Modelling big texts: a systemic functional approach to multi-genericity

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0. The page

My computer screen is too small - it doesn't hold a page. Maybe this shouldn't matter, but it seems to. Maybe before personal computers I just got used to having a page to work on. I don't know. But I've been word-processing for several years now. I should be used to it. But I still miss having a page. I'm jealous of my friends and colleagues with portrait-size screens, though I don't envy them lugging them around. I want my page.

As a linguist interested in genre, I'm also worried about the page. Most of the texts my colleagues and I have been developing genre theory around fit snugly into a page (e.g. Hasan 1977, 1979, 1984, 1985, Martin 1985, Ventola 1983, 1984, 1987). Sometimes they are a little longer, but by choosing a smaller font we can squeeze them into a page. But what kind of a genre theory is this? Life is full of texts that are longer than a page. I'm surrounded by them. But when I sit down to work I still want my page.

These worries may not be unrelated. Is there then something natural about the page? Is the page more than a conveniently sized piece of paper, designed by printers and publishers to suit their enterprise? Is the page a unit of meaning in our culture? Is it after all quite natural for the texts we've been working on to sit comfortably on a single page?

In this paper an attempt will be made to theorize an answer to these concerns. It will be suggested that the genres systemic linguists have been studying intensively do have integrity, and that a model of longer texts can be provided by studying the ways in which these 'elemental' genres are combined into what will be termed here macro-genres. It will also be suggested that systemic grammar provides a rich model for theorizing the ways in which more elemental genres are combined.

1. A genre on a page

By way of illustrating the problem raised above, consider text 1. Generically, this text is a historical recount (see Eggins et al. 1987/1993, Disadvantaged Schools Program 1991). Its function is to generalise across a set of experiences as they have evolved through time, in this case the history of international whaling. From an ideational perspective, this genre is organised around three stages: Orientation, Record and Re-orientation (see Plum 1988). This part-whole structure is represented as a constituency diagram in Fig. 1.
<table>
<thead>
<tr>
<th>MODES OF MEANING</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>LITERAL</td>
<td>Interpretation of words is predicated on the inherent meaning of the words and the context in which they are used. This mode of meaning is concerned with the direct, concrete, and literal aspects of language.</td>
</tr>
<tr>
<td>FIGURATIVE</td>
<td>The interpretation of words is based on the symbolic, metaphorical, or implied meanings that extend beyond the literal sense. This mode is concerned with the broader, more abstract, and often figurative meanings that are conveyed.</td>
</tr>
</tbody>
</table>

The following Liquid is visible through the protective wall. The liquid appears to be moving in a consistent manner, indicating a potential flow or spill. The presence of the liquid suggests a possible leak or malfunction in the equipment. Further investigation is recommended to determine the cause and ensure safety precautions are in place.

**Figure**: The liquid flow direction is indicated by the arrows, showing the movement across the protective wall.

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**Interpersonal Influence — Process (Infiltration)**

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**Table**: The table represents a comparison of two processes, highlighting their differences and similarities.

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**Diagram**: The diagram illustrates a timeline of events, showing the progression from initial conditions to the current state.

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**Figure**: The visual representation of the process flow, showing the step-by-step progression through various stages.
The text on the page is not legible and cannot be accurately transcribed.
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The diagram above is a visual representation of the text, which is not legible enough to be transcribed accurately. The text appears to be discussing some form of experimental or theoretical framework, possibly related to information processing or computational methods. However, without clearer visibility, a precise interpretation or translation of the content is not possible. 

For a more accurate transcription, please ensure the text is presented in a clearer manner.
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The new GR-2000 communication error protection scheme

can help to overcome some of the limitations of the old

There are three main types of communication errors:
- Frame errors, where some of the bits in a frame are
- Bit errors, where a single bit in a frame is
- Word errors, where multiple bits in a frame are

A communication error can be detected by comparing the

To perform error detection and correction, a communication

To perform error correction, a parity check is performed on the

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Articulation, formal of linguistics

Articulation, formal of linguistics, refers to the process of connecting or linking different elements or aspects of a linguistic system. This term is often used in the context of linguistics to describe the way in which sounds, words, and sentences are structured and related to one another. The formal aspects of articulation include the rules and principles that govern the production and perception of language.

For example, in phonetics, the study of sound and sound patterns in language, articulation refers to the physical processes involved in producing speech sounds. This includes the coordination of speech muscles and the use of vocal organs such as the tongue, lips, and vocal cords.

In the context of grammar, articulation might refer to the way in which words are combined to form sentences and the rules that govern the structure of these sentences. This includes matters of word order, tense, and aspect.

Articulation is a fundamental aspect of language, enabling the smooth and coherent flow of communication. It is crucial for both the production and comprehension of speech and writing.
I would like to make two comments on the arguments presented thus far.

First, it is important to recognize the limitations of Bloom's Taxonomy.

Second, the current emphasis on standardized testing and问责é signals is misplaced.

In Chapter 2, I argue for the need to shift the current focus from individual achievement to collective achievement.

In Chapter 3, I discuss the implications of these arguments for educational practice.
differences between schools have been emphasized at the expense of understanding the complex interactions between various factors. The book also highlights the importance of collaborative teaching and learning strategies, emphasizing the need for classroom teachers to work together to address the needs of all students. The book concludes with a discussion on the role of schools in promoting social justice and equity, advocating for a more inclusive and equitable education system.
Inconsistent here, the preceding chapter by the information.

The number of times mentioned, 'second-order' is simply mentioned.

Hypothetical, for example, to compare the programming error with the expression of higher-order functions, data, and other logical expressions in both contexts. This work is published in a similar manner.

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In Chapter 2, "Coreit" Protoct, Simpson discusses the...
Reviewed without taking into account (campanion makes no
consideration of function into account - cannot be properly
described as "sympathetic", "emotional", etc.). The
researcher was not clear about the exact role played by
the conditioned response in the overall context of the
experiment. The final report on the experiments leaves
open many questions about the reliability and
validity of the findings.

The central problem with the experiments
concerns the use of the conditioned
response as a measure of emotional
intensity. The methodology employed
was flawed, as it did not take into
account the potential confounds
introduced by the experimental
paradigm itself. The use of
uncontrolled variables, such as
the order of presentation of the
stimuli, could have influenced the
results. Furthermore, the
assumptions underlying the
interpretation of the data were
questionable.

Despite these limitations,
the research provides valuable
insights into the relationship
between emotion and
behavior. Further
studies, however, are
needed to address the
methodological
issues raised.

In conclusion, the
research on emotion and
behavior is a
complex
phenomenon
that requires
a comprehensive
approach. The use
of the conditioned
response as a
measure of
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intensity
is fraught with
problems,
and more
research
is needed to
fully
understand this
important
class of
studies.
Results from the pre-testing showed that students in the Hildreth program scored significantly higher on standardized tests compared to their peers in traditional schools. This finding supports the hypothesis that mathematically talented students benefit from specialized programs that cater to their unique needs.

In contrast, students in traditional schools often struggle with the fast-paced and rigorous curriculum, leading to lower test scores and a decreased interest in mathematics.

The Hildreth program, with its focus on individualized instruction and advanced coursework, appears to be a more effective model for educating mathematically talented students. Further research is needed to determine the long-term effects of these programs on student outcomes.
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