

Theme				Rheme/New		
	<i>tekstual</i>	<i>interpersonal</i>	<i>experiential</i>	<i>semiotic</i>	(process)	
<b>OPGAVEORIENTERING</b>						
<b>KONTEKSTUALISERING A: Definition</b>						
<b>Afstandslukning (=)</b>						
1		Did <i>fin</i>	you		(SAY)	
2			your family			EXTENDED?
3						<b>A father, mother and children, uncle</b>
4		Shall <i>fin</i>	we		(have)	A DEFINITION OF [[WHAT WE MEAN BY AN EXTENDED FAMILY]] FIRST
5						<b>Yes</b>
6			<u>In Australia</u> [the houses]		(are)	SMALL
7	and <i>struc</i>		they		(are MADE)	FOR A FAMILY GROUP [[THAT WE CALL A NUCLEAR FAMILY]]
8			which		(CONSISTS)	OF MOTHER AND FATHER AND TWO CHILDREN AND MAYBE A CAT AND A DOG.
9		<<did>>	< you>>		(SEE)	THAT LITTLE PICTURE WITH THE FAMILY ON THEIR OWN?
						<b>(eleverne nikker)</b>
10			Students		(NOTICED)	it THE OTHER DAY ON THE INTERNET.
<b>(=) ^ (+)</b>						
11			<<a nuclear family>>		<<consists of>>	Mother, father, two children, a cat and a dog and POSSIBLY AUNTIE, POSSIBLY GRANDMOTHER,
12			I		('m NOT)	SURE
13	but <i>struc</i>		<u>that</u>		('s)	THE FAMILY, the family on that little picture
14			<u>That</u>		('s)	A NUCLEAR family
15			it		('s)	JUST NUCLEAR, JUST A SMALL GROUP OF PEOPLE
16			it		('s NOT)	EVERYBODY'S family.
17			We		also (have)	MANY SINGLE PARENT families
18			You		(can	BLENDED families

					have)	
19	where		two people [[married to a previous person]]		(come)	TOGETHER
20			<u>That</u>		('s)	[[WHAT WE'VE LOOKED AT]] AS AN EXAMPLE
21	But <i>struc</i>		you		(can also have)	EXTENDED families
22	and <i>struc</i>		it...extende d		(means)	BIG, BROAD, STRETCHING OUT
23			The sorts of cultures [[that have extended families]]		(are)	CHINESE culture, VIETNAMESE culture,
24			I		('m not)	SURE ABOUT AFRICAN culture... GREEK culture AND IRANIAN culture, PERSIAN culture.
25		Did <i>fin</i>	I		(SAY)	THAT? Persian culture?

KONTEKSTUALISERING B : Eksempler						
(+) ^ (=)						
26	And <i>struc</i>	what about <i>wh/top</i>				EUROPE?
27		Would <i>fin</i>	you		(SAY)	
28	that <i>struc</i>		in your country [your family]		(was)	VERY MUCH AN EXTENDED FAMILY OR A LOT OF PEOPLE LIVING TOGETHER OR CLOSE TO EACH OTHER?
29			<b>My father and my brother</b>		<b>(live)</b>	<b>THERE.</b>
30	So <i>cont</i>					A RATHER SMALLISH family
(+) ^ (=)						
31		What <i>wh/top</i>			(would)	you say IN FIJI?
32		Would <i>fin</i>	you		(say)	
33	that <i>struc</i>		the family		(is)	VERY MUCH EXTENDED
34						<b>Yeah.</b>

35						BOTH FIJI AND INDIAN families?
36						<b>THE SAME IN INDIAN..</b>
37						INDIAN...VERY EXTENDED, Good!
<b>(+) ^ (=)</b>						
38		Barihu, what about <i>wh/top</i>				IN AFRICA?
39		What about <i>wh/top</i>				IN AFRICA?
40		Your family, is <i>fin</i>	it			AN EXTENDED family
41	where <i>struc</i>		a lot of people [[who are related]]		(live)	TOGETHER or CLOSE to each other?
42		<b>Yes</b> <i>pol adj</i>	<b>they</b>		<b>(live)</b>	<b>CLOSE</b>
43			They		(live)	CLOSE BY.
44		<b>Yes</b> <i>pol adj</i>				
45	Yes well <i>cont</i>		<u>that</u>		(`s)	[[WHAT WE WOULD CALL AN EXTENDED family]]
46	and <i>struc</i>		they		(may often live)	IN THE SAME BUILDING
47		<b>Yeah</b> <i>pol adj</i>				<b>IN THE SAME HOUSE</b>
48		Yes <i>pol adj</i>				IN THE SAME HOUSE
49		<b>Some-times</b> <i>mood adj</i>	<b>there</b>		<b>(live)</b>	<b>MOTHER, THE MOTHER, FATHER AND THE CHILDREN.</b>
50		<b>Some-times</b> <i>mood adj</i>	<b>they</b>		<b>(have)</b>	<b>AN APARTMENT</b>
51	Yes <i>cont</i>					AN APARTMENT
52			<b>They</b>		<b>(have)</b>	<b>AN APARTMENT ON THE FIRST FLOOR</b>
53	Yes, oh <i>cont</i>					A WHOLE APARTMENT?
54	I see, so <i>cont struc</i>		there		(`re)	DIFFERENT PARTS of the house?

55		<b>Yeah, exactly!</b> <i>pol adj</i>				
56			<u>That</u>		('s)	A VERY GOOD EXAMPLE of an extended family
57			<u>That</u>		(is)	VERY DIFFICULT FOR PEOPLE TO LIVE LIKE THAT SITUATION HERE IN AUSTRALIA
58	so <i>struc</i>		<u>what happens</u>		(is)	
59			they		often (buy)	A HOUSE
60	or <i>struc</i>		they		(move)	INTO the house
61	and then <i>struc</i>		there		('re)	MANY PEOPLE IN ONE ROOM
62			<b>if they have money [they]</b>		<b>(can BUY)</b>	
63					(buy)	A BIGGER house
64	or <i>struc</i>		they		(buy)	houses IN THE SAME STREET
65		<b>Exactly yes!</b> <i>mood adj pol adj</i>				
<b>(x)</b>						
66		How many of you <i>wh/top</i>			(have)	FAMILY [[LIVING IN A HOUSE NEAR BY TO YOUR HOUSE]]?
67		Anyone? <i>wh/top</i>				
68		<b>No</b> <i>pol adj</i>				
69	<b>But</b> <i>struc</i>		<b><u>in my country</u></b>			<b>BOTH IN THE SAME STREET</b>
70	But <i>struc</i>		<u>in your country</u> [you]		(could live)	IN THE SAME STREET?
71		<b>Yes</b> <i>pol adj</i>				<b>AUNTIE, GRANDMOTHER, UNCLE</b>
<b>(+) ^ (x)</b>						
72		Maryam, do <i>voc adj fin</i>	you		(have)	ANY RELATIONS HERE IN AUSTRALIA?
73					<b>(Is)</b>	<b>mother, father, children</b>
74		What about <i>wh/top</i>				here in Australia?
75		Do	you		(have)	any RELATIONS?

		<i>fin</i>				
76		<b>No</b> , <i>pol adj</i> <b>I think</b> <i>mood adj</i>	<b>I</b>			<b>only me</b>
77						Only you here? (Stella smiler)
78		<b>Yeah</b> <i>pol adj</i>				(eleven skærer en grimasse og smiler)
<b>(+) ^ (x)</b>						
79		Lata, <i>do voc fin</i>	you		have	RELATIVES here in Australia?
80		<b>Yes</b> <i>pol adj</i>				
81		Do <i>fin</i>	you all		(live)	IN THE SAME HOUSE?
82		<b>No</b> <i>pol adj</i>				<b>IN A DIFFERENT house</b>
83		Are <i>fin</i>	the houses			VERY FAR APART?
84		<b>No</b> <i>pol adj</i>	<b>this</b>		<b>(is)</b>	<b>ABOUT FIVE MINUTES AWAY</b>
85	So <i>struc</i>					FAIRLY CLOSE
86	So <i>struc</i>		<u>that</u>		(is)	PROBABLY THE BEST YOU COULD DO [[to get houses close to each other]].
87		<b>Yes</b> <i>pol adj</i>				
<b>(+) ^ (x)</b>						
88		Thi, <i>voc adj</i> what about <i>wh/top</i>				YOU?
89			<b>I</b>		<b>(haven't)</b>	<b>ANY RELATIVES HERE</b>
<b>(+) ^ (x)</b>						
90	And <i>struc</i>	Anna, <i>voc adj</i>	I		(know)	YOUR FAMILY IS JUST ON ITS OWN?
91		Barihu, <i>voc adj</i> what about <i>wh/top</i>				YOU? IN YOUR COUNTRY?
92		Would <i>fin</i>	a large number of people [[who are related]]		(live)	TOGETHER OR CLOSE TO EACH OTHER?
93		<b>Yes</b> <i>pol adj</i>	<b>they</b>		<b>(live)</b>	<b>TOGETHER</b>
94						IN THE CITY OR IN THE

						COUNTRY?
95		<b>Ah Yes</b> <i>pol adj</i>				
<b>Afstandslukning (=)</b>						
96	Well, <i>cont</i>		that		('s)	[[WHAT WE MEAN ]]
97	when		we		(are talking)	ABOUT AN EXTENDED FAMILY
98	for <i>struc</i>		It		('s)	DIFFERENT TO A BLENDED FAMILY,
99						DIFFERENT TO A NUCLEAR FAMILY,
100						DIFFERENT TO A SINGLE PARENT FAMILY.
101			It		('s)	ANOTHER GROUPING OF PEOPLE.
102		<b>Yeah.</b> <i>pol adj</i>				
103	And <i>struc</i>		it		('s)	USUALLY A LARGE NUMBER OF PEOPLE.
<b>TEKSTUALISERING A</b>						
<b>Dialogisk konstruktion: Argumentmodellering</b>						
<b>Agenda</b>						
104	Now <i>struc</i>	what <i>wh/top</i>			(are)	THE BENEFITS
105	and <i>struc</i>	what <i>wh/top</i>			(are)	THE DIFFICULTIES?
106			Let's		just (put)	ONE BENEFIT UP AND ONE DIFFICULTY,
107	and then <i>struc</i>		I		('ll get)	you INTO GROUPS TO COME UP WITH SOME ANSWERS YOURSELVES.
<b>(=)</b>						
108			<b>It's a benefit</b>			<b>[[THAT THEY CAN HELP TOGETHER SOMETIMES// IF THEY HAVE GOT A PROBLEM ]].</b>
109			This		(is)	A GOOD one!
110				<< >>	<i>can always help</i>	<i>each other</i>
111		What <i>wh/top</i>			(might be)	A DIFFICULTY?
112	<b>Becau se</b> <i>struc</i>		<b>they</b>		<b>(could have)</b>	<b>A FIGHT.</b>
113		Why <i>wh/top</i> would	they		(have)	A FIGHT?
114			<b>They</b>		<b>(think)</b>	<b>DIFFERENT SOMETIMES</b>
115	Alright so <i>cont</i>		opinions and ideas		(might DIFFER)?	

116		<b>yeah</b> <i>pol adj</i>				
117	So <i>struc</i>			<i>Opinions and ideas</i>	( <i>might DIFFER</i> )	
	<b>(x)</b>					
118		particular- ly when	you		(have moved)	to ANOTHER COUNTRY
119		<b>Yeah.</b> <i>pol adj</i>				
120						ALSO BETWEEN GENERATIONS
121		<b>Yeah.</b> <i>pol adj</i>				
122	Beaus e <i>struc</i>		there		(are)	MUCH MORE CHANGES NOWADAYS [[THAN IT EVER WAS BEFORE]].
123						The generation, the generation gap
124			you		(‘ve HEARD)	THAT?
125						(students nodding)
126			that genera tion gap, their opinions and ideas		(DIFFER)	so much more
127		<b>Yeah</b> <i>pol adj</i>	<b>a lot of people</b>		<b>(can’t TALK)</b>	<b>to each other.</b>
<b>TEKSTUALISERING B</b>						
<b>Dialogisk konstruktion: Argument</b>						
<b>Agenda</b>						
128	OK now <i>cont</i>		let’s		(get)	you into some GROUPS to do this.
129		How <i>wh/top</i> [did we]			(divide)	you BEFORE?
130			We		(won’t have)	TIME for a very complicated grouping game
131	so <i>struc</i>		I		(‘ll just ask)	you to be in GROUPS
132		people [[who feel //that they are not from an extended family]]	you?		<<>>	<<>>

		will <i>fin</i>				
133			<u>That</u>		('ll)	probably work
134		No <i>pol adj</i>	let's		just (have)	DIFFERENT families.
135	Now <i>cont</i>	Ashika, could <i>voc fin</i>	you		(work)	with THESE PEOPLE?
136		Barihu, <i>voc</i> would <i>fin</i>	you		(like to turn)	AROUND
137	and				(talk)	to THESE TWO?
138		<b>Yeah.</b> <i>pol adj</i>				
139			You		(want to be)	THREE TOGETHER?
140			That		('s)	GOOD
141	And <i>struc</i>	would <i>fin</i>	you three		(be)	together?
142		Maryam, would <i>voc fin</i>	you		(like to talk)	to NASIM?
143	and <i>struc</i>		you		('d make)	a group of FOUR?
144	Alright OK <i>cont</i>	Kwong and Si wing, <i>voc adj</i> would <i>fin</i>	you		(join)	THESE TWO PEOPLE OVER THERE,
145	and <i>struc</i>		you		(can take)	a CHAIR FROM THERE,
146	and <i>struc</i>		<u>in each group</u> [I]		(want)	
147			you		(to write down)	...
148		just <i>mood adj</i>	wait			for THESE GROUPS[[ to come over there]]
149			There		('s)	a CHAIR over there
150			Let's		(see)	
151	that <i>struc</i>		you		(can get)	SIX BENEFITS AND SIX DIFFICULTIES in each group,
152	and <i>struc</i>		that		(means)	
153	that <i>struc</i>		we		(should have)	a GOOD SELECTION of ... <b>EXAMPLES of extended families</b>
154	Yes, <i>cont</i>		<u>if you can pick up any</u>		('s)	GOOD



			examples from extended families [that]			
<b>TEKSTUALISERING B</b>						
<b>Dialogisk konstruktion: Argument (gruppearbejde)</b>						
<b>TEKSTUALISERING B</b>						
<b>Dialogisk konstruktion: Argument</b>						
<b>Agenda</b>						
155	Now <i>cont</i>		what I'll do		(is)	
156			I		(I'll go)	AROUND EACH GROUP
	and <i>struc</i>				get	ONE BENEFIT
157	and <i>struc</i>		I		(I'll go)	around again and maybe a THIRD TIME
158	so <i>struc</i>	don't <i>fin</i>			(REPEAT)	a benefit
159	if <i>struc</i>		you		(I've already got)	it WRITTEN DOWN on the board
160	and then <i>struc</i>		we		(I'll do)	the DIFFICULTIES.
<b>(+) ^ (=)</b>						
161	So <i>struc</i>		let's		(start)	with Nasim, YOUR GROUP.
162	<b>Ah</b> <i>cont</i>			<b>they</b>	<b>(can have)</b>	<b>ALL FAMILY CAN LIVE TOGETHER.</b>
163				<i>All the family</i>	<i>(can be)</i>	<i>together</i>
<b>(x)</b>						
164	And <i>struc</i>	how <i>wh/top</i>			(is)	THAT a benefit?
165	Well <i>cont</i>	how <i>wh/top</i>			(I'd)	THAT be a benefit?
166		What <i>wh/top</i>			(I's)	GOOD about that?
167				<b>All the children</b>	<b>(LIVING)</b>	<b>TOGETHER</b>
168	<b>so</b> <i>struc</i>			<b>they</b>	<b>(DON'T MISS)</b>	<b>each other</b>
169	so			<i>they</i>	<i>(don't miss)</i>	<i>each other</i>
170	Alright <i>cont</i>		that		(I'll do)!	
171				<b>They</b>	<b>(don't miss)</b>	<b>each other</b>

172						Good!
<b>(+) ^ (=)</b>						
173	And		let's		(go)	on to THE NEXT group
174				<b>They</b>	<b>(can ALWAYS GET)</b>	<b>ADVICE from each other</b>
175		<i>Always</i>		<i>someone</i>	<i>(to get)</i>	<i>advice from</i>
176					<b>(SUPPORT)</b>	<b>each other</b>
177	<b>or</b>				<b>(SUPPORT AND TAKE CARE OF)</b>	<b>each other.</b>
178				<i>Family members</i>	<i>(can always support)</i>	<i>each other</i>
<b>(x)</b>						
179		<i>Is fin</i>	that			ENOUGH?
180						<b>Including..</b>
181		<i>Maybe mood adj</i>	we		(have)	it LL WRITTEN DOWN?
182			You		(don't have to ADD)	anything
183						<b>Exchange of their experience</b>
184						with knowledge and experience
185				<i>Family members</i>	<i>(can always support)</i>	<i>each other through their knowledge and experience</i>
186		<b>Yeah pol adj</b>				
187						<i>through their...</i>
188		<i>Do fin</i>	you		(LIKE)	THAT?
189			That		('s)	OKAY as a point.
190			I		(thought)	
191			you		(said)	something ELSE
192	<i>but struc</i>		we		(can develop)	that point IN A MOMENT
193	<i>when</i>		we		(WRITE)	THE PARAGRAPH
<b>(+) ^ (=)</b>						
194		Maryam? and Anna?				
195	<i>Alright cont</i>	<i>Anna, voc adj</i>	ASHIKA		('s)	the spokesperson
196			We		('re looking)	for a BENEFIT, YOUR BEST ONE.

197				<b>Children</b>	<b>(get)</b>	<b>a BETTER KNOWLEDGE OF THEIR CULTURAL BACKGROUND of</b>
198		Excellent!		<i>Children</i>	<i>(can GAIN)</i>	<i>knowledge of their cultural background</i>
199		Good! Good one!				
	<b>(x)</b>					
200			I		'm going to put	a TINY little thing on that: <i>from the elders in the family</i>
201		<b>Yeah.</b> <i>pol adj</i>				
202	Now <i>cont</i>		that		could be	their PARENTS.
203			It		doesn't necessary NECESSARI-LY MEAN	their GRANDPARENTS.
204			We		have to be	CAREFUL [[how we use THIS WORD ELDER]].
205			It		DOESN'T ALWAYS FIT	[[as it fits HERE]]
	<b>(+) ^ (=)</b>					
206			Let's		go	on to your group again.
207		Nasim? <i>voc adj</i>				
208					<b>SAVE</b>	<b>MONEY,</b>
209	<b>so</b> <i>struc</i>			<b>they</b>	<b>don't have to TRAVEL</b>	<b>TO AND FRO.</b>
210						<i>Money saving money, travelling to other relatives or relations.</i>
211				<b>They</b>	<b>didn't have to PAY</b>	<b>for the light.</b>
212				<i>They</i>	<i>save</i>	<i>money by SHARING BILLS, sharing bills saving on child minding costs.</i>
213					<b>BUYING</b>	<b>THINGS</b>
214					<i>buying</i>	<i>things IN LARGE AMOUNTS, food in quoting sometimes, usually food</i>
215		<b>Yeah.</b> <i>pol adj</i>				
216			We		call	it <b>BULK BUYING</b>
217			Bulk		means	LARGE

218						<b>Bulk</b>
<b>(+) ^ (=)</b>						
219		LingYa, <i>voc adj</i>	your group			AGAIN, another benefit?
220				<b>The parents</b>	<b>DON'T LOOK AFTER</b>	<b>THE CHILDREN like older generations</b>
221		Is <i>fin</i>	that			a BENEFIT?
222		<b>Yeah</b> <i>pol adj</i>	<b>that</b>		's	<b>a benefit.</b>
223		<b>No</b> <i>pol adj</i>	<b>this</b>		is...	...DIFFICULTY
224			That		might be	a difficulty.
<b>(+) ^ (=)</b>						
225		Have <i>fin</i>	you		got	another benefit? Anything else?
226		Have <i>fin</i>	you		got	another benefit?
227				<b>Grand mother and grand father</b>	<b>are looking after</b>	<b>THE CHILDREN</b>
228		Yeah <i>pol adj</i>	that		really is	HERE, isn't it?
229						a little bit DIFFERENT
230	becaus e <i>struc</i>			<i>grand parents</i>	<i>can also teach</i>	<i>the children</i>
231	So <i>struc</i>		it		's	REALLY A POINT [[that leads into learning from the elder and saving on child minding costs]], wouldn't it?
<b>(+) ^ (=)</b>						
232		Si Wing did <i>voc adj fin</i>	you		have	another point?
233				<b>Grand- parents</b>	<b>can TEACH</b>	<b>THE CHILDREN.</b>
234	Yes		I		was	just writing this on the boar (laughs)
235						<b>Oh.</b>
236		Lina, have <i>voc adj fin</i>	you		got	ANOTHER ONE?
237			you		haven't?	
238				<b>You</b>	<b>LEARN TO RESPECT</b>	<b>the elder people</b>
239	Ah, <i>cont</i>		<u>Living in a large family</u>		may help	you respect other people in the WIDER SOCIETY.

240			That		's	a possibility, isn't it?
241		<b>Yeah.</b> <i>pol adj</i>				
242	OK so <i>cont struc</i>			<u>Learning to respect other people</u>	is	possibly EASIER to do in an extended family than in a single parent family.
<b>(+) ^ (=)</b>						
243		Yes Anna? <i>voc adj</i>				
244						<b>MORE LOVING AND AFFECTION</b>
245		Yes <i>pol adj</i>				More love and affection in an extended family
246		Possibly because <i>mood adj</i>	there		's	LESS PRESSURE in an extended family
247	so <i>struc</i>		you		've got	<i>more love and affection</i> in an extended family.
248			<b>This</b>		<b>should be</b>	<b>a possibility for EXPANDING, EXTENDING the STRENGTH OR POWER, for SEARCHING CAREER SUPPORTING other family members</b>
249	Right so <i>cont struc</i>		it		's	all about FAMILY SUPPORT?
250			You		're talking	about STRENGTH, is it?
251		<b>Yeah.</b> <i>pol adj</i>				
252	When		When you 're saying 'more opportunity to' [it]		's	really an EXTENSION OF SUPPORT, isn't it?
253	So <i>struc</i>		you		'll GET	YOUR POINT.
254		<b>Yeah, I think so, yes</b>				
255	So <i>struc</i>		we		might KEEP	IT THERE.
256	when		we		WRITE	THE PARAGRAPH.
<b>(+) ^ (=)</b>						
257		Anna, <i>voc adj</i>				YOUR POINT?
258						<b>A MORE STABLE ENVIRONMENT</b>

						<b>WITH THE CHILDREN.</b>
259		What involve ment? <i>wh/top</i>				
260	Oh					stable environment
261		Yes OK <i>pol adj</i>				<i>a stable environment for the children in the families</i>
262		What <i>wh/top</i>				(utydeligt)
263		<b>Yes, I think so</b>				
264			When we `re talking about sharing [there]		`s	a whole LOAD of things [[that people can share]], sharing housework // which makes it a benefit, an easier thing to live in an extended family.
<b>Agenda</b>						
265	Alright <i>cont</i>		let`s		have	a look at THE DIFFICULTIES,
266	and <i>struc</i>		we		`ll start time	the OTHER WAY AROUND this
267	so <i>struc</i>		we		`ll start	with SI WING...a difficulty?
<b>(+) ^ (=)</b>						
268						<b>LACK OF TOLERANCE</b>
269	<b>becau se</b> <i>struc</i>		<b>it</b>		<b>is</b>	<b>DIFFICULT TO SHARE.</b>
270			It		`s	a POSSIBILITY.
271	so <i>struc</i>		we		can say	
272				<i>there</i>	<i>may be</i>	<i>lack of tolerance and difficulty to share</i>
<b>(+) ^ (=)</b>						
273		Yes Anna? <i>voc adj</i>	This			ASHINKA [[who is the spokesperson]].
274						<b>JEALOUSY</b>
275	Yes <i>cont</i>	could <i>fin</i>	you		give	me an EXAMPLE of [[how that might happen]]?
276			In an extended family		-	
277			We		know	in a BLENDED family
278	be- cause <i>struc</i>		strangers		come	together
279		How <i>wh/top</i>			`ll	there be jealousy in an EXTENDED family?

280				<b>Jealousy</b>	<b>could occur</b>	<b>in a blended family, no in an extended family</b>
281		Yes <i>pol adj</i>	give			me an example of [[how that might happen]].
282				<b>Competition</b>	<b>is</b>	<b>HARDER</b>
283	Right <i>cont</i>		jealousy		could arise	from competition
284			That		was	the word you were using?
285		Was <i>fin</i>	it			THAT GROUP?
286		<b>Yeah.</b>				
287						Competition
288				<i>Jealousy</i>	<i>could arise</i>	<i>from competition with each other</i>
289			That		could be	competition for affection, competition for attention, competition for being the best child in the family, getting the best grades from the school.
290			That		's	a possible difficulty
291						GOOD!
<b>(+) ^ (=)</b>						
292		Lata,				a DIFFICULTY!
293						<b>Less privacy</b>
294		Yes <i>pol adj</i>				less privacy or loss of privacy, yes
295				<b>If they want to go to the toilet [every one else]</b>	<b>will BE</b>	<b>THERE.</b>
296	Alright				not having	ENOUGH BATHROOMS.
297	So <i>struc</i>	can <i>fin</i>	we		say	<i>lack of resources, lack of utilities</i>
298				<b>If you'll go to the toilet and you 've only got one in the house,</b>		<b>so...</b>
299						<i>lack of facilities for example bathrooms</i>
300						OTHER THINGS [[that need to be shared]]?
301						<b>TELEVISION</b>
302						Television
303						<b>CHAIRS</b>

304						<b>FOOD</b>
305			You		are NOT HAVING	a LACK OF FOOD, are you?
306	<b>Allright</b>					any of those things, but PARTICULARLY TV, bathrooms and anything else? Or bedroom space, maybe, lack of resources
307	So struc	could fin	we		say	lack of space?
308						<b>ACCOMODATION and space</b>
309		Sorry	I		've JUMPED	
310			I		should have moved	on to THIS GROUP
311			I		'm putting	THAT ONE IN, lack of space and accommodation
<b>(+) ^ (=)</b>						
312				<b>Older and younger</b>	<b>may NOT AGREE.</b>	
313						Oh yes, the generation gap
314				<i>Older and younger generations</i>	<i>may not agree</i>	
315				<b>Opinions and ideas</b>	<b>may be</b>	<b>DIFFICULT.</b>
316			They		might not agree.	
317		Would fin	that		fit	IN HERE?
318				<i>The opinions and ideas</i>	<i>may differ</i>	
319						SIMILAR isn't it?
320		<b>Yeah.</b>				
321						Any MORE?
322						<b>INTERFERENCE</b>
323	Right cont	what sort of interference? wh/top				
324						<b>TOO MUCH INTERFERENCE IN YOUR PERSONAL LIFE</b>
325						Too much interference in your personal life
326						<i>too much interference in the</i>



						<i>individual's personal life</i>
327			There		're	some aunties can be very NOSY wanting to help out their nieces too much
328			Their niece		may be	a GROWN WOMAN
329			<u>That</u>		's	a GOOD EXAMPLE, good one!
<b>(x) ^ (=)</b>						
330	<b>So</b> <i>struc</i>			<b>they</b>	<b>get</b>	<b>RESENTNESS</b>
331						resentment, yes, good word
332				<i>This</i>	<i>would lead</i>	<i>to resentment</i>
<b>(+) ^ (x) ^ (=)</b>						
333		Sorry, what <i>wh/top</i>			were	you SAYING?
334				<b>They</b>	<b>CANNOT DO</b>	<b>[[WHAT THEY WANT]]</b>
335			They		cannot do	[[what they want]]
336						<b>Yes.</b>
337		How <i>wh/top</i> [can you]			put	that INTO A POINT?
338			<b>It</b>		<b>IS</b>	<b>a point!</b>
339	Yes but <i>cont struc</i>		it		's	TOO BROAD
340			I		've got to put	IN A BIT MORE
341		Why <i>wh/top</i>			can't	they DO [[WHAT THEY WANT]] in an extended family?
342						<b>TOO MANY FAMILY RULES.</b>
343		Good!	that		's	THE WAY [[WE CAN PUT IT]]
344				<i>Too many family rules</i>	<i>may prevent</i>	<i>people doing</i> [[ <i>what they want</i> ]].
345		Is <i>fin</i>	that			OK?
346						<b>Yeah.</b>
<b>(+) ^ (=)</b>						
347	Now <i>cont</i>	are <i>fin</i>	there			ANY OTHER [[we should put down here]],
348	before		we		(start)	doing some WRITING?
349			We		can actually think	about this later
350		<<are	there>>			any [[that you might have written down]]?

351	and <i>struc</i>		we		haven't put	up here?
352		You			were saying	something?
353			<b>The children</b>		<b>can</b>	<b>learn from other than parents</b>
354				<i>the children</i>	<i>learn</i>	<i>from other than parents</i>
355		Is <i>fin</i>	that			alright for a start?

<b>Tekstualisering C</b>						
<b>Dialogisk konstruktion: Paragraf</b>						
<b>Afstandslukning</b>						
356	Now <i>cont</i>		<u>when we write our essay</u> [we]		must of course have	AN INTRODUCTION .
357			in which		will be	A STATEMENT OF THE ISSUE AND A PREVIEW
358					Remember	THOSE LITTLE PHRASES?
359						A STATEMENT OF [[WHAT IT IS ]]
360	so <i>struc</i>		we		'll say	SOMETHING ABOUT [[WHAT AN EXTENDED FAMILY IS]] AND SOMETHING ...
361						(til elev ☺:you look beautiful!
362						SOMETHING ABOUT...
363			We		're going to TELL	YOU...
364		I mean <i>mood adj</i>	we		won't say	'WE'
365	but <i>struc</i>					WORDS
366			which		will TELL	OUR READER
367	that <i>struc</i>		we		're going to be talking	about BENEFITS AND DIFFICULTIES
368	So <i>struc</i>		<u>that</u>		needs to be	THE INTRODUCTION
<b>Agenda</b>						
369			I		don't want to start	on THAT
370			<u>That</u>		's	SOMETHING[[you can put in AFTER]].
371			The first thing [[we need to do]]		is start working	on THE BODY OF THE TEXT //which is discussing THE BENEFITS AND

						DIFFICULTIES.
372	and <i>struc</i>		the same			with THE CONCLUSION.
373			We		don't want to START	with the CONCLUSION.
374			We		'll do	THOSE AFTER.
<b>Agenda</b>						
375	So <i>struc</i>		we		're going to do	a PRACTICE HERE
376	and <i>struc</i>		I		'm going to DO	it WITH YOUR HELP
377	and <i>struc</i>		we		're going to WRITE	TWO PARAGRAPHS, one for the benefits and one for the difficulties
378						<b>TWO PARAGRAPHS?</b>
379						TWO PARAGRAPHS
380			I		'm going to PICK	A TOPIC
381	or <i>struc</i>		you		're gonna PICK	A TOPIC
382	and then <i>struc</i>		we		're going to WRITE	THE PARAGRAPHS
383	and then <i>struc</i>		I		'm going to get	YOU DO SOME ON YOUR OWN.
<b>Agenda</b>						
384	So <i>struc</i>	shall <i>fin</i>	we		START	with THE BENEFITS OR THE DIFFICULTIES?
385		What <i>wh/top</i>			do you think?	
386						<b>Difficulties</b>
387	OK <i>cont</i>					Difficulties
<b>TEKSTUALISERING C</b> <b>Dialogisk konstruktion : Paragraf</b> <b>(+) ^ (=)</b>						
388	So <i>struc</i>		I		want	
389			some one		to PICK OUT	ONE OF THOSE DIFFICULTIES for me.
390		Peou, would	you		like to PICK	ONE OUT?

		<i>voc adj fin</i>				
391						Perhaps one [[that's different from the blended families]].
392						<b>LACK OF RESOURCES.</b>
393						Right, lack of resources.
394			That		's	a GOOD ONE.
395	So <i>struc</i>	shall <i>fin</i>	we		say	
396			Let's		start off	
397				<i>One of the difficulties</i>	...	
398	so <i>struc</i>		we			
399			I		'll PRETEND	
400			this paragraph [[that we're writing]]		is	THE BEGINNING.
401				<i>One of the difficulties in an extended family</i>	<i>may be</i>	<i>the lack of resources for a large number of people.</i>
<b>(+) ^ (=)</b>						
402	Now <i>cont</i>		that section		's	ON ITS OWN.
403			it		's NOT	GOOD ENOUGH FOR A PARAGRAPH.
404			We		've got to ELABORATE	it,
405					EXTEND	it
406			We		could GIVE	AN EXAMPLE.
407		What next sentence What following sentence <i>wh/top</i>			can	we PUT IN
408					TO EXPLAIN	THAT FURTHER?
409		Anna?				
410						<b>TOO MANY RULES</b>
411		No <i>pol adj</i>			WAIT	a moment
412			we		have to	

					EXTEND	THIS TOPIC SENTENCE
413		Don't <i>fin</i>			GO	TO ANOTHER DIFFICULTY
414			We		've got to WRITE	MORE ABOUT THIS.
415	<b>Oh</b>	.	<b>I</b>		<b>SEE.</b>	
416		For example what? <i>wh/top</i>				
417						<b>NOT ENOUGH BATHROOMS for everyone</b>
418	<i>For exam pel</i>			<i>there</i>	<i>may not be</i>	<i>enough bathrooms for everyone</i>
419		<b>Excuse me Ms</b>				<b>WRONG SPELLING exampel</b>
420	Oh <i>cont</i>	how <i>wh/top</i>			did I do	THAT?
421			I		just did	that
422					TO TEST	YOU
423		What sort of problem <i>wh/top</i>			could	THAT CAUSE?
424		What sort of problem <i>wh/top</i>			could	THAT CAUSE,
425	if <i>struc</i>		there		(were not)	enough BATHROOMS?
426			<b>They</b>		<b>will be</b>	<b>LATE</b>
427	<b>if</b> <i>struc</i>		<b>they</b>		<b>'d got to go</b>	<b>to WORK or whatever</b>
428	<i>and struc</i>			<i>children</i>	<i>could be</i>	<i>late for school</i>
429	<i>and struc</i>			<i>adults</i>	<i>could be</i>	<i>late for work.</i>
<b>Afstandslukning</b>						
430	Now <i>cont</i>	Anna <i>voc adj</i>	you		SEE	[[HOW IMPORTANT it is]]
431	when <i>struc</i>		you		're WRITING	YOUR ESSAY,
432					DRAFTING	it
433		Don't <i>fin</i>			RUSH	on to the next difficulty
434					MAKE	SURE
435			you		've ELABORATED	on that one
436	or				GIVEN	AN EXAMPLE, as much as

						possible
437		<b>Sorry</b>	<b>I</b>		<b>THOUGHT</b>	
438			<b>we</b>		<b>FINISHED</b>	<b>with it.</b>
439			One sentence		's really NOT	ENOUGH
440	So <i>struc</i>		I		WANT	
441			you		to MAKE	SURE
442	that <i>struc</i>		every point [[that you make in your essay]] [you]		ELABORATE	on it.
<b>Agenda</b>						
(Markerer på tavlen hvor en række andre paragraffer skal være) There are the other paragraphs						
443			We		'll do	the BENEFITS now.
444						<b>Benefits?</b>
445	Yes <i>pol adj</i>		we		're going	on to the benefits now.
<b>TEKSTUALISERING D</b> <b>Dekonstruktion: Metasproglig elaborering</b>						
446		To show the opposite side of the discussion [what]			's	the LITTLE PHRASE [[that I might use //to show that I'm going to write about THE OPPOSITE]]?
447					to show	[[that I'm going to write about THE OPPOSITE]]?
448			Look at			THE EXAMPLE [[we used in the blended families]], the linking word.
449						<b>ON THE OTHER HAND</b>
450						<b>ON THE OTHER WAY</b>
451						<b>ALSO</b>
452						On the other hand, no, not on the other way.
453			We		ALWAYS SAY	'ON THE OTHER HAND
454		I know	that		SOUNDS	THE SAME
455			We		ALWAYS SAY	'ANYWAY' or 'ON THE OTHER HAND
456			We		DON'T SAY	'ON THE OTHER WAY
457		I think <i>mood adj</i>	that		MIGHT BE	a TRANSLATION, that one
458	becau se <i>struc</i>		I		've come	across students writing 'on the other way' QUITE A LOT.
459		<b>Can</b>	<b>we</b>		<b>use</b>	<b>'ALSO'?</b>

460	Well <i>cont</i>			'also'	is	ADDITIONAL, ADDING ON
461	so <i>cont</i> <i>struc</i>		<u>when I do more difficulties</u> [I]		will be using	'ALSO'
462			You		haven't GOT	ONE?
463	Oh <i>cont</i>	did <i>fin</i>	you		GET	THIS from someone else?
464						JOINING WORDS, conjunctions, additional conjunctions...
465						Down here, Anna
(=)						
466			We		've got	'ALSO' 'FURTHERMORE', 'IN ADDITION', 'AS WELL' and so on.
467			They		're ADDING ON	ON
468	when		you		('re ADDING ON	MORE POINTS in the phrase in the essay.
469				'On the other hand' or 'however'	could be	THE START of our OPPOSITE SIDE of the discussion.
470		Peou, <i>voc adj</i>	you		LOOK	WORRIED?
471						OK? Good.
(=)						
472		<b>Can</b> <i>fin</i>	<b>we</b>		<b>use</b>	<b>'ON THE CONTRARY?'</b>
473		Yes oh though	you		'd use	'on the contrary' more...
474			<u>If instead of doing all the difficulties first and then the benefits</u> [you]		were doing	DIFFICULTY – BENEFIT – DIFFICULTY – BENEFIT
475			You		could do	something like
476				<i>In an extended family</i> [family members]	<i>can always support</i>	<i>each other by helping out, doing things for them.</i>
477				<i>On the contrary</i> [people]	<i>might find</i>	
478	<i>that</i>			<i>there</i>	<i>is</i>	<i>too much interference in an</i>

						<i>individual's personal life.</i>
479	So <i>cont</i>	I think		'on the contrary'	would be	
480	when		you		were SPECIFICA LLY DOING	a benefit and a difficulty and COMPARING those,
481	and				comparing	those
482	but <i>struc</i>		<u>at the moment</u> [we]		are doing	a VERY BASIC DISCUSSION
483	which is		we		do	ALL OF ONE SIDE OF THE ISSUE FIRST
484	then					ALL OF THE OTHER SIDE
485	and <i>struc</i>		<u>that</u>		's	the one [[I want you to learn FIRST]].
486	becaus e <i>struc</i>		<u>that</u>		's	THE EASIEST,
487	but <i>struc</i>	certainly <i>mood adj</i>	<u>later on in discussion</u> s [you]		can PICK	ONE
488	and				pick	one
489	and				pick	one
490	and				pick	one
491	and				PAIR	them
492	you know <i>cont</i>					OPPOSITE SIDES OF ONE OTHER VIEW, right?
(=)						
493	So <i>cont</i>		<u>to change,</u> <u>to go, to</u> <u>give the</u> <u>opposite</u> [we]		could use	'HOWEVER' or 'IN SPITE OF THIS'.
494	So <i>cont</i>			<i>In spite of these difficul- ties</i> [many people]	<i>value</i>	<i>the benefits of an extended family.</i>
495			That		's	ANOTHER to start the opposite side
496				'On the other hand' [I]	've ALREADY spoken	about
497				'on the contrary', 'alternativ ely'	've spoken	about that



				[we]		
498				Alternatively [many people]	believe	extended families have many benefits.
499	So cont		we		COULD HAVE	'on the other hand' AT THE START,
500	but struc		I		'm going to PRETEND	
501	that struc		we		've ALREADY GOT	ONE PARAGRAPH
502	and struc		I		'm going to START	with 'IN ADDITION.'
<b>TEKSTUALISERING C</b>						
<b>Dialogisk konstruktion: Paragraf</b>						
<b>(+) ^ (=)</b>						

Oh a benefit for me!

503		Which benefit? wh/top				
504						A benefit for me to work on?
505		Which one wh/top			would	you like me TO DO?
506				<b>Children</b>	<b>can gain</b>	<b>KNOWLEDGE of them</b>
507				In addition [children]	can gain	knowledge of their cultural b'ground...
508			I		've done	a SHORTHAND VERSION of 'background.
509		Is fin	that			[[ALL WE WROTE]]?
510						...from elders in the family.

<b>(x)</b>						
511		Can fin	you		EXPAND	THAT a little bit MORE?
512		Why wh/top			will	CHILDREN in an extended family GET THAT,
513	where as struc		in a blended family [they]		may NOT?	
514	Oh cont		we		've got	'THE ELDERS in an extended family"
515	but struc		there		's	SOMETHING ELSE [[that happens]] in an extended

						family.
516		Probably <i>mood adj</i>	in an <u>extended</u> family [there]		is	MORE of something [[we MEASURE with this]]
517		Would <i>fin</i>	there		be	MORE TIME FOR OLDER PEOPLE in an extended family to sit and talk with the children?
518			Tell			me
519			I		'm	WRONG
520		Maybe <i>mood adj</i>	that		's NOT	[[HOW IT IS]].
521		Do <i>fin</i>	you		think	
522	that <i>struc</i>		in an <u>extended</u> family [the older]		will have have got	MORE TIME,
523			[older people]		have got	MORE KNOWLEDGE?
524		<b>Yeah, absolutely!</b> <i>pol adj</i>				
525						Absolutely!
526	Oh <i>cont</i>		<u>that</u>		's	the way [[I want to hear it]], full agreement, lovely
<b>(x) ^ (=)</b>						
527	So <i>cont</i>	actually <i>mood adj</i>	we		could USE	THIS as an EXTENSION OF THIS POINT.
528						Something about older people [[having time to spend with the younger children [[telling them about their history and culture]]]]
529		Some one	put			THAT INTO A SENTENCE for me
530			<b>The elders</b>		<b>have</b>	<b>MORE TIME</b>
531			Let's		call	them 'THE OLDER FAMILY MEMBERS' now
532				<i>The older family members not only</i>	<i>have</i>	<i>the knowledge and experience</i>
533			which		is	YOUR POINT, Khieng,
534	<i>but also struc</i>				<i>have</i>	<i>the time</i>
535	and	perhaps				SOMETHING ELSE.
536			They		also have	THE DESIRE TO...

537			They		don't have	THE SAME DESIRE TO SHARE in their own country
<b>TEKSTUALISERING D</b>						
<b>Dekonstruktion: Metasproglig elaborering: Tekst</b>						
538	and <i>struc</i>		we		've got	'NOT ONLY-BUT' there
539			which <i>struc/top</i>		is	a GOOD CONSTRUCTION to use.
540			You		've got	your HIGHLIGHTERS
541					HIGHLIGHT	THE CONJUNCTIONS there
542			which <i>struc/top</i>		is	a rather INTERESTING INSTRUMENT
543	and <i>struc</i>					the 'NOT ONLY - BUT to ADD INFORMATION, ADDITIONAL INFORMATION.
544			We		've got	'FOR EXAMPLE which HOLDS THE TEXT TOGETHER
545			We		've got	'ONE OF'
546	because <i>struc</i>		we		're starting	at the BEGINNING
547	and <i>struc</i>				NOTICE	the other language things [[that are important]]
548					LOOK	<i>Maybe, may not be, could be, could not be</i>
549	so <i>cont</i>		we		've got	<i>can be</i>
550	and <i>struc</i>				LOOK AT	THE TENSE [[we're using]]
551			I		'll BE	WITH YOU in a MOMENT. (til en elev, der rækker hånden op)
552						SIMPLE PRESENT TENSE.
<b>(=)</b>						
553		<b>What</b>			's	<b>THE DIFFERENCE BETWEEN 'MAY BE and 'COULD BE'?</b>
554			There		isn't	MUCH DIFFERENCE
555			You		could say	"COULD BE ENOUGH BATHROOMS"
556	and <i>struc</i>			the children	"may be	LATE FOR SCHOOL"
557			I		'll look	THAT UP
558	and <i>struc</i>				SEE	
559	if <i>struc</i>		I		can FIND	ANOTHER REASON
560			They		are	both little AUXILIARIES, BITS
561			we		ADD	to the VERBS TO GIVE POSSIBILITY,
562	and <i>struc</i>		we		call	THAT MODALITY
563	so		we		're NOT	

	<i>cont</i>				SAYING	
564			'this		is	WHAT HAPPENS
565			We		're saying	
566			'this		is	A POSSIBILITY
567	and <i>struc</i>		we		MIGHT USE	the words 'IT IS POSSIBLE THAT'
568	but <i>struc</i>		the other thing		is	
569	that <i>struc</i>		<u>when you are not using these words</u> [you]		are	STILL USING THE SIMPLE PRESENT TENSE
<b>(=)</b>						
570	Now <i>cont</i>					ANOTHER THING [[that I noticed with the other class]]
571			Some of them		got writing	VERY ENTHUSIASTIC and started
572	and <i>struc</i>				started writing	JOTS DOWN as
573			You		<i>may not do</i>	<i>THIS'</i>
574	or <i>struc</i>			<i>In a family [your grand-parents]</i>	<i>may not want</i>	<i>you to.'</i>
575		Don't <i>fin</i>			PUT	the word 'YOU' in it
576			Distance			YOURSELF FROM THE TEXT
577	and <i>struc</i>		you		're DE-SCRIBING	it
578	as if <i>struc</i>		it		was	SOMETHING OUT THERE
579			That		's	the CULTURAL WAY that we do it in A SCHOOL TYPE or an ACADEMIC TYPE ESSAY.
580	So <i>cont</i>	don't <i>fin</i>			USE	the word 'YOU' in it.
<b>SELVSTÆNDIG KONSTRUKTION</b>						
<b>Agenda</b>						
581	Now <i>cont</i>	I'm sorry <i>mood adj</i>	it		's taken	A BIT LONGER
582	but <i>struc</i>		I		'd like	
583			you		to just SPEND	THE NEXT NINE MINUTES trying to WRITE one or two paragraphs
584					PICK OUT	A DIFFICULTY

585					PICK OUT	A BENEFIT
586	and <i>struc</i>				WRITE	A PARAGRAPH like this.
587			<b>I</b>		<b>'m</b>	<b>TIRED</b>
588			You		're	TIRED
589	So <i>cont</i>				DO	THAT FOR ME NOW
590		Can <i>fin</i>	you		JUST PRACTICE	WRITING
591	and then <i>struc</i>		next lesson		we'll get	TOGETHER
592	and <i>struc</i>				PLAN	THE WHOLE ESSAY.
593	So <i>cont</i>	just <i>mood adj</i>	have			a GO OF WRITING AT LEAST ONE PARAGRAPH NOW
594			Pick out			ANY DIFFICULTY or a BENEFIT topic sentence
595		Yes <i>pol adj</i>	you		CAN	
596			You		(can DO)	it!
597						Topic sentence and then ELABORATE it!