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Curriculum genres in early childhood education: a case study in writing development

Volume 3

by

Frances Christie

A thesis submitted in fulfilment of the requirements for the degree of
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Appendix 1

The complete texts of Examples 1 and 2, presented in section 5.2 of chapter 5.

**Example 1**

**Task Orientation**

(The children are seated on the floor in front of the teacher who sits on a chair.)

All right. Hands behind backs. Hands on heads. I want you to have a little think about our chickens. Now today we've got the new incubator in our room. And Mrs. L's incubator is very full and has too many eggs and we're going to bring some of those eggs down to this incubator and hope that they'll hatch out in ours. Well, we'll be very lucky. If we left them in the other one, there just mightn't be enough moisture for them. This has a special tray under ours full of water just ready for our -

Children: Chickens

T: Chickens (overlapping)

(There is a brief interruption at this point caused by another teacher who enters and has a brief talk with Mrs. B, not reported)

**Control**

T: Right now Mark don't (a reproof

**Example 2**

**Task Orientation**

(The children are seated on the floor in front of the teacher who sits on a chair.)

T: All right, well what we're going to do today, we're going to have a look at our recipe from yesterday, Simon (addressed to attract his attention), and we're going to make from our recipe a shopping list. Now the things that we have to buy for our spaghetti bolognaise are the things that we put on our shopping list. We don't have to think of anything new, because they're all written there (She points to the board). The only thing we have to think about is where we would buy them. We didn't find them all in the one shop. When Mrs. S and I went shopping to buy all those things, we didn't just go to one shop and buy them all. We went to different shops. The different things we put into the spaghetti bolognaise sauce, you get in different places. Put up your hand if you can tell me one of the shops we might have gone to, to get
for restlessness).

Now today we're going to, for our writing think about chickens and how they started. Put up your hand if you know how they start. Yes Vanessa?
Vanessa: They peck with their beak.
T: Yes that's a bit later on. What's the very first thing that happens if you can remember from some of our stories? Karl?
Karl: They -- when they start to grow they start as a little dot.
T: A little dot in the egg. Yes. What happens then? Kate?
Kate: And then they get a little bit bigger.
T: Yes. How big do you think they'd be after the little dot?
Kate: Ooh (signifying that is hard to say).
Tracey: I know.
T: Yes, Tracey?
Tracey: About that big. (holds up her hands)
T: Oh that might be how big they are when they are out. Emily?
Emily: First what happens is uh, in the mummy's tummy.
T: It is too. Yes the mummy's tummy. Then what happens to it? What's the hen do?
Several children: Lays it
T: Lays the egg. Now we've got there.
The hens lays the egg. It would be about something there. (Here she gestures to the recipe written on the board). Have a look.
We had to buy meat, we had to buy soup, tomato paste, carrots, onions, spaghetti, and all these herbs and spices. Now one of these shops would have been what, Joseph?
Joseph: Uh.. Coles?
T: What's Coles?
Joseph: Coles New World.
T: And what's that? What do we call that type of shop?
Susy: C.... Village.
(a reference to the shopping complex in which there is a branch of Coles New World supermarkets)

Control

(Stacey whispers to another child)
T: Stacey, it you don't want to help us, p'haps perhaps you'd like to ask someone else to mind you.

What do you call Coles New World, Frankie?
What sort of shop is it?
(Several children look blank, and one of two put up their hands uncertainly)
Child: (indecipherable)
Frankie: C.... Village
Kelly: Shopping centre.
T: It's in the C....... Village. What sort of shop is it, Simon?
the first thing that happens to get the little chickens. Then what happens?
Child: The little seed grows.
T: Inside the egg. Right, it only grows if something happens though. If what?
Child: If it's kept warm.
T: If it's kept warm. What are two ways the egg can be kept warm? We know two ways.
Danielle: From the sunbeams.
T: That'd be three ways.
Danielle: When the sun's hot, the mother hen goes out to get some food.
T: She does too. But there's two ways to keep warm mainly. Hen's eggs, we won't worry about other animals at the moment. Uh, Mark?
Mark: Um, incubators and hens.
T: That's right. Now Danielle said the sun. Now what animal's eggs would be hatched out with just the sun?
The mother lays them, buries them, and runs away and doesn't come back.
A child: I know.
T: What would, what creature would that be? Tracey?
Tracey: Crocodile?
T: That's right.
Child: (indecipherable remark)
T: Crocodiles go in the hot hot sun. It makes all that mound of earth very very warm. But that's in the hot part of our land, not down here where we're cold. Yes, Karl?
Simon: Shopping centre.
T: No. C....... Village is a big shopping centre.
What sort of shop is it, Elvira? (no reply) David? (no reply) Daniela? (no reply) Jodie? Come on, I want some thinkers. You've been there with your mum. What sort of a shop is Coles New World?
(There are a few quiet murmurs, too soft to record)
Mark: Supermarket. (apparently T does not hear him)
Helen: Spaghetti shop.
T: Spaghetti shop? (a general laugh greets this.)
Who said that?
Jeffrey: You buy spaghetti there.
T: You buy spaghetti there, I know, but what sort of a shop is it? What do you call a shop that has all those things?
Helen?
Helen: Food shop.
T: No. In the shopping centre, but it's a certain kind of shop. Christopher, do you know?
Christopher: Supermarket?
T: Good boy. It's a supermarket.
Mark: I said supermarket.
T: (writes 'supermarket' on the board)
So we had to go to the supermarket. That was one shop we had to go to. What other shop did we have to go to? Have a look here, and see if, what
Karl: Snakes do that.
T: Yes that's right. Snakes do that too.
Luelle: Snails.
T: Yes that's right. Snails just lay them in the ground and they hatch out all by themselves.
(Several children raise hands)
Child: They don't keep them warm.
T: That's right. They don't keep them warm. Well our chickens we have to keep warm, Karl and Mark. Now you've got the tiny little dot. What happens after a few days?
Several children: They grow.
Then it gets bigger.
It grows.
It gets bigger.
T: It grows and grows and grows. Who knows how long it stays in the egg before it hatches? It's a fair while.
Child: Fifteen days.
T: Not quite. It's a bit more.
Child: Twenty-one days.
T: That's right. That's three whole weeks. And all that time the mother hen's cooking after them. She just stays by those and she eats very little food. She sits on those and sits on those and only in the warm part of the day would she leave those eggs Kelly. The mother hen gets thinner and thinner and thinner. But she makes up for it after they've hatched out because she teaches the little ones else we might have had to go to, to buy something for our spaghetti bolognese. Come on, all these people who didn't have their hand up last time.
T: Jodie?
Jodie: A vegetable shop.
T: What do we call a vegetable shop?
(a long pause) Does it have a special name, or do you just call it the fruit shop?
Lucy: The fruit and vegetable shop.
T: The fruit and vegetable shop (she writes this on the board). Now there's somewhere else. It's the most important thing that we needed for our spaghetti sauce. Another important shop, where we had to buy?......

Control
Simon, you're not listening......

A very important shop, where we went to buy the meat.
Several children: I know. I know.
The butcher. The butcher.
T: Everyone should know this.
Um...Frankie, where does your mum buy the meat? Do you know the name of the shop? (Frankie looks puzzled, and shakes his head). Do you know it in Italian?
Frankie: No.
T: What she calls where she goes to buy
how to peck, seeds and little bits of
grain and things, and she’ll eat and eat
all day long then. All right, the little
chick’s grown and grown and just
before it’s hatched out, what’s he
covered in?
Children: Egg.
    Yellow.
    Yolk.
T: Well, can be yellow. Not much yolk
by the time it’s ready to hatch.
Several children: Blood.
T: Bits of blood inside it.
Child: Water.
T: There’s a lot of water in the egg too.
Child: I said that too.
Child: There’s also um (indecipherable)
in the egg and there’s these little red
things.
T: (reaches for an illustrated book
about chickens) That’s where the
blood goes, those little red fine lines.
Oh it might have a picture of that here
for you. Here’s .. that’s what you
mean, those little red lines. That’s like
your veins you’ve got on your hands
where your blood goes through, and
that goes through the little chicken and
it helps feed the little chicken as it
grows bigger. See it’s gradually
getting its feathers. It’s all curled up
- it gives a little crack and then
finally it cracks in half. I didn’t
see that, that day I was away. But
the meat?
Have you been with her when she goes
shopping?
Frankie: Sometimes.
T: Does she go into a special shop that
only has meat? (again he appears
uncertain). David?
David: Butcher.
T: Butcher. Right, those are the three
different shops we went to. (she writes 'butcher shop' on the board) Right,
on our shopping list, Mrs. S. and I
had written down 'mince'.

Control
Elizabeth, you shouldn’t be talking.
Kelly: She’s been talking a lot to the
microphone.
T: Well, face the front.

We had a shopping list, and we had all
these things written down. We had
how many kilograms we needed, how
many tins of tomato soup we needed,
how many jars of tomato paste,
how many carrots, onions, packets of
spaghetti, and then the herbs and spice,
and then off we went shopping. We
went to the butcher, and of course
what did we buy there?
Chorus: The meat.
T: That’s all we bought. We bought two
kilos of minced topside. Mrs. S.
bought two kilos of minced topside.
hopefully we'll see that on Thursday, and then when he comes out he's exhausted because he's pecked and pecked and pecked for a long time, maybe nearly two days sometimes. And he's all wet because it's moist in there. And then gradually he dries and he's a happy little chicken this week, not like last week. What did we have last week?

Kelly: A nice chicken?

T: You don't know. You weren't here.

Several children: It died.

A dead chicken.

T: We had a poor little chicken that died, Kelly.

Luella: (overlaps last remark) It was all washed out of its eggs, and it died.

T: So this week we're going to have a happy little chickens. Thank you (addressed to a child to whom she passes the book to put back on the shelf)

Child: Well let's hope anyway.

this point there is an interruption when another teacher enters the room and removes about 5 or 6 children to work with her privately.)

That was all we had to buy in the butcher shop, because there's nothing else there the butcher sells. (she writes 'number 3' next to '2kg minced topside' on the board) Then we went to the fruit and vegetable shop. Put up your hand and tell me what we would have bought there.

Luelle, can you see something?

Luelle: Steak?

T: Well, this we bought at shop number 3. All right? (she points to it on the board) We're at the fruit and vegetable shop, and we're looking at our list What are the things we're getting at the fruit and vegetable shop, Mark?

Mark: Um, Carrots and onions.

T: Good boy, so that's at shop number 2 (she writes 'number 2' next to 'carrots' and onions) We bought the carrots there, we bought the onions there, at shop number 2, write 'spaghetti' here. (what she says here a (At about this is not clear) Now let's have a look over here (she points to the recipe) Is there anything else we could have bought there?

Several children: Parsley.

T: We could have bought fresh parsley leaves, at shop number 2 (she writes 'number 2' next to 'parsley leaves')

Well, if we only bought those things at those two shops, where did we buy
all the other things?
Lucy: At the supermarket.
T: At the supermarket. So all these other things, the soup, we went to shop number 1, the tomato paste, shop number 1, spaghetti, shop number 1, all these herbs and spices...
Chorus: Shop number 1 (T writes 'shop number 1' next to each item)
David: The water's not in there.
(He laughs, for this is a comment on the fact that the recipe on the board lists water as one ingredient needed in the spaghetti bolognaise. T smiles)

Task Specification
T: Right, all wriggle up very very close.
All right, all sit down quietly my people. (Said to cover spaces left by children who have just left the room) Here's some pictures. Now this is very very important so I want you to sit and listen. Now I've got pictures ranging from the very first thing that happens when we want to get chickens to when it hatches out, and I want you to look at those little pictures. If you want to, you can colour them. Cut them out, paste them in your book, but they have to be pasted in a special way.
Whatever comes first, first, second, third, fourth, fifth, six.
Children chorus: second, third, fourth,

Task Specification
T: All right, now what I want you people now to do, in your blue books, or pink books, whatever you're in, I want you to make a shopping list.
David: (softly into the microphone): My shopping list.
T: Now I don't want it written like that (she points to the recipe on the board), I want it written out as if you had to go shopping. Now the first shop you're going to shop at, is the supermarket, so I want you to write on your shopping list 'Supermarket', and I want you to pick out all the things from our spaghetti bolognaise recipe that you would have to buy at the supermarket, and that's very
fifth, sixth.
T.: Put them in that way. So if you look would you put that one first?
Children: No!
T.: Would you put that one first?
Children: Yes!
T.: Yes, you would. Then I'll leave you to work out which are the other ones to put in the right order. I'll draw a square up on the board so that you'll know to put them one, two, three, four, five, six. Have a little look and colour, cut, paste and then you can write a little story about your pictures starting with the hen laying the egg. Let's see how you go. Yes, get your picture there.
Child: Mrs. B. I've got it.
T.: Have you?
easy, because all the things with a number 1 beside them, are the things that we bought at the supermarket.
Joel: Do you copy number 1?
T: Yes. Then on your shopping list, you first of all write, I need to buy two tins of tomato soup, a jar of tomato paste, three packets of spaghetti.
That will leave crushed garlic, oregano leaves, beef cubed, Worcestershire sauce, salt and pepper. Then at the next shop which was the fruit and vegetable shop, I had to buy three carrots, four onions, and some parsley. Then at the next shop which was the butcher shop, I had to buy?
Several children: Meat.
Minced steak.
Topside.

T: Topside.

Task Respecification

T: All right, hands up if you don't think you know what to do. (no-one raises a hand) Now when your mum goes shopping, she probably doesn't have to write down all the shops that she buys things in. She probably knows where she's headed, she needs to go to the butcher, she needs to go to the deli, and she needs to go to the fruit
shop, and she needs to go to the supermarket or the dry cleaners, or wherever else she needs to go.

David: The milk bar?

T: What was that, David?

David: The milk bar.

T: The milk bar, if she needs to go there.

A child: You could get the meat at the supermarket at C...... Village.

T: You could, but we bought it at the butcher shop.

Susy: You could go to the donut shop.

Jodie: We go to the butcher near the donut shop.

T: The butcher on the corner? We went to the other butcher around near V........, around near the deli.

All right, these people can start......

A child: Can you write the number 1?

T: Can you write down what?

Child: The number 1.

T: You can write 'number 1, supermarket', and then all the things that you need... (There is a short interruption when another teacher enters the room and removes about four children for another lesson.) Right, so number 1 is the supermarket, and all the things that we got there.

Stacey: Number 2, the fruit and vegetable shop.

T: Number 2, the fruit and vegetable shop and the things we bought there,
and number 3 is the butcher. So that if you went to your mum and said I need to do the shopping, I have to go to the supermarket, I have to go to the fruit shop, and I have to go to the butcher, she'd know exactly what to buy in each one.

David: What if the shop's a long way away?
T: I beg your pardon?
David: What if the shop's a long way away? (He smiles, as he plainly intends this as a joke)
T: You'd have to ride a long way.
(said with a smile)
Child: Go by car. (a little laughter greets this)

Task

T: I'll draw up the pattern on the board. David, you can go and work in the reading corner. (David is at this time sitting next to Robert, and he has complained he doesn't like that for writing because he says Robert copies from him. At this point, all the children get up and go back to their seats).

Task

T: All right, stand up the girls, mind the chords on the floor, just look where your feet are going.
Recorder: Step over, and I'll get it out of the way now.
T: Now the boys. Get your books from your lockers, and you can all start to write your shopping lists. (The children move back to their seats as directed, girls first, then boys)
Appendix 2.A: Text A, the "uniform text"

The complete text, showing elements of schematic structure is set out below:

Task Orientation
T: (who has maintained her position on a chair in front of the children immediately after morning news, while they are grouped on the floor in front of her. Looking briefly around the group to achieve eye to eye contact she proceeds.) Well now today we're going to talk some more about the things we have been talking about for the last couple of days. We were looking at different people's uniforms weren't we? We looked at the crossing lady's uniform, and we talked to the lady about why she wears it. And for each of the uniforms we've looked at, we've asked some questions. What were the questions? (Christian raises a hand)

Christian: Who they were, what they wear, why they wear it. (He is actually reading this from the board)
T: Yes, why do people wear uniforms?
Danielle: Tells who they are.
T: Yes, it tells us what their job is. Now Mrs. P has lent us this uniform. Look at this peaked hat. (She holds it up)
Danielle: That's just like my uncle's.
Mirko: Is that Mrs. P's husband's?
T: Yes. See the peaked cap, the stiff piece here in the front. It's a dark colour isn't it? A dark blue, you'd call it. Now look at the jacket. (She displays it)
Christian: He wears a white shirt
T: See the white stripes on the sleeves.
Christian: I know why he wears those things. (He means the stripes)
T: Yes, they show who he is don't they?
Mirko: Do they have a badge here? (He points to the patch where a badge has obviously been removed)
T: Yes, Mr P. has taken it off.
Christian: And you sew them on.
T: What's this on the shoulder?
Gabriel: "Australia"
Aaron: "Australia".
T: And he has special buttons.
Aaron: Mrs. S. ... there's two sets of buttons, and two sets of button holes.
Christian: Mrs. S., how do you take the stripes off?
T: With a pair of scissors. This is a double breasted jacket. That's why there are all those buttons. See? (She holds it up)
Cindy: There's buttons on the sleeve.
Diana: They look like silver coins -- the little ones.
T: Now let's look at the train driver's uniform. (She holds it up)
Aaron: That's Jodie W.'s dad's.
T: Look, there's some badges here, some of them in the pocket.
Aaron: Mrs. S., Jodie W.'s dad told Jodie not to lose them.
Carrie: Else we'll be in big strife. (said with a shudder)
T: Well, we'll pin them on here, on the jacket, then they can't get lost.
Christian: All of the badges are different.
Aaron: 'Cos they'd be for something different (He means each has a different purpose).
T: (Holds up the green jacket) See, this is a green jacket. I wonder if he'd wear a green shirt.
Christian: He would wear a blue shirt.
T: What else would he wear?
Diana: Slacks.
T: Yes, he would.
Stephen: Grey slacks.
T: Yes, I think they are grey. Well, so that's a train driver's uniform. Now let's look at this one. Who wears this kind of uniform? (She displays it)
Stephen: A nurse. Where do you find nurses? Who do they work for?
Stephen: A dentist.
Another child: A doctor.
T: Yes, that's right, and what does she do?
Diana: She's a helper.
Olivera: That's Jodie's mum's.
Cindy: She goes to school ....she's learning to be a nurse.
T: Yes, she's really a nurse's aide.
Stephen: An aide. What's that?
Christian: She's got to clean the people.
T: See what it says on the badge here. It's got R. N. A.
Aaron: That's "Real Nurse's Aide."
T: No, it's "Registered Nurse's Aide". She's a registered nurse's aide. It means she helps the nurses to look after the people in hospital. See, it's a blue uniform, and I think she wears white stockings, and a white cap.
Diana: Sometimes they have a cape. It's red.
T: Yes, good. I think she'd have a red cape too. No let's look at the two uniforms Belinda's brought in. They belong to Mr. and Mrs. S. They both work for the Home Pride Bakery. See their uniforms hanging up here.
(Shes points to the two uniforms, hanging from a light chord strung across part of the classroom for displaying things on it)
Tony: They make the bread.
Carrie: My mum buys Home Pride.
T: Look at Mr. S's shirt. It's brown.
Mirko: It's something like an army shirt.
T: See the writing. What does it say?
Aaron: "Home Pride ".
T: Why do they put it on the hats?
Christian: They can't put the writing up here (He gestures to his chest). They have to put it here (He points to his own head)
T: Why do they have to wear a hat in the bakery when they make the bread?
Vanessa? (Vanessa does not reply)
Olivera: They might have to stop the sun. It might get in their eyes.
T: No, you wouldn't get sun in a bakery. Christian?
Christian: So they look nice.
T: No. Oh come on everyone. What's on your head?
Chorus: Hair.
T: And why do you need to cover that up if you're making bread in a bakery?
Aaron: To keep it tidy.
T: No, oh, can't anyone think better than that? What would happen if their hair fell out when they were making the bread?

Christien: It'd get in the bread.

Stephen: There was paper in my bread once.

T: Yes, it'd get in your bread, and that wouldn't be very nice, would it?

(Much animated talk here for a few seconds about eating bread with hair in it; too loud and too many speakers to catch it, but it dies very quickly because T ignores it).

T: See, Mrs S. wears a dress, and Mr S. has a shirt and trousers. And they're all the same colour, aren't they? It's a dark brown. They wear those to make the bread in the bakery.

Task Specification

T: All right, now you've had time to look at all these uniforms, we should ask Belinda to thank her mum and dad for letting us see their uniforms. Now remember what we said before when we looked at other uniforms and wrote reports about them. Well, we're going to write about these uniforms today.

You can choose any one you like: the policeman's, the train driver's, the nurse's, or the one from the Home Pride Bakery. Now what do we have to remember to write about?

Aaron: Who they are and what they wear.

T: Yes.

Task

T: See. It's on the board there: "Who they are. What they wear. What it looks like. Why they wear it." (The teacher stands up from her chair, and points to the board as she reads out these questions. Above them on the board is written the heading "Uniforms" though T. does not read this out. (The children stand up from their places on the floor in front of the teacher and return to their desks, where they open their books preparatory to writing. The teacher also begins to move about the room.)
Table 2.A.1: Theme in the teacher's discourse in the TO of Text A.

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<th>Interpersonal</th>
<th>Experiential</th>
<th>RHEME</th>
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<td>well now</td>
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<td>were looking at different people's uniforms</td>
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<td>uniform</td>
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<td>looked at the crossing lady's</td>
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<td>and</td>
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<td>we</td>
<td>talked to the lady about [why she wears it]</td>
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<td>for each of the uniforms [we've looked at]</td>
<td>we've asked some questions</td>
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</tbody>
</table>
yes cont.  it tells us
cont. top.

what their job is
WH/top.

now Mrs.P. has lent us this uniform
cont. top.

look at this peaked hat
top.

yes see the peaked cap the stiff piece here
cont. top. in front

now look at the jacket
cont. top.

see the white stripes on the sleeves
top.

yes they show
cont. top.

who he is
WH/top.

yes Mr. P has taken it off
cont. top.

now let 's look at the train driver's uniform
cont. top.
look top. there's some badges here
we top. 'll pin them on here, on the jacket
top. can't get lost
see top. this is a green jacket
top. would he wear

what else WH /top.

think

yes

cont. top.

are grey

cont. / struc.

't's a train driver's uniform

that top.

now

cont. top.

' s look at this one

let top.

who WH /top.

wears this kind of uniform

where WH /top.

do you find nurses
who do they work for

yes that 's right

cont. top.

and does she do

what

struc. WH /top.

yes she ' s really a nurse's aide

cont. top.

see what it says

top.

it ' s got R. N. A.

top.

no it ' s registered nurse aide

cont. top.

she ' s a registered nurse's aide

top.

it means

top.

she helps the nurses

top.

see

top.
and struct.

yes cont.

now cont.

bakery

it top. 's a blue uniform

I top. think

she top. wears white stockings

I top. think

she top. 'd have a red cape too

let top. 's look at the two uniforms

they top. belong to Mr. and Mrs. S

they top. both work for the Home Pride

see top. their uniforms

look top. at Mr. S.'s shirt

it top. 's brown
<table>
<thead>
<tr>
<th>no oh</th>
<th>struct.</th>
<th>and</th>
<th>no oh</th>
<th>struct.</th>
<th>when</th>
</tr>
</thead>
<tbody>
<tr>
<td>fin.</td>
<td>can't</td>
<td>why</td>
<td>what</td>
<td>why</td>
<td>why</td>
</tr>
<tr>
<td>top.</td>
<td>anyone</td>
<td>you</td>
<td>come</td>
<td>they</td>
<td>WH/Top.</td>
</tr>
<tr>
<td>top.</td>
<td>you</td>
<td>top.</td>
<td>top.</td>
<td>top.</td>
<td>top.</td>
</tr>
<tr>
<td>think better than that</td>
<td>do you need to cover that up</td>
<td>they wouldn't get sun in a bakery</td>
<td>they have to wear a hat</td>
<td>do they put it on the hats</td>
<td>does it say</td>
</tr>
<tr>
<td>do you need to cover that up</td>
<td>on everyone</td>
<td>make the bread</td>
<td>make the bread</td>
<td>the writing</td>
<td></td>
</tr>
</tbody>
</table>
Table 2A.2: Theme in the children’s discourse in the TO of Text A.

<table>
<thead>
<tr>
<th>THEME</th>
<th>Textual</th>
<th>Interpersonal</th>
<th>Experiential</th>
<th>RHEME</th>
</tr>
</thead>
<tbody>
<tr>
<td>who</td>
<td>WH/top.</td>
<td></td>
<td></td>
<td>they were</td>
</tr>
<tr>
<td>what</td>
<td>WH/top.</td>
<td></td>
<td></td>
<td>they wear</td>
</tr>
<tr>
<td>why</td>
<td>WH/top.</td>
<td></td>
<td></td>
<td>they wear it</td>
</tr>
<tr>
<td>who</td>
<td>WH/top.</td>
<td></td>
<td></td>
<td>tells</td>
</tr>
</tbody>
</table>

would happen
fell out
were making the bread
’ud get in the bread
wouldn’t be very nice would it
<table>
<thead>
<tr>
<th>that top.</th>
<th>'s just like my uncle's top.</th>
</tr>
</thead>
<tbody>
<tr>
<td>is fin.</td>
<td>that top.</td>
</tr>
<tr>
<td>Mrs. P's husband's top.</td>
<td>he wears a white shirt top.</td>
</tr>
<tr>
<td>why WH/top.</td>
<td>he wears those things top.</td>
</tr>
<tr>
<td>do fin.</td>
<td>they top.</td>
</tr>
<tr>
<td>have a badge here top.</td>
<td>sew them on top.</td>
</tr>
<tr>
<td>and struc.</td>
<td>you top.</td>
</tr>
<tr>
<td>Mrs. S. there voc.</td>
<td>'s two sets of buttons, and two sets of button holes top.</td>
</tr>
<tr>
<td>do you take those strips off voc./WH/top.</td>
<td>there top.</td>
</tr>
<tr>
<td>'s buttons on the sleeve top.</td>
<td>they top.</td>
</tr>
<tr>
<td>look like silver coins, the little ones top.</td>
<td></td>
</tr>
<tr>
<td>Mrs. S voc.</td>
<td>Jodie W's dad top.</td>
</tr>
<tr>
<td>------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>else struc.</td>
<td>we top.</td>
</tr>
<tr>
<td>'cos struc.</td>
<td>they top.</td>
</tr>
<tr>
<td></td>
<td>he top.</td>
</tr>
<tr>
<td></td>
<td>she top.</td>
</tr>
<tr>
<td></td>
<td>that top.</td>
</tr>
<tr>
<td></td>
<td>she top.</td>
</tr>
<tr>
<td></td>
<td>she top.</td>
</tr>
<tr>
<td>what WH/top.</td>
<td></td>
</tr>
<tr>
<td>she top.</td>
<td></td>
</tr>
<tr>
<td>sometimes</td>
<td>that</td>
</tr>
<tr>
<td>conj.adj.</td>
<td>top.</td>
</tr>
<tr>
<td></td>
<td>they</td>
</tr>
<tr>
<td></td>
<td>top.</td>
</tr>
<tr>
<td></td>
<td>it</td>
</tr>
<tr>
<td></td>
<td>top.</td>
</tr>
<tr>
<td></td>
<td>they</td>
</tr>
<tr>
<td></td>
<td>top.</td>
</tr>
<tr>
<td></td>
<td>they</td>
</tr>
<tr>
<td></td>
<td>top.</td>
</tr>
<tr>
<td></td>
<td>it</td>
</tr>
<tr>
<td></td>
<td>top.</td>
</tr>
<tr>
<td>so</td>
<td>struc.</td>
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<tr>
<td>THEME</td>
<td>Interpersonal</td>
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<tr>
<td>-------</td>
<td>--------------</td>
</tr>
<tr>
<td>Textual</td>
<td></td>
</tr>
<tr>
<td>all right</td>
<td>now you've had time[to look at all these uniforms]</td>
</tr>
<tr>
<td>cont.</td>
<td></td>
</tr>
<tr>
<td>now cont.</td>
<td>remember</td>
</tr>
<tr>
<td>what</td>
<td></td>
</tr>
<tr>
<td>WH/top.</td>
<td></td>
</tr>
<tr>
<td>when struct.</td>
<td>we</td>
</tr>
<tr>
<td>and struct.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
we're going to write about these uniforms. You can choose any one [you like]: the policeman's, the train driver's, the nurse's, or the one from Home Pride Bakery.

Table 2.A.4 Theme in the children's discourse in the TS of Text A

<table>
<thead>
<tr>
<th>THEME</th>
<th>INTERPERSONAL</th>
<th>EXPERIENTIAL</th>
<th>RHÉMÉE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textual</td>
<td>who</td>
<td>they are</td>
<td></td>
</tr>
<tr>
<td>and</td>
<td>what</td>
<td>they wear</td>
<td></td>
</tr>
<tr>
<td>yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cont.</td>
<td>WH/top.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 2.A.5 Theme in the teacher’s discourse in the T of Text A

<table>
<thead>
<tr>
<th>THEME Textual</th>
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<th>Experiential</th>
<th>RHEME</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>see</td>
<td>'s on the board there</td>
<td></td>
</tr>
<tr>
<td></td>
<td>top.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>it</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>top.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>who</td>
<td></td>
<td>they are</td>
<td></td>
</tr>
<tr>
<td>WH /top.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>what</td>
<td></td>
<td>they wear</td>
<td></td>
</tr>
<tr>
<td>WH /top.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>what</td>
<td></td>
<td>it looks like</td>
<td></td>
</tr>
<tr>
<td>WH /top.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>why</td>
<td></td>
<td>they wear it</td>
<td></td>
</tr>
<tr>
<td>WH /top.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Appendix 2.B The "my lunch text"

The text, showing elements of schematic structure, is set out as follows:

**Task Orientation**

T: (sitting on a chair in front of the children who are grouped on the floor facing her) Well now these people are back (a reference to Rebecca and Simon who have been sent to the school canteen with the class lunch orders during the Morning News session, and who have now returned), I want you to listen to this little tiny
short story like the one we had yesterday. (displays a book) You know we had "A Monster Sandwich", and then we made up our own monster sandwiches. Well today we've got another simple little story which is called "My Lunch". And I went you to listen to it, what happened to the little boy's lunch. Who came and took the lunch, and what happened to it, and then what happened to the little boy after he found he had no lunch at all. Because when we finish reading this story, something's going to happen to your lunch today, or we're going to pretend that it does. So listen what happened to this boy's lunch and we'll think of something that could happen to our lunches, our beautiful healthy sandwiches. (She then reads the story My Lunch, showing the pictures as she goes, as they constitute significant elements of the book, supplying additional information to that of the actual text) "Where's my lunch? It's not here. Miss Gill, look! Here dog, here, come here. Oh no! Look! Stop dog, stop! We can catch him, said Miss Gill. Good dog, drop it. Oh no, you're a bad dog, go home! Go home dog, go home! Miss Gill, what can I eat? I will see, said Miss Gill, come with me. Oh, I like that, and that, and that, and that. And I like this, and this. Thank you." What sort of a lunch has he ended up eating?

Kelly: Spaghetti bolognaise.

T: He's chosen lots of things. He's got a plate of (indecipherable), and a plate of strawberries and an apple and spaghetti.

Child: Strawberries.

Child: Hot dogs.

Child: He's got some milk.

T: He went along into a take away food shop and he could choose what he might like.

Kelly: It looks like a canteen.

Jeffrey: That is a canteen, it is.

T: It's like a canteen. It says "Eat here or take away" and he can choose spaghetti or salad or olives or onion or........

Frankie: He took a lot.

T: He's chosen lots of things -- had a special lunch. What was in his lunch that the dog ate?

Kelly: Healthy sandwiches.

A boy: Spaghetti.
T: It looked like he had spaghetti in his sandwich. (Several children laugh at this) There's the dog with his head in the bag and there's all the spaghetti falling down around his ears. Perhaps he had a spaghetti sandwich. (There are a number of comments from the children watching the book from the floor, not all of which are captured by the microphone)
Joseph: Gosh that looks like nice food.
Jodie: He's eating all different things.
Christopher: She's (the teacher) eating too.

**Task Reorientation**
T: All right I'll read it through one more time. Now listen carefully to what happens. Who comes first? Where does the dog come and take the lunch?
Joseph: The classroom.
Two other children: The classroom.
T: Well you listen.
T: Where's my lunch?... Is he happy when he realises he hasn't any lunch?
Chorus: No.
T: He looks worried.
Jeffrey: All the other people are happy.
T: The other children look happy munching away at their lunch, or getting ready to have their lunch. But he doesn't look happy at all. He's probably worried, thinking, where did I put it? Why can't I find it? Look! Here dog, here, come here. Oh he's come into the corridor, with his big nose into the school bag, finds a nice lunch for himself. Oh no, look! Stop dog, stop!
A girl: They're laughing (a reference to the picture of the other children)
T: All the other children think it's a big joke -- 'cos it's not their lunch. If it was their lunch they wouldn't think it was so funny, would they?
Frankie: I'll bet he ate everyone's lunch.
T: We can catch him. Good dog, drop it. Do you think the dog 'ud feel like dropping it after he'd started eating a nice yummy lunch?
Chorus: No.
T: I don't think. 'Oh no! You're a bad dog. Go home. go home. Miss Gill what can I eat? I will see, said Miss Gill. Come with me. I like that, and that, and that, and
that, and I like this and this and this. He's having an extra special lunch, he probabilly wishes the dog'd take it every day. (A muted laugh greets this remark) Thank you.

**Task Specification 1/Control 1**

T: Now what I want you people to think about is something coming along and taking your lunch, or something happening to your lunch so that you couldn't eat it. Not a dog, that's in the story. Well, you can have a dog if you want, but it'd be better if you think of something else.

**Control 1**

Frankie, put the comb away. The time to do your hair is at play time. (Frankie has been playing with a comb, and surreptitiously doing his hair for a few seconds. He puts it in his pocket)

All right put your hand up if you've thought of something that could come and take your lunch, or something that could happen to your lunch. (no-one raises a hand) Have you ever had a day when you've had no lunch to eat? Jodie? (she nods) What happened Jodie, when you had no lunch to eat?

Jodie: Mum didn't bring it up. She left it at home. T: Left your lunch at home on the bench, and her mum didn't bring it to school, and she had no lunch. And what happened?

Jodie: Found no lunch.

T: And then what happened? Who had to ring up your mum and dad?

Jodie: Mr. H.

T: And then what happened?

Jodie: My mum brought my lunch.

T: And who else brought your lunch?

Jodie: Dad

T: She had no lunch to start with, because it was left at home, and she thought her mum was going to bring it at lunch time, and when her mum didn't bring it, Mrs S. rang her mum, and she wasn't at home, so her dad brought her lunch and then her mum remembered she hadn't brought her lunch and she brought lunch too, so she ended up with two lunches. She ate the lot.
Joseph: What did she have?
T: You had -- I can't remember---you had a sausage roll and donut.
Jodie: I had a very nice lunch. I had a sausage roll and a jam donut and a
(indecipherable).
T: Mm, so that was an extra special thing. Who else has ever had no lunch, and
then something's happened that they've had a different lunch? (no-one raises a
hand) Emily? What happened yesterday?
Emily: My sister left hers on the dressing table.
T: And what happened when she found that she had no lunch? Was she happy?
What was happening to her?
Emily: She was crying.
T: She was crying and she came to me, and what did I say?
Emily: She could have one from the canteen.
T: What else happened to you?
Emily: The day I put the lunch in the school bag and brought the other school bag
instead.
T: Mm and what happened that day? Emily had two school bags at home, and
she put the lunch in one school bag, and took the other school bag to school. And
when she looked in her bag, no lunch. And what happened that day?
Emily: I got a lunch from the canteen.
T: You had a special lunch order.

**Task Specification 2/Control 2**
T:All right, hands down. Thinking caps on. Get these brains working. They're
nearly Grade 3 brains. I don't have to tell them everything to think. You have to
get them working, you have to be responsible for what you're thinking. Now
what you're going to do--you're --- it can be something that really happened to
you.

**Control**
Joseph, you're spoiling the grade. (Addressed because he is not paying attention,
but instead gazing out of the window. He is sitting to the back of the group, and
somewhat apart from the other children. He does as he is told, and moves in to
sit rather closer to the others) Now wriggle up please and start listening. You'll get back to your place and you won't know what to do.

What I want you to think about is something that -- it might be something that really happened to you, one day you found you didn't have any lunch, or it might be something like this little boy in the story, a dog came into the school and took your lunch out of the school bag, so he ended up with a wonderful lunch that the teacher had to buy him, or it might be something different altogether. You might have a monster coming in and taking it. (A murmur of laughter from several children) You might have someone with the same bag eating your lunch, and then you didn't like the lunch that they had in their bag, so you had to get something special. You might have --- perhaps put your lunch down outside to play a game, and some animal, a cat or a dog or some person steps over it, and squashes it or ----

Simon: A bird?

T: Or a bird. Yes, you could have a bird take your lunch. Or somebody might throw your lunch away by mistake.

Task

T: Right, who's got something in their head that they're going to write about? Oh I can see some eyes popping, looks like they've got beautiful stories in there, ready to be written down. Well you can do it straight in your blue books. Now if you need some help with the spelling, or any help with what you're going to write, have your jotter beside you, or your spelling books, so that if you've got words in there that you've already asked how to spell, you can look them up.

Susy: What about if they're in your folder?

T: You can have your other spelling sheets besides you and your folder. All right, let me see who's going to be first.

(The children get up, move to their lockers, collect writing books, and make their way to their seats.)

T: (Moving to the board) Now here's your heading "What Happened to My Lunch?"
<table>
<thead>
<tr>
<th>THEME</th>
<th>Interpersonal</th>
<th>Experiential</th>
<th>RHEME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textual</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>well</td>
<td>now these</td>
<td>I want you to listen to this</td>
<td></td>
</tr>
<tr>
<td></td>
<td>people are</td>
<td>little story [like the one</td>
<td></td>
</tr>
<tr>
<td></td>
<td>back</td>
<td>we had yesterday]</td>
<td></td>
</tr>
<tr>
<td>cont.</td>
<td>top.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>you</td>
<td>know</td>
<td></td>
</tr>
<tr>
<td></td>
<td>top.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>we</td>
<td>had A Monster Sandwich</td>
<td></td>
</tr>
<tr>
<td></td>
<td>top.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and then</td>
<td>we</td>
<td>made up our own monster</td>
<td></td>
</tr>
<tr>
<td></td>
<td>top.</td>
<td>sandwiches</td>
<td></td>
</tr>
<tr>
<td>struc./ conj.</td>
<td>top.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>adjunct</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>well</td>
<td>today</td>
<td>we've got another simple</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>little story [which is called</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>My Lunch]</td>
<td></td>
</tr>
<tr>
<td>cont.</td>
<td>top.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and</td>
<td>I</td>
<td>want you</td>
<td></td>
</tr>
<tr>
<td>struc.</td>
<td>top.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>what</td>
<td></td>
<td>happened to the little boy's</td>
<td></td>
</tr>
<tr>
<td>WH/top.</td>
<td></td>
<td>lunch</td>
<td></td>
</tr>
<tr>
<td>who</td>
<td>came</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WH/top.</td>
<td>took the lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and</td>
<td>happened to it</td>
<td></td>
<td></td>
</tr>
<tr>
<td>struc.</td>
<td>happened to the little boy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>what</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WH/top.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and then</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>what</td>
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<td></td>
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<td>WH/top.</td>
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<td>he</td>
<td></td>
<td></td>
</tr>
<tr>
<td>struc.</td>
<td>found</td>
<td></td>
<td></td>
</tr>
<tr>
<td>top.</td>
<td>had no lunch at all</td>
<td></td>
<td></td>
</tr>
<tr>
<td>he</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>top.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>because</td>
<td>when we finish</td>
<td></td>
<td></td>
</tr>
<tr>
<td>reading this story</td>
<td>something's going to happen to your lunch today</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>struc.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>top.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>or</td>
<td>we</td>
<td></td>
<td></td>
</tr>
<tr>
<td>struc.</td>
<td>going to pretend</td>
<td></td>
<td></td>
</tr>
<tr>
<td>top.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>that</td>
<td>it</td>
<td></td>
<td></td>
</tr>
<tr>
<td>struc.</td>
<td>does</td>
<td></td>
<td></td>
</tr>
<tr>
<td>top.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>so</td>
<td>listen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>struc.</td>
<td>what happened to this boy's lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>top.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and</td>
<td>we</td>
<td>'ll think of something [that could happen to our lunches, our beautiful healthy sandwiches]</td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td>----------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>struc.</td>
<td>top.</td>
<td>'s my lunch?</td>
<td></td>
</tr>
<tr>
<td>where</td>
<td>WH/top.</td>
<td>'s not here</td>
<td></td>
</tr>
<tr>
<td>it</td>
<td>top.</td>
<td>here come here</td>
<td></td>
</tr>
<tr>
<td>Miss Gill</td>
<td>look top.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>here dog</td>
<td>look top.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>oh no</td>
<td>look top.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cont.</td>
<td>stop top.</td>
<td>dog</td>
<td></td>
</tr>
<tr>
<td></td>
<td>stop top.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>we</td>
<td>top.</td>
<td>can catch him</td>
<td></td>
</tr>
<tr>
<td>good dog</td>
<td>drop top.</td>
<td>said Miss Gill</td>
<td></td>
</tr>
<tr>
<td></td>
<td>it top.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
oh no
cont.

you
top.
go
top.
go
top.
go
top.

Miss Gill
what
voc./ WH/top

I
top.
come
top.

oh
that
cont.

and
struc.

what

're a bad dog
home
dog
home
home

can I eat
will see
said Miss Gill
with me

like that and that, and that, and
like this, and this

thank you

sort of a lunch has he ended up
eating
<table>
<thead>
<tr>
<th>WH./top.</th>
<th>he</th>
<th>'s chosen lots of things</th>
</tr>
</thead>
<tbody>
<tr>
<td>top.</td>
<td>he</td>
<td>'s got a plate of (indecipherable), and a plate of strawberries and an apple and spaghetti</td>
</tr>
<tr>
<td>top.</td>
<td>he</td>
<td>went along into a take away food shop</td>
</tr>
<tr>
<td>top.</td>
<td>he</td>
<td>could choose</td>
</tr>
<tr>
<td>&amp; struc.</td>
<td>what</td>
<td>he might like</td>
</tr>
<tr>
<td>WH./top.</td>
<td>it</td>
<td>'s like a canteen</td>
</tr>
<tr>
<td>top.</td>
<td>it</td>
<td>says</td>
</tr>
<tr>
<td>top.</td>
<td>eat</td>
<td>here</td>
</tr>
<tr>
<td>top.</td>
<td>or</td>
<td>take away</td>
</tr>
<tr>
<td>struc.</td>
<td>he</td>
<td>can choose spaghetti or salad or olives or onion or........</td>
</tr>
<tr>
<td>top.</td>
<td>&amp; struc.</td>
<td>top.</td>
</tr>
<tr>
<td>what</td>
<td>he (\text{top.})</td>
<td>'s chosen lots of things (\text{had a special lunch}) (\text{was in his lunch [that the dog ate]}) (\text{looked [like he had spaghetti in his sandwich]}) (\text{'s the dog with his head in the bag}) (\text{'s all the spaghetti [falling down around his ears]}) (\text{he had a spaghetti sandwich})</td>
</tr>
<tr>
<td>-------</td>
<td>----------------</td>
<td>---------------------------------------------------</td>
</tr>
<tr>
<td>WH/top.</td>
<td>it (\text{top.})</td>
<td>(\text{perhaps he} ) (\text{mod. adj.} )</td>
</tr>
</tbody>
</table>

Table 2.B.2 Theme in the children’s discourse in the TO of Text B

<table>
<thead>
<tr>
<th>THEME</th>
<th>INTERPERSONAL</th>
<th>EXPERIENTIAL</th>
<th>RHEME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textual</td>
<td>he (\text{top.})</td>
<td>'s got some milk</td>
<td></td>
</tr>
<tr>
<td>Interpersonal</td>
<td>it (\text{top})</td>
<td>looks like a canteen</td>
<td></td>
</tr>
<tr>
<td>THEME</td>
<td>RHEME</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>--------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Textual</td>
<td>Interpersonal</td>
<td>Experiential</td>
<td></td>
</tr>
<tr>
<td>all right</td>
<td></td>
<td></td>
<td>Ⅲ read it through one more time</td>
</tr>
<tr>
<td>cont.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>now</td>
<td></td>
<td>listen</td>
<td>carefully to [[what happens]]</td>
</tr>
<tr>
<td>cont.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>who</td>
<td></td>
<td></td>
<td>comes first</td>
</tr>
<tr>
<td>WH/top.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>where</td>
<td></td>
<td></td>
<td>does the dog come</td>
</tr>
<tr>
<td>WH/top.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>end</td>
<td></td>
<td></td>
<td>take the lunch</td>
</tr>
<tr>
<td>struc.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2.B.3: Theme in the teacher's discourse in the TRO of Text B
well cont.  you top.  listen

where WH /top.

is fin.

's my lunch

he happy

when struc.

he top.  realises

he top.  hasn't any lunch

he top.  looks worried

the other children top.  look happy

or struc.

munching away at their lunch

going ready [to have their lunch]

but struc.

he top.  doesn't look happy at all

he top.  's probably worried

thinking
oh no

ok

uh

where

and

it

can't find it

did I put it

is a big joke

think

all the other children

stop

look

top.

he's come into the corridor, with his dog

finds a nice lunch for himself

big nose into the school bag

here, come here

here, dog
'cos
struc.

it
top.

's not their lunch

if it was their
lunch

top.

they wouldn't think it was so
funny, would they

we
top.

can catch him

good dog
drop
top.

you think

do
fin.

the dog

top.

'td feel like [dropping it]

after

he
top.

'td started eating a nice yummy
lunch

struc.

I
top.

don't think so

oh no

you
top.

're a bad dog

cont.

go
top.

home
<table>
<thead>
<tr>
<th>go top.</th>
<th>home</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miss Gill what voc./ WH /top.</td>
<td>can I eat</td>
</tr>
<tr>
<td>I top.</td>
<td>will see</td>
</tr>
<tr>
<td>come top.</td>
<td>said Miss Gill with me</td>
</tr>
<tr>
<td>I top.</td>
<td>like that, and that, and that, and that</td>
</tr>
<tr>
<td>and struc.</td>
<td></td>
</tr>
<tr>
<td>I top.</td>
<td>like this and this and this</td>
</tr>
<tr>
<td>he top.</td>
<td>'s having an extra special lunch</td>
</tr>
<tr>
<td>he top.</td>
<td>probably wishes</td>
</tr>
<tr>
<td>the dog top.</td>
<td>'ud take it every day</td>
</tr>
</tbody>
</table>
### Table 2.B.4: Theme in the children's discourse in the TRO of Text B

<table>
<thead>
<tr>
<th>THEME</th>
<th>Textual</th>
<th>Interpersonal</th>
<th>Experiential</th>
<th>RHEME</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>all the other</td>
<td>are happy</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>people</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>top.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>they</td>
<td>'re laughing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>op</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I</td>
<td>11 bet</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>top.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>he</td>
<td>ate everyone's lunch</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>top.</td>
<td></td>
</tr>
</tbody>
</table>

### Table 2.B.5: Theme in the Teacher's discourse in the TS 1/ C1 in Text B

<table>
<thead>
<tr>
<th>THEME</th>
<th>Textual</th>
<th>Interpersonal</th>
<th>Experiential</th>
<th>RHEME</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>[what I want</td>
<td>is something [coming along and</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>you people to</td>
<td>taking your lunch or something</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>think about]</td>
<td>happening to your lunch]</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>top.</td>
<td></td>
</tr>
<tr>
<td>now</td>
<td></td>
<td></td>
<td>you</td>
<td>couldn't eat it</td>
</tr>
<tr>
<td>cont.</td>
<td></td>
<td></td>
<td>top.</td>
<td></td>
</tr>
<tr>
<td>so that</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>struc./struc</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>well</td>
<td>not a dog</td>
<td>that's in the story</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cont.</td>
<td>you</td>
<td>can have a dog</td>
<td></td>
<td></td>
</tr>
<tr>
<td>if</td>
<td>you</td>
<td>want</td>
<td></td>
<td></td>
</tr>
<tr>
<td>struc.</td>
<td>it</td>
<td>'ud be better</td>
<td></td>
<td></td>
</tr>
<tr>
<td>but</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>struc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>if</td>
<td>you</td>
<td>think of something else</td>
<td></td>
<td></td>
</tr>
<tr>
<td>struc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frankie</td>
<td>put</td>
<td>the comb away</td>
<td></td>
<td></td>
</tr>
<tr>
<td>voc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>the time [[to do your hair ]] is at play time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>all right</td>
<td>put</td>
<td>your hand up</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cont.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>if</td>
<td>you</td>
<td>'ve thought of something [[that could come and take your lunch or something [[that could happen to your lunch ]]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>struc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>have</td>
<td>ever had a day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fin.</td>
<td>you</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>when struc.</td>
<td>you top.</td>
<td>'ve had no lunch [to eat ]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>---------</td>
<td>---------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>what WH /top.</td>
<td></td>
<td>happened Jodie</td>
<td></td>
<td></td>
</tr>
<tr>
<td>when struc.</td>
<td>you top.</td>
<td>had no lunch [to eat ]</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>left your lunch at home on the bench</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and (then) struc.</td>
<td>her mum top.</td>
<td>didn't bring it to school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and (then) struc.</td>
<td>she top.</td>
<td>had no lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and (then) struc.</td>
<td>what WH /top.</td>
<td>happened</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and then struc/conj. adj.</td>
<td>what WH /top.</td>
<td>happened</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>who WH /top.</td>
<td>had to ring up your mum and dad</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and then struc/conj. adj.</td>
<td>what WH /top.</td>
<td>happened</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and (then) struc.</td>
<td>who else WH /top.</td>
<td>brought your lunch</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
because
struc.

and
struc.

her mum

top.

was going to bring it at lunch time

and
struc.

when her mum didn't bring it

top.

Mrs S. rang her mum

and
struc.

she

top.

wasn't at home

so
struc.

her dad

top.

brought her lunch

and then
struc. conj.

adj

she

top.

hadn't brought her lunch

and (then)
struc.

she

top.

brought lunch too

so
struc.

she

top.

ended up with two lunches

she

top.

had no lunch [to start with ]

it

top.

was left at home

thought
<table>
<thead>
<tr>
<th>she</th>
<th>ate the lot</th>
</tr>
</thead>
<tbody>
<tr>
<td>top.</td>
<td></td>
</tr>
<tr>
<td>you</td>
<td>had</td>
</tr>
<tr>
<td>top.</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>can't remember</td>
</tr>
<tr>
<td>top.</td>
<td></td>
</tr>
<tr>
<td>you</td>
<td>had a sausage roll and donut</td>
</tr>
<tr>
<td>top.</td>
<td></td>
</tr>
<tr>
<td>so</td>
<td>was an extra special thing</td>
</tr>
<tr>
<td>struc.</td>
<td></td>
</tr>
<tr>
<td>who else</td>
<td>has ever had no lunch</td>
</tr>
<tr>
<td>WH /top.</td>
<td></td>
</tr>
<tr>
<td>and then</td>
<td>'s happened</td>
</tr>
<tr>
<td>struc. conj.</td>
<td></td>
</tr>
<tr>
<td>adj</td>
<td></td>
</tr>
<tr>
<td>that</td>
<td>'ve had a different lunch</td>
</tr>
<tr>
<td>struc.</td>
<td></td>
</tr>
<tr>
<td>what</td>
<td>happened yesterday</td>
</tr>
<tr>
<td>WH /top.</td>
<td></td>
</tr>
<tr>
<td>and (then)</td>
<td>happened</td>
</tr>
<tr>
<td>struc.</td>
<td></td>
</tr>
<tr>
<td>what</td>
<td></td>
</tr>
<tr>
<td>WH /top.</td>
<td></td>
</tr>
<tr>
<td>when</td>
<td>found</td>
</tr>
<tr>
<td>struc.</td>
<td></td>
</tr>
<tr>
<td>she</td>
<td></td>
</tr>
<tr>
<td>top.</td>
<td></td>
</tr>
</tbody>
</table>
that
struc.

she

had no lunch
top.

was

happy
fin.

was happening to her

what

was crying
WH /top.

and (then)
struc.

she
came to me
top.

and (then)
struc.

what
did I say
WH /top.

what else

happened to you
WH /top.

and
struc.

happened that day
WH /top.

Emily

had two school bags at home
top.

and
struc.

she
put the lunch in one school bag
top.

and (then)
struc.

took the other school bag to school
and
struc.
and
struc.

<table>
<thead>
<tr>
<th>THEME Textual</th>
<th>Interpersonal</th>
<th>Experiential</th>
<th>RHEME</th>
</tr>
</thead>
<tbody>
<tr>
<td>what WH/top.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>you top.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2.B.6: Theme in the children's discourse in the TS 1 of Text B

and when she looked in her bag no lunch
top.

happened that day

had a special lunch order

mum
top.
didn't bring it up

she
top.
left it at home

my mum
top.
brought my lunch

what
WH/top.
did she have

I
top.
had a very nice lunch
<table>
<thead>
<tr>
<th>I had a sausage roll and a jam donut and a (indecipherable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>my sister left hers on the dressing table</td>
</tr>
<tr>
<td>top.</td>
</tr>
<tr>
<td>she was crying</td>
</tr>
<tr>
<td>top.</td>
</tr>
<tr>
<td>she could have one from the canteen</td>
</tr>
<tr>
<td>top.</td>
</tr>
<tr>
<td>the day I put the lunch in the school bag and brought the other school bag instead]</td>
</tr>
<tr>
<td>(was what happened to me)</td>
</tr>
<tr>
<td>top.</td>
</tr>
<tr>
<td>I got a lunch from the canteen</td>
</tr>
<tr>
<td>top.</td>
</tr>
</tbody>
</table>
Table 2.B.7: Theme in the teacher's discourse in the T S 2 / C2 of Text B

<table>
<thead>
<tr>
<th>THEME Textual</th>
<th>Interpersonal</th>
<th>Experiential</th>
<th>RHEME</th>
</tr>
</thead>
<tbody>
<tr>
<td>all right cont.</td>
<td>thinking caps on top.</td>
<td>get top.</td>
<td>hands down</td>
</tr>
<tr>
<td></td>
<td>re nearly Grade 3 brains top.</td>
<td>I [to think] don't have to tell them everything top.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>you have to get them working top.</td>
<td>you have to be responsible [for what you're thinking ] top.</td>
<td></td>
</tr>
<tr>
<td>now [what you're going to do ] cont.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
it
can be something [[that really happened to you ]
top.

Joseph
voc.
you
're spoiling the grade
top.

now
cont.
wriggle
up please
top.

and
struc.
start
listening
top.

you
'I'll get back to your place
top.

you
won't know
top.

and
struc.
what
to do
WH /top.

[[what I want you to think about ]] is something that

it
might be something [[that really happened to you]]
top.

one day
you found
top.
<table>
<thead>
<tr>
<th>or</th>
<th>you</th>
<th>didn't have any lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td>struc.</td>
<td>top.</td>
<td>it might be something like this little boy in the story</td>
</tr>
<tr>
<td>struc.</td>
<td>top.</td>
<td>a dog came into the school</td>
</tr>
<tr>
<td>and (then)</td>
<td>top.</td>
<td>took your lunch out of the school bag</td>
</tr>
<tr>
<td>struc.</td>
<td>top.</td>
<td>ended up with a wonderful lunch [that the teacher had to buy him]</td>
</tr>
<tr>
<td>so</td>
<td>he</td>
<td>might be something different altogether</td>
</tr>
<tr>
<td>struc.</td>
<td>top.</td>
<td>might have a monster [coming in and taking it]</td>
</tr>
<tr>
<td>or</td>
<td>it</td>
<td>might have someone with the same bag [eating your lunch]</td>
</tr>
<tr>
<td>struc.</td>
<td>top.</td>
<td>you</td>
</tr>
<tr>
<td>and then</td>
<td>top.</td>
<td>you didn't like the lunch [that they had in their bag]</td>
</tr>
</tbody>
</table>

<p>| struc./conj | top. | adj. |</p>
<table>
<thead>
<tr>
<th>so struc.</th>
<th>you top.</th>
<th>had to get something special</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>you top.</td>
<td>might have perhaps put your lunch down outside [to play a game]</td>
</tr>
<tr>
<td>and (then)</td>
<td>some animal, a cat or a dog or some person top.</td>
<td>steps over it</td>
</tr>
<tr>
<td>struc.</td>
<td></td>
<td>squashes it</td>
</tr>
<tr>
<td>and (then) struc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>or struc.</td>
<td>you top.</td>
<td>could have a bird take your lunch</td>
</tr>
<tr>
<td>yes cont.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>or struc.</td>
<td>somebody top.</td>
<td>might throw your lunch away by mistake</td>
</tr>
<tr>
<td>THEME</td>
<td>Interpersonal</td>
<td>Experiential</td>
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<td>-------</td>
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<td>-------------</td>
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<tr>
<td>right</td>
<td>who</td>
<td></td>
</tr>
<tr>
<td>cont.</td>
<td>WH/top.</td>
<td></td>
</tr>
<tr>
<td>ch</td>
<td></td>
<td>I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>top.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>some eyes</td>
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<td></td>
<td></td>
<td>top.</td>
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<tr>
<td></td>
<td></td>
<td>they</td>
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<td></td>
<td></td>
<td>top.</td>
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<tr>
<td>well</td>
<td></td>
<td>you</td>
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<tr>
<td></td>
<td></td>
<td>top.</td>
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<tr>
<td>now</td>
<td></td>
<td>if you need some</td>
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<td></td>
<td></td>
<td>help with the</td>
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<td></td>
<td></td>
<td>spelling, or any</td>
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<td></td>
<td></td>
<td>help [with</td>
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<td></td>
<td></td>
<td>what you're</td>
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<td></td>
<td></td>
<td>going to write]</td>
</tr>
<tr>
<td>cont.</td>
<td></td>
<td>top.</td>
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</tbody>
</table>
| \begin{tabular}{|l|c|c|}
\hline
so that & if you've got words in there \& that you've already asked how to spell] & you can look them up \\
struc. & top. & \\
all right cont. & let top. & you can have your other spelling sheets besides you and your folder \\
who \& WH/top. & 's going to be first & \\
now cont. & here top. & 's your heading [[What Happened to My Lunch?]] \\
\hline
\end{tabular}

Table 2.B.9 Theme in the children's talk in the T of Text B

<table>
<thead>
<tr>
<th>THEME</th>
<th>INTERPERSONAL</th>
<th>EXPERIENTIAL</th>
<th>RHEME</th>
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</table>
| Textual | \begin{tabular}{c}
what \\
WH/top.
\end{tabular} | | about if they're in your folder |
Appendix 2.C: The "chicken text"

The complete text of Text C is set out below:

Task Orientation/Controls 1/2
(The teacher and children have just finished singing three little songs, introduced for variation of activity and to settle the children, who have just re-entered school after morning play. The teacher looks around the group on the floor in front of her, and having achieved eye contact, so that she is sure they are all looking at her, she starts by displaying a book. She opens the front pages and holds the book for all to see.)

T: We're going to start off with a little story this morning. Firstly, I want to show you some of the pictures in this little book called Egg to Chick. And we're just going to find out what you people know about this little book. I won't read it all to you. I'll show you some of the pictures and we'll have a little chat about them. Lesley, what sort of creature is this little creature here? Deborah?
Deborah: A hen
T: It's a hen, and what do you think this is here?
Deborah and several other children: Egg.

Control 1
T: Don't call out. (This is addressed to the children other than Deborah who have answered with her)

(T. turns several pages in the book, not intending to look at all the pages, or to read all the written text)
Oh, I wonder if someone can tell me what's happening in this picture?
Child: It's a special place.
T: Yes and what's happening in this special place? Joseph?
Joseph: It's on a farm.
T: Have you ever seen great big long silver sheds----
Several children: Yes (overlaps)
T: where chickens are kept or hens are kept for laying eggs? They're called batteries or battery chickens or battery hens
Olivera: Battery cage.
T: And when they lay their eggs, the eggs fall down into this little chute. Anthony: Mrs L, I know where they are. I know where they are.
T: Where are they?
Anthony: They're where you buy the chickens.
T: That's right. And are these little eggs going to turn into chickens?
Chorus: No.
T: How do we know they're not going to? Diana?
Diana: 'Cos the mother's not in a warm spot, and they're not keeping warm.
T: That's right. She can't sit on them.
Diana: 'Cos the steel is cold.
T: That's right. Jeffrey?
Jeffrey: They're falling down.
T: Yes, they're falling down into this little chute, and they're taken away.
Child (indecipherable)
T: They're taken away to be eggs on your table. Here's another little egg. Now something's interesting about this one over here. Can you see a little spot of blood?
Several: Yes.
T: Well sometimes you'll get an egg that's got a little spot of blood on it. It doesn't mean that the egg is going to grow into a chicken. It's just something that sometimes happens to the egg. Which part of the egg does the little chicken start to grow? Jodie, which part of the eggs does the little chick start to grow?
Jodie: (A long pause) The middle?
T: Mm. What's the middle part of the egg called?
Several children: The yolk.
T: This is the inside of the egg and this little white spot here is where the little chicken will start to grow. That's the yolk that it will feed on. It's got that little tube to his tummy.
Anthony: A chord.
T: Yes, a little chord. And that's, he feeds on all of that yolk. As he grows he feeds on that yolk and the yolk shrinks. It gets smaller and smaller.
Anthony: Well, when I et my egg at home, I seen a yolk in it.

T: Mm. And that white part, you know when he comes out and he's all wet?

Several children: Yes.

T: That's the white part.

A boy: That's the white and he's all wet.

T: And the yolk is his food and the white part keeps him nice and warm.

Anthony: He gets yellow feathers.

T: Do you think that's why he turns yellow? His feathers are yellow because he's eaten yolk?

Anthony: Yeah.

T: And there's a broody hen. She's sitting on her nest, and she's broody because she's going to hatch out little chickens

Jeffrey: Mrs. L. I've got a question.

T: Yes, Jeff?

Jeffrey: Does she have a bath?

T: Pardon?

Jeffrey: Does it have a bath?

T: What do you mean? Do you know how long a hen has to sit on the eggs until they're born? Do you know how long? How many days?

A child: One week.

Another: One day?

(Olivera raises a hand)

T: Yes, Olivera?

Olivera: One week.

T: No. Wendy? (Wendy has raised a hand)

Wendy: Three weeks?

T: Three weeks, Wendy's correct. Twenty-one days or three weeks. That's how long the mother hen has got to keep sitting on the eggs. She'll get up occasionally to go and get some feed but----

Child: It has to be hot.

T: she has to keep those eggs warm (overlaps)

Another child: And they have to be hot. It has to be a hot day.
T: Very warm. It says here this is a picture of the incubator in Mrs. B.'s room and it says that sometimes if the hen won't keep on the eggs, or if they want to have eggs to hatch when they haven't got a mother hen, well then you get the special fertilised eggs, and you put them in the incubator, and the electricity keeps them warm. (several children call warm) because it warms up.

Jeffrey: And the light.

T: Yes, the light's um fed by electricity and the light keeps shining to keep the inside warm (a reference to a box at the back of the classroom with a light on protecting some young chicks). It's like our little brooder.

Anthony: You turn that little black, um knob.

T: Yes, that's right. That was to increase or lower the temperature. And here, this little picture shows what's inside the eggs after three days. Three days, and you can see already a tiny little creature. It looks a bit like a little bird.

Anthony: A crocodile.

T: You can notice that they've got red lines on the, the yolk.

Child: Yolk (overlaps).

T: Now, those red lines are actually blood vessels and they carry blood to the little chicken as it's growing.

Jeffrey: Yik, yuk, blood vessels (he points to the blood vessels in his own wrist)

T: And these are some pictures of what a baby fish looks like when it's just starting to grow, what a baby chicken looks like when it's just starting to grow, and what a human being looks like when it's just starting to grow. So they all look a bit the same, don't they? There's a close up of what's happening after three days. You can just make out the eye and the head and the heart and things.

A child: What are those little red lines?

T: Those little red lines are the blood vessels. Right? Here's after five days, and you can just see the beginning of the wing. Right, there's after one week or seven days, and you can even see the start of his feet.

A child: It looks like a snail.

T: You'll notice that the yolk inside is starting to change. It's turning into more of an oval shape, Mirko. (Addressed by name because he is inattentive) It's starting to lose that nice round shape.

Anthony: Mrs L.

T: Yes Anthony
Anthony: You can see its feet.

T: Yes and you start to see its little claws too.

A girl: And its little beak.

Jeffrey: And his eyes.

T: Two weeks or thirteen days.

Several children: Oh.

T: Two weeks or thirteen days - nearly two weeks. And you can start to see again he's really starting to get like a real chicken.

A boy: And he's sleepy too.

Another child: He's turning yellow.

T: Yes he's turning yellow because he's got feathers. Sixteen days.

Olivera: There's not too much of the yolk left.

T: No there's not too much of the yolk left. It's getting pushed right away, and there's even less now.

Olivera: Nineteen days.

T: Nineteen days, and there he's starting to look like he looked when he first hatched out. You've got the air space there, you've got his claws and the leathery part of his foot, very little of the egg sac left, of the yolk left, his beak, and his head tucked up under his wing.

Olivera: He's squashing.

T: He's squashing. He's filling up nearly the whole of that shell. Yes, Susy? (Susy has raised a hand)

Susy: Well when I went to the Melbourne market we were walking and I saw this lady and she had this part of her head black and the rest all red like uh, like uh a cock.

T: Like the top of the comb of a hen or rooster.

Susy: Yeah it looked funny.

T: Hens and roosters have got a comb at the top, right? And then they've got -

Susy: It was all red.

T: It looked a bit like that, did it? (pointing to a picture in the book)

Susy: Yeah.

Jeffrey: A cone.
T: No, comb, not a cone. A cone is what you eat an ice cream in, but a comb is that. Right, twenty-one days, or three weeks, and there you see the egg starting to hatch out. The little hole and then it starts to peck a little line around, it says "the twenty-one days inside the egg are over. The chick pecks at the shell. It pecks thousands of times. At last the shell cracks". It's a very very very hard job for that little chick to get out.

Mikko: It would take a long long time.

(The teacher has a brief conversation with another teacher who enters the room on another matter)

T: I heard the little chicks particularly when I had them home there, pecking and pecking and pecking. It's a very very hard job to get out. There you are, look, he's pecked nearly all the way around.

Oliver: How much days?

T.: It says "It takes many hours to split the shell all around. The chick is almost out. Slowly the chicken comes out of the shell. "The chick is still very weak. His legs are wobbly and his feathers are wet", and he's out. And that's just like he looked, isn't it? Our chick's out.

Several children: Yes, the same.

T.: And look after a while. You can still see the little blood lines inside "In a few hours the feathers dry out. Now the chick is soft and fluffy."

Anthony: Mrs. L., that's what Belinda's chicken looked like.

T: Yes. "The next day the chick walks and runs about. It picks up its food. Most chicks are fed mashed seeds," and that's what ours are being fed.

(There are a few noises as of crowing made by the children)

T: Wait a minute. We'll listen to some chicken noises in a minute. And—quiet please—this is how the chicken will grow. It starts off here, and it will gradually grow after a few weeks to this size, and then its feathers start to change and it loses those yellow baby feathers. Think about a hen that you've seen. Have you ever seen a yellow hen?

A child: Yes.

Chorus: No.

T: What coloured hens have you seen? Joseph?

Joseph: Brown and white ones I saw.

T: Yes.
(Jeffrey raises a hand)
Jeffrey: Black and white.
(Wendy raises a hand)
T: Yes. Wendy?
Wendy: Purple
T: No, I've seen grey ones.
Anthony: Yes.
(Elvira raises a hand)
T: Elvira?
Elvira: I've seen grey and white.
T: Yes, white ones too. The yellow coloured feathers will change.
A girl: You can have a purple one. (The teacher ignores this)
T: And the hens of course lay eggs again. (said as she returns to the pages of the book) Well usually they drop the feathers and they grow and they change as they grow older. Right, let's see if we can get one or two people, seeing that people think they can make good chicken noises and be good chickens, we're going to have a little go and see who can be the best chicken in the grade for a couple of minutes. All right, Jeff, you can come over here and show us you being a chicken.

Control 2
The rest of you must be quiet, or that's when we'll stop.
(Jeffrey comes out and produces a chicken noise.)

T: Very good Jeffrey, you can sit down. Who else would like to show me their chicken impersonation? (Diana raises a hand) Right, Diana.
(Diana comes to the front and makes chicken noises.)
T: That's good Diana. All right Joel. (Joel has put up his hand)
(Joel comes to the front and makes chicken noises.)
T: Well don't be silly, don't be silly.
Joel: He's excited.
T: He's a very excited chicken, yes, I can tell. Um all right Jodie. (Jodie has raised her hand)
(Jodie comes to the front and makes a chicken noise.)
T: All right you can sit down. Last one. Veronica. (She has also raised her hand, and comes to the front and makes chicken noises)
T: Oh that's a lovely one. A very baby chicken.

Task Specification/Control 3
T: All right before we start some work today, I like Jeffrey's chook impersonation, and I liked Veronica's chicken one too. So I think those two deserve a clap. (They clap briefly) Well done. Right everyone sitting down. (There is a slight disturbance because some children from another class enter and briefly look at the chickens in the incubator at the back of the room. Some of the class, including Olivera, turn to look at the other children)

Control 3
All right I'm waiting for you please Olivera, to show me a few manners, and not be so rude. Thanks girls, turn around. (Gabriel starts to make a chicken noise) Gabriel, stand up. Be quiet and sit down. That's finished with now. Don't you know when to stop?

What I have here is a little sheet I'd like you to take back with you to your seat. On this little sheet, when you look very very closely, you may not be able to see it from the front. When you look closely, you'll find there are pictures, Belinda, of all the stages that a little chick goes through before it is born.

Stephen: Can you put second, third, fourth, fifth and sixth?
T: (Ignoring Stephen) Now, what you have to do is this. First thing you've got to sort out which order the pictures go in.
Joel: I reckon the mother hen would go first.
T: Then I'll want you to paste them into your scrapbook in the correct order, and then I want you to write a little story about this little chick, how it grew and how it hatched into a chicken (children here chorus "chicken" along with the teacher). Well let's see if someone can tell me which picture would be the first picture in this little story. Jeffrey, which one do you think?
Jeffrey: The hen on the egg.
T: Yes the hen that lays the egg, that's the first one. That tells you something. This just shows that she's already laid her first egg, and her legs are tucked in under her body. All right, I'll let you think about the second one.

A child: I know where the second one is.
T: Who can tell me the very last picture in this little story? The very last one Mandy? Can you point to the last one? Why not this one?
A boy: Because that one's the best.
T: No. Is this when the chicken's just hatched out of the egg and it's all wet?
Chorus: Yes.
T: Right, I see because its feathers are all slicked down. This is your last picture here, with the little chick standing up and fluffy. Now, if we -- wait a minute, no I'll explain first. First of all Jeff, I want you to cut it out and paste it in the correct order. You can leave your colouring till the Clag is dry and till you've written your little story. Now how are you going to go about making up a story for these pictures? Right, that's your problem. How are you going to go about making up a story for these pictures? Deborah?
Deborah: Um, I'm going to look at the pictures and write about how the chicken hatched.
T: You've got to think about too, first of all, this little story is different to our eggs in the incubator because it, the egg here is hatched by the mother hen. Right? Because she's the lady, she's the one who starts it all off. She's hatching her little chick. I don't know, maybe if you wanted to write in your story that the egg was then taken and put in an incubator, you could. That's up to you. But you've got to tell us about how the little chick grows inside the egg. Again, how must that little chick feel inside the egg. Joseph? Particularly when he's starting to get all squashed up towards the end. How must he feel inside that egg? Come on, where's Mirko, the person who wanted to have a go at being inside an egg. How must that little chicken feel, Mirko? By the time he's to this stage? How must he feel? What's he want to do when he's to this stage, when he's pecking a hole.
Diana?
Diana: Get out. I thought if, I thought if they're all squashed up, they'd just push out.
T: They've got to break the shell first haven't they? This one shows you how they break it. They peck a little line around. Yes, Jodie?
Jodie: If I was in the shell I would feel sad.
T.: You'd feel sad do you think?
Jodie: Yes, and scared.
T.: You bet, I'd feel scared. Yes, I think it'd be very scary though once you got out, because from suddenly being protected in that nice little dark room, all of a sudden you're out in the light and there's children and there's noise, and there's other chicks around pecking at you, and there's light and there's food and there's water.
Anthony: And he might die.
T.: Did anyone bring along anything for our little new chicks to eat? Any worms or caterpillars? Can you remember for tomorrow?
Several children: I'll bring some.
I'll bring some grain.
Child: What's that?
T.: It just says at the bottom "How a chicken grows" (This is written on the bottom of the paper being distributed to the children).

Task Respecification/Control 4
T.: Right, who can tell me again what I want you to do this morning? Who's got a really good memory?
Olivera: I've got a bad memory.
T.: Right, Jodie's got a good memory. Yes, Jodie, what have you got to do?
Jodie: You have to (pauses and cannot go on apparently)
T.: Come on listen 'cause Jodie's going to tell us all about what you're going to do with this. What are you going to do first of all? (No answer)
Jeffrey: I know.
T: Jeff?
Jeffrey: Cut it out.
T: Cut it out. Then what? Jodie?
Jodie: Paste it.
T: Paste it. Paste them in the correct order. Don't just stick them on the same way as here because it may not be the correct order. You can number each little picture if you like.
A Child: The two top ones are. (He means in the right order)
T: Ah, all right good.
A child: And colour it.
T: No listen, then, the colouring. I'd like you then when you've pasted it on, to write your story. After you've done your story, when it's dried out, you can then colour in your picture. If you colour it in first, some of you will spend the whole hour colouring it in, and we still won't have a story from you. You can stick and while it's drying you can write your story.

Control 4
Can I have the car please? (Addressed to Stephen, who is handling and admiring a toy car of Gabriel's. Stephen hands it over). Thank you. Whose car is it? (no answer) Whose car is it? (Gabriel looks sheepish, though neither he nor Stephen says anything) Gabriel? (he nods his head) Friday, you can collect that.

Task
T: Right now will you hop back to your seats please. (The children get up from the floor, collecting a sheet of paper with the series of pictures on it, and also picking up the "scrapbooks" earlier referred to by the teacher, and they take these back to their places, where they commence cutting out the pictures as the first steps towards completion of their task. The teacher also stands up and moves about the room, ready to supervise the children's behaviour.)

Table 2.C.1 Theme in the teacher's discourse in the TO of Text C

<table>
<thead>
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<th>THEME</th>
<th>Interpersonal</th>
<th>Experiential</th>
<th>RHEME</th>
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<td>'re going to start off with a little story this morning</td>
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firstly, I want to show you some of the pictures in this little book [called Egg to Chick]

and we're just going to find out

struc. what you people know about this little book

WH /top. I won't read it all to you

and I'll show you some of the pictures

struc. we'll have a little chat about them

and Lesley what sort of creature is this little creature here

voc. /WH/top. do you think

struc. this is here

WH /top. don't call out
top.
| oh cont. | I top. | wonder |
| if struc. | someone top. | can tell me |
| yes and cont./struc. WH/top. | what WH/top. | 's happening in this picture |
| | have you | 's happening in this special place |
| | fin. top. | ever seen great big long silver |
| | they top. | sheds [where chickens are kept |
| | | or hens are kept for laying eggs] |
| | | 're called batteries or battery |
| | | chickens or battery hens |
| and struc. | when they lay their eggs | the eggs fall down into this little |
| | | shute |
| | where WH/top. | are they |
| | that top. | 's right |
| end struc. | are fin. top. | these little eggsgoing to turn into |
| | | chickens |
| how do you know that they're not going to sit on them |
|-----|-----|-----|
| top. | top. | top. |
| yes | they're falling down into this little shute | cont. |
| cont. | they're taken away | and (then) |
| | they're taken away [to be eggs on your table] | |
| now | something's interesting about this one over here | cont. |
| top. | top. | top. |
can you see a little spot of blood

fin. you'll get an egg [that's got a little

well spot of blood on it]

sometimes
doens't mean

cont./conj.

adj.

top.

it

top.

that the egg is going to grow into a chicken

struc.

top.

it 's just something [that sometimes

top. happens to the egg]

which part of the egg does the little

WH /top. chicken start to grow

Jodie which part of the eggs does the little

voc. WH/top. chick start to grow

what 's the middle part of the egg called

WH /top. is the inside of the egg

top.

top.
this little white spot here is where the little chicken will start to grow

that's the yolk [that it will feed on]

it's got that little tube to his tummy

he feeds on all of that yolk as he grows

he feeds on that yolk

the yolk shrinks

gets smaller and smaller

that white part

you know

he comes out

he's all wet
| and struc. | that top. | 's the white part |
| and struc. | the yolk top. | is his food |
|           | the white part top. | keeps him nice and warm |
|           | do you top. | think |
|           | that top. | 's [why he turns yellow] |
|           | his feathers top. | are yellow |
| because struc. | he top. | 's eaten yolk |
| and struc. | there top. | 's a broody hen |
|           | she struc. | 's sitting on her nest |
| and struc. | she top. | 's broody |
| because struc. | she top. | 's going to hatch out little chickens |
what WH/top. do you know
fin. top.
how long a hen has to sit on the eggs
WH/top. top.
until they 're born
struc. top.
do you know how long
finite top.
three weeks
Wendy 's correct
top.
that 's how long the mother hen has got
top. to keep sitting on the eggs
she 'll get up occasionally
top. to go and get some feed
but she has to keep those eggs warm
struc. top.
it says here
top.
<table>
<thead>
<tr>
<th>and</th>
<th>this is a picture of the incubator in Mrs. B.'s room</th>
</tr>
</thead>
<tbody>
<tr>
<td>struc.</td>
<td>top.</td>
</tr>
<tr>
<td>that</td>
<td>it says</td>
</tr>
<tr>
<td>sometimes</td>
<td></td>
</tr>
<tr>
<td>struc./conj.</td>
<td>if the hen won't keep on the eggs or if they went to have eggs [to hatch] when they haven't got a mother hen well then you get the special fertilised eggs</td>
</tr>
<tr>
<td>adj.</td>
<td>top.</td>
</tr>
<tr>
<td>and (then)</td>
<td>you put them in the incubator</td>
</tr>
<tr>
<td>struc.</td>
<td>top.</td>
</tr>
<tr>
<td>and</td>
<td>the electricity keeps them warm</td>
</tr>
<tr>
<td>struc.</td>
<td>top.</td>
</tr>
<tr>
<td>because</td>
<td>it warms up</td>
</tr>
<tr>
<td>struc.</td>
<td>top.</td>
</tr>
<tr>
<td>yes</td>
<td>the light's is fed by electricity</td>
</tr>
<tr>
<td>cont.</td>
<td>top.</td>
</tr>
<tr>
<td>and</td>
<td>the light keeps shining</td>
</tr>
<tr>
<td>struc.</td>
<td>top.</td>
</tr>
</tbody>
</table>
yes cont.

that top.

's right

that top.

was [to increase or lower the temperature]

this little picture shows

'is inside the eggs after three days

can see already a tiny little creature

looks a bit like a little bird

can notice

've got red lines on the the yolk

are actually blood vessels
and
struc.

they
carry blood to the little chicken
top.

as
struc.
it's growing

top.

and
these

are some pictures of [what a baby
top.
fish looks like, when it's just
starting to grow, what a baby

chicken looks like when it's just
starting to grow and what a human
being looks like when it's just
starting to grow]

struc.
top.

so
they

all look a bit the same don't they
top.

top.

there
's a close up of [what's happening
after three days ]

top.

you
can just make out the eye and the
head and the heart and things
top.

top.

those little
red lines

are the blood vessels
top.

here
's after five days
top.
| and | you | can just see the beginning of the wing |
| struc. | top. | |
| right | there | 's after one week or seven days |
| cont. | top. | |
| and | you | can even see the start of his feet |
| struc. | top. | |
| it | top. | looks like a snail |
| you | top. | |
| top. | you | I'll notice |
| that | the yolk inside | is starting to change |
| struc. | top. | |
| it | | 's turning into more of an oval shape, Mirko |
| top. | | |
| it | | 's starting to lose that nice round shape |
| top. | | |
| yes and | you | start to see its little claws too |
| cont./struc. | top. | |
| and | you | can start to see again |
| struc. | top. | |
he's really starting to get like a real chicken
he's turning yellow
he's got feathers
he's not too much of the yolk left
he's getting pushed right away
he's even less now
he's starting to look
looked
first hatched out
he've got the air space there
<table>
<thead>
<tr>
<th>you</th>
<th>'ve got his claws and the leathery part of his foot. [very little of the egg sac left, of the yolk left, his beak, and his head tucked up under his wing ]</th>
</tr>
</thead>
<tbody>
<tr>
<td>top.</td>
<td></td>
</tr>
<tr>
<td>he</td>
<td>'s squashing</td>
</tr>
<tr>
<td>top.</td>
<td></td>
</tr>
<tr>
<td>he</td>
<td>'s filling up nearly the whole of that shell</td>
</tr>
<tr>
<td>top.</td>
<td></td>
</tr>
<tr>
<td>hens and roosters</td>
<td>have got a comb at the top, right</td>
</tr>
<tr>
<td>top.</td>
<td></td>
</tr>
<tr>
<td>and then</td>
<td></td>
</tr>
<tr>
<td>struc./conj.</td>
<td></td>
</tr>
<tr>
<td>adj.</td>
<td></td>
</tr>
<tr>
<td>they</td>
<td>'ve got</td>
</tr>
<tr>
<td>top.</td>
<td></td>
</tr>
<tr>
<td>it</td>
<td>looked a bit like that, did it</td>
</tr>
<tr>
<td>top.</td>
<td></td>
</tr>
<tr>
<td>a cone</td>
<td>is [what you eat an ice cream in ]</td>
</tr>
<tr>
<td>top.</td>
<td></td>
</tr>
<tr>
<td>but</td>
<td></td>
</tr>
<tr>
<td>struc.</td>
<td></td>
</tr>
<tr>
<td>a comb</td>
<td>is that</td>
</tr>
<tr>
<td>top.</td>
<td></td>
</tr>
<tr>
<td>right</td>
<td>twenty-one days, or three weeks</td>
</tr>
<tr>
<td>cont.</td>
<td></td>
</tr>
</tbody>
</table>
and

struc.

doesn't

there

you see
top.

the egg

starting to hatch out
top.

and then

struc./conj.

adj.

it

starts to peck a little line around
top.

it

says
top.

the twenty-one
days inside the
egg

are over
top.

the chick

pecks at the shell
top.

at last

conj. adj.

the shell

cracks
top.

it

's a very very very hard job for

[that little chick to get out ]
top.

I

heard the little chicks particularly
top.
when

struc.

I had them home there

pecking and pecking and pecking

it's a very very hard job [to get out]

there you are

top.

look he's pecked nearly all the way around
top.

it says
top.

it takes many hours [to split the shell all around]
top.

the chick is almost out
top.

slowly the chicken comes out of the shell
top.

the chick is still very weak
top.

his legs are wobbly
top.

and his feathers are wet
top.

struc.
and
struc.

he
's out
top.

and
struc.

that
's just [like he looked ]isn't it
top.

our chick
's out
top.

and
struc.

look
after a while
top.

you
can still see the little blood lines
inside
top.

in a few hours
the feathers dry out
top.

now
cont.

the chick
is soft and fluffy
top.

yes
cont.

the next day
the chick walks
top.

and
struc.

runs about

it
picks up its food
top.

most chicks
are fed mashed seeds
top.
<table>
<thead>
<tr>
<th>What</th>
<th>Have</th>
<th>You</th>
<th>Think</th>
<th>Its feathers</th>
<th>Will gradually grow after a few weeks to this size</th>
<th>Listen to some chicken noises in a minute</th>
<th>coloured hens are being fed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have</td>
<td>top.</td>
<td>top.</td>
<td>top.</td>
<td>start to change</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You</td>
<td>top.</td>
<td>top.</td>
<td>top.</td>
<td>loses those yellow baby feathers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Think</td>
<td>top.</td>
<td>top.</td>
<td>top.</td>
<td>is how the chicken will grow</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Its feathers</td>
<td>top.</td>
<td>top.</td>
<td>top.</td>
<td>starts off here</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will gradually grow after a few weeks to this size</td>
<td>top.</td>
<td>top.</td>
<td>top.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listen to some chicken noises in a minute</td>
<td>top.</td>
<td>top.</td>
<td>top.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>coloured hens are being fed.</td>
<td>top.</td>
<td>top.</td>
<td>top.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and (then)</td>
<td>the yellow coloured feathers will change top.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>struc.</td>
<td>the hens of course lay eggs again top.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>well usually</td>
<td>they drop the feathers cont. conj. adj.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>they grow top.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and (then)</td>
<td>they change struc. top.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>as grow older struc. top.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>right</td>
<td>let's see cont. top.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>if can get one or two people struc. top.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>seeing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>that think people top.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>struc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>they can make good chicken noises top.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and struc.</td>
<td>we</td>
<td>be good chickens</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and struc.</td>
<td>see</td>
<td>'re going to have a little go</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>who</td>
<td>top.</td>
<td>can be the best chicken in the grade for a couple of minutes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WH/top.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>all right cont.</td>
<td>Jeff you</td>
<td>can come over here</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>voc.</td>
<td>top.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and struc.</td>
<td>you</td>
<td>show us</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>top.</td>
<td>being a chicken</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>the rest of you</td>
<td>must be quiet</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>top.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>or struc.</td>
<td>that</td>
<td>'s [when we'll stop]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>top.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>you</td>
<td>can sit down</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>top.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>who else</td>
<td>would like to show me their</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>chicken impersonation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WH/top.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 2.C.2: Theme in the children's talk in the Task Orientation of Text C

<table>
<thead>
<tr>
<th>THEME</th>
<th>RHEME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textual</td>
<td>Interpersonal</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>all right</td>
<td>you</td>
</tr>
<tr>
<td>cont.</td>
<td>top.</td>
</tr>
<tr>
<td>oh</td>
<td>that</td>
</tr>
<tr>
<td>cont.</td>
<td>top.</td>
</tr>
<tr>
<td>Mrs. L</td>
<td>I</td>
</tr>
<tr>
<td>voc.</td>
<td>top.</td>
</tr>
<tr>
<td>where</td>
<td></td>
</tr>
<tr>
<td>WH/top.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>'cos</td>
<td>the mother</td>
</tr>
<tr>
<td>struc.</td>
<td>top.</td>
</tr>
<tr>
<td>and</td>
<td>they</td>
</tr>
<tr>
<td>struc.</td>
<td>top.</td>
</tr>
<tr>
<td>'cos</td>
<td>the steel</td>
</tr>
<tr>
<td>struc</td>
<td>top.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>well</td>
<td>they</td>
</tr>
<tr>
<td>cont.</td>
<td>top.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Mrs. L. voc.
does fin.
does fin.

and struc.

WH /top.

he top. gets yellow feathers

I top. 've got a question

she top. have a bath

it top. have a bath

it top. has to be hot

top. they have to be hot

it top. has to be a hot day

you top. turn that little black um knob

what WH /top. are those little red lines

it top. looks like a snail

you top. can see its feet
and struc.

he top.

's sleepy too

dep.

he top.

's turning yellow

dep.

there top.

's not too much of the yolk left

dep.

he top.

's squashing

dep.

he top.

's squashing

well cont.

when I went top.

to the Melbourne market we were walking

cont.

I top.

saw this lady

cont.

she top.

had this part of her head black and the rest all red like uh, like uh a cock

cont

it top.

looked funny

cont.

it top.

was all red
<table>
<thead>
<tr>
<th>Mrs. L.</th>
<th>it would take a long long time</th>
</tr>
</thead>
<tbody>
<tr>
<td>voc.</td>
<td>that's what Belinda's chicken looked like</td>
</tr>
<tr>
<td></td>
<td>brown and white ones</td>
</tr>
<tr>
<td></td>
<td>I saw</td>
</tr>
<tr>
<td>no</td>
<td>I've seen grey ones</td>
</tr>
<tr>
<td>cont.</td>
<td>I've seen grey and white</td>
</tr>
<tr>
<td></td>
<td>you can have a purple one</td>
</tr>
<tr>
<td></td>
<td>he's excited</td>
</tr>
<tr>
<td></td>
<td>he's a very excited chicken</td>
</tr>
<tr>
<td>THEME Textual</td>
<td>Interpersonal</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------</td>
</tr>
<tr>
<td>all right</td>
<td>before we start</td>
</tr>
<tr>
<td>cont.</td>
<td>I</td>
</tr>
<tr>
<td>and struc.</td>
<td>think</td>
</tr>
<tr>
<td>so struc.</td>
<td>sitting down</td>
</tr>
<tr>
<td>right cont.</td>
<td>everyone</td>
</tr>
<tr>
<td>all right cont.</td>
<td>I</td>
</tr>
</tbody>
</table>
Gabriel stand up
voc.
top.
be quiet
top.
and sit down
top.
that 's finished with now
top.
don't you know
top.
fin.
to stop

[w h a t I h a v e here] is a little sheet [I'd like you to take
back with you to your seat]
top.
on this little sheet

when you look very very closely you may not be able to see it from
the front
top.
when you look closely you'll find
top.
<p>| now       | there are pictures, Belinda, of all the stages [that a little chick goes through before it is born]. |
| cont.     | top. |
|           | [what you have to do] is this top. |
|           | first thing you've got to sort out top. |
|           | which order the pictures go in WH/top. |
| then      | I'll want [you to paste them into your scrapbook in the correct order] top. |
| struc.    | and then I want [you to write a little story about this chick] |
| adj.      | top. |
|           | how it grew WH/top. |
|           | and how it hatched into a chicken struc. WH/top. |
| well      | let's see cont. top. |</p>
<table>
<thead>
<tr>
<th>if struc.</th>
<th>someone can tell me top.</th>
<th>picture would be the first picture in this little story</th>
</tr>
</thead>
<tbody>
<tr>
<td>which</td>
<td>WH/top.</td>
<td></td>
</tr>
<tr>
<td>Jeffrey which voc./WH/top.</td>
<td></td>
<td>one do you think</td>
</tr>
<tr>
<td>yes cont.</td>
<td>the hen [that lays the egg ] top.</td>
<td>that's the first one</td>
</tr>
<tr>
<td></td>
<td>that top.</td>
<td>tells you something</td>
</tr>
<tr>
<td></td>
<td>this top.</td>
<td>just shows</td>
</tr>
<tr>
<td>that struc.</td>
<td>she top.</td>
<td>'s already laid her first egg</td>
</tr>
<tr>
<td>and struc.</td>
<td>her legs top.</td>
<td>are tucked in under her body</td>
</tr>
<tr>
<td>all right cont.</td>
<td>I top.</td>
<td>'ll let you think about the second one</td>
</tr>
<tr>
<td></td>
<td>who</td>
<td>can tell me the very last picture in this little story</td>
</tr>
<tr>
<td></td>
<td>WH/top.</td>
<td></td>
</tr>
<tr>
<td>can</td>
<td>you</td>
<td>the very last one, Mandy</td>
</tr>
<tr>
<td>-----</td>
<td>-----</td>
<td>------------------------</td>
</tr>
<tr>
<td>fin.</td>
<td>top.</td>
<td>point to the last one</td>
</tr>
<tr>
<td>no</td>
<td>is</td>
<td>this</td>
</tr>
<tr>
<td>cont.</td>
<td>fin.</td>
<td>top.</td>
</tr>
<tr>
<td>right</td>
<td>cont.</td>
<td>I</td>
</tr>
<tr>
<td>because</td>
<td>struc.</td>
<td>its feathers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>top.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>are all slicked down</td>
</tr>
<tr>
<td></td>
<td></td>
<td>this</td>
</tr>
<tr>
<td></td>
<td></td>
<td>is your last picture here [with the</td>
</tr>
<tr>
<td></td>
<td></td>
<td>little chick standing up and fluffy]</td>
</tr>
<tr>
<td>now if</td>
<td>cont./struc.</td>
<td>we</td>
</tr>
<tr>
<td></td>
<td></td>
<td>wait</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a minute</td>
</tr>
<tr>
<td></td>
<td></td>
<td>top.</td>
</tr>
<tr>
<td>no</td>
<td>cont.</td>
<td>I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>top.</td>
</tr>
<tr>
<td>first of all</td>
<td>Jeff</td>
<td>I</td>
</tr>
<tr>
<td>conj. adj.</td>
<td>voc.</td>
<td>top.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>want you [to cut it out and paste it</td>
</tr>
<tr>
<td></td>
<td></td>
<td>in the correct order]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>top.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>can leave your colouring</td>
</tr>
</tbody>
</table>
till
struc.

and till
struc./struc.

now
cont.

right
cont.

how
WH/top.

because
struc.

because
struc.

the Clag
how
WH/top.

you
that

you

first of all

the egg here is hatched by the

she

she

is dry

've written your little story

are you going to go about making

up a story for these pictures

Deborah

've got to think about too

this little story is different to our

eggs eggs in the incubator

is the lady

is the one [[who starts it all off]]
she's hatching her little chick

top.

I don't know
top.

maybe if you wanted to
write in your
story that the
egg was then
taken and put
in an incubator you could
top.

mod. adj.

that's up to you
top.

but you've got to tell us [about how the
little chick grows inside the egg]

top.

struc.

again how must that little chick feel inside

the egg, Joseph

conj. adj WH/top.

particularly

when he's starting to get all squashed up
towards the end
top.

conj./struc.

adj.

how must he feel inside that egg

WH/top.
where
WH/top.

how
WH/top.

by the time
top.

he's to this stage

how
WH/top.

must he feel

what
WH/top.

's he want to do

when
struc.

he
top.

's to this stage

when
struc.

he
top.

's pecking a hole, Diana

top.

they

've got to break the shell first
haven't they

top.

this one

shows you

top.

how
WH/top.

they break it
<table>
<thead>
<tr>
<th>struct.</th>
<th>they</th>
<th>peck a little line around top.</th>
</tr>
</thead>
<tbody>
<tr>
<td>you</td>
<td>'d feel sad do you think top.</td>
<td></td>
</tr>
<tr>
<td>you bet</td>
<td>I</td>
<td>'d feel scared top.</td>
</tr>
<tr>
<td>mod. adj. yes</td>
<td>I</td>
<td>think top.</td>
</tr>
<tr>
<td>cont.</td>
<td>it</td>
<td>'d be very scary though [once you got out] top.</td>
</tr>
<tr>
<td>because</td>
<td>from suddenly being protected in that nice little dark room all of a sudden you're out in the light top.</td>
<td></td>
</tr>
<tr>
<td>struct.</td>
<td>and there</td>
<td>'s children top.</td>
</tr>
<tr>
<td>struct.</td>
<td>and there</td>
<td>'s noise top.</td>
</tr>
<tr>
<td>struct.</td>
<td>and there</td>
<td>'s other chicks around [[pecking at you]] top.</td>
</tr>
<tr>
<td>struct.</td>
<td>and there</td>
<td>'s light top.</td>
</tr>
<tr>
<td>THEME</td>
<td>RHEME</td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Textual</td>
<td>Interpersonal</td>
<td>Experiential</td>
</tr>
<tr>
<td>can</td>
<td>you</td>
<td>put second, third, fourth, fifth and sixth</td>
</tr>
<tr>
<td>fin.</td>
<td>top.</td>
<td>recken</td>
</tr>
<tr>
<td>how</td>
<td>WH/top.</td>
<td>a chicken grows</td>
</tr>
</tbody>
</table>

Table 2.C.4 Theme in the children's discourse in the TSC4 of Text C
the mother hen would go first
top.

I know
top.

where the second one is
WH/top.

because that one's the best
struc. top.

I'm going to look at the pictures
top.

and write about [how the chicken
struc. hatched]

get out
top.

I thought
top.

if they're all they'd just push out
squeashed up top.

if I was in the I would feel sad
shell top.
<table>
<thead>
<tr>
<th>THEME</th>
<th>Interpersonal</th>
<th>Experiential</th>
<th>RHEME</th>
</tr>
</thead>
<tbody>
<tr>
<td>right</td>
<td>who</td>
<td>can tell me again [what I want you to do this morning ]</td>
<td></td>
</tr>
<tr>
<td>cont.</td>
<td>int.</td>
<td>'s got a really good memory</td>
<td></td>
</tr>
<tr>
<td></td>
<td>who</td>
<td>'s got a good memory</td>
<td></td>
</tr>
<tr>
<td></td>
<td>int.</td>
<td>have you got to do</td>
<td></td>
</tr>
<tr>
<td>right</td>
<td>Jodie</td>
<td>on</td>
<td></td>
</tr>
<tr>
<td>cont.</td>
<td>top.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>yes</td>
<td>Jodie</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cont.</td>
<td>voc./int.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>come</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>top.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I'm going to tell you all about what you're going to do with this.

I'd like you then

then the colouring

like

can number each little picture

may not be the correct order

just stick them on the same way as here

paste them in the correct order

paste it

cut it out

are you going to do first of all

you're going to do with this
when
struc.

you
've pasted it on
to write your story

after you've
done your story,
when it's dried
out
top.

if you colour it
in first
top.
some of you will spend the whole
hour [colouring it in]

and
struc.

we
still won't have a story from you
top.

you
can stick
top.

and
struc.

while it's
drying
top.
you can write your story
top.

can
fin.
have the car please
top.

I
thank you
top.

whose
car is it
int.
<table>
<thead>
<tr>
<th>THEME</th>
<th>Textual</th>
<th>Interpersonal</th>
<th>Experiential</th>
<th>RHEME</th>
</tr>
</thead>
<tbody>
<tr>
<td>car is it</td>
<td>whose int.</td>
<td>Friday top.</td>
<td>you can collect that</td>
<td></td>
</tr>
</tbody>
</table>

Table 2.C.6 Theme in the children’s talk in the Task Respecification
Table 2.C.8 Theme in the teacher's talk in the Task

<table>
<thead>
<tr>
<th>THEME</th>
<th>Interpersonal</th>
<th>Experiential</th>
<th>RHEME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textual right now</td>
<td>will</td>
<td>you</td>
<td>hop back to your seats please</td>
</tr>
<tr>
<td>cont.</td>
<td>fin.</td>
<td>top.</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 3.A

Text A, the "uniform text"

Notes:
1) In this and also in Appendices 7.B and 7.C the children's contributions to the discourse have been indicated by using a bold typeface.

2) In a number of instances, an embedded clause occurs within a clause. Where this is the case, it has often proved impossible to label on the same line Transitivity processes both within the embedded clause and within the clause itself. Where this is so, an asterisk marks the embedded clause, indicating that on a line immediately beneath the embedded clause is dealt with separately, as in:

now we're going to talk some more about the things    [we have been talking about for the last couple of days] *


*    [we have been talking about for the last couple of days]  

3) The same principle as that adopted for embedded clauses has been adopted in several other instances, for example where a projected clause is used, as in:

I know why he wears those things*  
Senser  Process: cognition  Phenomenon
α  β
*why he wears those things

*Circ: cause: reason Actor Process: material Goal

4) In most cases in labelling the processes in the various clauses, the clause has been reproduced in its entirety. However, on occasion, in the interests of conserving space, a conjunction, a vocative or a continuative at the start of a clause has been left out, on the grounds that none of these is actually involved in the TRANSITIVITY SYSTEM.

5) Transitivity processes, participants and circumstances are more often than not labelled in full. However, in the interests of conserving space, the following abbreviations have been used in some cases:

<table>
<thead>
<tr>
<th>Pro - Process</th>
<th>Circ - Circumstance</th>
</tr>
</thead>
<tbody>
<tr>
<td>loc - location</td>
<td>mann - manner</td>
</tr>
<tr>
<td>ext - extent</td>
<td>accom - accompaniment</td>
</tr>
<tr>
<td>beh - behavioural</td>
<td>Beh - Behever</td>
</tr>
<tr>
<td>mat - material</td>
<td>Act - Actor</td>
</tr>
<tr>
<td>int - intensive</td>
<td>Carr - Carrier</td>
</tr>
<tr>
<td>Attrib - Attribute</td>
<td>Tok - Token</td>
</tr>
<tr>
<td>Val - Value</td>
<td>Poss - Possessor</td>
</tr>
<tr>
<td>poss - possessive</td>
<td>Phen - Phenomenon</td>
</tr>
<tr>
<td>verb - verbal</td>
<td>Say - Sayer</td>
</tr>
<tr>
<td>Verb - Verbiage</td>
<td>Phen - Phenomenon</td>
</tr>
<tr>
<td>exist - existential</td>
<td>Exist - Existent</td>
</tr>
<tr>
<td>perc - perception</td>
<td>Sens - Sensor</td>
</tr>
<tr>
<td>cog - cognition</td>
<td>aff - affection</td>
</tr>
</tbody>
</table>
now we’re going to talk some more about the things [we have been talking about for the last couple of days]*

* [we have been talking about for the last couple of days]*

we were looking at different people’s uniforms

we looked at the crossing lady’s uniform

we talked to the lady about [why she wears it]*

* [why she wears it]*

and for each of the uniforms [we’ve looked at] we’ve asked some questions

* [we’ve looked at]*

what were the questions

who they were

Token Process: intensive Value

Value Token Process: intensive
what they wear

Goal Actor Process: material

why they wear it

Circumstance: cause: reason Actor Pro: material Goal

yes, why do people wear uniforms

Circ: cause: reason Pro- Actor -cess material Goal

tells who they are

Value Token Process: intensive Verbiage

Process: verbal

it tells us what their job is

Sayer Process: verbal Receiver Verbiage

Token Value Pro: Intensive

Mrs. P. has lent us this uniform

Actor Process: material Recipient Goal

look at this peaked hat

Process: behavioural Range

that 's just like my uncle's

Carrier Process: intensive Attribute: circumstance

is that Mrs. P.'s husband's

Process: intensive Carrier Attribute: possession

see the peaked cap, the stiff piece here in the front

Process: perception Phenomenon: thing Circumstance: location: place
it's a dark colour isn't it

Carrier: Process: intensive  Attribute

a dark blue you'd call it

Token: Assigner: Process: intensive  Value

now look at the jacket

Process: behavioural  Range

he wears a white shirt

Actor: Process: material  Goal

see the white stripes on the sleeves

Process: perception  Phenomenon: thing  Circumstance: location: place

I know why he wears those things*

Senser: Process: cognition  Phenomenon

why he wears those things

Circ: cause: reason  Actor: Process: material  Goal

they show who he is

Value  Token: Process: intensive

Sayer: Process: verbal  Verbiage

do they have a badge here?


Mr P. has taken it off

Actor: Process: material  Goal  Circ: loc: place
<table>
<thead>
<tr>
<th>and you</th>
<th>sew</th>
<th>them</th>
<th>on</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Actor</strong></td>
<td><strong>Process:</strong> material</td>
<td><strong>Goal</strong></td>
<td><strong>Circ:</strong> loc: place</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>what's</th>
<th>this</th>
<th>on the shoulder?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Value</strong></td>
<td><strong>Process:</strong> intensive</td>
<td><strong>Token</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>and he</th>
<th>has</th>
<th>special buttons</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Carrier:</strong> possessor</td>
<td><strong>Process:</strong> possession</td>
<td><strong>Attribute:</strong> possessed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mrs S</th>
<th>there's</th>
<th>two sets of buttons, and two sets of button holes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pro:</strong> exist.</td>
<td><strong>Existent:</strong> entity</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mrs.S how</th>
<th>do you take</th>
<th>the stripes off?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Circ:</strong> means</td>
<td><strong>Pro - Actor:</strong> cess: mat.</td>
<td><strong>Goal</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>this</th>
<th>is</th>
<th>a double breasted jacket</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Carrier</strong></td>
<td><strong>Process:</strong> intensive</td>
<td><strong>Attribute</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>that's</th>
<th>[why there are all those buttons]</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Token</strong></td>
<td><strong>Process:</strong> intensive</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><em>[why there are all those buttons]</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Circ:</strong> cause: reason</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>there's</th>
<th>buttons</th>
<th>on the sleeve</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Process:</strong> existential</td>
<td><strong>Existent</strong></td>
<td><strong>Circumstance:</strong> location: place</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>they</th>
<th>look</th>
<th>like silver coins -- the little ones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Carrier</strong></td>
<td><strong>Process:</strong> intensive</td>
<td><strong>Attribute</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>now</th>
<th>let's look at</th>
<th>the train driver's uniform</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Process:</strong> behavioural</td>
<td><strong>Range</strong></td>
<td></td>
</tr>
</tbody>
</table>
that 's Jodie W.'s dad's

Carrier Pro: intensive Attribute: possession

look

Process: behavioural

there 's some badges here some of them in the pocket

Pro: existential Existent Circ: loc: place Circ: loc: place

Mrs S Jodie W.'s dad told Jodie not to lose them

Sayer Proc: verbal Receiver / Actor Pro: Material Goal

else we 'll be in big strife

Carrier Process: intensive Attribute: Circumstance

well we 'll pin them on here, on the jacket

Actor Process: material Goal Circumstance: location: place

then they can't get lost

Goal Process: material

all of the badges are different

Carrier Process: intensive Attribute

'cos they 'd be for something different

Carrier Process: intensive Attribute: circumstance

see

Process: perception

this is a green jacket

Carrier Process: intensive Attribute
<table>
<thead>
<tr>
<th>I wonder if he'd wear a green shirt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actor: material, Process: cognition, Goal</td>
</tr>
<tr>
<td>Senser: cognition, Phenomenon</td>
</tr>
<tr>
<td>ζ, β</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>He would wear a blue shirt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actor: material, Process: material, Goal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What else would he wear?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal: Actor: -cess: Material</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yes he would (wear slacks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actor: Process: material</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yes, I think they are grey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carrier: Process: intensive, Attribute</td>
</tr>
<tr>
<td>Senser: cognition, Phenomenon</td>
</tr>
<tr>
<td>ζ, β</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Well, so that's a train driver's uniform</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carrier: Process: intensive, Attribute</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Now let's look at this one</th>
</tr>
</thead>
<tbody>
<tr>
<td>Process: behavioural, Range</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Who wears this kind of uniform?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actor: Process: material, Goal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Where do you find nurses?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circ: loc: place, Pro- Actor: -cess: mat, Goal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Who do they work for?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Client: Pro- Actor: -cess: material</td>
</tr>
<tr>
<td>yes that 's right</td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td>Carrier</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>and what does she do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Range</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>she 's a helper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carrier</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>that 's Jodie's mum's</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carrier</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>she goes to school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actor</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>she 's learning to be a nurse</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senser</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>yes, she 's really a nurse's aide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carrier</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>what 's that?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attribute</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>she 's got to clean the people</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actor</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>see what it says on the badge here</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbiage</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pro: per.</th>
<th>Phenomenon: fact</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>β</td>
</tr>
</tbody>
</table>
Process: Perception  Phenomenon: fact

\( \beta \)

that's  "Real Nurse's Aide"

Token  Process: intensive  Value

no, it's  "Registered Nurse's Aide"

Token  Process: Intensive  Value

she's  a registered nurse's aide

Carrier  Process: intensive  Attribute

it means she helps the nurses [[to look after the people in hospital]]

Initiator  Pro: mat.  Client/Actor

Sayer  Pro: verb.  Verbiage

\( \alpha \)  \( \beta \)

[[to look after the people in hospital]]

Pro: material  Goal  Circ: loc: place

see

Process: perception

it's  a blue uniform

Carrier  Process: intensive  Attribute

and I think she wears white stockings, and a white cap

Actor  Pro: material  Goal

Sensor  Pro: cognition  Phenomenon

\( \alpha \)  \( \beta \)
sometimes they have a cape

it's red
Carrier Process: intensive Attribute

I think she 'd have a red cape too
Senser Pro: Cognition Phenomenon
β

now let's look at the two uniforms [Belinda's brought in]

they belong to Mr. and Mrs. S
Carrier: possessed Process: possession Attribute: possessor

they both work for the Home Pride Bakery
Actor Process: material Circumstance: cause: behalf

see [their uniforms hanging up here]
Actor Process: material Circ loc: place
Process: perception Phenomenon: act

they make the bread
Actor Process: material Goal

my mum buys Home Pride
Actor Process: material Goal

look at Mr. S's shirt
Process: behavioural Range
<table>
<thead>
<tr>
<th>Carrier</th>
<th>Process: intensive</th>
<th>Attribute</th>
</tr>
</thead>
<tbody>
<tr>
<td>it</td>
<td>'s</td>
<td>something like an army shirt</td>
</tr>
</tbody>
</table>

| see the writing |
| Process: perception | Phenomenon: thing |

| what does it say? |
| Verbs: Pro- Sayer | -cess: verbal |

| why do they put it on the hats? |
| Circ: cause: reason | Pro- Actor | -cess: material | Goal | Circ: loc: place |

| they can't put the writing up here |
| Actor | Process: material | Goal | Circ: loc: Place |

| they have to put it here |
| Actor | Process: material | Goal | Circumstance: location: place |

| why do they have to wear a hat in the bakery |
| Circ: cause: reason | Pro- Actor | -cess: material | Goal | Circ: loc: place |

| when they make the bread? |
| Actor | Process: material | Goal |

| they might have to stop the sun |
| Actor | Process: material | Goal |

| it might get in their eyes |
| Actor | Process: material | Circumstance: loc: place |
no, you wouldn't get sun in a bakery
    Actor   Process: material   Goal   Circ: loc: place

so they look nice
    Carrier   Process: intensive   Attribute

oh come on everyone
    Carrier   Process: material   Actor

what's on your head?
    Carrier   Process: intensive   Attribute: circumstance

and why do you need to cover that up
    Circ: Cause: reason   Pro- Actor   -cess: Goal   mat.

if you're making bread in a bakery?
    Actor   Pro: material   Goal   Circ: location: place

to keep it tidy
    Process: intensive   Carrier   Attribute

no, oh, can't anyone think better than that?
    Pro- Senser   -cess: cognition   Circumstance: manner: comparison

what would happen
    Actor   Process: material

if their hair fell out
    Actor   Process: material   Circ: loc: place

when they were making the bread?
    Actor   Process: material   Goal
it 'ud get in the bread
Actor Process: material Circumstance: loc: place

there was paper in my bread once
Pro: exist. Existent Circ: loc: place Circ: loc: time

yes, it 'ud get in your bread
Actor Process: material Circumstance: loc: place

and that wouldn't be very nice, would it?
Carrier Process: intensive Attribute

see
Process: perception

Mrs S wears a dress
Actor Process: material Goal

and Mr S. has a shirt and trousers
Carrier: possessor Process: possession Attribute: possessed

and they 're all the same colour, aren't they?
Carrier Process: intensive Attribute

it's a dark brown
Carrier Process: intensive Attribute

they wear those
Actor Process: material Goal

to make the bread in the bakery
Process Goal Circumstance: location: place
TASK SPECIFICATION

now you 've had time [to look at all these uniforms]

Carrier: Possessor Pro: poss. Attribute: possessed

we should ask Belinda to thank her mum and dad [for letting us see their uniforms]

Sayer Proc: verb. Rec/Beh. Verbiage

β

to thank her mum and dad [for letting us see their uniforms]

Proc: verbal Receiver Verbiage

now remember what we said before

Verbiage Sayer Process: verbal Circ: loc: time

when we looked at other uniforms

Behaver Pro: beh. Range

and wrote reports about them

Pro: beh. Range Circumstance: Matter

Pro: cog. Phenomenon

β

we 're going to write about these uniforms today

Behaver Pro: behavioural Circ: matter Circ: loc: time

you can choose anyone [you like]: the policeman's, the train driver's, the nurse's, or the one from the Home Pride Bakery

Senser Process: affect Phenomenon: thing

now what do we have to remember to write about?

Circ: matter Pro- Senser -cess: cognition Pro: behavioural
who they are
Value Token Process: intensive

and what they wear
Goal Actor Process: material

TASK

see it's on the board there:
who they are
Value Token Process: intensive
what they wear
Goal Actor Process: material
what it looks like
Attribute Carrier Process: intensive
why they wear it
Carr. Pro: int. Attribute: Circumstance

Pro: percep.

β
Appendix 3.B

Text B, The "my lunch text"

**TASK ORIENTATION**

<table>
<thead>
<tr>
<th>now</th>
<th>these people are back</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Carrier</strong></td>
<td><strong>Process: intensive</strong></td>
</tr>
</tbody>
</table>

I want you to listen to this little tiny short story [like the one we had yesterday] *

<table>
<thead>
<tr>
<th><strong>Behaver</strong></th>
<th><em>Pro: beh. Range</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sens. Pro: cog.</strong></td>
<td><strong>Phenomenon</strong></td>
</tr>
<tr>
<td>( \alpha )</td>
<td>( \beta )</td>
</tr>
</tbody>
</table>

* [like the one we had yesterday ]

<table>
<thead>
<tr>
<th><strong>Goal</strong></th>
<th><strong>Actor</strong></th>
<th><strong>Process: material</strong></th>
<th><strong>Circ: loc: time</strong></th>
</tr>
</thead>
</table>

you know we had "A Monster Sandwich"

<table>
<thead>
<tr>
<th><strong>Actor</strong></th>
<th><strong>Pro: material</strong></th>
<th><strong>Goal</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Senser</strong></td>
<td><strong>Process: cognition</strong></td>
<td><strong>Phenomenon</strong></td>
</tr>
<tr>
<td>( \alpha )</td>
<td>( \beta )</td>
<td></td>
</tr>
</tbody>
</table>

then we made up our own monster sandwiches

| **Actor** | **Process: material** | **Goal** |

today we've got another simple little story [which is called My Lunch]*

| **Circ: loc: time** | **Carri:poss** | **Pro:poss** | **Attrib:poss** |

* [which is called "My Lunch"]

| **Value** | **Process: intensive** | **Token** |
I want you to listen to it, what happened to the little boy's lunch

Actor: Pro: mat. Goal
Behaver: Pro: beh. Range
Sen.: Pro: cog. Phenomenon

who came
Actor: Process: material

and took the lunch
Process: material Goal

what happened to it
Actor: Process: material Goal

then what happened to the little boy
Actor: Process: material Goal

after he found he had no lunch at all
Sen.: Pro: cog

because when we finish reading this story
Behaver: Process: behavioural Range

something's going to happen to your lunch today
Actor: Process: material Goal Circ: loc: time

or we're going to pretend that it does (happen)
Actor: Process: material
Sen.: Process: cognition Phenomenon

α β
so listen [what happened to this boy's lunch]

Actor Process: material Goal
Process: perception Phenomenon

and we'll think of something [that could happen to our lunches, our beautiful healthy sandwiches] *

Sens.Pro: cognition Phenomenon: Act

[*that could happen to our lunches, our beautiful healthy sandwiches]

Actor Process: material Goal

where's my lunch?

Attribute: circumstance Process: intensive Carrier

it's not here

Carrier Process: intensive Attribute: circumstance

look!
Process: behavioural

come here
Process: material Circ: loc: place

look
Process: Behavioural

stop dog
Process: material

stop
Process: material
we can catch him said Miss Gill
Actor Process: material Goal
       Process: verbal Sayer
     "1  2

drop it
Process: material Goal

you're a bad dog
Carrier Process: intensive Attribute

go home
Process: material Goal

go home dog
Process: material Goal

go home
Process: material Goal

what can I eat
Goal Pro- Actor -cess: material

I will see said Miss Gill
Behaver Process: behavioural
       Process: verbal Sayer
     "1  2

come with me
Process: material Circumstance: accompaniment

I like that and that and that and that
Senser Process: affect Phenomenon: thing
I like this and this

**Senser** *Process: affect* *Phenomenon: thing*

**Goal** *Pro- Actor* *-cess: material*

what sort of a lunch has he ended up eating?

he's chosen lots of things

**Senser** *Process: affect* *Phenomenon: thing*

he's got a plate of (indecipherable) and a plate of strawberries and an apple and spaghetti

**Carrier: possessor** *Process: poss* *Attribute: possessed*

he's got some milk

**Carrier: poss.** *Process: poss.* *Attrib: possessed*

he went along into a take away food shop

**Actor** *Process: Material* *Circ: loc: place*

he could choose what he might like

**Senser** *Process: affect* **Phenomenon**

α β

it looks like a canteen

**Carrier** *Pro: int.* *Attrib: circ.*

that is a canteen, it is

**Token** *Process: intensive* *Value*

it's like a canteen

**Carrier** *Process: intensive* *Attribute*
it says Eat here or take away
Sayer  Pro: verbal
1   "2

he can choose spaghetti or salad or olives or onion or...
Senser  Process: affect  Phenomenon: thing

he took a lot
Actor  Process: material  Goal

he's chosen lots of things
Senser  Process: affect  Phenomenon: thing

had a special lunch
Process: material  Goal

what was in his lunch [that the dog ate?]
Goal  Actor  Pro: mat.
Carrier  Process: intensive  Attribute: circumstance

it looked like [he had spaghetti in his sandwich]
Carrier  Process: intensive  Attribute: circumstance

here's the dog with his head in the bag

there's all the spaghetti [falling down around his ears]

perhaps he had a spaghetti sandwich
Carrier: possessor  Process: possession  Attribute: possessed
that looks like nice food
Carrier Process: intensive Attribute

he 's eating all different things
Actor Process: material Goal

she 's eating too
Actor Process: material

TASK REORIENTATION

all right I 'll read it through one more time.
Behaver Process: beh Range Circumstance: extent: time

now listen carefully to [what happens]
Actor Pro: material
Pro: beh Circ: manner: quality Range

who comes first?
Actor Process: material Circumstance: loc: time

where does the dog come
Pro- Actor -cess: material

and take the lunch?
Process: material Goal

well you listen
Behaver Process: behavioural

where 's my lunch?
Attribute: circumstance Process: intensive Carrier
is he happy?

Process: intensive Carrier Attribute

when he realises he hasn’t any lunch?

Carrier: possessor Pro: poss Attribute: possessed

Senser Pro: cognition Phenomenon

β

he looks worried

Carrier Process: intensive Attribute

all the other people are happy

Carrier Process: intensive Attribute

the other children look happy [munching away at their lunch, or getting ready to have their lunch]*

Carrier Pro: int. Attribute

* [munching away at their lunch

Pro: Mat Circ: manner: means Circ: loc: place

or getting ready to have their lunch]

Pro: int. Attribute Process: material Goal

but he doesn’t look happy at all

Carrier Process: intensive Attribute

he’s probably worried.

Carrier Process: intensive Attribute

thinking where did I put it?

Circ: loc: place Pro- Actor -cess Goal
why can't I find it?
Circ: cause: reason  Pro- Actor -cess: material  Goal

look
Process: Behavioural

come here
Process: material  Circumstance: loc: place

he's come into the corridor with his big nose in the school bag

finds a nice lunch for himself
Process: Material  Goal  Circumstance: cause: purpose

look
Process: Behavioural

stop dog
Process: Material

stop
Process: Material

they're laughing
Behaver  Process: behavioural

all the other children think it's a big joke
Pro: int.  Attribute
Senser  Pro: cog.  Phenomenon
a  b
'cos it's not their lunch

Carrier  Process: intensiv  Attribute

if it was their lunch

Carrier  Process: intensive  Attribute

they wouldn't think it was so funny

Carrier  Process: intensive  Attribute

Senser  Process: cognition  Phenomenon

α  β

I'll bet he ate everyone's lunch

Actor  Process: material  Goal

Senser  Process: cognition  Phenomenon

α  β

we can catch him

Actor  Process: material  Goal

drop it

Process: material  Goal

do you think the dog 'ud feel like dropping it

Senser  Pro: affect  Pro: material  Goal

after he 'd started eating a nice yummy lunch?

Actor  Process: material  Goal

Pro-Senser -cess: cog  Phenomenon

α  β

I don't think so

Senser  Process: cognition  Phenomenon
you're a bad dog

Carrier  Process: intensive  Attribute

go home

Process: material  Circ: loc: place

what can I eat?

Goal  Pro-  Actor -cess: material

I will see said Miss Gill


"1  "2

come with me

Process: material  Circumstance: means

I like that, and that, and that, and that

Senser  Process: affect  Phenomenon: thing

and I like this and this and this

Senser  Process: affect  Phenomenon: thing

he's having an extra special lunch

Actor  Process: material  Goal

he probably wishes the dog 'ud take it every day

Actor  Process: material  Goal  Circ: extent: time

Senser  Pro: affect  Phenomenon

α  β
**TASK SPECIFICATION 1**

| [what I want you people to think about] * is [something coming along and taking your lunch or something happening to your lunch so that you couldn’t eat it] * |
|---|---|---|
| Value | Prox.int. | Token |

**[what I want you people to think about]**

- Phen: thing
- Behaver
- Process: beh.

**[something coming along]**

- Actor
- Process: material
- Circ: manner

**and**

- Actor
- Process: material
- Goal

**or**

- Actor
- Process: material
- Goal

**so that**

- Actor
- Process: material
- Goal

**that’s in the story**

- Carrier
- Process: intensive
- Attribute: circumstance

**well you can have a dog**

- Carrier: possessor
- Process: possession
- Attribute: possessed

**if you want**

- Senser
- Process: affect
but it 'd be better if you think of something else

\[ \text{Process: intensive Attribute Behave Pro: beh. Phenomenon: thing} \]

(you should think of something else)

\[ \text{Senser Process: cognition Phenomenon} \]

**CONTROL 1**

<table>
<thead>
<tr>
<th>Frankie, put the comb away</th>
</tr>
</thead>
<tbody>
<tr>
<td>Process: material Goal Circ: loc: place</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>the time [to do your hair] is play time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value Pro: intensive Token</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>all right put your hand up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Process: material Goal Circ: loc: place</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>if you 've thought of something [that could come and take your lunch or something that could happen to your lunch] *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sen. Pro: cog. Phenomenon</td>
</tr>
</tbody>
</table>

* [that could come

\[ \text{Actor Process: material} \]

and take your lunch

\[ \text{Process: material Goal} \]

<table>
<thead>
<tr>
<th>or something that could happen to your lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actor Process: material Goal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>have you ever had a day [when you've had no lunch to eat] *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pro- Carr: poss -cess: poss Attribute: possessed</td>
</tr>
</tbody>
</table>
* {when you've had no lunch to eat}

\textbf{Actor Process: material}

\textbf{Carrier: possessor Process: possession Attribute: possessed}

\textbf{what happened Jodie}

\textbf{when you had no lunch [to eat]}

\textbf{Carrier: possessor Process: possession Attribute: possessed}

\textbf{mum didn't bring it up}

\textbf{Actor Process: material Goal Circ: loc: place}

\textbf{she left it at home}

\textbf{Actor Process: material Goal Circ: loc: place}

\textbf{left your lunch at home on the bench}

\textbf{Process: material Goal Circ: loc: place Cir: loc: place}

\textbf{and her mum didn't bring it to school}

\textbf{Actor Process: material Goal Circ: loc: place}

\textbf{and she had no lunch}

\textbf{Carrier: possessor Process: possession Attribute: possessed}

\textbf{and what happened?}

\textbf{Actor Process: material}

\textbf{found no lunch}

\textbf{Process: material Goal}
and then what happened?
- **Actor**: Process: material

who had to ring up your mum and dad?
- **Actor**: Process: material Goal

and then what happened?
- **Actor**: Process: material

my mum brought my lunch
- **Actor**: Process: material Goal

and who else brought your lunch?
- **Actor**: Process: material Goal

she had no lunch [to start with ]
- **Carrier**: possessor Process: possession Attribute: possessed

because it was left at home
- **Goal**: Process: material Circ: location: place

and she thought her mum was going to bring it at lunch time
- **Actor**: Pro: material Goal Circ: loc: time

and when her mum didn't bring it
- **Actor**: Process: material Goal

Mrs S. rang her mum
- **Actor**: Process: material Goal
and she wasn’t at home
  Carrier Process: intensive Attribute: circumstance

so her dad brought her lunch
  Actor Process: material Goal

and then her mum remembered she hadn’t brought her lunch
  Actor Process: Material Goal
  Senser Process: cognition Phenomenon
  \[ \alpha \beta \]

and she brought lunch too
  Actor Process: material Goal

so she ended up with two lunches
  Actor Process: material Circumstance: accompaniment

she ate the lot
  Actor Process: material Goal

what did she have?
  Goal Process: material

you had
  Actor Process: material

I can’t remember
  Senser Process: cognition

you had a sausage roll and donut
  Actor Process: material Goal

I had a very nice lunch
  Actor Process: material Goal
I had a sausage roll and a jam donut and a
(indecipherable)

**Actor**  **Process: material**  **Goal**

so that was an extra special thing

**Carrier**  **Process: intensive**  **Attribute**

who else has ever had no lunch

**Carrier: possessor**  **Process: possession**  **Attribute: possessed**

and then something's happened

**Actor**  **Process: material**

that they've had a different lunch?

**Carrier: possessor**  **Process: possession**  **Attribute: possessed**

what happened yesterday?

**Actor**  **Process: material**  **Circumstance: location: time**

my sister left hers on the dressing table

**Actor**  **Process: material**  **Goal**  **Circumstance: location: place**

and what happened

**Actor**  **Process: material**

when she found that she had no lunch?

**Carrier: possessor**  **Process: poss.**  **Attribute: possessed**

**Senser**  **Pro: cog.**  **Phenomenon**

\[ a \beta \]

was she happy?

**Process: intensive**  **Carrier**  **Attribute**
what was happening to her?
Actor Process: material Goal

she was crying
Behaver Process: behavioural

she was crying
Behaver Process: behavioural

and she came to me
Actor Process: material Circ: loc: place

and what did I say?
Verbiage Pro- Sayer -cess: verbal

she could have one from the canteen
Actor Process: material Goal Circumstance: location: place

what else happened to you?
Actor Process: material Goal

the day I put the lunch in the school bag
Actor Pro: mat. Goal Circumstance: loc: place

and brought the other school bag instead
Process: material Goal

Mm, and what happened that day?
Actor Process: material Circumstance: loc: time

Emily had two school bags at home
and she put the lunch in one school bag

*Actor* Process: material *Goal* Circ: loc: place

and took the other school bag to school

*Process: material* Goal Circ: loc: place

and when she looked in her bag

*Behave* Process: behavioural Circ: loc: place

no lunch

and what happened that day?

*Actor* Process: material Circ: loc: time

I got a lunch from the canteen

*Actor* Process: Material Goal Circ: loc: place

you had a special lunch order

*Carrier: possess* Process: possession Attribute: possessed

**Task Specification 2**

all right, hands down

*Process: material* Circ: loc: place

get these brains working

*Pro- Behave* -cess: behavioural

they're nearly Grade 3 brains

*Carrier* Process: intensive Attribute
I don’t have to tell them everything [to think]

Pro: cog.

Sayer  Process: Verbal  Receiver  Verbiage

you have to get them working

Initiator  Pro-  Behave  -cess: behavioural

you have to be responsible [for what you’re thinking] *

Carrier  Process: intensive  Attribute

*[for what you’re thinking]*

Phenomenon  Senser  Pro: cog.

now what you’re going to do

Goal  Actor  Process: material

it can be something [that really happened to you] *

Carrier  Process: intensive  Attribute

*[that really happened to you]*

Actor  Pro: material  Goal

Control 2

Joseph, you’re spoiling the grade

Actor  Process: material  Goal

now wriggle up please

Process: material

and start listening

Process: behavioural
you'll get back to your place
Actor Process: material Circ: loc: place

and you won't know what to do
Goal Process: material
Senser Process: cog. Phenomenon
\[ \alpha \]
\[ \beta \]

[what I want you to think about] is [something that.....]
Value Process: int. Token

it might be something [that really happened to you]
Actor Process: material Goal
Carri. Process: intensive Attribute

one day you found you didn't have any lunch
Circ: loc: time Senser Pro: cog. Phenomenon
\[ \alpha \]
\[ \beta \]

or it might be something like this little boy in the story
Carrier Process: intensive Attribute

a dog came into the school
Actor Process: material Circ: loc: place

and took your lunch out of the school bag
Process: material Goal Circumstance: location: place

so he ended up with a wonderful lunch [that the teacher had to buy him]
Actor Pro: mat. Recipient
Actor Process: mat. Circumstance: accompaniment
or it might be something different altogether

<table>
<thead>
<tr>
<th>Carrier</th>
<th>Process: intensive</th>
<th>Attribute</th>
<th>Circumstance: accompaniment</th>
</tr>
</thead>
</table>

you might have a monster coming in and taking it

<table>
<thead>
<tr>
<th>Actor</th>
<th>Pro: mat.</th>
<th>Pro: mat.</th>
<th>Goal</th>
</tr>
</thead>
</table>


you might have someone with the same bag eating your lunch

|--------------------|-----------|-----------------------------|

| Pro: mat. | Goal |

and then you didn't like the lunch they had in their bag

<table>
<thead>
<tr>
<th>Senser</th>
<th>Pro: affect</th>
<th>Phenomenon: thing</th>
</tr>
</thead>
</table>

*[[that they had in their bag]]

|-------------|----------------|-----------|-----------------|

so you had to get something special

<table>
<thead>
<tr>
<th>Actor</th>
<th>Process: material</th>
<th>Goal</th>
</tr>
</thead>
</table>

you might have perhaps put your lunch down outside

<table>
<thead>
<tr>
<th>Actor</th>
<th>Process: material</th>
<th>Goal</th>
<th>Circ: loc: place</th>
</tr>
</thead>
</table>

| Circ: loc: place |

<table>
<thead>
<tr>
<th>Pro: mat.</th>
<th>Range</th>
</tr>
</thead>
</table>

to play a game

<table>
<thead>
<tr>
<th>Process: mat.</th>
</tr>
</thead>
</table>

and some animal a cat or a dog or some person steps over it

<table>
<thead>
<tr>
<th>Actor</th>
<th>Proc.: mat.</th>
<th>Circ: loc: place</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Pro: mat.</th>
</tr>
</thead>
</table>

and squashes it

<table>
<thead>
<tr>
<th>Process: material</th>
<th>Goal</th>
</tr>
</thead>
</table>
you could have a bird [take your lunch]
Initiator Process: material Actor Pro: mat Goal

or somebody might throw your lunch away by mistake

TASK

who's got something in their head [that they're going to write about?]
Carrier: poss. Pro: poss Attrib: circumstance: possessed

* [that they're going to write about?]
Range Behaver Process: Behavioural

I can see [some eyes popping]
Actor Pro: mat.
Senser Process: perception Phenomenon: act

looks like they've got beautiful stories in there. [ready to be written down]

[ready to be written down] *
Process: beh.

well you can do it straight in your blue books
Actor Process: material Goal Circumstance: location: place

if you need some help with the spelling or any help with [what you're going to write] *
All right, let me see who’s going to be first.

Here’s your heading. [“What Happened to My Lunch?”]
Appendix 3.C

Text C, the "chicken text"

TASK ORIENTATION

we're going to start off with a little story this morning


firstly I want to show you some of the pictures in this little book [called Egg to Chick]


* [called Egg to Chick]

Pro: int. Token

and we're just going to find out what you people know about this little book

Senser Process: cog. Phenomenon

α β

I won't read it all to you

Behaver Process: beh. Range Receiver

I'll show you some of the pictures

Actor Process: mat. Recipient Goal

and we'll have a little chat about them

Behaver Process: beh. Range Circumstance: matter

what sort of creature is this little creature here?

Attribute Process: intensive Carrier Circ: loc: place
and what do you think this is here?

Value Token Pro: intensive Circ: loc: place
Pro- Senser -cess: cog. Phenomenon

CONTROL 1

don't call out
Process: behavioural

I wonder if someone can tell me what's happening in this picture?

Sens. Pro: cog. Phenomenon

it's a special place
Token Process: intensive Value

what's happening in this special place?

it's on a farm
Carrier Process: intensive Attribute: circumstance

have you ever seen great big long silver sheds [where chickens are kept or hens are kept for laying eggs?] *
Pro- Senser -cess: perception Phenomenon: thing
*[[where chickens are kept
   Circ: loc: place Goal Pro: mat.
   or hens are kept for laying eggs]]
   Goal Pro: mat. Pro: mat. Goal

they're called batteries or battery chickens or battery hens
Value Process: intensive Token

and when they lay their eggs
Actor Process: material Goal

the eggs fell down into this little shute

I know where they are
Attrib: circumstance Carrier Pro: intensive
Sens. Pro: cog. Phenomenon
\( \alpha \) \( \beta \)

I know where they are
Attribute: circumstance Carrier Pro: Intensive
Senser Pro: cog. Phenomenon
\( \alpha \) \( \beta \)

where are they?
Attribute: circ. Process: intensive Carrier

they're where you buy the chickens
Circ: loc: place Actor Pro: mat. Goal
Carr. Pro: int. Attribute: circumstance

that's right
Carrier Process: intensive Attribute
<table>
<thead>
<tr>
<th>Line</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>and are these little eggs going to turn into chickens?</td>
<td>Pro- Carrier -cess: intensive Attribute</td>
</tr>
<tr>
<td>how do we know they’re not going to? (turn into chickens) Diana?</td>
<td>Carrier Pro: intensive Circ: mann: means Pro- Sens. -cess: cog. Phenomenon</td>
</tr>
<tr>
<td>‘cos the mother’s not in a warm spot</td>
<td>Carrier Process: intensive Attribute: circumstance</td>
</tr>
<tr>
<td>and they’re not keeping warm</td>
<td>Carrier Process: intensive Attribute</td>
</tr>
<tr>
<td>that’s right</td>
<td>Carrier Process: intensive Attribute</td>
</tr>
<tr>
<td>she can’t sit on them</td>
<td>Actor Process: material Circ: loc: place</td>
</tr>
<tr>
<td>‘cos the steel is cold</td>
<td>Carrier Process: intensive Attribute</td>
</tr>
<tr>
<td>that’s right</td>
<td>Carrier Process: intensive Attribute</td>
</tr>
<tr>
<td>they’re falling down</td>
<td>Actor Process: material Circ: loc: place</td>
</tr>
<tr>
<td>yes, they’re falling down into this little shute</td>
<td>Actor Process: material Circ: loc: place Circ: loc: place</td>
</tr>
</tbody>
</table>
and they're taken away

Goal Pro: mat. Circ: loc: place

they're taken away [to be eggs on your table]


Goal Pro: mat. Circ: loc: place

here's another little egg

Attribute: circ. Process: intensive Carrier

now something's interesting about this one over here


can you see a little spot of blood?

Pro- Sensor cess: perception Phenomenon: thing

sometimes you'll get an egg [that's got a little spot of blood on it]

Carrier poss. Pro: poss. Attribute: possessed

*/that's got a little spot of blood on it*

Carrier Pro: Intensive Attribute Circ: loc: place

it doesn't mean that the egg is going to grow into a chicken

Sayer Pro: verbal Verbiage

α

β

it's just something [that sometimes happens to the egg]

Actor Pro: mat. Goal

Token Pro: int. Value

which part of the egg does the little chicken start to grow?

Circ: loc: place Pro- Actor -cess: material
which part of the eggs does the little chick start to grow?
Circ: loc: place  Pro- Actor -cess: material

what's the middle part of the egg called?
Token Pro- Value -cess: intensive

dthis is the inside of the egg
Token Process: intensive Value

dthis little white spot here is [where the little chicken will start to grow] *
Token Circ: loc: place Pro: int. Value

*[where the little chicken will start to grow]*
Circ: loc: place Actor Process: material

that's the yolk [that it will feed on]
Token Pro: int. Value

it's got that little tube to his tummy
Carrier: possessor Process: possession Attribute: possessed

he feeds on all of that yolk
Actor Process: material Goal

as he grows
Actor Process: material

he feeds on that yolk
Actor Process: material Goal
and the yolk shrinks  
**Actor**  
**Process:** material

it gets smaller and smaller  
**Carrier**  
**Process:** intensive  
**Attribute**

when I eat my egg at home  
**Actor**  
**Pro:** mat.  
**Goal**  
**Circ:** loc: place

I seen a yolk in it  
**Senser**  
**Pro:** perception  
**Phen:** Thing  
**Circ:** loc: place

you know when he comes out  
**Actor**  
**Process:** material  
**Circ:** loc: place  
and he's all wet  
**Carrier**  
**Pro:** intensive  
**Attribute**

that's the white part  
**Token**  
**Process:** intensive  
**Value**

that's the white  
**Token**  
**Process:** intensive  
**Value**

and he's all wet  
**Carrier**  
**Process:** intensive  
**Attribute**

and the yolk is his food  
**Token**  
**Process:** intensive  
**Value**

and the white part keeps him nice and warm  
**Attributor**  
**Process:** intensive  
**Carrier**  
**Attribute**
he
Carrier: possessor
gets
Process: possession
yellow feathers
Attribute: possessed

doyouthink

that's[whyhe turns yellow]
Circ: cause: reason Carrier Pro: int. Attribute
Token Pro: int. Valuew
Pro-Sens.-cess:cog. Phenomenon

hisfeathers
Carrier
are
Process: intensive
yellow
Attribute

becausethe
'seaten
yolk?
Actor
Process: material
Goal

andthere
's
a broody hen
Attribute: circ.
Process: intensive
Carrier

shesitting
Actor
Process: material
on her nest
Circ: location: place

andshes
 Broody
Carrier
Process: intensive
Attribute

because
shesgoing to hatch out
little chickens
Actor
Process: material
Goal

I'vegot
Carrier: possessor
a question
Process: possession
Attribute: possessed

Does
she
have
a bath?
Pro-
Actor
-cess: mat
Range
Does it have a bath?

Pro- Actor -cess: mat Range

what do you mean?
Verbiage Pro- Sayer -cess: verbal

do you know how long a hen has to sit on the eggs
    Circ: extent: time Actor Pro: mat Circ: loc: place
    until they're born?
    Goal Pro: mat.
Pro- Sensor -cess: cog. Phenomenon
β

do you know how long? (a hen has to sit on the eggs)
Pro- Sensor -cess: cog. Phenomenon

Wendy's correct
Carrier Process: intensive Attribute

that's [how long the mother hen has got to keep sitting on the eggs]
    Circ: extent Actor Process: material Circ: loc: place
Token Pro: int. Value

she'll get up occasionally
Actor Process: material Circumstance: loc: time

to go
Process: material

and get some feed
Process: material Goal
but she has to keep those eggs warm

<table>
<thead>
<tr>
<th>Attributor</th>
<th>Process: intensive</th>
<th>Carrier</th>
<th>Attribute</th>
</tr>
</thead>
</table>

it has to be hot

<table>
<thead>
<tr>
<th>Carrier</th>
<th>Process: intensive</th>
<th>Attribute</th>
</tr>
</thead>
</table>

and they have to be hot

<table>
<thead>
<tr>
<th>Carrier</th>
<th>Process: intensive</th>
<th>Attribute</th>
</tr>
</thead>
</table>

it has to be a hot day

<table>
<thead>
<tr>
<th>Carrier</th>
<th>Process: intensive</th>
<th>Attribute</th>
</tr>
</thead>
</table>

it says here this is a picture of the incubator in Mrs B's room

<table>
<thead>
<tr>
<th>Carr.</th>
<th>Pro: int</th>
<th>Attribute</th>
<th>Circ: loc: place</th>
</tr>
</thead>
</table>

Sayer Pro: verb. Circ: loc: place Verbiage

α β
and it says that sometimes if the hen won't keep on the eggs

   Actor   Pro: mat   Circ: loc: place

or if they want to have eggs [to hatch]

   Pro: mat.

   Sen.   Pro: affect   Pro: poss   Attribute: possessed
when they haven't got a mother hen

well then you get the special fertilised eggs

   Actor   Pro: mat.   Goal
and you put them in the incubator

   Actor   Pro: mat.   Goal   Circ: loc: place
and the electricity keeps them warm

   Attributor   Pro: int.   Carrier   Attribute
because it warms up

   Actor   Process: material

Sayer Pro: verb. Verbiage

β

the light 's un fed by electricity

Goal   Process: mat.   Actor

and the light keeps shining

Actor   Pro: material

to keep the inside warm

Pro: int.   Carrier   Attribute

it 's like our little brooder

Carrier   Pro: intensive   Attribute: circumstance

you turn that little black, um knob

Actor   Process: material   Goal
that's right

Carrier Process: intensive Attribute

that was [to increase or lower the temperature]

Process: material Process: material Goal

Token Process: intensive Value

here this little picture shows what's inside the egg after three days*

Circ: loc: place Sayer Pro: verbal Verbiage

β

Loc: Place

*what's inside the egg after three days

Carrier Pro: int. Attrib: circumstance Circ: loc: time

and you can see already a tiny little creature

Senser Pro: perception Phenomenon: thing

it looks a bit like a little bird

Carrier Process: intensive Attribute

you can notice that they've got red lines on the, the yolk


Senser Pro: perception Phenomenon

β

now, those red lines are actually blood vessels

Token Process: intensive Value

and they carry blood to the little chicken

Actor Process: material Goal Circ: loc: place
as it's growing
Actor Process: material

these are some pictures of what a baby fish looks like
Attrib- Carrier Pro: int. -ute: circ.
when it's just starting to grow
Actor Process: material
what a baby chicken looks like
Attrib- Carrier Pro: int. -ute: circ.
when it's just starting to grow
Actor Process: material

and what a human being looks like
Attrib- Carrier Pro: int. -ute: circ.
when it's just starting to grow
Actor Process: material

Carr. Pro: int. Attribute

so they all look a bit the same, don't they?
Attribute Process: intensive Attribute

there's a close up of [what's happening after three days] *
Attrib: circ. Pro: intensive Carrier

*[what's happening after three days]
Actor Process: material Circ: loc: time

you can just make out the eye and the head and the heart and things
Senser Process: perception Phenomenon: thing

what are those little red lines?
Value Process: intensive Token
<table>
<thead>
<tr>
<th>Token</th>
<th>Process: intensive</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>those little red lines</td>
<td>are</td>
<td>the blood vessels</td>
</tr>
<tr>
<td>here's</td>
<td>after five days</td>
<td></td>
</tr>
<tr>
<td>and you can just see</td>
<td>the beginning of the wing</td>
<td></td>
</tr>
<tr>
<td>right, there's</td>
<td>after one week or seven days</td>
<td></td>
</tr>
<tr>
<td>and you can even see</td>
<td>the start of his feet</td>
<td></td>
</tr>
<tr>
<td>it looks like a snail</td>
<td></td>
<td></td>
</tr>
<tr>
<td>you'll notice that the yolk inside is starting to change</td>
<td></td>
<td></td>
</tr>
<tr>
<td>it's turning into more of an oval shape, Mirko</td>
<td></td>
<td></td>
</tr>
<tr>
<td>it's starting to lose that nice round shape</td>
<td></td>
<td></td>
</tr>
<tr>
<td>you can see its feet</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
you start to see its little claws too
Senser Process: perception Phenomenon: thing

you can start to see again he 's really starting to get like a real chicken
Carrier Pro: intensive Attrib: circ.
Senser Process: Perception Phenomenon

and he 's sleepy too
Carrier Process: intensive Attribute

he 's turning yellow
Carrier Process: intensive Attribute

yes he 's turning yellow
Carrier Process: Intensive Attribute

because he 's got feathers
Carrier: possessor Process: possession Attribute: possessed

there 's not too much of the yolk left
Process: Existential Existent: entity

no there 's not too much of the yolk left
Process: Existential Existent

it 's getting pushed right away
Goal Process: material Circ: manner: means

and there 's even less now
Process: Existential Existent Circ: loc: time
there he 's starting to look [like he looked ]

Carrier Pro: int
Circ: loc: place Carrier Pro: intensive Circumstance: attribute

when he first hatched out

you 've got the air space there

(there 's the air space there).
(Process: existential Existent Circ: loc: place)

you 've got his claws and the leathery part of his foot

very little of the egg sac left
Goal Pro: mat.
of the yolk left
Goal Pro: mat.

his beak, and his head tucked up under his wing
Goal Pro: mat. Circ: loc: place

(there are his claws..... and under his wing)
(Process: existential Existent )

he 's squashing
Actor Process: material

he 's squashing
Actor Process: material

he 's filling up nearly the whole of that shell
Actor Process: material Range
well when I went to the Melbourne market
   Actor Process: material Goal

we were walking
   Actor Process: material

and I saw this lady
   Senser Process: perception Phenomenon: thing

she had this part of her head black
   Attributor Pro: poss Carrier: possessed
and the rest all red like uh, like uh a cock
   Carrier Attrib Circ: mann: means

yeah it looked funny
   Carrier Process: intensive Attribute

hens and roosters have got a comb at the top

it was all red
   Carrier Process: intensive Attribute

it looked a bit like that, did it?
   Carrier Process: intensive Attribute

a cone is [what you eat an ice cream in]
   Circ- Actor Pro: mat. Goal -umstance: loc: place
   Token Pro: int. Value

but a comb is that
   Value Process: intensive Token
and there you see [the egg starting to hatch out]
   Act   Pro: mat.

and then it starts to peck a little line around
   Actor  Pro: mat.  Goal  Circ: manner: means

it says "The twenty-one days inside the egg are over
    Carrier  Pro: int.  Attribute
The chick pecks at the shell.
    Actor  Process: material  Circ: loc: place
it pecks thousands of times.
    Actor  Process: material  Circumstance: extent
At last the shell cracks".
    Loc: Time

Sayer Pro: verb

1  "2

it's a very very very hard job [for that little chick to get out] *
    Carr-  Pro: int.  Attribute

*[for that little chick to get out]
    Actor  Pro: material

it would take a long long time
    Carrier  Process: Circumstantial  Attribute
I heard the little chicks [particularly when I had them home there

Actor Pro: mat Goal Circ: loc: place
pecking
Process: Material
and pecking
Process: mat.
and pecking ]
Process: material

Sensor Pro: percep. Phenomenon: Act

it's a very very hard job [to get out ]

Pro: mat.

Carr- Process: intensive Attribute -ier

there you are
Attribute: circumstance Carrier Process: intensive

he's pecked nearly all the way around

Actor Pro: mat. Circ: extent
"It takes many hours [[ to split the shell all around ]]

Pro: mat. Goal Circ: mann: means

Carrier Process: Attribute ander
The chick is almost out.
Carrier Process: intensive Attribute: circumstance
Slowly the chicken comes out of the shell.
The chick is still very weak.
Carrier Pro: intensive Attribute
His legs are wobbly
Carrier Pro: intensive Attribute
and his feathers are wet"
Carrier Pro: Intensive Attribute

Sayer Process: verbal

1 "2

and he's out
Carrier Process: intensive Attribute: circumstance

and that's just like he looked isn't it?
Carrier Pro: int. Attribute: circumstance

our chick's out
Carrier Process: intensive Attribute: circumstance

and look after a while
Process: Behavioural Circ: loc: time

you can still see the little blood lines inside
Senser Proc.: perception Phenomenon: thing Circ: loc: place

"In a few hours the feathers dry out.
Circ: loc: time Actor Pro: material"
now the chick is soft and fluffy."

Carrier Process: intensive Attribute

that's Belinda's chicken looked like]

Attribute Carrier Pro: int.

Token Process: intensive Value

"The next day the chick walks

Circ: loc: time Actor Process: material

and runs about.

Process: material Circ: mann: means

It picks up its food.

Actor Process: material Goal

Most chicks are fed mashed seeds."

Recipient Process: material Goal

and that's ours are being fed]

Goal Recipient Pro: material

Token Process: intensive Value

wait a minute

Process: material Circumstance: extent: time

we'll listen to some chicken noises in a minute

Behaver Process: behavioural Range Circ: loc: time

this is the chicken will grow ]


Token Process: int. Value
it starts off here
_Actor_ Process: material Circ: loc: place

and it will gradually grow after a few weeks to this size

and then its feathers start to change
_Actor_ Process: material

and it loses those yellow baby feathers
_Actor_ Process: material Goal

think about a hen [that you've seen]
_Senser_ Pro: perception
Process: cognition Circumstance: matter

have you ever seen a yellow hen?
_Pro- Senser_ -cess: perception Phenomenon: thing

what coloured hens have you seen? Joseph?
_Phenomenon: Thing Pro-_ Senser -cess: perception

brown and white ones I saw
_Phenomenon: thing Senser Process: perception

no, I've seen grey ones
_Senser Process: perception Phenomenon: thing

I've seen grey and white
_Senser Process: perception Phenomenon: thing

the yellow coloured feathers will change
_Actor_ Process: material
you can have a purple one
Carrier: possessor Process: possession Attribute: possessed

and the hens of course lay eggs again.
Actor Process: material Goal Circ: extent

well usually they drop the feathers
Actor Process: material Goal

and they grow
Actor Process: material

and they change
Actor Process: material

as they grow older
Carrier Process: intensive Attribute

right, let's see if we can get one or two people
Actor Process: material Goal
Process: perc. Phenomenon

seeing that people think they can make good chicken noises

and be good chickens
Pro: int. Attribute

Pro: perception Phenomenon

we're going to have a little go
Behaver Pro: behavioural Range
and see who can be the best chicken in the grade for a couple of minutes

Carrier Pro: int. Attribute Circ: loc: place Circ: extent: time
Pro: perc. Phenomenon

all right, Jeff, you can come over here
Actor Process: material Circ: loc: place

and show us [you being a chicken]
Carrier Pro: int. Attribute
Pro: beh. Receiver Range

CONTROL 2

the rest of you must be quiet
Carrier Process: intensive Attribute

or that's [when we'll stop]
Actor Pro: mat.
Token Process: int. Value

very good Jeffrey, you can sit down
Actor Process: material

who else would like to show me their chicken impersonation?
Senser Pro: affect Pro: beh. Receiver Range

that's good Diana
Carrier Process: intensive Attribute

well don't be silly
Process: intensive Attribute
don't be silly
Process: intensive Attribute

he 's excited
Carrier Process: intensive Attribute

he 's a very excited chicken
Carrier Process: intensive Attribute

yes. I can tell
Senser Process: cognition

all right you can sit down
Actor Process: material

oh that 's a lovely one
Carrier Process: intensive Attribute

TASK SPECIFICATION

all right before we start some work today
Actor Process: material Goal Circ: loc: time

I liked Jeffrey's chook impersonation
Senser Process: affect Phenomenon: thing

and I liked Veronica's chicken one too
Senser Process: affect Phenomenon: thing

so I think those two deserve a clap
Senser Pro: cog Phenomenon
well done


CONTROL 3

right everyone sitting down
Actor Process: material

I'm waiting for you please Olivera to show me some manners
Actor Pro: material Beh. Pro: beh. Receiver Range

and not be so rude
Process: intensive Attribute

thanks girls, turn around
Process: material

Gabriel, stand up
Process: material

be quiet
Process: intensive Attribute

and sit down
Process: material

that's finished with now
Actor Process: material Circ: loc: time

don't you know when to stop?

Pro-Senser -cess: cog. Phenomenon
\[ \beta \]
I'd like you to take back with you to your seat

Sen. Pro: affect Phenomenon: act

on this little sheet, when you look very very closely
Behaver Pro: beh. Circ: mann: quality

you may not be able to see it from the front

when you look closely
Behaver Process: behavioural Circ: manner: quality

you'll find there are pictures Belinda, of all the stages [that a little chick goes through before it is born] *
Senser Pro: cog. Phenomenon
α β

[that a little chick goes through
Range Actor Pro: material
before it is born]
Goal Pro: mat

can you put second, third, fourth, fifth and sixth?
Pro Behaver -cess: beh. Range
now, [what you have to do] is this
  Goal  Actor  Pro: mat
  Value  Pro: intensive  Token

you've got to sort out which order the pictures go in
  Circum-
  Actor  Pro: mat  -stance: mann: quality
  Senser  Pro: cognition  Phenomenon
  \( \delta \)

I reckon the mother hen would go first
  Actor  Pro: mat.  Circ: loc: time
  Senser  Pro: cog.  Phenomenon
  \( \delta \)

I'll want you to paste them into your scrapbook in the correct order.
  Actor  Pro: mat  Goal  Circ: loc: place  Circ: mann: quality
  Senser  Pro: aff  Phenomenon
  \( \delta \)

and then I want you to write a little story about this little chick
  how it grew and how it hatched into a chicken

*you to write a little story about this little chick
  Behavior  Pro: behavioural  Range  Circ: matter

how it grew

how it hatched into a chicken
let's see if someone can tell me which picture would be the first picture in this little story *

Pro: perception Phenomenon

* someone can tell me which picture would be the first picture in this little story

Behavior Pro:beh Receiver Token Pro:int Value

Jeffrey, which one do you think?

Phen: thing Pro- Senser -cess: cog.

yes the hen [that lays the egg]

Actor Process: material Goal

that 's the first one

Token Process: intensive Value

that tells you something

Sayer Process: verbal Receiver Verbiage

this just shows that she's already laid her first egg

Actor Process: material Goal

and her legs are tucked in under her body

Goal Process: material Circ: loc: place

Sayer Pro: verb Verbiage

all right, I 'll let you think about the second one

Inducer Pro- Senser -cess: cog. Circ: matter
I know where the second one is


Senser Pro: cog. Phenomenon

β

who can tell me the very last picture in this little story?

Behaver Process: beh. Receiver Verbiage

can you point to the last one?

Pro- Actor -cess: mat. Goal

because that one's the best

Carrier Pro: int. Attribute

is this when the chicken's just hatched out of the egg

Actor Pro: mat. Goal

and it's all wet (the last one)?

Carrier Pro: int. Attribute

Pro: int. Token Value

right, I see

Senser Process: cognition

because its feathers are all slicked down

Goal Process: material Circ: loc: place

this is your last picture here with the little chick [standing up

Pro: mat

and fluffy]

Attrib.

Token Pro: int. Value Circ: loc: place Circ: Accompaniment
wait a minute
Process: material Circ: extent: time

no I'll explain first

I want you to cut it out and paste it in the correct order*
Senser Pro: affect Phenomenon
β

* you to cut it out
Actor Pro: mat Goal Circ: mann: means
and paste it in the correct order
Pro: mat. Goal Circ: mann: quality

you can leave your colouring
Actor Process: material Goal

till the Clag is dry
Carrier Process: intensive Attribute

and till you've written your little story
Behaver Process: beh. Range

how are you going to go about making up a story for these pictures?
Circ: mann: means Pro- Beh. -cess: behavioural Range Circ: behalf

right, that's your problem
Carrier Process: intensive Attribute

how are you going to go about making up a story for these pictures? Deborah?
Circ: mann: means Pro- Beh. -cess: behavioural Range Circ: behalf
I'm going to look at the pictures

**Behaver** Process: *behavioural* Range

and write about [how the chicken hatched]

*Circ: manner: means* Actor Pro: *mat.*

Pro: beh. Circ: matter

you've got to think about too, first of all [this little story is different to our eggs in the incubator]*

**Senser** Pro: *cog.* irc: matter

* [this little story is different to our eggs in the incubator]

**Carrier** Pro: *int.* Attribute: *circumstance*

because it, the egg here is hatched by the mother hen

**Goal** Process: *mat.* Actor

because she's the lady

**Token** Process: *intensive* Value

she's the one [who starts it all off]

**Actor** Pro- Goal -cess: *mat.*

**Token** Pro: *int* Value

she's hatching her little chick

**Behaver** Process: *behavioural* Range

I don't know

**Senser** Process: *cognition*
you wanted to write in your story that the egg was then taken


\[\text{Goal Pro: mat.}\]

\[\text{you could}\]

\[\text{Sayer Pro: verbal}\]

that's up to you

\[\text{Carrier Process: intensive Attrib: circ.}\]

but you've got to tell us about [how the little chick grows inside the egg.]*

\[\text{Behaver Proc: beh. Receiver Circumstance: matter}\]

*[how the little chick grows inside the egg.]*


how must that little chick feel inside the egg, Joseph?

\[\text{Attrib: circ. Pro- Carrier -cess: int. Circ: loc: place}\]

particularly when he's starting to get all squashed up towards the end

\[\text{Carrier Pro: intensive Attribute Circ: loc: time}\]

how must he feel inside that egg?

\[\text{Attrib: circ. Pro- Senser -cess: int. Circ: loc: place}\]

where's Mirko, the person [who wanted to have a go at being inside an egg.]*

\[\text{Attrib: circ. Pro: int. Carrier}\]

*[who wanted to have a go at being inside an egg]*

\[\text{Senser Pro: affect' Pro: beh. Circ: loc: place}\]
how must that little chicken feel Mirko by the time [he's to this stage?]*
Attrib: circ. Pro- Carrier -cess: int. Circ: loc: time

*[he 's to this stage?]
Carrier Pro: int. Attrib: circ.

how must he feel?
Attrib: cir. Pro- Carrier -cess: int.

what 's he want to do
Phen: thing Pro- Sensor -cess: affect: pro: mat

when he 's to this stage
Carrier Pro: intensive Attribute: circumstance

when he 's pecking a hole, Diana?
Actor Process: material Goal

get out
Process: material

I thought if they 're all squashed up
Carrier Pro: int. Attribute
they 'd just push out

Sensor Pro: cog. Phenomenon
ß

they've got to break the shell first haven't they?
Actor Process: material Goal Circ: extent: time
this one shows you [how they break it] *
Sayer Pro: verbal Receiver Verbiage

* [how they break it]
Circ: manner Actor Pro: material Goal

they peck a little line around
Actor Process: material Goal Circ: loc: place

if I was in the shell
Carrier Process: intensive Attribute: circumstance

I would feel sad
Carrier Process: intensive Attribute

you 'd feel sad do you think
Carrier Pro: int. Attribute Pro- Senser -cess: cognition

you bet I 'd feel scared
Carrier Process: intensive Attribute
Senser Pro: cog. Phenomenon

yes, I think it 'd be very scary
Carrier Pro: intensive Attribute
Senser Pro: cog. Phenomenon

though once you got out
Circ: loc: time Actor Pro: material
because from suddenly being protected in that nice little dark room

Process: material Circ: loc: place

all of a sudden you're out in the light

Carrier Process: intensive Attribute: circumstance

and there's children

Process: existential Existent: entity

and there's noise

Process: existential Existent: event

and there's other chicks around [[pecking at you]]


and there's light

Process: existential Existent: entity

and there's food

Process: existential Existent: entity

and there's water

Process: existential Existent: entity

and he might die

Actor Process: material

did anyone bring along anything [for our little new chicks to eat?]


can you remember for tomorrow?

Pro- Sensor -cess: cog Circ: cause: behalf
I'll bring some material Goal

I'll bring some grain Goal

what 's that? Token

Value intensive Process: Token

it just says "How a chicken grows"


Sayer Pro: verbal Circ: loc: place 1 2

TASK RESPECIFICATION.

who can tell me again what I want Phen. Senser Pro: affect you to do this morning?

Actor Pro: mat. Circ: loc: time


who 's got a really good memory?

Carrier: possessor Process: possession Attribute: possessed

I 've got a bad memory

Carrier: possessor Process: possession Attribute: possessed

right, Jodie 's got a good memory

Carrier: possessor Process: possession Attribute: possessed
yes, Jodie, what have you got to do?
Range Pro- Actor -cess: mat

come on
Process: material

listen
Process: beh.

'cause Jodie's going to tell us all about what you're going to do with this
Sayer Pro: verbal Receiver Circumstance: matter

* [what you're going to do with this]
Goal Actor =Pro: material Circ: matter

what are you going to do first of all?
Goal Pro- Actor -cess: material Circ: loc: time

I know
Senser Process: cognition

cut it out
Pro- Goal -cess: material

cut it out
Pro- Goal -cess: material

paste it
Process: material Goal

paste it
Process: material Goal
paste them in the correct order
Process: material Goal Circ: mann: quality

don't just stick them on the same way as here
Process: material Goal Circ: mann: means

because it may not be the correct order
Token Process: intensive Value

you can number each little picture
Behaver Pro: beh. Range

if you like
Senser Process: affect

the two top ones are (in the correct order)
Carrier Process: intensive (Attribute: circumstance)

and colour it
Process: material Goal

no listen.
Process: behavioural

I'd like you then <when you've pasted it on> *to write your story
Beh. Pro: beh. Range
Sen Pro: affect Phenomenon

*<when you've pasted it on>
Actor Pro: mat Goal Circ: loc: place

after you've done your story
Behaver Process: behaviourall Range
when it 's dried out
Actor Process: material

you can then colour in your picture
Actor Pro- cess: material Range

if you colour it in first
Actor Pro- Goal -cess: mat. Circ: loc: time

some of you will spend the whole hour
Carrier Process: circumstantial Attribute

colouring it in
Pro- Goal -cess: mat.

and we still won't have a story from you

you can stick
Actor Process: material

and while it 's drying
Actor Process: material

you can write your story
Behaver Process: behavioural Range
CONTROL 4

can I have the car please?
Pro- Actor -cess: mat Goal

whose car is it?
Attribute: possession Pro: int Carrier

whose car is it? Gabriel?
Attribute: possession Pro: int Carrier

Friday you can collect that
Circ: loc: time Actor Pro: material Goal

TASK

right now will you hop back to your seats please
Pro- Actor -cess: mat Circ: loc: place
Appendix 4. A Conversation Structure in Text A, the "uniform text"

Notes:
1) The symbols used here and in Appendices 4.B and 4.C are those set out in section 8.3 of chapter 8. Additional symbols, also explained at different points in the discussion within the chapter include:
   ch - challenge
   nom - nomination
   bid - bid
   cf - confirmation
   rcf - repeat confirmation
   fg - fragment
   exc - exclamation
2) Wherever the lines in the conversation are underlined, it means that the speakers' contributions overlapped.
3) Unlike the practice adopted in other chapters, we have removed the names of the children here.

Task Orientation

T: well now today we're going to talk
some more about the things we have
been talking about for the last
couple of days                                      K11
we were looking at different people's       (  
uniforms weren't we?                                K1=2
we looked at the crossing lady's
uniform                                               K11
and we talked to the lady about why
she wears it                                             (  
and for each of the uniforms we've
looked at, we've asked some questions               K1+3
what were the questions?
C: (raises a hand)
Christian?
C: who they were what they wear
why they wear it
T: yes
T: why do people wear uniforms?
C: tells who they are
T: yes, it tells us what their job is
T: now Mrs. P has lent us this uniform
T: look at this peaked hat
C: that's just like my uncle's
C: is that Mrs. P's husband's?
T: yes
T: see the peaked cap, the stiff piece
here in the front
it's a dark colour isn't it?
a dark blue, you'd call it
now look at the jacket
C: he wears a white shirt
T: see the white stripes on the sleeves
C: I know why he wears those things
T: yes, they show who he is don't they?
C: do they have a badge here?
T: yes
T: Mr P. has taken it off
C: and you sew them on
T: what's this on the shoulder?
C: "Australia"
C:"Australia"
T: and he has special buttons
C: Mrs. S. ... there's two sets of buttons
and two sets of button holes
C: Mrs. S, how do you take the stripes
off?
T: with a pair of scissors
this is a double breasted jacket

that's why there are all those buttons
See?

C: there's buttons on the sleeve
C: they look like silver coins --
the little ones
T: now let's look at the train driver's
uniform

C: that's Jodie's dad's
T: look

there's some badges here some of them
in the pocket
C: Mrs. S Jodie's dad told Jodie
not to lose them

C: else we'll be in big strife
T: well we'll pin them on here on the
jacket
then they can't get lost
C: all of the badges are different
C: 'Cos they'd be for something different
T: See
this is a green jacket
I wonder if he'd wear a green shirt
C: he would wear a blue shirt
T: what else would he wear?
C: slacks
T: yes, he would
C: grey slacks
T: yes, I think they are grey
well, so that's a train driver's uniform
now let's look at this one

who wears this kind of uniform?
C: a nurse
T: where do you find nurses?
who do they work for?
C: a dentist
C: a doctor
T: yes that's right
and what does she do?
C: she's a helper
C: that's Jodie's mum's
C: she goes to school
she's learning to be a nurse
T: yes, she's really a nurse's aide
C: an aide
what's that?
C: she's got to clean the people
T: see what it says on the badge here

T: it's got R. N. A.
C: that's "Real Nurse's Aide"
T: no
it's "Registered Nurse's Aide"

she's a registered nurse's aide
it means she helps the nurses to look
after the people in hospital
T: see

it's a blue uniform
and I think she wears white stockings
and a white cap
C: sometimes they have a cape

it's red
T: yes good
I think she'd have a red cape too.
now let's look at the two uniforms
Belinda's brought in

they belong to Mr. and Mrs. S

they both work for the Home Pride Bakery
see their uniforms hanging up here

C: they make the bread
C: my mum buys Home Pride
T: look at Mr. S's shirt

it's brown
C: it's something like an army shirt
T: see the writing

what does it say?
C: "Home Pride"
T: why do they put it on the hats?
C: they can't put the writing up here

you have to put it here
T: why do they have to wear a hat in the
bakery when they make the bread? (no answer)
Vanessa?
C: they might have to stop the sun

it might get in their eyes
T: no, you wouldn't get sun in a bakery
Christian? (has not raised a hand)
C: so they look nice
T: no
oh come on everyone

what's on your head?
C: hair
T: and why do you need to cover that
up if you're making bread in a bakery?
C: to keep it tidy
T: no

oh, can't anyone think better than that?
what would happen if their hair fell out
when they were making the bread?
C: it'd get in the bread
C: there was paper in my bread once
T: yes, it'd get in your bread

and that wouldn't be very nice would it?
T: see

[K2 1]

(K

K2 = 2

DK1

nom

K2 1

K2 = 2

ch

nom

K2

ch

A2

[A1: NV]
Mrs S wears a dress

and Mr S has a shirt and trousers

and they're all the same colour aren't they?

it's a dark brown

they wear those to make the bread
in the bakery

Task Specification.

T: all right, now you've had time to look
at all these uniforms we should ask Belinda to
thank her mum and dad for letting us see
their uniforms

now remember what we said before
when we looked at other uniforms and
wrote reports about them (points to board
with questions on it)

well, we're going to write about these
uniforms today

you can choose any one you like: the
policeman's, the train driver's, the
nurse's, or the one from the Home Pride
Bakery

now what do we have to remember
to write about?

C: who they are and what they wear

T: yes
Task

see

it's on the board there:
"Who they are. What they wear.
What it looks like. Why they wear it."
Appendix 4.B Conversation Structure in Text B, the "my lunch" text

Text B, the "lunch text".

Task Orientation:

T. well now these people are back I want you to listen to this little tiny short story like the one we had yesterday (displays book) A2 [A1: NV+....]

you know we had "A Monster Sandwich" K11 (K1+2
and then we made up our own monster story which is called "My Lunch" K1
and I want you to listen to it A2 [A1: NV+....] K1 1

what happened to the little boy's lunch (K1=2
who came (K1+3

and took the lunch (K1+4

and what happened to it (K1+5
and then what happened to the little boy (K1x6
after he found he had no lunch at all (K1+7
because when we finish reading this story something's going to happen to your lunch today (K1x6

or we're going to pretend that it does (K1+7
so listen what happened to this boy's lunch
and we'll think of something that could happen to our lunches, our beautiful healthy sandwiches

Oh no! Look! Stop dog, stop! We can catch him, said Miss Gill. Good dog, drop it. Oh no, you're a bad dog, go home! Go home dog, go home! Miss Gill, what can I eat? I will see, said Miss Gill, come with me. Oh, I like that, and that, and that, and that. And I like this, and this.
Thank you."

T: what sort of a lunch has he ended up eating?
C: spaghetti bolognaise
T: he's chosen lots of things
he's got a plate of (indecipherable), and a plate of strawberries and an apple and spaghetti
C: he's got some milk
T: he went along into a take away food shop
and he could choose what he might like
C: it looks like a canteen
C: that is a canteen it is
T: it's like a canteen  
it says "Eat here or take away"  
and he can choose spaghetti or salad or  
olives or onion

or
C: he took a lot
T: he's chosen lots of things

had a special lunch
what was in his lunch that the dog ate?
C healthy sandwiches
C: spaghetti
T: it looked like he had spaghetti in his sandwich
there's the dog with his head in the bag
and there's all the spaghetti falling down around his ears

perhaps he had a spaghetti sandwich
C: gosh that looks like nice food
C: he's eating all different things
C: she's eating too

Task Reorientation

T: all right I'll read it through one more time
now listen carefully to what happens

who comes first?
where does the dog come and take the lunch?
C: The classroom
**C:** The classroom

**T:** well you listen

**T:** "Where's my lunch?"

_is he happy when he realises he hasn't any lunch?_

**C:** no

**T:** he looks worried

**C:** all the other people are happy

**T:** the other children look happy munching away at their lunch, or getting ready to have their lunch

but he doesn't look happy at all he's probably worried, thinking, where did I put it? why can't I find it?

"Look! Here dog, here, come here."

oh he's come into the corridor, with his big nose into the school bag

finds a nice lunch for himself

"Oh no, look! Stop dog, stop!"

**C:** they're laughing

**T:** all the other children think it's a big joke 'cos it's not their lunch

if it was their lunch they wouldn't think it was so funny, would they?

**C:** I'll bet he ate everyone's lunch

**T:** "We can catch him. Good dog, drop it."
do you think the dog 'ud feel like dropping it after he'd started eating a nice yummy lunch?

**C:** no
T: I don't think
"Oh no! You're a bad dog. Go home. Go home. Miss Gill what can I eat? I will see, said Miss Gill. Come with me. I like that, and that, and that, and that, and I like this and this and this."
he's having an extra special lunch
he probably wishes the dog 'ud take it every day
"Thank you."

Task Specification 1/Control 1

T: now what I want you people to think about is something coming along and taking your lunch, or something happening to your lunch so that you couldn't eat it not a dog that's in the story

well, you can have a dog if you want but it 'ud be better if you think of something else

Control 1
Frankie put the comb away
the time to do your hair is at play time

all right put your hand up if you've thought of something that could come and take your lunch or something that could happen to your lunch (a child raises her hand)
T: have you ever had a day when you've had no lunch to eat? Jodie?
what happened Jodie, when you had no lunch to eat? C: mum didn't bring it up

she left it at home T: left your lunch at home on the bench
and her mum didn't bring it to school

and she had no lunch and what happened? C: found no lunch T: and then what happened? who had to ring up your mum and dad?
C: Mr. H——
T: and then what happened?
C: my mum brought my lunch T: and who else brought your lunch? C: dad
T: she had no lunch to start with because it was left at home and she thought her mum was going to bring it at lunch time and when her mum didn't bring it, Mrs S rang her mum

and she wasn't at home
so her dad brought her lunch
and then her mum remembered she
hadn't brought her lunch

and she brought lunch too

so she ended up with two lunches

she ate the lot
C: what did she have?
T: you had
I can't remember
you had a sausage roll and donut
C: I had a very nice lunch
I had a sausage roll and a jam donut and
a (indecipherable).
T: mm
so that was an extra special thing
who else has ever had no lunch, and then
something's happened that they've had a
different lunch?
Emily?
what happened yesterday?
C: my sister left hers on the dressing table
T: and what happened when she found
that she had no lunch?

was she happy?

what was happening to her?
C: she was crying
T: she was crying
and she came to me
and what did I say?
C: she could have one from the canteen
T: what else happened to you?
C: the day I put the lunch in the school bag
and brought the other school bag instead
T: m
and what happened that day?
Emily had two school bags at home
and she put the lunch in one school bag
and took the other school bag to school
and when she looked in her bag no lunch
and what happened that day?
C: I got a lunch from the canteen
T: you had a special lunch order

Task Specification 2/ Control 2

T: all right, hands down
thinking caps on
get these brains working
they're nearly Grade 3 brains
I don't have to tell them everything to think
you have to get them working
you have to be responsible for what you're thinking
now what you're going
to do... you're .......

it can be something that really happened
to you

Control 2

Joseph, you're spoiling the grade
now wriggle up please and start listening

you'll get back to your place

and you won't know what to do

what I want you to think
about is something that.....

it might be something that really happened
to you

one day you found you didn't have any lunch
or it might be something like this little boy
in the story

a dog came into the school

and took your lunch out of the school bag
so he ended up with a wonderful lunch that
the teacher had to buy him

or it might be something different altogether

you might have a monster coming in

and taking it
you might have someone with the same
bag eating your lunch
and then you didn't like the lunch that they
had in their bag

so you had to get something special
you might have perhaps put your lunch ( 
down outside to play a game
and some animal, a cat or a dog or some
person steps over it

and squashes it

or.......  
C: a bird?  
T: or a bird, or....
yes, you could have a bird take your lunch
or somebody might throw your lunch away
by mistake

Task

T: right, who's got something in their head
that they're going to write about?
oh I can see some eyes popping
looks like they've got beautiful stories
in there, ready to be written down
well you can do it straight in your
blue books

now if you need some help with the
spelling or any help with what you're going
to write have your jotter beside you, or your
spelling books so that if you've got words in there
that you've already asked how to spell
you can look them up

C: what about if they're in your folder?
T: you can have your other spelling sheets
besides you and your folder

T: all right, let me see who's going to be
first

now here's your heading "What Happened
to My Lunch?"
Appendix 4.C Conversation Structure in Text C, the "chicken text"

Task Orientation/Controls 1 and 2

T: we're going to start off with a little story this morning (displays book) firstly, I want to show you some of the pictures in this little book called "Egg to Chick" and we're just going to find out what you people know about this little book I won't read it all to you I'll show you some of the pictures and we'll have a little chat about them Lesley, what sort of creature is this little creature here? (no answer) (Child raise hand) Deborah? C: a hen T: it's a hen and what do you think this is here? C: egg

Control 1

T: don't call out A2

T: oh, I wonder if someone can tell me what's happening in this picture? DK1
C: it's a special place
T: yes
and what's happening in this special place?
Joseph?
C: it's on a farm
T: Have you ever seen great big long silver sheds
C: Yes
T: where chickens are kept or hens are kept for laying eggs?
they're called batteries or battery chickens or battery hens
C: battery cage
T: and when they lay their eggs the eggs fall down into this little shute
C: Mrs. L. I know where they are
I know where they are
T: where are they?
C: they're where you buy the chickens
T: that's right
and are these little eggs going to turn into chickens?
C: no
T: how do we know they're not going to?
(child raise hand)
Diana?
C: 'cos the mother's not in a warm spot
and they're not keeping warm
T: that's right
she can't sit on them
C: 'cos the steel is cold
T: that's right
(child raises hand)
Jeffrey?
C: they're falling down
T: yes they're falling down into this little shute
and they're taken away
Child (indecipherable)
T: they're taken away to be eggs on your table
here's another little egg
now something's interesting about this one over here
can you see a little spot of blood?
C: yes
T: well sometimes you'll get an egg that's got a little spot of blood on it it doesn't mean that the egg is going to grow into a chicken it's just something that sometimes happens to the egg which part of the egg does the little chicken start to grow?
Jodie, which part of the eggs does the little chick start to grow?
C: the middle?
T: Mm
what's the middle part of the egg called?
C: the yolk
T: this is the inside of the egg and this little white spot here is where the little chicken will start to grow that's the yolk that it will feed on

K1: bid [A1: NV]
nom
K1

K2:1
()
K2+2
(-)
K2 = 3
K1

K1
K2
K1

K11
()
K1=2
()
K1=3

DK1:1
()
DK1=2
K2
cf.
DK1
K2
K11
()
K1+2
K1
it's got that little tube to his tummy

C: a chord

T: yes, a little chord

and that's

he feeds on all of that yolk

as he grows he feeds on that yolk

and the yolk shrinks

it gets smaller and smaller

C: well when I et my egg at home I seen

a yolk in it

T: Mm.

and that white part

you know when he comes and he's all wet?

C: yes

T: that's the white part

C: that's the white

and he's all wet

T: and the yolk is his food

and the white part keeps him nice and

warm

C: he gets yellow feathers

T: do you think that's why he turns yellow?

his feathers are yellow because he's eaten yolk?

C: yeah

T: and there's a broody hen
she's sitting on her nest
and she's broody because she's going to
hatch out little chickens
C: Mrs. L. I've got a question
T: yes Jeff?
C: does she have a bath?
T: pardon?
C: does it have a bath?
T: what do you mean?
do you know how long a hen has to sit on the
eggs until they're born?
do you know how long?
how many days?
C: one week
C: one day?
C: (raises hand)
T: yes, Oliveira?
T: one week
T: no
C: (raises hand)
Wendy?
C: three weeks?
T: three weeks
Wendy's correct

twenty-one days or three weeks
that's how long the mother hen has
got to keep sitting on the eggs
she'll get up occasionally to go and get some
fed but -
C: It has to be hot.
T: she has to keep those eggs warm  
C: and they have to be hot  

it has to be a hot day  
T: very warm  

it says here this is a picture of the incubator in Mrs. B’s room  
and it says that sometimes if the hen won’t keep on the eggs of if they want to have eggs to hatch when they haven’t got a mother hen well then you get the special fertilised eggs  

and you put them in the incubator  
and the electricity keeps them warm because it warms up.  
C: warm  
C: and the light  
T: yes the light’s um fed by electricity  
and the light keeps shining to keep the inside warm  
it’s like our little brooder  
C: you turn that little black um knob  
T: yes that’s right that was to increase or lower the temperature  
and here, this little picture shows what’s inside the eggs after three days  

three days  

and you can see already a tiny little creature  

it looks a bit like a little bird
C: a crocodile  
T: you can notice that they've got red lines on the, the yolk.  
C: yolk.  
T: now those red lines are actually blood vessels and they carry blood to the little chicken as it's growing  
C: yuk, yuk, blood vessels  
T: and these are some pictures of what a baby fish looks like when it's just starting to grow  
what a baby chicken looks like when it's just starting to grow  
and what a human being looks like when it's just starting to grow  
so they all look a bit the same, don't they? there's a close up of what's happening after three days you can just make out the eye and the head and the heart and things  
C: what are those little red lines?  
T: those little red lines are the blood vessels right? here's after five days and you can just see the beginning of the wing right, there's after one week or seven days  
and you can even see the start of his feet  
C: it looks like a snail
T: you'll notice that the yolk inside is starting to change.

it's turning into more of an oval shape Mirko

it's starting to lose that nice round shape
C: Mrs L. (raises his hand)
T: yes Anthony
C: you can see its feet
T: yes
and you start to see its little claws too
C: and its little beak
C: and his eyes
T: two weeks or thirteen days
C: oh
T: two weeks or thirteen days - nearly two weeks
and you can start to see again he's really starting to get like a real chicken
C: and he's sleepy too
C: he's turning yellow
T: yes he's turning yellow because he's got feathers
sixteen days
C: there's not too much of the yolk left
T: no there's not too much of the yolk left
it's getting pushed right away

and there's even less now
C: nineteen days
T: nineteen days
and there he's starting to look like he looked when he first hatched out

K11
K1=2
K1=3
K1
K2
K1
K1
K1
K2f
K11
K1+2
K1
K1
K1
K2f
K1
K1
K1
K2f
K11
K1+2
K1
K2f
K11
(}
you've got the air space there
you've got his claws and the leathery
part of his foot
very little of the egg sac left
of the yolk left
his beak and his head tucked up under
his wing
C: he's squashing
T: he's squashing
he's filling up nearly the whole of that shell
C: (raises hand)
yes, Susy?
C: well when I went to the Melbourne
market we were walking

and I saw this lady
and she had this part of her head black
and the rest all red like uh, like uh a cock
T: like the top of the comb of a hen or
rooster
C: yeah

it looked funny
T: hens and roosters have got a comb
at the top, right?
and then they've got-
C: it was all red
T: it looked a bit like that, did it?
C: yeah
C: a cone
T: no, comb not a cone
cone is what you eat an ice cream in
but a comb is that
right, twenty-one days, or three weeks
and there you see the egg starting to
hatch out

the little hole
and then it starts to peck a little line
around
it says "The twenty-one days inside
the egg are over. The chick pecks at the
shell. It pecks thousands of times. At last the
shell cracks".

it's a very very very hard job for that little chick
to get out
C: it would take a long long time
T: I heard the little chicks particularly
when I had them home there, pecking and
pecking and pecking
it's a very very hard job to get out
there you are
look

he's pecked nearly all the way around
C: how much days?
T: it says "It takes many hours to split the
shell all around. The chick is almost out. Slowly
the chicken comes out of the shell. The chick is
still very weak. His legs are wobbly and his
feathers are wet."

and he's out


and that's just like he looked, isn't it?
our chick's out
C: yes the same
T: and look

after a while you can still see the little
blood lines inside
"In a few hours the feathers dry out. Now
the chick is soft and fluffy."
C: Mrs. L that's what Belinda's chicken
looked like
T: yes
"The next day the chick walks and runs
about. It picks up its food. Most chicks are
fed mashed seeds"

and that's what ours are being fed
C: (makes a chicken noise)
T: wait a minute

we'll listen to some chicken noises in a
minute

(more chicken noises)
and quiet please-

this is how the chicken will grow

it starts off here
and it will gradually grow after a few
weeks to this size

and then its feathers start to change
and it loses those yellow baby feathers
think about a hen that you've seen

have you ever seen a yellow hen?
C: yes
C: no
T: what coloured hens have you seen?
C: (raises a hand)
Joseph?
C: brown and white ones I saw
T: yes
C: black and white
T: yes
C: (raises a hand)
Wendy?
C: purple
T: No
I've seen grey ones
C: yes
C: (raises hand)
T: Elvira?
C: I've seen grey and white
T: yes

white ones too
the yellow coloured feathers will change
C: you can have a purple one
T: and the hens of course lay eggs again
well usually they drop the feathers

and they grow

and they change as they grow older
right let's see if we can get one or two
people
seeing that people think they can
make good chicken noises and be good
chickens, we're going to have a little go
and see who can be the best chicken in the
grade for a couple of minutes
C: (raises hand)
all right Jeff
you can come over here

and show us you being a chicken

Control 2

the rest of you must be quiet
or that's when we'll stop

C: (makes chicken noises)
T: very good Jeffrey
you can sit down

who else would like to show me their
chicken impersonation?
C: (raises hand)
right, Diana
C: (makes chicken noises)
T: that's good Diana
C: (raises hand)
all right Joel
C: (makes chicken noises)
T: well don’t be silly

don’t be silly

C: he’s excited
T: he’s a very excited chicken yes

I can tell
C: (raises hand)
T: um all right Jodie
C: (makes chicken noises)
T: all right you can sit down

T: last one
C: (raises hand)
Veronica
C: (makes chicken noises)
oh that’s a lovely one

a very baby chicken

Task Specification / Control 2

all right before we start some work today,
I like Jeffrey’s chook impersonation

and I liked Veronica’s chicken one too
so I think those two deserve a clap

well done
right everyone sitting down
Control 3

e all right I'm waiting for you please Olivera
to show me a few manners

and not be so rude

thanks girls
turn around

C: (makes chicken noises)
Gabriel, stand up

be quiet and sit down

that's finished with now
don't you know when to stop?
what I have here is a little sheet I'd like
you to take back with you to your seat
on this little sheet, when you look very
very closely, you may not be able to see it
from the front
when you look closely you'll find there
are pictures. Belinda, of all the stages that a little
chick goes through before it is born

C: can you put second, third, fourth, fifth and
sixth?

T: now what you have to do is this
first thing, you've got to sort out which
order the pictures go in
C: I reckon the mother hen would go first
T: then I'll want you to paste them into your scrapbook in the correct order

and then I want you to write a little story about this little chick how it grew and how it hatched into a chicken

well let's see if someone can tell me which picture would be the first picture in this little story (no hands raised)

Jeffrey
which one do you think?

C: the hen on the egg

T: yes the hen that lays the egg

that's the first one

that tells you something
this just shows that she's already laid her first egg and her legs are tucked in under her body

all right. I'll let you think about the second one

C: I know where the second one is

T: who can tell me the very last picture in this little story?

the very last one Mandy?

can you point to the last one?

why not this one?

C: because that one's the best
T: no
is this when the chicken's just hatched out
of the egg and it's all wet?
C: yes
T: right
I see because its feathers are all slicked
down
this is your last picture here, with the
little chick standing up and fluffy
C: (indecipherable)
now, if we --
wait a minute

no I'll explain first
first of all Jeff, I want you to cut it out

and paste it in the correct order

you can leave your colouring till the Clag
is dry and till you've written your little story

now how are you going to go about making up a
story for these pictures?
right, that's your problem.
how are you going to go about making up
a story for these pictures?
Deborah? (no hand raised)
C: um I'm going to look at the pictures

and write about how the chicken hatched
T: you've got to think about too, first of all,
this little story is different to our eggs
in the incubator because it, the egg here
is hatched by the mother hen right?
because she's the lady, she's the one
who starts it all off

she's hatching her little chick
I don't know maybe if you wanted to
write in your story that the egg was then
taken and put in an incubator you could

that's up to you
but you've got to tell us about how the
little chick grows inside the egg
again, how must that little chick feel inside
the egg, Joseph?
particullarly when he's starting to get all
squashed up towards the end

how must he feel inside that egg?

come on
where's Mirko, the person who wanted to
have a go at being inside an egg?

how must that little chicken feel, Mirko?

by the time he's to this stage?

how must he feel?
what's he want to do when he's to this
stage when he's pecking a hole Diana?

C: get out
I thought if
I thought if they're all squashed up
they'd just push out
T: they've got to break the shell first
haven't they?
this one shows you how they break it
they peck a little line around
C: (raises hand)
yes, Jodie
C: if I was in the shell I would feel sad
T: you'd feel sad do you think?
C: yes
and scared
T: you bet I'd feel scared
yes I think it'd be very scary though
once you got out because from suddenly
being protected in that nice little dark room
all of a sudden you're out in the light
and there's children

and there's noise
and there's other chicks around pecking
at you

and there's light

and there's food

and there's water
C: and he might die
T: did anyone bring along anything for
our little new chicks to eat?
any worms or caterpillars?
can you remember for tomorrow?
C: I'll bring some
C: I'll bring some grain
C: what's that?
T: it just says at the bottom "How a chicken grows."

Task Respecification/Control 4

right, who can tell me again what I want you to do this morning?

who's got a really good memory?
C: I've got a bad memory
T: right, Jodie's got a good memory
yes Jodie

what have you got to do?
C: you have to (pauses)
T: come on listen 'cause Jodie's going to tell us all about what you're going to do with this

what are you going to do first of all? (no answer)
C: I know
T: Jeff?
C: cut it out
T: cut it out
then what?
Jodie?
C: paste it
T: paste it
paste them in the correct order
don't just stick them on the same way
as here because it may not be the correct
order
you can number each little picture if you like
C: the two top ones are
T: ah all right good
C: and colour it
T: no
listen, then, the colouring
I'd like you then when you've pasted it on,
to write your story
after you've done your story when it's
dried out you can then colour in your picture
if you colour it in first some of you will
spend the whole hour colouring it in
and we still won't have a story from you
you can stick
and while it's drying you can write your story

Control 4

C: (plays with toy car)
can I have the car please?
thank you
whose car is it?
whose car is it?
Gabriel?
C: (nods his head)  
Frigidey, you can collect that

Task

right now will you hop back to your
seats please