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SCHOOLCHILDREN'S RECOUNT NARRATIVES:
RESEARCHING ELEMENTS IN ENGLISH AND IN PORTUGUESE

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Dissertação apresentada ao Departamento de Letras Estrangeiras Modernas, como requisito parcial para obtenção do grau de Mestre em Letras.

Mestranda: Simone de Brito Corrêa

Orientador: Prof. Dr. David Shepherd

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À minha avó, Sra. Rosa Lima de Brito,
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ABSTRACT

This study examines a set of narratives written by Brazilian and British pre-adolescents and attempts to establish similarities and differences both in terms of the rhetorical organisation of the texts and of the lexico-grammatical features identified in the stages with evaluative features. This work is also intended to characterize the role performed by these features in the analysis of the aforementioned genre. In order to identify the stages of the genre and describe their respective function, the analytical framework developed by Labov and Waletzky (1967) for narratives of personal experience was applied to these texts. In addition, with a view to characterizing the stages with evaluative features, this study has also drawn on the types of evaluation proposed by Labov (1972). The last step of the analysis centred on the identification and description of the elements of Transitivity, Modality and Theme, following the socio-semiotic approach of the Systemic-Functional Grammar (Halliday, 1978, 1985, 1989, 2004; Halliday and Hasan, 1989). Finally, principles pertaining to the field of Contrastive Rhetoric (Kaplan, 1988; Purves, 1988; Connor, 1996; Grabe, 1998) were applied in the comparison of the texts, both in terms of their macro- and micro-patternings.

The resulting macro-level analyses of the data have shown that both sets of narratives contained extensive examples of evaluative language, at various stages of the narrative framework including the Complicating sections, all of which were predominantly evaluative. The lexico-grammatical analyses revealed a number of common outstanding features in both sets of texts, particularly in terms of the material type of process and of the attitudinal epithets employed (i.e., constituents of the systems of Transitivity and Modality, respectively). Finally, the Theme analysis of the texts in English revealed that the *textual ^ topical* prevailed over the *unmarked topical* type. Although an inverted pattern was identified in the texts in Portuguese, several common features were employed in both sets of texts, including the most outstanding choices for each of these theme types (i.e., the conjunctions 'and' and 'e' in *textual* theme, and first person pronouns in *unmarked topical* theme).

Key words: narrative genre – rhetorical organisation – variation – evaluative stages socio-semiotic approach – lexicogrammatical features – Contrastive Rhetoric

RESUMO

Este estudo examina um conjunto de narrativas escritas por pré-adolescentes brasileiros e ingleses e tenta estabelecer semelhanças e diferenças, tanto em termos da organização retórica dos textos, bem como no que tange aos elementos léxico-gramaticais presentes em estágios que contêm elementos avaliativos. Pretende-se, também, caracterizar o papel de tais elementos na análise do gênero em destaque. O dispositivo analítico desenvolvido por Labov e Waletzky (1967) para narrativas de experiência pessoal foi aplicado a esses textos, visando à identificação dos estágios do gênero e à descrição de suas respectivas funções. Ademais, objetivando caracterizar os estágios que contêm elementos avaliativos, este estudo também fez uso dos tipos de avaliação propostos por Labov (1972). O último estágio da análise deteve-se na identificação e descrição dos elementos de Transitividade, Modalidade e Tema, conforme o enfoque sócio-semiótico da Gramática Sistêmico-Funcional (Halliday, 1978, 1985, 1989, 2004; Halliday e Hasan, 1989). Finalmente, princípios concernentes ao campo da Retórica Contrastiva (Kaplan, 1988; Purves, 1988; Connor, 1996; Grabe, 1998) foram adotados na comparação dos textos, tanto em termos de macro, quanto de micro-padrões.

Os resultados obtidos a partir da análise dos dados em nível macro mostraram que ambos os grupos de textos apresentam inúmeros exemplos de elementos avaliativos nos vários estágios que compõem as narrativas, o que inclui as Ações Complicadoras, todas predominantemente avaliativas. A análise léxico-gramatical revelou várias características recorrentes comuns a ambos os grupos de textos, especialmente no que se refere ao tipo material de processo verbal e aos epitetos atitudinais empregados (ou seja, elementos que fazem parte dos sistemas de Transitividade e Modalidade, respectivamente). Finalmente, a análise do Tema nos textos em língua inglesa revelou que o tipo *textual ^ tópico* prevaleceu sobre o *tópico não marcado*. Apesar de um padrão inverso ter sido verificado nos textos em língua portuguesa, vários elementos em comum foram utilizados nos dois grupos de textos, o que inclui as escolhas mais recorrentes para cada um destes tipos de tema (ou seja, as conjunções 'and' e 'e' no tema *textual*, e pronomes de primeira pessoa no tema do tipo *tópico não marcado*).

Palavras-chave: gênero narrativa – organização retórica – variação – estágios avaliativos
enfoque sócio-semiótico – elementos léxico-gramaticais – Retórica Contrastiva

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CHAPTER 1 – INTRODUCTION

1.1 Setting the Scene

In the last three decades, the fields of linguistics and applied linguistics have witnessed a growth of theories which aim at describing how cultural and social aspects of life influence and shape the production of texts. Among these, the systemic-functional theory developed by Halliday (1978, 1985, 1989, 2004) seems particularly influential. This latter set of theories would appear to be especially appropriate for the case of linguistic descriptions dedicated to establishing what the author calls a 'dialectical' relationship between text and context.

Halliday (1985: xvii) has recognized that "[...] meanings are realized through wordings; and [that] without a theory of wordings – that is, a grammar – there is no way of making explicit one's interpretation of the meaning of a text." However, this same author has chosen to tackle grammatical description from an innovative point of view. Thus, there are certain characteristics which distinguish his socio-semiotic perspective from what was known as the 'traditional approaches' to language description. These include his point of departure for analysis. In other words, instead of departing from an idealized view of language, the systemic-functional approach acknowledges variation and builds it into theory. The terms 'system' and 'choice' represent key words in this model of language description. Thus, according to this framework, language is understood as a system network: the semantic system stands for the meaning potential, that is, what *can be* meant; the lexico-grammatical system represents the actualized meaning potential, that is, what *is* meant. In other words, Halliday and the group of scholars researching in systemic-functional grammar view the semantic and the lexico-grammatical systems as linked by a realisational bond, the latter actualizing choices which are made within the options that are offered by the former.

In a similar vein, Hasan (1989), a fellow founder of the systemic-functional grammar school, has introduced two concepts which are applicable to the macro-structure of texts: generic structure potential (henceforth, GSP) and actual structure. According to the latter author:

> "The GSP is an abstract category; it is descriptive of the total range of textual structures available within a genre *G*. [...] The GSP is thus analogous to a system, while the actual structure of some individual text is just one possible instantiation of some particular path allowed by the GSP. [...] Just as a lexicogrammatical network itself carries no implications about which of its options would be selected in any given clause or group, so the GSP carries no implications about which of the permitted configurations will be manifested in a given text." (Hasan, 1996: 53-54)

Martin and Eggins (1997: 240-241), also systemic-functional grammar linguists, consider the work developed by Labov and Waletzky (1967) and by Labov (1972) the most comparable to Hasan's framework. In their 1967 study, these two latter authors primarily intended to devise an analytical framework for narratives of personal experience and also to attach functions to each stage of the texts. Following their exhaustive analysis of a large number of oral narratives, Labov and Waletzky (op.cit., p. 32 et seq.) proposed the following model[1]: (Abstract) ^ Orientation ^ Complicating Action[2] ^ Evaluation ^ Resolution ^ (Coda)[3]. However, they also observed that evaluative elements were not restricted to the Evaluation stage. In point of fact, according to their study, the occurrence of evaluative features throughout the narrative stages led the authors to the conclusion that these elements were responsible for the alteration in the primary sequence of a number of narratives. Thus, Labov devotes the 1972 work basically to categorizing types of evaluation that were found in various stages of the narratives. It therefore seems reasonable to argue that Labov and Waletzky (1967) and Labov's (1972) works share a common ground regarding Hasan's (1989) concepts of generic structure potential and actual structure. In other words, although Labov and Waletzky (1967) devised an analytical framework which corresponds to a prototypical narrative structure, these same authors also acknowledged that variations might be identified both in terms of the sequence and amount of occurrences of the organisational elements (i.e., stages) of the narratives.

It should be mentioned that what has motivated the present investigation was precisely the possibility of approaching narrative genre from this theoretical point of view, that is, taking into account not only its constituent stages and their prototypical order of occurrence, but also the possibility of variation. In addition, the focus on the stages in which evaluative features occur,

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[1] In the schematic representation of narratives, brackets mean optionality and caret signs stand for the typical sequence of realisation.

[2] One other term, namely, 'complication' is employed by certain authors, including Eggins & Slade (1997).

[3] Chapter 2 will provided details regarding the function of each of these stages, as well as illustrations from the corpus of the present work.

together with their corresponding lexico-grammatical analyses following the precepts of Halliday's systemic-functional theory, have allowed a glimpse into the socio-cultural aspects of narratives of personal experience.

Initially, the focus of this investigation comprised the following questions:

- Does the prototypical macro-structure of narratives, as proposed by Labov & Waletzky (1967), prevail?
- Is there any linguistic resource capable of affecting the prototypical sequence of narrative stages? If so, which?

It should be noted that the above questions were formulated both before collecting the data and reading Labov and Waletzky's (1967) work. After these two steps were completed, it was found that specific information provided in these latter authors' work was intrinsically related to the aforementioned initial questions of this research. In other words, according to Labov and Waletzky (ibid., p. 36), the evaluative function was not restricted to the Evaluation stage. In addition, these same authors claimed that this phenomenon might even alter the prototypical sequence of the narrative sections. As a result, two complementary questions which seemed relevant to the present investigation were formulated, as follows:

- In what ways do narrative stages with and without the evaluative function differ?
- What lexico-grammatical elements are most commonly employed in stages with the evaluative function?

As it might be attested in the aforementioned questions, the investigation of the role performed by the evaluative function plays a major role in the present work. This could be justified by a number of reasons that follow. Broadly speaking, the evaluative function reveals the writer's (or speaker's) point-of-view or judgement in terms of the events in a narrative. In this sense, it tends to reflect the socio-cultural values which circulate within the writer's (or speaker's) specific discourse community. Thus, by means of describing the similarities and differences in the two sets of data, both in terms of their macro- and micro-level patternings, the present research aims at finding out how cultural preferences are reflected in British and Brazilian writers' linguistic choices. To this

end, the present research was carried out under a Contrastive Rhetoric orientatio n (cf. Kaplan, 1988; Purves, 1988; Connor, 1996; Grabe, 1998). Thus,

> "Assuming that language is primarily functional, serving the needs and purposes of writers in a culture [...] the study of differing rhetorical and discourse preferences across languages and cultures assumes that culture plays a major role in the contrastive rhetoric distinctions which are discovered." (Grabe, 1998: 2-3).

It should be mentioned that principles pertaining to the field of Contrastive Rhetoric will be addressed in Chapter 2.

Lira's (1987) work also seems particularly relevant as far as further investigations of the literature related to the focus of this study are concerned. This latter author conducted a small-scale investigation regarding the role of evaluation in Portuguese language oral narratives. Basically, this same research illustrates the importance and applicability, in narrative analysis, of the frameworks developed by Labov and Waltezky (1967) and Labov (1972). Nevertheless, Lira (op. cit., p. 108-109) warns of the potential pitfalls concerning a researcher's decision in terms of what might be considered as evaluation. Thus, Lira (ibid.) argues that, due to the fact that this analytical decision is very often essentially semantic in nature, analyses of evaluative elements might as well be influenced by a researcher's individual cultural values. After the analysis of data is concluded, issues related to any difficulties, including the identification of stages with evaluative features, will be reported in Chapter 5.

1.2 Objectives

The present research seeks to identify potential differences and similarities in terms of the lexico-grammatical elements employed in evaluative stages of British and Brazilian pre-adolescents' narratives of personal experience. To this end, a three-pronged analysis was deemed necessary. Thus, in order to identify and characterize the genre and its constituent stages, the texts which comprise the corpus of this work were matched against the analytical framework for narratives developed by Labov and Waletzky (1967). A second analytical tack aimed at narrowing down the focus of this research, so as to keep it within manageable proportions. Accordingly, the categorization of the types of evaluation present in the corpus of this investigation was adopted, drawing on Labov's (1972) work. Following the identification of evaluative features in the various

stages of the narratives, the focus of analysis then moved to the depiction of the most prominent lexico-grammatical features. Thus, the selected texts were described in terms of the elements of Transitivity, Modality and Theme[4], following Halliday's (1978, 1985, 1989, 2004) systemic-functional theory of language. Finally, an account is provided of the main differences and similarities in terms of the lexico-grammatical features employed in the two sets of texts which comprise the corpus of this research. To this end, principles from Contrastive Rhetoric[5] (cf. Kaplan, 1988; Purves, 1988; Connor, 1996; Grabe, 1998) were followed.

It should be mentioned that this research makes no claim for the generalisation of its conclusions. There are two main reasons for this restriction. Firstly, due to the fact that the data chosen is constituent of a small-scale study which comprises a total of twenty narratives, ten in each language (i.e., English and Portuguese). Secondly, the data focus is on very specific local communities (i.e., pre-adolescents from public sector schools of the cities of Newcastle upon Tyne and Rio de Janeiro).

Finally, despite the fact that this work is primarily concerned with analytical objectives, a number of pedagogical insights will be outlined in its final chapter.

1.3 Justification

The need for investigating the evaluative function in narratives has been highlighted by Cortazzi (1994: 16), who argues that "[...] narrative analysis can be used as a research tool to investigate culture". This statement appears particularly relevant if the following facts are taken into consideration: firstly, that this investigation is carried out under a socio-semiotic perspective; secondly, that the evaluative function tends to be spread throughout a significant number of narrative stages (see the brief outline in Section 1.1, above); finally, that the present study is oriented by contrastive rhetoric principles.

The role of evaluation is put forward by Toolan. This same author, drawing on Labov and Waletzky (1967) and Labov (1972), points out that

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[4] These compose the lexico-grammatical system. They will be dealt with in more detail in Chapter 2.
[5] This area of study will be accounted for in Chapter 2.

> "Evaluation consists of all the means to establish and sustain the *point*, the contextual significance and tellability, or reportability, of a story. [...] It is the pre-eminent constituent by means of which the narrator's personal involvement in a story is conveyed." (Toolan, 1988: 156).

Thus, the evaluation appears to be related to sets of socio-cultural values and assumptions, which might even include a sense of judgement and morals. Therefore, it might be reasonable to argue that the present focus on narrative stages which present evaluative features seems consistent with the socio-semiotic perspective adopted in this investigation. In other words, departing from the most prominent linguistic choices, an attempt will be made in order to identify the semantic elements most commonly employed in the texts in English and in Portuguese. These, in turn, will help to outline certain aspects of the specific socio-cultural contexts to which each of the sets of texts belongs.

A brief account of the chapters of this investigation will be provided below. Chapter 2 presents the theoretical basis of this work, which allows for the description both of the rhetorical organisation and of the lexico-grammatical elements of the corpus. Chapter 3 provides the methodology of this study, including the nature of this research and the description of corpus. In Chapter 4, data analyses will be carried out. First, the stages of the narratives written in English and in Portuguese will be identified and characterized in terms of their function. Subsequently, stages with evaluative features will be depicted and their evaluative devices categorized. After that, the most prominent lexico-grammatical features of each group of texts will be pinpointed and classified in terms of transitivity, modality and theme. Finally, in Chapter 5, conclusions will be drawn concerning the main findings of the present contrastive rhetoric study, both in terms of macro and micro-patternings of each of the sets of texts. In addition, limitations of the study will be discussed and suggestions for further research will be provided.

CHAPTER 2 – LITERATURE REVIEW

2.1 Introduction

The theoretical background of this investigation will address issues related to the research questions previously mentioned in Chapter 1. Thus, certain concepts will be defined and contextualised in order to provide consistency for the forecoming analysis, which will be presented in Chapter 4. These concepts include the generic structure potential of written narratives and their actual structure, the evaluative function, the contexts of situation and culture, the lexico-grammatical elements of transitivity, modality and theme, and contrastive rhetoric.

2.2 Prototypicality and variation in genres

The concept of GSP plays a major role in Hasan's (1989) description of textual structure. According to Eggins and Martin, "Hasan introduces the notion of *generic structure potential* to generalize the range of staging possibilities associated with a particular genre." (Eggins & Martin, 1997: 240). In Hasan's description of the GSP of specific genres, details concerning the nature (i.e., optional or obligatory), and occurrence (i.e., sequencing, recursion[6], etc.) of stages are provided. Together with the concept of GSP, the aforementioned author introduces the notion of *actual structure* (henceforth, AS). The AS was designed to specify what choice is made from within the range of options offered by the GSP of a particular genre. Thus, Hasan's concepts of GSP and AS are closely related to Halliday's (1978, 1985, 1989, 2004) systemic-functional theory: the GSP represents the potential. The AS, in contrast, stands for the realisation of the generic structure.

The narratives under scrutiny in this work display many of the stages proposed by Labov and Waletzky's (1967) framework. However, their AS presents variations regarding the cited model. This issue will be referred to in Section 2.3.2. Previous to that, Section 2.3 and Sub-section 2.3.1

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[6] According to Hasan (1979: 63), the term applies when particular elements (i.e., stages) re-occur in the generic structure.

will address, respectively, the identification and sequencing of the stages in a sample text of the corpus, and the description of the function of each stage.

2.3 Narrative rhetorical organisation: Labov and Waletzky's framework

The seminal work regarding narratives of personal experience developed by Labov and Waletzky (1967) displays a number of strengths which distinguish it from previous work in the area. Among these characteristics, those more closely related to the present study will be briefly outlined below. First of all, instead of departing from what they called "complex products of long-standing literary or oral traditions" (ibid., p. 12), Labov and Waletzky focussed their investigation on oral texts produced by ordinary people. In addition, caution was taken in the sense of including in their study narrators who displayed a range of individual characteristics in terms of social and ethnic origins, and age, among others. Finally, the cited work aimed not only at identifying, but also at relating formal properties of oral narratives of personal experience to their functions.

According to Labov and Waletzky's (op. cit.) model, "fully-formed" narratives of personal experience comprise the following structural elements: (Abstract) ^ Orientation ^ Complicating Action ^ Evaluation ^ Resolution ^ (Coda). For illustrative purposes, the cited model will be matched against Text P1, that is, a narrative written in Portuguese which is included in the corpus of the present work. First, its schematic organisation will be presented in tabular form. Then, a number of comments will be made concerning the macro-level of text organisation.

Table 1: The schematic organisation of Text P1

TEXT P1	STAGES
"Rio, 08/12/04 *Quando eu cheguei no Jardim Botânico vi uns índios dançando e vi um monte de tartaruga nadando.*	Orientation
Tinha umas engraçadas.	Evaluation
Vi uns metais que podia rodar,	Orientation
adorei. Quando nós fomos lanchar o Tiago comeu 3 sanduíches, biscoito de limão e morango e mais o biscoito de sal, e bebeu muita coisa.	Evaluation
Tinha três garotos,	Orientation
um deles tava mexendo com a Tatiane e comigo,	Complication
e aí a professora perguntou quem era, e nós apontamos quem é, e o apelido era ROSINHA.	Resolution
nós zoamos muito.	Evaluation
adorei o passeio. TCHAU Bjs até +!!!"	Coda

As the data in the table above evidence, the optional stage Abstract was not found in this sample text. Thus, Text P1 above presents only five out of the six elements of the model developed by Labov and Waletzky (op. cit.). In addition, variations in terms of the prototypical sequence of the stages were identified in this text. In this particular case, this stems from the re-occurrence of the stages Evaluation and Orientation, as follows: Orientation ^ Evaluation ^ Orientation ^ Evaluation ^ Orientation ^ Complication ^ Resolution ^ Evaluation ^ (Coda). Thus, the brief sample analysis conducted above highlights the importance and potential applicability of Hasan's concept of GSP. In this sense, as pointed out by McCarthy and Carter, "prototypical features are [...] tendencies which occur probabilistic rather than absolutely in particular genres." (McCarthy and Carter, 1994: 46).

2.3.1 Narrative Stages

This sub-section will briefly outline the function of narrative stages, drawing on Labov and Waletzky (1967) and Labov's (1972) work. The stages will be presented in two groups: the first includes the optional stages (i.e., Abstract and Coda); the second, the obligatory stages (i.e., Orientation, Complication, Resolution and Evaluation). Excerpts from narrative P1 will be used for illustrative purposes.

The Abstract is a stage which usually opens up the narrative. According to Toolan (1988: 153), the Abstract generally provides condensed information regarding the topic of the narrative, "but it is never a proper telling of it [...]". In addition, Harris (1993: 35) considers that titles might function as Abstract. Instances regarding this optional stage were not identified in the sample Text P1.

One other optional stage is the Coda. Labov and Waletzky (op. cit., p. 39) state that it "[...] is a functional device for returning the verbal perspective to the present moment." In this sense, this stage indicates that the telling is over. Thus, Codas tend to provide closure for the narrative. The Coda that was found in Text P1 is shown below:

*"adorei o passeio. **TCHAU Bjs até** + **!!!**"*

It should be observed that this is a specific kind of Coda. Thus, the expression in bold italics is an instance of what Eggins and Slade (1997: 257) call 'dialogically constructed' Coda. In other words, the narrative writer addresses the reader directly, as if in a face-to-face interaction. Other types of

Coda include 'fable-like messages'. This expression, which was coined by Toolan (1988: 213), refers to those Codas which provide the narrative closure with a sense of morals. These two types of Coda will be addressed again in Sub-sections 2.5.1 and 2.5.3, respectively.

The Orientation features as one of the obligatory stages in narratives. It introduces characters to the reader (or listener) and situates them in place and time, as displayed below in the following excerpt from Text P1:

"Rio, 08/12/04
Quando eu cheguei no Jardim Botânico vi uns índios dançando e vi um monte de tartaruga nadando."

However, Labov and Waletzky (1967: 32) state that it is also possible to find Orientations which fail to contain all of the aforementioned elements (i.e., characters, place and time). This occurs in the third Orientation stage of Text P1. In this case, only new participants are presented, as shown below:

"Tinha três garotos,"

Labov and Waletzky's framework (op.cit.) also includes the Complication, the Resolution and the Evaluation as obligatory stages. The Complication corresponds to the section of the narrative in which a crisis arises, as the following excerpt illustrates:

"um deles tava mexendo com a Tatiane e comigo,"

The Resolution indicates how normality was re-established. In other words, it presents how the crisis was tackled.

"e aí a professora perguntou quem era, e nós apontamos quem é, e o apelido era ROSINHA."

The Evaluation in Text P1 serves the purpose of revealing the learners' shared feeling of getting even. This sense of judgment comes immediately after they come to know that the disturber's nickname is 'ROSINHA':

"nós zoamos muito."

Finally, it should be mentioned that Labov and Waletzky (op. cit., 34; 38) and Labov (op. cit., p. 368) employ the term self-aggrandizement to designate the evaluation in which the narrator puts himself "in the most favorable possible light". Instances of this function will be provided in Sub-section 2.5.3.

2.3.2 The evaluative function throughout the narrative

The analysis carried out both in Labov and Waletzky (1967) and in Labov's (1972) work showed that the occurrence of the evaluative function is not limited to the stage Evaluation. In other words, data analysed by these same authors led to the conclusion that the evaluative function might occur in any point of the narrative. Thus, in his later paper, Labov identifies four types of evaluation (i.e, external, embedded, evaluative action and internal). It should be mentioned that the cited typology was adopted in this work in order to allow for the identification of evaluative stages in the texts which comprise the corpus of the present investigation.

2.4 Types of Evaluation

As previously mentioned in Chapter 1, the analytical focus on evaluative stages was due to a research interest in the way socio-cultural values are materialized in linguistic resources. In addition, the cited focus was also deemed necessary so as to keep this investigation under manageable proportions. An attempt will now be made to outline the criteria which allowed for the identification of stages with evaluative features in the texts which comprise the corpus of the present work. Thus, the types and sub-types of evaluation will be briefly outlined, following Labov (1972). Excerpts from the corpus of the present work will be provided in order to illustrate the definitions.

The four major evaluation types devised by Labov include 'external evaluation', 'embedding of evaluation', 'evaluative action' and 'internal evaluation'.

'External evaluation' occurs when the narrator interrupts the narrative and addresses the reader (or listener) directly so as to convey the point of the telling (e.g. "*I felt famous!*" – Text E7; "*e foi muito legal*" – Text P5).

'Embedding of evaluation' is related to the evaluative sayings in the narrative. This category includes three sub-types: in the first of these, the narrator chooses to address the evaluative comment

to himself. It should be mentioned that no instance of this sub-type of evaluation could be found in the corpus under analysis; the second sub-type of 'embedding of evaluation' occurs when the narrator addresses the evaluative comment to a specific participant in the narrative. Again, no instance of this sub-type could be identified in the texts which comprise the corpus of the present investigation; the third and last sub-type of 'embedding of evaluation' refers to the evaluative saying which comes from a third person in the narrative. According to Labov, this sub-type intensifies the dramatic force of the evaluation (e.g. "*one man told us he had to eat sheep-head stew*!" – Text E4; "*mais ela pidiu para entrar so com cinco pessoas*" – Text P9).

The third type of evaluation corresponds to 'evaluative action'. In this case, evaluation is conveyed by means of the doings which increase tension among the participants of the narrated events (e.g. "*while we were having dinner Philip stole my food*" – Text E3; "*tinha uma loura falsificada que ficou com cara de nojo para a gente*" – Text P10).

Finally, 'internal evaluation' comprises four major headings: 'intensifiers', 'comparators', 'correlatives' and 'explicatives'. Each of these are composed of various sub-types grouped according to the nature of the syntactic devices employed. Thus, the label 'intensifiers' includes 'expressive phonology' (e.g., "*whipeee.*" – Text E7; "*TCHAU Bjus até +!!!*" – Text P1), 'quantifiers' (e.g. "One of the evacuees was evacuated for *3* years, and one for... *5*!" – Text E8; "Quando nós fomos lanchar o Tiago comeu *3* sanduíches" – Text P1) and 'repetition' (e.g. "We were all *looking forward to* going on this trip and *looking forward to* a good time" – Text E7; "*Andamos, andamos* e *andamos*, Bruno, Tiago, Rodolfo, eu e Fernando." – Text P4). The heading 'comparators' includes the following sub-types: the label 'comparatives', which includes 'comparatives' proper (e.g. "and we learned how *much more fortunate* we are *than* they were" – Text E10; "ao entrarmos no Jardim botânico nós vimos umas estátuas de índios *como* se estivessem dançando," – Text P3) and 'superlatives' (e.g. "*The best* in that activity was when you got to try on all the clothes [...]" – Text E7; "E eu vi outros bichos *interessantíssimos* [...]" – Text P10); 'negatives' (e.g. "Dylan shouted "KANGAROO", but it *wasn't*" – Text E10; "quase que a gente *não entra* na casa dos morcegos" – Text P6); 'futures' (e.g. "Então essa foi a minha história e eu *vou vir* de novo em outros passeios da escola. FIM" – Text P7); 'modals' (e.g. "Also, there was lovely views out of the window, which *there wouldn't have been* then." – Text E8; "Vi uns metais que *podia* rodar, adorei." – Text P1); 'quasi-modals' (e.g. "but I didn't take any money and I wouldn't *have been aloud to* anyway." – Text E5 – "e o guarda *não deixou* mais a professora entrar," – Text P9); 'questions' (e.g. "*e vamos*

dizer quem não gosta de ver este verdinho e este cheiro tão gostoso de grama?" – Text P10); and 'imperatives', which were not found in the analyses of the corpus of the present work. The label 'correlatives' includes 'double appositives'[7] and 'double attributives' (e.g. "After that we walked along to a *small brick* building" – Text E4). Finally, the label 'explicatives' is also included as a sub-type of internal evaluation (e.g. "*because* Amy and both the Laurens made me laugh all the way back to Newcastle" – Text E10; "mais isso *porque* umas meninas estavam gritando," – Text P6).

2.5 The Systemic-Functional Approach

As briefly outlined in Chapter 1, Halliday's approach to language description is socio-semiotic in nature. This means that the cited author includes both the contextual and the semantic domains in the analysis of texts. The interrelatedness between these domains, as well as the corresponding linguistic realisation, will be tackled in the next sub-sections.

2.5.1 The 'Context of Situation'

The 'Context of Situation' (cf. Halliday, 1989) of a text refers to the immediate environment in which meanings are exchanged. It is composed of three headings, namely, the 'Field', the 'Tenor', and the 'Mode' of discourse. The 'Field' refers to the nature of the social action in which the participants are engaged. The 'Tenor' corresponds to the type of role relationship among the participants. The 'Mode' stands for the role that language is playing in that specific situation, including the symbolic organisation of texts. A brief overview of the situational context of the narratives which comprise the corpus of this dissertation follows. The 'Field' of these texts refers to the narrated events of school trips. Their 'Tenor' is characterized by an institutionalised relationship, basically involving teachers and learners, in which the unequal power status stems from the asymmetrical relationship between these participants. The 'Mode' is related to the ways through which language is employed and organised in the texts. Broadly speaking, the texts under scrutiny are written to be read. However, in the case of the texts in Portuguese, dialogic elements could be found in a number of narratives, as follows:

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[7] Double appositives could not be found in the corpus of this investigation.

Text P1 – *"adorei o passeio. <u>TCHAU Bjs até +!!!</u>"* (Evaluative Coda)

Text P3 – *"Eu gostei muito do passeio.<u>Obrigado professoras</u>"* (Evaluative Coda)

Text P5 – *"gostei muito do passeio. <u>Valeu professora.</u>"* (Evaluative Coda)

Text P10 – *"<u>e vamos dizer quem não gosta de ver este verdinho e este cheiro tão gostoso de grama?</u>"* (Evaluation)

In the above excerpts from Texts P1, P3 and P5, the Codas employ linguistic elements which are typical of conversation closings. The specific type of closure found in these texts was termed by Eggins and Slade (1997: 257) as 'dialogically constructed' Coda.

In the illustration from Text P10, the question word 'quem' in initial position helps conveying the main idea embodied in the rhetorical question, that is, that *everybody* enjoys appreciating nature.

According to Halliday's theoretical framework for language description, each of the aforementioned situational features (i.e., 'field', 'tenor' and 'mode') has corresponding elements in the semantic system. Thus, the field of discourse is expressed by means of the experiential function; the tenor, through the interpersonal function; and the mode, by the textual function. These will be dealt with in the next sub-section.

2.5.2 Transitivity, Modality and Theme Systems

The semantic system is composed of functional components, or metafunctions, which constitute interwoven and simultaneous strands of meaning. These include the 'experiential', 'interpersonal' and 'textual' meanings. 'Experiential meanings' are resources for building content; 'interpersonal meanings', resources for interacting; and 'textual meanings', resources for organising texts. According to the systemic-functional approach to language description adopted in this work, the relationship between the semantic and the lexico-grammatical systems is realisational in nature. This means that the meanings which are available at the semantic system are realisable through lexico-grammatical elements. In other words, certain experiential, interpersonal and textual meanings are encoded in the transitivity, modality and theme choices that a text realises. The components of the lexico-grammatical system will be briefly outlined below, together with their constituent elements. Then, a sample analysis will be provided.

The 'transitivity system' comprises the 'participants', the 'verb processes'[8] (i.e., the doings, beings, sayings, etc.) and the 'circumstances' surrounding these. In the present work, the focus will be on verb processes so as to keep the analysis under manageable proportions.

The 'modality system' includes choices in terms of 'modality' and 'mood'. 'Modality' basically comprises the use of value-laden vocabulary (i.e., attitudinal epithets), verbal modal operators and adjuncts[9]. The 'mood' of clauses is specified according to the labels 'declarative', 'interrogative' and 'imperative'. However, mood choice will not be tackled in the present investigation. This was due to the fact that the above mentioned modality elements *per se* (i.e., attitudinal epithets, verbal modal operators, and adjuncts) appear significant in terms of the present contrastive rhetoric study.

The 'theme system' includes options in terms of theme types[10]. Broadly speaking, theme stands for the information which, in initial position, is given prominence in a clause. Theme system also includes cohesion ties. However, this research will focus on the former element, since it will allow for the identification of the aspects which the writers of the narratives have chosen to highlight.

For illustrative purposes, a brief sample analysis of transitivity, modality and theme features will be provided below. To this end, two excerpts were selected from the corpus of this investigation, as follows:

Text E10 – *"one had a sneeky drink and sweet, Amy had some, while the teachers wear'nt looking."*
        (Evaluative Complication)

Text P4 – *"A professora não deixava jogar* (Evaluative Complication)
        mas agente jogava." (Evaluative Resolution)

Basically, the above illustrations from Texts E10 and P4 portray the ways through which learners, in distinct field trips, attempt to defy the teacher's orders. The lexico-grammatical features of these excerpts are organised in terms of the systems of 'transitivity', 'modality' and 'theme' in Table 2 below.

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[8] Verb processes will be addressed in more detail in Chapter 4.
[9] Verbal modality and adjuncts will be accounted for in Chapter 4.
[10] Theme types will be addressed in more detail in Chapter 4.

Table 2: A sample analysis of certain lexico-grammatical features of Texts E10 and P4.

LEXICO-GRAMMATICAL SYSTEM FEATURES		Text E10	Text P4
Transitivity	Verb processes	'had': two occurrences (i.e., 'drank' and 'ate')	'jogar' and 'jogava'
Modality	Attitudinal epithets	'sneeky drink and sweet'	-
Theme	***Verbal modality*** **Topical**	- '**one** had a sneeky drink and sweet' '**Amy** had some'	'A professora ***não deixava*** jogar' '**A professora** não deixava jogar'
	Textual ^ **Topical**	'*while* **the teachers** wear'nt looking'	'*mas* **agente** jogava'

In the case of the above excerpt from Text E10, the aim of the field trip was for learners to experience what it was like to be a World War II evacuee. Thus, only standardized (i.e., rashioned) food was supposed to be brought to the outing. In this excerpt, the writer chooses Amy's attitude to convey the learners' transgression of the field trip rules. In terms of transitivity, this is expressed by means of the behavioural process[11] 'had', which occurs twice in the selected excerpt. This double ocurrence appears relevant since in the specific context of that field trip, 'drinking' and 'eating' certain items mean disobeying the teacher's rules. As for the above excerpt from Text P4, the restriction concerns soccer playing, which is forbidden by the "Jardim Botânico" rules. In this illustration, the material process[12] 'jogava' symbolizes the disobeyment of the teacher's orders. Thus, in both excerpts presented above, the verb processes employed convey facts pertaining to the domain of the social action that is taking place, that is, a field trip.

As previously mentioned in this sub-section, the modality analysis of this investigation comprises several elements including attitudinal epithets (i.e., value-laden vocabulary) and verbal modal operators, among others. In the above illustration from Text E10, the attitudinal epithet 'sneeky' reveals the forbidden trace of what was drunk and eaten by Amy. In the excerpt from Text P4, the verbal modal operator in '*não deixava* jogar' indicates the rules which were supposed to prevail in

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[11] Behavioural processes are related to physiological and psychological behaviour.
[12] Material processes convey doings and happenings.

the field trip. In both cases, emphasis is put on the asymmetrical relationship between teachers and learners.

The focus of the theme analysis of this work will be on theme types. In the above illustration from Text E10, two 'topical' themes [13] could be found, that is, 'one' and 'Amy', with the latter identifying the former. Thus, the writer's revelation that Amy is the transgressor of the field trip rules is reflected in theme choice, which gives prominence to the cited participant. The topical theme in the above excerpt from Text P4 is 'A professora'. In this case, the initial focus is on the teacher's power status. One other theme type was identified in both narratives, namely *'Textual* ^ Topical' [14] theme. In the illustration from Text E10, the theme *'while* the teachers' signals that Amy's transgression took advantage of a moment of distraction on the teacher's part. Thus, the textual element 'while' expresses the momentarily character of Amy's attitude. In the above excerpt from Text P4, the textual element 'mas' in the theme *'mas* agente' establishes the opposition between the teacher's orders and the group of learners' action.

2.5.3 The 'Context of Culture'

The 'Context of Culture' (cf. Halliday, 1989) constitutes the broader socio-cultural environment within which a text is produced. Basically, the concept includes the set of cultural values and social conventions. Halliday has not offered a separate linguistic model for the analysis of the 'Context of Culture'. However, the cited author recommends that, in providing a description of the 'Context of Situation' of specific texts, the analyst complements it with an account of aspects which characterize their 'Context of Culture'. Accordingly, illustrations from the corpus of this work will be provided, followed by brief comments.

Text E3 – *"After that we took 1 ½ hours while on the train* (Evaluative Complication)
We played cards (Resolution)
and I won quite a lot of sweets" (Evaluation)

Text E10 – *"Later after lunch we went through a little tunnel witch had paving stones with writing on them,* (Orientation)
me and Lauren (S) were leading them!" (Evaluation)

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[13] In this case, the topical theme coincides with the subject of the sentence.
[14] In this case, each Textual ^ Topical theme is composed of a structural element (i.e., a conjunction) plus the subject of the sentence, with the caret sign indicating sequencing.

As the underlined sentences in the excerpts above show, in these Evaluation sections from Texts E3 and E10, the narrators put themselves in the most favourable position. Thus, in the illustration from Text E3, the narrator is described as a winner; and in the excerpt from Text E10, as a leader. Labov and Waletzky (op. cit., p. 34; 38) coined this phenomenon 'self-aggrandizement'. The cited authors consider self-aggrandizement an evaluative function.

One other type of evaluative feature was found in the Coda stage of Text P10, as shown in the underlined sentence below:

Text P10 – *"quando eu passei no lugar que caía água e vendo os animais lá em baixo,* (Orientation)
tinha uma loura falsificada que ficou com cara de nojo para a gente, (Evaluative Complication)
mais eu nem me importo (Evaluative Resolution)
<u>*porque todo mundo é igual neste mundo*</u>*."* (Evaluative Coda)

The strong sense of judgment conveyed in the closure of Text P10 stems from the employment of what Toolan (op. cit., p. 213) calls a 'fable-like message'. In other words, similarly to fables, the writer's final comment provides the narrative with a moral lesson.

Thus, as the examples provided above seem to show, the concepts of 'self-aggrandizement' and 'fable-like message' appear to perform a significant role as far as the description of the 'Context of Culture' of the corpus of the present investigation is concerned.

2.6 Contrastive Rhetoric

In order to define Contrastive Rhetoric, a brief historic overview will follow. In the year 1966, Kaplan coined the aforementioned term in order to denominate certain linguistic studies which were conducted in the United States. These studies aimed at identifying the differences between international students' English language written production and what was expected from them, in the university context, in terms of target texts. Thus, initially the aim of this approach to language description was to identify the linguistic elements of foreign languages which interfered with reading and writing in English. More recent research in the area (Purves, 1988; Connor, 1996; Grabe, 1998) tends to expand the analytical focus towards the inclusion of sociocultural aspects that influence cross-cultural writing. In fact, other areas have contributed to contrastive rhetoric research, among which anthropology and psychology. As a result, contrastive rhetoric does not follow a single

methodology. If, on the one hand, this compromises the comparison of a number of studies in the field, on the other, it allows for the enrichment of the research perspective, owing to the resource to different areas.

The present investigation, which focusses on how socio-cultural assumptions shape British and Brazilian pre-adolescents' written narratives, attempted to follow the various criteria cited by Purves (op. cit., p. 16-17) as necessary requirements for contrastive rhetoric studies. These criteria include similarity in terms of the function, cognitive demand and specific subject matter of the writing task; the writers' occupation and the context in which the writing occurs; finally, the description of the respective educational programs, in the case of a school-based study.

This chapter aimed at providing the theoretical background of this investigation. It has also intended to establish connections regarding theoretical frameworks which consider 'function' a key concept. The cited chapter opened with a definition of Hasan's (1989) notions of 'generic structure potential' and 'actual structure'. Then, the analytical framework for narratives of personal experience developed by Labov and Waletzky (1967) was described. For illustrative purposes, the aforementioned model was applied to one of the narratives of the corpus. The results showed that the cited text was not a prototype. In addition, it was found that the source of variation was basically due to the spread of evaluative devices throughout the narrative sections. Thus, after outlining the original function of each of the sample narrative stages, this chapter then turned to the categorization of evaluation types[15], following Labov (1972). Then, a brief outline of the concepts of the 'context of situation' and the 'context of culture' was provided. Again, sample texts were selected for illustrative purposes. The final sub-section of this chapter presented a brief historic overview of contrastive rhetoric as well as the tendencies which recently guide its research methodology. Finally, it closed with the various criteria defined by Purves (1988) as necessary requirements for contrastive rhetoric studies.

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[15] The description of this typology was found necessary, since it allowed for the identification of stages with evaluative features, which are the focus of this investigation.

CHAPTER 3 – METHODOLOGY

3.1 Nature of the Research

This study is descriptive and contrastive in nature. As the work may be seen as situated within the systemic-functional tradition, it intends to describe the stages of the narrative genre and to outline the functions that are performed. At the micro-level of text organisation, it aims at pinpointing the most salient lexico-grammatical elements employed in stages with evaluative features, as well as their significance in semantic terms. The focus on stages with evaluative elements has generated a number of implications in terms of the methodological side of this investigation. One result is that this study includes both quantitative and qualitative analyses for reasons which will be explained below. One of these is that the description of the rhetorical organisation of the texts and the detailed categorisation of their lexico-grammatical elements require a systematic and clear presentation of data. Thus, a certain type of quantitative analysis was felt to be needed for organising purposes. However, the systemic-functional approach will attempt to analise more than a straightforward description of form. Rather, it aims primarily at establishing the meanings which are attached to forms, and also at trying to relate these meanings to the context in which the text was produced. For this reason, it was also attempted to include qualitative analysis within this investigation.

As outlined in Section 1.1, the main objective of this study was the attempt to describe similarities and differences regarding the lexico-grammatical elements which were employed in the stages with evaluative features of data in English and in Portuguese. The evaluative characteristic of these stages implies the shaping of the narratives according to socio-cultural assumptions. In this sense, this work has also included contrastive rhetoric as a resource in an effort to identify what patterns were favoured by writers from distinct cultures. It should be added that the methodological decision for narrowing down the focus of analysis to stages with evaluative elements was primarily due to an interest in the cultural dimension of the narratives which comprise the corpus of this work. This decision was also motivated by the need to keep this work under manageable proportions.

3.2 Description of Corpus

The corpus of the present research comprises a total of twenty narratives, out of which ten were written in English and ten, in Portuguese. Both sets of data were produced by pre-adolescents who participated in field trips in their respective countries (i.e., in England and in Brazil). The British pre-adolescents' age ranged from ten to eleven years old when the narratives were collected (i.e., in the year 2005). They were then at Year 6[16] of Hotspur Primary School, a public sector institution which is located in Newcastle upon Tyne, a city in the northeast of England. At the time in which the Portuguese language narratives were produced (i.e., in the years 2004 and 2005), Brazilian writers were between eleven and twelve years old. These pre-adolescents were then at the 5th grade[17] of the "Escola Municipal Uruguai". This school belongs to the "Secretaria de Educação" of Rio de Janeiro city educational system.

Below, a brief summary concerning information related to the writers of the narratives is presented in tabular form.

Table 3: Summary of basic information concerning the writers of the narratives.

DATA RELATED TO WRITERS	WRITERS OF TEXTS IN ENGLISH	WRITERS OF TEXTS IN PORTUGUESE
Age	10-11 years old	11-12 years old
School phase	Year 6	5th grade
Educational institution	Hotspur Primary School	"Escola Municipal Uruguai"

Purves (1988: 17) warns that variables should be accounted for and defined in Contrastive Rhetoric studies. In the case of the present research, as shown in Table 3 above, the variation concerns British and Brazilian writers' age. However, according to information displayed in British and Brazilian public sector educational sites[18], learners both in Year 6 and in 5th grade are already supposed to produce written texts which are both cohesive and coherent. In addition, they should also be able to recognize the social function of texts. Thus, it might be reasonable to argue that the level of these sets

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[16] Year 6 corresponds to the last phase of Key Stage 2 in the United Kingdom public sector curriculum organisation (Key Stage 2 starts in Year 3).

[17] 5th grade is the last phase of the "2º Ciclo de Formação", which also includes the 3rd and 4th grades in the educational curriculum of the "Secretaria de Educação" of Rio de Janeiro city.

[18] The British and the Brazilian public sector educational sites are, respectively, www.qca.org.uk/index.html and www.rio.rj.gov.br/sme/downloads/multieducacao.

of narratives matches the requirements established by Purves (op. cit.) as far as Contrastive Rhetoric studies are concerned.

This section now focusses on relevant information concerning the narratives which are under scrutiny in this work. The first group of narratives deals with a field trip to Tullie House, a World War II museum. The second set of narratives is subdivided into groups comprising five texts each. One of these groups of narratives deals with an outing to the "Jardim Botânico"; the other portrays a field trip to the "Fundação Rio-Zôo". The texts are included as appendices. In order to facilitate the analysis as a whole and the reference to specific narratives, the texts written in English and in Portuguese were designated by letters 'E' and 'P', respectively. In addition, the texts in both languages were numerated from one to ten. Thus, English language corpus includes texts from E1 to E10; and Portuguese language corpus, texts from P1 to P10. It should be noted that the original characteristics of the texts were maintained. In other words, they are presented uncorrected in their original form.

Table 4 below displays the main characteristics in terms of the corpus of this research.

Table 4: Amount of texts per language and topic.

LANGUAGE	TOPIC OF THE TEXTS: FIELD TRIPS	IDENTIFICATION OF THE TEXTS	QUANTITY OF TEXTS PER FIELD TRIP	TOTAL OF TEXTS
English	Tullie House	From Text E1 to Text E10	10	10
Portuguese	"Jardim Botânico"	From Text P1 to Te xt P5	05	10
	"Fundação Rio-Zôo"	From Text P6 to Text P10	05	
T O T A L O F T E X T S				20

As the information provided in Tables 3 and 4 above evidences, there is a high degree of similarity in terms of the function and the context of the sets of texts written in the two cultures/languages. In this sense, the writers' occupation (i.e., school learners) and the subject matter of the texts (i.e., field trips) are also elements which play a significant role in the description and contrast of this set of narratives. Thus, as argued above, the choice of data was seen as matching the various criteria cited by Purves (op. cit., p. 16-17) as necessary requirements for Contrastive Rhetoric studies.

3.3 Stages of the Analysis

In order to provide a functionally-driven description of the twenty texts which comprise the corpus of this work, a three-staged analysis was deemed necessary. In the first step of the analysis, an attempt was made to present an overall characterization of the narratives as a genre. To this end, the texts were matched against the analytical framework developed by Labov & Waletzky (1967), with the results presented in tabular form and discussed. The second step of the analysis intended to provide an overview of evaluative devices which might occur in any stage of the narratives. Thus, with a view to characterizing stages with evaluative features, an identification of the types of evaluation was made according to the categorization devised by Labov (1972). The last stage of the analysis drew on the systemic-functional approach as proposed by Halliday (1978, 1985, 1989, 2004). Thus, it comprised the detailed description of the lexico-grammatical elements of stages with evaluative features, namely those elements related to transitivity, modality and theme. It should be mentioned that this work followed a Contrastive Rhetoric orientation. In other words, the main similarities and differences among narratives written in English and in Portuguese were highlighted, both in terms of their rhetorical organisation and of lexico-grammatical elements.

CHAPTER 4 – DATA ANALYSIS

4.1 Introduction

This chapter presents both the macro- and micro-levels of analysis of the corpus of this investigation. At the macro-level of text organisation, the occurrence of the stages will be focused on, as well as their type (i.e., with or without evaluative elements). This level of text description was based both on Labov and Waletzky's (1967) framework for narrative analysis and on Labov's (1972) work on evaluative features. At the micro-level of text organisation, this chapter will identify the transitivity, modality and thematic lexico-grammatical elements of stages with evaluative features, following the systemic-functional theory developed by Halliday (1978, 1985, 1989, 2004). Finally, the main findings in the texts in English and Portuguese will be compared according to certain Contrastive Rhetoric principles (Kaplan, 1966; Purves, 1988; Connor, 1996; Grabe, 1998).

4.2 Macro-level analysis

In Chapter 2, the prototype for oral narratives of personal experience was presented, following Labov and Waletzky's (1967) model. However, it was added that the cited framework does not constitute the only possibility of realisation of this genre. The aforementioned authors (ibid., p. 36) point out that changes in relation to the prototypical framework might be attributed to the presence of evaluative features in the narratives. In the two sub-sections that follow, the stages of the set of texts under investigation will be characterised in terms of their occurrence, nature (i.e., optional or obligatory) and function. In addition, stages with evaluative features will be identified and prevailing types of evaluationper stage will be briefly outlined.

4.2.1 Occurrence and absence of stages

As outlined in Chapter 2, each stage of the narrative framework developed by Labov and Waletzky (1967) performs a specific function. Furthermore, as participants in its organisation, the stages have "some consequence in the progression of a text." (Hasan, 1985: 56). Thus, each stage contributes to the realisation of the communicative purpose of narratives which, according to Eggins and Slade (1997: 243), is "to deal with unusual or problematic events and their outcome". The term *outcome* includes the way that the author of the narrative and other participants choose to judge the ongoing (or past) events. The cited authors (ibid., p. 236) develop this point and argue that "the events of narratives are given their significance through the evaluative meanings". Stages with evaluative features will be analysed in the next sub-section. The focus will now turn to the first step of the macro-patterning analysis, i.e., the incidence of stages in the two sets of texts of the corpus.

Initially, it was found that the occurrence of specific stages among individual narratives varied. However, when contrasted, the figures regarding the whole sets of texts written in English and Portuguese were quite similar. This could be observed in terms of the incidence of the three most prominent stages. Thus, in the set of texts in English, the Orientation (38.70%), the Complication (20.83%) and the Evaluation (18.45%) were the most noticeable stages. Accordingly, very close results were found in the set of texts in Portuguese, with the Orientation (37.88%), Complication (18.94%) and Evaluation (18.18%) again featuring as the most frequent elements. It was noted that the high percentage of Orientations in both sets of texts appears to be related to the frequent change of characters and settings as the unravelling of the narratives occurs. Thus, although it is common to find the Orientation stage in the beginning of these texts, Labov and Waletzky (op. cit., p. 365) state that Orientations might also be spread throughout the narratives. Finally, the expressive rates of Complications and Evaluations appear to be strongly connected to key elements regarding the communicative function of narratives. In other words, these may be related, respectively, to the culminating crisis (or series of crises), and to the value atributed by the writer-as-a-participant (or by any other participant) to what goes on in the narrative (i.e., actions and attitudes, among others). Together with the Orientation, Complication and Evaluation, the Resolution constitutes what the previously mentioned authors call obligatory stage in the narrative framework. This means that these four are genre-defining elements (Hasan, 1989: 62). As such, the Resolution is also expected to feature as a prominent stage in the narratives under investigation. Thus, in the set of texts in

Portuguese, the Resolution is found in 17.42% of the total of stages. If compared to this rate, the occurrence of Resolutions in the narratives written in English seems low (11.31%). However, it still appears significant, especially in relation to the reduced occurrence of Abstracts and Codas in both sets of texts of the corpus.

In the analytical framework for narratives developed by Labov and Waletzky (1967), the Abstract and the Coda were labelled as optional stages. Accordingly, the incidence of both of these stages in the corpus of this investigation was low. In the set of texts written in Portuguese, the Abstract stage appears in only one of the narratives (i.e., Text P10). In this case, the Abstract corresponds to the title which, according to Harris (1993: 35) "might be considered as abstract". As a result, the Abstract in this set of texts features in 0.76% of the total of stages (1 occurrence out of 132 stages). In the case of the set of texts in English, an occurrence of one Abstract (i.e., title) per narrative could be observed. Thus, the rate of Abstracts is a little higher, that is, 5.95% (10 occurrences out of a total of 168 stages). Finally, as far as the Coda stage is concerned, texts in Portuguese and English showed close results, that is, 6.82% and 4.76% respectively. These findings stem from the fact that the Coda stage was absent from a number of narratives in both sets of texts. The aspects discussed above are summarized in Tables 5 and 6 below.

Table 5: Occurrences of stages in the texts in English.

Text	STAGES IN THE TEXTS IN ENGLISH						
	Abstract	Orientation	Complication	Evaluation	Resolution	Coda	Stages per text
E1	01	08	04	02	-	01	16
E2	01	07	03	04	01	01	17
E3	01	05	05	01	03	-	15
E4	01	07	02	01	-	01	12
E5	01	07	06	02	04	01	21
E6	01	06	02	02	01	01	13
E7	01	05	02	07	01	01	17
E8	01	07	04	04	03	01	20
E9	01	05	02	-	02	01	11
E10	01	08	05	08	04	-	26
Total	5.95% 10:168	38.70% 65:168	20.83% 35:168	18.45% 31:168	11.31% 19:168	4.76% 08:168	Total 168

Table 6: Occurrences of stages in the texts in Portuguese.

Text	STAGES IN THE TEXTS IN PORTUGUESE						
	Abstract	Orientation	Complication	Evaluation	Resolution	Coda	Stages per text
P1	-	04	01	03	01	01	10
P2	-	04	02	01	01	01	09
P3	-	05	01	03	02	01	12
P4	-	04	02	02	02	01	11
P5	-	03	04	03	04	01	15
P6	-	04	01	05	-	-	10
P7	-	05	03	01	03	01	13
P8	-	06	02	01	02	02	13
P9	-	04	03	-	03	-	10
P10	01	11	06	05	05	01	29
Total	0.76% 01:132	37.88% 50:132	18.94% 25:132	18.18% 24:132	17.42% 23:132	6.82% 09:132	Total 132

One last aspect to be briefly addressed in this sub-section is that regarding the absence of stages. As Table 7 below attests, both optional and obligatory stages were missing in a number of narratives of both sets of texts.

Table 7: Absence of stages in the texts in English and Portuguese.

ABSENCE OF STAGES			
Nature of the stage	STAGES	TEXTS IN ENGLISH	TEXTS IN PORTUGUESE
OPTIONAL	Coda	Texts E3 and E10	Texts P6 and P9
	Abstract	-	Texts P1, P2, P3, P4, P5, P6, P7, P8 and P9
OBLIGATORY	Resolution	Texts E1 and E4	Text P6
	Evaluation	Text E9	Text P9

Although the texts mentioned in Table 7 above display variations in relation to the prototypical framework developed by Labov and Waletzky (1967), they are still considered narratives. This might be attributed basically to the reasons that follow. First, to the fact that the Complication, a stage pointed out by Labov (1972: 370) as essential for the identification of a narrative, is present in

all of these texts. Furthermore, the other obligatory stages that were found in the corpus of this investigation perform functions which contribute to the achievement of the communicative purpose of the genre.

In the following sub-section, the focus of analysis will move to considerations regarding the most noticeable stages with evaluative features. The various evaluative devices will be shown according to prominent occurrences per stage.

4.2.2 Stages with evaluative features

As previously mentioned in Chapter 2, evaluative features are not restricted to the stage Evaluation. This means that they might appear in any stage of the narrative. In the macro-level of analysis of this investigation, the narrative-based evaluative categories developed by Labov (1972) allowed for the identification of stages with evaluative features. These evaluative categories (which were previously introduced and illustrated in Chapter 2) proved useful for this investigation in the sense that they help revealing how specific actions and attitudes in the narratives were chosen to be valued. The classification of stages, following the cited author, has shown that the two groups of narratives were densely evaluated. In the case of the texts written in English, 66.70% of the total of stages (112 occurrences out of 168) are evaluative. The incidence of evaluative stages in the narratives in Portuguese corresponds to 67.42% (89 occurrences out of 132). Table 8 below summarizes the information provided above. For each set of texts, figures for stages with and without evaluative features are provided.

Table 8: Figures related to the presence and absence of evaluative features in the stages of the texts in English and in Portuguese

Text	TEXTS IN ENGLISH		Text	TEXTS IN PORTUGUESE	
	Stages with evaluative features	Stages without evaluative features		Stages with evaluative features	Stages without evaluative features
E1	11	06	P1	08	02
E2	10	07	P2	06	03
E3	07	07	P3	08	04
E4	08	04	P4	07	04
E5	14	07	P5	11	04
E6	07	06	P6	06	04
E7	16	01	P7	09	04
E8	13	07	P8	07	06
E9	06	05	P9	06	04
E10	20	06	P10	21	08
Total	112 (66.70%)	56 (33.30%)	Total	89 (67.42%)	43 (32.58%)

The focus of this sub-section will now be further narrowed down by concentrating on the most prominent stages with evaluative features. In the course of the analysis, references will be made to the prevailing evaluation types in each of these stages.

The identification of evaluative features following Labov (1972) has shown that specific stages in the corpus of this investigation were found to be predominantly evaluative. Thus, together with the Evaluation stage, the Complication appeared as 100% evaluative in both sets of narratives. This means that the expression of the crisis (or crises) in these texts is strongly judgemental. In the set of narratives in English, the majority of the Complications were marked by internal evaluations (61.90%). Among internal evaluations, the sub-type *intensifiers* was predominant in the Complication stage of these texts, as the instances below show:

Text E1 – *"And then we got to look in a real life evacuee sutecase. Then we got to interview 2 evacuee's. And we had to write a letter to our mom and dad if we got evacuated "* (Repetition)

Text E5 – *"The train journey was 1 ½ hours,"* (Quantifier)

Text E10 – *"me and Lauren (S.) were waiting ages for my mum"* (Exaggerating quantifier)

The various evaluative features found in the instances above serve the same purpose, that is, expressing the writer's discontent regarding specific facts. In the case of the three excerpts above, these correspond, respectively, to the demanded school tasks regarding the World War II evacuation experience, to the long-lasting train journey and to the waiting for a late mother.

Evaluative action was the second most frequently found category (26.19%) in the Complication stage of the texts in English. This type of evaluation presents an action which contributes to the increasing of tension, as displayed in the following excerpts:

Text E3 – *"while we were having dinner Philip stole my food"*

Text E8 – *"All of a sudden a rabbit just popped out and roly-polyied by getting ran over by the train"*.

However, as far as the analysis of evaluation types in the Complications of the texts in Portuguese is concerned, an inverted result could be observed. Thus, the most prominent type of evaluation found was the evaluative action (61.29%), with internal evaluations featuring as the second most recurrent category (22.58%). For illustrative purposes, excerpts with instances of evaluative action in the Complication stage follow:

Text P2 – *"Quando estávamos vindo no ônibus tinha uns garotos fazendo bagunça e estavam cantando funk"*

Text P4 – *"tinha uns homens mexendo com a professora de ciências"*

Text P7 – *"o leão abriu a boca"*

In the excerpts above, the use of evaluative action helps conveying either the inadequacy of specific behaviors (in Texts P2 and P4), or a frightening fact (in Text P7). Thus, tense moments of the field trips are depicted.

Among internal evaluations found in the Complication stage, two sub-types could be identified in the texts written in Portuguese: *intensifiers* and *comparators*. Intensifiers occur as repetitions, as shown below:

Text P10 – *"Me sujei toda na grama, sujei minha sapatilha toda, sujei a minha blusa, minha calça fiquei toda me coçando."*

The realisation of *comparators* features as follows:

Text P4   – *"A professora não deixava jogar,"* (Quasimodal)

Text P10   – *"Eu não estou muito inspirada"* (Negative)

       "Eu não consigo ficar fazendo redação como essa no barulho" (Modal and Comparative)

In the four instances above, internal evaluations help to convey a sense of discontent with specific situations. In the last three excerpts, the employment of the element 'não' reinforces what Labov (1972: 380-381) calls "the defeat of an expectation".

One other evaluative stage frequently found in the set of texts in English was the Abstract. Evaluative Abstracts correspond to 90% of the total of Abstracts of these texts, with 100% of its evaluative elements composed of internal evaluations. The prevailing sub-type of internal evaluation found in these Abstracts was the *comparator* 'as'. It might be reasonable to argue that it seems to function as a key element in all of the evaluative Abstracts of the set of texts in English. Thus, in this case, the comparator 'as' foregrounds the nature of the experience that the narrative writers lived during the field trip. This is shown in the instances below:

Text E6 – *"My experience as a WWII evacuee*
       9th June 2005"

Text E3 – *"9.6.05*
       My experience as as a world war II evacuee"

In the texts in Portuguese, one other evaluative stage which featured prominently was the Coda. Evaluative Codas correspond to 88.89% of the total of Coda stages in these texts, with most of the evaluative features composed of external evaluations (60%). In this case, this type of evaluation expresses how the field trip was appreciated as a whole and/or regarding specific aspects. For illustrative purposes, data from the corpus of this investigation is presented below:

Text P2 – *"Enfim eu gostei muito do passeio e o que eu mais gostei foi do esquilo. O passeio foi muito*
       legal"

Text P4 – *"Gostei muito do lago das tartarugas"*

Text P8 – *"eu gostei das cobras"*

The Coda stages of narratives P3 and P5 below also present external evaluations:

Text P3 – *"Eu gostei muito do passeio. <u>Obrigado professoras</u>."*

Text P5 – *"gostei muito do passeio. <u>Valeu, professora</u>"*.

However, these sections also display elements of what Eggins and Slade (1997: 257) call 'dialogically constructed' Coda. In other words, in both of the above mentioned Codas, an attempt is made in the sense of addressing the reader directly. Thus, although Texts P3 and P5 are written narratives, their Codas employ linguistic elements which are typical of conversation closures. In both cases, the employment of the 'dialogically constructed' Codas allows for the expression of the learners' thankfulness to the teacher for the field trip experience. It should be mentioned that this specific type of coda could only be found in the set of texts in Portuguese.

In the course of the analysis of evaluative stages, it was found that in the texts written in Portuguese evaluative Resolutions were present in 73.91% of the total occurrences of this stage. In addition, internal evaluations appeared as the most prominent evaluative feature in these Resolutions (45.45%), with *intensifiers* as one of the most used sub-types of internal evaluations. For illustrative purposes, excerpts with instances of intensifiers in the Resolution stage of the set of texts written in Portuguese follow:

Text P1 – *"e o apelido era <u>ROSINHA</u>"* (Expressive phonology)

Text P7 – *"e a professora tirou <u>muitas</u> fotos"* (Quantifier)

Text P8 – *"Quem <u>chegou</u> primeiro foi o professor de educação física, depois <u>chegou</u> a professora de matemática depois <u>chegou</u> a professora de inglês,"* (Repetition)

One other frequently observed internal evaluative feature in the Resolutions of the texts in Portuguese was the sub-type *comparator*:

Text P4 – *"mas ela <u>nem</u> deu bola"* (Negative)

Text P9 – *"mais ai o guarda deixou todo mundo entrar em silencio, "* (Quasimodal)

Text P10– *"mais eu corro atraz <u>para conseguir</u> aprender"* (Modal)

The instances of Resolution presented above convey how, in the context of each narrative, participants managed to overcome specific crises. Thus, in the case of Text P1, the revelation that the boy's nickname was 'ROSINHA' made the girls get even from his initial teasing; in Text P7, the teacher's calm reaction at the zoo regarding the lion's open mouth seems to have soothed the learners; in Text P8, the sequential arrival of teachers has allowed for the beginning of the anxiously expected field trip; in Text P4, the Science teacher's detachment concerning a stranger's unwanted courtship appears to have contributed to the reestablishment of the initial relaxing atmosphere; in Text P9, the Resolution deals with the policeman's revogation of an initial prohibition; finally, the attitude depicted in Text P10 portrays the learner's effort to overcome difficulties with Mathematics.

Tables 9 and 10 below display figures related to the occurrence per narrative of stages with and without evaluative features. They refer to the sets of texts in English and Portuguese, respectively.

Table 9: Figures related to the presence and absence of evaluation in each separate stage of the set of texts in English.

Text	Abstract Eval	Abstract Not eval	Orientation Eval	Orientation Not eval	CA Eval	CA Not eval	Eval	Resolution Eval	Resolution Not eval	Coda Eval	Coda Not eval
E1	01	-	03	05	04	-	02	-	-	-	01
E2	01	-	02	05	03	-	04	-	01	-	01
E3	01	-	01	04	05	-	01	-	03	-	-
E4	01	-	03	04	02	-	01	-	-	01	-
E5	01	-	02	05	06	-	02	03	01	-	01
E6	01	-	02	04	02	-	02	-	01	-	01
E7	01	-	05	-	02	-	07	-	01	01	-
E8	01	-	02	05	04	-	04	01	02	01	-
E9	01	-	02	03	02	-	-	-	02	01	-
E10	-	01	03	05	05	-	08	04	-	-	-
Total	09 90%	01 10%	25 38.46%	40 61.54%	35 100%	0 0%	31 100%	08 42%	11 58%	04 50%	04 50%

Table 10: Figures related to the presence and absence of evaluation in each separate stage of the set of texts in Portuguese.

Text	Abstract		Orientation		CA		Eval	Resolution		Coda	
	Eval	Not eval	Eval	Not eval	Eval	Not eval		Eval	Not eval	Eval	Not eval
P1	-	-	02	02	01	-	03	01	-	01	-
P2	-	-	02	02	02	-	01	-	01	01	-
P3	-	-	02	03	01	-	03	01	01	01	-
P4	-	-	-	04	02	-	02	02	-	01	-
P5	-	-	-	03	04	-	03	03	01	01	-
P6	-	-	-	04	01	-	05	-	-	-	-
P7	-	-	02	03	03	-	01	02	01	01	-
P8	-	-	01	05	02	-	01	02	-	01	01
P9	-	-	01	03	03	-	-	02	01	-	-
P10	-	01	05	06	06	-	05	04	01	01	-
Total	0 0%	01 100%	15 30%	35 70%	25 100%	0 0%	24 100%	17 73.91%	06 26.09%	08 88.89%	01 11.11%

The focus of analysis will now turn to the most employed evaluative features in the Evaluation stage of the texts in English and Portuguese. The analyses demonstrated that the external and the internal were the most prominent types of evaluative elements found in this stage of both sets of texts. Thus, in the sets of texts in English and Portuguese, external evaluations featured, respectively, in 54.55% (24 occurrences out of 44) and in 54.28% (19 occurrences out of 35) of the total of Evaluation stages per set of texts. Certain instances of what Labov and Waletzky (op. cit., p. 34; 38) call "self-aggrandizement" were found in a number of the Evaluation stages of the texts in English, as follows:

Text E1 – *"and class13 were the only one's on the T.V. "*
            "I got a fether pen"

Text E3 – *"and I won quite a lot of sweets"*

Text E10 – *"me and Lauren (S.) were lucky we got interveiwed for the Belly."*
            "me and Lauren (S.) were leading them!"

According to the aforementioned authors, self-aggrandizement is an evaluative function which highlights the narrator's actions and achievements. In the first excerpt of Text E1, the highlighted participant is *class 13* (the class to which the writer of Text E1 belongs) due to its priviledged condition of showing up at the T. V. news. In the second excerpt of Text E1 and in the extract of Text E3, the narrator-as-a-participant seems to be favoured in relation to the other learners in the field trip. Thus, the feather pen which is bought by this participant is the only purchased item that is mentioned in Text E1. In the same way, Text E3 reveals that the card games which were played resulted in a reward (i.e., "a lot of sweets") which was granted to the participant *I*. Finally, in both excerpts of Text E10, self-aggrandizement is present in the way that the participants *me and Lauren (S.)* are portrayed. In the first of these, the advantageous position is achieved by means of a media resource, that is, an interview. In the second excerpt of Text E10, the leadership status of the aforementioned participants is due to the fact that they were guiding both the group of fellow learners and the teacher. In this case, the exclamation mark appears to reinforce the exultation of the narrator-as-a-participant.

In the set of texts written in Portuguese, the following instances of external evaluation were found in the Evaluation stage, among others:

Text P7 – *"O que eu mais gostei foi do aquário e do morcego e das cobras"*
Text P10 – *"Hoje foi muito legal pena que eu não vi a cobra pau. Eu gostei muito"*

Both of these excerpts make an overall evaluative statement regarding the field trip to the "Fundação Rio-Zôo". This characteristic alone, however, did not suffice to classify these as Evaluation stages. Their position in terms of the macropattern for narratives developed by Labov and Waletzky (1967) seemed crucial, since a final or near end position would indicate a Coda (i.e., closure of a narrative) instead of an Evaluation stage. In this sense, the fact that the stages specified in the excerpts above were placed at the beginning of their respective narratives served as an analytical criterion for classifying these as Evaluation stages.

Internal evaluations were present in 40.90% of the total of Evaluation stages of the texts in English (18 occurrences out of 44). In the set of narratives in Portuguese, this type of evaluation was found in 42.86% of the total of Evaluation stages of these texts (15 occurrences out of 35). In some cases, internal evaluations are expressed in the corpus of this investigation through distinct linguistic

realisations. Thus, expressive phonology was the most prominent sub-type found in the Evaluation stages of the texts in English. Several instances are displayed below:

Text E7 – *"The train journey was 1 ½ hours* (Evaluative Complication)
it was very tiring (Evaluation)
so me and Niomi fell asleep (Resolution)
Zzzz." (Evaluation)

"After that we were in groups with mostly all of our friends (Evaluative Orientation)
whipeee." (Evaluation)

Text E8 – *"All of a sudden a rabitt just popped out and roly-polyied by getting ran over by the train.*
(Evaluative Complication)
YUK!" (Evaluation)

Text E10 – *"I actually remember Dylan and Brooklyn (Harley) seeing a deer Dylan shouted*
"KANGAROO", but it wasn't." (Evaluation)

"Then we had to go home (Evaluative Complication)
(boo-hoo)" (Evaluation)

The sleeping onomatopoeia in the first excerpt of Text E7 stems from a tiresome train journey. The second illustration taken from Text E7 expresses the cheerfulness due to the presence of most of the narrator-as-a-participant's friends in the group. The extract of Text E8, however, conveys how disgusting the episode of the rabbit being run over was from the narrator-as-a-participant's point of view. The capital letters in the first excerpt of Text E10 represent the loudness in Dylan's (i.e., a participant in the outing) voice. Finally, the last instance portrays the narrator-as-a-participant's discontent due to the fact that the field trip was coming to an end.

In the set of texts written in Portuguese, most occurrences of internal evaluations in the Evaluation stage featured as repetitions, as follows:

Text P1 – *"Quando nós fomos lanchar o Thiago comeu 3 sanduíches, biscoito de limão e morango e mais*
o biscoito de sal,"

Text P3 – *"Caminhamos um longo caminho"*

Text P4 – *"Andamos, andamos e andamos, Bruno, Tiago, Rodolfo, eu e Fernando."*

Text P10– *"foi muito, muito, muito e muito mil vezes muito bom."*

In all of the instances presented above, the repetition helps to emphasize specific elements. Thus, in Text P1, it stands for Thiago's (one of the participants in the field trip) overeating; in Text P3, the long distance from the bus stop to the "Jardim Botânico"; in Text P4, the long walk inside the "Jardim Botânico"; finally, in Text P10, the narrator-as-a-participant's overevaluation regarding the field trip to the "Fundação Rio-Zôo".

One other sub-type of internal evaluation was found in one of the Evaluation stages of Text P10, as shown below:

Text P10 – *"e vamos dizer quem não gosta de ver este verdinho e este cheiro tão gostoso de grama?"*

This is the only instance of rhetorical question that was identified in both sets of texts of this investigation. In this case, it shows the author's preference for a specific evaluative feature in order to convey the sense of balance of nature. It seems worth mentioning that this only occurrence was highlighted in the analysis due to the fact that it illustrates the author's attempt to address the audience in a written narrative.

One last comment should be made regarding the types of evaluations identified in the set of texts in Portuguese. A number of instances of external evaluations involving metanarration were found in various types of stages, as follows:

Text P3 – *"Ah, eu esqueci de escrever sobre os esquilos que estavam comendo um tipo de coquinho."*
(Evaluation)

Text P10– *"Eu não estou muito inspirada"* (Evaluative Complication)
"eu não consigo ficar fazendo redação como essa no barulho." (Evaluative Complication)
"aqui na grama onde eu estou escrevendo é muito bom" (Evaluative Orientation)

According to Babcock (1977) cited in Bauman (1998: 98), metanarration is understood as "those devices that index or comment on the narrative itself". Thus, various factors that influence the writing of the narratives are mentioned in the instances above. In the case of Text P3, the narrator refers to a particular situation of the field trip, which seems to be worth mentioning, and that was previously omitted in the text. In Text P10, aspects which negative and positively affect the writing process are revealed.

Tables 11 and 12 below display the occurrences of evaluation types per stage in the texts in English and Portuguese, respectively.

Table 11: Occurrences of the various evaluation types within each separate stage of the texts in English.

STAGE	EVALUATION TYPES IN THE TEXTS IN ENGLISH			
	External Evaluation	Embedded Evaluation (verbal)	Evaluative Action	Internal Evaluation
Abstract	-	-	-	09:09 (100%)
Orientation	06:34 (17.65%)	-	-	28:34 (82.35%)
Complication	03:42 (7.14%)	02:42 (4.77%)	11:42 (26.19%)	26:42 (61.90%)
Evaluation	24:44 (54.55%)	02:44 (4.55%)	-	18:44 (40.90%)
Resolution	02:10 (20.0 %)	01:10 (10.0%)	-	07:10 (70.0 %)
Coda	04:07 (57.14%)	-	-	03:07 (42.86%)

Table 12: Occurrences of the various evaluation types within each separate stage of the texts in Portuguese.

STAGE	EVALUATION TYPES IN THE TEXTS IN PORTUGUESE			
	External Evaluation	Embedded Evaluation (verbal)	Evaluative Action	Internal Evaluation
Abstract	-	-	-	-
Orientation	02:19 (10.53%)	-	-	17:19 (89.47%)
Complication	04:31 (12.90%)	01:31 (3.23%)	19:31 (61.29%)	07:31 (22.58%)
Evaluation	19:35 (54.28%)	01:35 (2.86%)	-	15:35 (42.86%)
Resolution	03:22 (13.64%)	01:22 (4.55%)	08:22 (36.36%)	10:22 (45.45%)
Coda	06:10 (60.0 %)	-	-	04:10 (40.0 %)

4.3 Micro-level Analysis

4.3.1 Transitivity Analysis

This sub-section aims at analysing the transitivity system, that is, the ways through which experiential meanings are realised in the clauses. This type of meaning represents the world of experience, and it is realised in the clause by means of the participants, processes and circumstances. As previously established in Chapter 2, the transitivity investigation will focus exclusively upon the employment of process types. The reason for narrowing down the focus of the

analysis is that, according to Halliday's systemic-functional perspective, processes are viewed as "the central component[s] of the message from the experiential perspective." (Thompson, 1996: 77). Broadly speaking, processes represent a particular domain of experience, which basically includes the doings, sensings, beings, sayings, existings and behavings. Thus, the experiential system comprises the following process types: material, mental, relational, verbal, existential and behavioural. The 'prototypical' material process (ibid., p. 81) involves physical actions (e.g. "All of a sudden a rabbit just *popped out* and *roly-polyied* by *getting ran over* by the train" – Text E8; "ao *entrarmos* no Jardim botânico nós vimos umas estátuas de índio como se *estivessem dançando*" – Text P3). Mental processes are related to sensing, that is, to the ways through which experiences are aprehended by consciousness. This type of process includes the following sub-types: perceptive, cognitive, desiderative and emotive. The perceptive sub-type is concerned with being aware of what goes on in the inner and/or outer world (e.g. "I *felt* famous*!*" – Text E7; "*vimos* vários peixes até japonês etc.*"* – Text P9). The cognitive sub-type refers to the mental processes of thinking, knowing, understanding, etc. (e.g. "I actually *remember* Dylan and Brooklyn (Harley) seeing a deer" – Text E10; "Ah, eu *esqueci de* escrever sobre os esquilos que estavam comendo um tipo de coquinho" – Text P3). The desiderative and emotive sub-types, according to Halliday (2004: 208), refer to 'feeling'. Thus, the desiderative process is related to the act of urging for something to happen (e.g. "We *were* all *looking forward to* going on this trip and *looking forward to* a good time" – Text E7; "O leão era muito legal *queria* voltar lá de novo" – Text P6). Emotive processes convey the type of emotion felt by a specific participant under certain circumstances (e.g. "and there was army dumy's that *scared* me" – Text E1; "Educação Física ("eu *gosto* muito agora que estou no ginásio, mas quando eu era do primário eu *odiava*") – Text P10). Relational processes include two major processes of being, that is, attributive and identifying. Attributive relational processes introduce a qualitative attribute which helps characterizing a specific participant (e.g. "First of all we *was* all excited as we all gathered up in the classroom everbody's outfits *were* great" – Text E7; "Eu não *estou* muito inspirada" – Text P10). This sub-type of the process might also depict a change which a specific participant has undergone (e.g. "Unfortunatly most peoples gas masks – that we had made the week before – *had gotten* pretty squashed." – Text E6; "a professora *ficou* muito nervosa." – Text P5). Identifying relational processes identify one participant in terms of another (e.g. "and class 13 *were* the only one's on the T.V." – Text E1; "depois eu vi varios bichos muito interessantes mais o meu bicho preferido *é* a cobra" – Text P10). Both attributive and

identifying relational processes include other categories, which are labelled intensive, circumstantial and possessive. The attributive and the identifying relational processes presented in the six excerpts above are instances of the intensive sub-type. Circumstantial relational processes situate a certain participant regarding the surrounding circumstances, which might include time, place, comparison, manner, etc (e.g. "and *took* ages" – Text E3; "Quando pegamos o ônibus e dentro *estavam* uns moleques favelados" – Text P3). Possessive relational processes establish the ownership of a specific object, place, etc. (e.g. "we went in a little room and it *had* lodes of army clothes" – Text E1; "Passamos pelas tartarugas, uma *tinha* uma perninha muito pequenina," – Text P5). The verbal type is a process of saying (e.g. "but then Mrs Arthur *told* us that that stone was supposedley cursed" – Text E10; "e aí a professora *perguntou* quem era," – Text P1). Existential processes establish that something exists or that a certain fact happens (e.g. "before we got on the train there *was* a lot of photographers and a camera crew." – Text E7; "Quando estávamos vindo no ônibus *tinha* uns garotos fazendo bagunça" – Text P2). Finally, behavioural processes refer to typically human physiological and psychological behaviour (e.g. "one man told us that he had to *eat* sheep-head stew! – Text E4; "tinha muitos moleques *cantando* funk" – Text P5).

The following two sub-sections will present the analysis of the transitivity elements of the selected texts. The three most prominent process types will be focussed on, with percentages of occurrence and illustrations from the corpus provided. Significant occurrences of certain process types in particular stages will be highlighted.

4.3.1.1 Analysis of Texts in English

Halliday (2004: 171; 248) considers material, mental and relational processes as the core of the transitivity system of the English language. This same author claims that these three types of process tend to occur in most of the clauses in a text. Accordingly, material, relational and mental were the most prominent process types found in the texts in English of this investigation. This may be seen in Table 13 below.

Table 13: Occurrences of verb processes in the narratives written in English.

PROCESS TYPE	TEXTS IN ENGLISH
Material	43.16% (82:190)
Relational	26.84% (51:190)
Mental	10.0% (19:190)
Behavioural	8.95% (17:190)
Verbal	6.84% (13:190)
Existential	4.21% (08:190)

As shown in this table above, material appears as the most prominent process type in the texts written in English. It features in 43.16% of the total of processes of this set of narratives (82 occurrences out of a total of 190). Thus, this outstanding incidence seems to point to the crucial role which material processes play in these texts. In other words, they represent the actions that succeed in narratives. The most significant rates of material processes were found in the Orientation and Complication stages of these texts (46.34% and 36.59%, respectively). Most of the time, the Orientation section focusses on participants *in action*. This is conveyed by means of material processes, as follows:

Text E1 – *"When we got to the castel we went in a little room"*

Text E4 – *"After that we walked along to a small brick building"*

Text E7 – *"After that we went to a little museum with loads of little statues and a shop"*

In terms of Complication stages, material processes tend to generate a crisis:

Text E3 – *"while we were having dinner Philip stole my food"*

Text E8 – *"All of a sudden a rabbit just popped out and roly-polyied by getting ran over by the train."*

Text E10 – *"When we got to the train station me and Lauren (S.) were waiting ages for my mum"*

Table 14 below displays the occurrences of material processes per stage, as far as the texts written in English are concerned.

Table 14: Occurrences of the material processes within each separate stage of the narratives written in English.

TEXTS	MATERIAL PROCESSES IN THE TEXTS IN ENGLISH						TOTAL
	A	O	CA	E	R	Coda	
E1	-	04	05	01	-	-	10
E2	-	07	02	-	-	-	09
E3	-	02	05	01	-	-	08
E4	-	05	-	-	-	01	06
E5	-	01	07	01	01	-	10
E6	-	03	02	-	-	-	05
E7	-	06	-	02	-	-	08
E8	-	01	04	02	-	-	07
E9	-	05	02	-	-	02	09
E10	-	04	03	01	02	-	10
TOTAL	-	38 46.34%	30 36.59%	08 9.75%	03 3.66%	03 3.66%	82 100%

The second most prominent process in the texts written in English is the relational type. This was found in 26.84% of the total of processes of this set of texts (51 occurrences out of 190). As previously mentioned in Sub-section 4.3.1 above, relational processes are processes of being. In the set of texts in English, 84.31% of the relational processes were attributive (43 occurrences out of a total of 51). One possible function of the attributive type of relational process is to signal the nature of the relationship between a certain participant and a specific attribute. In this case, it is labelled *intensive*. This sub-type features in 65.12% of the attributive type of relational processes (28 occurrences out of a total of 43). The Evaluation stage presents most occurrences of the intensive attributive relational processes in the set of texts in English (15 occurrences out of 28). A number of instances follow:

Text E5 – *"and it took about 1 hour 30 mins. to get there* (Evaluative Complication)
Our teacher said that the camera crew was going to be there (Evaluative Resolution)
and we all got excited." (Evaluation)

Text E7 – *"The best bit in that activity was when you got to try on all the clothes and also try on a gas mask*
It was great. (Evaluation)
Then we went to a little museum with loads of little statues and a shop. (Evaluative Orientation)
That was great as well." (Evaluation)

Text E8 – *"All of a sudden a rabitt just popped out and roly-polyied by getting ran over by the train.*
  (Evaluative Complication)
  YUK! Tullie House <u>was</u> great though." (Evaluation)

In the excerpt above of Text E5, the process 'got' announces a change in the learners, that is, their initial sense of discouragement turns into excitement when they come to know that a camera crew is awaiting them. The other two excerpts make reference to certain episodes of the World War II experience. Thus, in the former, the visit to a specific little museum proves similar to the previous trying-ons of soldiers' equipment. In the latter, the description of the field trip to Tullie House as 'great' seems to make up for the disgusting episode of the rabbit being run over.

Tables 15 and 16 below present the findings in terms of the relational processes in the texts in English.

Table 15 : Occurrences of the relational processes in the narratives in English.

TEXT	RELATIONAL PROCESSES IN THE TEXTS IN ENGLISH						TOTAL
	Attributive			Identifying			
	Intensive	Circumst	Possessive	Intensive	Circumst	Possessive	
E1	-	01	01	01	-	-	03
E2	03	01	01	01	-	-	06
E3	-	02	-	-	01	-	03
E4	02	-	-	-	-	-	02
E5	01	03	-	-	-	01	05
E6	04	01	-	-	-	-	05
E7	09	03	-	02	01	-	15
E8	03	-	-	-	-	-	03
E9	-	02	-	-	-	-	02
E10	06	-	-	01	-	-	07
TOTAL	28:43 65.12%	13:43 30.23%	02:43 4.65%	05:08 62.50%	02:08 25%	01:08 12.50%	51 (100%)
	43:51 (84.31%)			08:51 (15.69%)			

Table 16 : Occurrences of the attributive relational processes within each separate stage of the narratives written in English.

TEXT	ATTRIBUTIVE RELATIONAL PROCESSES IN THE TEXTS IN ENGLISH															TOTAL
	Intensive					Circumstantial					Possessive					
	O	C	E	R	Coda	O	C	E	R	Coda	O	C	E	R	Coda	
E1	-	-	-	-	-	01	-	-	-	-	01	-	-	-	-	02
E2	-	-	03	-	-	01	-	-	-	-	-	01	-	-	-	05
E3	-	-	-	-	-	-	02	-	-	-	-	-	-	-	-	02
E4	-	-	01	-	01	-	-	-	-	-	-	-	-	-	-	02
E5	-	-	01	-	-	01	01	-	01	-	-	-	-	-	-	04
E6	02	01	01	-	-	01	-	-	-	-	-	-	-	-	-	05
E7	02	01	04	-	02	01	01	-	-	01	-	-	-	-	-	12
E8	-	01	01	-	01	-	-	-	-	-	-	-	-	-	-	03
E9	-	-	-	-	-	-	02	-	-	-	-	-	-	-	-	02
E10	-	-	04	02	-	-	-	-	-	-	-	-	-	-	-	06
TOTAL	04	03	15	02	04	05	06	-	01	01	01	01	-	-	-	43
	28:43 (65.12%)					13:43 (30.23%)					02:43 (4.65%)					(100%)

The third most noticeable process in the texts in English is the mental type. This type made up 10% of the total of processes of this set of texts (19 occurrences out of 190). The analysis also demonstrated that the cognitive and emotive were the most prominent processes within the mental type. The cognitive sub-type features in 42.10% of the total of mental processes of these texts (8 occurrences out of 19). The Evaluation stage presents the highest incidence of cognitive mental processes (6 occurrences out of 8). A number of instances are displayed below:

Text E2 – *"we also looked in a suitcase what somebody had packed* (Orientation)
         I think it was a little girl" (Evaluation)

Text E6 – *"After lunch class 13 and 14 swooped over so class 13 talked to a soldier and class 14 met the real-life evacuees. We then made our own rashion books.* (Orientation)
         (I thought it was quite hard)." (Evaluation)

Text E7 – *"Then I thought this was great* (Evaluation)
         before we got on the train there was a lot of photographers and a camera crew.
         (Evaluative Orientation)

In the three excerpts above, two processes co-occur, namely, the cognitive mental type 'think' and the intensive attributive relational sub-type 'was'. In the first two excerpts (i.e. those taken from Texts E2 and E6), 'think' functions as an evaluative lexical verb. In other words, it conveys the writer's point of view, but in a rather non-categorical way (cf. Simpson, 1990: 64). This use of the cited process is characteristic of the English language. In other words, for purposes of politeness, categorical statements generally tend to be avoided in contexts similar to that described above. Finally, in the last excerpt, the cognitive mental process employed seems to tell Text E7 reader that "this is great" came to the narrative-as-a-participant's mind as soon as the photographers and the camera crew appeared.

As previously mentioned in this sub-section, the emotive sub-type was the second most prominent mental process employed in the set of texts in English. It appears in 26.30% of the total of mental processes of these texts (5 occurrences out of 19). Most occurrences of the emotive sub-type of mental process were found in the Evaluation stage of the set of texts in English (3 occurrences out of 5). A number of excerpts with emotive mental processes follow:

Text E6 – *"(I loved the cloughs sweets)"* (Evaluation)

Text E8 – *"Overall, it was a wonderful day out and I really <u>enjoyed</u> it."* (Coda)

Text E10– *"I had a lovley lemon drizzle cake witch Clarke <u>liked</u> very much and so <u>did</u> Lauren (S.) and Amy."*
(Evaluation)

The emotive mental processes employed in the three excerpts presented above convey the narrator-as-a-participant's degree of emotional involvement regarding the Second World War experience. Thus, in the above Evaluation stage of Text E6, the process 'loved' (which appears in a parenthetical clause) refers to a specific detail during lunch time (i.e., 'cloughs sweets'). In the Coda stage of Text E8, the process 'enjoyed' expresses a strong degree of satisfaction concerning most of the school trip. Finally, the Evaluation section of Text E10 appears to be characterized by irony, since the lemon drizzle cake was *very appreciated* by three of the narrator-as-a-participant's friends. This is indicated not only by the emotive mental process in 'witch Clarke *liked* very much', but also by the anaphoric reference in 'and so *did* Lauren (S.) and Amy'. In addition, the attitudinal epithet 'lovley' also seems to ironically characterize the cake.

Tables 17 and 18 below present the findings in terms of mental processes in the texts in English.

Table 17: Occurrences of the mental processes in the narratives in English.

TEXT	MENTAL PROCESSES IN THE TEXTS IN ENGLISH				TOTAL
	Perceptive	Cognitive	Desiderative	Emotive	
E1	-	-	-	01	01
E2	-	02	-	-	02
E3	-	-	-	-	-
E4	-	-	-	-	-
E5	-	01	01	-	02
E6	-	01	-	01	02
E7	01	01	02	-	04
E8	01	-	-	01	02
E9	-	-	-	-	-
E10	01	03	-	02	06
TOTAL	03 (15.80%)	08 (42.10%)	03 (15.80%)	05 (26.30%)	19 (100%)

Table 18: Occurrences of the mental processes within each separate stage of the narratives in English.

Text	MENTAL PROCESSES IN THE TEXTS IN ENGLISH																				Total
	Perceptive					Cognitive					Desiderative					Emotive					
	O	C	E	R	Coda	O	C	E	R	Coda	O	C	E	R	Coda	O	C	E	R	Coda	
E1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	01	-	-	-	01
E2	-	-	-	-	-	-	01	01	-	-	-	-	-	-	-	-	-	-	-	-	02
E3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
E4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
E5	-	-	-	-	-	-	-	-	01	-	-	-	01	-	-	-	-	-	-	-	02
E6	-	-	-	-	-	-	-	01	-	-	-	-	-	-	-	-	-	01	-	-	02
E7	-	-	01	-	-	-	-	01	-	-	02	-	-	-	-	-	-	-	-	-	04
E8	-	-	01	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	01	02
E9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-
E10	-	-	01	-	-	-	-	03	-	-	-	-	-	-	-	-		02	-	-	06
Total	-	-	03	-	-	-	01	06	01	-	02	-	01	-	-	-	01	03	-	01	19
	03:19 (15.80%)					08:19 (42.10%)					03:19 (15.80%)					05:19 (26.30%)					(100%)

4.3.1.2. Analysis of Texts in Portuguese

Similarly to the transitivity analysis of the texts in English, material, mental and relational were the most prominent types of process found in the texts written in Portuguese. This is evidenced in Table 19 below.

Table 19: Occurrences of verb processes in the narratives written in Portuguese.

PROCESS TYPE	TEXTS IN PORTUGUESE
Material	37.60% (62:165)
Mental	27.86% (46:165)
Relational	15.74% (26:165)
Behavioural	7.30% (12:165)
Existential	6.66% (11:165)
Verbal	4.84% (08:165)

As the findings in the table above evidence, material appears as the most noticeable process type in the texts written in Portuguese. It made up 37.60% of the total of processes of this set of narratives (62 occurrences out of 165). This type of process was mostly found in the Complication, Orientation and Resolution stages (32.26%, 25.81% and 24.19%, respectively). In the Complication sections, material processes generally establish a troublesome atmosphere. This is illustrated by the excerpts below:

Text P4 – *"tinha uns homens mexendo com a professora de ciências,"*

Text P7 – *"o leão abriu a boca"*

Text P8 – *"depois a gente fez bagunça"*

In the Orientation stage, material processes tend to situate the reader of the texts with respect to the physical actions that are occurring. A number of instances are provided below:

Text P1 – *"e vi um monte de tartaruga nadando"*

Text P7 – *"aí eu entrei no zôo e vi muitos bichos"*

Text P10 – *"aqui na grama onde eu estou escrevendo é muito bom"*

Finally, in the Resolution stage, material processes reveal how a critical situation was tackled. A number of instances follow:

Text P1 – *"Tinha três garotos* (Orientation)
um deles tava mexendo com a Tatyane e comigo (Evaluative Complication)
e aí a professora perguntou quem era, e nós <u>apontamos</u> quem é" (Evaluative Resolution)

Text P4 – *"Vimos um esquilo jogamos bola no parque.* (Orientation)
A professora não deixava jogar, (Evaluative Complication)
mas agente <u>jogava</u>" (Evaluative Resolution)

Text P7 – *"o leão abriu a boca* (Evaluative Complication)
e a professora <u>tirou</u> muitas fotos" (Evaluative Resolution)

Thus, in Text P1 above, the learners manage to get rid of an unwanted courtship by means of showing to the teacher who the woer is. In Text P4, however, the Resolution stage corresponds to the disobedience of the teacher's orders. In other words, despite the prohibition, the learners go on playing soccer at the "Jardim Botânico". Finally, the Resolution section in Text P7 depicts the teacher's corageous attitude when face-to-face with a lion's open mouth.

In the set of texts written in Portuguese, repetition of specific material processes in the same stage could be noted, as follows:

Text P3 – *"Depois nós <u>passamos</u> por umas estátuas de metal que rodavam, <u>passamos</u> por uma casa toda feita de pedregulhos e <u>passeamos</u> também pelo lago da Vitória Régia,"* (Evaluative Orientation)

Text P4 – *"<u>Andamos</u>, <u>andamos</u> e <u>andamos</u>, Bruno, Tiago, Rodolfo, eu e Fernando."* (Evaluation)

Text P8 – *"quem <u>chegou</u> primeiro foi o professor de educação física, depois <u>chegou</u> a professora de matemática depois <u>chegou</u> a professora de inglês, aí a gente começou o passeio."* (Evaluative Resolution)

Text P10 – *"Me <u>sujei</u> toda na grama, <u>sujei</u> minha sapatilha toda, <u>sujei</u> a minha blusa, minha calça"* (Evaluative Complication)

As previously mentioned in Chapter 2, Labov (1972) considers repetition an evaluative feature. Thus, in the excerpts of Texts P3 and P4 above, the repeated material verbs help to convey, respectively, the various places visited at the "Jardim Botânico" and the long distance that the learners walked there. In Text P8, the sequential arrival of teachers at the "Fundação Rio-Zôo" is

highlighted by the repetition of the material verb 'chegou'. This seems particularly relevant to the narrator-as-a-participant, since the beginning of the school trip depended upon each teacher's arrival. Finally, in Text P10, the repetition of the material verb 'sujei' emphasizes the author's discontent with the unpleasant effect of sitting on the grass. An occurrence of the same material process in three sequential stages could be found in Text P9, as follows:

Text P9 – *"depois nos fomos ver os morcegos* (Orientation)
começamos a gritar (Evaluative Complication)
e o guarda não deixou mais a professora <u>entrar</u>, (Evaluative Resolution)
mais ela pidiu para <u>entrar</u> so com cinco pessoas (Evaluative Complication)
mais ai o guarda deixou todo mundo <u>entrar</u> em silencio," (Evaluative Resolution)

The excerpt above depicts a sequence of Resolution/Complication/Resolution which stemmed from learner misbehaviour at the reptile house. As the selected excerpt shows, the first Resolution concerning this problematic situation is negative. In other words, according to the narrative-as-a-participant's point of view, this specific crisis was tackled, but in a rather unsatisfactory way. This is signalled by the teacher's attitude which, in the writer's opinion, ends up contributing to a new crisis. Thus, it is only in the following Resolution that the outcome turns out to be positive. In other words, the repetition of the material process 'entrar' in the above excerpt from Text P9 seems to occur until the pending situation is definitely and, from the narrator-as-a-participant's point of view, satisfactorily tackled.

Table 20 below presents figures related to the occurrence of the material processes in the texts in Portuguese.

Table 20: Occurrences of the material processes within each separate stage of the narratives written in Portuguese.

TEXT	MATERIAL PROCESSES IN THE TEXTS IN PORTUGUESE						TOTAL
	A	O	CA	E	R	Coda	
P1	-	02	01	-	01	-	04
P2	-	03	03	-	-	-	06
P3	-	06	01	03	-	-	10
P4	-	-	02	04	01	-	07
P5	-	-	03	-	03	-	06
P6	-	-	01	02	-	-	03
P7	-	01	01	-	02	01	05
P8	-	-	03	-	05	-	08
P9	-	-	01	-	02	-	03
P10	-	04	04	01	01	-	10
TOTAL	-	16 25.81%	20 32.26%	10 16.13%	15 24.19%	01 1.61%	62 100%

The second most prominent process in the texts written in Portuguese is the mental type. This corresponds to 27.86% of the total of processes found in this set of texts (46 occurrences out of a total of 165). Within the mental type of process, emotive and perceptive were the most noticeable sub-types. The emotive sub-type was found in 50% of the total of mental processes of the texts in Portuguese (23 occurrences out of 46). In this set of narratives, the emotive sub-type of mental process features prominently in the Coda stage (8 occurrences out of 23). A number of instances follow:

Text P1 – *"adorei o passeio"*

Text P2 – *"Enfim eu gostei muito do passeio e o que eu mais gostei foi do esquilo."*

Text P5 – *"gostei muito do passeio. Valeu, professora."*

The emotive processes employed in the excerpts above of Texts P1 ('adorei') and P5 ('gostei') convey an overall evaluative opinion regarding the field trip to the "Jardim Botânico". In the Coda stage of Text P2, the emotive process 'gostei' appears twice. In the first case, this process refers to the whole field trip. In the second time, to a specific moment of the outing (i.e., coming

across a squirrel). Finally, in the excerpt of Text P5, the emotive process 'valeu' expresses the learner-as-a-participant's gratitude to the teacher.

The Evaluation stage in the set of texts in Portuguese also presents a significant incidence of the emotive sub-type of mental process (6 occurrences out of 23). A number of instances are provided below:

Text P1 – *"Vi uns metais que podia rodar,* (Evaluative Orientation)
   adorei." (Evaluation)

Text P7 – *"o que eu mais gostei foi do aquário e do morcego e das cobras"* (Evaluation)

Text P10 – *"e vamos dizer quem não gosta de ver este verdinho e este cheiro tão gostoso de grama?"*
   (Evaluation)

In the excerpts presented above, the emotive processes employed express positive evaluations regarding specific details of the field trips to the "Jardim Botânico" (Text P1) and to the "Fundação Rio-Zôo" (Texts P7 and P10). In the case of the rhetorical question of Text P10, the employment of the emotive process 'gosta' seems to convey how pleasant nature is according to the narrative writer's point of view.

As previously mentioned, the perceptive is the second most prominent sub-type of mental process in the texts in Portuguese. It occurs in 32.60% of the total of mental processes of these texts (15 occurrences out of 46). The Orientation is the stage in which a significant number of perceptive processes were found (13 occurrences out of 15). A number of instances are presented below:

Text P2 – *"Quando chegamos, vimos um lago cheio de tartarugas,"*

Text P3 – *"ao entrarmos no Jardim botânico nós vimos umas estátuas de índio como se estivessem dançando,"*

Text P9 – *"vimos vários peixes até japonês etc."*

The fact that the majority of perceptive processes are concentrated in the Orientation section in this set of texts appears to be related to the function of this stage. In other words, the perceptive process seems to work as a camera, situating the narrative reader as far as the participants and the scenery of the field trips are concerned.

Tables 21 and 22 below display the findings in terms of mental processes in the set of texts in Portuguese.

Table 21: Occurrences of the mental processes in the narratives in Portuguese.

TEXT	MENTAL PROCESSES IN THE TEXTS IN PORTUGUESE				TOTAL
	Perceptive	Cognitive	Desiderative	Emotive	
P1	02	-	-	03	05
P2	01	01	-	02	04
P3	01	01	-	02	04
P4	-	-	01	02	03
P5	-	-	-	02	02
P6	-	-	02	-	02
P7	02	-	-	01	03
P8	01	-	-	01	02
P9	01	-	-	-	01
P10	07	02	01	10	20
TOTAL	15:46 32.60%	04:46 8.70%	04:46 8.70%	23:46 50%	46 100%

Table 22: Occurrences of the mental processes within each separate stage of the narratives in Portuguese.

Text	MENTAL PROCESSES IN THE TEXTS IN PORTUGUESE																				Total
	Perceptive					Cognitive					Desiderative					Emotive					
	O	C	E	R	Coda	O	C	E	R	Coda	O	C	E	R	Coda	O	C	E	R	Coda	
P1	02	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	02	-	01	05
P2	01	-	-	-	-	01	-	-	-	-	-	-	-	-	-	-	-	-	-	02	04
P3	01	-	-	-	-	-	-	01	-	-	-	-	-	-	-	-	-	-	01	01	04
P4	-	-	-	-	-	-	-	-	-	-	-	-	01	-	-	-	-	-	01	01	03
P5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	02	02
P6	-	-	-	-	-	-	-	-	-	-	-	-	02	-	-	-	-	-	-	-	02
P7	02	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	01	-	-	03
P8	01	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	01	02
P9	01	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	01
P10	05	-	02	-	-	01	-	-	01	-	-	-	01	-	-	-	04	03	03	-	20
Total	13	-	02	-	-	02	-	01	01	-	-	-	04	-	-	-	04	06	05	08	
	15:46 32.60%					04:46 8.70%					04:46 8.70%					23:46 50%					46 100%

The third most prominent process in the set of texts written in Portuguese is the relational type. This features in 15.74% of the total of processes in these texts (26 occurrences out of 165). The analysis also showed that 73.08% of the relational processes belong to the attributive type (19 occurrences out of 26), with the intensive sub-type appearing in 73.70% of the total of attributive relational processes (14 occurrences out of 19). In addition, the majority of intensive attributive relational processes were concentrated in the Evaluation stage of the texts in Portuguese (10 occurrences out of 14). For illustrative purposes, a number of instances follow:

Text P5 – *"Jogamos bola* (Evaluative Complication)
e tomamos muita bronca, (Evaluative Resolution)
a professora ficou muito nervosa. (Evaluation)
Passamos pelas tartarugas, (Orientation)
uma tinha uma perninha muito pequenina, a professora ficou muito feliz." (Evaluation)

Text P6 – *"O leão era muito legal queria voltar lá de novo."* (Evaluation)

Text P10 – *"Hoje foi muito legal pena que eu não vi a cobra pau. Eu gostei muito e quero vir mais vezes."*
(Evaluation)

As shown above, in the two Evaluation stages of Text P5 the intensive attributive relational process 'ficou' is followed by an attitudinal epithet preceded by the intensifier 'muito'. In this case, the process indicates a change in the teacher's feelings from 'muito nervosa' to 'muito feliz'. As for the excerpts above of Texts P6 and P10, not only is the intensive attributive relational process 'ser' (i.e., *'era'* and *'foi'*, respectively) followed by an intensifier combined with an attitudinal epithet (i.e., *'muito legal'* in both cases), but it also co-occurs with the desiderative mental process *'querer'* (i.e., *'queria* voltar' e *'quero* vir', respectively). In this case, the process 'ser' helps to describe what the field trip was like, either regarding a specific detail (i.e., *'o leão'* in Text P6), or the whole experience (i.e., *'Hoje'* in Text P10). The presence of the desiderative mental process 'querer' in the last two excerpts above seems to reinforce the narrator-as-a-participant's positive judgement regarding the "Fundação Rio-Zôo" field trip. The findings concerning relational processes in the texts in Portuguese are displayed in Tables 23 and 24 below.

Table 23: Occurrences of the relational processes in the narratives in Portuguese.

TEXT	RELATIONAL PROCESSES IN THE TEXTS IN PORTUGUESE						TOTAL
	Attributive			Identifying			
	Intensive	Circumst	Possessive	Intensive	Circumst	Possessive	
P1	01	-	-	02	-	-	03
P2	02	-	-	01	-	-	03
P3	01	01	-	-	-	-	02
P4	-	-	-	-	-	-	-
P5	03	-	01	-	-	-	04
P6	02	-	-	-	-	-	02
P7	-	-	-	02	-	-	02
P8	-	-	-	01	-	-	01
P9	-	-	-	-	-	-	-
P10	05	03	-	01	-	-	09
TOTAL	14:26 (53.84%)	04:26 (15.40%)	01:26 (3.84%)	07:26 (26.92%)	-	-	26 (100%)
	19:26 (73.08%)			07:26 (26.92%)			

Table 24: Occurrences of the attributive relational processes within each separate stage of the narratives written in Portuguese.

TEXT	ATTRIBUTIVE RELATIONAL PROCESSES IN THE TEXTS IN PORTUGUESE															TOTAL
	Intensive					Circumstantial					Possessive					
	O	C	E	R	Coda	O	C	E	R	Coda	O	C	E	R	Coda	
P1	-	-	-	01	-	-	-	-	-	-	-	-	-	-	-	01
P2	-	-	01	-	01	-	-	-	-	-	-	-	-	-	-	02
P3	-	-	01	-	-	-	01	-	-	-	-	-	-	-	-	02
P4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
P5	-	-	03	-	-	-	-	-	-	-	-	-	01	-	-	04
P6	-	-	02	-	-	-	-	-	-	-	-	-	-	-	-	02
P7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
P8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
P9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
P10	-	01	03	-	01	01	01	-	01	-	-	-	-	-	-	08
TOTAL	-	01	10	01	02	01	02	-	01	-	-	-	01	-	-	19
	14:19 (73.70%)					04:19 (21.05%)					01:19 (5.25%)					(100%)

4.3.2 Modality Analysis

This sub-section will analyse the modality system of the corpus of this investigation. In other words, certain lexico-grammatical elements will be focussed on and described in terms of the interpersonal meanings that they realise in the narratives. This type of meaning represents the nature of the relationship between the participants (i.e., hierarchic, of peerhood, etc.), including the expression of attitude and point of view. As previously mentioned in Chapter 2, the modality analyses will focus on the employment of attitudinal epithets, verbal modal operators and modal adjuncts. Attitudinal epithets are qualifiers which convey a subjective attitude towards the thing or being described (e.g. "In conclusion, it was a *great* trip and I had *great* fun" – Text E4; "tinha um homem *muito imbecil* que ficou mexendo com a professora*,*" – Text P5). Verbal modal operators can realise interpersonal meanings in two ways, that is, either by means of modulation or modalization (respectively, deontic and epistemic modality). Modulation might express either the degree of obligation (i.e., permission or obligation) on someone to follow a specific command, or the ability or willingness (i.e., ability or inclination) to perform a certain action. Modalization can express either probability or frequency (i.e., probability or usuality). Modal adjuncts are classified under two major headings, that is, mood and comment adjuncts. Mood adjuncts might convey modality (i.e., modalization or modulation), intensity or obviousness. Finally, comment adjuncts include the sub-types presumption, desirability and validation, among others.

In the sub-sections that follow, a number of tables will present figures regarding the types of attitudinal epithets, verbal modal operators and modal adjuncts found in corpus of this investigation. In addition, certain instances of lexico-grammatical elements will be highlighted, together with the narrative stages in which they occur.

4.3.2.1 Analysis of Texts in English

The most prominent feature in the modality analyses of the texts in English is the attitudinal epithet. This features in 55.66% of the total of the modality occurrences of these texts (59 occurrences out of a total of 106). For illustrative purposes, a number of instances follow:

Text E2 – *"and we all got excited."* (Evaluation)

Text E4 – *"In conclusion it was a great trip and I had great fun."* (Evaluative Coda)

As previously mentioned, attitudinal epithets are value-laden words, that is, they convey a certain degree of judgement. The instances above from Texts E2 and E4 display attitudinal epithets 'proper', that is, those which are not preceded by intensifiers. The analyses showed that 84.75% of the total of attitudinal epithets in the texts in English consisted of attitudinal epithets 'proper' (50 occurrences out of 59). Thus, the remaining 15.25% consisted of attitudinal epithets preceded by intensifiers (9 occurrences out of 59). A number of instances of this combination are displayed below:

Text E6 – *"Unfortunatly most peoples gas masks–that we had made the week before–had gotten pretty squashed"* (Evaluative Complication)

Text E9 – *"We then got on the train home and we'd had a very enjoyable educational day."* (Evaluative Coda)

Figures regarding the incidence of attitudinal epithets in the set of texts in English are presented in Table 25 below.

Table 25: Types of attitudinal epithets in the texts in English.

Text	ATTITUDINAL EPITHETS IN THE TEXTS IN ENGLISH		Total
	Proper	Preceded by intensifiers	
E1	04	-	04
E2	04	-	04
E3	01	-	01
E4	04	-	04
E5	01	-	01
E6	02	02	04
E7	14	03	17
E8	09	01	10
E9	-	01	01
E10	11	02	13
Total	50:59 (84.75%)	09:59 (15.25%)	59 (100%)

As the information in the table above evidences, Texts E7, E10 and E8 concentrate the highest incidences of attitudinal epithets per narrative written in English. The most outstanding figures were found in Text E7 (17 occurrences out of 59). This might be accounted for by the fact that attitudinal epithets were the only modality features which were employed in Text E7.

Attitudinal epithets (preceded or not by intensifiers) feature prominently in the Evaluation stage (22 occurrences out of 59) of the texts written in English. A number of instances are provided below:

Text E1 — *"I watched it all the way through from the beginning to the end and class13 were the <u>only</u> one's on the T.V."* (Evaluation)

Text E6 — *"We then made our own rashion books.* (Orientation) *(I thought it was <u>quite hard.</u>)"* (Evaluation)

Text E10 — *"We went inside and our first activity was meeting an evacuee called Pat. She explained all about her childhood to us* (Orientation) *and we learned how much more <u>fortunate</u> we are than they were."* (Evaluation)

The three illustrations above present attitudinal epithets which focus on specific experiences of the field trip. In the narrator-as-a-participant's opinion, these experiences are felt as exclusive, difficult and lucky, respectively.

The Orientation was the second stage in terms of occurrences of attitudinal epithets in the texts in English (15 occurrences out of 59). For illustrative purposes, a number of excerpts follow:

Text E7 — *"First of all we was all <u>excited</u> as we all gathered up in the classroom everbody's outfits were <u>great</u>."*

Text E8 — *"Also, there was <u>lovely</u> views out the window,"*

Text E10 — *"When we got to the tower there was a man waiting for us and a table <u>loaded</u> with guns, army clothes, hand grenades and just everything."*

In the first excerpt above, the lexico-grammatical element 'excited' depicts what Labov and Waletzky (1967: 32) call a 'behavioral situation'. In other words, it informs the reader about the narrator-as-a-participant's point of view regarding what the learners felt at the moment previous to

the start of the field trip. The last two excerpts above (i.e., those from Texts E8 and E10) include attitudinal epithets which describe, respectively, outdoor and indoor settings.

The third stage regarding the incidence of attitudinal epithets in the texts written in English was the Complication (11 occurrences out of 59). A number of instances are shown below:

Text E3 – *"and took <u>ages</u>* (Evaluative Complication)
    but eventually I chose world war II figures" (Resolution)

Text E7 – *"The man talked about all of the equipment* (Orientation)
    but I was <u>to busy</u> looking at it." (Evaluative Complication)

Text E10 – *"one had a <u>sneeky</u> drink and sweet, Amy had some while the teachers wear'nt looking."*
  (Evaluative Complication)

In the first two Complication stages displayed above, both of the attitudinal epithets employed show the narrator-as-a-participant's impatience concerning time. In the excerpt from Text E3, 'ages' conveys self-criticism. In other words, it refers to the long time spent by this learner before finally deciding what to buy at the museum shop. In the instance taken from Text E7, the learner's detailed examination of the war equipment seems to compete with the soldier's long-lasting speech. Finally, in the excerpt from Text E10, the attitudinal epithet 'sneeky' describes Amy's (i.e., one of the learners) attitude as daring, since it defies restrictions established by the teacher regarding what to drink and eat during the field trip.

Table 26 below shows the occurrences of attitudinal epithets per stage in the set of texts written in English.

Table 26: Occurrences of the attitudinal epithets within each separate stage of the texts in English.

Text	ATTITUDINAL EPITHETS IN THE TEXTS IN ENGLISH					Total
	O	C	E	R	Coda	
E1	02	01	01	-	-	04
E2	-	-	04	-	-	04
E3	-	01	-	-	-	01
E4	01	-	01	-	02	04
E5	-	-	01	-	-	01
E6	02	01	01	-	-	04
E7	07	01	06	-	03	17
E8	01	02	04	02	01	10
E9	-	-	-	-	01	01
E10	02	05	04	02	-	13
Total	15 (25.42%)	11 (18.64%)	22 (37.30%)	04 (6.78%)	07 (11.86%)	59 (100%)

Verbal modal operators were the second most prominent lexico-grammatical elements found in the modality analyses of the texts written in English. They made up 27.36% of the total of modality features of these texts (29 occurrences out of 106). The deontic type features prominently in most of the verbal modality occurrences (24 out of 29), with significant figures of the obligation and the permission sub-types (respectively 15 and 8 occurrences out of 29). The epistemic type presents minor figures, which are restricted to the probability sub-type (5 occurrences out of 29). Table 27 below presents an overview of the occurrences of verbal modality in these texts.

Table 27: Occurrences of the types of verbal modal operators in the texts in English.

VERBAL MODALITY IN THE TEXTS IN ENGLISH			TOTAL
MODULATION (DEONTIC MODALITY)	Obligation	15:29 (51.72%)	24:29 (82.76%)
	Permission	08:29 (27.59%)	
	Inclination	01:29 (3.45%)	
	Ability	-	
MODALIZATION (EPISTEMIC MODALITY)	Probability	05:29 (17.24%)	05:29 (17.24%)
	T O T A L		29 (100%)

The analysis regarding verbal modal operators demonstrated that the deontic sub-types obligation and permission tend to occur in specific stages in the texts in English. Thus, the obligation sub-type

features prominently in the Complication stage (12 occurrences out of 15). A number of instances follow:

Text E1 – *"And then we <u>got to</u> look in a real life evacuee sutecase. Then we <u>got to</u> interview 2 evacuee's. And we <u>had to</u> write a letter to our mom and dad if we got evacuated."*
  (Evaluative Complication)

Text E2 – *"When we got to carlisle we went to 'tullie house' were we were placed in groups*
  (Orientation)
   and <u>had to</u> do different activitys." (Evaluative Complication)

Text E9 – *"We <u>had to</u> write in our diary and say what the journey was like and where the train stopped."*
  (Evaluative Complication)

In the excerpts displayed above, all the instances of the obligation sub-type of deontic verbal modality tell the reader of the compulsory nature of the tasks which the learners were supposed to perform during the field trip to the Tullie Museum. In other words, the lexico-grammatical elements underlined above convey the asymmetry which permeates the relations involving learners and teachers as members of the school community.

Most instances of the permission sub-type of deontic verbal modality were found in the Orientation stage of the set of texts in English (5 occurrences out of 8). For illustrative purposes, a number of excerpts follow:

Text E1 – *"then we were <u>alloud to</u> go to a shop and bye something"*

Text E2 – *"he talked to us about all the things he did and then he <u>let</u> us handle all the wepoons he had used during the war."*

Text E9 – *"and we were then <u>allowed to</u> handle the equipment,"*

The examples displayed above show that most of the actions on the learners' part were dependent upon other people's authorization. Thus, the use of the permission sub-type of deontic verbal modality in the Orientation stage illustrates that, no matter where the learners went to, they had to submit to rules during the entire field trip.

In terms of epistemic verbal modality, the probability category tends to concentrate in the Orientation stage (3 occurrences out of 5). A number of instances are displayed below:

Text E4 – *"me, Sadie, Tom and Arthur spend the train ride playing paper and card games like real evacuees <u>would</u> probably had."*

Text E9 – *"and we waited for the train that would take us to Carlisle. We were dressed in clothes that schoolchildren back then <u>would</u> wear"*

Text E10 – *"We also made letters that we were going to send to our parents or <u>could</u>."*

In the first two excerpts above (i.e., those taken from Texts E4 and E9), the probability sub-type of epistemic verbal modality employed makes a reference to the life style of World War II evacuees. Finally, in the illustration from Text E10, the modal verb 'could' establishes a possibility in terms of learners' actions.

Table 28 below shows figures regarding the occurrences of verbal modality in the texts in English.

Table 28: Occurrences of the types of verbal modal operators within each separate stage of the texts in English.

Text	VERBAL MODALITY IN THE TEXTS IN ENGLISH																									Total
	Orientation					Complication					Evaluation					Resolution					Coda					
	Deont				Ep	Deont				Ep	Deont				Ep	Deont				Ep	Deont				Ep	
	O	P	I	A	Pr	O	P	I	A	Pr	O	P	I	A	Pr	O	P	I	A	Pr	O	P	I	A	Pr	
E1	-	01	-	-	-	04	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	05
E2	-	02	-	-	-	02	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	04
E3	01	-	-	-	-	01	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	02
E4	-	-	-	-	01	01	-	01	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	03
E5	01	01	-	-	-	02	01	-	-	-	-	-	-	-	-	-	01	-	-	01	-	-	-	-	-	07
E6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
E7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
E8	-	-	-	-	-	-	01	-	-	-	-	-	-	-	01	-	-	-	-	-	-	-	-	-	-	02
E9	-	01	-	-	01	01	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	03
E10	-	-	-	-	01	01	-	-	-	-	-	-	-	-	-	01	-	-	-	-	-	-	-	-	-	03
Total	02	05	-	-	03	12	02	01	-	-	-	-	-	-	01	01	01	-	-	01	-	-	-	-	-	29

Modal adjuncts were the third most employed lexico-grammatical elements in the texts written in English. They made up 16.98% of the total of modality features of these texts (18 occurrences out of 106). In addition, the exceeding/counter-expectancy sub-type of the intensity mood adjunct presented most incidences (7 occurrences out of 18). The majority of these were situated in the Orientation stage (3 occurrences out of 7), as follows:

Text E1   –   *"and we were even on the new's at six"*

Text E6   –   *"On Tuesday 24th May, 2005 we entered the class fully equipped and dressed up as WWII*
Evacuees, even our packed lunch were old fashioned and rashioned."

Text E10 –   *"When we got to the tower there was a man waiting for us and a table loaded with guns, army*
coats, hand grenades and just everything."

The underlined features in the excerpts above evidence that certain episodes in the school trip were remarkable for their unexpectedness.

Figures related to the incidence of modal adjuncts in the texts in English are presented in Table 29 below.

Table 29: Occurrences of the types of modal adjuncts in the texts in English.

Text	MODAL ADJUNCTS IN THE TEXTS IN ENGLISH									Total
	Mood Adjuncts					Comment Adjuncts				
	Modality	Intensity				Obvious	Presum	Desider	Valid	
	Modalization	Counter-expectancy		Degree						
	Probability	Exceed	Limit	Total	High					
E1	-	01	-	-	-	-	-	-	-	01
E2	-	-	-	-	-	01	-	-	-	01
E3	-	-	-	-	01	-	-	-	-	01
E4	01	-	-	-	-	-	-	-	-	01
E5	-	01	01	-	-	-	-	-	-	02
E6	-	01	-	01	01	-	-	01	-	04
E7	-	-	-	-	-	-	-	-	-	-
E8	-	02	01	-	-	-	-	-	01	04
E9	-	-	-	-	-	-	-	-	-	-
E10	-	02	-	-	01	-	01	-	-	04
Total	01	07	02	01	03	01	01	01	01	18
	15					03				

4.3.2.2 Analysis of Texts in Portuguese

Similarly to the findings in the analyses of the texts in English, the modality analyses of the texts in Portuguese demonstrated that the attitudinal epithet was the most employed lexico-grammatical element. It made up 64.52% of the total of the modality occurrences of these texts (40 occurrences out of 62). In addition, 60% of the attitudinal epithets (24 occurrences out of 40) consisted of the 'proper' type. The remaining 40% (16 occurrences out of 40) was composed of attitudinal epithets preceded by intensifiers. Thus, the incidence of the combination intensifier plus attitudinal epithet in the texts in Portuguese exceeds that presented in the set of texts in English. A number of instances of both types of occurrences with attitudinal epithets follo w:

Text P1 – *"e o apelido era ROSINHA"* (Evaluative Resolution)

Text P2 – *"Enfim eu gostei muito do passeio e o que eu mais gostei foi do esquilo. O passeio foi muito legal."* (Evaluative Coda)

Text P10 – *"E eu vi outros bichos interessantíssimos"* (Evaluative Orientation)

Figures regarding the incidence of attitudinal epithets in the set of texts in Portuguese are displayed in Table 30 below.

Table 30: Types of attitudinal epithets in the texts in Portuguese.

Text	ATTITUDINAL EPITHETS IN THE TEXTS IN PORTUGUESE		Total
	Proper	Preceded by intensifiers	
P1	03	-	03
P2	02	02	04
P3	05	-	05
P4	-	-	-
P5	02	06	08
P6	03	01	04
P7	-	-	-
P8	-	-	-
P9	-	-	-
P10	09	07	16
Total	24:40 (60%)	16:40 (40%)	40 (100%)

As the informatio n in the table above evidences, Text P10 concentrates the most prominent figures (16 occurrences out of 40) as far as attitudinal epithets in the texts in Portuguese are concerned. In addition, the second most outstanding amount of attitudinal epithets (8 occurrences out of 40) was found in Text P5. In this case, except for the lexico-grammatical feature 'quase que' (i.e., a high degree mood adjunct of intensity), all the other modality elements which were employed in Text P5 were attitudinal epithets.

The stage in which the most prominent occurrences of the attitudinal epithets (preceded or not by intensifiers) were found in the set of texts in Portuguese is the Evaluation (21 occurrences out of 40). At this point, the modality analyses of both sets of texts appear similar, since it was also in the Evaluation section of the texts written in English that most occurrences of this same lexico-grammatical element was found. The findings in the analyses of the texts in Portuguese also evidenced that the Orientation and the Complication stages displayed the same quantity of attitudinal epithets (8 occurrences out of 40, each). In contrast, in the texts in English, the quantity of attitudinal epithets employed in the Orientation section outnumbers that which was found in the Complication stage. A number of excerpts illustrating the aforementioned lexico-grammatical feature in the Evaluation stage of the texts in Portuguese follow:

Text P2 – *"No começo tinha umas estátuas dos índios que você rodava,* (Orientation)
eram muito bonitas" (Evaluation)

Text P6 – *"e depois vimos os pavões,* (Orientation)
que lindo as suas asas pareciam uns olhos brilhantes" (Evaluation)

Text P10 – *"foi muito, muito, muito e muito mil vezes muito bom."* (Evaluation)

The attitudinal epithets displayed in the first two excerpts above describe specific characteristics which call the narrator-as-a-participant's attention during the field trip, namely, the beauty of certain statues and animals. The Evaluation above from Text P10 refers to the narrator-as-a-participant's opinion regarding the entire field trip to the "Fundação Rio-Zôo". It concentrates five occurrences of the intensifier 'muito', all of which precede the attitudinal epithet 'bom'. The strong effect of this evaluation lies not only in the repetition of the aforementioned intensifier, but also, following the typology of evaluative features developed by Labov (1972), in the employment of the exaggerating quantifier 'mil vezes' in the expression *'mil vezes* muito bom'. The modality analyses

of the sets of texts in English and Portuguese showed that only Text P10 presents this type of intensification of attitudinal epithets.

The Orientation was the second stage in terms of occurrences of attitudinal epithets in the texts in Portuguese (8 occurrences out of 40). A number of instances are shown below:

Text P1 – *"e vi um <u>monte</u> de tartaruga nadando."*

Text P2 – *"Quando chegamos, vimos um lago <u>cheio</u> de tartarugas, tinha muitas coisas <u>legais</u>."*

Text P10 – *"vi varias cobras tipo giboia, uma cobra papagaio e até uma tartaruga <u>gigantesca</u>."*

The attitudinal epithets 'monte' and 'cheio' in the first two Orientation stages above describe how full of turtles the "Jardim Botânico" lake was. The other attitudinal epithets employed in Texts P2 and P10 above convey, respectively, the narrator-as-a-participant's judgement regarding new things that the learners came across ('muitas coisas *legais*'), including a turtle ('uma tartaruga *gigantesca*').

The Complication is the other stage in the second position (8 occurrences out of 40) in terms of occurrences of attitudinal epithets in the texts in Portuguese. For illustrative purposes, a number of excerpts follow:

Text P3 – *"Quando pegamos o ônibus e dentro estavam uns <u>moleques favelados</u>, cantando funk."*

Text P5 – *"Ficamos falando muito alto"*

Text P10 – *"tinha uma loura <u>falsificada</u> que ficou com cara de <u>nojo</u> para a gente,"*

In the excerpts above from Texts P3 and P10, the lexico-grammatical features '*moleques favelados*', 'loura *falsificada*' and 'cara de *nojo*' express negative judgements concerning specific participants who the learners came across during the field trips. In the instance taken from Text P5, self-judgement occurs, since the narrator-as-a-participants is included in the depiction of learner misbehavior.

Table 31 below presents the occurrences of attitudinal epithets per stage in the set of texts written in Portuguese.

Table 31: Occurrences of the attitudinal epithets within each separate stage of the texts in Portuguese.

Text	ATTITUDINAL EPITHETS IN THE TEXTS IN PORTUGUESE					Total
	O	C	E	R	Coda	
P1	01	-	01	01	-	03
P2	02	-	01	-	01	04
P3	-	02	03	-	-	05
P4	-	-	-	-	-	-
P5	-	03	05	-	-	08
P6	-	-	04	-	-	04
P7	-	-	-	-	-	-
P8	-	-	-	-	-	-
P9	-	-	-	-	-	-
P10	05	03	07	-	01	16
Total	08 (20%)	08 (20%)	21 (52.50%)	01 (2.5%)	02 (5%)	40 (100%)

Modal adjuncts were the second most employed lexico-grammatical features in the set of texts in Portuguese. They made up 19.35% of the total of modality elements of these texts (12 occurrences out of 62), with the exceeding/counter-expectancy sub-type of the intensity mood adjunct presenting most incidences (6 occurrences out of 12). The analyses also demonstrated that most occurrences of the aforementioned type of mood adjunct were situated in the Orientation stage (4 occurrences out of 6). A number of instances are presented below:

Text P9 – *"depois disso fomos no aquario* (Orientation)
vimos vários peixes <u>até</u> japonês etc." (Evaluative Orientation)

Text P10 – *"Eu vi muitos peixes tinha peixe <u>até que</u> mudava de cor."* (Evaluative Orientation)
"toda turma veio entre aspas, veio <u>até</u> o filho da professora de matemática," (Evaluative Orientatio n)

As the excerpts above from Texts P9 and P10 evidence, the employment of the underlined lexico-grammatical features helps to reveal how unexpected certain details of the field trip appeared to the narrator-as-a-participant.

Table 32 below presents figures related to the occurrence of modal adjuncts in the texts in Portuguese.

Table 32: Occurrences of the types of modal adjuncts in the texts in Portuguese.

Text	MODAL ADJUNCTS IN THE TEXTS IN PORTUGUESE									Total
	Mood Adjuncts					Comment Adjuncts				
	Modality	Intensity				Obvious	Presum	Desider	Valid	
	Modalization	Counter-expectancy		Degree						
	Probability	Exceed	Limit	Total	High					
P1	-	-	-	-	-	-	-	-	-	-
P2	-	-	-	-	-	-	-	-	-	-
P3	-	-	-	-	-	01	-	-	-	01
P4	-	01	-	-	-	-	-	-	-	01
P5	-	-	-	-	01	-	-	-	-	01
P6	-	-	-	-	01	-	-	-	-	01
P7	-	-	-	-	01	-	-	-	-	01
P8	-	-	-	-	-	-	-	-	-	-
P9	-	01	01	-	-	-	-	-	-	02
P10	-	04	-	-	-	-	-	01	-	05
Total	-	06	01	-	03	01	-	01	-	12
	11					01				

Verbal modal operators were the third lexico-grammatical feature in terms of the modality analyses of the texts in Portuguese. They made up 16.13% of the total of modality elements of these texts (10 occurrences out of 62), with the deontic type appearing as prevalent. Table 33 below presents figures in terms of verbal modality of the texts in Portuguese.

Table 33: Occurrences of the types of verbal modal operators in the texts in Portuguese.

VERBAL MODALITY IN THE TEXTS IN PORTUGUESE			TOTAL
MODULATION (DEONTIC MODALITY)	Obligation	-	10:10 (100%)
	Permission	05:10 (50%)	
	Inclination	03:10 (30%)	
	Ability	02:10 (20%)	
MODALIZATION (EPISTEMIC MODALITY)	Probability	-	-
T O T A L			10 (100%)

As the findings in the table above evidence, the most employed verbal modal operators were the deontic sub-types permission and inclination. The analyses demonstrated that most occurrences of the permission sub-type were situated in the Resolution stage (3 occurrences out of 5), as follows:

Text P8 – *"depois a gente fez bagunça* (Evaluative Complication)
e o guarda <u>deixou</u> a gente entrar" (Evaluative Resolution)

Text P9 – *"começamos a gritar* (Evaluative Complication)
e o guarda <u>não deixou</u> mais a professora entrar, (Evaluative Resolution)
mais ela pidiu para entrar so com cinco pessoas (Evaluative Complication)
mais ai o guarda <u>deixou</u> todo mundo entrar em silencio," (Evaluative Resolution)

The lexico-grammatical elements underlined in the excerpts of Texts P8 and P9 above tell the reader about the power relations involving the participants in the field trip. Thus, not only the learners, but also the teacher, was subject to the policeman's orders at the "Fundação Rio-Zôo". In other words, the policeman appears as a key participant in all of the resolution stages of the excerpts above.

The data analyses also provided evidence that the occurrences of the inclination sub-type of deontic verbal modality tend to concentrate in the Evaluation stage (3 occurrences out of 3). In the instances below, these help to convey the expression of personal opinion related to specific details of the field trip to the "Fundação Rio-Zôo":

Text P6 – *"O leão era muito legal <u>queria</u> voltar lá de novo.* (Evaluation)
[...] tambem vimos jacareis e umas ararajubas que a professora adorou.
(Evaluative Orientation)
<u>queria</u> voltar mais lá" (Evaluation)

Text P10 – *"Hoje foi muito legal pena que eu não vi a cobra pau. Eu gostei muito e <u>quero</u> vir mais vezes."*
(Evaluation)

Thus, in the excerpts above from Texts P6 and P10, the verb 'querer' features as a crucial element in the positive value expressed in these Evaluation stages. Its repetition in the instance of Text P6 reinforces the narrative-as-a-participant's wish to return to the "Fundação Rio-Zôo".

Table 34 below displays figures concerning the occurrences of verbal modality in the texts in Portuguese.

Table 34: Occurrences of the types of verbal modal operators within each separate stage of the texts in Portuguese.

Text	VERBAL MODALITY IN THE TEXTS IN PORTUGUESE																									Total
	Orientation					Complication					Evaluation					Resolution					Coda					
	Deont				Ep	Deont				Ep	Deont				Ep	Deont				Ep	Deont				Ep	
	O	P	I	A	Pr	O	P	I	A	Pr	O	P	I	A	Pr	O	P	I	A	Pr	O	P	I	A	Pr	
P1	-	01	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	01
P2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
P3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
P4	-	-	-	-	-	-	01	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	01
P5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
P6	-	-	-	-	-	-	-	-	-	-	-	-	02	-	-	-	-	-	-	-	-	-	-	-	-	02
P7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
P8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	01	-	-	-	-	-	-	-	-	01
P9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	02	-	-	-	-	-	-	-	-	02
P10	-	-	-	-	-	-	-	-	01	-	-	-	01	-	-	-	-	-	01	-	-	-	-	-	-	03
Total	-	01	-	-	-	-	01	-	01	-	-	-	03	-	-	-	03	-	01	-	-	-	-	-	-	10

4.3.3 Theme Analysis

In this sub-section, the analyses of the theme system of the narratives under investigation will be carried out. In other words, the most prominent lexico-grammatical resources which realise the textual meanings in these texts will be identified and described. As previously mentioned in Chapter 2, textual meanings relate to how information is organised and ordered in a clause. In addition, theme was defined as the point of departure, that is, as the element which has a certain status in the clause structure. There are two basic types of theme: simple and multiple themes. The simple theme is composed of one of the following elements of the clause structure: subject (*"everbody's outfits were great"* – Text E7; *"um deles* tava mexendo com a Tatyane e comigo,"* – Text P1), complement (*"the final activity* we didn't had much time"* – Text E2) or circumstantial adjunct (*"On Tuesday 24ᵗʰ May, 2005* we entered the class fully equipped"* – Text E6; *"No começo* tinha umas estátuas dos índios"* – Text P2). All of these are known as topical (or experiential) themes. When the topical

element in a simple theme coincides with the subject, it is known as unmarked topical theme. Marked topical themes are those simple themes in which the topical element is either a complement or a circumstantial adjunct. As previously mentioned, besides simple themes, there is one other type of theme which is labelled multiple themes. These occur when the topical theme is preceded by textual and/or interpersonal elements. Thus, in this case, possible combinations include the following sequences: **textual ^ *interpersonal* ^ *topical*** ("**but** *of course* <u>they</u> were old bombs" – Text E2); **textual ^ *topical*** ("**Ah**, <u>eu</u> esqueci de escrever sobre os esquilos" – Text P3); or ***interpersonal* ^ *topical*** ("***quase que*** <u>a gente</u> não entra na casa dos morcegos" – Text P6). In the sub-sections that follow, figures related to the theme types which were found in each set of texts under analysis will be presented in tabular form. In addition, excerpts illustrating the most prominent theme types and the narrative stages in which these prevail will be provided.

4.3.3.1 Analysis of Texts in English

In the theme analysis of the set of texts written in English, two types prevailed, namely textual ^ topical and unmarked topical themes. The other types of theme which were found in the texts in English featured as discrete occurrences. An overview of figures related to the theme analysis of these texts is provided in Table 35 below.

Table 35: Occurrences of theme types in the texts in English.

| Text | THEME TYPES IN THE TEXTS IN ENGLISH | | | | | | | Total |
| | Simple Themes | | Multiple Themes | | | | Rheme | |
	Marked Topical	Unmarked Topical	Text ^ Top	Interp ^ Top	Text ^ Interp ^ Top	Thematic Equative		
E1	-	03	14	-	-	-	01	18
E2	01	05	10	-	01	-	01	18
E3	-	03	06	-	-	01	01	11
E4	-	03	07	-	-	-	01	11
E5	-	07	10	-	-	-	02	19
E6	01	04	06	02	-	-	01	14
E7	-	11	12	-	-	03	01	27
E8	02	07	08	01	-	-	01	19
E9	-	04	08	-	-	-	01	13
E10	01	18	19	-	-	-	01	39
Total	05 2.64%	65 34.39%	100 52.91%	03 1.59%	01 0.53%	04 2.12%	11 5.82%	189 100%

As the findings in the table above evidence, the textual ^ topical type prevails in 52.91% of the total of themes of the texts written in English (100 occurrences out of 189). In this case, the most prevalent textual component of this type of theme was the additive conjunction 'and' (34 occurrences out of 100). This feature helps to move the text forward by means of revealing what happens next. The Orientation and the Complication stages of the texts in English present the highest incidences of the conjunction 'and' (respectively, 12 and 10 occurrences out of 34). For illustrative purposes, a number of illustrations related to the Orientation stage follow:

Text E4 – *"After that we had a look inside a evacuee's suitcase then we went to another table* (Orientation)
and [we] wrote letters home as a evacuee (Evaluative Orientation)

Text E5 – *"A few minutes later we were there we spoke to some evacuees, wrote a letter home* (Orientation)
and [we] had a look at the things that the evacuees were aloud to take with them. (Evaluative Orientation)

Text E9 – *"He talked to us about a soldier's life* (Orientation)
and we were then allowed to handle the equipment," (Evaluative Orientation)

As the instances above show, 'and' keeps the flow of events in the narratives. In other words, it links episodes which situate the reader concerning the ways through which the narrator-as-a-participant and the group of learners experience what it was like to be an evacuee. In the Complication stage, the conjunction 'and' also helps moving the narratives forward. However, due to the function performed by this stage, 'and' tends to introduce episodes which increase tension, as shown in the instances that follow:

Text E1 – *"Then we got to interview 2 evacuee's. And we had to write a letter to our mom and dad if we got evacuated."* (Evaluative Complication)

Text E2 – *"When we got to carlisle we went to 'tullie house' were we were placed in groups* (Orientation) *and [we] had to do different activitys."* (Evaluative Complication)

Text E5 – *"and it took about 1 hour 30 mins. to get there,"* (Evaluative Complication)

Thus, in the first two excerpts above (i.e., those taken from Texts E1 and E2), the conjunction 'and' precedes clauses which present the tasks that the learners were supposed to do. Finally, in the last excerpt, 'and' introduces a clause which tells the reader about the long-lasting journey to Carlisle. Table 36 below shows the incidence of the conjunction 'and' in textual ^ topical themes in the set of narratives written in English.

Table 36: Occurrences of the conjunction 'and' in textual ^ topical themes in the texts in English.

Text	THE CONJUNCTION 'AND' IN TEXTUAL ^ TOPICAL THEMES IN THE TEXTS IN ENGLISH					Total
	Orientation	Complication	Evaluation	Resolution	Coda	
E1	03	03	01	-	-	07
E2	02	02	-	-	-	04
E3	01	01	01	-	-	03
E4	01	-	-	-	01	02
E5	01	01	01	02	-	05
E6	-	-	-	-	-	-
E7	01	-	-	-	01	02
E8	-	01	01	-	01	03
E9	02	01	-	-	01	04
E10	01	01	02	-	-	04
Total	12 (35.30%)	10 (29.41%)	06 (17.64%)	02 (5.89%)	04 (11.76%)	34 (100%)

The second most prevalent type of theme found in the texts in English was the unmarked topical. As previously displayed in Table 35, this made up 34.39% of the total of themes in this set of texts (65 occurrences out of 189). This theme type occurs when the topical theme coincides with the subject of the clause. Within unmarked topical themes of the texts in English, 'we' and 'I' appear as the most employed elements (respectively, 17 and 10 occurrences out of 65). This finding seems to evidence the central role of the learners as participants in the field trip experience, either as a group ('we') or on an individual basis (the narrator-as-a-participant 'I'). In addition, the prevalence of 'we' and 'I' as unmarked topical themes in these texts is also linked to the fact that these are typical points of departure in first person narratives. The analysis also showed that the unmarked topical theme 'we' prevails in the Orientation and Complication sections of the texts written in English (respectively, 8 and 6 occurrences out of 17). A number of instances follow:

Text E1 – *"we went in a little room"* (Evaluative Orientation)

Text E5 – *"we were only aloud to take sandwiches, cakes, sweets, an apple, cheese and a few other things."* (Evaluative Complication)

Text E6 – *"[we] wrote letters back home as if we were evacuees"* (Evaluative Orientation)

The last excerpt above (i.e., that taken from Text E6) presents the only occurrence of ellipsed 'we' in the texts in English.

Table 37 below displays the occurrences of 'we' as unmarked topical theme in the set of narratives written in English.

Table 37: Occurrences of 'we' as unmarked topical theme in the texts in English.

Text	'WE' AS UNMARKED TOPICAL THEME IN THE TEXTS IN ENGLISH					Total
	Orientation	Complication	Evaluation	Resolution	Coda	
E1	01	-	-	-	-	01
E2	01	-	-	-	-	01
E3	-	01	-	-	-	01
E4	-	-	-	-	-	-
E5	01	03	-	-	-	04
E6	01*	-	-	-	-	01
E7	01	-	-	-	-	01
E8	01	01	-	-	-	02
E9	01	01	-	-	01	03
E10	01	-	01	01	-	03
Total	08 (47.06%)	06 (35.30%)	01 (5.88%)	01 (5.88%)	01 (5.88%)	17 (100%)

* ellipsed 'we'

The findings in the analyses also evidenced that the Evaluation was the only stage in which the unmarked topical theme 'I' was found in the texts in English (10 occurrences out of 10). This might be explained by the fact that the Evaluation stage tends to concentrate the narrator-as-a-participant's impressions concerning the unfolding of events in the narratives. A number of instances are displayed below:

Text E2   –   *"I think it was a little girl"*

Text E7   –   *"I felt famous!"*

Parenthetical clauses with 'I' as unmarked topical theme were also exclusively found in the Evaluation stages of these texts (3 occurrences out of 10). Two excerpts follow:

Text E6   –   *"class 13 talked to a soldier and class14 met the real-life evacuees. We then made our own rashion books.* (Orientation)
       (I thought it was quite hard). (Evaluation)

Text E10 –   *"When we got to the train station me and Lauren (S.) were waiting ages for my mum* (Evaluative Complication)
       (I am exsadgorating)" (Evaluation)

As the above illustrations from Texts E6 and E10 evidence, the parenthesis appears to be employed so as to avoid interrupting the narrative action.

Table 38 below shows figures concerning the incidence of 'I' as unmarked topical theme in the texts written in English.

Table 38: Occurrences of 'I' as unmarked topical theme in the texts in English.

Text	'I' AS UNMARKED TOPICAL THEME IN THE TEXTS IN ENGLISH					Total
	Orientation	Complication	Evaluation	Resolution	Coda	
E1	-	-	02	-	-	02
E2	-	-	01	-	-	01
E3	-	-	-	-	-	-
E4	-	-	-	-	-	-
E5	-	-	01	-	-	01
E6	-	-	02*	-	-	02
E7	-	-	01	-	-	01
E8	-	-	-	-	-	-
E9	-	-	-	-		-
E10	-	-	03**	-	-	03
Total	-	-	10 (100%)	-	-	10 (100%)

* 2 parenthetical clauses with'I' as unmarked topical theme.
** 1 parenthetical clause with'I' as unmarked topical theme.

4.3.3.2 Analysis of Texts in Portuguese

In the set of texts in Portuguese, unmarked topical and textual ^ topical were the most outstanding types of theme. However, differently from the texts written in English, these theme types present similar percentages in the target data, as the figures in Table 39 below evidence:

Table 39: Occurrences of theme types in the texts in Portuguese.

Text	THEME TYPES IN THE TEXTS IN PORTUGUESE							Total
	Simple Themes		Multiple Themes					
	Unmarked Topical	Marked Topical	Text ^ Top	Interp ^ Top	Text ^ Interp ^ Top	Thematic Equative	Rheme	
P1	08	-	09	-	-	-	-	17
P2	07	01	08	-	-	01	-	17
P3	07	-	09	-	-	-	-	16
P4	05	-	03	-	-	-	-	08
P5	10	-	04	01	-	-	-	15
P6	04	-	01	01	-	-	-	06
P7	02	-	07	-	-	02	-	11
P8	02	-	08	-	-	01	-	11
P9	03	-	03	-	-	-	-	06
P10	22	04	16	02	-	01	01	46
Total	70 (45.75%)	05 (3.27%)	68 (44.45%)	04 (2.61%)	-	05 (3.27%)	01 (0.65%)	153 (100%)

Thus, the unmarked topical type was found in 45.75% of the total of themes in the texts written in Portuguese (70 occurrences out of 153). 'Eu' appears as the most outstanding lexico-grammatical element in the unmarked topical themes of these texts (25 occurrences out of 70). In addition, the analysis showed that 'eu' as unmarked topical theme features prominently in the Complication and Orientation stages of a single narrative, namely, Text P10 (9 and 6 occurrences out of 25, respectively). However, this theme type also appears in the Coda stage of various narratives (5 occurrences out of 25), where personal comments referring to the field trips were made, as follows:

Text P3 – *"Eu gostei muito do passeio."*

Text P7 – *"Eu vou vir de novo em outros passeios da escola."*

Text P8 – *"eu gostei das cobras"*

The data analyses also evidenced the employment of metacomments with this same theme type in the following Complications of Text P10:

Text P10 – *"Eu não estou muito inspirada* (Evaluative Complication)
mais eu vou tentar falar mais algumas coisas." (Resolution)
"eu não consigo ficar fazendo redação como essa no barulho."
(Evaluative Complication)

Ellipsed 'eu' in unmarked topical themes could be found in a number of narratives including Text P10, in which a significant incidence was observed (8 occurrences out of 15). Excerpts with this theme type are shown below:

Text P1 – *"[Eu] vi uns metais que podia rodar,* (Evaluative Orientation)
[eu] adorei." (Evaluation)

Text P10 – *"[eu] vi varias cobras tipo giboia, [eu vi] uma cobra papagaio e [eu vi] até uma tartaruga gigantesca."* (Evaluative Orientation)
"[eu] me sujei toda na grama, [eu] sujei minha sapatilha toda, [eu] sujei a minha blusa, [eu sujei] minha calça" (Evaluative Complication)

The employment of the ellipsed 'eu' in the excerpts of Texts P1 and P10 above illustrates a characteristic feature of the Portuguese language. In other words, the writer (or speaker) might opt for omitting the subject 'eu', since the verbal inflection on its own (i.e., not only the previous 'eu' in the text) helps to indicate which subject the verbal process refers to.

The theme analyses also evidenced the use of parenthetical clauses with 'eu' as unmarked topical theme in a specific narrative, namely Text P10. These clauses were found exclusively in certain Resolution and Complication stages of the aforementioned text (1 and 2 occurrences out of 3, respectively), as follows:

Text P10 – *"Os professores que trouxeram a turma foram a de matemática* (Orientation)
(eu não gosto de matemática (Evaluative Complication)
mais eu corro atraz para [eu] conseguir aprender), (Evaluative Resolution)
Educação física (Orientation)
(eu gosto muito agora que estou no ginásio (Evaluative Resolution)
mais quando eu era do primário eu odiava)," (Evaluative Complication)

As the excerpt above illustrates, the parentheses function as a resource which allows for commenting on the learner's performance at school without sudden interruption of the narrative action.

Table 40 below displays figures related to the occurrence of 'eu' in unmarked topical themes in the texts written in Portuguese.

Table 40: Occurrences of 'eu' as unmarked topical theme in the texts in Portuguese.

Text	'EU' AS UNMARKED TOPICAL THEME IN THE TEXTS IN PORTUGUESE					Total
	Orientation	Complication	Evaluation	Resolution	Coda	
P1	01*	-	01*	-	01*	03*
P2	-	-	-	-	-	-
P3	-	-	-	-	01	01
P4	-	-	-	-	01*	01*
P5	-	-	-	-	01*	01*
P6	-	-	02*	-	-	02*
P7	-	-	-	-	-	-
P8	-	-	-	-	01	01
P9	-	-	-	-	-	-
P10	05**	09** ••	01	01•	-	16***
Total	06 (24%)	09 (36%)	04 (16%)	01 (4%)	05 (20%)	25**** (100%)

* Ellipsed 'eu'
** 4 occurrences of ellipsed 'eu'
*** 8 occurrences of ellipsed 'eu'
****15 occurrences of ellipsed 'eu'
• Parenthetical clause with 'eu' as unmarked topical theme
•• 2 occurrences of parenthetical clauses with 'eu' as unmarked topical theme

As the information in the table above evidences, Text P10 employed a significant number of unmarked topical themes. As previously mentioned in this sub-section, this is basically due to the extensive use both of the ellipsed 'eu' and of parenthetical clauses with 'eu' as unmarked topical theme in the aforementioned narrative.

In addition to the element 'eu', 'nós' appears as one other lexico-grammatical feature which the analyses of the data have underlined as outstanding in terms of frequency (14 occurrences out of 70). This was found in the Orientation and Evaluation stages (5 occurrences out of 14, each), and in the Complication sections of the texts in Portuguese (4 occurrences out of 14). The incidence of

ellipsed 'nós' in unmarked topical themes was found in a significant number of narratives (11 occurrences out of 14). Similarly to the ellipsed 'eu' previously addressed in the analysis, the ellipsed 'nós' in theme structure also appears as characteristic of the Portuguese language. In other words, this language offers the writer (or speaker) the choice of either expliciting or not (thus, ellipsis) the participant 'nós'. A number of excerpts which display 'nós' as unmarked topical theme follows:

Text P3 – *"[Nós] Brincamos de bola um pouquinho"* (Evaluation)

Text P5 – *"[Nós] Ficamos falando muito alto"* (Evaluative Complication)

Text P7 – *"nós vimos vários macacos, pavões, cobras"* (Evaluative Orientation)

Table 41 below presents figures related to the occurrences of 'nós' as unmarked topical theme in the texts written in Portuguese.

Table 41: Occurrences of 'nós' as unmarked topical theme in the texts in Portuguese.

Text	'NÓS' AS UNMARKED TOPICAL THEME IN THE TEXTS IN PORTUGUESE					Total
	Orientation	Complication	Evaluation	Resolution	Coda	
P1	-	-	01	-	-	01
P2	01*	-	-	-	-	01*
P3	02**	-	02*	-	-	04***
P4	-	-	01*	-	-	01*
P5	-	03*	01*	-	-	04*
P6	-	-	-	-	-	-
P7	01	-	-	-	-	01
P8	-	-	-	-	-	-
P9	01*	01*	-	-	-	02*
P10	-	-	-	-	-	-
Total	05 (35.71%)	04 (28.58%)	05 (35.71%)	-	-	14**** (100%)

*   Ellipsed 'nós'
**   1 occurrence of ellipsed 'nós'
*** 3 occurrences of ellipsed 'nós'
****11 occurrences of ellipsed 'nós'

The second most prominent theme in the texts written in Portuguese was the textual ^ topical type. As previously displayed in Table 39, it was found in 44.45% of the total of themes of this set of

texts (68 occurrences out of 153). The analyses also showed that the additive conjunction 'e' was the most employed textual component of this theme type (25 occurrences out of 68). This theme configuration was most commonly found in the Resolution stage of these texts (8 occurrences out of 25). Other significant incidences were observed in the Orientation (6 occurrences out of 25), Complication and Evaluation stages of these narratives (5 occurrences out of 25, each). For illustrative purposes, a number of excerpts follow:

Text P5 – *"[Nós] jogamos bola* (Evaluative Complication)
    e [nós] tomamos muita bronca," (Evaluative Resolution)

Text P7 – *"Ai depois nós saímos e brincamos na grama* (Orientation)
    e [eu] fiquei me coçando" (Evaluative Complication)

Text P9 – *"[nós] começamos a gritar* (Evaluative Complication)
    e o guarda não deixou mais a professora entrar," (Evaluative Resolution)

In the excerpts above, the conjuction 'e' not only helps in the unfolding of the narrative events, but also presents the negative consequences of previous actions.

Table 42 below shows the incidence of the conjunction 'e' in textual ^ topical themes in the set of texts in Portuguese.

Table 42: Occurrences of the conjunction 'e' in textual ^ topical themes in the texts in Portuguese.

Text	THE CONJUNCTION 'E' IN TEXTUAL ^ TOPICAL THEMES IN THE TEXTS IN PORTUGUESE					Total
	Orientation	Complication	Evaluation	Resolution	Coda	
P1	01	-	01	02	-	04
P2	01	01	-	-	-	02
P3	01	01	01	-	-	03
P4	-	-	-	-	-	-
P5	-	-	01	02	-	03
P6	-	-	-	-	-	-
P7	01	01	-	02	01	05
P8	-	01	-	01	-	02
P9	-	-	-	01	-	01
P10	02	01	02	-	-	05
Total	06 (24%)	05 (20%)	05 (20%)	08 (32%)	01 (4%)	25 (100%)

CHAPTER 5 – CONCLUSIONS

This final chapter attempts to address the strengths and weaknesses of the theoretical frameworks applied in this work and also to summarize the main findings which result from the analyses carried out in Chapter 4. Other issues to be discussed in this chapter include the limitations of this investigation and suggestions for further research.

5.1 Analyses Outcomes

Initially, this section will discuss the strengths and weaknesses of the theoretical frameworks applied in this work. As previously established, the present investigation followed two major steps, namely, the macro- and the micro-patterning analyses.

In terms of the macro-patterning analyses, the application of the model developed by Labov and Waletzky (1967) to the twenty texts which form the corpus of this investigation proved useful for a number of reasons that follow. First, it has provided evidence that the adoption of a flexible view of the concept of genre is appropriate, since the findings in this work demonstrated that the narratives under analysis may be subject to variation in relation to what generally tends to be expected in terms of their schematic organisation (i.e., prototype). In this sense, the findings of this research, which stemmed from the application of the analytical model of these same authors, seem in tune with one of the main theoretical foundations of this investigation, namely, Hasan's (1989) notions of generic structure potential and actual structure (henceforth, GSP and AS, respectively). Thus, evidence was provided in the sense that the AS which characterizes each of the narratives of the corpus of this investigation stands for possible realisations departing from the same GSP of the genre in question. In addition, the analytical framework for narrative analysis developed by the aforementioned authors (op. cit.) went well beyond a mere structural formula since it establishes a connection between form and function. As a result, the fact that specific meanings were attached to each stage of the narrative macro-patterning facilitated the identification of their roles and also their labelling in the analyses carried out in Chapter 4 of this work. Finally, the model devised by these same authors reinforces the view that each constituent stage of the narratives contributes in specific

ways to the achievement of the overall communicative purpose of the genre. Nevertheless, in the application of this same framework, a doubt appeared in the classification of the following stages of the texts in Portuguese:

Text P7 – *"O que eu mais gostei foi do aquário e do morcego e das cobras"*
Text P10 – *"Hoje foi muito legal pena que eu não vi a cobra pau. Eu gostei muito"*

Similarly to an Evaluative Coda, the two stages displayed above make an overall comment related to the entire school trip to the "Fundação Rio-Zôo". However, both of these stages were placed at the beginning of their respective texts. Therefore, in their classification as Codas it would not be possible to match their function of providing closure to the narrative. Due to the fact that similar cases could not be found in the literature concerning narrative analysis, the criterion adopted in this work for the classification of these stages was their position in the narrative schematic organisation. Thus, since they were situated shortly after the Orientation section, both of them were classified as belonging to the Evaluation stage.

The second step of the macro-patterning analyses consisted of the identification of Labov's (1972) evaluation types in the corpus of the present work. The categorization of evaluative features following this same author allowed not only for the distinction between stages with and without evaluative elements in the narratives, but sometimes also overlapped with certain other features which help characterizing the specific 'Context of Culture' (cf. Halliday, 1989) to which each group of texts belongs. Therefore, the identification of the evaluative function 'self-aggrandizement' (cf. Labov and Waletzky, 1967) in the Evaluation section of various texts in English (i.e., Texts E1, E3 and E10), and the single occurrence of the 'fable-like message' (cf. Toolan, 1988) in the Coda stage of Text P10 signal that certain sets of values appear to be current in specific cultural settings. In this sense, as the analyses conducted in Sub-section 4.2.2 of the present work evidenced, both the positions of *leader* and *winner* seem of great importance, as far as the Context of Culture of the narratives written in English is concerned. As for the texts in Portuguese, the fable-like message in the Coda stage of Text P10 appears to serve a twofold purpose. In other words, not only does it provide a moral closure to the narrative, but it also seems to work in the sense of rising the narrative writer's self-esteem.

As previously mentioned, the categorization of a number of evaluation types following Labov (1972) allowed for the identification of evaluative stages in the texts under analysis. Within the evaluative features identified, the category 'expressive phonology' was observed within a number of the Evaluation stages of the texts written in English, as follows:

Text E7 – *"The train journey was 1 ½ hours* (Evaluative Complication)
it was very tiring (Evaluation)
so me and Niomi fell asleep (Resolution)
Zzzz," (Evaluation)

"After that we were in groups with mostly all of our friends (Evaluative Orientation)
whipeee." (Evaluation)

Text E8 – *"All of a sudden a rabitt just popped out and roly-polyied by getting ran over by the train.* (Evaluative Complication)
YUK!" (Evaluation)

Text E10 – *"I actually remember Dylan and Brooklyn (Harley) seeing a deer* *Dylan shouted "KANGAROO", but it wasn't."* (Evaluation)

"Then we had to go home (Evaluative Complication)
(boo-hoo)" (Evaluation)

The underlined elements in the instances above belong to the internal type of evaluation, according to the categorization devised by Labov (op. cit.). As may be identified in the five excerpts above, these elements of the 'expressive phonology' play a crucial role in terms of the evaluative function performed in these stages, since they convey, respectively, tiredness, cheerfulness, disgust, loudness and discontent. However, the systemic-functional theory adopted in this investigation could not account for the analysis of the elements of 'expressive phonology'. Thus, it seems reasonable to argue that the adoption of Labov's categorization of evaluative features in this work made up for this gap in terms of the micro-level of analysis.

As far as the micro-patterning investigation of the present work is concerned, the identification of the most prominent lexico-grammatical features in terms of the systems of Transitivity, Modality and Theme allowed for the building up of a panel of the specific 'Context of Situation' (cf. Halliday, 1989) of the sets of texts in English and Portuguese under analysis. At this point, it appears relevant to highlight the fact that the term 'prediction' is employed by Halliday in order to

indicate the likelihood of occurrence of elements. In other words, this same author considers as probabilistic, rather than deterministic, the nature of the two-way relationship between text and context. Thus, again the notion of 'choice' permeates one other major theoretical foundation of this work, namely, the systemic-functional theory developed by Halliday (1978, 1985, 1989, 2004).

This section will now focus on the results of the analyses carried out in Chapter 4. The main findings of the present investigation will be summarized and discussed.

At the macro-level of analysis, the application of the model developed by Labov and Waletzky (1967) revealed that in both sets of narratives three stages were recurrently employed, namely, the Orientation, the Complication and the Evaluation sections. As displayed in Table 7 of Sub-section 4.2.1 of this work, the absence of certain stages was observed in both sets of narratives. However, following Hasan's (1989) concepts of GSP and AS, this was interpreted as possibilities in the realisation of the narrative genre. The analysis also provided evidence that the number of stages with evaluative features surpasses that related to stages without these elements. This finding applied both to the texts in English (i.e., 66.70% over 33.30%) and to those written in Portuguese (i.e., 67.42% over 32.58%). Thus, it was concluded that the narratives were densely evaluated at various stages, including the Complication sections, which were all predominantly evaluative.

At the micro-level of analysis, the most noticeable lexico-grammatical elements of the systems of Transitivity, Modality and Theme were identified and described according to the meaning conveyed by the same. The findings in terms of the Transitivity analyses demonstrated that the material type was the most employed verb process in the sets of texts written in English and Portuguese under investigation. Thus, this made up, respectively, 43.16% and 37.60% of the total of verb processes employed. This result highlights the emphasis on the actions which build up the events of the field trips. Two other types of verb processes which the Transitivity analyses pointed as outstanding were the relational and the mental processes. In the texts written in English, the relational processes appear as the second most noticeable element, whereas in the set of texts in Portuguese, this same verb process corresponds to the third type most prominently found (i.e., 26.84% and 15.74% of the total of verb processes, respectively). In both cases, within the attributive relational processes employed, the intensive sub-type was the most outstanding element (i.e., 14.74% and 8.48% of the total of verb processes in the texts in English and Portuguese, respectively). Most occurrences of the aforementioned sub-type of process were found in the Evaluation stage. These findings evidence

that, in this specific stage, both the British and the Brazilian school learners generally focus on personal comments by means of qualitative attributes, as illustrated below:

Text E8 – *"All of a sudden a rabitt just popped out and roly-polyied by getting ran over by the train.* (Evaluative Complication)
YUK! Tullie House was great though." (Evaluation)

Text P6 – *"O leão era muito legal queria voltar lá de novo."* (Evaluation)

Finally, the mental type constitutes the second and the third most noticeable verb process, respectively, in the texts written in Portuguese and in English (i.e., 27.86% and 10.0%, respectively). It should be mentioned that the sub-types of mental processes identified in each set of texts were distinct, with the emotive and the cognitive appearing as outstanding processes in the texts in Portuguese and English, respectively. In the texts in Portuguese, the results of the Transitivity analyses evidenced a strong tendency in the sense of employing the emotive sub-type of mental process in the Coda and Evaluation stages. In this sense, positive evaluative comments were highlighted, as shown below:

Text P1 – *"Vi uns metais que podia rodar,* (Evaluative Orientation)
adorei." (Evaluation)

Text P2 – *"Enfim eu gostei muito do passeio e o que eu mais gostei foi do esquilo."* (Evaluative Coda)

Text P5 – *"gostei muito do passeio. Valeu, professora."* (Evaluative Coda)

In the set of texts in English, the cognitive sub-type of mental process was most commonly employed in the Evaluation stage. This generally conveyed the writer-as-a-participant's impressions regarding specific experiences of the field trip, but in a non-categorical way, as follows:

Text E6 – *"After lunch class 13 and 14 swooped over so class 13 talked to a soldier and class 14 met the real-life evacuees. We then made our own rashion books.* (Orientation)
(I thought it was quite hard)." (Evaluation)

Text E2 – *"we also looked in a suitcase what somebody had packed* (Orientation)
I think it was a little girl" (Evaluation)

In the Modality analyses, the attitudinal epithet appeared as the most prominent element in the sets of texts in English and Portuguese (55.66% and 64.52% of the total of modality occurrences, respectively). This lexico-grammatical feature highlights the writer-as-a-participant's judgement as far as various events in the field trips are concerned. It should be mentioned that outstanding figures of attitudinal epithets were found in certain texts in both sets of narratives, namely Text E7 (17 occurrences out of 59) and Text P10 (16 occurrences out of 40), among others. In the specific case of Text E7, the fact that attitudinal epithets were the only modality features employed in this narrative might account for this high rate. In the texts in English, the findings pointed to verbal modal operators as the second most employed lexico-grammatical feature (i.e., 27.36% of the total of occurrences). This same category corresponds to the third most frequently found element in the texts in Portuguese (i.e., 16.13% of the total of occurrences). In both sets of texts, the deontic type of verbal modality was most commonly employed, with the obligation sub-type appearing as the most outstanding feature in the texts in English (i.e., 14.15% of the total of modality occurrences). Thus, in the field trip to Tullie Museum, differently from the outings to the "Fundação Rio-Zôo" and to the "Jardim Botânico", the learners were supposed to perform specific compulsory tasks, among which interviewing World War II evacuees and writing letters as evacuees. In the texts in English and in Portuguese, respectively, the permission was the second and the most prominent sub-type of verbal modal operator (i.e., 7.55% and 8.06% of the total of modality occurrences, respectively). The modality analyses also provided evidence that most of these lexico-grammatical elements tended to occur in distinct stages of the aforementioned sets of texts. Thus, specific Orientation sections of the texts in English depict the dependence of the learners' actions upon the teacher's and other people's (i.e., the World War II soldier's and the field trip guide's) authorization. In the texts in Portuguese, certain Resolutions describe the power relations involving the "Fundação Rio-Zôo" policeman, the teacher and the learners. A number of conclusions may be drawn from these findings. Firstly, that there appears to be a higher tendency for the use of verbal modal operators in the texts in English than in those written in Portuguese. Secondly, that the concentration of results in terms of the deontic sub-types of obligation and permission as described above seems to attest for the asymmetry which characterizes the relationship between teachers and school learners. In other words, the unequal power which permeates the relations in the school institutions is reflected in language. Finally, in terms of modal adjuncts, the exceeding counter-expectancy sub-type of intensity mood adjunct was the most outstanding element in both sets of

texts, though in distinct proportions. In the texts in English, this appeared as 6.60%, while in the texts written in Portuguese, these made up 9.68%, of the total of modality occurrences. This sub-type of intensity mood adjunct conveys unexpectancy, and thus, point of view, since it reveals that specific events overcame the writer-as-a-participant's expectations.

The Theme analyses initially provided evidence of opposite results as far as the two sets of texts under investigation are concerned. Thus, in the texts written in English the *textual ^ topical* prevailed over the *unmarked topical* type of theme (i.e., 52.91% and 34.39% of the total of theme types in these texts). In contrast, an inverted pattern was identified in the texts in Portuguese (i.e., 45.75% of *unmarked topical* over 44.45% of the *textual ^ topical* type of theme). However, a detailed analysis of the elements of Theme revealed a number of similarities in both sets of texts. Firstly, the conjunctions 'and' and 'e' were the most employed textual components in the *textual ^ topical* type of theme of these texts. Broadly speaking, both of these elements help to move the text forward by means of connecting the events in the narratives. Secondly, there is a predominance of the topical themes 'we'/'nós' and 'I'/'eu' in the corresponding sets of texts. Although the investigation evidenced that each of these were most prominent in specific sets of texts (i.e., 'we' in the texts in English, and 'eu' in those written in Portuguese), a number of parenthetical clauses with 'I'/'eu' as topical theme were identified in each set of narratives. In the texts written in English, the occurrences were restricted to the Evaluation stage. As for the texts in Portuguese, only Text P10 displayed instances of 'eu' as topical theme in parenthetical clauses, but the occurrences were found in various stages of this narrative. The employment of evaluative comments in the parenthetical clauses tends to avoid sudden interruption of the narrative action, as the excerpts below evidence:

Text E10 – *"When we got to the train station me and Lauren (S.) were waiting ages for my mum* (Evaluative Complication)
(I̲ am exsadgorating)" (Evaluation)

Text P10 – *"Os professores que trouxeram a turma foram a de matemática* (Orientation)
(e̲u̲ não gosto de matemática (Evaluative Complication)
mais eu corro atraz para [eu] conseguir aprender), (Evaluative Resolution)
Educação física (Orientation)
(e̲u̲ gosto muito agora que estou no ginásio (Evaluative Resolution)
mais quando eu era do primário e̲u̲ odiava)," (Evaluative Complication)

The Theme analyses also evid enced the employment, in Text P10, of metacomments with the unmarked type of topical theme. This finding was restricted to the following Complication stages:

Text P10 – *"Eu não estou muito inspirada* (Evaluative Complication)
mais eu v ou tentar falar mais algumas coisas." (Resolution)
"eu não consigo ficar fazendo redação como essa no barulho."
(Evaluative Complication)

Finally, it should be added that an outstanding number of unmarked topical themes was found in Text P10 (16 occurrences out of 25). This was basically due to the extensive employment both of the ellipsed 'eu' and of parenthetical clauses with 'eu' as unmarked topical theme in the aforementioned narrative. Thus, it seems evident that the referred to figure led to very close results in terms of the two most prominent theme types in the set of texts in Portuguese, namely, *unmarked topical* and *textual ^ topical.* However, since the present investigation is dedicated to investigating language in naturally occurring settings, it was felt that this variation in Text P10 should be both acknowledged and accounted for in this research.

5.2 Limitations

As previously established in Chapter 1, this work makes no claim for the generalisation of its conclusions. This is justified by two main reasons that follow. Firstly, due to the fact that the present investigation is a small-scale study which comprises a total of twenty narratives, ten in each language (i.e., English and Portuguese). Secondly, for the reason that these same texts originated from very specific socio-cultural contexts, that is, they were written by British and Brazilian school learners from the cities of Newcastle upon Tyne and Rio de Janeiro, respectively. Thus, these texts display certain elements, both at the macro- and micro-levels of analyses, which tend to reflect the specific sets of values and rules which locally characterize these same contexts.

5.3 Suggestions for Further Research

One of the possibilities for extending the present work is to establish a comparison between its findings and those stemming from the carrying out of suggested future research. The corpus of the latter would include narratives written by British and Brazilian pre-adolescents of public sector schools from levels that immediately follow those which were focussed in the present work. One of the research paths for the suggested undertaking would be to verify whether the lexico-grammatical features, which the results of the present investigation indicated as the most prominent within stages with evaluative elements, still prevail among each group of learners' linguistic choices. In addition, any other recurrent linguistic elements employed in either language (i.e., English and Portuguese) would be analysed, together with the meaning (s) conveyed. Finally, a comparison would be established across the results obtained in the analyses of the set of texts in English and in Portuguese, involving both the present and the suggested study. An enterprise of this nature would clearly require, not only a demanding amount of work, but, in addition, highly serious dedication on the researcher's part. However, the outcomes would seem promising, since this would help to build a picture in terms of how the development of learner writing in each of these languages tends to occur in their respective specific local contexts.

5.4 Pedagogical Implications

In this sub-section, a number of pedagogical implications will be outlined. Basically, these point to the importance of raising the school learners' awareness regarding both the notion of communicative purpose of genres and also certain cultural and socially established conventions which restrict and shape choices in terms of written language.

As previously established, the achievement of the communicative purpose of the narratives, which compose the corpus of the present work, was related, among other issues, to the expression of their writers' viewpoint or judgement. However, this does not seem to apply to genres of the report type. In other words, the inclusion of evaluative comments in reports might seriously compromise the achievement of the communicative purpose of these, namely, the objective description of things or phenomena. Thus, a principled approach to the teaching of writing would not only introduce the

notion of GSP (Hasan, 1989) of a given genre to learners, but also would specify the communicative function that the same genre realizes.

In a number of narratives in Portuguese from the corpus of this work, the employment of certain distinctive features was observed. Thus, the Evaluation section containing a rhetorical question in Text P10 and the 'dialogically-constructed' type of Coda stage in Texts P1, P3 and P5 illustrate the narrative writer's addressing of the audience, namely, the school learners' teacher. Thus, these might be considered as instances of the employment, in written language, of elements which are typical of oral language. In addition, in Texts P3 and P10, metacomments were identified, that is, comments related either to the writing process or to specific conditions surrounding text production. In the context of primary school writing, all these features might be regarded as a sign of the learner's creative employment of the various linguistic resour ces which are at the disposal of language users for the realisation of meaning. However, school learners should be made aware that their written production may be subject to certain restrictions, which might be related to the intended audience and to the degree of formality involved (i.e., one of the elements of 'Tenor'), among others. In this sense, Hyland's (2002: 65) claim that "texts are spread along a continuum of approximation to core or prototypical genres with varying options and constraints operating in particular cases" would appear to be sound. One of the strengths of the application of the systemic-functional approach developed by Halliday (1978, 1985, 1989, 2004) to classroom settings, therefore, lies in the fact that it provides teachers with the means to empower learners in socio-linguistic terms. In other words, as argued by Hyland (ibid.), the aforementioned approach has the potential of providing the tools for learners "to rhetorically manage their audience, message and purposes".

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APPENDICES

LEGEND OF EVALUATION TYPES[19]

External evaluations	
Evaluative action	
Embedded evaluations (verbal: coming from another participant)	
Internal evaluations:	
Intensifiers	**Expressive phonology**, **quantifiers**, **exaggerating quantifiers**, **repetitions**
Comparators	**Negatives**, **futures**, **modals**, **quasimodals**, **questions**, **comparatives superlatives**
Correlatives	**Double attributives**
Explicatives	

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[19] This legend of Evaluation Types was applied to the sets of texts in English and in Portuguese from page 96 to 111.

TYPES OF EVALUATION: TEXT E1	STAGE
9th June Thursday 2005. My experience **as** a WWII evacuee	*ABSTRACT*
On Tuesday 24th May 2005 class 13 and 14 got evacuatd to Carlisle. We got on the bus at 9.00 am	ORIENTATION
and got stuck going up a street.	*COMPLICATION*
We arrived at the train station at 9.30 am. We met the camra crew at the train station	ORIENTATION
and we were even on the new's at six	*ORIENTATION*
I watched it **all the way through from the beginning to the end** *and class 13 were the only one's on the T. V.*	*EVALUATION*
When we got in the train station we got identity cards. Then we started to walk to a biulding we got there and they started to talk to us.	ORIENTATION
Then we **had to** walk to a castel.	*COMPLICATION*
When we got to the castel we went in a little room and it had **lodes of** army clothes	*ORIENTATION*
and some guns and stuff wich they used in the army. Then we went to a museum	ORIENTATION
and there was army dumy's that scared me.	*COMPLICATION*
Then we walked back to the biulding and we had or dinner	ORIENTATION
then we **were alloud to** go to a shop and bye something	*ORIENTATION*
I got a fether pen	*EVALUATION*
And then we **got to** look in a real life **evacuee** sutecase. Then we **got to** interview 2 **evacuee's**. And we **had to** write a letter to our mom and dad if we got **evacuated**.	*COMPLICATION*
Then we went home.	CODA

TYPES OF EVALUATION: TEXT E2	STAGE
My experience **as** a evacuee Thursday 9th June	*ABSTRACT*
On tuesday the 24th of May we, Hostpur primay year six went to the central station to get evacuated to carlisle. When we got to carlisle we went to 'tullie house' were we were placed in groups	ORIENTATION
and **had to** do different activitys.	*COMPLICATION*
The first activity are class did was talk to evacuees about there exsperinces about what it was like to get evacuated we also looked in a suitcase what somebody had packed	ORIENTATION
I think it was a little girl	*EVALUATION*
and wrote down what we **would** pack.	*ORIENTATION*
Then we moved round again	ORIENTATION
and **had to** pretend to write a letter to are familys at home	*COMPLICATION*
it was fun!!!	*EVALUATION*
Then we had are evacuee style lunch	SEQUENCE OF EVENTS
it was OK.	*EVALUATION*
Next we went to see a soldier	ORIENTATION
he talked to us about **all** the things he did and then he **let** us handle **all** the wepoons he had used during the war. We **were alloed to** put his uniform on and his hats and goggles after that the soldier showed us around the gallery and **all** the medals and outfits and bombs were up there	*ORIENTATION*
but of corse they were old bombs.	*EVALUATION*
The final activity we **didn't** had **much** time	*COMPLICATION*
so we quickly made a list of rashend foods and meals	RESOLUTION
and then it was time to go. home on the train. The End!	CODA

TYPES OF EVALUATION: TEXT E3	STAGE
9.6.05 My experience **as** a world war II evacuee	*ABSTRACT*
On tuesday 24th May year 6 went on a train journey to carlisle to see what it felt like to be an evacuee. When we got to school we set of on a journey to get to the central station, when we got there we saw tv cameras,	ORIENTATION
the other class got interviewed. After that we took **1 ½** hours while on the train	*COMPLICATION*
We played cards	RESOLUTION
and I won quite a lot of sweets	*EVALUATION*
We also got some activitie sheets	*COMPLICATION*
soon we were going to be there.	RESOLUTION
When we got there we went to carlisle castle, we held guns	ORIENTATION
and **got to** put on hats that they wore in the war.	*ORIENTATION*
After that we went back to the hall and had our dinner	ORIENTATION
while we were having our dinner Philip stole my food.	*COMPLICATION*
Straight after having dinner we went to the shop	ORIENTATION
and took **ages**	*COMPLICATION*
but eventually I chose world war II figures.	RESOLUTION
The last lesson before we went back on the train is when we **got to** meet the evacuees and write a letter.	COMPLICATION

TYPES OF EVALUATION: TEXT E4	STAGE
My experience **as** a evacuee	*ABSTRACT*
On Tuesday the 24th of May. We, year six of hotspur primary were evacuated to Carlisle. First we went to the Central Station to board the train but before that we had our photographs took and were filmed by the press. After that we boarded the train	ORIENTATION
me, Sadie, Tom, and Arthur spend the train ride playing paper and card games **like** real evacuees **would** probably had.	*ORIENTATION*
Once we departed the train, we walked to the world war two museum called 'Tullie house'. Our first activity was questioning evacuees to here about their experiences,	ORIENTATION
one man told us he had to eat sheep-head stew!	*COMPLICATION*
After that we had a look inside a evacuee's suitcase then we went to another table	ORIENTATION
and wrote letters home **as** a evacuee.	*ORIENTATION*
Next we ate a Evacuees packed lunch.	SEQUENCE OF EVENTS
It was okay	*EVALUATION*
but I **couldn't** eat it all the time.	*COMPLICATION*
After that we walked along to a **small brick** building	*ORIENTATION*
where a man told us about the kind of life a soilder lead during the war then we had the chance to try on and handle soilder's equipment. Then we quickly went in a room and looked at a list of rationing. Shortly after we left and boarded the train.	ORIENTATION
In conclusion it was a great trip and I had great fun. The End!	*CODA*

TYPES OF EVALUATION: TEXT E5	STAGE
Thursday 9th June My experience **as** a WWII evacuee.	*ABSTRACT*
Early in the morning we got ready for the coach to take us to Carlisle.	ORIENTATION
We **had to** be at school for 8:30 am. Most of us dressed up **as** evacuees	*ORIENTATION*
and it took about **l** hour **30** mins. to get there,	*COMPLICATION*
Our teacher said that the camera crew was going to be there	*RESOLUTION*
and we all got excited.	*EVALUATION*
Soon we were there and so was the camera crew. On the train we played puzzles, read our books and made some scodaies.	RESOLUTION
When we got to Carlisle we **had to** have an I. D. card.	*COMPLICATION*
After that we went through the town to the Tully Museum.	ORIENTATION
I was dying to go in some of the shops	*EVALUATION*
but I **didn't** take **any** money	*COMPLICATION*
and I **wouldn't have been aloud to** anyway.	*RESOLUTION*
A few minutes later we were there we spoke to some evacuees, wrote a letter home,	ORIENTATION
and had a look at the things that the evacuees **were aloud to** take with them.	*ORIENTATION*
We then had our lunch	SEQUENCE OF EVENTS
we **were** only **aloud to** take sandwiches, cakes, sweets, an apple, cheese and a few other things.	*COMPLICATION*
We had a look in the shops,	ORIENTATION
no one in class 13 took **any** money with them	*COMPLICATION*
but class 14 remembered to and bought **a couple of** things.	*RESOLUTION*
Next we had a look at the army clothes and weapons they had	ORIENTATION
we even **got to** try them on and hold them.	*COMPLICATION*
Finally we went back to the train station and came back to school.	CODA

TYPES OF EVALUATION: TEXT E6	STAGE
My experience **as** a WWII evacuee. 9th June 2005	*ABSTRACT*
On Tuesday 24th May, 2005 we entered the class fully equipped and dressed up **as** WWII evacuees, ***even our packed lunch were old fashioned and rashioned.***	*ORIENTATION*
I was partners with Lauren M., we sat with Molly and Ellie C. We played card games most of the time	ORIENTATION
but when Miss Lloyd brought the quizes along	*COMPLICATION*
and we worked on the for a while.	RESOLUTION
Unfortunatly most peoples gas masks – that we had made the week before – ***had gotten pretty squashed.***	*COMPLICATION*
After the train journey we made our way to the Tullie museum where class 13 and 14 split up.	ORIENTATION
Class 13 did **sevral** events in a room of the museum including: speaking to real-life evacuees (Pat and Peter), wrote letters back home **as** if we were evacuees and then we looked at what an evacuee's suitcase was like;	*ORIENTATION*
meanwhile class 14 spoke to a WWII soldier.	ORIENTATION
Then we had our rashioned and old-fashion lunch.	SEQUENCE OF EVENTS
(I loved the cloughs sweets)	*EVALUATION*
After lunch class 13 and 14 swooped over so class 13 talked to a soldier and class 14 met the real-life evacuees. We then made our own rashion books.	ORIENTATION
(I thought it was quite hard).	*EVALUATION*
Finally we made our tracks and went back to school.	CODA

TYPES OF EVALUATION: TEXT E7	STAGE
9/6/05 My experience **as** a WWII evacuee	*ABSTRACT*
First of all we was *all* ***excited*** as we **all** gathered up in the classroom ***everbody's outfits were great. We were*** *all looking forward to* ***going on this trip and*** *looking forward to* ***a good time.***	*ORIENTATION*
Then I thought this was great	*EVALUATION*
before we got on the train there was **a lot of** photographers and a camera crew.	*ORIENTATION*
I felt famous!	*EVALUATION*
The train journey was **1 ½** hours	*COMPLICATION*
it was very tiring	*EVALUATION*
so me and Niomi fell asleep	RESOLUTION
Zzzz.	*EVALUATION*
After that we were in groups with **mostly all** of our friends	*ORIENTATION*
whipeee.	*EVALUATION*
Our group went to this little room with **all of** what the soldiers used. The man talked about **all of** the equipment	*ORIENTATION*
but I was to busy looking at it.	*COMPLICATION*
The best bit in that activity was when you **got to** **try on** all the clothes and also **try on** a gas mask. ***It was great.***	*EVALUATION*
Then we went to a **little** museum with **loads of** **little** statues and a shop.	*ORIENTATION*
That was great as well.	*EVALUATION*
The last part of the day was the **dinner** it wasn't **like** normal **dinner** ***but it was still nice.*** **That's the end of my day** ***and it was great.***	*CODA*

TYPES OF EVALUATION: TEXT E8	STAGE
My experience **as** an evacuee	*ABSTRACT*
On Tuesday 24th May 2005 I experienced an evacuation from Newcastle Upon Tyne to Carlisle.	ORIENTATION
It felt so **real** *as we had a* **real** *train ride, rationed lunch, 1930/1940's clothes, gas mask boxes etc*	*EVALUATION*
The train ride was long,	*COMPLICATION*
but we came prepared.	RESOLUTION
We **couldn't** play with any electric or modern things,	*COMPLICATION*
but we had paper, pens and books.	RESOLUTION
Also, there was lovely views out the window,	*ORIENTATION*
which **there wouldn't have been** then. *There was one upsetting thing.*	*EVALUATION*
Me, Ellie, Amy and Laure Hall were sitting together, me and Amy on the window side.	ORIENTATION
All of a sudden a rabitt just popped out and roly-polyied by getting ran over by the train.	*COMPLICATION*
YUK! *Tullie House was great though.*	*EVALUATION*
We met two people who had been evacuated,	ORIENTATION
we wrote a letter **as** an evacuee,	*ORIENTATION*
looked at some things from a real evacuee's suitcase.	ORIENTATION
One of the **evacuees** was **evacuated** for **3** years, and one for... **5**!	*EVALUATION*
Inside the museum, we met a soldier and handled or tried on some jackets, hats, grinades, guns etc.	ORIENTATION
In another part of the museum we just looked around,	*COMPLICATION*
but there was some intresting things, including a gun **bigger than** Zaki (a boy in the class).	*RESOLUTION*
Overall, it was a wonderful day out and I really enjoyed it.	*CODA*

TYPES OF EVALUATION: TEXT E9	STAGE
9-06-05 My experience **as** a World War Two evacuee	*ABSTRACT*
Our journey began on a coach. We were took to the train station where the press were	ORIENTATION
and we waited for the train that **would** take us to Carlisle. We were dressed in clothes that schoolchildren back then **would** wear.	*ORIENTATION*
The train journey took **an** hour and **a half**. Me and my freinds spent most of our time playing cards.	*COMPLICATION* RESOLUTION
We **had to** write in our diary and say what the journey was like and where the train stopped.	*COMPLICATION*
After a while the train slowed down then stopped, we were at Carlisle.	RESOLUTION
Our (year) x two classes then walked through a village to get to tulley museum. When we got to the museum we were shown into a room where we had four activities to take part in: talking to Peter (an evacuee) writing a letter home pretending to be an evacuee talking to Pat (an evacuee) and looking through an evacuee's suitcase After learning about Pat and Peter's fascinating history and taking part in the other two activities, we ate our World War Two lunch. My packed lunch contained: a jam sandwich, some humbuas, a Swiss roll, a cornflake cake and an apple. Next we walked to a small hut across from the museum and a man had World War Two soldier's equipment on the table at the front. He talked to us about a soldier's life	ORIENTATION
and we **were** then **allowed to** handle the equipment,	*ORIENTATION*
we held things like guns, gas masks, helmets, hand granades, soldiers coats and other things soldiers used. Near the end of the trip we looked around the actual museum and recived a ration book to fill in.	ORIENTATION
We then got on the train home ***and we'd had a very enjoyable educational day.***	*CODA*

TYPES OF EVALUATION: TEXT E10	STAGE
My evacuee trip	ABSTRACT
On the 24th of May 2005 me and my class went to Carlisle to see what is it like to be an evacuee in World War 2. The first step of our trip was getting on the bus to Central Station. When we got there the press was waiting for us,	ORIENTATION
me and Lauren (S.) were lucky we got interveiwed for the Belly.	*EVALUATION*
We got on the train, I was sitting with Amy, Lauren (S.) and Lauren (H.), we played card games	ORIENTATION
one had a sneeky drink and sweet, Amy had some, while the teachers **wear'nt** looking.	*COMPLICATION*
There was also lots of wildlife	*ORIENTATION*
***I actually remember Dylan and Brooklyn (Harley) seeing a deer* Dylan shouted "KANGAROO"**, but it **wasn't**.	*EVALUATION*
When we got there a lady escorted us to a museum called 'Tullie house'. We went inside and our first activity was meeting an evacuee called Pat. She explained all about her childhood to us	ORIENTATION
and we learned how **much more fortunate** we are **than** they were.	*EVALUATION*
We also made letters that we were going to send to our parents or **could**.	*ORIENTATION*
After our first activity we had our lunch.	SEQUENCE OF EVENTS
I had a lovley lemon drizzle cake witch Clarke liked **very** much and so did Lauren (S.) and Amy.	*EVALUATION*
Later after lunch we went through a little tunnel witch had paving stones with writing on them,	ORIENTATION
me and Lauren (S.) were leading them!	*EVALUATION*
When we had got to the end of the tunnel there was massive stones	ORIENTATION
and some boys were sitting on it shouting "Oliver Oliver Twist"	*COMPLICATION*
but then Mrs Arthur told us that that stone was supposedley cursed	*EVALUATION*
so we laughed (**Ha Ha**)	*RESOLUTION*
***When we got to the tower there was a man waiting for us and a table loaded with guns, army coats, hand grenades and just everything.* We all sat down in rows of chairs the three chairs in a row**	*ORIENTATION*
but me Lauren (S.) and Lauren (H.) and Amy squeezed onto all of them. After the man talked for absoulutley **ages**	*COMPLICATION*
we **got to** mess around with all the stuff.	*RESOLUTION*
Then we **had to** go home	*COMPLICATION*
(**boo-hoo**)	*EVALUATION*
but it was very funny **because** Amy and both the Laurens made me laugh all the way back to Newcastle Station.	*RESOLUTION*
When we got to the train station me and Lauren (S.) were waiting **ages** for my mum	*COMPLICATION*
(I am exsadgorating)	*EVALUATION*
she **wasn't** that long.	*RESOLUTION*

TYPES OF EVALUATION: TEXT P1	STAGE
Rio, 08/12/04 Quando eu cheguei no Jardim Botânico vi uns índios dançando	ORIENTATION
e vi **um monte de** tartaruga nadando.	*ORIENTATION*
Tinha umas engraçadas.	*EVALUATION*
Vi uns metais que **podia** rodar,	*ORIENTATION*
adorei. Quando nós fomos lanchar o Thiago comeu **3** sanduíches, **biscoito** de limão e morango e mais o **biscoito** de sal, e bebeu **muita** coisa.	*EVALUATION*
Tinha três garotos,	ORIENTATION
um deles tava mexendo com a Tatyane e comigo,	*COMPLICATION*
e aí a professora perguntou quem era, e nós apontamos quem é, *e o apelido era ROSINHA*.	*RESOLUTION*
nós zoamos muito.	*EVALUATION*
adorei o passeio. **TCHAU** **Bjs até + !!!**	*CODA*

TYPES OF EVALUATION: TEXT P2	STAGE
No dia 8 de dezembro saímos da escola Uruguai para vir passear no Jardim Botânico com as professoras Debora e Simone.	ORIENTATION
Quando estávamos vindo no ônibus tinha uns garotos fazendo bagunça e estavam cantando funk,	*COMPLICATION*
mas logo depois eles foram embora.	RESOLUTION
Quando chegamos, vimos um lago **cheio de** tartarugas, ***tinha muitas coisas legais:***	*ORIENTATION*
vimos plantas carnívoras, as orquídeas,	ORIENTATION
tinha um homem que estava mexendo com a professora.	*COMPLICATION*
Depois paramos para fazer um lanche. Depois ficamos brincando de bola.	SEQUENCE OF EVENTS
Tinha também um lago **que você** jogava uma moeda e fazia um desejo. No começo **tinha** umas estátuas dos índios **que você** rodava,	*ORIENTATION*
eram muito bonitas.	*EVALUATION*
Enfim eu gostei muito do passeio e o que eu mais gostei foi do esquilo. O passeio foi muito legal.	*CODA*

TYPES OF EVALUATION: TEXT P3	STAGE
8/12/2004 No dia do passeio da escola dia 8 de dezembro fomos, eu e minha turma para o Jardim botânico.	ORIENTATION
Quando pegamos o ônibus e dentro estavam uns moleques favelados, cantando funk.	*COMPLICATION*
Eu e minha turma ignoramos eles	*RESOLUTION*
e eles logo foram embora e um ponto depois nós descemos. **Caminhamos** um longo **caminho**,	RESOLUTION *EVALUATION*
ao entrarmos no Jardim botânico nós vimos umas estátuas de índio **como** se estivessem dançando,	*ORIENTATION*
e logo adiante tinha um laguinho de tartarugas nadando.	ORIENTATION
Depois nós **passamos** por umas estátuas de metal que rodavam, **passamos** por uma casa toda feita de pedregulhos e **passeamos** também pelo lago da Vitória Régia,	*ORIENTATION*
depois disso fomos dar uma descansada no parquinho	SEQUENCE OF EVENTS
e lanchar, é claro. Brincamos de bola **um pouquinho**	*EVALUATION*
e recomeçamos a caminhada.	SEQUENCE OF EVENTS
Ah, eu esqueci de escrever sobre os esquilos que estavam comendo um tipo de coquinho.	*EVALUATION*
E passamos por um lugar que tinha uma fonte dos desejos.	ORIENTATION
Eu gostei muito do passeio. Obrigado professoras.	*CODA*

TYPES OF EVALUATION: TEXT P4	STAGE
No dia 08-12-04, nós fomos ao Jardim Botânico. Nós passamos pelo lago das tartarugas, depois bebemos água da fonte. Andamos até chegar ao banheiro.	ORIENTATION
tinha uns homens mexendo com a professora de ciências,	*COMPLICATION*
mas ela **nem** deu bola.	*RESOLUTION*
Vimos um esquilo jogamos bola no parque.	ORIENTATION
A professora **não deixava** jogar,	*COMPLICATION*
mas agente jogava.	*RESOLUTION*
Antes disso, nós lanchamos,	SEQUENCE OF EVENTS
nós vimos uma planta carnívora no orquidário.	ORIENTATION
Andamos, **andamos** e **andamos**, Bruno, Tiago, Rodolfo, eu e Fernando.	*EVALUATION*
Perto do laguinho, entramos em uma casa de pedra: para onde olhávamos víamos um castelo.	ORIENTATION
O envolvimento do rei fez com que essa árvore se chamasse palmeira.	*EVALUATION*
Gostei muito do lago das tartarugas.	*CODA*

TYPES OF EVALUATION: TEXT P5	STAGE
Hoje eu e minha turma fomos ao Jardim Botânico	ORIENTATION
entramos no ônibos tinha muitos moleques cantando funk	*COMPLICATION*
e depois ele saltaram do ônibos e eu e minha turma saltamos um pouco depois e chegamos ao jardim botânico.	RESOLUTION
Ficamos falando muito alto	*COMPLICATION*
e tomamos bronca da professora.	*RESOLUTION*
Conhecemos um guarda que gosta de asubiar,	ORIENTATION
e depois fomos lanchar.	SEQUENCE OF EVENTS
Comemos **muito** *e foi muito legal.*	*EVALUATION*
Jogamos bola	*COMPLICATION*
e tomamos muita bronca,	*RESOLUTION*
a professora ficou muito nervosa.	*EVALUATION*
Passamos pelas tartarugas,	ORIENTATION
uma tinha uma perninha muito pequenina, a professora ficou muito feliz.	*EVALUATION*
tinha um homem muito imbecil que ficou mexendo com a professora,	*COMPLICATION*
quase que eu dou um soco na cara dele.	*RESOLUTION*
gostei muito do passeio. Valeu, professora.	*CODA*

TYPES OF EVALUATION: TEXT P6	STAGE
No dia 7 de outubro a turma 502 da escola Uruguai saiu para visitar o zoologico da Quinta da boa vista entrando no zoologico a turma 502 viu as araras azuis e depois vimos os pavões	ORIENTATION
que lindo as suas asas pareciam uns olhos brilhantes	*EVALUATION*
e depois vimos um elefante lindo e um camelo que a turma pensou que era leão.	ORIENTATION
O leão era muito legal **queria** *voltar lá de novo.*	*EVALUATION*
quase que a gente **não** entra na casa dos morcegos	*COMPLICATION*
mais isso **porque** umas meninas estavam gritando,	*EVALUATION*
e passamos por uma passarela que tinha um esguincho que saia água. tambem vimos jacareis e umas ararajubas que a professora adorou.	ORIENTATION
queria voltar mais lá	*EVALUATION*
vimos um aquário de peixinhos dourados	ORIENTATION
que lindo.	*EVALUATION*

TYPES OF EVALUATION: TEXT P7	STAGE
No dia 07/10 eu sai de casa às 12:00 para o encontro com meus colegas para ir ao zôo	ORIENTATION
aí eu entrei no zôo e vi **muitos** bichos	*ORIENTATION*
o que eu mais gostei foi do aquário e do morcego e das cobras	*EVALUATION*
nós entramos dentro de um negócio onde tinha morcego	ORIENTATION
ai todo mundo começou a gritar lá dentro	*COMPLICATION*
e o guarda quase expulsou a gente	*RESOLUTION*
nós vimos **vários** macacos, pavões, cobras	*ORIENTATION*
o leão abriu a boca	*COMPLICATION*
e a professora tirou **muitas** fotos	*RESOLUTION*
corremos	RESOLUTION
ai depois nós passamos por uma passarela que saia esguicho e quando nós descemos das passarela nós fomos no aquário e vimos os peixes. Ai depois nós saímos e brincamos na grama	ORIENTATION
e fiquei me coçando	*COMPLICATION*
depois nóis ficamos em linha reta demos a mão e saimos correndo e caimos.	SEQUENCE OF EVENTS
Então essa foi a minha história e eu **vou vir** de novo em outros passeios da escola. FIM	*CODA*

TYPES OF EVALUATION: TEXT P8	STAGE
Era uma vez a professora marcou um passeio no zoológico na sexta-feira, eu saí de casa e andei a pé até o zoológico	ORIENTATION
e eu fiquei esperando os professores, aí demorou,	*COMPLICATION*
quem **chegou** primeiro foi o professor de educação física, depois **chegou** a professora de matemática depois **chegou** a professora de inglês, aí a gente começou o passeio.	*RESOLUTION*
A gente viu primeiro os papagaios de **várias** cores	*ORIENTATION*
depois a gente viu os macacos de bumbum vermelho e tinha um macaco com o bumbum machucado depois a gente viu as tartarugas	ORIENTATION
e depois a gente parou para o lanche. A professora Simone distribuiu o biscoito para todo mundo depois continuamos.	SEQUENCE OF EVENTS
Vimos jacarés	ORIENTATION
depois a gente fez bagunça	*COMPLICATION*
e o guarda **deixou** a gente entrar	*RESOLUTION*
e a gente viu morcego, curuja	ORIENTATION
e depois a gente pediu desculpa para o guarda	*EVALUATION*
depois a gente foi ao aquário	ORIENTATION
eu gostei das cobras	*CODA*
e depois a gente saiu e descansamos escrevemos do que a gente viu. FIM	CODA

TYPES OF EVALUATION: TEXT P9	STAGE
No dia 07/10/05 eu visitei o zoologico com os meus professores. eu vi o pavão paramos para olhar direitinho depois eu vi a onça	ORIENTATION
ela estava fazendo barulho	*COMPLICATION*
e começamos a rir dela,	RESOLUTION
depois eu parei lanchamos quando acabamos de lanchar,	SEQUENCE OF EVENTS
depois nos fomos ver os morcegos	ORIENTATION
começamos a gritar	*COMPLICATION*
e o guarda **não deixou** mais a professora entrar,	*RESOLUTION*
mais ela pidiu para entrar so com cinco pessoas	*COMPLICATION*
mais ai o guarda **deixou** todo mundo entrar em silencio,	*RESOLUTION*
depois disso nos fomos no aquario vimos **vários** peixes até japonês etc.	ORIENTATION *ORIENTATION*

TYPES OF EVALUATION: TEXT P10	STAGE
Data 07/10/05. Passeio no zoologico	ABSTRACT
Primeiro eu vi a arara azul	ORIENTATION
depois eu vi **varios** bichos muito interessantes	*ORIENTATION*
mais o meu bicho preferido é a cobra	*EVALUATION*
eu morro de medo	*COMPLICATION*
mais eu gosto muito.	*RESOLUTION*
Hoje foi muito legal pena que eu não vi a cobra pau. Eu gostei muito e **quero** vir mais vezes.	*EVALUATION*
*Eu **não** estou muito inspirada*	COMPLICATION
mais eu vou tentar falar mais algumas coisas.	RESOLUTION
Os professores que trouxeram a turma foram a de matemática	ORIENTATION
*(eu **não** gosto de matemática*	*COMPLICATION*
mais eu corro atraz **para conseguir** aprender),	*RESOLUTION*
Educação física	ORIENTATION
(eu gosto muito agora que estou no ginásio,	*RESOLUTION*
mais quando eu era do primário eu odiava),	*COMPLICATION*
e a professora de Inglês	ORIENTATION
(a minha professora preferida eu gosto muito dela).	*EVALUATION*
E eu vi outros bichos **interessantíssimos**	*ORIENTATION*
(o macaco de bumbum rosa o outro estava com o bumbum inflamado) o pavão que tinha em suas penas uns negocios que pareciam olhos de pessoas.	ORIENTATION
Eu vi **muitos** peixes tinha peixe até que mudava de cor. Vi o bicho que eu acho **o mais limpo** (o hipopotamo). os micros jacares, vi **varias** cobras tipo giboia, uma cobra papagaio e até uma tartaruga gigantesca.	*ORIENTATION*
Me **sujei** toda na grama, **sujei** minha sapatilha **toda**, **sujei** a minha blusa, minha calça e fiquei **toda** me coçando. eu **não consigo** ficar fazendo redação **como** essa no barulho.	COMPLICATION
aqui na grama onde eu estou escrevendo é muito bom	*ORIENTATION*
e vamos dizer quem não gosta de ver este verdinho e este cheiro tão gostoso de grama? *foi muito, muito, muito* **e** *muito* **mil vezes** *muito* ***bom.***	*EVALUATION*
toda turma **veio** entre aspas, **veio** até o filho da professora de matemática,	*ORIENTATION*
foi muito bom.	*EVALUATION*
quando eu passei no lugar que caía água e vendo os animais lá em baixo,	ORIENTATION
tinha uma loura falsificada que ficou com cara de nojo para a gente,	*COMPLICATION*
mais eu **nem** me importo	*RESOLUTION*
porque todo mundo é igual neste mundo.	*CODA*

LEGEND OF TRANSITIVITY ANALYSES [20]:
VERB PROCESS TYPES

Mental		**Perceptive**
		Cognitive
		Desiderative
		Emotive
Material		
Behavioural		
Existential		
Verbal		
Relational	Attributive	**Intensive**
		Circumstantial
		Possessive
	Identifying	***Intensive***
		Circumstantial
		Possessive

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[20] This legend of Transitivity analyses was applied to the sets of texts in English and in Portuguese from page 113 to 128.

TRANSITIVITY ANALYSES: TEXT E1	STAGE
9th June Thursday 2005. My experience as a WWII evacuee	*ABSTRACT*
On Tuesday 24th May 2005 class 13 and 14 got evacuatd to Carlisle. We got on the bus at 9.00 am	ORIENTATION
and **got** stuck **going up** a street.	*COMPLICATION*
We arrived at the train station at 9.30 am. We met the camra crew at the train station	ORIENTATION
and we **were** even on the new's at six	*ORIENTATION*
I **watched** it all the way through from the beginning to the end and class 13 *were* the only one's on the T. V.	*EVALUATION*
When we got in the train station we got identity cards. Then we started to walk to a biulding we got there and they started to talk to us.	ORIENTATION
Then we had to **walk** to a castel.	*COMPLICATION*
When we **got** to the castel we **went** in a little room and it **had** lodes of army clothes	*ORIENTATION*
and some guns and stuff wich they used in the army. Then we went to a museum	ORIENTATION
and there **was** army dumy's that **scared** me.	*COMPLICATION*
Then we walked back to the biulding and we had or dinner	ORIENTATION
then we were alloud to **go** to a shop and **bye** something	*ORIENTATION*
I **got** a fether pen	*EVALUATION*
And then we got to **look** in a real life evacuee sutecase. Then we got to **interview** 2 evacuee's. And we had to **write** a letter to our mom and dad if we **got evacuated**.	*COMPLICATION*
Then we went home.	CODA

TRANSITIVITY ANALYSES: TEXT E2	STAGE
My experience as a evacuee Thursday 9th June	*ABSTRACT*
On tuesday the 24th of May we, Hostpur primay year six went to the central station to get evacuated to carlisle. When we got to carlisle we went to 'tullie house' were we were placed in groups	ORIENTATION
and had to **do** different activitys.	*COMPLICATION*
The first activity are class did was talk to evacuees about there exsperinces about what it was like to get evacuated we also looked in a suitcase what somebody had packed	ORIENTATION
I **think** it **was** a little girl	*EVALUATION*
and **wrote down** what we would **pack**.	*ORIENTATION*
Then we moved round again	ORIENTATION
and had to **pretend** to **write** a letter to are familys at home	*COMPLICATION*
it **was** fun!!!	*EVALUATION*
Then we had are evacuee style lunch	SEQUENCE OF EVENTS
it **was** OK.	*EVALUATION*
Next we went to see a soldier	ORIENTATION
he **talked** to us about all the things he **did** and then he let us **handle** all the wepoons he **had used** during the war. We were alloed to **put** his uniform on and his hats and goggles after that the soldier **showed** us around the gallery and all the medals and outfits and bombs **were** up there	*ORIENTATION*
but of corse they *were* old bombs.	*EVALUATION*
The final activity we **didn't had** much time	*COMPLICATION*
so we quickly made a list of rashend foods and meals	RESOLUTION
and then it was time to go. home on the train. The End!	CODA

TRANSITIVITY ANALYSES: TEXT E3	STAGE
9.6.05 My experience as a world war II evacuee	*ABSTRACT*
On tuesday 24th May year 6 went on a train journey to carlisle to see what it felt like to be an evacuee. When we got to school we set of on a journey to get to the central station, when we got there we saw tv cameras,	ORIENTATION
the other class **got interviewed**. After that we **took** 1 ½ hours while on the train	*COMPLICATION*
We played cards	RESOLUTION
and I **won** quite a lot of sweets	*EVALUATION*
We also **got** some activitie sheets	*COMPLICATION*
soon we were going to be there.	RESOLUTION
When we got there we went to carlisle castle, we held guns	ORIENTATION
and got to **put on** hats that they **wore** in the war.	*ORIENTATION*
After that we went back to the hall and had our dinner	ORIENTATION
while we **were having** our dinner Philip **stole** my food.	*COMPLICATION*
Straight after having dinner we went to the shop	ORIENTATION
and **took** ages	*COMPLICATION*
but eventually I chose world war II figures.	RESOLUTION
The last lesson before we **went back** on the train **is** when we got to **meet** the evacuees and **write** a letter.	COMPLICATION

TRANSITIVITY ANALYSES: TEXT E4	STAGE
My experience as a evacuee	*ABSTRACT*
On Tuesday the 24th of May. We, year six of hotspur primary were evacuated to Carlisle. First we went to the Central Station to board the train but before that we had our photographs took and were filmed by the press. After that we boarded the train	ORIENTATION
me, Sadie, Tom, and Arthur **spend** the train ride **playing** paper and card games like real evacuees would probably **had**.	*ORIENTATION*
Once we departed the train, we walked to the world war two museum called 'Tullie house'. Our first activity was questioning evacuees to here about their experiences,	ORIENTATION
one man **told** us he had to **eat** sheep-head stew!	*COMPLICATION*
After that we had a look inside a evacuee's suitcase then we went to another table	ORIENTATION
and **wrote** letters home as a evacuee.	*ORIENTATION*
Next we ate a Evacuees packed lunch.	SEQUENCE OF EVENTS
It **was** okay	*EVALUATION*
but I couldn't **eat** it all the time.	*COMPLICATION*
After that we **walked along** to a small brick building	*ORIENTATION*
where a man told us about the kind of life a soilder lead during the war then we had the chance to try on and handle soilder's equipment. Then we quickly went in a room and looked at a list of rationing. Shortly after we left and boarded the train.	ORIENTATION
In conclusion it **was** a great trip and I **had** great fun. The End!	*CODA*

TRANSITIVITY ANALYSES: TEXT E5	STAGE
Thursday 9th June My experience as a WWII evacuee.	*ABSTRACT*
Early in the morning we got ready for the coach to take us to Carlisle.	ORIENTATION
We had to **be** at school for 8:30 am. Most of us dressed up as evacuees	*ORIENTATION*
and it **took** about l hour 30 mins. **to get** there,	*COMPLICATION*
Our teacher **said** that the camera crew **was going to be** there	*RESOLUTION*
and we all **got** excited.	*EVALUATION*
Soon we were there and so was the camera crew. On the train we played puzzles, read our books and made some scodaies.	RESOLUTION
When we **got** to Carlisle we had to **have** an I. D. card.	*COMPLICATION*
After that we went through the town to the Tully Museum.	ORIENTATION
I *was dying* **to go** in some of the shops	*EVALUATION*
but I didn't **take** any money	*COMPLICATION*
and I wouldn't have been aloud to anyway.	*RESOLUTION*
A few minutes later we were there we spoke to some evacuees, wrote a letter home,	ORIENTATION
and **had a look** at the things that the evacuees were aloud to **take** with them.	*ORIENTATION*
We then had our lunch	SEQUENCE OF EVENTS
we were only aloud to **take** sandwiches, cakes, sweets, an apple, cheese and a few other things.	*COMPLICATION*
We had a look in the shops,	ORIENTATION
no one in class 13 **took** any money with them	*COMPLICATION*
but class 14 **remembered** to and **bought** a couple of things.	*RESOLUTION*
Next we had a look at the army clothes and weapons they had	ORIENTATION
we even got to **try** them on and **hold** them.	*COMPLICATION*
Finally we went back to the train station and came back to school.	CODA

TRANSITIVITY ANALYSES: TEXT E6	STAGE
My experience as a WWII evacuee. 9th June 2005	*ABSTRACT*
On Tuesday 24th May, 2005 we **entered** the class fully equipped and dressed up as WWII evacuees, even our packed lunch **were** old fashioned and rashioned.	*ORIENTATION*
I was partners with Lauren M., we sat with Molly and Ellie C. We played card games most of the time	ORIENTATION
but when Miss Lloyd **brought** the quizes along	*COMPLICATION*
and we worked on the for a while.	RESOLUTION
Unfortunatly most peoples gas masks – that we **had made** the week before – **had gotten** pretty squashed.	*COMPLICATION*
After the train journey we made our way to the Tullie museum where class 13 and 14 split up.	ORIENTATION
Class 13 **did** sevral events in a room of the museum including: **speaking** to real-life evacuees (Pat and Peter), **wrote** letters back home as if we **were** evacuees and then we **looked** at what an evacuee's suitcase **was** like;	*ORIENTATION*
meanwhile class 14 spoke to a WWII soldier.	ORIENTATION
Then we had our rashioned and old-fashion lunch.	SEQUENCE OF EVENTS
(I **loved** the cloughs sweets)	*EVALUATION*
After lunch class 13 and 14 swooped over so class 13 talked to a soldier and class 14 met the real-life evacuees. We then made our own rashion books.	ORIENTATION
(I **thought** it **was** quite hard).	*EVALUATION*
Finally we made our tracks and went back to school.	CODA

TRANSITIVITY ANALYSES: TEXT E7	STAGE
9/6/05 My experience as a WWII evacuee	*ABSTRACT*
First of all we **was** all excited as we all **gathered up** in the classroom everbody's outfits **were** great. We *were* all *looking forward to* **going** on this trip and *looking forward to* a good time.	*ORIENTATION*
Then I **thought** this **was** great	*EVALUATION*
before we **got** on the train there **was** a lot of photographers and a camera crew.	*ORIENTATION*
I **felt** famous!	*EVALUATION*
The train journey **was** 1 ½ hours	*COMPLICATION*
it **was** very tiring	*EVALUATION*
so me and Niomi fell asleep	RESOLUTION
Zzzz.	*EVALUATION*
After that we **were** in groups with mostly all of our friends	*ORIENTATION*
whipeee.	*EVALUATION*
Our group **went** to this little room with all of what the soldiers **used**. The man **talked about** all of the equipment	*ORIENTATION*
but I **was** to busy **looking** at it.	*COMPLICATION*
The best bit in that activity **was** when you got to **try on** all the clothes and also **try on** a gas mask. It **was** great.	*EVALUATION*
Then we **went** to a little museum with loads of little statues and a shop.	*ORIENTATION*
That **was** great as well.	*EVALUATION*
The last part of the day *was* the dinner it **wasn't** like normal dinner but it **was** still nice. That**'s** the end of my day and it **was** great.	*CODA*

TRANSITIVITY ANALYSES: TEXT E8	STAGE
My experience as an evacuee	*ABSTRACT*
On Tuesday 24th May 2005 I experienced an evacuation from Newcastle Upon Tyne to Carlisle.	ORIENTATION
It **felt** so real as we **had** a real train ride, rationed lunch, 1930/1940's clothes, gas mask boxes etc	*EVALUATION*
The train ride **was** long,	*COMPLICATION*
but we came prepared.	RESOLUTION
We couldn't **play** with any electric or modern things,	*COMPLICATION*
but we had paper, pens and books.	RESOLUTION
Also, there **was** lovely views out the window,	*ORIENTATION*
which there wouldn't **have been** then. There **was** one upsetting thing.	*EVALUATION*
Me, Ellie, Amy and Laure Hall were sitting together, me and Amy on the window side.	ORIENTATION
All of a sudden a rabitt just **popped out** and **roly-polyied** by **getting ran over** by the train.	*COMPLICATION*
YUK! Tullie House **was** great though.	*EVALUATION*
We met two people who had been evacuated,	ORIENTATION
we **wrote** a letter as an evacuee,	*ORIENTATION*
looked at some things from a real evacuee's suitcase.	ORIENTATION
One of the evacuees **was evacuated** for 3 years, and one for... 5!	*EVALUATION*
Inside the museum, we met a soldier and handled or tried on some jackets, hats, grinades, guns etc.	ORIENTATION
In another part of the museum we just **looked** around,	*COMPLICATION*
but there **was** some intresting things, including a gun bigger than Zaki (a boy in the class).	*RESOLUTION*
Overall, it **was** a wonderful day out and I really **enjoyed** it.	*CODA*

TRANSITIVITY ANALYSES: TEXT E9	STAGE
9-06-05 My experience as a World War Two evacuee	*ABSTRACT*
Our journey began on a coach. We were took to the train station where the press were	ORIENTATION
and we **waited** for the train that would **take** us to Carlisle. We **were dressed** in clothes that schoolchildren back then would **wear**.	*ORIENTATION*
The train journey **took** an hour and a half.	*COMPLICATION*
Me and my freinds spent most of our time playing cards.	RESOLUTION
We had to **write** in our diary and **say** what the journey **was** like and where the train **stopped**.	*COMPLICATION*
After a while the train slowed down then stopped, we were at Carlisle.	RESOLUTION
Our (year) x two classes then walked through a village to get to tulley museum. When we got to the museum we were shown into a room where we had four activities to take part in: talking to Peter (an evacuee) writing a letter home pretending to be an evacuee talking to Pat (an evacuee) and looking through an evacuee's suitcase After learning about Pat and Peter's fascinating history and taking part in the other two activities, we ate our World War Two lunch. My packed lunch contained: a jam sandwich, some humbuas, a Swiss roll, a cornflake cake and an apple. Next we walked to a small hut across from the museum and a man had World War Two soldier's equipment on the table at the front. He talked to us about a soldier's life	ORIENTATION
and we were then allowed to **handle** the equipment,	*ORIENTATION*
we held things like guns, gas masks, helmets, hand granades, soldiers coats and other things soldiers used. Near the end of the trip we looked around the actual museum and recived a ration book to fill in.	ORIENTATION
We then **got** on the train home and we'd **had** a very enjoyable educational day.	*CODA*

TRANSITIVITY ANALYSES: TEXT E10	STAGE
My evacuee trip	ABSTRACT
On the 24th of May 2005 me and my class went to Carlisle to see what is it like to be an evacuee in World War 2. The first step of our trip was getting on the bus to Central Station. When we got there the press was waiting for us,	ORIENTATION
me and Lauren (S.) **were** lucky we **got interveiwed** for the Belly.	*EVALUATION*
We got on the train, I was sitting with Amy, Lauren (S.) and Lauren (H.), we played card games	ORIENTATION
one **had** a sneeky drink and sweet, Amy **had** some, while the teachers **wear'nt looking**.	*COMPLICATION*
There **was** also lots of wildlife	*ORIENTATION*
I actually **remember** Dylan and Brooklyn (Harley) **seeing** a deer Dylan **shouted** "KANGAROO", but it *wasn't*.	*EVALUATION*
When we got there a lady escorted us to a museum called 'Tullie house'. We went inside and our first activity was meeting an evacuee called Pat. She explained all about her childhood to us	ORIENTATION
and we **learned** how much more fortunate we **are** than they **were**. We also **made** letters that we **were going to send** to our parents or could.	*EVALUATION* *ORIENTATION*
After our first activity we had our lunch.	SEQUENCE OF EVENTS
I **had** a lovley lemon drizzle cake witch Clarke **liked** very much and so **did** Lauren (S.) and Amy.	*EVALUATION*
Later after lunch we went through a little tunnel witch had paving stones with writing on them,	ORIENTATION
me and Lauren (S.) **were leading** them!	*EVALUATION*
When we had got to the end of the tunnel there was massive stones	ORIENTATION
and some boys **were sitting** on it **shouting** "Oliver Oliver Twist"	*COMPLICATION*
but then Mrs Arthur **told** us that that stone **was** supposedley cursed	*EVALUATION*
so we **laughed** (Ha Ha)	*RESOLUTION*
When we **got** to the tower there **was** a man **waiting** for us and a table loaded with guns, army coats, hand grenades and just everything. We all **sat down** in rows of chairs the three chairs in a row	*ORIENTATION*
but me Lauren (S.) and Lauren (H.) and Amy squeezed onto all of them. After the man **talked** for absoulutley ages we got to **mess around** with all the stuff.	*COMPLICATION* *RESOLUTION*
Then we had to **go** home	*COMPLICATION*
(boo-hoo)	*EVALUATION*
but it **was** very funny because Amy and both the Laurens **made** me **laugh** all the way back to Newcastle Station.	*RESOLUTION*
When we **got** to the train station me and Lauren (S.) **were waiting** ages for my mum	*COMPLICATION*
(I am **exsadgorating**)	*EVALUATION*
she **wasn't** that long.	*RESOLUTION*

TRANSITIVITY ANALYSES: TEXT P1	STAGE
Rio, 08/12/04 Quando eu cheguei no Jardim Botânico vi uns índios dançando	ORIENTATION
e **vi** um monte de tartaruga **nadando**.	*ORIENTATION*
Tinha umas engraçadas.	*EVALUATION*
Vi uns metais que podia **rodar**,	*ORIENTATION*
adorei. Quando nós **fomos lanchar** o Thiago **comeu** 3 sanduíches, biscoito de limão e morango e mais o biscoito de sal, e **bebeu** muita coisa.	*EVALUATION*
Tinha três garotos,	ORIENTATION
um deles **tava mexendo** com a Tatyane e comigo,	*COMPLICATION*
e aí a professora **perguntou** quem *era*, e nós **apontamos** quem *é*, e o apelido **era** ROSINHA.	*RESOLUTION*
nós **zoamos** muito.	*EVALUATION*
adorei o passeio. TCHAU Bjs até + !!!	*CODA*

TRANSITIVITY ANALYSES: TEXT P2	STAGE
No dia 8 de dezembro saímos da escola Uruguai para vir passear no Jardim Botânico com as professoras Debora e Simone.	ORIENTATION
Quando **estávamos vindo** no ônibus **tinha** uns garotos **fazendo** bagunça e estavam **cantando** funk,	*COMPLICATION*
mas logo depois eles foram embora.	RESOLUTION
Quando **chegamos**, **vimos** um lago cheio de tartarugas, **tinha** muitas coisas legais:	*ORIENTATION*
vimos plantas carnívoras, as orquídeas,	ORIENTATION
tinha um homem que **estava mexendo** com a professora.	*COMPLICATION*
Depois paramos para fazer um lanche. Depois ficamos brincando de bola.	SEQUENCE OF EVENTS
Tinha também um lago que você **jogava** uma moeda e **fazia** um desejo. No começo **tinha** umas estátuas dos índios que você **rodava**,	*ORIENTATION*
eram muito bonitas.	*EVALUATION*
Enfim eu **gostei** muito do passeio e o que eu mais **gostei** *foi* do esquilo. O passeio **foi** muito legal.	*CODA*

TRANSITIVITY ANALYSES: TEXT P3	STAGE
8/12/2004 No dia do passeio da escola dia 8 de dezembro fomos, eu e minha turma para o Jardim botânico.	ORIENTATION
Quando **pegamos** o ônibus e dentro **estavam** uns moleques favelados, **cantando** funk.	*COMPLICATION*
Eu e minha turma **ignoramos** eles	*RESOLUTION*
e eles lo go foram embora e um ponto depois nós descemos.	RESOLUTION
Caminhamos um longo caminho,	*EVALUATION*
ao **entrarmos** no Jardim botânico nós **vimos** umas estátuas de índio como se **estivessem dançando**,	*ORIENTATION*
e logo adiante tinha um laguinho de tartarugas nadando.	ORIENTATION
Depois nós **passamos** por umas estátuas de metal que **rodavam**, **passamos** por uma casa toda feita de pedregulhos e **passeamos** também pelo lago da Vitória Régia,	*ORIENTATION*
depois disso fomos dar uma descansada no parquinho	SEQUENCE OF EVENTS
e **lanchar**, **é** claro. **Brincamos** de bola um pouquinho	*EVALUATION*
e recomeçamos a caminhada.	SEQUENCE OF EVENTS
Ah, eu **esqueci de escrever** sobre os esquilos que **estavam comendo** um tipo de coquinho.	*EVALUATION*
E passamos por um lugar que tinha uma fonte dos desejos.	ORIENTATION
Eu **gostei** muito do passeio. Obrigado professoras.	*CODA*

TRANSITIVITY ANALYSES: TEXT P4	STAGE
No dia 08-12-04, nós fomos ao Jardim Botânico. Nós passamos pelo lago das tartarugas, depois bebemos água da fonte. Andamos até chegar ao banheiro.	ORIENTATION
tinha uns homens **mexendo** com a professora de ciências,	*COMPLICATION*
mas ela nem **deu** bola.	*RESOLUTION*
Vimos um esquilo jogamos bola no parque.	ORIENTATION
A professora não deixava **jogar**,	*COMPLICATION*
mas agente **jogava**.	*RESOLUTION*
Antes disso, nós lanchamos,	SEQUENCE OF EVENTS
nós vimos uma planta carnívora no orquidário.	ORIENTATION
Andamos, **andamos** e **andamos**, Bruno, Tiago, Rodolfo, eu e Fernando.	*EVALUATION*
Perto do laguinho, entramos em uma casa de pedra: para onde olhávamos víamos um castelo.	ORIENTATION
O envolvimento do rei *fez com que* essa árvore **se chamasse** palmeira.	*EVALUATION*
Gostei muito do lago das tartarugas.	*CODA*

TRANSITIVITY ANALYSES: TEXT P5	STAGE
Hoje eu e minha turma fomos ao Jardim Botânico	ORIENTATION
entramos no ônibos **tinha** muitos moleques **cantando** funk	*COMPLICATION*
e depois ele saltaram do ônibos e eu e minha turma saltamos um pouco depois e chegamos ao jardim botânico.	RESOLUTION
Ficamos falando muito alto	*COMPLICATION*
e **tomamos** bronca da professora.	*RESOLUTION*
Conhecemos um guarda que gosta de asubiar,	ORIENTATION
e depois fomos lanchar.	SEQUENCE OF EVENTS
Comemos muito e **foi** muito legal.	*EVALUATION*
Jogamos bola	*COMPLICATION*
e **tomamos** muita bronca,	*RESOLUTION*
a professora **ficou** muito nervosa.	*EVALUATION*
Passamos pelas tartarugas,	ORIENTATION
uma **tinha** uma perninha muito pequenina, a professora **ficou** muito feliz.	*EVALUATION*
tinha um homem muito imbecil que **ficou mexendo** com a professora,	*COMPLICATION*
quase que eu **dou** um soco na cara dele.	*RESOLUTION*
gostei muito do passeio. **Valeu**, professora.	*CODA*

TRANSITIVITY ANALYSES: TEXT P6	STAGE
No dia 7 de outubro a turma 502 da escola Uruguai saiu para visitar o zoologico da Quinta da boa vista entrando no zoologico a turma 502 viu as araras azuis e depois vimos os pavões	ORIENTATION
que lindo as suas asas **pareciam** uns olhos brilhantes	*EVALUATION*
e depois vimos um elefante lindo e um camelo que a turma pensou que era leão.	ORIENTATION
O leão **era** muito legal *queria* **voltar** lá de novo.	*EVALUATION*
quase que a gente **não entra** na casa dos morcegos	*COMPLICATION*
mais isso porque umas meninas **estavam gritando**,	*EVALUATION*
e passamos por uma passarela que tinha um esguincho que saia água. tambem vimos jacareis e umas ararajubas que a professora adorou.	ORIENTATION
queria **voltar** mais lá	*EVALUATION*
vimos um aquário de peixinhos dourados	ORIENTATION
que lindo.	*EVALUATION*

TRANSITIVITY ANALYSES: TEXT P7	STAGE
No dia 07/10 eu sai de casa às 12:00 para o encontro com meus colegas para ir ao zôo	ORIENTATION
aí eu **entrei** no zôo e **vi** muitos bichos	*ORIENTATION*
o que eu mais **gostei** *foi* do aquário e do morcego e das cobras	*EVALUATION*
nós entramos dentro de um negócio onde tinha morcego	ORIENTATION
ai todo mundo **começou a gritar** lá dentro	*COMPLICATION*
e o guarda quase **expulsou** a gente	*RESOLUTION*
nós **vimos** vários macacos, pavões, cobras	*ORIENTATION*
o leão **abriu** a boca	*COMPLICATION*
e a professora **tirou** muitas fotos	*RESOLUTION*
corremos	RESOLUTION
ai depois nós passamos por uma passarela que saia esguicho e quando nós descemos das passarela nós fomos no aquário e vimos os peixes. Ai depois nós saímos e brincamos na grama	ORIENTATION
e **fiquei me coçando**	*COMPLICATION*
depois nóis ficamos em linha reta demos a mão e saimos correndo e caimos.	SEQUENCE OF EVENTS
Então essa *foi* a minha história e eu **vou vir** de novo em outros passeios da escola. FIM	*CODA*

TRANSITIVITY ANALYSES: TEXT P8	STAGE
Era uma vez a professora marcou um passeio no zoológico na sexta-feira, eu saí de casa e andei a pé até o zoológico	ORIENTATION
e eu **fiquei esperando** os professores, aí **demorou,**	*COMPLICATION*
quem **chegou** primeiro *foi* o professor de educação física, depois **chegou** a professora de matemática depois **chegou** a professora de inglês, aí a gente **começou** o passeio.	*RESOLUTION*
A gente **viu** primeiro os papagaios de várias cores	*ORIENTATION*
depois a gente viu os macacos de bumbum vermelho e tinha um macaco com o bumbum machucado depois a gente viu as tartarugas	ORIENTATION
e depois a gente parou para o lanche. A professora Simone distribuiu o biscoito para todo mundo depois continuamos.	SEQUENCE OF EVENTS
Vimos jacarés	ORIENTATION
depois a gente **fez** bagunça	*COMPLICATION*
e o guarda deixou a gente **entrar**	*RESOLUTION*
e a gente viu morcego, curuja	ORIENTATION
e depois a gente **pediu desculpa** para o guarda	*EVALUATION*
depois a gente foi ao aquário	ORIENTATION
eu **gostei** das cobras	*CODA*
e depois a gente saiu e descansamos escrevemos do que a gente viu. FIM	CODA

TRANSITIVITY ANALYSES: TEXT P9	STAGE
No dia 07/10/05 eu visitei o zoologico com os meus professores. eu vi o pavão paramos para olhar direitinho depois eu vi a onça	ORIENTATION
ela **estava fazendo** barulho	*COMPLICATION*
e começamos a rir dela,	RESOLUTION
depois eu parei lanchamos quando acabamos de lanchar,	SEQUENCE OF EVENTS
depois nos fomos ver os morcegos	ORIENTATION
começamos a gritar	*COMPLICATION*
e o guarda não deixou mais a professora **entrar**,	*RESOLUTION*
mais ela **pidiu** para **entrar** so com cinco pessoas	*COMPLICATION*
mais ai o guarda deixou todo mundo **entrar** em silencio,	*RESOLUTION*
depois disso nos fomos no aquario	ORIENTATION
vimos vários peixes até japonês etc.	*ORIENTATION*

TRANSITIVITY ANALYSES: TEXT P10	STAGE
Data 07/10/05. Passeio no zoologico	ABSTRACT
Primeiro eu vi a arara azul	ORIENTATION
depois eu **vi** varios bichos muito interessantes	*ORIENTATION*
mais o meu bicho preferido *é* a cobra	*EVALUATION*
eu **morro** de medo	*COMPLICATION*
mais eu **gosto** muito.	*RESOLUTION*
Hoje **foi** muito legal pena que eu não **vi** a cobra pau. Eu **gostei** muito e *quero* **vir** mais vezes.	*EVALUATION*
Eu não **estou** muito inspirada	*COMPLICATION*
mais eu vou tentar falar mais algumas coisas.	RESOLUTION
Os professores que trouxeram a turma foram a de matemática	ORIENTATION
(eu não **gosto** de matemática	*COMPLICATION*
mais eu **corro atraz** para conseguir **aprender**),	*RESOLUTION*
Educação física	ORIENTATION
(eu **gosto** muito agora que **estou** no ginásio,	*RESOLUTION*
mais quando eu **era** do primário eu **odiava**),	*COMPLICATION*
e a professora de Inglês	ORIENTATION
(a minha professora preferida eu **gosto** muito dela).	*EVALUATION*
E eu **vi** outros bichos interessantíssimos	*ORIENTATION*
(o macaco de bumbum rosa o outro estava com o bumbum inflamado) o pavão que tinha em suas penas uns negocios que pareciam olhos de pessoas.	ORIENTATION
Eu **vi** muitos peixes **tinha** peixe até que **mudava** de cor. **Vi** o bicho que eu **acho** o mais limpo (o hipopotamo). os micros jacares, **vi** varias cobras tipo giboia, uma cobra papagaio e até uma tartaruga gigantesca.	*ORIENTATION*
Me **sujei** toda na grama, **sujei** minha sapatilha toda, **sujei** a minha blusa, minha calça e **fiquei** toda **me coçando**. eu não consigo **ficar fazendo** redação como essa no barulho.	*COMPLICATION*
aqui na grama onde eu **estou escrevendo** **é** muito bom	*ORIENTATION*
e **vamos dizer** quem não **gosta de ver** este verdinho e este cheiro tão gostoso de grama? **foi** muito, muito, muito e muito mil vezes muito bom.	*EVALUATION*
toda turma **veio** entre aspas, **veio** até o filho da professora de matemática,	*ORIENTATION*
foi muito bom.	*EVALUATION*
quando eu passei no lugar que caía água e vendo os animais lá em baixo,	ORIENTATION
tinha uma loura falsificada que **ficou** com cara de nojo para a gente,	*COMPLICATION*
mais eu nem **me importo**	*RESOLUTION*
porque todo mundo **é** igual neste mundo.	*CODA*

LEGEND OF MODALITY ANALYSES [21]

Attitudinal epithets				
Intensifiers + **Attitudinal epithets**				
Modal Adjuncts	Mood Adjuncts	Modality	Modalization	**Probability**
		Intensity	Degree	***Total***
				High
			Counter-Expectancy	**Exceeding**
				Limiting
		Obviousness		
	Comment Adjuncts	**Presumption**		
		Desirability		
		Validation		
Verbal Modality	Modalization (Epistemic modality)		**Probability**	
	Modulation (Deontic modality)		**Obligation**	
			Permission	
			Inclination	
			Ability	

MODALITY ANALYSES: TEXT E1	STAGE
9th June Thursday 2005. My experience as a WWII evacuee	*ABSTRACT*
On Tuesday 24th May 2005 class 13 and 14 got evacuatd to Carlisle. We got on the bus at 9.00 am	ORIENTATION
and got stuck going up a street.	*COMPLICATION*
We arrived at the train station at 9.30 am. We met the camra crew at the train station	ORIENTATION
and we were **even** on the new's at six	*ORIENTATION*
I watched it all the way through from the beginning to the end and class 13 were the **only** one's on the T. V.	*EVALUATION*
When we got in the train station we got identity cards. Then we started to walk to a biulding we got there and they started to talk to us.	ORIENTATION
Then we **had to** walk to a castel.	*COMPLICATION*
When we got to the castel we went in a **little** room and it had **lodes** of army clothes	*ORIENTATION*
and some guns and stuff wich they used in the army. Then we went to a museum	ORIENTATION
and there was army dumy's that scared me.	*COMPLICATION*
Then we walked back to the biulding and we had or dinner	ORIENTATION
then we **were alloud to** go to a shop and bye something	*ORIENTATION*
I got a fether pen	*EVALUATION*
And then we **got to** look in a **real life** evacuee sutecase. Then we **got to** interview 2 evacuee's. And we **had to** write a letter to our mom and dad if we got evacuated.	*COMPLICATION*
Then we went home.	CODA

MODALITY ANALYSES: TEXT E2	STAGE
My experience as a evacuee Thursday 9th June	*ABSTRACT*
On tuesday the 24th of May we, Hostpur primay year six went to the central station to get evacuated to carlisle. When we got to carlisle we went to 'tullie house' were we were placed in groups	ORIENTATION
and **had to** do different activitys.	*COMPLICATION*
The first activity are class did was talk to evacuees about there exsperinces about what it was like to get evacuated we also looked in a suitcase what somebody had packed	ORIENTATION
I think it was a **little** girl	*EVALUATION*
and wrote down what we would pack.	*ORIENTATION*
Then we moved round again	ORIENTATION
and **had to** pretend to write a letter to are familys at home	*COMPLICATION*
it was **fun**!!!	*EVALUATION*
Then we had are evacuee style lunch	SEQUENCE OF EVENTS
it was **OK**.	*EVALUATION*
Next we went to see a soldier	ORIENTATION
he talked to us about all the things he did and then he **let** us handle all the wepoons he had used during the war. We **were alloed to** put his uniform on and his hats and goggles after that the soldier showed us around the gallery and all the medals and outfits and bombs were up there	*ORIENTATION*
but *of corse* they were **old** bombs.	*EVALUATION*
The final activity we didn't had much time	*COMPLICATION*
so we quickly made a list of rashend foods and meals	RESOLUTION
and then it was time to go. home on the train. The End!	CODA

MODALITY ANALYSES: TEXT E3	STAGE
9.6.05 My experience as a world war II evacuee	*ABSTRACT*
On tuesday 24th May year 6 went on a train journey to carlisle to see what it felt like to be an evacuee. When we got to school we set of on a journey to get to the central station, when we got there we saw tv cameras,	ORIENTATION
the other class got interviewed. After that we took 1 ½ hours while on the train	*COMPLICATION*
We played cards	RESOLUTION
and I won **quite** a lot of sweets	*EVALUATION*
We also got some activitie sheets	*COMPLICATION*
soon we were going to be there.	RESOLUTION
When we got there we went to carlisle castle, we held guns	ORIENTATION
and **got to** put on hats that they wore in the war.	*ORIENTATION*
After that we went back to the hall and had our dinner	ORIENTATION
while we were having our dinner Philip stole my food.	*COMPLICATION*
Straight after having dinner we went to the shop	ORIENTATION
and took **ages**	*COMPLICATION*
but eventually I chose world war II figures.	RESOLUTION
The last lesson before we went back on the train is when we **got to** meet the evacuees and write a letter.	*COMPLICATION*

MODALITY ANALYSES: TEXT E4	STAGE
My experience as a evacuee	*ABSTRACT*
On Tuesday the 24th of May. We, year six of hotspur primary were evacuated to Carlisle. First we went to the Central Station to board the train but before that we had our photographs took and were filmed by the press. After that we boarded the train	ORIENTATION
me, Sadie, Tom, and Arthur spend the train ride playing paper and card games like **real** evacuees **would probably** had.	*ORIENTATION*
Once we departed the train, we walked to the world war two museum called 'Tullie house'. Our first activity was questioning evacuees to here about their experiences,	ORIENTATION
one man told us he **had to** eat sheep-head stew!	*COMPLICATION*
After that we had a look inside a evacuee's suitcase then we went to another table	ORIENTATION
and wrote letters home as a evacuee.	*ORIENTATION*
Next we ate a Evacuees packed lunch.	SEQUENCE OF EVENTS
It was **okay**	*EVALUATION*
but I **couldn't** eat it all the time.	*COMPLICATION*
After that we walked along to a small brick building	*ORIENTATION*
where a man told us about the kind of life a soilder lead during the war then we had the chance to try on and handle soilder's equipment. Then we quickly went in a room and looked at a list of rationing. Shortly after we left and boarded the train.	ORIENTATION
In conclusion it was a **great** trip and I had **great** fun. The End!	*CODA*

MODALITY ANALYSES: TEXT E5	STAGE
Thursday 9th June My experience as a WWII evacuee.	*ABSTRACT*
Early in the morning we got ready for the coach to take us to Carlisle.	ORIENTATION
We **had to** be at school for 830 am. Most of us dressed up as evacuees	*ORIENTATION*
and it took about l hour 30 mins. to get there,	*COMPLICATION*
Our teacher said that the camera crew was going to be there	*RESOLUTION*
and we all got **excited**.	*EVALUATION*
Soon we were there and so was the camera crew. On the train we played puzzles, read our books and made some scodaies.	RESOLUTION
When we got to Carlisle we **had to** have an I. D. card.	*COMPLICATION*
After that we went through the town to the Tully Museum.	ORIENTATION
I was dying to go in some of the shops	*EVALUATION*
but I didn't take any money	*COMPLICATION*
and I **wouldn't have been aloud to** anyway.	*RESOLUTION*
A few minutes later we were there we spoke to some evacuees, wrote a letter home,	ORIENTATION
and had a look at the things that the evacuees **were aloud to** take with them.	*ORIENTATION*
We then had our lunch	SEQUENCE OF EVENTS
we **were only aloud to** take sandwiches, cakes, sweets, an apple, cheese and a few other things.	*COMPLICATION*
We had a look in the shops,	ORIENTATION
no one in class 13 took any money with them	*COMPLICATION*
but class 14 remembered to and bought a couple of things.	*RESOLUTION*
Next we had a look at the army clothes and weapons they had	ORIENTATION
we **even got to** try them on and hold them.	*COMPLICATION*
Finally we went back to the train station and came back to school.	CODA

MODALITY ANALYSES: TEXT E6	STAGE
My experience as a WWII evacuee. 9th June 2005	*ABSTRACT*
On Tuesday 24th May, 2005 we entered the class *fully* equipped and dressed up as WWII evacuees, **even** our packed lunch were **old fashioned** and rashioned.	*ORIENTATION*
I was partners with Lauren M., we sat with Molly and Ellie C. We played card games most of the time	ORIENTATION
but when Miss Lloyd brought the quizes along	*COMPLICATION*
and we worked on the for a while.	RESOLUTION
Unfortunatly most peoples gas masks – that we had made the week before – had gotten *pretty* **squashed**	*COMPLICATION*
After the train journey we made our way to the Tullie museum where class 13 and 14 split up.	ORIENTATION
Class 13 did sevral events in a room of the museum including: speaking to **real-life** evacuees (Pat and Peter), wrote letters back home as if we were evacuees and then we looked at what an evacuee's suitcase was like;	*ORIENTATION*
meanwhile class 14 spoke to a WWII soldier.	ORIENTATION
Then we had our rashioned and old-fashion lunch.	SEQUENCE OF EVENTS
(I loved the cloughs sweets)	*EVALUATION*
After lunch class 13 and 14 swooped over so class 13 talked to a soldier and class 14 met the real-life evacuees. We then made our own rashion books.	ORIENTATION
(I thought it was *quite* **hard**).	*EVALUATION*
Finally we made our tracks and went back to school.	CODA

MODALITY ANALYSES: TEXT E7	STAGE
9/6/05 My experience as a WWII evacuee	*ABSTRACT*
First of all we was all **excited** as we all gathered up in the classroom everbody's outfits were **great**. We were all looking forward to going on this trip and looking forward to a **good** time.	*ORIENTATION*
Then I thought this was **great**	*EVALUATION*
before we got on the train there was a lot of photographers and a camera crew.	*ORIENTATION*
I felt **famous**!	*EVALUATION*
The train journey was 1 ½ hours	*COMPLICATION*
it was *very* **tiring**	*EVALUATION*
so me and Niomi fell asleep	RESOLUTION
Zzzz.	*EVALUATION*
After that we were in groups with mostly all of our friends	*ORIENTATION*
whipeee.	*EVALUATION*
Our group went to this **little** room with all of what the soldiers used. The man talked about all of the equipment	*ORIENTATION*
but I was *to* **busy** looking at it.	*COMPLICATION*
The best bit in that activity was when you got to try on all the clothes and also try on a gas mask. It was **great**.	*EVALUATION*
Then we went to a **little** museum with **loads** of **little** statues and a shop.	*ORIENTATION*
That was **great** as well.	*EVALUATION*
The last part of the day was the dinner it wasn't like **normal** dinner but it was *still* **nice**. That's the end of my day and it was **great**.	*CODA*

MODALITY ANALYSES: TEXT E8	STAGE
My experience as an evacuee	*ABSTRACT*
On Tuesday 24th May 2005 I experienced an evacuation from Newcastle Upon Tyne to Carlisle.	ORIENTATION
It felt *so* **real** as we had a **real** train ride, rationed lunch, 1930/1940's clothes, gas mask boxes etc	*EVALUATION*
The train ride was **long**,	*COMPLICATION*
but we came prepared.	RESOLUTION
We **couldn't** play with any electric or **modern** things,	*COMPLICATION*
but we had paper, pens and books.	RESOLUTION
Also, there was **lovely** views out the window,	*ORIENTATION*
which **there wouldn't have been** then. There was one **upsetting** thing.	*EVALUATION*
Me, Ellie, Amy and Laure Hall were sitting together, me and Amy on the window side.	ORIENTATION
All of a sudden a rabitt **just** popped out and roly-polyied by getting ran over by the train.	*COMPLICATION*
YUK! Tullie House was **great** though.	*EVALUATION*
We met two people who had been evacuated,	ORIENTATION
we wrote a letter as an evacuee,	*ORIENTATION*
looked at some things from a real evacuee's suitcase.	ORIENTATION
One of the evacuees was evacuated for 3 years, and one for... 5!	*EVALUATION*
Inside the museum, we met a soldier and handled or tried on some jackets, hats, grinades, guns etc.	ORIENTATION
In another part of the museum we **just** looked around,	*COMPLICATION*
but there was some **intresting** things, including a gun **bigger** than Zaki (a boy in the class).	*RESOLUTION*
Overall, it was a **wonderful** day out and I **really** enjoyed it.	*CODA*

MODALITY ANALYSES: TEXT E9	STAGE
9-06-05 My experience as a World War Two evacuee	*ABSTRACT*
Our journey began on a coach. We were took to the train station where the press were	ORIENTATION
and we waited for the train that would take us to Carlisle. We were dressed in clothes that schoolchildren back then **would** wear.	*ORIENTATION*
The train journey took an hour and a half.	*COMPLICATION*
Me and my freinds spent most of our time playing cards.	RESOLUTION
We **had to** write in our diary and say what the journey was like and where the train stopped.	*COMPLICATION*
After a while the train slowed down then stopped, we were at Carlisle.	RESOLUTION
Our (year) x two classes then walked through a village to get to tulley museum. When we got to the museum we were shown into a room where we had four activities to take part in: talking to Peter (an evacuee) writing a letter home pretending to be an evacuee talk ing to Pat (an evacuee) and looking through an evacuee's suitcase After learning about Pat and Peter's fascinating history and taking part in the other two activities, we ate our World War Two lunch. My packed lunch contained: a jam sandwich, some humbuas, a Swiss roll, a cornflake cake and an apple. Next we walked to a small hut across from the museum and a man had World War Two soldier's equipment on the table at the front. He talked to us about a soldier's life	ORIENTATION
and we **were** then **allowed to** handle the equipment,	*ORIENTATION*
we held things like guns, gas masks, helmets, hand granades, soldiers coats and other things soldiers used. Near the end of the trip we looked around the actual museum and recived a ration book to fill in.	ORIENTATION
We then got on the train home and we'd had a *very* **enjoyable** educational day.	*CODA*

MODALITY ANALYSES: TEXT E10	STAGE
My evacuee trip	ABSTRACT
On the 24th of May 2005 me and my class went to Carlisle to see what is it like to be an evacuee in World War 2. The first step of our trip was getting on the bus to Central Station. When we got there the press was waiting for us,	ORIENTATION
me and Lauren (S.) were **lucky** we got interveiwed for the Belly.	*EVALUATION*
We got on the train, I was sitting with Amy, Lauren (S.) and Lauren (H.), we played card games	ORIENTATION
one had a **sneeky** drink and sweet, Amy had some, while the teachers wear'nt looking.	*COMPLICATION*
There was also lots of **wildlife**	*ORIENTATION*
I **actually** remember Dylan and Brooklyn (Harley) seeing a deer Dylan shouted "KANGAROO", but it wasn't.	*EVALUATION*
When we got there a lady escorted us to a museum called 'Tullie house'. We went inside and our first activity was meeting an evacuee called Pat. She explained all about her childhood to us	ORIENTATION
and we learned how much more **fortunate** we are than they were. We also made letters that we were going to send to our parents or **could**.	*EVALUATION* *ORIENTATION*
After our first activity we had our lunch.	SEQUENCE OF EVENTS
I had a **lovley** lemon drizzle cake witch Clarke liked very much and so did Lauren (S.) and Amy.	*EVALUATION*
Later after lunch we went through a little tunnel witch had paving stones with writing on them,	ORIENTATION
me and Lauren (S.) were leading them!	*EVALUATION*
When we had got to the end of the tunnel there was massive stones	ORIENTATION
and some boys were sitting on it shouting "**Oliver Oliver Twist**"	*COMPLICATION*
but then Mrs Arthur told us that that stone was **supposedley cursed**	*EVALUATION*
so we laughed (Ha Ha)	*RESOLUTION*
When we got to the tower there was a man waiting for us and a table **loaded** with guns, army coats, hand grenades and **just** everything. We all sat down in rows of chairs the three chairs in a row	*ORIENTATION*
but me Lauren (S.) and Lauren (H.) and Amy **squeezed** onto all of them. After the man talked for *absoulutley* **ages**	*COMPLICATION*
we **got to** mess around with all the stuff.	*RESOLUTION*
Then we **had to** go home	*COMPLICATION*
(boo-hoo)	*EVALUATION*
but it was *very* **funny** because Amy and both the Laurens made me laugh all the way back to Newcastle Station.	*RESOLUTION*
When we got to the train station me and Lauren (S.) were waiting **ages** for my mum	*COMPLICATION*
(I am exsadgorating)	*EVALUATION*
she wasn't that **long**.	*RESOLUTION*

MODALITY ANALYSES: TEXT P1	STAGE
Rio, 08/12/04 Quando eu cheguei no Jardim Botânico vi uns índios dançando	ORIENTATION
e vi um **monte** de tartaruga nadando.	*ORIENTATION*
Tinha umas **engraçadas**.	*EVALUATION*
Vi uns metais que **podia** rodar,	*ORIENTATION*
adorei. Quando nós fomos lanchar o Thiago comeu 3 sanduíches, biscoito de limão e morango e mais o biscoito de sal, e bebeu muita coisa.	*EVALUATION*
Tinha três garotos,	ORIENTATION
um deles tava mexendo com a Tatyane e comigo,	*COMPLICATION*
e aí a professora perguntou quem era, e nós apontamos quem é, e o apelido era **ROSINHA**.	*RESOLUTION*
nós zoamos muito.	*EVALUATION*
adorei o passeio. TCHAU Bjs até + !!!	*CODA*

MODALITY ANALYSES: TEXT P2	STAGE
No dia 8 de dezembro saímos da escola Uruguai para vir passear no Jardim Botânico com as professoras Debora e Simone.	ORIENTATION
Quando estávamos vindo no ônibus tinha uns garotos fazendo bagunça e estavam cantando funk,	*COMPLICATION*
mas logo depois eles foram embora.	RESOLUTION
Quando chegamos, vimos um lago **cheio** de tartarugas, tinha muitas coisas **legais**:	*ORIENTATION*
vimos plantas carnívoras, as orquídeas,	ORIENTATION
tinha um homem que estava mexendo com a professora.	*COMPLICATION*
Depois paramos para fazer um lanche. Depois ficamos brincando de bola.	SEQUENCE OF EVENTS
Tinha também um lago que você jogava uma moeda e fazia um desejo. No começo tinha umas estátuas dos índios que você rodava,	*ORIENTATION*
eram *muito* **bonitas**.	*EVALUATION*
Enfim eu gostei muito do passeio e o que eu mais gostei foi do esquilo. O passeio foi *muito* **legal**.	*CODA*

MODALITY ANALYSES: TEXT P3	STAGE
8/12/2004 No dia do passeio da escola dia 8 de dezembro fomos, eu e minha turma para o Jardim botânico.	ORIENTATION
Quando pegamos o ônibus e dentro estavam uns **moleques favelados**, cantando funk.	*COMPLICATION*
Eu e minha turma ignoramos eles	*RESOLUTION*
e eles logo foram embora e um ponto depois nós descemos.	RESOLUTION
Caminhamos um **longo** caminho,	*EVALUATION*
ao entrarmos no Jardim botânico nós vimos umas estátuas de índio como se estivessem dançando,	*ORIENTATION*
e logo adiante tinha um laguinho de tartarugas nadando.	ORIENTATION
Depois nós passamos por umas estátuas de metal que rodavam, passamos por uma casa toda feita de pedregulhos e passeamos também pelo lago da Vitória Régia,	*ORIENTATION*
depois disso fomos dar uma descansada no parquinho	SEQUENCE OF EVENTS
e lanchar, *é claro*. Brincamos de bola um **pouquinho**	*EVALUATION*
e recomeçamos a caminhada.	SEQUENCE OF EVENTS
Ah, eu esqueci de escrever sobre os esquilos que estavam comendo um tipo de **coquinho**.	*EVALUATION*
E passamos por um lugar que tinha uma fonte dos desejos.	ORIENTATION
Eu gostei muito do passeio. Obrigado professoras.	*CODA*

MODALITY ANALYSES: TEXT P4	STAGE
No dia 08-12-04, nós fomos ao Jardim Botânico. Nós passamos pelo lago das tartarugas, depois bebemos água da fonte. Andamos até chegar ao banheiro.	ORIENTATION
tinha uns homens mexendo com a professora de ciências,	*COMPLICATION*
mas ela **nem** deu bola.	*RESOLUTION*
Vimos um esquilo jogamos bola no parque.	ORIENTATION
A professora **não deixava** jogar,	*COMPLICATION*
mas agente jogava.	*RESOLUTION*
Antes disso, nós lanchamos,	SEQUENCE OF EVENTS
nós vimos uma planta carnívora no orquidário.	ORIENTATION
Andamos, andamos e andamos, Bruno, Tiago, Rodolfo, eu e Fernando.	*EVALUATION*
Perto do laguinho, entramos em uma casa de pedra: para onde olhávamos víamos um castelo.	ORIENTATION
O envolvimento do rei fez com que essa árvore se chamasse palmeira.	*EVALUATION*
Gostei muito do lago das tartarugas.	*CODA*

MODALITY ANALYSES: TEXT P5	STAGE
Hoje eu e minha turma fomos ao Jardim Botânico	ORIENTATION
entramos no ônibos tinha muitos **moleques** cantando funk	*COMPLICATION*
e depois ele saltaram do ônibos e eu e minha turma saltamos um pouco depois e chegamos ao jardim botânico.	RESOLUTION
Ficamos falando ***muito* alto**	*COMPLICATION*
e tomamos bronca da professora.	*RESOLUTION*
Conhecemos um guarda que gosta de asubiar,	ORIENTATION
e depois fomos lanchar.	SEQUENCE OF EVENTS
Comemos muito e foi ***muito* legal**.	*EVALUATION*
Jogamos bola	*COMPLICATION*
e tomamos muita bronca,	*RESOLUTION*
a professora ficou ***muito* nervosa**.	*EVALUATION*
Passamos pelas tartarugas,	ORIENTATION
uma tinha uma **perninha *muito* pequenina**, a professora ficou ***muito* feliz**.	*EVALUATION*
tinha um homem ***muito* imbecil** que ficou mexendo com a professora,	*COMPLICATION*
quase que eu dou um soco na cara dele.	*RESOLUTION*
gostei muito do passeio. Valeu, professora.	*CODA*

MODALITY ANALYSES: TEXT P6	STAGE
No dia 7 de outubro a turma 502 da escola Uruguai saiu para visitar o zoologico da Quinta da boa vista entrando no zoologico a turma 502 viu as araras azuis e depois vimos os pavões	ORIENTATION
que **lindo** as suas asas pareciam uns olhos **brilhantes**	*EVALUATION*
e depois vimos um elefante lindo e um camelo que a turma pensou que era leão.	ORIENTATION
O leão era ***muito* legal queria** voltar lá de novo.	*EVALUATION*
quase que a gente não entra na casa dos morcegos	*COMPLICATION*
mais isso porque umas meninas estavam gritando,	*EVALUATION*
e passamos por uma passarela que tinha um esguincho que saia água. tambem vimos jacareis e umas ararajubas que a professora adorou.	ORIENTATION
queria voltar mais lá	*EVALUATION*
vimos um aquário de peixinhos dourados	ORIENTATION
que **lindo**.	*EVALUATION*

MODALITY ANALYSES: TEXT P7	STAGE
No dia 07/10 eu sai de casa às 12:00 para o encontro com meus colegas para ir ao zôo	ORIENTATION
aí eu entrei no zôo e vi muitos bichos	*ORIENTATION*
o que eu mais gostei foi do aquário e do morcego e das cobras	*EVALUATION*
nós entramos dentro de um negócio onde tinha morcego	ORIENTATION
ai todo mundo começou a gritar lá dentro	*COMPLICATION*
e o guarda **quase** expulsou a gente	*RESOLUTION*
nós vimos vários macacos, pavões, cobras	*ORIENTATION*
o leão abriu a boca	*COMPLICATION*
e a professora tirou muitas fotos	*RESOLUTION*
corremos	RESOLUTION
ai depois nós passamos por uma passarela que saia esguicho e quando nós descemos das passarela nós fomos no aquário e vimos os peixes. Ai depois nós saímos e brincamos na grama	ORIENTATION
e fiquei me coçando	*COMPLICATION*
depois nóis ficamos em linha reta demos a mão e saimos correndo e caimos.	SEQUENCE OF EVENTS
Então essa foi a minha história e eu vou vir de novo em outros passeios da escola. FIM	*CODA*

MODALITY ANALYSES: TEXT P8	STAGE
Era uma vez a professora marcou um passeio no zoológico na sexta-feira, eu saí de casa e andei a pé até o zoológico	ORIENTATION
e eu fiquei esperando os professores, aí demorou,	*COMPLICATION*
quem chegou primeiro foi o professor de educação física, depois chegou a professora de matemática depois chegou a professora de inglês, aí a gente começou o passeio.	*RESOLUTION*
A gente viu primeiro os papagaios de várias cores	*ORIENTATION*
depois a gente viu os macacos de bumbum vermelho e tinha um macaco com o bumbum machucado depois a gente viu as tartarugas	ORIENTATION
e depois a gente parou para o lanche. A professora Simone distribuiu o biscoito para todo mundo depois continuamos.	SEQUENCE OF EVENTS
Vimos jacarés	ORIENTATION
depois a gente fez bagunça	*COMPLICATION*
e o guarda **deixou** a gente entrar	*RESOLUTION*
e a gente viu morcego, curuja	ORIENTATION
e depois a gente pediu desculpa para o guarda	*EVALUATION*
depois a gente foi ao aquário	ORIENTATION
eu gostei das cobras	*CODA*
e depois a gente saiu e descansamos escrevemos do que a gente viu. FIM	CODA

MODALITY ANALYSES: TEXT P9	STAGE
No dia 07/10/05 eu visitei o zoologico com os meus professores. eu vi o pavão paramos para olhar direitinho depois eu vi a onça	ORIENTATION
ela estava fazendo barulho	*COMPLICATION*
e começamos a rir dela,	RESOLUTION
depois eu parei lanchamos quando acabamos de lanchar,	SEQUENCE OF EVENTS
depois nos fomos ver os morcegos	ORIENTATION
começamos a gritar	*COMPLICATION*
e o guarda **não deixou** mais a professora entrar,	*RESOLUTION*
mais ela pidiu para entrar **so** com cinco pessoas	*COMPLICATION*
mais ai o guarda **deixou** todo mundo entrar em silencio,	*RESOLUTION*
depois disso nos fomos no aquario	ORIENTATION
vimos vários peixes **até** japonês etc.	*ORIENTATION*

MODALITY ANALYSES: TEXT P10	STAGE
Data 07/10/05. Passeio no zoologico	ABSTRACT
Primeiro eu vi a arara azul	ORIENTATION
depois eu vi varios bichos *muito* **interessantes**	*ORIENTATION*
mais o meu bicho **preferido** é a cobra	*EVALUATION*
eu morro de medo	*COMPLICATION*
mais eu gosto muito.	*RESOLUTION*
Hoje foi *muito* **legal** *pena que* eu não vi a cobra pau. Eu gostei muito e **quero** vir mais vezes.	*EVALUATION*
Eu não estou *muito* **inspirada**	*COMPLICATION*
mais eu vou tentar falar mais algumas coisas.	RESOLUTION
Os professores que trouxeram a turma foram a de matemática	ORIENTATION
(eu não gosto de matemática	*COMPLICATION*
mais eu corro atraz **para conseguir** aprender),	*RESOLUTION*
Educação física	ORIENTATION
(eu gosto muito agora que estou no ginásio,	*RESOLUTION*
mais quando eu era do primário eu odiava),	*COMPLICATION*
e a professora de Inglês	ORIENTATION
(a minha professora **preferida** eu gosto muito dela).	*EVALUATION*
E eu vi outros bichos **interessantíssimos**	*ORIENTATION*
(o macaco de bumbum rosa o outro estava com o bumbum inflamado) o pavão que tinha em suas penas uns negocios que pareciam olhos de pessoas.	ORIENTATION
Eu vi muitos peixes tinha peixe **até que** mudava de cor. Vi o bicho que eu acho **o mais limpo** (o hipopotamo). os micros jacares, vi varias cobras tipo giboia, uma cobra papagaio e **até** uma tartaruga **gigantesca**.	*ORIENTATION*
Me sujei toda na grama, sujei minha sapatilha toda, sujei a minha blusa, minha calça e fiquei toda me coçando. eu **não consigo** ficar fazendo redação como essa no barulho.	*COMPLICATION*
aqui na grama onde eu estou escrevendo é *muito* **bom**	*ORIENTATION*
e vamos dizer quem não gosta de ver este **verdinho** e este cheiro *tão gostoso* de grama? foi *muito, muito, muito e muito mil vezes muito* **bom**.	*EVALUATION*
toda turma veio entre aspas, veio **até** o filho da professora de matemática,	*ORIENTATION*
foi *muito* **bom**.	*EVALUATION*
quando eu passei no lugar que caía água e vendo os animais lá em baixo,	ORIENTATION
tinha uma loura **falsificada** que ficou com cara de **nojo** para a gente,	*COMPLICATION*
mais eu **nem** me importo	*RESOLUTION*
porque todo mundo é **igual** neste mundo.	*CODA*

THEME ANALYSES

THEME ANALYSES: TEXT E1		
THEME		RHEME
Textual	Topical	
		9th June Thursday 2005.
		My experience as a WWII evacuee
and	[we]	got stuck going up a street.
and	we	were even on the new's at six
	I	watched it all the way through from the beginning to the end
and	class 13	were the only one's on the T. V.
Then	we	had to walk to a castel.
When	we	got to the castel
	we	went in a little room
and	it	had lodes of army clothes
and	there	was army dumy's
th-	-at	scared me.
then	we	were alloud to go to a shop
and	[we	were alloud to] bye something
	I	got a fether pen
And then	we	got to look in a real life evacuee sutecase.
Then	we	got to interview 2 evacuee's.
And	we	had to write a letter to our mom and dad
if	we	got evacuated.

THEME ANALYSES: TEXT E2			
THEME			RHEME
Textual	Interpersonal	Topical	
			My experience as a evacuee Thursday 9th June
and		[we]	had to do different activitys.
		I	think
[that]		it	was a little girl
and		[we]	wrote down
wh-		-at	we would pack.
and		[we]	had to pretend to write a letter to are familys at home
		it	was fun!!!
		it	was OK.
		he	talked to us about all the things
[th-		-at]	he did
and then		he	let us handle all the wepoons
[th-		-at]	he had used during the war.
		We	were alloed to put his uniform on and his hats and goggles
after that		the soldier	showed us around the gallery
and		all the medals and outfits and bombs	were up there
but	of corse	they	were old bombs.
		The final activity	we didn't had much time

THEME ANALYSES: TEXT E3		
THEME		RHEME
Textual	Topical	
		9.6.05 My experience as a world was II evacuee
	the other class	got interviewed.
After that	we	took 1 ½ hours while on the train
and	I	won quite a lot of sweets
	We	also got some activitie sheets
and	[we]	got to put on hats
th-	-at	they wore in the war.
while	we	were having our dinner
	Philip	stole my food.
and	[it]	took ages

THEME ANALYSES: TEXT E4		
THEME		RHEME
Textual	Topical	
		My experience as a evacuee
	me, Sadie, Tom and Arthur	spend the train ride playing paper and card games
like	real evacuees	would probably had.
	one man	told us
[that]	he	had to eat sheep-head stew!
and	[we]	wrote letters home as a evacueee.
	It	was okay
but	I	couldn't eat it all the time.
After that	we	walked along to a small brick building
In conclusion	it	was a great trip
and	I	had great fun.

THEME ANALYSES: TEXT E5		
THEME		RHEME
Textual	Topical	
		Thursday 9th June
		My experience as a WWII evacuee.
	We	had to be at school for 8:30 am.
		Most of us dressed up as evacuees
and	it	took about 1 hour 30 mins. to get there,
	Our teacher	said
that	the camera crew	was going to be there
and	we all	got excited.
When	we	got to Carlisle
	we	had to have an I. D. card.
	I	was dying to go in some of the shops
but	I	didn't take any money
and	I	wouldn't have been aloud to anyway.
and	[we]	had a look at the things
th-	-at	the evacuees were aloud to take with them.
	we	were only aloud to take sandwiches, cakes, sweets, an apple, cheese and a few other things.
	no one in class 13	took any money with them
but	class 14	remembered to
and	[class 14]	bought a couple of things.
	we	even got to try them on and hold them.

THEME ANALYSES: TEXT E6			
THEME			RHEME
Textual	Interpersonal	Topical	
			My experience as a WWII evacuee. 9th June 2005
	even	On Tuesday 24th May, 2005 our packed lunch	we entered the class fully equipped and dressed up as WWII evacuees, were old fashioned and rashioned.
but when		Miss Lloyd	brought the quizes along
	Unfortunatly	most peoples gas masks had gotten pretty squashed.	
– th-		-at	we had made the week before –
		Class 13	did sevral events in a room of the museum including: speaking to real-life evacuees (Pat and Peter),
		[we]	wrote letters back home
as if		we	were evacuees
and then		we	looked at
wh-		-at	an evacuee's suitcase was like;
		(I	loved the cloughs sweets)
[that]		(I it	thought was quite hard)

THEME ANALYSES: TEXT E7		
THEME		RHEME
Textual	Topical	
		9/6/05 My experience as a WWII evacuee
First of all	we	was all excited
as	we all	gathered up in the classroom
	everbody's outfits	were great.
	We	were all looking forward to going on this trip
and	[we	were all] looking forward to a good time.
Then	I	thought
[that]	this	was great
before	we	got on the train
	there	was a lot of photographers and a camera crew.
	I	felt famous!
	The train journey	was 1 ½ hours
	it	was very tiring
After that	we Our group	were in groups with mostly all of our friends went to this little room
with	all of what	the soldiers used
	The man	talked about all of the equipment
but	I	was to busy looking at it.
	It	was great.
Then	we	went to a little museum with loads of little statues and a shop.
	That	was great as well.
	it	wasn't like normal dinner
but	it	was still nice.
and	it	was great.

THEME ANALYSES: TEXT E8			
THEME			RHEME
Textual	Interpersonal	Topical	
			My experience as an evacuee
		It	felt so real
as		we	had a real train ride, rationed lunch, 1930/1940's clothes, gas mask boxes etc
		The train ride	was long,
		We	couldn't play with any electric or modern things,
Also,		there	was lovely views out the window,
wh-		-ich	there wouldn't have been then.
All of a sudden		There	was one upsetting thing.
		a rabbit	just popped out
and		[the rabbit]	roly-polyied
		by getting ran over	by the train.
		Tullie House	was great though.
		we	wrote a letter as an evacuee,
		One of the evacuees	was evacuated for 3 years,
and		one [of the evacuees	was evacuated] for ... 5!
		In another part of the museum	we just looked around,
but		there	was some intresting things, including a gun bigger than Zaki (a boy in the class).
	Overall,	it	was a wonderful day out
and		I	really enjoyed it.

THEME ANALYSES: TEXT E9		
THEME		RHEME
Textual	Topical	
		9-06-05 My experience as a World War Two evacuee
and	we	waited for the train
th-	-at	would take us to Carlisle.
	We	were dressed in clothes
th-	-at	schoolchildren back then would wear.
	The train journey	took an hour and a half.
	We	had to write in our diary
and	[we	had to] say
wh-	-at	the journey was like
and wh-	-ere	the train stopped.
and	we	were then allowed to handle the equipment,
	we	then got on the train home
and	we	'd had a very enjoyable educational day.

THEME ANALYSES: TEXT E10		
THEME		RHEME
Textual	Topical	
		My evacuee trip
	me and Lauren (S.)	were lucky
	we	got interveiwed for the Belly.
	one	had a sneeky drink and sweet,
	Amy	had some,
while	the teachers	wear'nt looking.
	There	was also lots of wildlife
	I	actually remember
	Dylan and Brooklyn (Harley)	seeing a deer
	Dylan	shouted "KANGAROO",
but	it	wasn't.
and	we	learned
	how much more fortunate	we are
than	they	were.
	We	also made letters
th-	-at	we were going to send to our parents or could.
	I	had a lovley lemon drizzle cake
w-	-itch	Clarke liked very much
and	so	did Lauren (S.) and Amy.
	me and Lauren (S.)	were leading them!
and	some boys	were sitting on it shouting "Oliver Oliver Twist"
but then	Mrs Arthur	told us
that	that stone	was supposedley cursed
so	we	laughed
When	we	got to the tower
	there	was a man waiting for us
and	[there	was] a table loaded with guns, army coats, hand grenades and just everything.
	We all	sat down in rows of chairs
	the three chairs	[were] in a row
but	me and Lauren (S.) and Lauren (H.) and Amy	[were] squeezed onto all of them.
After	the man	talked for absoulutley ages
	we	got to mess around with all the stuff.
Then	we	had to go home
but	it	was very funny
because	Amy and both the Laurens	made me laugh all the way back to Newcastle Station.

Continuation of THEME ANALYSES: TEXT E10		
THEME		RHEME
Textual	Topical	
		My evacuee trip
When	we	got to the train station
	me and Lauren (S.)	were waiting ages for my mum
	(I	am exsadgorating)
	she	wasn't that long.

THEME ANALYSES: TEXT P1		
THEME		RHEME
Textual	Topical	
e	[eu]	vi um monte de tartaruga nadando.
	Tinha	umas engraçadas.
	[Eu]	Vi uns metais
qu-	-e	[a gente] podia rodar,
	[eu]	adorei.
Quando	nós	fomos lanchar
	o Thiago	comeu 3 sanduíches, biscoito de limão e morango e mais o biscoito de sal,
e	[o Thiago]	bebeu muita coisa.
	Tinha	três garotos,
	um deles	tava mexendo com a Tatyane e comigo,
e aí	a professora	perguntou
qu-	-em	era,
e	nós	apontamos
qu-	-em	é,
e	o apelido	era ROSINHA.
	nós	zoamos muito.
	[Eu]	adorei o passeio.

THEME ANALYSES: TEXT P2		
THEME		RHEME
Textual	Topical	
Quando	nós	estávamos vindo no ônibus
	tinha	uns garotos fazendo bagunça
e	[os garotos]	estavam cantando funk,
Quando	[nós]	chegamos,
	[nós]	vimos um lago cheio de tartarugas,
	tinha	muitas coisas legais:
	tinha	um homem
qu-	-e	estava mexendo com a professora.
	Tinha	também um lago
qu-	-e	você jogava uma moeda
e [qu-	-e	você] fazia um desejo.
	No começo	tinha umas estátuas dos índios
qu-	-e	você rodava,
	[as estátuas]	eram muito bonitas.
Enfim	eu	gostei muito do passeio
	O passeio	Foi muito legal.

THEME ANALYSES: TEXT P3		
THEME		RHEME
Textual	Topical	
Quando	[nós]	pegamos o ônibus
e	dentro [do ônibus]	estavam uns moleques favelados, cantando funk.
	Eu e minha turma	ignoramos eles
	[Nós]	Caminhamos um longo caminho,
ao	[nós]	entrarmos no Jardim botânico
	nós	vimos umas estátuas de índio
como se	[as estátuas]	estivessem dançando,
Depois	nós	passamos por umas estátuas de metal
qu-	-e	rodavam,
	[nós]	passamos por uma casa toda feita de pedregulhos
e	[nós]	passeamos também pelo lago da Vitória Régia,
e	[nós fomos]	lanchar,
	é	Claro.
	[Nós]	Brincamos de bola um pouquinho
Ah,	eu	esqueci de escrever sobre os esquilos
qu-	-e	estavam comendo um tipo de coquinho.
	Eu	gostei muito do passeio.

THEME ANALYSES: TEXT P4		
THEME		RHEME
Textual	Topical	
	tinha	uns homens mexendo com a professora de ciências,
mas	ela	nem deu bola.
	A professora	não deixava jogar,
mas	agente [Nós]	jogava. Andamos, andamos e andamos, Bruno, Tiago, Rodolfo, eu e Fernando.
	O envolvimento do rei	fez
com que	essa árvore	se chamasse palmeira.
	[Eu]	Gostei muito do lago das tartarugas.

THEME ANALYSES:TEXT P5			
THEME			RHEME
Textual	Interpersonal	Topical	
		[Nós]	entramos no ônibos
		tinha	muitos moleques cantando funk
		[Nós]	Ficamos falando muito alto
e		[nós]	tomamos bronca da professora.
		[Nós]	Comemos muito
e		[o lanche]	foi muito legal.
		[Nós]	Jogamos bola
e		[nós]	tomamos muita bronca,
		a professora	ficou muito nervosa.
		uma [das tartarugas]	tinha uma perninha muito pequenina,
		a professora	ficou muito feliz.
		tinha	um homem muito imbecil
qu-		-e	ficou mexendo com a professora,
	quase que	eu	dou um soco na cara dele.
		[Eu]	gostei muito do passeio.

THEME ANALYSES:TEXT P6			
THEME			RHEME
Textual	Interpersonal	Topical	
		as suas asas	pareciam uns olhos brilhantes
		O leão	era muito legal
		[eu]	queria voltar lá de novo.
	quase que	a gente	não entra na casa dos morcegos
mais isso porque		umas meninas	estavam gritando,
		[Eu]	queria voltar mais lá.

THEME ANALYSES: TEXT P7		
THEME		RHEME
Textual	Topical	
aí	eu	entrei no zôo
e	[eu]	vi muitos bichos
ai	todo mundo	começou a gritar lá dentro
e	o guarda	quase expulsou a gente
	nós	vimos vários macacos, pavões, cobras
	o leão	abriu a boca
e	a professora	tirou muitas fotos
e	[eu]	fiquei me coçando
e	eu	vou vir de novo em outros passeios da escola.

THEME ANALYSES: TEXT P8		
THEME		RHEME
Textual	Topical	
e	eu	fiquei esperando os professores
aí	demorou	
depois	chegou	a professora de matemática
depois	chegou	a professora de inglês,
aí	a gente	começou o passeio.
	A gente	viu primeiro os papagaios de várias cores
depois	a gente	fez bagunça
e	o guarda	deixou a gente entrar
e depois	a gente	pediu desculpa para o guarda
	eu	gostei das cobras

THEME ANALYSES: TEXT P9		
THEME		RHEME
Textual	Topical	
	ela	estava fazendo barulho
	[nós]	começamos a gritar
e	o guarda	não deixou mais a professora entrar,
mais	ela	pidiu para entrar so com cinco pessoas
mais ai	o guarda	deixou todo mundo entrar em silencio,
	[nós]	vimos vários peixes até japonês, etc.

THEME ANALYSES: TEXT P10			
THEME			RHEME
Textual	Interpersonal	Topical	
depois		eu	vi vario s bichos muito interessantes
		eu	morro de medo
mais		eu	gosto muito.
		Hoje	foi muito legal
	pena que	eu	não vi a cobra pau.
		Eu	gostei muito
e		[eu]	quero vir mais vezes.
		Eu	não estou muito inspirada
		(eu	não gosto de matemática
mais		eu	corro atraz
para		[eu]	conseguir aprender),
		(eu	gosto muito
		agora	que estou no ginásio,
mais quando		eu eu	era do primário odiava),
		(a minha professora preferida	eu gosto muito dela).
E		eu	vi outros bichos interessantíssimos
		Eu	vi muitos pe ixes
		tinha	peixe até
qu-		-e	mudava de cor.
		[Eu]	vi o bicho
qu-		-e	eu acho o mais limpo (o hipopotamo).
		[Eu	vi] os micros jacares,
		[eu]	vi varias cobras tipo giboia,
		[eu	vi] uma cobra papagaio
e		[eu	vi] até uma tartaruga gigantesca.
		[eu]	me sujei toda na grama,
		[eu]	sujei minha sapatilha toda,
		[eu]	sujei a minha blusa,
		[eu	sujei] minha calça
e		[eu]	fiquei toda me coçando.
		eu	não consigo ficar fazendo redação como essa no barulho.
		aqui na grama	é muito bom
on-		-de	eu estou escrevendo
e		vamos	dizer
	qu-	-em	não gosta de ver este verdinho e este cheiro tão gostoso de grama?

Continuation of THEME ANALYSES: TEXT P10				
THEME			RHEME	
Textual	Interpersonal	Topical		
		[O passeio]	foi muito, muito, muito e muito mil vezes muito bom.	
		toda turma	veio entre aspas,	
		veio	até o filho da professora de matemática,	
		[o passeio]	foi muito bom.	
		tinha	uma loura falsificada	
qu-		-e	ficou com cara de nojo para a gente,	
mais		eu	nem me importo	
porque		todo mundo	é igual neste mundo.	

Text	THEME ANALYSES: THEMATIC EQUATIVES IN THE TEXTS IN ENGLISH	
	THEME	RHEME
E3	The last lesson before we went back on the train	is when we got to meet the evacuees and write a letter.
E7	The best in that activity	was when you got to try on all the clothes and also [when you got to try on] a gas mask.
	The last part of the day That	was the dinner 's the end of my day

Text	THEME ANALYSES: THEMATIC EQUATIVES IN THE TEXTS IN PORTUGUESE	
	THEME	RHEME
P2	e o que eu mais gostei	foi do esquilo.
P7	o que eu mais gostei	foi do aquário e do morcego e das cobras
	Então essa	foi a minha história
P8	quem chegou primeiro	foi o professor de educação física
P10	mais o meu bicho preferido	é a cobra