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Title	Text analysis with a systemic functional approach: Analyzing US presidential inaugural address
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Citation	Huen, K. L. B. (2011). Text analysis with a systemic functional approach: Analyzing US presidential inaugural address (Outstanding Academic Papers by Students (OAPS)). Retrieved from City University of Hong Kong, CityU Institutional Repository.
Issue Date	2011
URL	http://hdl.handle.net/2031/6452
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TEXT ANALYSIS WITH A SYSTEMIC FUNCTIONAL APPROACH
ANALYZING US PRESIDENTIAL INAUGURAL ADDRESS

By

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Final Year Project Report Submitted In Partial Fulfillment Of

The Requirements For The Degree Of

BA in Linguistics and Language Technology

City University of Hong Kong

May 2011

Table of Contents

Abstract-----	1-2
1. Introduction-----	3-8
1.1 What is Language and Grammar-----	3
1.2 What is Grammar-----	3
1.2.1 Register-----	4
1.2.2 Metafunctions-----	5
1.3 Language and Genre-----	6
2. Systemic Functional Approach-----	8-21
2.1 The Clause-----	9
2.1.1 Theme and Rheme-----	9
2.1.2 Transitivity-----	12
2.2 Above, Around, Beyond the Clause-----	15
2.2.1 The Clause Complex-----	15
2.2.2 Cohesion and Coherence-----	17
2.2.3 Rhetorical Structure Theory-----	19
3. Findings and Discussion-----	21-26
3.1 Background-----	21
3.2 Findings-----	22
3.2.1 At the level of the clause-----	22
3.2.2 Beyond clause-----	23
3.3 Discussion-----	25
4. Conclusion-----	27

Abstract

Systemic functional linguistics, according to Halliday, considers language as a system for expressing meaning in context. Most generally it is applied to understand the quality of texts, the most authentic products of human social interaction: why a text means what it does, and why it is valued as it is. Viewing language as a strategic, meaning-making resource, systemic functional linguistics develops a theory about language as social process as well as an analytical methodology which permits the detailed and systematic description of language patterns.

In this project, there is an introduction of systemicists' view on language and grammar. And besides concepts and theories are being discussed, practical techniques of the theoretical approach on how to observe system of lexicogrammar will be exemplified. In order to understand and explore systemic functional linguistics more thoroughly, two American presidential inaugural addresses, Obama's and Bush's, are the texts being studied with the aid of the expounded concepts and methods. Obama's is analyzed in detail with a systemic functional approach and Bush's as reference to compare with. These two texts of political speeches with similar purposes and contexts are examined by being parsed into clauses, having their transitivity structure, thematic progression, clause-complex logical relations and the organization of functionally-significant text spans studied etc.

The findings are illustrated at two levels: within the clause and beyond the clause. It is found that in Obama's speech, the writer tends to employ one to two types of transitivity structure with stable processes type plus participants. The choice of theme also shows the topical focus of the text, as it is found that there is a small number of themes being used with one thematic structure spotted throughout the text. The analysis across clause shows that similar structured clauses are

often put together as span and contribute to the texts in parallel. The rhetorical structure of the whole speech also shows how text spans are organized seemingly according to the way that the writer may intend to express with purpose. Comparing to Bush's speech, it is found that they show both similarities and differences on lexicogrammatical choices.

From this analysis of the lexicogrammar, it is shown that to a certain extent it is possible to understand and even anticipate how one is managing his/her language use in order to make sense in the process of communication and indicate his/her emphasis and purpose. Moreover, the findings of the analysis may suggest that text is never an individual text, as they show strata and functional patterns in achieving communicative and non-communicative purpose. Thus comprehensible text is always interrelated to context, culture and perhaps also genre.

1. Introduction

1.1 What is Language and Grammar

Every day when we try to express some ideas to someone, trying to construe our experience in life, we always do it by creating meanings with language and through language. Conversations among human beings are exchanges of meaning. And through this kind of interaction, we enact social relationship, and build the reality. Halliday (2005) thinks that we are living in a universe where the visible realm of matter and the invisible realm of meaning co-exist and interconnect. It is to say reality is mediated through meaning, and meaning is theorizing about our experience of reality. And language has the meaning-making potential.

1.2 What is Grammar

While describing language as “a system that makes meanings – a semogenic system”, what enables this meaning-making potential in language? It is grammar. Halliday’s notion of grammar is very different from what is stereotyped as “grammar” traditionally. Generally, “grammar” in people’s mind is associated with prescriptive rules. However, according to Halliday, grammar of language is not only a finite set of prescriptive rules but represents a synthesis of both functional and structural approaches. As it is mentioned that grammar is the means by which we use language to make and exchange meaning, in other words grammar is characterized by its functional diversity in construing experiences and enacting social relationship. And at the same time in doing so, the context of situation is taken into consideration. In accordance with Hallidayan perspective, grammar is a system of available options from which the speaker or

writer selects “not in vacuo, but in the context of speech situations”, thus it is said that grammar is characterized by its stratal organization. This process of choice making is done by selecting among a large number of interrelated options but from a few relatively independent networks which can be represented by four overlapping stratum: the situation corresponds to the stratum of **register**, meaning to **semantics**, wording to **lexicogrammar** and expression to **phonology**. (Halliday 2002)

1.2.1 Register

In considering the register, Firth and Halliday suggested that there are three aspects affecting the linguistic representation in any context of situation: **field**, **mode** and **tenor**.

field: what the language is being used to talk about;

mode: the role language is playing in the interaction;

tenor: the role relationships between the interactants;

The role mode describes two different types of distance in the relation between language and situation. They are interpersonal distance, a continuum about the contact between writer and reader, and experiential distance, a continuum about how much one is engaged in the experience.

Tenor refers to the social relationship between interlocutors. It can be affected by the power status difference, frequency of contact, affective involvement of the language user.

Field is the situational variable that has to do with the focus of the activity in which we are engaged in. The “topic” of activity, the social activity type, mainly focus of the content are concerned.

The three major aspects above constitute different criteria in considering the context of situation and alter the representation of appropriate grammar. (Eggins 1994)

1.2.2 Metafunctions

The stratum of meaning, the semantic system, is organized into three functional-semantic components, three metafunctions operating in parallel as networks of choices: ideational, interpersonal and textual.

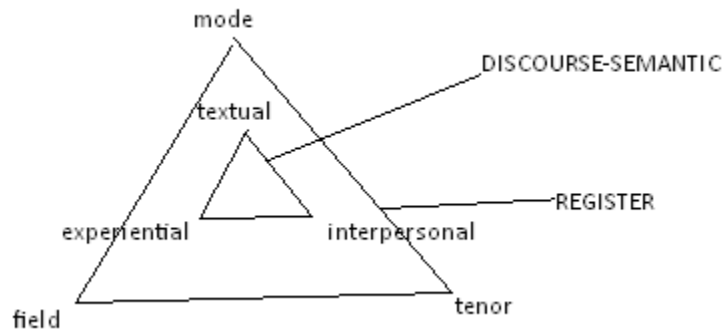
Ideational meaning can be distinguished into two components, the experiential and the logical functions. The experiential function refers to how we can use language to construe our experience in life. Through language we are able to describe what we come across in the world in terms of the activity of the happening, the people involved and the situation details. These kinds of information about the processes, the participants and circumstances, Halliday refers them to be features of the transitivity structure. The logical function deals with the expression of certain logical relation (e.g. and, or, if, not). It refers to our ability to talk about our experience which enters into those logical relations.

Besides materializing content of the happening we would like to share, grammar also describes the relationship among interlocutors. The function of communicating attitudes interactively among people engaged in a conversation is called the interpersonal metafunction. This dimension of language functions to relate to our listener by addressing their roles and possibly elicit response from them.

Textual meaning deals with how texture can be gained, how sentences and clauses are conjoined structurally and semantic-logically. That means this metafunction is concerned with how cohesive and coherent the text can be achieved in terms of grammatical units application and the

organization of message, in order to let listeners successfully comprehend what speakers intend to express. (Halliday 2004)

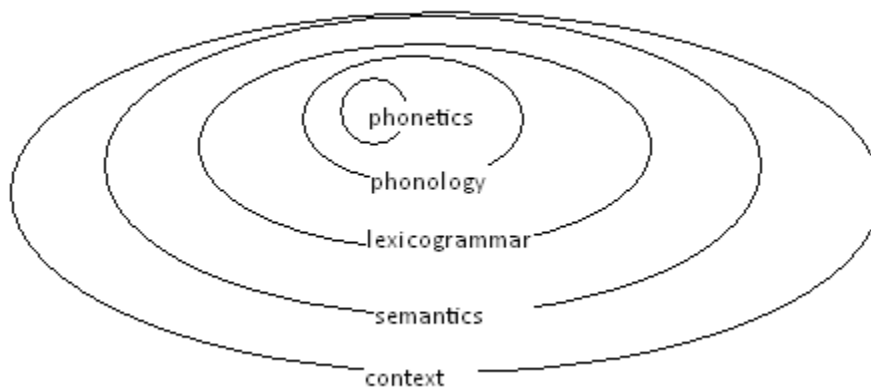
The “trinocular” perspective above can be illustrated by the diagram below



(Eggins, 1994)

1.3 Language and Genre

Viewing language as a stratified, multifunctional system, we can sketch the model of the interface between the three strata (semantics, lexicogrammar, phonology) as a system network for choice making creating meaning potential. Text is the product by going through a series of selections. The process is started with a meaning to be expressed, then to the entry point of grammar, the most basic lexicogrammatical unit, the structural realization of ideational interpersonal and textual meanings and the clause. Extending to the phonological system, the clause is realized with varieties in tone group (Eggins 2004).

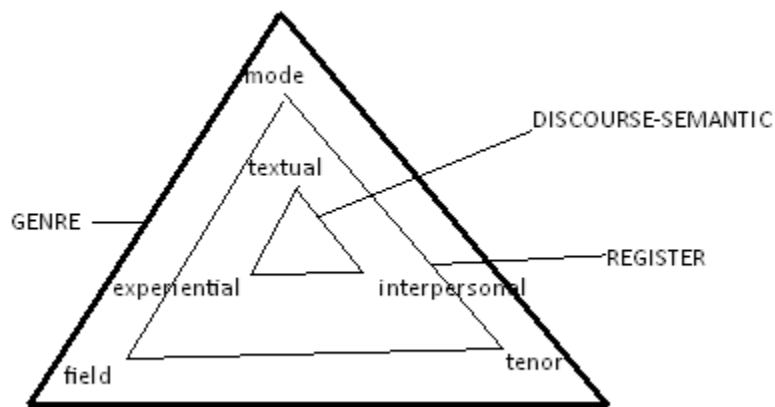


Halliday regards this phenomenon of language materializing meaning as our thinking dualities in matter and meaning. The relationship between the visible and invisible can be thought of as a continuum, or even overlapping strata. Thus it is complex allowing indeterminacy, and cannot be fully described by a system of rigid definitions imposing too many boundaries and constraints (Halliday 2005).

Halliday also illustrates how he views language and text by a metaphor of climate and weather. We generalize weather over time as climate, so Halliday suggests that it is about how we see the same phenomenon from different angles, moments. As the climate is a theory about the weather, language-as-system is a theory of the text, the instantiation.

Martin's view on genre corresponds to the points above to a certain extent. He suggests that "a genre is a staged, goal-oriented, purposeful activity in which speakers engage as members of culture", "genres are how things get done, when language is used to accomplish them" (Eggins 1994). In other words, when we come to a text and subconsciously recognize what genre it belongs to, the cumulative effects of types of meanings used in the text in terms of lexemes or structural characteristics, the context of the occurrences and most importantly, our discourse culture gives hints to readers on how language make sense. That means why we see a text as

purposeful in the culture and situation in which it is produced is that the text is a realization of a genre. Again similar to the relationship between climate and weather, genre is the generalization of text-as-instance (Nicholas 1989).



(Eggins, 1994)

2 Systemic Functional Approach

The concepts and theories introduced in the above section are the major ideas of (Sydney-based) systemic functional linguistics developed by Halliday and other scholars. In order to understand the theoretical approaches, in this project a set of techniques is applied to analyze Obama's presidential inaugural address which is generally recognized as a text with obvious purposes and particular context. Technically speaking, systemicists analyze texts by parsing them into constituents, differentiate between types of meaning in language, examine how different units are put together or separated and how this organization pattern employed can be effective in bringing differences in meaning. It is to say they investigate how people use language in different contexts, and how language is structured for use as a semiotic system. In this section, the techniques and

technical terms used in describing basic discourse-semantic and lexicogrammatical dimensions of the text subject will be illustrated.

2.1 The Clause

Analyzing a text on the level of lexicogrammar, we start with a clause. As Halliday suggests that the clause is “the centre of action in the grammar”, it is “where fundamental choices of meaning are made”. It is to say clause is not only a constituent but also a central processing unit of meaning.

2.1.1 Theme and Rheme

Theme is a system that contributes to the textual metafunction of the language. As every clause can be individually viewed as a message and it is organized as a message, the flow of information is significant in delivering the message appropriately in its context of situation. The system of Theme functions to structure the clause in order to indicate how the local context of the clause is in relation to the whole context of the text in general. The point of this local context of a clause is called **Theme**. Generally, it is concerned with the contexts of its preceding clauses. And the rest of the clause starting at where the theme ends is called **Rheme**. What is delivered in the Rheme is supposed to be rather unrelated to the background of the local context, or even against the background of the Theme. Therefore, the clause as message is organized into Theme (realized at the initial position) + Rheme (realized at the non-initial position). The choice of Theme for a clause is concerned with how the information flow is developed throughout the whole text (Martin 2010).

As a clause is the most basic of the lexicogrammatical constituent of the text, it has to be contextualized in terms of all three of its metafunctional aspect: ideationally, interpersonally, and textually.

contextualization:	textual	interpersonal	ideational(topical)
	continuative or	modal aspect	element of
	conjunctive relating	indicating role of	representation
	clause to previous	move in exchange	(participant, circumstance
	message in text		or process)
e.g.:	or	perhaps	you ‘ve become
	oh	honestly	it saved my life in hospital
	and	darling	it ‘s fun watching them play
	oh	why ----->(why)	shouldn’t she have an admirer

(Martin 2010)

The examples above show how Theme of a clause can be identified. It is also indicated that how Theme can start textually, allowing new information of new message to be emerged, then continue interpersonally, relating to the interaction of the new message, and finally relate the clause to its ideational environment, extending to the new information change in the flow of events. Nevertheless, as shown in the example, Theme is often concluded with a “topical” element, and even only a topical one without any textual or interpersonal Themes.

In general terms, the ideational theme expresses “representational” meaning which might be a “participant”, as in :

Ah Q took off his tattered linen jacket.

The house was gloomy.

Or a “circumstance”:

In the past, Ah Q had just cursed under his breath, inaudibly.

On the upper floor of such premises, a tall person cannot stand erect.

Occasionally, it might be a “process”:

“Stand up to speak!” shouted all the men in the long coats.

Interpersonal theme if present can be a finite auxiliary verb (Should I come?), a wh-element (Where are you?), a vocative identifying the addressee (Mr. Wong, may you leave?) or an adjunct. While textual themes, which often constitute the first part of Theme if present, give thematic prominence to textual elements with a linking function, they are always conjunctives (Just then, however), relatives (which, who) and conjunctions (and, but) (Martin 2010). A Theme is localized in a clause, but still Themes from individual clauses do contribute together in the presentation of the information of the whole text. There are several common thematic structures:

Given+New: a clause is composed of given information (Theme) followed by new information (Rheme).

Predicated Theme: the Theme is marked of in the clause. (e.g. it was Jane that come.)

Identificated Theme: The clause is composed by two part, identified (e.g. What the duke gave my aunt is the *teapot*.)

In sum, observing the Thematic progression (which will be discussed in the coming section about beyond clause texture) of the whole text by examining how it organizes in clausal local context, we can see how the writers manage the structure of information flow and focus to express what they want to say. (Halliday 2004)

2.1.2 Transitivity

The system of transitivity is related to the experiential metafunctions of language and is also the overall grammatical resource for construing our experience of happenings. The meaning being exchanged is modeled as configuration consisted of a process, participants involved in it and attendant circumstances.

Grammar construes a small number of distinct types, each with its characteristics to describe uncountable kinds of happenings in the world. They are called **process types**. Process types sort out our experiences of all kind of events in terms of their realization in verbs. The system discriminates six different types of process on semantic grounds in English. The three major ones are **material**, **mental**, and **relational**. In addition, there are three more further process types, the **behavioral**, **verbal**, **existential**. Below are some examples:

material: she stirred the coffee.

mental: she saw the car. , she feels the pain.

relational: Maggie is strong.

behavioral: she laughed.

verbal: she replied.

existential: there is once a house.

(Martin 2010)

Participants, the other component of the transitivity configuration, are closely related to the process as they are centrally involved in the process by bringing it about, being affected by it, benefiting from it, and so on. Thus, each of the six types of process has its own small set of participant roles closely associated with it.

Circumstances, being different from participants, are general across process types, as they are, strictly speaking, less involved in the process. They can be seen as the resource for ‘augmenting’ the configuration of process + participants by means of element giving information on the manner, cause, contingency, angle etc. of the event.

Material clauses are clauses which construe doings and happenings. Generally, they refer to concrete material changes in the world. It includes motion in space (e.g. She drove down the coast), and change in physical make up (e.g. the lake froze). Nevertheless, some abstract processes which also construe the sense of movement in abstract space, such as *Prices fell throughout this period*, are still regarded as material. One inherent participant of material clauses is **Actor**, the one committing the event. Often in a transitive clause, there may also be a **Goal**, the one impacted by the deed, and **Recipient**, the one benefiting from the doing. Mental clauses construe process of a person sensing, one’s conscious processing experience including cognition (‘thinking’) and desideration (‘wanting’), emotion (‘feeling’) and perception (‘seeing’). As it is all about mental experience, the participant role will be a **Senser** or **Cognizant**, one with consciousness.

Relational clauses is the generalization of the traditional notion of ‘copula’ constructions. This type of process construe experience of “being”. And it can be categorized into two different modes – attribution and identification. In clauses of the attribution mode, the participants roles

involved are always **Carrier** + **Attribute** (e.g. Messi <Carrier> is energetic <Attribute>). As for relational identifying clauses, they are often with **Token** + **Value** (e.g. Maxine <Token> is the goalie <Value>).

As for the three rather minor types, there are other characteristics for each type making them distinguishable from the main three types. Verbal clauses prototypically refer to the process of “saying”, thus the central participant is **Sayer**, sometimes including **Receiver**, the addressee, and also **Target**, the entity construed as the target of the verbal action as in *she praised her father*. However, verbal process does not only include different modes of saying (asking, commanding, offering, stating) but also semiotic processes that are not necessarily verbal (showing, indicating). Behavioral clauses can be viewed as intermediate type with mixed characteristics of material and mental/verbal process. What make behavioral different from the others are the characteristics it includes on the aspect physiological processes (e.g. shiver, sweat, cough, gasp) and social processes (e.g. dance, hug, chat, gossip) etc. And the participant role of the behavioral clause is simply called **Behaver**.

Existential clauses are similar to relational clauses, as it to a certain extent indicates the relationship of being something. However, they differ from relational ones in that there is only one participant, the **Existent**. And in typical existential clauses, *there* in *there is a dog* does not serve as a device to give information on location, nor does it present a participant, it just signals the process type as a Carrier. (Martin 2010)

Analyzing the transitivity system we can have another perspective to observe the experiential aspect of what the writer or speaker want to express via language.

2.2 Above, Around and Beyond the Clause

Besides paying attention to how individual clauses work, in analyzing how a text works to construe successfully, we must also examine the texture of the text above the clause level, and even beyond the clause level.

2.2.1 The Clause Complex

Clause complexes are formed by linking clauses to one another by means of some kind of logico-semantic relation. A sentence can be interpreted as a clause complex: a Head clause together with other clauses that modify it. Taking the systemic functional linguistic perspective, there are two systems determining clauses within a complex. They are **Taxis** and **Logico-semantic Relation** (Halliday 2004).

(I) Taxis (degree of interdependency): hypotaxis/parataxis.

Two clauses related as interdependent in a complex may be treated as being of equal status, as in:

||| Kukul crouched low to the ground || **and** moved slowly. |||

If we compare the realization of phonology of the above complex with *Kukul crouched low to the ground. He moved slowly*, we will find that the difference reflect that within a domain of a complex, there is more to come for there is an expansion of the clause. Nonetheless, two clauses related as interdependent may be treated as being of unequal status, as in:

||| **As** he came to a thicket, || he heard the faint rustling of leaves |||

The first clause, the temporal qualifying clause, presents as thematic in the clause complex. It tells that a main clause will be introduced to the complex.

(II) Logico-semantic Relation: expansion/projection

Expansion refers to expanding the primary clause. This can be done in terms of three relations: elaboration, extension, enhancement.

e.g. He looked a fright; || his clothes were damp, dirty and torn.

e.g. They were now in the bare country of stone walls,|| which he loved.

Extension (+): it is a relation of addition, most frequently emerged in paratactic, realized

by the conjunctions *and*, *nor*, *but* and *or*.

e.g. The beef animal is the buffalo || and its meat is surprisingly tender.

1

+2

Though extension is less frequently occurred as combination with hypotaxis, there are typical hypotactic linking unit such as *whereas*, *instead of*, *except for*, *as well as* etc.

Enhancement (x): meaning is being enhanced are typically about time, place, manner, cause, and condition, and sometimes also work as circumstances.

e.g. They dried their clothes || when there is no rain.

Projection refers to the relationship of the clause about the verbal/mental act and the content of the act. This meta-representation of someone's words and meanings in terms of quoting or reporting is symbolized by ("). (Martin 2010)

2.2.2 Cohesion and Coherence

Cohesion is a system collectively realized by a number of lexicogrammatical systems contributing to the textual metafunction, making connection among elements in the text. According to Halliday's and Hasan's definition, there are five types of cohesion: **reference**, **substitution**, **ellipsis**, **conjunction** and **lexical cohesion**.

Reference is the cohesive relation between some newly introduced elements and a mentioned element in the same text. It includes personal pronouns (e.g. "it", "he", "him", "she", "her", "they", "them" etc.), relative pronouns (e.g. "who", "which" etc.), demonstratives (e.g. "this", "that", "these", "those"), along with comparatives (e.g. "more", "less" etc.) and the definite article.

Substitution works similarly as reference, but in substitution different wordings are used to

replace the mentioned element, instead of repeating the same word or phrases. For example, “one/ones” and “the same” are common substitutes for nominals; the verb “do” substitutes other verbs. Similarly, **ellipsis** differs from the above two types by substitute one element with no word but omission of the word being referred.

Conjunctions works to connect text spans, instead of word forms. Conjunctive elements includes “and” (addictive), “but”, “however” (adversative), “because”, “since” (causal), “before”, “after” (temporal), “well”, “of course” (continuative).

Lexical cohesion can be mainly divided into two types: **reiteration** – repetition of words, synonymy, antonymy, hyponymy, metonymy; and **collocation** – regular co-occurring words.

While cohesion deals with textual metafunction, **coherence** deals with elements contributing to the meaning of the text as a whole. It includes concerns such as **intentionality** (writer’s purpose), **acceptability** (readers’ willingness to accept and respond to the text), **situationality** and **intertextuality** (appropriateness in relation to the context and the other related texts) and **informativeness** (the suitable amount information included) (Halliday 2004).

Considering the information structure, the **thematic progression** across clauses also contributes to achieve cohesion and coherence. There are several common structures of thematic progression:

Linear thematic progression: The flow of information is new→given. The new information (rheme) of one clause will be become the given (theme) of the following clauses, and this flow goes on.

Continuous thematic progression: The same theme is being used as a theme throughout the text

Derived thematic progression: The themes of successive clauses are of the same type and under the same topic.

(Banks 2004)

2.2.3 Rhetorical Structure Theory

Rhetorical Structure Theory is another descriptive theory of a major aspect of the organization of natural text. William C. Mann and Sandra Thompson and Christian Matthiessen, the developers of the theory, suggest that every unit of a text should be linked by some sort of relations. And there should be no gap or non-sequiturs among any part of a coherent text. It is to say besides linkage between two clauses, it is suggested that there are grammatical realization of relations that occur between functionally-significant text spans t clause level and above (Mann 1988). There are some underlying assumptions we should be clear about, when we are taking the perspective in examining a text:

Organization – Texts consist of functionally significant text spans

Unity and coherence – There is a sense of unity to which each part contributes. And it is derived from the writer's purpose

Hierarchy – large parts are composed of elementary parts, while the same functional description is applicable at all levels

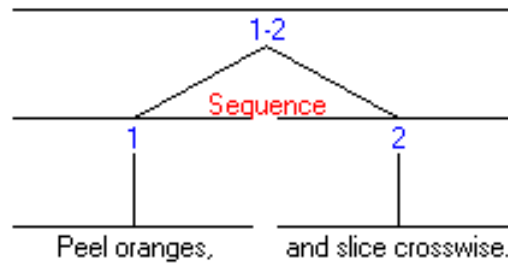
Relational composition – There is a finite set of relations to link spans up.

Nuclearity – Some spans are more central to the text's purpose (nuclei), whereas others are secondary (satellites).

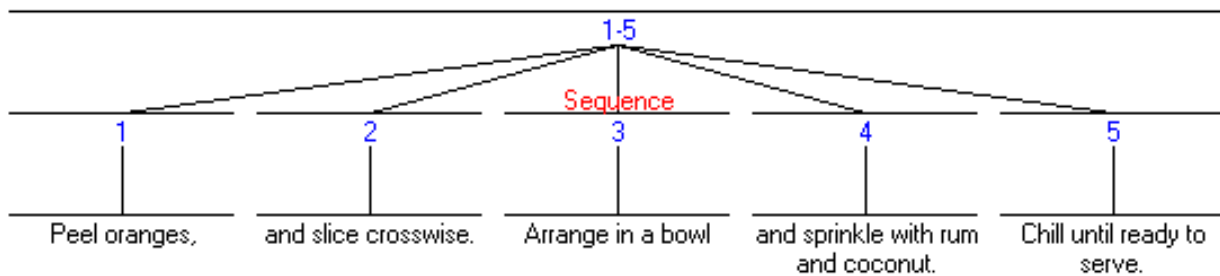
And below are some of the relation types (detailed list in Appendix I), they can be presented graphically to indicate the nuclearity and the hierarchical organization:

Symmetrical: Conjunction, Contrast, Disjunction, Joint, List, (Multinuclear) Restatement, Sequence etc.

e.g. Peel oranges, and slice clockwise.

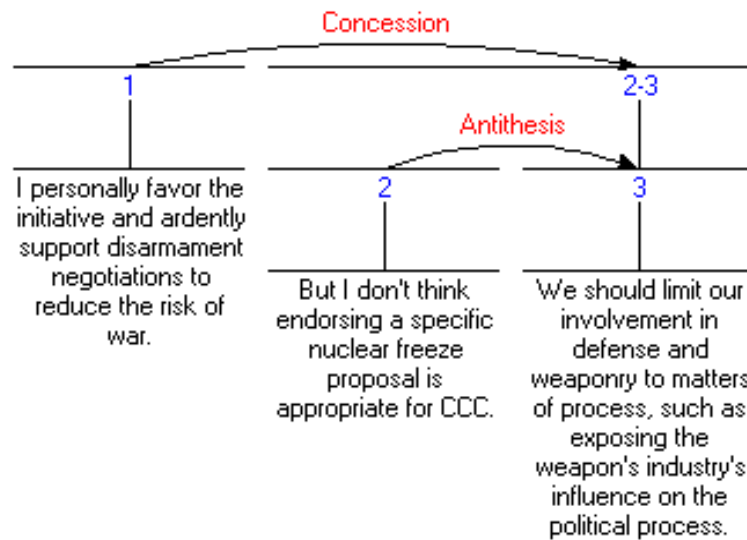


e.g. 1. Peel oranges, 2. and slice crosswise. 3. Arrange in a bowl 4. and sprinkle with rum and coconut. 5. Chill until ready to serve



Asymmetrical: (Presentational type) Antithesis, Background, Concession, Enablement, Evidence, Justify, Motivation, Preparation
(Subject Matter type) Circumstance, Condition, Elaboration, Evaluation, Interpretation, Means, Volitional/Non-volitional Cause,

Volitional/Non-volitional Result, Purpose, Restatement



e.g.

A whole text is therefore organized by combining text spans with different relations as shown in the example. Studying the overall rhetorical structure provides us a view on how a text is structured in a way as to be accepted and understood by its readers/listeners.

3. Findings and Discussion

In order to understand the concepts above about language and grammar and try examining the applicability of those theoretical practices, the American President Obama's inaugural address has been analyzed with the systemic functional approach. A preliminary study has also been done on Bush's inaugural address serving as a reference to be compared against.

3.1 Background

The addresses are in terms of a transcript downloaded from the online archive of the Miller Center of University of Virginia (<http://millercenter.org/scripps/archive/speeches#barackobama>).

They are only text subjects in written form, which means that the tone group varieties of the

speech presentation are not being studied in this project. And as the transcripts are published texts of the speeches, therefore the texts are not totally the same to the words spoken.

While the two text subjects serves similar functions and are made in similar contexts (i.e. the president giving his first encouraging, persuasive and yet political speech to the nation in the inauguration) it is presumed that the two texts should be categorized as the same text type or genre from systemicists' point of view (referring to idea in 1.2 to 1.3). Thus, in the two texts, two representations of the same genre, it is expected to find similar linguistic patterns corresponding to the functional features of the genre.

3.2 Findings

3.2.1 At the level of the clause

There are 2389 words in the text constituting 111 sentences, 212 clauses in Obama's speech. Studying the transitivity structure (Appendix III) of all the clauses, firstly it is found that among the verbs indicating the process type of a clause, a large number of them are of the type "doing" verb (material: *bring, gather, pack up*) and "being" verb (relational: *is, are, remain*). As for the participants involved, it is obvious that most of the participants are the first person plural pronoun "we" being the agent of an action. Even if it is not "we" being the central participants, it is its possessive pronoun "our" together with noun phrases (*our nation, our economy, our power, our security* etc.) which take up the role of main participant of a clause. Otherwise, it will be some nominalized phrases, "it" or noun phrases bearing the role of Identified in relational processes. However, if we look at the circumstances, we will not be able to find any dominant type of circumstantial information. There are just several different types giving contextual

information on time (*today, soon, someday*) and addressee (*For us, To those leaders, To the Muslim world*).

Investigating the choice of theme for the clause (Appendix II), we can see that most of them are ideational theme. And among these ideational themes, again most of them are found to be “we”, noun phrases, and sometimes some circumstantial phrases placed at the initial position of a clause complex. As for the textual theme being employed, many of them are simple additive (“and”), adversative (“but”) and causal (“because”) conjunctives. Nevertheless, there are several occurrences of interpersonal themes which are found emerged in imperative clauses (*But know this, America—they will be met; Recall that earlier generations*).

3.2.2 Beyond clause

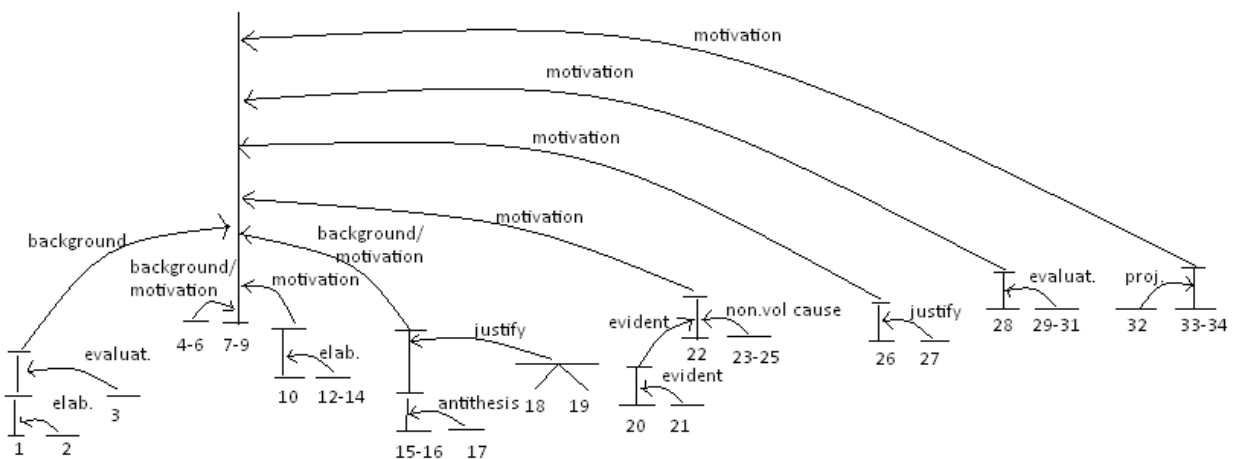
Regarding the pattern of information organization, there is one overt structure which is a continuous thematic progression. Throughout the whole text, we can often find subjects such as “we”, “we the people”, “our nation” and all the “our ...” phrases of many clauses, which all refer to America or all Americans.

Studying the structure of clause complex by means of investigating their taxis and logico-semantic relation (Appendix II), it is observable that there is a wide range of both paratactic and hypotactic sentences with relations of elaboration, extension, enhancement and also projection being employed in the text. In addition, we are able to spot out that writer always put similar clause and also clause complex together (e.g. 29 *For us, they...and...* 30 *For us, they...and...* 31 *For us, they...and...*). In doing so, the writer often put three groups with similar or even identical structures together but only sometimes two and never four (“*Homes have been lost; jobs shed; businesses shuttered;*” “*all are equal, all are free, and all deserve [...] pursue [...] happiness.*”)

Assessing how the cohesion is achieved in this text, mainly we can find that the writer has worked on lexical cohesion. For example, when the writer tries to refer to the difficult times, he uses metaphorical and collocative words to describe (“*rising tides of prosperity and the still waters of peace*” versus “*gathering clouds and raging storms*”). Synonyms are also found such as “*new era*” and “*new generation*”, “*race*” and “*challenge*”. And throughout the whole text, the function of conjunction is almost done only by “and” but no other specific elements.

Taking the perspective of Rhetorical Structure Theory, we can translate the relation among functional-significant text spans into graphics. Below is a rather high level of text spans hierarchy with paragraphs as the smallest unit (the greeting paragraphs at the beginning and the end is omitted).

The hierarchy of the rhetorical relation of an excerpt of text spans



3.3 Discussion

Under the circumstances of depression, being the US President, being a leader, Obama has tried to bring out a central theme which is a call for responsibility to be restored by both the government and ordinary people. Thus it has to be an encouraging speech in this context of “gathering clouds and raging storms”. In order to do so, Obama tries to identify what the situation is and what they have to do in his address. Throughout the text, there is a dominant transitivity pattern and some thematic structures seem to have helped in identifying. Firstly, the structure of relational process + participants with the role of Identified and Identifier/Attribute has a high frequency of occurrence (e.g. *These are indicators of crisis, the challenges we face are real, Our minds are no less inventive*). Secondly, there is a significant number of clauses with predicated theme and identified theme (with nominalized subject) in clauses like “*It has not been the path for the faint-hearted*”, “*What the cynics fail to understand is that the ground has shifted beneath them*”. These devices of transitivity structure and theme help in defining things with contrast and emphasis. It may be the reason why the writer inserts these types of devices quite often in the text. These kind of expressions with the same transitivity structure and thematic structure also appear in Bush’s speech quite often (*It is the American story, What you do is as important as what the government does*).

In making a long speech, Obama also tries to grab listeners’ attention at certain points. And this is also found done on the lexicogrammatical structure. Throughout the text, most of the sentences are declarative. However, there are several imperatives inserted among paragraphs (*But know this America..., Recall that earlier generations..., Let it be told to the future world, Let it be said by our children*). Besides indicating a turn of content, these clauses attract listeners’ attention by a sudden imperative, calling the listeners to do something. This is how the writer works on the

interpersonal metafunctions of grammar to achieve his purpose. These are what we cannot find, not even one in Bush's speech.

Besides the "odd" effect by imperatives, Obama also always uses similar clause complex composed of similar words in parallel to make a stronger statement, such as "*All this we can do. And all this we will do.* ". And more often these blocks of similar clauses or word groups occur in the number of three ("*pick ourselves up, dust ourselves off, and begin the work...*", "*the justness of our cause, the force of our example, the tempering qualities of humility and restraint*"). This kind of literary effect is relatively rare in Bush's speech. Yet, there are two things that the writers have done the same and seemingly they do it for the same purpose. Firstly both they employ a lot of "we" to be the main subject, the central participant (Agent) in clauses "*we will ...*" and "*our...*". In addition, there are common lexical cohesive synonyms used such as "*race*" and "*challenge*", "*faith*" and "*spirit*". These contribute to bringing out the deep ideational meaning of the presidents' promise and unity of people. And from the overall rhetorical relation of text, in both speeches the relations of Background and Motivation play a significant role in organizing and emphasizing the core idea, encouraging and motivating the listeners to be supportive, of the speech. All in all, in making an encouraging and yet warming speech, the two writers manage to be coherent in presenting the address with affirmative intentionality, anticipating well the reader's acceptability, with concern in situationality.

4. Conclusion

Systemic functional linguistics describes language with a functional-semantic approach which explores both how people use language in different contexts, and how language is structured for use as a semiotic system. It is a theory on language and at the same time a methodology to deploy language. Through the analysis of the presidential inaugural addresses with the systemic functional approach, there are patterns found at different levels of text units. It is shown that how language is structured is related to the characteristics of grammar in its strata organization and metafunction diversity. It is also indicated that how writers' communicative intention can be embodied in language. On the other hand, in the process of observing and comparing the two political speeches in terms of their discourse-semantic and lexicogrammatical dimensions, there are similarities and also differences found. These findings may lead to questions and discussions on text, genre and also stylistics.

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Appendix I

(source: <http://www.sfu.ca/rst/01intro/definitions.html>)

Definitions of Presentational Relations			
Relation Name	Constraints on either S or N individually	Constraints on N + S	Intention of W
<u>Antithesis</u>	on N: W has positive regard for N	N and S are in contrast (see the Contrast relation); because of the incompatibility that arises from the contrast, one cannot have positive regard for both of those situations; comprehending S and the incompatibility between the situations increases R's positive regard for N	R's positive regard for N is increased
<u>Background</u>	on N: R won't comprehend N sufficiently before reading text of S	S increases the ability of R to comprehend an element in N	R's ability to comprehend N increases
<u>Concession</u>	on N: W has positive regard for N on S: W is not claiming that S does not hold;	W acknowledges a potential or apparent incompatibility between N and S; recognizing the compatibility between N and S increases R's positive regard for N	R's positive regard for N is increased
<u>Enablement</u>	on N: presents an action by R (including accepting an offer), unrealized with respect to the context of N	R comprehending S increases R's potential ability to perform the action in N	R's potential ability to perform the action in N increases
<u>Evidence</u>	on N: R might not believe N to a degree satisfactory to W	R's comprehending S increases R's belief of N	R's belief of N is increased

	on S: R believes S or will find it credible		
<u>Justify</u>	none	R's comprehending S increases R's readiness to accept W's right to present N	R's readiness to accept W's right to present N is increased
<u>Motivation</u>	on N: N is an action in which R is the actor (including accepting an offer), unrealized with respect to the context of N	Comprehending S increases R's desire to perform action in N	R's desire to perform action in N is increased
<u>Preparation</u>	none	S precedes N in the text; S tends to make R more ready, interested or oriented for reading N	R is more ready, interested or oriented for reading N
<u>Restatement</u>	none	on N + S: S restates N, where S and N are of comparable bulk; N is more central to W's purposes than S is.	R recognizes S as a restatement of N
<u>Summary</u>	on N: N must be more than one unit	S presents a restatement of the content of N, that is shorter in bulk	R recognizes S as a shorter restatement of N

Definitions of Subject Matter Relations			
Relation Name	Constraints on either S or N individually	Constraints on N + S	Intention of W
<u>Circumstance</u>	on S: S is not unrealized	S sets a framework in the subject matter within which R is intended to interpret N	R recognizes that S provides the framework for

			interpreting N
<u>Condition</u>	on S: S presents a hypothetical, future, or otherwise unrealized situation (relative to the situational context of S)	Realization of N depends on realization of S	R recognizes how the realization of N depends on the realization of S
<u>Elaboration</u>	none	<p>S presents additional detail about the situation or some element of subject matter which is presented in N or inferentially accessible in N in one or more of the ways listed below. In the list, if N presents the first member of any pair, then S includes the second:</p> <ul style="list-style-type: none"> • set :: member • abstraction :: instance • whole :: part • process :: step • object :: attribute • generalization :: specific 	R recognizes S as providing additional detail for N. R identifies the element of subject matter for which detail is provided.
<u>Evaluation</u>	none	on N + S: S relates N to degree of W's positive regard toward N.	R recognizes that S assesses N and recognizes the value it assigns
<u>Interpretation</u>	none	on N + S: S relates N to a framework of ideas not involved in N itself and not concerned with W's positive regard	R recognizes that S relates N to a framework of ideas not involved in the knowledge presented in N itself
<u>Means</u>	on N: an activity	S presents a method or instrument which tends to make realization of N	R recognizes that the method or instrument in S tends to make

		more likely	realization of N more likely
<u>Non-volitional Cause</u>	on N: N is not a volitional action	S, by means other than motivating a volitional action, caused N; without the presentation of S, R might not know the particular cause of the situation; a presentation of N is more central than S to W's purposes in putting forth the N-S combination.	R recognizes S as a cause of N
<u>Non-volitional Result</u>	on S: S is not a volitional action	N caused S; presentation of N is more central to W's purposes in putting forth the N-S combination than is the presentation of S.	R recognizes that N could have caused the situation in S
<u>Otherwise</u>	on N: N is an unrealized situation on S: S is an unrealized situation	realization of N prevents realization of S	R recognizes the dependency relation of prevention between the realization of N and the realization of S
<u>Purpose</u>	on N: N is an activity; on S: S is a situation that is unrealized	S is to be realized through the activity in N	R recognizes that the activity in N is initiated in order to realize S
<u>Solutionhood</u>	on S: S presents a problem	N is a solution to the problem presented in S;	R recognizes N as a solution to the problem presented in S
<u>Unconditional</u>	on S: S conceivably could affect the realization of N	N does not depend on S	R recognizes that N does not depend on S
<u>Unless</u>	none	S affects the realization of N; N is realized provided that S is not realized	R recognizes that N is realized provided that S is not realized
<u>Volitional</u>	on N: N is a	S could have caused the agent of the	R recognizes S as a

<u>Cause</u>	volitional action or else a situation that could have arisen from a volitional action	volitional action in N to perform that action; without the presentation of S, R might not regard the action as motivated or know the particular motivation; N is more central to W's purposes in putting forth the N-S combination than S is.	cause for the volitional action in N
<u>Volitional Result</u>	on S: S is a volitional action or a situation that could have arisen from a volitional action	N could have caused S; presentation of N is more central to W's purposes than is presentation of S;	R recognizes that N could be a cause for the action or situation in S

Definitions of Multinuclear Relations		
Relation Name	Constraints on each pair of N	Intention of W
<u>Conjunction</u>	The items are conjoined to form a unit in which each item plays a comparable role	R recognizes that the linked items are conjoined
<u>Contrast</u>	No more than two nuclei; the situations in these two nuclei are (a) comprehended as the same in many respects (b) comprehended as differing in a few respects and (c) compared with respect to one or more of these differences	R recognizes the comparability and the difference(s) yielded by the comparison is being made
<u>Disjunction</u>	An item presents a (not necessarily exclusive) alternative for the other(s)	R recognizes that the linked items are alternatives
<u>Joint</u>	None	none
<u>List</u>	An item comparable to others linked to it by the List relation	R recognizes the comparability of linked items
<u>Multinuclear</u>	An item is primarily a reexpression of one linked to	R recognizes the

<u>Restatement</u>	it; the items are of comparable importance to the purposes of W	reexpression by the linked items
<u>Sequence</u>	There is a succession relationship between the situations in the nuclei	R recognizes the succession relationships among the nuclei.

Examples and Comments on the Presentational Relations				
Relation Name	All of Example Text	Nuclear Part	Satellite Part	Comment
Antithesis	12) But I don't think endorsing a specific nuclear freeze proposal is appropriate for CCC. 13) We should limit our involvement in defense and weaponry to matters of process, such as exposing the weapons industry's influence on the political process.	13) We should limit our involvement in defense and weaponry to matters of process, such as exposing the weapons industry's influence on the political process.	12) But I don't think endorsing a specific nuclear freeze proposal is appropriate for CCC.	The writer favors one idea and not the other. See the analysis of the <u>Common Cause letter</u> , on this website.
Background	11A) ZPG's 1985 Urban Stress Test, 11B) created after months of persistent and exhaustive research, 11A) is the nation's first survey of how population-linked pressures affect	13) The Urban Stress Test translates complex, technical data into an easy-to-use action tool for concerned citizens, elected officials and	11A) ZPG's 1985 Urban Stress Test, 11B) created after months of persistent and exhaustive research, 11A) is the nation's first survey of how population-linked pressures affect	Background information is general information of any sort that is likely to help the reader to understand the nucleus. This differs from Circumstance, in which the nucleus and circumstance both refer to a single

	U.S. cities. 12) It ranks 184 urban areas on 11 different criteria ranging from crowding and birth rates to air quality and toxic wastes. 13) The Urban Stress Test translates complex, technical data into an easy-to-use action tool for concerned citizens, elected officials and opinion leaders.	opinion leaders.	U.S. cities. 12) It ranks 184 urban areas on 11 different criteria ranging from crowding and birth rates to air quality and toxic wastes.	situation. This is a somewhat unusual case because it uses Background in the middle of a text. The facts in 11A through 12 make 13 more comprehensible. See the ZPG Fund Raising Letter on this website.
Concession	2) Tempting as it may be, 3) we shouldn't embrace every popular issue that comes along.	3) we shouldn't embrace every popular issue that comes along.	2) Tempting as it may be,	Concession can be traced back to the consistency of the thoughts of the writer. Here, the writer says that he can recognize that it is tempting to embrace (fund) every (this) popular issue, and yet also hold the idea that such ideas (this idea) should not be embraced (funded). See the analysis of the Common Cause letter on this website.
Enablement	1. Training on jobs: A series of informative, inexpensive pamphlets and books on worker health discusses such topics as filing a compensation	1. Training on jobs: A series of informative, inexpensive pamphlets and books on worker health discusses such topics as filing a	6. For a catalog and order form write WIOES, 2520 Milvia St., Berkeley, CA 95704.	The Enablement relation is often used along with a Motivation relation in advertising. This pair is the only one where RST allows two different relations to bear on the same

	<p>claim, ionizing radiation, asbestos, and several occupational diseases.</p> <p><i>[intervening material skipped]</i></p> <p>6. For a catalog and order form write WIOES, 2520 Milvia St., Berkeley, CA 95704.</p>	<p>compensation claim, ionizing radiation, asbestos, and several occupational diseases.</p>		<p>nucleus.</p>
Evidence	<p>2) Tempting as it may be, 3) we shouldn't embrace every popular issue that comes along.</p> <p>4) When we do so, 5) we use precious, limited resources 6) where other players with superior resources are already doing an adequate job.</p>	<p>2) Tempting as it may be, 3) we shouldn't embrace every popular issue that comes along.</p>	<p>4) When we do so, 5) we use precious, limited resources 6) where other players with superior resources are already doing an adequate job.</p>	<p>Units 2 and 3 are in a span that contains Concession. Units 4-6 are a complex item of evidence. See the <u>Common Cause letter</u> analysis on this website.</p>
Justify	<p>10) Let's be clear: 11) I personally favor the initiative and ardently support disarmament negotiations to reduce the risk of war. 12) But I don't think endorsing a specific nuclear freeze proposal is appropriate for CCC. 13) We should limit our involvement in defense and weaponry to</p>	<p>10) Let's be clear:</p>	<p>11) I personally favor the initiative and ardently support disarmament negotiations to reduce the risk of war. 12) But I don't think endorsing a specific nuclear freeze proposal is appropriate for CCC. 13) We should limit our involvement in defense and weaponry to</p>	<p>This is from the analysis of the <u>Common Cause letter</u>, on this website. Unit 10 is establishing the need to argue a second time toward a particular conclusion. Thus it suggests what the basis is of the writer's right to speak this item.</p>

	matters of process, such as exposing the weapons industry's influence on the political process.		matters of process, such as exposing the weapons industry's influence on the political process.	
Motivation	2) Ask for SYNCOM diskettes, with burnished Ectype coating and dust-absorbing jacket liners. 3) As your floppy drive writes or reads, 4) a Syncom diskette is working four ways ...	2) Ask for SYNCOM diskettes, with burnished Ectype coating and dust-absorbing jacket liners.	3) As your floppy drive writes or reads, 4) a Syncom diskette is working four ways ...	The Motivation relation is about action by the reader. In this advertisement it is buying the product. Units 3-12 give many motivating reasons for the action in unit 2. See the Syncom Floppy Disk Advertisement on this website.
Preparation	(See the analysis)	(the body of the article)	(a title): Bouquets in a basket - with living flowers	This is from the Bouquets text analysis on this website. It is very common for titles to be preparatory (and not contributory) to a text.
Restatement	[Title:] 1. A WELL GROOMED CAR REFLECTS ITS OWNER 2. The car you drive says a lot about you.	1. A WELL GROOMED CAR REFLECTS ITS OWNER	2. The car you drive says a lot about you.	There are two versions of the Restatement relation. The other one is Multinuclear-Restatement. They differ because in some cases there is a clear focus on one of the two spans, and in other cases they have closely comparable importance in the writer's view. Restating is used both ways.

Summary	---	The body of a long entertaining text on telegrams had 43 units on the subject, followed by this summary of 5 units:	It seems a while since there's been a neatly worded dispatch from the field. (This was followed by 4 units of elaboration.)	There is not enough space here for the whole example.
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Examples and Comments on the Subject Matter Relations				
Relation Name	All of Example Text	Nuclear Part	Satellite Part	Comment
Circumstance	Probably the most extreme case of Visitors Fever I have ever witnessed was a few summers ago when I visited relatives in the Midwest.	Probably the most extreme case of Visitors Fever I have ever witnessed was a few summers ago	when I visited relatives in the Midwest.	For the Circumstance relation, unlike Background, the nucleus and satellite are both about a single situation. This function has been grammaticized in English in the form of circumstantial hypotactic clauses.
Condition	1. Employees are urged to complete new beneficiary designation forms for retirement or life insurance benefits 2. <i>whenever there is a change in marital or family status.</i>	1. Employees are urged to complete new beneficiary designation forms for retirement or life insurance benefits	2. <i>whenever there is a change in marital or family status.</i>	The Condition relation has been grammaticized in English by the hypotactic conditional clause. However, comparable to all of the other RST relations, which are textual

				relations rather than grammatical, this relation need not be expressed with an <i>if</i> clause.
Elaboration	<p>1. <i>City</i>, in Sweden, will be the site of the 1969 International Conference on Computational Linguistics, September 1-4. 2. It is expected that some 250 linguists will attend from Asia, West Europe, East Europe including Russia, and the United States. 3. The conference will be concerned with the application of mathematical and computer techniques to the study of natural languages, the development of computer programs as tools for linguistic research, and the application of linguistics to the development of man-machine communication systems.</p>	<p>1. <i>City</i>, in Sweden, will be the site of the 1969 International Conference on Computational Linguistics, September 1-4.</p>	<p>First Satellite: 2. It is expected that some 250 linguists will attend from Asia, West Europe, East Europe including Russia, and the United States. Second Satellite: 3. The conference will be concerned with the application of mathematical and computer techniques to the study of natural languages, the development of computer programs as tools for linguistic research, and the application of linguistics to the development of man-machine communication systems.</p>	<p>Of the six subtypes of Elaboration in the definition, this example is of the object : attribute subtype.</p> <p>The subtypes are not treated as separate relations because in many cases in text they are not distinguishable.</p>
Evaluation	<p>1. Features like our uniquely sealed jacket and protective hub ring make our discs last longer. 2. And a soft inner liner</p>	<p>1. Features like our uniquely sealed jacket and protective hub ring make our discs last longer. 2. And a soft</p>	<p>3. It all adds up to better performance and reliability.</p>	<p>The Interpretation and Evaluation relations involve assessing nuclear material in terms</p>

	cleans the ultra-smooth disc surface while in use. 3. It all adds up to better performance and reliability.	inner liner cleans the ultra-smooth disc surface while in use. [These 2 form a single span, using Joint.]		of some frame of reference that is not part of the subject matter of the nucleus itself. Evaluation reflects positive regard on the part of the writer; Interpretation relates the nuclear material to any other frame of reference.
Interpretation	1. Steep declines in capital spending commitments and building permits, along with a drop in the money stock pushed the leading composite index down for the fifth time in the past 11 months... . 2. Such a decline is highly unusual at this stage in an expansion.	1. Steep declines in capital spending commitments and building permits, along with a drop in the money stock pushed the leading composite index down for the fifth time in the past 11 months... .	2. Such a decline is highly unusual at this stage in an expansion.	see Evaluation
Means	... the visual system resolves confusion by applying some tricks that reflect a built-in knowledge of properties of the physical world.	the visual system resolves confusion	by applying some tricks that reflect a built-in knowledge of properties of the physical world.	This text is part of an abstract of an article on human vision. Here Means represents features of a method which is reflected in the design of the human body.
Non-volitional	2) REMEMBER ALL THOSE VEGETABLES	3) MAYBE THAT'S WHY SPARKY LIVED	2) REMEMBER ALL THOSE	This is from the <u>Sparky</u> text

Cause	YOU SLIPPED UNDER THE TABLE? 3) MAYBE THAT'S WHY SPARKY LIVED SO LONG.	SO LONG.	VEGETABLES YOU SLIPPED UNDER THE TABLE?	analysis on this website. Another example appears in the <u>Salvage</u> text.
Non-volitional Result	1. The blast, the worst industrial accident in Mexico's history, destroyed the plant and most of the surrounding suburbs. 2. Several thousand people were injured, 3. and about 300 are still in hospital.	1. The blast, the worst industrial accident in Mexico's history, destroyed the plant and most of the surrounding suburbs.	2. Several thousand people were injured, 3. and about 300 are still in hospital.	A span consisting of 2 and 3 is linked by Non-Volitional Result to the nucleus.
Otherwise	1. Project leaders should submit their entries for the revised brochure immediately. 2. Otherwise the existing entry will be used.	1. Project leaders should submit their entries for the revised brochure immediately.	2. Otherwise the existing entry will be used.	Otherwise can also be used to describe patterns of the form: If A then B otherwise C.
Purpose	1. To see which Syncom diskette will replace the ones you're using now, 2. send for our free "Flexi-Finder" selection guide and the name of the supplier nearest you.	2. send for our free "Flexi-Finder" selection guide and the name of the supplier nearest you.	1. To see which Syncom diskette will replace the ones you're using now,	Purpose includes both volitional and non-volitional cases. See the <u>Syncom Floppy Disk Advertisement</u> on this website.
Solutionhood	1. One difficulty ... is with sleeping bags in which down and feather fillers are used as insulation. 2. This insulation has	1. One difficulty ... is with sleeping bags in which down and feather fillers are used as insulation. 2. This insulation	3. You can redistribute the filler. ...	(from instructions on redistributing the filler in a sleeping bag) The satellite is 2 units, as shown. The

	<p>a tendency to slip toward the bottom.</p> <p>3. You can redistribute the filler. ...</p>	<p>has a tendency to slip toward the bottom.</p>		<p>nucleus is units 3-11, partly shown.</p> <p>Solutionhood covers many sorts of problem-solution and question-answer relationships; the solution can be partial or complete.</p>
Unconditional	<p>IN NO EVENT SHALL THE AUTHOR OR DISTRIBUTORS BE LIABLE TO ANY PARTY FOR DIRECT, INDIRECT, SPECIAL, INCIDENTAL, OR CONSEQUENTIAL DAMAGES ARISING OUT OF THE USE OF THIS SOFTWARE, ITS DOCUMENTATION, OR ANY DERIVATIVES THEREOF, EVEN IF THE AUTHOR HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGE.</p>	<p>IN NO EVENT SHALL THE AUTHOR OR DISTRIBUTORS BE LIABLE TO ANY PARTY FOR DIRECT, INDIRECT, SPECIAL, INCIDENTAL, OR CONSEQUENTIAL DAMAGES ARISING OUT OF THE USE OF THIS SOFTWARE, ITS DOCUMENTATION, OR ANY DERIVATIVES THEREOF,</p>	<p>EVEN IF THE AUTHOR HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGE.</p>	<p>This is from the Copyright notice text analysis on this website.</p>
Unless	<p>The following terms apply to all files associated with the software unless explicitly disclaimed in individual files.</p>	<p>The following terms apply to all files associated with the software</p>	<p>unless explicitly disclaimed in individual files.</p>	<p>Like the example of Unconditional above, this is from the Copyright notice text analysis on this website.</p>
Volitional Cause	<p>6) Thinking that perhaps the counsel was simplistic, 7)</p>	<p>6) Thinking that perhaps the counsel was simplistic, 7)</p>	<p>8) one of them asked, "Are you</p>	<p>The analysis forms a span of 6) and 7),</p>

	coming from an unmarried person, 8) one of them asked, "Are you married?"	coming from an unmarried person,	married?"	representing the thoughts that caused the person to ask the question. 8) represents the caused action. This example is from <u>the first Mother Theresa analysis</u> on this website.
Volitional Result	1) Farmington police had to help control traffic recently 2) when hundreds of people lined up to be among the first applying for jobs at the yet-to-open Marriott Hotel. 3) The hotel's help-wanted announcement - for 300 openings - was a rare opportunity for many unemployed.	2) when hundreds of people lined up to be among the first applying for jobs at the yet-to-open Marriott Hotel. 3) The hotel's help-wanted announcement - for 300 openings - was a rare opportunity for many unemployed.	1) Farmington police had to help control traffic recently	This example is from the <u>not-laziness text</u> on this website. The writer's concern is with the unemployed, not with traffic control, making 1) a satellite.

Examples and Comments on Multinuclear Relations				
Relation Name	Text of Two Nuclei	Text of First Nucleus	Text of Second Nucleus	Comment
Conjunction	Ex #1: 1. This didn't make me like the story any less 2. nor did I find it hard to follow.	1. This didn't make me like the story any less	2. nor did I find it hard to follow.	The Conjunction and Disjunction relations were present in the RST tool, but not defined formally anywhere. The
	Ex #2: 1. Disney		2. and every cast member is ready to	

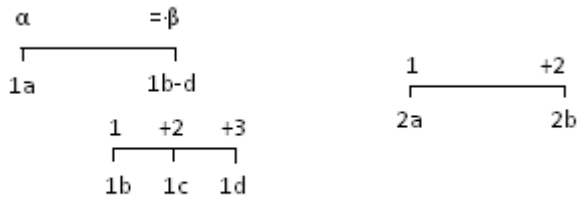
	provides great access to transportation 2. and every cast member is ready to provide detailed directions and tips for getting to your desired destination quickly.	1. Disney provides great access to transportation	provide detailed directions and tips for getting to your desired destination quickly.	definitions and examples came out of a discussion in the RST List (see archives for Sept-Oct 2006)
Contrast	1. Animals heal, 2. but trees compartmentalize.	1. Animals heal,	2. but trees compartmentalize.	This relation has been called Neutral Contrast to reflect the balance of nuclearity, unlike Concession or Antithesis.
Disjunction	Ex #1: 1. Most National Council members are themselves disabled 2. or are parents of children with disabilities. Ex #2: In the aerobic phase, for instance, lactic acid and lactate are still produced, 1. but they are consumed by less active muscles 2. or metabolized in the liver and so do not accumulate	1. Most National Council members are themselves disabled 1. but they are consumed by less active muscles	2. or are parents of children with disabilities. 2. or metabolized in the liver	See note under "Conjunction". This relation may be exclusive or inclusive.
Joint	1. Features like our uniquely sealed jacket and protective hub ring make our discs last longer. 2. And a soft inner liner cleans the ultra-smooth disc surface	1. Features like our uniquely sealed jacket and protective hub ring make our discs last longer.	2. And a soft inner liner cleans the ultra-smooth disc surface while in use.	See the example of Evaluation above. Joint represents the lack of a rhetorical relation between the

	while in use.			nuclei.
List	I am 17 years old. It is summer, and football practice is about to begin.	I am 17 years old.	It is summer, and football practice is about to begin.	These are the opening lines of an essay by a student. They give the first of a larger set of background facts, in a list.
Multinuclear Restatement	Background information: "Harold Grace of Alberta has been blind for 15 years, "	But Grace also said he was able to see the contestants' true beauty.	Grace is confident in his selections in the Miss Alberta and Miss Teen Alberta pageants by basing his judgment on the contestants' answers, how they projected their voices and their confidence through emphasis and firmness of their vocal deliveries.	This text, about an unusual beauty contest, is from a college newspaper. The restatement is separated by 2 units of intervening material.
Sequence	[from a recipe:] 1. Peel oranges, 2. and slice crosswise. 3. Arrange in a bowl 4. and sprinkle with rum and coconut. 5. Chill until ready to serve.	1. Peel oranges,	2. and slice crosswise. [The given text yields 5 nuclei.]	Sequence includes both presentational sequence, e.g. "Secondly," and also subject matter sequence, e.g. "After that," as in this case

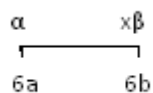
Appendix II – Obama’s speech

KEY: Interpersonal Theme Textual Theme Ideational Theme

1a I stand here today b humbled by the task before us, c grateful for the trust [you have bestowed], d mindful of the sacrifices borne by our ancestors. 2a I thank President Bush for his service to our nation, 2b as well as the generosity and cooperation he has shown throughout this transition.

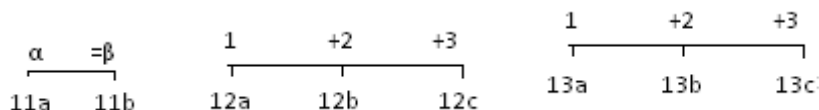


3 Forty-four Americans have now taken the presidential oath. 4 The words have been spoken during rising tides of prosperity and the still waters of peace. 5 Yet, every so often the oath is taken amidst gathering clouds and raging storms. 6a At these moments, America has carried on not simply because of the skill or vision of those in high office, 6b but because We the People have remained faithful to the ideals of our forbearers, and true to our founding documents.



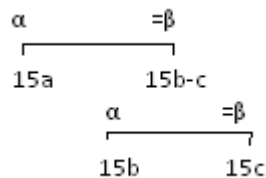
7 So it has been. 8 So it must be with this generation of Americans.

9 [That we are in the midst of crisis] is now well understood. 10 Our nation is at war, against a far-reaching network of violence and hatred. 11a Our economy is badly weakened, 11b (it is) a consequence of greed and irresponsibility on the part of some, but also our collective failure to make hard choices and prepare the nation for a new age. 12a Homes have been lost; 12b jobs shed; 12c businesses shuttered. 13a Our health care is too costly; 13b our schools fail too many; 13c and each day brings further evidence that the ways [we use energy strengthen our adversaries and threaten our planet.]

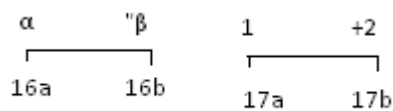


14 These are the indicators of crisis, subject to data and statistics. 15a Less measurable but no less profound is a sapping of confidence across our land—15b a nagging fear that America's decline is

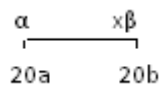
inevitable, 15c and that the next generation must lower its sights.



16a Today I say to you 16b that the challenges we face are real. 17a They are serious and 17b they are many. 18 They will not be met easily or in a short span of time. 19 But know this, America—they will be met.

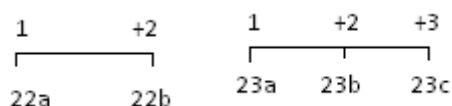


20a On this day, we gather 20b because we have chosen hope over fear, unity of purpose over conflict and discord.



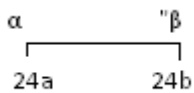
21 On this day, we come to proclaim an end to the petty grievances and false promises, the recriminations and worn out dogmas, [that for far too long have strangled our politics.]

22a We remain a young nation, 22b but in the words of Scripture, the time has come to set aside childish things. 23a The time has come to reaffirm our enduring spirit; 23b to choose our better history; 23c to carry forward that precious gift, that noble idea, passed on from generation to generation: the God-given promise that all are equal, all are free, and all deserve a chance to pursue their full measure of happiness.

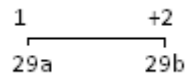


24a In reaffirming the greatness of our nation, we understand 24b that greatness is never a given. 25 It must be earned. 26 Our journey has never been one of short-cuts or settling for less. 27 It has not been the path for the faint-hearted—for those [who prefer leisure over work, or seek only the pleasures of riches and fame.] 28 Rather, it has been the risk-takers, the doers, the makers of things—some celebrated but more often men and women obscure in their labor, [who have carried us up the long,

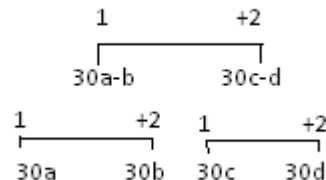
rugged path towards prosperity and freedom.]



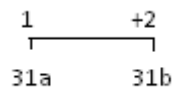
29a For us, they packed up their few worldly possessions 29b and traveled across oceans in search of a new life.



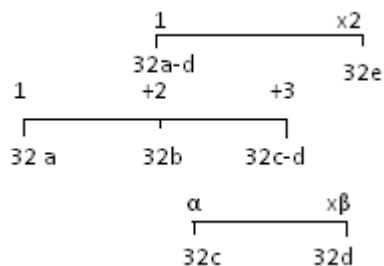
30a For us, they toiled in sweatshops 30b and settled the West; 30c endured the lash of the whip and 30d plowed the hard earth.



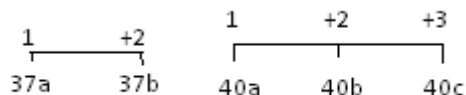
31a For us, they fought 31b and died, in places like Concord and Gettysburg; Normandy and Khe Sahn.



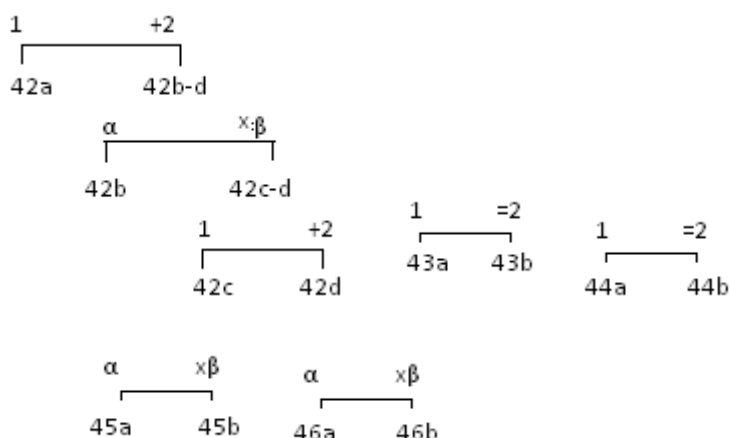
32a Time and again these men and women struggled 32b and sacrificed 32c and worked 32d till their hands were raw 32e so that we might live a better life. 33 They saw America as bigger than the sum of our individual ambitions; greater than all the differences of birth or wealth or faction.



34 This is the journey [we continue today.] 35 We remain the most prosperous, powerful nation on Earth. 36 Our workers are no less productive than [when this crisis began]. 37a Our minds are no less inventive, 37b our goods and services (are) no less needed than they were last week or last month or last year. 38 Our capacity remains undiminished. 39 But our time of standing pat, of protecting narrow interests and putting off unpleasant decisions—that time has surely passed. 40a Starting today, we must pick ourselves up, 40b dust ourselves off, 40c and begin again the work of remaking America.

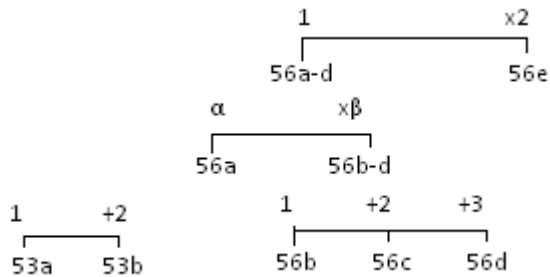


41 For everywhere [we look], there is work to be done. 42a The state of the economy calls for action, bold and swift, 42b and we will act—42c not only to create new jobs, 42d but to lay a new foundation for growth. 43a We will build the roads and bridges, the electric grids and digital lines [that feed our commerce] 43b and bind us together. 44a We will restore science to its rightful place, 44b and wield technology's wonders 44c to raise health care's quality 44d and lower its cost. 45a We will harness the sun and the winds and the soil 45b to fuel our cars and run our factories. 46a And we will transform our schools and colleges and universities 46b to meet the demands of a new age. 47 All this we can do. 48 And all this we will do.

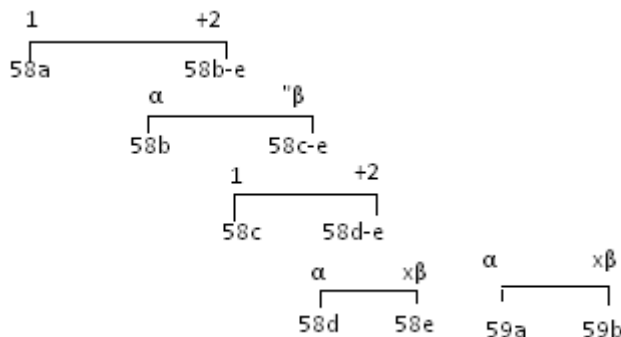


49 Now, there are some [who question the scale of our ambitions—who suggest that our system cannot tolerate too many big plans]. 50 Their memories are short. 51 For they have forgotten [what this country has already done; what free men and women can achieve when imagination is joined to common purpose, and necessity to courage].

52 [What the cynics fail to understand] is that [the ground has shifted beneath them—that the stale political arguments [that have consumed us for so long]] no longer apply]. 53a The question [we ask today] is not [whether our government is too big or too small], 53b but whether it works— whether it helps families find jobs at a decent wage, care they can afford, a retirement that is dignified. 54 [Where the answer is yes], we intend to move forward. 55 [Where the answer is no], programs will end. 56a And those of us [who manage the public's dollars] will be held to account—56b to spend wisely, 56c reform bad habits, 56d and do our business in the light of day— 56e because only then can we restore the vital trust between a people and their government.

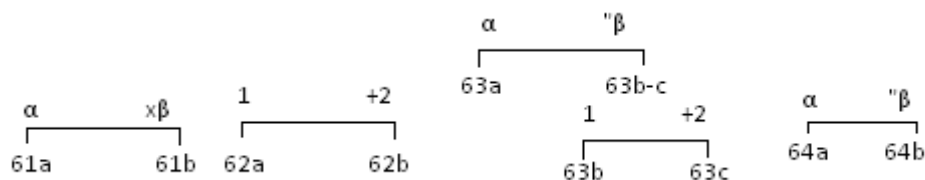


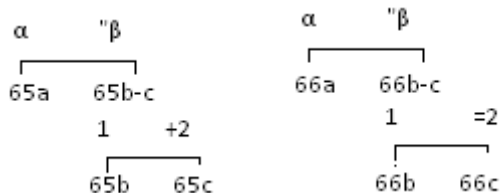
57 Nor is the question before us [whether the market is a force for good or ill]. 58a Its power to generate wealth and expand freedom is unmatched, 58b but this crisis has reminded us 58c that without a watchful eye, the market can spin out of control—58d and that a nation cannot prosper long 58e when it favors only the prosperous. 59a The success of our economy has always depended not just on the size of our Gross Domestic Product, but on the reach of our prosperity; on our ability to extend opportunity to every willing heart—not out of charity, 59b but because it is the surest route to our common good.



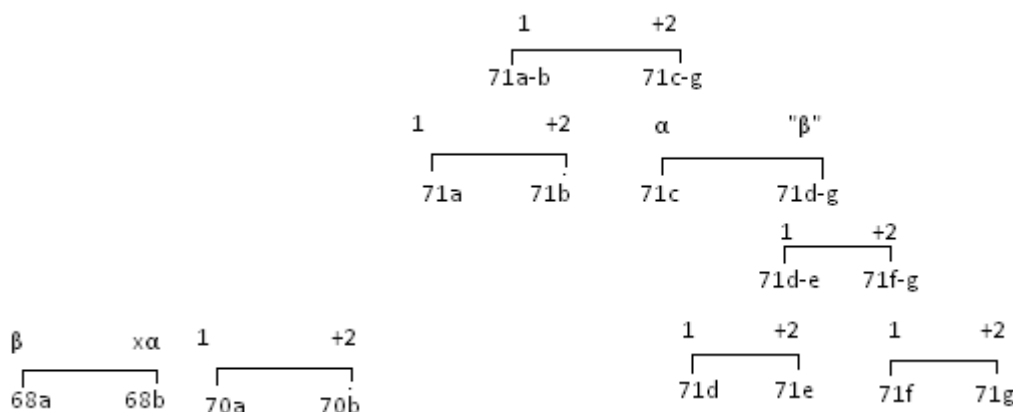
60 As for our common defense, we reject as false the choice between our safety and our ideals. 61a Our Founding Fathers, [faced with perils we can scarcely imagine], drafted a charter 61b to assure the rule of law and the rights of man, a charter [expanded by the blood of generations]. 62a Those ideals still light the world, 62b and we will not give them up for expedience's sake. 63a And so to all other peoples and governments [who are watching today], from the grandest capitals to the small village where my father was born: know 63b that America is a friend of each nation and every man, woman, and child [who seeks a future of peace and dignity], 63c and that we are ready to lead once more.

64a Recall 64b that earlier generations faced down fascism and communism not just with missiles and tanks, but with sturdy alliances and enduring convictions. 65a They understood 65b that our power alone cannot protect us, 65c nor does it entitle us to do as we please. 66a Instead, they knew 66b that our power grows through its prudent use; 66c our security emanates from the justness of our cause, the force of our example, the tempering qualities of humility and restraint.

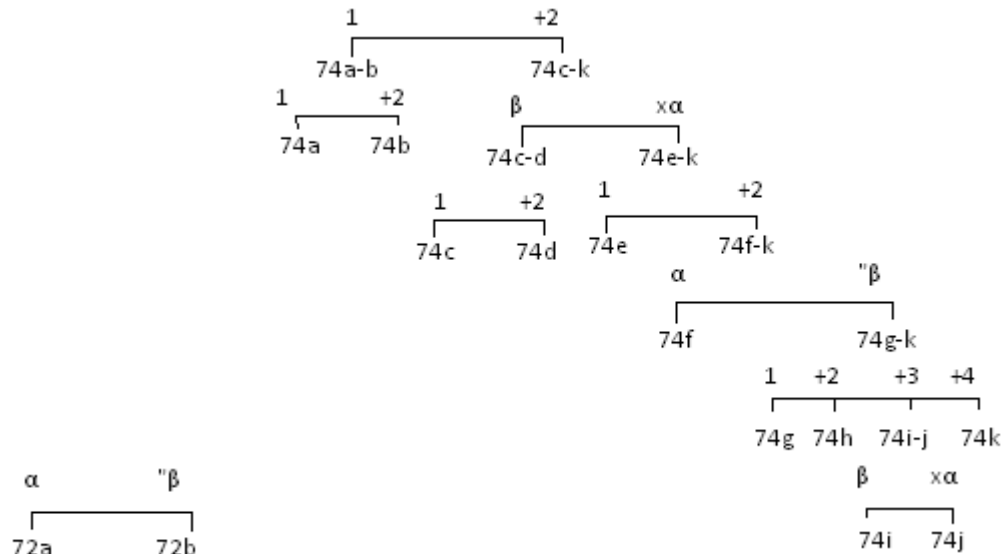




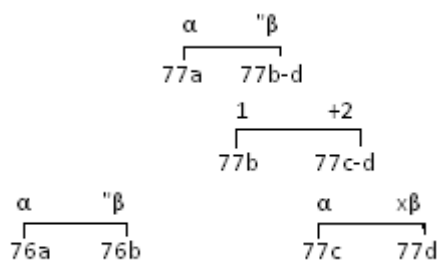
67 We are the keepers of this legacy. 68a Guided by these principles once more, 68b we can meet those new threats that [demand even greater effort]—even greater cooperation and understanding between nations. 69 We will begin to responsibly leave Iraq to its people, and forge a hard-earned peace in Afghanistan. 70a With old friends and former foes, we will work tirelessly to lessen the nuclear threat, 70b and roll back the specter of a warming planet. 71a We will not apologize for our way of life, 71b nor will we waver in its defense, 71c and for those who seek to advance their aims by inducing terror and slaughtering innocents, we say to you now that 71d our spirit is stronger 71e and cannot be broken; 71f you cannot outlast us, 71g and we will defeat you.



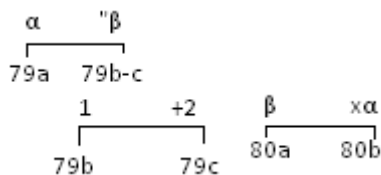
72a For we know 72b that our patchwork heritage is a strength, not a weakness. 73 We are a nation of Christians and Muslims, Jews and Hindus and non-believers. 74a We are shaped by every language and culture, 74b drawn from every end of this Earth; 74c and because we have tasted the bitter swill of civil war and segregation, 74d and emerged from that dark chapter stronger and more united, 74e we cannot help 74f but believe 74g that the old hatreds shall someday pass; 74h that the lines of tribe shall soon dissolve; 74i that as the world grows smaller, 74j our common humanity shall reveal itself; 74k and that America must play its role in ushering in a new era of peace.



75 To the Muslim world, we seek a new way forward, based on mutual interest and mutual respect. 76a To those leaders around the globe [who seek to sow conflict, or blame their society's ills on the West], know 76b that your people will judge you on [what you can build, not what you destroy]. 77a To those [who cling to power through corruption and deceit and the silencing of dissent], know 77b that you are on the wrong side of history; 77c but that we will extend a hand 77d if you are willing to unclench your fist.

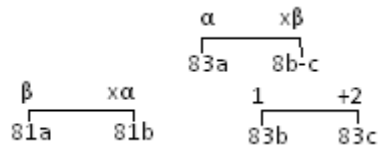


78 To the people of poor nations, we pledge to work alongside you [to make your farms flourish and let clean waters flow; to nourish starved bodies and feed hungry minds.] 79a And to those nations [like ours [that enjoy relative plenty]], we say 79b we can no longer afford indifference to suffering outside our borders; 79c nor can we consume the world's resources without regard to effect. 80a For the world has changed, 80b and we must change with it.

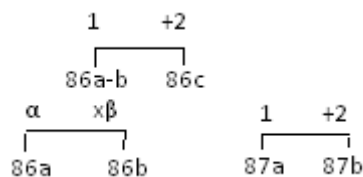


81a As we consider the road [that unfolds before us], 81b we remember with humble gratitude those brave Americans who, at this very hour, patrol far-off deserts and distant mountains. 82 They have something to tell us today, just as the fallen heroes [who lie in Arlington whisper through the ages]. 83a We honor them 83b not only because they are guardians of our liberty, 83c but because they embody

the spirit of service; [a willingness to find meaning in something greater than themselves]. 84 And yet, at this moment—[a moment that will define a generation]—it is precisely this spirit [that must inhabit us all].



85 For as much as government can do and must do, it is ultimately the faith and determination of the American people upon which this nation relies. 86a It is the kindness to take in a stranger 86b when the levees break, 86c the selflessness of workers [who would rather cut their hours than see a friend lose their job][which sees us through our darkest hours.] 87a It is the firefighter's courage to storm a stairway filled with smoke, 87b but also a parent's willingness to nurture a child, [that finally decides our fate.]



88 Our challenges may be new. 89 The instruments with which we meet them may be new. 90 But those values upon which our success depends—hard work and honesty, courage and fair play, tolerance and curiosity, loyalty and patriotism—these things are old. 91 These things are true. 92 They have been the quiet force of progress throughout our history. 93 [What is demanded then] is a return to these truths. 94 [What is required of us now] is a new era of responsibility—[a recognition, on the part of every American, that we have duties to ourselves, our nation, and the world,] duties [that we do not grudgingly accept but rather seize gladly, firm in the knowledge that there is nothing so satisfying to the spirit, so defining of our character, than giving our all to a difficult task.]

95 This is the price and the promise of citizenship.

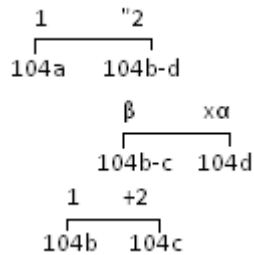
96 This is the source of our confidence—[the knowledge that God calls on us to shape an uncertain destiny].

97 This is the meaning of our liberty and our creed—[[why men and women and children of every race and every faith can join in celebration across this magnificent mall, and why a man whose father less than sixty years ago might not have been served at a local restaurant] can now stand before you to take a most sacred oath.]

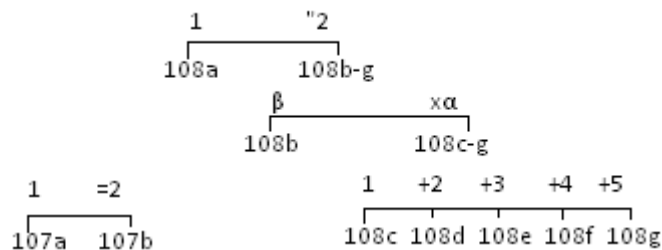
98 So let us mark this day with remembrance, of who we are and how far we have traveled. 99 In the year of America's birth, in the coldest of months, a small band of patriots huddled by dying campfires on

the shores of an icy river. 100The capital was abandoned. 101The enemy was advancing. 102 The snow was stained with blood. 103 At a moment [when the outcome of our revolution was most in doubt], the father of our nation ordered these words be read to the people:

104a"Let it be told to the future world...104b that in the depth of winter, when nothing but hope and virtue could survive...104c that the city and the country, alarmed at one common danger, 104d came forth to meet it."



105America. 106 In the face of our common dangers, in this winter of our hardship, let us remember these timeless words. 107a With hope and virtue, let us brave once more the icy currents, 107b and endure what storms may come. 108a Let it be said by our children's children 108b that when we were tested 108c we refused to let this journey end, 108d that we did not turn back 108e nor did we falter; 108f and with eyes fixed on the horizon and God's grace upon us, we carried forth that great gift of freedom 108g and delivered it safely to future generations.



109Thank you. 110 God bless you. 111 And may God bless the United States of America

Appendix III

Cl#	Transitivity Structure		
	Process (type)	Participant(s) (role)	Circumstance(s)
1a	stand (material)	I (agent)	today
1b	humbled (mental)	I (experiencer), the task before us (cause)	
1c	(being) (relational)	I (experience), grateful (attribute), the trust...(cause)	
2a	thank (verbal)	I (agent), President Bush (recipient)	
2b	has shown (material)	he (agent)	throughout this transition
3	have taken (material)	Forty-four Americans (agent), the presidential oath (theme)	
4	have been spoken (verbal)	The words (theme)	during rising tides...of peace
5	is taken (material)	The oath (theme)	amidst gathering clouds and ranging storms
6a	has carried on (relational)	America (agent)	At these moments
6b	have remained (relational)	We the People (agent)	
7	has been (relational)	it (carrier)	
8	must be (relational)	it (carrier)	with this generation of Americans
9	is understood (mental)	That we are in the midst of crisis (identifier)	
10	is (relational)	Our nation (agent)	at war
11a	is weakened(material)	Our economy(theme)	
11b	is (relational)	it (carrier), a consequence ofnew age (identifier)	
12a	have been lost (material)	Homes (theme)	

Appendix III

12b	shed (material)	jobs (theme)	
12c	shuttered (material)	businesses (theme)	
13a	is (relational)	Our health care (theme)	
13b	fail (material)	our schools (actor)	
13c	brings(material)		each day
14	are (relational)	These (theme)	subject to data and statistics
15a	is (relational)	Less...profound (identified)	
15b	is (relational)	a nagging fear	
15c	must lower (material)	the next generation (agent), its sight (theme)	
16a	say (verbal)	I (agent)	Today
16b	are (relational)	the challenges we face (identified)	
17a	are (relational)	They (identified)	
17b	are (relational)	They (identified)	
18	will be met (material)	They (theme)	easily or in a short period of time
19	will be met (material)	they (theme)	
20a	gather (material)	we (agent)	On this day
20b	have chosen (material)	we (agent)	
21	come to proclaim (verbal)	we (agent), an end...dogmas(theme)	
22a	remain (relation)	We(actor), a young nation (theme)	

Appendix III

22b	has come to set (material)	the time, childish things (theme)	in the words of Scripture
23a	has come to reaffirm (material)	the time, our enduring spirit (theme)	
23b	choose (material)	our better history (theme)	
23c	carry forward (material)	that precious gift...happiness	
24a	understand (mental)	we (agent)	
24b	is (relational)	greatness (identified), a given (identifier)	
25	must be earned (material)	It (theme)	
26	has been (relational)	Our journey (identified), one of ...less (identifier)	
27	has been (relational)	It (identified), the path for...fame (identifier)	
28	has been (relational)	it (identified), the risk-takers...freedom (identifier)	
29a	packed up (material)	they (agent), their few worldly possessions(theme)	
29b	traveled (material)	they (agent)	
30a	toiled (material)	they (agent)	
30b	settled (material)	the West (patient)	
30c	endured (mental)	the lash of the whip (theme)	For us
30d	plowed (material)	the hard earth (patient)	
31a	fought (material)	they (agent)	
31b	died (relational)		
32a	struggled (material)	Time and ... women (agent)	in places like Concord...Sahn

Appendix III

32b	sacrificed (material)		
32c	worked (material)		till their hands were raw
32d	were (relational)	their hands	
32e	might live (material)	a better life (theme)	
33	saw (mental)	They(senser/cognizant), America (theme)	
34	is (relational)	This, journey (identifier)	
35	remain (relational)	We (identified), the most...nation on Earth (identifier)	
36	are (relational)	Our workers (identified), productive (attribute)	
37a	are (relational)	Our minds (identified), inventive (attribute)	
37b	(are) (relational)	Our goods and services (identified), needed (attribute)	
38	remains (relational)	Our capacity (theme), undiminished (attribute)	
39a	has passed (material)	our time...time (actor)	
40a	must pick up (material)	we (agent), ourselves (theme)	Starting today
40b	dust (material)	ourselves (patient)	
40c	begin (relational)	the work...America (theme)	
41	is (existential)	there, work to be done (existent)	For everywhere we look
42a	calls (verbal)	The state of the economy (agent), action (theme)	
42b	will act (material)	we (agent)	
42c	create (material)	new jobs (theme)	

Appendix III

42d	lay (relational)	a new foundation (theme)	
43a	will build (material)	we (agent), the roads and bridges (theme)	
43b	bind (material)	us (patient)	
44a	will restore (material)	we (agent)	
44b	wield (material)	technology's wonder (theme)	
44c	raise (material)	health care's quality (theme)	
44d	lower (material)	its cost (theme)	
45a	will harness (material)	We(agent), the sun ...soil(theme)	
45b	fuel (material)	our cars (goal)	
45c	run (material)	our factories (theme)	
46a	will transform (relational)	our schools and ...universities (theme)	
46b	meet (material)	the demands of a new age (goal)	
47	can do (material)	we (agent)	
48	will do (material)	we (agent)	
49	are (existential)	there, some who...plans(existent)	
50	are (relational)	Their memories (identified), short (attribute)	
51	have forgotten (mental)	they (agent)	
52	is (relational)	What the cynics...to understand(identified), that...apply (identifier)	
53a	is (relational)	The question(identified), whether...small (identifier)	

Appendix III

53b	is (relational)	whether it works -- ...dignified (identifier)	
54	intend (mental)	we (agent)	
55	will end (material)	programs (actor)	
56a	will be held (material)	those of us (patient)	
56b	spend (material)	wisely(attribute)	
56c	reform(material)	bad habits (patient)	
56d	do (material)	our business(theme)	in the light of day
56e	can restore (material)	we (agent)	
57	is (relational)	the question (identified)	before us
58a	is unmatched (relational)	Its powerfreedom (patient)	
58b	has reminded (verbal)	this crisis (actor)	
58c	can spin (material)	the market (actor)	
58d	cannot prosper (material)	a nation (agent)	when it favors only the prosperous
58e	favors (mental)	it (agent)	
59a	has depended on (relational)	The success of our economy (actor), the size...charity(theme)	
59b	is (relational)	it (identified), the sunset route to our common good (identifier)	
60	reject (material)	we (agent), false(attribute), the choice...ideals(theme)	
61a	drafted (material)	Our founding father(agent)	
61b	assure (material)	the rule.....man(theme)	

Appendix III

62a	light (material)	Those ideals (actor), the world (goal)	to all other...was born
62b	will give (material)	we(agent), expedience'sake(cause)	
63a	know (mental)	that America...once more(theme)	
63b	is(relational)	America (identified)	
63c	are (relational)	we(agent)	
64a	Recall (verbal)		
64b	faced down (material)		
65a	understood (mental)	They (senser/cognizant)	
65b	can protect (material)	our power (actor)	
65c	entitle (verbal)	it (actor)	
66a	knew(mental)	they (senser/cognizant)	Through its prudent use
66b	grows(material)	our power (actor)	
66c	emanates (material)	our security (actor), the justness ...restraint (origin)	
67	are (relational)	We (identified), the keepers of this legacy (identifier)	
68a	guided (material)	these principles(instrument)	
68b	meet (material)	we (agent), those new threats...nations(theme)	With old friends and former foes
69	will begin (material)	We (agent)	
70a	will work (material)	We (agent)	
70b	roll (material)		

Appendix III

71a	apologize (verbal)	We (agent)	for those whoinnocents
71b	will waver(material)	we (agent)	
71c	say (verbal)	we (agent)	
71d	is (relational)	our spirit (identified)	
71e	can be broken (material)		
71f	can outlast (material)	you (agent)	
71g	will defeat (material)	we (agent)	
72a	know (mental)	we (senser/cognizant)	
72b	is(relational)	our patchwork heritage (identified)	
73	are (relational)	We (identified), a nation of ...non-believers (identifier)	
74a	are shaped (material)	We (patient), every language and culture (cause)	someday soon
74b	drawn (material)	every end of this Earth (origin)	
74c	have tested (material)	we (agent), the bitter...segregation(theme)	
74d	emerged (material)	the dark...united (origin)	
74e	can help (material)	we (agent)	
74f	believe (mental)		
74g	shall pass (material)	the old hatreds(actor)	
74h	shall dissolve (material)	the lines of tribe(patient)	
74i	grows (material)	the world(actor), smaller (attribute)	

Appendix III

74j	shall reveal (material)	our common humanity(actor), itself(theme)	
74k	must play (relational)	America (actor), its role(theme)	in ushering in a new era of peace
75	seek (material)	we (agent), a new way forward(theme)	To the ...world, based on mutual...respect
76a	know (mental)		To those leaders...West
76b	will judge (material)	your people (agent)	on what you...destroy
77a	know(mental)		To those ...dissent
77b	are (relational)	you (agent), the wrong side (location)	
77c	will extend (material)	we (agent)	
77d	are willing to...(mental/material)	you (agent)	
78	pledge (verbal)	we (agent)	To the people...nations
79a	say (verbal)	we (agent)	And to those nations...plenty
79b	can afford (material)	we (agent),sufferings outside our borders(theme)	
79c	consume (material)	we (agent), the world's resources(theme)	without regard to effect
80a	has changed (material)	the world(actor)	
80b	must change (material)	we (agent)	
81a	consider (mental)	we (agent)	
81b	remember (mental)	we (agent)	
82	have (material)	They (possessor)	today, just as the ...ages
83a	honor (behavioral)	We(agent), them(goal)	

Appendix III

83b	are (relational)	they (identified)	For as much as government...do When the levees break
83c	embody (material)	they (agent),the spirit of service (theme)	
84	is (relational)	it (identified), the spirit (identifier)	
85	is (relational)	it (identified), the faith and ...relies (identifier)	
86a	is (relational)	it (identified), kindness (identifier)	
86b	break (material)	the levees (actor)	
86c		the selflessness of workers (identifier)	
87a	is (relational)	It (identified), the firefighters' courage...smoke (identifier)	
87b		a parent's willingness ...fate (identifier)	
88	may be (relational)	Our challenges (identified), new (attribute)	
89	may be (relational)	The instruments(identified), new (attribute)	
90	are (relational)	those values (identified), old (attribute)	
91	are (relational)	These things (identified), true (attribute)	
92	have been (relational)	They (identified), the quite force...history(identifier)	
93	is (relational)	What...then (identified), a return...truths (identifier)	
94	is (relational)	What ...now(identified), a new era ...task (identifier)	
95	is (relational)	This (identified)	
96	is (relational)	This (identified)	
97	is (relational)	This (identified)	

Appendix III

98	mark (material)	us (agent), this day (theme)	In the year of America's birth
99	huddled (material)	a small band of patriots (agent)	
100	was abandoned (material)	The capital (theme)	
101	was advancing (material)	The enemy (agent)	
102	was stained (material)	The snow (patient)	
103	ordered (verbal)	the father of our nation (agent), these words (theme), the people(recipient)	
104a	be told (verbal)	the future world (recipient)	
104b	survive (relational)	when nothing...virtue (actor)	
104c	alarmed (material)	the city and the country (actor)	
104d	came (material)		
105			In the face...hardship With hope and virtue when we were tested
106	remember (mental)	us (senser/cognizant), these timeless words (theme)	
107a	brave (behavioral)	us (agent), the icy current (theme)	
107b	endure (behavioral)	what storms may come (theme)	
108a	be said (verbal)	our children's children (agent)	
108b	were tested (material)	we (theme)	
108c	refused (behavioral)	we (agent)	
108d	turn(material)	we (agent)	
108e	falter (mental)		

Appendix III

108f	carried forth (material)	we (agent)	with eyes fixed on the ...us
108g	delivered (material)	we (agent), that great gift of freedom (theme)	
109	thank (verbal)	safely (attribute), future generation (goal)	
110	bless (behavioral)	you (goal)	
111	bless (behavioral)	God (agent), you (theme) God (agent), the United States of America (theme)	

Appendix IV – Bush’s Speech

KEY: Interpersonal Theme Textual Theme Ideational Theme

1a President Clinton, distinguished guests and my fellow citizens, the peaceful transfer of authority is rare in history, 1b yet common in our country. 2 With a simple oath, we affirm old traditions and make new beginnings.

3a As I begin, 3b I thank President Clinton for his service to our nation.

4 And I thank Vice President Gore for a contest conducted with spirit and ended with grace.

5 I am honored and humbled to stand here, [where so many of America's leaders have come before me, and so many will follow].

6a We have a place, all of us, in a long story—a story [we continue], 6b but whose end we will not see.

7a It is the story of [a new world that became a friend and liberator of the old], a story of [a slave-holding society that became a servant of freedom], the story of [a power that went into the world to protect but not possess, to defend but not to conquer].

8 It is the American story—[a story of flawed and fallible people, united across the generations by grand and enduring ideals.]

9 The grandest of these ideals is an unfolding American promise [that everyone belongs, that everyone deserves a chance, that no insignificant person was ever born.]

10 Americans are called to enact this promise in our lives and in our laws. 11a And though our nation has sometimes halted, 11b and sometimes delayed, 11c we must follow no other course.

12 Through much of the last century, America's faith in freedom and democracy was a rock in a raging sea. 13a Now it is a seed upon the wind, 13b taking root in many nations.

14a Our democratic faith is more than the creed of our country, 14b it is the inborn hope of our humanity, an ideal we carry but do not own, a trust we bear and pass along. 15 And even after nearly 225 years, we have a long way yet to travel.

16a While many of our citizens prosper, 16b others doubt the promise, 16c even the justice, of our own country. 17 The ambitions of some Americans are limited by failing schools and hidden prejudice and the circumstances of their birth. 18a And sometimes our differences run so deep, 18b it seems we share a continent, but not a country.

19a We do not accept this, 19b and we will not allow it. 20 Our unity, our union, is the serious work of leaders and citizens in every generation. 21a And this is my solemn pledge: 21b I will work to build a single nation of justice and opportunity.

22a I know 22b this is in our reach 22c because we are guided by a power larger than ourselves [who creates us equal in His image].

23 And we are confident in principles [that unite and lead us onward].

24 America has never been united by blood or birth or soil. 25 We are bound by ideals [that move us beyond our backgrounds, lift us above our interests and teach us what it means to be citizens]. 26 Every child must be taught these principles. 27 Every citizen must uphold them. 28 And every immigrant, by embracing these ideals, makes our country more, not less, American.

29 Today, we affirm a new commitment to live out our nation's promise through civility, courage, compassion and character.

30 America, at its best, matches a commitment to principle with a concern for civility. 31 A civil society demands from each of us good will and respect, fair dealing and forgiveness.

32a Some seem to believe that 32b our politics can afford to be petty 32c because, in a time of peace, the stakes of our debates appear small.

33 But the stakes for America are never small. 34a If our country does not lead the cause of freedom, 34b it will not be led. 35a If we do not turn the hearts of children toward knowledge and character, 35b we will lose their gifts and undermine their idealism. 36a If we permit our economy to drift and decline, 36b the vulnerable will suffer most.

37 We must live up to the calling [we share]. 38 Civility is not a tactic or a sentiment. 39 It is the determined choice of trust over cynicism, of community over chaos. 40a And this commitment, 40b if we keep it, ...a is a way to shared accomplishment.

41 America, at its best, is also courageous.

42a Our national courage has been clear in times of depression and war, 42b when defending common dangers defined our common good. 43a Now we must choose 43b if the example of our fathers and mothers will inspire us or condemn us. 44a We must show courage in a time of blessing 44b by confronting problems instead of passing them on to future generations.

45a Together, we will reclaim America's schools, 45b before ignorance and apathy claim more young lives.

46a We will reform Social Security and Medicare, 46b sparing our children from struggles [we have the power to prevent]. 47a And we will reduce taxes, 47b to recover the momentum of our economy and reward the effort and enterprise of working Americans.

48a We will build our defenses beyond challenge, 48b lest weakness invite challenge.

49a We will confront weapons of mass destruction, 49b so that a new century is spared new horrors.

50a The enemies of liberty and our country should make no mistake: 50b America remains engaged in the world by history and by choice, 50c shaping a balance of power that favors freedom. 51 We will defend our allies and our interests. 52 We will show purpose without arrogance. 53 We will meet aggression and bad faith with resolve and strength. 54 And to all nations, we will speak for the values [that gave our nation birth].

55 America, at its best, is compassionate. 56a In the quiet of American conscience, we know 56b that deep, persistent poverty is unworthy of our nation's promise.

57a And whatever our views of its cause, we can agree 57b that children at risk are not at fault. 58a Abandonment and abuse are not acts of God, 58b they are failures of love.

59 And the proliferation of prisons, however necessary, is no substitute for hope and order in our souls.

60a Where there is suffering, 60b there is duty. 61a Americans in need are not strangers, 61b they are citizens, not problems, but priorities. 62a And all of us are diminished 62b when any are hopeless.

63 Government has great responsibilities for public safety and public health, for civil rights and common schools. 64 Yet compassion is the work of a nation, not just a government.

65a And some needs and hurts are so deep 65b they will only respond to a mentor's touch or a pastor's prayer. 66a Church and charity, synagogue and mosque lend our communities their humanity, 66b and they will have an honored place in our plans and in our laws.

67a Many in our country do not know the pain of poverty, 67b but we can listen to those who do.

68a And I can pledge our nation to a goal: 68b When we see that wounded traveler on the road to Jericho, 68c we will not pass to the other side.

69 America, at its best, is a place [where personal responsibility is valued and expected].

70a Encouraging responsibility is not a search for scapegoats, 70b it is a call to conscience. 71a And though it requires sacrifice, 71b it brings a deeper fulfillment. 72 We find the fullness of life not only in options, but in commitments. 73a And we find 73b that children and community are the commitments [that set us free].

74 Our public interest depends on private character, on civic duty and family bonds and basic fairness, on uncounted, unhonored acts of decency [which give direction to our freedom.]

75 Sometimes in life we are called to do great things. 76a But as a saint of our times has said, 76b every day we are called to do small things with great love. 77 The most important tasks of a democracy are done by everyone.

78a I will live 78b and lead by these principles: 78c to advance my convictions with civility, 78d to pursue the public interest with courage, 78e to speak for greater justice and compassion, 78f to call for responsibility and try to live it as well.

79 In all these ways, I will bring the values of our history to the care of our times.

80 [What you do] is as important as anything [government does]. 81a I ask you to seek a common good beyond your comfort; 81b to defend needed reforms against easy attacks; 81c to serve your nation, beginning with your neighbor. 82 I ask you to be citizens: citizens, not spectators; citizens, not subjects; responsible citizens, building communities of service and a nation of character.

83a Americans are generous and strong and decent, 83b not because we believe in ourselves, 83c but because we hold beliefs beyond ourselves. 84a When this spirit of citizenship is missing, 84b no government program can replace it. 85a When this spirit is present, 85b no wrong can stand against it.

86a After the Declaration of Independence was signed, 86b Virginia statesman John Page wrote to Thomas Jefferson: 86c "We know the race is not to the swift nor the battle to the strong. 87a Do you not think 87b an angel rides in the whirlwind 87c and directs this storm?"

88a Much time has passed 88b since Jefferson arrived for his inauguration. 89 The years and changes accumulate. 90 But the themes of this day he would know: [our nation's grand story of courage and its simple dream of dignity].

91 We are not this story's author, [who fills time and eternity with his purpose]. 92a Yet his purpose is achieved in our duty, 92b and our duty is fulfilled in service to one another.

93 Never tiring, never yielding, never finishing, we renew that purpose today, 93b to make our country more just and generous, 93c to affirm the dignity of our lives and every life.

94 This work continues. 95 This story goes on. 96 And an angel still rides in the whirlwind and directs this storm.

97a God bless you all, 97b and God bless America.