

ClauseNumber Clause

- 1 Raymond hurried through the cloakroom
- 2 and on into the music room.
- 3 He forced his way past the other children
- 4 so that he could get the chair by Clifford Grinnell.
- 5 Miss Madison said somewhat ceremoniously, 'Good morning, children,'
- 6 and waited expectantly.
- 7 The children replied in unison,
- 8 'Good morning, Miss Madison.'
- 9 Raymond took part in the greeting automatically.
- 10 The teacher asked with formality, 'Is there anyone
- 11 who would like to sing a special song this morning?'
- 12 Raymond apathetically fingered his book.
- 13 Several of the children held up their hands
- 14 and waved them enthusiastically.
- 15 Miss Madison called on a girl
- 16 who chose the first song in the book, 'America.'
- 17 Several of the boys mumbled, 'Naw,'
- 18 and 'not that one.'
- 19 Raymond, staring toward the front of the room,
- 20 was preoccupied with his own thoughts.
- 21 He looked over toward Clifford
- 22 as though perhaps he had missed out on something
- 23 and wanted to see what Clifford was doing.
- 24 The teacher started playing 'America.'
- 25 Raymond placed his nose against his opened book,
- 26 and the pages shut on his head.
- 27 He squirmed restlessly.

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- 28 The other children started singing.
- 29 Raymond sang also, but in a mechanical way,
- 30 paying little attention to the song.
- 31 He glanced briefly over his shoulder.
- 32 He watched Miss Madison
- 33 when she said pleasantly, 'Now let's sing it again, not quite so loudly.'
- 34 The children sang 'America' again, more softly.
- 35 Raymond sang in the same automatic way.
- 36 He barely sang,
- 37 but his mouth did move in time with the music.
- 38 He seemed a little more interested toward the end of the song.
- 39 He breathed jerkily
- 40 when he hit each note.
- 41 Miss Madison almost clipped the last note
- 42 when she instructed the children,
- 43 'Now let's sing the song on page 52.'
- 44 It was entitled 'Clocks and Watches.'
- 45 Raymond licked his fingers
- 46 and flipped through the pages rapidly,
- 47 showing eagerness
- 48 to get on to another song.
- 49 He was one of the first children
- 50 to find the correct page.
- 51 The teacher introduced the song
- 52 by asking, 'Well now, what kind of clocks are there in this song?'
- 53 There are three kinds;
- 54 you can tell from the pictures.'

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55 Clifford held up his hand
56 and said, 'Steeple clock.'
57 While Raymond looked directly at the book,
58 his mouth seemed to be forming words.
59 Apparently he was reading the verse
60 in an effort to discover the other types of clocks.
61 The teacher asked, 'Is a steeple clock a large clock or a small clock?'
62 Clifford answered readily, 'It's a large clock.'
63 'What other kinds of clocks are there?' asked the teacher.
64 Raymond waved his hand vigorously.
65 He was the first one
66 to raise his hand on this question.
67 Smiling pleasantly,
68 the teacher said, 'All right, Raymond.
69 What's another kind of clock?'
70 He said confidently, 'Mantle clock.'
71 Mantle clocks were the second type
72 mentioned in the text of the song.
73 Also, a picture of a mantle clock appeared at the bottom of the page.
74 Raymond immediately put his cheek against his open book
75 and slammed the book shut against the side of his head.
76 He repeated this quickly several times.
77 Slowly he turned
78 and made an offhand comment to Clifford Grinnell.
79 Just then the teacher started singing the clock song,
80 signaling the children to join her.
81 Raymond's conversation was interrupted.

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82 With shoulders hunched
83 and his body bent forward,
84 he followed the words in the book,
85 singing lackadaisically.
86 Along with the others, he sang with enthusiasm
87 when he came to 'tick-a-tick-a, tick-a-tick-a,' at the end of the song.
88 While the teacher played,
89 she looked back over her shoulder with an alert, encouraging smile.
90 At the finish, she stopped
91 and said, 'We didn't sing that so well,'
92 adding pleasantly, 'Let's sing it again.'
93 Raymond looked at her seriously.
94 Miss Madison smiled
95 as she started to play,
96 and said, 'Let's try it once more.'
97 Raymond looked solemnly back at the songbook
98 with willingness to comply.
99 He sang along with the others.
100 Near the close of the song
101 he put his book up to his head
102 while he stretched briefly.
103 He continued to sing rather dreamily
104 while he stretched.
105 Many of the children smiled
106 when they finished the song,
107 apparently because of the comical words at the end.
108 As soon as the song was ended,

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109 the teacher said pleasantly, 'Now we'll sing page 100.'
110 Raymond turned the pages slowly,
111 looking for the right one.
112 Several children hurriedly found the place.
113 Miss Madison said to the class as a whole, 'What is the name of the song?'
114 Someone quickly answered, 'Down in the Garden.'
115 Raymond was still looking for the page.
116 As he leafed through the pages,
117 he whispered words
118 and made funny lip movements.
119 He was unobtrusive in his frolicsome action,
120 as though he meant it only for Clifford.
121 Clifford grinned appreciatively.
122 Raymond's expression showed satisfaction.
123 The teacher directed a discussion
124 about what would be found in the gardens of real life.
125 Apparently not hearing the discussion,
126 Raymond continued making faces
127 and slowly turning pages
128 to find page 100.
129 When he finally found the song,
130 he laid the open book on his lap.
131 He turned his attention toward the teacher with only mild interest.
132 The teacher pleasantly restated the name of the song, 'Down in the Garden.'
133 Her voice was quieting
134 and it got undivided interest.
135 She began playing the piano.

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136 Most of the children joined in eagerly.
137 Raymond yawned once during the brief song,
138 but otherwise he sang along in a fairly alert and contented fashion.
139 When they had finished the song,
140 Miss Madison said softly, 'Turn to page 128.'
141 This song was entitled 'Mister Sun.'
142 Raymond, who didn't hear the page number,
143 noticed with mild surprise
144 that the other children were turning to a particular page.
145 He looked down at Clifford's book for the number.
146 Comically, Clifford put his book under Raymond's face
147 so that Raymond could see what page it was.
148 Raymond looked at the page number quickly,
149 smiling at Clifford's antic.
150 Raymond turned his book upside down for Clifford's benefit
151 while he hunted for the page.
152 He soon looked more solemn
153 as he tried to find the page with the book upside down.
154 He appeared oblivious of the others
155 while they sang the song through to the end.
156 The teacher announced, smilingly, 'Let's clap to the music.'
157 This brought excitement from some of the children.
158 Raymond continued busily and seriously
159 looking for the page,
160 still holding the book upside down.
161 A satisfied grin indicated
162 that he had at last found the page.

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163 He turned the book right-side-up
164 and glanced briefly, happily, at Clifford.
165 Just then, he noticed the zestful clapping
166 and immediately joined the others.
167 He looked around with contentment at nothing in particular,
168 apparently enjoying the clap, clap movements.
169 The teacher whispered, 'Softer,'
170 as the song continued.
171 There was no perceptible difference in the volume of Raymond's clapping.
172 His face showed enjoyment.
173 He briefly glanced at Clifford.
174 The two exchanged a smile
175 as they clapped.
176 The song ended.
177 Immediately the teacher said, 'Let's sing it.'
178 Raymond looked mischievously around the room.
179 Apparently he had nothing in mind to do
180 to externalize that feeling;
181 he just looked around.
182 An impish smile was on his face.
183 When the others began to sing,
184 he picked the tune up immediately
185 and sang along with them.
186 His feet swung contentedly underneath his chair;
187 they didn't quite touch the floor.
188 As the children reached a high note, near the close of the song,
189 Raymond raised his eyebrows in surprise at such a high note.

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190 Still singing,
191 he looked briefly to see Clifford's reaction.
192 Clifford had not noticed the high note,
193 so Raymond faced the front.
194 When the song stopped,
195 Raymond, with the others, quietly faced the teacher,
196 awaiting her next word.
197 Miss Madison announced, smilingly, 'Now, we'll sing the song on page 41.'
198 Raymond found the place
199 and sang along with the others.
200 His interest gradually waned
201 and his face took on a more dreamy expression.
202 About halfway through the song, Raymond began whistling scarcely audibly,
203 since he knew
204 that he shouldn't whistle.
205 He appeared confident
206 that no one would notice,
207 so he whistled on.
208 His eyes sparkled merrily.
209 He banged rather absently on his book.
210 He swung his feet back and forth restlessly
211 but, in general, seemed contented and happy.
212 Miss Madison said in her quiet way, 'All right, let's rise.'
213 Raymond and the other children rose in unison.
214 Clifford, who was nearest the door, was the first one out
215 and he held the door open for some of the other children.

"Music Lesson"

Speer, Reynolds, Swallow, Zacks

ClauseNumber	Situation Changes						NumberOfChanges
	Time	Space	Object	Character	Cause	Goal	
1	0	1	0	0	1	1	3
2	0	1	0	0	0	0	1
3	0	1	0	0	0	1	2
4	0	0	0	0	0	0	0
5	0	0	0	1	1	1	3
6	0	0	0	0	0	0	0
7	0	0	0	1	0	1	2
8	0	0	0	0	0	0	0
9	0	0	0	1	0	0	1
10	0	0	0	1	1	1	3
11	0	0	0	0	0	0	0
12	0	0	1	1	0	0	2
13	0	0	0	1	0	1	2
14	0	0	0	0	0	0	0
15	0	0	0	1	0	1	2
16	0	0	0	0	0	1	1
17	0	0	0	1	0	1	2
18	0	0	0	0	0	0	0
19	0	0	0	1	0	0	1
20	0	0	0	0	0	0	0
21	0	0	0	0	1	1	2
22	0	0	0	0	0	0	0
23	0	0	0	0	0	0	0
24	0	0	0	1	0	1	2
25	0	0	1	1	1	0	3
26	0	0	1	0	0	0	1
27	0	0	0	0	1	0	1

ClauseNumber	Situation Changes						NumberOfChanges
	<u>Time</u>	<u>Space</u>	<u>Object</u>	<u>Character</u>	<u>Cause</u>	<u>Goal</u>	
28	0	0	0	1	0	1	2
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30	0	0	0	0	0	0	0
31	1	0	0	0	1	0	2
32	0	0	0	1	1	0	2
33	0	0	0	0	0	1	1
34	0	0	0	1	0	1	2
35	0	0	0	1	0	1	2
36	0	0	0	0	0	0	0
37	0	0	0	0	0	0	0
38	0	0	0	0	0	0	0
39	0	0	0	0	0	0	0
40	1	0	0	0	0	0	1
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42	1	0	0	0	0	0	1
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44	0	0	0	0	0	0	0
45	0	0	0	1	0	1	2
46	1	0	1	0	0	0	2
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49	0	0	0	0	0	0	0
50	0	0	0	0	0	0	0
51	0	0	0	1	1	1	3
52	0	0	0	0	0	0	0
53	0	0	0	0	0	0	0
54	0	0	0	0	0	0	0

ClauseNumber	Situation Changes						NumberOfChanges
	<u>Time</u>	<u>Space</u>	<u>Object</u>	<u>Character</u>	<u>Cause</u>	<u>Goal</u>	
55	0	0	0	1	0	1	2
56	0	0	0	0	0	0	0
57	1	0	0	1	0	1	3
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74	1	0	1	0	1	0	3
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76	1	0	0	0	1	0	2
77	1	0	0	0	1	1	3
78	0	0	0	0	0	0	0
79	1	0	0	1	0	1	3
80	0	0	0	0	0	0	0
81	0	0	0	1	0	0	1

"Music Lesson"

Speer, Reynolds, Swallow, Zacks

ClauseNumber	Situation Changes						NumberOfChanges
	<u>Time</u>	<u>Space</u>	<u>Object</u>	<u>Character</u>	<u>Cause</u>	<u>Goal</u>	
82	0	0	0	0	0	0	0
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87	1	0	0	0	0	0	1
88	1	0	0	1	0	0	2
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91	0	0	0	0	0	1	1
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101	0	0	1	0	1	0	2
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108	1	0	0	0	0	0	1

ClauseNumber	Situation Changes						NumberOfChanges
	Time	Space	Object	Character	Cause	Goal	
109	0	0	0	1	1	1	3
110	1	0	1	1	0	1	3
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133	0	0	0	0	0	0	0
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ClauseNumber	Situation Changes						NumberOfChanges
	Time	Space	Object	Character	Cause	Goal	
136	0	0	0	1	0	1	2
137	1	0	0	1	1	0	3
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ClauseNumber	Situation Changes						NumberOfChanges
	<u>Time</u>	<u>Space</u>	<u>Object</u>	<u>Character</u>	<u>Cause</u>	<u>Goal</u>	
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ClauseNumber	Situation Changes						NumberOfChanges
	Time	Space	Object	Character	Cause	Goal	
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Structural Variables

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Structural Variables

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Structural Variables

ClauseNumber	<u>Non-TerminalPunctuation</u>	<u>TerminalPunctuation</u>
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Structural Variables

ClauseNumber	<u>Non-TerminalPunctuation</u>	<u>TerminalPunctuation</u>
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Structural Variables

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Structural Variables

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Structural Variables

ClauseNumber	<u>Non-TerminalPunctuation</u>	<u>TerminalPunctuation</u>
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186	1	0
187	0	1
188	1	0
189	0	1

Structural Variables

ClauseNumber	<u>Non-TerminalPunctuation</u>	<u>TerminalPunctuation</u>
190	1	0
191	0	1
192	1	0
193	0	1
194	1	0
195	1	0
196	0	1
197	1	1
198	0	0
199	0	1
200	0	0
201	0	1
202	1	0
203	0	0
204	0	1
205	0	0
206	1	0
207	0	1
208	0	1
209	0	1
210	0	0
211	1	1
212	1	1
213	0	1
214	1	0
215	0	1