'	non-exclamative	5c'
modal	5m'/4p'	non-finite	5d'
modalization	5n'/4q'	non-future	5e'/4i'
non-exclamative	5o'/4r'	on whole	5f'
non-finite	5q'	past 1	5i'
outer	6c'	perfective	5q'
past 1	6e'/5j'	positive 1	5r'
past 2	6f'/5k'	prediction	5s'
perfective	6j'/5v'	present 2	5za'
positive 1	6l'/5x'	propositional	6c'
present 1		qualificative	6e'/5j'
present 2		relative to now	6f'/5k'
probability		remote	6g'
projection		secondary tense	7c'
secondary tense		speaker	8b'
speaker		stop	9a'
stop		temporal	
subjective		temporality	
temporal		'to'	
'to'		unpredictable	
<b>38</b>	<b>28</b>	<b>38</b>	<b>34</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 9</b>	

## Q.1.3 Theme system network

<i>S1C1</i>		<i>S1C2</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
as transitivity role	1a''	as transitivity role	1a''
circumstance theme	2a''	circumstance theme	1c''
marked topical theme	3a''	conjunction	2a''
unmarked topical theme		hypotactic	2d''
		marked topical theme	3a''
		paratactic	3d''
		structural	4d''
		textual theme	
		unmarked topical theme	
<b>4</b>	<b>3</b>	<b>9</b>	<b>7</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 3</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 4</b>	

<i>S1C3</i>		<i>S2C4</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
as transitivity role	1a''	as transitivity role	1a''
circumstance theme	1c''	circumstance theme	2a''
conjunction	2a''	marked topical theme	3a''
definite	2d''	process theme	
hypotactic	3a''	unmarked topical theme	
marked topical theme	3d''		
paratactic	4d''		
process theme	4e''		
relative pronoun			
structural			
textual theme			
unmarked topical theme			
<b>12</b>	<b>8</b>	<b>5</b>	<b>3</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 4</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 3</b>	

<i>S2C5</i>		<i>S2C6</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
marked topical theme	1a''	as transitivity role	1a''
as transitivity role	1c''	circumstance theme	1c''
circumstance theme	2a''	conjunction	2a''
unmarked topical theme	2d''	hypotactic	2d''
textual theme	3a''	marked topical theme	3a''
structural	3d''		3d''
conjunction	4d''	non-subject (complement)	4d''
paratactic		participant theme	
process theme		paratactic	
		process theme	
		structural	
		textual theme	
		unmarked topical theme	
<b>9</b>	<b>7</b>	<b>11</b>	<b>7</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 4</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 4</b>	

<i>S3Ct1</i>		<i>S3Ct2</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
as transitivity role	1a''	as transitivity role	1a''
circumstance theme	1c''	circumstance theme	1c''
definite	2a''	conjunction	2a''
marked topical theme	2d''	hypotactic	2d''
relative pronoun	3a''	marked topical theme	3a''
structural	3d''	paratactic	3d''
textual theme	4e''	structural	4d''
unmarked topical theme		textual theme	
		unmarked topical theme	
<b>8</b>	<b>7</b>	<b>9</b>	<b>7</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 4</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 4</b>	

<i>S3Ct3</i>		<i>S4Ct4</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
as transitivity role	1a''	as transitivity role	1a''
circumstance theme	1c''	circumstance theme	1c''
conjunction	2a''	conjunction	2a''
marked topical theme	2d''	hypotactic	2d''
paratactic	3a''	marked topical theme	3a''
structural	3d''	paratactic	3d''
textual theme	4d''	structural	4d''
unmarked topical theme		textual theme	
		unmarked topical theme	
<b>8</b>	<b>7</b>	<b>9</b>	<b>7</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 4</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 4</b>	

<i>S4Ct5</i>		<i>S4Ct6</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
conjunction	1a''	as transitivity role	1a''
hypotactic	1c''	circumstance theme	1c''
paratactic	2d''	conjunction	2a''
structural	3d''	hypotactic	2d''
textual theme	4d''	marked topical theme	3a''
unmarked topical theme		structural	3d''
		textual theme	4d''
		unmarked topical theme	
<b>6</b>	<b>5</b>	<b>8</b>	<b>7</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 4</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 4</b>	



<i>S5Ct1</i>		<i>S5Ct2</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
as transitivity role	1a''	as transitivity role	1a''
circumstance theme	1c''	causal	1c''
conjunction	2a''	causal-conditional	2a''
definite	2d''	circumstance theme	2d''
hypotactic	3a''	concluding	2e''
marked topical theme	3d''	conjunction	3a''
paratactic	4d''	conjunctive adjunct	3d''
relative pronoun	4e''	enhancing	3e''
structural		general	4d''
textual theme		hypotactic	4h''
unmarked topical theme		internal	5f''
		marked topical theme	5h''
		paratactic	6a''
		preceding	6b''
		process theme	6d''
		simple	
		spatio-temporal	
		structural	
		textual theme	
		unmarked topical theme	
<b>11</b>	<b>8</b>	<b>20</b>	<b>15</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 4</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>	

<i>S5Ct3</i>		<i>S6Ct4</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
as transitivity role	1a''	as transitivity role	1a''
circumstance theme	1c''	circumstance theme	1c''
conjunction	2a''	comment	1d''
marked topical theme	2d''	conjunction	2a''
paratactic	3a''	factual	2d''
structural	3d''	hypotactic	2g''
textual theme	4d''	interpersonal theme	3a''
unmarked topical theme		marked topical theme	3d''
		modal adjunct	3f''
		paratactic	4d''
		speech-functional	4j''
		structural	5m''
		textual theme	6q''
		unmarked topical theme	
		unqualified	
<b>8</b>	<b>7</b>	<b>15</b>	<b>13</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 4</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>	

<i>S6Ct5</i>		<i>S6Ct6</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
as transitivity role	1a''	additive	1a''
causal	1c''	as transitivity role	1c''
causal-conditional	2a''	circumstance theme	1d''
circumstance theme	2d''	comment	2a''
conjunction	2e''	conjunction	2d''
conjunctive adjunct	3a''	conjunctive adjunct	2e''
enhancing	3d''	definite	2g''
general	3e''	desirability	3a''
hypotactic	4d''	desirable	3d''
marked topical theme	4h''	enhancing	3e''
paratactic	5h''	extending	3f''
process theme	6d''	hypotactic	4d''
structural		internal	4e''
textual theme		interpersonal theme	4g''
unmarked topical theme		luck	4h''
		marked topical theme	4j''
		modal adjunct	5c''
		on whole	5f''
		paratactic	5l''
		positive 1	6a''
		preceding	6b''
		process theme	6n''
		propositional	7c''
		qualificative	8c''
		relative pronoun	9a''
		simple	
		spatio-temporal	
		structural	
		textual theme	
		unmarked topical theme	
<b>15</b>	<b>12</b>	<b>30</b>	<b>25</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 9</b>	

<i>S7Ct1</i>		<i>S7Ct2</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
as transitivity role	1a''	as transitivity role	1a''
circumstance theme	1c''	causal	1c''
conjunction	2a''	causal-conditional	2a''
conjunctive adjunct	2c''	circumstance theme	2d''
continuative	2d''	conjunction	2e''
enhancing	2e''	conjunctive adjunct	3a''
external	3a''	enhancing	3d''
following	3d''	general	3e''
hypotactic	3e''	hypotactic	4d''
marked topical theme	4d''	marked topical theme	4h''
paratactic	4h''	paratactic	5h''
simple	5f''	process theme	6d''
spatio-temporal	6a''	structural	
structural	6b''	textual theme	
textual theme		unmarked topical theme	
unmarked topical theme			
<b>16</b>	<b>14</b>	<b>15</b>	<b>12</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>	

<i>S7Ct3</i>		<i>S8Ct4</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
as transitivity role	1a''	as transitivity role	1a''
circumstance theme	1c''	circumstance theme	1c''
conjunction	2a''	conjunction	2a''
hypotactic	2d''	hypotactic	2d''
marked topical theme	3a''	marked topical theme	3a''
paratactic	3d''	paratactic	3d''
structural	4d''	structural	4d''
textual theme		textual theme	
unmarked topical theme		unmarked topical theme	
<b>9</b>	<b>7</b>	<b>9</b>	<b>7</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 4</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 4</b>	

<i>S8Ct5</i>		<i>S8Ct6</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
as transitivity role	1a''	as transitivity role	1a''
circumstance theme	1c''	circumstance theme	1c''
complex	2a''	conjunction	2a''
conjunction	2d''	hypotactic	2d''
conjunctive adjunct	2e''	marked topical theme	3a''
enhancing	3a''	paratactic	3d''
hypotactic	3d''	structural	4d''
interrupted	3e''	textual theme	
marked topical theme	4d''	unmarked topical theme	
paratactic	4h''		
spatio-temporal	5f''		
structural	6c''		
textual theme			
unmarked topical theme			
<b>14</b>	<b>12</b>	<b>9</b>	<b>7</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 4</b>	

<i>S9Ct1</i>		<i>S9Ct2</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
as transitivity role	1a''	as transitivity role	1a''
causal	1c''	circumstance theme	1c''
causal-conditional	1d''	conjunction	1d''
circumstance theme	2a''	definite	2a''
comment	2d''	hypotactic	2d''
conjunction	2e''	interpersonal theme	2g''
conjunctive adjunct	2g''	marked topical theme	3a''
counter-expectancy	3a''	modal adjunct	3d''
definite	3d''	modality	3f''
enhancing	3e''	modalization	4d''
exceeding	3f''	mood	4e''
factual	4d''		4i''
general	4e''	non-subject	5j''
hypotactic	4h''	(complement)	6j''
intensity	4i''	participant theme	
interpersonal theme	4j''		
marked topical theme	5h''	paratactic	
modal adjunct	5k''	probability	
mood	5m''	relative pronoun	
	6d''	structural	
non-subject	6m''	textual theme	
(complement)	6q''	unmarked topical theme	
participant theme			
paratactic			
relative pronoun			
speech-functional			
structural			
textual theme			
unmarked topical theme			
unqualified			
<b>27</b>	<b>22</b>	<b>18</b>	<b>14</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>	

<i>S9Ct3</i>		<i>S10Ct4</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
as transitivity role	1a''	additive	1a''
circumstance theme	1c''	conjunction	1c''
comment	1d''	conjunctive adjunct	2d''
conjunction	2a''	definite	2e''
individuality	2d''	extending	3d''
interpersonal theme	2g''	hypotactic	3e''
marked topical theme	3a''	paratactic	4d''
modal adjunct	3d''	positive 1	4e''
paratactic	3f''	relative pronoun	4g''
personal engagement	4d''	structural	5c''
qualified	4j''	textual theme	
speech-functional	5m''	unmarked topical theme	
structural	6r''		
textual theme	7e''		
unmarked topical theme			
<b>15</b>	<b>14</b>	<b>12</b>	<b>10</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 7</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 5</b>	

<i>S10Ct5</i>		<i>S10Ct6</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
as transitivity role	1a''	as transitivity role	1a''
circumstance theme	1c''	circumstance theme	1c''
conjunction	2a''	comment	1d''
hypotactic	2d''	conjunction	2a''
marked topical theme	3a''	counter-expectancy	2d''
	3d''	hypotactic	2g''
non-subject	4d''	intensity	3a''
(complement)		interpersonal theme	3d''
participant theme		limiting	3f''
		marked topical theme	4d''
paratactic		modal adjunct	4i''
structural		mood	4j''
textual theme		non-future	5i''
unmarked topical theme		on whole	5k''
		paratactic	5l''
		prediction	6f''
		propositional	6g''
		qualificative	6m''
		relative to now	6n''
		remote	7c''
		structural	8a''
		temporality	
		textual theme	
		unmarked topical theme	
		unpredictable	
<b>10</b>	<b>7</b>	<b>25</b>	<b>21</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 4</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 8</b>	

## Q.2 Picture-Narrative register

### Q.2.1 Transitivity system network

<i>SICt1</i>		<i>SICt2</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
eventive	1a	accompaniment	1a
happening	1b	as locution	1b
location	1d	comitative	1d
material	2b	eventive	1h
middle	2l	expanding	2b
place	2m	happening	2d
time 2	3e	imperating	2e
		location	2f
		material	2g
		mental 1	2h
		middle	2l
		perceptive	2x
		phenomenal	3d
		phenomenalization	3e
		place	3f
		ranged	3g
		receiver	3l
		relational	4f
		reporting	4g
		specific	4h
		verbal 1	
		verbalization	
		visual	
<b>7</b>	<b>7</b>	<b>23</b>	<b>20</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 3</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 4</b>	

<i>S1Ct3</i>		<i>S2Ct4</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
as locution	1a	accompaniment	1a
ascriptive	1b	ascriptive	1b
circumstance as attribute	1d	comitative	1d
circumstantial	2a	eventive	1h
doing	2b	expanding	2b
effective	2d	happening	2d
elaborating 1	2e	location	2e
eventive	2f	material	2h
expanding	2g	mental 1	2l
happening	2h	middle	2x
imperating	2l	perceptive	3d
location	3b	phenomenal	3e
material	3d	phenomenalization	3f
mental 1	3e	place	3g
middle	3f	possession as process 1	3n
operative	3g	possessive	3o
perceptive	3l	possessor as carrier	4f
phenomenal	3n	ranged	4k
phenomenalization	3o	relational	5i
place	4a	specific	
ranged	4f	visual	
receiver	4g		
relational	4h		
reporting	4j		
specific			
transformative			
verbal 1			
verbalization			
visual			
<b>29</b>	<b>24</b>	<b>21</b>	<b>19</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 4</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 5</b>	

<i>S2Ct5</i>		<i>S2Ct6</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
ascriptive	1a	behavioral	1a
class	1b	eventive	1b
eventive	1d	happening	1d
expanding	2b	location	2b
happening	2h	material	2d
intensive	2l	mental 1	2e
location	3d	middle	2l
material	3e	perceptive	3d
middle	3n	phenomenal	3e
non-phase	3o	phenomenalization	3f
place	4i	place	3g
ranged	5h	ranged	4f
relational		specific	
		visual	
<b>13</b>	<b>12</b>	<b>14</b>	<b>12</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 5</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 4</b>	

<i>S3Ct1</i>		<i>S3Ct2</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
doing	1a	middle	1a
effective	1b	relational	1b
elaborating 1	1d	expanding	1d
enhancing 1	2a	ascriptive	2a
eventive	2b	circumstantial	2b
extending	2d	circumstance as attribute	2d
happening	2e	mental 1	2e
location	2l	phenomenalization	2h
material	3b	hyperphenomenal	2l
mental 1	3d	macrophenomenal	2m
middle	3e	ranged	3b
non-recipienty	3f	unbounded	3d
operative	3g	perceptive	3e
perceptive	4a	specific	3f
phenomenal	4f	visual	3g
phenomenalization	5a	material	3n
place		happening	3o
ranged		eventive	4a
specific		phenomenal	4c
transformative		location	4f
visual		time 2	4i
		place	4j
		intensive	5f
		non-phase	5h
		quality 1	6e
		quality 1 as attribute	
		effective	
		doing	
		transformative	
		enhancing 1	
		operative	
		elaborating 1	
		receptive	
<b>21</b>	<b>16</b>	<b>33</b>	<b>25</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 5</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>	



<b>S3Ct3</b>		<b>S4Ct4</b>	
<b>TERMS</b>	<b>SYSTEMS</b>	<b>TERMS</b>	<b>SYSTEMS</b>
ascriptive	1a	doing	1a
circumstance as attribute	1b	effective	1b
circumstantial	1d	elaborating 1	1d
doing	2a	enhancing 1	2a
effective	2b	eventive	2b
elaborating 1	2d	happening	2d
enhancing 1	2e	location	2e
eventive	2h	material	2l
expanding	2l	mental 1	2m
happening	3b	middle	3b
location	3d	operative	3d
material	3e	perceptive	3e
mental 1	3f	phenomenal	3f
middle	3g	phenomenalization	3g
operative	3n	place	4a
perceptive	3o	ranged	4f
phenomenal	4a	specific	
phenomenalization	4f	time 2	
place	4j	transformative	
ranged		visual	
relational			
specific			
transformative			
visual			
<b>24</b>	<b>19</b>	<b>20</b>	<b>16</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 4</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 4</b>	

<i>S4Ct5</i>		<i>S4Ct6</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
ascriptive	1a	ascriptive	1a
circumstance as attribute	1b	assigned	1b
circumstantial	1d	assignment	1d
doing	2a	circumstance as attribute	2a
effective	2b	circumstantial	2b
elaborating 1	2d	decoding	2d
enhancing 1	2e	doing	2e
eventive	2h	effective	2h
expanding	2l	elaborating 1	2l
happening	2m	elaborating 2	2m
location	3b	emotive	3b
material	3d	enhancing 1	3d
mental 1	3e	eventive	3e
middle	3f	expanding	3f
operative	3g	expanding-assignment	3g
perceptive	3n	happening	3j
phenomenal	3o	identifying	3k
phenomenalization	4a	intensive	3n
place	4f	liking	3o
ranged	4j	location	4a
relational		material	4f
specific		mental 1	4i
time 2		middle	4j
transformative		non-phase	4l
visual		normal	4o
		operative	5h
		perceptive	5j
		phenomenal	5k
		phenomenalization	6e
		place	6g
		quality 1	
		quality 1 as attribute	
		ranged	
		relational	
		specific	
		time 2	
		transformative	
		visual	
<b>25</b>	<b>20</b>	<b>38</b>	<b>30</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 4</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>	

<i>S5Ct1</i>		<i>S5Ct2</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
ascriptive	1a	accompaniment	1a
auditory	1b	ascriptive	1b
behavioral	1d	cause	1d
circumstance as attribute	2a	circumstance as attribute	1f
circumstantial	2b	circumstantial	1h
creative	2d	comitative	2a
doing	2e	doing	2b
effective	2h	durative	2d
encoding	2l	effective	2e
enhancing 1	2m	elaborating 1	2h
eventive	3b	emotive	2l
expanding	3d	eventive	2m
extending	3e	expanding	2r
happening	3f	happening	2x
hyperphenomenal	3g	hyperphenomenal	3b
idea	3n	idea	3d
identifying	3o	intensified	3e
inceptive	4a	intensive	3f
intensive	4c	liking	3j
location	4f	location	3k
material	4i	material	3n
mental 1	4j	mental 1	3o
metaphenomenal	4k	metaphenomenal	4a
middle	4l	middle	4c
non-phase	5b	non-phase	4i
noticed	5e	operative	4j
operative	5g	phase	5b
perceptive	5h	phenomenal	5g
phase	5i	phenomenalization	5h
phenomenal	6d	place	6d
phenomenalization	6e	quality 1	6e
place		quality 1 as attribute	
possession as process 1		ranged	
possessive		reason	
possessor as carrier		relational	
quality 1		time 1	
quality 1 as attribute		time 2	
ranged		transformative	
relational			
specific			
time 1			
time 2			
transformative			
visual			
<b>44</b>	<b>31</b>	<b>38</b>	<b>31</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>	

<b>S5Ct3</b>		<b>S6Ct4</b>	
<b>TERMS</b>	<b>SYSTEMS</b>	<b>TERMS</b>	<b>SYSTEMS</b>
as name	1a	ascriptive	1a
ascriptive	1b	behavioral	1b
behavioral	1c	cause	1c
durative	1d	class	1d
emotive	2b	cognitive 1	1f
eventive	2d	duration	2b
expanding	2e	durative	2d
extent	2f	eventive	2e
frequency	2h	expanding	2h
happening	2k	extent	2j
intensified	2l	happening	2l
intensive	2m	intensive	2r
liking	3d	location	3d
location	3e	material	3e
material	3f	memory	3f
mental 1	3j	mental 1	3g
middle	3k	middle	3h
non-phase	3l	non-phase	3n
phase	3n	perceptive	3o
phenomenal	3o	phase	4f
phenomenalization	4i	phenomenal	4i
place	4k	phenomenalization	5g
possession as process 1	5g	place	5h
possessive	5h	quality 1	6d
possessor as carrier	5i	quality 1 as attribute	6e
quality 1	6d	ranged	
quality 1 as attribute	6e	reason	
ranged		relational	
relational		specific	
time 1		time 1	
time 2		visual	
verbal 1			
verbalization			
<b>33</b>	<b>27</b>	<b>31</b>	<b>25</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>	

<i>S6Ct5</i>		<i>S6Ct6</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
as name	1a	ascriptive	1a
ascriptive	1b	assigned	1b
behavioral	1d	assignment	1d
circumstance as attribute	2a	circumstance as attribute	1e
circumstantial	2b	circumstantial	2a
cognitive 1	2d	cliency	2b
doing	2e	comparison	2c
durative	2f	decoding	2h
effective	2h	doing	2l
eventive	2l	durative	2m
expanding	2m	effective	2o
extending	3b	elaborating 1	3b
happening	3d	elaborating 2	3c/4b
hyperphenomenal	3e	encoding	3d
idea	3f	eventive	3e
intensive	3g	expanding	3n
location	3h	expanding-assignment	3o
material	3l	extending	4a
mental 1	3n	happening	4i
metaphenomenal	3o	identifying	4j
middle	4a	intensive	4k
non-phase	4c	location	4l
non-recipienty	4f	manner	4o
operative	4i	material	5a
perceptive	4j	middle	5g
phase	4k	non-phase	5h
phenomenal	5a	non-recipienty	5i
phenomenalization	5b	operative	5j
place	5g	phase	5k
possession as process 1	5h	place	6d
possessive	5i	possession as process 1	6e
possessor as carrier	6d	possessive	6g
quality 1	6e	possessor as carrier	
quality 1 as attribute		quality 1	
ranged		quality 1 as attribute	
relational		ranged	
specific		relational	
time 1		service	
time 2		time 1	
transformative		time 2	
understanding		transformative	
verbal 1			
verbalization			
visual			
<b>44</b>	<b>33</b>	<b>41</b>	<b>32</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>	

<i>S7Ct1</i>		<i>S7Ct2</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
accompaniment	1a	auditory	1a
ascriptive	1b	cognitive 1	1b
auditory	1d	creative	1d
behavioral	1e	doing	1e
cause	1f	effective	2a
circumstance as attribute	1h	elaborating 1	2b
circumstantial	2a	emotive	2d
cognitive 1	2b	eventive	2e
comitative	2d	existence	2h
doing	2e	existential	2l
effective	2h	happening	2m
elaborating 1	2l	hyperphenomenal	2n
emotive	2m	idea	3b
eventive	2n	interest/attention	3d
existence	2r	location	3e
existential	2x	manner	3f
expanding	3b	material	3g
happening	3d	mental 1	3h
hyperphenomenal	3e	metaphenomenal	3j
idea	3f	middle	3k
liking	3g	normal	3m
location	3h	noticed	4a
macrophenomenal	3j	operative	4c
manner	3k	perceptive	4f
material	3m	phenomenal	5b
mental 1	3n	phenomenalization	5e
metaphenomenal	3o	place	
middle	4a	quality 2	
normal	4c	ranged	
noticed	4f	relational	
perceptive	4j	specific	
phenomenal	4k	time 2	
phenomenalization	5b	transformative	
place	5e	understanding	
possession as process 1	5f	visual	
possessive	5i		
possessor as carrier			
quality 2			
ranged			
reason			
receptive			
relational			
specific			
thinking			
time 2			
transformative			
unbounded			
visual			
<b>48</b>	<b>36</b>	<b>35</b>	<b>26</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 5</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 5</b>	

<b>S7C13</b>		<b>S8C14</b>	
<b>TERMS</b>	<b>SYSTEMS</b>	<b>TERMS</b>	<b>SYSTEMS</b>
ascriptive	1a	ascriptive	1a
auditory	1b	auditory	1b
class	1d	circumstance as attribute	1d
creative	2a	circumstantial	2a
doing	2b	cognitive 1	2b
effective	2d	creative	2d
eventive	2e	decoding	2e
expanding	2h	doing	2h
happening	2l	effective	2l
hyperphenomenal	3b	enhancing 1	2m
intensive	3d	eventive	3b
location	3e	expanding	3d
macrophenomenal	3f	happening	3e
material	3g	hyperphenomenal	3f
mental 1	3n	idea	3g
middle	3o	identifying	3h
non-phase	4c	intensive	3n
noticed	4f	knowledge	3o
operative	4i	location	4a
perceptive	5e	material	4c
phenomenal	5f	mental 1	4f
phenomenalization	5h	metaphenomenal	4j
place	6e	middle	4l
quality 1		noticed	5b
quality 1 as attribute		operative	5e
ranged		opining	
relational		perceptive	
specific		phenomenal	
unbounded		phenomenalization	
visual		place	
		ranged	
		relational	
		specific	
		time 2	
		transformative	
		understanding	
		visual	
<b>30</b>	<b>23</b>	<b>37</b>	<b>25</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 5</b>	

<i>S8Ct5</i>		<i>S8Ct6</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
angle	1a	as locution	1a
ascriptive	1b	ascriptive	1b
auditory	1d	auditory	1d
cause	1f	behavioral	2a
circumstance as attribute	1k	doing	2b
circumstantial	2a	effective	2d
cognitive 1	2b	elaborating 1	2e
creative	2d	emotive	2f
doing	2e	encoding	2g
effective	2h	eventive	2h
enhancing 1	2l	expanding	2l
eventive	2m	happening	2m
expanding	2r	hyperphenomenal	3b
happening	2zc	identifying	3d
hyperphenomenal	3b	imperating	3e
idea	3d	indicating	3f
intensive	3e	intensified	3g
location	3f	intensive	3j
macrophenomenal	3g	liking	3k
material	3h	location	3l
memory	3n	macrophenomenal	3n
mental 1	3o	material	3o
metaphenomenal	4a	mental 1	4a
middle	4c	middle	4c
non-phase	4f	non-phase	4f
noticed	4i	noticed	4g
operative	4j	operative	4h
opining	5b	perceptive	4i
perceptive	5e	phenomenal	4k
phenomenal	5f	phenomenalization	4l
phenomenalization	5h	place	5e
place	6e	possession as process 1	5f
quality 1		possessive	5h
quality 1 as attribute		possessor as carrier	5i
ranged		quality 1	6e
reason		quality 1 as attribute	
relational		ranged	
specific		receiver	
time 2		relational	
transformative		reporting	
unbounded		specific	
understanding		time 2	
viewpoint		transformative	
visual		unbounded	
		verbal 1	
		verbalization	
<b>44</b>	<b>32</b>	<b>46</b>	<b>35</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>	



<i>S9Ct1</i>		<i>S9Ct2</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
accompaniment	1a	accompaniment	1a
additive	1b	additive	1b
as locution	1c	as locution	1c
ascriptive	1d	ascriptive	1d
auditory	1h	auditory	1h
behavioral	1j	behavioral	2a
circumstance as attribute	2a	cognitive 1	2b
circumstantial	2b	doing	2d
class	2d	effective	2e
cognitive 1	2e	elaborating 1	2f
decoding	2f	enhancing 1	2h
distance	2h	eventive	2k
doing	2i	existence	2l
effective	2l	existential	2y
elaborating 1	2m	expanding	3b
emotive	2y	extending	3d
enhancing 1	3b	extent	3e
eventive	3d	frequency	3f
expanding	3e	happening	3g
extending	3f	hyperphenomenal	3h
extent	3g	idea	3l
happening	3h	imperating	3m
hyperphenomenal	3j	intensive	3n
idea	3k	location	3o
identifying	3l	material	4a
imperating	3n	mental 1	4c
intensive	3o	metaphenomenal	4f
liking	3o	middle	4g
location	4a	non-phase	4h
material	4c	noticed	4i
matter	4f	operative	5a
mental 1	4g	perceptive	5b
metaphenomenal	4h	phenomenal	5e
middle	4i	phenomenalization	5h
non-phase	4j	place	6e
normal	4l	quality 1	
noticed	5a	quality 1 as attribute	
operative	5b	ranged	
perceptive	5e	receptive	
phenomenal	5h	reciprocity	
phenomenalization	6e	relational	
place		reporting	
quality 1		specific	
quality 1 as attribute		transformative	
ranged		understanding	
receptive		verbal 1	
reciprocity		verbalization	
relational		visual	
reporting			
specific			
thinking			
time 2			
transformative			
verbal 1			
verbalization			
visual			
<b>56</b>	<b>40</b>	<b>48</b>	<b>35</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>	

<i>S9C13</i>		<i>S10C14</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
accompaniment	1a	accompaniment	1a
additive	1b	additive	1b
ascriptive	1c	as name	1c
auditory	1d	ascriptive	1d
circumstance as attribute	1h	auditory	1h
circumstantial	1i	circumstance as attribute	2a
class	2a	circumstantial	2b
decoding	2b	cliency	2c
doing	2d	cognitive 1	2d
durative	2e	decoding	2e
effective	2h	doing	2f
eventive	2k	duration	2h
existence	2l	effective	2j
existential	2m	elaborating 1	2l
expanding	2y	eventive	2m
extending	2z	existence	2y
extent	3b	existential	3b
frequency	3d	expanding	3d
guise	3e	extending	3e
happening	3f	extent	3f
identifying	3g	happening	3g
intensive	3m	hyperphenomenal	3h
location	3n	idea	3l
material	3o	identifying	3m
mental 1	4a	intensive	3n
middle	4f	location	3o
non-phase	4i	material	4a
non-recipienty	4j	mental 1	4b/3c
noticed	4k	metaphenomenal	4c
operative	4l	middle	4f
perceptive	5a	non-phase	4i
phase	5e	noticed	4j
phenomenal	5g	operative	4l
phenomenalization	5h	perceptive	5b
place	5i	phenomenal	5e
possession as process 1	6d	phenomenalization	5h
possessive		place	6e
possessor as carrier		quality 1	
ranged		quality 1 as attribute	
recipienty		ranged	
relational		relational	
role		service	
specific		specific	
time 1		time 2	
time 2		transformative	
transformative		understanding	
		verbal 1	
		verbalization	
		visual	
<b>46</b>	<b>36</b>	<b>49</b>	<b>37</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>	

<i>S10Ct5</i>		<i>S10Ct6</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
accompaniment	1a	accompaniment	1a
additive	1b	additive	1b
apparent	1d	ascriptive	1d
as name	1e	auditory	1h
ascriptive	1h	class	1j
auditory	2a	cognitive 1	2a
circumstance as attribute	2b	doing	2b
circumstantial	2c	effective	2d
class	2d	elaborating 1	2e
cliency	2e	enhancing 1	2h
cognitive 1	2f	eventive	2l
degree	2h	expanding	2m
doing	2l	extending	2y
effective	2n	happening	3b
elaborating 1	2q	hyperphenomenal	3d
emotive	2y	idea	3e
enhancing 1	3b	intensive	3f
eventive	3d	location	3g
expanding	3e	material	3h
extending	3f	matter	3n
happening	3g	mental 1	3o
hyperphenomenal	3h	metaphenomenal	4a
idea	3j	middle	4c
intensive	3k	non-phase	4f
liking	3l	non-recipienty	4i
location	3n	noticed	4k
manner	3o	operative	5a
material	4a	perceptive	5b
mental 1	4b/3c	phenomenal	5e
metaphenomenal	4c	phenomenalization	5h
middle	4f	place	5i
non-phase	4i	possession as process 1	
non-recipienty	4j	possessive	
normal	4k	possessor as carrier	
noticed	5a	ranged	
operative	5b	relational	
perceptive	5e	specific	
phase	5g	time 2	
phenomenal	5h	transformative	
phenomenalization	5i	understanding	
possession as process 1	6c		
possessive	6e		
possessor as carrier			
quality 1			
quality 1 as attribute			
quality 2			
ranged			
reality			
receptive			
recipienty			
relational			
service			
specific			
transformative			
understanding			
verbal 1			
verbalization			
<b>58</b>	<b>42</b>	<b>40</b>	<b>31</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 5</b>	

## Q.2.2 Mood system network

<i>S1C1</i>		<i>S1C2</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
declarative	1a'	bound	1a'
free	2a'	declarative	2a'
full	2b'	free	2b'
indicative	3a'	full	3a'
major	3b'/4k'	hypotactic	3b'/4k'
positive 1	4a'	indicative	3c'
present 1	4c'	indirect proposal	3d'
temporal	5d'	major	4a'
		non-finite	4c'
		past 1	4h'
		perfective	4l'
		positive 1	5d'
		present 1	5i'
		projection	5q'
		temporal	
		'to'	
<b>8</b>	<b>8</b>	<b>16</b>	<b>14</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 5</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 5</b>	

<i>S1C3</i>		<i>S2C4</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
bound	1a'	declarative	1a'
declarative	2a'	free	2a'
free	2b'	full	2b'
full	3a'	indicative	3a'
hypotactic	3b'/4k'	major	3b'/4k'
indicative	3c'	past 1	4a'
indirect proposal	3d'	positive 1	4c'
major	4a'	temporal	5d'
non-finite	4c'		
past 1	4h'		
perfective	4l'		
positive 1	5d'		
present 1	5e'/4i'		
present 2	5i'		
projection	5q'		
secondary tense	6e'/5j'		
stop	6f'/5k'		
temporal			
'to'			
<b>19</b>	<b>17</b>	<b>8</b>	<b>8</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 5</b>	

<i>S2Ct5</i>		<i>S2Ct6</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
declarative	1a'	declarative	1a'
free	2a'	free	2a'
full	2b'	full	2b'
indicative	3a'	indicative	3a'
major	3b'/4k'	major	3b'/4k'
past 1	4a'	past 1	4a'
positive 1	4c'	positive 1	4c'
present 1	5d'	present 1	5d'
temporal		temporal	
<b>9</b>	<b>8</b>	<b>9</b>	<b>8</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 5</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 5</b>	

<i>S3Ct1</i>		<i>S3Ct2</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
ability	1a'	bound	1a'
bound	2a'	declarative	2a'
declarative	2b'	down-ranked	2b'
elaborating	3a'	elaborating	3a'
enhancing	3b'/4k'/3b'	enhancing	3b'/4k'/3b'
expansion	3c'	expansion	3c'
finite	3d'	finite	3d'
free	4a'	free	4a'
full	4c'	full	4c'
hypotactic	4h'	hypotactic	4h'
implicit 4	4m'	imperfective	4m'
indicative	5d'	indicative	5d'
low 1	5e'/4i'	major	5e'/4i'
major	5i'	non-finite	5q'
modal	5l'/4o'	past 1	6e'/5j'
modulation	5m'/4p'	positive 1	6f'/5k'
negative 1	5n'/4q'	present 2	
neutral	5o'/4r'	secondary tense	
non-finite	5q'	stop	
outer	6e'/5j'	temporal	
past 1	6f'/5k'		
perfective	6k'/5w'		
positive 1	6l'/5x'		
present 2	7h'/6n'		
readiness			
secondary tense			
stop			
subjective			
temporal			
'to'			
<b>30</b>	<b>24</b>	<b>20</b>	<b>16</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 7</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>	

<i>S3Ct3</i>		<i>S4Ct4</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
bound	1a'	bound	1a'
declarative	2a'	declarative	2a'
elaborating	2b'	enhancing	2b'
expansion	3a'	expansion	3a'
free	3b'/4k'	finite	3b'/4k'/3b'
full	3c'	free	3c'
hypotactic	3d'	full	3d'
imperfective	4a'	hypotactic	4a'
indicative	4c'	indicative	4c'
major	4h'	major	4m'
non-finite	4m'	past 1	5d'
past 1	5d'	positive 1	5e'/4i'
positive 1	5q'	present 2	5q'
temporal		secondary tense	6e'/5j'
		stop	6f'/5k'
		temporal	
<b>14</b>	<b>13</b>	<b>16</b>	<b>15</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 5</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>	

<i>S4Ct5</i>		<i>S4Ct6</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
bound	1a'	bound	1a'
declarative	2a'	declarative	2a'
down-ranked	2b'	down-ranked	2b'
enhancing	3a'	elaborating	3a'
expansion	3b'/4k'/3b'	enhancing	3b'/4k'/3b'
extending	3c'	expansion	3c'
finite	3d'	finite	3d'
free	4a'	free	4a'
full	4c'	full	4c'
hypotactic	4m'	hypotactic	4h'
indicative	5d'	indicative	4m'
major	5e'/4i'	major	5d'
past 1	5q'	neutral	5e'/4i'
positive 1	6e'/5j'	non-finite	5q'
present 2	6f'/5k'	past 1	6e'/5j'
secondary tense		positive 1	6f'/5k'
stop		present 1	
temporal		present 2	
		secondary tense	
		stop	
		temporal	
<b>18</b>	<b>15</b>	<b>21</b>	<b>16</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>	

<i>S5Cr1</i>		<i>S5Cr2</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
ability	1a'	bound	1a'
bound	2a'	declarative	2a'
declarative	2b'	enhancing	2b'
down-ranked	3a'	expansion	2c'
elaborating	3b'/4k'/3b'	explicit 3	3a'
enhancing	3c'	finite	3b'/4k'/3b'
expansion	3d'	free	3c'
finite	4a'	full	3d'
free	4c'	high 1	3e'
full	4h'	hypotactic	4a'
hypotactic	4l'	implicit 4	4b'
imperfective	4m'	indicative	4c'
implicit 4	5d'	indirect proposition	4l'
indicative	5e'/4i'	interactant	4m'
indirect proposition	5l'/4o'	major	4n'
low 1	5m'/4p'	modal	5b'
major	5n'/4q'	modality	5c'
modal	5o'/4r'	modalization	5d'
modulation	5q'	modulation	5e'/4i'
non-finite	6e'/5j'	mood assessment	5l'/4o'/5l'
outer	6f'/5k'	negative 2	5m'/4p'/5m'
past 1	6k'/5w'	non-exclamative	5n'/4q'/5n'
positive 1	6l'/5x'	objective	5o'/4r'/5o'
present 1	7h'/6n'	obligation	5q'
present 2		outer	5t'
projection		past 1	5u'
readiness		positive 1	5v'/6j'
secondary tense		present 1	6c'
stop		present 2	6e'/5j'
subjective		projection	6f'/5k'
temporal		relative to expectation	6k'/5w'
		secondary tense	6l'/5x'/6l'
		since	
		speaker	
		stop	
		subjective	
		temporal	
		temporality	
		usuality	
<b>31</b>	<b>24</b>	<b>39</b>	<b>32</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 7</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>	

<b>S5Ct3</b>		<b>S6Ct4</b>	
<b>TERMS</b>	<b>SYSTEMS</b>	<b>TERMS</b>	<b>SYSTEMS</b>
bound	1a'	bound	1a'
declarative	2a'	declarative	2a'
down-ranked	2b'	down-ranked	2b'
elaborating	3a'	elaborating	3a'
expansion	3b'/4k'	enhancing	3b'/4k'/3b'
explicit 3	3c'	expansion	3c'
free	3d'	explicit 3	3d'
full	4a'	finite	4a'
implicit 4	4b'	free	4b'
inclination	4c'	full	4c'
indicative	4h'	hypotactic	4h'
interactant	4m'	imperfective	4m'
major	5b'	indicative	5b'
median	5c'	interactant	5c'
modal	5d'	major	5d'
modulation	5i'	non-exclamative	5i'
negative 1	5l'/4o'	non-finite	5q'
non-exclamative	5m'/4p'	past 1	6c'
non-finite	5n'/4q'	perfective	
past 1	5o'/4r'	positive 1	
perfective	5q'	present 1	
positive 1	6c'	speaker	
present 1	6k'/5w'	temporal	
readiness	7h'/6n'	'to'	
speaker			
subjective			
temporal			
'to'			
<b>28</b>	<b>24</b>	<b>24</b>	<b>18</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 7</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>	



<i>S6Ct5</i>		<i>S6Ct6</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
bound	1a'	bound	1a'
comment	2a'	declarative	2a'
declarative	2b'	down-ranked	2b'
elaborating	2c'	elaborating	3a'
enhancing	3a'	enhancing	3b'/4k'/3b'
expansion	3b'/4k'/3b'	expansion	3c'
explicit 3	3c'	explicit 3	3d'
finite	3d'	finite	4a'
free	3e'	free	4b'
full	4a'	full	4c'
future 2	4b'	future 2	4h'
high 1	4c'	hypotactic	4m'
hypotactic	4d'	indicative	5b'
implicit 4	4h'	interactant	5c'
indicative	4l'	major	5d'
indirect proposition	4m'	neutral	5e'/4i'
interactant	4o'/5l'	non-exclamative	5q'
major	4p'/5m'	non-finite	6c'
modality	4q'/5n'	past 1	6e'/5j'
modalization	4r'/5o'	positive 1	6f'/5k'
mood assessment	5b'	present 1	
non-exclamative	5c'	present 2	
non-finite	5d'	secondary tense	
objective	5e'/4i'	speaker	
on whole	5f'	stop	
outer	5i'	temporal	
past 1	5q'		
perfective	5v'/6j'		
positive 1	5x'/6l'		
prediction	6c'		
present 1	6e'/5j'		
present 2	6f'/5k'		
projection	6g'		
propositional	7c'		
qualificative	8b'		
secondary tense	9a'		
speaker			
stop			
temporal			
'to'			
unpredictable			
usuality			
<b>42</b>	<b>36</b>	<b>26</b>	<b>20</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 9</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>	

<i>S7Ct1</i>		<i>S7Ct2</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
bound	1a'	bound	1a'
declarative	2a'	by	2a'
down-ranked	2b'	comment	2b'
elaborating	2c'	declarative	2c'
enhancing	3a'	down-ranked	3a'
expansion	3b'/4k'/3b'	elaborating	3b'/4k'/3b'
explicit 4	3c'	enhancing	3c'
finite	3d'	expansion	3d'
free	3e'	finite	3e'
full	4a'	free	4a'
high 1	4c'	full	4c'
hypotactic	4h'	hypotactic	4d'
imperfective	4j'	imperfective	4h'
implicit 4	4l'	indicative	4l'
indicative	4m'	indirect proposition	4m'
indirect proposition	4n'	major	4n'
major	4o'/5l'/4o'	mood assessment	5d'
median	4p'/5m'/4p'	non-finite	5e'/4i'
modality	4q'/5n'/4q'	non-future	5f'
modalization	4r'/5o'/4r'	on whole	5q'
modalized	5d'	past 1	5r'
mood assessment	5e'/4i'	positive 1	5s'
negative 1	5q'	positive 2	5t'
neutral	5r'	prediction	5u'
non-finite	5s'	present 2	6e'/5j'
non-future	5v'/6j'/5v'	projection	6f'/5k'
objective	5x'/6l'	propositional	6g'
outer	6e'/5j'	qualificative	7c'
past 1	6f'/5k'	relative to expectation	8b'
past 2		relative to now	9a'
positive 1		remote	
present 1		secondary tense	
probability		stop	
projection		temporal	
relative to now		temporality	
remote		unpredictable	
secondary tense			
stop			
subjective			
temporal			
temporality			
usuality			
<b>42</b>	<b>29</b>	<b>36</b>	<b>30</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 9</b>	

<i>S7C13</i>		<i>S8C14</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
bound	1a'	ability	1a'
comment	2a'	bound	2a'
declarative	2b'	declarative	2b'
down-ranked	3a'	enhancing	2c'
elaborating	3b'/4k'/3b'	expansion	3a'
enhancing	3c'	explicit 3	3b'/4k'/3b'
expansion	3d'	explicit 4	3c'
factual	4a'	finite	3d'
finite	4c'	free	3e'
free	4d'	full	4a'
full	4h'	high 1	4b'
hypotactic	4m'	hypotactic	4c'
imperfective	5d'	implicit 4	4j'
indicative	5e'/4i'	indicative	4l'
major	5f'	indirect proposition	4m'
non-finite	5i'	interactant	4n'
past 1	5q'	low 1	5b'
perfective	6e'/5j'	major	5c'
positive 1	6f'/5k'	median	5d'
present 2	6h'	modal	5e'/4i'
secondary tense	7f'	modalization	5l'/4o'
speech-functional		modalized	5m'/4p'
stop		modulation	5n'/4q'
temporal		mood assessment	5o'/4r'
unqualified		near	5q'
'zero'		negative 1	5r'
		non-exclamative	5s'
		non-future	6c'
		outer	6e'/5j'
		past 1	6f'/5k'
		past 2	6j'/5v'
		positive 1	6k'/5w'
		present 1	6l'/5x'
		present 2	6m'/5y'
		probability	7h'/6n'
		projection	
		readiness	
		relative to now	
		secondary tense	
		speaker	
		stop	
		subjective	
		temporal	
		temporality	
		transferred negative	
<b>26</b>	<b>21</b>	<b>45</b>	<b>35</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 7</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 7</b>	

<i>S8Ct5</i>		<i>S8Ct6</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
ability	1a'	bound	1a'
bound	2a'	counter-expectancy	2a'
declarative	2b'	declarative	2b'
down-ranked	3a'	down-ranked	2c'
elaborating	3b'/4k'/3b'	elaborating	3a'
enhancing	3c'	elliptical	3b'/4k'/3b'
expansion	3d'	enhancing	3c'
explicit 3	4a'	exceeding	3d'
explicit 4	4b'	expansion	3e'
finite	4c'	explicit 3	4a'
free	4h'	explicit 4	4b'
full	4j'	finite	4c'
hypotactic	4l'	free	4g'/5p'
imperfective	4m'	full	4h'
implicit 4	5b'	high 1	4l'
indicative	5c'	hypotactic	4m'
indirect proposition	5d'	imperfective	4n'
interactant	5e'/4i'	implicit 4	4o'/5l'/4o'
low 1	5l'/4o'	indicative	4p'/5m'/4p'
major	5m'/4p'	indirect proposal	4q'/5n'/4q'
median	5n'/4q'	indirect proposition	4r'/5o'/4r'
modal	5o'/4r'	intensity	4s'
modalization	5q'	interactant	5b'
modalized	6c'	low 1	5c'
modulation	6e'/5j'	major	5d'
non-exclamative	6f'/5k'	modal	5e'/4i'
non-finite	6j'/5v'	modality	5i'
outer	6k'/5w'	modalization	5q'
past 1	6l'/5x'	modulation	5r'
positive 1	7h'/6n'	mood assessment	5s'
present 1		negative 1	5v'/6j'
present 2		non-exclamative	5x'/6l'/5x'
probability		non-finite	5za'
projection		non-future	6c'
readiness		objective	6e'/5j'
secondary tense		obligation	6f'/5k'
speaker		outer	6k'/5w'
stop		partial	
subjective		past 1	
temporal		perfective	
		positive 1	
		present 1	
		present 2	
		projection	
		relative to now	
		remote	
		secondary tense	
		speaker	
		stop	
		subjective	
		temporal	
		temporality	
		'to'	
		usuality	
<b>40</b>	<b>30</b>	<b>54</b>	<b>37</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 7</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>	

<i>S9Ct1</i>		<i>S9Ct2</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
bound	1a'	bound	1a'
declarative	2a'	declarative	2a'
down-ranked	2b'	down-ranked	2b'
elaborating	2c'	elaborating	3a'
enhancing	3a'	enhancing	3b'/4k'/3b'
expansion	3b'/4k'/3b'	expansion	3c'
finite	3c'	finite	3d'
free	3d'	free	4a'
full	3e'	full	4c'
high 1	4a'	hypotactic	4h'
hypotactic	4c'	imperfective	4l'
implicit 4	4h'	implicit 4	4m'
inclination	4l'	indicative	5d'
indicative	4m'	indirect proposal	5e'/4i'/5e'
indirect proposal	5d'	indirect proposition	5i'
indirect proposition	5e'/4i'	low 1	5l'/4o'
low 1	5i'	major	5m'/4p'
major	5l'/4o'/5l'	median	5n'/4q'
median	5m'/4p'/5m'	modal	5o'/4r'
modal	5n'/4q'/5n'	modalization	5q'
modality	5o'/4r'/5o'	neutral	6e'/5j'/6e'
modalization	5q'	non-finite	6f'/5k'/6f'
modulation	6e'/5j'	outer	6j'/5v'
mood assessment	6f'/5k'	past 1	6l'/5x'
neutral	6j'/5v'/6j'	past 2	
non-finite	6k'/5w'	perfective	
objective	6l'/5x'/6l'	positive 1	
outer	7h'/6n'	present 1	
past 1		present 2	
past 2		probability	
perfective		projection	
positive 1		secondary tense	
present 1		stop	
present 2		subjective	
probability		temporal	
projection		'to'	
readiness			
secondary tense			
stop			
subjective			
temporal			
'to'			
usuality			
<b>43</b>	<b>28</b>	<b>36</b>	<b>24</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 7</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>	

<i>S9Ct3</i>		<i>S10Ct4</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
bound	1a'	ability	1a'
comment	2a'	bound	2a'
counter-expectancy	2b'	counter-expectancy	2b'
declarative	2c'	declarative	2c'
down-ranked	3a'	down-ranked	3a'
elaborating	3b'/4k'/3b'	elaborating	3b'/4k'/3b'
enhancing	3c'	elliptical	3c'
expansion	3d'	enhancing	3d'
finite	3e'	expansion	3e'
free	4a'	finite	4a'
full	4c'	free	4c'
high 1	4d'	full	4g'/5p'
hypotactic	4h'	hypotactic	4h'
implicit 4	4m'	imperfective	4l'
indicative	4n'	implicit 4	4m'
intensity	4o'/5l'	indicative	4s'
limiting	4p'/5m'	indirect proposal	5d'
major	4q'/5n'	intensity	5e'/4i'
modality	4r'/5o'	limiting	5i'
modalization	4s'	low 1	5l'/4o'
mood assessment	5d'	major	5m'/4p'
non-finite	5e'/4i'	modal	5n'/4q'
objective	5f'	modulation	5o'/4r'
on whole	5i'	mood assessment	5q'
outer	5q'	negative 1	5za'
past 1	5t'	non-finite	6e'/5j'
past 2	5u'	outer	6f'/5k'
perfective	5v'/6j'	partial	6k'/5w'
positive 1	5x'/6l'	past 1	6l'/5x'
positive 2	5za'	past 2	7h'/6n'
prediction	6e'/5j'	perfective	
present 1	6f'/5k'	positive 1	
present 2	6g'	present 1	
propositional	7c'	present 2	
qualificative	8b'	projection	
relative to expectation	9a'	readiness	
secondary tense		secondary tense	
since		stop	
stop		subjective	
temporal		temporal	
temporality		'to'	
'to'			
unpredictable			
usuality			
<b>44</b>	<b>36</b>	<b>41</b>	<b>30</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 9</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 7</b>	

<i>S10Ct5</i>		<i>S10Ct6</i>	
<b>TERMS</b>	<b>SYSTEMS</b>	<b>TERMS</b>	<b>SYSTEMS</b>
bound	1a'	bound	1a'
comment	2a'	by	2a'
declarative	2b'	declarative	2b'
down-ranked	3a'	elaborating	2c'
elaborating	3b'/4k/3b'	enhancing	3a'
expansion	3c'	expansion	3b'/4k'/3b'
factual	3d'	finite	3c'
finite	4a'	free	3d'
free	4c'	full	3e'
full	4d'	hypotactic	4a'
hypotactic	4h'	imperfective	4c'
imperfective	4l'	indicative	4h'
indicative	4m'	indirect proposition	4l'
indirect proposition	5d'	major	4m'
major	5e'/4i'	mood assessment	4n'
non-finite	5f'	non-finite	5d'
past 1	5i'	past 1	5e'/4i'
past 2	5q'	past 2	5i'
perfective	6e'/5j'	perfective	5q'
positive 1	6f'/5k'	positive 1	5t'
present 1	6h'	positive 2	5u'
present 2	7f'	present 2	6e'/5j'
projection		projection	6f'/5k'
secondary tense		relative to expectation	
speech-functional		secondary tense	
stop		stop	
temporal		temporal	
'to'		temporality	
unqualified		'to'	
<b>29</b>	<b>22</b>	<b>29</b>	<b>23</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 7</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>	

Q.2.3 Theme system network

<i>S1C1</i>		<i>S1C2</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
as transitivity role	1a''	conjunction	1a''
circumstance theme	1c''	paratactic	1c''
conjunction	2a''	structural	2d''
hypotactic	2d''	textual theme	3d''
marked topical theme	3a''	unmarked topical theme	4d''
paratactic	3d''		
structural	4d''		
textual theme			
unmarked topical theme			
<b>9</b>	<b>7</b>	<b>5</b>	<b>5</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 4</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 4</b>	

<i>S1C3</i>		<i>S2C4</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
conjunction	1a''	unmarked topical theme	1a''
paratactic	1c''		
structural	2d''		
textual theme	3d''		
unmarked topical theme	4d''		
<b>5</b>	<b>5</b>	<b>1</b>	<b>1</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 4</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 1</b>	

<i>S2C5</i>		<i>S2C6</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
conjunction	1a''	unmarked topical theme	1a''
paratactic	1c''		
structural	2d''		
textual theme	3d''		
unmarked topical theme	4d''		
<b>5</b>	<b>5</b>	<b>1</b>	<b>1</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 4</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 1</b>	



<i>S3Ct1</i>		<i>S3Ct2</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
as transitivity role	1a''	as transitivity role	1a''
circumstance theme	1c''	circumstance theme	1c''
conjunction	2a''	conjunction	2a''
definite	2d''	hypotactic	2d''
hypotactic	3a''	marked topical theme	3a''
marked topical theme	3d''	paratactic	3d''
relative pronoun	4d''	structural	4d''
structural	4e''	textual theme	
textual theme		unmarked topical theme	
unmarked topical theme			
<b>10</b>	<b>8</b>	<b>9</b>	<b>7</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 4</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 4</b>	

<i>S3Ct3</i>		<i>S4Ct4</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
conjunction	1a''	as transitivity role	1a''
paratactic	1c''	circumstance theme	1c''
structural	2d''	conjunction	2a''
textual theme	3d''	hypotactic	2d''
unmarked topical theme	4d''	marked topical theme	3a''
		paratactic	3d''
		structural	4d''
		textual theme	
		unmarked topical theme	
<b>5</b>	<b>5</b>	<b>9</b>	<b>7</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 4</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 4</b>	

<i>S4Ct5</i>		<i>S4Ct6</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
as transitivity role	1a''	as transitivity role	1a''
circumstance theme	1c''	circumstance theme	1c''
conjunction	2a''	conjunction	2a''
definite	2d''	hypotactic	2d''
hypotactic	3a''	marked topical theme	3a''
marked topical theme	3d''	paratactic	3d''
paratactic	4d''	structural	4d''
relative pronoun	4e''	textual theme	
structural		unmarked topical theme	
textual theme			
unmarked topical theme			
<b>11</b>	<b>8</b>	<b>9</b>	<b>7</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 4</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 4</b>	

<i>S5Ct1</i>		<i>S5Ct2</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
adversative	1a''	additive	1a''
as transitivity role	1c''	adversative	1c''
causal	2a''	as transitivity role	2a''
causal-conditional	2d''	causal	2d''
circumstance theme	2e''	causal-conditional	2e''
conjunction	3a''	circumstance theme	3a''
conjunctive adjunct	3d''	conjunction	3d''
definite	3e''	conjunctive adjunct	3e''
enhancing	4d''	enhancing	4d''
extending	4e''	extending	4g''
general	4g''	general	4h''
hypotactic	4h''	hypotactic	5c''
marked topical theme	5h''	marked topical theme	5h''
paratactic	6d''	paratactic	6d''
relative pronoun		positive 1	
structural		process theme	
textual theme		structural	
unmarked topical theme		textual theme	
		unmarked topical theme	
<b>18</b>	<b>14</b>	<b>19</b>	<b>14</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>	

<i>S5Ct3</i>		<i>S6Ct4</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
as transitivity role	1a''	adversative	1a''
circumstance theme	1c''	causal	1c''
conjunction	2a''	causal-conditional	2d''
definite	2d''	conjunction	2e''
marked topical theme	3a''	conjunctive adjunct	3d''
paratactic	3d''	enhancing	3e''
relative pronoun	4d''	extending	4d''
structural	4e''	general	4g''
textual theme		paratactic	4h''
unmarked topical theme		structural	5h''
		textual theme	6d''
		unmarked topical theme	
<b>10</b>	<b>8</b>	<b>12</b>	<b>11</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 4</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>	

<i>S6Ct5</i>		<i>S6Ct6</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
as transitivity role	1a''	adversative	1a''
causal	1c''	as transitivity role	1c''
causal-conditional	1d''	circumstance theme	2a''
circumstance theme	2a''	conjunction	2d''
comment	2c''	conjunctive adjunct	2e''
conjunction	2d''	extending	3a''
conjunctive adjunct	2e''	hypotactic	3d''
continuative	2g''	marked topical	3e''
enhancing	3a''	paratactic	4d''
general	3d''	process theme	4g''
hypotactic	3e''	structural	
interpersonal theme	3f''	textual theme	
marked topical theme	4d''	unmarked topical theme	
modal adjunct	4h''		
on whole	4j''		
paratactic	5h''		
prediction	5l''		
propositional	6d''		
qualificative	6n''		
structural	7c''		
textual theme	8a''		
unmarked topical theme			
unpredictable			
<b>23</b>	<b>21</b>	<b>13</b>	<b>10</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 8</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 4</b>	

<i>S7Ci1</i>		<i>S7Ci2</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
adversative	1a''	as transitivity role	1a''
as transitivity role	1c''	causal	1c''
circumstance theme	1d''	causal-conditional	1d''
conjunction	2a''	circumstance theme	2a''
conjunctive adjunct	2d''	comment	2d''
definite	2e''	conjunction	2e''
extending	2g''	conjunctive adjunct	2g''
hypotactic	3a''	enhancing	3a''
interpersonal theme	3d''	general	3d''
marked topical theme	3e''	hypotactic	3e''
modal adjunct	3f''	interpersonal theme	3f''
mood	4d''	marked topical	4d''
non-future	4e''	modal adjunct	4h''
paratactic	4g''	mood	4i''
relative pronoun	4j''	non-future	4j''
relative to now	5i''	on whole	5h''
remote	6f''	paratactic	5i''
structural	6g''	prediction	5l''
temporality		propositional	6d''
textual theme		qualificative	6f''
unmarked topical theme		relative to now	6g''
		remote	6n''
		structural	7c''
		temporality	8a''
		textual theme	
		unmarked topical theme	
		unpredictable	
<b>21</b>	<b>18</b>	<b>27</b>	<b>24</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 8</b>	

<i>S7Ci3</i>		<i>S8Ci4</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
causal	1a''	as transitivity role	1a''
causal-conditional	1c''	circumstance theme	1c''
comment	1d''	conjunction	2a''
conjunction	2d''	hypotactic	2d''
conjunctive adjunct	2e''	marked topical theme	3a''
enhancing	2g''		3d''
factual	3d''	non-subject (complement)	4d''
general	3e''	participant theme	
hypotactic	3f''		
interpersonal theme	4d''	paratactic	
modal adjunct	4h''	structural	
paratactic	4j''	textual theme	
speech-functional	5h''	unmarked topical theme	
structural	5m''		
textual theme	6d''		
unmarked topical theme	6q''		
unqualified			
<b>17</b>	<b>16</b>	<b>10</b>	<b>7</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 4</b>	

<i>S8Ct5</i>		<i>S8Ct6</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
as transitivity role	1a''	adversative	1a''
circumstance theme	1c''	as transitivity role	1c''
conjunction	2a''	circumstance theme	1d''
conjunctive adjunct	2d''	conjunction	2a''
enhancing	2e''	conjunctive adjunct	2d''
external	3a''	extending	2e''
following	3d''	hypotactic	2g''
hypotactic	3e''	interpersonal theme	3a''
marked topical theme	4d''	marked topical theme	3d''
paratactic	4h''	modal adjunct	3e''
simple	5f''	mood	3f''
spatio-temporal	6a''	non-future	4d''
structural	6b''	paratactic	4g''
textual theme		relative to now	4i''
unmarked topical theme		remote	5i''
		structural	6f''
		temporality	6g''
		textual theme	
		unmarked topical theme	
<b>15</b>	<b>13</b>	<b>19</b>	<b>17</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>	

<i>S9Ct1</i>		<i>S9Ct2</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
as internal matter	1a''	conjunction	1a''
as transitivity role	1c''	hypotactic	1c''
circumstance theme	2a''	paratactic	2d''
conjunction	2d''	structural	3d''
definite	3a''	textual theme	4d''
hypotactic	3d''	unmarked topical theme	
marked topical theme	4d''		
	4e''		
non-subject (complement)			
participant theme			
paratactic			
process theme			
relative pronoun			
structural			
textual theme			
unmarked topical theme			
<b>14</b>	<b>8</b>	<b>6</b>	<b>5</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 4</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 4</b>	

<i>S9Ct3</i>		<i>S10Ct4</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
as transitivity role	1a''	as transitivity role	1a''
circumstance theme	1c''	circumstance theme	1c''
conjunction	1d''	complex	1d''
counter-expectancy	2a''	conjunction	2a''
definite	2d''	conjunctive adjunct	2d''
hypotactic	2g''	counter-expectancy	2e''
intensity	3a''	definite	2g''
interpersonal theme	3d''	durative	3a''
limiting	3f''	enhancing	3d''
marked topical theme	4d''	external	3e''
modal adjunct	4e''	following	3f''
mood	4i''	hypotactic	4d''
	5k''	intensity	4e''
non-subject (complement)	6m''	interpersonal theme	4h''
participant theme		limiting	4i''
		marked topical theme	5f''
paratactic		modal adjunct	5k''
process theme		mood	6a''
relative pronoun		paratactic	6b''
structural		relative pronoun	6c''
textual theme		simple	6m''
unmarked topical theme		spatio-temporal	
		structural	
		textual theme	
		unmarked topical theme	
<b>19</b>	<b>14</b>	<b>25</b>	<b>21</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>	

<i>S10Ct5</i>		<i>S10Ct6</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
as transitivity role	1a''	as transitivity role	1a''
circumstance theme	1c''	causal	1c''
comment	1d''	causal-conditional	2a''
conjunction	2a''	circumstance theme	2d''
definite	2d''	conjunction	2e''
factual	2g''	conjunctive adjunct	3a''
interpersonal theme	3a''	enhancing	3d''
marked topical theme	3d''	general	3e''
modal adjunct	3f''	hypotactic	4d''
paratactic	4d''	marked topical theme	4h''
relative pronoun	4e''	paratactic	5h''
speech-functional	4j''	structural	6d''
structural	5m''	textual theme	
textual theme	6q''	unmarked topical theme	
unmarked topical theme			
unqualified			
<b>16</b>	<b>14</b>	<b>14</b>	<b>12</b>
<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>		<b>DELICACY SCALE TRAVERSED LEVELS: 6</b>	

## APPENDIX R

### SYSTEMIC RESULTS DERIVED FROM THE PRIMARY CORPUS AS TO THE NEW REPERTOIRE OF TERMS AND SYSTEMS PER DATA COLLECTION MOMENT:<sup>1</sup> LONGITUDINAL PART OF THE STUDY

#### R.1 Personal-Experience register

##### R.1.1 Transitivity system network

<i>S1C1</i>		<i>S1C2</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
eventive	1a	as locution	2d
happening	1b	indicating	2e
location	1d	mental 1	2f
material	2b	perceptive	2g
middle	2l	phenomenal	2m
place	3e	phenomenalization	3d
		ranged	3f
		receiver	3g
		reporting	3l
		specific	4f
		time 2	4g
		verbal 1	4h
		verbalization	
		visual	
<b>6 (2.7)</b>	<b>6 (2.7)</b>	<b>14 (6.3)</b>	<b>12 (5.4)</b>

<i>S1C3</i>		<i>S2C4</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
ascriptive	2a	accompaniment	1h
behavioral	2h	comitative	2x
circumstance as attribute	3b		
circumstantial	3n		
doing	3o		
effective	4a		
elaborating 1	4i		
expanding	4j		
intensive	5h		
non-phase	6e		
operative			
quality 1			
quality 1 as attribute			
relational			
transformative			
<b>15 (6.6)</b>	<b>10 (4.5)</b>	<b>2 (0.9)</b>	<b>2 (0.9)</b>

<sup>1</sup> The numeral outside the parentheses and the one within them are the absolute number and the simple frequency index of new-repertoire items, respectively.

<i>S2Ct5</i>		<i>S2Ct6</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
additive class decoding identifying	2y 4l		
<b>4 (1.8)</b>	<b>2 (0.9)</b>	<b>NONE (0.0)</b>	<b>NONE (0.0)</b>

<i>S3Ct1</i>		<i>S3Ct2</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
creative		duration emotive encoding extent liking normal	1c 2j 3j 3k
<b>1 (0.4)</b>	<b>NONE (0.0)</b>	<b>6 (2.7)</b>	<b>4 (1.8)</b>

<i>S3Ct3</i>		<i>S4Ct4</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
manner means	1e 2p	degree frequency	2k 2q
<b>2 (0.9)</b>	<b>2 (0.9)</b>	<b>2 (0.9)</b>	<b>2 (0.9)</b>

<i>S4Ct5</i>		<i>S4Ct6</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
		assigned assignment elaborating 2 enhancing 1 expanding-assignment possession as process 1 possessive possessor as carrier	4k 4o 5i 5j 5k 6g
<b>NONE (0.0)</b>	<b>NONE (0.0)</b>	<b>8 (3.6)</b>	<b>6 (2.7)</b>



<i>S5Ct1</i>		<i>S5Ct2</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
as name cognitive 1 hyperphenomenal idea inceptive memory metaphenomenal phase quality 2 time 1	2n 3h 4c 5b 5g 6d	desiderative 1 preference	3i
<b>10 (4.5)</b>	<b>6 (2.7)</b>	<b>2 (0.9)</b>	<b>1 (0.4)</b>

<i>S5Ct3</i>		<i>S6Ct4</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
matter	1j	angle durative extending recipency viewpoint	1k 2zc 5a
<b>1 (0.4)</b>	<b>1 (0.4)</b>	<b>5 (2.2)</b>	<b>3 (1.3)</b>

<i>S6Ct5</i>		<i>S6Ct6</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
cliency service thinking	2c 4b/3c	macrophenomenal unbounded	5f
<b>3 (1.3)</b>	<b>2 (0.9)</b>	<b>2 (0.9)</b>	<b>1 (0.4)</b>

<i>S7Ct1</i>		<i>S7Ct2</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
distance	2i	decision knowledge plan pretence	
<b>1 (0.4)</b>	<b>1 (0.4)</b>	<b>4 (1.8)</b>	<b>NONE (0.0)</b>

<i>S7Ct3</i>		<i>S8Ct4</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
desire			
<b>1 (0.4)</b>	<b>NONE (0.0)</b>	<b>NONE (0.0)</b>	<b>NONE (0.0)</b>

<i>S8Ct5</i>		<i>S8Ct6</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
understanding		imperating	
<b>1 (0.4)</b>	<b>NONE (0.0)</b>	<b>1 (0.4)</b>	<b>NONE (0.0)</b>

<i>S9Ct1</i>		<i>S9Ct2</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
guise role	1i 2z	cause product reason	1f 2r 2za
<b>2 (0.9)</b>	<b>2 (0.9)</b>	<b>3 (1.3)</b>	<b>3 (1.3)</b>

<i>S9Ct3</i>		<i>S10Ct4</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
		general receptive	
<b>NONE (0.0)</b>	<b>NONE (0.0)</b>	<b>2 (0.9)</b>	<b>NONE (0.0)</b>

<i>S10Ct5</i>		<i>S10Ct6</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
		existence plus existential	3m
<b>NONE (0.0)</b>	<b>NONE (0.0)</b>	<b>2 (0.9)</b>	<b>1 (0.4)</b>

R.1.2 Mood system network

<i>S1Ct1</i>		<i>S1Ct2</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
bound	1a'	declarative	3a'
enhancing	2a'	extending	3b'/4k'/3b'
expansion	2b'	finite	4a'
hypotactic	3c'	free	4c'
major	3d'	full	5d'
non-finite	4h'	imperfective	5i'
perfective	4m'	indicative	
positive 1	5q'	past 1	
		present 1	
		temporal	
		'to'	
		'zero'	
<b>8 (3.6)</b>	<b>8 (3.6)</b>	<b>12 (5.4)</b>	<b>6 (2.7)</b>

<i>S1Ct3</i>		<i>S2Ct4</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
explicit 3	4b'	speaker-plus	
implicit 3	5b'		
interactant	5c'		
non-exclamative	6c'		
speaker			
<b>5 (2.2)</b>	<b>4 (1.8)</b>	<b>1 (0.4)</b>	<b>NONE (0.0)</b>

<i>S2Ct5</i>		<i>S2Ct6</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
		indirect proposition projection	4l'
<b>NONE (0.0)</b>	<b>NONE (0.0)</b>	<b>2 (0.9)</b>	<b>1 (0.4)</b>

<i>S3Ct1</i>		<i>S3Ct2</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
elaborating		negative 1	5e'/4i'
		present 2	6e'/5j'
		secondary tense	6f'/5k'
		stop	
<b>1 (0.4)</b>	<b>NONE (0.0)</b>	<b>4 (1.8)</b>	<b>3 (1.3)</b>

<i>S3Ct3</i>		<i>S4Ct4</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
NONE (0.0)	NONE (0.0)	NONE (0.0)	NONE (0.0)

<i>S4Ct5</i>		<i>S4Ct6</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
down-ranked enactment exclamation minor reactive vocative	1b' 2d' 3f' 4t'	neutral past 2	
<b>6 (2.7)</b>	<b>4 (1.8)</b>	<b>2 (0.9)</b>	<b>NONE (0.0)</b>

<i>S5Ct1</i>		<i>S5Ct2</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
NONE (0.0)	NONE (0.0)	NONE (0.0)	NONE (0.0)

<i>S5Ct3</i>		<i>S6Ct4</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
ability implicit 4 low 1 modal modulation outer readiness subjective	5l'/4o' 5m'/4p' 5n'/4q' 5o'/4r' 6k'/5w' 6l'/5x' 7h'/6n'	comment factual speech-functional unqualified	4d' 5f' 6h' 7f'
<b>8 (3.6)</b>	<b>7 (3.1)</b>	<b>4 (1.8)</b>	<b>4 (1.8)</b>

<i>S6Ct5</i>		<i>S6Ct6</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
asseverative modalization mood assessment negative 2 obvious on whole probability propositional relative to expectation since temporality	2c' 3e' 4n' 5t' 5u' 6g' 6j'/5v' 7c' 8a'	desirability desirable luck qualificative	8b' 9c' 10a'
<b>11 (4.9)</b>	<b>9 (4.0)</b>	<b>4 (1.8)</b>	<b>3 (1.3)</b>

<i>S7Ct1</i>		<i>S7Ct2</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
inclination median			
<b>2 (0.9)</b>	<b>NONE (0.0)</b>	<b>NONE (0.0)</b>	<b>NONE (0.0)</b>

<i>S7Ct3</i>		<i>S8Ct4</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
explicit 4 high 1 obligation			
<b>3 (1.3)</b>	<b>NONE (0.0)</b>	<b>NONE (0.0)</b>	<b>NONE (0.0)</b>

<i>S8Ct5</i>		<i>S8Ct6</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
near non-future relative to now	5r' 5s'	by counter-expectancy exceeding indirect proposal intensity modality objective positive 2	4s' 5za'
<b>3 (1.3)</b>	<b>2 (0.9)</b>	<b>8 (3.6)</b>	<b>2 (0.9)</b>

<i>S9Ct1</i>		<i>S9Ct2</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
limiting usuality			
<b>2 (0.9)</b>	<b>NONE (0.0)</b>	<b>NONE (0.0)</b>	<b>NONE (0.0)</b>

<i>S9Ct3</i>		<i>S10Ct4</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
individuality personal engagement qualified	7g' 8d'		
<b>3 (1.3)</b>	<b>2 (0.9)</b>	<b>NONE (0.0)</b>	<b>NONE (0.0)</b>

<i>S10Ct5</i>		<i>S10Ct6</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
		prediction remote unpredictable	9a'
<b>NONE (0.0)</b>	<b>NONE (0.0)</b>	<b>3 (1.3)</b>	<b>1 (0.4)</b>

### R.1.3 Theme system network

<i>S1Ct1</i>		<i>S1Ct2</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
as transitivity role circumstance theme marked topical theme unmarked topical theme	1a'' 2a'' 3a''	conjunction hypotactic paratactic structural textual theme	1c'' 2d'' 3d'' 4d''
<b>4 (1.8)</b>	<b>3 (1.3)</b>	<b>5 (2.2)</b>	<b>4 (1.8)</b>

<i>S1Ct3</i>		<i>S2Ct4</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
definite process theme relative pronoun	4e''		
<b>3 (1.3)</b>	<b>1 (0.4)</b>	<b>NONE (0.0)</b>	<b>NONE (0.0)</b>

<i>S2Ct5</i>		<i>S2Ct6</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
		non-subject (complement) participant theme	
<b>NONE (0.0)</b>	<b>NONE (0.0)</b>	<b>1 (0.4)</b>	<b>NONE (0.0)</b>

<i>S3Ct1</i>		<i>S3Ct2</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
<b>NONE (0.0)</b>	<b>NONE (0.0)</b>	<b>NONE (0.0)</b>	<b>NONE (0.0)</b>

<i>S3Ct3</i>		<i>S4Ct4</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
NONE (0.0)	NONE (0.0)	NONE (0.0)	NONE (0.0)

<i>S4Ct5</i>		<i>S4Ct6</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
NONE (0.0)	NONE (0.0)	NONE (0.0)	NONE (0.0)

<i>S5Ct1</i>		<i>S5Ct2</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
		causal causal-conditional concluding conjunctive adjunct enhancing general internal preceding simple spatio-temporal	2e'' 3e'' 4h'' 5f'' 5h'' 6a'' 6b'' 6d''
NONE (0.0)	NONE (0.0)	10 (4.5)	8 (3.6)

<i>S5Ct3</i>		<i>S6Ct4</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
		comment factual interpersonal theme modal adjunct speech-functional unqualified	1d'' 2g'' 3f'' 4j'' 5m'' 6q''
NONE (0.0)	NONE (0.0)	6 (2.7)	6 (2.7)

<i>S6Ct5</i>		<i>S6Ct6</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
		additive desirability desirable extending luck on whole positive 1 propositional qualificative	4g'' 5c'' 5l'' 6n'' 7c'' 8c'' 9a''
NONE (0.0)	NONE (0.0)	9 (4.0)	7 (3.1)

<i>S7Ct1</i>		<i>S7Ct2</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
continuative external following	2c''		
<b>3 (1.3)</b>	<b>1 (0.4)</b>	<b>NONE (0.0)</b>	<b>NONE (0.0)</b>

<i>S7Ct3</i>		<i>S8Ct4</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
<b>NONE (0.0)</b>	<b>NONE (0.0)</b>	<b>NONE (0.0)</b>	<b>NONE (0.0)</b>

<i>S8Ct5</i>		<i>S8Ct6</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
complex interrupted	6c''		
<b>2 (0.9)</b>	<b>1 (0.4)</b>	<b>NONE (0.0)</b>	<b>NONE (0.0)</b>

<i>S9Ct1</i>		<i>S9Ct2</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
counter-expectancy exceeding intensity mood	4i'' 5k'' 6m''	modality modalization probability	5j'' 6j''
<b>4 (1.8)</b>	<b>3 (1.3)</b>	<b>3 (1.3)</b>	<b>2 (0.9)</b>

<i>S9Ct3</i>		<i>S10Ct4</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
individuality personal engagement qualified	6r'' 7e''		
<b>3 (1.3)</b>	<b>2 (0.9)</b>	<b>NONE (0.0)</b>	<b>NONE (0.0)</b>

<i>S10Ct5</i>		<i>S10Ct6</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
		limiting non-future prediction relative to now remote temporality unpredictable	5i'' 6f'' 6g'' 8a''
<b>NONE (0.0)</b>	<b>NONE (0.0)</b>	<b>7 (3.1)</b>	<b>4 (1.8)</b>



## R.2 Picture-Narrative register

### R.2.1 Transitivity system network

<i>S1Ct1</i>		<i>S1Ct2</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
eventive	1a	accompaniment	1h
happening	1b	as locution	2d
location	1d	comitative	2e
material	2b	expanding	2f
middle	2l	imperating	2g
place	2m	mental 1	2h
time 2	3e	perceptive	2x
		phenomenal	3d
		phenomenalization	3f
		ranged	3g
		receiver	3l
		relational	4f
		reporting	4g
		specific	4h
		verbal 1	
		verbalization	
		visual	
<b>7 (2.7)</b>	<b>7 (2.7)</b>	<b>17 (6.4)</b>	<b>14 (5.3)</b>

<i>S1Ct3</i>		<i>S2Ct4</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
ascriptive	2a	possession as process 1	4k
circumstance as attribute	3b	possessive	5i
circumstantial	3n	possessor as carrier	
doing	3o		
effective	4a		
elaborating 1	4j		
operative			
transformative			
<b>8 (3.0)</b>	<b>6 (2.3)</b>	<b>3 (1.1)</b>	<b>2 (0.7)</b>

<i>S2Ct5</i>		<i>S2Ct6</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
class	4i	behavioral	
intensive	5h		
non-phase			
<b>3 (1.1)</b>	<b>2 (0.7)</b>	<b>1 (0.4)</b>	<b>NONE (0.0)</b>

<i>S3Ct1</i>		<i>S3Ct2</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
enhancing 1 extending non-recipienty	5a	hyperphenomenal macrophenomenal unbounded quality 1 quality 1 as attribute receptive	4c 5f 6e
<b>3 (1.1)</b>	<b>1 (0.4)</b>	<b>6 (2.3)</b>	<b>3 (1.1)</b>

<i>S3Ct3</i>		<i>S4Ct4</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
<b>NONE (0.0)</b>	<b>NONE (0.0)</b>	<b>NONE (0.0)</b>	<b>NONE (0.0)</b>

<i>S4Ct5</i>		<i>S4Ct6</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
		assigned assignment decoding elaborating 2 emotive expanding-assignment identifying liking normal	3j 3k 4l 4o 5j 5k 6g
<b>NONE (0.0)</b>	<b>NONE (0.0)</b>	<b>9 (3.4)</b>	<b>7 (2.7)</b>

<i>S5Ct1</i>		<i>S5Ct2</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
auditory creative encoding idea inceptive metaphenomenal noticed phase time 1	5b 5e 5g 6d	cause durative intensified reason	1f 2r
<b>9 (3.4)</b>	<b>4 (1.5)</b>	<b>4 (1.5)</b>	<b>2 (0.7)</b>

<i>S5Ct3</i>		<i>S6Ct4</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
as name extent frequency	1c 2k	cognitive 1 duration memory	2j 3h
<b>3 (1.1)</b>	<b>2 (0.7)</b>	<b>3 (1.1)</b>	<b>2 (0.7)</b>

<i>S6Ct5</i>		<i>S6Ct6</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
understanding		cliency comparison manner service	1e 2c 2o 3c/4b
<b>1 (0.4)</b>	<b>NONE (0.0)</b>	<b>4 (1.5)</b>	<b>4 (1.5)</b>

<i>S7Ct1</i>		<i>S7Ct2</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
existence existential quality 2 thinking	2n 3m	interest/attention	
<b>4 (1.5)</b>	<b>2 (0.7)</b>	<b>1 (0.4)</b>	<b>NONE (0.0)</b>

<i>S7Ct3</i>		<i>S8Ct4</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
		knowledge opining	
<b>NONE (0.0)</b>	<b>NONE (0.0)</b>	<b>2 (0.7)</b>	<b>NONE (0.0)</b>

<i>S8Ct5</i>		<i>S8Ct6</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
angle viewpoint	1k 2zc	indicating	
<b>2 (0.7)</b>	<b>2 (0.7)</b>	<b>1 (0.4)</b>	<b>NONE (0.0)</b>

<i>S9Ct1</i>		<i>S9Ct2</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
additive distance matter recipency	1j 2i 2y		
<b>4 (1.5)</b>	<b>3 (1.1)</b>	<b>NONE (0.0)</b>	<b>NONE (0.0)</b>

<i>S9Ct3</i>		<i>S10Ct4</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
guise role	1i 2z		
<b>2 (0.7)</b>	<b>2 (0.7)</b>	<b>NONE (0.0)</b>	<b>NONE (0.0)</b>

<i>S10Ct5</i>		<i>S10Ct6</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
apparent degree reality	2q 6c		
<b>3 (1.1)</b>	<b>2 (0.7)</b>	<b>NONE (0.0)</b>	<b>NONE (0.0)</b>

### R.2.2 Mood system network

<i>S1Ct1</i>		<i>S1Ct2</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
declarative free full indicative major positive 1 present 1 temporal	1a' 2a' 2b' 3a' 3b'/4k' 4a' 4c' 5d'	bound hypotactic indirect proposal non-finite past 1 perfective projection 'to'	3c' 3d' 4h' 4l' 5i' 5q'
<b>8 (3.0)</b>	<b>8 (3.0)</b>	<b>8 (3.0)</b>	<b>6 (2.3)</b>

<i>S1Ct3</i>		<i>S2Ct4</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
present 2 secondary tense stop	5e'/4i' 6e'/5j' 6f'/5k'		
<b>3 (1.1)</b>	<b>3 (1.1)</b>	<b>NONE (0.0)</b>	<b>NONE (0.0)</b>

<i>S2Ct5</i>		<i>S2Ct6</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
<b>NONE (0.0)</b>	<b>NONE (0.0)</b>	<b>NONE (0.0)</b>	<b>NONE (0.0)</b>

<i>S3Ct1</i>		<i>S3Ct2</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
ability elaborating enhancing expansion finite implicit 4 low 1 modal modulation negative 1 neutral outer readiness subjective	4m' 5l'/4o' 5m'/4p' 5n'/4q' 5o'/4r' 6k'/5w' 6l'/5x' 7h'/6n'	down-ranked imperfective	
<b>14 (5.3)</b>	<b>8 (3.0)</b>	<b>2 (0.7)</b>	<b>NONE (0.0)</b>

<i>S3Ct3</i>		<i>S4Ct4</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
<b>NONE (0.0)</b>	<b>NONE (0.0)</b>	<b>NONE (0.0)</b>	<b>NONE (0.0)</b>

<i>S4Ct5</i>		<i>S4Ct6</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
extending			
<b>1 (0.4)</b>	<b>NONE (0.0)</b>	<b>NONE (0.0)</b>	<b>NONE (0.0)</b>

<i>S5Ct1</i>		<i>S5Ct2</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
indirect proposition		explicit 3 high 1 interactant modality modalization mood assessment negative 2 non-exclamative objective obligation relative to expectation since speaker temporality usuality	2c' 3e' 4b' 4n' 5b' 5c' 5t' 5u' 5v'/6j' 6c'
<b>1 (0.4)</b>	<b>NONE (0.0)</b>	<b>15 (5.7)</b>	<b>10 (3.8)</b>

<i>S5Ct3</i>		<i>S6Ct4</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
inclination median			
<b>2 (0.7)</b>	<b>NONE (0.0)</b>	<b>NONE (0.0)</b>	<b>NONE (0.0)</b>

<i>S6Ct5</i>		<i>S6Ct6</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
comment future 2 on whole prediction propositional qualificative unpredictable	4d' 5f' 6g' 7c' 8b' 9a'		
<b>7 (2.7)</b>	<b>6 (2.3)</b>	<b>NONE (0.0)</b>	<b>NONE (0.0)</b>

<i>S7Ct1</i>		<i>S7Ct2</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
explicit 4 modalized non-future past 2 probability relative to now remote	4j' 5r' 5s'	by positive 2	
<b>7 (2.7)</b>	<b>3 (1.1)</b>	<b>2 (0.7)</b>	<b>NONE (0.0)</b>

<i>S7Ct3</i>		<i>S8Ct4</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
factual speech-functional unqualified 'zero'	6h' 7f'	near transferred negative	6m'/5y'
<b>4 (1.5)</b>	<b>2 (0.7)</b>	<b>2 (0.7)</b>	<b>1 (0.4)</b>

<i>S8Ct5</i>		<i>S8Ct6</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
		counter-expectancy elliptical exceeding intensity partial	4g'/5p' 4s' 5za'
<b>NONE (0.0)</b>	<b>NONE (0.0)</b>	<b>5 (1.9)</b>	<b>3 (1.1)</b>

<i>S9Ct1</i>		<i>S9Ct2</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
<b>NONE (0.0)</b>	<b>NONE (0.0)</b>	<b>NONE (0.0)</b>	<b>NONE (0.0)</b>

<i>S9Ct3</i>		<i>S10Ct4</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
limiting			
<b>1 (0.4)</b>	<b>NONE (0.0)</b>	<b>NONE (0.0)</b>	<b>NONE (0.0)</b>

<i>S10Ct5</i>		<i>S10Ct6</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
<b>NONE (0.0)</b>	<b>NONE (0.0)</b>	<b>NONE (0.0)</b>	<b>NONE (0.0)</b>

### R.2.3 Theme system network

<i>S1Ct1</i>		<i>S1Ct2</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
as transitivity role	1a''		
circumstance theme	1c''		
conjunction	2a''		
hypotactic	2d''		
marked topical theme	3a''		
paratactic	3d''		
structural	4d''		
textual theme			
unmarked topical theme			
<b>9 (3.4)</b>	<b>7 (2.7)</b>	<b>NONE (0.0)</b>	<b>NONE (0.0)</b>

<i>S1Ct3</i>		<i>S2Ct4</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
NONE (0.0)	NONE (0.0)	NONE (0.0)	NONE (0.0)

<i>S2Ct5</i>		<i>S2Ct6</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
NONE (0.0)	NONE (0.0)	NONE (0.0)	NONE (0.0)

<i>S3Ct1</i>		<i>S3Ct2</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
definite relative pronoun	4e''		
2 (0.7)	1 (0.4)	NONE (0.0)	NONE (0.0)

<i>S3Ct3</i>		<i>S4Ct4</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
NONE (0.0)	NONE (0.0)	NONE (0.0)	NONE (0.0)

<i>S4Ct5</i>		<i>S4Ct6</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
NONE (0.0)	NONE (0.0)	NONE (0.0)	NONE (0.0)

<i>S5Ct1</i>		<i>S5Ct2</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
adversative causal causal-conditional conjunctive adjunct enhancing extending general	2e'' 3e'' 4g'' 4h'' 5h'' 6d''	additive positive 1 process theme	5c''
7 (2.7)	6 (2.3)	3 (1.1)	1 (0.4)



<i>S5Ct3</i>		<i>S6Ct4</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
<b>NONE (0.0)</b>	<b>NONE (0.0)</b>	<b>NONE (0.0)</b>	<b>NONE (0.0)</b>

<i>S6Ct5</i>		<i>S6Ct6</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
comment	1d''		
continuative	2c''		
interpersonal theme	2g''		
modal adjunct	3f''		
on whole	4j''		
prediction	5l''		
propositional	6n''		
qualificative	7c''		
unpredictable	8a''		
<b>9 (3.4)</b>	<b>9 (3.4)</b>	<b>NONE (0.0)</b>	<b>NONE (0.0)</b>

<i>S7Ct1</i>		<i>S7Ct2</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
mood	4i''		
non-future	5i''		
relative to now	6f''		
remote temporality	6g''		
<b>5 (1.9)</b>	<b>4 (1.5)</b>	<b>NONE (0.0)</b>	<b>NONE (0.0)</b>

<i>S7Ct3</i>		<i>S8Ct4</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
factual	5m''	non-subject	
speech-functional	6q''	(complement)	
unqualified		participant theme	
<b>3 (1.1)</b>	<b>2 (0.7)</b>	<b>1 (0.4)</b>	<b>NONE (0.0)</b>

<i>S8Ct5</i>		<i>S8Ct6</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
external	5f''		
following	6a''		
simple	6b''		
spatio-temporal			
<b>4 (1.5)</b>	<b>3 (1.1)</b>	<b>NONE (0.0)</b>	<b>NONE (0.0)</b>

<i>S9Ct1</i>		<i>S9Ct2</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
as internal matter			
<b>1 (0.4)</b>	<b>NONE (0.0)</b>	<b>NONE (0.0)</b>	<b>NONE (0.0)</b>

<i>S9Ct3</i>		<i>S10Ct4</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
counter-expectancy intensity limiting	5k'' 6m''	complex durative	6c''
<b>3 (1.1)</b>	<b>2 (0.7)</b>	<b>2 (0.7)</b>	<b>1 (0.4)</b>

<i>S10Ct5</i>		<i>S10Ct6</i>	
TERMS	SYSTEMS	TERMS	SYSTEMS
<b>NONE (0.0)</b>	<b>NONE (0.0)</b>	<b>NONE (0.0)</b>	<b>NONE (0.0)</b>

## APPENDIX S

### SYSTEMIC RESULTS DERIVED FROM THE SECONDARY CORPUS: LONGITUDINAL PART OF THE STUDY

#### S.1 Personal-Experience register

##### S.1.1 Transitivity system network

TERMS	SYSTEMS
accompaniment	1a
additive	1b
agentive	1c
anger	1d
angle	1e
apparent	1f
as locution	1g
as name	1h
ascriptive	1i
assigned	1j
assignment	1k
attribution	2a
auditory	2b
behalf	2c
behavioral	2d
bounded	2e
cause	2f
circumstance as attribute	2g
circumstance as process 1	2h
circumstantial	2i
class	2j
cliency	2k
cognitive 1	2l
cognitive 2	2m
comitative	2n
comparison	2o
concession	2p
contingency	2q
creative	2r
decision	2s
decoding	2t
degree	2w
desiderative 1	2x
desire	2y
distance	2z
doing	2za
duration	2zb
durative	2zc
effective	3a
elaborating 1	3b
elaborating 2	3c/4b
emotive	3d
encoding	3e
enhancing 1	3f
eventive	3g

existence	3h
existence plus	3i
existential	3j
expanding	3k
expanding-assignment	3l
extending	3m
extent	3n
fact	3o
frequency	4a
general	4c
guise	4f
happening	4g
hyperphenomenal	4h
idea	4i
identifying	4j
imperating	4k
inceptive	4l
indicating	4o
intensified	5a
intensive	5b
interest/attention	5e
knowledge	5f
liking	5g
location	5h
macrophenomenal	5i
manner	5j
material	5k
matter	6c
means	6d
memory	6e
mental 1	6g
mental 2	6h
metaphenomenal	7a
meteorological	
middle	
non-phase	
non-recipienty	
normal	
noticed	
olfactory	
operative	
opining	
perceptive	
phase	
phenomenal	
phenomenalization	
place	
plan	
possession as process 1	
possessive	
possessor as carrier	
preference	
pretence	
product	
projecting-assignment	
purpose	
quality 1	
quality 1 as attribute	
quality 2	
ranged	

reality realized reason receiver receptive recipency relational reporting role service source specific thinking time 1 time 2 transformative unbounded understanding verbal 1 verbal 2 verbalization viewpoint visual	
<b>128</b>	<b>78</b>

### S.1.2 Mood system network

TERMS	SYSTEMS
ability	1a'
addressee	2a'
asseverative	2b'
bound	2c'
by	2d'
comment	3a'
counter expectancy	3b'/4k'
declarative	3c'
degree	3d'
desirability	3e'
desirable	3f'
down-ranked	4a'
elaborating	4b'
elliptical	4c'
enactment	4d'
enhancing	4g'/5p'
exceeding	4h'
exclamation	4i'/5e'
expansion	4j'
explicit 3	4l'
explicit 4	4m'
extending	4n'
factual	4o'/5l'
finite	4p'/5m'
free	4q'/5n'
full	4r'/5o'
future 1	4s'

future 2	4t'
future 3	5b'
hearsay	5c'
high 1	5d'
hypotactic	5f'
imperfective	5i'
implicit 3	5j'/6e'
implicit 4	5k'/6f'
inclination	5q'
indicative	5r'
indirect proposal	5s'
indirect proposition	5t'
individuality	5u'
intensity	5v'/6j'
interactant	5w'/6k'
limiting	5x'/6l'
low 1	5z'
low 2	5za'
luck	6c'
major	6g'
median	6h'
minor	6n'/7h'
modal	7c'
modality	7f'
modalization	7g'
modalized	8a'
modulation	8b'
mood assessment	8d'
natural	9a'
near	9b'
negative 1	9c'
negative 2	10a'
neutral	
non-exclamative	
non-finite	
non-future	
objective	
obligation	
obvious	
on whole	
outer	
partial	
past 1	
past 2	
perfective	
personal engagement	
positive 1	
positive 2	
prediction	
present 1	
present 2	
presumption	
probability	
projection	
propositional	
qualificative	
qualified	
reactive	
readiness	
relative to expectation	

relative to now remote secondary tense since speaker speaker-plus speech-functional stop subjective sure temporal temporality 'to' undesirable unpredictable unqualified usuality 'zero'	
<b>105</b>	<b>59</b>

### S.1.3 Theme system network

TERMS	SYSTEMS
additive	1a''
adversative	1b''
appositive	1c''
as internal matter	1d''
as transitivity role	2a''
asseverative	2b''
causal	2c''
causal-conditional	2d''
circumstance theme	2e''
clarifying	2g''
comment	2h''
complex	3a''
concluding	3b''
conditional	3c''
conjunction	3d''
conjunctive adjunct	3e''
continuative	3f''
counter-expectancy	4b''
definite	4c''
desirability	4d''
desirable	4e''
dismissive	4f''
elaborating	4g''
enhancing	4h''
exceeding	4i''
exemplifying	4j''
extending	5a''
external	5b''
factual	5c''
finite	5d''
following	5f''
future	5h''
general	5i''
hearsay	5j''

hypotactic	5k''
identification	5l''
identifying theme	5m''
indicative	6a''
individuality	6b''
intensity	6c''
internal	6d''
interpersonal theme	6e''
interrupted	6f''
limiting	6g''
luck	6j''
marked	6m''
marked topical theme	6n''
modal adjunct	6q''
modality	6r''
modalization	7a''
mood	7b''
natural	7c''
non-future	7e''
non-subject (complement) participant theme	8a''
obvious	8b''
on whole	8c''
paratactic	9a''
personal engagement	
positive 1	
positive 3	
preceding	
predicated theme	
predication	
prediction	
presumption	
probability	
propositional	
punctiliar	
qualificative	
qualified	
relative pronoun	
relative to now	
remote	
replacive	
result	
simple	
simultaneous	
spatio-temporal	
specific 2	
speech-functional	
structural	
sure	
temporality	
textual theme	
undesirable	
unmarked local	
unmarked topical theme	
unpredictable	
unqualified	
usuality	
verificative	
verifying	
<b>92</b>	<b>57</b>



## S.2 Picture-Narrative register

### S.2.1 Transitivity system network

TERMS	SYSTEMS
accompaniment	1a
additive	1b
agentive	1c
angle	1d
apparent	1e
as locution	1f
as name	1g
ascriptive	1h
assigned	1i
assignment	1j
attribution	1k
auditory	2a
behalf	2b
behavioral	2c
bounded	2d
cause	2e
circumstance as attribute	2f
circumstance as process 1	2g
circumstantial	2h
class	2i
cliency	2j
cognitive 1	2k
cognitive 2	2l
comitative	2m
comparison	2n
concession	2o
contingency	2p
creative	2q
decoding	2r
degree	2s
desiderative 1	2t
desire	2w
distance	2x
doing	2y
doubt	2z
duration	2za
durative	2zc
effective	3a
elaborating 1	3b
elaborating 2	3c/4b
emotive	3d
encoding	3e
enhancing 1	3f
eventive	3g
existence	3h
existential	3i
expanding	3j
expanding-assignment	3k
extending	3l
extent	3m
fact	3n
fearing	3o
frequency	4a
general	4c

guise	4f
happening	4g
hyperphenomenal	4h
idea	4i
identifying	4j
imperating	4k
inceptive	4l
indicating	4o
intensified	5a
intensive	5b
interest/attention	5e
knowledge	5f
liking	5g
location	5h
macrophenomenal	5i
manner	5j
material	5k
matter	6c
means	6d
memory	6e
mental 1	6g
mental 2	6h
metaphenomenal	7a
middle	
non-phase	
non-recipienty	
normal	
noticed	
operative	
opining	
perceptive	
phase	
phenomenal	
phenomenalization	
place	
possession as process 1	
possessive	
possessor as carrier	
preference	
product	
projecting-assignment	
purpose	
quality 1	
quality 1 as attribute	
quality 2	
quoting	
ranged	
reality	
realized	
reason	
receiver	
receptive	
recipienty	
relational	
reporting	
role	
service	
specific	
thinking	
time 1	

time 2 transformative unbounded understanding verbal 1 verbalization viewpoint visual	
122	77

### S.2.2 Mood system network

TERMS	SYSTEMS
ability	1a'
addressee	1b'
asseverative	2a'
bound	2b'
by	2c'
comment	2d'
counter-expectancy	3a'
declarative	3b'/4k'
degree	3c'
down-ranked	3d'
elaborating	3e'
elliptical	3f'
enactment	4a'
enhancing	4b'
exceeding	4c'
exclamation	4d'
expansion	4f'
explicit 2	4g'/5p'
explicit 3	4h'
explicit 4	4i'/5e'
extending	4j'
factual	4l'
finite	4m'
free	4n'
full	4o'/5l'
future 1	4p'/5m'
future 2	4q'/5n'
go on	4r'/5o'
high 1	4s'
honesty	4t'
hypotactic	5a'
imperative	5b'
imperfective	5c'
implicit 3	5d'
implicit 4	5f'
inclination	5i'
indicative	5j'/6e'
indirect proposal	5k'/6f'
indirect proposition	5q'
intensity	5r'
interactant	5s'
interrogative	5t'
limiting	5u'
low 1	5v'/6j'

major	5w'/6k'
median	5x'/6l'
minor	5y'/6m'
modal	5z'
modality	5za'
modalization	6a'
modalized	6b'
modulation	6c'
mood assessment	6g'
morality	6h'
near	6n'/7h'
negative 1	7c'
negative 2	7d'
negative 3	7e'
neutral	7f'
non-exclamative	7g'
non-finite	8a'
non-future	8b'
objective	8d'
oblique	9a'
obligation	
obvious	
on subject	
on whole	
outer	
partial	
past 1	
past 2	
perfective	
personal engagement	
positive 1	
positive 2	
predictable	
prediction	
present 1	
present 2	
probability	
projection	
propositional	
qualificative	
qualified	
reactive	
readiness	
relative to expectation	
relative to now	
remote	
secondary tense	
since	
speaker	
speaker-plus	
speech-functional	
stop	
subjective	
subject-wh	
temporal	
temporality	
'to'	
total 1	
total 2	
transferred negative	

unpredictable unqualified usuality vocative wh- yes/no 'zero'	
<b>111</b>	<b>64</b>

### S.2.3 Theme system network

TERMS	SYSTEMS
additive	1a''
adversative	1b''
as internal matter	1c''
as transitivity role	1d''
asseverative	2a''
causal	2b''
causal-conditional	2c''
circumstance theme	2d''
comment	2e''
complex	2f''
concluding	2g''
conjunction	2h''
conjunctive adjunct	3a''
continuative	3b''
counter-expectancy	3c''
definite	3d''
durative	3e''
enhancing	3f''
extending	4b''
external	4c''
factual	4d''
finite	4e''
following	4g''
general	4h''
honesty	4i''
hypotactic	4j''
identification	5c''
identifying theme	5d''
immediate	5f''
indicative	5h''
intensity	5i''
internal	5j''
interpersonal theme	5k''
interrupted	5l''
limiting	5m''
marked	6a''
marked topical theme	6b''
modal adjunct	6c''
modality	6d''
modalization	6f''
mood	6g''
morality	6j''
negative 1	6m''
negative 5	6n''
non-future	6o''

non-subject (complement) participant theme obvious on subject on whole paratactic personal engagement positive 1 predicated theme predication predictable prediction probability process theme propositional qualificative qualified relative pronoun relative to now remote replacive result simple simultaneous spatio-temporal specific 2 speech-functional structural temporality textual theme unmarked local unmarked topical theme unpredictable unqualified usuality verifying vocative	6p'' 6q'' 6r'' 7a'' 7b'' 7c'' 7e'' 8a''
<b>81</b>	<b>53</b>

## APPENDIX T

### NET DIFFERENCE BETWEEN THE SECONDARY SUBJECTS' AND THE PRIMARY SUBJECTS' SYSTEMIC REPERTOIRES: LONGITUDINAL PART OF THE STUDY

#### T.1 Personal-Experience register

##### T.1.1 Transitivity system network

TERMS	SYSTEMS
agentive	1g
anger	2o
apparent	2s
attribution	2t
auditory	2w
behalf	2zb
bounded	3a
circumstance as process 1	5e
cognitive 2	6c
comparison	6h
concession	7a
contingency	
existence	
fact	
intensified	
interest/attention	
mental 2	
meteorological	
non-recipienty	
noticed	
olfactory	
opining	
projecting-assignment	
purpose	
reality	
realized	
source	
verbal 2	
28	11

T.1.2 Mood system network

TERMS	SYSTEMS
addressee	4g'/5p'
degree	4j'
elliptical	5z'
future 1	9b'
future 2	
future 3	
hearsay	
low 2	
modalized	
natural	
partial	
presumption	
sure	
undesirable	
<b>14</b>	<b>4</b>

T.1.3 Theme system network

TERMS	SYSTEMS
adversative	1b''
appositive	2b''
asseverative	2h''
clarifying	3b''
conditional	3c''
dismissive	4b''
elaborating	4c''
exemplifying	4f''
finite	5a''
future	5b''
hearsay	5d''
identification	6e''
identifying theme	7a''
indicative	7b''
natural	8b''
obvious	
positive 3	
predicated theme	
predication	
presumption	
punctiliar	
replacive	
result	
simultaneous	
specific 2	
sure	
undesirable	
unmarked local	
usuality	
verificative	
verifying	
<b>31</b>	<b>15</b>



## T.2 Picture-Narrative register

### T.2.1 Transitivity system network

TERMS	SYSTEMS
agentive	1g
attribution	2p
behalf	2s
bounded	2t
circumstance as process 1	2w
cognitive 2	2za
concession	3a
contingency	3i
desiderative 1	6h
desire	7a
doubt	
fact	
fearing	
general	
means	
mental 2	
preference	
product	
projecting-assignment	
purpose	
quoting	
realized	
<b>22</b>	<b>10</b>

### T.2.2 Mood system network

TERMS	SYSTEMS
addressee	1b'
asseverative	2d'
degree	3f'
enactment	4f'
exclamation	4t'
explicit 2	5a'
future 1	5z'
go on	6a'
honesty	6b'
imperative	7d'
implicit 3	7e'
interrogative	7g'
minor	8a'
morality	8d'
negative 3	
oblativ	
obvious	
on subject	
personal engagement	
predictable	
qualified	
reactive	
speaker-plus	
subject-wh	

total 1 total 2 vocative wh- yes/no	
<b>29</b>	<b>14</b>

### T.2.3 Theme system network

TERMS	SYSTEMS
asseverative	1b''
concluding	2b''
finite	2f''
honesty	2h''
identification	3b''
identifying theme	3c''
immediate	4b''
indicative	4c''
internal	5d''
interrupted	5j''
modality	6j''
modalization	6o''
morality	6p''
negative 1	6r''
negative 5	7a''
obvious	7b''
on subject	7e''
personal engagement	
predicated theme	
predication	
predictable	
probability	
qualified	
replacive	
result	
simultaneous	
specific 2	
unmarked local	
usuality	
verifying	
vocative	
<b>31</b>	<b>17</b>

## APPENDIX U

### TABULATION OF THE TERTIARY-CORPUS-RELATED ANSWERS: LONGITUDINAL PART OF THE STUDY

Table U.1

*Ratings for Comprehension, Native-Likeness, and Grammatical Accuracy by the Tertiary Subjects as to the Personal-Experience Register*

Text	TS1 <sup>a</sup>					TS2					TS3																								
	Compre- hension		Native- likeness		Accuracy	Compre- hension		Native- likeness		Accuracy	Compre- hension		Native- likeness		Accuracy																				
	a <sup>b</sup>	b	c	d	e	a	b	c	d	e	a	b	c	d	e	a	b	c	d	e	a	b	c	d	e	a	b	c	d	e					
S1Ct1 <sup>c</sup>					√					√					√					√					√					√					√
S1Ct2			√							√					√					√					√					√					√
S1Ct3				√						√					√					√					√					√					√
S2Ct4				√						√					√					√					√					√					√
S2Ct5	√									√					√					√					√					√					√
S2Ct6			√							√					√					√					√					√					√
S3Ct1			√							√					√					√					√					√					√
S3Ct2		√								√					√					√					√					√					√
S3Ct3	√									√					√					√					√					√					√
S4Ct4		√								√					√					√					√					√					√

<sup>a</sup>TS1/2/3 = Tertiary Subject 1/2/3. <sup>b</sup>For the content of the five choices related to each of the three rated aspects, see Subsection 7.3.3.3 and Appendix P. <sup>c</sup>Each collection time (S1Ct1, S1Ct2, S1Ct3, S2Ct1, etc) represents 1 of the 30 Personal-Experience narratives or 1 of the 30 Picture Narratives.

S4Ct5	✓		✓	✓	✓	✓	✓	✓	✓	✓
S4Ct6	✓		✓	✓	✓	✓	✓	✓	✓	✓
S5Ct1	✓		✓	✓	✓	✓	✓	✓	✓	✓
S5Ct2		✓	✓	✓	✓	✓	✓	✓	✓	✓
S5Ct3	✓		✓	✓	✓	✓	✓	✓	✓	✓
S6Ct4		✓	✓	✓	✓	✓	✓	✓	✓	✓
S6Ct5		✓	✓	✓	✓	✓	✓	✓	✓	✓
S6Ct6		✓	✓	✓	✓	✓	✓	✓	✓	✓
S7Ct1	✓		✓	✓	✓	✓	✓	✓	✓	✓
S7Ct2	✓		✓	✓	✓	✓	✓	✓	✓	✓
S7Ct3	✓		✓	✓	✓	✓	✓	✓	✓	✓
S8Ct4		✓	✓	✓	✓	✓	✓	✓	✓	✓
S8Ct5		✓	✓	✓	✓	✓	✓	✓	✓	✓
S8Ct6		✓	✓	✓	✓	✓	✓	✓	✓	✓
S9Ct1	✓		✓	✓	✓	✓	✓	✓	✓	✓
S9Ct2		✓	✓	✓	✓	✓	✓	✓	✓	✓
S9Ct3	✓		✓	✓	✓	✓	✓	✓	✓	✓
S10Ct4		✓	✓	✓	✓	✓	✓	✓	✓	✓
S10Ct5	✓		✓	✓	✓	✓	✓	✓	✓	✓
S10Ct6	✓		✓	✓	✓	✓	✓	✓	✓	✓





## APPENDIX V

### TABLES WITH THE CALCULATIONS OF THE TERTIARY-CORPUS-RELATED AVERAGE RESULTS: LONGITUDINAL PART OF THE STUDY

Table V.1

*Reading Comprehension Average Result for the Personal-Experience Register*

Collection moment	Rating choice	Numerical value
S1C2	c	3
S1C3	d	2
S2C4	d	2
S2C5	b	4
S2C6	c	3
S3C1	c	3
S3C2	b	4
S3C3	a	5
S4C4	b	4
S4C5	b	4
S4C6	b	4
S5C1	a	5
S5C2	b	4
S5C3	b	4
S6C4	d	2
S6C5	b	4
S6C6	b	4
S7C1	b	4
S7C2	b	4
S7C3	b	4
S8C4	c	3
S8C5	b	4
S8C6	b	4
S9C1	b	4
S9C2	c	3
S9C3	b	4
S10C4	c	3
S10C5	b	4
S10C6	b	4
Sum of the numerical values		106
Division by 29		3.65
Rounded average result		<b>3.7</b>

Table V.2

*Native-Likeness Average Result for the Personal-Experience Register*

Collection moment	Rating choice	Numerical value
S1C2	e	1
S1C3	e	1
S2C4	e	1
S2C5	e	1
S2C6	e	1
S3C1	e	1
S3C2	e	1
S3C3	d	2
S4C4	d	2
S4C5	d	2
S4C6	d	2
S5C1	d	2
S5C2	d	2
S5C3	d	2
S6C4	e	1
S6C5	e	1
S6C6	d	2
S7C1	d	2
S7C2	d	2
S7C3	d	2
S8C4	e	1
S8C5	e	1
S8C6	e	1
S9C1	e	1
S9C2	d	2
S9C3	e	1
S10C4	d	2
S10C5	d	2
S10C6	d	2
Sum of the numerical values		44
Division by 29		1.51
Rounded average result		1.5



Table V.3

*Grammatical Accuracy Average Result for the Personal-Experience Register*

Collection moment	Rating choice	Numerical value
S1C2	e	1
S1C3	e	1
S2C4	e	1
S2C5	e	1
S2C6	e	1
S3C1	e	1
S3C2	d	2
S3C3	e	1
S4C4	d	2
S4C5	e	1
S4C6	d	2
S5C1	d	2
S5C2	e	1
S5C3	e	1
S6C4	e	1
S6C5	e	1
S6C6	e	1
S7C1	e	1
S7C2	d	2
S7C3	d	2
S8C4	e	1
S8C5	e	1
S8C6	e	1
S9C1	e	1
S9C2	e	1
S9C3	e	1
S10C4	d	2
S10C5	e	1
S10C6	d	2
Sum of the numerical values		37
Division by 29		1.27
Rounded average result		1.3

Table V.4  
*Reading Comprehension Average Result for the Picture-Narrative Register*

Collection moment	Rating choice	Numerical value
S1C2	d	2
S1C3	d	2
S2C4	d	2
S2C5	e	1
S2C6	d	2
S3C1	d	2
S3C2	d	2
S3C3	d	2
S4C4	c	3
S4C5	c	3
S4C6	c	3
S5C1	c	3
S5C2	b	4
S5C3	c	3
S6C4	b	4
S6C5	b	4
S6C6	b	4
S7C1	b	4
S7C2	b	4
S7C3	b	4
S8C4	b	4
S8C5	b	4
S8C6	b	4
S9C1	b	4
S9C2	b	4
S9C3	b	4
S10C4	c	3
S10C5	d	2
S10C6	c	3
Sum of the numerical values		90
Division by 29		3.10
Rounded average result		<b>3.1</b>

Table V.5

*Native-Likeness Average Result for the Picture-Narrative Register*

Collection moment	Rating choice	Numerical value
S1C2	e	1
S1C3	e	1
S2C4	e	1
S2C5	e	1
S2C6	e	1
S3C1	e	1
S3C2	e	1
S3C3	e	1
S4C4	d	2
S4C5	e	1
S4C6	e	1
S5C1	e	1
S5C2	e	1
S5C3	e	1
S6C4	e	1
S6C5	d	2
S6C6	e	1
S7C1	d	2
S7C2	d	2
S7C3	d	2
S8C4	d	2
S8C5	d	2
S8C6	c	3
S9C1	d	2
S9C2	d	2
S9C3	e	1
S10C4	e	1
S10C5	e	1
S10C6	d	2
Sum of the numerical values		41
Division by 29		1.41
Rounded average result		1.4

Table V.6

*Grammatical Accuracy Average Result for the Picture-Narrative Register*

Collection moment	Rating choice	Numerical value
S1C2	e	1
S1C3	e	1
S2C4	e	1
S2C5	e	1
S2C6	e	1
S3C1	e	1
S3C2	e	1
S3C3	e	1
S4C4	d	2
S4C5	e	1
S4C6	e	1
S5C1	e	1
S5C2	e	1
S5C3	e	1
S6C4	e	1
S6C5	e	1
S6C6	e	1
S7C1	e	1
S7C2	d	2
S7C3	d	2
S8C4	d	2
S8C5	d	2
S8C6	c	3
S9C1	e	1
S9C2	d	2
S9C3	d	2
S10C4	e	1
S10C5	e	1
S10C6	d	2
Sum of the numerical values		39
Division by 29		1.34
Rounded average result		1.3

# Livros Grátis

( <http://www.livrosgratis.com.br> )

Milhares de Livros para Download:

[Baixar livros de Administração](#)

[Baixar livros de Agronomia](#)

[Baixar livros de Arquitetura](#)

[Baixar livros de Artes](#)

[Baixar livros de Astronomia](#)

[Baixar livros de Biologia Geral](#)

[Baixar livros de Ciência da Computação](#)

[Baixar livros de Ciência da Informação](#)

[Baixar livros de Ciência Política](#)

[Baixar livros de Ciências da Saúde](#)

[Baixar livros de Comunicação](#)

[Baixar livros do Conselho Nacional de Educação - CNE](#)

[Baixar livros de Defesa civil](#)

[Baixar livros de Direito](#)

[Baixar livros de Direitos humanos](#)

[Baixar livros de Economia](#)

[Baixar livros de Economia Doméstica](#)

[Baixar livros de Educação](#)

[Baixar livros de Educação - Trânsito](#)

[Baixar livros de Educação Física](#)

[Baixar livros de Engenharia Aeroespacial](#)

[Baixar livros de Farmácia](#)

[Baixar livros de Filosofia](#)

[Baixar livros de Física](#)

[Baixar livros de Geociências](#)

[Baixar livros de Geografia](#)

[Baixar livros de História](#)

[Baixar livros de Línguas](#)

[Baixar livros de Literatura](#)  
[Baixar livros de Literatura de Cordel](#)  
[Baixar livros de Literatura Infantil](#)  
[Baixar livros de Matemática](#)  
[Baixar livros de Medicina](#)  
[Baixar livros de Medicina Veterinária](#)  
[Baixar livros de Meio Ambiente](#)  
[Baixar livros de Meteorologia](#)  
[Baixar Monografias e TCC](#)  
[Baixar livros Multidisciplinar](#)  
[Baixar livros de Música](#)  
[Baixar livros de Psicologia](#)  
[Baixar livros de Química](#)  
[Baixar livros de Saúde Coletiva](#)  
[Baixar livros de Serviço Social](#)  
[Baixar livros de Sociologia](#)  
[Baixar livros de Teologia](#)  
[Baixar livros de Trabalho](#)  
[Baixar livros de Turismo](#)