Focus on the functional profile of the grammar

Chapter 5

2.1 Exposure context

University of Sydney
J. M. Martin

Focus on the functional profile of the grammar
The child is asked (2)

"Transitivity, mood and tense in more detail"

Table 1.9: Reactions of agent in action processes in Tagalog

Table 2.7: Reactions of phase in descriptive clauses in Tagalog

For a command, the imperative form of the process is deployed. The person under-

Choose the process is reduced explicitly.

The child says, "Yes, there's snow on the hill."
the theme is a focus (the theme is a focus) and is most

relevant to the theme is a focus

The man borrowed the money from the bank.

The man had his house by borrowing some money from the bank.

The man borrowed money from the bank.

The man had his house by borrowing some money from the bank.

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The theme is a focus in the theme is a focus.
The woman picked her boyfriend.

The woman position her

Correct

Wrong


done wrong

Example of the three main types of mental process (reaction, exception, control)

- Reaction
- Exception
- Control

Table 5.3: Matching of participants

This table lists the reaction patterns that are matched with the exception patterns. The exception patterns are given in the first column, and the reaction patterns are given in the second column. The matching of the two patterns is shown in the third column.

5.41 Mental processes

- Thought processes are divided into three main types: reaction, exception, and control.
- Reaction processes are divided into two main types: reaction and exception.
- Exception processes are divided into two main types: reaction and exception.

Table 5.4: Reaction-exception function

This table lists the reaction-exception functions that are matched with the exception patterns. The exception patterns are given in the first column, and the reaction-exception functions are given in the second column. The matching of the two patterns is shown in the third column.
The woman observed the girl swimming in the water.

<table>
<thead>
<tr>
<th>Process</th>
<th>Sense (act of perceiving)</th>
<th>Perception (act of perceiving that something is of a given kind of sense)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

The table above illustrates the relationship between process and perception.

**Example:**
- **Process:** The woman observed the girl swimming in the water.
- **Perception:** The woman noticed the girl swimming in the water.

Intercultural considerations:
- In American English, the word "perception" is often used to refer to the act of perceiving something, whereas in British English, the term "observation" is more common.
- The word "act" in the context of perception implies a conscious and deliberate action of perceiving.

**Sentence:** The woman observed the girl swimming in the water.

**Note:** The term "act" is used here to emphasize the deliberate nature of the perception process.
The woman yellow the vegetables from the man.

[Diagram: Process of Collecting Goods]

- Collect goods after man.
- Woman takes vegetables.
- Man holds vegetables.

3.3 Material Process

Table 5.2 Criteria distinguishing material from mental process

<table>
<thead>
<tr>
<th>Action</th>
<th>Perception</th>
<th>Memory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect</td>
<td>Visual</td>
<td>Short-term</td>
</tr>
<tr>
<td>Material goods</td>
<td></td>
<td></td>
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<tr>
<td>Band</td>
<td></td>
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</tr>
<tr>
<td>Visual</td>
<td></td>
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<tr>
<td>Musical harmonies</td>
<td></td>
<td></td>
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<tr>
<td>Possible</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Impossible</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collect</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Material goods</td>
<td></td>
<td></td>
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<tr>
<td>Band</td>
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<td>Visual</td>
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<tr>
<td>Musical harmonies</td>
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<td>Possible</td>
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<tr>
<td>Impossible</td>
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</tr>
</tbody>
</table>

Table 5.3 Criteria distinguishing subtypes of mental process

- Sensorimotor (non-mane)
- Non-sensorimotor (non-mane)
- Material process (man)
- Non-material process (man)
- Forward process (man)
- Backward process (man)
- Short-term memory (man)
- Long-term memory (man)
- Visual process (man)
- Auditory process (man)
- Tactile process (man)
- Olfactory process (man)
- Gustatory process (man)

5.3 Material process

Figure 5.7 Basic material process in Figure 5.7

- Collect
- Perceptual
- Material
- Final production
- Material process
- Final production
- Collect
- Perceptual
- Material
- Final production
- Material process
- Final production
- Collect
- Perceptual
- Material
- Final production
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- Perceptual
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- Perceptual
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- Final production
- Collect
- Perceptual
- Material
- Final production
- Material process
- Final process

Note: The diagram and tables are placeholders to illustrate the structure of the text.
Figure 5.3 Basic material processes in Zhejiang.

The woman cut some wood on the ground and threw it away.

The woman cut a piece of wood on the ground.

The woman cut some wood on the ground.

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The woman cut some wood on the ground.
Figure 5.3: Scale of validity for mental process in Figure 5.4

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<thead>
<tr>
<th>Process</th>
<th>Direction</th>
<th>Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find the dog</td>
<td>Process</td>
<td>Secret</td>
</tr>
<tr>
<td>Find the dog</td>
<td>Process</td>
<td>Process</td>
</tr>
<tr>
<td>Find the dog</td>
<td>Process</td>
<td>Process</td>
</tr>
<tr>
<td>Find the dog</td>
<td>Process</td>
<td>Process</td>
</tr>
<tr>
<td>Find the dog</td>
<td>Process</td>
<td>Process</td>
</tr>
<tr>
<td>Find the dog</td>
<td>Process</td>
<td>Process</td>
</tr>
</tbody>
</table>

Figure 5.4: Scale of validity for mental process in Figure 5.4

- Find the dog (process)
- Find the dog (process)
- Find the dog (process)
- Find the dog (process)
- Find the dog (process)
- Find the dog (process)
- Find the dog (process)
The woman is a teacher.

(33) Theme: The woman
Teacher: Teacher

(3) Theme: The woman

Classify the text in example (33) or describe it in (3), (4).

I return to protein process. Attribute: process. Attributive: place a thematic center in
return. To protein process. Attribute: process. Attributive: place a thematic center in

Figure 5.6. Transitive, intransitive and other transitivity

process

Theme

controlled

[process

Theme

controlled]

Non-subject

[process

Theme

controlled]

Extended

[process

Theme

controlled]
The woman has a pencil

Attribute: Possession (Current Possessor) The woman

Ex: pencil in hand

where the woman was (in Example 37)

The woman is the president

Ex: present woman

(40) Isaiah 19:96 (NIV) suggests that the essential clause type e. well as the deixis

The woman has the pencil

Attribute: Possession (Current Possessor) The woman

Ex: pencil in hand

people of the economy's summa culde

(1) Autumn.

Text 1.1

Possession in clauses (7) (e.g. 19:96) and section 5.4 below

non-pecuniary items (items are sometimes felt to be possession or a

exemptions) contrast with figures which otherwise would lack the problem of a

essential concept in figure 5, which otherwise would be the problem of an

exemptions) where there is no alternative to the essential figure(s) in figure 5, which otherwise would lack the

exemptions) where there is no alternative to the essential figure(s) in figure 5, which otherwise would lack the

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exemptions) where there is no alternative to the essential figure(s) in figure 5, which otherwise would lack the
### Table: 3'ilt \( \text{H}-!l \)

<table>
<thead>
<tr>
<th>Transition Focus</th>
<th>Discussion Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition Focus</td>
<td>Professorial Focus</td>
</tr>
<tr>
<td>Professorial Focus</td>
<td>Discussion Focus</td>
</tr>
</tbody>
</table>

### Note

- The table above shows the relationship between transition focus and discussion focus in different contexts.
- Transition focus involves the initial phase of a project or process, while discussion focus involves the detailed exploration of specific aspects.
- The table helps in understanding how different contexts require different focuses to achieve effective communication.

### References


### Additional Notes

- Understanding the context is crucial to effective communication.
- Different contexts may require different focus points.
- Tailoring the discussion focus to the transition focus is key to successful communication.
I didn’t bring anything here.

<table>
<thead>
<tr>
<th>Process</th>
<th>Medium</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>West of the +40 road here.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

When you arrive, you must have some money.

<table>
<thead>
<tr>
<th>Process</th>
<th>Goods</th>
<th>Direction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Here the +40 road, money, which +40 road two</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I went a lot earlier.

<table>
<thead>
<tr>
<th>Process</th>
<th>Goods</th>
<th>Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Want for the drinks.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What’s the scene?

<table>
<thead>
<tr>
<th>Process</th>
<th>Medium</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take your fellow on the camera tower.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please again, this camera tower.

<table>
<thead>
<tr>
<th>Process</th>
<th>Medium</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>East of the tower, +40 roads.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I can’t make it.

<table>
<thead>
<tr>
<th>Process</th>
<th>Medium</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Here the +40 roads, can pass.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Find the +40 roads again.

<table>
<thead>
<tr>
<th>Process</th>
<th>Medium</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Go over to him.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Approach you.

<table>
<thead>
<tr>
<th>Process</th>
<th>Medium</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Let the +40 roads meet.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Another Center.

<table>
<thead>
<tr>
<th>Process</th>
<th>Medium</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Let the +40 roads meet.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Another giant.

<table>
<thead>
<tr>
<th>Process</th>
<th>Medium</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Let the +40 roads meet.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The function of the text in Example 2 is to illustrate the process of pattern recognition. The text describes how pattern recognition occurs in the human mind, using the example of a child's recognition of a familiar object. The text explains that pattern recognition involves the brain's ability to identify patterns and make associations, even when the object is not perfectly similar to what it has seen before. The text then goes on to explain how this process is important for learning and memory, and how it can be applied to real-world situations, such as identifying objects in a cluttered environment.

The text also discusses the role of the prefrontal cortex in pattern recognition, and how it is involved in the process of decision-making. The text explains that the prefrontal cortex is responsible for integrating information from different sources, and for making decisions based on that information. The text then goes on to explain how this process is important for learning and memory, and how it can be applied to real-world situations, such as making decisions in a complex environment.

The text also discusses the role of the hippocampus in pattern recognition, and how it is involved in the process of memory consolidation. The text explains that the hippocampus is responsible for integrating information from different sources, and for making decisions based on that information. The text then goes on to explain how this process is important for learning and memory, and how it can be applied to real-world situations, such as making decisions in a complex environment.
In order to pursue the goal of improving the educational system, this discussion focuses on the steps involved in developing a new educational policy. The discussion is divided into two main sections: (1) the identification of current educational issues and (2) the development of new educational strategies.
Figure 5.2 Basic mood systems in Japanese

[Diagram of mood systems in Japanese]

The diagram above shows basic mood systems in Japanese, as outlined in Figure 5.2. These systems have been

1. **Subjective**
2. **Impersonal**
3. **Instrumental**
4. **Referential**
5. **Dependent**
6. **Passive**

Each mood type is represented with a specific icon, and the rules of each are illustrated in the diagram.

**Example:**

When the subject of a sentence is the first person (I), the mood is subjective. When the subject is a third person (he, she, it), the mood is impersonal.

**Example:**

When the subject of a sentence is a noun phrase, the mood is instrumental. When the subject is a verb phrase, the mood is dependent.

**Example:**

When the subject of a sentence is a noun or noun phrase, the mood is passive.

**Example:**

When the subject of a sentence is a verb or verb phrase, the mood is referential.

The diagram above illustrates the relationship between these mood types and how they interact within a sentence.
selves become all the more palpable. So much the more compelling indeed. The interplay between the two is evident in the following passage:

For developmental psychologists, who claim to be determined, the existence of the part-whole distinction is crucial. The claim is that the self is not merely a collection of parts but a whole that is greater than the sum of its parts. This distinction is fundamental to the understanding of personality development and is central to the field of psychology.

The distinction between the whole and the part is crucial for understanding the self. The self is not merely a collection of parts but a whole that is greater than the sum of its parts. This distinction is fundamental to the understanding of personality development and is central to the field of psychology.

<table>
<thead>
<tr>
<th>Part-Whole Distinction</th>
<th>Developmental Psychology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inherently Determined</td>
<td>Determinism</td>
</tr>
<tr>
<td>Exogenously Determined</td>
<td>Emphatic</td>
</tr>
</tbody>
</table>

5.3.5 Material

As shown in Table 5.6, the part-whole distinction is fundamental to the understanding of personality development and is central to the field of psychology.

The self is not merely a collection of parts but a whole that is greater than the sum of its parts. This distinction is fundamental to the understanding of personality development and is central to the field of psychology.

Table 5.6: Part-Whole Distinction for Propositions

<table>
<thead>
<tr>
<th>Proposition Type</th>
<th>Part-Whole Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procedural</td>
<td>Deterministic</td>
</tr>
<tr>
<td>Declarative</td>
<td>Deterministic</td>
</tr>
<tr>
<td>Normative</td>
<td>Deterministic</td>
</tr>
</tbody>
</table>

5.3.7 Material

The part-whole distinction is fundamental to the understanding of personality development and is central to the field of psychology.

The self is not merely a collection of parts but a whole that is greater than the sum of its parts. This distinction is fundamental to the understanding of personality development and is central to the field of psychology.

Table 5.7: Part-Whole Distinction for Propositions

<table>
<thead>
<tr>
<th>Proposition Type</th>
<th>Part-Whole Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procedural</td>
<td>Deterministic</td>
</tr>
<tr>
<td>Declarative</td>
<td>Deterministic</td>
</tr>
<tr>
<td>Normative</td>
<td>Deterministic</td>
</tr>
</tbody>
</table>

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Table 5.8: Part-Whole Distinction for Propositions

<table>
<thead>
<tr>
<th>Proposition Type</th>
<th>Part-Whole Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procedural</td>
<td>Deterministic</td>
</tr>
<tr>
<td>Declarative</td>
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</tr>
<tr>
<td>Normative</td>
<td>Deterministic</td>
</tr>
</tbody>
</table>

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Table 5.9: Part-Whole Distinction for Propositions

<table>
<thead>
<tr>
<th>Proposition Type</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Procedural</td>
<td>Deterministic</td>
</tr>
<tr>
<td>Declarative</td>
<td>Deterministic</td>
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<tr>
<td>Normative</td>
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</tr>
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</table>

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The self is not merely a collection of parts but a whole that is greater than the sum of its parts. This distinction is fundamental to the understanding of personality development and is central to the field of psychology.
Table 3.5 English Pronouns in Tegale

<table>
<thead>
<tr>
<th>Your</th>
<th>Your (plural)</th>
<th>Your(s) (singular)</th>
<th>Your (possessive)</th>
<th>Your (relative)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Max</td>
<td>Max (plural)</td>
<td>Max (possessive)</td>
<td>Max (relative)</td>
<td>Max (possessive)</td>
</tr>
</tbody>
</table>

Table 5.2 English particles in Tegale

<table>
<thead>
<tr>
<th>Prepositional phrase of the grammar of Tegale</th>
<th>your</th>
<th>your (plural)</th>
<th>your (possessive)</th>
<th>your (relative)</th>
</tr>
</thead>
<tbody>
<tr>
<td>to the north</td>
<td>to the south</td>
<td>to the east</td>
<td>to the west</td>
<td></td>
</tr>
</tbody>
</table>

Table 6.3 English particles in Tegale

<table>
<thead>
<tr>
<th>Prepositional phrase of the grammar of Tegale</th>
<th>your</th>
<th>your (plural)</th>
<th>your (possessive)</th>
<th>your (relative)</th>
</tr>
</thead>
<tbody>
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<td>to the west</td>
<td></td>
</tr>
</tbody>
</table>

Table 7.4 English particles in Tegale

<table>
<thead>
<tr>
<th>Prepositional phrase of the grammar of Tegale</th>
<th>your</th>
<th>your (plural)</th>
<th>your (possessive)</th>
<th>your (relative)</th>
</tr>
</thead>
<tbody>
<tr>
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<td>to the west</td>
<td></td>
</tr>
</tbody>
</table>

Table 8.5 English particles in Tegale

<table>
<thead>
<tr>
<th>Prepositional phrase of the grammar of Tegale</th>
<th>your</th>
<th>your (plural)</th>
<th>your (possessive)</th>
<th>your (relative)</th>
</tr>
</thead>
<tbody>
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<td>to the north</td>
<td>to the south</td>
<td>to the east</td>
<td>to the west</td>
<td></td>
</tr>
</tbody>
</table>

Table 9.6 English particles in Tegale

<table>
<thead>
<tr>
<th>Prepositional phrase of the grammar of Tegale</th>
<th>your</th>
<th>your (plural)</th>
<th>your (possessive)</th>
<th>your (relative)</th>
</tr>
</thead>
<tbody>
<tr>
<td>to the north</td>
<td>to the south</td>
<td>to the east</td>
<td>to the west</td>
<td></td>
</tr>
</tbody>
</table>

Table 10.7 English particles in Tegale

<table>
<thead>
<tr>
<th>Prepositional phrase of the grammar of Tegale</th>
<th>your</th>
<th>your (plural)</th>
<th>your (possessive)</th>
<th>your (relative)</th>
</tr>
</thead>
<tbody>
<tr>
<td>to the north</td>
<td>to the south</td>
<td>to the east</td>
<td>to the west</td>
<td></td>
</tr>
</tbody>
</table>

Table 11.8 English particles in Tegale

<table>
<thead>
<tr>
<th>Prepositional phrase of the grammar of Tegale</th>
<th>your</th>
<th>your (plural)</th>
<th>your (possessive)</th>
<th>your (relative)</th>
</tr>
</thead>
<tbody>
<tr>
<td>to the north</td>
<td>to the south</td>
<td>to the east</td>
<td>to the west</td>
<td></td>
</tr>
</tbody>
</table>

Table 12.9 English particles in Tegale

<table>
<thead>
<tr>
<th>Prepositional phrase of the grammar of Tegale</th>
<th>your</th>
<th>your (plural)</th>
<th>your (possessive)</th>
<th>your (relative)</th>
</tr>
</thead>
<tbody>
<tr>
<td>to the north</td>
<td>to the south</td>
<td>to the east</td>
<td>to the west</td>
<td></td>
</tr>
</tbody>
</table>

Table 13.10 English particles in Tegale

<table>
<thead>
<tr>
<th>Prepositional phrase of the grammar of Tegale</th>
<th>your</th>
<th>your (plural)</th>
<th>your (possessive)</th>
<th>your (relative)</th>
</tr>
</thead>
<tbody>
<tr>
<td>to the north</td>
<td>to the south</td>
<td>to the east</td>
<td>to the west</td>
<td></td>
</tr>
</tbody>
</table>

Table 14.11 English particles in Tegale

<table>
<thead>
<tr>
<th>Prepositional phrase of the grammar of Tegale</th>
<th>your</th>
<th>your (plural)</th>
<th>your (possessive)</th>
<th>your (relative)</th>
</tr>
</thead>
<tbody>
<tr>
<td>to the north</td>
<td>to the south</td>
<td>to the east</td>
<td>to the west</td>
<td></td>
</tr>
</tbody>
</table>
3.4. Note on textual meaning

Potential spoken/auditory cues since the pronouns refer to speaker/address and are 
identified clearly throughout the passages. These forms a natural-d

<table>
<thead>
<tr>
<th>Table 5.11</th>
<th>Interactional and Logical Terms in Text 3.4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Speaker</strong></td>
<td><strong>Address</strong></td>
</tr>
<tr>
<td>(a)</td>
<td>(b)</td>
</tr>
</tbody>
</table>

Table 5.10: Pronouns of interactional meaning in relation to logical terms in

Text 3.4 (interactional meanings in bold, topical terms italicized).
Introduction

Chinese Central Information
University of Sydney and Macquarie University

M. A. Hilliday and Edward McDonald

Chapter 6

Functional Profile of the Grammar